



seeding success

Authorized Data User Manual

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Authorized Data User Manual

Welcome and Purpose of Manual

Seeding Success thanks you for your participation in the partnership. As a leader of systems-level change, Seeding Success encourages collaboration among diverse partners, by building their capability to make data-informed decisions that put children at the center; advocates for equity-based policies and funding to remove barriers and sustain improvements; and helps design systems to address disparities. Your commitment to collective impact with our diverse partnership will support our mission to ensure every child is prepared for college, career, and success in life.

Seeding Success partners set measurable goals and use a data driven continuous improvement process (see image below) to inform organizational and collaborative actions. As an Authorized Data User, your ability to properly access, use, share, and update key student information will be integral to the success of the partnership.

FIGURE 1: SEEDING SUCCESS MODEL FOR CONTINUOUS IMPROVEMENT



The purpose of this manual is to provide Authorized Data Users a written guide for appropriate use of the Data Sharing Agreement and how to use data to continuously improve practice and achieve shared community goals.

Data Sharing

Seeding Success has a Data Sharing Agreement in place with Shelby County Schools (SCS) that allows us to share student data with organizations within our Partnership; use of this data is intended for continuous improvement around shared community goals.

Review Figure 2 and Table 1 below to understand the roles and responsibilities of school districts, Seeding Success, and our partners within the context of this data sharing agreement.

FIGURE 2: IMAGE OF DATA EXCHANGE BETWEEN SCHOOL DISTRICTS, SEEDING SUCCESS & PARTNERS

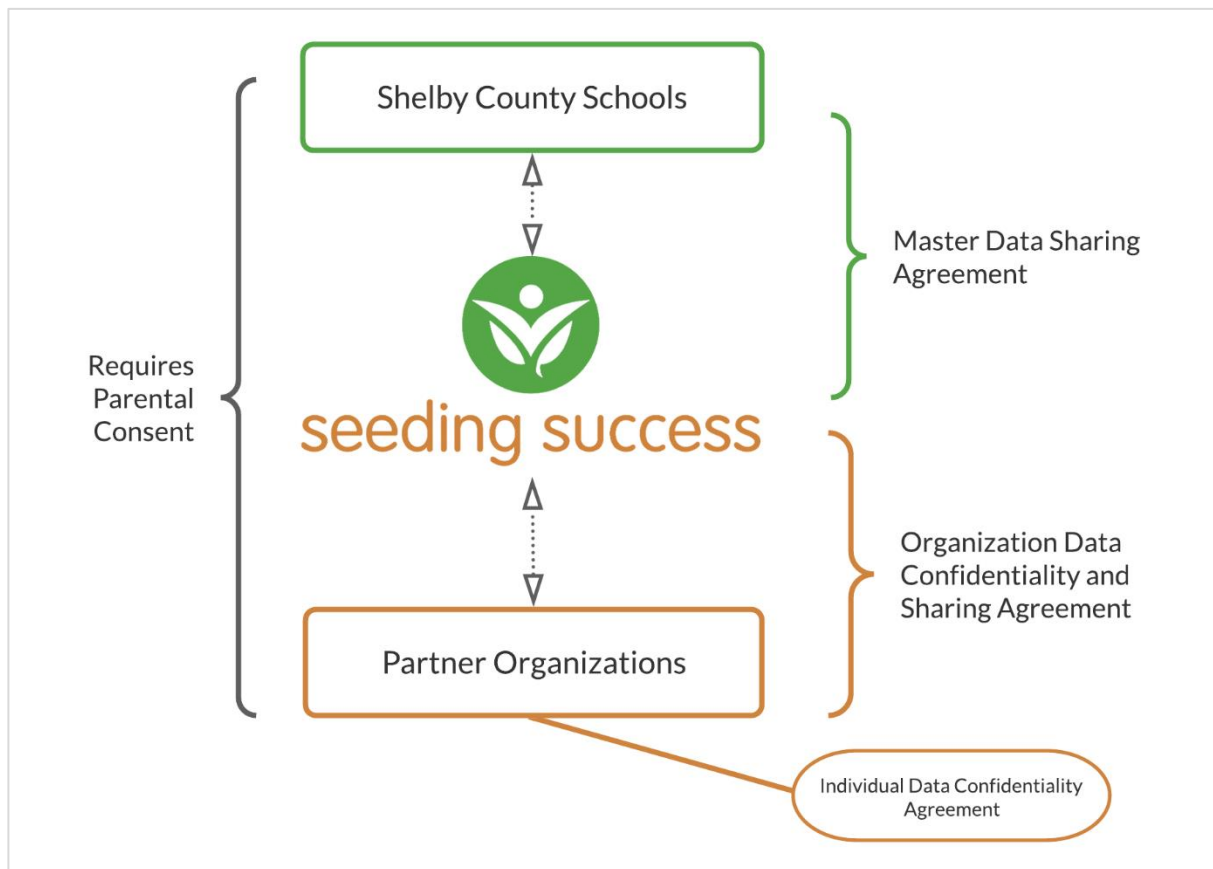


TABLE 1: SCHOOL DISTRICT, SEEDING SUCCESS & PARTNER DATA SHARING ROLES & RESPONSIBILITIES

Shelby County School District

Shelby County School District roles and responsibilities:

- Share identified data variables, as established in the master data sharing agreement.
- Work with Seeding Success to develop rapid-time data reports for Partners.
- Work with Seeding Success to develop and/or review aggregate data reports for community stakeholders.

