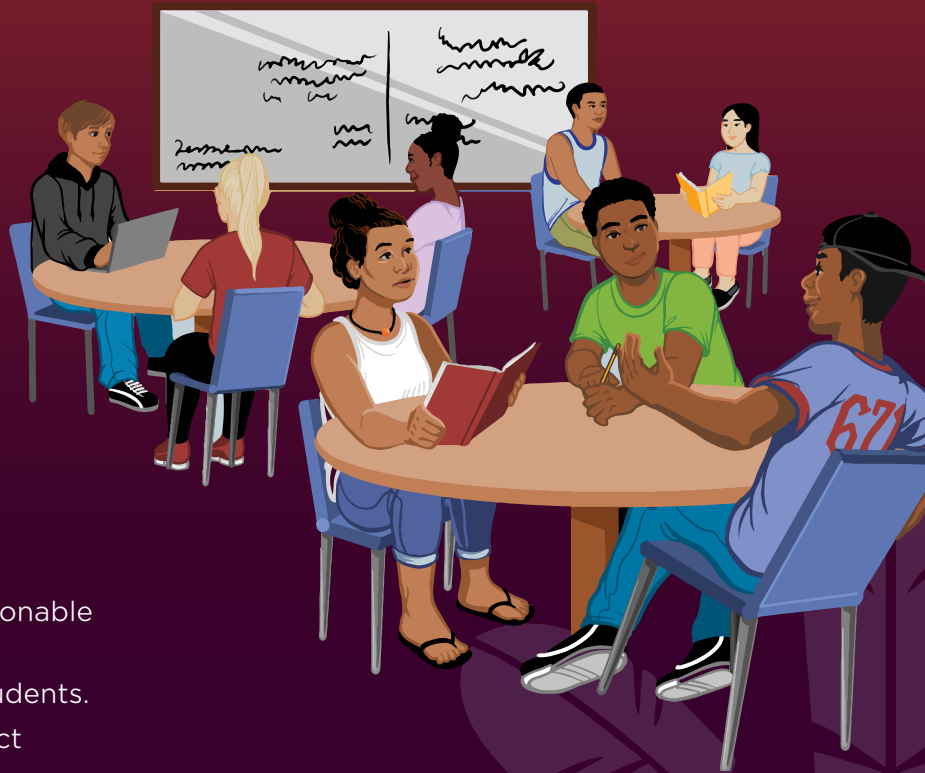


# USING DATA TO INFORM PRACTICE

Teachers use a wide range of data to drive decision-making. Both informal (questions, observations, portfolios), and formal (teacher-developed tests, end-of-unit exams, high-stakes tests, common assessments) data are required for teachers to determine the extent to which their students understand the material. Additionally, teachers can use these data to assess the need for support services and to inform subsequent instruction. As teachers navigate the variety of data available to make meaningful decisions for students, it is important that they have access to data that are:

- **High quality:** provide clear, relevant, actionable information about students.
- **Nuanced:** offer unique insights about students.
- **Informed:** by principles of ethical conduct (integrity, data quality, and security).



For school districts and educators in Pacific jurisdictions and the United States serving students from the FAS, access to accurate, comprehensive student data provides opportunities to support students in the following ways:



## INFORM INSTRUCTIONAL STRATEGIES

Quality student data can help a teacher understand a learner's strengths and the knowledge they bring from home. Based on these data, a teacher can choose learning activities and instructional strategies that will support each individual learner.



## TARGET STUDENT SERVICES

Schools can rely on data to provide students with uninterrupted learning, particularly for English language learners or students with special needs.



## STRENGTHEN SCHOOL/ COMMUNITY PARTNERSHIPS

Educators can help strengthen school/ community partnerships by providing opportunities for stakeholders to identify descriptors for the data.

## RESOURCES FOR DATA USE



**Five Steps to Structuring Data-Informed Conversations and Action in Education** (REL Pacific, 2021) provides an overview of five key steps in using data for decision-making and strategic action: setting the stage, examining the data, understanding the findings, developing an action plan, and monitoring progress and measuring success.



