



DOUBLE LINE // PARTNERS

Arkansas Ed-Fi Dashboards

Presentation to Ed-Fi Advisory Group

January 31, 2013



Thank you to the following Education Cooperatives for hosting the Arkansas Stakeholder Engagement sessions:

Southwest Co-op, Hope, Arkansas

Wilbur D. Mills Co-op, Beebe, Arkansas

Northwest Co-op, Farmington, Arkansas

Also, a special thanks to all of the stakeholders who attended the sessions and provided their feedback!

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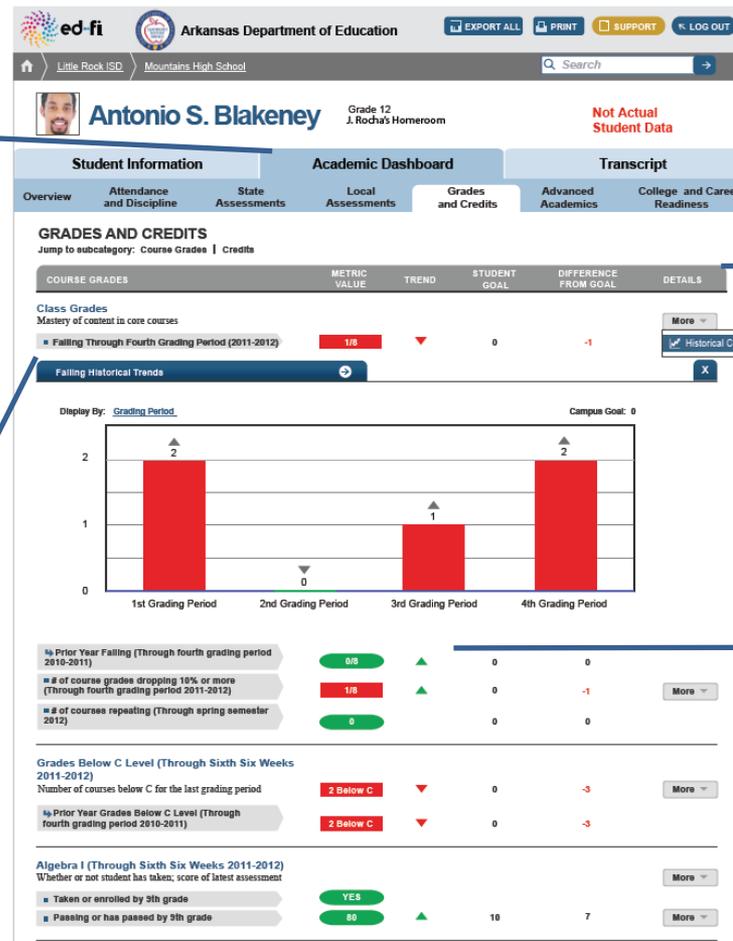
- Overall Dashboard Revisions
- Student Dashboard
- Classroom Dashboard
- Campus Dashboard

About the Ed-Fi Dashboards

- Based on a nationwide best-practice analysis of student and campus performance metrics
- Vetted by ~4,000 educators across the country
- Currently being used by ~3,500 educators in Delaware and ~2,500 educators in Texas
- Customizable to address needs identified by Arkansas stakeholders

The academic dashboard contains six categories of performance metrics based on analysis of national, district, and state scorecard best practices and ongoing user feedback.

For each category, such as “Grades and Credits” shown here, a list of metrics are shown with definitions.



Users can see goals for each metric, see status bars (Met Goal/Below Goal), and find more or by clicking through “More” button.

Trend arrows show areas that are getting better or getting worse to make it easier for teachers and principals to prioritize interventions.

Stakeholder Engagement Sessions

Stakeholders across the state were invited to provide feedback into the development of the Arkansas Ed-Fi Dashboards



- **~170 stakeholders provided detailed feedback**
 - 24 Classroom Teachers
 - 33 Building Leaders
 - 78 District Administrators
 - 17 Technology Coordinators
 - 11 WebEx survey completers
- In-person workshop sessions were held at three Co-ops across the state
- Break-out sessions were organized to gather detailed feedback by stakeholder group (Teachers, Building Leaders, & District Administrators)
- Statewide WebEx was held on Nov. 9

Stakeholder Workshop Agenda

The engagement sessions were planned to enable stakeholders to understand ADE's vision, review progress to date, and provide input into the design of the dashboards

Plenary

- ADE **Vision & Project Purpose**
- Introduction to Ed-Fi Dashboards & Demo Video
- Details about breakout sessions and logistics

Plenary Q&A

- **Gauge initial reaction** to the vision presented in plenary, including: overall impressions, areas that are not clear, other questions

Clean Slate Approach

- Prior to viewing dashboards, stakeholders provide the **"Top 10"** critical questions/pieces of data they would want to include in a dashboard, including timing/frequency of use and relative importance

Dashboard Feedback

- Participants to **provide detailed feedback on draft dashboards**
- Participants given time to review dashboards, **provide written feedback, and then share oral feedback** with the group

Final Review

- Address any **additional questions**
- Capture **overall impressions and feedback**

Breakout sessions

Stakeholder Feedback Process – “Clean Slate”

Stakeholders were asked to provide the “Top 10” critical questions/pieces of data they would want to see in a dashboard, including timing/frequency of use and importance

GT Coordinator - K-12

Top Ten Data Needs

1. Grades
2. Transcripts
3. Test Scores
4. AP/PreAP Class Lists
5. AP/PreAP certifications of +
6. Schedules (students)
7. 504
8. Twice Exceptional
9. Ethnicity
10. Race

TOP 10

Data	(Demographic)	Rank	Frequency
Student Info		1	often most
Testing Data		5	Infrequent
Teacher Certification		6	Infrequent
Student Grades		4	weekly
Transcripts		7	Infrequent
Student Achievement Current		2	often
Teacher Performance		8	yearly
Discipline		3	often

Stakeholder Feedback Process – Dashboards

Stakeholders reviewed each metric in the sample dashboards and rated it as “Useful,” “Not Useful,” or “Needs Clarification,” and also provided written feedback and comments

Metric	Useful	Not Useful	Needs Clarification
Teacher Attendance Rate (Through May 25, 2012)	☆☆		
Teacher Experience (Through May 25, 2012)	✓		Could this distinguish for professional and solo lease?
Teacher Education (Through May 25, 2012)	✓		
Teacher Certification by Subject Area (Through April 1, 2012)	✓		
Retention (Teacher Retention)	✓		Could this show % compared to previous years?

Metric	Useful	Not Useful	Needs Clarification
Other Student Information (TAGG)	Great!		

What metrics are most useful for this profile view? Indication of TAGG would be very useful as well as all demographic information. Demographic Infor. would be great for teacher access

What metrics are not useful for this profile view?
All items would be useful for different job areas!!

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Direct Feedback from Stakeholders

Feedback covered a spectrum of opinions, but was predominantly positive

Overall = great!

*This is all great information
and could be plugged right
into grant writing!*

*This seems easy to read
and keep up with!*

*Looks great! I can see many areas
where this would help out staff out
and really put all information in
one central location.*

*I am very excited to see the
dashboards implemented in our
school!*

*I wish schools could have access to
the dashboards sooner!*

*Overall, the admin/teacher/counselor use of this
program to centralize where they pull their data is
amazing. It's very standard across grade levels it
seems and will really bring useful information all
together in one place, rather than having to search
through numerous programs.*

*This is going to be great for
Arkansas teachers!*

Stakeholder Feedback Overview

Stakeholder feedback was relatively consistent across the state, focusing primarily on suggestions for additional content and some clarification on visualizations and features

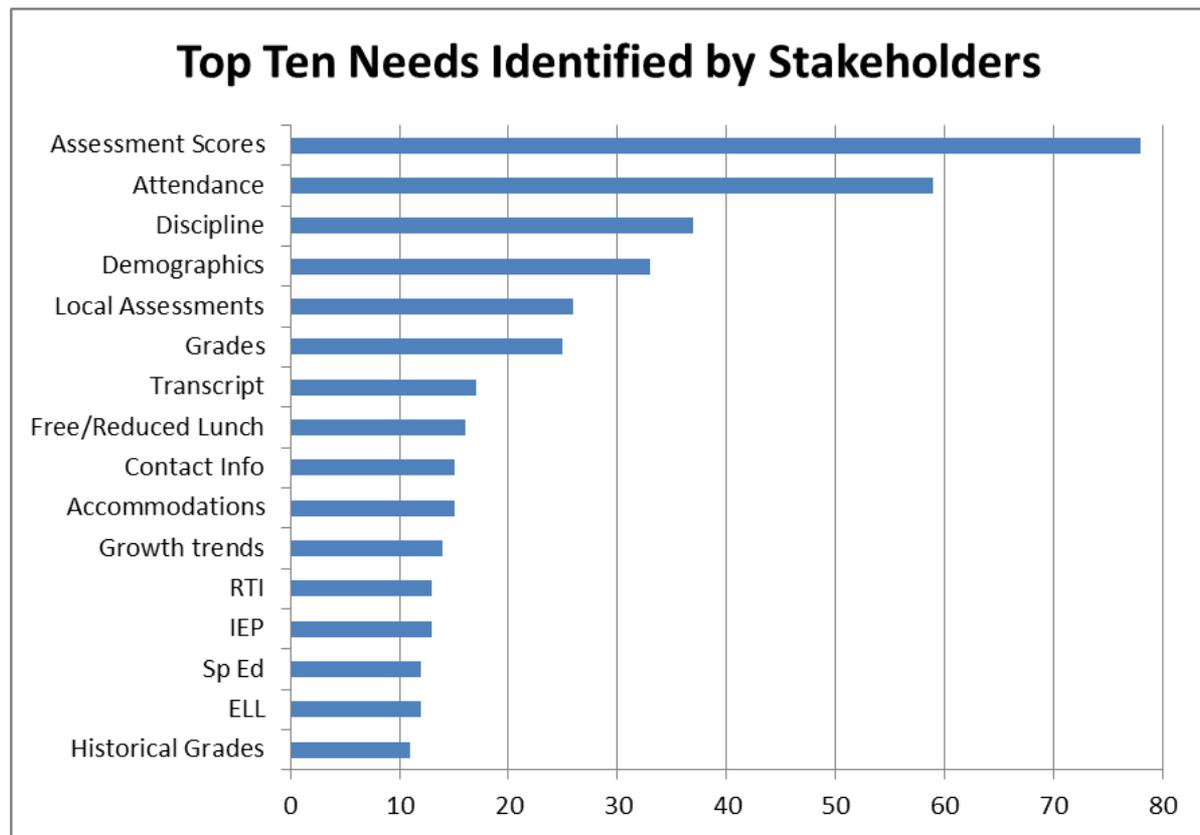
Key Findings:

- **Vast majority** of all performance measures (metrics) featured on the draft dashboards were rated as **“Useful” by 75% or more** of all stakeholders
- **Several metrics were noted as needing clarification**, but no metrics were considered **“Not Useful”** by less than 10% of stakeholders
- Stakeholders generally appreciated the **consolidated format and clean layout** of the dashboards, especially as compared to current systems
- **Additional data was often requested** by stakeholders, particularly in the areas of **student information, interventions and local assessment results**
- Stakeholders expressed the need for **historical data and student lists**, which are **available in the dashboards but not visible in the samples**

Suggestions on additions and modifications to the dashboard pages are detailed in the addendum full stakeholder report

Stakeholder Feedback – Clean Slate “Top 10”

Participants provided open-ended feedback regarding the “Top 10” critical questions or pieces of data to meet their information needs



**Data based on 105 respondents to the Clean Slate exercise.*

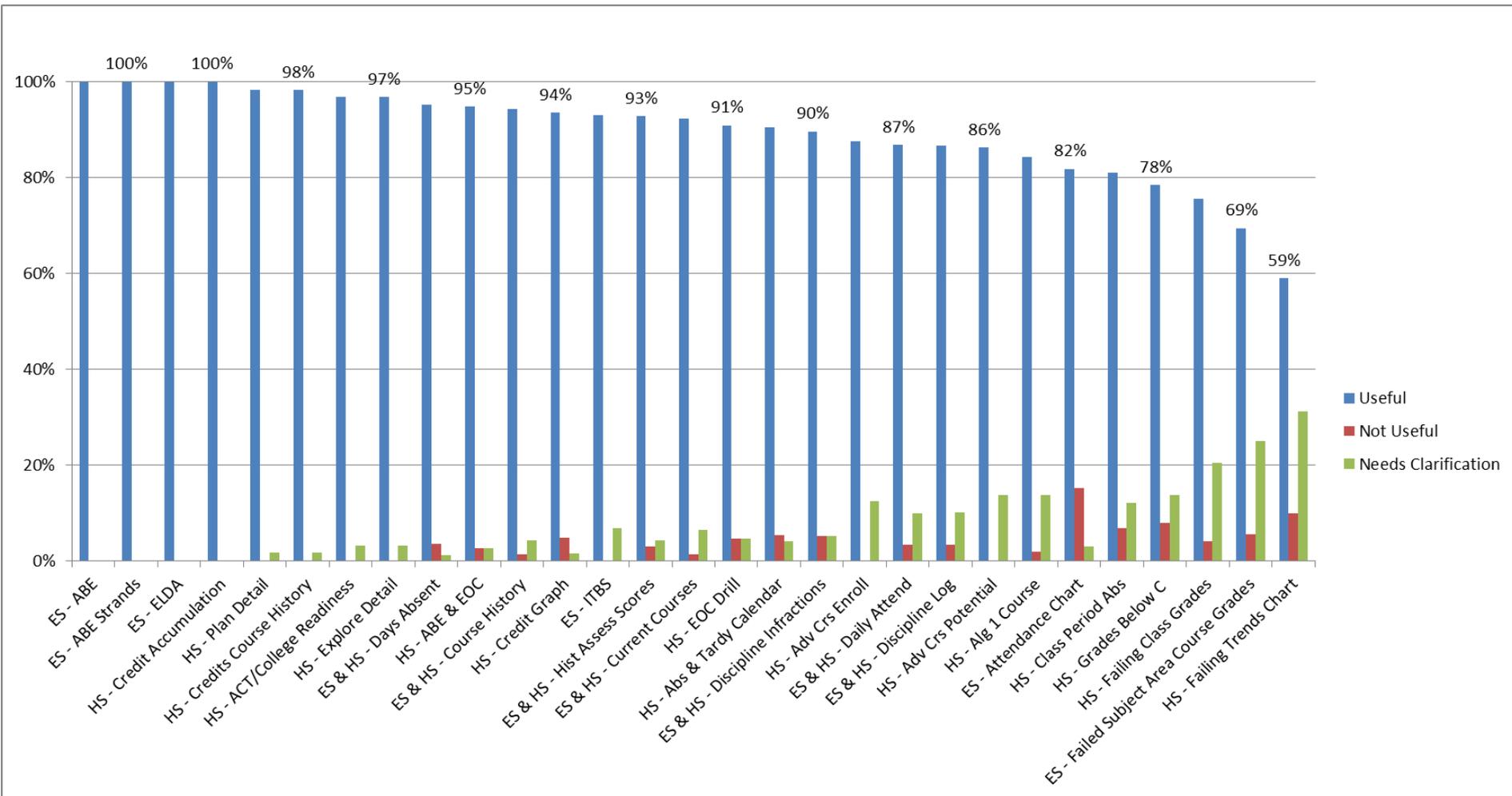
Top 5 Responses

1. **Assessments Scores** (including state)
2. **Attendance** (absences)
3. **Discipline** (incidents such as suspensions)
4. **Demographics** (broad set of student characteristics)
5. **Local Assessments** (benchmark and interim assessments such as TLI, NWEA, etc.)

