



Thank you for your request to our REL Reference Desk regarding the use of data walls to improve student achievement. Ask A REL is a collaborative reference desk service provided by the ten regional educational laboratories (REL) that, by design, functions much in the same way as a technical reference library. It provides references, referrals, and brief responses in the form of citations on research based education questions.

Question: *What research supports creating and using data walls or data rooms to improve student achievement?*

Search Process

Key words and search strings used in the search: *data AND walls OR rooms; Data AND walls OR rooms AND student achievement; Data AND walls OR rooms AND to inform instruction; research supporting use of data AND walls OR rooms AND to improve student achievement*

Search databases and websites:

1. ERIC: <http://www.eric.ed.gov/>
2. JSTOR: <http://www.jstor.org/action/showAdvancedSearch>
3. Google Scholar: www.google.com/scholar
4. Institute of Education Sciences (IES) Resources: <http://ies.ed.gov>
5. What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>

Results:

Below are some resources to guide your search for information pertinent to your question.

Sample Citations Retrieved: (NOTE: Abstracts and executive summaries are copied directly from the reports when possible to ensure accuracy):

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Summary/Abstract: The goal of this practice guide is to formulate specific and coherent evidence-based recommendations for use by educators and education administrators to create the



organizational conditions necessary to make decisions using student achievement data in classrooms, schools, and districts. This guide provides practical, clear information on critical topics related to data-based decision making and is based on the best available evidence as judged by the panel. Recommendations presented in this guide should not be construed to imply that no further research is warranted on the effectiveness of particular strategies for data-based decision making.

Kekahio, W., & Baker, M. (2013). Five steps for structuring data-informed conversations and action in education (REL 2013–001). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific.
<http://relpacific.mcrel.org/downloadable-documents/5Steps.pdf>

Summary/Abstract: This guide provides a framework and the tools and vocabulary needed to support data-informed conversations and action in education. It walks users through five key steps in using data for decision making and strategic action: setting the stage, examining the data, understanding the findings, developing an action plan, and monitoring progress and measuring success.

Marsh, J. A., McCombs, J. S., & Martorell, F. (2010). How instructional coaches support data-driven decision making: Policy implementation and effects in Florida middle schools. *Educational Policy*, 24(6), 872-907. doi: 10.1177/0895904809341467

Summary/Abstract: This article examines the convergence of two popular school improvement policies: instructional coaching and data-driven decision making (DDDM). Drawing on a mixed methods study of a statewide reading coach program in Florida middle schools, the article examines how coaches support DDDM and how this support relates to student and teacher outcomes. Authors find that although the majority of coaches spent time helping teachers analyze student data to guide instruction, data support was one among many coach activities. Estimates from models indicate that data analysis support, nevertheless, has a significant association with both perceived improvements in teaching and higher student achievement.

McNaughton, S., Lai, M. K., & Hsiao, S. (2012). Testing the effectiveness of an intervention model based on data use: A replication series across clusters of schools. *School Effectiveness and School Improvement*, 23(2), 203-228. doi: 10.1080/09243453.2011.652126



Summary/Abstract: Intervention models based on data use can be effective in raising student achievement. This article presents 3 studies of one such model which had reported improved reading comprehension levels in 7 poor urban multicultural schools serving indigenous and ethnic minority communities. The intervention (the Learning Schools Model) used a process comprising critical discussions of achievement and teacher observation data to develop specific and contextualized content for fine-tune instruction. The reliability and generality of the effects of the model were tested in a cluster of "like" schools and a cluster of "unlike" schools. The growth models showed similar effects to the original schools, with gains of between 3 to 4 months additional progress per year over 3 years. The replications show that models that use data to design local program content can be reliably and generally effective, but also there is a need to examine differential effects.

Robinson, M. A. (2010). *School perspectives on collaborative inquiry: Lessons learned from New York City, 2009-2010*. (CPRE #RR-67). Retrieved from Consortium for Policy Research in Education, Teachers College, Columbia University.
http://www.cpre.org/sites/default/files/researchreport/834_ci-llreport2010finalnov.pdf

Summary/Abstract: This research report offers insight into the experience of New York City administrators and teachers who have been engaged in collaborative inquiry. It presents a set of lessons learned that call attention to the conditions, structures, relationships, and leadership practices that positively support teacher participation. It also presents the perceived benefits of collaborative inquiry as reported by school leaders and teachers. Data supporting this report come from interviews with principals, assistant principals, instructional support staff, and teachers from 13 city schools. These educators were active participants in over 80 teams engaged in collaborative inquiry.

U. S. Department of Education. (2008). *Teachers' use of student data systems to improve instruction: 2005 to 2007*. Washington, D.C.: Office of Planning, Evaluation and Policy Development Policy and Program Studies Service.

Summary/Abstract: Using data from national surveys of teachers and school districts, this brief documents the results of efforts to promote data-informed decision-making within schools. Estimates of the prevalence of K–12 teachers' access to and use of electronic student data systems at two time points (school years 2004–05 and 2006–07) are provided. Specifically, the brief addresses three research questions:

- How broadly are student data systems being implemented in districts and schools?



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- How prevalent are supports for data use and tools for generating and acting on data?
 - How are school staff using student data systems?

Referrals

Organizations:

- The IRIS Center: <http://iris.peabody.vanderbilt.edu/iris-resource-locator/>
- Center on Response to Intervention: <http://www.rti4success.org/essential-components-rti/data-based-decision-making>

Federally Funded Resources:

- US Department of Education, Institute of Education Sciences (IES) Resources: <http://ies.ed.gov>
- What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc>

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