Using Data for Effective School Turnaround:

State Actions to Support Data Use

How the Effective Use of Statewide Longitudinal Data Systems Impacts School Improvement

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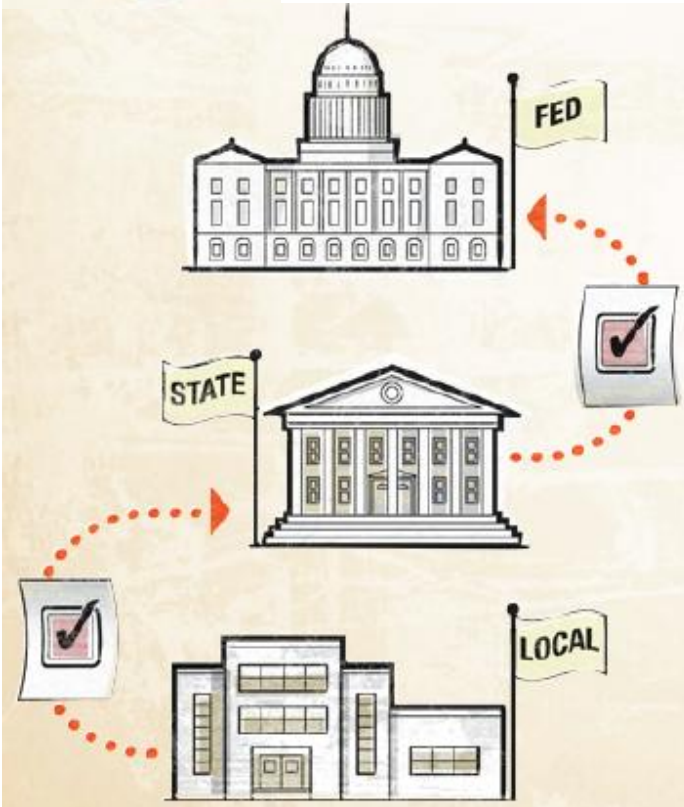
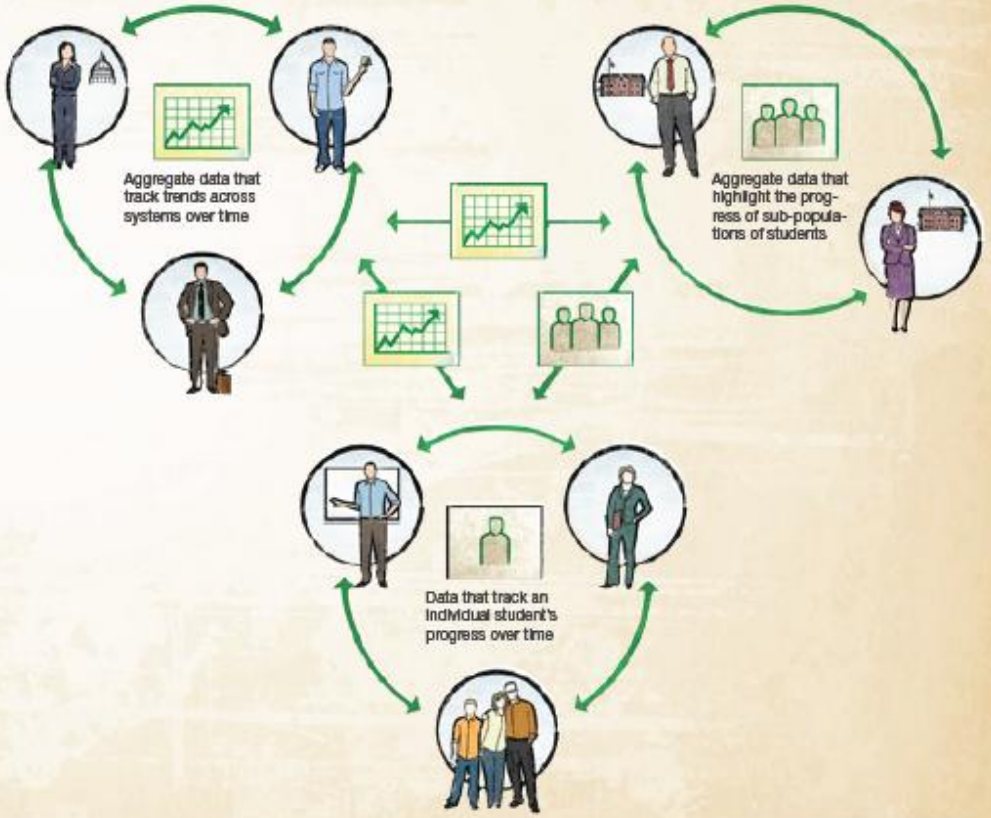
Changing the Culture Around Data Use

Past

Future





Key Objectives

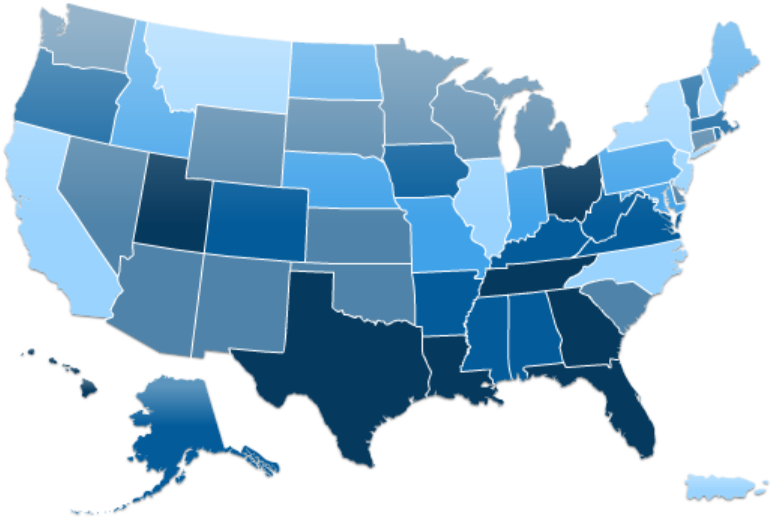
- Learn about the data available through statewide longitudinal data systems
- Understand actions states are taking to develop a culture of effective data use throughout the state
- Explore ways states can collaborate with districts to support effective use of data
- Connect the work of building and using statewide longitudinal data systems to school turnaround

States Have Made Unprecedented Progress Toward Building State Longitudinal Data Systems

