



# Using Data

---

A Protocol for Systematic Improvement (CLUeS)

# Agenda

---

Introductions

Purpose of the Training

- Scenarios for using Data

Unified Data Chat Protocol (CLUeS)

- Overview
- Methods of Learning from Data
- Sample Data Sets

Implementation Going Forward

Additional Resources:

[CLUeS Guided Worksheet](#)  
[Goal Setting Decision Key](#)  
[SCRAP Data Quality Rubric](#)  
[Methods of Learning from Data](#)  
[LADRR Pacing Guide](#)

# Purpose and Essential Questions

---

***“We are data rich but information poor.”***

- 1. What can I infer from my data?*
- 2. How can I use these data to implement positive changes?*

# Scenarios for Using Data

---

Data can help us to answer questions we have about our practice, procedures, and service.

- How efficiently are we using our resources?
- How effective are our core and intervention programs or practices?
- How are areas needing additional support or improvement identified?
- How are programs and practices evaluated for implementation and use fidelity?

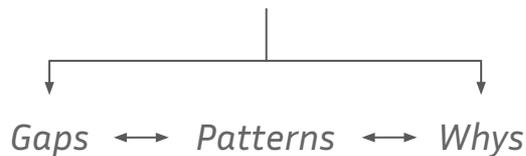
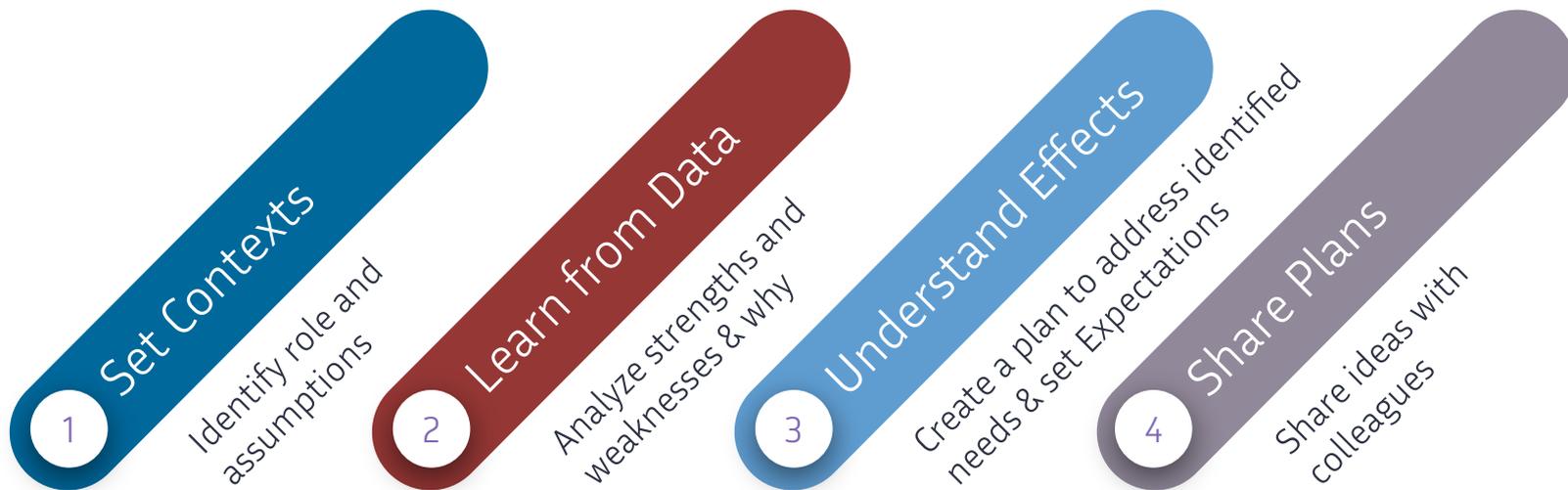


**What is OUR impact?**

# The CLUeS Protocol

# CLUeS - A Unified Data Chat Protocol

---



# 1. Set Context

*... to identify your  
role and assumptions.*

*How do you set up the trust to be open  
and vulnerable when looking at data?*

*What is your role in relation to the level  
of your data?*

*What are the assumptions you have  
from your role?*

# Step 1. Set Context

---

The distance between you and what you study necessitates assumptions and particular perspectives. *See the example below: how do the distances (assumptions) compare for each case?*

<b>My Role</b>	Student	Teacher		School	District	Community
<b>Unit of Study</b>	Student	Teacher/Class	Course/Grade	School	District	

<b>My Role</b>	Student	Teacher		School	District	Community
<b>Unit of Study</b>	Student	Teacher/Class	Course/Grade	School	District	

# Step 1. Set Context (example 2)

---

Generalized case for non-academic scenarios.

