



Power and Advocacy With Data



Objectives

- Empower Community Schools leaders with the tools and processes necessary for producing meaningful data
- Illustrate the how schools can use data for advocacy

My focus

Making you ready with the data tools you need to advocate





DC Scholars

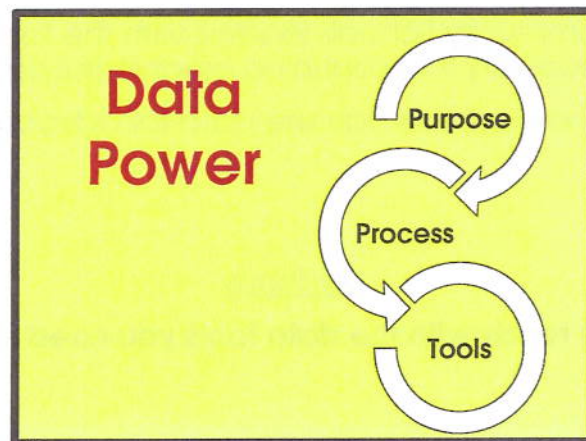
Thinking Map

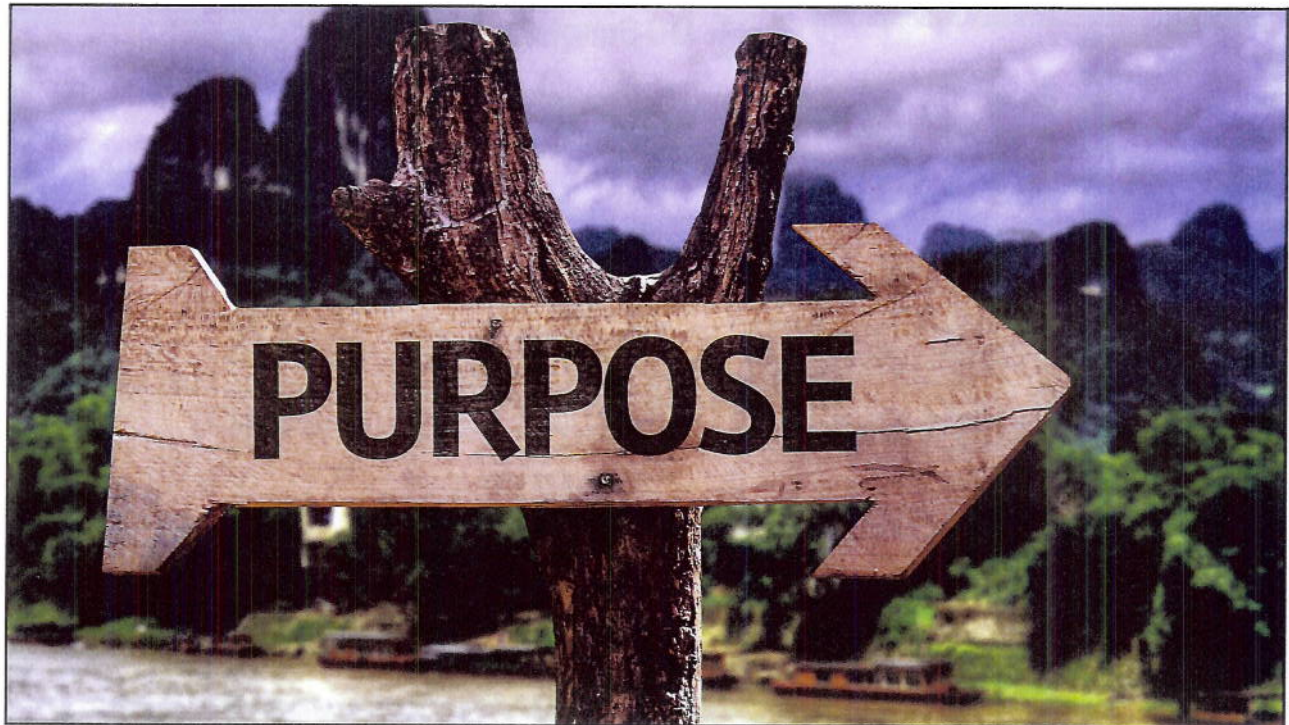
Notes	
Action Steps	Follow-up Questions



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Finding Advocacy Power Through Data





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How has Stanton's Manager of CAFE used Data to Advocate?

