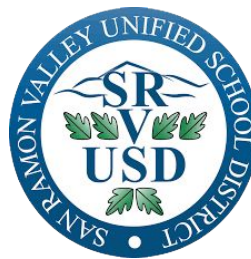
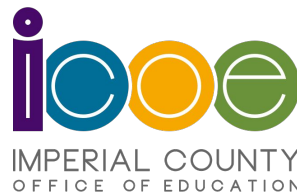




CCEE Data Research Learning Network

In January 2023, CCEE's Innovation, Instruction, and Impact (I3) Center launched the Data Research Learning Network (DRLN) to support local educational agencies (LEAs) in innovating their data and assessment practices. Consisting of two county offices of education and five school districts, the DRLN focuses on developing deeper capacity around data analyses, data practices, and internal data dashboards to support student outcomes.

From January to June 2023, the DRLN participants conducted deeper data dives to better define their problems of practice and finalize their action plans. This infographic outlines each LEA's innovation idea, project goals, strategies, and measurable outcomes for the next school year.



DRLN Strands



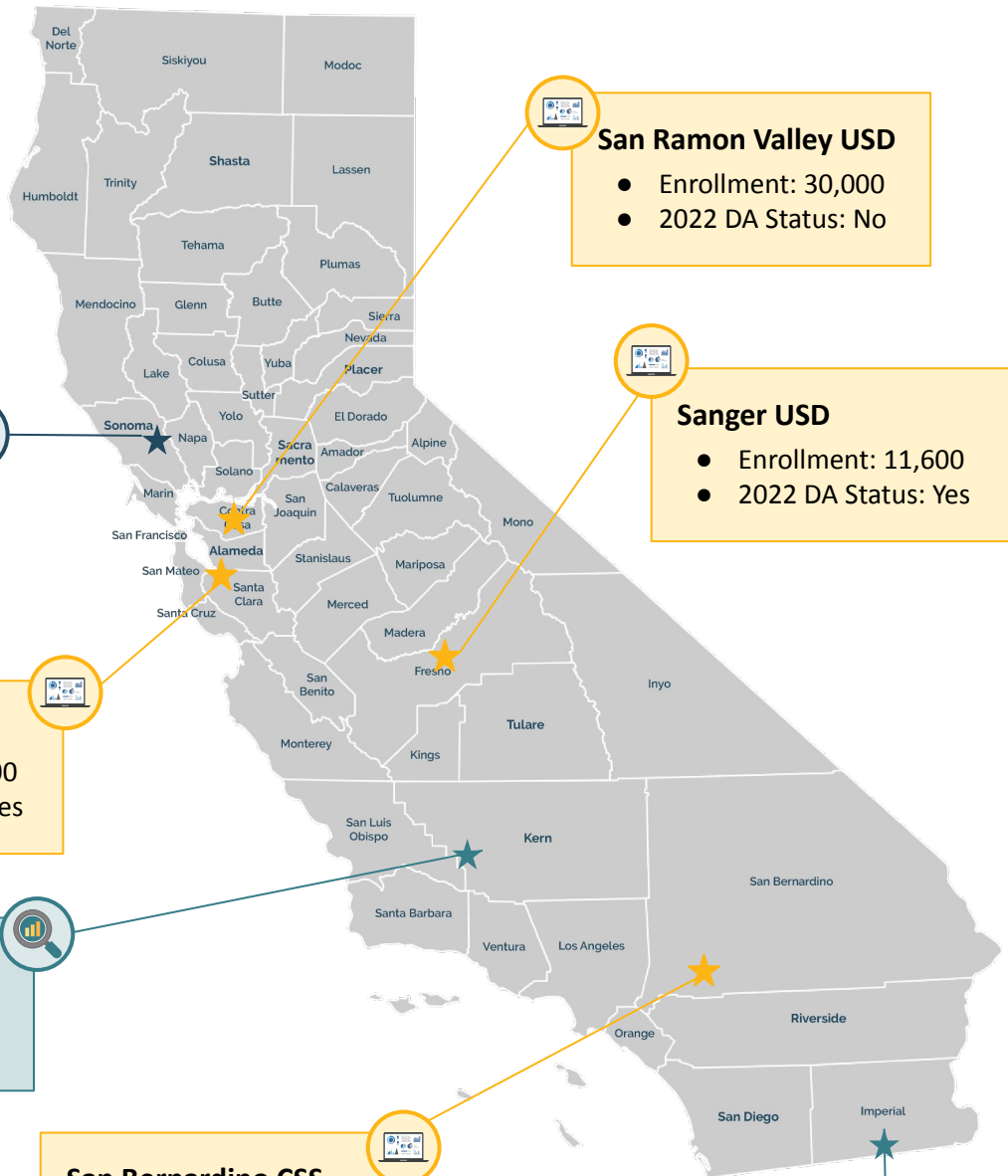
Data Review



Deeper Learning



Data Dashboard



Rincon Valley USD

- Enrollment: 3,000
- 2022 DA Status: Yes

Santa Clara USD

- Enrollment: 14,000
- 2022 DA Status: Yes

Taft City SD

- Enrollment: 2,400
- 2022 DA Status: Yes

San Bernardino CSS

- 33 districts
- 400,000 students
- 2022 DA Status: Yes for 31/33 districts

San Ramon Valley USD

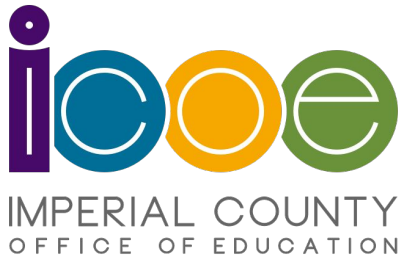
- Enrollment: 30,000
- 2022 DA Status: No

