Presentation Goals

- How do we collect data to identify needs and gaps at our Community Schools, and how can this process be replicated?

- How does our team support Community School Directors in data collection, analysis, and decision-making?

Pillars & Goals

PILLARS

*the **key foundational principals** that make up a United Way Community School*

GOALS

*the ten **thematic domains of improvement** that all Community Schools work toward*

The pillars and goals direct all the strategies implemented in Community Schools and organize how we measure impact.

Positive Environment for Wellness and Learning

- Improved School Attendance
- Increased Access to Health Supports
- Improved School Culture

Expanded Learning and Extracurricular Opportunties

- Increased Access to Out of School Time Opportunities
- Increased Access to In-School Enrichment Opportunities

Family Engagement and Support

- Increased Supports for School Transitions
- Increased Resources for Family Stability
- Improved Family Involvement

Community and Neighborhood Partnerships

- Improved Neighborhood Engagement
- Improved Community Partnerships

Initial Data Collection

Onboarding Process

- 8–12-month process supported by **Community School Leadership Teams (CSLTs)**

- CSLT consists of stakeholders from different backgrounds

  - Driving force on decisions and outcomes during onboarding

  - Diverse voices drive collective impact

Initial Data Collection

School-Based Collection and Relationship Building

- **Stakeholder Data**
  - Surveys
    - Families, students, staff
    - Comprehensive collection
  - Focus groups
    - Based off survey results
    - Wanting to get a deeper understanding of stakeholder responses

Survey Examples

- *Survey Questions:*
  - I believe my child is anxious about school **(Family Survey)**
    - **43.4% agreed, 56.6% disagreed**

  - I feel our school atmosphere is positive **(Staff Survey)**
    - **76.59% agreed, 23.41% disagreed**

  - I feel like I belong **(Student Survey)**
    - **82.64% agreed, 17.36% disagreed**

  - I look forward to coming to school **(Student Survey)**
    - **77.24% agreed, 22.76% disagreed**

Focus Group Examples

- **Focus Group Responses:**
  - *About 44% of parents responded that their child feels anxious about school. This seems contradictory to prior responses about feeling safe at school. What do you think is the cause for the children's anxiety?* **(Family Survey)**

  - *Although 76% of staff agreed that the school atmosphere is positive, some disagreed. From your perspective, what can we do to make our school atmosphere and school itself feel more positive?* **(Staff Survey)**

  - *In the survey you took, some students said they "feel like they do not belong" and "do not feel welcomed at school." Do you feel this way? How does that make you feel about coming to school each day?* **(Student Survey)**

Initial Data Collection

School-Based Collection and Relationship Building

- **Asset Inventory**
  - identify needs → analyze assets → determine gaps

- **CSD Assessments and Interactions**
  - CSDs embedded into the school during the Action Plan process so they can get to know the school and build relationships simultaneously

Initial Data Collection
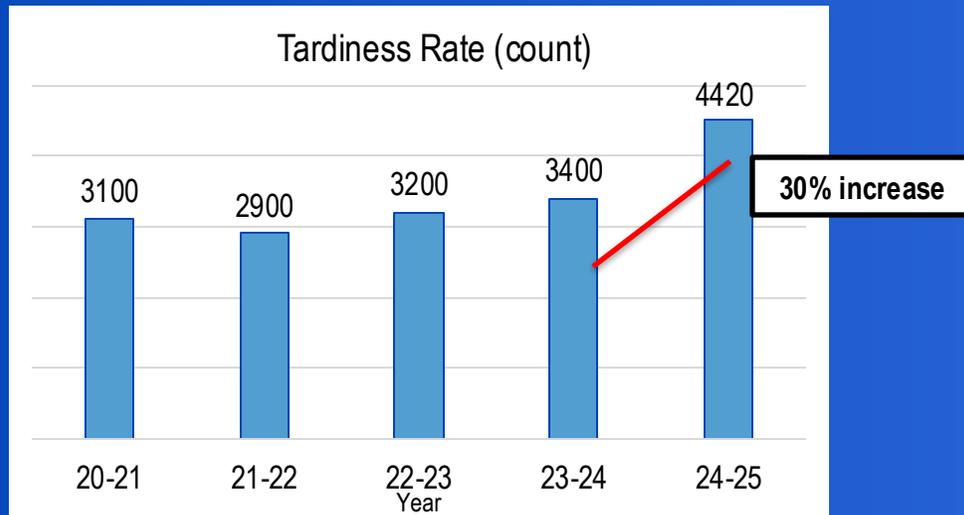
Community School Variables

