AN INTRODUCTION TO EFFECTIVE, FEASIBLE, EQUITY-DRIVEN DATA USE FOR SCHOOLS AND DISTRICTS

MAY 8, 2024
12 PM ET

WHAT WE HOPE TO ACCOMPLISH

- **Overview of data use for practitioners**
- **Why it matters**
- **Equity considerations**
- **Best practices for choosing and analyzing different types of data**
- **Who should be involved?**
- **How data use connects to evaluation and key takeaways**
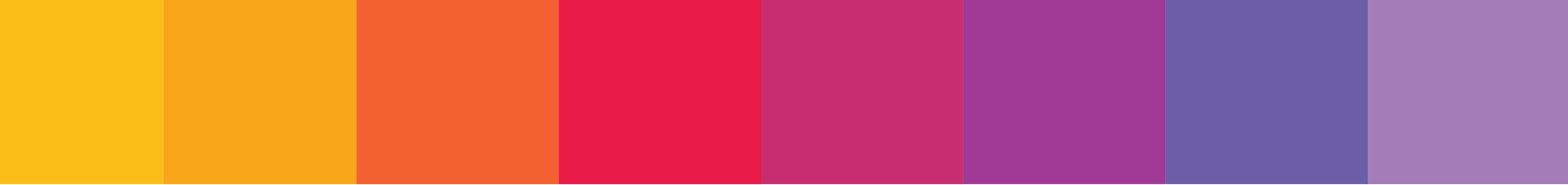
U.S. Department of Education, 2023 Equity Action Plan

RAISE THE BAR

LEAD THE WORLD

DEPARTMENT OF EDUCATION · UNITED STATES OF AMERICA

September 2023
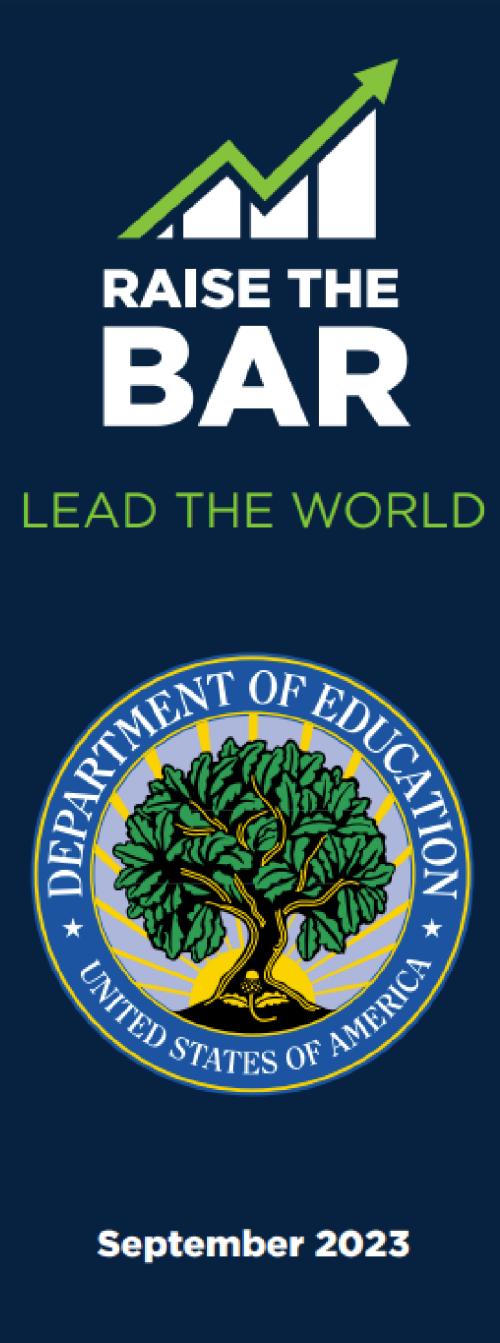
- Improve college access, affordability, and degree completion for underserved students to increase economic mobility.

- Implement Maintenance of Equity requirements to ensure historically underserved students have equitable resources for learning recovery. Supporting learners with disabilities.

