The Annie E. Casey Foundation

CEELO Results-Based Leadership Invitational

Results Based Accountability¹
Using Data to Achieve Better Results

¹ Friedman, Mark (2006). Trying Hard is Not Good Enough
Results Based Leadership Approach

Beliefs

1. People want to make a difference.

2. People want to KNOW that they are making a difference.

3. People need the Results Accountability and Race, Class Culture competencies to help them know and track that they are making a difference.

Key Principle

If we perform better in our roles and if we align our actions as partners, then we have greater impact with the people we serve in our programs and in the community.
The Theory of Aligned Contributions

• The Call to Action: Leaders place population results at the center of their work with a sense of urgency
• The Container: The place, time and tools to accelerate results
• The Capacity to Collaborate: Leaders use competencies to hold individual and collective accountability for population results and their contribution to results

Maryland School Readiness Data
The Person Role System Framework

2Kathleen Pogue White, Person Role System Framework Briefing Note
All children are reading proficiently by 3rd Grade
Boundary, Authority Role and Task (BART)

- Boundary (time, territory and task)
  - Resources, roles and responsibilities

- Authority (the right to do work)
  - Formal
  - Personal

- Role (function of the person/entity)
  - Formal Role
  - Informal Role

- Task (the work of the group)
  - Primary task (group’s mission)
  - Process tasks (draw attention to work avoidance)
What’s Your BART?

1. What are the results your organization contributes to?

2. What is your role in your organization?

3. What are you authorized to do?

4. What is your primary task in role to contribute to results?

1. How will you exercise your authority to make a contribution to a measurable improvement to results?
Applying Results Accountability: Using Data to Do the Work

Four Core Skills of Results Accountability:

1. Differentiating between Whole Population and Program Population
2. Using Trend Lines to deepen Factor Analysis
3. Using Factor Analysis to INFORM the development of Strategies
4. Using Performance Measures to track progress
   - How much?
   - How well?
   - What difference did it make?

Adapted from the work of Mark Friedman. See: Friedman’s *Trying Hard is Not Good Enough* (2006).
CORE SKILL 1: POPULATION AND PERFORMANCE ACCOUNTABILITY

Differentiating between population and performance accountability
RBA Focuses on Two Different Populations

**Whole Populations**
- All school-aged children in Washington
- All school-aged children in Pierce County

**Program Populations**
- Children served by or targeted by a particular “program or strategy”

- Government
- Public School
- Housing
- Faith
- Healthcare
WHOLE POPULATION
All children Living in Pierce County

SYSTEM POPULATION
All children performing below basic

AGENCY POPULATION
All children served in tutoring programs

PROGRAM POPULATION
All children served by one tutoring Program

# children, # below basic, # achieving proficiency

Example: Children are Reading by 3rd Grade

11 Trying Hard is Not Good Enough, Friedman, Trafford Publishing, 2005
Mapping Your Population(s)

11 Trying Hard is Not Good Enough, Friedman, Trafford Publishing, 2006
The Intersection of **Population** & **Performance** Accountability

![Diagram of the intersection of population and performance accountability.](image)

- Results (results)
- Indicator(s), Baseline & Target(s)
- Strategies
- Program Population
- Program Results
- Better Off Performance Measures
- Program Strategies/Activities
- How Much/How Well Performance Measures
CORE SKILL 2: TRENDS LINES TO DEEPEN FACTOR ANALYSIS

Deepening understanding of data by analyzing contributing factors
What does data tell us about the trendline?

Is it Better?  Same?  Worse?

Whole Population

Where are we?

History  Current  Forecast

Where will we go if nothing changes?
Where do we want to be?
Targeted Universalism: Mapping and Closing the Gap

Whole Population

Targeted Sub-Population

History

Current

Forecast
Story Behind the Data

Story behind the data

and story behind the gap

To analyze the factors that affect the trendline

To inform the change ideas

To inform selection of strategies
(based on evidence & best practice)
Factor Analysis

Factors increasing trend (contributing)
Factors decreasing trend (restricting)

Is it Better?  Same?  Worse?  Story behind data?

Whole Population
Targeted Sub-Population

Factors increasing trend (contributing)
Factors decreasing trend (restricting)

History
Current
Forecast

Is it Better?  Same?  Worse?  Story behind data?

Whole Population
Targeted Sub-Population
Results Accountability Practice: The Importance of Factors

1. Digging Deep on the Factors: Each time we ask ourselves “why” the more specific we are on the underlying factors.

2. Factors shape our theory of action: If we take specific actions then we expect specific changes will happen.

3. Factors inform decision making: We decide what to do “more of” and what to do “less of” or “do differently” in our actions to take.
Mental Models

- Our experiences and identity influence how we think about the causes of disparities
- We move quickly from objectively observable data to adding meaning based on how we understand the world
- It is helpful to have multiple perspectives at the table when looking at data to understand why things are the way they are
- However, it is crucial that people working together understand where those perspectives come from and the extent to which they are grounded in data, research and/or experience
- What people believe shapes what they are willing to do
Factors Contributing to Population Disparities

Race/Ethnicity

Class/Economic Status

Culture
RBA Practice: Completing a Factor Analysis, Part 1

1) Construct a turn the curve graph (choosing one of your most powerful indicators). Address the trends for both the whole population and at least one targeted population.

