

**Toolkit of Resources for
Engaging Parents and Community as Partners in Education**
Part 4: Engaging All in Data Conversations



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

The *Toolkit of Resources for Engaging Parents and Community as Partners in Education* is designed to guide school staff in strengthening partnerships with families and community members to support student learning. The Regional Educational Laboratory for the Pacific (REL Pacific) developed the toolkit in response to a request from the Guam Alliance for Family and Community Engagement in Education, whose members include K-12 school staff and college faculty who work with K-12 schools. This toolkit offers an integrated approach to family¹ and community engagement, bringing together research, promising practices, and a wide range of useful tools and resources with explanations and directions for using them.

In this Toolkit, we define family and community engagement as an overarching approach for building relationships with families that support family well-being, strong parent–child relationships, and ongoing learning and development of children. This definition encompasses other existing definitions (e.g., No Child Left Behind Act, 2001) and emphasizes the importance of school staff working as partners with families to support students in multiple ways.

Description of the Toolkit Contents

Research provides more than 40 years of steadily accumulating evidence that family engagement is one of the strongest predictors of children’s school success (Weiss, Bouffard, Bridglall, & Gordon, 2009). Although there is no single study that makes a definitive case for the impact of family involvement, this accumulated body of evidence links student achievement to specific family involvement activities (California Department of Education, 2011).

This toolkit, which is presented in four parts, includes information and tools that reflect these activities (see Appendix A for an explanation of tool selection). Each tool is introduced with a cover sheet that includes the purpose of the tool; the intended outcome of using the tool, the materials and time needed to use the tool; whether the tool is best used with individuals, small groups, or large groups; the tool type (see Appendix B for a description of the tool types), and the audience for the tool. Brief descriptions of the four parts of the Toolkit follow.

- **Part 1: Building an Understanding of Family and Community Engagement**
Part 1 includes tools that help school staff build awareness of how their beliefs and assumptions about family and community engagement influence their interactions with families and how the demographic characteristics of the families served by Guam schools can provide information about what might support or hinder family engagement with schools.

¹ The terms *parent* and *family* are used interchangeably throughout this Toolkit. These terms are inclusive of mother, father, aunts, uncles, grandparents, cousins, and any influential adult or family member involved in children’s lives. The term *school community* is inclusive of the people that comprise the school community – staff, families, local businesses, churches, organizations, and agencies.

- **Part 2: Building a Cultural Bridge**

The tools in Part 2 focus on tapping into the strengths of families and community members and helping families to establish active roles within the school community in support of student learning.

- **Part 3: Building Trusting Relationships With Families and Community Through Effective Communication**

Part 3 tools focus on cross-cultural and two-way communication as ways to enhance family and community engagement.

- **Part 4: Engaging All in Data Conversations**

The tools in Part 4 help school staff understand what data are important to share with families and community members and how to share such data.

Each part can stand alone or be used in conjunction with the other parts for a more comprehensive approach to family and community engagement, depending on the varying needs of the staff and school community.

Introduction to Part 4: Engaging All In Data Conversations

Families are very interested in knowing how well their children are performing in school. The data schools share and how they share it determines whether or not families receive the information they need and understand what it means. Part 3 of this Toolkit focused on communication, which includes the content of the message and how it is 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 sometimes they 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 achievement data are important, they are not the only type of data that is meaningful to parents. Information about students’ developmental progress, peer interactions, behavior, study habits, and attendance may also be meaningful.

Systematic use of a data inquiry process (see sidebar) can help school staffs collect, analyze, interpret, and present data to parents 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 has two sections that focus on sharing relevant data with parents and communities to support and enhance student learning. These 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.

- **Section 4.1: Determine What Student Data Is Important to Share**

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. Tools for this section provide opportunities

Five-Step Data Inquiry Process¹

1. *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?
2. *Examining the data.* What patterns do the data reveal, or what “snapshot” observations can be made about the question?
3. *Understanding the findings.* What are the possible causes for the patterns in the data?
4. *Developing an action plan.* How can we create an effective plan for addressing the issue?
5. *Monitoring progress or measuring success.* How can we know whether progress is being made on the issue?

¹ Kekahio & Baker (2013)

for staff to understand and simplify data language, investigate data available to them, and guide reflection on which data to share with families.

- **Section 4.2: Presenting Student Data in Meaningful Ways**

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

Summary of Part 4 Tools

The tools comprising Part 4 of the Toolkit are summarized in Table 4.1. The table includes the name and number of the tool, the tool type (i.e., activity, protocol/process, activity, chart, or template), the group structure (i.e., small group or large group) that is most appropriate for using the tool, and the type of participants (i.e., school staff or families/community members) for whom the tool was designed.

