

Texas Student Data System



Defining the Future: The Importance of Stakeholder Engagement

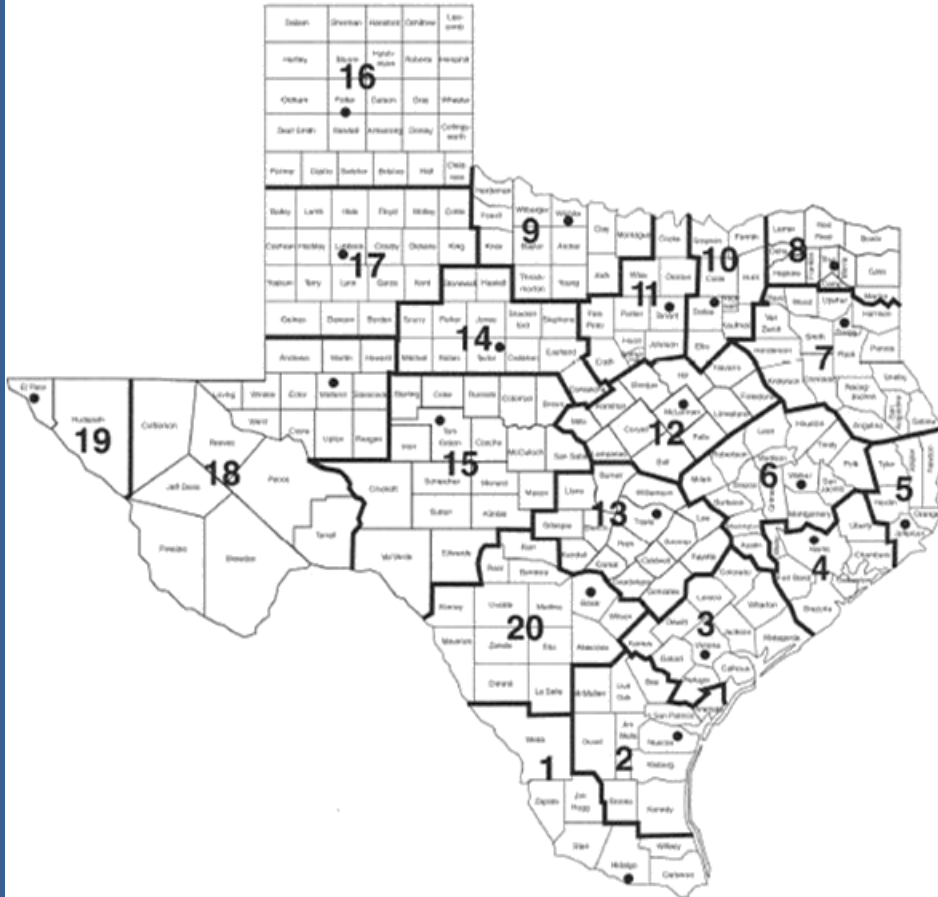
National Center for Educational Statistics Summer Data Conference 2010

Terry Driscoll-Lubbock ISD, Buddy Echols-Education Service Center Region 10

Lori Fey – Michael & Susan Dell Foundation, Brian Rawson – Texas Education Agency

July 28, 2010

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

Current state: Data rich, information poor

Texas has established a significant longitudinal data infrastructure, but outdated technology and compliance orientation limit its usefulness

EDUCATION AGENCY Excellence Indicator System District Performance				
Hispanic	White	Native American	Asian	Pacific Islander
84%	98%	57%	94%	
81%	96%	80%	96%	
78%	95%	67%	94%	
71%	91%	70%	95%	
73%	94%	57%	88%	
66%	90%	60%	92%	


PEIMS



- 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

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

PEM Special Education Monitoring Results Status:

Completed: Noncompliance Follow-up

Indicators:	State	Region 04	Districts	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%
	2007	89%	90%	85%	81%	85%	97%	> 99%	96%
Mathematics	2008	85%	87%	79%	71%	81%	95%	> 99%	97%
	2007	82%	84%	76%	67%	77%	93%	91%	96%
All Tests	2008	80%	82%	73%	64%	73%	92%	88%	94%
	2007	78%	80%	71%	62%	72%	91%	93%	93%
TAKS Met 2008 Standard									
Grade 3 (Spanish) First Administration Only									
Reading	2008	83%	87%	87%	82%	87%	71%	*	*
	2007	81%	86%	87%	71%	87%	75%	*	*
Mathematics	2008	78%	83%	84%	88%	84%	93%	*	*
	2007	74%	81%	83%	90%	83%	94%	*	*
All Tests	2008	73%	78%	78%	82%	78%	71%	*	*
	2007	68%	75%	77%	71%	77%	75%	*	*
TAKS Met 2008 Standard									
Grade 4 (English)									

