Tools

Toolkit of Resources for Engaging Families and the Community as Partners in Education
Part 4: Engaging all in data conversations

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Overview

The Toolkit of Resources for Engaging Families and the Community as Partners in Education is a four-part resource that brings together research, promising practices, and useful tools and resources to guide educators in strengthening partnerships with families and community members to support student learning. This toolkit defines family and community engagement as an overarching approach to support family well-being, strong parent–child relationships, and students' ongoing learning and development. The primary audiences for this toolkit are administrators, teachers, teacher leaders, and trainers in diverse schools and districts. Part 4 is designed to help educators learn which student data are important to share with families and community members and how to share such data in a meaningful way.

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Overview of the Toolkit of Resources for Engaging Families and the Community as Partners in Education

Family engagement is one of the strongest predictors of children's school success, according to more than 40 years of steadily accumulating evidence (California Department of Education, 2011; Weiss, Bouffard, Bridglall, & Gordon, 2009). In some communities, particularly culturally diverse communities, achieving a level of family and community engagement that supports student success is a challenge. The Toolkit of Resources for Engaging Families and the Community as Partners in Education addresses this challenge by bringing together research, promising practices, and useful tools and resources. Its purpose is to guide educators in strengthening partnerships with families and community members to support student learning. The primary audiences for this toolkit are administrators, teachers, teacher leaders, and trainers in diverse schools and districts.

This four-part toolkit defines family and community engagement as an overarching approach to support family well-being, strong parent–child relationships, and students' ongoing learning and development. Although school engagement often refers to parent involvement, this toolkit broadens the scope to include other family and community members. This definition encompasses existing definitions (for example, in the No Child Left Behind Act of 2001, 2002) and emphasizes the importance of educators working as partners with families to support students in multiple ways. Toolkit activities can be used with or adapted for diverse groups.

The toolkit offers an integrated approach to family and community engagement. It helps educators understand how their own culture influences their beliefs and assumptions about families and community members and consequently their efforts to engage them in support of student learning. It also addresses how to build a cultural bridge through cross-cultural communication and uses strategies that build trust among families, community members, and the school. In addition, the toolkit helps educators understand how to use two-way communication with families to gather and share information about student interests, progress, and outcomes.

Regional Educational Laboratory (REL) Pacific originally developed a toolkit in response to a request from members of the Guam Alliance for Family and Community Engagement in Education[1] for activities and tools to help them effectively engage families and community members from diverse backgrounds. A prior version of the toolkit was published and distributed to alliance members and has been widely shared within Guam. Teachers and administrators at three pilot schools, along with other school and community members, have received hands-on training on each toolkit part's activities, and the toolkit has been presented to schools and at conferences across the region, such as the Guam Striving Readers Conference in May 2015, the Micronesian Teachers Education Conference in July 2015, and the Guam Family Outreach Conference in November 2015. The toolkit has also been introduced to teacher education students at the University of Guam and is listed as a reference in the Draft Literacy Plan developed by the Guam Department of Education. In addition, teachers have adapted the tools for use in their classrooms, noting, for example, that the Iceberg Concept of Culture activity "helps the students and the teachers recognize the diversity of [their] school cultures" and that it is "a great way to learn more about their students" (R. Abaday, teacher, John F. Kennedy High School, personal communication, May 13, 2016).

The Toolkit of Resources for Engaging Families and the Community as Partners in Education addresses the challenge of achieving a level of family and community engagement that supports student success by bringing together research, promising practices, and useful tools and resources

This version of the toolkit has been expanded for a broader audience. To expand the toolkit for use beyond the REL Pacific Region, the study team identified research and resources, including appropriate activities and tools, by conducting a web and database search (see appendix A for a full list of resources, including a description of how they were identified). Some tools have been adapted, with permission, for use in the toolkit. The toolkit is based primarily on research and supplemented by expert opinion from a variety of sources that address family and community engagement in diverse communities. It is applicable in a variety of contexts—and wherever educators are interested in enhancing engagement of families and community members in support of student learning.

Toolkit contents

The toolkit is presented in four parts. It includes information and activities that reflect research-based family involvement approaches associated with student learning. Each part of the toolkit focuses on an aspect of developing strong partnerships between schools and families and between schools and communities to support student learning. The four parts of the toolkit, published separately, are described below:

- Part 1: Building an understanding of family and community engagement (Garcia, Frunzi, Dean, Flores, & Miller, 2016a)

Educators build awareness of how their beliefs and assumptions about family and community engagement influence their interactions with families and the community and how the demographic characteristics of the families in their schools can inform educators about what might support or hinder family engagement with schools.

- ○ Section 1.1: Reflecting on beliefs and assumptions
- ○ Section 1.2: Getting to know school families
- ○ Section 1.3: Understanding the influence of a cultural lens
- ○ Section 1.4: Acknowledging cultural differences

- Part 2: Building a cultural bridge (Garcia et al., 2016b)

Activities focus on tapping into the strengths of families and community members and helping families establish active roles in the school community in support of student learning.

- ○ Section 2.1: Tapping into the strengths of families and community members
- ○ Section 2.2: Establishing roles for building family and community engagement

- Part 3: Building trusting relationships with families and the community through effective communication (Garcia et al., 2016c)

Cross-cultural and two-way communication enhance family and community engagement.

- ○ Section 3.1: Cross-cultural communication in a school community
- ○ Section 3.2: Preparing educators for two-way communication with families

The toolkit is based primarily on research and supplemented by expert opinion from a variety of sources. It is applicable in a variety of contexts—and wherever educators are interested in enhancing engagement of families and community members in support of student learning

- Part 4: Engaging all in data conversations

Educators learn which student data are important to share with families and community members and how to share such data in a meaningful way.

- Section 4.1: Determining what student data are important to share with families and community members
- Section 4.2: Presenting student data in meaningful ways

Each section includes an introduction, a discussion of key points, and activities for educators to use to understand the what, why, and how of family and community engagement. The activities, which are defined as structured learning experiences that involve discussing, reading, writing, or creating something for a specific purpose, include one or more tools (see appendix A for a description of activity and tool selection). The tools include activity sheets, graphics, handouts, worksheets, charts, scenarios, information sheets, information and note-taking sheets, graphic organizers, planning templates, and note-taking templates. Each activity includes the purpose of the activity, the materials and time needed for the activity, directions, and any other information or handouts necessary for conducting the activity.

The toolkit can be used to stimulate discussion and increase understanding about family and community engagement—both its importance and how to approach it

How to use the toolkit

The toolkit can be used to stimulate discussion and increase understanding about family and community engagement—both its importance and how to approach it. Some schools might choose to proceed systematically through each part of the toolkit, using each activity and associated tools. Other schools might focus on only one part of the toolkit or only some activities or tools from different parts, depending on the needs of educators and the strength of partnerships with their families and community members. Each part of the toolkit can stand alone or can be used with any other part or with all the other parts for a more comprehensive approach to family and community engagement. Facilitators (for example, school or district administrators) can choose from among the many options the one that is right for their school or district.

Introduction to part 4: Engaging families and community members in data conversations

Families are interested in knowing how well their children are performing in school. The data schools share and how they share it determine whether families receive the information they need and whether they understand what it means. Part 3 of this toolkit focused on communication, which includes the content of messages and how they are delivered. Part 4 builds on part 3 by focusing on what data are important to share with families and how to talk to families about data.

Schools have so much data about students that they sometimes struggle to determine which data are the most important to share with families and communities. The struggle can be minimized if schools ask the question, "What data are most meaningful to families and communities and most important for helping them support student learning?" Although student achievement data are important, they are not the only type of data meaningful to families. Information about students' developmental progress, peer interactions, behavior, study habits, and attendance may also be meaningful.

