

Data Research Learning Network

The Data Research Learning Network (DRLN) is a statewide research and development network bringing together select school districts and counties to transform their data and assessment programs and practices through a three-pronged approach:



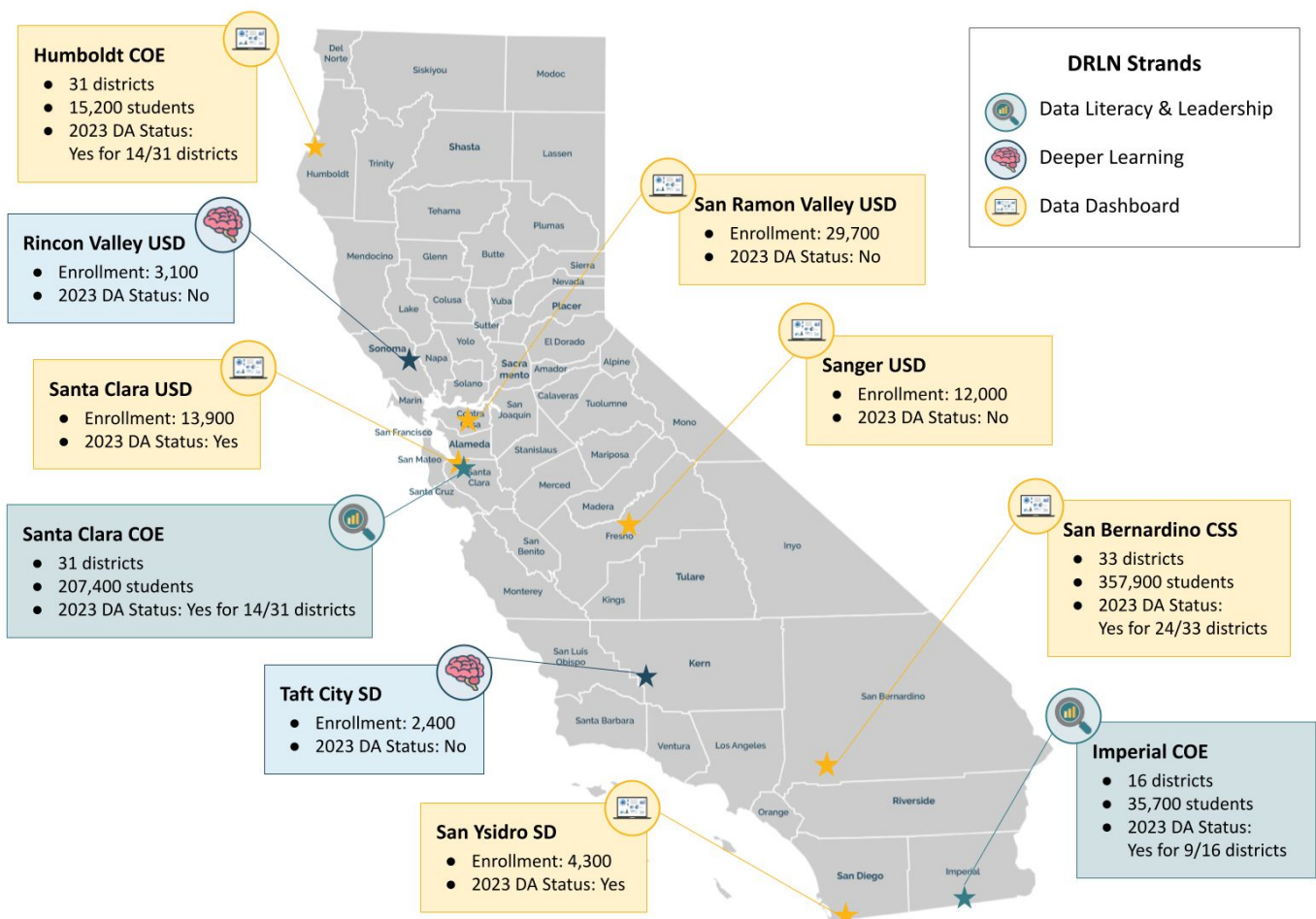
Data Literacy & Leadership: Evaluates current data practices from the classroom to the district to determine opportunities for innovative data-driven discussions and decision making



Deeper Learning: Accelerates deeper learning through formative assessment practices, promoting student agency in the learning process



Data Dashboard: Enhances real-time data, discussions and decisions by end-users, including teachers, administrators, and community members



Data Literacy and Leadership

This strand focuses on evaluating current data practices from the classroom to the district to determine opportunities for innovative strategies to enhance data literacy and leadership that ultimately benefits students.



