



**PolicyLink's Equity Summit 2015  
Promise Neighborhoods Institute  
Results-Based Leadership Session**

**Monday, October 26, 2015**

**Results Based Accountability<sup>1</sup>  
Using Data to Achieve Better Results**

**<sup>1</sup> Friedman, Mark (2006). Trying Hard is Not Good Enough**

# Results Based Leadership Approach

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## 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

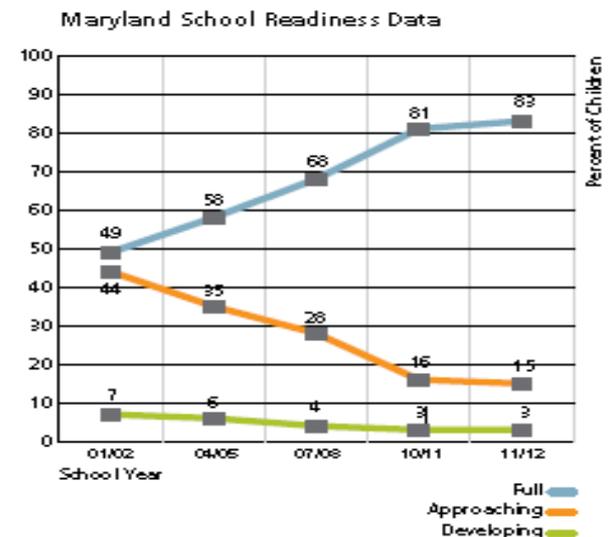
If we perform better in our roles and if we align our actions as partners, then we have greater impact with the people we serve in our programs and in the community

# The Theory of Aligned Contributions<sup>2</sup>

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



# Applying Results Accountability: Using Data to Do the Work

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## 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).



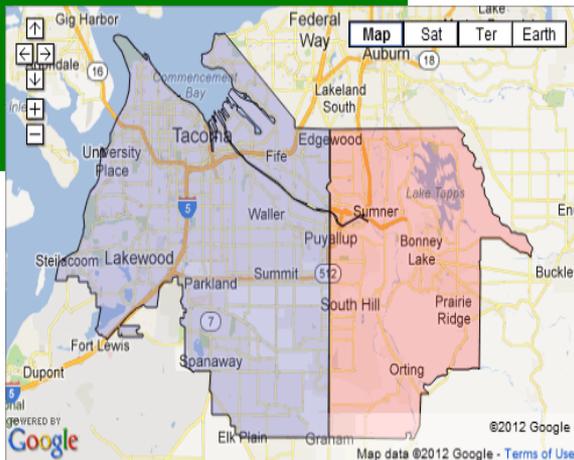
# **CORE SKILL 1: POPULATION AND PERFORMANCE ACCOUNTABILITY**

