Make Data Work for Students in Illinois

Elizabeth Dabney

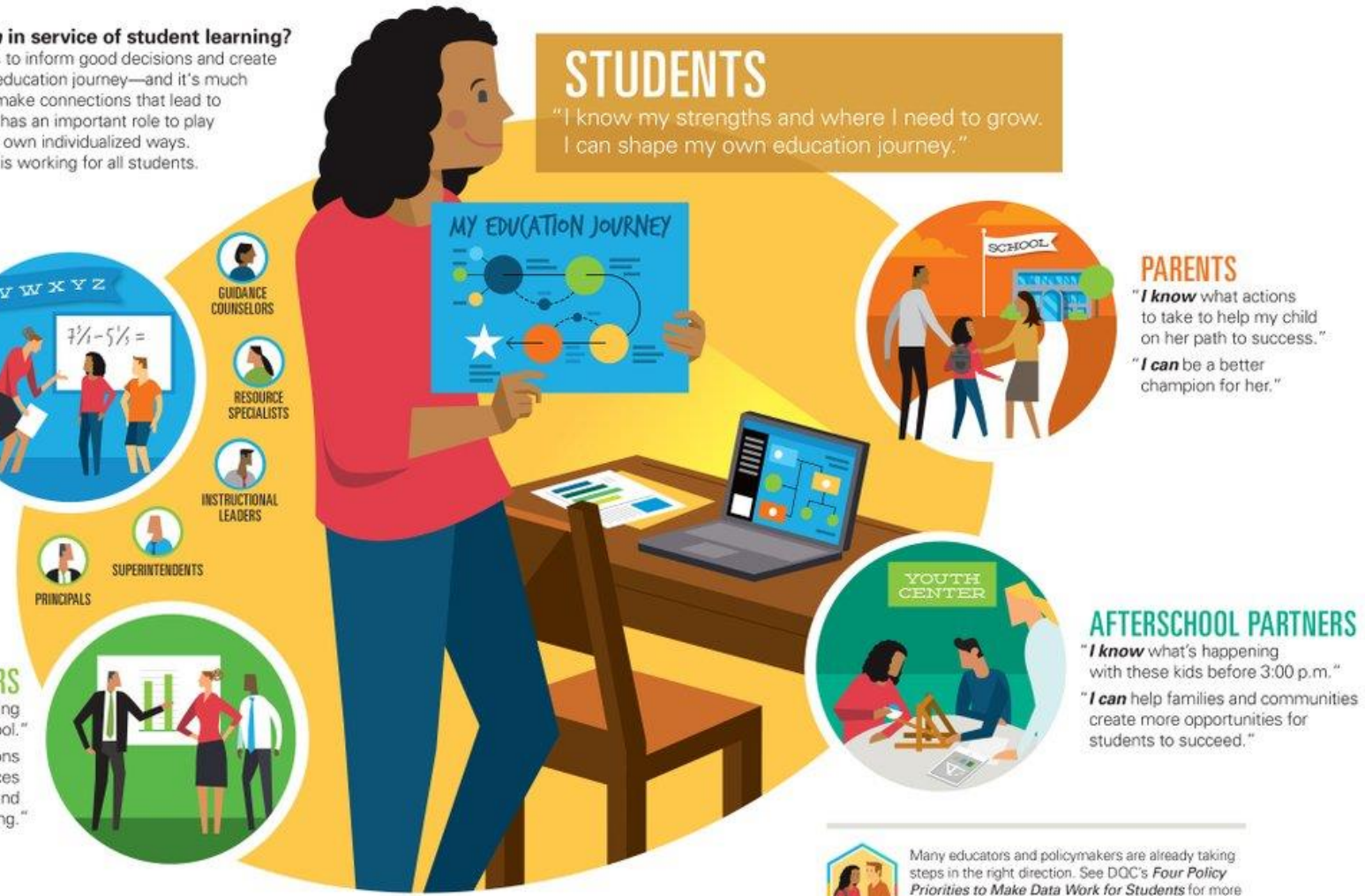
DQC

DATA QUALITY CAMPAIGN

THE BIG IDEA: When students, parents, educators, and partners have the right information to make decisions, students excel.

PRODUCED BY DQC DATA QUALITY CAMPAIGN dataqualitycampaign.org

What does it mean to *use data* in service of student learning?
Data is one of the most powerful tools to inform good decisions and create opportunities for students along their education journey—and it's much more than test scores. Data helps us make connections that lead to insights and improvements. Everyone has an important role to play in helping all students succeed in their own individualized ways. Here's what it will look like when data is working for all students.



TEACHERS

"***I know*** where my students are succeeding and struggling right now."

"***I can*** help them grow."

PARENTS

"***I know*** what actions to take to help my child on her path to success."

"***I can*** be a better champion for her."

SCHOOL LEADERS

"***I know*** what's working and what isn't in my school."

"***I can*** make timely decisions and make sure resources support great teaching and improve student learning."

AFTERSCHOOL PARTNERS

"***I know*** what's happening with these kids before 3:00 p.m."

"***I can*** help families and communities create more opportunities for students to succeed."

Many educators and policymakers are already taking steps in the right direction. See DQC's ***Four Policy Priorities to Make Data Work for Students*** for more on making this vision a reality for all students.

Four Policy Priorities to Make Data Work for Students

Everyone who supports students should have the right data in the right format at the right time to make decisions so that students excel. For this vision to become a reality, data must be transformed from a tool of compliance to one that empowers people and fuels continuous improvement. This is a set of recommendations for policymakers to achieve that transformation and make data work for students.

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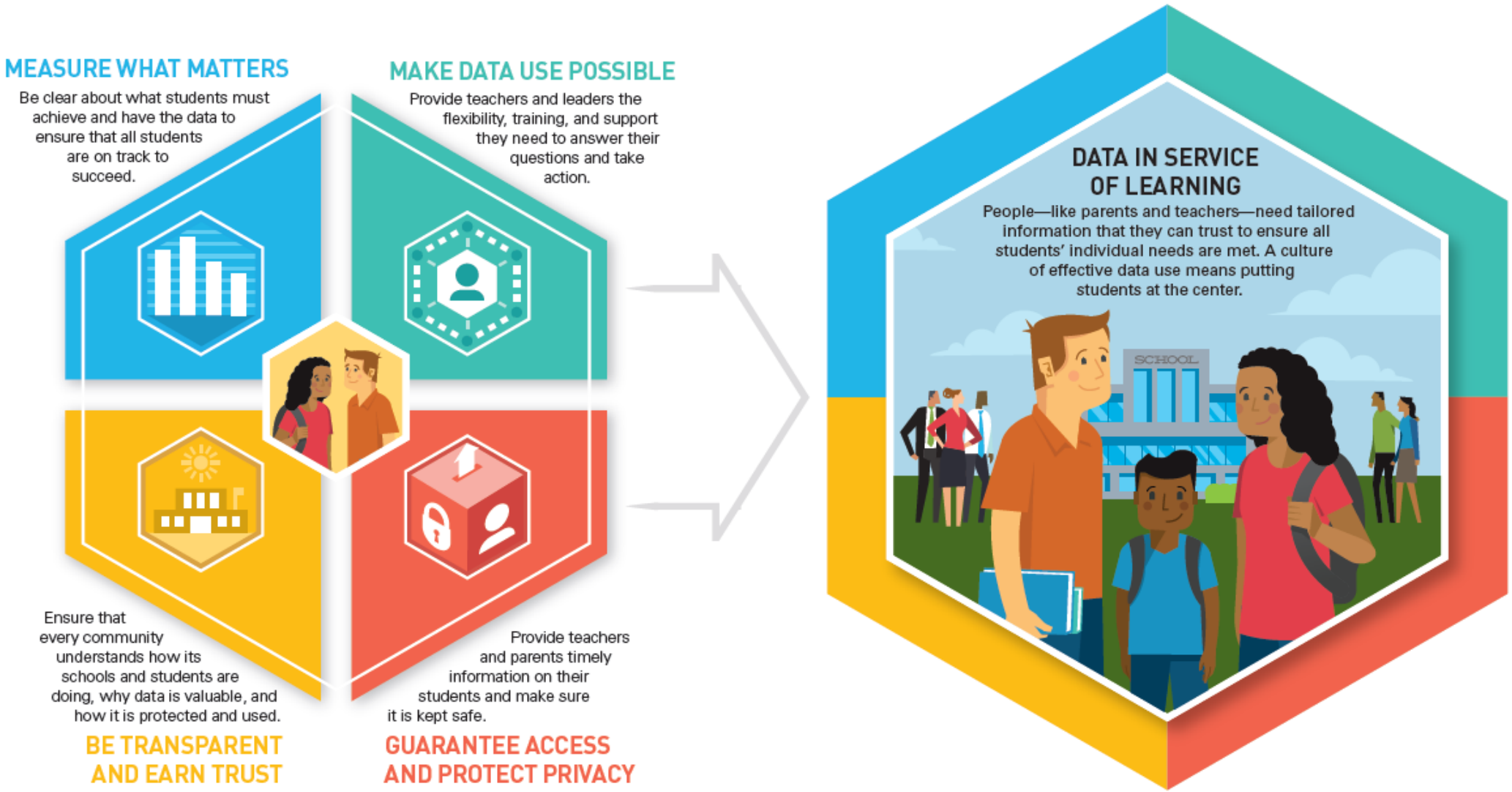

