

Leveraging Data for Performance Education

# IRVING

in

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### Applying Strategic CCMR - Before It's Too Late



Leveraging Data for Performance Education





Leveraging Data for Performance Education

- Disparate sources throughout the district
- Data is not connected
- Difficult to capture, difficult to structure / format







Finance Expenditures Revenue Sources · Budgets Cost Centers

Surveys

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- · Anonymous Results Named Results Variable Scales

2

Leveraging Data for Performance Education

- Interventions Placement
- · Progress Monitoring
- Types of Interventions Intervention History
- Placement Staff Assignment Parent Conferences Disabilities · Services Provided

**Special Education** 



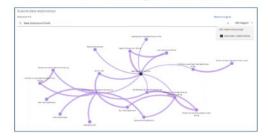
Leveraging Data for Performance Education

## All of Your Data at Your Fingertips

#### **Dashboards**



#### **AI Based Exploration**



#### Reports

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#### **Story Boards**







Leveraging Data for Performance Education





# Examine Matched Cohort Assessment Results

	Row	School	Student ID	Student Name	Grade Level	Chronic Absent	Econ Dis Flag	Math BENCHMARK - WINTER	Math BENCHMARK - SPRING	Math BENCHMARK - FALL	STAAR Mathematics Prof Level Desc	STAAR Math Scale Sco
	1	F. Pierce MS	8068384788	Abbott, Rina	08	N	Y	Below Standard		Ballow Strangard	Meets Grade Level	1,595
	2	F. Pierce MS	8808385589	Abbott, Wade	08	N	Y	Below Sharehard		Barrow Standard	Tild Not Meet Grade Level	1,555
	3	M. Fillmore MS	8888081088	Acevedo, Carolyn	08	N	Y	Met Standard		Above Standard	Masters Grade Level	1,868
	4 A. Lincoln MS 5 F. Pierce MS		8808688289	Acosta, Dieter	08	N	N	Above Standard	Bolos Standard	Met Standard		
	5	F. Pierce MS	8948089788	Acosta, Elton	08	N	N		Met Standard	Ballow Standard	Meets Grade Level	1,607
	6	M. Fillmore MS	8508983989	Acosta, Herman	08	N	N	Met Standard	Met Standard	Ballow/Standard	Meets Grade Level	1,764
	7	F. Pierce MS	8088580988	Acosta, Salvador	08	N	N		Met Standard	Ballow Standard	Meets Grade Level	1,788
	8	U.S. Grant MS	8968984588	Adams, Gage	08	N	N	Above Standard	Above Standard	Above Standard		
	9	A. Lincoln MS	8418881389	Adams, Iola	08	Y	N		Ballow, Standard		Meets Grade Level	1,583
	01					1	Y	Berry, Standard		Bullou Standard	The Net Most Grade Local	1,564
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An headin	SFIC	melency Le	ever Filo	i icai to cuire	in rear	6 .	N	Berow Standard		Met Standard	The Not Meet Snede Level	1,561
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isters Grade	Level						N	Met Standard		Met Standard	Meets Grade Level	1,816
		•					N	Salitive Standard		Siarow Standard	Meets Grade Level	1,665
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		evel	$\overline{>}$				Y Y N Y	Met Standard	Ratox Standad Below Standard Datex Standard	Above Standard Met Standard	Meets Grade Level Masters Grade Level Meets Grade Level Meets Grade Level	1,742 1,941 1,652
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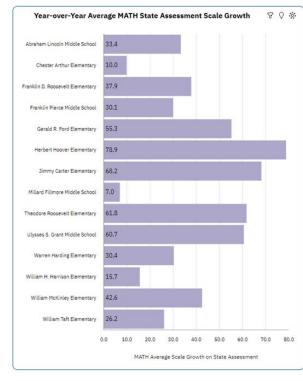