*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**

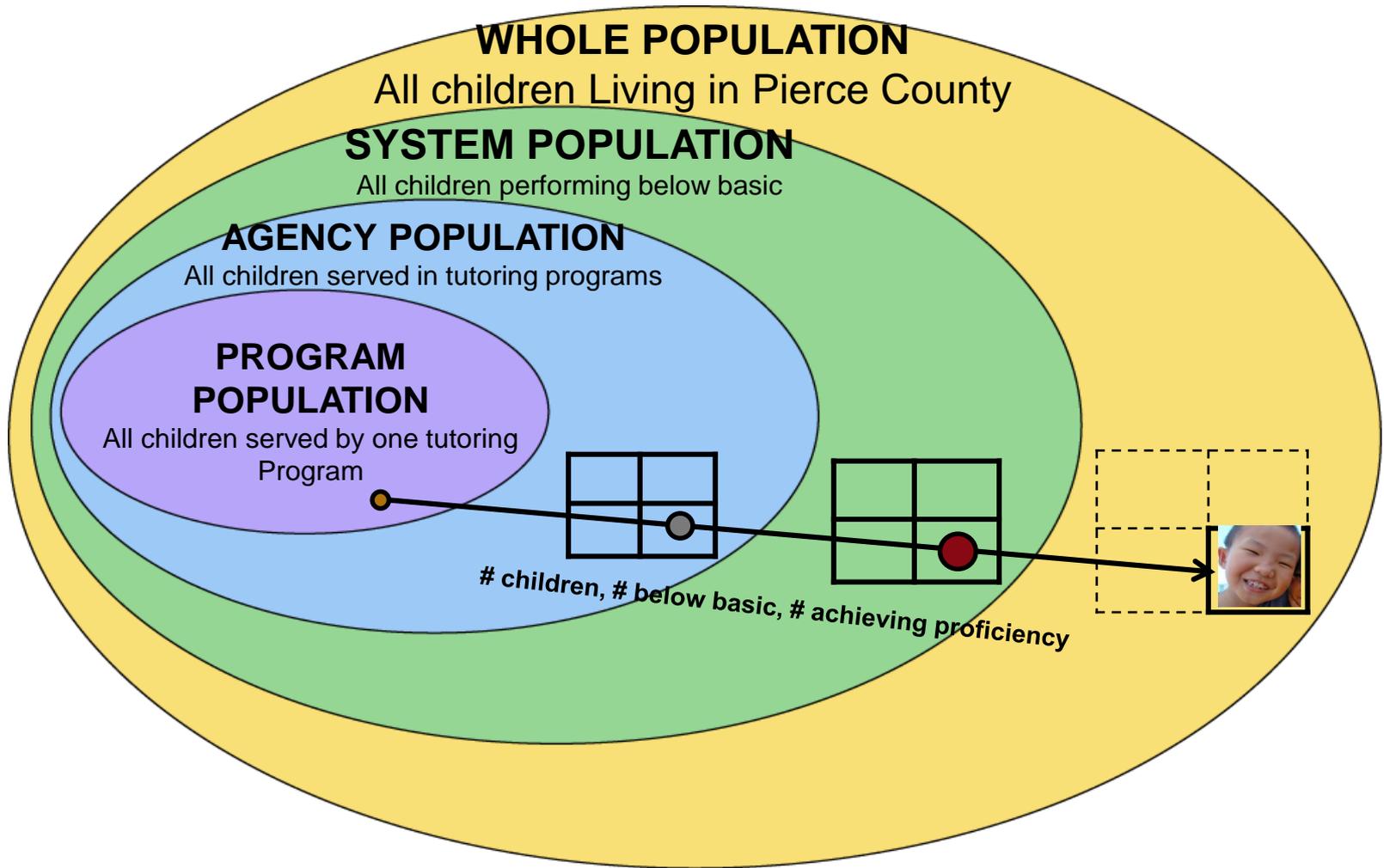
**Housing**

**Faith**

**Healthcare**

# Program Population to Whole Population<sup>[1]</sup>

Example: Children are Reading by 3<sup>rd</sup> Grade



<sup>1</sup> Trying Hard is Not Good Enough, Friedman, Trafford Publishing, 2005

# The Intersection of **Population** & **Performance** Accountability

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**Population**

