

IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf

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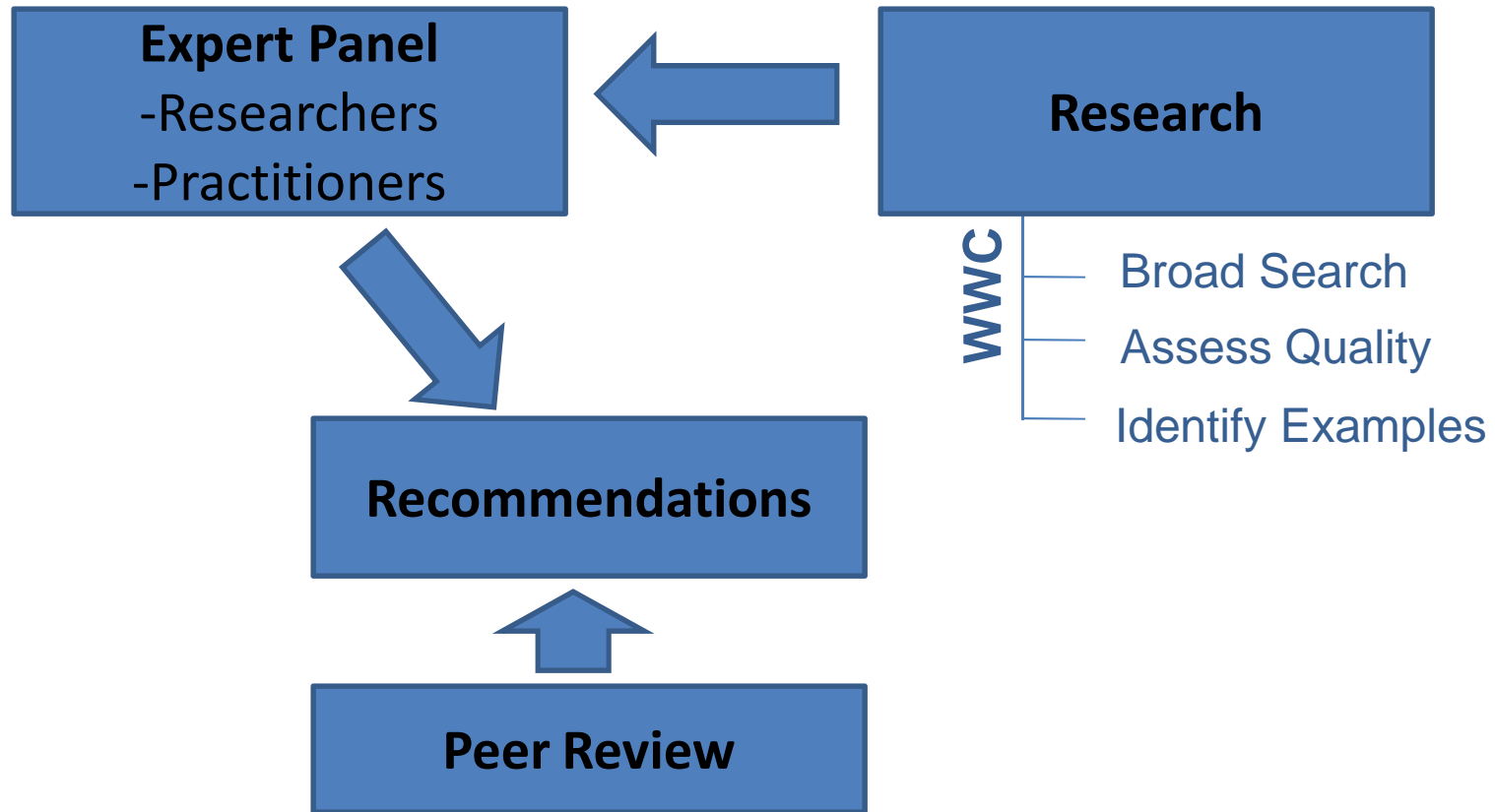
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What is a Practice Guide?