LoneStar

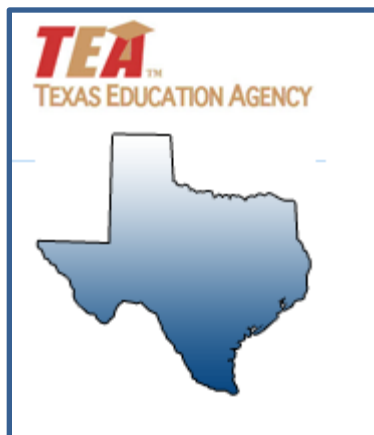


What is the Texas Student Data System?

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

TSDS improves existing components and delivers new functionality



State-sponsored SIS



District Connections Database (DCD)

EDUCATION AGENCY Excellence Indicator System District Performance				
	Hispanic	White	Native American	Asian
	84%	98%	57%	94%
	81%	96%	80%	96%
	78%	95%	67%	94%
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PEIMS



TPEIR

- Opt-in, voluntary SIS offering
- TEA is considering multiple options on the model for offering state-sponsored SIS
- TSDS will integrate with other SIS's – no requirement or mandate to switch
- Powers student, campus, district data snapshots
- System supported by the state but the data only available to educators
- Will become conduit to submit PEIMS data
- Loading of non-PEIMS data is strictly optional and at the districts' discretion
- 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
- Expanded to link pre-K, college readiness, and workforce data
- Load college readiness test score collections (SAT, ACT, AP Test data)

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

Seishole Independent School District » Seishole High School » 8th Grade » Patrick Jansen's Class

STUDENT SNAPSHOT

Hello, Allison Reynolds | [Help](#) | [Log out](#)

Switch Dashboard Level... GO → Select a Student... GO → PRINT

Maria Garza Grade 11 Mrs. Jansen's Homeroom

Student Information | Current Schedule | Academic Dashboard

Overview | Student Engagement | Academic Progress | Academic Challenge

Maria Garza Profile

Maria is currently above grade level on test scores and college short on advanced and college course requirements:

- PSAT scores above average
- SAT score above criterion
- Eligible, but not enrolled in advanced math & science
- Eligible, but not enrolled in Distinguished Achievement
- Short fall in credits for DAP graduation plan

Students who exhibit this profile may benefit from early interventions

[View full profile and suggested interventions](#)

SUMMARY

Student Engagement
Student is actively and productively engaged

Academic Progress
Student is making appropriate progress

- Assessments
Student performance on state and benchmark assessments
- Course Grades
Course grades and credit accumulation
- Growth
Student progression

Academic Challenge
Student is being challenged to fulfill potential

College & Career Readiness
Student is on college or career track

Lubbock ISD » Lubbock High School » Allison Reynold's Mathematics

[PROTOTYPE] Anonymized student data.

Hello, Allison Reynolds | [Help](#) | [Log out](#)