Sanger USD

- Enrollment: 11,600
- 2022 DA Status: Yes

Imperial COE

- 16 districts
- 37,000 students
- 2022 DA Status: Yes for 11/16 districts



Innovation Idea

Transform the way districts work with data to improve student outcomes by building capacity for data literacy across all districts identified for Differentiated Assistance (DA)



Goals

- Build data literacy through professional development focused on the power of Street Data for all districts identified for DA
- Enhance ICOE’s DA/LCAP Support tool and develop a supplementary guidance document to help support data use, documentation, and progress monitoring of LCAP goals and actions



Strategies

- Administer a District Leader Survey to gain understanding and insight into the impact of data within each LEA’s system
- Develop a series of Training of Trainers modules focused on Street Data to enhance Data Use Self Assessment (DUSA) elements across the system
- Support DA districts with their identified DUSA Action Plan items and guide implementation of the DA/LCAP Tool during DA sessions and site check-ins

Districts:	16
2022-23 Enrollment:	36,200
English Learners:	40.5%
Socioeconomically Disadvantaged:	76.9%
Students with Disabilities:	12.7%
2022 Differentiated Assistance Status:	Yes for 11/16 districts

Artifacts

- Customized [data cards](#) for districts identified for differentiated assistance
- [Data flowcharts](#) for state indicators

LEA Team:

- Jeanette Montaña, Senior Director of Curriculum and Instruction
- Erika Morquecho, Director of District and School Support
- Ana Murphy, Coordinator
- Priscilla Johnson, Coordinator
- Fawn Nielson, Coordinator
- Veronica Cervantes, Coordinator



Rincon Valley Union School District

County: Sonoma

Grades: TK-8

2022-23 Enrollment: 3,000

English Learners: 11.1%

Socioeconomically Disadvantaged: 26.5%

Students with Disabilities: 17.3%

2022 Differentiated Assistance Status: Yes

Artifact

- [Assessment mapping infographic](#)

LEA Team:

- Hilary Kjaer, Director of Teaching & Learning
- Tasha Lopez, Continuous Improvement Specialist TOSA
- Julie Promes, Director of Special Education
- Jacob Lopez, Director of Education and Information Technology
- Beth Acosta, Principal
- Brooklynn Clark, Principal



Innovation Idea

Pilot comprehensive formative assessment practices at Whited Elementary Charter and Madrone Elementary, including foundational training for teachers on formative assessments and effective data practices



Goals

- Provide teachers and site leaders with foundational knowledge of formative assessments — what they are and how they are used to inform instructional next steps
- Establish regular use of common formative assessments in math to inform changes in instruction based on assessment results
- Enhance teachers' use of math assessment data when collaborating with peers to inform re-engagement lessons and increase student outcomes in math



Strategies

- Provide training to staff on formative assessment practices in math, use of formative assessment data to inform instruction, and effective data meetings
- Provide ongoing coaching support for both teachers and site leadership
- Support teachers and site leaders in facilitating grade-level data meetings on examining FA data to inform instruction



Districts:	33
2022-23 Enrollment:	400,000
English Learners:	15.7%
Socioeconomically Disadvantaged:	71.4%
Students with Disabilities:	13.3%
2022 Differentiated Assistance Status:	Yes for 31/33 districts

Artifact

- [SBCSS Local Assessment Data Project](#)

LEA Team:

- John Massie, Program Manager of Assessment, Data Analytics, Research, and Evaluation
- Krystal Ramirez, Data Collection Analyst



Innovation Idea

Build a data dashboard that collects and automatically combines local assessment data for all districts on a regular basis to report meaningful measures of student status and growth throughout the school year



Goals

- Build systems to automate the collection and transformation of local assessment data
- Develop and refine the Local Assessment Dashboard reports, establishing a secure environment where SBCSS and its districts can access reports
- Recruit all 33 districts in San Bernardino County, building a county-wide data culture that includes professional development to increase understanding of Lexile and Quantile for differentiated instruction



Strategies

- Improve automation processes and set-up a secure portal to host reports, including vendor-specific reports that are complementary to the Local Assessment Dashboard reports
- Collaborate with content experts and data visualization consultants to develop accessible reports that effectively display status and growth based on local assessment results
- Develop user guide and COE-specific training materials to promote use and presentation of dashboard reports at network meetings



