



# *Data Dashboards for School Boards*

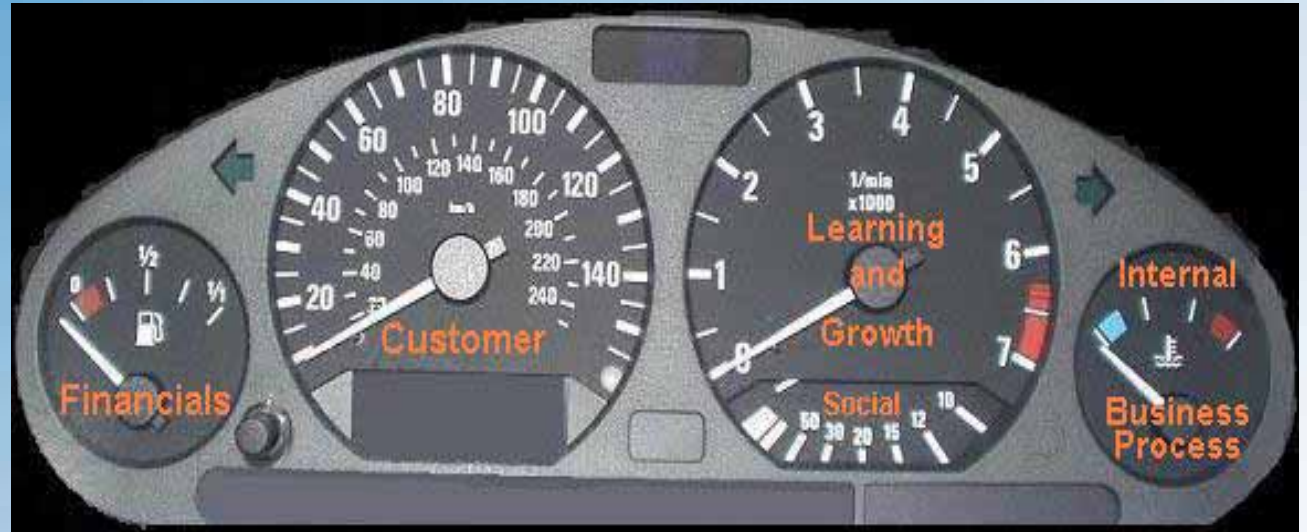
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# DATA DASHBOARDS FOR SCHOOL BOARDS



What gets measured gets done!

Tom Peters- *In Search of Excellence*

Washington State School Directors' Association

*Data can become a force for improvement by energizing those closest to their work.*

Mike Schmoker, Results: The Key to Continuous School Improvement

# WHAT BOARDS WANT TO KNOW

- *How do we define success?*
  - *What data should we collect and have routinely presented to the board to measure success, identify trends and monitor progress?*

# WHAT BOARDS WANT TO KNOW

- *In what ways can student learning data at the school district and individual school level data be presented so that we can easily make sense of it?*

# WHAT BOARDS WANT TO KNOW

- *What are the best types of data comparisons that help boards determine the district's challenges and strengths?*

# WHAT BOARDS WANT TO KNOW

- *Based on the data presented, what questions should be asked to get to the root cause of any problem or lack of improvement.*

# WHAT BOARDS WANT TO KNOW

- *Most importantly, how can we view the data to determine board options for addressing issues revealed by the data?*

# Challenge Facing School Boards

- Challenge: to have a sufficient amount of good data to analyze progress and not too much data that causes the board to get bogged down in minutia and focused away from its priorities.
- Answer: a consistent way of having data presented to you as a school board - in essence a data "dashboard" of gauges for key student achievement and district performance indicators.

*By itself, data has no value. When data is put into a form that is easily understandable, it becomes information. When information is used to guide the decisions that are in the best interest of students and families we serve, it becomes knowledge.*

Stan Beckelman,  
former president, Boeing Information Services and board  
member, Center for Educational Effectiveness

