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

Rachael LaBounty
Max Reiner
Kathy Vetter
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
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.
The school establishes and maintains a clearly defined and comprehensive student assessment system.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance. The system provides a limited degree of consistent measurement across classrooms and courses. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.</td>
<td>Use an assessment system that produces data from assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.</td>
<td>...including locally developed and standardized assessments that are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.</td>
<td>Consistently use a comprehensive assessment system that is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.</td>
</tr>
<tr>
<td>Use an assessment system that produces data from assessment measures about student learning and school performance. The system provides consistent measurement across classrooms and courses. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.</td>
<td>...including locally developed and standardized assessments that are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.</td>
<td>Consistently use a comprehensive assessment system that is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.</td>
<td>School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.</td>
</tr>
</tbody>
</table>
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
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.

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<tr>
<td>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, the effectiveness of programs and organizational conditions. School personnel rarely use data to design and implement continuous improvement plans.</td>
<td>Some processes and procedures for collecting, analyzing and applying learning from data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs and organizational conditions. School personnel use data to design, implement and evaluate continuous improvement plans.</td>
<td>Systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. School personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.</td>
<td>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 that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. All school personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.</td>
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</table>
5.3 Professional and support staff are trained in the evaluation, interpretation and use of data.

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<tr>
<td>Few or no professional and support staff members are trained in the evaluation, interpretation and use of data.</td>
<td>Most professional and support staff assessed and trained in a professional development program</td>
<td>All professional and support staff assessed and trained in a professional development program</td>
<td>All professional and support staff members are regularly and systematically assessed and trained in a rigorous professional development program</td>
</tr>
</tbody>
</table>

All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.
The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.

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<th>Level 4</th>
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<tbody>
<tr>
<td>An incomplete or no process exists for analyzing data that determine</td>
<td>A process exists for analyzing data that determine mixed levels of</td>
<td>Policies and procedures describe a process for analyzing data that</td>
<td>Policies and procedures clearly define and describe a process for</td>
</tr>
<tr>
<td>improvement in student learning, including readiness for and success</td>
<td>improvement, sometimes use</td>
<td>determine verifiable improvement</td>
<td>analyzing data that determine verifiable improvement</td>
</tr>
<tr>
<td>at the next level. Results indicate no improvement, and school personnel</td>
<td>Results indicate mixed levels of improvement, sometimes use</td>
<td>Results indicate improvement, consistently use</td>
<td>Results indicate significant improvement, systematically use</td>
</tr>
<tr>
<td>rarely use results to design and implement continuous improvement</td>
<td></td>
<td>Results indicate improvement, consistently use</td>
<td></td>
</tr>
<tr>
<td>action plans related to student learning, including readiness for and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>success at the next level.</td>
<td></td>
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Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.

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<tr>
<td>Leaders monitor some information about student learning, conditions that support student learning and the achievement of school improvement goals. Sometimes communicate results to stakeholders.</td>
<td>Leaders monitor information about student learning, conditions that support student learning and the achievement of school improvement goals.</td>
<td>Leaders monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals.</td>
<td>Leaders monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals. Regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.</td>
</tr>
</tbody>
</table>

*Leaders communicate to all stakeholder groups.*

*Using multiple delivery methods.*
Data Sources Defined:

- NSSRS*
- DRS*
- Local data (Summative/Formative)
- NRT
- Others?

*Data Limited to that collected by NDE
NSSRS Validation: Staff & Student

System Lookup Tables and Verification Reports
NSSRS Validation: System Lookups for Multiple Years
NSSRS Validation: Verification Reports for Multiple Years
### Exemplar from NSSRS Validation:
Verification Report

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

**DISTRICT:**

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>STUDENT ID</th>
<th>GENDER</th>
<th>BIRTHDATE</th>
<th>POST GRAD. ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td></td>
<td>Employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td></td>
<td>2 Year College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td></td>
<td>2 Year College</td>
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<td></td>
<td>F</td>
<td></td>
<td>2 Year College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td></td>
<td>4 Year College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td></td>
<td>4 Year College</td>
</tr>
</tbody>
</table>

**HIGH SCHOOL (001) STUDENT COUNT:**

**DISTRICT STUDENT COUNT:**
DRS

State Level Data and Local Data
Data Reporting System

Public

http://drs.education.ne.gov

Secure

http://portal.education.ne.gov
A DRS activation code is available from your District Portal Administrator
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.
<p>| | |</p>
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<th></th>
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<tbody>
<tr>
<td><strong>3.2 (1)</strong></td>
<td>Curriculum et al monitored &amp; adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice</td>
</tr>
<tr>
<td><strong>3.3 (2)</strong></td>
<td>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations</td>
</tr>
<tr>
<td><strong>3.5 (4&amp;5)</strong></td>
<td>Teachers participate in collaborate learning communities to improve instruction and student learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measures</th>
<th>2010 - 2011</th>
<th>2011 - 2012</th>
<th>2012 - 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below the Standards Percent - NeSA</td>
<td>51.92%</td>
<td>46.75%</td>
<td>45.04%</td>
</tr>
<tr>
<td>Meets the Standards Percent - NeSA</td>
<td>39.28%</td>
<td>42.38%</td>
<td>42.78%</td>
</tr>
<tr>
<td>Exceeds the Standards Percent - NeSA</td>
<td>8.80%</td>
<td>10.87%</td>
<td>12.18%</td>
</tr>
</tbody>
</table>

NARRATIVE: This is the answer to your data question.

This would be your local data.
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
Below the Standards Percent - NeSA
2009 - 2010: 46.47%
2010 - 2011: 41.78%
2011 - 2012: 38.54%
2012 - 2013: 35.44%
Meets the Standards Percent - NeSA
2009 - 2010: 43.03%
2010 - 2011: 46.10%
2011 - 2012: 45.46%
2012 - 2013: 47.48%
Exceeds the Standards Percent - NeSA
2009 - 2010: 10.50%
2010 - 2011: 12.12%
2011 - 2012: 16.00%
2012 - 2013: 17.09%

Add Narrative to Explain
Areas of Notable Achievement

1. Which are the 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 are the 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.

Thank you!