

Student Growth

Data Dashboard Protocol



Data Overview



Essential Question

- What is the growth in achievement of students taught by the beginning teachers from my EPP?



Dashboard Pages

- Summary
- By Candidate Year of Teaching
- By Candidate



Data Description

The student growth score and averages for candidates who complete the EPP and work in the state of Texas, teaching students in a Math or ELAR STAAR-tested grade level, by year of teaching, candidate race/ethnicity, candidate gender, and certification area and route.

Protocol Description



Recommended Participants

- EPP Leadership (Dean, Directors, Department Chairs, Data Lead)
- Certification Officer
- Faculty/Field Supervisors
- Course Leaders and/or Instructors F
- Technical Assistance Provider Staff
- District and/or Campus Leaders



Recommended Time

90-120 minutes

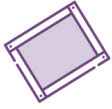


Examples of How this Dashboard's Data Could be Leveraged

- Monitor trends for completers' growth outcomes with students, in either individual or academic/finisher year cohorts, including longitudinally across multiple years.
- Inform partnerships with Pk-12 LEAs in efforts to improve alignment with Pk-12 standards, curricula and measures of student achievement.
- Inform adjustments to coursework and clinical/internship experiences.

Protocol: Student Growth Dashboard

Frame > Describe > Plan



Frame

Occurs before reviewing the data to orient stakeholders and focus the analysis.



Guiding Questions (discuss and answer all that are applicable)

- What are we trying to understand and do from these data?
- What do you expect to see in the data (are there any assumptions or biases that need to be named)?
- What decisions can this data help us make?



Example:

We want to understand the growth outcomes of the students for our completers in Math and ELAR STAAR-tested grade levels, for both individual years and across multiple years. Particularly of interest is answering the questions: "Are our candidates getting more effective with Pk-12 students over time?" and "Is our program getting more effective at preparing candidates that are more effective with Pk-12 students over time?"

We would expect for both Math and ELAR student growth outcomes to increase each year of a completer's teaching career, across both finisher and academic years. We expect to see no significant differences when filtering and viewing the data across the different sub-populations of candidates (e.g., candidate race, candidate gender, certification area, program route, etc.).

This data can help us make programming decisions or adjustments to coursework and clinical experiences/support, especially when it comes to aligning to a candidates' ability to select, modify, and use effectively Pk-12 curricula for Math and ELAR.

Your framing...

Protocol: Student Growth Dashboard

Frame > Describe > Plan



Describe

Occurs during the review of data to make meaning of the data and support decision making.



Guiding Questions (discuss and answer all that are applicable)

- What do you see in the data?
- Are there trends, outliers, correlations, etc.?
- What does the data suggest?



Example:

While the population in our dashboard was small, our completers of color (Black-African American and Hispanic - Latino) have significantly higher student growth scores on average than our White completers. This data does not help us identify any further correlation or causation behind these differences, and so more exploration is needed.

Our candidates who complete in Mathematics certification areas and go on to teach in Math STAAR-tested grade levels have higher student growth outcomes than our candidates who complete in ELAR certification areas and go on to teach in ELAR STAAR-tested grade levels. While we can't yet compare this to state averages, this data suggests that we need to compare practices between both our Mathematics and ELAR faculty and departments for any differences in approach to preparing teacher candidates that may have been significant in the readiness of our candidates that impacted student outcome differences.

Your description...

Protocol: Student Growth Dashboard

Frame > Describe > Plan



Plan

Occurs after the analysis of the data, resulting in a codified plan with actions that support continuous improvement.



Guiding Questions (discuss and answer all that are applicable)

- Based on this data, what should we do next?
- What are the specifics (timelines, resources, limitations. etc.) of our plan?
- How will we ensure the plan is effective? How will we know if/when it is effective?
- How will we share the results (both the plan and the outcomes of the plan) with stakeholders?



Example:

This data has been helpful in promoting questions and trends in the impact of our programming on the direct outcomes of Pk-12 students. As a result, we plan to take the following steps of further explore, diagnose, plan, and implement in improving candidates' readiness to support the improvement of Pk-12 student achievement:

- *Connect the data from this dashboard to local sources and state level data, such as:*
 - *Candidate perception data in order to compare how candidates perceived their readiness, versus how candidates' students actually perform;*
 - *Data that builds connections between the coursework/faculty that supports candidates in positively impacting student outcomes; and*
 - *Clinical observation data, supporting the development of predictive models between clinical performance and future teaching performance.*

We plan for our Data Team to take these actions over the next six months and report progress on a quarterly basis. We will know this is effective when we make meaningful connections between current data sources and student growth outcomes. We will also know that we are effective when we see our candidates' student growth scores increase in future reporting years and when we have more consistency in student growth outcomes across all sub-populations.

We plan to share this data, as well as the future data connections, with faculty through an established data protocol that we use during staff/faculty meetings at our institution. Additionally, we plan to share the results of this additional data exploration and any future changes in student outcome data with our Pk-12 partners through our quarterly governance structure, supporting ongoing partnership improvement.

Your plan...