

DRS

Data Reporting System

*Using Data and the Data Reporting System to
Answer Accreditation Questions*



Welcome!

*Using Data and the Data Reporting
System to Answer
Accreditation Questions*

Nebraska Department of Education

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Five Standards for Quality

Purpose
and
Direction

Governance
and
Leadership

Teaching
and
Assessing
for Learning

Resources
and
Support
Systems

Using
Results
for
Continuous
Improvement

Nebraska Framework

Appendix J

3. Teaching and Learning
4. Documenting and Using Results
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement



Standard 5

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.

Level 1	Level 2	Level 3	Level 4
<p>School personnel maintain an assessment system that uses data from assessment to inform about student learning performance. The system has a limited degree of consistency in measurement across classes and courses. Assessment is seldom proven reliable and bias free. The system is rarely evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.</p>	<p>Use an assessment system multiple assessment measures</p> <p>Some are proven reliable and bias free.</p>	<p>...including locally developed and standardized assessments</p> <p>Most regularly evaluated</p>	<p>Consistently use a comprehensive system</p> <p>All</p> <p>systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.</p>

5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.



“consistently use a comprehensive assessment system”

“multiple assessment measures including locally developed and standardized assessments”

“all are proven reliable and bias free”

“regularly evaluated”

Evidence Might Include:

- Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance
- Documentation or description of evaluation tools/protocols
- Survey results

5.2 Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.

Level 1	Level 2	Level 3	Level 4
<p>Few or no processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff. Data sources include little or no comparison and trend data about student learning, instruction, effectiveness of programs and organizational conditions. School personnel rarely use data to design and implement continuous improvement plans.</p>	<p>Some processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff. Data sources include comparison and trend data about student learning, instruction, effectiveness of programs and organizational conditions. School personnel use data to design and implement continuous improvement plans.</p> <p>Some processes and procedures for collecting, analyzing and applying learning from data sources limited comparison and trend data</p>	<p>Systematic processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff. Data sources include comparison and trend data about student learning, instruction, effectiveness of programs and organizational conditions. School personnel use data to design and implement continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.</p> <p>Systematic processes and procedures include comparison and trend data improve student learning, instruction, the effectiveness of programs and organization</p>	<p>Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data about student learning, instruction, effectiveness of programs and organizational conditions. School personnel use data to design and implement continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.</p> <p>All school personnel use data</p>

5.3 Professional and support staff are trained in the evaluation, interpretation and use of data.

Level 1		Level 3	Level 4
<p>Few or no professional and support staff members are trained in the evaluation, interpretation and use of data.</p>	<p>Most professional and support staff assessed and trained in a professional development program</p>	<p>All professional and support staff</p> <p>All rigorous professional development</p>	<p>All professional and support staff members are regularly and systematically assessed and trained in a</p> <p>regularly and systematically individualized</p>

5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.

Level 1	Level 2	Level 3	Level 4
<p>An incomplete or no process exists for analyzing data that determine improvement in student learning including readiness for and success at the next level. Results indicate no improvement, and school personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.</p>	<p>A process exists determine improvement in student learning, Results indicate mixed levels of improvement, sometimes use</p>	<p>Policies and procedures describe a process for analyzing data that determine verifiable</p> <p>Policies and procedures describe a process</p> <p>Results indicate improvement, consistently use</p>	<p>Policies and procedures clearly define and describe a process for analyzing data that determine verifiable</p> <p>Policies and procedures clearly define</p> <p>Results indicate significant improvement, systematically use</p>

5.5

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.

Level 1	Level 2	Level 3	Level 4
<p>Leaders monitor some information about student learning, conditions that support student learning, and the achievement of school improvement goals sometimes communicating with stakeholders.</p>	<p>Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals.</p> <p>Leaders communicate to all stakeholder groups</p>	<p>Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals.</p> <p>using multiple delivery methods</p>	<p>Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals.</p> <p>in appropriate degrees of sophistication</p>

Data Sources Defined:

- NSSRS* *Data Limited to that collected by NDE
- DRS*
- Local data
(Summative/Formative)
- NRT
- Others?



