# District Reports Training

District Reports Training

# Available Resources

## NJ SMART Helpdesk

1-800-254-0295

njsmart@pcgus.com

## Resources & Trainings

NJ SMART Resources & Trainings

# Overview

District Reports are a suite of pre-defined reports that combine and display data received through NJ SMART submissions, assessment files, National Student Clearinghouse data, optional district data submissions, and other statewide data submissions.

- These reports are structured in a particular type of report called a "profile," which presents data in a crosstab format. Each profile report is designed to give users access to aggregate information about students enrolled in their district, allowing analysis of patterns and trends across various categories of information.

- Each profile report presents a starting point for further data analysis.

# Overview (cont.)

**District Reports allows educators to perform the following tasks using numerous inputs. Users will have the ability to:**

- View number and percent of students in your district across multiple years and submissions and disaggregate across common student and program characteristics to identify factors associated with variations in student performance

- Click on subgroups to filter the aggregate profile to desired certain populations of students

- Drill down from aggregate counts to a detailed student list which can be sorted and analyzed through Excel

- Drill down from student lists to a student's complete enrollment and performance history in the student record reports

- Export student lists to view a more detailed snapshot of each student (including data from SID Management, State Submission, Special Education Submission, and assessment performance for every grade level and assessment)

# Vision for Data Use



SUSTAINED

SYSTEMIC

**Data Culture**
Policies, Programs, Practice

Fostering a Culture of Improvement

**Data Quality**
Collections, Validation, Support

**Data Capacity**
Reporting Tools, Knowledge, Skills

STUDENT FOCUSED
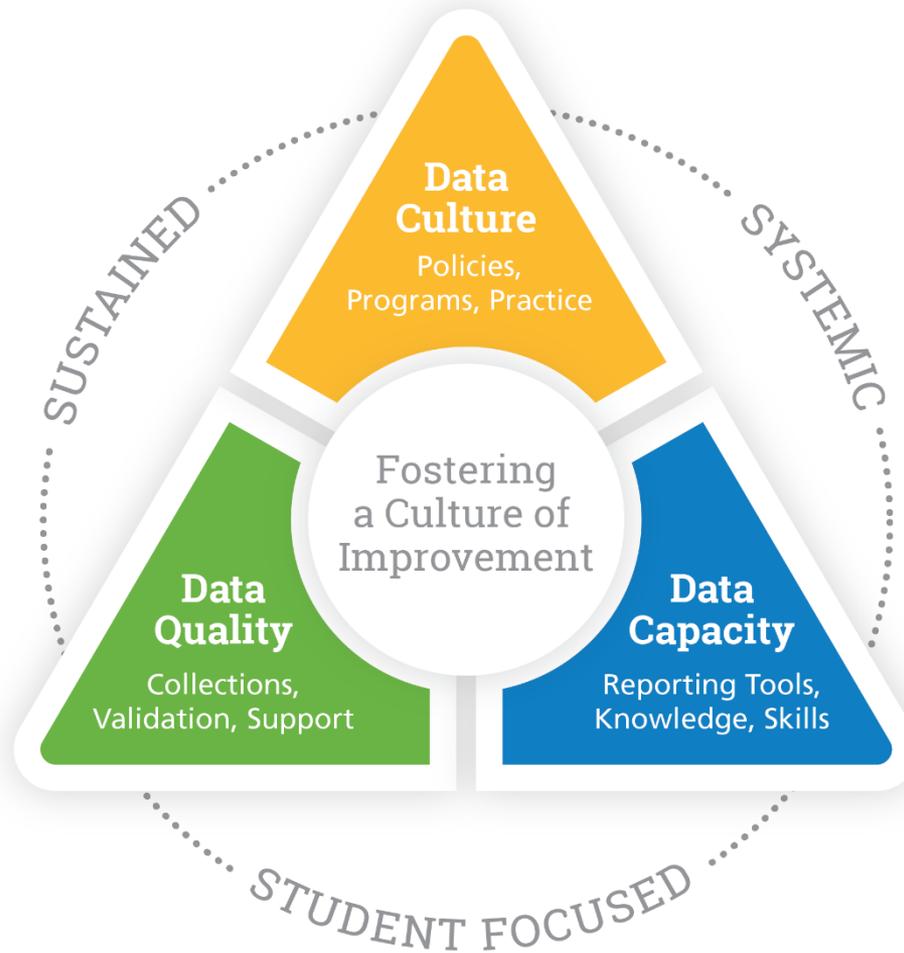
# NJ SMART Inputs

## NJ SMART Submissions
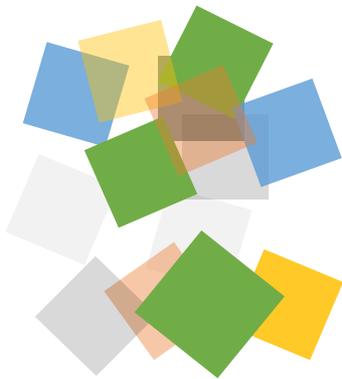
**State Submissions**
Student Identification (SID)
State
Special Education
Career/Technical Education (CTE)
Course Roster
Staff Member Identification (SMID)
Staff

**Data Feeds/Derived Information**
NJ state assessments (NJASK, PARCC, HSPA, APA, AHSA, ACCESS for ELLs)
National assessments (PSAT, AP, SAT)
Graduation Rate
Student Growth
Post-Secondary

**District Data Marts**
Program Enrollment
Credits Earned

# NJ SMART Outputs

**NJ SMART
Submissions**

**NJ SMART Data
Warehouse**

**NJ SMART Outputs**



- EDanalyzer
- District Reports
- State/Federal Reports

# The Cycle of Inquiry and Action
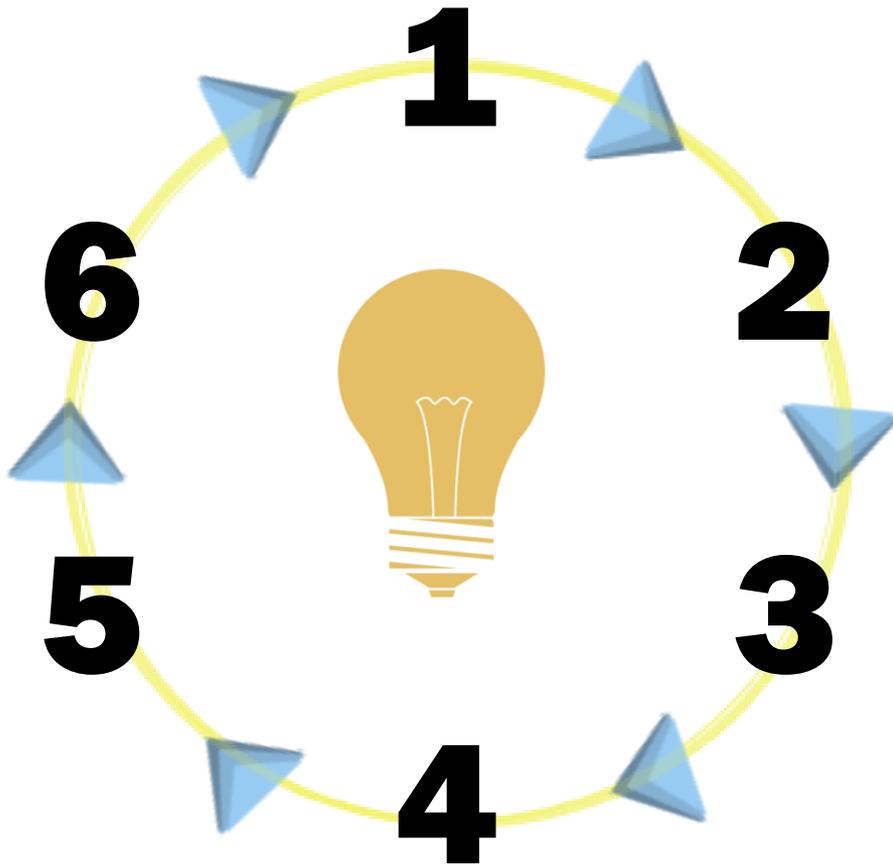


1. **Identify an Issue**
   *And formulate questions to help define it*

2. **Understand the Issue**
   *By analyzing data and refining questions*

3. **Diagnose the Cause**
   *Through deeper analysis, observation, and best practice research*

4. **Plan Action**
   *By setting measurable goals and articulating strategies*

5. **Take Action**
   *While monitoring data to make adjustments*

6. **Evaluate**
   *And reassess our situation*

# An Inquiry-Driven Approach to Data Analysis

**District Reports contain…**

**To help you answer questions like…**

**Profile Reports**

How many students in my district decreased in LAL performance from the 2011 Grade 7 NJ ASK to the 2012 Grade 8 NJ ASK assessment?