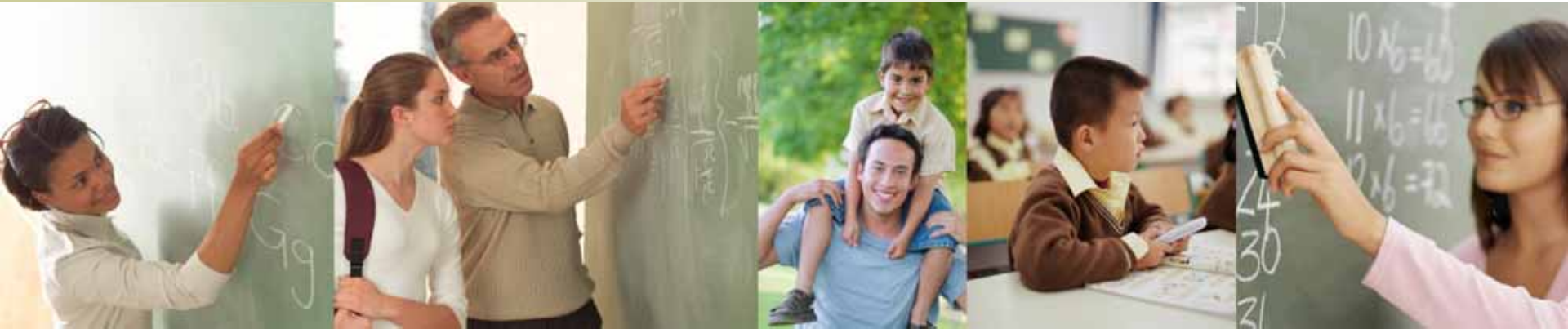
# Data Dashboard for School Directors

## Ideas, Thoughts, and Examples

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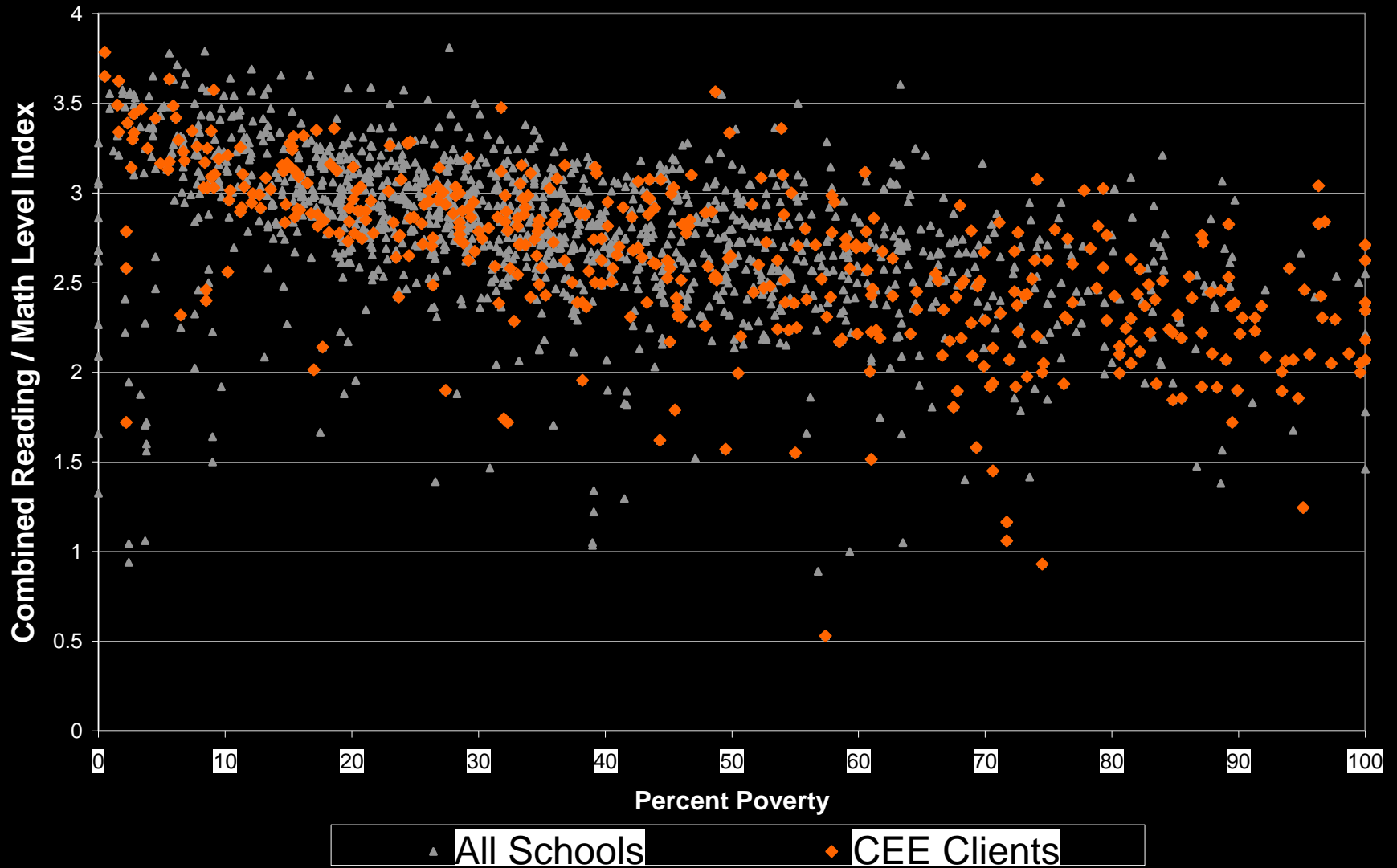


# Center for Educational Effectiveness

- Field-based research, service, and data-centric tools to support School & District Improvement
- In WA-- Partnerships with 580 Schools in 115 districts
  - What we do & how we do it varies based on serving districts from 80 students K-12, to districts over 30,000 K-12.
- The largest WASL “Educational Growth” repository in the state (WASL growth data (student cohorts) for districts serving 575,000 students)
- The largest repository of school effectiveness information in the state of Washington (Nine Characteristics of High Performing Schools)
  - 48,000 Staff, 146,000 Students, and 57,000 Parents (30% from homes where English is not primary language)
- Assist all schools & districts in OSPI School, District, & Summit District Improvement programs
- Schools of Distinction: Active research with the schools demonstrating the highest improvement in the state
- Active partnerships: OSPI, AWSP, WASA, WSSDA, West-Ed, WSU and UW

# WASHINGTON SCHOOLS

April 2006 WASL Data



# Today's Dashboard Session: Critical Conversations

- Identify what data on student and district performance matters most to you.
- Explore places and means to obtain the most meaningful data.
- Learn to accurately read and interpret data for your district.
- Develop a proposed plan for a customized data dashboard for your district.

# Pause & Reflect

- A “Data Dashboard” is ... ?
- A Data Dashboard is NOT ... ?

