



Forum Data Model Task Force Focus Group Summary NECC – San Diego, July 6, 2006

In order to gain broader knowledge as to what users' data needs are, SIFA and NCES hosted a data model focus group at the National Educators Computing Conference (NECC) on July 6, 2006. The intent of the meeting was to garner feedback around what information they needed to impact instruction. The group was made up of state educational technology directors, district level technology directors and building level administrators.

Several important issues arose from the conversation. There is a focus and need to use assessment to drive instruction. Along this same line is the concept of portfolios, aligned with standards. There need to be definitions around this that should be part of a student record. In looking at data systems, many districts are building their own and they need guidance on interoperability. Some are implementing a variety of business intelligence tools and data warehousing to use predictive modeling of student achievement and value added analysis. A final identified important issue is transcript formats. Looking at what information is needed for all levels of stakeholders including students, teachers and parents.

Through the discussion arose some questions and other issues. One of those is around decision support. They need to be able to capture the student workspace and use this for communication with parents. Several of them also mentioned that mapping the content standards to instruction and relating this to student performance is a challenge. The group also discussed that there are many different data models from districts and there are commonalities. Leveraging the statewide data systems to help in accomplishing this was a great desire expressed. They would like to use the data from the statewide system for local data analysis. Professional Learning Communities was another expressed area. They would like to have this data to help make decisions for professional development. Pedagogical data and information is something that is desired, but is difficult to ascertain. The group also expressed that there is a want to individualize instruction, use problem based learning and really look at effective interventions based upon the data. Finally, there is the desire that systems are flexible enough to be able to compare data between short cycles assessments and statewide assessments to conduct thoughtful analysis.