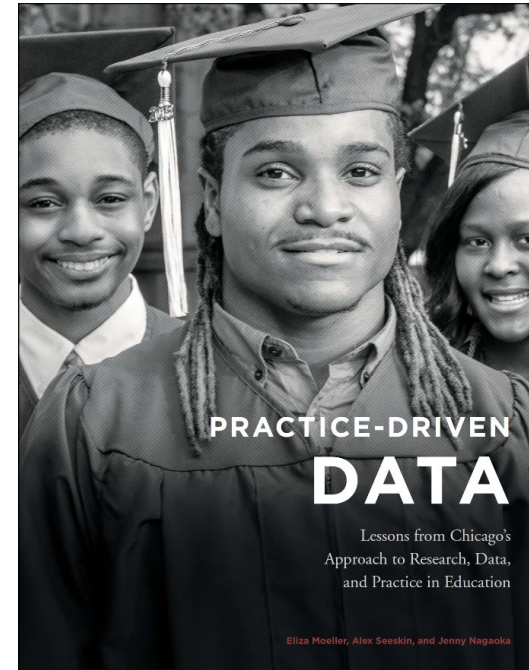# Assessing our Data Supports

- We want to start by grounding ourselves in research/guiding beliefs

- (5 min) Look over your assigned summary slides from "Practice-Driven Data" Identify something that resonates with you.

- bit.ly/PDDSummary

PRACTICE-DRIVEN
DATA

Lessons from Chicago's Approach to Research, Data, and Practice in Education

Eliza Moeller, Alex Seeskin, and Jenny Nagaoka

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- Find someone who didn't read your lesson – take turns reading the piece that resonated with you and answer the following the prompts:

  ○ Why does this passage resonate for you?

  ○ What implications does this have for you and your school community's practice?
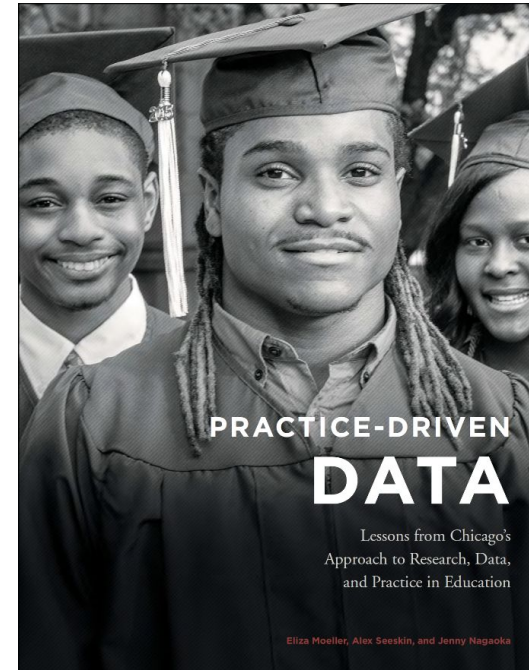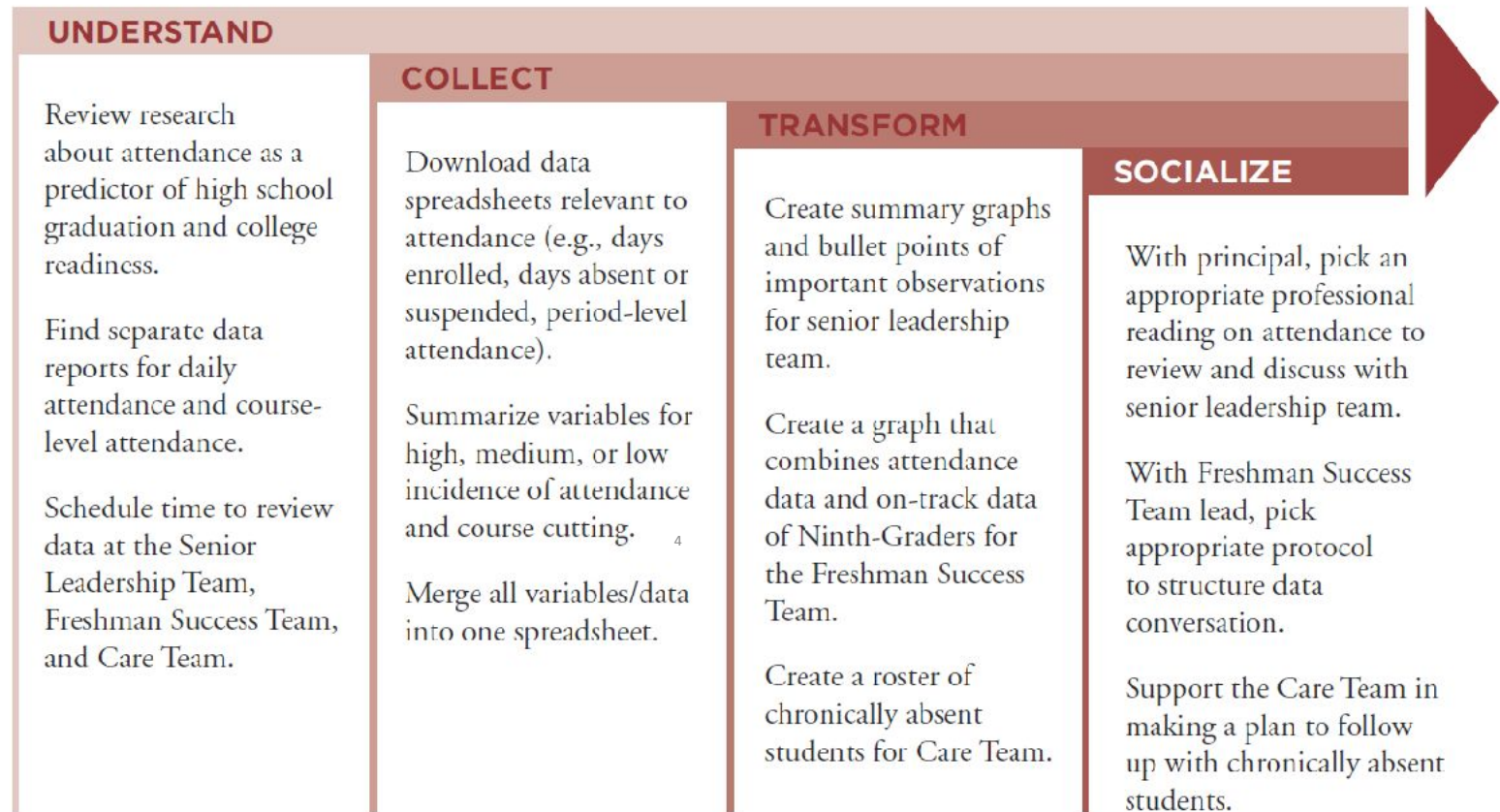

