



State Educational Technology Directors Association
Leadership Summit's Toolkit 2006
Using Data for School Reform

General Information

1. Name of the Data Initiative:

Data Driven Decisions for Academic Achievement (D3A2)

2. Your State: Ohio

3. Date the Initiative Began: April 2005

4. Dollars Invested to Date (Approximately):

\$1.2 million for Release 1.0 that involves access to state assessment item level analysis and educational content resources (To be completed December 2006)

\$5.7 million for enhancements to Ohio's state data reporting system, including the development of a longitudinal database, expansion of Ohio's existing data warehouse and the automation and streamlining of Ohio's process to compile and report federally required data to the USDOE (To be completed by December 2008)

5. What were the funding mechanisms:

- State
- District Consortia
- District Fee Base
- Federal
- Business
- All of the above
- Other

6. What efforts will your state make to enhance your statewide network in the next five years?

The D3A2 will be based upon a technical infrastructure that integrates and enhances existing systems to meet the following five objectives over the next 3 years:

1. Provide educators electronic access to education content resources aligned to Ohio's Academic Content Standards (**D3A2 Content Exchange**)
2. Provide access to a data warehouse and business intelligence tools for data analysis and decision making at the local education agency level – including teacher access to individual student data (**D3A2 Local Data Analysis**)



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3. Provide an efficient and effective system for local education agencies to exchange data with ODE including those data required by NCLB **(D3A2 State Required Reporting)**
4. Provide a statewide longitudinal data warehouse for research, analysis, and decision making by a variety of stakeholders **(D3A2 Statewide Longitudinal Data Analysis)**
5. Provide an automated, streamlined process to support reporting of federally required data including that accountability data required by NCLB **(D3A2 Federal Required Data Reporting)**

Initial Planning

1. Describe the strongest driving force behind the implementation? For example, please elaborate on any of the following or your own:

The D3A2 initiative is a true partnership between the Ohio Department of Education, local school districts, technical service providers, non-profit content providers, and education service centers. Lead by the Department's CIO, this statewide, grass roots effort was spawned by a shared desire to develop the capacity of educators to improve instruction using educator-friendly analytical tools to access timely data and provide Ohio ACS aligned educational resources based on the data.

2. What was the biggest challenge?

Gaining statewide buy in to a completely different approach to data systems. To our knowledge, the D3A2 initiative is the first of its kind.

3. How did you overcome that challenge?

We used a grass roots approach to communicate the vision for aligning data systems to instructional resources and to gain support for a collaborative approach. Rather than the State designing and "pushing" a data system with resources, we formed a stakeholder-based committee structure to build, maintain and govern the D3A2 systems and environment. (150 volunteers make up the Data and Technology, User Group, Content, Professional Development and Resource committees. Three members of each committee make up the 15 member Steering Committee)

4. What has been the best result so far?

State and local organizations working toward a common goal to bring needed data and resources to the classroom level. Release 1.0 of the D3A2 will provide tools and resources designed with teachers in mind, using technology to support what they are currently attempting to do manually.

Benefits & Return on Investment

1. Have you performed a study on the Return on Investment (ROI)? No



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2. If so, what were the results of the ROI analysis?
3. Ways the initiative addresses Federal accountability requirements of NCLB?

The D3A2 will provide an efficient and effective system for local education agencies to exchange data with ODE including those data required by NCLB, a statewide longitudinal data warehouse (that contains data required by NCLB) for research and analysis, and an automated, streamlined process to support reporting of federally required data including that required by NCLB.

4. Ways the initiative leverages data to support teacher quality?

The D3A2 will provide teachers with systemic electronic access to timely, quality data and to aligned educational resources aligned to Ohio's academic content standards. It will also develop the capacity of teachers to access, analyze and use data to improve instruction and student achievement.

Data Training

1. Do you provide training for SEA management? If so, please describe.
2. Do you provide training for SEA staff? If so, please describe.

Each of the program offices within ODE has a data manager assigned to it to provide data access, reporting and analysis expertise and consulting services to both the SEA management and the SEA staff. The data managers are trained on an ongoing basis on the use of various data access tools.

3. Do you provide data training for district administrators? If so, please describe.

The Professional Development Committee for the D3A2 is responsible for designing and implementing a statewide strategy and curriculum to train district administrators, principals / building administrators, and teachers. The Committee is comprised of district superintendents, higher education, teacher union leadership, education service centers, curriculum directors and ODE leadership.

4. Do you provide data training for building level administrators? If so, please describe.

The Professional Development Committee for the D3A2 is responsible for designing and implementing a statewide strategy and curriculum to train district



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administrators, principals / building administrators, and teachers. The Committee is comprised of district superintendents, higher education, teacher union leadership, education service centers, curriculum directors and ODE leadership.

5. Do you provide data training for school level educators? If so, please describe.

The Professional Development Committee for the D3A2 is responsible for designing and implementing a statewide strategy and curriculum to train district administrators, principals / building administrators, and teachers. The Committee is comprised of district superintendents, higher education, teacher union leadership, education service centers, curriculum directors and ODE leadership.

Communication Benefits

1. How does the network enhance communication among schools and districts?

The system – which includes the implementation of data standards - will enable information to be shared more effectively and efficiently between schools and between districts. Additional instructional resources can also be shared among districts through the content exchange.

2. How does the network enhance communication among teachers and parents?

Release 2.0 (slated for 2007) will include web-based data analysis geared for teachers and parents, again aligned to instructional content resources which the parent can use at home with their child.

3. How does the network enhance communication to community leaders?

Our initial focus has been around classroom instruction, however, we hope to engage the business community in future releases with community to student engagement through the D3A2 environment.

Sharing the Benefits

1. What mechanisms does your state have in place to share the benefits of your statewide initiative to State Legislators and Appropriators? (newsletters, reporting, meetings, etc.)

A project website (www.d3a2.org) and a brochure were developed to communicate the benefits of the D3A2. Additionally, on an ongoing basis, presentations are given to various stakeholder groups across the state. Honestly, word of mouth has been key in building credibility for the initiative.

2. What benefits do you enjoy from having the statewide data initiative that have not been mentioned thus far? (Transferability of data, etc.)



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The statewide initiative will include the implementation of a common set of data standards and definitions to facilitate the seamless transfer of data in a timely manner between entities.

The “co-op” approach allows for a mechanism to leverage limited local resources, along with state and federal resources. For example, if district A invests in building a set of data analytics for a particular subject area or student population, all other participating districts will have the ability to use that same analysis against their own data. Or, if district C invests in developing math assessment items and makes them available through the content exchange, then district D does not need invest in math, they can develop reading assessment items and make them available to everyone. The common D3A2 environment allows for every local dollar to be leveraged exponentially.

Leadership Teams

1. Do you have a state level leadership team that meets to discuss the statewide network regularly? If so, what job titles are included on that team?

Amy Andres, Chief Information Officer, ODE
Stephen Barr, Associate Superintendent, Center for School Improvement, ODE
Donna Nesbitt, Executive Director, Curriculum and Assessment, ODE
Beth Juillerat, Director, Office of Data Services, ODE
Eric James, Project Manager, Office of the CIO, ODE
Andrew Clute, CIO, eTech Ohio
Matt Howard, eTech Ohio

2. If the network is more mature, what job titles were included on the initial team?

Same as above.