

The Intersection of Policy and Data: Understanding How Data Capacity Relates to Teacher Effectiveness Efforts

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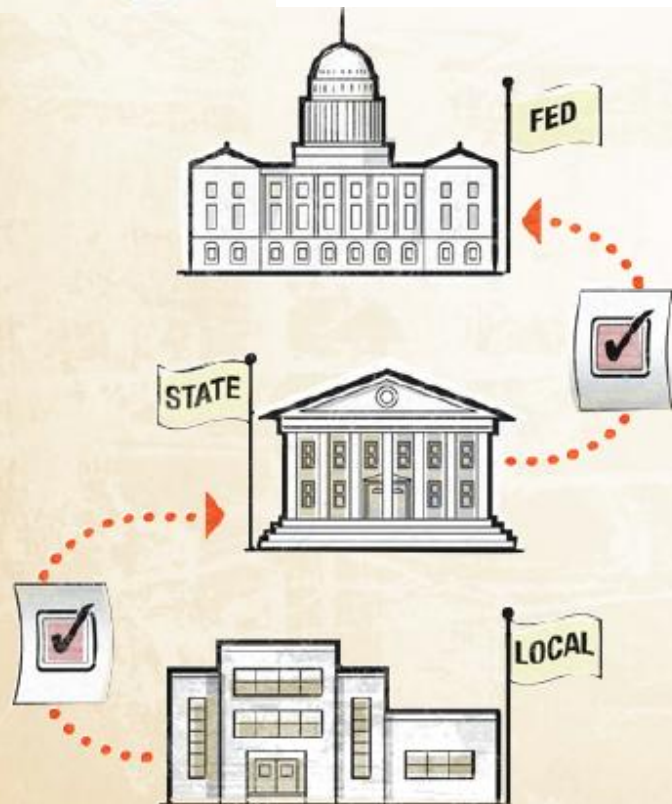
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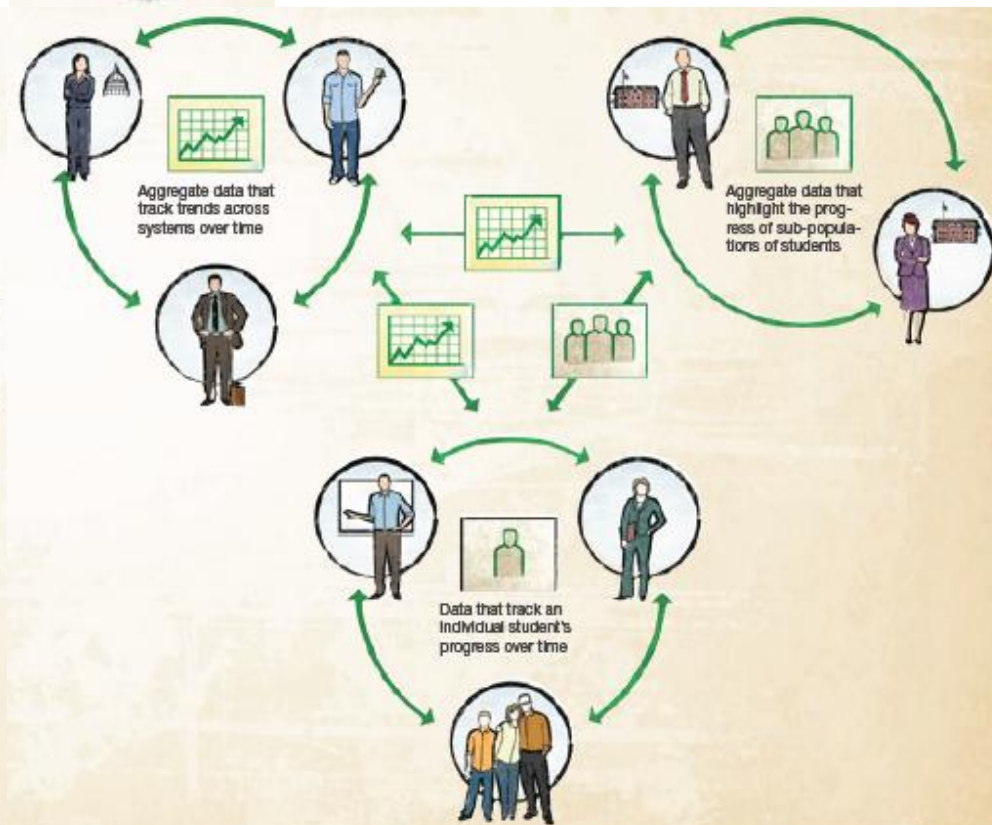
Changing the Culture Around Data Use



