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Culturally Responsive Data Literacy

WEEAC Webinar #3

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Desktop:

1. On the Zoom in-meeting controls, click Participants 👥.

2. Hover your mouse over your name, then click the ellipses •••.

3. Click Rename.

4. A pop-up box will appear.

5. In the pop-up box, enter your display name.

6. Click Change.

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1. On the Zoom in-meeting controls, tap Participants.

2. Tap your name, then tap Rename.

3. A pop-up box will appear.

4. In the pop-up box, enter your display name.

5. Tap Done

Technical Assistance

Professional Learning

- By request—school boards, governmental agencies

- Through equity-centered capacity-building to better serve students who have experienced ongoing inequities in our educational system because of race, national origin, sex, or religion

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Western Educational Equity Assistance Center (WEEAC) Objectives

- Reduce chronic absence

- Reduce bullying and harassment

- Improve high school graduation rates

- Increase high school course enrollment

- Improve discipline equity

- Address disproportionality of students served under the Individuals with Disabilities Education Act (IDEA)

- Address discrimination cases and desegregation orders

WEEAC Subregions
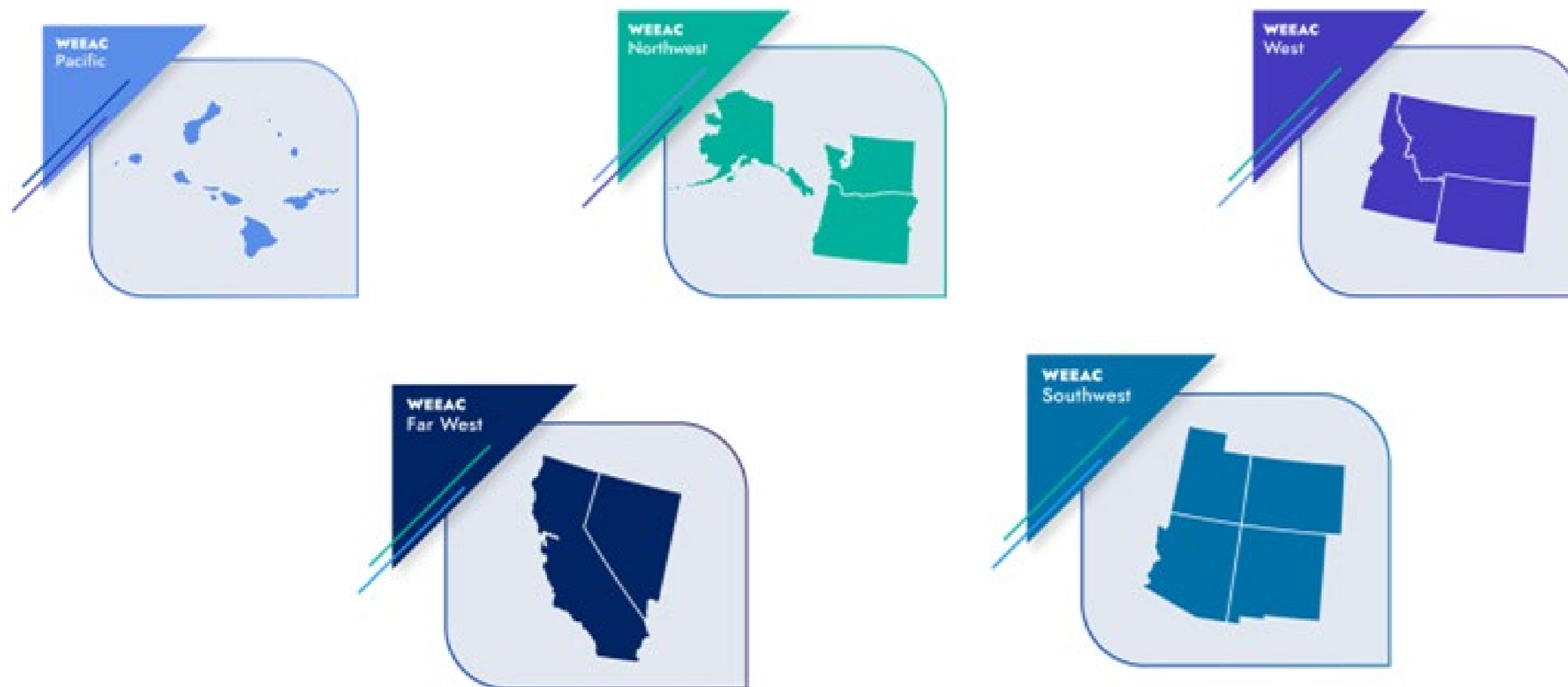
Pacific

American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and Hawai'i

Northwest

Alaska, Oregon, and Washington

West

Idaho, Montana, and Wyoming

Far West

California and Nevada

Southwest

Arizona, Colorado, New Mexico, and Utah

Five-Part Webinar Series

- Session 1 Pt. 1—Beyond Diversity: Achieving Racial Equity by Addressing Systemic Beliefs

