

# Data-Informed Inclusion: Uncover Achievement and Practice Gaps

July 26, 2021

10:45 AM - 12:15 PM

Facilitated by WISExplore Team Members:

Mary Ann Hudziak, CESA 6

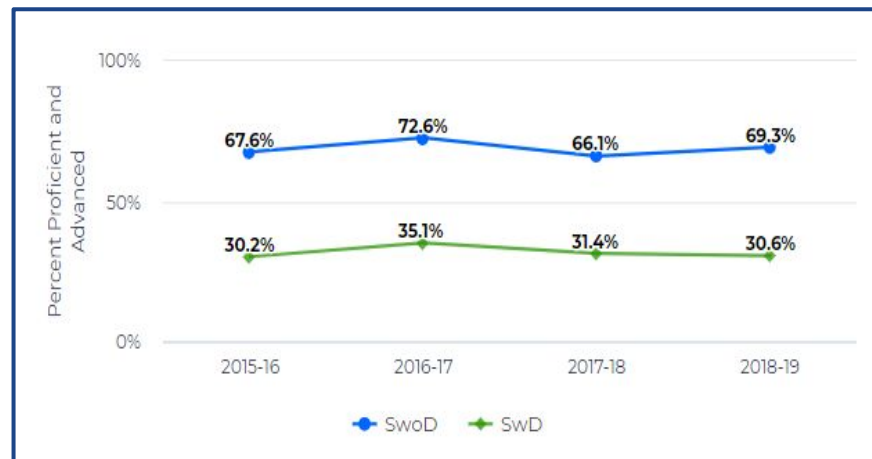
Jim Lee, CESA 12



# Session Outcomes

Today we will:

- Examine **indicators of inclusion** aligned with students with significant support needs
- Develop Awareness of the **Data Inquiry Journal** to document investigation into student equity gaps
- Understand the importance of **root cause analysis**

