



**TCSR**<sup>TM</sup>

Texas Consortium on School Research

**Improve College Readiness in Your District:  
Deepen Understanding of District Data**

*TCSR Event #4: Spring 2010 Webinar*

May 26 and June 8, 2010





## Improve College Readiness in Your District: Deepen Understanding of District Data

*TCSR Event #4: Spring 2010 Webinar*

**For audio**, dial the conferencing service directly and enter the conference room code below:

**Toll-free: 866-951-1151**

**Conference Room Code: 8778356**

If you experience **technical difficulties** contact:

**Dan Hunt**

**210-558-4118**

## **Laural Logan-Fain, Ph.D.**

Market Research Director/Recruitment Manager  
REL Southwest at Edvance Research





## Improve College Readiness in Your District: Deepen Understanding of District Data

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# Webinar Basics: General

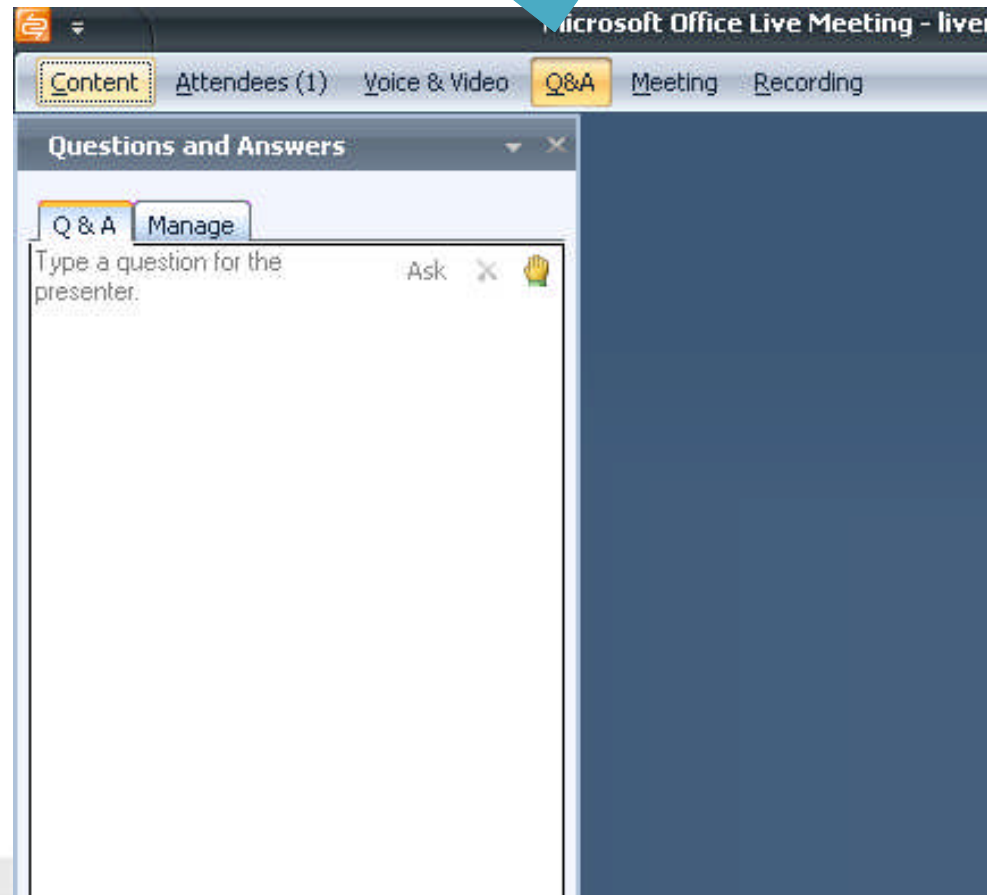
- Webinar is ***not*** being recorded
- Please *do not place your phone on hold*
  - Background music can be heard by all
- An additional ½ hour for district questions & discussion provided after webinar
- Phones are placed on mute
- To ask questions and provide feedback, use interaction tools (*directions to follow*)

# How to Use: Q & A

1. Click the “Q&A” button at top left of your screen

2. Type your question(s) in the space provided below

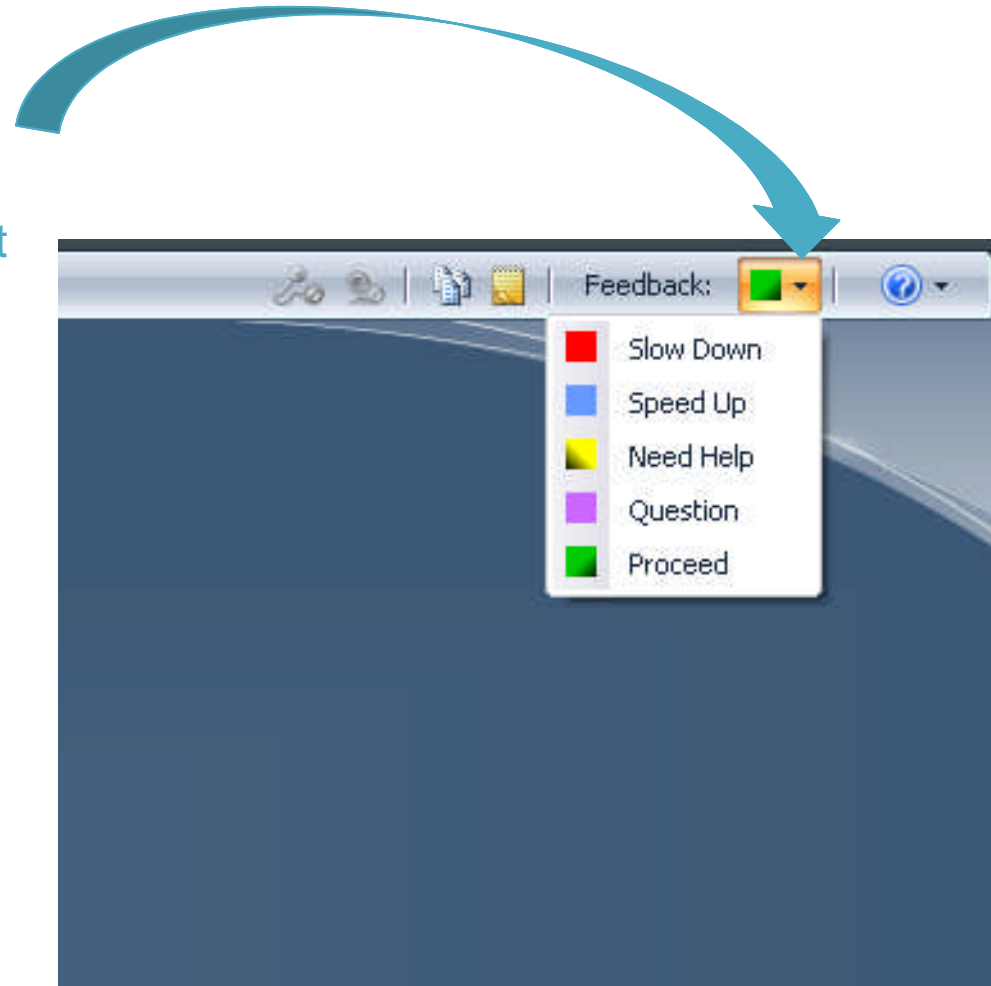
3. Click the “Ask” button to post your question



# How to Use: Feedback

1. Click the box next to the “Feedback” button located at top right of your screen

2. Drag your mouse down to select the feedback you would like to communicate



# How to Use: Interactive Questions

1. Read the question



Poll Question:

How often do you use Live Meeting?

