

# Regional Forum Stakeholder Feedback Summary

June 2010

[www.texasstudentdatasystem.org](http://www.texasstudentdatasystem.org)

# Thank you to the following Education Service Centers and ISD's for hosting the Regional Forum sessions:

<u>Region</u>	<u>Headquarters</u>
1	Edinburg
4	Houston
8	Mount Pleasant
10	Richardson
16	Amarillo
18	Midland
19	El Paso
20	San Antonio Lubbock ISD

# Table of Contents

	<u>Page</u>
• Overview and Process	3
• Executive Summary	10
• Stakeholder Feedback	
– General	13
– Student Snapshot	22
– Campus Snapshot	30
• Incorporating Feedback and Next Steps	40

# Overview and Process

# About the Stakeholder Engagement

Engaging with stakeholders is a critical component in developing the most effective reports and tools to be included in the Texas Student Data System (TSDS)

## Overview

- The engagement meetings are in-person sessions designed to capture feedback from relevant stakeholders regarding the ongoing work on the Texas Student Data System
- This particular set of meetings was the ***first in a series*** of interactions with users to solicit feedback during the development process
- This important feedback from actual users will be incorporated into the prototype development process

## Goals

- The goals for this first series of stakeholder meetings are to ensure that all participants:
  - Understand the Texas vision for future of education data
  - Express their campus and district needs and requirements
  - Provide input into the design of reports & tools; specifically, to review snapshots of the draft dashboard tool
  - Experience participation in a collaborative, iterative process
  - Feel confident that their opinions matter, are heard, and are welcome throughout the development process

# Glossary of Select Terms

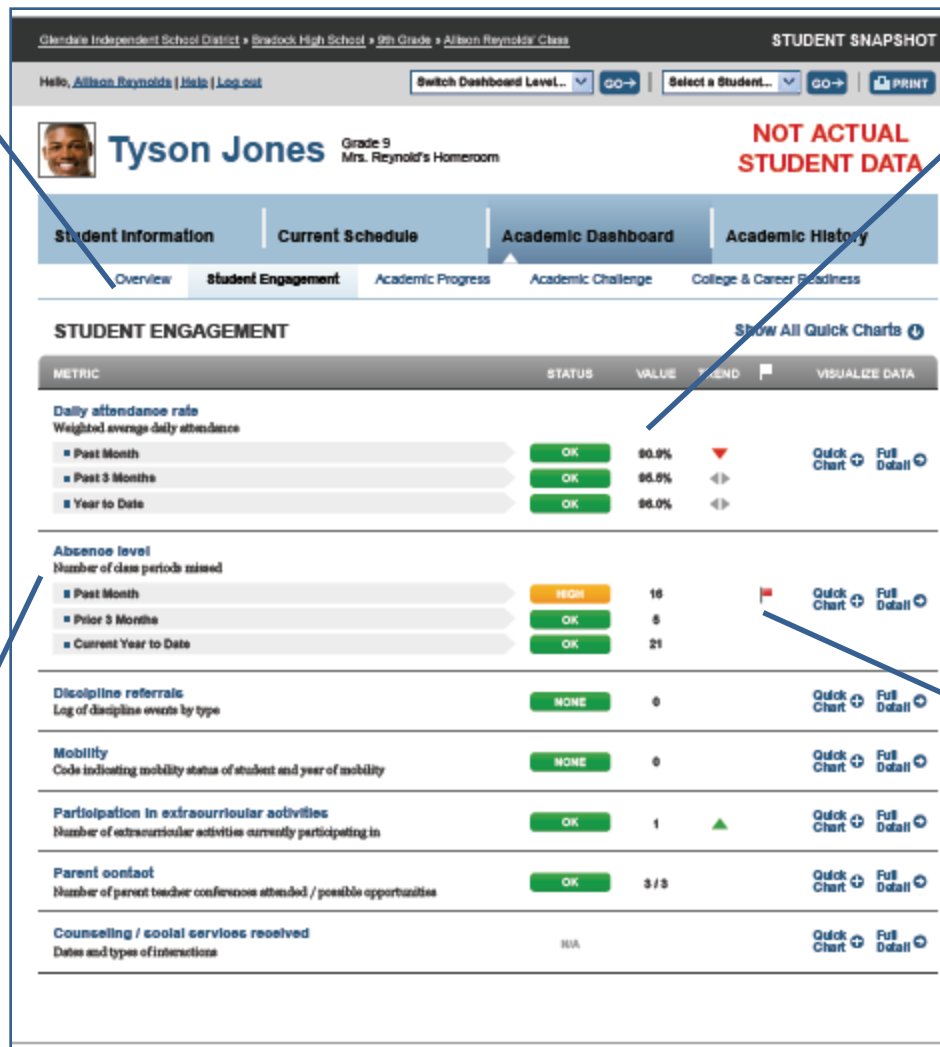
- **TSDS – Texas Student Data System**, a system designed to provide educators and policymakers with actionable, timely data to improve student performance while easing the burden of data collection on districts.
- **DCD – District Connections Database**, a data warehouse that provides the necessary infrastructure for improved data collection from districts as well as the subsequent creation and population of reporting and analysis tools with timely, actionable student data.
- **Dashboard** –the performance management analysis engine of the DCD. The prototype version contains five categories of performance metrics based on analysis of national, district and state scorecard best practices.
- **Snapshot** – a “picture” of the Dashboard tool at a point in time

# About the Dashboard Tool

A nationwide best-practice analysis of student- and campus-level performance metrics enabled development of draft dashboards (seen in *snapshot* below) for stakeholder review

The academic dashboard contains five categories of performance metrics based on analysis of national, district and state scorecard best practices.

For each category, such as “Student Engagement” shown here, a list of metrics are shown with definitions.



Users can set target triggers for each metric, show status bars (green, yellow, red), and see more or less data by clicking through

Data that requires intervention will be flagged to make it easier for teachers and principals to find it and to prioritize analysis.

# Stakeholder Engagement Process Overview

Stakeholder engagement meetings were conducted over a two month period (Mar-Apr 2010), and consisted of 12 three-hour sessions at 9 different regional sites

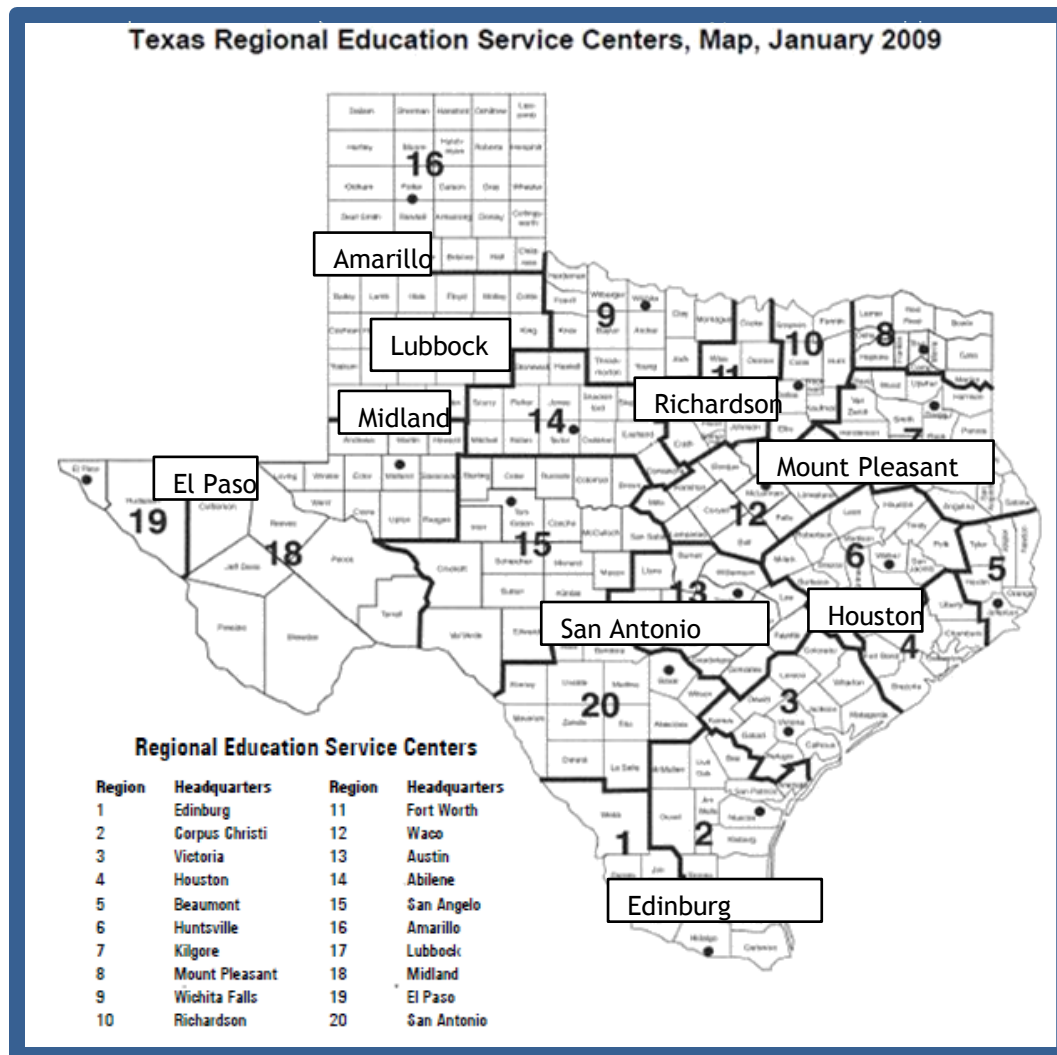
➤ **~2,000 people attended the regional forums**

- 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)**

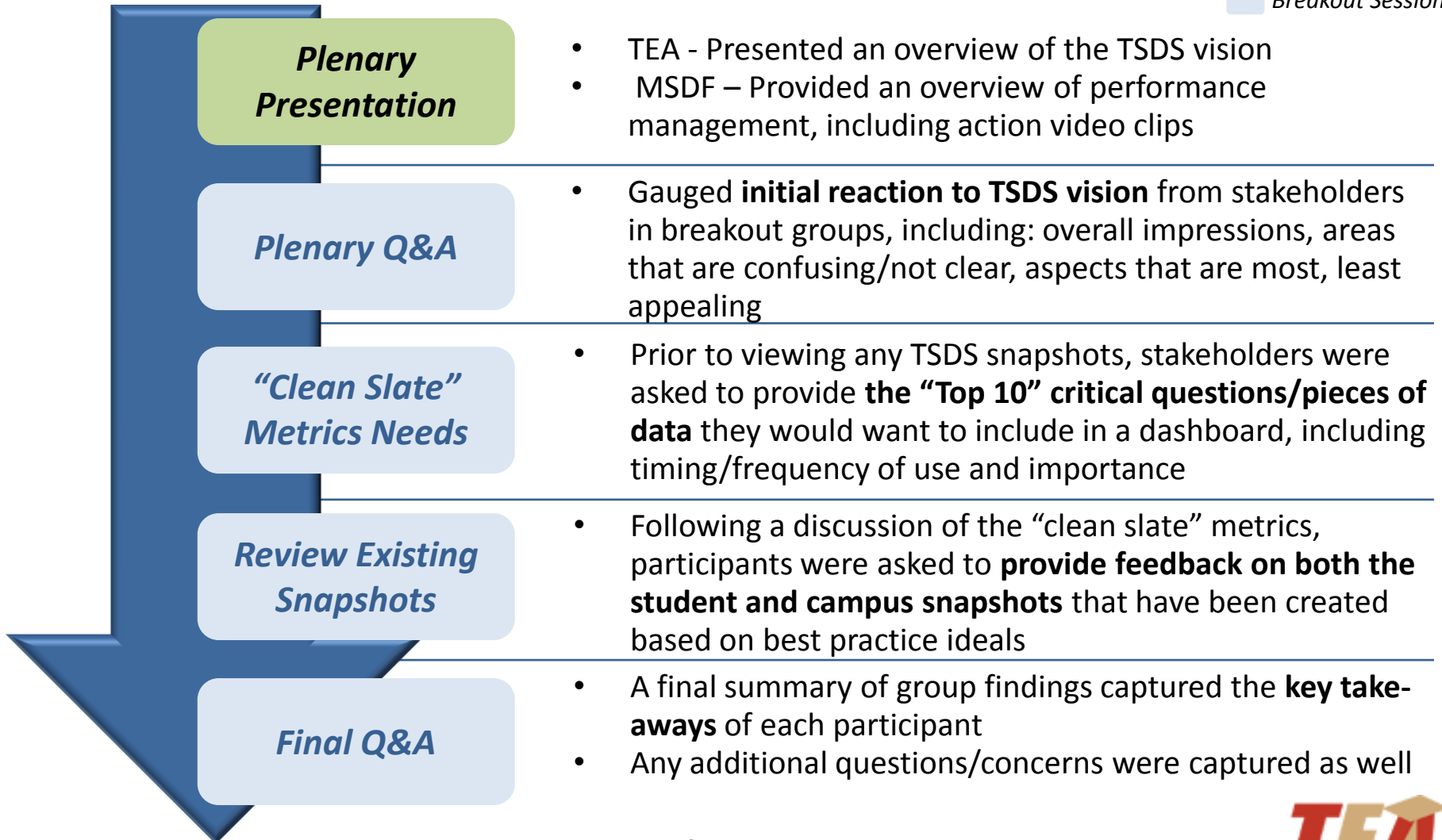
- 47 DCD breakouts
- 26 SIS breakouts



# 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

■ Full Group  
■ Breakout Sessions



# Stakeholder Feedback Process – “Clean Slate”

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

Information	Rank	frequency/timing
Statewide Assessments (A) (1)		
IEP, BIP, 504		
ESL, LEP		
At-Risk		
Local curriculum based assessments L English Math Science Social Studies		
Attendance		
School-Related Absences Which Teachers my student has in (Math, Eng, SS, Science)		
Parent, Guardian Contact information		
<b>Information I Need</b>	<b>Rank</b>	<b>Frequency</b>
Picture & ID # & grade level	6	beginning of school
Attendance	7	each mid pt. @ <sup>each</sup> six weeks
Scores (TAKS Info in all areas with widgets & ability to graph data & color) (SAT, ACT, AP)	4	3-4 times Fall semes + 2 times SPRING
ISS & Suspension	5	weekly / mthly.
Parent Info	3	daily
ability to graph their individual process on Skill or TEKS w/ability to print individual info per page to pass out to student	1	daily / weekly
IEP info - links to learning disability	2	each six weeks
demographics (incl. language of parents & student)	8	mthly.

