



Serving on Groups That Make Decisions: A Guide for Families

Section 6: Using Data as Information

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www.servingongroups.org

Agenda

- Serving on Groups Overview
- Section 6 – Using Data as Information
 - What is data?
 - How can I learn more about data groups use?
 - What are the 8 staades of data use?
- Resources



Serving on Groups Overview

- Developed due to an identified need
- Collaborative effort by stakeholders
- Audience – parents, educators, students, others
- www.servingongroups.org



The screenshot shows the homepage of the 'Serving on Groups' website. The top navigation bar is dark blue with white text. It includes 'GUIDEBOOK' and 'MODULES' (highlighted with a red arrow), a logo, 'LEADING BY CONVENING', 'Contact Us | Trainers', 'Newsletter Signup', 'RESOURCE CENTER', and 'NEWSLETTER'. Below the navigation bar is a large photo of a diverse group of people. To the left of the photo are two overlapping book covers. Below the photo, the text 'SERVING ON GROUPS' is displayed in large, bold, white letters. To the right of this text is another book cover. Below the main title, a paragraph reads: 'THAT MAKE DECISIONS: A GUIDE FOR FAMILIES. A guidebook for individuals who want to make a difference in their community by serving as a member of a decision-making group. This resource was developed through a collaborative effort between statewide agencies, school representatives and family members.' At the bottom of the page, a light blue banner contains the text 'Guidebook Modules'.

GUIDEBOOK MODULES

LEADING BY CONVENING Contact Us | Trainers Newsletter Signup

RESOURCE CENTER NEWSLETTER

SERVING ON GROUPS

THAT MAKE DECISIONS: A GUIDE FOR FAMILIES
A guidebook for individuals who want to make a difference in their community by serving as a member of a decision-making group. This resource was developed through a collaborative effort between statewide agencies, school representatives and family members.

Guidebook Modules

What is Data?



Data...

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



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?



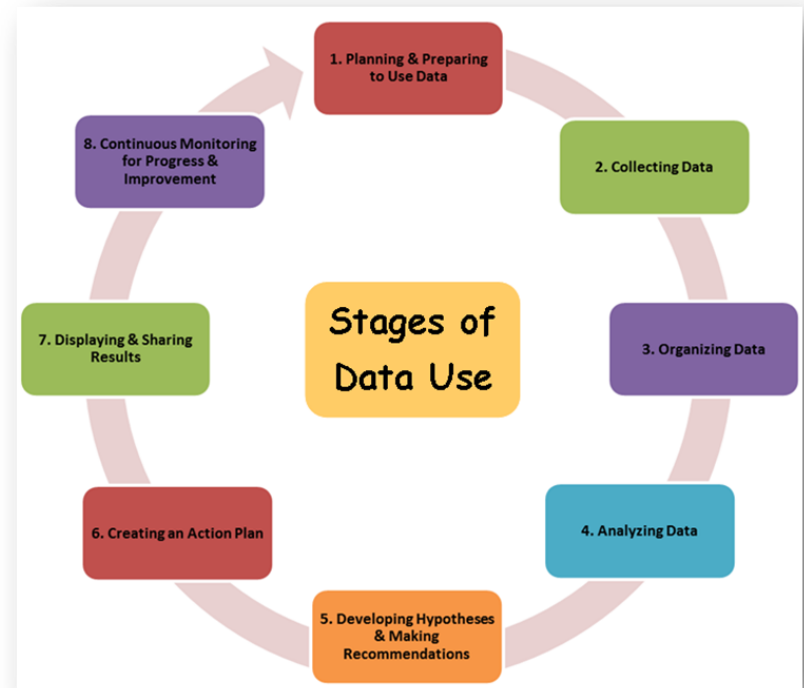
Qualitative Data

- 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

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Understanding Data as Information

Tool for Using Data

Page 1

Directions: This tool can be used individually or as a decision-making group to help in using data effectively.

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

What is the question you start out with?

STAGE 2: COLLECTING DATA (page 39)

Describe the data you used. (Example: reading scores)	Where did you find the data? (Example: WISEdash)	Data as numbers (quantitative) X	Data as story or opinion (qualitative) X
1.			
2.			
3.			
4.			

Do you have reliable and valid data?

YES ☐

NO ☐

NOT SURE ☐

Do you have all the data you need to answer your question?

YES ☐

NO ☐

NOT SURE ☐

What other types of data would be helpful? (Examples: grades, surveys, assessments)

STAGE 3: ORGANIZING DATA (pages 40-44)

How is the data organized?

Snapshot in Time

Trend

Comparison

Pie Chart

Bar Graph

Table

Line Graph

Aggregate

Disaggregate

Triangulated

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?

55

Understanding Data

Tool for Using Data

Page 2

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

What conclusions are you making based on the data?

1.

2.

3.

4.

What other questions do you have now?

What will be included as recommendations for your action plan?

STAGE 6: CREATING AN ACTION PLAN (pages 49)

What are your goals?

How do you plan on achieving the goals?

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

What story does the data tell?



Are you sharing the data with? (Examples: school staff, students, community members)

What response to the data?

STAGE 8: CONTINUOUS MONITORING FOR PROGRESS & IMPROVEMENT

How often to check how you're doing? (Example: Annually Report to Stakeholders)

How often to monitor your progress and improvement? (Examples: monthly, quarterly, annually)


 Serving on Groups That Make Decisions
 

Stages of Data Use

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

What do we want to know?