- **Aggregate School and District-Based Variables**
  - Data Sharing Agreements and Publicly Available Data
    - Behavior rates
    - Attendance rates
    - State testing proficiency rates and growth scores
    - School diagnostic tests

- **Community and Neighborhood Variables**
  - Community perceptions
 - Census and demographic data

Data Anaylsis

Cross-analysis of quantitative and qualitative data sets
- Recognize patterns and address root causes of non-academic barriers
- Social and emotional indicators that help in comprehending student outcomes

Tardiness Rate (count)

Year	Count
20-21	3100
21-22	2900
22-23	3200
23-24	3400
24-25	4420

30% increase

Behavior incidents (count)

Year	Count
20-21	185
21-22	205
22-23	198
23-24	212
24-25	244

Tardiness counts increased significantly, with a 30% rise from 23-24 to 24-25.
Qualitative data revealed that many students reported staying up past 10 PM due to parents working late shifts, leading to inconsistent bedtime routines.
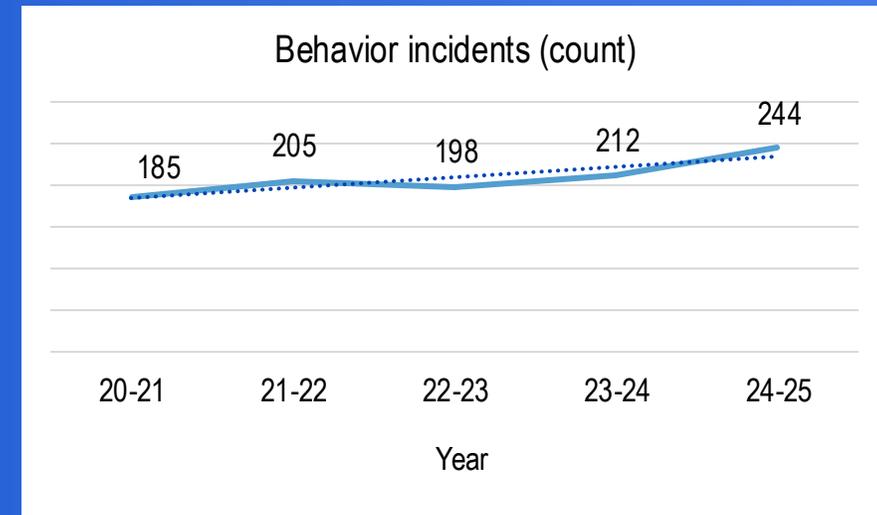
Behavior incidents increased by 15% from 23-24 to 24-25.
Qualitative data revealed students reported getting bullied, and staff needing support for behavior incidents contributing to disengagement.

Action Plans

- The **guidebook** for identifying non-academic barriers
  - Akin to a **strategic plan**

- **Needs/Gap Matrix**
  - Process of **determining gaps** where available assets are unable to meet a need
  - Focused only on the **non-academic barriers**

