

Data for Measuring Progress versus Actionable Data

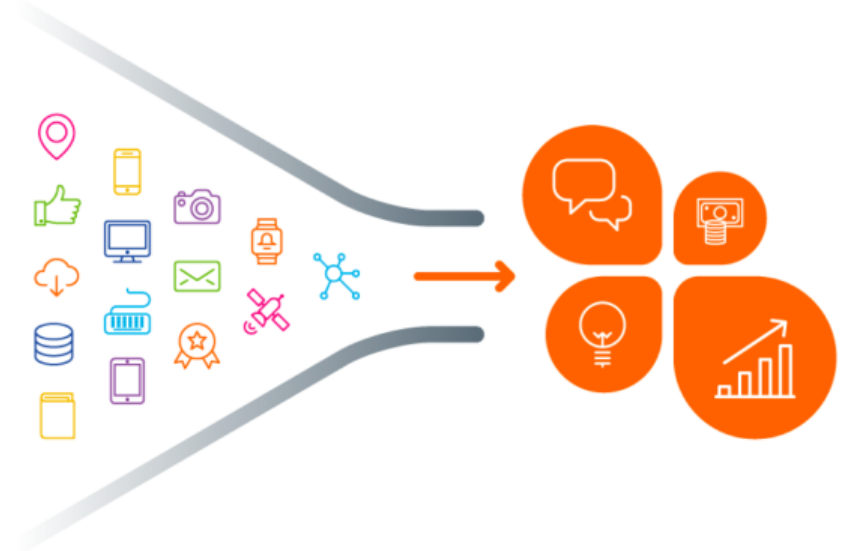
Luzelma G. Canales, Ph.D.

Senior Associate Vice President for Student Success

November 15, 2018

1:00 to 2:00 p.m.

Measuring Progress versus Actionable Data





A **Key Performance Indicator (KPI)** is a measurable value that demonstrates how effectively a company is achieving key business objectives. Organizations use key performance indicators at multiple levels to evaluate their success at reaching targets. High-level KPIs may focus on the overall performance of the enterprise, while low-level KPIs may focus on processes or employees in departments such as sales, marketing or a call center.

Placemat Activity

Data Placemat activity provides an opportunity to reflect on a set of data, co-interpret data, and determine implications for decision-making and action.

Key Performance Indicators (KPIs) Tracked by Institution	Who is engaged in reviewing the KPIs	How often are they reviewed
What does the institution do with what is learned during the review?		

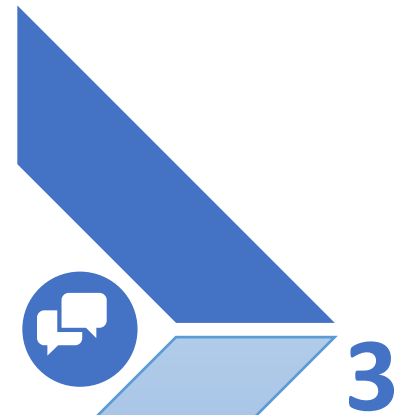
Think-Pair-Share



Think
Individually
Complete the
Placemat
(2 min)



Pair
Discuss with your
neighbor
(2 min each)



Share
Table Discussion
(5 min)
Large Group
Discussion
(10 min)

Leading/Lagging Indicators

Leading Indicators

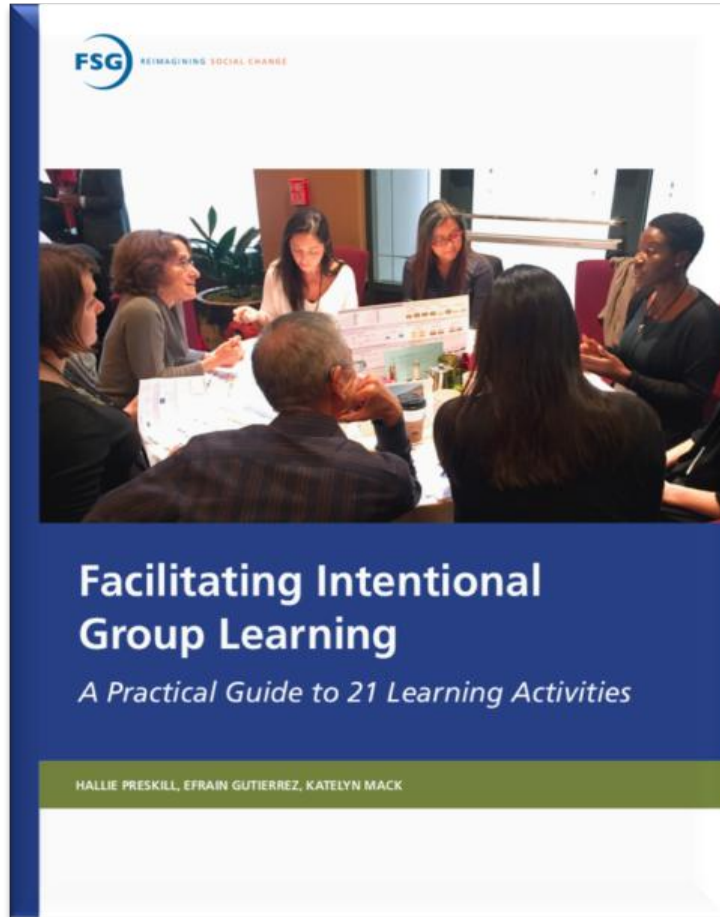
- Remediation
 - Begin coursework in first term
 - Complete remediation year 1
- Gateway Courses
 - Complete college-level Math/English in year 1
- Credit Accumulation and Related Behaviors
 - High rate of course completion (80%)
 - Earned summer credits
 - Enroll full-time
 - Enroll continuously, without stopping out
 - On Time/Early registration
 - On Campus Engagement

Lagging Indicators

- Graduation
- Fall to Fall Retention
- Complete General Education
- Transfer
- Etc.

