WEBVTT

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00:01:27.330 --> 00:01:36.810

JDU1021: So basically this is the presentation by St. Lucie County, the dashboards. We've been working with Microsoft since May of 2016

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00:01:38.490 --> 00:01:42.060

JDU1021: Or with them on dashboards and

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00:01:44.460 --> 00:01:55.830

JDU1021: Sports we're currently at 23 different dashboards and they range from attendance data for students and employees all the way to vendors and I did like I got the aid of the V and they're

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00:01:57.900 --> 00:02:05.820

JDU1021: Saying Lucy has about six application development team members that were trained in this product. And as we spoke earlier.

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00:02:06.690 --> 00:02:19.620

JDU1021: We had more people trained on it, but they've moved on to bigger and better things, but currently we have six application development team members that can take this system.

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00:02:21.150 --> 00:02:24.510

JDU1021: make modifications deploy new ones, whatever we need to do.

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00:02:25.890 --> 00:02:34.740

JDU1021: And the data itself resides in a sequel back end. So we, we are currently a progress or skier primary

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00:02:36.480 --> 00:02:45.210

JDU1021: So we got business and students system we've created a back end and sequel the load data into that data gets loaded in on a nightly basis.

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00:02:46.200 --> 00:02:57.300

JDU1021: So about 430 every afternoon we take a snapshot of all of the current year data and we load it out to the sequel table. So we start about 430

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00:02:57.990 --> 00:03:06.030

JDU1021: By about 10 o'clock, everything has been refreshed. So the dashboards that can o'clock that night will have refresh data from that day.

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00:03:06.960 --> 00:03:18.210

JDU1021: And then on the next day, then all the data is there. So the schools departments can go in and view their data. So they know, in theory, if they make a change at

29

00:03:20.310 --> 00:03:24.570

JDU1021: Nine o'clock at night, they won't see it till two days later.

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00:03:25.830 --> 00:03:27.930

JDU1021: So everything they're looking at. It's a day behind

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00:03:29.910 --> 00:03:40.560

JDU1021: And so that pseudo they were so we've created. We're now in the process of creating a true data warehouse. And then once that is completed. We'll link these dashboards to the true data warehouse.

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00:03:44.280 --> 00:03:52.980

JDU1021: So going through real quick. The different dashboards that will go to look at today is the we have a projected graduation dashboard.

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00:03:54.360 --> 00:03:58.770

JDU1021: We have student gradebook which is all this data comes from the teachers grade book.

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00:03:59.820 --> 00:04:07.950

JDU1021: But also have the quarters, so that we can look at quarter grades. We can look at student attendance. We can look at student discipline.

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00:04:08.250 --> 00:04:09.600

JDU1021: We have our HR analytics.

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00:04:09.870 --> 00:04:11.010

JDU1021: And we'll get into that.

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00:04:12.450 --> 00:04:22.230

JDU1021: We got a grant from malice, which is Reader's Digest through FAQ. They wanted to know, how do we make decisions on our future.

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00:04:23.340 --> 00:04:27.720

JDU1021: Leadership. So whether you're going to be an AP a principal

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00:04:30.090 --> 00:04:39.750

JDU1021: District administration. What is a process. So I'll go to that one and show you the data that we collect and then we send it to them because they're doing some studies.

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00:04:40.830 --> 00:04:47.070

JDU1021: Fast Track is our application tracking system will show you how we use that to get information to our departments.

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00:04:49.740 --> 00:04:50.460

JDU1021: Most emotional

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00:04:51.510 --> 00:04:51.960

JDU1021: Today,

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00:04:52.980 --> 00:04:58.920

JDU1021: We're going through the, through that one in show you how do we utilize that database as well or dashboard.

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00:05:00.810 --> 00:05:17.640

JDU1021: We have student unit assessments that we take out every third party system and merge it into our, our, one of our dashboards, we have departments school budgets. We've created a dashboard for we have financial dashboards, we have school. Dude, which is our

45

00:05:19.470 --> 00:05:37.710

JDU1021: Maintenance departments tickets. So we have a dashboard, looking at that to say to look to see our tickets getting completed on time. And so we're viewing that information. And then we have an SLA activities and the SLA activities is the IDs.

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00:05:40.350 --> 00:05:46.920

JDU1021: IPs. And then what are we meet the SLA timeline to get those tickets closed and updated.

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00:05:48.120 --> 00:05:51.420

JDU1021: So we're talking about here is the first dashboard that we created.

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00:05:52.770 --> 00:05:58.950

JDU1021: And you can see there's a consistency to the way we've set it up on the left hand side is our Splicers

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00:06:00.300 --> 00:06:04.530

JDU1021: So we can look at from here, these will be all of our high schools.

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00:06:05.640 --> 00:06:11.550

JDU1021: That we can select and look at their data. We can look at it by active students by gender.

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00:06:12.870 --> 00:06:14.700

JDU1021: By words.

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00:06:17.730 --> 00:06:25.920

JDU1021: And have the grad year. So currently we're in 2020 so our projected graduation or

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00:06:27.570 --> 00:06:38.790

JDU1021: Is 93.35 what we do that is we look at how they met those math and communication requirements graduate

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00:06:39.450 --> 00:06:47.370

JDU1021: Those are the two components we look at here and look, there's more. So there's you know GPA and credit and the virtual class.

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00:06:47.700 --> 00:07:06.780

JDU1021: So there's other ones, but this is our guideline to say, okay, based on this they've met Matthew communication, they're going to graduate who hasn't. So then they can look at and say, okay, these people have not met the reading or the math. So one of the things that we've done to help

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00:07:09.810 --> 00:07:20.100

JDU1021: The students to graduate, is that we brought on site during the school year of the SH t and e c t testing.

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00:07:20.880 --> 00:07:28.620

JDU1021: So, so we've got it from the standpoint of some of our students can't afford to take the test, they can't get to the school on Saturdays.

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00:07:28.980 --> 00:07:40.080

JDU1021: So we're going to bring the test schools during the school year, so they can test it while they're there on campus and buses brought them there. And they've got the transportation. So we started doing that.

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00:07:41.400 --> 00:07:46.920

JDU1021: To allow them to take those tests. And that is really helped out by just having this data.

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00:07:48.660 --> 00:07:57.090

JDU1021: Basic gives us ability to look at kids quickly say what are they missing to graduate. So we can focus on those things need to focus on. So I'm saying that

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00:07:58.020 --> 00:08:19.260

JDU1021: Here's what saying what she's done so on 2015 school year of graduation rate was 75.5% and you can see over the years, how the graduation rate has gone up. So last year we were at 90.4, like I said, this year we're projected it at 93 point something

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00:08:22.050 --> 00:08:35.970

JDU1021: Because like I said, Remember they may have met both of those. But if they haven't met the GPA or they haven't met the credits, they still can't graduate. So that's how we kind of look at things. So this is our graduation dashboard. It's the first one we develop

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00:08:37.380 --> 00:08:47.100

JDU1021: And from the results are grad, you can see our graduation numbers have gone up dramatically over the last five years. Any questions on the graduation day

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00:08:55.140 --> 00:08:55.590

JDU1021: We good.

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00:08:59.610 --> 00:09:01.860

JDU1021: All right, good, good.

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00:09:05.940 --> 00:09:17.760

JDU1021: Alright, so in addition to another tab that's on a graduation dashboard is that we want to look and see school grades. So we get points for students.

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00:09:20.100 --> 00:09:33.180

JDU1021: Is he he CTE dual enrollment. So we want to look and see how many kids have we had met one of those course requirements for points for school grades.

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00:09:34.260 --> 00:09:38.850

JDU1021: So as we go through this system, you'll see that for instance will look at ACE first

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00:09:39.870 --> 00:09:46.650

JDU1021: So we can look and see that there's a total of 560 kids in revenue base cost right now.