*See the example below: how do the distances (assumptions) compare for each case?*

<b>My Role</b>	Member	Group/Lead	School	Department/Lead	District	Community
<b>Unit of Study</b>	Individual	Group	School	Department	District	Community

<b>My Role</b>	Member	Group/Lead	School	Department/Lead	District	Community
<b>Unit of Study</b>	Individual	Group	School	Department	District	Community

# Step 1. Set Context

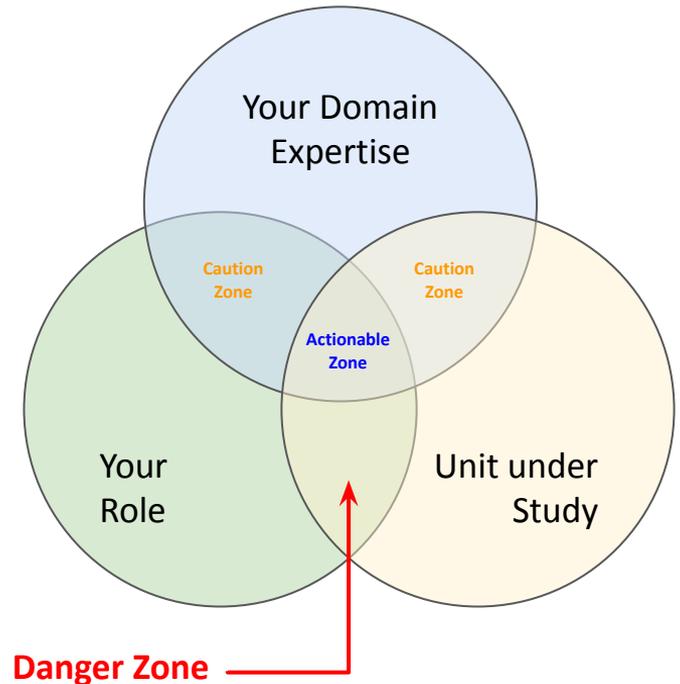
---

Your context is determined by your role and domain expertise.

It has an impact on how you interpret data about the unit of study.

Without all three areas in alignment, the data will not provide actionable information.

*Does your role put you in proximity to exact positive changes over the focus area?*



# Step 1. Set Context

---

What assumptions might you have for this scenario?

- Is your view too far or too open
- Is your view too close or too siloed

How much domain expertise do you have?

**How could the distance between your context and the unit of analysis impact your interpretation? This could be a barrier or an insight.**

## 2. Learn from Data

*... to identify strengths  
and weaknesses.*

*What data do you have and of what quality is it?*

*What patterns of strengths and weaknesses are present?*

*What data gaps do you need to fill to answer additional questions?*

## Step 2. Learn from Data, Gaps

---

Gaps	Description and Wonderings
What data do you <u>have</u> ?	
What data do you still <u>need</u> ?	
How will you fill in the data <u>gap</u> ?	

## Step 2. Learn from Data, Patterns

---

Patterns	Strengths (Glow)	Weaknesses (Grow)
<b>What are the identified areas?</b>  (Is there a priority?)		
<b>How do they compare to peers or trends?</b>  (What is the scope?)		

## Step 2. Learn from Data, Whys

---

Whys	Strengths (Glows)	Weaknesses (Grows)
<b>What could account for this area?</b>  (Is this systemic?)		

Is the identified area repeatable if no additional intervention or change is given?

Do you have more “I wonder ...” ideas? (*go back to the start of Learning from Data*)

# 3. Understand Effects

*... to create a plan that  
addresses identified needs.*

*What actions can YOU take to improve  
in these areas?*

*How will YOU monitor your action to  
ensure they are complete?*

*What resources are available to help  
YOU improve this area?*

# Understand Effects, Create Action Plan and Expectation

---

<p>What can you <u>do</u> to improve identified weaknesses?</p>		<p>What <u>resources</u> are available to help you improve this area?</p>
<p>How will you <u>monitor</u> your action steps within the plan?</p>		
<p>What is the <u>goal</u> (expectation) you want to achieve?</p> <p>What is the <u>metric</u> to measure success?</p>		

# Is the proposed plan FAIR?

## **Feasibility** (to implement)

- Is it possible to implement with fidelity?
- Are there sufficient staff to carry out the plan?
- Do staff have the required knowledge, skills, or credentials?
- Will the plan fit into schedules and settings?
- What are the associated costs?
- What barriers are out of your control?

## **Acceptability** (to families, students, professionals)

- What do stakeholders think about the plan?
- Do the outcomes of the plan align with the goals of the organization?
- How does the plan align with the culture, values, principles, standards, and priorities of the stakeholders?

## **Impact** (effective in producing positive results)

- Is there evidence of positive results from similar actions?
- Is there any evidence the plan may cause a negative impact or have unintended consequences for a different group?

## **Relevance** (for your identified context)

- Was the plan or a similar plan used before?
- Does the plan match the identified weaknesses?
- Does your context and your group of study have an impact on the plan?

