DES PLAINES SCHOOL DISTRICT
WORKING TOGETHER FOR OUR CHILDREN
62

CATALYST FOR
EDUCATIONAL
CHANGE
CECWEB.ORG

Readiness II

Welcome and Charge

Schedule

**General
9:00-10:00**

- **Report Session 1: 10:00-10:45**
- **Report Session 2: 10:45-11:30**
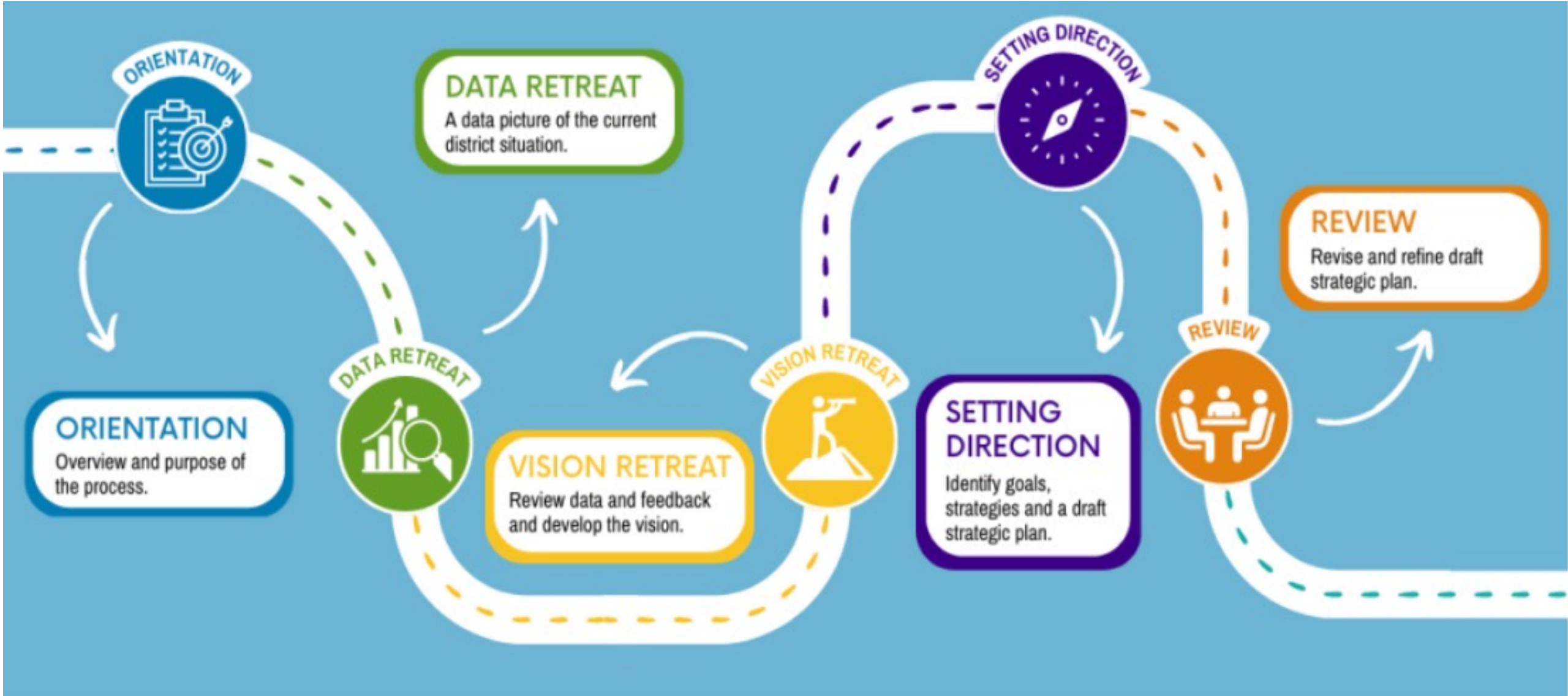- **Report Session 3: 11:30-12:15**

Outcomes

- Hear updates from Readiness I
- Learn about the Data Retreat
- Learn about the Data Presentation Expectations
- Review Key Performance Indicators
- Review new state and federal requirements for progress monitoring and reporting.
- Draft data indicators for three district presentations: student achievement, learning and working environments, and finance/facilities/technology in preparation for the data retreat.

NEW UPDATE

Strategic Plan Team Schedule

Stage 1 Steps 1 & 2	Stage 2 Steps 3 – 7	Stage 3 Step 8
Readiness I & II Understanding the Process Setting Roles & Responsibilities Forming the Plan Team Conducting an Environmental Scan Strategic Management Survey Organizing the Data Data Dashboards District Data Report Key Performance Indicators Goals, Indicators, Measures, Targets	**Strategic Planning** Orientation Data Retreat Vision Retreat Setting Direction Retreat Recommendation	**Living the Plan** Annual Action Plans Scorecard/Data Dashboard System Aligning School Improvement Aligning Budget & Other Resources Aligning Performance Evaluation Progress Monitoring & Reporting

Stage 1: Step 1

Readiness I

Understanding the Process

Setting Roles & Responsibilities

Forming the Plan Team

Conducting an Environmental Scan

Strategic Management Survey

Readiness II Data

- Learn about the importance of an aligned data system.
- Review current data system.
- Review new state and federal requirements for progress monitoring and reporting.
- Review new state requirements for equity.
- Review new state requirements for readiness.
- Draft data indicators for three district presentations: student achievement, learning and working environments, and finance/facilities/technology in preparation for the data retreat.
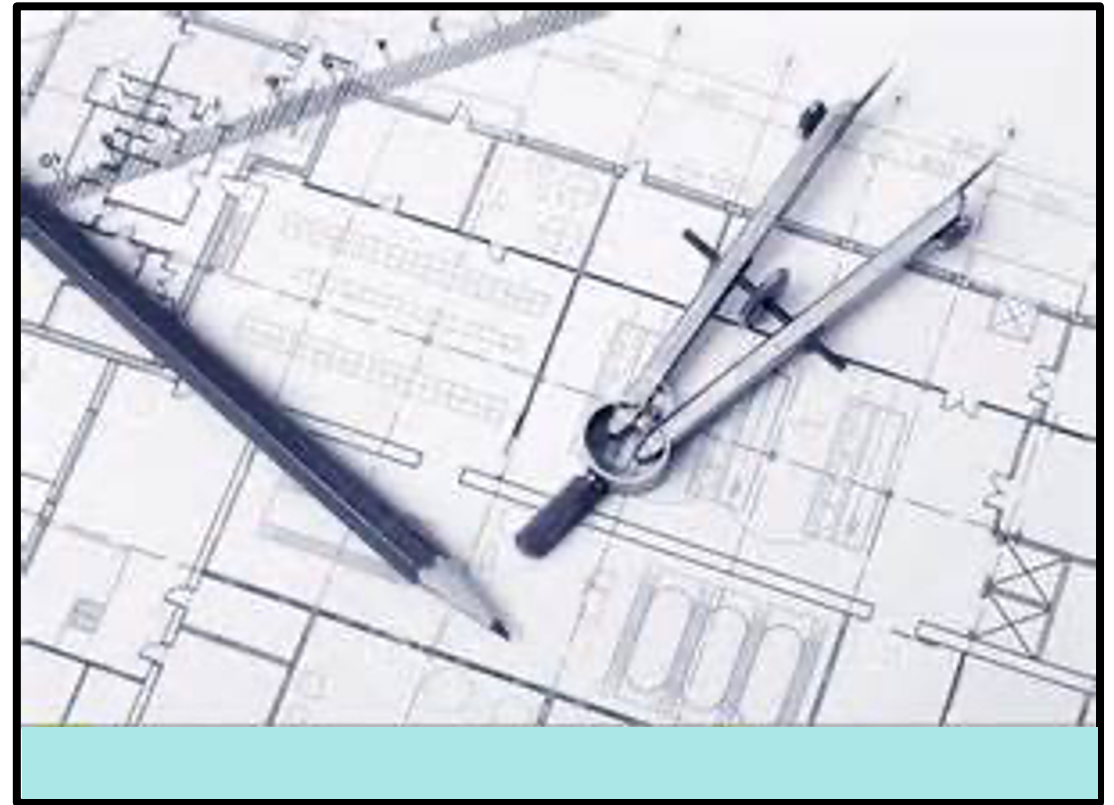
Update about the selection of the strategic planning team

Update about the Environmental Scan

What data and information do we give the planning team to begin their awareness of where we are and where we want to be?

- Satisfaction Data (students, staff, families and the community)

- Plan Stakeholder Survey

- Forums

- Needs Assessment

- Self-Assessments

Reflect

Data Retreat

Where are we now?

HOW WOULD YOU DEFINE

DISTRICT PERFORMANCE?

Data Retreat

- **Learn about the team's perceptions of the district.**
- **Learn about other stakeholder perceptions of the district.**
- *Develop a shared understanding of district growth and achievement data and information.*
- *Develop a shared understanding of district climate and culture data and information.*
- *Develop a shared understanding of district financial, facility and technology data.*
- **Conduct a SWOT Analysis.**

Where are we now?

