

# Data Driving Our Future

May 10, 2018



# What is Achieve Escambia?



How did we get here?  
How is this different?  
How do we align?

*Kimberly Krupa*  
Director, Achieve Escambia

# Cradle to Career



# Improving the lives of children and families in communities across America

**StriveTogether** believes in helping every child succeed, from cradle to career. We lead a national movement to improve education in 70 communities across America. With partners who share this vision, we work together on building a more equitable and inclusive world for every child.



**Achieve**  
**Escambia**  
*Cradle to Career*

**StriveTogether**

## What is a cradle-to-career partnership?

A cradle-to-career partnership is the local coordinating body that organizes the efforts of everyone who works to support the success of every child, ensuring the initiative has impact and maintains momentum. The people involved include school staff; local nonprofit, business and faith leaders; investors; other professionals in the field; and students and their families.



# Data-driven

**Jennifer Grove**  
Chair, Data Team



# Role of Data



DATA



KNOWLEDGE



ACTION



Improved outcomes

# Role of the Data Team



- Develops Achieve Escambia Roadmap
- Collects and analyzes data (bright spots, inequities, achievement gaps, trends, etc.)
- Develops content of baseline report and recurring annual reports
- Provides data support and analysis to collective action networks:
  - Acceleration of bright spots
  - Pilot programs/efforts



# Data Team Membership

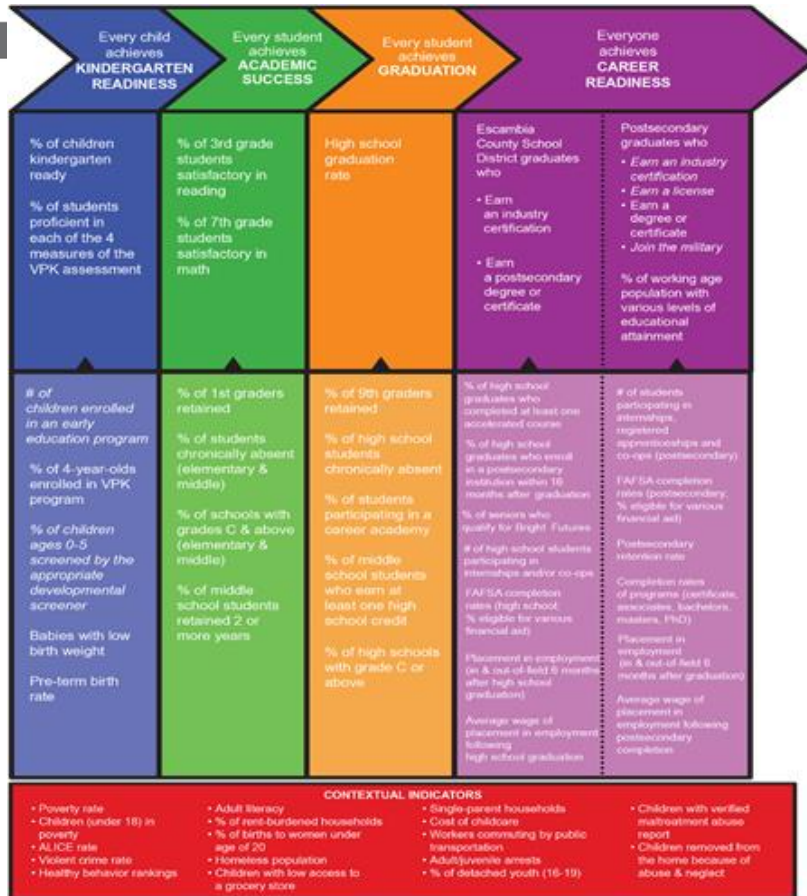


- Jennifer Grove, chair – Gulf Power Company
- Jennifer McFarren – Gulf Power Company
- David Alexander – City of Pensacola Police
- Doug Brown – Community Action Program Committee, Inc.
- Theresa Chmiel – Healthy Start Coalition
- Dr. Laura Colo – Escambia County School District Title 1
- Dr. Debbie Douma – Pensacola State College
- Dr. Rick Harper – University of West Florida
- John Hosman – FS Advisors & ECARE
- Zach Jenkins – University of West Florida Haas Center
- Cliff Krut – CareerSource Escarosa
- Dr. John Lanza – Escambia County Health Department
- Lisa Nellessen-Lara – Pensacola News Journal
- Shannon Nickinson – Studer Community Institute
- Phyllis Pooley – University of West Florida
- Dr. Michelle Taylor – Escambia County School District
- Versilla Turner – Escambia County Health Department
- Bruce Watson – Early Learning Coalition
- Mike Juhas – Diocese of Pensacola
- Phyllis Gonzalez – Department of Children 7 Families

