



**PERFORMANCE  
MATTERS FINAL  
ANALYSIS REPORT**

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EDUC 771T Spring 2017



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## EXECUTIVE SUMMARY

Within Anne Arundel County Public Schools, Performance Matters(PM) is an assessment data management system (ADMS) used by teachers and administrators to analyze student and educator achievement. Teachers in core subject areas are required to use Performance Matters to scan in quarterly assessment data, and to analyze the data to affect future lessons for students.

Faculty members at Glen Burnie High School (GBHS) are often frustrated by the applications in PM, and are not fully aware of the capabilities of the system or how to use them.

To evaluate the need for formal training solutions for GBHS faculty members, a needs analysis was conducted. Information was gathered from various sources such as an interview, survey, and focus group to help determine training programs currently available to employees, solicit ideas for improved training, and to develop recommendations for implementing a training program on PM.

The findings suggest that more training sessions are essential to educator success. Promoting the summer session that educators will be compensated for is highly suggested, as is including professional development on Unify during the first week of school. Likewise, small professional developments throughout the school year, especially before quarterly assessments are administered, would be best.

## BACKGROUND

In Anne Arundel County Public Schools, educators in most core content areas such as most Mathematics classes and English classes, are provided with county assessments that are required to be administered. Prior to 2014, the primary way to scan in county assessments was using Scantron sheets. Beginning in 2014, the county adopted Performance Matters, an assessment data management system. There are various applications within PM, such as ADMS, Unify, Baseball Card, etc.

Educators are required to scan in assessments and use one of the applications of PM to analyze the data. Using the many applications, educators are often asked by administrators to identify their students for Student Learning Outcomes, which are part of the educators' rating. Ratings are also administered through one of the PM applications.

On June 30<sup>th</sup>, 2017, ADMS, which is the primary application used by educators, will no longer be accessible. Unify will become the go-to application on PM.



## METHODOLOGY

After some initial research, an alignment meeting was conducted with one of the assistant principals at Glen Burnie High School who use PM most often. At this meeting, expectations were confirmed and valuable interviewee information was obtained.

Following the alignment meeting, an interview with the GBHS PM training contact was performed. This interview helped determine the trainings that are currently available to educators, and to identify current struggles within the county regarding PM.

Based on the interview responses, a survey was conducted on the GBHS faculty members. The survey was created with Google Forms, and sent to the faculty via their county e-mail addresses. The purpose of the survey was to determine how comfortable faculty members feel with various PM applications, and to determine when and how they would prefer trainings.

Finally, a focus group was conducted with six faculty members with varying levels of familiarity with PM. The questions for this focus group came directly from the survey instrument and the interview conducted. The focus was on the usefulness of PM, and the type and amount of training that faculty prefer.

## FINDINGS & RECOMMENDATIONS

FACTOR	FINDING	RECOMMENDATIONS
Resources	Faculty members don't feel there are enough scanners throughout the school so that everyone can scan in PM sheets	Purchase enough scanners to place in all faculty rooms.
Resources	Too much paper is being used to print out scan sheets and assessments	<ol style="list-style-type: none"><li>1. Use MOI money to purchase more paper for the year</li><li>2. Administer online assessments through PM</li></ol>
Resources	There are not enough laptops or computers for students to take online assessments	<ol style="list-style-type: none"><li>1. Continue administering paper assessments</li><li>2. Purchase additional chromebook carts for core departments</li></ol>



Resources	The PM trainers are overloaded with a very packed schedule, and are often only visiting specific schools who ask them to come.	<ol style="list-style-type: none"> <li>1. Have faculty members go to off-campus full-day trainings at the professional development center so that more members are trained and can get more feedback.</li> <li>2. Promote the summer training sessions to employees so that they are trained before the start of the school year.</li> </ol>
Structure/ Process	Trainings are administered well before faculty members actually have to use PM, so information is forgotten	<ol style="list-style-type: none"> <li>1. Administer a training during planning periods the week prior to quarterly assessments</li> <li>2. Save job aids to shared drive for easy access to all faculty members</li> </ol>
Structure/ Process	Faculty Members feel that it is difficult finding information in PM, and do not want to use it for every assessment since it takes too much time to navigate	During the first week of school professional development, have a session regarding PM, how to use it, and how to analyze data with it.
Structure/ Process	Most faculty only use PM during quarterly assessments, so they are not quick at using it and are less likely to create and administer their own assessments	During the first week of school professional development, have a session regarding PM, how to use it, and how to analyze data with it.
Structure/ Process	ADMS will not be available after June 30 <sup>th</sup> , 2017, and many faculty members have had zero training on using Unify	During the first week of school professional development, have a session regarding PM, how to use it, and how to analyze data with it.
Information	Faculty members are not aware of the trainings already available to them, especially the ones that are paid during the Summer	<ol style="list-style-type: none"> <li>1. Announce at Faculty meetings</li> <li>2. Send month e-mails highlighting upcoming trainings</li> <li>3. Put fliers in employee mailboxes</li> </ol>