Defining Performance:

- **Current compared to past**
- **Current compared to others**
- **Current compared to expectation/norm**
- **Team's perceptions**
- **Stakeholder's perceptions**
- **Student growth and achievement data**
- **Culture/climate learning and working environment data**
- **Finance, Facilities, Technology data**

Des Plaines District 62 DRAFT SWOT ANALYSIS

STRENGTHS: What are we most proud of? What do we consider to be our results of our best work? What advantages do we have? What do others say about us in positive ways?

- Student performance on state tests mostly above state averages
- Student performance on state tests increasing every year
- English Language Learners are scoring well on state ACCESS test
- Early Learning Center- providing early intervention
- K-8 Iroquois Community School offers a balanced calendar choice for residents
- Overall diversity in the community
- Student attendance is above state average
- Investment in technology- increased devices and infrastructure
- Highly qualified teachers/staff
- Retention rate of teachers
- Many staff have the English Language Endorsement
- Highest state financial rating for 12 years
- Debt has been reduced
- Stable student enrollment projections
- Budget surplus in revenues over expenditures for the last six years
- Board-driven facility upgrade initiative several years ago

WEAKNESSES: What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?

- Student performance on state test is lower in middle schools than in elementary schools
- Student performance on state tests in math is below state averages
- Achievement gaps exist for the following student subgroups: Black, Hispanic, English Language Learners, Low Income, and Students with Disabilities
- Inequities exist across schools (staffing, space, financial, etc.)- There is a system of schools rather than a school system
- Meeting the needs of students who are struggling
- Meeting the needs of students who need more rigor and challenge
- Meaningful assessments
- Student behavior problems are increasing
- Student engagement is a challenge
- Using technology appropriately to enhance teaching and learning
- Internet access and equipment at home
- Using data to drive decision-making
- Communication between school and home is mostly one way.
- Some buildings are at capacity

OPPORTUNITIES: What opportunities for improvement do we know about, but have not addressed? Where with a little work could we change a weakness into a strength? What are we not doing currently that might be the opportunity for us to improve.

- Exploring Full-day Kindergarten
- Increasing support of student social and emotional needs
- Training, time, and support for teacher collaboration and data analysis
- Training and support for using technology to enhance teaching and learning
- Addressing middle school needs
- Collaboration with the high school to enhance college, career and life readiness
- Professional development for all staff based upon identified high priority needs and initiatives
- Using time and space effectively and efficiently

THREATS: Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our resources?

- Unfunded state mandates
- Possible state pension cost shift to local taxpayers
- Reduction in state and federal funding grants
- Possible Property Tax Freeze
- City housing development decisions that impact schools
- Future facility upgrade and maintenance needs costs

ORGANIZING THE DATA

Select KEY Performance Indicators you are using and have data to tell the story.

Be sure to include **WHAT IS GOING WELL.**
BEesure to include **WHAT IS NOT GOING WELL**

**EASY TO ACCESS
EASY TO UNDERSTAND
ESSENTIAL
DATA MANAGEMENT**

**TREND
COHORT
COMPARATIVE
DEMOGRAPHIC**

Student Growth and Achievement	Learning Environment & Supports	Working Environment & Supports	Involved Families & Community	Stewardship of Resources
Key Performance Indicators	**Key Performance Indicators**	**Key Performance Indicators**	**Key Performance Indicators**	**Key Performance Indicators**
• Graduation Rate • State Assessments in ELA , Math, & Science • District Assessments in ELA, Math, & Science • Kindergarten Readiness • 8th Grade Algebra Enrollment • 9th Grade on Track • English Language Proficiency • Grade Point Average • AP/CTE/ Dual Credit Participation • Senior Exit Survey	• Student Enrollment • Attendance/Chronic Absenteeism • Class Size • Student Behaviors • Demographic Diversity Data • Student Climate Survey 5E • SEL Survey • Life Success Survey • Survey Participation Rates	• Staff Enrollment by Diversity • Staff Education • Staff Retention • Staff Performance Evaluation • National Board-Certified Teachers • Staff Satisfaction 5E Survey • Staff Exit Survey • Salaries & Benefits • Professional Development	• Parent Attendance at Conferences, • Volunteerism • Parent Satisfaction • External Community Satisfaction • Parent Use of Digital Reporting • Community Engagement • No. of Community Partners • No. of Students Participating in Co-op Programs • Community/Families Points of Contact Events and Activities	• Annual Revenue Sources • Fund Balances • Expenditures • Equalized Valuation/Tax Rate • State Financial Profile • Operating & Instructional Expense Per Pupil • Audit Findings • Grant/Other Resources • Space Utilization • Life Safety Compliance • Long-Range Facility Plan on Track • Safety and Security

What are the key instruments (KPIs) on the dashboard of your car?

Personalize the Data

- Trend
- Cohort
- Compared to norm/expectation
- Compared to others
- Demographic

DISTRICT DATA REPORTS:

STUDENT ACHIEVEMENT
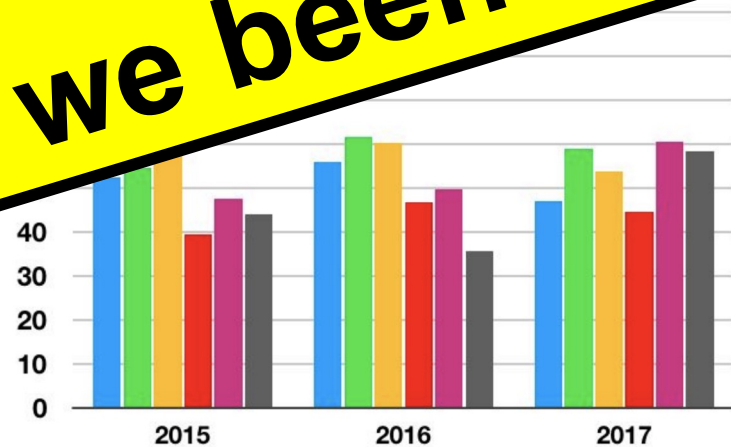
CLIMATE & CULTURE
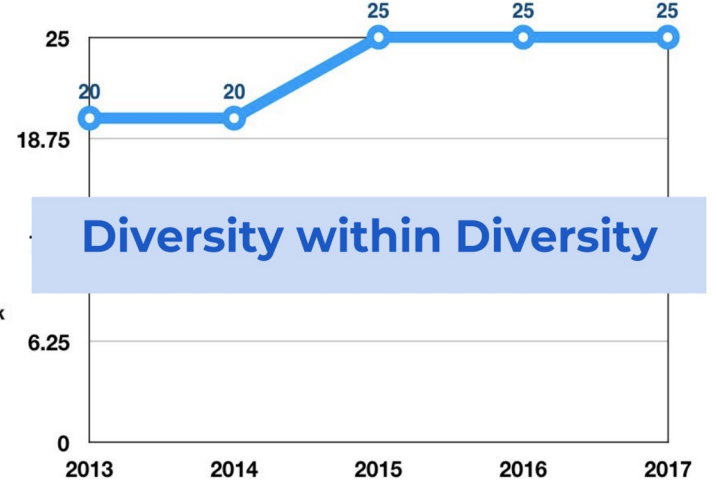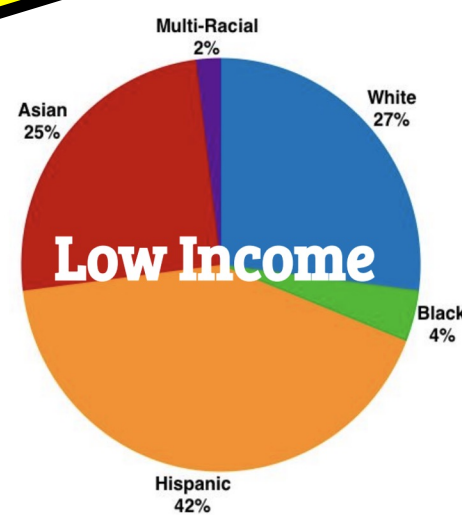
FINANCE, FACILITIES & TECHNOLOGY

Staff Salary Comparison

Legend:
- Glenview D34
- Feeder #1
- Feeder #2
- Feeder #3
- Feeder #4
- Feeder Average
- State Average