**Student Lists** → Who are these students?

**Student Enrollment Records** → What other enrollment/demographic info can I learn about this student?

**Student Assessment Records** → How has this student performed on other assessments he's taken?

# Selecting a Report

How many students in my district decreased in LAL performance from the 2011 Grade 7 NJ ASK to the 2012 Grade 8 NJ ASK assessment?

# How to Navigate District Profile Reports

**NJ ASK  COHORT PERFORMANCE PROFILE (SA*)**

State Snapshot Report: Jun 30, 2012 (Generated: 11/28/2012)

Training District 1       Test Year: 2011-2012, Grade Level: 08

All Schools       Comparison Year: 2010-2011, Grade Level: 07

LAL

| Student Characteristics | Total Students | | Stayed AP or Stayed P | | Increased 1 or More Levels | | Decreased 1 or More Levels | | Stayed PP | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % of Total | # of Students | % of Total | # of Students | % of Total | # of Students | % of Total | # of Students | % of Total |
| **Total Students** | 334 | 100% | 207 | 62.0% | 74 | 22.2% | 22 | 6.6% | 31 | 9.3% |
| **School** | | | | | | | | | | |
| Bristol Middle School | 162 | 48.5% | 102 | 63.0% | 34 | 21.0% | 9 | 5.6% | 17 | 10.5% |
| Cypress Middle School | 172 | 51.5% | 105 | 61.0% | 40 | 23.3% | 13 | 7.6% | 14 | 8.1% |
| **Gender** | | | | | | | | | | |
| Female | 157 | 47.0% | 101 | 64.3% | 35 | 22.3% | 10 | 6.4% | 11 | 7.0% |

# Read Different Types of Profile Reports

**NJ ASK COHORT PERFORMANCE PROFILE (SA*)**

State Snapshot Report: Jun 30, 2009 (Generated: 7/15/2011)

Sample District

Middle School 1

Math

Test Year: 2008-2009, Grade Level: 08

Comparison Year: 2007-2008, Grade Level: 07

| Student Characteristics | Total Students | | Stayed AP or Stayed P | | Increased 1 or More Levels | | Decreased 1 or More Levels | | Stayed PP | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % of Total | # of Students | % of Total | # of Students | % of Total | # of Students | % of Total | # of Students | % of Total |
| Total Students | 14 | 100% | 5 | 35.7% | 2 | 14.3% | 1 | 7.1% | 6 | 42.9% |
| School | | | | | | | | | | |
| Middle School 1 | 14 | 100.0% | 5 | 35.7% | 2 | 14.3% | 1 | 7.1% | 6 | 42.9% |
| Gender | | | | | | | | | | |
| Female | 6 | 42.9% | 2 | 33.3% | 1 | 16.7% | 1 | 16.7% | 2 | 33.3% |
| Male | 8 | 57.1% | 3 | 37.5% | 1 | 12.5% | | | 4 | 50.0% |
| Race/Ethnicity | | | | | | | | | | |
| Asian | 1 | 7.1% | | | 1 | 100.0% | | | | |
| Black | 7 | 50.0% | 4 | 57.1% | | | 1 | 14.3% | 2 | 28.6% |
| Hispanic | 3 | 21.4% | | | 1 | 33.3% | | | 2 | 66.7% |
| White | 3 | 21.4% | 1 | 33.3% | | | | | 2 | 66.7% |
| Lunch Status | | | | | | | | | | |
| Free Lunch | 6 | 42.9% | 3 | 50.0% | 1 | 16.7% | | | 2 | 33.3% |
| Reduced Rate Lunch | 1 | 7.1% | | | | | | | 1 | 100.0% |