Measure What Matters

Be clear about what you want to achieve for students and have the data to ensure it gets done.

Make Data Use Possible

Provide teachers and leaders the flexibility, training, and support they need to answer their questions and take action.

Be Transparent and Earn Trust

Ensure that every community understands how its schools and students are doing, why data is valuable, and how it is protected and used.

Guarantee Access and Protect Privacy

Provide teachers and parents timely information on their students and make sure it is kept safe.

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Measure What Matters

Be clear about what you want to achieve for students and have the data to ensure it gets done.

What State Policymakers Should Do

- Develop a set of policy and practice questions that will set the priorities for state action and determine the information needed to answer those questions.
- Link and govern data across all agencies critical to student success, from early childhood and K-12 to postsecondary and the workforce, including other state agencies that support students (e.g., child welfare).
- Develop, calculate, and share indicators based on longitudinal data, in addition to measures based on annual statewide assessments, that demonstrate progress toward stated goals.

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Make Data Use Possible

Provide teachers and leaders the flexibility, training, and support they need to answer their questions and take action.

What State Policymakers Should Do

- Use the bully pulpit and allocate resources (people, time, money, and technology) to prioritize using data to inform decisionmaking at the state level.
- Ensure that leaders responsible for student outcomes have the feedback data they need from other systems to effectively serve students.
- Support local education agencies (based on their unique capacity and needs) by providing the flexibility to use people, time, money, and technology to prioritize data use to inform action and improve outcomes.
- Enact the necessary policies, practices, and conditions to ensure that every educator can use data effectively.

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Be Transparent and Earn Trust

Ensure that every community understands how its schools and students are doing, why data is valuable, and how it is protected and used.

What State Policymakers Should Do

- Provide the public timely, high-quality, relevant, and easy-to-find data.
- Communicate the value of data to support student learning.
- Communicate the types of data the state collects and how the data is protected.

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Guarantee Access and Protect Privacy

Provide teachers and parents timely information on their students and make sure it is kept safe.

What State Policymakers Should Do

- Ensure that those closest to students have access to student-level data that is tailored to their needs and presented in context.
- Intentionally design and implement policies and practices to protect the privacy and confidentiality of student and teacher data and ensure that systems are secure.

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KY


GA


MD


WA

“If you build it, they do not come.”

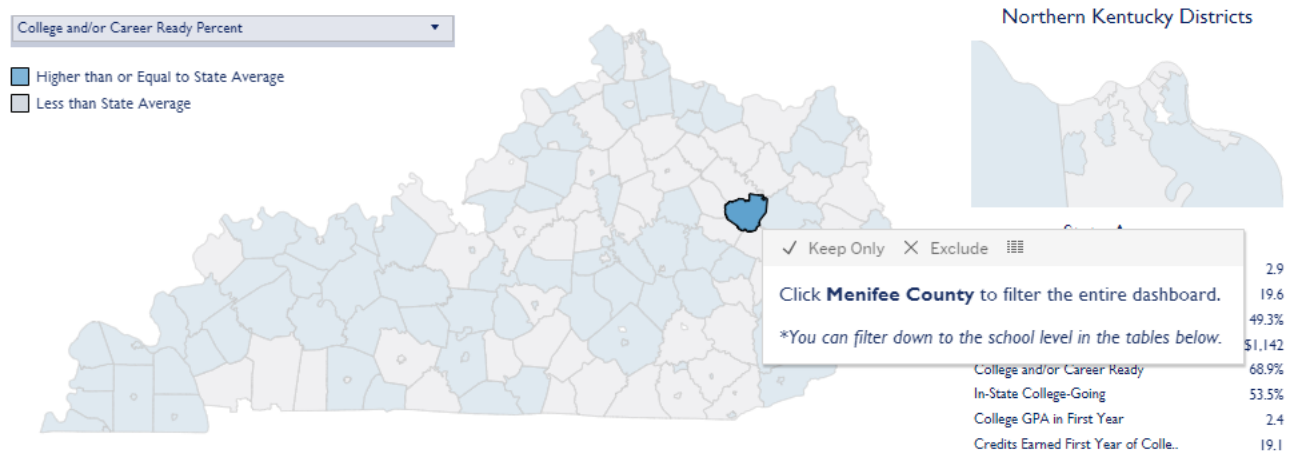
http://kystats.ky.gov/

HIGH SCHOOL FEEDBACK REPORT

Kentucky Center for Statistics
Uniting our data
Informing our Commonwealth

State Overview

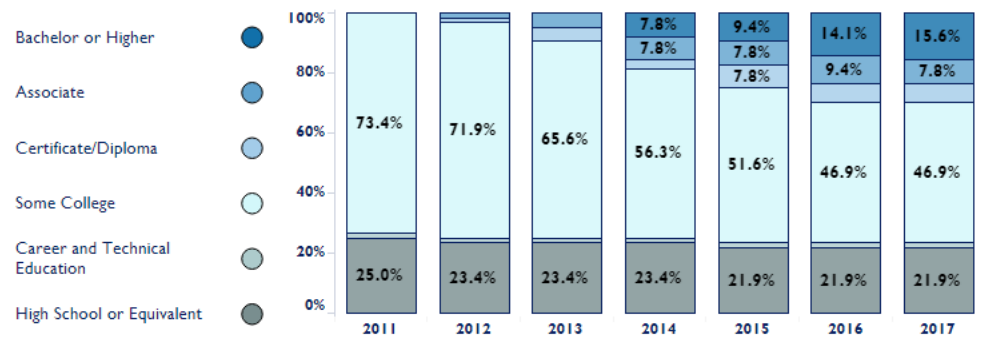
The Kentucky High School Feedback Report is produced by **KYSTATS** utilizing data from the Kentucky Longitudinal Data System (KLDS), which includes data from the following Kentucky agencies: Department of Education, Council on Postsecondary Education, Higher Education Assistance Authority, and Unemployment Insurance. The following charts provide college-going and first year college success metrics for **public high school graduates in AY 2016** that were enrolled at an in-state postsecondary institution during AY 2017. **Click a District** on the map to **filter** the dashboard or click again to reset. District and State data include all public schools unless noted. For PDFs, visit http://kystats.ky.gov/Reports/Reports .