Average Annual Salary:
- $90,000
- $67,500
- $45,000
- $22,500
- $0

Years: 2013, 2014

Focus on Collaboration

Strengths

100%

THAT

Processes · Trust

Student & Staff Populations

Students

4940, 4920, 4900, 4880, 4860, 4840, 4820, 4800

12-13, 13-14, 14-15, 15-16, 16-17, 17-18

Staff

Full-Time Equivalent: 425, 420, 415, 410, 405, 400, 395, 390, 385, 380

12-13, 13-14, 14-15, 15-16, 16-17, 17-18

Morale · Misalignment · Inflexible · Inconsistent · Standards

Identify Strengths: Points of Pride Celebrations

Finance & Operations
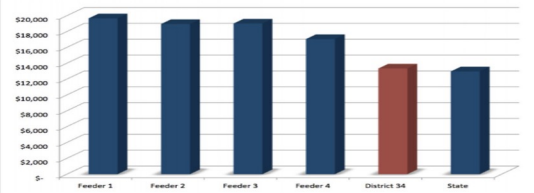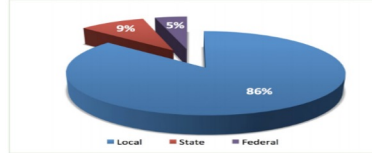Focus Forward Together
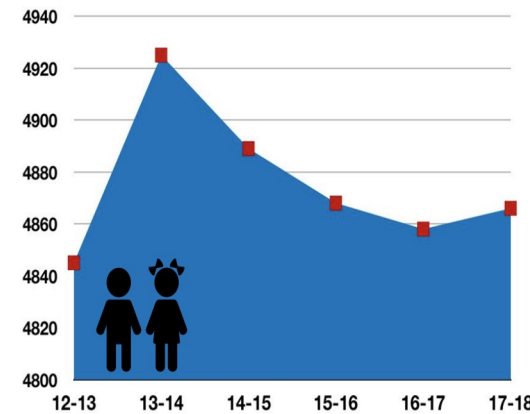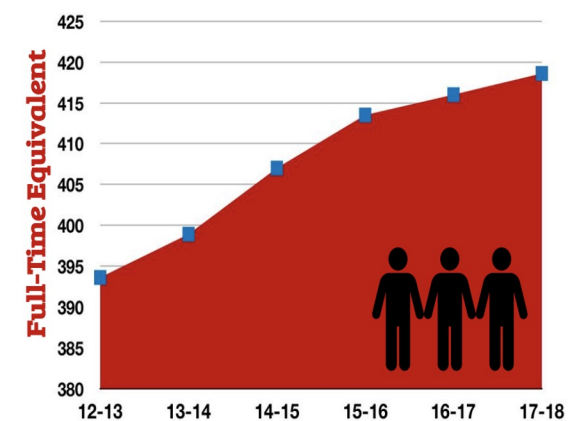
Financial Health
District 34 received:
- The top financial profile rating of 4 (Recognition) for the last 5 years
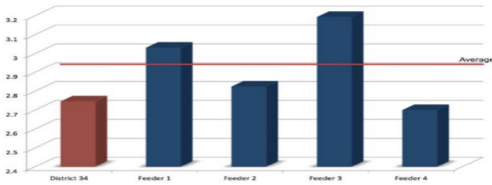- The top bond rating from Moody's of Aaa

Expenses:
District 34 spends $5,330 less than the average of the other feeder districts and $366 more than the state average.

Revenues:
12% of local revenue comes from the GLEN TIF - Make Whole Payment
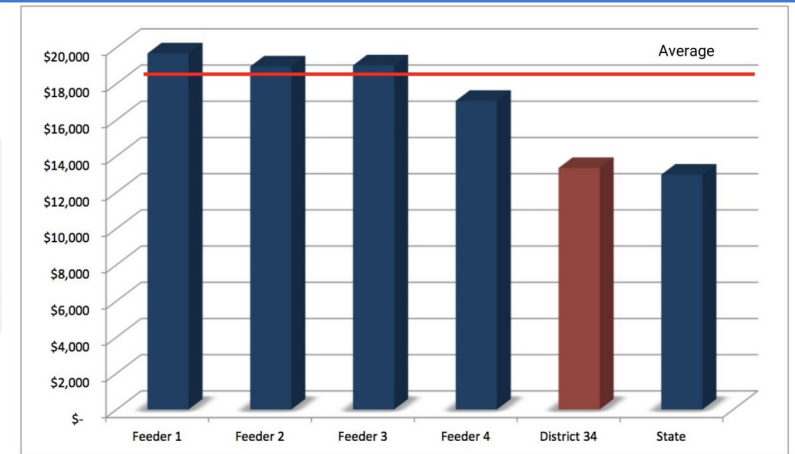
Tax Rate:

District Financial Health

FY17 Operating Fund Balance

*District 34 received the top financial profile rating of 4 (Recognition) for the last 5 consecutive years

FY17 Operating Expense Per Pupil

District 34 spends $5,330 less than the average of the other feeder districts and $366 more than the state average.

	4
dollar received.	4
...jected estimate of the number of days operating expenditures ...e net provided no additional revenues were received.	4
Percent of Short-Term Borrowing Maximum Remaining
- Short-term debt is incurred due to several factors (i.e., delays in receipt of local revenues, etc.).	4
Percent of Long-Term Debt Margin Remaining
- Long-term debt is incurred for major expenditures, such as building and equipment.	4

Identify Weaknesses, Opportunities, Threats: Opportunities for Improvement

Reflect

KEY PERFORMANCE INDICATORS

DEFINITION

Key Performance Indicators (KPIs) are the critical (key) indicators of progress toward an intended result. ***KPIs provides a focus for strategic and operational improvement, create an analytical basis for decision making and help focus attention on what matters most***.

As Peter Drucker famously said, "What gets measured gets done."

MOST RELEVANT AND RELIABLE

Test for relevancy and reliability:

- Purpose and intended audience

- Authority and credibility

- Accuracy and reliability

- Currency and timeliness, and

- Objectivity or bias.

- Significant

Key Performance Indicators are a method for setting out criteria for measuring performance and understanding success.

KPI

Key Performance Indicators (KPIs) are *the critical (key) indicators of progress toward an intended result.* They help you *understand if you are achieving your goals.* KPIs create an analytical basis for decision making and help *focus attention on what matters most.* <u>**KPIs:**</u>

- **Are used to improve performance and achieve goals**

- **Focus attention on what matters**

- **Provide evidence to inform decision making**

GOALS, INDICATORS, MEASURES &TARGETS
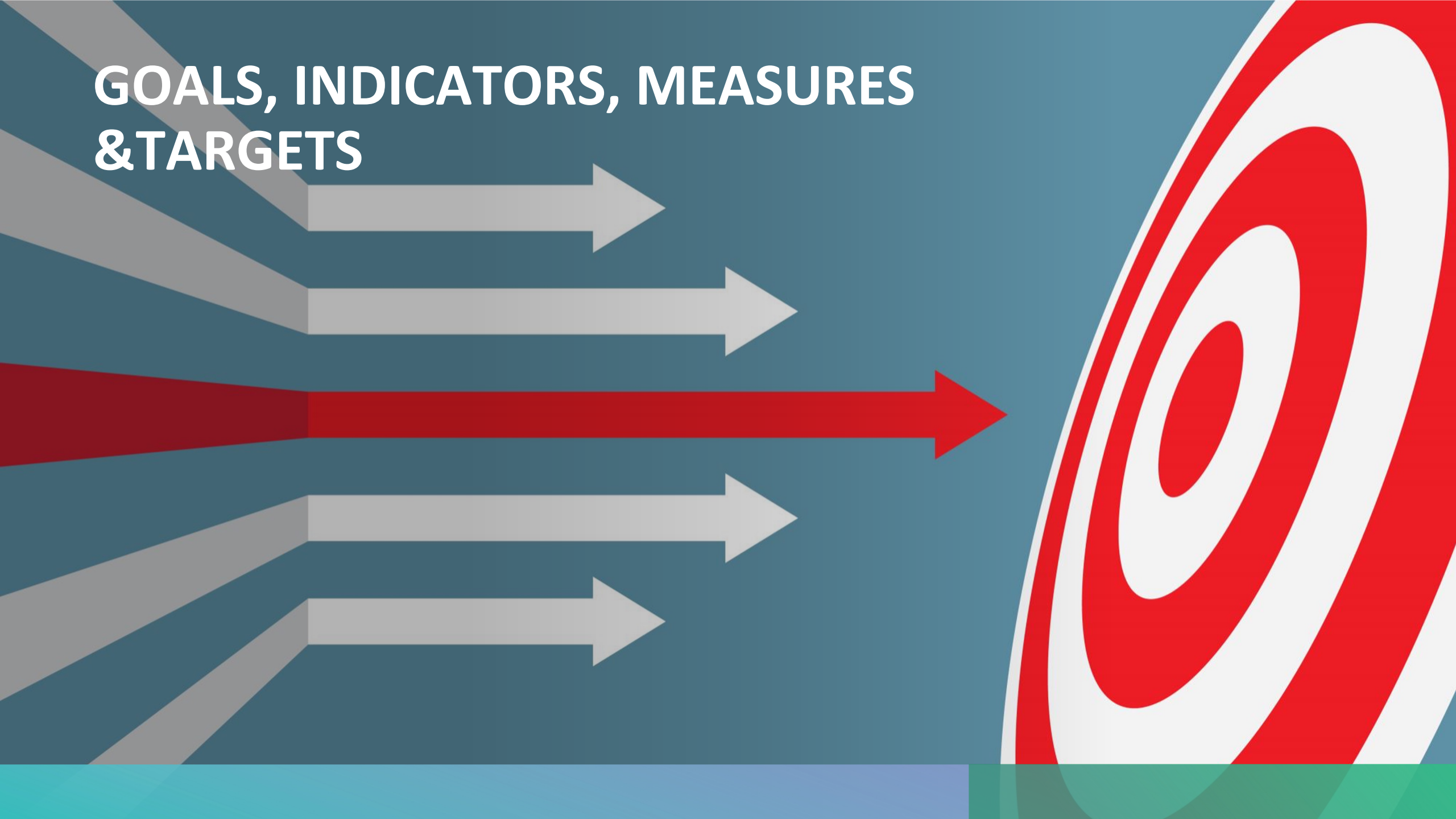
S.M.A.R.T