(Education Trust, 2010)

































































Three Goals for Engagement



- Promote Greater Awareness & Understanding
- Generate New Ideas and/or Solutions
- Make a Decision

Engagement Activities

- Brief Description
- Number of Participants
- Time Required
- Protocol for Activity

ACTIVITY	PEOPLE	TIME	GOALS			OTHER CRITERIA	
	Ideal number of participants	Approximate time needed	Promote greater awareness & understanding	Generate new ideas and/or solutions	Make a decision	Involves the use of quantitative and/or qualitative data	Can be used when participants are in different locations
Quick Learning Activities							
1. One Question	4-25					OPTIONAL	YES
2. Mental Model Drawings	4-25					NO	YES
3. One Data Point	4-100					YES	YES
4. Think-Pair-Share	6-100					NO	NO
Detailed Learning Activities							
5. Data Placemats	2-10					YES	YES
6. Before and After Action Reviews	3-10					OPTIONAL	YES
7. Chalk Talk	5-10					OPTIONAL	NO
8. Virtual Idea Generation	5-20					NO	YES
9. Conversational Moves	6-12					OPTIONAL	YES
10. Gradients of Agreement	6-50					NO	YES
11. What's on Your Mind?	8-30					NO	NO
12. What? So What? Now What?	8-100					OPTIONAL	YES
13. Collective Story Harvest	10-50					NO	NO
14. Four Corners Perspective Change	10-50					NO	NO
15. Data Gallery	10-100					YES	NO
Systems-Thinking Learning Activities							
16. Timeline Mapping	3-10					OPTIONAL	YES
17. Trend Mapping	5-15					OPTIONAL	YES
18. Ecocycle Mapping	10-12					NO	YES
19. Actor Mapping	10-25	 				NO	NO
20. World Café	20-100	 				NO	NO
21. Appreciative Inquiry	20-100					NO	NO

 = 20 minutes or less

 = approx. 1/2 hour

 = approx. 1 hour or more

Examples of Authentic, High Impact Engagement



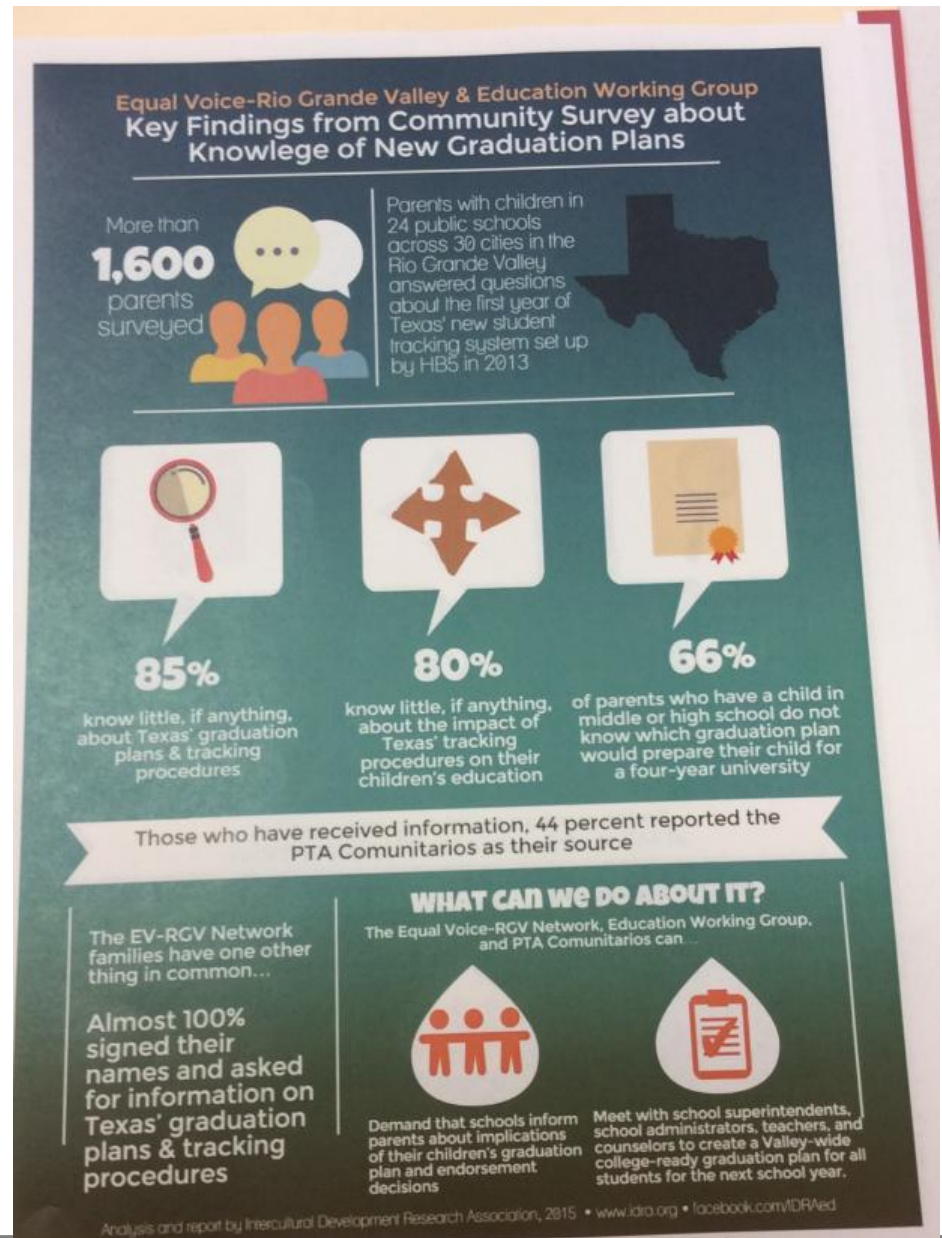
House Bill 5: Mesa Comunitaria

- Co-Design Survey
 - Equal Voice Network
 - ARISE
 - LUPE
 - RGV FOCUS
 - IDRA
- RGV FOCUS Leadership Team
- RGV Parents