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00:09:48.510 --> 00:09:54.750

JDU1021: We can see that at this point in time 702 have met the ACE requirement.

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00:09:56.970 --> 00:10:04.440

JDU1021: And so currently right now there's 354 kids that are relevant, an ace course but have not met.

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00:10:05.460 --> 00:10:16.770

JDU1021: That ACE requirements. So there's a potential for 354 additional points. And you can see the same thing. We're following that same guideline with the schools on the left.

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00:10:18.480 --> 00:10:26.220

JDU1021: The graduation year. So we look at this, you can see the 2019 is still out there is we do have 2019 students

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00:10:27.540 --> 00:10:38.880

JDU1021: That are still in the system. They didn't graduate last year, so we can monitor them because everything in this system for graduation goes off of their cohort. So what graduation cohort, are they

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00:10:40.530 --> 00:10:43.800

JDU1021: So we can look at right now we get done. The

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00:10:46.410 --> 00:10:55.920

JDU1021: Will see that 68.4 or 5% of our students have met at least one of these course requirements to get a point

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00:10:57.330 --> 00:11:05.730

JDU1021: For our school grades. So we look at this and make sure that we're trying to get these kids into these programs so that we can get our

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00:11:06.750 --> 00:11:12.360

JDU1021: school grades up. So this is what this dashboard is utilized for any questions on this one.

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00:11:16.890 --> 00:11:20.490

JDU1021: Alright, so now we're getting into our quarter grades.

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00:11:21.660 --> 00:11:27.990

JDU1021: So one of the things with this dashboard here is. Same thing, same concept of schools in the side school years.

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00:11:29.340 --> 00:11:35.490

JDU1021: statuses gender ese racy hello how the wrong, look at this data, we can slice it.

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00:11:36.540 --> 00:11:47.160

JDU1021: So right now this is everything. So last year, or this 2020 school year, we had 87,448 A's.

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00:11:48.210 --> 00:11:49.020

JDU1021: In the first quarter.

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00:11:50.970 --> 00:12:05.040

JDU1021: So you can see that it counts all the grades. Now the second quarter. You can see that it's dropped one of the nice things about this is that we can click on that at 7448 days.

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00:12:06.360 --> 00:12:10.110

JDU1021: And say, Okay, how many of those kids got an F, the second quarter.

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00:12:11.250 --> 00:12:18.840

JDU1021: So you'll see in a minute I clicked on it and you'll see what that number is that it does what it does is it allows us to

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00:12:20.310 --> 00:12:29.160

JDU1021: Compare school. The school. So you see down the third quarter. That's all of our schools. So we can break it up in that school type we can put in

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00:12:29.580 --> 00:12:41.370

JDU1021: Elementary School middle schools high schools. And we can look at and just compare those against each other. They say, Are we seeing some discrepancies in grades between these two schools.

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00:12:42.870 --> 00:12:46.980

JDU1021: What are we looking at so gives us data that we can quickly look at

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00:12:48.450 --> 00:12:53.370

JDU1021: And say, okay, do we need to do further research on this, or are we good and we can move on.

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00:12:55.170 --> 00:12:57.840

JDU1021: So if I click on the A's.

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00:13:05.790 --> 00:13:06.150

JDU1021: App.

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00:13:07.260 --> 00:13:19.980

JDU1021: SECOND QUARTER. That's not students. It's courses. So now what this does, it gives the school's ability, find out. Okay, and let's look at those 370 courses, who are the students attached to them.

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00:13:20.490 --> 00:13:34.620

JDU1021: So that we could contact those kids because obviously something happened, their life to go from an a two and a half to get in and look at this and get to those kids to try and figure out what happened and how do we get them back on track.

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00:13:35.760 --> 00:13:45.960

JDU1021: So this has been a great tool for us to monitor student grades and look to see who what kids we can try to help

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00:13:48.600 --> 00:13:55.740

JDU1021: With breaks the grades down by screw up. Like I said, so you can do all those comparisons. This is the quarter.

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00:13:58.050 --> 00:14:00.660

JDU1021: These are the quarter grades. Any questions.

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00:14:01.320 --> 00:14:02.610

Famis Florida2: Jim, we got a question here.

99

00:14:03.870 --> 00:14:10.050

Famis Florida2: Question was, Have you looked at using bookmarks to show or hide slides or said that you had the full page to display data.

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00:14:11.640 --> 00:14:15.150

JDU1021: Yes, so you'll see in some of our

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00:14:16.650 --> 00:14:20.010

JDU1021: And some of the later ones are new.

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00:14:22.080 --> 00:14:26.430

JDU1021: And you'll see how we changed it and how we're going to go back and change these other dashboards.

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00:14:28.230 --> 00:14:33.930

JDU1021: To give us more real estate for our vegetables. So yes, we have, you'll see that here in a second.

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00:14:35.760 --> 00:14:46.560

JDU1021: Alright, this is our grade book rates on the important thing that we initially looked at with our grade book grades, which comes from this teacher grade book is there.

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00:14:47.340 --> 00:14:57.780

JDU1021: A way to our principal start looking at this data and you can see out there. In addition to a, b, c, d, e, f, we have an n g

106

00:14:58.650 --> 00:15:08.400

JDU1021: So the principal start looking at these energies and if the and identify what teachers have not entered grades into the great book yet.

107

00:15:09.030 --> 00:15:23.610

JDU1021: We're asking our parents to be very involved in their students education. We were telling them to check family access and look at their kids current grades and how they're doing. And so if we're not providing those grades.

108

00:15:25.530 --> 00:15:30.570

JDU1021: How can we keep them accountable to help their students to perform better.

109

00:15:31.950 --> 00:15:43.590

JDU1021: So as a week two, we start looking at the NGOs and start contacting teachers to say, Okay. Why are there not any grades and the gradebook for X y&z courses.

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00:15:45.090 --> 00:15:48.960

JDU1021: So that's what this is really utilize for this to identify

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00:15:50.670 --> 00:15:59.490

JDU1021: Missing grades in the gradebook so that we can actually get that information out to the parents as quick as possible so that it's there.

112

00:16:02.790 --> 00:16:10.590

JDU1021: As you can see here, individual we can click on the energies and show all of the energies that are currently in there.

113

00:16:11.880 --> 00:16:15.330

JDU1021: So we have 3444 NGOs.

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00:16:16.920 --> 00:16:29.970

JDU1021: And below in the visual it'll show the courses that the energies are at now we can obviously slice it down to the school. So each school can see how many NGOs, they have out there and what courses, they're attached to it.

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00:16:32.280 --> 00:16:40.530

JDU1021: In addition, it'll show us if we click on the F's what courses are kids failing and why

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00:16:41.670 --> 00:16:44.550

JDU1021: So we've utilize that to identify

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00:16:46.290 --> 00:16:50.850

JDU1021: Courses that we see a large number of kids failing to determine

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00:16:52.620 --> 00:16:53.970

JDU1021: Is that something

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00:16:55.020 --> 00:17:00.090

JDU1021: Was happening. So it's allowed us to get that information as well.

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00:17:01.440 --> 00:17:02.130

JDU1021: Any questions.

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00:17:03.870 --> 00:17:07.110

Famis Florida2: On Jim your, your audio is breaking up a little bit here and there.

122

00:17:08.640 --> 00:17:09.120

JDU1021: Okay.

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00:17:12.930 --> 00:17:13.980

Famis Florida2: When there is a question.

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00:17:14.880 --> 00:17:16.410

Famis Florida2: There is another question. Do you have a great

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00:17:16.410 --> 00:17:19.770

Famis Florida2: Lieutenants database that will show how attendance effects grains.