2. Click the circle that indicates your answer

- Only 1 selection allowed
- You can change answer



Poll Choices:

- Often
- Sometimes
- Rarely
- Never

No Vote

Results:

0%	0
0%	0
0%	0
0%	0

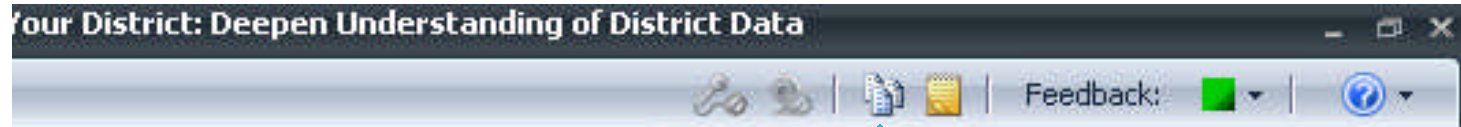
3. Group responses will be indicated by percentages

Polls are open

Results are hidden

# Interaction Tools: Handout

1. Click on the handout button at top right of your screen



2. A new screen will pop open

Name	Size	Uploaded By	Status
<input type="checkbox"/> Webinar_Orientation_PPT.ppt	1315.00 KB	Denise Cly...	Available

Note: Files transferred in this meeting will be automatically removed from the content list 365 days after the meeting ends.  
Available Free Space: 101085.00 KB

[Scanning Information](#)

3. Select the box(es) of the item(s) you want

4. Click the "Download" button to save to your computer



## **Dean Nafziger, Ph.D.**

Chief Executive Officer, Edvance Research  
Lab Director, REL Southwest at Edvance Research  
*Opening Remarks*

# Welcome & Brief Recap

- **4 TCSR Events\*:**
  1. October 2009, Houston, TX
  2. January 2010, Austin, TX (Presentation at Texas Association of School Administrators (TASA))
  3. February 2010, San Antonio, TX
  4. *May/June 2010, Webinar*

**\*Hosted by TCSR Partners:  
Edvance Research, Inc.  
Consortium on Chicago School Research  
The University of Texas at Dallas Education Research Center**

# Districts/Schools Guests

District Guests			
Aldine ISD	Dallas ISD	Humble ISD	Richardson ISD
Austin ISD	El Paso ISD	Katy ISD	Southwest ISD
Beaumont ISD	Fort Bend ISD	Kingsville ISD	Spring ISD
Carrollton-Farmers Branch ISD	Fort Worth ISD	Klein ISD	Spring Branch ISD
Conroe ISD	Galena Park ISD	La Porte ISD	YES Prep
Corpus Christi ISD	Grapevine-Colleyville ISD	Northside ISD	
Cypress-Fairbanks ISD	Houston ISD	Pasadena ISD	



## **Titles of Participating District Attendees**

**Superintendent**

**Executive Director**

**Director of Knowledge Management**

**Executive Director for Instructional Programs and Accountability**

**Executive Director of Assessment & Accountability**

**Assistant Superintendent, Research and Accountability**

**Manager, Office of Applied Research**

**Director of Assessment, Research and Evaluation**

**Research, Evaluation, and Demographics Officer**

**Chief Accountability & Organizational Development Officer**

**Evaluation Supervisor, Evaluation Analyst and Senior Evaluator**

**Executive & Associate Director Curriculum & Instruction**

**Instructional Officer Social Studies**

**Instructional Officer Science**

**Secondary English Language Arts Instructional Specialist**

**Director Advanced Academics, AVID, Guidance and Counseling**

**Manager - College, Career & Guidance**

**College Readiness Specialist**

**Researcher**

**Strategic Data Fellow**

# Interactive Question #1

# Non-District Guests

Non-District Guests
Consortium on Chicago School Research (CCSR)
Foundations/Philanthropic Organizations
Institute of Education Sciences (IES)
Outreach Consultants
Other Educational Associations/Organizations
Regional Education Service Centers
Texas Education Agency (TEA)
The University of Texas at Dallas Education Research Center (UTD-ERC)
Universities/University-Affiliated Organizations

# Accomplishments to Date

## Understanding Research and Its Practical Application

- Presented/discussed 2 IES Practice Guides led by an author
- Introduced CCSR research (e.g., On-Track to Graduate Indicator & College Preparation), through CCSR researcher presentations at two meetings

## Developing District Capacity

- Stimulated districts to conduct their own research and implement college readiness initiatives (e.g., El Paso and Klein ISDs)

## Use of Longitudinal Data Sets

- Introduced/provided access for TCSR districts to Texas Student Database through our partnership with UTD-ERC
- Created and gained approval for study on behalf of TCSR districts to the JAB (gate keeper to database)
- Conducted district by district analyses replicating CCSR On-Track to Graduate Indicator using Texas Student Database

## Building a Community of Practice

- Brought districts together in two meetings; began building a community of practice with strong collaboration among district personnel (researchers and curriculum staff) and researchers
- Gained cooperation of 13 districts to assist in planning of TCSR meetings and research priorities
- Provided opportunity for districts to present and discuss their own research about college readiness status and program effectiveness (Dallas and El Paso ISDs)
- Provided structured discussion time and panel participation opportunities to connect districts with trusted relationships

# Overview of Today's Webinar

## **Improving College Readiness in Your District: Deepening Understanding of District Data**

- Revisit on-track indicator findings shared in February
- Share request made by Houston ISD to conduct additional analyses with the on-track indicator
- Discuss possible efforts to build upon or better the on-track indicator

# Interactive Question #2



# Overview of Today's Webinar

## Developing TCSR

- Incorporate greater input and guidance from districts
- Determine most efficient and effective means of communication



**Stacy Daugherty, Ph.D.**

REL Southwest at Edvance Research

# **ENHANCE UNDERSTANDING: REVISITING YOUR ON-TRACK INDICATOR FINDINGS**

# Selected History of On-track

- 1999: CCSR develops initial on-track indicator
- 2005: On-track in grade 9 and on-time graduation
  - Classified students at the end of their freshman year as either “on” or “off” track to graduate on-time
  - Student was considered on-track if they had enough credits to be promoted to 10<sup>th</sup> grade and failed no more than 1 core course
- 2007: 9th GPA, failures, and attendance related to on-track
- 2008/09: Dallas ISD – GPA/Attendance
- 2009/10: REL Southwest adapts on-track indicator for Texas

## Selected History cont.

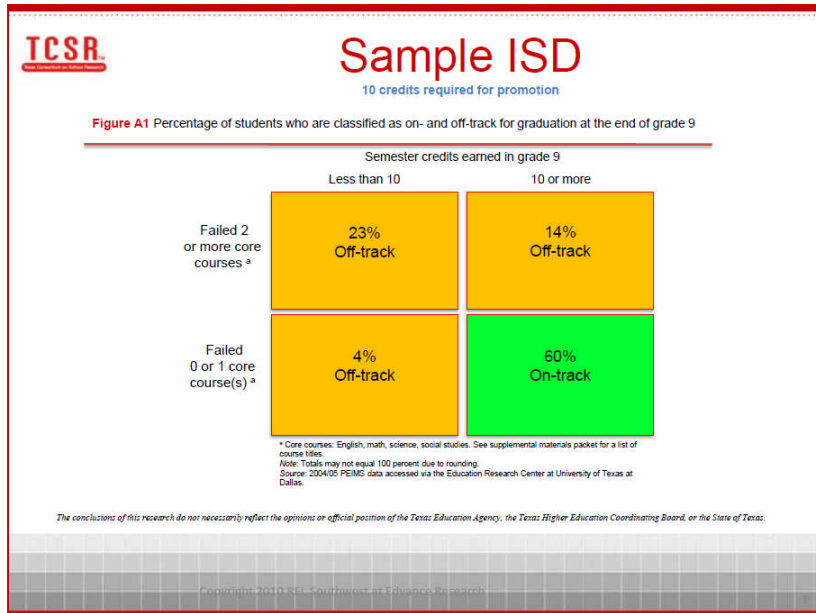
- CCSR Reported on indicator Efficiency – Additional variables do not improve prediction
- CCSR/CPS Freshman Watchlist
  - Use 8<sup>th</sup> grade student data to flag students and add them to a “watchlist”
- The use of 9<sup>th</sup> grade attendance data is a trade-off: accuracy verses early warning