Feedback during the Clean Slate exercise matched very closely with draft dashboard content with the exception of local assessments and intervention plan information

Student Dashboard Metrics Rated “Useful”

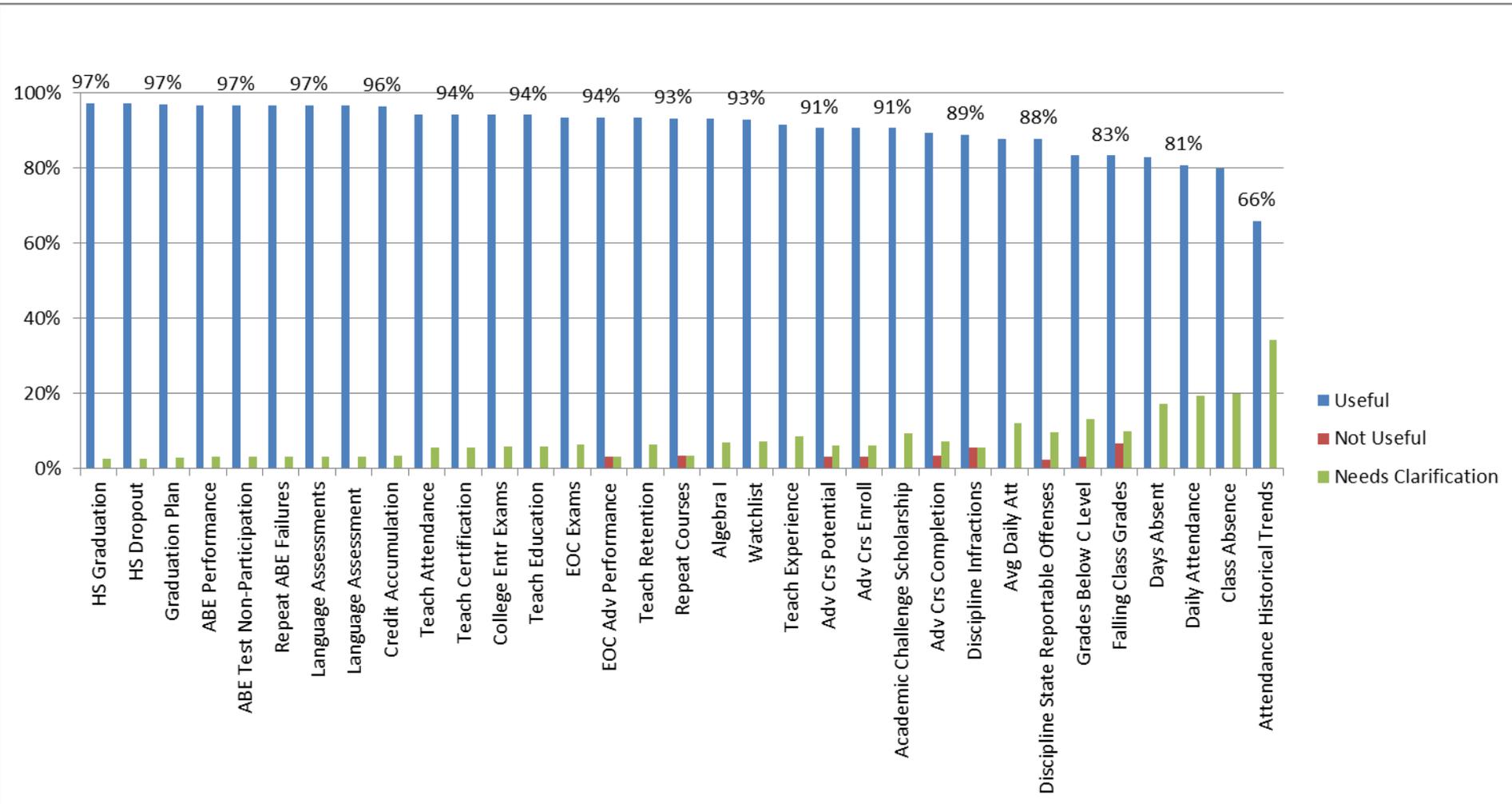
The Assessment and College & Career Readiness metrics were considered most useful by stakeholders, while the Class Grades presentation for both ES and HS required clarification



*Data represents % of respondents who marked each indicated metric or visualization (e.g., chart, graph or drill down) as Useful, Not Useful, or Needs Clarification. Graph excludes results from the Overview page.

HS Campus Dashboard Metrics Rated “Useful”

Similarly, the campus College & Career Readiness and Assessment metrics were considered most useful as presented while some attendance metrics required clarification



*Data represents % of respondents who marked each indicated metric or visualization (e.g., chart, graph or drill down) as Useful, Not Useful, or Needs Clarification. Graph excludes results from the Overview and Goal Planning pages.

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Criteria for Incorporating Stakeholder Feedback

1. Determine availability/feasibility to collect the requested additional student, teacher, and campus data and visualizations
 - e.g., Local assessment results, district graduation plan requirements
2. Identify which data elements (if any) are prohibited due to privacy concerns
 - e.g., FRPL, 504 details
3. Prioritize dashboard changes based on stakeholder requests and project scope

The screenshot shows the ADE student information dashboard for Blanca L. Aguiar, a 9th-grade student at Little Rock High School. The dashboard is organized into several sections:

- Student Information:** Includes a photo of Blanca L. Aguiar, her name, grade (9), and homeroom (J. Filbrays).
- Guardian / Parent Information:** Lists primary and emergency contact information for J. Filbrays, including name, relationship to student, address, and phone numbers.
- School Information:** Shows grade level (9th Grade), late enrollment status, homeroom, date of entry (August 22, 2011), date of withdrawal, graduation plan, and expected graduation year (2015).
- Program Status:** Lists various programs and their status, such as Integrated Program (checked), Career and Technical Education (checked), Limited English Proficiency (checked), Gifted & Talented (unchecked), Special Education (unchecked), and Section 504 (unchecked).
- Other Student Information:** Lists various categories and their status, such as Targeted Achievement Gap Group (checked), Homeless (unchecked), Immigrant (unchecked), Limited English Proficiency (unchecked), Gifted (unchecked), Over Age (unchecked), and Repeater (unchecked).

The dashboard also includes a search bar, navigation tabs for Student Information, Academic Dashboard, and Transcript, and a footer with navigation icons and a copyright notice.

Update dashboards based on prioritized changes

Highest Priority Dashboard Additions

1. Local Assessments

- Timely local assessment results

2. Expanded Tracking of Credit Requirements

- Ability to track student credit accumulation against a range of requirements: Smart Core, Core and district plans

3. Additional College Entrance Exam Detail

- Stakeholders requested that PSAT and SAT data be incorporated into the dashboards along with detailed EXPLORE, PLAN, and ACT results

4. Arkansas-Specific Customizations to Student Information

- Stakeholders requested modifications based on Arkansas terminology

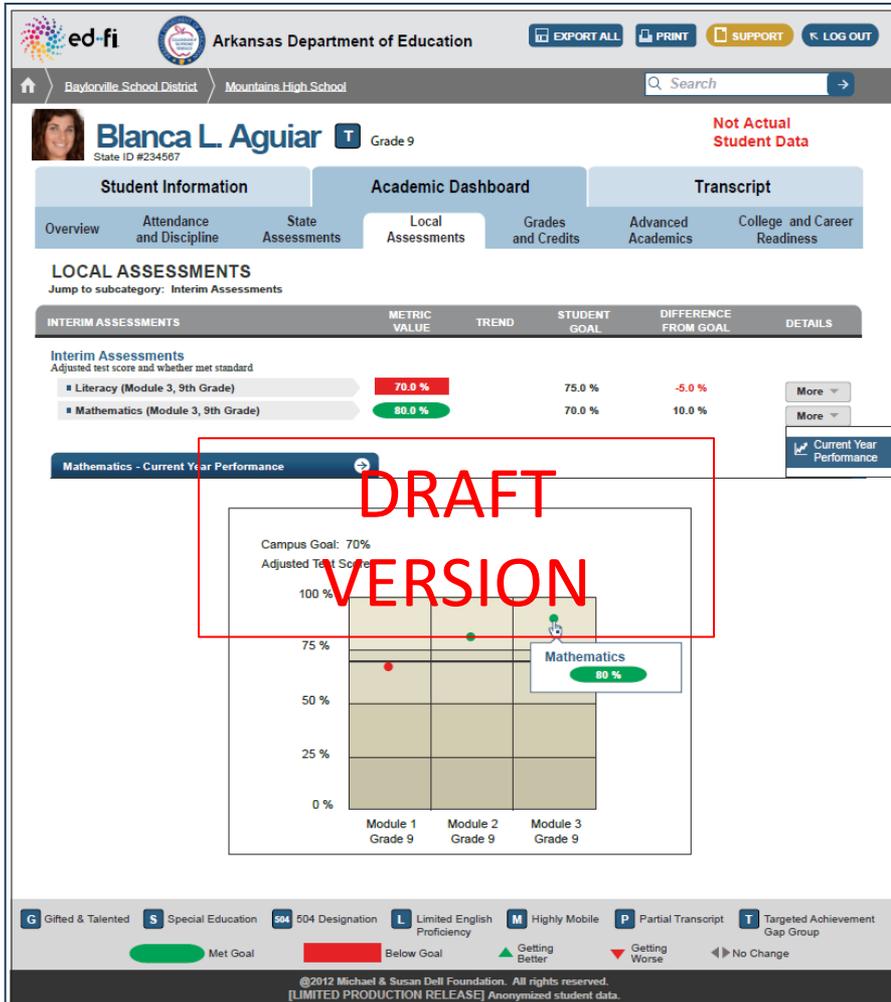
5. Student GPA

- Student GPA displayed prominently in the dashboards

6. All Discipline Infractions

- Stakeholders valued local discipline data as much as if not more than state reportable infractions

Adding Local Assessments



Stakeholder Feedback:

The inclusion of local assessments was the highest priority request for new information in the dashboards.

Dashboard Changes:

- ADE is targeting vendors identified by stakeholders to provide periodic assessment data to power dashboard metrics, including:
 - Overall % score, with current year performance
 - Strand-level performance

Sample Comments from Stakeholder Sessions:

“Local assessments are non-negotiable!!”

“Attach our local interim assessments from TLI here”

“Link in target/interim assessment data from D2SC (PCG)”

Smart Core and Core Credit Accumulation



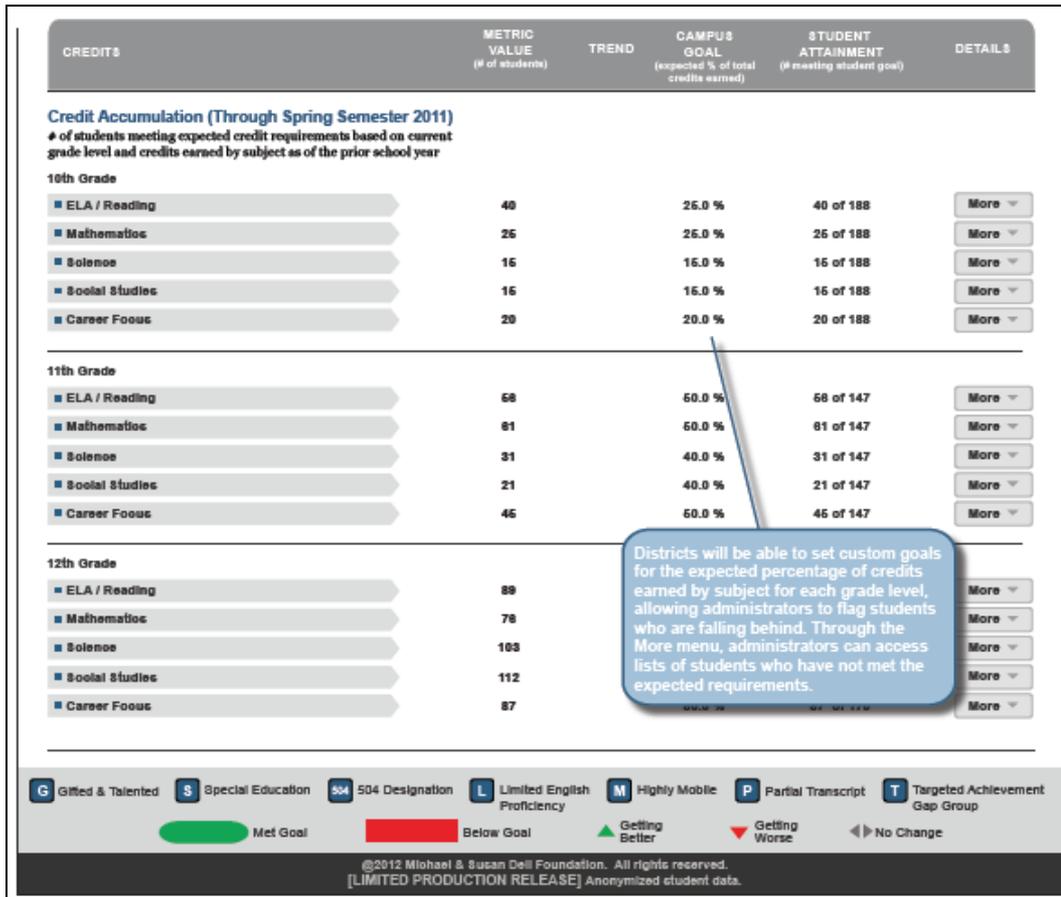
Stakeholder Feedback:

Stakeholders found this page useful, but wanted as much detail as available about student progress toward graduation requirements.

Dashboard Changes:

- Although District requirements for credit accumulation are currently not available at the state level, the revised display aims to provide enough detail for districts to monitor against their respective graduation requirements, as well as Smart Core
- The dashboards will report Total Credits Earned (Core) as well as validate which courses satisfy Smart Core (“Smart Core Eligible”)
- A new credit accumulation chart will highlight gaps in student credit accumulation by subject area

Smart Core and Core Credit Accumulation: Campus Level



Dashboard Changes:

- At the campus level, districts will be able to set custom goals for expected credits earned by grade
- This will allow districts to establish an expected student trajectory for credit accumulation, aligned with district graduation plans or Smart Core, in the absence of a state grade-level requirement
- Revised metric will allow monitoring of expected credit accumulation by subject area for a given grade
- From the More menu, administrators will be able to generate lists of students who are not meeting the expected credit requirements by subject and grade

College Entrance Exam Detail including PSAT/SAT

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Baytonville School District Mountains High School Search

Antonio S. Blakeney T Grade 12 Not Actual Student Data State ID #987654

Student Information Academic Dashboard Transcript

Overview Attendance and Discipline State Assessments Local Assessments Grades and Credits Advanced Academics College and Career Readiness

COLLEGE AND CAREER READINESS

Jump to subcategory: College Entrance Exams | College Readiness Indicators

COLLEGE ENTRANCE EXAMS	STATUS	METRIC VALUE	TREND	DETAILS
EXPLORE Whether student has taken and score of latest assessment				
■ Taken (May, 2009)	YES			More
■ All Scores At/Above College Ready Benchmark	NO			
PLAN Whether student has taken and score of latest assessment				
■ Taken (May, 2010)	YES			More
■ All Scores At/Above College Ready Benchmark	NO			

PLAN Scores

PLAN Detail

DATE	GRADE LEVEL	SUBJECT	SCORE	COLLEGE READY SCORE
3/1/2012	10	English	14	15
3/1/2012	10	Mathematics	20	19
3/1/2012	10	Reading	18	17
3/1/2012	10	Science	20	

ACT Whether student has taken and score of latest assessment				
■ Taken (March, 2012)	YES			
■ All Scores At/Above College Ready Benchmark	YES			

Stakeholder Feedback:

Stakeholders asked to see the results of multiple tests, dates taken and results by subtest. They also needed to monitor PSAT and SAT results in addition to EPAS.

Dashboard Changes:

- College entrance exam sub-test level detail will be available tracked against College Ready benchmarks
- Dashboard will display status based on what college entrance exams a student has taken (either PLAN or PSAT, ACT or SAT), unless both exams have been taken

COLLEGE ENTRANCE EXAMS	STATUS	METRIC VALUE	TREND	DETAILS
PSAT Whether the student has taken and score of the latest assessment				
■ Taken (March, 2011)	YES			More
■ All Scores At/Above College Ready Benchmark	NO			
SAT Whether the student has taken and score of the latest assessment				
■ Taken (March, 2012)	YES			More
■ All Scores At/Above College Ready Benchmark	NO			

Customizing Student Information Page

The screenshot shows the ed-fi student information page for Blanca L. Aguiar, a 9th-grade student. The page is organized into several sections:

- Header:** Includes the ed-fi logo, Arkansas Department of Education, and navigation links for EXPORT ALL, PRINT, SUPPORT, and LOG OUT. The user is logged in as Blanca L. Aguiar, Grade 9, with a state ID of #234567. A search bar is also present.
- Navigation Tabs:** Student Information (selected), Academic Dashboard, and Transcript.
- Student Profile:** Displays Blanca L. Aguiar's name, address (450 Covered Bridge Rd., Baylorville, AR 72204), date of birth (June 22, 1997), and place of birth (Fayetteville, AR). It also shows her age as of August 1st (14).
- Guardian / Parent Information:** Lists primary and emergency contacts, including names, relations to the student, addresses, and phone numbers.
- Academic Information:** Shows the student's grade level (9th Grade), highly mobile status, date of entry (August 22, 2011), curriculum plan (Smart Core), expected graduation year (2015), and GPA (2.6).
- Program Status:** A list of checkboxes for various programs, including S04 Designation, Bilingual Program, Career and Technical Education, Gifted and Talented, Limited English Proficiency, Special Education, and Title I Participant.
- Other Student Information:** A list of checkboxes for categories like Targeted Achievement Gap Group (TAGG), Homeless, Immigrant, Limited English Proficiency, Migrant, Over Age, and Retained.
- Footer:** A progress bar at the bottom indicates the student's status for various programs: Gifted & Talented (Met Goal), Special Education (Below Goal), S04 Designation (Getting Better), Limited English Proficiency (Getting Worse), Highly Mobile (No Change), Partial Transcript (Getting Better), and Targeted Achievement Gap Group (Getting Worse).