Systematic use of a data inquiry process can help educators collect, analyze, interpret, and present data to families and other stakeholders in consistent and strategic ways

Systematic use of a data inquiry process (box 1) can help educators collect, analyze, interpret, and present data to families and other stakeholders in consistent and strategic ways. This helps families understand what the school is doing to improve student learning and how they can help with those efforts. When families and educators discuss meaningful data, they strengthen the partnership between school and home.

Description of part 4 sections

Part 4 of the toolkit focuses on sharing relevant data with parents and communities to support and enhance student learning. Its two sections help educators better understand how the data they have match the data that are most important to families and how to make data meaningful and actionable for families. Brief descriptions of each section follow.

Box 1. Five-step data inquiry process

Setting the stage. What question is to be addressed in this data-informed conversation? What information is needed to answer the question? Is the information available?

Examining the data. What patterns do the data reveal, or what snapshot observations can be made about the question?

Understanding the findings. What are the possible causes for the patterns in the data?

Developing an action plan. How can we create an effective plan for addressing the issue?

Monitoring progress or measuring success. How can we know whether progress is being made on the issue?

Source: Kekahio & Baker, 2013.

This section focuses on how to select the data that are important to share with families and communities so that they can support learning, along with ways to examine, understand, and simplify the language used to talk about data. Activities for this section provide opportunities for educators to understand and simplify data language, investigate data available to them, and guide reflection on which data to share with families.

This section helps educators understand how to conduct effective data conversations with families so that they understand what the data mean in terms of student learning and progress. Activities in this section provide educators with strategies for sharing data with parents and community members and engaging them in data conversations that lead to solutions for increasing student learning.

Part 4 of the toolkit focuses on sharing relevant data with parents and communities to support and enhance student learning

Summary of part 4 activities and tools

The activities in part 4 of the toolkit are summarized in table 4.1, including the name and number of the activity and the tool type (activity sheet, information sheet, note-taking template, planning template, or worksheet) included in the activity. Activity numbers include the number of the toolkit part, the number of the section, and the number of the activity within the section. For example, activity 4.1.1 is in part 4, section 1 of the toolkit, and it is the first activity in that section.

Table 4.1. Summary of part 4 activities and tools

Activity number	Activity	Tool type included in the activity
4.1.1	Reviewing data terms and their definitions	Activity sheet
		Information sheet
4.1.2	Conducting an inventory of current data sources and whether the data are meaningful to families	Worksheet
4.1.3	Reflecting on data sharing with families	Worksheet
		Note-taking template
4.2.1	Planning to help families understand data	Worksheet
		Planning template
4.2.2	Role-playing data conversations with families	Information sheet
		Worksheet
		Sample report cards

Source: Activities were developed by Regional Educational Laboratory Pacific for the toolkit, using sources listed in table A1 in appendix A.

Section 4.1: Determining what student data are important to share with families and community members

> "Would you tell me, please, which way I ought to go from here?"
> "That depends a good deal on where you want to get to."
> "I don't much care where—"
> "Then it doesn't matter which way you go."

> —Lewis Carroll, *Alice in Wonderland,* p. 30.

Sometimes when educators share data, they are like Alice in Wonderland—they lack a defined purpose so they do not know which data to share. In general, families and community members are primarily interested in knowing how well their own students are faring, but also how the school as a whole is performing. To better serve families, educators need to share data about student attendance, behavior, and academic progress at the individual and school levels (Weiss & Lopez, 2011). Sharing data about the school and the school district can provide a broader picture of whether students have the opportunities they need to succeed and whether school improvement efforts are succeeding in reducing any achievement gaps between groups of students (The Education Trust, 2004).

This section focuses on providing families with information about their own children's progress. It emphasizes that data sharing should go in two directions—from school to home and from home to school. Educators share information about individual students, and families share information about their children's interests, behaviors, and challenges. This two-way data street has benefits for families, educators, and students.

Key points

- *Understanding parents' and families' reasons for wanting data helps educators determine which data to share.* In a recent study, parents from a variety of ethnic backgrounds and with children at all school levels were asked to indicate their reasons for wanting data about their children's education. The following priorities were identified by 90 percent of the 1,009 parents who participated (Northwest Evaluation Association, 2012):
  - Monitoring their child's general progress in education.
  - Knowing when to be concerned about their child's progress.
  - Monitoring their child's achievement of education standards.
  - Communicating with their child's teacher and school administrator.
  - Helping their child with homework.

  Families, teachers, and administrators find value in formative assessment data, which provide information about student progress during a period of learning (for example, a unit, or a semester), and summative assessment data, which provide information about student performance at the end of a period of learning (Northwest Evaluation Association, 2012). Formative assessment is often referred to as "assessment for learning" because it provides feedback to students about what they are doing well and what they need to do to improve their performance and to guide teachers in modifying instruction to better meet student learning needs.

Summative assessment is often referred to as "assessment of learning" because it sums up what students have learned. In general, summative assessment is considered an end point of instruction.

- *Two-way sharing of student data enhances school–home collaboration.* Sharing student performance data and gathering information from families about students' interests, behaviors, and challenges has a number of benefits. It helps families support children's learning, advocate for school improvement, and reshapes their thinking about family and community engagement (Weiss & Lopez, 2011). When families share information about their children, it helps educators support student learning by making curriculum more relevant, motivating students, and developing relationships with and between students.

Toolkit activities

- *Activity 4.1.1: Reviewing data terms and their definitions.* Reviews educators' understanding of the language of data and increases awareness of the importance of simplifying data language for parents, families, and community members.
- *Activity 4.1.2: Conducting an inventory of current data sources and whether the data are meaningful to parents.* Identifies the school's current data sources and determines whether these sources provide information that helps families support student learning. It also helps educators cross-reference what information might be most meaningful to families with what information is available so they can identify data gaps.
- *Activity 4.1.3: Reflecting on data sharing with families.* Helps educators reflect on the data they currently share with families and consider whether they should increase the amount, types, or relevance of data shared so that families are better able to support their children's learning.

Activity 4.1.1: Reviewing data terms and their definitions

Purpose

To review understanding of frequently used data terms and increase awareness of the importance of simplifying data language for parents, families, and community members.

Materials needed

Copies of "Data terms activity sheet" and the "Data terms and definitions information sheet."

Time

30 minutes.

Directions

1. Distribute a copy of "Data terms activity sheet" to each participant.

2. Ask participants to complete the activity sheet.

3. Ask participants to pair up and compare their responses. Tell participants that if their responses differ from their partner's responses, they should come to agreement about the correct response.

4. Upon completion of step 3, ask the pairs to join another pair and follow the same process of comparing responses and agreeing on the definition.

5. Ask the groups of four to compare their definitions with those on the "Data terms and definitions information sheet."

6. Debrief on the process and outcomes by asking the following question: How did comparing your answers to another person's answers help you better understand the vocabulary of data?

7. Ask participants to discuss in their home groups how they will simplify data language when talking with families about their students' progress. Ask a few participants to share key points from their discussions.

Directions: Match the terms in column A with the descriptions in column B by placing the number of the term in column A in the blank space in column B. After matching all of the terms and descriptions, find a partner and compare responses. Reach consensus on terms for which your responses differ. Next, as a pair, find another pair and compare your responses to their responses. Reach consensus on terms for which there is disagreement.