# Study Parameters and Definitions

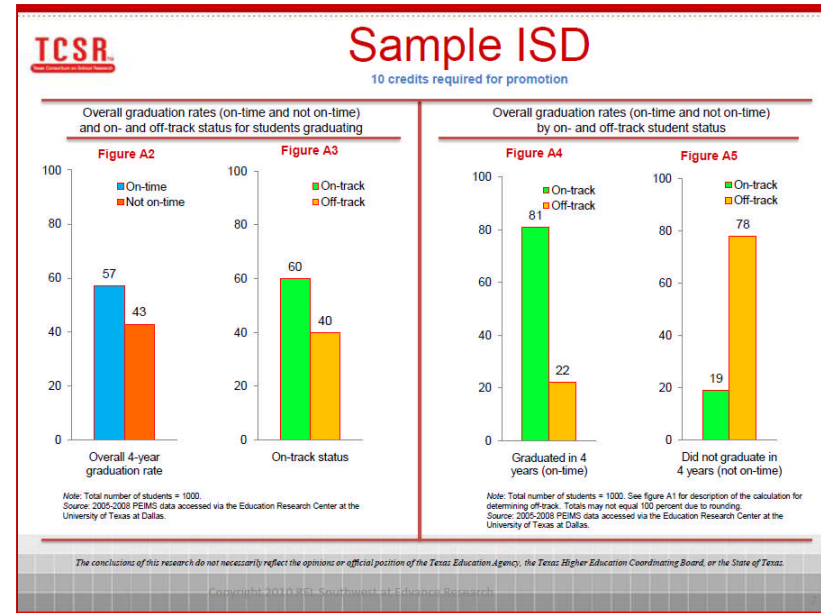
- 2004/05 cohort
  - First time 9<sup>th</sup> grade students
- Replicated original CCSR On-track to graduate indicator
  - Student earned enough credits to be promoted to 10<sup>th</sup> grade (10 or 12 semester credits)
  - Student had no more than 1 semester F in a core course
- Core courses include English; Math; Science; and Social Studies

# On-track District Data

## Front



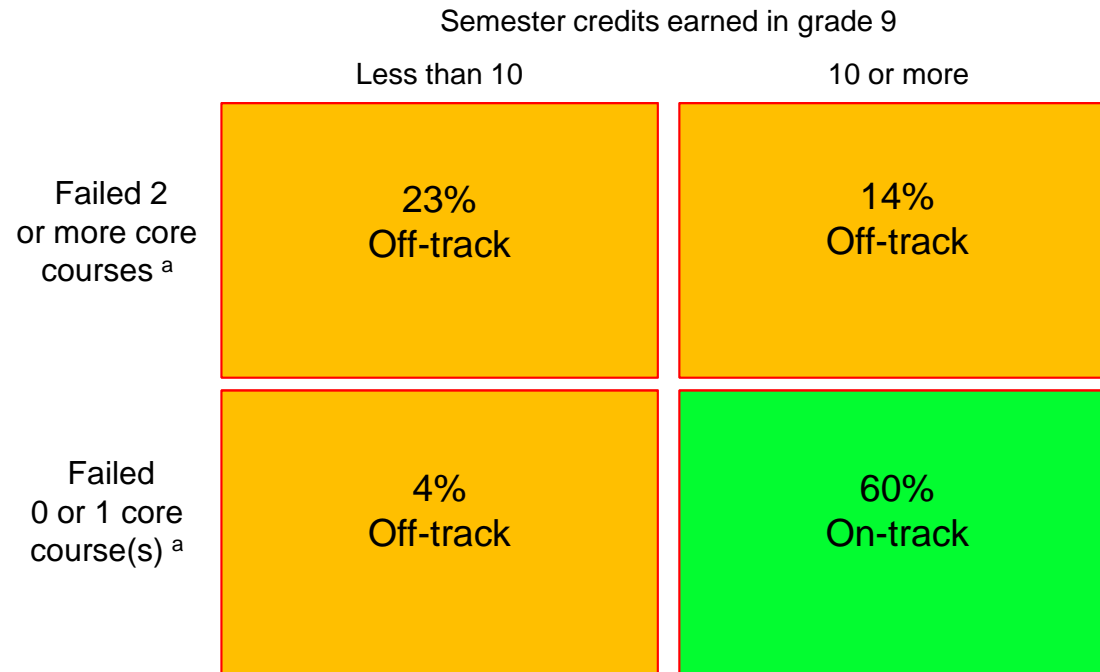
## Back



# Sample ISD

10 credits required for promotion

**Figure A1** Percentage of students who are classified as on- and off-track for graduation at the end of grade 9



<sup>a</sup> Core courses: English, math, science, social studies. See supplemental materials packet for a list of course titles.

Note: Totals may not equal 100 percent due to rounding.

Source: 2004/05 PEIMS data accessed via the Education Research Center at University of Texas at Dallas.

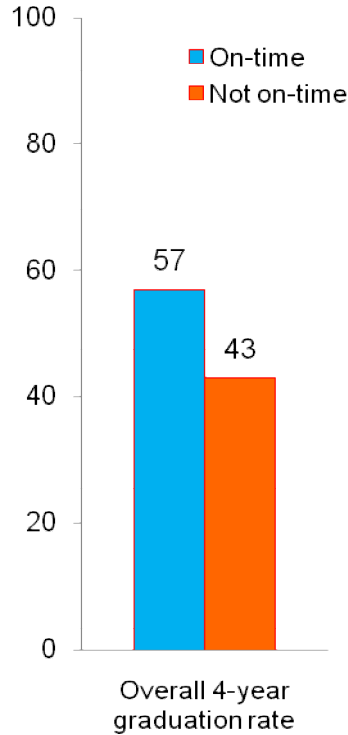
*The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.*

# Sample ISD

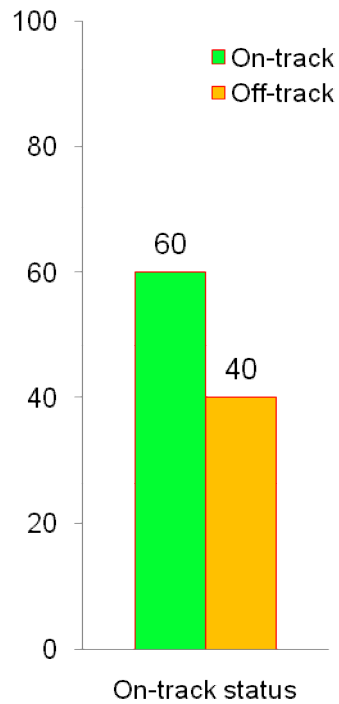
10 credits required for promotion

Overall graduation rates (on-time and not on-time) and on- and off-track status for students graduating

**Figure A2**



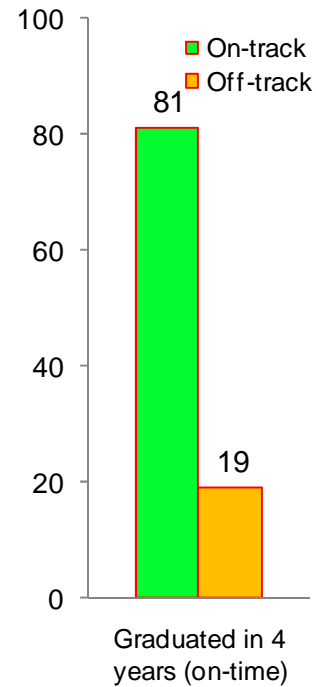
**Figure A3**



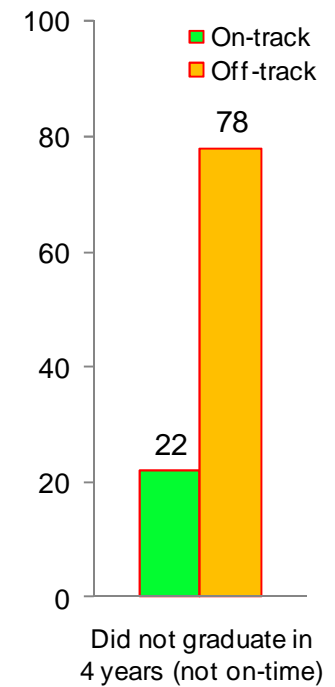
Note: Total number of students = 1000.  
Source: 2005-2008 PEIMS data accessed via the Education Research Center at the University of Texas at Dallas.

