Great Public Schools for Every Student

Using Data for Change

Educator uses state and/or local data to drive implementation of the Every Student Succeeds Act (ESSA) to meet the needs of their students.

Key Method

The educator uses a deep dive to select a need or focus, finds a set of data sources, and analyzes the data sources for incorporation into a presentation to a select stakeholder group.

Method Components

Deep Dive

Deep dive is a technique to rapidly immerse a group or team into a situation for problem-solving or idea creation. It is often used for brainstorming product or process development. Some strategies for this are:

- Reviewing all resources
- Going out and talking to people
- Conducting interviews
- Sending out a survey
- Taking notes
- Compiling and organizing notes
- Conducting short, focused observations

Opportunity Indicator

One of the biggest opportunities within ESSA is the addition of the Opportunity Indicator, a nonacademic criterion, to the accountability system.

The Opportunity Indicator is based on NEA’s Opportunity Dashboard and allows for meaningful differentiation between schools that is not solely based on test scores. Under ESSA, state-designed accountability systems must include the following indicators:

- Math, reading assessments
- Graduation rates
- Another statewide indicator for middle and elementary schools
- English language proficiency
- At least one indicator of school quality and student support (the Opportunity Dashboard indicator), such as:
  - Student engagement;
- Educator engagement;
- Student access to and completion of advanced coursework;
- Postsecondary readiness;
- School climate and safety; and
- Any other state-chosen indicator that allows for meaningful differentiation of school performance and is valid, reliable, comparable, and statewide.

States must select at least one Opportunity Indicator to include in the state accountability system. These indicators, along with additional data prescribed within ESSA, must be reported on both the state and district report cards. In addition to the state-identified Opportunity Indicators, district report cards may contain additional Opportunity Indicators to identify where resource inequities exist. The identification of resource inequities is intended to help the state close achievement gaps.

The Role of Educators in Supporting the Opportunity Indicators

ESSA requires input from educators, parents, and other stakeholders. These stakeholders are key in in identifying and selecting the right mix of Opportunity Indicators to add to state and district accountability systems. Examples of these indicators can be found in NEA’s Opportunity Dashboard.

Based on the opportunities written into ESSA, educators have numerous opportunities to ensure that the needs of their students are met. The use of data is essential in finding and selecting Opportunity Indicators and programs that would be most helpful.

Educators should:

- Access your state’s ESSA plan. Be sure that you get the plan from your state department of education/department of public instruction/etc. Do not use summaries.
- View NEA’s Opportunity Dashboard and complete the My School Checklist to determine need/focus.

Supporting Research


https://scholar.google.com/scholarstart=10&q=using+data+to+improve+schools&hl=en&as_sdtt=0&as_ylo=2012&as_yhi=2015

Resources

ESSA State Plan Submission
https://ed.gov/admins/lead/account/stateplan17/statesubmission.html

NEA’s ESSA website
http://mychoolmyvoice.nea.org/

What You Need to Know About ESSA
http://myschoolmyvoice.nea.org/essa-101/need-know-essa/
Is Your School a Great Public School? School Readiness

http://www.nea.org/assets/docs/PB_01_School_Readiness_Bro_Final.pdf
Is Your School a Great Public School? Conditions of Teaching and Learning

Is Your School a Great Public School? Accountability and Assessments

http://www.nea.org/assets/docs/PB_06_Accountability_and_Assessments_Bro_Final.pdf
Your School Checklist

http://myschoolmyvoice.nea.org/your-school-checklist/
What Does it Take to Make My School Great?

http://www.nea.org/assets/docs/NCSL_OnePager_Final.pdf
The Data Quality Campaign: Opportunities to Make Data Work for Students in the Every Student Succeeds Act

https://drive.google.com/drive/folders/0B_ul3N_y73yFaDJI1NnpNcmpsDg
Is Your School a Great Public School? Family and Community Engagement

http://www.nea.org/assets/docs/PB_02_Family_and_Community_Executive_Report_Final.pdf

https://drive.google.com/drive/folders/0B_ul3N_y73yFaDJI1NnpNcmpsDg
NEA Center For Great Public Schools – Seven Components of a Great Public School

http://www.nea.org/assets/docs/NCSL_OnePager_Final.pdf
Is Your School a Great Public School? Standards and Curriculum

http://www.nea.org/assets/docs/PB_04_Standards_and_Curriculum_Bro_Final.pdf
ESSA Implementation Begins

http://www.nea.org/home/65276.htm
ESSA Implementation in Your State

http://myschoolmyvoice.nea.org/in-your-state/

ESSA 101

http://myschoolmyvoice.nea.org/essa-101/
Is Your School a Great Public School? Workforce Quality

http://www.nea.org/assets/docs/PB_03_Workforce_ETHERNET_Bro_Final.pdf
About ESSA

http://myschoolmyvoice.nea.org/about/essa-puts-equity-front-and-center/
The Data Quality Campaign: Shining a Light on Equity Opportunities to Use Data to Serve All Students.

