

## Data Driven Decisions, AE

**Agency:** 350 Office of Superintendent of Public Instruction  
**Budget Period:** 2013-15

### **Recommendation Summary Text:**

Superintendent Dorn request \$4.5 million to develop capacity in data informed decision processes that will assist schools, principals and teachers in the knowledge, skills and abilities needed to identify, access, interpret, and use data to improve instruction. The state has invested considerable resources into collecting and warehousing data, but without proper training of the data users, the data can't be used to inform and improve teaching. In addition, the state legislature has required student growth data to be a factor in the teacher and principal evaluation process, so it is imperative that school staff understand how to make data driven decisions. This request is for the development and operation of a system that trains schools and their staff and creates a sustainable data driven instructional system.

### **Fiscal Detail**

<b>Operating Expenditures</b>		<b>FY 2014</b>	<b>FY 2015</b>	<b>Total</b>
General Fund	001-01	\$1,981,000	\$2,531,000	\$4,512,000
<b>Total Cost</b>		<b>\$1,981,000</b>	<b>\$2,531,000</b>	<b>\$4,512,000</b>

<b>Staffing</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>Annual Avg.</b>
<b>Total FTEs Requested</b>	1.5	1.5	1.5

### **Package Description**

#### **Background**

Countless pieces of data are collected each day about students and their educational experiences, including information about attendance, classroom participation, assessment results, grades, responses to test questions, and discipline referrals. Other data are collected about schools and districts, such as student enrollment, program participation, staff characteristics, and facility condition. Additional data are collected about states, including the number and types of schools, revenues and expenses, program availability, and teacher certifications. These data are used for a wide range of purposes and are frequently summarized, aggregated and disaggregated, and otherwise combined to describe the educational status of students, schools, school districts, and states.

Data-driven decision making is a term that was commonly referenced in the 1990s—as if it was a new concept ushered in by the application of innovative technologies like spreadsheets, databases, electronic data exchange, and the more widespread use of computers in general. But, while powerful, data-driven decision making is only part of the equation for school success... data-driven *action* is what really improves education. For example, determining that migrant children are underserved in rural schools is only part of an effective solution; data-

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driven *action* must follow to allocate funding for after-school programs that will address the service deficiency and better meet the educational needs of the students.

### **Current Situation**

The truth is that education professionals have been using actionable data for a long time, but in many cases these “data” were mostly observational or anecdotal in nature. For example, a teacher might recognize when there were a lot of misspelled words in a writing assignment, indicating that the class needed more spelling instruction; a good principal would discern when too many fights were occurring in a particularly narrow hallway, indicating that a hall monitor was needed or students should be rerouted; and a wise administrator would notice if fifth graders across the entire school district were missing the same types of questions on a standardized math test, suggesting that the curriculum might need to be modified to strengthen a particular unit.

Schools want to use data to inform their instruction, but with no training or direction each are implementing based on their own available resources and staff skills.

The basic elements of a statewide data use framework currently exist, in large part, as a result of efforts already underway in the core areas of data quality, capacity, and culture as well as leveraging on best practices from current OSPI and ESD joint initiatives. The current data coaching initiative is a collaborative effort between OSPI and teams from all nine ESDs working as a network in the development of data driven instruction to provide equal access to high quality, job embedded professional learning to increase and improve data practices utilizing school and district’s current leadership structures.

This work is currently being braided into efforts already in place such as implementing Response To Intervention (RTI), school improvement, Early Learning (EACAP & Head Start), as well as a more comprehensive approach to student achievement when considering support and interventions for “whole child” needs, and will be central in data dependent implementations such as Common Core State Standards (CCSS) and the Teacher & Principal Evaluation Project (TPEP), where teacher performance will be judged partially on using data to inform instruction.

### **Proposed Solution**

In an era of diminishing public resources, the effective use of data is about being efficient – once an education organization has gone to the effort of collecting data, failing to use the information to inform instructional, administrative, and policy-related activities is uneconomical, unwise, and a waste of a valuable information resource. Conversely, appropriate action, based on the right data at the right time, can lead education organizations to greater efficiency, educators to greater effectiveness, and students to greater academic achievement.

Data Experts and Data Users - Education organizations often employ professional staff who are skilled in the collection, management, and reporting of education data, but most data users are not data experts, nor do they need to be. Instead, data users *need to have the knowledge*,

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*skills, and abilities necessary to identify, access, understand, analyze, interpret, and use education data as appropriate to perform their respective duties in a school.* Although the specific knowledge, skills, and abilities needed to be a proficient data user may vary by role and organization, all key stakeholders in the education enterprise should be able to effectively incorporate data into their decision making and actions. Responsible data users understand both the meaning and limitations of data.

