

## Sources on the Efficacy and Effectiveness of Data-Driven Decision Making

Pearson Inform is an effective information system that provides analysis of data from multiple sources. The results offer a solid foundation for validating student achievement decisions at the teacher, principal, and superintendent level. The following are references to research organizations, case studies, publications and other resources that demonstrate the critical importance of effective use of data to move districts and schools forward in achieving the learning success of their students.

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### Organizations

#### [Center for Performance Assessment](#)

Partners with schools to improve student achievement through the development of standards, assessments, and accountability models

#### [Center for Research on Evaluation, Standards and Student Testing](#)

Conducts research and development on K-12 and adult learning assessment and accountability systems, develops research-based assessments, and uses technology as an effective assessment tool

#### [Center on Reinventing Public Education](#)

Engages in research and analysis for developing effective and accountable schools

#### [Education for the Future Initiative](#)

Works with schools to gather, analyze, and use data to continuously improve learning for all students

#### [Consortium for School Networking](#)

Supports a data-driven decision making initiative to help educators use data effectively to improve learning

#### [National Center for Educational Accountability](#)

Uses longitudinal student data to analyze student success over time and evaluate the impact of educational interventions

#### [Pearson Achievement Solutions](#)

Provides a data-driven training methodology based on research and hands-on experience in developing, implementing, managing, and assessing successful professional development

#### [U.S. Department of Education, Regional Education Laboratories](#)

A network of 10 Regional Laboratories that provide access to research and information about exemplary and promising programs and lessons about school reform

### Case Studies

Consortium for School Networking, [Vision to Know and Do: The Power of Data as a Tool in Educational Decision Making, 2004](#) and [From Vision to Action: How School Districts Use Data to Improve Performance 2005](#)

Publications highlighting districts which use data as a foundation for continuous improvement

Panasonic Foundation, ["Where Are We on Our Journey to High Performance," Strategies](#), October 2004

Highlights two school districts, Norwalk-La Mirada, CA and PASCO County FL, which are using data to develop system-level policies, practices, and structures to improve achievement for all their students

#### [Pearson Achievement Solutions](#)

Summarizes academic achievement, technology use, and implementation support in several schools based on a DataFlow professional development process

Reeves, Douglas, [The 90/90/90 Schools: A Case Study](#), from *Accountability in Action*, 2nd edition, 2002

A case study that identifies schools with at least 90% combined minority, at least 90% free or reduced lunch qualified students, and are at least 90% successful on standardized assessments

### Publications and Other Resources

Annenberg Institute for School Reform, [Tools for School-Improvement Planning](#)

A web site that provides access to educator-tested tools used by teachers, principals, school-improvement teams, parents, community groups, and students to use data effectively in their school-improvement efforts

Betebenner, Damian, [An Analysis of School Data Using Value-added Methodology](#) (CSE Report 622), March 2004

An examination of student assessment data using multi-level analysis methods often referred to as "value-added" models

Bernhardt, V. L., "[Continuous Improvement: It Takes More than Test Scores.](#)" *ACAS Leadership* (2004)

The article, one of many publications by Dr. Bernhardt on using data effectively, summarizes why analyzing state assessment results is only the beginning of effective data-driven decision making.

Boudett, K.P., E. City and R. Murnane, eds. [Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning](#), Harvard Education Press, 2005

Provides a blueprint for school leaders to make the connections between data and instruction in ways that improve teaching and learning systematically throughout the school

Celio, Mary Beth and J. H. Harvey, [Buried Treasure: Developing a Management Guide From Mountains of School Data](#), Center on Reinventing Public Education, January 2005

Identifies seven indicators, any of which a district can use as a starting point for identifying data needs

Council of Great City Schools, [Beating the Odds: A City-By-City Analysis of Student Performance and Achievement Gaps On State Assessments](#), *Spring 2002-2003 Results*, March, 2004

Examines how urban schools are doing on state assessments in reading and mathematics and shows the importance of analyzing data from different perspectives to validate decisions on improving student progress

Love, Nancy, [Taking Data to New Depths](#), *Journal of Staff Development*, Fall, 2004

Illustrates how a superficial data analysis can be worse than no analysis and explains how the Using Data Project, funded by the National Science Foundation, helps educators develop data literacy

National Staff Development Council, [Staff Development Library: Data and Research](#),

A collection of resources that educators can use to guide professional development and improve teaching through the effective use of data

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For more information on Pearson Inform, call 1.800.736.4357  
E-mail: [pssinfo@pearson.com](mailto:pssinfo@pearson.com)  
Request information using our simple [online form](#).