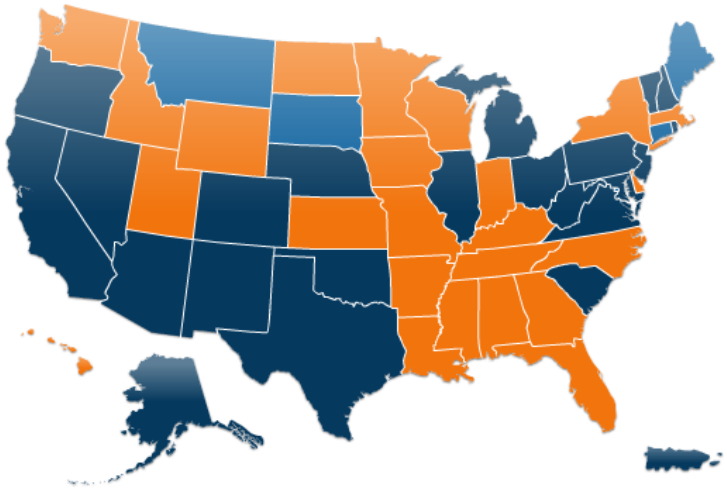
No state had all 10 Essential Elements

24 states report that they have all 10 Essential Elements

2005



2010



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Lagging Essential Elements are those MOST Critical to Current Reform Efforts

Essential Element		*Data for Action 2010* (# of States)
1	A unique student identifier	52
2	Student-level enrollment, demographic, and program participation information	52
3	The ability to match individual students' test records from year to year to measure academic growth	52
4	Information on untested students	49
5	A teacher identifier system with the ability to match teachers to students	35
6	Student-level transcript information, including information on courses completed and grades earned	37
7	Student-level college readiness test scores	46
8	Student-level graduation and dropout data	52
9	The ability to match student records between the P-12 and postsecondary systems	41
10	A state audit system assessing data quality, validity, and reliability	52

17 states cannot link teacher and student data

15 states do not collect course-taking information

11 states can't connect K-12 and higher education

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DQC 10 State Actions to Ensure Effective Data Use

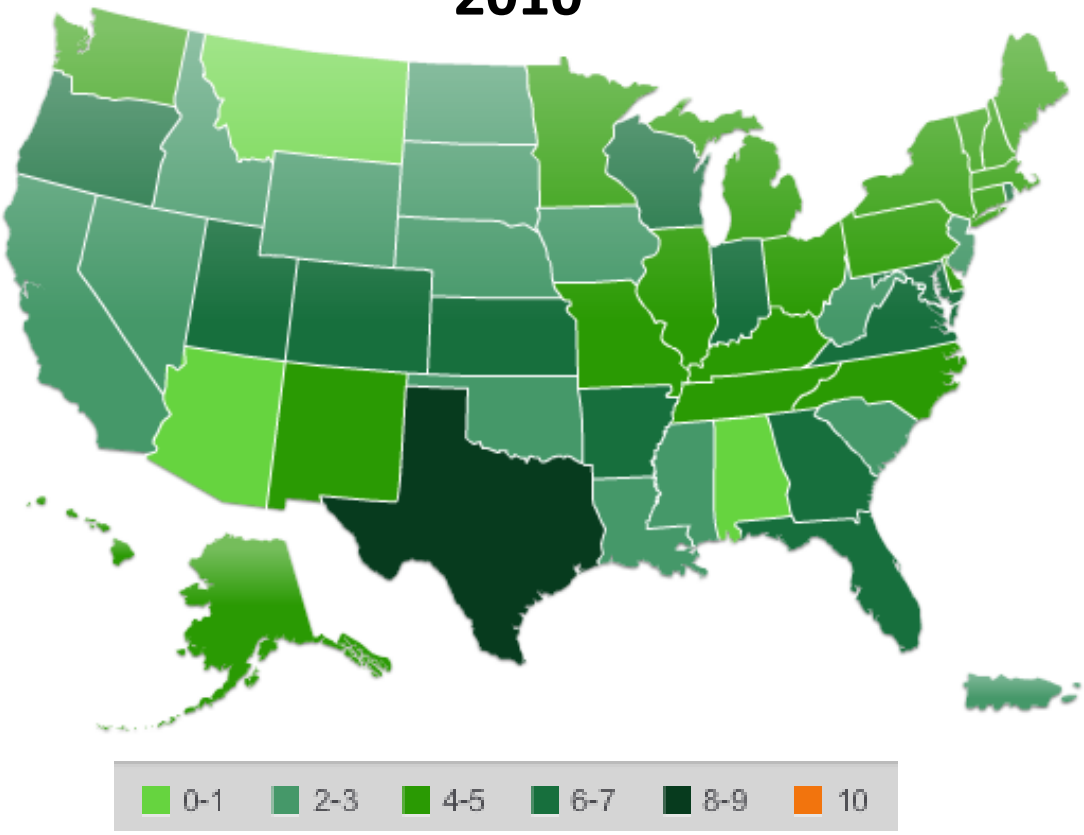
The following three overarching imperatives ensure policies and practices that create a culture of effective data use:

Expand and link data systems across P-20	• Link state K-12 data systems with early learning, postsecondary, workforce, and others • Create sustainable support for the longitudinal data system (LDS) • Develop governance structures to guide LDS • Build state data repositories
Ensure that data can be accessed, analyzed, and used	• Provide timely role-based access to data • Create progress reports with student-level data for educators, students, and parents to make individual decisions • Create reports with longitudinal statistics to guide change at system level
Build capacity of all stakeholders to use longitudinal data	• Develop a research agenda • Implement policies to ensure educators know how to use data appropriately • Raise awareness to ensure all key stakeholders know how to access and use data

States Are Taking Action to Support Data Use

No state has taken all 10 State Actions

2010



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Imperative 1: Building Systems that Capture Actionable Data

Imperative 1: Link data systems across P-20 and the workforce to answer key questions

Action	# of states
1. Link state K-12 data systems with early learning, postsecondary, workforce, and other	9
2. Create sustainable support for LDS	32
3. Develop governance structures to guide LDS	40
4. Build state data repositories	40