Stakeholder Feedback:

Stakeholders found this page highly useful and requested that this page include customizations for Arkansas-specific terminology.

Dashboard Changes:

- Adding state ID in student header
- Adding student GPA with other key academic information
- Customizing student designations/icons to address Arkansas' needs and including icons in student header
- Changing Late Enrollment to Highly Mobile
- Removing Single Parent/Pregnant Teen
- Some changes such as custody, transportation, and medical information could not be incorporated at this time

Sample Comments from Stakeholder Sessions:

"All info at a glance on first screen is useful."

Adding GPA to Student Transcript

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Raykoville School District Mountain High School Search

Blanca L. Aguiar Grade 9 Not Actual Student Data State ID #234567

Student Information Academic Dashboard Transcript

TRANSCRIPT

Jump to subcategory: Current Courses | Course History | Historical Assessment Scores

Current Courses

☑ Fall Semester

LOCAL COURSE #	DESCRIPTION	SUBJECT AREA	INSTRUCTOR	GRADE LEVEL	CREDITS TO BE EARNED	GRADES PER GRADING PERIOD			FINAL GRADE
						ONE	TWO	SEMESTER	
☑ Spring Semester									
MALR11	Algebra I (1 Unit)	Mathematics	Ela Tucker	9th Grade	1	88	70	72	77
ARTR11	Art II (1 Unit)	Fine and Performing Arts	Amanda Oconnor	9th Grade	1	92	90	70	80
SBR21	Biology (1 Unit)	Science	James Mason	9th Grade	1	88	70	71	70
LENR11	English (1 Unit)	ELA	Shawn Martinez	9th Grade	1	60	81	59	70
PEDR10	Foundations of Personal Fitness	Physical, Health, and Safety Education	Joyce Fleming	9th Grade	.5	97	100	100	98
FSPR11	Lang II / T / Eng Lvl I (1 unit) -Spanish	Foreign Language and Literature	Lorena Reed	9th Grade	1	75	74	68	70
YTPH10	Professional Communications	Other	Pedro Chester	9th Grade	.5	50	81	80	70
TWQR11	World Geography Studies (1 Unit)	Social Studies	Keeshi Domingo	9th Grade	1	80	85	68	72

*Credits to be earned may reflect a two semester course.
*Course and grade information is reflective of courses in which the student is currently enrolled.

Course History

Jump to subcategory: ELA / Reading | Mathematics | Science | Social Studies | All Other Subjects

SUBJECT AREA		TOTAL CREDITS EARNED			
☑ Mathematics					
Course Number	Description	Semester	Grade Level	Final Course Grade	Credits Earned
MHTR06	Mathematics (1 Unit) - Grade 6	Fall Semester	6th Grade	70	
MHTR06	Mathematics (1 Unit) - Grade 6	Spring Semester	6th Grade	83	
MHTR06	Mathematics (1 Unit) - Grade 7	Fall Semester	7th Grade	94	
MHTR07	Mathematics (1 Unit) - Grade 7	Spring Semester	7th Grade	78	
MHTR06	Mathematics (1 Unit) - Grade 8	Fall Semester	8th Grade	81	
MHTR07	Mathematics (1 Unit) - Grade 8	Spring Semester	8th Grade	78	
☑ Science					
☑ Social Studies					
☑ All Other Subjects					

GPA: 2.8
 Cumulative Credits Earned: 7.0

Overview:

Stakeholders requested the inclusion of student GPA on the transcript page.

Dashboard Changes:

- Current student GPA is included above Cumulative Credits Earned
- Student GPA also displays on the student information page

Comments from Stakeholder Sessions:

"Show cumulative GPA and # of credits earned"

Adding Local Discipline Infractions

DISCIPLINE	METRIC VALUE	TREND	STUDENT GOAL	DIFFERENCE FROM GOAL	DETAILS
Discipline Infractions (Through May 25, 2012)					
Log of discipline infractions and actions year-to-date					
All Discipline Infractions	1	◀▶	0	-1	More ▾ Infractions Log
Prior Year All Discipline Infractions (2010 - 2011)	1	◀▶	0	-1	
State Reportable Offenses	1	▲	0	-1	More ▾
Prior Year State Reportable Offenses (2010 - 2011)	0	◀▶	0	0	
<div style="display: flex; justify-content: space-between; align-items: center;"> Log of Infractions and Actions → X </div>					
DATE	INFRACTION CODE	INFRACTION DESCRIPTION	ACTION		
4/13/2012	21	Student skipped class	In school suspension		

Overview:

Stakeholders requested the inclusion of local, minor discipline infractions in the dashboards.

Dashboard Changes:

- The dashboards will display two discipline metrics: one that includes all infractions (including local) and one identifying those that are state reportable among the total

Additional Dashboard Revisions

- **Additional detail on On Track to Academic Challenge requirements**
- **AP exam performance detail**
- **Presentation of strand level performance on state assessments aligned with NORMES**
- **Clarified classroom assessment overview**
- **Clarified elementary and high school student grades presentation**

On Track to Academic Challenge

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Baylorville School District Mountains High School Search

Antonio S. Blakeney T Grade 12 Not Actual Student Data
State ID #987654

Student Information Academic Dashboard Transcript

Overview Attendance and Discipline State Assessments Local Assessments Grades and Credits Advanced Academics College and Career Readiness

COLLEGE READINESS INDICATORS	STATUS	REQUIRED VALUE	DETAILS
On Track to Academic Challenge Student meets requirements for Academic Challenge Scholarship	YES		More
Smart Core Enrolled	YES	YES	
GPA Requirement	YES	2.5	
ACT/SAT	YES	19/1350	

Dashboard Changes:

- Including student status against each of the components of the On Track to Academic Challenge scholarship including enrollment in Smart Core Curriculum and achieving the minimum GPA or ACT/SAT threshold.

Sample Comments from Stakeholder Sessions:

“On Track to Academic Challenge very important”

Advanced Academics – AP Test Detail

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Baylottesville School District Mountains High School

Antonio S. Blakeney Grade 12 Not Actual Student Data

State ID #987854

Student Information Academic Dashboard Transcript

Overview Attendance and Discipline State Assessments Local Assessments Grades and Credits **Advanced Academics** College and Career Readiness

ADVANCED ACADEMICS

Jump to subcategory: Advanced Course Potential | Advanced Course Enrollment, Completion and Mastery - Prior Years

ADVANCED COURSE POTENTIAL - CURRENT YEAR

	EPAS/SAT COLLEGE READY	BENCHMARK/EOC ADVANCED	ENROLLED	DETAILS
Advanced Course Potential (Through May 2012)				
Achieving success on recent tests (eligible) vs. current enrollment in advanced courses				
Literacy	YES	YES	YES	
Mathematics	YES	YES	NO	
Science	NO	NO	NO	

ADVANCED COURSE ENROLLMENT, COMPLETION AND MASTERY - PRIOR YEARS

	ENROLLED	COMPLETION	MASTERY	DETAILS
Advanced Course Enrollment, Completion and Mastery (Through Spring Semester 2011)				
Achieving success through prior years' enrollment, completion and mastery of advanced courses				
Literacy	NO	NO	N/A	More
Mathematics	NO	NO	N/A	More
Science	NO	NO	N/A	More
Social Studies	YES	YES	YES	More

Social Studies Historical Advanced Assessments

SCHOOL YEAR	DATE TAKEN	GRADE LEVEL	ASSESSMENT TITLE	STUDENT TEST SCORES	MET STANDARD
2010	5/12/2010	10	AP - World History	4	Yes
2011	5/11/2011	11	AP - United States History	3	Yes

G Gifted & Talented S Special Education 994 504 Designation L Limited English Proficiency M Highly Mobile P Partial Transcript T Targeted Achievement Gap Group
 Met Goal Below Goal Getting Better Getting Worse No Change

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 [LIMITED PRODUCTION RELEASE] Anonymized student data.

Overview:

Stakeholders found this page useful, requested additional detail on AP exams.

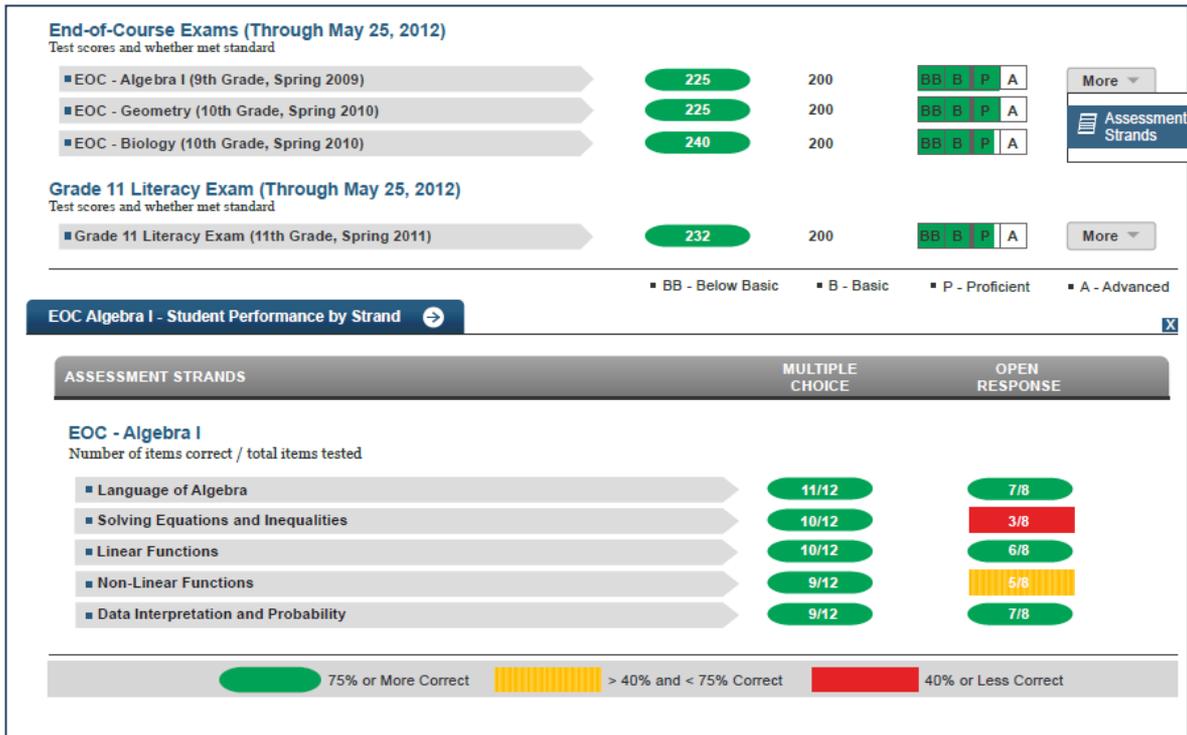
Dashboards will display AP scores in detail on Advanced Academics page.

Sample Comments from Stakeholder Sessions:

"Want to know student scores of 3s, 4s, and 5s on AP courses"

"AP lead or counselor might use this info"

Revised Presentation of Strand Level Results



Dashboard Changes:

- Some stakeholders expressed concern about what constituted “Red/Green” status at the assessment strand level.
- The presentation was modified to align performance tiers with what educators are currently using in NORMES.

Sample Comments from Stakeholder Sessions:

“The strand break down would be helpful in creating IEPs.”

Add Classroom Assessment Strand Level Detail

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Baytownville School District Plains Middle School

Clint Arnold

Not Actual Student Data

Student List: Mathematics (MPMRB) - Mathematics (T01) Spring Semester 2012

Data View: -Augmented Benchmark Math

CUSTOMIZE VIEW

Student	Grade Level	Benchmark Math	Difference From Benchmark Cut Score	Number and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability
Gothch, Sean S.	8th	613	+9	■	■	■	■	■
Jood, Tranjan H.	8th	765	+161	●	■	■	■	●
Simon, Melissa R.	8th	596	-8	■	■	■	■	■
Wright, Kaydi B.	8th	532	-72	■	■	■	■	■
Barber, Matthew M.	8th	479	-125	■	■	■	■	●
Hernandez, Clinton	8th	492	-112	■	■	■	■	■
Hill, Willie C.	8th	859	+245	■	●	●	●	■
Whitney, Matthew T.	8th	602	-2	■	■	■	■	■
Domingo, Adriana C.	8th	759	+145	■	■	■	■	■
Gaylan, Eric M.	8th	762	+158	■	■	●	■	■

Students with 75% or More Correct on Strand: 1 of 10, 1 of 10, 2 of 10, 1 of 10, 2 of 10

Rows per page: 10 20 50 100 Total Rows: 10

75% or More Correct > 40% and < 75% Correct 40% or Less Correct

Met Goal Below Goal Getting Better Getting Worse No Change

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Dashboard Changes:

- Add strand level detail displaying a green, yellow, or red status based on the percentage of items correct within each test strand; aligned with NORMES
- Relocate student summary row to the bottom of the page and display students with 75% or more items correct in each strand

Sample Comments from Stakeholder Sessions:

"I like the uncluttered, user friendly page"
"Easy classroom view – a summary row might be nice"

Clarify Elementary Student Grades Presentation



Dashboard Changes:

- Remove ratio for student failing grades for current and prior year
- Add prior year grade in core subject areas

Sample Comments from Stakeholder Sessions:

Sessions:

“Seems redundant to do the numerator/denominator. Just need to see the grade in the red box and I will know they are failing.”

Modify HS Student Grades Presentation

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Region 10 School District Mountain View School

Antonio S. Blakeney Grade 12 Not Actual Student Data

Student Information Academic Dashboard Transcript

Overview Attendance and Discipline State Assessments Local Assessments Grades and Credits Advanced Academics College and Career Readiness

GRADES AND CREDITS

Jump to subcategory: Course Grades | Credits

COURSE GRADES	METRIC VALUE	TREND	STUDENT GOAL	DIFFERENCE FROM GOAL	DETAILS
Class Grades	Mastery of content in core courses				
Falling Through Fourth Grading Period (2011-2012)	1	▼	0	-1	More
Prior Year Falling (Through fourth grading period 2010-2011)	0	▲	0	0	Current Courses

Current Course

LOCAL COURSE #	DESCRIPTION	SUBJECT AREA	INSTRUCTOR	GRADE LEVEL	CREDITS TO BE EARNED	GRADES PER GRADING PERIOD		
						THREE	FOUR	FINAL GRADE
Spring Semester								
GBR21	Algebra I (1 Unit)	Mathematics	Lizeth Lemay	12th Grade	1	72	73	
LEMR11	English IV (1 Unit)	ELA	Alicon Parker	12th Grade	1	88	89	
BPPR10	Other Secondary Subject	Other	Annalee Tarnaz	12th Grade	1	82	85	
ZSHU11	Other Secondary Subject	Other	Megan Gardner	12th Grade				
YTPR10	Professional Communications	Other	Deanna Kenny	12th Grade	.5	95	90	
PEDR40	Team Sports (2nd Time Taken) 1/2 Unit	Physical, Health, and Safety Education	Anneta Deaneam	12th Grade	.5	100	100	
TAGR40	United States Government (1/2 Unit)	Social Studies	Savanna Jessup	12th Grade	.5	75	80	

*Credits to be earned may reflect a two semester course.
*Course and grade information is reflective of courses in which the student is currently enrolled.