Column A	Column B
1. Qualitative data	_____ Data that usually involve numbers.
2. Summative assessment	_____ Data that tell us the number of days that the student is present in school.
3. Attendance data	_____ Assessment conducted on an ongoing basis that is intended to inform instruction (assessment for learning).
4. Demographic data	_____ Data that are usually in the form of words.
5. SAT-10	_____ An assessment that is usually administered at the end of a unit, semester, or year to measure what the student has learned (assessment of learning).
6. Perception data	_____ Data that reflect how an individual thinks or feels about a specific topic. These data are often gathered through questionnaires or interviews.
7. Data	_____ Data that tell us how a student performs on a formal or informal assessment of academic knowledge or skill.
8. Formative assessment	_____ A guide for scoring student performance; rules of scoring; sometimes includes descriptions of key characteristics of varying levels of performance.
9. Achievement or performance data	_____ Data that provide information about school programs, processes, or practices. Examples include quantity and quality of textbooks, decision-making processes, and number of educators who participate in professional development.
10. Program data	_____ Primary language spoken, ethnicity, gender, and residence are examples of this type of data.
11. Quantitative data	_____ Factual information used as a basis for reasoning, discussion, or calculation.
12. Rubric	_____ Example of an assessment that is administered at the end of a school year to measure what a student has learned.

Source: Kekahio & Baker, 2013; Nebraska Department of Education, 2012.

What will you do to simplify data language when communicating with parents about their students' progress in the future?

Tool: Data terms and definitions information sheet

Term	Definition
Achievement or performance data	Data that tell us how a student performs on a formal or informal assessment of academic knowledge or skill.
Attendance data	Data that tell us the number of days that the student is present in school.
Data	Factual information used as a basis for reasoning, discussion, or calculation.
Demographic data	Data that include characteristics or description of a specific group. This may include primary language spoken, ethnicity, gender, residence, and so on.
Formative assessment	Assessment conducted on an ongoing basis that is intended to inform instruction (assessment for learning).
Perception data	Data that reflect how an individual thinks or feels about a specific topic. These data are often gathered through questionnaires or interviews.
Program data	Data that provide information about school programs, processes, or practices. Examples include quantity and quality of textbooks, decision-making processes, and number of educators who participate in professional development.
Quantitative data	Data that usually involve numbers.
Qualitative data	Data that are usually in the form of words.
Rubric	A guide for scoring student performance; rules of scoring; sometimes includes descriptions of key characteristics of varying levels of performance.
SAT-10	An example of an assessment that is administered at the end of the year to measure what a student has learned.
Summative assessment	Assessment that is typically conducted at the end of a unit, semester, or school year and is intended to assess what has been learned during that time (assessment of learning).

Alternate activity

Purpose

To assess understanding of data terms and their definitions.

Materials needed

Copies of the "Data glossary information sheet" for facilitator and the "Bingo sheet" for participants

Time

30 minutes.

Directions

1. Using the "Data glossary information sheet," cut the list of terms with their definitions into strips.

2. Distribute a copy of the "Bingo sheet" to each individual.

3. Ask individuals to fill in each of the 15 boxes on the "Bingo sheet" with one of the 12 words from the "Data glossary information sheet" or the words "free space." Each row may have only one free space.

4. Option 1: The facilitator randomly picks one of the definition strips and calls out the definition. Each individual places an X in the box on the "Bingo sheet" that contains the term that matches that definition. Play continues until someone completes a row and a column.

   Option 2: The facilitator randomly picks one of the words. Within a given time (for example, 1 minute), each person asks someone else for a definition of the term. The person writes the definition in the appropriate box on the "Bingo sheet." When time is called, the facilitator reads the definition to the group and asks participants to check whether the definition they wrote is correct. Play continues until someone completes a row and a column.

5. Debrief the process and outcomes by asking participants how confident they are about their knowledge of key vocabulary associated with data by holding up one to five fingers, with one finger indicating not at all confident and five fingers indicating very confident.

6. Ask participants to discuss in their home groups how they will simplify data language when talking with families about their students' progress. Ask a few participants to share key points from their discussions.

Directions: Cut the table below into 12 horizontal strips, each containing a data term and its definition.

Term	Definition
Achievement or performance data	Data that tell us how a student performs on a formal or informal assessment of academic knowledge or skill.
Attendance data	Data that tell us the number of days that the student is present in school.
Data	Factual information used as a basis for reasoning, discussion, or calculation.
Demographic data	Data that include characteristics or description of a specific group. This may include primary language spoken, ethnicity, gender, residence, and so on.
Formative assessment	Assessment conducted on an ongoing basis that is intended to inform instruction (assessment for learning).
Perception data	Data that reflect how an individual thinks or feels about a specific topic. These data are often gathered through questionnaires or interviews.
Program data	Data that provide information about school programs, processes, or practices. Examples include quantity and quality of textbooks, decision-making processes, and number of educators who participate in professional development.
Quantitative data	Data that usually involve numbers.
Qualitative data	Data that are usually in the form of words.
Rubric	A guide for scoring student performance; rules of scoring; sometimes includes descriptions of key characteristics of varying levels of performance.
SAT-10	An example of an assessment that is administered at the end of the year to measure what a student has learned.
Summative assessment	Assessment that is typically conducted at the end of a unit, semester, or school year and is intended to assess what has been learned during that time (assessment of learning).

B	I	N	G	O

What will you do to simplify data language when communicating with families about their students' progress in the future?

Activity 4.1.2: Conducting an inventory of current data sources and whether the data are meaningful to families

Purpose

To reflect on the school's current data sources and determine whether these sources provide data that families would find meaningful for supporting student learning. Identify gaps between the data available and the data families would find meaningful.

Materials needed

Copies of the "Data inventory and reflection worksheet."

Time

45 minutes.

Directions

1. Organize participants into smaller groups that include both teachers from various grade levels and administrators. If the group includes parents, also ensure that parents are divided among the small groups. If the group includes participants from multiple schools within the district, organize the smaller groups by elementary, middle, and high school. Tell the groups how much time they have to complete each section of the activity; the time allotted will vary depending on the number of participants and the number of data sources available to them; the facilitator should use his or her discretion to determine the appropriate timeframe for each part of this activity.

2. Ask the groups to identify a facilitator and a recorder.

3. Provide each group with a copy of the "Data inventory and reflection worksheet." Ask participants to complete columns 2–4 for the data sources included in the table.

4. Ask participants to discuss with their small groups why families might or might not find the data from each listed source meaningful and write notes from their discussion in column 5. What other data, which may or may not be available at the school, might be more meaningful to parents and other family and community members than those listed in the table? Have groups use the blank rows on the worksheet to add these other data sources to the table.

5. Ask participants to individually reflect on the question at the bottom of the "Data inventory and reflection worksheet" and then share their responses with their small group.

6. Ask small groups to report key points from their discussions to the large group.

7. If the large group includes representatives from elementary, middle, and high school, discuss similarities and differences among the key points shared by the different levels.

Schools may decide to use this activity with a group that includes parents and family members to understand their perspectives on which data are meaningful. If parents and family members are not included, educators might want to check whether their perspectives on which data are meaningful to parents match the parents' perspectives. This can be accomplished through a survey that is distributed during parent–teacher conferences or informal meetings and that asks parents for their ideas, or in other ways. Some parents might not be familiar with the various data sources, and educators should be prepared to explain or provide an example of each source.

1. With your group, complete columns 2–4 for the data sources included in the table.

2. Discuss with your small group why families might or might not find the data from each listed source meaningful and write notes from your discussion in column 5.

3. Discuss what other data sources, which may or may not be available at the school, might be more meaningful to parents and other family and community members than those listed in the table. Use the blank rows in the table to add these other data sources.

