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.
Contact Information

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