NSSRS Validation: Staff & Student

System Lookup Tables *and* Verification Reports



NSSRS Validation: System Lookups for Multiple Years



NEBRASKA DEPARTMENT OF EDUCATION

NSSRS Validations

Current District: NEBRASKA DEPARTMENT OF EDUCATION [00-0000] [\(Change District\)](#)
 Year: 2014-06-30 [\(Change Year\)](#)

Current User: rlabc
 User Access: [NDE Super U](#)

- [Home](#)
- [Errors](#)
- [Verification Reports](#)
- [Lookups by ID](#)
- [System Lookups](#)
- [Data Downloads](#)
- [Admin](#)
- [Exit](#)

NSSRS Validation Home

District Progress:
 Window: 3RD STUDENT SUMMARY ATTENDANCE PERIOD

Template Name

- [STUDENT](#)
- [STUDENT SUMMARY ATTENDANCE](#)

Change Window:

Choose

[District Progress Help \(pdf\)](#)

[Graduation Cohort Analysis Tool](#)

[Programs Fact](#)

[Special Education Snapshot](#)

[Student by Demographics](#)

[Student Grades](#)

[Student Summary Attendance](#)

[Accountability Count Verification](#)

Districts witharnings	Districts Not Submitted
20	<u>0</u>
0	<u>1</u>



NSSRS Validation: Verification Reports for Multiple Years



NEBRASKA DEPARTMENT OF EDUCATION

NSSRS Validations

Current District: NEBRASKA DEPARTMENT OF EDUCATION [00-0000] [\(Change District\)](#)
Year: 2014-06-30 [\(Change Year\)](#)

Current User: [NDE](#)
User Access: [NDE](#)

[Home](#) [Errors](#) [Verification Reports](#) [Lookups by ID](#) [System Lookups](#) [Data Downloads](#) [Admin](#) [Exit](#)

Student Verification Reports

[General and Miscellaneous](#)

[Assessment](#)

[Career Education](#)

[Early Childhood](#)

[Enrollment](#)

[Graduation Cohort](#)



NEBRASKA DEPARTMENT OF EDUCATION

Exemplar from NSSRS Validation: Verification Report

Current District: [REDACTED] ([Change District](#)) Current User: rla
User Access: [NDE Super](#)
 Year: 2013-06-30 ([Change Year](#))

Home | Errors | **Verification Reports** | Lookups by ID | System Lookups | Data Downloads | Admin | Exit

[How to Print this Report or Save the data for use in Excel](#)

1 of 1 | 100% | Find | Next

Nebraska Department of Education
CAREER EDUCATION - 12th GRADE CONCENTRATORS - COMPLETERS WITH DIPLOMA - POST GRADUATE ACTIVITY
 School Year: 2013-06-30

DISTRICT: [REDACTED]

[REDACTED] HIGH SCHOOL (001)						
STUDENT NAME	STUDENT ID	GENDER	BIRTHDATE	POST GRAD. ACTIVITY	POST GR	
[REDACTED]	[REDACTED]	M	[REDACTED]	Employment		
[REDACTED]	[REDACTED]	M	[REDACTED]	2 Year College		
[REDACTED]	[REDACTED]	M	[REDACTED]	2 Year College		
[REDACTED]	[REDACTED]	F	[REDACTED]	2 Year College		
[REDACTED]	[REDACTED]	M	[REDACTED]	4 Year College		
[REDACTED]	[REDACTED]	F	[REDACTED]	4 Year College		
<i>HIGH SCHOOL (001) STUDENT COUNT:</i>						
<i>DISTRICT STUDENT COUNT:</i>						

DRS

State Level Data *and* Local Data



Data Reporting System

Public



<http://drs.education.ne.gov>

Secure



<http://portal.education.ne.gov>

NSSRS



DRS Local Data

- Home
- Data Collections
- GMS
- Student & Staff (NSSRS)
- Help Text
- My Profile
- Forms
- NDE Staff
- Viewer Links
- Help
- Help Desk

Collections

Available

You have access to this online Collection.
Please proceed by clicking on the name in Collection Name/Link column.

