

Maximize the Return on Your Data Investment: Planning and Documentation for Data Collection and Analysis





SSIP Interactive Institutes

Albuquerque, NM; April 29-30, 2015

Taletha Derrington, DaSy, NCSI

Abby Winer, DaSy, ECTA

Susan Campbell, Part C Coordinator, DE

Verna Thompson, Education Associate

Part B 619, DE



Jacksonville, FL; May 12-13, 2015

Taletha Derrington, DaSy, NCSI

Abby Winer, DaSy, ECTA

Barbara Mazza, Education Associate

Part B, DE

Michele Rush, Part B Data Manager, DE

Chicago, IL; May 27-28, 2015

Taletha Derrington, DaSy, NCSI

Abby Winer, DaSy, ECTA

Cindy Hankey, Part C Consultant, NB

Session Objectives

- Describe the importance of planning for data collection and analysis, and of documenting findings and decisions along the way to facilitate reporting
- Identify “essential elements” in planning and documenting data collection and analysis
- Practice planning for data collection/analysis and documentation
- Discuss with state colleagues their different experiences and tools used in planning and documenting their data collection, analyses, and findings/decisions

Why are Planning & Documentation Important? They ...

- Define and limit the scope of data analysis for program improvement efforts, including the SSIP
- Create a roadmap for generating data tables and relating the state's findings to the development of program improvement plans, including the SSIP
- Track alternative hypotheses and additional analyses as they are generated
- Locate findings so that at a later time, when you are writing them up for stakeholders, OSEP, progress monitoring, etc., you can easily find them!

Data Analysis for SSIP Phases II & III

- Broad data analysis
 - Progress on your SiMR, including whether you are meeting your targets
 - Broad implementation of your improvement strategies
- In-depth data analysis
 - Evaluation of the implementation process
 - Evaluation of the implementation outcomes
 - Potentially the progress of subgroups on your SiMR
 - Important to limit the breadth of these analytic efforts to those that will be most relevant and likely to produce the information you need – new analyses may present themselves along the way

How? Questions to Think Through

- Did the state have concerns about data quality that limited the state's ability to interpret the data in Phase I? How is this going to be handled in Phase II planning and Phase III implementation?
- What factors did you find to be related to performance on the SiMR? Will these be stable or change across Phases II & III?
 - Child, family, provider, program?
- Where there changes over time in the factors identified to be related to state performance? Will these factors continue to be related?

How? Questions to Think Through

- What are your hypotheses from your theory of action about why/how the identified factors were related to the SiMR and why/how the improvement strategies will lead to improvements in the SiMR?
- What data are available in the state data system to answer questions about any of the hypothesized relationships?
- What information is available from other sources about the identified factors?
- What additional information will need to be collected?

How? Summarize Findings

- The questions/problem statements addressed
- Hypotheses about questions/problem statements
- Analysis and results generated to address the question/problem statement
- Additional analyses that are needed
- Interpretation of findings while the results are fresh in your mind

How to Plan and Document: Summary of Essential Elements

- Purpose of the collection/analysis
- Description of the general topic of collection/analysis
- Details for the collection/analysis that specify:
 - What – topic to be analyzed
 - Why – hypotheses or rationale
 - How – specific variables, types and order of analyses
- Documentation of decisions and findings



Discussion

- Questions and reactions?
- Has anyone begun planning their evaluation analyses?
 - What are you going to analyze – what is your question?
 - What are your hypotheses about that?
 - Does your process involve a stakeholder group? If so, who is on it?
- Resources
 - Planning, Conducting, and Documenting Data Analysis for Program Improvement
 - The DaSy Framework Data Use Subcomponent Sections 1 and 2 can give you further ideas for planning the data collection, analysis, and documentation

Sample Question

- Did our professional development improvement strategy increase the percentage of providers/teachers who are implementing our evidence-based practice (EBP)?
 - Purpose: to understand the impact of our improvement strategy on the intermediate outcome in our Theory of Action related to increasing provider/teacher implementation of our selected EBP.
 - Description of the general topic of analysis: the phase I analysis indicated that more than 50% of our providers/teachers scored below the cut off of 4 out of 5 on the implementation checklist. An improvement strategy was designed to address this issue, and we need to determine if it in fact works.

Sample Question

- Did our professional development improvement strategy increase the percentage of providers/teachers who are implementing our evidence-based practice (EBP)?
 - Details for the analysis:
 - What: Info on the PD strategy – 3-part series (instruction, video taped service delivery/teaching, 3 reflective supervision sessions)
 - Who: providers/teachers who participated in all 3 components
 - What/how: percentage who scored at least a 4 out of 5 on the EBP implementation checklist administered at the end of the 2015-2016 school year
 - How: using a chi-squared analysis, compare that percentage to the percentage who scored at least a 4 out of 5 at the end of the 2014-2015 school year and determine if it is significantly higher.

Sample Question

- Did our professional development improvement strategy increase the percentage of providers/teachers who are implementing our evidence-based practice (EBP)?
 - Documentation of findings and decisions:
 - What do you do if the number of teachers who participated in all 3 components is low – what is too low? Would you need to change your measurement time points to allow for longer implementation of your professional development strategy? Would you examine participation in each of the 3 parts of the strategy to see how they relate to implementation?
 - What do you do if you find that there is no difference, or the percentage is actually lower for the 2015-2016 group compared to the 2014-2015 group?
 - If you find the results you hypothesized – a significantly higher percentage, where and how do you document that so you can find and understand it 1-2 years from now for the Phase III report?

Small Group Activity

Use your theory of action to generate a question or questions, then begin planning data collection/analyses.