# Stakeholder Feedback Process – Snapshots

Stakeholders also reviewed each metric in the sample snapshots and deemed it “Useful,” “Not Useful,” or “Needs Clarification”; written comments were also encouraged

**ACADEMIC CHALLENGE** | Show All Quick Charts

METRIC	STATUS	VALUE	TREND	VISUALIZE DATA	Useful	Not Useful	Needs Clarification
<b>Advanced Course Potential</b> Measuring success on tests (right) / number of current advanced courses TAKS > 2285, not enrolled PSAT at 90th percentile, not enrolled	OK	Yes / 1	↕	Quick Chart Full Detail			✓
<b>Advanced Course Enrollment</b> Enrollment in AP, IB, DE courses AP IB DE	OK	1	↕	Quick Chart Full Detail			✓
<b>Advanced Course Completion</b> Number of courses completed AP IB DE		1	↕	Quick Chart Full Detail	✓		
<b>Advanced Course Mastery</b> Scores on tests and test scores AP IB Other	OK	Passing	↕	Quick Chart Full Detail			✓

Comments:

① Does this mean she is qualified/capable to be in the AP/IB classes but is not ~~enrolled~~ enrolled in them?

② does Below mean could be enrolled but is not? & does it just mean Not Enrolled?  
Do “unqualified” students just have n/a in that column?

Ref: Douglas Allen / Web / Logout | Switch Dashboard Level... | Select a Grade... | PRINT

**Bradock High School** | NOT ACTUAL STUDENT DATA

Campus Information | Master Schedule | Academic Dashboard | Strategic Plan

**Bradock High School**  
1234 Main St  
Anywhere, TX 78000  
(512) 555-5555

Administration  
Principal Douglas Allen

School Population Current 2301  
# of Students 2301  
Student:Teacher Ratio 20 : 1

**Student Demographics**

Gender	Current	2-yr Trend
Female	47.80%	↕
Male	52.20%	↕

**Students by Program**

Program	Current	2-yr Trend
English as a Second Language	6.30%	↕
Gifted / Talented	12.10%	↕
Special Education	11.30%	↕
Career Tech	45.20%	↕
Economically Disadvantaged	35.50%	↕
Limited English Proficiency	7.30%	↕
At-Risk	30.70%	↕
AYP-NCLE - Areas Missed	Acceptable	↕
State Accountability	Acceptable	↕
Comments	Social Studies	

**Feeder School Distribution**

Feeder Class	Current	2-yr Trend
Campus A	30%	↕
Campus B	10%	↕
Campus C	10%	↕
Campus D	10%	↕
Campus E	10%	↕
Campus F	10%	↕
Campus G	10%	↕
Campus H	10%	↕

**Peer Campuses**

State-wide	Peer Campus
Central High	San Angelo
Cypress Creek	Cypress-Fairbanks
Langham Creek	Cypress-Fairbanks
Leo	Midland
Conroe	Conroe

Comments:

add accountability rating indicator and maybe other metrics such as dropout & completion rate

add a measure for student-staff ratio as well

highlight this as it is a key indicator

change this to 2 separate sections - one for student programs (bit, GT, etc) and one for student characteristics (eco. dis, LEP, etc)

move up to top

need to be able to select the characteristics that define the peer group because the group members could change based on what is being measured.

# Executive Summary

# Stakeholder Feedback Overview

Stakeholder feedback covered three main areas: Content, Process, and Governance

## 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

## Process

- Districts and ESCs very appreciative of the TEA's reaching out for feedback (e.g. 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

## 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)

# Incorporating Stakeholder Feedback

Stakeholder feedback has provided significant guidance for addressing issues of highest concern among target users; near-term focus is on content and functionality

## Content

- **Assess stakeholder feedback regarding actual content of Campus and Student-level snapshots; incorporate changes where appropriate**
- **Review desired functionality for dashboard interface, and accommodate as suitable**
- **Utilize ongoing feedback process to further test content relevancy, user interface**

## Process

- **Many process-related concerns will be alleviated through the Pilot work done in Lubbock**
  - Proof of concept
  - Mapping of source systems
  - Setting thresholds for flags, goals
- **Mapping of additional systems through Pilots II and III will further prove concept, increase ease of implementation, and drive down cost**
- **Continue to work with TEA to provide additional relevant support as needed**

## Governance

- **Continue messaging around “Mythbusters”**
  - Reach new audiences via webinars/web contacts
  - Update FAQ & summary of feedback on TSDS website
- **Ensure alignment between metrics/dashboards and audiences to allow for FERPA/confidentiality concerns**
- **Ensure proactive and effective communication with vendor community**
- **Continue managing different scenarios reflecting various governance outcomes**

# Stakeholder Feedback

# Direct Feedback from Stakeholders

Feedback covered a wide spectrum of opinion, but definitely tended toward the positive

*"Burden of generating this data would probably outweigh the benefits...don't have the time to do everything we need to now in small districts."*

*"Only benefit is in a common place..."*

*"No time or money to make the export tables required for full implementation, therefore will only show PEIMS data. I already have that without your system and can look up the info already generated in less time."*

*"Very useful data in this format...my fear is that TEA will use this against us at some point."*

*"Great work here...good professional development must be in place for campuses and teachers to be able to use the info to impact instruction."*

*"A lot of this info is available in other products that our district uses...everything on this list is useful; the question is it already available to the districts"*

*"With ability to drive down deeper this is an excellent approach."*

*"Love having all of this info in one place!"*

*"Love the student profile!"*

*"Very proactive for teacher prep"*

*"Trend up/down excellent idea. Value is scale scores / specific data is great!"*

*"Excellent information...trends would be a plus."*

*"LOVE this info ... it is SO beneficial to be able to see WHICH class periods are being missed"*

*"Great tool ... Wonderful!"*

# Content Feedback - Teachers

Overall, teachers exhibited a positive response regarding the possibility of having easy access to the extensive student data contained in the sample snapshots

## Teachers Want to See:

### *Complete Historical Information*

- Current Reading Level
- Attendance history
- Academic history
- Performance on benchmarks, assessments (back to TPRI, DRA)
- Interventions (what has been tried, what has worked, status)
- Extracurricular activity
- Grade of retention
- Mobility
- Discipline history

### *Current Attendance and Academic data; peer comparison*

- Attendance by class (including tardies, early check-out)
- Academic performance, including ability to see improvements, declines
- Option to add new/read previous teacher comments
- Ability to compare class/student to like classes/students

### *Student Demographics/ Contact Information*

- Special accommodations, Special Programs
- Student home situation (custody issues, family deaths)
- Others involved in students' lives (mentors, CPS, grandparents, parole officer)
- Current contact info for all involved with student
- Involvement level/ responsiveness of parents
- Student work, spousal, parenting responsibilities

# Content Feedback – Campus Leaders

Campus leaders shared teachers' enthusiasm for the potential uses/analysis of data, though demonstrate some concern about the realities of implementation

## Campus Leaders Want to See:

### *Student/Teacher performance trends*

- Student graduation, dropout rates, trends
  - Include more metrics for Student Career Readiness to track non-college bound
- Teacher training, retention
- Student/teacher performance outcomes
- Ability to show growth, declines for both student and teacher performance

### *How the data can be used beyond the classroom*

- Ability to export, analyze, correlate data
- Data on mobile students when they move in/out
- Customization capabilities, such as:
  - Track interventions and effectiveness of each
  - Change targets/goals by campus
  - Clear way to track teacher effectiveness

### *System implementation details*

- Data security
- Data quality
- Timeliness (relevancy) of data
- Single log-in to replace getting data from multiple sources
- Implementation realities
  - Who will enter this data?
  - Who pays for the system?
  - When can we have this?

# Content Feedback – District Personnel

District personnel were quite positive as well, though enthusiasm is matched by concerns regarding cost, security, privacy, and integration with existing systems

## District Personnel Want to See:

### *Tie to/fit with existing processes*

- Interaction (or interference) with Campus Improvement Plans, Strategic Plans
- System training for teachers/campus leaders
- Incorporation of Financial data
- Data quality assurance process

### *How the data can be used beyond the classroom*

- Report generation (what % canned vs. on demand reports)
- Customization capabilities, such as:
  - Ability to set goals by district
  - Use assessments to predict student outcomes
  - Ability to choose comparison groups
  - Clear way to track teacher effectiveness

### *System implementation details*

- Secure access to and oversight of data, particularly regarding public access
- Cost/budget requirements, responsibilities
- Timing of availability
- Effect on/overlap with existing vendors

# Stakeholder Feedback – By Role

Open-ended stakeholder feedback, lines of inquiry, and areas of concern were largely tied to the responsibilities each group faces in their current roles

Use *Information* to Improve  
*Student Outcomes*

## **Teachers' Focus:**

- Complete **historical information** (*What is the status of my incoming class?*)
- **Attendance and Academic Progress during year** (*How are my students doing now?*)
- **Updated student demographics/contact information** (*What is going on with student? Who do I contact regarding issues?*)
- **Peer comparisons** (*How is my class/my student comparing to like classes/students?*)

Use *System* to Improve  
*Reporting and Reduce Costs*

## **Campus Leaders' Focus:**

- **Student/Teacher performance trends** (*What is our progress? Where is help needed?*)
- **Ability to analyze/correlate data** (*What does the data tell us?*)
- **Data security, quality, and timeliness** (*Is the data relevant, accurate, safe?*)
- **Implementation realities** (*Who will enter this data? Who sets targets?*)

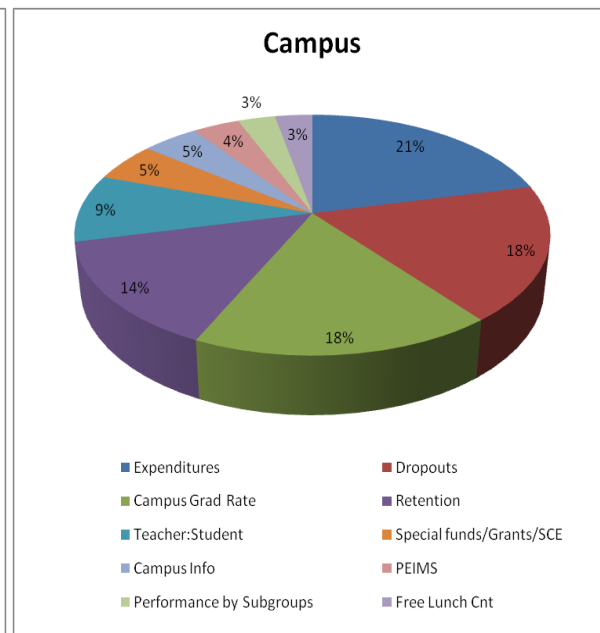
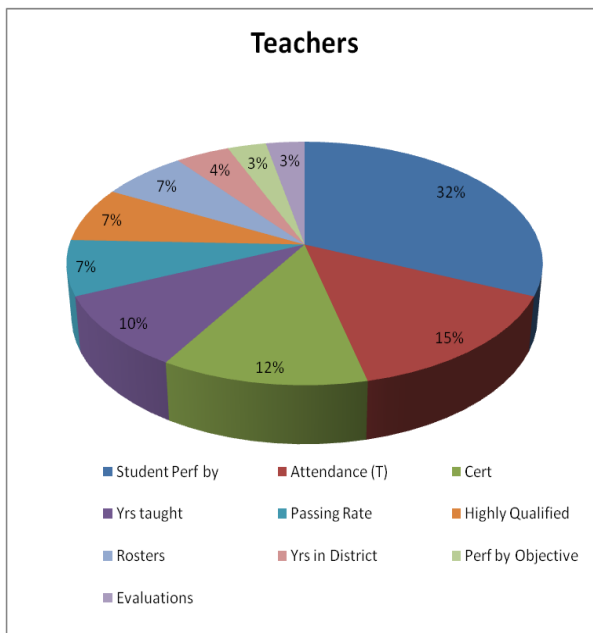
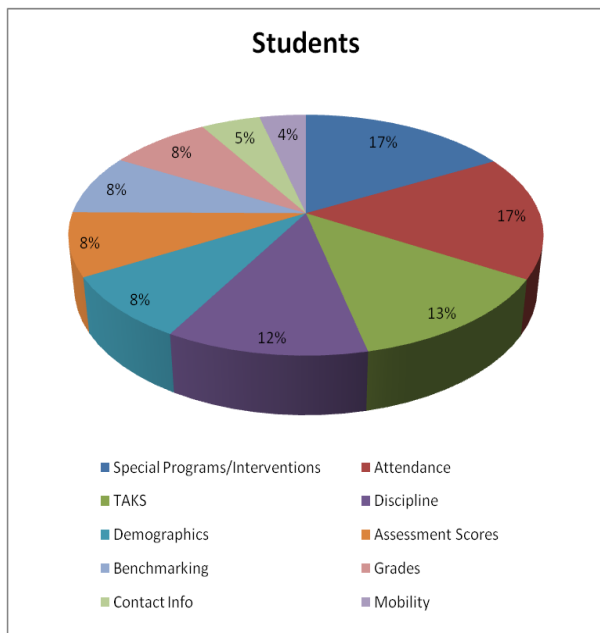
## **District Leaders' Focus:**

- **Secure access to/oversight of data** (*Who will see this info?*)
- **Implementation realities** (*Who will pay for this? Who will input data?*)
- **Existing vendor overlap / integration** (*How will vendors react?*)
- **Report generation, customization capabilities** (*How can the data be used?*)
- **Tie to/fit with Campus Improvement Plans, Strategic Plans** (*How does this fit with existing processes?*)

# Stakeholder Feedback – Clean Slate “Top 10”

Participants provided open-ended feedback regarding the “Top 10” critical questions or pieces of data ideally seen on Student, Teacher, and Campus dashboards

Feedback generated during the Clean Slate exercise mapped very closely with metrics identified through best practices research, allowing for state-specific nuances (e.g., ELL, career-ready, etc.)



