



District Data Toolkit Companion Document



Demographic Data: Probing Questions/Critical Connections

Student Enrollment Trends

What are the student enrollment trends?

- ✓ What is the student enrollment for All Students?
- ✓ What is the enrollment by subgroups (e.g., Students with Disabilities (SWD) enrollment, Free/Reduced Lunch, Gifted, etc.)?
- ✓ How does the SWD enrollment compare to the total student enrollment?
- ✓ Is the SWD enrollment (All Disabilities) greater than 10% of the total student enrollment?
- ✓ Is there disproportionality by race/ethnicity for a specific disability category?
- ✓ What disability categories are represented in the total SWD enrollment?
- ✓ What disability categories have the highest enrollments?

Has the student enrollment remained stable overtime for “All Students” and subgroups?

Who are the “high impact students” (students represented in multiple subgroups)?

Are there grade level enrollment discrepancies (e.g., higher enrollment in elementary grades than high school)?

What percent of students receive instruction in the general education environment greater than 80% of the day?

What are the Least Restrictive Environment (LRE) trends by level (Elementary, Middle and High School)?

How does the district differentiate and/or target supports for teachers and administrators based on these trends?

Attendance

What is the district’s attendance data: 5 or fewer days; 6 to 15 days; more than 15 days?

How discrepant are the attendance data across subgroups? If so, what are possible reasons for this discrepancy?

Is there higher absenteeism for a particular content area? If so, is there a correlation between the content area and performance/retention?

How do tardies impact performance in content classes?

What is the correlation between teacher attendance and student attendance?

What policies and processes impact attendance? Are those policies and processes consistent across all schools?

What kinds of perception data could provide root causes for these trends?

School Completion

What is the graduation rate for the “All Students” group?

How does the “All Students” graduation rate compare to other subgroups such as Students with Disabilities?

- ✓ How many students received Certificates of Attendance or Special Education Diplomas?
- ✓ Are more students of a particular gender or racial/ethnic group completing with Certificates or Sped Diplomas? If so, do those students have access to the general education curriculum?

School Completion



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Are there similarities for racial/ethnic groups demonstrating low school completion rates (with a general education diploma) across groups?

- ✓ Ex. Black SWD represented over half of the students who received a special education diploma, and Black Students represented over half of the total enrollment that received Certificates of Attendance.

Who supports implementation of Individualized Graduation Plans (IGPs)?

- ✓ How is this done? How often is this done?
- ✓ Who monitors implementation of Individualized Education Programs (IEP)? How is this done?
- ✓ How do you ensure that the transition/career assessments are valid and reliable?

What district policies and processes impact school completion?

Is school completion a systemic issue or a concern for a targeted cluster of schools?

What variables are making a difference among schools?

Are there universal expectations for all schools?

What kinds of perception data could provide root causes for school completion data?

Dropout

What is the 9-12 dropout rate for the "All Students" group?

What is the 7-12 dropout rate for the "All Students" group?

How do these rates compare to the rates for other subgroups such as SWDs?

Are there common priorities for targeted subgroups with low school completion rates and high dropout rates?

Is there a significant discrepancy between 9-12 dropout rate and 7-12 dropout rate?

What processes do you have in place to decrease dropout rates for all subgroups (SWD and EL students)?

Is there a correlation between your Climate Ratings and dropout rates?

Is there a correlation between the Response to Intervention (RTI) data for the schools with high dropout rates?

What district policies and processes impact dropout rate?

What kinds of perception data could provide root causes for the dropout data?

School Readiness

How many of the estimated 4-year-old population is being served in Georgia Pre-K?

What percent of the "served" population is at-risk?

How might this data inform the referral rate for special education?

Did the projected enrollment align with the incoming kindergarten enrollment from previous years?

How has the district performed for preschool outcomes?

Are students making substantial progress upon exiting preschool? Are students performing like age appropriate peers upon exiting preschool?

Are students receiving instruction in inclusive settings?



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Are there consistent measures to report progress and achievement?

School Readiness

Are young children with disabilities accessing the general education curriculum?

Are there processes in place to support incoming kindergarten students?

What kinds of outcomes can be summarized based on GKIDs assessment?

What district policies and processes impact school readiness?

Discipline

What is the total number of removals for “All Students” and by subgroups?

What other discipline interventions/strategies are in place for students?

- ✓ What is the duration and type data for the “All Students” group?
- ✓ How does this data compare to the data for subgroups?
- ✓ Are the data more discrepant for specific schools, grade bands and/or groups of students?

What district policies and processes impact discipline?

Describe the expectations and supports across schools?

Has there been enough support provided with accurate recording keeping/coding?

Has the discipline data been analyzed by disability categories?

What kinds of perception data could provide root causes for discipline data?



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Student Learning Data: Probing Questions/Critical Connections

Accountability Assessments

What percent of students met and exceeded expectations on accountability assessments?

- ✓ Was there a discrepancy by grade bands, schools, or subgroups?
- ✓ Do students of a particular disability category underperform other students?
- ✓ How well do these trends generalize to the total population?

How does the lowest quartile of students inform program improvement?

- ✓ How did the distribution of students meeting the standard differ among content areas?
- ✓ Are you matching students in the lowest quartile with specific interventions?
- ✓ Are those students in a cluster of schools or throughout the district?
- ✓ Are those students across various subgroups?

