



Ensure CTE data can be accessed,
analyzed and used

Rebecca Shah

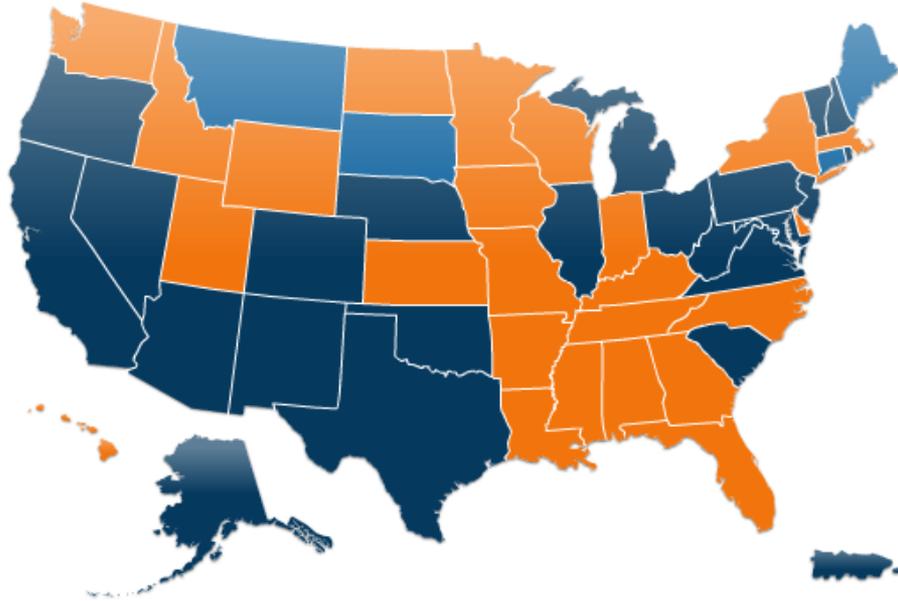
DATAQUALITY
CAMPAIGN

Using Data To Improve Student Achievement

States Have Made Significant Progress Building SLDS

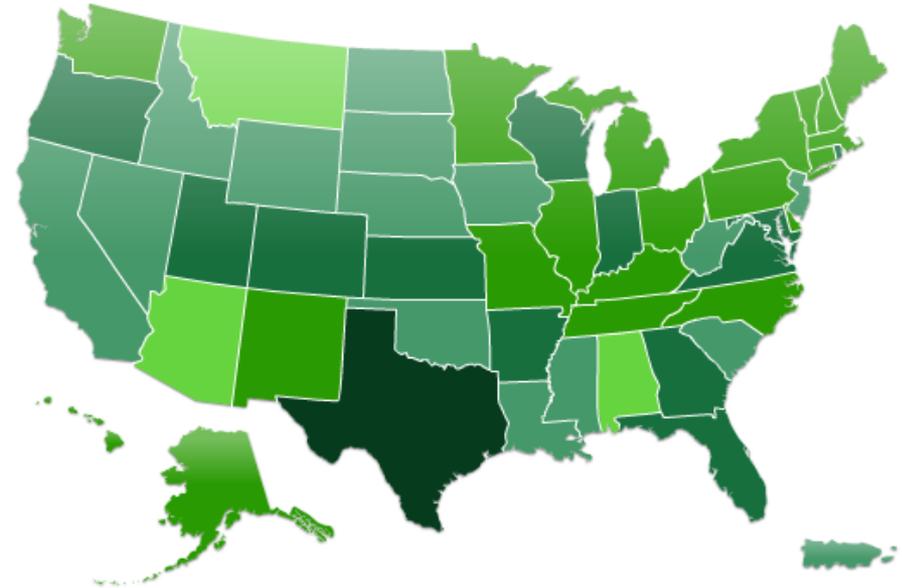
24 states report that they have all 10 Essential Elements

