You have the power to empower students, schools, citizens. Are you using it?

Aimee Rogstad Guidera, Data Quality Campaign
OUR BIG IDEA

When students, parents, educators, and policymakers have the right information to make decisions, students achieve their best.
Start by asking questions...
What does effective data use look like?
The Evolving Role of Education Data

From compliance... 

...to information
From required...

STATE
SCHOOL
FEDERAL
SERVICES
CLASSROOM
HOME

...to taking action
Using Data in the Service of Learning from Early Childhood through Career
So why do we have a backlash against data and testing?
What is student data?

There are many types of data that support student learning—and they’re so much more than test scores. But individual data points don’t give the full picture needed to support the incredibly important education goals of parents, students, educators, and policymakers. See the types of data that can come together—under requirements like privacy and security—to form a full picture of student learning. When used effectively, data empowers everyone.

**TYPES OF DATA**

- **ACADEMIC INFORMATION**
  - Growth
  - Courses
  - Enrollment
  - Grades
  - Completion
  - Graduation

- **TESTING**
  - Quizzes
  - Tests
  - Assessments
  - Annual assessments

- **DEMographics**
  - Age
  - Race
  - Gender
  - Economic status
  - Special education needs

- **ABSENCE**
  - Attendance
  - Behavior
  - Extracurricular activities
  - Program participation

- **ACTIONS**
  - Homework
  - Learning apps

**BY TEACHERS**

- Observation
- Engagement

**BY STUDENTS**

- Homework
- Learning apps

**REQUIREMENTS**

- **Available**
  - Data must be there when you need it.

- **Complete**
  - Must provide a whole picture of student learning.

- **Relevant**
  - Data must be relevant to your needs.

- **Secure**
  - It has to be safeguarded and trustworthy.

- **Effective**
  - Educators and policymakers must have the skills to use data effectively.

- **Communicate**
  - Data must be used to communicate how students and schools are doing.

- **Support**
  - It should be used to support learners and educators.

- **Improve**
  - And data should be used to improve learning.

**SUCCESS**

The right data, in the right format, used the right way, empowers everyone with the information they need to make decisions and take actions that lead to student achievement.

- **Parents**
  - Student success depends on parents who support their kids’ academic growth at home.

- **Educators**
  - Student success also depends on teachers to design effective instruction and individualized lessons.

- **Policymakers**
  - Every student’s success depends on all of this coming together. And that’s the real power of data.

- **Students**
  - And student success depends on policymakers to allocate resources and craft important laws.

When students, parents, educators, and policymakers have the right information to guide their decisions, students achieve their best.
Progress on Effective Data Use

Number of States with Each State Action: 2011 and 2014

1. Link P–20W data systems
2. Create stable, **sustained** support
3. Develop **governance** structures
4. Build data **repositories**
5. Provide timely data **access**
6. Create individual student **progress reports**
7. Create **longitudinal reports**
8. Develop **research** agenda
9. Build educator **capacity**
10. Raise **awareness** of available data
According to DQC’s state survey, *Data for Action*, in 2014, just 17 states ensured parents had access to student-level data that follows their child’s progress over time.
Parents want information to support their kids

“I want to know if our schools are competitive with people everywhere else, when it comes time for college they are all applying to the same colleges...”
— Kansas City mother

“Anything they can tell me that helps empower me to help my child learn more at home, then the better.”
— Kansas City father

“The more information you have, the better decisions you can make.”
— Seattle father
<table>
<thead>
<tr>
<th><strong>How do parents view data?</strong></th>
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<tr>
<td>Data are not a top-of-mind concern.</td>
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<td>“Data” needs to be in context.</td>
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<td>Information &gt; Data.</td>
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<tr>
<td>Parents are part of effective data use.</td>
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<td>Data use is fair and equal.</td>
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TEACHERS KNOW BEST

MAKING DATA WORK FOR TEACHERS AND STUDENTS

TEACHERS BELIEVE IN DATA-DRIVEN INSTRUCTION

- 86% of teachers are constantly looking for ways to engage students individually.
- 78% of teachers believe that data helps validate where their students are and where they can go.
- 93% of teachers use some sort of digital tool to help guide instruction.