### Analyze Factors Impacting STAAR Outcomes

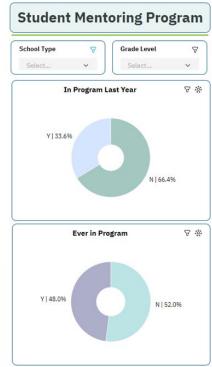




#### Evaluate and Monitor Program Effectiveness

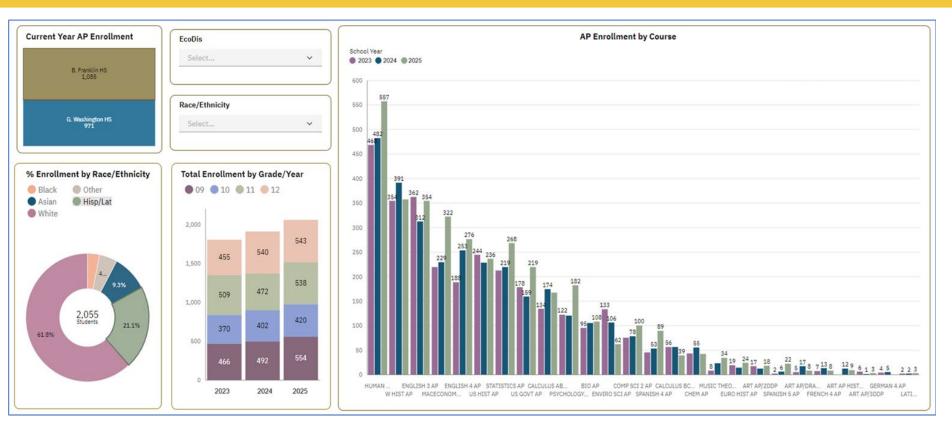








### Advanced Course Enrollment/Completion







Leveraging Data for Performance Education



## How is Irving ISD going further with DecisionEd?

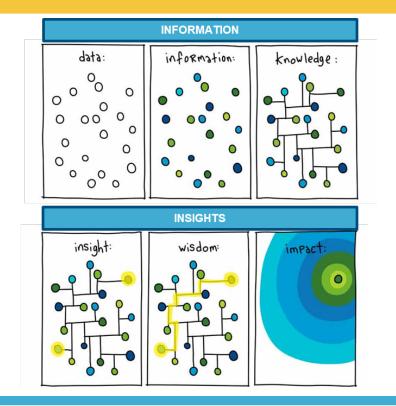


### What is Data Empowerment?

## The ability for stakeholders to use data to inform decisions and shape innovation.

How do we create a culture of data empowerment?

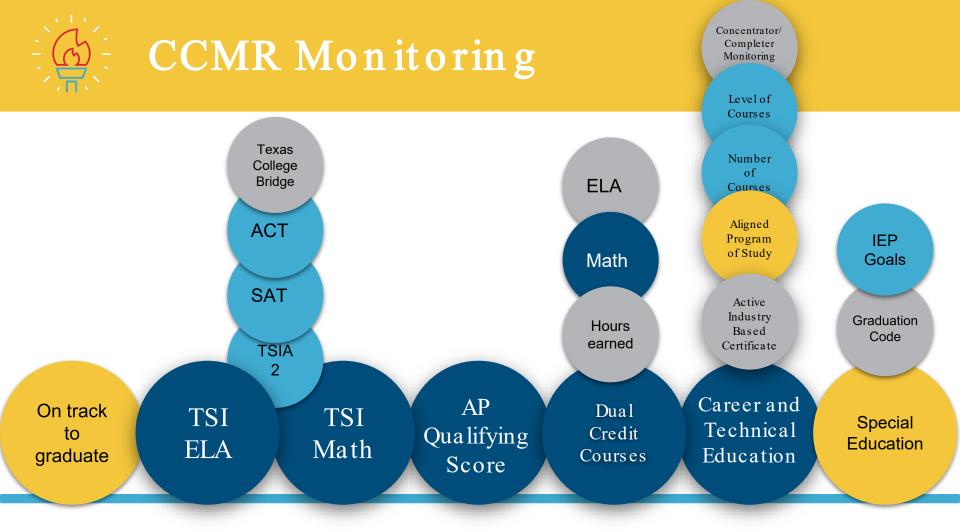
- Identify and break down barriers to effective data utilization.
- Streamline data by pulling together all relevant systems and linking them.
- Build capacity around common metrics, monitored with greater fidelity.