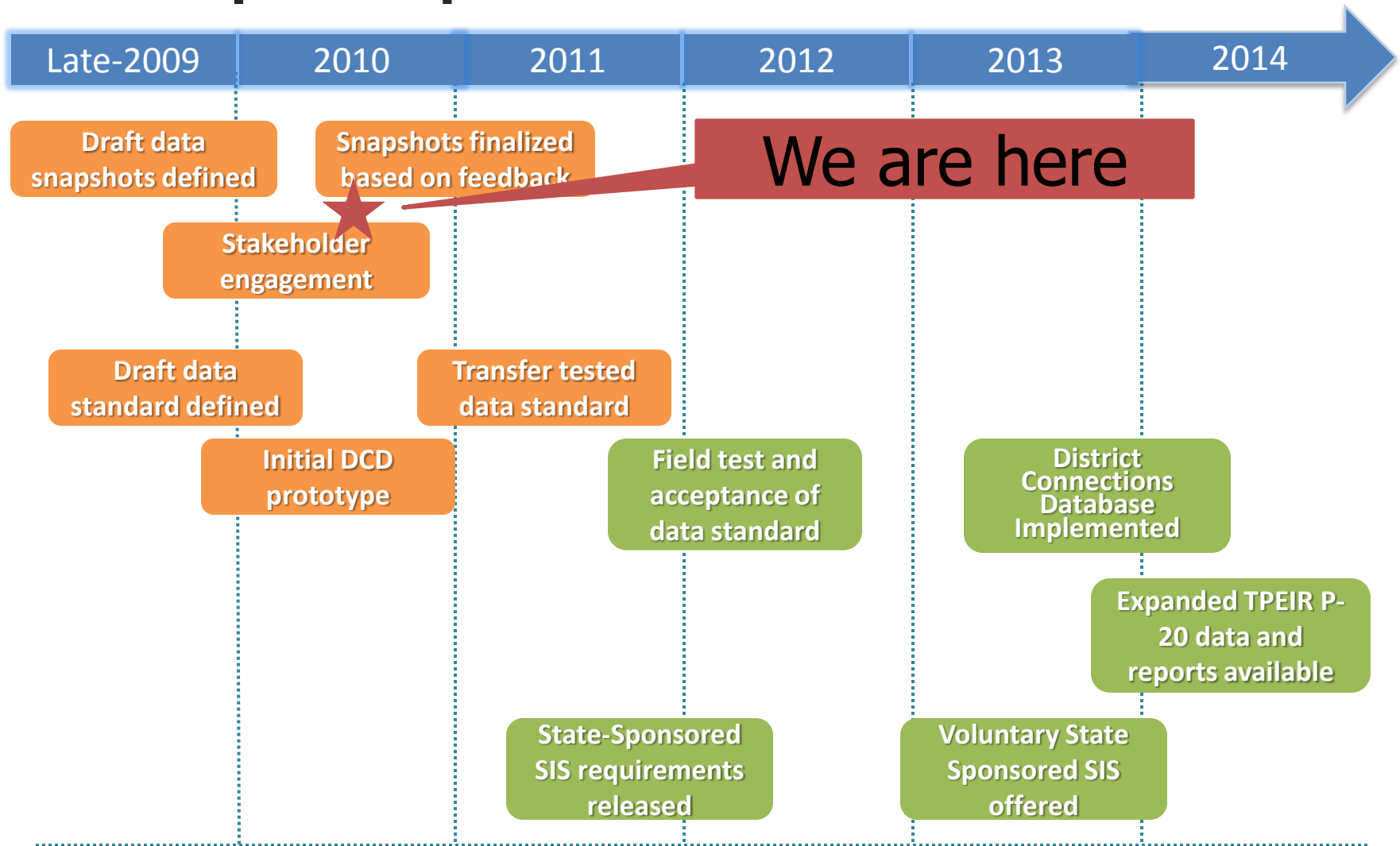
Switch Dashboard Level... GO → Student search... GO → PRINT