Overall graduation rates (on-time and not on-time) by on- and off-track student status

**Figure A4**



**Figure A5**

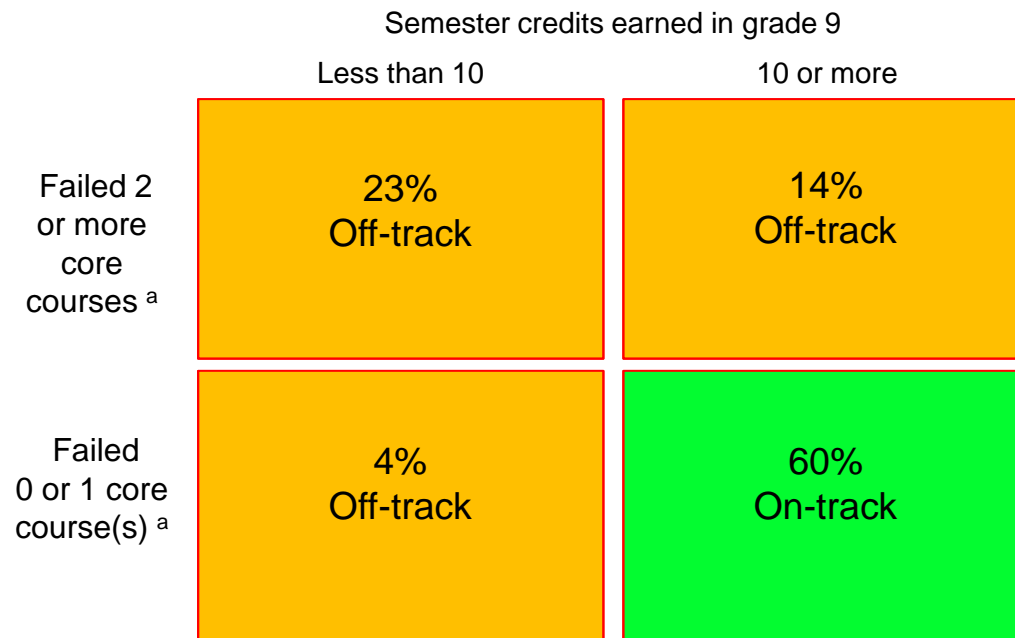


Note: Total number of students = 1000. See figure A1 for description of the calculation for determining off-track. Totals may not equal 100 percent due to rounding.  
Source: 2005-2008 PEIMS data accessed via the Education Research Center at the University of Texas at Dallas.

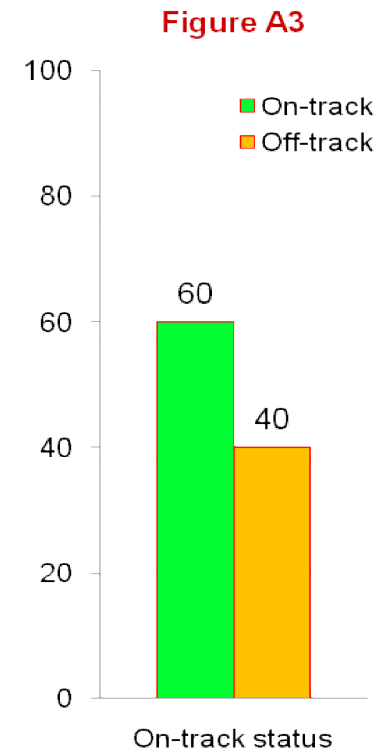
The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.

# Collapsing Figure A1 into Figure A3

**Figure A1** Percentage of students who are classified as on- and off-track for graduation at the end of grade 9



<sup>a</sup> Core courses: English, math, science, social studies. See supplemental materials packet for a list of course titles.  
 Note: Totals may not equal 100 percent due to rounding.  
 Source: 2004/05 PEIMS data accessed via the Education Research Center at University of Texas at Dallas.

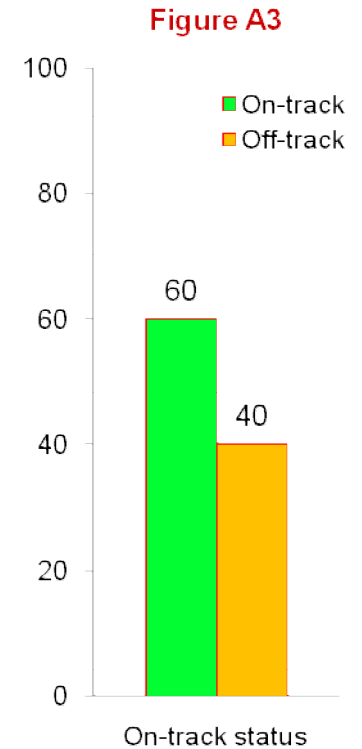
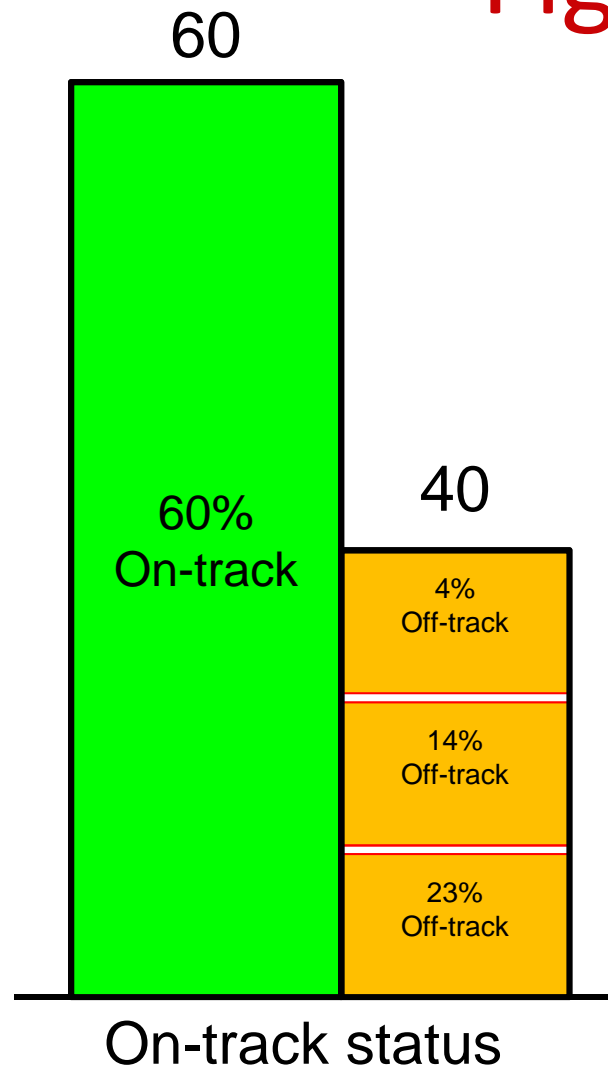