Diverse Stakeholder Engagement

Placemat Activity



Tomador de notas/Note Taker

Organización y Recurso/Organization and Asset

Oportunidades e ideas para la colaboración / Opportunities and ideas for collaboration

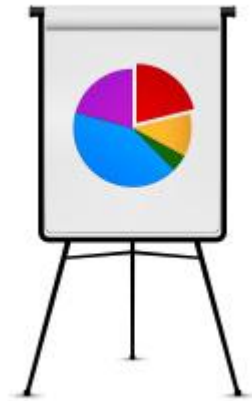
Acción	Colaboración Posible Possible Collaboration	Siguientes pasos/ Next Steps	Impacto Posible Possible Impact
<p>Develop a regional framework for HBS Endorsement and graduation plans. It will include:</p> <ul style="list-style-type: none"> - Common vocabulary - Components for communication plan - Disarticulate a pathway - Toolkit for training stakeholders (teachers, administrators, parents, etc.) - Develop timeline for action's region (for Elementary/Middle School/High School) 	<p>Region One RGV Focus ISDs</p> <ul style="list-style-type: none"> • McAllen • Laredo • Brownsville • La Joya <p>Equal VDO/ACISE</p>	<p>Develop a small working group led by RGV focus and Region One</p>	<p>Develop common understanding</p>
<p>Create a Did You Know Video for HBS</p> <ul style="list-style-type: none"> • can review what districts currently have • Spanish / English 			

Action Plan

Determining Impact: Deep Dive Data Walks



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Look at the
graphs



Respond to
the questions

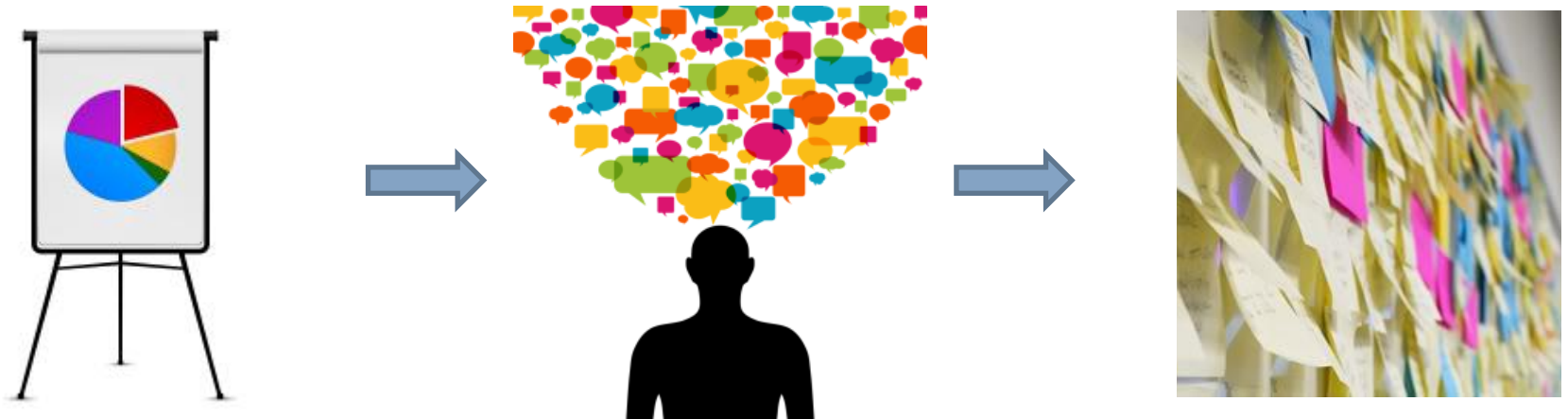


Post your thoughts
next to the graph

SARA - Natural Response to Feedback



1. How would you summarize the data?
2. Do these numbers surprise you? Why or why not?
3. Why do you think the RGV is at its current level?