- Address inequities faced by justice-impacted individuals by expanding access to postsecondary learning opportunities that improve outcomes for communities and reduce recidivism rates.

- Advance equity in and through career and technical education.

- Increase mental health resources with an emphasis on underserved communities, from the historic legislation and funding provided by the Bipartisan Safer Communities Act.

WHAT DOES EQUITY MEAN, AND HOW IS EQUITY MEASURED?

Equality means fairness and impartiality. It involves ensuring that everyone has access to the resources, opportunities, and support they need to thrive and succeed, regardless of their background, identity, or circumstances.

Equity seeks to address systemic barriers and inequalities that prevent certain groups from fully participating in society and reaching their full potential. It is about creating a level playing field and promoting justice and equality for all individuals
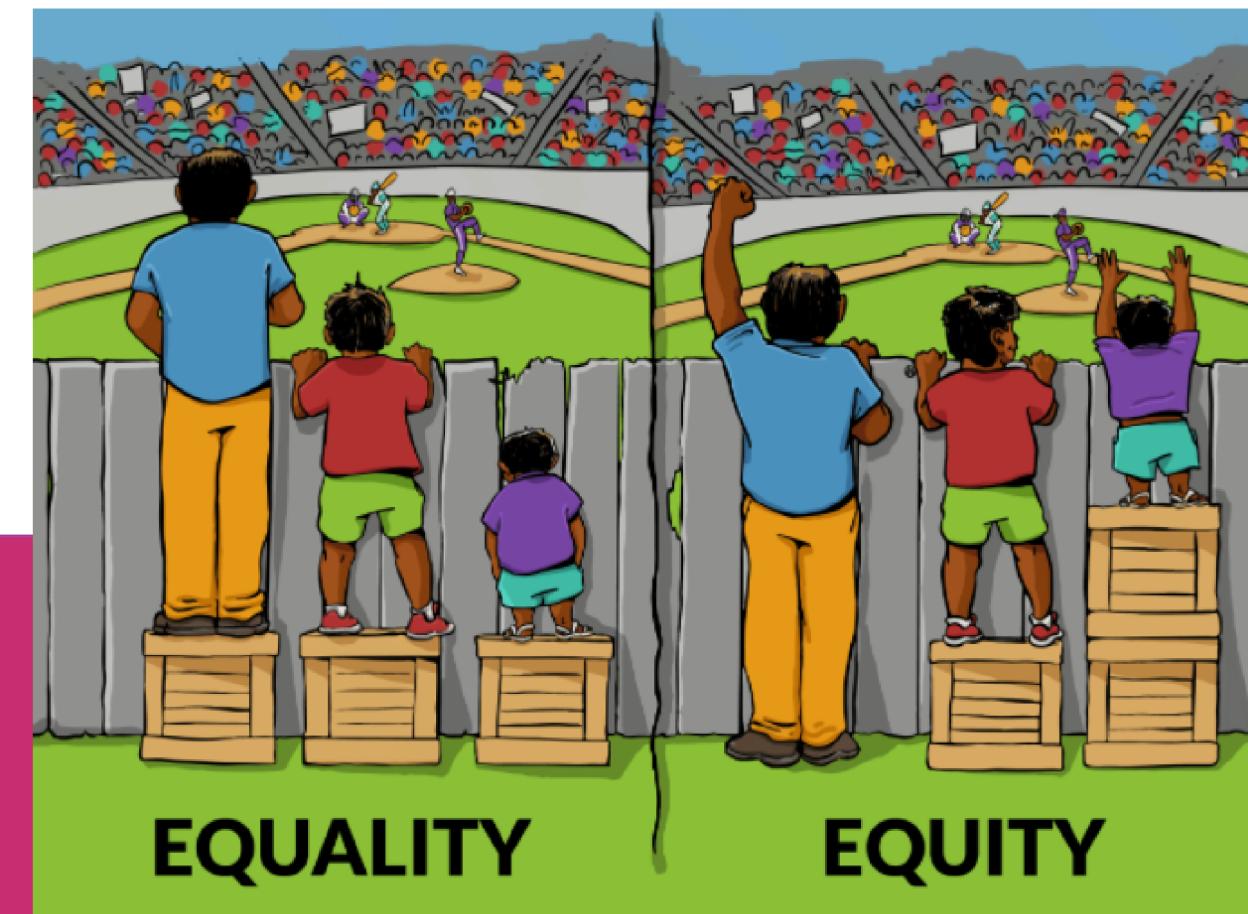
5 Ws of Racial Equity in Research Framework

bunifu
Learning for life

WHO?