# Figure A3

**Figure A1** Percentage of students who are classified as on- and off-track for graduation at the end of grade 9

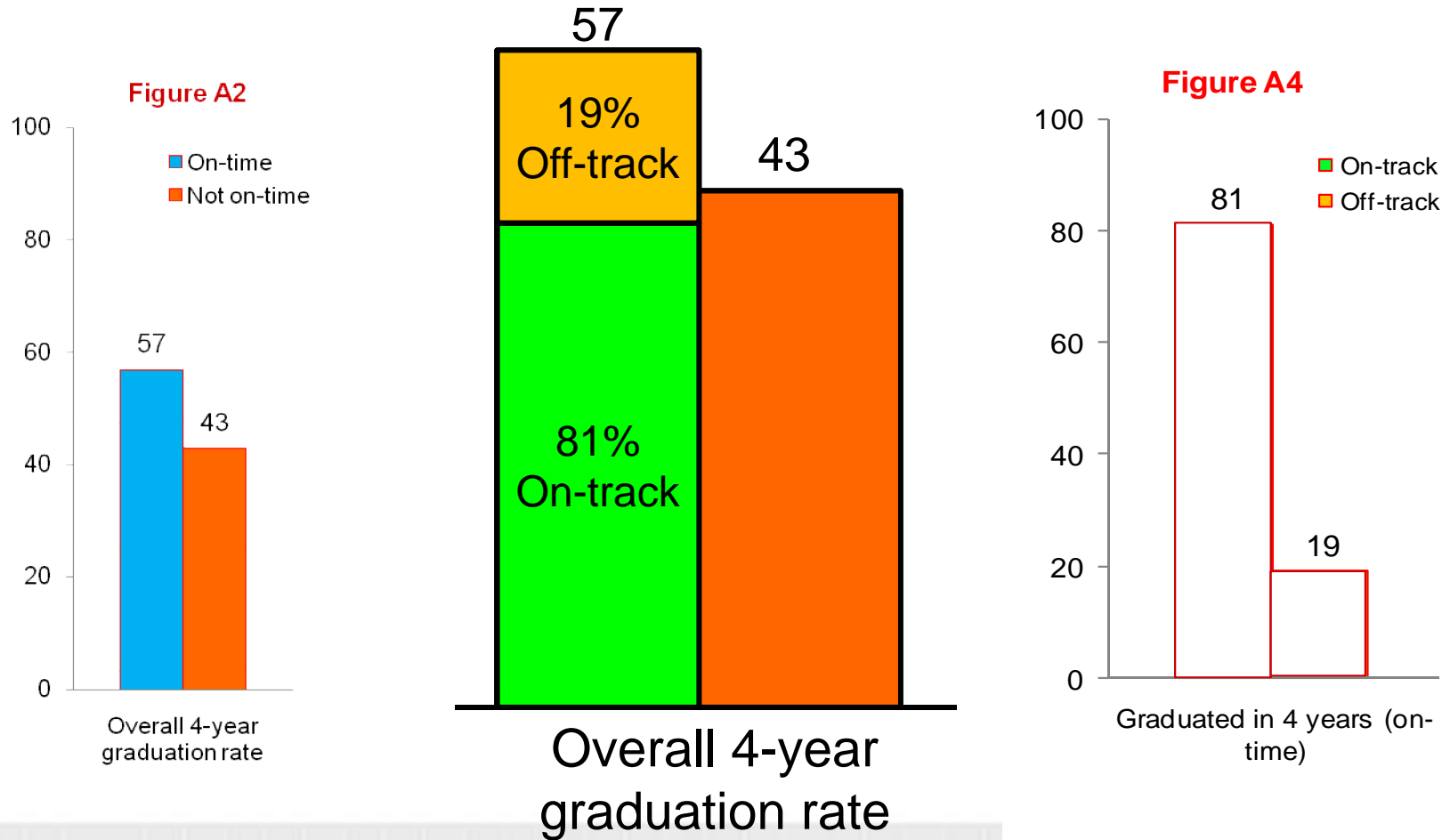
23% Off-track	14% Off-track
4% Off-track	60% On-track

<sup>a</sup> Core courses: English, math, science, social studies. See supplemental materials packet for a list of course titles.  
*Note:* Totals may not equal 100 percent due to rounding.  
*Source:* 2004/05 PEIMS data accessed via the Education Research Center at University of Texas at Dallas.



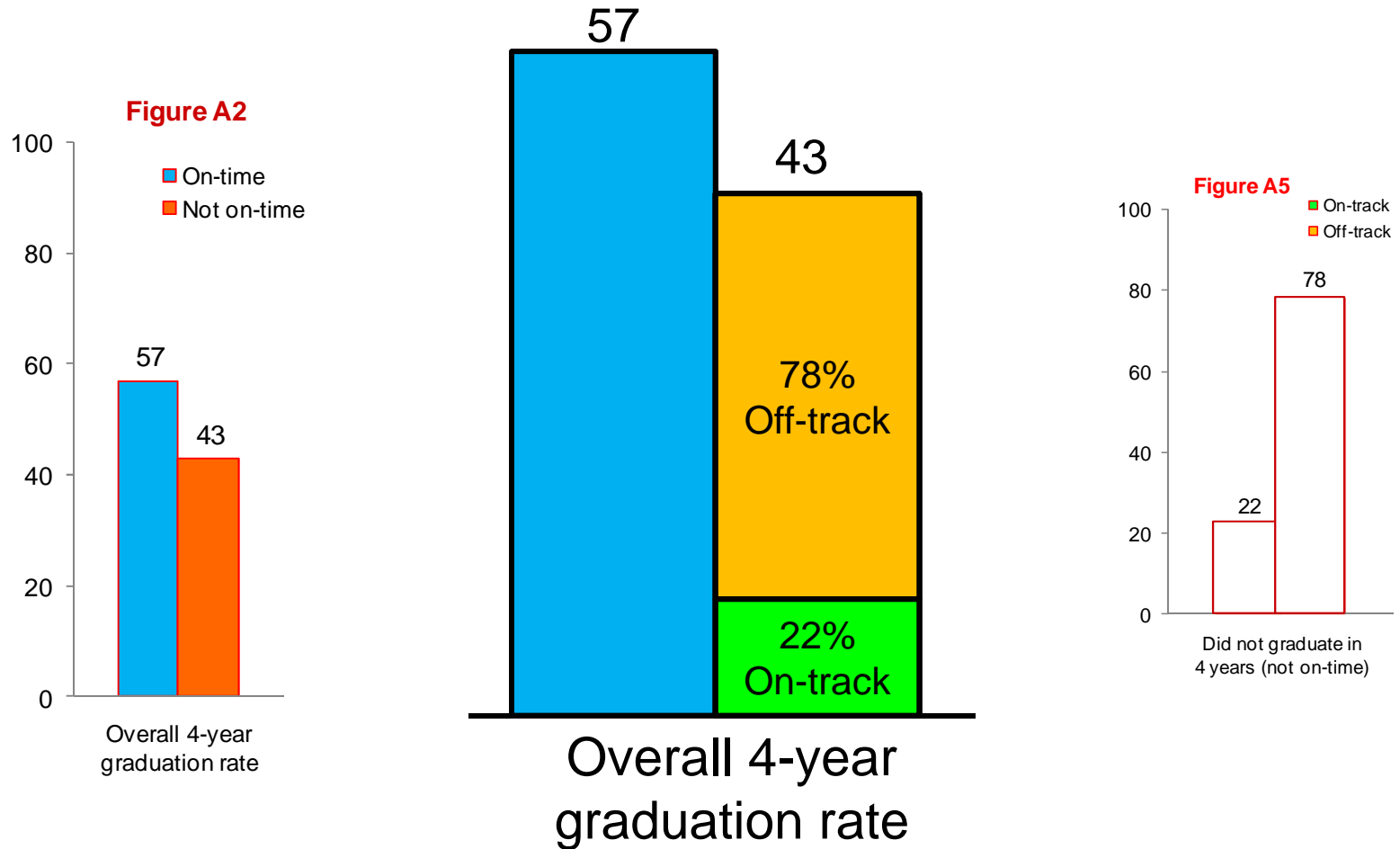
# Interpreting the data:

Relationship between Figure A2 and Figure A4, On-time graduates



# Interpreting the data:

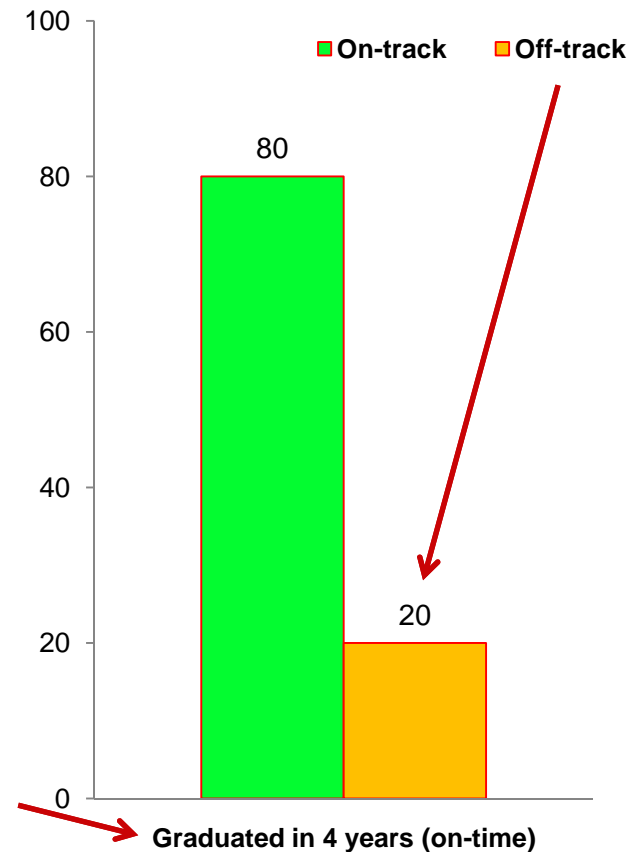
Relationship between Figure A2 and Figure A5, Not-time graduates



# Example 1: Interpreting results

- 20% of **off-track** students graduated **on-time**
- Changes within the school or at the district level?
  - Curricula
  - Teachers
  - Administration
  - Programs

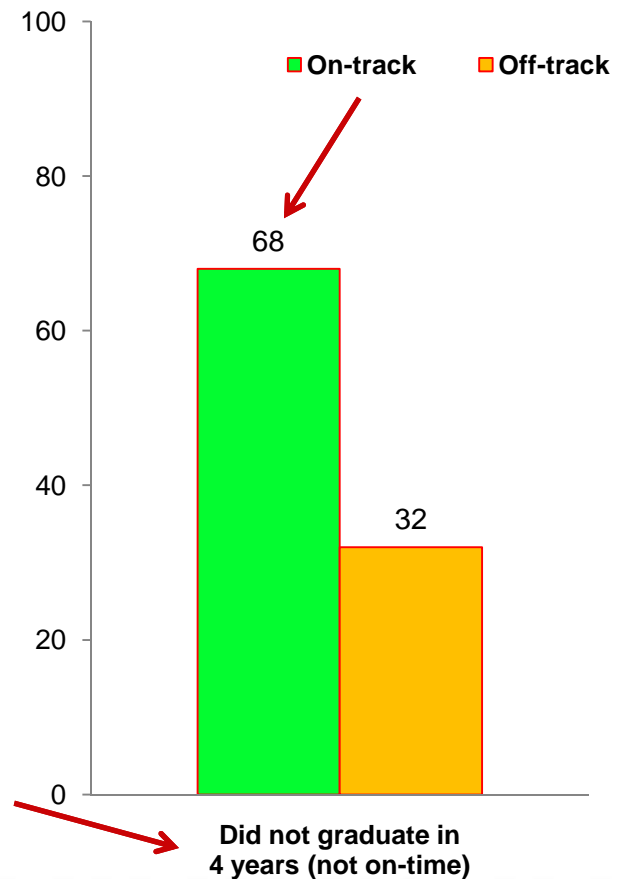
Figure A4



## Example 2: Interpreting results

- 68% of **on-track** students did **not** graduate **on-time**
- Changes within the school or at the district level?
  - Curricula
  - Teachers
  - Administration
  - Programs

Figure A5



# Ideal Indicator

- Differentiates the freshman cohort
  - We are able to accurately predict on-time graduation
- Is on-track student status a good indicator for your district?
- What if the indicator was not optimal? Does the indicator work for your district?
  - Should your district consider alternative indicators or additional elements?
    - What does this mean?
    - What are the next steps?

# Interactive Question #3



**Carla Stevens**

**Assistant Superintendent of Research and Accountability**

**Houston ISD**

**HAVING GREATER IMPACT:  
DISAGGREGATING DATA TO  
STRENGTHEN YOUR ON-TRACK  
INDICATOR USE**



**June Giddings**

**Manager, College, Career and Guidance**

**Houston ISD**

**HAVING GREATER IMPACT:  
DISAGGREGATING DATA TO  
STRENGTHEN YOUR ON-TRACK  
INDICATOR USE**

# Houston ISD Request

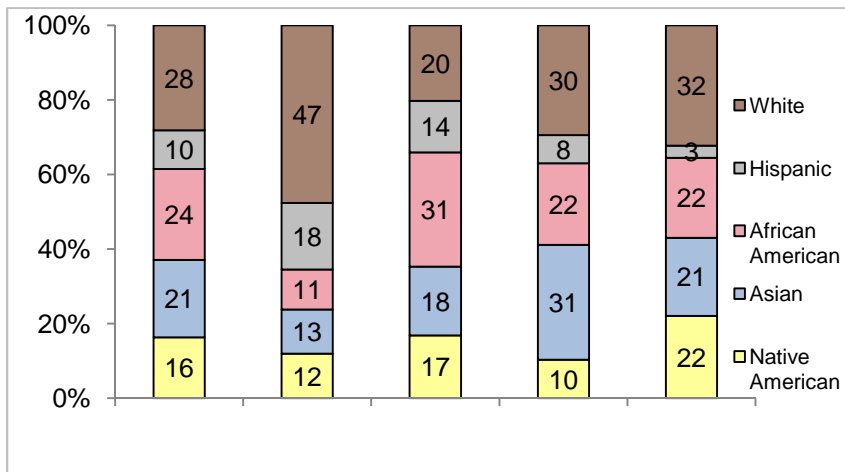
- Request generated from Superintendent
- HISD staff time and resources were limited, initiated Technical Assistance request from REL Southwest
- Need to see campus and student group level data to more fully understand strengths and weakness across the district

# Answering Houston ISD

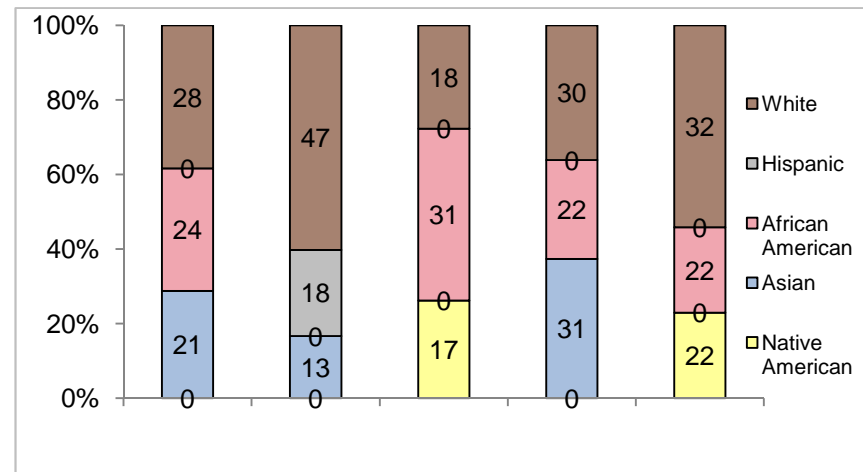
- Data source: UT Dallas-ERC
  1. Wrote programming code that would create a merged file with multiple years and student record types to generate desired output
  2. Made data request to UT Dallas and submitted programming code
  3. Worked with UT Dallas analyst to run code and report observed errors in data
  4. Data were cleared as FERPA compliant (small numbers masked) and released for REL Southwest use
  5. Created charts and graphs from tabular output

