DATA QUALITY CAMPAIGN
Using Data To Improve Student Achievement
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What Does Role-Based Access Look Like? Examples from States

Data are only useful if people are able to access, understand and use them. Without access to the right information, stakeholders are forced to make decisions based on anecdote, experience or instinct. For information to be useful, it must be timely, readily available, and easy to understand.

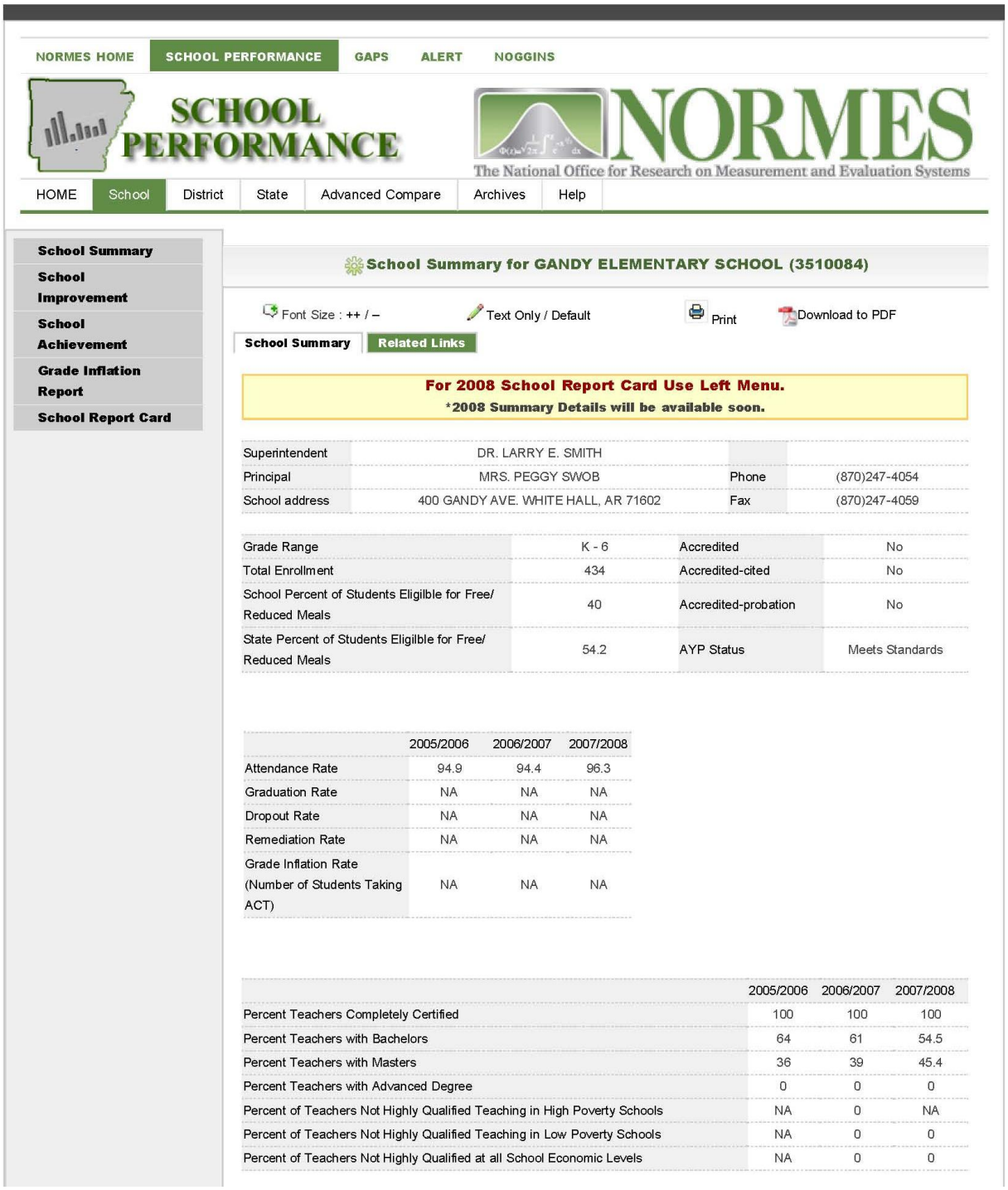
Different stakeholders need and are entitled to access to different types of information. For example, teachers and school administrators need access to individual longitudinal information on the students in their charge. Parents need information on their own children. Other users, such as members of the general public or parents seeking information on the performance of their children's schools, need access to aggregate statistics based on longitudinal data that do not reveal information on individual students. By granting access to different types of users based on the kinds of information to which they are entitled, state data systems can provide access to information while fully protecting student privacy.