	2.9
	19.6
	49.3%
	$1,142
College and/or Career Ready	68.9%
In-State College-Going	53.5%
College GPA in First Year	2.4
Credits Earned First Year of Colle..	19.1

District Overview

This section provides the metrics described above at the district level. District average includes all public high schools. Click the legend to highlight the progression of educational attainment for **2010 high school graduates** through AY 2017. Click the map to **filter** by district.



High School GPA	3.0
ACT Composite	18.3
Earned College Credit in High School	61.6%
KEES Awarded (USD)	$1,194
College and/or Career Ready	74.0%
In-State College-Going	61.6%
College GPA in First Year	2.5
Credits Earned First Year of College	19.8

High School Overview: (All)

This section provides the metrics described above and postsecondary enrollment at the high school level. **Only A1 high schools** are included. **Hover** over the info icon above for more information on A1 schools. The **map does not filter** this section.

Home Moments

Search Twitter

Have an

Kim Walters-Parker
@KimW_P

Reading Specialist, Oxford Comma Supporter, Aspiring Lifelong Learner. Dr. W-P to my students. Opinions are mine.

Kim Walters-Parker
@KimW_P

Follow

Awesome #eddata, @KYEdWorkStats! I use my school's HS feedback reports & share w/ my students. Rich resource to help kids learn from data.

KCEWS @KYEdWorkStats
Meg Nipson, Jessica Cunningham & Barrett Ross present about interactively linking the HS feedback report through college completion

5:55 PM - 23 Aug 2017

6 Retweets **6** Likes

6 6

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KENTUCKY FUTURE SKILLS (UPDATED)

Description and Technical Notes | Historic Supply (2011-15) | Current Employment Outcomes | Future Demand (2017-21)

I Want a Job in...

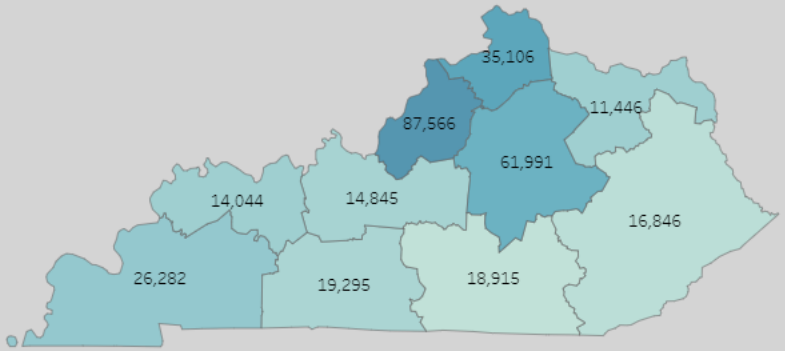
I want to work in (All)

More specifically, a(n) (All)

KCEWS

Click logo for Technical Notes

5 Year Projected Demand by Local Workforce Area (2017-21)



$36,231 — $50,189

The Kentucky Future Skills Report is an interactive report that assists policymakers, practitioners and the public when making education and workforce decisions. The Kentucky Future Skills Report utilizes three components of education and workforce development in Kentucky: Historic Supply, Current Employment Outcomes, and Future Demand.

Historic Supply (2011-2015) displays the most current Kentucky credential data available from 2011-2015 by total number of people earning a credential and total number of credentials earned. Credentials are high school diplomas or equivalent, certificates, diplomas, associate degrees, bachelor degrees, and graduate degrees. For the first time, Kentuckians can use an interactive tool to compare credential supply by State, Workforce Planning Region (WPR) and Local Workforce Area (LWA).

Current Employment Outcomes analyzes wages and percent employed in Kentucky over time by secondary (high school graduates with and without career and technical education) and postsecondary (degree level and majors) achievement.

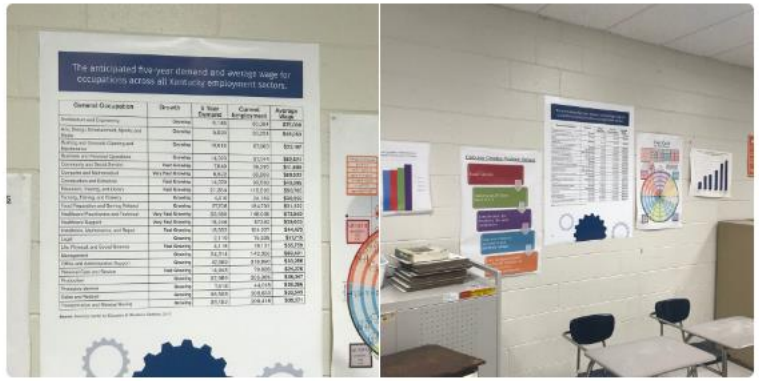
Future Demand (2017-2021) uses a combination of Kentucky Labor Market Information Office and Bureau of Labor Statistics data to project occupation-level job openings and wages in Kentucky from 2017-2021.

Mr. Glaser
@GlaserHazard

Mr. Glaser
@GlaserHazard

Follow

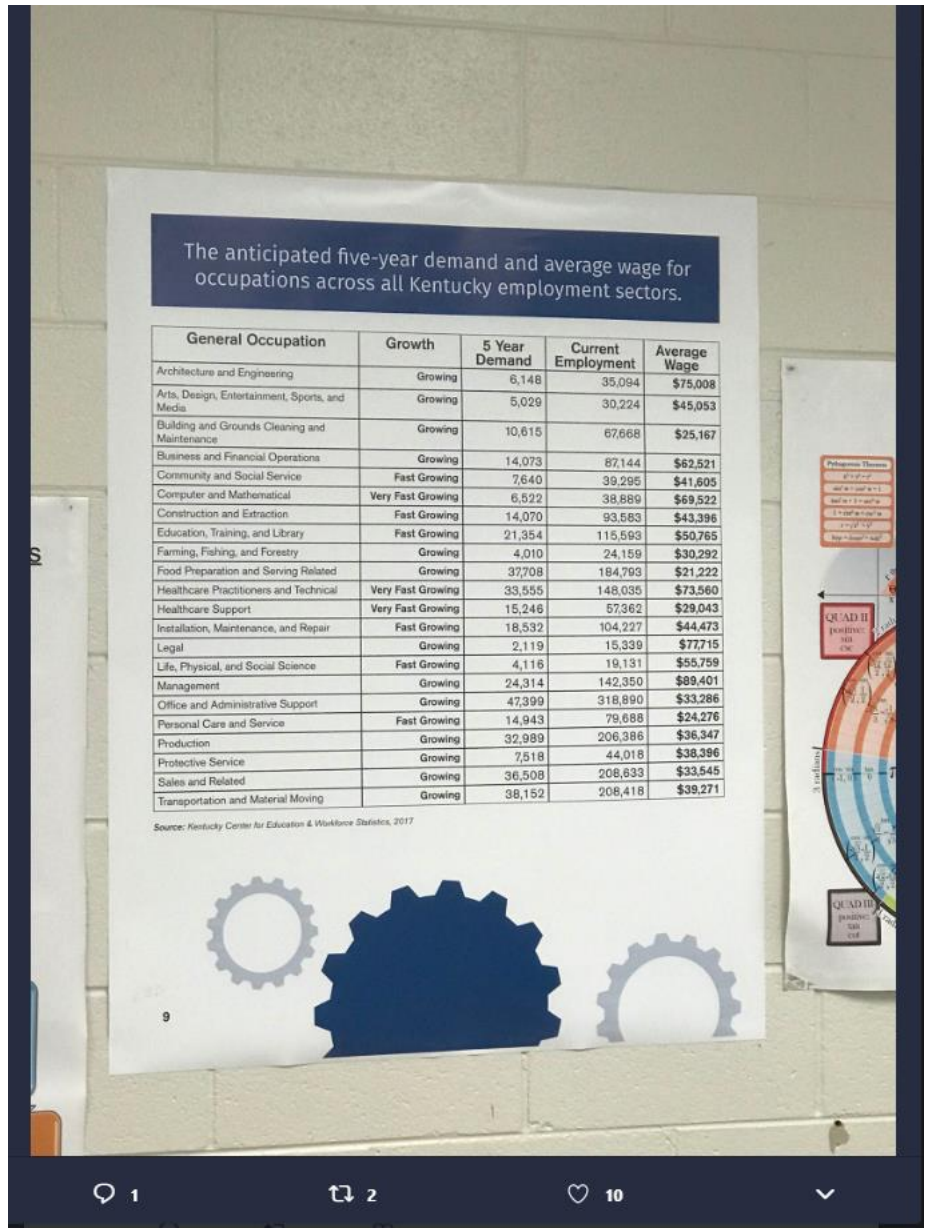
Thank you @kystats for this awesome poster. The more students know, the more they feel empowered to make their own decisions. And that benefits all of us



