Data for Measuring Progress versus Actionable Data

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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.*

<table>
<thead>
<tr>
<th>Key Performance Indicators (KPIs) Tracked by Institution</th>
<th>Who is engaged in reviewing the KPIs</th>
<th>How often are they reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What does the institution do with what is learned during the review?
Think-Pair-Share

1. **Think**
   Individually Complete the Placemat (2 min)

2. **Pair**
   Discuss with your neighbor (2 min each)

3. **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**

## Quick Learning Activities

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PEOPLE</th>
<th>TIME</th>
<th>GOALS</th>
<th>OTHER CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One Question</td>
<td>4-25</td>
<td>✔</td>
<td>✔</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>2. Mental Model Drawings</td>
<td>4-25</td>
<td>✔</td>
<td>✔</td>
<td>YES</td>
</tr>
<tr>
<td>3. One Data Point</td>
<td>4-100</td>
<td>✔</td>
<td>✔</td>
<td>NO</td>
</tr>
<tr>
<td>4. Think-Pair-Share</td>
<td>6-100</td>
<td>✔</td>
<td>✔</td>
<td>NO</td>
</tr>
</tbody>
</table>

## Detailed Learning Activities

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PEOPLE</th>
<th>TIME</th>
<th>GOALS</th>
<th>OTHER CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Data Placemats</td>
<td>2-10</td>
<td>✔</td>
<td>✔</td>
<td>YES</td>
</tr>
<tr>
<td>6. Before and After Action</td>
<td>3-10</td>
<td>✔</td>
<td>✔</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>7. Chalk Talk</td>
<td>5-10</td>
<td>✔</td>
<td>✔</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>8. Virtual Idea Generation</td>
<td>5-20</td>
<td>✔</td>
<td>✔</td>
<td>NO</td>
</tr>
<tr>
<td>9. Conversational Moves</td>
<td>6-12</td>
<td>✔</td>
<td>✔</td>
<td>YES</td>
</tr>
<tr>
<td>10. Gradients of Agreement</td>
<td>6-50</td>
<td>✔</td>
<td>✔</td>
<td>NO</td>
</tr>
<tr>
<td>11. What’s on Your Mind?</td>
<td>8-30</td>
<td>✔</td>
<td>✔</td>
<td>NO</td>
</tr>
<tr>
<td>13. Collective Story Harvest</td>
<td>10-50</td>
<td>✔</td>
<td>✔</td>
<td>NO</td>
</tr>
<tr>
<td>14. Four Corners Perspective</td>
<td>10-50</td>
<td>✔</td>
<td>✔</td>
<td>NO</td>
</tr>
<tr>
<td>15. Data Gallery</td>
<td>10-100</td>
<td>✔</td>
<td>✔</td>
<td>YES</td>
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</tbody>
</table>

## Systems-Thinking Learning Activities

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PEOPLE</th>
<th>TIME</th>
<th>GOALS</th>
<th>OTHER CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Timeline Mapping</td>
<td>3-10</td>
<td>✔</td>
<td>✔</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>17. Trend Mapping</td>
<td>5-15</td>
<td>✔</td>
<td>✔</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>18. Ecosystem Mapping</td>
<td>10-12</td>
<td>✔</td>
<td>✔</td>
<td>NO</td>
</tr>
<tr>
<td>19. Actor Mapping</td>
<td>10-25</td>
<td>✔</td>
<td>✔</td>
<td>NO</td>
</tr>
<tr>
<td>20. World Café</td>
<td>20-100</td>
<td>✔</td>
<td>✔</td>
<td>NO</td>
</tr>
<tr>
<td>21. Appreciative Inquiry</td>
<td>20-100</td>
<td>✔</td>
<td>✔</td>
<td>NO</td>
</tr>
</tbody>
</table>
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
### Action Plan

<table>
<thead>
<tr>
<th>Acción</th>
<th>Colaboración Posible Possible Collaboration</th>
<th>Siguientes pasos/ Next Steps</th>
<th>Impacto Posible Possible Impact</th>
</tr>
</thead>
</table>
| Develop a regional framework for HBS Endowment and graduation plans. It will include:  
  - Common vocabulary  
  - Components for communication plan  
  - Describe a pathway  
  - Toolkit for training stakeholders (leaders, administrators, parents, etc.)  
  - Develop timeline for actions required for Early Middle School (High School) | Region One  
  - EGU Focus  
  - IS-Dez  
  - McAllen  
  - Lyford  
  - Edinburg  
  - La Senda  
  - Equal Video/RISE | Develop a small working group led by Region One and Region One | Develop common understanding |
| Create a Did You Know video for HBS  
  - Con tiền and districts currently have  
  - Spanish / English | | | |

**RGV Mesa Comunitaria Educativa Agosto 14, 2015 - Planes de acción**

**School Administrators / Educators**
Determining Impact: Deep Dive Data Walks
Data Walk

Look at the graphs

Respond to the questions

Post your thoughts next to the graph
SARA - Natural Response to Feedback

What people say when in SHOCK:
- “What??! I don’t understand this report.”
- “It’s just a survey.”
- “This report must not be right.”

