December Resource Toolkit

Continuous Improvement Principles and Framework

The Continuous Improvement Framework

Continuous Improvement Framework

- Elevation of anti-racist practices.
- Identification, provision, and growth of equitable supports within learning communities.
- Development of strong leadership at all levels.
- Use of data inquiry/school improvement principles and processes
- Focus on improving core instructional practices.
- Implementation within a multi-tiered system of supports

Focus: Data & Equity- Progress Monitoring- Healthy Youth Survey and SEL

This theme month, Data & Equity- Progress Monitoring- Healthy Youth Survey and SEL, will provide resources, context, as well as a greater knowledge base to support in the preparation of identifying and addressing the needs of a school community with the greatest efficacy. By tapping into the state gathered resources and mining the data and resources within them, schools may better understand who their students are and how they may support them. Diving deeper into the understanding of data will allow greater framing for school improvement work from start to finish and help ensure that issues of equity are accounted for. This month's theme will require slowing down and reflecting on the data and processes to ensure that growth occurs in data understanding.

Data and Equity

Using data is an integral part of understanding students' educational experiences, closing opportunity gaps, and continuously improving Washington's educational systems. OSPI collects extensive data about Washington's students, schools, school districts, and programs to help provide a picture of education in Washington state. Some of these data streams are publicly available and can be accessed from OSPI's website (see https://ospi.k12.wa.us/data-reporting).

In this Resource Toolkit, we provide a brief overview of how to access OSPI's publicly available data using the Report Card and Data Portal and discuss how to analyze data for equity explorations. We also provide additional data resources that support evidence-based inquiry practices.

Accessing OSPI Data

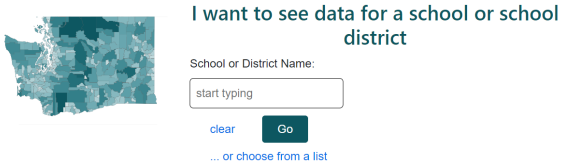
Report Card:

https://washingtonstatereportcard.ospi.k12.wa.us/

OSPI's Report Card provides a detailed presentation of state, district, and school level data for multiple data metrics about students, classroom teachers, or school and district finances.

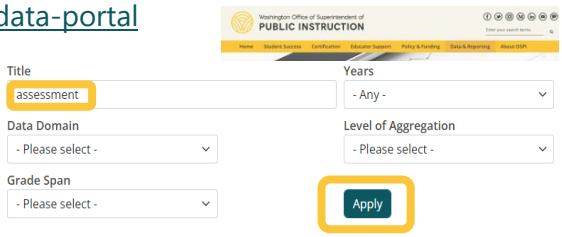
The Report Card website provides:

- Detailed information for ONE school or district at a time
- Visualizations that are ready to share and to present
- Embedded links to additional resource pages



Data Portal: https://www.k12.wa.us/data-reporting/data-portal

The Data Portal contains multiple files with data for all schools in a spreadsheet format. These files can be filtered within the Data Portal to review a subset of the data. They can also be exported to a person's computer and opened in programs like Excel.



The Data Portal provides:

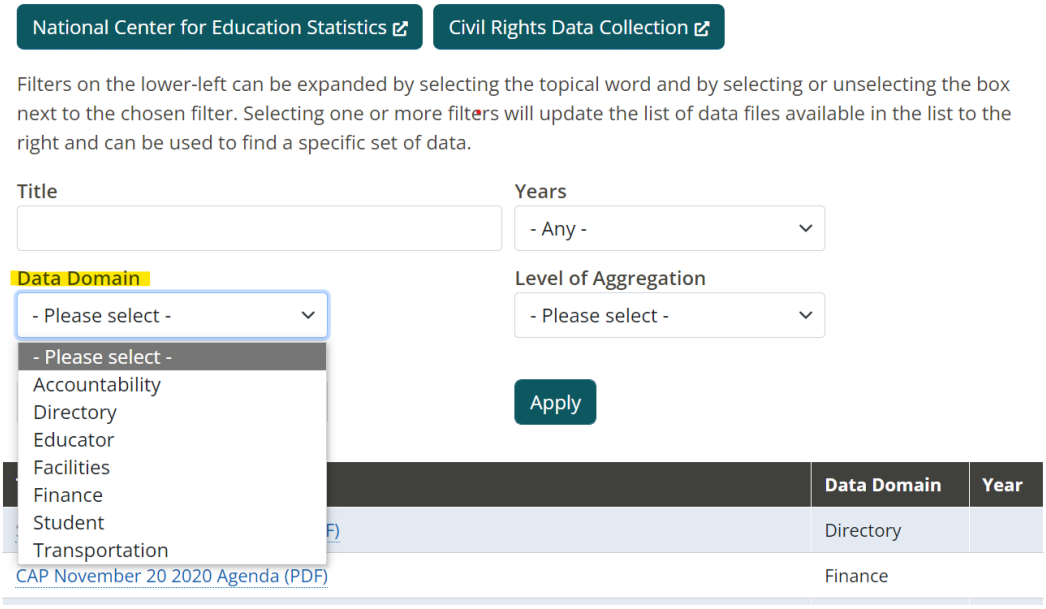
- Detailed information for ALL schools or districts
- Files in a spreadsheet format that can be exported
- Visualization functions to create charts of the data

Below is a table showing some of the files available from the portal.

Data Domain	File
Accountability	Report Card Washington School Improvement Framework (WSIF) 2022 Run
	Report Card Washington School Improvement Framework (WSIF) Other years
Directory	Current Washington Education Directory
Educator	Report Card Dual Language 2022–23 School Year
	Report Card Educators 2021–22 School Year
	Report Card Teacher Demographics 2021–22 School Year

Finance	Report Card 1003 Funds 2021–22 School Year
Student	Report Card Enrollment 2022–23 School Year
	Report Card Assessment Data 2022–23 School Year
	Report Card SQSS for 2021–22
	Report Card English Learner Assessment 2022–23
	Report Card Discipline for 2021–22
	Enrollment in CTE Courses by CIP Code

The following screen shot shows a way to look up files based on the Data Domain (highlighted area).



