

**California State University, Sacramento**  
**College of Education**

**EDD 604 Data Driven Decision Making in Educational Leadership**  
**Fall 2008**  
**Course Syllabus**

**Instructor:** Dr. Edmund W. Lee  
**Office:** Eureka 406  
**Office Hours:** Wednesdays, 3:30-5:30; Thursdays, 3:30-5:00, and by appointment  
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**Course Description**

This course studies the use of quantitative and qualitative data by K-12 and community college leaders to improve student and organizational outcomes. Students will develop enhanced data literacy and analytical skills to facilitate data-based decision making in the identification of problems and development of solutions and evaluation plans. General concepts and techniques of data analysis, generation, and presentation will be learned with specific application to educational issues including program assessment and evaluation, resource planning and allocation, and strategic planning. **Grading:** Letter grade. 3 units.

The nature of a seminar calls for the active participation of each class member in the primary research, presentation, and discussion of key topics relevant to the analysis of school environments. Small group assignments to increase each student's capacity to effect school improvement will be determined during class meetings.

**Class Meetings**

Session	Date	Day	Time	Room
1	Aug. 23, 2008	Saturday	8:30 a.m. – 12:00 p.m.	Eureka 320
2	Sept. 6, 2008	Saturday	8:30 a.m. – 5:00 p.m.	Eureka 223
3	Oct. 17, 2008	Friday	5:30 p.m. – 9:30 p.m.	Eureka 223
4	Oct 18, 2008	Saturday	8:30 a.m. - 5:00 p.m.	Eureka 223
5	Nov 15, 2008	Saturday	8:30 a.m. - 5:00 p.m.	Eureka 223
6	Nov 21, 2008	Friday	5:30 p.m. – 9:30 p.m.	Eureka 223

**Course Objectives:**

Students will be able to:

1. Demonstrate understanding of current local, state, and federal accountability systems
2. Identify data needed to approach particular educational problems and decisions
3. Explain role of technology in the collection and application of data for data-based decision making
4. Interpret assessment and achievement data with specific focus on disaggregated data reports
5. Critically analyze data to identify trends, problems, implications, and validity of data
6. Use data to plan and justify allocation of resources

7. Use data to plan and justify instructional program design
8. Communicate data effectively both in written and oral presentations
9. Explain relationship between data-based decision making and policy development
10. Prepare an accountability plan specific to K-12 or community college setting

**Methods of Evaluation of Student Attainment of Course Objectives**

1. Class attendance and active participation (10%)
2. Analysis of data driven practices paper (10%)
3. Analysis of national and state accountability and achievement data (15%)
4. Written proposal of data-driven decision plan (20%)
5. Written group report critically analyzing a district or college strategic plan and the corresponding assessment plan (35%). In class presentation of report (10%).

**Course Assignments**

1. Each candidate will develop a 4-5 page paper analyzing the data-driven practices used at their place of work to improve educational outcomes. The paper is to include an assessment of the extent in which a data-driven culture is reflected in the organization. **Due on Sept. 6, 2008.** (10% of grade)
2. Each candidate will develop a paper (10-15 pages) critically analyzing current national and state practices on educational accountability and usage of achievement data. Students can determine whether to focus on K-12 or post-secondary settings. **Paper will be due on Sept. 20, 2008.** (15% of grade)
3. Candidates will work in teams to review assigned course readings to develop a presentation to the class. (20% of grade)
4. Candidates will work in groups of no more than four to critically analyze (1) the strategic plan of a school district or community college and (2) the corresponding assessment plan. Candidates will carefully review and critique the objectives of each plan and determine whether the stated objectives are meaningful and measurable. Candidates will pay particular attention to each plan’s stated outcomes and determine the degree of correlation of assessment measures and data to the intended goal of the organization’s assessment plan. Strengths, weaknesses, and suggestions for improvement will be reflected in each group’s critical analysis. The presentation will be made at the beginning 6th class meeting. **This paper will be due at the last class meeting on Nov 21, 2008.** (Paper = 35% of grade and presentation = 10% of grade)