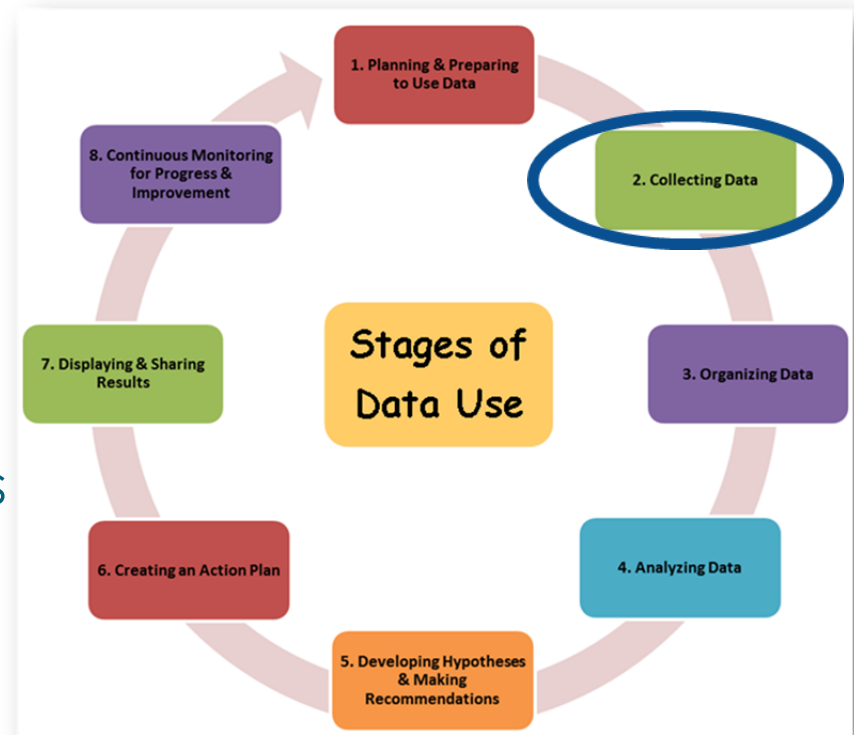
Tips

- 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



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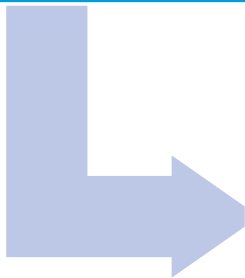


Stage 2: Collecting Data

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

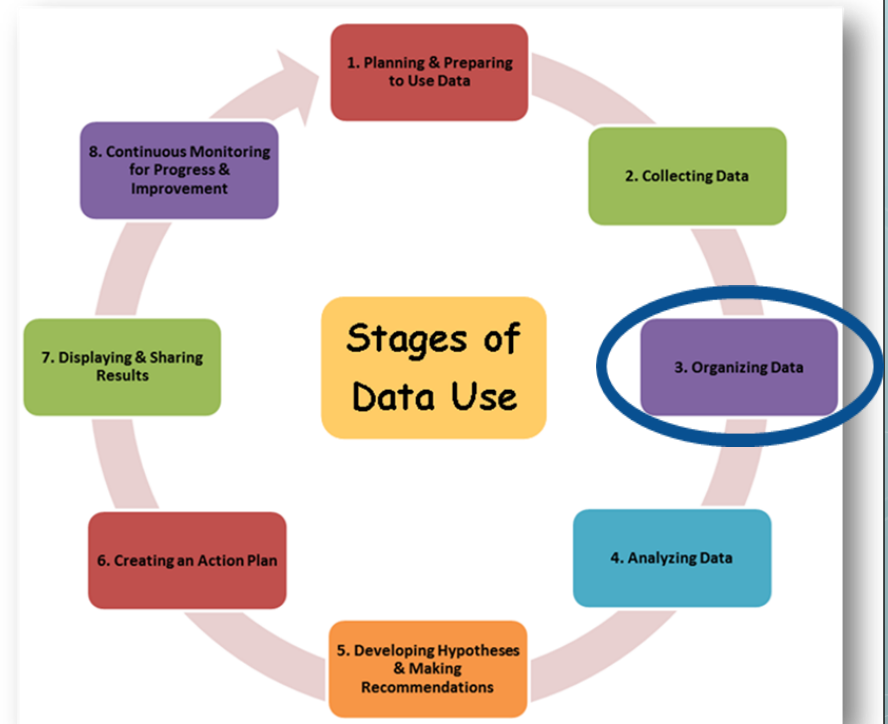


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Stages of Data Use

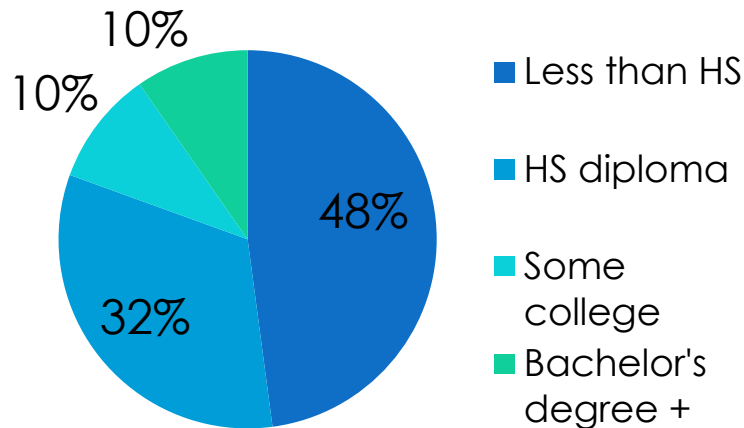
1. Planning & Preparing to Use Data
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Stage 3: Organizing Data