Status	Activation Code(s)	Collection Name/Link	Note
Available	Edit/Remove	Consolidated Data Collection (CDC)	
Available	Edit/Remove	Data Reporting System (DRS) Secured Site	
Internal	Edit/Remove	Nonpublic Curriculum Reporting System 2012-2013	
Internal	Edit/Remove	Nonpublic Curriculum Reporting System 2013-2014	
Available	Edit/Remove	State of the Schools Report Card - Preview Site 2012-2013	Re-Openers Graduator

A DRS activation code is available from
your District Portal Administrator

DRS Demo

Public



<http://drs.education.ne.gov>



DRS Limitations

- No cohorts
- Can't compare local data to state data in one chart
- Missing post-graduation data

Email comments/requests to
Max.Reiner@nebraska.gov



Data Management & Evidence

If Standard 5,
Then Standard 3

(If Documenting and Using Results, Then Teaching
and Learning)



Purpose & Intentionality

The Convergence of Data and Instructional Strategy

The pre-work of program evaluation*

*predetermined goals, objectives, timelines to assess & communicate progress



Questions to Determine Evidence

What data is currently available and where is it?

What factors will be used for disaggregation?



Standard 3: Teaching & Assessing for Learning or Appendix J: Teaching & Learning

Brainstorm Indicator 3.1



Indicator 3.1

The school's curriculum provides equitable and challenging **learning experiences** that ensure **all students** have sufficient **opportunities** to develop learning, thinking and life skills that lead to **success at the next level.**



Other Indicators?

3.2 (1)	Curriculum et al monitored & adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice
3.3 (2)	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations
3.5 (4&5)	Teachers participate in collaborate learning communities to improve instruction and student learning

More Ideas? More Indicators?

View: NeSA Performance Levels
 Date: 3/24/2014
 Dashboard: [All Subjects](#)
 Parameter: All,All,Low
 Income,All,All,State,All,MATHEMATICS,2012 -
 2013,All,All

