

Facilitator questions for Tracking Graduation Competencies

Planning

- What was the process for determining which players had a hand in the tracking process?
- What is the timeframe for implementation of your tracking process?
 - Who makes sure the plan is progressing appropriately or needs modification?
- Explain the main concerns that your schools want addressed?

Tracking the menu of options

- What technology tool is your district using to track the menu of options?
- Explain how your district IT department created the tracking system.
- If a district does not have IC/Powerschool what suggestions do you have for them to track the competencies?
- What are some of the obstacles that you have encountered and solutions that may help others as they go through this journey?

Regarding the different Menu of options

- When considering Industry certificates, if a student brings a certificate what vetting process do you have in place?
- Which options are automatically uploaded into IC/Power School?
- What menu of options are manually tracked?
 - Who is going to enter the data manually?
 - What documents are required for tracking purposes?
- For students on an IEP or ESL plan what system have you put into place to track these students that have the Grad Competency written into their plan?
 - What should go in the students plan that would meet the Graduation Competency in English and Math?

Communication

- What advice would you give regarding communication to:
 - District personnel
- Will students/parents be notified that they have completed both the Math and English Competencies? And if the student is missing one or both competencies.

Training

- What process did you develop that identified which people need training?
 - Is the training differentiated? For example: Principals, Registrars, Counselors, APs, etc.
- How will the training be delivered? (In person, webinar)
- If a counselor, principal, or someone else has questions about the tracking process who do they contact?

Next Steps

D20 Notes

- * Who is on the team that is creating/has created a plan for tracking competencies?

The team is an subgroup of a larger Grad Guidelines Task Force that started three years ago. On the team are IT, Curriculum & Instruction, and College & Career Services.

- * Briefly describe what changes/additions you have made (or are considering) to your system

We are using Academic Plans in Infinite Campus. This is new for our schools, who had been using paper credit check sheets and were likely going to add columns for ELA and math proficiencies to those sheets. For consistency, accuracy, and efficiency, we recognized the need to move to a technology solution using IC. We started with a campaign to use the IC Academic Plans and replace the paper credit checks. This transition will make it much easier for us to introduce the ELA and math proficiency tracking to that solution.

- * Who is responsible - now - for adding information about students? Will that change as you begin to track competencies for graduation guidelines

This work falls mostly on counselors, and they will continue to be the central contact to determine whether a student meets graduation requirements. We will also leverage other processes done at the district level and add a few in order to ensure the new requirements are correctly reported: our district assessment and IT teams will continue to upload assessment data and add data for additional assessments; our Curriculum & Instruction team will work with schools on entry of Capstone information; the district College & Career Services team will enter industry certification information. All ELA and Math proficiency options will be housed in the Assessment area of IC.

- * Will you have the flexibility to keep track of multiple GG competencies that a student might meet? Yes. Reports in IC and visualizations in Tableau will show all the ways in which students have (or have not) met ELA and math proficiencies.

- * What are your next steps?

Formal training for counselors, registrars, and school administrators on using IC for tracking, reporting, and viewing.

We still have some work to do for grad guidelines: Determine which industry certifications will qualify; Support schools with Capstone initiatives (we are in the second year of a Capstone Task Force).

- * What is your advice?

Have a communication strategy that includes the “buy-in” pieces.

Get a plan in place to run a pilot with the stakeholders so that they can build confidence and make sure to get any issues resolved before full implementation and expansion. Allows schools to use same methods while transitioning and getting buy-in.

Planning

- When did you start planning?
 - *Created a graduation guidelines Menu & Implementation task force in 15/16 school year. Communicated upcoming changes to Board of Education, District Accountability Committee, Parent Sounding Board, and school principals*
- What was the process for determining which players had a hand in the tracking process?
 - *IC support*
 - *Curriculum & Instruction support*
 - *Counselor support (who's tracking at the school level?)*
- What is the timeframe for full implementation of your tracking process?
 - *We have our initial tracking process in place and we plan to elicit feedback from school counselors, registrars, administrators, etc to further refine our process if needed.*

The framework for the technical portion can be completed in 1-2 weeks.

- *Configuring assessments to track proficiencies: 1-2 days.*
- *Scripting assessments scores with SQL: 2 hours per script.*
 - *Once the first script has been completed and tested, the rest are nearly identical copies with some minor variations.*
- *Tableau workbook creation and publishing: 5-6 hours.*
- *If assessment scores are not currently imported to IC, this could add a significant amount of time to the implementation.*
 - *Importing test scores through IC's interface or using SQL scripts involves a significant amount of data formatting, checking, and reviewing the import results for each assessment.*
- What are some of the obstacles that you have encountered and solutions that may help others as they go through this journey?
 - *Communication. Getting the right people in the room in order to make sure the people doing the work in schools were supported and had a voice in the process.*
 - *We have two credit requirements (Algebra and Geometry) that can be satisfied if a student takes them in Middle School; however, that student still must earn a total of 50 credits during grades 9-12. We initially had these set up as credit requirements in our graduation program in IC; however, we quickly realized that the program was not recognizing when an Algebra credit had been earned prior to grade 9. We solved this issue by changing the Algebra and Geometry requirements from credit requirements into course requirements. This allowed us to input the specific course numbers that can meet these requirements into the graduation program and as long as one of those course numbers appears on the student's transcript at any grade level, the program recognizes that they have met the requirement.*
 - *During our pilot program we solicited feedback from counselors for any trouble they had using the Academic Planner and any ways it could be improved. This helped us make several improvements and one of our enhancement requests to*

Campus was fulfilled allowing counselors to print out the Academic Progress report as a batch report instead of printing one student at a time.