Information	Faculty members were not told that ADMS will no longer be available to them after June 30 <sup>th</sup> , 2017	<ol style="list-style-type: none"> <li>1. Send out an e-mail to all employees</li> <li>2. Put it on a flier along with the upcoming training opportunities for it</li> </ol>
Information	Current trainings do not have any formal evaluation from participants	Administer a survey to participants after trainings
Knowledge	<p>Faculty members do not know how to:</p> <ul style="list-style-type: none"> <li>• Create their own assessments</li> <li>• Administer Online assessments</li> <li>• Print answer sheets</li> <li>• Filter data</li> <li>• Access student data</li> <li>• Edit a student answer sheet</li> </ul>	<ol style="list-style-type: none"> <li>1. During the first week of school professional development, have a session going over Unify</li> <li>2. Hand out fliers to faculty regarding upcoming professional developments</li> </ol>
Knowledge	Basic Excel spreadsheet and data reading skills are lacking from faculty members	As a professional development throughout the school year, create a small training on how to manipulate spreadsheets and read the data, such as finding out how student attendance is affecting achievement
Knowledge	Faculty members are forgetting the steps to using PM even after the training since they do not use it enough	<ol style="list-style-type: none"> <li>1. Save job aids to the shared drive for constant access</li> <li>2. Web-based training modules so faculty members can access them anytime</li> </ol>
Motives	Many faculty members do not want to spend their time going to a professional development during their planning period or after school, and are not cooperative when told to go to the trainings when they do not want to be there	<ol style="list-style-type: none"> <li>1. Promote the summer trainings since employees are paid to be there</li> <li>2. Allow faculty members to go to a full-day training at Carver to take part in the training with a sub day</li> </ol>



## APPENDICES

### Alignment Meeting

**Alignment Meeting Date**

February 24, 2017

**Alignment Agenda**

Meeting purpose

Verify project goal

Verify analysis methodology

Deliverables

Discuss target dates

Confirm project roles

Completion date

Summary



<b>Alignment Meeting Date</b>	February 24, 2017
<b>Request</b>	Identify if there is a training need for Performance Matters at GBHS. To deliver a report of the analysis and make recommendations based on the findings.
<b>Business Goal</b>	GBHS faculty members will successfully find and analyze data for their own students and use the data to improve instruction.
<b>Scope of Analysis</b>	This analysis will focus on the outcomes, outputs, tasks, steps, and performance supports for GBHS faculty.
<b>Analysis Type</b>	Alysha M. Smith will conduct a Front End Analysis (FEA) which consists of a Performance Gap Analysis, Root Cause Analysis, and a Training Needs Analysis.
<b>Project Roles</b>	Alysha M. Smith                      Lead Analyst  Project Client and GBHS Assistant Principle
<b>Subject Matter Experts</b>	Instructional Data Administrator for GBHS Instructional Data Administrator Instructional Data Administrator Assistant Principle at GBHS
<b>Accomplished Performers (APs)</b>	Instructional Data Administrator for GBHS
<b>Documentary Sources of Information</b>	Initial Research Interview with Instructional Data Administrator for GBHS Interview with Assistant Principle at GBHS Electronic Survey with faculty Focus groups with faculty
<b>Projected Completion Date</b>	The projected completion date of the analysis effort is May 15, 2017



**Follow-on  
Design and  
Development**

Design and development of any recommended interventions are beyond the scope and funding of this analysis project.

**Final Report  
Delivery**

Alysha M. Smith will deliver the final written report to the client, Assistant Principle of GBHS, on May 15, 2017. A briefing of the final report will be conducted on the delivery date. At the briefing, findings of the analysis and recommendations for the client will be presented.



## Interview Instrument

<b>Interview Date</b>	March 20, 2017 with Instructional Data Administrator for GBHS
<b>Interview Agenda</b>	Introductions Verify project goal and interview goal Interview Questions Recap / Summary
<b>Data Materials</b>	Training information from Unify training on March 9, 2017 Prior data from individual research Information from Alignment Meeting
<b>Attendees</b>	Alysha M. Smith Instructional Data Administrator for GBHS
<b>Review</b>	<p>As a teacher of GBHS, I find that I personally don't know what each application is used for on Performance Matters, and where to find data. I also don't feel comfortable using Performance Matters to create my own exams, and I often find that I can't ever find what I am searching for, because the titles of things are not what I expect.</p> <p>As a result of this interview series and additional data sources, my expectations are to determine what trainings, if any, would be beneficial for faculty members to use Performance Matters more efficiently.</p>
<b>Interview Strategy</b>	<p>The two interviews currently planned will ask similar, though not identical, questions. The goal for this interview is to determine more in-depth information about Performance Matters, and what trainings are currently available to faculty.</p> <p>Each interview will begin with a brief introduction to the project, the purpose of the interview, and how information gathered will be used.</p>



## Interview Questions

### Performance Matters

What are the different applications within Performance Matters?