Past



Future



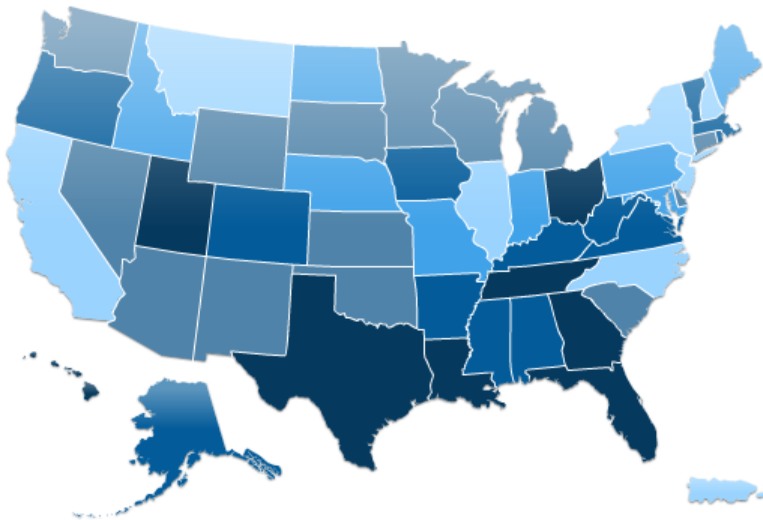
States Have Made Unprecedented Progress Toward Building State Longitudinal Data Systems

No state had all 10 Essential Elements

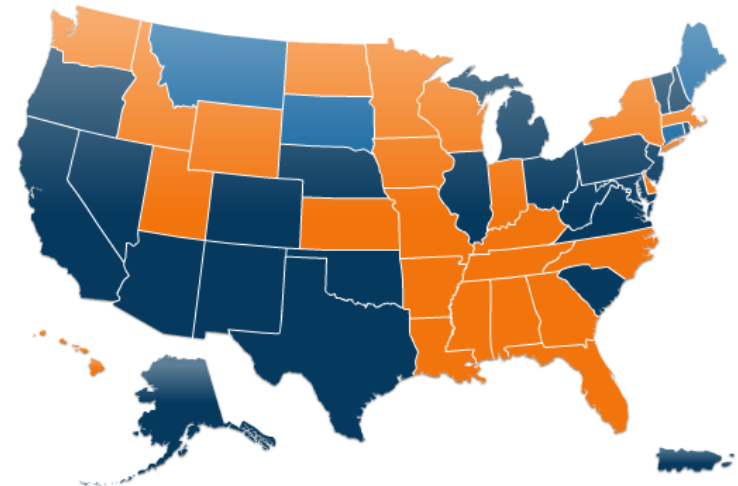


24 states report that they have all 10 Essential Elements

2005



2010



The Teacher-Student Data Link is one of the Lagging Essential Elements

Essential Element	<i>Data for Action 2010</i> (# of States)
1 A unique student identifier	52
2 Student-level enrollment, demographic, and program participation information	52
3 The ability to match individual students' test records from year to year to measure academic growth	52
4 Information on untested students	49
5 A teacher identifier system with the ability to match teachers to students	35
6 Student-level transcript information, including information on courses completed and grades earned	37
7 Student-level college readiness test scores	46
8 Student-level graduation and dropout data	52
9 The ability to match student records between the P-12 and postsecondary systems	41
10 A state audit system assessing data quality, validity, and reliability	52