- *Customizations.*
- Explain the main concerns that your schools want addressed? (Easily determine which students have met and not met).
 - *The district wanted a standard way of tracking these requirements that was used by all of the schools. We also wanted to make it simple and efficient for our counselors so it made sense to find a solution within our current Student Information System of Infinite Campus. There were already several canned reports built into the Academic Planning module of Infinite Campus that it made sense to use these reports instead of only relying on a custom report created by our IT staff.*
 - *Student and parent accountable for their academic plans of study and their progress. IC will allow for portal viewing.*
 - *The district also wanted an option of being able to track graduation requirements across multiple schools which was not available in IC. Therefore we did create custom visualizations in Tableau based off of data from IC.*
 - *The SQL scripting of assessment scores helps address the issue of laborious (and error prone) data entry.*
 - *The Tableau visualizations offer a method to drill down on student details and school aggregated statistics.*
 - *IC shows whether a student is on track or off track, but does not show why this is the case (which assessments/courses contributed), so Tableau is used.*

Regarding the different Menu of options

- When considering Industry certificates, if a student brings a certificate what vetting process do you have in place?
 - CDE crosswalk (we anticipate) - aligned HB1289 list of industry certs.
 - District subgroup determine ELA and math proficiency based on competencies of certificate.
- Which options are automatically uploaded into IC/Power School?
 - *We already had a process in place for uploading assessment scores into IC including scores from PARCC, SAT, ACT, etc.*
 - *We created “tests” in IC for each graduation requirement and then created SQL jobs that run nightly which read this assessment data. If a student has met the cut point for that assessment they are given a result of Yes, indicating they passed that assessment. Otherwise they are given a result of No, indicating that they either have not passed the assessment or have not taken it.*
 - *Our graduation program for ELA and Math proficiencies has two parts to it. A student must meet both the ELA and the Math requirements. The tests that can meet the ELA requirement are listed there and vice versa for Math. Therefore when a student passes an assessment with a score that qualifies for passing the ELA requirement, that result is recorded in our graduation program and the*

reports in IC and Tableau will show that this student has met the ELA requirement for graduation.

- What menu of options are manually tracked?
 - *The ones manually tracked are the Industry Certifications and the Capstone projects.*
 - Who is going to enter the data manually?
 - *We have created tests for these two options in IC so that Our College and Career Services office can enter a result for Industry Certifications and our Curriculum & Instruction office can enter a result for Capstone projects. All results entered will feed into our graduation program.*
- ~~What documents are required for tracking purposes?~~

Communication

- What communication have you sent to your board of education?
 - *Our Curriculum & Instruction office has presented our current plan for tracking these requirements to the board.*
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- What communication plan has your team created?
 - What are the elements of the plan?
- Will students/parents be notified that they have completed both the Math and English Competencies? And if the student is missing one or both competencies.
 - *The graduation program can be displayed on the IC portal so that parents and students will be able to review it and track their progress.*
 - *School counselors have always met with students/parents if they are in danger of not meeting graduation requirements so this process will not change.*

Training

- What process did you develop that identified which people need training?
 - Is the training differentiated? For example: Principals, Registrars, Counselors, APs, etc.
 - *The staff who currently track our 50 credits requirement for graduation will be the same staff who track the ELA and Math requirements.*
 - *Year 1: Pilot for credit checks - counselors and registrars.*
 - *Year 2: Formal training.*
 - *Tableau training from Assessment staff is routine already.*
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- How will the training be delivered? (In person, webinar)
 - *Training sessions during monthly counselor and registrar meetings.*
 - *Training documents have been created on how to use the Academic Planning module in IC.*
 - *Working on strategies now for formal training and all-hands rollout.*
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- If a counselor, principal, or someone else has questions about the tracking process who do they contact?
 - *Our Learning Services team or the IT team for technical questions.*

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Technology

- What technology tool is your district using to track the menu of options?
 - *The Academic Planning module in Infinite Campus and we have also created some visualizations in Tableau.*
- Explain how your district IT department created the tracking system.
 - *Created a graduation program in IC to track the ELA and Math requirements.*
 - *Each ELA and Math requirement has been created as a Test in IC so that results can be automatically or manually added into the student's Assessment tab in IC. Scores for assessments like SAT, ACT, PARCC are already imported into IC and are scripted into the Tests created for this tracking system. Requirements like Industry Certification and Capstone will be manually entered into the student's Assessment tab.*
 - *As soon as a student has met the ELA or Math requirement through one of the various ways, the graduation program recognizes that they have completed that requirement and both the canned reports in IC and the custom reports in Tableau will reflect that. So the moment that the student's scores are entered into IC, the counselor will see that reflected on any of our tracking reports.*
 - *Mention that our Graduation Guidelines Tech document was shared with the group and it has the specific details and screenshots of how this graduation program was set up in IC.*