Feedback Reporting: Utilizing SLDS Data Beyond Accountability

Pennsylvania Department of Education (PDE)

2011 NCES Summer Data Conference

Agenda

- Introductions
- SLDS: where are we now?
- Early Learning Feedback Reporting
- High School and Community College Feedback Reporting
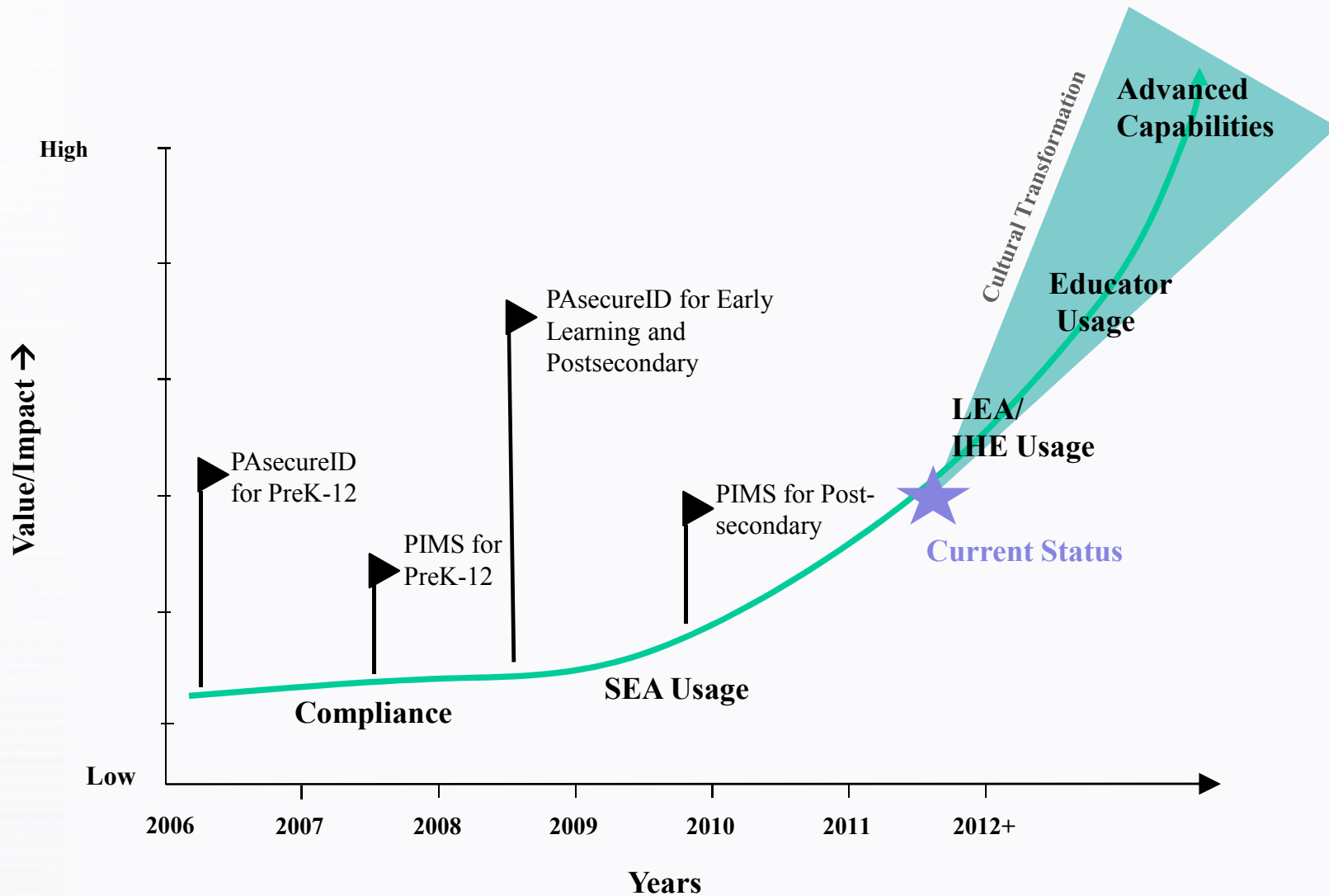- Lessons Learned
- Q&A

Introductions

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SLDS: where are we now?

