START Parent Leadership Development Training

Serving on Groups That Make Decisions

How To Use Data on a Decision Making Group

September 8, 2016

www.servingongroups.org
Meet the Presenters

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Serving on Groups That Make Decisions

ALL Webinars are from Noon to 1 pm

July 14th
Opportunities to Get Involved and Types of Groups

August 11th
Processes and Tools Groups Use

September 8th
How to Use Data on a Decision Making Group

September 29th
Overview of Serving on Groups in Spanish

October 13th
Roles of Families and Skills for Serving on Groups

For more information contact SPAN:
973-642-8100 ext. 123 or start@spannj.org
Using Data as Information

What is data?
How can I learn more about data that groups use?
What are the stages of data use?
What is Data?

Data...
- Is factual information
- Helps groups make decisions
- Must be:
  - Reliable
  - Valid
  - Accessible

Serving on Groups That Make Decisions
Confidentiality

- A set of rules or a promise
- Limit access or put restrictions on certain types of information

- When working with data as a group, it is important to state if certain information should not be shared with others outside of the group.
Forms of Data

Quantitative Data
- Typically numbers
- Answers the questions:
  - How much? How often? When? Where?

Qualitative Data
- Typically descriptions
- Answers the questions:
  - What is it like? What do you observe about it?
Stages of Data Use

1. Planning & Preparing to Use Data
2. Collecting Data
3. Organizing Data
4. Analyzing Data
5. Developing Hypotheses & Making Recommendations
6. Creating an Action Plan
7. Displaying & Sharing Results
8. Continuous Monitoring for Progress & Improvement
Tool for Using Data

Understanding Data as Information

Tool for Using Data

Page 1

Understanding Data

Tool for Using Data

Page 2

STAGE 1: PLANNING & PREPARING TO USE DATA (page 38)

What is the question you start out with?

STAGE 2: COLLECTING DATA (page 30)

Describe the data you used. (Example: reading scores)

Where did you find the data? (Example: website)

Data is limited? (quantitative)

Data can’t be either or accurate? (quantitative)

Yes □ No □ Not sure □

Yes □ No □ Not sure □

STAGE 3: ORGANIZING DATA (pages 40-44)

How is the data organized?

Trend Chart Trend Graph Line Graph

RECOMMENDATIONS

Comparison

Analysis

Comments

Yes □ No □ Not sure □

STAGE 4: ANALYZING DATA (pages 45-47)

Are there patterns in the data?

What information is unclear or needs more clarification?

Yes □ No □ Not sure □

STAGE 5: DEVELOPING HYPOTHESES & MAKING RECOMMENDATIONS (page 48)

What conclusions are you making based on the data?

STAGE 6: CREATING AN ACTION PLAN (pages 49)

How do you plan to achieve the goals?

STAGE 7: DISPLAYING & SHARING RESULTS (pages 50-51)

If every does the data well?

Serving on Groups That Make Decisions
Stages of Data Use

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Stage 1: Planning & Preparing to Use Data

What do we want to know?

Tips

- Ask focusing questions
- Use a variety of methods & sources
- Find data already out there - baseline
- Try to find gaps
- Pinpoint possible roadblocks
- Ask others knowledgeable of the data
Stages of Data Use

1. Planning & Preparing to Use Data
2. **Collecting Data**
3. Organizing Data
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Stage 2: Collecting Data

Answer questions to make an informed decision and act.

Data from Schools
- Student Learning Data
- Student Demographic Data
- School Perception Data
- School Process Data

Families as a Data Source
- Surveys
- Focus Groups
- Participants or Attendees
- School Perception Data
Stages of Data Use

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Stage 3: Organizing Data

**Aggregated Data:**
a whole set of data formed by combining several parts

**Disaggregated Data:**
a whole set of data separated into its categories or subgroups

Youth 20-24 Neither Enrolled in School Nor Working

- Less than HS: 48%
- HS diploma: 32%
- Some college: 10%
- Bachelor’s degree +: 10%

Youth 20-24 Neither in School Nor Working with HS Diploma by Race/Ethnicity
Stage 3: Organizing Data

**Triangulated Data:**
Use of multiple independent sources of data to establish the truth & accuracy of a claim.

Diagram:
- College Admissions
  - Essay
  - Extracurricular Activities
  - High School Grades
  - Interview
  - ACT/SAT Scores
  - Application
  - References
Stage 3: Organizing Data

Tips for Interpreting Graphs

Read all labels.

- What is...
  - in each COLUMN?
  - in each ROW?
  - the RANGE OF VALUES?