44% use these tools all the time.

More than 4,600 teachers shared their views on using student data and digital tools to drive instruction in the classroom.

BUT THEY FACE CHALLENGES

Digital instructional tools are often:

- Overwhelming
- Incompatible with one another
- Inconsistent in the level of detail provided
- Too slow to provide actionable information

67% of teachers are not fully satisfied with the effectiveness of the data and tools they regularly access.
Throughout the year, data coaches and teachers work together to better understand and use different types of data.

The principal reviews performance data with Ms. Bullen, using data to support and empower not admonish. They note areas of strength and for improvement.

Since Ms. Oswalt excels in an area where Ms. Bullen struggles, she observes her class.
Landscape of Privacy Concerns

» The scope and type of student data schools collect
» Who is collecting and accessing student data/education records
» Third party service providers
» Common Core and Assessment Consortia
» Use of data collected by ed technology vendors
» The cloud
How can states help safeguard student data?

1. Communicate & demonstrate value of data

2. Establish data governance

3. Build capacity & culture of responsibility

4. Continuously improve privacy, security & communications policies & practices
How can states help safeguard student data?

37 states have introduced 122 bills on transparency and student data governance in 2015.

4 states introduced 4 bills on data literacy, training, and capacity in 2015.

Improving security practices has been a significant component of student data privacy bills, with 61 regarding contract requirements with service providers, 40 regarding penalties for misuse, and 31 regarding breach notifications in 2015.

Find out more in our 2015 Legislative Review Summary.
Everyone with a stake in education has QUESTIONS. Quality public reporting can provide ANSWERS that support action.
Is your state providing quality accessible information for the public? What can you do to improve it?
Step Into a Citizen’s Shoes...

1) Find your state’s education report card.

2) Try to answer the questions you brainstormed at the beginning of the session.
Step Into a Citizen’s Shoes...

1) Could you find the report card?
2) Was it easy to understand?
3) Did it answer the questions you had?
4) Was it presented in graphic form or spreadsheets?
5) Did it have context?
6) Who was it written for?
Illinois Report Cards

OAK PARK & RIVER FOREST HIGH SCH (9-12) - OAK PARK - RIVER FOREST SD 200

Address and Contact Information
201 N SCOVILLE AVE
OAK PARK IL 60302 2264
☎ (708)383-0700
School Website
ISBE Report Card

School Principal
Nathaniel Rouse
District Superintendent
Dr. Steven Isoye

% Ready for College Coursework

Fast Facts About OAK PARK & RIVER FOREST HIGH SCH

73% PSAE Scores
18 Average Class Size
3,255 Total Enrollment
93% Graduation Rate
70% Ready for College

http://illinoisreportcard.com
Questions we can answer with states’ public reporting
Kentucky High School Feedback Reports

Kentucky High School Feedback Report on College Going

High School Graduating Class of 2012

Bardstown High School

The Kentucky High School Feedback Report is produced by the Kentucky Center for Education and Workforce Statistics utilizing data from the Kentucky Longitudinal Data System (KELDS), which includes data from the Kentucky Department of Education, Kentucky Board of Education, and the Kentucky Higher Education Assistance Authority. This report provides the most comprehensive and accurate data about college going that exists for this school. It follows students who graduated from public high schools in 2011-12 and were enrolled in college or university during the 2012-13 academic year.

