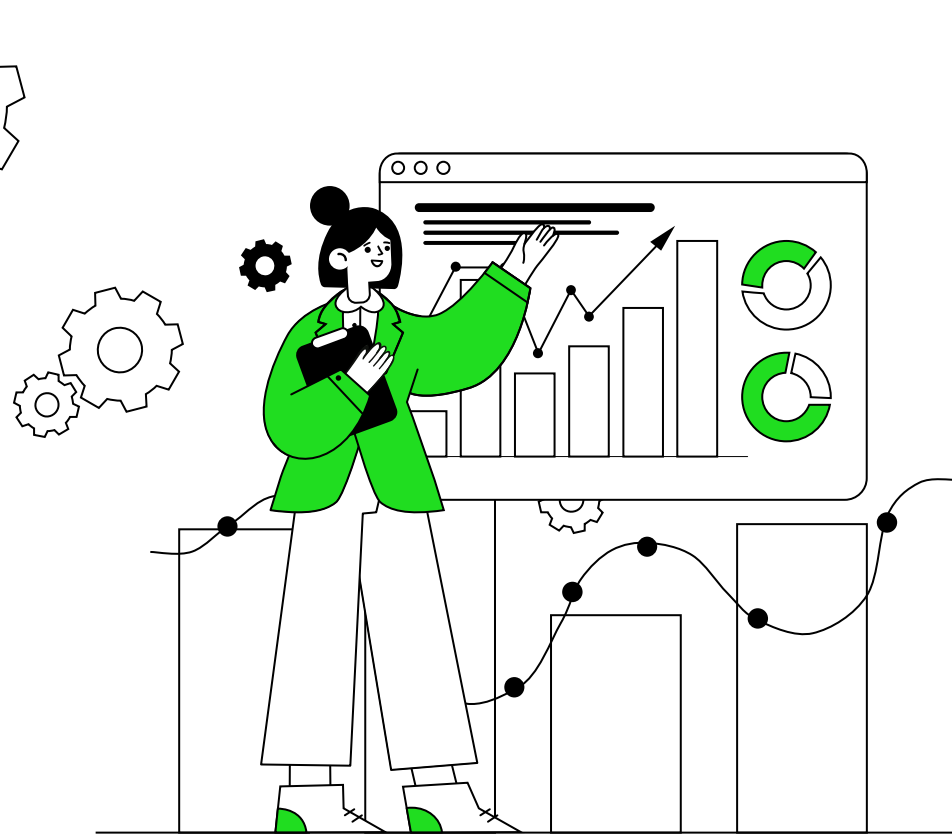


IMPROVING STUDENT OUTCOMES



Presented By: Stacy Jean-Philippe, Erica Dostal, Bashan Gumm



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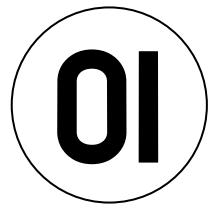
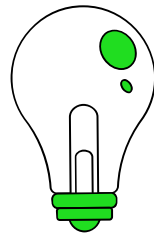
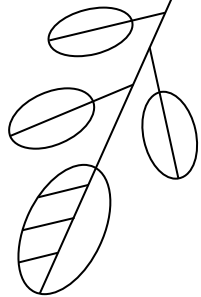
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RECOMMENDATIONS

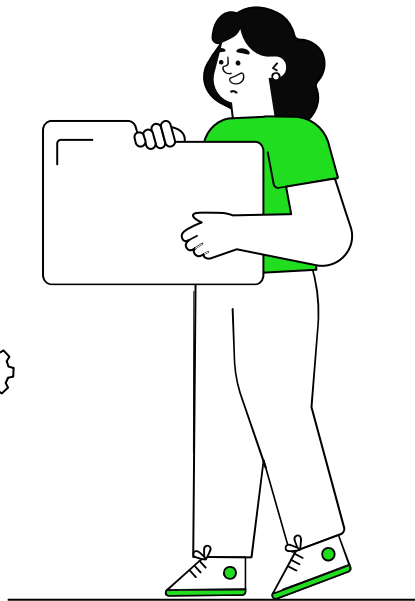
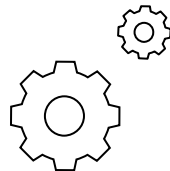
06

QUESTIONS?