Exemplar

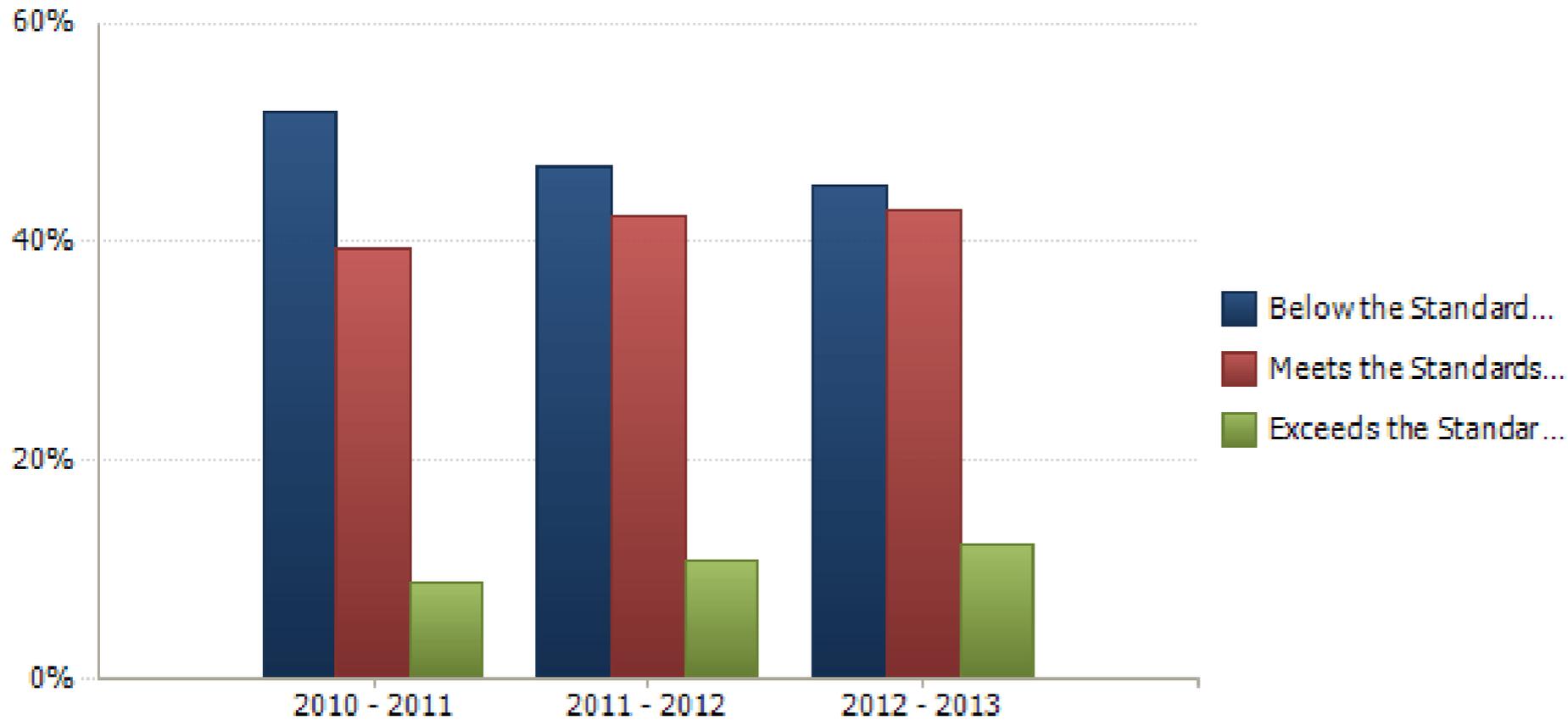
Measures	2010 - 2011	2011 - 2012	2012 - 2013
Below the Standards Percent - NeSA	51.92%	46.75%	45.04%
Meets the Standards Percent - NeSA	39.28%	42.38%	42.78%
Exceeds the Standards Percent - NeSA	8.80%	10.87%	12.18%