# Data Masking

**Un-masked data**



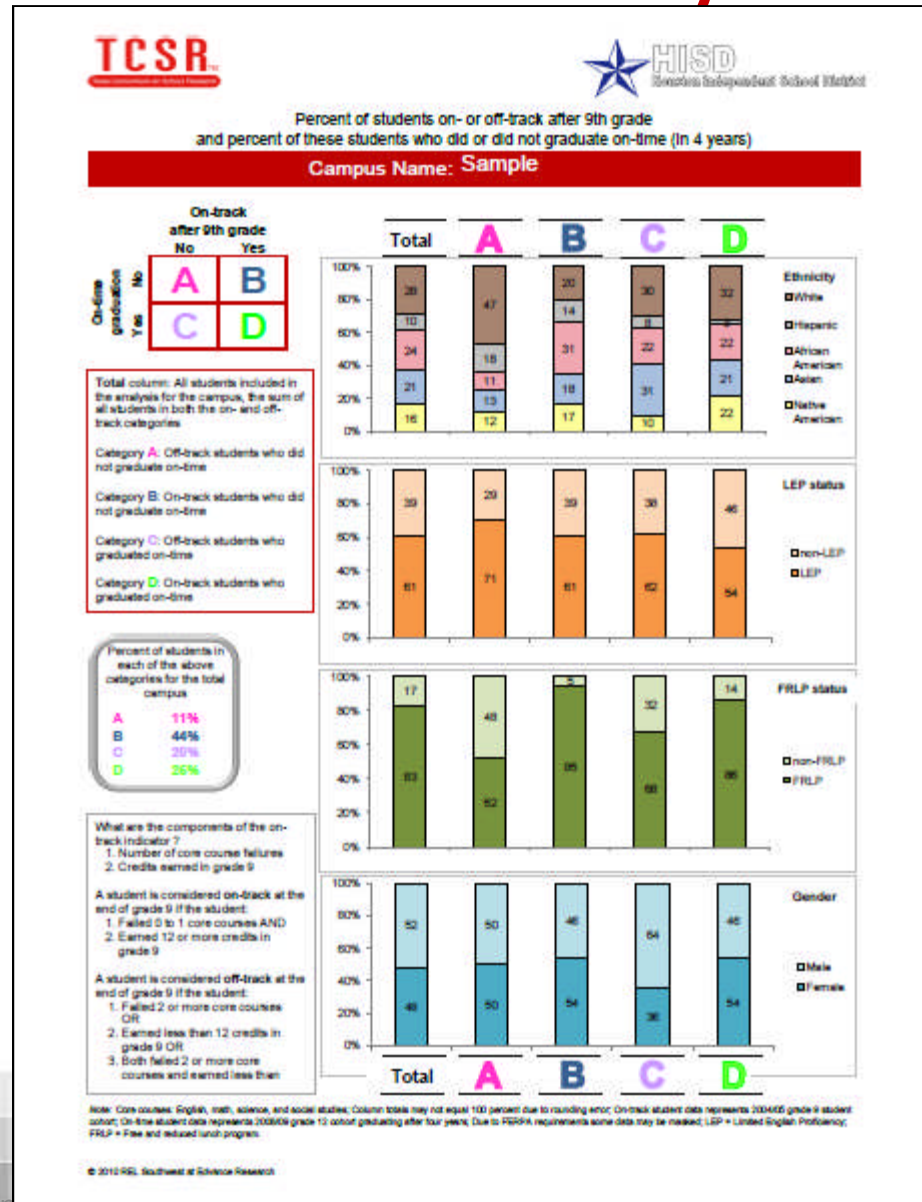
**Masked data**



# Answering Houston ISD

- Data files were broken down by:
  1. Campus (student must have started and finished at same campus)
  2. Ethnicity
  3. LEP
  4. Free and reduced lunch program (FRLP)
  5. Gender

