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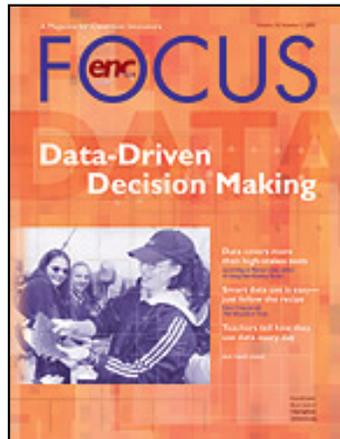
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## Data-Driven Decision Making

As Nancy Love points out in her book *Using Data/Getting Results*, "we need to learn how to use data constructively to improve learning for all students." The data are available in our classrooms, our districts, and across the country; we simply need to know how to gather and use it.

### Welcome to the electronic version of the *ENC Focus* issue on the topic Data-Driven Decision Making.



This page provides access to the full text of all articles in the print version of the magazine, plus several bonus articles published online only. Some articles have been enhanced for this electronic version, and the list of theme articles has been organized by content rather than reflecting the layout of the print version.

This electronic version has other benefits. The [Focus Online Discussion Area](#) allows in-depth exploration of topics, sharing of classroom experiences, and opportunities to interact with article authors. Live links are provided for all web sites mentioned. [Focus on the Collection](#) links to complete catalog records of resources selected from ENC's vast collection.

### Update: Around the Clearinghouse and the Nation

*This section features educational news, editorials, essays, classroom stories, and columns on topics of interest to classroom innovators.*

**Editorial**

[Getting Data, Using Data: How Do We Do It?](#)

by Carol Damian

**Using the Internet**

[Data for Decisions Are Just a Click Away](#)

by Cynthia Lim

The nation's second largest district is using the Internet to build a culture

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of data use and inquiry that will result in improved student achievement.

### **ENC Partners**

#### [Adding Students' Voices to the Data Mix](#)

by *Annette Thorson*

The Regional Educational Laboratories have a self-study toolkit to give students a real voice in school improvement.

## **Focus on Data-Driven Decision Making**

As Nancy Love points out in her book *Using Data/Getting Results*, "we need to learn how to use data constructively to improve learning for all students." The data are available in our classrooms, our districts, and across the country; we simply need to know how to gather it and use it. This issue of *ENC Focus* gives educators the means to do just that.

### [Uses and Abuses of Data](#)

by *Nancy Love*

The author of the comprehensive guide *Using Data/Getting Results* reminds educators that high-stakes tests are only one of many sources of data for making important decisions for our students.

### [An Interview with Nancy Love: Building a Professional Learning Community](#)

by *Ken Mayer*

Nancy Love, author of *Using Data/Getting Results*, shares her vision of collaborative data analysis in which teachers own the process and work together toward improvement.

### [Getting Comfortable with Data](#)

by *Chris Demers*

A workshop with Nancy Love helped this district replace teachers' trepidation about test results with a willingness to use that data to uncover patterns in student learning and to examine instructional practices.

### ["Cooking with Data" to Reduce Achievement Gaps](#)

by *Craig Jerald*

The author of *Dispelling the Myth Revisited* gives specific advice to teachers who want to make the best use of data to bring equity to their classrooms.

### [When Perceptions Bump into Data](#)

by *Carolyn Hamilton*

An ongoing project in a central Ohio county helps teacher teams learn how to use disaggregated data to initiate action in their buildings.

### ["This Can't Possibly Be Right!"](#)

by *Gay Gordon*

As teachers at this workshop learned, data analysis is a process that only begins with framing a research question and gathering data.

### [Creating a New Course Based on Student Needs](#)

by *Joe Greco*

This high school teacher researched the causes for the drop-off in

enrollment in science courses among third-year students and took steps to remedy the problem.

### [The National Center for Education Statistics: Our One-Stop Source of School Data](#)

*by Laura K. Brendon*

One federal agency is charged with making the thousands of bits of data reported by education institutions--from prekindergartens to graduate schools--accessible and useful to researchers, the news media, and government leaders and other decision makers like you. Here's a guide to the state and national data available at your fingertips.

### [Action Research with Impact](#)

*by Deborah Bainer Jenkins*

The research that teachers conduct in their own classrooms can improve teaching and learning. Here are some tips that will help you get started.

### [Action Research Question: What Factors Affect Teachers' Integration of Technology in Elementary Classrooms?](#)

*by Jill Brooks, Christina Cayer, Julie Dixon, and Julie Wood*

This team of teacher researchers gathered data about the technology professional development program used in their county.

### [Turning Skeptics into Supporters](#)

*by Elaine M. Coffin and Laura M. Seese*

Administrators in this district used data to make the decision to try block scheduling in their high school. But they did not stop there. They continued to gather data from teachers and students about how the change was working.



Get even more from this issue of Focus with these additional articles, available only online!

### [Inquiry into Student Learning](#)

*by Carol Damian*

Using data to improve education requires teachers and other educators to collaborate in the same inquiry process that we use with our students in mathematics and science classes.

### [Best Practice in Mathematics: Using Test Results to Inform Instruction and Improve Student Achievement](#)

*by Donna J. Long*

An assessment consultant advises teachers on how they can ensure that data from standardized tests will inform their instruction and classroom assessments.

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## Focus on the Collection

*ENC content experts have chosen materials from the ENC Collection about making data-driven decisions.*

### [Real Problems--Real Solutions](#)

*by Carol Damian and Terese Herrera, ENC Instructional Resources*

ENC's mathematics and science content specialists explain their process for

choosing materials for this section.

[Selected Resources](#) are featured in the following categories:

- [Constructing Frameworks for Decision Making](#)
- [Collecting School-Wide Data](#)
- [Collecting Data in the Classroom](#)
- [Putting Data into Action](#)
- [For Further Reading](#)

[Back to Top](#)

**You Are Here** > [ENC Home](#) > [ENC Features](#) > [ENC Focus](#) > [By Year](#) > [Data-Driven Decision Making](#)