

# Wisconsin's Longitudinal Data System



**MEASURING STUDENT ACADEMIC GROWTH**

**P287 PROJECT KICK-OFF  
JUNE 29, 2010**

# Today



- Growth and the LDS Project at DPI
- Background Information
  - Reporting requirements
  - Student growth percentiles
- DPI's plans for reporting growth
- Project Scope
- Stakeholders and Key Players
- Other Project Info

# Growth and DPI's Longitudinal Data System



**REPORTING GROWTH AS AN LDS INITIATIVE**

# LDS Project Goal



To build a data warehouse based on Data Quality Campaign standards that



meets federal requirements and drives longitudinal research and analysis to



create a richer picture of individual student performance over time, thus



enabling school and district improvement.

# Growth and the LDS



- The Longitudinal Data System (LDS) Project is comprised of several initiatives:
  - Developing a P20 data system
  - Secure longitudinal reporting
  - Management of secure applications
- These initiatives align with agency goals and federal requirements
  - Every Child a Graduate
  - Wisconsin's 2009 State LDS Grant
  - ARRA State Fiscal Stabilization Fund Requirements
  - Race to the Top
  - Data Quality Campaign standards
- Measuring and reporting academic growth is another LDS initiative

# Growth Project Goals



- Establish a robust and useful method for **measuring** student academic growth that
  - Provides results that will accurately inform classroom-, school- and district-level decision making
  - Is easily understood by a variety of users
  - Is based on individual student data
  - Can be aggregated to multiple levels
- Establish a method for **reporting/visualizing** student academic growth that
  - Is engaging, accessible, and easily understood by a variety of users
  - Is available in an interactive format that allows users to explore the data as needed
- Incorporate **professional development** throughout the implementation process and the reports themselves

# Measuring Student Academic Growth



## **BACKGROUND**



# Why Measure Growth?



- There are many reasons to measure academic growth
  - A more comprehensive picture of student achievement
    - ✦ More than just a point in time
  - Many questions about educational achievement and success involve progress over time:
    - ✦ Did my child/these children make a year's worth of progress in a year?
    - ✦ Is my child growing as much in math as reading?
    - ✦ How close are my students to becoming proficient?
      - Are they growing at a rate to meet proficiency next year?
    - ✦ Does this school or program improve performance as much as that one?

# SFSF Requirements



- **Indicator (b) (2)**
  - Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers in those subjects in a manner that is timely and informs instructional programs.
- **Indicator (b) (3)**
  - Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers in those subjects with reports of individual teacher impact on student achievement on those assessments.

# ESEA Reauthorization



- **Expectations**
  - Reauthorization in 2011
  - Growth will be a required component of AYP calculations
    - ✦ We do not know what KIND of growth measure will be required, or if there will be a variety of options.
- **DPI's approach:**
  - Educate throughout the state about using growth measures as part of classroom, school, and district data-informed decision making
  - Inform districts about our expectations for reauthorization

# Measuring Academic Growth



- There are many ways to measure academic growth
  - Gain
    - ✦ This year's score minus last year's score (MDAT)
  - Normative models
    - ✦ Compare a student's growth with other students' growth
      - To which students should we compare?
  - Probability of Proficiency
    - ✦ Determine which students are “on track” to reach proficiency
  - Value-added models
    - ✦ Use statistical controls to assign a quantitative amount of “value added” by a particular educator, school, or district

# Measuring Academic Growth



- **There are many levels to measure:**
  - Individual student
  - Classrooms
  - Grades
  - Schools
  - Districts
  - Other groups
- **It is important to have a model that can meet the needs of measuring growth at these different levels.**

# Growth Project Goals - Revisited



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# Growth Project Goals - Revisited



## Student Growth Percentiles

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  - Can be aggregated to multiple levels
- Combine gain, normative, and probability of proficiency measures
- Accessible reports of individual student-level growth
  - Can be aggregated
- Easily understood by a variety of users
  - Stakeholder feedback

# Reporting Student Academic Growth



**CREATING VISUALIZATION OF SGP**

# Colorado Growth Collaborative



- **What does membership in the collaborative mean?**
  - Access to open source coding for visualization
  - Access to instructional documentation and other professional development materials
  - Cooperative innovation
    - ✦ If one state develops improved functionality or visualization, the improvements are made available to all member states
- **What does membership in the collaborative require?**
  - Acquire appropriate software and programming capacity
  - Share visualization enhancements with the collaborative

# Colorado Collaborative: Risks & Rewards



- **Risks**

- Reliance on Colorado Department of Education for programming code to start development of online application
- Collaborative is new
  - ✦ Learning as we go

- **Rewards**

- Jump start in programming, professional development
- Growth reports in the same format across multiple states
- Opportunity to help guide Collaborative governance structure

# SGP for Wisconsin



- The decision has been made by Cabinet to join the Colorado Collaborative and produce SGP reports on a statewide level.
- This measure is NOT intended to be THE Wisconsin Growth model.
  - This IS intended to serve as an additional source of valuable information about student performance and progress that will hopefully be used to improve instruction and educational outcomes.
- Growth is not a component of our AYP calculations.
  - BUT...ESEA reauthorization will probably include growth as a required part of AYP.

