

Today's Agenda

TSDS – Vendor Forum

- ❖ **Introduction**
Welcome
Forum Logistics
Brian Rawson
- ❖ **Texas Student Data System (TDDS)**
TSDS Vision
Education Stakeholder Feedback to Date
Brian Rawson
Roger Waak
- ❖ **Q & A**
TEA Staff
- ❖ **Closing**
Next Steps
Brian Rawson

For Project Information...
For Copies of Presentation Materials...
To Submit Feedback on TSDS...

TexasStudentDataSystem.org

TSDS Regional Forums: 11 Sessions in 8 Regions

*Four
Stakeholder
Groupings:*

**Data Snapshots
(DCD) for
Classroom
Teachers**

**Data Snapshots
(DCD) for
Campus
Administrators
and Principals**

**Data Snapshots
(DCD) for LEA
Administrators
and
Superintendents**

**State-wide SIS:
PEIMS
Coordinators, IT
staff, and others
who support the
current PEIMS
collection system**

WHY ARE WE HERE?

In 2008,
TEA conducted a
comprehensive
study to define a
new vision for
state-level data
collection and
reporting

- ⊗ Significant burden to collect and submit data
- ⊗ Limited useful data shared back with districts

TO BETTER SERVE TEXAS EDUCATION

SO, WHAT DID WE DO WITH THOSE FINDINGS?

Developing
new vision
to address
feedback

Pursuing funds
targeting data
system
improvements

Addressing
significant
stakeholder
interest in timely,
actionable data

Texas Student Data System

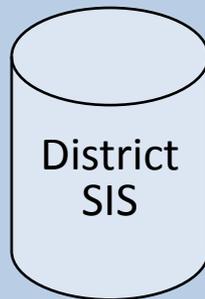
WHAT IS THE TEXAS STUDENT DATA SYSTEM (TSDS)?

Statewide Longitudinal Data System:

- Build 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

HOW DOES IT WORK TODAY?

- Requires significant data manipulation/transformation to submit data in PEIMS format
- Considerable burden on districts, ESC's and vendors

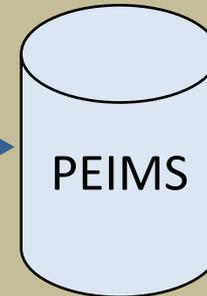


→
PEIMS Data

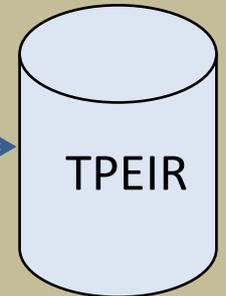
- Limited relevant and timely data shared back with districts

EDIT + Certify/Validate

- Rich data set; however, technical architecture needs to be updated



→

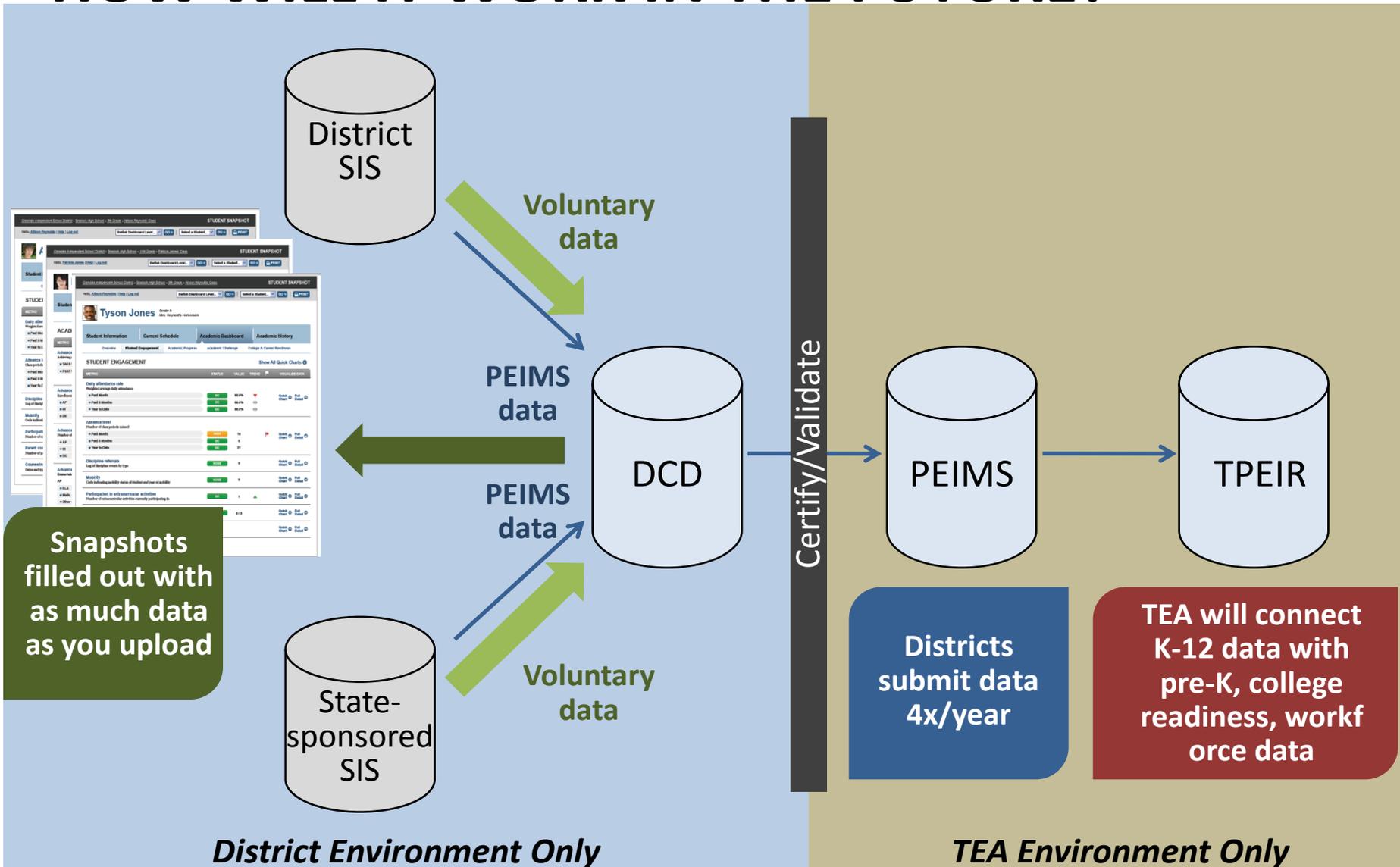


- Longitudinal database linking K-12 and post-secondary, but limited reports available

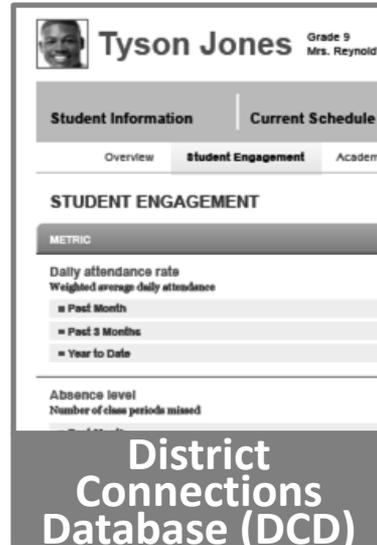
District Environment Only

TEA Environment Only

HOW WILL IT WORK IN THE FUTURE?



KEY ELEMENTS OF TSDS



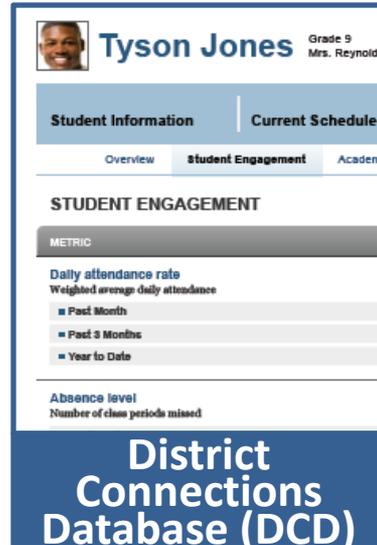
EDUCATION AGENCY Excellence Indicator System District Performance			
Hispanic	White	Native American	Asian
84%	98%	57%	94%
81%	96%	80%	90%
78%	95%	67%	94%
71%	91%	70%	95%
73%	94%	57%	89%
66%	90%	60%	92%

PEIMS



- Opt-in, voluntary SIS offering
- TEA is considering multiple options on the model for offering state-sponsored SIS
- TEA will work with vendor(s) to ensure state-sponsored SIS is compliant and compatible with TSDS function
- TSDS will integrate with other SIS's – no requirement or mandate to switch

