Data Sharing for Collaborations

Sarah Frazelle
John Schiappa
Will Scarbrough
Facilitator: Kathleen Barfield

pollev.com/wills137
City Year
sharing data
CITY YEAR'S HOLISTIC APPROACH

- Additional Capacity in the Classroom
- One-on-One and Small Group Academic and Social-Emotional Support
- Use of Data to Monitor Student Progress
- Whole School Activities That Improve Learning, Engage Families and Inspire Civic Engagement
- Extended-Day Activities
- Small Group Social-Emotional Skill Building Sessions
1. Student attendance, behavior, grades, and assessment data
2. Also requires school calendar and enrollment info
Regional offices implement in schools.

District Data

- Student data - automated
  - End of Year finalized data
- Student data - uploaded manually
- Intervention data – enter to system

Dosage, enrollment and progress reporting

Data

- Data access – self-service
  - End of Year Report
- Data – custom requests for raw data

Final Data

Impact Data

Data processing including standardizing, adding goals, choosing pre and post measures.
About the National Student Clearinghouse

With support from registrars, financial aid groups, and others, the National Student Clearinghouse was established in 1993 as a 501c(6) non-profit organization with the purpose of developing processes and procedures to assist colleges and universities, the student loan industry, and students better manage student loan information.
The mission of the National Student Clearinghouse is to serve the education and workforce communities and all learners with access to trusted data, related services, and insights.
Over 12,000 Secondary school partners, representing 55% of US 12\textsuperscript{th} graders

98% Title IV degree-granting institutions representing 98% of U.S. postsecondary education enrollments participate in the Clearinghouse

85% Working with every state’s K-12 or postsecondary education department in a research capacity

1.3 BILLION data transactions managed by the Clearinghouse every year

3,600+ participating colleges and universities (Title IV degree granting schools)

25 MILLION pieces of enrollment information received by the Clearinghouse every month

Enrollment Records are updated AT LEAST 4X per term or semester
FERPA – FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Why is it important?

- Privacy
- Legal ramifications
  - Failure to comply with FERPA may cause an educational institution to forfeit its federal funding. Additionally, some states allow for monetary damages for the disclosure of private information.
SALIENT CONCERNS

Tracking students

Marketing
APPLICABLE EXCEPTIONS TO FERPA

- The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests.
- 2008 revisions state that a contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official.
- 2011 revisions further clarify that schools may disclose information to third parties to audit or evaluate their programs.
FERPA allows "school officials" within a school to obtain access to PII, provided the school has determined that they have "legitimate educational interest" in the information.

Although the term "school official" is not defined, the Dept. of Ed generally interprets to include parties such as:

- Professors, instructors, administrators
- Health staff, counselors, clerical staff
- Attorneys, trustees, members of committees and disciplinary boards
- A contractor, volunteer or other party to whom the school has outsourced institutional services or functions
2008 revisions state that a contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party –

1. Performs an institutional service or function for which the agency or institution would otherwise use employees;
2. Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and
3. Is subject to the requirements of § 99.33(a) governing the use and redisclosure of personally identifiable information from education records.
FERPA allows a school to disclose PII from an eligible student's education records to another school in which the student seeks or intends to enroll.

- The sending school may disclose if it has included in its annual notification of rights a statement that it forwards education records in such circumstances.
  - Otherwise, the sending school must make a reasonable attempt to notify the student in advance of making the disclosure, unless the student has initiated the disclosure.

- The school must also provide an eligible student with a copy of the records that were released if requested by the student.
DATA SHARING AGREEMENTS

Key Aspects
- Purpose of agreement
- Proposed analysis/use
- Description of requested data
- Statements of data security and confidentiality
- Data transfer and storage
- Period of agreement
- Termination

Additional Considerations
- Obligations of the school district and the requesting organizations
Getting on the same page

It’s a Fan!

It’s a Spear!

It’s a Wall!

It’s a Tree!

It’s a Snake!

It’s a Rope!
Example of end product to create the theory of action

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Activities and Participation</th>
<th>Performance measures, Objectives, and Impact Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beliefs, theories, resources</td>
<td>Strategies</td>
<td>Activities</td>
</tr>
<tr>
<td>High-Leverage Approaches</td>
<td>Examples</td>
<td>Examples</td>
</tr>
<tr>
<td>Policy</td>
<td>Conduct workshops, meetings</td>
<td>Participants</td>
</tr>
<tr>
<td>Communications</td>
<td>Deliver services</td>
<td>Clients</td>
</tr>
<tr>
<td>Data analysis</td>
<td>Develop products, curriculum, resources</td>
<td>Agencies</td>
</tr>
<tr>
<td>Capacity Building</td>
<td>Train</td>
<td>Decision-makers</td>
</tr>
<tr>
<td></td>
<td>Provide technical assistance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assess</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilitate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partner</td>
<td></td>
</tr>
</tbody>
</table>

Performance Measure 1A: Each LEA will provide at least two opportunities for parents to share their knowledge in classroom/instructional settings. These may include a combination of job-embedded professional development trainings for educators that focus on culturally responsive communications, data-sharing discussions, and district-led meetings for AAPI parents that are designed to increase access to student data.

Performance Measure 1B: At least 50 percent of pilot LEA participants will agree that opportunities are useful.

Performance Measure 1C: Each LEA will conduct an annual parent survey and incorporate survey data reviews into their theory of action.

Performance Measure 1D: Each pilot site will complete a theory of action for incorporating strategies to increase AAPI student attendance and engagement. This theory of action will be updated each year.

Performance Measure 1E: Each pilot site will provide at least two applied and experiential education offerings that draw on the personal life experiences and knowledge of community members, students, and parents to promote college and career readiness.

Performance Measure 1F: Each pilot site will provide school teams with at least one professional development session focused on learning how to use disaggregated student data to set performance goals for different groups of students.

Performance Measure 1G: Each pilot site will set performance goals for groups of students regarding graduation rates, chronic absenteeism rates, and disciplinary expulsion. These performance goals will be reviewed and amended as necessary each year.

Goal 1: Increase AAPI family engagement in schools.

Goal 2: Engage AAPI-EL students in school by encouraging them to see its relevance to their career, college, and life pathways.

Goal 3: Close the achievement gap in English language arts and mathematics for AAPI-EL students.

Examples:
- Action
- Behavior
- Practice
- Decision-making
- Policies
- Social action

LEAs will engage AAPI families in understanding and using student data and will collectively build meaningful and sustainable family-school connections.

AAPI-EL students will increase attendance and engagement in school through participation in relevant educational experiences that draw on their personal life experiences and knowledge.

AAPI-EL students will show gains on the Smarter Balanced assessment, increases in graduation rates, decreases in chronic absenteeism, and decreases in disciplinary expulsions.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Objectives</th>
<th>Impact Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditions</td>
<td>Social</td>
<td>Civic</td>
</tr>
<tr>
<td>Social</td>
<td>Economic</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation
Focus, Collect Data, Analyze and Interpret, Report.