# High-Leverage Practices to Use in Plans

---

HLP are strategies, routines, practices, or processes that have the highest return-on-investment. They all share these qualities:

- Use a range of **data** sources;
- have a strong toolbox of **evidence**-based practices;
- **collaborate** with colleagues (all levels of stakeholders);
- **intersect** social-emotional-behavior with instructional/operational domains;
- develop long-term **goals**.

## 4. Share Plans

*... with colleagues to gain new insights and perspectives.*

### *Best Practices & Strategies*

- *Pair up with a colleague*
- *Share your findings*
- *Share your plan*

# Share, Colleague Discussions

---

What insights did your colleague offer that can contribute to your interpretation, plan, or access to resources?

When presenting a summarized plan to non-stakeholders, use the **R.A.P.** method ensure participants have access to the salient points:

1. **Reflect** on what actions have been taken and what is currently being implemented (**where we were**).
2. **Assess** what is working and what is not (**where we are**).
3. **Predict** what will happen as a result of using the action plan (**where we are going**).

# Implementing the CLUeS Protocol

# Implementing the Protocol: “MID” Points for Success

---

Maintaining Improvement with Data. Used to sustain improvement by making data-driven decision making routine, inclusive, and accessible:

- Train staff to interpret data from a range of sources and make informed decision.
- Provide feedback to staff about their way of work, service, and products.
- Establish regular schedules and procedures for collecting and examining data.
- Training support-staff to assist in carrying out data-based decision making routines.
- Provide opportunities for staff to share data and engage in the problem solving process.

**Make the CLUeS protocol a routine tool within your decision-making process.**

# The CLUeS Protocol and Goal-Setting Review

# CLUeS Guiding Questions Review

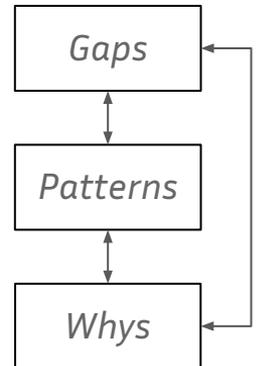
---

## 1 Set Contexts

- Does your role put you in proximity to exact positive changes over the targeted area?
- Is your knowledge of and experience in the targeted area sufficient?

## 2 Learn from Data

- What data are available?
- What areas are strengths and what areas are weaknesses?
- How do these areas compare to peers?
- What data are needed?



# CLUeS Guiding Questions Review

---

## 3 Understand Effects

- What can be done to maintain the areas of strength?
- What can be done to improve the identified weaknesses? What is the goal?
- How will these steps be monitored?
- What resources are available to help?

## 4 Share Plans

- What other perspectives do colleagues have about the proposed plan?
- Is the plan FAIR – Feasible to implement, Acceptable to stakeholders, Impact-driven, and Relevant to the identified weakness?

# Questioning Crosswalk

Capturing Kids Hearts (CKH)	Solution Tree (PLCs)	CLUeS UDP
<i>(role implicit)</i>		Context
What are you doing?	What is it we want our students to learn?	Learn from data: <ul style="list-style-type: none"> <li>● Strengths?</li> <li>● Weaknesses?</li> <li>● Patterns?</li> </ul>
What are you supposed to be doing?	How will we know if each student has learned it?	
Are you doing it?	How will we respond when some students do not learn it?	
What are you going to do now?	How can we extend and enrich learning for those who demonstrated proficiency?	Understand the Effects <ul style="list-style-type: none"> <li>● What's the plan?</li> </ul>
<i>(self reflection)</i>	<i>(weaved throughout process)</i>	Share out and Take-in Perspectives

# Goal Setting and Evaluation Decision Key

---

Use the decision key to help determine if a goal should be repeated, revised, or replaced/removed.

1. Was the goal met?
  - a. **Yes**, go to 4.
  - b. **No**, go to 2.
2. Was the metric or collected data aligned to the goal?
  - a. **Yes**, go to 3.
  - b. **No**, revise the metric. Have at least two years of prior goal-related data to set the baseline. Reference “**SCRAP**.”
3. Was the goal attainable, measurable, and deadline-driven (**MAD**)?
  - a. **Yes**, repeat the goal and metric. Implementation fidelity issues are possible—check that monitoring and feedback practices were used; see “**MID**” points for success.
  - b. **No**, replace the goal so that it is measurable, attainable, and deadline-driven (**MAD**). Have at least two years of prior goal-related data to set the baseline. Reference “**SCRAP**.” Go to “**CLUES**.”
4. Will the observed improvement be continued if the goal is not a focus?
  - a. **Yes**, either repeat the goal **or** replace it if there is a higher priority goal. If a new priority is established, go to “**CLUES**.”
  - b. **No**, repeat the goal and metric. Ensure monitoring and feedback practices are continued; see “**MID**” points for success.

# Additional Resources

---

Data Literacy - NCSI: <https://files.eric.ed.gov/fulltext/ED620527.pdf>

FAIR Test - NCSI: <https://ncsi-library.wested.org/resources/732>