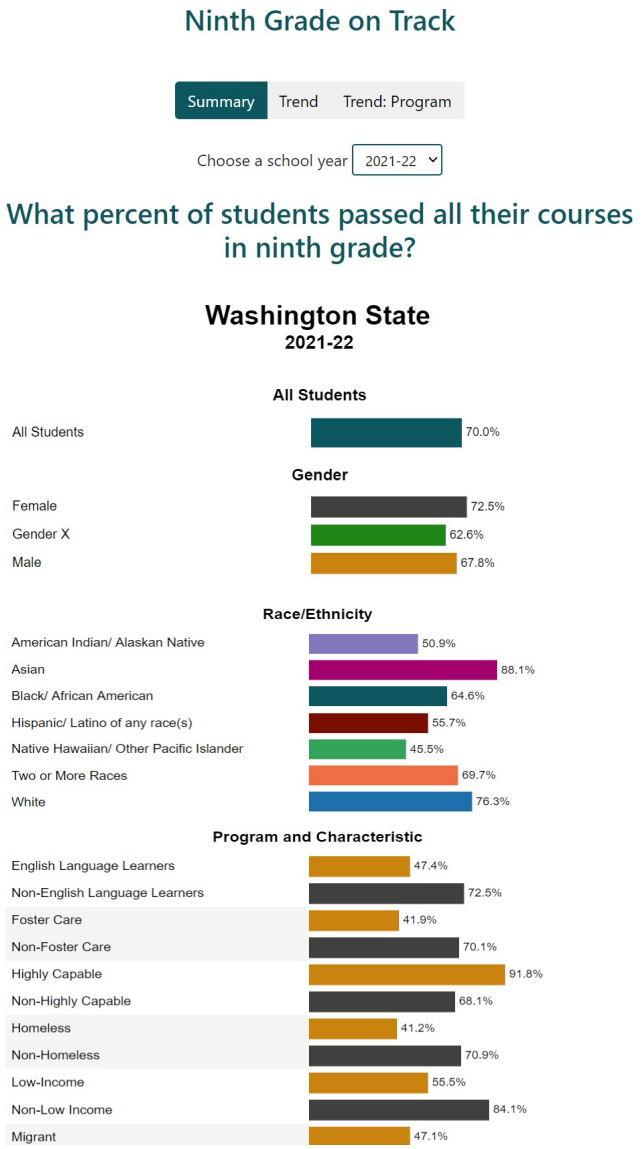
Data Equity

Data Equity is a set of principles and practices to guide anyone who works with data (especially data related to people) through every step of a data project using a lens of justice, equity, and inclusivity. Equity is not just an end goal but also a framing for all data work from start to finish. (from data.org) Two ways to analyze data with an equity lens involves *disaggregating* data by meaningful subgroups and looking for *disproportionality*. We discuss what these terms are below with supporting data examples.

Disaggregating Student Data

Disaggregating student data is the breaking down of data into smaller, specific, and meaningful subgroups, such as racial and/or ethnic categories. When data are disaggregated by race/ethnicity, it is possible to identify areas where specific student subgroups are not having the same educational experiences as their peers; that is, their educational experiences are inequitable. Disaggregated data provide information that is measurable and actionable.

Below are a series of screen shots from the OSPI Report Card showing statewide disaggregated data answering the question, "What percent of students passed all their courses in ninth grade?" In this example, the data are disaggregated in multiple ways: by gender, race/ethnicity, and program type. Although not available on the Report Card, these data could be further disaggregated to show the *intersectionality* of different subgroups, such as disaggregating the population of English Language Learners by race/ethnicity.



Ninth graders are considered on track if they passed all credits they attempted in 9th grade. This does not include withdrawals. This includes first time 9th graders only.

Resources | Export to PDF | Download Data | Contact Us

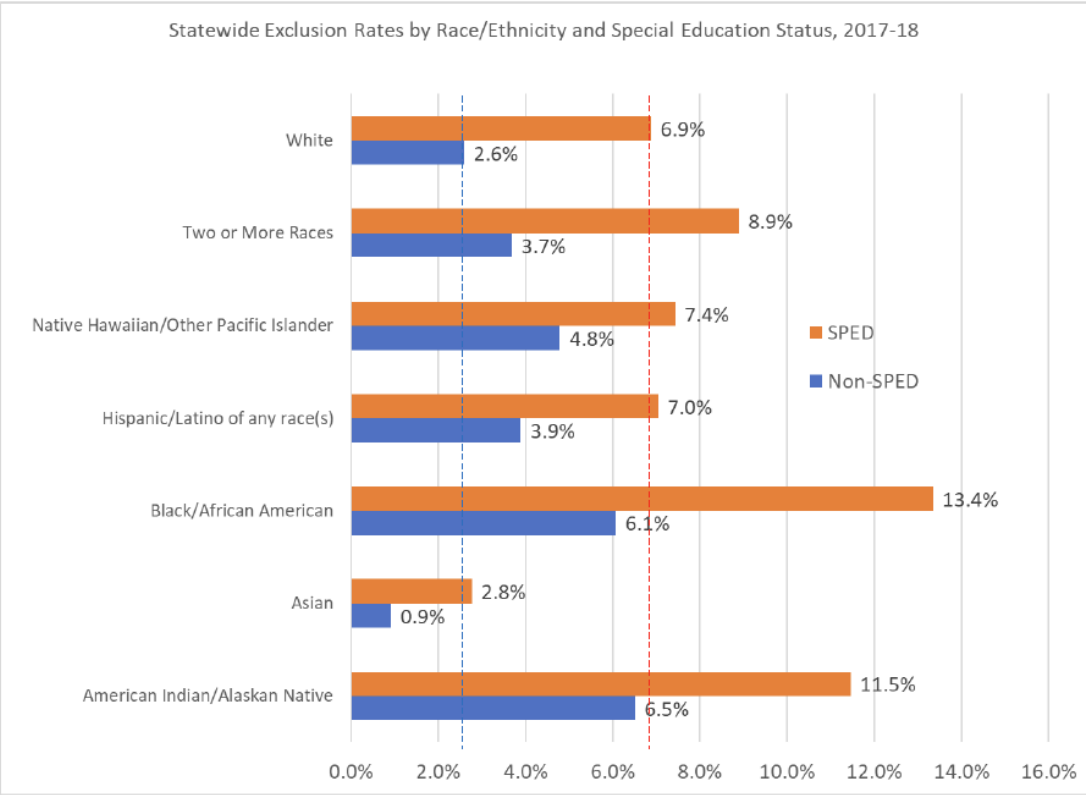
The data visualizations embedded on this page may not be fully accessible for persons with disabilities. However, a copy of the source data is available to download by clicking on the **Download Data** link above. If you are experiencing difficulty downloading the file or would like assistance obtaining a copy of the information provided on this page, please contact us at reportcardredesign@k12.wa.us