# How did we choose?

- Outcomes should be **population based**, representing conditions at the community level and not at the programmatic level
- Indicators should be a **valid measure** of concepts outlined on the “Roadmap”
- The indicator must be **easily understandable** to local stakeholders
- The indicator must be **reasonably similar** across school districts/providers
- The data must be produced by a **trusted source**
- Priority can be given to indicators that have the **ability to be compared**
- All or most of the indicators need to be **affordable to gather and report**
- The data should be **available consistently** over time
- The indicator should be **changeable to a significant degree by local action** and be useful in the day to day work of organizations and networks that are working to improve student outcomes

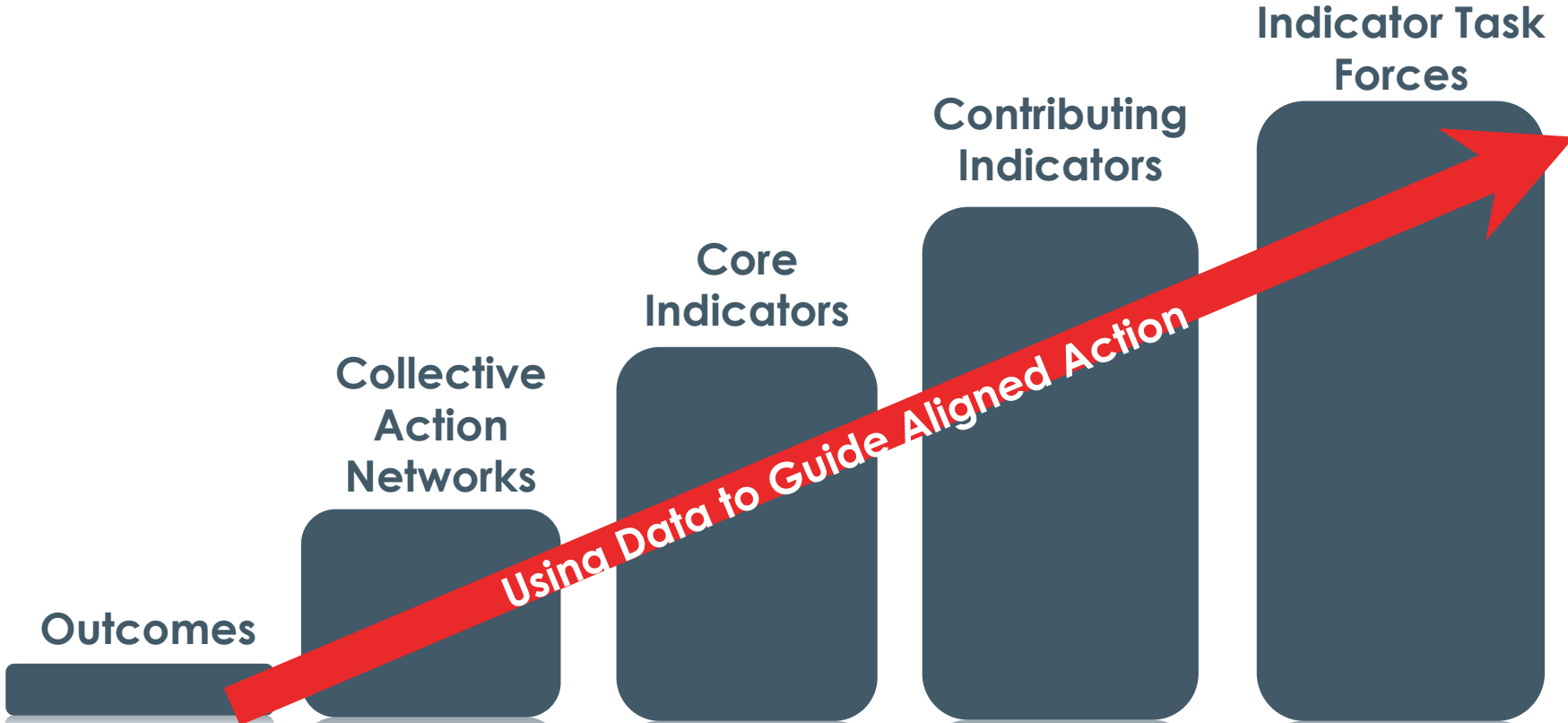
# Our Roadmap



**SHARED MEASUREMENT**



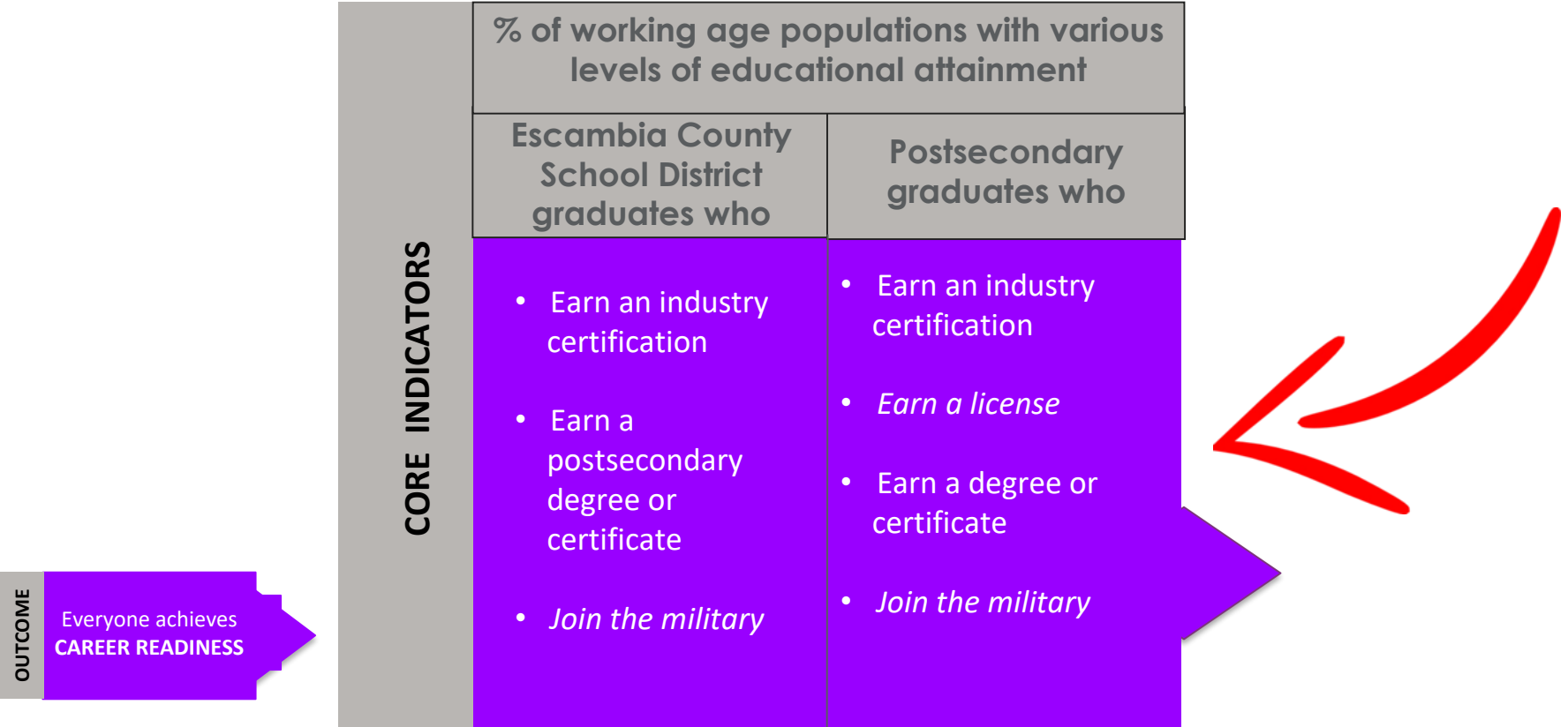
# Building Toward Action



# Community level goal



# How do we measure Career Readiness?



# Where we do the work...

OUTCOME


