



# Equitable Access Support Network

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## **Data Use and Analysis Community of Practice: Getting Started on the Right Foot**

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March 31, 2015



# Communities of Practice

You are  
here

## Policy and Programs

Rashidah Lopez Morgan

## Data Use and Analysis

Dr. Andy Baxter

## Stakeholder Engagement

Dr. Ellen Sherratt

## Rural Access Issues and Support

Dr. Rose Honey



# Webinar Objectives

Attendees will:

- Learn promising practices when starting an extensive data analysis effort with multiple stakeholders.
- Consider approaches to data analysis by examining a State team's early equity work.
- Explore the data metrics tools available through the EASN and partners.



# Agenda

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- Getting the right people around the (data) table
- The Show-Me State shows us
- Tools only you would love
- Q&A



# Facilitators and Presenters

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- **Andy Baxter**, Southern Regional Education Board
- **Jeff Sellers**, AEM Corporation
- **Tim Wittmann**, Missouri Department of Elementary and Secondary Education
- **Alex Berg-Jacobson**, AIR—Center on Great Teachers and Leaders

# Getting the Right People Around the (Data) Table



# **Jeff Sellers**

Statewide Longitudinal Data Systems (SLDS)  
State Support Team



## Q&A

# Share Your Thoughts!

Please type your question for Jeff in the chat box.

# The Show-Me State Shows Us



# **Tim Wittmann**

Director of Educator Accountability  
Missouri Department of Elementary and  
Secondary Education



# The Journey (So Far)

1. Developed “data inventory”
2. Performed initial analysis: a “kitchen sink” approach
3. Refined analysis based on stakeholder feedback
4. Dug deeper to illuminate complex issues



# Data Inventory

- Measures of inequitable access
  - Percentage of teachers who are not fully qualified
  - Percentage of teachers with fewer than three years experience
- Contextual and explanatory measures
  - Average teacher salaries
  - Discipline incidence rate

