

# **Day 01 - Lesson 04**

## Sources and Uses of Data

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# Agenda

- What data are out there for districts, buildings/schools?
- If we need to gather student-level data, how can we do that? 2 Examples
- What might a complete student-level data file look like?

# **Doing a Needs Assessment the right way ...**

Organizations can carry out Needs Assessments in many ways but 3 key steps should be adhered to ...



# Ensuring a Needs Assessment is a Success

## Four Elements of a Successful Needs Assessment



### (1) Needs-driven & Context-specific

- Use an **organizing framework** that defines the problems, topics, and questions to be addressed
  - One Example: [Four Domains for Rapid School Improvement](#)
  - Another Example: Bake your own organizing framework!
- Stay anchored to your **local context**
  - What local factors are causing the problem(s)?
  - What local factors could impede the solution(s)?

Source: [A Needs Assessment Guidebook](#)

## Four Elements of a Successful Needs Assessment

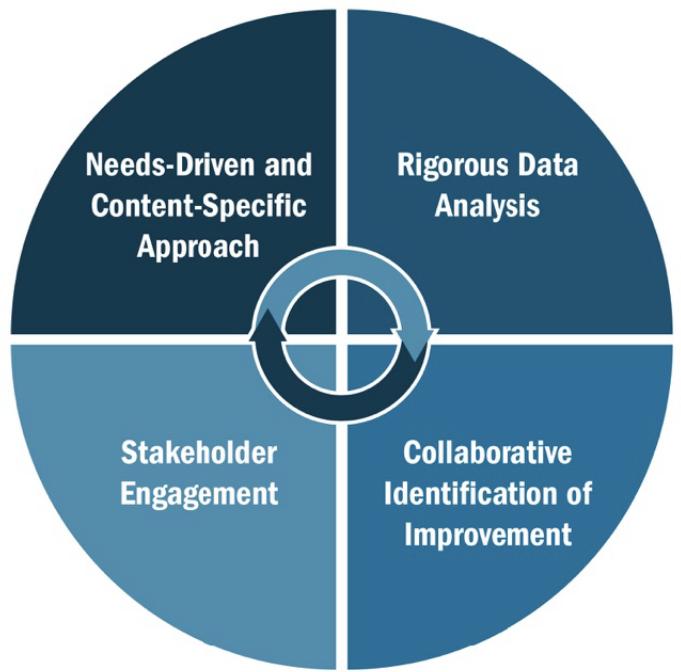


Source: [A Needs Assessment Guidebook](#)

### (2) Rigorous Data Analysis

- Use multiple sources and types of high quality data (qualitative versus quantitative)
  - **High Quality:** Data must be gathered via reliable techniques and processes
- Balance the data you are gathering ...
  - **Input data:** information related to improvement plans, curriculum materials and supplies, training, resource allocation, and intervention programs
  - **Output data:** illustrates outcomes or results and could include student and teacher attendance, student achievement, program reviews, classroom observations, behavior referrals, and so forth
  - **Community Context data:** factors that the district or school likely does not have the power to change but that may affect implementation of interventions

## Four Elements of a Successful Needs Assessment



### (3) Stakeholder Engagement

- Let local stakeholders drive the needs assessment, not a few leaders or an outside consultant
- Involve school staff, parents, even students (higher grades of course), local influencers (*but not the Kardashians*), business community
- Involvement should be in **all aspects and phases** of the needs assessment ... you will get buy-in, their sustained support, and trust in what you are trying to do

Source: [A Needs Assessment Guidebook](#)

## Four Elements of a Successful Needs Assessment



### (4) Collaborative Identification of Improvement Needs

- Needs assessment should lead to a set of identified needs, prioritized areas of focus
- Stakeholder-driven, very collaborative identification of improvement needs means everyone sees themselves in the data, increasing ownership and understanding of the process
- Such a collaborative-approach shifts mindsets from a "mutually agreeable" approach to a "mutually beneficial" approach, building a team that recognizes the challenges but wants to move forward as one

Source: [A Needs Assessment Guidebook](#)