2010



No states have taken all 10 State Actions

2010



0-1 2-3 4-5 6-7 8-9 10

0-1 2-3 4-5 6-7 8-9 10



DQC 10 State Actions to Ensure Effective Data Use

Link data systems across P-20 and the workforce to answer key questions

Ensure that appropriate data can be accessed while protecting privacy

Build capacity of all stakeholders to use longitudinal data

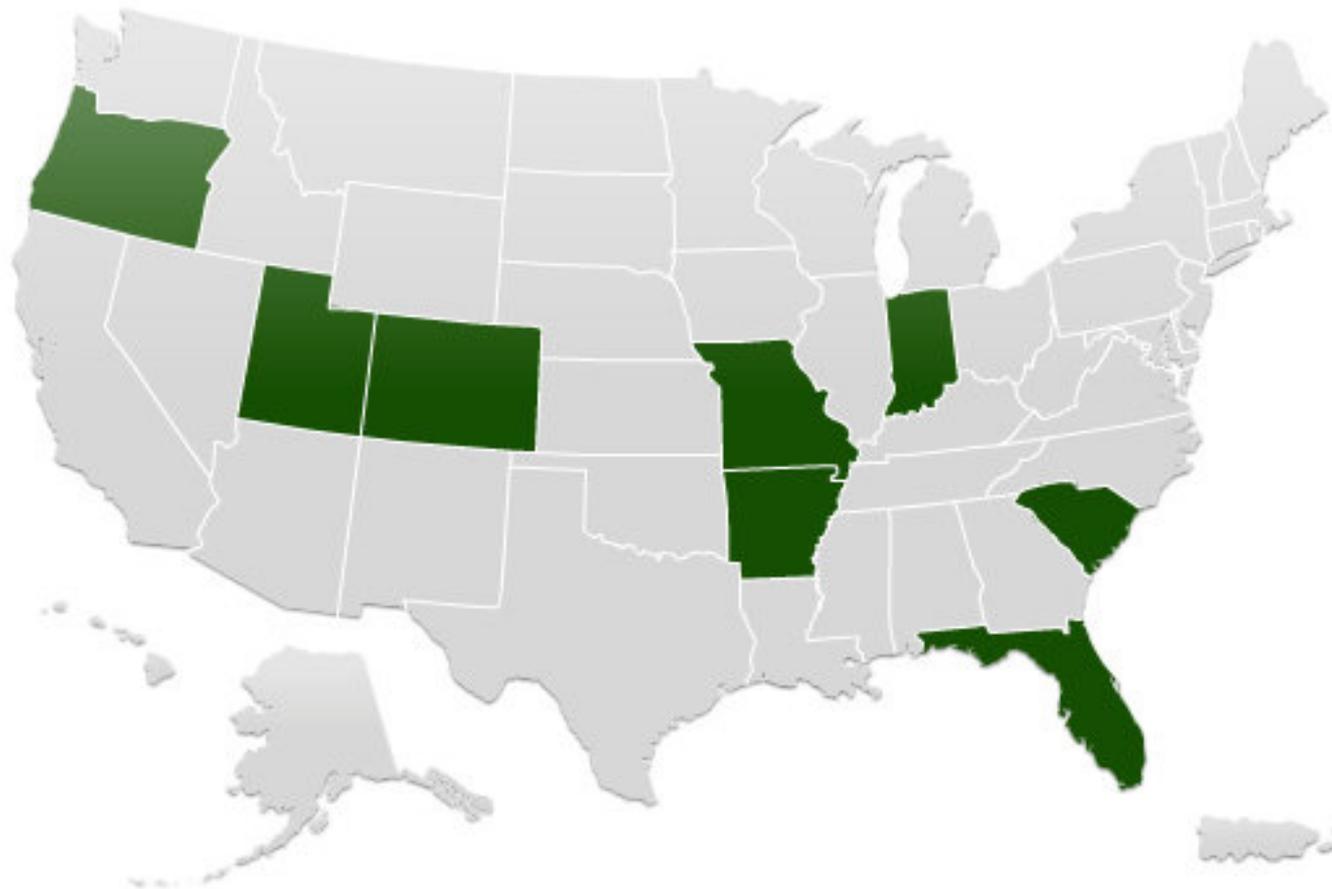
1. Link state K-12 data systems with early learning, postsecondary, workforce, and others
2. Create sustainable support for the longitudinal data system (LDS)
3. Develop governance structures to guide LDS
4. Build state data repositories
5. Provide timely role-based access to data
6. Create progress reports with student-level data for educators, students, and parents to make individual decisions
7. Create reports with longitudinal statistics to guide change at system level
8. Develop a research agenda
9. Implement policies to ensure educators know how to use data appropriately
10. Raise awareness to ensure all key stakeholders know how to access and use data

