Building a Shared Practice of Data Use

A playbook for learning, Improvement, and equity

Agenda

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2. EdSystems Vision
3. The Data Playbook: Purpose & Rhythm
    - Identify & Engage
    - Collect & Manage
    - Analyze & Share
4. Insights to Action
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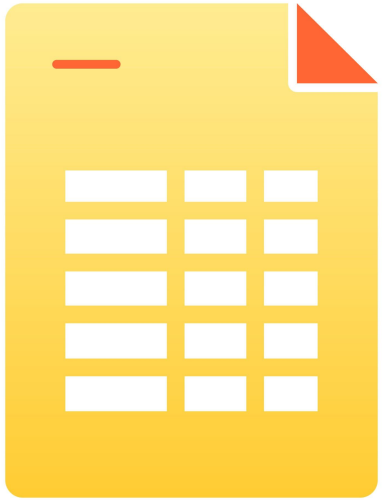


Education Systems Center at NIU

Ben Boer,
Senior Data
Director

Kate Eischens,
Data Project
Coordinator

Dominique Janvier,
Data Analyst

Rouzbeh Rahai,
Data Analyst

EdSystems
EDUCATION SYSTEMS CENTER *at*
NORTHERN ILLINOIS UNIVERSITY

Our Vision

Clear, unambiguous paths to college and career opportunities that equip students for meaningful participation in the global economy.