Data source	What content areas are covered by these data?	What grade level/ course is covered by these data?	Where are these data located?	What are reasons why families might or might not find these data meaningful?
Statewide assessment (for example, SAT-10)				
District assessments				
Screening assessments for reading or math				
Common assessments (school level)				
Classroom level pre- and post-tests				
English proficiency assessments				
Progress reports				
Attendance data				
Behavior data				

Reflect individually on the questions below, then discuss your responses with your small group.

- Are there gaps between the data readily available from the school and the data that families might find meaningful for supporting their children's learning? If yes, what other data are needed?
- What steps will you take to ensure that these data are collected and shared with families?

Activity 4.1.3: Reflecting on data sharing with families

To reflect on the data currently shared with families and plan ways to increase sharing of meaningful data with families.

Materials needed

Chart paper, markers, copies of "Sharing data with families worksheet," copies of "Reflecting on data sharing with families note-taking template."

Time

45 minutes.

Directions

1. Distribute copies of the "Sharing data with families worksheet." Ask individuals to think about the data they currently share with parents and other stakeholders and additional data they could share, and record information in the "My thoughts" column at the top of the "Sharing data with families worksheet." Explain that participants will complete the bottom part of the worksheet later in the activity.

2. Ask participants to circulate around the room, sharing their responses about data they currently share and additional data they could share, collecting new ideas from other people in the room, and recording those ideas in the "Others' thoughts" column on the "Sharing data with families worksheet."

3. Give a signal for participants to return to their tables and ask the home groups to create a combined list on one copy of the "Sharing data with families worksheet" that includes all the ideas that group members gathered as they circulated the room. If participants did activity 4.1.2, "Inventory of current data and whether it is meaningful to families," remind them to review the information they recorded for that activity for additional ideas.

4. Distribute copies of the "Reflecting on data sharing with families note-taking template." Ask small groups to reflect on the three questions on the template (listed below) and record their answers on chart paper:
   - How does the school currently provide meaningful information to families so they can be partners in their children's learning?
   - How might the school modify the frequency or methods of sharing information with families so they will have additional, meaningful information to support their children's learning?
   - What processes might the school implement to obtain feedback from families regarding their children's progress and learning needs? (If the group has difficulty coming up with an answer, suggest an example of educators sending a short questionnaire home with students, or making it available online, for parents to share their perspectives on their children's progress. The questions could be open-ended

or include a simple rating scale—for example, no improvement, some improvement, or a great deal of improvement.

5. Ask small groups to report out to the large group two key points from each of the three questions.

6. Guide the large group in a discussion of the following question:
    •   What structures, processes, and attitudes are needed at the school level to ensure that families have the information they need to support their children's learning?

7. Ask participants to use the bottom part of the "Sharing data with families worksheet" to individually plan how they will increase the amount, type, or relevance of data they share with families—or the ways in which they share these data—so that families can better support their children's learning.

8. Ask participants to share their plan with another person in the group.

9. Facilitate a large-group discussion about how often data should be shared with families and the importance of frequent sharing.

Tool: Sharing data with families worksheet

My thoughts		Others thoughts	
Data I currently share with families		Data others currently share with families	
Additional data I could start sharing with families		Additional data others thought they could start sharing with families	
My plan to increase the types or relevance of data shared with families and the frequency of sharing			

Directions: As a group, reflect on the following questions and record your responses on chart paper:

- How does the school currently provide meaningful information to families so they can be partners in their children's learning?

- How might the school modify the frequency or methods of sharing information with families so they will have additional, meaningful information to support their children's learning?

- What processes might the school implement to obtain feedback from families regarding their children's progress and learning needs?

Section 4.2: Presenting student data in meaningful ways

Communication is important in helping parents and families make sense of data so they can provide the necessary supports at home. Communication needs to be ongoing and carefully planned so that families can understand and use the data. It should include opportunities for families to ask questions about the data; provide information about students' interests, strengths, and challenges; and offer feedback about the usefulness of the data they receive (Harvard Family Research Project, 2013). Presenting data in meaningful ways means using language and representations of data that are easy to understand. It also means involving families in setting goals and developing an action plan for improving student performance that includes roles for the family, educator, and student (Patton, 2013).

This section focuses on data conversations—conversations that use data to focus on student progress. Data conversations are not formal presentations. In fact, they are not very different from conversations that teachers and principals normally have with families when they discuss student progress. What is different is the intentional focus on what data reveal about student knowledge and skills and their learning successes and challenges. During data conversations, educators and families develop a shared understanding of student performance and identify actions to improve it.

Sharing data from a variety of sources (for example, different types of assessments, samples of student work, parent perspectives on student strengths and challenges) helps paint a broad picture of student performance and provides a context for the discussion (Data Quality Campaign, 2011). Similarly, providing families with information about how the student is performing in relation to expectations for his or her grade or developmental level helps families better understand what the data mean and actions they can take to address any challenges revealed by the data (Patton, 2013).

Key points

- *Many avenues are available for sharing data with families.* Usually, educators share data about student performance during brief parent–teacher conferences and through report cards. However, these opportunities are not frequent enough for families to become comfortable with the data (Harvard Family Research Project, 2013). Understanding and becoming comfortable with data require time and regular communication between school and home. One approach is to schedule a combination of individual parent conferences and several longer group meetings that include all classroom parents and other stakeholders as appropriate. During group meetings, educators can explain core subject area learning goals, encourage families to share strategies that work well at home for promoting skills, provide families with materials, demonstrate at-home learning strategies, and ask families to set 60-day learning goals with their children (Paredes, 2010). Other opportunities for sharing data about student progress include asking students to keep portfolios of their work and share them with their families; providing families with regular (for example, monthly) reports on student progress as demonstrated on formative and summative assessments; and posting aggregated student data (that is, data for students by grade level or across all grade levels without

student-identifying information) in a prominent location inside or outside of the school to show families and community members how various student behaviors (for example, attendance) are related to student achievement. (E. Iglesias, principal of Finegayan Elementary School, personal communication, May 12, 2014; *FOCUS Newsletter for Boston Teachers, 2011*).

- *Educators must be aware of the challenges to communicating meaningful student data to families and take positive actions to encourage and support data sharing.* Some challenges of communicating with families about data often result from a lack of established procedures for communication between school and home; parents' need for translated materials or large type; and the readability, clarity, form, and frequency of print and nonprint data communications (Epstein, 2010). How data information is best communicated depends on the local context, which may also influence the location for meetings where data are discussed, whether the meetings are small or large, the amount of time spent discussing data with individual families, and the flexibility required for scheduling meetings. Translating materials into the languages of the families in the school, using user-friendly charts or graphs and welcoming strategies, and providing multiple avenues for families to hear and see oral or written data will help communicate data and encourage families to participate in data conversations.

- *Using effective communication skills supports data sharing.* School communication strategies should be based on an assumption that everyone has positive intentions. Educators should use communication skills, such as paraphrasing and asking questions focused on the main goals for student achievement (Rhode Island Department of Education & Amplify Education, Inc., 2013). Using these skills helps build mutual trust and respect between families and school personnel and makes it possible for them to have productive data-focused conversations about student progress. Data must be shared in a way that allows families to understand their child's progress in learning, which means it must be as free of education jargon as possible (or offer lay explanations of technical terms) and include information on the next steps in the student's learning process (Office of Head Start National Center on Parent, Family and Community Engagement, 2011).

Toolkit activities

- *Activity 4.2.1: Planning to help families understand data.* Helps participants reflect on the current ways that data are being shared with families, increase awareness of ways to share data, and plan for applying new methods for sharing data with families.
- *Tool 4.2.2: Role-playing data conversations with families.* Helps participants reflect on how data conversations currently occur and identify strategies for productive data conversations, which will increase their capacity for productive data conversations with families.