### CCMR Chaos







### STEP 1: Find the data

#### • Assessment Data

- College Entrance TSIA 2, ACT\*, SAT
- AP Scores
- IBC\*

### • Courses Completed and In Progress

- Dual Credit
- AP
- CTE\*
- College Prep \*
- Special Education Transition Plans
- Graduation Risk
  - EOC's Passed
  - Number of Credits Earned

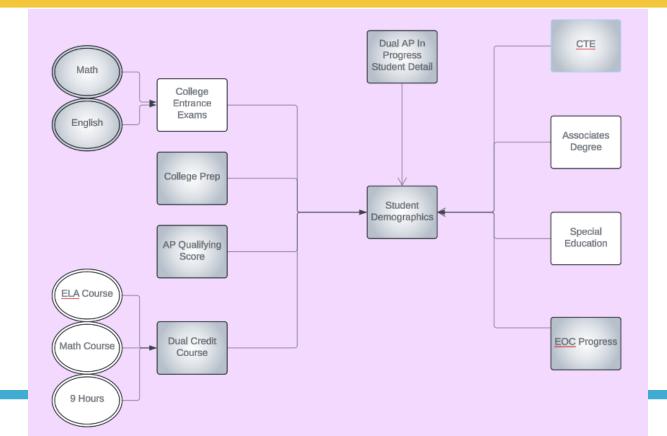


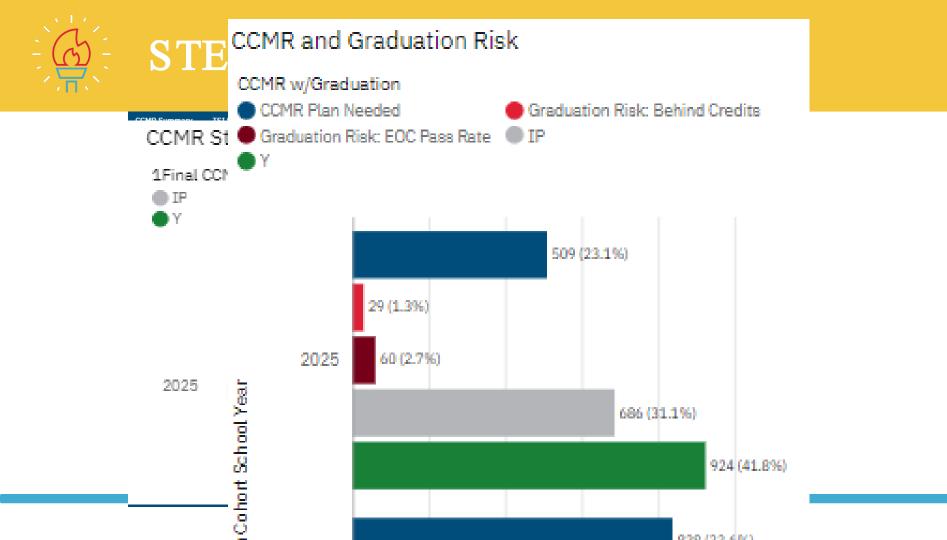


- What dimensions do you need?
- What will you use as a key to connect the data parts?
- Find TEA lists for IBC, Program of Study, and approved course lists
- What pieces do you want to flag as In Progress?



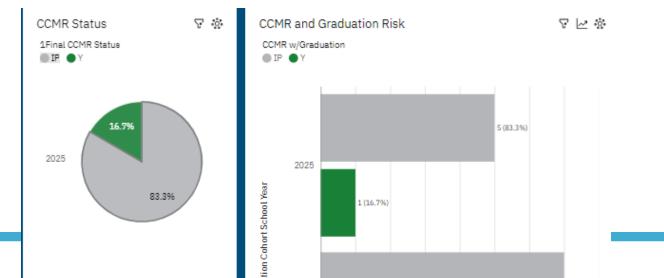
### STEP 3: Many Small Parts





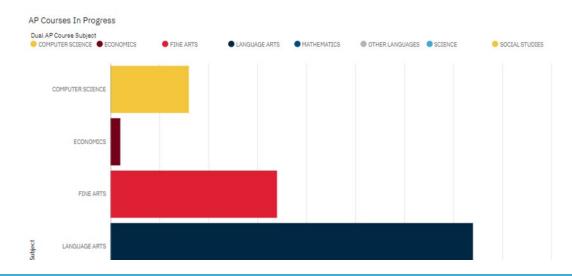


• Ex 1: Students passed an IBC, how many of those are in corresponding classes to get CCMR Met? How many are already CCMR Met in another area?