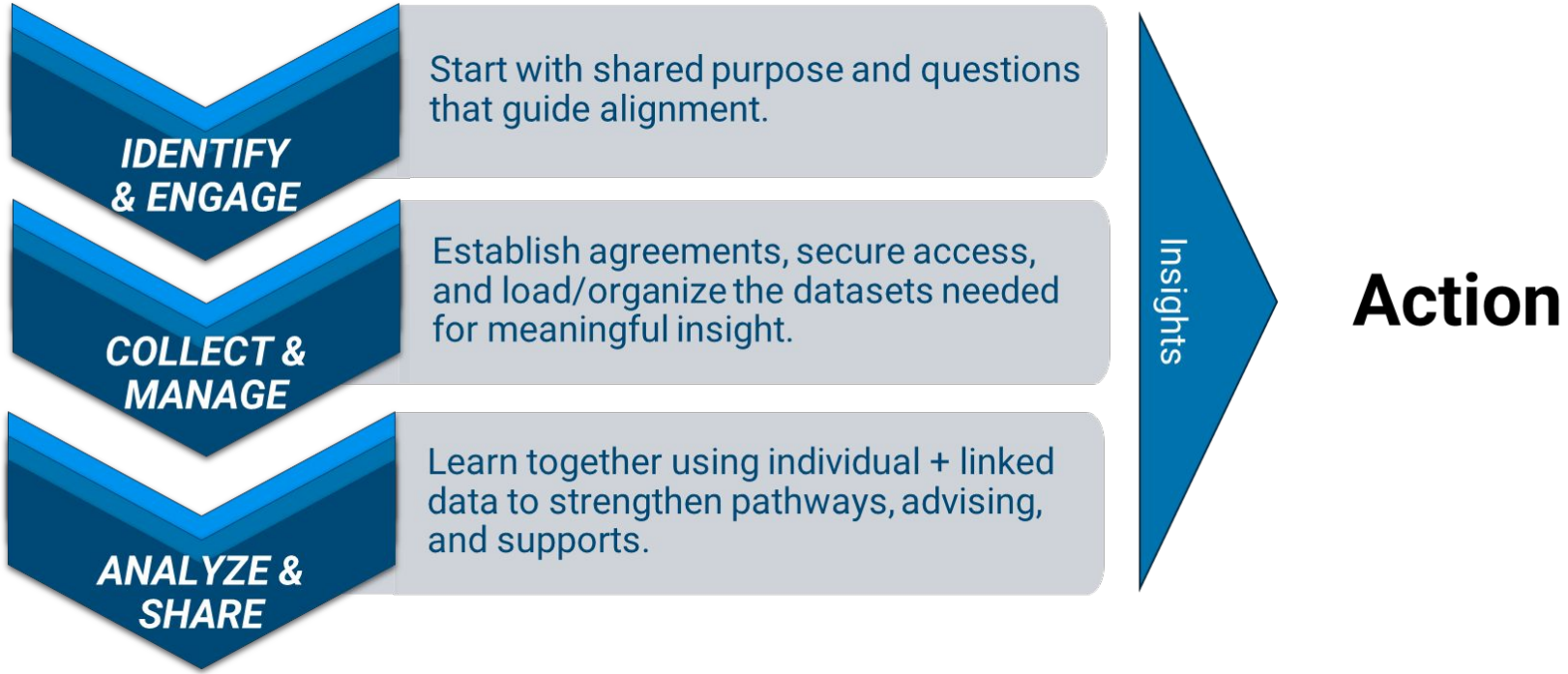
Pillars of Work

- **Policy**: Shaping systems for equitable college and career access
- **Practices**: Improving learner experiences and outcomes
- **Impact**: Driving systemic change through data and networks

Areas of Practice

- College and career pathways
- Career-connected and work-based learning
- Transitional instruction
- Early college coursework
- Flexible learning
- Longitudinal data
- Collective impact networks

Data Playbook: The Rhythm



Targeted Universalism

Targeted Universalism anchors how we interpret data.

- Start with a shared goal for all learners
- Make variation visible across groups and contexts
- Identify the conditions shaping that variation
- Develop targeted responses to move everyone toward the goal

Equity is not achieved by averaging outcomes, but by understanding divergence and responding intentionally.

Data helps us see where systems are not working the same way for everyone.

Phase 1: Identify & Engage

Start with purpose, not data

What is the challenge?

- The pressure to produce metrics quickly can undermine thoughtful inquiry.
- The use of data requires trust.
- Infusing that trust requires thoughtful inquiry and inclusive discussion.

At EdSystems we start with the questions, "*What do we want to learn together?*" and "*How will the answer help improve outcomes for students?*"

→ These questions and an inclusive process are key to producing meaningful insights and prompting action.

Framing the Right Questions

The Identify and Engage stage starts with developing questions for inquiry.

Access & Participation
Who is being reached — and who isn't?

Student Experience & Outcomes
What happens for learners who participate?

Quality & Implementation
How is the program being delivered across contexts?

Pathways & Systems Change
How do policies, partnerships, and capacity shape transitions over time?

Pair & Share

[Choose a partner]

Identify a data point that is meaningful to you.

Who needs to be at the table for a meaningful data conversation in your context?

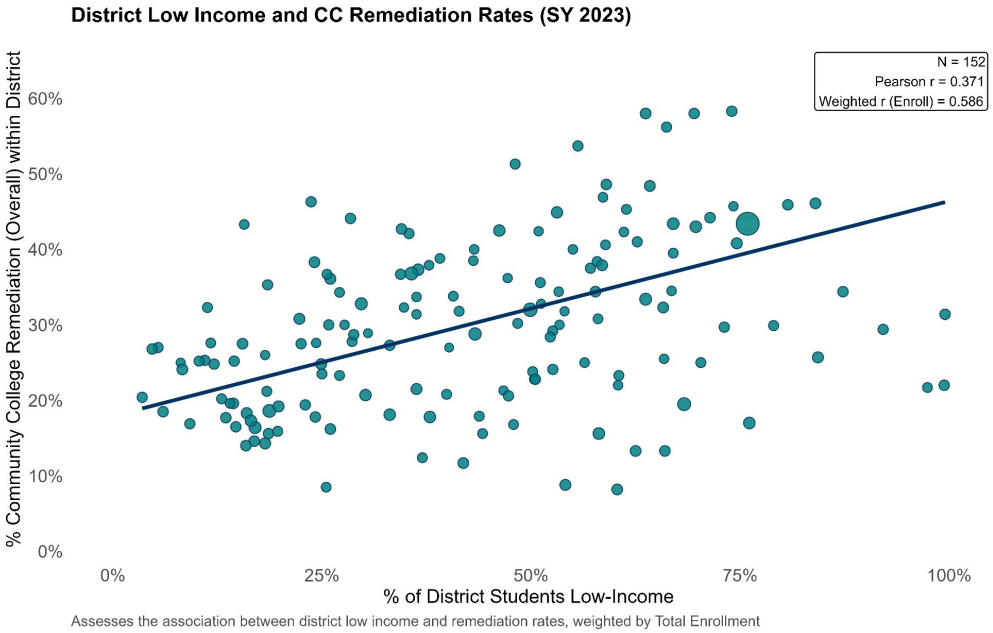
With the right people present, what is the most important question you would want to explore?