Who benefits? Who is harmed? Who is excluded? Who makes decisions? Who do systems prioritize? Who is made comfortable? Who is cited? Who is called an expert? Who can lead research?

WHY?

Why is this project relevant? Why use this approach? Why should someone want to be involved? Why this research topic? Why this group of interest? Why you? Why not you?

WHEN?

When did it become a priority? When do research activities occur? When is waiting acceptable, and for whom?

WHAT?

What resources? What is the access? What values are prioritized? What languages are excluded? What are the accommodations? What variables are used or excluded?

WHERE?

Where does power sit? Where do you have to go? Where are resources shared? Where are findings shared? Where is this research going? Where does the money go?

Who? What? Why? When? Where? HOW?

SOURCE: BENTLEY-EDWARDS K. L., JORDAN FLEMING P., DOHERTY I. A., WHICKER D. R., MERVIN-BLAKE S., BARRETT N. J. (2022) THE 5WS OF RACIAL EQUITY IN RESEARCH: A FRAMEWORK FOR APPLYING A RACIAL EQUITY LENS THROUGHOUT THE RESEARCH PROCESS, HEALTH EQUITY 6(1), 917-921. HTTPS://WWW.NCBI.NLM.NIH.GOV/PMC/ARTICLES/PMC9811832/

Who has the power, influence, resources, and/or persistence to help you move the transformation at your school and district.

KEY QUESTIONS TO CONSIDER:

1. What do people value?
2. Who controls access to what people value?
3. How much control does each individual possess over valued resources? Are they easily obtainable elsewhere, or can they only be obtained through a central individual?
4. What's the nature of the relationships between central individuals?
5. What kind of relationship do you have with each central individual?

SOURCE: Boyles, M. (2022, July 7). Power mapping: What it is and how to use it. Harvard Business School Online. https://online.hbs.edu/blog/post/power-mapping-what-it-is-and-how-to-use-i*t*