126

00:17:22.710 --> 00:17:24.150

JDU1021: Hoping yeah so

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00:17:25.170 --> 00:17:41.340

JDU1021: That's a great question because when we look at attendance. You can see in this segues right into this. Here's our attendance dashboard. So we had 5590 students that missed 25 or more days.

128

00:17:42.690 --> 00:17:49.380

JDU1021: So the ironic thing about this is we had a student who had missed a lot of days.

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00:17:50.490 --> 00:17:56.550

JDU1021: And came back and said well you know this student would have missed that many days, the parents would have said something

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00:17:58.260 --> 00:18:00.600

JDU1021: So what we did is we pulled

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00:18:02.670 --> 00:18:04.050

JDU1021: A particular account.

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00:18:05.520 --> 00:18:16.470

JDU1021: And said, okay, here are the report cards. Here are the attendance days missed and that student ended up having straight A's and missed 100 days of school I 100 at school year.

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00:18:19.020 --> 00:18:22.740

JDU1021: And they still had straight A's and and it was reported on the report card.

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00:18:23.970 --> 00:18:24.630

JDU1021: So,

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00:18:26.100 --> 00:18:29.820

JDU1021: This helped us to look at and say, okay, what why

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00:18:30.840 --> 00:18:37.050

JDU1021: You know, why are we not getting the feedback from the parents or, you know, understanding that their student is missed 100 days.

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00:18:40.290 --> 00:18:45.090

JDU1021: So that's where it ties back to, in theory, your students going to miss school

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00:18:46.800 --> 00:19:01.020

JDU1021: He it should reflect in their grades. So I don't have the dashboard on here but we're in the process of creating one right now that will show the proficiency of the student when they took the FSA.

139

00:19:02.040 --> 00:19:07.620

JDU1021: Students attendance and teachers attendance, so that we can show that a teacher.

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00:19:08.760 --> 00:19:12.360

JDU1021: Who was out for 20 days to student that was out for 25 days.

141

00:19:13.710 --> 00:19:30.870

JDU1021: They missed. Basically, in theory they there's 45 days of face to face instruction that was missed on that student either that student perform. So that's one of the dashboards that we're creating right now to look at their proficiency and how do they perform when they took the FSA.

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00:19:32.220 --> 00:19:32.970

JDU1021: Test out there.

143

00:19:35.400 --> 00:19:56.910

JDU1021: So yes, we're working on those dashboards. So here's some of the information here and our attendance. We do include excuse. I'm excuse in and out of school suspension school activities guidance clinic, etc. We do also have dash or just on the and also normally

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00:19:59.970 --> 00:20:05.520

JDU1021: This visual is looking at the daily mark and our daily Mark comes from the second period of the day.

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00:20:06.750 --> 00:20:07.500

JDU1021: So that's

146

00:20:08.520 --> 00:20:15.240

JDU1021: What this is here when we get to secondary schools. We actually have it set up so that we can look at by period attendance.

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00:20:16.650 --> 00:20:20.820

JDU1021: So that we can say, Okay, here's a student and they consist they're missing.

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00:20:22.080 --> 00:20:23.730

JDU1021: Six period seven period.

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00:20:25.980 --> 00:20:30.330

JDU1021: Right, so it'll help catch those real quick to say okay

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00:20:32.040 --> 00:20:39.090

JDU1021: We're coming to school in the morning that they're skipping the afternoon. So it helps us to identify those things.

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00:20:40.230 --> 00:20:40.950

JDU1021: In addition,

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00:20:43.440 --> 00:21:02.220

JDU1021: Of their administrators likes honey runs. So he talks about, let's look at kids with perfect attendance and kids that have perfect attendance, they're going to get a honey bun were warned them from coming to school every day. So we have reports that shows perfect attendance.

153

00:21:03.990 --> 00:21:20.730

JDU1021: Of our students. And in addition, we've got the attendance rate. So our high schools have the digital board out front of their school. And so every morning, they'll look and see what was the average daily attendance.

154

00:21:21.930 --> 00:21:24.060

JDU1021: A present students. Yes.

155

00:21:26.010 --> 00:21:26.760

JDU1021: The school

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00:21:28.710 --> 00:21:35.460

JDU1021: Boards up front so parents will see, here's a percentage of students in school yesterday.

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00:21:36.990 --> 00:21:38.700

JDU1021: Did I see some questions you

158

00:21:38.730 --> 00:21:46.830

Famis Florida2: Got a couple more for you here does each school only see their own data or can they see other schools independent data or only to district as a whole.

159

00:21:48.210 --> 00:21:51.690

JDU1021: So one of the things that that the

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00:21:53.070 --> 00:22:02.040

JDU1021: Administration at the district level wanted to sit wanted to do is they wanted schools to be able to compare themselves to other schools.

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00:22:03.060 --> 00:22:03.870

JDU1021: So it's kind of

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00:22:06.330 --> 00:22:18.870

JDU1021: A contest, who can have the best attendance. You can have the best grade, you can have, you know, this one. So the schools from the principal and AP side and

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00:22:20.790 --> 00:22:29.370

JDU1021: The higher comparison with the other schools to say how are we performing compared to the other school. So can I will

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00:22:30.510 --> 00:22:30.930

JDU1021: Mention

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00:22:33.360 --> 00:22:34.920

Famis Florida2: The next question was how do you

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00:22:34.920 --> 00:22:41.220

Famis Florida2: Question. Yeah. How are user access management is so active directory or

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00:22:41.220 --> 00:22:41.550

What

168

00:22:45.060 --> 00:22:53.040

JDU1021: So the bad guy is actually out of office 365 and so it is managed directly

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00:22:55.890 --> 00:23:02.160

JDU1021: Time to first of all he had been trained in the system to use it.

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00:23:03.210 --> 00:23:09.000

JDU1021: I'm going to then build some level security in there so that

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00:23:11.040 --> 00:23:17.550

JDU1021: We could get teachers to start utilize this but they're only seeing their students, things like that. So right now we haven't turned that on

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00:23:18.720 --> 00:23:22.650

JDU1021: At this point in time for teachers, but that is one of the things that we're working on currently

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00:23:24.840 --> 00:23:32.550

Famis Florida2: And then one more question. And they want to know if you had one a dashboard that monitors ESC in school and out of school suspensions.

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00:23:33.000 --> 00:23:54.060

JDU1021: Yes. So we do we actually have as we go through. You'll see one that has social, emotional, social, emotional intervention which will look at grades, attendance and discipline and then when we can look at that and say, okay we're who has a high number of discipline records.

175

00:23:55.620 --> 00:24:10.680

JDU1021: Lot of high attendance miss school low grades. So it helps us in that process to identify those students in the schools run that for their school so that they can look at their kids and determine who do they need

176

00:24:16.140 --> 00:24:17.310

JDU1021: To make things better.

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00:24:18.540 --> 00:24:23.820

JDU1021: The other thing that we attendance does here is that the data is out there on for many years.

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00:24:24.840 --> 00:24:25.410

JDU1021: So,

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00:24:26.820 --> 00:24:41.580

JDU1021: The scores. When the school starts, they immediately look at last year, their school. Well kids at 25 more a 25 plus days may have always miss

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00:24:42.210 --> 00:24:56.670

JDU1021: And they will bring those parents in and they'll sit down and they'll do a contract with them to say, Okay, we're going to get this attendance. Wow. So you're, you know, you're not missing 25 plus days. So this gives them the ability

181

00:24:59.940 --> 00:25:04.500

JDU1021: To start looking at what do we need to do to get your child here at school.

182

00:25:05.580 --> 00:25:11.700

JDU1021: Every day, so they utilize this for the prior year to help make decisions in the next year.

183

00:25:14.970 --> 00:25:16.350

JDU1021: Any other questions at this point.