Playbook in Practice

Remediation/Transitional Instruction

Does transitional instruction reduce remediation — and why or why not?

- Requires coordination across districts, institutions, and state agencies
- Where do TI and Remediation happen?
- How and why does TI and Remediation differ by location?



Phase 2: Collect & Manage

Meeting partners where they are

What is the challenge?

Technical feasibility is necessary – but not sufficient – for shared interpretation.

- Data analytics requires a robust technical infrastructure;
- Building the infrastructure can support shared learning;
- It also requires clarifying data availability and its limitations;
- Aligning legal agreements with the project's learning goals;
- Ensuring tight controls on data access; and
- Generating documentation to preserve continuity and context and maintain security.

Define & Protect Data

- "Discover" existing data
- Minimize new data collections
- Understand permissions and policies around data elements

- Establish data agreements
- Specify how data can be used, shared, and possibly combined
- Train users – have them sign security pledges

- Agree on data analytics environment and data storage strategy
- Provision accounts and establish processes for managing access

- Document processes (i.e., security pledge signing)
- Communicate regarding project status and analytics
- Manage data – including loading, documenting, and destroying data

Security must be managed at the organizational and individual level

Pair & Share

[Choose a new partner]

What makes data sharing hard in your contex

Where do agreements, access, or infrastructur

Playbook in Practice

Rockford Regional Educational Research Collaborative

Began with shared questions about:

- Dual credit participation
- Community college retention
- Postsecondary and employment outcomes for local graduates

Requires

- Established data agreements and user-level security pledges
- Conducted individual partner analyses
- Reviewed existing retention reports and mandated outputs
- Mapped local data systems and definitions

K-12 Partner Questions

Certifications and Apprenticeships After College

- How many students are pathway completers?
- How many students are pathway concentrators?

Impact of Early College Coursework on Matriculation and Completion

- How many students are completing advanced
- coursework?
- How many students are completing dual credit courses?
- Disaggregated by race/ethnicity?

Pathway Participation, Grades, and Extracurriculars

- How many students are enrolled in pathways?
    - Of these students, how many completed more than one pathway?
- Of those students who were enrolled and completed a pathway, how many earned a postsecondary certification (credential, endorsement, etc.)
- Among pathway concentrators, which students complete internships?
- Which students are taking early college coursework (Dual Credit and AP), broken down by pathway and non-pathway students
- What extracurriculars are students participating in? Which students are employed?

Participation Broken Down by Race and Gender

- Overall disaggregated student data
    a. Work-based learning (WBL) participation disaggregated by demographics

Postsecondary Partner Questions

Matriculation, Retention, and Completion

- What are RVC's retention, matriculation, and completion rates—overall and for dual credit students?
- What is the conversion rate of RVC dual credit students who enroll at RVC post– high school?
- For those who don't attend RVC, where do they go—four-year institutions, workforce, etc.?

Dual Credit and Equity

- Do dual credit students perform better in college than their peers?

K-12 Experience and Retention

- How do college success rates vary by placement measures (e.g., GPA, SAT, Accuplacer)?

Security as Trust Infrastructure

Common challenge: Sharing student-level data safely and securely

Approach

- Clear Data Agreements outlining scope and publication review
- Individual Security Pledge for all authorized users
- Explicit boundaries on access and interpretation

Result

- Shared clarity before data exchange
- Reduced ambiguity
- Increased confidence to move from aggregate to student-level analysis

Phase 3: Analyze & Share

Making sense of data together

What’s the Challenge?

