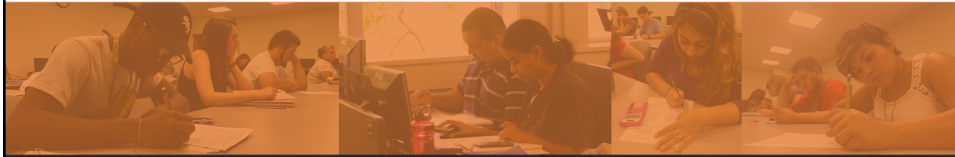




Developing Statistical Literacy in Middle School Students

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About the Dana Center

— Equity — Access — Excellence —

Dana Center by the Numbers



Dana Center by the Numbers

By the close of 2017, the Dana Center had contributed to the **implementation of math pathways** in higher education systems, institutions, and campuses in **29 states**.



Dana Center by the Numbers



We engaged with **118 districts in 23 states** to provide middle and high school math courses of the **highest quality**, as recognized by rigorous national and state reviews, including EdReports.org, Louisiana Department of Education, and Texas Education Agency panels.

Agenda

- **Where are we going?**
- **How do we get there?**

What the Standards Tell Us

- **6.12.B – use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution**
- **6.12.C – summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution**

What the Standards Tell Us

- **7.12.A** – compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads

What the Standards Tell Us

- **8.11.B** – determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points

What the Standards Tell Us

- **S.4.B – represent and summarize data and justify the representation**
- **S.4.C – analyze the distribution characteristics of quantitative data, including determining the possible existence of outliers**
- **S.4.E - compare and contrast meaningful information derived from summary statistics given a data set**

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