



Using Data to Expand Access and Opportunity:

**The Critical Need for Equitable Data
Communicating, Monitoring, Analyzing,
Transparent Reporting, and Focusing Efforts**

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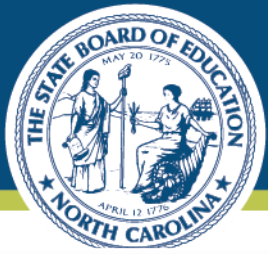


“[States] must analyze data to determine where the greatest gaps and equity challenges are, and how to focus efforts and allocate limited resources to address those gaps and their root causes.” -CCSSO, 2019



Activity

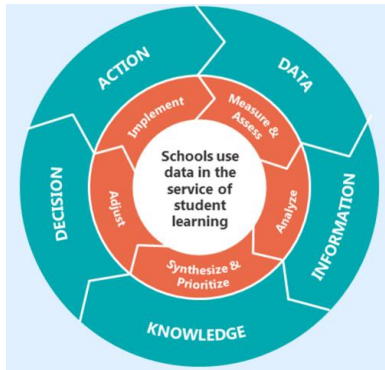
- communicate transparently
- choose the data
- develop high-level indicators
- strategically sort
- root-cause analysis
- raise awareness
- take action
- identify barriers
- monitor progress
- adjust strategies
- evaluating implementation
- measure impact
- accessible reporting
- involve stakeholders



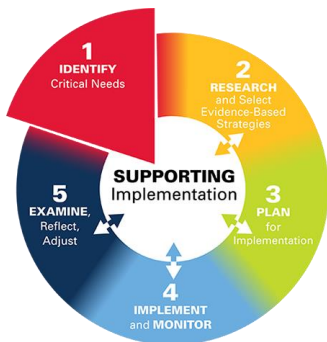
Data Frameworks and Cycles



American Institutes for Research (AIR)



Learning for Action



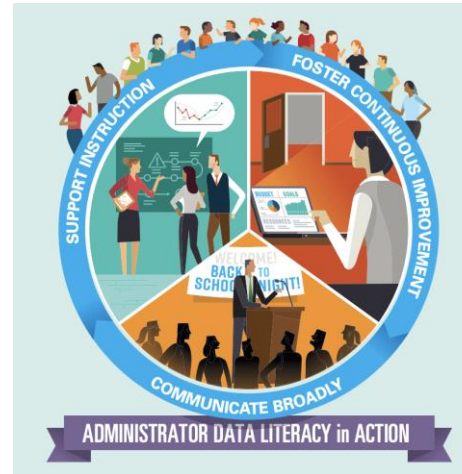
Ohio D.O.E.



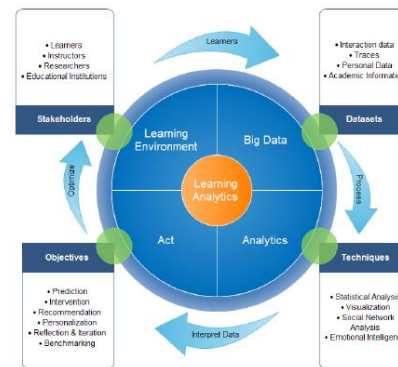
Children's Literacy Initiative



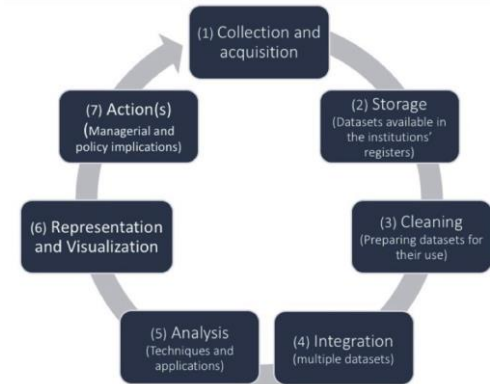
Learning Policy Institute (LPI)



