

FIGURE 9.8 Responding to scenarios about data

Scenario 1

You are the superintendent of a school district that has just received large-scale test results. An associate superintendent approaches you and points out that a third of the students in the district are below the 40th percentile in reading and is concerned that parents or school board members may be upset. The associate superintendent proposes that the district hire an additional reading specialist and initiate a program for students who are reading below the 40th percentile on this test.

- a. What data analysis issues are raised in this scenario?

- b. How would you respond (and/or what would you do)?

Scenario 2

You are a building principal in a middle school. A mathematics teacher approaches you with last year's state test results for the students in their classes and is very concerned that the scores are lower than they would like. The teacher asks for your help in analyzing the data and figuring out how the students might receive better test scores next year.

- a. What data analysis issues are raised in this scenario?

- b. How would you respond (and/or what would you do)?

Scenario 3

You are a district administrator in a well-resourced suburban school district. The school board regularly receives pressure from parents and community members to make sure the district shows up well and is considered the best in the area. This year's state accountability assessment results have just come out, and they are disappointing. The superintendent hires a local university expert to write a memo explaining that test scores are just estimates, that decisions should not be made on the basis of one test score, and so on.

- a. What data analysis issues are raised in this scenario?

- b. How would you respond (and/or what would you do)?