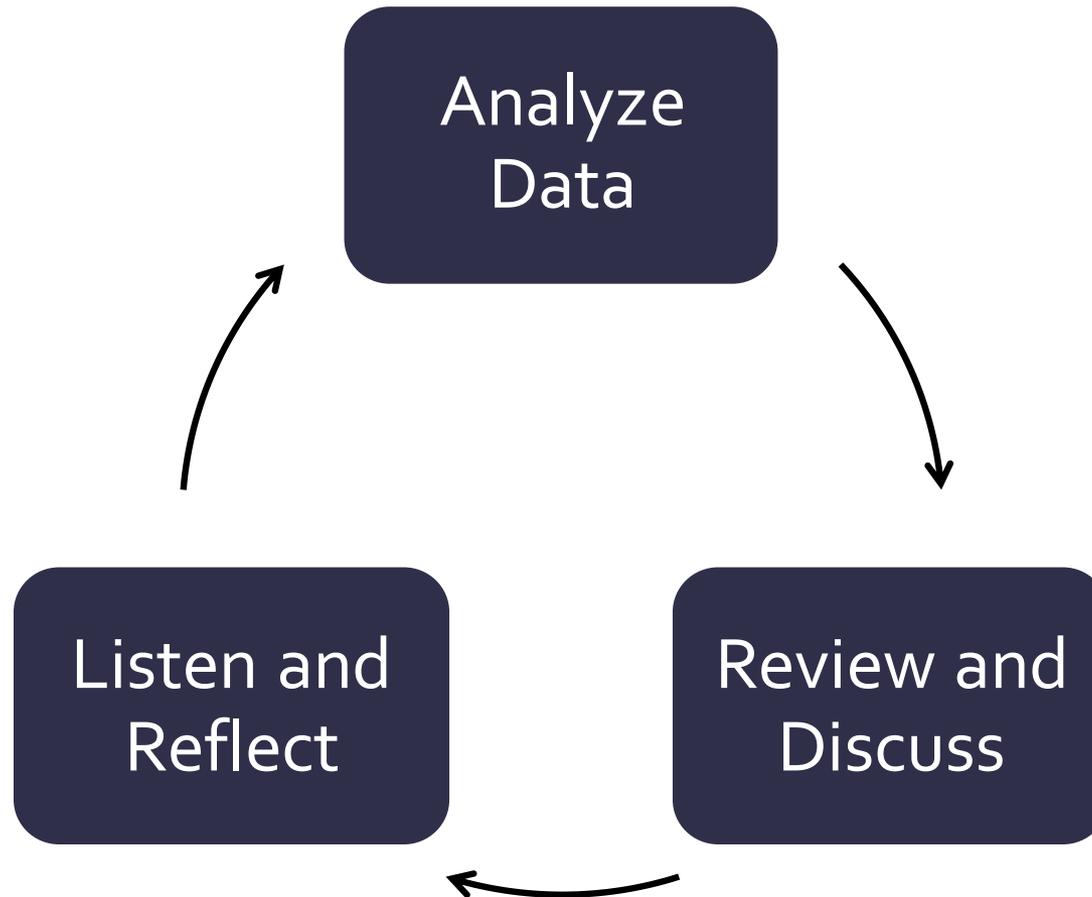


# The Kitchen Sink: Take One

Data for Possible Priority Metrics				Indicator 1	Indicator 2	Indicator 3	Indicator 4		Indicator 5
District Name	Number of Schools	Enrollment K-12	Free and Reduced Lunch Percent	Pct Teachers Less than Fully Qualified	Pct Teachers with Three or Fewer Years Experience	Teacher Supply (Shortage Index)	Mean Math Student Growth NCE	Mean ELA Student Growth NCE	Percent of Teachers Rated "Effective" or "Highly Effective"
Redacted			88.7	14.5%	39.6%		49.82	50.11	
			90.1	16.8%	27.2%		51.12	50.68	73.5%
			78.6	6.0%	16.2%		49.44	49.92	100.0%
			78.5	2.7%	16.8%		49.81	49.89	
			85.9	1.4%	22.7%		50.41	49.26	54.5%
			81.4	5.1%	22.6%		48.92	49.83	
			80.2	2.3%	9.8%		50.57	50.27	36.2%
			97.3	20.5%	41.7%		49.58	49.30	
			92.0	4.3%	10.0%		50.58	50.05	74.0%
			75.4	12.9%	14.9%		48.02	47.43	100.0%
			70.4	5.4%	16.7%		49.80	50.03	95.9%
			76.4	4.3%	12.9%		49.12	50.19	65.6%
			79.2	8.8%	4.7%		49.40	48.72	
			73.2	12.2%	19.9%		49.10	49.57	97.7%
			71.8	15.7%	25.9%		45.75	48.99	38.9%
			72.8	11.8%	18.8%		48.58	48.37	
			72.0	18.6%	22.5%		47.42	46.66	53.0%
			91.6	24.9%	37.0%		46.94	48.67	
			93.6	20.4%	59.1%		51.32	50.60	
			76.1	16.9%	23.9%		49.22	50.18	91.0%
		81.5	3.0%	27.5%		49.80	49.82		
		100.0	2.1%	5.9%				99.1%	
		67.8	5.1%	14.5%		52.49	51.57	98.7%	
		71.5	9.8%	12.5%		48.28	48.89	95.2%	



# Stakeholder Feedback Loop





# Stakeholder Engagement

- Met with leaders of urban and rural districts
  - Similar issues, different contexts
  - Led to inclusion of State's most rural districts in future data analyses
- Met with interest groups
  - Given advice to make data more informative
  - Recruitment and retention issues identified by all stakeholders as contributing to inequities



