

Hetal Thukral and Linda Wise, Howard County Public School System
 Dave Moyer, Hawaii Department of Education
 Emalie McGinnis and Kristen Rohanna, San Jose Unified School District
 Nate Schwartz, Tennessee Department of Education

Problem Statement and Research Question

States and school districts are collecting more data than ever. Yet, many education leaders struggle with translating that data into meaningful action – particularly at the classroom level. How can we turn data and analysis into meaningful action?

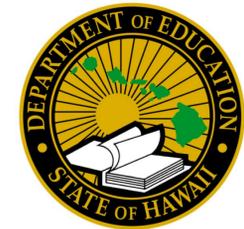
Fellows



Hetal Thukral (DF)
Data Strategist



Linda Wise (AF)
Deputy Superintendent



Dave Moyer (DF)
Data Fellow



Emalie McGinnis (AF)
Director, Data, Research & Assessment



Kristen Rohanna (DF)
Manager, Research & Evaluation



Nate Schwartz (DF)
Director of Research & Policy

Case Studies

Howard County Public School System, MD

Mission: To cultivate a vibrant learning community that prepares students to thrive in a dynamic world

About Us: 76 schools, 8,085 employees serving 51,681 students

Policy/Research Questions:

- How do school counselors support students to prepare for, apply to and matriculate in post-secondary institutions?
- What strategies are working well, and what strategies are not?
- What strategies will be used at the district- and school-level to apply relevant research to practice?

Project Scope: To understand the current status of college-support services provided by the Counseling Program, we conducted **surveys** and led data discussions with all 12 HCPSS high schools. We are also collecting data through **Naviance**, a tool for supporting college-exploration, selection and application. We are using these data to engage staff, identify wrap-around supports needed for high school counselors, and gather lessons learned for expanding **Naviance** into middle schools. This experience will be a 'proof point' for a data sharing process that applies research to practice.

Hawaii Department of Education

Mission: To serve our community by developing the academic achievement, character and social-emotional well-being of our students to the fullest potential.

About Us: 288 schools serving about 185,000 students on seven islands

Policy/Research Question: Hawaii Department of Education, acting as both a state and district education agency, has invested heavily in new data and **performance management systems**, with the unintended effect of overwhelming some school leaders with too much data. To facilitate effective data use, we must explore: what data are most impactful at specific points in the year to ensure that school leaders focus on key information that matters most to student achievement?

Project Scope: Hawaii has experimented with several versions of reports, prepared separately and in our longitudinal data system. The state is conducting analyses to highlight the predictability of certain metrics; we will continue to test reports that help us identify the formats that are most effective at spurring school-level action.

San Jose Unified School District, CA

Mission: To eliminate the opportunity gap and provide every student with the finest 21st century education

About Us: 42 schools, 3,000 employees serving 32,500 students

Policy/Research Question: Will SJUSD's **OpStat** initiative result in school leaders applying data-driven solutions at their sites?

Project Scope: SJUSD has invested heavily in a new **OpStat** process that is grounded in both a cycle of inquiry and the **school STAT** framework. Through this initiative, school leaders are learning how to determine root causes, create a theory of action, write an action plan, and monitor the effectiveness of their plans, with the ultimate goal of improving student outcomes. All principals are participating in the **OpStat** process. This initiative began in the fall of 2013 and will continue during the upcoming school year (and beyond).

Tennessee Department of Education

Mission: The Tennessee Department of Education strives to expand students' access to effective teachers and leaders, families' access to good schools, educators' access to resources and best practices and public access to information and data.

About Us: 141 districts and 1797 schools serving 993,000 students

Policy/Research Questions:

- What are the major challenges that schools face in raising the percentage of seniors graduating with at least one **Advanced Placement** (AP) credit?
- How can we use this information to support recommendations about legislative funding for a pilot program?

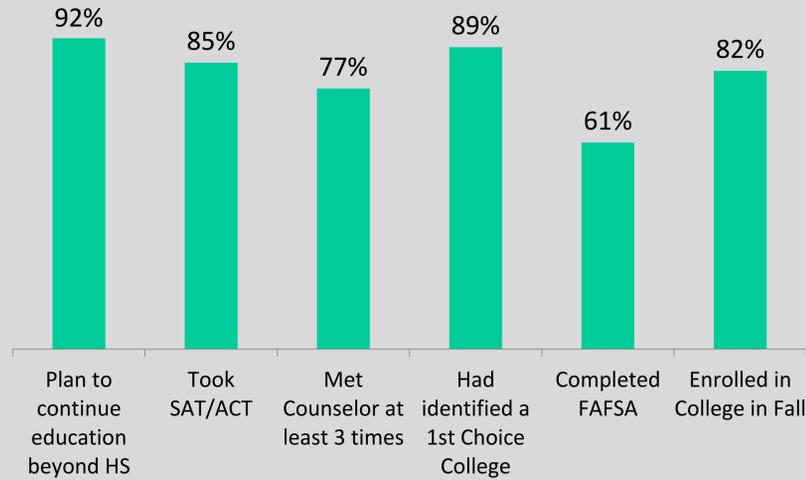
Project Scope: Initial exploration of the AP landscape across the state (spring, 2013) led to a school-level analysis (summer, 2013) that created an initial pilot in the 2013-14 school-year.

