

Creating a Culture of Data Quality and Informed Use through Live and Online Professional Development

Consistency, Collaboration, and
Communication

Strategies for Creating Strong
Data and Strong Users

Consistency requires memory and a sense of time

- Consistency does not require communication
- There is an object that caused a stimulation that is recalled and some sense of how much time had passed
- Schools are inherently rhythmic but do things differently
- All data are local
 - It comes from the most granular level
 - Federal < State < LEA < School
 - Data always come from employees who enter it into a SIS or just an Excel sheet
- By gathering data with a consistent interface, approach, documentation, and customer service, you provide the 'same page' and a rhythm for people to sense and follow

Collaboration requires consistency and a sense of ‘the other’

- Collaboration does not require communication, but it does require consistency
- If I am aware of you and I remember a rhythm that involves you, I can do things based on the rhythm and get something I want or need without needing to communicate with you
- If you are throwing away something I want, I can wait for you to discard it and take it while you are not aware
- The dung beetle and the wildebeest do not communicate, but there is a level of collaboration
- People in your district are responsible for entering specific information (data) into your local SIS
- As the submitter, I did not decide who is homeless, but I report it to the state

Communication requires both Consistency and Collaboration

- If you can remember the rhythm and the other that is linked with the rhythm then communication is possible
- Communication can be used to enhance collaboration
- Enhanced collaboration can be used to enhance consistency
- By talking with the clerk who exits students, you may be able to improve your graduation rate

Case Study: Graduation Rate improvement – Background

- NJ SMART employs the NGA 4-year adjusted cohort graduation rate calculation
- If a student leaves one LEA and is reported as heading to another public school in NJ but is not registered in NJ SMART, they will count against the LEA that last released that student
- Any student leaving anytime after he/she started 9th grade and is listed as a ‘transferred unverified’ will affect the LEA’s graduation rate
- NJ offers a ‘Graduation Appeal’ process
- The LEA has a ‘one and done’ opportunity to present its appeal

Case Study: Graduation Rate improvement—What are the rhythms?

- Once a year when your School Performance Report listed a graduation rate that is 3% lower than what you told the BOE
- Once a year for a few weeks when you have to do Graduation Appeals to try to improve your graduation rate
- Once a month when you look at the Graduation Cohort Report
- Once a week when you look at a report with comments showing you the students who exited your school last week
- Within three days when the attendance people tell the administration that they have a group of students who have not come to school nor contacted the district for three consecutive days

Case Study: Graduation Rate improvement–Who are the others?

- The student who enters and leaves your school
- The parent/guardian who enrolls and removes the student from your school
- The teacher who takes attendance and sees the student once a day
- The person who enrolls or dis-enrolls the student
- The person who submits the student's record up to NJ SMART saying that he/she has just joined your school or is no longer in your school or district
- The teacher who had the student in his/her class and overheard that he/she was moving back 'home.'

Case Study: Graduation Rate improvement–How to communicate?

- You can scream, holler, and stomp your feet (actually that is just a broadcast and not communication)
- You can talk to your NJ SMART submitter and ask them what happens when a student is dis-enrolled from your district
- You can attend an NJ SMART webinar and learn what conditions lead to your having a low graduation rate
- You can look at the records of the students who are hurting your graduation rate
- You can work with others to try and track the students down
- You can use the weekly exit report to begin the search for these students while the trail is still warm