County: Fresno

Grades: K-12

2022-23 Enrollment: 11,600

English Learners: 15.9%

Socioeconomically Disadvantaged: 70.8%

Students with Disabilities: 8.0%

2022 Differentiated Assistance Status: Yes

Artifacts

- [Data Platforms Infographic](#)
- [Summit Success Plan](#)

LEA Team:

- Tim Lopez, Associate Superintendent of Educational Services
- Thomas Soto, Director of Educational Services
- Katie Gault, Coordinator of Data and Assessment



Innovation Idea

Establish a comprehensive, consistent, and cohesive data system and increase data literacy at all levels to promote data-driven decisions that improve student outcomes



Goals

- Build capacity of district and site leadership in accessing and analyzing data
- Build capacity of teachers and school site support staff in utilizing data platforms to access actionable data to improve instruction and support student mastery of grade-level standards



Strategies

- Improve Principal Summits to focus on actionable data and metrics that support one Signature Practice and one Problem of Practice from the Summit Success Plan
- Create data dashboards and provide training for teachers, school staff, and district and site leadership to build data literacy skills
- Develop a Data Chat Protocol to conduct Site Data Chats and provide site support for Student Data Meetings



County: Contra Costa

Grades: K-12

2022-23 Enrollment: 30,000

English Learners: 4.8%

Socioeconomically Disadvantaged: 6.1%

Students with Disabilities: 9.5%

2022 Differentiated Assistance Status: No

Artifact

- [SRVUSD Needs Assessment](#)

LEA Team:

- Kit Bragg, Director of Assessment Research and Evaluation
- Ramaa Ravi, Educational Services Technical Analyst



Innovation Idea

Empower staff to utilize a new customizable data visualization platform that disaggregates data and yields profile data to quickly track performance, monitor interventions, and identify desired achievement outcomes



Goals

- Provide quick and easy access to multiple data sets that allow for filtering, student cohort intervention tracking, and data analysis
- Identify the critical elements of a data analytics system for creating successful student intervention plans



Strategies

- Roll out analytics platform in Summer 2023
- Provide professional development on the analytics platform at the district and site level
- Provide feedback loops and survey data for every professional development session to customize and streamline data processes and analysis
- Design a Data Handbook that includes professional development materials and resources, such as data coaching tools and formative assessment feedback



County:	Santa Clara
Grades:	K-12
2022-23 Enrollment:	14,000
English Learners:	25.8%
Socioeconomically Disadvantaged:	30.2%
Students with Disabilities:	13.7%
2022 Differentiated Assistance Status:	Yes

Artifact

- [SCUSD Data Literacy Modules](#)

LEA Team:

- Brad Stam, Chief of Academics and Innovation
- Cameron Lewis, Director of Data, Assessment, and Accountability
- Mark Matsumoto, Manager of Data, Assessment, and Accountability
- Luis Calonje, Data, Assessment, and Accountability Technician



Innovation Idea

Create multiple data literacy modules targeted toward site administrators, Teachers on Special Assignment (TOSAs), grade-level teams, and other educators to support data inquiry cycles and empower school site leadership teams



Goals

- Increase educator knowledge of local assessments, their purpose, and the interpretation of the results
- Ensure educators are able to make explicit connections between classroom instruction and results of local assessments



Strategies

- Leverage district-adopted data systems to support teachers in finding and interpreting data
- Co-design [data literacy modules](#) with Teachers on Special Assignment (TOSAs) and teachers for elementary, middle, and high school levels, focused on getting to know students, data analysis, and progress monitoring using district’s data systems
- Leverage MTSS expertise of TOSAs and teachers to provide an intervention lens
- Deconstruct local assessments , as well as the ELA and Math curricula to identify primary standards



County: Kern

Grades: K-8

2022-23 Enrollment: 2,400

English Learners: 42.0%

Socioeconomically Disadvantaged: 88.8%

Students with Disabilities: 11.2%

2022 Differentiated Assistance Status: Yes

Artifacts

- [State Data Analysis](#)
- [State and Local Data Analysis](#)

LEA Team:

- Lori Slaven, Superintendent
- Melissa Taylor, Principal of Jefferson Elementary School
- Stephanie McDaniel, Principal of Roosevelt Elementary School



Innovation Idea

Utilize trainings and promote collaboration to create a standardized process for schools to support student goal-setting, encourage student ownership, and improve student outcomes



Goals

- Support teacher practice in providing timely English Language Arts interventions, using a comprehensive MTSS data framework to accelerate student learning
- Establish a system to engage students in academic goal-setting, including setting individualized academic goals and tracking their progress



Strategies

- Provide professional development for Teachers on Special Assignment (TOSAs) and teachers in identifying interventions, creating a student identification process, and supporting student goal-setting
- Partner with TOSAs to develop resources and provide professional development to support teachers in the student goal-setting process, including the facilitation of weekly Data Chats
- Create an intervention data framework that incorporates teacher and administrator feedback to support the entry/exit of students who are receiving interventions