# Read Different Types of Profile Reports

**NJ ASK COHORT PERFORMANCE PROFILE (SA*)**

State Snapshot Report: Jun 30, 2009 (Generated: 7/15/2011)

| Sample District | Test Year: 2008-2009, Grade Level: 08 |
|---|---|
| Middle School 1 | Comparison Year: 2007-2008, Grade Level: 07 |
| Math | |

| Student Characteristics | Total Students | | Stayed AP or Stayed P | | Increased 1 or More Levels | | Decreased 1 or More Levels | | Stayed PP | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % of Total | # of Students | % of Total | # of Students | % of Total | # of Students | % of Total | # of Students | % of Total |
| Total Students | 14 | 100% | 5 | 35.7% | 2 | 14.3% | 1 | 7.1% | 6 | 42.9% |
| School | | | | | | | | | | |
| Middle School 1 | 14 | 100.0% | 5 | 35.7% | 2 | 14.3% | 1 | 7.1% | 6 | 42.9% |
| Gender | | | | | | | | | | |
| Female | 6 | 42.9% | 2 | 33.3% | 1 | 16.7% | 1 | 16.7% | 2 | 33.3% |
| Male | 8 | 57.1% | 3 | 37.5% | 1 | 12.5% | | | 4 | 50.0% |
| Race/Ethnicity | | | | | | | | | | |
| Asian | | | | | 1 | 100.0% | | | | |
| Black | 7 | 50.0% | 4 | 57.1% | | | 1 | 14.3% | 2 | 28.6% |
| Hispanic | 3 | 21.4% | | | 1 | 33.3% | | | 2 | 66.7% |
| White | 3 | 21.4% | 1 | 33.3% | | | | | 2 | 66.7% |
| Lunch Status | | | | | | | | | | |
| Free Lunch | 6 | 42.9% | 3 | 50.0% | 1 | 16.7% | | | 2 | 33.3% |
| Reduced Rate Lunch | 1 | 7.1% | | | | | | | 1 | 100.0% |

**= 100%**

**2/6= 33.3%**

**= 100%**

# Read Different Types of Profile Reports



| Student Characteristics | Total Students | | Grade 9 | | Grade 10 | |
|---|---|---|---|---|---|---|
| | # of Students | % of Total | # of Students | % of Total | # of Students | % of Total |
| **Total Students** | 563 | 100.0% | 149 | 26.5% | 126 | 22.4% |
| **School** | | | | | | |
| High School 1 | 563 | 100.0% | 149 | 100.0% | 126 | 100.0% |
| **Gender** | | | | | | |
| Female | 281 | 49.9% | | 9.7% | 64 | |
| Male | 282 | 50.1% | | 0.3% | 62 | |
| **Race/Ethnicity** | | | | | | |
| Asian | 51 | 9.1% | 1 | 7.4% | 8 | 6.3% |
| Black | 254 | 45.1% | 67 | 45.0% | 53 | 42.1% |
| Hispanic | 91 | 16.2% | 27 | 18.1% | 24 | 19.0% |
| Native Hawaiian or Pacific Islander | 5 | 0.9% | | 0.7% | 1 | 0.8% |
| White | 160 | 28.4% | 43 | 28.9% | 38 | 30.2% |
| Multi | 2 | 0.4% | | | | .6% |

**Modify Report Selection**

**GRADE LEVEL PROFILE (SU*)**

State Snapshot Report: Jun 30, 2010 (Generated: 7/15/2011)

Sample District

High School 1

**= 100%**

**8/126= 6.3%**

**= 100%**

# Read Different Types of Profile Reports

**Modify Report Selection**

**GRADE LEVEL PROFILE (SU*)**

State Snapshot Report: Jun 30, 2010 (Generated: 6/30/2011)