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00:25:19.200 --> 00:25:22.380

Famis Florida2: Do you use any other dashboards like performance matters.

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00:25:24.060 --> 00:25:25.350

JDU1021: So we do

186

00:25:26.880 --> 00:25:29.520

JDU1021: We do have performance matters.

187

00:25:32.700 --> 00:25:41.310

JDU1021: What we're doing right now is we're pulling data from performance matters and creating our own dashboards and you'll see that here in a few minutes.

188

00:25:42.390 --> 00:25:43.500

JDU1021: So, yes.

189

00:25:46.470 --> 00:25:47.070

Famis Florida2: You're all here.

190

00:25:48.780 --> 00:25:49.440

Famis Florida2: You're good to go.

191

00:25:49.860 --> 00:25:50.610

JDU1021: Very good.

192

00:25:52.050 --> 00:25:53.250

JDU1021: Alright, so here's our discipline.

193

00:25:54.420 --> 00:26:03.990

JDU1021: So you can see the burst and that's behavioral issues they're not reporting to the state we have level one. Level two level three level four

194

00:26:06.510 --> 00:26:27.900

JDU1021: Referrals but you also see at the top it says 134 open referrals. So that means there's 134 referrals that have not been addressed at this point in time. And that's coming from our district lens is that we want to make sure that if they're good. They're open referrals are zero.

195

00:26:29.400 --> 00:26:39.000

JDU1021: It's a teacher or somebody. The school is putting a referral on a student. We want to make sure that they are all addressed. So that numbers looked at every day for all the schools.

196

00:26:41.670 --> 00:26:46.020

JDU1021: To try and get that number down and obviously the bottom you can see down there where

197

00:26:47.340 --> 00:26:56.550

JDU1021: It has we've got historical data out there for our discipline and so very the numbers seem to be going down.

198

00:26:57.630 --> 00:27:04.110

JDU1021: We need to continue to monitor it obviously in the 2020 school year there was quite a few days where

199

00:27:05.790 --> 00:27:06.300

JDU1021: We're

200

00:27:11.190 --> 00:27:14.190

JDU1021: So obviously the discipline went down a lot in the fourth quarter.

201

00:27:19.080 --> 00:27:19.590

JDU1021: Questions.

202

00:27:24.300 --> 00:27:25.230

JDU1021: No questions. Good.

203

00:27:28.890 --> 00:27:40.470

JDU1021: So here's one of those dashboards, where we're pulling data from performance matters. So what we do here is that we look at. This is for the day.

204

00:27:41.400 --> 00:28:05.280

JDU1021: So we look at FSA era proficiency. So students are one ones 1-213-212-2345 and we put them on the graph and we we get account. So we looked at three, four and five as being proficient. So then we we turn around and we look at their unit assessment.

205

00:28:07.440 --> 00:28:08.130

JDU1021: Score.

206

00:28:09.870 --> 00:28:12.120

JDU1021: And the person is

207

00:28:14.490 --> 00:28:32.370

JDU1021: Based on how they're doing that and their unit assessment. Do we think that they're meeting expectation personal meeting expectation or met expectation, which for my standpoint proficiency is person that and met. So if you see down on the bottom. List the school.

208

00:28:33.930 --> 00:28:35.520

JDU1021: The number of students.

209

00:28:36.540 --> 00:28:38.700

JDU1021: At this school and I

210

00:28:40.140 --> 00:28:42.930

JDU1021: See numbers all to be the same.

211

00:28:44.310 --> 00:28:49.020

JDU1021: Process monitor. They were middle of the school year and we see there's

212

00:28:50.910 --> 00:28:59.700

JDU1021: 1200 and five students, but only 500 have been tested why so many THEY LOOK AT THAT. OF THAT THERE WAS 853 that were profession.

213

00:29:01.470 --> 00:29:05.400

JDU1021: Which is 78.79% of their students.

214

00:29:07.200 --> 00:29:21.150

JDU1021: So then as we go forward, we look at the school average compared to the district average. So at the top, you'll see where the school average district averages are up there and is the score above or below the district average

215

00:29:22.380 --> 00:29:32.100

JDU1021: And so as we drill down into the school types in the school or the grade level those numbers at the top enrollment numbers school average

216

00:29:39.510 --> 00:29:46.320

JDU1021: School predictive performance all those numbers will change as we change the sliders on left

217

00:29:48.090 --> 00:29:49.350

JDU1021: So if we look at

218

00:29:51.720 --> 00:29:53.550

JDU1021: Predictive proficiency.

219

00:29:55.140 --> 00:30:14.430

JDU1021: Basically we look at Lincoln Park Academy were predicting that 70.29% of their students are going to be proficient when they take the FSA LA. So this is some predictive analytics that we're doing based on last year's data compared to this use data.

220

00:30:15.570 --> 00:30:21.240

JDU1021: To say how is the student doing and that allows us to drill down so we can look at those kids that were

221

00:30:25.050 --> 00:30:33.660

JDU1021: A one or two last year. And if we click on them, it'll give us the ability to see how are they doing this year are the kids proficient. Are they not proficient.

222

00:30:35.940 --> 00:30:42.600

JDU1021: And then vice versa. We can look at the kids that got a 345 on the FSA and say, how are they doing

223

00:30:43.770 --> 00:30:44.640

JDU1021: Are they meeting.

224

00:30:46.440 --> 00:30:48.540

JDU1021: The FSA or the unit assessment.

225

00:30:49.710 --> 00:31:04.260

JDU1021: Or are they not meeting it which means they're not meeting it, then we need to look at getting them some extra help. So this helps us to look at our kids are doing in the middle school year trying to predict what their FSA score will be

226

00:31:05.970 --> 00:31:07.290

JDU1021: When they take it in April.

227

00:31:08.730 --> 00:31:10.590

JDU1021: So this is the FSA la

228

00:31:11.910 --> 00:31:15.030

JDU1021: We have the same for math.

229

00:31:18.900 --> 00:31:23.820

JDU1021: Thing we look at here so mad proficiency. Here's how they did.

230

00:31:25.350 --> 00:31:36.900

JDU1021: How they're doing a unit assessments. So this gives us the same information. Now what we do here is here science. So in theory, there is not a science FSA.

231

00:31:38.280 --> 00:31:42.810

JDU1021: So we use the El le FSA.

232

00:31:43.920 --> 00:31:59.760

JDU1021: To compare what their science unit assessment to look at how the student is doing. So we're basically taking the ERA FSA compared to the science unit assessment for our predictive analytics on will they meet

233

00:32:01.770 --> 00:32:04.170

JDU1021: Will they be professional on the FSA or not.

234

00:32:06.660 --> 00:32:07.650

JDU1021: So this is another

235

00:32:09.060 --> 00:32:11.820

JDU1021: Assessment and this data all comes performance matters.

236

00:32:15.750 --> 00:32:16.800

JDU1021: Any questions that

237

00:32:17.400 --> 00:32:25.770

Famis Florida2: Jim. The question came up, can you drill down in the demographics of the students that make up the information displayed and if you can get the data out.

238

00:32:29.340 --> 00:32:42.930

JDU1021: Another great thing about Power BI is that we get a lot of data behind the scenes to come up with these dashboards, so we can drill down and we can look at certain testing.

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00:32:43.680 --> 00:32:51.810

JDU1021: Units say are we seeing difference, you know, some kids are doing better and one test than the other tests, we can drill down by grade level.

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00:32:53.670 --> 00:32:54.420

JDU1021: Obviously,

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00:32:55.890 --> 00:32:59.730

JDU1021: Understanding with the student is here for server to server three

242

00:33:02.040 --> 00:33:07.740

JDU1021: boycott for your scroll. Great. If they're not, they won't count for your school grades. So this gives us a look at those kids.