KEY ELEMENTS OF TSDS



EDUCATION AGENCY
Excellence Indicator System
District Performance

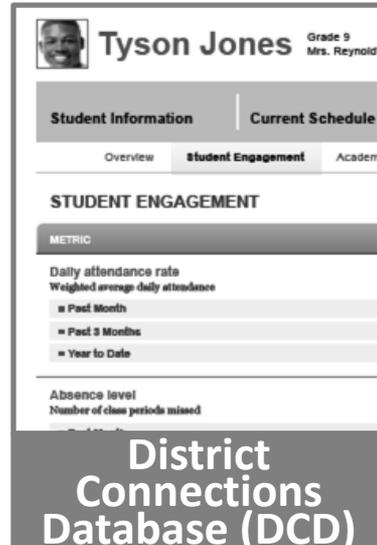
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	66%	90%	60%	92%

PEIMS



- Student, campus, and district data snapshots
- System supported by the state but the data only available to educators
- DCD will eventually become conduit to submit PEIMS data
- However, no additional PEIMS/TEA data requirements as a result of DCD implementation
- Loading of non-PEIMS data is strictly optional and at the districts' discretion

KEY ELEMENTS OF TSDS



EDUCATION AGENCY
Excellence Indicator System
District Performance

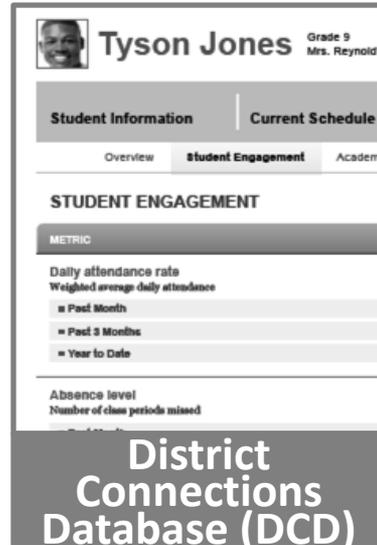
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PEIMS



- 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

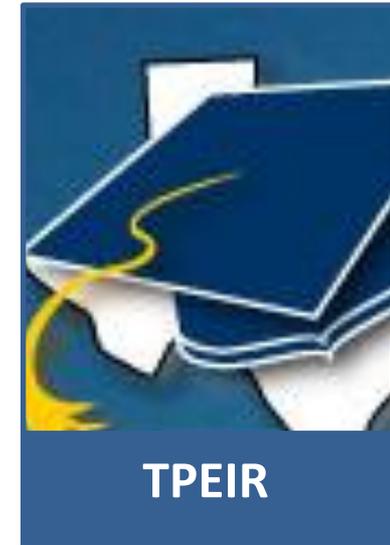
KEY ELEMENTS OF TSDS



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Excellence Indicator System
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PEIMS



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

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

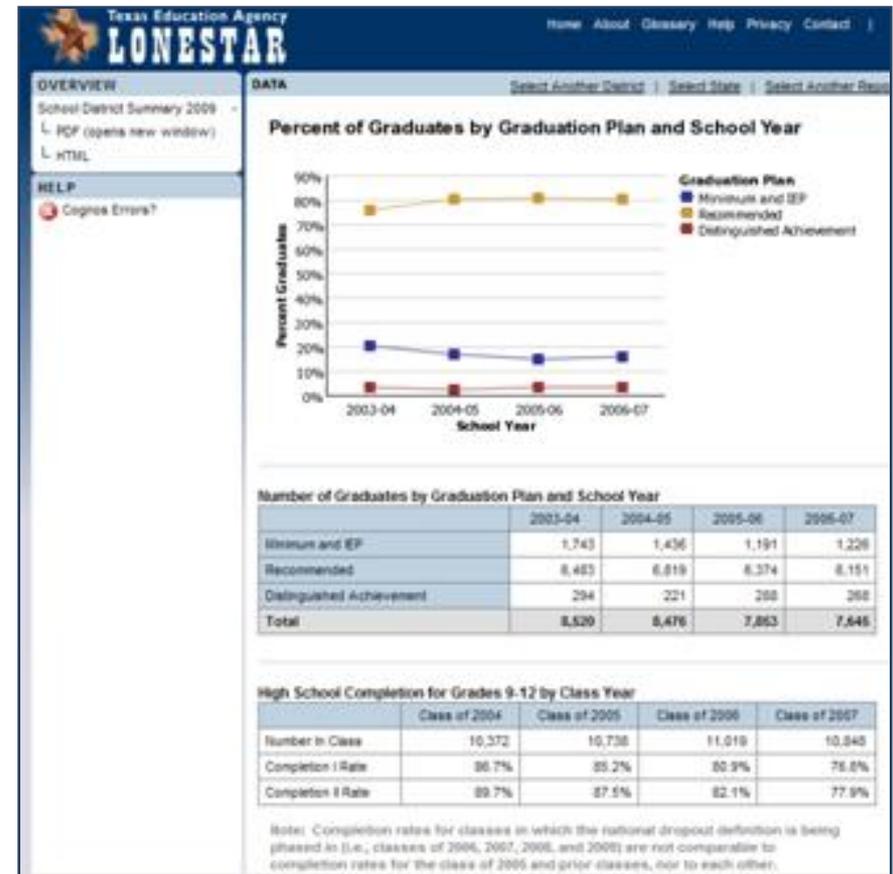
District Name: HOUSTON ISD
District #: 101912

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

FPM 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%	91%	93%	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%	93%	*	*	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



Future State: Timely, Comprehensive Student Snapshots for Educators and Parents

STUDENT SNAPSHOT

Grade 11
Mrs. James' Homeroom

Maria Garza Profile

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

- FSAT scores above average
- SAT score above criterion
- Eligible, but not enrolled in advanced math & science courses
- Eligible, but not enrolled in Distinguished Achievement Program
- 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 STATUS

Category	Status
Student Engagement Student is actively and productively engaged	ABOVE GOAL
Academic Progress Student is making appropriate progress	ON TRACK
Assessments Student performance on state and benchmark assessments	ON TRACK
Course Grades Course grades and credit accumulation	ON TRACK
Growth Student progression	ON TRACK
Academic Challenges Student is being challenged to fulfill potential	AT GOAL
College & Career Readiness Student is on college or career track	AT GOAL

STUDENT SNAPSHOT

Grade 9
Mrs. Reynold's Homeroom

Anthony Hall Profile

Anthony is below grade level and at-risk of dropping out; recent scores show he continues to fall behind in english and math:

- Missed 10 days within the last 3 months
- Two discipline referrals
- TAKS scores failing in math and ELA
- D in second six-weeks benchmarks in math
- Failing second six-weeks benchmarks in English
- One year behind in credits earned
- Not receiving academic interventions

Students who exhibit this profile should enroll in intensive academic remediation and receive counseling.

[View full profile and suggested interventions](#)

SUMMARY STATUS PEER COMPARISON

Category	Status	Peer Comparison
Student Engagement Student is actively and productively engaged	BELOW GOAL	Bottom 1/4
Academic Progress Student is making appropriate progress	BELOW GOAL	Bottom 1/4
Assessments Student performance on state and benchmark assessments	BELOW GOAL	Bottom 1/4
Course Grades Course grades and credit accumulation	BELOW GOAL	Bottom 1/4
Growth Student progression	BELOW GOAL	Bottom 1/4

Student Snapshots Provide Critical Student Data

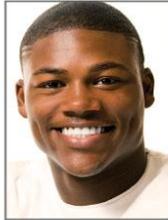
Glendale Independent School District • Bradock High School • 9th Grade • Allison Reynolds' Class

STUDENT SNAPSHOT

Hello, Allison Reynolds | [Help](#) | [Log out](#) | [Switch Dashboard Level...](#) [GO](#) | [Select a Student...](#) [GO](#) | [PRINT](#)

 **Tyson Jones** Grade 9
Mrs. Reynold's Homeroom

Student Information | Current Schedule | Academic Dashboard | Academic History

1  **Tyson Jones**

1234 Oak Meadow Dr
Anywhere, TX 78000
(512) 444-3742
tiones@shermer.net

Demographics

Date of birth	April 14, 1995
Place of birth	Shermer, IL
Gender	Male
Ethnicity	Not Hispanic/Latino
Race	African-American
Home Language	English
Language	English
Children	None
Military	No

Guardian / Parent Information

Name	Robert Jones
Relation to Student	Father
Address	same as student
Parent Phone	same as student
Emergency Contact	N/A

2 **School Information**

Grade level	9
Homeroom	A. Reynolds
Dates of attendance at campus	08/24/2009 – 12/15/2009
Feeder School(s)	Glendale Middle School
Expected Graduation Date	2013

2 **Program Status**

- Bilingual Program
- Career and Technical Education
- ESL
- Free or Reduced Lunch Eligible
- Gifted/Talented
- Homeless
- Immigrant
- Receive 504 Services
- Special Education
- Tech Prep Program (CTE)
- Title I Eligible

Other Student Information

At Risk	No
Displacement Status	None
Student Attribution	No Attribution

Mobility Status - Transfers In/Out

Current Year	0
Last 2 Years	1

1 Student information section contains critical data about the student in an easily accessible location

2 Program enrollment data is easily accessible for teachers and counselors

Student Snapshots Provide Critical Student Data

Glendale Independent School District » Braddock High School » 9th Grade » Allison Reynolds' Class

STUDENT SNAPSHOT

Hello, Allison Reynolds | Help | Log out

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

Tyson Jones Grade 9 Mrs. Reynold's Homeroom

Student Information | Current Schedule | **Academic Dashboard** | Academic History

Overview | Student Engagement | Academic Progress | Academic Challenge | College & Career Readiness

Tyson Jones Profile

Tyson is currently at grade level and has performed well; however, recent scores show that he is falling behind in math:

- TAKS scores declining to near fail for the last three years
- Received D in 8th grade pre-Algebra
- Failing first six-weeks benchmarks in Algebra I
- Missed 6 Algebra class periods in the last six weeks

Students who exhibit this profile may benefit from early intervention.

