

# Using Data: Where to Start?

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# Welcome



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Frontline Education

# Key Challenges Districts are Facing Today

- **Resources** – What does our financial future look like in this ever-changing economic environment?
- **Logistics** – How will we organize our resources/teams and align them to our district goals to ensure student success?
- **Learning** – How are our student performing and meeting key metrics?

# Addressing Issues of Equity and Early Intervention

Considerations in Forward Planning:

**Equity** – Do we see areas of disproportionality?

**Access** – Are we providing access to rigorous coursework for all students?

**Early Intervention** – How can we identify students needing support earlier?

# Turning to Data and Analytics

Districts are using data and analytics to:

1. Ensure students receive high quality instruction and continue to meet learning goals.
2. Ensure staff are able deliver a rigorous experience for students to best prepare them for college, career, and life.
3. Ensure families and school board members are informed and are prioritizing that all students have the resources necessary to learn, are engaging in the district's learning environment and are staying on-track in meeting learning goals.

# Introductions



**Jennifer Bell-Ellwanger**  
President and CEO  
Data Quality Campaign



**Dr. Doug Wheeler**  
Superintendent  
College Community School  
District (Iowa)



**Dr. CyLynn Braswell**  
Analytics Advisor  
Frontline Education



**Mona Guerra**  
Data Fellow  
Mercedes ISD (Texas)

# Top Takeaways: 2022 Superintendent Poll



**98%** of superintendents feel that if they had better access to information, they would be more confident in their abilities to make decisions for their district.



**99%** of superintendents feel that state data could be more useful. Relevant state data could be made more useful with tools to help superintendents act on the information and more training and ongoing support for analyzing, reporting, and communicating the data.



**93%** of superintendents have started collecting new data during the pandemic, and nearly all (94 percent) who have initiated new data collection agree: the new data is giving them useful information and insights.

# What We've Heard: Public Opinion Polling

**Superintendents:** **98%** feel, if they had better access to information, they would be more confident in their abilities to make decisions for their district.

**Parents:** **34%** of parents know where to find all the information they need about their child's post-high school options.

**Students:** **Less than 50%** report getting **any** information from their school about whether they're meeting grade-level expectations, if they're on track to graduate from high school, or how much academic progress they've made this year.

**Principals:** **46%** said they know where to go to find all the data they need to understand how well their school prepares students for their post-high school education and careers.