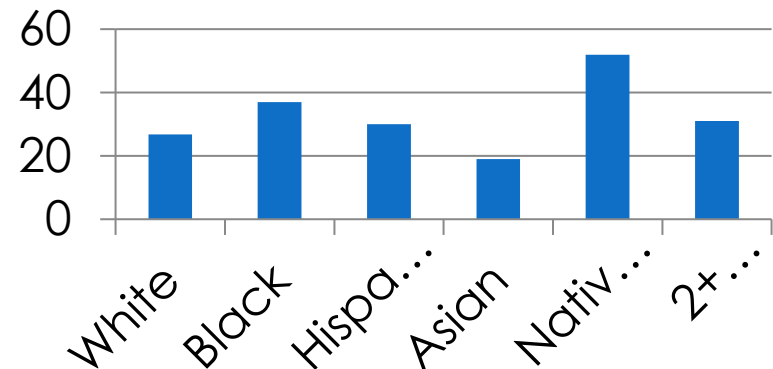
Aggregated Data:
a whole set of data
formed by combining
several parts

**Youth 20-24 Neither Enrolled
in School Nor Working**



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

**Youth 20-24 Neither in School
Nor Working with HS Diploma
by Race/Ethnicity**



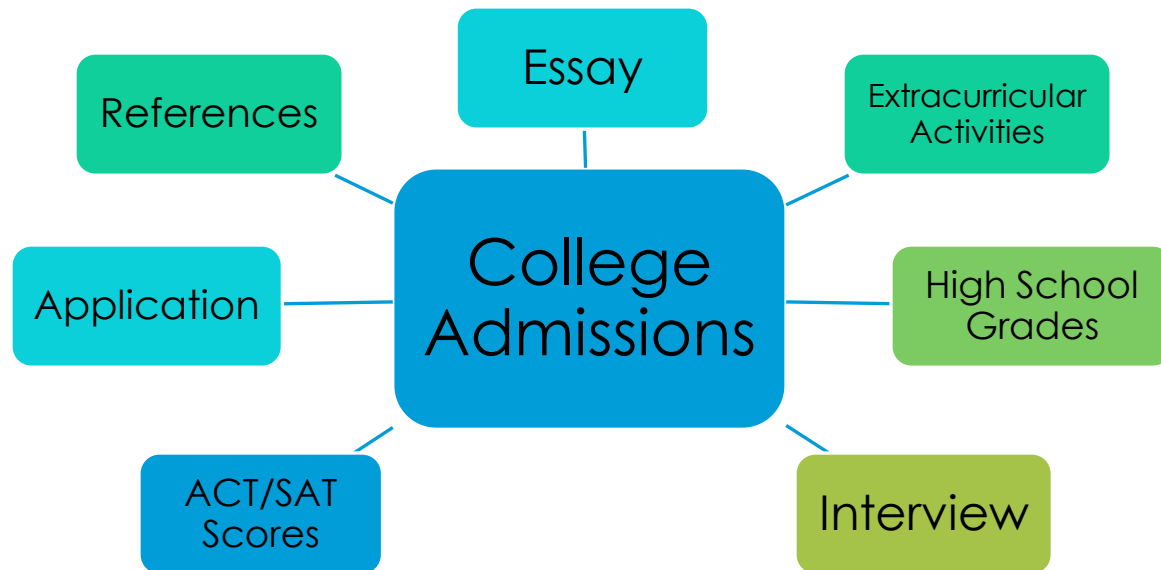
Serving on Groups That Make Decisions



Stage 3: Organizing Data

Triangulated Data:

Use of multiple independent sources of data to establish the truth & accuracy of a claim.

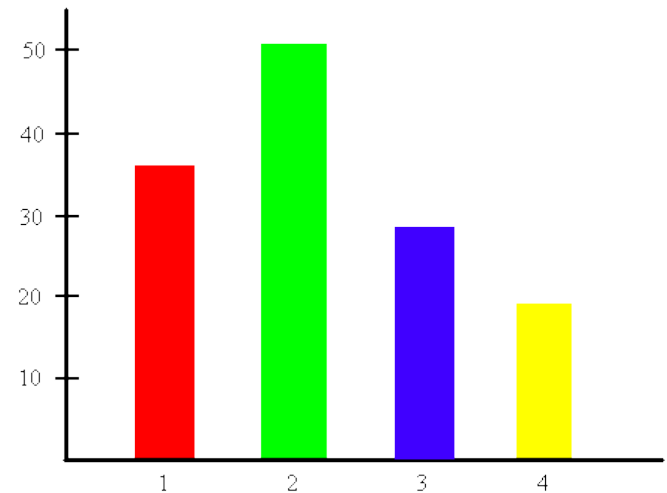


Stage 3: Organizing Data

Tips for Interpreting Graphs

Read all labels.

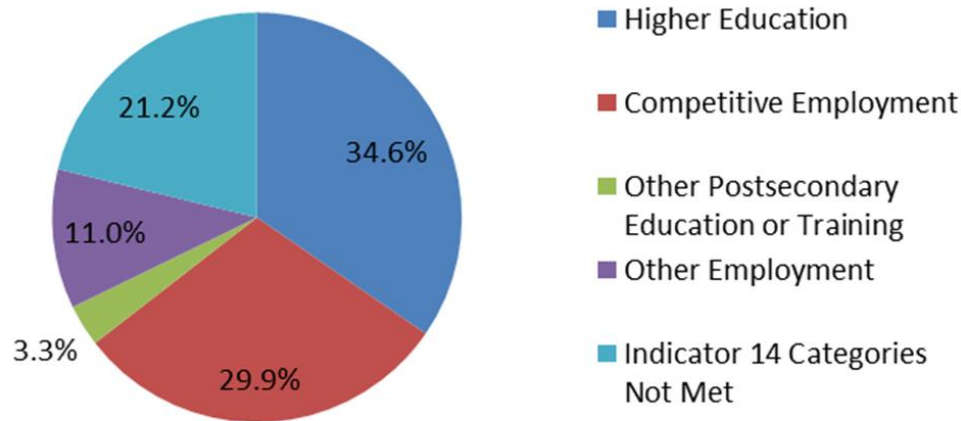
- What is...
 - in each COLUMN?
 - in each ROW?
 - the RANGE OF VALUES?
- Where was...
 - the MOST change or growth?
 - the LEAST change or growth?



