education northwest

CREATING STRONG SCHOOLS & COMMUNITIES

DATA: Enough Already or Ready Enough

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COSA

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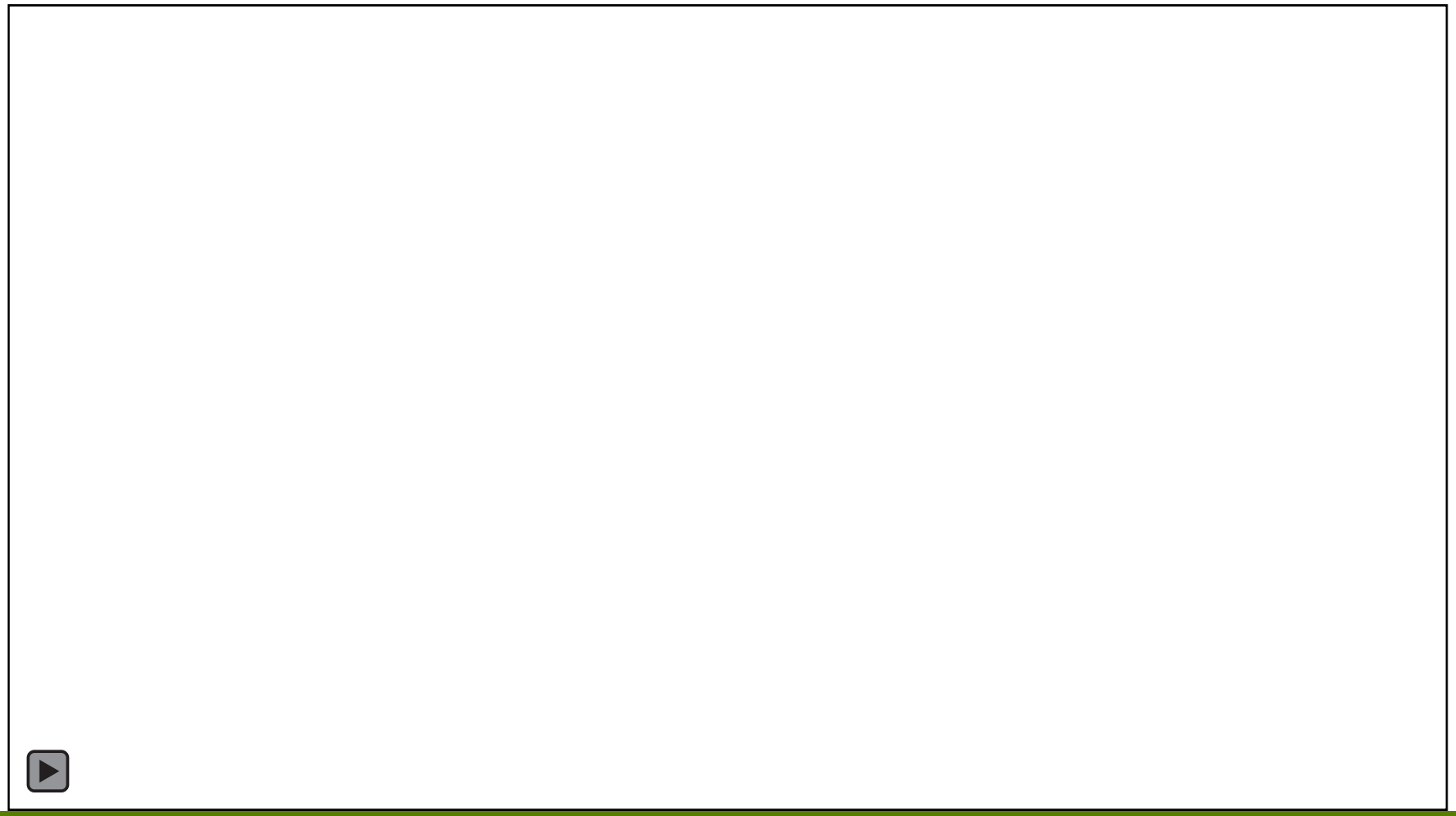
Today's Objectives

1. To look at data use via a simple process of using the 4 A's: Ask, Acquire, Analyze and Arrive at a Decision
2. To look at current practices through that lens
3. To determine if you are getting what you need from your data

Essential Question

Why do you collect data and what do you do with it?



Data Terms

- Data
- Information
- Percent
- Percentile
- Growth Target
- Proficiency
- Mean
- Reliable
- Valid

Match terms with definitions

Short share out—observations?

Definitions

Data: Qualitative or quantitative values around a specific topic

Information: Messages or observations of something that gives rise to data

Percent: A percentage is a ratio expressed as a fraction of 100. 28/50 = 56 percent

Percentile: A value below which a given percentage of observations fall. The 38th percentile is the value higher than 38 percent of other values of the same kind

Growth Target: An achievement level or amount of achievement gain expected over a specified time span.