Action 5: Timely, Role-Based Access

STATES WITH ACTION 5: IMPLEMENT SYSTEMS TO PROVIDE TIMELY ACCESS TO INFORMATION



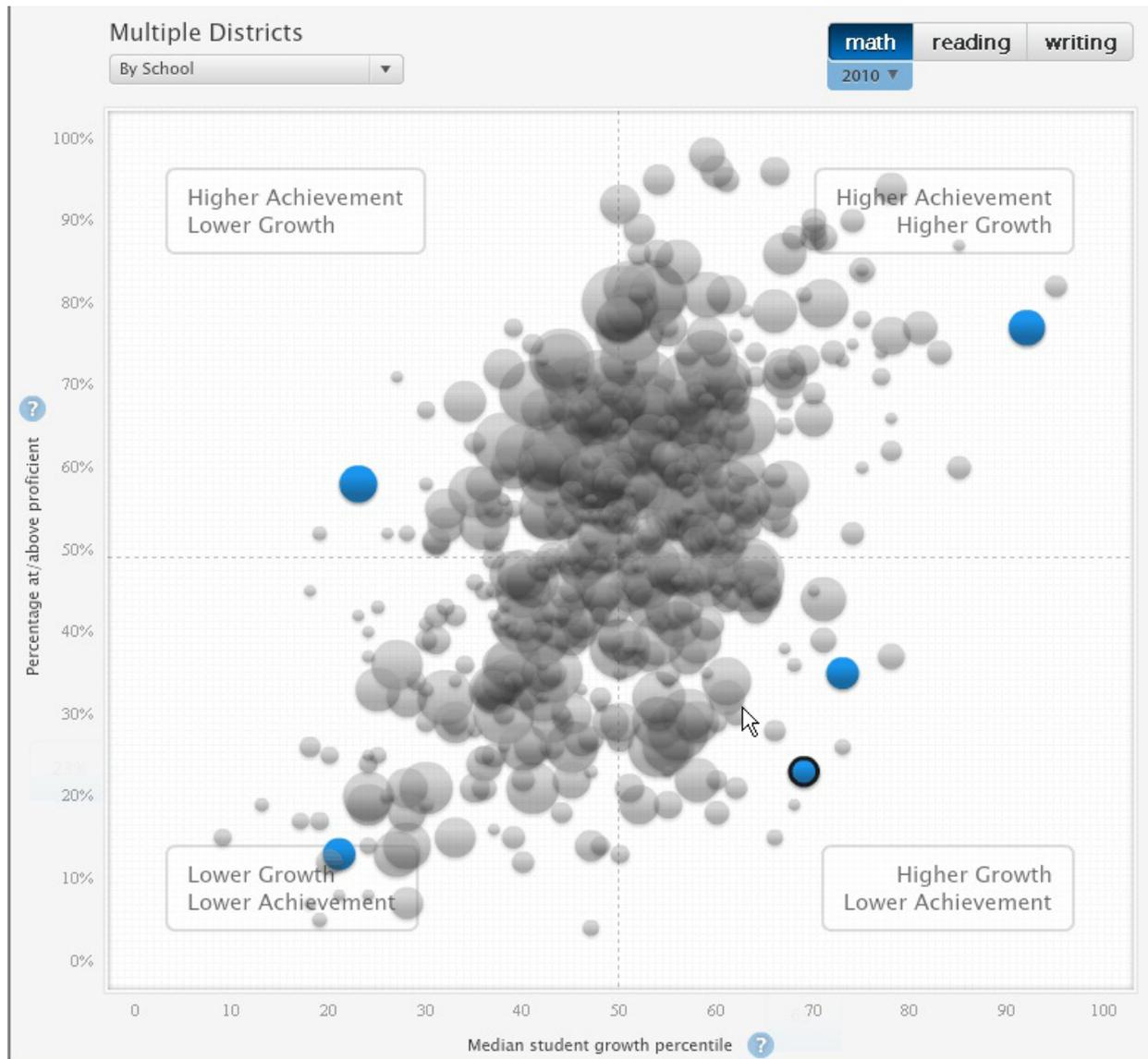
■ Has Action 5



- CT
- DC
- DE
- MA
- MD
- PR
- RI

8 states ensure timely, role-based access.