Stage 3: Organizing Data

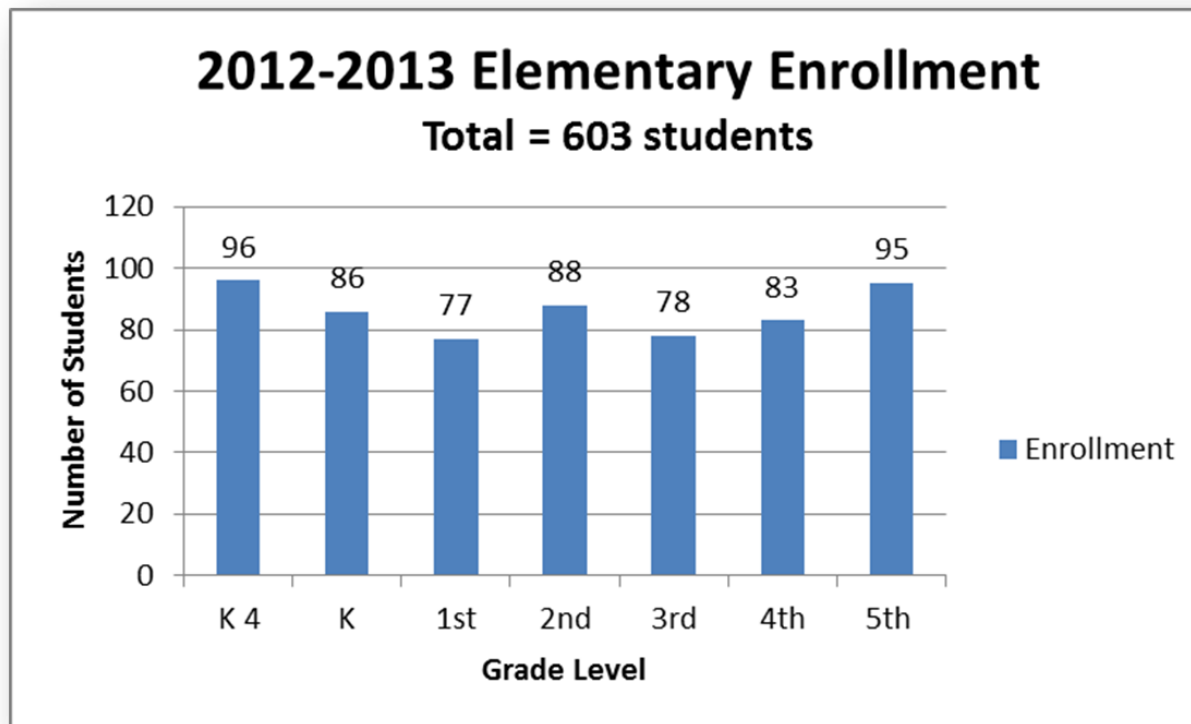
A Snapshot in Time

2012 Post High School Outcomes
(699 Students responded Statewide)



Stage 3: Organizing Data

Comparisons



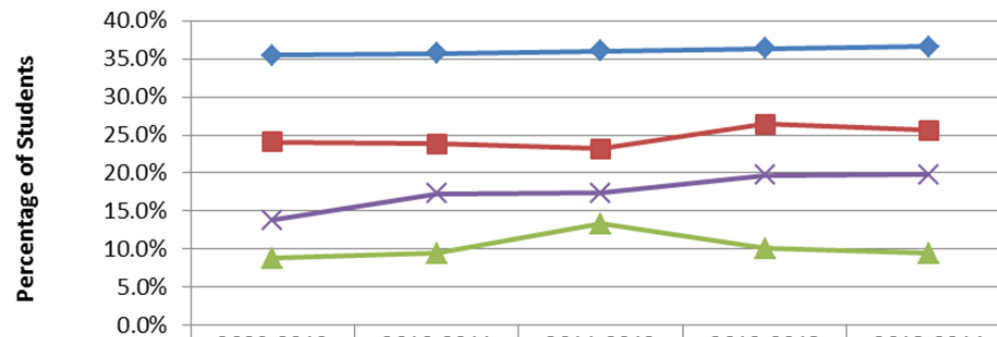
Serving on Groups That Make Decisions



Stage 3: Organizing Data

Trends

Percentage of District Students Scoring Proficient or Advanced in Reading



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
State - All Students	35.5%	35.7%	36.0%	36.4%	36.6%
District - All Students	24.1%	23.8%	23.2%	26.4%	25.6%
District - Students with Disabilities	8.8%	9.4%	13.3%	10.1%	9.4%
District - Economically Disadvantaged	13.8%	17.3%	17.4%	19.7%	19.8%