6:52 AM - 10 Aug 2018

2 Retweets **10** Likes

1 2 10



General Occupation	Growth	5 Year Demand	Current Employment	Average Wage
Architecture and Engineering	Growing	6,148	35,094	$75,008
Arts, Design, Entertainment, Sports, and Media	Growing	5,029	30,224	$45,053
Building and Grounds Cleaning and Maintenance	Growing	10,615	67,668	$25,167
Business and Financial Operations	Growing	14,073	87,144	$62,521
Community and Social Service	Fast Growing	7,640	39,295	$41,605
Computer and Mathematical	Very Fast Growing	6,522	38,889	$69,522
Construction and Extraction	Fast Growing	14,070	93,583	$43,396
Education, Training, and Library	Fast Growing	21,354	115,593	$50,765
Farming, Fishing, and Forestry	Growing	4,010	24,159	$30,292
Food Preparation and Serving Related	Growing	37,708	184,793	$21,222
Healthcare Practitioners and Technical	Very Fast Growing	33,555	148,035	$73,560
Healthcare Support	Very Fast Growing	15,246	57,362	$29,043
Installation, Maintenance, and Repair	Fast Growing	18,532	104,227	$44,473
Legal	Growing	2,119	15,339	$77,715
Life, Physical, and Social Science	Fast Growing	4,116	19,131	$55,759
Management	Growing	24,314	142,350	$89,401
Office and Administrative Support	Growing	47,399	318,890	$33,286
Personal Care and Service	Fast Growing	14,943	79,688	$24,276
Production	Growing	32,989	206,386	$36,347
Protective Service	Growing	7,518	44,018	$38,396
Sales and Related	Growing	36,508	208,633	$33,545
Transportation and Material Moving	Growing	38,152	208,418	$39,271

Andy Hightower
@jahightower

Follow

Dep. Sec. Josh Benton of @KyEdWorkforce & Dr. Kate Akers of @kystats are presenting a new tool for tracking workforce #metrics to the #KYWorkforce Innovation Board in Georgetown today.

Bringing together data from many partners to measure our progress!

KY Center for Statistics
@kystats

Follow

Can a KY data panel get any better? Examining the education & workforce data landscape: a leaders perspective. #REALDATA4REALDECISIONS

6:51 AM - 23 Aug 2017

4 Retweets **8** Likes

Robert L. King and KY Center for Statistics

4 8

GEARUP Kentucky
@GEARUPToday

Follow

Talking #realdata4realdecisions with educators, advocates & state leaders at @KYEdWorkStats conf today!

7:02 AM - 23 Aug 2017 from Louisville, KY

2 Retweets **4** Likes

2 4

Kentucky is committed to stakeholder engagement

- KY Stats staff regularly travel the state to share data and show how data can be used for decisionmaking
- Active on social media (@kystats, #RealData4RealDecisions)
- Host data use conferences
- Data is used by real people!
  - Job-Market Data Inform Student Career Plans at Ky. School
  - Officials in charge of hiring and retention at three major health care companies headquartered in Louisville are figuring out how to deal with anticipated major growth in health care jobs, both skilled and unskilled, using labor market data

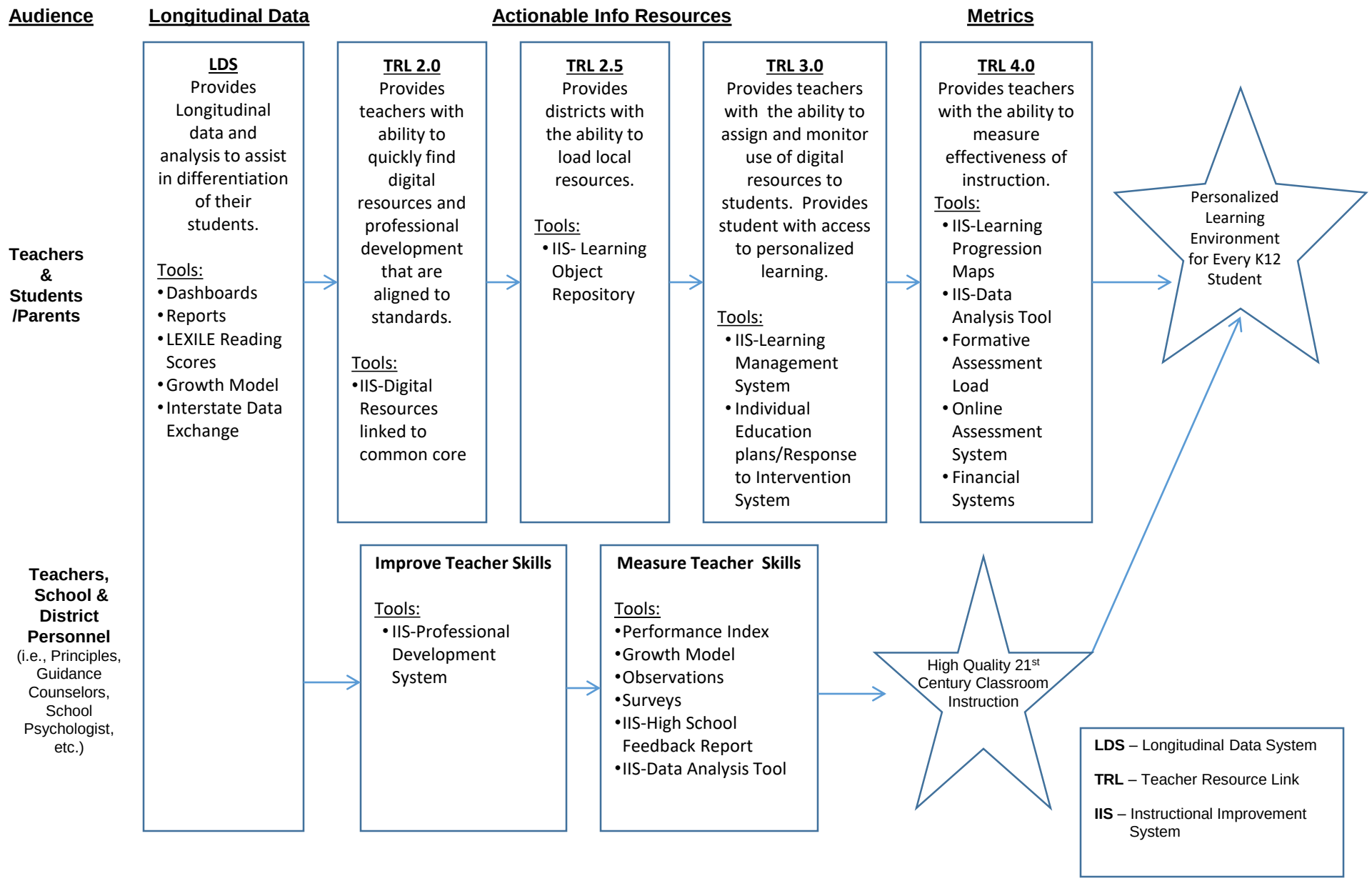
"I just think that data—I think you can go either way if it's used correctly, and if it's honest data, then it can be helpful."
— Louisville teacher

"The way that we use data really is beneficial for our kids, and it really helps us as a school meet their needs better and meet them where they are instead of just having this flat curriculum that everyone's expected to do." — Louisville teacher

"But I also have learned ways to use data in different ways, where I collect my data differently, or I'm looking at different components." — Louisville teacher

“SLDS is a lifesaver.”

