

# Monitoring District Goals Using Data

## Upon completion of this workshop, participants will...

- Understand why monitoring is an important activity for the board.
- Learn how data can be organized and presented to the board and the public.
- Identify data the board will use to monitor their student learning goal(s).

# Objectives

# IASB Foundational Principles of Effective Governance

## **Sitting in trust for its community**

1. The board clarifies the district purpose.
2. The board connects with the community.
3. The board employs a superintendent.
4. The board delegates authority.
5. The board monitors district performance.
6. The board takes responsibility for itself.

# Foundational Principle 5

The board constantly monitors progress toward district ends using data.



# Video: How Are We Doing (Take 1)

Observe the Unified Board of Education as it attempts to monitor one of its goals:

**Elementary students will show one year or more of growth for each year of instruction in math.**

## **Activity**

Do you think that they know how their students are doing?

Do you think that they agree on what they want as a board?

# Video: How Are We Doing (Take 2)

Watch the Unified Board of Education take a different approach to monitoring their student achievement goal.

## **Activity**

What did the Board of Education learn?



The board **constantly** monitors progress using data as a basis for assessment.

# Data BASICS

*The constructive use of data is a skill that must be learned. The board should have some understanding of data but will typically require guidance from the staff.*





Where do we begin?

We can organize data for our own understanding and to communicate with the public.

# 5 KEY CONCEPTS

1  
Remember, a picture is worth a thousand words or ten thousand numbers.

2  
Use color consistently to get more information.

3  
Ask the Guiding Questions.

4  
Focus on the distribution of results.

5  
Disaggregate the results.

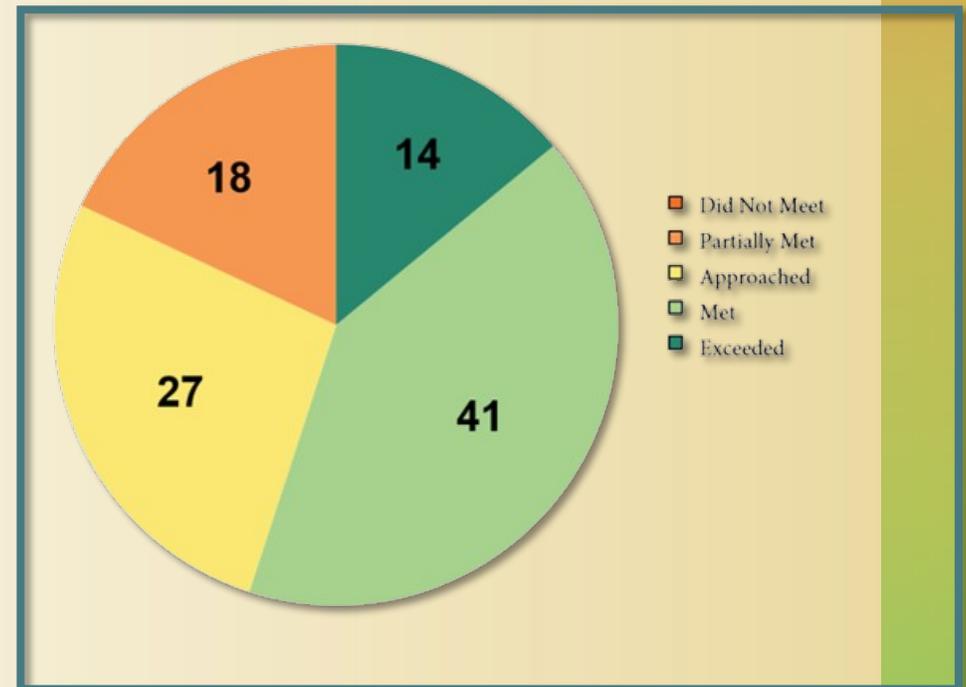
# Pictures & Color

A picture is worth a thousand words.



	A	B	D	F	G	H	X	Y	Z	AB
1	ID	ent Homer	First Name	HST Level	HST Scale	HST Deve	Free - Red	Ethnicity	LEP Code	Gender
2	3108	401	NAKES	LVL4	356	1640	Y	B		F
3	3109	401	RAHKE	LVL3	301	1306	Y	B		M
4	3110	401	MELET	LVL1	100	86	Y	W	LY	M
5	3111	401	TEREN	LVL3	289	1233	Y	B		M
6	3112	401	WHITN	LVL3	291	1245	N	B		F
7	3114	401	EDCEL	LVL2	281	1355	Y	B	LF	M
8	3115	401	NATAL	LVL3	292	1251	Y	H	LF	F
9	3116	401	MELAN	LVL1	255	1027	Y	W		F
10	3117	401	SHARE	LVL3	327	1464	Y	B		F
11	3118	401	DORIA	LVL2	281	1185	Y	B		M
12	3119	401	ANAIS	LVL1	251	1002	Y	H	LY	F
13	3120	401	JASPE	LVL3	312	1373	N	B		F
14	3121	401	ALSID	LVL2	280	1179	Y	H	LF	M
15	3122	401	ERICA	LVL2	276	1154	Y	W		F
16	3123	401	WILTC	LVL4	359	1658	Y	B	LF	M
17	3124	401	JERRY	LVL1	100	295	Y	B	LY	M
18	3125	403	ANDER	LVL1	270	1291	Y	B	LY	M
19	3126	403	LASHI	LVL2	283	1197	Y	W		F
20	3127	403	ARTHU	LVL3	298	1288	Y	H	LY	M
21	3129	403	DEMET	LVL1	251	1179	Y	B		F
22	3130	403	SAIEH	LVL2	283	1242	Y	W	LF	M

Would you rather have this?



Or this?

# How are we doing?

	Reading	Math	Science	Social Studies
School A	70	68	51	62
School B	75	65	50	85
School C	68	68	45	45
School D	64	70	55	66
School E	86	81	70	75
School F	72	65	58	60
School G	55	60	30	40

- Which content area was weak?
- Which content area was strong?

Which schools were strong?

Which schools were weak?

# First question: What is the target?

	Reading	Math	Science	Social Studies
School A	70	68	51	62
School B	75	65	50	85
School C	68	68	45	45
School D	64	70	55	66
School E	86	81	70	75
School F	72	65	58	60
School G	55	60	30	40

# Let's make color work for us.



**Made the target**



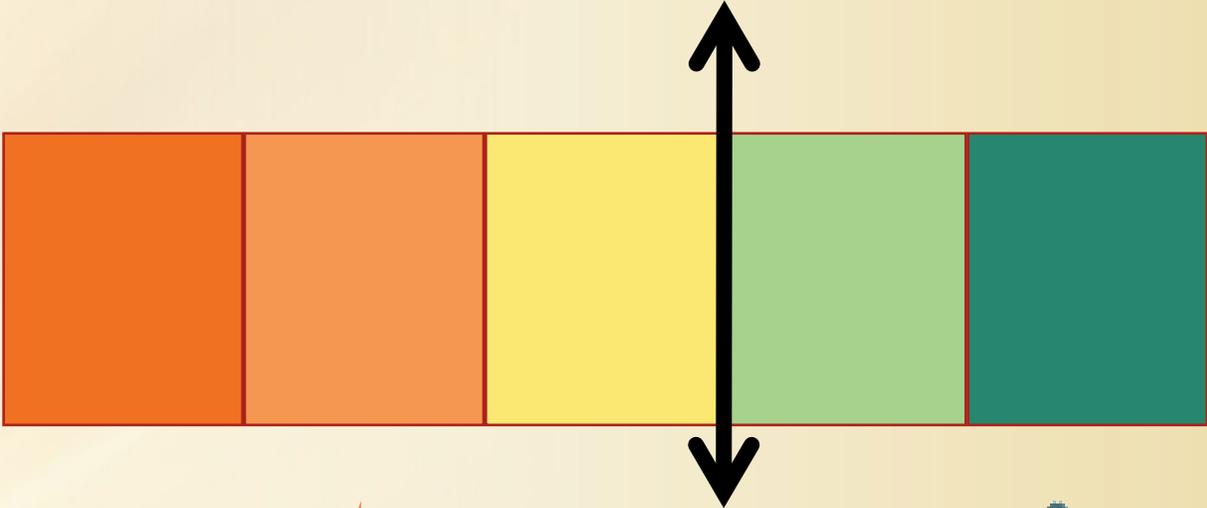
**Missed the target**

	Reading	Math	Science	Social Studies
School A	70	68	51	62
School B	75	65	50	85
School C	68	68	45	45
School D	64	70	55	66
School E	86	81	70	75
School F	72	65	58	60
School G	55	60	30	40

- Which school made a target of 70?
  - How did we do overall?