# All about the data now

Select and use readily available and relevant data sources. Determine additional data needed. Sources to consider include the following:

- Assessment results, community demographics, student and teacher attendance, and behavior referrals
- Data from classrooms, after-school programs, and summer programs
- Surveys, interviews, and/or focus groups to gather perceptions from diverse groups, such as parents, educators, students, and community members
- Review of relevant district and school policies, plans, and allocation of resources

# What types of data would be good to consider?

## Four Elements of a Successful Needs Assessment

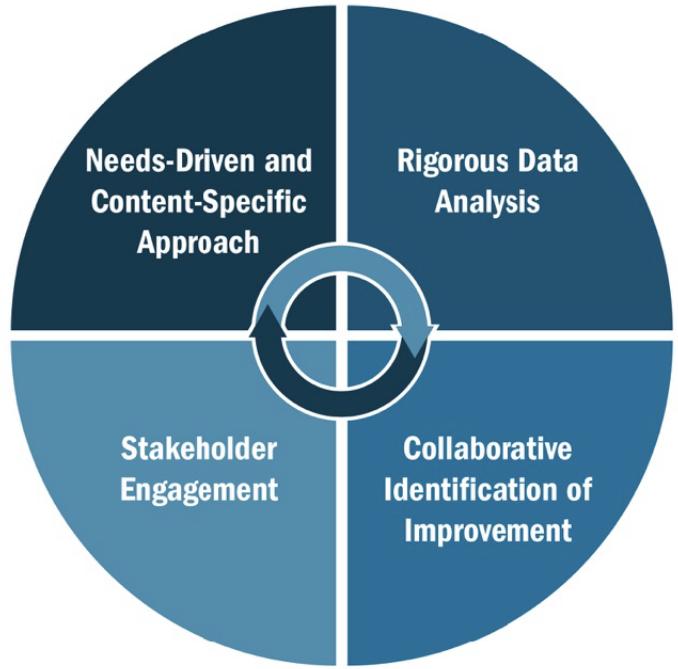


Source: [A Needs Assessment Guidebook](#)

## Needs-Driven and Context-Specific Approach

- Compare data sources to the guiding questions and overarching topic framework to ensure that all included data respond to the needs assessment purpose and can be triangulated with other data sources.
- Include data that describe the climate and culture of the organization and community.
- If looking at comparison data, consider other school districts and/or communities with similar demographics or organizational structures.
- Identify and consider contextual information needed to understand the data or limitations in the data to avoid spurious or unrelated inferences about the data

## Four Elements of a Successful Needs Assessment

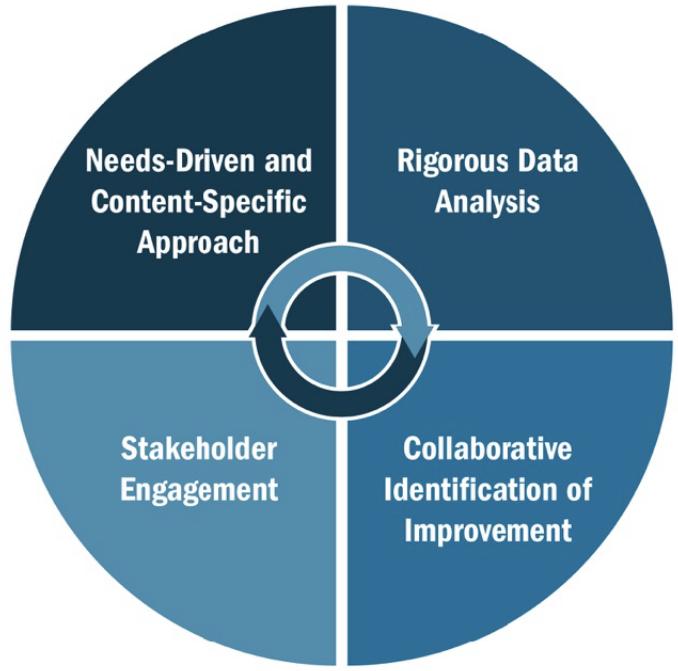


Source: [A Needs Assessment Guidebook](#)

