Texas Student Data System

Defining the Future: The Importance of Stakeholder Engagement

National Center for Educational Statistics Summer Data Conference 2010
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July 28, 2010

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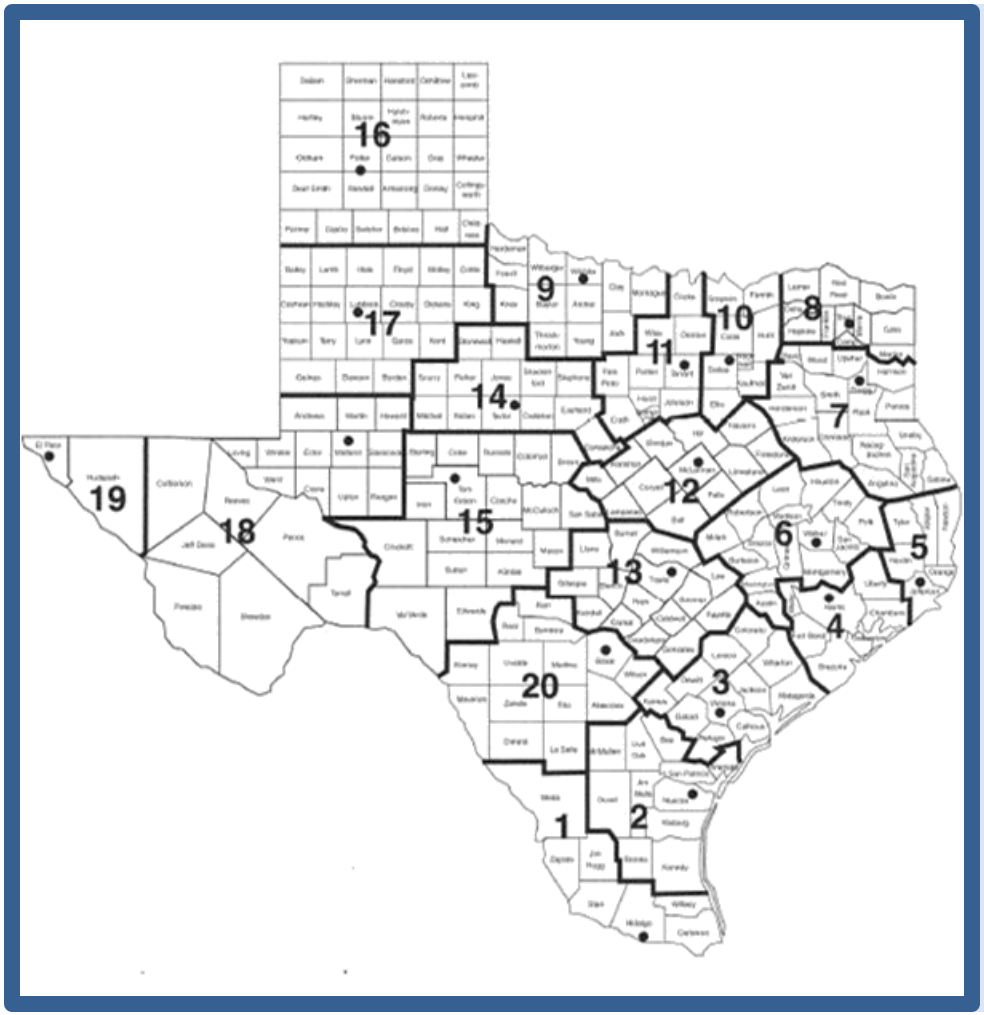
Texas at a glance



Quick Facts

- 4.7M Students
- 57% Economically Disadvantaged
- 17% Limited English Proficient

- 1,235 Districts & charters
- 87% have < 5,000 students
- Largest 46 districts (25K+ students) enroll 50% of students
- 20 Education Service Centers

- $39B Annual Operating Expenditures
- $8,342/student

Source: 2008-2009 Pocket Edition

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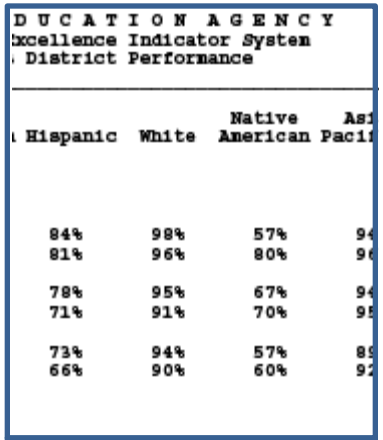
Current state: Data rich, information poor

Texas has established a significant longitudinal data infrastructure, but outdated technology and compliance orientation limit its usefulness


D U C A T I O N A G E N C Y
xcellence Indicator Systen
District Performance

Hispanic	White	Native American	Asi Pacif
84%	98%	57%	9
81%	96%	80%	9
78%	95%	67%	9
71%	91%	70%	9
73%	94%	57%	8
66%	90%	60%	9

PEIMS

TPEIR

- Built in 1986 on mainframe technology platform
- Constructed to support accountability, compliance, and audit reporting

- Limited Pre-K and post-secondary data, no workforce data
- College readiness scores (ACT, SAT, AP) not included

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Current state: Aggregate reports with limited drill-down capability

AEIS

TEXAS EDUCATION AGENCY | Home | District Locator | Index A-Z | Divisions | School Directory

SEARCH TEA's Site | Advanced Search

District Name: HOUSTON ISD
District #: 101912

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2007-08 District Performance
2008 Accountability Rating: Academically Acceptable

PBK Special Education Monitoring Results Status:
Completed: Noncompliance Follow-up

Indicator:		State	Region 04	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male
TAKS Met 2008 Standard										
Grade 3 (English) First Administration Only										
Reading	2008	89%	89%	83%	78%	83%	96%	88%	95%	81%
	2007	89%	90%	85%	81%	85%	97%	> 99%	96%	83%
Mathematics	2008	85%	87%	79%	71%	81%	95%	> 99%	97%	80%
	2007	82%	84%	76%	67%	77%	93%	91%	96%	76%
All Tests	2008	80%	82%	73%	64%	73%	92%	88%	94%	71%
	2007	78%	80%	71%	62%	72%	92%	91%	93%	70%
TAKS Met 2008 Standard										
Grade 3 (Spanish) First Administration Only										
Reading	2008	83%	87%	87%	82%	87%	71%	*	*	85%
	2007	81%	86%	87%	71%	87%	75%	*	*	85%
Mathematics	2008	78%	83%	84%	88%	84%	95%	*	*	84%
	2007	74%	81%	83%	90%	83%	94%	*	*	83%
All Tests	2008	73%	78%	78%	82%	78%	71%	*	*	77%
	2007	68%	75%	77%	71%	77%	75%	*	*	76%
TAKS Met 2008 Standard										
Grade 4 (English)										

LoneStar

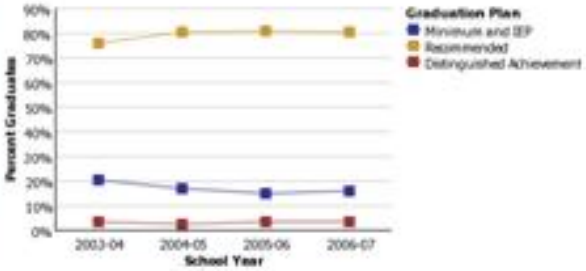
Texas Education Agency LONESTAR | Home About Glossary Help Privacy Contact

OVERVIEW
School District Summary 2009
PDF (opens new window)
HTML

HELP
Cognos Errors?