ADMS, Unify, Baseball Card, etc.

What are each of the applications used for?

When will ADMS no longer be available to faculty and Unify be the primary application?

### Current Practices

What training is currently offered to faculty on Performance Matters?

What resources are currently available for faculty members to access?

People, documents, job aids?

What questions do you currently receive from faculty members on how to use Performance Matters?

### Post-Training

What skills do you expect faculty to have after each Performance Matters Training Course?

How is the training evaluated? How many times do the attendees evaluate it?

What is the purpose of the evaluations? How do they use the evaluation results?

What feedback have you received from faculty members regarding current training courses?

What feedback have you received from administration or department heads concerning faculty after they return from a training course?

### Evaluative Questions

What improvements could be made to the trainings so that expectations and skills match?

What are the greatest challenges with training faculty members?

What benefits, if any, are there with additional training on Performance Matters for faculty?



## Interview Guide

### INTRODUCTIONS

1. **Introduce yourself** if not already acquainted, and thank the interviewee for their time.

### PROJECT GOAL, INTERVIEW PURPOSE, ALIGNMENT REPORT

2. **Go over project goal:** Determine the training needs of faculty at Glen Burnie High School regarding Performance Matters and its applications.
3. **Purpose of the interview:** I wish to determine the current state of the Performance Matters training for faculty as well as feedback from the trainings.
4. **Interview Information** will be used to determine a training need for faculty.

### PERFORMANCE MATTERS

5. What are the different applications within Performance Matters?
  - ADMS, Unify, Baseball Card, etc.
6. What are each of the applications used for?
  - Finding past and present test data, finding demographic information, etc.
7. When will ADMS no longer be available to faculty and Unify be the primary application for faculty members to use?

### CURRENT PRACTICES

8. What training is currently offered to faculty on Performance Matters?
  - How are the trainings offered?
    - Web-based, in-person, after school, during school?
  - How often are trainings offered?
  - What applications are featured in the training?
9. What resources are currently available for faculty members to access?
  - People, documents, job aids?



- 10.** What questions do you currently receive from faculty members on how to use Performance Matters?
- Accessing test information, creating a test, finding demographic information, etc.

#### **POST-TRAINING**

- 11.** What skills do you expect faculty to have after each Performance Matters Training Course?
- List all training courses and their expected skills
- 12.** How is the training evaluated? How many times do the attendees evaluate it?
- Exit survey?
  - Immediately after the training, throughout, etc.
- 13.** What is the purpose of the evaluations? How do they use the evaluation results?
- Are you looking to see if faculty members enjoyed the training, or if they have learned from the training?
  - In what ways are you implementing the evaluations to make improvements to the training?
- 14.** What feedback have you received from faculty members regarding current training courses?
- Did faculty members seem pleased with the training?
  - What specifically did faculty members enjoy about the training?
  - What specifically did faculty members dislike about the training?
- 15.** What feedback have you received from administration or department heads concerning faculty after they return from a training course?
- Did faculty members begin to use Performance Matters efficiently?
  - What skills were still lacking?
  - Was the feedback overall positive or negative?

#### **EVALUATIVE QUESTIONS**

- 16.** What improvements could be made to the trainings so that expectations and skills match?
- Are there any skills that are missing from the trainings?



- Are there specific skills that faculty members are lacking that can be taught differently within the training?

**17.** What are the greatest challenges with training faculty members?

- Time, motivation, lack of skill?

**18.** What benefits, if any, are there with additional training on Performance Matters for faculty?

- Will additional training benefit faculty members?
- What mode of training will best help faculty members?
  - WBT, in-person, etc.

## **CLOSURE**

**19.** Thank the interviewee for their time

**20.** Ask permission for a follow-up in the future if necessary



## SUMMARY OF INTERVIEW

The Instructional Data Administrator (IDA) for GBHS is a Performance Matters trainer, specifically for Glen Burnie High School, but she trains at various schools in the county. She began the interview by giving an overview of each application in Performance Matters, and what they are used for.

With Baseball Card, users can build their own reports. Scoreboard is a school-based application. An application called RTI is used predominately in elementary and middle schools with reading intervention. FASTE is an application that administrators will begin to use for observations of educators, and where educators will need to find their ratings in the future. She stated that ADMS, an application most educators currently use to obtain student item analysis on assessments that were given, will no longer be used beginning June 30<sup>th</sup>, 2017, and that Unify will be the application taking over.

Currently, faculty members can be trained during summer sessions by registering on ERO, and there are other trainings that are happening around the county per administrator request. There are only three trainers who go out to schools, and their schedules are too full to do anything more than what they are already doing. It was noted by IDA that having employees come to a full-day professional development with the trainers could be more useful, because then the trainers do not have to be in so many places at once. It would also allow employees more time to practice with the applications and come up with questions. She also finds that in-house trainings are not working, because employees are forced to be there and don't really know why.