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Figure 3: Stages of Data Strategy Applied to Attendance Data

UNDERSTAND

Review research about attendance as a predictor of high school graduation and college readiness.

Find separate data reports for daily attendance and course-level attendance.

Schedule time to review data at the Senior Leadership Team, Freshman Success Team, and Care Team.

COLLECT

Download data spreadsheets relevant to attendance (e.g., days enrolled, days absent or suspended, period-level attendance).

Summarize variables for high, medium, or low incidence of attendance and course cutting.

Merge all variables/data into one spreadsheet.

TRANSFORM

Create summary graphs and bullet points of important observations for senior leadership team.

Create a graph that combines attendance data and on-track data of Ninth-Graders for the Freshman Success Team.

Create a roster of chronically absent students for Care Team.

SOCIALIZE

With principal, pick an appropriate professional reading on attendance to review and discuss with senior leadership team.

With Freshman Success Team lead, pick appropriate protocol to structure data conversation.

Support the Care Team in making a plan to follow up with chronically absent students.

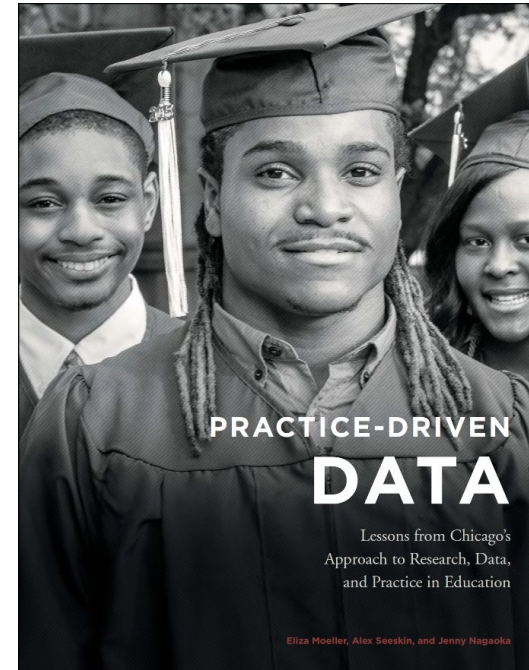Developed by Quinton Keith and NCS.