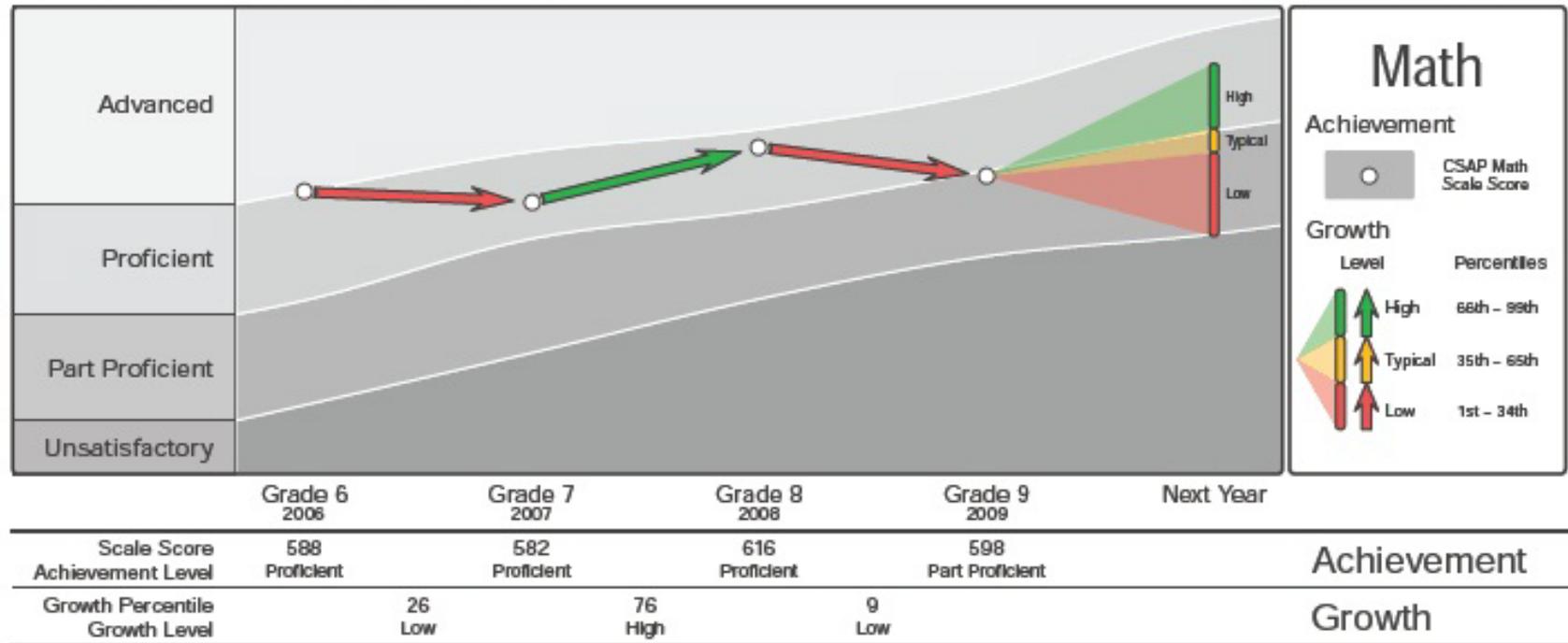
Action 5: Colorado Growth Model



Action 5: Colorado Growth Model

Example Student 24 (1234567824)

Example High School



Continuing the Conversation

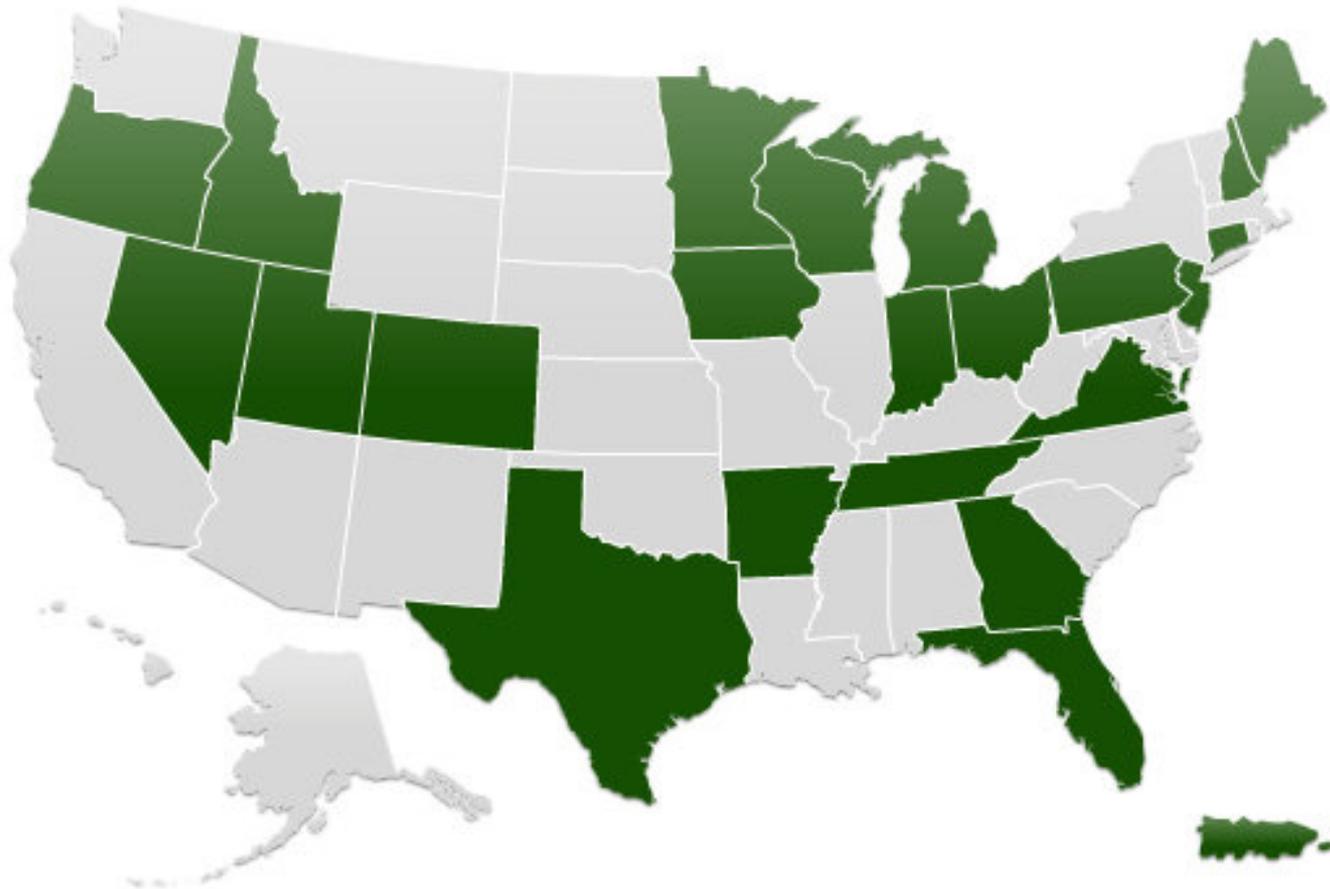
- How is CTE data shared with stakeholders, including policymakers, administrators, parents and others?
- How frequently is CTE data shared?
- Is there access to CTE data beyond accountability reporting?