Table 4.1: Summary of Part 4 Tools

Tool Number	Tool Name	Tool Type	Group Type	Participants
4.1.1	Understanding the Language of Data	Activity Template	Small Group Large Group	Staff
4.1.2	Data Inventory	Activity Template	Small Group Large Group	Staff
4.1.3	Sharing Data with Families	Activity Template	Small Group Large Group	Staff
4.2.1	Methods for Helping Families Understand Data	Activity Template	Small Group Large Group	Staff
4.2.2	Conducting Data Conversations with Families	Activity Template	Small Group	Both

Section 4.1: Determining What Student Data are Important to Share with Families and Community Members

Introduction

“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 don't have a defined purpose for sharing data so they don't know which data to share. In general, families and community members are primarily interested in knowing how well their individual students are faring, but also how the school as a whole is performing. To better serve families, educators need to share data about students' attendance, behavior, and academic progress at the individual and school levels (Weiss & Lopez, 2011). The focus in this section is on providing families with information about their own child(ren)'s progress, but families also benefit when educators share data about the performance of all students in the school and in the school district. Such data 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 (Education Trust, 2004).

This section also 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 child(ren)'s interests, behaviors, and challenges. This two-way data street has benefits for families, teachers, and students.

Key Points

- **Understanding parents' reasons for wanting data helps educators determine which data to share.** In a study conducted by Northwest Evaluation Association (2012), 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% of the 1,009 parents who participated in the study:
 - 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/school administrator; and
 - Helping their child with homework.

Parents, teachers, and administrators find value in formative assessment data, which provide information about students' progress *during* a period of learning (e.g., a unit, a semester), and summative assessment data, which provide information about students' performance at the *end* of a period of learning (NWEA, 2012). Formative assessment is often referred to as “assessment *for* learning” because the information is used to provide 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 is used to “sum 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 and become advocates for school improvement, and it reshapes in productive ways how we think about family and community engagement (Weiss & Lopez, 2011). When families share information about their children, it helps teachers support student learning. They can use the information to make curriculum more relevant, motivate students, and develop relationships with and between students.

Toolbox

- **Tool 4.1.1: Understanding the Language of Data**
This tool helps school staff review their understanding of the language of data and increases their awareness of the importance of simplifying data language for parents.
- **Tool 4.1.2: Data Inventory**
This tool helps school staff identify the school's current data sources and determine 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 that they can identify data gaps.
- **Tool 4.1.3: Sharing Data with Families**
This tool helps school staff 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.

Tool 4.1.1: Understanding the Language of Data

Purpose

To review understanding of the language of data and increase awareness of the importance of simplifying data language for parents

Outcome(s)

Participants will have increased understanding of the language associated with data and increased awareness of how to communicate about data with parents.

Logistics

Materials Needed: *The Language of Data Match up Activity* worksheet, *Terms and Definitions Sheet*, *BINGO Sheet* (depending on the version of the activity that is being done), *Data Glossary* handout

Time: 30 minutes

Tool Type

Protocol

Activity

Template

Process

Article

Chart

Other

Group Type

Individual

Small Group

Large Group

Participants/Audience

Parents

Staff

Both

Tool 4.1.1: Understanding the Language of Data

Purpose

To review understanding of the language of data and increase awareness of the importance of simplifying data language for parents

Directions

1. Distribute a copy of *The Language of Data Match up Activity* worksheet to each individual.
2. Ask participants to individually complete the worksheet.
3. After participants have completed the worksheet, ask them 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 to those on the *Data Glossary* handout.
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 table groups the importance of simplifying data language when talking with parents about their students' progress. Ask a few participants to share key points from their discussions.

Tool 4.1.1: Understanding the Language of Data

The Language of Data Match Up Activity

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 that is conducted on an ongoing basis that is intended to inform instruction (assessment <i>for</i> 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 <i>of</i> 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/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 staff 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.

Tool 4.1.1: Understanding the Language of Data

Data Glossary

Term	Definition
Achievement/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, etc.
Formative Assessment	Assessment that is 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 staff 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).

Tool 4.1.4: Understanding the Language of Data: Alternate Activity

Purpose

To assess understanding of the language of data

Directions

1. Using the “Terms and Definitions 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* handout or the words “Free Space.” Each row may have only one “Free Space.”

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 the definition read. Play continues until someone completes a row and a column.

Option 2:

The facilitator randomly picks one of the words. Within a given time (e.g., 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.

4. Debrief on 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 5 fingers indicating “very confident.”

Tool 4.1.1: Understanding the Language of Data: Alternate Activity

Terms and Definitions Sheet

Directions

Cut into a strip each data term with its definition.

Term	Definition
Achievement/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, etc.
Formative Assessment	Assessment that is conducted on an ongoing basis that is intended to inform instruction (assessment <i>for</i> 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 staff 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 <i>of</i> learning).

Tool 4.1.1: Understanding the Language of Data: Alternate Activity

BINGO Sheet

B	I	N	G	O

Tool 4.1.2: Data Inventory

Purpose

To identify the school's current data sources, determine whether these sources provide data that families would find meaningful, and identify gaps between the data available and the data families would find meaningful for supporting their children's learning

Outcome

Participants increase their knowledge of the school's data sources, determine usefulness of current data sources for providing families with information that helps them support student learning, and identify additional data sources for that purpose (if appropriate).