- Published by the Institute of Education Sciences
(U.S. Department of Education)
- Offers recommendations for addressing educational challenges
- Practice guides include:
 - Concrete how-to steps
 - Solutions for common roadblocks
 - Rating of strength of evidence

How Practice Guides are Developed



Rating the Research Evidence

- All recommendations are supported by research evidence
- Evidence is rated as ***strong***, ***moderate***, or ***low***:
 - Strong: High confidence (multiple rigorous studies in a variety of contexts)
 - Moderate: Some evidence (may not work in all settings)
 - Low: Hasn't been proven with rigorous research (but panel still thinks it is important)

Parameters of the Guide

- “Data” is defined as common assessments
- Guide deals with instructional decisions
- Recommendations should be considered jointly (good data use requires systemic coordination)
- Recommendations have a low level of evidence, reflecting the lack of comparative studies
- Recommendations have extensive support from case studies and surveys

Overview of Recommendations

1. Make data part of an ongoing cycle of instructional improvement
2. Teach students to examine their own data and determine learning goals
3. Establish a clear vision for schoolwide data use
4. Provide supports that foster a data-driven culture
5. Develop and maintain district-wide data system

Recommendation 1

Make data part of an ongoing cycle of instructional improvement

- Collect and prepare a variety of data about student learning
- Interpret data and develop hypotheses about how to improve student learning
- Modify instruction to test hypotheses and increase student learning

- Practice Guide (p. 10)

Roadblocks to Recommendation 1

Make data part of an ongoing cycle of instructional improvement

- Having so much data that teachers don't know where to focus
- Working in a grade or subject where assessments aren't readily available
- A focus on "bubble kids"
- Assigning students to classes based only on their state test proficiency

- Practice Guide (p. 16)

Recommendation 2

Teach students to examine their own data and set learning goals

- Explain expectations and assessment criteria
- Provide feedback to students that is timely, specific, well formatted, and constructive
- Provide tools that help students learn from feedback
- Use students' data analyses to guide instructional changes

- Practice Guide (p. 19)

Teach students to examine their own data and set learning goals

- Students viewing data as a reflection on ability rather than an opportunity to learn
- Teachers within a school may have different approaches to feedback
- Time

- Practice Guide (p. 24)

Recommendation 3

Establish a clear vision for school-wide data use

- Establish a schoolwide data team that sets the tone for ongoing data use
- Define critical teaching and learning concepts
- Develop a written plan that articulates activities, roles, and responsibilities
- Provide ongoing data leadership

- Practice Guide (p. 27)

Establish a clear vision for school-wide data use

- Time
- Nobody wants to be on the data team
- Go-to people are overwhelmed by requests
- District does not have enough R&D staff to be on the data team

- Practice Guide (p. 31)

Recommendation 4

Provide supports that foster a data-driven culture within the school

- Designate a school-based facilitator who meets with teacher teams to discuss data
- Dedicate structured time for staff collaboration
- Provide targeted professional development regularly

- Practice Guide (p. 33)

Provide supports that foster a data-driven culture within the school

- Finding professional development that is specific to school needs
- Resources aimed at creating staff capacity are shifted to other priorities

- Practice Guide (p. 36)

Recommendation 5

Develop and maintain a district-wide data system

- Involve a variety of stakeholders in selecting a data system
- Clearly articulate system requirements relative to user needs
- Determine whether to build or buy the data system
- Plan and stage the implementation of the data system

- Practice Guide (p. 39)

Roadblocks for Recommendation 5

Develop and maintain a district-wide data system

- Data system is intimidating to people who aren't familiar with it
- Implementation plan lacks detail on how the system will be used
- Stakeholders perceive a data system as a financial luxury

- Practice Guide (p. 45)

More Information

The Practice Guide can be downloaded at:
ies.ed.gov/ncee/wwc/publications/practiceguides

Some of the publications in support of these
recommendations can be found at my website:
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