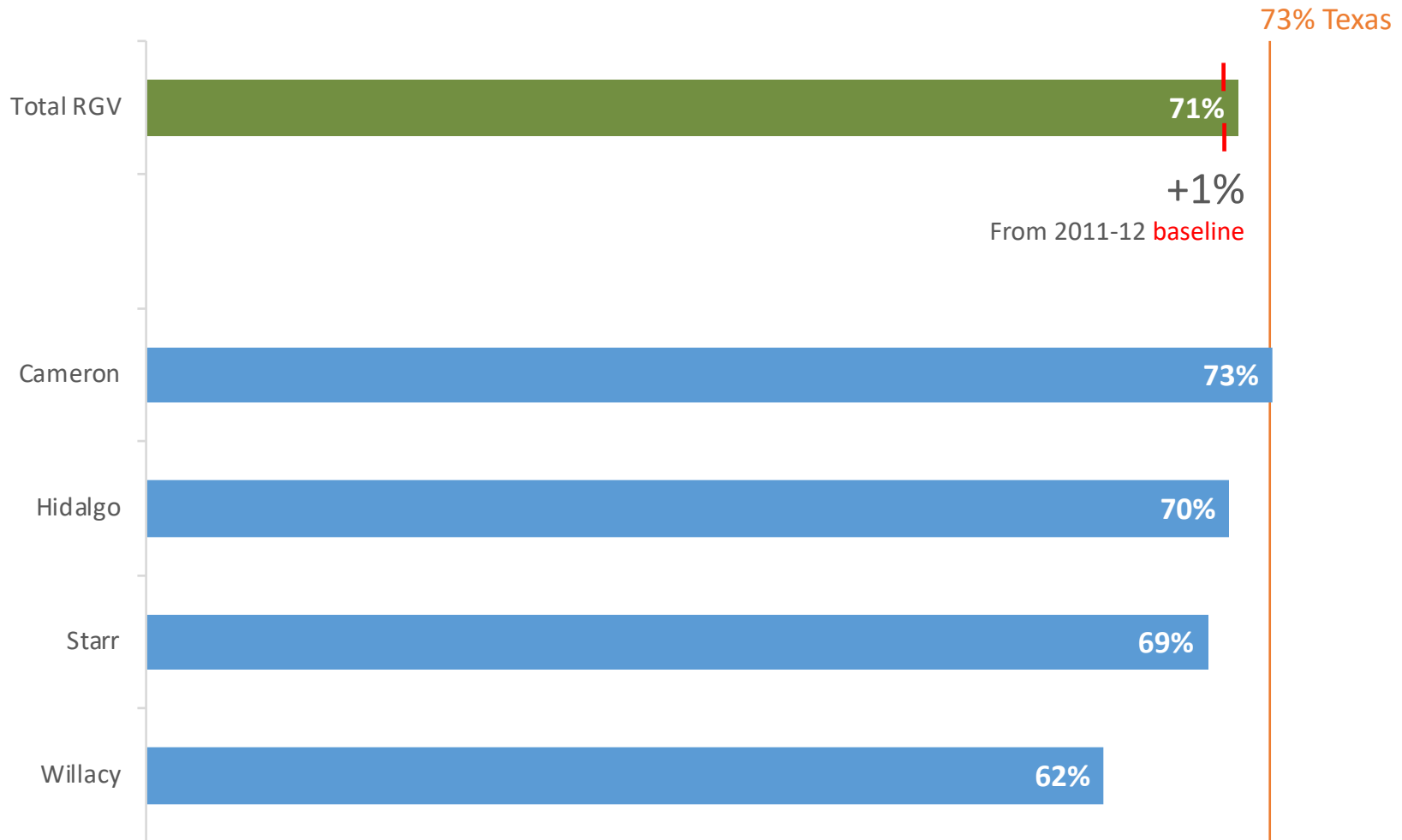
Current Status of 3rd Grade Reading

School Year 2015-16



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RGV region above baseline, only Cameron county reaches state rate, others lag



Sources and Notes: STAAR data from TEA STAAR Aggregate Data, 2015-16. Target not set for this measure. To have increased this measure by 1% point, the following number of additional students needed to have met Level II Satisfactory on STAAR 3rd Grade Reading in 2015-16: Cameron – 67, Hidalgo – 169, Starr – 12, Willacy – 3, RGV – 251.

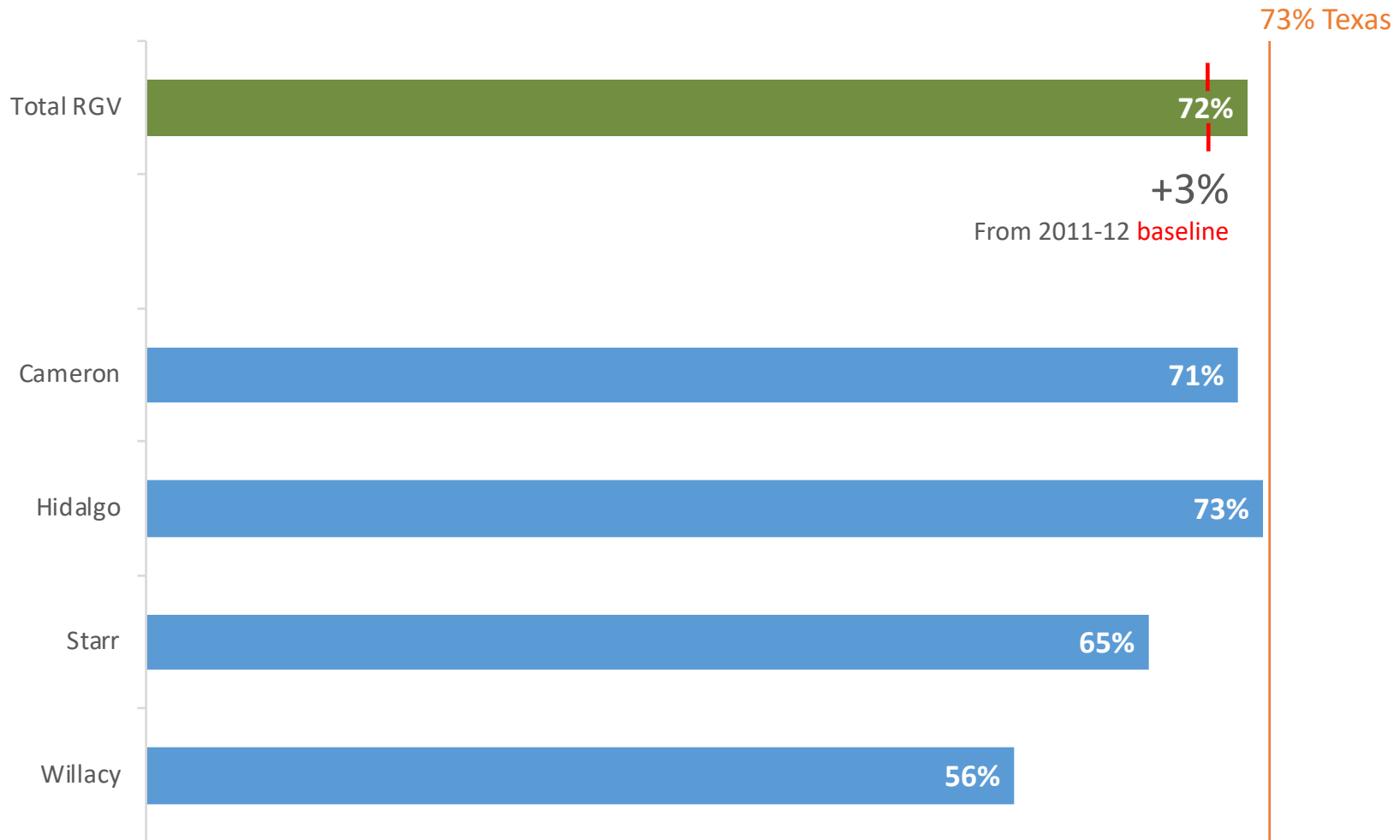
Current Status of 8th Grade Math

School Year 2015-16



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RGV region above baseline, Hidalgo county approximates state rate, others lag



Sources and Notes: STAAR data from TEA STAAR Aggregate Data, 2015-16. Target not set for this measure. To have increased this measure by 1% point, the following number of additional students needed to have met Level II Satisfactory on STAAR 8th Grade Math in 2015-16: Cameron – 56, Hidalgo – 123, Starr – 10, Willacy – 2, RGV - 191.