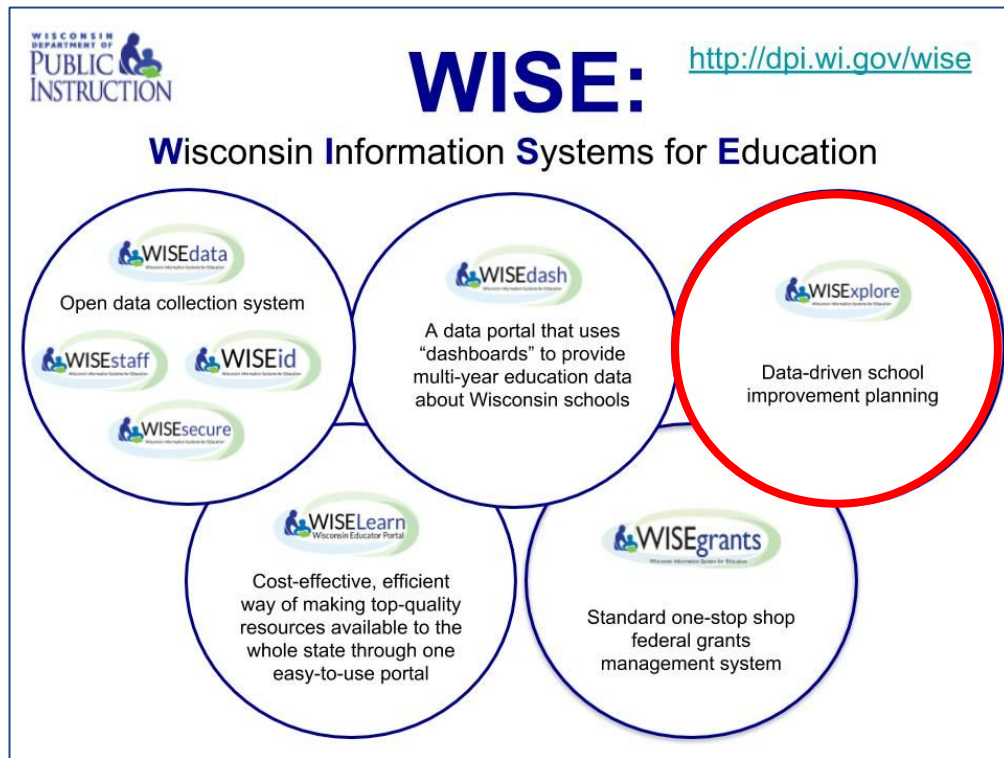


# Introductions



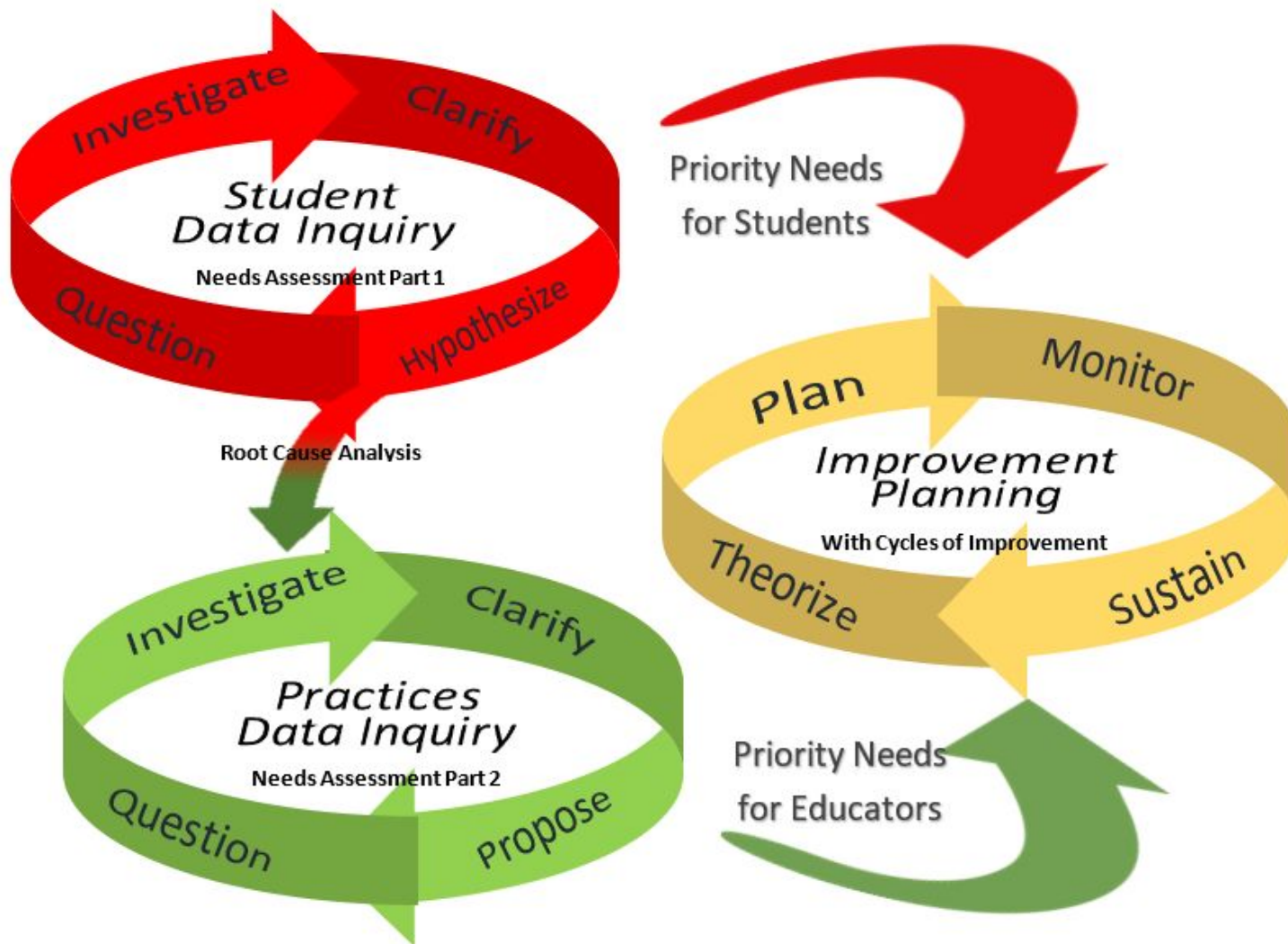
## About WISE Explore

## CESA Data Specialists



# Data Inquiry Process

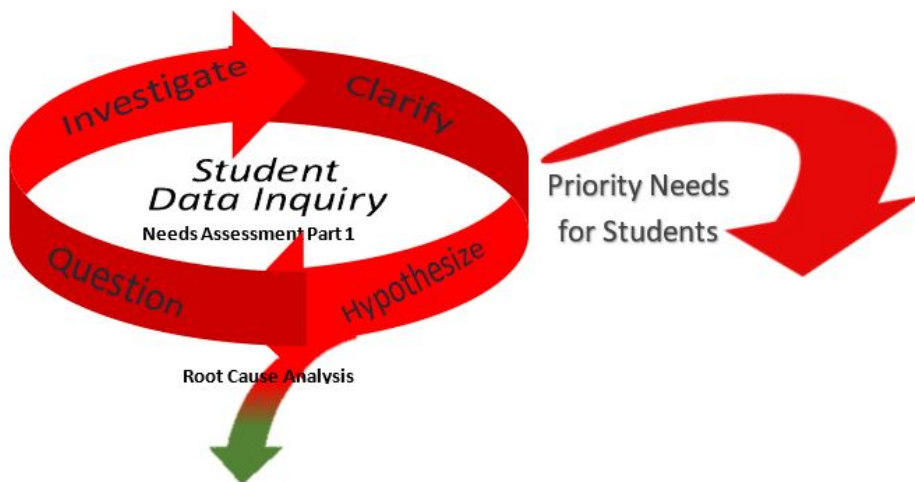
# WISExplore Data Inquiry Process



# Inquiry: Start with a Question(s)

## Questions:

- To what extent do outcomes for students with disabilities compare with their nondisabled peers?
  - Achievement
  - Growth
  - Attendance
  - Behavior



# Investigate Student Outcome Data Sources

## WISEdash Public

### Joint Federal Notification Package

- LEA Determination Reports
- ESSA Reports

## WISEdash for Districts

- Dashboards
- Data Inquiry Journal

### Local Data

- Assessments
- Surveys
- Attendance/Discipline
- Classroom Observation

## Types of Student Data

- Achievement Data
- Perceptions Data
- Engagement Data



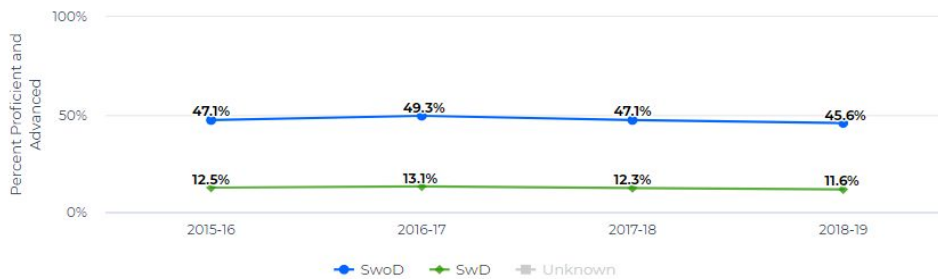
# STATEWIDE: Forward ELA/Math by Disability Status Differences

## Forward Proficiency by Disability Status (Trends)

### Test subject: English Language Arts

This graph shows the recent trend in percentage of students scoring Proficient or Advanced on the Forward or DLM exam.

