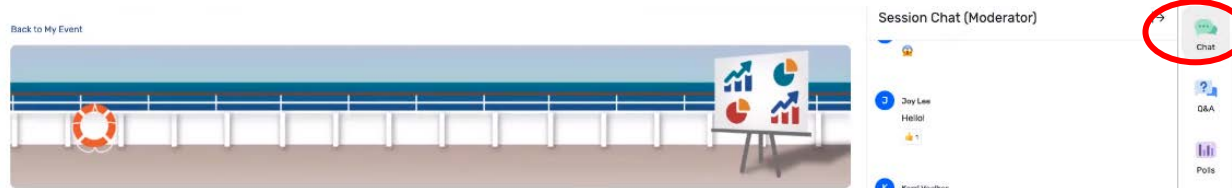


Welcome

Please put your name, your role and state in the chat

→ Use the chat feature for responding to presenter questions or to make comments during the presentation.



No Longer Invisible: Addressing Equity Through Data Use

Grace Kelley
Cindy Weigel



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NCES STATS-DC Data Conference

Virtual

August 17, 2021

Addressing Equity Through Data Use

By the end of this session, participants will be able to:

- Understand and embrace their leadership roles in asking critical questions about equity that data can answer
- Understand data are perceived differently by different communities
- Gain awareness of the importance of addressing equity at each step across data collection, analysis, reporting, and use cycle

Agenda

- Data-Informed Leadership for Equity: The Why
- Critical Equity Questions for Consideration: The What
- Infusing Equity into the Data Life Cycle: The How

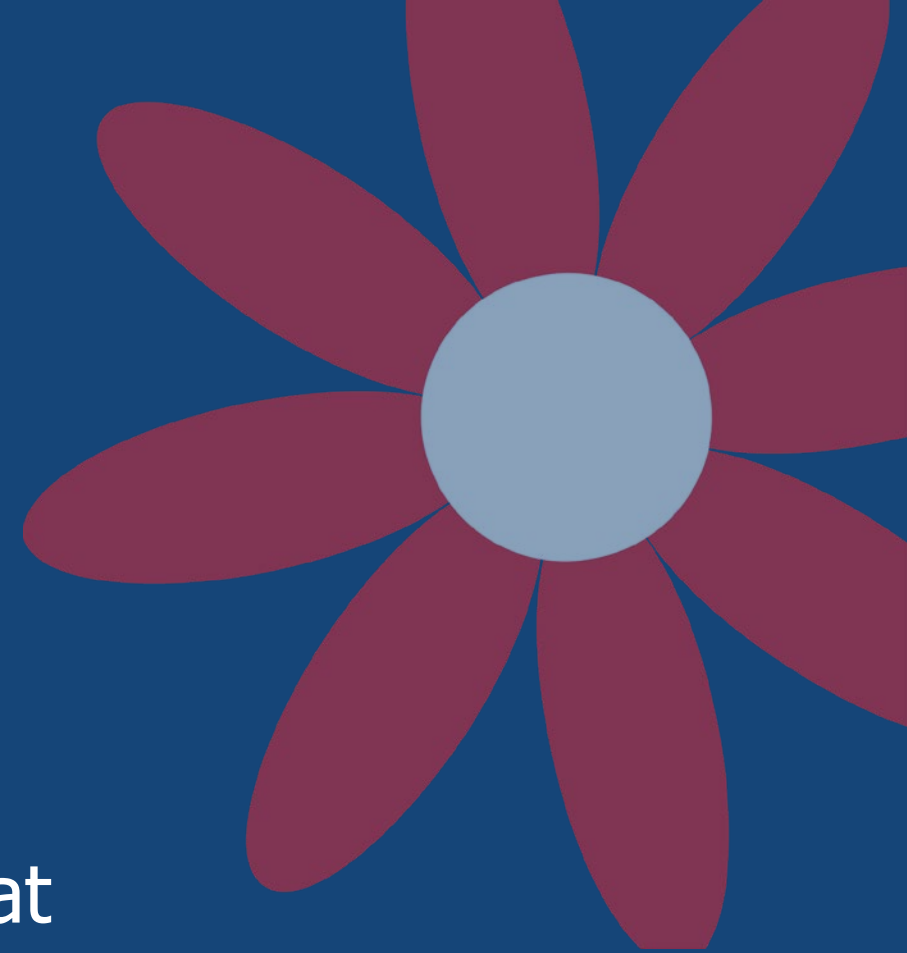
Definitions

- *Data-driven decision making* - **important decisions anchored in data**, rather than simply being based on hunches about the right course of action.
- *Equity* is defined as “the state, quality or ideal of being just, impartial and fair.” The concept of equity is **synonymous with fairness and justice**. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept.
- *Systemic equity* is a complex combination of interrelated elements **consciously designed to create, support and sustain social justice**. It is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits and outcomes.
- *Inclusion* is the action or state of including or of being included within a group or structure. More than simply diversity and numerical representation, inclusion **involves authentic and empowered participation and a true sense of belonging**.
- *Racial justice* is the **systematic fair treatment of people of all races that results in equitable opportunities and outcomes for everyone**. All people are able to achieve their full potential in life, regardless of race, ethnicity or the community in which they live.

