TRIBAL EDUCATION AGENCIES AND DATA WEBINAR

Presented by

Tribal Education Departments National Assembly (TEDNA) and Data Quality Campaign (DQC)
• All participants are automatically muted

• We would appreciate if you stay muted while presenters are speaking

• There will be Q&A throughout the webinar, you can either unmute yourself during Q&A or type your question in the chat box.
PRESENTERS

- **Quinton Roman Nose**, Executive Director of TEDNA
- **Julian Guerrero**, Associate Director of TEDNA
- **Sam Morseau**, Vice-President of TEDNA – Education Director Pokagon Band of Potawatomi
- **Melody McCoy**, Staff Attorney with Native American Rights Fund
- **Abigail Cohen**, Senior Associate, Policy and Advocacy with Data Quality Campaign
Current Landscape of Tribal Education Agencies/Departments (TEA/TEDs)
  - Quinton Roman Nose, TEDNA

Data 101 – Data is Foundational to any policy priorities
  - Abigail Cohen, DQC
    - Question & Answer

Current Landscape of State Education Agencies (SEAs)
  - Melody McCoy, NARF

TEA/TED Spotlight: Pokagon Band of Potawatomi
  - Sam Morseau, TEDNA
    - Question & Answer
WHAT ARE TEA/TEDs?

- **What is a TEA/TED?**
  
  - Tribal Education Agency “TEA” - refers to TEDs who are interested in becoming more knowledgeable of the federal education system so they can interact with State Education Agencies (SEAs) and Local Education Agencies (LEAs) on various issues affecting Native American students.
  
  - Tribal Education Department “TED” – refers to a unit which may operate a variety of program which may or may not be directly related to education.
How many tribes have existing TEA/TEDs?
- No official count for number of TEA/TEDs
  - Approximately 200 TEA/TEDs
  - Tribes retain TEA/TED-like structure that administer tribal programs and initiatives

What are their primary roles and responsibilities?
- To consolidate administrative functions of education programs
- To establish major policies addressing education issues
- To build capacity around managing tribal student data

What challenges will be addressed by codifying education practices?
- Increasing stakeholder buy-in and awareness from tribal government
- Recognizing the value of TEA/TEDs and funding its operation
- Coordinating individual education programs
THE BIG IDEA

What does it mean to use data in service of student learning?

Data is one of the most powerful tools to inform good decisions and create opportunities for students along their education journey—and it’s much more than test scores. Data helps us make connections that lead to insights and improvements. Everyone has an important role to play in helping all students succeed in their own individualized ways. Here’s what it will look like when data is working for all students.

TEACHERS

“I know where my students are succeeding and struggling right now. I can help them grow.”

GUIDANCE COUNSELORS

RESOURCES SPECIALISTS

INSTRUCTIONAL LEADERS

PRINCIPALS

SUPERINTENDENTS

STUDENTS

“I know my strengths and where I need to grow. I can shape my own education journey.”

PARENTS

“I know what actions to take to help my child on her path to success. I can be a better champion for her.”

AFTERSCHOOL PARTNERS

“I know what’s happening with these kids before 3:00 p.m. I can help families and communities create more opportunities for students to succeed.”

Piece by piece, this ideal is becoming a reality for students. But how can we complete the picture for all students? See DQC’s Time to Act: Making Data Work for Students for a roadmap to how states can foster this change.
What is student data?

There are many types of data that support student learning—and they’re so much more than test scores. But individual data points don’t give the full picture needed to support the incredibly important education goals of parents, students, educators, and policymakers. See the types of data that can come together—under requirements like privacy and security—to form a full picture of student learning.

When used effectively, data empowers everyone.

**TYPES OF DATA**

But what exactly do we mean by student data? Student data is collected from many sources and in many formats, although the type of data, and who can access it, varies.

- **ACADEMIC INFORMATION**
  - GROWTH
  - COURSES
  - ENROLLMENT
  - GRADES
  - COMPLETION
  - GRADUATION

- **BY TEACHERS**
  - OBSERVATION
  - ENGAGEMENT

- **TESTING**
  - QUIZZES
  - TESTS
  - INTERIM ASSESSMENTS
  - ANNUAL ASSESSMENTS

- **DEMOGRAPHICS**
  - ADE
  - RACE
  - GENDER
  - ECONOMIC STATUS
  - SPECIAL EDUCATION NEEDS

- **BEHAVIOR**
  - ATTENDANCE
  - EXTRACURRICULAR ACTIVITIES
  - PROGRAM PARTICIPATION

**REQUIREMENTS**

To get that full, clear picture, important requirements must be met for information to be truly useful and to empower people:

- **AVAILABLE**
  - Data must be there when you need it.

- **COMPLETE**
  - It must provide a whole picture of student learning.

- **RELEVANT**
  - Data must be relevant to your needs.

