

Data-Informed Inclusion: Uncover Achievement and Practice Gaps

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10:45 AM - 12:15 PM

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Indicators of Inclusion

Formula for Success

Access
+ Participation
+ Support

Inclusion

Inclusion is based on the premise that **ALL** students be accepted and valued for their unique abilities as integral members of the school.

Research shows that students with and without disabilities benefit both socially and academically from inclusion

Inclusion has benefits for teachers, parents, and other stakeholders.

Characteristics of Inclusion

- Student population reflects natural proportions.
- Students don't leave to learn. (Educational Environment)
- Special and general educators work together.
- Co-planning time is built in.
- Community building is a priority.
- Lessons are differentiated.
- Instruction is engaging and exciting.
- Grouping and seating are heterogeneous.



Investigate

LEA Determination Point Cutoffs

Indicator	Topic	Description	Indicator Type	2pt Cutoff*	1pt Cutoff*
1	Graduation	Percent of students with IEPs in the 4 year cohort who graduated high school with a regular diploma.	Results	>=85	>=68.59
2	Dropouts	Percent of students with IEPs in grades 7-12 who dropped out of school.	Results	<=1.4	<=2.42
3bm	Math Assess. Participation	Percent of students with IEPs in grades 3-8 or grade 11 who participated in the Forward, ACT, or DLM assessments for math.	Results	>=95	>=87.56
3br	ELA Assess. Participation	Percent of students with IEPs in grades 3-8 or grade 11 who participated in the Forward, ACT, or DLM assessments for ELA.	Results	>=95	>=87.33
3cm	Math Prof.	Percent of students with IEPs in grades 3-8 or grade 11 who scored proficient or above on the Forward, ACT, DLM assessments in math.	Results	>=21	>=5.22
3cr	ELA Prof.	Percent of students with IEPs in grades 3-8 or grade 11 who scored proficient or above on the Forward, ACT, DLM assessments in ELA.	Results	>=21.2	>=8.56
4b	Dispro. Discipline	LEA was either... (A.) not identified as having a significant discrepancy in racial disproportionality of disciplinary incidents among students with IEPs receiving out of school suspensions or expulsions greater than 10 school days, or (B.) was otherwise determined to have policies, procedures, and practices that are in compliance with DPI's requirements relating to implementing IEPs, use of positive behavior supports, and procedural safeguards.	Compliance	True/False	NA
5a	Ed. Environment (6-21)	Percent of students with IEPs ages 6-21 placed in a regular classroom greater than or equal to 80% of the school day. Students placed in correctional facilities are excluded from the denominator of this calculation.	Results	>=70	>=69
6a	Ed. Environment (3-5)	Percent of students with IEPs ages 3-5 attending a regular early childhood program and receiving the majority (>50%) of special education and related services in the regular early childhood program	Results	>=37.5	>=35.35
9	Dispro. Special Ed	LEA was not identified as having disproportionate racial representation of students with IEPs that were a result of inappropriate identification.	Compliance	True/False	NA
10	Dispro. Specific Categories	LEA was not identified as having disproportionate racial representation of students in specific disability categories that were a result of inappropriate identification.	Compliance	True/False	NA
11	Timely Initial Evals	Percent of children who were evaluated within 60 days of receiving parental consent for the initial evaluation.	Compliance	>=95	>=90
12	Preschool Transitions	Percent of children who were referred by IDEA Part C prior to age 3, found eligible for Part B, and had an IEP implemented by their third birthday.	Compliance	>=90	>=85
13	Post-2nd Transition Plans	Percent of students ages 16-21 still enrolled in high school who have an IEP that includes appropriate and measurable post-secondary goals.	Compliance	>=90	>=85
comp	Corrected Noncompliance	Percent of findings of noncompliance that were corrected within one year of identification. LEAs without noncompliance findings treated as having 100%.	Compliance	>=95	>=75
data	Timely & Accurate Data	Percent of data reported by the LEA to the DPI that was timely and accurate.	Compliance	>=99	>=95

Where can I find inclusion data?

Ed Environment (5a & 6a)

- LEA Determinations report
- WISEdash for Districts
- Special Education District Profile

2020 LEA Determinations Criteria

Educational Environments

Educational Environment reflects the extent to which students with disabilities are educated with their non-disabled peers and defines the major instructional setting.