“Essential elements”

1. Purpose of the collection/analysis
2. Description of the general topic of collection/analysis
3. Details for the collection/analysis that specify what (topic to be analyzed), why (hypotheses or rationale), and how (specific variables, types and order of analyses)
4. Documentation of decisions and findings



State Examples

- Delaware Part C—Susan Campbell
- Delaware Part B (K-12 & 619)—Verna Thompson, Barbara Mazza, Michelle Rush



Retrieved from <http://www.greenwichmeantime.com/images/usa/delaware.jpg>

Delaware Part C



- Slow start but sizable interest from stakeholders
- Creation of SSIP Leadership Group—great note taker!
 - Data Subcommittee
 - Infrastructure Subcommittee
 - Stakeholder and State Initiatives

Thanks Sharon!

Delaware Part C

Data Subcommittee

- Agenda
- Documents to review
- Enthusiastic participation
 - Rich discussion
 - Possible root causes
 - Much contribution of other data
 - And more data And more data And more data
- So much data—everyone offered to help compare data
- Not consistently submitted (hi tech/lo tech)

Delaware Part C

(Hard) Lesson Learned:

Enthusiasm without organization leads to chaos.

Must devise better strategy when other two subcommittees meet.



Delaware Part C

Infrastructure Subcommittee


- Agenda
- Documents to review
- Enthusiastic participation
 - Rich discussion
 - Possible root causes
 - Much contribution of other data (surprisingly)

Delaware Part C

Added the Secret Ingredient—State Infrastructure Analysis Tool (<http://ectacenter.org/~calls/2014/ssip/ssip.asp> under Session 3 heading)

State Infrastructure Analysis Tool - Part C
Using Implementation Drivers to Tell the Infrastructure Story

This tool was developed by Ron Dugman and Carol Massanari, with input and support from the Mountain Plains Regional Resource Center team. The tool is based on work of the State Implementation and Scaling-up of Evidence-based Practices (SISEP) and the National Implementation Research Network. This tool was developed as part of the mission of the Regional Resource Center Program to support states in meeting OSEP requirements.



Part C: SSIP Infrastructure Analysis Template - Describing your Infrastructure: Telling Your Story

Implementation Drivers Component Questions	SSIP Infrastructure Component	What We Know (Strengths)	What We May Need to Improve (Opportunities)
<p>Performance Assessment - This driver focuses on the evaluation of implementation, both fidelity and results, as well as the assessment of the competent use of skills required for full and effective use of the intervention or improvement strategy. Evaluation is critical for the ability to know if the desired result is evident or if changes need to be made.</p>			
<p>1. How does the state know that improvement activities are implemented with fidelity and are leading to the desired change?</p> <p>a. How does the state determine targets for improvement and select appropriate measures?</p> <p>b. How frequently is evaluation data collected and reviewed?</p> <p>c. How are data being used to make decisions that can improve fidelity of implementation in improvement activities?</p> <p>d. What and how are data given to local programs, regions, and stakeholders as feedback?</p> <p>e. How does the state support local programs using performance assessment processes and fidelity data to inform and engage local staff as new skills are implemented and refined?</p>	<ul style="list-style-type: none"> • Accountability • Quality Standards 	<p>APR is shared/discussed @ ICC, SACIC And published on website</p> <p>Annual monitoring—child care</p> <p>Family survey data/results utilized frequently</p> <ul style="list-style-type: none"> • SACIC makes recommendations (separate Family Rights) • Trends/issues can be identified 	<p>Improvement activities on APR/SPP very general</p> <p>Focus Group—how can this be better presented?</p> <p>Front line may not understand how activities affect them/Don't understand data</p> <p>Family Survey not analyzed on provider level</p> <p>SACIC - Family Survey Results—identify issues - not go back to any family groups to address identified issues</p> <p>Family survey only annual (time, financial resource)</p> <p>No exit interview currently being conducted</p> <p>No annual provider monitoring conducted anymore</p>

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Key to using TA materials from OSEP and the TA centers to more effectively and efficiently complete Phase I activities and write the SSIP for submission

Delaware Part C

Stakeholder & State Initiatives Subcommittee

- Agenda
- No documents but organized (single) scribe
- Enthusiastic participation
 - Rich discussion
 - Small but diverse group

Thanks Verna!

Delaware Part C

Used same concept as Infrastructure document

Purpose

Details

Description

Documentation

Purpose: Identify all initiatives to leverage or inform work on SSIP

Instructions: Fill in the initiative name, a description of the initiative, and things that will help build the SSIP and Challenges/Lessons Learned in the table below

Initiative: EIEIO/ECPC

Description:

- Inclusive 0 to 8
- Developing a PD system for quality inclusive environments for young children
- Developing materials to support marketing quality inclusive environments
- Educating families, professionals, child care

Things help build SSIP	Challenges Lessons Learned
Expanding DIEEC PD to include RBI, ELFs, (functional IFSP goals, Inclusion Develop Personnel Infrastructure Build policies related to inclusion Develop materials related to inclusion Success stories on inclusion Sustainable policies on inclusion	Inclusion Credential not well attended Full cost for Inclusion Credential Incentives – expanding credit system and credentials to include specialists Expand to different disciplines

Key to using TA materials from OSEP and the TA centers to more effectively and efficiently complete Phase I activities and write the SSIP for submission

Delaware Part C

As we enter Phase II

What we have:

- Good path forward
- Strong planning
- Willing participants*

What we need:

- Better digital organization
 - Limitation—State firewall
 - Limitation—State software
- Better communication between subcommittees
 - ? Updates
 - ? Activity planning
 - No Social Media

Delaware Part B

Phase I SSIP Stakeholder Involvement

Delaware established 3 stakeholder groups to accomplish the work of Phase 1 of the SSIP:

1. Exceptional Children Resources

2. SSIP Work Group

- ✓ *Representation/Internal:* Part B 619 Coordinator, Part B 619 Data Manager, ELL Coordinator, Part B Data Manager, Curriculum & Instruction, Title I, Exceptional Children Resources, Assessment & Accountability, Teaching & Learning Branch
- ✓ *Representation/External:* Part C, Office of Early Learning

