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To: Education and Local Government Committee
From: Madalyn Quinlan, Chief of Staff
Subject: K-12 Data Task Force

The K-12 Data Task Force includes 21 members who represent teachers, parents, school administrators, school technology staff, district clerks, school trustees. In addition, the task force includes 7 legislators. The list of task force members and legislators is attached to this report.

The task force met on January 15, 2014 in Helena. The purpose of the meeting was for task force members 1) to see demonstrations of software products that deliver data related to student progress and performance to teachers and school leaders and 2) discuss what various stakeholders want to these systems to be able to do.

Madalyn Quinlan, Chief of Staff, Office of Public Instruction provided an overview of OPI's major data systems including the educator licensure system; the statewide student information system; the information system for collecting information about school programs, course offerings, and master schedules; the electronic grants management system and the school finance systems. Data from the collections is used to generate district education profiles to meet annual reporting requirements and to build the longitudinal data system required by 20-7-104, MCA.

A team from Silverback Learning Solutions demonstrated the Milepost product followed by a team from Pearson that demonstrated the SchoolNet product. OPI provided task force members with a set of questions to use in evaluating these systems for district and classroom use.

The agenda included small group discussions on the following topics:

- 1) What do parents, teachers, administrators, trustees, legislators, district clerks, and technology staff want from the data system to improve teaching and learning?
- 2) How can we improve the exchange of data between school districts and OPI?
- 3) What do school districts need from OPI and the legislature to make the best use of state and local data systems?

For these discussions, administrators and trustees were in one group, parents were in a second group, teachers in a third group, and technology staff and district clerks in a fourth group. A recap of the small group discussions follows.

In response to an inquiry from OPI, Silverback Learning Solutions reports that, as of June 9, 2014, 17 school districts are using Silverback's Milepost product.

The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.

Small Group Discussion Recap

Administrators/Trustees Stakeholder Group

Question 1: What data do you think you need to better manage your school and/or district? What data do you feel your teachers need to improve instruction? How can this data impact the school's relationship with parents, students, and teachers?

- Data results narrowed down to the cluster level
- Need actionable "at the teacher level" data that works for each district
- Use of School Coach to gather and analyze pertinent data to share with teachers
- Concerned about how to make a system available cost-effectively in small districts
- Integrating Common Core into lesson plans through technology
- They don't want the state to have access to this data. Want the data to reside in district.
- How to accommodate students who move in and out of district
- How to plan instruction with small student groups who change population make-up yearly

Question 2: What type of data would be valuable to receive back from OPI that would help you improve your school/district?

- Comparative with other schools and districts
- End of the Year – summative between schools and districts
- College readiness data and comparisons to other states – Smarter Balanced Assessment
- Why does OPI collect anything from locals?
- Why are we duplicating? For example: Perkins concentrators
- Continuous School Improvement Plan (CSIP) – onerous – you have to enter data for the elementary, high school and district, very repetitive
- In small districts, how valid is the CSIP process?
- Make collections easier. For example, combine AIM, MAEFAIRS and TEAMS with a common log-in and all data entry in one place
- Can each role have its own dashboard? (Trustees, Clerks, Superintendent, Principals)
- Are we overreaching vis a vis our expectations of what a data system can deliver vs. reality?
- Don't forget that it is all about helping teachers succeed
- OPI can provide feedback on whether schools and districts have capacity to accommodate new data systems
- Absenteeism of students
- Making it easier to use – TurboTax of OPI Reporting
- Training for Trustees

Parent Stakeholder Group

Question 1: What data do you think your child's teacher needs to know about your child on a regular basis? How do you think this data can impact both the teacher-student relationship and the parent-teacher relationship?

- Special Education information, like a 504 plan
- Student's past performance and where they can improve
- Emphasize longitudinal and yearly progress
- Looking at testing vs. daily classroom performance
- Teachers can use this data to individualize instruction – to move students around according to their ability
- What do you know about your school without data?
- The teacher needs to help the parent interpret the data they provide

Question 2: What data do you think the state can provide to help compare your school with other schools?

- Want to have and understand the data quickly
- Want the state to provide good quality, relevant, timely data (almost real time)
- Want to know about how funding is received and disbursed
- Good schools in the area
- Good teachers (highly qualified?)
- Want to know about model classrooms or model schools

Teacher Stakeholder Group

Question 1: What data do you think you need for your students on a regular basis to improve instruction? How do you think this data can impact the teacher-student and teacher-parent relationship? How do you feel this system would impact your teaching routine?

