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Washington State K–12 Education Research and Policy Questions Analysis

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Washington State K–12 Education
Research and Policy Questions Analysis

Submitted to:

State of Washington
Office of Superintendent of Public Instruction

On behalf of the:

K–12 Data Governance Group
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EXECUTIVE SUMMARY

In 2009, the Washington State Legislature established a vision for a comprehensive K–12 education improvement data system. The overall intent of this system is to provide Washington stakeholders with information that addresses critical questions about student progress and the quality and costs of education in the state of Washington. The system will also incorporate data that allow the state to address the research and policy questions identified in the national literature for state data systems and through the study conducted in this project.

To assist with the design and operation of the data system, the Legislature created a Data Governance Group within the Office of Superintendent of Public Instruction (OSPI) with responsibility for implementing key tasks with consultant support. Steps included: 1) the identification of a priority list of research and policy questions the state data system should provide educators with the capacity to address; 2) a gap analysis comparing the current status of the state's data system with the information needs associated with the research and policy questions, the legislative expectations in ESHB 2261, and the data system requirements in the federal ARRA; and 3) a technical capabilities gap analysis at the classroom level to help ensure that data from the state's statewide longitudinal data system are accessible to key stakeholders including principals, teachers, and other district leaders. OSPI contracted with PCG Education to assist in implementing these critical tasks.

Methodology

PCG's methodology for identifying critical research and policy questions included the following four components:

1. A review of OSPI documentation describing the vision for the state data system, and its primary objectives to: monitor student progress; have information on the quality of the educator workforce; monitor and analyze program costs; provide for financial integrity and accountability; and have the capability to link across these various data components by student, by class, by teacher, by school, by district, and comprehensively at the state level.
2. A review of the national literature on longitudinal state data systems that included the publications and policy briefs produced by the Data Quality Campaign (DQC) over the past few years, as well as other pertinent resources on data use at multiple levels of the education system. Notable in the national literature is the DQC Framework of Ten Essential Elements of a State Data System. According to the DQC 2009–10 Annual Survey Update and State Progress Report, Washington is one of only 12 states to have implemented all 10 essential elements of a robust data system (Data Quality Campaign, 2009). The national literature also highlighted the types of questions that high quality state data systems should enable multiple stakeholders to address.
3. Interviews with 45 stakeholder group representatives identified by OSPI. The interview process provided an overall indication of Washington stakeholders' beliefs about the most important types of data the state system should provide. Frequently cited areas focused on measuring student progress, longitudinal student growth, accurately determining dropout rates, teacher quality and preparation, teacher impact on students, funding allocations, and determining program outcomes.

4. A survey of district, school, and state representatives. The survey process represented the final stage of identifying the high priority research and policy questions for the Washington state data system. Across the state, district, and school surveys, there were a total of 64 questions that reflected the national literature and the priorities identified in the interviews with 45 Washington stakeholders. Most of the questions were relevant to two or more of the stakeholder groups, and were organized around nine pertinent categories.

High Priority Questions for the Washington State Data System

Across the 181 stakeholders who responded to the survey, there was high consensus about priority for 48 of the 64 research and policy questions. Within this set of 48 questions, 18 were in the top ten rated questions of one or more of the stakeholder groups surveyed. This list of 48 high priority research and policy questions is presented on the following pages with the 18 top rated questions identified in bold type. These top rated questions illustrate the strong interest among Washington stakeholders in being able to identify:

- Elementary and middle school indicators that are predictors of success or failure in subsequent grades
- The characteristics of teachers, schools, and districts that show the greatest success in improving student achievement
- The grade to grade progress of student subgroups
- The characteristics of students who do and do not achieve
- The reading, mathematics, and dropout prevention programs that show the greatest success
- The characteristics of districts and schools that show the greatest success in improving the performance of students in special education and English language learner (ELL) programs

The 48 high priority research and policy questions represent a strong alignment across: 1) the vision of the Washington State Legislature for a comprehensive K–12 education improvement data system; 2) the vision for high quality state data systems described in the national literature; and 3) the data priorities of Washington stakeholders. These 48 questions reflect major questions and themes identified in the national literature and by the Data Quality Campaign that are at the core of educational effectiveness and improvement.

Next Steps

While the 48 research and policy questions hold great potential for improving decision making at all levels of the education system in Washington, it must be recognized that they are only a first step. The data system gap analysis portion of the project will determine the state data system's current capability to provide the information associated with these questions. It must also be recognized that many of the questions require data linkages that represent more complex uses of data and more comprehensive overall pictures of the factors that affect school effectiveness and student performance. In the future, attention must focus on appropriate uses of data so that decision making takes into account all of the supporting data that are necessary to address the research and policy questions, and the types of fine-grained analyses that are necessary to make valid conclusions.

High Priority Research and Policy Questions
Category/Question
District, State, and School Enrollment Trends
1.1 Compared to state trends, what are the variations in district/school enrollment trends at different grade levels by gender, ethnicity, eligibility for free/reduced lunch, students in special education, students in ELL programs, and combinations?
1.2 What are the program and cost implications of demographic changes for specific subgroups, i.e., entry into special programs, need for intervention/remedial support, and additional personnel?
1.5/1.7 What are the characteristics and academic profile of students who are new to the state and to specific districts?
1.6 What are the demographic characteristics of students in individual classrooms and how do classrooms vary?
1.8 What percentage of our students transfer in or out at specific times of the school year by subgroup and where do they go?
Program and Course Enrollment Trends
2.2 How have individual district/school subgroup participation rates in advanced middle school courses changed and how do they compare to similar districts/schools?
2.3 How have individual district/school subgroup participation rates in AP, IB, SAT, and ACT exams changed and how do they compare to similar districts/schools?
2.4/2.7 How have individual district/school subgroup participation rates in low level/remedial middle/high school courses and in elementary reading and mathematics intervention programs changed and how do they compare to similar districts/schools?
Student Achievement
3.1 What is the grade to grade progress of student subgroups on the state assessments in reading and mathematics, i.e., what percent of students initially below proficient reach proficiency and what percent either maintain or lose proficiency over time?
3.2 What grade to grade progress did individual students make on the state assessment?
3.3 What is the grade to grade progress profile of students in specific classrooms?
3.4 What is the demographic, absence, mobility, program, class grade, and course-taking profile of students who do and do not achieve?
3.7 How does the performance profile of high mobility students compare to other students, i.e., attendance, proficiency, graduation?
3.9 How do district/school changes in the percent of students who pass AP courses and ACT, SAT, and IB exams compare to state trends?
3.10 What is the high school preparation profile of students who successfully complete post secondary education?
3.11 What are the characteristics of districts/schools that meet or do not meet accountability requirements, i.e., funding, programs and course offerings, average class size, staff allocations, and teacher qualifications?
3.12 What are the characteristics of districts/schools that show the greatest success in helping low-achieving students reach proficiency?

Note: These questions received mean ratings of 3.00 by the majority of survey participants responding to the question. The questions in the top ten mean ratings of one or more of the stakeholder groups are identified in bold type.

High Priority Research and Policy Questions
Category/Question
Student Achievement
3.13 What are the characteristics of districts/schools that show the greatest success in improving the performance of students in special education and ELL programs?
Attendance, Discipline, Dropout, and Graduation Rates
4.1 What are the characteristics of high attendance and low attendance students by school, grade level, and subgroup?
4.2 How have district/school subgroup attendance patterns changed at different grade levels?
4.4 What is the distribution of dropouts over the school year by subgroup and which groups have the highest dropout rates?
4.5 What are the characteristics of students in a school who have been involved in discipline incidents, suspended, expelled, or dropped out of school?
4.6 How do increases or decreases in district/school dropout rates by subgroup compare to state dropout rates and dropout rates in similar districts/schools?
4.7 How do district/school NCLB graduation rates for subgroups compare to state graduation rates and graduation rates in similar districts/schools?
Success/Risk Indicators, and K–12 Transitions
5.1 What is the relationship between absence and performance on state assessments for different subgroups?
5.2 What is the relationship between grades and performance on state assessments?
5.3 What are the attendance patterns and proficiency levels of students who drop out by subgroup?
5.4 What were the early indicators of success or failure for students in an elementary school, i.e., what is the K–3 profile of students who either succeeded or failed?
5.5 What are the strongest elementary school indicators of success or failure in the transition from elementary school to middle school, i.e., what is the elementary school profile of students who succeed or fail in middle school?
5.6 What are the strongest middle school indicators of success or failure in the transition from middle school to high school, i.e., what is the middle school profile of students who either succeeded or failed?
5.7 How are students from specific high schools performing at the post secondary level, and what are the strongest predictors of post secondary success, i.e., what is the high school profile of students who succeed at the post secondary level?
5.8 What is the previous academic and attendance record of students in this school who are new to the district?
Program Outcomes
6.1 What reading and mathematics programs/interventions have shown the most success in increasing student proficiency at the elementary, middle, and high school levels in similar districts/schools?
6.2 What dropout prevention programs have shown the most success in decreasing dropout rates in similar districts/schools?
6.3 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?

Note: These questions received mean ratings of 3.00 by the majority of survey participants responding to the question. The questions in the top ten mean ratings of one or more of the stakeholder groups are identified in bold type.

High Priority Research and Policy Questions
Category/Question
Teacher Workforce and Student Achievement
7.2 What are the differences in qualifications and experiences of teachers across classrooms, i.e., is the quality of the teachers equitable across classrooms and different achievement levels?
7.5 What are the characteristics of teachers who show the greatest success in improving student achievement?
7.6 What are the most common characteristics of the teacher workforce in schools that show the greatest success with students?
7.7 What are the characteristics of elementary classrooms, e.g., class size, student demographics, paraprofessional support, that show the greatest success in improving student proficiency?
7.8 What were the pre-service programs of teachers who have high student success rates over time?
7.10 What is the relationship between the frequency and types of professional development provided in reading and mathematics, and improvements in state assessment results?
Cost Effectiveness/Benefits – Return on Investment (ROI)/Cost Analyses
8.1 What is the cost effectiveness of specific district/school programs, i.e., what are the per pupil costs (personnel and program material costs) of programs that have improved the performance of specific subgroups?
8.2 What are the cost benefits of federally funded supplemental programs in meeting measurable student achievement targets, i.e., what were the per pupil expenditures of these programs and what percent of students met achievement targets?
8.3 What are the cost benefits of professional development expenditures targeted to specific subject areas and programs, i.e., what percent of in-service teachers' students show improvements over time in the areas targeted by professional development?
8.4 What are the cost benefits of professional development expenditures focused on teacher retention, i.e., comparison of costs of recruiting vs. the costs of professional development?
Cost Analyses
9.3 What is the instructional cost breakout by federal, state, and local revenues at the district, school, program, and classroom levels?
9.5 What are the cost "savings" attributable to specific management actions such as process improvements in the IT process to improve desk response capabilities?
9.7 At the aggregate level, what is the resource consumption (personnel and non-personnel) for the major expense categories defined by the district, i.e., regular education, special education, vocational education, administration, transportation, maintenance, etc.?

Note: These questions received mean ratings of 3.00 by the majority of survey participants responding to the question. The questions in the top ten mean ratings of one or more of the stakeholder groups are identified in bold type.

INTRODUCTION: BACKGROUND AND PURPOSE OF THE PROJECT

In 2009, the Washington State Legislature established a vision for a comprehensive K–12 education improvement data system. The overall intent of this system is to provide Washington stakeholders with information that addresses critical questions about student progress and the quality and costs of education in the state of Washington. The system will also incorporate data that allow the state to address the research and policy questions identified in the national literature for state data systems and through the study conducted in this project.

According to ESHB 2261, the objectives of the data system are to monitor student progress; have information on the quality of the educator workforce; monitor and analyze the program costs; provide for financial integrity and accountability; and have the capability to link across these various data components by student, by class, by teacher, by school, by district, and statewide (Washington State Legislature, 2009). The intended audiences for reports from the data system "include teachers, parents, superintendents, school boards, legislature, OSPI, and the public" (OSPI, December 2009). Information regarding the legislation is available in Appendix A.

The vision of the Washington Legislature reflects emerging data system capacities that allow for the linkage of student level data with educator and financial data and support a transformation from a state level "allocation and compliance" data system to an "education improvement" data system—a system that will facilitate decision making at all levels (OSPI, November 2009). As shown in Figure 1, Part 2 of ESHB 2261 specifies the 12 components to be included in the data system.

Figure 1. Twelve Components of the Washington State Data System
1. Comprehensive educator information, including grade level and courses taught, job assignment, years of experience, higher education institution for degree, compensation, mobility, and other variables
2. Capacity to link educator assignment information with educator certification
3. Common coding of secondary courses and major areas of study at the elementary level or standard coding of course content
4. Robust student information, including student characteristics, course and program enrollment, state assessment performance, and performance on college readiness tests
5. A subset of student information elements to serve as a dropout early warning system
6. The capacity to link educator information with student information
7. A common standardized structure for reporting the costs or programs at the school and district level with a focus on the costs of services delivered to students
8. Separate accounting of state, federal, and local revenues and costs
9. Information linking state funding formulas to school and district budgeting and accounting procedures
10. The capacity to link program cost information with student performance information to gauge the cost effectiveness of programs
11. Information that is centrally accessible and updated regularly
12. An anonymous, non-identifiable replicated copy of data that is updated at least quarterly and made available to the public by the state

Source: OSPI, November 2009

To assist with the design and operation of the data system, the Legislature created a Data Governance Group within the OSPI responsible for implementing the tasks delineated below with consultant assistance.

Figure 2. Tasks of the Data Governance Group
• Identify critical research and policy questions.
• Determine new reporting needs—identify the reports and other information that meet user needs.
• Create a comprehensive needs requirement document detailing the specific information and technical capacity needed by school districts and the state.
• Conduct a gap analysis of current and planned information.
• Focus on financial and cost data necessary to support the new K–12 financial models and funding formulas.
• Define the operating rules and governance structure for K–12 data collection.

Source: OSPI, November 2009

Data Governance Group members were selected by State Superintendent Randy Dorn in July and August 2009. After its formation, the Data Governance Group completed several activities to support the accomplishment of the tasks described in Figure 2. In their report to the Legislature dated November 2009, the Group reported that they had:

- Reviewed the current status of Washington's K–12 education data system, including the status of systems such as the Comprehensive Education Data and Research System (CEDARS) and eCert (an educator database) and a review of plans for data system enhancements.
- Convened two panels of teachers and principals to explore their data and information needs, including the reports and tools they currently use, how these reports and tools can be improved, and what new reports and tools would be helpful.
- Hired a K–12 Data Governance Coordinator.
- Selected PCG Education to identify critical research and policy questions and to conduct a data gap analysis project.
- Prepared a draft Data Governance Manual to aid in prioritizing data collection and reporting; ensuring data quality; managing change systematically; and including stakeholders in decision making processes.
- Created a status report on the Legislature's expectations for the data system.
- Reviewed a draft P–20 Longitudinal Data System grant application to the federal government.
- Initiated work on the fiscal, student, and class size reports OSPI is to post on the Internet, including processes to ensure data accuracy and compliance.
- Created a website to share information about the Group's responsibilities and activities with the general public.

In designing the education improvement data system, the task of identifying a priority list of questions followed by a gap analysis represented critical first steps. OSPI contracted with PCG Education to assist in implementing a process to:

1. Identify the priority research and policy questions the state data system should provide educators with the capacity to address based on a review of the most current national literature on state data systems and input from the Washington stakeholders who would be using the system. Stakeholders included legislators, advocacy groups, researchers, the State Board of Education, the Professional Educator Standards Board, teachers, parents, and district and school administrators.

2. Conduct a gap analysis comparing the current status of the state's data systems with: 1) the information needs identified in the delineation of research and policy questions; 2) the legislative expectations in ESHB 2261; and 3) the data system requirements in the federal ARRA and subsequent grant programs.

3. Conduct a technical capabilities gap analysis at the classroom level to help ensure that data from the state's statewide longitudinal data system are accessible to key stakeholders including principals, teachers, and other district leaders.

This report presents the results of the process conducted by PCG Education to identify the priority research and policy questions that the data collected by the Washington state data system should address (task number 1 described above).

DATA PRIORITIES AND RESEARCH AND POLICY QUESTIONS CITED IN THE NATIONAL LITERATURE

The national literature is clear about the fact that building these systems is only the first step in providing educators and policymakers with the information they need to track student progress and increase student success. The next step is to put policies and practices in place so that stakeholders throughout the system will be able to access, understand, and use data effectively for continuous improvement.

The vision established by the Washington Legislature for a comprehensive K–12 education improvement data system reflects a national movement to establish longitudinal state data systems capable of addressing the needs of education leaders and policymakers for better and more useful data. Over the past decade, the demands of a rapidly changing global economy, coupled with concerns about the nation's ability to create a competitive workforce, focused national attention on the quality of the United States' education system. The emphasis on educational standards, equity, continuous improvement, and accountability that has driven education reform over the past two decades was fueled by widespread recognition that districts and schools must become high-performing organizations if they are to prepare students to succeed in the twenty-first century global economy.

Today's students represent an unprecedented level of diversity—in abilities; learning styles; prior educational experience; attitudes and habits related to learning; language; culture; and home situations. The challenge of educating these students requires new capacities for schools and new orientations for the educators who make decisions that influence students' lives. It requires a commitment to basing decisions on sound information, and the capacity to access and effectively use many types of data (Data Quality Campaign, 2007).

Defining Essential Data Elements of a State Longitudinal System

Longitudinal data systems are powerful mechanisms for determining not only if student performance is improving but how and why. The use of these systems to improve schools and increase student success is a national priority. As reauthorized in 2002, the *Elementary and Secondary Education Act* calls for the collection, analysis, and use of student achievement data as a primary vehicle for improving the outcomes of the nation's schools. Data systems are viewed as playing a central role in improving decision making at all levels. *However, the national literature is clear about the fact that building these systems is only the first step in providing educators and policymakers with the information they need to track student progress and increase student success. The next step is to put policies and practices in*

place so that stakeholders throughout the system will be able to access, understand, and use data effectively for continuous improvement (Boudett & Steele, 2007; Data Quality Campaign, 2009, *The Next Step*; Data Quality Campaign, 2008; Education Commission of the States, 2006; Lachat & Smith, 2005; Ronka, Lachat, Slaughter, & Meltzer, 2008).

In 2005, 10 national organizations joined together to form the Data Quality Campaign (DQC) and launched a national effort to improve the collection, availability, and use of high quality education data. The DQC provides tools and resources to help states implement and use longitudinal data systems, "while providing a national forum for reducing duplication of effort and promoting greater coordination and consensus among the organizations focused on improving data quality, access, and use" (Data Quality Campaign, n.d., *About DQC*). Today, this national collaboration has grown to more than 50 organizations across the country that participate as "managing partners" and other "endorsing partners" (Data Quality Campaign, n.d., *About DQC*). Through this broad collaboration, the DQC produced resources that defined the essential elements of state longitudinal data systems, and the range of questions these systems should address in achieving the national priority of improving student achievement. Today the DQC is the primary source of the national literature on state data systems. In fact, many of their recommendations have been incorporated into recent federal law under the *America COMPETES Act*, the *American Recovery and Reinvestment Act*, and *Race to the Top*. These initiatives are critical drivers currently supporting education reform and statewide funding opportunities.

In bringing the conversation on state data systems to a national level, the DQC's primary focus over the first three years of the campaign was to build political support for states to implement 10 essential elements of a longitudinal data system. While recognizing that each state's data system would have unique elements, the DQC provided a common framework of essential elements with a rationale for their importance. This framework is depicted in Figure 3.

According to the DQC 2009–10 Annual Survey Update and State Progress Report, Washington is one of only 12 states to have implemented all 10 essential elements of a robust data system (Data Quality Campaign, 2009). For a copy of this report, see Appendix B.

Figure 3. DQC Framework of 10 Essential Elements of a State Longitudinal Data System
1. **A unique statewide student identifier that connects student data across key databases across key years** Assignment of a unique statewide student identifier to every student in the P–12 system provides a way to follow students as they move from grade to grade and across campuses and/or districts within the state.
2. **Student level enrollment, demographic, and program participation information** Accurate information on student enrollment, demographics, and program participation is essential to evaluate the effects of schools and programs, and to assess the impact of student mobility and continuous enrollment.
3. **The ability to match individual students' test records from year to year to measure academic growth** A statewide database of individual student performance on state exams should be maintained with the ability to disaggregate the results by individual item and objective and the ability to match records for individual students across time and with other databases.
4. **Information on untested students and the reasons they were not tested** States need to track students who do not take the test and why they are not tested, and then match those records to separate enrollment and program participation databases.

Figure 3. DQC Framework of 10 Essential Elements of a State Longitudinal Data System
5. A teacher identifier system with the ability to match teachers to students Matching teachers to students by classroom and subject is critical to understanding the connection between teacher training and qualifications and student academic growth.
6. Student level transcript information, including information on courses completed and grades earned Course-taking data allow a determination of whether low-income and minority students are taking rigorous courses in middle school and high school to prepare them for success in post secondary education and the job market.
7. Student level college readiness test scores Student performance on SAT, SAT II, ACT, Advanced Placement (AP), and International Baccalaureate (IB) exams are important indicators of whether students are making a successful transition from high school to post secondary education. States should collect college readiness test scores annually.
8. Student level graduation and dropout data States need to be able to determine graduation rates using the NCLB calculation and determine what happens to students who drop out or transfer to another school.
9. The ability to match student records between the P–12 and higher education systems Aligning expectations in high school with the demands of post secondary education requires better data on student success when students leave the P–12 system and enter college.
10. A state data audit system assessing data quality, validity, and reliability Without a well-designed and well-implemented state data audit system, the public cannot have confidence in the quality of the information coming out of the state's public education system.

Source: Data Quality Campaign, 2009, *The Next Step*

Defining Research and Policy Questions for State Data Systems

The national conversations and widespread organizational collaboration that occurred over the past few years led to an identification of how longitudinal systems based on the 10 essential elements can address research and policy questions that are at the core of educational effectiveness. The literature on state data systems increasingly highlighted uses of data that have been cited in the data use literature over the past decade. The emerging vision for high quality and responsive state data systems describes these systems as providing educators with the ability to:

- Follow students' academic growth and proficiency as they move from grade to grade
- Determine the effectiveness of specific schools and programs
- Consistently identify higher performing schools
- Monitor student mobility, retention, and attrition
- Examine prior achievement for all student subgroups
- Predict future student achievement
- Evaluate the effect of teacher preparation and training programs on student achievement
- Focus school systems on preparing a higher percentage of students to succeed in rigorous high school courses, college, and challenging jobs
- Forecast student readiness for key transitions
- Foster the use of data for continuous improvement

Sources: Achieve, 2008; Achieve, 2006; Laird, E., National Center for Educational Accountability, and Data Quality Campaign, 2006; Marsh, Pane, & Hamilton, 2006; National Center for Higher Education Management Systems, 2005.