Action 6: Student-Level Reports

STATES WITH ACTION 6: CREATE PROGRESS REPORTS USING INDIVIDUAL STUDENT DATA TO IMPROVE STUDENT



■ Has Action 6



CT

DC

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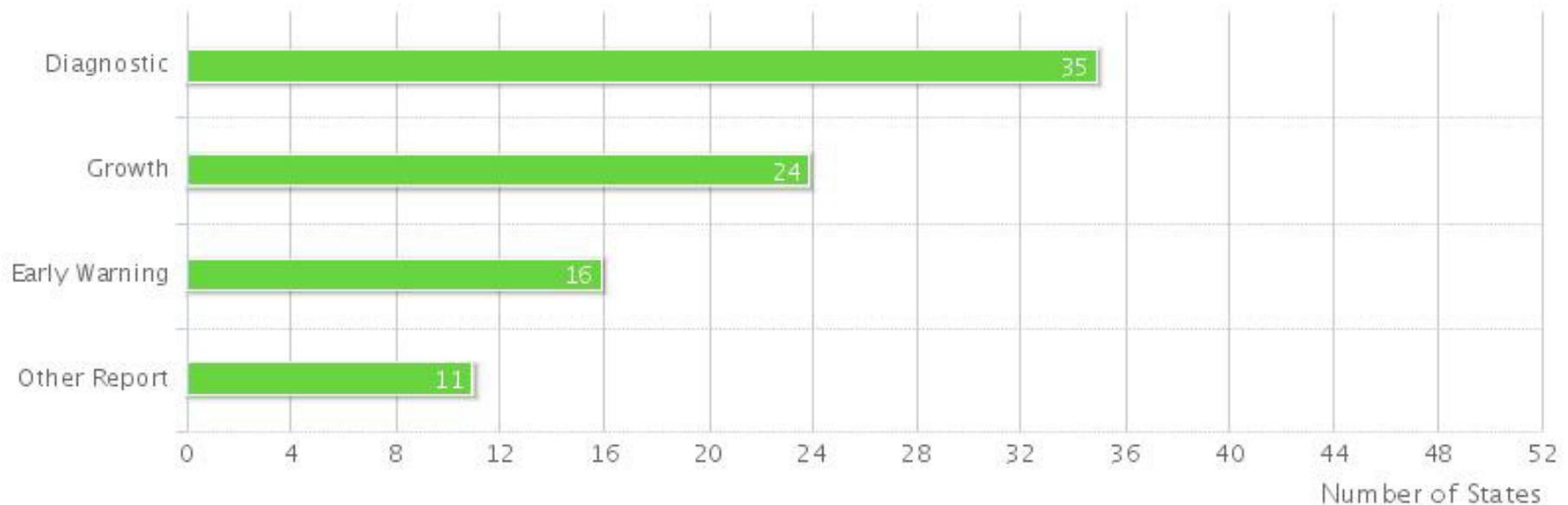
PR

RI

23 states provide reports using student-level longitudinal data.

