NSWG Call Summary

NEXT STEPS WORK GROUP

2013–14 NSWG Planning Team

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Host

Steve Klein
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The November 21, 2013 meeting was held as a webinar. The event started at 2:00 PM EST.

Welcome | *Steve Klein*

Facilitator Steve Klein welcomed everyone and highlighted the main agenda item, a virtual fieldtrip through state dashboards.

OVAE Updates | *John Haigh*

John Haigh gave the following updates:

- OVAE has received questions about the expectations for Program Improvement Plans required when the 90% threshold is not met for the secondary core indicators. He shared:
  - Data will be pulled from EDEN into CAR three times: December 17th, January 2nd, and February 3rd.
  - If state data are not available in the CAR, by December 20th, please do not certify it as complete: wait until January 2nd. If January 2nd date is missed please wait until February 3rd to certify data.
  - Goal is for EDEN and EdFacts staff to enter data by December 31st.
- OVAE is planning the Data Quality Institute in early May in conjunction with NACTEI.

Using Education Dashboards in CTE | *Ohio, Montana, Washington State, Texas*

Steve Klein described the importance of sharing data with educators in a simple, easy to understand format. He thanked states for submitting their dashboard examples and noted that the dashboards presented today reflect a subset of the many different approaches that states take to communicate information.

Using Education Dashboards in CTE | *Ohio, Emily Passias*

Background:

Emily Passias described the 2013 update of the state's accountability system reporting in Ohio, which included the introduction of an A–F grading system, as well as a report card for the Career Technical Planning Districts that deliver CTE programming. The Ohio School Report Cards site is where information is posted.

Emily noted that the process involved the input of many stakeholders, but the site was primarily created for parents.

User Experience:

Report cards provide details on one or more measures, such as:

- Achievement
- Prepared for Success
- Graduation
- Post-Program Outcomes
- Federal Accountability Results

The report also describes grading schemas so that parents have a context for the information shared.

Emily concluded her presentation describing the next steps for Ohio—development of an interactive report card for schools and districts that allows users to access more specific information about measures, data, data visualizations, calculations, indicators, comparisons, proficiency levels, and trends. Eventually district and program specific data will be available to site users.

Q: Are postsecondary data available on site?

A: Not integrated into same system, though it may eventually be moved into its own reporting system.

2012-2013 Career-Technical Planning District Report Card

Central Ohio JVSD Career-Technical Planning District

The Career-Technical Planning District Report Card shows performance in the following five components. In this Career-Technical Planning District (CTPD), a Joint Vocational School District (JVSD) serves as the lead district. On this report card, the Joint Vocational School District data is shown, in addition to data for the entire Career-Technical Planning District. Grades are issued for the Career-Technical Planning District as a whole.

421 Concentrators
Member Districts: Dublin City, Fairbanks Local, Hilliard City, Jefferson Local, Jonathan Alder Local, London City, Madison-Plains Local, Tolles Career & Technical Center JVSD

Achievement

Technical Skill Attainment measures the proportion of students passing technical assessments. These assessments are designed to measure the skills and knowledge learned in a student's career-technical program.

CTPD Technical Skill Attainment..........................69.1%
JVSD Technical Skill Attainment 69.1%

Graduation

This grade measures the proportion of career-technical education concentrators who graduate from high school within 4 and 5 years.

CTPD Students graduated in 4 years.................93.5% [A]
JVSD Students graduated in 4 years 93.0%

CTPD Students graduated in 5 years.................97.9% [A]
JVSD Students graduated in 5 years 97.3%

Prepared for Success

Dual Enrollment measures the proportion of career-technical education students earning credit in courses that qualify for postsecondary credit, including AP, IB, PSEO, and CTE courses offering articulated college credit.

CTPD Dual Enrollment..17.2%
JVSD Dual Enrollment 11.4%

Post-Program Outcomes

Post-Program Placement measures the proportion of students who are employed, in an apprenticeship, join the military, or are enrolled in postsecondary education or advanced training in the six months after leaving school.

Industry Credentials measures the proportion of students earning industry credentials or certificates before they leave high school, or in the first six months after leaving school.