INTRODUCTION



OUR TEAM: THE DATA DESIGNERS



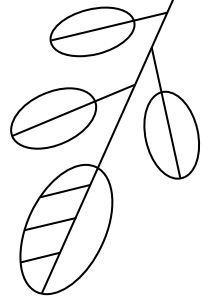
STACY JEAN-PHILIPPE



ERICA DOSTAL

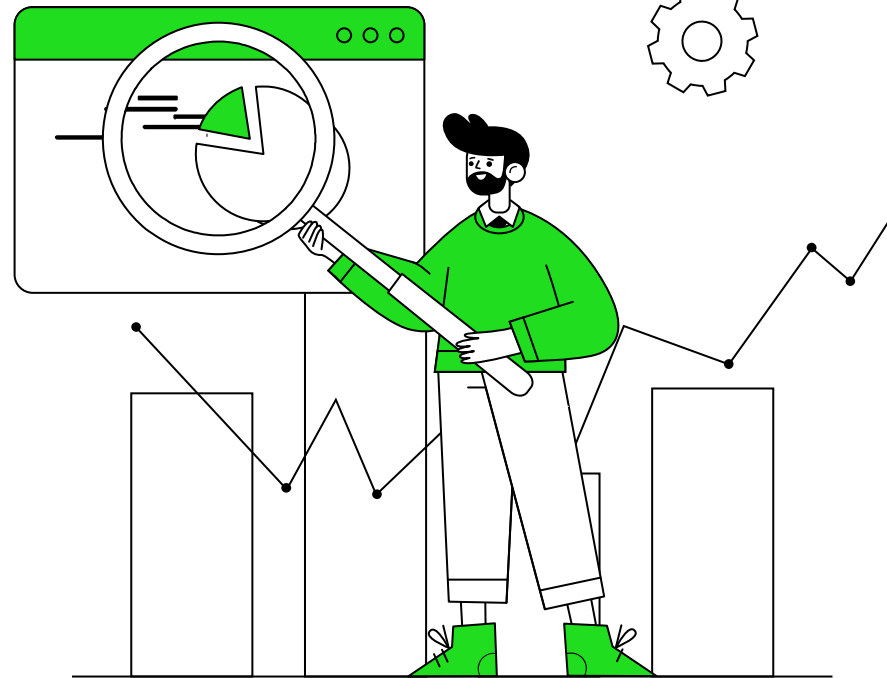


BASHAN GUMM

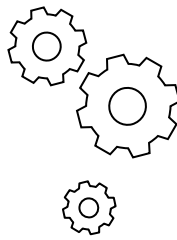


02

THE DATA



ABOUT THE DATA & OUR APPROACH



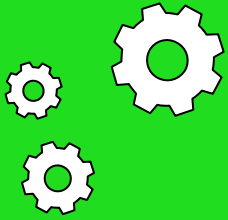
1. Chose “Student Performance Factors” Dataset
2. Provides a comprehensive overview of various factors affecting student performance in exams such as:
 - a. Study Habits
 - b. Attendance
 - c. Parental Involvement
 - d. Number of Tutoring Sessions
 - e. Access to Necessary Resources
3. Approach to Data Cleaning:
 - a. Not much cleaning was required for our purposes
 - b. Dataset included missing values
 - i. “Teacher Quality” Column - 80 out of 6,608 missing
 - ii. “Parental Education Level” Column - 92 out of 6,608 missing
 - iii. “Distance From Home” Column - 69 out of 6,608 missing
 - iv. These were replaced with the value “Unknown” using Find & Replace



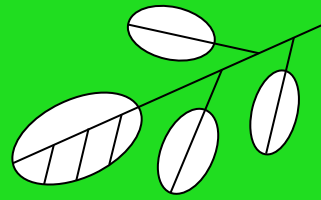


ADDRESSING THE BOARD



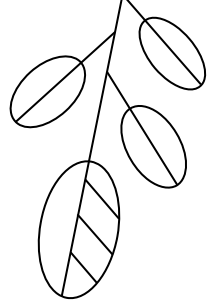
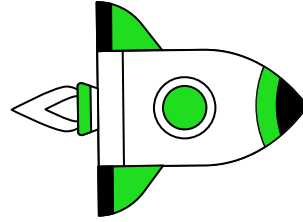
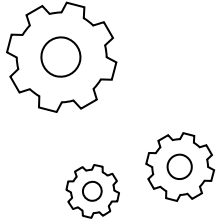


“



“A child without education is like a bird
without wings.”