Sample District

High School 1

| Student Characteristics | Total Students | | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % of Total | # of Students | % of Total | # of Students | % of Total | # of Students | % of Total | # of Students | % of Total |
| **Total Students** | 563 | 100.0% | 149 | 26.5% | 126 | 22.4% | 153 | 27.2% | 135 | 24.0% |
| **School** | | | | | | | | | | |
| High School 1 | 563 | 100.0% | 149 | 100.0% | 126 | 100.0% | 153 | 100.0% | 135 | 100.0% |
| **Gender** | | | | | | | | | | |
| Female | 281 | 49.9% | 74 | 49.7% | 64 | 50.8% | 68 | 44.4% | 75 | 55.6% |
| Male | 282 | 50.1% | 75 | 50.3% | 62 | 49.2% | 85 | 55.6% | 60 | 44.4% |
| **Race/Ethnicity** | | | | | | | | | | |
| Asian | 51 | 9.1% | 11 | 7.4% | 8 | 6.3% | 18 | 11.8% | 14 | 10.4% |
| Black | 254 | 45.1% | 67 | 45.0% | 53 | 42.1% | 75 | 49.0% | 59 | 43.7% |
| Hispanic | 91 | 16.2% | 27 | 18.1% | 24 | 19.0% | 23 | 15.0% | 17 | 12.6% |
| Native Hawaiian or Pacific Islander | 5 | 0.9% | 1 | 0.7% | 1 | 0.8% | 1 | 0.7% | 2 | 1.5% |
| White | 160 | 28.4% | 43 | 28.9% | 38 | 30.2% | 36 | 23.5% | 43 | 31.9% |
| Multi | 2 | 0.4% | | | 2 | 1.6% | | | | |

# Chronic Absenteeism & the At-Risk Profile

With Chronic Absenteeism selected as one of the new NJDOE accountability measures, we will highlight how to view this information available within the At-Risk Profile in District Reports.
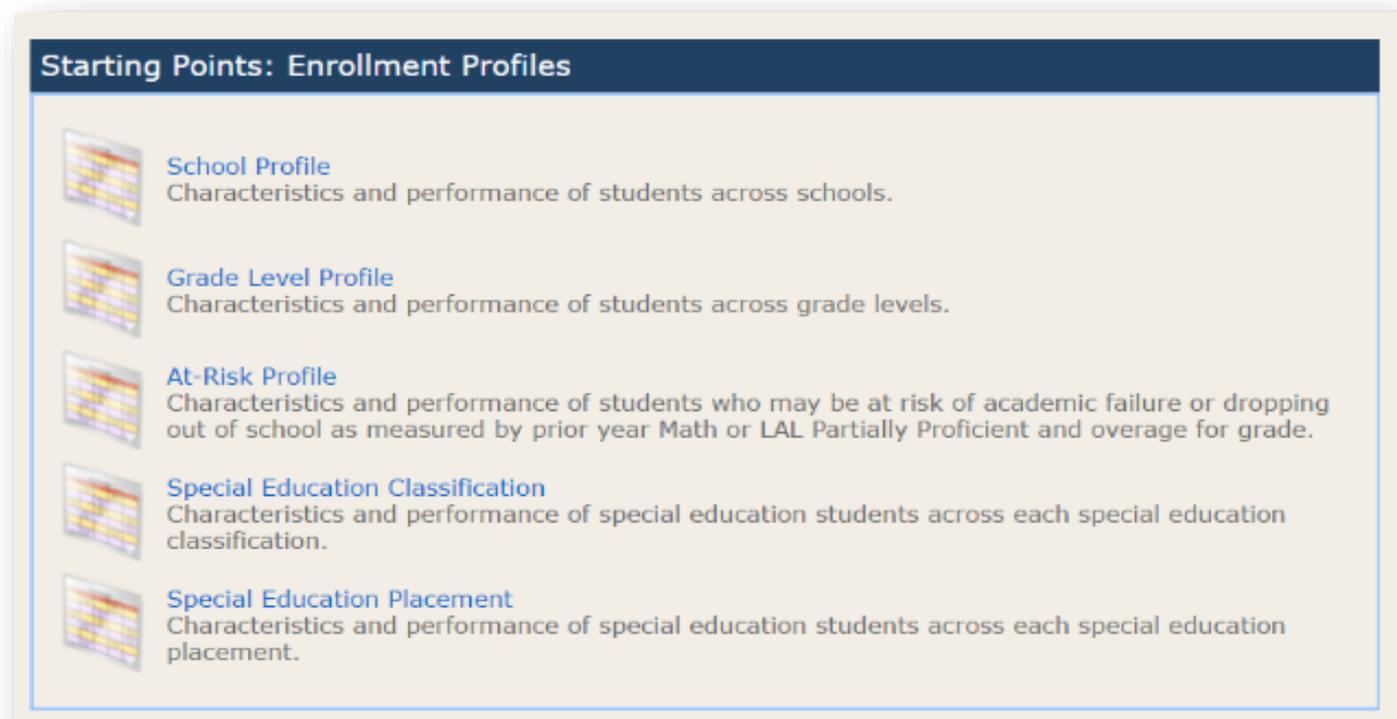
## Starting Points: Enrollment Profiles