Allison Reynold's Mathematics Grade 11

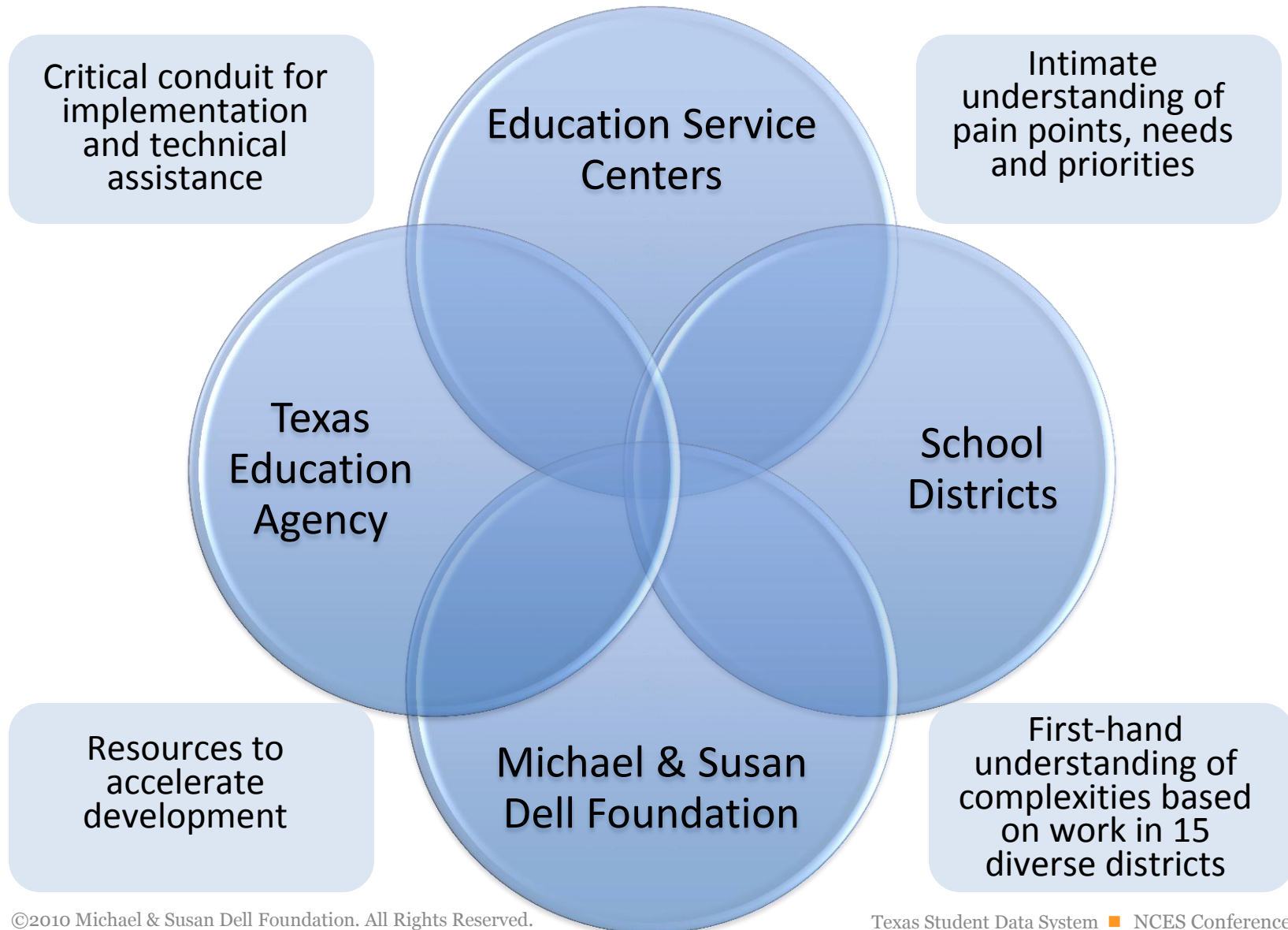
General Class Overview GO → 3rd Period GO → Select file format GO → EXPORT REPORT

Student	Accomm.	ATTENDANCE / DISCIPLINE		ASSESSMENTS - TAKS		GRADES	
		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