Students who did not test are included in the denominator.



Persistent Gaps

## Forward Proficiency by Disability Status (Trends)

### Test subject: Mathematics

This graph shows the recent trend in percentage of students scoring Proficient or Advanced on the Forward or DLM exam.

Students who did not test are included in the denominator.





# STATEWIDE: ACT ELA and Math by Disability Status Differences

## ACT Proficiency by Disability Status (Trends)

### Test subject: ELA

This graph shows the recent trend in percentage of students with DPI performance levels of Proficient and Advanced on the ACT Statewide or DLM (alternate) exam (grade 11). These DPI performance ratings are available only for English language arts, mathematics, and science (DLM did not test science in 2014-15).

Calculations include students who did not participate in the test.



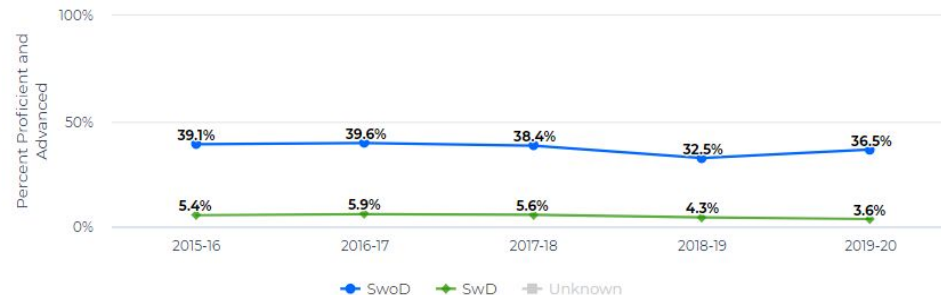
What do you notice?