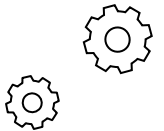
—TIBETAN PROVERB

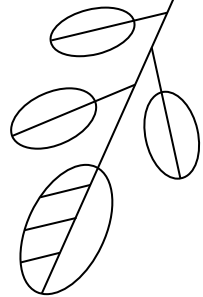


YOUR MISSION

We know your mission as a school board is to ensure that all students in this district receive a high-quality education that prepares them for success in life.

The insights we will share with you today will help you to accomplish this.



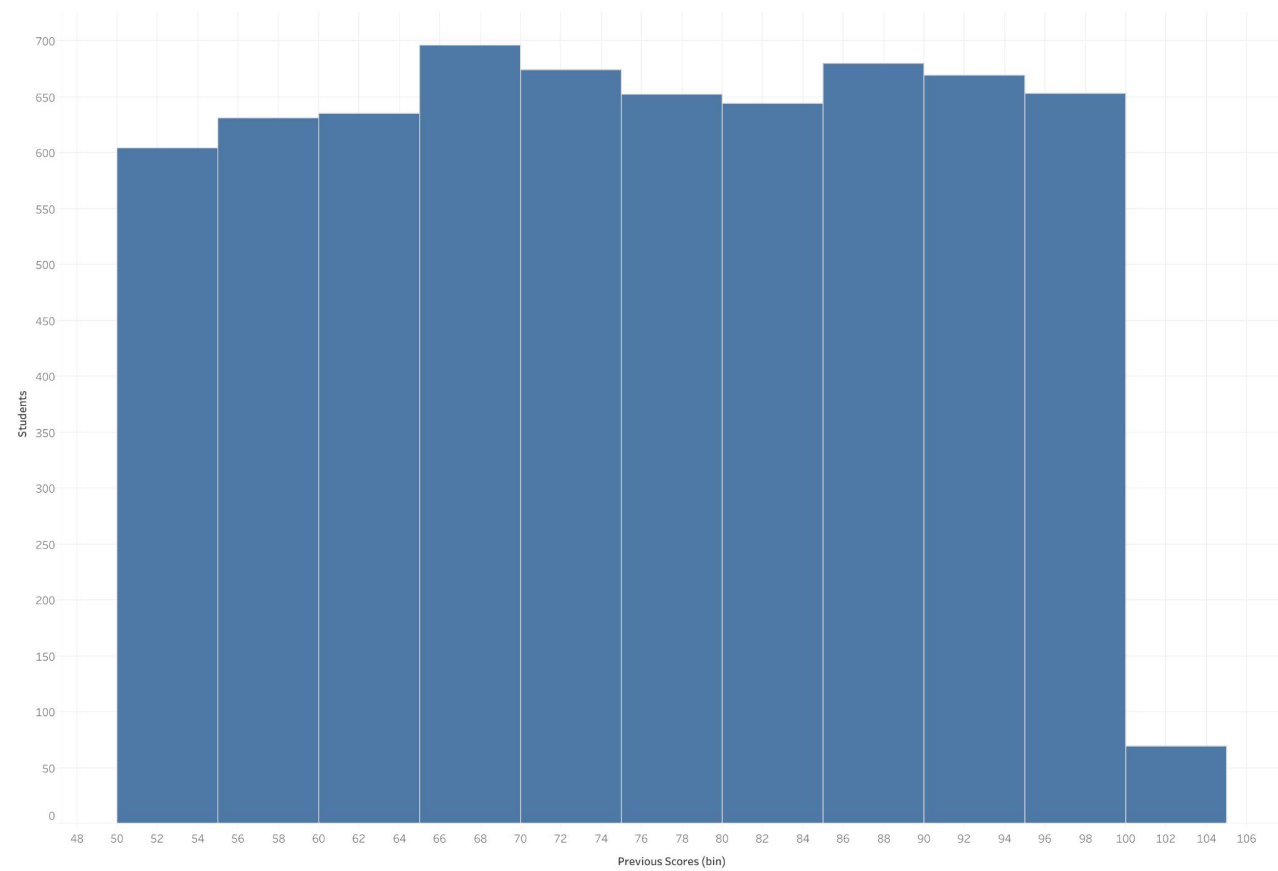


03

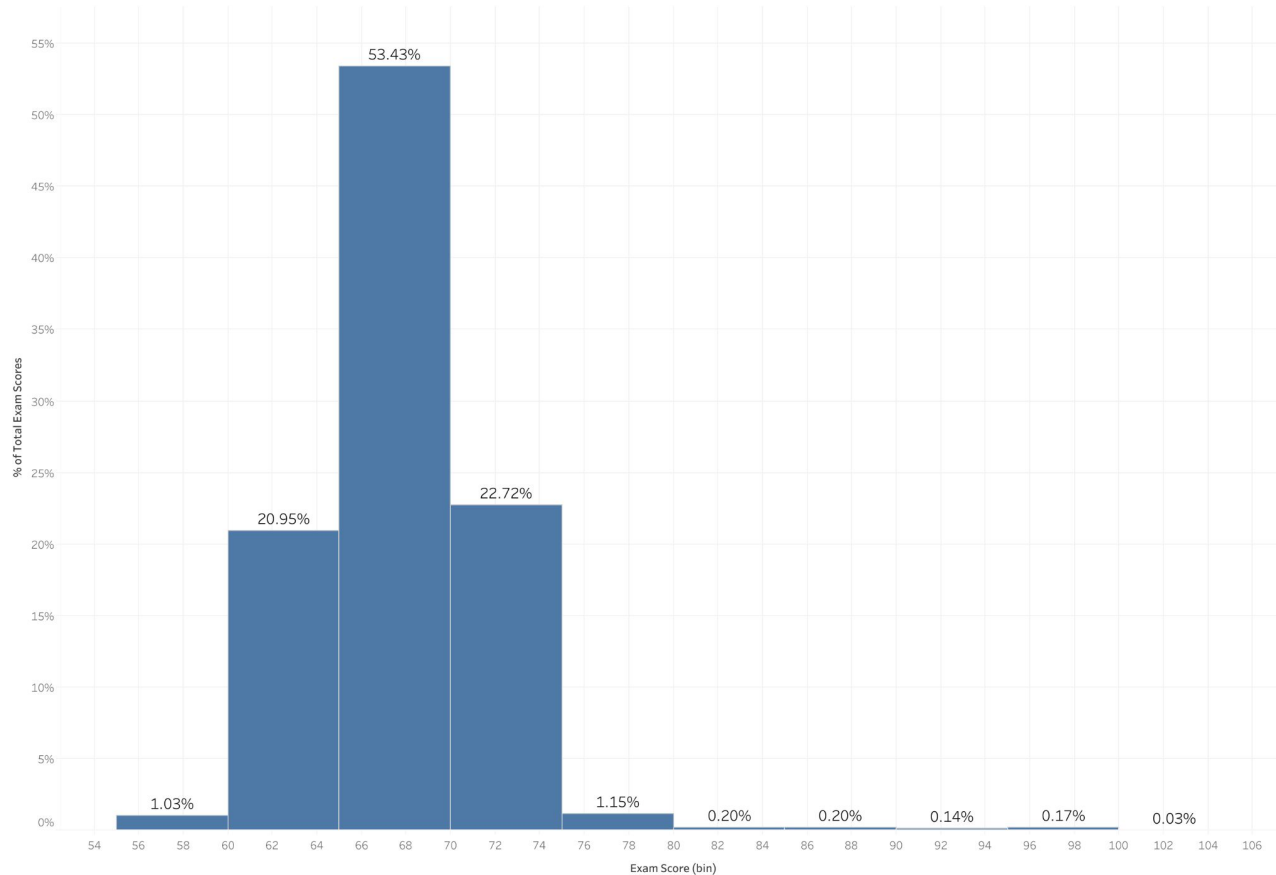
STUDENT PERFORMANCE



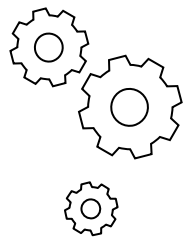
PREVIOUS EXAM SCORES FOLLOWED A MORE **UNIFORM DISTRIBUTION**, RATHER THAN THE DESIRED NORMAL DISTRIBUTION