# Visual Representation

- Recognize the skills, backgrounds, and adult learning styles of your board
- The “15-second” test
- Don’t be locked in— be dynamic to respond to needs and changes

# Tabular Dashboard

## ABC School District

### Overall Student Achievement: WASL Reading and Math

Reading	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Item-A	22.0%	22.0%	30.5%	32.2%	27.7%	69.4%	56.9%	65.0%	70.4%	
Item-B	<b>47.7%</b>	<b>47.1%</b>	<b>35.7%</b>	<b>47.8%</b>	<b>42.5%</b>	<b>58.7%</b>	<b>61.1%</b>	<b>59.9%</b>	<b>65.2%</b>	
Item-C	<b>39.5%</b>	<b>42.5%</b>	<b>48.1%</b>	<b>34.8%</b>	<b>42.2%</b>	<b>43.9%</b>	<b>58.5%</b>	<b>68.8%</b>	<b>62.2%</b>	
District ABC-D	36.4%	37.5%	38.1%	38.1%	37.5%	57.0%	59.0%	64.4%	66.3%	
State	59.1%	65.0%	66.1%	65.0%	66.7%	74.4%	79.2%	81.1%	76.4%	
State Uniform Bar				52.2%	52.2%	52.2%	64.2%	64.2%	64.2%	76.1%
Writing										
Sample Item	10.2%	19.3%	25.0%	23.0%	27.7%	34.7%	27.6%	26.0%	40.7%	
Sample S.D.	24.0%	29.0%	33.1%	41.2%	37.9%	47.5%	49.2%	47.0%	46.9%	
State	32.0%	36.4%	43.0%	49.5%	50.6%	55.8%	57.0%	60.3%	60.1%	

### Reading Achievement: By Performance Levels

Reading	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Not Tested		5.2%	6.1%	0.0%	0.0%	2.0%	1.4%	0.0%	0.0%	
Level 1	25.4%	24.6%	17.1%	12.0%	18.0%	32.2%	33.9%	4.0%	7.4%	
Level 2	50.0%	47.4%	46.3%	55.2%	53.0%	20.4%	27.0%	31.8%	22.2%	
Level 3	16.9%	17.5%	25.0%	26.4%	20.0%	37.1%	38.9%	42.4%	57.9%	
Level 4	0.1%	5.3%	4.9%	5.3%	7.7%	12.2%	18.1%	21.2%	18.5%	

### Math Achievement: By Performance Levels

Mathematics	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Not Tested	1.7%	12.7%	3.7%	2.3%	0.0%	2.0%	2.0%	0.0%	0.0%	
Level 1	71.2%	60.3%	67.7%	55.7%	53.0%	36.7%	48.0%	55.4%	42.0%	
Level 2	15.2%	22.2%	24.7%	27.3%	27.3%	40.0%	25.0%	16.9%	20.4%	
Level 3	11.9%	4.8%	7.4%	10.2%	15.2%	18.4%	15.3%	21.5%	18.5%	
Level 4	0.0%	0.0%	2.0%	4.0%	4.0%	2.0%	0.3%	6.2%	18.5%	