## ACT Proficiency by Disability Status (Trends)

### Test subject: Mathematics

This graph shows the recent trend in percentage of students with DPI performance levels of Proficient and Advanced on the ACT Statewide or DLM (alternate) exam (grade 11). These DPI performance ratings are available only for English language arts, mathematics, and science (DLM did not test science in 2014-15).

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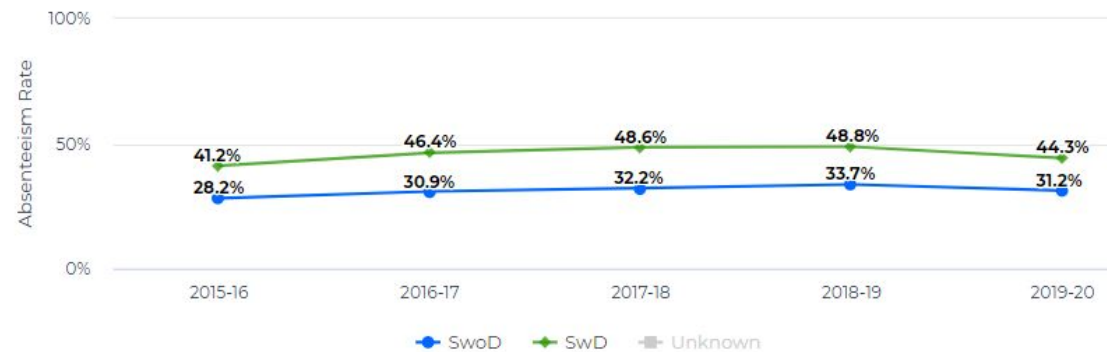


# Absenteeism and Dropout Rates Differences

## Absenteeism Rate by Disability Status (Trends)

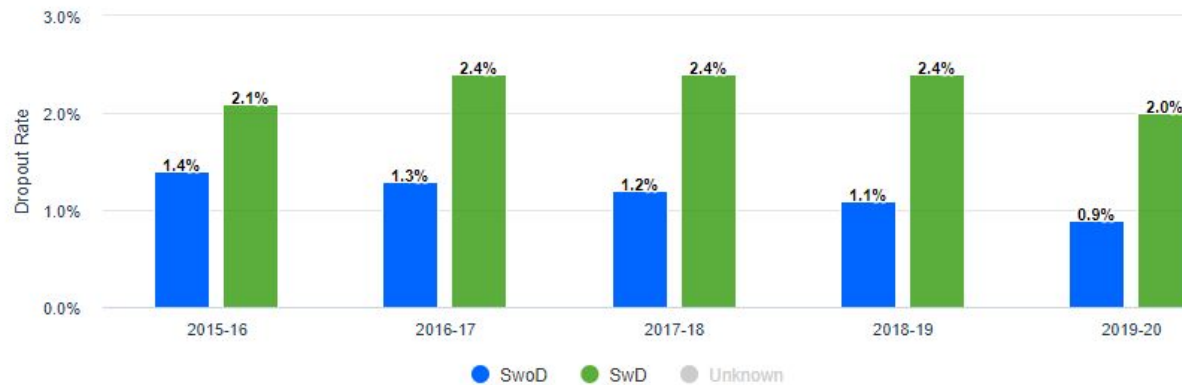
### ESSA Definition of Chronic Absenteeism

This graph shows the 5 year trend in absenteeism rates for a given school or district. The ESSA definition of chronic absenteeism considers a student chronically absent if the student was enrolled for at least 90 days and attended less than 90% of the days during which they were enrolled. The absenteeism rate is the rate of students who were chronically absent out of the total number of students who were enrolled for at least 90 days. The equivalent thresholds under the state definition are 45 days and 84% or less of days. **Note:** Beginning with 2018-19 data, State determinations have aligned with the ESSA determination. Please



## Dropout Rate by Disability Status (Trends)

This graph shows the trend in dropout rate over 5 years for these student groups. C the graph may actually indicate small student counts. Dropouts are reported as an student who (1) either exited during the school term or who exited prior to start of t and (2) who did not re-enroll by the 3rd Friday of September of the following school of students who dropped out during the school term divided by the total expected t