There are no formal evaluations after any of the trainings currently in place, but IDA bases her feedback on whether the employee has logged on and used Performance Matters since the training ended. If they have not, they are not using what was trained. She can also tell if the employee is using Performance Matters by the number of questions she gets from them after the training is over. She said that usually people determine their questions after the training has concluded.



There are currently no web-based training modules, but IDA felt that the trainings would not be taken well by faculty members since they are not engaging enough. She did mention that Performance Matters is planning to create their own training videos at some point in the future.

While a large job aid is present and located on the employee intranet, members must generally e-mail IDA with their questions since the job aid is so large and difficult to navigate.

IDA noticed that many employees are asking questions about browser issues (chrome must be used), why it states that a student did not submit their work, and how to merge spreadsheets together and read the data. She felt that most of the people she works with do not have the skills required to read the data that Performance Matters is giving them, and therefore their teaching does not change. It would be beneficial if employees had the pre-requisite knowledge before coming to the Performance Matters training sessions.

Current trainings are focusing on Unify since ADMS will become obsolete in June. General feedback states that users are excited by how colorful and visual the application is, and how responsive the program is to input. Future surveys and focus groups should focus more on Unify than Performance Matters.



## Survey Instrument

### Performance Matters Survey

Dear GBHS Faculty,

You are invited to take part in the following survey regarding Performance Matters. After some initial researching and interviewing, it was discovered that there are some areas of Performance Matters and general technology skills that may be improved upon. With your help, we can find a way so that you can easily access and utilize data that is provided to you to help your instruction without taking a tremendous amount of valuable time.

Please answer honestly, as your answers are private and confidential. The survey should take no longer than 10 minutes to complete. Please submit your responses by April 7th, 2017 at the latest.

Thank you in advance for your participation.

Alysha Smith

\* Required

**1. Which applications of Performance Matters do you currently use? (Check all that apply) \***

*Check all that apply.*

- ADMS
- Unify
- Baseball Card
- FASTe
- Scoreboard
- RTI
- Other: \_\_\_\_\_

**2. Please rate your skill level on the following: \***

*Mark only one oval per row.*

	Excellent	Above Average	Average	Below Average	Poor	None at all
Using filters to organize data in Microsoft Excel	<input type="radio"/>					
Combining Microsoft Excel Spreadsheets	<input type="radio"/>					
Writing formulas in Microsoft Excel	<input type="radio"/>					
Printing Bubble Sheets from Unify	<input type="radio"/>					
Administering Online Assessments	<input type="radio"/>					
Accessing Test Results on Unify	<input type="radio"/>					
Creating Assessments in Unify	<input type="radio"/>					
Analyzing the given data to determine what students need	<input type="radio"/>					



3. What are the common issues you currently have with Performance Matters that you would like help with? \*

*Check all that apply.*

- Printing Bubble Sheets
- Editing a Bubble Sheet online that was improperly filled in by a student or teacher
- Accessing Student Test Results
- Accessing Local Test Score Data (against other schools)
- Filtering Data to focus on a specific student group
- Administering Online Assessments
- Creating your own test
- Other: \_\_\_\_\_

## Professional Development Options

4. Which applications of Performance Matters would you like a professional development on? (Check all that apply) \*

*Check all that apply.*

- ADMS
- Unify
- Baseball Card
- FASTe
- Scoreboard
- RTI
- Other: \_\_\_\_\_

5. When do you prefer to attend a professional development on your selected Performance Matters application? \*

*Mark only one oval.*

- During my planning period
- After school at my home school
- After school at a location away from my home school
- A full-day professional development at Carver
- Web-based training modules I can access whenever I want
- Other: \_\_\_\_\_