*\*DQC 2021 and 2022 poll results in partnership with The Harris Poll*

# Using Data to Create and Monitor a Strategic Plan



**College Community School District**  
Vision: Success for All  
Mission: To Ensure Quality Learning Today For Tomorrow

## 10 Year Strategic Plan

**2022-2023** Year 8

<p><b>FOCUS</b></p> <p style="font-size: 24px; font-weight: bold; color: orange;">1</p>	<p><b>We are committed to creating caring, safe, and equitable school environments that meet the social, emotional, academic, and overall wellness needs of ALL students - ALL means ALL.</b></p> <p><b>We believe all students can learn at high levels.</b></p>	<p><b>TO DO THIS WE WILL...</b></p> <ul style="list-style-type: none"> <li>• Foster caring relationships and a sense of belonging with and among all students and families.</li> <li>• Engage in the Self-Assessment of Multi-Tiered System of Supports Implementation (SAMM) process to strengthen our supports for academic, social, emotional, and behavioral health (SEBH), with a focus on identifying and developing essential practices in the Universal Tier.</li> <li>• Design for learner variability using the Universal Design for Learning (UDL) framework and the Core Four of Personalized Learning.</li> <li>• Utilize data collected from the 5th - 12th grade School Perceptions Student Survey for continuous improvement toward guaranteed and viable environments.</li> </ul>
<p><b>FOCUS</b></p> <p style="font-size: 24px; font-weight: bold; color: orange;">2</p>	<p><b>We are committed to developing leadership capacity of all staff in all departments, implementing best practice strategies, and collaborating with others in a positive culture of continuous improvement.</b></p> <p><b>We believe educators matter.</b></p>	<p><b>TO DO THIS WE WILL...</b></p> <ul style="list-style-type: none"> <li>• Engage in curriculum mapping to ensure implementation of a guaranteed and viable curriculum, effective instruction aligned to the Iowa Core and the Iowa Early Learning Standards, and standards-based grading.</li> <li>• Establish Guaranteed and Viable Environments through implementation of Effective Classroom Practices for SEBH.</li> <li>• Accelerate the development of healthy, productive, and effective PLCs by leveraging leadership and resources.</li> <li>• Analyze state assessment data including the Iowa State Assessment of Student Progress (ISASP) and the Conditions for Learning survey.</li> <li>• Implement practices that support educational equity.</li> <li>• Develop capacity to implement our instructional framework, New Teacher Center Core Teaching Capabilities.</li> </ul>
<p><b>FOCUS</b></p> <p style="font-size: 24px; font-weight: bold; color: orange;">3</p>	<p><b>We are committed to fully preparing and inspiring all students to use their strengths, communication skills, and critical thinking skills to graduate from high school and complete post-high school education/training.</b></p> <p><b>We believe in preparing all students for postsecondary success.</b></p>	<p><b>TO DO THIS WE WILL...</b></p> <ul style="list-style-type: none"> <li>• Build awareness of the <i>Prairie Ready</i> indicators and how they will inform PK-12 decision-making and preparedness for post-high school education/training and career success.</li> <li>• Value and support all forms of post-secondary choices including two-year college programs, four-year college programs, certification programs, apprenticeships, the military, and other career training programs.</li> <li>• Use school data, student interests, and community needs to drive career pathway development and post-secondary opportunities.</li> </ul>
<p><b>FOCUS</b></p> <p style="font-size: 24px; font-weight: bold; color: orange;">4</p>	<p><b>We are committed to partnering with parents and our larger community to provide supports, opportunities, and learning experiences to maximize student success.</b></p> <p><b>We believe in developing community partnerships.</b></p>	<p><b>TO DO THIS WE WILL...</b></p> <ul style="list-style-type: none"> <li>• Actively seek and respond to feedback from stakeholders.</li> <li>• Develop and sustain community partnerships for the purpose of creating and enhancing student wellness and engagement, including opportunities for education/training and career pathways.</li> <li>• Analyze School Perceptions Parent Survey to inform the continuous improvement of programs and services.</li> </ul>

2014

Personalized Learning

Multi-Tiered System of Supports

Guaranteed and Viable Curriculum & Environments

➔

2026



**Our ten-year goal is to create a personalized learning system built on guaranteed and viable curriculum & environments with a strong, multi-tiered system of supports.**

**SUCCESS WILL BE MEASURED...**

**A.** By June of 2023, 80% of students will achieve a Meeting or Exemplary level on their initial attempt on District Common Assessments (DCAs) in literacy and math, indicating the impact of instruction in the Universal Tier.

**B.** By June of 2023, increase the percent of students in each grade level cohort (4th - 11th) who score "proficient" and "advanced" on the Iowa State Assessment of Student Progress (ISASP) from the previous year.

**C.** By June of 2023, 80% of students in grades K-6 will meet benchmark goals on the spring FAST aReading assessment. (Composite score for K-1).

**D.** By June of 2023, 80% of students in 4-year-old preschool will meet or exceed the targeted score on the spring myIGDIs literacy screener.

**E.** By June of 2023, 85% of students or more will have 0-1 discipline referrals, fewer than 10% of students will have 2-5 discipline referrals and fewer than 5% of students will have 6 or more referrals.

**F.** By June of 2023, maintain or increase our overall attendance rate of 95.6% and decrease the number of students who are chronically absent by 3%. (Comparison data is from the 2018-2019 school year.)

**G.** By May of 2023, the graduation rate will be at least 95%.

**H.** By June of 2023, increase the percentage of favorable responses to the "My School" questions within the School Perceptions Student Survey.

