Administrators’ Data Gaps: A Crisis of Confidence
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Today’s Presenters

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Content for this webinar is provided by the Education Week Research Center and draws upon original survey work conducted by the Education Week Research Center.

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  • Education Week
  • Quality Counts
  • Technology Counts

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A Roadmap for This Event

- Get you **involved** in today’s event (polls, Q&A)
- Reveal **administrator confidence** in student analytics systems
  - Spoiler alert: You are not alone!!!
- Benchmark **primary obstacles** to fundamental analytics needs
- Highlight **the hidden costs** of sub-par analytics
- **Offer you a tool** to grade your own student analytics confidence
- Suggested **next steps**
Survey Methodology

- Participant invitations fielded by email April 2016
- We targeted registered edweek.org users who are district and school-level administrators
- Online survey
- All analysis executed by the Education Week Research Center
- Nearly 800 respondents
Apologies for the Red Herring
Administrators are very confident they can fill just 40% of their fundamental data needs with their analytics tools.
Student Analytics Confidence Index Components

Confidence in Analytics Tools Themselves

- Require minimal time
- Accurate
- Timely, recent data
- Disaggregated
- Visual analysis
- Foster collaboration
- Trends & patterns
- Function reliably, minimal downtown or glitches

Confidence in Ability to Use Tools

- Access basic student performance data
- Creating visuals
- Identifying key patterns
- Answering questions
- Finding actionable data quickly
- Drilling down
- Integrating information across sources
- Comparing sub-groups
Administrators with no school turnaround experience.

Turnaround veteran administrators

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Student Analytics Confidence Index
Competence (Marginally) > Analytics Tools

**ANALYTICS TOOLS**
Administrators’ confidence in their analytics tools

**USAGE**
Confidence in their own ability to use their analytics tools

- 32%
- 43%
- 0%
- 100%
Tool Problem #1: Requires Too Much Time

Please rate your level of confidence that the DATA ANALYTICS TOOLS in your district or school can:
Provide data and analysis with a minimal investment of time.

Very Confident 76%
Not Very Confident 24%

In Their Own Words
“It has been time consuming for teams and for me as I synthesize data and make reports. Our grade book does not house data in the way that we would like to.”

Principal, Montana
Unseen Costs

- Diminishes time on other tasks: zero sum
- Constrains data-seeking culture
- Decisions made with insufficient analysis
Tool Problem #2: Glitches & Downtime

Please rate your level of confidence that the DATA ANALYTICS TOOLS in your district or school can:
Function reliably with minimal downtime and glitches.

In Their Own Words

“System sometimes goes down. Usually happens when demand is high.”

Principal, California

Only 31% of administrators are very confident their data analytics tools function reliably.
Unseen Costs

- Reduces engagement of leaders
- Extra hours at the office
- Projects cascade onto other teams’ plates (IT, Research/Accountability, Vendors/Partners)
Tool Problem #3: Limited Collaboration

Please rate your level of confidence that the DATA ANALYTICS TOOLS in your district or school can: Allow collaboration with colleagues in data-driven decision-making.

Just 37% of administrators are very confident.
Effectiveness capped at personal experience

Innovation shortage reinforces status quo

Silo-based decision-making = myopia
User Problem #1: Blending Data Across Silos

Please rate your level of confidence in YOUR ABILITY to use the data analytics tools in your school or district for: Integrating information from a variety of sources.

In Their Own Words

“Data is trapped in disparate systems. Efforts to analyze data are throttled by individual stakeholders' abilities with spreadsheets.”

District Leader, Indiana
Unseen Costs

- Long analysis loops as questions beget questions “in other silos”
- 2D analysis for a multi-variate world
- Strategy of the day driven by which data silo is easiest to unpack
User Problem #2: Quick, Actionable Analysis

Please rate your level of confidence in YOUR ABILITY to use the data analytics tools in your school or district for:

Find actionable data on student achievement quickly.

Very Confident: 36%
Not Very Confident: 64%
Unseen Costs

- Just-in-time student interventions unlikely
- Teachers, PLCs and principals can’t adjust instruction on the fly
- Pace of progress may be less than board’s patience
- Anecdotes trump data
User Problem #3: Disaggregating Sub-Groups

Please rate your level of confidence in YOUR ABILITY to use the data analytics tools in your school or district for:

Drilling down from aggregated information to access disaggregated data by student group without having to create new or separate reports.

In Their Own Words

“We have a need for a specialist to assist with data collection and disaggregation.”

Principal, California
Unseen Costs

- Equity left behind
- Achievement gaps harder to close
- A civil rights and moral issue
- Data left behind

60 percent of respondents are not confident they can track sub-groups side by side.

Just 4 percent of administrators track student, school, grade level, or subgroup progress on a daily basis.
Your Next Steps

- Learn from peers, especially in turnaround environments
- Follow @k12analytics and use #studentanalytics to continue the dialog
- Complete our Student Analytics Confidence Index benchmarking worksheet
- Invest in training administrators on analytics
- Get help & new tools as necessary
Why Not See All Your Data In One Place?

Students are multi-dimensional:
- Demographics
- Enrollment & schedule
- Special needs
- Native language
- Attendance
- Discipline
- Grades
- Assessments & observations

*A single dimension seldom tells the whole story.*
Actionable Data: Early Warning System
# Student Detail

## Early Warning Details

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<th>Student Number</th>
<th>Student Name</th>
<th>SchoolYear</th>
<th>Marking Period</th>
<th>Ann. Abs_%</th>
<th>Ann. Abs_Flag</th>
<th>Term. Abs_%</th>
<th>Term. Abs_Flag</th>
<th>GPA</th>
<th>Term. F_Flag</th>
<th>Term. Core F_Flag</th>
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<td>2013-2014</td>
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<td>75.6%</td>
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</tbody>
</table>

## Enrollment Student Details

### School Year
- 2011-2012
- 2012-2013
- 2013-2014

### Grade Level
- Thomas Jefferson
- 12

## Student Schedule 2013-2014

### Course Name
- ACCOUNTING I
- ART 3D

### Grades for 2013-2014

- C: 70
- B+: 60
- D: 50

## Attendance History

### School Year
- 2015-2016
- 2016-2017

### Code
- AB
- D

### Description
- Late
- Absent

### Duration Days
- 1