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

**Performance**

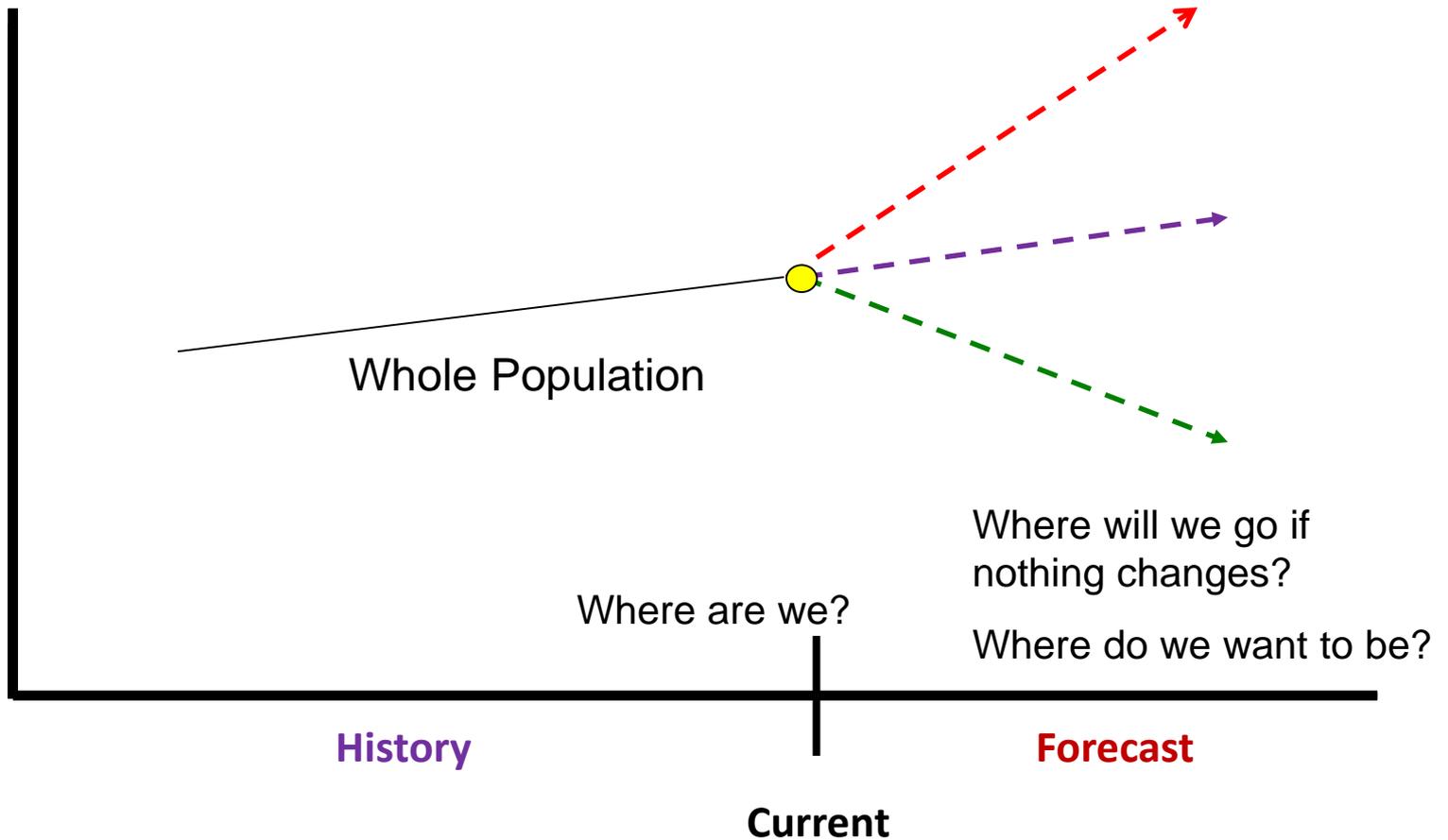


# **CORE SKILL 2: TREND LINES TO DEEPEN FACTOR ANALYSIS**

*Deepening understanding of data by analyzing contributing factors*

# What does data tell us about the trendline ?

Is it Better? Same? Worse?



# Story Behind the Data

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Story behind the data  
*and story behind the gap*