# The Kitchen Sink: Take Two

Measure	Highest 5% FRPL of schools (110 schools) Students eligible for Free and reduced lunch	Lowest 5% FRPL of schools (110 schools) Students eligible for Free and reduced lunch	Most Rural School Buildings (315 schools) NCES Urbanicity Classification **Rural: Remote**
FRPL rate	91.9%-100%	0%-16.4%	60.4% (average)
Avg. poverty rate of community	30.7%	7.1%	18.4%
* % Minority (Students)	86.38%	16.62%	3.6%
* % Minority (Teachers)	41.9%	4.5%	0.9%
* Discipline Incident Rate	2.2%	0.4%	0.6%
Avg. years of experience	9.97	13.72	12.1
*Adjusted average salary	\$49,733.95	\$59,794.06	\$48,219.20
• 1 <sup>st</sup> yr teachers w/ Bacc.	\$38,868.87	\$39,343.84	\$38,488.02
• 1 <sup>st</sup> yr teachers w/ Mast.	\$43,603.59	\$44,498.51	\$43,443.01
• Teachers w/ 5 years experience or less	\$42,138.66	\$46,920.98	\$42,343.00
• Teachers w/ 6-10 years experience	\$48,804.28	\$53,653.01	\$47,072.14
• Teachers w/ 11+ years experience	\$60,512.59	\$70,430.06	\$53,667.07
* Retention Rate	77.8%	89.6%	84.3%
*Absent 10 days or more	30.2%	31.5%	17.5%
% First Year Teachers	15.4%	6.8%	13.9%
% Teachers with less than three years experience	26.9%	8.9%	15.0%
1 <sup>st</sup> Yr Teachers assigned a mentor	78.6%	92.4%	97.5%
Avg overall preparation First Year teacher response 1-5 scale(%)	3.87 (90.1%)	4.45 (99.2%)	4.24 (97.8%)
Avg overall preparation Principal response 1-5 scale(%)	3.66 (87%)	4.30 (97.6%)	3.94 (93.4%)
*% Less than fully Qualified	15.6%	5.3%	13.9%
*Effectiveness Index Overall teacher impact	78.8%	84.7%	81.2%
Student Performance: ELA Proficiency	24.2%	68.8%	54.1%
Student Performance: Math Proficiency	26.5%	66.0%	50.7%



# Taking the Data on the Road

- Invited leaders of poorest and most rural schools to regional focus group meetings
- Met with 36 percent of the 425 schools in focus group
- Opportunity to better understand root causes, challenges, and strategies
- Reviewed “kitchen sink” at every meeting



# Digging Deeper: Guiding Questions

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- How do equity issues and contextual factors change over time?
- Are there ways to know how much impact different strategies may have?



# Takeaways

- Use data to affirm stakeholder views
- Dig deeper than district or school averages
- Be willing to revisit and refine your data
- Visit with stakeholders for a more complete picture
- Present complex or abstract data cautiously



## Q&A

# Share Your Thoughts!

Please type your question for Tim  
in the chat box.

# Tools Only You Would Love



**Alex Berg-Jacobson**  
Technical Assistance Associate  
AIR



# The Center on Great Teachers and Leaders' Data Review Tool

- The GTL Center's Data Review Tool and supporting resources are designed to be used by a small internal team of State education agency staff to:
  - Identify available and relevant equitable access metrics
  - Analyze the policy implications of those data
  - Present the findings to a variety of audiences effectively
- The Data Review Tool and the supporting resources can be found here: <http://www.gtlcenter.org/learning-hub/equitable-access-toolkit/data-review-tool>



# Section 1: Considering the Metrics

- Identify Equitable Access Metrics
  - Consider the provided *example metrics*, and determine which will be most relevant to your State's analysis, what data are required to create these metrics, and how these data can be collected.
- Analyze Data and Assess Quality
  - Use the *example data* and guiding questions to increase your team's capacity for basic data analysis and interpretation.
- Create Equitable Access Metrics
  - Consider how best to construct the chosen metrics, including how to divide the data (for example, quartiles or deciles).



# Example Metrics Worksheet

Center on  
**GREAT TEACHERS & LEADERS**

at American Institutes for Research ■



## Equitable Access: Example Metrics

**Instructions:** Consider the following metrics, which may be helpful as you analyze the equity gaps in your state, through three steps: (1) Take inventory of data you have and do not have, (2) assess whether these metrics are useful to drive decisions on equitable access to excellent educators for all students, and (3) determine what steps are needed to collect meaningful metrics that currently are unavailable.

**Note:** The level at which these metrics are available is intentionally left ambiguous. As you review this menu of metrics, consider at what level each of them would be available: district level, school level, classroom level, or even individual student level.

Metrics	Considerations for Your State's Metric Choice		
	(1) Does your state have these metrics? (YES/NO/ UNKNOWN)	(2) Are these metrics meaningful indicators of equitable access? (YES/NO)	(3) If meaningful but currently unavailable, what would it take for your state to collect these metrics?
<b>RECRUITMENT</b>			
# of applicants per teaching vacancy			
# of applicants per principal vacancy			
% of teaching positions vacant on first day of school (or another specified date)			
# of recruiting dollars spent per teaching vacancy			



## Section 2: Interpreting the Data

- Examine Available Data
  - Analyze your prepared data and identify equity gaps and key findings.
- Connect Your Data to Practical Solutions
  - Consider if your analysis provides evidence of specific equitable access challenges, the extent and nature of these challenges, and the relevant policy implications.