Data-Informed Leadership for Equity

“leadership is second only to classroom instruction among school-related factors that affect student learning in school”

Wallace Foundation (2011)



Leadership

“...to lead is to live dangerously.”

Ronald Heifetz and Marty Linsky, [A Survival Guide for Leaders](#)

Data-Informed Leadership for Equity

“Sometimes the smallest step in the right direction ends up being the biggest step of your life. Tiptoe if you must but take a step.”

- Naeem Callaway



Data-Informed Leadership for Equity

- Advancing equity takes focus and commitment
- It requires us to ask the right questions

Reflective, probing questions help build the “data” story that identifies gaps in outcomes for children, points out the strengths and explores adult capacity around equity

- Define principles of equity and inclusion in all aspects of the work
- Establish a shared language to present data, describe conditions and outcomes and identify root causes of inequities

“Data don’t drive”

It is collected, interpreted and acted upon by people

– Dowd, 2005



How can data help?

- Addressing inequities requires an understanding of the root causes of outcome disparities.
- Evaluating disaggregated data can help identify inequities, but **data are not meant to be interpreted in a vacuum.**
- Its important to remember that data can and have been used to harm groups and communities.
- To use data to help identify and reduce inequities, **it's critical to look at data with families and communities and listen to lived experiences.**

Questions to consider:

- Who collected the data?
- Whose lives are embodied in the data?
- Who is it serving?
- Who is harmed potentially?

Adapted from *Data Feminism*.
<https://data-feminism.mitpress.mit.edu/>

Preschool Expulsion & Suspension

- Preschoolers are expelled at three times the rate of children in kindergarten through 12th grade.
- Preschool-aged boys are four times as likely to be expelled as girls are.
- African American children are expelled almost twice as often as Latino and white children and more than five times as often as Asian American children are.



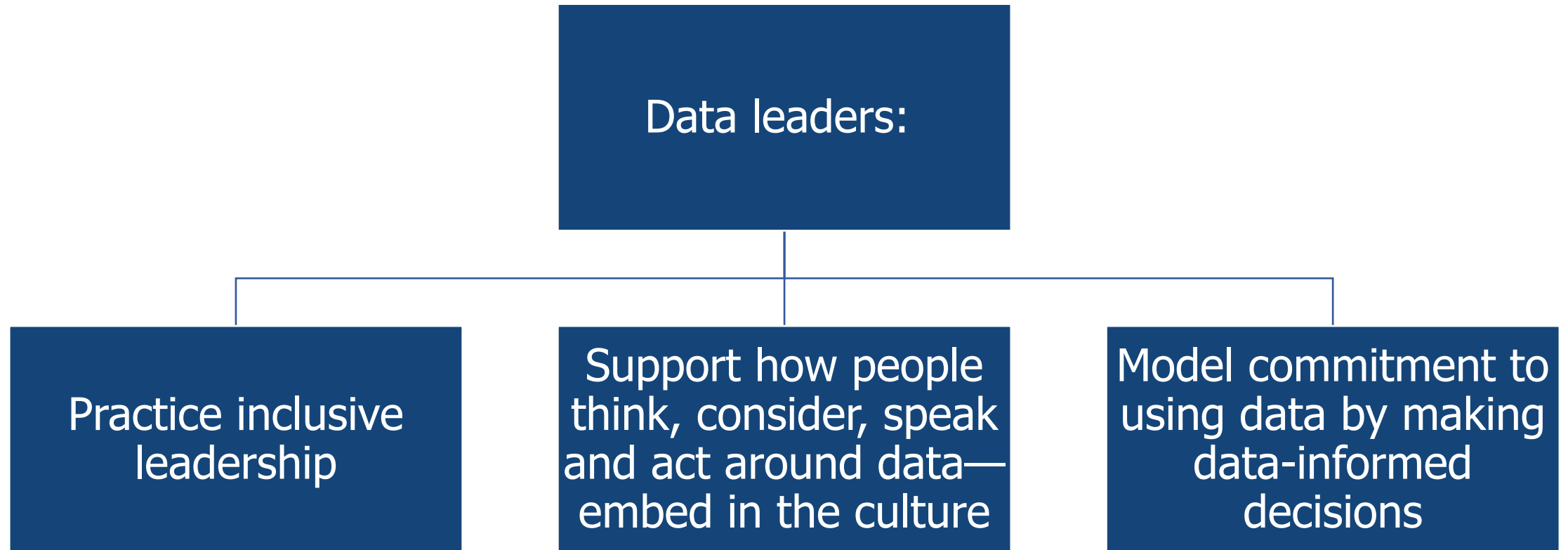
Critical Equity Questions



*Preschool expulsions...are
not child behaviors; they are
adult decisions.*

Walter S. Gilliam, PhD
Yale University Child Study Center

Leadership Critical for Successful Data Culture



Data-Informed Leadership for Equity

Practice inclusive leadership

- Leadership stretched over people, places, activities
- Create and maintain conditions for a culture of data use including stakeholders and parents
- Focus on stakeholder empowerment – taking leadership, designing solutions and strategies
- Lead policy change, system reform and program delivery
- Setting up expectation of facilitated discussion of data use for equity

