



INTERACTIVE INSTITUTES **2022**

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

What Would Bones and Booth Do? Examining Levels of Data to Find Out “Whatdunnit”

June 21–23, 2022



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Collect, Report, Analyze, and
Use High-Quality Part B Data



Presenters



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Participant Outcomes

- Understand that data are not free from bias
- Understand different levels of data and identify current data sources for each level
- Identify range of practices related to obtaining “street data” to identify “whatdunnit” regarding outcomes of children with IEPs
- Investigate questions to promote “street data” input to inform indicator analysis

Agenda

- What would Bones and Booth do?
- The nature of data
- Levels of data
- “Street data” practices
- SPP/APR indicator application

What Would Bones and Booth Do?



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Who Are Bones and Booth?

- Dr. Temperance “Bones” Brennan
 - Forensic anthropologist
 - Team leader of the fictional Jeffersonian Institute
 - Provides scientific expertise in possible murder cases involving unrecognizable remains
 - Believes in reason, facts, and evidence
- Seeley Booth
 - FBI Special Agent
 - Investigates possible murder cases
 - Provides criminal investigation techniques
 - Believes in intuition and “gut” reactions



How Do They Solve Crimes?

- Bring a team of experts together
 - Forensic anthropologist
 - FBI Investigator
 - Pathologist
 - Forensic artist
 - Entomologist
 - Psychologist
- Examine all kinds of data from the crime scene
 - Human remains/bones
 - Soil and minerals
 - Plants and insects
 - Photographs, videos, diagrams
 - Written/oral statements



What Do Bones and Booth Have to Do With Me?

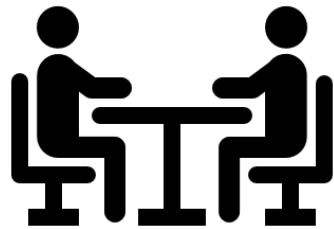


In the chat

- Reflect on the work of Bones and Booth in solving crimes
- Share any connections you see with Bones and Booth that you may have in your work in the agency in the chat box

What Do Bones and Booth Have to Do With Me? (cont.)

- Bring a team of experts together
 - Assessment
 - Dispute resolution
 - Curriculum and instruction
 - Special populations
 - Significant disproportionality
 - District administrators
- Examine all kinds of data
 - Participation and proficiency levels on state assessments
 - Attendance, graduation, and dropout rates
 - Identification rates
 - Compliance with IDEA
 - Discipline/suspension rates
 - Surveys
 - Stakeholder input



The Nature of Data



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“The way we see and understand the world influences how we interact with others, make decisions, and interpret others’ actions. To be equitable and inclusive leaders, educators, or humans, we must understand how our identities bias our perceptions.”

– Meagan Pollock, PhD

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The Nature of Data—Addressing Our Biases

- Confirmation Bias
 - Our brains are constantly hunting for evidence that supports our prior beliefs. Even if we're trying our best to be open to alternative ideas, our minds are pushing back toward the safety and comfort of our first thoughts
- Selection Bias
 - This type of bias occurs when looking at samples that are not representative of the population
 - This can happen organically when working with small sets of data, or when the sampling methodology is not truly randomized
- Outlier Bias
 - Some data are convenient to visualize as an average, but this simple operation hides the effect of outliers and anomalies and skews our observations

Kangralkar, S. (2021, August). Types of Biases in Data. *Towards Data Science*. Retrieved from <https://towardsdatascience.com/types-of-biases-in-data-cafc4f2634fb>.

Levels of Data



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Levels of Data

- Satellite data



- Map data



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- Street data



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Satellite Data



Satellite data

- Large grain size
- Viewed from far above the classroom
- Include broad-brush measures like test scores, attendance patterns, graduation rates, teacher retention, principal attrition, parent participation rates

Satellite Data (cont.)



Consider

- What satellite data are you currently using in your work?
- Write your responses on the chat box

Satellite Data (cont.)

Advantages of satellite data

- Easy to collect and access
- Illuminate trends
- Point us in the general direction for further investigation of how the system is educating different groups of students

Satellite Data (cont.)

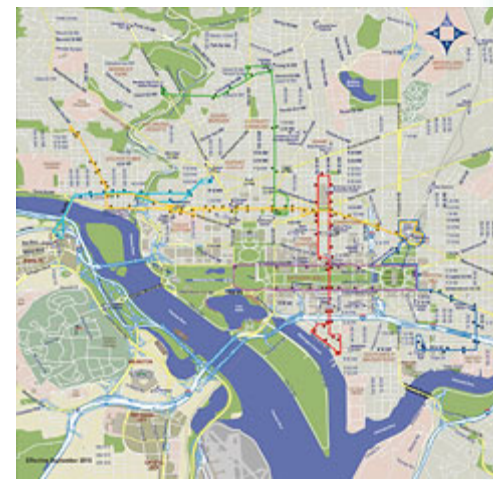
Drawbacks

- Often lagging and reaching educators too late to inform instructional and resource decisions
- Used by policymakers to make decisions without being close to the classroom where learning occurs
- Can reinforce implicit biases and deficit thinking about Black, Latinx, Indigenous students, students with diverse abilities, and other historically marginalized students and families
- Focus on underperformance and the need to “fix” children and families
- Ignore the assets that every child and community brings to the table
- Don’t address differential access to opportunity

Map Data

Map data

- Medium grain size
- Exist within a school community
- Include social-emotional, cultural and learning trends
 - Running records, universal screeners, progress monitoring
 - Rubric scores on common assessments
 - Satisfaction surveys (staff, student, parent)
- Help us identify student skill gaps or instructional skill gaps for teachers
- Point us in a slightly more focused direction but we still have a deficit mindset



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Map Data (cont.)