Strategic & Specific

Measureable

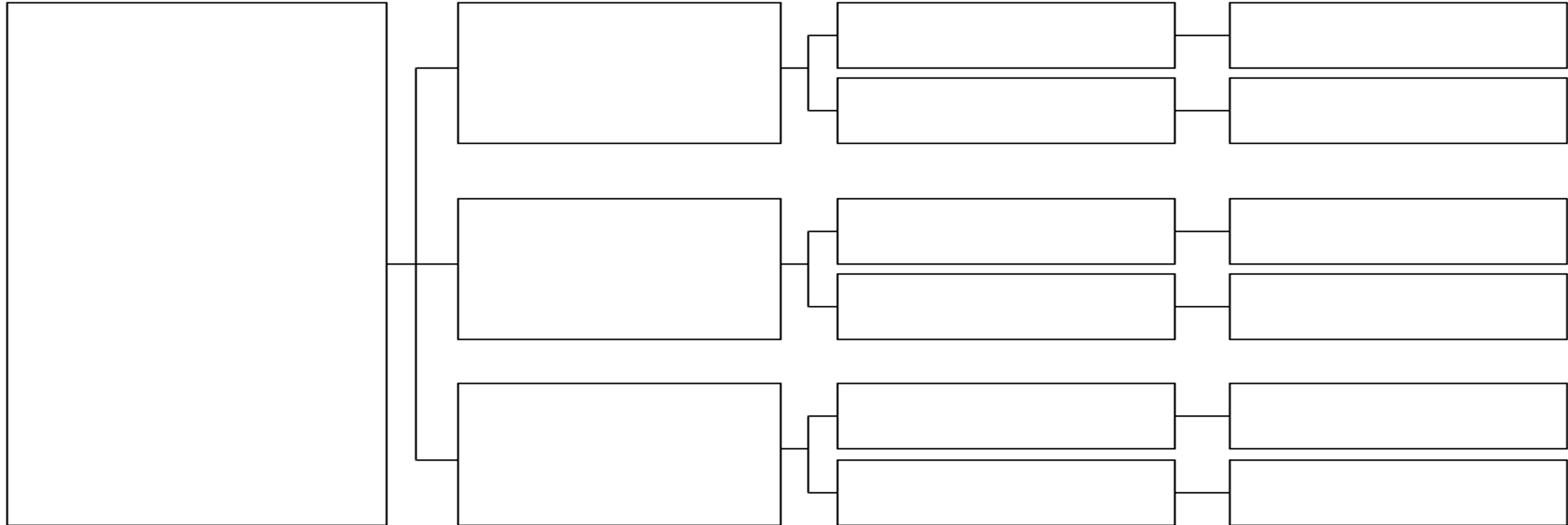Attainable

Results-oriented

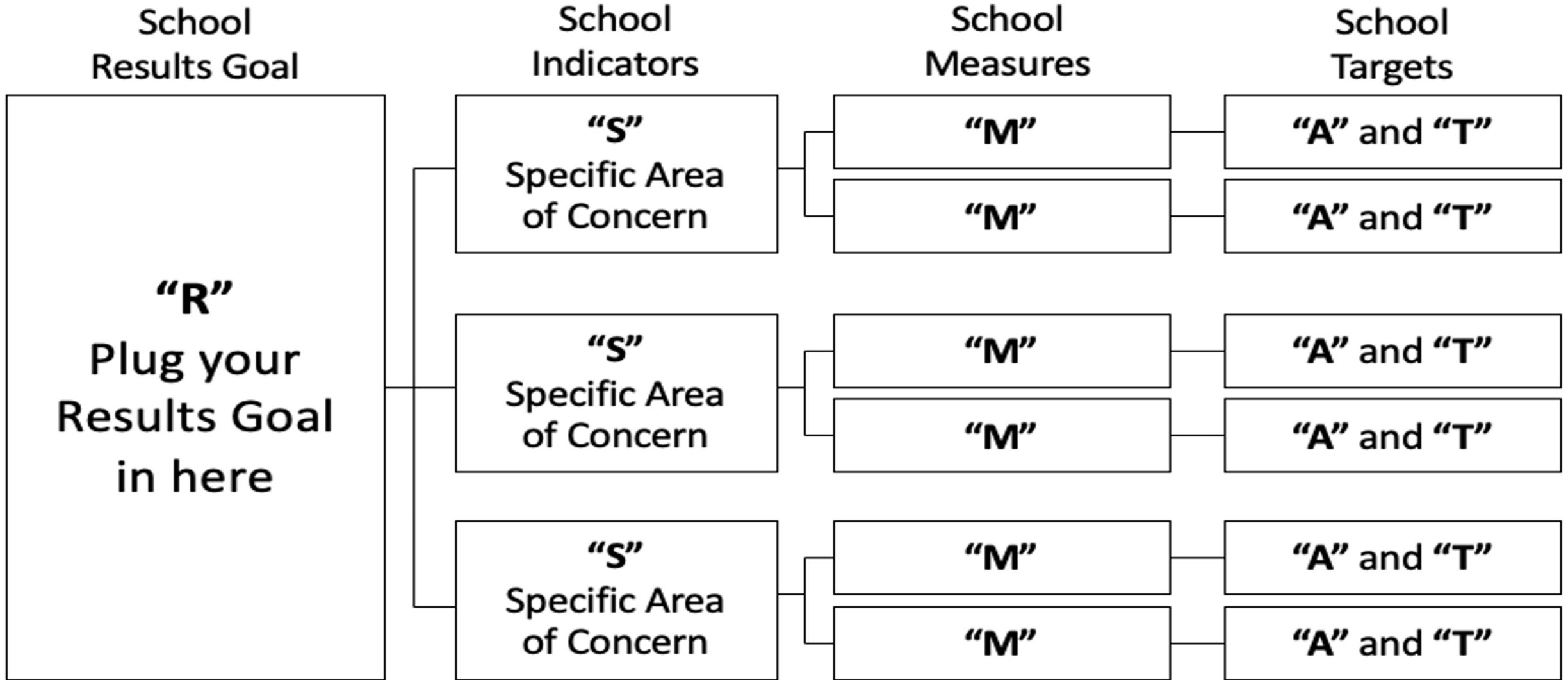Timebound

SMART TREE DIAGRAM

| Results Goal | Indicators | Measures | Targets |

TREE DIAGRAM: RESULTS ORIENTED

Reflect

My Drive > Des Plaines District 62 ... > 2. Readiness II ▾ 👥

[Link to Google Folder](#)

Name ↑	Owner	Last modified ▾
📁 Data Presentations	👤 me	Jul 12, 2023 me
📁 Examples Reports from Other Districts	👤 me	9:33AM me
📁 Illinois/ESSA requirements	👤 me	Jul 12, 2023 me
📁 KPI Information	👤 me	Jul 12, 2023 me
📁 Meeting Materials	👤 me	Jul 12, 2023 me