243

00:33:09.810 --> 00:33:28.650

JDU1021: You can see we collect their yellow and we can, if they have a 504 plan or there, etc. So we can, we can see that data. But one of the nice things is, is that we can drill down into this data and it actually will send it to an Excel spreadsheet.

244

00:33:29.670 --> 00:33:38.640

JDU1021: So all the data that resides in the background betrayed saw this will grow into a spreadsheet. So in here, you'll be able to see the student

245

00:33:39.570 --> 00:33:54.090

JDU1021: And how they're doing. We create pivot tables off of the spreadsheets. We do a lot with it when we started this whole process brass production standard for my spreadsheet got louder than that. My put it into the sequel.

246

00:33:56.880 --> 00:34:02.940

JDU1021: But one of the nice things. So basically, I got a question the other day, going back to the graduation dashboard is

247

00:34:04.860 --> 00:34:07.560

JDU1021: Jim, help me understand the kids.

248

00:34:08.730 --> 00:34:22.080

JDU1021: The percent of kids that have graduated and I want to look at their data by school and break it down by their graduation code, but then also on the kids are on summer school actually were able to go in and download all the data.

249

00:34:24.240 --> 00:34:34.980

JDU1021: And look at the graduation code. So we have dropped out of this that we have graduation code which could be two different because we prepare students

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00:34:37.080 --> 00:34:45.510

JDU1021: Withdraw code is going to be blank because it graduated last year, but they're under 2020 cohort. And so there is a graduation.

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00:34:46.080 --> 00:34:57.210

JDU1021: Code in there for them, which will allow us to pull those kids. So understanding the back end data we can pull it all into a spreadsheet and create pivot tables office and identify

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00:34:59.040 --> 00:35:09.510

JDU1021: The kids that have graduated and you know this year by adding the new graduation code of a WC, you know, helps us to identify those students as well.

253

00:35:10.710 --> 00:35:11.970

JDU1021: Of how many did we have

254

00:35:13.200 --> 00:35:16.860

JDU1021: So yes, all this data can be put into an Excel spreadsheet.

255

00:35:18.090 --> 00:35:30.210

JDU1021: Pivot tables, whatever you want to do with it. And it's we use it a lot because this gives us a high level view. I want to get into the detail and the weeds of it, we put it into Excel, we can do that.

256

00:35:34.410 --> 00:35:35.100

JDU1021: Next question.

257

00:35:44.370 --> 00:35:51.600

JDU1021: Okay, we get into a chair analytics dashboard. There's quite a few visuals for this one.

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00:35:52.710 --> 00:35:54.270

JDU1021: But to go over this one here.

259

00:35:56.370 --> 00:36:06.090

JDU1021: This one helps us to understand a snapshot from the current year. So it says that we hired 860 people this year.

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00:36:07.230 --> 00:36:18.210

JDU1021: On those 800 or 806 of those 806 we had 103 that left the district this year.

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00:36:20.880 --> 00:36:28.800

JDU1021: Alright, and then we had a total of 274 that left the district.

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00:36:31.110 --> 00:36:37.530

JDU1021: So we look at our continuous employment. So from the starting here to the end of the year.

263

00:36:39.330 --> 00:36:44.610

JDU1021: 4466 employees still currently here.

264

00:36:46.590 --> 00:37:01.350

JDU1021: But it helps us to analyze. So we can look at who we heard this year, who left us this year, we can get it, we can drill down by school and department to say, Are we seeing a lot of turnover. At one school or in one department.

265

00:37:03.420 --> 00:37:13.920

JDU1021: So this helps us to have that data. So basically it's saying be hired a 806 and 103 of those 806 have already left the district.

266

00:37:15.060 --> 00:37:18.720

JDU1021: So it helps us to analyze the data and where we're at, going forward.

267

00:37:22.740 --> 00:37:25.350

JDU1021: This dashboard here, sorry. Is there any questions on that one.

268

00:37:30.300 --> 00:37:34.350

JDU1021: Alright, this one here, helps us look at experience throughout the district.

269

00:37:36.420 --> 00:37:41.010

JDU1021: So total years experience. It gives account and that's

270

00:37:43.260 --> 00:37:48.750

JDU1021: Hundred and 66 brand new note brains people hired this year.

271

00:37:49.890 --> 00:38:04.200

JDU1021: We have 1300 and 37 that have one to five years experience and we grow across all the way to 451 people that have 31 or more years experience.

272

00:38:06.870 --> 00:38:20.490

JDU1021: With the background education or non education total experience. We can look at the administrators and we can share that are see here that we have nine people that have been administrator for 22 plus years.

273

00:38:22.770 --> 00:38:28.860

JDU1021: We have one that's a brand new administrator this year. So it allows us to look at the different

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00:38:30.540 --> 00:38:33.630

JDU1021: Areas and look at the experience

275

00:38:34.830 --> 00:38:36.390

JDU1021: So if we get down into

276

00:38:37.440 --> 00:38:45.900

JDU1021: Teaching in our district. We currently have 2312 teachers that are basically new to the district.

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00:38:47.340 --> 00:38:48.600

JDU1021: But that being said,

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00:38:52.800 --> 00:38:58.590

JDU1021: That's in district teaching they've had they have years of experience teaching elsewhere.

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00:39:00.960 --> 00:39:03.840

JDU1021: So as we looked at these numbers will be able to see that.

280

00:39:06.150 --> 00:39:10.650

JDU1021: And then we can look at non district employees and the years experience.

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00:39:14.130 --> 00:39:24.510

JDU1021: One of the nice things that we can click on this 41 here in administrator three to five that it will share us

282

00:39:25.740 --> 00:39:30.210

JDU1021: It'll drill down and show us that of these 41 three to five.

283

00:39:31.470 --> 00:39:34.200

JDU1021: Yet we 20 years experience.

284

00:39:37.200 --> 00:39:52.320

JDU1021: We have one that has six to 1211 of them have 11 to 1517 of them have 16 to 20 years experience. So you can go through and you can break it down. Go down to teaching experience. So we can see that

285

00:39:53.400 --> 00:39:55.800

JDU1021: Three of them have no teaching experience at all.

286

00:39:57.690 --> 00:40:06.150

JDU1021: For them have three to five years experience. So we can look at the different breakdowns by just clicking on one of those bars in it.

287

00:40:07.860 --> 00:40:12.000

JDU1021: Or we formulates the dashboard that shows us experience.

288

00:40:17.550 --> 00:40:21.660

JDU1021: One of the questions that was asked is, what's our turnover rate.

289

00:40:22.800 --> 00:40:43.110

JDU1021: So if we look at our current employees and 277 of them this year have been terminated. So that's 5.35% turnover rate where we have a 94.65%

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00:40:45.960 --> 00:40:48.930

JDU1021: Of our employees that stay at the district.

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00:40:50.700 --> 00:40:54.300

JDU1021: And in talking with our HR executive director

292

00:40:56.790 --> 00:40:58.380

JDU1021: He was saying that the

293

00:40:59.400 --> 00:41:11.790

JDU1021: Average district or statewide is probably about 94% 93 somewhere in that area. So we're sitting in about average

294

00:41:13.110 --> 00:41:14.040

JDU1021: turnover rate.

295

00:41:16.920 --> 00:41:30.240

JDU1021: We look in look at sick time. So we talked about student taking time off with here's where the employee sick time comes in. So we can look at the number of sick days us so we had 126 people that missed

296

00:41:31.320 --> 00:41:32.670

JDU1021: 22 plus or days.

297

00:41:34.230 --> 00:41:36.120

JDU1021: throughout the school year with sick time

298

00:41:38.970 --> 00:41:48.720

JDU1021: And it allows us to look at the days but allows us also to do comparison. So I get some different visuals in here of how we can grow down and look at the data.