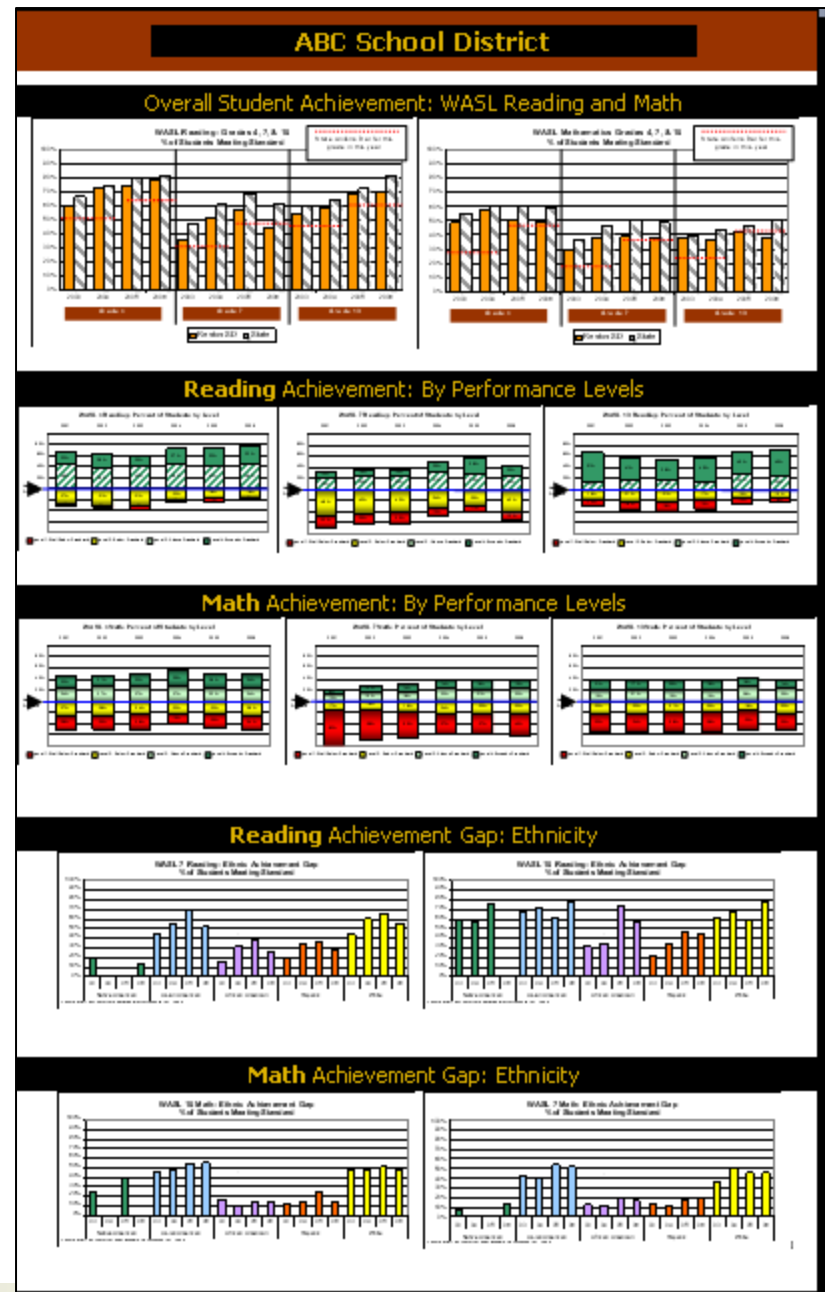
### Reading Achievement Gap: Ethnicity

Reading	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Hispanic American Sample Item			0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Asian American Sample Item			22.5%	0.0%	0.0%	0.0%	40.0%	91.7%	100.0%	
African American Sample Item			18.2%	29.2%	36.4%	64.3%	70.6%	58.3%	55.0%	
Hawaiian Sample Item			16.7%	10.0%	20.0%	64.3%	52.4%	45.0%	66.7%	
White Sample Item			50.0%	47.1%	16.7%	70.6%	63.0%	75.0%	78.0%	
State Uniform Bar				52.2%	52.2%	52.2%	64.2%	64.2%	64.2%	76.1%

### Math Achievement Gap: Ethnicity

Mathematics	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Hispanic American Sample Item			0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Asian American Sample Item			17.0%	0.0%	2.0%	0.0%	30.0%	41.7%	50.0%	
African American Sample Item			0.0%	4.2%	2.7%	7.1%	29.4%	33.3%	0.0%	
Hawaiian Sample Item			18.2%	9.5%	2.0%	14.3%	14.3%	5.0%	40.7%	
White Sample Item			10.7%	26.5%	1.6%	35.3%	27.3%	40.0%	42.9%	
State Uniform Bar				29.7%	29.7%	29.7%	47.3%	47.3%	47.3%	64.9%

# Graphical Dashboard



# General Questions to Guide Dashboard Design

- **Educationally Significant?**
  - Is the data presented appropriate for our use at the policy level?
  - Does the data display use the right comparative groups to assist us in interpreting challenges and strengths?
  - Is there other educationally significant data related to the problem that exist or that we need to collect?
- **Longitudinal & Comprehensive?**
  - Does the data provide a long enough timeframe to accurately gauge trends?
  - Are there other factors impacting the outcomes? What else do we need to know?
  - Is it possible to further disaggregate trend data to identify students' needs?
  - Is the data being displayed an accurate representation of reality? Are there elements being hidden or suppressed?