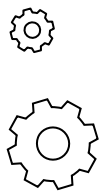
RECENT EXAM SCORES WERE AKIN TO A NORMAL DISTRIBUTION, BUT 97% OF SCORES WERE IN THE C+ TO D- RANGE

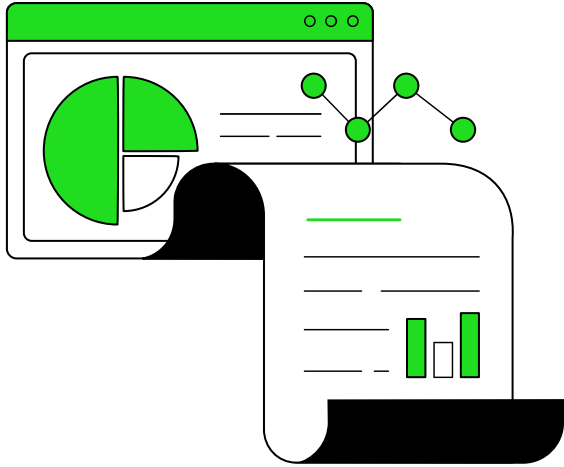


RECENT EXAM SCORES AVERAGED LOWER THAN PREVIOUS SCORES BY MORE THAN 10%



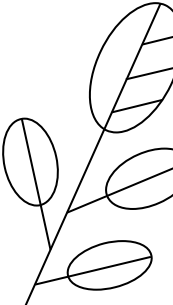
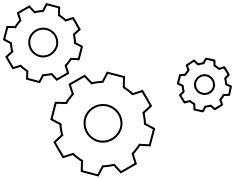
Avg. Previous Scores	75.1%
Avg. Exam Score	67.2%
Avg. Percent Change	-10.4%

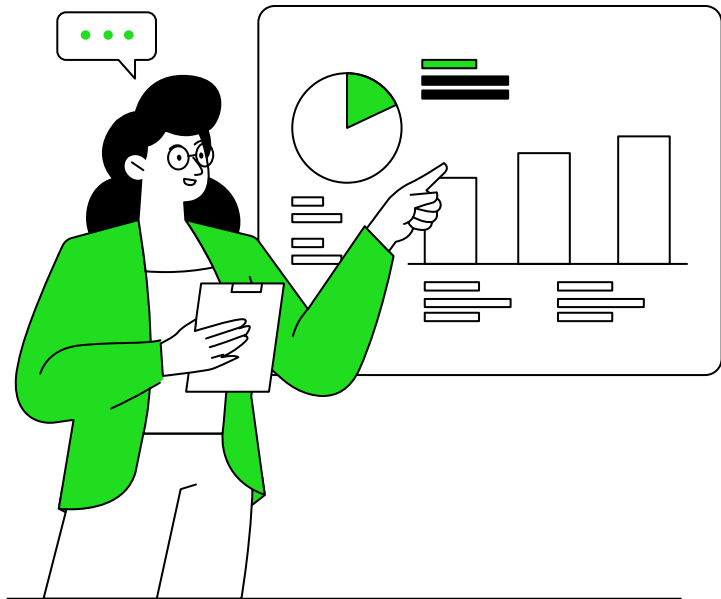
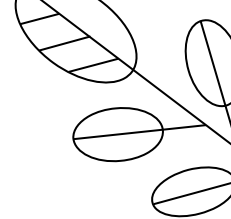
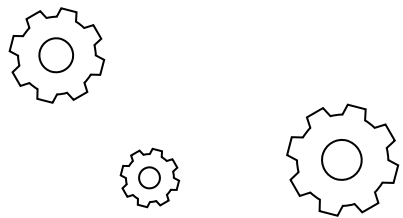




KEY MESSAGE

Students in our district are underperforming on exams, but addressing specific areas can improve outcomes.