ED ENV	DESCRIPTION
A	Ages 6-21: Regular Class at Least 80%
B	Ages 6-21: Regular Class 40-79%
C	Ages 6-21: Regular Class Less Than 40%
D	Ages 6-21: Public Separate School
E	Ages 6-21: Private Separate School
F	Ages 6-21: Public Residential Facility
G	Ages 6-21: Private Residential Facility
I	Ages 6-21: Hospital
J	Ages 6-21: Homebound
S	Ages 6-21: Correctional Facility
T	Ages 6-21: Parentally Placed in Private Schools



DPI Resource on Ed Environments:

<https://dpi.wi.gov/wise/data-elements/educational-environment>

Viewing the Special Education District Profile

The [Special Education District Profile](#) is posted publicly.

Indicator 5: School Age Educational Environment				
		Local	State	Target
A.	Percent of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day.	59.70 %	71.6100	At or above 70.00%
B.	Percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day.	9.29 %	8.1500	At or below 7.90%
C.	Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.	0.14 %	1.3100	At or below .95%

i Data Source: WISEdata October 1 Child Count FFY School Year 2019-2020



Activity: District Profile

Special Education District Profile

Investigate the Profile for your district.

- Are you meeting education environment targets?
- How does your district compare to the state?
- Where is there a need for improvement?



Investigating Ed Environments in WISEdash for Districts

Main Assessments Graduation Growth Rosters Resources Open Help Ticket

Attendance-Dropouts ▾ Discipline ▾ Enrollment ▾ Programs ▾

Enrollment by Subgroup Enrollment - All Subgroups **Education Environments** Enrollment Resources

Education Environment - Ages 6-21

	YEAR ▾ 2019-20	
ED ENV ▾	#	%
A	1275	68.0%
B	329	17.6%
C	218	11.6%
E	1	0.1%
F	6	0.3%
J	2	0.1%
S	11	0.6%
I	32	1.7%
Totals	1874	100.0%

Education Environment by Disability - Ages 6-21

	YEAR ▾ 2019-20		DISABILITY ▾											
			A		EBD		LD		OHI		SL		Other	
ED ENV ▾	#	%	#	%	#	%	#	%	#	%	#	%	#	%
A	109	53.7%	201	62.8%	331	72.0%	285	73.3%	257	94.1%	92	40.2%		
B	38	18.7%	60	18.8%	101	22.0%	65	16.7%	1	0.4%	64	27.9%		
C	54	26.6%	49	15.3%	17	3.7%	31	8.0%			67	29.3%		
E	1	0.5%												
F			2	0.6%	1	0.2%					3	1.3%		
J			1	0.3%			1	0.3%						
S			6	1.9%	1	0.2%	2	0.5%			2	0.9%		
I	1	0.5%	1	0.3%	9	2.0%	5	1.3%	15	5.5%	1	0.4%		
Totals	203	100.0%	320	100.0%	460	100.1%	389	100.1%	273	100.0%	229	100.0%		





Activity:

Investigating Ed Environments (5b)

Data Sources:

- WISEdash for Districts
 - Enrollment/Ed Environment/6-21
 - Ed Environment Statewide Comparison

Try this investigation on your own.

Directions:

Examine the education environment data in WISEdash for your district:

- Is the criteria met for A (*reg. Class < 80%*)?
- What are the differences between schools, race/ethnicity, gender?
- What are the trends?
- How does the district compare to Statewide?

Education Environment Statewide Comparison - Ages 6-21

ED ENV	YEAR	2019-20			
	GROUP	Selected Schools		Statewide	
		#	%	#	%
A		112	84.2%	80231	71.5%
B		13	9.8%	18967	16.9%
C		6	4.5%	9511	8.5%
D				793	0.7%
E		2	1.5%	311	0.3%
F				99	0.1%
G				135	0.1%



HINT: Use filters to change views

Proportionality with Regular Education Peers: Equality of Opportunity

Start with: What is your school's percentage of students with disabilities?

Then ask: Is that proportion represented in other areas throughout the school?

- What is the proportion of students with IEPs included in
 - extra curricular activities, sports and clubs?
 - academically rigorous courses and programs such as AP, Honors, Project Lead The Way, etc?
 - Career and Technical Education Pathways?
 - Youth Apprenticeship participation?
 - Fine & performing arts (Band, choir, theatre, visual arts)?
 - Scholarships, recognitions and awards?
- Is there evidence of disproportionate grouping?

Now: Let's Investigate!



WISEdash for Districts

- Rosters/Roster Course Enrollment
- Course Subject - Mathematics
- Grades K-8
- SPED

Questions:

- What do you notice about courses offered in grades K-8?
- Who is enrolled in each course?
- Are SwD pulled out? Do these students have IEPs in math? How do you know?
- What questions do you have?