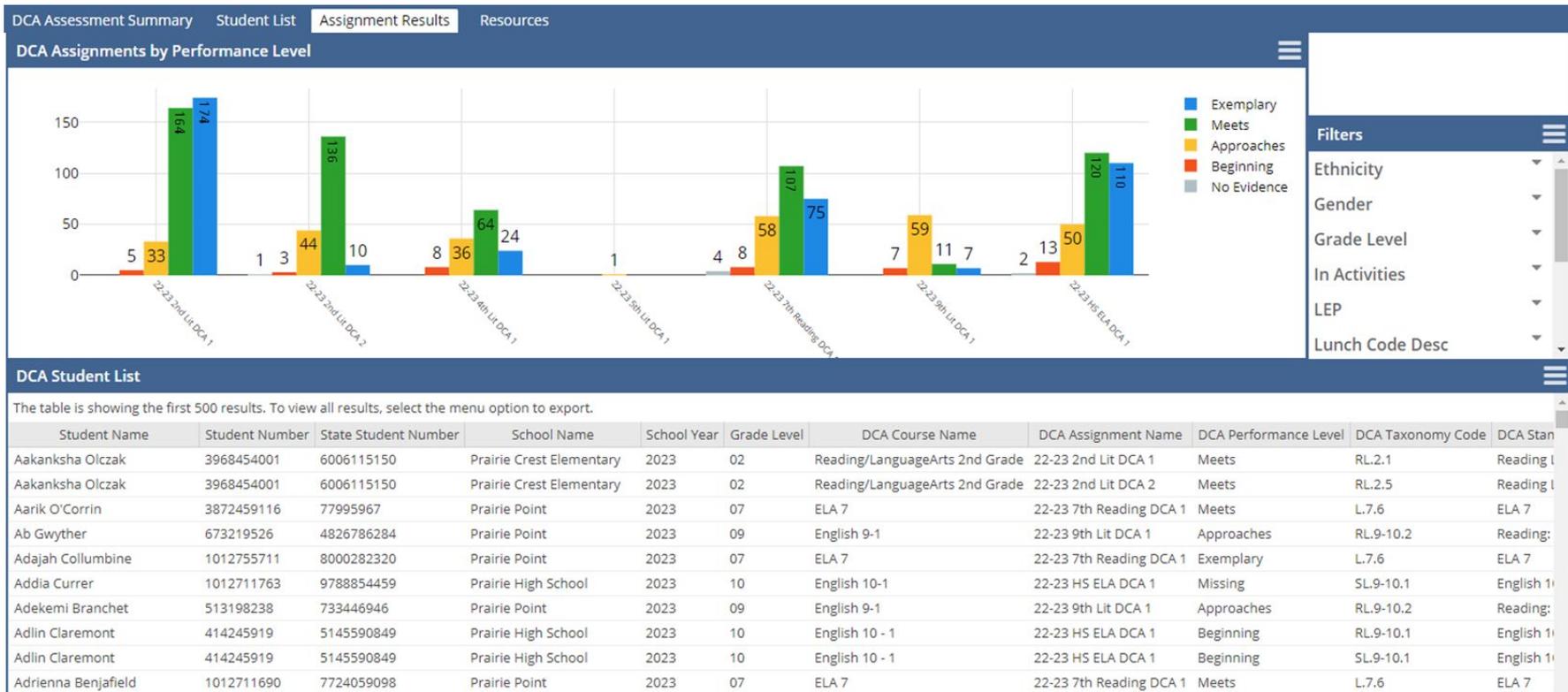
**I.** By June of 2023, increase the percentage of favorable responses to the "People Index" questions within the School Perceptions Staff Survey.

[www.craprairie.org](http://www.craprairie.org)

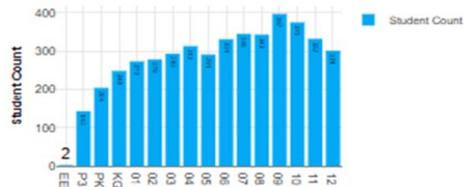
# Monitoring Student Performance



# Personalizing the Data



### Active Students by Grade Level



### Attendance Rate by Grade Level



### Daily Attendance Rate

Run Date	Attendance Rate
2023-01-18	89.15%

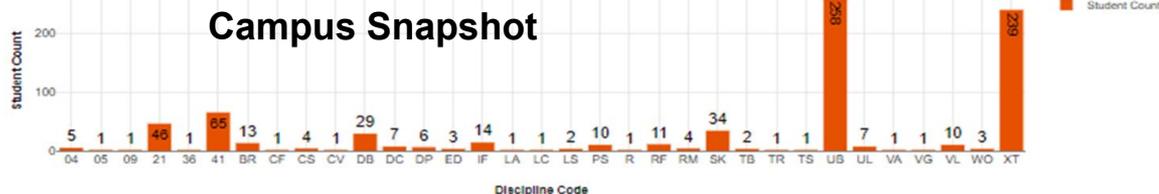
### View Filters

No filters selected

### Filters

- Chronic Absentee...
- Class Of
- Ethnicity
- Gender
- Grade Level
- LEP
- Low Income
- Race