To analyze the factors that affect the trendline



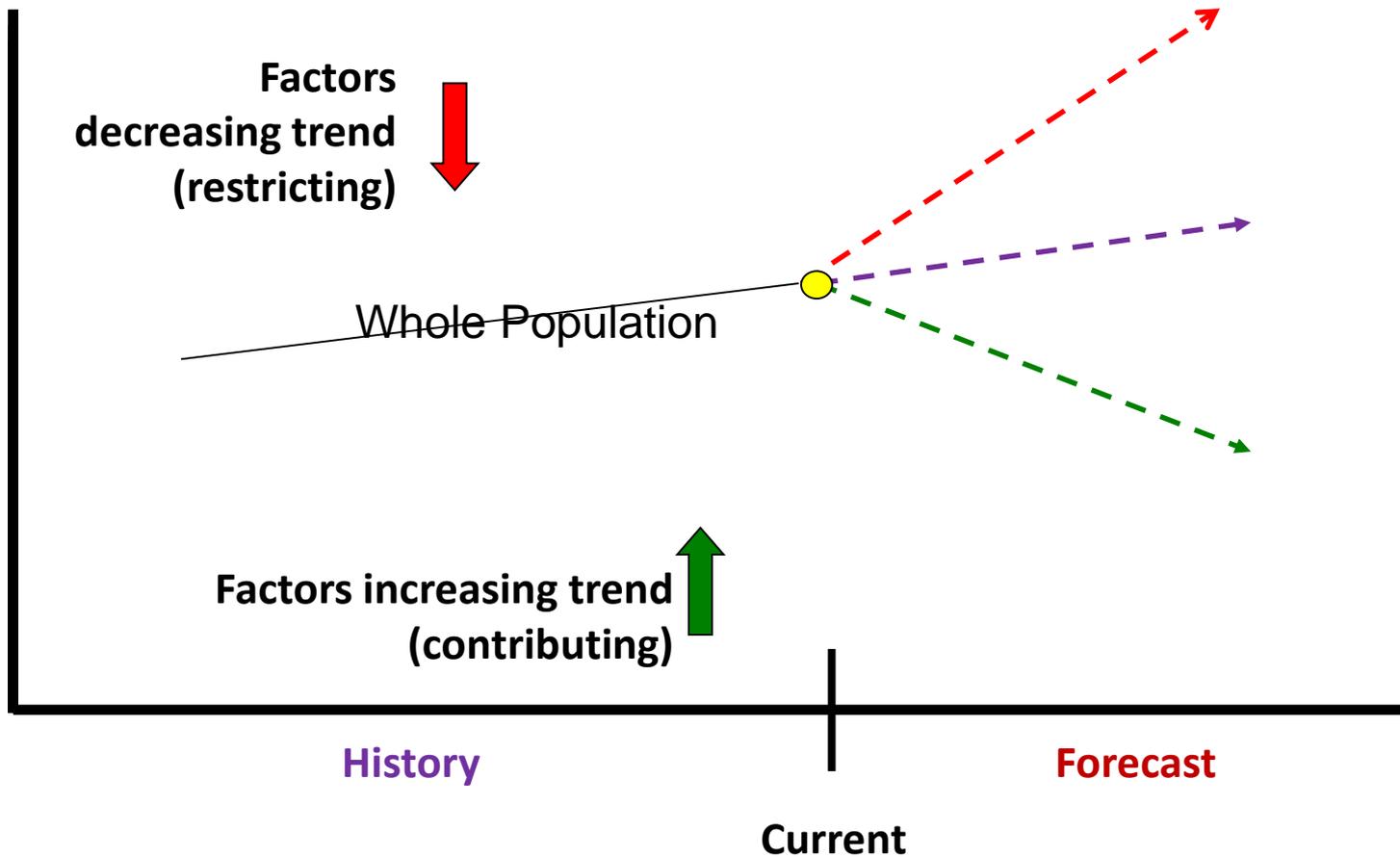
To inform the change ideas



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

# Factor Analysis

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



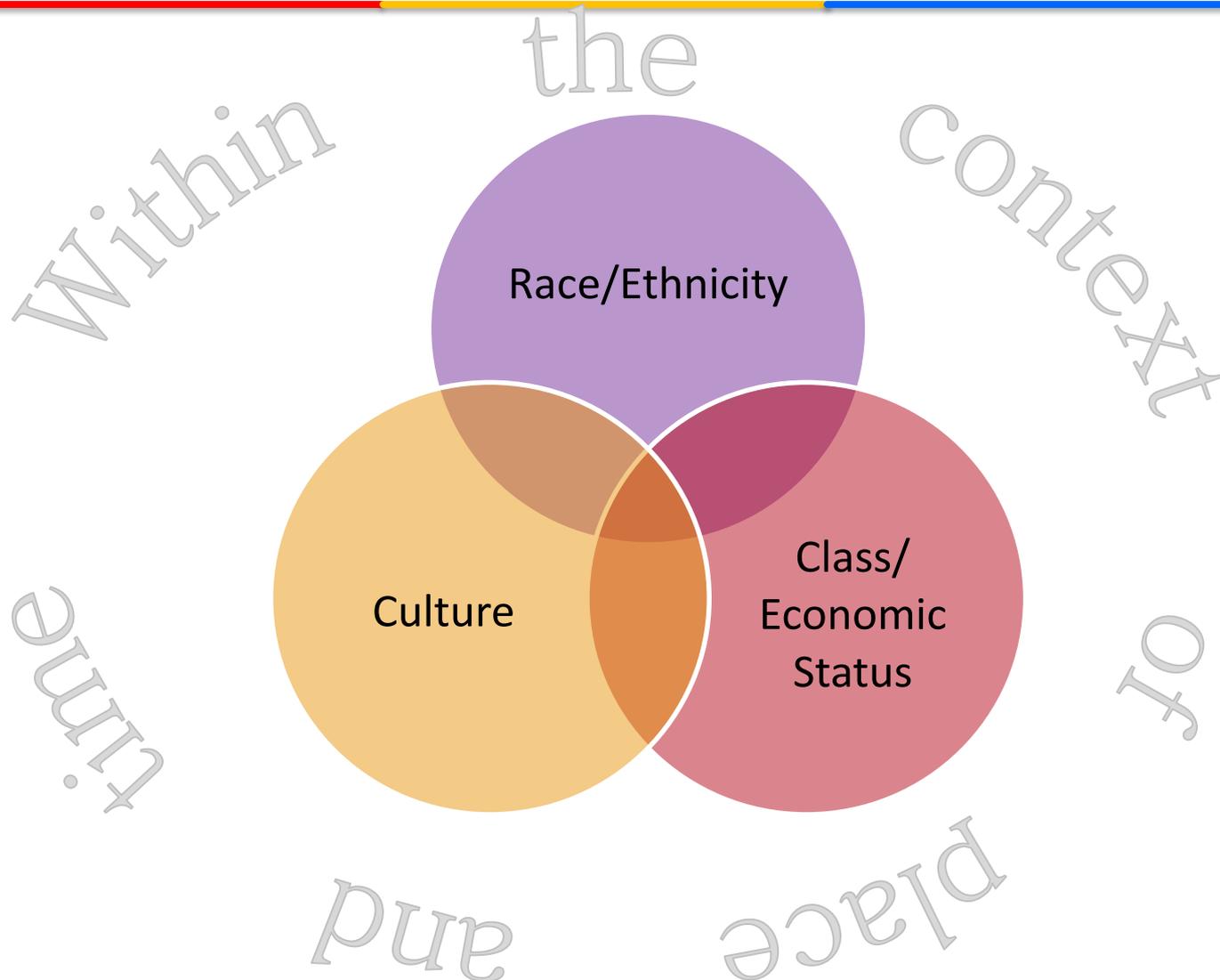
# Results Accountability Practice: The Importance of Factors

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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.