6. Any additional comments or concerns? (optional)

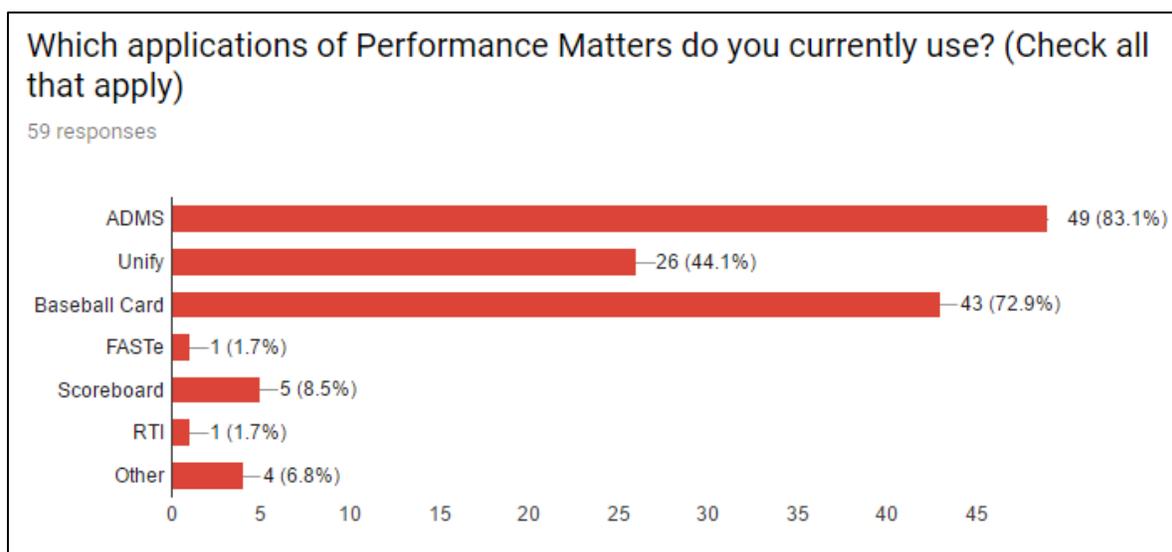
\_\_\_\_\_



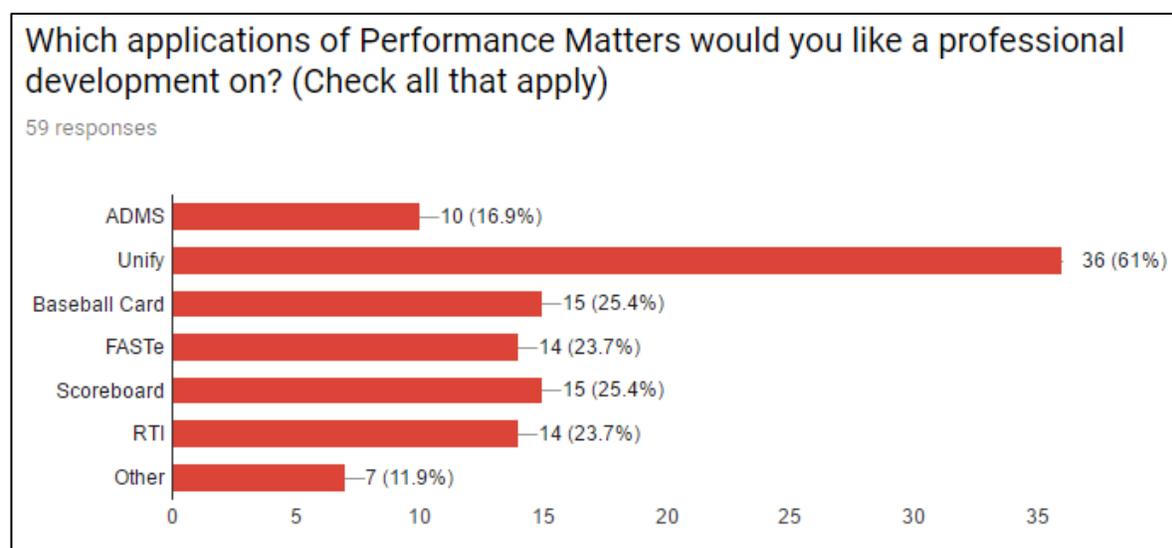
## SUMMARY OF SURVEY

Initial results show that even though ADMS will become obsolete June 30<sup>th</sup>, 2017, 83% of faculty members are using it, while only 44% are using Unify, which is taking its place. Not surprisingly, 61% of faculty members want a professional development on Unify (see figures 1 and 2 below).