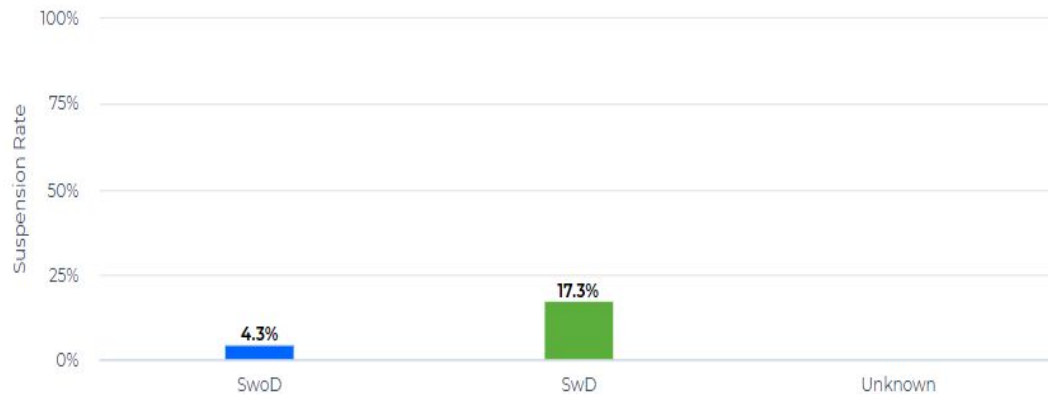


# Discipline Differences and Clarifying the Data

## Out-of-School Suspension Rate by Disability Status (2019-20)

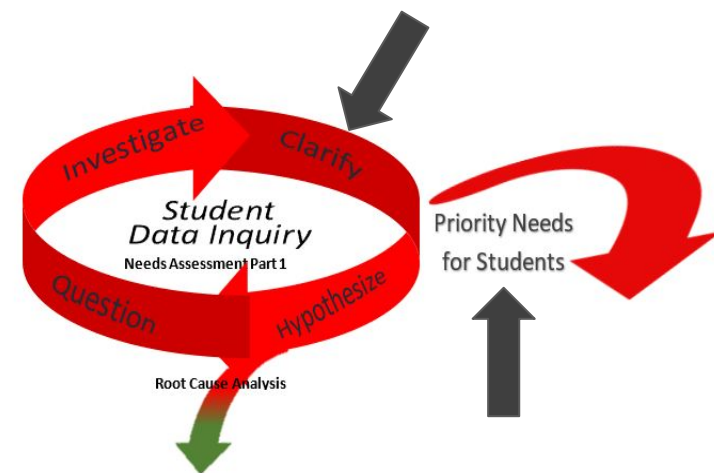
### Count of out-of-school student-suspensions / TFS enrollment count

This graph shows the rate of out-of-school suspensions divided across the selected group of students. The rate is calculated by dividing the count of all out-of-school student/suspension removals throughout the school year by the enrollment on the third Friday of September (TFS).