# Factors Contributing to Population Disparities

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# CORE SKILL 3: USING FACTOR ANALYSIS TO INFORM STRATEGIES AND PROGRAMS

# Strategies

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- 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



# **CORE SKILL 4: PERFORMANCE MEASURES**

*Applying performance measures to accelerate results*

# Results “Playbook”

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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

RESULT	INDICATOR
Healthy Births	Rate of low birth-weight babies
Stable Families	Rates of child abuse and neglect
Children Succeeding in School	Percent graduating from high school on time

## Performance Measures

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

	Quantity	Quality
Input or Effort	<b># of foster kids served</b>  <div style="background-color: #D3D3D3; padding: 5px; display: inline-block;">How Much?</div>	<b>% of foster kids experiencing 2+ changes in placement</b>  <div style="background-color: #D3D3D3; padding: 5px; display: inline-block;">How Well?</div>
Output or Effect	<b># without repeat abuse/neglect</b>	<b>% without repeat abuse/neglect</b> <b>Client or Customer Results</b>
	<div style="background-color: #D3D3D3; padding: 5px; display: inline-block;">What Difference?</div>	

**Example of how Results, Indicators and Measures align for stable families**

# Performance Measures Answer 3 Questions

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- 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?*

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## 1. What **B**ehaviors changed?

(#/% of parents who now use behavior management with their child)

## 2. What **A**ttitudes (**O**pinions) changed?

(#/% of parents who now believe that reading to their child is needed)

## 3. What **C**ircumstances are better?

(#/% of parents in homeless shelter now have full day Pre-K for child)

## 4. What **K**nowledge/**S**kills are improved?

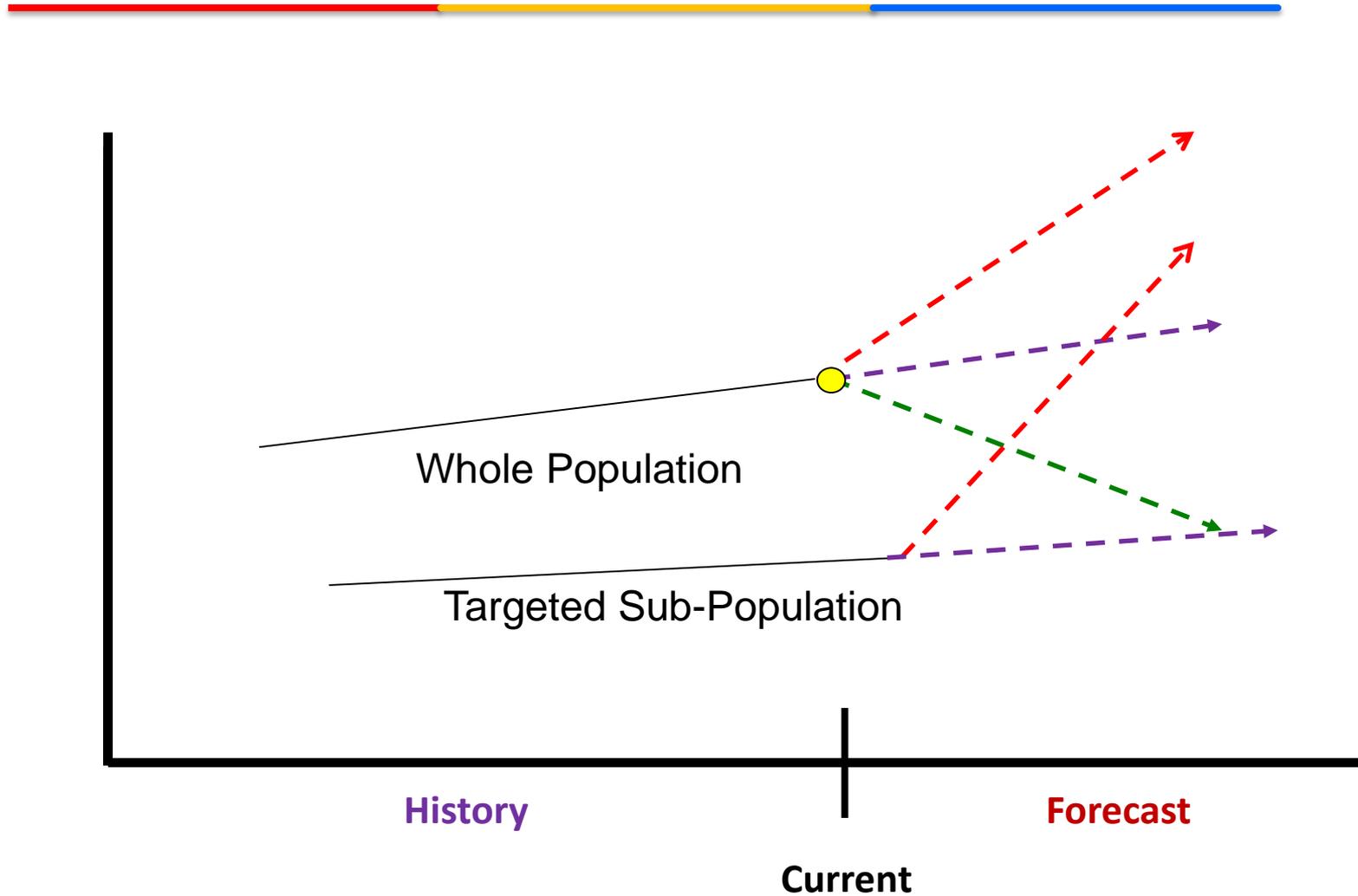
(#/% children who are ready for school as measured by the WSS)



