Teaching and Learning Led by Evidence Session 6: Where can teachers access student data from MDE?

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Welcome!

Today’s materials and slides:


Introduce yourself in the chat:

- What is your role?
- Where are you from?
Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
4. Go local.
5. Follow the money.
7. Monitor implementation of standards.
8. Value people.
10. Give students options.
• In previous sessions we addressed the need for identifying student knowledge, and understanding gaps by using standards-based classroom assessments to inform instruction.

• We also mentioned the importance of looking at additional data beyond academics.

• Today we will discuss this “additional data”
By the end of today’s session, you will gain...

• An overview of the types of student data relevant to educators that can be accessed by the public.
• Knowledge of how to access and use the data when making decisions.
• A discussion framework to use when analyzing student data with colleagues.
1. Types of educational data (15 min.)

2. Overview of data available from MDE (15 min.)

3. Small group discussion (20 min.)

4. Closing; Q & A (5 min.)
All learning is fundamentally social.

One’s cognitive development and social identity are developed by colliding worlds of family, community, and school.

Sociocultural theory offers an approach integrated with cognitive development to address motivational aspects of learning:

- self-regulation
- self-efficacy
- sense of belonging
- identity

*Using learning and motivation theories to coherently link formative assessment, grading practices, and large-scale assessment*

Whole School, Whole Community, Whole Child (WSCC) Model

- Places the child at the center
- Takes a comprehensive approach to supporting learning and health
- Calls for greater collaboration across sectors
Minnesota Assessments Data: One Component

Example Data Available from the State

- Minnesota Student Survey
- Consistent Attendance
- Discipline
- Enrollment
- Graduation
- MCA/MTAS
- ACCESS/Alternate ACCESS
Types of Educational Data

- Student Backgrounds
- Policies and Practices
- Fidelity
- Perceptions
- Student Outcomes
Data Available from MDE

Student Backgrounds • Enrollment and Demographics

Policies and Practices • Discipline

Fidelity • None available

Perceptions • Minnesota Student Survey

Student Outcomes • Minnesota Assessments
• Graduation Rates
Minnesota Student Survey (MSS)

Administered by four state agencies

- Education, Health, Human Services, and Public Safety

Conducted every three years since 1989

- Last administered in 2019

Census design, rather than random sample

Voluntary and anonymous

Three age-appropriate versions of the survey

- Reports for grades 5, 8, 9 and 11
Minnesota Student Survey Content (1)

Demographics (self-reported)

### School Experiences
- School plans
- College and career support
- School attendance
- Educational engagement
- Supportive school environment
- Perceptions of safety
- Bullying/harassment
- School resource officer

### Out-of-School Time Experiences
- Activity participation
- Quality of experiences

### Social Emotional Learning
- Positive Identity
- Social Competence
- Empowerment
Health

• Physical health (BMI, chronic illness)
• Healthy eating
• Physical activity
• Mental health

Risk Factors (grade 8, 9 and 11)

• Self-inflicted injury
• Suicide (consideration and attempts)
• Relationship violence
• Adverse childhood experiences

Substance Use (grade 8, 9, 11)

• Alcohol
• Tobacco
• Other Drugs
• Perceptions of risk

Sexual Behavior (grade 9, 11)

• Sexual intercourse
• Contraception
“Advocating for indicators of community assets and well-being” – Richard Chase
Guidance to Help Schools Plan for 2020-21 School Year

The Minnesota Department of Education (MDE) and the Minnesota Department of Health (MDH) have released guidance documents to help Minnesota schools plan for the 2020-21 school year. The guidance asks school leaders to create three different contingency plans based on three possible scenarios that the virus could put us in – in-person learning for all students, hybrid learning, and distance learning. Read MDH Fall Planning Guidance. Read MDE Fall Planning Guidance.
### Minnesota Student Survey Data

#### Report Card
- School and district level
- Grade level data is not combined across grades
- Subset of questions about engagement and safety
- No student group disaggregation

#### Data Reports and Analytics
- District level only
- Grade level data is not combined across grades
- All questions
- Student group disaggregation available
More About My School

Are students safe and engaged?
What challenging classes are taken?
Who are the students?
Who works here?