Across the national literature, there are numerous examples of the types of key questions that can be answered through data collected in a longitudinal state data system. Figure 4 includes a sample of these questions. While the list is not exhaustive, it illustrates the range of educational issues addressed.

Figure 4. Types of Research and Policy Questions Identified in the Literature	
Type	**Research and Policy Questions**
Achievement and Course Patterns	• What does the overall flow of students through the nation's educational pipeline look like? Who succeeds in completing what kinds of credentials or outcomes, and how are these outcomes related to characteristics like gender, race/ethnicity, income, or social background? • What are the characteristics of students who do and do not achieve success? • How have course-taking patterns changed for subgroups? • What is the relationship between course grades and performance on state tests? • What year to year progress are students making—what percentage of last year's less than proficient students achieved proficiency or more than a year's growth in academic achievement? • How have participation rates and scores on SAT, ACT, AP, and IB exams changed over time for low-income and minority students? • How does the performance of students who are new to a district compare to enrolled students with similar characteristics?
Predictors and Transitions	• What are the early grade indicators of success or failure in subsequent grades? • What middle school indicators and achievement levels are the strongest indicators of high school success or failure? • How is student success in college related to high school courses, grades, and test scores? • What was the prior academic and attendance profile of students who dropped out? • What role does geographic mobility play in inhibiting or enhancing educational attainment?
Graduation and Dropout Rates	• What are the NCLB graduation rates for subgroups? • How have dropout rates changed over time for subgroups?
Teachers and Students	• What teacher preparation programs produce teachers whose students have the strongest academic growth? • How do the experience levels of teachers in a district's high poverty schools compare with those of teachers in the schools serving affluent students? • How do teacher qualifications and experience levels relate to the academic growth of their students?
School and Program Effectiveness	• Which schools produce the strongest academic growth? • Which districts and schools do the best job of reducing the dropout rate? • Which middle schools do the best job of preparing students for rigorous high school courses? • Are specific school characteristics, such as instructional programs, teacher qualifications, size, or attendance rates associated with success in narrowing achievement gaps over time? • Which intervention programs have the best effects?

Sources: Achieve, 2006; Armstrong & Anthes, 2001; Data Quality Campaign, Update 2009; Data Quality Campaign, 2009, *The Next Step*; Data Quality Campaign, 2008; Data Quality Campaign, 2007; Datnow, Park, & Wohlstetter, 2007; Dougherty, 2002; Laird, E., National Center for Educational Accountability, and Data Quality Campaign, 2006; Marsh, Pane, & Hamilton, 2006; MPR, Inc. and National Center for Educational Achievement, 2006.

The literature on state data systems particularly emphasizes the importance of tracking the progress of individual students and groups of students over time, and cites the limitations of cross-sectional data. "Snapshot pictures" of students at a moment in time do not show how they were performing in previous years and the progress they have made (Dougherty, 2002). In contrast, longitudinal data that follow students' grade to grade progress allow schools to determine whether students are actually improving their skills as they move through the school. Longitudinal progress data allow schools to track changes in achievement gaps for specific groups of students as they move from grade to grade, and support an evaluation of programs in improving student achievement. This focus has been reflected in the emergence of growth models over the past few years. Linking student performance over time also enables administrators and teachers to examine prior achievement as an indicator of future performance, and more consistently identify students who are at risk of failure (Data Quality Campaign, 2007; MPR, Inc. and National Center for Educational Achievement, 2006).

Future visions of comprehensive state data systems also include the capacity to link longitudinal student outcome data to financial data at the district level and ultimately, the school or even classroom level. These linkages allow an examination of not only the programs and practices that best support student success, but what they cost as well. Within and across states, better information could be shared about how the most effective school systems allocate their resources, and models could be developed to help less successful school districts reallocate existing resources or allocate new resources. These models could address such issues as whether patterns of student improvement correspond to changes in overall spending allocations and spending levels, and the return on investment of expenditures made in staff development and instructional programs (Data Quality Campaign, Update 2009). It must be recognized, however, that the cost and performance data linkages proposed in the literature are complex. Drawing conclusions and making responsible decisions will require stakeholders to capture overall pictures of data that allow the examination of all supporting data.

Building Capacity for Stakeholder Use of Data

The initial focus on defining the essential elements of state longitudinal systems sets the stage for discussions around the functional uses of data by teachers, administrators, parents, policymakers, and other stakeholder groups. At national and state levels, a complementary focus on ensuring that data can be accessed, analyzed, and used by all stakeholders has emerged. An emphasis on "longitudinal data that can be shared, are user friendly and timely, and are tailored to users' needs" is now a central focus (Data Quality Campaign, 2009, *The Next Step*).

At the policy level, the vision for state data systems goes beyond holding schools accountable to using data for continuous improvement, identifying what successful schools are doing to achieve excellence, and sharing that information with less successful schools. While having information to answer key questions is seen as the vital first step, the capacity to use data effectively to support program implementation, improve teaching and learning, and formulate sound educational policy is viewed as the path to increasing students' success as they move through the education system (Data Quality Campaign, 2008; Education Commission of the States, 2006; Laird, E., National Center for Educational Accountability, and Data Quality Campaign, 2006; Marsh, Pane, & Hamilton, 2006).

For many years, the literature on data use provided examples of how district and school stakeholders could use data to support equity, program effectiveness, and continuous improvement. Today, the recognition that different stakeholders need to be able to use the same data in different ways has intensified. Figure 5 provides examples noted in the literature of how multiple stakeholders can use longitudinal data to improve student performance.

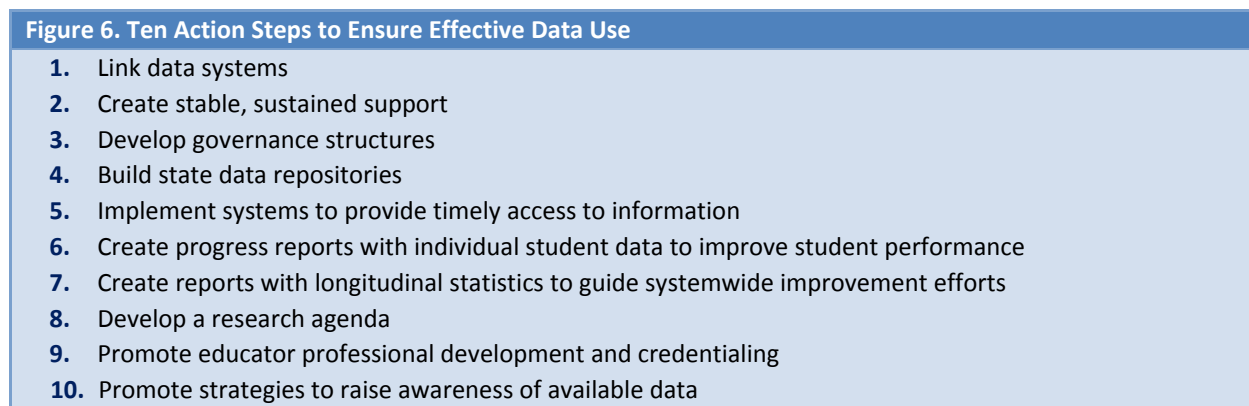| Figure 5. Stakeholder Use of Data	
Stakeholder	**Data Use**
1. **Governors and Legislators**	To create policies that address equity issues and support continuous improvement; allocate state resources to support excellence and improvement
2. **Chief State School Officers**	To shape education policies and programs; allocate state education agency resources to help districts; identify successful districts and schools; and create professional development around proper use of data
3. **School Board Members (state and local)**	To allocate resources more strategically; evaluate effectiveness of programs and interventions; assess teacher development needs; and support professional development
4. **District Administrators**	To improve curriculum and practice both systemically and in specific schools; identify equity issues and student progress patterns across schools; evaluate program effectiveness; allocate teacher and staff resources; and support professional development opportunities
5. **School Administrators**	To guide staff allocations and course assignments; examine equity issues in program/course participation; identify the outcomes of programs and interventions; develop school improvement plans; and provide targeted professional development
6. **Teachers**	To develop individual student education plans; differentiate instruction; create flexible groupings; monitor student progress; and examine the effectiveness of instructional interventions
7. **Parents and Students**	To monitor academic progress and to inform decisions about courses and programs
8. **Post Secondary Educators and State Higher Education Executives**	To identify necessary courses, effective transition strategies, and staffing resources to meet the needs of incoming students
9. **Advocacy/Improvement/Research Organizations**	To assess the impact of policies, programs, and practices in addressing equity issues and supporting continuous improvement

Sources: Achieve, 2006; Armstrong & Anthes, 2001; Boudett & Steele, 2007; Data Quality Campaign, Update 2009; Datnow, Park, & Wohlstetter, 2007; Dougherty, 2002; Johnson, 2002; Lachat & Smith, 2005; Means, Padilla, Gallagher, & SRI International, 2010; Ronka, Lachat, Slaughter, & Meltzer, 2008.

In describing the value of longitudinal data to educators, Dougherty (2002) cites the importance of identifying the schools and educators that are most successful with challenging student populations and that help students make the most academic progress, as well as identifying the programs that really work in order to promote the adoption of best practices. Laird, the National Center for Educational

Accountability, and the Data Quality Campaign (2006) describe how longitudinal data can be used in multiple ways to drive school and district improvement. Their examples include: 1) external benchmarking by comparing the measured performance of one's own district or school to that of others; 2) internal benchmarking by comparing the measured performance of schools within a district or classrooms within a school to identify better practices; 3) program evaluation by following program participants and non-participants over time; 4) understanding relationships and trends by looking at changes and relationships among variables to identify the factors most likely to be responsible for change; and 5) diagnosis and prescription by using detailed information on individual students to quickly identify problem areas and to adjust instruction accordingly.

The current focus at the national level is to help states identify and put in place the policies and practices that will result in stakeholders' actual use of longitudinal data to help students succeed. There is broad recognition that the change from using data solely for compliance to using data for continuous improvement requires a significant shift in the culture around data use, as well as practical steps to remove barriers to accessing, sharing, and using data across multiple stakeholders. The shift requires deliberate attention to a range of issues that relate to leadership, capacity, policy, beliefs about data use, structures that support collaboration and communication, and skills in data analysis (Boudett & Steele, 2007; Lachat & Smith, 2005; Laird, E., National Center for Educational Accountability, and Data Quality Campaign, 2006; Marsh, Pane, & Hamilton, 2006; National Center for Higher Education Management Systems, 2005; Ronka, Lachat, Slaughter, & Meltzer, 2008).

There is increasing emphasis on the central role of state policymakers in supporting a widespread improvement in data use, and the Data Quality Campaign defined 10 state level action steps to ensure effective data use, as shown in Figure 6. The DQC has recognized Washington for its implementation of three of the actions, which include linking data systems; creating stable, sustained support; and developing a research agenda (Data Quality Campaign, 2009). See Appendix B for a copy of the DQC 2009–10 Annual Survey Update and State Progress Report for Washington.

Figure 6. Ten Action Steps to Ensure Effective Data Use
1. Link data systems
2. Create stable, sustained support
3. Develop governance structures
4. Build state data repositories
5. Implement systems to provide timely access to information
6. Create progress reports with individual student data to improve student performance
7. Create reports with longitudinal statistics to guide systemwide improvement efforts
8. Develop a research agenda
9. Promote educator professional development and credentialing
10. Promote strategies to raise awareness of available data

Source: Data Quality Campaign, 2009, *DQC 2009–10 Annual Survey Update*

In summary, the national focus on higher quality data and more effective data use by multiple stakeholders at all levels of the education system has provided states with a framework of the essential elements of a comprehensive, high quality longitudinal data system and a vision of how stakeholders can use data from these systems to answer questions that address the most pressing priorities. There

are many challenges ahead as states work to establish longitudinal data systems that meet new expectations for broad stakeholder use of data. However, in the words of the DQC, "using valid, reliable, and consistent information to drive all decisions across the education sector—a transformation that was not even conceivable a mere three years ago—is now an attainable goal" (Data Quality Campaign, 2009, *The Next Step*). The research and policy questions identified in this study form the basis for identifying what additional data should be captured within the Washington state data system to widen and deepen the use of the data by all stakeholder groups.

METHODOLOGY

The methodology for identifying critical research and policy questions included: 1) a review of OSPI documentation describing the vision for the state data system and its components; 2) a review of the current literature on longitudinal state data systems; and 3) interviews and surveys with key Washington state stakeholder groups.

Document and Literature Review

A review of OSPI documentation and the national literature on state data systems was the starting point for identifying research and policy questions. The objectives and 12 components of the proposed state data system that were described in OSPI documents clearly suggested the information priorities and types of research and policy questions that the system should be designed to address. The national literature review included a review of publications and policy briefs produced by the DQC over the past few years, as well as other pertinent resources on data use at multiple levels of the education system. As described on the DQC website,

> The campaign will provide tools and resources that will help states implement and use longitudinal data systems, while providing a national forum for reducing duplication of effort and promoting greater coordination and consensus among the organizations focused on improving data quality, access, and use (Data Quality Campaign, n.d., *About DQC*).

The DQC thus became the primary source of literature on state data systems, with its publications representing the combined efforts and perspectives of the collaborating organizations. The review of OSPI documents and the national literature described in the previous sections provided an important foundation for identifying information priorities that the state data system should be capable of addressing.

Stakeholder Interviews

At the start of the project, OSPI collaborated with PCG Education to develop a list of stakeholders to participate in the interview process. These interviews were conducted in December 2009 and January 2010 with 45 stakeholder group representatives. The 45 respondents consisted of three role groups that included 11 legislators (including one legislative administrator), 11 researchers, and 23 other representatives such as policy advisors, business managers, advocacy group representatives, and school administrators. The interview protocols included 10 questions that asked respondents to identify the top three educational questions they would like to be able to answer using a state data system, as well as questions that asked them to identify their priority questions for specific categories of information the system would include. Appendix C includes the interview protocols. Most (n=39) interviews were

conducted by phone, while six respondents were interviewed in person. The interviews provided an important opportunity to acquire unstructured feedback from critical state stakeholders. A recorder was used to record the interview responses. Interview data were thematically coded to determine the frequency that specific stakeholder priorities for the state data system were cited. The major stakeholder themes and priorities that were identified through the interview process were incorporated in the research and policy questions that were defined for the stakeholder surveys.

The Survey

A collaborative decision was made with OSPI to conduct a survey process that included the district and school representatives who represent the largest population of state data system users, in addition to state level stakeholders.

Survey Development

> **A** central theme in the national literature on state data systems indicates that different stakeholders need to be able to use the same data in different ways.

Three surveys were developed: a district survey, a school survey, and a state stakeholder survey. The school survey included skip logic that led respondents to questions targeted at elementary, middle, and high school levels. This enabled respondents to answer questions appropriate for their level (based on their selection of elementary, middle, or high school level), and allowed an analysis of the varying data priorities of stakeholders at the three different school levels. Based on the review of the national literature and stakeholder input collected through the interview process, a list of research and policy questions was generated for possible survey items. An analysis of these questions in terms of their relevance to different stakeholders showed that most of the questions were relevant across the state, district, and school groups that were to be surveyed, although the use of the information might vary across groups. For example, an achievement question about the grade to grade progress of specific student subgroups would be relevant for all groups, though the information might be used for different purposes. *This reflects a central theme in the national literature on state data systems: that different stakeholders need to be able to use the same data in different ways.* Thus, most of the survey items were common across the surveys, with the language only slightly modified.

A challenge in developing the surveys was limiting the length to encourage completion by respondents, while also making them inclusive of the information priorities and the different categories of information cited in OSPI documents, the national literature, and by stakeholders. The survey items were organized around nine pertinent categories:

1. District and School Enrollment Trends
2. Program and Course Enrollment Trends
3. Student Achievement
4. Attendance, Discipline, Dropout, and Graduation Rates
5. Success and Risk Indicators, and Transitions
6. Program Outcomes
7. Teacher Workforce and Student Achievement
8. Cost Effectiveness
9. Cost Analyses

Survey drafts were submitted to OSPI for review, and were edited based on the feedback provided by reviewers. Every effort was made to reduce the length of the survey and thus the time required for completion, while still collecting essential data. The state, district, and school surveys are included in Appendix D of this report.

Respondent Ratings of Research and Policy Questions

Survey respondents were asked to use a 4 point rating scale (with 4 being highest and 1 being lowest) to indicate the relative importance of a research and policy question to them in their specific role. The use of the 4 point rating scale allowed a ranking of the survey items (questions) by mean rating for each of the groups surveyed with the standard deviation indicating the variability in response. The analysis of the survey data was driven by the following considerations:

1. The concept of prioritizing research and policy questions is multidimensional, in that it is connected to the context of the question. For example, a question about cost can have equal priority to a question about achievement depending on the context of data use. Therefore, priority ratings of the research and policy questions were determined within each of the categories of use.

2. Another aspect of priority is tied to the user, that is, the priority of a question for a district respondent may be different than a priority for a school or state level respondent. As noted above, most of the questions were common across the state, district, and school surveys, with minor editing for relevance to the user. Mean ratings for the survey items were determined for each group of survey respondents, allowing an analysis of the relative priority of the research and policy questions for different users.

The mean ratings for the five survey groups (state, district, elementary school, middle school, and high school) were analyzed to identify the research and policy questions where there was the most agreement about the importance of a question, defined here as a mean rating of 3.00 or above. In addition, the data were analyzed to identify the top ranked questions for the state level respondents, the district level respondents, and the school level respondents (elementary, middle, and high school combined). Survey results are presented in tables and graphic displays in the Data Priorities of Washington Stakeholders section with a narrative summary of response patterns across the survey groups for the nine categories of data use.

Open-Ended Responses

Survey respondents had the opportunity to respond to an open-ended section at the end of the survey which prompted them to: "Please add any other questions you feel the state system should address." Across the total 181 survey respondents, 20% (n=36) responded to this section. The 36 respondents consisted of 10 state level respondents, 5 district level respondents, and 21 school level respondents. The data were coded and responses were organized into nine categories representing the types of information most frequently cited by the respondents.

The Survey Sampling Plan

PCG Education collected the survey data through an online survey process. At the start of the project, OSPI and PCG Education decided to conduct the survey process with district and school staff who represented the largest population of state data system users. Upon review of the draft district and school surveys, OSPI and PCG Education made the decision to survey state level stakeholders as well. Figure 7 lists the stakeholder groups who were asked to respond to each of the three surveys.

Figure 7. Stakeholder Groups for Each Research and Policy Question Survey	
Survey	**Target Stakeholders**
State	Advocacy groups, researchers, OSPI staff, school counselors, business leaders, educator training staff, governor's office staff, legislators, parents, Professional Educator Standards Board, State Board of Education
District	Superintendents, business managers, special education directors, assessment directors, curriculum directors, and technology directors (or staff with equivalent positions)
School	Principals, guidance counselors, parent representatives (e.g., PTO/PTA representatives), and teachers

The state survey was administered to the same list of stakeholders identified by OSPI as representative of various state level stakeholder groups who were included in the interview process.

For the district and school surveys, PCG Education identified a sample of 10% of the state's school districts based on size and location and randomly selected a sample of elementary, middle, and high schools within each district. A total of 19 districts were identified (Figure 8). Of these districts, two declined participation (Evergreen School District and Eastmont School District). For each district, the following numbers of elementary, middle, and high schools comprised the sample:

- For each large district – 6 elementary, 4 middle, and 4 high schools
- For each medium district – 4 elementary, 2 middle, and 1 high school
- For each small district – 2 elementary, 1 middle, and 1 high school

Figure 8. Districts Identified for Participation in the Survey Process		
Large Districts (20k–50k students)	**Medium Districts (6k–20k students)**	**Small Districts (Fewer than 6k students)**
▪ Spokane ▪ Seattle ▪ Tacoma ▪ Evergreen* ▪ Puyallup ▪ Edmonds	▪ Monroe ▪ Longview ▪ Yakima ▪ Kennewick ▪ Bellingham ▪ Pasco	▪ Woodland ▪ Granite Falls ▪ Eastmont* ▪ Ellensburg ▪ Bremerton ▪ Pullman ▪ Tonasket

*District declined participation in the survey process.

Survey Communication Plan

Prior to the opening of the online surveys on February 1, 2010, OSPI emailed superintendents at the sample districts to introduce the project, advise them of the survey process, and to request their participation in the surveys. Also prior to the opening of the surveys, PCG Education sent similar email notifications to state stakeholders, district stakeholders, and principals.

It is worth noting that the distribution of the school survey varied from the approach used to reach district and state stakeholders. The school survey was designed to capture responses from principals, guidance counselors, parent representatives, and teachers considered to be "data users." Whereas each possible state and district stakeholder respondent received an email from PCG Education with the survey hyperlink, principals were identified as the primary recipients of communication about the school survey and were asked to forward the survey to:

- Guidance counselor(s)
- Two parent representatives (e.g., PTO/PTA representatives)
- Two teachers they identified as frequent "data users"

PCG Education monitored response rates throughout the two weeks the surveys were open. At the start of week two, PCG Education sent a reminder email to state stakeholders, district stakeholders, and principals to advise them that the survey would be closing soon and that their participation was requested.

In agreement with OSPI, PCG Education extended the time for responses by five days, officially closing the survey February 17. To improve the number of school level responses, PCG Education sent an email reminder to principals on the morning of February 17 advising them of the extension and asking for their participation in the survey process. This last reminder increased the number of school responses by 14%. See Appendix E for email communications. Figure 9 provides a summary of communication.

Figure 9. Communication for Each Survey			
Action	**State Survey**	**District Survey**	**School Survey**
OSPI Email Notification	None	January 26 (superintendents only)	None
PCG Education Email Notification	None	January 29 (superintendents only)	None
PCG Education Email Notification with hyperlink to survey	February 1 (all respondents)	February 1 (all respondents)	February 1 (principals only)
PCG Education Email Reminder with hyperlink to survey	February 8 (all respondents)	February 8 (all respondents)	February 8 (principals only)
PCG Education Final Reminder	None	None	February 17 (principals only)

Survey Response Rates

The overall combined response rate across all three surveys was 18% (181 responses out of a possible 992). Final survey response rates for each of the three surveys were as follows:

- State – 52% (32 responses out of a possible 62)
- District – 46% (52 responses out of a possible 114)
- School – 12% (97 responses out of a possible 816)[1]

It is likely that the high rate of response for the state and district surveys reflects the extent of their prior knowledge of the project. While the school response rate is lower than the state and district response rates, it is representative of typical response rates for online surveys where there is no prior relationship with respondents. The total response rate for the state and district surveys is based on the total number of actual responses divided by the number of people who received an email from PCG Education. Calculation of the total response rate for the school survey is based on the assumption that the principals would have forwarded the email to each of the requested school stakeholders (as noted previously).

