**Equitable Access Support Network**

Managing for Results Work Group

**Data Collection and Analysis Process**

The process below outlines the steps a state can take to bridge the gap between their current and desired future states of data collection and analysis.

1. Determine data needs

2. Assess existing assets

3. Identify data gaps

4. Conduct outreach to districts

5. Create a data collection plan

6. Analyze data

7. Respond to data

**Steps 1-3: Data Planning Tool**

The data planning tool below identifies questions to help state teams determine their data needs, assess existing assets, and identify data gaps. Ideally, state leads should develop a theory of action, equity goals, and aligned lagging and leading indicators prior to completing the data table. State leads may also want to consult a data specialist at the SEA to assist with completing the tool.

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| **[Theory of Action]** | **Determine data needs** | **Assess existing assets** | **Identify data gaps** |
| What data are required to calculate the metric? | Which of the data for the metric are already collected by the SEA? | What is the source (or sources) of the data?  | At what level of granularity are the data collected (e.g., individual-level, aggregate)? | When are these data collected and when are they available to analyze at the SEA? | Which of the data for the metric are not currently collected by the SEA, or are not collected how or when they are needed? | Do the data exist at the LEA level? | If the data are not available, what would it take to collect them? When are they needed, and at what level of granularity? |
| **[Goal 1]** | [Lagging indicator 1.1a] |   |   |   |   |   |   |   |   |
| [Leading indicator 1.1b] |   |   |   |   |   |   |   |   |
| [Lagging indicator 1.2a] |   |   |   |   |   |   |   |   |
| [Leading indicator 1.2b] |   |   |   |   |   |   |   |   |

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| **CT Theory of Action 1:** If the CSDE implements a comprehensive approach to improving principal and teacher preparation… Then, high-poverty/high-minority schools in Connecticut will be better able to retain excellent educators and reduce the percentage of inexperienced staff… | **Determine data needs** | **Assess existing assets** | **Identify data gaps** |
| What data are required to calculate the metric? | Which of the data for the metric are already collected by the SEA? | What is the source (or sources) of the data?  | At what level of granularity are the data collected (e.g., individual-level, aggregate)? | When are these data collected and when are they available to analyze at the SEA? | Which of the data for the metric are not currently collected by the SEA, or are not collected how or when they are needed? | Do the data exist at the LEA level? | If the data are not available, what would it take to collect them? When are they needed, and at what level of granularity? |
| **RETENTION:** By 2020, the percentage of **principals** who stay 5 years or more will have increased by 10% from the baseline data. | [Lagging indicator 1.1a] *Percentage of principals who remain 5 years in 2018*. |   |   |   |   |   |   |   |   |
| [Leading indicator 1.1b] *1. Percentage of principals who are retained in each district/school each year* | Individual principal data by district/school location | CSDE (SEA) collects all data in this area | EDS-Educator Data System | Individual principal data by district/school location | Data is collected throughout the year on a rolling basis and reported as of Oct. 1 |  None |  Yes | The district is the source for providing the information to the SEA level. |
| **[PROPOSED** Leading indicator 1.2b] 2*. Percentage of principals who completed training in teaching conditions best practice* | CSDE (SEA) does not collect this information however it could be linked to Educator Identification Numbers (EIN) |  None | EDS and attendance records from the training | Individual principal data by district/school location | Collection will vary based on how districts track participation in trainings and professional development  | Training of principals is not tracked by CSDE unless the training is statutorily required. |  Yes, could be linked back to CSDE (SEA) if the Educator Identification Numbers (EIN) |   |
| **[PROPOSED** Leading indicator 1.3b] *3. Percentage of principals who are involved in an induction program or mentoring program.* |   |   |   |   |   |   |   |   |
| **CT Theory of Action 1:** If the CSDE implements a comprehensive approach to improving principal and teacher preparation… Then, high-poverty/high-minority schools in Connecticut will be better able to retain excellent educators and reduce the percentage of inexperienced staff…  | **Determine data needs** | **Assess existing assets** | **Identify data gaps** |
| What data are required to calculate the metric? | Which of the data for the metric are already collected by the SEA? | What is the source (or sources) of the data?  | At what level of granularity are the data collected (e.g., individual-level, aggregate)? | When are these data collected and when are they available to analyze at the SEA? | Which of the data for the metric are not currently collected by the SEA, or are not collected how or when they are needed? | Do the data exist at the LEA level? | If the data are not available, what would it take to collect them? When are they needed, and at what level of granularity? |
| **RETENTION:** By 2020, the percentage of **teachers** who stay 5 years or more in high-poverty, high-minority schools will increase by 10%. | [Lagging indicator 1.1a] *Percentage of teachers who remain 5 years in 2018.* |   |   |   |   |   |   |   |   |
| [Leading indicator 1.1b] 1. Percentage of teachers who are retained in each school each year | Individual teacher data by district/school location | CSDE (SEA) collects all data in this area | EDS-Educator Data System | Individual teacher data by district/school locationNOTE; Some teacher serve at multiple schools | Data is collected throughout the year on a rolling basis and reported as of Oct. 1 |  None |  Yes | The district is the source for providing the information to the CSDE (SEA) level. |
| **[PROPOSED** Leading indicator 1.2b] 2. Percentage/number of vacant positions as of Oct 1.  | Available positions LEAs are seeking to fill. Available positions not filled by October 1 |  All | EDS-Educator Data System and the Fall Hiring Report |  Individual/district/endorsement area, full time, part time |  Data is collected throughout the year on a rolling basis and reported as of Oct. 1 |  None |  Yes |   |
| **[PROPOSED** Leading indicator 1.3b] 3. Average numbers of days absent for teachers. | Individual teacher data for attendance | Classroom Teacher attendance |   |  Individual teacher data | Data is reported in the District Profile and Performance Report |   | The LEA is the source for providing the information to the CSDE (SEA) level |   |