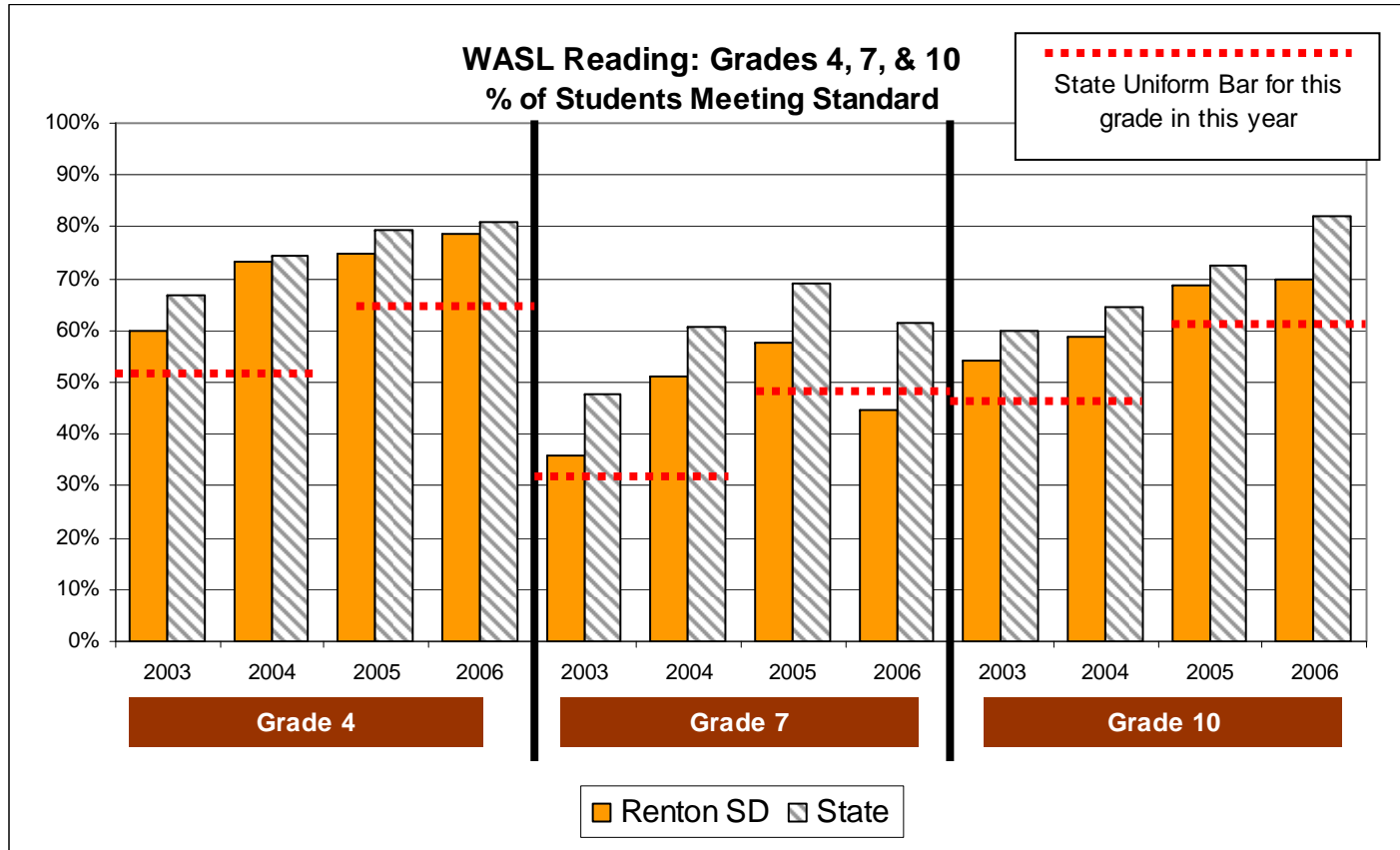
# Questions, continued

- **Context /Community Sensitive?**
  - Does the display of data take into account the specific features and characteristics of the students and families we serve?
  - Are there ways we can disaggregate the data to better understand our student population?
- **What are we doing about the Issues / Problems?**
  - How is the district addressing the presenting problem? What additional resources or strategies do we need to put in place?
  - Does the board have the right policies in place to address the problem or issue?
  - Are there recurring systems' characteristics, either positive or negative, that impact student achievement?

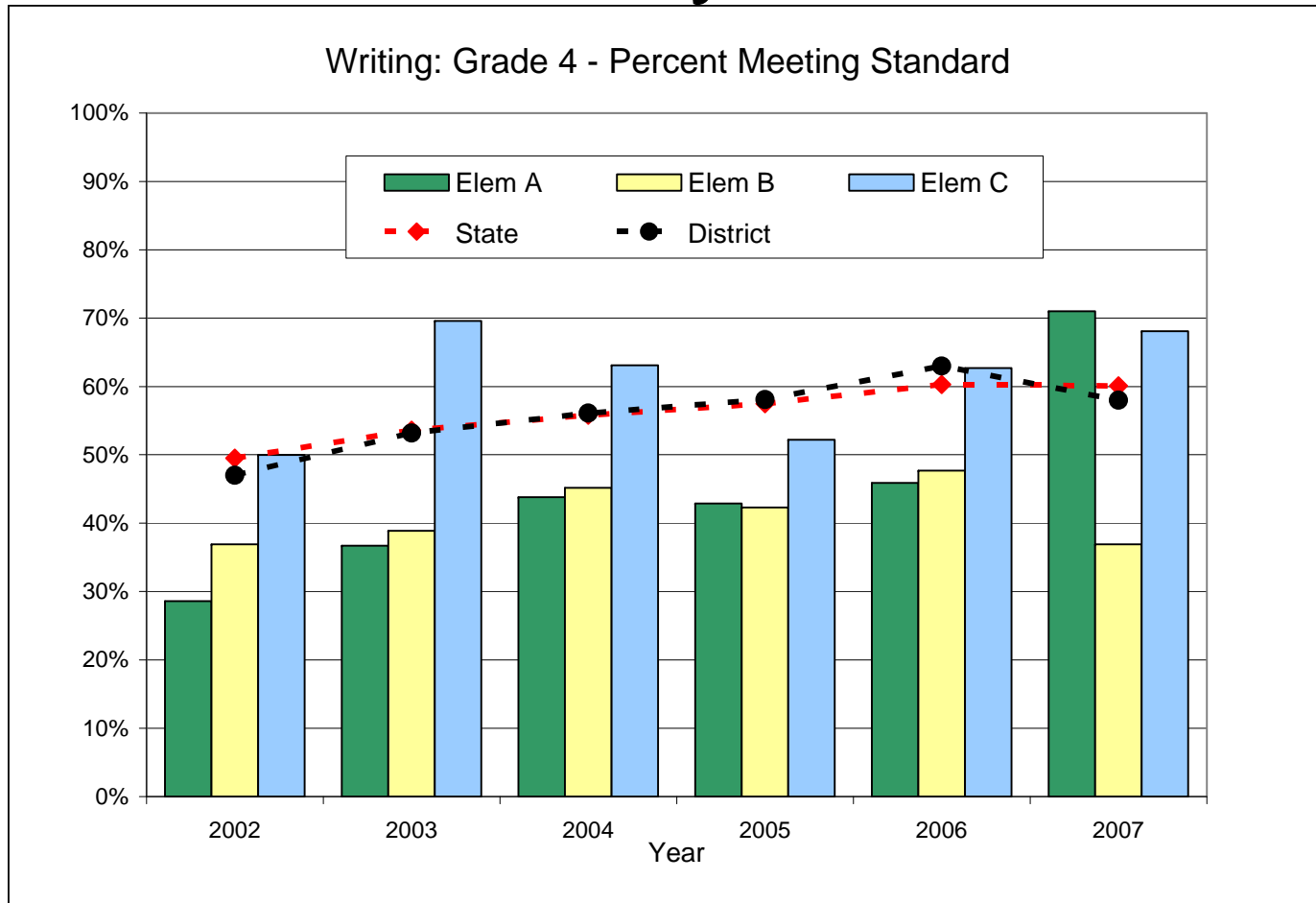
# Types of Gauges

- Percent of Students Meeting WASL Standards
- Percent of Students in each WASL Performance Level
- Percent of Students Meeting WASL Standards by Ethnicity and Grade Level
- NCLB “Adequate Yearly Progress”: % above or below the state uniform bar