[View full profile and suggested interventions](#)

SUMMARY STATUS PEER COMPARISON

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 fullest potential

College & Career Readiness
Student is on college or career track

1 Users can change the dashboard views to see at the classroom, campus or district level.

2 The navigation bar offers public and FERPA-protected tabs that will be accessible based on user security rights.

3 The academic dashboard is the performance management analysis engine of the DCD. This example contains four categories of performance metrics based on analysis of national, district and state scorecard best practices.

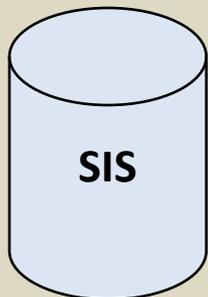
4 The profile section will summarize the students current and projected performance to make it more easily understandable and actionable. The profiles will be drawn from best practices and refined with data from TSDS.

5 Every snapshot will have relevant peer comparisons (e.g. students can be compared to other students in their class, campuses to other campuses within their district etc).

Peers can be customized by user/staff.

ACCESSING THE DATA

Today – Districts have source data but not in user-friendly reports

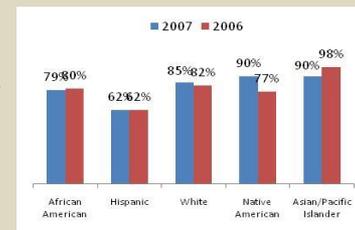


SIS Data Table

REFS_DT_TRACK_FIELD_NM	STU_DT_TRK_EFF_DATE	PER_ID	STU_ID
1 Child Growth/Flexing Type	08/14/2008 00:00:00	100029234	Indisqualif
2 Instructional Setting	08/14/2008 00:00:00	100029234	41
3 Speech Therapy Indicator	08/14/2008 00:00:00	100029234	Speech with
4 Primary Disability	08/14/2008 00:00:00	100029234	Autism
5 Secondary Disability	08/14/2008 00:00:00	100029234	Speech Imp
6 Tertiary Disability	08/14/2008 00:00:00	100029234	Other health
7 Special Ed Indicator	08/14/2008 00:00:00	100029234	Y
8 Economic Disadvantage 1 Indicator	08/17/2007 00:00:00	100029234	01
9 Economic Disadvantage 1 Indicator	05/05/2008 00:00:00	100029234	(null)
10 Economic Disadvantage 1 Indicator	05/05/2008 00:00:00	100029234	(null)
11 Retained one or more years- any grade level	10/01/2008 00:00:00	100029234	(null)
12 At-Risk Indicator	10/01/2008 00:00:00	100029234	YES
13 At-Risk Indicator	05/05/2008 00:00:00	100029234	(null)
14 Retained one or more years- any grade level	05/05/2008 00:00:00	100029234	(null)
15 Retained one or more years- any grade level	08/04/2009 00:00:00	100029234	(null)
16 At-Risk Indicator	08/04/2009 00:00:00	100029234	YES



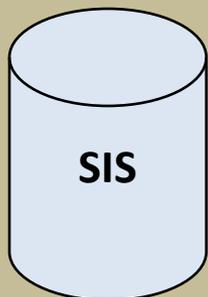
District Research/Analysis



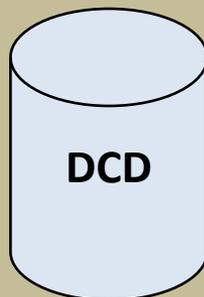
- Challenging format
- Information not actionable

- Consumes staff resources
- Custom work adds time

Future – Districts keep source data; load to DCD to automatically generate user-friendly reports



Data Standard
[Connect one time]