Stage 3: Organizing Data

Tips to Validate the Findings

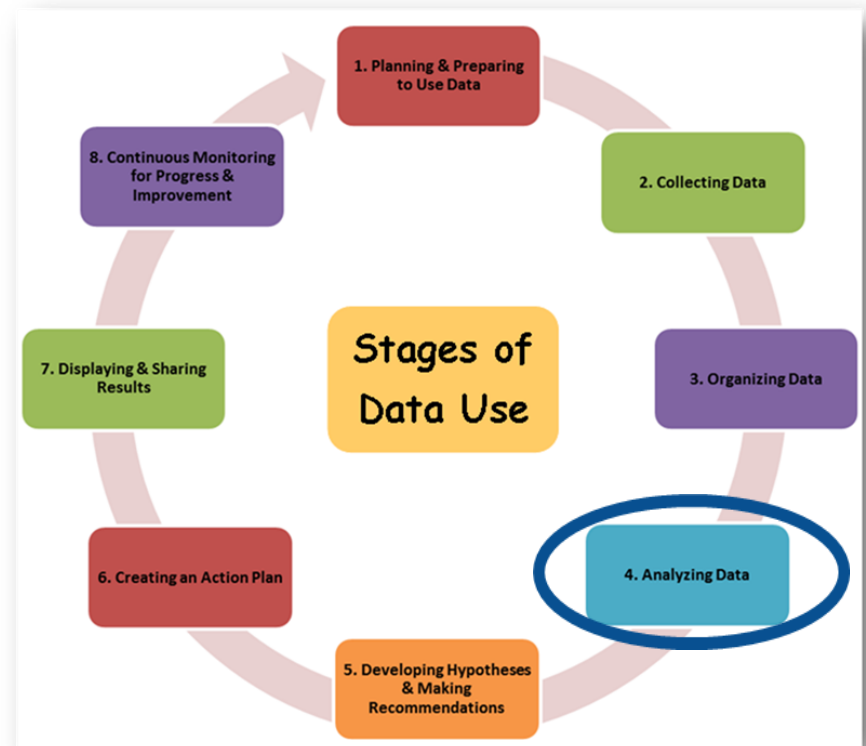
To make sure the data are sound:

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



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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

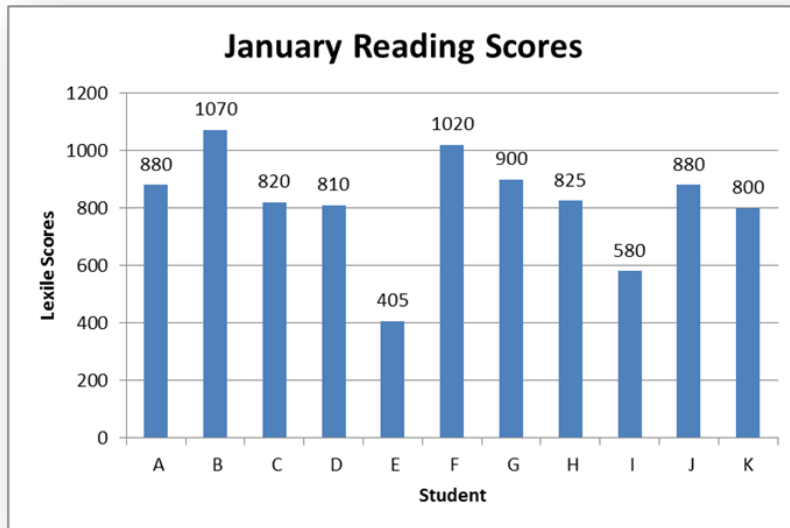


Terms when Working with Numbers

- **MEAN** – average of a group of numbers
 $1+2+3+4+5=15$ divided by 5 **3 is Mean**
- **MEDIAN** – middle value
2, 1, 8, 3, 6, 10, 2, 6, 7, 3, 3, 2, 2
1, 2, 2, 2, 2, 3, 3, 3, 6, 6, 7, 8, 10 **3 is Median**
- **MODE** – most frequent value
2, 1, 8, 3, 6, 10, 2, 6, 7, 3, 3, 2, 2 **2 is Mode**
- **RANGE** – difference between lowest & highest
1, 2, 2, 2, 2, 3, 3, 3, 6, 6, 7, 8, **10**
10 minus 1 **9 is the Range**
- **OUTLIER** – very high or very low number
2, 1, 8, 3, 6, 10, 2, **27**, 6, 7, 3, 3, 2, 2 **27 is outlier**
- **STATISTICALLY SIGNIFICANT** – results true & not because of chance