Throughout the past year the Data Quality Campaign (DQC) has captured screen shots from multiple states leading the way in providing access to information for various stakeholders. The DQC believes that these data portals are a way to protect privacy through role-based access while providing appropriate levels of access for all stakeholders.

A Comprehensive Approach: Arkansas

Arkansas is one of few states to develop multiple portals designed with specific users in mind. The state is developing portals for the public, researchers and journalists, district and school leaders, and teachers, parents and students. Each stakeholder is awarded a different level of access depending on his/her role. For example, legislators can view and manipulate aggregate level data regarding districts and schools through the HIVE portal. Researchers can view and export Excel spreadsheets with de-identified data relating to district and school performance. The public has access to the NORMES School Performance Reports detailing school-by-school academic performance, and teachers can improve instruction through identifiable information received through the TRIAND portal. The user interfaces with identifiable information are protected through password accessible access and are only available to those stakeholders with an inherent need to connect data with individual (such as teachers and parents).

Arkansas's **School Performance Reports** through NORMES provides information for the public on an aggregate school-level basis, including information about academic performance and teacher quality. The report card is interactive and allows users to view the information in a variety of formats.



NORMES HOME | SCHOOL PERFORMANCE | GAPS | ALERT | NOGGINS

SCHOOL PERFORMANCE

NORMES
The National Office for Research on Measurement and Evaluation Systems

HOME | School | District | State | Advanced Compare | Archives | Help

- School Summary
- School Improvement
- School Achievement
- Grade Inflation Report
- School Report Card

School Summary for GANDY ELEMENTARY SCHOOL (3510084)

Font Size : ++ / – | Text Only / Default | Print | Download to PDF

School Summary | Related Links

For 2008 School Report Card Use Left Menu.
***2008 Summary Details will be available soon.**

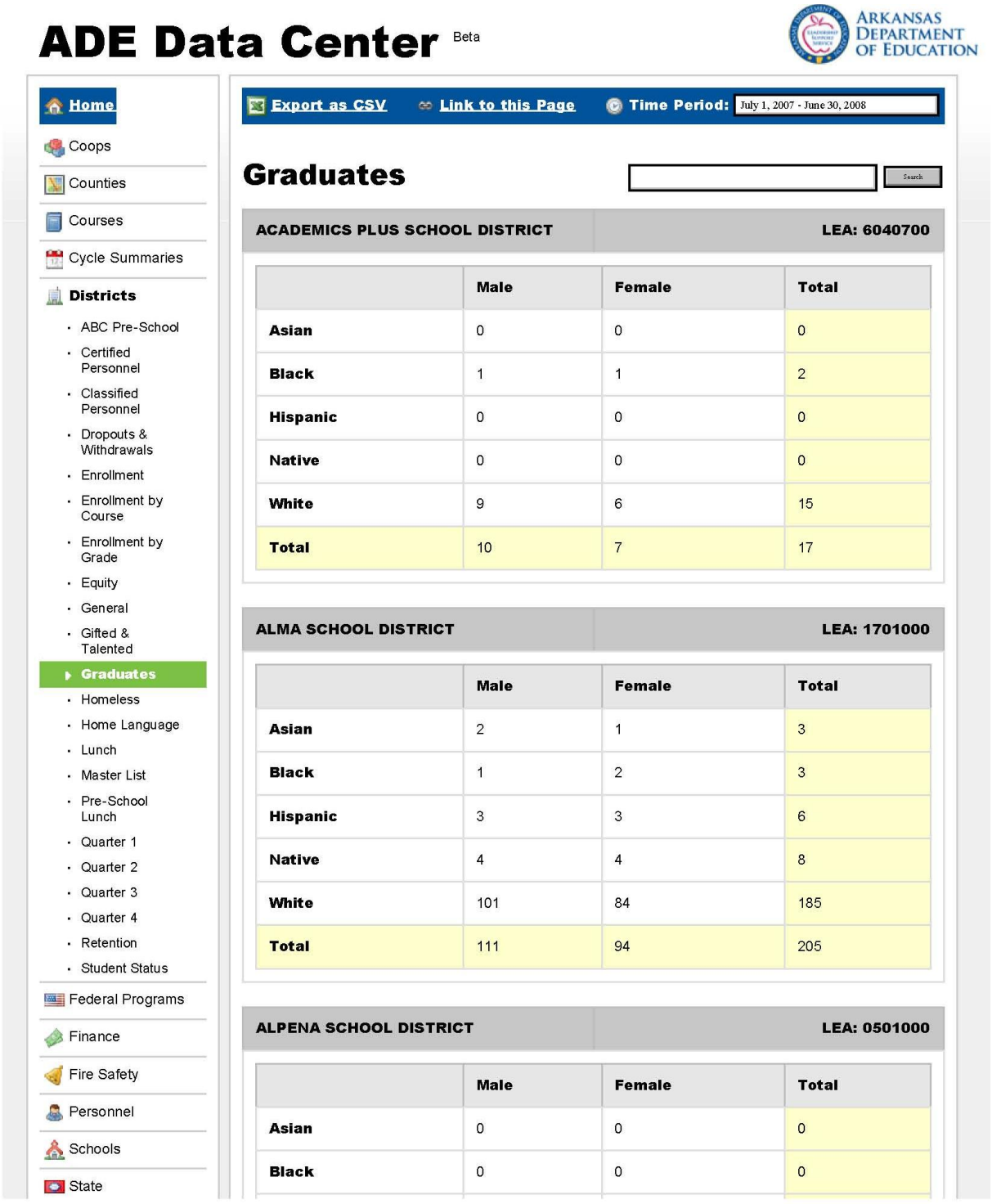
Superintendent	DR. LARRY E. SMITH		
Principal	MRS. PEGGY SWOB	Phone	(870)247-4054
School address	400 GANDY AVE. WHITE HALL, AR 71602	Fax	(870)247-4059