## Students – Top 3

- Special Programs/Interventions **17%**
- Attendance **17%**
- TAKS Results **13%**

## Teachers – Top 3

- Student performance by\* **32%**
- Teacher attendance **15%**
- Certifications **12%**

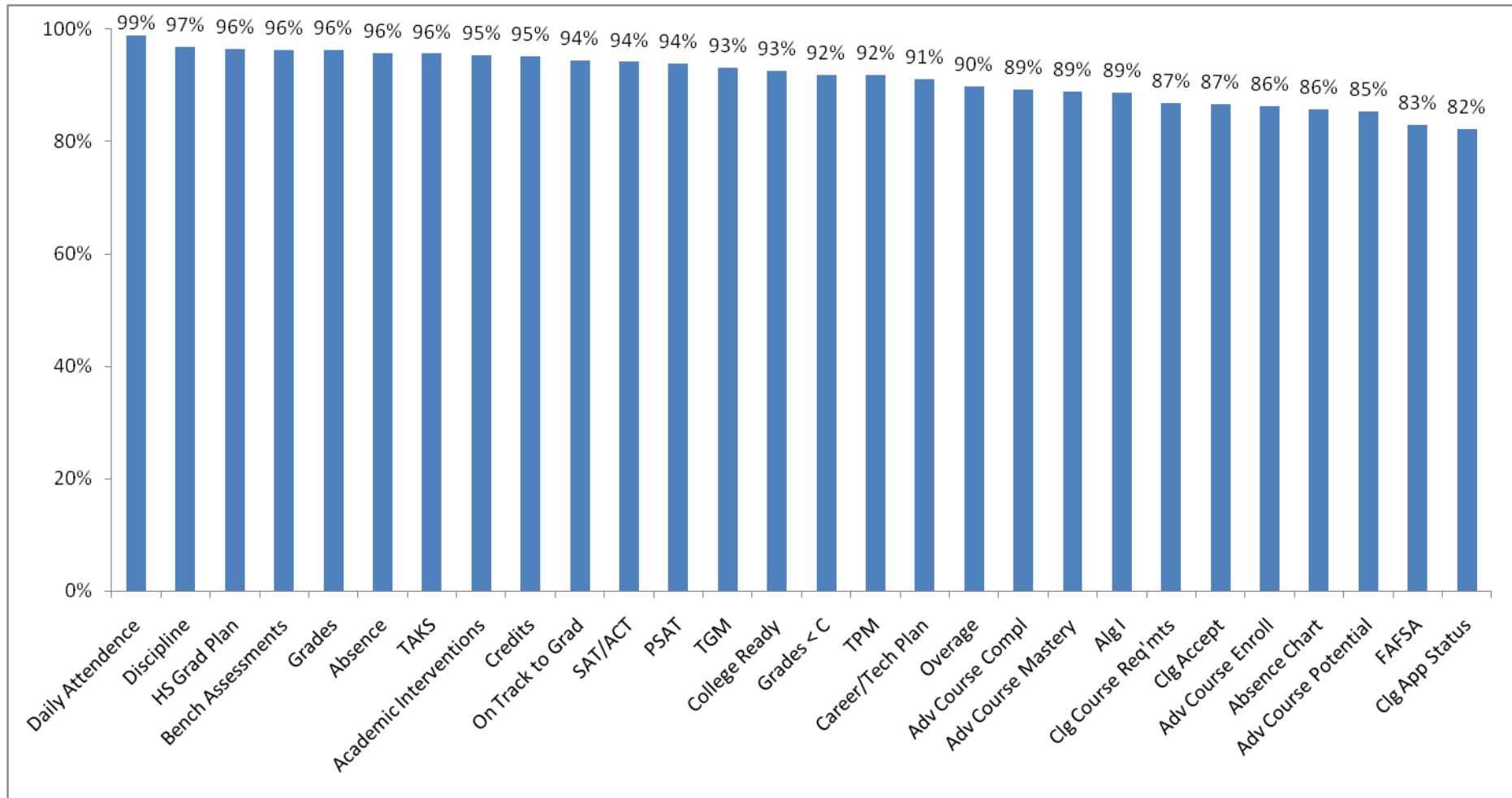
## Campus – Top 3

- Expenditures **21%**
- Dropouts **18%**
- Graduation Rate **18%**

\*"Student performance by" varied, but generally includes students' Grades, Assessment performance, longitudinal testing data, and Teacher Fail Rate

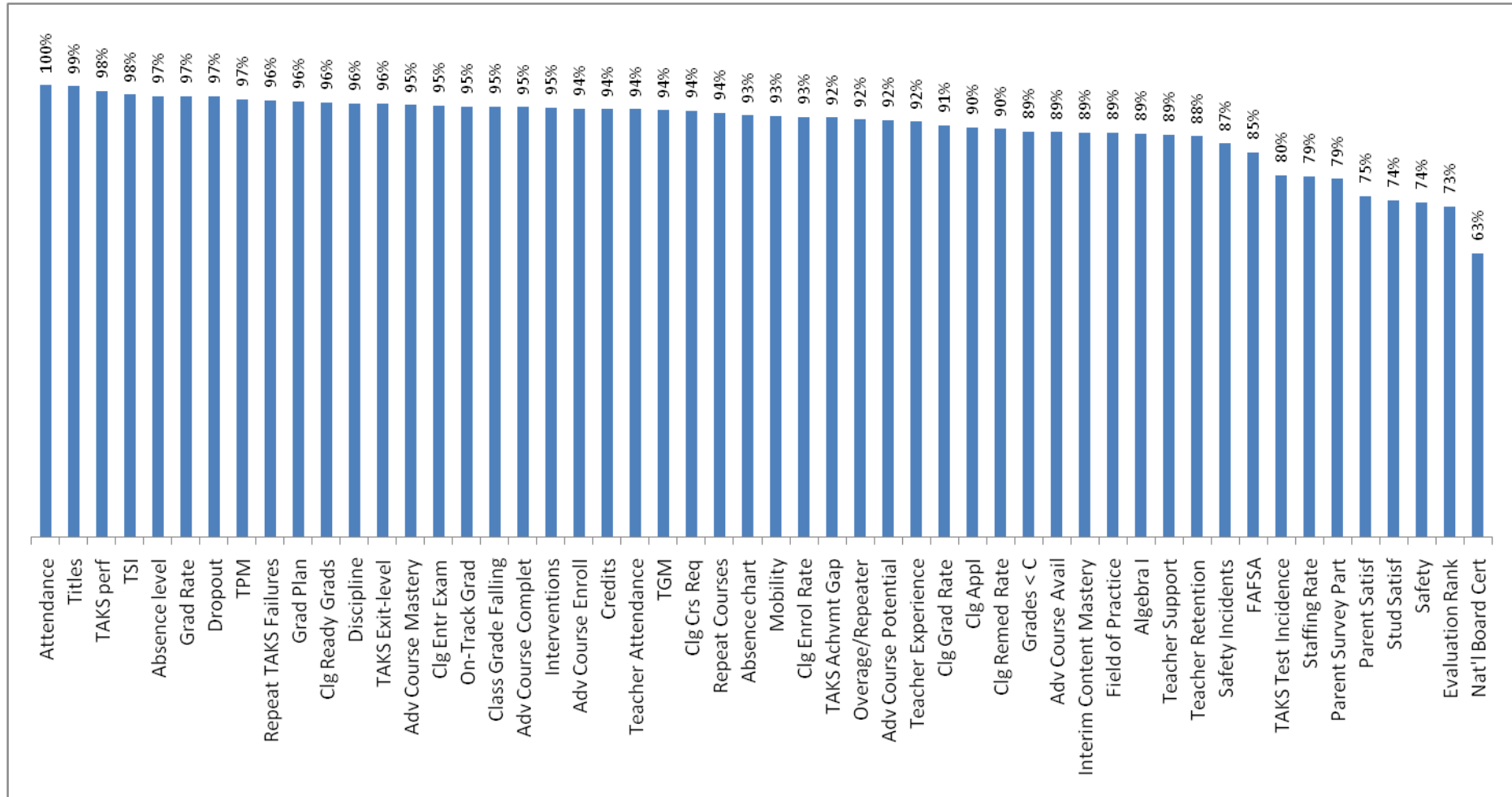
# Student Snapshot Metrics Rated “Useful”

In general, the Academic Progress and Engagement metrics were considered more useful than the Academic Challenge and College/Career Readiness metrics



# Campus Snapshot Metrics Rated “Useful”

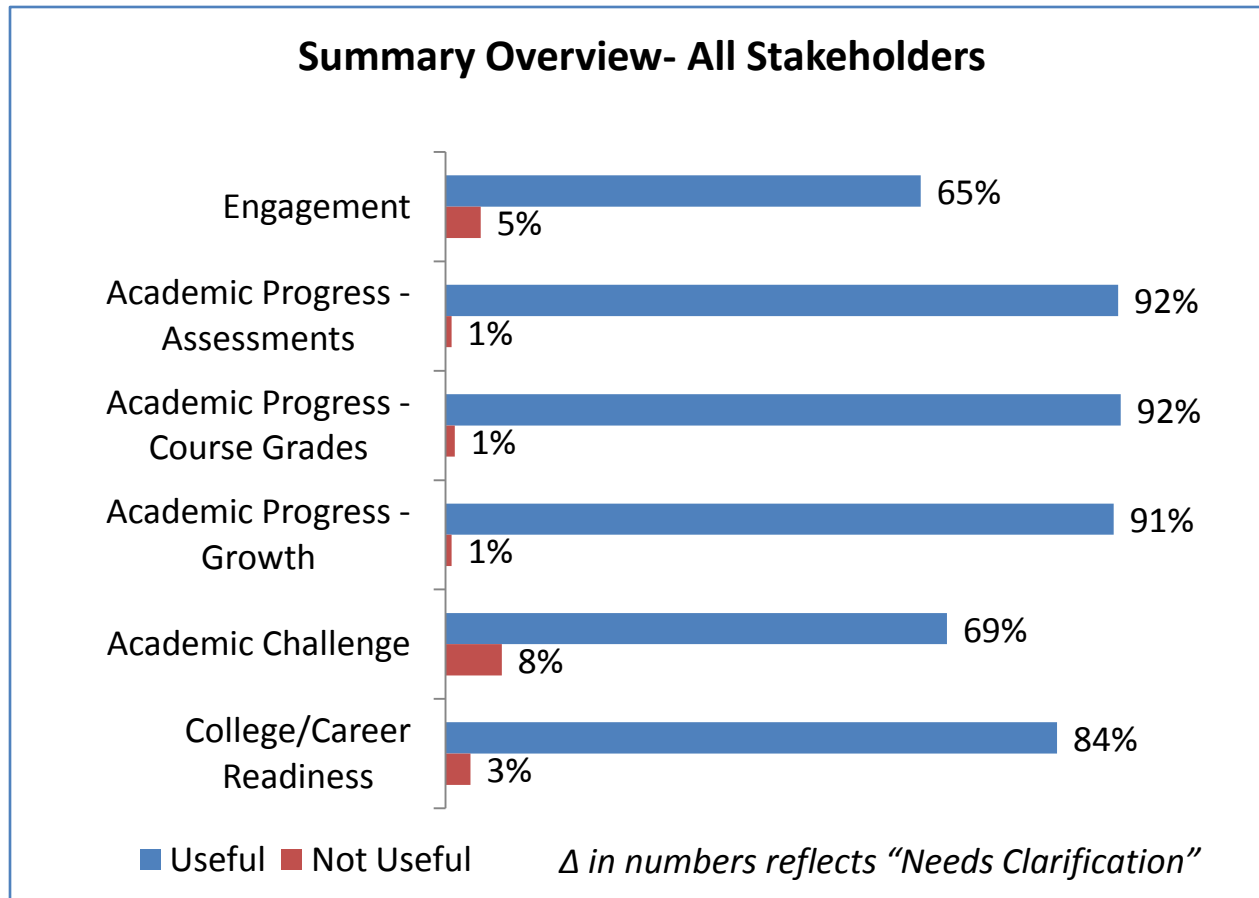
Engagement, Academic Progress, and College/Career Readiness metrics dominated the “most useful” list of metrics for stakeholders



# Snapshot Feedback - Student

# Student Snapshot - Summary Overview

Stakeholders reviewing the Summary Overview found the Academic Progress metrics to be most useful



*"Generated profile is acceptable and preferred."*

*"Like profile with picture and write-up. Useful to find all info in one place."*

