



Regional Data Initiatives Sustainability Survey Spring 2011

At the request of the Michigan Department of Education’s Office of School Improvement and Innovation, MAISA was requested to survey ISD and local district administrators regarding the impact and prospect of the sustainability of the Regional Data Initiatives (RDI). The link to this survey was distributed to educators in local districts throughout the state by each ISD. The survey launched in early May 2011 and concluded in early June 2011. MAISA will share the results with MDE and the eight RDI awardee ISDs to improve the implementation of the Regional Data Initiatives to assist educators to better use data to improve student achievement.

Participation. The online survey was completed by 443 respondents from 40 of the 57 ISDs. Eastern Upper Peninsula ISD had almost 25% of the total number of respondents with 109. Kent ISD had 60 respondents. Calhoun ISD (31), St. Joseph ISD (29), Gratiot-Isabella RESD (24) and Wayne RESA (22) comprised another 25% of the respondents. There were no respondents from 16 ISDs and 8 ISDs had only one respondent. Local district educators comprised 81% of the respondents, with the other 19% of responses coming from ISD employees.

2. Are you a Local District or an ISD employee? Actions ▾			
Local District		357	81%
ISD		86	19%
Total		443	100%

Relative Impact of the Regional Data Initiatives. Seventy-eight percent of the respondents reported that the RDI has had either a **Strong** or **Moderate Impact** on the use of data to improve instruction by local district or ISD educators. Sixteen percent of the respondents indicated a **Slight Impact** and only 2% of the respondents cited **No Impact**. Four percent or 17 respondents stated that they **“Don’t Know.”**

3. Please indicate the relative impact that the Regional Data Initiative has had on the use of data to improve instruction by educators in your ISD or school district. Actions ▾			
1 Strong Impact		171	39%
2 Moderate Impact		172	39%
3 Slight Impact		73	16%
4 No Impact		10	2%
5 Don't Know		17	4%
Total		443	100%

How the use of data warehouses has impacted student achievement.

Respondents were asked to respond to the relative impact of five different uses of their regional data warehouses. Combined **Strong** and **Moderate Impact** responses were pretty consistent across all five of the uses that respondents were asked about. The highest combined response was 80% for *School Improvement plans are guided by data*. Seventy-nine percent of the respondents indicated that *Achievement gaps are identified*. *Students who are struggling academically are identified* was identified by 78% of the respondents. Sixty-three percent reported that *Teacher professional development needs are identified*. Finally, *Data is used to differentiate student instruction* was indicated by 62% of the respondents.

4. Please identify the relative impact that each of the uses of your data warehouse has on student achievement. Actions ▾						
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strong impact	Moderate impact	Slight impact	No impact	Don't Know	
Achievement gaps are identified.	179 40%	172 39%	59 13%	17 4%	16 4%	
Students who are struggling academically are identified.	189 43%	156 35%	73 16%	12 3%	13 3%	
Data is used to differentiate student instruction.	111 25%	163 37%	126 28%	26 6%	17 4%	
Teacher professional development needs are identified.	119 27%	160 36%	109 25%	35 8%	20 5%	
School Improvement plans are guided by data.	222 50%	134 30%	51 12%	16 4%	20 5%	

Almost one-half of the respondents, 214, provided comments regarding other impacts that their data warehouse had had on student achievement. Many of the comments restated the given prompts in the respondents' own words, like "Easier access to the data allows us to target interventions for students to areas of highest need;" "We've been able to identify countywide needs and opportunities for target professional development;" and "Staff were able to use the data in developing and monitoring school improvement plans." Some respondents were more general in their assessment of the impact of their regional data warehouse: "We are reviewing data more often as a result of the warehouse tool;" "It has given people the necessary tools to have the professional discussion about data;" and "We have begun looking more at the individual child and begun constructing more effective learning pathways." Some of the comments regarding impact expressed negative sentiments either with the lack of capability, slowness for implementation or absence of a data warehouse solution. One of the most profound statements shared by a respondent was, "Our data warehouse has made me a stronger teacher in terms of identifying strengths and weaknesses" of my students. Below is a Wordle depicting the frequency of words used in the combined comments regarding the impact that data warehouses have had on student achievement.

districts and schools implement use of their data warehouses. It should be pointed out that each of these themes is intertwined with the others. It is hard to separate Professional Development from Funding and Time. Implementation Issues are dependent on resolving Technical Issues and effective Professional Development.

Recognizing that almost 80% of those responding reported that the Regional Data Initiatives has had a **Strong or Moderate Impact** is significant. Discovering that **Funding** was the least of the five themes mentioned for RDI challenges and barriers for teachers using data is noteworthy. And knowing that over 50% of respondents stated that continuation of their data warehouse was either **Certain** or **Likely** is encouraging. One of the responses related to the impact of the Regional Data Initiatives shows that for one school the RDI goals have been achieved when the respondent reported, "Teachers are talking to one another about student achievement data and making more informed decisions and informing their instruction based on real-time data."

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