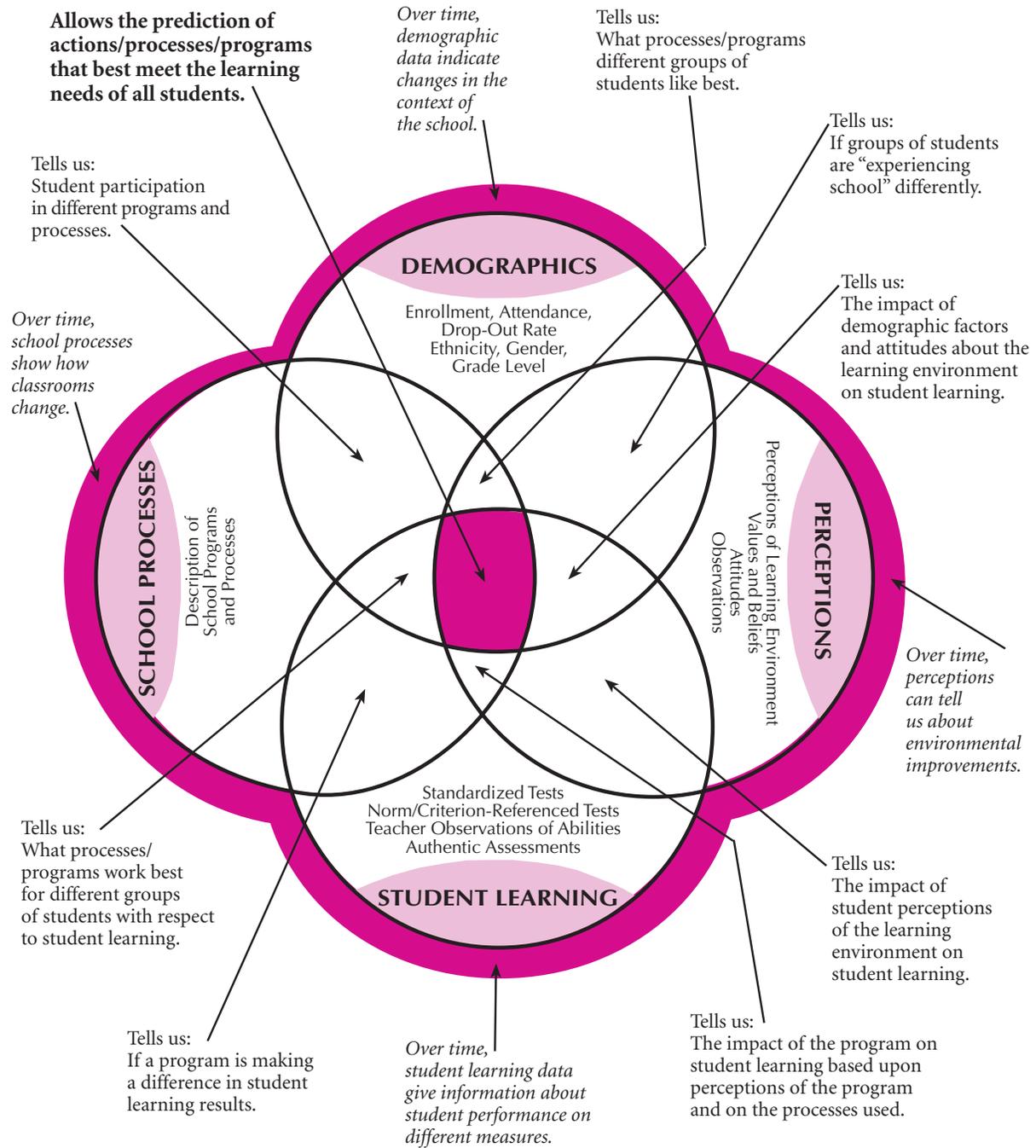# Intersections Activity

Purpose	To motivate school improvement teams to think about the questions they can answer when they cross different data variables. It is also designed to help teams focus their data gathering efforts so they are not collecting everything and anything.
Target Audience	School community teams
Time	Two hours
Materials	Multiple Measures of Data figure, the Intersections worksheet (see next pages), chart pad paper, and markers.
Book Reference	Chapter 2

Process Protocol

1. Begin by reminding the teams of their main purpose for gathering and analyzing these data. Give the teams time to review and restate their purpose.

2. Ask participants to study the Multiple Measures of Data figure.

3. Discuss the four basic categories of data.

3. After discussing the four basic categories of data, *demographics*, *student learning*, *school processes*, and *perceptions*, ask team members to think about the questions they could ask with the intersections of different data. Ask each group to list five questions on the chart pad paper.

4. Provide extra copies of the worksheet for each group to fill in as a group. Individually, fill in the worksheet using the questions already generated.