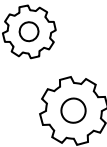
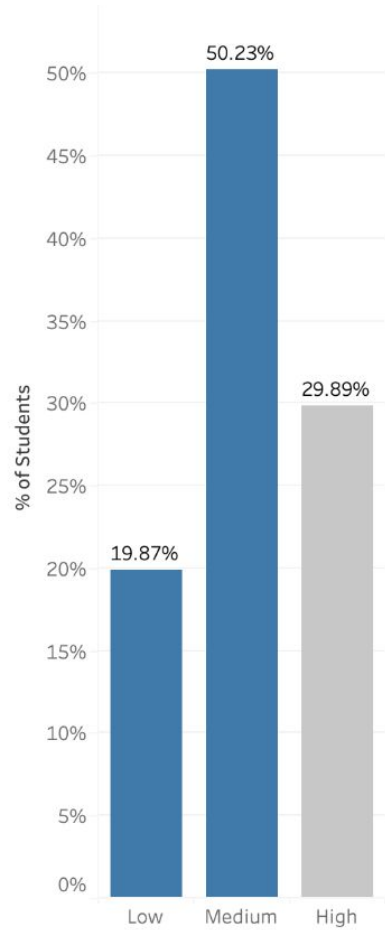




AREAS OF IMPROVEMENT

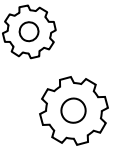
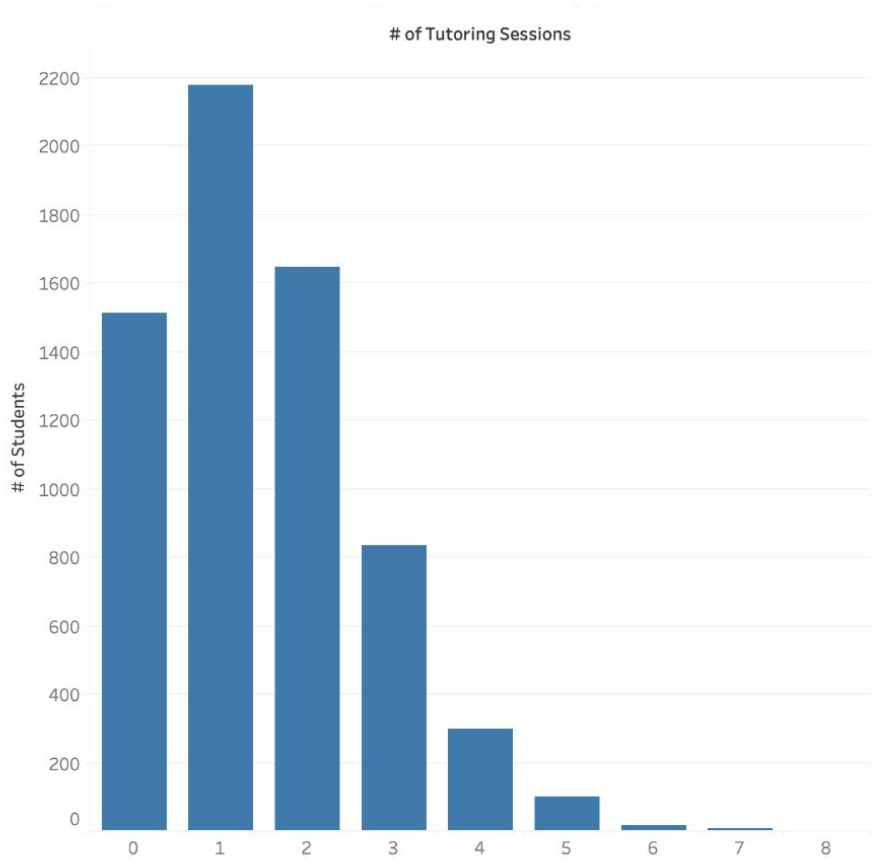
04