Infographic



Video



**Toolkit of Resources for Engaging Families and the Community as Partners in Education** (REL Pacific, 2016) provides resources for school staff to build relationships with families and community members and to support family well-being, strong parent-child relationships, and students' ongoing learning and development. This toolkit is applicable in a variety of contexts—and wherever school staff are interested in enhancing engagement of families and community members.



Toolkit



**Toolkit for a Workshop on Building a Culture of Data Use** (REL Northeast and Islands, April 2015). The Culture of Data Use Workshop Toolkit helps school and district teams apply research to practice as they establish and support a culture of data use in their education. The toolkit guides teams through a set of structured activities to develop an understanding of data-use research in schools and to analyze examples from practice.



Toolkit



**Data-Driven Implementation of Tiered Interventions with English Learners** (REL Northeast and Islands, 2018). This three-part workshop series was designed to engage teams of educators in understanding how to effectively implement response to intervention (RTI), or scientific research-based interventions (SRBI), with English learner students.



**Session 1** provides background on RTI and English learners, including collaborative, data-driven identification of students' needs, as well as strategies for, and practical examples of, implementing Tier I supports.



**Session 2** reviews the collaborative use of data for distinguishing between the sources of students' difficulties as well as modifications for screening and monitoring progress appropriate for English learners.



**Session 3** explores how long-term, team-based educator collaboration can improve data-driven decisions regarding identification of appropriate interventions for English learners.

## PERSPECTIVES ON DATA USE

Education data are governed by federal, state, and local laws that govern how the data are used and who has access. Student data need to be handled and used with utmost care. These resources explain the expectations for educators in more depth:



### **The Forum Guide to Data**

**Governance:** Addresses the management and use of education data and development of systems and policies to handle data privacy.



### **Privacy Technical Assistance Center:**

Provides information about federal student privacy laws and FERPA regulations as they are applied to day-to-day operations.



### **The Forum Guide to Data Ethics:**

Proposes a code of data ethics that can inform appropriate management and use of education data in the technology age.

As data consumers, teachers may find it valuable to reflect on the ethics, principles, and attitudes which guide their use of data. Evaluating data through a holistic lens provide insights to teachers about students' needs and strengths. The National Forum on Education Statistics has created a Code of Data Ethics that is useful for building teachers' skill sets as data users.



## THE FORUM CODE OF DATA ETHICS (NFES, 2010)

### Integrity

- Demonstrate honesty, integrity, and professionalism at all times.
- Appreciate that, while data may represent attributes of real people, they do not describe the whole person.
- Be aware of applicable statutes, regulations, practices, and ethical standards governing data collection and reporting.
- Report information accurately and without bias.
- Be accountable, and hold others accountable, for ethical use of data.

### Data Quality

- Promote data quality by adhering to best practices and operating standards.
- Provide all relevant data, definitions, and documentation to promote comprehensive understanding and accurate analysis when releasing information.