How does it work?

# Color Coding





	Reading	Math	Science	Social Studies
School A	70	68	51	62
School B	75	65	50	85
School C	68	68	45	45
School D	64	70	55	66
School E	86	81	70	75
School F	72	65	58	60
School G	55	60	30	40

Targets: Reading – 70    Math – 60  
                  Science – 40    Social Studies - 50

# Ask Guiding Questions



**How do we know what questions to ask?**



How are we doing?

Most questions about achievement come down to some form of the basic question:

How are we doing?  
*Compared to what?*



# Guiding Questions

How are we doing compared to

**STANDARD?** local, state, national

**SELF?** trends over time

**OTHERS?** local, state, national

# Color Coding Standard

DID NOT MEET	PARTIALLY MET	APPROACHED	MET	EXCEEDED

# Color Coding

Self

DECLINE	STATUS QUO	IMPROVE

# Color Coding

Others

BELOW	SAME	ABOVE

# How are we doing in reading and mathematics?

What should we stick with?

What might need changing?

# Guiding Questions

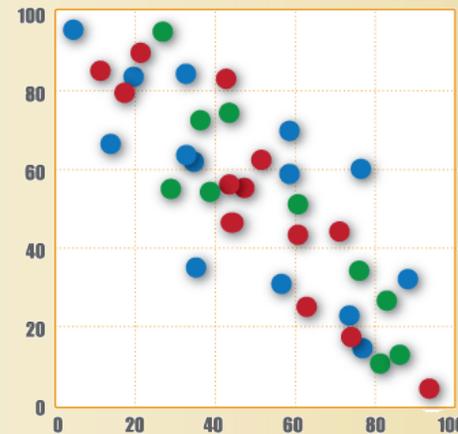
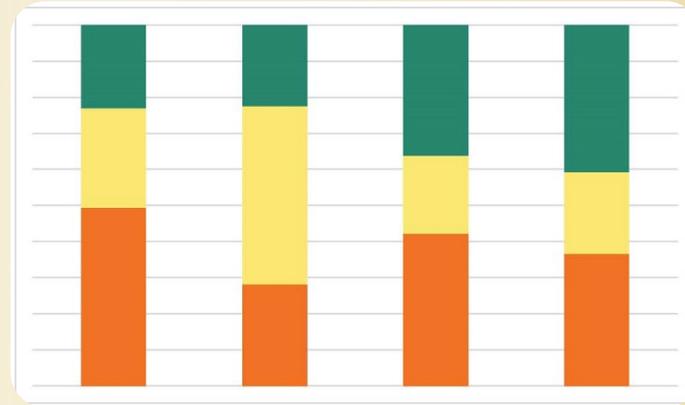
## Decision matrix

	Standard	
Reading		
Math		

# Distribution Models

Which models work best?

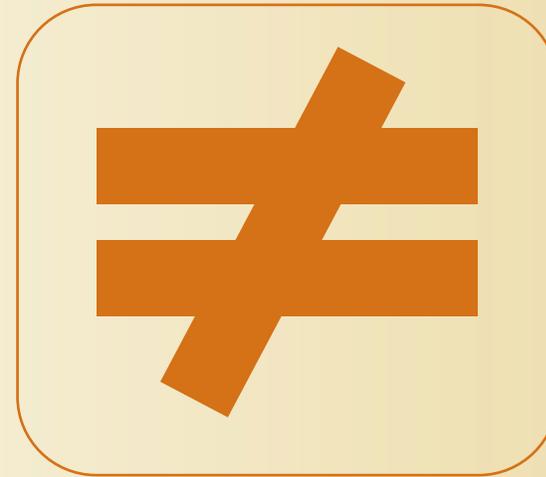
Why are they so important?



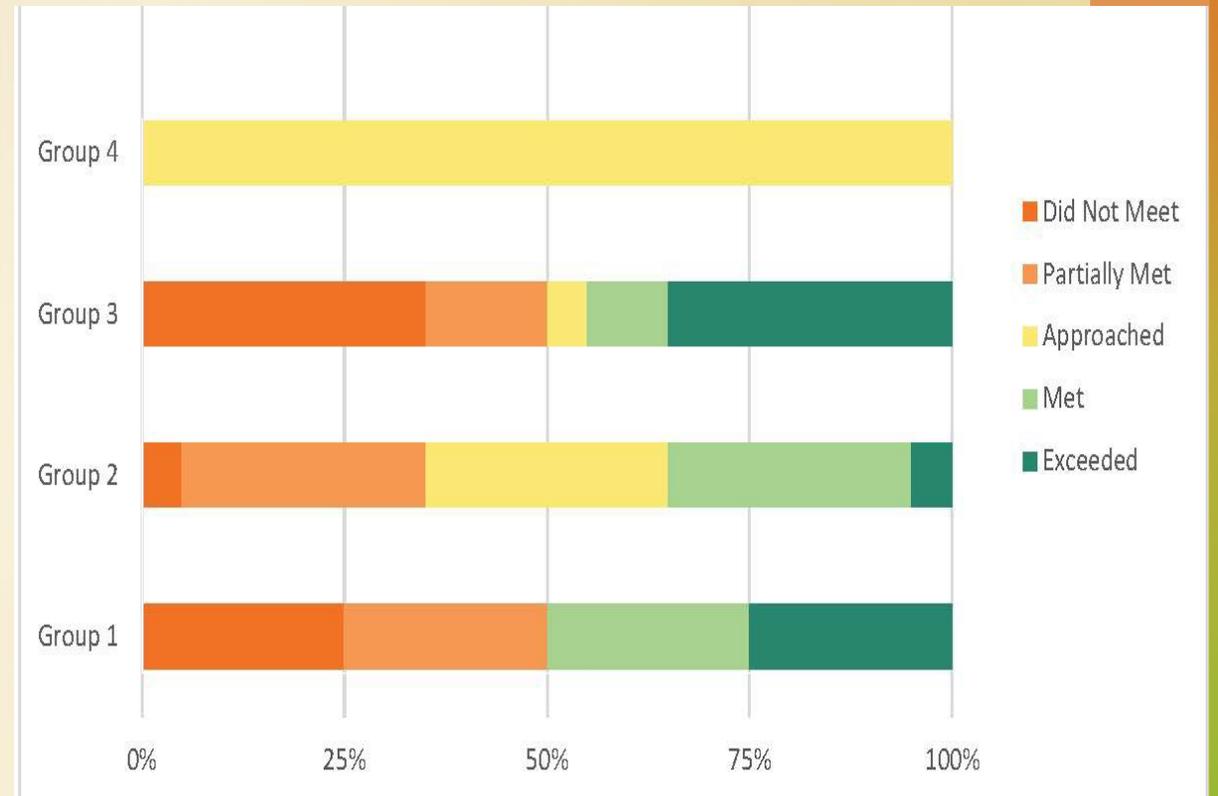
# Beware of Averages

If you stand with your head in the freezer, and your feet on a hot stove, on average, you're comfortable!