https://drive.google.com/drive/folders/0B_ul3N_y73yFaDJI1NnpNcmpsDg
The Education Trust: The Every Student Succeeds Act: What’s in it? What does it mean for equity?

https://drive.google.com/drive/folders/0B_ul3N_y73yFaDJI1NnpNcmpsDg

https://drive.google.com/drive/folders/0B_ul3N_y73yFaDJI1NnpNcmpsdDg

Is Your School a Great Public School? School Funding

http://www.nea.org/assets/docs/PB_05_School_Funding_Bro_FinalRevise1.pdf

Innovation in Accountability Designing Systems to Support School Quality and Student Success.

https://drive.google.com/drive/folders/0B_ul3N_y73yFaDJI1NnpNcmpsdDg

Source gives an example of a deep dive for health care provider


Source discusses general elements of ESSA

http://myschoolmyvoice.nea.org/member-created-essa-resources/

Source discusses elements of the ESSA Opportunity Dashboard you could consider for need/focus


Source offers a general overview of ESSA elements you could consider for need/focus

http://www.nea.org/home/gpindicators.html

Source discusses pitfalls of statistical data

http://www.bigskyassociates.com/blog/bid/356764/5-Most-Important-Methods-For-Statistical-Data-Analysis

**Submission Guidelines & Evaluation Criteria**

To earn the micro-credential, you must receive a “passing” evaluation for Parts 1 (Overview Questions) and 3 (Reflection) and “proficient” for each component in Part 2 (Work Examples/Artifacts).

**Part 1. Overview Questions**

500 word limit total

Please answer the following questions:

After reading the data about your state’s ESSA plan, identify and describe one need or focus you want to address.

Describe at least three pieces of valid data you used to support your need or focus. How did this data help support your need or focus?

Select from among the following list an audience to whom you will present your findings: school board, local or state elected officials, parent and/or other stakeholder group, school administration, fellow teachers, or local union.

- **Passing:** Response addresses each of the overview questions and provides a detailed need or focus. The response describes the selected data, including a detailed explanation of how this data is appropriate for the need or focus.

**Part 2. Work Examples / Artifacts**

To earn this micro-credential, please submit the following two artifacts:

Artifact 1: Create an annotated list of three resources. For each data source selected, submit a link and annotate with justification.

Artifact 2: Based on your selected audience, create an appropriate artifact (PowerPoint, brochure, blog, etc.) that demonstrates the findings of the data collected and provides insight into addressing the need/focus to the audience.

Be sure the artifact you submit is clear and appropriate for your selected audience.
Submit additional support material as necessary. For example, a PowerPoint to a parent group would have charts and graphs but not much narrative, so it would be necessary to include a notes section or record a voice-over for the slides to show the assessor what you would actually say during the presentation.

**Note:** A PowerPoint might not be appropriate for a school board presentation, but a narrative would not show the data in an appropriate format, so it would be necessary to include a supporting document that shows the data you are referencing.

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<tr>
<th>null</th>
<th>Proficient</th>
<th>Basic</th>
<th>Developing</th>
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<td><strong>Artifact 1:</strong> Annotated List of Resources</td>
<td>Three valid, accessible sources provided.</td>
<td>Two valid accessible sources provided.</td>
<td>One accessible source is provided, or links are broken or otherwise inaccessible, or the sources are not valid.</td>
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<td><strong>Artifact 2:</strong> Artifact that you prepared for audience</td>
<td>Artifact is appropriate for the audience. Language is appropriate for the audience. (no jargon, informal language for a formal setting, etc.). Writing and/or speech is clear and convincing. Writing and/or speech is free of distracting grammatical/mechanical errors Material is engaging for intended audience. Accurately presents data from chosen sources.</td>
<td>Artifact does not accurately consider the needs/interests of the audience. Language is somewhat inappropriate (e.g., some terms used are unclear to intended audience). Writing and/or speech is clear, but not convincing. Writing and/or speech contains distracting grammatical/mechanical errors. Material is utilitarian and/or not personalized for intended audience. Data presented inaccurately or unclear from the chosen sources.</td>
<td>Artifact is inappropriate for the audience. Has multiple terms that are not appropriate for the intended audience and/or language does not match setting. Writing and/or speech is unclear and unconvincing or unaccessible to assessor. Grammatical/mechanical errors are so numerous that they impact understanding. Artifact is not submitted or is inaccessible. No data presented from the chosen sources.</td>
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**Reflection**

600 word limit or 3 - 6 minute audio or video file

Based on your analysis of ESSA data relative to your selected need/focus, write a reflective essay addressing the following topics:
- How does the data sufficiently address/answer your original question/need/focus?
- What questions/pushback/objections do you anticipate from your target audience based on your presentation?
- What additional data needs to be considered to take next steps related to your need/focus?

- **Passing:** Reflection thoughtfully addresses the guiding questions using supporting evidence. Writing/narration is organized and easy to understand.