Seeding Success

Seeding Success roles and responsibilities:

- Provide training for Partners on data confidentiality, storage and use.
- Maintain data sharing agreement with Shelby County Schools.
- Secure and maintain all required data sharing and confidentiality agreements with Partners.
- Match student names and merge data from districts and Partners into a master database.
- Create and disseminate rapid-time data reports for Partners.

Partner Organizations

Partner roles and responsibilities:

- Provide additional information about the consent process to parents and families.
 - Secure and submit required data confidentiality agreements from authorized data users.
 - Ensure identified data is limited to "need to know" authorized data users.
 - Share identified data variables, as established in the data sharing agreement.
- Restrict use of identified data to:
- Providing targeted support(s) to students.
 - Tracking in rapid-time student progress on outcomes and indicators.
 - Developing and improving student individualized instruction, service plans and predictive formative assessments.
 - Developing and improving interventions aimed at improving community-level outcomes.
 - Identifying and recruiting students into targeted programs.

Understanding Expectations of Authorized Data Users

Seeding Success partner organizations agree to share relevant data they collect within and across the partners for the purpose of continuous improvement around shared goals. Partners must also ensure that data is only accessible by Authorized Data Users who have 1) **successfully completed the Seeding Success Data User and Literacy training** and have 2) **signed an identified data authorized user agreement**.

Additionally, each partner must appoint **one (1) Lead Authorized Data User** who will act as a point person to represent their organization and its students in the following ways:

1. Maintain the Identified Information outlined in Table 5 and Table 6 for each student.
2. Gather and send data updates to Seeding Success, through a securely transferred file. Data to be sent include those variables outlined in Table 5.
3. Monitor/audit data for accuracy, completeness, correctness and for compliance with the terms of the Seeding Success Data Sharing Agreement.
4. Agree to not alter or modify data that is gathered, unless doing so is for the purposes of making factual updates.
5. Agree to not intentionally omit or augment data.
6. Ensure that any transfers of Identified Information or reports in aggregate happen via secure transfer methods. Files themselves must be password protected. **No Identified Information will be transferred within Partner or between Partner and Seeding Success or the other Partners via unencrypted email.**
7. Ensure that the (i) Seeding Success Partnership Data Confidentiality and Sharing Agreement, (ii) Shelby County Schools FERPA Agreement, and (iii) Partnership Agreement are up to date, signed, and submitted by your organization.

Managers can use the job description in **Appendix 1** (Lead Authorized Data User Job Description) to describe the work of the Lead Authorized Data user for internal or external recruiting. Once the lead authorized data user has been selected, a partner organization can move toward regular data exchange with Seeding Success

Handling Confidential Student Information

FERPA and HIPAA as It Relates to Data Sharing

The Data Sharing Agreement between Seeding Success and our partner organizations requires that we all take reasonable care to comply with the Family Educational Rights and Privacy Act (FERPA), a Federal law that protects the privacy of student education records. Likewise, the agreement requires the same compliance with the Health Insurance Portability and Accountability Act (HIPAA), when health information is exchanged. While failure to comply with FERPA may jeopardize an organization, HIPAA violations can impact both organizations and individuals. The following table presents an overview of each law:

TABLE 2: SUMMARY OF FERPA AND HIPAA LEGISLATION

	FERPA	HIPAA
Protected Information	Student records	Health records (Oral or written form, Including past, present, and future diagnoses, treatment plans, and payment information)
Rights Given to Protected Individuals and Families	<ul style="list-style-type: none"> • Right to review and inspect records as maintained by the school • Right to request a correction if information is believed to be incorrect or misleading • Right to consent (or deny consent) for student record information to be shared with outside parties. <p>It is important to note that some parties do get access to student- level data without parental consent such as FAFSA, the judicial system, the school to which a child is transferring, etc.</p>	<ul style="list-style-type: none"> • Right to access health records • Right to know when disclosures of health information have been made • Right to request a correction if information is believed to be incorrect • Right to restrict methods for communicating information • Right to restrict disclosure to insurance companies • Right to complain if rights are thought to be violated

Appropriate Uses of Data

Our Master Data Sharing Agreement with SCS only allows data to be shared with partners if it will be used for any of the following purposes:

- Providing targeted support(s) to students.
- Tracking in rapid-time student progress and indicators.
- Developing and improving interventions aimed at moving community-level outcomes.
- Developing and improving student individualized instruction, service plans and predictive formative assessments.
- Identifying and recruiting students into programs that will benefit them academically.
- Reporting quarterly, aggregate data for Partners' accountability, compliance, and/or performance management. This **explicitly prohibits** use of any and all data for publication and/or public dissemination (e.g. Press releases, marketing material etc.)

If you intend to use student data outside of the above purposes, SCS will need to review your request for approval.

Other common uses of data that may require SCS approval:

- You plan to share the data with an entity external to your organization.
- You would like access to aggregate data for students that you do not serve (e.g. you may want to compare your students to another population, such as the whole school).
- You would like access to non-consented, de-identified, student-level information.
- A third-party researcher or other entity wants to collect and analyze data on the students your organization serves.
- You would like to publicly disseminate student data (e.g. academic publications, marketing materials or press releases).

Steps for SCS Data Request Approval

1. Complete the SCS Application Request for Data or Conducting Research in Schools form and email it to Seeding Success' Director of Performance Analytics (surayyah@seeding-success.org).
2. Seeding Success will review the request and, if needed, ask for clarifying information from the partner.
3. Seeding Success will submit the request directly to SCS.