Stage 4: Analyzing Data

Examples of Working with Numbers

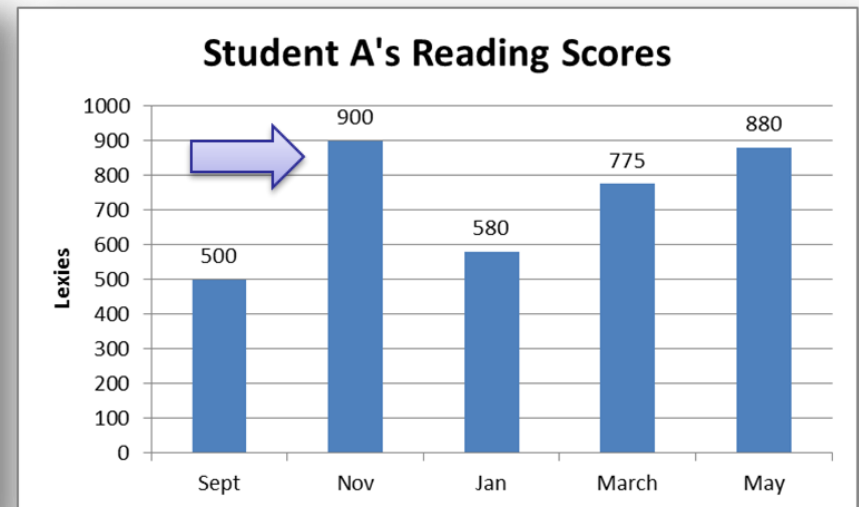


Mean = 817.3

Median = 825

Mode = 880

Range = 665



Outlier

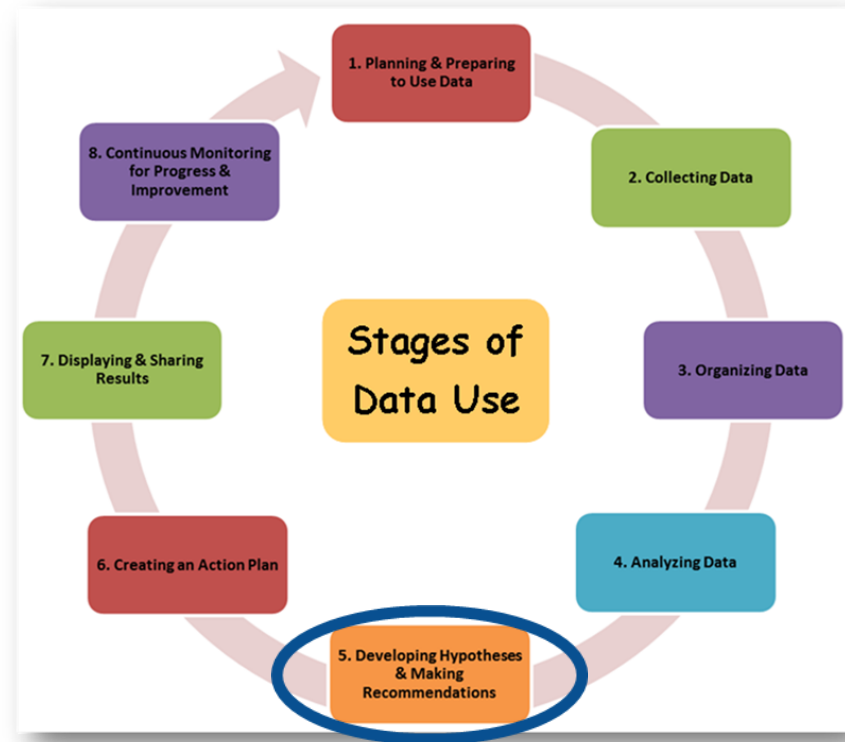


Serving on Groups That Make Decisions



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Stage 5: Developing Hypotheses & Making Recommendations

Hypotheses (**if, then, because**)

- Understand why we *think* it is happening
- Look at other data
- Ask additional questions
- Agree upon the conclusions
- Figure out possible solutions

Recommendations

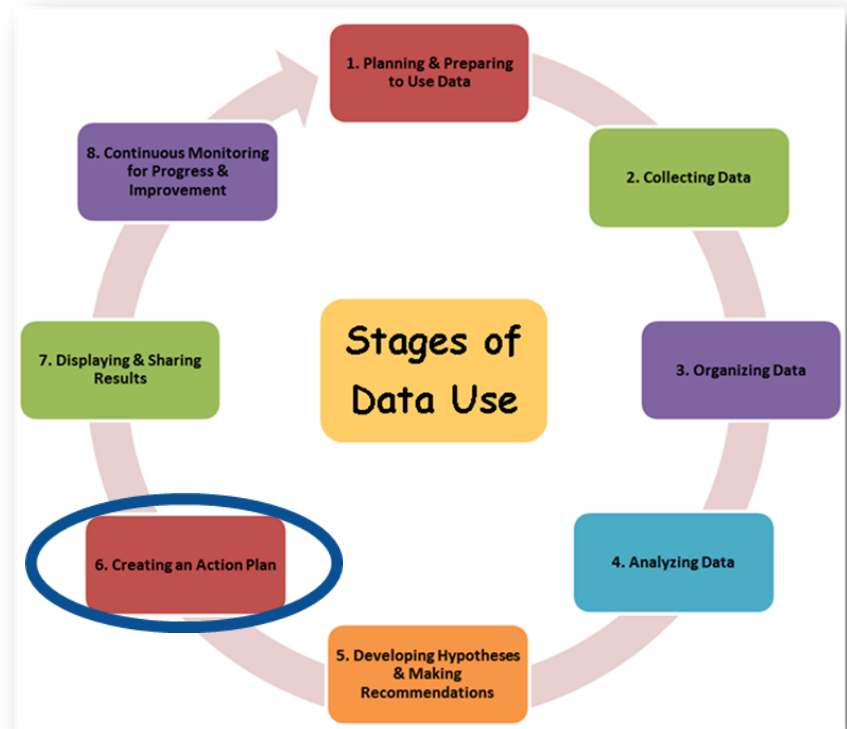


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Stage 6: Creating an Action Plan