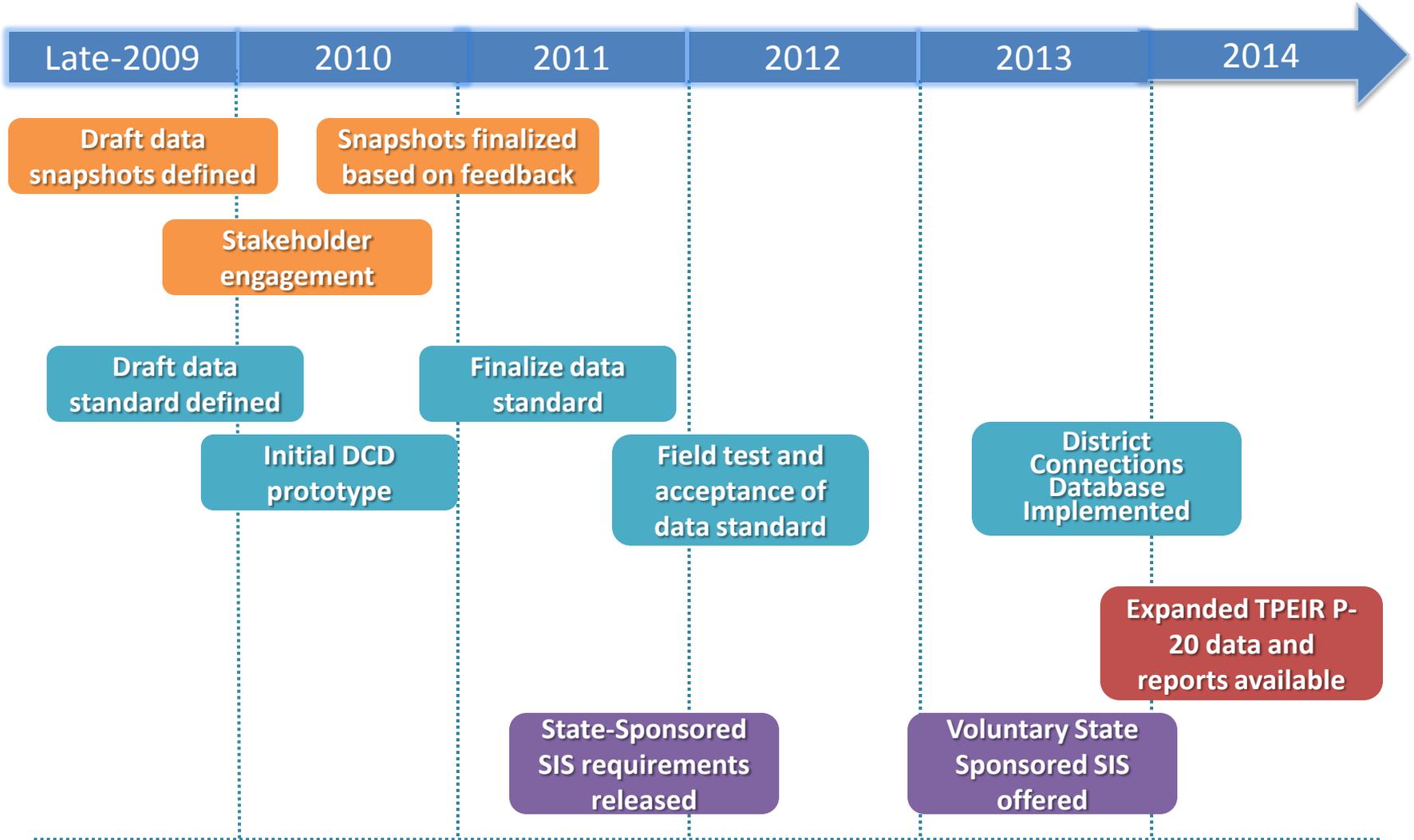


Snapshots

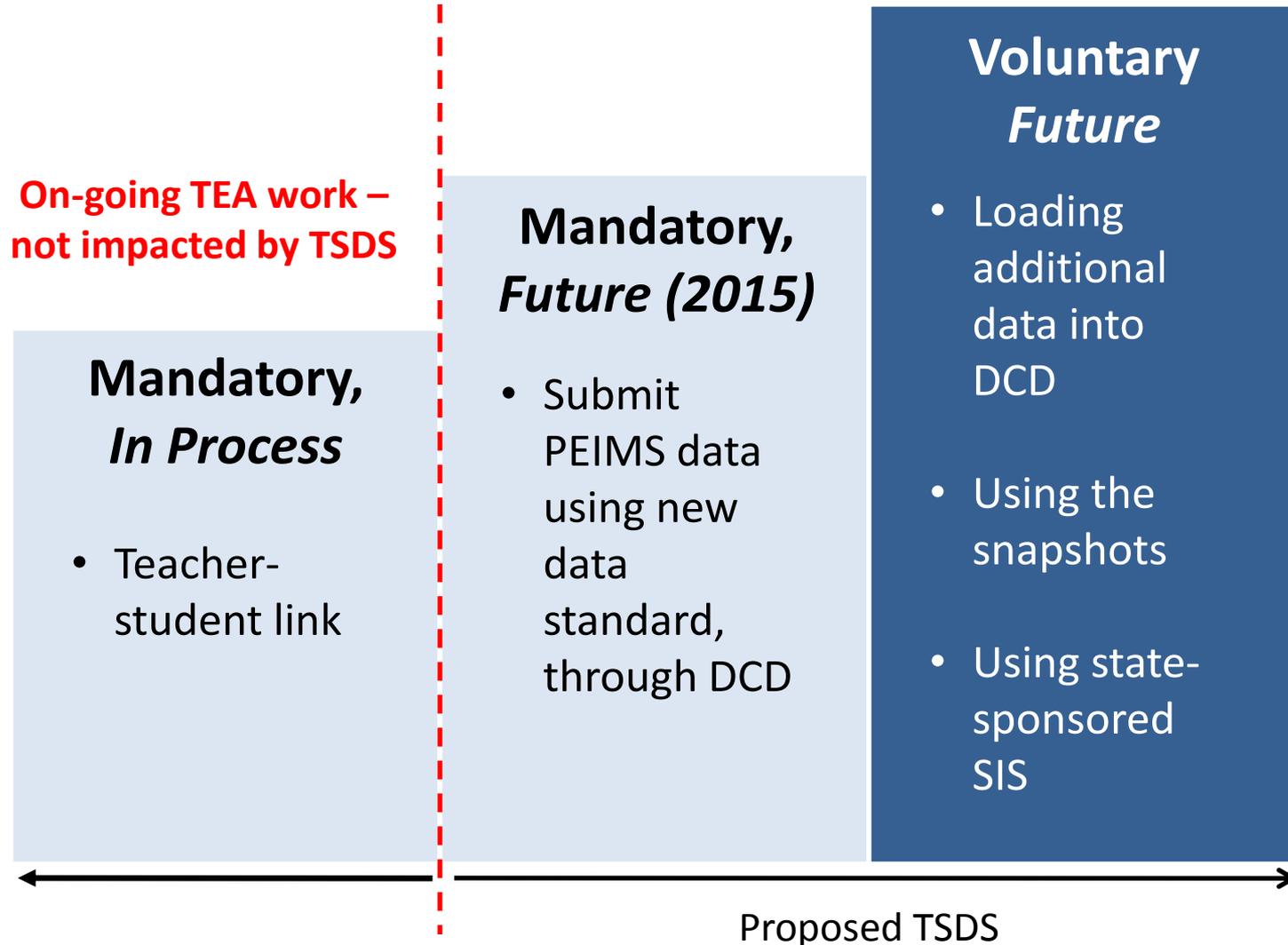


- Generated automatically
- No additional data entry

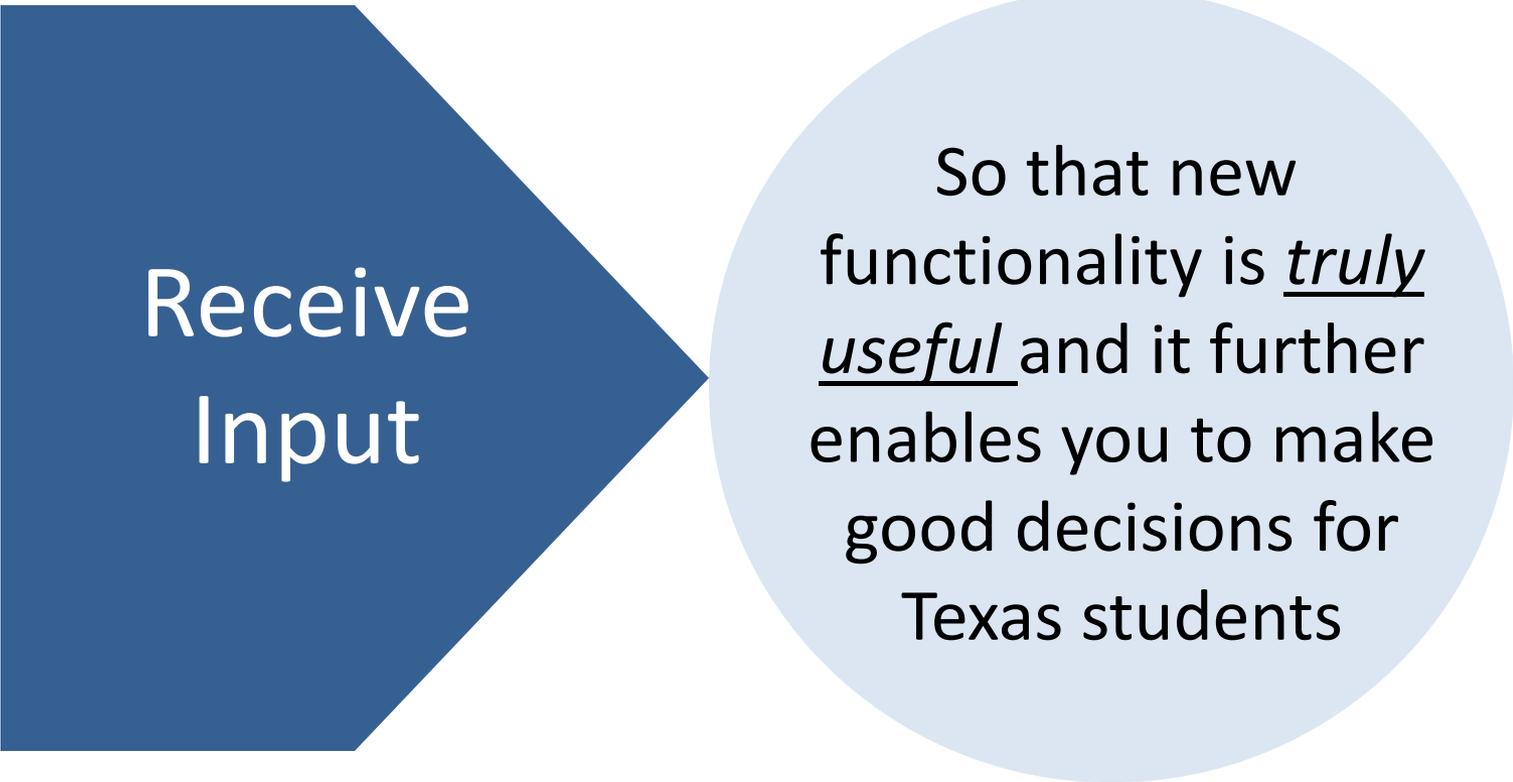
PROJECTED TIMELINE



SO, WHAT'S VOLUNTARY VS. MANDATORY?



WHY ARE WE HERE?



Receive
Input

So that new
functionality is truly
useful and it further
enables you to make
good decisions for
Texas students

For More Information...
For Copies of Presentation Materials...
To Submit Feedback on TSDS...