Logistics

Materials Needed: chart paper, markers, *Data Inventory Worksheet*, *Reflecting on Data Sharing with Families* handout

Time: 45 minutes

Tool Type

Protocol

Activity

Template

Process

Article

Chart

Other

Group Type

Protocol

Individual

Small Group

Large Group

Participants/Audience

Parents

Staff

Both

Tool 4.1.2: Data Inventory

Purpose

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

Directions

1. Organize participants into smaller groups by levels (i.e., elementary, middle, and high school).
2. Ask the leveled groups to identify a facilitator and a recorder.
3. Provide each group with a copy of the *Data Inventory Worksheet* and explain that the blank rows on the worksheet provide space for them to add other data sources that are available to the school. Explain that there are two parts to the activity. For the first part, they will complete columns 2-4; for the second part, they will have a discussion and complete column 5 and the questions that follow the data inventory table. Tell the groups how much time they have to complete the first part of the activity.
4. After the groups finish the first part of the activity, ask them to discuss why families might or might not find the data from each source meaningful, write notes from their discussion in column 5², and answer the questions that follow the data inventory table.
5. Ask small groups to report key points from their discussions to the large group.
6. If the large group includes representatives from different levels (elementary, middle, and high school), discuss similarities and differences among the key points shared by the different levels.

² Schools may decide to use this activity with a group that includes parents so that they have parents' perspectives on which data are meaningful to them. If parents are not included, then school staff might want to check whether their perspectives on which data are meaningful to parents match parents' perspectives. This can be accomplished in a number of ways (e.g., using a questionnaire, asking parents for their ideas during parent-teacher conferences or informal meetings). Some parents might not be familiar with the various data sources and school staff should be prepared to explain or provide an example of each source.

Data Inventory Worksheet

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 and/or Math				
Common Assessments (school level)				
Classroom Level Pre- and Post- Tests				
English Proficiency Assessments				
Progress Reports				

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?
Attendance Data				
Behavior Data				

- Are there gaps between the data we have and the data that families might find meaningful for supporting their children’s learning? If yes, what other data do we need to collect or obtain?

Tool 4.1.3: Sharing Data With Families

Purpose

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

Outcome

Participants know which data to share with families and how often to share data so that families are better able to support their children's learning.

Logistics

Materials Needed: chart paper, markers, *Sharing Data with Families Recording Form*, *Reflecting on Data Sharing with Families Handout*

Time: 45 minutes

Tool Type

Protocol

Activity

Template

Process

Article

Chart

Other

Group Type

Protocol

Individual

Small Group

Large Group

Participants/Audience

Parents

Staff

Both

Tool 4.1.3: Sharing Data with Families

Purpose

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

Directions

1. Ask individuals to reflect on the data they currently share with parents and additional data they could share with parents and record information in the “My Thoughts” column on the top part of the *Sharing Data with Families Recording Form*. Explain that participants will complete the bottom part of the *Sharing Data with Families Recording Form* 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 recording form.
3. Give a signal for participants to return to their tables and ask table groups to create a combined list on one recording form that includes all of the ideas that group members gathered as they circulated the room. If participants used Tool 4.1.2, remind them to review the information they recorded for that activity for additional ideas.
4. Ask small groups to reflect on the questions on the *Reflecting on Data Sharing with Families Handout* (which includes the following questions) and record their answers on chart paper:
 - a. How does the school currently provide meaningful information to families so they can be partners in their children’s learning?
 - b. 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?
 - c. What processes might the school implement to obtain feedback from families regarding their children’s progress and learning needs? For example, teachers might send a short questionnaire home with students or make it available online for parents to share their perspectives on their children’s progress. The questions could be open-ended and/or include a simple rating scale (e.g., no improvement, some improvement, or a great deal of improvement).
5. Ask small groups to report 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 Recording Form* 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 4.1.3: Sharing Data With Families – Recording Form

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			

Section 4.2: Presenting Student Data in Meaningful Ways

Introduction

Communication plays an important role in helping parents make sense of data so they can provide the necessary supports at home. Communication needs to be ongoing and planned carefully so that families can understand the data and do something with them. It should include opportunities for families to ask questions about the data, provide additional information about students' interests, strengths, and challenges, or 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, teacher, and student (Patton, 2013).

This section focuses on data conversations – conversations that use data in an intentional way to focus on student's progress. Data conversations are not formal presentations. In fact, they are not necessarily very different from conversations that teachers and principals normally have with parents when they discuss students' progress. What might be different is the intentional focus on data and what they reveal about students' knowledge and skills and their learning successes and challenges. During data conversations, teachers and families develop a shared understanding of student performance and identify actions for improving it.