**School Profile**
Characteristics and performance of students across schools.

**Grade Level Profile**
Characteristics and performance of students across grade levels.

**At-Risk Profile**
Characteristics and performance of students who may be at risk of academic failure or dropping out of school as measured by prior year Math or LAL Partially Proficient and overage for grade.

**Special Education Classification**
Characteristics and performance of special education students across each special education classification.

**Special Education Placement**
Characteristics and performance of special education students across each special education placement.

# Running the At-Risk Profile

After selecting the report parameters, the total number and percentage of students that are considered chronically absent are displayed.

- Click on "# of Students" to drilldown to the Student List

| | Total Students | | Over Age for Grade | | Chronic Absenteeism: Greater than or Equal to 10% | | At Risk in at Least One Area | |
|---|---|---|---|---|---|---|---|---|
| **Student Characteristics** | # of Students | % of Total | # of Students | % of Total | # of Students | % of Total | # of Students | % of Total |
| **Total Students** | 4848 | 100.0% | 412 | 8.5% | 325 | 6.7% | 709 | 14.6% |
| **School** | | | | | | | | |
| 0F16OFQR9H2CODEZ51V2 | 288 | 5.9% | 42 | 14.6% | 20 | 6.9% | 60 | 20.8% |
| 3IX5J3L9PNPP1R | 1445 | 29.8% | 47 | 3.3% | 112 | 7.8% | 151 | 10.4% |

**Modify Report Selection**

**AT-RISK PROFILE (SA)**

State Snapshot Report: Oct 14, 2016 (Generated: 8/18/2017)

Nocknbmgu

All Schools

# Running the At-Risk Profile

The Profiles disaggregate data by various subgroups to help you answer additional questions like:

- How many students with a Special Education Classification were considered chronically absent?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Special Education** | | | | | | | | |
| Special Education | 969 | 20.0% | 122 | 12.6% | 85 | 8.8% | 196 | 20.2% |
| Not Special Education | 3879 | 80.0% | 290 | 7.5% | 240 | 6.2% | 513 | 13.2% |
| **Limited English Proficient** | | | | | | | | |
| LEP | 219 | 4.5% | 55 | 25.1% | 18 | 8.2% | 69 | 31.5% |
| Not LEP | 4629 | 95.5% | 357 | 7.7% | 307 | 6.6% | 640 | 13.8% |
| **Time in District** | | | | | | | | |
| In District Less than One Year | 645 | 13.3% | 256 | 39.7% | 44 | 6.8% | 286 | 44.3% |
| In District 1-2 Years | 1063 | 21.9% | 59 | 5.6% | 84 | 7.9% | 140 | 13.2% |
| In District 3 or More Years | 3140 | 64.8% | 97 | 3.1% | 197 | 6.3% | 283 | 9.0% |
| **Number of Days Not Present** | | | | | | | | |
| 0 Days | 3181 | 65.6% | 267 | 8.4% | | | 267 | 8.4% |
| 1-5 Days | 1628 | 33.6% | 140 | 8.6% | 286 | 17.6% | 403 | 24.8% |
| 6 -10 Days | 33 | 0.7% | 3 | 9.1% | 33 | 100.0% | 33 | 100.0% |
| 11 -15 Days | 4 | 0.1% | 1 | 25.0% | 4 | 100.0% | 4 | 100.0% |
| Greater than 15 Days | 2 | 0.0% | 1 | 50.0% | 2 | 100.0% | 2 | 100.0% |

1. Last Special Education Submission: 10/14/2016

# How data is pulled into District Reports

**District Reports collects data from many different sources within NJ SMART. Data will need to meet the following criteria to be pulled to the reporting tool:**

- The record was captured as active in SID Management and attending your district.