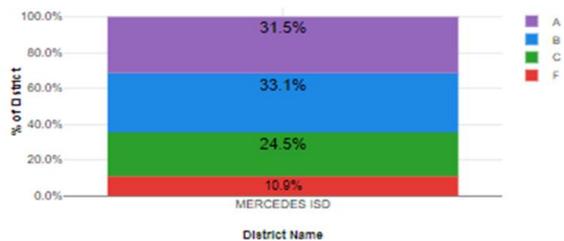
### Student Discipline by Code



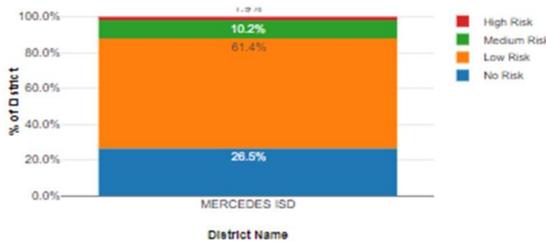
### Discipline Look-up table

Discipline Code	Discipline Type
BR	BUS REFERRAL
CF	CONSUMPTION OF FOOD/DRINK CLS
CS	CONFLICT W/STUDENT
CV	CAMPUS VIOLATIONS
DB	DISRUPTIVE BEHAVIOR (21)
DC	DRESS CODE VIOLATION
DP	DRUG PARAPHERNALIA
ED	ELECTRONIC DEVICE/LASER POINT
IF	INVOLVED IN FIGHTING
LA	LOOK ALIKE WEAPON
LC	LACK OF COOPERATION
LS	LEFT SCHOOL WITHOUT PERMISSION
PS	PROBLEM WITH OTHER STUDENT
R	RUDE
RF	RUDE TO FACULTY
RM	REPEATED/PERSISTANT MISBEHAVIO
SK	SKIP CLASS
TB	THEFT UNDER \$500
TR	TRUANCY (Local skipping class
TS	THREAT/RETALIATE AGT STUD/STA
UB	UNACCEPTABLE BEHAVIOR
UL	UNACCEPTABLE LANGUAGE
VA	VANDALISM
VG	VULGAR GESTURE
VL	VULGAR LANGUAGE

### Grades



### EWS Whole School Tiers



### CBA Data

		03		04		05		06		07		08		
		CBA1	CBA2	CBA1										
Eduphoria - Subject	Eduphoria - Current Instructor													

### Campus Assessment Dashboard Links

Links to other dashboards go here.

This dashboard provides insight into the District's enrollment counts.

The data is refreshed nightly and reflects the previous day enrollment.

Enrollment by Student Groups such as Low Income, English Language Learners and Special Ed are included.

Student Enrollment		Attendance Rate	
School Year	Student Count	School Year	Attendance Rate
2023	4,469	2023	88.14%

Students/Discipline Events		Students with Suspensions	
School Year	Student Count	School Year	Student Count
2023	579	2023	284

Filters		Students Absent		
Chronic Absenteeism		Date Absent	Student Count	
Class Of		2023-05-26	15	
Disability		<b>Period Attendance</b>		
Dyslexia Services		Date Absent	Course Period	Student Count
Dyslexia Services Indic...		2023-01-18	1	225
Gender		2023-01-18	2	287
Grade Level		2023-01-18	3	133
LEP		2023-01-18	4	164
Low Income		2023-01-18	5	197
<b>View Filters</b>		2023-01-18	6	175
No filters selected		2023-01-18	7	45
		2023-01-18	8	78
		2023-01-18	9	85
		2023-01-18	10	92

# Attendance Rate

A focused district effort

A constant reminder

A plan going forward.

Thank you!

