

How Districts Use Data to Drive Proactive Decisions



THE
POWER
TO KNOW.

Our presenters

- **Georgia Mariani**, Product Marketing Director for Education, SAS
- **Ann Ware**, Data-Driven Decision Making Project Director, Consortium of School Networking (CoSN)
- **Dan Ralyea**, Research Specialist, Office of Instruction and Accountability, Rock Hill School District 3, Rock Hill, S.C.



Data-Driven Decision Making Leadership Initiative

National effort to help K-12 district technology leaders provide leadership to their districts in the building and sustaining a data rich culture by providing

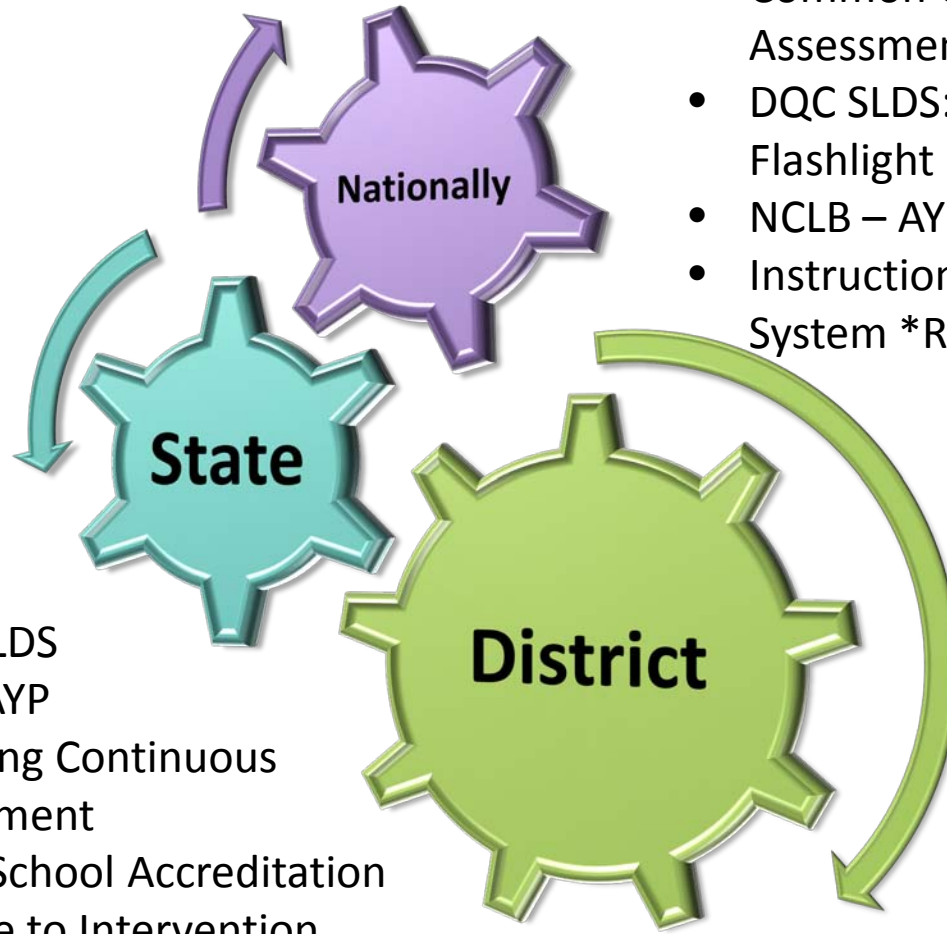
- tools and resources to help districts implement and sustain data usage; and
- a national forum demonstrating the use of data to individualize the learning process and the value of technology in the process.



Actions Motivating the Effective Use of Data

- Implementing & Use of SLDS
- NCLB – AYP
- School Improvement
- Instructional Improvement System *RttT

- Use of SLDS
- NCLB – AYP
- Supporting Continuous Improvement
- District/School Accreditation
- Response to Intervention
- Informing Classroom Practice



- Common Core Standards & Assessments 2014
- DQC SLDS: Data as a Flashlight
- NCLB – AYP
- Instructional Improvement System *RttT

Data Quality Campaign

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Using Data to Improve Student Achievement

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VIDEO: Empower with Data

DQC's latest video highlights the crucial importance of education data to stakeholders at all levels. Watch education leaders across the country—from parents to policymakers—tell their story and show their support for effective data use.

» [Watch Video](#)

<http://www.dataqualitycampaign.org/>

Teacher Voice

Using Data To Improve Student Achievement



High School Teacher's Dashboard



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

John Bailey

Pam Williams

Miguel del Valle

Discussion

Bruce Hoyt

Kathy Cox

January 18, 2012 - Washington, D.C.

Pam Williams, GA Teacher of the Year

<http://www.dataqualitycampaign.org/events/details/299>

Why A Rich Data Culture?

- Gone are the days of “how did we do?”
- Today’s stakeholders seek data access “through-out” the school year
- Increased accountability



Fostering a Rich Data Culture

1. Clear Vision
2. Learning From Colleagues
3. Self-Review and Analysis
4. Ensuring Commitment and Trust
5. Fostering Professional Development
6. Establish Data Meetings
7. Limiting Barriers to Effective Data Use

“What are distinguishing characteristics of districts that are excelling at using data for making key operational and instructional decisions?”

- Establish and Leverage Leadership Support for Data-Driven Culture
- Use Standards-Based Measures to Inform Instructional Decisions
- Adopt a Continuous Improvement Model that Tracks Key Indicators
- Design and Implement a Data Governance Strategy to Ensure Data Quality

Considerations for Building a Rich Data Culture

1. Is there commitment by all stakeholders to use data for continuous improvement at the district and school levels?
2. Do district and school leaders model data-driven decision making as a key aspect of their roles and responsibilities?
3. Are people held accountable for the use of data at the district, school and classroom level?
4. Is time provided for teachers to examine data to inform their instructional practices, e.g., through professional learning communities.