PIMS is PDE's PreK-16 Statewide Longitudinal Data System (SLDS)
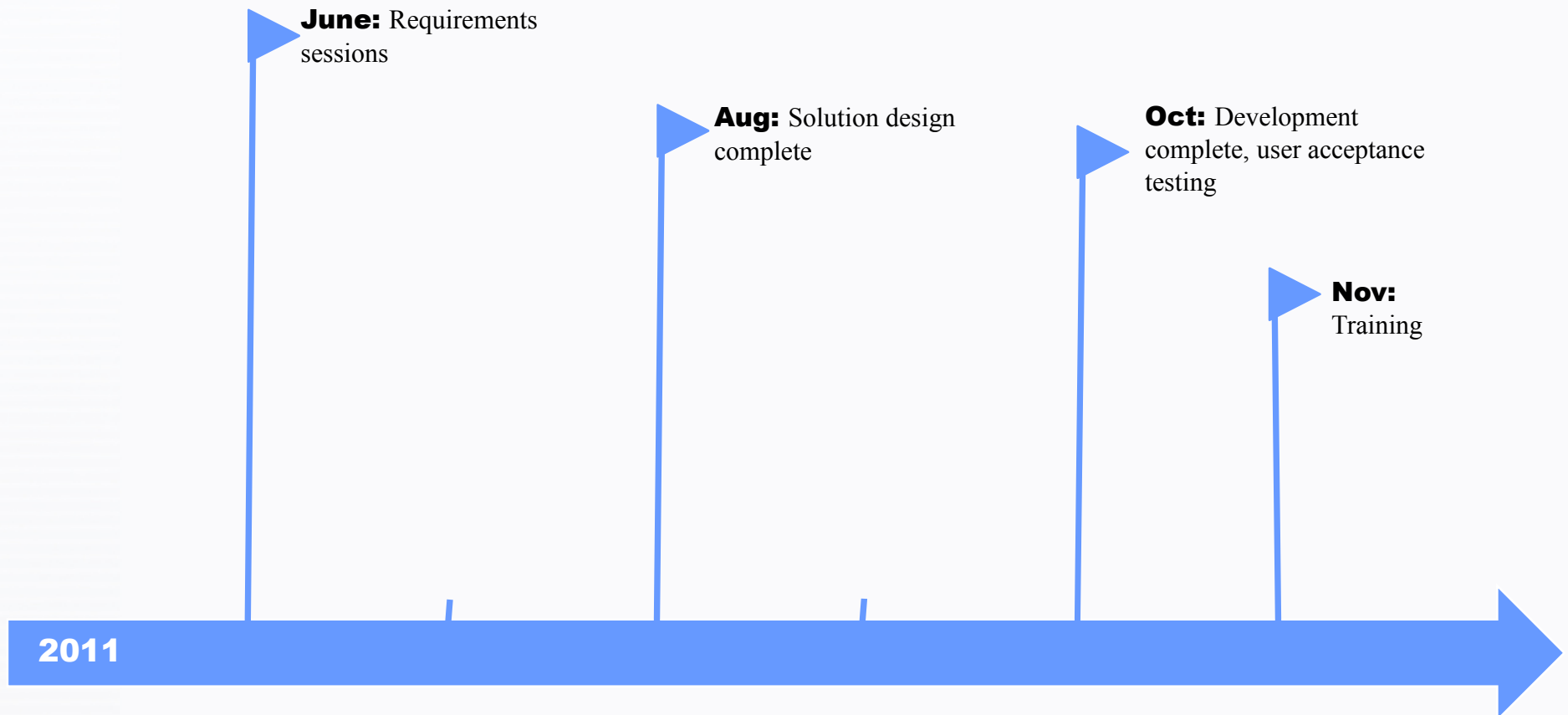
Early Learning Feedback Reporting

Pennsylvania Early Learning Background

- The Office of Child Development and Early Learning (OCDEL) reports to both PDE and the Department of Public Welfare