Delaware Part B

Phase I SSIP Stakeholder Involvement

3. SSIP Phase 1 Advisory Council

- ✓ Representation/Internal: Part B 619, ELL, Curriculum & Instruction, Title I, Assessment & Accountability (Exceptional Children Resources/Staff to the Council)
- ✓ *Representation/External*: Part C, Office of Early Learning, Developmental Disabilities Council, Access to the General Education Curriculum Committee, Rodel Foundation, Transition Cadre/Council, Governor's Advisory Council for Exceptional Citizens, ELL, Special Education Directors, State Board of Education, Delaware PTA, PBS Cadre/Regional Council, Parents, Early Childhood Council

Delaware Part B Phase I SSIP Process

DDOE Exceptional Children Resources	2014												2015		
	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	
SSIP Work Group															
SSIP Phase 1 Advisory Council															
Other Stakeholder Groups															
Continuous Planning for SSIP Process	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
Broad Data Analysis		Purple	Purple	Purple	Purple	Purple	Blue	Blue	Blue						
Identify Areas for Improvement				Purple	Purple	Purple	Blue	Blue	Blue						
Data Analysis – Root Cause Analysis					Purple	Purple	Purple	Purple	Purple	Purple	Blue	Blue	Blue	Blue	
Infrastructure Analysis							Purple	Purple	Purple	Purple	Blue	Blue	Blue	Blue	
Identify SiMR									Blue	Blue	Blue	Blue	Blue	Blue	
Identify Coherent Strategies for Improvement							Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple	
Draft Theory of Action										Purple	Purple	Purple	Purple	Purple	
Prepare Draft of SSIP												Green	Green	Green	
Review of SSIP Drafts												Purple	Purple	Purple	
Planning for Phase II Stakeholder Engagement												Purple	Purple	Purple	

Delaware Part B Broad Data Analysis Process

➤ *Selecting a Focus*

- SSIP Work Group was instrumental in shaping beginning area of focus through iterative process of guiding questions.

➤ *Identification of Data Elements and Sources*

- SSIP Work Group utilized guiding questions about reading performance of students with and without disabilities, and Preschool Child Outcomes to identify data elements and sources for analysis.

➤ *Evidence, Inferences, Further Needs*

- SSIP Work Group and SSIP Advisory Council used a similar process to analyze 26 sets of data, including disability category, grade, LRE, race/ethnicity, SES, and ELL.
- Data were analyzed in isolation and in various combinations.

Delaware Part B

In-depth Data Analysis

➤ *Understanding Why the problem Is Occurring*

- SSIP Advisory Council's broad data analysis led SSIP Work Group to consider other data elements and comparisons and request analyses of 24 additional sets of data in a variety of visual formats.

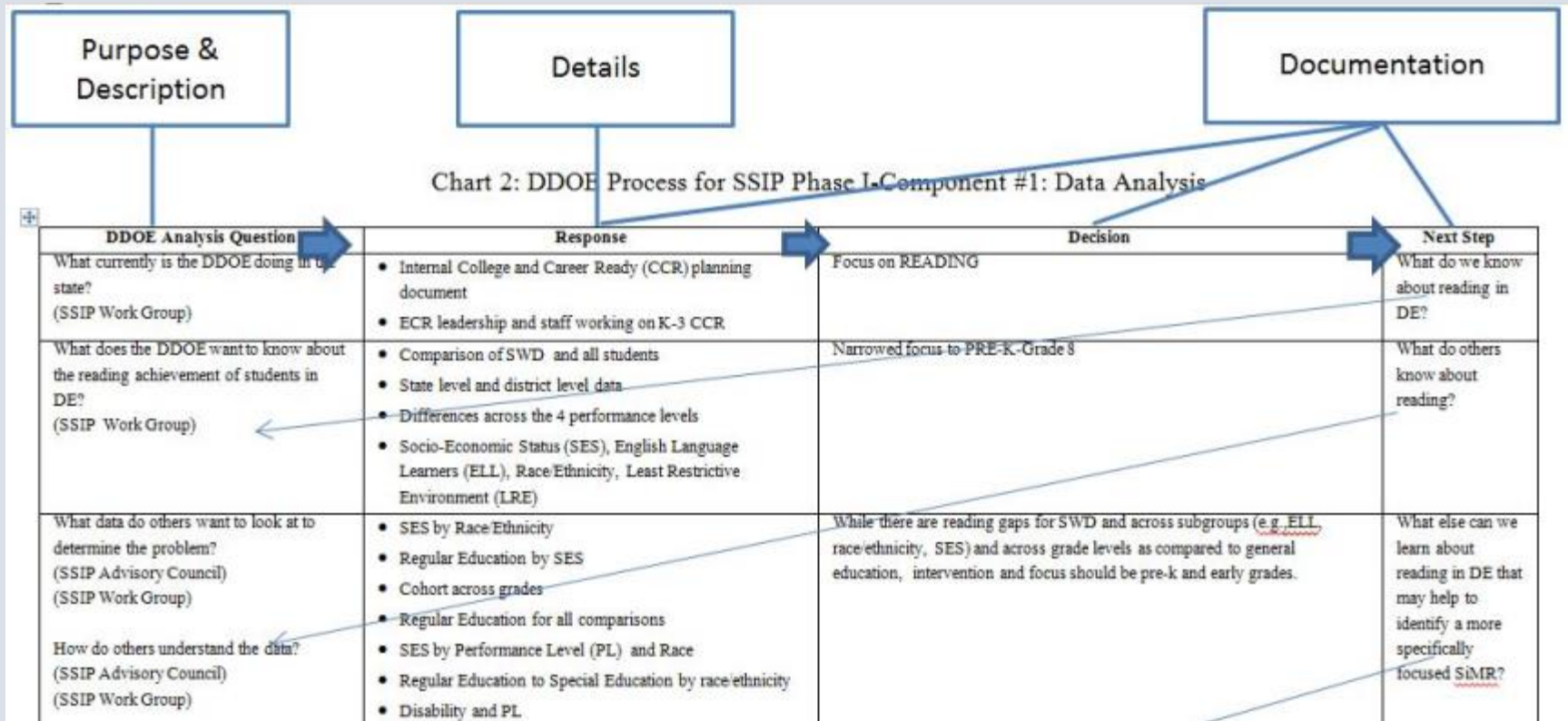
➤ *Iterative Discussions to Finalize a SiMR and Arrive at Targets*

- Over time, the data analysis process became iterative with the infrastructure analysis.