Grade Range	K - 6	Accredited	No
Total Enrollment	434	Accredited-cited	No
School Percent of Students Eligilble for Free/ Reduced Meals	40	Accredited-probation	No
State Percent of Students Eligilble for Free/ Reduced Meals	54.2	AYP Status	Meets Standards

	2005/2006	2006/2007	2007/2008
Attendance Rate	94.9	94.4	96.3
Graduation Rate	NA	NA	NA
Dropout Rate	NA	NA	NA
Remediation Rate	NA	NA	NA
Grade Inflation Rate (Number of Students Taking ACT)	NA	NA	NA

	2005/2006	2006/2007	2007/2008
Percent Teachers Completely Certified	100	100	100
Percent Teachers with Bachelors	64	61	54.5
Percent Teachers with Masters	36	39	45.4
Percent Teachers with Advanced Degree	0	0	0
Percent of Teachers Not Highly Qualified Teaching in High Poverty Schools	NA	0	NA
Percent of Teachers Not Highly Qualified Teaching in Low Poverty Schools	NA	0	0
Percent of Teachers Not Highly Qualified at all School Economic Levels	NA	0	0

Arkansas's **ADE Data Center** is designed for researchers and provides a variety of information. For each district users can view a myriad of information categories by district and/or school. The screen shot below shows the number of graduates by racial/ethnic sub-group for each district in the state.



ADE Data Center Beta

Arkansas Department of Education

Home
Coops
Counties
Courses
Cycle Summaries
Districts
- ABC Pre-School
- Certified Personnel
- Classified Personnel
- Dropouts & Withdrawals
- Enrollment
- Enrollment by Course
- Enrollment by Grade
- Equity
- General
- Gifted & Talented
- Graduates
- Homeless
- Home Language
- Lunch
- Master List
- Pre-School Lunch
- Quarter 1
- Quarter 2
- Quarter 3
- Quarter 4
- Retention
- Student Status

Federal Programs
Finance
Fire Safety
Personnel
Schools
State

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Graduates

Search

ACADEMICS PLUS SCHOOL DISTRICT — **LEA: 6040700**

	Male	Female	Total
Asian	0	0	0
Black	1	1	2
Hispanic	0	0	0
Native	0	0	0
White	9	6	15
Total	10	7	17