DATA | Select Another District | Select State | Select Another Region

Percent of Graduates by Graduation Plan and School Year



Number of Graduates by Graduation Plan and School Year

	2003-04	2004-05	2005-06	2006-07
Minimum and IEP	1,743	1,436	1,191	1,226
Recommended	6,483	6,819	6,374	6,151
Distinguished Achievement	294	221	268	268
Total	8,520	8,476	7,853	7,645

High School Completion for Grades 9-12 by Class Year

	Class of 2004	Class of 2005	Class of 2006	Class of 2007
Number in Class	10,372	10,738	11,019	10,848
Completion I Rate	86.7%	85.2%	80.9%	76.8%
Completion II Rate	89.7%	87.5%	82.1%	77.9%

Note: Completion rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to completion rates for the class of 2005 and prior classes, nor to each other.

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What is the Texas Student Data System?

Statewide Longitudinal Data System:

- Provide a platform to deliver relevant and actionable data back to educators to ***continually improve performance*** (e.g. early warning system)
- ***Alleviate data collection burden*** on school districts and ***improve data quality***
- Integrate key data into TEA's P-20 data warehouse to better ***understand students' preparedness*** to contribute to the 21st century workforce

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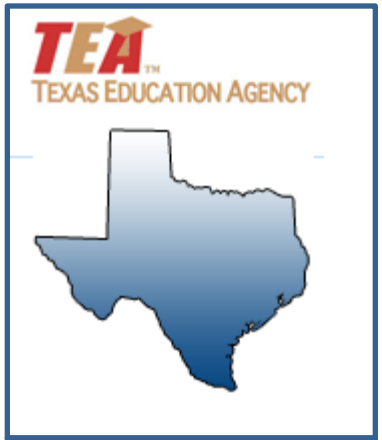
TSDS improves existing components and delivers new functionality

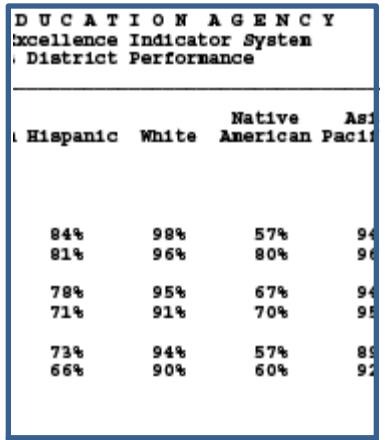


State-sponsored SIS

- Opt-in, voluntary SIS offering
- TEA is considering multiple options on the model for offering state-sponsored SIS
- TSDS <u>will</u> integrate with other SIS's – no requirement <u>or</u> mandate to switch

District Connections Database (DCD)

- Powers student, campus, district data snapshots
- System supported by the state but the <u>data only available to educators</u>
- Will become conduit to submit PEIMS data
- Loading of non-PEIMS data is strictly optional and at the districts' discretion



PEIMS

- Migrate PEIMS off mainframe
- XML data standard will make it easier to submit and certify data
- Realign statewide data collection standards and protocol for districts

TPEIR

- Expanded to link pre-K, college readiness, and workforce data
- Load college readiness test score collections (SAT, ACT, AP Test data)

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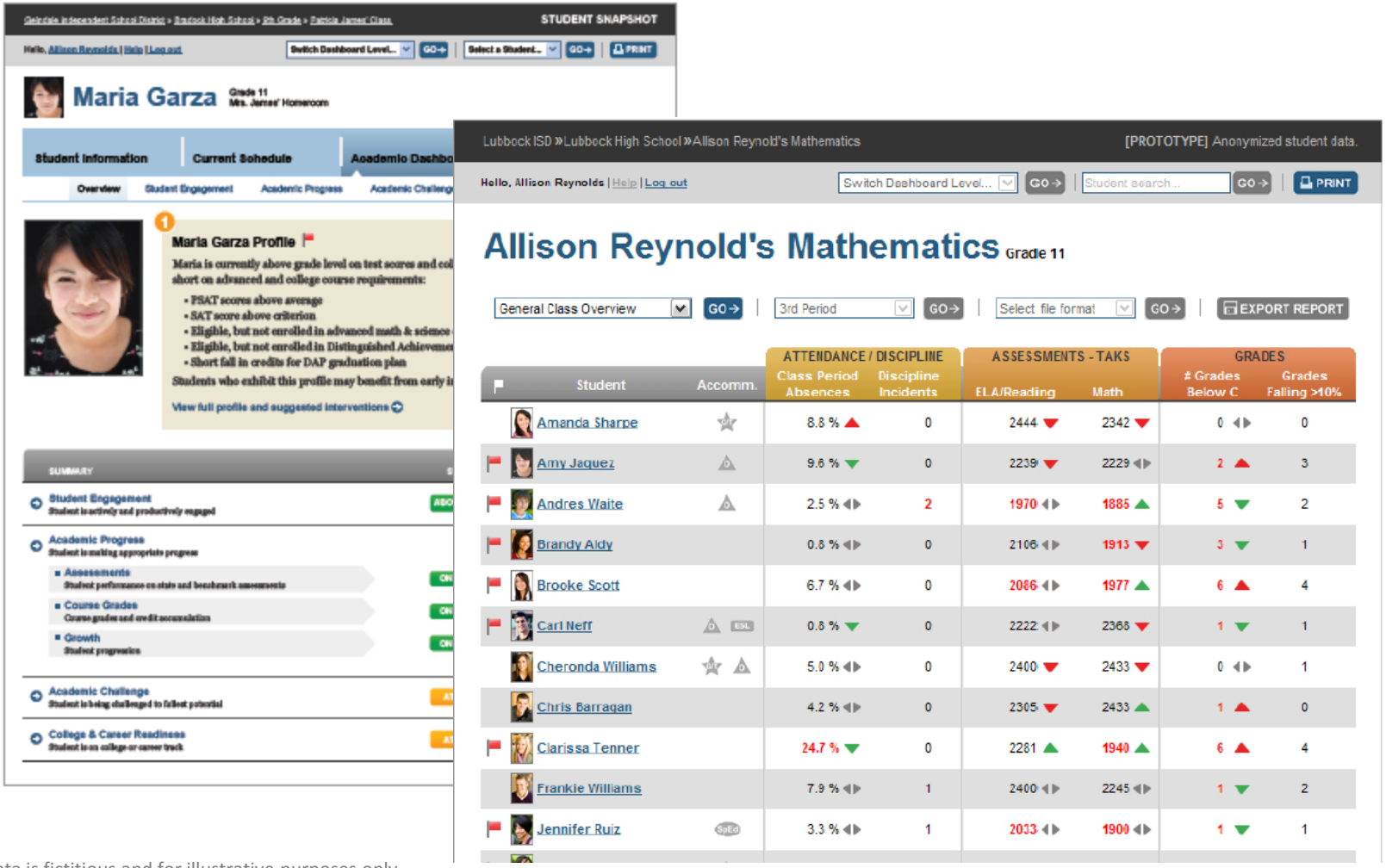
Future state: timely, comprehensive student and classroom snapshots for educators