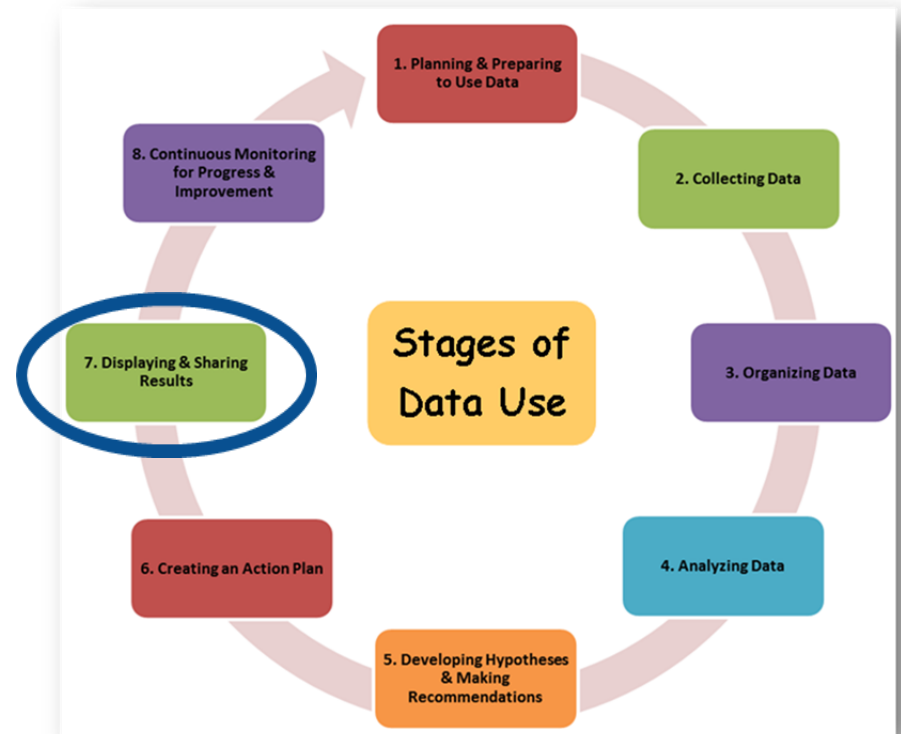


1. Bring key people together
2. Figure out:
 - What
 - Who
 - When
 - Where
 - Resources
 - Communication
3. Review completed action plan
4. Follow through
5. Communicate
6. Keep track of progress
7. Celebrate!



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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?

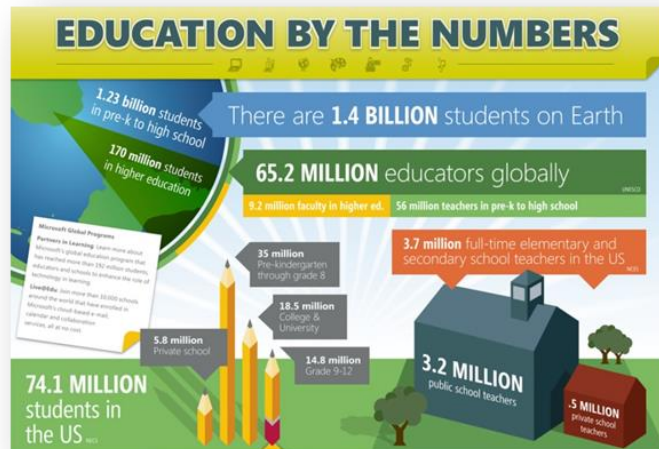


Stage 7: Displaying & Sharing Results

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

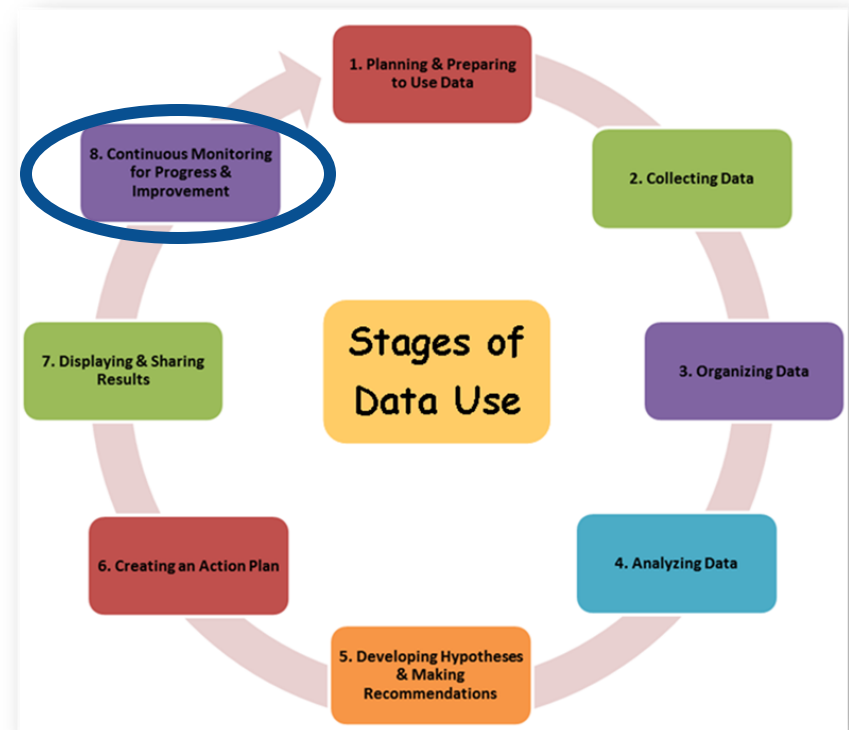


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Stage 8: Continuous Monitoring for Progress & Improvement