43 states cannot link data

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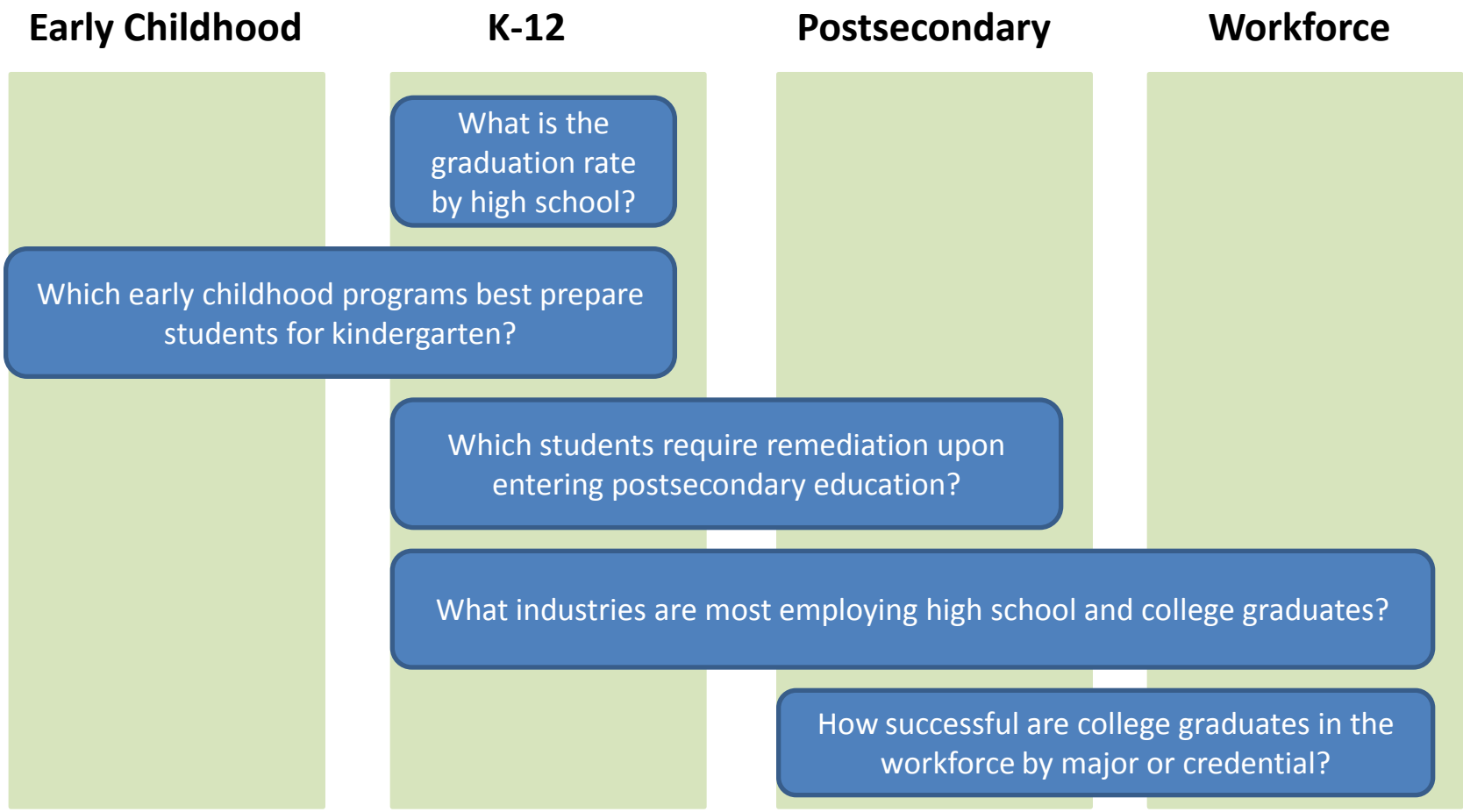
Critical Policy Questions: The Importance of Longitudinal Data



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With Actionable Data Collected, What's Next?

Past

Future

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Imperative 2: Providing Timely, Role-Based Access to Actionable Data

Imperative 2: Ensure that appropriate data can be accessed while protecting privacy

Action	# of states
5. Provide timely role-based access to data	8
6. Create progress reports with student-level data for educators, students, & parents to make individual decisions	23
7. Create reports with longitudinal statistics to guide change at system level	27

44 states don't provide timely access to data

Massachusetts: Early Warning Indicator Index

- The student's eighth grade MCAS mathematics score
- The student's eighth grade MCAS English language arts (ELA) score
- The student's attendance rate in eighth grade
- The number of times the student was suspended (either in or out of school) in eighth grade
- The student's age following the end of eighth grade

South Carolina: Potential Performance Report

Personal Pathways to success™
Empowering all students to shape our future.™

Month Day, Year

Student Report
Potential Performance Report (PPR)

A PPR will be produced for every student in 8th-12th grade

1) School Year	2008-2009
2) District	Abbeville 60
3) School	Calhoun Falls High School
4) Grade	10
5) Student	Smith, Fred Doe
6) StateID	123456
7) SASI Perm#	435667
8) Ethnicity	W
9) Race/Ethnicity Indicator	6
10) Race	5
11) Gender	M
12) Birthdate	10/10/1995
13) 3rd Grade PACT ELA (** below basic)	Basic
14) 3rd Grade PACT Math (** below basic)	Below Basic **
15) 6th Grade PACT ELA (** below basic)	Below Basic **
16) 6th Grade PACT Math (** below basic)	Basic
17) Credits Earned (<5 for 9th, <11 for 10th, <17 for 11th grades)	9

The report includes a student header…

…and individual records by grade and school

18) Grade	19) School Year (yy-yy)	20) District	21) School	22) Enrolled Date	23) Withdrawn Date	24) Overage (** >=2 years)	25) # of Discipline Events (*** 150, 151, 152, =500-743 codes)	26) # of Disposition Events (** >=2 suspensions of SUS, SUPX, EXP)	27) Daily Absences (** >8)	28) Period Absences (Informational only)	29) Times Retained (** >=1)	30) Multiple Enrollments (** >=3)	31) Homeless (** if yes)	32) Single Parent (** if yes)	33) Displaced Homemaker (** if yes)	34) 9th Grade Math (** <=69)	35) 9th Grade English (** <=69)	36) # At Risk Indicators (** parameters met or exceeded)	37) At Risk Student Model Used
10	08-09	Abbeville School District	Calhoun Falls High School	8/20/08		2**	10**	3**	6	11	**	**	Y**	N	N			8	
	07-08	Department of Juvenile Justice	Birchwood School	3/20/08	6/2/08	2**	11**	0	18**	25	**	**	N	N	N			7	Some model code(s)
	07-08	Lexington One School District	Lexington High School	8/19/07	3/15/08	1	12**	1	15**	4		**	N	N	N			5	
9	06-07	Aiken School District	Aiken High School	2/5/07	6/4/07	0	9	1	15**	4		**	N	N	N	72	62**	5	
	06-07	Abbeville School District	Abbeville High School	8/21/06	1/20/07	-1	14	1	15**	4			N	N	N	82	72	3	
8																			
Totals						2**	56**	6**	69**	48**	1**	5**	Y**	N	N	72	62**	11	Some model code(s)
						38)	39)	40)	41)	42)	43)	44)	45)	46)	47)	48)	49)	50)	51)