➤ *Infrastructure Analysis*

- State and local Infrastructure Systems were analyzed to identify strengths and barriers in the following areas: Governance, Fiscal, Quality Standards, Data, Professional Development, Technical Assistance, Accountability/Monitoring, and Cultural Competence

Delaware Part B Planning and Documentation Process



Delaware Part B Area of Focus




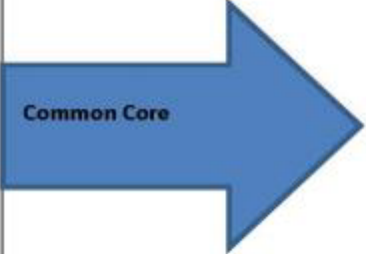


K-3 Literacy

SiMR

Increase the literacy proficiency of students with disabilities in K-3rd grade as measured by a decrease in the percentage of 3rd-grade students with disabilities scoring below proficiency on Delaware's statewide assessment

Aligned with the Department's Priorities

Theory of Action

Strands of Action	If	Then	Then	Then
 <p>School Leadership</p>	<p>If DDOE models and provides information to LEA leaders about principles of Implementation Science to lead change,</p> <p>If effective DDOE and LEA leaders model and expect culturally competent literacy instruction and sensitivity to the needs of students and families,</p> <p>If DDOE develops partnerships and effective communication among the staff of the DDOE, school administrators, teachers and parent support agencies to provide early literacy and literacy strategies for families,</p>	<p>Then LEAs and building leaders will model and provide information to staff about change strategies to improve instruction in schools;</p> <p>Then teachers will demonstrate culturally competent literacy instruction with linguistic awareness and be more sensitive to students' social/emotional needs;</p> <p>Then families will have access to information and training to increase their knowledge and skills to support early literacy and literacy practices;</p>	<p>Then appropriate evidence-based reading strategies will be selected and provided to meet the unique needs of preschool-3rd grade SWD.</p>	<p>Then grade 3 SWD will improve reading performance.</p>
 <p>Common Core</p>	<p>If DDOE provides a robust system of PD that supports implementation of literacy instruction in the Early Literacy Foundations and Common Core Standards using multi modal training, coaching, feedback, monitoring, data-based decision-making and evaluation,</p> <p>If DDOE provides training to the LEAs and preschool programs on diagnostic processes and alignment with instructional strategies including assessments and tools for the five components of reading,</p> <p>If DDOE communicates and holds high expectations for the performance of SWD,</p>	<p>Then LEAs will provide ongoing PD using this robust system to support Early Literacy Foundations and Common Core Standards in its schools.</p> <p>Then the LEAs will provide training to assessors and teachers on these diagnostic processes and selection of instructional strategies based on individual student needs;</p> <p>Then LEA and building leadership will be accountable for higher levels of improved performance for SWD in reading;</p>		
 <p>Transparent Data</p>	<p>If the DDOE expects LEAs to use high quality data and data-based decision making,</p>	<p>Then the State and LEA data management systems will be robust, consistent and flexible to accept and adapt for multiple sources of data, internal and external;</p>		
 <p>Support for Struggling Schools</p>	<p>If DDOE identifies a select subset of LEAs as first adopters and collaboratively partners with the LEAs to identify root causes to low reading achievement, and allocates differentiated, resources as appropriate,</p>	<p>Then the LEA partners with selected school(s) to identify root causes of low reading achievement and combines local resources with DDOE's resources to implement evidenced-based strategies with fidelity to address root causes;</p>		