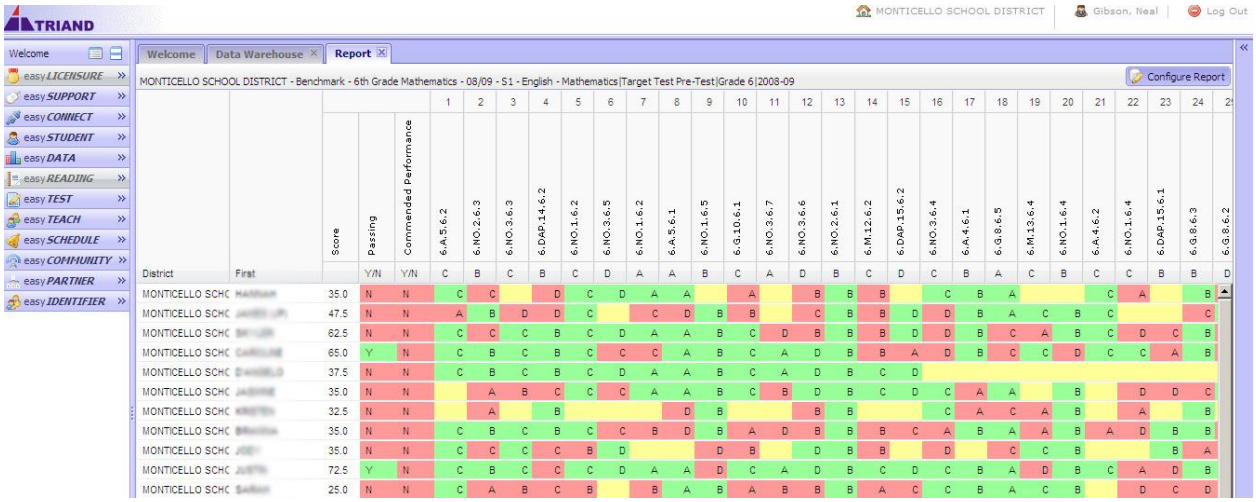
ALMA SCHOOL DISTRICT — **LEA: 1701000**

	Male	Female	Total
Asian	2	1	3
Black	1	2	3
Hispanic	3	3	6
Native	4	4	8
White	101	84	185
Total	111	94	205

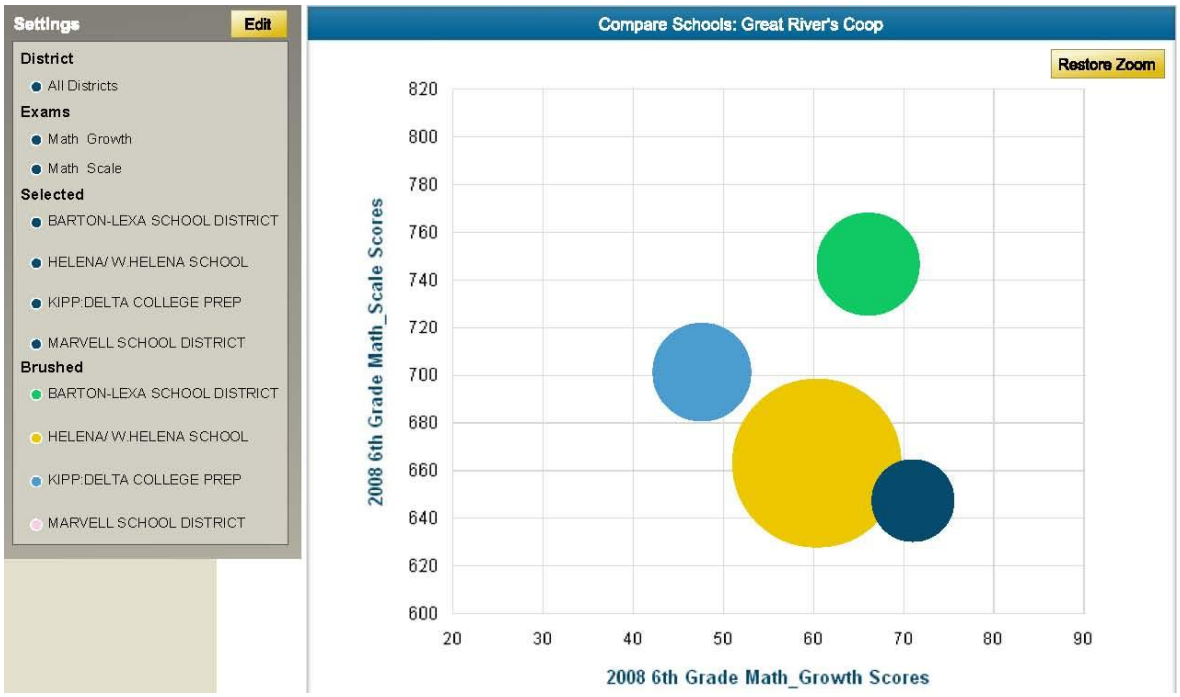
ALPENA SCHOOL DISTRICT — **LEA: 0501000**