Some pointers:

- Partners should ensure that the request falls outside of data available through the data sharing agreement (see above)
- Partners should complete the SCS data request form with as much detail as possible, paying particular attention to dates, assessment names, school names, and the metrics available.

Informed Consent

Informed consent is a critical part of the data sharing process. Identifiable data can only be shared for students with an electronically signed consent form. Shelby County Schools parents and guardians consent to the sharing of their student's data on the parent portal in [PowerSchool](#) during the school registration process.

- We ask that partners make a reasonable effort to explain to the student's parent or guardian and the student the privacy notice and consent form, including what data are being collected and how it will be used under this agreement.
- Consent may only be granted via the parent/guardian portal. Verbal or paper consent cannot be used. Consent to share student data is given during the registration process.
- If a parent or guardian would like to change the status of their consent, they should contact the school their student attends.

Explaining Informed Consent

- Use the privacy notice as a tool to educate frontline staff on the content and purpose of data sharing through Seeding Success.

- In discussions with families, provide instructions to complete the consent form via PowerSchool.
- Many Seeding Success partners implement **parent/guardian orientations** or **require 1:1 conversations** for student intake in order to ensure parents are given an opportunity to understand their rights under FERPA and make a decision about granting consent. Sending a letter home with a student for signature does not ensure understanding of family rights under FERPA.

FIGURE 3: SEEDING SUCCESS CONSENT FORM FOR 2021-2022

Shelby County Schools	
New Student Registration 2021-2022	Seeding Success
Introduction	<p>Seeding Success requests access to information connected to a student's identity, including a student's grades, test scores, progress reports, attendance records, discipline records, student ID number, and registration and enrollment records. Seeding Success may share student records, information, or data with education partners that can provide Seeding Success direct support in delivering education support services to Shelby County Schools. The purpose for accessing or sharing education records, information, or data related to your student is to better provide education support services throughout his/her academic career. No records, information, or data will be used for any other purpose.</p> <p>The Family Education Rights and Privacy Act (FERPA) protects students and parents by prohibiting most third parties from accessing student records, information, or data without written permission from a parent or guardian if the student is under 18.</p> <p>By checking the box below, I am indicating that I give Shelby County Schools permission to share my student's education records, information, or data about my student to Seeding Success. I am also indicating that I give Seeding Success permission to share my student's education records, information, and data about my student to other approved partners (click here for a full list of partners). I understand I have a right to inspect any written records released pursuant to this consent. I further understand I may revoke this consent upon providing to Shelby County Schools written notice of my decision to revoke this consent. I further understand that until this revocation is made, this consent shall remain in effect and my student's educational records, information, or data will continue to be provided for the specific purposes described above.</p>
Form	
Student Demographics	
Family Information	
Contacts	
Residency	
Health Acknowledgement	
Agreements	
Info Opt-Out	
E-Signature	

The parent or guardian will need to check one of the following boxes:

PLEASE CHECK ONLY ONE:

I give Shelby County Schools permission to share my student's education records, information, or data about my student to Seeding Success.

I DO NOT give Shelby County Schools permission to share my student's education records, information, or data about my student to Seeding Success.

Data Security Protocols

The leading cause of unintentional data breaches is human error (e.g., transmitting information electronically to unintended recipients or via unsecure methods, discussing information in locations where passers- by can listen in).

To avoid such human error, the following protocols will be put in place to protect identified student information shared under the Seeding Success Data Sharing Agreement:



- Data will be transmitted in electronic form via a secure file transfer protocol procedure between Seeding Success and partners.
- Partners agree to store shared data in secure, locked locations.
- Partners agree to establish appropriate administrative, technical, and physical safeguards to protect the confidentiality of the data and to prevent unauthorized use or physical or electronic access to it.

Storing and Disposing of Data

- Authorized data users must not save identified information on personal computers unless necessary to perform job duties. If identified information is stored on a personal computer, then all reasonable safeguards and security procedures shall be put in place.
- Authorized data users must not save identified information on any external drives (e.g. jump drives).
- Authorized data users only save data where others cannot access it and will destroy it when no longer needed.
- Delete any soft/hard copies after authorized data users have finished using the data. On a computer, this includes “emptying the trash” to permanently delete the file.

Computer Security

- Authorized data users shall put in place reasonable safeguards and security procedures including, but not limited to, password-protected computers, prohibiting password sharing among users, prohibiting unauthorized data downloads and distribution of data.
- Authorized data users will not leave computer unattended, and or, set a timeout to lock an unattended computer.
- Authorized data users shall install antivirus software with current updates and a supported operating system with current patches and updates.
- Authorized data users shall participate in periodic training on internal security policies and procedures, and on applicable state and federal legal requirements for protecting the privacy of individuals.

Sharing Data with Other Authorized Data Users

- You may email password-protected Excel files containing student-level data to authorized data users on a “need to know” basis. Provide the password in a separate email as an attachment or ask the recipient to call or text you for the password.
- You may share student-level data via a Google Drive file that has been restricted to be only accessible by the “need to know” authorized data users.
- You may screen-share the data among authorized data users.
- If you want to discuss student-level data, arrange a meeting with authorized data users where information can be discussed with discretion. Avoid discussing student-level data in emails (even with authorized data users) as emails may not be secure, and emails can easily be forwarded or accidentally sent to non-authorized data users.