- The Early Learning Network (ELN) is OCDEL's early learning data collection system
  - State-funded Pre-K, school district Pre-K, Early Intervention B and C, state-funded Head Start and private child care providers that participate in the Quality Rating and Improvement System program
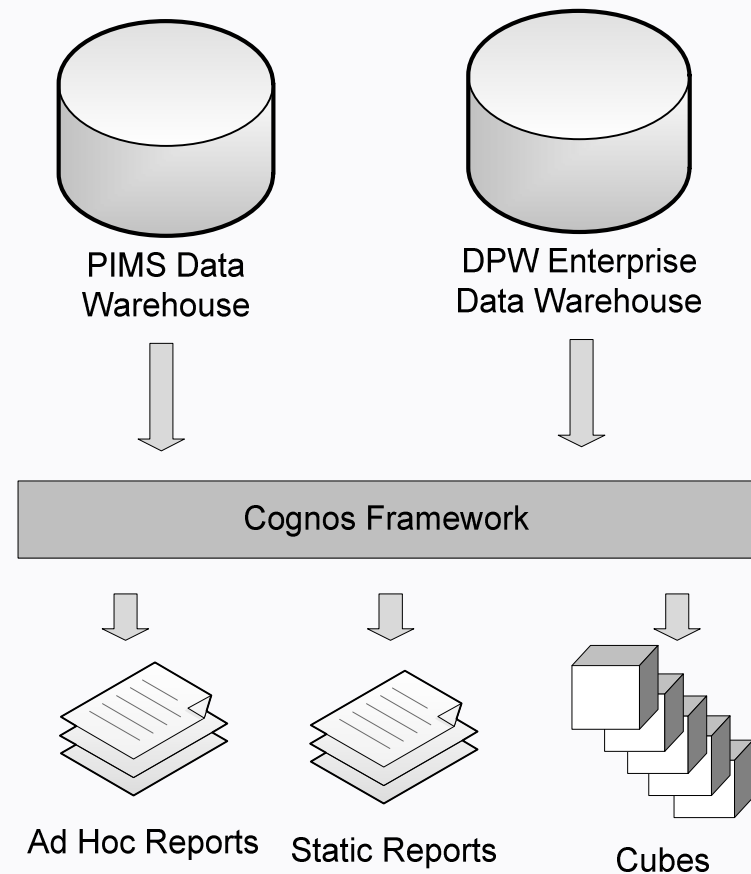
Project Overview

- Goal - enable OCDEL to better understand:
  - What early learning programs and services result in the successful transition of children into Kindergarten
  - How these programs and services impact students' academic success

- Reports will be created by linking early learning and K-12 data

Early Learning Feedback Reporting Time Line

June: Requirements sessions

Aug: Solution design complete

Oct: Development complete, user acceptance testing

Nov: Training

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Technical Solution

- Link data "virtually" between PIMS and ELN, integrating the data by way of the common PAsecureID through the use of Cognos reports and cubes

- Utilize the existing PIMS Cognos environment

- Solution will be flexible so that it can be expanded to include additional data elements, domains and users

PIMS Data Warehouse

DPW Enterprise Data Warehouse

Cognos Framework

Ad Hoc Reports   Static Reports   Cubes

Early Learning - Assessment Cube

Early Learning Dimensions:

- Program data (type, participation time frame)
- Classroom data (curriculum, environ. rating, child-teacher ratio)
- Child demographics
- Provider data (name, type, STARS level, children served)
- Membership / attendance
- Staff data (qualification, specialty, development hours)
- Household income
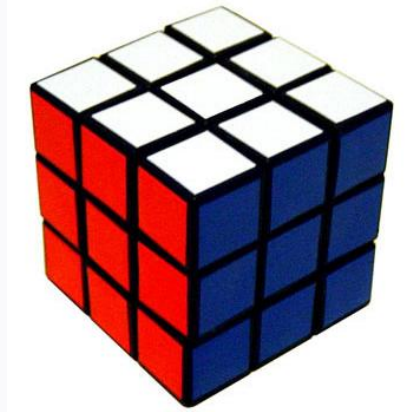
Measures:

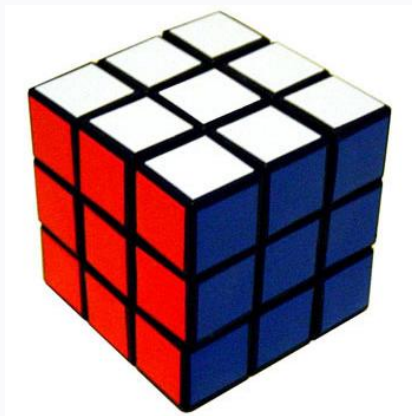- Count of Students
- Average PSSA/PASA score

K-12 Dimensions:

- LEA & school
- ELL status, special education status, gifted status
- Match indicator
- Assessment type, subtest
- Third grade PSSA/PASA achievement levels
- SES program participation

Early Learning – Attendance Cube

Early Learning Dimensions:

- Program data (type, participation time frame)
- Classroom data (curriculum, environ. rating, child-teacher ratio)
- Child demographics
- Provider data (name, type, STARS level, children served)
- Membership / attendance
- Staff data (qualification, specialty, development hours)
- Household income

K-12 Dimensions:

- LEA & school
- ELL status, special education status, gifted status
- Match indicator
- Grade level
- SES program participation

Measures:

- Count of Students
- Average Daily Membership
- Average Daily Attendance
- Average FTE

Early Learning Reports

- In addition to program evaluation reports, this solution will allow OCDEL to develop reports to answer questions like:

  - What best practices exist focusing on particular student needs (e.g. English language learners, students with learning disabilities)?

  - What is the impact of low-income status over time?

  - How do external factors impact academic achievement, attendance, or other areas?