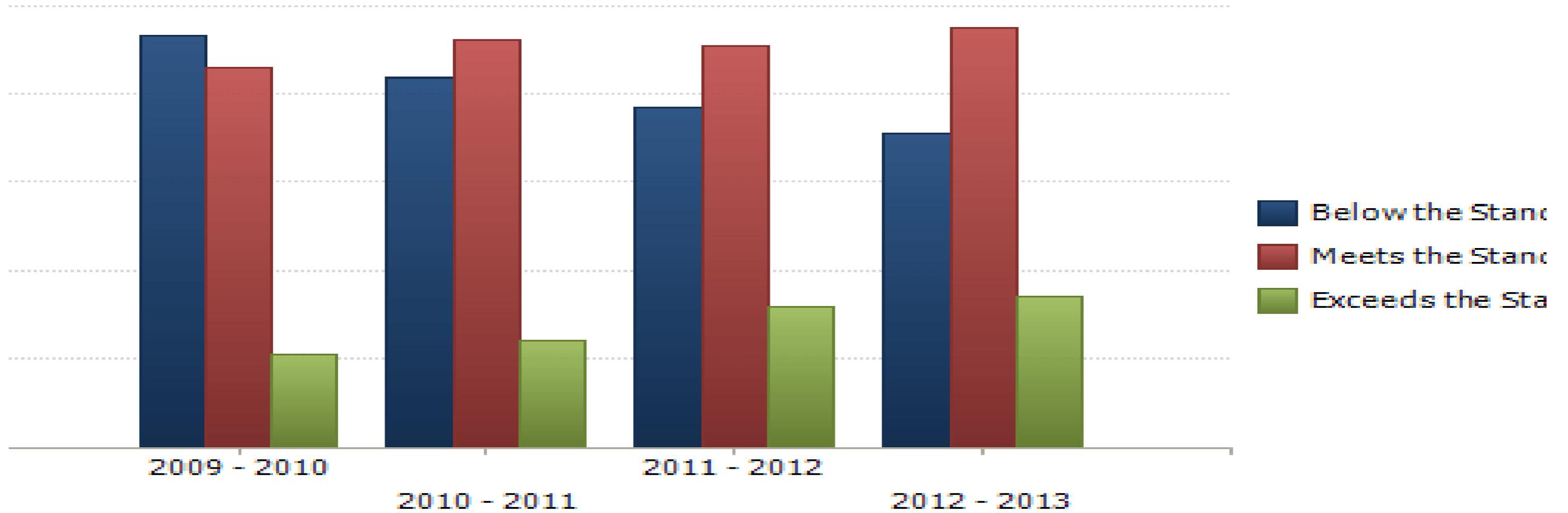
This would be your local data

***NARRATIVE:
 This is the answer to your data question.***

View:
 Date:
 Dashboard:
 Parameter: MATICS,2012 -

Measures	2010 - 2011	2011 - 2012	2012 - 2013
Below the Standards Percent - NeSA	51.92%	46.75%	45.04%
Meets the Standards Percent - NeSA	39.28%	42.38%	42.78%
Exceeds the Standards Percent - NeSA	8.80%	10.87%	12.18%





View:

NeSA Performance Levels

Date:

3/25/2014

Dashboard:

[All Subjects](#)

Parameter:

All,All,Low Income,All,All,State,All,READING,2012 - 2013,All,All

Measures: State Levels	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013
Below the Standards Percent - NeSA	46.47%	41.78%	38.54%	35.44%
Meets the Standards Percent - NeSA	43.03%	46.10%	45.46%	47.48%
Exceeds the Standards Percent - NeSA	10.50%	12.12%	16.00%	17.09%

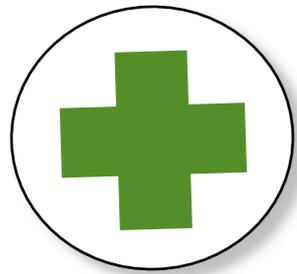
Measures: Local Data

Below the Standards Percent - NeSA

Meets the Standards Percent - NeSA

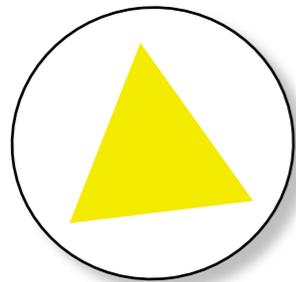
Exceeds the Standards Percent - NeSA

Add Narrative to Explain



Areas of Notable Achievement

1. Which area(s) are above the expected levels of performance?
2. Describe the area(s) that show positive trend in performance?
3. Which area(s) indicate the overall highest performance?
4. Which subgroup(s) show a trend toward increasing performance?
5. Between which subgroups is the achievement gap closing?
6. Which of the above findings are consistent with findings from other data sources?



Areas in Need of Improvement

1. Which area(s) are below the expected levels of performance?
2. Describe the area(s) that show negative trend in performance?
3. Which area(s) indicate the overall lowest performance?
4. Which subgroup(s) show a trend toward decreasing performance?
5. Between which subgroups is the achievement gap becoming greater?
6. Which of the above findings are consistent with findings from other data sources?

CIP for CIP

Suggestions for improving the DRS:

Max.Reiner@nebraska.gov

Requests for workshops:

Contact your trainer and/or your ESU

Matt.Heusman@nebraska.gov

Rachael.LaBounty@nebraska.gov

Kathy.Vetter@nebraska.gov





Please complete your feedback form.