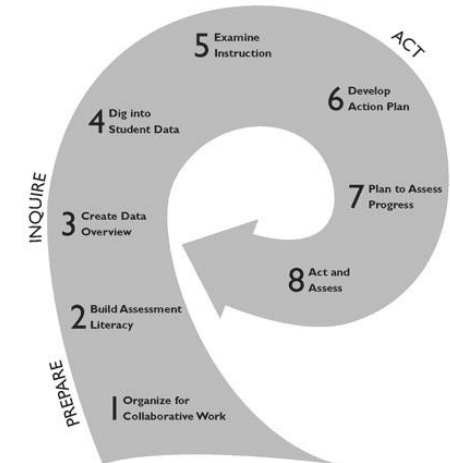
Data Quality Campaign



ResearchGate



Columbia University Teachers College



Harvard Graduate School of Education



Data Use

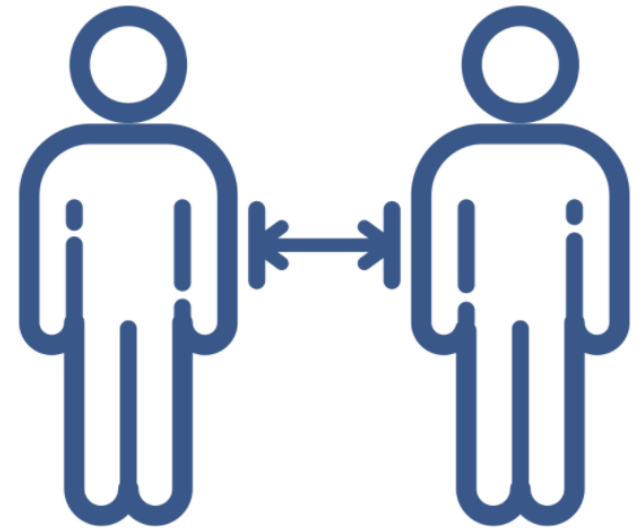
- Analyze Root Causes
- Communicate
- Focus Efforts
- Measure & Monitor
- Transparent Reporting





Covid-19

- The role of data in understanding the crisis
- The role of data in recovery & learning opportunities
- The role of data from the economic and workforce perspective