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Imperative 3: Building Capacity of All Stakeholders to Use Longitudinal Data

Imperative 3: Build capacity of all stakeholders to use longitudinal data

Action	# of states
8. Develop a research agenda	28
9. Implement policies to ensure educators know how to use data appropriately	1
10. Raise awareness to ensure all key stakeholders know how to access and use data	9

51 states have not taken steps to build educator capacity

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DQC State Action 9: What it Takes
(1 state as of 2010)

- To be considered as having taken this Action, a state should demonstrate that it:
  - Provides **training** opportunities to educators on using data reports (AR);
  - Leverages its **licensing authority** to require educators to demonstrate an adequate ability to interpret and use data (TN);
  - Leverages its **program approval authority** to require pre-service programs to demonstrate that they are preparing teachers to use and interpret data (FL);
  - Provides **instruction to teachers and principals** on how to use student-level data to tailor classroom instruction (OR); and
  - Automatically **shares aggregate-level data** with its educator preparation programs, particularly information about how teachers perform as measured through their students' performance (SC).

Categories of Data-Driven Decision Making

Decision Type
Category 1: Staff examine data for whole grade or school to ascertain areas for school improvement; examine data for individual students for purposes of class placement or assignment to services, including identifying "bubble kids" whose growth is likely to affect the school's AYP status.
Category 2: Teachers analyze performance of students in their class on individual items or standards for purposes of better aligning their content coverage with the accountability test or deciding what to reteach or how to group students within the class.
Category 3: Staff examine data for different teachers or for different methods dealing with the same content to derive insights for improving the way they teach. Staff use comparative data to evaluate the effectiveness of specific instructional strategies.

Source: U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, *Use of Education Data at the Local Level From Accountability to Instructional Improvement, Washington, D.C., 2010*

Percent of Case Study Schools Reporting Each Decision Making Category

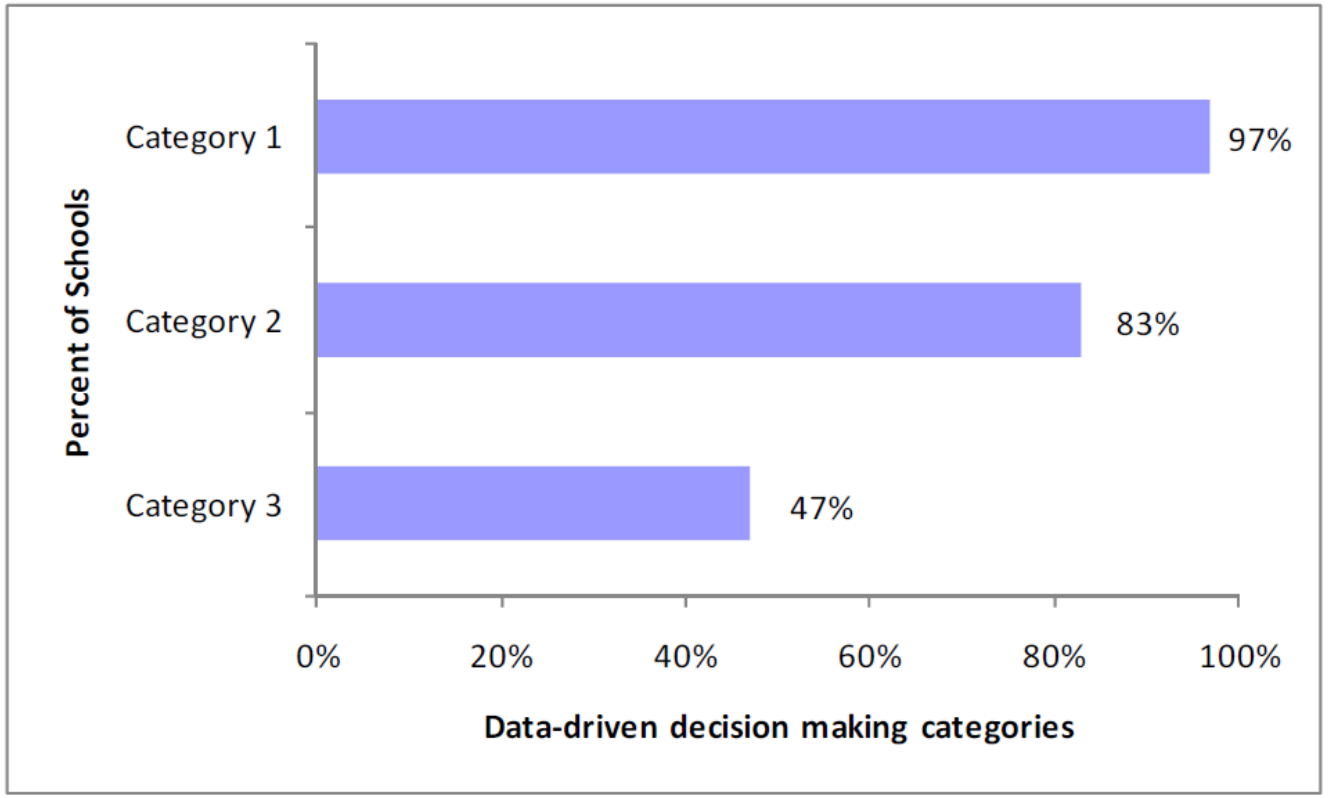
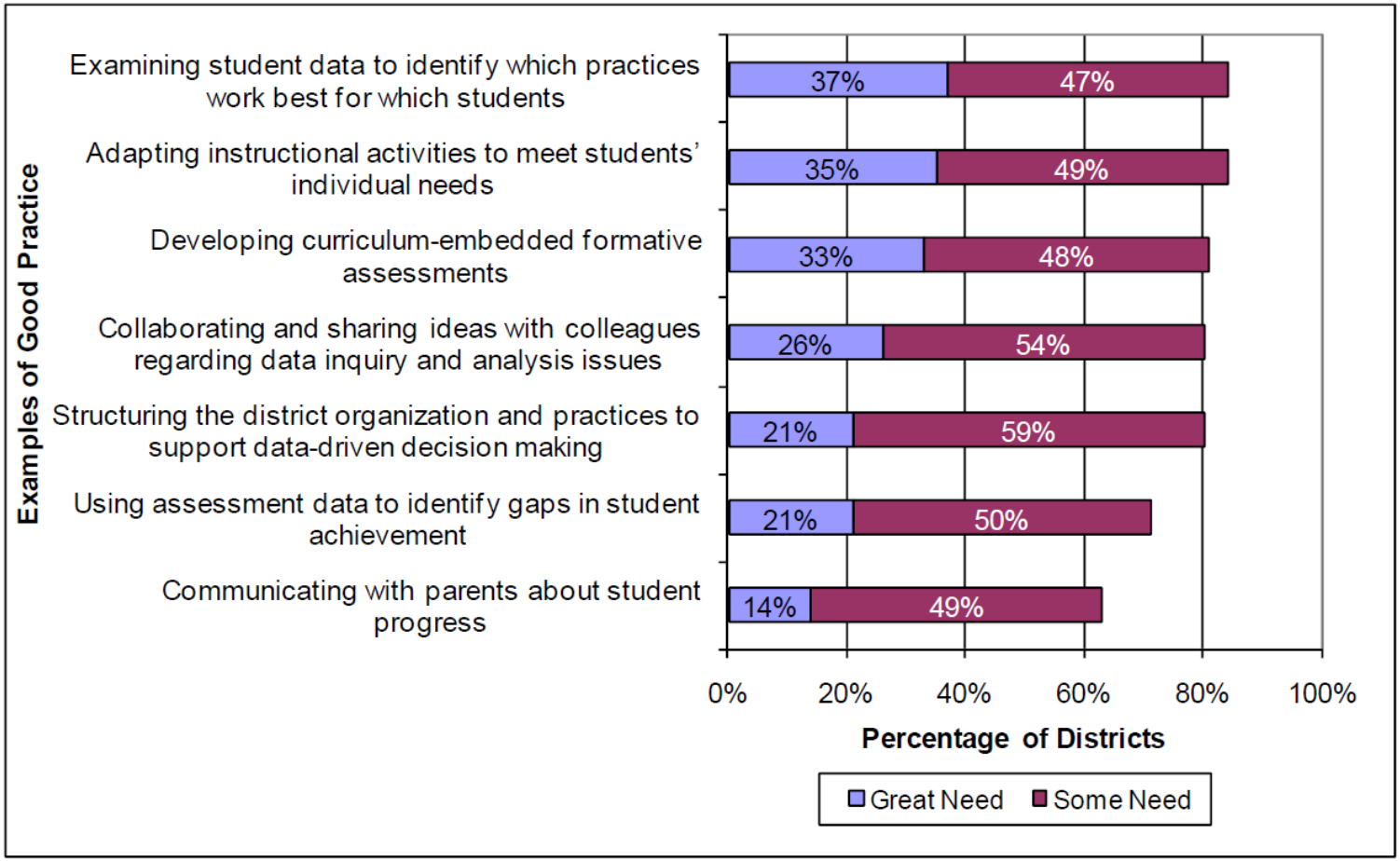