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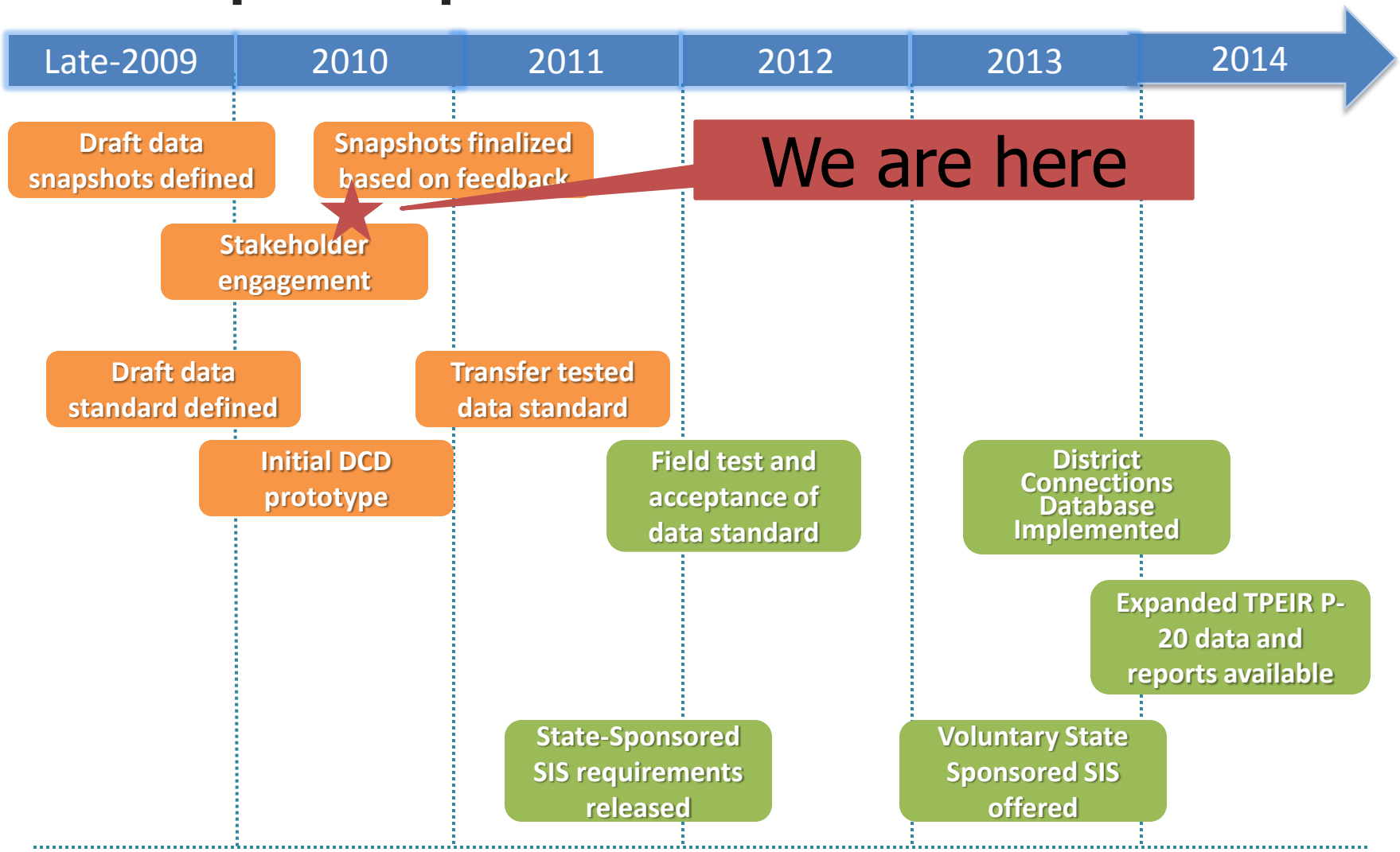
TSDS projected timeline involves parallel development paths



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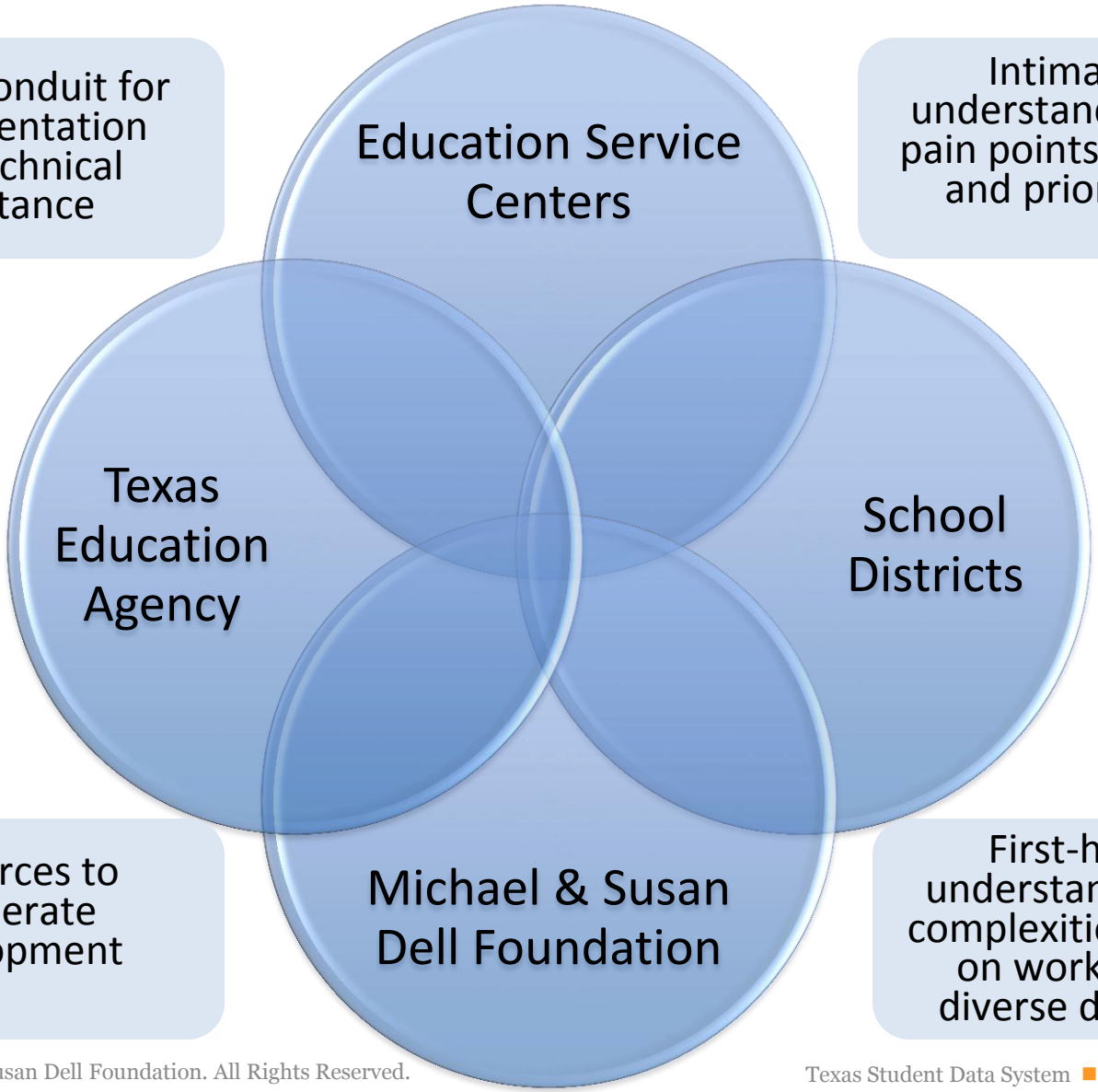
Key working relationships are critical to TSDS success