Preliminary power map – adoption of a new literacy program
Key:
Circle shade: Level of interest
Circle size: Level of influence
White arrow: Direction of influence
Orange arrow: Direction of funding
Green arrow: Collaboration
Purple arrow: Information
Width of arrow: Strength of relationship
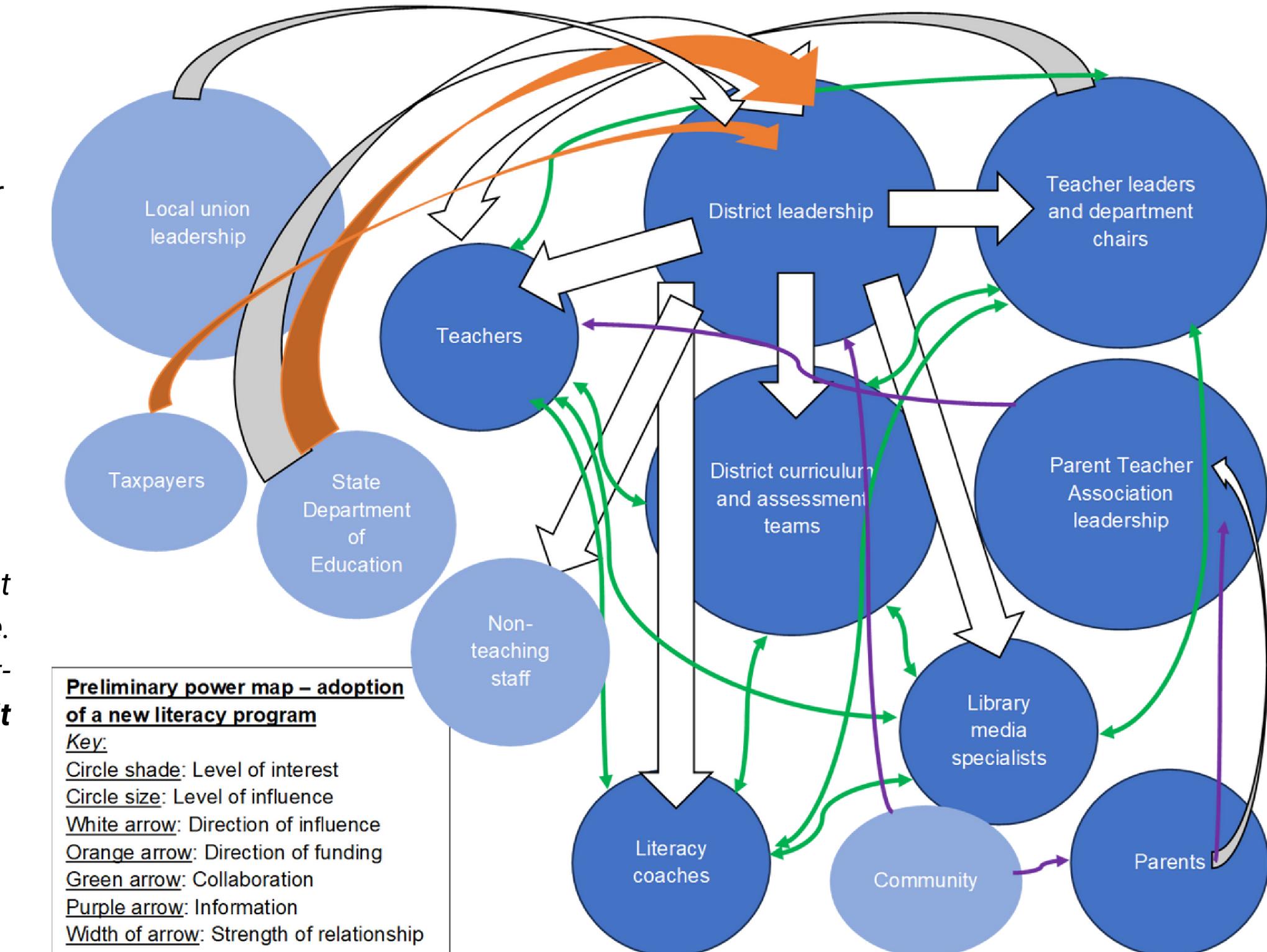
WHO SHOULD BE INVOLVED IN EFFECTIVE, EQUITY-DRIVEN DATA USE TO IMPROVE PRACTICE?

EXTRACTING DATA ELEMENTS FROM THE MISSION TO FOCUS WORK TOWARD OUTCOMES

Our Mission at the New York City Public Schools is to ensure that each student graduates on a pathway to a rewarding career and long-term economic security, equipped to be a positive force for change.

DATA ELEMENTS

ASPIRATIONS & CULTURE
- Attendance
- Discipline
- Promotion
- Drop-out

CAREER AND LONG TERM ECONOMIC SECURITY
- Academic Pathway Completion
- Apprenticeship Participation
- Internship Participation
- Licensures Completion
- Certificates Completion
- Job or Career Acceptance
- Financial Literacy Participation

POSITIVE FORCE FOR CHANGE
- Community Service or Activism Involvement
- Leadership Role Inside or Outside the Community

HOW DO EDUCATORS INTERPRET DATA OBJECTIVELY BY USING OR QUESTIONING ASSUMPTIONS?