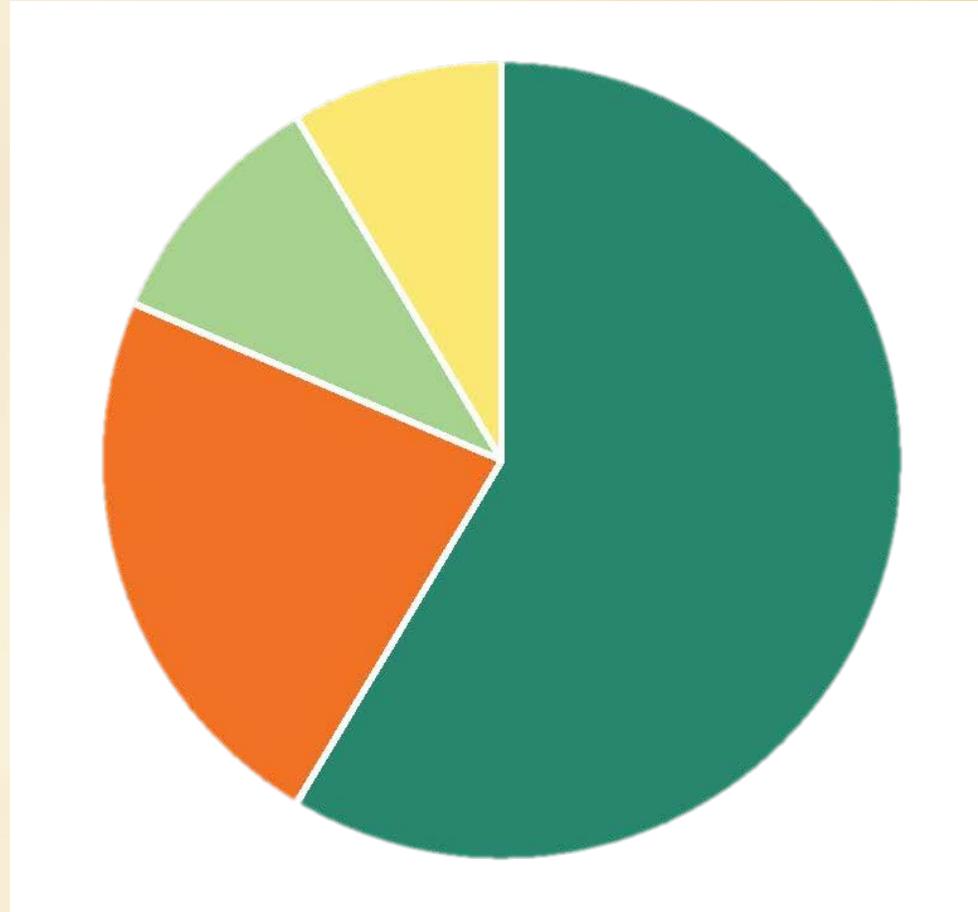
But that certainly does not describe your real condition.



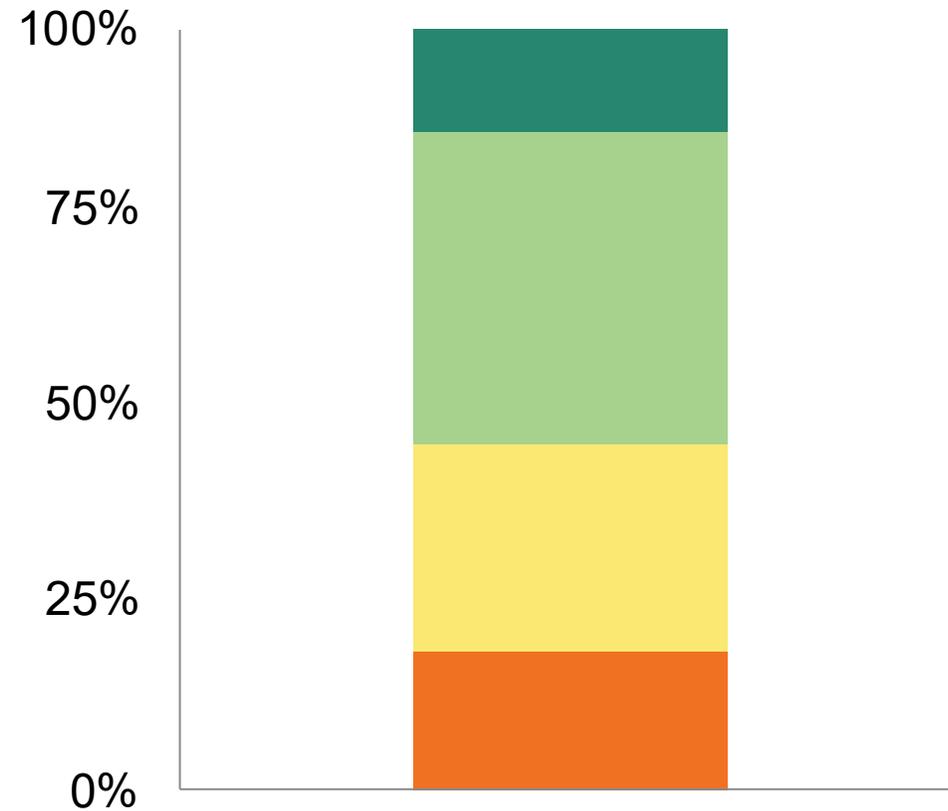
- The average or mean does not always depict the typical outcome.
- An outlier can affect the mean of a data set.
- Review the distribution of results for a better look at the data set.

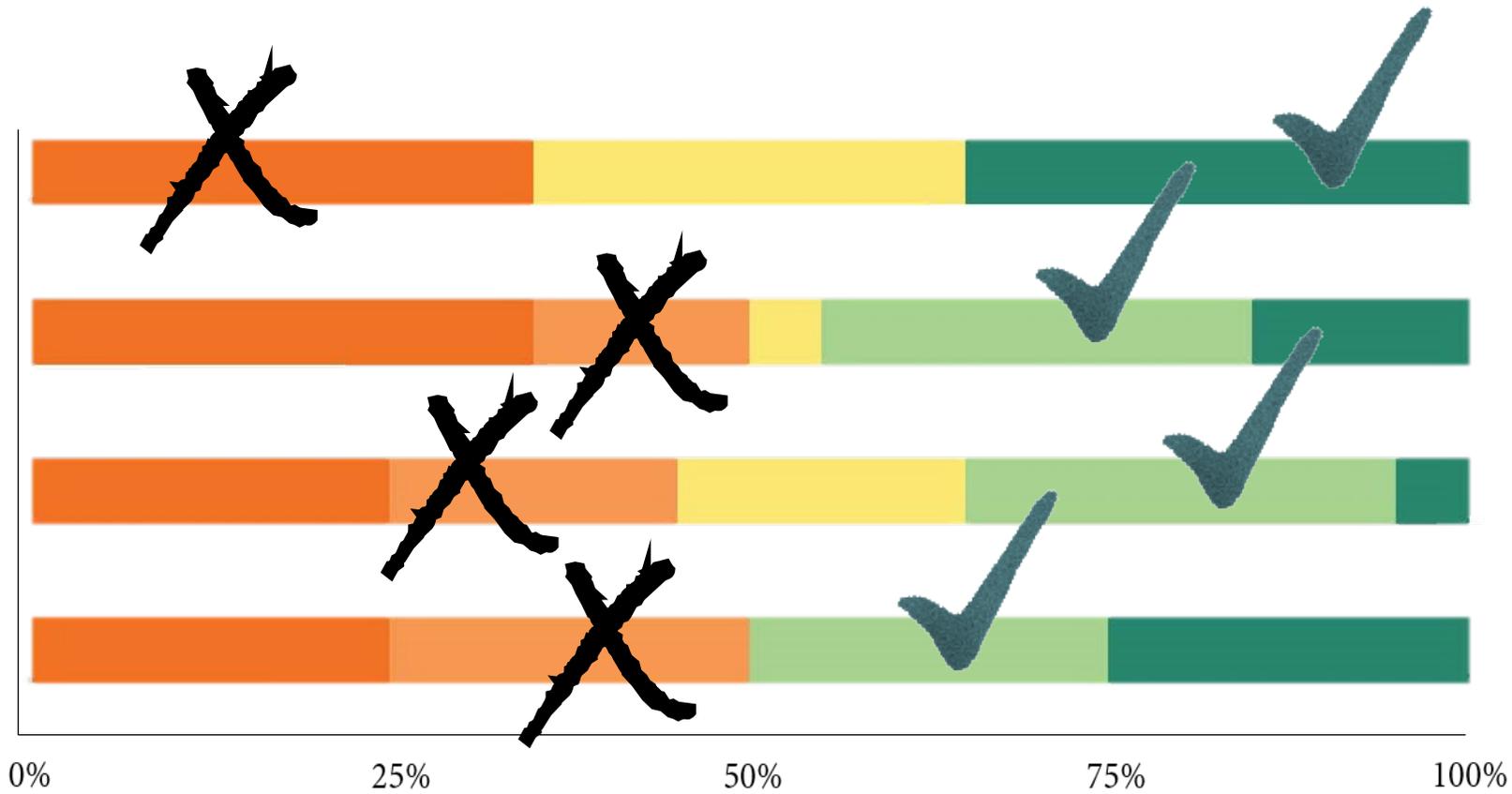


What is this?