**Figure 1**



**Figure 2**

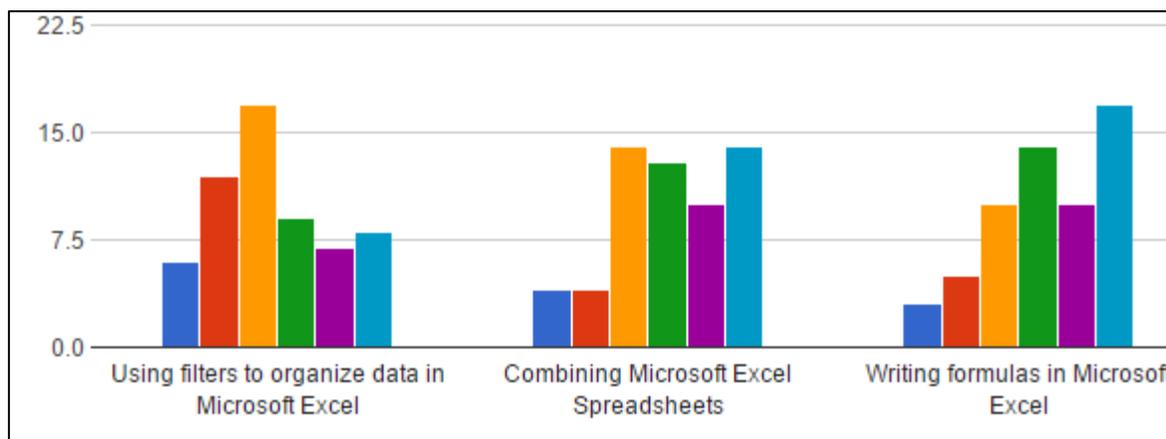




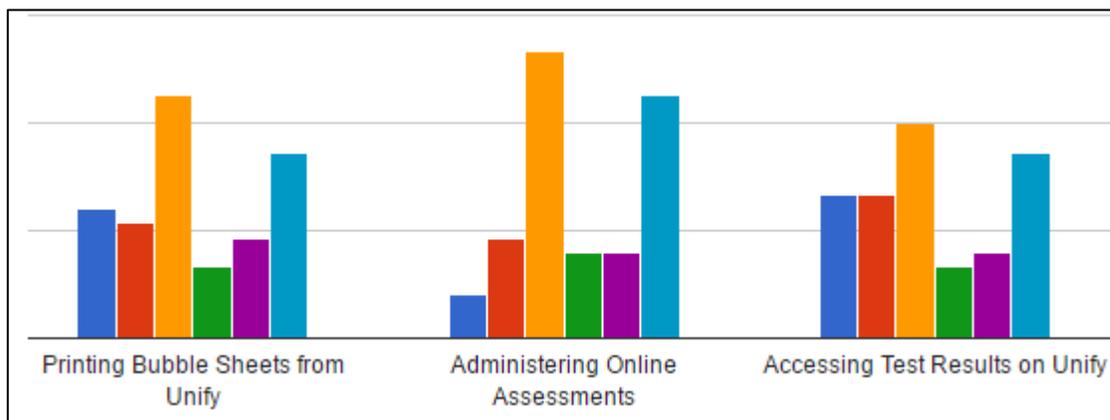
The following figures display how faculty members rated their skills regarding Performance Matters. Please reference the colors listed below to read the bar graphs.



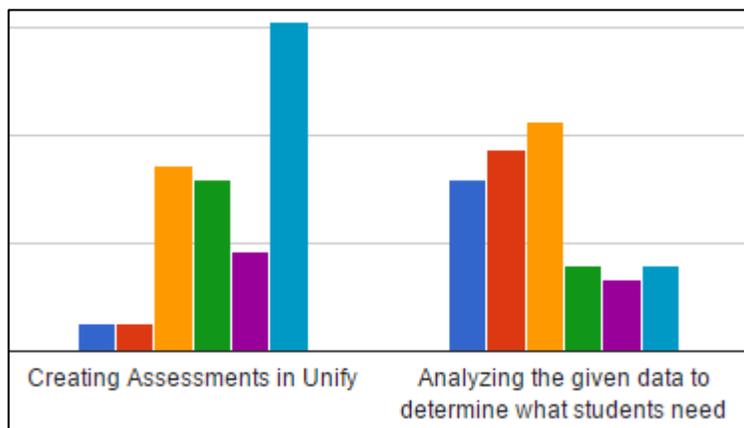
**Figure 3**



**Figure 4**



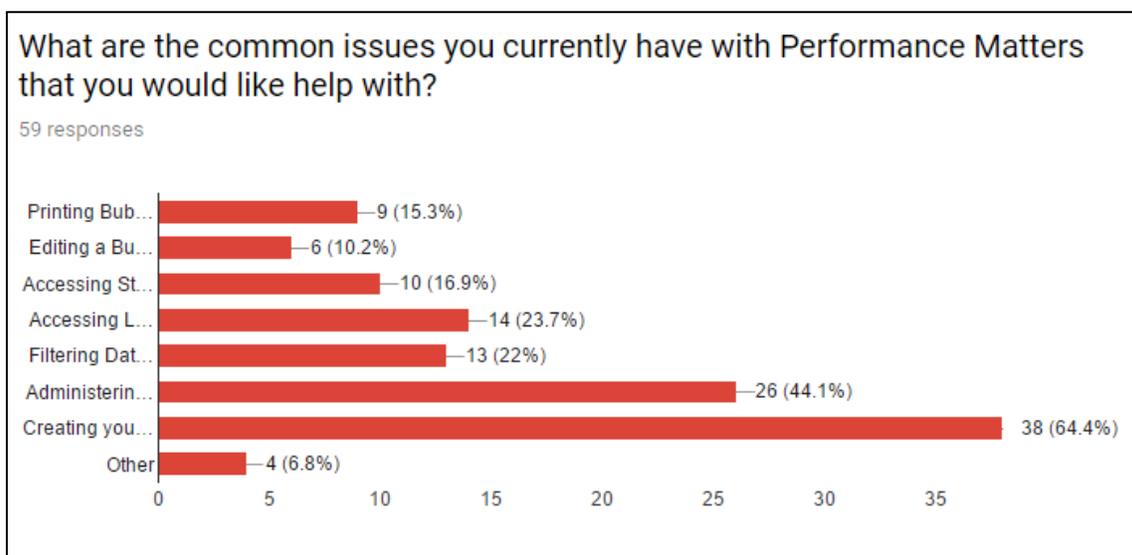
**Figure 5**





Analyzing the data in figures 3 – 5 shows that faculty members do not have much, if any experience using Unify to do much of anything. In fact, most faculty members do not have any experience using Unify to create assessments. This fact was also shown by the overwhelming response to the following question:

