# Addressing Significant Disproportionality in Your Local Educational Agency (LEA): Team Data Literacy Self-Assessment

The purpose of this quick self-assessment is to help your team **gain a better understanding of your existing data capacity** as you prepare to analyze data to understand the problem of significant disproportionality in your LEA. Administer the self-assessment in connection with the work of your leadership team during data gathering and root-cause analysis activities to identify additional team members or expertise needed or to identify professional learning needs to build staff capacity.

ROADMAP FOR ADDRESSING SIGNIFICANT DISPROPORTIONALITY

Although your team can use this self-assessment at any point in the process of identifying and addressing significant disproportionality in your LEA, we recommend using it as part of **defining the problem** before moving into conducting a root cause analysis to understand contributing factors.

Build a Team → Define the Problem → Conduct Root Cause Analysis → Plan for Action → Implement and Refine
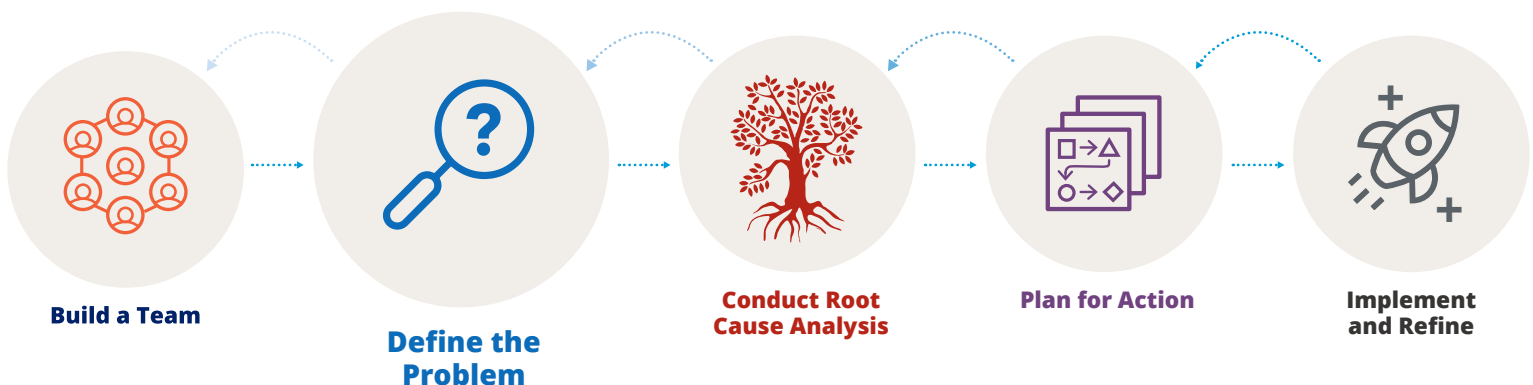
INSTRUCTIONS:

Each team member should fill out Sections 1 and 2 individually, indicating their existing competencies and needs for additional training or support. **Complete Section 3 as a team**, compiling responses and identifying areas of strength and areas of need to plan next steps.

Section 1: Data Use/Data Capacity

The questions in this section ask about the **general use of data**. For each statement, rate your level of proficiency and the level of importance by circling the number that corresponds to your response.

Level of Proficiency	Level of Importance
1 Not Proficient	**1** Low Importance
2 Somewhat Proficient	**2** Medium Importance
3 Highly Proficient	**3** High Importance

Capacity Area	Proficiency			Importance		
Accessing data reports available from state systems (e.g., Ascend)	1	2	3	1	2	3
Accessing data reports available from district/local student information systems	1	2	3	1	2	3
Accessing data reports from student assessment systems (e.g., Measures of Academic Progress [MAP] suite)	1	2	3	1	2	3
Identifying what data are needed to understand the problem	1	2	3	1	2	3
Using data to examine and understand problems, including aggregating and disaggregating data	1	2	3	1	2	3
Explaining and communicating data in easy-to-understand terms to varied audiences	1	2	3	1	2	3
Creating data visualizations (e.g., charts, graphs, infographics)	1	2	3	1	2	3

☐ **NEXT STEPS**

Based on your answers, identify key capacity areas of focus for improvement by noting capacity areas with low proficiency and high importance.

Section 2: Training and Technical Needs

In this section, rate the level of urgency for each statement about your training and technical needs.

I need . . .	Less urgent				More urgent
More training on effectively using data in my role	1	2	3	4	5
Help with communicating about data with stakeholders	1	2	3	4	5
Support using data to make decisions	1	2	3	4	5
Support accessing needed data reports from available systems (e.g., state, district, student information systems)	1	2	3	4	5
More training on using tools to analyze data	1	2	3	4	5
Help with identifying the right data needed for decision making	1	2	3	4	5
Support in understanding data reports generated from available data systems	1	2	3	4	5
List any additional needs not reflected:					
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

☐ **NEXT STEPS**

Based on your answers, identify your key training and technical needs by noting items marked as more urgent.

Section 3: Pull It All Together

After each team member completes the self-assessment in Sections 1 and 2, **work together to compare notes and plan your next steps**. For each question, reflect on the knowledge and capacity within your team and identify additional staff expertise you may need to add to the team.

1 Based on your team's individual responses in Section 1, what areas of need have been identified? What areas of strength have been identified?

Competency	Area of Need	Area of Strength
Accessing data reports available from state systems (e.g., Ascend)		
Accessing data reports available from district/local student information systems		
Accessing data reports from student assessment systems (e.g., MAP suite)		
Identifying what data are needed to understand the problem		
Using data to examine and understand problems, including aggregating and disaggregating data		
Explaining and communicating data in easy-to-understand terms to varied audiences		
Creating data visualizations (e.g., charts, graphs, infographics)		

2 Based on what you understand about your team's ability to access, look at, disaggregate, understand, and communicate about data, what do you need to do next? What are your next steps for addressing areas of need? How can you build on identified areas of strength?

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3 Who can your team connect with to help address areas of need (e.g., education service center special education liaisons, district data managers, PEIMS data coordinators)?

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4 Which specific tools (e.g., Excel, Google Sheets/Charts, reports from data systems, statistical software) are most used in your LEA to examine, analyze, and understand data related to your identified area of significant disproportionality?

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5 Are any members of your team currently proficient or highly proficient in these tools? If not, who within your LEA could your team collaborate with to support looking at and understanding data related to significant disproportionality?

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6 Based on your team's individual responses to Section 2, in which topic areas are training and technical support most urgently needed? Does your team have existing expertise and capacity to support these training needs? What next steps can your team take to address these needs?

We need . . .	Urgent need	Action steps
More training on effectively using data		
Help with communicating about data with stakeholders		
Support using data to make decisions		
Support accessing needed data reports from available systems (e.g., state, district, student information systems)		
More training on using tools to analyze data		
Help with identifying the right data needed for decision making		
Support in understanding data reports generated from available data systems		
Other identified need:		