# Example Guiding Questions

- Taking stock of your data
  - Were your data collected at the district level? The student level? The classroom level?
  - How complete is your data set? Are there any missing values?
- Consider quality and comprehensiveness
  - What information do you have available that leads you to trust the accuracy of the data?
  - Do you have any reason for concerns about the accuracy of the data? Can something be done to improve the accuracy of the data for the future?
- Analyze your data
  - How do the most meaningful metrics that you identified compare across districts when broken down by poverty and minority status?



## Section 3: Using your Data

- Review Methods for Displaying Data
  - Review the *sample data displays* and consider how to best present the results of your data analysis to a variety of stakeholders.
- Connect Key Findings to Root Cause Analysis
  - Finally, use your observed equity gaps and the key findings from your analysis as a starting point for your root cause analysis work.



# Sample Data Displays

Figure 1. School Poverty Rate by New Teacher Population

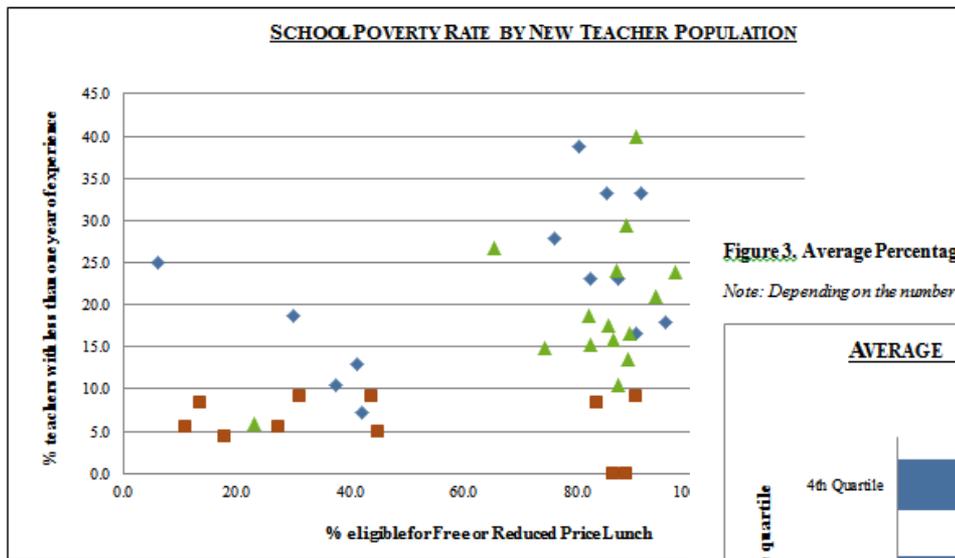
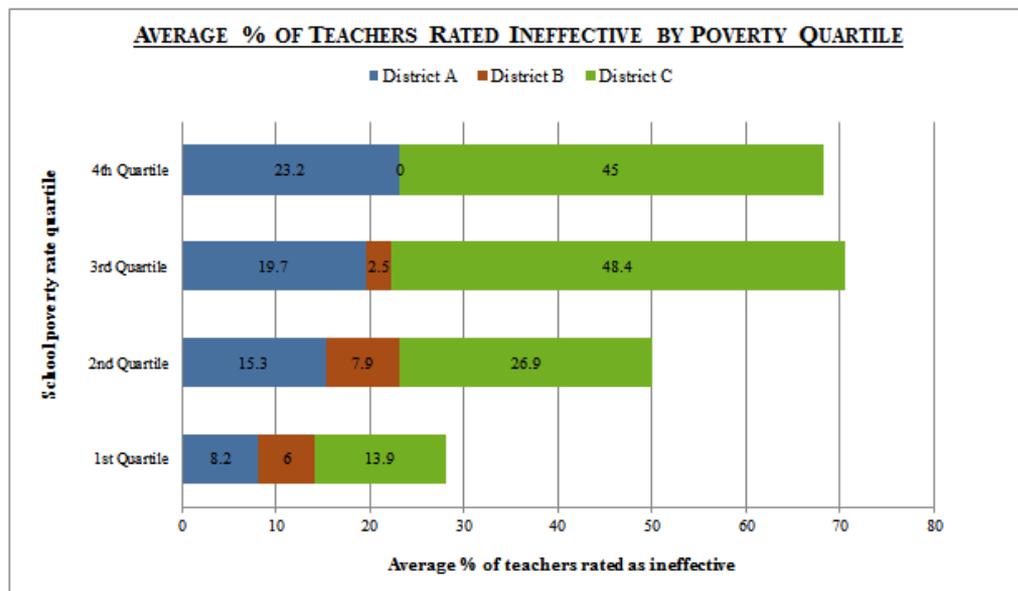


Figure 3. Average Percentage of Teachers Rated Ineffective by Poverty Quartile

Note: Depending on the number of districts in your state, it may be useful to group districts into categories when using this data display.