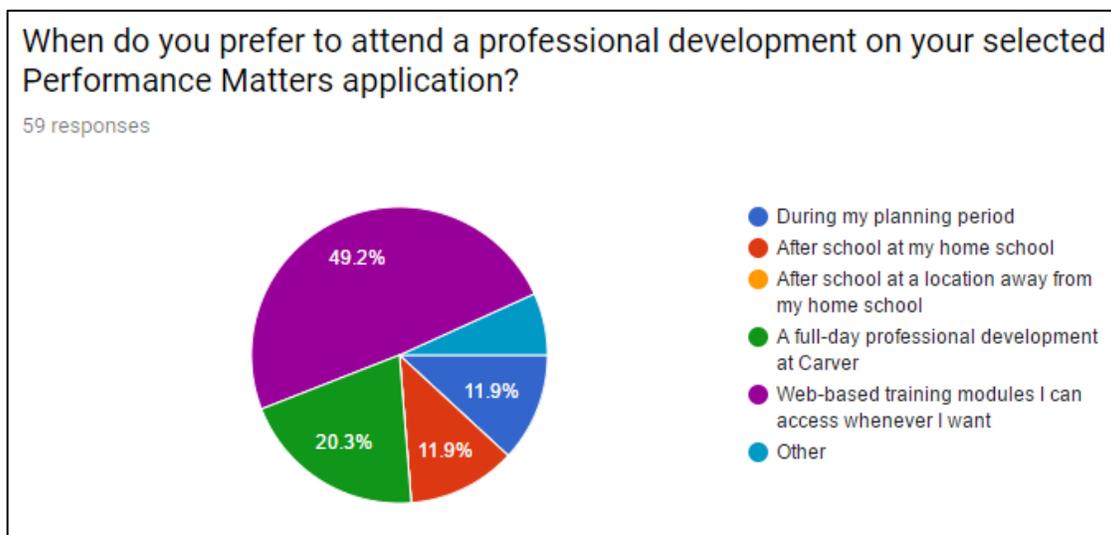
**Figure 6**



Based off of IDA's interview, the question regarding writing formulas in Microsoft Excel spreadsheets (figure 3) was asked. As she suspected, most faculty members were not able to write formulas at all, and over half had at least below average ability.

The survey results showed that half of the faculty members who responded to the survey would prefer web-based training modules for their training on Performance Matters. The second highest option was a full-day professional development at the Carver center, with 20% of the votes. See figure 7 below.

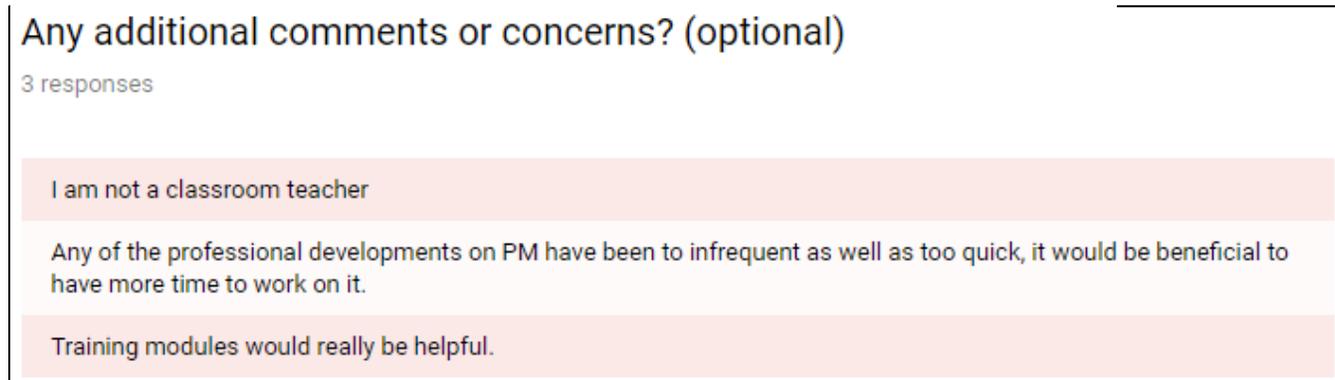
**Figure 7**





Finally, see figure 8 below for the additional comments.

**Figure 8**



Though IDA mentioned that web-based training modules would not be successful, the overwhelming response from faculty members may prove otherwise.

However, IDA did mention that she believed the trainings being delivered are brief and do not allow for users to practice, which was noted in the additional comments.