Sharing Data with Non-Authorized Staff

- Authorized data users cannot share student-level data to non-authorized staff but may share aggregate reports from Tableau within their organization when there is a legitimate

educational need for non-authorized staff to see the data.

- Before aggregate data is displayed or discussed, a [data confidentiality agreement](#) must be signed by any staff members, consultants or volunteers at your organization who will see the data. This includes anyone who participates in a meeting, email exchange, document review, or other communication where data is displayed or discussed verbally or in writing.

Accessing Different Levels of Data

Access to shared identified student data is restricted to tightly controlled “need to know” authorized data users, including program staff and select administrators within your organization. Refer to Table 3 to understand who can access which level of data.

Types of Data:

- **Identifiable:** Data that can be associated directly with a specific student.
- **De-identified:** The same data as above without any identifying information. If there are a small number of students in dataset, data cannot be successfully de-identified.
- **Aggregated:** Data reported as a total, mean, median or using other descriptive methods to describe a group.

Table 3: Who Can Access Aggregate, De-Identified, and Identifiable Student-Level Data

	Aggregate Level Data	De-Identified Student-Level Data	Identifiable Student-Level Data
Authorized Data User	Yes	Yes	Yes
Non-authorized staff from your organization	Yes, with: (i) a legitimate educational need to know (ii) a signed confidentiality agreement	No	No
Parties external to your organization (e.g. a potential funder)	Yes, with SCS approval	Yes, with SCS approval	No

Partners agree to report data breaches or violations of the data sharing agreement.

Reporting Data Breaches and Violations

If at any time partners determine that there has been a breach of the security protocols or violation of the data sharing agreement (including, but not limited to any unauthorized release, access, use, or

modifications of covered data), the following steps must be taken:

1. Partners promptly take reasonable steps to prevent any future, similar breaches.
2. Partners report the breach and the steps taken to prevent any future, similar breaches to Seeding Success's Director of Performance Management within 24 hours of discovery.
3. Seeding Success's Director of Performance Management will notify the school district of the breach or violation.
4. School district staff will issue a report regarding the corrective actions to be taken, in light of the breach or violation.
5. Seeding Success and partners will have three (3) business days to comply and put in place corrective measures to prevent any future similar breaches or violations.
6. Failure to comply within this time frame will result in **temporary or permanent termination of access to shared data and possible termination of the data sharing agreement across the entire network.**

Utilizing Data to Build Capability

Every Seeding Success partner organization has a mission, and both publicly available and individual student data can be valuable in helping them improve student outcomes and accomplish their goals. Proper interpretation and use of data to inform program practices is necessary not only for continuous improvement, but also for maintaining a positive and trusting relationship with parents, students, and school districts that provide student data.

This section of the manual will present a framework for using data to improve your organizations' practices, in order to positively impact student outcomes.

The Continuous Improvement Process in Practice

Seeding Success uses the Plan-Do-Study-Act (PDSA) cycle as our framework for continuous improvement. This iterative approach is used to improve a process or carry out change. By using the PDSA cycle, you will walk through planning a test of change (Plan), implementing the plan (Do), evaluating the effectiveness of the change using qualitative and quantitative data (Study), and determining whether to adapt, adopt or abandon the plan (Act). You can find more detailed resources, including a PDSA document template, on the Seeding Success [website](#).



Recall the Seeding Success continuous improvement model here. This manual will walk through each step, using 3rd grade reading improvement to illustrate the model's effectiveness in practice. For the purpose of the exercise, we place each step in the context of an organization that offers an **after-school literacy tutoring program**.

1. PLAN – Do – Study – Act

During the plan portion of the continuous improvement cycle, you will need to identify which outcome and indicators you are working on and identify the baseline information so you can set a goal. Setting a goal and choosing indicators to measure your progress is vital for steering the actions your organization. First, state your organization's mission; then, understand which outcome you want to impact.

Set a Goal and Choose Indicators

Translating your outcome into a measurable goal is key to bring focus to your organization's actions. When goals are too broad, they become difficult to interpret, manage, and assess for progress. The goal statement may follow the format: "Improve (primary metric) from (baseline performance) to (desired future performance) by (desired date of completion)." Objectives or goals should follow **SMART goal** criteria: Specific, Measurable, Achievable, Realistic, and Time-Bound. See the example below.

EXAMPLE 1: GOAL SETTING FOR AN AFTER-SCHOOL LITERACY TUTORING PROGRAM

Process	Example
1. State your mission.	1. "Improve child literacy."
2. Define your outcome.	2. "Meet the 3rd grade reading proficiency target set by the state for 2021."
3. Derive a SMART goal that aligns with both the outcome and your organization's mission.	3. "Help 12 more 3rd graders to score proficient or above on the iReady diagnostic reading assessment over the next six weeks."