- Where was...
  - the MOST change or growth?
  - the LEAST change or growth?
Stage 3: Organizing Data

A Snapshot in Time

2012 Post High School Outcomes
(699 Students responded Statewide)

- Higher Education: 34.6%
- Competitive Employment: 29.9%
- Other Postsecondary Education or Training: 21.2%
- Other Employment: 11.0%
- Indicator 14 Categories Not Met: 3.3%
Stages 3: Organizing Data

Comparisons

2012-2013 Elementary Enrollment
Total = 603 students

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>K 4</td>
<td>96</td>
</tr>
<tr>
<td>K</td>
<td>86</td>
</tr>
<tr>
<td>1st</td>
<td>77</td>
</tr>
<tr>
<td>2nd</td>
<td>88</td>
</tr>
<tr>
<td>3rd</td>
<td>78</td>
</tr>
<tr>
<td>4th</td>
<td>83</td>
</tr>
<tr>
<td>5th</td>
<td>95</td>
</tr>
</tbody>
</table>
Stages 3: Organizing Data

**Trends**

### Percentage of District Students Scoring Proficient or Advanced in Reading

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State - All Students</td>
<td>35.5%</td>
<td>35.7%</td>
<td>36.0%</td>
<td>36.4%</td>
<td>36.6%</td>
</tr>
<tr>
<td>District - All Students</td>
<td>24.1%</td>
<td>23.8%</td>
<td>23.2%</td>
<td>26.4%</td>
<td>25.6%</td>
</tr>
<tr>
<td>District - Students with Disabilities</td>
<td>8.8%</td>
<td>9.4%</td>
<td>13.3%</td>
<td>10.1%</td>
<td>9.4%</td>
</tr>
<tr>
<td>District - Economically Disadvantaged</td>
<td>13.8%</td>
<td>17.3%</td>
<td>17.4%</td>
<td>19.7%</td>
<td>19.8%</td>
</tr>
</tbody>
</table>
Stage 3: Organizing Data

Tips to Validate the Findings

To make sure the data are sound:

- Use trusted sources
- Follow-up with questions
- Use different ways of gathering data
- Ensure everyone agrees and accepts the findings
Stages of Data Use

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Stage 4: Analyzing Data

Look for Relationships in the Data

- Each view provides unique insight
- Look from many viewpoints
- Understand the parts as well as the whole
- Strengths and challenges
- Don’t draw conclusions too soon
- Record information as it appears in the source
Stage 4: Analyzing Data

Terms when Working with Numbers

- MEAN – average of a group of numbers
- MEDIAN – middle value
- MODE – most frequent value
- RANGE – difference between lowest & highest values
- OUTLIER – very high or very low number
- STATISTICALLY SIGNIFICANT – results true & not because of chance
Stage 4: Analyzing Data

Examples of Working with Numbers

**January Reading Scores**

<table>
<thead>
<tr>
<th>Student</th>
<th>Lexile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>880</td>
</tr>
<tr>
<td>B</td>
<td>820</td>
</tr>
<tr>
<td>C</td>
<td>810</td>
</tr>
<tr>
<td>D</td>
<td>405</td>
</tr>
<tr>
<td>E</td>
<td>1020</td>
</tr>
<tr>
<td>F</td>
<td>900</td>
</tr>
<tr>
<td>G</td>
<td>825</td>
</tr>
<tr>
<td>H</td>
<td>580</td>
</tr>
<tr>
<td>I</td>
<td>880</td>
</tr>
<tr>
<td>J</td>
<td>800</td>
</tr>
</tbody>
</table>

**Student A's Reading Scores**

<table>
<thead>
<tr>
<th>Month</th>
<th>Lexile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td>500</td>
</tr>
<tr>
<td>Nov</td>
<td>900</td>
</tr>
<tr>
<td>Jan</td>
<td>580</td>
</tr>
<tr>
<td>March</td>
<td>775</td>
</tr>
<tr>
<td>May</td>
<td>880</td>
</tr>
</tbody>
</table>

Mean = 817.3  
Median = 825  
Mode = 880  
Range = 665
Questions
Stages of Data Use

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Stage 5: Developing Hypotheses & Making Recommendations

Hypotheses & Recommendations

- Understand why we think it is happening
- Look at other data
- Ask additional questions
- Agree upon the conclusions
- Figure out possible solutions
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Stage 6: Creating an Action Plan

1. Bring key people together
2. Figure out:
   · What
   · Who
   · When
   · Where
   · Resources
   · Communication
3. Review completed action plan
4. Follow through
5. Communicate
6. Keep track of progress
7. Celebrate!
### CCYC Action Planning

**Plan with the End in Mind**

Use this page to outline action steps for each identified strategy for the goal that is to be achieved.