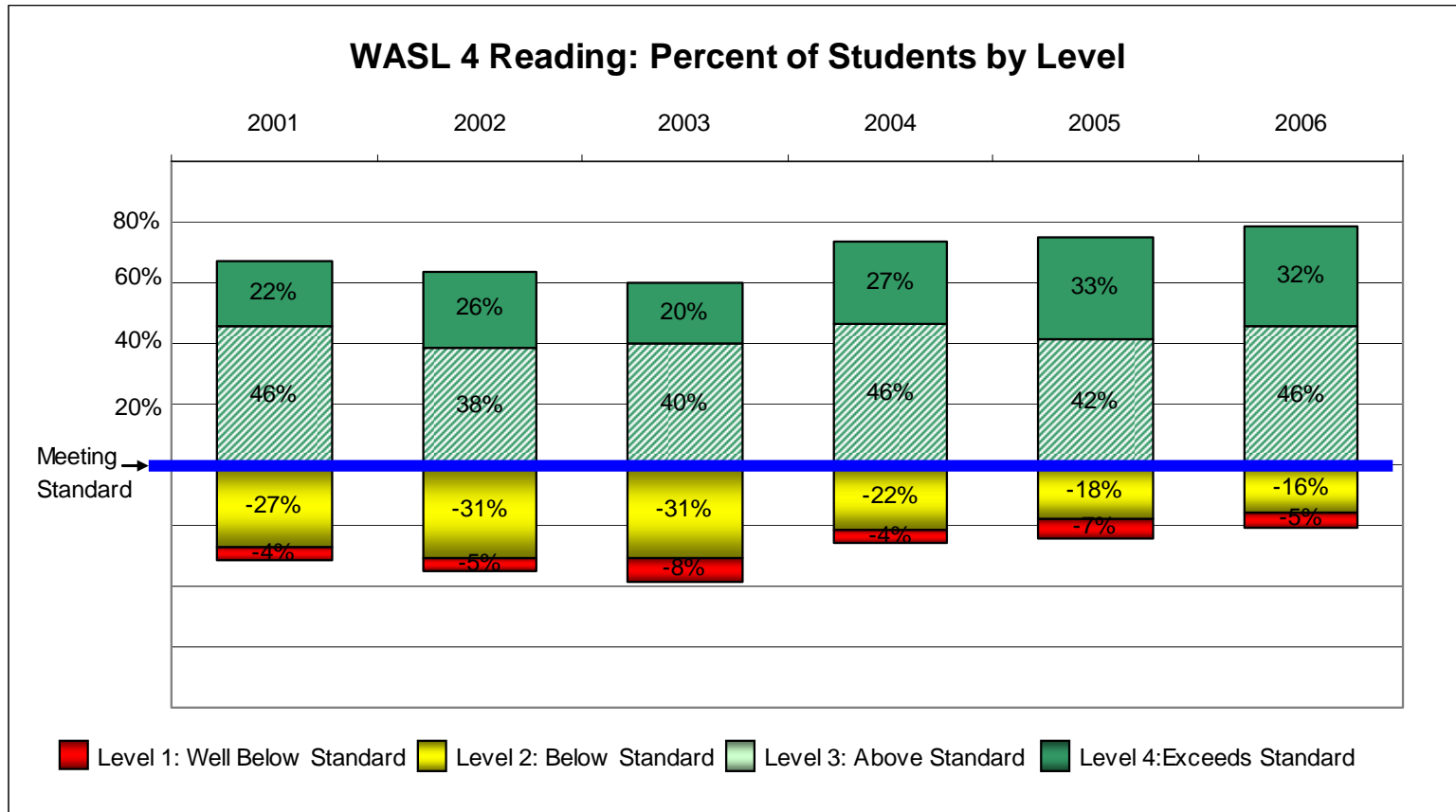
# Summary Views: Multiple Grades



# Summary Views: Components of Your System

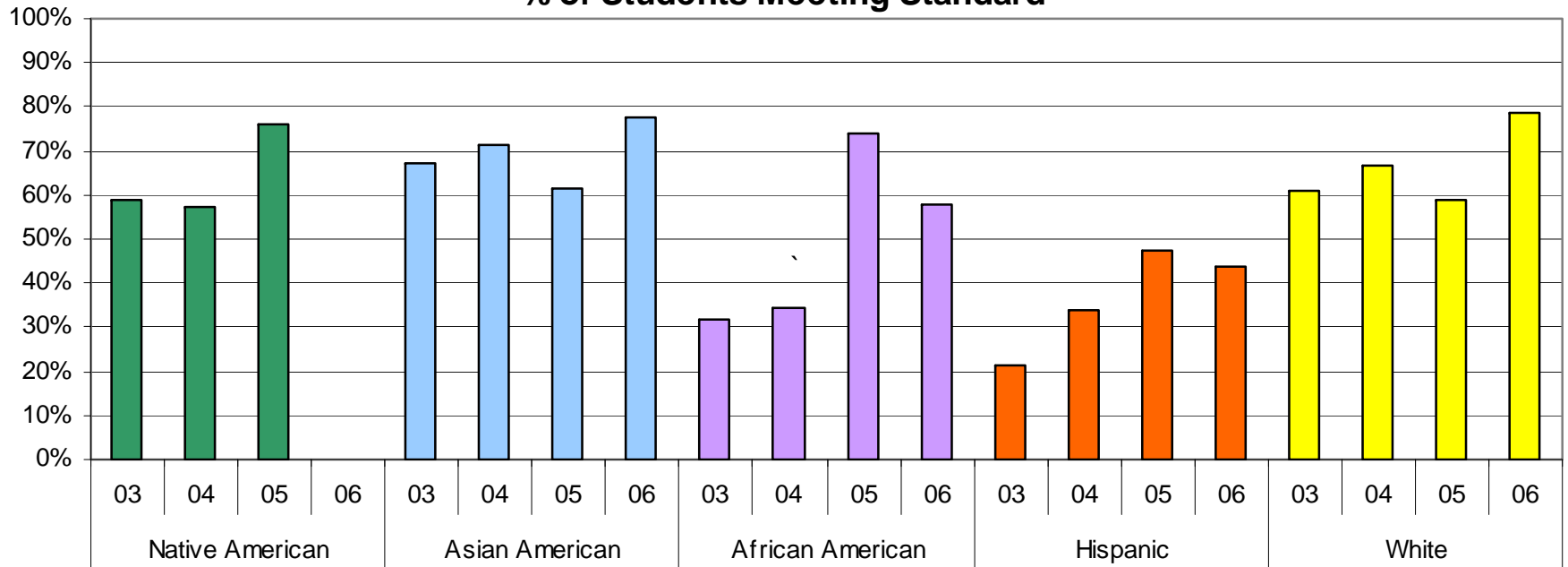


# Specific- An More Actionable



# Community Sensitive

**WASL 10 Reading: Ethnic Achievement Gap  
% of Students Meeting Standard**



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# Other Types of Gauges

- Unexcused Absences by Elementary, Middle and High School Levels
- Percent of Students Graduating On-time
- Number of Students Enrolled – 5 Year Trend
- Percent of Students Enrolled by Special Programs
- Cohort Student Academic Achievement Data
- Student Discipline Rates
- College Readiness and attendance
- Second Grade Reading Fluency and Accuracy Assessment Results
- Other Assessments... e.g.: MAP or SAT / ACT Scores

