



**Falkirk Council**  
*Children's Services*

Measuring What Matters

# What matters?

- ▶ Is what I am doing having the impact I want it to ?
- ▶ Is this initiative doing what I think it is?
- ▶ Is my data helping me and others to understand the systems we are using?
- ▶ Is the data I am gathering telling me how much and by when I am making improvements?
- ▶ Is our data gathering helping us to track our progress against our aims and objectives for success and improvement?

# For each piece of my school improvement plan:

- ▶ What is my aim?
- ▶ What am I trying to improve and accomplish?
- ▶ Will my measures help me understand if the changes I am making lead to improvement?
- ▶ What changes do we need to make that will result in improvement?

# Measures: what we **need** to know?

- ▶ Can I measure it?
- ▶ Do I know where the gaps are and do I have accurate and reliable information about them?

Interventions: how are we going to bridge the gap?

Measures: how good is the bridge?

# What are you trying to achieve?

- ▶ Clarity and accuracy.
- ▶ Data should be based on what you need to do not what you can do.
- ▶ Data helps you tell the **story of the actions** you need to take.
- ▶ Data: if you do that what happens?
- ▶ The more data you have the more responsive you can be and the more insights you have.

Most important question:

Is the young person getting the right outcome?

Outcome measures - are we making things better?

Are we on track to achieve our main aim?

# Is the system working as planned?

- ▶ **Process measures**
- ▶ Are we doing the right things at the right time, every time?
- ▶ Is the process reliable?

# What about the bigger picture

- ▶ **Balancing measures**
- ▶ Looking at the system from different dimensions
- ▶ Does improving one thing cause problems elsewhere -unintended consequences



# Tracking.....

Because :

- ▶ we are doing something different to improve something we are trying to increase something;
- ▶ we are trying to reduce something;
- ▶ we are trying to make something better, more effective; and
- ▶ we are trying to define and evidence how well we are working towards achieving our desired outcomes.

# Data

- ▶ Put your arms round your data and aggregate it up:
- ▶ Child
- ▶ Group
- ▶ Class
- ▶ Cohort
- ▶ School

# Evidence

- ▶ How did we manage to achieve that ?
- ▶ Can we identify the turning point for improvement?
- ▶ How easily can we help others to understand our story of improvement?
- ▶ Can we all talk confidently about these shifts and trends?
- ▶ “ Bead in the jar” example - can we describe positive unintended consequences?

# To turn anecdotal opinion to evidence.....

- ▶ You need to gather information that can be collated over ten or more points (“kindergarten statistics”)
- ▶ Without your data you fly blind, go on hunches, basing your evidence on what you hope and think is happening.
- ▶ Gathering the right evidence is a collective conversation - Plan Do Study Act to create a measurement plan that matters.
- ▶ Looking at all the little things you are doing, that when aggregated up, make a big change or improvement.

Run charts display data to make process performance visible

- ▶ Thing you are measuring: Y -Why to the sky
- ▶ Timed measurements :X
- ▶ Medium to show performance

# The best data is visible to all, understood by all and used by all

- ▶ Bring all the brains together, co-create the measurement plan.
- ▶ What will be your small family of measures that really matter and that together will achieve a bigger outcome?
- ▶ Why - Adopt, Adapt, Abandon.
- ▶ How - over time and very regularly to understand, learn and act.
- ▶ Without data we are opinionated subject matter experts.