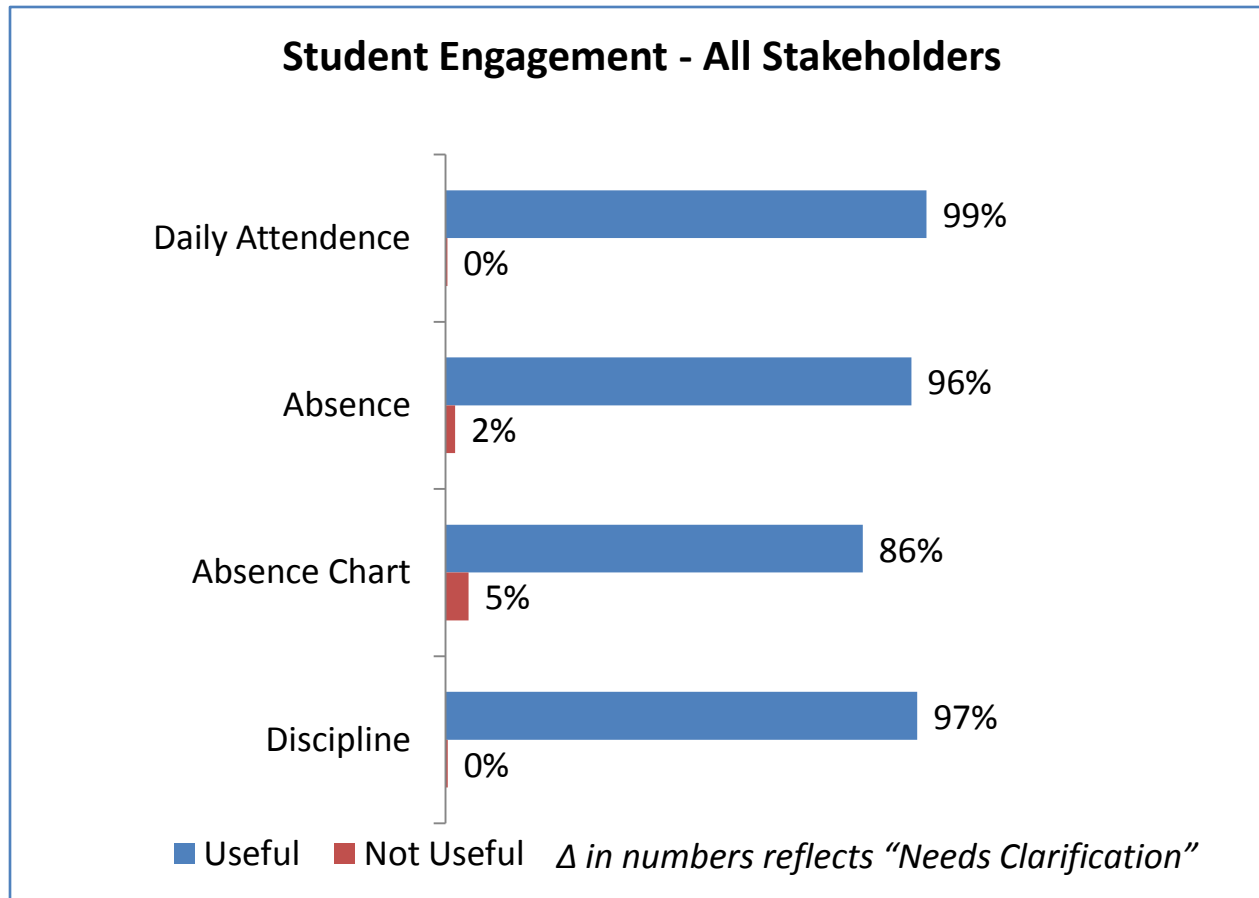
*"Love the student profile!"*

*"I am unclear how this rolls up; flags and peer comparisons are good."*

*\*Refer to [www.texasstudentdatasystem.org/reference-docs](http://www.texasstudentdatasystem.org/reference-docs) for copies of the student and campus snapshots*

# Student Snapshot - Student Engagement

All stakeholders found the “Daily Attendance” metric to be the most useful



*“Engagement has a different context in our school setting.”*

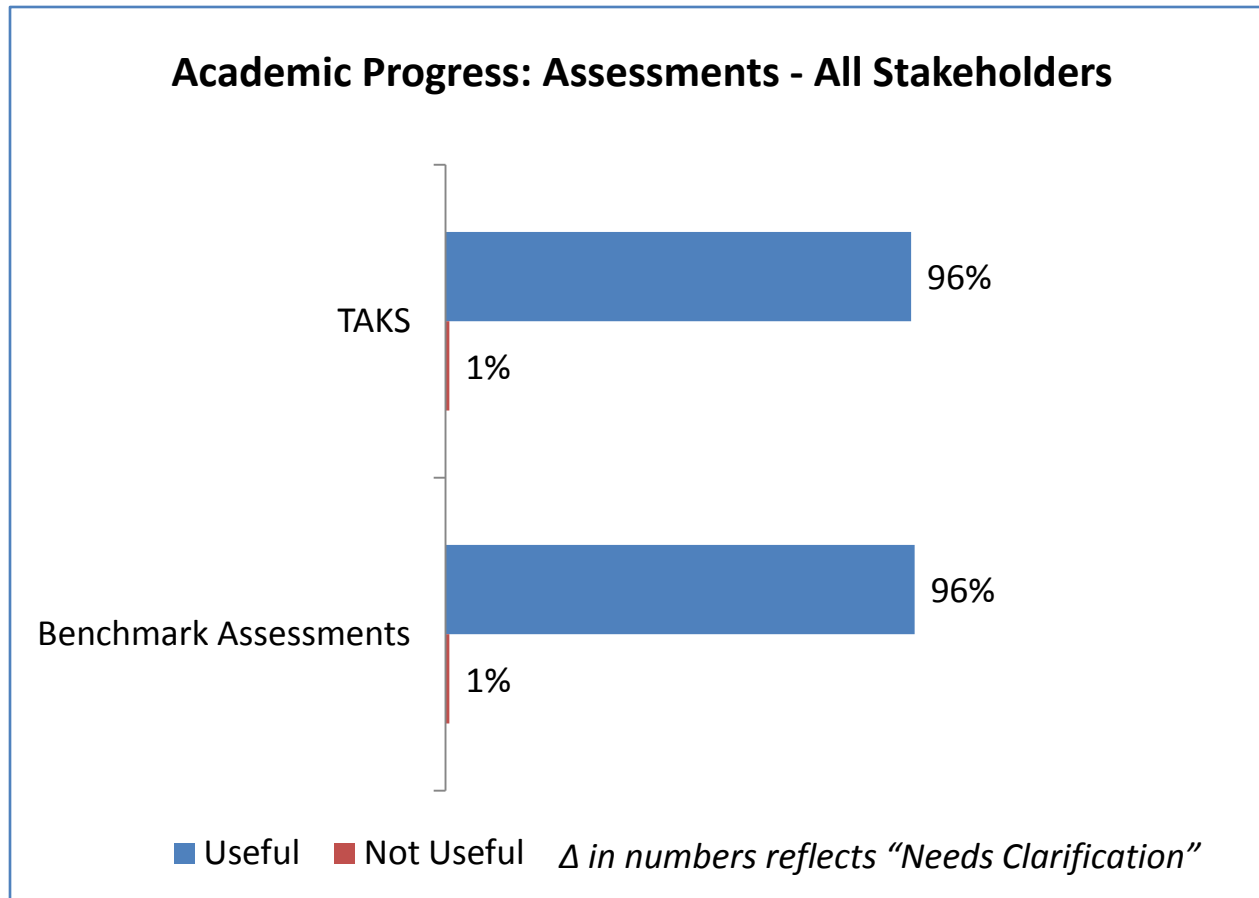
*“This would be beneficial when discussing with parents why their child has gaps in their education when they’re absent or tardy.”*

*“Add participation in all programs, including extracurriculars.”*

\*Refer to [www.texasstudentdatasystem.org/reference-docs](http://www.texasstudentdatasystem.org/reference-docs) for copies of the student and campus snapshots

# Student Snapshot - Acad Progress: Assessments

The vast majority of stakeholders found the assessment data (TAKS and Benchmark results) to be useful metrics



*"We need the detail at the objective level."*

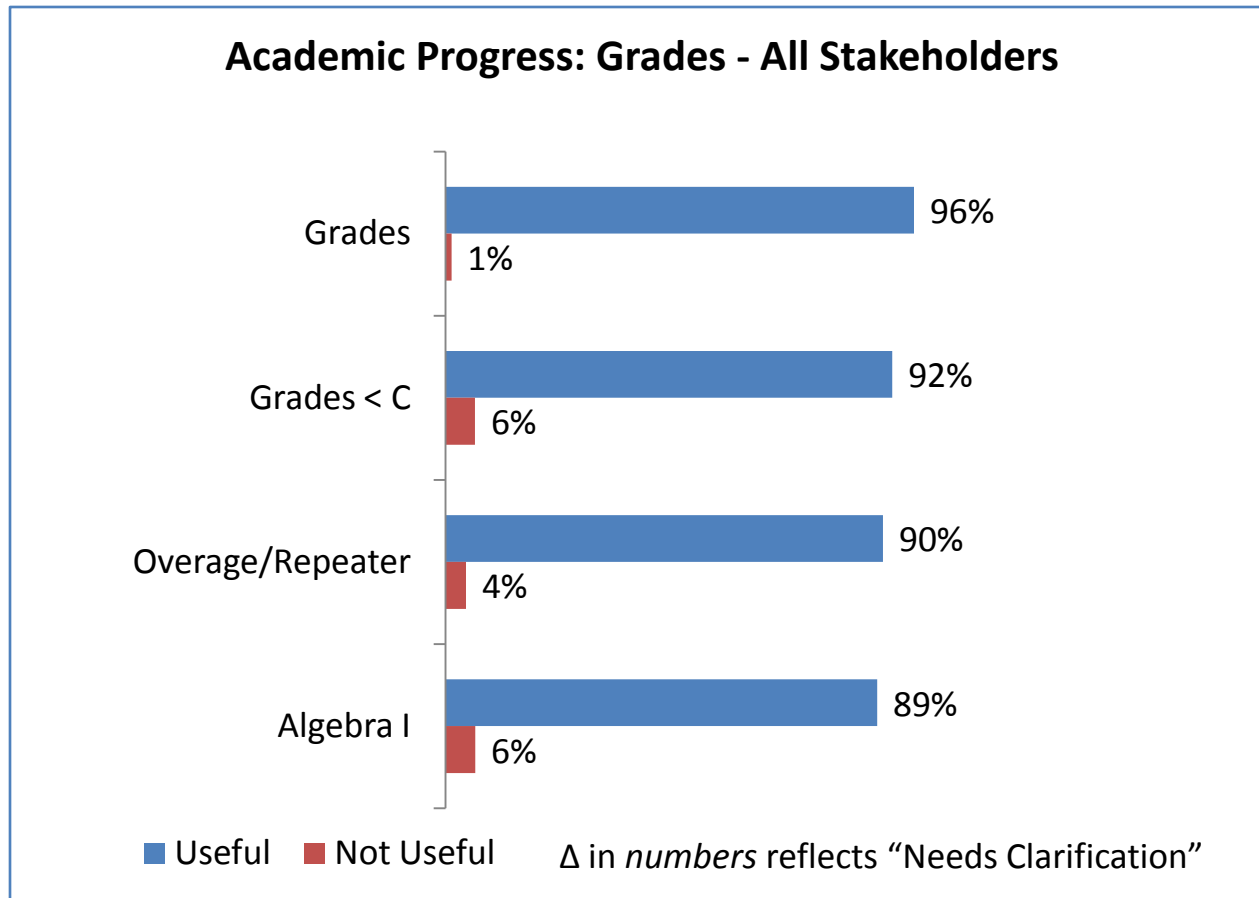
*"Like the red flags to help indicate problem areas or concerns. If schools pick their own customized measurement, then how does it convert when students change schools or districts?"*

*"How will we track benchmarks between campuses?"*

*\*Refer to [www.texasstudentdatasystem.org/reference-docs](http://www.texasstudentdatasystem.org/reference-docs) for copies of the student and campus snapshots*

# Student Snapshot - Acad Progress: Grades

Results for Grades metrics showed more variability; all Stakeholders viewed “Grades” to be important, but Overage and Algebra I metrics less relevant



*“Will be great to have all data in one location. Some of this data we generate by hand and keep as hard copy in notebook, thus limited access by those who may also need info.”*

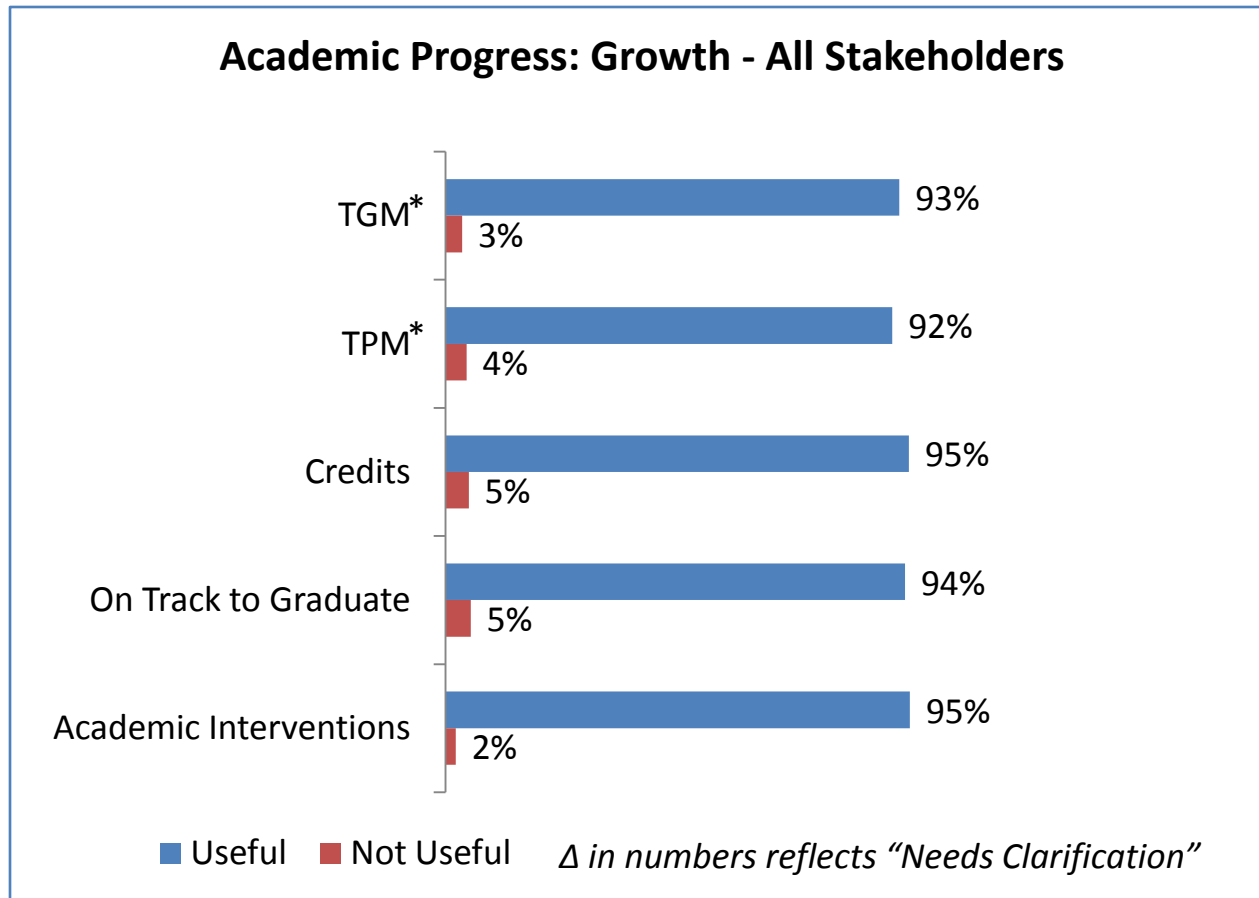
*“Love overage/repeater metric.”*

*“Will this tie to Gradebook?”*

*\*Refer to [www.texasstudentdatasystem.org/reference-docs](http://www.texasstudentdatasystem.org/reference-docs) for copies of the student and campus snapshots*