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



Serving on Groups That Make Decisions



Stage 8: Continuous Monitoring for Progress & Improvement

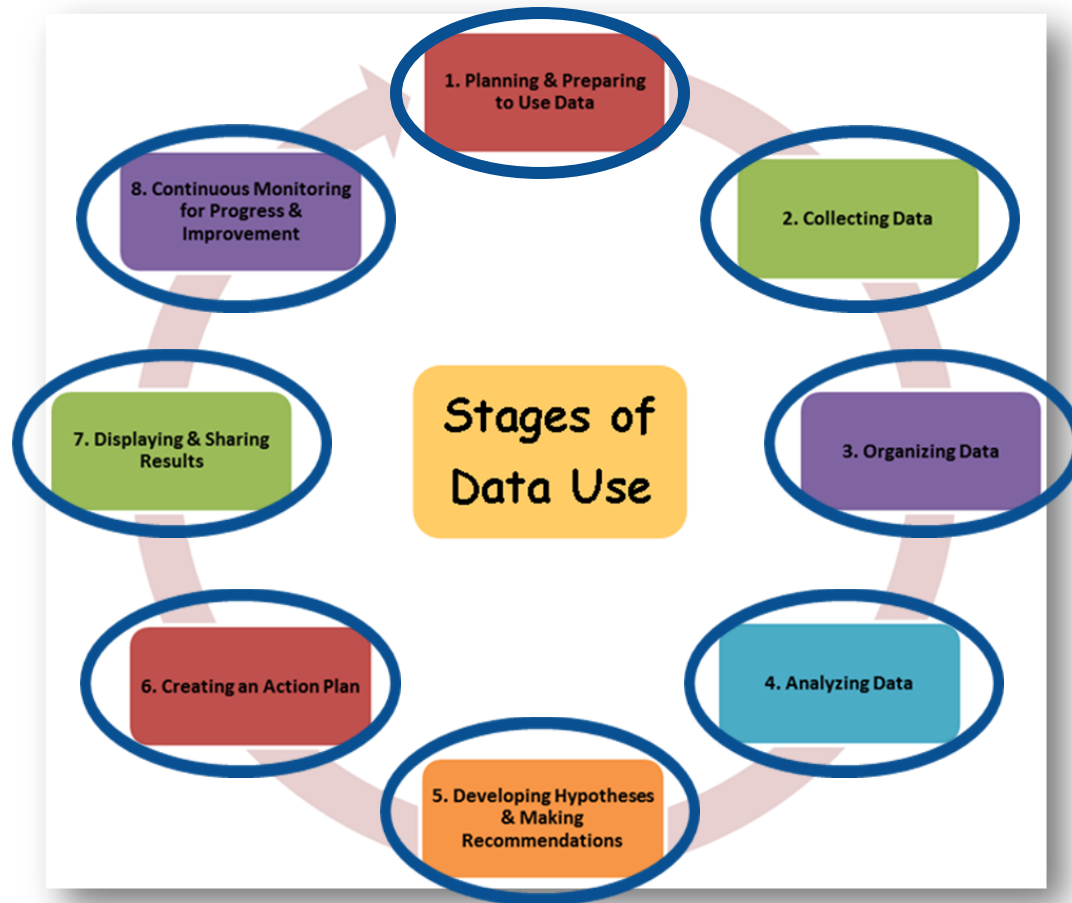
Process Begins Again

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?***



Review



Section 6 Resources

- **Data-driven Decision Making** (video 3:28)
<https://www.youtube.com/watch?v=9LeW4yWlv5Q>
- **What is Data-Driven Decision Making?**
(video 4:17)
<https://www.youtube.com/watch?v=5efZCmUaTyw>
- **WISEdash** (WI Information System for Education Data Dashboard)
<http://wisedash.dpi.wi.gov/>
- **Intro to WISEdash** (video 3:27)
<https://www.youtube.com/watch?v=c5HicpvXoGI&feature=youtu.be>
- **National Center for Education Statistics Kids' Zone** <https://nces.ed.gov/nceskids/>
- **Profile of Your State/County**
<https://data.census.gov/cedsci/profile?g=0100000US>
- **Data about Children in Your State**
<http://datacenter.kidscount.org/>
- **State Education Data Profiles**
<https://www.nationsreportcard.gov/profiles/stateprofile?chort=1&sub=MAT&sj=&sfj=NP&st=MN&year=2019R3>
- **WI School Performance Report**
<https://dpi.wi.gov/spr>
- **U.S. Dept. of Education Public Data Listing**
<https://www2.ed.gov/about/data/list.html>
- **Data.gov** (U.S. Open Data)
<https://www.data.gov/>
- **WI Post High School Survey Data (Indicator 14)**
<https://www.indicator14wi.org/reports.statewide.php>
- **Census Bureau Quick Facts Data**
<https://www.census.gov/quickfacts/fact/table/US/PST045217>

Section 6 Resources

- **Data Driven: Making Student and School Data Accessible and Meaningful To Families, U.S. Dept. of Ed.**(video 1:20:00)
<https://www.youtube.com/watch?v=BF-UPuEMyS8>
- **A Nonprofit Dashboard and Signal Light for Boards**
<https://blueavocado.org/board-of-directors/a-nonprofit-dashboard-and-signal-light-for-boards/>
- **Data Visualization: User-Centered Design**
<https://blueavocado.org/leadership-and-management/data-visualization-user-centered-design/>
- **What is Data?** (video 2:45)
<https://www.youtube.com/watch?v=EhcWQmg9EeE>
- **Data Use** (Institute of Education Sciences)
https://ies.ed.gov/ncee/edlabs/projects/data_use.asp
- **Sample Confidentiality Policy**
http://www.thebuilders.com/site/publisher/files/Confidentiality_Policy.pdf
- **Constructing a Hypothesis**
<https://www.youtube.com/watch?v=iMVuPJc1waY>
- **Continuous Improvement -A Tool Kit**
https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf
- **National SEPAC Guide**
https://www.parentcenterhub.org/wp-content/uploads/repo_items/National_SEPAC_Guide_120218.pdf

Where to Go From Here?

11/4/2021:

- 7. The Role of Families on Groups
- 8. Skills for Serving on Groups

Register: <http://wifacets.org/events>

Thank you!

Please remember to complete the evaluation!

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