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## Colorado Collaborative

# Measuring Student Academic Growth



## **PROJECT SCOPE**



# Implementing Growth Reports



## Phases

- Phase ∅: Project Planning & Analysis
- Phase 1: Pilot || Technical Analysis
  - ✦ Outputs
    - Static reports of certain views provided for pilot districts
    - Education about SGP for pilot and non-pilot districts
    - Gather feedback from all districts
- Phase 2: Pilot || Application Development
- Phase 3: Interactive online application, secure access
  - ✦ Via secure login
- Phase 4: Interactive online application, public access
  - ✦ Via public reporting site--WINSS

# Phase Ø



## Project Planning & Analysis

- **Status: In progress**
- **Outputs:**
  - Decision item: measure of growth to be provided by DPI
  - Plans for communication efforts
  - Plans for education/professional development efforts
  - Timeline
  - List of pilot districts

# Phase 1



## Pilot || Technical Analysis

- Status: Starting up
- Outputs:
  - Initiation of pilot process
    - ✦ Offers for participation in pilot sent to districts
    - ✦ Pilot district list finalized upon acceptance by districts
    - ✦ Reports and student growth percentile data shared with districts
      - Through a secure application accessible via LDS login
    - ✦ Support documentation distributed to districts
    - ✦ Ongoing feedback process/evaluation
  - Technical analysis
    - ✦ Information gathering and analysis of Colorado's visualization code

# Phase 2



## Pilot || Application Development

- **Status: Expected Start = Fall 2010**
- **Outputs:**
  - Ongoing process of gathering feedback from stakeholders on
    - ✦ SGP reports
    - ✦ Supporting documentation (PD)
    - ✦ Training
  - Initial development of online application begins

# Phase 3



## Implement Secure Online Application

- Status: Start Spring 2011
- Outputs:
  - Fully functional secure online growth reporting system
    - ✦ Incorporates
      - QA, Testing
      - Pilot of application
  - Accompanying documentation
  - Release activities (public announcement, website changes, media)
  - Training/support plan

# Phase 4



## Implement Public Online Application

- **Status: Start Fall 2011**
- **Outputs:**
  - Fully functional public online growth reporting system
    - ✦ Expected to be embedded within WINSS site
    - ✦ Incorporates
      - QA, Testing
      - Pilot of application
  - Accompanying documentation
  - Release activities (public announcement, website changes, media)
  - Training/support plan

# Student Academic Growth Project



**PARTICIPANTS AND STAKEHOLDERS**

# DPI Participants



- **Executive Sponsors**
  - Jennifer Thayer
  - Rick Grobschmidt
- **LDS Executive Steering Committee**
- **Project Managers**
  - Laura Pinsonneault
  - Melissa Straw
- **Implementation/Technical/Communications Teams**
  - Comprised of subject matter experts, business systems analyst, other internal stakeholders

# External Stakeholders



- **Districts**

<b>Brown Deer</b>	<b>Green Bay</b>	<b>Menomonie</b>	<b>Oakfield</b>	<b>Superior</b>
<b>Chetek</b>	<b>Highland</b>	<b>Mishicot</b>	<b>Onalaska</b>	<b>Tomorrow River- Amherst</b>
<b>Chippewa Falls</b>	<b>Holmen</b>	<b>Montello</b>	<b>Racine Unified</b>	<b>Verona</b>
<b>Darlington</b>	<b>Hurley</b>	<b>Muskego- Norway</b>	<b>St. Croix Falls</b>	<b>Waupun</b>
<b>Edgerton</b>	<b>La Crosse</b>	<b>North Crawford</b>	<b>Sauk Prairie</b>	<b>West Bend</b>
<b>Elmbrook</b>	<b>MMSD</b>	<b>North Fond du Lac</b>		

# External Stakeholders



- **Colorado Growth Collaborative**
- **Non-pilot districts**
- **Collaborative Council**
- **SSEDAC**
- **UW System**
- **WEAC**
- **WASB/WASDA/AWSA**
- **Legislators**
- **Media**

# High Level Deliverables



- **Internal Communication Plan**
- **External Communication Plan**
  - Includes training and support initiatives
- **Overall Project Plan**
  - Work breakdown structure
  - Detailed project plan
  - Risk analysis/mitigation plan
- **Business design: requirements specification document**
- **Technical design: design specification document**
- **Quality assurance/testing plan**
- **Implementation plan for deployment of application**
- **Post implementation review**
- **User documentation and training materials**

# Constraints



- **Reliable and timely interactions with Colorado's Department of Education**
  - CDE technical contact provided to DPI on 06/29
- **Internal resources**

# Additional Project Information



- **LDS Webpage**
  - <http://dpi.wi.gov/lds>
  - Select “Project Information” from the left-hand side of the page for more information about the Growth Project
- **Growth Webpage**
  - <http://dpi.wi.gov/oea/growth.html>
  - Available from the OEA landing page AND the LDS Projects page
- **Colorado’s Schoolview**
  - [www.schoolview.org](http://www.schoolview.org)
    - ✦ Select “Colorado Growth Model” for the public application

# Thank you!



**VISIT THE LDS HOMEPAGE:  
[HTTP://DPI.WI.GOV/LDS](http://dpi.wi.gov/lDS)**

Note: all visuals from CO site: <http://www.schoolview.org/>. Used with permission.