GRADES BELOW C LEVEL (Through Fourth Grading Period 2011-2012)	METRIC VALUE	TREND	STUDENT GOAL	DIFFERENCE FROM GOAL	DETAILS
Number of courses below C for the last grading period	3 Below C	◀▶	0	-3	More
Prior Year Grades Below C Level (Through fourth grading period 2010-2011)	3 Below C	▼	0	-3	

Dashboard Changes:

- Remove ratio for student failing grades
- Show student failing courses as a single number for HS students
- Current courses are available in More detail to display which courses a student is failing

Sample Comments from Stakeholder Sessions:

"List what classes student scored below C or delete this page"

Report Contents

About the Dashboard Tool and Stakeholder Engagement Process

Stakeholder Engagement Overall Findings

Dashboard Revisions

Looking Ahead

Addendum: Specific Dashboard Feedback

- Overall Dashboard Revisions
- Student Dashboard
- Classroom Dashboard
- Campus Dashboard



Looking Ahead

February - March

Continued dashboard development

Late April

Launch training and pilot of student and classroom dashboards

June - July

Launch training and pilot of campus and district dashboards

Fall 2013

Initial release of dashboards to eSchool Plus districts

Pilot Districts

- Include list and information about them here?

Report Contents

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Next Steps

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- Campus Dashboard



Customize Icon Designations

Many stakeholders wanted to see custom student designation icons presented throughout the dashboard pages

The screenshot displays the ed-fi dashboard for the Arkansas Department of Education. At the top, there are navigation buttons for EXPORT ALL, PRINT, SUPPORT, and LOG OUT. Below this, the user is logged in as Blanca L. Aguiar, a Grade 9 student in J. Fillingim's Homeroom. A red warning message states "Not Actual Student Data". A legend below the student profile identifies various designation icons: G (Gifted & Talented), S (Special Education or 504 Designation), L (ESL, LEP or Bilingual), E (Late Enrollment), P (Partial Transcript), and A (Test Accommodation). A progress bar shows "Met Goal" (green), "Below Goal" (red), "Getting Better" (green triangle), "Getting Worse" (red triangle), and "No Change" (grey double arrow). At the bottom, a copyright notice reads: "@2012 Michael & Susan Dell Foundation. All rights reserved. [LIMITED PRODUCTION RELEASE] Anonymized student data."

Overview:

Student designation icons allow educators to easily identify certain student characteristics and needs (e.g., accommodations) throughout the dashboards.

Recommendations:

- Include applicable student designation icon in header on each student dashboard pages
- Add TAGG icon (T)
- Change Late Enrollment icon (E) to Highly Mobile (M)
- Change (L) icon to indicate only Limited English Proficiency on legend
- Separate SPED/504 designations/icons
- Accommodations information – consider for future release

Access Subgroup Performance in Student/Watch Lists

Many stakeholders requested the ability to look at metric detail by specific subgroups; this feature is available through the dashboard's Student List and Watch List features

The screenshot displays a dashboard with a summary table at the top and a detailed student list below. The summary table shows metrics for 'All Discipline Infractions' across different time periods. The student list table includes columns for Student, Grade Level, Previous Grading Period, Last Four Weeks Class Absences, State Reportable Offenses, and Assessments (EOC - Algebra I, EOC - Geometry, EOC - Biology). A callout box points to the 'ADD SELECTED STUDENTS TO WATCH LIST' button in the table's header.

DISCIPLINE	METRIC VALUE (% of students)	TREND	CAMPUS GOAL	DIFFERENCE FROM GOAL	STUDENT ATTAINMENT (# meeting student goal)	DETAILS
All Discipline Infractions (Through May 25, 2012) % of students with 1+ state reportable offenses in a given grading period						
Current Grading Period	5.8 %	▼	5.0 %	-0.8 %	42 of 714	More ▾ Grade Level Chart Student List
Previous Grading Period	3.2 %	▲	5.0 %	1.8 %	23 of 714	More ▾
Year to Date	9.8 %	◀▶	5.0 %	-4.8 %	70 of 714	More ▾
Prior Year (2010-2011)	7.8 %	◀▶	5.0 %	-2.8 %	70 of 714	More ▾

Student	Grade Level	Previous Grading Period	Last Four Weeks Class Absences	State Reportable Offenses	EOC - Algebra I	EOC - Geometry	EOC - Biology
<input type="checkbox"/> Alonzo, Victoria B.	10th	Yes	87.3 % ▼	0			
<input type="checkbox"/> Simpson, Lee	9th	Yes	52.5 % ▲	1			
<input type="checkbox"/> Falson, Ana F.	10th	Yes	52.5 % ▲	1			
<input checked="" type="checkbox"/> Jaunton, Milton O.	9th	Yes	47.5 % ▼	0			
<input checked="" type="checkbox"/> Hicks, Eric Y.	10th	Yes	45.0 % ▼	1			
<input type="checkbox"/> Falson, Monique Y.	10th	Yes	43.8 % ▲	2			
<input type="checkbox"/> Cowart, Roland H.	9th	Yes	43.8 % ▲	1			
<input checked="" type="checkbox"/> Estrada, Evelyn P.	9th	Yes	38.5 % ▼	0			
<input checked="" type="checkbox"/> Gamez, Gabriela L.	11th	Yes	37.7 % ▼	1			
<input checked="" type="checkbox"/> Lombardi, Eileen V.	9th	Yes	36.6 % ▼	0			

Administrators can create custom Watch Lists and add students to a defined watch list from any Student List.

Overview:

Educators can select groups of students based on any criteria and monitor the ongoing progress of these students in targeted areas.

Suggested Additional Functionality:

Some stakeholders requested that the Watch List be able to automatically add or delete students based on set criteria defined by the administrator.

Suggest this be considered for a future release.

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- Classroom Dashboard
- Campus Dashboard

Incorporating Feedback & Next Steps



Student Dashboard

The dashboard for Blanca L. Aguiar, a Grade 9 student at Mountain High School, displays the following information:

- Student Information:** Blanca L. Aguiar, Grade 9, J. Fillingim's Homeroom. Status: Not Actual Student Data.
- Personal Information:** 450 Covered Bridge Rd., Little Rock, AR 72204. Date of Birth: June 22, 1997. Place of Birth: Fayetteville, AR. Age as of Sept 1st: 14.
- Guardian / Parent Information:**
 - Primary Contact:** Parker Becks, Mother, 450 Covered Bridge Rd., Little Rock, AR 72204. Cell Phone: (501) 751-9605.
 - Secondary Contact:** Regan Dixon, Father, (668) 513-8112.
- Emergency Contact Information:**
 - Jill Smith, Grandparent, (555) 666-6666.
 - Jim Brown, Uncle, (555) 333-3333.
- School Information:** Grade Level: 9th Grade, Late Enrollment, Homeroom: J. Fillingim, Date of Entry: August 22, 2011, Date of Withdrawal, Graduation Plan: Smart Core, Expected Graduation Year: 2015.
- Program Status:**
 - Bilingual Program
 - Career and Technical Education
 - Limited English Proficiency
 - Gifted & Talented
 - Special Education
 - Section 504
 - Title I Participant
- Other Student Information:**
 - Targeted Achievement Gap Group (TAGG)
 - Homeless
 - Immigrant
 - Limited English Proficiency
 - Migrant
 - Over Age
 - Repeater

At the bottom, there is a legend for achievement goals (Met Goal, Below Goal, Getting Better, Getting Worse, No Change) and a footer with copyright information for Michael & Susan Dell Foundation.

Overview:

Most stakeholders found this page useful as a clear, consolidated reference page for student information.

Stakeholder Feedback:

Content: Include additional student and teacher information, revise wording to AR terminology (see specific recommendations on next pages)

Features: Timeout on page to protect student privacy

Comments:

"All info at a glance on first screen is useful."

"Don't remove anything please."

"Looks great! I can see many areas where this would help our staff out and really put all information in one central location."

Student Information – Contact, Background



Blanca L. Aguiar

450 Covered Bridge Rd.
Little Rock, AR 72204

Guardian / Parent Information

Primary Contact

Name Parker Becks
Relation to Student Mother
Address 450 Covered Bridge Rd.
Little Rock, AR 72204
Cell Phone (501) 751-9605
Work Phone
Email

Name Regan Dixon
Relation to Student Father
Address
Cell Phone (668) 513-8112
Work Phone (668) 513-8112
Email

Date of Birth June 22, 1997
Place of Birth Fayetteville, AR
Age as of Sept 1st 14
Gender Female
Hispanic/Latino Yes
Home Language English
Student Language
Parent in Military No
Single Parent / Pregnant Teen

Emergency Contact Information

Name Jill Smith
Relation to Student Grandparent
Cell Phone (555) 666-6666
Home Phone (555) 777-7777
Work Phone (555) 444-4444

Name Jim Brown
Relation to Student Uncle
Cell Phone (555) 333-3333
Home Phone (555) 888-8888
Work Phone (555) 999-9999

Suggested Additions:

- Student ID #
- FRPL
- Race
- Custody information, including allowable pick-up
- Transportation information, such as bus #
- Medical alerts, such as allergies or asthma

Suggested Revisions:

- Change to Age as of Aug. 1st (K enrollment cutoff date)
- Remove Single Parent/Pregnant Teen

Recommendations:

- Include race as available
- Make suggested revisions: change cutoff date to August 1; remove single parent and pregnant teen
- Add GPA
- Do not display FRPL due to privacy concerns; custody, transportation and medical not supported in dashboards.

Student Information – School, Program, Other

School Information

Grade Level	9th Grade
Late Enrollment	
Homeroom	J. Fillingim
Date of Entry	August 22, 2011
Date of Withdrawal	
Graduation Plan	Smart Core
Expected Graduation Year	2015

Program Status

- Bilingual Program**
- Career and Technical Education
- Limited English Proficiency
- Gifted & Talented
- Special Education
- Section 504
- Title I Participant

Other Student Information

- Targeted Achievement Gap Group (TAGG)**
- Homeless
- Immigrant
- Limited English Proficiency
- Migrant
- Over Age
- Repeater**

Suggested Changes:

School Information

- Change Late Enrollment to Highly Mobile
- SPED or other specialists beyond homeroom teacher (on transcript)
- Include Prior Schools/Districts
- Include multiple entry/withdrawal dates in year
- Include district graduation plan (e.g., distinguished)

Program Status

- Remove Bilingual Program
- Add Alternative Learning Environment (ALE), Therapeutic Day Treatment (TDT)
- Include information about Accommodations/RTI
- Part-time student status

Other Student Information

- Breakdown of TAGG groups – FRPL, SPED
- Change Repeater to Retained and show grade retained

Recommendations:

- Change “Late Enrollment” to “Enrolled After Oct 1”
- Remove Homeroom (not available)
- Add ALE, TDT if available and prioritized (consider for future)
- If collected, add icon for Accommodations to applicable students
- Display information on grade retained if available; remove repeater

Student Overview – Elementary & High School

ed-fi Arkansas Department of Education EXPORT ALL PRINT SUPPORT LOG OUT

Little Rock ISD Mountains High School Search

Blanca L. Aguiar Grade 9 J. Fillingim's Homeroom **Not Actual Student Data**

Student Information Academic Dashboard Transcript

Blanca L. Aguiar
Grade Level: 9th Grade
Current Age: 14
Home Language: English

Metric Category	Performance Summary	Metric Status
Attendance and Discipline Student's attendance and discipline patterns		
Attendance Daily and class period attendance	3 of 7 metrics met goal	3/7
Discipline Discipline infractions and actions	0 of 1 metrics met goal	0/1
State Assessments State examinations and assessments		
State Standardized Assessments Performance and progress on state standardized test	4 of 7 metrics met goal	4/7
Language Assessments English Language Learner		
Local Assessments Local examinations and assessments		
Benchmark Assessments Performance and progress on local standardized test		
Grades and Credits Student's progression in coursework		
Course Grades Performance and progress in current courses	3 of 8 metrics met goal	3/8
Credits Student progression		
Advanced Academics Advanced coursework opportunity and performance		
Advanced Course Potential Achieving success on recent tests (eligible) vs. current enrollment in advanced courses		
Advanced Course Enrollment, Completion, and Mastery - Prior Years Achieving success through prior years' enrollment, completion and mastery of advanced courses		
College and Career Readiness Student's ability to succeed in higher education and the workforce		
College Entrance Exams Whether the student has taken and score of the latest assessment		
College Readiness Indicators State Readiness Indicators		

Class Grades
Mastery of content in core course
of grades dropping 1/2 or more

Met Goal Below Goal Getting Better Getting Worse No Change

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Useful	Not Useful	Needs Clarification
83%	8%	8%
78%	4%	18%
79%	6%	15%
88%	6%	6%
82%	7%	11%
88%	8%	4%
92%	4%	4%

Stakeholder Feedback:

Content: Confusion about the term “metrics,” want inclusion of local assessments

Features: Desire for student assessment proficiency graphs on page

Comments:

“Put metric status in educational terms.”

“I would rather see details than have an overview.”

“Local assessments must be here!”

Recommendations:

- Explain metrics terminology on overview and underlying dashboard pages in training
- Highlight information and features on overview page in training
- Include local assessments as feasible

Attendance and Discipline – Elementary

Attendance and Discipline Dashboard Data:

Metric	Value	Trend	Student Goal	Difference from Goal
Daily Attendance Rate (Through May 25, 2012)	87.0%	↓	95.0%	-8.0%
Last Four Weeks	86.0%	↓	95.0%	-9.0%
Last Eight Weeks	75.0%	↓	95.0%	-20.0%
Year to Date	86.7%	↑	95.0%	-8.3%
Prior Year	83.7%	↓	95.0%	-11.3%

Grading Period	In Attendance	Excused Absence	Unexcused Absence
First Grading Period	75.8%	24.1%	0%
Second Grading Period	88.4%	11.5%	0%
Third Grading Period	81.2%	18.7%	0%
Fourth Grading Period	77.1%	22.8%	0%
YTD	85.7%	14.2%	0%

Metric	Value	Trend	Student Goal	Difference from Goal
Days Absent (Through May 25, 2012)	20	↓	0	-11
Prior Year Days Absent (Through May 25, 2012)	35	↓	0	-18

Metric	Value	Trend	Student Goal	Difference from Goal
State Reportable Offenses	1	↔	0	1
Prior Year State Reportable Offenses (2010-2011)	0	↔	0	0

Date	Infraction Code	Infraction Description	Infraction Role	Action
4/13/2012	21	Inappropriate Behavior: Disrespect towards a staff member	Offender	16 - Reprimand

Useful	Not Useful	Clarification Needs
87%	3%	10%
82%	15%	3%
95%	4%	1%
90%	5%	5%
87%	3%	10%

Stakeholder Feedback:

Content:

- Show # of days absent on bar graph
- Add local discipline with specific categories (including contact made to parents)
- Reflect all absences the same (no excused)

Privacy:

- Concerns about teacher level view of discipline

Comments:

“Love the bar graphs – more graphs!”
“Very user friendly, great info”

Recommendations:

- Reorder “Days Absent”
- Include all discipline infractions and state reportable offenses
- Display discipline data for all staff with access to student dashboards

Attendance – High School

Arkansas Department of Education
 Blanca L. Aguiar, Grade 9
 Not Actual Student Data

ATTENDANCE AND DISCIPLINE

ATTENDANCE	METRIC VALUE	TREND	STUDENT GOAL	DIFFERENCE FROM GOAL	DETAILS
Daily Attendance Rate (Through May 25, 2012)	87.0 %	▼	95.0 %	-15.0 %	More
Last Four Weeks	88.0 %	▼	95.0 %	-10.0 %	
Last Eight Weeks	84.4 %	◄	95.0 %	-9.8 %	
Year to Date	95.6 %		95.0 %	0.8 %	
Prior Year					

Metric	Value	Goal	Difference
Days Absent (Through May 25, 2012)	10	0	-1
Prior Year Days Absent (Through May 25, 2011)	5	0	1

Class Period Absence Rate (Through May 25, 2012)	Metric Value	Trend	Student Goal	Difference from Goal
Last Four Weeks	8.5 %	▼	10.0 %	-1.5 %
Last Eight Weeks	8.7 %	▼	10.0 %	-3.3 %
Year to Date	8.8 %	▼	10.0 %	-8.4 %
Prior Year (2010-2011)	2.2 %		10.0 %	7.2 %

Absences and Tardies Calendar

Legend: In Attendance (Green), Unexcused Absence (Red), Excused (Yellow), Tardy (Orange)

Useful	Not Useful	Clarification Needs
87%	3%	10%
95%	4%	1%
81%	7%	12%
91%	5%	4%

Stakeholder Feedback:
Content:

- Show # of days absent rather than %
- Include historical attendance rates
- Display calendar by class periods
- Present excused/unexcused absences as the same

Comments:

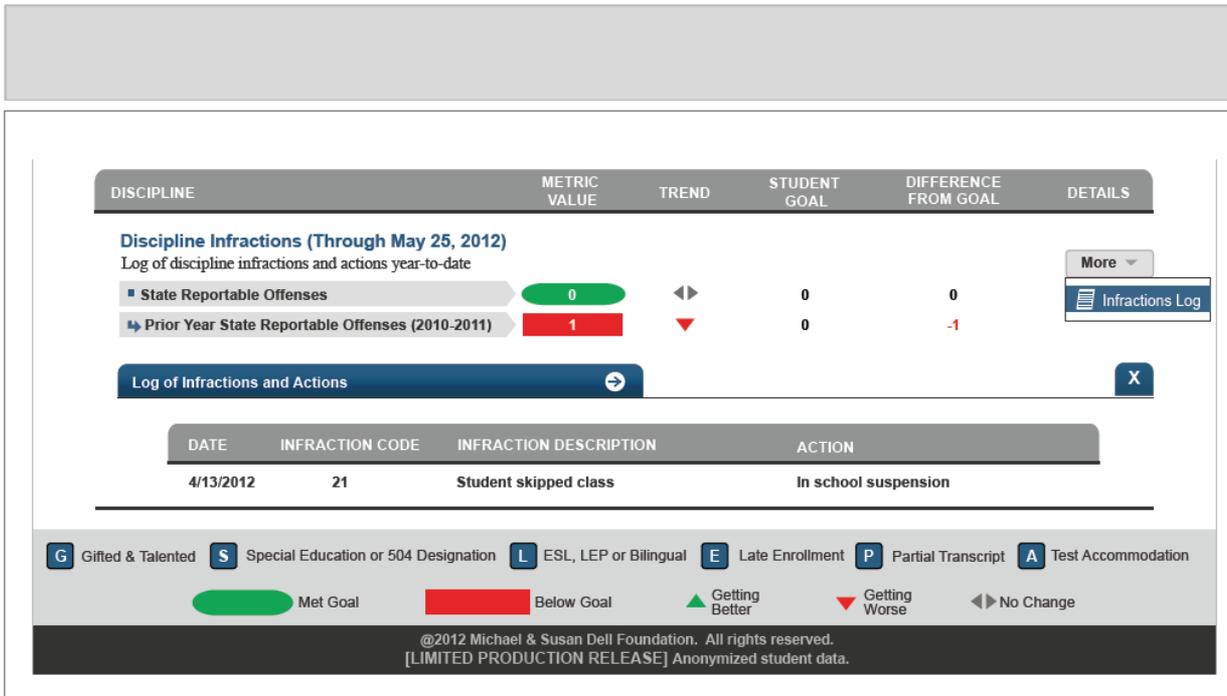
“This pull down calendar is very useful and the color coding makes it easy to see trends!”

“One of the clearest pages to read and understand”

Recommendations:

- Reorder “Days Absent” as first metric
- Remove coding for “excused” when absence calendar is populated

Discipline – High School



Useful	Not Useful	Needs Clarification
90%	5%	5%
87%	3%	10%

Stakeholder Feedback:

Content: Include Suspended and ISS information, parent contact about discipline

Privacy: Teachers don't need/shouldn't have access to discipline data

Comments:

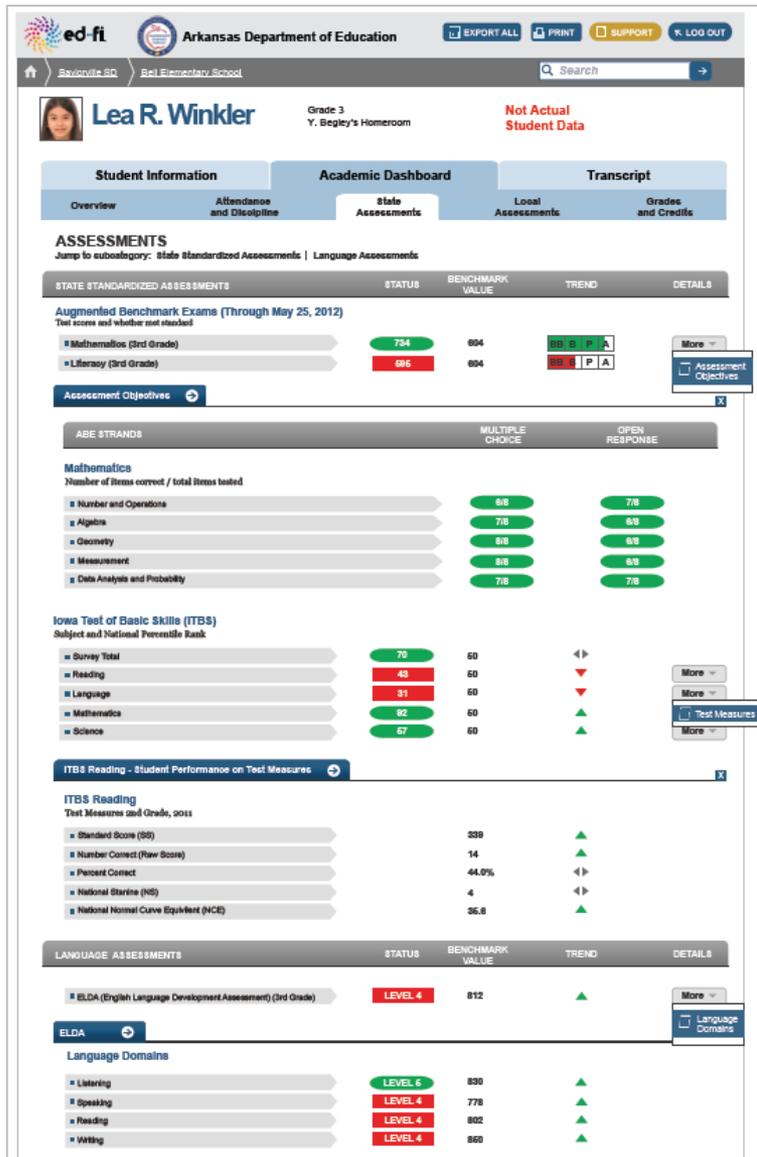
"Discipline information is useful for school/district administrators"

"One of the clearest pages to read and understand"

Recommendations:

- Include all discipline infractions and state reportable offenses in discipline
- Display discipline data for all staff with access to student dashboards

Student Assessments – Elementary



*Metrics available pending agreement with LRSD.

Useful	Not Useful	Needs Clarification
100%	0%	0%
100%	0%	0%
93%	0%	7%
100%	0%	0%

Stakeholder Feedback:

Content:

- Add growth goals, test history, and local assessments (DIBELS, STAR, QELI, etc.)
- Do not define Met Goal by ABE strands (remove color)

Comments:

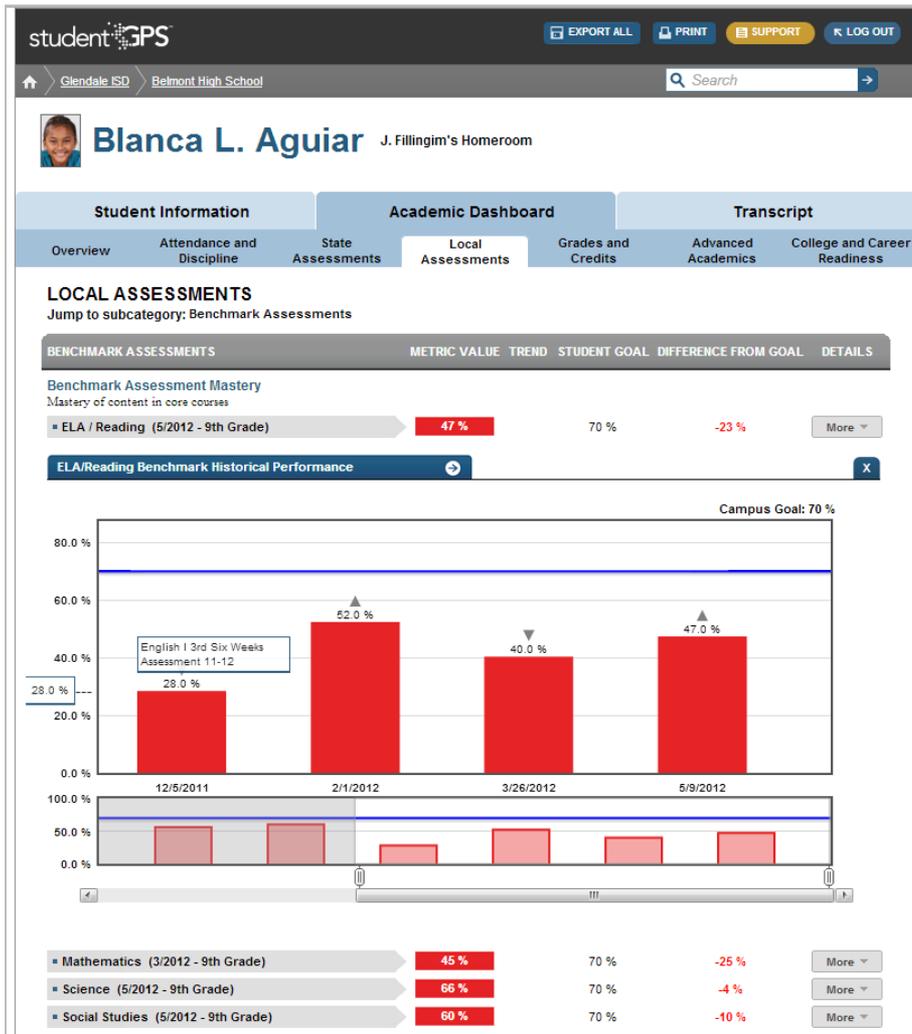
"The visuals make this easy to use – love the red/green bar graph in trend"

"Can we include local assessments and have 3-5 years of all student test history?"

Recommendations:

- Display all student historical assessments
- Add high priority local assessments as feasible

Example: Local Assessments



Overview:

The local assessments page features container metrics showing benchmark assessment mastery, graphs of historical performance, and strand level detail.

Recommendations:

- Add high priority local assessments as available based on vendor conforming to Ed-Fi standard

Example: Local Assessments Strand Level Detail

TEKS Mastery: Reading
TEKS tested and percentage correct More ▾

TEKS Mastery ▲ Under Construction 31.7 % 70.0 % -38.3 %

ELA/Reading Benchmark TEKS Student Expectations X

TEKS Student Expectations ^	Benchmark Assessments				
	September 19, 2011	October 24, 2011	December 5, 2011	February 1, 2012	March 26, 2012
110.31.1.A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.		★	■		
110.31.1.B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.	★	★	■		
110.31.1.C produce analogies that describe a function of an object or its description.			■		
110.31.1.D describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo).	■				
110.31.1.E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	■				
110.31.10.A analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience.				■	
110.31.10.B analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.				★	
110.31.11.A analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications).		■			
110.31.11.B analyze factual, quantitative, or technical data presented in multiple graphical sources.		■			
110.31.12.A compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art).		★			

<< Page 1 of 3 >> Rows per page: 10 20 50 100 Total rows: 41

★ 100% Correct ● 70% to 99% Correct ■ < 70% Correct

Overview:

The “More” feature on the local assessments page features strand level detail for each benchmark assessment.

Recommendations:

- Include strand level detail on local student assessments as available from vendors.

Student Assessments – High School

ed-fi Arkansas Department of Education

EXPORT ALL PRINT SUPPORT LOG OUT

Baylville ISD Mountains High School

Antonio S. Blakeney Grade 12 J. Rocha's Homeroom Not Actual Student Data

ASSESSMENTS

Jump to subcategory: State Standardized Assessments | Language Assessments

STATE STANDARDIZED ASSESSMENTS	STATUS	METRIC VALUE	DETAILS
Augmented Benchmark Exams (Through May 25, 2012)			
Test scores and whether met standard			
Mathematics (8th Grade 2008)	734	604	BB B P A More
Literacy (8th Grade 2008)	595	604	BB B P A More
Science (7th Grade 2007)	260	200	BB B P A More
End-of-Course Exams (Through May 25, 2012)			
Test scores and whether met standard			
EOC - Algebra I (8th Grade 2009)	225	200	BB B P A More
EOC - Geometry (10th Grade 2010)	225	200	BB B P A More
EOC - Biology (10th Grade 2010)	240	200	BB B P A More
Grade 11 Literacy Exam (Through May 25, 2012)			
Test scores and whether met standard			
Grade 11 Literacy Exam (11th Grade 2011)	232	228	BB B P A More

Legend: BB - Below Basic, B - Basic, P - Proficient, A - Advanced

Assessment Objectives

ASSESSMENT STRANDS	MULTIPLE CHOICE	OPEN RESPONSE
EOC - Algebra I		
Number of items correct / total items tested		
Language of Algebra	11/12	7/8
Solving Equations and Inequalities	10/12	6/8
Linear Functions	10/12	6/8
Non-Linear Functions	9/12	6/8
Data Interpretation and Probability	9/12	7/8

Legend: G - Gifted & Talented, S - Special Education or 504 Designation, L - ESL, LEP or Bilingual, E - Late Enrollment, P - Partial Transcript, A - Test Accommodation

Legend: Met Goal, Below Goal, Getting Better, Getting Worse, No Change

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Useful	Not Useful	Needs Clarification
95%	2%	3%
90%	5%	5%

Stakeholder Feedback:

Requested Content:

- History of all exams
- Growth measure
- Dates and versions of tests (e.g., Algebra I & 11th grade literacy re-tests)
- Local assessments (e.g., TLI, NWEA, STAR, DIBELS, DRA, Lexile, writing portfolio)
- ELDA
- Keep strand level detailed results

Comments:

"Best page!"

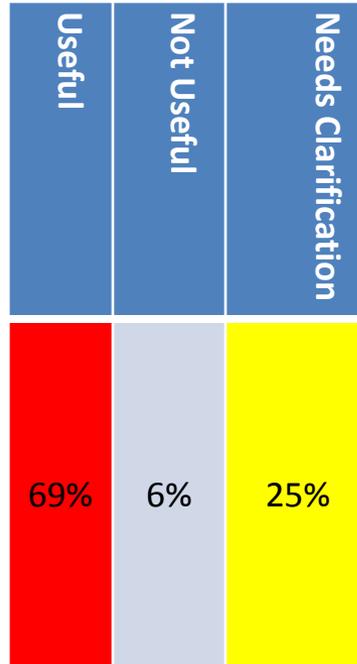
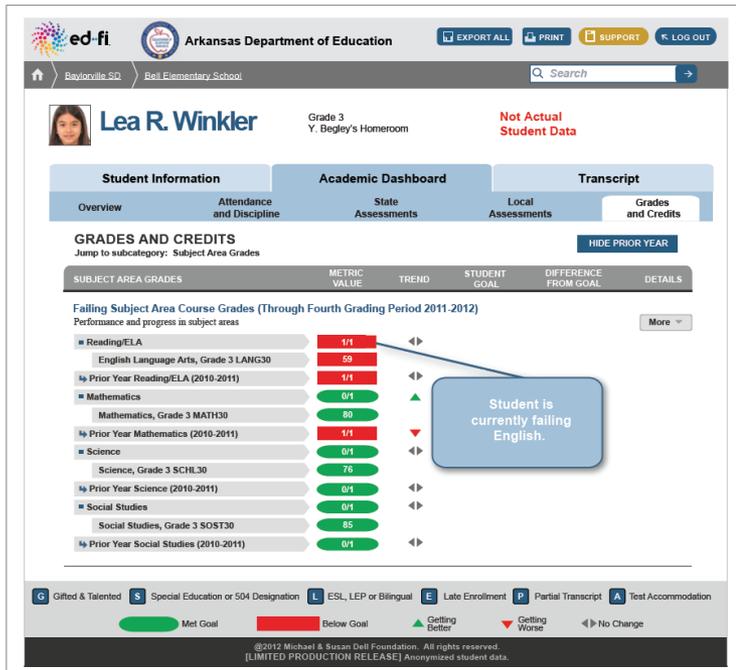
"Add growth model and when taken and # of attempts"

Recommendations:

- Include all student test history
- And high priority local assessments as feasible
- Consider adding ELDA in the future

*Metrics available pending agreement with LRSD.

Student Grades - Elementary



Stakeholder Feedback:

Visualization:

- Metric is confusing
- Put prior year grades in a separate column or box each subject area

Comments:

“Metric seems backwards to me.”

“Seems redundant to do the numerator/denominator. Just need to see the grade in the red box and I will know they are failing.”