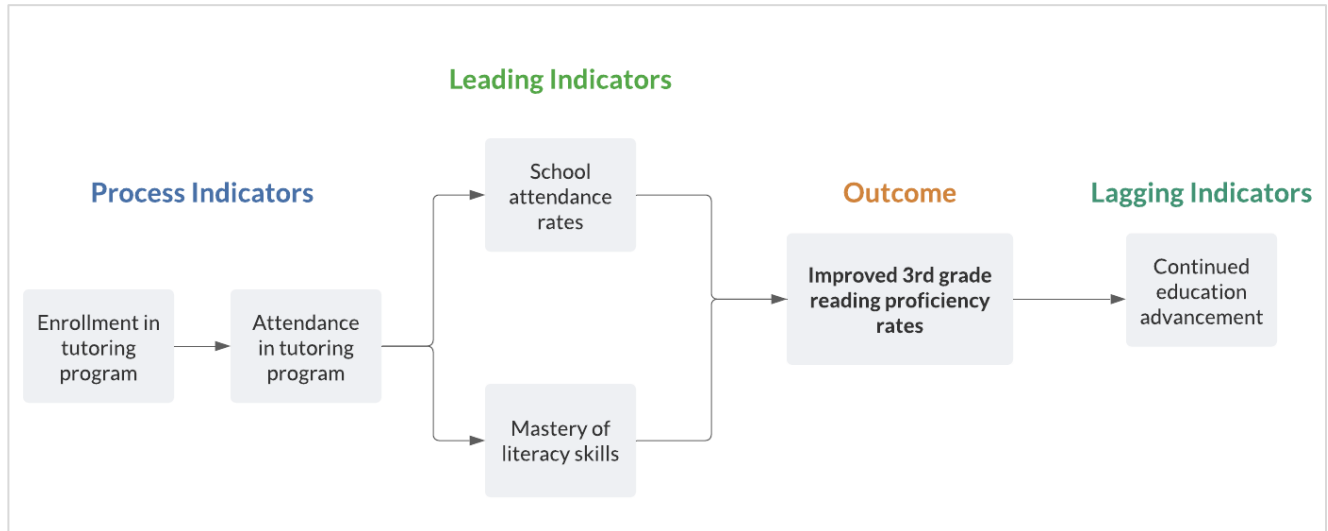
Types of Indicators

After translating your goal into a measurable outcome, planning is necessary to understand what factors may impact whether or not the outcome will be achieved. Once key factors, or "indicators," have been determined, you can assess their current condition through actual data and decide on areas for improvement. There are three types of indicators you can use in your plan, defined below and in the glossary. See the model below for how indicators impact the desired outcome in our example.

- **Process Indicator** - A piece of information about participation in a process that supports a desired outcome.
 - Example: Enrolling and attending a literacy tutoring program are both indicators that a child is in the process of improving their reading skills.
- **Leading Indicator** - Data surrounding a condition that would be necessary before achieving a successful outcome.
 - Example: Regular school attendance and mastery of key literacy skills would indicate that a student will perform well on the state reading test at a later time.
- **Lagging Indicator** - Data surrounding a condition likely to occur after achieving a successful outcome.
 - Example: A student's strong performance on a grade-level reading test today would indicate that he/she will perform well on future grade-level reading tests.

EXAMPLE 2: UNDERSTANDING INDICATORS' IMPACT ON ACHIEVING

OUTCOMES



Measure Indicators and Outcomes with Data

Existing data can be used to explain the current condition, or the “baseline,” of the achievement or skill gap you're trying to address; this data may be found at the individual student or aggregate level.

Aggregate data is a "summary" of individual student data and can be used to report information on the grade, school, or state level. Aggregated data may also be used to report information for subgroups of students. This data is relatively easy to obtain because it is available publicly and presents no risk of violating FERPA. Please use the chart below to understand key aggregate data available to view or download off the web. For our 3rd grade literacy tutoring example, see Example 3 for solutions to gathering source data.

TABLE 4: AGGREGATE DATA SOURCES

Data Source	Description of Available Data	Link
Tennessee Department of Education (TN DOE) State Report Card	<ul style="list-style-type: none"> Profile Accountability Value-Added College/Career Readiness Education Climate Comparisons 	State Report Card
Tennessee Higher Education Commission	<ul style="list-style-type: none"> College-Going Rate 	Higher Education Fact Book
Tennessee Value- Added Assessment System (TVAAS)	<ul style="list-style-type: none"> Value Added Data for Growth Measurement 	TVAAS Data
US Department of Education	<ul style="list-style-type: none"> FAFSA Completion 	FAFSA Completion Data

EXAMPLE 3: FINDING DATA TO MEASURE INDICATORS AND OUTCOMES

Indicator Type	Selected Indicator	Data Point	Source Data
Process	Program Enrollment	Number of students enrolled in tutoring program	Tutoring Program Enrollment Records
	Program Attendance	Number and percent of students attending tutoring	Tutoring Program Attendance Records
Leading	School Attendance	Number and percent of students who are absent fewer than 5 times each semester	School District Attendance Records
		Number and percent of students who are tardy fewer than 5 times each semester	
	Literacy Mastery	Number and percent of students who increase scores on literacy benchmark assessments	School District Literacy Benchmark Assessment Data
Measurable Outcome	Reading Proficiency	Number and percent of students who are proficient on 3rd grade reading assessment	TCAP Results from School District and/or TN DOE Downloadable Data
Lagging	Continued Reading Success	Number and percentage of students who are proficient on reading assessments in subsequent school years	TCAP Results from School District and/or TN DOE Downloadable Data

Additionally, the Seeding Success Partnership will share data on the individual/student-level, to inform and improve practice. This type of data is private for each student and protected under FERPA and/or HIPPA. Your organization can only access this type of information when a parent, guardian, or an adult student provides consent. These data may only be accessed by staff who have been designated “Authorized Data Users” and have successfully completed the Seeding Success Data Use and Literacy training and signed a Identified Information Authorized User Agreement. You can find a list of variables available for students in Appendix 3: Available Student Data Variables.

