



## DATA

1.1 & 1.2 [BACK TO ROADMAP](#)

### DATA ACCESS

- ▶ ASSESS DISTRICT DATA SYSTEM CAPACITY AND ENHANCE WHERE NEEDED
- ▶ ESTABLISH DISTRICT-SCHOOL DATA PARTNERSHIP

## DISTRICT DATA SYSTEM CAPACITY NEED

**Successful implementation of the 9th Grade Success Approach requires timely access to actionable data presented in a way that allows 9th Grade Success Teams to make data-informed decisions that drive equitable outcomes for students.**

District should provide real-time, accessibly formatted data\* related to:



GRADES



ATTENDANCE



BEHAVIOR

\* Can be disaggregated by: subject, course, section, teacher, gender, race/ethnicity, special education status, English language learner status

### Actionable Data Defined

- ▶ Presented in a way that brings insight for improvement
- ▶ Can inform decision-making
- ▶ Student-level or cohort/trend-level
- ▶ Turns raw, unfiltered data into something easily digestible

## ADDITIONAL DATA GUIDANCE

- ▶ Establish a relationship between district data specialist and or district technology specialist to coordinate data access of accessible, real-time data that includes grades, behavior, and attendance.
- ▶ Successful implementation of the 9GS Approach requires timely access to actionable data presented in a way that allows 9th Grade Success Teams to make data-informed decisions:
  - Identifying individual students who need support for staying on-track to graduate;
  - Examining individual student strengths and areas for development;
  - Comparing progress and outcomes across specific groups of students;
  - Determining the impact and effectiveness of tiered systems of support.



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