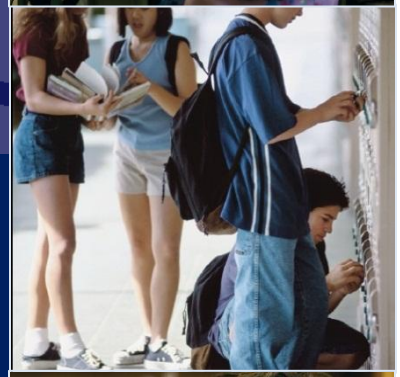

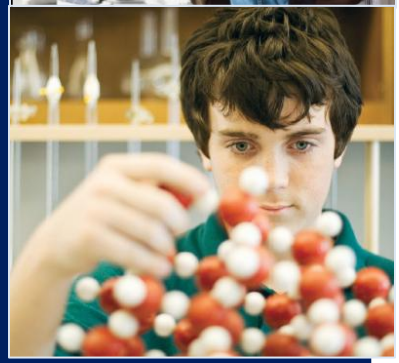

The Role of Data in Improving Teacher Effectiveness

Paige Kowalski

On the Web: *DataQualityCampaign.org*

On Twitter: *@paigekowalski*

NCSL **December 9, 2012**

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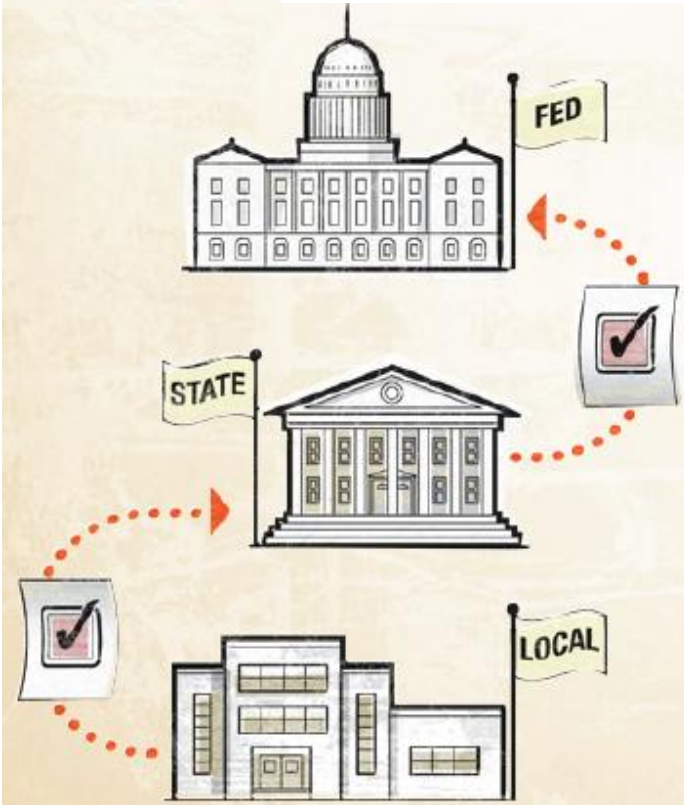
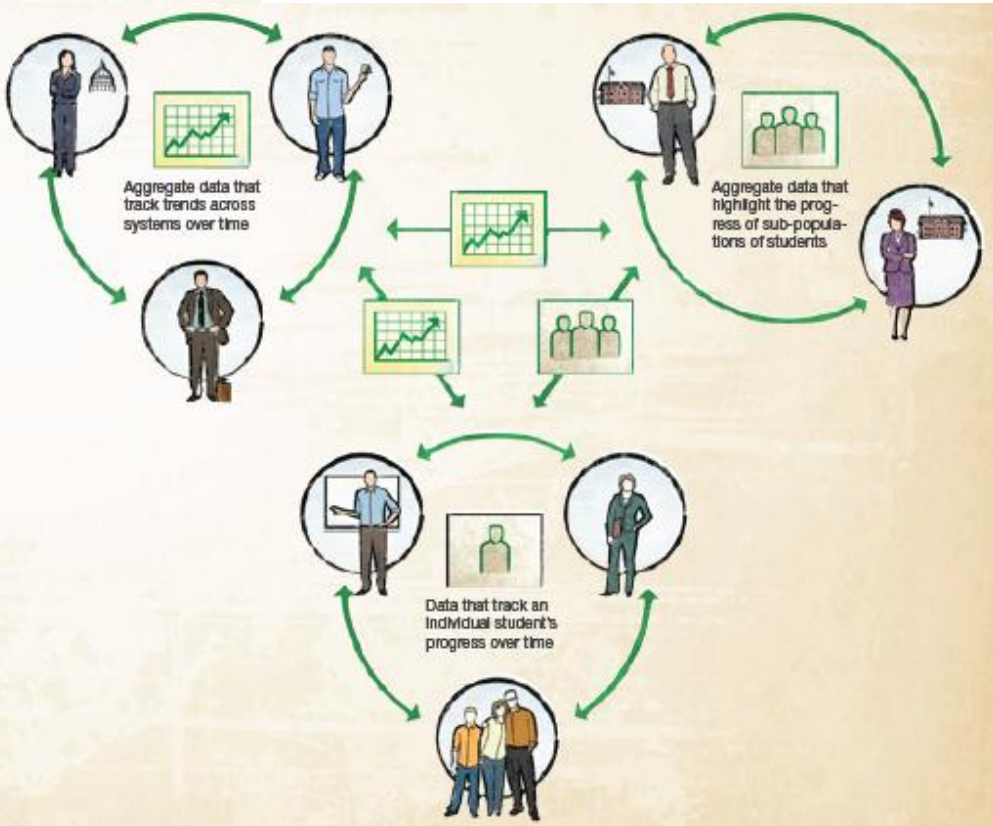
Changing the Culture Around Data Use