# **RBA AND ENSURING EQUITY**

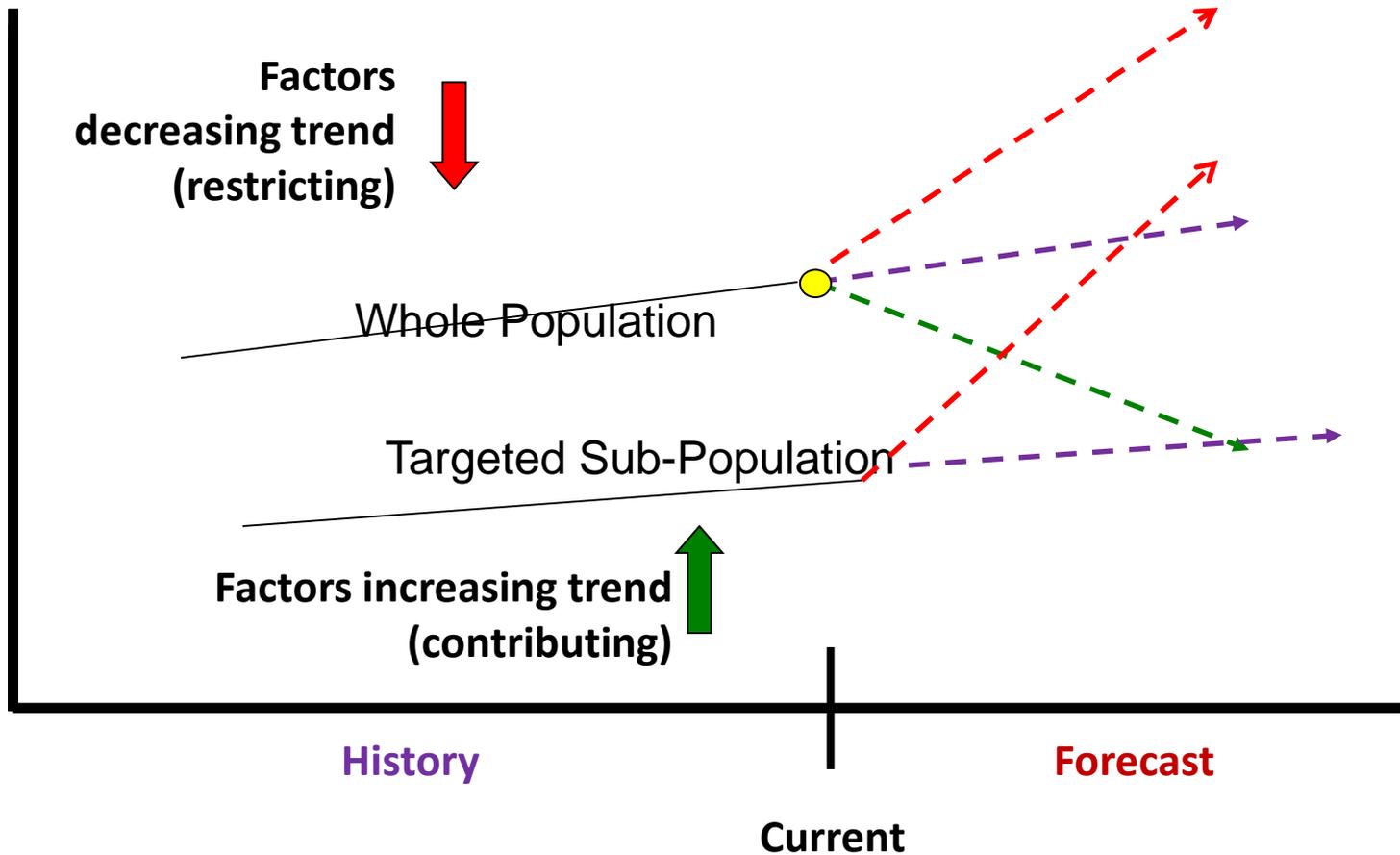
*Using RBA to achieve better AND more equitable results*