If You Build it, Will They Come? Helping Schools Translate Data into Action

Hetal Thukral and Linda Wise, Howard County Public School System
 Dave Moyer, Hawaii Department of Education
 Emalie McGinnis and Kristen Rohanna, San Jose Unified School District
 Nate Schwartz, Tennessee Department of Education

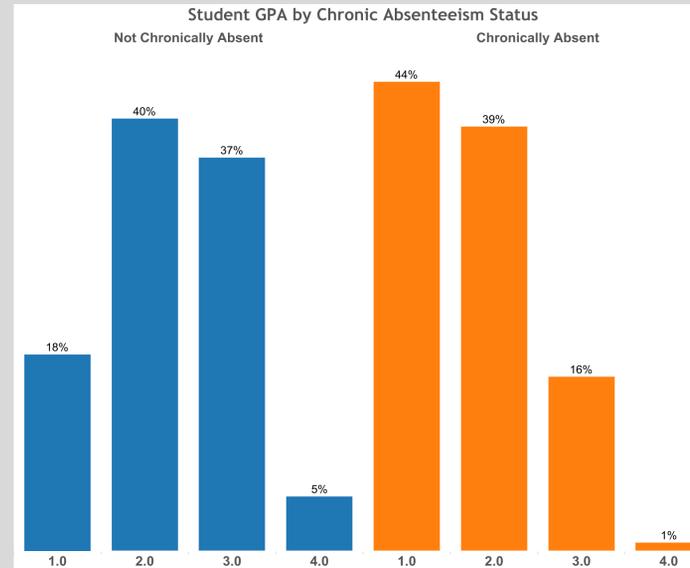
Howard County Public Schools

HCPSS 2013 Graduates: From post-secondary Aspirations to Enrollment
 (% reported for each step is of the students who responded to the Senior survey (2,809 of 4,100 graduates; 66%)



From aspirations to enrollment, these data are leading the district through an introspective examination of how to (1) improve supports to students and counselors and (2) create a process through which we monitor, share and discuss these and other data to ultimately improve post-secondary success.

Hawaii Department of Education



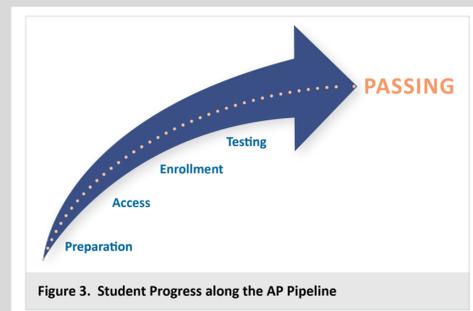
In Hawaii, students who are chronically absent are less likely to earn passing grades in their courses. Focusing on attendance allows Hawaii schools to track and measure simple yet predictive data and intervene on a student's behalf.

San Jose Unified School District



SJUSD principals are sharing their best practices on how to collect teacher observation data specifically related to their OpStat plans. These principals want to know whether their OpStat plans are resulting in differentiated instruction. They must report out these data at their next OpStat accountability session.

Tennessee Department of Education



In Tennessee, our statewide analysis of school-level AP data identified a number of distinct challenges that schools face as they move students along the AP pipeline. These include ensuring that students have access to AP classes, enroll in those classes, and pass the AP exam.

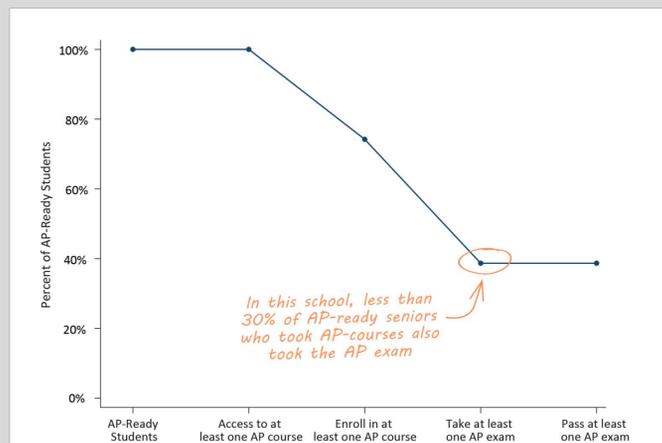


Figure 9. An Example of a School with Low AP-ready Student Testing
 Low Test-taking High School, shown here in the graph, provides a clear example of a school that enrolls the majority of their AP-ready students in AP coursework but does not move these students to the test-taking point. This school, located in a medium sized suburban district in a large metropolitan area, serves more than 1,300 students. Approximately one fifth of its student population is classified as economically disadvantaged. In 2013, the school's senior class included 31 AP-ready students, with 5 of these students qualifying for free or reduced-price lunch. In 2013, the school offered four AP courses, including at least one in math, English, and social science. Although it enrolled a sufficient number of AP-ready students in these courses, only 28 percent of its AP-ready seniors who enrolled in at least one AP course sat for the AP exam. This means only a small percentage of these students had the opportunity to earn college credit from their coursework.

Lessons Learned and Next Steps

Howard County Public Schools: One year into the Counseling Evaluation and the rollout of **Naviance**, we are using the data to provide targeted college-counseling to students and to improve the culture of data use in schools. Starting with counseling staff, data discussions for *all* students and groups of students are guiding district- and school-level interventions.

Hawaii Department of Education: For school leaders using data, less is more. Their primary focus should be implementation; collecting and analyzing data should not dominate their time.

San Jose Unified School District: At the end of year two, we will conduct a **rigorous evaluation** of the OpStat initiative to determine system wide impacts.

Tennessee State Department of Education: We are building out a series of new AP pilot programs in partnership with the College Board and we have adapted the **pipeline analysis framework** to new issues such as the high school-to-college transition.