It is not possible to know the extent to which principals forwarded the email to other school stakeholders and, therefore, what the true number of possible respondents is among the school stakeholders. The response rate for principals (the actual recipients of emails from PCG Education) was 26 out of a possible 136, or 19%. Furthermore, if the combined response rate across all three surveys is calculated using only principal responses for the school survey, the total response rate is 35% (110 responses out of a possible 312 emails sent).

The total response rate for the school survey also reflects two important factors that frequently inhibit high online response rates: 1) a lack of prior knowledge of the project and 2) a lack of direct contact with potential respondents. These factors are cited in the literature pertaining to typical response rates for online surveys. Major publishers of online surveys suggest that typical total response rates (the number of people receiving an email survey link divided by the number who actually respond to the survey) are between 10–30% for surveys where there is no prior relationship with respondents. Response rates at the higher end of this range are generally achieved when the respondents have a high interest in the survey topic and are provided some type of incentive for completing the survey (American Association for Public Opinion Research, 2010; Archer, 2008).

- *Prior Knowledge of the Project*—The state survey was administered to individuals who had significant prior knowledge about the project—each of them had been contacted previously by either the OSPI Data Governance Group or PCG Education (or both) to request their

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[1] For the school survey, "possible respondents" is an estimate based on the total desired group of respondents including principals, guidance counselors, parent representatives, and teachers. It is important to note that only principals received direct communication from PCG Education. Given that the actual respondents for each school would vary, it was not possible for individual emails to be sent to the other stakeholder groups. The number 816 represents the following: 136 principals; an estimated 136 guidance counselors (1 per school); an estimated 272 parent representatives (2 per school); and an estimated 272 teachers (2 per school).

participation in our interview process, which occurred in December and January. Many of the stakeholders who were interviewed conveyed a high level of interest in this project and a strong desire to share their opinions about the types of research and policy questions a state data system should answer.

The district survey was announced to superintendents through an email sent directly to them by the Data Governance Group. This email explained the purpose of the survey and requested their participation in the process. The email also advised superintendents that they would be receiving subsequent communication from PCG Education. This prior communication directly from OSPI was critical in obtaining support for the project at the district level. It also meant that district stakeholders expected to receive follow-up communication from PCG Education.

Unlike the state and district surveys, information about the school survey (elementary, middle, and high school) was announced to principals in an email sent by PCG Education. Unless the districts had shared information about the project with these principals in advance, this was likely the first time principals had heard about the project and PCG Education. Their lack of familiarity with the project may have contributed to the lower response rate.

For the purposes of this project, the school survey response rate is acceptable, as there were sufficient responses at the elementary, middle, and high school levels to inform our analysis.

- *Direct Contact with Potential Respondents*—As noted above, PCG Education sent individual emails to each of the possible state and district level respondents. For the school surveys, the principal was the single point of contact and was asked to engage other school level stakeholders by forwarding information about the survey (provided in the email). That is, PCG Education did not directly email each of the possible respondents for the school survey (guidance counselors, teachers who are "data users," and parent representatives). Thus, only 136 school level respondents received direct communication from PCG Education (principals). The remaining 680 possible respondents represented the other stakeholders the principals were requested to contact on behalf of the project.

DATA PRIORITIES OF WASHINGTON STAKEHOLDERS

Summary of Stakeholder Interview Data

Interviews were conducted with 45 stakeholder group representatives identified collaboratively with OSPI. The respondents included 11 legislators (including one legislative administrator), 11 researchers, and 23 other representatives. Respondents were first asked to identify the types of educational issues and questions that represented their overall key priorities. They were then asked to identify their specific data priorities in areas related to monitoring student progress, the educator workforce, cost information, and the data linkages that would be most valuable to them and others in their role group.

Overall Educational Issues and Data Priorities

The thematic coding of interview responses to the questions related to the educational issues and questions that represented stakeholders' overall data priorities identified five major categories of information which, across all five categories, were referenced a total of 418 times by the respondents. Within these categories, several issues and data priorities were also frequently cited. Table 1 displays the categories in order of the frequency of times mentioned, and for each category shows the times cited as a percent of the total references to the categories. Under each category, the topics that were most frequently cited are also displayed.

These major information categories and related data priorities are an overall indication of stakeholders' beliefs about the most important types of data the state system should provide. Stakeholders most frequently cited their interest in data related to measuring student progress, dropout rates, and teacher quality and preparation. Their high interest in student achievement/outcome data was shown in related topics that stakeholders referenced, such as longitudinal student growth, achievement gaps for subgroups, and teacher impact on students.

Table 1. Major Categories and Most Cited Topics Within Categories Across Interview Questions		
Categories	**# of times cited**	
Student Achievement and Other Outcome Indicators	**174**	**42%**
Measuring student progress/longitudinal student growth and outcomes	*49*	
Dropout rates	*30*	
Student progress through transitions (early education to K–12 to workforce)	*18*	
Educator Information	**99**	**24%**
Preparation and quality of teachers	*27*	
Teacher impact on individual students	*22*	
Student Information	**60**	**14%**
Course (class) enrollment	*20*	
Costs	**45**	**11%**
How money is spent	*22*	
School funding	*19*	
Programs	**40**	**9%**
Program outcomes	*16*	

Monitoring Student Progress

Because monitoring student progress is a major objective of the proposed data system, respondents were asked a specific question about the types of monitoring information that were most important to them. Three related topics were among those most frequently cited:

- Progress within a grade level (11)
- Grade to grade progress (7)
- Monitoring student growth (7)

Respondents also cited the importance of defining student achievement through multiple indicators rather than depending solely on assessment scores (10).

Educator Workforce

Educator workforce information is extremely important to stakeholders, as this was the second most frequently referenced category in the interviews overall. When asked about the specific kinds of educator workforce information that are most important to their role, the following five areas were most frequently identified:

- Extent of professional development and its effects (17)
- Connecting teacher names to class assignments (12)
- Teacher pay, including supplemental contracts and outside employment (12)
- Linking student growth to teacher characteristics (10)
- Mobility patterns of teachers with alternative certifications (9)

The stakeholder responses also indicated a general interest in having teacher information in a central database that would allow teacher data to be linked to other types of data.

Cost Information

Respondents were also asked about the kinds of cost information important to their role. The top five topics cited were:

- Cost effectiveness (efficiency)/return on investment (20)
- How money is allocated by the state (13)
- How money is spent at the building level (9)
- Academic progress and related costs (8)
- Comprehensive program cost analysis (7)

The most frequent responses to this question illustrate that stakeholders are most concerned about cost effectiveness and state funding allocations. Many respondents cited uncertainties about how effectively money was being spent, and indicated that it is difficult to make decisions about resource allocations without accessible and timely financial data.

Data Linkages

Because the state data system will be designed to link and show relationships across data elements, respondents were specifically asked about the kinds of data linkages that were most important to them and others in their role group. While their previous responses to questions suggested important data linkages, their responses to this specific question indicated that respondents were most interested in:

- Data that link classroom, program, and school variables to student success (15)
- School comparisons by demographics/programs/progress (6)
- Linking student achievement to principals (6)

Respondents also cited the comparison of student cohorts; dropout identification and success strategies; and linking classrooms and students to teachers.

Additional Priorities for the State Data System

As a final question, respondents were asked if they would like to share any other priorities for a state data system as the research and policy questions for this system are being developed. Not all stakeholders answered this question, but those who did referenced topics not stated previously in the interview. Six respondents highlighted that the state data system should be flexible to allow for changing data and priorities. Also cited was the importance of standardization across districts so that the ways data are reported in one district are consistent with the same data from another district. Additionally, some stakeholders cited the desire to access social service information, and expressed that the system should be accessible to parents and other lay people. Finally, some suggested a cost benefit/feasibility analysis of the data that would be collected to ensure that time and resources would not be wasted on data that can't be collected, entered, or measured well.

Overall, the interview responses provided an important foundation for understanding what stakeholders believe are the most pressing issues that the state data system should address. The themes that were most frequently cited were incorporated in the research and policy questions that were developed for the survey process.

Survey Results – Ratings of Research and Policy Questions

The 181 survey respondents included 32 state representatives, 52 district representatives, and 97 school representatives broken down by the elementary (50), middle (23), and high school levels (24). The survey questions were organized around nine pertinent categories:

1. District and School Enrollment Trends
2. Program and Course Enrollment Trends
3. Student Achievement
4. Attendance, Discipline, Dropout, and Graduation Rates
5. Success and Risk Indicators, and Transitions
6. Program Outcomes
7. Teacher Workforce and Student Achievement
8. Cost Effectiveness
9. Cost Analyses

Across the state, district, and school surveys, there were a total of 64 questions that represented the national literature and the priorities identified in the interviews with 45 Washington stakeholders. Most of the questions were relevant to two or more of the stakeholder groups, with minor editing for relevance to the user. However, there were some questions that were primarily relevant to state or district users, and other questions that were primarily relevant to school level users. Mean ratings for the survey items were determined for each of the five survey groups (state, district, elementary school, middle school, and high school), allowing for an analysis of the relative priority of the research and policy questions for each of the user groups. The user group mean ratings were further analyzed to

determine where there was the most agreement about the importance of a research and policy question (i.e., a mean rating of 3.00 or above).

Tables 2–6 include 48 of the 64 research and policy questions representing the highest consensus across the user groups about their importance. For 47 of these questions, the majority of the user groups responding had a mean rating of 3.0 or above. For example, if all five groups responded to a question, three out of the five had a group rating of 3.0 or above, or if three groups responded, two of the groups had a group rating of 3.0 or above. One question (3.10) asked of the state and district groups was in the top ten of the state group, but received a rating below 3.0 by the district. Because it was in the top ten of a major user group, it is included in Table 3a. The overall analyses showed the following:

- While the tables indicate where there was general consensus about the importance of the research and policy questions (mean of 3.0 or above), there was still considerable variability in the mean ratings across the user groups, as highlighted by both color coding and different shapes.
- Within user groups, most responses clustered close to the mean, indicating minimal variance about the importance of a question to members of the user group. There were only 11 questions where the standard deviation was 1.0 or higher. Nine of these questions were from the district group responses, with five of them coming from the Cost Analyses section. Two questions for the state group that showed a high variance in the importance ratings related to the characteristics and academic profile of students new to the state and to specific districts, and how the characteristics of the teacher workforce have changed in specific schools compared to statewide trends.
- Across all of the research and policy questions, the state group respondents had the highest mean ratings, with relatively high mean ratings for most of the questions. District and school respondents showed more variability in their mean ratings across the survey questions.

Tables 2–6 depict the survey response patterns for the research and policy questions organized by the nine categories. Again, it is important to note that Tables 2–6 include the research and policy questions where the majority of the user groups responding to the question had a mean rating of 3.0 or above, that is, where there was overall consensus about the importance of the question. The tables are also coded to indicate the level of importance of a research and policy question to a user group: green circles for a mean of 3.4 or above; yellow triangles for 3.0–3.39; and red diamonds for below 3.0.

Enrollment Trends

The mean ratings for questions related to enrollment trends are shown in Table 2. Survey group responses indicate the importance of stakeholders being able to answer questions about district, school, and program enrollment trends by subgroup, with comparisons to similar districts and schools. There was also consensus across four of the five groups surveyed about the importance of determining the program and cost implications of demographic changes for specific student subgroups, such as entry into special programs, need for intervention/remedial support, or additional personnel. Surprisingly, the district group had lower mean ratings than the state or school groups for questions related to

determining changes in subgroup participation rates in: 1) remedial middle and high school courses; and 2) advanced middle school courses and AP, IB, SAT, and ACT exams.

Table 2. ENROLLMENT TRENDS

Washington State K–12 Education Research and Policy Questions Analysis, March 2010

CATEGORY 1. DISTRICT, STATE, AND SCHOOL ENROLLMENT TRENDS	Mean rating based on a 4-point scale				
	State (N=32)	District (N=52)	Elementary (N=50)	Middle (N=23)	High (N=24)
1.1 Compared to state trends, what are the variations in district/school enrollment trends at different grade levels by gender, ethnicity, eligibility for free/reduced lunch, students in special education, students in ELL programs, and combinations?	🟢 3.47	🟢 3.42	🔺 3.22	🔴 2.83	🔴 2.83
1.2 What are the program and cost implications of demographic changes for specific subgroups, i.e., entry into special programs, need for intervention/remedial support, and additional personnel?	🔺 3.34	🔺 3.23	🔺 3.20	🔺 3.39	🔴 2.92
1.5/1.7 What are the characteristics and academic profile of students who are new to the state and to specific districts?	🔺 3.03	🔺 3.12	🔴 2.67	🔴 2.70	🔴 2.63
1.6 What are the demographic characteristics of students in individual classrooms and how do classrooms vary?			🔺 3.06	🔺 3.00	🔴 2.83
1.8 What percentage of our students transfer in or out at specific times of the school year by subgroup and where do they go?	🟢 3.50	🔺 3.23	🔴 2.88	🔴 2.96	🔺 3.21
CATEGORY 2. PROGRAM AND COURSE ENROLLMENT TRENDS					
2.2 How have individual district/school subgroup participation rates in advanced middle school courses changed and how do they compare to similar districts/schools?	🟢 3.44	🔴 2.69		🔺 3.00	
2.3 How have individual district/school subgroup participation rates in AP, IB, SAT, and ACT exams changed and how do they compare to similar districts/schools?	🟢 3.41	🔴 2.81			🔺 3.25
2.4/2.7 How have individual district/school subgroup participation rates in low level/remedial middle/high school courses and in elementary reading and mathematics intervention programs changed and how do they compare to similar districts/schools?	🟢 3.50	🔴 2.94	🔺 3.30	🔺 3.17	🔺 3.04

Note 1: Mean rating levels of importance= 🟢 3.4 or above, 🔺 3.0–3.39, and 🔴 below 3.0.

Note 2: A blank cell indicates the stakeholder group was not asked that question.

Student Achievement and Other Outcome Indicators

Table 3a depicts the mean ratings for questions related to student achievement. The table highlights that the state group respondents had high mean ratings (green circles) for all of the achievement questions. Two student achievement questions with ratings of 3.00 or above by all survey groups related to determining: 1) the characteristics of students who do and do not achieve; and 2) the grade to grade progress of student subgroups on state assessments, that is, being able to determine the percent of students initially below proficiency who reach proficiency. State and district respondents also had high mean ratings for questions

related to determining the characteristics of districts and schools that show the greatest success in improving the performance of low-achieving students, and students in special education and ELL programs. Table 3b demonstrates the mean ratings for questions related to other outcome indicators, which confirmed stakeholder interest in being able to answer questions related to changes in subgroup dropout rates and NCLB graduation rates, with the capability to compare similar districts and schools. There was consensus across the three school groups about the importance of being able to determine the characteristics of students with high and low attendance by school, grade level, and subgroup.

Table 3a. MONITORING STUDENT ACHIEVEMENT
Washington State K–12 Education Research and Policy Questions Analysis, March 2010

CATEGORY 3. STUDENT ACHIEVEMENT	Mean rating based on a 4-point scale				
	State (N=32)	District (N=52)	Elementary (N=50)	Middle (N=23)	High (N=24)
3.1 What is the grade to grade progress of student subgroups on the state assessments in reading and mathematics, i.e., what percent of students initially below proficient reach proficiency and what percent either maintain or lose proficiency over time?	🟢 3.59	🟢 3.44	🟢 3.50	🟢 3.41	🔺 3.17
3.2 What grade to grade progress did individual students make on the state assessment?			🟢 3.52	🟢 3.43	🔺 3.04
3.3 What is the grade to grade progress profile of students in specific classrooms?			🔺 3.28	🔺 3.26	🔺 3.08
3.4 What is the demographic, absence, mobility, program, class grade, and course-taking profile of students who do and do not achieve?	🟢 3.69	🔺 3.29	🟢 3.58	🔺 3.30	🟢 3.57
3.7 How does the performance profile of high mobility students compare to other students, i.e., attendance, proficiency, graduation?	🟢 3.56	🔶 2.90	🔺 3.14	🔶 2.83	🔺 3.13
3.9 How do district/school changes in the percent of students who pass AP courses and ACT, SAT, and IB exams compare to state trends?	🟢 3.44	🔶 2.69			🔺 3.00
3.10 What is the high school preparation profile of students who successfully complete post secondary education?	🟢 3.63	🔶 2.96			
3.11 What are the characteristics of districts/schools that meet or do not meet accountability requirements, i.e., funding, programs and course offerings, average class size, staff allocations, and teacher qualifications?	🟢 3.69	🔺 3.21			
3.12 What are the characteristics of districts/schools that show the greatest success in helping low-achieving students reach proficiency?	🟢 3.75	🟢 3.45			
3.13 What are the characteristics of districts/schools that show the greatest success in improving the performance of students in special education and ELL programs?	🟢 3.65	🟢 3.48			

Note 1: Mean rating levels of importance= 🟢 3.4 or above, 🔺 3.0–3.39, and 🔶 below 3.0.
Note 2: A blank cell indicates the stakeholder group was not asked that question.

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Table 3b. OTHER PROGRAM INDICATORS
Washington State K–12 Education Research and Policy Questions Analysis, March 2010

CATEGORY 4. ATTENDANCE, DISCIPLINE, DROPOUT, AND GRADUATION RATES					
4.1 What are the characteristics of high attendance and low attendance students by school, grade level, and subgroup?	◁ 3.38	◆ 2.96	◁ 3.18	◁ 3.17	● 3.46
4.2 How have district/school subgroup attendance patterns changed at different grade levels?	◁ 3.28	◆ 2.87	◁ 3.04	◆ 2.74	◁ 3.17
4.4 What is the distribution of dropouts over the school year by subgroup and which groups have the highest dropout rates?	● 3.53	◁ 3.33			
4.5 What are the characteristics of students in a school who have been involved in discipline incidents, suspended, expelled, or dropped out of school?			◁ 3.14	◆ 2.96	◁ 3.13
4.6 How do increases or decreases in district/school dropout rates by subgroup compare to state dropout rates and dropout rates in similar districts/schools?	● 3.44	◁ 3.31			◁ 3.13
4.7 How do district/school NCLB graduation rates for subgroups compare to state graduation rates and graduation rates in similar districts/schools?	◁ 3.16	◁ 3.17		◆ 2.96	

Note 1: Mean rating levels of importance = ● 3.4 or above, ◁ 3.0–3.39, and ◆ below 3.0.
Note 2: A blank cell indicates the stakeholder group was not asked that question.

Success and Risk Indicators, Transitions, and Program Outcomes

Table 4 shows that there was a high level of consensus about the types of information a state data system should provide related to success and risk indicators and program outcomes. Every question under these categories received a mean rating of 3.0 or above for each of the groups that responded to the question. Survey responses underscored the strong interest Washington stakeholders had in identifying early indicators of student success or failure as students make the transitions from elementary to middle school and middle school to high school. All of the survey groups agreed on the importance of being able to answer questions about the relationship of attendance and grades to performance on the state assessments. The survey groups also had high mean ratings for questions related to identifying programs that have shown the most success in increasing student proficiency and improving the performance of students in special education and ELL programs.

Table 4. SUCCESS/RISK INDICATORS AND PROGRAM OUTCOMES
Washington State K–12 Education Research and Policy Questions Analysis, March 2010

CATEGORY 5. SUCCESS AND RISK INDICATORS, AND K-12 TRANSITIONS	Mean rating based on a 4-point scale				
	State (N=32)	District (N=52)	Elementary (N=50)	Middle (N=23)	High (N=24)
5.1 What is the relationship between absence and performance on state assessments for different subgroups?	△ 3.19	△ 3.02	△ 3.26	△ 3.13	△ 3.33
5.2 What is the relationship between grades and performance on state assessments?	● 3.44	△ 3.10	△ 3.34	△ 3.22	△ 3.38
5.3 What are the attendance patterns and proficiency levels of students who drop out by subgroup?	△ 3.22	△ 3.19			● 3.46
5.4 What were the early indicators of success or failure for students in an elementary school, i.e., what is the K-3 profile of students who either succeeded or failed?			● 3.64		
5.5 What are the strongest elementary school indicators of success or failure in the transition from elementary school to middle school, i.e., what is the elementary school profile of students who succeed or fail in middle school?	● 3.63	● 3.46	● 3.48	△ 3.35	
5.6 What are the strongest middle school indicators of success or failure in the transition from middle school to high school, i.e., what is the middle school profile of students who either succeeded or failed?	● 3.53	● 3.44		● 3.48	● 3.54
5.7 How are students from specific high schools performing at the post secondary level, and what are the strongest predictors of post secondary success, i.e., what is the high school profile of students who succeed at the post secondary level?					● 3.46
5.8 What is the previous academic and attendance record of students in this school who are new to the district?			△ 3.04	△ 3.00	△ 3.08
CATEGORY 6. PROGRAM OUTCOMES					
6.1 What reading and mathematics programs/interventions have shown the most success in increasing student proficiency at the elementary, middle, and high school levels in similar districts/schools?	● 3.50	● 3.50	● 3.82	● 3.83	● 3.63
6.2 What dropout prevention programs have shown the most success in decreasing dropout rates in similar districts/schools?	● 3.63	● 3.54			
6.3 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?	● 3.53	● 3.48	● 3.66	● 3.65	△ 3.33

Note 1: Mean rating levels of importance = ● 3.4 or above, △ 3.0–3.39, and ◆ below 3.0.
Note 2: A blank cell indicates the stakeholder group was not asked that question.

The Educator Workforce

As shown in Table 5, there was a high level of consensus across all of the five survey groups about the state data system being able to address a research and policy question about the characteristics of teachers who show the greatest success in improving student achievement. The mean rating for this

question was 3.5 or above for all survey groups. There was also consensus across the five groups about the importance of being able to determine the pre-service programs of teachers who have high student success rates over time. The three school level groups agreed on the importance of being able to determine differences in the qualifications and experiences of teachers across classrooms.

Table 5. THE EDUCATOR WORKFORCE
Washington State K–12 Education Research and Policy Questions Analysis, March 2010

CATEGORY 7. TEACHER WORKFORCE AND STUDENT ACHIEVEMENT	Mean rating based on a 4-point scale				
	State (N=32)	District (N=52)	Elementary (N=50)	Middle (N=23)	High (N=24)
7.2 What are the differences in qualifications and experiences of teachers across classrooms, i.e., is the quality of the teachers equitable across classrooms and different achievement levels?			🔺 3.08	🔺 3.26	🔺 3.04
7.5 What are the characteristics of teachers who show the greatest success in improving student achievement?	🟢 3.63	🟢 3.50	🟢 3.64	🟢 3.57	🟢 3.58
7.6 What are the most common characteristics of the teacher workforce in schools that show the greatest success with students?	🟢 3.63	🔺 3.39			
7.7 What are the characteristics of elementary classrooms, e.g., class size, student demographics, paraprofessional support, that show the greatest success in improving student proficiency?			🟢 3.76		
7.8 What were the pre-service programs of teachers who have high student success rates over time?	🟢 3.50	🔺 3.02	🔺 3.18	🔺 3.04	🔺 3.00
7.10 What is the relationship between the frequency and types of professional development provided in reading and mathematics, and improvements in state assessment results?		🔺 3.08			

Note 1: Mean rating levels of importance= 🟢 3.4 or above, 🔺 3.0–3.39, and 🔴 below 3.0.
Note 2: A blank cell indicates the stakeholder group was not asked that question.