Exhibit reads: Among case study schools, 97 percent provided examples of Category 1 uses of data.

Source: U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, *Use of Education Data at the Local Level From Accountability to Instructional Improvement, Washington, D.C., 2010*

District Perceptions of Needed Examples of Good Practice



Source: U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, *Use of Education Data at the Local Level From Accountability to Instructional Improvement, Washington, D.C., 2010*

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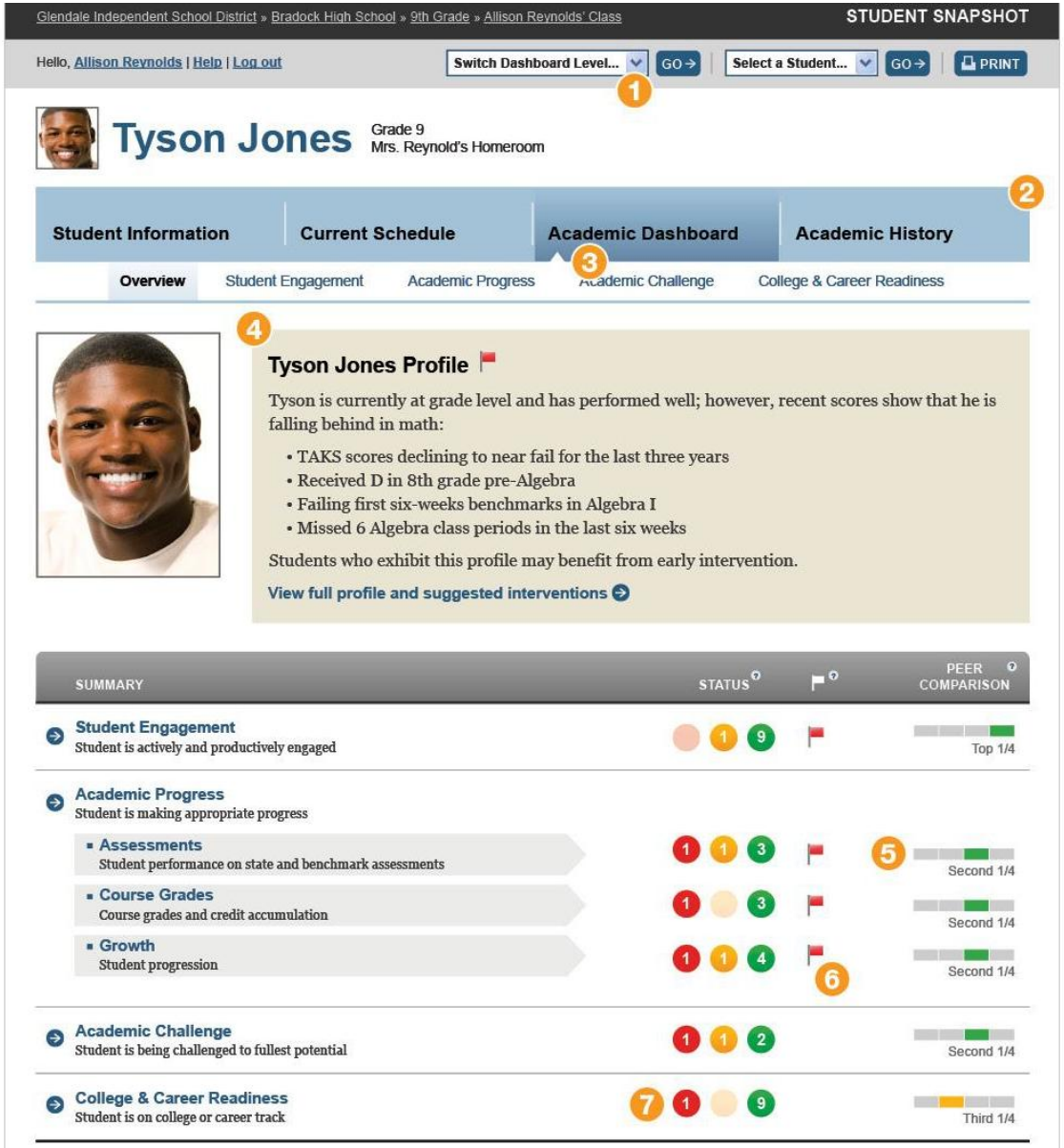
Texas Student Data System Future Reports



