Inventorying data collected in Texas' districts participating in System of Great Schools

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Agenda

1. Welcome and introductions

2. Data mapping

3. Findings from interviews

4. Discussion and feedback

5. Next steps

Meeting objectives

1. Review data mapped on to the System of Great Schools (SGS) levers.

2. Present findings from interviews of chief innovation officers at nine SGS districts

3. Discuss the gap between data that are available and data that are needed for an impact study of SGS.

Introductions

- Name

- Title

- What do you hope to learn from this session?

Data mapping

Data mapping

Lever 1: Manage school performance

- Conduct an annual quality seats analysis (QSA).

- Strategic school action planning process; informs Call for Quality Schools.

Data mapping

Annual QSA

Assess changes in proportion of students in quality seats.

Existing data:

- Texas Academic Performance Reports
  - Campus-level enrollment data by grade level.
  - STAAR performance rates.

- State accountability ratings
  - Campus-level performance.
  - Campus-level rating data (A–F).

Data mapping

Annual QSA

Existing data for refined QSA:

Public Education Information Management System (PEIMS) student-level data related to:

- Campus enrollment and attendance.

- Grade level.

- Student gender, ethnicity, age, disability status, limited English proficiency status, economically disadvantaged, and at-risk status.

- Student participation in special groups (for example, special education, gifted and talented).

- Student leaver status: District leaver, state leaver, exit year, exit reason.

Data mapping

Annual QSA

Existing data for refined QSA

State of Texas Assessments of Academic Readiness (STAAR) data

- STAAR-Mathematics passing indicator (Approaches Grade Level or above) and scale scores for grades 3–8.

- STAAR-Reading passing indicator (Approaches Grade Level or above) and scale score for grades 3–8.

- End of course exam results for Algebra I (grade 9), Geometry (grade 10), English I (grade 9), and English II (grade 10).

Data Mapping

Summary: Annual QSA

- District-level QSA: First cut at proportional changes in district high-quality seats enrollment.

  – Administrative data at Texas Education Agency (TEA) are available to effectively conduct these analyses.

- Student-level QSA analysis possible using existing PEIMS, STAAR, and Accountability Rating data.

  – Explore how students may be differentially impacted by district strategic actions when accounting for student characteristics.

  – Could determine proportion of students exiting district for other educational options (for example, open-enrollment charter school, other nearby school districts).

Data mapping

Strategic school actions <u>planning and processes</u> that inform Call for Quality Schools

Existing data

SGS Network Application

- Strategic priorities in district strategic plan.
- Status of district replicating, creating, restarting, or closing schools within the past three years (district worked alone or with strategic partner).
- Willingness to take strategic actions.
- Self-assessment of current status of Lever 1: Managing school performance.
    - Common set of metrics to evaluate all schools (annually).
    - School performance evaluation process.

Data mapping

Strategic school actions <u>planning and processes</u> that inform Call for Quality Schools

Existing data

SGS roadmap

- SGS Lever 1, 2, and 3 goals and rationale.
- SGS Lever 1, 2, and 3 six-month milestones.
- SGS Lever 1, 2, and 3 milestones, evidence, deliverables, completion.
- School year, school level, school action (with campuses listed), and stage of implementation.

Data mapping

Strategic school actions <u>planning and processes</u> that inform Call for Quality Schools

Existing data

ACCT turnaround plans (required of campuses with two consecutive years of unacceptable performance)

- Section II
  - Prioritized focus area.
  - Foundational essential action.
  - Root cause(s).

Data mapping

Lever 2: Expand great options

Call for Quality schools to identify high-capacity educators and partner organizations.

- Incubate new schools and replicate successful schools.
- Restart struggling schools with a focus on autonomous networks.

Data Mapping

Lever 2: Expand great options

Specific school actions can be used to:

- Understand how school creation, restart, redesign, and closures are related to changes in quality seats.
  - For example, creating a partnership with a national charter organization can improve performance of students at a historically low-performing campuses yielding a higher proportion of students in quality seats.