- The record was captured in the State Submission and *Special Education Submission (if applicable).

- The record was captured free of Error, Unresolved, Sync, or Conflict status.

  The Exception to this rule is for the HS Graduation Cohort Status Profile, which we will not cover today.

  That particular report is a separate training that is covered in depth in the Graduation Training, please be sure to see our training schedule for dates and times.

# How data is pulled into District Reports

Record Captured as active in SID + Attending district **+** Record Captured in State Submission *Record Captured in Special Education Submission **+** Record free of Error Unresolved Sync Conflict **=** Record successfully pulled into District Reports
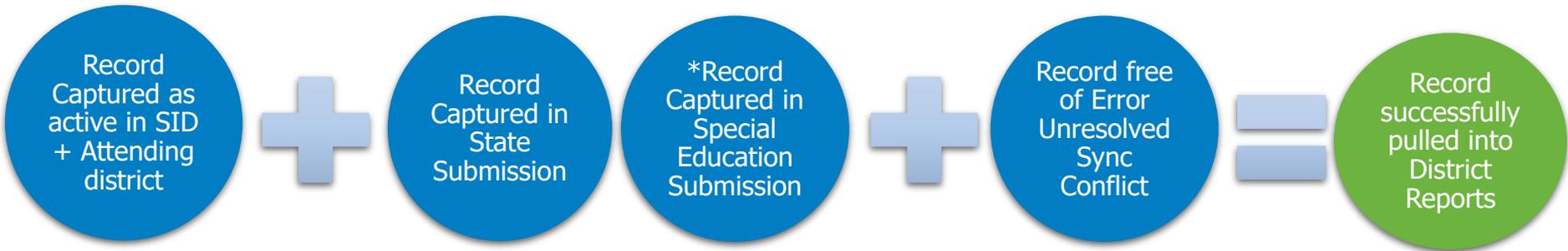
Districts are encouraged to monitor their data and ensure all records are updated and accurate to avoid potential future issues.

Participating in all submission Practice and Local Data Mart Periods is an excellent way to monitor data accuracy.

# Official vs. Local Data Mart

**Official:** The Official Submission collects student data based on a Snapshot. This data is submitted to the NJDOE as your official data. October 15th and June 30th are the Snapshots dates.

- Records submitted during this time will be cross validated against the SID Snapshot records page.
- The SID Snapshot records page is a read-only page for viewing of the records at the time of the snapshot. No changes can be made to these records.
- SID Management will be opened during this time to continue to maintain enrollment of students in your district. Any new student that comes into the district after the snapshot should **not** be included in the Official Submission.

**Local Data Mart:** This is when the State Submission is opened in between the two official snapshots of October 15th and June 30th.

- Records submitted during this time are cross validated against SID Management All Student Records.
- This is the time for you maintain your student enrollment by adding any new students that have come into your district after the official snapshots.

# NJ SMART Portal Features

**LEAs have the opportunity to submit State Submission data to their Local Data Mart in order to refresh data that is typically only collected twice every school year.**

- Key advantages to submitting and refreshing State Submission data during the Local Data Mart periods include:

  - Ability to update State Submission data elements (i.e. Grade Level, Program Type Code, Enrollment status, etc.) at the beginning of the school year prior to the October 15th State Submission for more up-to-date analysis

  - Ability to submit State Submission data for new students that enter after the October 15th snapshot date to be included in District Reports and analysis

  - Allow more time for LEAs to practice and clean State Submission Snapshot data before an official submission period begins

  - Empower LEAs to investigate Unverified Transfers in their graduation reports throughout the school year

# Local Data Mart

Once the data is uploaded into the State or Special Education Submission the reports need to be refreshed with this data.