  - How does the early learning environment (e.g., class size, teacher effectiveness) impact students?

  - Does class size have an independent and significant effect on improving student achievement?

Current Status

- Solution expected to be complete by mid-November

- Initially these feedback reports will be available to OCDEL users

- PDE also plans to provide aggregate reports to early childhood providers in the future

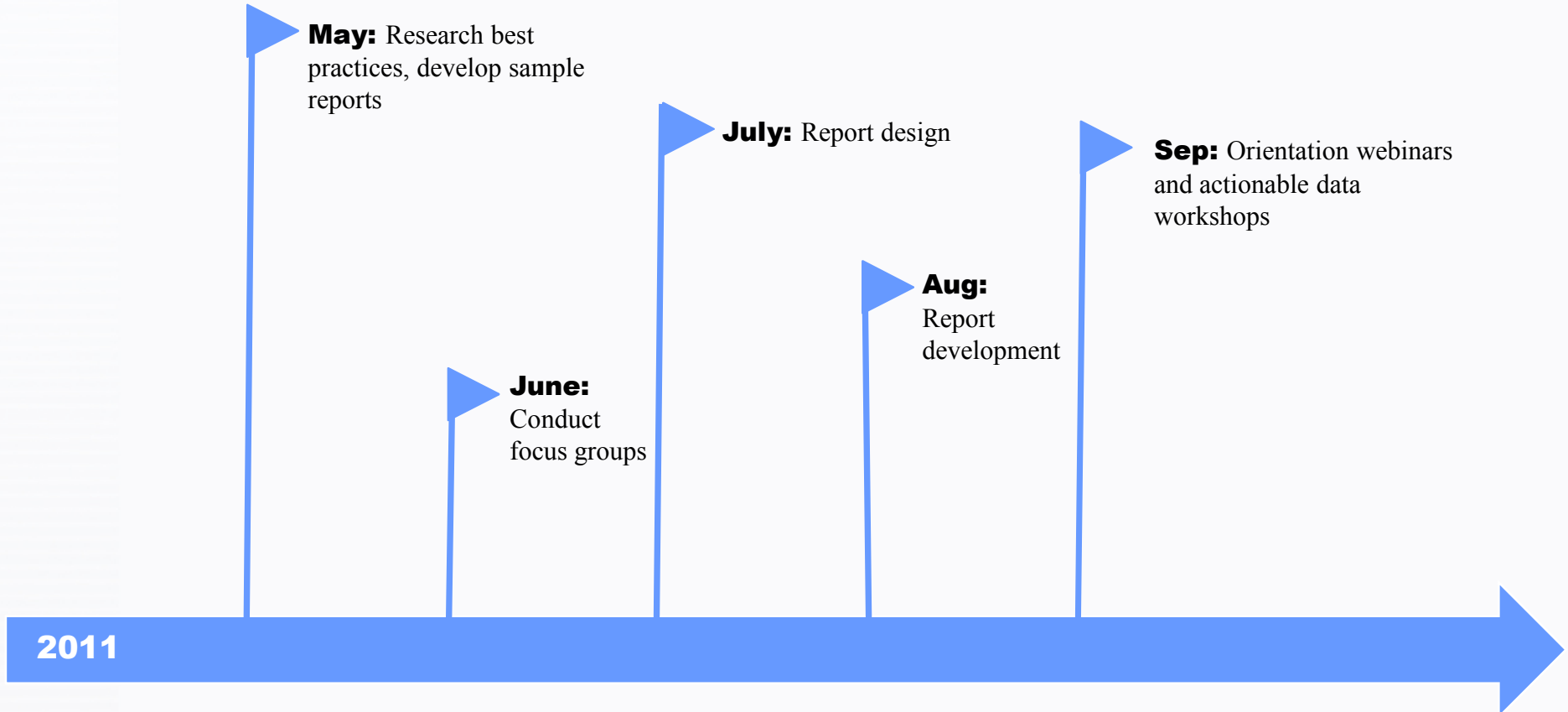# High School and Community College Feedback Reporting

Project Overview

- The HS/CC feedback reporting initiative aims to:
  - Enhance the ability of high schools, community colleges and PDE to report on the progress of students into and through postsecondary education
  - Provide educators with aggregate actionable and timely data to raise student achievement by informing and improving their instructional practice and curriculum

- The ultimate goal of the project is to increase college readiness and improve student postsecondary performance

Project Overview (cont'd)

- Reports will be based on:
  - Data submitted by 14 Pennsylvania State System of Higher Education (PASSHE) universities and 14 community colleges
  - Data from the National Student Clearinghouse