Statewide
Year: 2019 Grade: 5

Are students safe and engaged?
North Star Consistent Attendance
Engagement and Safety

MDE website > Data Center > Minnesota Report Card > Are students safe and engaged? > Engagement and Safety
Example: How often do you care about being in school?

![Educational Engagement Chart]

- **How often do you care about doing well in school?**

<table>
<thead>
<tr>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>None of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide</td>
<td>50%</td>
<td>37%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>22,154</td>
<td>16,475</td>
<td>5,047</td>
</tr>
</tbody>
</table>
Example: Filter Options for MSS Report

MDE website > Data Center > Data Reports and Analytics > Student Data > Minnesota Student Survey Reports 2013-2019
Teacher-Student Relationships

Students were not required to answer every question.
Statewide
2019, Grade 8

Overall, adults at my school treat students fairly.

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>8,693</td>
<td>19.7</td>
</tr>
<tr>
<td>Agree</td>
<td>24,532</td>
<td>55.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>8,449</td>
<td>19.1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2,509</td>
<td>5.7</td>
</tr>
</tbody>
</table>

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More About My School

Are students safe and engaged?

North Star Consistent Attendance

Engagement and Safety

Statewide

School or District: Statewide

Year: 2020 (data from prior year)

Comparison Line: None

Optionally choose a category:

- Hispanic or Latino
- American Indian or Alaska Native
- Asian
- Black or African-American
- Native Hawaiian or Other Pacific Islander
- White
- Two or More Races
- English Learner
- Special Education
- Free/Reduced-Price Meals
- Average of Groups

MDE website > Data Center > Minnesota Report Card > Are students safe and engaged? > North Star Consistent Attendance
Example: Consistent Attendance

This is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the year.

<table>
<thead>
<tr>
<th></th>
<th>Statewide</th>
<th>Aitkin Public School District</th>
<th>Rippleside Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent attendance</td>
<td>85.3%</td>
<td>95.2%</td>
<td>97.2%</td>
</tr>
<tr>
<td>Count</td>
<td>794,846</td>
<td>1,094</td>
<td>542</td>
</tr>
</tbody>
</table>
MDE website > Data Center > Data Reports and Analytics > Student Data > Discipline Data
### Number of Disciplinary Actions - District Counts by Grade

For purposes of this report, a disciplinary action is defined as an out of school suspension for one day or more, expulsion or exclusion.

*Note: A student will be counted multiple times if multiple disciplinary actions occurred.*