Everyone achieves  
**CAREER READINESS**

## CONTRIBUTING INDICATORS

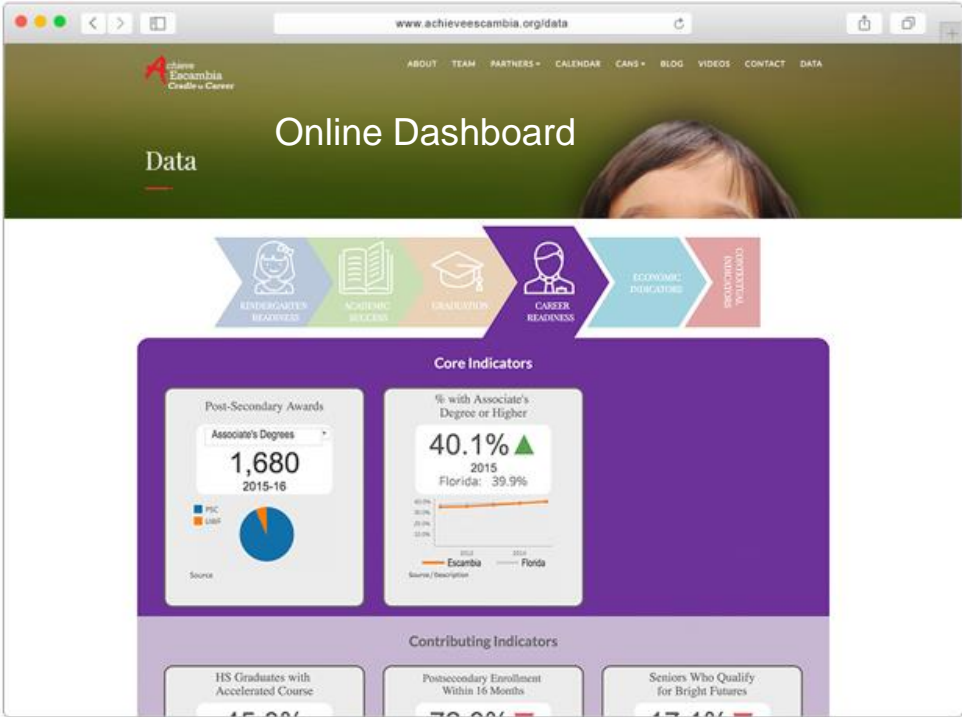
### Escambia County School District graduates

- % of HS grads who completed at least one accelerated course
- % of HS grads who enroll in PS institution within 16 months after grad
- % of seniors who qualify for Bright Futures
- # of HS students in internships/co-ops
- FAFSA completion rates
- Placement in employment
- Avg. wage of placement in employment following HS grad

### Postsecondary graduates (George Stone Technical Center, PSC & UWF)

- # of students participating in  internships, apprenticeships & co-ops
- FAFSA completion rates
- Postsecondary retention
- Completion rates of programs
- Placement in employment 
- Avg. wage of placement in employment following postsecondary completion 

# How do we tell the story of the data?



← Annual Report (Baseline Report launched in 2017)



# Using the Data

**Deborah L. Douma, Ed.D.**  
*Pensacola State College*  
*Dean, Grants & Federal Programs*

- Provide assurances to all contributing stakeholders that data collected is not/will not be used for punitive purposes