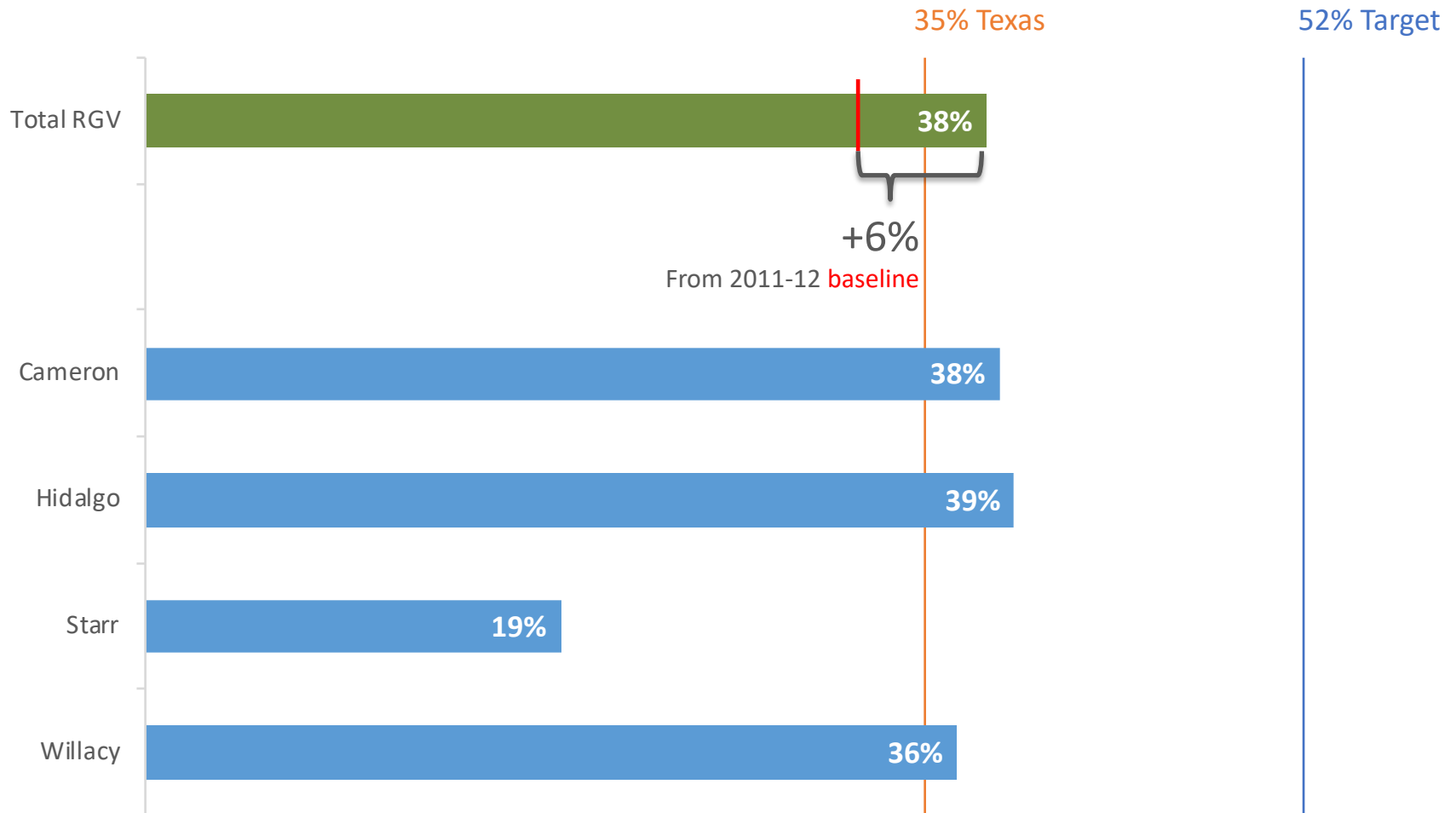
Current Status of AP/DC Completion

School Year 2014-15



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AP/DC completion in RGV is up from baseline
3 counties are above state, all are below target