TSDS projected timeline involves parallel development paths



Key working relationships are critical to TSDS success



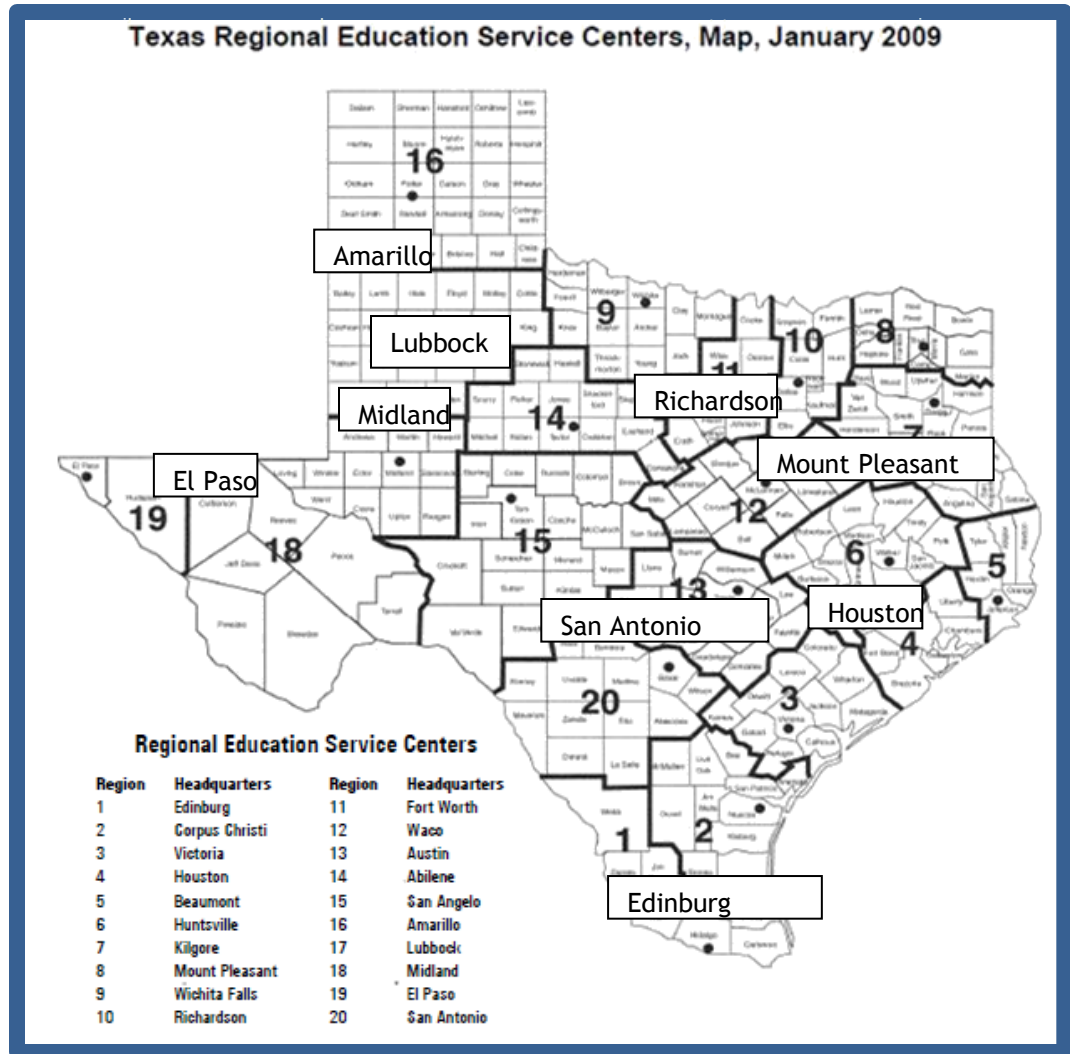
Stakeholder engagement approach targeted specific goals