# Contact Information

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For more information about the data review tool  
please contact Alex Berg-Jacobson at

[aberg-jacobson@air.org](mailto:aberg-jacobson@air.org)



## Q&A

# Share Your Thoughts!

Please type your question for Alex  
in the chat box.



## Your Turn

# Share Your Thoughts!

Please complete the poll in the bottom right corner of your screen.

# Wrap Up



# EASN Communities 360°

<https://easn.grads360.org>

GRADS360® - Home > Overview > Home

← → ↻ <https://easn.grads360.org/#program> 🔍 🔑 ★

## Equitable Access Support Network

Home Collaborate

Program: [Home](#) | [State Equity Plan Support](#) | [Tools and Toolkits](#) | [Network Partners](#) | [Help Center](#)

### Home

Home > Overview > Home

**Log in to access more!**

Welcome to EASN Online!

Home > Overview > Home

Welcome to the Equitable Access Support Network website — your access point to useful tools and the latest news and products from EASN and its partners. Explore the resources and work with us to build a more equitable future for students across the country.

**Communities**

Communities of practice (CoPs) will allow states to share

**Equity Plan Help**

Need help with your State's Equity Plan? We can answer

**Tools & Toolkits**

Find useful tools and toolkits to help your State plan for and

### EASN News

- [Technical Assistance Opportunity - Targeted Coaching Support](#): SEAs interested in accessing coaching support should review this overview and **contact EASN by February 24th!**
- [Webinar: Understanding Your Educator Equity Plan](#): Watch the recording and find materials from this ED event (12/1/14).
- [Webinar: Ensuring Equitable Access to Excellent Educators](#): Watch the recording and find materials from this ED event (11/17/14).
- [FAQs: State Plans to Ensure Equitable Access to Excellent Educators](#): New document from ED.

### Relevant Resources

- [State Plan Readiness Tool](#)  
Equitable Access Support Network
- [Sample Educator Equity Plan Template](#)  
Center for Great Teachers and Leaders



# EASN Communities 360°

<https://easn.grads360.org>

The screenshot shows the EASN website interface. At the top, there's a navigation bar with 'Home' and 'Collaborate' tabs. Below that, a 'Program:' menu includes 'Home', 'State Equity Plan Support', 'Tools and Toolkits', 'Network Partners', and 'Help Center'. A large banner in the center reads 'Log in to access more!' with a magnifying glass over the login form. To the right, the 'EASN News' section lists several articles with dates. Below the news, there are three circular icons representing 'Communities', 'Equity Plan Help', and 'Tools & Toolkits'. On the far right, a 'Relevant Resources' section lists documents like 'State Plan Readiness Tool' and 'Sample Educator Equity Plan Template'.

Links to all of our partners

New to this site? Click here for helpful tutorials.

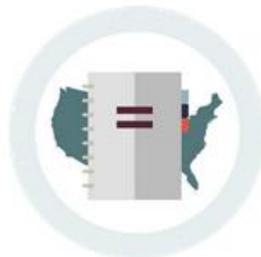
Webinar Series Links

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## Relevant Resources

- [State Plan Readiness Tool](#)  
Equitable Access Support Network
- [Sample Educator Equity Plan Template](#)  
Center for Great Teachers and Leaders



Use the EASN Readiness Tool as a guide to develop your plan

View upcoming EASN and partner events



As you develop your plan, be sure to also use our [State Plan Readiness Tool](#), which guides States through developing each section of their plans. The tool reflects both the guidance from the U.S. Department of Education on State plans as well as input from experts on what defines a high-quality equity plan. You can use the tool to guide your initial planning efforts as well as assess your progress.

The EASN provides States a place to interact with State colleagues and subject matter experts, share information, and make connections with other States. States can access meaningful publications and other resources, partner organization websites, the latest information from the field, and an events calendar. States can also request direct technical assistance from the EASN.



