

**ST. JOHN'S UNIVERSITY
SCHOOL OF EDUCATION
CENTER FOR EDUCATIONAL LEADERSHIP AND ACCOUNTABILITY**

EDU 5650 School Based Data Analysis
Professor Izzet Mergen, Ed.D.

Course Description

This course provides an introduction to a school district's effective use of data to enable the successful identification and implementation of appropriate strategies that inform decision-making. Many schools and school leaders do not use data effectively to guide decisions, to promote increased student learning, and/or for standards implementation. The reasons for this are varied. The data may not be easy to access, they may not be in forms that are easy to understand, no one may be available who understands and can work with data, and/or there may be no knowledge that the data exist. For some, there may be so much data that knowing where to begin an analysis of the data itself is the challenge. Each of these situations (as well as many others) actively discourages school districts from learning about the phenomena they are attempting to understand. By supporting the creation, access, and subsequent analysis of school district databases, efforts by school leaders to create and sustain professional learning communities that are focused on the success of all students and the organization can be realized.

Course Objectives

The purpose of this course is to help educators think through the issues surrounding the uses of school district databases established to achieve increased student learning. This course will help educators understand:

- What a database is and why school district databases are needed
- What key data should school district databases contain
 - How can we create or modify information from a database that will meet specific needs
 - What levels of information are important to retrieve from the database
 - How do we translate that information into a school district accountability plan

The task of learning the structure, content, and data analysis options of a database is tolerable when you know the labor intensive work of designing, implementing, and using a database will result in analyses that lead to school improvement and, ultimately, to enhanced student learning. This course, through a series of action assignments, reviews and explores database design, information, analysis, planning, and reporting.

Course Prerequisites

Although not necessary, some knowledge of PowerPoint or Keynote (or any other presentation program) Excel, Skype, will be helpful.

Class Meetings/Times

- March 28, 9am-2:30pm Article Review and Evaluation Rubric

- April 18, 9am-2:30pm Chapter 1 and 2 presentation
- April 25, 9am-2:30pm Chapter 3 and 4 presentation
- May 2, 9am-2:30pm Chapter 5, 6, and 7 presentation
- May 9, 9am-2:30pm Final Project Presentation

Course Instructor

Izzet Mergen, Ed.D.

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Office Hours

Office hours may be arranged on a call-by-call basis.

Skill Based Teaming

When appropriate, participants may be divided into teams in order to work on class projects designed to introduce and strengthen newly acquired skills in each of the major areas.

Computer Experience

As with all other courses, exercises and assignments will be closely coordinated with the topic and course participants will do assignments using word processing, spreadsheets, dataanalysis software, and other collaborative web-based tools as provided.

Course Requirements

There will be a number of reading assignments and Action Assignments leading up to a culminating project, which involves analyzing a database and providing the initial steps for a school district's accountability plan. All problem sets will involve classroom discussion, related readings, and data analysis assignments. Students are expected to complete all Action Assignments according to the schedule plan.

Culminating Project

You will be asked to complete the preparation, analysis, and research of a school district's accountability plan based upon the Action Assignments. A final report to the Board of Education outlining the purpose, objectives, methods, findings and conclusions related to the initial steps of a long-range accountability plan completes the culminating project. A more complete detailing of the final project and the procedures to be followed will be discussed in class.

Student Evaluation and Grades

The following items constitute the array of items you will need to complete for successfully passing this course:

I. DATABASE (WEBSITE) ARTICLE REVIEW-RCampus/iRubric: Peer Reviews rubric (20%):

Each student will be assigned to locate and review a Peer Reviewed article, which utilizes data to improve instruction. Students will generate a summary of article, write a reflection of article, and construct an evaluation matrix rubric (Google Scholar Search: “[Data to Improve Instruction](#)”).

Students will then create and present a Google slide presentation based upon findings (summary of article, reflection, and evaluation rubric created in *rCampus’ iRubric* application with corresponding score.

II. CLASS ACTION ASSIGNMENTS/PARTICIPATION (20%):

The class will be assigned a series of Action Assignments during the semester that will allow for a deeper understanding of the concepts and material covered in the class and in the text. Each assignment will be accompanied by a set of challenges that will give the student a chance to analyze the particular district’s situation and create a corresponding decision matrix

Communication may be a student’s greatest learning asset. With this in mind, participation in discussions is not only necessary, but also mandatory. This environment allows the student to discuss the problem sets, readings, or other issues and concerns that he/she may be having with the course material. The instructor will closely monitor each student and the class as a whole

III. CLASS PRIMARY TEXT READINGS (20%):

Students will be responsible, in small groups, to complete class readings and for presenting the main ideas and reflections in class.

IV. FINAL PRESENTATION/CULMINATING PROJECT (40%):

Each student will work with a partner to complete an accountability matrix for a school district, complete with a rationale as to what the initial steps for district improvement might be. The culminating project will include preparing a Google slide presentation summarizing your findings and accountability plan for district improvement. This project will be due on the last day of class

Course Texts

The course draws primarily from one text and selected open source digital web-based tools (to be provided)

Primary Texts:

Bernhardt, V. (2000). *Designing and using databases for school improvement*. Larchmont, NY: Eye on Education.
ISBN 1-883001-95-1

Supplementary Texts (not required, but selected concepts from these sources may be used within the course)
Holcomb, E. (2004). *Getting excited about data*. Thousand Oaks, CA: Corwin Press.
ISBN 0-7619-3959-8

Reeves, D. (2004). *Accountability for learning: How teachers and school leaders can take charge*. Alexandria, VA: ASCD Publications.
ISBN 0-87120-833-4

Bernhardt, V. (2004). *Using data to improve student learning in Middle Schools*. Larchmont, NY: Eye on Education.
ISBN 193055687-x

Bernhardt, V. (2004). *Data Analysis for continuous school improvement*. Larchmont, NY: Eye on Education.
ISBN 1-930556-74-8

Preuss, P. (2003). *School leaders guide to root cause analysis: Using data to dissolve problems*. Larchmont, NY: Eye on Education.
ISBN 1-930556-53-5

Simon, J (2003). *Excel Data Analysis*. New York, NY: Wiley Publishing, Inc.
ISBN 0-7645-3754-7