Analyzing Data Systematically

SOURCE: Adapted from Bocala, C., Henry, S. F., Mundry, S., and Morgan, C. (2014). *Practitioner data use in schools: Workshop toolkit* (REL 2015−043). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory, Northeast & Islands. https://ies.ed.gov/ncee/rel/regions/northeast/pdf/REL_2015043.pdf

Identifying the True Underlying Causes of the Challenges You're Facing

Schools

Students

Lack math prerequisites

Do not believe they can succeed

Friends do not participate

Female students are less likely than male students to achieve CTE concentrator status in STEM programming

Society

Teachers
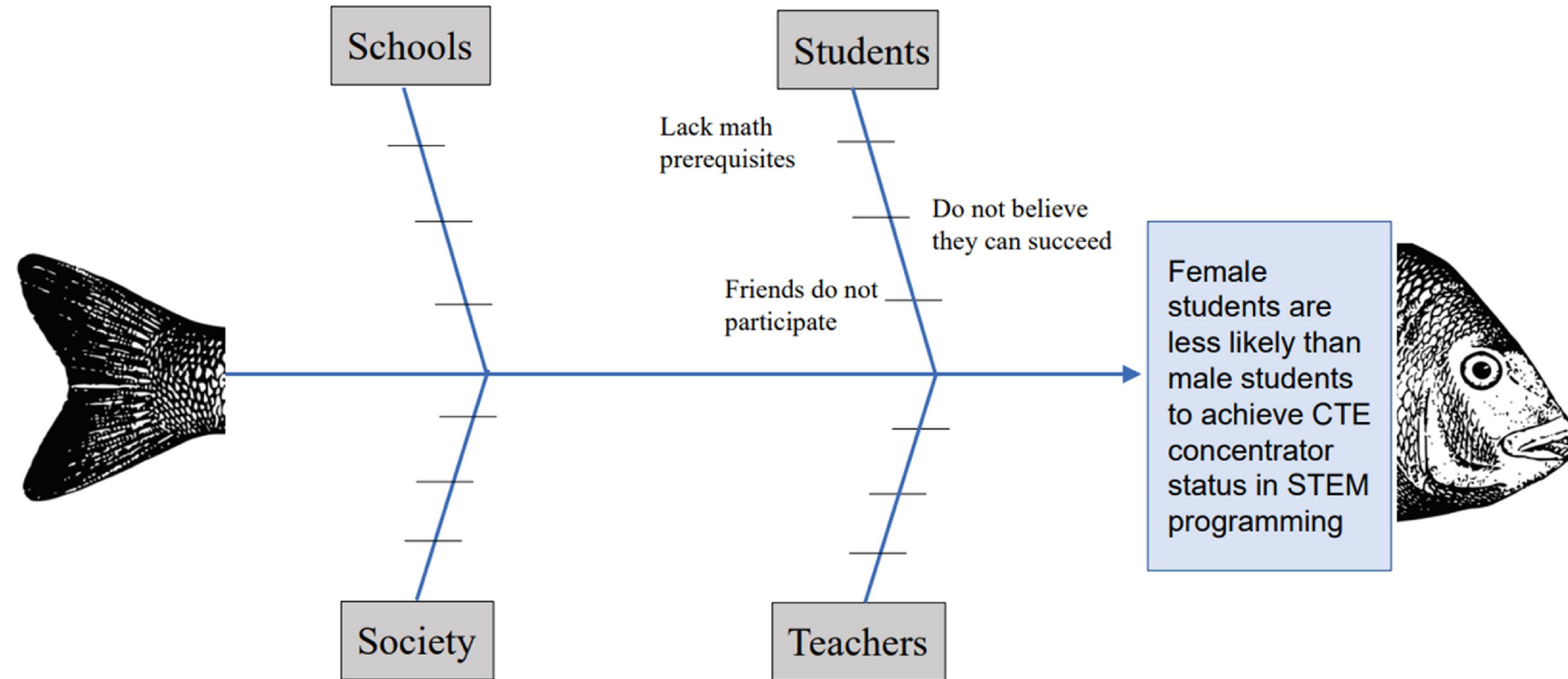
SOURCE: Arneson, A., Bel Hadj Amor, H., & Klein, S. (n.d.). *Career and technical education (CTE) data in Oregon: Strategies for closing equity gaps in CTE.* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory, Northwest. https://ies.ed.gov/ncee/rel/regions/northwest/pdf/cte-data-slides-training-b.pdf

How does a school or district start the data analysis process using the logic model, and why is this important?