<table>
<thead>
<tr>
<th>Year</th>
<th>Co Num</th>
<th>Rgn Num</th>
<th>Dist Num</th>
<th>Dist Type</th>
<th>District Name</th>
<th>Grade K-5</th>
<th>Grade 6-8</th>
<th>Grade 9-12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19</td>
<td>01</td>
<td>03</td>
<td>0001</td>
<td>01</td>
<td>AITKIN PUBLIC SCHOOL DISTRICT</td>
<td>12</td>
<td>19</td>
<td>37</td>
<td>68</td>
</tr>
<tr>
<td>18-19</td>
<td>27</td>
<td>11</td>
<td>0001</td>
<td>03</td>
<td>Minneapolis Public School District</td>
<td>1,540</td>
<td>2,877</td>
<td>2,071</td>
<td>6,488</td>
</tr>
<tr>
<td>18-19</td>
<td>01</td>
<td>03</td>
<td>0002</td>
<td>01</td>
<td>HILL CITY PUBLIC SCHOOL DISTRICT</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>18-19</td>
<td>01</td>
<td>03</td>
<td>0004</td>
<td>01</td>
<td>MCGREGOR PUBLIC SCHOOL DISTRICT</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>18-19</td>
<td>19</td>
<td>11</td>
<td>0006</td>
<td>03</td>
<td>South St. Paul Public School Dist</td>
<td>81</td>
<td>200</td>
<td>150</td>
<td>431</td>
</tr>
<tr>
<td>18-19</td>
<td>02</td>
<td>11</td>
<td>0011</td>
<td>01</td>
<td>ANOKA-HENNEPIN PUBLIC SCHOOL DIST.</td>
<td>565</td>
<td>798</td>
<td>1,116</td>
<td>2,479</td>
</tr>
<tr>
<td>18-19</td>
<td>02</td>
<td>11</td>
<td>0012</td>
<td>01</td>
<td>CENTENNIAL PUBLIC SCHOOL DISTRICT</td>
<td>31</td>
<td>85</td>
<td>232</td>
<td>348</td>
</tr>
<tr>
<td>18-19</td>
<td>02</td>
<td>11</td>
<td>0013</td>
<td>01</td>
<td>COLUMBIA HEIGHTS PUBLIC SCHOOL DIST</td>
<td>179</td>
<td>94</td>
<td>27</td>
<td>300</td>
</tr>
<tr>
<td>18-19</td>
<td>02</td>
<td>11</td>
<td>0014</td>
<td>01</td>
<td>FRIDLEY PUBLIC SCHOOL DISTRICT</td>
<td>46</td>
<td>222</td>
<td>69</td>
<td>337</td>
</tr>
</tbody>
</table>

*To protect student privacy, if TOTAL column = 1-19 it is filtered and replaced with an *. If the total is filtered, all corresponding cells are also filtered.*
## Beyond K-12 Data

<table>
<thead>
<tr>
<th>Early Childhood Longitudinal Data System (ECLDS)</th>
<th>Statewide Longitudinal Education Data System (SLEDS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Education, Human Services and Health data</td>
<td>• Education, Higher Education and Employment and Economic Development data</td>
</tr>
<tr>
<td>• District level</td>
<td>• School and district level</td>
</tr>
</tbody>
</table>

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education.mn.gov
• ORID is a framework used to focus a group discussion.

• A facilitator asks four levels of questions, each building on the previous.

• Allows the group to:
  • Be aware of the actual data
  • Process their emotional responses
  • Analyze and make decisions
Small Group Discussion

Use the **MN Report Card** to pull up your school or district’s data from the MN Student Survey.

- Discuss the data with your group using the “ORID Discussion” handout, found in the shared folder: [http://bit.ly/3p3ahvQ](http://bit.ly/3p3ahvQ).

- Choose one person in your group to be the “facilitator” who can paste a 2-3 sentence summary of your group discussion in the chat back in the main room.
Unmute Yourself in Breakout Groups

1. Click your Name in the Participants panel.

2. If the audio is muted, click Unmute.

3. If the audio is unmuted, click Mute.
(R) What about the ORID process allowed you to see or learn something new?
(D) How might you use this protocol with others to look at data?

Please Take the Survey about this session – We want your feedback!

https://forms.gle/qntctucPerDNMnyv9
Session 7: Access and Use Minnesota Assessment Data

February 25, 2021

4:00-5:00 p.m.
• Monthly e-mails containing updates relevant to teachers, from MDE’s Division of Statewide Student Assessment and Data Analytics.

• Scan the QR code to enter your name and email

• OR send a request to testing123@state.mn.us

• OR sign up on Testing 1, 2, 3
  (testing123 > Get Involved > Testing 123 Newsletter)
Whole Child Framework


MDE’s SEL District Implementation Guidance


Interactive Full Minnesota Student Survey


Testing 1, 2, 3

- MDE Assessment and data use resources for teachers
- [https://testing123.education.mn.gov/test/assess/](https://testing123.education.mn.gov/test/assess/)
Thank you!

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