# On-Time Grad by On-Track

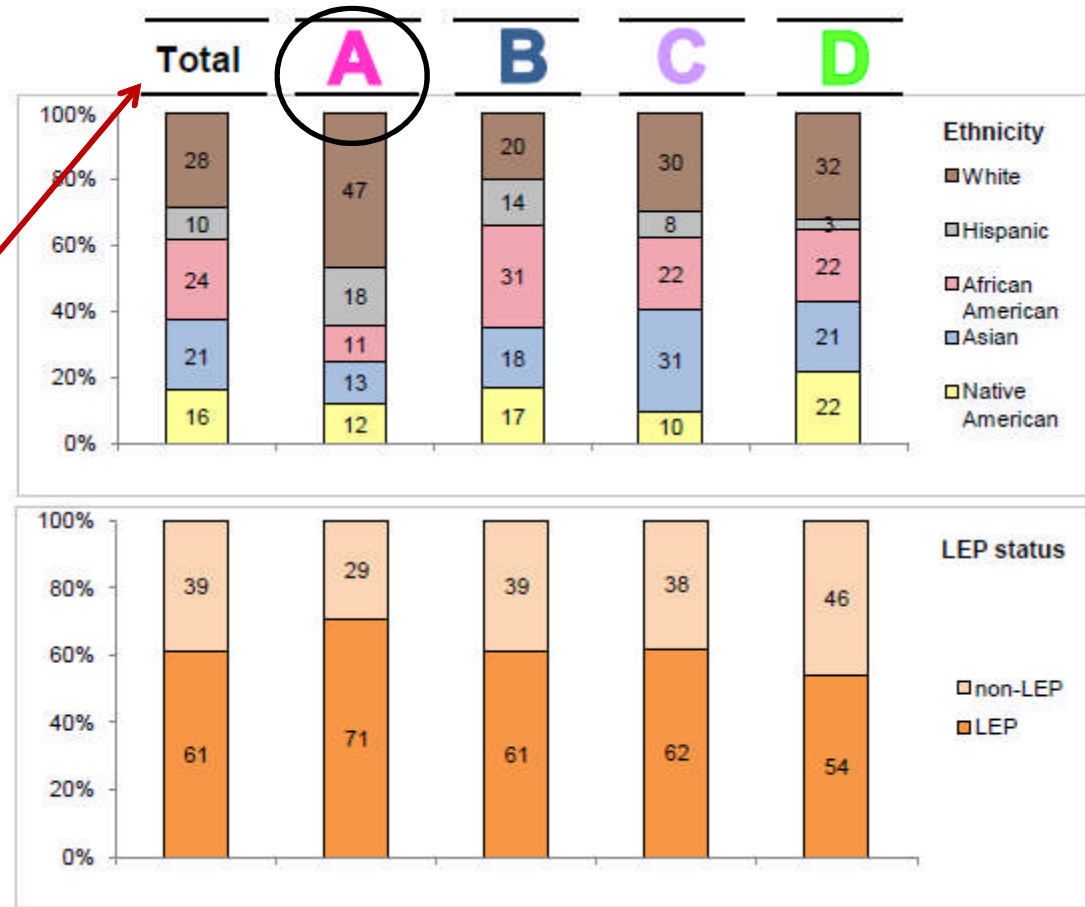


# On-Time by On-track: A closer look

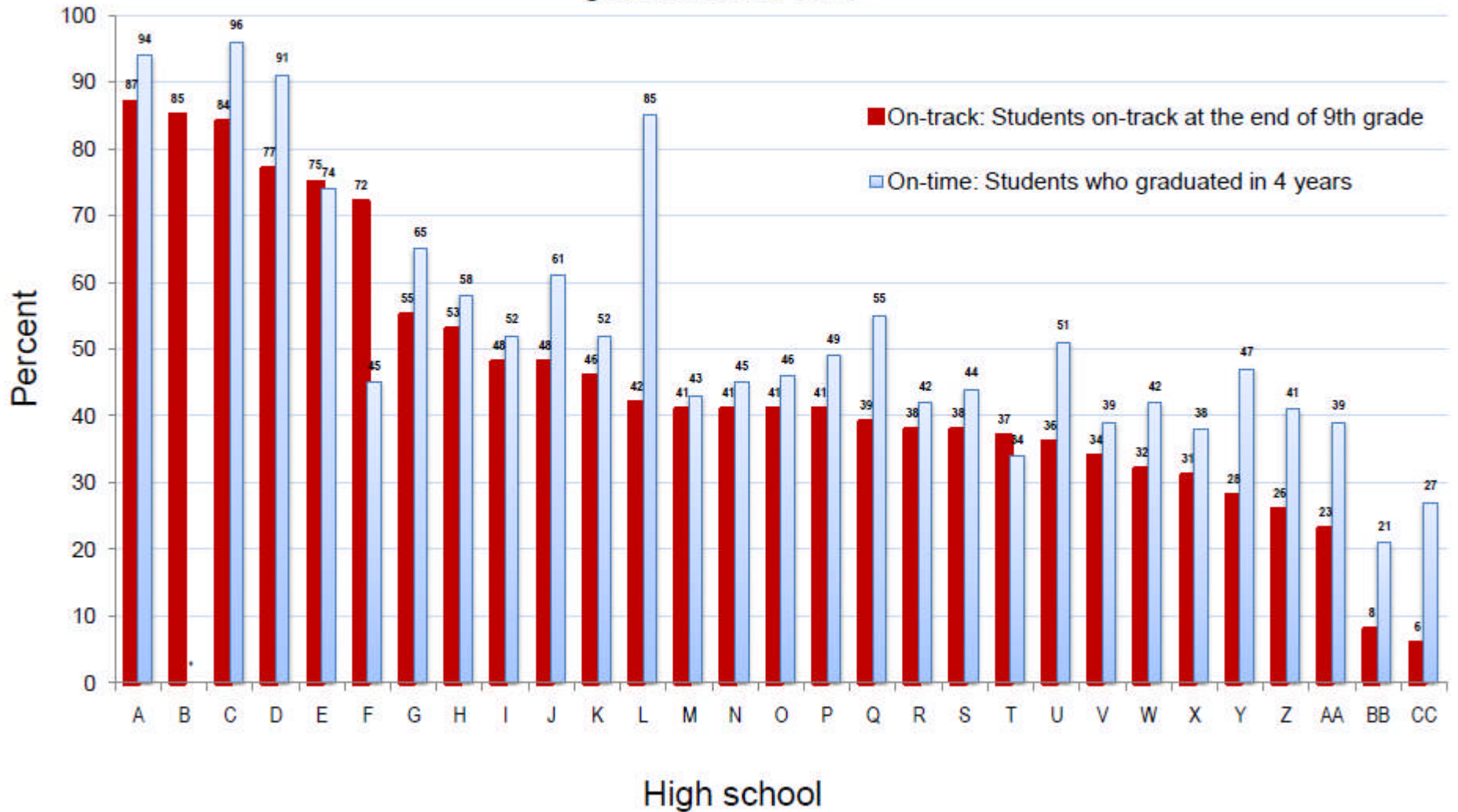
		On-track after 9th grade	
		No	Yes
On-time graduation	No	<b>A</b>	<b>B</b>
	Yes	<b>C</b>	<b>D</b>

Percent of students in each of the above categories for the total campus

<b>A</b>	11%
<b>B</b>	44%
<b>C</b>	20%
<b>D</b>	25%



## Percent of on-track students compared to the percent of students who graduated on-time



# Using the Data

- Identify areas where action is needed
- Identify best practices
- Look for comparisons
- Provide to college access teams at each campus
- Nice fit with other data being provided to campuses through other district initiatives
- Will work with district and campus staff so data is seen as constructive instead of punitive



**Nicholas Montgomery**  
Senior Research Analyst  
Consortium on Chicago School Research

# Organizing Data & Reports for Use in Schools

- Structure reports intentionally
  - Organized to identify patterns
  - Tell a story (not just “slice & dice”)
- Partner graphics with tables
  - Graphics to see patterns
  - Tables to provide details
- Pay attention to audience and purpose
  - Districts, principals, teachers all have different jobs/needs
  - Accountability vs. improvement

# Interactive Questions #4-7



**Dean Nafziger, Ph.D.**  
Chief Executive Officer  
REL Southwest at Edvance Research  
*Summary Remarks*



# Next Steps: TCSR Planning Committee

**13 districts and 21 individuals interested in participating in planning committee**

<b>Austin</b> Karen Looby	<b>El Paso</b> James Steinhauser Carlos Perales	<b>Houston</b> Carla Stevens Venita Holmes	<b>Southwest</b> Celani Dominguez
<b>Corpus Christi</b> James Gold Meghan Reger	<b>Fort Worth</b> Sara Arispe	<b>Klein</b> Angie Anderson Stan Hall	
<b>Cypress-Fairbanks</b> Linda Macias Rayyan Amine	<b>Galena Park</b> Orphalinda Bazan Sandy Mathews	<b>Northside</b> Sara McAndrew	
<b>Dallas</b> Cecilia Oakeley Dorothea Weir	<b>Grapevine-Colleyville</b> Karen Vance	<b>Plano</b> Dash Weerasinghe Paul Dabbs	

## Next Steps: TCSR Planning Committee

- Scheduling inaugural planning meeting this summer
- Will share information at TCSR Fall 2010 meeting
- Are you interested in participating?
  - Contact Laural Logan-Fain at [lloganfain@edvancresearch.com](mailto:lloganfain@edvancresearch.com)

# Next Steps

- **Needs Sensing**
  - Are we moving TCSR in the right direction?
  - How helpful is this type of analysis?
- **Accessing Data**
  - Local student information system
  - PEIMS Edit +
  - Statewide data through Education Research Center (ERC)

# Interactive Questions #8-10

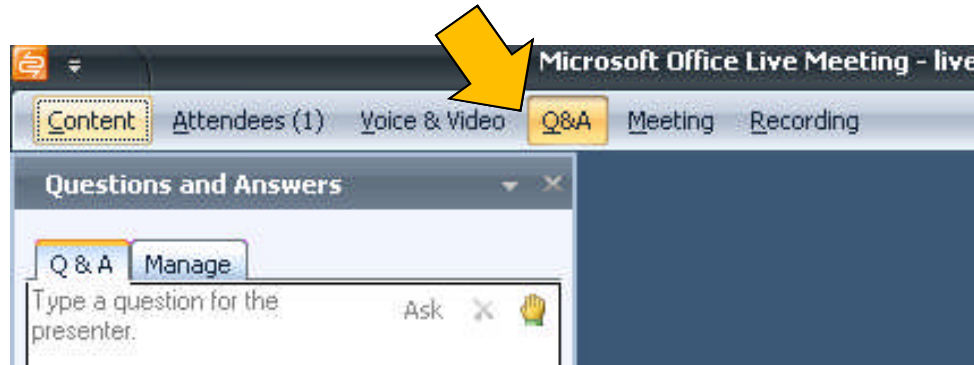
# Next Steps

- Will submit a plan to IES to replicate the analysis for TCSR districts
- Collect further guidance from the TCSR planning committee

# Optional Additional ½-Hour Discussion: District Questions, Comments, & Observations

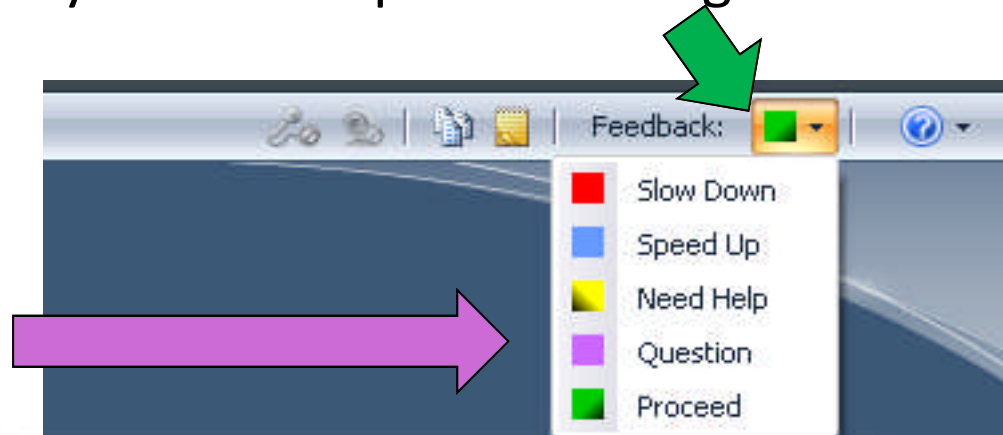
# How to Ask a Question

1) Type a question using Q&A button:



2) Indicate you have a question using the Feedback button:

Click on the Purple "Question" Box



To un-mute your phone, press \*2

Take a couple of minutes to  
formulate your questions:

01:00



# Questions?