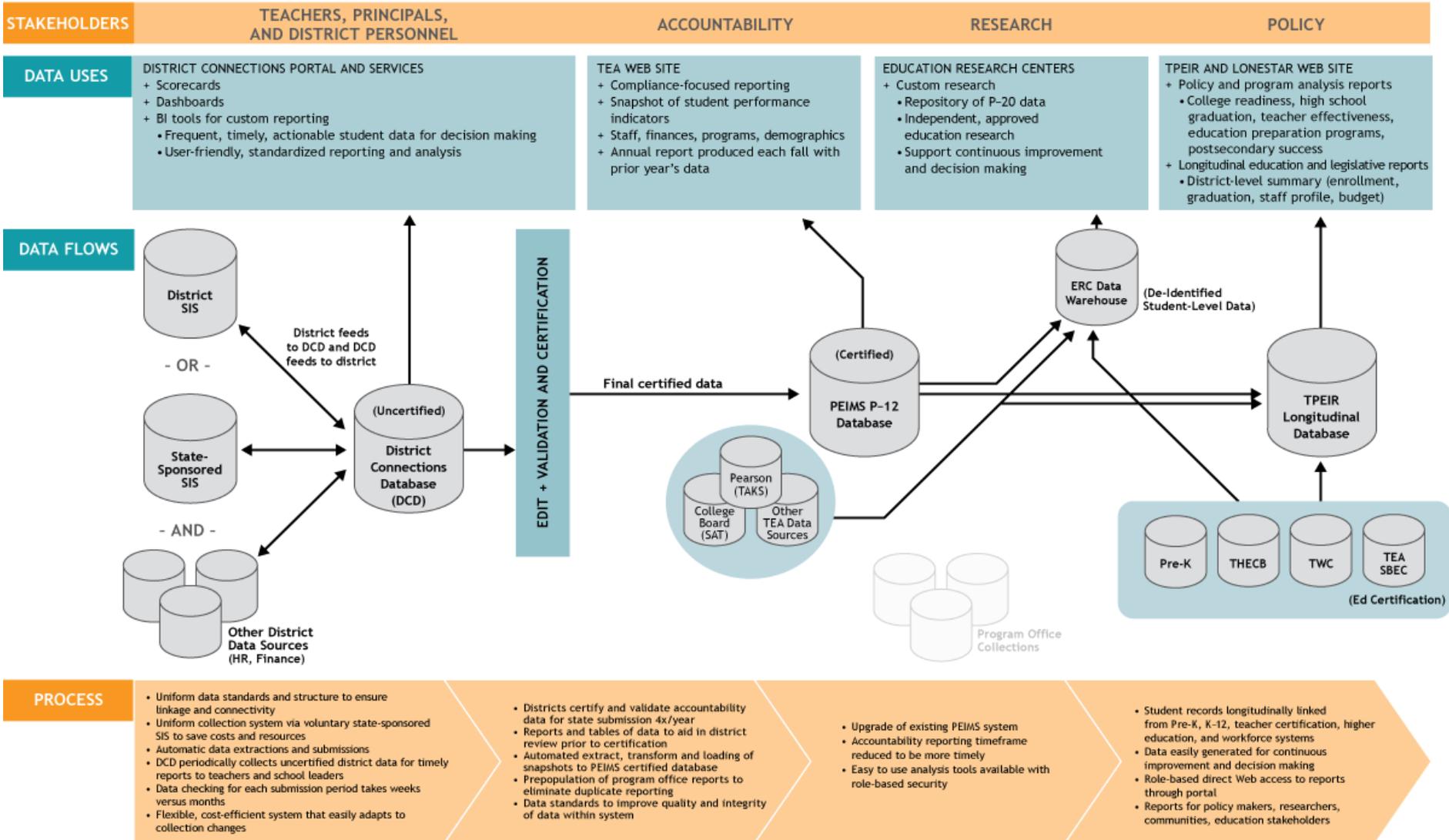
TexasStudentDataSystem.org

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- ❖ **Closing**
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Brian Rawson

TEA Longitudinal Data System Vision



District Stakeholder Engagement Overview

Stakeholder engagement meetings were conducted over a two month period (Mar-Apr 2010), and consisted of 11 three-hour sessions at 8 different regions

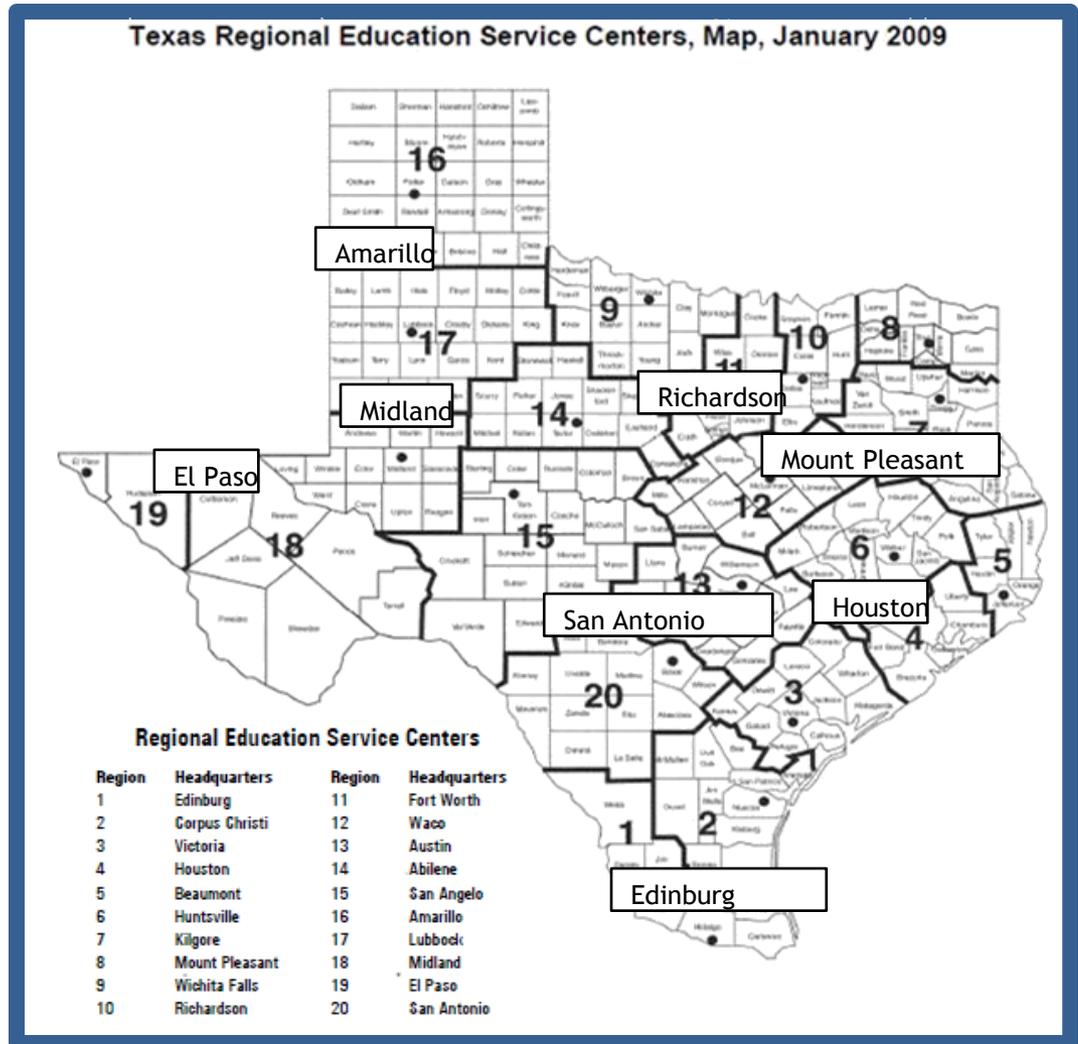
➤ **~2,000 people attended the regional forums**

- 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

➤ **8 Regional Forums; 11 Feedback Sessions**

➤ **73 Breakout Sessions by 4 stakeholders groups (Teachers, Principals, Superintendents/Administrators, and PEIMS/IT Coordinators)**