Past

Future



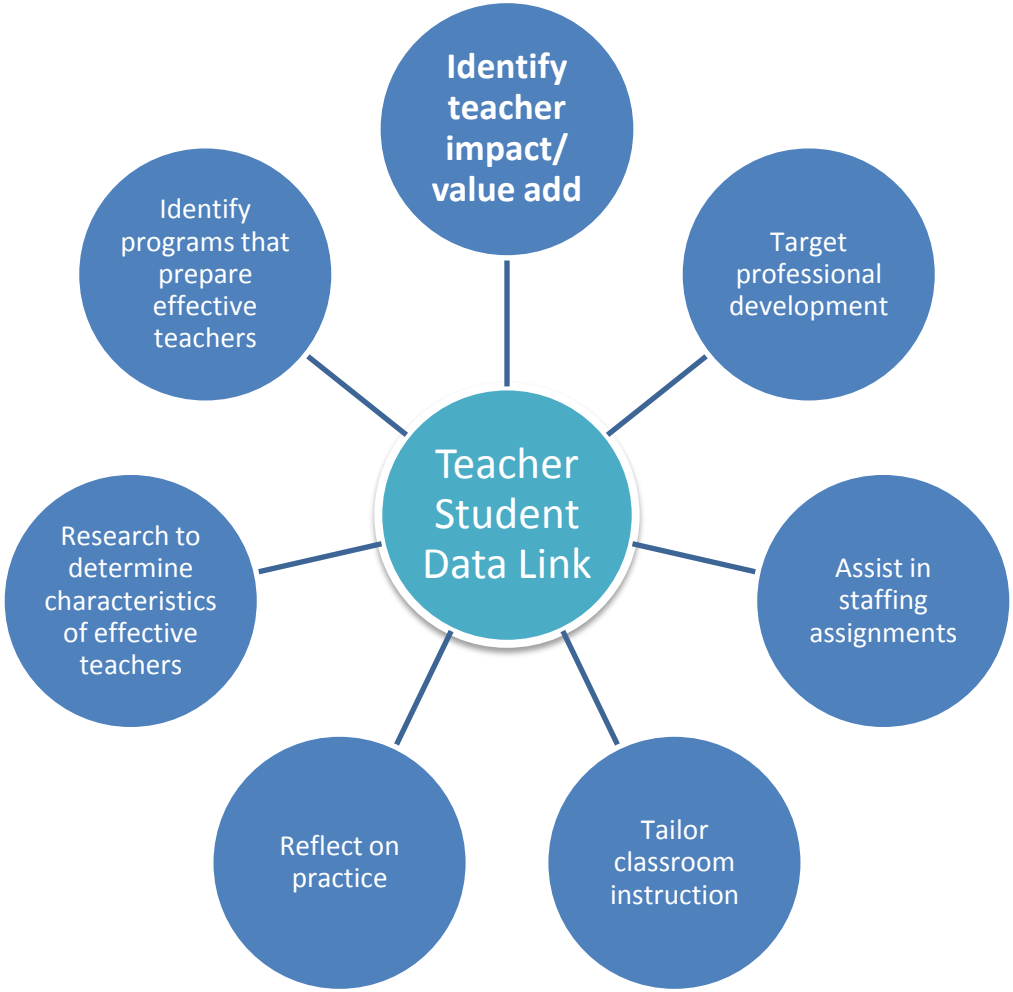


The Intersection of Data and Teacher Effectiveness
Policy Context

- State legislation requiring teacher evaluation based on student performance
- Federal incentives including RTT, TIF grants, NCLB waivers
- Possible HEA accountability regulations
- Common Core implementation success hinging on teachers' ability to teach these standards
- Overall shift from compliance management to performance management

- *States are best positioned to leverage existing investments in longitudinal data systems to meet these needs.*

The Teacher-Student Link is the *Linchpin* in Teacher Effectiveness Policies and Practices at *ALL* Levels



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The Challenge to Reliably Link Teachers and Students

- Teacher of Record is defined inconsistently across districts
- Schedule changes are often not captured by the district or state particularly at the elementary level
- Difficult to capture the multiple and complex relationships between teachers/students

- *As a result…*
  - *The quality of the average state's TSDL is inadequate for high stakes decisions.*
  - *Understanding trends and making decisions at the state level is compromised because of the lack of comparability*

The Power of Comparable Data:
The Cohort Graduation Rate

Provisional Data File: SY2010-11 Four-Year Regulatory Adjusted Cohort Graduation Rates