Recommendations:

- Modify visualization as necessary to reflect standards-based grade reporting (grades K-4)
- Consolidate to a single bar displaying grade and status for each course for the current year (remove status indicator by subject area description)

Student Grades – High School

ed-fi Arkansas Department of Education

EXPORT ALL PRINT SUPPORT LOG OUT

Little Rock ISD Mountains High School

Antonio S. Blakeney Grade 12 J. Rocha's Homeroom Not Actual Student Data

Student Information Academic Dashboard Transcript

Overview Attendance and Discipline State Assessments Local Assessments **Grades and Credits** Advanced Academics College and Career Readiness

GRADES AND CREDITS
Jump to subcategory: Course Grades | Credits

COURSE GRADES	METRIC VALUE	TREND	STUDENT GOAL	DIFFERENCE FROM GOAL	DETAILS
Class Grades					
Mastery of content in core courses					
Failing Through Fourth Grading Period (2011-2012)	1/8	▼	0	-1	More Historical Chart

Failing Historical Trends

Display By: Grading Period Campus Goal: 0

Metric	Value	Trend	Student Goal	Difference from Goal
1st Grading Period	2	▲	0	2
2nd Grading Period	0	▼	0	0
3rd Grading Period	1	▲	0	1
4th Grading Period	2	▲	0	2

1st Prior Year Failing (Through fourth grading period 2010-2011)	0/8	▲	0	0
# of course grades dropping 10% or more (Through fourth grading period 2011-2012)	1/8	▲	0	-1
# of courses repeating (Through spring semester 2012)	0	▲	0	0

Grades Below C Level (Through Fourth Grading Period 2011-2012)	2 Below C	▼	0	-3
1st Prior Year Grades Below C Level (Through fourth grading period 2010-2011)	2 Below C	▼	0	-3

Algebra I (Through Fourth Grading Period 2011-2012)				
Whether or not student has taken, score of latest assessment				
Taken or enrolled by 9th grade	YES	▲	10	7
Passing or has passed by 9th grade	80	▲	10	7

Useful	Not Useful	Clarification Needs
76%	4%	20%
59%	10%	31%
78%	8%	14%
84%	2%	14%

Stakeholder Feedback:

Content:

- Include specific information about failed courses and GPA

Visualizations:

- Show historical failing class grades in a different way

Comments:

“Bar graph is confusing – what do the 0, 1, 2 mean?”

“List what classes student scored below C or delete this page”

Recommendations:

- Show only # of courses failing (not as a ratio to total)
- Add Current GPA to course history

Student Credits – High School



Useful	Not Useful	Needs Clarification
100%	0%	0%
94%	4%	2%
98%	0%	2%

Stakeholder Feedback:

Content: Include Core, Smart Core, and local graduation requirements and progress toward each

Comments:

"...we could run this page for students and parents to show whether they are on track or not"

"Credit section is easy to read!"

Recommendations:

- Provide sufficient detail to allow tracking against district requirements, though not collected by state
- Include metrics to track progress toward requirements by subject area
- Include local graduation requirements when collected

Student Advanced Academics – High School

ed-fi Arkansas Department of Education

Little Rock ISD Mountains High School

Antonio S. Blakeney Grade 12 J. Rocha's Homeroom **Not Actual Student Data**

Student Information | **Academic Dashboard** | **Transcript**

ADVANCED ACADEMICS
Jump to subcategory: [Advanced Course Potential](#) | [Advanced Course Enrollment, Completion and Mastery - Prior Years](#)

ADVANCED COURSE POTENTIAL - CURRENT YEAR	EPAS COLLEGE READY	ABE/EOC ADVANCED	ENROLLED	DETAILS
Advanced Course Potential (Through May 2012) Achieving success on recent tests (eligible) vs. current enrollment in advanced courses				
Literacy	YES	YES	YES	
Mathematics	YES	YES	NO	
Science		NO	NO	

ADVANCED COURSE ENROLLMENT, COMPLETION AND MASTERY - PRIOR YEARS	ENROLLED	COMPLETION	MASTERY	DETAILS
Advanced Course Enrollment, Completion and Mastery (Through Spring Semester 2011) Achieving success through prior years' enrollment, completion and mastery of advanced courses				
Literacy	NO	NO	N/A	More
Mathematics	NO	NO	N/A	More
Science	NO	NO	N/A	More
Social Studies	NO	NO	N/A	More

Gifted & Talented
 Special Education or 504 Designation
 ESL, LEP or Bilingual
 Late Enrollment
 Partial Transcript
 Test Accommodation

● Met Goal
 ■ Below Goal
 ▲ Getting Better
 ▼ Getting Worse
 ◀▶ No Change

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Useful	Not Useful	Needs Clarification
86%	0%	14%
88%	0%	12%

Stakeholder Feedback:

Content:

- Add AP scores and concurrent courses
- Define “mastery” (by AP exam)
- Include a similar metric elsewhere for students requiring remediation

Comments:

“Include AP scores/concurrent courses.”

“AP lead or counselor might use this info.”

Recommendations:

- Include AP scores as available
- Define advanced coursework to include AP, IB, and concurrent courses as identifiable in CCMS
- Consider a metric to flag students who need AIP, IRI, IAIP in the future

Student College & Career Readiness – HS

The screenshot shows the student dashboard for Antonio S. Blakeney, a Grade 12 student at J. Rocha's Homeroom. The dashboard is divided into three main sections: Student Information, Academic Dashboard, and Transcript. The Academic Dashboard is further divided into Overview, Attendance and Discipline, State Assessments, Local Assessments, Grades and Credits, Advanced Academics, and College and Career Readiness. The College and Career Readiness section is currently selected and displays the following data:

Section	Assessment	Status	Metric Value	Trend	Details
EXPLORE	Whether student has taken and score of latest assessment	YES			More
	All Scores At/Above College Ready Benchmark	15			
PLAN	Whether student has taken and score of latest assessment	YES			More
	All Scores At/Above College Ready Benchmark	16			
ACT	Whether student has taken and score of latest assessment	YES			More
	All Scores At/Above College Ready Benchmark	23			
COLLEGE READINESS INDICATORS	On Track to Academic Challenge	Yes			More
	Student meets requirements for Academic Challenge Scholarship	Yes			

At the bottom of the dashboard, there are icons for various student categories: Gifted & Talented (G), Special Education or 504 Designation (S), ESL, LEP or Bilingual (L), Late Enrollment (E), Partial Transcript (P), and Test Accommodation (A). A legend indicates that green bars represent 'Met Goal', red bars represent 'Below Goal', green triangles represent 'Getting Better', red triangles represent 'Getting Worse', and double arrows represent 'No Change'. The footer of the dashboard includes the text: '@2012 Michael & Susan Dell Foundation. All rights reserved. [LIMITED PRODUCTION RELEASE] Anonymized student data.'

Useful	Not Useful	Needs Clarification
97%	0%	3%
98%	0%	2%
97%	0%	3%

Stakeholder Feedback:

Content:

- Add PSAT, SAT, & Kuder career assessment
- Include a breakdown of subject-level scores* and dates taken*

Comments:

“Can it show the date the tests were taken? Show multiple tests and subtest data.”

“On Track to Academic Challenge very important”

Recommendations:

- Keep On Track to Academic Challenge metric; provide additional detail on specific requirements
- Include PSAT & SAT where available
- Consider inclusion of Kuder career exam in the future, if collected

*Data is currently available in “More” menu

Student Transcript – Elementary & High School

ed-fi Arkansas Department of Education

EXPORT ALL PRINT SUPPORT LOG OUT

Little Rock USD Mountains High School

Blanca L. Aguiar Grade 9 J. Fillingim's Homeroom

Not Actual Student Data

Student Information Academic Dashboard Transcript

TRANSCRIPT
Jump to subcategory: Current Courses | Course History | Historical Assessment Scores

Current Courses

LOCAL COURSE #	DESCRIPTION	SUBJECT AREA	INSTRUCTOR	GRADE LEVEL	CREDITS TO BE EARNED	GRADES PER GRADING PERIOD			
						ONE	TWO	SEMESTER	FINAL GRADE
Fall Semester									
Spring Semester									
MALR11	Algebra I (1 Unit)	Mathematics	Elsa Tucker	9th Grade	1	88	70	72	77
ARTR11	Art II (1 Unit)	Fine and Performing Arts	Amanda Occorner	9th Grade	1	92	90	70	80
SBIR21	Biology (1 Unit)	Science	James Mason	9th Grade	1	88	70	71	70
LENR11	English (1 Unit)	ELA	Shaan Martinez	9th Grade	1	60	81	59	70
PEDR10	Foundations of Personal Fitness	Physical, Health, and Safety Education	Jaycee Fillingim	9th Grade	.5	97	100	100	98
FBRP11	Lang II / T / Eng Lw I (1 Unit) -Spanish	Foreign Language and Literature	Lorena Reed	9th Grade	1	75	74	68	70
YTPH10	Professional Communications	Other	Pedro Chester	9th Grade	.5	50	81	80	70
TWGR11	World Geography Studies (1 Unit)	Social Studies	Keashi Domingo	9th Grade	1	80	85	68	72

*Credits to be earned may reflect a two semester course.
*Course and grade information is reflective of courses in which the student is currently enrolled.

Course History Cumulative Credits Earned:

Jump to subcategory: ELA / Reading | Mathematics | Science | Social Studies | All Other Subjects

SUBJECT AREA	TOTAL CREDITS EARNED
Mathematics	93%
Science	94%
Social Studies	93%
All Other Subjects	93%

Historical Assessment Scores

SCHOOL YEAR	DATE TAKEN	GRADE LEVEL	ASSESSMENT TITLE	ACCOMMODATIONS	STUDENT TEST SCORES	MET MINIMUM	ADVANCED STANDARD
Literacy	2012	4/1/2011	8	ABE	No	596	No No

Useful	Not Useful	Needs Clarification
93%	1%	6%
94%	1%	5%
93%	3%	4%

Stakeholder Feedback:

Content:

- Include cumulative GPA and cumulative credits earned
- Add prior schools attended on Course History
- Add student growth scale
- Add the scale score on historical assessments

Features:

- Make accessible to organizations requiring transcripts

Comments:

"Having all in one place for course history would be great!"

"Very useful as a teacher to see what she is doing in other classes"

Recommendations:

- Add Current GPA to Course History

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- Classroom Dashboard
- Campus Dashboard

Incorporating Feedback & Next Steps



Classroom Overview

ed-fi Arkansas Department of Education EXPORT ALL PRINT SUPPORT LOG OUT

Raylorville SD PLeins Middle School Search

Clint Arnold Not Actual Student Data Back to list 1 of 78

Student List: Mathematics (MPMR8) - Mathematics (T01) Spring Semester Data View: General Overview

CUSTOMIZE VIEW

Student	Grade Level	Designations	ATTENDANCE / DISCIPLINE		GRADES		ASSESSMENTS	
			Last Four Weeks Class Absences	State Reportable Offenses	# Grades Below C	Grades Falling >10%	ABE Literacy	ABE Math
Wentz, Kandi R.	8th		7.5% ▲	0	0 ▲	0 ▲	602	532
Dodd, Trenian H.	8th		8.7% ▼	0	0 ◀▶	0 ◀▶	781 *	765 *
Hill, Willie C.	8th		9.5% ▲	0	0 ◀▶	1 ▼	573	850 *
Hernandez, Clinton	8th		10.5% ▼	0	0 ◀▶	0 ◀▶	450	492
Whitney, Matthew T.	8th		13.6% ▲	0	0 ▲	1 ▲	595	602
Silmon, Melissa R.	8th	S	15.0% ▲	0	2 ▲	1 ◀▶	600	596 A
Domingo, Adriana C.	8th		20.0% ▲	0	3 ◀▶	2 ▼	551	750 *
Barber, Matthew M.	8th	E	26.2% ▼	0	1 ▲	1 ▲	492	479
Gaylan, Eric M.	8th		40.0% ▼	0	5 ▼	3 ▼	613	762 *
Gotch, Sean S.	8th	E	49.3% ▼	0	5 ▼	1 ◀▶	609	613

Rows per page: 10 20 50 100 Total Rows: 10

Test Accommodation * Advanced

G Gifted & Talented S Special Education or 504 Designation L ESL, LEP or Bilingual E Late Enrollment P Partial Transcript A Test Accommodation

Met Goal Below Goal Getting Better Getting Worse No Change

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Overview:

Most stakeholders liked the format and information on this page, especially the ability to customize the view.

Stakeholder Feedback:

Content: Modify student icons

Features: Add proficiency bar graph to assessment results

Comments:

"I like this page. A lot of info!"

"Fabulous – customize view"

"Would have loved this if still in the classroom!"

Recommendations:

- Customize legend throughout dashboards; include relevant icons by student on classroom page

Classroom Assessments

ed-fi Arkansas Department of Education

EXPORT ALL PRINT SUPPORT LOG OUT

Baylville SD Plains Middle School

Search

Clint Arnold Not Actual Student Data

Student List: Mathematics (MPMR8) - Mathematics (T01) Spring Semester 2012

Data View: -ABE Math

CUSTOMIZE VIEW

Student	Grade Level	ABE Math	Difference From Benchmark Cut Score	Number and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability
# Students Mastering Strand				6 of 10	6 of 10	4 of 10	6 of 10	5 of 10
Gotch, Sean S.	8th	613	-9	●	●	■	●	■
Dodd, Trenian H.	8th	765	+161	★	●	■	●	★
Silmon, Melissa R.	8th	596	-8	■	■	■	■	■
Wentz, Kandi R.	8th	532	-72	■	■	●	■	■
Barber, Matthew M.	8th	479	-125	■	■	■	■	★
Hernandez, Clinton	8th	492	-112	●	●	●	■	●
Hill, Willie C.	8th	850	+246	●	★	★	★	●
Whitney, Matthew T.	8th	602	-2	■	■	■	●	■
Domingo, Adriana C.	8th	750	+146	●	●	■	●	●
Gaytan, Eric M.	8th	762	+158	●	●	★	●	■

Page 1 of 1 Rows per page: 10 20 50 100 Total Rows: 10

100% Correct 70% to 99% Correct < 70% Correct

G Gifted & Talented S Special Education or 504 Designation L ESL, LEP or Bilingual E Late Enrollment P Partial Transcript A Test Accommodation

Met Goal Below Goal Getting Better Getting Worse No Change

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Stakeholder Feedback:

Content:

- Include class summary (average) and growth trajectory by student

Features:

- Add proficiency bar graph (BB/B/P/A)
- Clarify # Students Mastering Strand row
- Show results as numbers instead of squares/circles (color-coded?)

Comments:

"I like the uncluttered, user friendly page"

"Easy classroom view – a summary row might be nice"

Recommendations:

- Align strand level performance with performance tiers (R/Y/G) in NORMES
- Change # of students to % of students scoring 75%+ correct and move to bottom

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Campus Dashboard

ed-fi Arkansas Department of Education

EXPORT ALL PRINT SUPPORT LOG OUT

Arkansas DE
Mountains High School

Mountains High School Not Actual Student Data

Campus Information Academic Dashboard Operational Dashboard Goal Planning

Campus Information Staff List Teacher List Students by Grade Students by Demographic My Student Lists

Mountains High School
260 1st St
Little Rock, AR 72204
(555) 555-0000 main line
(555) 555-0001 fax

Campus Population

Total number of students	714
9th Grade	209
10th Grade	188
11th Grade	147
12th Grade	170

Late Enrollment 21.1%

High School Graduation Plan

Core	10.5%
Smart Core	89.5%

Administration

Principal	Jeff D. McKay
Assistant Principal	Carye C. Arredondo
Assistant Principal	Sharon I. Halcomb
Assistant Principal	Holly Q. Oconner
Assistant Principal	Angela Shade
Assistant Principal	Vanessa B. Warner

Student Demographics

Gender

Female	51.1%
Male	48.9%

Ethnicity

Hispanic/Latino	54.9%
-----------------	-------

Race

American Indian - Alaskan Native	0.4%
Asian	1.0%
Black - African American	15.5%
White	24.6%
Two or More	1.8%

Students by Program

Bilingual Program	0.8%
Career and Technical Education	72.5%
Limited English Proficiency	2.0%
Gifted/Talented	1.8%
Special Education	18.1%
Section 504	10.2%
Title I Participant	4.8%

Other Student Information

Targeted Achievement Gap Group (TAGG)	81.0%
Homeless	4.9%
Immigrant	0.3%
Limited English Proficiency	2.0%
Migrant	0.8%
Over Age	43.6%

G Gifted & Talented S Special Education or 504 Designation L EBL, LEP or Bilingual E Late Enrollment P Partial Transcript A Test Accommodation

Met Goal Below Goal Getting Better Getting Worse No Change

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Overview:

Most stakeholders found this page useful as a clear, consolidated reference page for campus-level information.