Data mapping

Call for Quality schools—district strategic actions

Existing data

SGS Network Application

- District strategic actions taken over the past three to five years.
- Self-assessment of current status of Lever 1.
  - Indicator for new schools launched in the past three years.
  - Indicator for district closing and consolidating, or replacing low-performing schools in the past three years.
  - Indicator that the district has expanded higher-performing schools by adding grade levels or seats per grade in the past three years.
  - Indicator that district authorized any new in-district (Chapter C) charters.
  - Indicator that district converted any existing campuses into in-district charters.
  - Details regarding district options to expand school options for families.

Data mapping

Call for Quality schools—District strategic actions

Existing data: SGS Roadmap

- School actions
  - Campus name and school level (elementary, middle school, or high school).
  - School year of implementation.
  - Specific school action (for example, replicate, launch new, restart, 1882 agreement).
  - Stage of school action.
  - Progress on goals, milestones, and implementation of school actions.

Data mapping

Call for Quality schools—District strategic actions

Existing data

TEA grant applications

- School Action Fund Planning Grants.
- School Action Fund Implementation Grants.
- Public Charter School Program Start-Up Grants.
- Charter School Program High-Quality Replication Grants.
- School Redesign Fund Grants.
- Transformation Zone Grants.
- Texas Partnerships (SB 1882) Funding.
- Public Education Grant.
- Grants data compiled into School Action Tracker spreadsheet by TEA.

Data mapping

Call for Quality Schools—District strategic actions

Existing data

Type of information available in TEA grant applications

- Applicant information.
- Needs assessment.
- Management plan.
- Project narrative.
- Project budget.
- Equitable access and participation.
- Response to TEA requirements (campus and student populations to be served).

Data mapping

Call for Quality schools—District strategic actions

Recommendations related to data available for evaluating the impact of strategic school actions:

- SGS application data (PDF format), SGS Roadmap data (PDF format), and ACCT Turnaround Plan data (PDF or Excel format) are reported to TEA in formats that require staff to manual compile across SGS districts. This process can be time consuming and unsustainable.
  - A formal online data collection system would help improve the quality and functionality of data submitted.
- Mostly qualitative data collected through form fields.
  - Create fields where data can be captured with categorical fields (for example, drop-down lists of school actions taken).
- May be sufficient for monitoring SGS activities; a formal online data collection system would improve the quality and functionality of submitted data.

Data mapping

Lever 3: Improve access to options

- Increase access to school choice options.
- Helps families identify and attend their best fit schools.

Data mapping

Lever 3: Improve access to options

- Helpful in informing why districts implementing strategic school actions may observe increases in quality seats.
  - Districts that effectively communicate information about school creation, in-district charter partnerships, or school redesign may see positive student mobility patterns, yielding a greater proportion of quality seats.

Data mapping

Increased access to school choice options helps families identify and attend their best fit schools.

Existing data: SGS network application

- Indicator that the district provides families with an online enrollment system (link to website).
- Indicator that the district allows parents to enroll students in campuses outside of their neighborhood.
- Indicator that parents can both research enrollment options and enroll students online.
- Indicator that the district provides transportation to schools outside of their neighborhood.
- Details about district enrollment policies.

Data mapping

Increased access to school choice options helps families identify and attend their best fit schools.

Existing data

SGS Roadmap data

- Level 3 six-month milestone.

- Level 3 milestone evidence and deliverables, and completion date.

- Information about online school registration systems, enrollment fairs, transportation plans, school choice policies and processes.

- Lever 3 fields were not comprehensively populated in the SGS Roadmap data.

Data mapping

Increased access to school choice options helps families identify and attend their best fit schools.

Existing data

Public Education Grants (PEGs)

- Permits parents of children in certain schools to request transfers to other schools or districts.
  - Campuses with an *F* rating in both the Student Achievement domain and the School Progress domain in August 2019.
  - Districts that accept these transfer students (known as PEG transfers) receive weighted funding for each PEG transfer.

Data mapping

Increased access to school choice options helps families identify and attend their best fit schools.