Type ▾   People ▾   Modified ▾
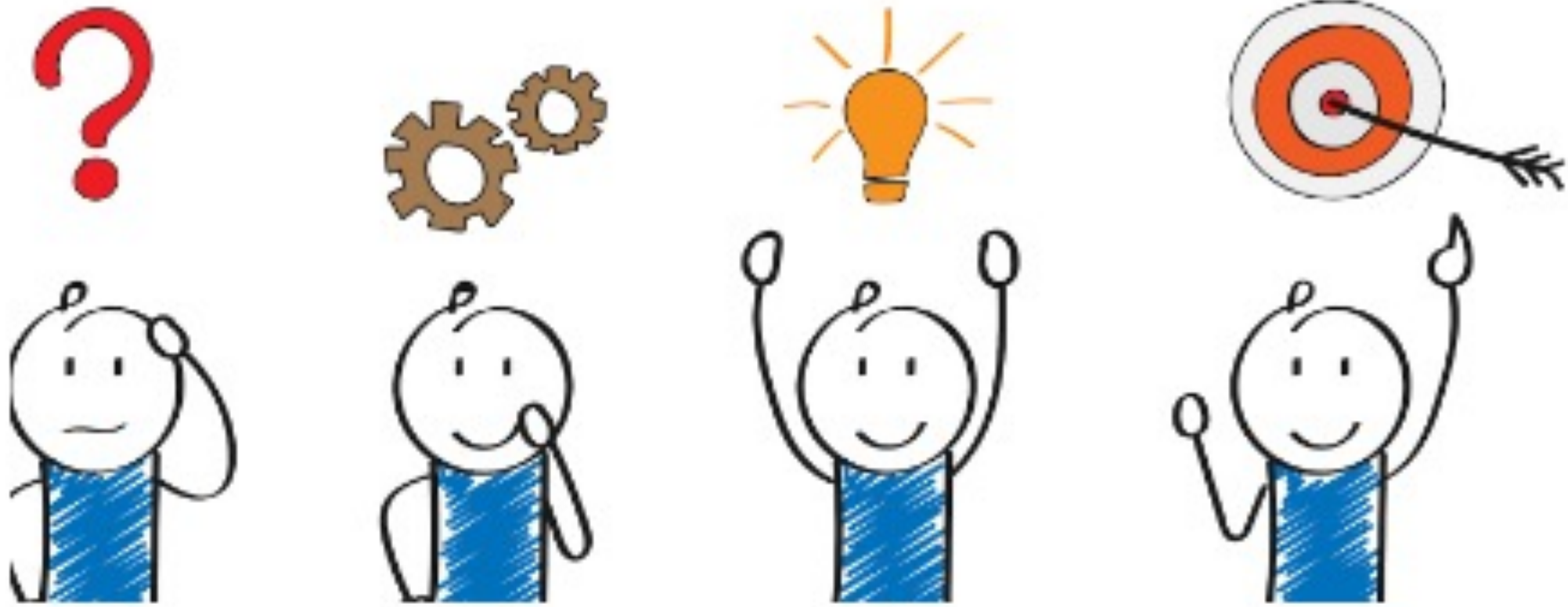
Data Presentation Expectations

WHAT ARE THE EXPECTATIONS FOR **DISTRICT DATA PRESENTATIONS?**

DISTRICT DATA PRESENTATIONS

As part of the Strategic Plan Data Retreat, we will ask the district to help us paint a data picture to assist the team with an understanding of *"Where we are now."* There should be a series of presentations the team will rotate through to develop that understanding.

Each presentation should be 30 minutes in length with an extended 10-15 minute time for questions from team members.

The presentation should address:

- Key measures of district performance. Data that shows trends and comparisons is most helpful. **Student achievement data should reflect subgroup populations and cohort data if available. Student achievement data should reflect growth as well as proficiency data.**

- Content that sets the context for understanding the data is also helpful.

PRESENTATION EXPECTATIONS

- Each presentation should include a **PowerPoint** that can be shared on the strategic plan website for others to view.

- Each presentation should include a **data handout** with essential data display for the team to examine. The handout will also be shared on the strategic plan website.

- Each presentation should include **Key Performance Indicators** where **examples of trend, cohort, demographic and comparative data** can be displayed and described.

- Each presentation should **allow time for interaction and questions.**

FINAL TIPS FOR CONSIDER IN PREPARATION

- Due to the time provided, the district needs to provide feedback to the presenter to assist him/her/them with **KEY** data. We suggest **rehearsing the presentations to solicit feedback, ensure quality content and stick to the time allocation.** *The presentations allow the district to message points of pride and opportunities for attention.*

- The team's charge is to listen and understand the presentation and to individually analyze the data to conclude strengths and opportunities for improvement. It is **not** the presenter's charge to analyze the data for the team. *The presenter's charge is to share the data and have it organized in such a way that it is easy for a team member to see patterns and draw conclusions.*

- Following the series of presentations *there will be a team analysis activity where all members of the team will identify data that is trending in the right direction and data that need attention.*

EXAMPLES

- Examples of all three presentations from many districts are provided.

- Review of what others reported is helpful in design.

- Review of what others reported is helpful in display.

Reflect

Federal and State Indicators to consider.

INTRODUCING THE
EQUITY
JOURNEY CONTINUUM

WHAT
The Equity Journey Continuum is an informational tool to help districts view their data through the lens of equity. It identifies gaps in student achievement, opportunities, and supports by analyzing data that districts already collect and report to ISBE. The tool makes the data more useful for districts to improve outcomes for students. ISBE developed the tool using national research and examples from other states.

EQUITY
JOURNEY CONTINUUM
DATA ELEMENTS

The Equity Journey Continuum analyzes data in three areas that are aligned to the ISBE Strategic Plan: Student Learning, Learning Conditions, and Elevating Educators. Each area includes a suite of data elements that, together, describe students' access to opportunities, resources, and supports.

Every data element in the continuum is measurable; valid and reliable; statewide; within the district's control; and already collected, verified, and reported to ISBE. The Equity Journey Continuum is an informational tool to help districts view their data through the lens of equity.

DATA ELEMENTS

Student Learning

- KIDS Readiness
- Assessment: IAR, SAT, and DLM
- English Learner Progress to Proficiency and Former EL Performance in English Language Arts Coursework
- Eighth-Graders Passing Algebra I
- Adjusted Cohort 4-Year Graduation Rates
- Advanced Academic Programs
- Eighth-Graders Enrolled in Algebra I

Learning Conditions

- Expulsion Rates
- Out-of-School Suspension Rates
- In-School Suspension Rates
- Site-Based Expenditure Reporting
- Climate Survey: Supportive Environment Ratings
- Climate Survey: Teacher Response Rates
- Student Attendance
- Climate Survey: Student Response Rates
- Climate Survey: Parent Response Rates
- Climate Survey: Parent Involvement Ratings
- Climate Survey: Involved Families Ratings
- Climate Survey: Influence on Decision Ratings
- Climate Survey: Teacher-Parent Trust Ratings

Elevating Educators

- Educator and Student Demographics
- Administrator and Student Demographics
- Teacher Experience/Education and Student Demographics
- Teacher Evaluation and Student Demographics
- Teacher Out-of-Field and Student Demographics

The Equity Journey Continuum is an informational tool to help districts view their data through the lens of equity. The tool analyzes data in three areas: Student Learning, Learning Conditions, and Elevating Educators. Ultimately, this data will help districts identify gaps in students' access to opportunities, resources, and supports.

The tool uses the data to place districts in one of the steps along the continuum — from Step 1 (large gaps in equity) to Step 4 (minimal gaps in equity).

STEPS ALONG THE CONTINUUM

1 Large Gaps in Equity

2 Moderate Gaps in Equity

3 Small Gaps in Equity

4 Minimal Gaps in Equity
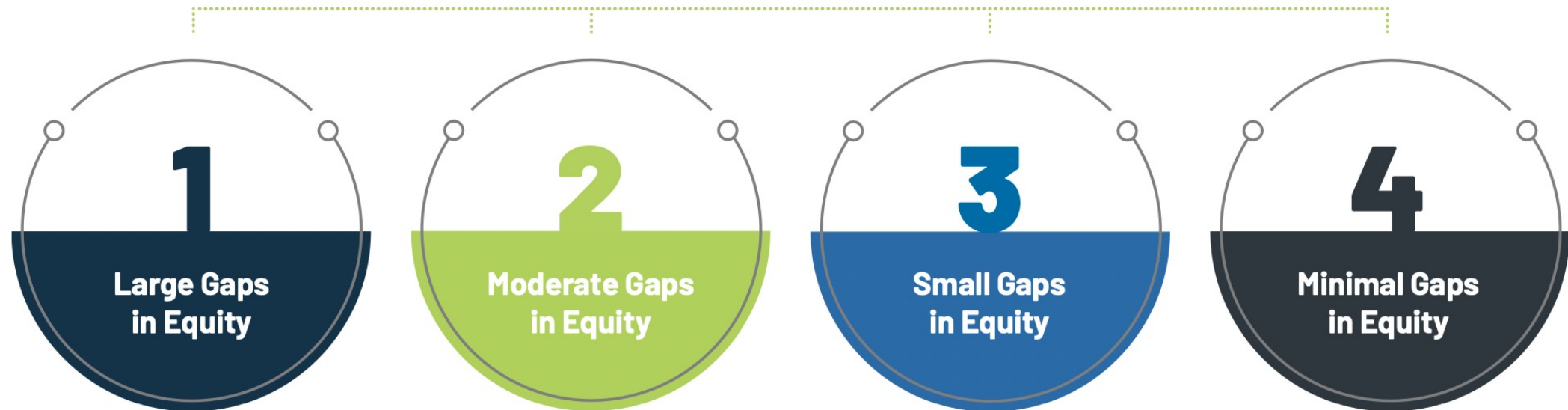
The steps along the continuum represent the measurement of equity in students' access to opportunities, practices, policies, and programming, as represented by the district-level data.