# Student Snapshot - Acad Progress: Growth

Those closest to the students (Teachers) are more interested in progress toward graduation and Academic Interventions than the state's growth metrics



*"Growth needs hard data - scores going up or down."*

*"I like the peer comparison."*

*"Measuring growth is excellent."*

*"Thresholds are useful, but would like to have rights to change values & customize the messages."*

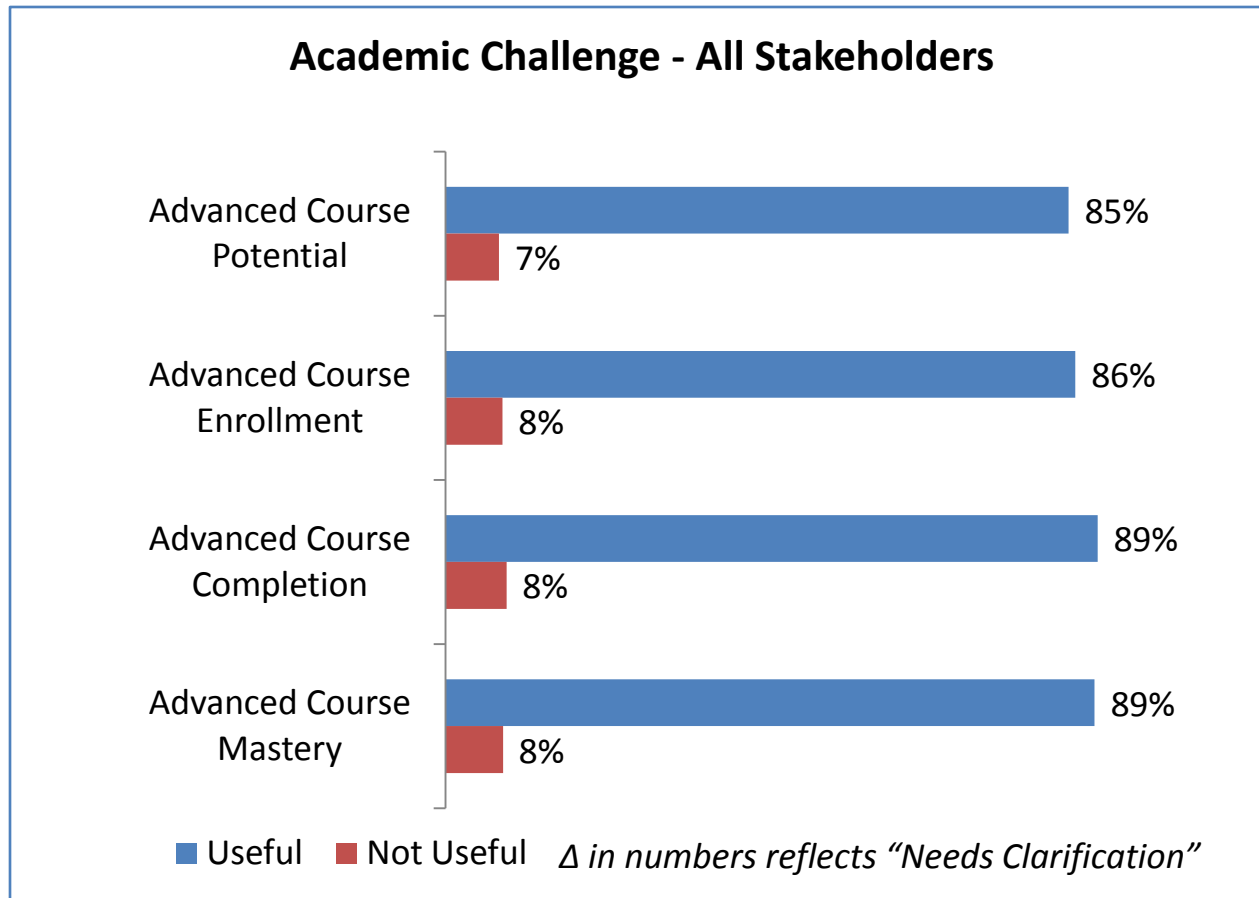
\*Refer to [www.texasstudentdatasystem.org/reference-docs](http://www.texasstudentdatasystem.org/reference-docs) for copies of the student and campus snapshots

\*TPM = Texas Projection Metric, the # of subjects projected to meet TAKS standard at Grade 11/total subjects

\*TGM = Texas Growth Metric, the # of subjects making 1 year gain in test scores

# Student Snapshot - Academic Challenge

Overall, stakeholders did not find the Academic Challenge metrics as useful as those for Engagement or Academic Progress



*"Academic challenge needs better definition"*

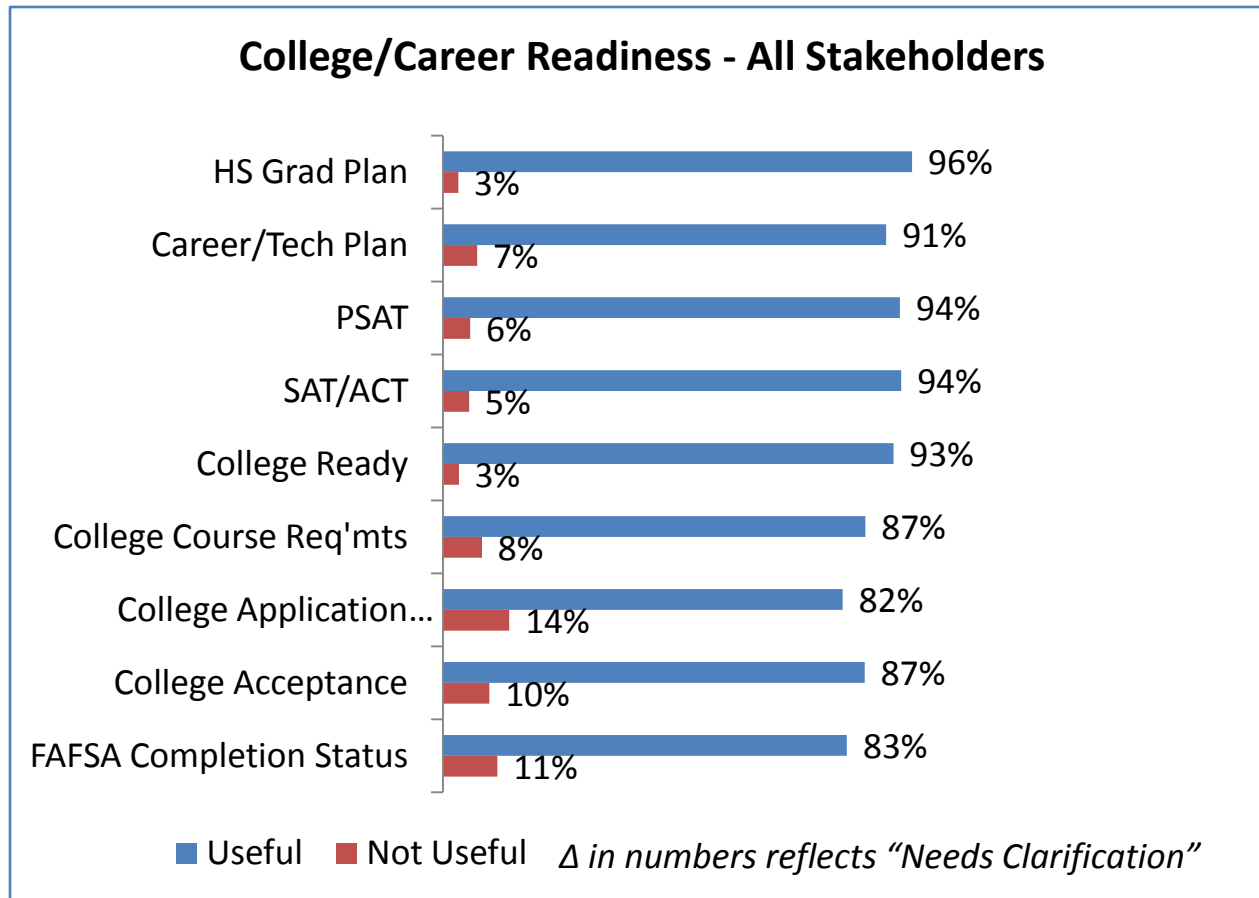
*"This is a very helpful category! It is nice to see at a glance the challenges that the student has availed himself."*

*"Add Dual credit and placement in GT/Advance courses in younger grades to watch trends."*

\*Refer to [www.texasstudentdatasystem.org/reference-docs](http://www.texasstudentdatasystem.org/reference-docs) for copies of the student and campus snapshots

# Student Snapshot - College/Career Readiness

Stakeholders had a strong appetite for additional career-level metrics



*"Increase focus on career readiness."*

*"Separate College and Career Readiness...they are two very different tracks."*

*"Add 8th & 10th grade college readiness test. These tests also include interest survey."*

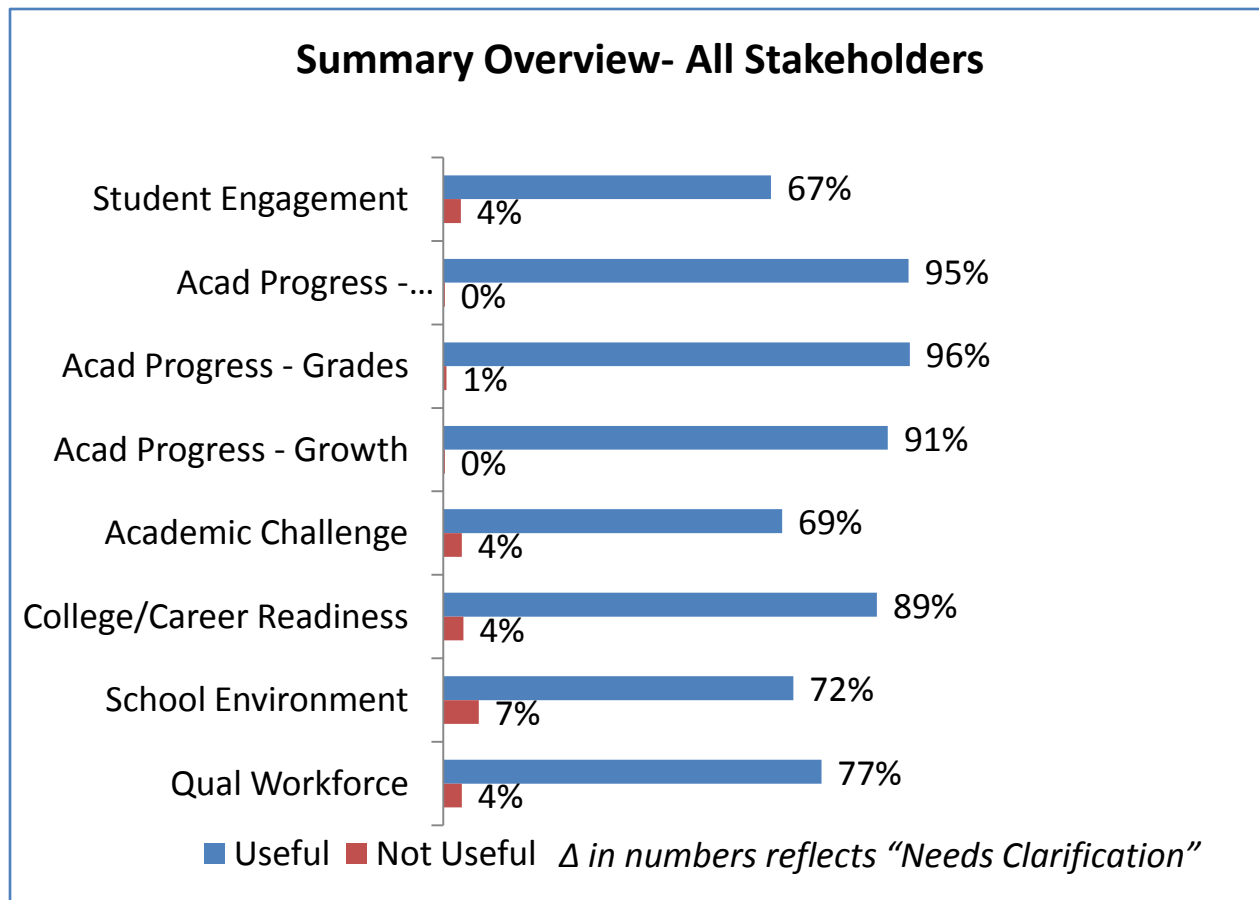
*"Add College credits earned from Dual credit and credit by exam."*

\*Refer to [www.texasstudentdatasystem.org/reference-docs](http://www.texasstudentdatasystem.org/reference-docs) for copies of the student and campus snapshots

# Snapshot Feedback - Campus

# Campus Snapshot - Summary Overview

Similar to the student snapshot summary overview, stakeholders viewed the Academic Progress metric roll-ups to be most useful