ABOUT 70% OF OUR STUDENTS HAVE A MEDIUM OR LOW LEVEL OF ACCESS TO RESOURCES



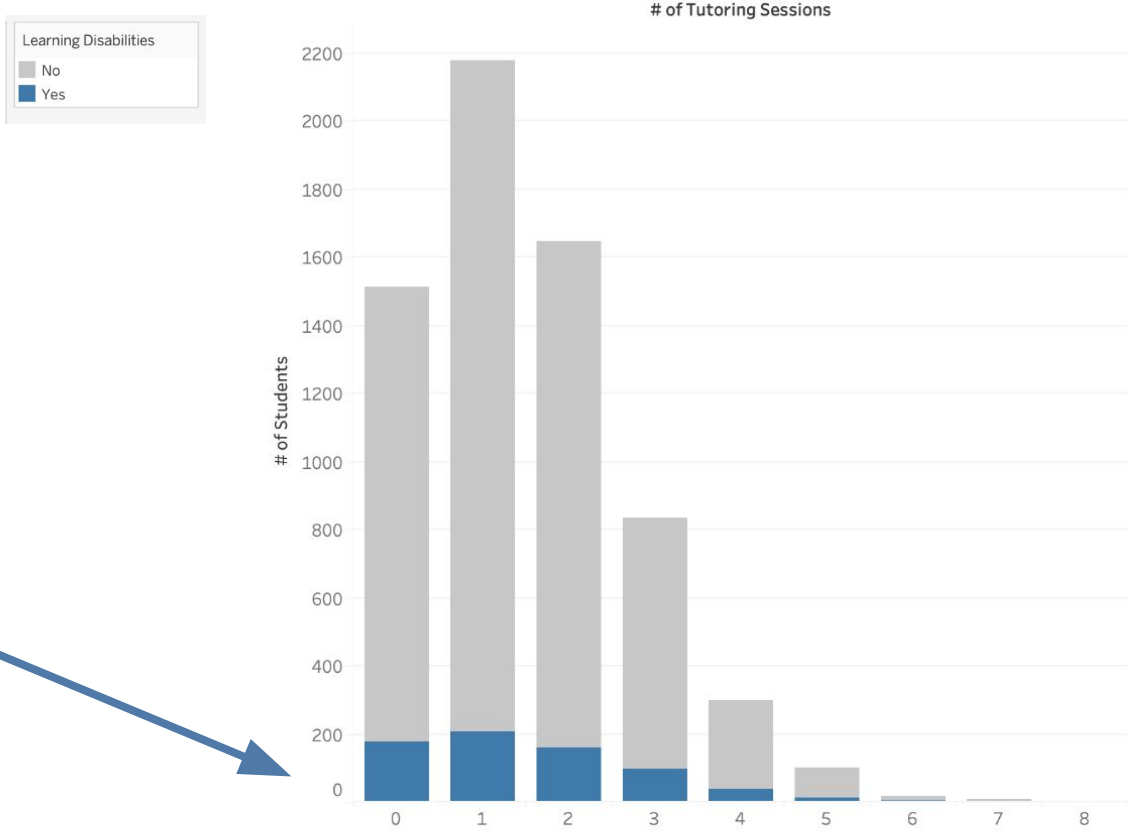


STUDENT ATTENDANCE AT TUTORING DROPS OVER TIME, YET EXAM SCORES REMAIN LOW, SUGGESTING INEFFECTIVENESS.



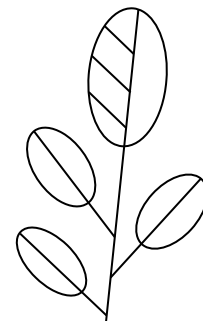
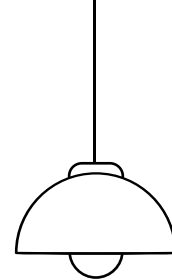
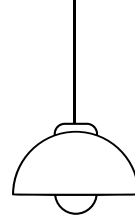
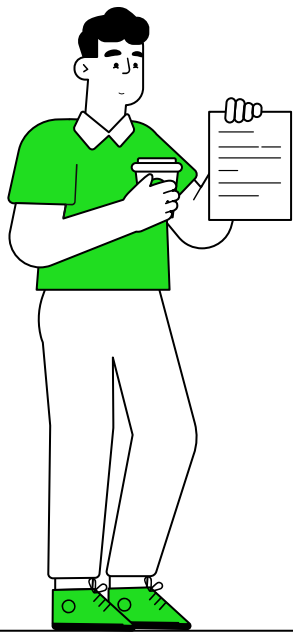
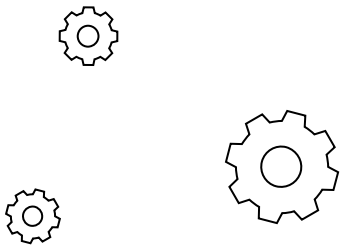