Georgia's Path to Personalized Learning



- SLDS - Statewide Longitudina
- Student Information
  - General
- Instruction
  - Attendance
  - Gradebook
  - Grading By Task
  - Grading By Student
  - Roster
  - Daily Planner
  - Student Groups
  - Lesson Planner
  - Newsletter
- Admin
- Messenger
- Reports
- Access Log
- Log Off

District Notices

No district notices at this time.

School Notices

No school notices at this time.

Process Inbox

			Process	Name	Posted Date	Due Date
No Process Inbox items at this time.						

*System demonstration slides include fictitious names.

SLDS | Resources | TKES | Growth Model

Historical Dashboard

Quick Links: TeacherDashboard

1 of 1 | 100% | Find | Next

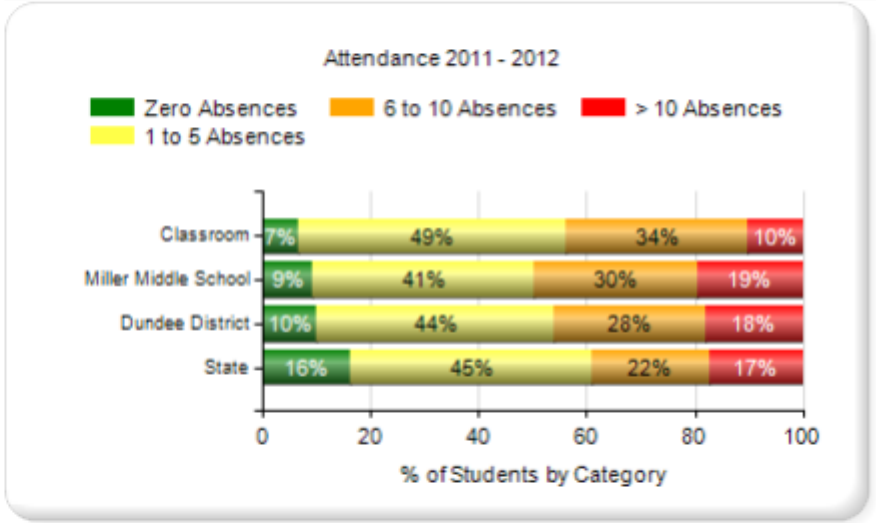
Welcome Danner , Chuck - Miller Middle School - Dundee District | About | Friday, January 11, 2013

My Schedule

2012-2013 Active | 2012-2013 Inactive | 2011-2012

2012-2013 Active Schedule	Students Enrolled
Year Long	
27. Mathematics - 27.02 Mathematics/General Middle Grades (6-8)	83
Mathematics/Grade 7 - Section 003 (27.2220070)	16
Mathematics/Grade 7 - Section 005 (27.0220075)	10
Mathematics/Grade 7 - Section 006 (27.0220075)	20
Mathematics/Grade 7 - Section 010 (27.0220070)	22
Mathematics/Grade 7 - Section 011 (27.0220070)	15
Locally Defined - Locally Defined	26
Locally Defined - Section 010 (00.0000007)	26

Attendance Tracker



Statewide Test Results

Classroom Lexile

Search By GTID | Search By Year, System, School, Grade and Student

Search | 2013 | Dundee District | Miller Middle School | Pleas | Please select | Go

ick Links: TeacherDashboard >> CourseSectionRoster

1 of 1 100% Find | Next

27. Mathematics - 27.02 Mathematics/General Middle Grades (6-8) Mathematics/Grade 7 - Section 011 (27.0220070)

CRCT/EOCT/GHSGT/GHSWT/G8WT Legend: Did Not Meet | Meets | Exceeds

Class Roster

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Achievement
Cary , Clelia E	07	WHITE, NOT OF HISPANIC ORIGIN		Y				11-12 Spring CRCT: LANG MATH READ SCIE SOCI 10-11 Summer CRCT: MATH 10-11 Spring CRCT: LANG MATH READ SCIE SOCI 09-10 Spring CRCT: LANG MATH READ SCIE SOCI 08-09 Spring CRCT: LANG MATH READ SCIE SOCI 07-08 Spring CRCT: LANG MATH READ

*System demonstration slides include fictitious names.

“We can't do what we do without it [data]. And you know, in a lot of businesses, not just in education, but in a lot of business, data drives what you do. And that’s been a mindset that’s had to change in education because it used to – you know, it was the teachers going to teach – here’s the book and they're going to teach the book and then you get what you get. And now with data, we get to monitor…And so I think data is very positive in the education field and what we do.”

– Georgia School Administrator

“You could kill yourself with data and get bogged down in the data. But when you're using data to drive instruction and to help students, I think when you stay focused on the important data and looking at how is this data used going to help this child, or how is it going to help my school, then it becomes useful.”

– Georgia School Administrator

“We look at it [data] positively and it's something we can show parents, you know what I mean? You can show the growth. And we're trying to get them to move to an – to that concept, the student growth, rather than, he failed.”

– Georgia School Administrator

“We’re able to compare our data, but also it helps us talk to each other more about, ‘Hey this worked,’ or, ‘This didn’t work at all.’ So it helps us to take the initiative more when it comes to teaching.” – Atlanta teacher

“For instance in collaborative discussions about data you can look at a particular task: are the ELL learners trailing behind or the IEP students? You can see where students are falling short and possibly why.” – Atlanta teacher

“Once you have your data, it gives you big picture or the road map of how to proceed. Whether you need to ramp up your instruction or whether you need to scale back a bit, differentiate more, less? Are they understanding? So the big picture.” – Atlanta administrator

Georgia is committed to meeting user's needs

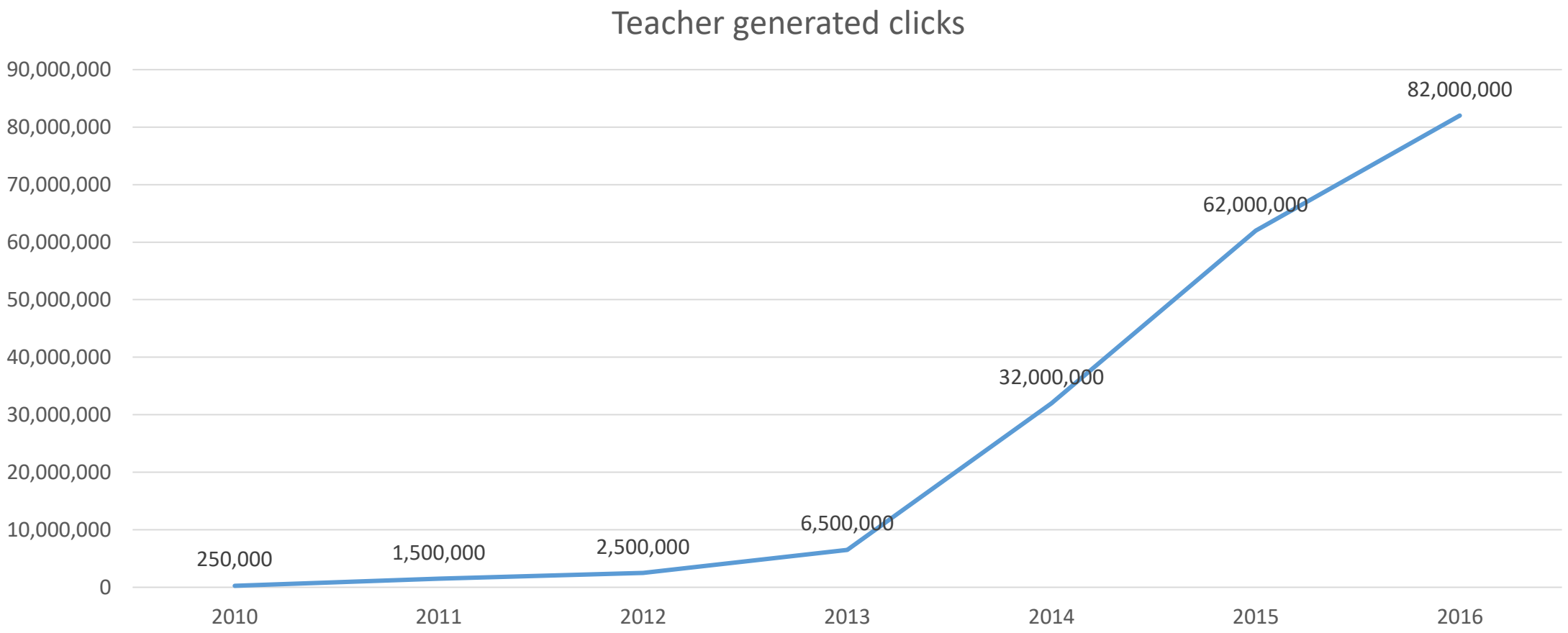
- State leaders host on-going focus groups with educators, which are so popular they sometimes have to turn participants away.
- State employs a support team made up of teachers and leaders so that educators can learn from their peers about how to use the system to inform and improve instruction.
- State launched a parent portal. Teachers and parents have access to information empowering them to be partners in children's learning.