For the group of students who will attend your tutoring program, assume only 12 have consented to authorize data sharing between the school district and Seeding Success. Your organization can request school district data on these 12 students' reading performance so that you can understand their strengths and weaknesses before selecting a curriculum or devising an instruction plan. The data table below displays a breakdown of iReady diagnostic test ELA scores by placement and percentile for the first and last available tests.

EXAMPLE 4: DATA SAMPLE FOR LITERACY TUTORING PROGRAM STUDENTS

Student	Grade	Earliest Placement	Latest Placement	Earliest Score	Latest Score	Earliest Percentile	Latest Percentile
Amanda	2	Level 1	Level 1	464	455	11	6
Amber	2	Mid 1	Level K	446	350	99	4
Chris	5	Level 5	Early 6	591	607	66	63
Clarence	3	Level 2	Level 3	479	515	17	21
Darrell	K	Mid K	Mid K	400	405	92	80
Isabel	1	Early 2	Late 2	488	538	65	85
Jocelyn	3	Level 2	Early 3	473	512	25	42
Joe	4	Level 3	Level 3	515	510	15	11
Jayce	3	Level 1	Early 3	420	540	10	67
Lydia	1	Level K	Early 1	418	450	63	63
Marion	5	Level 4	Level K	562	406	31	3
Quinton	4	Level 3	Level 1	531	467	22	5

There are a few items that should be understood before one could interpret the data above. This table represents students in grades K-5. Additionally, this data set uses green and red as color cues to indicate increase or decrease in score from first to latest test. More information on iReady assessments can be found at <http://www.scsk12.org/ireadydiagnostic/>.

Beyond interpretation, one must make observations about the data that will inform planning decisions. Utilize the following chart to draw observations and recommendations around the structure of your program. Observations can be at both the aggregate and individual levels.

EXAMPLE 5: CHART FOR PROGRAM PLANNING BASED ON STUDENT-LEVEL DATA

Observation	Consideration(s)	Recommendation
Example 1: There are varying levels of student mastery.	<ul style="list-style-type: none"> Flexibility in curriculum structure 	Choose a curriculum that will cater to each reading skill where students show deficiencies.
Example 2: Some students show more significant score decreases and below grade level proficiency than others. Marion and Quinton appear to need more concentrated help.	<ul style="list-style-type: none"> Group work structure Recruitment of staff with literacy background, or training for current volunteers Program regular hours and frequency 	Your program currently has five volunteers with little experience in tutoring. The intention was to work with children in pairs two times per week. The two children who are struggling most may benefit more from attending a tutoring program that meets more often and has experienced literacy instructors.

Using the data in the example situation, your team ultimately decided to:

- Schedule the program to meet twice per week for two hours after school, based on available resources. 10 students were enrolled.

- Purchase and follow a curriculum that includes books, games, and activities that engage students while focusing on specific needs in each student’s reading skills.
- Identify and recommend the two lowest performing students for a more intensive after- school reading intervention program. The two students were able to enroll in the new program and are receiving the level of service they need to be on track for 3rd grade reading proficiency.

Document Your Plan

Before beginning to implement, be sure you have documented your plan so that it may be replicated later. This includes names of each team member that will implement, dates for the improvement cycle, your goal statement, specific tasks with deadlines and those responsible, the data you will collect to know if you were successful, and what you predict will happen.

2. Plan – DO – Study – Act

After analyzing the data and coming up with a strategy, your team can now carry out its plan. While in the “Do” phase of your continuous improvement cycle, it is important to document the process fully, noting if things go according to plan, if you changed the plan, and all other relevant details. This phase is when you collect all the information on both the process and leading indicators to monitor the progress towards your outcome-based goal.

3. Plan – Do – STUDY – Act

During the study phase, you have an opportunity to assess and reflect on whether the actions taken have contributed to reaching your end goal. It is important at this stage to recall which indicators you were focusing on and what you expected to happen with them. Keep the data at the center of the conversation. During the plan phase, how did you expect your strategies to impact the indicators you were looking at? Did the indicators behave as expected? Were you able to execute the plan? If not, why?

Assume that your program has been operating for 6 weeks. Recall that your organization’s measurable goal is to **help 12 more 3rd graders to score proficient or above on the annual state reading assessment**. How close has your program come to achieving this goal? Already, we know that **only 10** students are currently being served due to high needs of two students on your program’s original roster. Depending on feasibility, three more students could be recruited to join the program.

EXAMPLE 6: CHART FOR ASSESSMENT AND REFLECTION

Observation	Consideration(s)	Recommendation
Example 1: Only 10 students are being served, less than the original goal of 12.	<ul style="list-style-type: none"> • Group work structure • Human capital • Program regular hours and frequency • Skill level of potential participants 	Review the list of 3rd graders served by your organization as a whole and review the iReady data from Seeding Success for those students. Recruit two additional 3rd graders who will benefit from your current model.

<p>Example 2: Jayce has shown no improvement in spelling.</p>	<ul style="list-style-type: none"> • Jayce’s program attendance • His time spent in each skill station 	<p>Continue to intervene on spelling with Jayce. He may need one-on-one attention since the rest of the group has at least a basic mastery of spelling.</p>
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3. Plan – Do – Study – ACT

In the Act phase, choose whether to Adopt, Adapt, or Abandon the strategy. If an aspect of the program has worked well, it can be standardized, or continued, until the next cycle of continuous improvement. If an area of your work does not bring about success, this area should be improved in the next cycle or abandoned as a strategy.