Needs/Gap Matrix

Goal 1: Improved School Attendance

Description of Need *What has the initial data collection revealed to be a challenge or need at the school?*	Data *What is the source of the data and trends that supports the identification of this need?*	Existing Assets/Resources *What exists at school or in the community that would facilitate the implementation of related strategies?*	Discussion of Gaps *What barriers exist to addressing this need?*
Students are not attending school regularly or on time.	<u>Chronic Absenteeism</u> • 22-23: 23% • 23-24: 29% (K: 46%) <u>Tardy Rates</u> • 23-24: 48% of students were tardy at least five times; 23% of students were chronically tardy, with periods adding up to at least one day absent <u>Survey Results</u> • 62% of staff reported a need for additional supports regarding parental outreach for absenteeism • 38% of students disagree that attending school is important • 42% of parents chose an incorrect answer on the survey when asked how many excused absences are allowed per year	• Truancy Process – first notices, School Attendance Improvement Plans (SAIPs), Community Based Attendance Program (CBAP) • Perfect Attendance Quarterly Awards • ParentSquare App • Attendance Team	Survey data from parents and students indicate a lack of awareness around attendance procedures and importance; current assets focus mainly on intervention instead of prevention. The truancy process is focused on illegal absences, and currently there are few programs addressing general absenteeism. The perfect attendance awards recognize a small group of students and don't consider improved attendance. Communication with parents about attendance via existing assets like the ParentSquare app could assist in school-wide campaigns. Staff have indicated via that a process for communicating with parents about absenteeism and its effect on student learning is a needed support. The high rate of chronic absence in Kindergarten also indicates a need for targeted communication to incoming families regarding attendance.

Community School Strategy Bank

The list of **approaches and tools implemented** across the Model to make progress toward Community School Goals
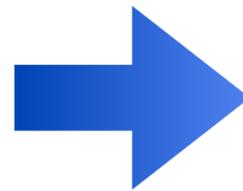
- Exhaustive collection of best practices that have shown positive impact; implementation may vary, basic approach is the same.
- Model-wide bank improves collaboration between schools and eases organization of reporting
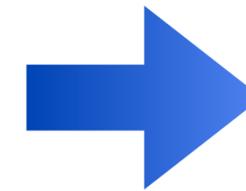
Community School Strategy Bank

Established Need

Students are not attending school regularly or on-time.

Established Gaps

- Lack of awareness
- Current assets focus on intervention
- Few programs addressing general absenteeism
- Lacking communication with parents
- No targeted communication for K families