State Goals	Step 1. Large gaps	Step 2. Moderate gaps	Step 3. Small gaps	Step 4. Minimal gaps
STUDENT LEARNING			●——	
LEARNING CONDITIONS		——●		
ELEVATING EDUCATORS			——●——	

	ISBE Staff Recommendation	IBAM Recommendation	Governor's Recommendation
'n' size	**20**	30	10
Overall Weighting between academic indicators and school quality/ student success indicator	**75% Academic Indicators** **25% School Quality Indicators**	51% Academic Indicators 49% School Quality Indicators	80% Academic Indicators 20% School Quality Indicators
Weighting of academic Indicators	**P-8 (75%)** • Academic Attainment – 20% • Academic Growth– 50% • EL Proficiency[1] – 5% **9-12 (75%)** • Academic Attainment – 20% • Graduation Rate – 50% • EL Proficiency – 5%	**P-8 (51%[5])** • Academic Attainment • Academic Growth • EL Proficiency – no more than 15%[2] **9-12 (51%)** • Academic Attainment • Graduation Rate • EL Proficiency – no more than 15%	**K-8 (80%)** • **Academic Attainment – 20%** • **Academic Growth – 50%** • **EL Proficiency – 5%** • **[Science] – 5%** **9-12 (80%)** • **Academic Attainment – 15%** • **[Growth] – 50%** • **Graduation Rate – 5%** • **EL Proficiency – 5%** • **[Science][3] – 5%**
Growth Metric	Simple linear regression model (i.e., current test scores are regressed on lastyear's test scores).	Regression model	**Student Growth Percentiles** and Growth to Proficiency/Target
Identification of School Quality/School Success Indicators[4]	**P-8[5]** • **Chronic Absenteeism** • **Climate Survey** • **Fine Arts Participation**	**P-8[9]** • Chronic Absenteeism • [8th Grade on Track]	**K-8** • Chronic Absenteeism • Climate Surveys • [Broad-based

CHANGES TO ACCOUNTABILITY IN 2022

- ELA & math proficiency: Use the SY2020-21 (2021) data to set new targets by grade span (i.e., 3-4, 5-6, 7-8, 11) for all students enrolled in SY2020-21 in grades K-12. Use SY2022-23 (2023) data to set new targets for all students who enter kindergarten in SY2021-22 and after.
- Science proficiency: Substitute participation rates for proficiency rates in 2022. Participation rates of 95% or higher receive 100 points. Participation rates below 75% receive 0 points. The remaining 100 points are distributed proportionally between 95% and 75%.
- English Learner Progress to Proficiency: Add an additional year to the timeline of all students who were ELs in SY2020-21, and score a student using the higher of 2022 – 2021 (prior) or 2022 – 2020 (prior). Exclude all students who were newly identified as an EL in SY2020-21 from the calculation.
- Student Growth: Use the higher of either a cohort reference or baseline referenced student growth percentile.
- Chronic absenteeism: Award bonus points that incentivize improvement to chronic absenteeism. If the 2022 rated declined from 2021 by more than 7.5%, award 25% bonus. If 2022 declined from 2021 between 5.01% and 7.5%, award 20% bonus. If 2022 declined from 2021 between 2.51% and 5%, award 15% bonus. If 2022 declined from 2021 between .01% to 2.5%, award 10% bonus. If the 2022 rate of chronic absenteeism did not decline from 2021, consider its proximity to the rate of chronic absenteeism in 2019. If 2022 is no more than 5% greater than the rate in 2019, award a 5% bonus.
- Composite 4-, 5-, and 6-year graduation rate: Consolidating to a single scoring formula for all student groups.
  - Indicator Points:
    [Composite weighted adjusted cohort graduation rate * 3.7975) – 253.16456
  - A weighted composite graduation rate ≥ 93 is 100 points and a weighted composite graduation rate ≤ 66.667 is 0 points.
- Climate survey: No changes.
- 9th graders on track: No changes.
- Meta-indicators (i.e., College and Career Readiness, P-2, Elementary/Middle, Fine Arts): Delay till 2025
- Option to exit status early: Schools eligible for early exit include:
  - Schools missing a pre-identified amount of data (e.g., with assessment rates for all or one or more student demographic groups below 70%). Schools will be exited if 2023 rates of participation are ≥95% and the 2023 designation is commendable or exemplary.
  - Newly identified schools whose 2019 index score was ≥70.5 if an elementary school, ≥74.5 if a high school (e.g., schools in the top 30% of the state). Schools will be exited if the 2023 designation is commendable or exemplary; otherwise, they remain in status based on their 2023 designation.
  - Schools that have had a 30% or more change to the enrollments of the all student or one or more student demographic groups from 2019 (e.g., 2019 enrollment ± 2019 enrollment*.3). Schools will be exited if changes to enrollments from 2022 to 2023 are within the 30% margin and the 2023 designation is commendable or exemplary; otherwise, they remain in status based on their 2023 designation.

EVERY STUDENT SUCCEEDS ACT

- GRADUATION RATE 50%
- SAT ELA SCORES 7.5%
- SAT MATH SCORES 7.5%
- CHRONIC ABSENTEEISM 7.5%
- 9TH GRADE ON TRACK 6.25%
- COLLEGE AND CAREER READINESS 6.25%
- CLIMATE SURVEY 5%
- ENGLISH LEARNER PROFICIENCY 5%
- SCIENCE ASSESSMENT 5%
- FINE ARTS PARTICIPATION (FUTURE)