**Grading System**

<u>Assignment</u>	<u>Points</u>
Class attendance and active participation	10
Data-driven practice and culture paper	10
Analysis of national and state accountability and achievement data	15
Article Presentation	20
Strategic and Assessment report	35
Final Group Presentation	10
Total	100

Final Grades will be determined as follows:

A = 93 points or higher	A- = 90-92 points	
B+ = 87-89 points	B = 83-86 points	B- = 80-82 points
C+ = 77-79 points	C = 73-76 points	C- = 70-72 points
D = 60-69 points		
F = 50 points or less		

### Course Standards

1. You are required to attend all classes, to read all appropriate assignments before each class meeting, and to participate in class discussions. Due to the class format, it is not possible to pass the course if you miss more than eight hours of class. Make-up assignments for missed class time must be arranged with the professor. Incompletes may be given in the case of an emergency if arranged before grades are due.
2. All written work is expected to meet standards of academic and professional quality.
3. All written assignments must be of graduate-level quality. Your grade will consider the quality of your writing and presentation. Pay careful attention to spelling, grammar, and punctuation. Hint: Have someone proofread your work before you turn it in. Unless so stated, all written assignments must be typed, double-spaced, on one side of the page using 12 point font. All page limits must be observed. The quality of your work and adherence to these guidelines will be considered in your final grade. If an assignment is turned in late without prior arrangements with the instructor, you will lose five points for each late paper. The dates included in the syllabus are tentative and will stand if not changed in class.

### Course Content:

- Current local, state, and federal accountability systems in K-12 and community colleges
- Essential data and formation of useful databases for educational leaders
- Building and maintaining databases using technology
- Role of assessment and achievement data in driving instructional decisions
- Use of data in driving resources management decisions
- Making sense of the data with SPSS
- Comprehensible presentation of data to stakeholders
- Data-driven policy making
- Building a data-driven accountability plan

### Required Textbooks and Other Readings

Brunner, C., Fasca, C., Heinze, J., Honey, M., Light, D., Mandinach, E., & Wexler, D. (2005). Linking data and learning: The Grow Network study. *Journal of Education for students at Risk*, 10(3), 241-267. Retrieved August 22, 2008 from [http://cct.edc.org/admin/publications/report/LinkingData\\_GrowStudy.pdf](http://cct.edc.org/admin/publications/report/LinkingData_GrowStudy.pdf)

Burnett, E. (2007, Fall). Applying an holistic decision-making model to priorities in school reform. *Catalyst for Change*, 35(1), 30-42. Retrieved August 22, 2008 from [http://vnweb.hwwilsonweb.com/hww/results/external\\_link\\_maincontentframe.jhtml?\\_DARGS=/hww/results/results\\_common.jhtml.29](http://vnweb.hwwilsonweb.com/hww/results/external_link_maincontentframe.jhtml?_DARGS=/hww/results/results_common.jhtml.29)

