

How the SLDS are Impacting Data Use: Trends and Issues for SEAs and LEAs

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Why is Data-Driven Decision Making Important

- **NCLB and other mandates.**
- **The context of accountability and compliance.**
- **The realities of classrooms and schools.**

Old and New

- **What is not new: Data-driven decision making.** Educators have been using data for a long time.
- **What is new: The coupling of data and accountability for compliance.**

Yet there is a further distinction.....

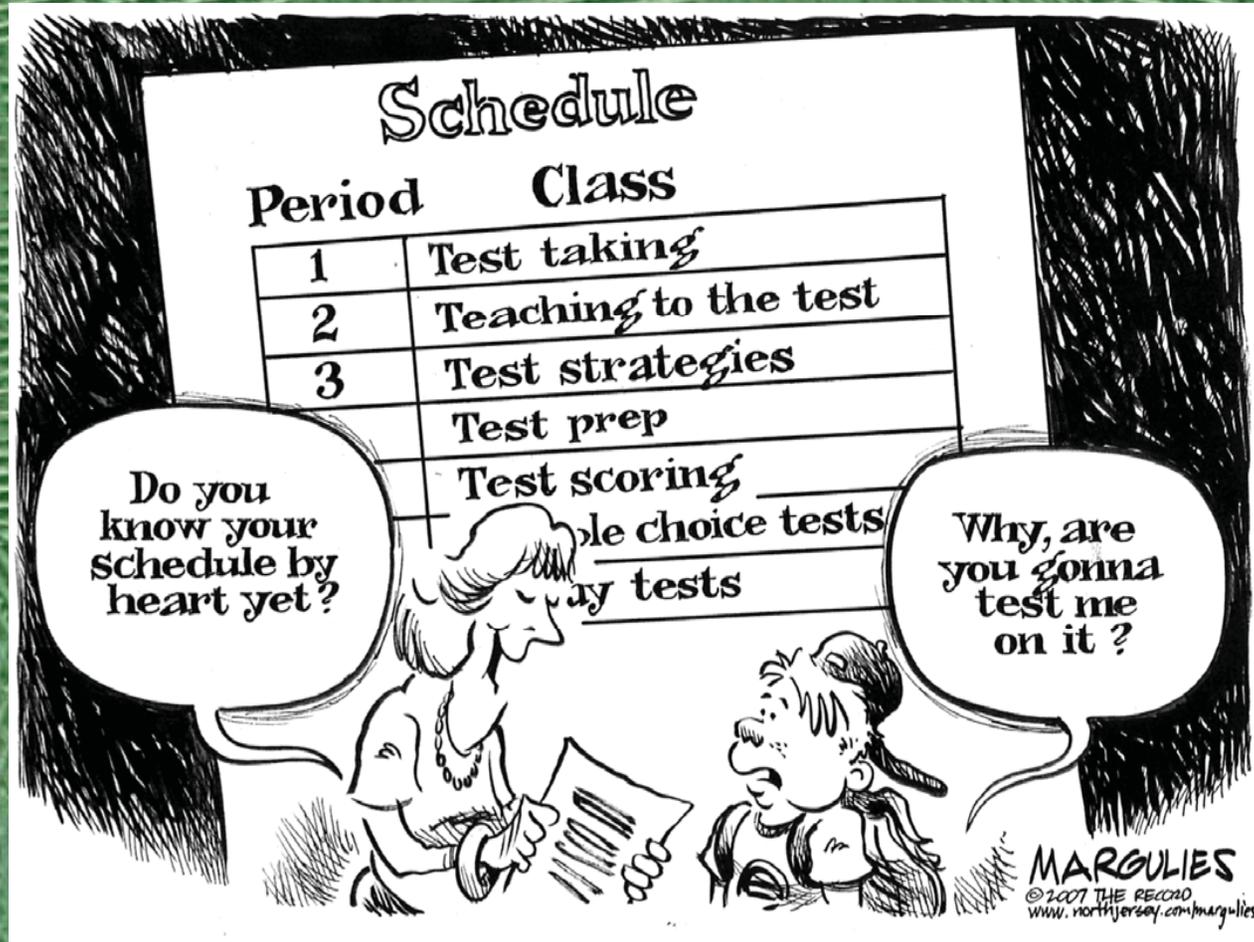
Accountability

from Berliner (2007) and Petrides (2006)

- **Assessments of learning.**
 - Provides data on what and how much students have learned.
- **Assessments for learning.**
 - Provides data to help improve teaching and student learning.

And we all know the kind of accountability depicted here.....

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The Disconnect: State Assessments

from Stecher and Hamilton (2006)

- **Features of state assessments used for accountability limit their utility for data-driven decision making.**
- **They present a conflict of data use for accountability as opposed to inform instructional practice.**

Why Now?:

The Good the Bad, and the Ugly

- **Technological Advances.**
 - **State-wide longitudinal data systems.**
 - **Data warehouses and SIS.**
 - **Accountability systems such as Grow and NYStart.**
 - **Handhelds.**
- **The Proliferation of Data.**
- **Human Capacity or Lack Thereof.**

Cultural Differences

- **The Need for Data Cultures.**
- **Accountability Cultures vs. Organizational Learning Cultures.**
(Firestone & Gonzalez, 2007).
 - **Short-term focus on test scores vs. long-term emphasis on student learning.**
 - **Compliance to mandates vs. identifying problems to improve instruction.**

Challenges and Barriers to Implementation

- **Access.**
- **Disconnect between the right data and practice.**
- **The data that reside on the SLDS and their intended uses.**
- **Technical Expertise - data literacy, assessment literacy, pedagogical data literacy. (Confrey)**
- **Training and Professional Development.**
- **Schools Routinely Don't Think about the Link Between Instructional Practices and Student Outcomes.**
- **Overcoming Typical, Deeply Engrained Practices.**
- **Motivation.**
- **Leadership.**
- **Time and Resources.**
- **Misalignment among vision, data, and needed use.**



**Emerging Themes for Your
Reaction.**

SEAs Must be Pre-Emptive about Data Collection

- **Be forward thinking about data elements that need to be collected.**
- **Need the right data to inform decisions about program effectiveness, policies, etc.**
- **Consider the data elements as programs, policies, curricula are being implemented.**

Ask the Right Question

- **Does it work? Versus**
- **Why does it work or not work?**

The Need to Provide Data

- **The need to provide data to EdFacts.**
- **The amount of effort required.**
- **The level of burden.**
- **SEA resources that do to the provision of data.**
- **The data the feds need and the data the LEAs want.**

The Data Quality Issue

- **The quest for clean data.**
- **Reinforcing the importance of data quality.**
- **Training of personnel to insure quality.**

The Data Disconnect

- **Compliance and accountability data.**
- **Data to inform instruction.**

Staffing, Human Capacity, and Resources

- **SEA staffing**
- **LEA human capacity.**
- **The provision for the needed resources.**
- **The technological infrastructure.**
 - **At the SEA.**
 - **At the LEAs.**
- **Sustainability funding.**
- **Professional development.**

Continuity and Transitions

- **At the SEAs**
- **At the LEAs.**
- **The need for a consistent and persistent vision for data use.**
- **The need for committed personnel, funding, and resources.**