Data-Informed Leadership for Equity

Support how people think, consider, speak and act around data — embed in the culture

- Challenge deficit assumptions of children and families related to class, race and gender, shift to focus on strengths
- Reframe disparities and actions toward equity, not a deficit model
- Use data to illuminate inequities in the system



Data-Informed Leadership for Equity

Model commitment to a culture of inquiry

- Ensure staff have knowledge and skills to use data to inform decision making
- Facilitate data conversations that are asset based and focused on equity
- Use data to align policy, and practice based on value of equity and culturally relevant practices



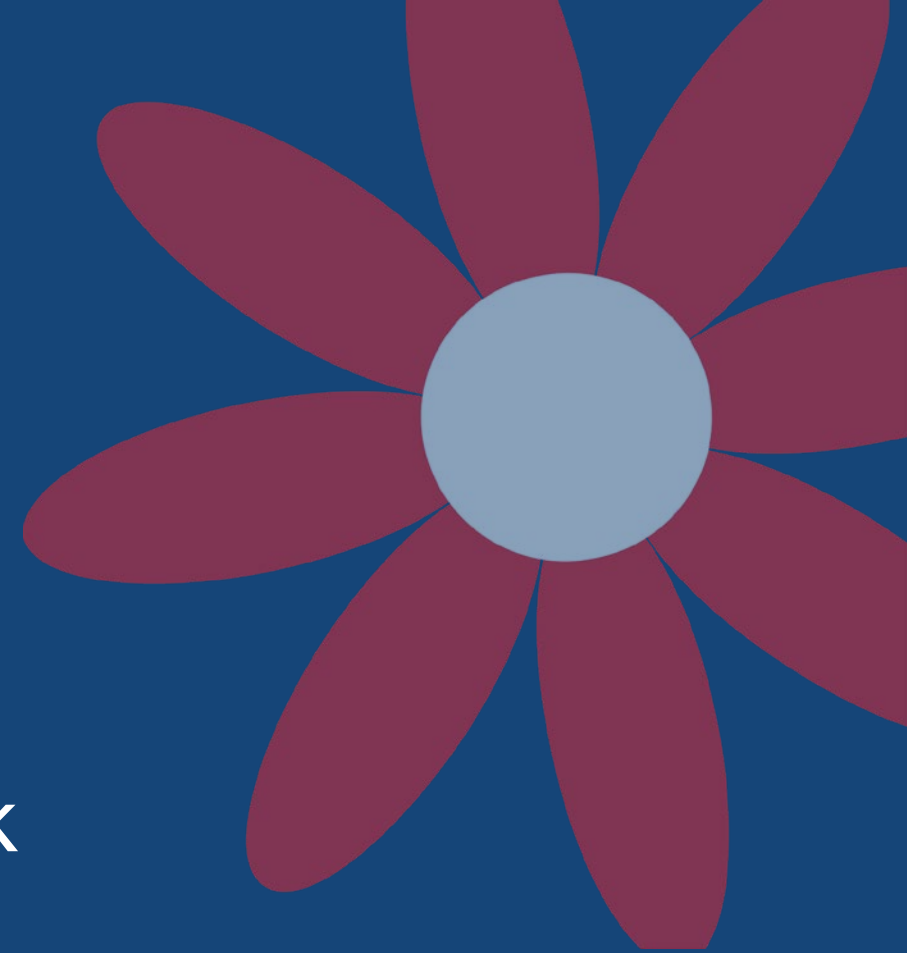
Data-Informed Leadership for Equity Discussion

Leading for equity requires “leading with your why.” Please post your answers in the chat!

- What drives you to do this work?
- Why are you so committed to creating equitable learning opportunities and social justice for all children in your community?
- What might be getting in the way of creating equitable learning opportunities?

Critical Questions

recommended questions districts can ask
to explore equity



Critical Equity Questions



“When it comes to equity, ambiguity is the enemy. We have to see something clearly in order to address it.”