Georgia is committed to feedback and continuous improvement

- Teachers are able to upload their own content to the system so that other users can access it, and teachers are able to give resources a star rating so that their peers can see which resources have been most useful in the classroom.
- Updated the home page to look like "buttons"—like an app—to provide a clear entry point to the data.

"I'd say the two big points are: one, it kind of lags when you try to select someone, and then two, I feel like if the goal of the SLDS is for you to be able to use it like while you're walking around and everything, I feel like maybe the layout could be more buttoned, you know, kind of like an app sort of."
– Atlanta SLDS Super User

Georgia teachers' use of the Tunnel has grown exponentially



“The lesson we learned over the past 6 years is not only do you have to have a system that is easy to use, accessible and integrated with timely information but it also takes a lot of time and persistence to change a culture to use data more effectively.”

Bob Swiggum

Chief Information Officer

Georgia Department of Education

“Success means being integrated into how Maryland does business.”

MLDS Governing Board Membership

- 12 members
- Seven designated by statute
  - Chancellor of the University System
  - State Superintendent of Schools
  - Secretary of Higher Education
  - Secretary of the Department of Labor, Licensing, and Regulation
  - President of Morgan State University (HBCU)
  - Executive Director of the Maryland Association of Community Colleges
  - President of the Maryland Independent Colleges and Universities Association
- Five members appointed by the Governor with advice and consent of the Senate
  - One appointee must be a representative of local superintendents of schools
  - One must have expertise in large data systems and data security
- The chair of the Governing Board is appointed by the Governor

MLDS Governing Board Meetings

- Quarterly meetings open to the public (March, June, September, December)
- Meeting agenda, minutes, materials, and recording available on website (https://mldscenter.maryland.gov/Agendaandminutes.html)
- Board Bylaws define meeting schedule, rules of order, preparation of meeting agenda and minutes, rules of conduct/ethics, roles and responsibilities, expenditure of funds (https://mldscenter.maryland.gov/egov/Publications/Bylaws/MLDS_Bylaws_approved_2016_12_9.pdf)

MLDS Governing Board Responsibilities (selected)

- Provide general oversight and direction to the MLDS Center
- Approve the annual budget for the Center
- Establish the policy and research agenda of the Center
- Oversee routine and ongoing compliance with the Federal Family Educational Rights and Privacy Act and other relevant privacy laws and policies
- Ensure that any contracts that govern databases that are outsourced to private vendors include express provisions that safeguard privacy and security and include penalties for noncompliance
- Designate a standard and compliance timeline for electronic transcripts that includes the use of SASID to ensure the uniform and efficient transfer of student data between local education agencies and institutions of higher education
- Review research requirements and set policies for the approval of data requests from state and local agencies, the Maryland General Assembly, and the public

MLDS Center

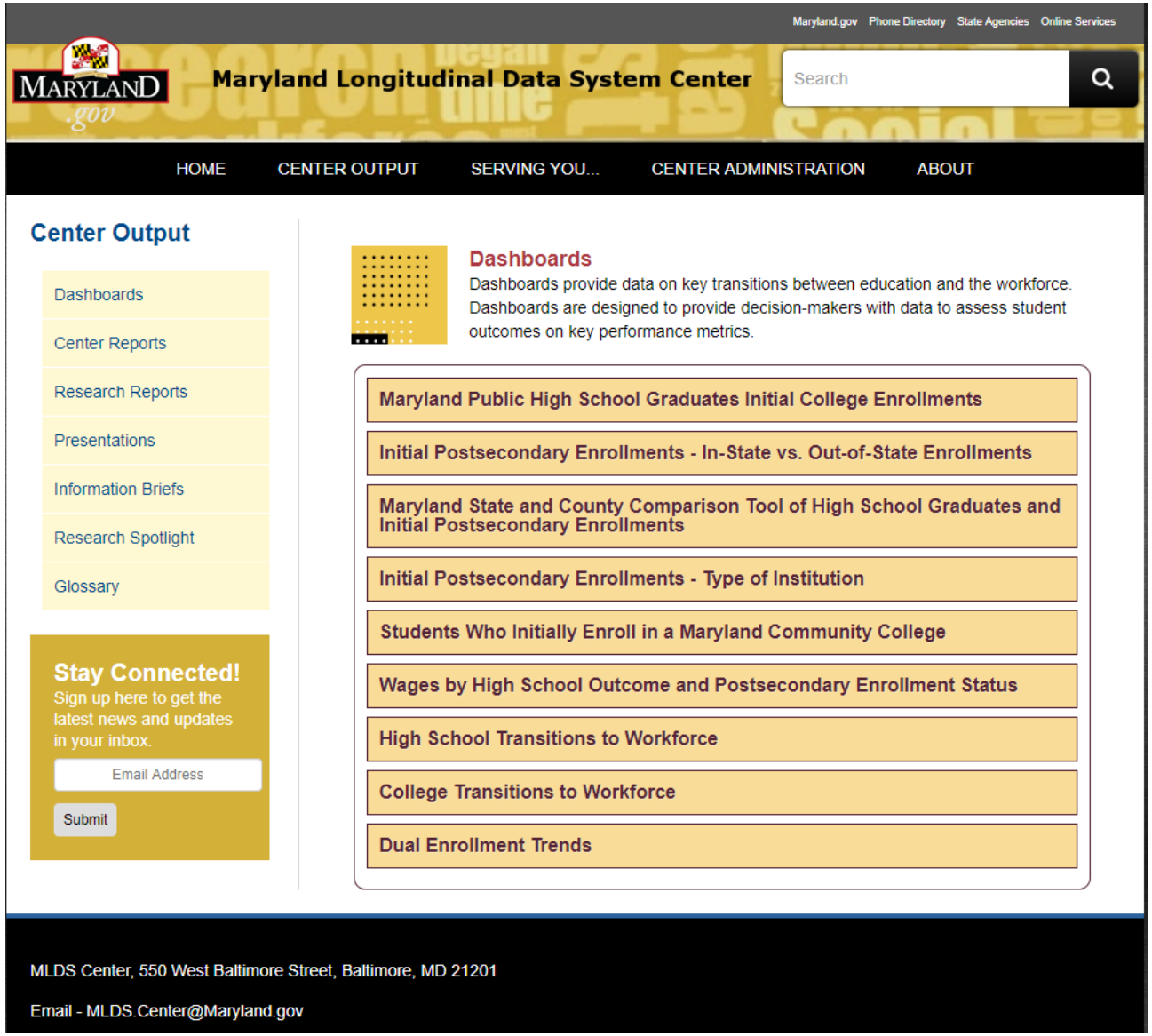
- Serves as a central repository of student data and workforce data
- Oversee and maintain the data system
- Ensures compliance with the federal Family Educational Rights and Privacy Act (FERPA) and other relevant privacy laws and policies
- Designs, implements, and maintains strict system security procedures
- Conducts research pursuant to the Governing Board's research agenda
- Maintains a public facing website and data portals
- Fulfills public information requests