	Male	Female	Total
Asian	0	0	0
Black	0	0	0

The **TRIAND portal** in Arkansas is restricted to teacher access and includes all K-12 student and teacher data in the state data warehouse. The screen shot below depicts a student-level assessment report that a teacher could use in his/her classroom (names blurred for privacy). Student responses are shown by strand. All students answering a question correctly shows in green.



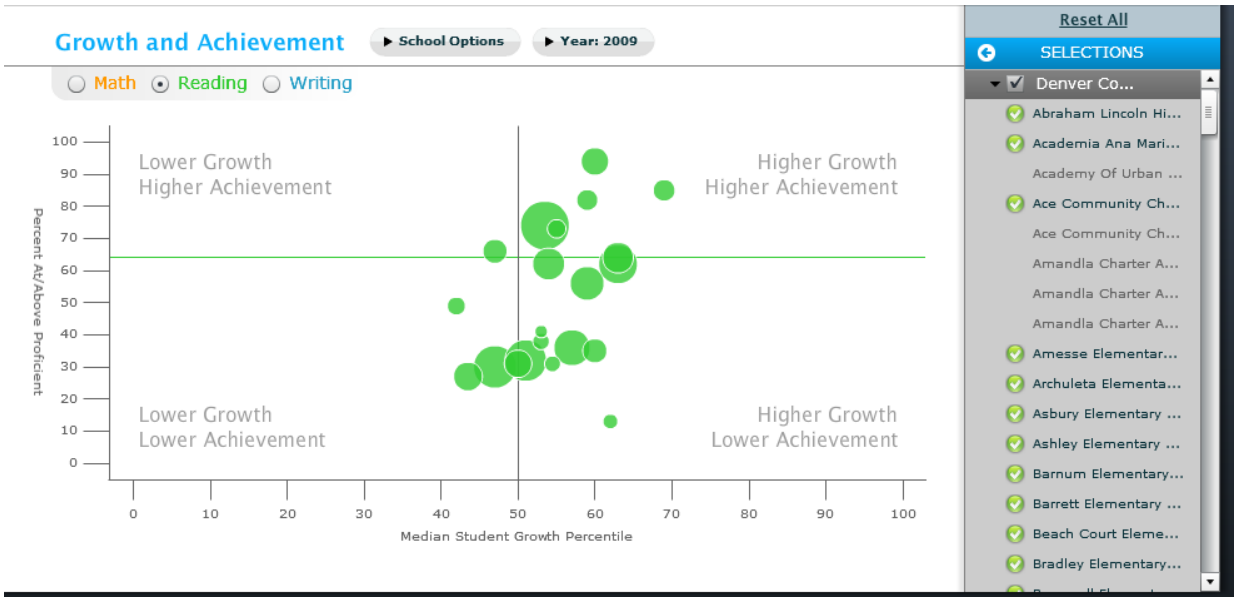
The **HIVE interface** in Arkansas is a visualization tool open to various levels of access. The public view is similar to the Colorado Growth Model described below. The image below is part of this view and illustrates scores from this district's 2008 math assessment. Each bubble is a different school in the district. The password-protected site depicts bubbles for each teacher or student, allowing a principal or teacher to access de-identified information and to visually represent student progress.



While Arkansas is leading the way with a comprehensive take on how states can provide the right level of information for the right stakeholders, there are other states with model portals.

Data for the Public: Aggregated and Easily Understood

The **Colorado Growth Model** provides a visualization tool for the public to compare schools, districts and cities by elementary, middle and high school incorporating data from math, reading and writing assessments. The screen shot below shows the Denver County district reading scores. Each bubble represents a high school in the district. Rolling over the bubble provides details about the school and includes the option to learn more.