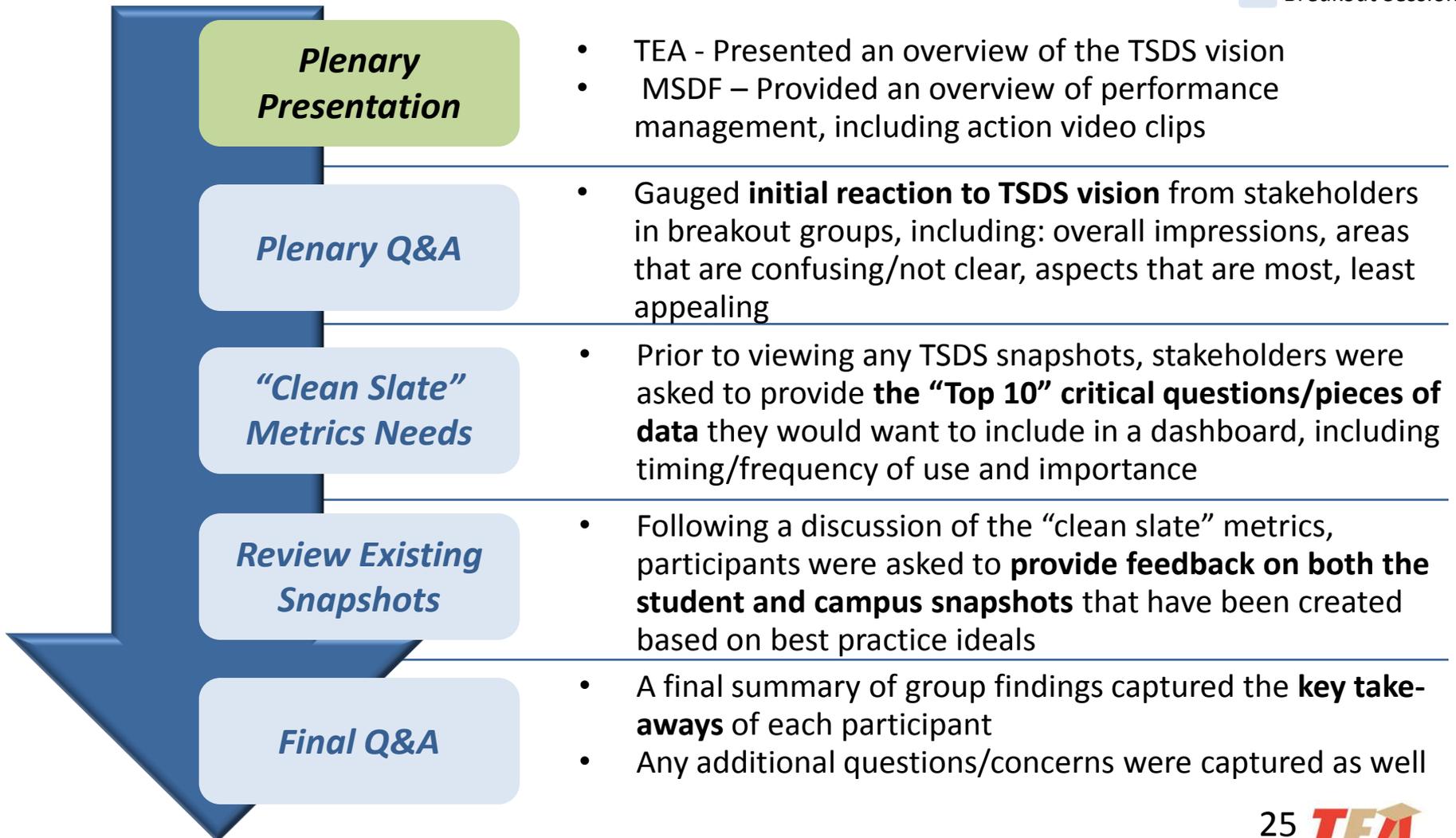
- 47 DCD breakouts
- 26 SIS breakouts



DCD Stakeholder Engagement Process

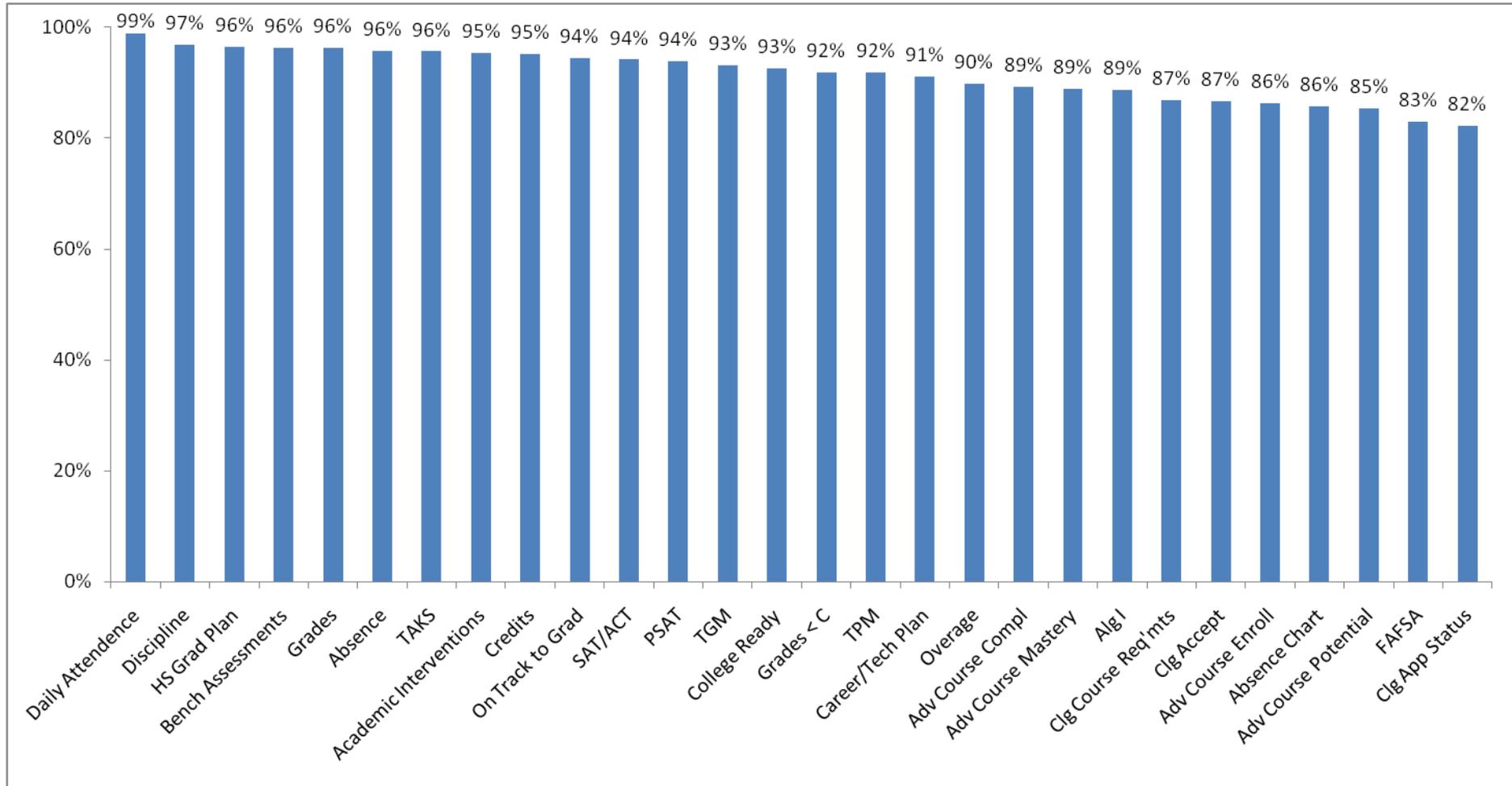
The engagement process enabled stakeholders to understand the TSDS vision, review progress to date, express feedback, and provide input into the design of reports & tools

■ Full Group
■ Breakout Sessions



Snapshot Metrics by “Useful” Rating – All Stakeholders

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



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)
- Strong concerns regarding data access/ security/ privacy issues (e.g. freedom of information requests)

Example: Desired Functionality

Stakeholders showed a tremendous appetite for both pre-populated and custom reporting, as well as the ability to export and analyze as needed

