From Accountability to Informing Instruction: The Real Power of Data

AASA National Conference on Education
Nashville, TN
February 13, 2014
10:00-11:00am
Moderator:
Dan Domenech
Executive Director
AASA, The School Superintendents Association

Panelists:
Aimee Rogstad Guidera
Founder and Executive Director
Data Quality Campaign

Mark Edwards
Superintendent
Mooresville Graded Public School District

Keith Krueger
Chief Executive Officer
Consortium for School Networking
The Changing Landscape of Education Data

Aimee Rogstad Guidera
Founder and Executive Director
Data Quality Campaign
Effective Data Use Means Continuous Improvement

PAST: COMPLIANCE

PRESENT: ACCOUNTABILITY

FUTURE: CONTINUOUS IMPROVEMENT
State Capacity to Use Data is Better Than Ever Before

Number of States with Each State Action: 2011-2013

- Action 1: 11, 14, 18
- Action 2: 27, 35, 41
- Action 3: 36, 40, 43
- Action 4: 44, 45, 48
- Action 5: 2, 5, 9
- Action 6: 29, 36, 38
- Action 7: 36, 42, 46
- Action 8: 31, 37, 41
- Action 9: 3, 6, 12
- Action 10: 23, 26, 34

Colors: 2011 (light green), 2012 (dark green), 2013 (olive green)
Increased State Capacity Allows States to Better Meet District Information Needs

How do I know if my students are learning the material?

» Teachers in 35 states have access to data about the students in their classrooms, an increase from 28 states in 2011.

» Early warning reports identify students who are most likely to be at risk of academic failure or dropping out of school so educators can intervene before it is too late. In 2013, 31 states reported producing these reports, an increase from 18 states in 2011.
Increased State Capacity Allows States to Better Meet District Information Needs

Are more of our students prepared for college and careers than last year?

» In 2013, 28 states reported producing college and career readiness reports.

» Forty-four states link K–12 data systems with postsecondary data systems, while 19 states link K–12 data systems with workforce data systems, an increase from 11 states in 2011.
Effective Use of Data Requires a Focus on Meeting Individual Needs
Case Study: Mooresville Graded Public School District

Mark Edwards
Superintendent
Mooresville Graded Public School District
Implications

- Precision - detailed intervention
- Competency is evolutionary
- Creativity and relevance drive productivity
- Connectivity and collaboration “hum”
MGSD 3rd Grade Data
Park View, Rocky River, & South Elementary

- Park View: Honor School of Excellence - Expected Growth - Met 100% AMO Targets
- Rocky River: Honor School of Excellence - High Growth - Met 100% AMO Targets
- South: Honor School of Excellence - High Growth - Met 100% AMO Targets

Overall Composite for Students Testing Proficient on State End-of-Grade Exams
# Mooresville Graded School District

## District Achievement

<table>
<thead>
<tr>
<th>District</th>
<th>Percent Proficient using EOG Reading, Math, Science; EOC</th>
<th>Per Pupil Expenditure (state ranking)</th>
<th>District Enrollment Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Camden County</td>
<td>90%</td>
<td>7989 (73)</td>
<td>1891</td>
</tr>
<tr>
<td>2 Mooresville Graded School District</td>
<td>89%</td>
<td>7463 (114)</td>
<td>6000</td>
</tr>
<tr>
<td>3 Polk County</td>
<td>89%</td>
<td>9604 (22)</td>
<td>2363</td>
</tr>
<tr>
<td>3 Chapel Hill-Carrboro</td>
<td>88%</td>
<td>8979 (39)</td>
<td>11,504</td>
</tr>
</tbody>
</table>

**MGSD Ranked 2nd in the State 2011-12**

Formula: Number of Proficient Test Scores on Reading Grades 3-8, Math Grades 3-8, and EOCs divided by the total number of tests taken in school year 2011-2012.
Closing the Gap: 
Turning Data into Action Program

Keith Krueger
Chief Executive Officer
Consortium for School Networking
Closing the Gap gives educators the resources they need to turn data into action to strengthen instructional practices.

- Reports based on broad input from the K-12 educational community including up-to-date information on student information systems (SIS) and learning management (LMS) software solutions.
- Best practices for implementing SIS/LMS software systems.
- Engaging online Communities of Practice (CoPs) to facilitate the use of project resources, share results and learn from each other.

Latest Discussions

Posted by: Vera Turner on Oct. 2, 2013

CLOSING THE GAP FEATURED IN EDUCATION WEEK
The Closing the Gap project gets press coverage in Education Week. Check out the article, ...

Events

JOIN IN TODAY: Google Hang Out On Air - Professional Development Toolkit - Building a Data-Rich Culture for the Effective Use of Educational Data and Establishing Professional Learning Communities/3rd of 4 Parts
Free Resources Available to K-12 Education Community [www.turningdataintoaction.org]

Training and Shared Ideas
- Professional Development Toolkit
- Closing the Gap Toolbox
- Discussion Forum and Blog
- Webinars and Google On Air Hang Outs

Tools, Templates and Case Studies
- 9 SIS/LMS Selection and Implementation Templates
- 6 District Case Studies and 3 Companion Video Exemplars

Reports
- Education Community Attitudes Toward SIS/LMS Solutions
- SIS/LMS Selection and Implementation Approaches
- SIS And LMS Industry Market Overview and Vendor Features Reports
On Demand
Districts Share Lessons Learned

- **Part 1:** The Key to Establishing a Data-Rich Culture That Increases Student Achievement - *Enlarged City School District of Middletown*

- **Part 2:** Putting the Closing the Gap Professional Development Toolkit into Action - Districts Share Their Stories - *Randolph Township School District, NJ; Township High School District 214, IL and Lafourche Parish School District, LA*

- **Part 1:** Building a Data-Rich Culture for the Effective Use of Educational Data and Establishing Professional Learning Communities - *Katy ISD, TX and Mooresville Graded School District, NC*

- **Part 2:** Evidence-Based Practices Supporting the Use of Educational Data - *Henry County Schools, GA and Lincoln County Schools, TN*

- **Part 3:** Process of Analyzing Educational Data - *Fairfax County Public Schools, VA and Huntsville City Schools, AL*

- **Part 4:** Technologies Enabling the use of Educational Data - *Forsyth County Schools, GA and Clark County Schools, NV*
Easy to use curriculum with companion resources

Can be implemented as a district, school, team or individual initiative

Customized for each type of professional development
Toolkit Areas of Focus

1. Building a Culture for the Effective Use of Educational Data
2. Establishing Professional Learning Communities
3. Evidence-Based Practices Enabling the Use of Educational Data
4. Analyzing Data
5. Technologies Enabling the Use of Educational Data
Toolkit Supporting Materials

- Direct Teach
- Checking for Understanding Worksheet
- Application Worksheet
- Facilitator’s Guide
- Facilitator’s Checklist
- Self-Directed Learner’s Guide
- Self-Directed Learner’s Checklist
Join the Conversation
Share Your Expertise – Ask Questions!
Panel Discussion
Q & A
Thank you for your participation!

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Closing the Gap: Turning Data into Action Website
www.turningdataintoaction.org