PRACTICE BRIEF
SELECTING TECHNOLOGY FOR INTEGRATED STUDENT SUPPORT

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PURPOSES OF

As a real-time source of information about students and families, aggregated data can be used to identify trends, resource gaps, and improve the distribution of resources and services in a manner that is aligned with demand. For example, school staff may notice that a large number of students would benefit from a drama club, and create one; or school coordinators may notice an increase in homelessness in a section of the district, spurring school leaders to seek partnerships with agencies serving homeless and housing-insecure families to respond.

Data can also be used to guide implementation and evaluate impacts. Incorporating process benchmarks that are designed to assess the quality of implementation allows for continuous progress and improvement. As noted in Using Data to Inform Practice

When determining the nature of collection and sharing of student data, schools should consider:
- Leveled access to different data
- Who will have the ability to edit and add data
    - Teachers and staff who interact with the student
    - Administrators
    - Community partners
    - Parents and families
- FERPA, COPPA and district specific privacy policies

CONCLUSION

Technology that enables data collection, organization, and analysis in ways that are aligned with existing school technology, culture, and needs can help to support implementation of effective systems of integrated student support that benefit the whole child.
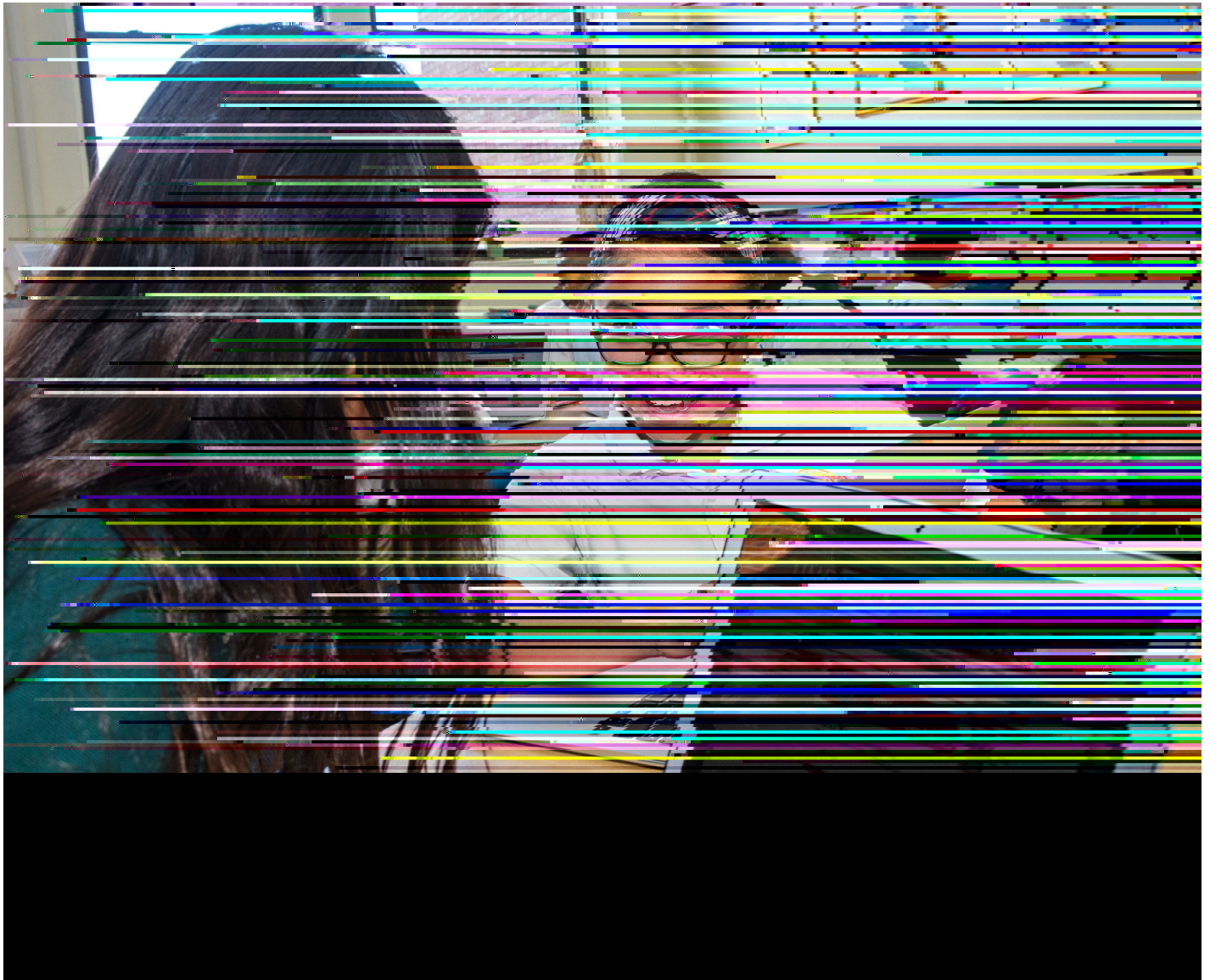
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The Center for Thriving Children advances science, implementation, and innovation to promote healthy child and youth development, learning, and thriving.

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