State Example

- Nebraska Part C – Cindy Hankey



Retrieved from <http://www.greenwichmeantime.com/images/usa/nebraska.jpg>

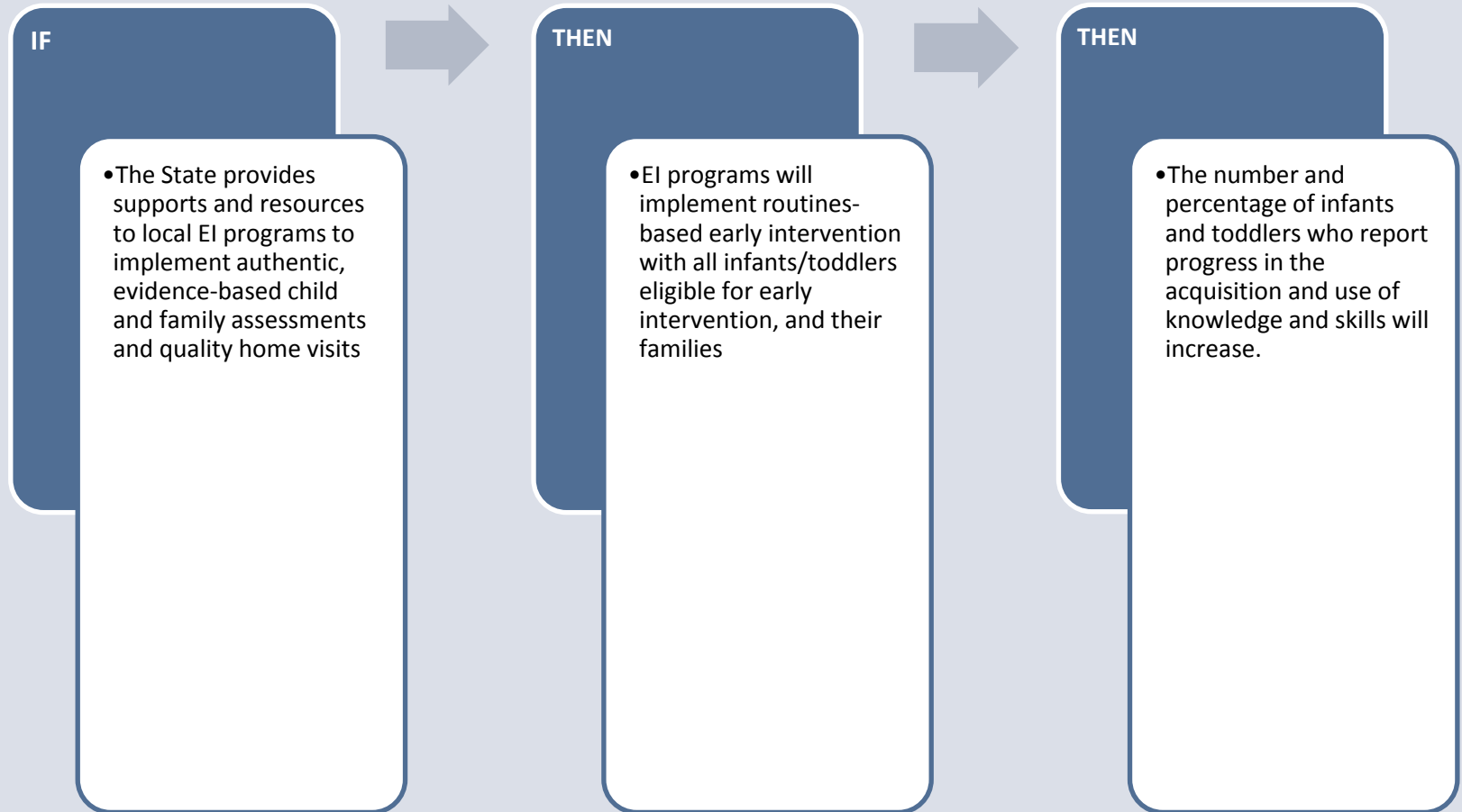
Nebraska Part C began with a look at...

- (1) Our federal child outcome data...indicated low scores for outcome C3B (acquisition and use of knowledge and skills), and
- (2) Our statewide IFSP monitoring data...indicated
 - a) Failed test items used to write IFSP outcomes rather than information gathered from ongoing child assessment within everyday learning opportunities,
 - b) Lack of alignment *between* family-expressed priorities and IFSP outcome development; and
 - c) Few IFSP outcomes related to priorities and needs about family resources and supports.

From this rather “dismal” analysis, we identified the following SiMR...

To increase the number and percentage of infants and toddlers who demonstrate progress in the acquisition and use of knowledge and skills (including early language/communication) –
3B Summary Statement 1

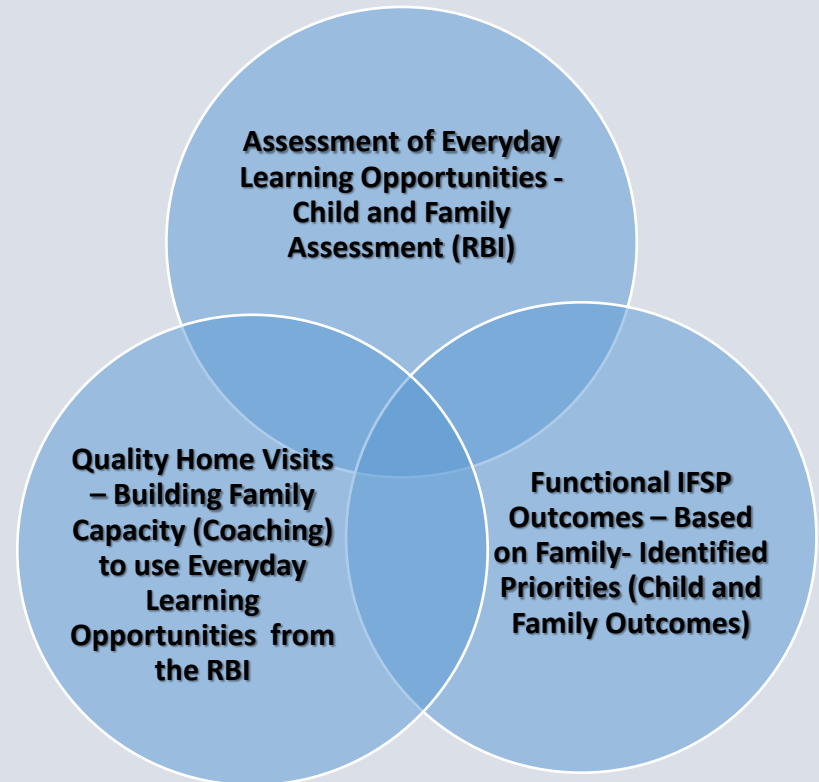
And we proposed this Theory of Action....



Our supports and resources focus on 3 Coherent Improvement Strategies:

- **Routines Based Interview (RBI)**
- **Functional child and family IFSP outcomes**
- **Quality home visits based on routines.**

A Routines-based Approach to Early Intervention.



How are we going to do this?

We started with Infrastructure...

- State Leadership Team
 - Geographically located RBI Trainers
- Local Stakeholder Teams (already using the RBI)
 - Pilot 1 Programs
 - Pilot 2 Programs
- Proposed statewide scale up.....