*"Ability to customize flags is important."*

*"I am concerned about this information staying for district use only."*

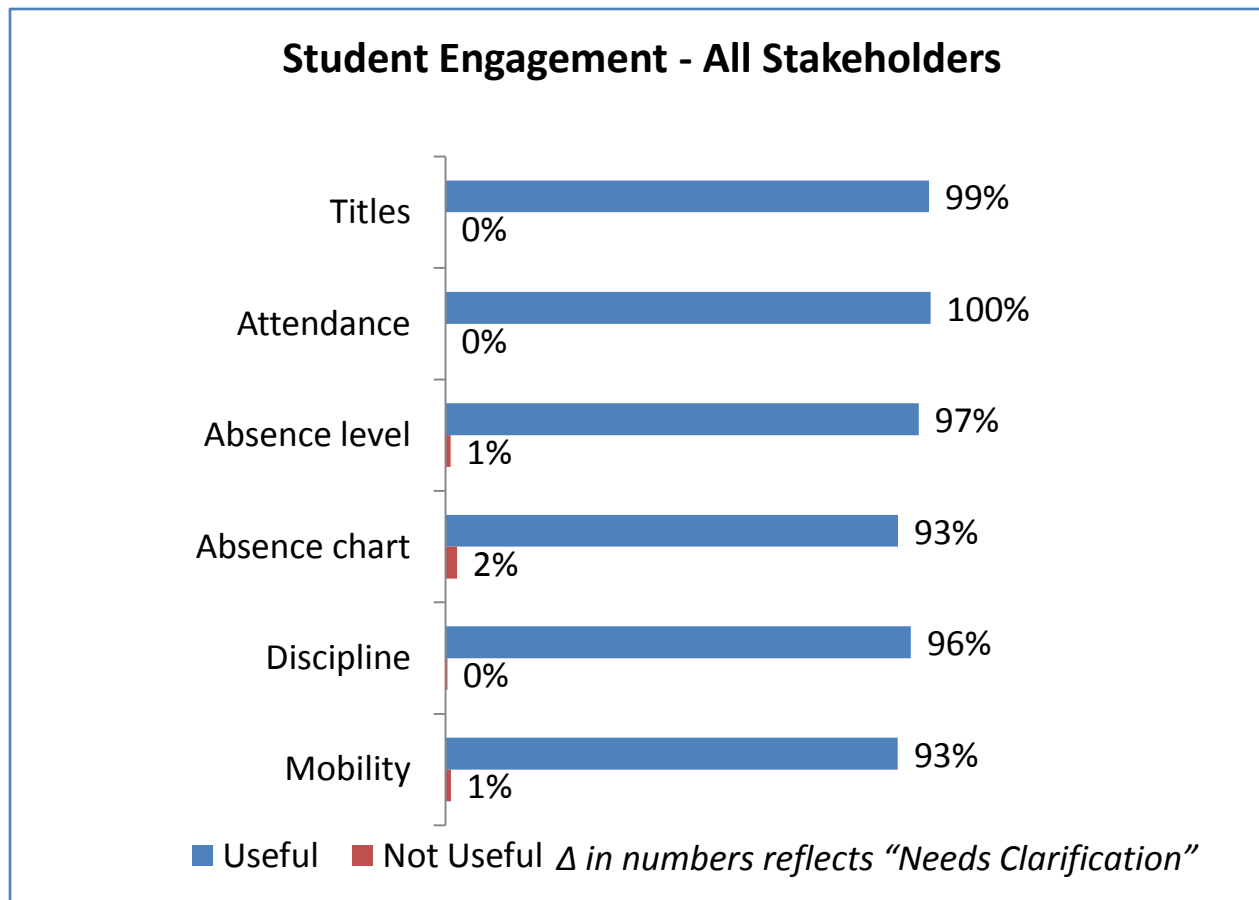
*"Very useful to me as Superintendent. Can share these with school board."*

*"Great tool! Great for marketing."*

\*Refer to [www.texasstudentdatasystem.org/reference-docs](http://www.texasstudentdatasystem.org/reference-docs) for copies of the student and campus snapshots

# Campus Snapshot - Student Engagement

The Engagement metrics, particularly those related to attendance and discipline, were found by stakeholders to be some of the most useful metrics



*"Can we drill down to individual teacher or class period in the system?"*

*"This is extremely helpful."*

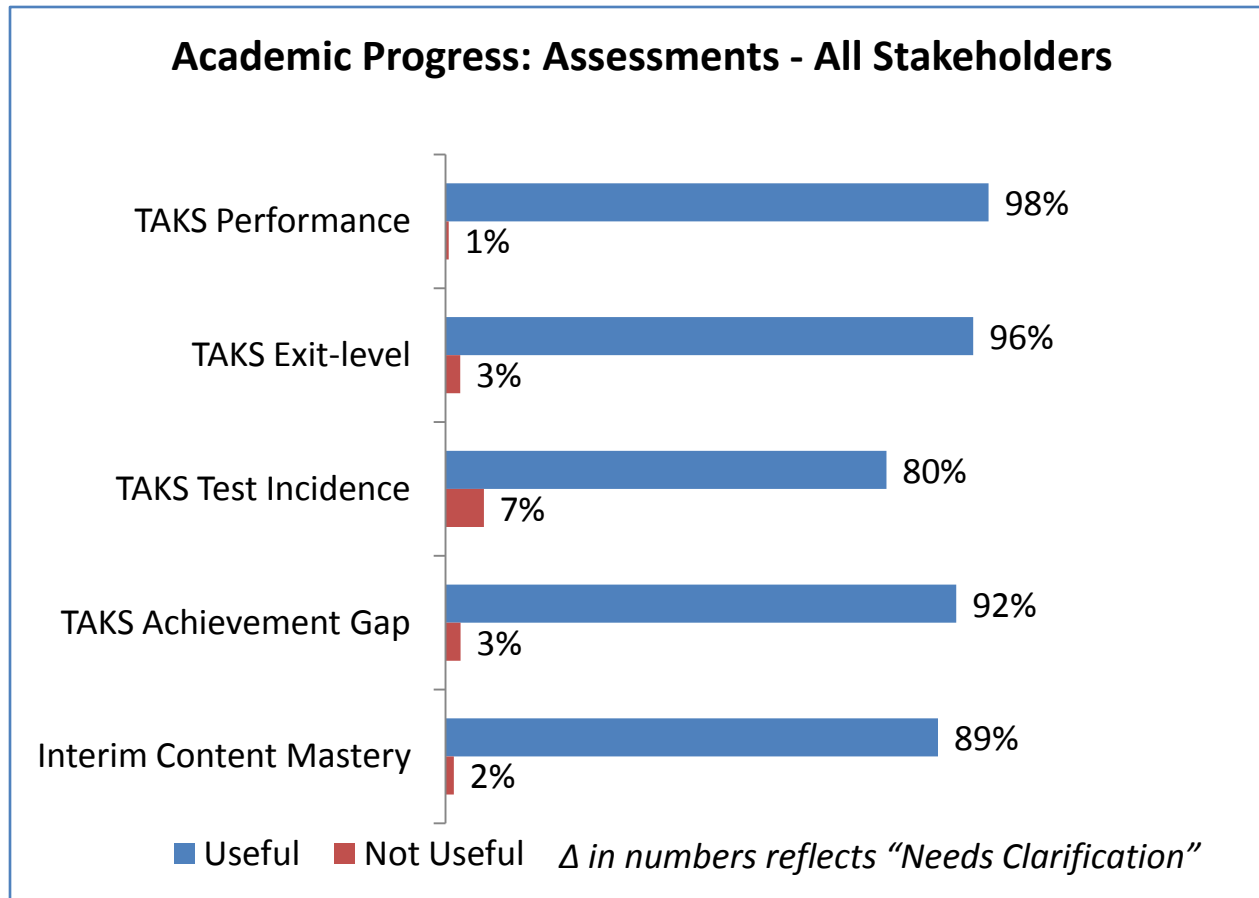
*"Engagement has to do with evidence of learning which is not the same thing you have here."*

*"All of this is nice - but who has staff with time to enter all of it?"*

*\*Refer to [www.texasstudentdatasystem.org/reference-docs](http://www.texasstudentdatasystem.org/reference-docs) for copies of the student and campus snapshots*

# Campus Snapshot - Acad Progress: Assessments

TAKS performance (both standard and exit-level) was deemed to be the most useful of the Assessment metrics



*"Achievement gap also needs to reflect by individual student - where their gaps are."*

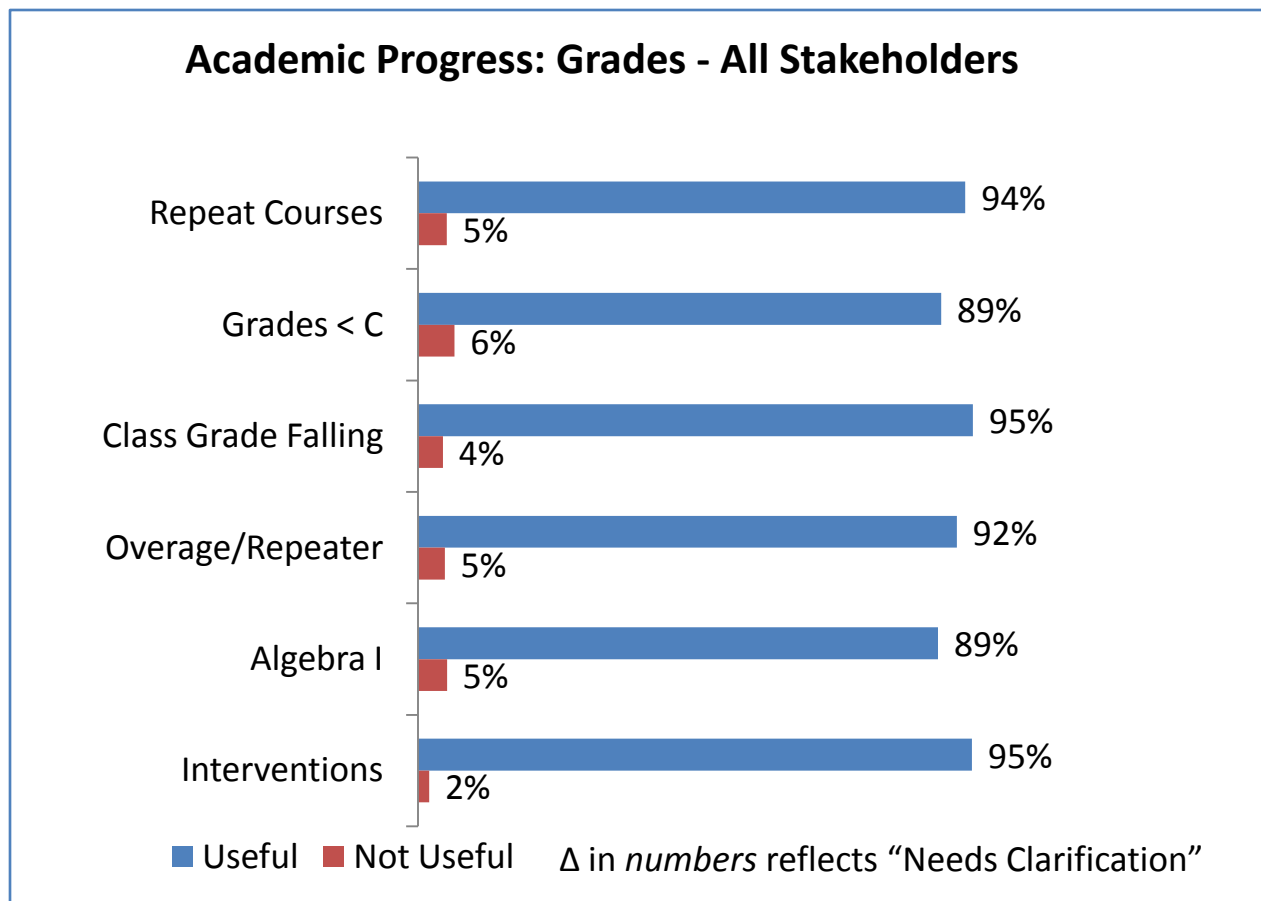
*"I like the interim content mastery area the best."*

*"Much more data charts than we currently receive from TEA; it would be very beneficial for addressing curricular and instructional issues as a campus or district."*

*\*Refer to [www.texasstudentdatasystem.org/reference-docs](http://www.texasstudentdatasystem.org/reference-docs) for copies of the student and campus snapshots*

# Campus Snapshot - Acad Progress: Grades

The Grades metrics were also generally viewed as useful, particularly those related to falling grades, academic interventions, and repeaters