Mackey Pendergrast, New Jersey Superintendent

Fix Systems, Not Students 7 Critical Equity Questions for District Leaders

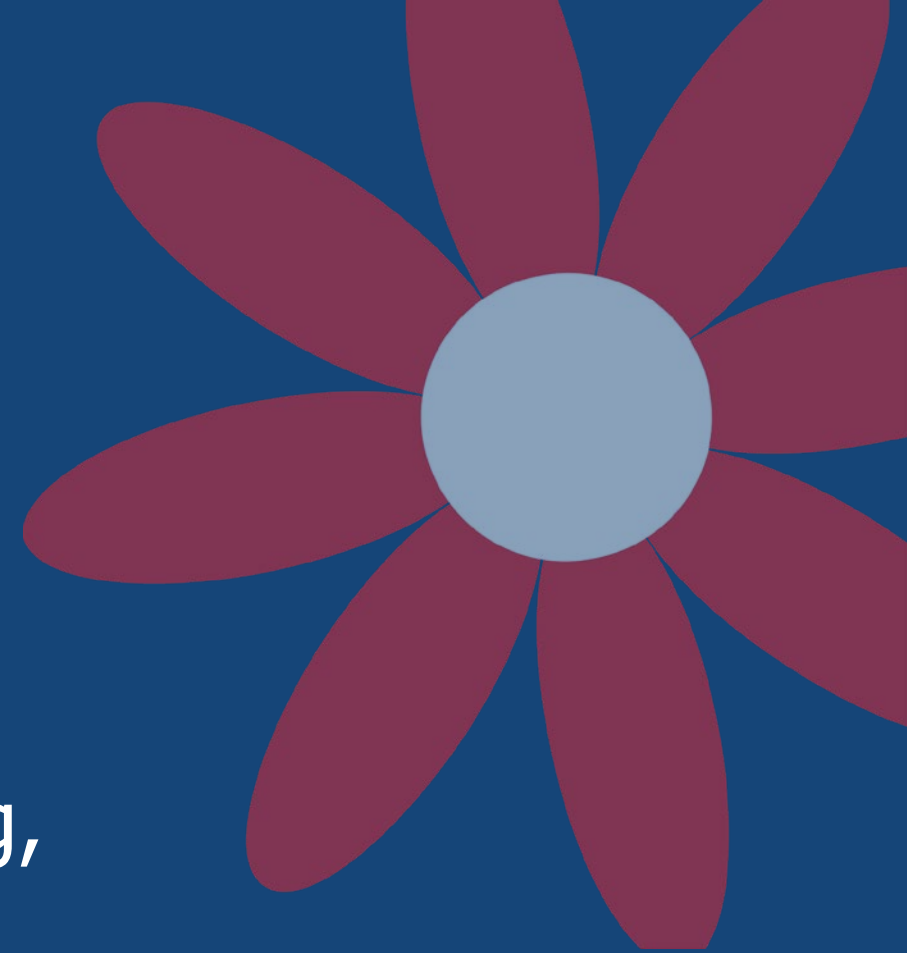
- 1 How are families, students, teachers, and staff thinking and feeling about equity and inclusion in your program?
- 2 What differences in outcomes or achievement exist between groups of children served in your program?
- 3 What differences exist in the social-emotional development of different groups of children you serve?

Fix Systems, Not Students 7 Critical Equity Questions for District Leaders

- 4 What groups of children are over- or under-represented in your disciplinary and behavioral data?
- 5 How might your attendance and chronic absenteeism rates differ by groups of children?
- 6 What is your intervention enrollment by race/ethnicity?
- 7 Do your caring adults have an asset-based or strength-based system for supporting each and every child?

Infusing Equity in the Data Life Cycle

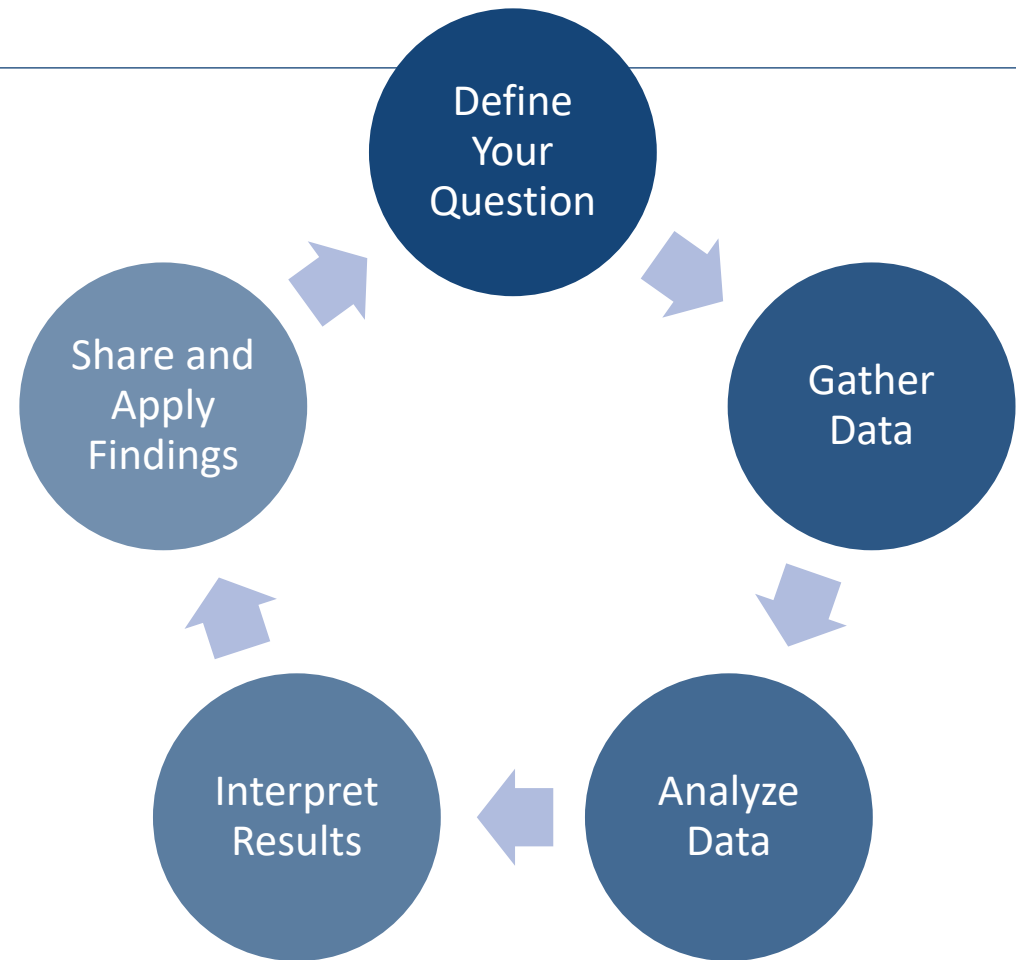
across data collection, analysis, reporting,
and use



Engage in a Cycle of Inquiry

Inquiry is a **cyclical process** that takes time, and it's important for data teams and communities to work together throughout.