Action 6: Overall Production of Student-Level Longitudinal Reports

Overall Production of Reports Using Student-Level Longitudinal Data



Action 6: Indiana Early Warning System

Figure 4: Criteria Used by Indiana To Identify At-Risk Students

Age and Retention	Score
Student was not retained and will be 18 on June 30, 2013	0 points
Student was not retained but will be 19 on June 30, 2013	1 point
Student was retained or will be 20 on June 30, 2013	2 points
ISTEP+	
Student passed both subjects at grade 7 and grade 8	0 points
Student did not pass English at grade 7	1 point
Student did not pass Math at grade 7	1 point
Student did not pass English at grade 8	2 points
Student did not pass Math at grade 8	2 points
Mobility	
Student had no reported mobility	0 points
Student had one reported incident of mobility	1 point
Student had two or more reported incidents of mobility	2 points
Attendance	
Greater than 95%	0 points
90% to 95%	1 point
Less than 90% or more than 15 days unexcused absences	2 points
Based on total points, potential risk levels are assigned as:	
Low Risk	0–3 points
Medium Risk (highlighted yellow)	4–8 points
High Risk (highlighted red)	>9 points

Action 6: Indiana Early Warning System

Figure 5: Sample Indiana Report to School Personnel on At-Risk Students

Age 30-Jun 2013	ISTEP Fall 2007			ISTEP Fall 2008			Grade Retained	Unexcused Absences	Attendance Rate 06-07, 07-08, 08-09	Mobility (MS Moves)	At-Risk Index
	GR	Engl	Math	GR	Engl	Math					
20	7	B	B	8	B	B	7	26.0	93.4%	3	12
20	7	B	B	8	B	B	6	42.0	91.8%	3	12
20	7	B	B	8	B	B	6	29.5	94.1%	4	12
19	7	B	B	8	B	B		23.0	94.4%	2	11
19	7	B	B	8	B	B		28.5	92.0%	2	11
19	7	B	B	8	B	B		28.0	93.2%	2	11
19	7	B	B	8	B	B	7	18.0	96.0%	2	11
19	7	B	B	8	B	B		27.5	94.9%	2	11
19	7	B	B	8	B	B		54.5	87.8%	3	11
19	7	B	B	8	B	B		26.5	94.5%	2	11
18	7	B	B	8	B	B		26.5	90.3%	2	10
19	7	B	B	8	B	B		45.0	88.3%	1	10
19	7	B	B	8	B	B		8.5	94.5%	2	10
18	7	B	B	8	B	B		33.5	92.8%	4	10

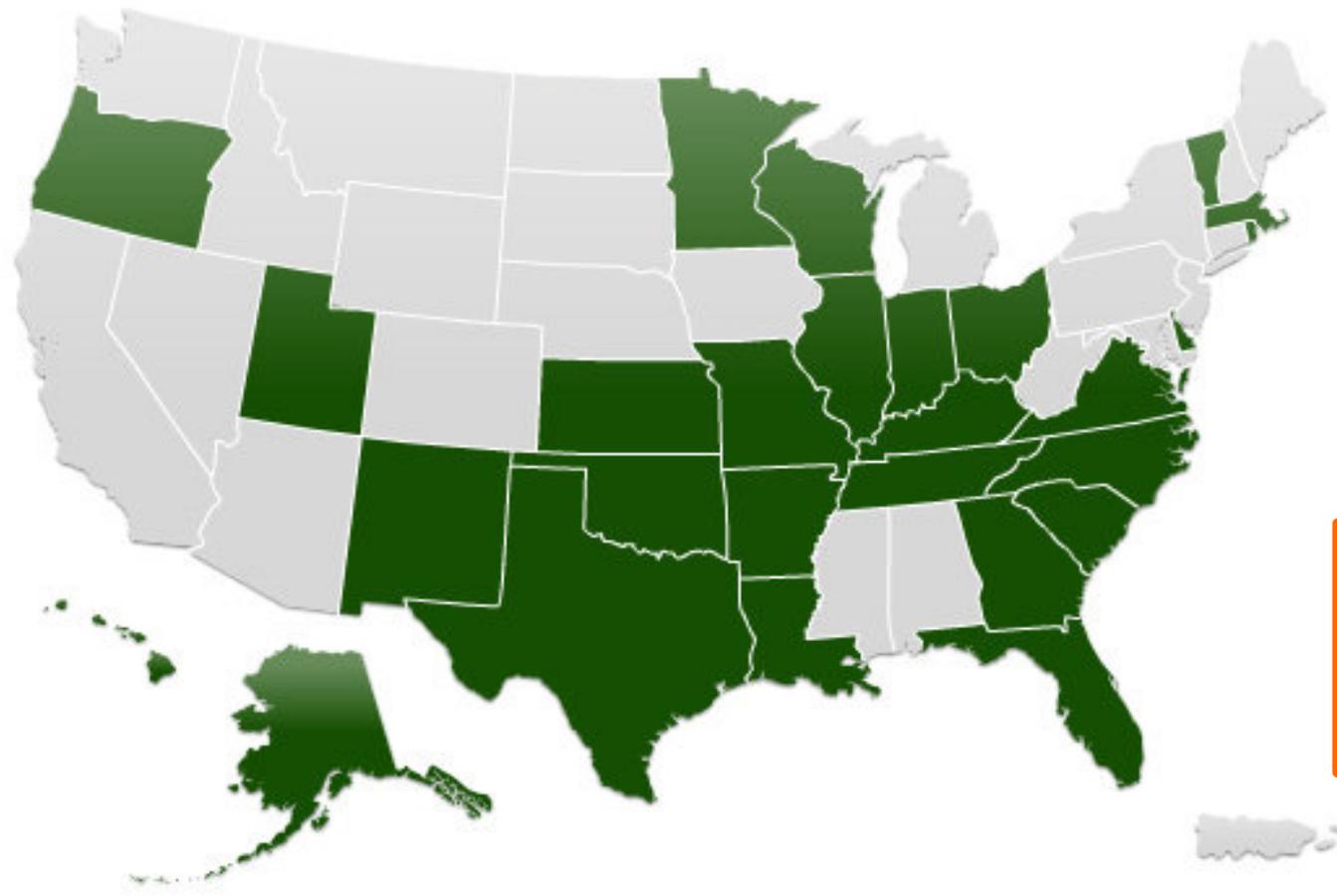
Note: In this figure, "MS Moves" means "Middle School Moves."

