



Using Data for Change

Competency

Educator uses state and/or local data to drive implementation of the Every Student Succeeds Act (ESSA) to meet the needs of their students; taking into consideration support for vulnerable student groups including: racial minorities, students with disabilities, and English learners.

Key Method

The educator uses a deep dive to select a need or focus for vulnerable student groups, finds a set of data sources, and analyzes the data sources for incorporation into a presentation to a select stakeholder group.

Method Components

Deep Dive

Deep dive is a technique to rapidly immerse a group or team into a situation for problem-solving or idea creation. It is often used for brainstorming product or process development. Some strategies for this are:

- Reviewing all resources
- Going out and talking to people
- Conducting interviews
- Sending out a survey
- Taking notes
- Compiling and organizing notes
- Conducting short, focused observations

Opportunity Indicator

One of the biggest opportunities within ESSA is the addition of the Opportunity Indicator, a nonacademic criterion, to the accountability system.



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Last Revised on July 5, 2021

The Opportunity Indicator is based on NEA's Opportunity Dashboard and allows for meaningful differentiation between schools that is not solely based on test scores. Under ESSA, state-designed accountability systems must include the following indicators:

- Math and reading assessments
- Graduation rates
- Another statewide indicator for middle and elementary schools
- English language proficiency
- At least one other indicator of school quality and student support (possibly from the Opportunity Dashboard), such as:
 - Student engagement;
 - Educator engagement;
 - Student access to and completion of advanced coursework;
 - Postsecondary readiness;
 - School climate and safety; and
 - Any other state-chosen indicator that allows for meaningful differentiation of school performance and is valid, reliable, comparable, and statewide.

States must select at least one Opportunity Indicator to include in the state accountability system. These indicators, along with additional data prescribed within ESSA, must be reported on both the state and district report cards. In addition to the state-identified Opportunity Indicators, district report cards may contain additional Opportunity Indicators to identify where resource inequities exist. The identification of resource inequities is intended to help the state close achievement gaps

The Role of Educators in Supporting the Opportunity Indicators

ESSA requires input from educators, parents, and other stakeholders. These stakeholders are key in identifying and selecting the right mix of Opportunity Indicators to add to state and district accountability systems. Examples of these indicators can be found in NEA's Opportunity Dashboard.

Based on the opportunities written into ESSA, educators have numerous opportunities to ensure that the needs of their students are met. The use of data is essential in finding and selecting Opportunity Indicators and programs that would be most helpful.

Educators should:

- Access your state's ESSA plan. Be sure that you get the plan from your state department of education/department of public instruction/etc. Do not use summaries.
- View NEA's Opportunity Dashboard and complete the "My School Checklist" to determine need/focus.



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Supporting Rationale and Research

Petrides, L. A. (2006). Using Data to Support School Reform: New Technologies Have Made Data Gathering Easier Than Ever. Educators Now Must Confront One Big Question: How Can the Data Be Used to Improve Student Achievement?. THE Journal (Technological Horizons In Education), 33(8), 38.

<http://ici-bostonready-community-of-practice.wikispaces.umb.edu/file/view/Data-Driven+Decision+Making.pdf/113523643/Data-Driven%20Decision%20Making.pdf>

Lange, C., Range, B., & Welsh, K. (2012). Conditions for Effective Data Use to Improve Schools: Recommendations for School Leaders. International Journal of Educational Leadership Preparation, 7(3), n3.

<http://files.eric.ed.gov/fulltext/EJ997478.pdf>

Romero, C., & Ventura, S. (2013). Data mining in education. Wiley Interdisciplinary Reviews: Data Mining and Knowledge Discovery, 3(1), 12-27.

https://scholar.google.com/scholar?start=10&q=using+data+to+improve+schools&hl=en&as_sdt=0,9&as_ylo=2012&as_yhi=2017

Resources

Articles

[What You Need to Know About ESSA](#)

[Is Your School a Great Public School? Conditions of Teaching and Learning](#)

[Is Your School a Great Public School? Accountability and Assessments](#)

[The Data Quality Campaign: Opportunities to Make Data Work for Students in the Every Student Succeeds Act](#)

[Is Your School a Great Public School? Family and Community Engagement](#)

[The National Center for Learning Disabilities: ESSA Deep Dive: The Importance of State & Local Report Cards.](#)

[ESSA Implementation in Your State](#)

[The Data Quality Campaign: Shining a Light on Equity Opportunities to Use Data to Serve All Students.](#)