Improved School Attendance

Strategy Bank

- **Attendance Motivation Programs**
- Check and Connect
- **Attendance Mailings Home**
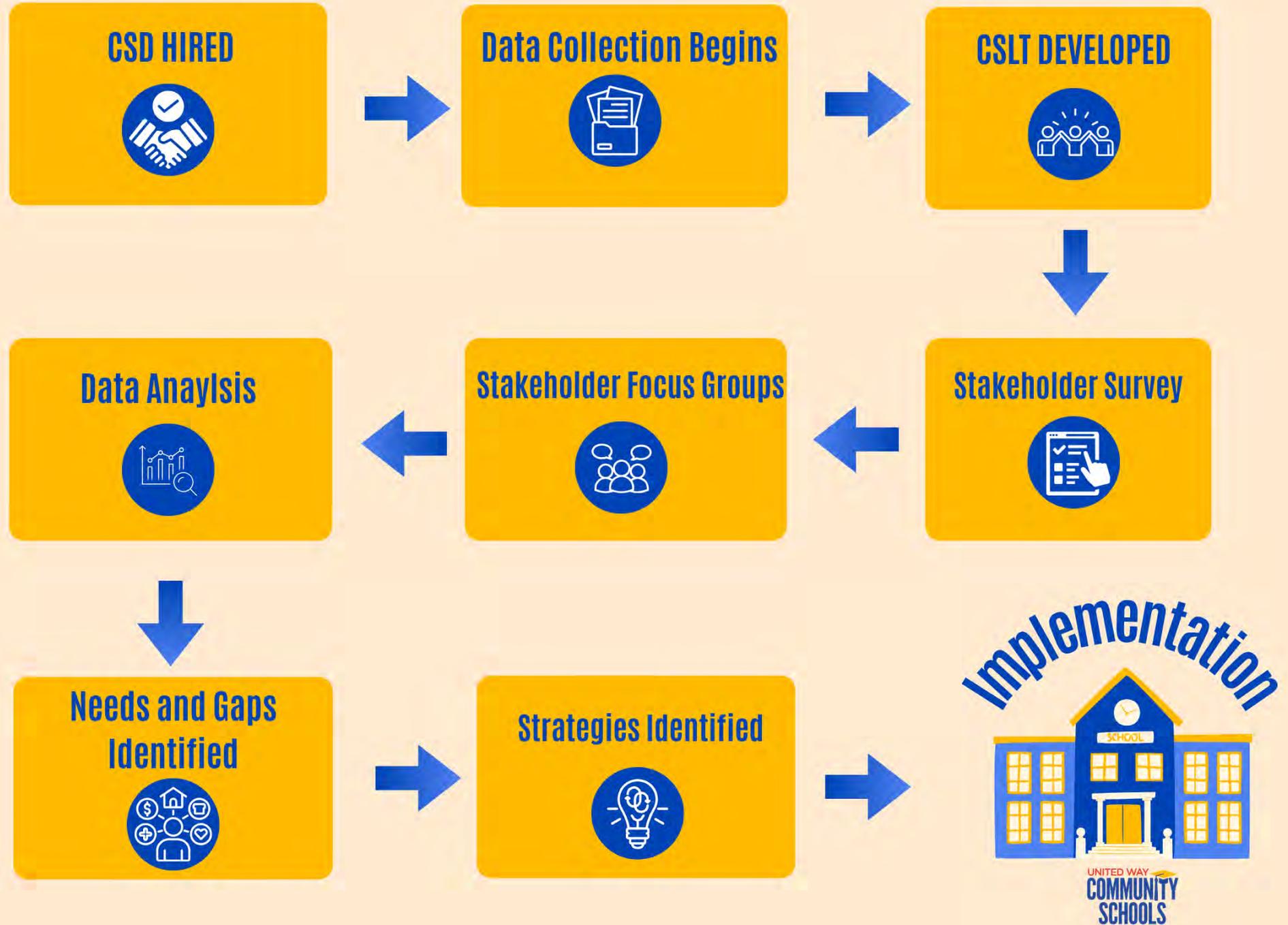- Attendance Teams

Action Plan Alignment

ALL Community School work aligns with the Action Plan and building/district level priorities or plans.

- Implemented Strategies
  - determined by Action Plan needs/gaps
- Partnerships and Programs
  - must align with Action Plan needs/gaps
- United Way Funding
  - aligns with strategies being implemented, which are informed by Action Plan needs/gaps

Community School Action Plan Process

How does United Way collect and analyze data to identify school-based needs and gaps, and how do they identify strategies to address them?

CSD HIRED

Data Collection Begins

CSLT DEVELOPED

Stakeholder Survey

Stakeholder Focus Groups

Data Anaylsis

Needs and Gaps Identified

Strategies Identified

Implementation

UNITED WAY COMMUNITY SCHOOLS

Ongoing Data Use & CSD Collaboration

- **Annual Surveying**
  - Stakeholder voice important part of data collection and model
  - Core questions – variation between 3-8 grade, 9-12 grade
  - Translations – family and students
    - 12 languages identified through district

- **Ongoing Data Analysis of All CS Variables**
  - State Testing Data
  - Quarterly Reports
  - Workbooks

Ongoing Data Use & CSD Collaboration

- **Updating Needs and Gaps**
  - Analyze annual data for any major shifts

- **Summer Review and Planning with CSDs**
  - Review data to assess impact, identify growth areas, and align goals across schools.
  - Empower Community School Directors to deliver tailored, impactful strategies for improved outcomes.

