

What Gets Measured Matters!

- Data Conference
- May 17-18, 2010
- Bob Beecham and Marilyn Peterson



What matters?

- Quality Data
- Public Reporting
- State Accountability
 - P-16
 - New reporting requirements
- Federal Accountability
 - ARRA Assurances



Quality Data

- Accurate – data needs to be right
- Appropriate – needs to be the right data
- Timely – data needs to be available when you need it
- Usable – data needs to be in a format for easy use



Support for Quality Data

- Help Desk
- Trainers
- ESU Support
- Data Quality Curriculum
- Local Data Stewards
- Validation and Verification Reports



Public Reporting

- State of the Schools Report
- Data Reporting System
- Ad hoc Reporting



New SLDS Grant

- A: Postsecondary Student Information
- B: Student and Teacher Course Information
- C: NDE Staff ID
- D: Teacher Preparation
- E: Cohort Analysis
- F: Career Education Analysis
- G: Birth to Five Early Childhood
- H. Continuation and Expansion of Support Systems



P-16 Council

- Goal 1: Adopt a college and career preparation core curriculum
- Goal 2: Eliminate the academic achievement gap
- Goal 3: Develop an effective longitudinal data system
- Goal 4: Attain a high school graduation rate of 90% or higher



P-16 Council

- Goal 5: Improve Nebraska's college-going rank to the top-10 tier nationally
- Goal 6: Provide affordable access to Nebraska's postsecondary institutions.
- Goal 7: Improve time to degree completion and increase the graduation rates of Nebraska's postsecondary institutions.
- Goal 8: Increase the number of teacher education graduates in the STEM areas.



Public Reporting

- American Recovery and Reinvestment Act (ARRA) Transparency
 - All data collected under ARRA must be posted for public
 - Section 1512 reports
 - Data collections such as Teacher and Principal Evaluations
 - Applications for funds including the State's application for State Fiscal Stabilization Funds (SFSF)



ARRA Funds – Spend Quickly?

ARRA Program	State Allocation	Expenditures as of May 2010	Percent Claimed
ESEA Title I	\$47,808,954	\$7,756,770	16%
McKinney Vento Homeless	\$228,080	\$41,526	18%
IDEA Special Education	\$79,945,053	\$13,716,715	18%
Technology (Title II-D)	\$3,209,375	\$61,985	2%
State Fiscal Stabilization Funds	\$93,668,750	\$37,569,706	40%



State Accountability

- State Board developing a new accountability policy
 - NeSA – Writing, Reading, Math and Science
 - Possibly other indicators like graduation rate
 - Growth model
 - Improvement over time



New State Reporting

- LB 800 (79-527)
 - Monthly report of the number of and reasons for any
 - long-term suspensions,
 - expulsions,
 - excessive absenteeism,
 - Defined by district but excessive cannot be more than 5 days per quarter or the hourly equivalent
 - District policy shall determine if excused included or not
 - referrals to County Attorney,
 - contacts with law enforcement except School Resource Officers



New State Aid Allowance

- Instructional time
 - NDE will use the information from the Curriculum Report
 - Courses offered
 - Number of sessions
 - Minutes per session
 - Number of students in each course
 - Exclude lunch, study hall, passing time, extra curricular



Federal Reporting

- Four School Reform assurances of SFSE
 - Effective teachers and principals
 - Robust longitudinal data systems
 - Rigorous standards and assessments
 - Strong support for struggling schools



New Metrics for Each Assurance

- Teacher and Principal Evaluations
 - Survey now (due June 30) of teacher and principal evaluation descriptions
 - Including the names of the levels of performance
 - Spring 2011
 - Collect the number and percent of teachers and principals at each of the levels of performance



Student Achievement Outcomes

- The Teacher and Principal Evaluation Surveys ask whether the evaluation of performance includes “student achievement outcomes”
- Student Achievement Outcomes are:
 - Need to be defined, by the district, so that all teachers and principals are included



Student Achievement Outcomes

- Student achievement outcomes includes, at a minimum, one of the following:
 - student performance on summative assessments, or on assessments predictive of student performance on summative assessments, in terms of absolute performance, gains, or growth;
 - student grades; and
 - rates at which students are on track to graduate from high school with a regular high school diploma
 - rates at which students are on track to graduate can include credit accumulation, student attendance, core course failures, and behavior referrals



Why Does it Matter?

- Effective Teachers and Principals
 - Includes annual evaluations
 - Student growth for teachers
 - Must report to teachers the state testing results for their current students and their students from the previous year
 - Teacher Impact



Teacher Impact

- As defined for ARRA
 - Use at least 3 years of a student's scores on the same test
 - Project 4th year's results
 - Compare real results to projected results
 - Difference is teacher impact



Connecting Teachers to Students

- Teacher identifier system with the ability to match teachers to students
 - Unique ID for teachers
 - Teachers to courses to classes to students
- Student transcript information, including courses completed and grades earned at high school level
 - NE can meet these requirements by using a new *Student Grade* template that contains a Section identifier (for each class) and by modifying the new online Curriculum Report to include this Section identifier in Spring 2011



Postsecondary

- Extent to which students transition successfully to postsecondary including whether students enroll in remedial classes
 - Using cohort graduation data (cohort data not available until after 2010-11 school year)
- Information to address alignment and adequate preparation for success in postsecondary education



Graduate Data

- The number and percentage of students who graduate from high school using the cohort graduation data
 - Report by district and school
 - Disaggregated by NCLB subgroups
 - Minimum group size (30) applies
 - Cohort graduation rate data becomes available in 2010-11



Graduate Data

- Of the students included in the cohort graduation data, the number and percentage who enroll in an institution of higher education within 16 months of receiving a regular high school diploma
 - Report by district and school
 - Disaggregated by NCLB subgroups
 - Minimum group size (30) applies
 - Cohort graduation rate data becomes available in 2010-11



Persistently Lowest-Achieving Schools

- A process of identifying low performing schools called PLAS
- Only PLAS schools are eligible for the 17 million in ARRA School Improvement Grants
- Information on the NDE homepage at:
<http://www.nde.state.ne.us/ARRA/index.html>