Sharing data from a variety of sources (e.g., different types of assessments, samples of student work, parents' perspective on students' strengths and challenges) during data conversations helps to paint a broader picture of student performance and provides a context for the discussion (Data Quality Campaign, 2011) that makes understanding the data easier. 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

- **There are a variety of avenues for sharing data with families.** Usually, educators share data about student performance during brief parent-teacher conferences and through report cards. These means for sharing data don't occur frequently 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 to sharing data with families is to schedule a combination of individual parent conferences and several longer group meetings that include all classroom parents. During group meetings, teachers explain core subject area learning goals, encourage families to share strategies

that work well at home for promoting skills, provide families with materials and 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 parents with regular (e.g., monthly) reports on student progress as demonstrated on formative and summative assessments; and posting aggregated student data (i.e., 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 (e.g., attendance) are related to student achievement (E. Iglesias, personal communication, May 12, 2014; FOCUS Newsletter for Boston Teachers, 2011).

- **Staff awareness of the challenges to communicating meaningful student data to families and positive actions to address them encourage and support data sharing.** Some of the challenges of communicating with families about data result from the lack of established procedures for communication between school and home; parents' ability to speak and read English well or their need for large type; and the readability, clarity, form, and frequency of print and non-print communications (Epstein, 2010). How you communicate data information will depend on the local context, which may influence the location for meetings where you discuss data, whether you hold small or large group forums, the amount of time spent discussing data with individual families, and how flexible you need to be when scheduling times for meetings. Translating materials into the languages of the families in the school, using user-friendly charts or graphs and welcoming strategies, and providing multiple opportunities or avenues for families to hear and see oral or written data will help address data communication challenges and encourage families to participate in data conversations.
- **The use of effective communication skills supports data sharing.** School communication strategies should be based on an assumption that everyone has positive intentions and include the use of communication skills such as paraphrasing and asking powerful questions (Rhode Island Department of Education, 2013). Use of these skills helps to 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 provide explanations of technical terms) and include information on the next steps in the learning process for the child (Office of Head Start National Center on Family and Community Engagement, 2011).

Toolbox

- **Tool 4.2.1: Methods for Helping Families Understand Data**

This tool 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: Conducting Data Conversations with Families**

This tool helps participants reflect on how data conversations currently occur and identify additional strategies for productive data conversations, which will increase their capacity for productive data conversations with families.

Tool 4.2.1: Methods for Helping Families Understand Data						
Purpose						
To reflect on the current ways that data are being shared with families and plan additional ways to share student data with families						
Outcome						
Participants increase awareness of ways to share data and plan for applying new methods for sharing data with families.						
Logistics						
Materials Needed: Chart paper, markers, copies of <i>Methods for Helping Families Understand Data Recording Form</i> , <i>Methods for Helping Families Understand Data Planning Template</i>						
Time: 45 minutes						
Tool Type						
Protocol	Activity	Template	Process	Article	Chart	Other
Group Type						
Protocol	Small Group	Large Group				
Participants/Audience						
Parents	Staff	Both				

Tool 4.2.1: Methods for Helping Families Understand Data

Purpose

To reflect on the current ways that data are being shared with families and plan additional ways to share student data with families

Directions

1. Ask participants to reflect on the ways they share data with families and individually record information in the first column on the *Methods for Helping Families Understand Data Recording Form*.
2. Ask participants to 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 on the recording form.
3. Signal participants to return to their tables and ask table groups to develop a combined list on one recording form of all the ideas group members gathered as they circulated around the room.
4. Ask table groups to identify patterns in their combined list of ideas.
5. Ask participants to share the patterns they identified.
6. Ask participants to use the *Methods for Helping Families Understand Data Planning Template* to individually plan how they will increase the ways they help parents understand the data they receive.
7. Ask participants to share their plan with a partner.
8. Engage the large group in a discussion on what structures, processes, and attitudes are needed at the individual teacher level to ensure families understand the information they need to support their children's learning.

Tool 4.2.1: Methods for Helping Families Understand Data – Recording Form

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	

Tool 4.2.1: Methods for Helping Families Understand Data – Planning Template

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

Tool 4.2.2: Conducting Data Conversations With Families

Purpose

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

Outcome

Participants have increased capacity to conduct productive data conversations with families.