Cost Information

The group mean ratings for cost questions are shown in Table 6. While the group mean ratings tended to be lower for the cost questions compared to the other categories, there was agreement about the importance of determining the cost benefits of specific district and school programs, and the cost benefits of professional development expenditures targeted to specific subject areas and programs.

Mean ratings indicated the importance of instructional cost breakouts by federal, state, and local revenues at the district, school, program, and classroom levels. Other cost questions rated as important by the district respondents related to determining aggregate resource consumption (personnel and non-personnel) for the district's major expense categories, and determining the cost "savings" attributable to specific management actions.

Table 6. COST INFORMATION

Washington State K–12 Education Research and Policy Questions Analysis, March 2010

CATEGORY 8. COST EFFECTIVENESS/BENEFITS - RETURN ON INVESTMENT (ROI)/COST ANALYSES	Mean rating based on a 4-point scale				
	State (N=32)	District (N=52)	Elementary (N=50)	Middle (N=23)	High (N=24)
8.1 What is the cost effectiveness of specific district/school programs, i.e., what are the per pupil costs (personnel and program material costs) of programs that have improved the performance of specific subgroups?	⚠ 3.34	⚠ 3.25	⚠ 3.14	⚠ 3.04	⚠ 3.17
8.2 What are the cost benefits of federally funded supplemental programs in meeting measurable student achievement targets, i.e., what were the per pupil expenditures of these programs and what percent of students met achievement targets?	⚠ 3.38	⚠ 3.10	⚠ 3.16	🔴 2.91	⚠ 3.04
8.3 What are the cost benefits of professional development expenditures targeted to specific subject areas and programs, i.e., what percent of in-service teachers' students show improvements over time in the areas targeted by professional development?		⚠ 3.35	⚠ 3.24	⚠ 3.26	⚠ 3.25
8.4 What are the cost benefits of professional development expenditures focused on teacher retention, i.e., comparison of costs of recruiting vs. the costs of professional development?		⚠ 3.02			
CATEGORY 9. COST ANALYSES					
9.3 What is the instructional cost breakout by federal, state, and local revenues at the district, school, program, and classroom levels?		⚠ 3.10			
9.5 What are the cost "savings" attributable to specific management actions such as process improvements in the IT process to improve desk response capabilities?		⚠ 3.04			
9.7 At the aggregate level, what is the resource consumption (personnel and non-personnel) for the major expense categories defined by the district, i.e., regular education, special education, vocational education, administration, transportation, maintenance, etc.?		⚠ 3.12			

Note 1: Mean rating levels of importance= 🟢 3.4 or above, ⚠ 3.0–3.39, and 🔴 below 3.0.

Note 2: A blank cell indicates the stakeholder group was not asked that question.

Questions with Lower Consensus Across the Survey Groups

Tables 7a and 7b display 16 research and policy questions that did not have a mean rating of 3.0 or above by the majority of the groups responding to the question, or by a single group if only one group was asked to rate the question. Questions in the tables that were asked of the state group received a mean rating of 3.0 or above by this group, but were rated lower by the other groups responding to the question. Five of the cost analyses questions that were asked of the district group received mean ratings lower than 3.0. No questions in Categories 5, 6, or 8 were low consensus questions. Readers may also refer to Appendix F for this list of 16 questions.

Table 7a. LOW CONSENSUS QUESTIONS FOR CATEGORIES 1–4

Washington State K–12 Education Research and Policy Questions Analysis, March 2010

	Mean rating based on a 4-point scale				
CATEGORY 1. ENROLLMENT TRENDS: DISTRICT, STATE, AND PROGRAM	**State (N=32)**	**District (N=52)**	**Elementary (N=50)**	**Middle (N=23)**	**High (N=24)**
1.3 Compared to state special education enrollment trends, to what extent is there over-representation in specific district/school special education populations by gender, ethnicity, disability, eligibility for free/reduced lunch, and combinations?	🔺 3.28	🔺 3.16	🔻 2.78	🔻 2.65	🔻 2.75
1.4 How do district/school ELL language group trends compare to language group trends at the state level and to similar districts/schools?	🔺 3.34	🔻 2.96	🔻 2.66	🔻 2.65	🔻 2.54
CATEGORY 2. PROGRAM AND COURSE ENROLLMENT TRENDS					
2.1 How do district/school demographic trends for Highly Capable Programs (gifted) compare to state and similar district/school trends?	🔺 3.09	🔻 2.37	🔻 2.74	🔻 2.57	
CATEGORY 3. STUDENT ACHIEVEMENT					
3.5 How do district/school state assessment trends for students with disabilities and students in ELL programs compare to state and similar district/school trends?		🔺 3.10	🔺 3.20	🔻 2.96	🔻 2.75
3.6 How does the performance of students who are new to a district/school compare to other students with similar characteristics?		🔻 2.94	🔺 3.10	🔻 2.78	🔺 3.08
3.8 How have student grade patterns (pass and failure rates) changed by subgroup, i.e., which groups show an increase or decrease in passing grades?	🟢 3.47	🔻 2.92	🔻 2.96	🔻 2.91	🔺 3.25
CATEGORY 4. ATTENDANCE, DISCIPLINE, DROPOUT, AND GRADUATION RATES					
4.3 What is the attendance profile of students in specific classrooms?			🔻 2.88	🔻 2.82	🔺 3.13

Note 1: Mean rating levels of importance= 🟢 3.4 or above, 🔺 3.0–3.39, and 🔻 below 3.0.

Note 2: A blank cell indicates the stakeholder group was not asked that question.

Table 7b. LOW CONSENSUS QUESTIONS FOR CATEGORIES 7 AND 9

Washington State K–12 Education Research and Policy Questions Analysis, March 2010

CATEGORY 7. TEACHER WORKFORCE AND STUDENT ACHIEVEMENT	Mean rating based on a 4-point scale				
	State (N=32)	District (N=52)	Elementary (N=50)	Middle (N=23)	High (N=24)
7.1 What are the characteristics of the teacher workforce in districts/schools across the state, e.g., credentials, experience, specific subject area expertise, pre-service programs, and where are there differences by district/school?	🟢 3.50	🔴 2.80	🔴 2.98	🔺 3.00	🔴 2.96
7.3 How have the characteristics of the teacher workforce changed in specific elementary, middle, and high schools compared to statewide characteristics?	🔺 3.09	🔴 2.65	🔴 2.98	🔴 2.83	🔴 2.92
7.4 What are the qualifications (certifications) of teachers who provide reading and mathematics instruction in this school, i.e., what percent are fully qualified?					🔴 2.88
7.9 What are the employment/mobility patterns of teachers from different pre-service training programs, i.e., do they continue to teach in a district and/or school, where do they go, what are their positions, and how often do they move?	🔺 3.25	🔴 2.73		🔴 2.91	🔴 2.75
CATEGORY 9. COST ANALYSES					
9.1 What are the district and specific school building costs broken out by direct instructional costs and operational support costs, e.g., energy, maintenance, equipment, repairs, etc.?	🔺 3.38	🔴 2.86			
9.2 How do budgeted expenditures (full time equivalents and dollars) compare with actual expenditures in all expense categories allowed by the state chart of accounts or cost reporting structure for a) direct student services and specific program costs and b) non-classroom support services costs?		🔴 2.98			
9.4 What are the costs of non-classroom student support services provided by the district as measured on a per student basis or other unit of measure, e.g., square foot, student mile, etc. for services such as transportation, food services, maintenance, financial services, custodial, and information technology?		🔴 2.94			
9.6 What are the instructional costs versus non-instructional costs, e.g., transportation for interscholastic sports, clubs, and other activities of the student transportation program?		🔴 2.92			
9.8 What are the total life-cycle costs associated with "commercial" type activities now performed in-house within the district, i.e., services that can be procured from other sources (private sector or government) such as custodial, food services, and maintenance?		🔴 2.76			

Note 1: Mean rating levels of importance= 🟢 3.4 or above, 🔺 3.0–3.39, and 🔴 below 3.0.

Note 2: A blank cell indicates the stakeholder group was not asked that question.

Summary of Open-Ended Survey Responses

Survey respondents had the opportunity to respond to an open-ended section at the end of the survey which prompted them to: "Please add any other questions you feel the state system should address." Across the total 181 survey respondents, 20% (n=36) responded to this section. The 36 respondents consisted of 10 state level respondents, 5 district level respondents, and 21 school level respondents. The data were coded and responses were organized into nine categories representing the types of information most frequently cited by the respondents. Results are displayed in Table 8 in order of the number of times each category of information was cited.

Table 8. Responses to Open Ended Question Organized by Number of Times Cited Q: Please add any other questions you feel the state system should address		
Response Categories	**Responses include questions regarding**	**Frequency**
1. **Student Engagement**	• Attendance levels • Discipline data • Early warning systems to prevent dropout	11
2. **Linking Teachers and Student Performance**	• How teachers' classroom practices relate to student learning • What teachers are doing to bring about student success • Impact of teacher absenteeism on student achievement	8
3. **Student Information**	• Identifying students' teachers, courses students took, number of schools they attended, and tests taken • Which students are getting health checks • Updates on students' personal/social domains	8
4. **Student Progress**	• Tracking student success • Student assessment results as a predictor of future success • Dashboard on college/career readiness	7
5. **Funding and Policy**	• The total costs of unfunded mandates • Funding for alternative programs	7
6. **Data Access/Timeliness**	• Real-time updates and synchronous data • Data accessibility	6
7. **Role of Parents**	• Role of parent partnership in student success	5
8. **Building Costs and Cost Effectiveness**	• Access to building level cost data • Effectively determining cost benefits	5
9. **Student Performance Disaggregation**	• Performance comparisons across subgroups • Assessment performance comparisons of schools with similar demographics	4

Variations in the Top Rated Questions by the State, District, and School Stakeholder Groups

Survey results were further analyzed to identify the ten top rated questions for the state, district, and school level respondents (elementary, middle, and high school combined). These top rated questions and their related categories are shown in Figures 10–12. They are also shown in Appendix G for easy reference. These tables provide the Legislature and OSPI with a ranking of the top ten research and policy questions from high to low for each of the major stakeholder groups.

Figure 10. STATE SURVEY RESULTS (N=32)

Washington State K–12 Education Research and Policy Questions Analysis, March 2010

Top 10 Rated Questions	Mean Rating	Category
3.12 What are the characteristics of districts/schools that show the greatest success in helping low-achieving students reach proficiency?	3.75	Student Achievement
3.4 What is the demographic, absence, mobility, program, class grade, and course-taking profile of students who do and do not achieve?	3.69	Student Achievement
3.11 What are the characteristics of districts/schools that meet or do not meet accountability requirements, i.e., funding, programs and course offerings, average class size, staff allocations, and teacher qualifications?	3.69	Student Achievement
3.13 What are the characteristics of districts/schools that show the greatest success in improving the performance of students in special education and ELL programs?	3.65	Student Achievement
6.2 What dropout prevention programs have shown the most success in decreasing dropout rates in similar districts/schools?	3.63	Program Outcomes
3.10 What is the high school preparation profile of students who successfully complete post secondary education?	3.63	Student Achievement
7.5 What are the characteristics of teachers who show the greatest success in improving student achievement?	3.63	Teacher Workforce
7.6 What are the most common characteristics of the teacher workforce in schools that show the greatest success with students?	3.63	Teacher Workforce
5.5 What are the strongest elementary school indicators of success or failure in the transition from elementary school to middle school, i.e., what is the elementary school profile of students who succeed or fail in middle school?	3.63	Success/Risk Indicators
3.1 What is the grade to grade progress of student subgroups on the state assessments in reading and mathematics, i.e., what percent of students initially below proficient reach proficiency and what percent either maintain or lose proficiency over time?	3.59	Student Achievement

Figure 11. DISTRICT SURVEY RESULTS (N=52)

Washington State K–12 Education Research and Policy Questions Analysis, March 2010

Top 10 Rated Questions	Mean Rating	Category
6.2 What dropout prevention programs have shown the most success in decreasing dropout rates in similar districts/schools?	3.54	Program Outcome
6.1 What reading and mathematics programs/interventions have shown the most success in increasing student proficiency at the elementary, middle, and high school levels in similar districts/schools?	3.50	Program Outcome
7.5 What are the characteristics of teachers who show the greatest success in improving student achievement?	3.50	Teacher Workforce
3.13 What are the characteristics of districts/schools that show the greatest success in improving the performance of students in special education and ELL programs?	3.48	Student Achievement
6.3 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?	3.48	Program Outcomes
5.5 What are the strongest elementary school indicators of success or failure in the transition from elementary school to middle school, i.e., what is the elementary school profile of students who succeed or fail in middle school?	3.46	Success/Risk Indicators
3.12 What are the characteristics of districts/schools that show the greatest success in helping low-achieving students reach proficiency?	3.45	Student Achievement
3.1 What is the grade to grade progress of student subgroups on the state assessments in reading and mathematics, i.e., what percent of students initially below proficient reach proficiency and what percent either maintain or lose proficiency over time?	3.44	Student Achievement
5.6 What are the strongest middle school indicators of success or failure in the transition from middle school to high school, i.e., what is the middle school profile of students who either succeeded or failed?	3.44	Success/Risk Indicators
1.1 Compared to state trends, what are the variations in district/school enrollment trends at different grade levels by gender, ethnicity, eligibility for free/reduced lunch, students in special education, students in ELL programs, and combinations?	3.42	Enrollment Trends

Figure 12. ELEMENTARY, MIDDLE, & HIGH SCHOOL SURVEY RESULTS
Washington State K–12 Education Research and Policy Questions Analysis, March 2010

Top 10 Rated Questions	N	Mean Rating	Category
6.1 What reading and mathematics programs/interventions have shown the most success in increasing student proficiency at the elementary, middle, and high school levels in similar districts/schools?	97	3.77	Program Outcomes
7.7 What are the characteristics of classrooms, e.g., class size, student demographics, paraprofessional support, that show the greatest success in improving student proficiency?	50	3.76	Teacher Workforce
5.4 What were the early indicators of success or failure for students in an elementary school, i.e., what is the K-3 profile of students who either succeeded or failed?	50	3.64	Success/Risk Indicators
7.5 What are the characteristics of teachers who show the greatest success in improving student achievement?	97	3.61	Teacher Workforce
6.3 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?	97	3.58	Program Outcomes
5.6 What are the strongest middle school indicators of success or failure in the transition from middle school to high school, i.e., what is the middle school profile of students who either succeeded or failed?	47	3.51	Success/Risk Indicators
3.4 What is the demographic, absence, mobility, program, class grade, and course-taking profile of students who do and do not achieve?	96	3.51	Student Achievement
5.7 How are students from specific high schools performing at the post secondary level, and what are the strongest predictors of post secondary success, i.e., what is the high school profile of students who succeed at the post secondary level?	24	3.46	Success/Risk Indicators
5.3 What are the attendance patterns and proficiency levels of students who drop out by subgroup?	24	3.46	Success/Risk Indicators
5.5 What are the strongest elementary school indicators of success or failure in the transition from elementary school to middle school, i.e., what is the elementary school profile of students who succeed or fail in middle school?	73	3.44	Success/Risk Indicators

Figure 13 presents a summary list of 18 questions that were in the top ten mean ratings for one or more of the stakeholder groups, and illustrates the variations across the user groups. Appendix H lists these top 18 questions without the mean ratings.

	Figure 13. Variations in Top 10 Rated Questions by Role Group			
	Question	**State**	**District**	**School**
1.	1.1 Compared to state trends, what are the variations in district/school enrollment trends at different grade levels by gender, ethnicity, eligibility for free/reduced lunch, students in special education, students in ELL programs, and combinations?		3.42	
2.	3.1 What is the grade to grade progress of student subgroups on the state assessments in reading and mathematics, i.e., what percent of students initially below proficient reach proficiency and what percent either maintain or lose proficiency over time?	3.59	3.44	
3.	3.4 What is the demographic, absence, mobility, program, class grade, and course-taking profile of students who do and do not achieve?	3.69		3.51
4.	3.10 What is the high school preparation profile of students who successfully complete post secondary education?	3.63		
5.	3.11 What are the characteristics of districts/schools that meet or do not meet accountability requirements, i.e., funding, programs and course offerings, average class size, staff allocations, and teacher qualifications?	3.69		
6.	3.12 What are the characteristics of districts/schools that show the greatest success in helping low-achieving students reach proficiency?	3.75	3.45	
7.	3.13 What are the characteristics of districts/schools that show the greatest success in improving the performance of students in special education and ELL programs?	3.65	3.48	
8.	5.3 What are the attendance patterns and proficiency levels of students who drop out by subgroup?			3.46
9.	5.4 What were the early indicators of success or failure for students in an elementary school, i.e., what is the K–3 profile of students who either succeeded or failed?			3.64
10.	5.5 What are the strongest elementary school indicators of success or failure in the transition from elementary school to middle school, i.e., what is the elementary school profile of students who succeed or fail in middle school?	3.63	3.46	3.44
11.	5.6 What are the strongest middle school indicators of success or failure in the transition from middle school to high school, i.e., what is the middle school profile of students who either succeeded or failed?		3.44	3.51
12.	5.7 How are students from specific high schools performing at the post secondary level, and what are the strongest predictors of post secondary success, i.e., what is the high school profile of students who succeed at the post secondary level?			3.46
13.	6.1 What reading and mathematics programs/interventions have shown the most success in increasing student proficiency at the elementary, middle, and high school levels in similar districts/schools?		3.50	3.77

	Figure 13. Variations in Top 10 Rated Questions by Role Group			
	Question	**State**	**District**	**School**
14.	6.2 What dropout prevention programs have shown the most success in decreasing dropout rates in similar districts/schools?	3.63	3.54	
15.	6.3 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?		3.48	3.58
16.	7.5 What are the characteristics of teachers who show the greatest success in improving student achievement?	3.63	3.50	3.61
17.	7.6 What are the most common characteristics of the teacher workforce in schools that show the greatest success with students?	3.63		
18.	7.7 What are the characteristics of classrooms, e.g., class size, student demographics, paraprofessional support, that show the greatest success in improving student proficiency?			3.76

Note: These are the 18 questions in the top ten mean ratings by one or more of the stakeholder groups.

Two top rated questions were common across all three groups:

- 5.5 What are the strongest elementary school indicators of success or failure in the transition from elementary school to middle school, i.e., what is the elementary school profile of students who succeed or fail in middle school?
- 7.5 What are the characteristics of teachers who show the greatest success in improving student achievement?

Four top rated questions were common across the state and district groups:

- 3.1 What is the grade to grade progress of student subgroups on the state assessments in reading and mathematics, i.e., what percent of students initially below proficient reach proficiency and what percent either maintain or lose proficiency over time?
- 3.12 What are the characteristics of districts/schools that show the greatest success in helping low-achieving students reach proficiency?
- 3.13 What are the characteristics of districts/schools that show the greatest success in improving the performance of students in special education and ELL programs?
- 6.2 What dropout prevention programs have shown the most success in decreasing dropout rates in similar districts/schools?

One top rated question was common across the state and school groups:

- 3.4 What is the demographic, absence, mobility, program, class grade, and course-taking profile of students who do and do not achieve?

Three top rated questions were common across the district and school groups:

- 5.6 What are the strongest middle school indicators of success or failure in the transition from middle school to high school, i.e., what is the middle school profile of students who either succeeded or failed?

- 6.1 What reading and mathematics programs/interventions have shown the most success in increasing student proficiency at the elementary, middle, and high school levels in similar districts/schools?
- 6.3 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?

SUMMARY AND WASHINGTON LIST OF HIGH PRIORITY RESEARCH AND POLICY QUESTIONS

The purpose of this project was to identify priority research and policy questions for the Washington state data system based on a review of the most current national literature on state data systems and input from the Washington stakeholders who would be using the system. As discussed previously in this report, the concept of prioritizing research and policy questions is multidimensional in that it is connected to the context of use, for example, determining cost allocations versus determining achievement progress, and is tied to the user. As such, the relative priority of research and policy questions was determined within nine categories of use, and for user groups that included state, district, and school stakeholders. Given these multidimensional aspects of priority, a single ranking of the research and policy questions would not yield a valid or meaningful picture of priority.

The survey process incorporated 64 questions that had been identified as key questions for state data systems in the national literature or that reflected major themes in the initial set of interviews with 45 Washington stakeholder representatives. In this sense, all of the questions included in the survey reflected some level of importance. However, the survey process identified 48 research and policy questions where there was high consensus about priority across the 181 stakeholders who responded to the surveys. While reflecting a comprehensive array of educational issues, these 48 questions represent a relatively modest set of high priority research and policy questions, given the hundreds of questions a state data system might answer, and the fact that the questions represent nine categories of information, as well as linkages across the nine categories. Within this set of 48 questions, 18 were in the top ten rated questions of one or more of the stakeholder groups surveyed.

Figure 14 presents this list of 48 high priority research and policy questions with the 18 top rated questions identified in bold type. These top rated questions illustrate the strong interest among Washington stakeholders in being able to identify:

- Elementary and middle school indicators that are predictors of success or failure in subsequent grades
- The characteristics of teachers, schools, and districts that show the greatest success in improving student achievement
- The grade to grade progress of student subgroups
- The characteristics of students who do and do not achieve
- The reading, mathematics, and dropout prevention programs that show the greatest success

- The characteristics of districts and schools that show the greatest success in improving the performance of students in special education and ELL programs

The Washington high priority questions also reflect an emerging focus on determining the cost benefits or return on investment of district and school programs and professional development expenditures.

This project confirmed the clear alignment of: 1) the vision of the Washington State Legislature for a comprehensive K–12 education improvement data system; 2) the vision for high quality state data systems described in the national literature; and 3) the data priorities of Washington stakeholders. The 48 questions rated highly by Washington stakeholders reflect major questions and themes identified in the national literature and by the Data Quality Campaign that are at the core of educational effectiveness. They capture uses of data that reflect the emerging vision for high quality and responsive state data systems that provide educators with the ability to:

- Identify effective programs and high performing schools
- Follow students' academic growth and proficiency from grade to grade
- Forecast student readiness for key transitions
- Predict future achievement
- Assess the impact of teachers and teacher preparation programs on student achievement
- Foster the use of data for continuous improvement

The comprehensive vision of data use represented in the 48 high priority questions holds great potential for improving decision making at all levels of the education system in Washington. Equity, accountability, and continuous improvement cannot be achieved without a deep and systematic examination of performance and progress, and the use of data is essential to this process. However, it must be recognized that many of the questions require data linkages that represent more complex uses of data and more comprehensive overall pictures of the factors that affect school effectiveness and student performance. In the future, attention will need to be given to providing the professional development that ensures appropriate uses of data so that decision making takes into account all of the supporting data and the types of analyses that are necessary to make valid conclusions.