17 states cannot link teacher and student data

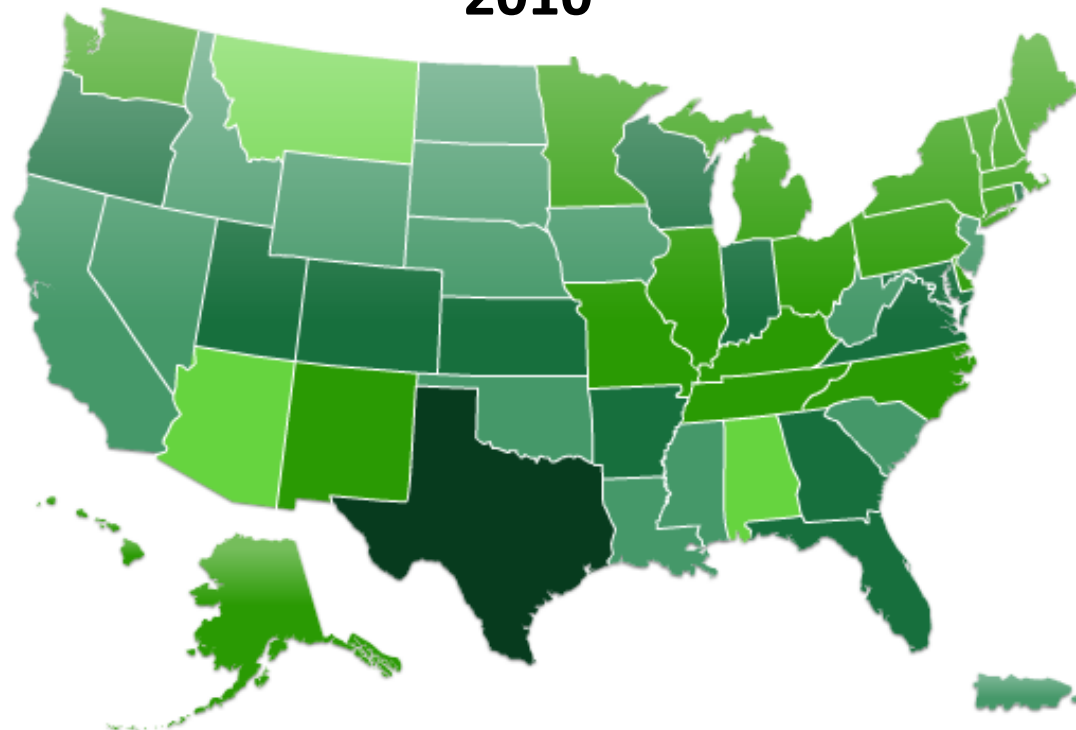
15 states do not collect course-taking information

11 states can't connect K-12 and higher education

States Have Not Taken Action to Support Data Use

No state has taken all 10 State Actions

2010



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

The Intersection of Data and Teacher Effectiveness

Policy Context

➤ **Policy Drivers from the Federal Government**

- Race to the Top (RTT)
- State Fiscal Stabilization Funds (SFSF)
- Teacher Incentive Grants
- IES SLDS Grant Program

➤ **State Driven Initiatives**

- NGA policy academies on teacher evaluation and teacher compensation models
- CCSSO's State Consortium on Educator Effectiveness (SCEE)
- Teacher and Leader Effectiveness Multi-State Network

➤ **DQC's 10 Essential Elements and 10 State Actions**

➤ **Media/Public Interest**

- Los Angeles Times, CBS Evening News, NBC's Education Nation
- Waiting for Superman and Oprah

➤ ***Just Released*** - NEA policy statement: teacher evaluations must include a teacher's contribution to student learning and growth

➤ ***Coming Soon*** - teacher preparation program accountability; next round RTT; next round SLDS; ESEA??

How do policymakers in *your* state finish these sentences?

- I know this state funded teacher quality initiative is working in my state because...
- I know the effective teachers are distributed equitably in my state because...
- I know that our new teacher evaluation and tenure policies are improving teacher quality and improving student achievement because...