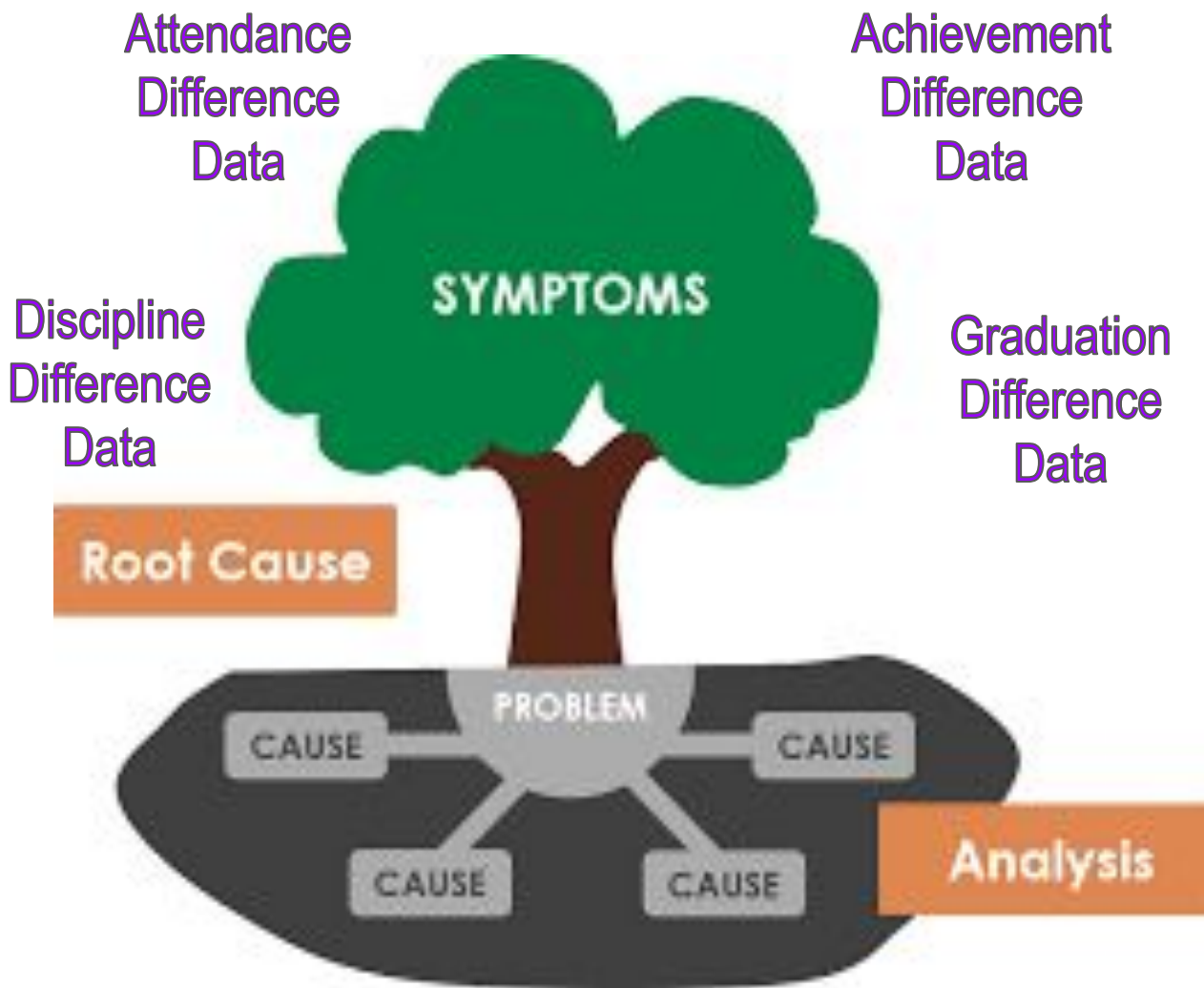


## Clarify Data Findings:

- Analyze
- Summarize
- Prioritize



# Considering Root Causes in Practices



## Causes in Educator Practices

# Understanding our System



**Hypothesize:** What factors in our SPED system might impact our results?

Conduct a “root cause analysis” into likely factors, such as:

- Reg Ed/Sped Teacher collaboration
- Grade-level standards-based curriculum and resources for all
- Inclusion: educational environment
- Instructional practices



# Understanding our System



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Root Cause Analysis



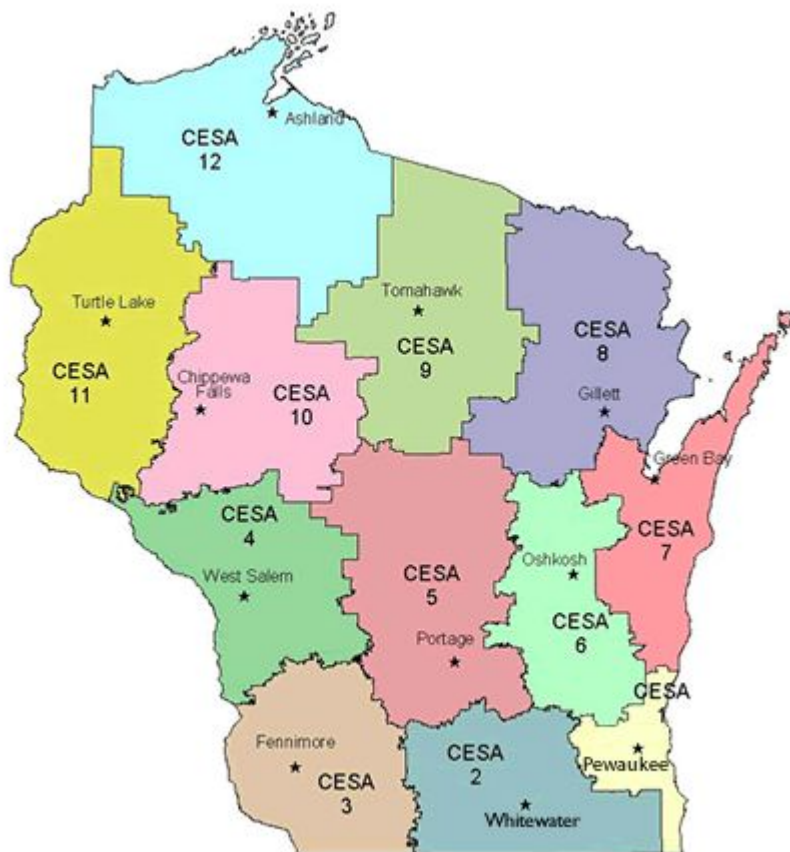
# Presentation continues ...