- **SECURE**
  - It has to be safeguarded and trustworthy.

- **EFFECTIVE**
  - Educators and policymakers must have the skills to use data effectively.

- **COMMUNICATE**
  - Data must be used to communicate how students and schools are doing.

- **SUPPORT**
  - It should be used to support teachers and educators.

- **IMPROVE**
  - And data should be used to improve learning.

**SUCCESS**

The right data, in the right format, used the right way, empowers everyone with the information they need to make decisions and take actions that lead to student achievement.

Student success depends on parents who support their kids’ academic growth at home.

Student success also depends on teachers to design effective instruction and individualized lessons.

Every student’s success depends on all of this coming together. And that’s the real power of data.

When students, parents, educators, and policymakers have the right information to guide their decisions, students achieve their best.
Who uses student data?

Most personal student information stays local. Districts, states, and the federal government all collect data about students for important purposes like informing instruction and providing information to the public. But the type of data collected, and who can access them, is different at each point. From schools to the U.S. Department of Education, see how student data are—and are not—accessed and used.

What are the types of data?

1. Data are used in classrooms and schools to make changes in instruction and decide what students need to increase learning.

2. Districts use the data they collect from schools to make decisions about what resources each school needs to support its students. They send a small amount of the data that they collect to the state department of education.

3. States use the data to measure how districts are meeting goals for students, provide tools back to districts to inform instruction, assess how state funds are improving education, and provide aggregate information to the public.

4. The US dept receives the least data of all. States send it a small amount of aggregate data, and it uses them to provide information to the public about how all districts are performing. It also uses them to measure how federal funds are helping to improve education.

**Parents**

Parents have access to information about their own children, using it to help them learn.

**Teachers & Principals**

Teachers have access to information about the individual students in their classroom. They use it to understand how their students are learning and help each student be successful.

**Service Providers**

Schools and districts rely on service providers to manage instructional tools and some critical functions, like transportation. These third parties sometimes need PII, but only get access to the data directly relevant to their work.

**Researchers**

With a clear plan, researchers can get access to de-identified and aggregate data to study what is helping students learn in a district or state.

**The Public**

Members of the public, including neighbors, future employers, and elected officials, only get to see aggregate reports—never information about individual students. They use the information to understand how districts and schools in their community are performing.
Four Policy Priorities to Make Data Work for Students

**MEASURE WHAT MATTERS**
Be clear about what students must achieve and have the data to ensure that all students are on track to succeed.

**MAKE DATA USE POSSIBLE**
Provide teachers and leaders the flexibility, training, and support they need to answer their questions and take action.

**BE TRANSPARENT AND EARN TRUST**
Ensure that every community understands how its schools and students are doing, why data is valuable, and how it is protected and used.

**GUARANTEE ACCESS AND PROTECT PRIVACY**
Provide teachers and parents timely information on their students and make sure it is kept safe.

**DATA IN SERVICE OF LEARNING**
People—like parents and teachers—need tailored information that they can trust to ensure all students’ individual needs are met. A culture of effective data use means putting students at the center.
Guiding Principles

1. Students are central
2. Data systems are not enough
3. Data needs to be tailored to the user
4. Data is used for different purposes
5. Stakeholder engagement is critical
Measure What Matters:

Be clear about what you want to achieve for students and have the data to ensure it gets done.

- Develop a set of policy and practice questions that will set priorities and determine the information needed to answer those questions.

- Establish a governance body that has the authority and responsibility to make decisions about data use and protection policies.

- Design data systems that meet the needs of your community, improve teaching, personalize learning, and measure progress toward goals.

- Develop, calculate, and share indicators based on longitudinal data, in addition to measures based on annual assessments, that demonstrate progress toward stated goals.
Make Data Use Possible:

Provide teachers and leaders the flexibility, training, and support they need to answer their questions and take action.

- Use the bully pulpit and allocate resources (people, time, money, and technology) to prioritize using data to inform decision making.

- Create the necessary policies, practices, and trainings to ensure that staff, educators, parents, and trusted community partners who receive data know how to use it effectively.
Be Transparent and Earn Trust:

Ensure that every community understands how its schools and students are doing, why data is valuable, and how it is protected and used.

- Communicate the value of data to support student learning
- Engage families and partners in thoughtful conversation about student data, welcome their questions, and involve them in planning and governance activities
- Communicate the types of data TEDs collect and how it is protected
Guarantee Access and Protect Privacy:

Provide teachers and parents timely information on their students and make sure it is kept safe.

• Establish clear and public processes to ensure that student data is kept private

• Provide teachers, parents, trusted afterschool providers, and other school partners access to student-level data that is tailored to meet their needs
Questions for Data Quality Campaign and TEDNA?
Questions for any presenters or material?
Tribal Education Departments National Assembly
Sovereignty Supporting Students

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