2019-20 Roster Count of Courses Taken Dynamic Crosstab

Configuration: Default Function: Sum Measure: Students

Available data: EL, Gender, Grade *, Migrant, Disability, Race, CTE Course, AP Course, International Baccalaureate, School Name, Course Level, Sch Nm, Subject

Columns: SPED

Rows: Course Name

COURSE NAME	SPED		Totals
	SwD	SwD	
Algebra I	1		1
Algebra I-Part 1	45		45
General Math		12	12
Geometry	29		29
Mathematics (grade 1)	214	38	252
Mathematics (grade 2)	226	52	278
Mathematics (grade 3)	241	57	298
Mathematics (grade 4)	199	38	237
Mathematics (grade 5)	244	39	283
Mathematics (grade 6)	233	39	272
Mathematics (grade 7)	207	34	241
Mathematics (grade 8)	3	10	13
Mathematics (kindergarten)	272	26	298
Pre-Algebra	271	32	303
Totals	2,185	377	2,562

Data Analysis - High School



WISEdash for Districts

- Rosters/Roster Course Enrollment
- Course Subject - Mathematics
- Grades 9-12
- SPED

Questions:

- What do you notice about courses offered in grades 9-12?
- Who is enrolled in each course?
- Are SwD pulled out? Do these students have IEPs in math? How do you know?
- What questions do you have?

Configuration: Default | Save | Delete | Function: Sum | Measure: Students | Ren

Available data: EL, Gender, Grade *, Migrant, Disability, Race, CTE Course, AP Course, International Baccalaureate, School Name, Course Level, Sch Nm, Subject, Course Level, Sch Nm, Subject

Columns: SPED

Rows: Course Name

COURSE NAME	SPED	SwD	SwD	Totals
Algebra I		2		2
Algebra I-Part 1		222	25	247
Algebra I-Part 2		206	24	230
Algebra II		5		5
Algebra-Other			2	2
AP Calculus AB		41	1	42
AP Calculus BC		17		17
AP Statistics		26		26
Calculus		15		15
College Mathematics Preparation		1		1
Consumer Math		23	9	32
General Applied Math		2	42	44
Geometry		205	20	225
Mathematics-Aide		1		1
Mathematics-Other		1		1
Particular Topics in Foundation Mathematics		4		4
Pre-Algebra		3	7	10
Pre-Calculus		110	2	112
Probability and Statistics		66	1	67
Technical Math		8	3	11
Trigonometry/Algebra		231	16	247
Totals		1,189	152	1,341

Data Analysis-- Math Course Levels



Questions:

- Do all students have equal access / opportunities? How might this be a result of practices in grades K-7?
- To what extent does course completion impact career and life readiness?

Columns

- Grades 8-12
- Advanced/Honors Course enrollment by Disability

Rows

SPED ▾

Course Name ▾

COURSE NAME	SPED	SwoD	SwD	Totals
<u>Algebra II</u>		98	4	102
<u>AP Calculus AB</u>		20		20
<u>AP Calculus BC</u>		13		13
<u>AP Statistics</u>		20		20
<u>Elementary Functions</u>		53	1	54
<u>Geometry</u>		87	13	100
<u>Math Analysis/Analytic Geometry</u>		46		46
<u>Probability and Statistics</u>		22		22
<u>Trigonometry/Algebra</u>		84	1	85
Totals		443	19	462