OVER 170 STUDENTS WITH LEARNING DISABILITIES **HAVEN'T ATTENDED A SINGLE TUTORING SESSION,** POTENTIALLY INDICATING GAPS IN SUPPORT



05

RECOMMENDATIONS



PROPOSED SOLUTIONS

REVAMP TUTORING PROGRAM

Many students attend at least one tutoring session, showing demand; resolving issues with the program could boost exam scores.



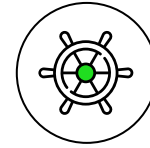
INCREASE RESOURCE ACCESS

Improved access to resources helps students better understand material, increasing test results.



SUPPORT STUDENTS WITH DISABILITIES

Identifying each student's unique challenges allows for tailored, effective tutoring, making it more appealing to hesitant students.

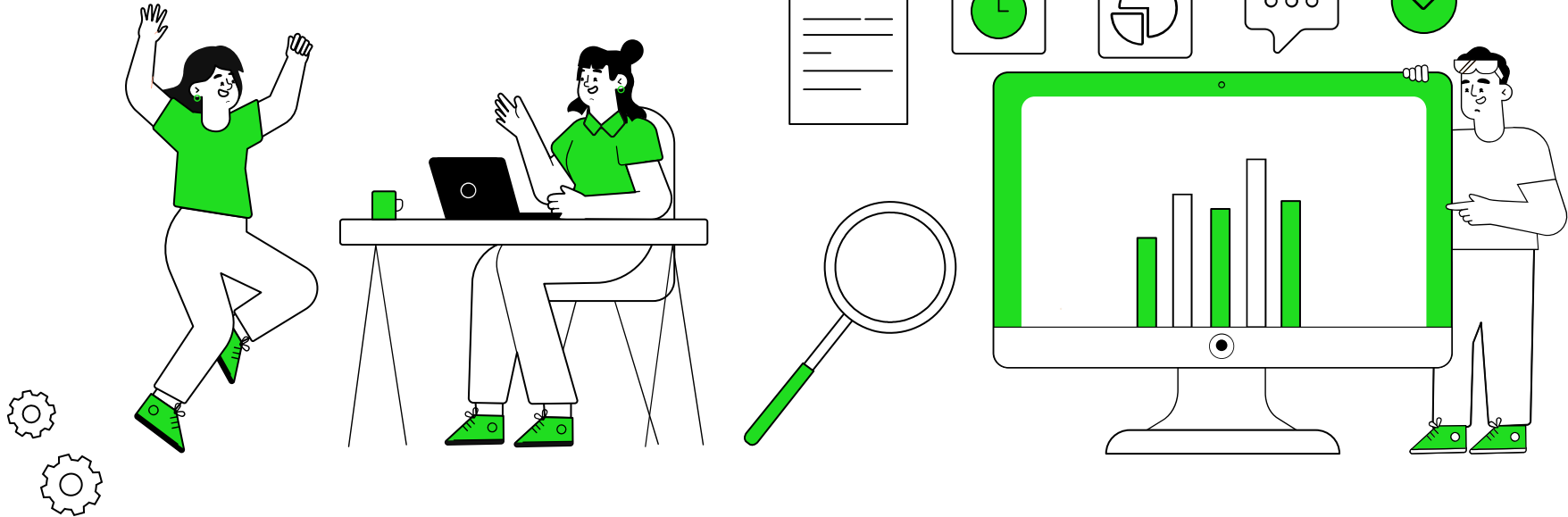




06

ANY
QUESTIONS?

*** LET'S DISCUSS YOUR IDEAS***



THANKS FOR LISTENING!

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