Logistics

Materials Needed: copies of *Data Conversations* handout, *Sample Elementary Report Card*, *Sample Secondary Report Card*, *Sample Elementary SAT-10 Student Report*, *Sample Secondary SAT-10 Student Report*, *Data Conversation Planning Worksheet*

Time: 60 minutes

Tool Type

Protocol

Activity

Template

Process

Article

Chart

Other

Group Type

Individual

Small Group

Large Group

Participants/Audience

Parents

Staff

Both

Tool 4.2.2: Conducting Data Conversations with Families

Purpose

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

Directions

1. Ask participants to read the *Data Conversations* handout that explains the three purposes for data conversations and strategies for productive conversations.
2. Provide each participant with a copy of the elementary or secondary *Sample Report Card*, the elementary or secondary *Sample SAT-10 Student Report*, and the *Data Conversation Planning Worksheet*.
3. Ask table groups to discuss some issues or questions parents have when reviewing report cards and assessments.
4. Ask participants to pair up. Explain that pairs will have two role-playing conversations³ and ask pairs to decide which person will play the role of the teacher or administrator for the first conversation and which will play the role of the parent or family member. Explain that they will switch roles for the second conversation.
5. Ask participants to individually complete the first three rows of the *Data Conversation Planning 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* handout, components of their individual plans from the activity for Tool 4.2.1 (if they completed that activity), and the information included on the report card or SAT-10 Student Report they are using for the conversations as they complete the *Data Conversation Planning 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.
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.
8. 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 results or the secondary (Grade 7) sample SAT-10 results which were distributed at the beginning of the activity.
9. As a large group, discuss specific examples of how the three strategies (i.e., presuming positive intent, paraphrasing, and asking powerful questions) were used during the second role play.

³ Schools may decide to use this activity with a group that includes parents. If that is the case, then form pairs 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 participate from the perspective of their role (i.e., educator or parent).

Tool 4.2.2: Conducting Data Conversations With Families – Data Conversations Handout⁴

There are three purposes for data conversations with families: (1) gathering information, (2) guiding improvement, and (3) 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 his child 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 in working together to accomplish the improvement. For example, when a teacher and a student's family members review the student's reading scores, the teacher might provide examples of ways that the family could support the child's reading at home. The family might discuss the kinds of books that the student likes to read so that 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 student's family examine data on the student's performance on classroom assessments, her attendance (unexcused absences and tardies), and her classroom behavior (interrupting class, incomplete class assignments). They identify a root cause of the problem: the student's absences are negatively influencing her behavior and performance. Together, they identify some strategies for helping the student get to school on time and provide opportunities for the student to work with a peer tutor.

⁴ Based on information from Rhode Island Department of Education and Amplify Education, Inc. (2013). Data conversations: Data use professional development series. Providence, RI: Rhode Island Department of Education.

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.
 - Example
 - Assuming Positive Intentions:* “I have noticed that your child seems tired at school. What time is your child able to get to sleep?”
 - Assuming Negative Intentions:* “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 such statements 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:* stating questions in a manner which focuses on the main goals for student achievement. Using powerful questions in a data conversation helps teachers 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 mathematics. 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. The teacher says, “You and I agree that if Maria completes her homework, she is more likely to achieve the mathematics standards for her grade level. What barriers prevent Maria from consistently doing her homework?” This question opens up the dialogue about possible reasons for the student not completing homework, how homework influences her performance on in-class assignments, and possible ways to address the issue.

**Tool 4.2.2: Conducting Data Conversations With Families –
Data Conversation Planning Worksheet⁵**

What is the purpose for the data conversation? <input type="checkbox"/> Gathering information <input type="checkbox"/> Guiding improvement <input type="checkbox"/> Finding solutions Comments:
Data to be shared: <input type="checkbox"/> Quarterly report card <input type="checkbox"/> SAT-10 Student Report <input type="checkbox"/> Other Comments:
Possible questions for conversation:
Outcome of conversation:

⁵ Based on information from Rhode Island Department of Education and Amplify Education, Inc. (2013). Data conversations: Data use professional development series. Providence, RI: Rhode Island Department of Education.

Tool 4.2.2: Conducting Data Conversations With Families – Sample Elementary Report Card

Student Name:
Student ID:

Grade:
Teacher:

Mathematics	Q 1	Q 2	Q 3	Q 4
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	Q 1	Q 2	Q 3	Q 4
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	Q 1	Q 2	Q 3	Q 4
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	P	P		

of grade-appropriate words				
Uses writing strategies and processes	P	M		
Science & Social Studies	Q 1	Q 2	Q 3	Q 4
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		

Art	Q1	Q2	Q3	Q4
Applies appropriate concepts and skills	M	M		
Music	Q1	Q2	Q3	Q4
Applies appropriate concepts and skills	P	M		
Physical Education	Q1	Q2	Q3	Q4
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	Q1	Q2	Q3	Q4
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	Q1	Q2	Q3	Q4
Days absent	0	2		

Key
E = Exceeds expectations
M = Meets expectations
P = Progressing toward expectations
N = Needs improvement
S = Satisfactory
U = Unsatisfactory

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:

Tool 4.2.2: Conducting Data Conversations With Families – Sample Report Card (Middle and High School)

Name:
 Student ID:
 Student Address:

Grade:
 Quarter:
 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 4.2.2: Conducting Data Conversations With Families – Sample SAT10 Student Report (Elementary)



STANFORD
ACHIEVEMENT TEST SERIES TENTH EDITION
EXCELLENCE • POWER

with Otis-Lennon School Ability Test®, Eighth Edition

Student Report | IFIRST R ILASTNAME

National Comparison 

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	National Grade Percentile Bands							
							1	10	30	50	70	90	99	
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								