Data System

Implementing a data system that provides real-time access to data concerning a student's behavior, attendance, and grades and can be disaggregated.

- Ensure the team has access to data.

- Implementation of a digital platform for tracking student performance in real-time.

- Continually track and analyze student data on attendance, behavior, and grades.

- Consider using a data protocol for conversations.

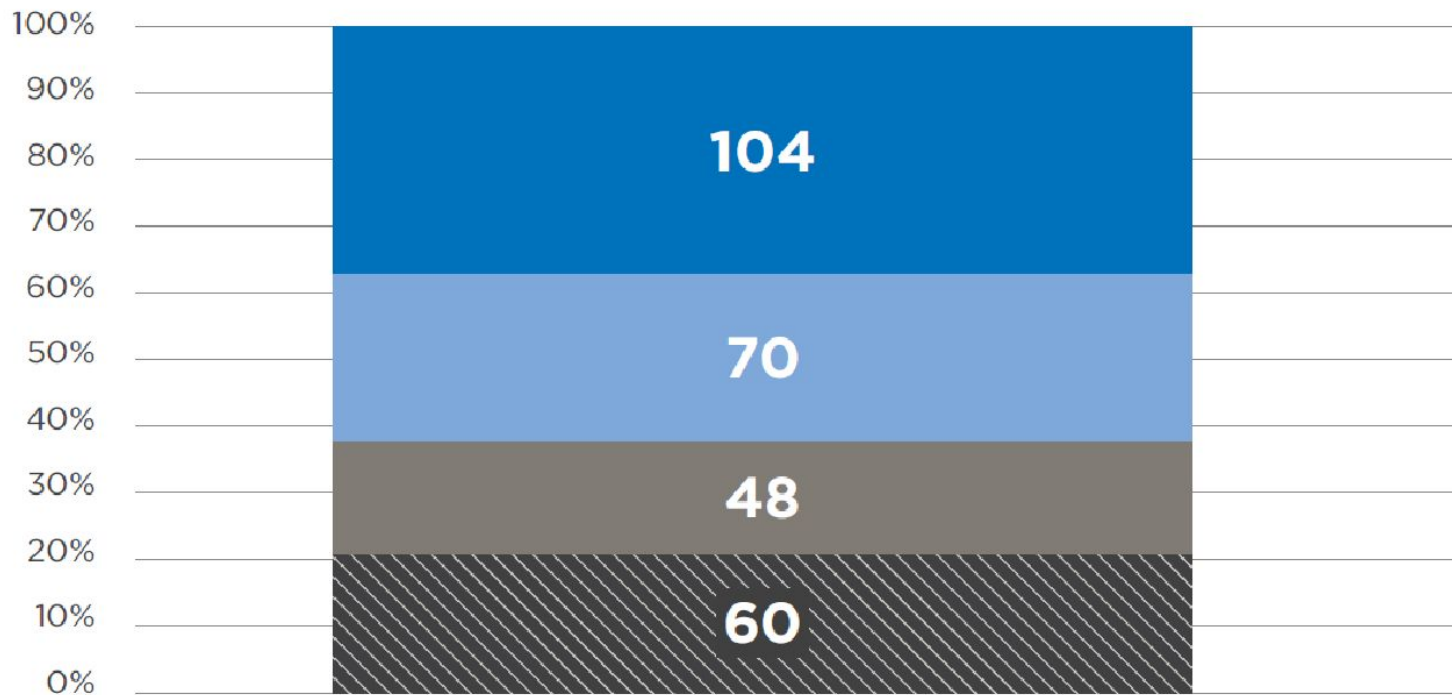- Create plans for follow-up and intervention based on the data.