  Wednesday, November 1

- Session 1 Pt. 2—Beyond Diversity: Achieving Racial Equity by Addressing Systemic Beliefs

  Wednesday, November 15

- Session 2—Foundations of Culturally Responsive & Sustaining Education

  Thursday, January 18

- **Session 3—Culturally Responsive Data Literacy**

  Thursday, February 22

- Session 4—From Awareness to Action: Equity Detours & the Equity Literacy Framework

  Thursday, March 21

- Session 5—Family and Community Engagement

  Thursday, April 25

Expertise of the WEEAC Team

Rawlin J. Rosario
Senior Program Associate

Krystal Wu
Program Associate

Objectives

- Understand the importance of centering culture and equity in data interpretation and use.

- Identify the broad range of data sources beyond assessments that can inform culturally responsive data use and educational equity.

- Develop an inquiry orientation that identifies and examines biases and challenges assumptions and preconceptions about students to make sound inferences.

Session Agenda

- Welcome and Introductions

- Setting the Stage

- Culturally Responsive Data Literacy (CRDL)

- Reframing What Counts as Data

- Applying Our CRDL Skills

- Closing and Survey

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Setting the Stage to Discuss Data

Our Starting Point

- Equal educational opportunities are a civil right.
- Culturally Responsive and Sustaining Education (CRSE) and equity are the plate.
- Refocus our gaze: We need to fix systems and adult practices, *NOT children and families/communities.*
- *This is a journey, not a destination.*

Working Agreements

Expect and accept nonclosure

Notice patterns of power by interrogating self and systems

Focus on impact rather than intent

Stay engaged even when uncomfortable

Keep confidentiality

Grant permission for collective breath

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Culturally Responsive Data Literacy

Data in Schools

What are the words and phrases that normally come to mind when you think about the "data" that are measured in schools?

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Data in Schools

Most types of data in education fall into four main categories:

- Demographics
- Student performance
- School processes
- Perceptions

(Bernhardt, 2005)

Data Literacy for Teachers

An iterative inquiry cycle comprising four steps:

1. Frame a problem of practice or pose a question

2. Question data to transform data into information

3. Transform information into a decision

4. Evaluate outcomes

(Warner & Mandinach, 2020)

Culturally Responsive Data Literacy (CRDL)

A Formula for Success in Data Literacy

Data Literacy for Teachers + Culturally Responsive Teaching = Culturally Responsive Data Literacy