CTPD Post-Program Placement..........................82.4% [D]
JVSD Post-Program Placement 80.3%

CTPD Industry Credentials...............................51.0%
JVSD Industry Credentials 58.3%

Ohio School Report Cards

Secondary CTE report cards that offer detailed information about district and school progress.
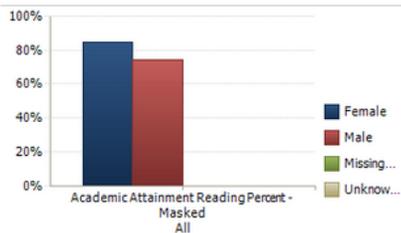
Grades are given to three measures:

1. Students graduated in four years
2. Students graduated in five years
3. Post-Program Placement

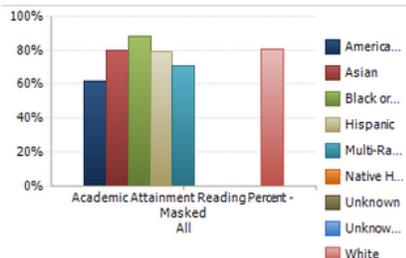**GEMS (Growth and Enhancement of Montana Students)**
District level dashboards offering information on concentrator and Perkins performance indicators.
CTE concentrator by gender, ethnicity, and low income status are a few of the percentages and data available by district.
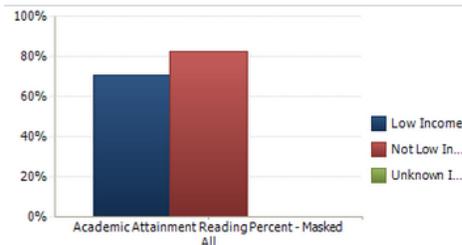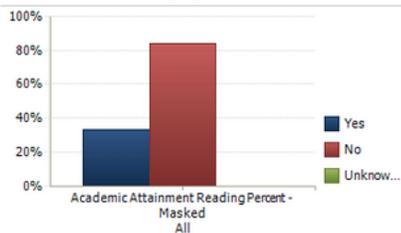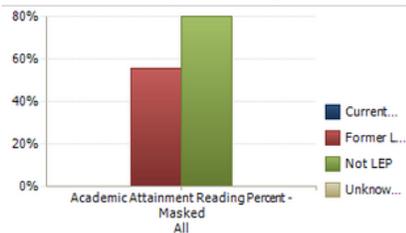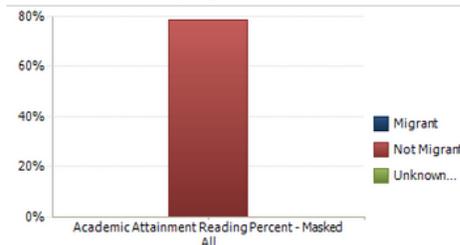
Using Education Dashboards in CTE | *Montana, Diana Fiedler and Denise Bond*

Background:

Diana and Denise hosted a tour of GEMS (Growth and Enhancement of Montana Students), which in addition to containing dashboards includes reports and online help. The platform uses Microsoft Office, Sharepoint, and an SQL server.

User Experience:

Denise emphasized the multiple capabilities of the site and described the visuals and graphics that are generated in response to user searches. Results can be exported into PowerPoint and Excel, enabling school officials to download and present data in a school meeting.

Scorecards illustrate whether a group is within or exceeds a threshold target, using color-coded spotlights of green, yellow, or red. Scorecards appear in different areas around GEMS.

Denise explained that there are two versions of the site, a public site and a private site. The password protected, secured site gives authorized users access to student-level information.

Q: How is this being used in the field?

A: School counselors, groups working with graduates in high school, and school superintendents are all using data.

One of the benefits of having two different sites is that the secured site can be accessed to view student-level data that are suppressed on the public site. This is useful in Montana, which has a mall population and consequently concentrator groups smaller than 10 individuals.

