

**AERO-AOCE Fall Conference, December 7, 2018**  
**Equity, Human Rights and Data:**  
**Putting Identity at the Centre of Decision-Making**  
**Table Discussion Summary**

During the afternoon session, participants were invited to consider their interests and wonderings on the topic of equity and identity-based data collection and to choose one of the following areas to join a table group in discussion:

1. Implementing Identity-Based Data Collection
2. Ethical, Legal and Responsible Practices for Collecting, Linking and Using Private Information
3. Communication, Consultation and Engagement
4. From Decision-Making to Action
5. Actioning, Monitoring and Sustaining Implementation
6. Data Literacy
7. Other

The following is a summary of what arose from the table discussions.

### **1. Implementing Identity-Based Data Collection**

AERO-AOCE should explore and consider answering the following questions:

- Who can ask for this data?
- How do they ask (Freedom of Information and Protection of Privacy Act)?
- Can these data be collected through EQAO? Response: No, EQAO mandate is assessment not identity. However, they are investigating disaggregation of results.
- What permissions need to be obtained prior to collection?
- Can we collect this information in other surveys (i.e., School Climate)?
- Can data be collected at first point of contact (e.g., at registration)?
- What information can be collected?
- Should these data sets be discrete?
- Where should these data reside?
- Should these data be linked to student achievement records?
- Which boards are currently collecting this information? Response: TVDSB, KPRDSB, OCDSB, PDSB, and TDSB

## **2. Ethical, Legal and Responsible Practices for Collecting, Linking and Using Private Information**

- Following data collection standards and informed consent practices
- Electronic means
- Inclusive practice in data collection
- Determining organizational readiness

## **3. Communication, Consultation and Engagement**

- Pre-testing communication messages
- Communication is crucial (building trust)
- Informing the public, staff, students on how information will be used (e.g., FAQs document)

## **4. From Decision-Making to Action**

- Describe how data will be used (from the start, in planning stages)
- Secure buy-in (i.e., ownership of the results)
- Demonstrate how data can be used for multiple purposes
- Describe how data can be used to drive decisions and actions
- Focus on strengths and assets not barriers (strength-based view)

## **5. Actioning, Monitoring and Sustaining Implementation**

- Link action plans to results of data
- Data need to be reviewed at the school level (specific context and environment)
- Follow-up on how the data are being used (monitor over time)
- Share with program staff to plan strategies
- Use student voice to help make decisions on programming

## **6. Data Literacy**

Build capacity around:

- Critical lens/framework on how data inform actions
- How identity data can inform schools on what supports to focus on
- Identifying systemic barriers through data analysis
- Understanding assumptions and interpretations of the data