## Rigorous Data Analysis

- Disaggregate data wherever possible to help identify areas of need that otherwise may not be apparent. Consider the following:
  - Demographics (e.g., race, ethnicity, gender)
  - Exceptional students (e.g., students with disabilities, gifted students, low-achieving students)
  - Students with additional needs (e.g., students in foster care; those who are homeless or migratory; and/or those whose families are highly mobile, such as military families)
- Aggregate observation data by grade level or grade band and perception data by stakeholder group.
- Include longitudinal data (when possible) to aid in identifying any trends over time.
- Create visuals (charts, tables, graphs) to help the reader digest information presented.
- Allow for reflection without assuming cause before data are triangulated across multiple sources.

## Four Elements of a Successful Needs Assessment



### Stakeholder Engagement

- Build stakeholders' capacity to make informed decisions by engaging them in data collection, defining unfamiliar terminology, avoiding jargon, and ensuring access to necessary background information.
- Ensure that stakeholders understand data used in the needs assessment, and display data in formats that are easy to interpret and analyze.
- Encourage authentic engagement by setting clear expectations for participation, facilitate dialogue rather than presenting information in a lecture-style format, and commit to finding answers collaboratively.

Source: [A Needs Assessment Guidebook](#)

## Four Elements of a Successful Needs Assessment



Source: [A Needs Assessment Guidebook](#)

## Collaborative Identification of Improvement Needs

When preparing and organizing data to present, consider all stakeholders who will have a role in Interpreting Information and Prioritizing Needs, as well as the processes that will be used to complete these later steps.

It is important to ensure that data presentation is clear and accessible for the intended audience.

# Data Activity (1)

## If you must gather your own data ...

- Administrative records (maintained by school or district central office)
  - Attendance, discipline, mobility, turnover, student/staff demographics, etc.
- Surveys (you deploy)
  - Students, staff, parents, stakeholders
- Focus Groups (you deploy)
  - Students, staff, parents, stakeholders
- Assessments of academic performance (you deploy)
  - Short-cycle assessments
  - Other assessments you devise

## Two examples of an intake form

- Look in your Team's folder on Scarlet and open Two PDFs ...
  - An Ohio Example: [An Absenteeism Intervention Team Planning Checklist](#)
  - An Illinois Example: [A Student Attendance Intervention Plan](#)

05:00

# Data Activity (2)

However you gather whatever data you gather, if it is student-level data, it should be setup something like [typical-student-level-data-setup.xlsx](#)

05 : 00

# State Departments of Education Data

Ohio

US Virgin Islands

Michigan

Alabama

Arizona

Mississippi

South Carolina

The screenshot shows the 'Ohio School Report Cards' website. At the top, there are language selection and navigation links. Below the header, the title 'Ohio School Report Cards' is displayed, along with a search bar and a navigation menu. The main content area is titled 'Download Data' and includes two filter sections: one for school years (2013-2014 to 2020-2021) and one for categories (School Building Data, District Data, etc.). To the right, a large list of available data files is shown, such as '2022 Building KRA Data 2020-2021' and 'Building AYP and School Improvement Data 2005-2006'.

Select one or more school years. To see files for all available school years, leave this filter empty.

2020-2021       2012-2013  
 2019-2020       2011-2012  
 2018-2019       2010-2011  
 2017-2018       2009-2010  
 2016-2017       2008-2009  
 2015-2016       2007-2008  
 2014-2015       2006-2007  
 2013-2014       2005-2006

Select one or more categories. To see files for all available categories, leave this filter empty.

School Building Data  
 District Data  
 Disaggregated School Data  
 Disaggregated District Data  
 Title I  
 Career Technical Planning District  
 State Data  
 Scrubbing District Changes  
 Dropout Schools K-8 Data  
 Financial Expenditures  
 Gifted Indicator

Select a data file to download.