Using Education Dashboards in CTE | *Washington State, Karen Pyle*

Background:

Karen Pyle introduced herself and the tools Washington State uses. Karen described the history of the dashboard, which dates to the early 90's when the state mandated that the Board come up with performance measures and report on outcomes on all Workforce Development programs. Measures include:

- Employment rate
- Median earnings
- Completion rates

The state core measures are the basis for data available in the Washington Career Bridge and Workforce Board tools.

User Experience:

Washington Career Bridge: A consumer reports site for Washington training and education programs. Primary users are parents, students, and dislocated workers interested in career planning tools and outcomes in training fields.

Users can view job trends and find education programs and their performance results.

Workforce Board: Statewide aggregated results, updated annually, for Community and Technical college sectors. Site is very basic with only a few charts, but uses the same yardstick to measure all providers, which helps level the playing field.

Secondary CTE dashboard is also available through Office of Superintendent of Public Instruction website.

Washington Career Bridge

Local report cards for postsecondary.

Consumer Report Cards detail graduates, completion rates, and employment rates for programs at colleges.

Washington Career Bridge

Find the education & training you need to get the job you want

Search for education programs

☐ Eligible Training Provider approved ⓘ

Sign in / Register

Back   Find Education   Education Search   Education Details

Explore Careers
View Job Trends
Find Education
Pay for School
Eligible Training Provider List

Education Details
Accounting
Award type: AA
Bellevue College

Back to Search Results 🔍
Print 🖨

Program Details | Training Provider Details | Performance Results | Student Characteristics

Consumer Report Card

This program is grouped with other closely related programs at Bellevue College. ⓘ

Employment, wages and completion for all programs related to Accounting at Bellevue College ⓘ
Program Type: Accounting Technology/Technician and Bookkeeping

Number of Graduates	186
Completion Rate ⓘ	56%
Number with Reported Employment ⓘ	142
Employment Rate ⓘ	78%
Typical (Median) Hourly Earnings	$18.04
Typical (Median) Annual Earnings	$35,076.96

View statewide earnings and employment trends for jobs related to programs of this type.

Industry of employment for all programs related to Accounting at Bellevue College ⓘ
Program Type: Accounting Technology/Technician and Bookkeeping

Industry	Percent of all students who completed the program(s) and are employed	Number of all students who completed the program(s) and are employed
Professional, Scientific, Technical Services	12%	18
Retail Trade	10%	15
Manufacturing	9%	13
Education	8%	12
Finance and Insurance	7%	10
Real Estate	7%	10
Administrative Support	7%	11

Using Education Dashboards in CTE | *Texas, Gabriela Borcoman*

Background:

Gabriela Borcoman outlined the data dashboard created in Texas specifically for Perkins data and program coordinators.

She shared that the data presented are downloaded automatically in reports, and for the benefit of users, downloaded into an application that they use to apply for a basic grant.

User Experience:

Perkins Data Resources: Allows visitors to choose and view reports. Reports show definition of measures, state performance/target, and signals in green and red whether or not the target was met.

Funding information is also reflected in the reports. Data are available at the district level and at the college level, for users interested in individual performance and the impact of each college on district performance. Gabriela emphasized the need for information at these levels in Texas since colleges are not centralized, but are overseen by district boards.

<u>Painful Employment-Placement Rate:</u>
Gabriela described the need to not only provide performance data, but also information about program improvement, specifically, what graduates do after college. The site shows outcomes for graduates in terms of gainful employment, placement rate, and annual wages. Users can search by specific colleges and the areas of study available at the college.

Gabriela concluded her presentation with a description of a consumer tool, in development, that will have data on longitudinal wages, financial aid accumulated, and other labor market data.

Texas Higher Education Coordinating Board – Perkins Data Resources

Perkins data resources used to populate institutions on-line application

Green and red spotlights indicate met and unmet targets.

Texas Higher Education Coordinating Board
Perkins Data Resources for 2013-2014
District Measure - Perkins Core Indicator 1P1: Technical Skill Attainment
Alamo CCD

1P1: Technical Skill Attainment

Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessment, that are aligned with industry-recognized standards, if available and appropriate.

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.
Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year.