Source: Texas Student Data System, *Vendor Forum Presentation May 14, 2010*

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Oregon: Building Educator Capacity to Use Data through Training

THE OREGON DIRECT ACCESS TO ACHIEVEMENT PROJECT
BUILDING EDUCATORS' CAPACITY FOR USING DATA TO IMPROVE STUDENT ACHIEVEMENT

Collaboration is key.
Project partners include:

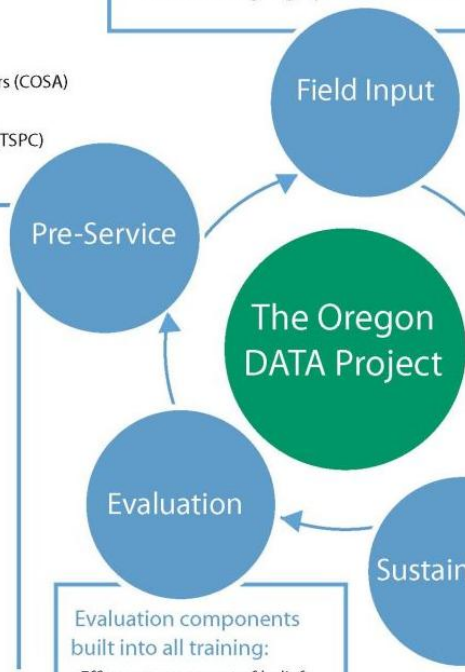
- Oregon Department of Education (ODE)
- * Education Enterprise Steering Committee (EESC)
- Education Service Districts (ESDs)
- Oregon Community Colleges
- Oregon University System (OUS)
- Oregon PreK-12 (PK-12)
- Oregon School Board Association (OSBA)
- Confederation of Oregon School Administrators (COSA)
- Oregon Education Association (OEA)
- Teacher Standards and Practices Commission (TSPC)
- The Governor's Office

Input from the field determined project design:

- Focus groups held statewide
- Wanted integration of existing initiatives (PBIS, RTI)
- Identified need for Instructional & Technical training
- Created grassroots support
- Created collaborative atmosphere
- Produced ongoing input from districts

The Oregon DATA Project is funded with a 2007 grant from the U.S. Department of Education's Institute of Education Sciences.

For more information, visit www.oregondataproject.org



In-service data-use training developed:

INSTRUCTIONAL STRANDS
- For administrators, teachers
- Four levels: District, building, classroom, student
- Statewide roll-out '08-09
- Content: Integration of existing initiatives; finding, organizing, and analyzing data; linking to increased learning FOR ALL STUDENTS

TECHNICAL COMPONENTS
- For data input teams
- Provides data steward/oversight model
- Statewide roll-out '09-10
- Content: How to build a culture of data quality
- ODE Help Desk supports effort

SCHOOL BOARD MODULE
- Adapted by OSBA
- Content: Importance of data; questions to ask

Pre-service project adds crucial link:

- Through separately funded SLDS grant
- Features co-teaching between university staff & project trainers; meta-cognitive approach
- Licensing & recertification requirements
- Teacher-student performance feedback loop to universities
- Participating universities include:
  - Eastern Oregon University
  - Oregon State University
  - Portland State University
  - Southern Oregon University
  - University of Oregon
  - Western Oregon University

Evaluation components built into all training:

- Efficacy: assessment of beliefs
- Knowledge measures
- Implementation barriers
- Participant implementation plans
- OAKS & student performance

Sustainability strategies ensure future:

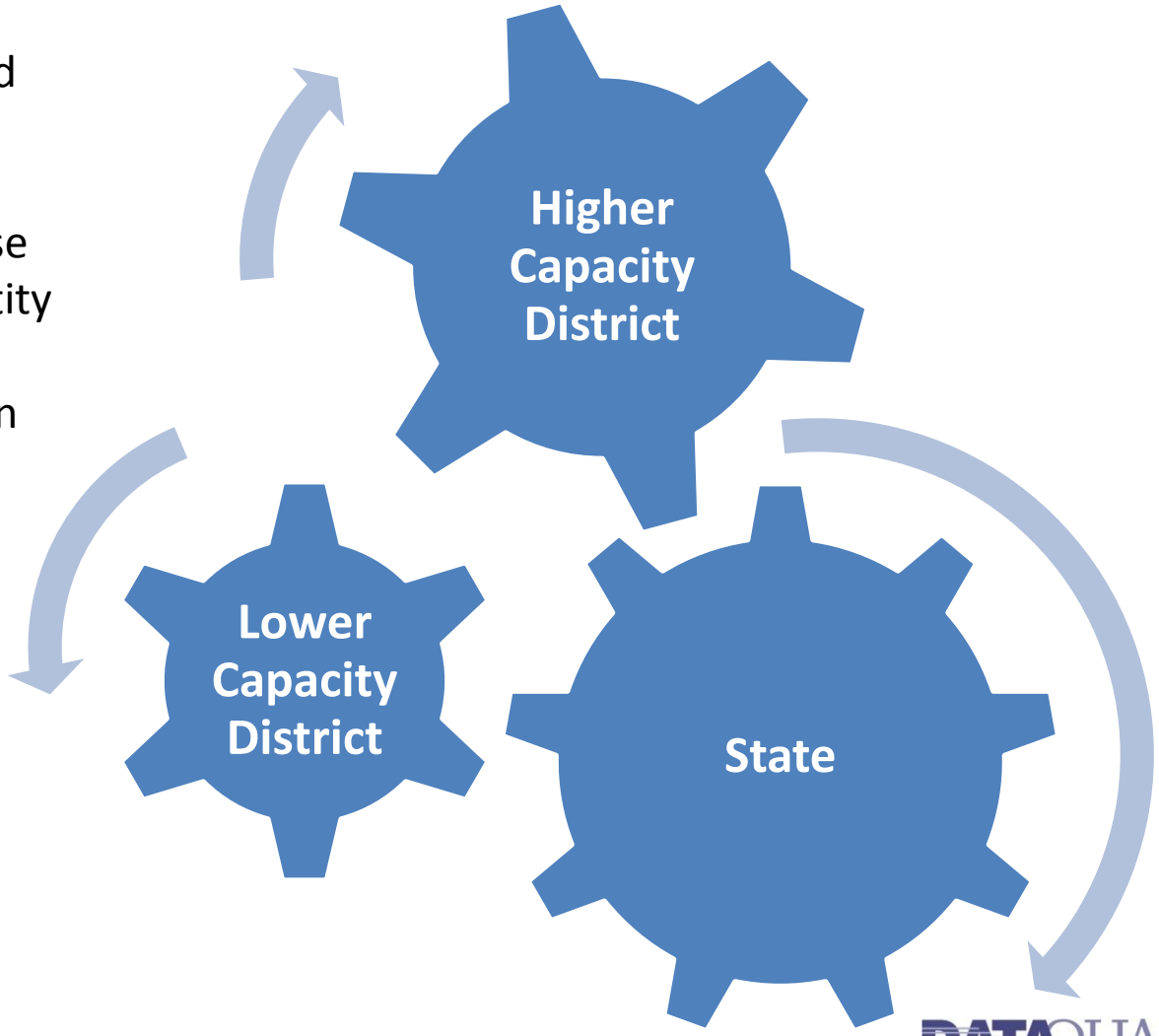
- Regional centers develop district plans
- ESD, K-12 trainers certified, supported
- "Deep" implementation project funded
- On-demand training videos online
- Resources shared nationally via LDS Shar webinars
- Sharing with other states via personnel exchanges, e.g. Montana in September 2010

Oregon DATA Project
www.oregondataproject.org

* The EESC is a partnership between ODE, ESDs, K-12, Higher Education and the Governor's Office

By Working Together, We Get There Faster

With states and districts collaborating around data use each single entity and the entire system can gain more powerful results to improve student achievement and system performance.



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State and District Complementary Roles

State Roles

- Collect and store longitudinal data that follows students over time from early childhood through K12, postsecondary and workforce and across districts
- Develop a data audit system to ensure data quality statewide
- Create longitudinal data reports/dashboards such as growth and early warning reports that take advantage of statewide comparisons and put local comparisons in context
- Create statewide licensure, program approval and certification requirements to ensure new educators are proficient and competent users of data

District Roles

- Collect and store student-level data (e.g., attendance, grades, formative and interim assessment data) not required at the state level
- Ensure data quality through accurate, timely data collection and auditing processes
- Create and disseminate reports/dashboards using district and state data that enable resources, programs and interventions to be used for strategic management of schools and classrooms
- Require data literacy and capacity-building training from the teacher and principal certification programs it works with

Long Beach Unified School District (CA): Dropout Rate Declines

- New graduation rate calculation method collects data based on four-year cohort information using the state's California Longitudinal Pupil Achievement Data System (CALPADS)
- Is considered more accurate because it can now track student mobility, such as students who transfer to different programs or alternative education facilities.

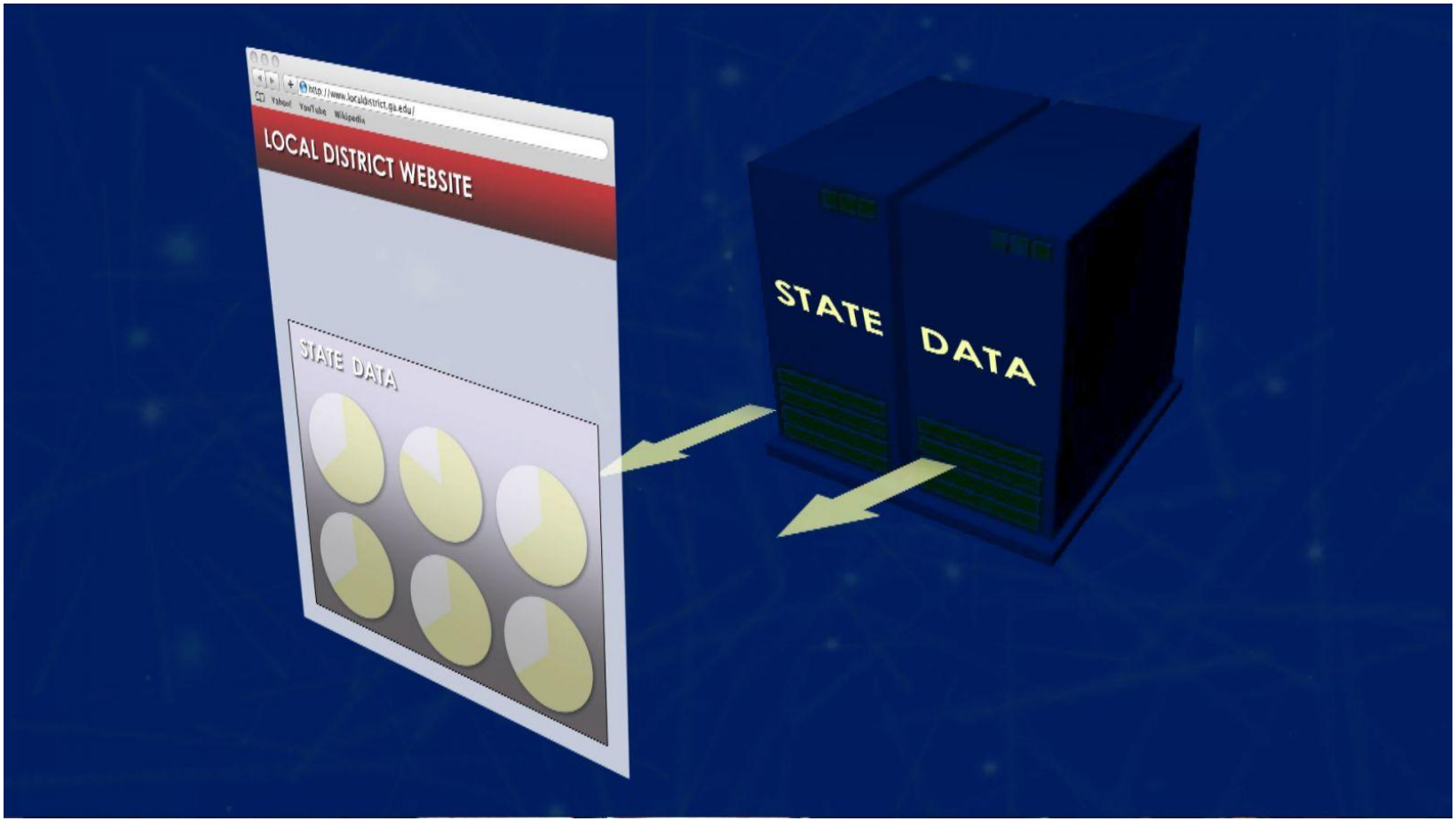
"In some cases now, schools and districts will be getting credit for students who may have otherwise fallen through the cracks in the data system," LBUSD spokesman Chris Eftychiou said.