United Way Funding

- **Impact Investment Process (IIP)**
  - Our **internal process** for funding Community School strategies
  - AKA – budgeting process for Community School Directors

- Designed to **fill gaps**, as determined in Action Plan

- Community School Directors create their IIP budget for the entire fiscal year, with opportunities for continuous check ins and assistance from the Data and Evaluation Team

United Way Funding

Goal	Strategy	Project/Component	Cost Breakdown (if available)	Total	Timeframe
			Post cards - 400X$2 from the postcard store Magnets - 400x$10 from the		
Goal1_Attendance	Attendance Mailings Home	August post cards & magnets	magnet store	$4,800.00	Q1

Pillar: Positive Environment for Wellness and Learning Goal: Improved School Attendance

Prepopulated list of strategies under corresponding goal

Specific project/event is detailed

Breakdown of quantity and cost. Can include length of time for ongoing program/service
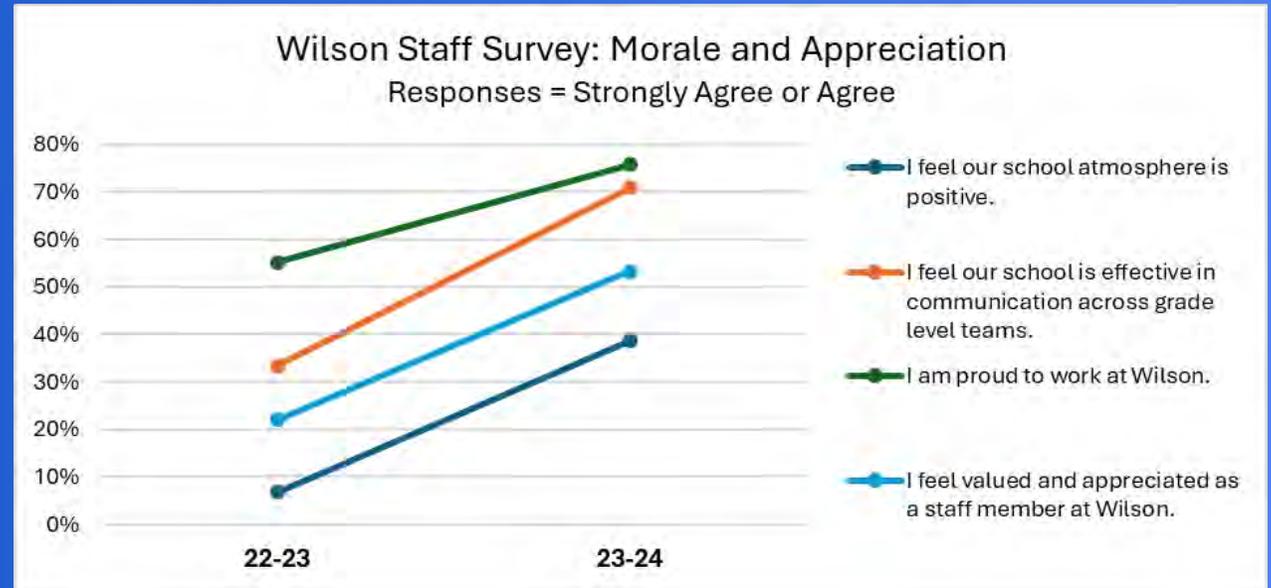
Data Tools

- **District Data Sharing Agreements**
  - Survey collaboration and sharing

- **CSD & Data Team Relationships**
  - Build depth amongst team members
  - School-specific point persons