**GOAL:** (choose one goal that you would like to work on first)

**Strategy:** (write specific strategies that address how your council will accomplish each goal)

<table>
<thead>
<tr>
<th>Actions</th>
<th>By Whom</th>
<th>By When</th>
<th>Resources &amp; Supports</th>
<th>Communication</th>
<th>Anticipated Results/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What needs to be done? List the major action steps needed to attain each strategy.</td>
<td>Who will take actions?</td>
<td>By what date will the action be done?</td>
<td>What resources are needed / available?</td>
<td>Who needs to know about your efforts and how will you share information?</td>
<td>What change has occurred because of your actions? Focus on small wins.</td>
</tr>
</tbody>
</table>

1.

2.

3.
Stages of Data Use

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Stage 7: Displaying & Sharing Results

Displaying Results

- Make Sure the Report is:
  - Appealing
  - Accessible
  - Accurate
  - Audience-specific

- Be Fair and Objective
Stage 7: Displaying & Sharing Results

Sharing Results

- Know the Purpose of your Report
  - Does it need to provide information?
  - Is it to raise awareness?
  - Will it be used to make decisions?

- Know your Audience
  - What do they already know about the topic?
  - Do they need the big picture or lots of details?
Stage 7: Displaying & Sharing Results

Make the Data Come Alive

Social Math

- Relating data numbers to what is familiar and concrete to your audience.

Data Stories

- Compelling narrative
- Audience-Specific
- Be objective
- Don’t censor
- Explain the data

EDUCATION BY THE NUMBERS

There are 1.4 BILLION students on Earth

65.2 MILLION educators globally

There are 1.4 BILLION students on Earth

3.2 MILLION public school teachers in the US

74.1 MILLION students in the US
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Stage 8: Continuous Monitoring for Progress & Improvement

Check Your Work

- Regularly revisit the plan
- Identify challenges
- Make changes as needed

Evaluate the Action Plan

- Collect the same TYPE of data from the same data SOURCE
Stage 8: Continuous Monitoring for Progress & Improvement

Process Begins Again

Ask yourself:

- To what extent has the initial question been answered?
- What new concerns or questions have come up?
- Which factors are clearly understood and which ones need more data?
- Has the situation improved?
Questions

[Enter a question for staff]
Review

Stages of Data Use

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Tool for Using Data

Understanding Data as Information

Stage 1: Planning & Preparing to Use Data (page 38)
- What is the question you start out with?

Stage 2: Collecting Data (page 30)
- Describe the data you used. (Example: test scores)
- Where did you find the data? (Example: class lists)
- Data in numbers? (Quantitative)
- Data in stories or opinions? (Qualitative)

Stage 3: Organizing Data (pages 40-64)
- How is the data organized?
  - Line Graph
  - Bar Graph
  - Pie Chart
  - Scatter Graph
  - Table
  - Diagrams

Stage 4: Analyzing Data (pages 43-47)
- Are there patterns in the data?
- What information is unclear or needs more clarification?

Stage 5: Developing Hypotheses & Making Recommendations (page 48)
- What conclusions are you making based on the data?
- What other questions do you have now?
- What will be included in recommendations for your action plan?

Stage 6: Creating an Action Plan (pages 49-50)
- What is your group's action plan?

Stage 7: Displaying & Sharing Results (pages 50-51)
- How will you share the results?
- What response to the data?

Continuous Monitoring for Progress & Improvement
- How will you check how you're doing? (Examples: Annual Report, Stakeholder Meetings)
- How will you monitor your progress and improvements? (Examples: monthly, quarterly, annually)
Resources

NCES Kid’s Zone
https://nces.ed.gov/nceskids/tools/
Fact Sheet on Your Community
http://factfinder2.census.gov/
Data about Children in Your State
http://datacenter.kidscount.org/
State Education Data Profiles
http://nces.ed.gov/programs/stateprofiles/
School District Performance Reports
http://apps2.dpi.wi.gov/sdpr/
EdMaps
http://www.relmidwest.org/edmaps/
Post High School Survey Data
www.posthighsurvey.org

U.S. Census Bureau Quick Facts Data
http://quickfacts.census.gov/qfd/
Data Driven: Making Student and School Data Accessible and Meaningful To Families (webinar)
https://admin.acrobat.com/_a17179333/p90826011/?launcher=false&fcsContent=true&pbMode=normal
Resources


- **START Project Up Coming Events Page**: Check here for upcoming events and links to register for trainings [http://tinyurl.com/start-upcomingevents](http://tinyurl.com/start-upcomingevents)

- **CCYC Parent Leadership Development Training**: [http://tinyurl.com/CCYC-Capacity-Building](http://tinyurl.com/CCYC-Capacity-Building)

- **SPAN**: Statewide Parent Advocacy Network, your 1st Stop for information and resources. For individual assistance, please call 800-654-7726. [http://www.spanadvocacy.org/](http://www.spanadvocacy.org/)
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Thank You

Website: http://www.spanadvocacy.org/content/start-project/

For more information contact us at:

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