- California Department of Education. (2008, May). Overview of California's 2007-2008 accountability system. Sacramento, CA. Retrieved August 22, 2008 from <http://www.cde.ca.gov/ta/ac/ay/documents/overview08.pdf>
- California Community Colleges Systems Office. (2008, March 31). Focus on results: Accountability reporting for the California community colleges. A report to the legislature, pursuant to AB 1417. Read p. 1-25. Retrieved August 22, 2008 from [http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc\\_2008\\_final.pdf](http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc_2008_final.pdf)
- Cowan, G. (2007). *Understanding and conducting research in education: A user-friendly approach*. Dubuque, IA: Kendall/Hunt Publishing.
- Dowd, A. (2005). *Data don't drive: Building a practitioner-driven culture of inquiry to assess community college performance*. Lumina Foundation for Education: Indianapolis, ID. Retrieved August 22, 2008 from [http://www.achievingthedream.org/\\_images/\\_index03/datadontdrive2005.pdf](http://www.achievingthedream.org/_images/_index03/datadontdrive2005.pdf)
- Fuller, B., Loeb, S., Arshan, N., Chen, A. & Yi, S. (2007). California principals' resources: Acquisition, deployment and barriers. Paper prepared for the *Getting Down to Facts Project*. Stanford, CA: Stanford University Institute for Education Policy and Practice. Read p. 1-54. Retrieved August 22, 2008 from [http://irepp.stanford.edu/documents/GDF/STUDIES/13-Fuller/13-Fuller\(3-07\).pdf](http://irepp.stanford.edu/documents/GDF/STUDIES/13-Fuller/13-Fuller(3-07).pdf)
- Halverson, R., Grigg, J., Prichett, R., & Thomas. C. (2007, March). The new instructional leadership: Creating data-driven instructional systems in school. *Journal of School Leadership*, 17, 159-194. Retrieved August 22, 2008 from [http://vnweb.hwwilsonweb.com/hww/results/external\\_link\\_maincontentframe.jhtml?\\_DARGS=/hww/results/results\\_common.jhtml.29](http://vnweb.hwwilsonweb.com/hww/results/external_link_maincontentframe.jhtml?_DARGS=/hww/results/results_common.jhtml.29)
- Hansen, J.S. (2006, November). Education data in California: Availability and transparency. Paper prepared for the *Getting Down to Facts Project*. Stanford, CA: Stanford University Institute for Education Policy and Practice. Retrieved August 22, 2008 from [http://irepp.stanford.edu/documents/GDF/STUDIES/15-Hansen/15-Hansen\(3-07\).pdf](http://irepp.stanford.edu/documents/GDF/STUDIES/15-Hansen/15-Hansen(3-07).pdf)
- Honig, M. I. & Coburn, C. (2008, July). Evidence-based decision making in school district central offices: Toward a policy and research agenda. *Educational Policy*, 22(4), 578-608. Retrieved August 22, 2008 from <http://epx.sagepub.com.proxy.lib.csus.edu/cgi/reprint/22/4/578>
- Ikemoto, G. S. & Marsh, J. A. (2007). Cutting through the "data-driven" mantra: Different conceptions of data-driven decision making. *National Society for the Study of Education Yearbook*, 106(1), 105-131. Retrieved November 8, 2008 from <http://www3.interscience.wiley.com/cgi-bin/fulltext/118480935/PDFSTART>

- James, E. A., Milenkiewicz, M.T., & Bucknam, A. (2008). *Participatory action research for educational leadership: Using data-driven decision making to improve schools*. Thousand Oaks, CA: Sage Press.
- Killion, J. & Bellamy, G. T. (2000, Winter). On the job: Data analysis for school improvement efforts. *Journal of Staff Development*, 21 (1), 27-32. Retrieved August 22, 2008 from <http://www.nsd.org/library/publications/jsd/killion211.cfm>
- Marsh, J.A., Pane, J. F., & Hamilton, L. S. (2006). Making sense of data-driven decision-making in education. Rand Education Occasional Paper. Retrieved August 22, 2008 from [http://www.rand.org/pubs/occasional\\_papers/2006/RAND\\_OP170.pdf](http://www.rand.org/pubs/occasional_papers/2006/RAND_OP170.pdf)
- Morest, V.S., Jenkins, D. (2007). *Institutional research and the culture of evidence at community colleges*. Paper prepared for Achieving the Dream by the Community College Research. Retrieved August 22, 2008 from <http://www.achievingthedream.org/publications/research/institutionalresearchccrc.pdf>
- Springboard Schools. (2006, January 2). Bringing the state and locals together: Developing effective data systems in California school districts. Paper prepared for the *Getting Down to Facts Project*. Stanford, CA: Stanford University Institute for Education Policy and Practice. Retrieved August 22, 2008 from [http://irepp.stanford.edu/documents/GDF/STUDIES/16-Springboard/16-SpringBoard\(3-07\).pdf](http://irepp.stanford.edu/documents/GDF/STUDIES/16-Springboard/16-SpringBoard(3-07).pdf)