Action 7: Aggregate-Level Reports

STATES WITH ACTION 7: CREATE REPORTS USING LONGITUDINAL STATISTICS TO GUIDE SYSTEMWIDE



■ Has Action 7

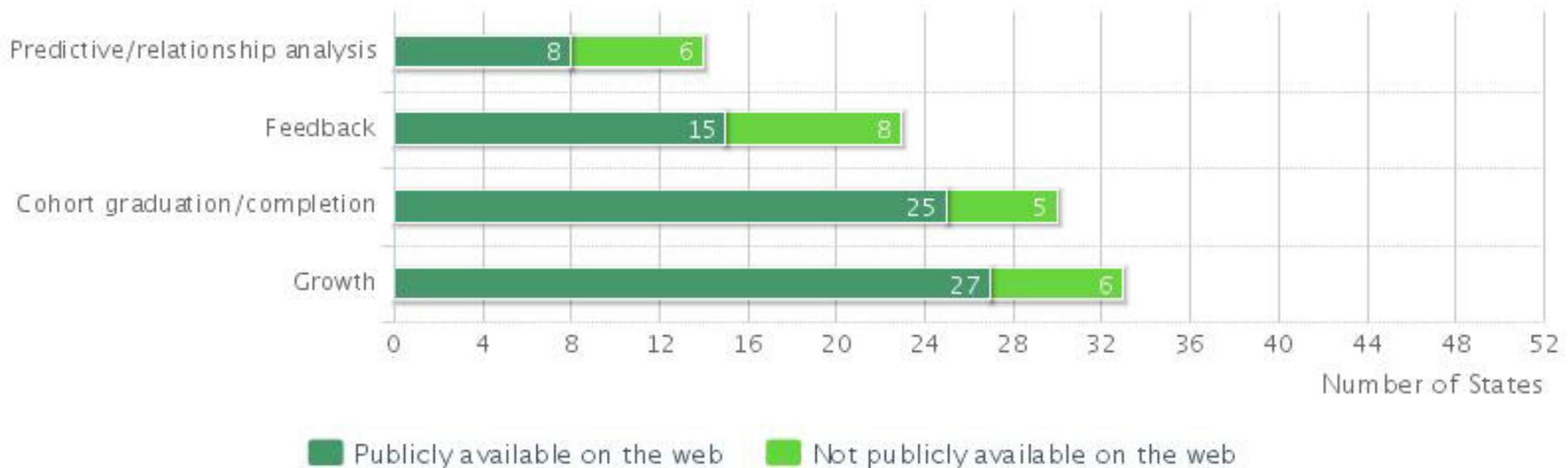


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27 states provide reports using aggregate-level longitudinal data.