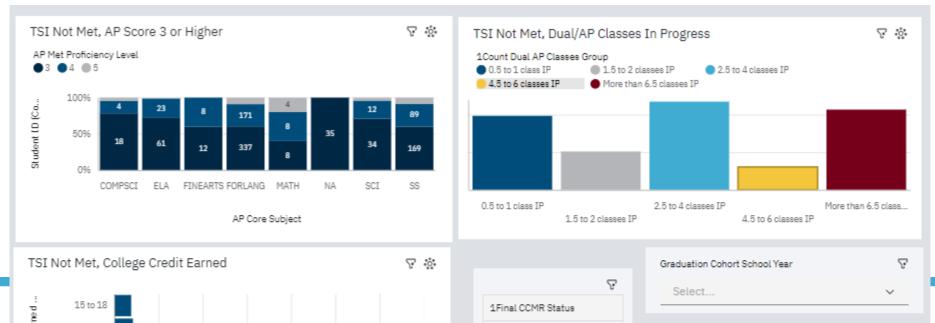
• Ex 2: What AP Courses are students taking who are NOT CCMR Met and the AP exam is their only metric in Progress?





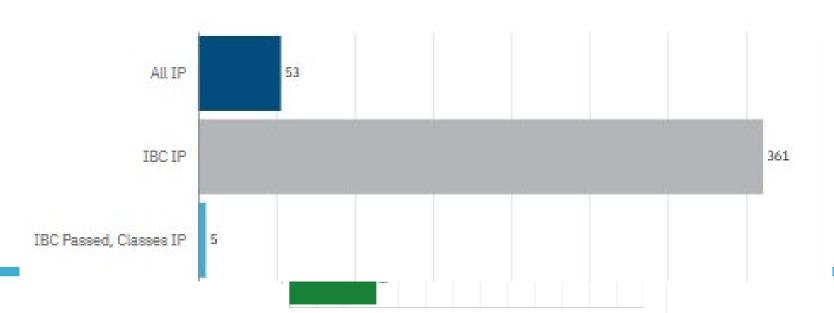
### The Power of Progress

# • Ex 3: What advanced classes are students who are not TSI met taking?





• Ex 4: How many seniors with CTE in progress have only one path to CCMR?





# • Ex 5: Ineed a list of students who are at-risk of not graduating because they have not passed EOC exams.

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Hispanic/Latino	12	Counselor Name		450								5	10			2	IP
Two or More Races	12	Counselor Name		450								5	40			6.5	IP
Asian	12	Counselor Name		460								4	90	959		7.5	IP
AA/Black	12	Counselor Name		200								2	00			0	Plan Needed
AA/Black	12	Counselor Name		420								4	00			0	Plan Needed
AA/Black	12	Counselor Name		390								3	70			0	Plan Needed
Hispanic/Latino	12	Counselor Name		450		935		4	4			5	60	944	5	3	IP
Hispanic/Latino	12	Counselor Name		510		937		6	4			4	60			2.5	IP
Hispanic/Latino	12	Counselor Name		310		910			2			3	40			1	IP
AI/AN	12	Counselor Name		390		911		3	3			3	80			0	Plan Needed
Hispanic/Latino	12	Counselor Name		280		910			2			3	50	910	2	0	Plan Needed
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AI/AN	12	Counselor Name														0	Plan Needed
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## What DecisionEd has done for IISD in going from Information to Insights