2) Complete an initial factor analysis. Address both the whole population and targeted population curves.

3) Balance your contributing and restrictive factors for both the whole and targeted population curves.
Whole Population Factor Analysis: DIG DEEP

- History
- Current
- Forecast
Targeted Population Factor Analysis: DIG DEEP
1. Review your factor analysis and refine it, asking yourself the following questions:
   - How do I know these contributing or restrictive factors? (Evidence vs. Mental Models)
   - Do I have a differentiated understanding of targeted and universal factors?

2. Pick a contributing factor for a subpopulation and drill down:
   - Why is this driving the trend? (Why, why, why, root causes)
   - If this factor shifted, how big an impact would that have and what kind of contribution would that make?

3. Pick a restrictive factor for a subpopulation and drill down:
   - Why is this driving the trend? (Why, why, why, root causes)
   - If this factor shifted, how big an impact would that have and what kind of contribution would that make?

4. Review your factors and ask yourself: “Of all these factors what are the 2 or 3 that are shifted would constructively disrupt systems, make a big contribution to population level change and close gaps, or help us understand the way forward in a powerful manner?”
Combined & Refined Factor Analysis

History

Current

Forecast
RBA Practice: Completing a Factor Analysis, Part 3

1. Pick a contributing factor for a subpopulation and drill down:
   - Why is this driving the trend? (Why, why, why, root causes)
   - If this factor shifted, how big an impact would that have and what kind of contribution would that make?

2. Pick a restrictive factor for a subpopulation and drill down:
   - Why is this driving the trend? (Why, why, why, root causes)
   - If this factor shifted, how big an impact would that have and what kind of contribution would that make?

3. Review your factors and ask yourself: “Of all these factors what are the 2 or 3 that is shifted would constructively disrupt systems, make a big contribution to population level change and close gaps, or help us understand the way forward in a powerful manner?”
CORE SKILL 3: USING FACTOR ANALYSIS TO INFORM STRATEGIES AND PROGRAMS
The *overarching* approach (a set of coherent actions) that has the power to accelerate achievement of results. Strategies are the means, method or “the how.” Strategies can impact more than one indicator or performance measure.

**Strategy Criteria (H/M/L---**
1. Tied to a factor
2. Reach
3. Scale
4. Validity
5. Success Probability
6. Community Fit
7. Capacity
## Assessing Strategies

<table>
<thead>
<tr>
<th></th>
<th>Strategy 1 H/M/L</th>
<th>Strategy 2 H/M/L</th>
<th>Strategy 3 H/M/L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tied to a key factor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reach</td>
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<td>Scale</td>
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<tr>
<td>Capacity</td>
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Six Steps to Action

1. Identify a disparity for a population
2. Explore race, class, culture factors that contribute to the disparity
3. Consider what works to address those factors and the partners who can contribute
4. Develop a strategy that addresses the factors and incorporates what works
5. **Powerful ACTION/ALIGNMENT (come to one example and get a set of team commitments)**
6. **Make aligned commitments to take action to implement the strategy (who will do what when and with whom)**
CORE SKILL 4: PERFORMANCE MEASURES

Applying performance measures to accelerate results
Results “Playbook”

Results (results)
Indicator(s), Baseline & Target(s)
Strategies
Program Population

Program Results
Better Off Performance Measures
Program Strategies/Activities
How Much/How Well Performance Measures
## Results and Indicators

Measures of Child, Adult, Family or Community Well-Being for which we share responsibility with community partners

<table>
<thead>
<tr>
<th>RESULT</th>
<th>INDICATOR</th>
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<tbody>
<tr>
<td>Healthy Births</td>
<td>Rate of low birth-weight babies</td>
</tr>
<tr>
<td>Stable Families</td>
<td>Rates of child abuse and neglect</td>
</tr>
</tbody>
</table>

### Performance Measures

- Children Succeeding in School: Percent graduating from high school on time

Measures of agency or program effectiveness for which we are principal owners

<table>
<thead>
<tr>
<th>Input or Effort</th>
<th># of foster kids served</th>
<th>% of foster kids experiencing 2+ changes in placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How Much?</td>
<td>How Well?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output or Effect</th>
<th># without repeat abuse/neglect</th>
<th>% without repeat abuse/neglect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What Difference?</td>
<td>Client or Customer Results</td>
</tr>
</tbody>
</table>

Example of how Results, Indicators and Measures align for stable families
Performance Measures Answer 3 Questions

1. How much did we do? (Quantity)
2. How well did we do it? (Quality)
3. What difference did we make? (Impact)
Is anyone better off?

*aka: What difference was made?*

1. **What Behaviors changed?**
   
   (#/\% of parents who now use behavior management with their child)

2. **What Attitudes (Opinions) changed?**
   
   (#/\% of parents who now believe that reading to their child is needed)

3. **What Circumstances are better?**
   
   (#/\% of parents in homeless shelter now have full day Pre-K for child)

4. **What Knowledge/Skills are improved?**
   
   (#/\% children who are ready for school as measured by the WSS)