- 2022 Building KRA Data 2020-2021
- 2022 Community School KRA Data 2020-2021
- 2022 District Disaggregated KRA Data 2020-2021
- 2022 District KRA Data 2020-2021
- 2022 State KRA Data 2020-2021
- Building Achievement Ratings 2020-2021
- Building Achievement Ratings 2018-2019
- Building Achievement Ratings 2017-2018
- Building Achievement Ratings 2016-2017
- Building Achievement Ratings 2015-2016
- Building AMO Calculations 2020-2021
- Building AMO Calculations 2018-2019
- Building AMO Calculations 2017-2018
- Building AMO Calculations 2016-2017
- Building AMO Calculations 2015-2016
- Building AMO Calculations 2014-2015
- Building AMO Calculations 2013-2014
- Building AMO Calculations 2012-2013
- Building AYP and School Improvement Data 2011-2012
- Building AYP and School Improvement Data 2010-2011
- Building AYP and School Improvement Data 2009-2010
- Building AYP and School Improvement Data 2008-2009
- Building AYP and School Improvement Data 2007-2008
- Building AYP and School Improvement Data 2006-2007
- Building AYP and School Improvement Data 2005-2006

Source: Ohio Department of Education

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The screenshot shows the homepage of the VIVIS website. At the top, there is a banner featuring various people, including children in a classroom, a graduate, and adults, with the text "VIVIS VIRGIN ISLANDS VIRTUAL INFORMATION SYSTEM". Below the banner are navigation links: LOGIN|SUPPORT, Home, About, Data Dictionary, Integrated Reports, CHAT, and a search bar. A large image of a tropical island is displayed. To the right, a section titled "Welcome to VIVIS" contains a welcome message and information about the system's purpose. Below this are four boxes: "Early Childhood" (with a family photo), "K-12 Public Schools" (with a classroom photo), "Higher Education" (with a group of graduates), and "Workforce Development" (with a person using a tablet). At the bottom, there is a VI.GOV logo and a "Powered by OtisEd OTIS EDUCATIONAL SYSTEMS, INC." logo.

Source: US Virgin Islands Department of Education

# State Departments of Education Data

Ohio

US Virgin Islands

**Michigan**

Alabama

Arizona

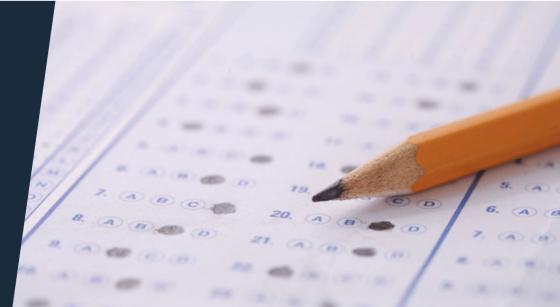
Mississippi

South Carolina

 Michigan.gov | Department of Education

About ▾ Services ▾ Resources ▾ News & Info ▾ Contact

Historical School Accountability Results and Data



Michigan Department of Education > Services > School Performance & Supports > Accountability > Historical School Accountability Results and Data

## Historical School Accountability Results and Data

Historical school accountability data and results provided as far back as 2001-02, including Adequate Yearly Progress (AYP), Annual Measurable Achievement Objectives (AMAOs), Top-to-Bottom Rankings (TTB), Scorecards, and more. Data and results provided where applicable by year.

- 2020-21 School Grades Results File
- 2019-20 School Grades Results File - Data Limited Due to COVID-19
- 2018-19 Accountability Master Results File
- 2018-19 Statewide School Index Report Tool
- 2018-19 Targeted Support and Improvement School Identification List for Print
- 2018-19 School Grades Results File
- 2017-18 Accountability Master Results File

Source: Michigan Department of Education

# State Departments of Education Data

[Ohio](#)[US Virgin Islands](#)[Michigan](#)[Alabama](#)[Arizona](#)[Mississippi](#)[South Carolina](#)

ALABAMA DEPARTMENT OF EDUCATION (REPORT CARD)

SELECT A SCHOOL   COMPAR SCHOOLS   MENU

ACCOUNTABILITY INDICATORS   STUDENT DEMOGRAPHICS   STUDENT PARTICIPATION & PROFICIENCY   STUDENT CCR & GRADUATION RATE

EDUCATOR CREDENTIALS   EDUCATOR DEMOGRAPHICS   EDUCATOR EXPERIENCE   EDUCATOR - IN FIELD & OUT OF FIELD

\* Indicates the number of students was <= 10 Or total number of students minus the number of students in the subgroup was <= 10  
~ Indicates the student percentage was >=95% or <=5%

Note: Some data on this screen can only be exported to a CSV file format due to the large size of the data files.