Source: Minasian, Stephanie, *Dropout Rate Declines at High Schools, Gazettes,* August 17, 2011 at http://www.gazettes.com/news/education/dropout-rate-declines-at-high-schools/article_8de15ed6-c900-11e0-a30e-001cc4c002e0.html

Key Principles of State-District Collaboration: A Framework for States

1. • Identify and respond to the variety of need of both high and low capacity districts
2. • Maximize efficiency and minimize burden in data collection
3. • Transform district data into actionable information based on user, type and need and disseminate to districts in response to their stated needs
4. • Establish policies and practices to build the capacity of all educators to use data to inform decision-making

Georgia: Integrating State and District Data Systems to Facilitate Use



Watch the video highlighting DQC's State Data Leader of the Year for 2010 at www.DataQualityCampaign.org/recognition_program/2010.

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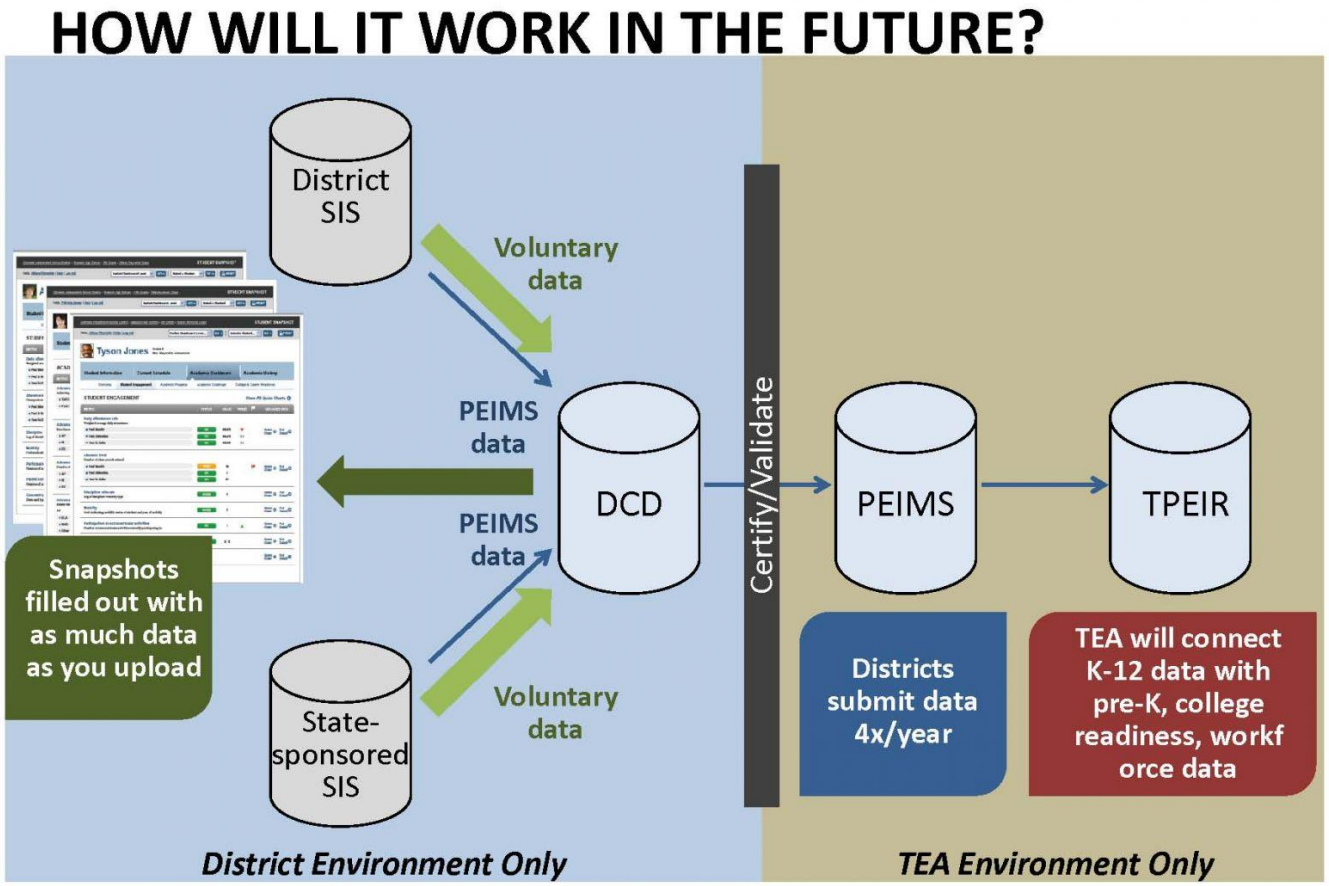
Texas: Redesigning a Data System for All Districts



Source: Texas Student Data System, *Vendor Forum Presentation May 14, 2010*

How Will We Know When We Are Successful?

When all education stakeholders demand and use quality data to make decisions