Analyzing Data Example
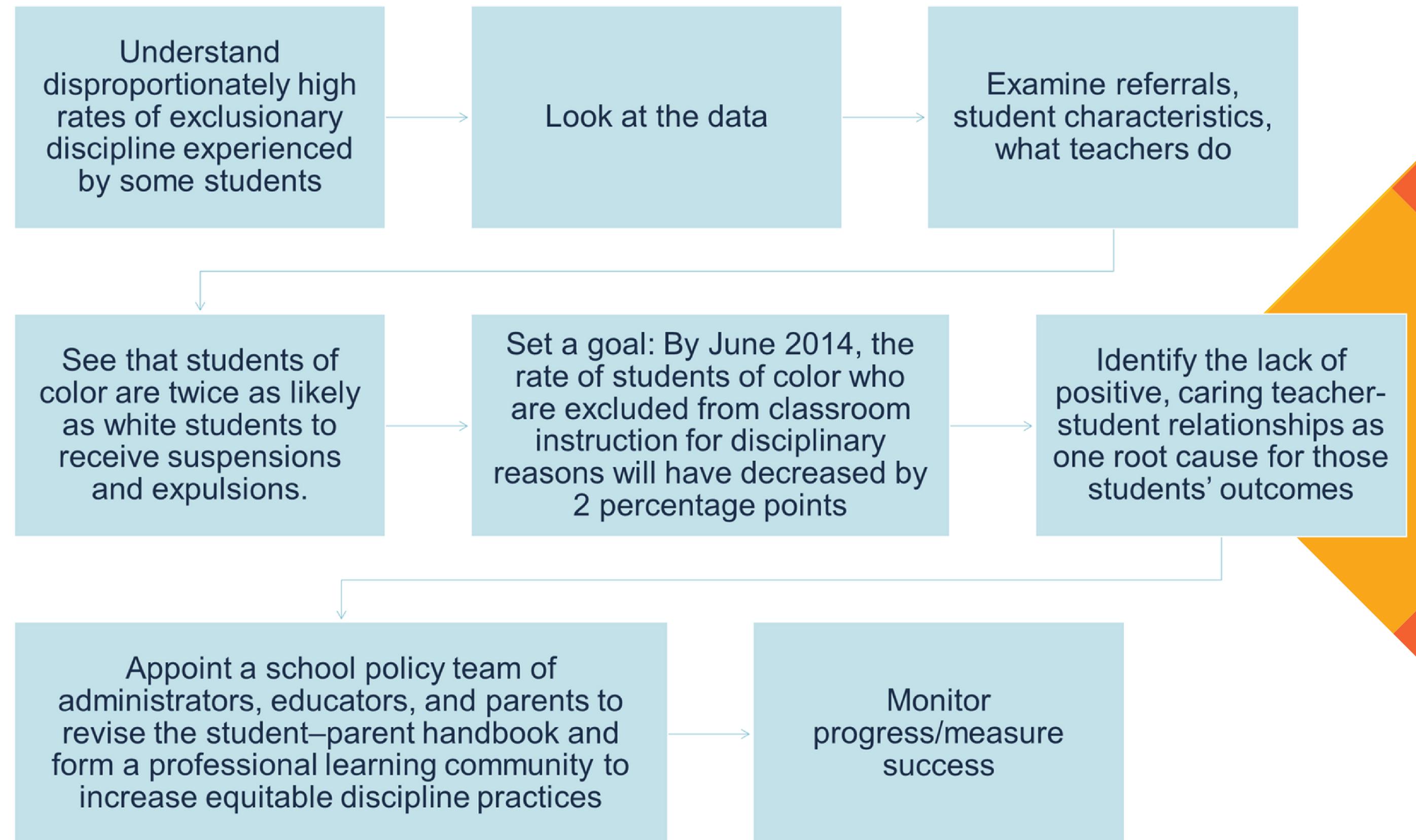
Understand disproportionately high rates of exclusionary discipline experienced by some students → Look at the data → Examine referrals, student characteristics, what teachers do