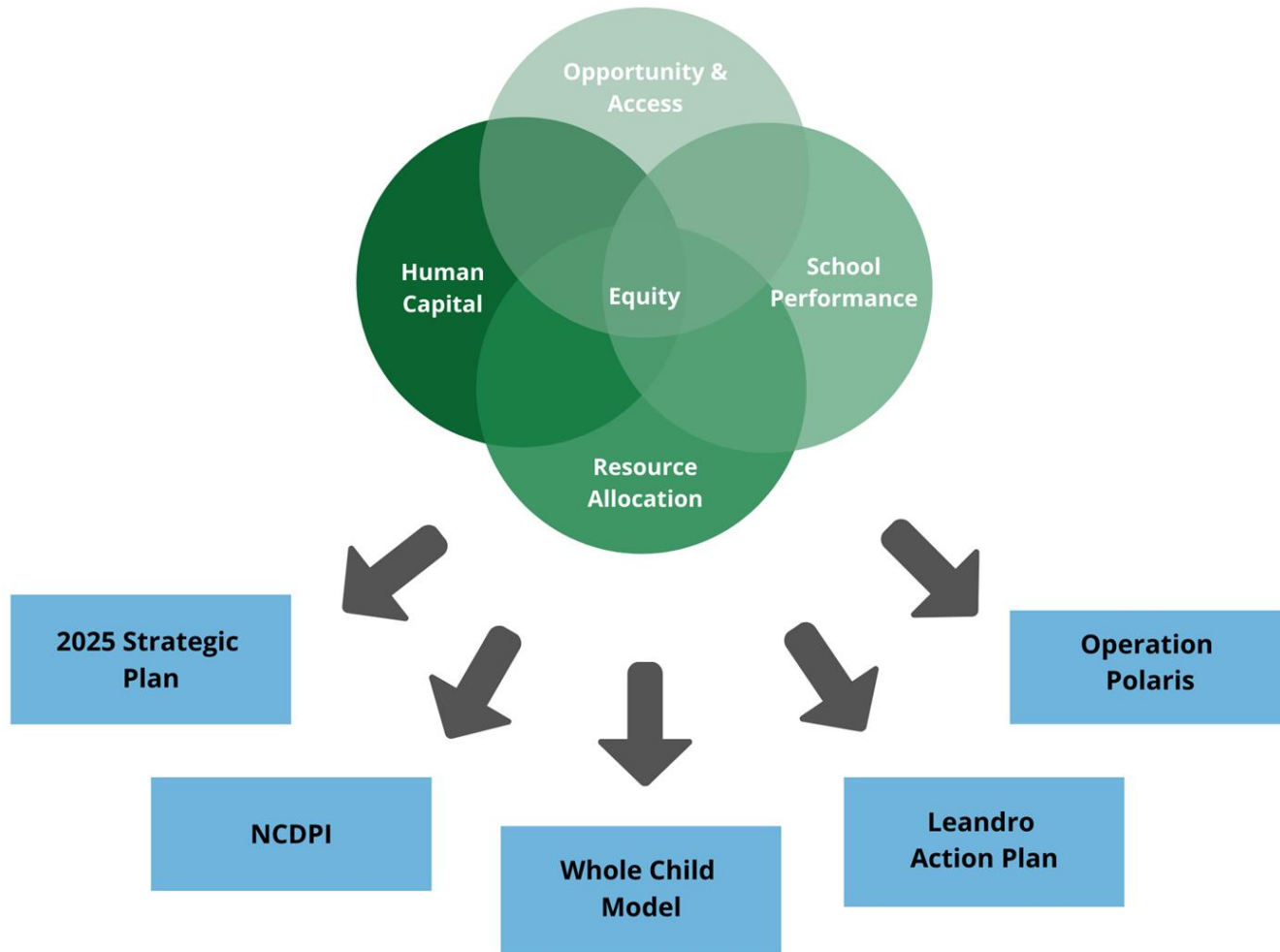
Equity Framework

Core Equity Questions: These questions should be asked throughout discussions, decision-making processes, and planning and implementation efforts to guarantee alignment with the NCSBE equity definition, the Superintendent's Core Belief in Equity, and Board Priorities.

- 1. Who is at the table:** To what extent are diverse perspectives currently represented? Are typically underrepresented populations present? Consider discussions, policy/guidance/recommendation formulation, decision making, implementation, and monitoring.
- 2. Stakeholders:** How do discussions, commitments, and actions empower stakeholders (policymakers, thought leaders, practitioners, community groups, civic organizations, families, and students) to build urgency, collective will, and feel as if decisions are supportive, cohesive, and relevant?
- 3. Specific equity considerations:** To what extent are the following equity topics considered: resource allocation (people, time, money), disaggregated data, teachers, school leadership, content and curriculum, instructional time, whole-child supports, school climate, early learning, facilities, diversity, and inclusion?
- 4. Data & Monitoring / Barriers:** How is data (across communities and systems) used to identify specific equity disparities and barriers? How is data used to analyze, plan, monitor, and evaluate the impact on student achievement, opportunity, and climate?
- 5. Student Subgroups / Impact:** Who are the under-represented groups affected by these discussions and decisions? What are the potential impacts on these groups? Consider students of color, linguistically diverse students, students from economically-disadvantaged families, and students with disabilities.
- 6. Alignment to Board priorities and goals:** To what extent are equity commitments and related actions aligned with the definition and priorities outlined above?
- 7. Decision making:** How are negative impacts mitigated and barriers addressed?



Core Competencies





Metrics & Data Sources

Human Capital

- Teacher & school demographics
- Teacher mobility
- License & certification types
- Teaching experience
- First-year teacher placement
- EPP placements and demographics
- Teacher evaluations / equitable access

Resources (Funding)

- Distribution of state & federal funds
- Program implementation, evaluation
- Teacher support & professional learning
- Cost-benefit analysis for comprehensive and academic supports
- Disaggregated by subgroups

School Performance

- Climate and culture survey data
- Graduation and retention rates
- Formative student assessments
- Mental health, SEL resources
- GPA
- Discipline referrals
- EOG and EOC summative student assessments
- Teacher satisfaction
- Student growth data

Opportunity & Access

- Pre-K, early learning access, enrollment
- AP / IB eligibility and enrollment
- % of students attending college
- ACT/SAT scores
- FAFSA completion & awarded aid
- Post-secondary acceptance and enrollment rates (2 year, 4 year, CTE) Graduation rates
- Credit accumulation
- % remediation



Monitoring Progress - The Strategic Plan

The 2025 Strategic Plan - Approved August, 2019

Goal 1: Eliminate opportunity gaps by 2025

- 21 Issues Sessions

Goal 2: Improve school and district performance by 2025

- 12 Issues Sessions

Goal 3: Increase educator preparedness to meet the needs of every student by 2025