Figure 14. High Priority Research and Policy Questions
Category/Question
District, State, and School Enrollment Trends
1.1 Compared to state trends, what are the variations in district/school enrollment trends at different grade levels by gender, ethnicity, eligibility for free/reduced lunch, students in special education, students in ELL programs, and combinations?
1.2 What are the program and cost implications of demographic changes for specific subgroups, i.e., entry into special programs, need for intervention/remedial support, and additional personnel?
1.5/1.7 What are the characteristics and academic profile of students who are new to the state and to specific districts?
1.6 What are the demographic characteristics of students in individual classrooms and how do classrooms vary?
1.8 What percentage of our students transfer in or out at specific times of the school year by subgroup and where do they go?
Program and Course Enrollment Trends
2.2 How have individual district/school subgroup participation rates in advanced middle school courses changed and how do they compare to similar districts/schools?
2.3 How have individual district/school subgroup participation rates in AP, IB, SAT, and ACT exams changed and how do they compare to similar districts/schools?
2.4/2.7 How have individual district/school subgroup participation rates in low level/remedial middle/high school courses and in elementary reading and mathematics intervention programs changed and how do they compare to similar districts/schools?
Student Achievement
3.1 What is the grade to grade progress of student subgroups on the state assessments in reading and mathematics, i.e., what percent of students initially below proficient reach proficiency and what percent either maintain or lose proficiency over time?
3.2 What grade to grade progress did individual students make on the state assessment?
3.3 What is the grade to grade progress profile of students in specific classrooms?
3.4 What is the demographic, absence, mobility, program, class grade, and course-taking profile of students who do and do not achieve?
3.7 How does the performance profile of high mobility students compare to other students, i.e., attendance, proficiency, graduation?
3.9 How do district/school changes in the percent of students who pass AP courses and ACT, SAT, and IB exams compare to state trends?
3.10 What is the high school preparation profile of students who successfully complete post secondary education?
3.11 What are the characteristics of districts/schools that meet or do not meet accountability requirements, i.e., funding, programs and course offerings, average class size, staff allocations, and teacher qualifications?
3.12 What are the characteristics of districts/schools that show the greatest success in helping low-achieving students reach proficiency?

Note: These questions received mean ratings of 3.00 by the majority of survey participants responding to the question. The questions in the top ten mean ratings of one or more of the stakeholder groups are identified in bold type.

Figure 14. High Priority Research and Policy Questions
Category/Question
Student Achievement
3.13 What are the characteristics of districts/schools that show the greatest success in improving the performance of students in special education and ELL programs?
Attendance, Discipline, Dropout, and Graduation Rates
4.1 What are the characteristics of high attendance and low attendance students by school, grade level, and subgroup?
4.2 How have district/school subgroup attendance patterns changed at different grade levels?
4.4 What is the distribution of dropouts over the school year by subgroup and which groups have the highest dropout rates?
4.5 What are the characteristics of students in a school who have been involved in discipline incidents, suspended, expelled, or dropped out of school?
4.6 How do increases or decreases in district/school dropout rates by subgroup compare to state dropout rates and dropout rates in similar districts/schools?
4.7 How do district/school NCLB graduation rates for subgroups compare to state graduation rates and graduation rates in similar districts/schools?
Success/Risk Indicators, and K–12 Transitions
5.1 What is the relationship between absence and performance on state assessments for different subgroups?
5.2 What is the relationship between grades and performance on state assessments?
5.3 What are the attendance patterns and proficiency levels of students who drop out by subgroup?
5.4 What were the early indicators of success or failure for students in an elementary school, i.e., what is the K–3 profile of students who either succeeded or failed?
5.5 What are the strongest elementary school indicators of success or failure in the transition from elementary school to middle school, i.e., what is the elementary school profile of students who succeed or fail in middle school?
5.6 What are the strongest middle school indicators of success or failure in the transition from middle school to high school, i.e., what is the middle school profile of students who either succeeded or failed?
5.7 How are students from specific high schools performing at the post secondary level, and what are the strongest predictors of post secondary success, i.e., what is the high school profile of students who succeed at the post secondary level?
5.8 What is the previous academic and attendance record of students in this school who are new to the district?
Program Outcomes
6.1 What reading and mathematics programs/interventions have shown the most success in increasing student proficiency at the elementary, middle, and high school levels in similar districts/schools?
6.2 What dropout prevention programs have shown the most success in decreasing dropout rates in similar districts/schools?
6.3 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?

Note: These questions received mean ratings of 3.00 by the majority of survey participants responding to the question. The questions in the top ten mean ratings of one or more of the stakeholder groups are identified in bold type.

Figure 14. High Priority Research and Policy Questions
Category/Question
Teacher Workforce and Student Achievement
7.2 What are the differences in qualifications and experiences of teachers across classrooms, i.e., is the quality of the teachers equitable across classrooms and different achievement levels?
7.5 What are the characteristics of teachers who show the greatest success in improving student achievement?
7.6 What are the most common characteristics of the teacher workforce in schools that show the greatest success with students?
7.7 What are the characteristics of elementary classrooms, e.g., class size, student demographics, paraprofessional support, that show the greatest success in improving student proficiency?
7.8 What were the pre-service programs of teachers who have high student success rates over time?
7.10 What is the relationship between the frequency and types of professional development provided in reading and mathematics, and improvements in state assessment results?
Cost Effectiveness/Benefits – Return on Investment (ROI)/Cost Analyses
8.1 What is the cost effectiveness of specific district/school programs, i.e., what are the per pupil costs (personnel and program material costs) of programs that have improved the performance of specific subgroups?
8.2 What are the cost benefits of federally funded supplemental programs in meeting measurable student achievement targets, i.e., what were the per pupil expenditures of these programs and what percent of students met achievement targets?
8.3 What are the cost benefits of professional development expenditures targeted to specific subject areas and programs, i.e., what percent of in-service teachers' students show improvements over time in the areas targeted by professional development?
8.4 What are the cost benefits of professional development expenditures focused on teacher retention, i.e., comparison of costs of recruiting vs. the costs of professional development?
Cost Analyses
9.3 What is the instructional cost breakout by federal, state, and local revenues at the district, school, program, and classroom levels?
9.5 What are the cost "savings" attributable to specific management actions such as process improvements in the IT process to improve desk response capabilities?
9.7 At the aggregate level, what is the resource consumption (personnel and non-personnel) for the major expense categories defined by the district, i.e., regular education, special education, vocational education, administration, transportation, maintenance, etc.?

Note: These questions received mean ratings of 3.00 by the majority of survey participants responding to the question. The questions in the top ten mean ratings of one or more of the stakeholder groups are identified in bold type.

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APPENDIX A

Excerpts from ESSB 2261

K-12 Education Data System: Legislative Expectations
Excerpt from ESSB 2261

NEW SECTION. **Sec. 202.** A new section is added to chapter 28A.300 RCW to read as follows:

Legislative Intent
 (1) It is the legislature's intent to establish a comprehensive K-12 education data improvement system for financial, student, and educator data. The objective of the system is to **monitor student progress, have information on the quality of the educator workforce, monitor and analyze the costs of programs, provide for financial integrity and accountability, and have the capability to link across these various data components by student, by class, by teacher, by school, by district, and statewide.** Education data systems must be flexible and able to adapt to evolving needs for information, but there must be an objective and orderly data governance process for determining when changes are needed and how to implement them. It is the further intent of the legislature to provide independent review and evaluation of a comprehensive K-12 education data improvement system by assigning the review and monitoring responsibilities to the education data center and the legislative evaluation and accountability program committee.

Clients
 (2) It is the intent that the data system specifically **service reporting requirements for teachers, parents, superintendents, school boards, the legislature, the office of the superintendent of public instruction, and the public.**

Data System Features: Legislative Intent
 (3) It is the **legislature's intent** that the K-12 education data improvement system used by school districts and the state **include but not be limited to the following information and functionality**:

   (a) **Comprehensive educator information**, including grade level and courses taught, building or location, program, job assignment, years of experience, the institution of higher education from which the educator obtained his or her degree, compensation, class size, mobility of class population, socioeconomic data of class, number of languages and which languages are spoken by students, general resources available for curriculum and other classroom needs, and number and type of instructional support staff in the building;

   (b) The capacity to **link educator assignment information with educator certification** information such as certification number, type of certification, route to certification, certification program, and certification assessment or evaluation scores;

   (c**) Common coding of secondary courses** and **major areas of study at the elementary level or standard coding of course content**;

   (d) **Robust student information**, including but not limited to student characteristics, **course and program enrollment, performance on statewide and district summative and formative assessments to the extent district assessments are used, and performance on college readiness tests;**

   (e) A subset of student information elements to serve as a **dropout early warning system**;

(f) The capacity to **link educator information with student information**;
(g) **A common, standardized structure for reporting the costs of programs at the school and district level** with a focus on the cost of services delivered to students;

(h) **Separate accounting of state, federal, and local revenues and costs**;

(i) Information **linking state funding formulas to school district budgeting and accounting**, including procedures:
    (i) To support the **accuracy and auditing of financial data**; and
    (ii) Using the **prototypical school model** for school district financial accounting reporting;

(j) The capacity to **link program cost information with student performance** information to gauge the **cost-effectiveness** of programs;

(k) **Information that is centrally accessible and updated regularly**; and

(l) An **anonymous, nonidentifiable replicated copy of data** that is updated at least quarterly, and made available to the public by the state.

District Data Systems Export Requirement
   (4) It is the legislature's goal that all school districts have the capability to collect state-identified common data and **export it in a standard format** to support a statewide K-12 education data improvement system under this section.

Reports
   (5) It is the legislature's intent that the K-12 education data improvement system be developed to provide the capability to make reports as required under section 203 of this act available.

Legislative Funding for New Data Elements Required
   (6) It is the legislature's intent that school districts collect and report new data elements to satisfy the requirements of RCW 43.41.400, this section, and section 203 of this act, **only to the extent funds are available for this purpose.**

K-12 Education Data System: Governance
Excerpt from ESSB 2261

NEW SECTION. **Sec. 203.** A new section is added to chapter 28A.300 RCW to read as follows:

Purpose
(1) A K-12 data governance group shall be established within the office of the superintendent of public instruction to **assist in the design and implementation of a K-12 education data improvement system for financial, student, and educator data**. It is the intent that the data system reporting specifically **serve requirements for teachers, parents, superintendents, school boards, the office of the superintendent of public instruction, the legislature, and the public.**

Membership
(2) The K-12 data governance group shall include representatives of the education data center, the office of the superintendent of public instruction, the legislative evaluation and accountability program committee, the professional educator standards board, the state board of education, and school district staff, including information technology staff. Additional entities with expertise in education data may be included in the K-12 data governance group.

Duties
(3) The K-12 data governance group shall:
> (a) Identify the **critical research and policy questions** that need to be addressed by the K-12 education data improvement system;
>
> (b) Identify **reports and other information** that should be made available on the **internet** in addition to the reports identified in subsection (5) of this section;
>
> (c) Create a **comprehensive needs requirement document** detailing the specific information and technical capacity needed by school districts and the state to meet the **legislature's expectations** for a comprehensive K-12 education data improvement system as described under section 202 of this act;
>
> (d) Conduct a **gap analysis of current and planned information compared to the needs requirement document**, including an analysis of the strengths and limitations of an education data system and programs currently used by school districts and the state, and specifically the gap analysis must look at the extent to which the existing data can be transformed into canonical form and where existing software can be used to meet the needs requirement document;
>
> (e) Focus on **financial and cost data** necessary to support the **new K-12 financial models and funding formulas,** including any necessary changes to school district budgeting and accounting, and on **assuring the capacity to link data across financial, student, and educator systems;** and
>
> (f) Define the **operating rules and governance structure for K-12 data collections**, ensuring that data systems are flexible and able to adapt to evolving needs for information, within an objective and orderly data governance process for determining when changes are needed and how to implement them. Strong consideration must be

made to the current practice and cost of migration to new requirements. The operating rules should delineate the coordination, delegation, and escalation authority for data collection issues, business rules, and performance goals for each K-12 data collection system, including:

(i) Defining and maintaining standards for **privacy and confidentiality**;
(ii) Setting **data collection priorities**;
(iii) Defining and updating a **standard data dictionary**;
(iv) Ensuring data **compliance with the data dictionary**;
(v) Ensuring **data accuracy**; and
(vi) Establishing **minimum standards for school, student, financial, and teacher data systems**. Data elements may be specified "to the extent feasible" or "to the extent available" to collect more and better data sets from districts with more flexible software. Nothing in RCW 43.41.400, this section, or section 202 of this act should be construed to require that a data dictionary or reporting should be hobbled to the lowest common set. The work of the K-12 data governance group must specify which data are desirable. Districts that can meet these requirements shall report the desirable data. *Funding from the legislature must establish which subset data are absolutely required.*

Updates and oversight

(4)   (a) The K-12 data governance group shall provide **updates** on its work as requested by the **education data center and the legislative evaluation and accountability program committee**.

(b) The work of the K-12 data governance group shall be periodically **reviewed and monitored** by the **educational data center and the legislative evaluation and accountability program committee.**

Reports

(5) **To the extent data is available,** the office of the superintendent of public instruction shall make the **following minimum reports available on the internet**. The reports must either be run on demand against current data, or, if a static report, must have been run against the most recent data:

(a) The **percentage of data compliance and data accuracy** by school district;

(b) The **magnitude of spending per student**, by student estimated by the following algorithm and reported as the detailed summation of the following components:
(i) An approximate, prorated fraction of each teacher or human resource element that directly serves the student. Each human resource element must be listed or accessible through online tunneling in the report;
(ii) An approximate, prorated fraction of classroom or building costs used by the student;
(iii) An approximate, prorated fraction of transportation costs used by the student; and
(iv) An approximate, prorated fraction of all other resources within the district. District-wide components should be disaggregated to the extent that it is sensible and economical;

(c) The **cost of K-12 basic education**, per student, by student, by school district, estimated by the algorithm in (b) of this subsection, and reported in the same manner as required in (b) of this subsection;

(d) The **cost of K-12 special education services per student**, by student receiving those services, by school district, estimated by the algorithm in (b) of this subsection, and reported in the same manner as required in (b) of this subsection;

(e) **Improvement on the statewide assessments** computed as both a percentage change and absolute change on a scale score metric by district, by school, and by teacher that can also be filtered by a student's length of full-time enrollment within the school district;

(f) **Number of K-12 students per classroom teacher** on a per teacher basis;

(g) **Number of K-12 classroom teachers per student** on a per student basis;

(h) **Percentage of a classroom teacher per student** on a per student basis; and

(i) **The cost of K-12 education per student** by school district sorted by federal, state, and local dollars.

Reports
(6) The superintendent of public instruction shall submit a **preliminary report** to the legislature by **November 15, 2009**, including the analyses by the K-12 data governance group under subsection (3) of this section and preliminary options for addressing identified gaps. A **final report**, including a proposed phase-in plan and preliminary cost estimates for implementation of a comprehensive data improvement system for financial, student, and educator data shall be submitted to the legislature by **September 1, 2010**.

Technical requirements for submitting data
(7) All reports and data referenced in this section, RCW 43.41.400, and section 202 of this act shall be made available in a manner consistent with the technical requirements of the legislative evaluation and accountability program committee and the education data center so that selected data can be provided to the legislature, governor, school districts, and the public.

Data Accuracy/Disclosure
(8) Reports shall contain data to the extent it is available. All reports must include documentation of which data are not available or are estimated. **Reports must not be suppressed because of poor data accuracy or completeness**. Reports may be accompanied with documentation to inform the reader of why some data are missing or inaccurate or estimated.

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APPENDIX B

DQC 200 –10 Annual Survey Update and State Progress Report

WASHINGTON

DQC 2009–10 Annual Survey Update and State Progress Report

The Data Quality Campaign (DQC) was launched in 2005 to support state development of longitudinal data systems that provide policymakers and educators with information to help adjust policies and practices to improve student achievement. The DQC has identified 10 Essential Elements of a robust data system (see below) and 10 Actions all states must take to ensure effective use of data (see reverse side).

State Status on the 10 Essential Elements

Element		State Status
1.	A unique student identifier	✔
2.	Student-level enrollment, demographic and program participation information	✔
3.	The ability to match individual students' test records from year to year to measure academic growth	✔
4.	Information on untested students	✔
5.	A teacher identifier system with the ability to match teachers to students	✔
6.	Student-level transcript information, including information on courses completed and grades earned	✔
7.	Student-level college readiness test scores	✔
8.	Student-level graduation and dropout data	✔
9.	The ability to match student records between the P–12 and postsecondary systems	✔
10.	A state data audit system assessing data quality, validity and reliability	✔

Key Policy Questions

States that have all 10 Essential Elements have the capacity to answer key policy questions. Based on survey responses, Washington has the ability to answer the following key policy questions:

▷ Which schools produce the strongest academic growth for their students? *(Elements 1, 2, 3, 4)* **YES**

▷ Which middle school achievement levels indicate that a student is on track to succeed in rigorous courses in high school? *(Elements 1, 3, 6, 7)* **YES**

▷ Does the state have the necessary elements to calculate a longitudinal graduation rate, according to the calculation agreed to in the 2005 National Governors Association compact? *(Elements 1, 2, 8, 10)* **YES**

▷ What high school performance indicators (e.g., enrollment in rigorous courses or performance on state tests) are the best predictors of students' success in college or the workplace? *(Elements 1, 3, 6, 7, 8, 9)* **YES**

▷ What percentage of high school graduates require remedial education in college? *(Elements 1, 8, 9)* **YES**

▷ Which teacher preparation programs produce graduates whose students have the strongest academic growth? *(Elements 1, 3, 4, 5)* **YES**

NATIONAL PROGRESS OVER FOUR YEARS

2005

2009

■ 0 elements/not part of 2005 survey	■ 4–5 elements	■ 8–9 elements
■ 1–3 elements	□ 6–7 elements	■ 10 elements

State Contact

Robin Munson, *Director, Student Information* ■ Office of Superintendent of Public Instruction ■ robin.munson@k12.wa.us
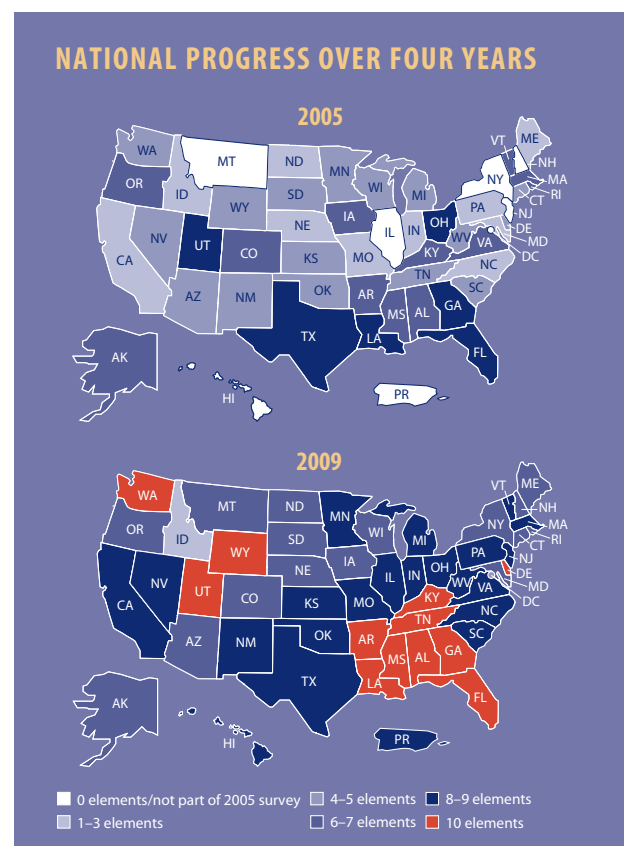
To see individual state progress on implementing the 10 Essential Elements, please visit www.DataQualityCampaign.org.

WASHINGTON

DATAQUALITY CAMPAIGN
Using Data To Improve Student Achievement

DQC 2009–10 Annual Survey Results

Creating state longitudinal data systems able to provide answers to key questions about performance is a vital first step. However, states also must have policies and practices in place so that stakeholders can access, understand and be able to use the information for **continuous improvement.** Specifically, states should focus on three overarching imperatives for changing the culture around data use: expand the ability of state data systems to **link** across the P–20/workforce pipeline; **ensure** that data can be accessed, analyzed and used by multiple stakeholders, including educators, parents and researchers; and **build** the capacity of all stakeholders to use longitudinal data.

Link systems / Ensure access and use / Build capacity
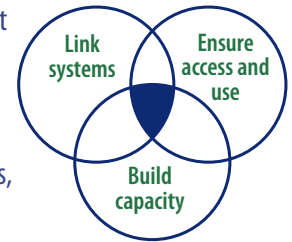
State Status on 10 Actions To Ensure Effective Data Use

Action		State Status
	Expand the ability of state data systems to link across P–20/workforce pipeline . . .	
1.	Link data systems	✓
2.	Create stable, sustained support	✓
3.	Develop governance structures	✗
4.	Build state data repositories	✗
	Ensure that data can be accessed, analyzed and used . . .	
5.	Implement systems to provide timely access to information	*
6.	Create progress reports with individual student data to improve student performance	✗
7.	Create reports with longitudinal statistics to guide systemwide improvement efforts	✗
	Build the capacity of all stakeholders to use longitudinal data . . .	
8.	Develop a research agenda	✓
9.	Promote educator professional development and credentialing	✗
10.	Promote strategies to raise awareness of available data	✗

* The DQC is not issuing analysis for Action 5 because the survey instrument failed to collect adequate information. The DQC will refine its questions and provide this information in next year's analysis. The raw results are available for download on www.DataQualityCampaign.org.

Reaching the Goal

States need to design P–20/workforce data systems and the policies governing them to ensure that these data systems:

▷ Inform policy and practice priorities;

▷ Allow interoperability across sectors, agencies and states; and

▷ Protect personally identifiable information while allowing appropriate data to be linked to inform better system alignment and/or individual outcomes.

The same political will, energy and resources that coalesced to build robust longitudinal data systems over the past three years must now be harnessed to assist states in putting into place practices and policies that will ensure these rich data are maintained and used to inform decisionmaking across the P–20/workforce spectrum.