Critical conduit for implementation and technical assistance

Intimate understanding of pain points, needs and priorities

Resources to accelerate development

First-hand understanding of complexities based on work in 15 diverse districts

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Stakeholder engagement approach targeted specific goals

- Reach broad cross section of educator audience to validate value proposition
- Build awareness and momentum for adoption of voluntary components
- Efficiently gather very detailed input
- Integrate feedback ‘real time’ and document lessons learned
- Establish systematic feedback mechanism for ongoing user involvement

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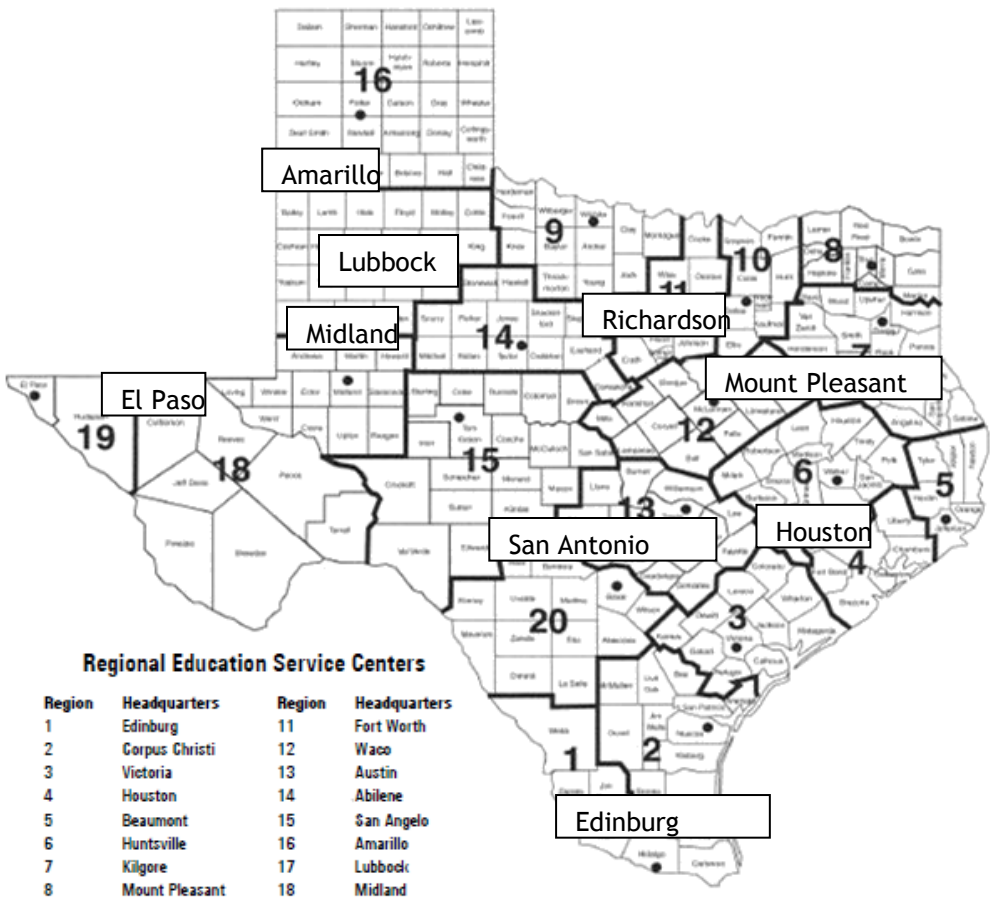
Stakeholder engagement process overview

Stakeholder engagement conducted over a two month period (Mar-Apr 2010)

- **~2,000 people attended the regional forums**
  - *204 Classroom Teachers*
  - *268 Campus Administrators and Principals*
  - *693 LEA Administrators and Superintendents*
  - *637 PEIMS/IT Coordinators*
  - *160 Webinar participants; ongoing feedback collected via TSDS website*
- 9 Regional Forums; 12 Feedback Sessions
- **73** Breakout Sessions by 4 stakeholders groups (Teachers, Principals, Superintendents/ Administrators, and PEIMS/IT Coordinators)
  - *47 DCD breakouts*
  - *26 SIS breakouts*



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Stakeholder engagement process

The engagement process enabled stakeholders to understand the TSDS vision, review progress to date, express feedback, and provide input into the design of reports & tools

Plenary Presentation	▪ TEA - Presented an overview of the TSDS vision ▪ MSDF – Provided an overview of performance management, including action video clips
Plenary Q&A	▪ Gauged **initial reaction to TSDS vision** from stakeholders in breakout groups, including: overall impressions, areas that are confusing/not clear, aspects that are most, least appealing
"Clean Slate" Metrics Needs	▪ Prior to viewing any TSDS snapshots, stakeholders were asked to provide **the "Top 10" critical questions/pieces of data** they would want to include in a dashboard, including timing/frequency of use and importance
Review Existing Snapshots	▪ Following a discussion of the "clean slate" metrics, participants were asked to **provide feedback on both the student and campus snapshots** that have been created based on best practice ideals
Final Q&A	▪ A final summary of group findings captured the **key take-aways** of each participant ▪ Any additional questions/concerns were captured as well