- Statistics don't lie, but statisticians sometimes do
  - Don't fudge or exaggerate your data
  - Be careful about making statements of opinion, especially to other stakeholders, which can't be backed up with facts
- Organization of the data is important
- Keep copies of all sources of data
- Keep detailed data about your program/organization



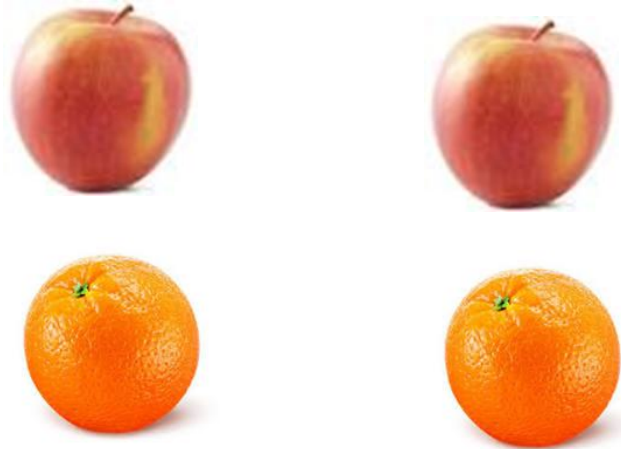
# Data Collection to Support Your “Story”

- All stakeholders should be involved in data collection.
- Dedicate some time to setting up routine data collection and then keep it current!
- Thinking outside the box of data organizations currently use:
  - # of visitors or attendees
  - Any visitor demographics
  - Satisfaction surveys
  - Pre/post testing for any learning or awareness activities
  - Community data
    - Especially related to underserved populations
- Establish a data dictionary early in the process.



With our diverse group of partners, we've discovered that it is just as easy to mix:

Apples and oranges --



As, apples with apples --