- In the next slides you will see a few ways of looking at and disaggregating FS data
- As you view, pay attention to how added complexity provides valuable new understandings and allows us to tell a story about our school

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QUARTER 1 FRESHMAN SUCCESS

- Bs or Better
- On-Track
- Some Fs
- Off-Track

QUARTER 1 FRESHMAN SUCCESS BY 8TH GRADE GPA
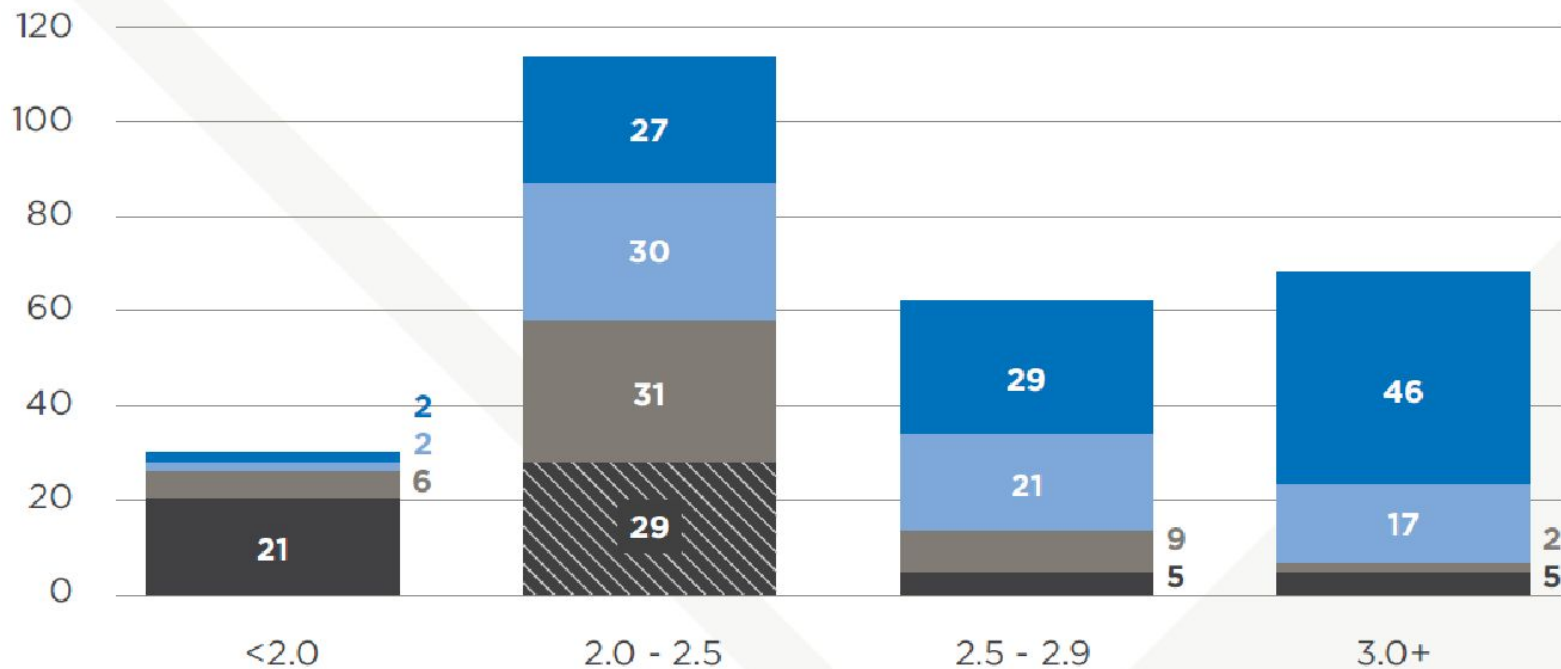
Legend: Bs or Better | On-Track | Some Fs | Off-Track

On Average, High-Achieving Black Students Saw the Largest Declines in Core GPA between the Eighth and Ninth Grades

