Three Simple Questions
A Model for District-Wide Data Analysis

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Session Topics
- The Rationale
- The Framework
- The Format
- The District Perspective
The Rationale

- Purposeful use of data necessitates a cultural shift that attends to issues of leadership, policy, accountability, shared beliefs, and collaboration.

- Building data capacity means establishing data teams/coaches and designating time each year for collaborative analysis.

(Ronka, Lachat, Slaughter, & Meltzer, 2009)
The Rationale

- High quality professional development for teachers and administrators around the use of data is perceived as essential but currently lacking in many schools.

- While collaboration around the use of data is extremely important, teachers and administrators often work on data in isolation.

(Ronka, Lachat, Slaughter, & Meltzer, 2009)
The Framework –
Three Simple Questions

- What do the data show?

- Why might this be?
The Framework –
Three Simple Questions

- What do the data show?
- Why might this be?
- How shall we respond?

The Framework - Grouping

- Building/Grade
  - Elementary
  - Middle
  - High School
- Data Points/Content
  - Reading
  - Math
  - Writing
Session Format - Agenda

- Clarification of Terms
- Assessment Data Overview
- Data Reports and Formats
- Analyzing the Data
- Next Steps
Clarification of Terms

- **Mean**
  - Sum of all values divided by the number of values.
  - Example: Mean of 2, 4, 6, 8, 10 is (2+4+6+8+10)/5 = 6

- **Median**
  - The middle value in a set of data when the data is arranged in order.
  - Example: Median of 2, 4, 6, 8, 10 is 6

- **Mode**
  - The value that appears most frequently in a set of data.
  - Example: Mode of 2, 4, 6, 6, 8, 10 is 6

- **Percentile**
  - A measure indicating the percentage of values that fall below a particular value.

- **Range**
  - The difference between the highest and lowest values in a set of data.

- **Raw Score**
  - The original score before any adjustments are made.

- **Scale Score**
  - A transformed score that falls within a specific range.

- **Standard Deviation**
  - A measure of the amount of variation or dispersion of a set of values.

Assessment Data Overview

- **NeSA Reading**
  - Comprehension
  - Vocabulary

- **NeSA Math**
  - Number Sense
  - Geometric/Measurement
  - Algebraic
  - Data Analysis/Probability

- **NeSA Writing**
  - Grade 4
Assessment Reports and Formats

2011 NeSA Data – Reading and Math – Grades 3, 4, and 5

- District Reports
  - School Performance Summary
  - Performance Level Summary
  - Reading Indicator Summary
  - Math Indicator Summary

- School Reports
  - Performance Level Summary
  - Reading Indicator Summary
  - Math Indicator Summary
  - Reading and Math Subtest Results

NeSA Reading, Math School Reports

- Performance Level Summary
- Reading Indicator Summary
- Math Indicator Summary
- Reading and Math Subtest Results
NeSA Reading, Math District Reports

- School Performance Summary
- Performance Level Summary
- Reading Indicator Summary
- Math Indicator Summary

Assessment Reports and Formats

2010 NeSA Data – Reading– Grades 3, 4, and 5
- District Reports
  - School Performance Summary
  - Performance Level Summary
  - Reading Indicator Summary
  - Math Indicator Summary

- School Reports
  - Performance Level Summary
  - Reading Indicator Summary
  - Math Indicator Summary
  - Reading Subtest Results

For Comparison
NeSA Writing District Reports

- School Performance Summary
- Student Groups Summary

NeSA Writing School Reports

Student Groups Summary

Distribution of Scores
Analyzing the Data - Individual Work

- Review the data for the content assigned.
- Use the worksheet to record your observations and reflections.

Analyzing the Data - Group Work

- Each member shares the results of their own analysis.
- Group charts a summary of their findings.
- ESJ 3 staff will assist each group.
- Group reports a summary of their findings.
District-Wide Data Analysis – A District Perspective
COMMENTS and QUESTIONS

Thank You
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