



# Growing a District-wide Culture of Improvement: Transforming Our Approach to Data

Norma Ming, Ph.D., and Moonhawk Kim, Ph.D.  
Research, Planning, and Assessment (RPA) – San Francisco Unified School District (SFUSD)



## Challenges in Collecting Useful Data

2



- ❑ Connecting evidence to theory
- ❑ Collecting robust implementation data
- ❑ Obtaining data on variation
- ❑ Building trust in how data will be used

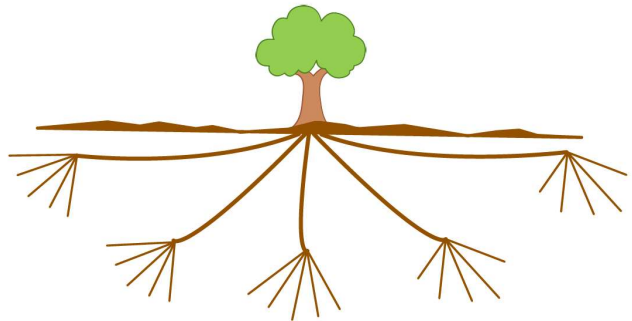




# Connecting the Causal Chain: 5 Why's

3

- Why...?
- Why...?
- Why...?
- Why...?
- Why...?



Three types of “why’s”:

- Why does that happen? ← *root cause*
- Why is that important? ← *intermediate cause*
- Why else might that happen? ← *alternate cause*



# Connecting Implementation to Impact

4

Measure all the steps from implementation to impact on students.



Measure your implementation and immediate impact (steps that are close together in causal chain).



**What actions might you take? What information would guide you?**





# Documenting Implementation

5

## Research/Accountability Data

- In-the-moment observations
- Structured protocols and rubrics
- Consistent format
- Trained and calibrated observers

## Improvement Data

- Retrospective reflections
- Open-ended notes
- Paper, speech-to-text, mobile apps
- Professional expert judgment
- Student perceptions



**"Democratizing data collection"**



# Capturing Variation

6

- Variation over time:
  - Before-during-after PD



- Variation across units
  - Bright spots and areas of need



What barriers persist?

What's working well?

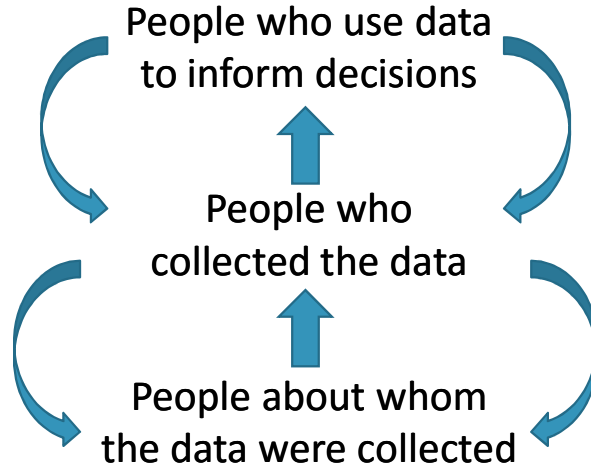


# ~~People~~ In Data We Trust

7

Create **safe, low-stakes** settings for sharing data.

**Inform** how data will be used and have been used.



Use formative data to **learn** and **improve**, not to judge.

Invite them to **propose** which **data to collect**.  
Check assumptions.



*Those who have data have power.  
Equity is fundamentally about  
rectifying power imbalances.  
If those with data do not deliberately seek  
to correct those inequities, they are in  
danger of inadvertently perpetuating them.*

8

#data4goodnotevil





Questions?

[MingN@sfusd.edu](mailto:MingN@sfusd.edu)

 @mindmannered

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