- **Software**
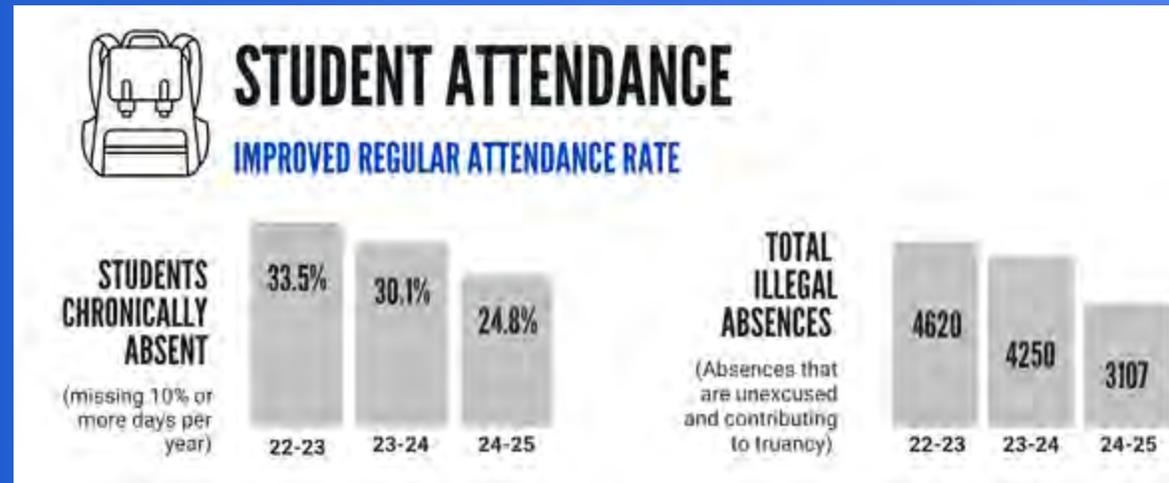 - Snap Survey
  - Learning Circle

Results

Improved School Culture

- Wilson Middle School (est. 2023) saw double digit improvements in positive **staff survey** results.

Improved Attendance

- Harding Elementary School (est. 2019) has dedicated significant capacity toward attendance strategies.

Wilson Staff Survey: Morale and Appreciation
Responses = Strongly Agree or Agree

- I feel our school atmosphere is positive.
- I feel our school is effective in communication across grade level teams.
- I am proud to work at Wilson.
- I feel valued and appreciated as a staff member at Wilson.

STUDENT ATTENDANCE
IMPROVED REGULAR ATTENDANCE RATE

STUDENTS CHRONICALLY ABSENT (missing 10% or more days per year)
- 33.5% — 22-23
- 30.1% — 23-24
- 24.8% — 24-25

TOTAL ILLEGAL ABSENCES (Absences that are unexcused and contributing to truancy)
- 4620 — 22-23
- 4250 — 23-24
- 3107 — 24-25

Results

Shifts toward **data-driven school cultures:**

- *"I think one of the big shifts with becoming a Community School is* **being intentional with collecting, reviewing, and analyzing data** *from year to year…The first few times our secretaries helped me get information for our quarterly report, they didn't understand why I would need to use that information in the future. Now they know that we can compare attendance and involvement from year to year."*

  – Union City Community School Director

- "Many of the events we've hosted since becoming a Community School were inspired by ideas shared by staff, students, and families. Their input makes my job easier – **rather than guessing what stakeholders want or planning based on assumptions, I can rely on their voices** to bring the right people to the table and design programs and events that truly reflect their needs and interests."

  – Harding Community School Director

Recap

- **Pillars and Goals**
  - the foundation of our work

- **Onboarding a Community School**
  - Extensive data collection process that allows stakeholders to speak for themselves
  - Qualitative and quantitative cross analyses

- **Action Plans and Strategy Bank**
  - Turning data and findings into actionable insights
  - Encouraging best practice implementation and collaboration Model-wide via Strategy Bank

- **Ongoing Evaluation Processes**
  - In-depth and year-round collection, analysis, and use keeps the Model data-driven in every way
  - Data tools and software

TIPS from UWEC Data Team 💡

- **Prioritize** stakeholder voice
- **Build** relationships with your district teams and data champions
- **Invest** in tools and software that will enhance your capabilities
- **Create** a system of continuous collection and analysis
- **Develop** a simple tool like a matrix to translate findings
- **Build** knowledge of the education data landscape
- **Invest** in your backbone capacity

THANK YOU!

#CommunitySchoolsInAction

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