# Where Could We Go From Here?

- Is there more to achievement than WASL?
- What factors impact achievement?
- Which indicators?
  - Lagging Indicators
  - Leading Indicators

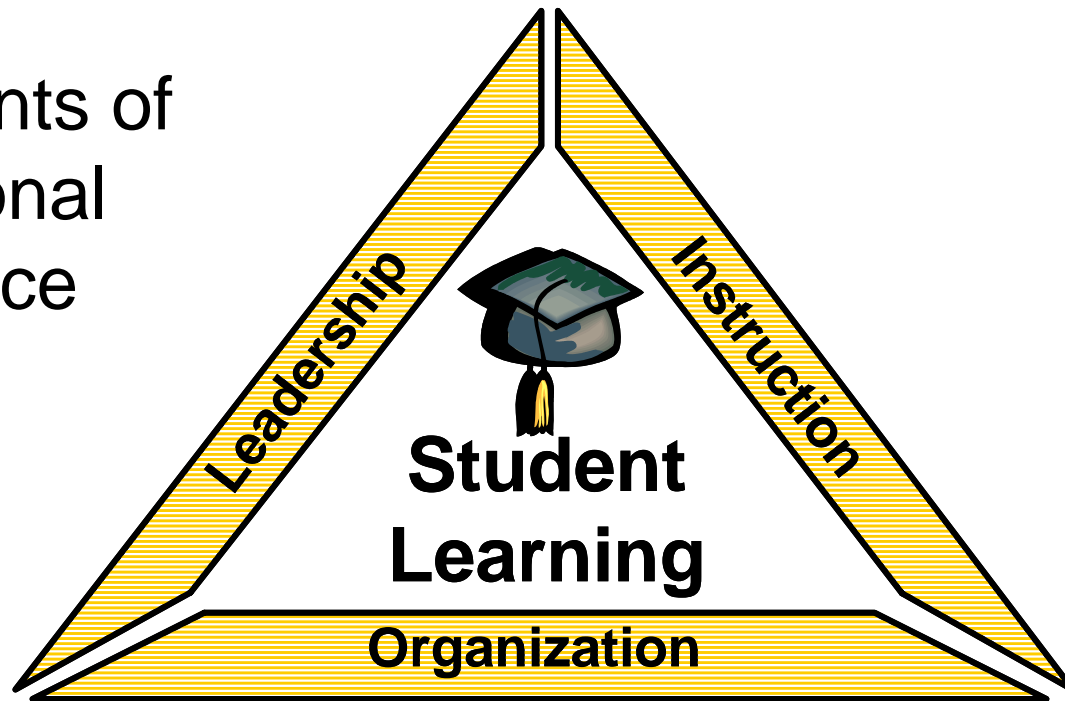
# What Drives Achievement?

(aka the McRel-Marzano research)

Scenario	Percentile Entering	Percentile Leaving
Average School / Average Teacher	50	50
Highly Ineffective School / Ineffective Teacher	50	3
Highly Effective School / Ineffective Teacher	50	34
Ineffective School / Highly Effective Teacher	50	63
Highly Effective School / Highly Effective Teacher	50	96
Highly Effective School / Average Teacher	50	78

Source: Alison Olzendam, Ph. D.  
Co-President, Powerful Teaching and Learning Group, LLC.  
AWSP Fall Conference 2008 Session with Sue Mills, Executive Director, CEE