- Advocate for TBI with local grantors and DCPS
- Inform decisions about after school programming next year
- Inform decision-making about APTT (Academic Parent Teacher Teams)
- Direct family engagement planning
- Inform decisions about partners
- Hold partners accountable
- Advocating for CS funding with the city council
- Producing stand-out reports and reviews with OSSE





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SAMPLES

5/17/2017

7



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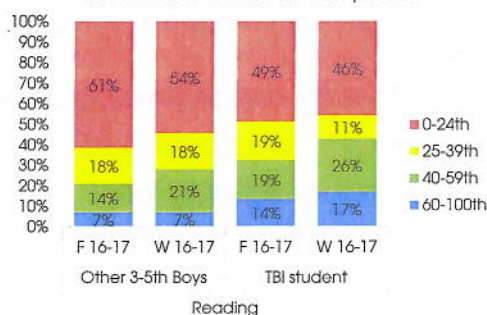
TBI Data for Advocacy

Written (Grant Applications)

- According to MAP, after just four months in the program, the percent of TBI at or approaching a college ready level in English Language Arts (40th percentile or above) rose 10%, from 23% to 43%.
- From January to January, the percent of TBI boys reading at or above proficient level on the TRC assessment rose from 33% to 56% -- an increase of 23%.
- On average our first two ANET interim Math assessments, the percent of TBI boys outperforming the national network rose from 69% last February to 82% in February of this year.
- While chronic attendance rose 6% for other 3-5 grade boys this year, the percent of TBI boys with chronic attendance (10 or more absence) dropped from 12% in March of last year to 7% this year.

Visual (Reports / Presentations)

Stanton MAP Trends: TBI Comparison





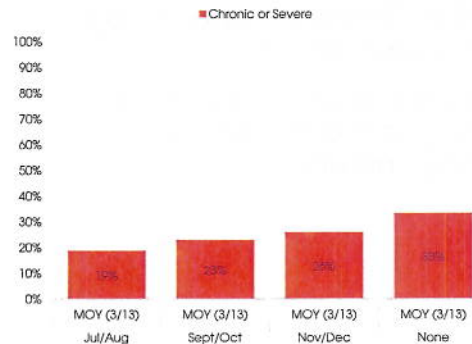
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Informed Decision-Making

Action Steps

- Use data to press for earlier home visits with teachers
- Institute new mid-year transfer policies: induction & home visit

2016-17 Chronic Attendance and Date of Home Visit



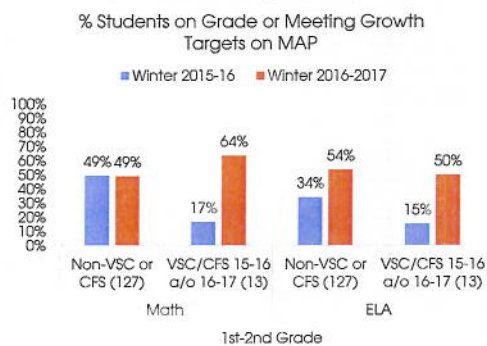
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Informed Decision-Making

Action Steps

- Advocate for more support
- Report to providers
- Emphasize enrollment in younger grades (where the impact was strongest)

Voices for a Second Chance / CFS Impact





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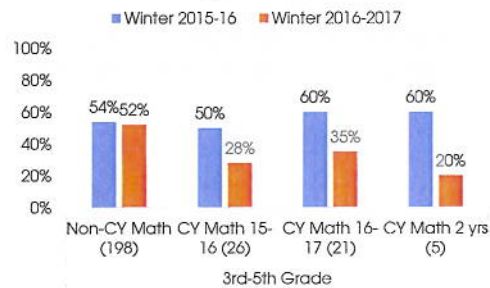
Informed Decision-Making