What District Leaders Need: Data for Policy Decisions

Kansas is developing a dashboard designed for Superintendents. The screen shot below shows the various ways Superintendents can access and interact with the information. The dashboard provides a one-stop shop for leaders to view information, and using this aggregate view Superintendents can drill down to access individual-level data.

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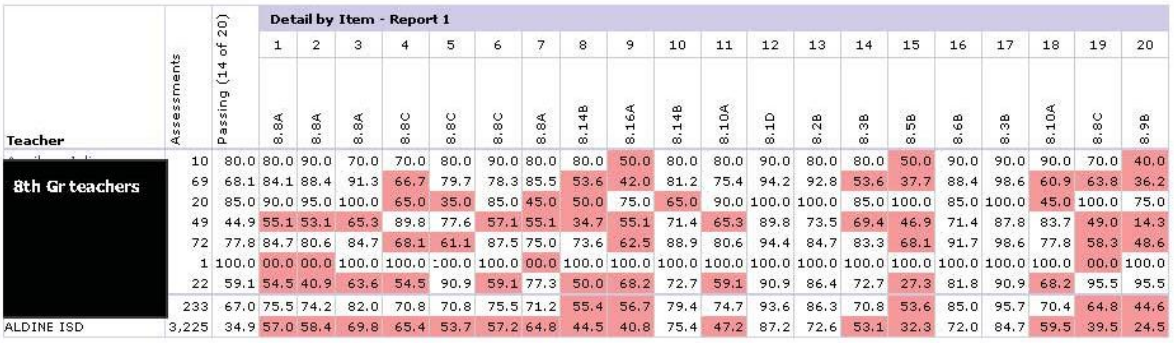
Information for Teachers and Students: De-Identified and Actionable

The **Aldine Independent School District in Texas** provides information to principals about teachers in their school. The screen shot below shows teachers' names (protected in this view) in the left-hand column with information disaggregated by standard across the columns. This view shows the principal how each teacher's students are learning the state standards. The screen shot below are student scores from this school's eight grade math benchmark assessment.



Teacher	Assessments	Passing (14 of 20)	Detail by Item - Report 1																			
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
			8.8A	8.8A	8.8A	8.8C	8.8C	8.8C	8.8A	8.14B	8.16A	8.14B	8.10A	8.1D	8.2B	8.3B	8.5B	8.6B	8.3B	8.10A	8.8C	8.9B
[redacted]	10	80.0	80.0	90.0	70.0	70.0	80.0	90.0	80.0	80.0	50.0	80.0	80.0	90.0	80.0	80.0	50.0	90.0	90.0	90.0	70.0	40.0
8th Gr teachers	69	68.1	84.1	88.4	91.3	66.7	79.7	78.3	85.5	53.6	42.0	81.2	75.4	94.2	92.8	53.6	37.7	88.4	98.6	60.9	63.8	36.2
	20	85.0	90.0	95.0	100.0	65.0	35.0	85.0	45.0	50.0	75.0	65.0	90.0	100.0	100.0	85.0	100.0	85.0	100.0	45.0	100.0	75.0
	49	44.9	55.1	53.1	65.3	89.8	77.6	57.1	55.1	34.7	55.1	71.4	65.3	89.8	73.5	69.4	46.9	71.4	87.8	83.7	49.0	14.3
	72	77.8	84.7	80.6	84.7	68.1	61.1	87.5	75.0	73.6	62.5	88.9	80.6	94.4	84.7	83.3	68.1	91.7	98.6	77.8	58.3	48.6
	1	100.0	00.0	00.0	100.0	100.0	100.0	100.0	00.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	00.0	100.0
	22	59.1	54.5	40.9	63.6	54.5	90.9	59.1	77.3	50.0	68.2	72.7	59.1	90.9	86.4	72.7	27.3	81.8	90.9	68.2	95.5	95.5
	233	67.0	75.5	74.2	82.0	70.8	70.8	75.5	71.2	55.4	56.7	79.4	74.7	93.6	86.3	70.8	53.6	85.0	95.7	70.4	64.8	44.6
ALDINE ISD	3,225	34.9	57.0	58.4	69.8	65.4	53.7	57.2	64.8	44.5	40.8	75.4	47.2	87.2	72.6	53.1	32.3	72.0	84.7	59.5	39.5	24.5