Consider

- What map data are you currently using in your work?
- Write your responses in the chat box.

Street Data



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Street data

- Fine grain size
- Found everywhere
- Qualitative and experiential
- Focused on what is right with students, schools, and communities
- Helpful for understanding
 - Student, staff, and families' experiences
 - Misconceptions and mindset
- Helpful for monitoring students' internalization of important skills
- Collected systematically to provide information about equity
- Require focused listening and observation to identify how students are performing, feeling, or thriving
- Helpful for informing and shaping next steps for instruction or leadership

Street Data (cont.)



Consider

- What “street data” are you currently using in your work?
- Write your responses in the chat box.

Break Out Room Discussion

Write responses on the Jamboard assigned to your room: <https://tinyurl.com/BonesData>

Discuss in room # 1

- What are the advantages of satellite data?
- What drawbacks of using satellite data have you encountered in your work?

Discuss in room # 2

- What are the advantages of using map data ?
- What drawbacks of using map data have you encountered in your work?

Discuss in room # 3:


- What are the advantages of using “street data”?
- What are barriers to obtaining “street data” at the agency level?

Breakout Group Instructions

- You have 15 minutes!
- Please select a notetaker
- Each notetaker should:
 - Share your screen
 - Navigate to the Jamboard for your respective Breakout Room
 - Share your reflections via sticky note

Breakout Room #1

Breakout Room # 1
What are the advantages of satellite data?



What drawbacks of using satellite data have you encountered in your work?

Setting an overall goal.

Statewide data in general for each indicator.

Connect the bigger picture to smaller areas.


There is no district that looks like the state "average"

Only provides an autopsy of efforts applied in the previous year.

Source: Third-party application (Jamboard).

Breakout Room #2

Breakout Room # 2
What are the advantages of using map data ?



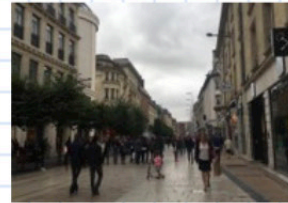
What drawbacks of using map data have you encountered in your work?

- Early warning systems of: attendance, behavior, academics, assessment
- Universal screening
- LEA Determinations
- Dashboard within student management system that can update daily and be used by building-level staff.
- Not specific enough to identify student needs
- Data entry has to happen in a timely manner for LEAs to benefit from the information.
- LEA determinations are a year old by the time the data are used.
- Need to have accuracy in the data at the district level.

Source: Third-party application (Jamboard).

Breakout Room #3

Breakout Room # 3
What are the advantages of using "street data"?



What are barriers to obtaining "street data" at the agency level?

Good student data.

Information about school climate.

Good data for districts to collect and use.

Helpful for specific topics

useful for what works well and what will move programs in the right direction.

Large undertaking in large states

Distrust of state in getting "my" data

Comparability is affected when a state has many diverse districts

Personal Identifiable Information risk

Source: Third-party application (Jamboard).

Street Data Practices



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Reflection Questions to Consider

- How can you collect “street data” about how your state systems educate all children with IEPs and their families?
- What “street data” could you collect about the lived experiences of all children with individualized education programs (IEPs) and their families?
- What do you wish you knew about the experiences of children with IEPs and their families?
- What are some ways you could collect that data?

Types of Street Data

- Artifacts: Anything created by people that yields information or insight into culture and/or society of its creators and users

Examples

- Student work
- Video of a performance-based assessment
- Audio recording of a student-to-student discussion
- Teacher-designed task
- Professional learning agenda
- Instructional-coaching conversation plan

Types of Street Data (cont.)

- Stories/Narratives: Oral and sometimes written sharing of stories, histories, lessons to maintain a historical record and sustain cultures and identities

Examples

- Empathy interviews
- Home visits
- Student-led community walks
- Focal student case study
- Oral histories
- Identity maps
- Surveys
- Staff meeting comment cards
- Listening campaigns

Types of Street Data (cont.)

- Observations: The study of human behavior, micro-interactions, micro-pedagogies, and micro-facilitation moves that focus on verbal and non-verbal behavior

Examples

- Equity participation tracker
- Equity-focused classroom scan
- Nonverbal observation transcript
- Meeting observation notes
- Instructional coaching transcript
- Photos of classroom walls, library, shared spaces

Collecting Street Data to Improve General Supervision System—Type the Numbers in the Chat Box



How could you incorporate “street data” in your work in order to obtain student and family voices?

1. Interview or focus group students, families, teachers
2. Observe in classrooms and/or IEP meetings
3. Develop high-quality surveys on student and family belonging, connection, and agency

SPP/APR Indicator Application

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Example:

Possible Questions to Ask—Indicator 2

- Share a bright spot in your experience with dropout prevention in your district. What can we learn from that bright spot?
- Reflect on an experience that led you to consider dropping out? How did that experience affect you as a student/family?
- Imagine that you could wave a magic wand to strengthen equity, relationships, and dropout prevention in your district. What would change and why?
- What feedback do you have for me as a leader to support dropout prevention for students with IEPs?

Street Data Applications

Reflect on your most recent Indicator 2 data

Percentage of youth with IEPs dropping out

- What questions could you ask to obtain “street data” to inform the analysis of the data?
- Whom would you want to ask?
- How would you obtain the information?

Exit Slip

How will “street data” affect your work with stakeholders in the future?

Write your response in the chat box.



Resources

Safir, S., and Dugan, J. (2021). *Street Data A Next-Generation Model for Equity, Pedagogy, and School Transformation*. Thousands Oaks, CA: Corwin.

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What actions will you take to commit to being a Data Quality Influencer?



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