Otis-Lennon School Ability Test®	Number Possible	Number Correct	SAI	Age PR-S	Scaled Score	Natl Grade PR-S	National Grade Percentile Bands							
							1	10	30	50	70	90	99	
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								

Clusters	NP	NA	NC	Below Avg	Avg	Above Avg	Clusters	NP	NA	NC	Below Avg	Avg	Above Avg	Clusters	NP	NA	NC	Below Avg	Avg	Above Avg
Word Study Skills	30	30	19				Mathematics Procedures	32	32	18				Science (cont.)						
C Structural Analysis	12	12	10		✓		C Computation w/Whole Numbers	18	18	11		✓		P Form & Function	13	13	9			✓
C Phonetic Analysis-Consonants	9	9	6	✓			C Computation with Decimals	8	8	1	✓			P Thinking Skills	20	20	14			✓
C Phonetic Analysis-Vowels	9	9	3				C Computation with Fractions	6	6	6			✓	C Social Science	40	40	32			✓
Reading Vocabulary	30	30	29			✓	P Computation in Context	16	16	7	✓			C History	10	10	9			✓
C Synonyms	12	12	11			✓	P Computation/Symbolic Notation	16	16	11	✓			C Geography	10	10	9			✓
C Multiple Meaning Words	9	9	9		H✓		P Thinking Skills	16	16	7	✓			C Political Science	10	10	7			✓
C Context Clues	9	9	9			✓	P Language Mechanics	24	24	20		✓		C Economics	10	10	7			✓
P Thinking Skills	18	18	18			✓	C Capitalization	8	8	7		✓		P App. of Knowledge/Comp.	14	14	9			✓
Reading Comprehension	54	54	26	✓		✓	C Usage	8	8	8		✓		P Org. Summ. & Interp. of Info.	15	15	13			✓
C Literary	18	18	10		✓		C Punctuation	8	8	5		✓		P Determination of Cause/Effect	11	11	10			✓
C Informational	18	18	8	✓			P Language Expression	24	24	20		✓		P Thinking Skills	20	20	17			✓
C Functional	18	18	8	✓			C Sentence Structure	8	8	7		✓		C Listening	40	40	24			✓
P Initial Understanding	12	12	5	✓			C Prewriting	5	5	3		✓		C Vocabulary	10	10	8			✓
P Interpretation	20	20	10		✓		C Content and Organization	11	11	10		✓		C Comprehension	30	30	16	✓		
P Critical Analysis	12	12	7		✓		C Thinking Skills	12	12	11		✓		P Initial Understanding	8	8	4			✓
P Strategies	10	10	4		✓		P Spelling	40	40	27		✓		P Interpretation	12	12	9			✓
P Thinking Skills	42	42	21		✓		C Phonetic Principles	18	18	9		✓		P Analysis	7	7	1	✓		
Mathematics Problem Solving	48	48	29		✓		C Structural Principles	10	10	8		✓		P Strategies	3	3	2	✓		
C Number Sense & Operations	24	24	16		✓		C No Mistake	7	7	5		✓		C Literary	10	10	7			✓
C Patterns/Relationships/Algebra	6	6	4		✓		C Homophones	5	5	5		✓		C Informational	10	10	4			✓
C Data, Statistics & Probability	8	8	4		✓		C Science	40	40	29		✓		C Functional	10	10	5			✓
C Geometry & Measurement	10	10	5		✓		C Life	11	11	7		✓		P Thinking Skills	22	22	12	✓		
P Communication & Representation	6	6	5		✓		C Physical	11	11	7		✓		C Thinking Skills	190	190	123			✓
P Estimation	8	8	3		✓		C Earth	11	11	9		✓								
P Mathematical Connections	21	21	16		✓		C Nature of Science	7	7	6		✓								
P Reasoning & Problem Solving	13	13	5	✓			P Models	14	14	9		✓								
P Thinking Skills	40	40	23		✓		P Constancy	13	13	11		✓								

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
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Tool 4.2.2: Conducting Data Conversations With Families – Sample SAT10 Student Report (Middle School)



STANFORD
ACHIEVEMENT TEST SERIES TENTH EDITION
EXCELLENCE • POWER

with Otis-Lennon School Ability Test®, Eighth Edition

Student Report | XXXXXXXXX G CCCCCCCCCC

TEACHER: AAAAAAAAAA
SCHOOL: SAMPLE MIDDLE SCH
DISTRICT: SAMPLE DISTRICT

AGE: 13 Yrs 00 Mos
GRADE: 07
TEST DATE: 04/03

National Comparison 

About This Student's Performance:

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

Otis-Lennon School Ability Test®	Number Possible	Number Correct	SAI	Age PR-S	Scaled Score	Natl Grade PR-S	National Grade Percentile Bands								
							1	10	30	50	70	90	99		
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									