- The project team includes College Summit
  - National non-profit that partners with high schools to strengthen college-going culture and increase college enrollment rates
  - Providing PDE with best practices based on experience with the Bill and Melinda Gates Foundation funded feedback reporting pilot in TX, GA and FL

HS/CC Feedback Reporting Time Line

May: Research best practices, develop sample reports

June: Conduct focus groups

July: Report design

Aug: Report development

Sep: Orientation webinars and actionable data workshops
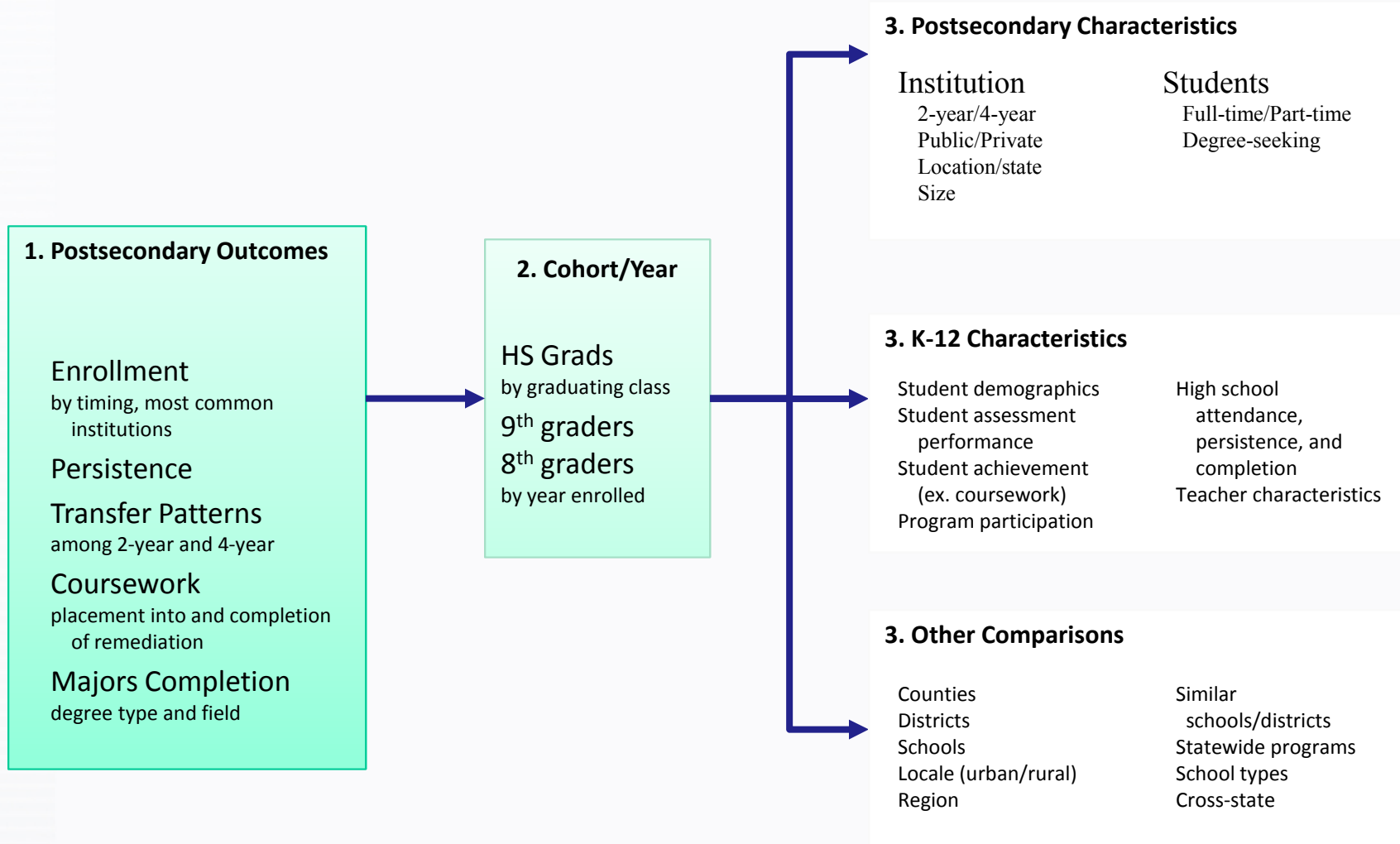
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High School Focus Groups

- Conducted five focus groups throughout the state
  - 27 school districts and career technical centers
  - Obtained input from participants regarding the content and format of the sample feedback reports

- Results
  - Add key definitions to each report
  - Intermediate Units requested ability to access reports for their districts
  - Provide ability to "drill down" to more detailed reports
  - Concerns about public release of these reports and interpretation of the data

