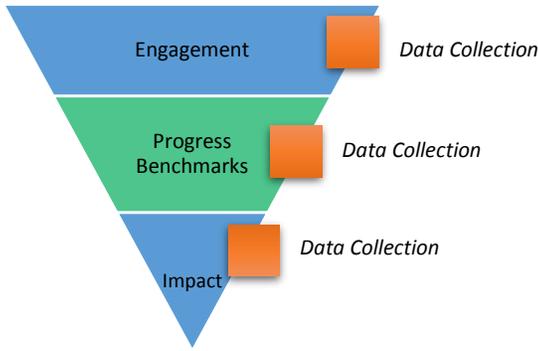


Improvement Funnel

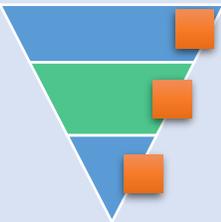
Here at the Rennie Center, we encourage improvement teams to think of outcomes through the lens of an improvement funnel. The funnel demonstrates the three essential components of establishing projected outcomes.



Component 1: Determine Summative Impact Measures

Improvement Funnel	Component Summary	Questions to Consider for an Improvement Team	<i>Enhancing the use of technology in the classroom example</i>
	<p>Good impact measures:</p> <ul style="list-style-type: none"> • Represent a significant and specific change in behavior or condition. • Are objectively measurable and verifiable. • Are attainable within the sphere of influence of the improvement team. • Are achievable by the improvement team within a realistic timeframe. • Establish a baseline and determine when success will be achieved. 	<p>Does the team have impact measures that are:</p> <ul style="list-style-type: none"> • Specific, clear and easy to understand? • Quantifiable, objective, and measurable? • Within the area of influence of the improvement team? • Plausible and realistically achievable by the team? • Relative to a pre-established baseline? 	<p><i>By June 30, 2019, of 40 teachers enrolled in "technology in the classroom" summer course, 20 will successfully implement at least three "technology-focused" lessons in their classroom successfully.</i></p>

Component 2: Determine Formative Impact Measures			
Improvement Funnel	Component Summary	Questions to Consider for an Improvement Team	Enhancing the use of technology in the classroom example
 <p>Progress Benchmarks</p>	<p>Teams should ensure that the data collected is:</p> <ul style="list-style-type: none"> Easily understood, to quickly determine what it represents. Frequently collected, to allow for an analysis of lessons learned. Consistent over the course of time, to allow teams to detect seasonal variations. 	<ul style="list-style-type: none"> Has the team broken the summative outcome measure into actionable, attainable, and progressive accountability benchmarks? Are the determined benchmarks truly an indicator of progress toward the intended outcome? Are the benchmarks specific and time-bound, to ensure that data collected represents a clear understanding of progress? 	<ul style="list-style-type: none"> 40 teachers complete training by August 30, 2018, and at least 38 teachers report that they understand the concepts by records of which teachers completed the training and their self-reported understanding. 35 teachers want to try it in their own classroom, as measured by testimonials, follow-up support records, and observations. By January 2019, 25 teachers have applied (tested) what they learned in at least three “technology-focused” lessons, as measured by classroom observations, and testimonials from students and teachers.

Component 3: Determine Data Collection Methods			
Improvement Funnel	Component Summary	Questions to Consider for an Improvement Team	Enhancing the use of technology in the classroom example
 <p>Verification Mechanisms</p>	<p>Valid verification data sources should:</p> <ul style="list-style-type: none"> Be as simple as possible, to collect “just enough data” that is relatively easy to obtain. Establish that something represented does indeed take place. 	<ul style="list-style-type: none"> Has the team developed a shared and consistent strategy to measure the accountability benchmarks? Has the team determined data collection systems that allow for the team to gather useful data in a timely manner? Has the team developed a process to gather data frequently to check in on the status of the improvement efforts? 	<ul style="list-style-type: none"> Attendance records Exit slips Student/teacher testimonials Student/teacher observations Focus group Individual interviews