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Data-Driven Decision Making

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This is Devin Vodicka, Director of Curriculum & Instruction for Carlsbad Unified School District in San Diego County. This presentation was prepared in partnership with John White, Principal from Mulholland Middle School in Los Angeles Unified School District.

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Data, Data Everywhere

- Imperative for Data Analysis
 - School Accountability
 - No Child Left Behind
 - Academic Performance Index
- Data-Driven Decision Making:
 - [Electronic Learning Assessment Resources \(ELAR\)](#)
 - [Portocal Search Results](#)

Welcome to the TICAL overview of Data-Driven Decision Making. The emphasis on making effective use of data has been intensified by federal and state accountability movements such as No Child Left Behind. In addition to these mandates, we know that effective leadership is characterized by making use of data to develop a culture of continuous improvement. All of the links embedded in this presentation provide supporting information and resources that we recommend for any and all school leaders that are interested in improving their use of data to improve teaching and learning.

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[Using Data]

- Understand where we are and to get "where we want to be"
- Timely, accurately
- To plan and inform instruction
- Tools to make a difference

Initially, data can be used to help establish current reality and to determine goals for the future. It is important that the data is current and accurate. From the practitioner's perspective, we are interested in data that will help us to improve our practice.

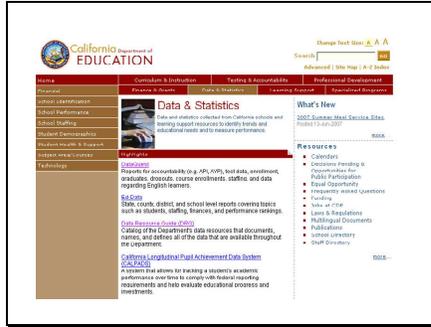
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[California Department of Education]

- CDE provides access to a wealth of data, including:
 - [DataQuest](#)
 - [EdData](#)
 - [Data Resource Guide](#)
 - Also: Financial, School Performance, School Staffing, Student Health & Support, Subject Area/Course Data

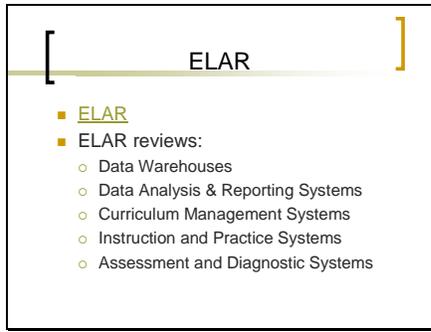
A very accessible, free source of data is the California Department of Education web site. From www.cde.ca.gov, a user can easily find test scores, enrollment data, staffing information, and even a variety of financial reports. School administrators will find DataQuest and EdData to be particularly useful. Both of these are searchable databases that provide a variety of reports based on the criteria entered by the user. In addition to API and AYP reports, DataQuest contains data on the California English Language Development Test, physical fitness test, SAT, AP, student demographics, expulsions, and technology reports. EdData provides fiscal, demographic, and performance reports at the State, County, District, and School levels. The Data Resource Guide is also searchable and is an efficient method to access data on specific programs such as categorical compliance reports.

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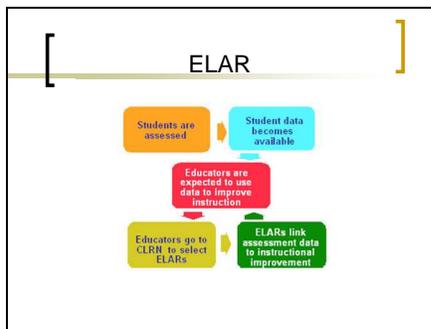
Here is a snapshot of the [cde.ca.gov Data & Statistics](http://cde.ca.gov/Data%20&%20Statistics) page. Note that you can link to this page using the frame titles on the top of any CDE web page.

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ELAR is an acronym for “Electronic Learning Assessment Resources” and it is a project funded through the California Department of Education. The ELAR site is an amazing resource to help identify resources to help schools to make use of data to improve teaching and learning. Software products such as EduSoft[®], Data Director[™], and others are reviewed on the basis of a pre-identified set of functions.

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The graphic on this slide is a brief illustration of where the ELAR website fits into the data-driven cycle of making decisions. As shown, the value in the ELAR website is that it provides an abundance of information to help match a software solution with the unique needs of a particular school or district.

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[An ELAR Story]

- Carlsbad Unified School District
- Need: Data Management System
- Process:
 - Use ELAR Reviewed Results Matrix to identify possible solutions
 - Bring in Vendors for Presentations
 - Present Recommendation to Superintendent

In the Carlsbad Unified School District, bringing in a data management system was identified as a critical area of need. We were looking for a system that could help classroom teachers access data from local benchmark assessments as well as the high-stakes standardized tests. In addition, we wanted this system to be able to administer our benchmark assessments through online or printed scan form documents. We also wanted the data management system to connect to our student information database.

We began our process by convening a team of administrators to analyze the ELAR Review Results using the “compare” function on the site. This collaborative action identified eight potential systems that would meet our needs. We called those vendors and arranged for presentations of their product to a team of teachers and administrators. This team used a rubric that we adapted from the ELAR matrix to rate the products and the results were aggregated into a recommendation to our Technology Cabinet. While we are only in the pilot phase of implementation, our experience is illustrative of the value of the ELAR web site as a resource in making decisions about how to use data to improve teaching and learning.