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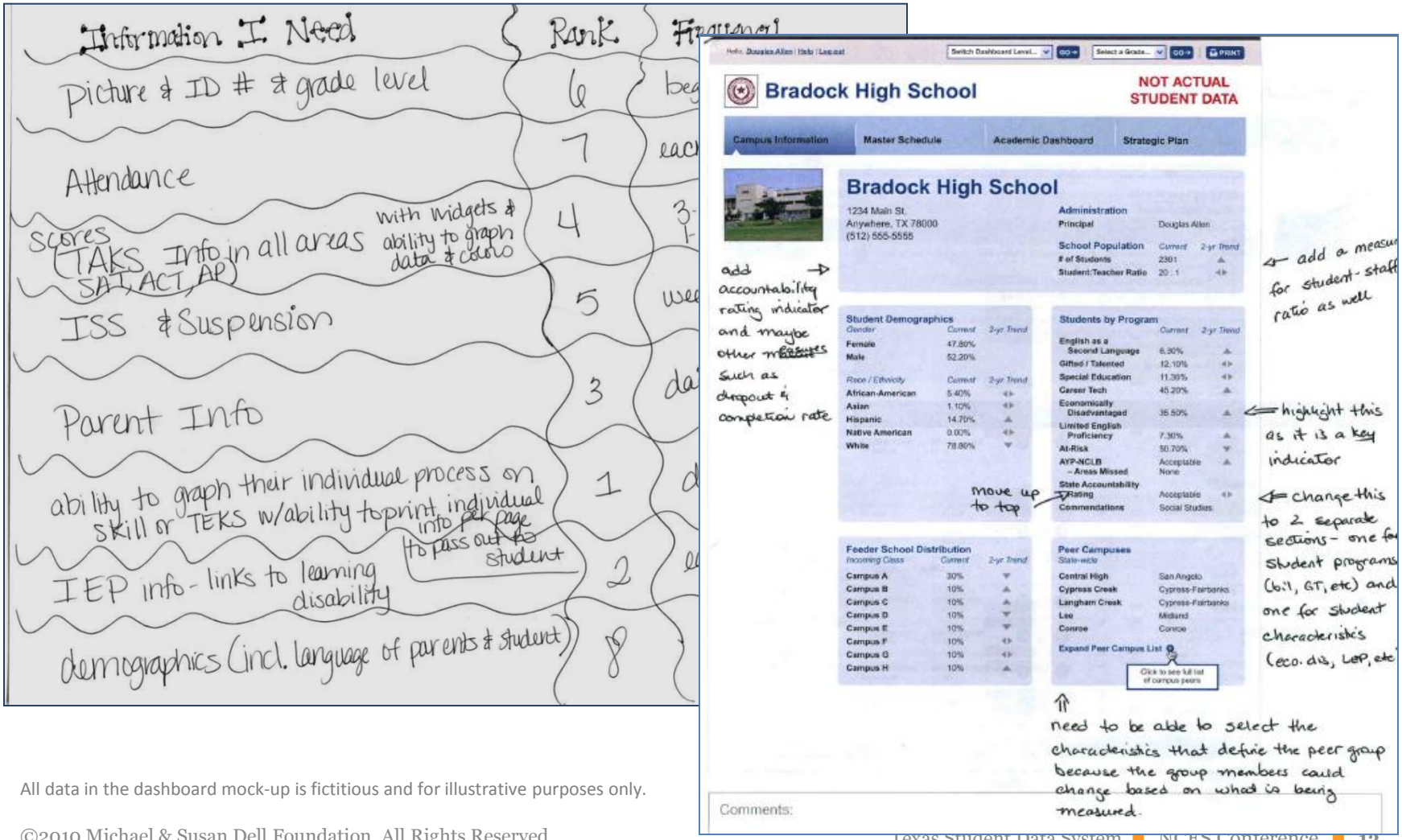
Sample stakeholder feedback

Stakeholders provided "Clean Slate" feedback (their ideal Top 10 information needs), as well as direct feedback on the Student and Campus snapshots presented



All data in the dashboard mock-up is fictitious and for illustrative purposes only.

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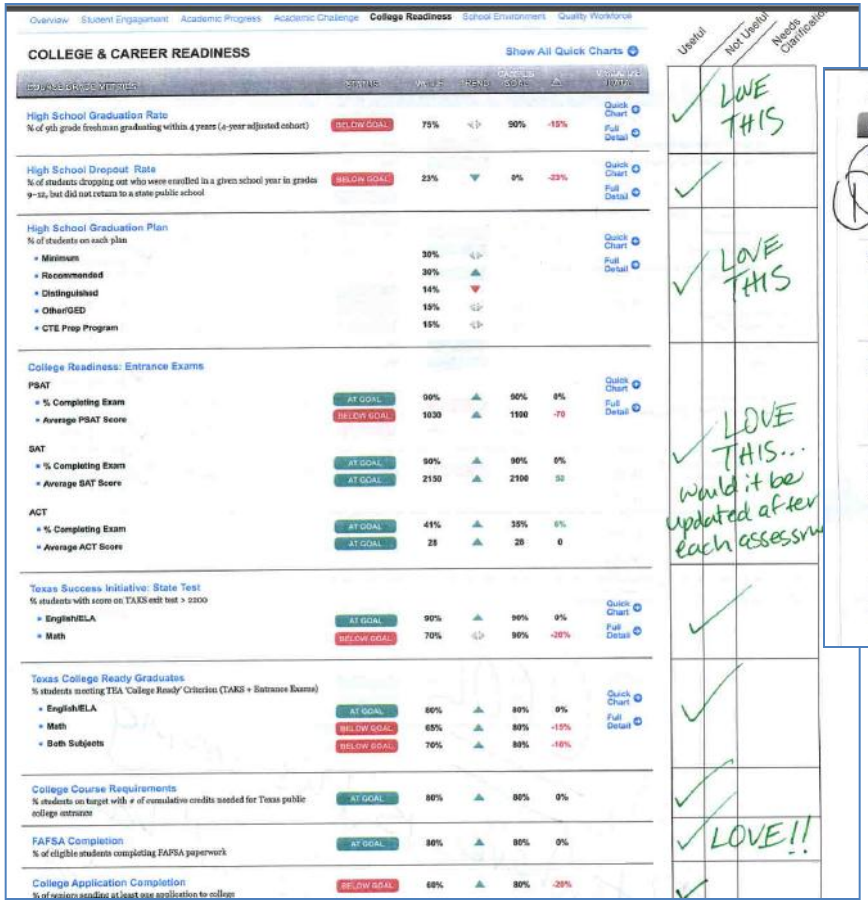
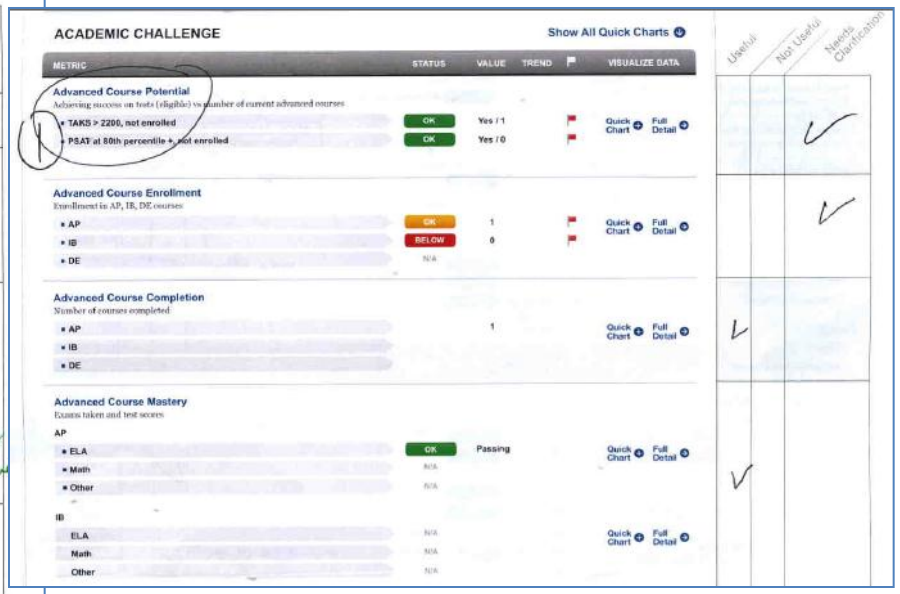
Stakeholder feedback – grading the metrics