Disproportionality

The National Association of School Psychologists (NASP) has issued a position statement[1] on racial and ethnic disproportionality in education. In their position statement, they cite the definition of disproportionality as referring "to a group's representation in a particular category that exceeds our expectations for that group or differs substantially from the representation of others in that category" (Skiba et al., 2008, p. 266). An example of disproportionality is when disaggregation of the number of discipline referrals by race/ethnicity shows that American Indian / Alaskan Native (AI/AN) students are referred at a rate that is higher than would be expected given the percentage of AI/AN students in a school. When data, such as discipline referrals, are not disaggregated by race/ethnicity, important information is missed.

The graph below shows statewide exclusion rates by race/ethnicity and special education status (2017–18). As shown by the percentages and the orange dotted line, special education students in all racial/ethnic categories are excluded at rates that are higher than White students. Non-special education students in all racial/ethnic categories, except Asian, are also excluded at rates that exceed that of White students (i.e., the bars are above the blue dotted line). And, all special education students are excluded at rates that are higher than their non-special education peers.

[1] National Association of School Psychologists. (2013). *Racial and ethnic disproportionality in education* [Position statement]. Bethesda, MD: Author.



Some might argue that disability is the most important factor in considering which students are disproportionately impacted by school discipline. Others might argue that race is the most important. This graph shows that both are significant. Among students without disabilities, American Indian/Alaskan Native students are 2.5 times more likely to be excluded compared to White students. Among students with disabilities, AI/AN students are 1.66 times more likely to be excluded. But when we consider the combined impact of race/ethnicity with disability status, we can see that AI/AN students with a disability are excluded 4.4 times as often as White students without a disability. This disproportionality is only visible when the data are disaggregated.

Resources

The Washington School Improvement Framework (WSIF) provides an overarching measure of students' educational experiences in individual schools. These data are disaggregated by race/ethnicity and some program types that are publicly available on OSPI's Report Card and Data Portal.

- There are data sets for both the 2019 and 2022 WSIF score calculations, as well as one-page infographics explaining measure-specific data used in the calculations.
- The WSIF Business Rules explain in detail how the WSIF score for each Washington school is derived.

American Institutes for Research. (2023). *Indigenous students count: A landscape analysis of American Indian and Alaska Native student data in U.S. K–12 public schools*. https://www.air.org/sites/default/files/2023-10/Indigenous-Students-Count-report-2023.pdf

