

# Intro to Using an Anti-Opressive Framework in Data Analysis

*Connecting Data Literacy & Equity*



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## Agenda

1. YRDSB Update
2. Challenges
3. Anti-Oppression Framework
4. Next steps

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## “Every Student Counts Survey” Update

- Implemented the census survey between Nov 12 - Dec 17, 2018
- Response Rates:

K-6	30.1%
Gr 7-8	93.0%
Gr 9-12	86.6%
- ESCS Advisory Committee, ESCS Data Module
- Planning to conduct the student census about every 5 years
- Currently engaging in data analysis: What does that look like? Who do we engage with?

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## Challenges so far...

- Reliance on quantitative data to understand the nuances and patterns of schooling experiences, outcomes, and existence of barriers
- How to account for intersectionality
- Difficulty in balancing the expectations to deliver/report data (timelines) and ensuring our reporting methods do not further oppress students and their families

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$$1 + 1 \neq 2$$

Pause and think about that for a moment.

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## Clarify: Purpose of Student Census Data

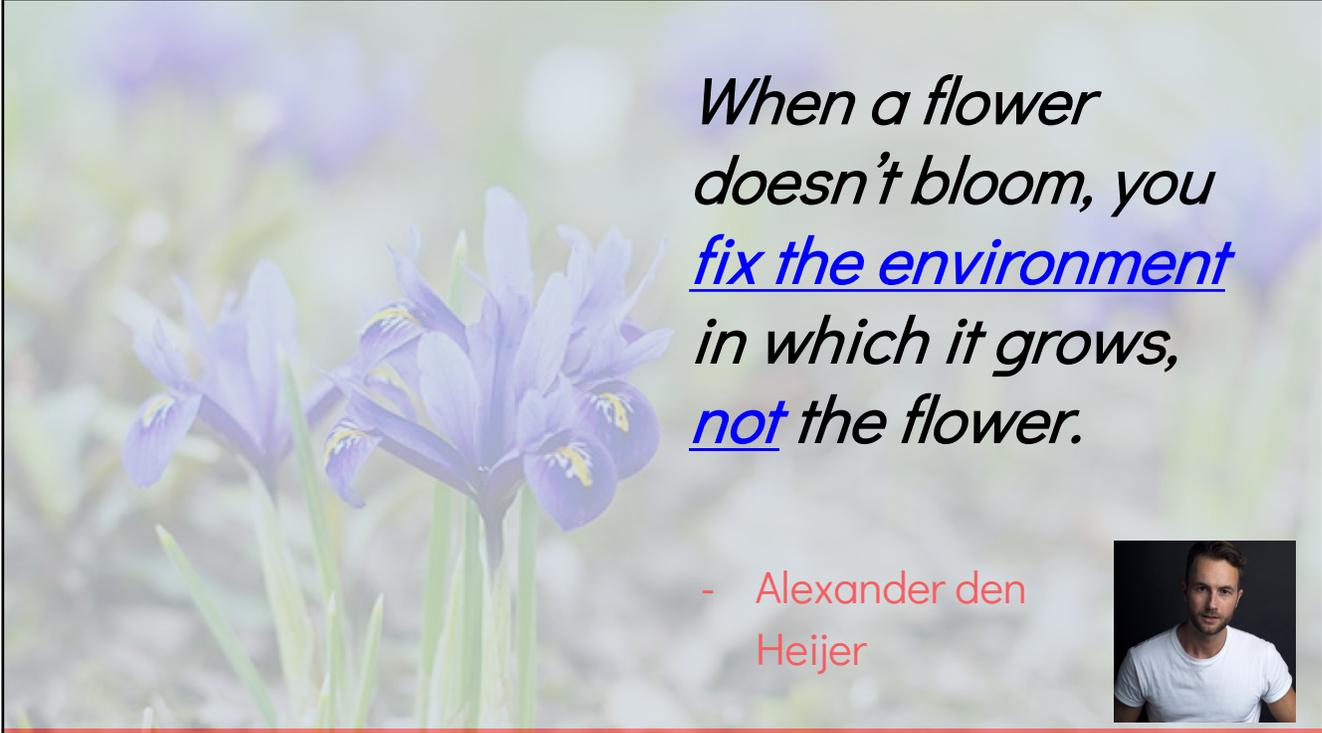
### OVERALL:

- Better understand the demographic composition of our students
- Identify and eliminate systemic barriers to student success
- Create more equitable and inclusive school environments
- Improve student achievement and well-being

### Which means...

- Understand who our students are ...
  - To better understand the differential experiences of students
  - To determine the groups of underserved and underperforming students
- To examine the ways in which our system underserves particular groups of students, resulting in underperformance
- To identify oppressive policies, practices, initiatives, and programs etc., and create opportunities to interrupt them
- To determine where supports or resources should be allocated

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*When a flower  
doesn't bloom, you  
fix the environment  
in which it grows,  
not the flower.*

- Alexander den  
Heijer



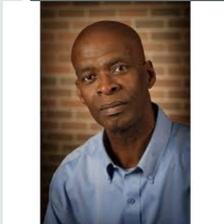
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**“ A Closing Thought from Carl James:**

We need to recognize the inequity in society and develop ways in which we might mitigate it in schools and in the educational system as a whole. It requires taking a holistic approach by looking at the policies, programs, and practices, and analyzing how they might maintain inequities. It requires having a strategy for working with them in ways that bring about equitable schooling and educational outcomes.

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*(Rodríguez, 2018, p. 32)*



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## Time to move around...

At each of the statements, consider:

- *In what ways does this statement deepen, challenge or change my thinking?*
- *What question(s) or wondering(s) do I have?*
- *What does this mean within the context of my work?*



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What does it mean within the context of your work?

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## Looking at the data...

- Explore frameworks that consider the complexities of identity and how they operate in society, e.g., QuantCrit, Anti-Racism, Critical Race Theory, etc.
- Build and use your Socio-Cultural Consciousness
- View all stages of census data (development, administration, analysis, reporting) as opportunities to identify or mitigate against barriers to learning
- Consider who to collaborate with -are we doing it in isolation or partnering with communities?

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What are the unintended consequences of not using an Anti-Oppression framework?

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“...conversations about identity-based data collection allow us to build awareness of who is most marginalized in, and by, the system. It further provides political and instructional will for educators and organizations to engage in systemic restructuring and learning so that we do not ignore the problems, nor blame students, their families or communities for them.”



- Vidya Shah

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## Questions we're grappling with...

What does a non-response rate really mean? How does it relate to student voice?

How do we account for intersectionality (experiences of multiple oppressions at same time)?

How do we intentionally build our awareness of our biases - as researchers?

As researchers what responsibility do we have to make any possible biases visible?

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“Not everything that is faced can be changed, but nothing can be changed until it is faced.”

- James Baldwin



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## References & Relevant Resources

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