What people say while in ANGER:
- “They’re just venting their frustrations!”
- “The survey doesn’t really fit my current situation.”
- “Who said this?”

What people say in RESISTANCE:
- “Nobody is perfect—we all have faults.”
- “That’s just the way I am... take it or leave it.”
- “I get it, but I don’t like it.”

What people say in ACCEPTANCE:
- “How can I best use this feedback?”
- “What can I do to improve?”
- “Who can help me make this change?”
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

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

Total RGV: 71%
Cameron: 73%
Hidalgo: 70%
Starr: 69%
Willacy: 62%

73% Texas
+1%
From 2011-12 baseline

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

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

Total RGV

Cameron

Hidalgo

Starr

Willacy

73% Texas

From 2011-12 baseline

72%

+3%

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

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

Total RGV
- 38%
- 52% Target
- +6%
  From 2011-12 baseline

Cameron
- 38%

Hidalgo
- 39%

Starr
- 19%

Willacy
- 36%

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

<table>
<thead>
<tr>
<th>County</th>
<th>Enrollment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total RGV</td>
<td>56%</td>
</tr>
<tr>
<td>Cameron</td>
<td>55%</td>
</tr>
<tr>
<td>Hidalgo</td>
<td>56%</td>
</tr>
<tr>
<td>Starr</td>
<td>63%</td>
</tr>
<tr>
<td>Willacy</td>
<td>54%</td>
</tr>
</tbody>
</table>

52% Texas
At 2011-12 baseline
70% 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
Debrief & Response

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
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?
Campus Bright Spots in 3rd Grade Reading

Distribution of STAAR 3rd Grade Reading by Eco Dis across 295 elementary campuses (R²=0.148)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Enrollmt</th>
<th>Eco Dis</th>
<th>3rd Gr Reading</th>
<th>% pts above prediction</th>
<th>District</th>
<th>County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Putegnat Elementary</td>
<td>492</td>
<td>96%</td>
<td>93%</td>
<td>27%</td>
<td>Brownsville ISD</td>
<td>Cameron</td>
</tr>
<tr>
<td>FJ Scott Elementary</td>
<td>618</td>
<td>90%</td>
<td>96%</td>
<td>27%</td>
<td>Roma ISD</td>
<td>Starr</td>
</tr>
<tr>
<td>Valley View Elementary</td>
<td>455</td>
<td>89%</td>
<td>96%</td>
<td>27%</td>
<td>Valley View ISD</td>
<td>Hidalgo</td>
</tr>
<tr>
<td>Valley View South Elementary</td>
<td>376</td>
<td>86%</td>
<td>94%</td>
<td>25%</td>
<td>Edinburg CISD</td>
<td>Hidalgo</td>
</tr>
<tr>
<td>Austin Elementary</td>
<td>362</td>
<td>94%</td>
<td>92%</td>
<td>24%</td>
<td>Brownsville ISD</td>
<td>Cameron</td>
</tr>
<tr>
<td>Vermillion Peak Elementary</td>
<td>433</td>
<td>84%</td>
<td>93%</td>
<td>21%</td>
<td>Valley View ISD</td>
<td>Hidalgo</td>
</tr>
<tr>
<td>Villareal Elementary</td>
<td>438</td>
<td>86%</td>
<td>92%</td>
<td>21%</td>
<td>Roma ISD</td>
<td>Starr</td>
</tr>
<tr>
<td>Villareal Peak Elementary</td>
<td>832</td>
<td>98%</td>
<td>86%</td>
<td>21%</td>
<td>Brownsville ISD</td>
<td>Cameron</td>
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<tr>
<td>Elementary</td>
<td>362</td>
<td>75%</td>
<td>96%</td>
<td>21%</td>
<td>Los Fresnos CISD</td>
<td>Cameron</td>
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</table>
### Top Ten Campuses

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

### Top Ten Districts

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

Debrief & Response

1. What questions do you have?
2. What concerns do you have?
3. What reactions are you surfacing?
AAR
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 expected to happen?

What actually occurred?

What went well and why?

What can be improved and how?

AAR
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?