- More data does not automatically produce more clarity, but not enough data can impinge on necessary analysis
- Data analytics requires pattern recognition and identifying variance (i.e. why do some schools have more transitional instruction than others?)
- In multi-entity settings – start by analyzing each entities data – then combine the analysis (i.e. course-taking across high school and community college)
- Collaborate to understand learnings – don't just return results

Analyze & Share: A Structured Learning Process

Analyze

Build a broad picture of the program or student population to be analyzed

Explore relationships between datasets (i.e. course-taking and standardized assessment data; attendance and grades)

If possible, combine both quantitative analysis and qualitative analysis

Share

Iterate and collaborate with individuals that have permissions to see the data

Review final products with collaborators – validate findings and underlying data

Disclosure proof – ensure that data not expose individuals

Pair & Share

[Choose a new partner]

What questions are important to you?

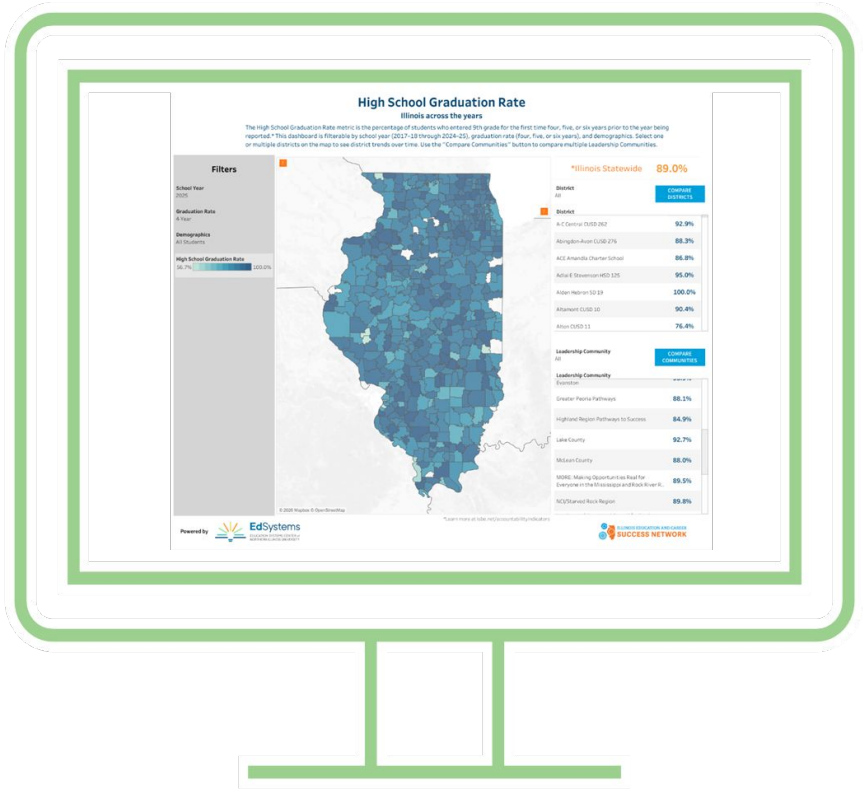
What type of data is necessary to explore your questions?

Playbook in Practice

Success Network Dashboard

Sourced from the Illinois Report Card public data set, and powered using Tableau, this dashboard visualizes longitudinal (multi-year) data for six key postsecondary credential and matriculation metrics:

- 9th Grade On Track
- Early College Coursework
- CTE Participation
- High School Graduation
- Postsecondary Enrollment
- Community College Remediation



Insights to Action

From Insight to Action

Data does not change systems. People do.

But people need:

- Shared questions
- Reliable infrastructure
- Honest interpretation
- Psychological safety to adjust practice

Insight becomes action when trust is strong enough to confront variation — and do something about it. That is what a shared data practice makes possible.

Why Shared Data Practice Matters