Comments to the Facilitator

You can vary this activity by having individuals work independently and then share with the table group. You can also facilitate this activity with the entire group if the group is small and you need to hear all of the conversations about the data.
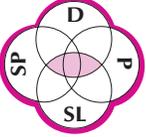
Intersections Activity

Multiple Measures of Data

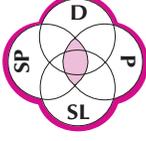**Allows the prediction of actions/processes/programs that best meet the learning needs of all students.**

Over time, demographic data indicate changes in the context of the school.

Tells us:
What processes/programs different groups of students like best.

Tells us:
Student participation in different programs and processes.

Tells us:
If groups of students are "experiencing school" differently.

Over time, school processes show how classrooms change.

Tells us:
The impact of demographic factors and attitudes about the learning environment on student learning.

DEMOGRAPHICS
Enrollment, Attendance, Drop-Out Rate Ethnicity, Gender, Grade Level

SCHOOL PROCESSES
Description of School Programs and Processes

PERCEPTIONS
Perceptions of Learning Environment Values and Beliefs Attitudes Observations

STUDENT LEARNING
Standardized Tests Norm/Criterion-Referenced Tests Teacher Observations of Abilities Authentic Assessments

Over time, perceptions can tell us about environmental improvements.

Tells us:
What processes/programs work best for different groups of students with respect to student learning.

Tells us:
The impact of student perceptions of the learning environment on student learning.

Tells us:
If a program is making a difference in student learning results.

Over time, student learning data give information about student performance on different measures.

Tells us:
The impact of the program on student learning based upon perceptions of the program and on the processes used.

Intersections Activity

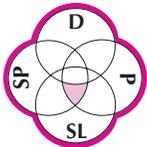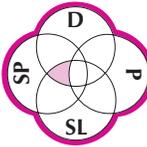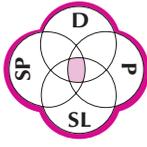| Intersections	Questions	What data do you have or need to answer the questions?
Demographics by Student Learning	*Is there a relationship between attendance and standardized test results?*	*Number of days attended and state standardized test results for each student.*
Demographics by School Processes	*Is participation in the gifted program representative of all students?*	*Gifted enrollment by gender, ethnicity, and indicators of poverty.*
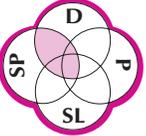
Intersections Activity

Intersections	Questions	What data do you have or need to answer the questions?
Perceptions by Demographics	*Are all students perceiving the learning environment in the same way?*	*Student questionnaire results disaggregated by gender, by ethnicity, and/or by grade level.*
Perceptions by Student Learning	*Are the students who are getting the best grades the happiest with the learning environment?*	*Student grades by student perceptions.*
Perceptions by School Processes	*Are there differences in how students perceive the learning environment, based on whom they have as teachers?*	*Student perceptions disaggregated by teacher.*
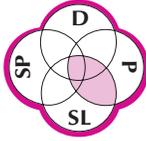
Intersections Activity

Intersections	Questions	What data do you have or need to answer the questions?
Student Learning by School Processes	*Is there a difference in student achievement results by program participation?*	*Student achievement test results by program.*
Demographics by Perceptions by Student Learning	*What are the differences in student learning results based on whom we have as students and how they perceive the learning environment?*	*Student achievement test results disaggregated by gender and ethnicity, compared to student questionnaire results disaggregated by gender and ethnicity.*
Perceptions by Demographics by School Processes	*Are the students most satisfied with school being taught differently from students not satisfied with school, and who are they?*	*Student questionnaires disaggregated by gender, ethnicity, grade level, and program participation.*
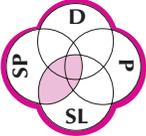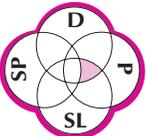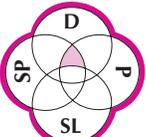
Intersections Activity

Intersections	Questions	What data do you have or need to answer the questions?
Perceptions by Student Learning by School Processes D / P / SP / SL diagram	*What are the differences in student achievement results because of attitudes related to whom students have as teachers?*	*Student achievement results disaggregated by teacher, compared to student questionnaire results disaggregated by teacher.*
Demographics by Student Learning by School Processes D / P / SP / SL diagram	*What are the differences in student learning results based on who the students are and how they are taught algebra?*	*Student achievement algebra results, disaggregated by gender and ethnicity, and sorted by what program they are in and whom they have as a teacher.*
Student Learning by Demographics by Perceptions by School Processes D / P / SP / SL diagram	*What are the differences in the results we are getting, based on whom we have as students and how they are being taught? How would they prefer to learn?*	*Student achievement results, disaggregated by gender, ethnicity, grade level, and program, compared to student questionnaire results, disaggregated by gender, ethnicity, grade level, and program.*