# 100% Stacked Column

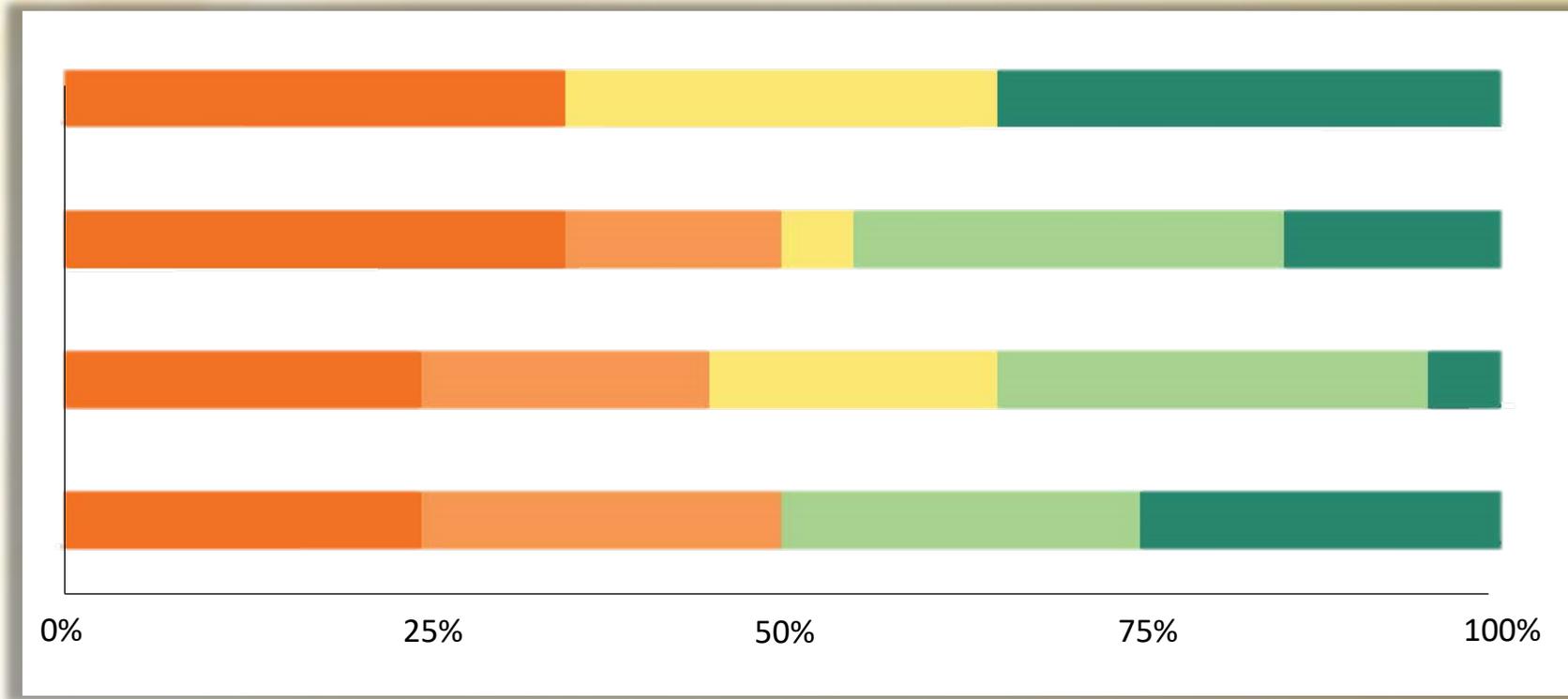




Color  
Coding

# Disaggregate Data

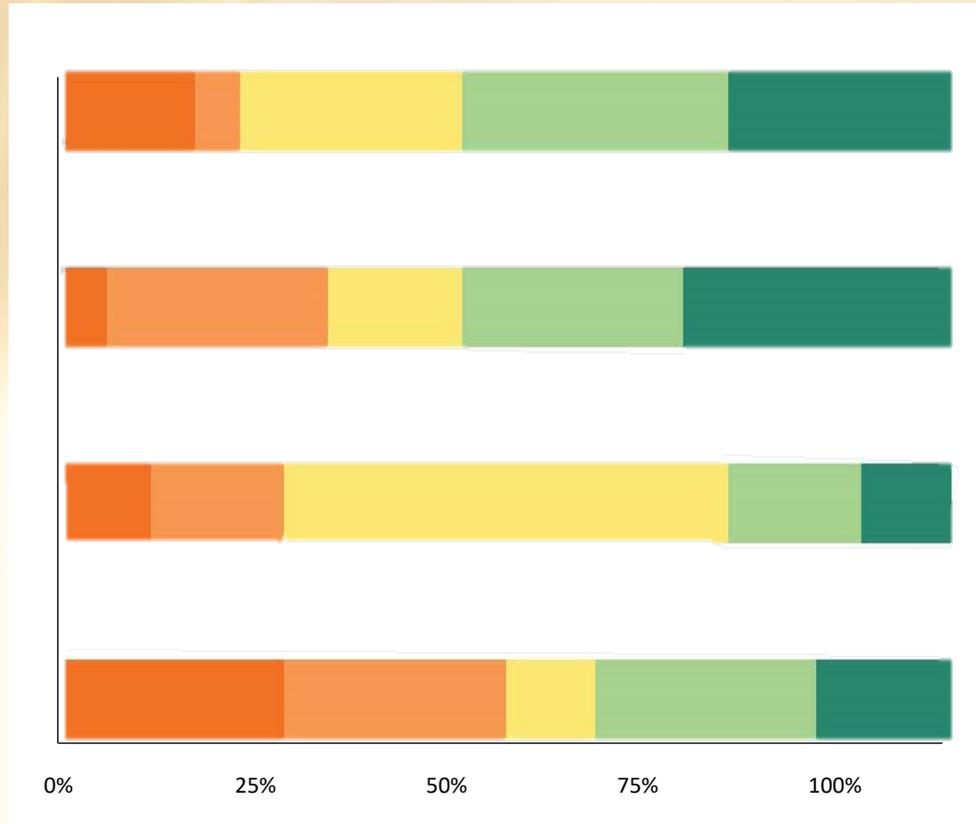
Comparisons are easy to see across groups using the 100% column