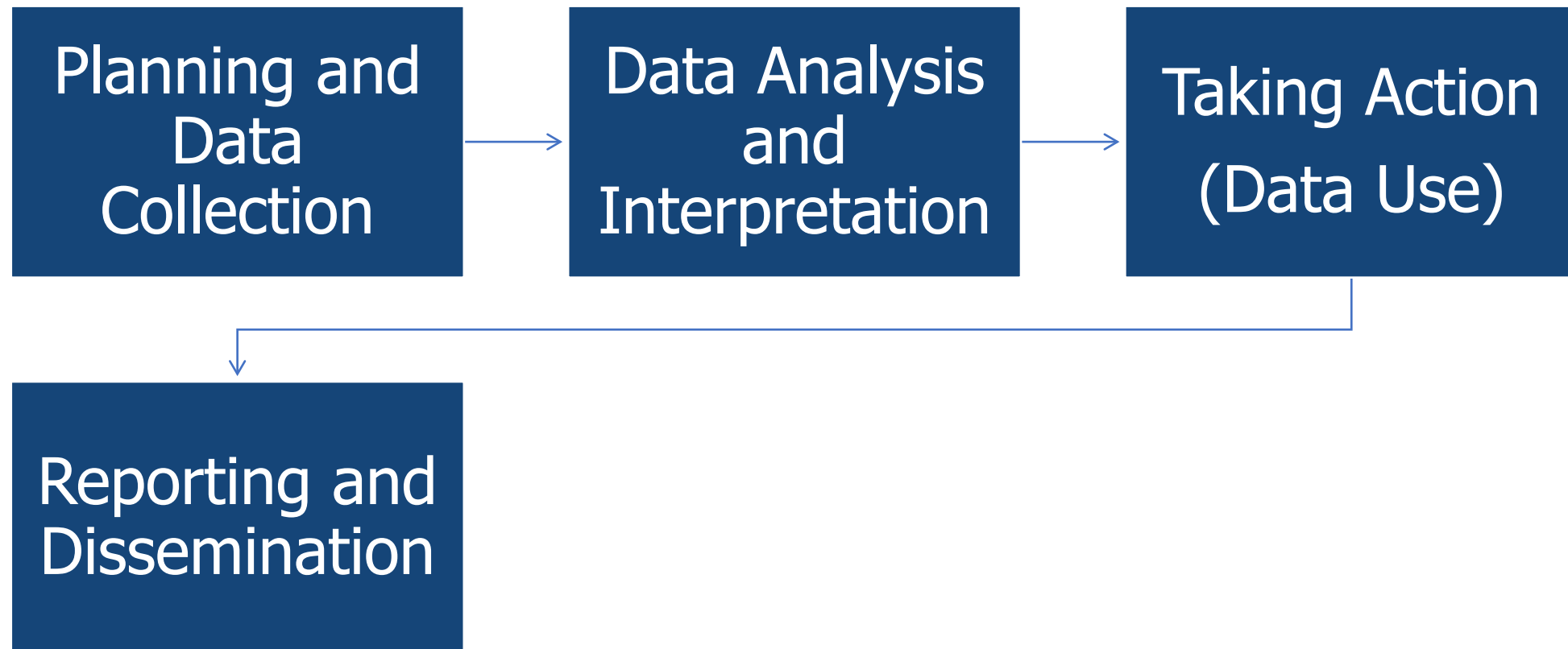
Applying an **equity-focused approach to inquiry** prompts data teams to reexamine and assess policies, practices, mental models and beliefs, and even power dynamics that perpetuate systemic barriers and inequalities.



Infusing Equity in the Data Life Cycle



Embed equity into every step of the data use process/data life cycle



1. Planning and Collecting Data

Directly involving staff and stakeholders in many aspects of using data to make changes

- Allows you to learn diverse perspectives
- Provides new insights in your data findings
- Creates relevant actions to address change
- Helps make more informed decisions

Decisions are limited when perspectives are limited.

1. Planning and Collecting Data

- Much of the data you will work with is “**administrative data**”
 - Data routinely collected on all children and families
 - Used for multiple purposes
- Extensive planning process involved (Please see [DaSy Data System Framework](#))
 - Might not have been planned with equity in mind
- Administrative is a gold mine of information – but it needs to be mined.
- Let’s mine it to look at equity.
- Process starts with a question.
 - Is our child find system equitable?
 - Are we providing services equitably?
 - Do our child outcomes indicate that our system is operating equitably?