**Moving Toward Equity Root-Cause Analysis Workbook**  
Center on Great Teachers and Leaders

[View All EASN Resources >>](#)

### Events Calendar

Calendar						
February 2015						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

[View All](#)

- Upcoming Events
  - Feb 24 Webinar: Stakeholder Engagement and Communications for your State Equity Plans
  - Feb 24 Readiness Tools for State Coaching Due
  - Mar 3 EASN Webinar: State Experiences Developing Draft Equity Plans
- Featured Events
- Previous Events

### Network Partners

Related initiatives and organizations:

- [U.S. Department of Education](#)
- [Center on Great Teachers and Leaders](#)
- [Council of Chief State School Officers \(CCSSO\)](#)
- [Comprehensive Centers \(Regional and Content\)](#)
- [Equity Assistance Centers](#)
- [Reform Support Network Teacher & Leader Effectiveness and Standards & Assessments CoP](#)
- [Education Resources Information Center \(ERIC\)](#)

[More >>](#)

Participate in log-in access only discussions with other States

### EASN Open Forum

The Open Forum provides a convenient way for States, the U.S. Department of Education, and EASN technical assistance providers to communicate and share information. This forum is also a way for grantees to easily connect with their peers on a variety of topic areas. See below for helpful tips on participating.

Subject	Last Update	Author
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[View All](#)



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and work with... to ensure an equitable future for students across the country.



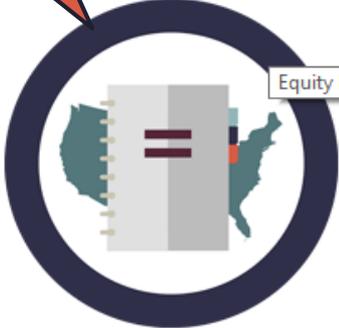
### Communities

Communities of practice (CoPs) will allow states to share information and connect with experts and peers as they develop their Equity Plans. Current CoPs:

- [Data Use & Analysis](#)
- [Stakeholder Engagement](#)
- [Policy & Programs](#)
- [Rural Access Issues & Support](#)

Email [EASN@aemcorp.com](mailto:EASN@aemcorp.com) with ideas for additional CoP topics.

[Learn about EASN](#)



### Equity Plan Help

Need help with your State's Equity Plan? We can answer questions, provide targeted support, or help you find relevant resources.

Please visit the [Equity Plan Support page](#) to find helpful resources or request support, or just click the button below.



[About the EASN](#)



### Tools & Toolkits

Find useful tools and toolkits to help your State plan for and implement systemic changes to close the equity gap.

Currently, this page highlights tools developed by or in partnership with our partner organizations. Additional tools and toolkits from the EASN are currently in development, so be sure to check back soon.

[Email EASN to request assistance](#)

### Relevant Resources

- [State Plan Readiness Tool](#)  
*Equitable Access Support Network*
- [Sample Educator Equity Plan Template](#)  
*Center on Great Teachers and Leaders*
- [Moving Toward Equity Root-Cause Analysis Workbook](#)  
*Center on Great Teachers and Leaders*
- [FAQs: State Plans to Ensure Equitable Access to Excellent Educators](#)  
*U.S. Department of Education*
- [Sample Educator Equity Plan Template](#)  
*Center on Great Teachers and Leaders*

Click on the outer circle to go to a different page

Access tools and resources to support equity plan development

Click on a link to join EASN Communities of Practice

Learn about EASN

Email EASN to request assistance



# Next Steps

## Data Use and Analysis CoP Schedule

4/3, 12-1pm EDT

Office Hours

<https://edinfoevents.webex.com/edinfoevents/onstage/g.php?MTID=eodo1ea256c40a6a6fcf3301a987c94af>

4/8, 11a-12p EDT

Office Hours

<https://edinfoevents.webex.com/edinfoevents/onstage/g.php?MTID=eaf2b41dcd25a3a9c24c6f69d7a7b98c1>

4/9, 2-3pm EDT

Webinar: Choosing meaningful measures of teacher effectiveness



# Contact the EASN

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Please visit the EASN website or email the EASN to join an EASN Community of Practice, find relevant resources, or request targeted support.

<https://easn.grads360.org/>

[easn@aemcorp.com](mailto:easn@aemcorp.com)

Thank You!