Data Use in the Classroom in Oklahoma

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NRS

National Reporting System
for Adult Education

Our Goal

▸ Get programs to take ownership of the statewide data rather than just thinking about it as "the state's problem."

▸ All the "parts" make up the "whole."

What We Did to Encourage Data Use

- Did NOT **mandate** that they do anything
- In 2006-07 the state became very **transparent** by sharing all program data with all programs (first time ever that programs saw other program's data)
- Began showing programs how to pull data, analyze it, and use it for program planning
- Emphasized that data could be drilled down to an individual teacher or classroom

What We Did to Encourage Data Use

- In 2007-08 the state implemented Performance-based Funding
- Programs began to realize that staying on top of their data was critical if they wanted to move forward in Performance-based Funding
- The state worked hard to include a consistent message regarding data analysis at all meetings and/or professional development opportunities

What Made the Biggest Difference

▸ A consistent message that you need to know your data!!
  ◦ State is showing you this info, but you can do this at the local level – program, teacher, classroom
  ◦ When programs are shocked by their performance ranking in the state, the response is simply "this is the data you are providing – it is not coming from the state."
  ◦ A raised awareness that if they feel their program is doing better than the data indicates, they need to do some analysis to find out why.
▸ Hiring the right data entry people who not only enter data but understand the big picture and can help Directors and Instructors pull reports.

Where We Are Today

- It is a self-realization process that programs are continually going through.
  - As they need answers to program issues – the majority of programs now typically start with data analysis whereas several years ago that was not the case.
- Many local programs have taken it upon themselves to go beyond what the state first suggested they could do with their data.
- Program Directors now share data with their staff on a regular basis. Instructors are much more aware of their own classroom data and how it affects overall program data and state data.

How We Support Our Programs

▸ The state provides ongoing technical assistance regarding data questions and/or data analysis.
  ◦ Programs can call the state office to get assistance as needed.
  ◦ State Coordinators review local program data (state desktop monitoring) at a minimum of quarterly to help programs keep their data clean and correct any noted problem before it becomes a serious issue.

▸ A consistent message from the state regarding the importance of data knowledge and data analysis for program planning.

The Impact

- Every year met more outcome goals.
  - Went from meeting goals for 3 EFLs to meeting goals in 12 or 13
- Looking at attendance data:
  - A lot of programs have moved to managed enrollment
  - Some are doing 9 week blocks of classes
  - A lot have implemented attendance policies.
- Greater awareness of accountability.
  - More awareness that we're all in this together.
  - If there are programs that are bringing down the state data, other programs are willing to help out.
  - More of a team attitude than individual attitude.

The Impact (continued)

▸ Greater awareness of accountability.
  ◦ More awareness that we're all in this together.
  ◦ If there are programs that are bringing down the state data, other programs are willing to help out.
  ◦ More of a team attitude than individual attitude.

Our Best Tips

- Transparency.
- Don't assume that programs know how to analyze the data. Show them how.
- Be consistent in your data message.
- Integrate the message into all you do.
- Don't just forget about it.

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