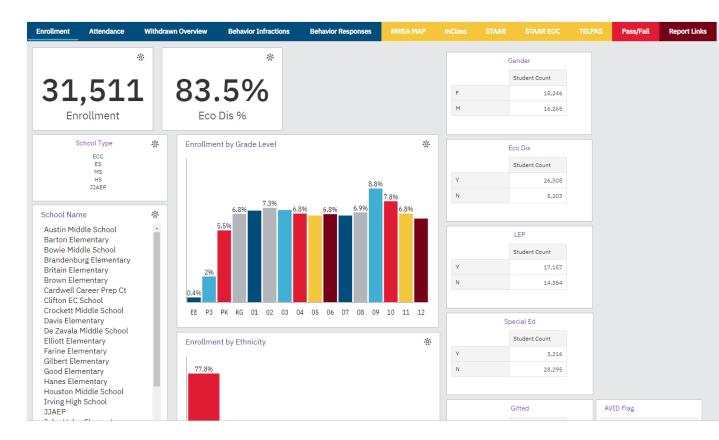
Before DecisionEd	Transformation with DecsionEd
<ul> <li>Creating monster spreadsheets by downloading multiple datasets and joining with XLOOKUPs</li> <li>Relying on tiresome pivot tables and conditional formatting</li> <li>Time-consuming and inefficient process</li> <li>Static dashboards</li> </ul>	<ul> <li>Seamlessly connecting multiple datasets with a join from a central data location</li> <li>Leveraging robust data analysis tools and techniques</li> <li>More time spent analyzing data over gathering it</li> <li>Moving from static data to live and dynamic insights</li> </ul>
INFORMATION	INSIGHTS

Benefits of a centralized data warehouse:

• More time for creating insights and visualizations to monitor key factors

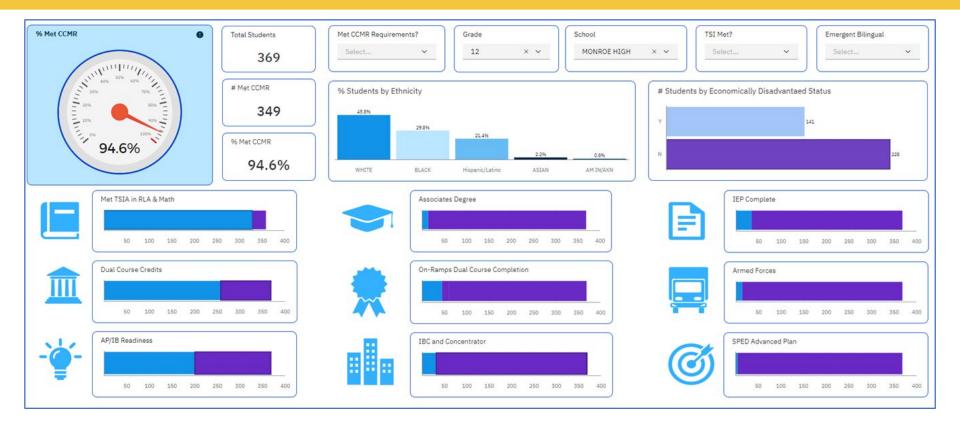
 Increased productivity and building capacity around common metrics

DecisionEd as the one-stop-shop for all data needs!