Activity 4.2.1: Planning to help families understand data

Purpose

To reflect on how data are currently shared that makes the data accessible and understandable for families and to plan to adopt new ways to share student data with families so that data are more accessible and understandable for them.

Materials needed

Copies of "Methods for helping families understand data worksheet," copies of "Methods for helping families understand data planning template."

Time

45 minutes.

Directions

1. Ask individuals to reflect on the ways they share data with families and record information in the first column of the "Methods for helping families understand data" worksheet.

2. Have participants circulate around the room, collect new ideas for sharing data with families from other people in the room, and record those ideas in the second column of the worksheet.

3. Signal participants to return to their tables and ask home groups to develop a combined list on one copy of the worksheet all of the ideas group members gathered as they circulated around the room.

4. Ask home groups to identify patterns in their combined list of ideas.

5. Ask participants to share the patterns they identified.

6. Have participants use the "Methods for helping families understand data planning template" to plan individually how they will increase the ways they help families understand the data they receive.

7. Ask participants to share their plan with a partner.

8. Engage the large group in a discussion of what structures, processes, and attitudes are needed by an educator to ensure families understand the information they need to support their children's learning.

Source: Epstein, 2010; *FOCUS Newsletter for Boston Teachers,* 2011; Harvard Family Research, 2013; Office of Head Start National Center on Parent, Family, and Community Engagement, 2011; and Patton, 2013.

Tool: Methods for helping families understand data worksheet

My thoughts		Others thoughts	
Methods I currently use to make data understandable for families		Methods others currently use to make data understandable for families	
Methods I currently consider for communicating in families' primary language when sharing data		Methods others currently consider for communicating in families' primary language when sharing data	
Methods I currently use to ensure two-way communication when sharing data with families		Methods others currently use to ensure two-way communication when sharing data with families	
Methods I currently use to establish trust when sharing data with families		Methods others currently use to establish trust when sharing data with families	

My plan to increase the ways I help families understand data to better support children s learning	
New methods for making data understandable for families	
New methods for communicating with families in their primary language when sharing data	
New methods to ensure two-way communication when sharing student data	
New methods to establish trust when sharing data with families	

Activity 4.2.2: Role-playing data conversations with families

Purpose

To reflect on how data conversations currently occur and identify additional strategies for productive data conversations.

Materials needed

One copy each of the "Data conversations information sheet," "Sample elementary school report card," "Sample secondary school report card," "Sample elementary school SAT-10 student report," and "Sample secondary school SAT-10 student report," and two copies of the "Data conversation planner worksheet."

Time

60 minutes.

Directions

1. Ask participants to read the "Data conversations information sheet," which explains the three purposes for data conversations and strategies for productive conversations.

2. Provide each participant with a copy of the "Sample elementary school report card," "Sample secondary school report card," "Sample elementary school SAT-10 student report," "Sample secondary school SAT-10 student report," and the "Data conversation planner worksheet."

3. Have table groups discuss some issues or questions family members have when reviewing report cards and assessments.

4. Ask participants to pair up and explain that the pairs will have two role-playing conversations. Ask pairs to decide which person will play the role of the teacher or administrator and which will play the role of the parent or family member for the first conversation. They will switch roles for the second conversation.

5. Ask participants to individually complete the first three rows on one of their copies of the "Data conversation planner worksheet" for the conversation in which they will play the role of the teacher or administrator. Ask participants to consider the three purposes for data conversations with families from the "Data conversation information sheet," components of their individual plans from activity 4.2.1 (if they completed that activity), and the information included on the report card they are using for the conversations as they complete the "Data conversation planner worksheet."

6. Ask participants to conduct the first role play: a data conversation between a parent and a teacher or administrator about a student's report card. Participants should decide whether to use the sample elementary or secondary school report card based on the grade levels served by the school in which they work.

7. Ask pairs to debrief on the role play and reflect on how they can make their report card conversations more understandable and interactive with two-way dialogue. Participants should complete the last row of the "Data conversation planner" they are using for this role play.

8. Ask participants to complete the first three rows of their second copy of the "Data conversation planner" following the instructions in step 5 above and using the either the elementary or secondary sample SAT-10 student report. Participants should use either the elementary (grade 4) sample SAT-10 student report or the secondary (grade 7) student report that was distributed at the beginning of the activity.

9. Ask participants to conduct the second role play: a data conversation between a parent and a teacher or administrator about a student's SAT-10 results. Participants should use either the elementary (grade 4) sample SAT-10 student reports or the secondary (grade 7) student report that were distributed at the beginning of the activity.

10. As a large group, discuss examples of how the three strategies (presuming positive intent, paraphrasing, and asking powerful questions) were used during the second role play.

Working with families

Schools may decide to use this activity with a group that includes family members. If that is the case, form pairs in step 4 that include a parent and an educator, explain that the activity provides an opportunity to practice effective communication about student data, refer to the conversations as scenarios rather than role plays, and ask participants to play their real-life role (parent or educator).

There are three purposes for data conversations with families: gathering information, guiding improvement, and finding solutions (Rhode Island Department of Education, 2013).

- *Gathering information data conversations occur when educators and families are seeking more information about a topic, often to provide a more complete picture of student performance and what is influencing that performance.* For example, a parent might be concerned that his student isn't spending enough time on homework and might want to know how often he turns in homework assignments on time. A teacher might observe that a student seldom participates in social studies class discussions and want to know more about the student's interests outside of school to understand what might motivate her to participate in class discussions.

- *Guiding improvement data conversations focus on improving performance and involve the participants working together to accomplish the improvement.* For example, when a teacher and a family member review a student's reading scores, the teacher might provide examples of ways the family could support the student's reading at home. The family might discuss the kinds of books the student likes to read so the teacher can provide opportunities for the student to read those kinds of books in class or as part of homework assignments.

- *Finding solutions data conversations focus on identifying specific strategies for addressing a problem revealed by data.* For example, a teacher and a family member may examine data on the student's performance on classroom assessments, her attendance (for example, unexcused absences and tardiness), and her classroom behavior (for example, interrupting class, incomplete class assignments). They identify a root cause of the performance problem: the student's absences are negatively influencing her behavior and performance in class. Together, they identify strategies for helping the student get to school on time and providing opportunities for her to work with a peer tutor.

Three techniques that make data conversations more productive are:

- *Presuming positive intent.* Phrasing a question or statement in a way that removes negative assumptions about what someone else intended. Presuming positive intent means asking questions or making statements that convey respect and foster communication.
  - *Assuming positive intent:* "I have noticed that your child seems tired at school. What time is your child able to get to sleep?"
  - *Assuming negative intent:* "Do you think you can put your child to bed earlier? He is always tired."

- *Paraphrasing.* Restating the message of a speaker, including the emotion, by capturing the essence of the message in a way that conveys that you are listening carefully, are interested in what the speaker is saying, and are trying to understand the situation. To match the emotion of the speaker, you can begin to paraphrase by using statements such as, "You're frustrated because…," "You are concerned about…," or "You're hoping that…."
  - *Example:* "You're concerned that Juan might be too involved in his after-school activities to give his studies the attention they need."

- *Asking powerful questions.* Powerful questions focus on the main goals for student achievement. Using powerful questions in a data conversation helps educators and parents collaboratively discuss indicators of success and how they can be reached.
    - *Example:* A teacher and a parent are reviewing a student's data related to completion of in-class and homework assignments for math. The parent is concerned that the student has completed very few homework assignments and only half of the in-class assignments. The teacher and parent discuss their views on the importance of homework and how it relates to student learning. They teacher says, "You and I agree that if Maria completes her homework, she is more likely to achieve the math standards for her grade level. What barriers prevent Maria from consistently doing her homework?" The statement of agreement that completing homework will improve the student's academic performance sets up a baseline for action. The question opens the dialogue about possible reasons that the student does not complete her homework and possible ways to address the issue.

