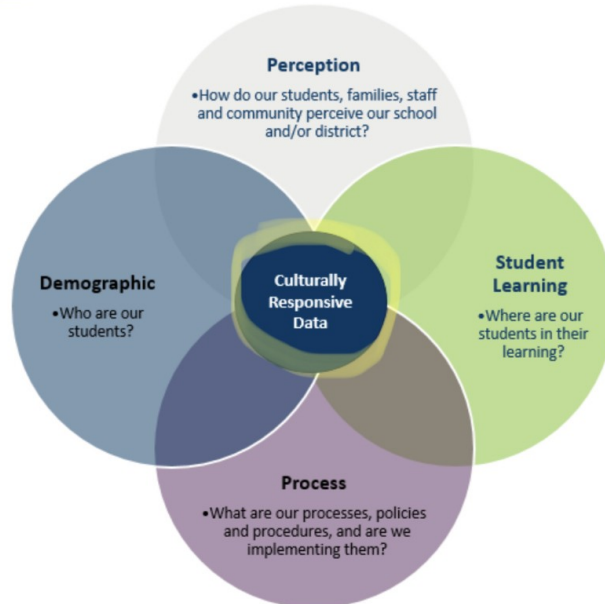


## Approach

The data and assessment literacy plan applies an equity lens to the process of using data with the goal of making decisions that lead to more culturally responsive instructional practices and better outcomes for all students.

### Centering Equity through Data Use

Applying an equity lens to the knowledge and skills needed for educator data use is not a single, peripheral step. Rather, it is an ongoing process at the beginning of each phase in the data and assessment literacy guidance. Each phase is an opportunity for centering equity within data use, as well as an opportunity to discuss challenges and considerations for improving systems to facilitate this work (Hawn Nelson, A., et al, 2020).



### Assets-based Approach for Data Use

Student outcomes and student learning data is important for certain decisions, but understanding and using additional data like demographics, perceptions and process data to probe further for root causes can help explain why inequities in student outcomes persist. Demographic and perception data can support a better

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understanding of who students are and what they value, along with their strengths and interests. The use of perceptions data in data analysis can give insight into students' and educators' sense of belonging, as well as physical and emotional safety. Data representing student learning outcomes therefore must be balanced with robust classroom-level data including student demographics and perceptions to support meaningful data inquiry processes that continuously inform decisions that are culturally responsive.

Process data is information about policies and procedures, including how they are implemented. This type of data can help shift data-based conversations to the systems and structures in place that either facilitate or inhibit the process of learning. Using process data attempts to avoid narrowly focused discussions on student outcomes, or the endpoints of learning, and reframe the discussion to potential changes that can be made within the educator- or leader's control. This is important for teachers making decisions about instruction and leaders making decisions like policies for coursework and program placement. A lack of proficiency in culturally responsive data literacy can limit the capacity of educators and leaders, as their own backgrounds or experiences can hinder them from identifying biases or inequities in their local systems or structures that can act as barriers to informing culturally responsive decisions. For example, a lack of proficiency in culturally responsive data literacy can influence biases into decisions about which students have access to more rigorous courses and which students are in need of interventions (Bocala & Boudett, 2015).

Learning how to ask critical questions of data and even what questions to ask in order to notice inequities can be challenging, as this may not come naturally to teachers (Dodman, S.L. et. al., 2019). The data use cycle proposed in the second half of this guidance can be used to guide teachers through a collaborative inquiry process that supports a shared understanding of data to generate actionable next steps.

### Guiding Principles

In summary, the following principles underpin the goal and objectives of the data and assessment literacy