Focus on Meaningful Progress Monitoring

Technical assistance requires a focus on the ongoing progress monitoring of strategic plans and power actions. The *LCAP Support Tool* transforms a district LCAP into an interactive process for both the district and county by facilitating a cycle of inquiry around action items. This interactive tool provides LCAP team with the following opportunities:

- Assessing the current implementation level of each action item
- Gathering the data/evidence that demonstrates effectiveness
- Identifying successes and challenges — ultimately, guiding data discussions and decision-making around modifying action items



Understand Data Flow of State Indicators

The sheer volume of technical information can be a barrier to improved data literacy. The *Life Cycle of California's State Indicators* is a set of one-page infographics that outline the data flow of each state indicator for the California School Dashboard. By synthesizing information from technical guides and handbooks, these infographics provide data teams with a visualization to better understand the following factors in the data flow process:

- Role among different data platforms (e.g. SIS, TOMS, CalPads, etc.)
- Alignment among district roles (e.g. ELPAC Coordinator, CAASPP Coordinator, CALPADS Administrator, Accountability Coordinator, etc.)
- Importance of timelines and their intersection (e.g. CALPADS Certification Process, etc.)

Scan the QR codes below to learn more about the Innovation Ideas of the LEAs in this DRLN strand!



Imperial COE: 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)



Santa Clara COE: Improving Local Control Accountability Plan (LCAP) systems and processes to guide districts within Santa Clara County to more effectively monitor and evaluate the implementation and effectiveness of their LCAP actions



San Ysidro SD: Increase data literacy among staff in order to identify students' individual learning gaps and strengths, create an efficient achievement data profile for each student, and make informed instructional choices after each instructional unit

Deeper Learning

This strand attends to the power of formative assessments in creating the dynamic conditions needed for deeper learning where students think critically and solve complex real-world problems. Student agency is imperative in the formative assessment process where students are empowered in their learning journey to self-assess and to provide peer feedback.



Promotes Formative Assessment as a Practice

Formative classroom assessments are ongoing, eliciting evidence of student learning to adjust instruction to better meet students' needs. Formative assessment practices promotes student agency in their own learning process and as resources in their peers learning process. In collaboration with the Center for Assessment, [three micro-courses](#) are provided on learning acceleration using formative assessment processes for the following:

- Formative Assessment in the Classroom: Introduction
- Formative Assessment in the Classroom: Advanced
- Supporting Teachers Focused on Learning Acceleration



Grounded in Balanced Assessment Systems

An assessment system is balanced when it is coherent, comprehensive and continuous, rooted in a common model of teaching and learning. District conditions are critical for formative assessment practices to flourish. Presented in partnership between CCEE and the Center for Assessment, this [six-session series](#) on Balanced Assessment Systems covers the following:

- Introduction and Components of a Balanced Assessment System
- The Critical Role of Curriculum and Learning Progressions
- Developing and Implementing Balanced Assessment Systems

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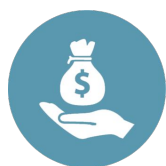
[Rincon Valley USD](#): Piloting comprehensive formative assessment practices at two elementary schools, including foundational training for teachers on formative assessments coupled with math learning progressions.



[Taft City SD](#): Promote district-wide collaboration to create a process for schools to support student goal-setting, encouraging student ownership in their learning process.

Data Dashboards

This strand looks to leverage the significant investments being made by districts into local data dashboards with a focus on progress monitoring user statistics to adjust adoption and implementation supports. Further, districts in this strand seek to measure the timely identification and receipt of student academic, behavioral and social emotional supports through technology tools.



Data Engagement

Data Dashboards represent a significant investment in educational technology. The [*Measuring User Statistics: Tracking Engagement of Data Dashboards*](#) is a two-page resource designed to provide recommendations and issues to consider when tracking user engagement statistics, web analytics, and progress monitoring to determine engagement with and impact of data dashboards.



Key Questions to Consider for Data Dashboards

LEAs looking to leverage their standalone information systems and develop integrated data dashboards need to carefully consider a wide variety of issues to ensure success. The [*Data Dashboards: The Good, The Bad, and The Ugly*](#) is a one-page resource with key questions to consider when planning, developing, and rolling out these data dashboards to ensure the right people have accessible and actionable data at their fingertips to enhance student outcomes.

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[**San Bernardino CSS**](#): Building 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



[**Sanger USD**](#): Establishing a comprehensive, consistent, and cohesive data system and increase data literacy at all levels to promote data-driven decisions that improve student outcomes



[**San Ramon Valley USD**](#): Empowering 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



[**Santa Clara USD**](#): 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