# Targeted Universalism: Mapping and Closing the Gap

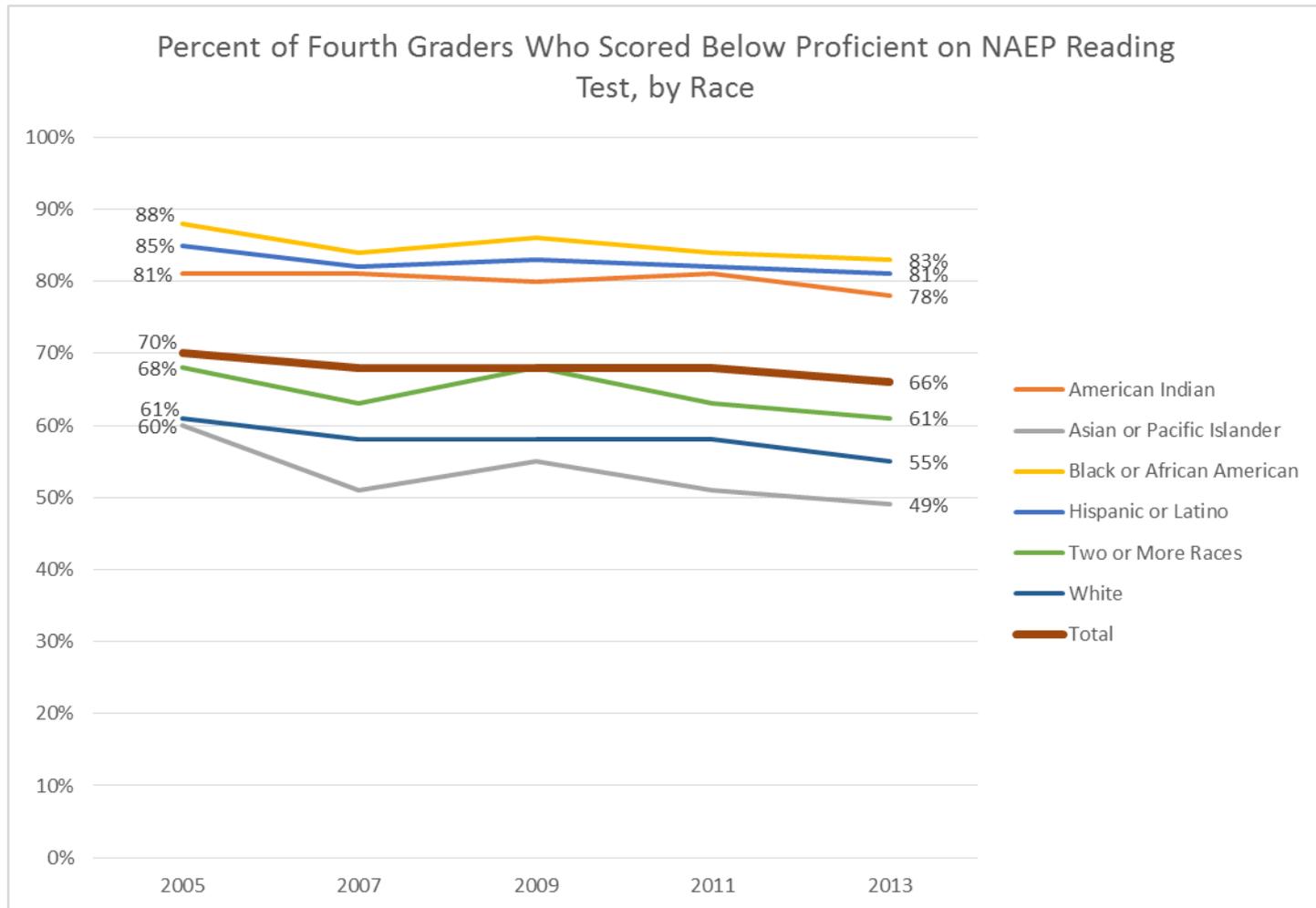


# Factor Analysis

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



# Reading



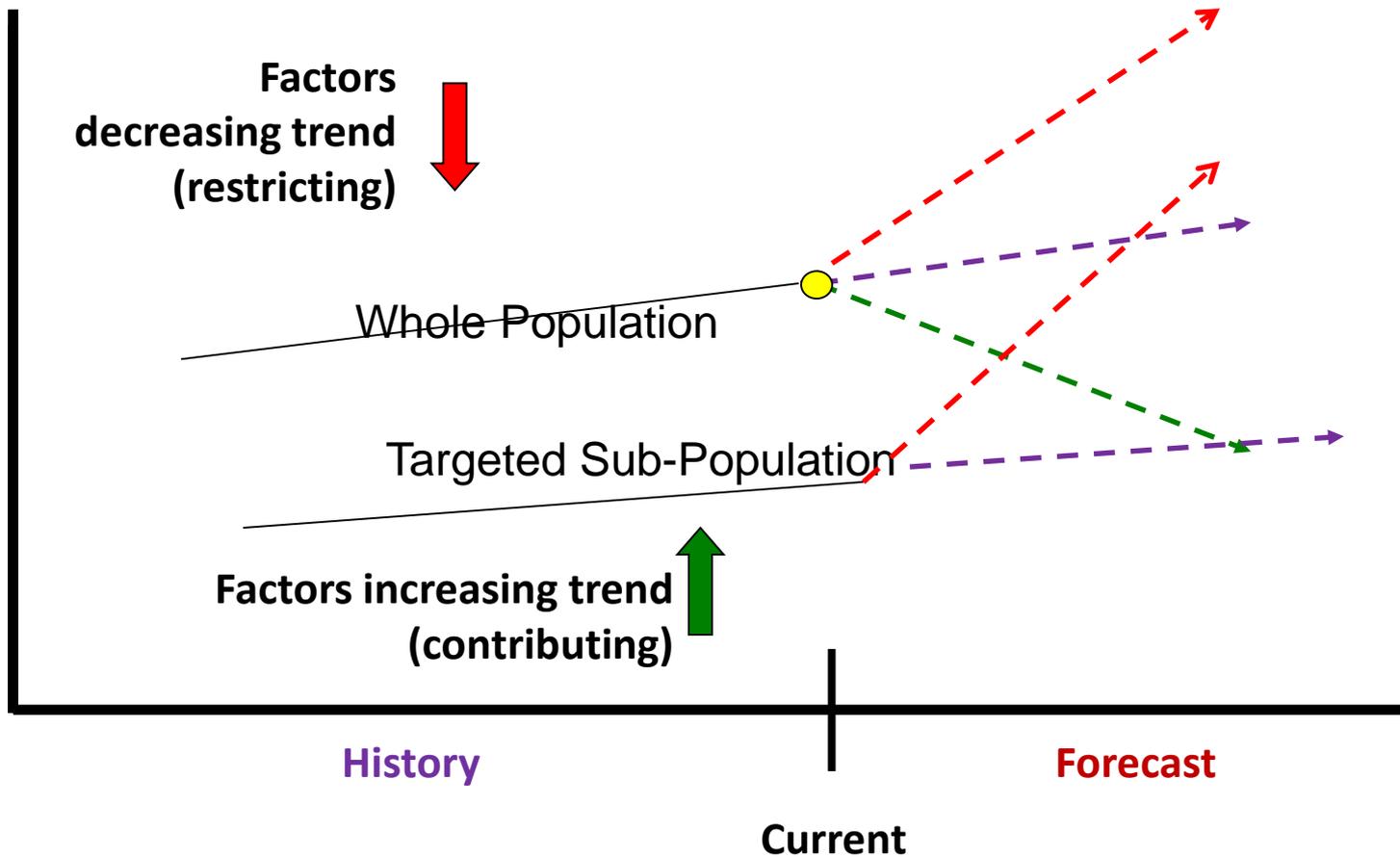
# Mental Models

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- 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

# Factor Analysis

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



# RBA Practice: Completing a Factor Analysis

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- 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.

# RBA Practice: Completing a Factor Analysis

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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?”

# RBA Practice: Completing a Factor Analysis

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1. Review your factor analysis and refine it, asking yourself the following questions:
  - How do I know these what are the contributing or restrictive factors? (Evidence vs. Mental Models)
  - Do I have a differentiated understanding of targeted and universal factors?
2. 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?”