See: [We All Count Methodology Matrix](#)

1. Planning and Data Collection

Ethnicity

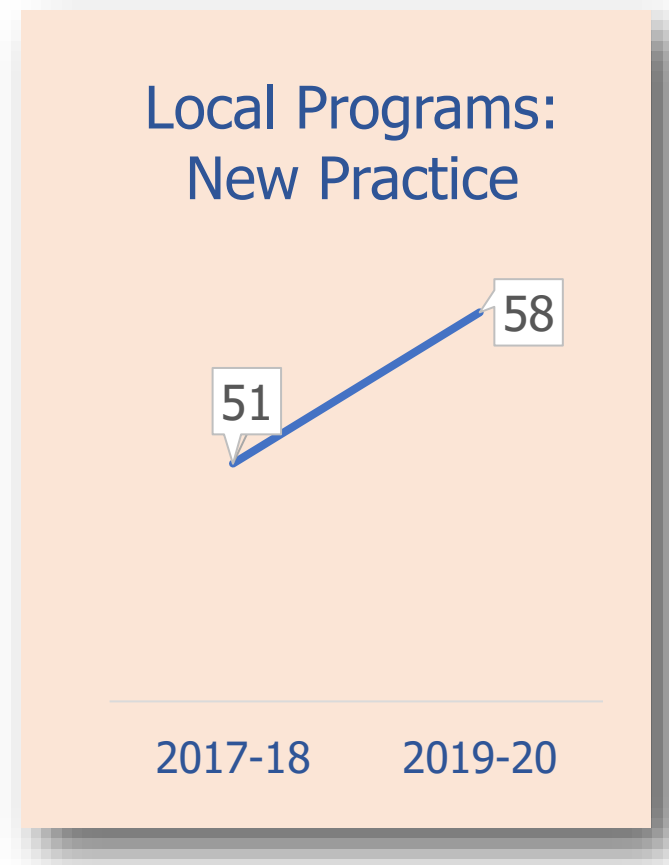
- ☐ Hispanic or Latino or Spanish Origin
- ☐ Not Hispanic or Latino or Spanish Origin

Race

Check all that apply

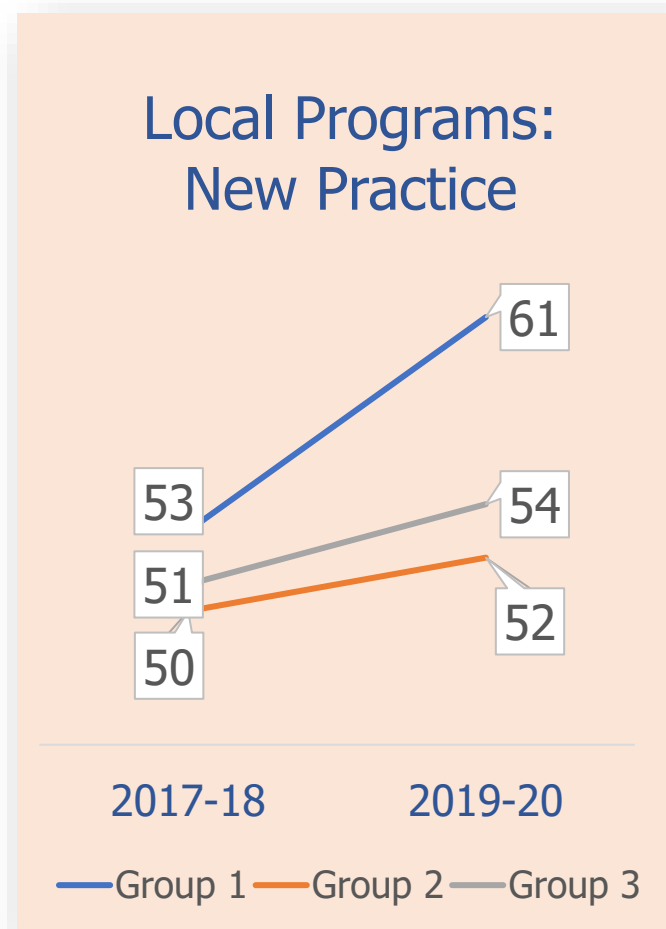
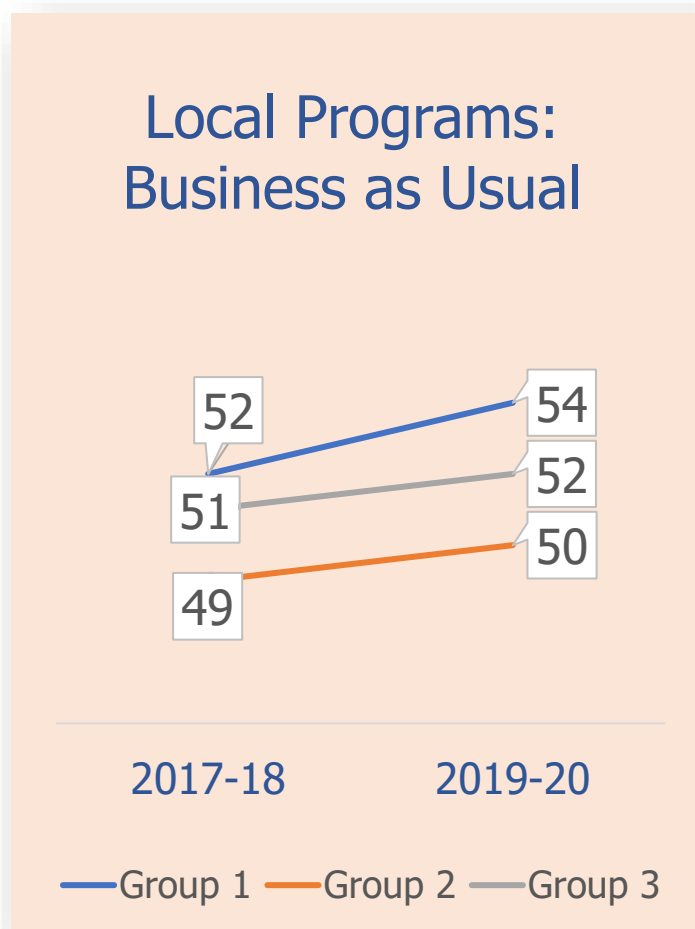
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