Action Steps

- Shift CityYear support to be focused on ELA
- Focus on strong training for CityYear in one or two responsibilities

Impact of City Year on Math

% Students on Grade or Meeting Growth Targets on MAP



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Annual Report

DC Scholars Stanton - Community in Schools MAP Year Report

Community School Model Overview

In the 2016-17 school year, DC Scholars Stanton Elementary (Stanton) selected major milestones as a community school in the summer of 2016, we launched The Sun Institute, a literacy program for 40 3rd-5th grade boys that builds self-efficacy, integrity, love, and hope. Stanton accomplished a historic 71% of boys with completed, and went on to win the Standing Ovation Excellence in Family Engagement Award from DCPS for our efforts in the 2016-17 school year.

2016-17 also saw the first school year that the DC Scholars Community Schools team and together a further state of the union, designed to give all students the building on depth due to its comprehensive partnership goals, highlighting the bright spots of our programming and focusing on both immediate and long-term requirements we can make to our programming. The 2016-17 year has led, to the Stanton team, as a continuing year of our hard work to become a true community school feeling excited, in the 2016-17 school year, new school have been served by partners from in any previous year.

For the 2016-17 school year, Stanton highlighted the team structure that brought so much success to us in the 2015-16 school year.

These topics directly supported the execution of services we provided as a community school, outlined in our original application:

- Mental health prevention and treatment services
- Academic enrichment activities
- Programs designed to increase attendance
- Youth development programs
- Programs designed to facilitate parental involvement
- Schoolwide child-care services

In the 2016-17 school year, the Community School Coordinator (CSC) participated in the Student, Attendance, and Family Functioning teams, and led the Family Engagement Leadership and Attendance Leadership Teams. The CSC's participation in these teams represented the same, except for the Attendance Leadership Team, in the 2016-17 year, the CSC transitioned to coaching a new leader at the Attendance Leadership Team, as a sustainable development opportunity for both the CSC and the Attendance Leadership Team. Under the CSC's guidance, the Attendance role has made major development strides in their leadership after just two months of coaching and testing the waters.

In mid-year conversations with partners, staff partners reported feeling part of the school team, and reported that they felt empowered to openly communicate with the Stanton team about strengths and growth areas of our programming.

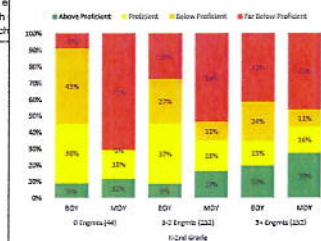
Further Programming Descriptions and Progress to Goals

As the lead agency for our community schools, DC Scholars Community Schools provides direct supervision and support to the CSC. In April of 2016, School Academics' board determined that

3. **Blessings in a Backpack** is a national non-profit that partners with local funders to provide weekly backpacks full of food for our low-income students to take home for the weekend. This partnership between Blessings in a Backpack and Transitions Healthcare has provided nutrition support for Stanton families and has also led to Transitions Healthcare receiving the Mayor's Community Service Award. Outcomes of the partnership include:

- Every Friday, 165 students receive a weekly backpack filled with enough food to feed them for a 2-4 day weekend
- Residents of the Transitions Health Care Capital City facility packed all the backpacks for the students
- At least 10 parents have received training and employment through the facility
- 70 families received Thanksgiving baskets
- 2 holiday events have been hosted at the nursing facility
- The nursing facility has donated \$3,000 to sponsor 5th grade
- Through Blessings in a Backpack, Stanton has partnered with volunteer at the school, and design unique events for our school

2016-17 TRC Trends



As seen in the graph above, the more engagements a student received, the more growth they made in reading







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Program Evaluation Process Keys



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Elements of a Program Evaluation Timeline