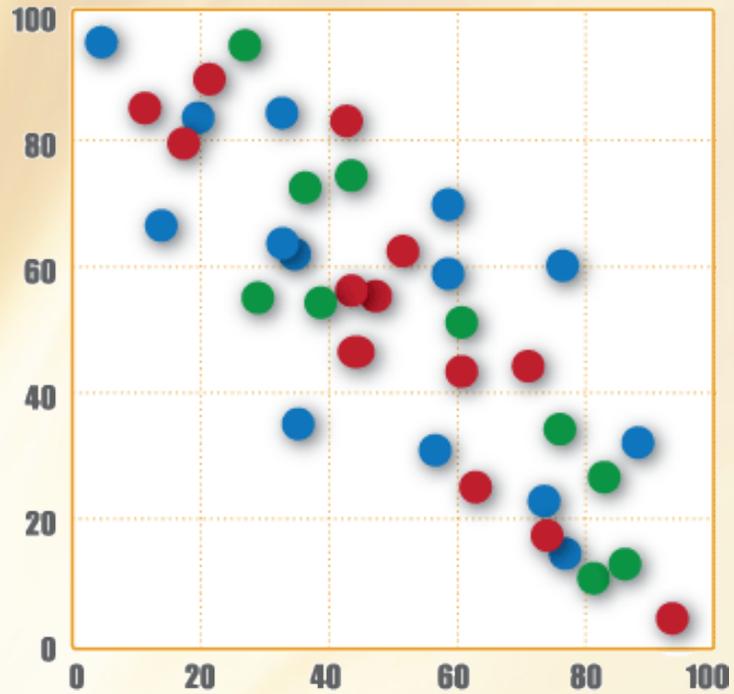
# Student Groups



# 100% Stacked Column



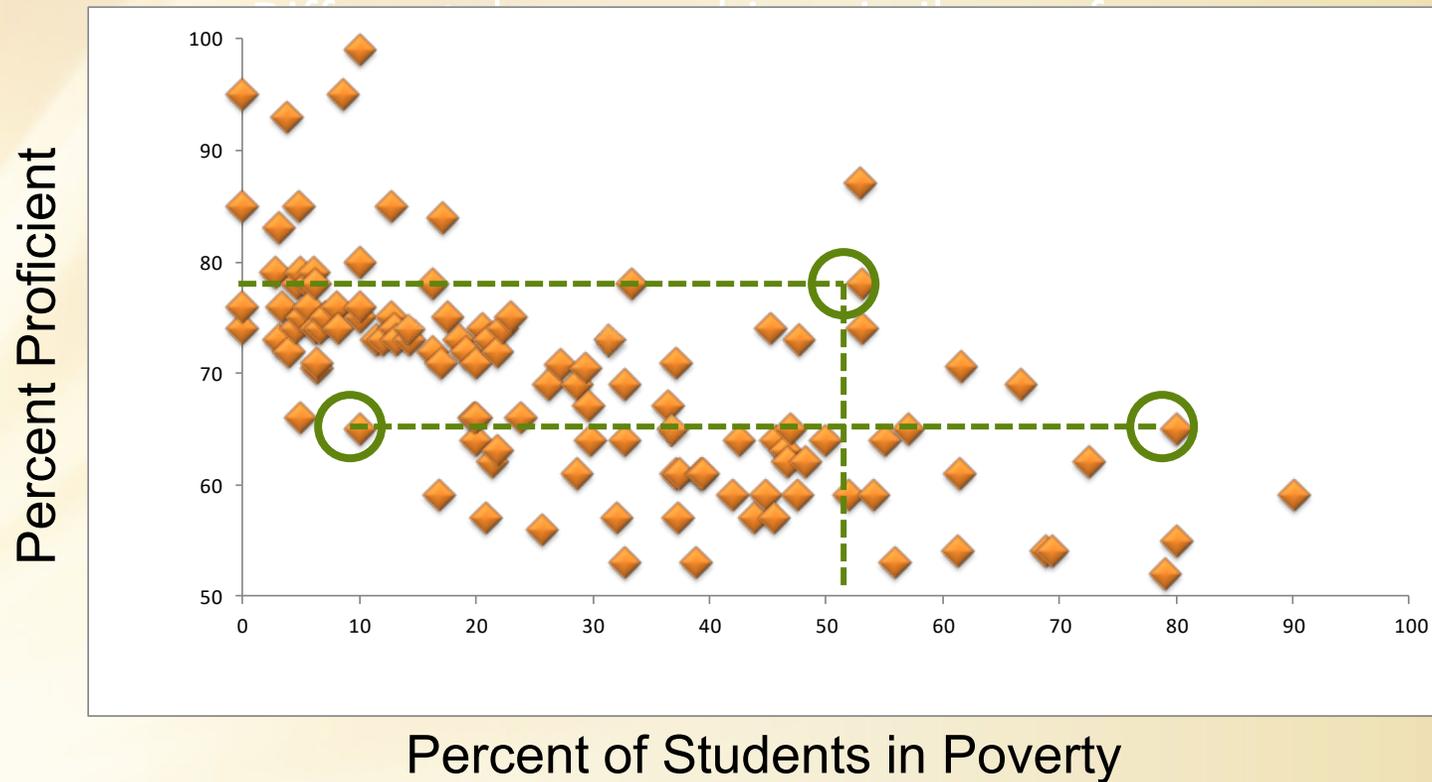
- Summary reports
- Group comparisons
- Trend data
- Range of results



# Scatter Plot

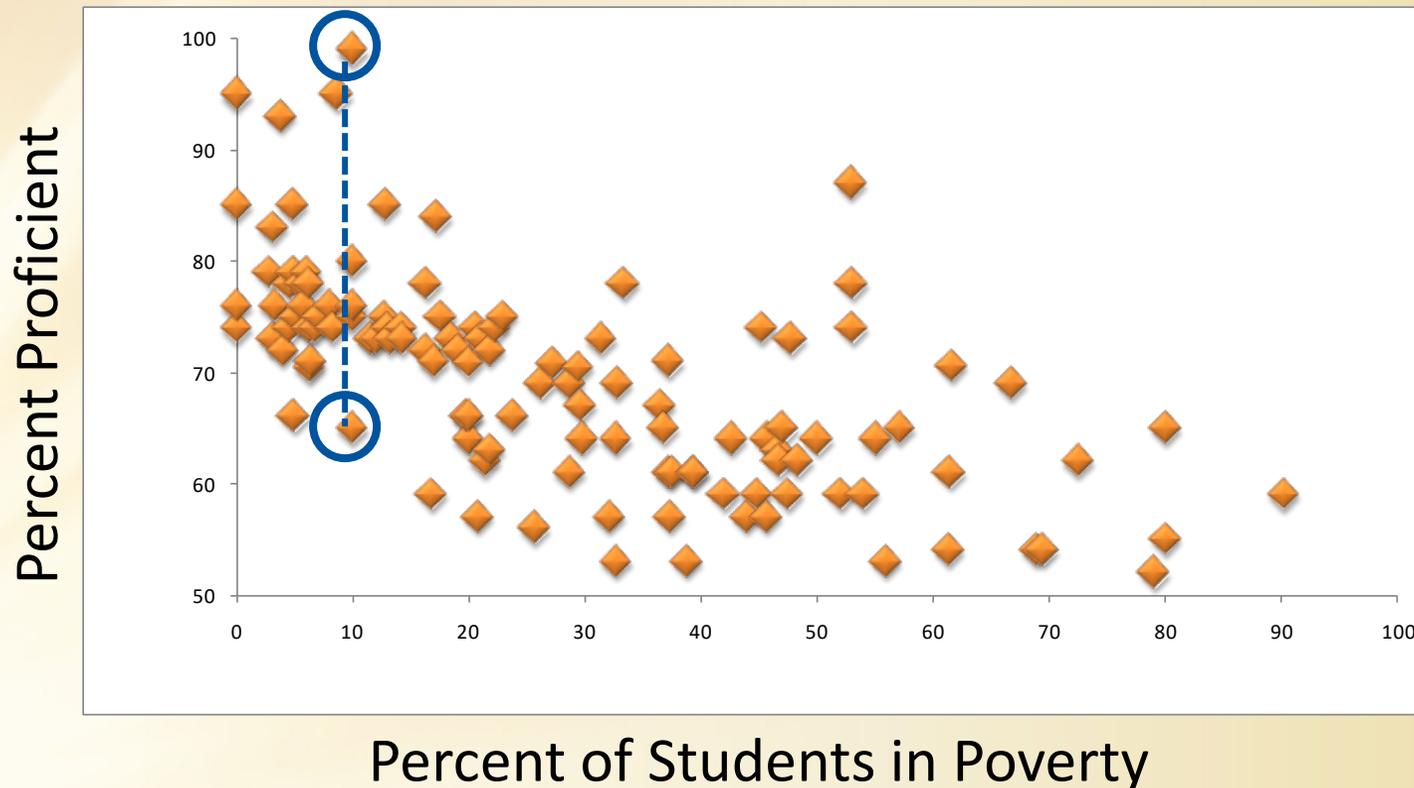
# Comparing Two Factors (Scatter Plot)