*"Why are you only tracking Algebra I?"*

*"This is awesome!"*

*"Drill down to see frequency for specific course failures."*

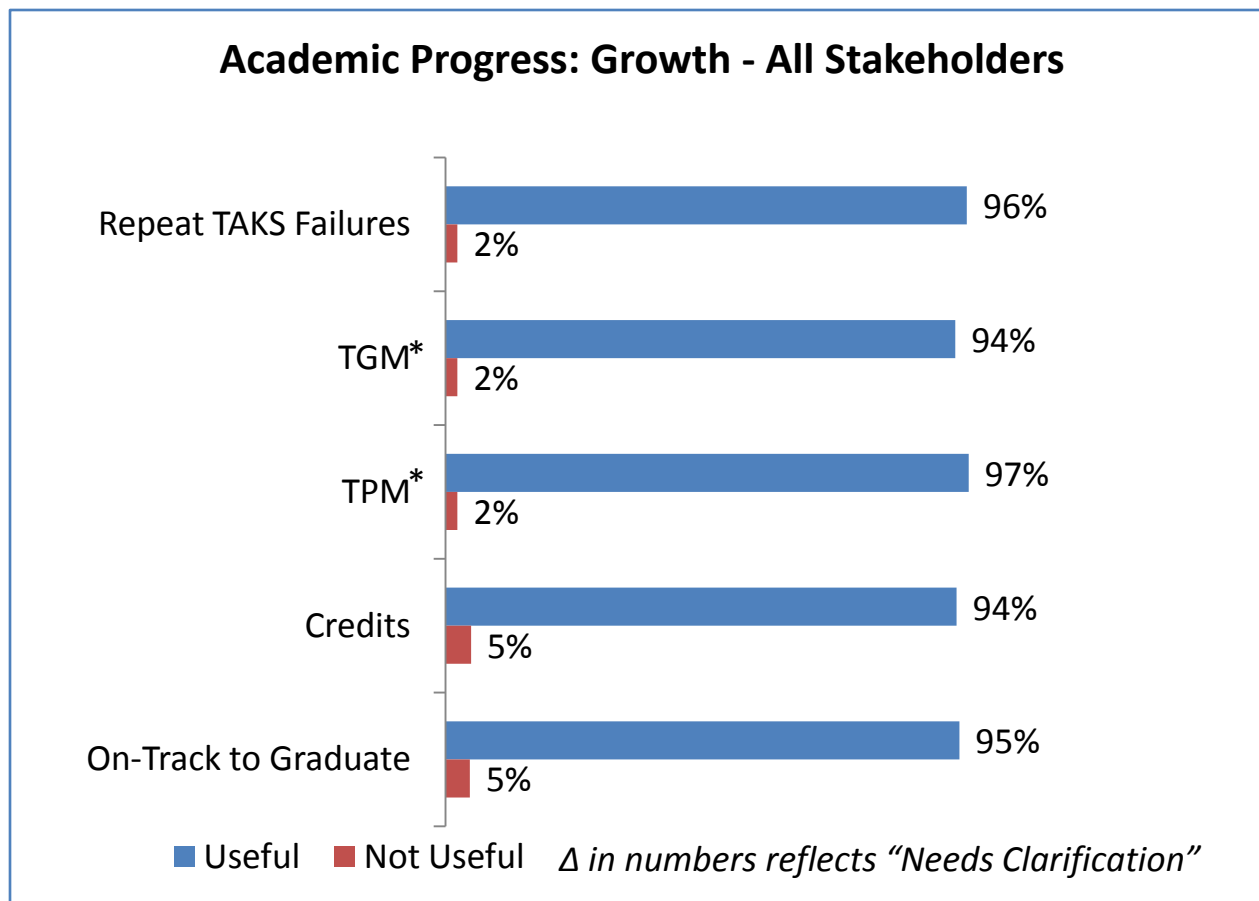
*"Disaggregate by teacher and course. Access to teacher/student level data is critical."*

*"Add reading level."*

*\*Refer to [www.texasstudentdatasystem.org/reference-docs](http://www.texasstudentdatasystem.org/reference-docs) for copies of the student and campus snapshots*

# Campus Snapshot - Acad Progress: Growth

Again, those metrics related to Academic Growth were found to be useful by all stakeholder groups



*"Great tool."*

*"I'm confused by use of 'above' and 'below goal' on some of these indicators and the use of red vs. green."*

*"Is academic progress customizable to campus goal? How does that compare across campuses?"*

*"Include TPM detail to identify students not expected to pass."*

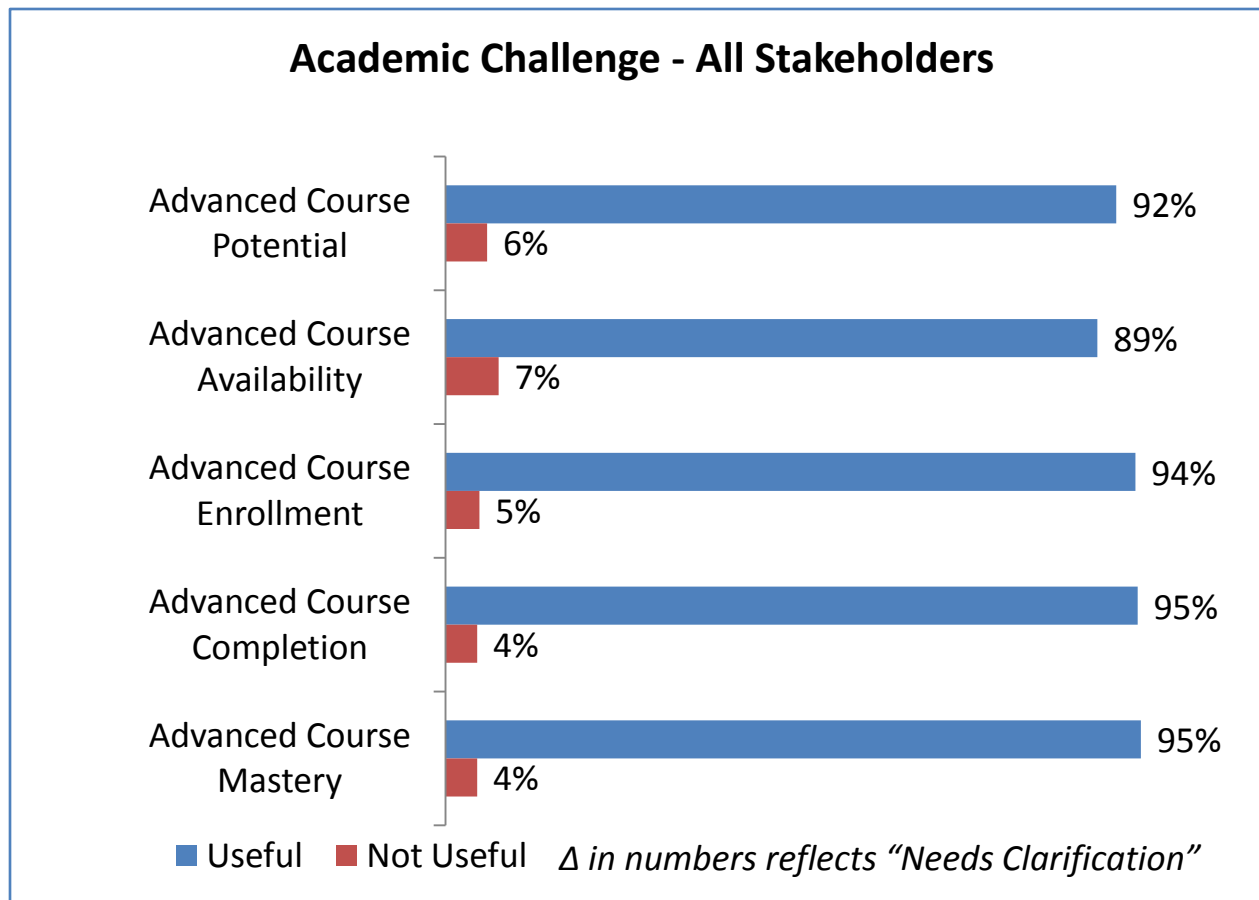
\*Refer to [www.texasstudentdatasystem.org/reference-docs](http://www.texasstudentdatasystem.org/reference-docs) for copies of the student and campus snapshots

\*TPM = Texas Projection Metric, the # of subjects projected to meet TAKS standard at Grade 11/total subjects

\*TGM = Texas Growth Metric, the # of subjects making 1 year gain in test scores

# Campus Snapshot - Academic Challenge

Interestingly, stakeholders reviewing Campus-level snapshots found the Academic Challenge metrics to be more useful than those reviewing Student-level snapshots



*"All of these areas are great to have at a glance. Need to drill down to individual student on advanced course potential, enrollment & completion."*

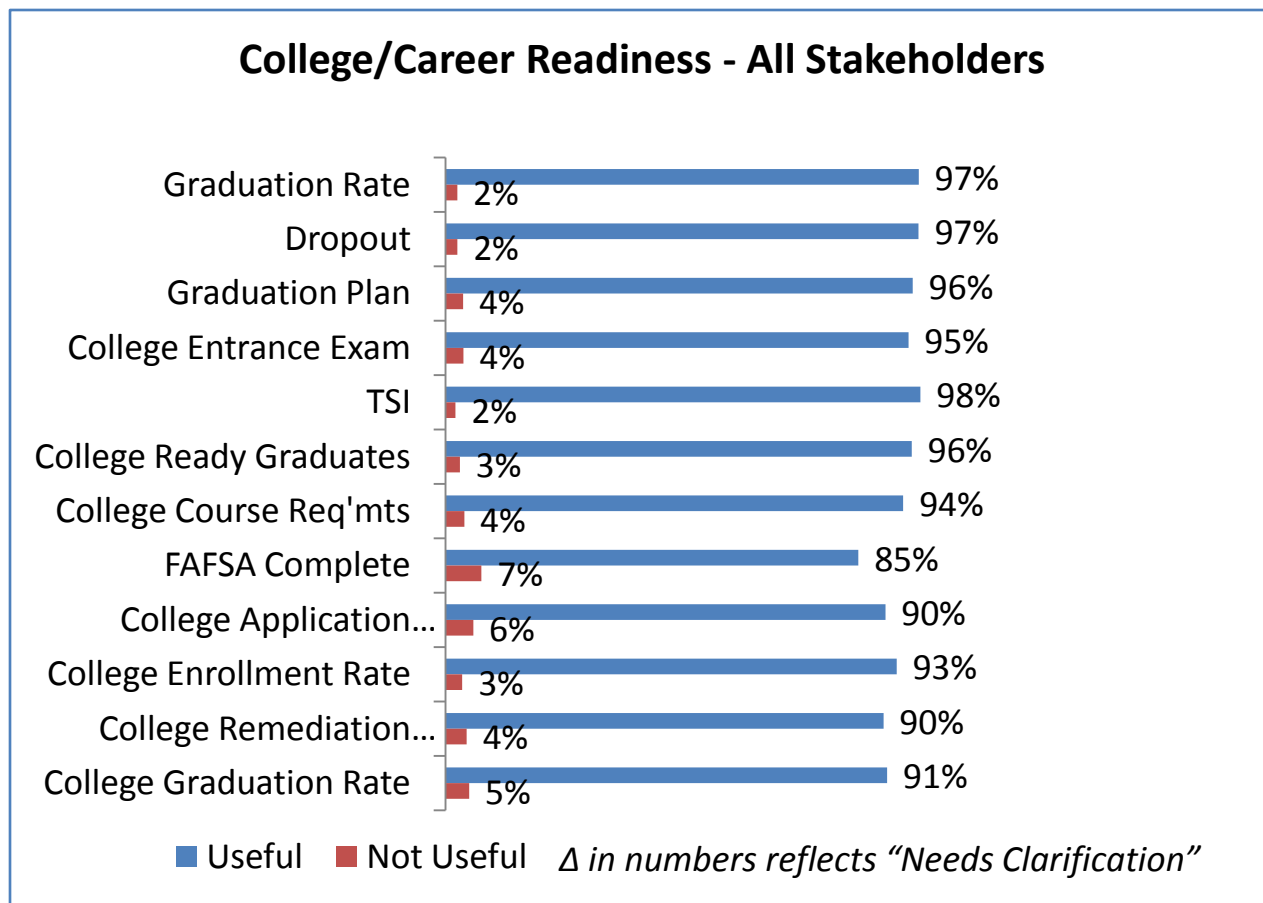
*"Show AP performance by individual teacher."*

*"Hooray! We need this data in small districts."*

\*Refer to [www.texasstudentdatasystem.org/reference-docs](http://www.texasstudentdatasystem.org/reference-docs) for copies of the student and campus snapshots

# Campus Snapshot - College/Career Readiness

College and Career Readiness metrics were largely perceived to be useful, with FAFSA application status ranking the lowest for all stakeholders



*"First two items are awesome! Like this page!"*

*"Follow up with workforce data for students entering workforce after completing certification @ K-12 level."*

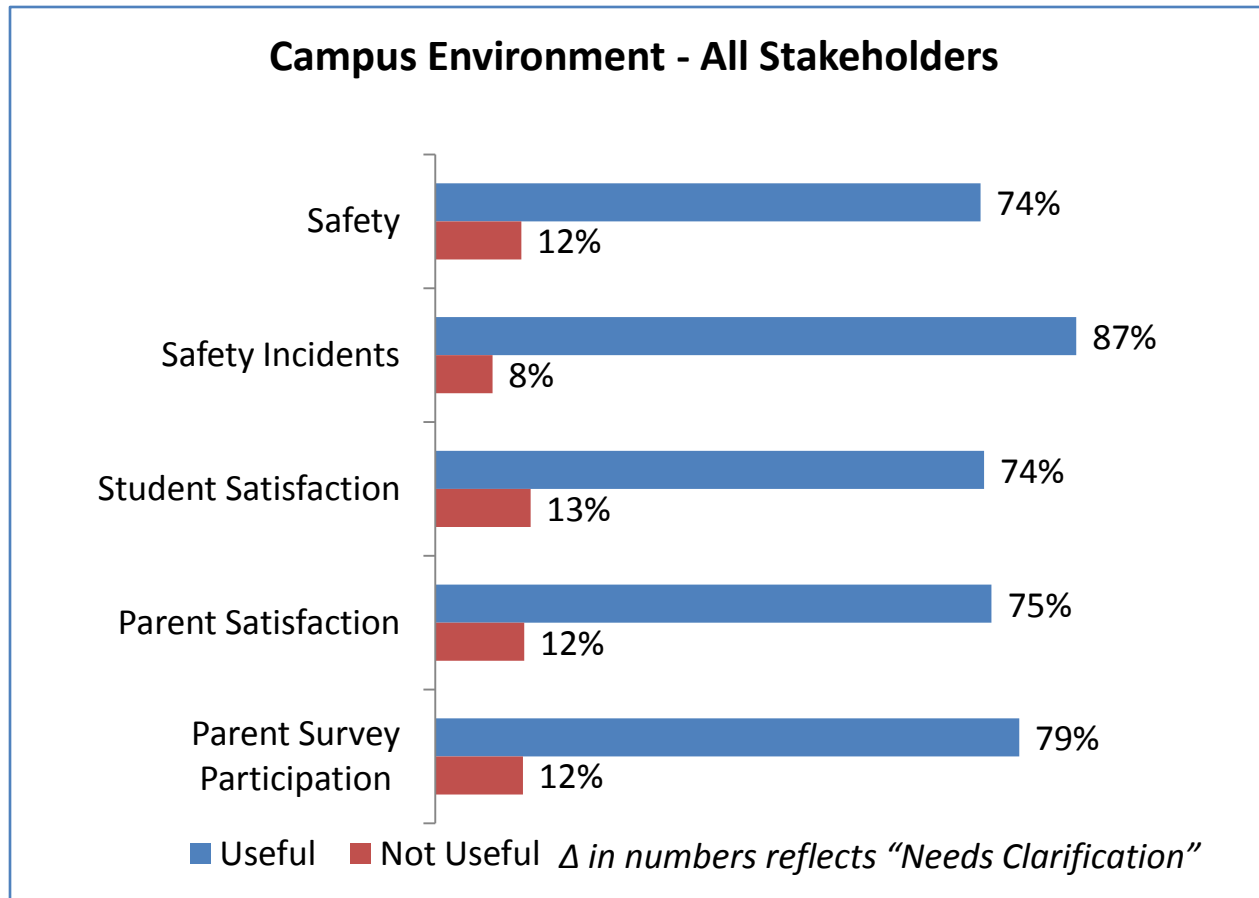
*"College areas are much needed to see the post-secondary results for district."*