Tool: Data conversation planner worksheet

What is the purpose of the data conversation?

☐ Gathering information   ☐ Guiding improvement   ☐ Finding solutions

Comments:

Data to be shared:

☐ Quarterly report card   ☐ SAT-10 student report   ☐ Other

Comments:

Possible questions for conversation:

Outcome of conversation:

Source: Rhode Island Department of Education & Amplify Education, Inc., 2013.

Tool: Sample elementary school report card

Student name: Grade:

Student ID: Teacher:

	Q1	Q2	Q3	Q4
Mathematics				
Demonstrates computation skills	M	M		
Applies problem-solving strategies	P	P		
Applies geometry concepts	N	P		
Applies measurement concepts	N	M		
Understands numbers/number relationships	M	M		
Collects/displays/analyzes data	N	P		
Reading				
Knows required vocabulary and applies word knowledge strategies	M	M		
Applies comprehension strategies to understand a variety of texts	P	P		
Reads a variety of texts with fluency	P	M		
Applies phonics skills	P	M		
Language Arts & Writing				
Uses language as a tool for learning	M	M		
Engages in discussion and collaboration	M	M		
Presents knowledge and ideas clearly	P	P		
Writes for a variety of purposes	P	P		
Applies conventions: grammar, mechanics, usage, correct spelling of grade-appropriate words	P	P		
Uses writing strategies and processes	P	M		
Science & Social Studies				
Demonstrates understanding of science concepts and content	M	M		
Applies skills and processes of science (analyzes data, draws conclusions, communicates findings)	M	M		
Demonstrates understanding of social studies concepts and content	M	M		
Applies skills and processes of social studies	M	M		

	Q1	Q2	Q3	Q4
Art				
Applies appropriate concepts and skills	M	M		
Music				
Applies appropriate concepts and skills	P	M		
Physical Education				
Applies skills and strategies in a variety of physical activities	M	E		
Applies knowledge and skills to achieve fitness and health goals	M	M		
Work Habits & Social Skills				
Completes homework assignments	S	S		
Follows directions	S	S		
Works without disturbing others	S	S		
Listens effectively	S	S		
Exhibits self-reliance	S	S		
Demonstrates self-control	S	S		
Interacts cooperatively	S	S		
Respects school and personal property	S	S		
Respects others	S	S		
Follows school and classroom rules	S	S		
Uses time wisely	S	S		
Demonstrates organizational skills	S	S		
Cooperates in group activities	S	S		
Attendance				
Days absent	0	2		

Please SIGN and RETURN to your CHILD'S TEACHER. If you have any questions regarding your child's grade(s), please contact the teacher at this number _____ or via email at _____.

Signature: _____

Comments:

Name: Grade:

Student ID: Quarter:

Student address: School year:

Per	Course	Teacher	ABS	QTR1	QTR2	QTR3	QTR4	Comments
1	Physical Science	Ms. A A@goodschool.org 555–5551	4	C	B	C		Student does not complete homework on time.
2	Algebra	Mr. B B@goodschool.org 555–5552	4	A	B	B		Student is a good problem solver; needs to pay more attention to details of computations.
3	U.S. History	Ms. C C@goodschool.org 555–5553	4	B	B	B		Student is engaged and asks thought-provoking questions.
4	Physical Education	Ms. D D@goodschool.org 555–5554	0	A	B	A		Student focuses on understanding the rules of the games and practicing skills.
5	Language Arts	Mr. E E@goodschool.org 555–5555	4	C	C	D		Student does not complete assignments and needs more practice with writing skills.
6	Music	Ms. F F@goodschool.org 555–5556	0	A	A	A		Student is highly motivated and focused on good performance.
7	Art	Ms. G G@goodschool.org 555–5557	0	B	B	B		Student perseveres, asks good questions, and completes assignments.

Grade Scale
90–100 = A   80–89 = B   70–79 = C   60–69 = D   59 and below = F

Please SIGN and RETURN to your CHILD'S HOMEROOM TEACHER. If you have any questions regarding your child's grade(s), please contact the appropriate teacher at the number or email provided.

Signature: _____

Tool: Sample elementary school SAT–10 student report

Student Report | IFIRST R ILASTNAME

National Comparison

KNOWLEDGE
STANFORD
ACHIEVEMENT TEST SERIES TENTH EDITION
EXCELLENCE • POWER

with Otis-Lennon School Ability Test®,
Eighth Edition

About This Student's Performance:

Ifirst recently took the *Stanford Achievement Test*, Tenth Edition (Stanford 10). This test is one measure of this student's achievement. This report compares this student's performance to students in the same grade across the nation. Percentile Bands show ranges within which this student's true scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students nationally in that subject.

The chart below shows this student's performance in each subject area tested.

TEACHER: ILASTNAME
SCHOOL: SAMPLE ELEMENTARY
DISTRICT: SAMPLE DISTRICT
GRADE: 04
TEST DATE: 04/03
AGE: 10 Yrs 03 Mos

Subtests and Totals	Number Possible	Number Correct	Scaled Score	National PR-S	National NCE	AAC Range
Total Reading	114	74	626	33-4	40.7	MIDDLE
Word Study Skills	30	19	621	31-4	39.6	MIDDLE
Reading Vocabulary	30	29	712	88-7	74.7	HIGH
Reading Comprehension	54	26	607	22-3	33.7	LOW
Total Mathematics	80	47	614	34-4	41.3	LOW
Mathematics Problem Solving	48	29	620	45-5	47.4	MIDDLE
Mathematics Procedures	32	18	605	26-4	36.5	LOW
Language	48	40	657	71-6	61.7	HIGH
Language Mechanics	24	20	659	70-6	61.0	HIGH
Language Expression	24	20	655	64-6	57.5	MIDDLE
Spelling	40	27	633	54-5	52.1	MIDDLE
Science	40	29	638	52-5	51.1	MIDDLE
Social Science	40	32	653	71-6	61.7	HIGH
Listening	40	24	617	31-4	39.6	MIDDLE
Thinking Skills	190	123	624	43-5	46.3	MIDDLE
Basic Battery	322	212	NA	47-5	48.2	MIDDLE
Complete Battery	402	273	NA	50-5	49.8	MIDDLE

National Grade Percentile Bands: 1 10 30 50 70 90 99

Otis-Lennon School Ability Test®	Number Possible	Number Correct	SAI	Age PR-S	Scaled Score	Natl Grade PR-S
Total	72	37	101	52-5	603	52-5
Verbal	36	22	107	67-6	617	67-6
Nonverbal	36	15	93	33-4	588	37-4

National Grade Percentile Bands: 1 10 30 50 70 90 99

Clusters	NP	NA	NC	Below Avg	Avg	Above Avg
Word Study Skills	30	30	19		✓	
C Structural Analysis	12	12	10		✓	
C Phonetic Analysis-Consonants	9	9	6		✓	
C Phonetic Analysis-Vowels	9	9	3	✓		
Reading Vocabulary	30	30	29			✓
C Synonyms	12	12	11			✓
C Multiple Meaning Words	9	9	9		H✓	
C Context Clues	9	9	9			✓
P Thinking Skills	18	18	18			✓
Reading Comprehension	54	54	26	✓		
C Literary	18	18	10		✓	
C Informational	18	18	8	✓		
C Functional	18	18	8	✓		
P Initial Understanding	12	12	5	✓		
P Interpretation	20	20	10		✓	
P Critical Analysis	12	12	7		✓	
P Strategies	10	10	4		✓	
P Thinking Skills	42	42	21		✓	
Mathematics Problem Solving	48	48	29		✓	
C Number Sense & Operations	24	24	16		✓	
C Patterns/Relationships/Algebra	6	6	4		✓	
C Data, Statistics & Probability	8	8	4		✓	
C Geometry & Measurement	10	10	5		✓	
P Communication & Representation	6	6	5		✓	
P Estimation	8	8	3		✓	
P Mathematical Connections	21	21	16		✓	
P Reasoning & Problem Solving	13	13	5	✓		
P Thinking Skills	40	40	23		✓	

