How Might We Look at Our Data?

Information Altitudes
(Zoom In or Out)

High-Level (Big Picture)
- National
  - MAP
  - AimsWeb
  - FastBridge
- State
  - KAP
  - KELPA
  - KESA
- District
  - Walkthroughs
  - ODRs
  - Risk Factor Data
- School
  - Mastery Connect
  - Culture Survey
  - Walkthroughs
- Classroom
  - Grades
  - Formative
  - Summative

Low-Level (Detailed)
Just as the vista from the top of the mountain is quite different than the view from the valley, varied data offer varied lenses on the world of learning.

Triangulate
(Perspective)

Quantitative
- Expressed numerically and statistically
- Intended for comparison.
- Organized based on frequency distributions, central tendencies, variabilities, and dispersions.
- Objective

Possible Ways to Disaggregate Data
- Gender
- Race
- Socioeconomics
- Academic Programs
- Geographic Area
- Feeder Schools
- Classroom Teachers
- Specific Skills
- Subjects
- Age/Grade Level
- Time
- Instructional Strategies
Using multiple data sources compensates for the deficits in individual tools and provides a comprehensive picture of the topic under study.

Disaggregation
(Part of the Whole)

Qualitative
- Descriptive
- Reviewed holistically through examining anecdotes and artifact
- Look for categories or topics that emerge from the individual items.
- Can be relative and subjective
Making the Invisible Visible.
Addresses important questions about what is working (or not) and for whom.

Lead & Lag
(Prevention vs. Reaction)

Lead Indicators
(Predictive)
Frequent and Formative
- Systems
- Practices
- Risk Factors

Lagging Indicators
(Results)
Historical & can be Diagnostic
- Student Outcomes
If lagging indicators can be likened to an autopsy report, leading indicators are a patient’s vital signs

Adapted from: Got Data? Now What?