Does the district have Priority, Focus, Alert and/or Potentially Identified Opportunity Schools?

- ✓ How are you providing tiered Technical Assistance for those schools?

How have cohorts of students performed over time?

- ✓ What were the strengths and challenges?
- ✓ How might this data compare to other subgroups?
- ✓ Were there barriers that had an impact on the cohort of students?

What is the district's Student Growth Data?

- ✓ Are specific groups making more progress than other groups?
- ✓ Are specific schools, teachers, etc. making more progress than others?
- ✓ Have you identified any barriers?

What kinds of perception data could provide root causes for achievement data?

Supplemental Supports and Services

How many students received Student Support Team assistance?

What percent of students received Tier 3 supports over a period of time?

What is the breakdown by racial/ethnic groups, poverty and gender?

How does this data compare to other data sets that showed a specific subgroup issue (e.g., black males having the highest retention rate and lowest school completion rate)?

How many students received Tier 2 instruction?



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Student Learning Data: Probing Questions/Critical Connections

On average, what percent of the population is receiving Tier 2, 3, and 4 supports?

Supplemental Supports and Services

Are students referred for academics and/or behavior?

Is it specific to a content area?

- Is there an over-identification of students being referred to the SST?
- Are there appropriate interventions that address true closing the gap or grade-level standards?

How does the performance of the content area compare to overall performance (e.g., district, state, etc.)?

What percent of students referred to special education is determined eligible?

How do the universal screening and progress monitoring data inform the work?

How do you monitor and support supplemental services and interventions?

What district policies and processes impact supplemental supports and services?

Retention

How many students were retained? Consider this data by gender and racial/ethnic groups.

Are students being retained disproportionately at a grade level or grade band (e.g., high school, middle school, etc.)?

Is there a comparison with teacher effectiveness data at a particular grade band?

Based on data, do you see the need to review your retention policies?

- ✓ Is there a protocol used to determine whether a student is eligible for retention, or is it based on “teacher discretion?”
- ✓ What artifacts are needed to validate/document the students who are being retained?
- ✓ Has SGP data been analyzed when determining which teachers have disproportionate retentions?
- ✓ Is there higher student retention among various regions in the district?
- ✓ Is there a district-wide policy for parent communication/documentation regarding gaps, grades, progress before a student is recommended for retention?

Teacher Effectiveness

What percent of “Not HQ Teachers” are in High Poverty Schools? What percent of “Not HQ Teachers” are in Low Poverty Schools?

Is there a trend of high risk adults paired with high risk students? What percent of teachers scored Level III and Level IV on TKES/TAPs?

- ✓ Are those teachers primarily in a particular school?
- ✓ How are you differentiating Technical Assistance among schools and administrators?
- ✓ Is there a particular area in which teachers consistently underperformed based on observations (e.g., differentiation, UDL)?
- ✓ What tools are you using to differentiate TA among schools and administrators?
- ✓ What fidelity tools do you have to substantiate that this TA is working?



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Process Data/Infrastructure/Capacity

Governance

How does the district engage stakeholders to support the development and implementation of policies, programs and practices related to improving results for All Students and subgroups?

How does the district align priorities, initiatives, and activities to improve outcomes?

What priorities have been identified in the district related to improving outcomes?

How does the district remove barriers to improvement, motivate change, and build the capacity of schools to improve results?

What system does the district have in place for developing implementation capacity at the school level?

Fiscal Accountability

How does the district fund improvement strategies? How are funds across funding sources leveraged to maximize resources?

How does the district use program data to guide the development and implementation of improvement strategies?

Are fiscal resources available to support the implementation of the focus area improvement strategies? Specify funding sources.

Are there other fiscal resources that could be leveraged to support the implementation of the focus area improvement strategies? Specify funding sources.

Who will be responsible for approving allocation of fiscal resources needed for implementation of the focus area improvement strategies?

Are there any specific purchasing policies or procedures that could negatively impact acquisition of resources (e.g. equipment, materials, personnel, etc.)

Who will be responsible for monitoring timely use of funds related to the implementation of the focus area improvement strategies to ensure that they are used as intended?

General Curriculum

How does the district ensure that all students access the curriculum?

How does the district ensure effective teaching and learning relative to each content area?

How does the district ensure that children with disabilities are accessing the general curriculum? How do you monitor specially designed instruction?

How does the district ensure that personnel are appropriately trained on evidence-based practices and standards-based instruction?

Data

How does the district ensure that data used for decision-making are valid and reliable?

What procedures are in place to identify and correct data quality issues?

How does the district use data to inform the development and implementation of improvement strategies designed to improve results?

How does the district support teaching and learning through the use of data to inform and guide improvement planning?

How will the district use its data system to determine areas of low performance and to identify factors contributing to the low performance?



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Process Data/Infrastructure/Capacity

Monitoring

How are results for children and youth with disabilities used in determining local monitoring activities?

How does the district support improvement and build capacity in local programs to implement, scale up, and sustain evidence-based practices, programs or models to improve results?

How are monitoring activities coordinated across departments?

What revisions will need to be made in the district's monitoring and accountability system to support the state's SSIP?

Professional Learning/Technical Assistance

How does the district provide professional learning for personnel?

What system or processes does the district have in place to provide professional learning to prepare building level leaders and teachers to support teaching and learning?

How will the district measure the impact of the professional learning?

How will the district provide coaching and support fidelity of implementation?