Clusters	NP	NA	NC	Below Avg	Avg	Above Avg
Mathematics Procedures	32	32	18		✓	
C Computation w/Whole Numbers	18	18	11		✓	
C Computation with Decimals	8	8	1	✓		
C Computation with Fractions	6	6	6			✓
P Computation in Context	16	16	7	✓		
P Computation/Symbolic Notation	16	16	11		✓	
P Thinking Skills	16	16	7	✓		
Language Mechanics	24	24	20		✓	
C Capitalization	8	8	7		✓	
C Usage	8	8	8			✓
C Punctuation	8	8	5		✓	
Language Expression	24	24	20		✓	
C Sentence Structure	8	8	7			✓
C Prewriting	5	5	3		✓	
C Content and Organization	11	11	10		✓	
P Thinking Skills	12	12	11			✓
Spelling	40	40	27		✓	
C Phonetic Principles	18	18	9		✓	
C Structural Principles	10	10	8			✓
C No Mistake	7	7	5		✓	
C Homophones	5	5	5			✓
Science	40	40	29		✓	
C Life	11	11	7		✓	
C Physical	11	11	7		✓	
C Earth	11	11	9		✓	
P Nature of Science	7	7	6			✓
P Models	14	14	9		✓	
P Constancy	13	13	11		✓	

Clusters	NP	NA	NC	Below Avg	Avg	Above Avg
Science (cont.)						
P Form & Function	13	13	9		✓	
P Thinking Skills	20	20	14		✓	
Social Science	40	40	32		✓	
C History	10	10	9			✓
C Geography	10	10	9			✓
C Political Science	10	10	7		✓	
C Economics	10	10	7		✓	
P App. of Knowledge/Comp.	14	14	9		✓	
P Org., Summ. & Interp. of Info.	15	15	13			✓
P Determination of Cause/Effect	11	11	10			✓
P Thinking Skills	20	20	17			✓
Listening	40	40	24		✓	
C Vocabulary	10	10	8			✓
C Comprehension	30	30	16	✓		
P Initial Understanding	8	8	4		✓	
P Interpretation	12	12	9		✓	
P Analysis	7	7	1	✓		
P Strategies	3	3	2	✓		
C Literary	10	10	7		✓	
C Informational	10	10	4	✓		
P Functional	10	10	5	✓		
P Thinking Skills	22	22	12	✓		
Thinking Skills	190	190	123		✓	

STANFORD LEVEL/FORM: INTERMEDIATE 1/A
2007 NORMS: Spring National

OLSAT LEVEL/FORM: E/5
2002 NORMS: Spring National

C= Content Cluster   P= Process Cluster

COPY01

PROCESS NO. 10303657-2301429-0SA2-00199-1

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Tool: Sample secondary school SAT–10 student report

STANFORD ACHIEVEMENT TEST SERIES TENTH EDITION — KNOWLEDGE · EXCELLENCE · POWER

with Otis-Lennon School Ability Test®, Eighth Edition

Student Report | XXXXXXXXX G CCCCCCCCCCC

National Comparison

TEACHER: AAAAAAAAAAA
SCHOOL: SAMPLE MIDDLE SCH
DISTRICT: SAMPLE DISTRICT

GRADE: 07
TEST DATE: 04/03

AGE: 13 Yrs 00 Mos

About This Student's Performance:

Xxxxxxxxx recently took the *Stanford Achievement Test*, Tenth Edition (Stanford 10). This test is one measure of this student's achievement. This report compares this student's performance to students in the same grade across the nation. Percentile Bands show ranges within which this student's true scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students nationally in that subject.

The chart below shows this student's performance in each subject area tested.

Subtests and Totals	Number Possible	Number Correct	Scaled Score	National PR-S	National NCE	AAC Range
Total Reading	84	65	691	63-6	57.0	LOW
Reading Vocabulary	30	27	725	75-6	64.2	MIDDLE
Reading Comprehension	54	38	678	54-5	52.1	LOW
Total Mathematics	80	65	726	85-7	71.8	MIDDLE
Mathematics Problem Solving	48	37	717	83-7	70.1	MIDDLE
Mathematics Procedures	32	28	742	84-7	70.9	MIDDLE
Language	48	46	744	95-8	84.6	HIGH
Language Mechanics	24	22	720	84-7	70.9	MIDDLE
Language Expression	24	24	763	97-9	89.6	HIGH
Spelling	40	22	649	26-4	36.5	LOW
Science	40	36	726	95-8	84.6	HIGH
Social Science	40	27	683	75-6	64.2	MIDDLE
Listening	40	34	696	87-7	73.7	MIDDLE
Thinking Skills	193	160	710	90-8	77.0	MIDDLE
Basic Battery	292	232	NA	76-6	64.6	MIDDLE
Complete Battery	372	295	NA	79-7	66.8	MIDDLE

National Grade Percentile Bands: 1 10 30 50 70 90 99

Otis-Lennon School Ability Test®	Number Possible	Number Correct	SAI	Age PR-S	Scaled Score	Natl Grade PR-S
Total	72	62	127	95-8	701	94-8
Verbal	36	32	131	97-9	714	96-9
Nonverbal	36	30	118	87-7	688	88-7

National Grade Percentile Bands: 1 10 30 50 70 90 99

Clusters

Clusters	NP	NA	NC	Below Avg	Avg	Above Avg
Reading Vocabulary	30	30	27		✓	
C Synonyms	12	12	9		✓	
C Multiple Meaning Words	9	9	9			✓
C Context Clues	9	9	9			✓
P Thinking Skills	18	18	18			✓
Reading Comprehension	54	54	38		✓	
C Literary	18	18	14		✓	
C Informational	18	18	10		✓	
C Functional	18	18	14		✓	
P Initial Understanding	12	12	10		✓	
P Interpretation	20	20	13		✓	
P Critical Analysis	12	12	9		✓	
P Strategies	10	10	6		✓	
P Thinking Skills	42	42	28		✓	
Mathematics Problem Solving	48	48	37			✓
C Number Sense & Operations	18	18	15			✓
C Patterns/Relationships/Algebra	9	9	6	✓		
C Data, Statistics & Probability	9	9	5	✓		
C Geometry & Measurement	12	12	11			✓
P Communication & Representation	7	7	6			✓
P Estimation	8	8	6			✓
P Mathematical Connections	20	20	14	✓		
P Reasoning & Problem Solving	13	13	11			✓
P Thinking Skills	41	41	31			✓
Mathematics Procedures	32	32	28			✓
C Computation w/Whole Numbers	4	4	4			✓
C Computation with Decimals	10	10	10			✓
C Computation with Fractions	14	14	11		✓	