Next, we began “Systematic Training with Fidelity”

- ❑ Developed a “Nebraska Team Self-Assessment” to create context for change
- ❑ Developed a cadre of trained RBI coaches
- ❑ Developed “Nebraska RBI Boot Camps” based on the Siskin RBI Institutes - 7 training components including functional outcome writing-using An RBI Implementation Checklist for approval and fidelity
- ❑ Developed a Quality Outcome Checklist

Based on the Phase I broad data analysis, we realized the need to continue to closely monitor...(impact on SiMR)

- ❑ Annual results of federal child and family outcome data; and
- ❑ Results of statewide IFSP monitoring efforts.

For in-depth data analysis in Phases II & III, we will collect....

- ❑ RBI Implementation Checklists with state-established minimum requirement of 85% to become approved
- ❑ IFSP quality outcome data generated from the use of a “Quality Outcome Checklist”, includes data on total # of outcomes, # of family outcomes, and numeric score of quality of the outcomes
- ❑ For routines-based quality home visits...we aren't there yet. Will likely develop a home visit “boot camp” with an implementation checklist

How do we Keep Track??

- We use Kanban as a “one stop shop” for our data, accessible by invite only....
- www.Kanbanflow.com is a free on-line tool for managing team project collaboration
- Kanban is simple and can be used to design and build buildings, manage homework, organize household chores, or for keeping track of our training....

Pilot 1 Teams +	Pilot 2 Teams +	In Process with E-B... +	Not Started +	Color Code +
<ul style="list-style-type: none"> PRT 27 North Platte PRT 1 ESU 1-Wakefield PRT 22 Westside 	<ul style="list-style-type: none"> PRT 4 PRT 19 OPS PRT 21 	<ul style="list-style-type: none"> PRT 10-Kearney PRT 15-McCook PRT 11-Holdrege PRT 18-LPS PRT 20 Bellevue PRT 29 Norfolk PRT 13/14 Scottsbluff/Sidney PRT 3-Rural Omaha PRT 7-ESU 7 PRT 26-Grand Island PRT 23 Papillion LaVista PRT 16 	<ul style="list-style-type: none"> PRT 8 Neligh PRT 17 Ainsworth PRT 9 Hastings PRT 2 Fremont PRT 28 Broken Bow PRT 25 Elkhorn PRT 24 Ralston PRT 12 - Chadron 	<p>Orange- These PRT's have a trainer in Boot Camp or they have individual teams within the PRT that have started and/or are implementing the RBI.</p> <p>Purple- The "whole" PRT has started or is implementing the RBI.</p> <p>White- Not Started</p>

Touch help: Tap task to select it. Selected task can be moved by drag-and-drop. Hide bar

Subtasks.....

Pilot 1 Teams

- PRT 27 from Florence
 - Self-assessment scheduled
 - Self-assessment completed
 - Leadership Teams established
 - RRI Approved Trainers in PRT
 - RRI Training by Approved Trainers in progress
 - Boot Camp Trainers in approval process
 - RRI Full Implementation
 - Fidelity Data Collection in progress
 - Quality Outcomes Checklist in progress
 - Home Visit Training
 - Home Visit Observer Trained
 - Quality Home Visit Checklist in progress
 - Approved PSP Institute 2014
 - Member of RCI Stakeholder Group
 - Six in RRI Trainer in PRT
 - Using PSP Model
 - Using PSP Model with Fidelity
- PRT 1 EBU 1 Wakefield
- PRT 22 Weymouth

PILOT 2 TEAMS IN PROCESS WITH E-B PRACTICES...

Not Started

- PRT 6 Nough
- PRT 17 Abingworth
- PRT 9 Hastings
- PRT 12 Haverhill
- PRT 15 Broken Bow
- PRT 25 Ellum
- PRT 24 Rutland
- PRT 12 Chadron

Color Code

- Orange- These PRT's have a trainer in Boot Camp or they have individual teams within the PRT that have started and/or are implementing the RRI
- Purple- The "single" PRT has started or is implementing the RRI
- White- Not Started

Comments....

The screenshot displays the KanbanFlow PRT RDA Board interface. The board is organized into columns: Pilot 1 Teams, Pilot 2 Teams, In Process with E-B Practices, Not Started, and Color Code. A modal window is open for PRT 12 - Chadron (Not Started), showing a comment by cindy hankey. The comment text reads: "1/26/2014 Andrea: Just wanted to keep you in the loop on our progress with PRT 12 and 13. They have both had their first targeted improvement plan meetings and both teams are re-focused with doing the self-assessment. I believe they would both be interested in completing it next school year." Below the comment is a text input field for adding a new comment and an "Add comment" button. The modal also includes "Save & close", "Delete", and "Cancel" buttons.

PRT 12 - Chadron (Not Started)

General **Dates** **Subtasks** **Comments**

cindy hankey
1/26/2014 Andrea: Just wanted to keep you in the loop on our progress with PRT 12 and 13. They have both had their first targeted improvement plan meetings and both teams are re-focused with doing the self-assessment. I believe they would both be interested in completing it next school year.

cindy hankey
1/27/14 I just We will make sure to build that into the goals. We will get back with you after the TSP are created to form up timelines and plans.

Add comment
Write your comment here...