*Same demographics, similar performance*



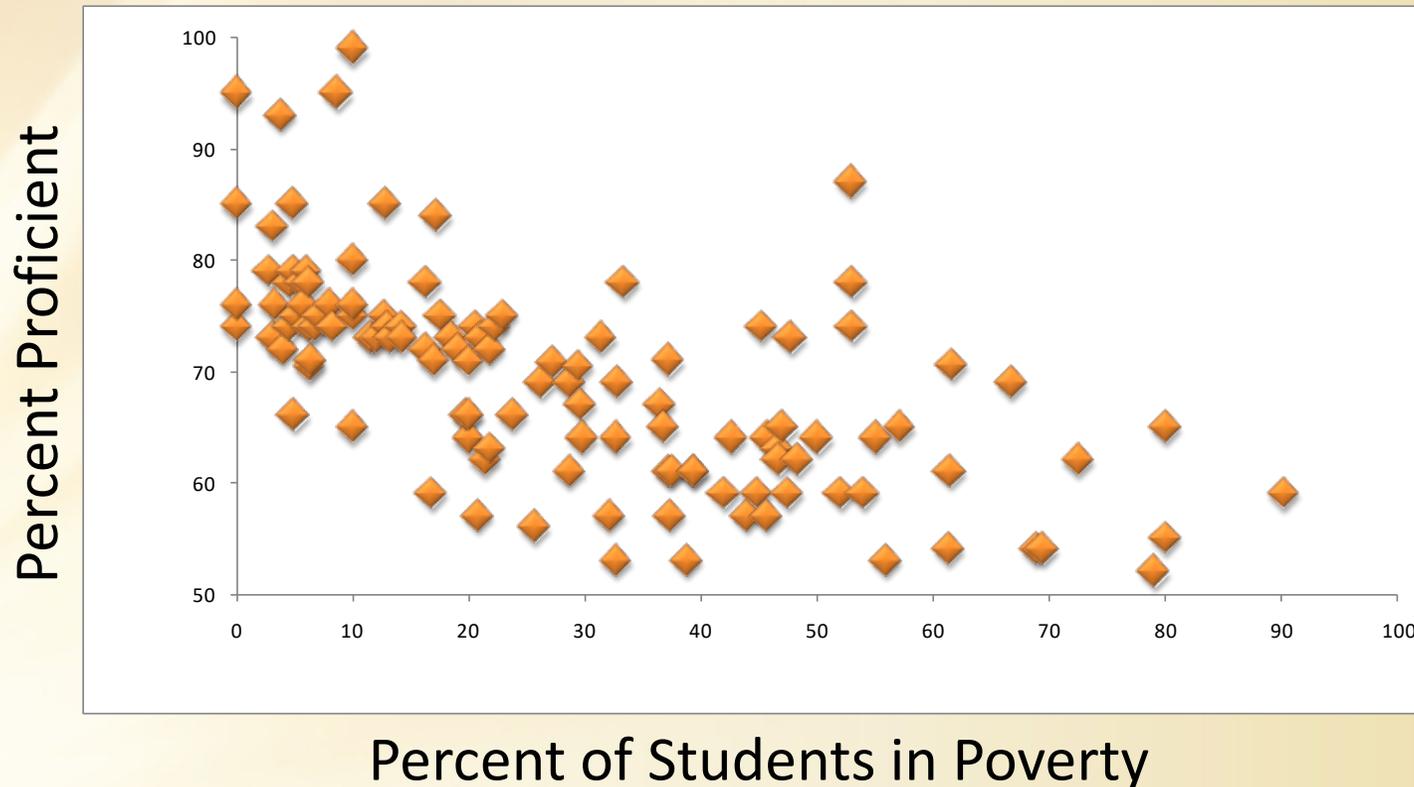
# Comparing Two Factors (Scatter Plot)

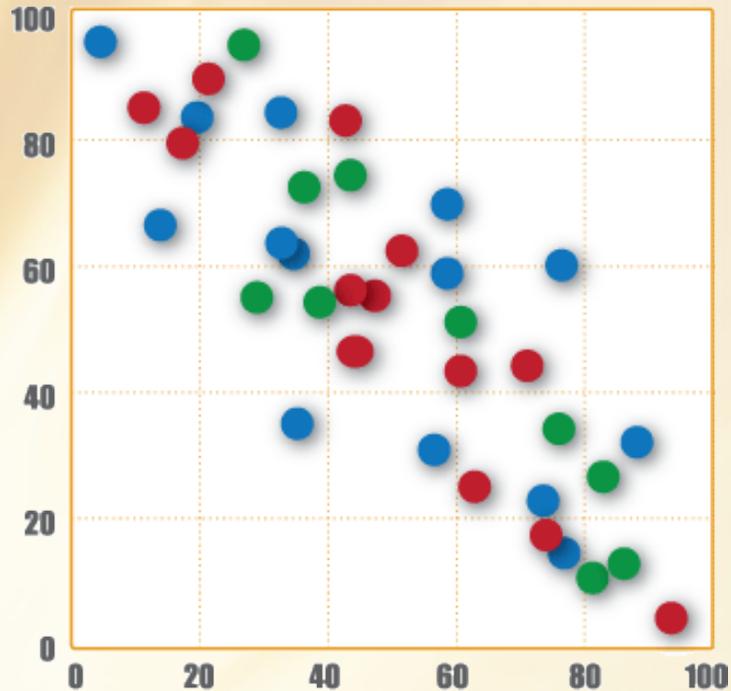
*Same demographics, different performance*