Columns

- Grades 8-12
- Remedial/Basic Course enrollment by Disability

Rows

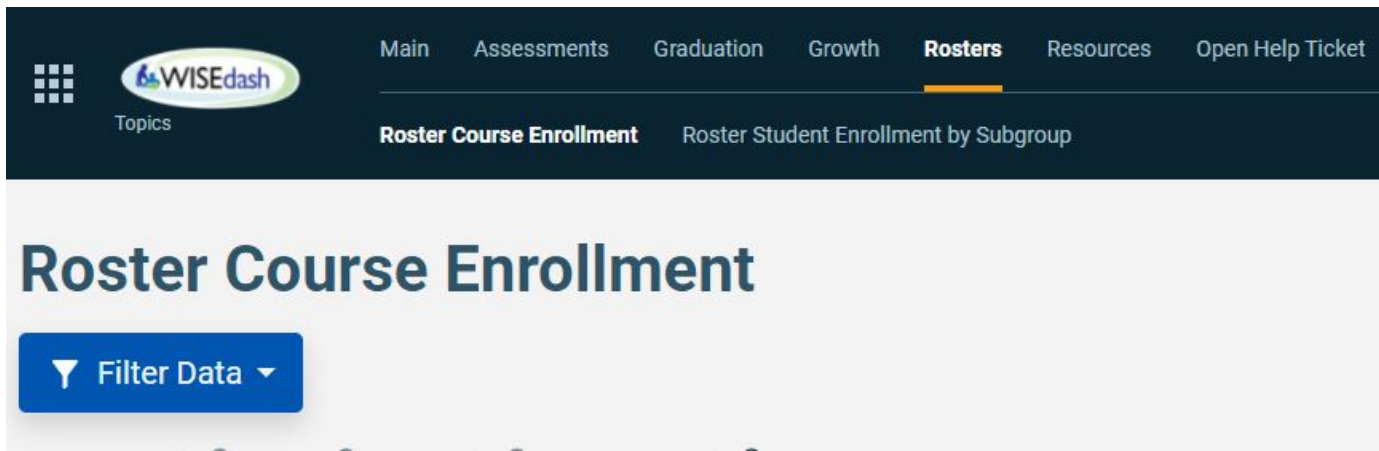
SPED ▾

Course Name ▾

COURSE NAME	SPED	SwoD	SwD	Totals
<u>Mathematics (grade 7)</u>		12	2	14
<u>Mathematics (grade 8)</u>			5	5
<u>Pre-Algebra</u>			24	24
<u>Principles of Algebra and Geometry</u>			7	7
Totals		12	38	50

WISEdash for Districts

1. WISEdash Public Proportionality Data
 - Enrollment
 - Retention
 - Graduation Requirements
2. WISEdash for Districts Proportionality Inquiry
 - Enrollment
 - Roster Course Enrollment w/ filters



The screenshot displays the WISEdash interface. At the top, there is a navigation bar with the following items: a grid icon, the WISEdash logo, and the text 'Topics'. To the right of the logo are menu items: 'Main', 'Assessments', 'Graduation', 'Growth', 'Rosters' (which is highlighted with an orange underline), 'Resources', and 'Open Help Ticket'. Below the navigation bar, there are two sub-sections: 'Roster Course Enrollment' and 'Roster Student Enrollment by Subgroup'. The main heading of the page is 'Roster Course Enrollment'. Below this heading is a blue button with a downward arrow and the text 'Filter Data'.

Documenting the Work

Data Inquiry Journal

- Online tool for journaling
- Embedded in WISEdash for Districts
- Follows all 3 parts of the Data Inquiry Process
- Results in an improvement plan (that meets federal requirements)



Data Inquiry Journal At-A-Glance

The Data Inquiry Journal allows educators to document ongoing data investigation and design continuous improvement plans all in one convenient location.

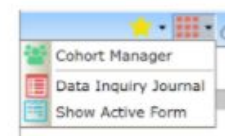
Why Use the Data Inquiry Journal?

- ◆ Includes all essential components for continuous improvement in one tool that supports teams engaging in critical conversations to address gaps and promote equitable outcomes
- ◆ Meets requirements for continuous improvement planning in ESEA and IDEA
- ◆ Imports local data for analysis which is useful for SLO and PLC practices
- ◆ Designed by Wisconsin educators and updated based on user feedback
- ◆ Embedded within a secure platform (WISEdash for Districts) to protect student privacy
- ◆ Provides a research-based process with elements of implementation science



Overview

- ◆ Designed to foster individual reflection and team collaboration
- ◆ Interactive tool leads educators through data inquiry and improvement planning
- ◆ Three parts - Needs Assessment: Student Data Inquiry, Needs Assessment: Practices Inquiry, and Summary and Improvement Plan
- ◆ Automatically uploads and integrates data pictures to document progress over time
- ◆ Includes options to export data for further internal use and required state reporting



Part 1 - Needs Assessment: Student Data Inquiry

Part 1 engages users in student data inquiry to determine a student outcome priority through root cause analysis. This work provides the foundation for follow-up Practices Inquiry (Part 2) and subsequent Improvement Planning (Part 3). Part 1 includes guidance and templates for these steps:

- **Focus** - Select context and purpose for the inquiry
- **Question** - Pose relevant student performance question(s) for investigation
- **Investigate** - Find data pictures from a variety of sources to inform the question and post in the journal
- **Clarify** - Document data findings culminating in a "student outcome priority statement"
- **Hypothesize** - Brainstorm, organize and prioritize root causes culminating in a "practice priority statement" to inform next steps