(Warner & Mandinach, 2020)
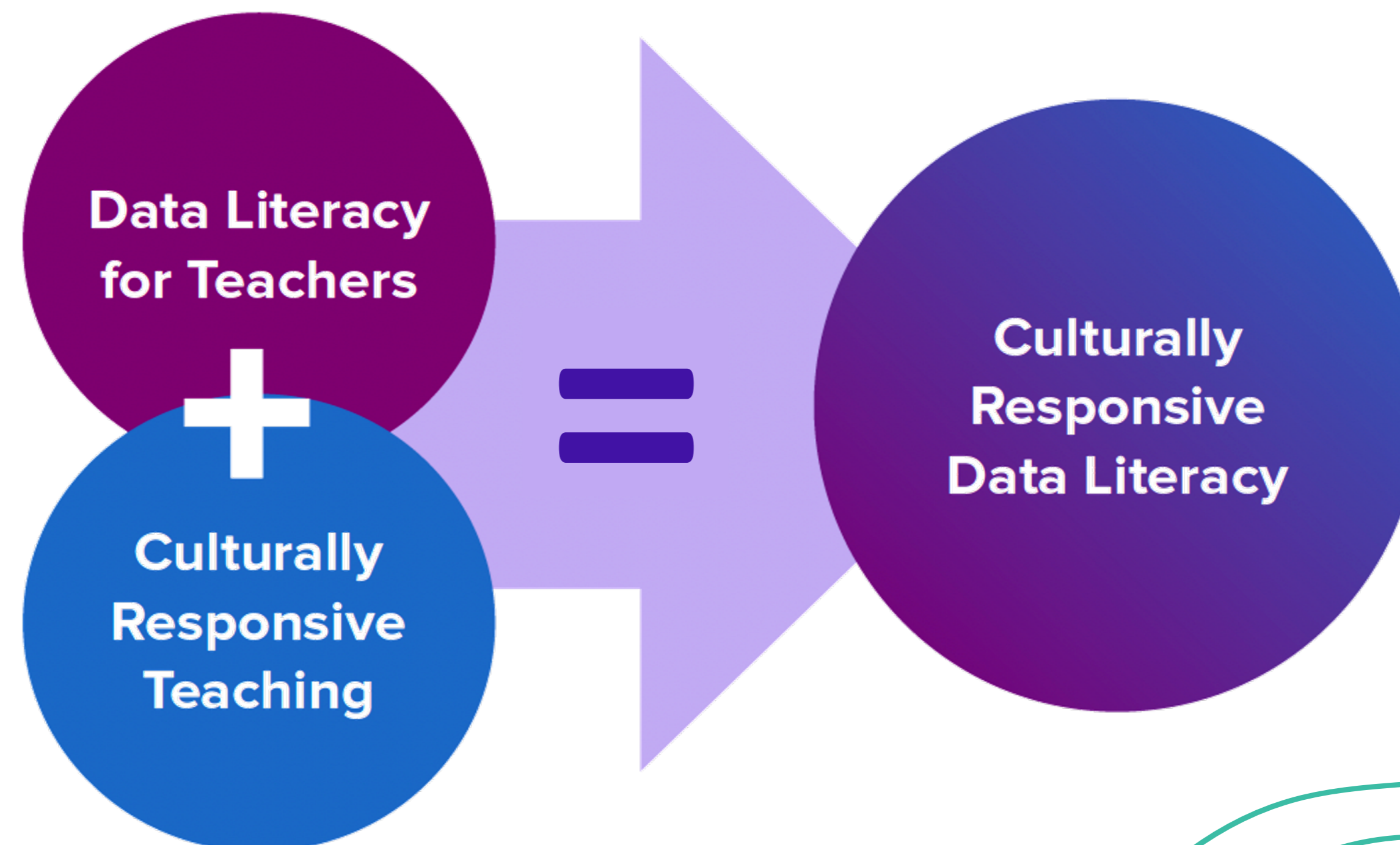
Why Does CRDL Matter?

- Data use in education has historically been driven by accountability and a deficit model.
    - Accountability is intimately linked to summative test scores.
    - Summative test scores have been shown to further marginalize the most challenged students.

- CRDL moves the conversation to an asset-based model that considers the whole child.
    - It capitalizes on students' strengths, interests, assets, and backgrounds.
    - Using diverse data sources provides a more comprehensive picture of a student.

- CDRL can change messaging and dialogue in important ways to assist educators to address the needs of ALL children.

(Warner & Mandinach, 2020)

Pause and Reflect

Take a moment to pause and consider what you have learned so far. Reflect on your own context and role.

What current practices and approaches are you already using that are aligned with culturally responsive data literacy?

CRDL Practitioners…

- Use an asset-based approach

- Seek a broad range of data sources about students as learners in schools, as individuals with personal histories, and as children with unique experiences and identities

- Identify and interrogate bias in analysis and interpretation of the information they collect

- Transform information into equity-oriented action

(Warner & Mandinach, 2020)

"How data is presented can create limiting narratives around achievement, especially for students who have been at a disadvantage. Data doesn't come to life on its own so people who construct data (and the narratives surrounding it) must be aware of the potentially harmful biases they may be imposing on students."

(Ddamulira, 2019)

Three Forms of Bias-Based Beliefs

Color-evasiveness

Removes race identifiers and uses a personal lens for viewing interaction

This belief can be showcased through interacting with individuals as identity-neutral "individuals" or looking for the commonalities between individuals

Deficit-thinking

Premised on cultural and/or general deficiencies and used within education to explain academic performance as a result of deficiencies in an individual and/or group

Poverty-disciplining

Premised on the notion that poverty happens because of individual behaviors and psychological dispositions

This belief is used to develop practices that are intended to change "poverty" behaviors

(Fergus, 2017)

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CRDL Practitioners Identify and Interrogate Biases

Educators committed to CRDL must continuously identify and interrogate how their biases affect

- their beliefs and practices,

- how they see students,

- what data to collect and how they interpret those data, and

- the actions they take next.