NATIONAL STATUS OF STATE ACTIONS

2009

- ☐ 0 Actions
- ☐ 1–3 Actions
- ☐ 4–5 Actions
- ☐ 6–7 Actions
- ☐ 8–9 Actions
- ☐ 10 Actions

To see individual state progress on implementing the 10 State Actions, please visit www.DataQualityCampaign.org.

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APPENDIX C

I terview Protocols

a. Pho e I terview Protocol for Stakeholder Groups – Legislators

b. Pho e I terview Protocol for Co stitue cy Groups – Other Stakeholders

Context for Interview: As you know, in 2009, the Washington Legislature established a vision for a comprehensive education data improvement system. The overall intent of this system is to provide stakeholders with information that addresses the most critical questions about student progress and the quality and costs of education in the state of Washington. The system will also incorporate data that address the most critical research and policy questions identified in the national literature for state data systems. The purpose of this interview is to identify the kinds of information and reports that are most important to you in your role as a legislator and stakeholder in Washington's education system. I'm going to start the interview with more general overall questions, and continue with more questions about specific types of information.

1. What are the major educational issues that represent key priorities you have to address in your role as a legislator?

2. Given these key priorities, what are the top three educational questions you would like a state data system to answer?

3. Do you currently have access to reports that answer these questions? If not, what types of reports would you like to get from the state data system to answer these questions?

4. Currently what kind of reports do you use/access most frequently?

5. We have identified four major categories of information that various stakeholders might want to access. They are: **1) Basic Student Information,** i.e., student characteristics, school, program, and course enrollment**; 2) Student Achievement and Other Progress Information,** i.e., performance on state and district summative assessments and college readiness tests, graduation rates, dropout rates; **3) Educator Information,** i.e., certification program, type of certification, years of experience, job assignment, courses taught, number and types of instructional staff in building, characteristics of students taught; and **4) Cost Information,** i.e. revenues and costs of programs and services provided to students. Currently, which of these categories of information is most important to you? Can you think of any other major categories of information that you would like to access?

6. **Monitoring student achievement** is a major objective of the proposed data system. From a policy perspective, what is the most important information that you or other legislators would like to have on student progress?

7. What kind of **educator workforce information** is most important to you and other legislators**?**

8. What kind of **cost information** is most important to you and other legislators?

9. **Data Linkages:** The new data system will be designed to link and show relationships across data elements. For example, linking: specific information about the characteristics of schools to create "classes of schools" that can be compared; educator information with student information; program cost information with student performance; achievement in early grades to subsequent achievement; and middle school achievement to high school achievement. **What are the types of data linkages that are most important to you and other legislators?**

10. Is there anything else you would like us to know about your priorities for a state data system as we develop the research and policy questions the system should address?

Context for Interview: As you may know, in 2009, the Washington Legislature established a vision for a comprehensive education data improvement system. The overall intent of this system is to provide stakeholders with information that addresses the most critical questions about student progress and the quality and costs of education in the state of Washington. The system will also incorporate data that address the most critical research and policy questions identified in the national literature for state data systems. The purpose of this interview is to identify the kinds of information and reports that are most important to you in your role as a stakeholder in Washington's education system. I'm going to start the interview with more general overall questions, and continue with more questions about specific types of information.

1. What is your role, i.e., what stakeholder group do you most identify with (District Superintendent, Curriculum Director, or Business Manager; Principal; Teacher; Advocacy Group Representative; or Other)?

2. What are the major educational issues that represent key priorities for you to address in your role?

3. Given these key priorities, what are the top three educational questions you would like a state data system to answer?

4. Do you currently have access to the data that answer these questions? If not, what types of data or reports would you like to get from the state data system to answer these questions?

5. Currently what kind of data do you use/access most frequently in your role?

6. We have identified four major categories of information that various stakeholders might want to access. They are: **1) Basic Student Information,** i.e., student characteristics, school, program, and course enrollment**; 2) Student Achievement and Other Progress Information,** i.e., performance on state and district summative assessments and college readiness tests, graduation rates, dropout rates; **3) Educator Information,** i.e., certification program, type of certification, years of experience, job assignment, courses taught, number and types of instructional staff in building, characteristics of students taught; and **4) Cost Information,** i.e. revenues and costs of programs and services provided to students. Currently, which of these categories of information is most important to you? Can you think of any other major categories of information that you would like access to?

7. **Monitoring student achievement** is a major objective of the proposed data system. What is the most important information your role group/organization would like to have on student progress?

8. What kind of **educator workforce information** is important to your role group/organization?

9. What kind of **cost information** is important to your role group/organization?

10. **Data Linkages:** The new data system will be designed to link and show relationships across data elements. For example, linking: specific information about the characteristics of schools to create "classes of schools" that can be compared; educator information with student information; program cost information with student performance; achievement in early grades to subsequent achievement; and middle school achievement to high school achievement. **What are the types of data linkages that are most important to you and others in your role group?**

11. Is there anything else you would like us to know about your priorities for a state data system as we develop the research and policy questions the system should address?

APPENDIX D

a. State Stakeholder Survey

b. Di trict Stakeholder Survey

c. School Stakeholder Survey

    i. Elementary

    ii. Middle

    iii. High

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STATE ROLE GROUP SURVEY

PURPOSE OF THE SURVEY

In 2009, the Washington Legislature established a vision for a comprehensive education data improvement system. The overall intent of this system is to provide Washington stakeholders (educators, parents, community members, legislators) with information that addresses their most critical questions about student progress, program effectiveness, the educator workforce, and costs of education in the state of Washington. The system will also incorporate data that address the most critical policy and research questions identified in the national literature for state data systems. This system will link information in many ways that currently are not possible.

The purpose of this survey is to acquire your feedback on the types of questions the new system should answer. The questions in the survey were drawn from the national literature, as well as from major themes that emerged from interviews and focus groups conducted with Washington stakeholders over the past month. They illustrate the types of data connections that will be possible in the new state data system. The survey should take approximately 20 minutes to complete.

Begin Survey

Role Group

Please select the role group that best describes you (required):

- ⦿ Advocacy Group
- ◯ Business Leaders
- ◯ Educator Training Staff
- ◯ Researchers
- ◯ Governor's Office Staff
- ◯ Legislators
- ◯ OSPI Staff

- ◯ Parents
- ◯ Professional Educator Standards Board
- ◯ School Board
- ◯ School Counselors
- ◯ State Board of Education
- ◯ Teachers
- ◯ Other _____

Gender (optional):
- ◯ Male
- ◯ Female

Race/Ethnicity (optional):
- ☐ White
- ☐ Black or African-American
- ☐ American Indian or Alaska Native

- ☐ Asian
- ☐ Native Hawaiian or other Pacific Islander
- ☐ Hispanic or Latino

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STUDENT INFORMATION

Completing the Survey - Your Feedback

Importance to You: On a scale of 1-4, how important are these questions to you in **your role**, i.e., the questions that **the state data system** should be capable of answering for you?

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

1.   DISTRICT ENROLLMENT TRENDS

	IMPORTANCE TO YOU			
	4	3	2	1
1.1 What are the variations in school district enrollment trends across the state at different grade levels by gender, ethnicity, eligibility for free/reduced lunch, students in special education, students in ELL programs, and combinations?	○	○	○	○
1.2 What are the program and cost implications of demographic changes in different districts, i.e., entry into special programs, need for intervention/remedial support, and additional personnel?	○	○	○	○
1.3 How do school district special education enrollment trends by gender, ethnicity, free/reduced lunch eligibility, and combinations compare to overall state enrollments?	○	○	○	○
1.4 How do school district ELL language group trends compare to language group trends at the state level?	○	○	○	○
1.5 What are the demographic characteristics of students who are entering the state for the first time?	○	○	○	○
1.6 What is the academic profile of students who are new to the state?	○	○	○	○
1.7 What are the student mobility patterns by district, i.e., what percentage of students transfer in or out and where do they go?	○	○	○	○

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STUDENT INFORMATION

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

2.   PROGRAM AND COURSE ENROLLMENT PATTERNS

	IMPORTANCE TO YOU			
	4	3	2	1
2.1 What are the demographic characteristics of students served in Highly Capable Programs (gifted)?	○	○	○	○
2.2 How have school district <u>participation rates for subgroups</u> changed in the areas listed below:				
2.2.1 Advanced middle school courses (rigorous preparation for high school)	○	○	○	○
2.2.2 AP, IB, SAT, and ACT exams (preparation for college)	○	○	○	○
2.2.3 Low level/remedial middle and high school courses (low skill indicator)	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

3.   STUDENT ACHIEVEMENT

	IMPORTANCE TO YOU			
	4	3	2	1
3.1 What is the grade to grade progress of student subgroups on the state assessments in reading and mathematics, i.e., what percent of students initially below proficient reach proficiency and what percent either maintain or lose proficiency over time?	○	○	○	○
3.2 What is the demographic, absence, mobility, program, and course-taking profile of students who do and do not achieve?	○	○	○	○
3.3 How have the course grade patterns (pass and failure rates) of specific student subgroups changed?	○	○	○	○
3.4 How has the percent of students who pass AP courses and ACT, SAT, and IB exams changed by subgroup (indicator of college readiness)?	○	○	○	○
3.5 What is the high school preparation profile of students who successfully complete post secondary education?	○	○	○	○
3.6 How does the performance profile of high mobility students compare to other students, i.e., attendance, proficiency, graduation?	○	○	○	○
3.7 What are the characteristics of school districts that meet or do not meet accountability requirements, i.e., funding, programs and course offerings, average class size, staff allocations, and teacher qualifications?	○	○	○	○
3.8 What are the characteristics of school districts that show the greatest success in helping low-achieving students reach proficiency?	○	○	○	○
3.9 What are the characteristics of school districts that show the greatest success in improving the performance of students in special education and ELL programs?	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

4.   ATTENDANCE, DISCIPLINE, DROPOUT, AND GRADUATION RATES

	IMPORTANCE TO YOU			
	4	3	2	1
4.1 What are the characteristics of high attendance and low attendance students by subgroup?	○	○	○	○
4.2 How have school district attendance patterns changed, i.e., which groups have shown an increase or a decline in attendance?	○	○	○	○
4.3 What subgroups have the highest dropout rate?	○	○	○	○
4.4 How do increases or decreases in school district dropout rates by subgroup compare to state dropout rates?	○	○	○	○
4.5 How do school district NCLB graduation rates for subgroups compare to state graduation rates?	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

5.   SUCCESS AND RISK INDICATORS, AND K-12 TRANSITIONS

	IMPORTANCE TO YOU			
	4	3	2	1
5.1 What is the relationship between absence and performance on state assessments in reading and mathematics for different subgroups?	○	○	○	○
5.2 What is the relationship between subject/course grades and performance on state assessments in reading and mathematics?	○	○	○	○
5.3 In the transition from elementary to middle school, what are the strongest early indicators of success or failure, i.e., what is the elementary school profile of students who succeed or fail in middle school?	○	○	○	○
5.4 In the transition from middle school to high school, what are the strongest middle school indicators of success or failure?	○	○	○	○
5.5 What are the attendance patterns and proficiency levels of students who dropout by subgroup?	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

6.   PROGRAM OUTCOMES

	IMPORTANCE TO YOU			
	4	3	2	1
6.1 What reading and mathematics programs have shown the most success in increasing student proficiency at the elementary, middle, and high school levels?	○	○	○	○
6.2 What early intervention programs have shown the most success in improving the skills of primary level students?	○	○	○	○
6.3 What dropout prevention programs have shown the most success in decreasing dropout rates?	○	○	○	○
6.4 What programs, services, and instructional models have shown the most success in improving the performance of students in special education and ELL programs?	○	○	○	○

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THE EDUCATOR WORKFORCE

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

7.   TEACHER WORKFORCE AND STUDENT ACHIEVEMENT

	IMPORTANCE TO YOU			
	4	3	2	1
7.1 What are the characteristics of the teacher workforce across the state (credentials, experience, specific subject area expertise, pre-service programs), and where are there differences by school district?	○	○	○	○
7.2 How have the characteristics of the teacher workforce at the elementary, middle, and high school levels changed over time?	○	○	○	○
7.3 What are the characteristics of teachers who show the greatest success in improving student achievement?	○	○	○	○
7.4 What are the most common characteristics of the teacher workforce in schools that show the greatest success with students?	○	○	○	○
7.5 What are the employment/mobility patterns of teachers from different pre-service training programs, i.e., where do they go, what are their positions, and how often do they move?	○	○	○	○
7.6 What were the pre-service programs of teachers who have high student success rates over time?	○	○	○	○

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COST INFORMATION

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

8.   COST EFFECTIVENESS/BENEFITS - RETURN ON INVESTMENT (ROI)

	IMPORTANCE TO YOU			
	4	3	2	1
8.1 What are the per pupil costs (personnel and program material costs) of school district programs that have improved the performance of specific subgroups?	○	○	○	○
8.2 What are the cost benefits of federally funded supplemental programs in meeting measurable student achievement targets, i.e., what were the per pupil expenditures of these programs and what percent of students met achievement targets?	○	○	○	○
8.3 What are school district costs broken out by direct program/instructional costs and operational support costs, e.g., energy, maintenance, equipment, repairs, etc.?	○	○	○	○

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9. OTHER

Please add any other questions you feel the **state system** should address.

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Submit Survey

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DISTRICT ADMINISTRATOR SURVEY

PURPOSE OF THE SURVEY

In 2009, the Washington Legislature established a vision for a comprehensive education data improvement system. The overall intent of this system is to provide Washington stakeholders (educators, parents, community members, legislators) with information that addresses their most critical questions about student progress, program effectiveness, the educator workforce, and costs of education in the state of Washington. The system will also incorporate data that address the most critical policy and research questions identified in the national literature for state data systems. This system will link information in many ways that currently are not possible.

The purpose of this survey is to acquire your feedback on the types of questions the new system should answer. The questions in the survey were drawn from the national literature, as well as from major themes that emerged from interviews and focus groups conducted with Washington stakeholders over the past month. They illustrate the types of data connections that will be possible in the new state data system. The survey should take approximately 30 minutes to complete.

Begin Survey

Role Group

Please identify your position in the district (required):

- ◉ Superintendent
- ○ Deputy/Assistant Superintendent
- ○ Director of Elementary Education
- ○ Director of Secondary Education
- ○ Director/Coordinator of Curriculum & Instruction
- ○ Director of Research and/or Assessment

- ○ IT Director/Coordinator
- ○ Finance Director/Business Manager
- ○ Director of Special Services
- ○ Special Education Director
- ○ Director/Coordinator of Services for ELLs
- ○ Other

Gender (optional):
- ○ Male
- ○ Female

Race/Ethnicity (optional):
- ☐ White
- ☐ Black or African-American
- ☐ American Indian or Alaska Native

- ☐ Asian
- ☐ Native Hawaiian or other Pacific Islander
- ☐ Hispanic or Latino

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STUDENT INFORMATION

Completing the Survey - Your Feedback

Importance to You: On a scale of 1-4, how important are these questions to you in **your role**, i.e., the questions that the state data system should be capable of answering for you?

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

1.   DISTRICT ENROLLMENT TRENDS

	IMPORTANCE TO YOU			
	4	3	2	1
1.1 How do district student enrollment trends by grade level, gender, ethnicity, eligibility for free/reduced lunch, students in special education, students in ELL programs, and combinations compare to state and similar size district demographics?	○	○	○	○
1.2 What are the program and cost implications of demographic changes for specific subgroups in this district, i.e., entry into special programs, need for intervention/remedial support, and additional personnel?	○	○	○	○
1.3 Compared to state special education enrollment trends, to what extent is there over-representation in our special education population by gender, ethnicity, disability, and combinations?	○	○	○	○
1.4 How do the district's ELL language group trends compare to language group trends at the state level and in similar districts?	○	○	○	○
1.5 What percent of students are new to the district by ethnicity and eligibility for free/reduced lunch at different grade levels?	○	○	○	○
1.6 What is the academic profile of students who are new to the district?	○	○	○	○
1.7 What percentage of our students transfer in or out at specific times of the school year by subgroup and where do they go?	○	○	○	○

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STUDENT INFORMATION

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

2.   PROGRAM AND COURSE ENROLLMENT PATTERNS

	IMPORTANCE TO YOU			
	4	3	2	1
2.1 How do the demographic trends for students served in our Highly Capable Programs (gifted) compare to state and similar district trends for these programs?	○	○	○	○
2.2 How have <u>subgroup participation rates</u> in our district changed for:				
2.2.1 Advanced middle school courses (rigorous preparation for high school)?	○	○	○	○
2.2.2 AP, IB, ACT, and SAT exams (preparation for college)?	○	○	○	○
2.2.3 Low level/remedial middle and high school courses (low skill indicator)?	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

3.   STUDENT ACHIEVEMENT

	IMPORTANCE TO YOU			
	4	3	2	1
3.1 What is the grade to grade progress of student subgroups on the state assessments in reading and mathematics, i.e., what percent of initially below proficient students reach proficiency and what percent either maintain or decline in proficiency?	○	○	○	○
3.2 What is the demographic, absence, mobility, program, and course-taking profile of students who do and do not achieve?	○	○	○	○
3.3 How do state assessment trends for students with disabilities and students in ELL programs compare to state and similar district trends?	○	○	○	○
3.4 How have the course grade patterns (pass and failure rates) of specific student subgroups changed?	○	○	○	○
3.5 How do changes in the percent of student subgroups who pass AP, ACT, SAT, and IB exams compare to state trends?	○	○	○	○
3.6 What is the high school preparation profile of students who successfully complete post secondary education?	○	○	○	○
3.7 How does the performance profile of high mobility students compare to other students?	○	○	○	○
3.8 How does the performance of students who are new to the district compare to other district students with similar characteristics?	○	○	○	○
3.9 What are the characteristics of district schools that meet or do not meet accountability requirements, i.e., funding, programs and course offerings, average class size, staff allocations, and teacher qualifications?	○	○	○	○
3.10 What are the characteristics of schools in this district and similar districts that show the greatest success in helping low-achieving students reach proficiency?	○	○	○	○
3.11 What are the characteristics of schools in this district and similar districts that show the greatest success in improving the performance of students in special education and ELL programs?	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

4.   ATTENDANCE, DISCIPLINE, DROPOUT, AND GRADUATION RATES

	IMPORTANCE TO YOU			
	4	3	2	1
4.1 What are the characteristics of high attendance and low attendance students at different grade levels?	○	○	○	○
4.2 How have subgroup attendance patterns changed in different schools?	○	○	○	○
4.3 What is the distribution of dropouts over the school year by subgroup and which groups have the highest dropout rates?	○	○	○	○
4.4 How do increases or decreases in district dropout rates by subgroup compare to state dropout rates?	○	○	○	○
4.5 How do the districts' NCLB graduation rates by subgroup compare to state graduation rates?	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

5.   SUCCESS AND RISK INDICATORS, AND K-12 TRANSITIONS

	IMPORTANCE TO YOU			
	4	3	2	1
5.1 What is the relationship between absence and performance on state assessments in reading and mathematics for different subgroups?	○	○	○	○
5.2 What is the relationship between subject/course grades and performance on state assessments in reading and mathematics?	○	○	○	○
5.3 In the transition from elementary to middle school, what are the strongest early indicators of success or failure, i.e., what is the elementary school profile of students who succeed or fail in middle school?	○	○	○	○
5.4 In the transition from middle school to high school, what are the strongest middle school indicators of success or failure?	○	○	○	○
5.5 What are the attendance patterns and proficiency levels of students who drop out by subgroup?	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

6.   PROGRAM OUTCOMES

	IMPORTANCE TO YOU			
	4	3	2	1
6.1 In this district and similar districts:				
6.1.1 What reading and mathematics programs have shown the most success in increasing student proficiency at the elementary, middle, and high school levels?	○	○	○	○
6.1.2 What early intervention programs have shown the most success in improving the skills of primary level students?	○	○	○	○
6.1.3 What dropout prevention programs have shown the most success in decreasing dropout rates?	○	○	○	○
6.1.4 What programs, services, and instructional models have shown the most success in improving the performance of students in special education and ELL programs?	○	○	○	○

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THE EDUCATOR WORKFORCE

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

7.   TEACHER WORKFORCE AND STUDENT ACHIEVEMENT

	IMPORTANCE TO YOU			
	4	3	2	1
7.1 What are the characteristics of the teacher workforce in schools across the district (credentials, experience, specific subject area expertise, pre-service programs), and where are there differences by school?	○	○	○	○
7.2 How have the characteristics of the teacher workforce at the elementary, middle, and high school levels changed over time?	○	○	○	○
7.3 What are the characteristics of teachers who show the greatest success in improving student achievement?	○	○	○	○
7.4 What are the most common characteristics of the teacher workforce in schools that show the greatest success with students?	○	○	○	○
7.5 What were the pre-service programs of district teachers who have high student success rates over time?	○	○	○	○
7.6 What is the relationship of different pre-service teacher programs and the percent of beginning teachers who continue to teach in this district over time?	○	○	○	○
7.7 What is the relationship between the frequency and types of professional development provided in reading and mathematics, and improvements in state assessment results?	○	○	○	○

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COST INFORMATION

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

8.   COST EFFECTIVENESS/BENEFITS - RETURN ON INVESTMENT (ROI)

	IMPORTANCE TO YOU			
	4	3	2	1
8.1 What are the per pupil costs (personnel and program material costs) of district programs that have improved the performance of specific subgroups?	○	○	○	○
8.2 What are the cost benefits of federally funded supplemental programs in meeting measurable student achievement targets, i.e., what were the per pupil expenditures of these programs and what percent of students met achievement targets?	○	○	○	○
8.3 What are the cost benefits of professional development expenditures focused on teacher retention, i.e., comparison of costs of recruiting vs. the costs of professional development?	○	○	○	○
8.4 What are the cost benefits of professional development expenditures targeted to specific subject areas and programs, as shown by student performance on local and state assessments?	○	○	○	○

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OSPI State of Washington
Superintendent of Public Instruction

PCGEducation™

COST INFORMATION

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

9.   COST ANALYSES

	IMPORTANCE TO YOU			
	4	3	2	1
9.1 How do budgeted expenditures (full time equivalents and dollars) compare with actual expenditures in all expense categories allowed by the state chart of accounts or cost reporting structure for a) direct student services and specific program costs and b) non-classroom support services costs?	○	○	○	○
9.2 What are the costs associated with operating specific buildings broken out by direct instructional costs and operational support costs, e.g., energy, maintenance, equipment, repairs, etc.?	○	○	○	○
9.3 What is the instructional cost breakout by federal, state, and local revenues at the district, school, and program levels?	○	○	○	○
9.4 What are the costs of non-classroom student support services provided by the district as measured on a per student basis or other unit of measure, e.g., square foot, student mile, etc. for services such as transportation, food services, maintenance, financial services, custodial, and information technology?	○	○	○	○
9.5 What are the cost "savings" attributable to specific management actions such as process improvements in the IT process to improve desk response capabilities?	○	○	○	○
9.6 What are the instructional costs versus non-instructional costs, e.g., transportation for interscholastic sports, clubs, and other activities of the student transportation program?	○	○	○	○
9.7 At the aggregate level, what is the resource consumption (personnel and non-personnel) for the major expense categories defined by the district, i.e., regular education, special education, vocational education, administration, transportation, maintenance, etc.?	○	○	○	○
9.8 What are the total life-cycle costs associated with "commercial" type activities now performed in-house within the district, i.e., services that can be procured from other sources (private sector or government) such as custodial, food services, and maintenance?	○	○	○	○

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10. OTHER

Please add any other district level questions you feel the **state system** should address.