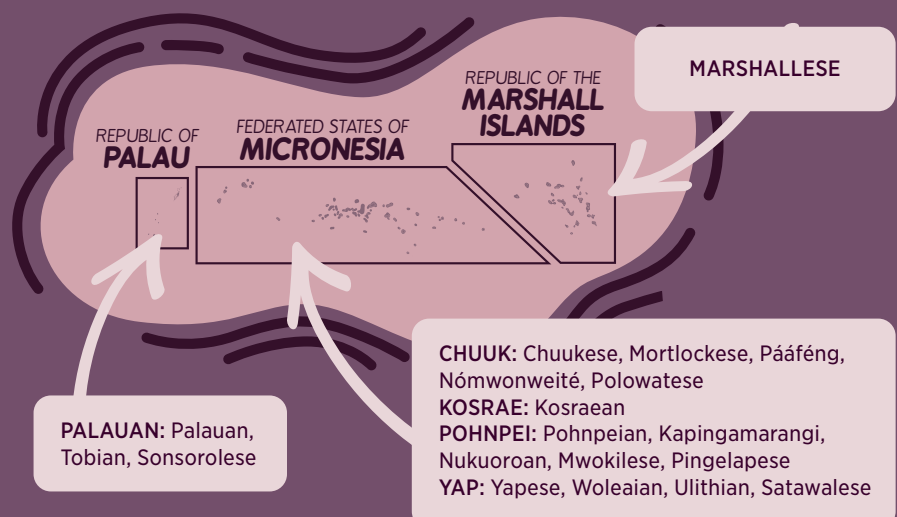
### Security

- Treat data systems as valuable organizational assets.
- Safeguard sensitive data to guarantee privacy and confidentiality.

## HOW STUDENTS SELF-IDENTIFY CAN AFFECT DATA INTEGRITY AND DATA QUALITY

People from the FAS can identify in many ways, influenced by their island of origin, culture, race, ethnicity, or family. This complexity may make it difficult for students to self-identify with existing identifiers/categories commonly available in student databases. Understanding how these identities accurately roll-up into a system's data collection categories supports data integrity and quality for use by educators.

Based on their island(s) of origin, FAS students of Indigenous Pacific Islander descent may self-identify as:



# PRACTICING CULTURALLY RESPONSIVE EDUCATION

## WITH PACIFIC ISLAND STUDENTS AND FAMILIES

*Culturally responsive practices are “behavioral and policy actions that acknowledge stakeholders’ cultures and utilize that knowledge to create an optimal learning environment where personal beliefs and assumptions are regularly examined, cultural identities are nurtured, institutional policies and procedures are interrogated for bias, [and] cultural competency is developed.”*

(Mayfield & Garrison-Wade, 2015, p. 3)

**Data use informed by culturally responsive perspectives can create a positive learning environment for students and their families.** Page 4 of each infographic in this series offers ideas on how to create culturally responsive data strategies (collection, analysis, and decision-making).



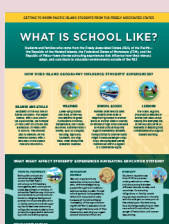
### INFOGRAPHIC 1: What are the Freely Associated States of the Pacific?

This infographic provides an overview of the Compacts of Free Association and include contextual information for educators who are learning about the Freely Associated States for the first time.



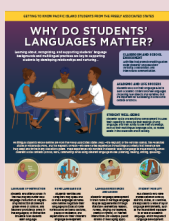
### INFOGRAPHIC 2: Why Do Student Names Matter?

This infographic supports school staff to understand some of the nuances and context around names and family relationships that they may encounter when registering new students or communicating with parents or guardians.



### INFOGRAPHIC 3: What is School Like?

This infographic provides information about students' school experiences in the FAS, and considerations for expanding data collection to include contextual information about their educational history.



### INFOGRAPHIC 4: Why Do Students' Languages Matter?

This infographic provides information about the languages and multilingual practices of students whose families are from the Freely Associated States of the Pacific and includes tips on strengthening data use to connect students to resources for which they are eligible.

### Other REL Pacific resources regarding the cultural context of data use include:



#### Culturally Sustaining Teaching Practices for Multilingual Students

This infographic provides information on how culturally sustaining teaching practices may inform data that teachers can collect to assess student progress.



#### Multilingualism and Equity in Pacific Region

This webinar introduces multilingualism and language learning within the Pacific context and examines how to support equitable student outcomes in the Pacific region.



#### Multilingualism and Translanguaging in the Classroom

This video provides an overview of the benefits of multilingualism and translanguaging in schooling, and how educators are using data to inform creation of language policies and linguistic resources for students and their families.

Information on FAS students' school experiences for this infographic was compiled through consultation with educators, community leaders, and cultural advisors.



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Complete references, acknowledgements, and additional resources for this infographic series are available on the REL Pacific website.