### **Recommended Readings and Resources**

- American Psychological Association. (2001). *Publication manual of the American Psychological Association*. Washington, DC: Author.
- Creighton, T. B. (2007). *Schools and data: The educator's guide for using data to improve decision making*. Thousand Oaks, CA: Corwin Press.
- Field, A. (2006). *Discovering statistics using SPSS (Introducing statistical methods)*, 2<sup>nd</sup> edition. Thousand Oaks, CA: Sage Publications.
- Green, D. P. An evidence-based political science. (2005, Summer). *Daedalus*, 134(3), 96-100.
- Holland, H. (2007). Can educators close the achievement gap: An interview with Richard Rothstein and Kati Haycock. *Journal of Staff Development*, 28(1), 54-62. Retrieved August 22, 2008 from <http://www.nsd.org/publications/getDocument.cfm?articleID=1356>
- Kowalski, T., Lasley II, T. J., & Mahoney, J. W. (2008). *Data-driven decisions and school leadership: Best practices for school improvement*. Boston: Pearson Education, Inc.

Oakland Community College Office of the President. (2006). *Creating an institutional research agenda: The case for informed decision making (position paper #5)*.

Petrides, L.A., & Nodine, T.R. (2003). *Knowledge management in education: Defining the landscape*. Institute for the Study of Knowledge Management in Education. Retrieved August 22, 2008 from <http://www.iskme.org/kmeducation.pdf>

Petrides, L.A. (2003). *Turning data into decisions*. Institute for the Study of Knowledge Management in Education. Retrieved August 22, 2008 from [http://www.iskme.org/2003\\_11\\_data\\_into\\_decisions1.pdf](http://www.iskme.org/2003_11_data_into_decisions1.pdf)

Ramirez, A. & Carpenter, D. (2005, April). Challenging assumptions about the achievement gap. *Phi Delta Kappan*, 86(8), 599-603.

Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Class	Date	Topic(s)	Reading Assignments
1	8/23 Sat a.m.	Course overview; Educational accountability and data-driven decision-making; Fundamentals of educational research methods;	<ul style="list-style-type: none"> <li>California Department of Education, Overview of California's 2007-2008 accountability system.</li> </ul>
2	9/6 Sat	Foundation of Participatory Action Research; Mandates for school accountability and improved achievement;	<ul style="list-style-type: none"> <li>James, Milenkiewicz, &amp; Bucknam, p. 1-44.</li> <li>Cowan, read entire text</li> <li>California Community Colleges Systems Office article</li> <li>Marsh, Pane, &amp; Hamilton article.</li> </ul>
3	10/17 Fri	Challenges of data management and program improvement; Conducting Participatory Action Research; Qualitative and Quantitative data;	<ul style="list-style-type: none"> <li>James, Milenkiewicz, &amp; Bucknam, p. 45-158.</li> <li>Burnett article</li> <li>Halverson, Grigg, Prichett, &amp; Thomas article.</li> <li>Springboard Schools article</li> <li>Dowd article.</li> <li>Fuller, B., Loeb, S., Arshan, N., Chen, A. &amp; Yi, S. article.</li> <li>Morest &amp; Jenkins article.</li> </ul>
4	10/18 Sat	Completing Participatory Action Research; Implementation of data-driven decision making models in education	<ul style="list-style-type: none"> <li>James, Milenkiewicz, &amp; Bucknam, p. 159-204.</li> <li>Killion, J. &amp; Bellamy, G. T. article.</li> <li>Brunner, C., Fasca, C., Heinze, J., Honey, M., Light, D., Mandinach, E., &amp; Wexler, D. article.</li> <li>Hansen article.</li> <li>Honig &amp; Coburn article.</li> </ul>

			<ul style="list-style-type: none"><li>•</li></ul>
5	11/15 Sat	Making data and reports user-friendly;	<ul style="list-style-type: none"><li>• Ikemoto &amp; Marsh article.</li></ul>
6	11/21 Fri	Class presentations	