Data Warehouse – All Data in One Place

# Track Your <u>Current</u> CCMR Status 9<sup>th</sup>-12<sup>th</sup> Grade





### Capture Specific Student CCMR Status

#### **District - CCMR Student List**

	CCM Readiness	1	T SIA EL	A Readiness		2	TSI	A Math Readiness				CCM Readiness Indi						
Student ID	Student Name	Gender	Ethnicity	Econ Dis Flag	LEP Flag	Special Ed Flag	Flag	TSIA ELA	ACT English	SAT EBRW	Met Readiness	TSIA Math	ACT Math	SAT Math	Met Readiness	ELA & MATH Readiness	AP/IB	Dual Credit Courses
8728680588	ABNER, ERIKA	F	WHITE	N	N	N	Y		Y Y	N	Y		Υ.	N	Y	Y	Y	Y.
8648980388	ADAMICK, ANDRES	М	Hispanic/Latino	Y	N	N	Y.	Y			Y.	Y			Y	Y		
	ADENIYI IPADEOLA, ALEJANDRO	М	Hispanic/Latino	Y	Y	N	Y		Y		Y		Y		Y	Ŷ	Y	Y
8658180788	ADISA, CRYSTAL	F	Hispanic/Latino	Y	N	N	Y	e Y	N		Y	Y	N		Y	Y		
8538780188	ALCARAZ, ASHLEY	F	WHITE	Y	N	N	Y.		Y.		Y2		Y.		Ŷ	Y	Y	(Y)
8448680588	ALCARAZ, KAYLYNNE	F	BLACK	N	N	N	Y		Y		Y)		Y		Y	Y	Y	Y.
8788686688	ALCARAZ, TYLER	М	WHITE	N	N	N	Y		Y		Y		Y		Ŷ	¥		- ¥.
8458380888	ALJAAFREH, CASSIDY	F	WHITE	Y	N	N	Y	1	Y		Ŷ		Y		Y	Y		Y
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8548980588	AMOO, CAITLIN	F	WHITE	N	N	N	Y.		Y		Y.		Y		Y	Y	Y	Y.
8258680188	AMOO, JANESHIA	F	BLACK	Y	N	N	Y		Y		Y .		Ŷ		Ŷ	Y	Y	Y
8738780688	AMOO, MARKEISHA	F	BLACK	N	N	N	Ŷ		Y		Y		Y		Y	Y Y	Y	Y
8688286188	ANDERSON-WISE, BILLY	М	WHITE	N	N	N	Y	Y	N		Y2	Y	N		Y	Y		
8248280588	ANGELO, EMMITT	М	WHITE	Y	N	N	Y		Y		Y.		Y		Y	Y	Y	
8258880688	ANGELO, GARRIC	M	BLACK	Y	N	N	Y		Y		Y		Y		Ŷ	Ŷ	Y	Y
8718580788	ANGELO, JARVIS	М	BLACK	Y	N	N	Y		Y	Y	Y.		Y	Y	Y	Y	Y	Y
8388486688	ANGELO, KAITLIN	F	WHITE	N	N	N	Y		Y.		Y.		Y.		Ŷ	Y	Y	Y.
	ANGELO, KE'ANDRA	F	BLACK	Y	N	N	Y		Y.		Y	-	Y		Y	Y	Y	N.
	ANGELO, LAWREN	F	BLACK	N	N	N	Y		Y		Y		Y		Y	Y	Y	100 T 10
	ANGELO, MARTRICIA	F	BLACK	Y	N	N	Y		Y		Y		Y		Y	Y	Y	Y
	ANGELO, PHOENIX	М	WHITE	N	N	N	Y		Y		¥2.		Y		Y	Y	Y	Y
	ANGELO, TERRY	М	BLACK	Y	N	N	Y		Y		Y		Y		Y	× -	Y	Y.
	ANGELO, TERRY	М	BLACK	Y	N	N	Y		Y		Y		Y		Y	×-		Y.
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	ASHE, AVERY	F	WHITE	N	N	N	Y	-		Y	Y	-		V	V.	× .		
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	AUGUSTE, KANEISHA	F	BLACK	Y	N	N	Y		Y.		×		Y		×	· · · · · · · · · · · · · · · · · · ·	Y	×
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	BALLARD, AMBER	F	WHITE	Y	N	N	Y	N	N		N		Y		Y	N		200
	BARRENTINE, SINDY	F	Hispanic/Latino	Y	Y	N	Y	N .	Y		Y	-	Y		Y		Y	V
the statement into a state of the balance of the later	BARRENTEZ, OSCAR	M		Y	N	N	Y	Y	No. of Concession, Name			Y	N		Y			140
			Hispanic/Latino		N	N	Y Y	1.00	×			1.00			T V			147
	BATY, JAMES BAUMGARTNER, WALLACE	M	BLACK	N	N							-	Y				Y	1
		M F		Y		N	Y		-		× .		Y		Y	Y Y	Y	.M.
	BEASSIE, BRITANEY		Hispanic/Latino		Y	N	Y	-	Y				Y		Y	i i i i i i i i i i i i i i i i i i i	Y	755
	BEATY, ROBERTO	M	Hispanic/Latino	Y	N	N	Y		Y		Y		Y		Y	X	-	Y
	BECKHAM, KAITLYN	F	WHITE	N	N	N	Y		Y.		Y		Y		Y	X a	Y	Y
	BELMONT, SARA	F	WHITE	N	N	N	. Y		Y		Y Y		Y		- Y	X	Y	





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#### Questions?

### IRVING ISD REIMAGINED