(Warner & Mandinach, 2020)

Pause and Reflect

Take a moment to pause and consider what you have learned so far. Reflect on your own context and role.

- How might bias-based beliefs show up in your and others' work with data?

- How might CRDL disrupt those bias-based beliefs?

Reframing What Counts as Data

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"Using data to make students' experience visible is ultimately about equity. When data reveals the students' learning experience rather than just the achievement level, teachers have the opportunity to check their assumptions about student learning against what is actually happening in the data."

Carrie Wilson, Teacher,
Street Data Author
(Safir et al., 2021)

Satellite and Map Data
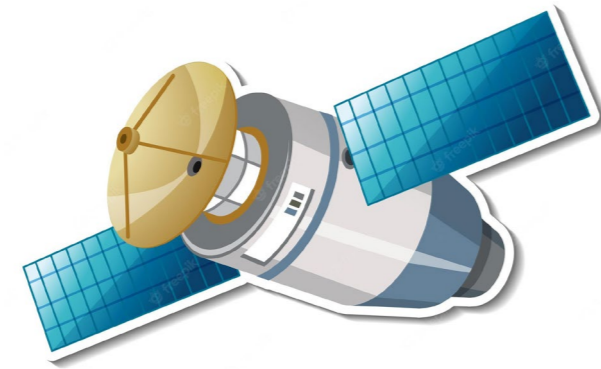
- Large grain size

- Broad quantitative measures: test scores, attendance patterns, graduation rates

- Adult indicators: teacher retention, principal attrition, and parent participation rates

- Illuminate trends and point attention toward underserved groups of students and provide general direction for further investigation

- Medium grain size

- Attend to social–emotional, cultural, and learning trends within a school community

- Help identify student skill gaps or instructional skill gaps for teachers

- Include literacy levels ("running records"); rubric scores on common assessments; and surveys that reveal student, parent, or staff perception and satisfaction levels

(Safir & Dugan, 2021)

Street Data

- A practitioner-driven framework for conducting qualitative research in service of school transformation that drives toward equity and deep learning

- Qualitative and experiential data

- Asset-based data, building on the tenets of culturally responsive education by helping educators look for what's right in our students, schools, and communities instead of seeking out what's wrong.

- Help reveal what's getting in the way of student or adult learning, illuminate where the learner is in relationship to a holistic set of goals, and determine what might come next

- Not just stories; they represent systemic information about student learning

(Safir & Dugan, 2021)

Consider Kinds of Data

1. **Academic Performance and Schooling Experiences**

   - Information about students from interim formative and summative assessments
   - Observations of student performance in classrooms and schools
   - Documented and informal records of student interactions with peers and adults in school
   - Student testimonies and perceptions, including experiences with bullying

2. **Personal Story and Experiences**

   - Family values, strengths, and traditions
   - Extracurricular skills and assets
   - Living conditions
   - Responsibilities (e.g., does the student have younger siblings they are expected to supervise? Is the student responsible for getting themself to school each day without a parent's/guardian's support? Does the student work to support their family?)
   - Access to health care, food, and transportation
   - Traumatic experiences
   - How they identify (i.e., sexual orientation, race, culture)

(Warner & Mandinach, 2020)

Types of Street Data

| Artifacts

Anything created by human beings that yields information or insight into the culture and/or society of its creator and users | Stories/Narratives

The oral and sometimes written transmission of stories, histories, lessons, and other knowledge to maintain a historical record and sustain cultural identities | Observations

The study of human behavior, including micro-interactions, micro-pedagogies, and micro-facilitation moves with a keen focus on both verbal and nonverbal communication |
|---|---|---|
| • Student work
• Video of a performance-based assessment
• Audio recording of a student-to-student discussion
• Teacher-designed task
• Professional learning agenda
• Instructional coaching conversations plan | • Empathy interviews
• Focal student case study
• Oral histories
• Identity maps
• Writing journals
• Staff meeting comment cards
• Listening-campaign quotes | • Equity participation tracker (tally by race, gender, ELL status, etc.)
• Nonverbal observation transcript
• Meeting observation notes
• Instructional coaching transcript
• Sketch of classroom walls |

(Safir & Dugan, 2021)

Ways to Gather Street Data
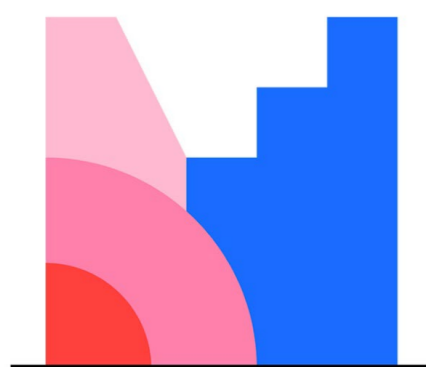
- Audio feedback interviews
- Listening campaigns
- Fishbowls
- Equity participation tracker
- Shadowing a student
- Equity-focused classroom scan

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(Safir & Dugan, 2021)

Pause and Reflect

Based on our learning from today, how might you shift your approach to gathering and/or analyzing data?

