

# ECHS Outcomes Analysis & Data Action Plan

## Data → Understanding → Action

**Purpose.** Use this tool with the ECHS leadership team to examine student outcomes, connect results to implementation practices, identify priorities, and develop a focused action plan for continuous improvement.

### How to Use This Tool

- Review current ECHS outcome data using the measures reported in the ECHS Outcomes Report and the ECHS KPI Framework.
- Identify strengths, concerns, and patterns in student outcomes, including differences among student groups when data are available.
- Use the KPI Framework to examine the implementation practices and maturity levels that may be contributing to the outcomes.
- Select a limited number of priority areas that warrant action.
- Carry each priority directly into the Data Action Plan so that analysis leads to a specific goal, action, owner, timeline, and evidence of progress.

### 1. Review Student Outcomes

Begin with current outcomes. Compare each result with the applicable benchmark, state expectation, or prior-year result. Record what the data appear to show before deciding why.

**Example:** Use prior-year results when available. If no prior result exists, compare the current result with a state expectation, program goal, or relevant student-group result.

| Outcome / KPI                | Current Result | Benchmark / Expected Outcome              | Prior Result or Comparison | What Does the Data Tell Us?                                                                                                                                                    |
|------------------------------|----------------|-------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attendance Rate<br>(Example) | 83%            | School-established attendance goal of 95% | 88% last year              | Attendance declined by 5 percentage points and is below the school's goal. This may indicate a need to examine patterns of absenteeism and identify students who need support. |
|                              |                |                                           |                            |                                                                                                                                                                                |
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## 2. Examine Implementation Practices

Use the KPI Framework to examine the practices, systems, and supports that may be influencing the outcomes. Identify the evidence available and consider possible contributing factors before deciding what action to take.

**Example:** Use the KPI Framework to identify the current maturity level of a system or practice and determine where improvement action may be needed.

| Related KPI / System                         | Implementation Level | Evidence                                                                                                              | What May Be Contributing to the Outcome?                                                                                                                                                               |
|----------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attendance & Student Engagement<br>(Example) | Developing           | Attendance reports are reviewed periodically, but follow-up with students who have repeated absences is inconsistent. | Inconsistent follow-up may be contributing to declining attendance. The team should examine absence patterns, identify students needing support, and determine whether earlier intervention is needed. |
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### 3. Develop the Data Action Plan

Use the findings from Sections 1 and 2 to select one or two priority areas for improvement. Focus on issues that are important to student success and that the school can reasonably address.

- Priority-Setting Questions:**

- ❖ What outcome needs the most improvement?
- ❖ What system or practice may be contributing to the result?
- ❖ Which students or groups are most affected?
- ❖ What change could make the greatest difference?

**Selected Priority Area(s):** Click or tap here to enter text.

**Desired Outcome(s) or Goal(s):** Click or tap here to enter text.

**Example:** Carry each selected priority directly into the action plan. Keep the plan focused on a small number of actions that can reasonably be implemented, monitored, and evaluated.

| Priority                                               | Goal / Desired Outcome                                                      | Action Steps                                                                                                                                                                                    | Owner                                             | Timeline                             | Evidence of Progress                                                                            | Status      |
|--------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------|-------------|
| Improve Attendance and Early Intervention<br>(Example) | Increase attendance from 83% to at least 90% by the end of the school year. | 1. Review attendance weekly to identify students with repeated absences. 2. Contact students and families to understand barriers. 3. Establish appropriate supports and monitor follow-through. | CHS coordinator, counselors, and designated staff | Begin within 2 weeks; review monthly | Attendance reports, documented outreach, student support records, and monthly attendance trends | In Progress |
|                                                        |                                                                             |                                                                                                                                                                                                 |                                                   |                                      |                                                                                                 |             |
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- **Progress Review**

Review the action plan at agreed-upon intervals. Use evidence of progress to determine whether actions are being implemented, implementation practices are improving, and student outcomes are beginning to change.

| Priority / Action                                      | Implementation Progress                                                                                      | Outcome Progress                                                                      | Next Step                                                                                                  |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Improve Attendance and Early Intervention<br>(Example) | Weekly attendance reviews are in place, and staff are following up with students who have repeated absences. | Attendance increased from 83% to 86% after two months but remains below the 90% goal. | Review which interventions are working and adjust supports for students whose attendance has not improved. |
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- **Connection to the ECHS KPI Framework**

Use the KPI Framework as a reference for outcome expectations, core practices, implementation maturity, evidence, and the equity lens. This tool helps the school apply that framework to its own data, develop focused actions, and monitor progress toward improved student outcomes.

**Data → Understanding → Action → Review**