Stakeholders reviewed each metrics in the sample snapshots and deemed it “Useful,” “Not Useful,” or “Needs Clarification”





All metric grades were tallied, and each metric received a % Useful score

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Stakeholder feedback on content

- Vast majority of metrics seen as useful for districts
- Access to the data in a single place highly valuable to educators
- More complete and detailed student information and demographics requested
- Metrics on Academic Challenge, College/Career Readiness received mixed reviews, particularly from principals

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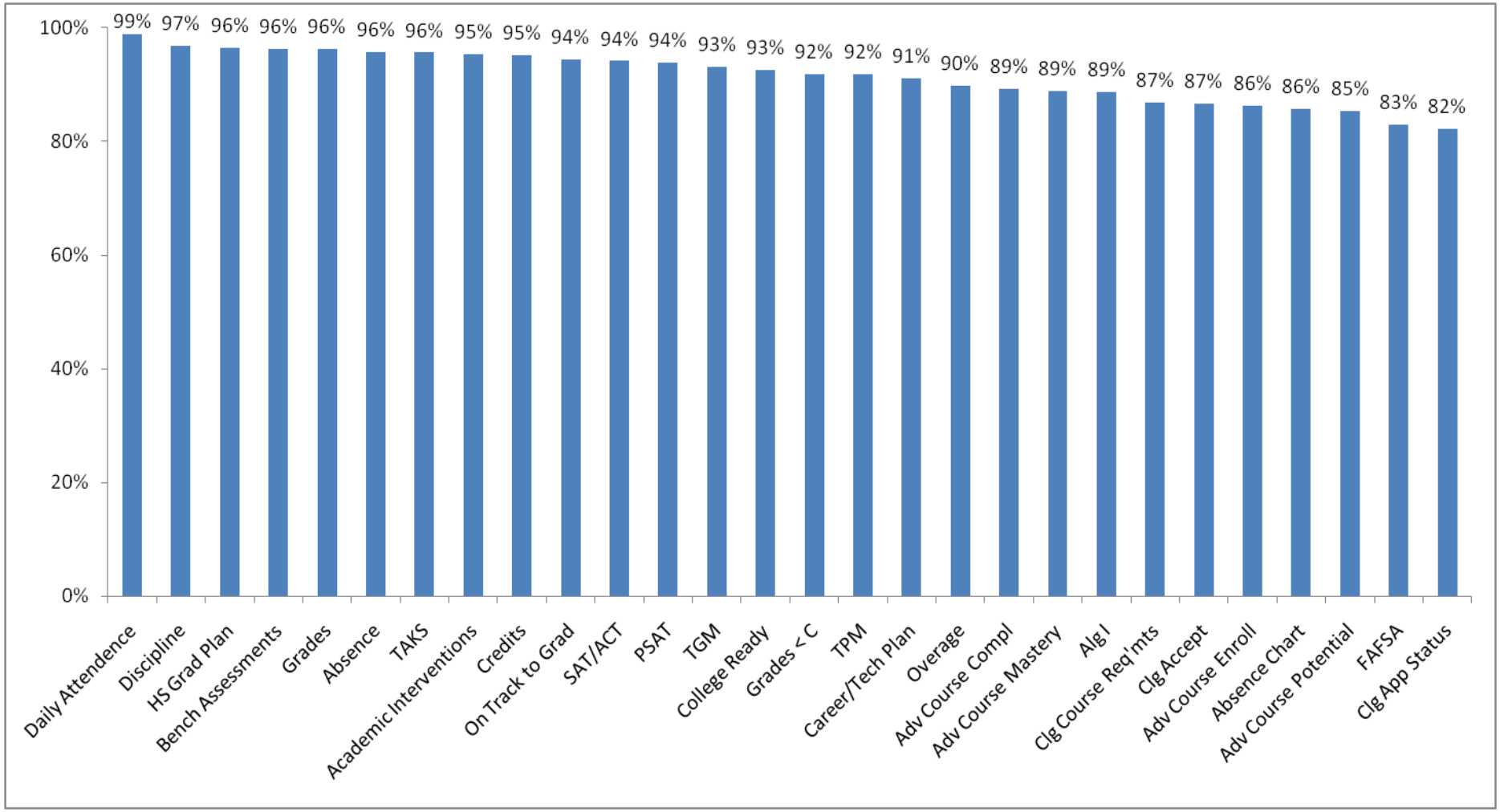
Snapshot metrics "Useful" rating – all stakeholders

In general, all metrics received very strong usefulness ratings: however, principals rated college readiness metrics significantly lower than other stakeholders



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Stakeholder feedback on process

- Districts and ESCs very enthusiastic and appreciative of TEA reaching out for feedback (e.g. 3 sessions added to meet demand; 160+ stakeholders elected to continue participation)
- Strong curiosity around when the system would be implemented and when snapshots would be available
- Questions regarding the effort and cost for districts to use the DCD

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Stakeholder feedback on governance

- Strong demand for DCD to reduce redundant data collections (state and federal level) and to share data among districts (e.g. benchmark scores for transfers)
- Curiosity on the TEA's ability to execute the broad TSDS plan on such a large scale (e.g. total cost vs current funding)
- Strong concerns regarding data access/ security/ privacy issues (e.g. freedom of information requests)

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Several factors contributed to success of stakeholder process

- Commissioner of Education's letter of invitation signaled importance
- TEA senior leadership demonstrated intention to listen and enable, not direct and mandate
- TEA co-hosting with ESCs engaged ESCs as key partners in the process
- Active outreach to statewide associations and coalitions ensured broad cross-section
- High quality content based on analysis of national best practice and research

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Stakeholder engagement process outcomes