Additional data that would be helpful to inform SGS Lever 3:

- Information related to the existence of online school finder tools.
- Information related to district methods for informing parents of school choice.
- Further district transfer policies.

Data mapping

- What data sources not considered could help TEA support a study of strategic school actions?

- What additional data need to be collected from school districts to better understand how they are implementing strategic school options and facilitating school choice to improve the number of students in quality seats?

Findings from interviews

Overview: Who, what, why?

- Who: Nine district CIOs serving approximately 7,000 to 84,000 students.
- What: Phone interviews.
- Why: To understand:
  – Data collection practices districts are using for SGS.
  – How data inform:
    o Strategic plans.
    o Increase the percentages of students in quality seats.
  – Supports and recommendations.

Data collection practices

- Application.
- Site visit.
- Challenges.

Application and data for initial site visit

- Five interviewees were not involved in the application.
- Data from existing sources:
  - Accountability, school choice, school climate data.
- New data sources:
  - Stakeholder surveys, town halls, and focus groups.

"It's looking at, one, how many people are applying. Two, the number of seats we offer … And what parts of the district and what types of school models, to looking at the [parents] who are applying. [Asking] do we need to replicate a school? Do we need to expand seats at an existing school?"

Challenges with collecting and/or analyzing data

"We can collect it. That's not too hard to do. It's the analyzing. It's the setting up regression model[s]. It's doing what we need to do, to actually make decisions from it." —Large district

"The data wasn't hard to pull…. [I]t's just a matter of running some reports and be[ing] able to pull it and give it to them." —Small district

Data and the strategic plan

- Establishing goals.
- Alignment with SGS.
- Increase the percentages of students in quality seats.

Establishing goals and alignment with SGS

- Data for goal planning included:
  - Adding goals specific to SGS, community feedback, facility usage, school performance data, student performance, teacher data.

- Data for alignment included:
  - Accountability ratings, data from surveys and focus groups, and results of quality seats analysis.

Increase percentages of students in quality seats

- Findings from QSA.
- Stakeholder input.
- Strategic actions.
  - Partner-managed restart.
  - Reassign students.
  - Open new schools.
  - Staff development.

Supports and recommendations

- Supports and technical assistance from:
  - TEA.
  - Executive advisor.
- Recommendations to improve processes.

Supports

- From TEA:
    - Easy-to-understand communications.
    - QSA.
    - CIO boot camp.
    - Feedback.

- From executive advisor:
    - Strategic planning.
    - Interpreting QSA results.
    - Thought partner and sounding board for ideas and next steps.
    - Leadership coaching.

Positive experiences with executive advisors

"[The EA is] a big part of helping us to develop our school performance framework, and that was going to inform our quality seats analysis. And then through strategic planning, [they're] guiding us through the strategic planning piece…. [S]o, [they] have been integral in this process."
—Small district

"[Our advisors] are very straightforward…. [We] get on the phone regularly and talk through [what they would like to have] and establish the parameter for the data that we need to pull. And then we have a spreadsheet that we submit to [them]." —Large district

"We meet with our executive advisor, and they support us through the process." —Large district

"[Our EA] was instrumental in making sure and touching base to see if there was anything that [they] could help with." —Small district