	Actual Institutional Performance Compared to State Targets by Program Year										
	2010-2011			2011-2012			2012-2013			2013-2014	
Institution	Actual [1]	Target	90%	Actual [2]	Target	90%	Actual [3]	Target	90%	Target	90%
State Performance/Target	92.20% 12641 / 13710	84.50%	76.05%	90.90% 11616 / 12779	92.50%	83.25%	91.99% 13884 / 15093	93.00%	83.70%	93.00%	83.70%
Alamo CCD	92.63% 792 / 855	+8.13%	+16.58%	88.89% 24 / 27	-3.61%	+5.64%	88.66% 383 / 432	-4.34%	+4.96%		
ACCD - Northeast Lakeview College											
ACCD - Northwest Vista College	82.35% 14 / 17	-2.15%	+6.30%	85.71% 12 / 14	-6.79%	+2.46%	93.55% 29 / 31	+0.55%	+9.85%		
ACCD - Palo Alto College	100.00% 48 / 48	+15.50%	+23.95%	95.74% 45 / 47	+3.24%	+12.49%	84.38% 27 / 32	-8.63%	+0.68%		
ACCD - San Antonio College	92.39% 668 / 723	+7.89%	+16.34%	93.38% 691 / 740	+0.88%	+10.13%	86.47% 262 / 303	-6.53%	+2.77%		
ACCD - St. Philip's College	92.54% 62 / 67	+8.04%	+16.49%	91.58% 174 / 190	-0.92%	+8.33%	88.19% 127 / 144	-4.81%	+4.49%		

Source: CBM001, CBM002, Licensure Data Reporting System   Reporting Year: [1] 2009-2010 Licensure pass rate, [2] 2010-2011 Licensure pass rate, [3] 2011-2012 Licensure pass rate

Q&A

Presenters responded to questions from NSWG members, abbreviated below:

Q: What software was used in Ohio?

A: Interactive website developed by OD strategies on a Microstrategy product.

Q: Could any of the presenters describe how their dashboards help them evaluate their CTE programs?

A: (Ohio, Emily) Since we rolled out our report card we have noted greater emphasis on CTE performance data then seen in the past. Not only are parents talking about CTE, but data are now publically visible and being picked up by newspapers. Publicity is driving desire for improvement in Ohio.

Q: (John Haigh) Do you track number of hits?

A: IT folks track. I haven't seen it, but it exists.

A: (Texas, Gabriela) Our data are imported directly into an application. The red and green boxes appear in their application so that when they apply for the grant they have to address their performance. If for three years they do not improve, they have to come up with an improvement plan. The dashboard is used for Perkins purposes. I'm not happy that the students don't use it more. That's why we are working on the consumer tool and an aggressive campaign to promote data.

A: (Montana, Diana) Our SLDS is relatively new; I'm not aware of what effect it may be having. As in Texas, we have all the performance accountability data embedded in Perkins grant applications so those people are much more aware of data than before. Over the last four years school districts in Montana are using the data to make decisions.

Q: Do you have individual, negotiated targets for each college for indicators or is it only comparison against state goals?

A: (Texas, Gabriela) We don't have individual targets; we compare with the state target only.

Q: (From message board) Question on costs and whether development done in-house?

A: (Texas, Gabriela) Done in-house. A contractor developed the initial tool, but we now update in-house. We use Fusion for support.

A: (Ohio) In-house, not sure what total cost was, but it took many full time staff devoted to the site for a few months. It was a time investment.

A: (Washington, Karen) Career Bridge, initial cost about $200K; Workforce Board about $130K. Development managed in office, contracted out for work. In terms of IT maintenance and hosting, it costs about $15-20K per year. All contracted out since we are a small agency.

Wrap-Up | *Steve Klein*

Steve asked for any concluding remarks from OVAE staff.

John: We are interested in states presenting their dashboards at the DQI. If you are interested in sharing please contact Steve.

Steve closed the call announcing the topics of the next NSWG call:

- Rewarding High Performing Programs: Using State Data to Support Performance-based Funding

- Using Industry Certification Exams to Assess Technical Skill Attainment. The call is scheduled for February 13, 2014.

NEXT CALL:

**February 13, 2014
2:00–3:00 PM EST**