Focus Group Framework

3. Postsecondary Characteristics

Institution
2-year/4-year
Public/Private
Location/state
Size

Students
Full-time/Part-time
Degree-seeking

1. Postsecondary Outcomes

Enrollment
by timing, most common institutions

Persistence

Transfer Patterns
among 2-year and 4-year

Coursework
placement into and completion of remediation

Majors Completion
degree type and field

2. Cohort/Year

HS Grads
by graduating class

9th graders

8th graders
by year enrolled

3. K-12 Characteristics

Student demographics
Student assessment performance
Student achievement (ex. coursework)
Program participation

High school attendance, persistence, and completion
Teacher characteristics

3. Other Comparisons

Counties
Districts
Schools
Locale (urban/rural)
Region

Similar schools/districts
Statewide programs
School types
Cross-state

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High School Feedback Report #1

Percent of Pennsylvania High School Graduates That Enrolled in a Higer Education Institution Within One Year, by Institution Type

Level: Statewide   **School Year:** 2009 - 2010

This graph displays the percentage of total graduates for the school year that enrolled in an institution of higher education within one year of graduation, by institution type. The denominator is the same for every column, so the percentages may be summed. The top graph shows the number of students that enrolled in a higher education institution nationally within one year using National Student Clearinghouse data, whereas, the bottom graph shows the number of students that enrolled in a higher education institution within Pennsylvania using PIMS data.

Percentage of Pennsylvania High School Graduates That Enrolled Nationally Within One Year, by Institution Type.
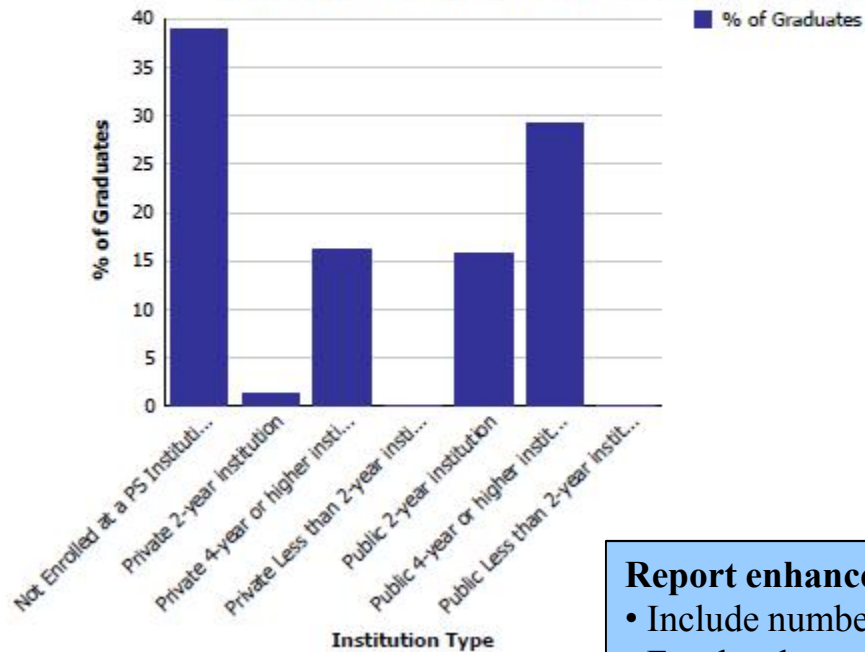
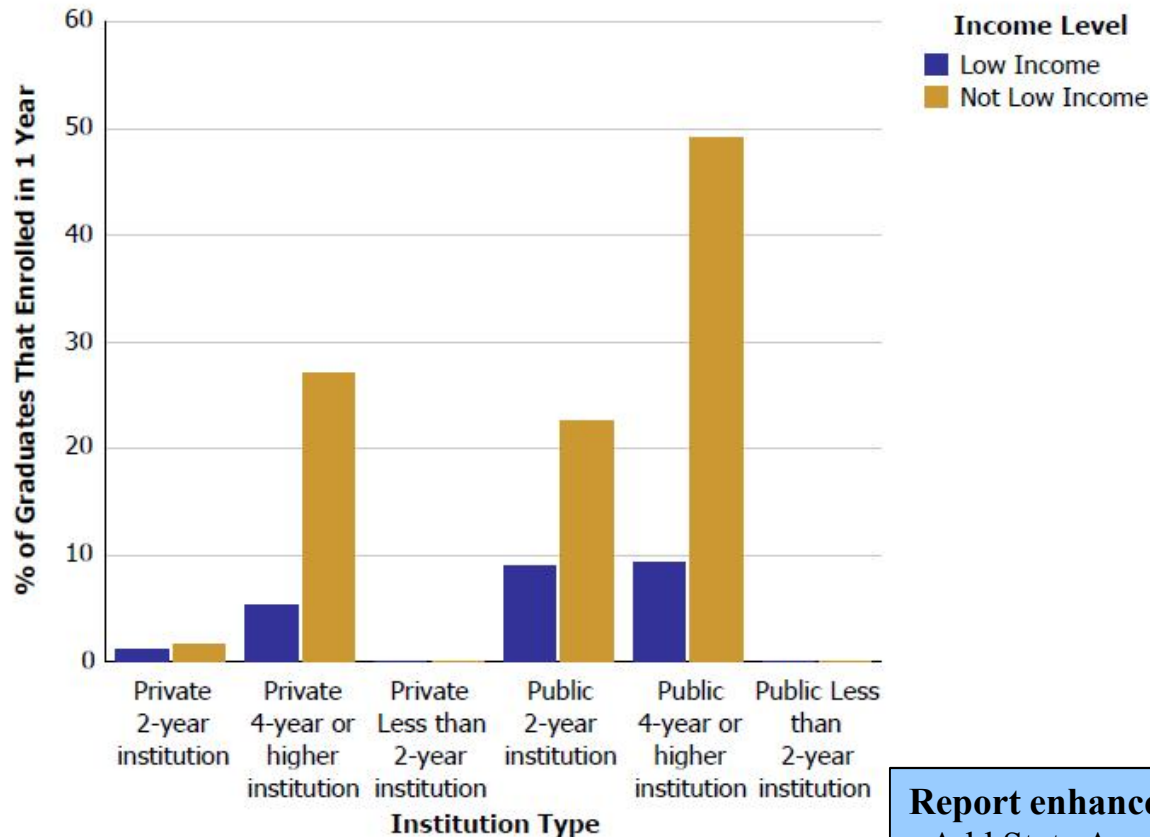| Institution Type	Enrollees	Graduates	% of Graduates
Private 2-year institution	1,894		1
Private 4-year or higher institution	21,781		16
Private Less than 2-year institution	141		0
Public 2-year institution	21,194		16
Public 4-year or higher institution	39,369		29
Public Less than 2-year institution	79		0
Summary	84,458	134,368	