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Submit Survey

SCHOOL SURVEY

PURPOSE OF THE SURVEY

In 2009, the Washington Legislature established a vision for a comprehensive education data improvement system. The overall intent of this system is to provide Washington stakeholders (educators, parents, community members, legislators) with information that addresses their most critical questions about student progress, program effectiveness, the educator workforce, and costs of education in the state of Washington. The system will also incorporate data that address the most critical policy and research questions identified in the national literature for state data systems. This system will link information in many ways that currently are not possible.

The purpose of this survey is to acquire your feedback on the types of questions the new system should answer. The questions in the survey were drawn from the national literature, as well as from major themes that emerged from interviews and focus groups conducted with Washington stakeholders over the past month. They illustrate the types of data connections that will be possible in the new state data system. The survey should take approximately 20 minutes to complete.

Begin Survey

Role Group and School Type

Please identify your position in the district (required):

◉ Principal
◯ Teacher
◯ Parent
◯ Guidance Counselor

School Type (required):
◉ Elementary School
◯ Middle School
◯ High School

Gender (optional):
◯ Male
◯ Female

Race/Ethnicity (optional):

☐ White	☐ Asian
☐ Black or African-American	☐ Native Hawaiian or other Pacific Islander
☐ American Indian or Alaska Native	☐ Hispanic or Latino

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STUDENT INFORMATION

Completing the Survey - Your Feedback

Importance to You: On a scale of 1-4, please rate how important these questions are to you.

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

1.   SCHOOL ENROLLMENT TRENDS

	IMPORTANCE TO YOU			
	4	3	2	1
1.1 Compared to the state elementary school enrollment, does our school have higher percentages of student subgroups at different grade levels by gender, ethnicity, eligibility for free/reduced lunch, students in special education, students in ELL programs, and combinations?	○	○	○	○
1.2 What are the program and cost implications of demographic changes for specific subgroups, i.e., entry into special programs, need for intervention/remedial support, and additional personnel?	○	○	○	○
1.3 Compared to special education enrollment trends at the district and state levels, is there over-representation in our school's special education population by gender, ethnicity, eligibility for free/reduced lunch, disability, and combinations?	○	○	○	○
1.4 How does our school's ELL population by language group compare to language distributions at the district and state levels?	○	○	○	○
1.5 What percent of our school's population is new to the district by ethnicity, language, and free/reduced lunch eligibility?	○	○	○	○
1.6 What are the demographic characteristics of students in individual classrooms and how do classrooms vary?	○	○	○	○
1.7 What percent of our students transfer in or out at specific times of the school year by subgroup, and where do they go?	○	○	○	○

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22% Complete

STUDENT INFORMATION

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

2.   PROGRAM TRENDS

	IMPORTANCE TO YOU			
	4	3	2	1
2.1 How do the demographic characteristics of students served in our Highly Capable Programs (gifted) compare to state and other elementary school enrollment trends?	○	○	○	○
2.2 What percent of our students are receiving intensive reading intervention and/or are participating in special reading programs by subgroup at different grade levels?	○	○	○	○
2.3 What percent of our students are receiving additional support in mathematics by subgroup at different grade levels?	○	○	○	○
2.4 How have the percent of students needing additional support in reading and mathematics changed over time for different subgroups?	○	○	○	○
2.5 How do classrooms vary in the number and percent of students needing additional reading and mathematics support?	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

3.   STUDENT ACHIEVEMENT

	IMPORTANCE TO YOU			
	4	3	2	1
3.1 What is the grade to grade progress on the state assessments for student subgroups, i.e., what percent of initially below proficient students reach proficiency and what percent maintain proficiency or decline?	○	○	○	○
3.2 What is the grade to grade progress profile of individual students?	○	○	○	○
3.3 What is the grade to grade progress profile of students in a specific classroom?	○	○	○	○
3.4 What is the demographic, absence, mobility, program, and grade profile of students who do and do not achieve?	○	○	○	○
3.5 How do state assessment trends for students with disabilities and students in ELL programs compare to trends in similar elementary schools?	○	○	○	○
3.6 How does the performance of students who are new to the school compare to other students with similar characteristics?	○	○	○	○
3.7 How does the performance profile of high mobility students compare to other students?	○	○	○	○
3.8 How have student grade patterns (pass and failure rates) changed over time by subgroup, i.e., which groups show an increase or decrease in passing grades?	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

4.   ATTENDANCE AND DISCIPLINE

	IMPORTANCE TO YOU			
	4	3	2	1
4.1 What are the characteristics of high attendance and low attendance students?	○	○	○	○
4.2 Has attendance for specific groups increased or decreased over time at different grade levels?	○	○	○	○
4.3 What is the attendance profile of students in specific classrooms?	○	○	○	○
4.4 What are the characteristics of students in this school who have been involved in discipline incidents?	○	○	○	○

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56% Complete

MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

5.   SUCCESS AND RISK INDICATORS, AND TRANSITIONS

	IMPORTANCE TO YOU			
	4	3	2	1
5.1 What is the relationship between attendance and performance on state assessments?	○	○	○	○
5.2 What is the relationship between grades and performance on state assessments?	○	○	○	○
5.3 What were the early indicators of success or failure for students in our school, i.e., what is the K-3 profile of students who either succeeded or failed?	○	○	○	○
5.4 What is the previous academic and attendance record of students in this school who are new to the district?	○	○	○	○
5.5 What were the strongest predictors of middle school success or failure for our students, i.e., what is the middle school profile of students who succeeded and those who did not?	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

6.   PROGRAM OUTCOMES

	IMPORTANCE TO YOU			
	4	3	2	1
6.1 What reading and mathematics programs/interventions have shown the most success in increasing student proficiency in this school and similar elementary schools?	○	○	○	○
6.2 What programs, services, and instructional models have shown the most success in improving the performance of students in special education, and students in ELL programs?	○	○	○	○

Previous   Next

78% Complete

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

7.   TEACHERS AND STUDENT ACHIEVEMENT

	IMPORTANCE TO YOU			
	4	3	2	1
7.1 What are the characteristics of teachers in this school, e.g., credentials, experience, specific subject area expertise?	○	○	○	○
7.2 What are the differences in qualifications and experiences of teachers across classrooms, i.e., is the quality of the teachers equitable across classrooms?	○	○	○	○
7.3 How have the characteristics of teachers in this school changed over time and how do they compare to statewide teacher characteristics for elementary schools?	○	○	○	○
7.4 What are the characteristics of teachers who show the greatest success in improving student achievement?	○	○	○	○
7.5 What are the characteristics of classrooms, e.g., class size, student demographics, paraprofessional support, etc. that show the greatest success in improving student proficiency?	○	○	○	○
7.6 What were the pre-service programs of teachers in our school who have high student success rates over time?	○	○	○	○

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COST INFORMATION

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

8.   COST EFFECTIVENESS/BENEFITS - RETURN ON INVESTMENT (ROI)

	IMPORTANCE TO YOU			
	4	3	2	1
8.1 What is the cost effectiveness of specific programs in this school, i.e., what are the per pupil costs (personnel and program material costs) of programs that have improved student performance?	○	○	○	○
8.2 What are the cost benefits of federally funded supplemental programs in meeting measurable student achievement targets, i.e., what were the per pupil expenditures of these programs and what percent of students met achievement targets?	○	○	○	○
8.3 What are the cost benefits of professional development expenditures targeted to selected subjects and programs, i.e., what percent of in-service teachers' students show improvements over time in the areas targeted by professional development?	○	○	○	○

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COST INFORMATION

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

9.   COST ANALYSES

	IMPORTANCE TO YOU			
	4	3	2	1
9.1 What are the costs associated with operating our school building separated by direct instructional costs and operational support costs, e.g., energy, maintenance, equipment, repairs, etc.?	○	○	○	○
9.2 How do budgeted expenditures (full time equivalents and dollars) compare with actual expenditures in all expense categories allowed by the state chart of accounts for a) direct student services and specific programs costs and b) non-classroom support services costs?	○	○	○	○
9.3 What is the instructional cost breakout by federal, state, and local revenues at the school, program, and classroom levels?	○	○	○	○

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OTHER

Please add any other school level questions you feel the state system should address.

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SCHOOL SURVEY

PURPOSE OF THE SURVEY

In 2009, the Washington Legislature established a vision for a comprehensive education data improvement system. The overall intent of this system is to provide Washington stakeholders (educators, parents, community members, legislators) with information that addresses their most critical questions about student progress, program effectiveness, the educator workforce, and costs of education in the state of Washington. The system will also incorporate data that address the most critical policy and research questions identified in the national literature for state data systems. This system will link information in many ways that currently are not possible.

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[Begin Survey]

Role Group and School Type

Please identify your position in the district (required):

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- ○ Teacher
- ○ Parent
- ○ Guidance Counselor

School Type (required):
- ○ Elementary School
- ● Middle School
- ○ High School

Gender (optional):
- ○ Male
- ○ Female

Race/Ethnicity (optional):

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☐ Black or African-American	☐ Native Hawaiian or other Pacific Islander
☐ American Indian or Alaska Native	☐ Hispanic or Latino

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STUDENT INFORMATION

Completing the Survey - Your Feedback

Importance to You: On a scale of 1-4, please rate how important these questions are to you.

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

1.   SCHOOL ENROLLMENT TRENDS

	IMPORTANCE TO YOU			
	4	3	2	1
1.1 Compared to the state middle school enrollment, does our school have higher percentages of student subgroups at different grade levels by gender, ethnicity, eligibility for free/reduced lunch, students in special education programs, students in ELL programs, and combinations?	○	○	○	○
1.2 What are the program and cost implications of demographic changes for specific subgroups, i.e., entry into special programs, need for intervention/remedial support, and additional personnel?	○	○	○	○
1.3 Compared to middle school special education enrollment trends at the district and state levels, is there over-representation in our school's special education population by gender, ethnicity, disability, eligibility for free/reduced lunch, and combinations?	○	○	○	○
1.4 How does our school's ELL population by language group compare to language distributions at the district and state levels?	○	○	○	○
1.5 What percent of our school's population is new to the district by ethnicity, language, and free/reduced lunch eligibility?	○	○	○	○
1.6 What are the demographic characteristics of students in individual classrooms and how do classrooms vary?	○	○	○	○
1.7 What percent of our students transfer in or out at specific times of the school year by subgroup, and where do they go?	○	○	○	○

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22% Complete

STUDENT INFORMATION

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

2.   PROGRAM AND COURSE ENROLLMENT PATTERNS

	IMPORTANCE TO YOU			
	4	3	2	1
2.1 How do the demographic characteristics of students served in our Highly Capable Programs (gifted) compare to state and other middle school enrollment trends?	○	○	○	○
2.2 How have subgroup participation rates in our school's advanced courses (rigorous preparation for high school) changed, and how do they compare to participation rates in similar middle schools?	○	○	○	○
2.3 How have subgroup participation rates in our low level/remedial courses (indicator of low skills) changed, and how do they compare to participation rates in similar middle schools?	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

3. STUDENT ACHIEVEMENT

	IMPORTANCE TO YOU			
	4	3	2	1
3.1 What is the grade to grade progress of student subgroups on the state assessments from grades 6-8, i.e., what percent of initially below proficient students reach proficiency and what percent maintain or decline in proficiency?	○	○	○	○
3.2 What progress did individual students make on the state assessments from grades 6 to 8?	○	○	○	○
3.3 What is the grade to grade progress profile of students in a specific classroom?	○	○	○	○
3.4 What is the demographic, absence, mobility, program, and course grade profile of students who do and do not achieve?	○	○	○	○
3.5 How do state assessment trends for students with disabilities and students in ELL programs compare to trends in similar middle schools?	○	○	○	○
3.6 How does the performance of students who are new to the school compare to other students with similar characteristics?	○	○	○	○
3.7 How does the performance profile of high mobility students compare to other students?	○	○	○	○
3.8 How have the course grade patterns (pass and failure rates) of specific subgroups changed, i.e., which groups show an increase or decrease in passing grades?	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

4.   ATTENDANCE AND DISCIPLINE

	IMPORTANCE TO YOU			
	4	3	2	1
4.1 What are the characteristics of high attendance and low attendance students in this school?	○	○	○	○
4.2 Has attendance for specific groups increased or decreased over time at different grade levels?	○	○	○	○
4.3 What is the attendance profile of students in specific classrooms?	○	○	○	○
4.4 What are the characteristics of students who have been suspended or expelled by subgroup?	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

5.   SUCCESS AND RISK INDICATORS, AND TRANSITIONS

	IMPORTANCE TO YOU			
	4	3	2	1
5.1 What is the relationship between attendance and performance on state assessments?	○	○	○	○
5.2 What is the relationship between course grades and performance on state assessments?	○	○	○	○
5.3 What were the early indicators of success or failure in the transition of elementary students into our school, i.e., what is the elementary school profile of students who either succeeded or failed?	○	○	○	○
5.4 What is the previous academic and attendance record of students in this school who are new to the district?	○	○	○	○
5.5 What were the strongest predictors of high school success or failure for our students, i.e., what is the middle school profile of students who succeeded and those who did not?	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

6. PROGRAM OUTCOMES

	IMPORTANCE TO YOU			
	4	3	2	1
6.1 What reading and mathematics programs/interventions have shown the most success in increasing student proficiency in this school and similar middle schools?	○	○	○	○
6.2 What programs, services, and instructional models have shown the most success in improving the performance of students in special education, and students in ELL programs?	○	○	○	○

Previous   Next

THE EDUCATOR WORKFORCE

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

7. TEACHERS AND STUDENT ACHIEVEMENT

	IMPORTANCE TO YOU			
	4	3	2	1
7.1 What are the characteristics of the teachers in this school, e.g., credentials, experience, specific subject area expertise?	○	○	○	○
7.2 What are the differences in qualifications and experiences of teachers who work with our high performing students and our low performing students, i.e., is the quality of teachers equitable for students at different achievement levels?	○	○	○	○
7.3 How have the characteristics of teachers in this school changed over time and how do they compare to statewide teacher characteristics for middle schools?	○	○	○	○
7.4 What are the characteristics of teachers who show the greatest success in improving student achievement?	○	○	○	○
7.5 What were the pre-service programs of teachers in our school who have high student success rates?	○	○	○	○
7.6 What were the pre-service programs of beginning teachers who continued to teach in this school over time?	○	○	○	○

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■■■■■■■■■
89% Complete

COST INFORMATION

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

8.   COST EFFECTIVENESS/BENEFITS - RETURN ON INVESTMENT (ROI)

	IMPORTANCE TO YOU			
	4	3	2	1
8.1 What is the cost effectiveness of specific programs in this school, i.e., what are the per pupil costs (personnel and program material costs) of programs that have improved student performance?	○	○	○	○
8.2 What are the cost benefits of federally funded supplemental programs in meeting measurable student achievement targets, i.e., what were the per pupil expenditures of these programs and what percent of students met achievement targets?	○	○	○	○
8.3 What are the cost benefits of professional development expenditures targeted to selected content areas and programs, i.e., what percent of in-service teachers' students show improvements over time in the areas targeted by professional development?	○	○	○	○

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■■■■■■■■■■
99% Complete

COST INFORMATION

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

9.   COST ANALYSES

	IMPORTANCE TO YOU			
	4	3	2	1
9.1 What are the costs associated with operating our school building separated by direct instructional costs and operational support costs, e.g., energy, maintenance, equipment, repairs, etc.?	○	○	○	○
9.2 How do budgeted expenditures (full time equivalents and dollars) compare with actual expenditures in all expense categories allowed by the state chart of accounts for a) direct student services and specific programs costs and b) non-classroom support services costs?	○	○	○	○
9.3 What is the instructional cost breakout by federal, state, and local revenues at the school, program, and classroom levels?	○	○	○	○

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OTHER

Please add any other school level questions you feel the state system should address.

Previous   Submit Survey

SCHOOL SURVEY

PURPOSE OF THE SURVEY

In 2009, the Washington Legislature established a vision for a comprehensive education data improvement system. The overall intent of this system is to provide Washington stakeholders (educators, parents, community members, legislators) with information that addresses their most critical questions about student progress, program effectiveness, the educator workforce, and costs of education in the state of Washington. The system will also incorporate data that address the most critical policy and research questions identified in the national literature for state data systems. This system will link information in many ways that currently are not possible.

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Begin Survey

5% Complete

Role Group and School Type

Please identify your position in the district (required):

- ⦿ Principal
- ○ Teacher
- ○ Parent
- ○ Guidance Counselor

School Type (required):
- ○ Elementary School
- ○ Middle School
- ⦿ High School

Gender (optional):
- ○ Male
- ○ Female

Race/Ethnicity (optional):

☐ White	☐ Asian
☐ Black or African-American	☐ Native Hawaiian or other Pacific Islander
☐ American Indian or Alaska Native	☐ Hispanic or Latino

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STUDENT INFORMATION

Completing the Survey - Your Feedback

Importance to You: On a scale of 1-4, please rate how important these questions are to you.

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

1.   SCHOOL ENROLLMENT TRENDS

	IMPORTANCE TO YOU			
	4	3	2	1
1.1 Compared to the state high school enrollment, does our school have higher percentages of student subgroups at different grade levels by gender, ethnicity, eligibility for free/reduced lunch, students in special education, students in ELL programs, and combinations?	○	○	○	○
1.2 What are the program and cost implications of demographic changes for specific subgroups, i.e., entry into special programs, need for intervention/remedial support, and additional personnel?	○	○	○	○
1.3 Compared to high school special education enrollment trends at the district and state levels, is there over-representation in our school's special education population by gender, ethnicity, eligibility for free/reduced lunch, disability, and combinations?	○	○	○	○
1.4 How does our school's ELL population by language group compare to language distributions at the district and state levels?	○	○	○	○
1.5 What percent of our school's population is new to the district by ethnicity, language, and free/reduced lunch eligibility?	○	○	○	○
1.6 What are the demographic characteristics of students in individual classrooms and how do classrooms vary?	○	○	○	○
1.7 What percent of our students transfer in or out at specific times of the school year by subgroup and where do they go?	○	○	○	○

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STUDENT INFORMATION

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

2.   PROGRAM AND COURSE ENROLLMENT PATTERNS

	IMPORTANCE TO YOU			
	4	3	2	1
2.1 How have subgroup participation rates in AP, IB, ACT, and SAT exams changed, and how do they compare to participation rates in similar high schools?	○	○	○	○
2.2 How have subgroup participation rates in our low level/remedial courses (indicator of low skills) changed, and how do they compare to participation rates in similar high schools?	○	○	○	○

Previous   Next

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34% Complete

MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

3.   STUDENT ACHIEVEMENT

	IMPORTANCE TO YOU			
	4	3	2	1
3.1 What is the grade to grade progress of student subgroups on the state assessments from grade 8 to grade 10, i.e., what percent of initially below proficient students achieve proficiency and what percent maintain or decline in proficiency?	○	○	○	○
3.2 What progress did individual students make on the state assessments from grade 8 to grade 10?	○	○	○	○
3.3 What is the progress profile of students in a specific classroom?	○	○	○	○
3.4 What is the demographic, absence, mobility, program, and course grade profile of students who do and do not achieve?	○	○	○	○
3.5 How do state assessment trends for students with disabilities and students in ELL programs compare to trends in similar high schools?	○	○	○	○
3.6 How does the performance of students who are new to the school compare to other students with similar characteristics?	○	○	○	○
3.7 How does the performance profile of high mobility students compare to other students?	○	○	○	○
3.8 How have the course grade patterns (pass and failure rates) of specific subgroups changed, i.e., which groups show an increase or decrease in passing grades?	○	○	○	○
3.9 How do changes in the percent of student subgroups who pass AP, ACT, SAT, and IB exams compare to state trends?	○	○	○	○

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Next

■■■■■□□□□□
45% Complete

MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

4.   ATTENDANCE, DISCIPLINE, DROPOUT, AND GRADUATION RATES

	IMPORTANCE TO YOU			
	4	3	2	1
4.1 What are the characteristics of high attendance and low attendance students in this school?	○	○	○	○
4.2 Has attendance for specific groups increased or decreased over time at different grade levels?	○	○	○	○
4.3 What is the attendance profile of students in specific classrooms?	○	○	○	○
4.4 What are the characteristics of students in this school who were suspended, expelled, or dropped out of school?	○	○	○	○
4.5 How do increases or decreases in district dropout rates by subgroup compare to state dropout rates and dropout rates in similar high schools?	○	○	○	○
4.6 How do increases or decreases in NCLB graduation rates by subgroup compare to state graduation rates and graduation rates in similar high schools?	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

5.   SUCCESS AND RISK INDICATORS, AND TRANSITIONS

	IMPORTANCE TO YOU			
	4	3	2	1
5.1 What is the relationship between attendance and performance on state assessments?	○	○	○	○
5.2 What is the relationship between course grades and performance on state assessments?	○	○	○	○
5.3 What is the relationship of attendance and achievement to dropping out by subgroup?	○	○	○	○
5.4 What are the strongest middle school indicators of success or failure in the transition from middle school to our school, i.e., what is the middle school profile of students who either succeeded or failed?	○	○	○	○
5.5 What is the previous academic and attendance record of students in this school who are new to the district?	○	○	○	○
5.6 How are our students performing at the post secondary level, and what are the strongest predictors of post secondary success, i.e., what is the high school profile of students who succeed at the post secondary level?	○	○	○	○

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MONITORING STUDENT ACHIEVEMENT AND OTHER PROGRAM INDICATORS

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

6. PROGRAM OUTCOMES

	IMPORTANCE TO YOU			
	4	3	2	1
6.1 What reading and mathematics programs/interventions have shown the most success in increasing student proficiency in this school and similar high schools?	○	○	○	○
6.2 What programs, services, and instructional models have shown the most success in improving the performance of students in special education, and students in ELL programs?	○	○	○	○

Previous   Next

■■■■■■■■□□
78% Complete

THE EDUCATOR WORKFORCE

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

7. TEACHERS AND STUDENT ACHIEVEMENT

	IMPORTANCE TO YOU			
	4	3	2	1
7.1 What are the characteristics of teachers in this school, e.g., credentials, experience, specific subject area expertise?	○	○	○	○
7.2 What are the differences in qualifications and experiences of teachers who work with our high performing students versus our low performing students, i.e., is the quality of teachers equitable for students at different achievement levels?	○	○	○	○
7.3 What are the qualifications (certifications) of teachers who provide reading and mathematics instruction in this school, i.e., what percent are fully qualified?	○	○	○	○
7.4 How have the characteristics of teachers in this school changed over time and how do they compare to statewide teacher characteristics for high schools?	○	○	○	○
7.5 What are the characteristics of teachers who show the greatest success in improving student achievement?	○	○	○	○
7.6 What were the pre-service programs of teachers in our school who have high student success rates?	○	○	○	○
7.7 What were the pre-service programs of beginning teachers who continued to teach in this school over time?	○	○	○	○

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COST INFORMATION

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

8.   COST EFFECTIVENESS/BENEFITS - RETURN ON INVESTMENT (ROI)

	IMPORTANCE TO YOU			
	4	3	2	1
8.1 What is the cost effectiveness of specific programs in this school, i.e., what are the per pupil costs (personnel and program material costs) of programs that have improved student performance?	○	○	○	○
8.2 What are the cost benefits of federally funded supplemental programs in meeting measurable student achievement targets, i.e., what were the per pupil expenditures of these programs and what percent of students met achievement targets?	○	○	○	○
8.3 What are the cost benefits of professional development expenditures targeted to selected content areas and programs, i.e., what percent of in-service teachers' students show improvements over time in the areas targeted by professional development?	○	○	○	○

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COST INFORMATION

4-Very Important   3-Important   2-Somewhat Important   1-Not Important

9.   COST ANALYSES

	IMPORTANCE TO YOU			
	4	3	2	1
9.1 What are the costs associated with operating our school building separated by direct instructional costs and operational support costs, e.g., energy, maintenance, equipment, repairs, etc.?	○	○	○	○
9.2 How do budgeted expenditures (full time equivalents and dollars) compare with actual expenditures in all expense categories allowed by the state chart of accounts for a) direct student services and specific programs costs and b) non-classroom support services costs?	○	○	○	○
9.3 What is the instructional cost breakout by federal, state, and local revenues at the school, program, and classroom levels?	○	○	○	○

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OTHER

Please add any other school level questions you feel the state system should address.