MLDS Center

- Managed by an Executive Director
- 15 full and part-time research and administrative staff
- Partnership with the University of Maryland, School of Social Work which provides research services and houses the Center's headquarters
- Staff of the Center are also located at the Maryland State Department of Education building in Baltimore
- The Center is supported primarily through State funds with additional funding from federal grants

MLDS Research Agenda

- Research agenda focuses on what happens to students before and after critical transitions, not on topics that could otherwise be researched by one partner agency using its own data
- Includes examinations of how results vary by different critical student subgroups and backgrounds (e.g., race or ethnicity, gender, socioeconomic status, language, ability, setting)
- 21 questions over four areas
  - K-12 Readiness (What is the impact of early childhood education experiences and programs on children's school readiness and K-12 outcomes?)
  - Postsecondary Readiness and Access (What percentage of Maryland high school exiters go on to enroll in Maryland postsecondary education?)
  - Postsecondary Completion (Are community college students able to transfer within the state to 4-year institutions successfully and without loss of credit?)
  - Workforce Outcomes (What are the workforce outcomes of Maryland high school non-completers?)


Maryland.gov Phone Directory State Agencies Online Services
MARYLAND .gov
Maryland Longitudinal Data System Center
Search
HOME
CENTER OUTPUT
SERVING YOU...
CENTER ADMINISTRATION
ABOUT
Center Output
Dashboards
Center Reports
Research Reports
Presentations
Information Briefs
Research Spotlight
Glossary
Stay Connected!
Sign up here to get the latest news and updates in your inbox.
Email Address
Submit
Dashboards
Dashboards provide data on key transitions between education and the workforce. Dashboards are designed to provide decision-makers with data to assess student outcomes on key performance metrics.
Maryland Public High School Graduates Initial College Enrollments
Initial Postsecondary Enrollments - In-State vs. Out-of-State Enrollments
Maryland State and County Comparison Tool of High School Graduates and Initial Postsecondary Enrollments
Initial Postsecondary Enrollments - Type of Institution
Students Who Initially Enroll in a Maryland Community College
Wages by High School Outcome and Postsecondary Enrollment Status
High School Transitions to Workforce
College Transitions to Workforce
Dual Enrollment Trends
MLDS Center, 550 West Baltimore Street, Baltimore, MD 21201
Email - MLDS.Center@Maryland.gov

Select click and apply

Academic Year: 2008-2009

High School Outcome(s): (All Column Values)

Apply

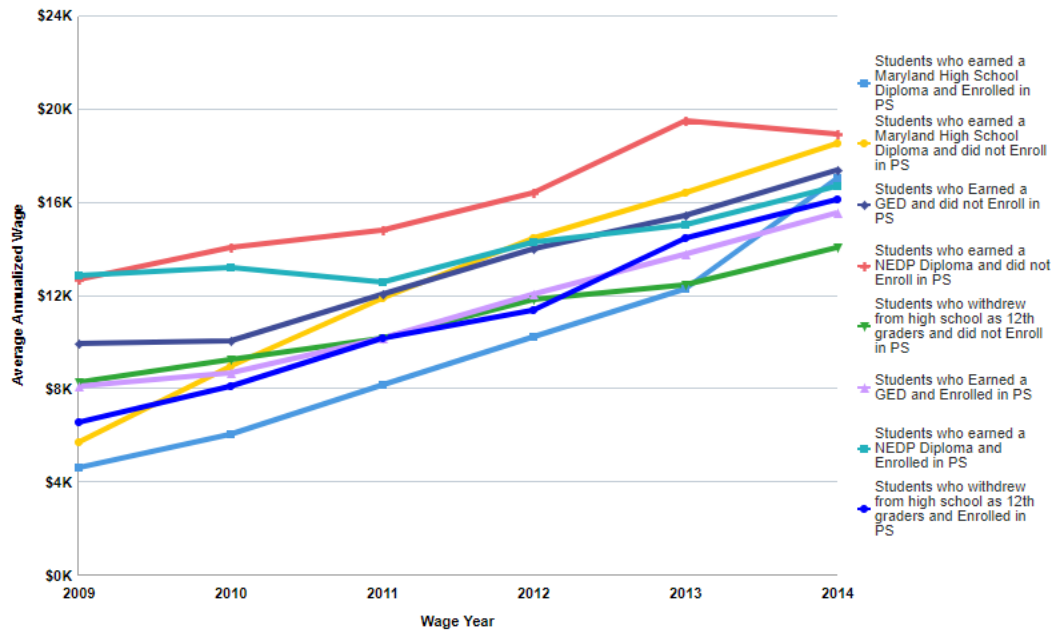
Wages by High School Outcome and Post Secondary Enrollment Status

Annualized Wages Over Time

High School Graduation Years 2007-2008 through 2013-2014

This dashboard indicates whether there are reported wages for students with a specified high school outcome and postsecondary enrollment status in a specified academic year. The high school outcome and postsecondary enrollment statuses include:

1. Graduated and enrolled in a postsecondary institution
2. Graduated and did not enroll in a postsecondary institution
3. High School Diploma via the GED Test and enrolled in a postsecondary institution
4. High School Diploma via the GED Test and did not enroll in a postsecondary institution
5. High School Diploma via NEDP and enrolled in a postsecondary institution
6. High School Diploma via NEDP and did not enroll in a postsecondary institution
7. Withdrew and enrolled in a postsecondary institution
8. Withdrew and did not enroll in a postsecondary institution



Center Output

Brain Drain in Maryland

What do the MLDS data show?

Maryland public high school graduates who enrolled in college[1] ***out-of-state***[2] were less likely to be employed in Maryland[3] following college than similar high school graduates who enrolled ***in-state*** for college. The loss of those high school graduates from the Maryland workforce is described as "brain drain."

80% Of students who enrolled in in-state four-year colleges had post-college employment in Maryland.

57% Of students who enrolled in out-of-state four-year colleges had post-college employment in Maryland.

Why is this important?

Maryland invests significant funds to educate students in its public schools. One return on that investment is the availability of qualified workers who can fill jobs in critical workforce sectors. Losing students to other states may diminish Maryland's pool of qualified workers. Further, this study indicates that the students lost to "brain drain" tended to be higher achieving students[4].

Contextual Information

According to the U.S. Department of Education, National Center for Education Statistics[5],in 2014 Maryland reported a net loss of 8,890 high school graduates attending four year degree-granting public institutions, which is the fifth largest net loss among the states.

A 2015 study[6] using LinkedIn alumni profiles found that 58% of four-year college attendees had relocated to a different metropolitan area than that of their college.

Next Steps

Maryland is committed to transparency and customer service

- Customized website pages for student/worker/family, policymakers, employers
- Customer service promise and consumer guide to research (https://mldscenter.maryland.gov/egov/Publications/MLDSCConsumerGuide.pdf)
- Tools to understand data
  - Data inventory
  - Data dictionary
  - Data reporting standards
  - Data collection calendar
  - Glossary

“It’s not about data in, it’s about data out.”

Research Priorities

Our Research Questions

The following is a list of sample "cross-sector" research questions that the ERDC uses to outline its research agenda and to design its longitudinal data system.

Student Profile

- What are the demographic, mobility, program, class, grade, and course-taking profiles of students who do and do not achieve and what are their outcomes?
- Are students working while in school? What are the characteristics of working students?