Step 1

Step 2
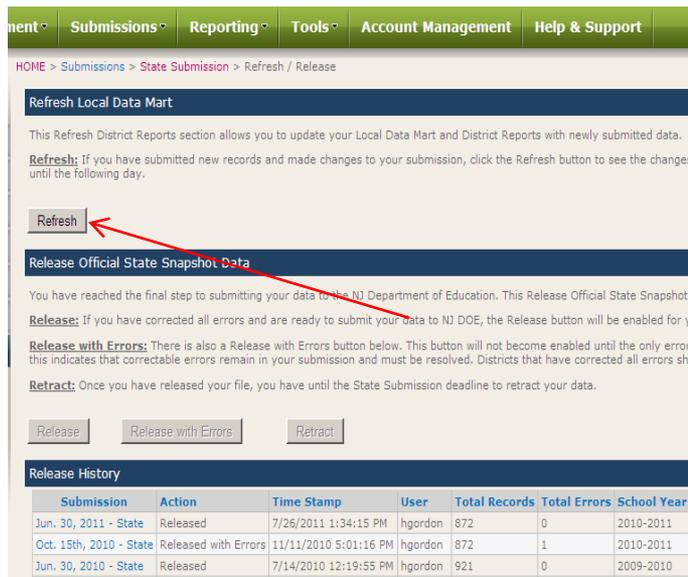
** The data will be processed overnight and the changes will be reflected in the District Reports
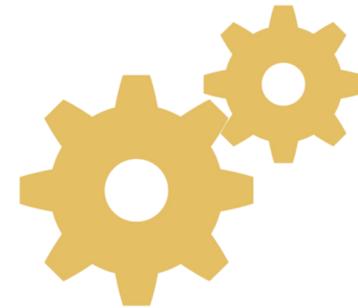
# Live Demonstration

- How to run reports/ report parameters

- Difference between Profile and Jump To reports

- How to navigate through the various reports

- How to analyze different sub-groups within the reports

- How to Export the reports to Excel or CSV for further analysis

# Questions?

**Any questions before we adjourn the meeting?**
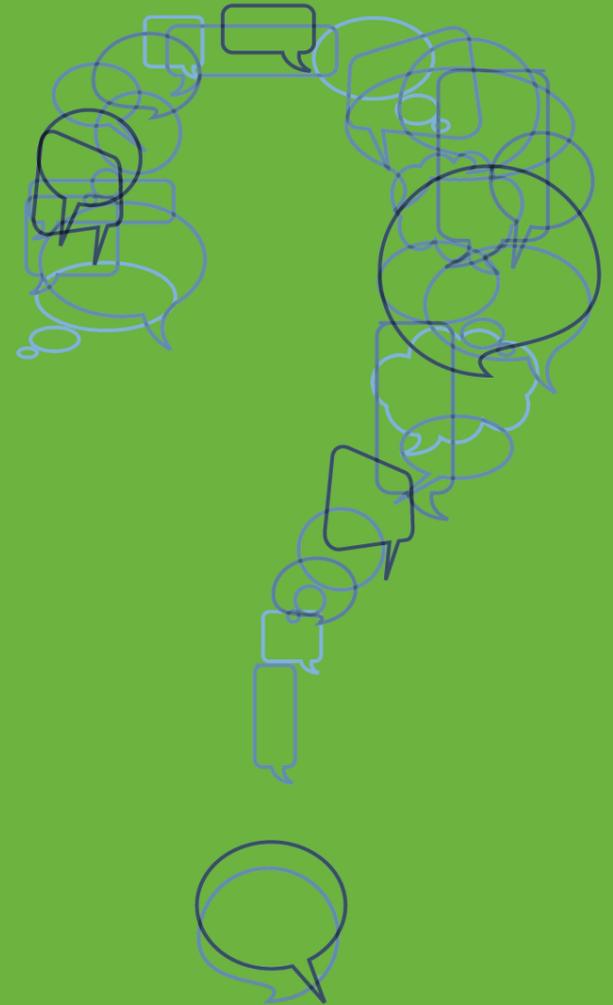
# Available Resources

## NJ SMART Helpdesk

1-800-254-0295
njsmart@pcgus.com

## Resources & Trainings

NJ SMART Resources & Trainings

PUBLIC CONSULTING
GROUP