

Improving Student Success through Data-Driven Decision-Making



CHALLENGE

In 2021, Shenendehowa implemented a Multi-Tiered System of Supports (MTSS) plan. While the plan provided a structured framework, the district lacked an efficient system to analyze data. Data collection was fragmented across multiple platforms, making it difficult to track and monitor student progress effectively. The district needed a solution to centralize data and transform it into actionable insights.

SOLUTION

The district formed a committee to evaluate data platforms. After several hands-on demos, Shenendehowa selected Intervention Compass for its customizable features and ability to integrate seamlessly with existing systems. Implementation began in 2022.



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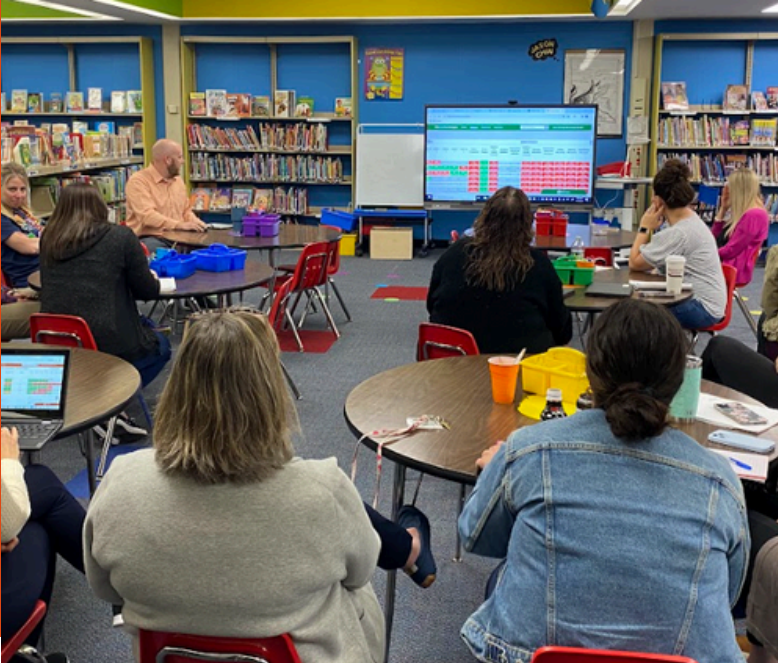


Key Milestones

2021-22: MTSS plan developed.

2022-23: Platform selection, data integration, and initial setup.

2023-24: Full implementation across middle and elementary schools; high school adoption began.



Shenendehowa Central School District in Clifton Park, New York, has long been committed to ensuring that all students succeed. Even with an impressive graduation rate of 94 percent, the district continually strives to improve, guided by a deep commitment to data-driven decision-making. “We won’t be happy until all students reach their full potential,” says Sara Schneller, director of Student Learning & Data Accountability.

In 2022, Shenendehowa launched a Multi-Tiered System of Supports (MTSS) plan to refine its ability to identify and assist students in need. However, the plan quickly revealed two critical challenges: the need to consolidate student data from numerous sources into one comprehensive platform and a gap in having one place to articulate and track these goals.

Determined to address these issues, the district evaluated multiple data platforms, ultimately selecting Intervention Compass for its robust customization capabilities. “It was essential to find a product that would work for Shenendehowa,” says Schneller. “We did not want a standardized, one-size-fits-all solution.”

Bringing Data to Life Across the District

With Intervention Compass, teachers now have access to comprehensive data walls that provide a holistic view of their students’ performance, combining academic, behavioral, and attendance data in one place. “It provides a totally different picture of your kids,” says Schneller. Sixth-grade teachers, for instance, no longer rely solely on state assessment scores and grades to understand incoming students but instead gain valuable insights into their full profiles.

Vanessa Cramer, the district’s 6-12 instructional coach, has been instrumental in integrating Intervention Compass into teaching practices. She designs Intervention Compass’s data walls for grades 6-8, making it easier for teachers to identify students who need extra support from day one. “Teachers now begin the school year with data at their fingertips—an unprecedented advantage,” she says.

Cramer shares the story of a 7th-grade student who entered the district reading at a first-grade level. "By closely monitoring his progress through Intervention Compass and IXL [a personalized learning platform], we targeted his specific needs. By the end of the year, he had advanced to a fifth-grade level—a remarkable achievement."

Building a Data-Driven Culture

Aaron Girard, Shenendehowa's elementary data and instruction coach, joined the district in January 2024 with more than a decade of teaching experience and immediately recognized the platform's potential to unify fragmented data systems. He and Cramer synchronized data from all 11 buildings, ensuring that teachers had meaningful, actionable insights into their students' progress. "These days, I'm hearing data naturally woven into teachers' conversations. It's a sign we're building a stronger, data-driven culture," he says.

The platform has also improved communication and collaboration. Academic intervention services teachers use it to share goals, progress, and strategies with classroom teachers, replacing informal, inconsistent practices. "This structured approach ensures that everyone is aligned and working toward the same goals for each student," says Girard.

Measuring Impact and Looking Ahead

According to Schneller, Intervention Compass has allowed the district to track the success of its MTSS plan. "We've seen our numbers of Tier 1 and Tier 2 students steadily decline since implementation," she says. "It's helped us confirm that we're identifying the right students, meeting their needs, and helping them achieve academic success."

Despite the challenges of transitioning to a new system, district leaders remain optimistic about the platform's long-term potential. "With its ability to combine qualitative and quantitative data, Intervention Compass allows us to approach grading and progress monitoring with greater accuracy and equity," says Girard.

Shenendehowa will continue to refine how it uses Intervention Compass to support students and empower teachers. "The possibilities it offers—whether through streamlining processes or enabling deeper data analysis—are transforming how we work and, ultimately, how we help students succeed," says Girard.



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—Vanessa Cramer
6-12 instructional coach