[The Education Trust: The Every Student Succeeds Act: What's in it? What does it mean for equity?](#)



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[Measuring School Quality: Non-Academic Measures in the Every Student Succeeds Act.](#)

[Innovation in Accountability Designing Systems to Support School Quality and Student Success.](#)

[Student Advocates Sound the Alarm: States' ESSA Plans Will Fail the Underserved Kids the Law Was Built to Protect | The 74 \(the74million.org\)](#)

Websites

[ESSA State Plan Submission](#)

[NEA's ESSA website](#)

This website includes many links and tools to research ESSA

Resources for Data Analysis

[Opportunity Audit](#)

[Your School Checklist](#)

[Source gives an example of a deep dive for health care provider](#)

[Source discusses general elements of ESSA](#)

[Source discusses elements of the ESSA Opportunity Dashboard you could consider for need/focus](#)

[Source offers a general overview of ESSA elements you could consider for need/focus](#)

[Source discusses pitfalls of statistical data](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(400-500 words)



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Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please answer the following. Do not include any information that will make you identifiable to your reviewers.

1. After reading the data about your state's ESSA plan, identify and describe one need or focus you want to address, and how it specifically helps vulnerable student groups.
2. Describe at least three pieces of valid data you used to support your need or focus. How did this data help support your need or focus?
3. Select from among the following list an audience to whom you will present your findings: school board, local or state elected officials, parent and/or other stakeholder group, school administration, fellow teachers, or local union.

Passing: Response addresses each of the overview questions and provides a detailed need or focus. The response describes the selected data, including a detailed explanation of how this data is appropriate for the need or focus.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following **two artifacts** as evidence of your learning.

**Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Annotated list

Create an annotated list of three resources. For each data source selected, submit a link and annotate with justification.

Artifact 2: Informational Presentation

Based on your selected audience, create an appropriate artifact (PowerPoint, brochure, blog, etc.) that demonstrates the findings of the data collected and provides insight into addressing the need/focus to the audience.

- Be sure the artifact you submit is clear and appropriate for your selected audience.
- Submit additional support material as necessary. For example, a PowerPoint to a parent group would have charts and graphs but not much narrative, so it would be necessary to include a notes section or record a voice-over for the slides to show the assessor what you would actually say during the presentation.



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- **Note:** A PowerPoint might not be appropriate for a school board presentation, but a narrative would not show the data in an appropriate format, so it would be necessary to include a supporting document that shows the data you are referencing.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Annotated list	Three valid, accessible sources provided.	Two valid accessible sources provided.	One accessible source is provided, or links are broken or otherwise inaccessible, or the sources are not valid.
Artifact 2: Informational Presentation	<p>Artifact is appropriate for the audience.</p> <p>Language is appropriate for the audience (no jargon, informal language for a formal setting, etc.).</p> <p>Writing and/or speech is clear and convincing.</p> <p>Writing and/or speech is free of distracting grammatical/mechanical errors.</p> <p>Material is engaging for intended audience.</p> <p>Accurately presents data from the chosen sources.</p>	<p>Artifact does not accurately consider the needs/interests of the audience.</p> <p>Language is somewhat inappropriate (e.g., some terms used are unclear to intended audience).</p> <p>Writing and/or speech is clear, but not convincing.</p> <p>Writing and/or speech contains distracting grammatical/mechanical errors.</p> <p>Material is utilitarian and/or not personalized for intended audience.</p> <p>Data presented inaccurately or unclear from the chosen sources.</p>	<p>Artifact is inappropriate for the audience.</p> <p>Has multiple terms that are not appropriate for the intended audience and/or language does not match setting.</p> <p>Writing and/or speech is unclear and unconvincing or inaccessible to assessor.</p> <p>Grammatical/mechanical errors are so numerous that they impact understanding.</p> <p>Artifact is not submitted or is inaccessible.</p>



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			No data presented from the chosen sources.
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Part 3 Reflection

(400-600 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

Based on your analysis of ESSA data relative to your selected need/focus, write a reflective essay addressing the following topics:

1. How does the data sufficiently address/answer your original question/need/focus?
2. What questions/pushback/objections do you anticipate from your target audience based on your presentation? Did they occur? How did you address them?
3. What additional data, if any, needs to be considered to take next steps related to your need/focus?
4. How will you continue to proactively engage stakeholders, specifically pertaining to vulnerable student groups?

Passing: Reflection thoughtfully addresses each of the guiding questions using supporting evidence. Writing/narration is organized and easy to understand.



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