Report enhancements requested:
• Include number not enrolled in a separate table
• For the chart, provide breakdown by individual CC and PASSHE institution

High School Feedback Report #2

Percent of Pennsylvania High School Graduates That Enrolled in a National Postsecondary Institution Within One Year, by Institution Type and Income Level

Level: Statewide

School Year: 2009 - 2010

This graph displays the percentage of total graduates for the school year that enrolled in an institution of higher education within one year of graduation (based on National Student Clearinghouse data), by income level and institution type. The denominator is the same for every column, so the percentages may be summed.

Students are identified as low income by their LEAs. Generally a student is considered low income if he or she receives a free or reduced-price lunch, but in some cases other factors are considered.

Report enhancements requested:
- Add State Averages and IU Averages
- Add Postsecondary GPA

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High School Feedback Report #3

Percent of Pennsylvania High School Graduates That Enrolled Nationally Within One Year and persisted in the Second Year, by Institution Type

Level: Statewide   **School Year:** 2009 - 2010

The graph displays the percentage of total graduates for the school year that enrolled in an institution of higher education within one year of graduation and persisted in the second year, by institution type. This report uses National Student Clearinghouse data.

Category
- Enrolled in the first year
- Persisted in the second year
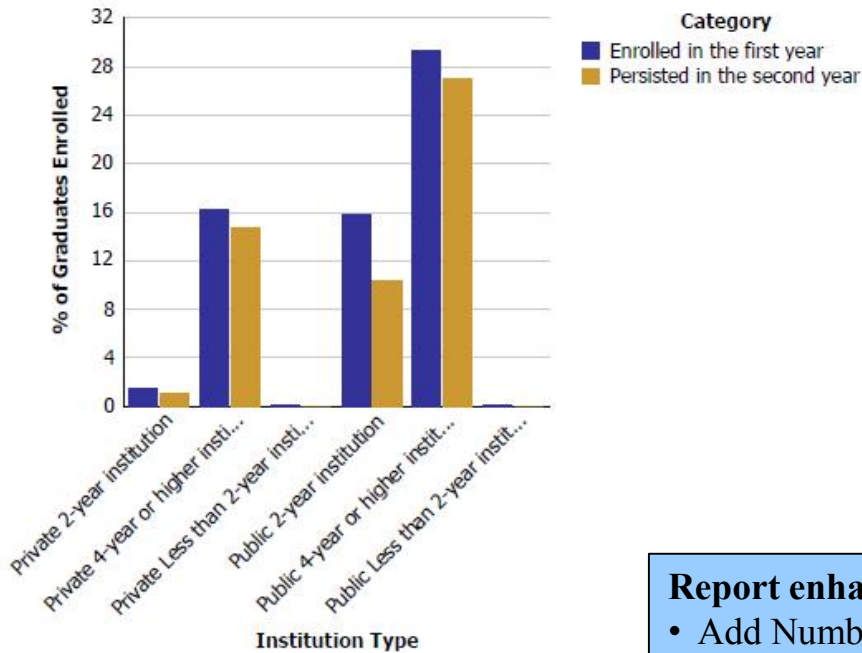
Institution Type	Enrolled in First Year	Persisted in Second Year	% Persisted in Second Year
Private 2-year institution	1,894	1,400	74%
Private 4-year or higher institution	21,781	19,731	91%
Private Less than 2-year institution	141	2	1%
Public 2-year institution	21,194	13,889	66%
Public 4-year or higher institution	39,369	36,352	92%
Public Less than 2-year institution	79	4	5%