Reporting Year  
2020-2021

ACCOUNTABILITY INDICATORS

#	Year	System	School	Indicator	Grade	Gender	Race	Ethnicity	Sub Population	Score
	2021	Acceleration Day and Evening Academy	Acceleration Day and Evening Academy	Progress in English Language Proficiency	All Grades	All Gender	All Race	All Ethnicity	All SubPopulation	
	2021	Acceleration Day and Evening Academy	Acceleration Day and Evening Academy	College and Career Readiness	All Grades	All Gender	All Race	All Ethnicity	All SubPopulation	
	2021	Acceleration Day and Evening Academy	Acceleration Day and Evening Academy	Chronic Absenteeism	All Grades	All Gender	All Race	All Ethnicity	All SubPopulation	12.53
	2021	Acceleration Day and Evening Academy	Acceleration Day and Evening Academy	Academic Achievement	All Grades	All Gender	All Race	All Ethnicity	All SubPopulation	
	2021	Acceleration Day and Evening Academy	Acceleration Day and Evening Academy	Graduation Rate	All Grades	All Gender	All Race	All Ethnicity	All SubPopulation	
	2021	Acceleration Day and Evening Academy	Acceleration Day and Evening Academy	Academic Growth	All Grades	All Gender	All Race	All Ethnicity	All SubPopulation	
	2021	Acceleration Day and Evening Academy	Acceleration Day and Evening Academy	Progress in English Language Proficiency	All Grades	All Gender	All Race	All Ethnicity	Students with Limited English Proficiency	
	2021	Acceleration Day and Evening Academy	Acceleration Day and Evening Academy	Chronic Absenteeism	All Grades	All Gender	All Race	All Ethnicity	Students with Limited English Proficiency	
	2021	Acceleration Day and Evening Academy	Acceleration Day and Evening Academy	College and Career Readiness	All Grades	All Gender	All Race	All Ethnicity	Students with Limited English Proficiency	
	2021	Acceleration Day and Evening Academy	Acceleration Day and Evening Academy	Academic Achievement	All Grades	All Gender	All Race	All Ethnicity	Students with Limited English Proficiency	
	2021	Acceleration Day and Evening Academy	Acceleration Day and Evening Academy	Academic Growth	All Grades	All Gender	All Race	All Ethnicity	Students with Limited English Proficiency	
	2021	Acceleration Day and Evening Academy	Acceleration Day and Evening Academy	Graduation Rate	All Grades	All Gender	All Race	All Ethnicity	Students with Limited English Proficiency	
	2021	Acceleration Day and Evening Academy	Acceleration Day and Evening Academy	Progress in English Language Proficiency	All Grades	All Gender	All Race	All Ethnicity	Students with Disabilities	

Source: Alabama Department of Education

# State Departments of Education Data

[Ohio](#)[US Virgin Islands](#)[Michigan](#)[Alabama](#)[Arizona](#)[Mississippi](#)[South Carolina](#)

Select Language ▾

 ARIZONA DEPARTMENT OF EDUCATION

SY 2021-2022 Students & Families Educators Administrators Programs & Supports About ADE ADEConnect

Home / Accountability & Research / Accountability & Research Data

## Accountability & Research Data

Accountability publishes many public reports for the Arizona Department of Education. These reports include state assessment results, graduation rates, dropout rates, and enrollment data. When utilizing these reports for any purpose, it is important to thoroughly understand the data presented. Please see the [Accountability Data Guide](#) for detailed information on public reporting, including scheduling, guidelines, and other resources.

