**Module 1: Data Analysis Worksheet**

The first step in a diagnostic process is to determine what you want to know. For the purposes of this Assignment, you want to know how to improve instruction across a district. But to do that, you must make the correct diagnosis. And to make the correct diagnosis, you must have a complete and valid set of data.

Take careful note of which data are currently available to your district. Determine which data are not available, which are “must have” data, and the process you will utilize to diagnose strengths, needs, and gaps.

Use this worksheet to describe the data, your process, and your rationale for relying on formative data, rather than summative, to support a diagnosis.

**Name of District: Gwinnett County Public Schools**

**Diagnostic Purpose: To improve instruction**

|  |  |  |
| --- | --- | --- |
| **Data that are available** | **What do the data tell us?** | **To what extent do they inform us about instruction?** |
| **Georgia Milestones** | **Students areas of strengths and weaknesses of the standards that were covered** | **Shows us what standards/concepts students mastered and struggled with over a whole school year.** |
| **Direct Assessments** | **Measures the students growth for the nine weeks** | **Shows us what standards/concepts students mastered and struggled with over a nine week period.** |
| **CogAT (Cognitive Abilities Test)** | **Assesses students' learned reasoning abilities in the three areas: Verbal, Nonverbal and Quantitative. The CogAT is often used in admissions decisions for Gifted and Accelerated school programs.** | **The CogAT is often used in admissions decisions for Gifted and Accelerated school programs**. |
| **ITBS (Iowa Test of Basic Skills)** | **The Iowa Test, also known as the Iowa Tests of Basic Skills (ITBS) is a series of a nationwide set of identical tests that are available all year round and test students from grades K through 8. The Iowa tests are used to evaluate the following subject areas: Word Analysis Reading comprehension Vocabulary Spelling Social studies Mathematics Language Science Listening** | **Results from the Iowa tests are compiled to evaluate a child’s strengths and weaknesses compared with their peers, between schools and also throughout the region. Because the Iowa test is implemented across schools, there are many educational benefits to its use, including providing a test that supports each school’s standards for evaluating student progress and performance, as well as providing meaningful results and data that the schools can then use to develop their learners’ performance. In effect, the interpreted scores and research data the ITBS provides aids school teachers in improving the effectiveness of their methods. The ITBS allows all students to gain equal access to core material in their grade level in order to determine the level of support or intervention necessary according to the child’s progress** |
| **Gateway (10th graders)** | **Students receive scores for each subject area. The score will indicate whether or not they have passed. Score(s) of "Meets" (Level 2) and “Exceeds" (Level 3) are considered passing**. | Gateway is a writing assessment that measures a student's knowledge and skills related to the Areas of Focus within World History, Biology, Chemistry, and Language Arts. |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Data that are *not* available: Gaps in the data** | **What could the data tell us about?** | **To what extent would they inform us about instruction?** |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Data that are available** | | **Data that are not currently available** | |
| **Less Important** | **Must-Have** | **Less Important** | **Must-Have** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Consider your *Data Collage* or *Data Profile* for this district. What would it include? Examine your Data Collage/Data Profile for the following (please include this in the narrative Section 2 of your final project):**

How are each of the data connected to (or not connected to) instruction? Please explain.

How do they provide (or not provide) a variety of information? Please explain.

How do they provide (or not provide) multiple levels of data: individual, classroom, school, and district levels?

How do the data include (or exclude) grade-level and subject-area data?

How can (or cannot) the data be disaggregated?

How can (or cannot) the data be reviewed over time for patterns, themes, and inconsistencies?

Are longitudinal data included? Please explain.

Which are summative data? Please explain.

Which are formative data? Please explain.

|  |  |
| --- | --- |
| **List the data you want to include in this district’s Data Collage/Data Profile.** | |
| **Element of Data Collage/Data Profile** | **Describe what these data contribute to the Data Collage/Data Profile** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Describe your Data Collage/Data Profile. What do each of these data contribute? What process did you use to select each of these data for the Data Collage/Data Profile? Explain your rationale below. Your response should be 1–1.5 pages.