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



Teacher-Student Data Link: States' Status

» The Challenge

- 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

- While 35 states connect teacher and student data, only:
 - 18 states report a statewide definition for Teacher of Record
 - 22 states collect data more than once per year
 - 22 states connect more than one teacher per student per course

Communications and Stakeholder Engagement: Issues to Consider

- » Teacher of Record Definition
 - How you define *says a lot* about what you value and about what you intend to be transparent about
 - Who is included in this definition and who is not? How did you make this decision?
 - How can you increase the transparency of this process?
- » T+ S + S's annual test score \neq TSDL
 - Engage stakeholders around the 10 Essential Elements! The TSDL *includes contextual data* (demographics, outcomes, courses/grades, attendance)!
- » Demonstrate how the TSDL *benefits* educators
 - Ensure teachers have timely access to actionable data and prepare/train them to use it

Use the Planning Tool to Understand Your State's Capacity To....

1. *Collect and Link Teacher and Student Data*
2. *Implement Promising Practices for Linking Teachers and Students*
3. *Ensure Educator Access to Data*
4. *Build the Capacity of Educators to Use Data*

Does Your State Have the Necessary Data Capacity?

The checklist below serves as a guide to the key considerations policymakers must address as they develop policies to improve teacher effectiveness. The "National Landscape" numbers indicate how many states report "yes" based on *Data for Action 2010: DQC's State Analysis. How does your state fit into this landscape?*

STATE ROLE	STATE RESPONSIBILITIES	NATIONAL LANDSCAPE
Collect and Link Teacher and Student Data	Collect and link the data necessary to address the identified policy and research questions and ensure the successful development, implementation and evaluation of policies. <ul style="list-style-type: none"> ✓ Implement the DQC's 10 Essential Elements. ✓ Collect critical teacher data: <ul style="list-style-type: none"> - Teacher attendance data; - Teacher evaluation ratings; and - Tenure status. ✓ Link teacher data with student data (DQC's Element 5: the teacher-student data link): <ul style="list-style-type: none"> - Connect with teacher preparation information; - Collect these linked data more than once a year; and - Connect these data to student growth data. 	✓ 24 states * ✓ 35 states * ✓ 22 states *
	Ensure that teachers are linked to students reliably and consistently to inform teacher effectiveness policies with high-quality information. <ul style="list-style-type: none"> ✓ Implement a statewide definition for "teacher of record." ✓ Connect multiple teachers per student per course. ✓ Establish a process for teachers to verify their class rosters. 	✓ 18 states ✓ 23 states *
Ensure Educator Access to Data	Ensure that educators have role-based access to appropriate and timely data to enable decisionmaking at the local level. <ul style="list-style-type: none"> ✓ Ensure that educators have access to appropriate student-level data. ✓ Ensure that teachers have access to student-level reports created by the state: <ul style="list-style-type: none"> - Diagnostic; - Early warning; and - Growth. 	✓ 28 states ✓ 30 states ✓ 10 states ✓ 18 states
Build the Capacity of Educators To Use Data	Build the capacity of all educators, including preservice, to analyze and use data to improve student achievement. <ul style="list-style-type: none"> ✓ Automatically share teacher performance data with teacher preparation programs. ✓ Provide training for educators to use data to tailor instruction. ✓ Establish credential policies that require teachers to demonstrate the ability to use data to be licensed. 	✓ 2 states ✓ 21 states ✓ 15 states

* The DQC has included this question in its annual state analysis, *Data for Action 2011*, and will report on states' progress this year.

Resources

- » *Using Data to Improve Teacher Effectiveness: A Primer for State Policymakers*, <http://dataqualitycampaign.org/resources/details/1357>
- » *DQC Data for Action 2010*, Data Quality Campaign, <http://dataqualitycampaign.org/survey/elements>
- » *Leveraging State Longitudinal Data Systems to Inform Teacher Preparation and Continuous Improvement: A Data-Sharing Template To Prompt Discussion and Strategic Planning*
<http://dataqualitycampaign.org/resources/details/1008>
- » *The Importance of Accurately Linking Instruction to Students to Determine Teacher Effectiveness*, Battelle for Kids, <http://www.dataqualitycampaign.org/resources/838>
- » *Effectively Linking Teachers and Students: The Key to Improving Teacher Quality*, Data Quality Campaign, <http://www.dataqualitycampaign.org/resources/details/993>
- » TSDL website www.tsdl.org

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