Arizona Ready-for-Rigor Project
Data Dashboard Development for a Statewide Teacher Incentive Fund (TIF) Grant

25th Annual STATS-DC 2012 Data Conference
Concurrent Session V-B Presentation
9:45-10:45 AM, Chinese Room

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Arizona State University
Teacher Incentive Fund (TIF) Grant
Arizona Ready-for-Rigor Project

- $43.8 mil / 5 years
- USDOE Award #S385A100163
- Over 50 schools
  - Urban
  - Rural
  - Reservation

Avondale, Coolidge and Deer Valley are only Ready-for-Rigor School Districts
Arizona Ready-for-Rigor Project

Key Objectives

- **TAP System for Teacher and Student Advancement:**
  - student achievement
  - teacher and principal performance
  - school functioning

- **Prepare, recruit, and retain highly effective teachers and principals through a Performance Based Compensation System (PBCS)**

- **Provide actionable data to support decisionmaking by stakeholders**
Comprehensive School Reform

Key Partners

- Arizona Department of Education
- Partner District & Charter Schools
- National Institute for Excellence in Teaching
- Arizona State University
Guiding Questions
Answering key stakeholder questions

Provide actionable information to ensure fidelity to project objectives.

- Classroom Teachers
- Mentor Teachers
- Master Teachers
- School Administrators
- District Administrators
- Arizona Ready-for-Rigor Project Team
Guiding Questions
Answering key stakeholder questions

• How many teacher observations do I need? How many have I had? When did they occur?
• Who did my observations? [each teacher needs one from an administrator, a master teacher, and a mentor teacher to calculate an SKR score used in payout]
• What are the reinforcements and refinements areas for each of my observations?
• How many cluster meetings have been held for my cluster? How many cluster meetings have I attended? How many hours have I spent in cluster meetings?
• What is the school plan? What are my cluster goals? What is my Individual Growth Plan?
• Which students exceeded in the state standardized assessment for math and/or reading? Which performance objectives did they answer correctly?
• What are my students’ demographic characteristics (ELL, Special Ed, Ethnicity, gender)?
• Which of my assigned teachers have not been observed? How much time do I have left to observe them?
• Can I access information about the teachers assigned to me and their classrooms?
• Can I view aggregated and individual level teacher reports?
• Can I view aggregated and individual level building administrator reports?
• What are my teachers’ needs based on student performance objectives?
• What are my building administrators’ needs based on teacher reports?
Guiding Questions
Answering key stakeholder questions

- How many teacher observations do I need? How many have I had? When did they occur?
- Who did my observations? [Each teacher will need at least one from an administrator, a master teacher, and a mentor teacher to calculate the SKR score used in payout]
- What are the reinforcements and refinements areas for each of my observations?
- How many cluster meetings have been held for my cluster? How many cluster meetings have I attended? How many hours have I spent in cluster meetings?
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Comprehensive School Reform
Data Need - Details

- Arizona Instrument to Measure Standards (State Achievement Test)
- Stanford-10 tests (State Achievement Test)

Student Demographics

Student State Achievement Scores
Comprehensive School Reform
Data Need - Details

Teacher Observations

- Instructional Rubric
  - 19 Indicators
  - Roles & Responsibility
- 4-6 Observations per year
  - Conducted by multiple, trained observers
  - Announced & Unannounced

Teacher Evaluations
Comprehensive School Reform
Data Need - Details

Teacher Rosters
- Professional Role
- FTE
- Hard to Fill (HTF)
- Leave
- Mentor/Master Teacher Link

Student Performance Rosters
- Group A & group B teacher linkage
- Full Academic Year (FAY) Status
Student Growth Percentiles (SGP)

- Student Growth Percentiles statistical package results
- AZ Growth Model = CO Growth Model
Guiding Principles

Essential Data Components

- Arizona Department of Education: Student State Achievement Scores
- National Institute for Excellence in Teaching: Teacher Observations, Teacher Evaluations, Teacher Rosters
- Partner District & Charter Schools: Student Performance Rosters
- Arizona State University: Student Growth Percentiles (SGP)
Image if you will, a large iceberg. The visible part of the iceberg only accounts for 10%, the other 90% is underwater and is the foundation of the visible portion.

We are building an iceberg.
Establish a Longitudinal Data System and a Data Dashboard for the scope of the project

- Ensure secure data stewardship
- Gather, store, process, verify, validate and securely share project data and results
- Support a Performance Based Compensation System (PBCS)
- Maintain fidelity to TAP within partner sites
Student - Teacher Link
Data Linchpin

- Student Achievement Data
- TAP Teacher Data
- Partner District & Charter Schools
- Student-Teacher & Teacher Rosters
- Arizona Department of Education
- Arizona State University
- National Institute for Excellence in Teaching
- TAP Teacher Data
Student - Teacher Link
Data Linchpin

Student Achievement Data
Partner District & Charter Schools
Student-Teacher & Teacher Rosters
Arizona Department of Education
TAP Teacher Data
National Institute for Excellence in Teaching

Student: Public SAIS ID (PublicSAIS)
Teacher: EducationalStakeholderID (ESID)
Data Quality
Verification and Validation

Arizona State University
Dashboard Development Overview
Addressing Initial Essential Questions

- Cluster Meetings and Follow-ups
- Leadership Meetings
- Individual Growth Plans
- Observation Details
- Student Rosters
- Student Demographic
- Student Growth Charts
- Tiered Access
- Aggregated Results
The data dashboard is the visible part of our data management and data visualization system. We have been working on building the critical infrastructure needed to establish and support the dashboard.

Recall - 10% visible, 90% foundation
Dashboard - Where to Start

Essential Questions

• How many teacher observations do I need? How many have I had? When did they occur?
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NOTE: Fictitious Data
NOTE: Fictitious Data
Dashboard Mock-up

NOTE: Fictitious Data
NOTE: Fictitious Data
Dashboard
Current Results

NOTE: Fictitious Data
Dashboard
Current Mockup – Master/Principal

NOTE: Fictitious Data
Arizona Ready-for-Rigor Project
Ongoing Objectives

- **TAP System for Teacher and Student Advancement:**
  - student achievement
  - teacher and principal performance
  - school functioning

- Prepare, recruit, and retain highly effective teachers and principals through a Performance Based Compensation System (PBCS)

- Provide actionable data to support decision making by stakeholders
Thank you | Questions

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