- If everything went well and you saw the results you expected, you should **Adopt** the changes and move on to scaling.
- If after studying the cycle, you didn’t exactly see the results you expected and you learned something new that could change future implementations of the cycle, then you should **Adapt** the process and try again.
- If, in the end, the cycle wasn’t as expected and you believe there are no changes to be made, the cycle should be **Abandoned**. This is a good opportunity to reflect on the assumptions and data that sent you down this path to inform what should happen next.

How to Get Started

Having walked through the continuous improvement process, you are now ready to access student data. In order to uphold its commitment to providing action data reports to partners, Seeding Success must organize data in a way that connects students’ information with information about the partner organizations that serve them. Several steps can be taken to set your organization up to receive access to data dashboards as part of your improvement work.

1. Student Roster Template

To align student data to students served by partners, Seeding Success collects rosters every year from partners. We use the students’ name and date of birth (DOB) to match your students to their school records. A spreadsheet template is used to upload program and student information.

2. Determine What Information to Include

There is an option to include categories for your students – classrooms and locations. These allow you to filter students into small categories. If you serve a large number of students, these are beneficial. Classrooms do not need to be actual classrooms – it can be any grouping of students you would like to see. Students in small groups, served by the same teacher, or receiving the same interventions, for example, can all comprise a classroom.

- All of these categories are optional, if you do not want to use them then leave the columns blank.
- If you do want to use them, ensure that the names are consistent and free from typos and spelling errors. A classroom spelled two different ways will create two different classrooms. We will try to catch errors as well.
- You may update the classrooms and locations later if you like. You will need to submit your student list again with this information.

3. Compile your Organization’s List of Students

Next, collect a roster of students your organization serves in the template. Providing the level of student information requested in this document is essential to ensuring students are properly identified in the school districts’ records. Data points requested include:

TABLE 5: DATA TO BE COLLECTED BY PARTNER FOR ALL STUDENTS SERVED IN THE SEEDING SUCCESS PARTNERSHIP

First Name
Last Name
Birth Date

We strongly suggest that these initial data points be collected as part of your program’s registration process.

Key Point: Your completed Roster should have one completed row of data for every unique student. If a student participates in two of your programs, then the student should have 2 record lines.

4. Password Protect Your Roster

Before emailing your student roster, password protect it using the first four characters from the document title as the password.

In Excel, click on ‘File’ in the top dropdown menu. From the menu on the left, click ‘Info’. The first section of this page is called ‘Protect Workbook’, click on the icon labeled the same, and in the dropdown menu click ‘Encrypt with Password’. From there you can enter the password that will be required to open the document.

5. Update Student Information

Once Seeding Success has uploaded your student roster to the database, you may update the information. If you receive new students, students withdraw, or you would like to add classrooms – you may upload a new roster. You may alter the existing roster or create a new one to send to us with the changed information.

6. Support Parents and Families in Understanding the Data Sharing Agreement

The only way parents may consent is through the PowerSchool parent portal through Shelby County Schools during the registration process. Giving parents additional information about the agreement, how your organization uses student data, and how their student will benefit may encourage them to provide consent.

7. Use Data to Build Capability



We encourage partners to be creative in considering which aggregate and student-level data points need to be monitored as part of their continuous improvement process. Remember that while some data will come from school districts, it is important to consider what data your organization can collect through its programming with students to inform continuous improvement.

Seeding Success suggests a few indicators below that may be helpful:

TABLE 6: SUGGESTED DATA POINTS

Days Student Attends Your Program
Your Program Assessment Test Name
Pre-test score for Your Program Assessment
Post-test score for Your Program Assessment

Consider new ways to track indicators of your program’s success. Collaborate with Seeding Success to determine the best way to track and visualize these data.

Appendices

Appendix 1: Lead Authorized Data User Job Description

Managers can use the following job description to describe the work of the Lead Authorized Data user for internal or external recruiting.

Role Summary

Seeding Success is a diverse collective impact partnership with a mission to ensure every child has the support and resources they need to be successful from cradle to career. Together, all participating partners will pursue shared measurable goals and use a data driven continuous improvement process to inform organizational and collaborative actions. The Lead Authorized Data User is the conduit through which his/her organization receives and reports information about the specific students they serve. He/she must demonstrate proper use, access, and management of this protected information as they lead their organization to intentional, effective service to Shelby County students.

Responsibilities

Tasks for which the Lead Authorized Data User is responsible include, but are not limited to:

- Supporting program registration to ensure students and families served understand informed consent and their right to revoke consent at any time.
- Maintain and share identified data variables, as established in the data sharing agreement, as a “setup” for student-level information sharing.
- Collect and submit to Seeding Success required confidentiality agreements from additional authorized data users in his/her organization.
- Ensure identified data is limited to "need to know" authorized data users.
- Gather and report timely updates of student information as necessary to Seeding Success backbone staff.
- Monitor/audit data for accuracy, completeness, correctness and for compliance with the terms of the Seeding Success Data Sharing Agreement.
- Ensure that any transfers of identified information or reports in aggregate happen via secure transfer methods (i.e. Microsoft SharePoint storage and sharing method; not unencrypted email).
- Provide feedback to Seeding Success backbone staff on the usefulness of generated reports.
- Guide program staff who are not authorized to see student-level data to more effectively serve students day-to-day.
- Report any breach in the Data Sharing Agreement to Seeding Success.
- Ensure that the Seeding Success Partnership Data Confidentiality and Sharing Agreement and the Partnership Agreement are up to date, signed, and submitted by his/her organization.