See that students of color are twice as likely as white students to receive suspensions and expulsions. → Set a goal: By June 2014, the rate of students of color who are excluded from classroom instruction for disciplinary reasons will have decreased by 2 percentage points → Identify the lack of positive, caring teacher-student relationships as one root cause for those students' outcomes

Appoint a school policy team of administrators, educators, and parents to revise the student–parent handbook and form a professional learning community to increase equitable discipline practices → Monitor progress/measure success

Analyzing Data Using the Logic Model

Lafayette College HHMI Logic Model – July 2013

Resources	Strategies	Outputs	Outcomes	Impacts
	Faculty Development	Interdisciplinary modules in classes	Increase percentage of courses that have interdisciplinary modules	Change the teaching of Biology at Lafayette to a process-driven, interdisciplinary approach and provide a model for other institutions
HHMI funding	Curricular Redesign	Capstone Course	Increase attainment of interdisciplinary student learning outcomes in Biology program	
New faculty line	Science Horizons Program	Research publications with student coauthors		Produce inquisitive scientists capable of asking and answering the questions posed by science and our society
Post-doctoral teaching position	Mentoring Program	Student research presentations	Increase percentage of students involved in research	
	Interim Session research for 1st year students	Skill and confidence gains in students	Increase persistence of students in biology	
Lafayette resources (funding, space, staff, faculty)	Interdisciplinary Research Fellows			Develop leaders and mentors for future generations of scientists
	EXCEL	Communication		
	LEARN for biology students	Research	Increase student participation in leadership activities	
		Mentoring		

Evaluation and Assessment	→	Annual evaluation report	→	Reflection and feedback to program	→	Develop understanding of successful strategies

SOURCE: Lafayette College. (2013). *HHMI logic model*. https://sites.lafayette.edu/rothm/files/2014/09/2013-07-06-HHMI-lafayette-logic-model.pdf
NOTE: HHMI stands for Howard Hughes Medical Institute.

# A Variety of Ways Data Can Be Analyzed at a District or School

- Quantitative

- Qualitative

- Mixed Methods (Combination of Quantitative and Qualitative)