Change in Core GPA by Race/Ethnicity and Eighth-Grade Core GPA
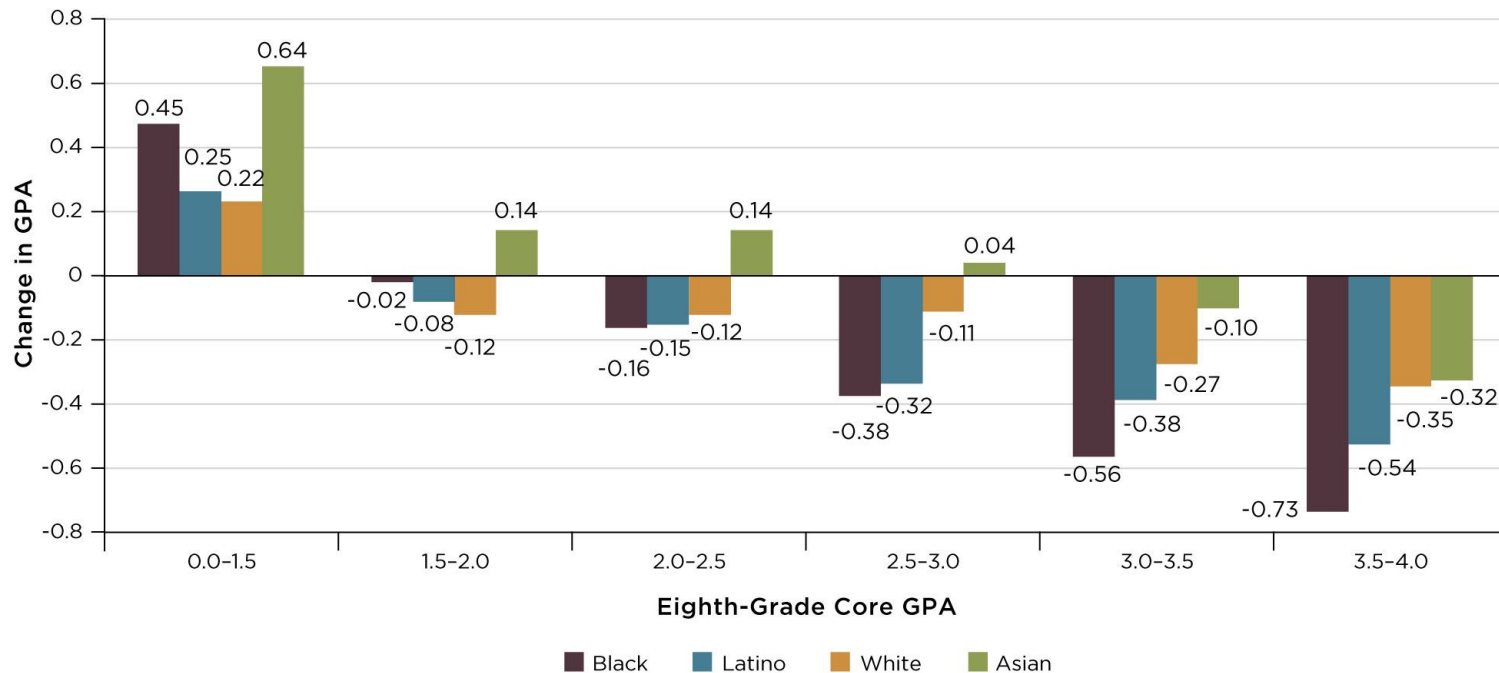
Note: These statistics included only members of the 2016–17 CPS freshman cohort for whom both eighth- and ninth-grade grades were available. This excludes students who attended a charter school for the duration of either their eighth-grade or ninth-grade school year. For more information, see Appendix A.

ROSTER OF OFF-TRACK STUDENTS WITH 8TH GRADE GPA OF 2.0-2.5

Name	Gender	Race	8th Grade GPA	#Fs	Q1 Freshman Sucess	Current GPA	Attendance
Valerie	Female	Latinx	2.0-2.5	4	Off-Track	0.71	100%
Earl	Male	Asian	2.0-2.5	3	Off-Track	1.00	99%
Kika	Female	Latinx	2.0-2.5	2	Off-Track	1.29	97%
Gordon	Male	Multi	2.0-2.5	4	Off-Track	0.57	97%
Pali	Male	White	2.0-2.5	2	Off-Track	1.43	95%
Gert	Female	Latinx	2.0-2.5	2	Off-Track	1.57	95%
Shary	Female	Latinx	2.0-2.5	5	Off-Track	0.43	95%
Winnie	Female	White	2.0-2.5	4	Off-Track	0.86	94%
Iona	Female	Asian	2.0-2.5	3	Off-Track	1.43	94%
Xavier	Male	White	2.0-2.5	3	Off-Track	1.00	94%
Pama	Male	Asian	2.0-2.5	3	Off-Track	1.57	94%
William	Male	Latinx	2.0-2.5	3	Off-Track	1.29	94%
Iolana	Female	Latinx	2.0-2.5	4	Off-Track	0.71	92%
Don	Male	Latinx	2.0-2.5	4	Off-Track	0.86	91%