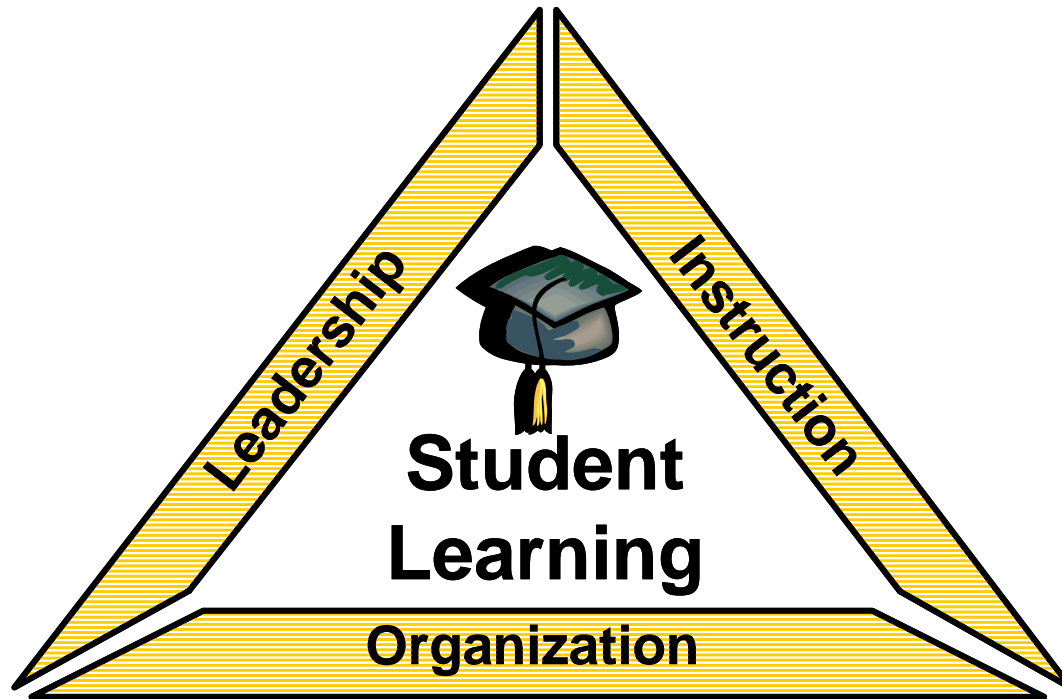
## 4 Elements of Educational Excellence



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- **Consistent Practice:** How do we support data acquisition and use across all 4 Elements?
- **3 Components of Interpretation:** Status, Improvement, & Growth

# *Handout: Examples & Ideas– For Your Consideration*

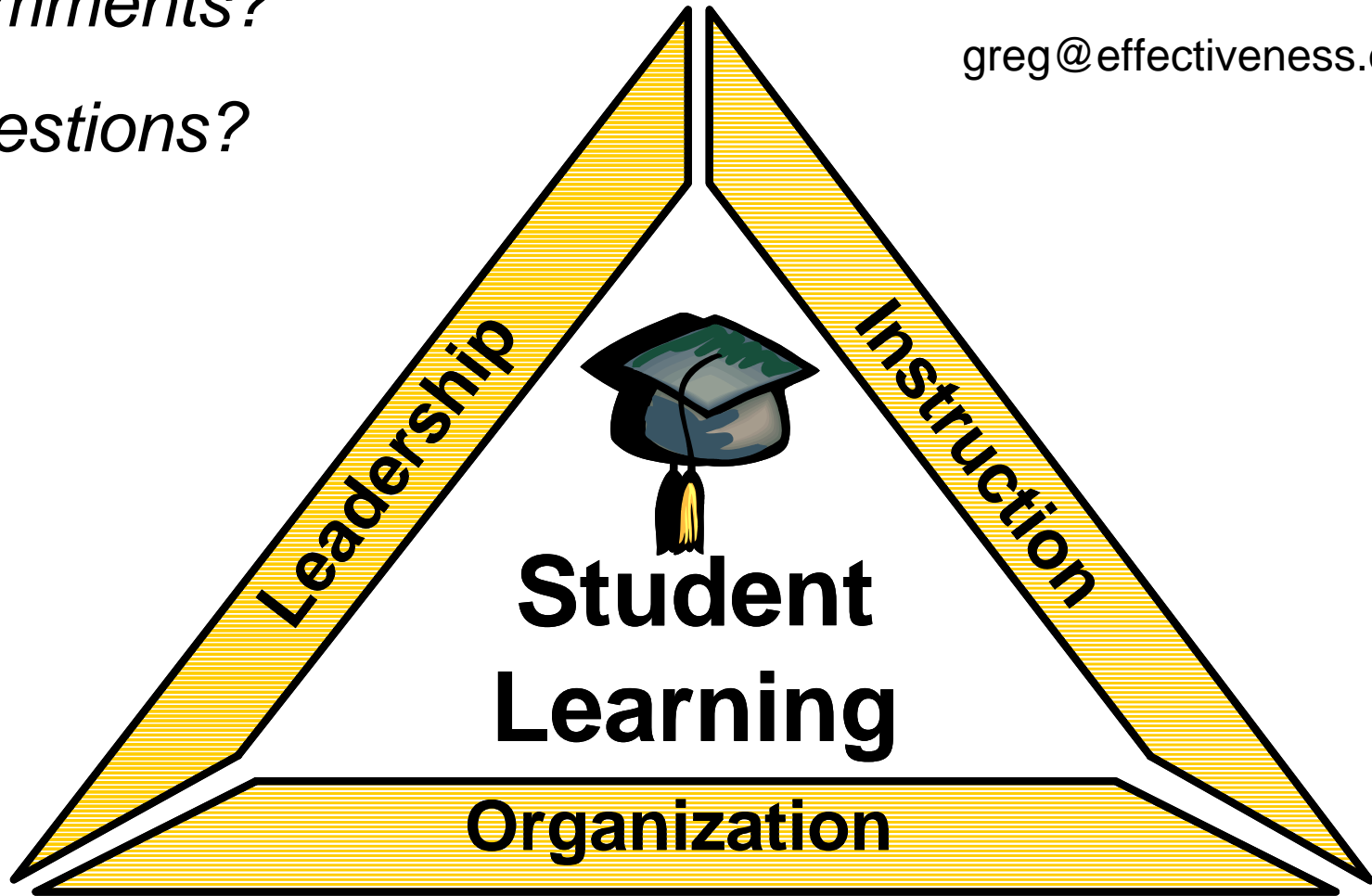


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*Comments?*

*Questions?*

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