ESSA INDICATORS

Science Assessment, 5.0%

English Learner Proficiency, 5.0%

Climate Survey, 5.0%

College and Career Readiness, 6.3%

9th Grade on Track, 6.3%

Chronic Absenteeism, 7.5%

SAT Math Scores, 7.5%

SAT ELA Scores, 7.5%

Graduation Rate , 50.0%
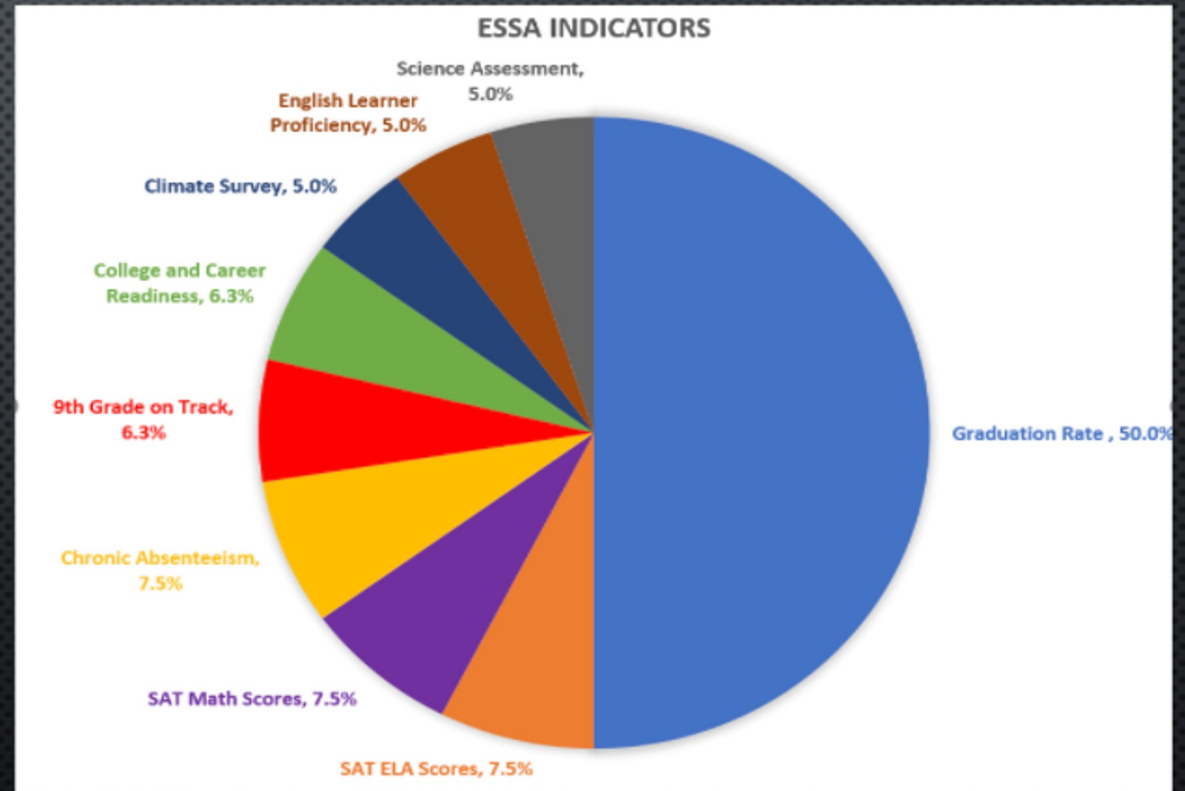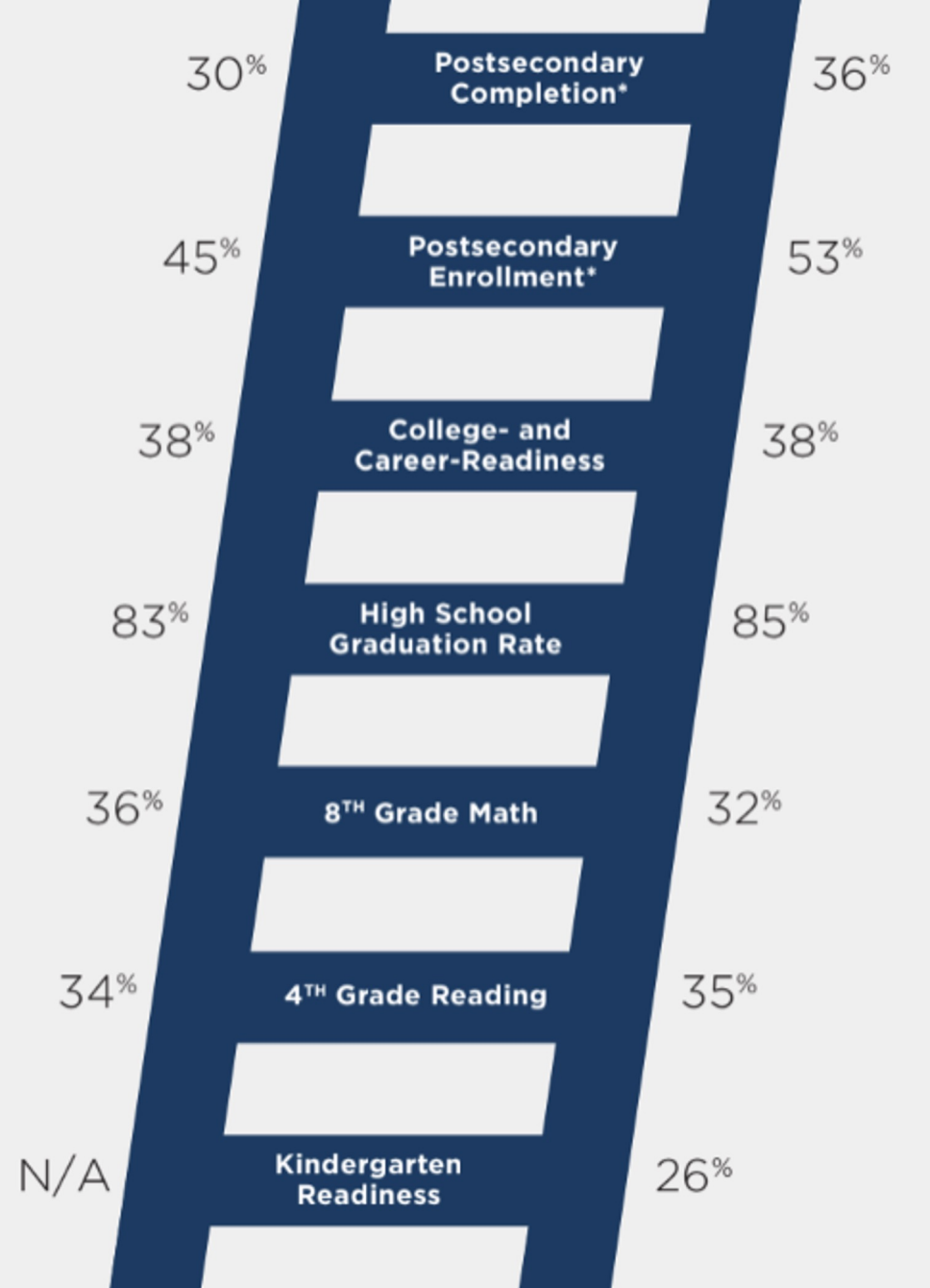
IMPORTANCE OF READINESS AS WE ADDRESS ACCOUNTABILITY
ARE THEY READY?

- ESSA
- New College Admission Requirements
- Early Education/Kindergarten
- Articulation
- Clarity of Expectations
- 6th Grade On Track; High School On Track
- Post High School On Track

COLLEGE & CAREER READINESS

1. GPA: 2.8/4.0

2. 95% attendance in high school junior and senior year

3. EITHER (A) College and Career Pathway Endorsement under Postsecondary and Workforce Readiness Act; OR (B) All of the following:

> One academic indicator in each of ELA and math during   junior/senior year (or Algebra II at any time)

> Identify a career area of interest by the end of the sophomore year Three career ready indicators during junior/senior year

CAREER READY INDICATORS

- Development Experience Industry Credential

- Military Service or an ASVAB Score of 31 or Higher

- Dual Credit Career Pathway Course (College Credit Earned)

- Completion of a Program of Study

- Attaining and Maintaining Consistent Employment for a Minimum of 12 Months

- Consecutive Summer Employment

- 25 Hours of Community Service

- Two or More Organized Co-Curricular Activities
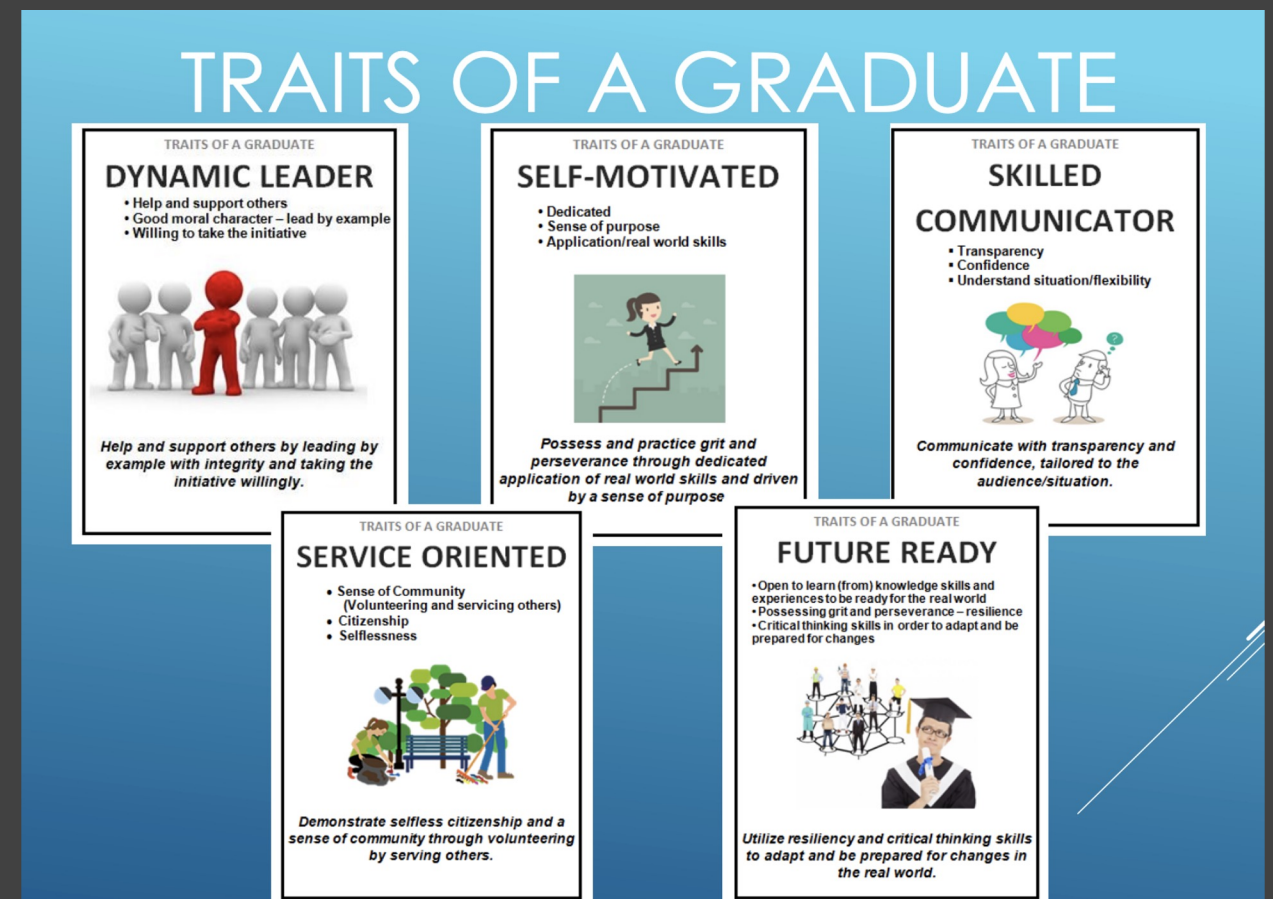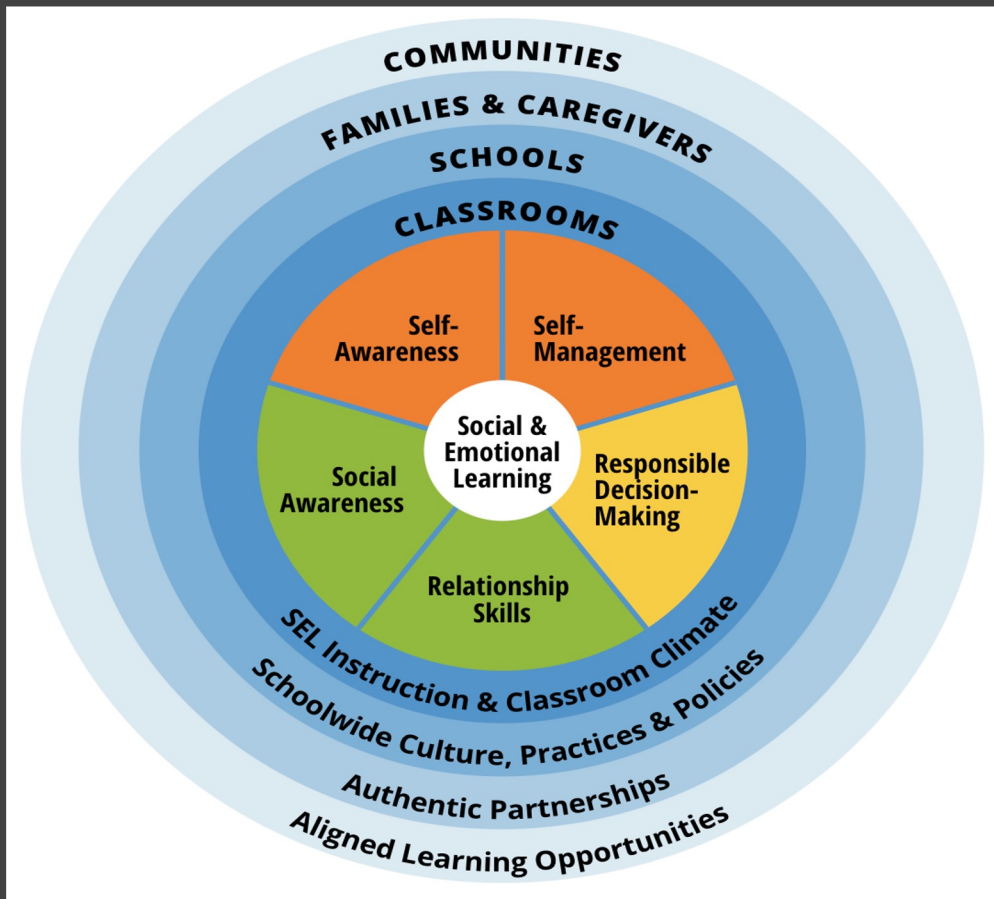
Life / Civic Readiness Indicators