> "According to federal race/ethnicity data, Indigenous students in the United States are currently estimated to be about 1% of the total K–12 student population in public schools (as of fall 2021), comprising 93% of all Indigenous students nationwide. The data used to arrive at these percentages—and to make many high-stakes decisions in Indigenous education—are almost certainly inaccurate. The analysis conducted by the Indigenous Student Identification Project indicates that the undercounting of Indigenous students may be as high as 70% nationwide. Inaccurate Indigenous student counts in the public K–12 school system are problematic because they
>
> - limit the ability of state education agencies (SEAs) and districts to effectively use performance and accountability data to understand where systems might be failing to serve Indigenous students or locate new opportunities, innovative programming, and supports;
> - inaccurately represent the number of districts that may be required to engage in Consultation with Tribal governments and agencies as required under the Every Student Succeeds Act;
> - obscure district and school eligibility for federal funds designated to serve Indigenous students and the need for American Indian Parent Advisory Committees to inform such federally funded programs;
> - reduce or minimize state and district political will to support Indigenous student needs; and
> - fail to provide teachers and Tribes with the information they need to appropriately support their students" (AIR, 2023).

Annie E. Casey Foundation. (March 20, 2016). *By the numbers: A race for results case study. Using disaggregated data to inform policies, practices and decision-making.* https://www.aecf.org/resources/a-race-for-results-case-study-2

> This publication explains how the collection and analysis of race-based data can help groups make decisions and manage resources more effectively for the benefit of students, children, and families.

Contacts

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Healthy Youth Survey:

Resource Toolkit for the Healthy Youth Survey

Introduction

The Healthy Youth Survey (HYS) measures health risk behaviors that contribute to illness, death, and social problems among youth in Washington State. These behaviors include alcohol, marijuana, tobacco, and other drug use; behaviors that result in intentional and unintentional injuries (e.g., violence); behaviors related to food; physical activity; mental health; school climate; and related risk and protective factors.

The HYS is the only statewide survey that captures students' perceptions. Students answer anonymously and may skip any question they do not want to answer.

Survey Administration

The HYS has been administered since 2002 to students across Washington and over time the survey has evolved. There are three forms for most administrations with two forms going to students in grades 8-12 that included more sensitive questions that may not be appropriate for younger participants and to randomize questions for sampling.

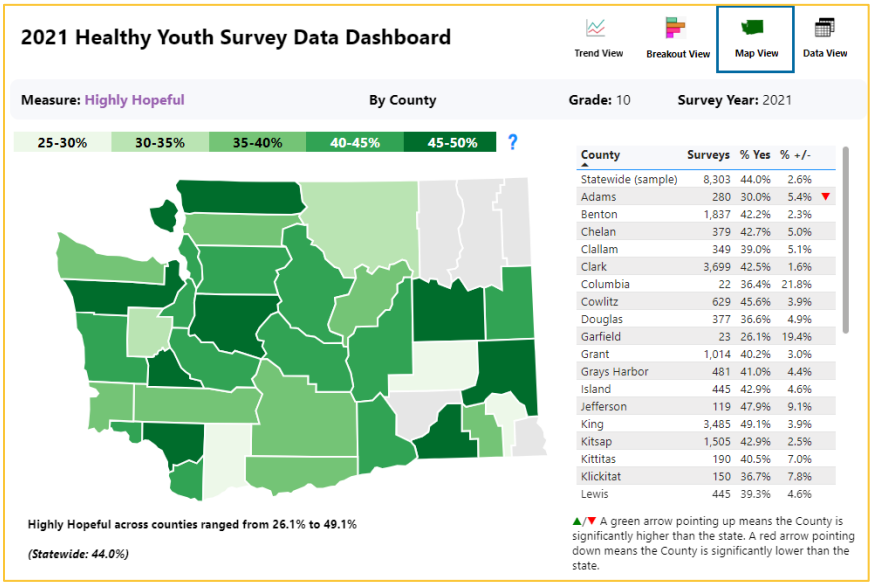
Survey Results

The HYS has many ways to view and utilize results: Data dashboards, fact sheets, frequency reports, and a question-by-question (QxQ) tool. The Survey Results page also allows users to find data by geographic location to make it easier to locate the resources available to ESD or county. School and district leaders who have access to log onto askhys.net can also find their results resources by school district or school.