299

00:41:51.720 --> 00:41:55.830

JDU1021: So we can look at it by district elementary High School.

300

00:41:57.330 --> 00:42:13.530

JDU1021: We can look at a five vacation, so we'll look like Vacation. Vacation. The only time. So we're looking at. Basically, if we're looking at the school. It's administrator prob month people that would be taking that vacation.

301

00:42:15.810 --> 00:42:18.840

JDU1021: So this gives us the boots and lifted that we can compare

302

00:42:20.340 --> 00:42:26.070

JDU1021: School. The School Department barman. See how we're doing with our time off.

303

00:42:29.640 --> 00:42:31.950

JDU1021: So my question was, what day

304

00:42:32.190 --> 00:42:40.380

JDU1021: Of the week was very badly. Take off the most well we're consistent Fridays every

305

00:42:41.700 --> 00:42:47.700

JDU1021: Saturday Thursday, Monday, Tuesday, Wednesday and order highest to lowest

306

00:42:49.890 --> 00:42:51.180

JDU1021: Everybody's taking off.

307

00:42:53.100 --> 00:42:59.550

JDU1021: Most this one thing that we, you know, wanted to know. And so this verifies those days.

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00:43:01.710 --> 00:43:02.220

JDU1021: Are long

309

00:43:16.200 --> 00:43:19.650

JDU1021: So this can be viewed by school or by depart.

310

00:43:24.330 --> 00:43:24.690

JDU1021: Alright.

311

00:43:26.280 --> 00:43:30.900

JDU1021: So here's a release. We are tenants.

312

00:43:32.220 --> 00:43:33.300

JDU1021: What is our tenants.

313

00:43:35.220 --> 00:43:36.990

JDU1021: We look at this is one day.

314

00:43:38.370 --> 00:43:51.120

JDU1021: So we had a total of 5175 employees. We had 4885 President 290 there were absent. So, President rate.

315

00:43:53.730 --> 00:43:56.700

JDU1021: And are absent great was 5.6%

316

00:43:58.590 --> 00:44:06.300

JDU1021: So this gives us the ability to do that, we can compare school. The school Department, Department see our doing

317

00:44:16.380 --> 00:44:33.630

JDU1021: This one helps us look at our employee movement. So basically, this looks at where the employee was at the boi began in the year and then where's the employee. Currently, so this shows that

318

00:44:35.580 --> 00:44:38.040

JDU1021: There was three people at the district.

319

00:44:39.300 --> 00:44:43.470

JDU1021: That are no longer at the district they move somewhere else.

320

00:44:46.530 --> 00:44:48.270

JDU1021: Probably out to one of the schools.

321

00:44:49.830 --> 00:45:02.160

JDU1021: We've had five employees lead from elementary to different school. So this shows where they started at one location and they moved to another location, which is one of those things that

322

00:45:04.020 --> 00:45:20.190

JDU1021: Are administrators while I'm looking at because they want to know, where are we seeing movement or are people vacating some schools for some reason or some departments, for some reason, and if they are why or if they're wanting to go to another school or another department, why

323

00:45:22.320 --> 00:45:28.200

JDU1021: So this helps us to analyze the movement to in schools and departments and this is during the school year.

324

00:45:29.700 --> 00:45:34.830

JDU1021: This one is at the end of the school year. So at the end of the school year, we had 98

325

00:45:36.030 --> 00:45:36.990

JDU1021: Elementary.

326

00:45:38.250 --> 00:45:38.640

JDU1021: People

327

00:45:39.660 --> 00:45:52.470

JDU1021: Please leave and go somewhere else. So they left and then we're. Where did they start the next school you're at. So we can see that the movement from year to year, which does the same thing.

328

00:45:53.670 --> 00:45:58.890

JDU1021: But it's mid year to the beginning here instead of beginning the year and the movements in the middle of the year.

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00:46:00.090 --> 00:46:04.860

JDU1021: So these are just two different visuals to look at different points.

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00:46:07.290 --> 00:46:07.740

JDU1021: Questions.

331

00:46:14.610 --> 00:46:21.000

JDU1021: Alright, so, one of the nice things that we have also out here. So, as we saw that those

332

00:46:25.680 --> 00:46:38.010

JDU1021: Eight people, whatever it was, it left the district. This will help us to why 33 I'm retired 109 to 909 of them are designed for other personal reasons.

333

00:46:39.300 --> 00:46:45.360

JDU1021: So this is a little pie chart to say, Okay, what are we seeing here with our, our terminations

334

00:46:47.010 --> 00:46:47.550

JDU1021: So,

335

00:46:49.650 --> 00:46:56.640

JDU1021: It could be good could be bad. Could you know just it is what it is. So by looking at this data. It helps us to

336

00:46:58.110 --> 00:46:58.710

JDU1021: refine it

337

00:47:01.470 --> 00:47:02.190

JDU1021: Better of

338

00:47:03.240 --> 00:47:04.380

JDU1021: Where the people

339

00:47:07.110 --> 00:47:09.660

JDU1021: You see 50 of them were just job Benjamin

340

00:47:10.860 --> 00:47:12.960

JDU1021: So this helps us in life that information.

341

00:47:15.000 --> 00:47:19.680

JDU1021: This is the restaurant. So as you can see here is where the visual change.

342

00:47:21.360 --> 00:47:22.200

JDU1021: So,

343

00:47:23.640 --> 00:47:28.320

JDU1021: We're not using the left side anymore. We do face to the top.

344

00:47:29.760 --> 00:47:31.080

JDU1021: To help us do some

345

00:47:33.450 --> 00:47:36.030

JDU1021: Drill downs, without taking up a lot of real estate.

346

00:47:38.130 --> 00:47:43.410

JDU1021: But this masked man. Basically, what we do is we we track the schooner information one

347

00:47:44.550 --> 00:47:47.880

JDU1021: You know, what's the student profile. What's the breakdown of race.

348

00:47:50.160 --> 00:48:02.100

JDU1021: Etc. Students, the whole thing. What was the school grade. How many total points that they get, you know, so we go through that process, we have all this information.

349

00:48:03.210 --> 00:48:20.430

JDU1021: So that we can pair it from your year. So if we look at administrators going forward. And what schools are potential administrators, going forward, what schools over that and where did they make a difference. Did we see a school though from sea to an eight.

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00:48:21.480 --> 00:48:25.650

JDU1021: They get points for that they've we do see there

351

00:48:28.590 --> 00:48:44.700

JDU1021: Was a lot better and high school, they get points for that. So by looking at these different components, they get points and those points are added up and that's how we look at our future administrators as, how did they do with the schools that they were at

352

00:48:48.330 --> 00:49:00.360

JDU1021: Matter of fact, and I think I said earlier, this grant was from FAQ. So we send it to you this data on a regular basis, so that they can do their analysts and so they can analyze the data.

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00:49:01.860 --> 00:49:02.760

JDU1021: And see

354

00:49:04.260 --> 00:49:07.680

JDU1021: What kind of suggestions they can make for

355

00:49:10.560 --> 00:49:12.150

JDU1021: Us for us the system.

356

00:49:13.170 --> 00:49:15.210

JDU1021: For our future leaders in my district.

357

00:49:16.560 --> 00:49:19.620

JDU1021: So we store their degree level.

358

00:49:20.640 --> 00:49:26.910

JDU1021: Their leadership programs there so FAQ has a leadership program outside of their degree programs that

359

00:49:28.020 --> 00:49:29.280

JDU1021: Our employees are part of

360

00:49:31.590 --> 00:49:32.550

JDU1021: We also have

361

00:49:40.620 --> 00:49:42.960

JDU1021: school grades graduation rates.