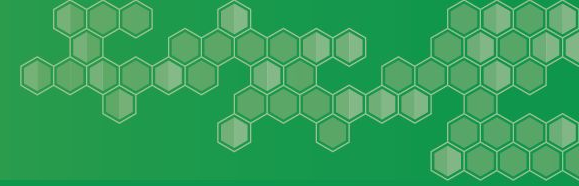# Example Dashboard
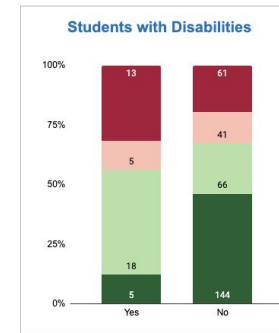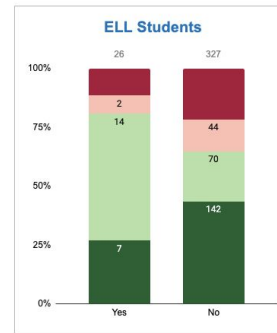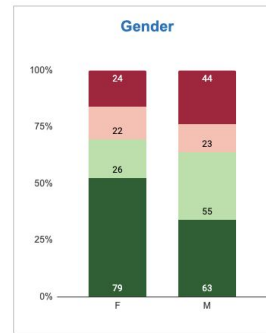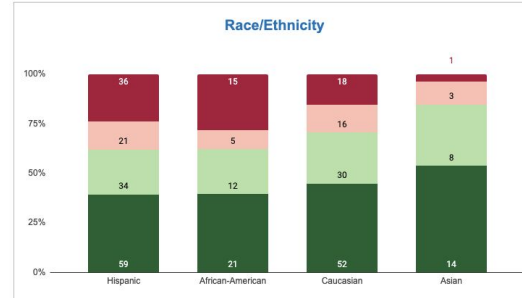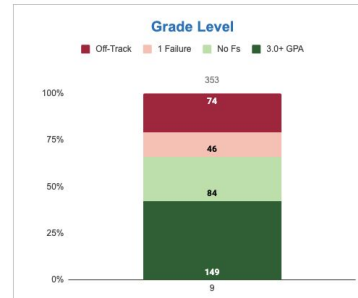
- Situate yourself in your school context and think about the existing conditions
    - What will it take to put Freshman Success data in front of our educators?
    - What if it were disaggregated by student groups (race, gender, IEP status, ELL Status)?
    - What if it were disaggregated by course team?
    - What if it were disaggregated by teacher?

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- What are your hopes for data practices at your school?

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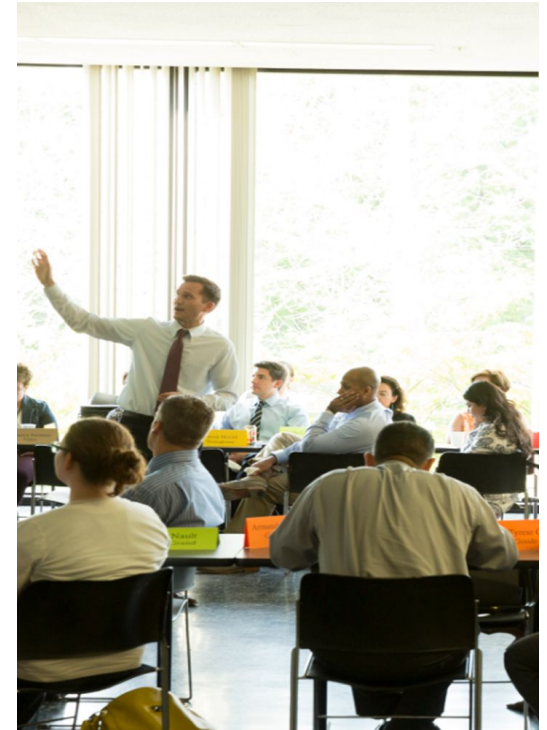
Feedback

[Feedback form](Feedback%20form)

Thank You

For Questions, or Additional Support reach out to us at armccain@uchicago.edu and ksayegh@uchicago.edu,