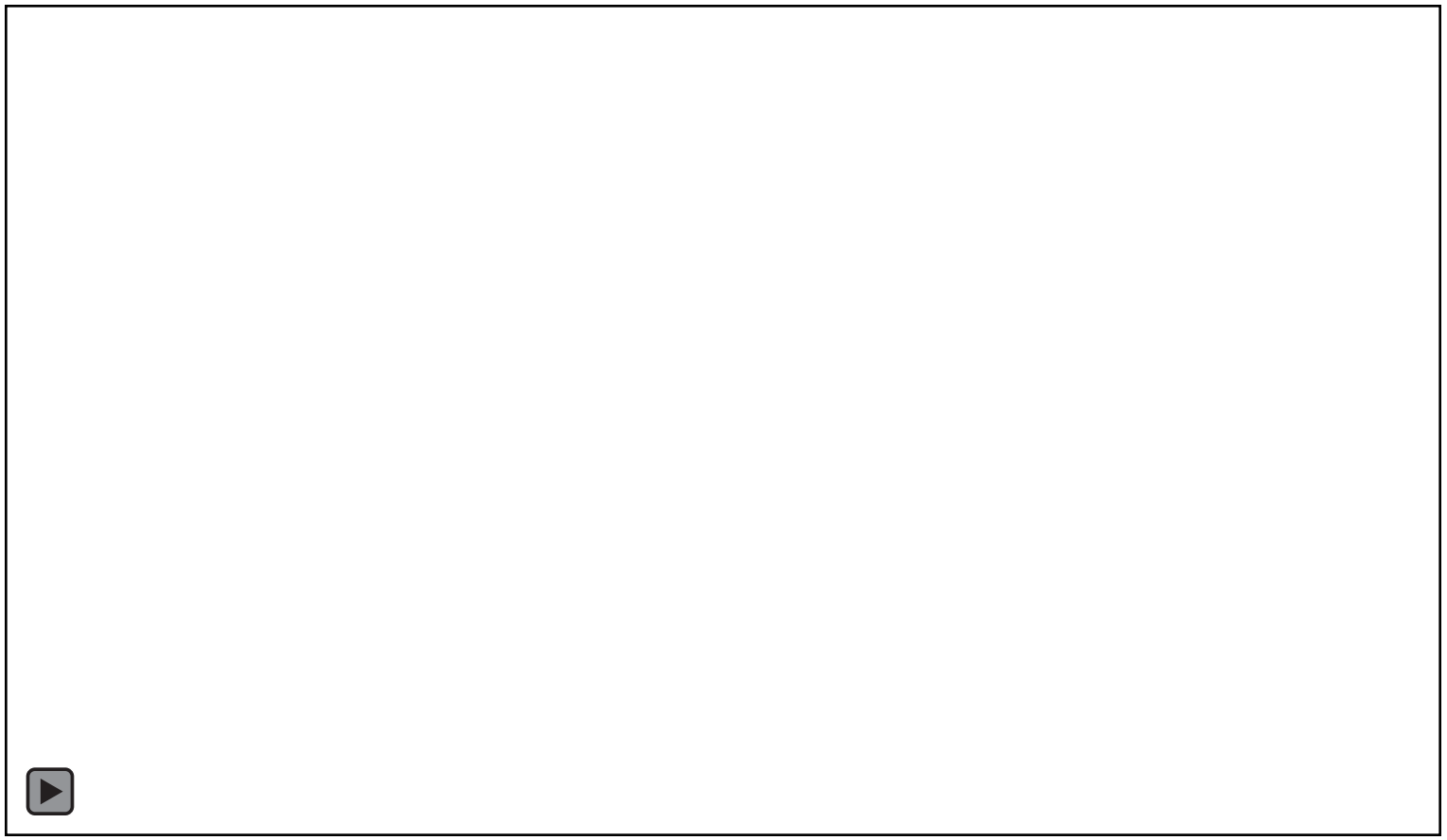
Proficiency: A specific level of performance that is judged to be satisfactory.

Mean: The average calculated by summing values and dividing by the number of values.

Reliable: A test is said to be reliable if it produces similar results when used in similar situations

Valid: A test is valid if it measures what it is intended to measure.

Data vs Information



Scenarios

1. You received the results of your blood test. Your cholesterol is 202.
2. The fifth grade team averaged the grades of the latest math test. 62% met the 80% proficiency standard.
3. The average weight loss in your Weight Watchers class was 35 pounds.
4. 50% of your students are at core in math.

What’s missing in each scenario?

Examples of +/- Questions

How are my kids doing in Math?

vs

How many kids in my class have made enough growth during the first half of the year to be proficient by June?

and

How do I want to measure my own success?

Looking at your own data…

1. What does it tell you?

2. Did you seek to answer a question?

3. What did you want to know?

4. Do you need to change anything?

Asking the Right Questions

1. Does the question address an issue that is significant to the individual, group or school? (yes/no)

   If not refine the question to provide new insight.

2. Does the question have a dichotomous answer? (yes/no or improving/not improving?) (yes/no)

   If yes, refine the question to be more informative.

3. Can you act on the outcomes in order to make things better? (yes/no)

    If no, then refine the question or choose a different question that will result in more actionable information.

4. Is it possible to address the question in the available time? (yes/no)

    If no, narrow the scope to be more manageable in the time allotted.)

Formulate a new question for your data collection.

Examples of Questions

How are my kids doing in Math?

vs

How many kids in my class have made enough growth during the first half of the year to be at core by June?

and

How do I want to measure my own success?

What more do you need to answer the questions you have?

Activity: Discuss at tables

Ask
The first “A”

What question(s) do you want your data to answer?

Acquire

What data do you need to collect to answer your question(s)?

Where will you get it?

Do you already have it?

When and how will you get it?

What will you do with it?

Analyze/Interpret Data

- Look at your data.
- What questions does it answer?
- What's missing?
- What are the patterns?
- Why do they exist?

Refocus on the two questions :

1. How do you know your kids are growing?

2. How do you measure your own success?

Arrive at a Decision

- What do we need to do with the information we have?
- How are we going to do it?