- 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

Stakeholder engagement process overview

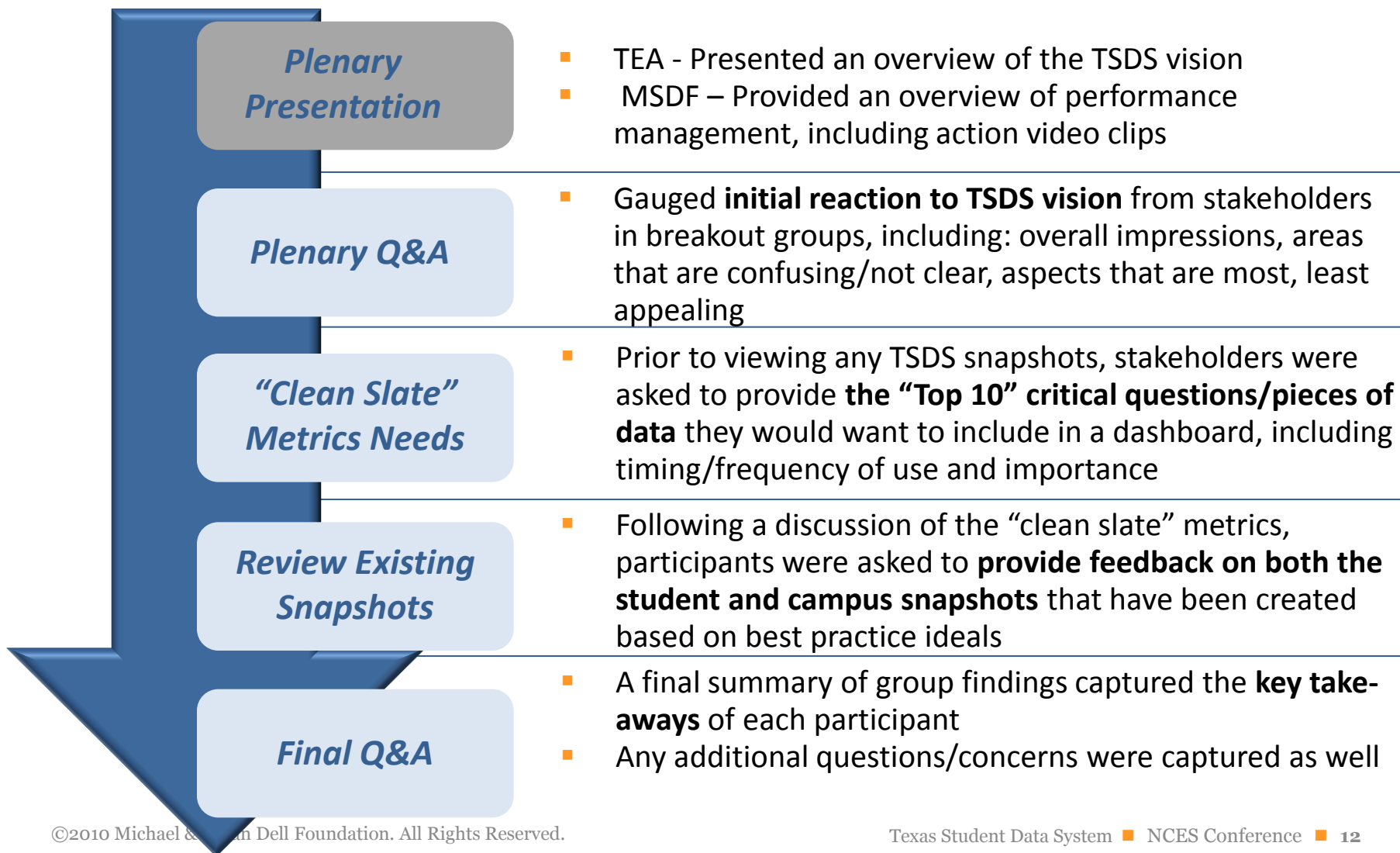
Stakeholder engagement conducted over a two month period (Mar-Apr 2010)