		Major Racial and Ethnic Groups						Special Populations			Asian/Pacific Islander Detail[2]	
	All Students	American Indian / Alaska Native or Native American	Asian / Pacific Islander[1]	Black (not Hispanic) or African American	Hispanic / Latino	Multicultural or Multiethnic or Multiracial	White (not Hispanic) or Caucasian	Children with disabilities (IDEA)	Limited English proficient (LEP) Students	Economically Disadvantaged Students	Asian	Native Hawaiian / Other Pacific Islander or Pacific Islander
ALABAMA	72%	60%	77%	63%	66%	-	78%	30%	36%	62%	-	-
ALASKA	68%	51%	74%	63%	62%	65%	75%	40%	41%	56%	79%	59%
ARIZONA	76%	62%	87%	74%	72%	-	85%	67%	25%	73%	-	-
ARKANSAS	81%	85%	75%	73%	77%	82%	84%	75%	76%	75%	80%	51%
BUREAU OF INDIAN EDUCATION	61%	61%	-	-	-	-	-	56%	51%	61%	-	-
CALIFORNIA	76%	68%	89%	63%	70%	85%	85%	59%	60%	70%	90%	74%
COLORADO	74%	52%	81%	65%	62%	-	81%	53%	53%	62%	81%	-
CONNECTICUT	83%	72%	92%	71%	64%	-	89%	61%	59%	62%	-	-
DELAWARE	78%	78%	90%	73%	71%	92%	82%	56%	65%	71%	‡	‡
DISTRICT OF COLUMBIA	59%							%	53%	58%	‡	‡
FLORIDA	71%							%	53%	60%	86%	-
GEORGIA	67%							%	32%	59%	-	-
HAWAII	80%							%	60%	75%	-	-
IDAHO	†							†	†	†	†	†
ILLINOIS	84%							%	68%	75%	92%	96%
INDIANA	86%							%	73%	79%	89%	80%
IOWA	88%							%	70%	76%	89%	82%
KANSAS	83%							%	70%	73%	88%	79%
KENTUCKY	†							†	†	†	†	†
LOUISIANA	71%							%	43%	64%	‡	≥80%
MAINE	84%							%	78%	73%	‡	‡
MARYLAND	83%							%	54%	74%	93%	86%
MASSACHUSETTS	83%							%	56%	70%	88%	81%
MICHIGAN	74%							%	62%	63%	87%	52%
MINNESOTA	77%							%	52%	58%	-	-
MISSISSIPPI	75%							%	67%	69%	89%	-
MISSOURI	81%							%	62%	74%	87%	81%
MONTANA	82%							%	57%	71%	90%	80%
NEBRASKA	86%							%	52%	76%	83%	-
NEVADA	62%							%	29%	53%	73%	80%
NEW HAMPSHIRE	86%							%	73%	72%	‡	‡
NEW JERSEY	83%							%	68%	71%	93%	86%
NEW MEXICO	63%							%	56%	56%	-	-
NEW YORK	77%							%	46%	69%	-	-
NORTH CAROLINA	78%							%	48%	71%	-	-
NORTH DAKOTA	86%							%	61%	76%	88%	-
OHIO	80%							%	53%	65%	-	-
OKLAHOMA	-	-	-	-	-	-	-	-	-	-	-	-
OREGON	68%	52%	78%	54%	58%	73%	70%	42%	52%	61%	79%	69%
PENNSYLVANIA	83%	77%	86%	65%	65%	75%	86%	71%	63%	71%	-	-
PUERTO RICO	†	†	†	†	†	†	†	†	†	†	†	†
RHODE ISLAND	77%	66%	75%	67%	67%	77%	82%	58%	68%	66%	75%	76%
SOUTH CAROLINA	74%	67%	84%	70%	69%	-	77%	39%	62%	67%	-	-
SOUTH DAKOTA	83%	49%	45%	73%	73%	87%	86%	64%	82%	66%	84%	63%
TENNESSEE	86%	89%	91%	78%	79%	-	89%	67%	71%	80%	91%	91%
TEXAS	86%	87%	95%	81%	82%	92%	92%	77%	58%	84%	95%	86%
UTAH	76%	57%	72%	61%	57%	-	80%	59%	45%	65%	72%	69%
VERMONT	87%	-	-	-	-	-	-	69%	82%	77%	-	-
VIRGINIA	82%	-	-	73%	71%	-	86%	47%	55%	70%	-	-
WASHINGTON	76%	57%	81%	65%	63%	73%	79%	56%	51%	66%	‡	‡
WEST VIRGINIA	76%	‡	91%	72%	71%	‡	77%	57%	79%	68%	-	-
WISCONSIN	87%	75%	89%	64%	72%	-	91%	67%	66%	74%	-	-
WYOMING	80%	51%	87%	58%	74%	77%	82%	57%	62%	66%	91%	73%

	All Students
ALABAMA	72%
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ARIZONA	76%
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BUREAU OF INDIAN EDUCATION	61%
CALIFORNIA	76%
COLORADO	74%
CONNECTICUT	83%