# Comparing Two Factors (Scatter Plot)

*Correlation does NOT necessarily mean cause and effect.*



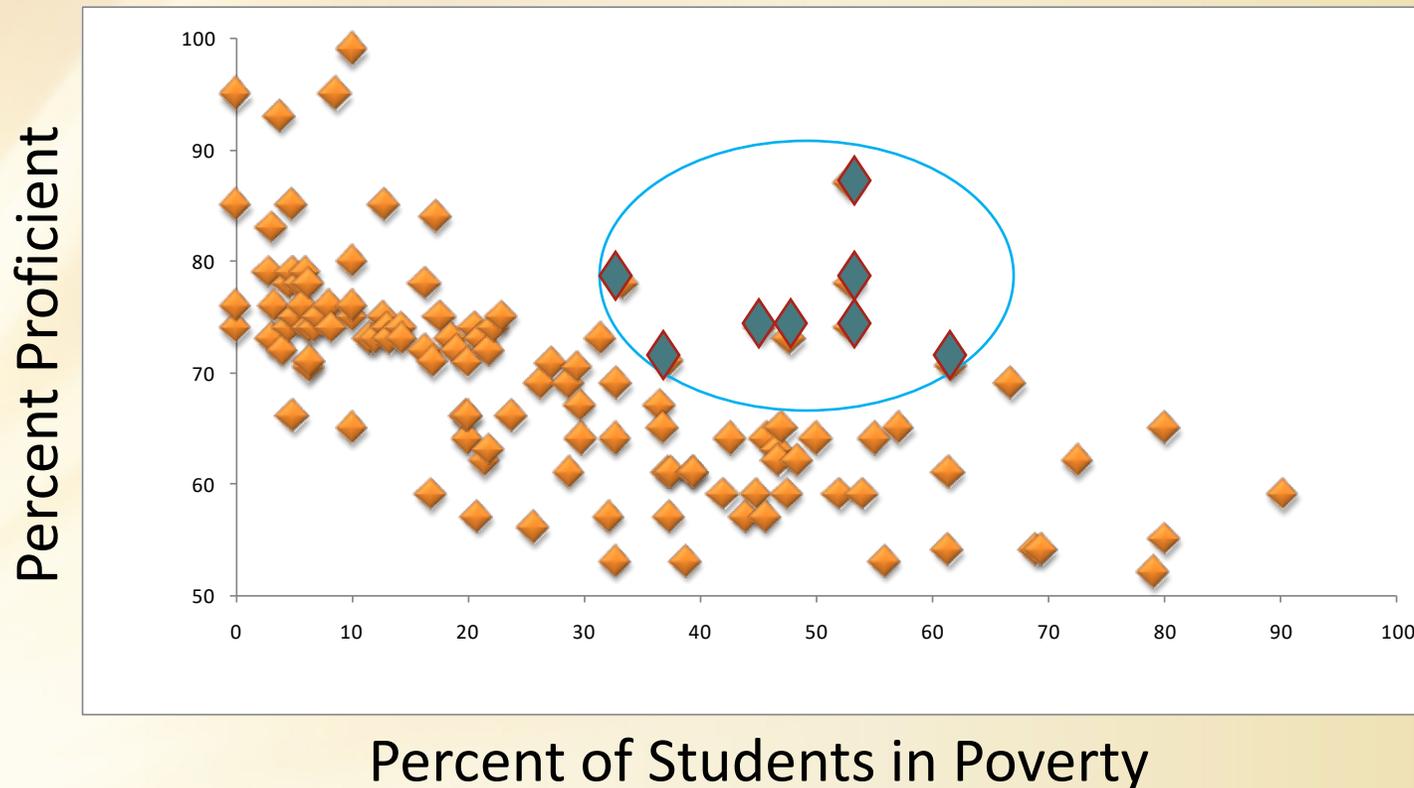


## Disaggregate Data

Groups can be easily identified on a scatter plot.

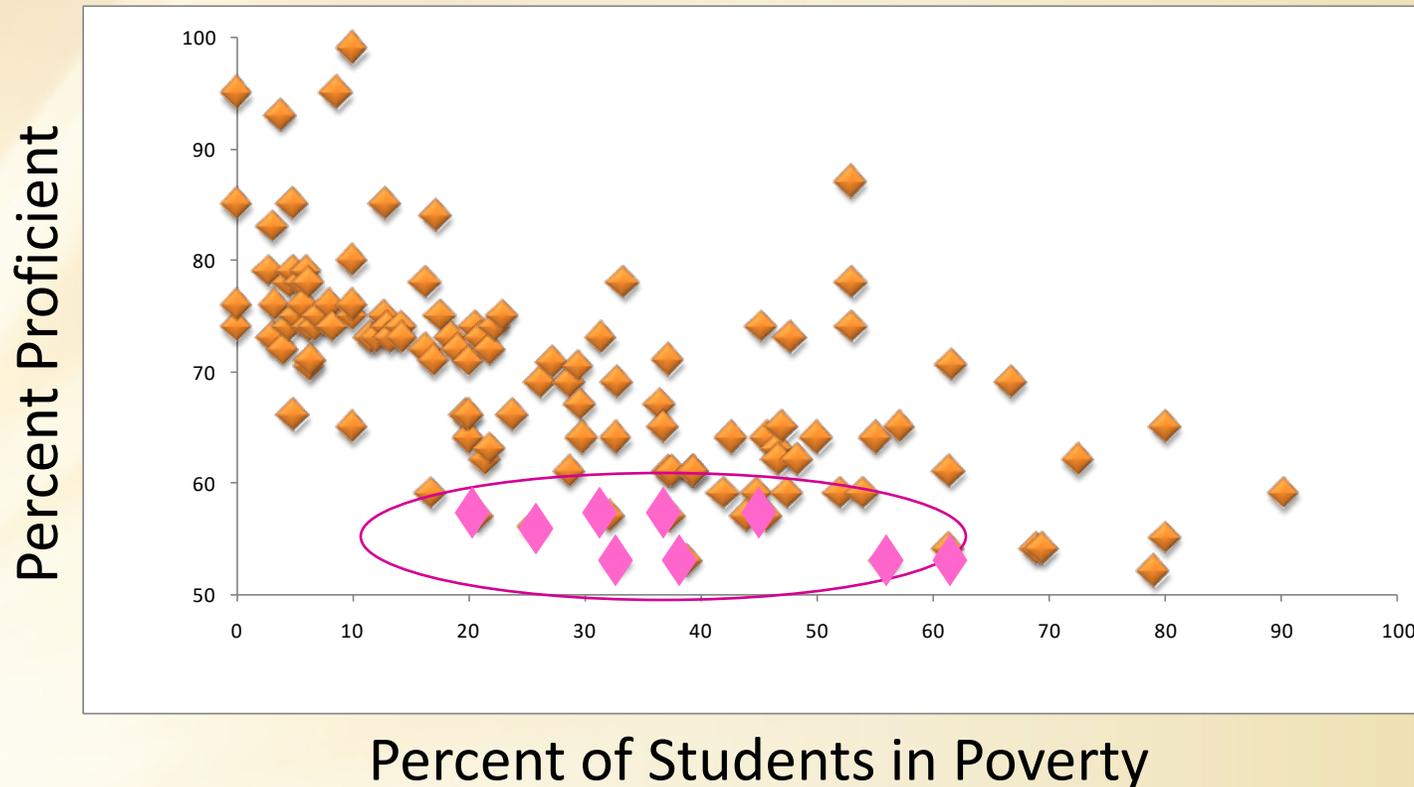
# Comparing Two Factors (Scatter Plot)

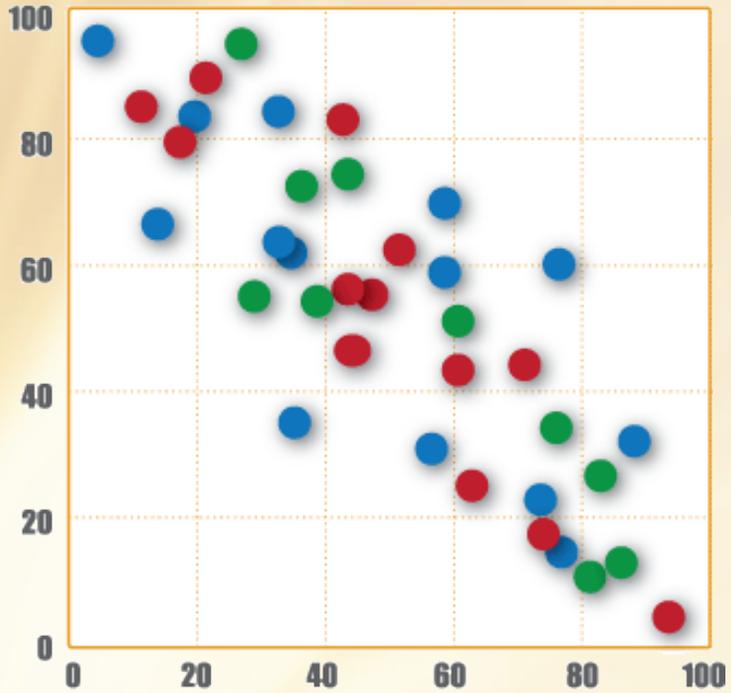
Aqua: Same Reading Program



# Comparing Two Factors (Scatter Plot)

Pink: Same Reading Program





## Let's Summarize

What did we learn about organizing data?