- **~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



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



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

Information I Need

Picture & ID # & grade level

Attendance

Scores (TAKS, Info in all areas SAT, ACT, AP)

ISS & Suspension

Parent Info

ability to graph their individual process on skill or TEKS w/ability to print individual info per page to pass out to student

IEP info - links to learning disability

demographics (incl. language of parents & student)

Rank

6

7

4

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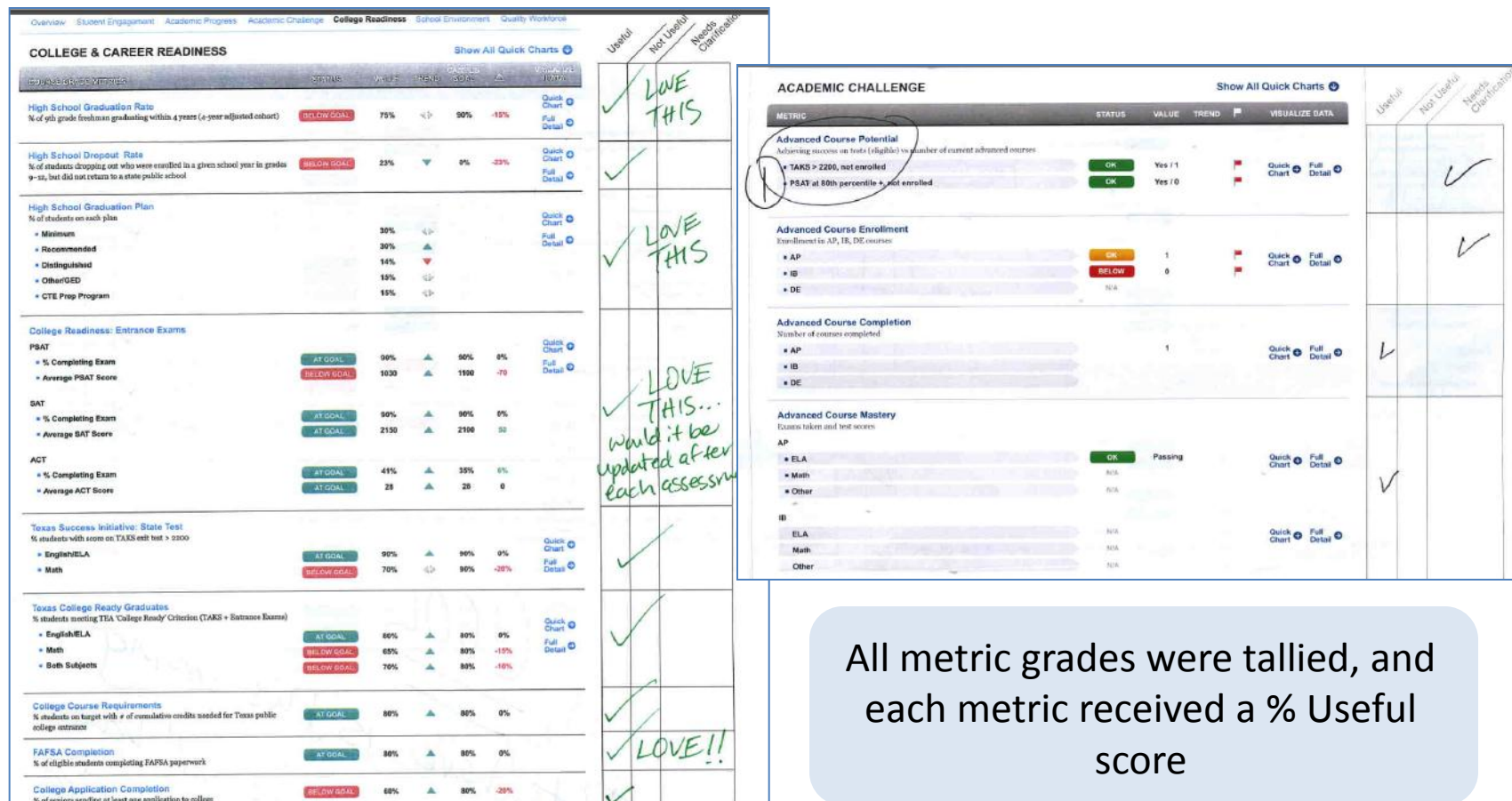
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Annotations on Dashboard:

- add accountability rating indicator and maybe other measures such as dropout & completion rate** (pointing to Student Demographics)
- add a measure for student-staff ratio as well** (pointing to Administration section)
- highlight this as it is a key indicator** (pointing to State Accountability)
- change this to 2 separate sections - one for student programs (b.i.l, GT, etc) and one for student characteristics (eco. dis, LEP, etc)** (pointing to Students by Program)
- 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.** (pointing to Peer Campuses)
- move up to top** (pointing to Feeder School Distribution)

Stakeholder feedback – grading the metrics

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

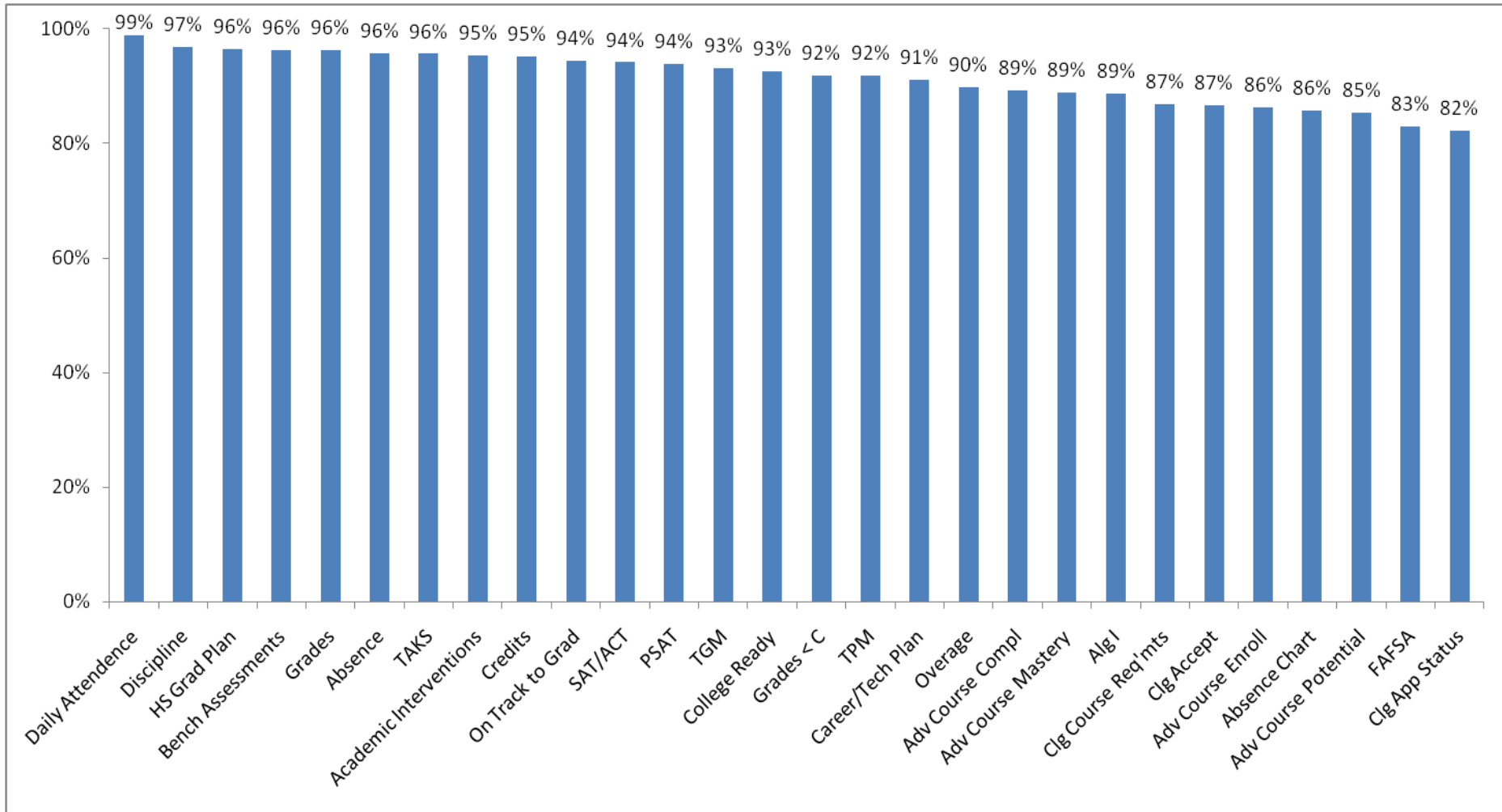


Stakeholder feedback on content

- 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

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



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

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)

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

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

TSDS website provides access to latest information and ongoing feedback opportunity

**Texas
Student
Data
System**

Texas Student
Data System

District Connections
Database

Reference
Documents

Upcoming
Events

F.A.Q.

Provide
Feedback

The Texas Student Data System (TSDS) will provide educators and policymakers with actionable, timely data to improve student performance while easing the burden of data collection on districts.

Full deployment of the TSDS solution will occur over the next 5 years. This Web site was created as a tool to help education stakeholders stay apprised of the latest information about TSDS, participate in forums and webinars, access presentations and materials, and provide valuable feedback to the project team.

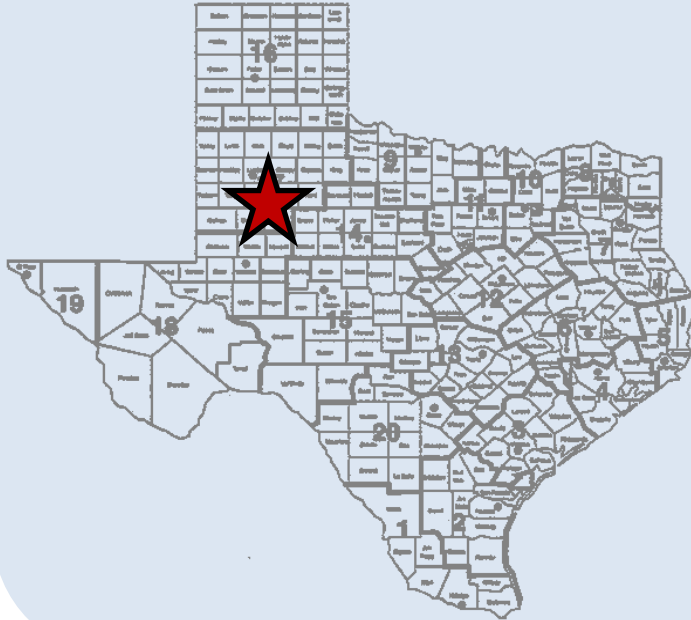


www.TexasStudentDataSystem.org

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



- 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

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.

Prototype demonstration

Lubbock ISD » Lubbock High School » Allison Reynold's Mathematics

[PROTOTYPE] Anonymized student data.

Hello, Allison Reynolds | [Help](#) | [Log out](#)

Switch Dashboard Level...

Student search...












Allison Reynold's Mathematics

Grade 11

General Class Overview

3rd Period

Select file format

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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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