Stakeholder Feedback:

Content: Include additional campus-level information, revise wording to AR terminology (see specific recommendations on next pages)

Comments:

"This is all great info & could be plugged right into grant writing!"

"All demographic #s are greatly needed!"

"This is info found on ADE school report card. Good!"

Campus Information



Mountains High School

260 1st St
 Little Rock, AR 72204
 (555) 555-0000 main line
 (555) 555-0001 fax

Administration

Principal	Jeff D. Mckay
Assistant Principal	Carlye C. Arredondo
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Campus Population

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9th Grade	209
10th Grade	188
11th Grade	147
12th Grade	170

Late Enrollment	21.1%
------------------------	-------

High School Graduation Plan

Core	10.5%
Smart Core	89.5%

Recommendation:

- Include additional campus information as feasible based on accepted changes to student dashboards, data availability, and prioritization of stakeholder needs

Suggested Changes:

Administration

- Add counselor
- Include e-mail links and phone #s for administration
- Display district name

Campus Population

- Change Late Enrollment to Highly Mobile
- Add # of students new to district this year
- Include # of dropouts
- Add school accountability status

High School Graduation Plan

- Add % of students on district graduation plan (“Other”)

Other

- Add # of computers, wireless
- Include age of building

Campus Additional Information

Student Demographics

Gender

Female	51.1%
Male	48.9%

Ethnicity

Hispanic/Latino	54.9%
-----------------	-------

Race

American Indian - Alaskan Native	0.4%
Asian	1.0%
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Section 504	10.2%
Title I Participant	4.8%

Other Student Information

Targeted Achievement Gap Group (TAGG)	81.0%
Homeless	4.9%
Immigrant	0.3%
Limited English Proficiency	2.0%
Migrant	0.8%
Over Age	43.6%

Suggested Changes:

Students by Program

- Add AP/IB enrollment %
- Link student information to list of kids
- Add ALE, TDT, Part-time students

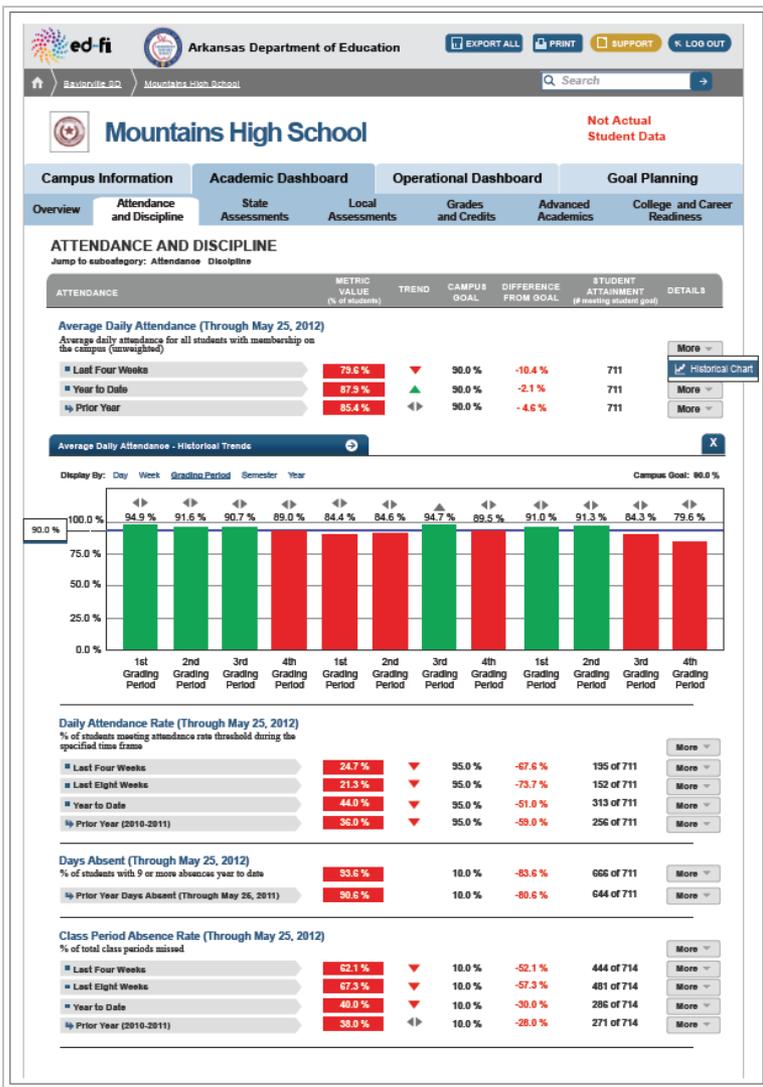
Other Student Information

- Breakdown of TAGG groups including Free/Reduced Lunch count
- Change Over Age to Second Year Senior

Recommendations:

- Include additional campus information as feasible based on student dashboards, data availability, and prioritization of stakeholder needs

Campus Attendance



Useful	Not Useful	Needs Clarification
88%	0%	12%
66%	0%	34%
81%	0%	19%
83%	0%	17%
80%	0%	20%

Stakeholder Feedback:

Many stakeholders needed additional clarification on the Average Daily Attendance graph and expressed some confusion on the Attendance metrics.

Content: Show Average Daily Attendance Rate by date and by grade
Feature: Include drill down to list of student names

Comments:

“Does More break down by grade level, m/f, ethnicity, TAGG?”
“Not teacher friendly. Need further info.”

Recommendations:

Content:

- No changes; explain Attendance metrics in training

Features:

- Emphasize More feature student drill down information in training

Campus Discipline

All Discipline Infractions (Through May 25, 2012)
% of students with 1+ state reportable offenses in a given grading period

DISCIPLINE	METRIC VALUE (% of students)	TREND	CAMPUS GOAL	DIFFERENCE FROM GOAL	STUDENT ATTAINMENT (# meeting student goal)	DETAILS
Current Grading Period	5.8%	▼	5.0%	-0.8%	42 of 714	Grade Level Chart
Previous Grading Period	3.2%	▲	5.0%	1.8%	23 of 714	Student List
Year to Date	5.8%	◀▶	5.0%	-0.8%	70 of 714	More
Prior Year (2010-2011)	7.8%	◀▶	5.0%	-2.8%	70 of 714	More

State Reportable Offenses - Current Grading Period - Student List

Student	Grade Level	Previous Grading Period	Last Four Weeks Class Absences	State Reportable Offenses	EOC - Algebra I	EOC - Geometry	EOC - Biology
<input type="checkbox"/> Alonso, Victoria B.	10th	Yes	67.5% ▼	0			
<input type="checkbox"/> Simpson, Lee	9th	Yes	52.5% ▲	1			
<input type="checkbox"/> Fabson, Aya F.	10th	Yes	52.5% ▲	1			
<input checked="" type="checkbox"/> Jaunton, Hilton O.	9th	Yes	47.5% ▼	0			
<input checked="" type="checkbox"/> Hooks, Eric Y.	10th	Yes	45.0% ▼	1			
<input type="checkbox"/> Falsion, Monique Y.	10th	Yes	43.8% ▲	2			
<input type="checkbox"/> Coward, Roland H.	9th	Yes	43.8% ▲	1			
<input checked="" type="checkbox"/> Estrada, Evelyn P.	9th	Yes	38.5% ▼	0			
<input checked="" type="checkbox"/> Sames, Gabriela L.	11th	Yes	37.7% ▼	1			
<input checked="" type="checkbox"/> Lombardi, Eileen V.	9th	Yes	36.6% ▼	0			

Administrators can create custom Watch Lists and add students to a defined watch list from any Student List.

Legend: G Gifted & Talented, S Special Education or 504 Designation, L ESL, LEP or Bilingual, E Late Enrollment, P Partial Transcript, A Test Accommodation. Med Goal (Green), Below Goal (Red), Getting Better (Green triangle), Getting Worse (Red triangle), No Change (Grey triangle).

Useful	Not Useful	Clarification Needs
88%	6%	6%
88%	2%	10%

Stakeholder Feedback:
Content: Include local and longitudinal discipline data

Comments:
“Need to know actions: ISS, OSS, expelled, is there a trend in bullying, harassment infractions.”
“Very useful! Would be good to do this and then check list regularly.”

Recommendations:

- Add campus-level data for all discipline infractions

Campus Watch List

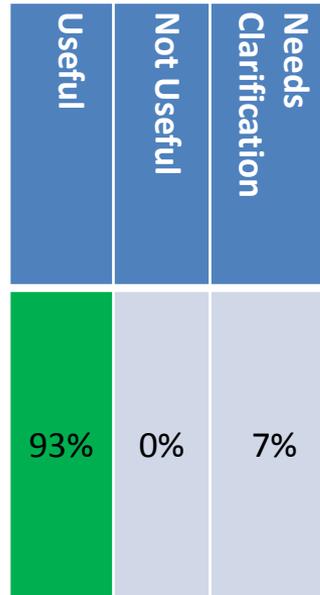
This custom Watch List displays metrics for students added to the watch list from Student Lists across the Dashboard.

Student List: Intervention: Absences + Discipline
Students From All Sections
Intervention: Absences
Intervention: Discipline + Falling Class Grades

Data View: General Overview

Student	Grade Level	Designations	DISCIPLINE		GRADES		Credits
			Last Four Weeks Class Absences	State Reportable Offenses	# Grades Below C	Grades Falling > 10%	
Falson, Ana F.	10th	S	52.5% ▲	1	7 ↔	3 ▼	
Hicks, Eric Y.	10th	E	45.9% ▼	1	7 ▼	4	5.5
Falson, Monique Y.	10th		43.8% ▲	2	3 ↔	5 ▼	6.5
Cowart, Roland H.	10th	E	43.8% ▲	1	5 ▲	2 ▲	8.5
Gomez, Gabriela L.	10th	S, E	37.7% ▼	1	6 ↔	5 ▼	1.5
Lozano, Williams S.	10th	S	28.4% ▼	1	4 ▲	2 ▼	5.5
Lopez, Tara J.	10th		19.1% ▲	1	2 ▼	2 ▼	10

Legend: Met Goal (Green), Below Goal (Red), Getting Better (Green triangle), Getting Worse (Red triangle), No Change (Grey triangle)



Stakeholder Feedback:

Content: Include additional metrics
Terminology: Some viewed the term “watch list” as too negative

Feature: Would like ability to lock watch list criteria and have student list automatically updated

Comments:

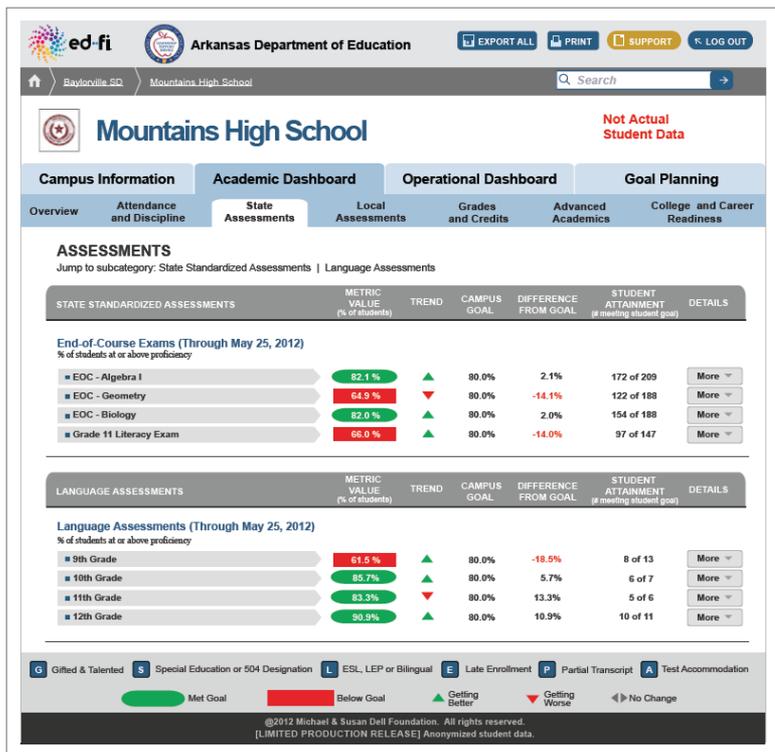
“The watch list is much needed and would make it easier for teachers/administrators to identify students.”

“Like being able to filter data. Can you also filter by M/F, GT/SPED, etc.?”

Recommendations:

- Explore feasibility to lock watch list criteria/automatically add students in future release
- Ensure users understand how to customize metrics display in training

Campus Assessments – High School



Useful	Not Useful	Clarification Needs
94%	0%	6%
97%	0%	3%

Stakeholder Feedback:

Requested Content:

- Annual Measurable Objectives
- Performance Growth
- AP exam scores
- ELDA
- Module assessments (TLI, NWEA)
- Separate Alg 1 test by 1st, 2nd attempt
- Display all cut scores

Comments:

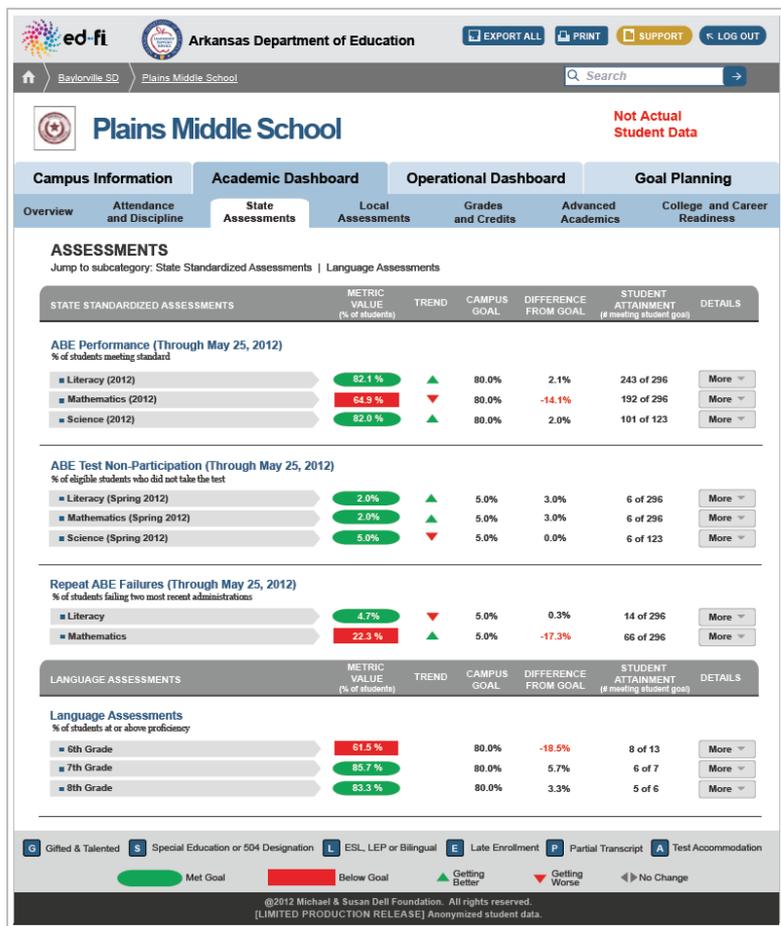
“Need local assessments!”

“Need to add legend of cut scores for assessment scores and be able to drill down to student”

Recommendations:

- Include local assessments as feasible
- Show latest attempt of Alg I exam; historical results in detail
- Keep AP metrics on CCR page
- Consider adding ELDA in future release

Campus Assessments – Middle School



Useful	Not Useful	Needs Clarification
97%	0%	3%
97%	0%	3%
97%	0%	3%
97%	0%	3%

Stakeholder Feedback:

Content:

- Make the AMO the Campus Goal
- Add ITBS and alternative assessment data
- Change ABE labels to Augmented Benchmark

Features:

- Want drill down by teachers, clickable link to see historical trend data

Comments:

“Up/down arrow is a great indicator to visually see growth achieved.”

“In addition to the campus goal, what is the district and/or state goal?”

