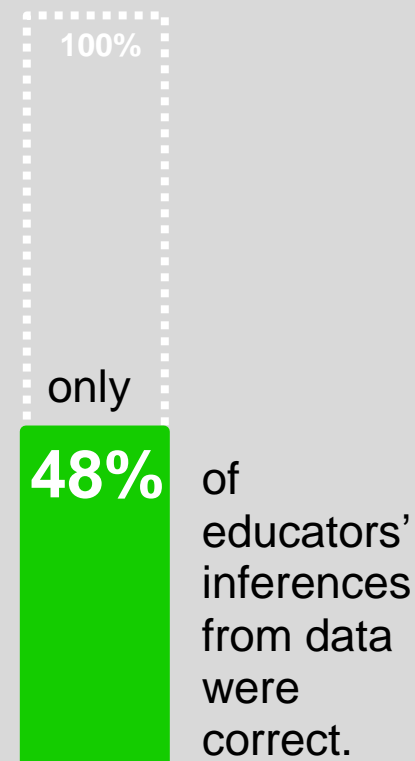


# OVER - THE - COUNTER DATA

## Prescription

For: Edtech/Data Systems & Reports  
 Ailment: Not Assisting Proper Data Analysis  
 Cure: Over-the-Counter Data (OTCD)  
 Dosage: Apply Immediately & Indefinitely

In districts known for *strong* data use:



U.S. Dept. of Ed., 2011

## Need

Data interpretation has become increasingly vital to school reform.

Minnici & Hill, 2007

Educators need ongoing support to effectively analyze data, but data coaches & PD come at a cost.

Rennie Center for Education Research & Policy, 2006

Data systems can provide solutions to the problem of educators' flawed data analyses, but they commonly don't.

Marsh, Pane, & Hamilton, 2006

Effective data systems can drastically improve how data is used in school districts.

Wayman, Snodgrass Rangel, Jimerson, & Cho, 2010

Research

## Solution

**Over-the-Counter Data (OTCD)** is a research-based design approach data systems & reports can use to increase the accuracy of educators' data analyses.

**Label Titles:**  Present  Communicate What Is Inside the Report  Use Consistent Titling System  Use Concise Language That Maximizes Info Communicated  Leave Some Info for Header &/or Input Controls **Footers:**  Present  Only Communicate Most Crucial Info  Follow Length Guidelines (Short)  Follow Font Size Guidelines (Same Size/Type as Report's Data)

**Supplemental Documentation Reference Sheets:**  Present  Accessible (Link from Report, Printable PDF)  Helpful Contents (Title, Description, Image, Purpose, Focus, Warning)  Follow Consistency Guidelines (Appearance, Content) **Reference Guides:**  Present  Accessible (Link from Report, Printable PDF)  Helpful Contents (Abstract Info, Page #s, Instructions, Essential Qs, More Info)  Follow Consistency Guidelines (Appearance, Content)

### Help System Tech Lessons (Using the System):

Present  Accessible (Online, Organized, Searchable, Printable PDF, 1 Click to Related Lesson)  Include Lessons for All Users  Key Features (Task-Specific, Step-by-Step, Illustrated)  Follow Consistency Guidelines (Appearance, Content) **Data Analysis Lessons:**  Present  Accessible (Online, Organized, Searchable, Printable PDF, 1 Click to Related Lesson)  Include Lessons for All Users  Key Features (Topic-Specific, Region-Specific, Illustrated)  Follow Consistency Guidelines (Appearance, Content)

**Contents Each Report:**  Expiration  Audience Appropriate **Report Suite:**  Expiration  Proactive Design Approach (Pre-Planned, Centralized)  Not Too Many  Organized to Cover Needs Matrix (No Gaps, Topic-Focused/Titled, Region-Specific)

### Package/Display

**Credibility:**  No Wrong Data  No Inappropriate Displays or Calculations  No Sloppiness (No Misspellings, Proper Grammar/Cap, No Unintentional Font Changes, No Cut-Off Text, No Sloppy Formatting, Flexible to Variations) **Key**

**Features:**  Summaries/Averages for Comparison  Calculations Done for You  Vital Data Included  Graph as Appropriate (Only for Key Info/Comparisons, Best Graph = Easy +

Appropriate, 0 on Scale/Left, No 3-D, Data Directly on Graph, Consider # of Entities)  Clear Headers (Provide Added Info, Distinguish/Group Data, Avoid All Caps, Repeat When Printed) **Design:**  Format/

Components Most Appropriate for Analysis  Avoid Clutter (Do Not Outline Bars/Wedges If Perimeters Survive Bad Printers, Use Lines Sparingly, White Space without Excessive Pages, Round #s That Will Not Lose Distinctions, Choose Showing #s/Data Over Other Clutter, Avoid Unnecessary Text/Columns/Rows, Not Everything Experts Ask For)  Avoid Keys/Legends  Most Important Data in Prime Locations  Juxtapose Comparisons  Eye Can Scan without Obstacles  Do Not Hug Lines  Purposeful Color & Shading  Size Reflects Importance  Not Unnecessarily Complicated or Overly Simplified (Simple-Yet-Effective Display, Simple Language) **Navigation:**  Easy & Fast  Efficient Filters for Finding Reports (Present, Filters for Major Needs, No Minor-Need Filters, Proper Capitalization but Not Case Sensitive, Multiple Tags per Report, Categorized Filter Display, Region-Specific)  Consolidate Reports to Support Multiple Inquiries  Design Consistency **Input Controls:**  Facilitate Recommended Data Investigation Practices  Required Controls Are Visible  Grey-out Unavailable Options & Leave out Never-Available Options  Categorized Control Display  Time-Saving Options (Easy Disaggregation, Easy Aggregation, Multiple Reports Run at Once, Data Source Options, Multi-Select)

Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). *Making sense of data-driven decision making in education: Evidence from recent RAND research*. Santa Monica, CA: RAND Corporation. • Minnici, A., & Hill, D. D. (May 9, 2007). *Educational architects: Do state education agencies have the tools necessary to implement NCLB?* Washington, D.C.: Center on Education Policy. • Rennie Center for Education Research and Policy. (February, 2006). *Data-driven teaching: Tools and trends*. Cambridge, MA: Rennie Center for Education Research and Policy. • Wayman, J. C., Snodgrass Rangel, V. W., Jimerson, J. B., & Cho, V. (2010). *Improving data use in NISD: Becoming a data-informed district*. Austin, TX: The University of Texas at Austin. • U.S. Department of Education Office of Planning, Evaluation and Policy Development (2011). *Teachers' ability to use data to inform instruction: Challenges and supports*. United States Department of Education (ERIC Document Reproduction Service No. ED516494)