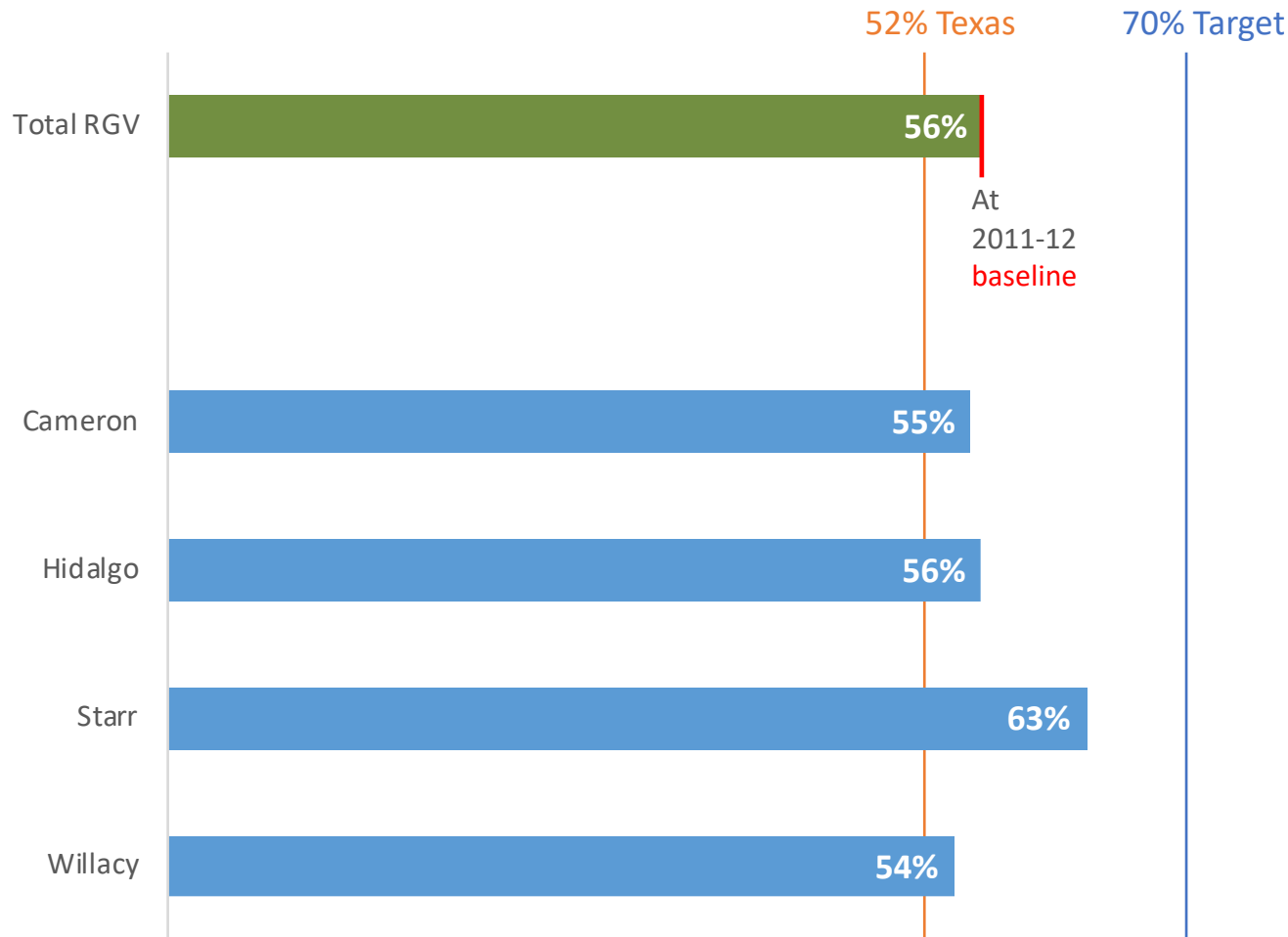
Sources and Notes: Data from TEA Texas Academic Performance Report 2015-16, on school year 2014-15. To have increased this measure by 1% point, the following number of additional students needed to have completed and received credit for at least one advanced course in 2014-15: Cameron – 305, Hidalgo – 568, Starr – 46, Willacy – 12, RGV - 931

Current Status of Immediate College Enrollment

School Year 2015-16



Immediate college enrollment in RGV holds steady from baseline
All RGV counties above state and below target



Sources and Notes: Data from THECB High School Graduates Enrolled In Higher Education the Following Fall, 2015-2016 Graduates. To have increased this measure by 1% point, the following number of additional students needed to have completed and received credit for at least one advanced course in 2015-16: Cameron – 66, Hidalgo – 123, Starr – 10, Willacy – 2, RGV - 201



1. Were there any similarities in thinking across the region?
2. What are we doing?
3. How well are we doing it?
4. How could/should we respond as a region?

Bright Spots Top 10



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1. What stands out, or surprises you about the data?
2. What assumptions inform your reactions?
3. What more would you like to know?
4. If not in the top 10, where do you think you fall?



STAAR 3rd Grade Reading

School Year 2015-16



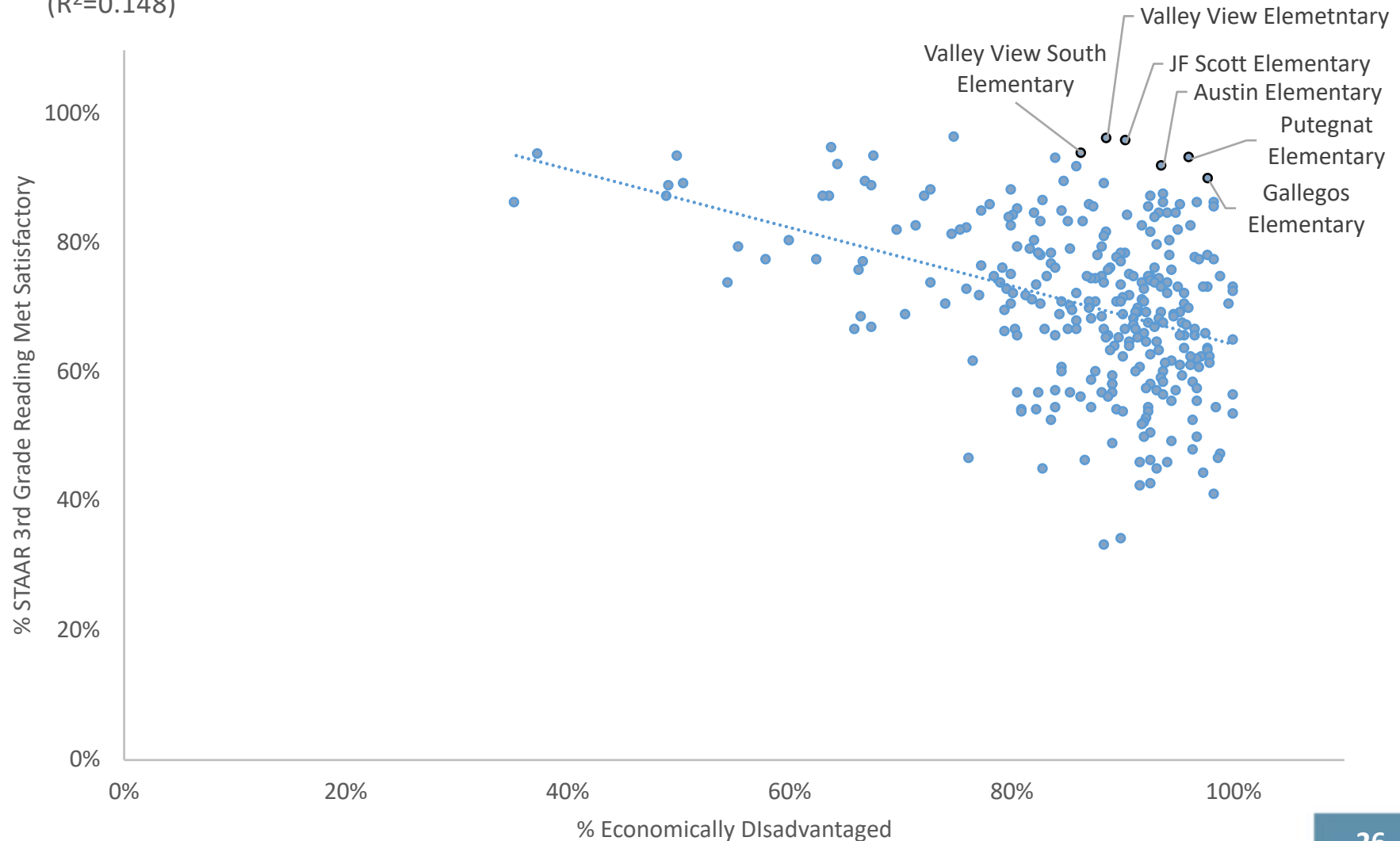
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Campus Bright Spots in 3rd Grade Reading