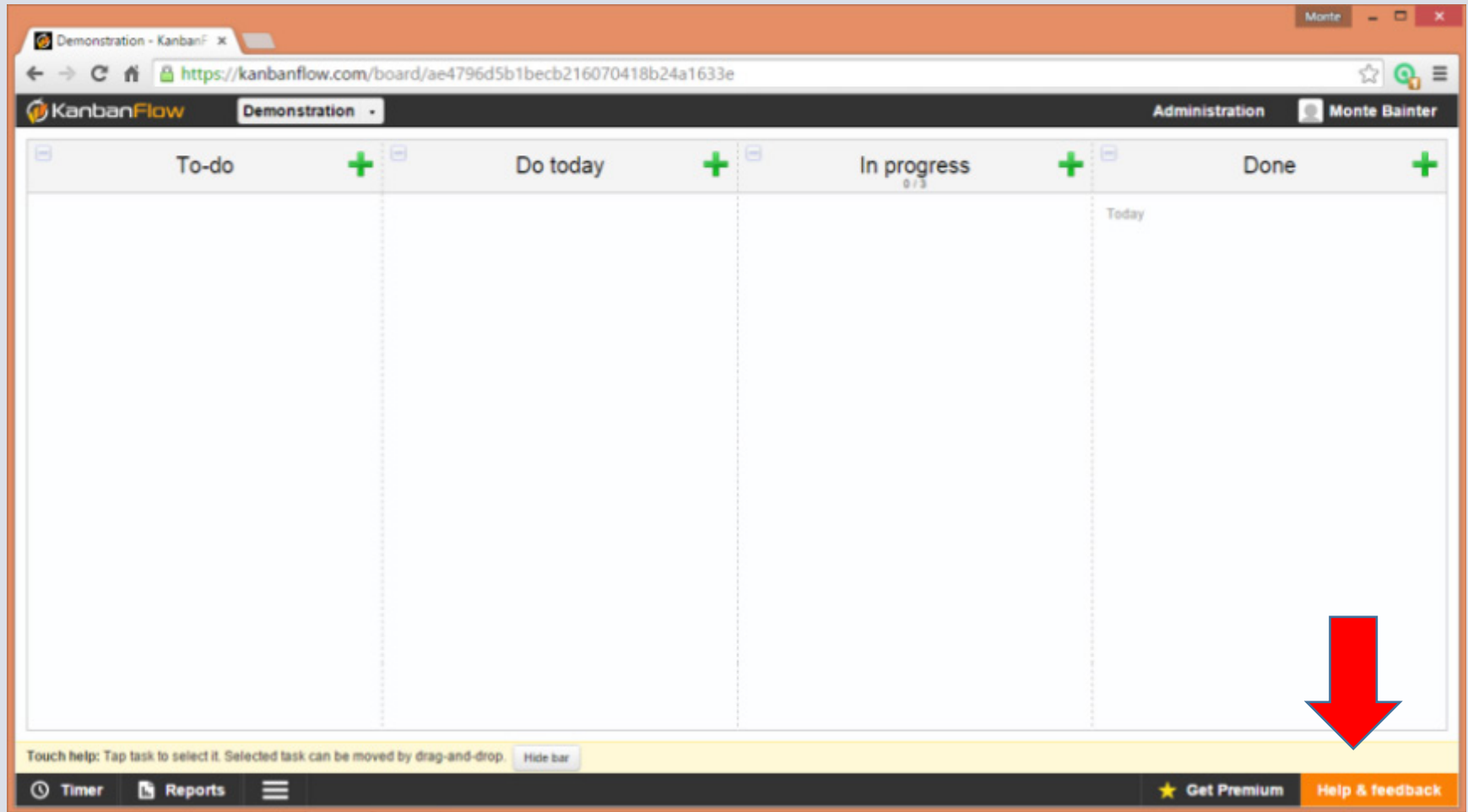
Add comment

Save & close **Delete** **Cancel**

Getting Started with www.kanbanflow.com

The screenshot shows the KanbanFlow website interface. At the top, there is a navigation menu with links for HOME, FEATURES, PREMIUM, PRESS, SIGN UP, and LOGIN. Below the menu, the main heading reads "Boost your personal or team productivity". A central graphic displays a Kanban board with four columns: To-do, Do today, In progress, and Done. Each column contains various task cards with icons and text. To the right of the board is a "Sign up for a free account" form with fields for Full name, Email, and Password, and a "Sign up" button. At the bottom of the page, three key features are highlighted: "Visualize your work", "Limit your work in progress", and "Collaborate in real-time".