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Applying Our Culturally Responsive Data Literacy Skills

Step 1: Prepare to Practice

To practice applying your emerging culturally responsive data literacy skills, read the following scenario and then consider the guiding questions that follow. The scenario describes a hypothetical but potentially real experience that teachers and leaders have in schools. In this scenario, culturally responsive data literacy may help them advance educational equity for students.

Step 2: Read the Scenario

You are a teacher at a Title 1 K–5 school that serves 700 students in a suburban district. About 75 percent of students at your school qualify for free and reduced-price meals, 25 percent receive special education services and have individualized education plans (IEPs), and there are at least five different native languages as first languages among the students, with about 10 percent of all students receiving services through the English Language Learner (ELL) program.

The school is located in a highly diverse community: Students come from neighborhoods where household incomes range from $30–$250K; there are a number of places of worship, including a synagogue, a mosque, two temples, and a handful of Christian churches. Additionally, while the district provides buses for students to attend the school, the school is accessible by public transportation—there is a public bus stop one block from the school.

It's the third week of the new school year, and you have noticed that one 3rd grade student in particular, Paula, has been absent from class more than other students and has already been referred to the office for not being on task during class activities. You notice that she is also performing at significantly lower levels than the others and that she does not socialize much with other students when opportunities are present (during structured and nonstructured activities in the classroom and school).

Step 3: Consider Student-Centered Guiding Questions

Which of these guiding questions can you answer after reading the scenario? Which require more data?

At School

A. What do you know about the student's academic outcomes in school?

B. What do you know about the student's behavior in school?

C. What do you know about any special services or accommodations that this student receives?

Outside of School

D. What do you know about the student's family?

E. What do you know about the student's living conditions?

F. What do you know about the student's physical health?

G. What do you know about the student's social-emotional health and well-being?

H. What do you know about the student's interactions, either formal or informal, documented or undocumented, with the justice system?

I. What do you know about the way the student identifies themself?

Step 4: Identify Next Steps

Now, respond to the following questions in order to decide what you might do next as the teacher or administrator in the scenario you read.

1. What types of data would be helpful in understanding the root cause of the behaviors and underperformance you have observed?

2. What actions could you take next to best serve this student's social, emotional, and academic learning?
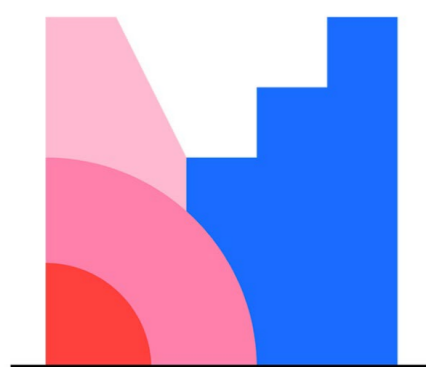
Small Group Conversation

1. Briefly introduce yourselves.

2. Then, take turns discussing the questions in Step 4 of your handout.

   - What types of data would be helpful in understanding the root cause of the behaviors and underperformance you have observed?

   - What actions could you take next to best serve this student's social, emotional, and academic learning.

Collective Share-Out

What actions could you take next to best serve this student's social, emotional, and academic learning?

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Closing Reflection

- What next small step might you take to deepen your CRDL skills?

- What kinds of support do you need to make these commitments happen?

- What might get in the way of you, your school, and/or the district working toward these commitments?

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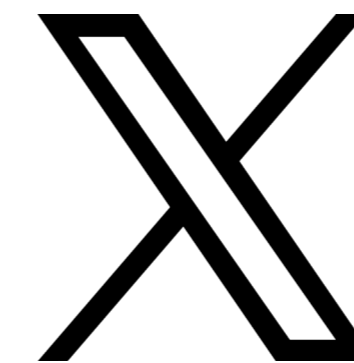
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Thank you.

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Thank you for your time and participation.

Please complete the evaluation form and tell us how we did!