## Focus Group Instrument

<b>Focus Group Meeting</b>	April 27, 2017; 2:15pm – 3:00pm GBHS – Media Building Classroom M221
<b>Purpose</b>	To gain both new and follow-up input from faculty members regarding professional development for Performance Matters applications.
<b>Audience</b>	<b>GBHS Faculty Members:</b> Math teacher 1 Math Department Chair History Department Chair English Teacher Special Education Teacher Math teacher 2
<b>Agenda</b>	<ul style="list-style-type: none"><li>• Facilitator introductions</li><li>• Project goal explanation</li><li>• Confidentiality</li><li>• Ground Rules</li><li>• Participant introductions</li><li>• Introductory questions</li><li>• Key questions</li><li>• Closing</li></ul>



<b>Facilitator Introductions</b>	Alysha Smith, GBHS Math Teacher & UMBC Grad Student
<b>Project Goal Explained</b>	To determine the professional development need and how to implement the professional development so that faculty members can successfully find and analyze student data that will them improve instruction. A report of findings will be delivered. To deliver a report of the analysis and make recommendations based on the findings.
<b>Confidential</b>	As is the case with all the information we are collecting for our project, we will keep the information you provide to us completely confidential. No names will be used on the report.
<b>Ground Rules and Direction</b>	<ul style="list-style-type: none"><li>• We have 45 minutes and ask that we all try to keep focused on the question at hand</li><li>• When a question is asked, each person will answer the question before the group begins the discussion</li><li>• The facilitator will try to make sure everyone gets equal “airtime”</li><li>• No side conversations, cross talk, or interrupting</li><li>• Please be respectful of each persons’ answer, there are no “wrong” answers; say what is true for you</li><li>• Thank you for your time; it is very much appreciated</li></ul>
<b>Participant Intro/ Intro Questions</b>	Please state your name, what subject and grade level you teach, and explain how you currently use performance matters in your subject area.
<b>Key Questions</b>	<ol style="list-style-type: none"><li>1. In June, ADMS will no longer be accessible, and the primary application to use on Performance Matters will be Unify. How much training have you currently had on using Unify?</li><li>2. What are your biggest challenges using Unify?</li><li>3. Do you believe that using Unify to track and analyze data is beneficial to your instruction? Why or why not?</li><li>4. What resources do you believe all faculty members need to be successful in using Unify to analyze and utilize data? to create a plan to help new SCR’s feel confident and prepared to successfully start and complete job responsibilities from day one, what three areas do you think would be essential in your plan?</li><li>5. Do you believe that a formal professional development or web-based training modules will be more useful to you? Why or why not?</li><li>6. When do you prefer a professional development on Unify?</li></ol>
<b>Back-up questions (if time permits)</b>	<ol style="list-style-type: none"><li>7. Are you open to creating your own assessments using Unify? Why or why not?</li></ol>
<b>Closing</b>	Thank you for your participation. I appreciate your time and willingness to discuss your opinions and feelings about the subject matter. Your involvement is very important to the project.



## SUMMARY OF FOCUS GROUP

The faculty members available for the focus group attended different amounts of trainings on Unify. Four of the six members received zero or one 20-minute training, with both department chairs receiving at least two trainings. One of the department chairs attended a summer professional development training before the 2016-2017 school-year, and spoke highly of it. In fact, much of the discussion was around the summer training that was attended. Four of the focus group participants did not know that ADMS was going to be archived at the end of June, which was the application all participants were currently using to analyze student data.

All focus group members found benefits to using Performance Matters in some regard to analyze student achievement. It was noted that it is especially useful to see how schools in the district are doing compared to one another, and to see how individual students do in all courses.

It was noted that more people would be open to using Performance Matters, especially Unify, if scanners were more accessible, and there were more laptops or computers for students to use to take online assessments. Glen Burnie High School has been experiencing a dwindling paper supply, and online assessments could lessen the use of paper if there was more technology.

All participants in this focus group stated that they do not like web-based training modules or webinars, which was contradictory to the survey that was administered. In this focus group, members stated they would prefer more small-group training sessions. Training sessions could be delivered at the start of the school year during the professional development day, during a ½ day professional development throughout the school year, or during the summer sessions. It was also noted that faculty members often forget how to use the program when they only use it once per marking period. It was suggested that a mini professional development could be administered a week or two before quarterly assessments would be given to students so that the training is fresh in their minds.

Regarding summer training sessions: Not only do faculty members get paid to go to summer trainings, it allowed for a much longer training session that had practice involved. Faculty members walked away with much more knowledge on how to use Performance Matters, and it prompted the department chair to make it mandatory for their department to administer pre-assessments as well as post-assessments for each unit to the students through Unify. As a result, educators have been able to see the great or poor results of students from the pre-assessment and post-assessment. Interesting information, such as an instance where students did not improve at all, required educators to think about whether they affect student learning at all with their lessons.