# Basics that help us organize data for understanding and communication

Components	Prev Yr Pct Tested	Prev Yr Standard	Prev Yr Self	Prev Yr Others
Reading High Stand	99%	63%	4%	-8%
Gains	99%	63%	0%	-5%
Low 25%	99%	63%	4%	-8%
Math High Stand	99%	67%	6%	-7%
Gains	99%	76%	5%	-2%
Low 25%	99%	763%	4%	-3%
Writing High Stand	99%	95%	1%	0%
Science High Stand	99%	39%	-5%	-7%

- Keep it simple
- Make a picture
- Use color consistently

# Basics that help us organize data for understanding and communication

## Guiding Questions

- How are we doing?
- Standard
- Self
- Others



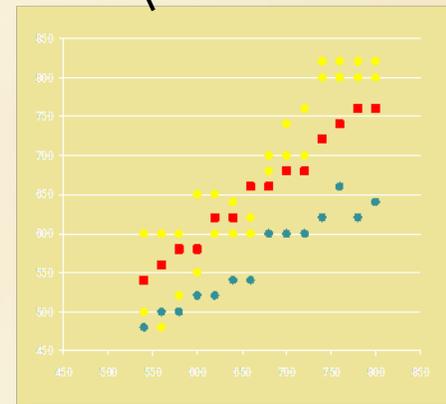
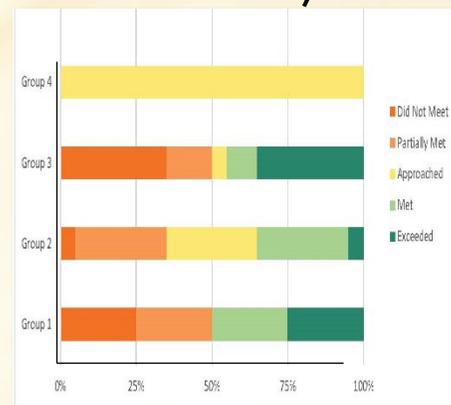
# Basics that help us organize data for understanding and communication

Beware of averages

Use distribution models

Disaggregate data

100% stacked column



Scatter Plot

By itself, data has no value. When data is put into a form that is easily understandable, it becomes information. When information is used to guide the decisions that are in the best interest of students and families we serve, it becomes knowledge.

**– Stan Beckleman,**

former president,

Boeing Information Services and board member,  
Center for Educational Effectiveness



## FIND YOUR SCHOOL

Go beyond test scores and get a snapshot of every Illinois public school.

Search

[State Snapshot](#) or [Select from list](#)

<https://www.Illinoisreportcard.com/>

## Upon completion of this workshop, participants will...

- Understand why monitoring is an important activity for the board.
- Learn how data can be organized and presented to the board and the public.
- Identify data the board will use to monitor their student learning goal(s).

# Objectives

**What gets measured is what gets done  
or at least  
What gets measured and talked about on a regular basis  
has a better chance of getting done**



# Together We Rise

**Every Student has a rigorous, joyful, and equitable daily learning experience.**

- Increase the % of high school graduates earning advanced course credits and career credentials from 49% to 70%.

2022	45.5%	
2023	49.1%	
2024	52.3%	Vision Goal: 60.0%

## 5 Year Visionary Goal

Every student will earn the equivalent of a semester of college credits or an advanced career credential before high school graduation.

How are we doing?





# Questions Board Members Can Ask When Monitoring



# Board Questions Data Can Answer

## Board Questions Data Can Answer

1. Where are we starting?
2. What are our baseline trends?
3. Who are the students we serve?
4. What knowledge are they bringing?
5. Do we provide a positive learning environment?
6. What targets should we set?
7. How are resources aligned to support our goals?
8. How do we provide equitable resources?
9. How is a rigorous curriculum ensured for all students?
10. How frequently are our students assessed using state or national standards?
11. How is student progress monitored individually, by subgroup, by classroom, and by building?
12. Are our students proficient as measured on state standards?
13. Are our students ready for college?
14. Are our students successful in post-secondary careers and education?
15. Did we achieve the targets we set for ourselves?
16. Are our children learning?

# Work Session

**Objective:** To determine how you will monitor your student learning goal using data.

- Review student learning goal
- How are you currently monitoring this goal?

*Increase the % of high school graduates earning advanced course credits and career credentials from 49% to 70%.*

What else do you need in order to make data informed decisions? Consider...

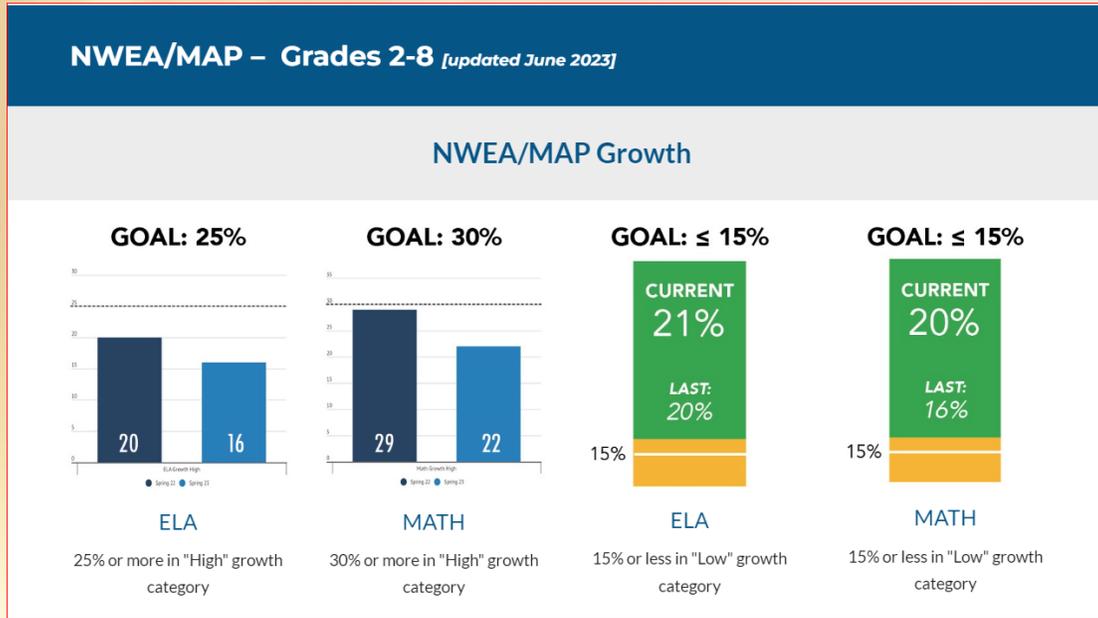


# Wrap Up

- Identify data the board will use to monitor their student learning goal(s).
- School Board Annual Agenda Calendar (follow-up attachment)
- Dashboards (Screen shots)



# Dashboards



**KEY**

- Meets or Exceeds
- Approaching
- Not Improving
- No Target Set
- Trending Up
- Trending Down
- Meets or Exceeds
- Does Not Meet

[Expand All](#)

## Goal 1 Student Success

Provide a comprehensive, innovative education for each student to promote life, career, and postsecondary success.

### Freshmen on Track

Percent of Freshmen on Track by earning at least five-course credits without failing more than .5 course credits in their core subjects annually

Baseline: 93.8%  
Updated: 2019  
Target: 94%

**94.1%** ↑

---

### Grade Point Average

Percent of 9-12 students with a cumulative Grade Point Average of 2.8 or higher each semester

Baseline: 65%  
Updated: 2019  
Target: 65

**65.4%** ↑



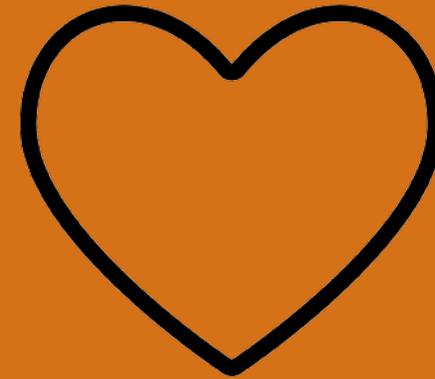
# Individual Reflections



What will you do?  
What should we do?



What new ideas or  
perspectives can you take  
with you?



What feelings surfaced?

# Making the hard choices among conflicting priorities

Data does NOT make difficult choices easy.

But data can help explain why the decision was made.