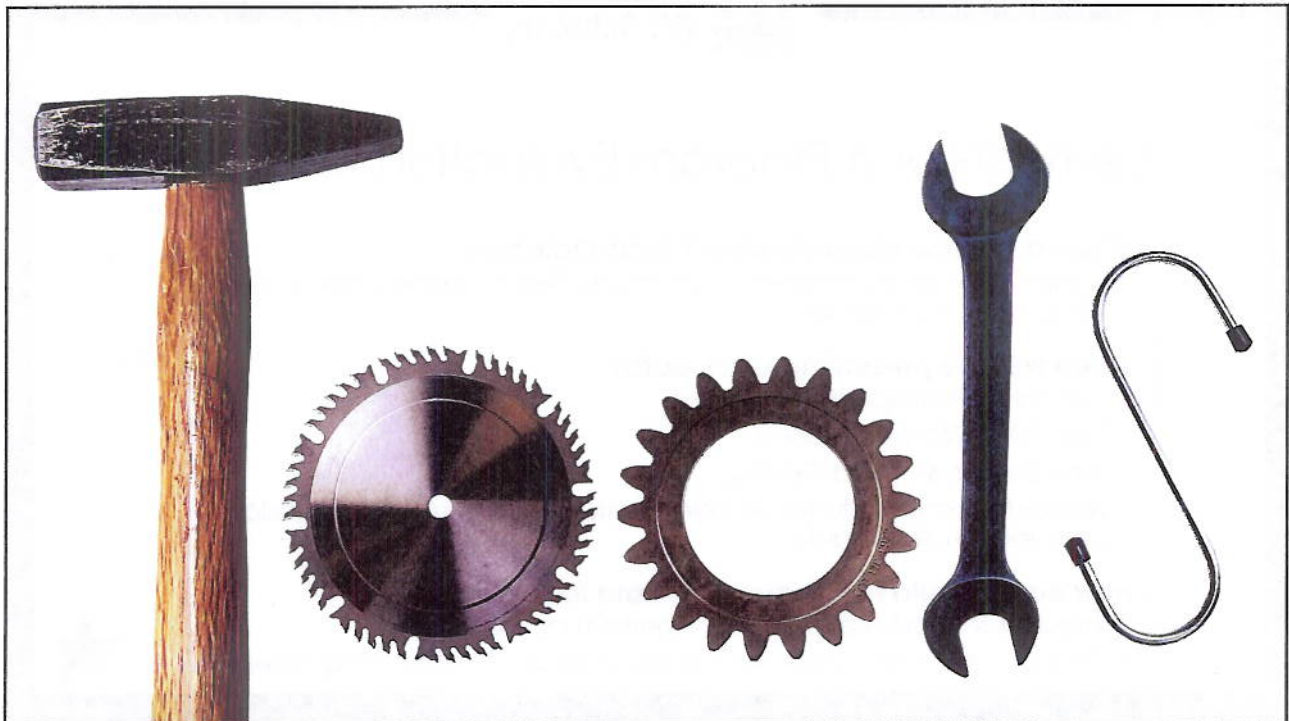
- **When do I need student rosters? (Mid-October)**
 - Student IDs, Names, Grades, Homerooms, Demographics (Race, Gender, Ethnicity, Homelessness)
- **When will I be presenting CAFE data?**
 - Oct / Nov: Participation Overview
 - Feb / Mar: Mid-Year Review
 - Jun / July: End-of-Year Review
 - Weekly/Monthly: Data for on-going actions (attendance, suspensions, participation, feedback)
- **How early should I be requesting data for my reviews?**
 - Requests should be put out two months in advance
 - Data should be received one month in advance of reporting dates





Example Program Evaluation Timeline

Date	Action
8/1/17 - 9/15/17	Identify Data Owners: Rosters, Attendance, Assessments, Suspensions
9/15/17-9/25/17	<ul style="list-style-type: none"> • Share data timeline and purpose with data owners; get agreements • Review metrics with data managers: what can be collected?
9/25/17	Request roster data to be received between 10/5 and 10/15
10/5/17	Send reminder for roster data with template
1/1/18-1/31/18	<ul style="list-style-type: none"> • Send reminders about MOY academic / culture data with template • Schedule MOY CAFE data dive; engage target participants
3/5/18	Present MOY partner data
5/1/18-5/31/18	<ul style="list-style-type: none"> • Send reminders about EOY academic / culture data with template • Schedule EOY CAFE data dive; engage target participants
6/25/18	Present EOY partner data