- Cumulative file readily available
- Good to see strengths and weaknesses at a glance for each student
- Ability to look at past and view running record for student
- Parent/Teacher relationship – Lexile scores to create sense of urgency with the parents about reading level
- Teacher useful data – ability to set goals, all formative scores in one place, show progress points (i.e. three times per year), help identify students who actually need to be tested (i.e., Dibels)
- Student/teacher – Lexile is a good motivator for the student, Achieve – collaboration tool for various types of content, ability to identify what areas kids are having trouble in, interventions and their outcomes
- Need time! No time to look at this data daily. Would have to cut instruction time.

Question 2: What type of data would be valuable to receive back from OPI to help you improve your instruction?

- Content scores are more valuable than CRT score
- Data from other schools is useful re: transfer students
- Tell schools which sections of content area will or will not be tested
- Provide information about areas of instruction that the school overall is struggling with or doing well.
- Unsure about what data is coming with the change to Smarter Balance, performance standards,
- Need to be trained on how to use data to improve instruction. Also how to interpret the data in specific content areas.
- Need more resources/time to dedicate to data.
- Time spent collaborating and developing relationships with other teachers is extremely effective

Technology Staff/District Clerks Stakeholder Group

Question 1: How would data to the desktop impact your IT environment? How do you see data to the desktop impacting your district?

- Workload entering data – big manual effort
- Is there time to collect?
- Resources
- Does the money allocated cover costs?
- Training
- Benefits – For large districts, yes!
- For small districts, should it be county-wide?
- Portability of student data
- Having one system would reduce training costs and allow for consistency between schools

Question 2: How can OPI improve its processes for collecting data from schools and districts?

- User-friendly data collection calendar
- Student Record – official record
- Data exchange – privates and home schools

Discussion of Student Privacy Concerns

What are your concerns/fears about protecting student privacy while trying to improve instruction?

- Privacy is important for student safety and confidentiality
- Yet data is never totally safe
- Recognition that schools can get lazy about their data – sharing passwords

- What are consequences for violations?
- FPCO – handles FERPA complaints – do they report out on their data?

How to improve data collection

- Communicate purpose of collection and how it will be used
- Privacy of personal data
- Misinterpretation of data – provide context
- Classroom/In-person training
- Better tech support
- Better bandwidth/infrastructure
- Only ask for data once!
- Get data from other departments

Data to the Desktop

- General – like that they can streamline data, can compile data longitudinally and across databases
- Can be specific to district
- Multiple platforms – accessible on desktop, mobile, laptop
- Easily navigable
- Silverback – liked the immediate update of information (real time), supplemental content through Gooru
- Challenges – bandwidth and speeds not consistent across the state
- Access issues at home
- Use data, not just have it

Resource Needs: What do School Districts Need from the OPI and Legislature to Make Best Use of State and Local Data Systems?

- Don't want OPI to overreach – data to the desktop is a school district issue. How do districts help teachers make data-driven decision-making?
- Concern that legislators might want to use the data to evaluate teachers as a state-level process – misuse of data
- Teacher evaluation is a school district issue with many variables to consider
- State should collect year-end data – summative data
- State needs to have common standards for moving data around
- Need for training and a template for how to get the system implemented (using data, setting up system, tools for evaluating the products)
- Cluster level and standard level feedback is more useful for effective intervention
- Some rural districts do not have fiber optics (slow internet speed, older equipment, competition for bandwidth in a small community)

- Training – trustees need to know how to appropriately compare data
- How to set up staffing for IT system
- State-to-state comparisons of SBAC/Common Core
- Emphasize how teachers can use the data – how do we best use the data
- Importance of having objective measures of student performance

K-12 Data Task Force

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Legislators serving on the K-12 Data Task Force

The task force includes seven legislators from the House and Senate Education Committees and the Joint Appropriations Subcommittee on Education. The seven legislators are:

- Senator Jim Peterson (R) – Buffalo
- Senator Llew Jones (R) – Conrad
- Senator Tom Facey (D) – Missoula
- Representative Kris Hansen (R) – Havre
- Representative Edie McClafferty (D) – Butte
- Representative Roy Hollandsworth (R) – Brady
- Representative Bob Mehlhoff (D) – Great Falls