- **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

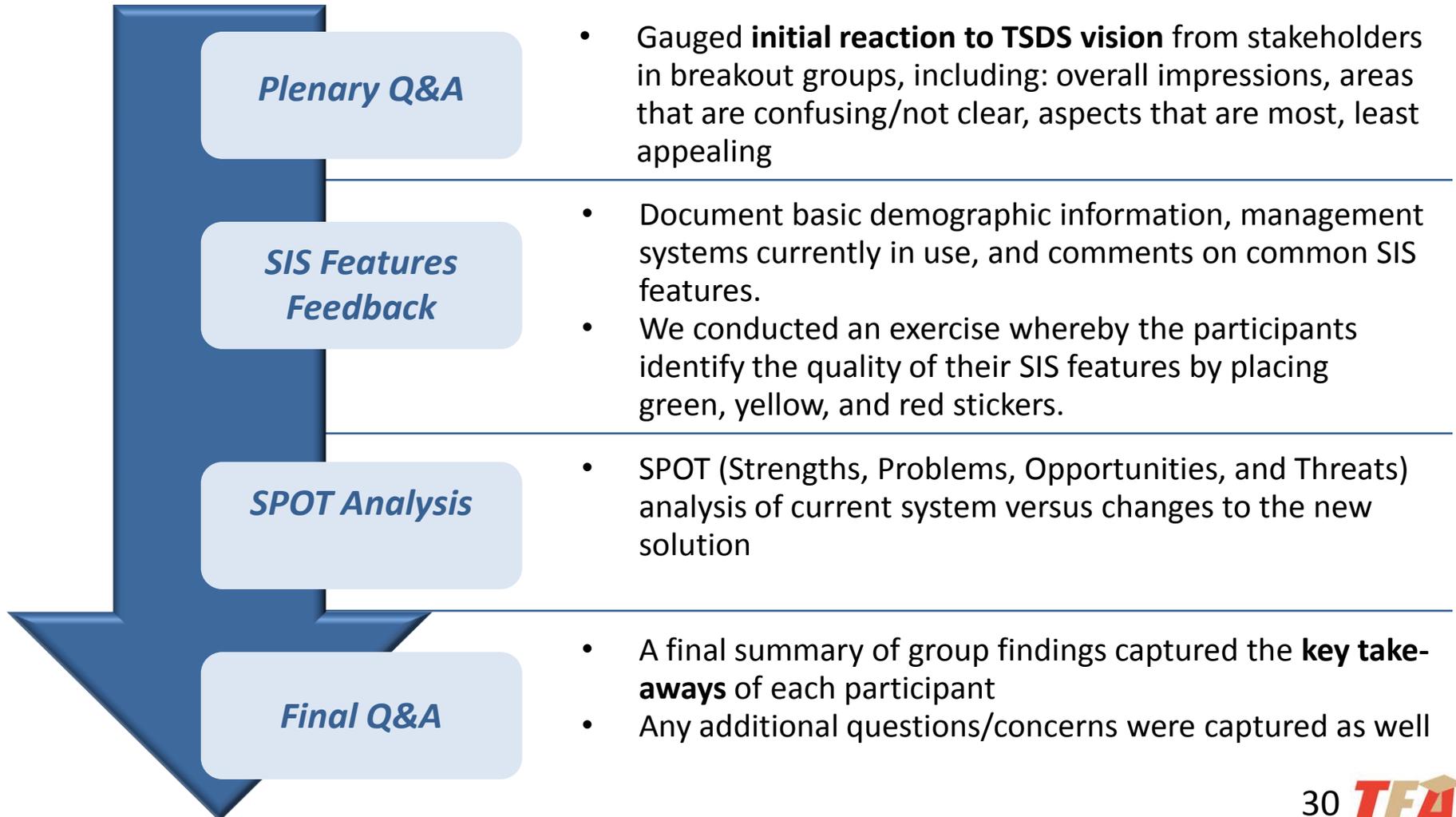
- Get usability feedback from pilot schools using real data
- Work with IT firm to develop functionality as appropriate
- Develop pre-built reports for inclusion in initial version
- Understand what historical data already collected by TEA

Pilot Phase

	Release 1	Release 2	Release 3
Dates	Apr – Jul 2010	Aug - Dec 2010	Jan – Apr 2011
Target Outcomes	<ul style="list-style-type: none">• Demo only of real and anonymized student data• First proof of concept for the DCD to produce a partial uncertified PEIMS Fall submission file	<ul style="list-style-type: none">• Controlled school-level beta with select principals and teachers• Deliver concrete data standards that can fulfill partial uncertified PEIMS Summer submission (student data)	<ul style="list-style-type: none">• Online school, district level beta w/ select districts and schools• Complete development to produce specs for and a model of a fully-functional DCD

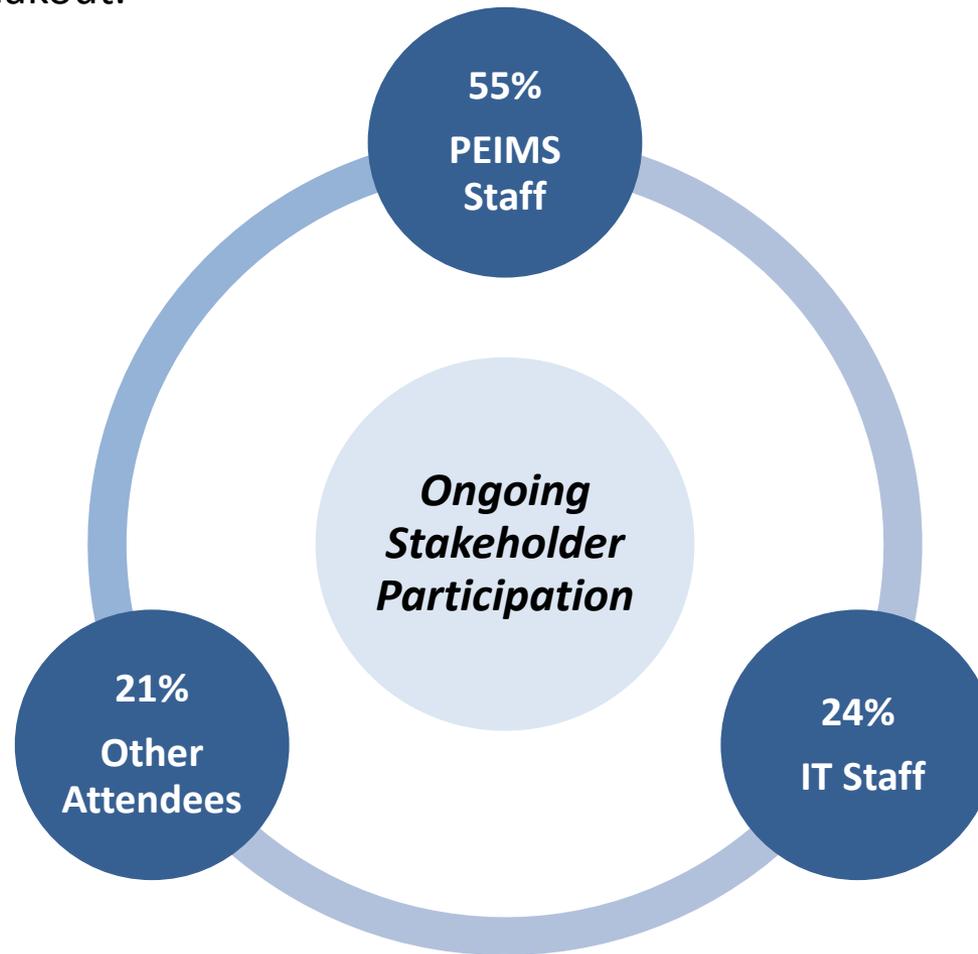
SSIS Stakeholder Engagement Process

The goal was to gain an understanding of district / campus SIS needs and obtain feedback on key features required. Questions were targeted to identify the needs of district and campus administrators, educators, PEIMS coordinators, and technical staff.