- 12 Issues Sessions



Monitoring Progress - Competencies

The 2025 Strategic Plan - Approved August, 2019

Opportunity & Access

- 21 Issues Sessions

Human Capital

- 12 Issues Sessions

Resources (funding)

- 7 Issues Sessions

School Performance

- 12 Issues Sessions



2025 Strategic Plan Scorecard

Goal / Objective	# Meeting Items
Goal I - Eliminate opportunity gaps by 2025	416
Objective 1 - Decrease the number of exclusionary discipline practices by subgroup (suspensions and expulsions)	13
Objective 2 - Improve school climate measures across all schools and grade levels	18
Objective 3 - Increase % of 4-year old children enrolled in state PreK from 22% to 34% (above national average)	1
Objective 4 - Decrease the HS dropout rate for each subgroup	54
Objective 5 - Decrease # of students taking remedial courses in college (inactive - moved to metric September 2020)	11
Objective 6 - Increase # of educators of color in schools across NC	0
Objective 7 - Increase number of charter schools providing equitable access to economically disadvantaged students or reflecting the LEA in which they are located	90



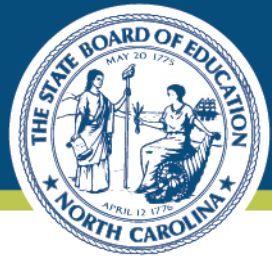
2025 Strategic Plan Scorecard

Goal / Objective	# Meeting Items
Goal II - Improve school and district performance by 2025	553
Objective 1 - Allocate financial, business and technology resources according to State and Federal laws and State Board of Education policies	162
Objective 2 - Increase the percentage of grades 3-8 math and ELA EOG subgroup test scores meeting the ESSA Yearly Measures of Interim Progress	62
Objective 3 - Increase percentage of students proficient in math by subgroup	53
Objective 4 - Increase percentage of students proficient in reading by the end of 3rd grade	53
Objective 5 - Increase percentage of high school reading subgroup test scores meeting the ESSA Yearly Measures of Interim Progress	56
Objective 6 - Increase percentage of students proficient in science by subgroup	51
Objective 7 - Increase # of schools meeting or exceeding growth measure by subgroup	94
Objective 8 - Increase the # of charter schools meeting or exceeding academic, operational, and financial goals	126



2025 Strategic Plan Scorecard

Goal / Objective	# Meeting Items
Goal III - Increase educator preparedness to meet the needs of every student by 2025	251
Objective 1 - Increase the number of culturally-relevant, equity-focused resources for educators	18
Objective 2 - Increase the number of mentors available to beginning educators	1
Objective 3 - Strengthen relationships between educator preparation programs (EPPs), districts, and schools to foster collaboration and better teaching practice	12
Objective 4 - Increase opportunities for educator engagement inside and outside of school	14



Monitoring Progress and the Strategic Action Plan

- In September 2020, NCSBE Approved the Strategic Action Plan
 - Progress update to the Action Plan
- Specific Areas for Support
 - Expand and market Pre-K in underserved communities
 - Information to Pre-K parents
 - Limit use of suspensions and expulsions
 - Goal I Objective 7 (Charter Schools and Equitable Access)
 - Equity Plan
 - Universal Broadband Access
 - Gaps in technology for rural and non-rural schools



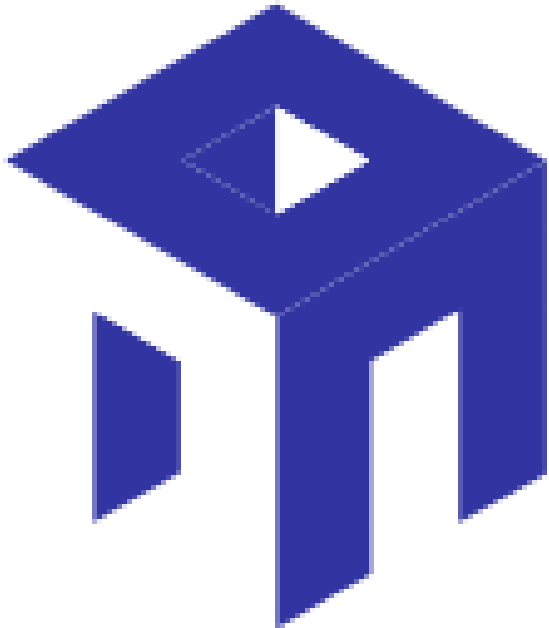
Recommendations

- Invest in integrated data systems to monitor and measure progress, implementation, and impact aligned with the strategic action plan and Board priorities.
- Develop a Theory of Change and Operationalized Theory of Change/Logic Model to align Board priorities and data use.
- Guarantee that efforts are sustained and data processes are iterative.