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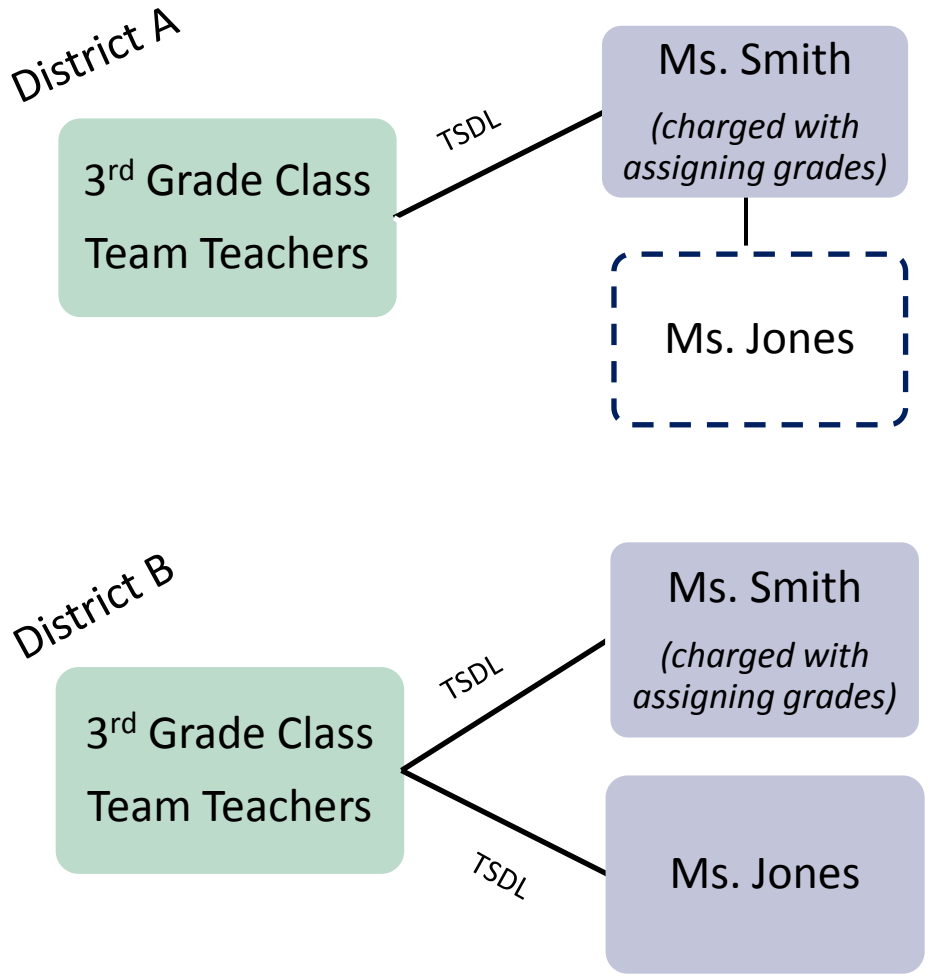
How Teacher of Record Impacts Teacher Effectiveness Policies



Teacher of Record Definition

District A

The teacher that assigns the grade.

vs.

District B

A teacher of record is an educator who is responsible for at least 25 percent of the class time or academic standards aligned to a student's learning activities.

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The Power of Comparable Data: *Teacher Effectiveness*

- With a high quality TSDL and common core assessment data states can….
  - Understand who is teaching CCSS the best
  - Target PD resources appropriately
  - Provide CCSS assessment data back to the appropriate educators
  - Evaluate and inform teacher preparation pathways
  - Understand the distribution of effective teachers across the state

Now That We Have Great Data…..What's Next?

- *Access!*
  - Do teachers have access to their own effectiveness data?
  - Is this data being shared with teacher preparation programs?
  - How is this information being shared with the public?
- *Use!*
  - What are you doing to ensure educators have the necessary data literacy skills?
  - What are you doing to ensure the public understands how to use teacher effectiveness data?
  - Have you established a research agenda to better understand your state's educator workforce?

Your Role in Supporting These Efforts

- Ensure that state legislation….
  - Includes timelines that account for the necessary changes to any data collection, reporting, and/or the development of analytics
  - Isn't overly prescriptive in terms of specific models, percentages, etc. as this field is evolving *fast*
  - Appropriates sufficient resources (both financial and human)
  - Establishes feedback loops where necessary
  - Clearly articulates the purpose for any data collection
  - Prioritizes comparable data
  - Leverages current capacity while directing future capacity
  - Acknowledges limitations of data that doesn't currently move across state lines along with people