- 2,200 (and counting) educators validated usefulness of content and offered rich, detailed feedback on their priorities
- 160 have signed on to participate in ongoing feedback sessions
- Statewide associations are seeking out opportunities to involve their members
- State agencies across the US are asking for information on the engagement process

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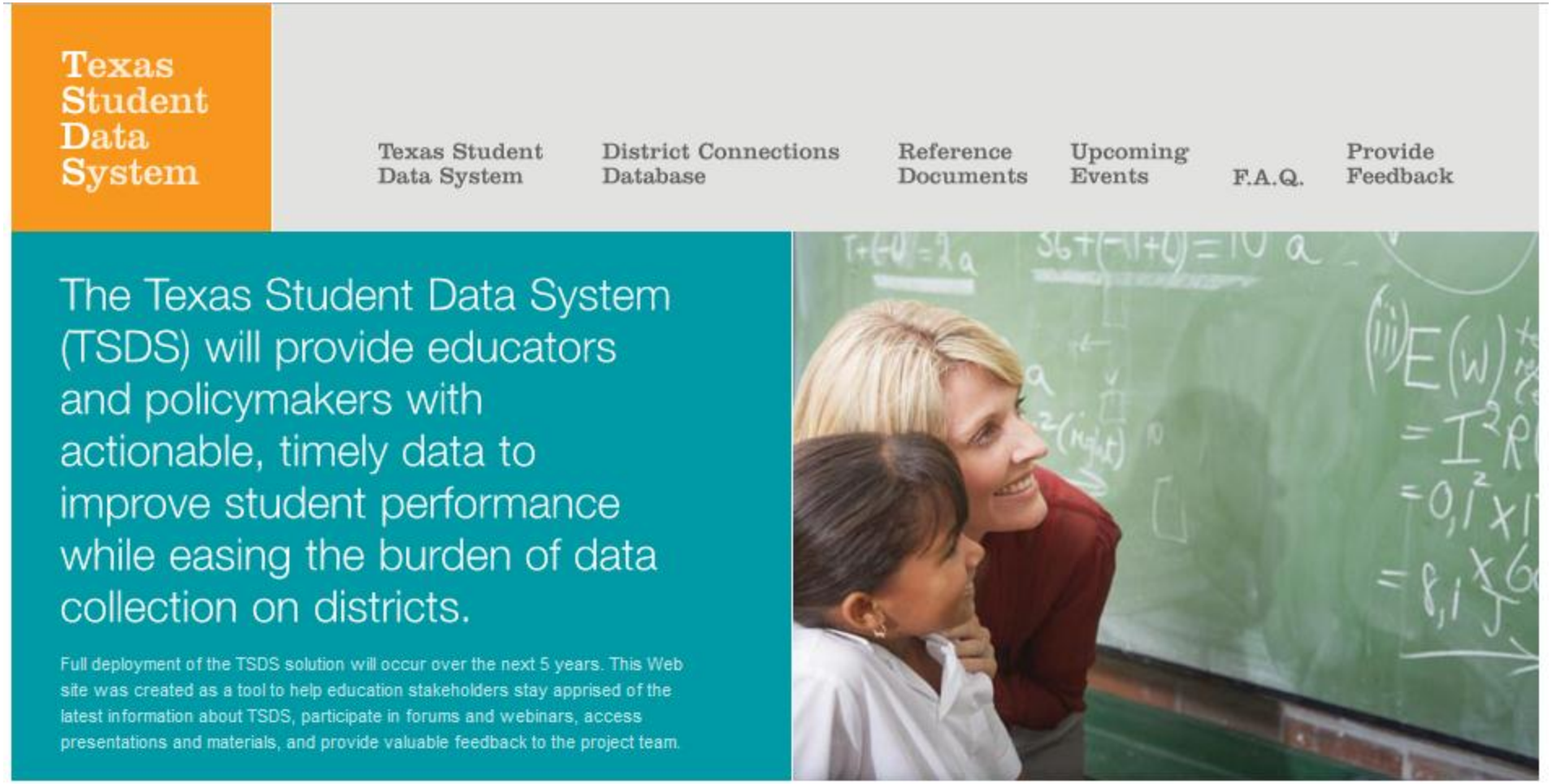
TSDS website provides access to latest information and ongoing feedback opportunity



www.TexasStudentDataSystem.org

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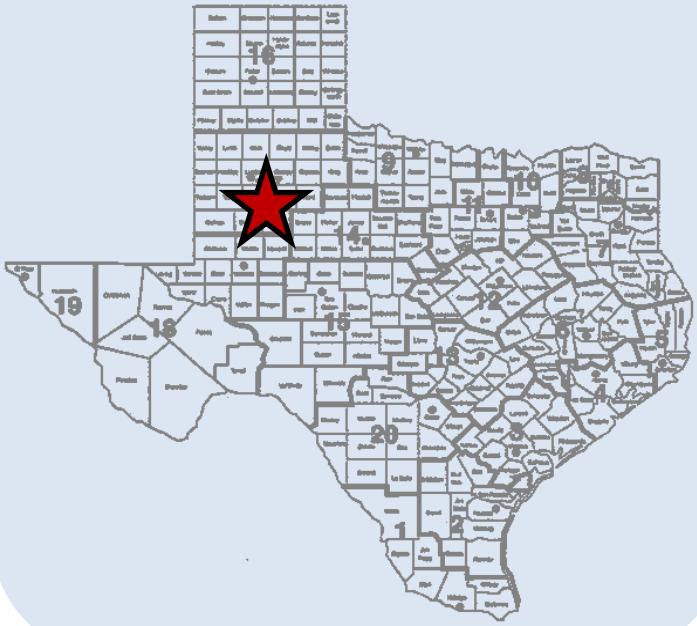
Initial prototype work with Lubbock ISD has been on parallel path with stakeholder engagement

Lubbock ISD
Every Child Every Day

- 28,860 students
- 3,519 staff
- 61 campuses (4 high schools)



Lubbock ISD provided:

- Access to the Fall 2009 PEIMS submission
- Access to the raw, unprocessed data from which the PEIMS submission was created

Dashboards limited in scope for the first prototype:

- High school dashboards only
- Metrics for which district does not collect data "greyed out"

The Project Team was able to:

- De-identify student and teacher information to ensure confidentiality and address any other privacy issues
- Create a data submission from the district to the DCD prototype
- Power student, classroom and campus snapshots using data supplied
- Create a PEIMS submission file from the same data

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Lubbock ISD's experience as prototype district has provided important learnings

- There is plenty of data at the LEA level to drive useful metrics. The challenge is to identify, acquire, transform, and unify the data.

- The state's accountability data is, in most cases, different from that required to drive the dashboards, though they share a common set of source data. Using existing standards for delivery of accountability data would power only a small subset of metrics. However, using the raw source data drives a large set of metrics.

- The draft canonical data model (CDM) XML standard proved highly successful in moving data from the various district sources into the DCD.

- The prototype proved the validity of the draft CDM XML data standard for flowing data end-to-end through a statewide data system, from raw source through to the dashboards. Once in the prototype DCD, the system generated both dashboard metrics and accountability data submissions.