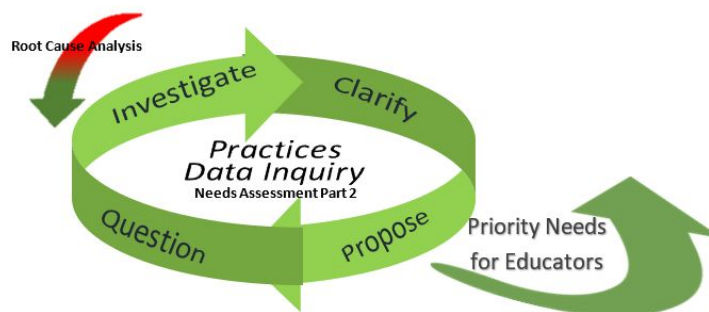


[Data Inquiry Journal at a Glance](#)
[Data Inquiry Journal Slides](#)

Inclusive Practice Inquiry

Practice Inquiry involves the following Steps:

- **Question:** What questions do you have about inclusion practices in your school or district
- **Investigate:**
 - Research best practice (understand best practice)
 - Determine what leaders and educators are doing (understand current practice)
- **Clarify:** Determine priorities for improvement of inclusive practices
- **Propose:** Determine objectives for planning an inclusive practice improvement plan



Practices Data Sources

The following are suggestions to examine inclusive practices in your district:

- [CCR IEP self-assessment](#)
- Inclusion Indicators (Vanderbilt) [Link to Quality Indicators](#)
- Common Planning Time [Support Tool](#)
- Inclusive Schools Network: [Quality Standards for Inclusive Self-Assessment](#) Tool

Additional resources can be found through [WI DPI's Research to Practice: Inclusive Communities Project](#).

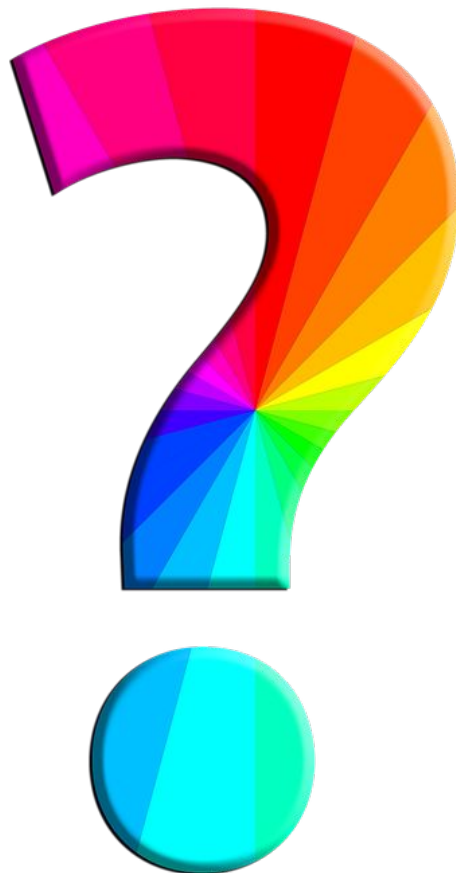


Coaching and Support

Reach out to your CESA Data Specialists



Questions?



THANK
YOU!

[Feedback Form](#)

Resources

Slide Ref.	Resource
2	https://dpi.wi.gov/sped
13	Root Cause Analysis Brief
16	IRIS Center https://iris.peabody.vanderbilt.edu/module/inc/cresource/q1/p01/#content Leadership Module: Page 1, What is Inclusion? What is it important?
17	The Educators Handbook of Inclusive School Practices Other indicator resources: <ul style="list-style-type: none"> ● IRIS Center module and https://iris.peabody.vanderbilt.edu/wp-content/uploads/modules/inc/pdfs/inc_09_LINK_indicators_b_lank.pdf ● https://inclusiveschools.org/what-does-an-inclusive-classroom-look-like/ ● Self-Assessment: https://inclusiveschools.org/inclusion-resources/self-assessment/ ● The Inclusion Lab
18	IDEA 2019 LEA Determinations Sample Report
20	Special Education District Profile
28	WISEdash Navigation: <ul style="list-style-type: none"> ● From the Topic Menu open Roster menu tab and select Roster Course Enrollment sub tab ● Use the blue filter to select a school and course for display. ● When the course enrollment chart opens, drag and drop SPED tile into the Columns field. ● 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.