New practice shows improvement



Adapted from a graph
created by Heather
Krause, We All Count

But is there more to the story?



Adapted from a graph
created by Heather
Krause, We All Count

2. Data Analysis and Interpretation



Avoid deficit narrative:

Children in Group 2 and Group 3 have poorer social-emotional outcomes.

Program XYZ is less likely to support social-emotional development for children in Group 2 or Group 3 than in Group 1.

2. Data Analysis and Interpretation

Child/student focus headline:

Black students and students with disabilities are more likely to be suspended from schools.

School/system focus headline:

Schools remain more likely to suspend Black students and students with disabilities.

3. Taking Action – Data Use

“...the collection, analysis and use of race and ethnicity data should be an integral part of every organization’s continuing improvement efforts, quality assurance, supervision and accountability processes.”

“The point of collecting and analyzing disaggregated data is to use data as a mirror and tool to uncover the drivers of disparity and inequity and increased opportunities and outcomes for all children.”

Annie E. Casey Foundation, 2016

[By the Numbers: Using Disaggregated Data to Inform Policies, Practices, and Decision-Making](#)

3. Taking Action – Data Use

- All the other steps are squandered resources without this one.
- Do the data indicate a problem?
- What is known about the cause of the problem?
- Identify with stakeholders what action(s) should be taken to address the problem
- Implement action(s) to address inequities
- Use data to evaluate the effectiveness of the action(s)



Language is power

“When we use unnecessary jargon, often our main goal isn't to **communicate the information**, but rather to communicate how **hard our work is**, or why we are **right**, or how **only we can understand** the process or results we're talking about. In the worst-case power-holding approach, it's used to intentionally confuse audiences and hide mistakes, or the equity impacts of our decisions. Jargon is also used to create intentional or unintentional barriers to understanding data, gatekeeping and holding the power within certain circles like a secret code.”

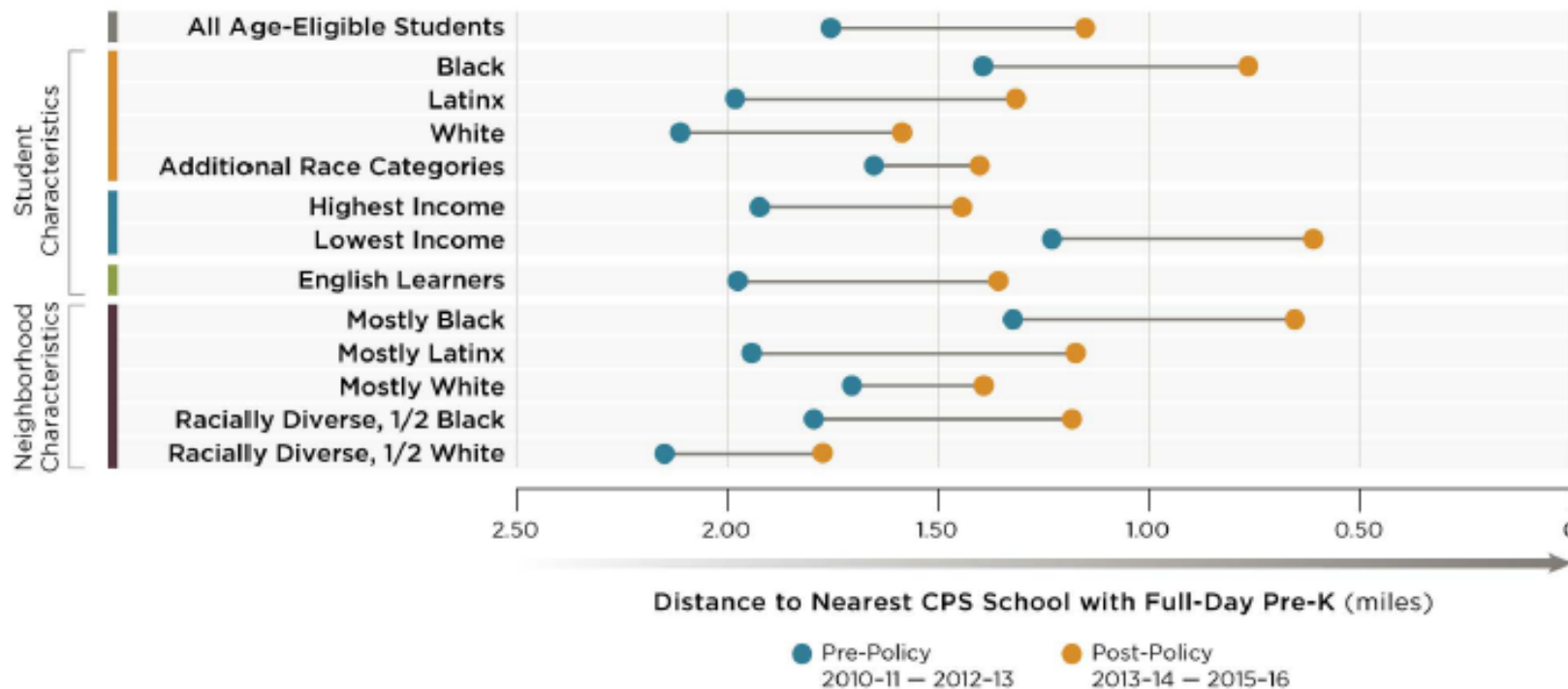
Heather Krause, [*We All Count*](#)