*"Add # completed CTE certs, # enrolled in trade schools, completed."*

*\*Refer to [www.texasstudentdatasystem.org/reference-docs](http://www.texasstudentdatasystem.org/reference-docs) for copies of the student and campus snapshots*

# Campus Snapshot - Environment

In general, stakeholders viewed the Campus Environment metrics to be less useful, potentially due to questions regarding data availability and consistency



*"All useful, but how will you implement this?"*

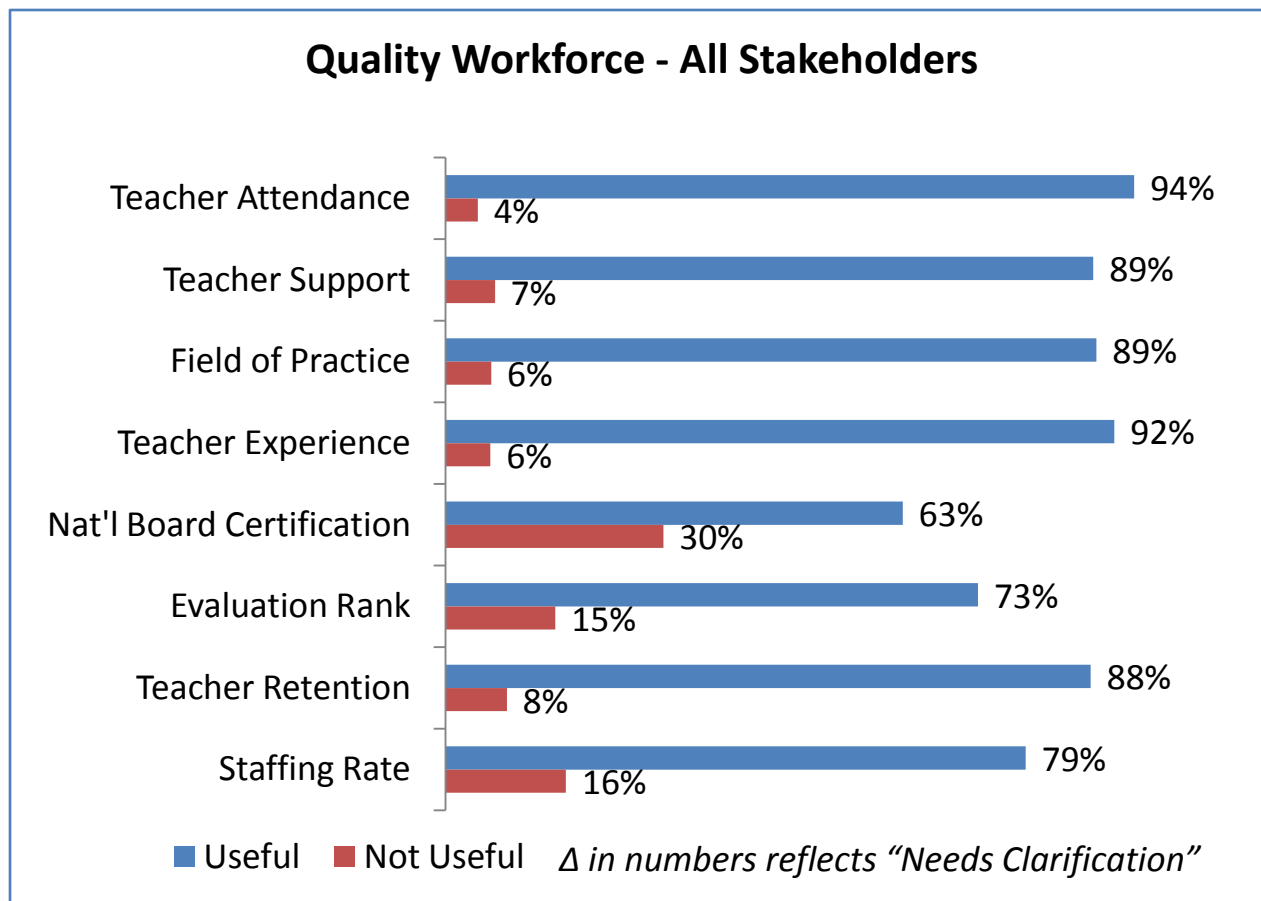
*"The burden of labor for districts potentially great."*

*"I like student satisfaction because something could be done if a large or significant population feels that the coursework is not challenging, or perhaps also assist with developing intervention programs."*

*\*Refer to [www.texasstudentdatasystem.org/reference-docs](http://www.texasstudentdatasystem.org/reference-docs) for copies of the student and campus snapshots*

# Campus Snapshot – Quality Workforce

Stakeholders provided mixed reviews of the “Quality Workforce” metrics



*“All areas useful for vertical alignment and balancing classes.”*

*“Compare teacher performance within specific discipline by course/grade level.”*

*“Overall great specificity & relevant data points/trends.”*

*“Our district has all, or most of this data. However, advantage here is that it's all in one place.”*

*\*Refer to [www.texasstudentdatasystem.org/reference-docs](http://www.texasstudentdatasystem.org/reference-docs) for copies of the student and campus snapshots*

# Incorporating Feedback and Next Steps

# Feedback Resulting in Changes to DCD Dashboard Tool - Example: Student Information Tab

- **Increase content regarding student's family situation**
  - Unique family situations (Parent marital status/custody plans, parents deceased, incarcerated; homelessness; migrant status)
  - Involvement level/ responsiveness of parents
  - Others involved in students' lives (siblings, CPS, grandparents);
  - Current contact info (email and phone) for *all parties* involved
  - Mobility – list of schools and dates, reasons for transfers
  - Language spoken at home (student and family); # years in US
  - Socioeconomic situation (separate free from reduced lunch)
- **Provide additional detail regarding Special Programs and Interventions**
  - Program participation history (FRL, LEP, ESL, etc)
  - Details (reasons why) for 504 (Special Ed), At-Risk designations
  - Interventions tried/failed/succeeded/exited; special mandates
  - ARD data (Admission, Review Dismissal)
- **Highlight unique student responsibilities**
  - Is student married/ A parent/Working? History in Justice System?
  - Unique medical needs (diabetes, epilepsy, ADD, etc.)
- **Expand upon education history**
  - If retained, grade level at retention (Cohort); repeated courses; year 'aged out' of bilingual/LEP/ESL programs; Special Ed history
  - Years in TX schools; history/outcomes back to pre-K

The screenshot shows the 'STUDENT SNAPSHOT' for Tyson Jones, Grade 9, at W.S. Rogers Elementary. The page is divided into several sections:

- Student Information:** Includes a photo of Tyson Jones, his name, grade, school, address (1234 Oak Meadow Dr, Anytown, TX 75000), phone number (512) 444-3742, and email (jones@houstonisd.net).
- Demographics:** Date of Birth (April 14, 1995), Gender (Male), Ethnicity (Hispanic/Latino), Race (African-American), Home Language (English), Language (English), Children (None), and Military (Not).
- Guardian / Parent Information:** Name (Robert Jones), Relation to Student (Father), Address (same as student), Parent Phone (same as student), and Emergency Contact (N/A).
- School Information:** Grade Level (9), Homeless (A. Reynolds), Date of Attendance at Current (08/04/2013 - 12/15/2013), Former Schools (Glenrose Middle School), and Suspend (2013).
- Program Status:** A list of programs with checkboxes:  Enrichment Program,  Career and Technical Education,  ESL,  Free or Reduced Lunch Eligible,  Gifted/Talented,  Homeless,  Immigrant,  Positive Life Services,  Special Education,  Tech Prep Program (CTE), and  Title I/English.
- Other Student Information:** All Risk (No), Disposition Status (None), and Student Attribution (No Attribution).
- Mobility Status - Transfers In/Out:** Current Year (0) and Last 2 Years (1).

- Determine which data elements (if any) are prohibited due to privacy issues
- Update *Student Information* to accommodate highest priority requests

# Feedback Resulting in Changes to DCD Dashboard Tool - Example: Desired Functionality

- **Simplicity was mentioned repeatedly as a guiding principle in designing both the interface and functionality**
  - User-friendly drop down boxes, ability to mouse over to get additional data/definitions, back button, simple charts/graphs
  - Training may be spotty in some districts, so ease of use is critical
- **In addition to pre-built reports, stakeholders had a strong desire for customization abilities, including:**
  - Ability to drill down/see as much detail/history as exists
  - Customize goals/status flags, thresholds, filters; Personalize views
  - Ability to click metrics on and off to only show what you want
  - Upload custom metrics/comments; see historical comments
- **Show data by specific groups**
  - NCLB groupings, special populations, feeder school, teacher
  - Create custom groups (similar to NYC ARIS video)
  - Generate lists of students and/or teachers that meet specific metric criteria
- **Additional functionality**
  - Printing (e.g. share attendance patterns with parent)
  - Exporting for additional analysis/correlation
  - See list of peer campuses/peers; click on quartile and see list
  - Get detail in a pop-up window
  - Warning system alerts – generate emails/letters to parents

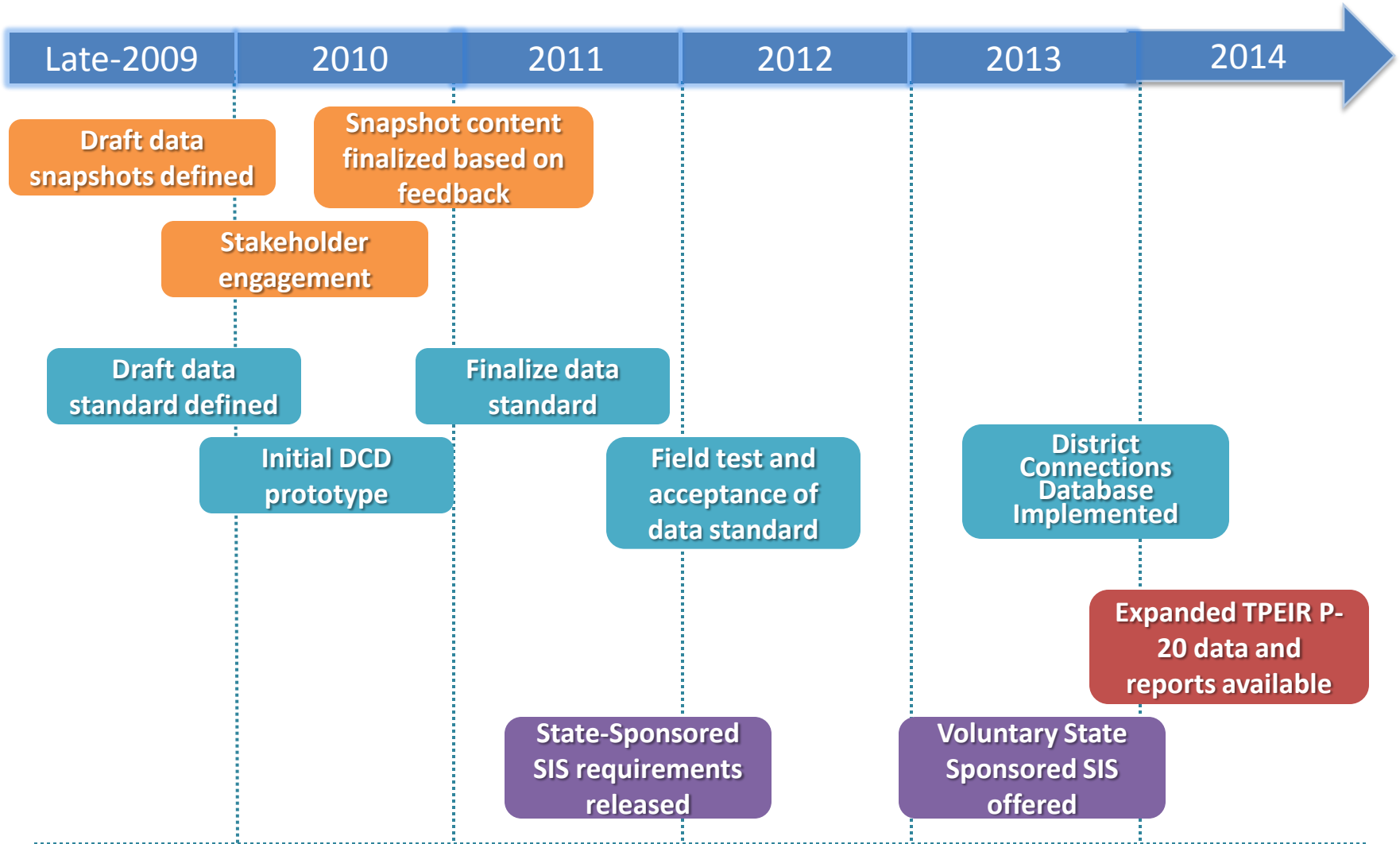
- Get usability feedback from pilot schools using real data
- Work with IT firm to develop functionality as appropriate
- Develop pre-built reports for inclusion in initial version

# Next Steps

- Re-engage with interested stakeholders to review next generation dashboards
  - Following the engagement sessions, participants were given the option to provide additional feedback over the next 6 to 12 months; ***over 160 stakeholders opted to remain involved***
- Development of prototype(s) will drive continued solicitation of feedback
- Updates will be posted on the TSDS website ([www.texasstudentdatasystem.org](http://www.texasstudentdatasystem.org)) as available

# Projected Timeline

 = Feedback period



\*The dashboards will come online when District Connections Database is implemented