Getting Started with www.kanbanflow.com



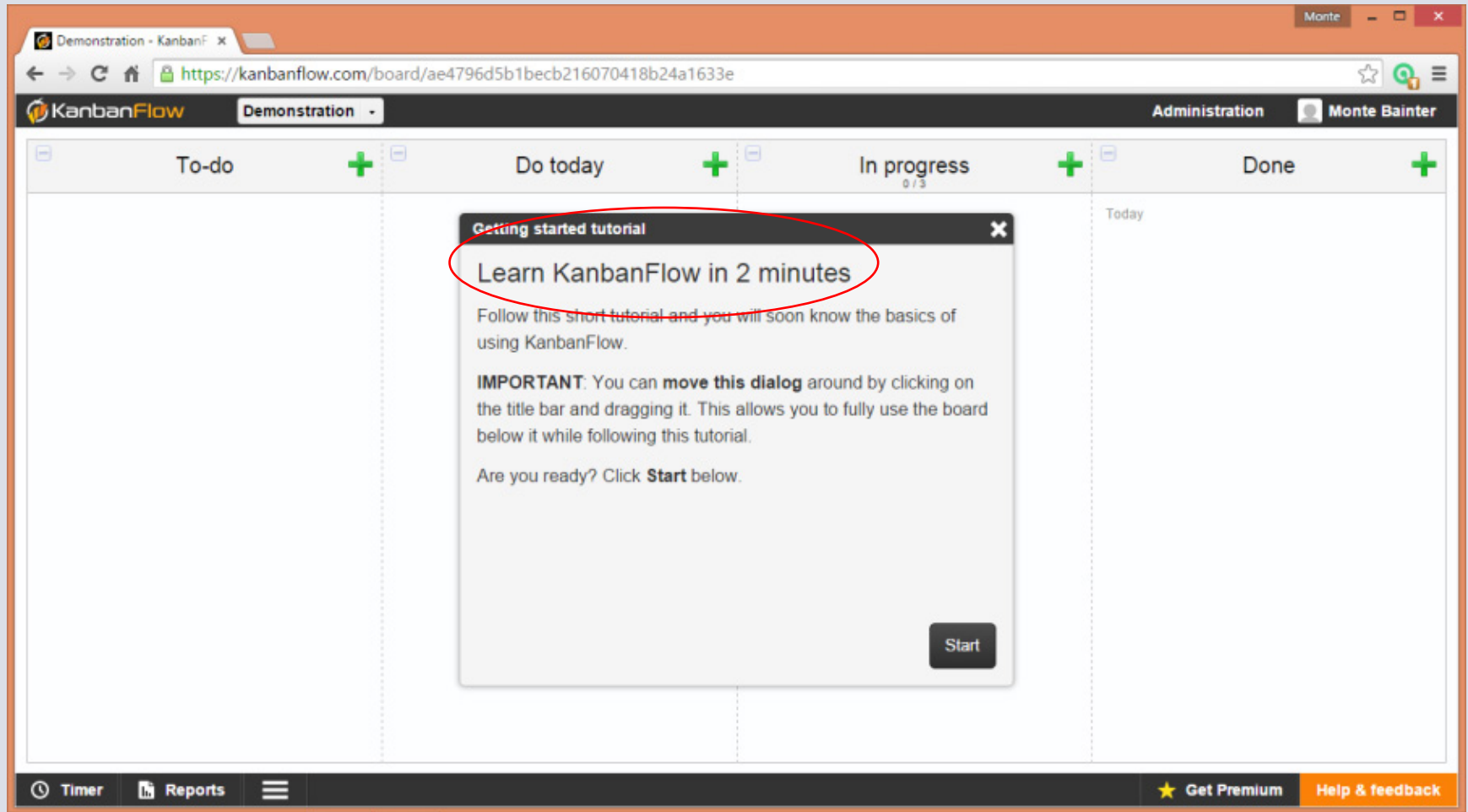
Getting Started with www.kanbanflow.com

The screenshot displays the KanbanFlow web application interface. The browser address bar shows the URL <https://kanbanflow.com/board/ae4796d5b1becb216070418b24a1633e>. The application header includes the KanbanFlow logo, a dropdown menu set to 'Demonstration', and user information for 'Administration' and 'Monte Bainter'. The main workspace is divided into four columns: 'To-do', 'Do today', 'In progress' (with a sub-count of 0/3), and 'Done'. A 'Help & feedback' modal window is open in the center, featuring a close button (X) in the top right corner. The modal contains the following elements:

- Navigation links: [Quick help](#), [Ask a question](#), [Give feedback](#), and **Tutorial** (highlighted with a red arrow).
- Text: 'A short tutorial for first-time users.'
- Button: **Start tutorial**.

The bottom navigation bar includes 'Timer', 'Reports', a menu icon, 'Get Premium', and 'Help & feedback'.

Getting Started with www.kanbanflow.com



The screenshot displays the KanbanFlow web application interface. The browser address bar shows the URL <https://kanbanflow.com/board/ae4796d5b1becb216070418b24a1633e>. The page title is "Demonstration - KanbanFlow". The navigation bar includes "Administration" and the user name "Monte Bainter".

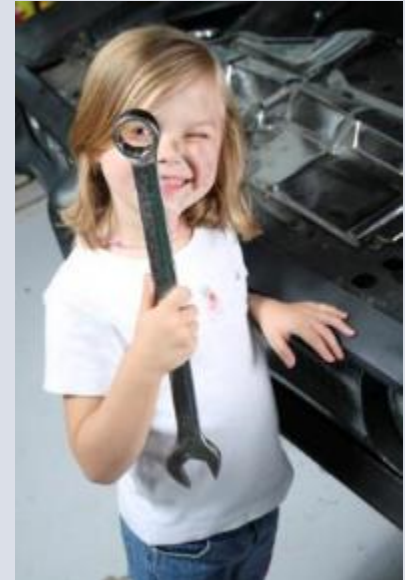
The main workspace is a Kanban board with four columns: "To-do", "Do today", "In progress" (with a sub-count of 0/3), and "Done". A modal dialog box titled "Getting started tutorial" is overlaid on the board. The title bar of the dialog is circled in red. The dialog content includes:

- Learn KanbanFlow in 2 minutes**
- Follow this short tutorial and you will soon know the basics of using KanbanFlow.
- IMPORTANT:** You can **move this dialog** around by clicking on the title bar and dragging it. This allows you to fully use the board below it while following this tutorial.
- Are you ready? Click **Start** below.

A "Start" button is located at the bottom right of the dialog. The bottom navigation bar contains "Timer", "Reports", "Get Premium", and "Help & feedback".

The Essential Elements in Nebraska Part C's Process

- **Purpose of the collection/analysis** (Not explicit however Kanban site allows for data analysis and improvement efforts)
- **Description of the general topic of collection/analysis** (Under description icon – broad data analyses; annual federal outcome data and monitoring outcomes)
- **Details for the collection/analysis** (Under subtask icon – description of data to be collected; steps to be completed; topics to be analyzed)
- **Documentation of decisions and findings** (What Kanban is all about...a place to keep and share data collected)



Final Questions & Reactions?



Resources

- Planning, Conducting, and Documenting Data Analysis for Program Improvement

<http://dasycenter.org/planning-conducting-and-documenting-data-analysis-for-program-improvement/>

- The DaSy Data System Framework

<http://dasycenter.org/resources/dasy-framework/>

- Kanban

<https://kanbanery.com/ebook/GettingStartedWithKanban.pdf>

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Project Officers: Richelle Davis and Meredith Miceli