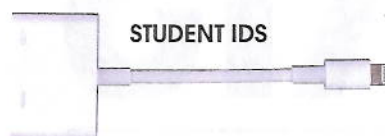
Student IDs Are Everything

- When you collect data, ALWAYS include Student IDs
- Student IDs enable a simple link between participation data and other indicators, such as assessments, culture, and attendance

Assessment Data

Culture Data

Attendance Data



Participation Data

=Vlookup(STUDENT ID,LOOKUP RANGE,COLUMN,0)



Template Design

Participation Templates

- Student ID is the key!
- Create headers that specify the type of participation
- Give partners the full school roster (with names, student ids, and grades) and have them mark "Y", "N" for participation under each category of participation

Data Collection Templates

- Know what you are asking for
- Take time to learn assessments and how the data is reported
- Find out what metrics can be exported
- Review your templates with the data manager before finalizing
- Get data for the whole school, not just participants! That way you can compare.





The easier and simpler you make data collection, the more likely you are to get the data you request!



KIS

KEEP IT SIMPLE



Sample Participation Template

Student ID	First Name	Last Name	Grade	Homeroom	Math Tutoring	ELA Tutoring	Attendance Support
1223456	<i>First</i>	<i>Last</i>	5	<i>Duke</i>	Y	N	Y
9198598	Morris	Jessica	10	UMD			

Pre-populated

Always give an example at the top. Gray out the row and put the text in italics.





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Sample Assessment Template

Student ID	First Name	Last Name	Grade	TRC BOY Proficiency	TRC MOY Proficiency	MAP ELA Growth Percentile	PARCC ELA Growth Percentile	ANET 1 ELA % Correct
1223456	Fox	Eleanor	4	Far Below Proficient	Below Proficient	45	35	45%
9198598	Morris	Jessica	5	Below Proficient	Proficient	75	50	80%

Remember! Get data for the whole school, not just participants! That way you can compare.



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Example Assessment Metrics for Program Evaluation

Target Skill	Possible Metrics
Reading Fluency	DIBELS Benchmark Level Aimsweb Percentile Rank Aimsweb Rate of Improvement
Reading Comprehension	TRC Level or Book Level Growth F&P Book Level Growth
ELA / Literacy	NWEA MAP Conditional Growth Percentile PARCC Level or Growth Percentile ANET Distance from Network Average
Math	iReady Level NWEA MAP Conditional Growth Percentile PARCC Level or Growth Percentile ANET Distance from Network Average





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Sample Culture Template

Student ID	First Name	Last Name	Grade	As of Date	YTD # of Suspensions	YTD # Office Referrals	YTD # Days Absent	YTD In Seat Attendance	YTD Positive PBIS Points
1223456	Fox	Eleanor	4	1/31/17					
9198598	Morris	Jessica	5	1/31/17					



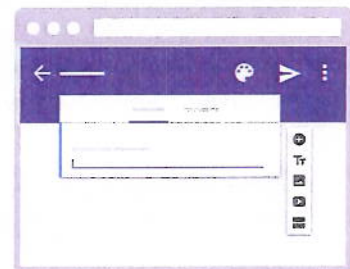
It's important to get the "As-Of" date for when data is reported, especially if you are requesting it throughout the year



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Survey Data Tips

- Create surveys using **Google Forms** so you can access raw data or easily analyze
- You can **paste in lists for dropdowns** directly from excel, such as student names or class names
 - Less clean-up of the data later
 - Easier to analyze
- **Include participant characteristic** questions if survey is anonymous (Grade, Homeroom, Demographics)
 - Identify targeted supports
 - Analyze impact on key subsets of participants



What Survey Data Should I Collect?



Thinking Map

Notes	
Action Steps	Follow-up Questions





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Follow-up / Contact Information

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Pluses & Deltas // Core Value Shout Outs