Report enhancements requested:
- Add Number of Postsecondary credits completed
- Add Postsecondary GPA
- Provide breakdown for PASSHE and Community College persistence
- Add column for percent that did not persist
- Add definition for persistence
- Add State Averages and IU Averages

Additional Recommended Reports

Recommended List of Reports	Features
1. Percent of Pennsylvania High School Graduates That Enrolled in a National Postsecondary Institution Within One Year, by HS attendance rate in senior year	• Parameters – School Year, Demographics (Race, Gender, IEP Status, 504 Status, Part-time CTC, Low Income), LEA/Schools within IU • Add State Averages and IU Averages
2. Percent of Pennsylvania High School Graduates That Enrolled in a National Postsecondary Institution Within One Year, based on completion of a specific high school course	• Parameters – School Year, Courses, Demographics (Race, Gender, IEP Status, 504 Status, Part-time CTC, Low Income), LEA/Schools within IU
3. "Institutional profile" for PASSHE and CC showing the profile of their students who enrolled at that PS institution	• Parameters – School Year • Add Student demographics, PSSA results, student attendance rate, persistence rate, remedial course percent, etc.
4. Percent of Pennsylvania High School Graduates That Enrolled at a specific Institution within Pennsylvania Within One Year and persisted in the Second Year	• Parameters – School Year, Institution Type • Add a chart/table showing percentage of students who persisted by each value of Race, Gender, IEP Status, 504 Status, Part-time CTC, Low Income
5. Percent of Pennsylvania High School Graduates That Enrolled Nationally Within One Year and persisted in the Second Year, by College Major	• Parameters – School Year, College Major category • Add a chart/table showing percentage of students who persisted by each value of Race, Gender, IEP Status, 504 Status, Part-time CTC, Low Income • Add State Averages and IU Averages

Additional Recommended Reports
(cont'd)

Recommended List of Reports	Features
6. Percent of Pennsylvania High School Graduates That Enrolled Nationally Within One Year and persisted in the Second Year by Writing PSSA results	• Parameters – School Year, Demographics (Race, Gender, IEP Status, 504 Status, Part-time CTC, Low Income), LEA/Schools within IU • Add State Averages and IU Averages
7. Cube	Dimensions: • School Year • Institution Type • Institution • LEA • County • IU • Demographics – Race, Gender, IEP Status, 504 Status, Part-time CTC, Low Income • PS Major • PS GPA Range Measures • Number of Students that enrolled within one year • Number of Students that persisted in second year • Percentage of Students that enrolled within one year • Percentage of Students that persisted in second year

Community College Focus Group

- Conducted one focus group with community college institutional researchers

- Results
  - Interested in data such as remediation, first-year GPA, credits completed
  - Interested in examining data by cohort (CC entry year) and major
  - Requested individual-level K-12 data on their students (assessment results, ESL status, home language, etc.)

Next Steps: Training

- Orientation webinars
  - Will provide a how-to on accessing the reports
  - A guide to uncovering insights and findings from the reports that could lead to further inquiry and action

- Actionable Data Workshops
  - Participants will be taught how to interpret the high school feedback reports and develop action plans to improve outcomes
  - Professional development staff at Intermediate Units will be trained. The IU staff will in turn train high school administrators and teachers

Lessons Learned

Lessons Learned to Date

- Don't schedule focus groups during the last few weeks of the school year
- Expect the unexpected
- Consider the role of intermediate units in feedback reporting
- Provide sample reports for focus groups to review rather than using a "blank sheet" approach
- FERPA / low-N issues
- Design with the user in mind (simple to complex)

Q&A

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