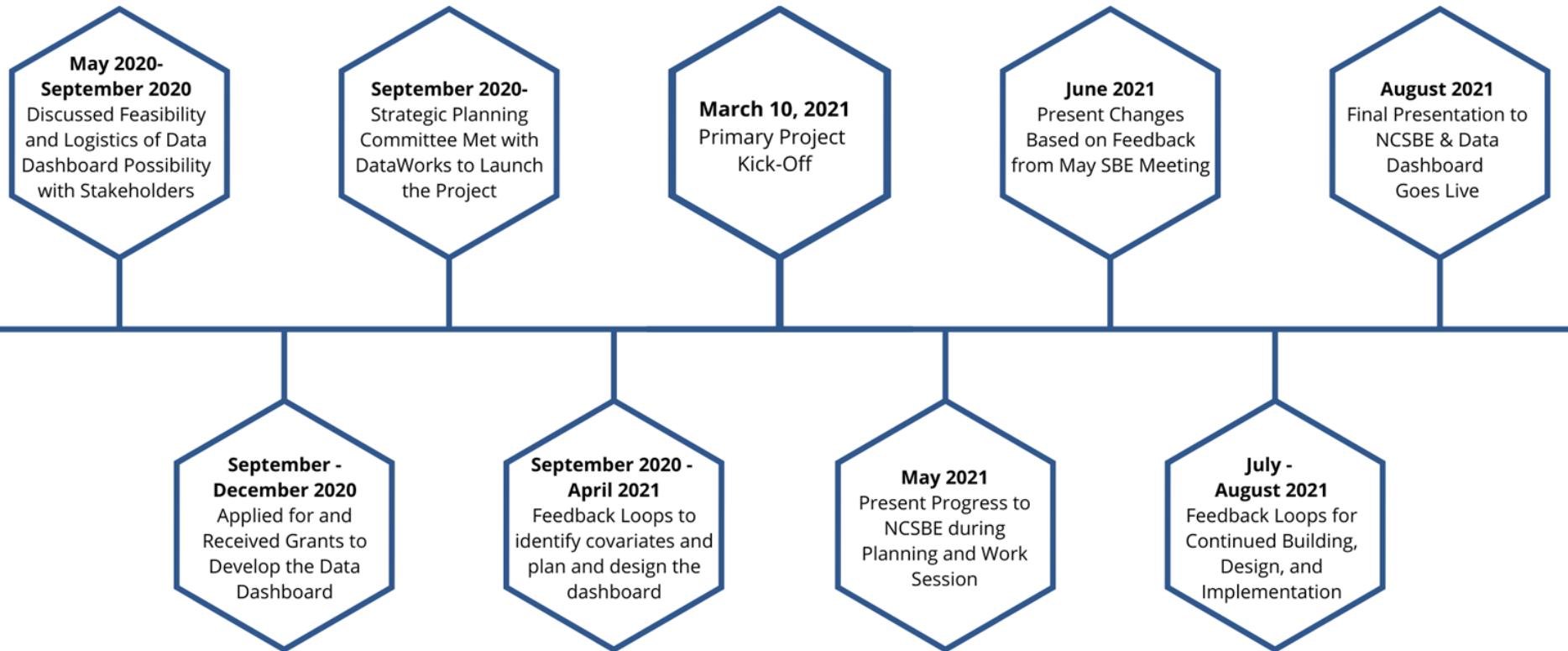


DataWorks Partnership





Data Dashboard Timeline - Phase I





Data Dashboard Timeline - Phase II

- Opportunity for expanding
 - Incorporating broader set of SBE strategic plan metrics and other supplemental data
 - e.g., correlates and barriers to low-performance and unit-level data tied to priorities, gap analysis, Covid-19 recovery considerations
 - Anticipated proposal for Phase II forthcoming