_____

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[Previous]   [Submit Survey]

APPENDIX E

E-Mail Notification

a. Janua y 26, 2010 – OSPI Email Notification to District Supe intendents

b. Janua y 29, 2010 – PCG Education Email Notification to District Supe intendents

c. Feb ua y 1, 2010 – PCG Education Email Notification to State Contacts

d. Feb ua y 1, 2010 – PCG Education Email Notification to Districts

e. Feb ua y 1, 2010 – PCG Education Email Notification to Schools

f. Feb ua y 8, 2010 – PCG Education Email Reminde to State Contacts

g. Feb ua y 8, 2010 – PCG Education Email Reminde to Districts

h. Feb ua y 8, 2010 – PCG Education Email Reminde to Schools

i. Feb ua y 17, 2010 – PCG Education Final Reminde to Schools

Dear S perintendent:

Yo r district has been selected to participate in an online s rvey that will be sed to inform the development of key research and policy q estions that sho ld be addressed with a comprehensive K-12 ed cation data improvement system. Legislation adopted last session formed a Data Governance Gro p to g ide the development of the K-12 ed cation data improvement system and f rther directed the gro p to identify the key research and policy q estions.

We have contracted with a cons lting firm, PCG Ed cation, to cond ct the s rveys, analyze res lts and p ll o t the key research and policy q estions. **A represe tative from PCG Educatio will be co tacti g you by Ja uary 29th with further i structio s about the survey i cludi g how to access it, who should take it, a d a deadli e for completi g it.** *It mig t be elpful if you appoint a contact person in your district to coordinate t e effort.* PCG Ed cation co ld then work with this contact to make the s rvey process as simple as possible.

With yo r s pport, we wo ld like to s rvey the following key stakeholders in yo r district:

- At the District level – S perintendent, b siness manager, special ed cation director, assessment director, c rric l m director, and technology director (or staff with eq ivalent positions)

- At the School level – A sample of principals, g idance co nselors, parent representatives (e.g., PTO/PTA representatives), and teachers

If yo wo ld like to select a single point of contact yo c an email that individ al's contact information to Erin MacIntire at emacintire@pcg s.com. Erin is coordinating this work for PCG and can also address any q estions yo h ave. If yo wo ld like to talk with someone at the Office of S perintendent of P blic Instruction abo t this work or the Data Governance Gro p, please contact Bill H ennekens at bill.h ennekens@k12.wa. s or 360.725.6174.

We look forward to yo r participation.

Thank yo very m ch – yo r time and assistance is appreciated. O r goal is that that yo an d yo r district will benefit from the res lts.

Bob

Robert Butts
Assistant S perintendent for P blic Policy and Planning
WA Office of S perintendent of P blic Instruction
P.O. Box 47200
Olympia, WA 98504
(360) 725-0420 (office)
(360) 951-6234 (cell) NEW
bob.b tts@k12.wa. s

Dear S perintendent:

Earlier this week, yo received an email from Bob B tts of the OSPI Data Governance Gro p informing yo that yo r district has been selected to participate in an online s rvey process. The s rvey res lts will be sed to inform the development of key research and policy q estions that sho ld be addressed with a comprehensive K-12 ed cation data improvement system. PCG Ed cation has been hired to cond ct the s rveys, analyze res lts, and p ll o t the key research and policy q estions.

Yo r district's inp t is extremely val able for this process. With yo r s pport, we wo ld like to s rvey the following key stakeholders in yo r district:

• At the District level – S perintendent, b siness manager, special ed cation director, assessment director, c rric l m director, and technology director (or staff with eq ivalent positions)
• At the School level – A sample of principals, g idance co nselors, parent representatives (e.g., PTO/PTA representatives), and teachers

The su vey will be available f om Feb ua y 1 to Feb ua y 12 and will take less than 30 minutes to complete. We will email you a link to the su vey on Monday afte noon.

PCG Ed cation will work with yo to make the s rvey process as simple as possible. Please let me know how I can help yo . Thank yo in advance for yo r participation!

Best regards,

Erin MacIntire

PCG Ed cation
200 International Drive, S ite 201
Portsmo th, NH 03801
603-957-5222

Greeting Line:

Thank you for participating in the recent interview process to explore the kinds of information and reports that you deemed most important to include in a statewide comprehensive education data improvement system. Your input was used to inform the development of a series of online surveys for various stakeholder groups to provide input about the kinds of questions they would like the data system to answer.

As a key contributor to this project, we would like to offer you the opportunity to rate the importance of a variety of research and policy questions by responding to a similar survey.

The survey should take approximately 20 minutes to complete and can be accessed from **today through February 12.** Please access the survey by clicking here: http://survey.pcgus.com/OSPI-State.html.

Thank you in advance for your participation! Please feel free to contact me if you have any questions.

Best regards,

Erin MacIntire

PCG Education
200 International Drive, Suite 201
Portsmouth, NH 03801
603-957-5222
www.pcgus.com

Greeting Line:

Your district has been asked by the OSPI Data Governance Group to participate in an online survey process that will be used to inform the development of key research and policy questions that should be addressed with a comprehensive K-12 education data improvement system. By participating in this survey, you will have the opportunity to provide input to the state about the types of educational issues and questions that are most important to you.

Please take some time to respond to this survey. It will take less than 20 minutes to complete and can be accessed by clicking here: http://survey.pcgus.com/OSPI-District.html. The survey will be available from **today through February 12.**

Thank you in advance for your participation! We very much appreciate your time and willingness to participate. Please let me know if you have any questions.

Best regards,

Erin MacIntire

PCG Education
200 International Drive, Suite 201
Portsmouth, NH 03801
603-957-5222
www.pcgus.com

Greeting Line:

Your district has been asked by the OSPI Data Governance Group to participate in an online survey process that will be used to inform the development of key research and policy questions that should be addressed with a comprehensive K-12 education data improvement system.

On behalf of OSPI, PCG Education is extending this request to you so that **your school will have the opportunity to provide input to the state about the types of educational issues and questions that are most important to you.** We would like your support to select a group of survey respondents in your school, let them know how to access the survey, and by when they should complete it. As the principal, we also request that you respond to the survey.

We ask for your support to reach out to the following people and/or forward this email to provide them with the information necessary to complete the survey:

- Guidance counselor(s)
- Two parent representatives (e.g., PTO/PTA representatives)
- Two teachers you feel are frequent 'data users'

The survey should take less than 20 minutes to complete and can be accessed from **today through February 12.** Please access the survey by clicking here: http://survey.pcgus.com/OSPI-School.html.

PCG Education will work with you to make the survey process as simple as possible. Please let me know how I can help you. Thank you in advance for your participation!

Best regards,

Erin MacIntire

PCG Education
200 International Drive, Suite 201
Portsmouth, NH 03801
603-957-5222
www.pcgus.com

Greeting Line:

This is a reminder that the OSPI Research and Policy Question Survey is still open.

- If you have already responded, thank you very much. Please disregard this message.
- If not, we would appreciate your participation. Please click here to access the survey: http://survey.pcgus.com/OSPI-State.html.

The survey is available until Friday, February 12 and will take less than 20 minutes to complete. The results from this survey will be used to inform the development of key research and policy questions that should be addressed with a comprehensive statewide K-12 education data improvement system.

Please let me know if you have any questions. Thank you again for your participation!

Best regards,

Erin MacIntire

PCG Education
200 International Drive, Suite 201
Portsmouth, NH 03801
603-957-5222

Greeting Line:

This is a reminder that the OSPI Research and Policy Question Survey is still open.

- If you have already responded, thank you very much. Please disregard this message.
- If not, we would appreciate your participation. Please click here to access the survey: http://survey.pcgus.com/OSPI-District.html.

The survey is available until Friday, February 12 and will take less than 20 minutes to complete. The results from this survey will be used to inform the development of key research and policy questions that should be addressed with a comprehensive statewide K-12 education data improvement system.

Please let me know if you have any questions. Thank you again for your participation!

Best regards,

Erin MacIntire

PCG Education
200 International Drive, Suite 201
Portsmouth, NH 03801
603-957-5222

Greeting Line:

This is a reminder that the OSPI Research and Policy Question Survey is still open.

If you have already responded and asked key stakeholders in your school to respond, thank you very much. Please disregard this message.

If you have not yet responded, we would appreciate your participation and ask for your support to reach out to the following people and/or forward this email to provide them with the information necessary to complete the survey:

- Guidance counselor(s)
- Two parent representatives (e.g., PTO/PTA representatives)
- Two teachers you feel are frequent 'data users'

Please click here to access the survey: http://survey.pcgus.com/OSPI-School.html. The survey is available until Friday, February 12 and will take less than 20 minutes to complete.

The results from this survey will be used to inform the development of key research and policy questions that should be addressed with a comprehensive statewide K-12 education data improvement system.

Please let me know if you have any questions. Thank you again for your participation!

Best regards,

Erin MacIntire

PCG Education
200 International Drive, Suite 201
Portsmouth, NH 03801
603-957-5222

Greeting Line:

We have extended the closing date for the OSPI Research and Policy Question Survey. The survey will be closing at the end of the day **today, Wednesday, February 17.** If you have not yet responded or asked others in your school community to respond, please do so today*.* This is *your chance* to tell us what is important to you that should be addressed in a statewide data system.

If you have already responded and asked key stakeholders in your school to respond, *thank you very much.* Please disregard this message.

If you have not yet responded, we would appreciate your participation and ask for your support to reach out to the following people and/or forward this email to provide them with the information necessary to complete the survey:

- Guidance counselor(s)
- Two parent representatives (e.g., PTO/PTA representatives)
- Two teachers you feel are frequent 'data users'

Please click here to access the survey today: http://survey.pcgus.com/OSPI-School.html. **This is the last day the survey will be open.**

The results from this survey will be used to inform the development of key research and policy questions that should be addressed with a comprehensive statewide K-12 education data improvement system.

Please let me know if you have any questions. Thank you again for your participation!

Best regards,

Erin MacIntire

PCG Education
200 International Drive, Suite 201
Portsmouth, NH 03801
603-957-5222

APPENDIX F

Figure F1. Questions Not Receiving a Mean Rating

of 3.0 by the Majority of Respondent Groups

Figure F1. Questions Not Receiving a Mean Rating of 3.0 by the Majority of Respondent Groups

Category/Question

District, State, and School Enrollment Trends

1.3 Compared to state special education enrollment trends, to what extent is there over-representation in specific district/school special education populations by gender, ethnicity, disability, eligibility for free/reduced lunch, and combinations? (State and District)

1.4 How do district/school ELL language group trends compare to language group trends at the state level and to similar districts/schools? (State)

Program and Course Enrollment Trends

2.1 How do district/school demographic trends for Highly Capable Programs (gifted) compare to state and similar district/school trends? (State)

Student Achievement

3.5 How do district/school state assessment trends for students with disabilities and students in ELL programs compare to state and similar district/school trends? (District and Elementary)

3.6 How does the performance of students who are new to a district/school compare to other students with similar characteristics? (Elementary and High School)

3.8 How have student grade patterns (pass and failure rates) changed by subgroup, i.e., which groups show an increase or decrease in passing grades? (State and High School)

Attendance, Discipline, Dropout, and Graduation Rates

4.3 What is the attendance profile of students in specific classrooms? (High School)

Teacher Workforce and Student Achievement

7.1 What are the characteristics of the teacher workforce in districts/schools across the state, e.g., credentials, experience, specific subject area expertise, pre-service programs, and where are there differences by district/school? (State and Middle School)

7.3 How have the characteristics of the teacher workforce changed in specific elementary, middle, and high schools compared to statewide characteristics? (State)

7.4 What are the qualifications (certifications) of teachers who provide reading and mathematics instruction in this school, i.e., what percent are fully qualified?

7.9 What are the employment/mobility patterns of teachers from different pre-service training programs, i.e., do they continue to teach in a district and/or school, where do they go, what are their positions, and how often do they move? (State)

Cost Analysis

9.1 What are the district and specific school building costs broken out by direct instructional costs and operational support costs, e.g., energy, maintenance, equipment, repairs, etc.? (State)

9.2 How do budgeted expenditures (full time equivalents and dollars) compare with actual expenditures in all expense categories allowed by the state chart of accounts or cost reporting structure for a) direct student services and specific program costs and b) non-classroom support services costs?

9.4 What are the costs of non-classroom student support services provided by the district as measured on a per student basis or other unit of measure, e.g., square foot, student mile, etc. for services such as transportation, food services, maintenance, financial services, custodial, and information technology?

9.6 What are the instructional costs versus non-instructional costs, e.g., transportation for interscholastic sports, clubs, and other activities of the student transportation program?

9.8 What are the total life-cycle costs associated with "commercial" type activities now performed in-house within the district, i.e., services that can be procured from other sources (private sector or government) such as custodial, food services, and maintenance?

Note: Questions with a mean rating of below 3.0 by the majority of the survey respondents are included in this table. Certain groups rated these questions above 3.0; they are noted in parentheses.

APPENDIX G

Top Ten Rated Questions

a. State

igure G1. State Survey Results: Top 10 Rated Questions

b. District

igure G2. District Survey Results: Top 10 Rated Questions

c. School

igure G3. Elementary, Middle, & High School Survey Results: Top 10 Rated Questions

Washington State K–12 Education esearch and Policy Questions Analysis, March 2010

Top 10 ated Questions	Mean ating	Category
3.12 W at are t e characteristics of districts/schools t at s ow t e greatest success in elping low-achieving students reach proficiency?	3.75	Student Ac ievement
3.4 W at is t e demograp ic, absence, mobility, program, class grade, and course-taking profile of students w o do and do not achieve?	3.69	Student Ac ievement
3.11 W at are t e characteristics of districts/schools t at meet or do not meet accountability requirements, i.e., funding, programs and course offerings, average class size, staff allocations, and teacher qualifications?	3.69	Student Ac ievement
3.13 W at are t e characteristics of districts/schools t at s ow t e greatest success in improving t e performance of students in special education and ELL programs?	3.65	Student Ac ievement
6.2 W at dropout prevention programs ave s own t e most success in decreasing dropout rates in similar districts/schools?	3.63	Program Outcomes
3.10 W at is t e ig school preparation profile of students w o successfully complete post secondary education?	3.63	Student Ac ievement
7.5 W at are t e c aracteristics of teachers w o s ow t e greatest success in improving student achievement?	3.63	Teacher Workforce
7.6 W at are t e most common characteristics of t e teacher workforce in schools t at s ow t e greatest success wit students?	3.63	Teacher Workforce
5.5 W at are t e strongest elementary school indicators of success or failure in t e transition from elementary school to middle school, i.e., w at is t e elementary sc ool profile of students w o succeed or fail in middle sc ool?	3.63	Success/Risk Indicators
3.1 W at is t e grade to grade progress of student subgroups on t e state assessments in reading and mat ematics, i.e., w at percent of students initially below proficient reach proficiency and w at percent eit er maintain or lose proficiency over time?	3.59	Student Ac ievement

Figure G2. DISTRICT SURVEY RESULTS (N=52)

Washington State K–12 Education Research and Policy Questions Analysis, March 2010

Top 10 Rated Questions	Mean Rating	Category
6.2 What dropout prevention programs have shown the most success in decreasing dropout rates in similar districts/schools?	3.54	Program Outcome
6.1 What reading and mathematics programs/interventions have shown the most success in increasing student proficiency at the elementary, middle, and high school levels in similar districts/schools?	3.50	Program Outcome
7.5 What are the characteristics of teachers who show the greatest success in improving student achievement?	3.50	Teacher Workforce
3.13 What are the characteristics of districts/schools that show the greatest success in improving the performance of students in special education and ELL programs?	3.48	Student Achievement
6.3 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?	3.48	Program Outcomes
5.5 What are the strongest elementary school indicators of success or failure in the transition from elementary school to middle school, i.e., what is the elementary school profile of students who succeed or fail in middle school?	3.46	Success/Risk Indicators
3.12 What are the characteristics of districts/schools that show the greatest success in helping low-achieving students reach proficiency?	3.45	Student Achievement
3.1 What is the grade to grade progress of student subgroups on the state assessments in reading and mathematics, i.e., what percent of students initially below proficient reach proficiency and what percent either maintain or lose proficiency over time?	3.44	Student Achievement
5.6 What are the strongest middle school indicators of success or failure in the transition from middle school to high school, i.e., what is the middle school profile of students who either succeeded or failed?	3.44	Success/Risk Indicators
1.1 Compared to state trends, what are the variations in district/school enrollment trends at different grade levels by gender, ethnicity, eligibility for free/reduced lunch, students in special education, students in ELL programs, and combinations?	3.42	Enrollment Trends

Top 10 Rated Questions	N	Mean Rating	Category
6.1 What reading and mathematics programs/interventions have shown the most success in increasing student proficiency at the elementary, middle, and high school levels in similar districts/schools?	97	3.77	Program Outcomes
7.7 What are the characteristics of classrooms, e.g., class size, student demographics, paraprofessional support, that show the greatest success in improving student proficiency?	50	3.76	Teacher Workforce
5.4 What were the early indicators of success or failure for students in an elementary school, i.e., what is the K-3 profile of students who either succeeded or failed?	50	3.64	Success/Risk Indicators
7.5 What are the characteristics of teachers who show the greatest success in improving student achievement?	97	3.61	Teacher Workforce
6.3 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?	97	3.58	Program Outcomes
5.6 What are the strongest middle school indicators of success or failure in the transition from middle school to high school, i.e., what is the middle school profile of students who either succeeded or failed?	47	3.51	Success/Risk Indicators
3.4 What is the demographic, absence, mobility, program, class grade, and course-taking profile of students who do and do not achieve?	96	3.51	Student Achievement
5.7 How are students from specific high schools performing at the postsecondary level, and what are the strongest predictors of postsecondary success, i.e., what is the high school profile of students who succeed at the postsecondary level?	24	3.46	Success/Risk Indicators
5.3 What are the attendance patterns and proficiency levels of students who drop out by subgroup?	24	3.46	Success/Risk Indicators
5.5 What are the strongest elementary school indicators of success or failure in the transition from elementary school to middle school, i.e., what is the elementary school profile of students who succeed or fail in middle school?	73	3.44	Success/Risk Indicators

APPENDIX H

Figure H1. Top Rated Research and Policy Questions

Figure H1. Top Rated Research and Policy Questions

Question
1.1 Compared to state trends, what are the variations in district/school enrollment trends at different grade levels by gender, ethnicity, eligibility for free/reduced lunch, students in special education, students in ELL programs, and combinations?
3.1 What is the grade to grade progress of student subgroups on the state assessments in reading and mathematics, i.e., what percent of students initially below proficient reach proficiency and what percent either maintain or lose proficiency over time?
3.4 What is the demographic, absence, mobility, program, class grade, and course-taking profile of students who do and do not achieve?
3.10 What is the high school preparation profile of students who successfully complete post secondary education?
3.11 What are the characteristics of districts/schools that meet or do not meet accountability requirements, i.e., funding, programs and course offerings, average class size, staff allocations, and teacher qualifications?
3.12 What are the characteristics of districts/schools that show the greatest success in helping low-achieving students reach proficiency?
3.13 What are the characteristics of districts/schools that show the greatest success in improving the performance of students in special education and ELL programs?
5.3 What are the attendance patterns and proficiency levels of students who drop out by subgroup?
5.4 What were the early indicators of success or failure for students in an elementary school, i.e., what is the K–3 profile of students who either succeeded or failed?
*5.5 What are the strongest elementary school indicators of success or failure in the transition from elementary school to middle school, i.e., what is the elementary school profile of students who succeed or fail in middle school?
5.6 What are the strongest middle school indicators of success or failure in the transition from middle school to high school, i.e., what is the middle school profile of students who either succeeded or failed?
5.7 How are students from specific high schools performing at the post secondary level, and what are the strongest predictors of post secondary success, i.e., what is the high school profile of students who succeed at the post secondary level?
6.1 What reading and mathematics programs/interventions have shown the most success in increasing student proficiency at the elementary, middle, and high school levels in similar districts/schools?
6.2 What dropout prevention programs have shown the most success in decreasing dropout rates in similar districts/schools?
6.3 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?
*7.5 What are the characteristics of teachers who show the greatest success in improving student achievement?
7.6 What are the most common characteristics of the teacher workforce in schools that show the greatest success with students?
7.7 What are the characteristics of classrooms, e.g., class size, student demographics, paraprofessional support, that show the greatest success in improving student proficiency?

Note: These are the 18 questions in the top ten mean ratings by one or more of the stakeholder groups. The questions ranked among the top ten by all stakeholder groups are identified with an asterisk (*).