Two Tools Used in the School District of Philadelphia to Support Data-Informed Decision Making

The Student Well-Being Survey & Monthly Data Snapshots

October 27, 2023
School District of Philadelphia

Tonya Wolford, PhD
Chief of Evaluation, Research, and Accountability

Abigail Gray, PhD
Deputy Chief of School Climate & Culture
Co-Chair, SDP’s Multi-Tiered Systems of Support (MTSS) Working Group

Shannon Ellis, MEd
Executive Director, School Climate & Culture Initiatives
The Context: Structures to Support Collaboration

District-Wide Multi-Tiered Systems of Supports (MTSS) Working Group

Academic Services
- Student Support Services
  - Office of School Climate & Culture
  - Office Prevention & Intervention
  - Office of Student Rights & Responsibilities
  - Office of Attendance & Truancy
  - Office of Student Health Services
- Office of Curriculum & Instruction
- Office of Special Education & Diverse Learners

Office of Talent, Strategy and Culture
- Office of Leadership Development
- Office of Teaching & Learning
- Office Information Systems
- Office of Education Technology
- Office of Diversity, Equity, & Inclusion

Office of the General Counsel
- Office of Evaluation, Research and Accountability
  - Office of Research & Evaluation
  - Office of Planning & Evidence-Based Supports
  - Office of Assessment
  - District Performance Office
Tools: Support Schools’ Use of Data

new data sources…

Quarterly Student Well-Being Survey

… and new data utilization tools
Student Well-Being Survey
Constructs & Questions

Key constructs

1. Student perceptions of the quality of their relationships with adults at school

1. Student perceptions of the quality of their relationships with peers at school

1. Students’ comfort with and use of social and emotional competencies

Sample questions

Right now, there is an adult from my school I can talk to about my feelings.

Students at school understand who I really am.

I can find words to describe how I am feeling.
Capturing ALL Students’ Voices

Student Participation (grades 3-12)

October 2023

79% of students responded
➔ 75% of Black/ African-American students
➔ 78% of LatinX students
➔ 80% of Non-binary students

Year-over-Year Participation

2021-22 2022-23 2023-24
0% 50% 100%

79%
Students in Grades 3 and 12 reported the HIGHEST scores in positive relationships with adults in their schools.

Students in grades 7 and 8 reported LOWEST scores in positive relationships with adults.

Students who identify as LatinX reported LOWEST scores in positive relationships with their peers at school.

Students who participate in fall sports have HIGHER self-development scores than students who did not participate in fall sports.

72% of students agree or strongly agree there is an adult at their school they can talk to about their feelings.
Whole-school (Tier 1) Problem-Solving Meetings

1. Review action plan & commitments from previous meeting
   a.
2. Review new data & identify concerns and celebrations
   a.
3. State the problem clearly and specifically
   a.
4. Hypothesize root causes
   a.
5. Create a specific action plan & commitments
   a.
6. Develop a measurable goal to guide progress monitoring
Monthly Data Snapshots

Enrollment

E1. Enrollment Demographics
- Total Enrollment

E2. % of Students by Race/Ethnicity
- % of Students by Race/Ethnicity

Academic Screeners: Reading

AS-R7. Reading Performance by EL Status (%)
- % At/Above Benchmark in Reading by EL Status
- Star, Gr. 6-12, Winter 2022-2023

AS-R9. Reading Performance by SPED Status (%)
- % At/Above Benchmark in Reading by Special Education Status
- Star, Gr. 6-12, Winter 2022-2023

Student Attendance: 90%

A2. Percentage of students attending ≥90% of days.

This is a new visualization, reflecting data which

Student Dropouts: Within Month

D2. Students with Dropout Events, Within Month, Disaggregated by Race/Ethnicity

Dropouts - Last School of Touch (Cumulative)

- Race/Ethnicity

The two % Dropout measures (Last School of Touch and Last Record in Unit) will display the same value by default, until a selection is made on District, Network or School.

Color by Race/Ethnicity
- Asian
- Black/African-American
- Hispanic/Latino
- Multi-Band/Other
- White

[Graph showing dropout rates by month and race/ethnicity]
Whole-school (Tier 1) problem-solving meetings observed for progress monitoring (2022-23):

<table>
<thead>
<tr>
<th>Not Evident</th>
<th>Area for Support</th>
<th>In Progress</th>
<th>Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team was prepared to discuss data-based celebrations and concerns using data from the Monthly Data Snapshot</td>
<td>3%</td>
<td>3%</td>
<td>6%</td>
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Supporting Data-Based Decision-Making in Schools

Put the tools for data-informed decision making in the hands of school leaders and teams.