Reflect

INDIVIDUAL DESIGN CONFERENCES

HELPFUL GUIDELINES, EXPECTATIONS, AND EXAMPLES

District Data Presentations

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The presentations should be 30 minutes in length with an extended 10-15 minute time for questions from team members.

The presentation should address:
1) Key measures of district performance. Data that shows trends and comparisons is most helpful. Student achievement data should reflect subgroup populations and cohort data if available. Student achievement data should reflect growth as well as proficiency data.
2) Content that sets the context for understanding the data is also helpful.

We suggest the following sessions but are open to district organization of the topics:
- Student learning (growth and achievement)
- Culture (HR, learning environment, work environment)
- Resources (finance, facilities, and technology)

Student Learning	Culture	Resources
Common Assessment Data for Proficiency (state and norm referenced tests)	Student Demographic Data	Life Safety Data
Common Assessment Data for Growth (state and norm referenced tests)	Subgroup student populations	Space Utilization Facility Data
Kindergarten Readiness- Kids Assessment	Class size Data	Facility Data: Maintenance, Cleanliness, Cycle Time Data
	Student Engagement Data	
High School Readiness 9th Grade On Track	Extra-Curricular Participation Data	State Financial Rating and all factors contributing to that Rating
	Student, Family and Staff Satisfaction Data	✔ Fund Balance to Revenue Ratio ✔ Expenditure to Revenue Ratio ✔ Days Cash on Hand ✔ % Short Term Borrowing/Maximum Remaining ✔ % Long Term Debt Borrowing Remaining
Achievement Gap Data/ Subgroup populations	Effectiveness of Intervention or Enrichment Data	
Common Assessment Data (District Pre Post Unit, Finals)	Organization Health, Climate, Culture Data	Salary and Benefit Data
	Staff Retention Data	Pupil Per Expenditure Data
HS Graduation Rate (Secondary)	Staff Demographic Data	Audit Findings Data

REVIEW REPORT EXAMPLES

IDENTIFY KEY PERFORMANCE INDICATORS

DESIGN A COMMON TEMPLATE

TELL WHAT YOU ARE GOING TO REPORT

REPORT ONE OR MORE SLIDES PER KPI TO TELL YOUR DATA STORY

TELL THEM WHAT YOU TOLD THEM

Drafting Key Performance Indicators

Student Achievement Key Performance Indicator	Have?	Essential?
• Graduation Rate	🟥	
• State Assessments in ELA , Math, & Science	🟩	xxx
• District Assessments in ELA, Math, & Science	🟩	
• Achievement Gaps	🟩	xxxx
• Kindergarten Readiness	🟩	x
• Reading at Grade Level Grade 3	🟩	x
• Middle School Readiness	🟥	
• 8th Grade Algebra Enrollment	🟩	x
• 9th Grade on Track (High School Readiness)	🟩	xx
• English Language Proficiency	🟩	x
• Grade Point Average middle and high school	🟥	
• AP/CTE/ Dual Credit Participation high school/gifted & Talented/Honors	🟩	
• College, Career, Life Readiness high school	🟥	
• Student Exit Survey	🟥	
• Post Secondary Enrollment/Other Information	🟥	

Student Achievement Key Performance Indicator	Have?	Essential?
• 8th Graders passing Algebra		
• Student Satisfaction- Ambitious Instruction 5Essentials		x
• Other		
• No. of students in Tier III		

Key Performance Indicator	Have?	Essential?
• Student Enrollment and Demographics. May be in Student Achievement		xx
• Student Attendance/chronic absenteeism		xx
• Student Behaviors/Discipline (referrals, suspensions, etc.)		xx
• Student Satisfaction- Supportive Environment 5Essentials		xx
• Student Engagement. May include in Student Achievement 5 questions	?	
• Student Participation in Extra-Curricular Activities		x
• Student Curricular and Instructional Equity/Intervention Systems Success		xx
• Student Cultural Acceptance and Belonging (SEL)		
• Class size issue of equity. Move to facilities		x
• Student 5Essential Response Rate. Include with 5E		
• Parent 5Essential Response Rate. Include with 5E		
Family Support- Family survey doing in Sept		x

Key Performance Indicator	Have?	Essential?
• Staff Demographics		x
• Staff Attendance		xx
• Staff Commitment include in 5E		xx
• Staff Satisfaction- Collaborative Teachers 5 Essentials		xx
• Staff Engagement/Belonging include in 5E		xx
• Staff Retention		
• Mentoring and Induction Success		
• Professional Development Satisfaction		
• Staff Certification		x
• Staff Highly Qualified		
• Staff Performance		x
• Staff Salaries and Benefits		x
• Staff Team Assessment/PLC work/PBIS		
• Staff Well Being include in 5E		xx
• Staff Satisfaction- Leader Effectiveness 5 Essentials		

Key Performance Indicator	Have?	Essential?
• **Staff Exit Surveys**		
• **Teacher 5Essentials Response Rate**		X
• **Administrator Demographics**		
• **Teacher Experience and Education**		
• **Teachers teaching out of field**		
• **Other**		
• Staff/student ratio		

Key Performance Indicator	Have?	Essential?
• Short term debt		x
• Long term debt		
• Fund balance		
• Borrowing power		
• Expenditure to Revenue		
• State Financial Rating		
• Per Pupil Instructional Expenditure		
• Per Pupil Operational Expenditure		
• EAV/Tax rate		
• Annual Audit		
• Enrollment		
• Revenue Sources		x
• Financial Projections		x
• Comparison to Actual		
• Equity Evidenced based funding model		x
Other?		

Key Performance Indicator	Have?	Essential?
• Space Utilization		x
• Cleanliness		
• Maintenance		
• Facility Plan on Track		x
• Capital Improvements		x
• Life-Safety/ Security		x
• Response Rate/Work order System		x
• Class size. Equity to Space Utilization		x
• Referendum Passage		
Play Spaces to Space Utilization		x
Middle school spaces for exploration to Space Utilization		x
Full Day Kindergarten to Space Utilization		x
Other?		

Key Performance Indicator	Have?	Essential?
• Device to Student Ratio		x
• Infrastructure		
• WiFi		
• Student Tech Expectations		
• Staff Tech Expectations		
• Cycle Replacement		x
• Response Time		x
Student hot spots		x
Cameras and visitor management		
Website		x
Data privacy, security		x
Annual Tech report on track		x
Other?		