362

00:49:48.900 --> 00:49:51.540

JDU1021: All that data, it's all out there.

363

00:49:53.340 --> 00:49:55.260

JDU1021: Game internet instead of. Can you guys hear me so

364

00:49:59.970 --> 00:50:01.800

Famis Florida2: It's bringing up gym but if

365

00:50:01.860 --> 00:50:03.510

Famis Florida2: You're still on. Yes.

366

00:50:03.900 --> 00:50:26.910

JDU1021: Okay, so here's our social emotional that we talked about logo, where it takes the attendance, this one in school grades and you'll see at the top, but as the school year school type school grades. So this is that new visual that we're putting out there to help give us more real estate.

367

00:50:28.380 --> 00:50:31.590

JDU1021: So where we sat down the left hand side your seat across the top.

368

00:50:33.600 --> 00:50:37.560

JDU1021: But this allows us to drill in and look at these kids that

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00:50:44.730 --> 00:50:51.840

JDU1021: They have discipline issues and their grades ago we can identify them and then help work with those kids to see, we need to do to get back on track.

370

00:50:53.970 --> 00:50:55.470

Famis Florida2: Jim, we have a question.

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00:50:55.950 --> 00:51:01.860

Famis Florida2: Sure. More mondo says, Where are all the dashboards located at, how are they access access

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00:51:02.970 --> 00:51:06.180

JDU1021: So the dashboard during the cloud.

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00:51:07.680 --> 00:51:12.810

JDU1021: So when you go into office 365 one of the options is Power BI.

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00:51:13.980 --> 00:51:16.560

JDU1021: And when you click on that Power BI link.

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00:51:17.820 --> 00:51:25.980

JDU1021: It takes you out to Microsoft's power VI environment. And so that's where everything is linked to

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00:51:27.720 --> 00:51:35.010

JDU1021: So the data currently resides here, but our data warehouse that we're developing right now will be in the cloud.

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00:51:36.120 --> 00:51:37.800

JDU1021: And we'll be using this year.

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00:51:39.720 --> 00:51:49.140

JDU1021: So that's where it resides to you when you go into your office 365 email, you can get to it and see all these different roles in dashboard.

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00:51:57.960 --> 00:51:58.860

JDU1021: I answered the question.

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00:52:05.700 --> 00:52:20.730

JDU1021: Okay, so one of the things we also do for our professional development department is that they do new teacher orientation. So we've created a dashboard for them to identify

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00:52:22.140 --> 00:52:22.920

JDU1021: New teachers.

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00:52:24.000 --> 00:52:25.140

JDU1021: Years of experience.

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00:52:28.200 --> 00:52:38.370

JDU1021: So what they'll do is they'll take those teachers that have minimal. Minimal experience and they'll create a mentor or assigned a mentor to them to help them out. So if they have questions why they're

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00:52:39.540 --> 00:52:44.670

JDU1021: There, they're teaching years they have some of the contact to help them answer those questions.

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00:52:46.830 --> 00:52:56.610

JDU1021: We also pull the data because they do they view the new teacher orientation so they know how many teachers are going to be at this new teacher orientation.

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00:52:57.120 --> 00:53:05.790

JDU1021: So by looking at our fast track application tracking system, the data that hasn't moved into skyward. But we know that they've been hired

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00:53:06.840 --> 00:53:10.890

JDU1021: It helps us find those especially this time of year when people are getting hired, but

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00:53:11.940 --> 00:53:22.110

JDU1021: Because the other person hasn't left position and we can't get them in the sky word until they do because you know there's got to be a key out there. I'm

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00:53:23.790 --> 00:53:31.920

JDU1021: Just going to this helps us to say, you know, there could be 150 teachers that are going to be at new teacher orientation.

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00:53:32.280 --> 00:53:41.490

JDU1021: That are not resided and skyward. They need to know who they are and how many years experience. So we're able to pull that information to give that to them.

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00:53:42.300 --> 00:53:50.130

JDU1021: So they can do their new teacher orientation and they're prepared for them. And that's the time when they come in, they can have their mentor already assigned

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00:53:50.460 --> 00:54:00.570

JDU1021: And they can start working with them and doing their professional development, training, so we utilize that. And this is the dashboards are currently right now.

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00:54:02.340 --> 00:54:03.600

JDU1021: There are 35

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00:54:04.680 --> 00:54:14.220

JDU1021: teachers out there right now that are new to the district, but have that been moved to skyward. And as we get into July that numbers going to go

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00:54:16.020 --> 00:54:23.520

JDU1021: Quickly, so we want to make sure that they get a good count for their orientation of what they're trying to do.

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00:54:25.560 --> 00:54:33.450

Famis Florida2: Jim, you have about six more minutes. Do you have a question, who has the who has access to this BI tool just district and school employees.

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00:54:34.770 --> 00:54:40.560

JDU1021: That. So basically, the district and principles API's.

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00:54:41.850 --> 00:54:49.050

JDU1021: Are the currently with the ones that have access, we want to put it in the hands of our teachers and other staff members.

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00:54:50.550 --> 00:54:53.640

JDU1021: But we're not there yet with security. So that's what we're working on.

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00:55:00.240 --> 00:55:01.650

JDU1021: So basically, here's another

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00:55:02.700 --> 00:55:10.050

JDU1021: Visual that shows the total number of new hires that are out there at this point in time, their years of experience.

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00:55:10.830 --> 00:55:28.590

JDU1021: So 211 teachers at this point time have zero to one, sorry one to five years experience at six have no experience at all. So those will be the ones will start looking at to create a mentor for

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00:55:32.940 --> 00:55:33.630

JDU1021: We're tapping

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00:55:35.100 --> 00:55:35.400

JDU1021: The

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00:55:37.140 --> 00:55:45.210

JDU1021: dashboards. So here is a comparison of the IDs department from year to year to year, and how we're doing on the SLA.

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00:55:46.830 --> 00:55:47.400

JDU1021: So,

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00:55:49.410 --> 00:55:54.180

JDU1021: So this one here is 95.89 is the current SLA.

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00:55:55.470 --> 00:55:57.900

JDU1021: For the application development team at this point in time.

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00:56:00.540 --> 00:56:12.150

JDU1021: So we ended last year at 92.35 so we're about 3% higher than we were last year, we look for a

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00:56:15.660 --> 00:56:17.400

JDU1021: SLA of 90% or better.

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00:56:18.450 --> 00:56:20.790

JDU1021: So we monitor this look at our tickets and

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00:56:22.560 --> 00:56:27.210

JDU1021: This helps for our customer service and making sure that we're gonna we do

413

00:56:29.220 --> 00:56:31.380

JDU1021: So that's a quick guess away here.

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00:56:35.670 --> 00:56:48.840

JDU1021: So we look at this one here, and it'll show the different departments that have put tickets, which ones are Claire's which ones are still open. And this gets monitored throughout the year to make sure things are are getting completed.

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00:56:50.580 --> 00:56:54.930

JDU1021: When maintenance needs to be done at schools or offices or things like that.

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00:56:56.370 --> 00:56:57.510

JDU1021: So this is school, dude.

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00:56:58.980 --> 00:57:13.440

JDU1021: Because we give them the school budgets, so I know we're running at a time to show you what we're doing. But the different other ones. So here's the school budget. So we can do a comparison. And this is the number of vendors

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00:57:16.350 --> 00:57:19.020

JDU1021: Within the dollar amounts that we pay out

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00:57:26.820 --> 00:57:39.300

JDU1021: Scenes this way to look at where we purchasing things from because the big thing is you need to be purchasing them from your county. So we try to focus on doing that, but this helps us

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00:57:39.810 --> 00:57:46.080

JDU1021: Kind of zero in on where are the different areas that we're purchasing different things from this also helps us because

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00:57:46.830 --> 00:57:59.670

JDU1021: If we input gain an incorrect zip code. This will show us that. Wait a minute. I think some of these outline ones that are outside the United States, we need to revisit make sure that

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00:58:01.260 --> 00:58:05.580

JDU1021: We've entered the correct zip code. So we utilize this tool as well to

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00:58:06.660 --> 00:58:10.200

JDU1021: QA our own data. Make sure we don't have mistakes.