Clusters	NP	NA	NC	Below Avg	Avg	Above Avg
Mathematics Procedures (cont.)						
C Computation with Integers	4	4	3			✓
P Computation in Context	16	16	15			✓
P Computation/Symbolic Notation	16	16	13			✓
P Thinking Skills	17	17	16			✓
Language Mechanics	24	24	22			✓
C Capitalization	8	8	8			✓
C Usage	8	8	7		✓	
C Punctuation	8	8	7			✓
Language Expression	24	24	24			✓
C Sentence Structure	10	10	10			✓
C Prewriting	5	5	5			✓
C Content and Organization	9	9	9			✓
P Thinking Skills	12	12	12			✓
Spelling	40	40	22		✓	
C Phonetic Principles	12	12	8		✓	
C Structural Principles	12	12	7	✓		
C No Mistake	7	7	5		✓	
C Homophones	9	9	2	✓		
Science	40	40	36			✓
C Life	11	11	10			✓
C Physical	11	11	11			✓
C Earth	11	11	9			✓
C Nature of Science	7	7	6			✓
P Models	14	14	11			✓
P Constancy	13	13	13			✓
P Form & Function	13	13	12			✓
P Thinking Skills	20	20	18			✓

Clusters	NP	NA	NC	Below Avg	Avg	Above Avg
Social Science	40	40	27		✓	
C History	10	10	8			✓
C Geography	10	10	8			✓
C Political Science	10	10	7		✓	
C Economics	10	10	4		✓	
P App. of Knowledge/Comp.	12	12	5		✓	
P Org., Summ. & Interp. of Info.	16	16	12		✓	
P Determination of Cause/Effect	12	12	10			✓
P Thinking Skills	21	21	15			✓
Listening	40	40	34			✓
C Vocabulary	10	10	7		✓	
C Comprehension	30	30	27			✓
P Initial Understanding	8	8	6		✓	
P Interpretation	12	12	11			✓
P Analysis	7	7	7			✓
P Strategies	3	3	3	H✓		
C Literary	10	10	8			✓
C Informational	10	10	10			✓
C Functional	10	10	9			✓
P Thinking Skills	22	22	21			✓
Thinking Skills	193	193	160			✓

STANFORD LEVEL/FORM: ADVANCED 1/A
2007 NORMS: Spring National

OLSAT LEVEL/FORM: F/5
2002 NORMS: Spring National

C= Content Cluster P= Process Cluster

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Appendix A. Activity and tool selection

The Toolkit of Resources for Engaging Families and the Community as Partners in Education was originally developed to provide activities and tools to help educators in the Regional Educational Laboratory (REL) Pacific Region understand why and how to engage parents, families, and community members from diverse cultures, specifically in Guam. REL Pacific developed a toolkit for schools in Guam in response to a request to help them more effectively engage all their families, not just those from a particular economic or ethnic group.[2] Like many schools on the U.S. mainland and in the REL Pacific Region, Guam's schools have an increasingly diverse population.

To expand the toolkit for use beyond the REL Pacific Region, the study team identified resources with appropriate activities and tools by conducting a web search using ERIC, Google, Google Scholar, and ProQuest Education Journals using the following search terms: parent engagement, parent involvement in the REL Pacific Region, cross-cultural communication with families, building trusting relationships with parents in the REL Pacific Region, Micronesian education, indigenous learning, cultural competency with families and communities, cultural beliefs and assumptions, community partnerships, parent information resource centers, federal policy parent engagement, and access and equity for families. The web search focused initially on publications released after 2000. Because this focus yielded few publications related specifically to the culture and context of the REL Pacific Region, the search was expanded to 1990. Additionally, the study team reviewed websites of nationally recognized centers, including the Center for Study of Social Policy; Center on Innovation and Improvement; Center on School, Family, and Community Partnerships; Harvard Family Research Project; McREL International; National Center for Parents with Children with Disabilities; National Coalition for Parent Involvement in Education; SEDL; and WestEd. These sites were accessed to review their resources and to identify commonly referenced websites that might also serve as resources.

In reviewing the resources, the study team looked for appropriate activities and tools. It adapted some activities and tools and developed others to fit the topics in each section of the toolkit. These activities and tools reflect the study team's experience working with a variety of schools, including those in the REL Pacific Region, on the U.S. mainland, and in Canada. Each activity in part 4 is listed in table A1 along with a description of how it was adapted or developed and its source.

Some activities and tools developed by the study team are based on general group processes (such as, inner and outer circle and carousel brainstorming) for exploring people's knowledge or beliefs about a topic or for generating ideas. Some are based on an existing graphic and others were created by the study team based on information in the references.

Taken together, the activities in the toolkit provide many avenues for educators to enhance their understanding of family and community engagement in education and their ability to involve families and communities as partners in supporting student learning.

Table A1. Development of activities and tools in part 4 of the toolkit

Activity number	Activity name	Development	Citation
4.1.1	Reviewing data terms and definitions	Regional Educational Laboratory Pacific staff developed this activity using the cited resources.	Kekahio, W., & Baker, M. (2013). *Five steps for structuring data-informed conversations and action in education*. (REL 2013–001). Washington D.C.: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. Retrieved December 10, 2014, from http://ies.ed.gov/ncee/edlabs.
			Nebraska Department of Education. (2012). *Using data to guide action for school improvement: Facilitator's guide*. Retrieved September 15, 2014, from http://www.esu1.org/downloads/misc/Facilitator.pdf.
4.1.2	Conducting an inventory of current data sources and whether the data are meaningful to families	Regional Educational Laboratory Pacific staff developed this activity and the worksheet using the cited resource.	Nebraska Department of Education. (2012). *Using data to guide action for school improvement: Facilitator's guide*. Retrieved September 15, 2014, from http://www.esu1.org/downloads/misc/Facilitator.pdf.
4.1.3	Reflecting on data sharing with families	Regional Educational Laboratory Pacific staff developed this activity, the worksheet, and the note-taking template for the reflection questions.	na
4.2.1	Planning to help families understand data	Regional Educational Laboratory Pacific staff developed this activity, the worksheet, and the planning template using the cited resources.	Epstein, J. L. (2010). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan, 92*(3), 81–96.
			FOCUS Newsletter for Boston Teachers. (2011). Waging a campaign to improve attendance. Retrieved June 22, 2014, from http://sandbox.bpe.org/files/FocusMakingDataPublicFINAL.pdf
			Harvard Family Research Project. (2013). *Tips for administrators, teachers, and families: How to share data effectively*. Retrieved October 8, 2014, from http://www.hfrp.org/publications-resources/browse-our-publications/tips-for-administrators-teachers-and-families-how-to-share-data-effectively.
			Office of Head Start National Center on Parent, Family and Community Engagement. (2011). *Ongoing child assessment and family engagement: New opportunities to engage families in children's learning and development*. Retrieved August 12, 2014, from http://www.hfrp.org/family-involvement/publications-resources/ongoing-child-assessment-and-family-engagement-new-opportunities-to-engage-families-in-children-s-learning-and-development.
			Patton, C. L. (2013). Making data meaningful. *Family Involvement Network of Educators (FINE) Newsletter, 5(2)*. Retrieved October 22, 2014, from http://www.sp2.upenn.edu/ostrc/doclibrary/documents/MakingDataMeaningful.pdf.
4.2.2	Role-playing data conversations with families	Regional Educational Laboratory Pacific staff developed this activity, the worksheet, and the sample report cards using the cited resource.	Rhode Island Department of Education & Amplify Education, Inc. (2013). *Data conversations: Data use professional development series*. Retrieved August 20, 2014, from http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Instructional-Resources/Data-Use-PD/Turnkey_Data_Conversations.pdf.

na is not applicable.

Source: Developed by Regional Educational Laboratory Pacific.

Notes

1. Alliance members include administrators and teachers from Guam Department of Education schools and faculty from Guam Community College and the University of Guam who work with K–12 schools.
2. A prior version of the toolkit was published and distributed to Guam alliance members for use within the REL Pacific Region; this version of the toolkit has been revised and expanded for a broader audience.

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