Clusters	NP	NA	NC	Below Avg	Avg	Above Avg	Clusters	NP	NA	NC	Below Avg	Avg	Above Avg	Clusters	NP	NA	NC	Below Avg	Avg	Above Avg
C Synonyms	12	12	9		✓		C Computation with Integers	4	4	3		✓		C History	10	10	8			✓
C Multiple Meaning Words	9	9	9		✓		P Computation in Context	16	16	15		✓		C Geography	10	10	8			✓
C Context Clues	9	9	9		✓		P Computation/Symbolic Notation	16	16	13		✓		C Political Science	10	10	7			✓
P Thinking Skills	18	18	18		✓		P Thinking Skills	17	17	16		✓		C Economics	10	10	4			✓
Reading Comprehension	54	54	38		✓		Language Mechanics	24	24	22		✓		P App. of Knowledge/Comp.	12	12	5			✓
C Literary	18	18	14		✓		C Capitalization	8	8	8		✓		P Org. Summ. & Interp. of Info.	16	16	12			✓
C Informational	18	18	10		✓		C Usage	8	8	7		✓		P Determination of Cause/Effect	12	12	10			✓
C Functional	18	18	14		✓		C Punctuation	8	8	7		✓		P Thinking Skills	21	21	15			✓
P Initial Understanding	12	12	10		✓		Language Expression	24	24	24		✓		Listening	40	40	34			✓
P Interpretation	20	20	13		✓		C Sentence Structure	10	10	10		✓		C Vocabulary	10	10	7			✓
P Critical Analysis	12	12	9		✓		C Prewriting	5	5	5		✓		C Comprehension	30	30	27			✓
P Strategies	10	10	6		✓		C Content and Organization	9	9	9		✓		P Initial Understanding	8	8	6			✓
P Thinking Skills	42	42	28		✓		P Thinking Skills	12	12	12		✓		P Interpretation	12	12	11			✓
Mathematics Problem Solving	48	48	37		✓		P Spelling	40	40	22		✓		P Analysis	7	7	7			✓
C Number Sense & Operations	18	18	15		✓		C Phonetic Principles	12	12	8		✓		P Strategies	3	3	3			H✓
C Patterns/Relationships/Algebra	9	9	6		✓		C Structural Principles	12	12	7		✓		C Literary	10	10	8			✓
C Data, Statistics & Probability	9	9	5		✓		C No Mistake	7	7	5		✓		C Informational	10	10	10			✓
C Geometry & Measurement	12	12	11		✓		C Homophones	9	9	2		✓		C Functional	10	10	9			✓
P Communication & Representation	7	7	6		✓		Science	40	40	36		✓		P Thinking Skills	22	22	21			✓
P Estimation	8	8	6		✓		C Life	11	11	10		✓		Thinking Skills	193	193	160			✓
P Mathematical Connections	20	20	14		✓		C Physical	11	11	11		✓								
P Reasoning & Problem Solving	13	13	11		✓		C Earth	11	11	9		✓								
P Thinking Skills	41	41	31		✓		C Nature of Science	7	7	6		✓								
Mathematics Procedures	32	32	28		✓		P Models	14	14	11		✓								
C Computation w/Whole Numbers	4	4	4		✓		P Constancy	13	13	13		✓								
C Computation with Decimals	10	10	10		✓		P Form & Function	13	13	12		✓								
C Computation with Fractions	14	14	11		✓		P Thinking Skills	20	20	18		✓								

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

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

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Appendix A: Tool Selection

The focus for developing the Toolkit of Resources for Engaging Parents and Community as Partners in Education was on selecting tools that would help school staff understand why and how to engage parents from the diverse cultures that are present in the Pacific, specifically on Guam. In order to identify resources that might include appropriate tools, REL Pacific staff conducted a web search using Google, Google Scholar, ERIC, and ProQuest Education Journals using the following search terms: parent engagement, parent involvement in the Pacific region, cross cultural communication with families, building trusting relationships with parents in the 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. Additionally, REL Pacific staff reviewed websites of nationally recognized centers, including the Center on School, Family, and Community Partnerships; Center on Innovation and Improvement; National Coalition for Parent Involvement in Education; National Center for Parents with Children with Disabilities; Center for Study of Social Policy; Harvard Family Research Project; McREL International; SEDL; and WestEd. These sites were accessed to review their resources and to identify commonly-referenced websites that might also serve as additional resources.

As REL Pacific staff reviewed the resources, they first considered whether existing tools could be adapted for the Pacific context. Many of the tools included in the identified resources focused on parents of Hispanic or African American students, were more appropriate for parents of mainland middle class students, or were not closely enough related to the topic of the Toolkit section to be useful. Consequently, REL Pacific staff developed many of the Toolkit's tools. These tools reflect REL Pacific staff's experience working with schools in the Pacific region and with indigenous populations in the United States and Canada. Table A.1 indicates whether the tools in Part 4 were adapted from existing sources or developed by REL Pacific staff.

