

USING DATA FOR IMPROVEMENT:

LEARNING FROM THE CORE DATA COLLABORATIVE

FACTS-AT-A-GLANCE

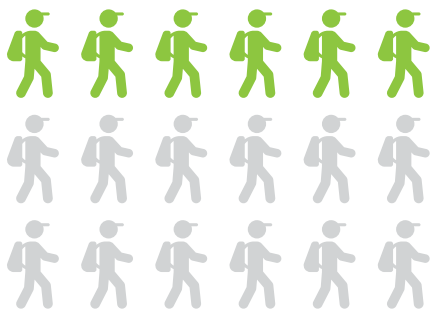
To evaluate the extent to which California's school districts are engaging in continuous improvement, PACE interviewed 41 educational leaders across the state. Three main ideas surfaced:

- 1 State data is insufficient for continuous improvement.
- 2 Some school districts are developing local data systems, but not every district has the time, money, or expertise to do so.
- 3 Capacity to use data for improvement remains challenging.

“There’s definitely a hole in our system.”

- CALIFORNIA POLICYMAKER

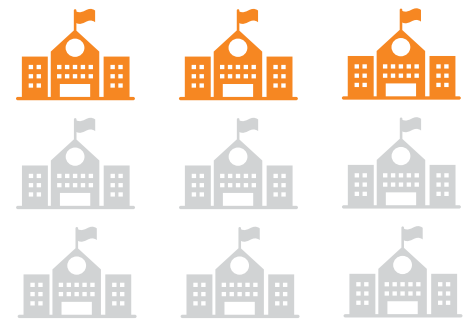
The CORE Data Collaborative provides better data for educators as well as an infrastructure for building capacity to make use of data for improvement. It is open to all California school districts. It represents approximately:



1/3 OF CALIFORNIA'S STUDENTS

“Respondents reported learning a lot from the CORE data system, which helps them better define their problems of performance within schools and districts.”

- PACE



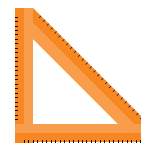
1/3 OF CALIFORNIA'S SCHOOLS

Several County Offices of Education and all their districts joined together. Their ability engage in continuous improvement hinges on their capacity to use data for improvement and to enact change at the district office and in schools across the system.

CORE'S DATA SYSTEM OFFERS:



Multiple data sources



Variety of metrics



New analytics and data displays

- Data and metrics support continuous improvement rather than accountability
- Data should be used as “a flashlight, not a hammer”

“The most valuable aspect of the CORE data system is the variety of ways that data can be displayed.”

- EDUCATIONAL LEADER

DATA SUPPORTS CONTINUOUS IMPROVEMENT:

Data use for improvement includes collecting and interpreting data, constructing ideas on potential solutions to observed problems, making appropriate modifications to improve, and monitoring and researching whether changes resulted in improvement. This iterative cycle transforms data into usable knowledge and thus makes it actionable.



CORE DATA INCLUDES:



Cross-district comparisons



Student level outcomes



Unique indicators



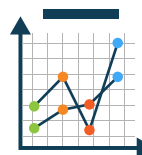
Student growth model



Student surveys



Interactive data interface



On track predictive analytics beginning in grade 3



Partnerships that support college readiness, enrollment and persistence

POLICY IMPLICATIONS:

Given the widespread demand for better data and capacity-building to support improvement, PACE recommends:

- 1 Ensuring that all districts have access to better tools to make use of data already collected by the California Department of Education.
- 2 Facilitating the development of local and real-time data systems to support improvement.
- 3 Ensuring access to high-quality professional learning opportunities around using data for improvement.