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00:58:13.110 --> 00:58:14.460

JDU1021: Here is the financial

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00:58:15.600 --> 00:58:17.220

JDU1021: So we can see

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00:58:18.450 --> 00:58:23.730

JDU1021: What's been uncovered what activities happened in it and what is are available funds.

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00:58:26.460 --> 00:58:35.670

JDU1021: So we can look at this district wide by school by department, we can do comparisons from school to school. Well, because one of the things I was asked.

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00:58:36.810 --> 00:58:37.830

JDU1021: When we started with schools.

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00:58:39.060 --> 00:58:46.170

JDU1021: What is the travel budget for elementary schools and compare them to see which is high, which is low.

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00:58:48.420 --> 00:58:55.680

JDU1021: How much of its being used or not being used. So this allows us to look at it quickly to see where we stand.

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00:58:57.210 --> 00:58:59.280

JDU1021: With our, our budgets and what's out there.

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00:59:02.010 --> 00:59:02.790

JDU1021: I just want

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00:59:04.890 --> 00:59:06.120

JDU1021: Any questions.

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00:59:12.000 --> 00:59:17.160

Famis Florida2: Gym. There was one more question. It says, How long was the training for creating the database.

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00:59:19.650 --> 00:59:20.190

JDU1021: So,

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00:59:21.660 --> 00:59:22.950

JDU1021: Many things going on. So,

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00:59:24.420 --> 00:59:28.230

JDU1021: When we first thing we need to understand and that's why we started out with.

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00:59:29.730 --> 00:59:42.690

JDU1021: Red sheets is here's the day and we want to put on the dashboard and so we just created spreadsheets and then we said, Okay, let's get some dashboard training. So we set up.

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00:59:44.610 --> 00:59:57.330

JDU1021: Some training for our team to go online training on their own time or not their own time but virtually so they did their own training got trained on it. And now we assigned every

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00:59:57.990 --> 01:00:10.080

JDU1021: Dashboard to create from spreadsheets and that's how they begin to start utilizing the dashboard. It was and it was probably about probably about a week's training that they went through.

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01:00:12.420 --> 01:00:14.850

JDU1021: To learn about Power BI and how to do it.

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01:00:16.110 --> 01:00:16.470

JDU1021: And

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01:00:17.730 --> 01:00:21.330

JDU1021: And that's kind of how it all started out, and then it just evolved from there.

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01:00:22.800 --> 01:00:24.960

JDU1021: Because we we use the basic

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01:00:28.620 --> 01:00:29.130

JDU1021: Best

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01:00:30.150 --> 01:00:34.260

JDU1021: You know, how do you know and I'm trying to think of some of the

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01:00:34.590 --> 01:00:44.280

JDU1021: questions that were asked, but as we went through. We kept looking at and Sanjay, how do we make this better and better and better. And as we did, we knew what the spreadsheet looked like.

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01:00:44.700 --> 01:00:51.900

JDU1021: So by understanding the data that we're now putting in there. How do we configure that data in a sequel back end database.

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01:00:52.710 --> 01:01:08.580

JDU1021: So we can refresh it every single night. And then the dashboard with next day would be refresh, looking at the data from the day before. So it was a, it's a huge project. I mean, it took a lot of time to get to this point with 23 different dashboards.

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01:01:11.670 --> 01:01:17.550

JDU1021: And six people working on plus trying to do the other things that we do and it with

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01:01:18.870 --> 01:01:20.940

JDU1021: You know, managing the systems and

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01:01:25.140 --> 01:01:25.440

JDU1021: You know,

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01:01:26.520 --> 01:01:27.210

JDU1021: He

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01:01:29.100 --> 01:01:37.920

JDU1021: Doing third party. There's a lot of different components that that we do on a daily basis. So, throwing the same plus trying to do the

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01:01:38.940 --> 01:01:41.220

JDU1021: Data Warehouse, the same time as

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01:01:42.480 --> 01:02:00.330

JDU1021: My boss mentioned this base, we're looking at this at the superhighway. And there's three lanes going for creating dashboards in there's three lanes going to create the data warehouse and we've had to do it at the same time. So that's what we've been working on the last few years.

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01:02:04.440 --> 01:02:05.070

JDU1021: Other questions.

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01:02:10.230 --> 01:02:11.550

Mike: Jim, I think that's about it.

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01:02:11.790 --> 01:02:13.050

Mike: Anybody else

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01:02:15.780 --> 01:02:17.130

JDU1021: No, I think Beck's

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01:02:18.600 --> 01:02:19.470

Mike: You have a question.

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01:02:21.390 --> 01:02:21.810

JDU1021: Okay.

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01:02:22.740 --> 01:02:25.410

Mike: You need to ask a question. So we can give away a prize.

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01:02:26.160 --> 01:02:26.610

Okay.

465

01:02:27.690 --> 01:02:28.200

JDU1021: So,

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01:02:31.080 --> 01:02:34.050

JDU1021: The first, then you'd have to answer this with them. The

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01:02:37.380 --> 01:02:37.980

Mike: Then a chat.

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01:02:38.700 --> 01:02:40.260

JDU1021: Within the chat. Thank you.

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01:02:43.980 --> 01:02:45.810

JDU1021: How many dashboards and St. Lucie, yeah.

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01:02:48.420 --> 01:02:49.050

Mike: Wow.

471

01:02:52.950 --> 01:02:59.850

Mike: Okay, the first number out was 1434

472

01:03:00.360 --> 01:03:02.130

Mike: Whoa 23

473

01:03:03.750 --> 01:03:04.350

JDU1021: What

474

01:03:06.660 --> 01:03:07.290

Mike: What Jim

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01:03:11.040 --> 01:03:13.560

Mike: All right. The first answer right was Judy pagan

476

01:03:16.890 --> 01:03:17.730

JDU1021: Very good.

477

01:03:18.300 --> 01:03:20.190

Mike: So Judy, I need you to send your

478

01:03:22.500 --> 01:03:27.510

Mike: Mailing Address and your name and the session, you were in two famous online.

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01:03:28.650 --> 01:03:32.610

Mike: And they will mail out you're getting a Google light kit.

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01:03:35.550 --> 01:03:39.930

Mike: And they will mail that to you and you'll get it within a couple of within the next two weeks.

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01:03:42.390 --> 01:03:42.900

Mike: All right.

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01:03:44.490 --> 01:03:47.340

Mike: I want to thank everybody, Jim. Thanks.

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01:03:47.370 --> 01:03:54.090

Mike: It was a great presentation. I lost my internet and halfway through, and thank you, Doug, for stepping in for me.

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01:03:54.210 --> 01:03:55.110

JDU1021: Well, thank you. Good.

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01:03:56.130 --> 01:03:58.200

Famis Florida2: Well thank you Jim. Mike. This was great.

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01:03:58.920 --> 01:04:01.350

Mike: And I hope everybody has a

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01:04:02.580 --> 01:04:06.780

Mike: Great rest of the conference. And we'll see you guys tomorrow morning.

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01:04:07.350 --> 01:04:09.030

JDU1021: Very good, thank you.

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01:04:09.990 --> 01:04:11.370

Thank you, everybody. Thanks everyone.

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01:04:12.750 --> 01:04:13.170

JDU1021: Thanks, man.

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01:04:15.870 --> 01:04:16.350

JDU1021: Take care.