Some of the tools developed by REL Pacific are based on general group processes (i.e., inner and outer circle, carousel) for exploring people's knowledge or beliefs about a topic or generating ideas. To develop some tools, REL Pacific staff began with an existing graphic (i.e., The Iceberg Concept of Culture in Tool 1.1.2 and the trilateral graphic in Figures A, B, and C in Tool 1.4.1) that illustrates a concept (e.g., understanding cultural influences) related to family and community engagement or a way of thinking about it and created a tool based on the graphic.

Taken together, the tools in the Toolkit provide many avenues for school staff to enhance their understanding of family and community engagement in education and their ability to involve family and communities as partners in supporting student learning.

Table A.1: Source of Tools in Part 4 of the Toolkit: Adaptation, New Development, or Use of Existing Graphics

Tool Number	Tool Name	Development	Comments	Citation
4.1.1	Understanding the Language of Data	REL Pacific Staff	REL Pacific staff developed this activity based on information from the literature cited.	Kekahio, W., & Baker, M. (2013) <i>Five steps for structuring data-informed conversations and action in education</i> . (REL 2013-001). Washington D.C.: US. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. Retrieved from http://ies.ed.gov/ncee/edlabs Nebraska Department of Education. (2012). <i>Using data to guide action for school improvement: Facilitator's guide</i> . Retrieved from http://www.esu1.org/downloads/misc/Facilitator.pdf
4.1.2	Data Inventory	REL Pacific Staff	REL Pacific staff developed this activity and the Data Inventory Worksheet based on information in the literature cited and staff members' experience working with schools on school improvement.	Nebraska Department of Education. (2012). <i>Using data to guide action for school improvement: Facilitator's guide</i> . Retrieved from http://www.esu1.org/downloads/misc/Facilitator.pdf
4.1.3	Sharing Data with Families	REL Pacific Staff	REL Pacific staff developed this activity and the recording form	NA

Tool Number	Tool Name	Development	Comments	Citation
			based on a common facilitation technique for engaging adult participants in learning by sharing their existing knowledge and experience with others. REL Pacific staff also developed the reflection questions.	
4.2.1	Methods for Helping Families Understand Data	REL Pacific Staff	REL Pacific staff developed this activity based on a common facilitation technique for engaging adult participants in learning by sharing their existing knowledge and experience with others. REL Pacific staff developed the recording form and the planning template based on information in the literature cited.	<p>Epstein, J. L. (2010). School/family/community partnerships: Caring for the children we share. <i>Phi Delta Kappan</i>, 92(3), 81–96.</p> <p><i>FOCUS Newsletter for Boston Teachers</i>. (2011). Waging a campaign to improve attendance. Retrieved from http://www.bpe.org/files/FocusMakingDataPublicFINAL.pdf</p> <p>Harvard Family Research Project. (2013). <i>Tips for administrators, teachers, and families: How to share data effectively</i>. Retrieved from http://www.hfrp.org/publications-resources/browse-our-publications/tips-for-administrators-teachers-and-families-how-to-share-data-effectively</p> <p>Office of Head Start National Center on Parent, Family and Community Engagement. (2011). <i>Ongoing child assessment and family engagement: New</i></p>

Tool Number	Tool Name	Development	Comments	Citation
				<p><i>opportunities to engage families in children’s learning and development.</i> Retrieved 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</p> <p>Patton, C. L. (2013). <i>Making data meaningful. Family Involvement Network of Educators (FINE) Newsletter, 5(2).</i> Retrieved from http://www.sp2.upenn.edu/ostrc/doclibrary/documents/MakingDataMeaningful.pdf</p>
4.2.2	Conducting Data Conversations with Families	REL Pacific Staff	REL Pacific staff developed this activity and the <i>Data Conversations Planning Worksheet</i> based on information in the literature cited. REL Pacific staff developed the sample report cards. The sample SAT-10 reports were provided by Pearson and are used with their permission.	Rhode Island Department of Education and Amplify Education, Inc. (2013). <i>Data conversations: Data use professional development series.</i> Retrieved 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

Appendix B: Tool Types

The descriptions below are specific to this toolkit and may or may not apply in other contexts.

Tool Type	Description
Activity	A structured learning experience that involves discussing, reading, writing, or creating something for a specific purpose
Article	A written document that is part of a journal, newspaper, policy brief, or other larger document that is not a book, which is used as part of an activity or as a resource that supports learning related to a particular topic
Chart	A graphic representation of information provided in table form
Process	A structured approach to accomplish a task that includes specific steps that can be used in a variety of situations
Protocol	A structured way to conduct a conversation that includes guidance in the form of questions or steps
Template	A graphic organizer that guides users in accomplishing a specific task, such as developing an action plan
Other	Types of tools that are not described as activities, articles, charts, processes, protocols, or templates