A. Overall, how do 2011-12 graduates from this school compare to others in Kentucky?

In order to ensure the confidentiality of individuals, some data items have been reduced. Selected data are represented by an asterisk (*)

School District Kentucky

1. Percentage of high school graduates
   a. Number of high school graduates
      i. 57
         ii. 52
         iii. 1,545
      b. Average high school GPA
         i. 2.81
         ii. 2.97
         iii. 3.05
      c. Percent of students in this class who were eligible for free or reduced lunch
         i. 41.2%
         ii. 41.2%
         iii. 56.4%
      d. Average percent ACT scores for this class by subject
         i. Math
         ii. Science
         iii. Writing
2. Percent of students who enrolled at least one Advanced Placement (AP) course
   a. 55.5%
   b. 55.2%
   c. 34.8%
3. Average Kentucky Educational Excellence Scholarship (KEEES) Awards earned by these graduates
   a. 5.13
   b. 5.13
   c. 5,709
4. Overall college-going rate for graduates in this class
   a. 66.0%
   b. 66.0%
   c. 61.3%
5. Percent of graduates from this class who attended an out-of-state college or university
   a. 3.9%
   b. 3.7%
   c. 5.0%
6. Percent of graduates from this class who attended an in-state public college or university
   a. 86.0%
   b. 85.7%
   c. 95.0%
7. College-going rates compared to the previous year's graduating class

Quick Statistics

- High school graduation rate (HGR): 94.2%
- Percent of graduates ready for college: 80.5%
- Percent of graduates ready for career: 80.0%
- Percent of graduates ready for college and career: 75.1%
- Average KEEES Awards earned by these graduates: 5,709
- College-going rates:
  - Overall college-going rate: 66.0%
  - Eligible for federal Pell Grant: 51.5%
  - College and career-ready: 85.5%

** As defined by the Kentucky Department of Education.
Massachusetts Early Warning Indicator System

Supporting Rapid Intervention

A new in-district early warning system gives educators the opportunity to tailor interventions to positive and negative indicators of student needs that may exist independently of their role within the school. Using assessments, online course performance, attendance rates, discipline incidents, and course performance data, school administrators can quickly identify students in need of support and are informed through an electronic dashboard for ongoing feedback.

Forewarning: Great data is even more essential for high school students as they reach their senior year. In a recent report on the nation’s high school students, Massachusetts ranked 12th out of 21 states for high school graduation rates. Massachusetts students who graduated in 2016 had a graduation rate of 86% compared to the national average of 82%.

Focus: Early Warning Indicator System

This new online dashboard that appears twice a year for the first time ever. The dashboard allows teachers to receive real-time data and support.

EWIS Risk Levels

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<tr>
<th>EWIS Risk Level</th>
<th>Academic Warning</th>
<th>EWIS Indicators</th>
<th>EWIS Indicators of Incomplete and Unacceptable Grades</th>
<th>EWIS Indicators of Complete and Unacceptable Grades</th>
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<tr>
<td>0</td>
<td>None</td>
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<tr>
<td>2</td>
<td>Math/English</td>
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<tr>
<td>5</td>
<td>Math/English</td>
<td>5</td>
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District Profile: Malden Public Schools

The city of Malden, located on the opposite side of Boston, Middlesex Public Schools (MPS) is a district that serves 6,000 students in 7 schools.

EWIS’s high school report card shows that the district has an overall student growth rate of 30% and that 90% of the student body is graduating on time. In addition, MPS has been recognized statewide for its significant improvements in graduation rates and its efforts to support students as they transition to college and career readiness.
Georgia
Delivering Data to Teachers and Parents
Arkansas Transcript Service at Student Request
It’s up to you: Which headline do you want?

“Calif. Ed. Dept. Deletes History of Test Results Before Releasing New Scores” or

“There's an app for that: Parents can track kids' progress with DOE's mobile data”
States Can Ensure Everyone Gets the Information They Need & Understand Its Value & Build Trust

- Communicate strategically (and constantly) about the value of data, how it is used and protected
- Maintain strong governance, access and protection policies and practices through the leadership of a P–20W data governance body
- Ensure data are transparent and trustworthy
- Ensure that publicly reported data meet the information needs of all stakeholders
- Provide parents and teachers timely, contextual access to student level data
- Create the conditions necessary for educators to use data effectively: time, training, trust, teams
- Continuously engage stakeholders in development and continuous improvement of all publicly reported information
In a culture that values and uses information to drive continuous improvement...

Data needs to be the beginning of the story, not the end.
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@DQCAimee
2015 Education Summit

September 24 -26, 2015
Aspen, Colorado