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Distribution of STAAR 3rd Grade Reading by Eco Dis across 295 elementary campuses
($R^2=0.148$)













Sources and Notes: STAAR data from TEA STAAR Aggregate Data, 2015-16. Economic disadvantage data from TEA Texas Academic Performance Report 2015-16.

Top 10 Campus Bright Spots 3rd Grade Reading



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Campus	Enrollmt	Eco Dis	3rd Gr Reading	% pts above prediction	District	County
██████████ Elementary	492	96%	93%	 27%	Brownsville ISD	Cameron
██████████ Elementary	618	90%	96%	 27%	Roma ISD	Starr
██████████ Elementary	455	89%	96%	 27%	Valley View ISD	Hidalgo
██████████ Elementary	362	94%	92%	 25%	Edinburg CISD	Hidalgo
██████████ Elementary	678	98%	90%	 24%	Brownsville ISD	Cameron
██████████ Elementary	376	86%	94%	 23%	Valley View ISD	Hidalgo
██████████ Elementary	433	84%	93%	 21%	Valley View ISD	Hidalgo
██████████ Elementary	438	86%	92%	 21%	Roma ISD	Starr
██████████ Elementary	832	98%	86%	 21%	Brownsville ISD	Cameron
██████████ Elementary	362	75%	96%	 21%	Los Fresnos CISD	Cameron

Sources and Notes: STAAR data from TEA STAAR Aggregate Data, 2015-16. Economic disadvantage data from TEA Texas Academic Performance Report 2015-16.

Top 10 Campuses vs Districts in 3rd Grade Reading



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Top Ten Campuses

Rank	Campus	Eco Dis	3rd Read	Vs Pred	District	County	Campus Rank (N=295)
1	[REDACTED]	96%	93%	27%	BROWNSVILLE ISD	Cameron	1, 5, 9, 13,..278
2	[REDACTED]	90%	96%	27%	ROMA ISD	Starr	2, 8, 14, 20, 231
3	[REDACTED]	89%	96%	27%	VALLEY VIEW ISD	Hidalgo	3, 6, 7, 25
4	[REDACTED]	94%	92%	25%	EDINBURG CISD	Hidalgo	4, 28, 31, 33,..,243
5	[REDACTED]	98%	90%	24%	BROWNSVILLE ISD	Cameron	
6	[REDACTED]	86%	94%	23%	VALLEY VIEW ISD	Hidalgo	
7	[REDACTED]	84%	93%	21%	VALLEY VIEW ISD	Hidalgo	
8	[REDACTED]	86%	92%	21%	ROMA ISD	Starr	
9	[REDACTED]	98%	86%	21%	BROWNSVILLE ISD	Cameron	
10	[REDACTED]	75%	96%	21%	LOS FRESNOS CISD	Cameron	10, 40, 43, 49,..,158

Top Ten Districts

Rank	District	Eco Dis	3rd Read	Vs Pred	County	Campus Rank out of 295
1	VALLEY VIEW ISD (HIDALGO)	85%	92%	27%	Hidalgo	3, 6, 7, 25
2	ROMA ISD	88%	84%	20%	Starr	2, 8, 14, 20, 231
3	LOS FRESNOS CISD	78%	84%	15%	Cameron	10, 40, 43, 49,..,158
4	BROWNSVILLE ISD	95%	75%	14%	Cameron	1, 5, 9, 13,..278
5	IDEA PUBLIC SCHOOLS	89%	74%	11%	Hidalgo	27, 30, 44, 60,..,188
6	EDINBURG CISD	85%	76%	11%	Hidalgo	4, 28, 31, 33,..,243
7	PHARR-SAN JUAN-ALAMO ISD	88%	73%	9%	Hidalgo	11, 12, 21, 24,..,280
8	VANGUARD ACADEMY	84%	75%	8%	Hidalgo	76, 155, 163
9	LASARA ISD	81%	75%	7%	Willacy	130
10	MONTE ALTO ISD	88%	71%	7%	Hidalgo	145

Sources and Notes: STAAR data from TEA STAAR Aggregate Data, 2015-16. Economic disadvantage data from TEA Texas Academic Performance Report 2015-16.



1. What questions do you have?
2. What concerns do you have?
3. What reactions are you surfacing?

A

A

R

After

Action

Review

Looking Back

- **What is an After Action Review (AAR)?**
- The AAR is a simple process used by a team to capture lessons learned from past successes and failures with the goal of improving future performance. It is an opportunity for a team to reflect on a project, activity, event, or task so that next time, they can do better.

