Data Research Learning Network: Phase 1 (Planning)

INTRODUCTION

The California Collaborative for Educational Excellence (CCEE) is a statewide agency designed to be adaptive and responsive to the most pressing needs of local educational agencies (LEAs) to help deliver on California's promise of a quality, equitable education for every student. CCEE's Innovation, Instruction, and Impact (I3) Center aims to build the capacity of LEAs across the state through the work of its learning networks — bringing LEA teams together in a shared learning space to collaboratively develop, deliver, share, and spotlight research-based practices that demonstrate the power to improve student outcomes.

In January 2023, the I3 Center launched the Data Research Learning Network (DRLN) to support districts and counties in innovating their data and assessment practices. In Phase 1 (Planning), seven select districts and county offices of education conducted deep data dives to identify challenge areas; generate problems of practice that are measurable, achievable, and relevant; and develop innovative action plans. This brief provides an overview of the lessons learned that emerged from the collaborative work of the DRLN throughout the six-month Planning Phase.

CCEE's I3 Learning Networks

CCEE facilitates networked learning opportunities for districts and county offices who are interested in coming together to analyze the impact of their activities to address locally identified problems of practice. The I3 Learning Networks are built around three core practices:

Network Facilitation

Data Monitoring & Impact

Technical Assistance

More information about the learning networks and participating LEAs can be found on CCEE's Learning Networks website.

THE DATA RESEARCH LEARNING NETWORK

The DRLN is a research and development network that focuses on **system-level innovation** (i.e. transforming data/assessment programs and practices for accelerated learning) and **state-level amplification** (i.e. documenting and disseminating innovative learning experiences to spread innovation ideas to other districts and counties). The DRLN is organized into three strands: Data Review, Deeper Learning, and Data Dashboards; and includes three phases: planning, implementation, and sustainability.

DEEPER LEARNING

The Deeper Learning strand builds upon the collaborative work of CCEE and the Center for Assessment, specifically the importance of a balanced assessment system and formative assessment practices within the system. It focuses on accelerating deeper learning through formative assessment practices, including student agency in the learning process. Below are some key takeaways from the Deeper Learning strand:

➢ Conduct a needs assessment and anticipate potential barriers to re-balancing an assessment system

➢ Develop a coherent, comprehensive, and continuous assessment system rooted in a common model of learning

➢ Promote student agency and ownership in the learning process

Rincon Valley Union School District

STRAND SPOTLIGHT

Rincon Valley USD will be piloting comprehensive formative assessment (FA) practices at two elementary school sites. Their goals include:

- Developing foundational knowledge of FA among teachers and site leaders

- Establishing regular use of FAs in math to inform changes in instruction based on assessment results

- Enhancing teachers' use of FA data when collaborating with peers to inform re-engagement lessons

DATA REVIEW

The Data Review strand provides an opportunity for LEAs to assess current data and assessment programs for innovative, data-driven strategies that can improve teaching and learning in the classroom. Below are a few insights that came out of the Data Review Strand:

➢ Process mapping of data systems from the user perspective is an important first step to begin innovating data-driven decision-making at the classroom, school, and district level.

➢ Using an equity lens brings clarity and direction to analyzing highly complex data sets.
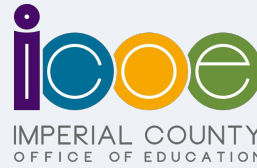
STRAND SPOTLIGHT

IMPERIAL COUNTY OFFICE OF EDUCATION

Imperial COE will be transforming the way districts work with data to improve student outcomes by building capacity for data literacy across all districts identified for Differentiated Assistance (DA). Their goals include:

Building data literacy through Train the Trainer modules focused on the power of Street Data

Enhancing Imperial COE's DA/LCAP Support Tool

STRAND SPOTLIGHT

Santa Clara Unified School District

Santa Clara USD will be developing a new data visualization platform that integrates student information systems to empower district and site teams to track performance and monitor interventions. Their goals include:

Developing a data coaching tool to support staff and teacher data leads

Improving the identification of student intervention groups

DATA DASHBOARD

The Data Dashboard strand focuses on enhancing real-time data, discussions, and decisions by end-users, including teachers, administrators, and the community. By leveraging user statistics, LEAs are able to identify opportunities for deeper engagement with data dashboards, providing accessible, actionable, and timely data to improve student outcomes.

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Below are some strategies to capitalize on increasing investments in data platforms:

➢ Promote visual storytelling to communicate success and areas of improvement for stronger parent and community partnerships

➢ Emphasize the whole child by integrating academic and social-emotional data into engaging data displays

➢ Build capacity in data literacy — understanding the data allows for productive data discussions and timely curricular/instructional decisions

CONCLUSION

Three themes emerged from the collaborative work of the DRLN during the six-month Planning Phase:

Importance of Data Literacy: Practitioners at all levels of the system need to be supported in elevating their knowledge and understanding of data to effectively engage in discussions and make timely decisions.

Emphasis on Data, Discussion, and Decisions: Developing deeper capacity around data literacy goes beyond understanding the data. Practitioners need to be able to discuss the data and use the data to make timely decisions and year-long adjustments.

Need for Statewide Data-Specific Resources: Data, including assessment, is a content area of its own. California needs a hub of data resources that not only focus on the technical systems, but on practice.

In 2023-24, the DRLN will expand to ten LEAs with the addition of San Ysidro School District, Santa Clara County Office of Education, and Humboldt County Office of Education — bringing the total to four county offices of education and six school districts.

In the second phase of the DRLN in 2023-24, districts and counties will continue to convene as they implement their innovation ideas to address their identified problems of practice. However, the focus of the monthly statewide convenings will shift from planning to implementation, specifically effective progress monitoring and impact analysis. Districts and counties will continue to access ongoing coaching to address specific local and regional needs through "Data, Discussion, and Decisions".