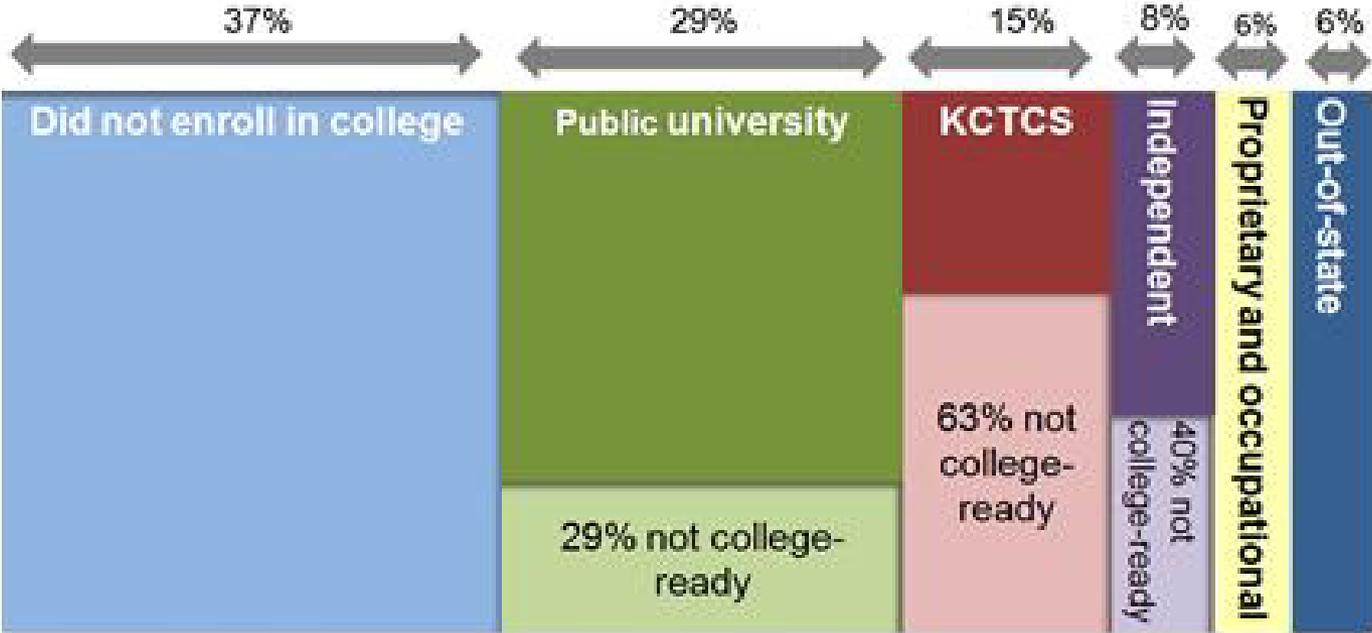
Action 7: Public Availability of Aggregate-Level Longitudinal Reports

Public Availability of State Produced Reports Using Aggregate-Level Longitudinal Data



Action 7: Kentucky Feedback Reports

College Enrollment and Readiness High School Class of 2008



College entrants include all graduates of Kentucky's public and certified non-public high schools who enrolled in a college or university in the summer or fall semester following graduation.

Continuing the Conversation

- Is CTE data included in state reports using student-level and aggregate-level longitudinal data?
- What types of these reports would be valuable to CTE stakeholders?

Additional Data Access Resources

Creating Reports Using Longitudinal Data

www.DataQualityCampaign.org/resources/1065

State Action 5: Role-Based, Timely Access to Information

www.DataQualityCampaign.org/resources/989

Contact the DQC

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Using Data To Improve Student Achievement

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CTE at the Data Quality Campaign Table

The background of the slide features a faint, light blue grid pattern. Overlaid on this grid is a line graph with a blue line that starts at a low point, rises to a peak, and then gradually declines. The overall aesthetic is clean and professional, typical of a corporate or academic presentation.

Sharon Enright

**Ohio Department of Education
Office of Career-Technical Education**

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CTE at the Data Quality Campaign Table

Continuing the DQC Conversation:

- How should CTE data be shared with stakeholders, including policymakers, administrators, parents and others?
- How frequently should CTE data be shared?
- How do we assure access to CTE data beyond accountability reporting?
- How do we make sure CTE data is included in state reports using student-level and aggregate-level longitudinal data?
- What types of reports would be valuable to CTE stakeholders?

CTE at the Data Quality Campaign Table



Questions that surfaced:

- Who are our CTE stakeholders?
- What data do our CTE stakeholders care about the most?

(What we measure for CTE accountability may or may not interest CTE stakeholders.)

CTE at the Data Quality Campaign Table

The background of the slide features a faint, light blue grid pattern. Overlaid on this grid is a line graph with a single data series. The line starts at a low point on the left, rises to a peak in the middle, and then declines towards the right. The overall aesthetic is clean and professional, typical of a business or academic presentation.

Where do we start?

- How do we determine our CTE stakeholder groups?
- How do we determine what data our CTE stakeholders care about the most?

CTE at the Data Quality Campaign Table

The background of the slide features a faint, light blue grid pattern. Overlaid on this grid is a line graph with a blue line that fluctuates across the grid, representing data trends. The overall aesthetic is clean and professional, typical of a business or technical presentation.

Where do we start?

- What reports are needed for each “X” in the grid?
- What data fields are needed for each report?
- What would be consistent definitions & criteria for each measure?
- Who collects the data required?
- What relationships would be helpful to obtain the needed data elements?

CTE at the Data Quality Campaign Table

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