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Click here to go to [Part 2](#).

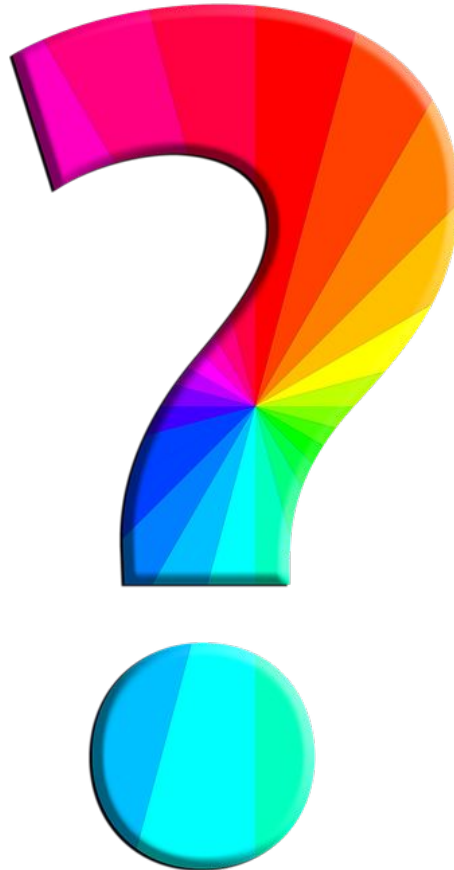
# Coaching and Support

Reach out to your CESA Data Specialists





# Questions?



THANK  
YOU!

[Feedback Form](#)

# Resources

Slide Ref.	Resource
2	<a href="https://dpi.wi.gov/sped">https://dpi.wi.gov/sped</a>
13	<a href="#">Root Cause Analysis Brief</a>
16	IRIS Center <a href="https://iris.peabody.vanderbilt.edu/module/inc/cresource/q1/p01/#content">https://iris.peabody.vanderbilt.edu/module/inc/cresource/q1/p01/#content</a> Leadership Module: Page 1, What is Inclusion? What is it important?
17	<a href="#">The Educators Handbook of Inclusive School Practices</a> Other indicator resources: <ul style="list-style-type: none"> <li>● <a href="#">IRIS Center module</a> and <a href="https://iris.peabody.vanderbilt.edu/wp-content/uploads/modules/inc/pdfs/inc_09_LINK_indicators_blink.pdf">https://iris.peabody.vanderbilt.edu/wp-content/uploads/modules/inc/pdfs/inc_09_LINK_indicators_blink.pdf</a></li> <li>● <a href="https://inclusiveschools.org/what-does-an-inclusive-classroom-look-like/">https://inclusiveschools.org/what-does-an-inclusive-classroom-look-like/</a></li> <li>● Self-Assessment: <a href="https://inclusiveschools.org/inclusion-resources/self-assessment/">https://inclusiveschools.org/inclusion-resources/self-assessment/</a></li> <li>● <a href="#">The Inclusion Lab</a></li> </ul>
18	<a href="#">IDEA 2019 LEA Determinations Sample Report</a>
20	<a href="#">Special Education District Profile</a>
28	WISEdash Navigation: <ul style="list-style-type: none"> <li>● From the Topic Menu open Roster menu tab and select Roster Course Enrollment sub tab</li> <li>● Use the blue filter to select a school and course for display.</li> <li>● When the course enrollment chart opens, drag and drop SPED tile into the Columns field.</li> <li>● Use the Grade and Course level field tabs by clicking on the funnel icon to view different grade levels and advanced, honors, general, regular, basic, or remedial courses.</li> </ul>