Provide the finding with the figures

FIGURE 10

Post-Policy, All Student Groups Lived Closer to a School With Full-Day Pre-K

Average distance to closest CPS school with full-day pre-k by student group, pre- to post-policy



Closer to Home: More Equitable Pre-K Access and Enrollment in Chicago

4. Reporting and Dissemination

- What gets the reports?
- How easy is it to access reports?
- Principled data use:
 - Ensuring that those who provided the data get the findings



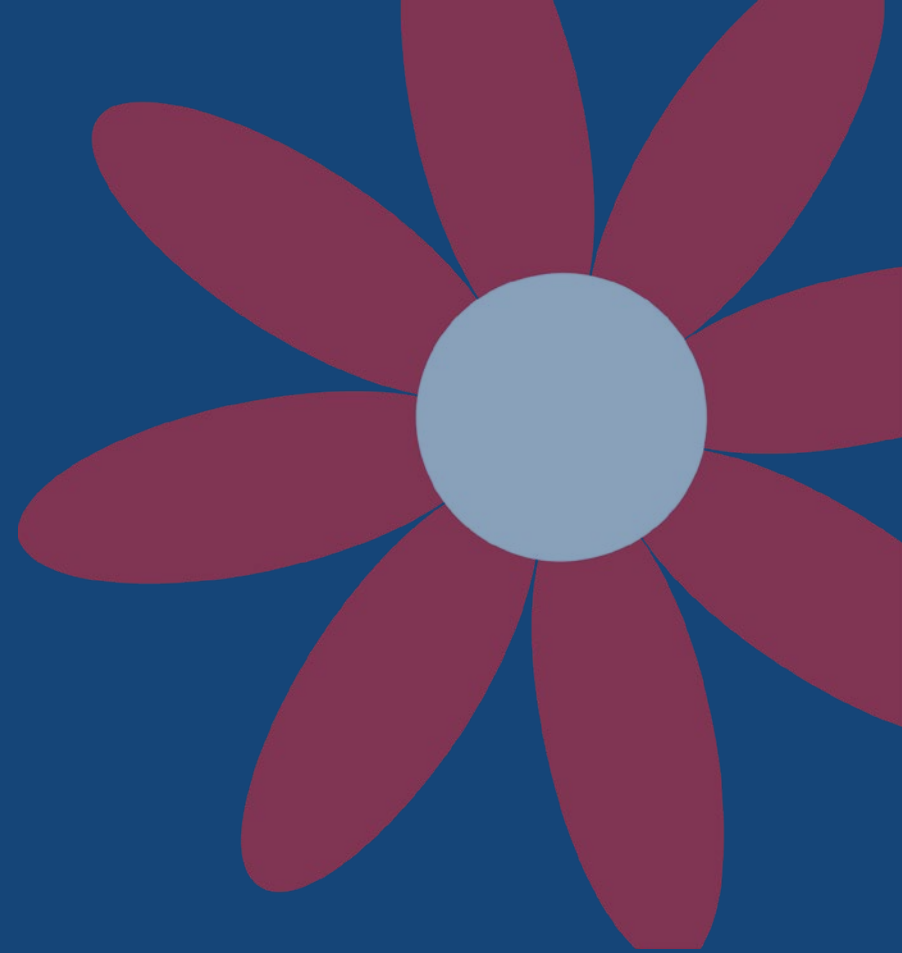
Data-Informed Leadership for Equity

Leaders follow four principles to use data for good

- 1) Expand opportunity – open doors to greater opportunity for families and children
- 2) Provide transparency and evidence – provide information to stakeholder on how data has informed policy or practices
- 3) Empower communities – empower stakeholder to hold systems accountable
- 4) Promote equitable outcomes – achieve equitable outcomes for all

Source: (2020) *Four Principles to make Advance Data Analytics Work for Children and Families*. Annie E. Case Foundation

Questions?



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