**Coordination at State and Regional Level-** State (1) and Regional (9) coordinators: The focus of these positions is to:

- Coordinate the statewide network of data driven instruction as professional practice
- Coordinate and manage the integration of data driven instruction as part of collaborative program implementation processes both across multi-systems/departments and within districts, as well as local and regional communities.
- Support communication of best practice
- Coordinate continued professional development and certification processes for Coaching trainers;
- One regional coordinator to serve as Coordinator Liaison to work closely with the ESD assistant superintendents, OSPI directors and Data Governance team

**ESD Data Teams (9)** – Delivery model for the implementation of a regional approach that emphasizes the development of district capacity at the building level to accelerate and sustain improvement leveraging the knowledge, skills, and expertise of local educators. With initial and continued support of the Regional Data Coaching Trainers, local decisions and program planning will be informed by a clear understanding of contextual data through the implementation of standardized tools and protocols created to address the needs of students and their district improvement priorities.

### **Local Direct Service**

#### **Year 1: Supported through application for Regional Implementation Grants.**

- Early Adopter Data Driven Instruction Implementation Districts – (18/2 per ESD)
- Steering Committee (participant from each Early Adopter district)
- Working Groups- facilitated monthly meetings for regional district leadership teams to expand beyond the early adopter teams for Year 2 implementation and beyond.

#### **Year 2: Supported through application for Regional Implementation Grants.**

- Year 2 Identified Data Driven Instruction Implementation Districts – (90/10 per ESD)
- Steering Committee (continued activities from Year 1-designed to continue after year 2 for sustainability and continuing to scale process)
- Working Groups- (continued activities from Year 1-designed to continue after year 2 for sustainability and continuing to scale process)

### **Contact person**

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### **Narrative Justification and Impact Statement**

#### **What specific performance outcomes does the agency expect?**

The elements within this proposal identified as the building blocks for a long term, sustainable solution are the following:

- Statewide Data Use Framework, both initial and ongoing, to build capacity for educators and staff at all levels with the “why, what and how” of data focused initiatives such as data quality, RTI and other Drop-out, Prevention, Intervention processes integrated into such areas as TPEP, CCSS, formative assessments, and their efforts to improve student achievement and graduation rates. The ESD’s have committed to work as a statewide network with a common vision and standard for Data Driven Resource Training to support continuous growth and sustainability. The goal is to provide trained and approved/credentialed coaching resources that can collaborate with teachers, staff and collaborative groups regarding how to improve data quality for state and federal data systems and improve instruction and support for all students.
- Coaching Resources, in the form of trained, accessible professionals with access to the tools and techniques necessary to mentor and collaborate with school district teachers and staff to implement effective strategies and evidence based practices focused on appropriate initiative implementation, increased positive outcomes for student interventions and program sustainability.
- A Certification Process in place to ensure a level of competence across the coaching cadre.

### **Performance Measure Detail**

Student test scores, attendance rates and discipline statistics will be tracked to gauge the success of using data to impact student performance.

#### **Is this decision package essential to implement a strategy identified in the agency’s strategic plan?**

Data is a common component to educational reform. Without data and the data systems and the knowledge to use these systems, policy makers and other education stakeholders will not be making fully informed decisions about the effectiveness of educational programs to support the vision and mission in OSPI’s strategic plan.

#### **Does this decision package provide essential support to one of the Governor’s priorities?**

Yes. This proposal supports education, which is one of the Governor’s priorities.

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**Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process?**

Yes. The integrated education data systems contribute to the priority of improved student achievement.

**What are the other important connections or impacts related to this proposal?**

OSPI is in the last year of developing Student Longitudinal Data System that will house data for schools to use to inform instruction.

The state legislature spends over \$40 million each year on student assessments, this data must be used to inform instruction.

OFM's ERDC is currently working on a \$20 million federal grant to develop a P-20 data system to assist stakeholders in using data to inform decisions.

Additionally design of this proposal draws on lessons learned and best practices for two current successful partnerships between the network of nine ESDs and OSPI, the math/science coordinators and TPEP. Each of these initiatives has offered particular features that have particular features that have been incorporated.