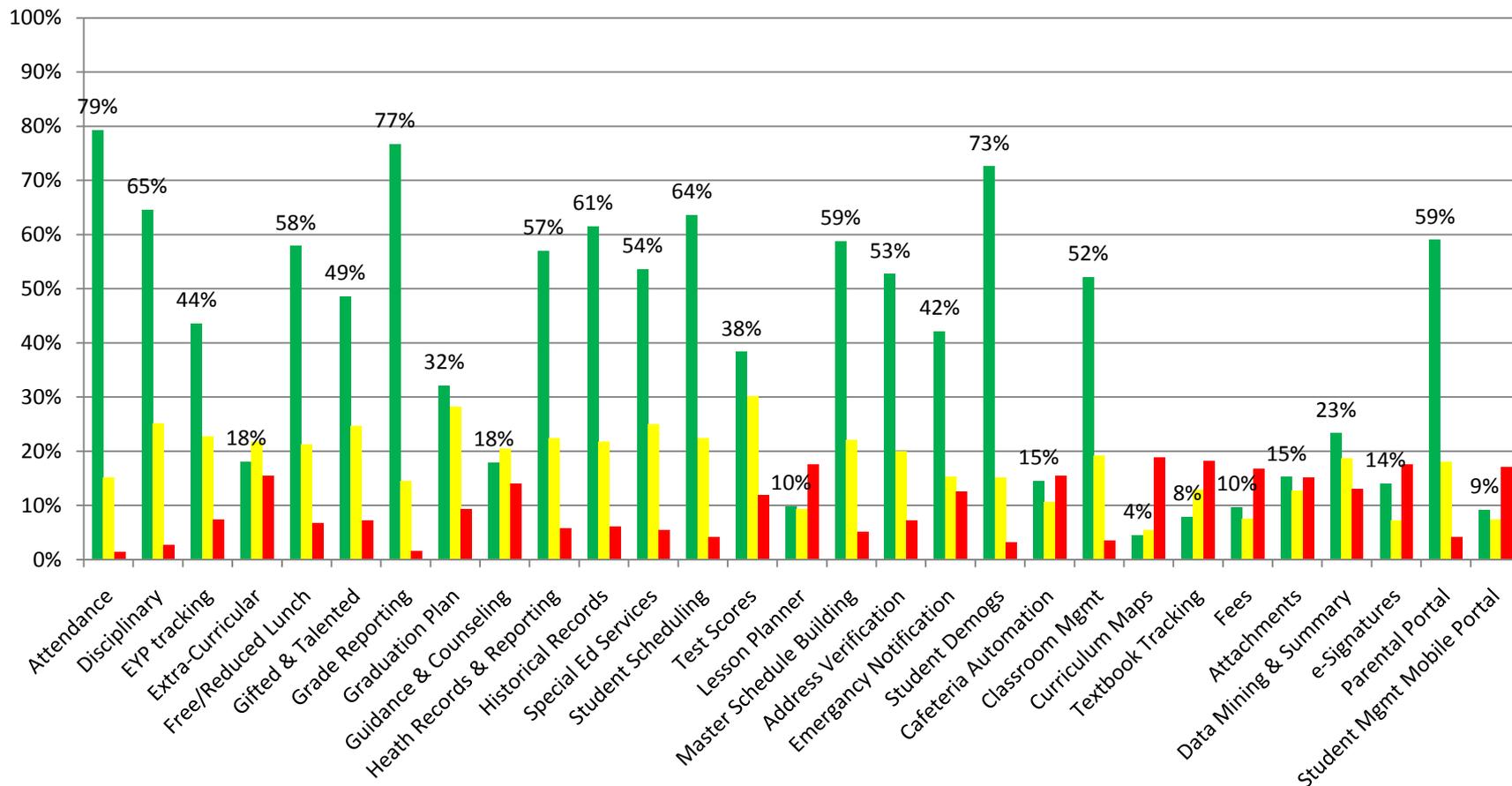
SSIS Stakeholder Engagement

Following the plenary session, participants proceeded to their breakout according to their job classification or interest. This diagram identifies the demographic of those selected to attend the SIS breakout.



Metrics by Features Rating

Feature metrics representing all stakeholders that attended the SIS breakout session who identified those features in their current system that are most effective (green), somewhat effective (yellow), and not effective at all (red). Percentages represent the % of attendees who turned in the feature forms.



Conclusion of Features Feedback

Stakeholder feedback allowed the ability to identify the strong and weak features of their current SIS systems.

Strong

- Attendance
- Disciplinary
- EYP Tracking
- Free and Reduced Lunch
- Gifted and Talented
- Grade Reporting
- Health Records and Reporting
- Historical Records
- Special Ed Services
- Student Scheduling
- Master Schedule Building
- Address Verification
- Emergency Notification
- Student Demographics
- Classroom Management
- Parental Portal

Weak

- Extra-Curricular
- Graduation Plan
- Guidance and Counseling
- Test Scores
- Lesson Planner
- Cafeteria Automation
- Curriculum Maps
- Textbook tracking
- Fees
- Attachments
- Data Mining and Summary
- e-Signatures
- Student Management Mobile Portal

Additional Desired Features

During the breakout sessions it became clear that the SIS needs to capture student information and also business information.

High Level Business Needs

- Accounts Receivable
- Asset Management
- Budget
- Finance
- Human Resources
- Requisition

Stakeholder Identified Needs

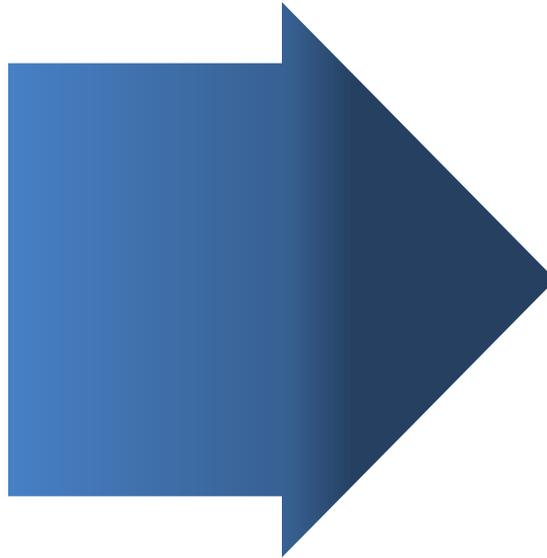
- Special Needs & At-Risk
- 504 & Dyslexia Tracking
- Custom Report Generation
- Test Tracking
- Cohort Tracking
- Transportation/Route Tracking
- Cafeteria management
- Academic Achievement Tracking
- Nurse's Medical Log
- Court Filing
- Migrant Data & ESL
- Student Registration
- Fitness Gram
- Locker System

SSIS Project Scope

As a result of the sessions, the scope of the project may be expanded in the following ways:

Assumptions:

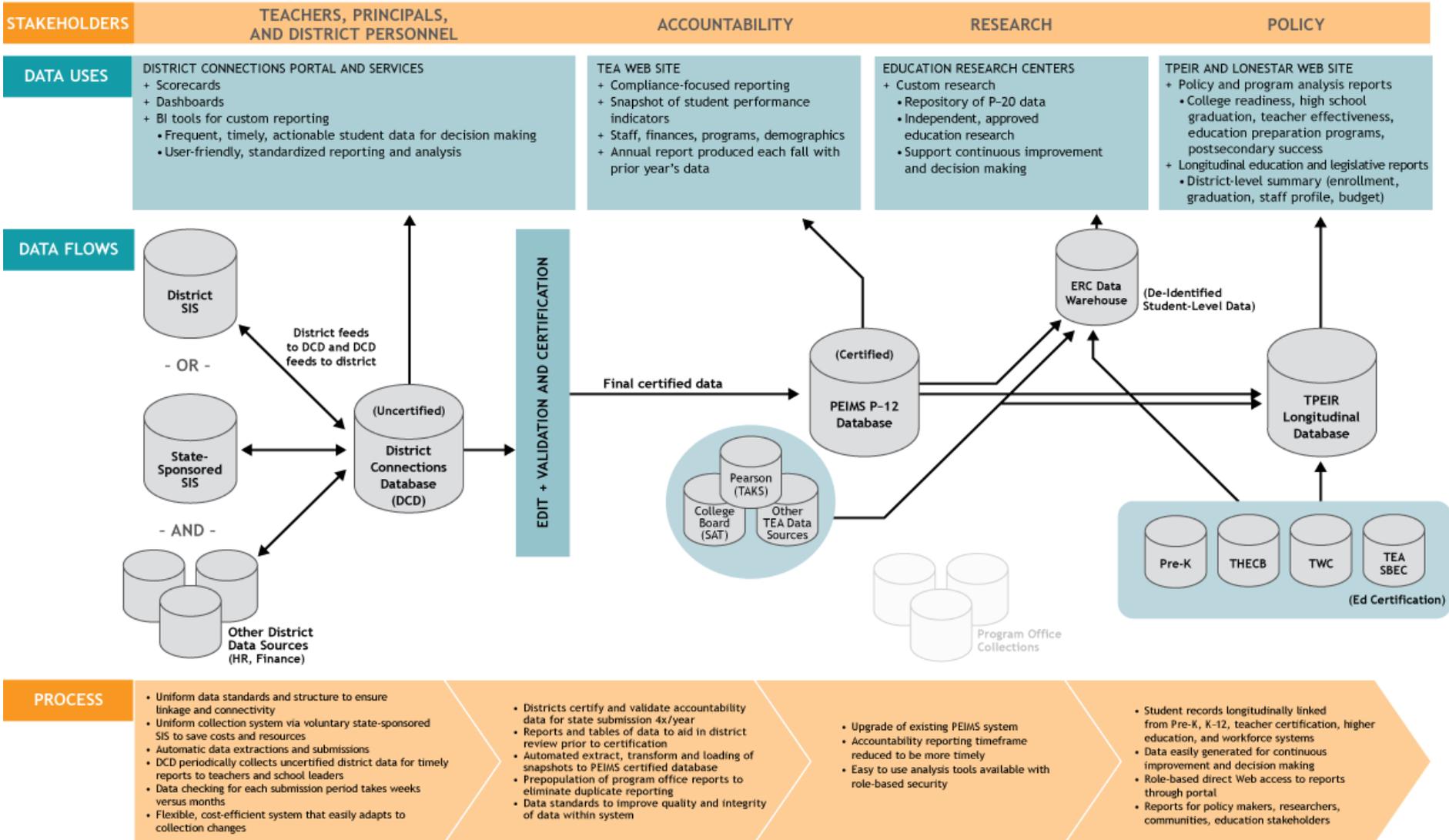
- **Districts need a State-sponsored Student Information System (SIS)**
- **Specifications for SIS directed at districts with student enrollments of 5,000 or less**



Outcome:

- **Districts identified need for an integrated student and business solution**
- **Specifications should not be limited to the needs of small districts but should include needs of districts of at least medium enrollment as well**

TEA Longitudinal Data System Vision



Today's Agenda

TSDS – Vendor Forum

- ❖ **Introduction**
Welcome
Forum Logistics
Brian Rawson
- ❖ **Texas Student Data System (TDDS)**
TSDS Vision
Education Stakeholder Feedback to Date
Brian Rawson
Roger Waak
- ❖ **Q & A**
TEA Staff
- ❖ **Closing**
Next Steps
Brian Rawson