Job Skills and Requirements

- Professional and effective communication skills.
 - This position will require communicating with the organization’s program staff across Shelby County as well as with the backbone staff. The ability to transfer information clearly between and within the organizations are essential.
- Time management skills.
 - The candidate should have a proven track record of meeting deadlines without

sacrificing quality. This will be essential to ensuring timely student-level reports to program staff.

- Demonstrated ability to centralize and manage projects.
 - Experience managing projects in Microsoft Excel is preferable.
- Computer Skills: Comfort with use of keyboard and mouse, typing, as well as computer programs like Microsoft Excel, Word, and Adobe Acrobat Reader are all necessary.
- High attention to detail.

Appendix 2: Glossary of Terms

Term	Abbreviation	Description
Academic Achievement		Student learning as measured by meeting grade-level standards on state math, reading, science, social studies and writing tests.
Achievement School District	ASD	The Achievement School District authorizes charter schools committed to academic excellence, equity, and social-emotional development for all students.
Aggregate Data		High-level data that is composed of many different individuals.
Baseline Data		Information gathered for use as a reference point against which trends in performance can be measured or compared.
Data-Sharing Agreement		Agreement between Shelby County Schools, Achievement School District, Seeding Success and Seeding Success Partners to share student data in order to measure progress toward meeting agreed-upon student outcomes, targets, and indicators. It allows Seeding Success Partners to use identified student data to improve practice and outcomes, while assuring that identified student data is not released inappropriately to third parties.
De-identified Data		Data that cannot be tied to an individual student.
Disaggregated Data		Data that can be looked at by specific subgroups of students (e.g., gender, age, grade, ethnicity, language, etc.).
End-of-Course Exams	EOC	Tools that measure students' knowledge in Algebra 1, Integrated Math 1, Geometry, Integrated Math 2, and Biology when they complete each course. They serve as the state's exit exams for math and science. A student's performance on the EOC tests is reported using to place students into levels—1: Below Basic (not meeting standard); 2: Basic (not meeting standard); 3: Proficient (meets state standard); 4: Advanced (exceeds state standard).
Identified Data		Data that is specific to an individual student.
i-Ready		The i-Ready Diagnostic is an adaptive assessment that shows which skills students have mastered and which skills need to be mastered. This assessment is NOT counted as a grade for the student's report card. It helps teachers provide the necessary classroom tools and supports for each student.
iStation/Brigance		Computer-adaptive reading assessment for students in grades PK-8 that assesses reading skills throughout the school year and provides reports to teachers by student and reading skill set.
Lagging Indicator		Include graduation rates, end of course exams, value-added data, final observation or evaluation scores, etc. These measures are summative in nature, providing information to diagnose a trend after it has started.
Leading Indicator		Leading indicators help to predict an outcome, allowing organizations to make necessary adjustments. Provide early signals of progress towards measures of growth and achievement, allowing organizations to plan based on data. Leading indicators include: <ul style="list-style-type: none"> • Early Reading Proficiency • Student Attendance and Suspension • College Admissions Test Scores
Measures of Academic Progress	MAP	Benchmark assessment system used by ASD to determine a student's progress during the year, and across years, in reading and math. Measures the student's

		growth from a fall baseline to winter and spring.
Outcomes		Seeding Success uses performance measures to determine the impact of action plan strategies on students. “Outcomes” measure progress toward the overall community goals. “Indicators” serve as supporting measures and assess progress toward the outcomes. (Example: Outcome= Percentage of students meeting 3rd grade reading proficiency; Leading indicator= Percentage of students with fewer than 5 absences 1st semester.)
Process Indicators		A piece of information about participation in a process that supports a desired outcome.
Shelby County Schools	SCS	Mission Statement: Preparing all students for success in learning, leadership and life. Shelby County Schools is Tennessee’s largest public school district and is among the 25 largest public school districts in the United States. SCS serves over 110,500 students in more than 214 schools.
TN Comprehensive Assessment Program	TCAP	Tests used in Tennessee in grades 3-8 to determine whether students are meeting grade level standards. A student’s performance on the TCAP tests is reported using “scale scores” to place students into levels— 1: Below Basic (not meeting standard); 2: Basic (not meeting standard); 3: Proficient (meets state standard); 4: Advanced (exceeds state standard).
TNReady		TNReady is a part of the Tennessee Comprehensive Assessment Program (TCAP) and is designed to assess true student understanding, not just basic memorization and test-taking skills. Students in grades 3-8 and those enrolled in certain high school courses take the state’s TNReady assessments.
TN Department of Education	TDOE	

Appendix 3: Available Student Data Variables

Availability of the following data points may vary by student, year, school, and grade level; some data may require a specific request be made to Shelby County Schools.

Demographic Data	Courses & Grades
Student State ID	Attendance date(s)
First name of student	Grade in course
Last name of student	GPA
Gender	Assessments
Date of birth	Preschool Assessments
Race/Ethnicity	NWEA MAP Assessments
English Language Learner (ELL)	Other formative assessments
Free or Reduced Price Lunch Status	TNReady
Current school name	Algebra I
Current grade	Algebra II
Current school enrollment date	English I
Mobility Rates	English II
Placement prior to kindergarten	English III
Attended SCS Pre-K or not	Biology I
Actual Graduation Date	ACT
Attendance Data	College Access
Total number of absences	FAFSA completion
Total possible days of attendance	Postsecondary application
Withdrawal and Transfers	Postsecondary enrollment
Discipline	
Number of incidents	
Type of incident	
Disciplinary action/consequence	
Number of days	