Considerations for Building a Rich Data Culture

5. Are teachers open to adjusting instruction based on data about student learning?
6. To what degree are district and/or school decisions made based on the data, e.g., instructional decisions at the classroom level or curriculum changes at the district level?
7. Do district policies exist for the use of data, data management and/or analysis of the data?

Closing the Gap: Turning SIS/LMS Data into Action

Closing the Gap

TURNING DATA INTO ACTION

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Closing the Gap gives educators the resources they need to turn data into action to strengthen instructional practices.

- Reports based on broad input from the K-12 educational community including up-to-date information on student information systems (SIS) and learning management (LMS) software solutions.
- Best practices for implementing SIS/LMS software systems.
- Engaging online Communities of Practice (CoPs) to facilitate the use of project resources, share results and learn from each other.

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FEB 3 Education Community Attitudes Toward SIS/LMS Solutions

How SIS and LMS data is used in the classroom and factors that are hindering the use of data to improve student achievement.

Latest Discussions



Posted by: Ann on Jan. 29, 2012

You're Invited to Get Involved into Turning Data into Action!

The K-12 educational community is invited to join the *Closing the Gap: Turning Data into Action* website to utilize the project resources to strengthen...

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Events

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FEB
15

AASA District CoP Cohort Kick-Off Meeting

Location: Hilton America's Hotel,
Houston, TX
12:00pm - 5:00pm EST

Using Data to Strengthen Classroom Practice

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Reports & Case Studies

Featured Report



FEB
3

Education Community Attitudes Toward SIS/LMS Solutions

Gartner, Inc. surveyed District Leaders, School Leaders, Technology/IT Leaders, and Teachers in the U.S. K-12 education community to understand their attitudes toward the data housed in SIS and LMS solutions and how this data is currently used to improve classroom practice and student learning.

[Read report](#)



Feb. 2, 2012 **REPORT**

Implementation and Selection Approaches Toward SIS/LMS Solutions

A key underlying premise of this project is that by capturing and analyzing the data housed in Student Information Systems (SIS) and Learning Management Systems (LMS), the education community can positively impact classroom practice and ultimately student learning. This report aggregates information on selection and implementation practices for school districts of all sizes from the perspective of the Teachers, District, School, and Technology/IT leaders involved in those activities.

Search Reports & Case Studies

Only 9% of Teachers Report Using LMS Data for Creating Personalized Learning for Students.



Rock Hill Schools

- ~ 18,000 Students
- > 50% Free and Reduced Lunch
- ~ 1300 Teachers
- Per Pupil Expenditure ~\$8,887.00



Rock Hill Schools

- District Wide MAP testing
- Fountas and Pinnell Text Level Gradient
- SAT
- Palmetto Assessment of State Standards



Rock Hill Schools

- Previously.... Accessing information was a very cumbersome process.
- Now... stakeholders have all the information they need in seconds.



Why use data to drive decisions?

- Share information
- Empower stakeholders
- Information to impact:
 - Curriculum
 - Programs
 - What and how students are taught



Empowering Teachers

Individual reports available on student academic performance histories prior to beginning classes.

- No longer a manual process.
- Teachers are informed on where students are and their needs can be addressed more quickly.
- Single source of information makes it easier, more accurate and more productive for the teachers and administrators.
- Addresses the high rate of transiency.



Identifying Students

- Chose students out of 5th grade to target them for 7th grade using data to remove subjectivity issues.
- Looking at additional data than just the state standards.



Identifying Students

Used SAS to implement a rubric that addresses:

- State Pass Scores
- Cognitive Skills
- Classroom Behavior
- Gifted & Talented Status
- MAP Scores
- Percentile Ranking Nationally
- Classroom Performance
- Curriculum Path.



Empowering Principal Intervention

- Principals can more effectively intervene with at-risk students using a detailed view of school data.
- They can drill down into their school data looking at different groups of students, students by class or by teacher, and those who are economically disadvantaged.
- This has encouraged principals to more effectively intervene with at-risk students, retrain teachers and encourage teachers to rethink how they are teaching a subject.



Data is what it is

- Data is a tool, not an attack.
- It is not a criticism.
- It is a reflection of what is right now... what are we doing to do about it?

K-12

Data-Driven Decision Making

Longitudinal Data Systems

Metadata Management

Performance Management

Teaching & Learning

SAS® for Data-Driven Decision Making

Replace hunches with solid evidence to drive decisions

- Integrate data across the district.
- Equip all decision makers with self-service reporting.
- Identify current and future trends for better decision making.

How SAS[®] Is Different

- Seamless data integration and leading advanced analytics.
- A customizable, end-to-end solution.
- Stability

Questions and Answers

- We would like to hear from you!
- Please feel free to submit your questions.

Presenters

- **Georgia Mariani, SAS**
- **Ann Ware, Consortium of School Networking (CoSN)**
- **Dan Ralyea, Rock Hill School District 3, Rock Hill, S.C.**

For More Information

- White Paper:

10 Tips from SAS Education Customers for Implementing Information Management, Reporting and Analytics

<http://go.sas.com/d8gt9z>

- Find out more about Rock Hill's success with SAS®:

<http://www.sas.com/success/rockhill.html>

- Webinar:

Data Systems that Enable School Leaders to Make a Difference

<http://go.sas.com/juj8qu>

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Thank you for joining us for this webinar:

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