### **Best practices suggested from Math & Science Coordinators:**

- 1) One Data Coach Coordinator in each ESD. One well trained data coach placed in each ESD can work as a part of a team of coordinators in collaboration with directors from OSPI to create a vital network that equalizes access to high quality professional development to increase and improve data practices across the state, while providing locally sensitive implementation.
- 2) Coordinator Liaison. Chosen from the group of coordinators, the liaison can work closely with the ESD assistant superintendents in each ESD and with OSPI directors and the OSPI data governance team to ensure transparency, easy sharing of policy and program information and open communication between coordinators, ESD leadership and OSPI leaders involved with initiatives that generate, collect, display, analyze and use data.
- 3) Initiative Integration. Most, if not all, teaching and learning initiatives require data practices (i.e., generating, collecting, displaying, analyzing, using and reporting). Data coaches, can help leadership teams and PLCs develop data practices that integrate and streamline initiative implementation.
- 4) System-wide Learning. Like the math and science coordinators, the data coaches can collect and spread best practices between schools, districts, and regions collectively building the statewide network of data coaching learning activity. This counters the limitations of schools and districts that tend to keep local best practices from surfacing, and being shared and increases equal access to high quality learning experiences across and among schools and school districts.

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Successful individual coordinators alone will not ensure even or thorough statewide implementation. For that we turn, for added features, to the TPEP implementation model.

### **Best Practices Suggested From TPEP Implementation:**

- 1) Begin with Pilot Districts in each ESD region. Early adopter districts ready to utilize data coaching and willing to be closely studied can apply to be pilot districts. The most successful practices that emerge from the pilot districts can be used to spread data coaching implementation in year two. This creates an incubation zone, to continue to learn to improve data driven instruction as it takes shape in districts of different sizes and needs.
- 2) Steering Committee. Leaders from each of the pilot districts form a statewide steering committee to share emerging practices and address challenges. In subsequent years, leaders in each region can form additional regional steering committees to help guide the implementation of data driven instruction. Steering committees can be maintained for on-going sustainability/learning.
- 3) Regional Implementation Grants. School districts can be invited to apply for data coaching grants. These grants can be used to pay for substitute teachers or extra time for school staff to be trained in data practices.
- 4) Working Groups. The ESD data coach can facilitate monthly meetings for district leadership teams with regional implementation grants. These meetings can provide opportunities for districts to learn with and from each other, to be updated on statewide promising practices and policy developments, and to learn new common practices.

### **What alternatives were explored by the agency, and why was this alternative chosen?**

This alternative was chosen because focusing on data informed decisions will enable districts to improve student achievement. Other alternatives that were explored include searching for federal funding, or incorporating this into other training for schools.

### **What are the consequences of not funding this package?**

The state will continue to spend millions of dollars on data systems, but will not have invested in a meaningful way for that data to be used by schools to inform and change instruction.

### **What is the relationship, if any, to the state's capital budget?**

None.

### **What changes would be required to existing statutes, rules, or contracts, in order to implement the change?**

None.

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### Expenditure Calculations and Assumptions

This proposal funds 1.5 FTEs at the state agency level to coordinate the statewide work and awards \$1.8 million in grants in FY14 and \$2.36 million in grants for FY15.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

This proposal would train all 295 districts over three years, but would end after the 15-17 biennium.

### Object Detail

		<b>FY 2014</b>	<b>FY 2015</b>	<b>Total</b>
A	Salary and Wages	\$124,000	\$124,000	\$248,000
B	Employee Benefits	\$31,000	\$31,000	\$62,000
C	Contracts	\$0	\$0	\$0
E	Goods/Services	\$8,000	\$8,000	\$16,000
G	Travel	\$8,000	\$8,000	\$16,000
J	Equipment	\$0	\$0	\$0
N	Grants	\$1,810,000	\$2,360,000	\$4,170,000
	Interagency Reimbursement	\$0	\$0	\$0
	Other	\$0	\$0	\$0
<b>Total Objects</b>		<b>\$1,981,000</b>	<b>\$2,531,000</b>	<b>\$4,512,000</b>

### Expenditures & FTEs by Program

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2014	FY 2015	Avg	FY 2014	FY 2015	Total
A023 Research and Data	055	1.5	1.5	1.5	\$1,981,000	\$2,531,000	\$4,512,000
<b>Total Activities</b>		<b>1.5</b>	<b>1.5</b>	<b>1.5</b>	<b>\$1,981,000</b>	<b>\$2,531,000</b>	<b>\$4,512,000</b>

### Six-Year Expenditure Estimates

<b>Fund</b>	<b>13-15 Total</b>	<b>15-17 Total</b>	<b>17-19 Total</b>
General Fund – 001	\$4,512,000	\$5,062,000	\$0
<b>Expenditure Total</b>	<b>\$4,512,000</b>	<b>\$5,062,000</b>	<b>\$0</b>
<b>FTEs</b>	<b>1.5</b>	<b>1.5</b>	