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Prototype demonstration

Lubbock ISD » Lubbock High School » Allison Reynold's Mathematics [PROTOTYPE] Anonymized student data.

Hello, Allison Reynolds | Help | Log out

Switch Dashboard Level... GO → | Student search... GO → | PRINT

Allison Reynold's Mathematics Grade 11

General Class Overview GO → | 3rd Period GO → | Select file format GO → | EXPORT REPORT

			ATTENDANCE / DISCIPLINE		ASSESSMENTS - TAKS		GRADES	
	Student	Accomm.	Class Period Absences	Discipline Incidents	ELA/Reading	Math	# Grades Below C	Grades Falling >10%
	Amanda Sharpe		8.8 % ▲	0	2444 ▼	2342 ▼	0 ◀▶	0
⚑	Amy Jaquez		9.6 % ▼	0	2239 ▼	2229 ◀▶	2 ▲	3
⚑	Andres Waite		2.5 % ◀▶	2	1970 ◀▶	1885 ▲	5 ▼	2
⚑	Brandy Aldy		0.8 % ◀▶	0	2106 ◀▶	1913 ▼	3 ▼	1
⚑	Brooke Scott		6.7 % ◀▶	0	2086 ◀▶	1977 ▲	6 ▲	4
⚑	Carl Neff	ESL	0.8 % ▼	0	2222 ◀▶	2368 ▼	1 ▼	1
	Cheronda Williams		5.0 % ◀▶	0	2400 ▼	2433 ▼	0 ◀▶	1
	Chris Barragan		4.2 % ◀▶	0	2305 ▼	2433 ▲	1 ▲	0
⚑	Clarissa Tenner		24.7 % ▼	0	2281 ▲	1940 ▲	6 ▲	4
	Frankie Williams		7.9 % ◀▶	1	2400 ◀▶	2245 ◀▶	1 ▼	2
⚑	Jennifer Ruiz	SpEd	3.3 % ◀▶	1	2033 ◀▶	1900 ◀▶	1 ▼	1

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TEA is overseeing the TSDS solution with support from the Michael & Susan Dell Foundation and Double Line Partners

Texas Education Agency

The Texas Education Agency (www.tea.state.tx.us) is the state agency that oversees prekindergarten through high school education in Texas, which educates 4.7 million students in its more than 1,200 school districts and charter schools.

Michael & Susan Dell Foundation

The Michael & Susan Dell Foundation (www.msdf.org) is dedicated to improving the lives of children living in urban poverty around the world. With offices in Austin, TX; New Delhi, India; and Cape Town, South Africa, the Dell family foundation funds programs that foster high-quality public education and childhood health and improve the economic stability of families living in poverty. The foundation has committed more than $530 million to global children's issues and community initiatives to date.

Double Line Partners

Double Line Partners, LLC, (www.doublelinepartners.com) is a consulting firm focused on serving the public sector, with a special emphasis on working in K–12 education. Double Line Partners works with a broad range of state and local education agencies across the United States to create scorecards and dashboards to improve student performance.

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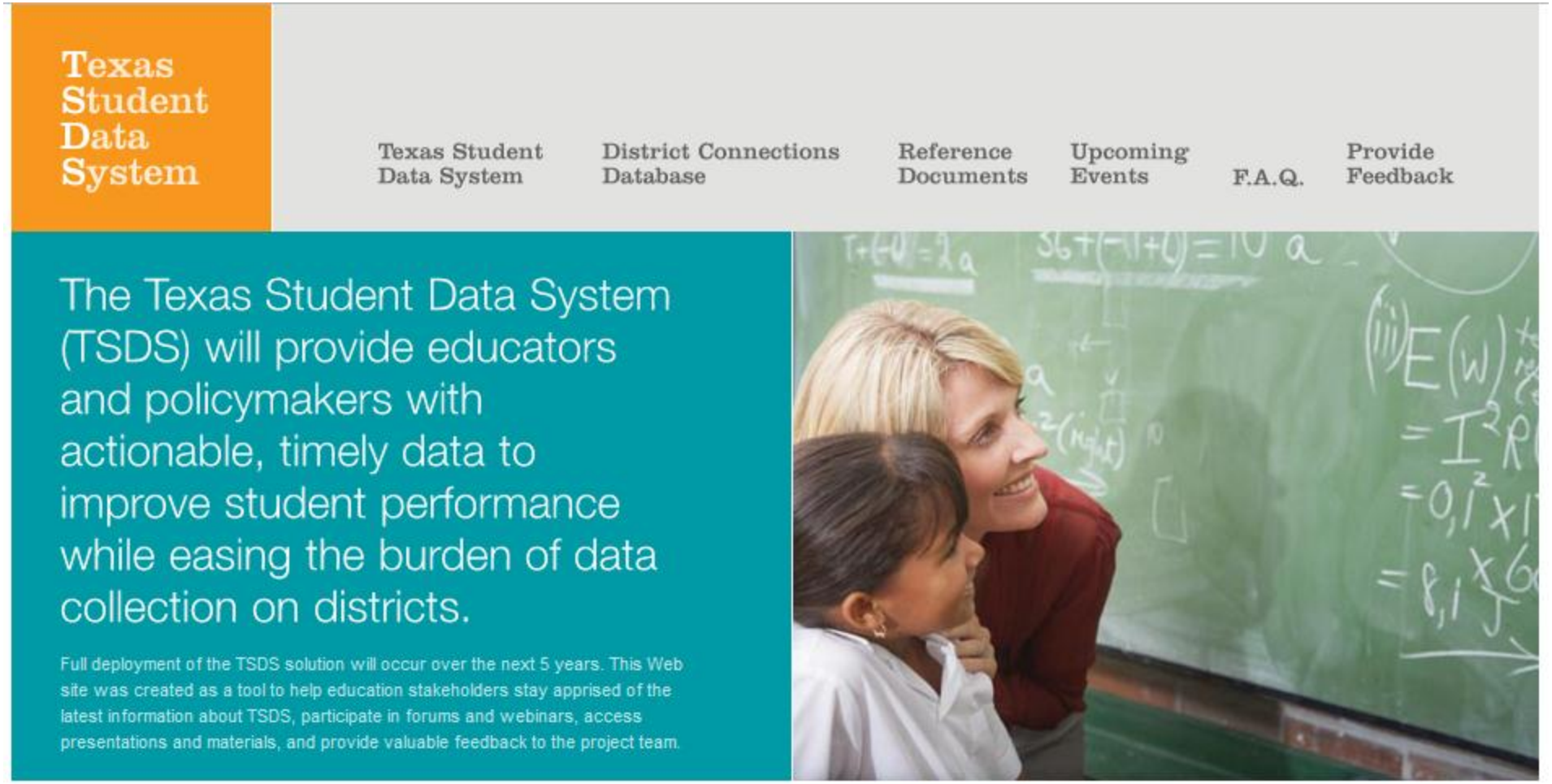

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