- Network Analysis

- Innovation in the Field: AI as a Mixed Methods Approach

- Aggregate versus Disaggregated Data

WHAT ARE THE VARIETY OF WAYS DATA CAN BE ANALYSED AT A DISTRICT OR SCHOOL LEVEL?
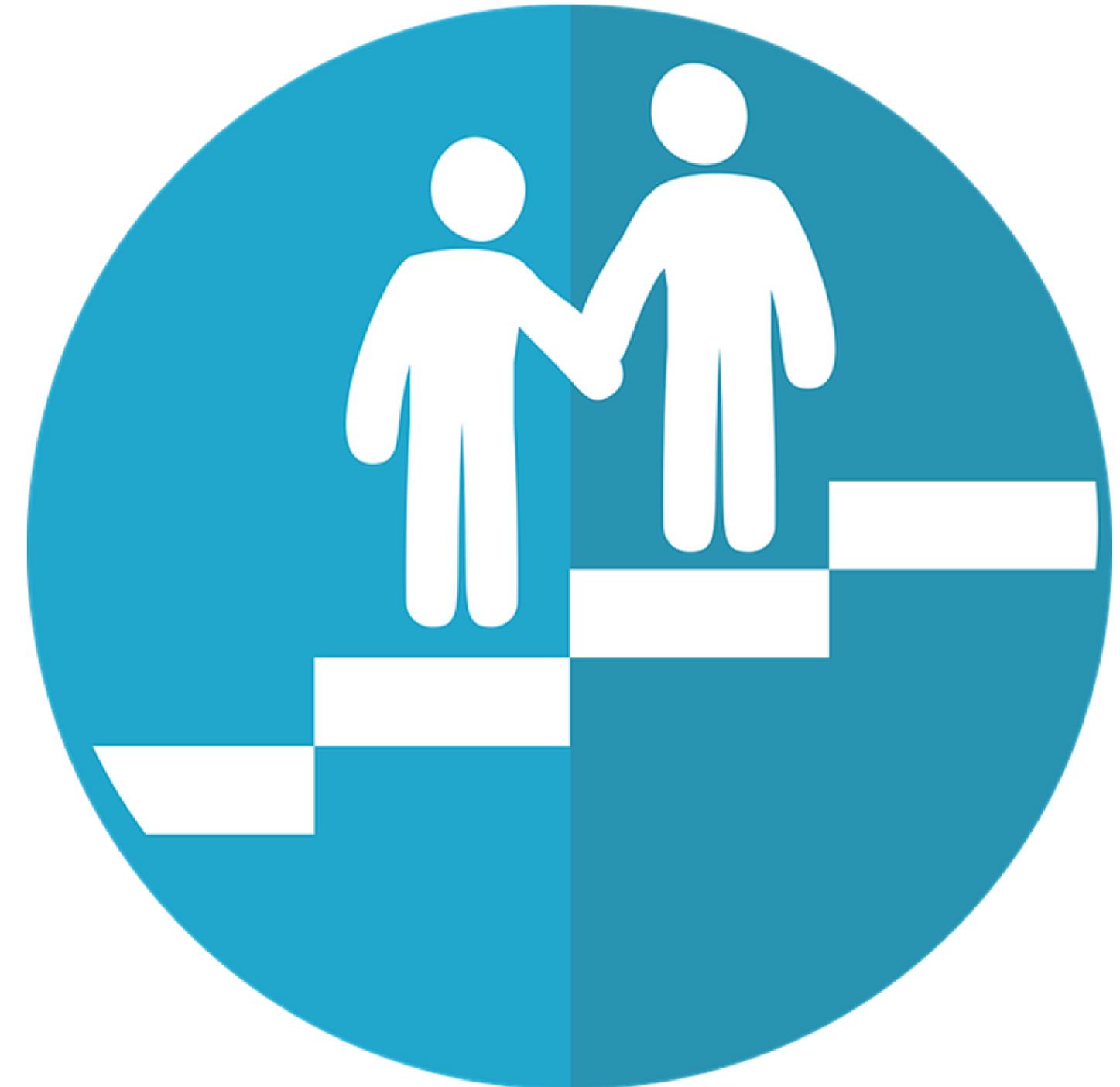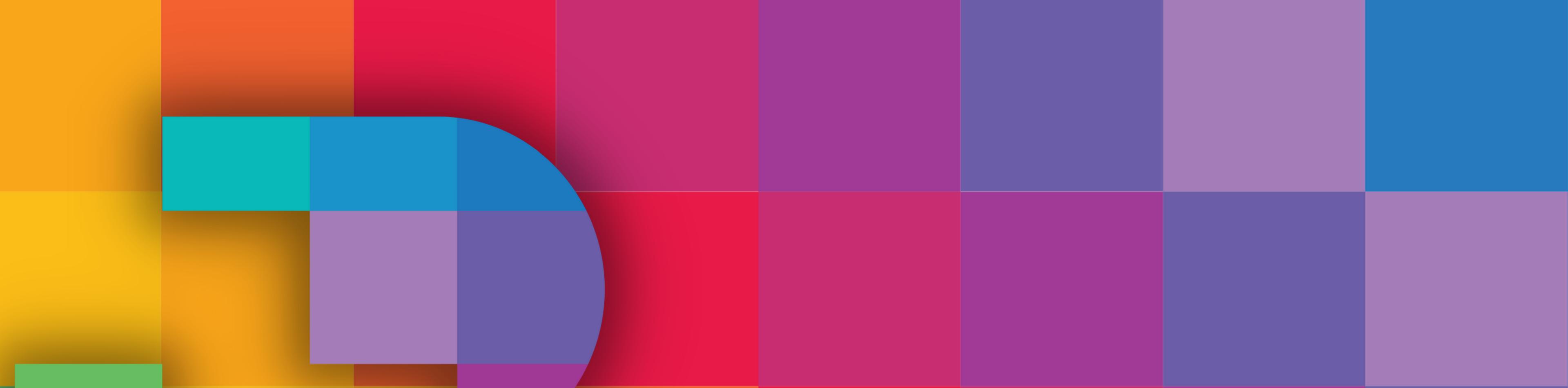
THANK YOU!

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