Quality/Achievement

- How do the performance profiles of high mobility students compare to those of other students, e.g., attendance, proficiency, graduation, and post-secondary enrollment?
- Is there a relation between college major and time-to-degree?

Transition/Advancement Outcomes

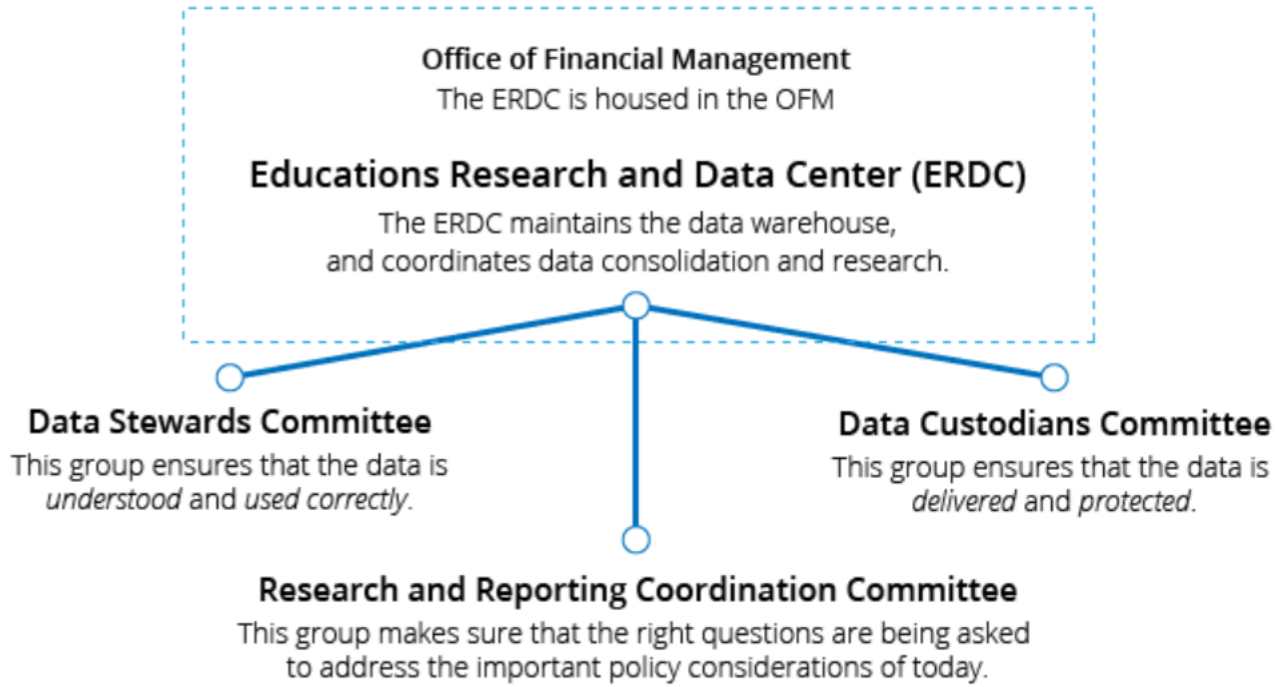
- What are the education and workforce outcomes of low-income students (Free or Reduced Price Lunch-eligible students)? What are their postsecondary financial aid profiles?
- How are students from specific high schools performing at the post-secondary level, and what are the strongest predictors of post-secondary success?

Program Effectiveness & Costs

- What are the characteristics of districts/schools that meet or do not meet accountability requirements?
- What programs, services, and instructional models have shown the most success in improving the performance of students in special education and ELL programs in similar districts/schools?

Teachers

- What are the most common characteristics of the teacher workforce in schools that show the greatest success with students?
- What are the common characteristics of teachers who leave the teaching workforce? What are their subsequent employment characteristics?



https://erdc.wa.gov/

Juvenile Justice Standardized Report

What are the educational and workforce outcomes of those who participate in the juvenile justice program in the State of Washington?

Published: December, 2016 | **Updated:** February, 2017

This study followed the cohort of students enrolled in 8th Grade in the 2004-05 school year and aims to address frequently asked questions about students involved in the juvenile justice system.

ERDC Education Research & Data Center

What percent of students are involved in the juvenile justice system?

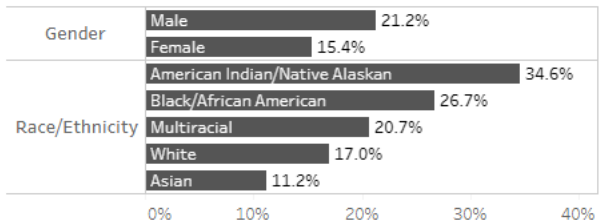
Does involvement in the juvenile justice system affect high school graduation?

Is enrollment in post-secondary education lower for those who have been involved in the juvenile justice system than those who have not?

Does being involved in the juvenile justice system impact employment?

What % of students were involved in juvenile justice?

Hover over a group to see group-specific outcomes



Students involved in juvenile justice were less likely to Graduate and more likely to

Students involved in juvenile justice enrolled in CTC / 2 Yr colleges at similar

On average, students involved in juvenile justice earned less in 2014 on both an

Education Research & Data Center Staff

Jim Schmidt, Ph.D. Director, Sr. Forecast Coordinator (360) 902-0595	**Tim Norris** Senior Forecast Analyst (360) 902-0603	**Tom Aldrich, Ed.D.** Forecast Analyst (360) 902-0664
Gary Benson Sr. Education Research Analyst (360) 902-0491	**Kent Meneghin** Senior Forecast Analyst (360) 902-0959	**George Hough, Ph.D.** Education Research Analyst (360) 725-5165
Vivien Chen, Ph.D. Education Research Analyst (360) 902-0620	**Lynn Cole** Forecast Data Analyst (360) 902-0952	**Chip Halsey** ERDC Data Analyst (360) 902-0528
Teresa Greene, Ph.D. Education Research Analyst (360) 725-5151	**Karen Pyle** Education Research Analyst (360) 725-5518	**Jeffrey Thayne, Ph.D.** Data Communications Coordinator (360) 725-5548
Carol B. Jenner, Ph.D. Education Research Analyst (360) 902-0601	**John Sabel** Sr. Education Research Analyst (360) 902-0943	**Huan Zhao, Ph.D.** Education Research Analyst (360) 902-3057
Andrew Weller Data Visualization Analyst (360) 725-5514	**Greg Weeks, Ph.D.** Education Research Analyst (360) 902-0660	

“I think it’s good [data], but it also depends on who gets to use the data and who gets to make the choices from which we move with the data. Do all the parents get choices and do they make decisions based off of that? Does some state official or federal official make decisions on the data?” – Seattle father

“Personally for me I think overall the more data you have the better decisions you can make from a macro level. Looking at a district and where to put resources to best deliver education.” – Seattle father

State Vision Statements

To promote a seamless, coordinated preschool-to-career (P-20W) experience for all learners by providing objective analysis and information. – Washington (ERDC)

To create a world-class state of Utah data research platform to empower stakeholders. – Utah (UDRC)

The cross-agency data and information produced by Hawai'i DXP will be used to evaluate and improve Hawai'i's student and workforce outcomes to benefit our residents, families, and economy. – Hawai’i (DXP)

Become the single source for the most comprehensive, accurate and useful information about the performance of Michigan's public schools and students. – Michigan (CEPI)

Connecticut's Preschool through Twenty and Workforce Information Network (P20 WIN) informs sound educational policies and effective educational program practices through the secure sharing of critical longitudinal data across the Participating Agencies to ensure that individuals successfully navigate educational pathways into the workforce. – Connecticut (P20WIN)

Questions?

Elizabeth Dabney
Director, Research and Policy Analysis

edabney@dataqualitycampaign.org
www.dataqualitycampaign.org
@EdDataCampaign

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