Recommendations
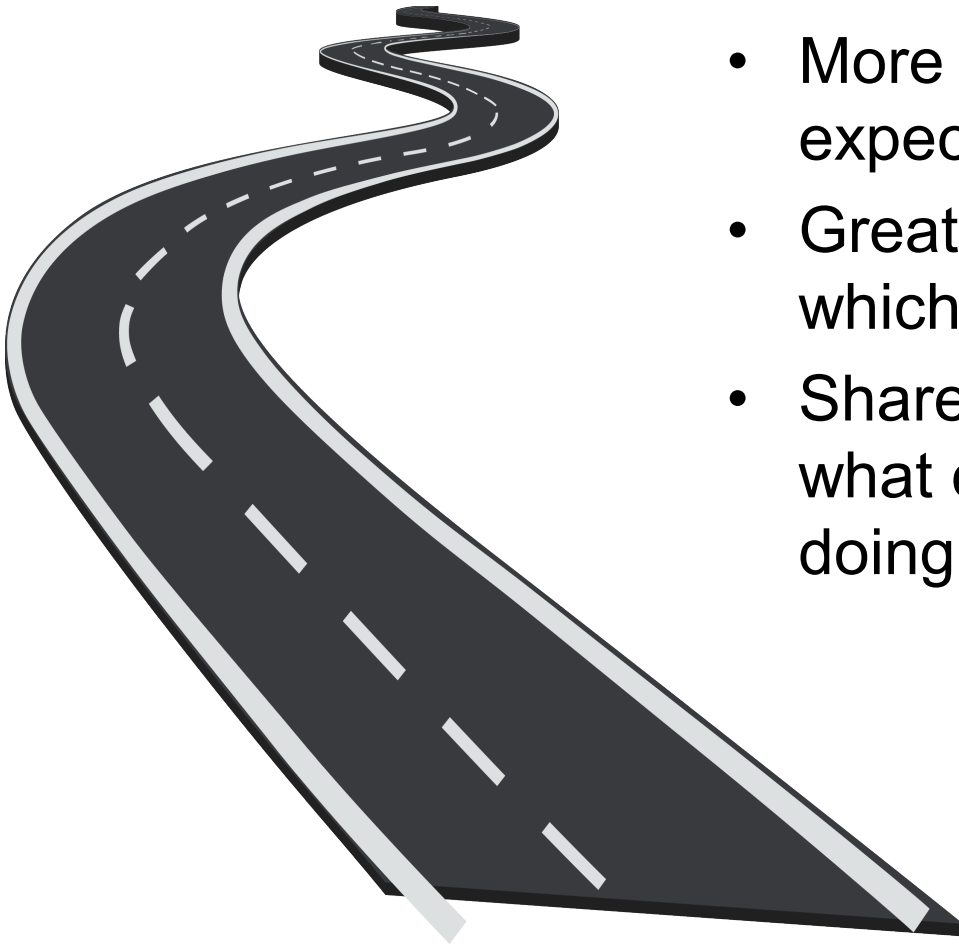
- More consistency in expectations.

- Greater specificity about which data are needed.

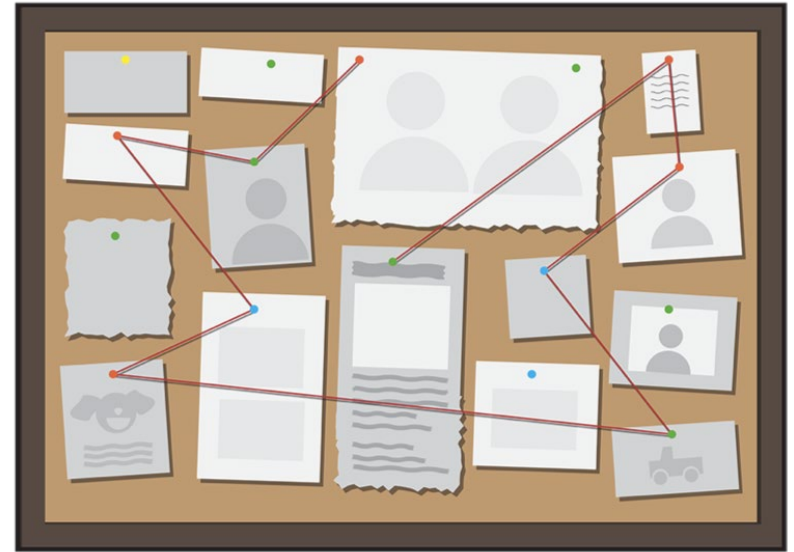- Share best practices and what other SGS districts are doing.

Next steps

REL Southwest team will

- Review feedback.

- Develop recommendations.

- Draft a data collection and management guide.

- Schedule next meeting.

Thank you!

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