### State Assessment Public Files

*Please be aware that the Arizona Department of Education does not issue assessment results to students/families. Please contact the school or LEA where the student tested for this information.*

▶ [State Assessment Results](#)

▶ [State Science Assessment Results](#)

▶ [English Learner Proficiency Test - AZELLA](#)

### Graduation Rate, Dropout Rate, and Enrollment Reports

▶ [Graduation Rates](#)

Accountability Home

Data

Resources ▾

School Report Cards

Federal Accountability

State Accountability

The Grader Newsletter

Alternative Schools

Contact

(602) 542-5151

[Achieve@azed.gov](mailto:Achieve@azed.gov)

Data Request

Wendy Davy, Chief Accountability Officer

Source: Arizona Department of Education

# State Departments of Education Data

[Ohio](#)[US Virgin Islands](#)[Michigan](#)[Alabama](#)[Arizona](#)[Mississippi](#)[South Carolina](#)

 MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Select Language ▾

## Mississippi Succeeds Report Card

Search for state, school, or district data below.

Go →

or click to [search and compare districts and schools](#).



### Statewide Accountability Performance Results

The Mississippi Statewide Accountability System is a single "A" through "F" school and district accountability system. Grades are based on student achievement, student growth, student participation in testing, and other academic measures.

**State Average**

Learn more about the state results and subgroup breakdowns

**Data Map**

View performance measures on a map.

**All Data**

Download the full dataset for the current year as a spreadsheet.

# State Departments of Education Data

[Ohio](#)[US Virgin Islands](#)[Michigan](#)[Alabama](#)[Arizona](#)[Mississippi](#)[South Carolina](#)

## South Carolina District and School Report Cards

### Learn about South Carolina's Schools and Districts

This website provides information on South Carolina's school districts and public elementary, middle and high schools including school ratings and other useful information such as school safety, classroom environment, graduation rate, student academic progress, and college and career readiness and additional academic information. A district and school report card is just one piece of information, that, when combined with a student's individual state test results and report card grades, gives parents a more accurate picture of their children's academic experience.

[Take the Report Card Survey](#)

Source: South Carolina Department of Education

# Similar (aka "Peer") Districts

Ohio

Michigan

The screenshot shows a web page titled "Similar Districts Grouping" from the Ohio.gov website. The URL is [Home > similar\\_districts](#). The page includes a sidebar with a list of years from 2009 to 2019, a note about raw data availability, and a "Printer Friendly Version" link. The main content area displays the "Similar Districts Grouping" interface with dropdown menus for "Comparing District" (set to "Ada Exempted Village(Hardin)") and "Fiscal Year" (set to "2021"), and a "Run" button. Below this, there's contact information for Eben Dowell and a run time of "0.3 Seconds". A note at the bottom encourages users to click a link for raw data files. The page footer contains links for "About ODE", "State Board of Education", and "Media", along with navigation links for the Governor, Superintendent, and various ODE sections.

Ohio's Approach

# Similar (aka "Peer") Districts

[Ohio](#)[Michigan](#)Show [10](#) [▼](#) entriesSearch: 

	AcademicYear	ISDCode	ISDName	DistrictCode	DistrictName	BuildingCode	BuildingName	Entity
1	2020-21	03000	Allegan Area Educational Service Agency	03000	Allegan Area Educational Service Agency	06730	Hillside Learning & Behavior Center	ISD
2	2020-21	03000	Allegan Area Educational Service Agency	03010	Plainwell Community Schools	00790	Cooper Elementary School	LEA
3	2020-21	03000	Allegan Area Educational Service Agency	03010	Plainwell Community Schools	01403	Gilkey Elementary School	LEA

# Data Activity (3)

- Look in your Team folder and you will see two things ...
  - A folder with your state's name ... containing a few Excel files
  - A PDF called **Links to Data provided by your state.pdf**
- Open the PDF ...
  - There may be more than one link provided
  - The link in red is to a specific page that has hyperlinks to various data
  - The other link(s) are to higher-level/main pages for Reports and Data
- **Follow the link in red and explore what data you see there.** Look for your school or district, and then another "peer" school/district. Note what indicators you see collected by the state, which are new to you and which are familiar?

20 : 00

# Questions??