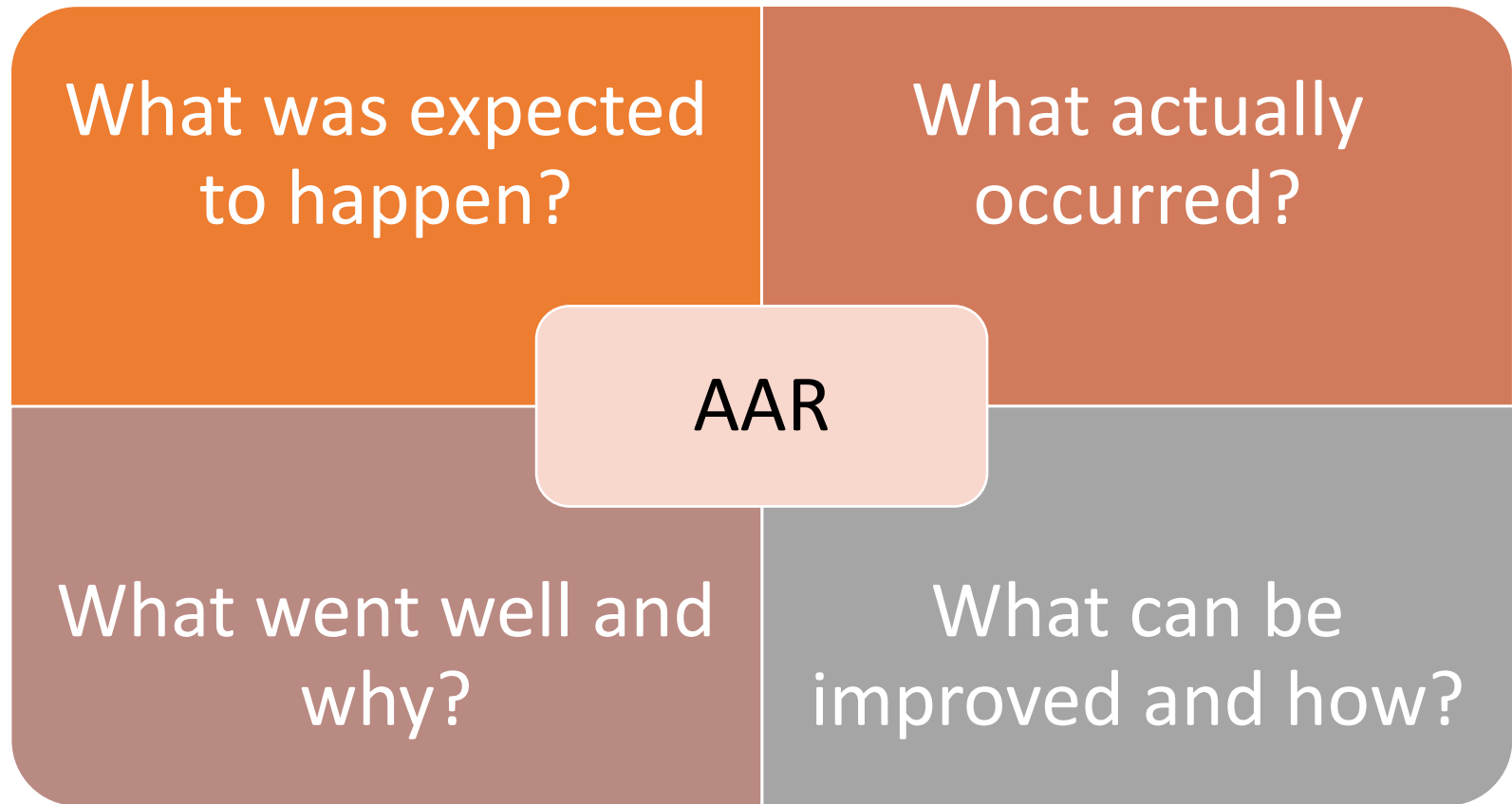
After Action Review

- **Why conduct an AAR?**
- The AAR will not only make learning conscious within a team but it can also help build trust among the team members.

After Action Review

- **Norms and Expectations**
 - An open and honest professional discussion
 - Participation by everyone on the team
 - A focus on results of an event or project
 - Identification of ways to sustain what was done well
 - Development of recommendations on ways to overcome obstacles

After Action Review



What was suppose to happen?

For program and participating organizations consider the following

Large Group Discussion (10 min)

- What was the purpose and objectives?
- Who was the audience?
- What was the initial timeline?
- Who was involved?
- What outcomes and outputs were intended?
- What products were to be produced?

What actually occurred?

- **Individual Reflection (2 min)**

- Document on post-its what you believe occurred during Phase I
 - For Program
 - For Participating Organizations

- **Pair and Share (5 min)**

- Place Post-its in respect area
- Discuss with a partner and add any new items

- **Large Group Discussion (10 min)**

- Participate in large group discussion

What went well and why?

For program and participating organizations consider the following

Pair and Share (5 min)

- What were the successful steps taken towards achieving your objective?
- What went really well in the project?
- What had the greatest impact on the success achieved?

Large Group Discussion (15 min)

What can be improved and how?

For program and participating organizations consider the following

Pair and Share (5 min)

- Given the information and knowledge we had at the time, what could we have done better?
- Given the information and knowledge we have now, what are we going to do differently in similar situations in the future to ensure success?
- What would your advice be to future project teams based on your experiences here?

Large Group Discussion (10 min)

Questions & Reflections

- What are three new things I learned?
- What are two new things I can utilize immediately?
- What is one question I still Have?



Luzelma G. Canales

Senior Associate VP for Student Success

Office of Student Success

Edinburg: (956) 665-3671

Brownsville: (956) 882-8213

luzelma.canales@utrgv.edu

Brownsville • Edinburg • Harlingen