Recommendations:

- Include ITBS performance data
- Enable districts to set goals/AMOs
- Change ABE label to Augmented Benchmark

Campus Grades & Credits

GRADES AND CREDITS

Jump to subcategory: Course Grades | Credits

COURSE GRADES	METRIC VALUE (% of students)	TREND	CAMPUS GOAL	DIFFERENCE FROM GOAL	STUDENT ATTAINMENT (# meeting student goal)	DETAILS
Repeat Courses (Through Spring Semester 2012)						
% of students repeating a course due to failure						
■ ELA/Reading	5.2 %	▲	10.0 %	-4.8 %	37 of 898	More
■ Mathematics	2.8 %	▲	10.0 %	-7.2 %	60 of 898	More
■ Science	6.4 %	▲	10.0 %	-3.6 %	37 of 878	More
■ Social Studies	2.7 %	▲	10.0 %	-7.3 %	19 of 898	More
Grades Below C Level (Through End of Year 2011-2012)						
% of students with at least 1 current classroom grade below C						
■ % with 1 or more course grades below C	64.7 %	↔	40.0 %	-24.7 %	457 of 708	More
■ % Prior Year % with 1 or more course grades below C (2010-2011)	64.7 %	↔	40.0 %	-24.7 %	457 of 708	More
■ % with 2 or more course grades below C	41.7 %	▲	30.0 %	-11.7 %	286 of 708	More
■ % Prior Year % with 2 or more course grades below C (2010-2011)	41.7 %	▲	30.0 %	-11.7 %	286 of 708	More
■ % with 3 or more course grades below C	28.4 %	▲	10.0 %	-18.4 %	208 of 708	More
■ % Prior Year % with 3 or more course grades below C (2010-2011)	28.0 %	↔	10.0 %	-18.0 %	208 of 708	More
Falling Class Grades (Through End of Year 2011-2012)						
% of students with core subject course grades dropping 10%+ from prior grading period						
■ ELA / Reading	16.3 %	▲	15.0 %	-0.3 %	108 of 702	More
■ Mathematics	12.6 %	▲	15.0 %	-2.4 %	88 of 701	More
■ Science	11.4 %	▲	15.0 %	-3.6 %	77 of 876	More
■ Social Studies	18.8 %	▼	15.0 %	-3.8 %	130 of 688	More
Algebra I (Through End of Year 2011-2012)						
% of students who are taking/taken course; % of students who are passing/passed course by 9th grade						
9th Grade						
■ Taking or have Taken	95.8 %	↔	75.0 %	20.8 %	200 of 209	More
■ Passing or have Passed	71.6 %	↔	75.0 %	-3.4 %	143 of 200	More
10th Grade						
■ Taken	90.9 %	↔	75.0 %	15.9 %	171 of 188	More
■ Passed	76.1 %	▼	75.0 %	-0.9 %	120 of 171	More
11th Grade						
■ Taken	87.2 %	↔	75.0 %	12.2 %	143 of 147	More
■ Passed	82.6 %	↔	75.0 %	7.6 %	118 of 143	More
12th Grade						
■ Taken	90.6 %	↔	75.0 %	15.6 %	164 of 179	More
■ Passed	83.7 %	↔	75.0 %	8.7 %	129 of 164	More
CREDITS						
Credit Accumulation (Through Spring Semester 2011)						
% of students meeting expected # of credits for Smart Core curriculum as of the end of the prior school year						
■ 10th Grade	87.7 %	↔	80.0 %	7.7 %	167 of 187	More
■ 11th Grade	88.5 %	↔	80.0 %	8.5 %	128 of 148	More
■ 12th Grade	93.7 %	▲	90.0 %	3.7 %	160 of 180	More

Useful	Not Useful	Clarification Needs
94%	3%	3%
84%	3%	13%
83%	7%	10%
93%	0%	7%
96%	0%	4%

Stakeholder Feedback:

Content:

- Include # of attempts and PASS/NOT PASS on Alg 1 EOC
- Courses repeated - by teacher, by grade
- Add summer credit recovery and remedial course information

Features:

- Include drill down for student, teacher, etc.

Comments:

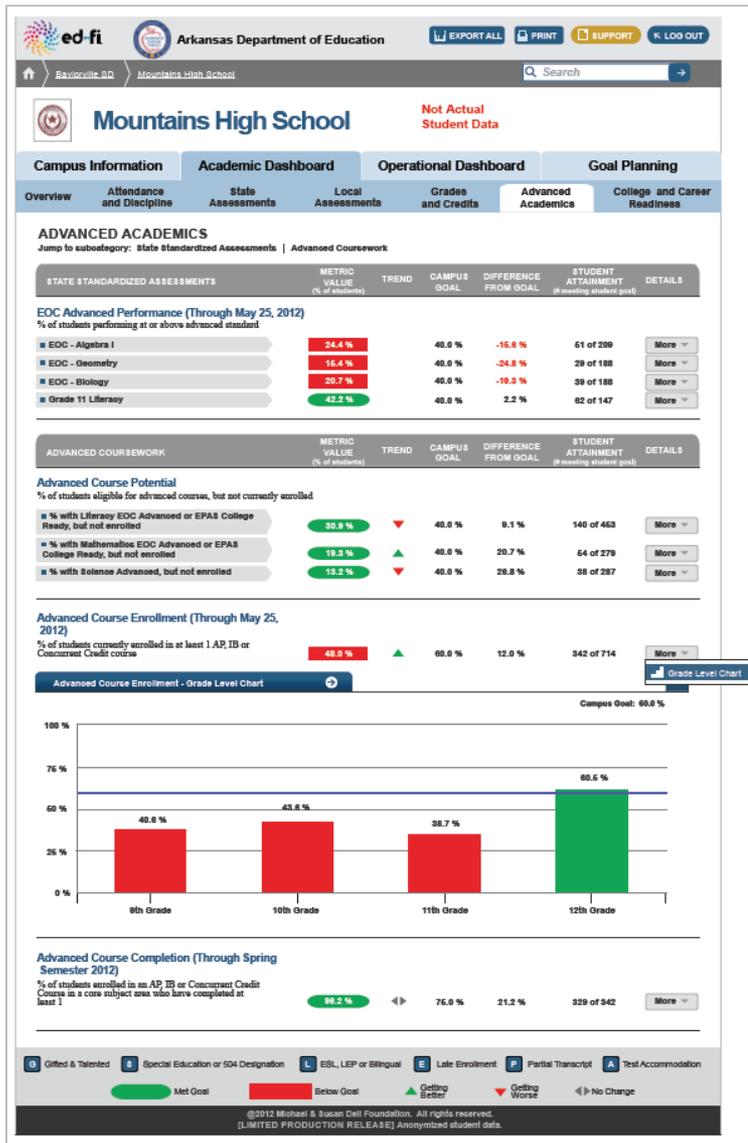
“Which specific courses are being repeated? Can we see connection to teachers?”

“Need to drill down to students not meeting goals”

Recommendations:

- Provide training on drill downs to students with failing, falling class grades
- Add details on student credit accumulation by subject and grade level

Campus Advanced Academics



Useful	Not Useful	Needs Clarification
94%	3%	3%
91%	3%	6%
91%	3%	6%
89%	4%	7%

Stakeholder Feedback:

Content:

- Add pre-AP information and AP scores

Features:

- Ability to look at information by subpopulations

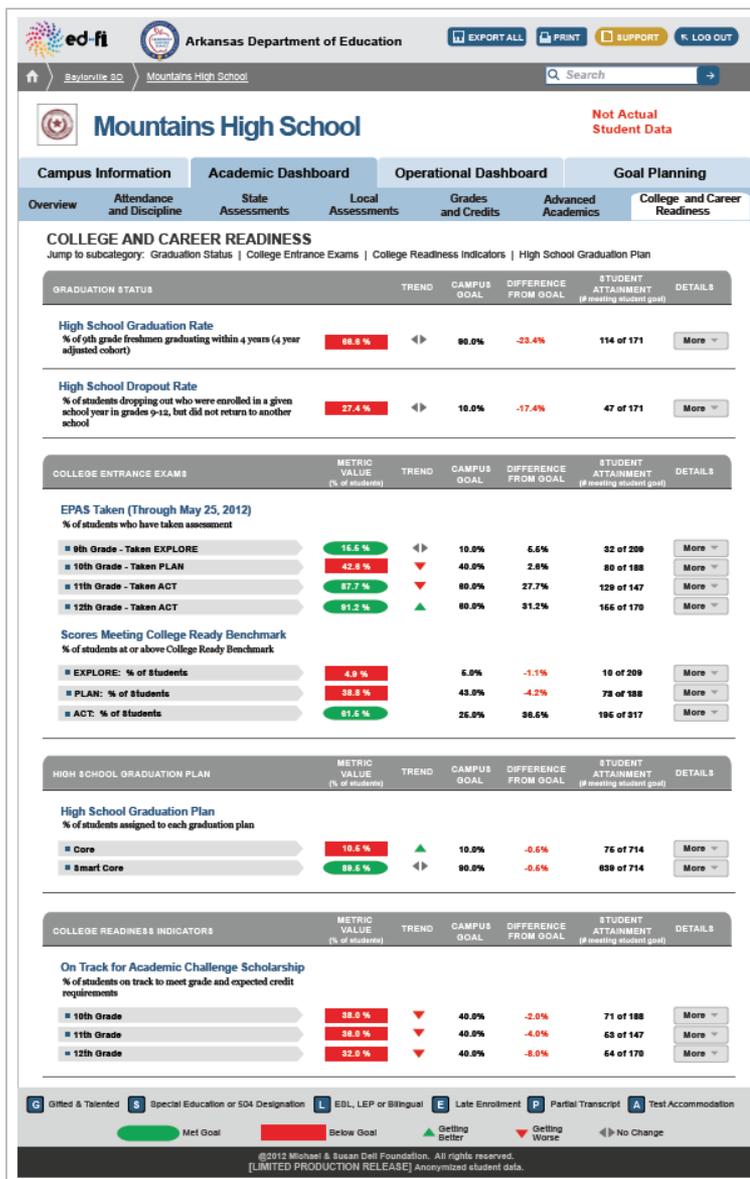
Comments:

"All good information to have at a glance for needed adjustments"
"Compatible to district report card?"
"What is required by state?"

Recommendations:

- Include information on pre-AP coursework based on Benchmark/Explore in future release
- Include AP mastery metric or AP exam pass rate metric if scores are available (% of students passing)
- Train users to access student lists to view subgroup performance

Campus College & Career Readiness



Useful	Not Useful	Needs Clarification
97%	0%	3%
97%	0%	3%
94%	0%	6%
97%	0%	3%
91%	0%	9%

Stakeholder Feedback:

Requested Content:

- Add % going to college, trade school, completing degrees
- Add college remediation rate and concurrent college credits
- EPAS broken down by subtest
- Include campus, district, and state goals
- Add Kuder exam
- Track graduation rate by cohort

Comments:

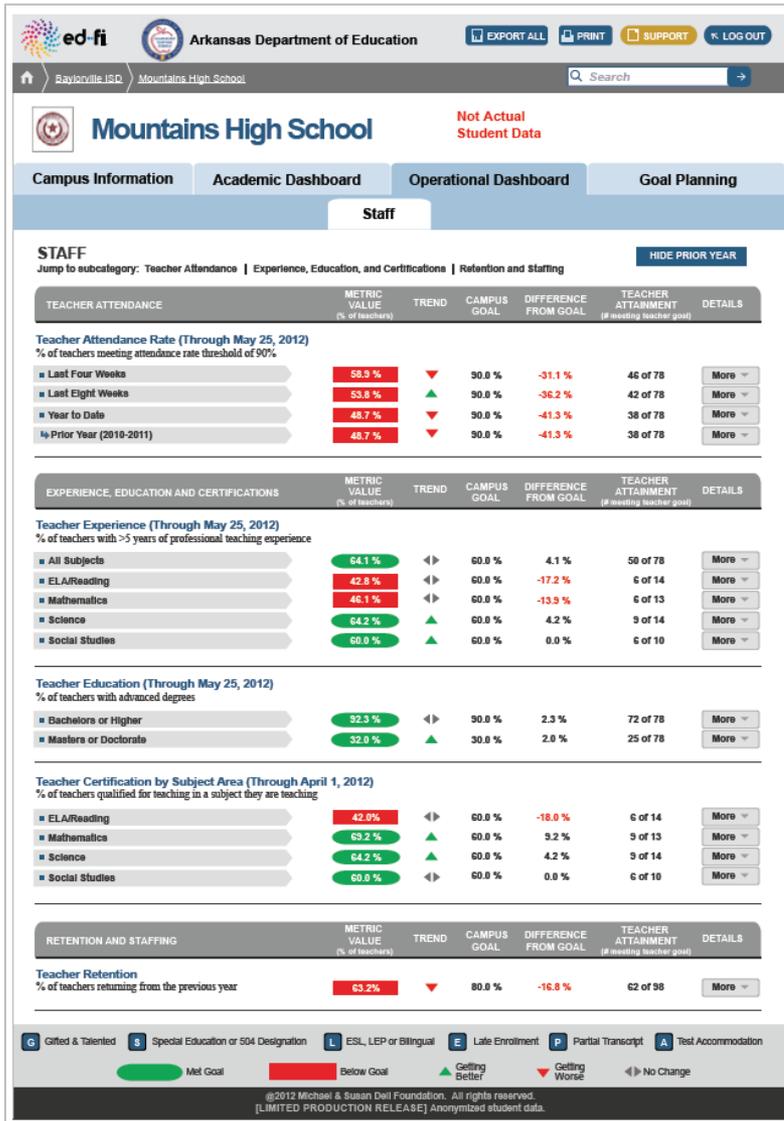
"Very good! Great for counselors."

"On Track for Academic Challenge Scholarship is good info for reports to public"

Recommendations:

- Include cohort graduation data as available from ADE
- Conform campus roll-up metrics to student dashboard (e.g., add PSAT/SAT as available)
- Point users to EPAS detail available in "more" menu

Campus Staff



Useful	Not Useful	Clarification Needs
94%	3%	3%
83%	3%	13%
83%	7%	10%
93%	0%	7%
96%	0%	4%

Stakeholder Feedback:

Requested Content:

- Include National Board Certified and Highly-Qualified
- Add absence reasons
- AR evaluation (TESS)
- # of years teaching in district/school
- Demographics of teachers

Comments:

“Great for principals and supervisors”
“It would be nice to have attendance breakdown - absent for PD, sickness, etc.”

Recommendations:

- Include additional data on teachers as available and in order of priority

Goal Planning

Mountains High School Not Actual Student Data

GOAL PLANNING - ATTENDANCE AND DISCIPLINE

METRIC	METRIC VALUE (% of students)	CURRENT CAMPUS GOAL	DIFFERENCE FROM GOAL	NEW GOAL
ATTENDANCE				
Average Daily Attendance (Through May 25, 2012) Average daily attendance for all students with membership on the campus (unweighted)				
Last Four Weeks	79.6 %	90.0 %	-10.4 %	0.9000
Year to Date	87.9 %	90.0 %	-2.1 %	0.9000
Daily Attendance Rate (Through May 25, 2012) % of students meeting attendance rate threshold during the specified time frame				
Last Four Weeks	24.7 %	95.0 %	-70.3 %	0.9500
Last Eight Weeks	21.3 %	95.0 %	-73.7 %	0.9500
Year to Date	44.0 %	95.0 %	-51.0 %	0.9500
Days Absent (Through May 25, 2012) % of students with 9 or more absences year to date				
	30.6 %	10.0 %	-20.6 %	0.1000
Class Period Absence Rate (Through May 25, 2012) % of students exceeding class period absence rate threshold of 10% during the specified timeframe				
Last Four Weeks	62.1 %	10.0 %	-52.1 %	0.1000
Last Eight Weeks	67.3 %	10.0 %	-57.3 %	0.1000
Year to Date	40.0 %	10.0 %	-30.0 %	0.1000
DISCIPLINE				
All Discipline Infractions (Through May 25, 2012) % of students with 1+ state reportable offenses in a given grading period				
Current Grading Period	5.8 %	5.0 %	+0.8 %	0.0500
Prior Grading Period	3.2 %	5.0 %	-1.8 %	0.0500
Year to Date	3.8 %	5.0 %	-1.2 %	0.0500

Legend: Met Goal (Green), Below Goal (Red), Getting Better (Green triangle), Getting Worse (Red triangle), No Change (Grey triangle)

Useful	Not Useful	Clarification Needs
100%	0%	0%
96%	0%	4%
100%	0%	0%
96%	0%	4%
100%	0%	0%

Stakeholder Feedback:

Stakeholders appreciated the ability to set/see campus goals.

Content:

- Add school growth measures (assessment goals)
- Show district goal in addition to campus goal

Comments:

"I love this!"
"Would be good to have ability to set goals by building, especially on state and local assessments."

Recommendations:

- Highlight in training that goals can be set to Annual Measurable Objectives (AMOs) by district