Data Dashboards

The data dashboards are a new feature with multiple ways to visualize data and allow easy filtering to topics of interest, can provide demographic breakouts, and includes confidence intervals to show significance.

This dashboard image is for the Hope Scale across the state for 10th graders.

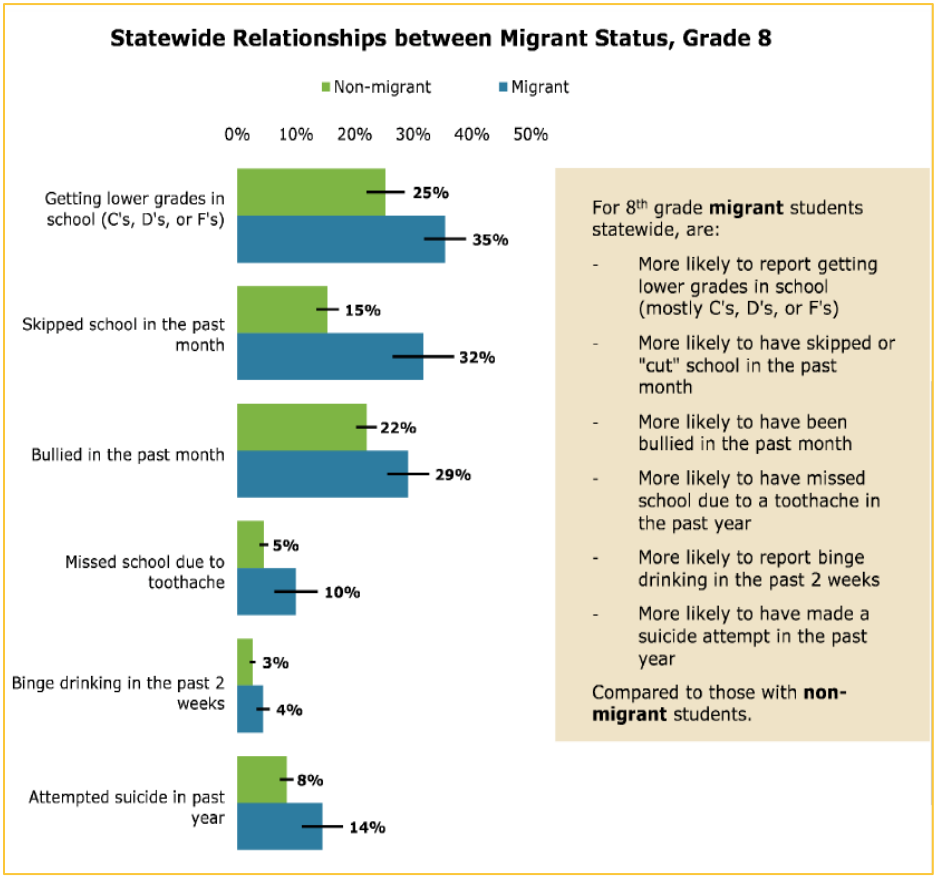


County	Surveys	% Yes	% +/-
Statewide (sample)	8,303	44.0%	2.6%
Adams	280	30.0%	5.4% ▼
Benton	1,837	42.2%	2.3%
Chelan	379	42.7%	5.0%
Clallam	349	39.0%	5.1%
Clark	3,699	42.5%	1.6%
Columbia	22	36.4%	21.8%
Cowlitz	629	45.6%	3.9%
Douglas	377	36.6%	4.9%
Garfield	23	26.1%	19.4%
Grant	1,014	40.2%	3.0%
Grays Harbor	481	41.0%	4.4%
Island	445	42.9%	4.6%
Jefferson	119	47.9%	9.1%
King	3,485	49.1%	3.9%
Kitsap	1,505	42.9%	2.5%
Kittitas	190	40.5%	7.0%
Klickitat	150	36.7%	7.8%
Lewis	445	39.3%	4.6%

Fact Sheets

Fact sheets allow users to identify a topic of interest for a particular grade and get quick short reports that can provide overview data and trends overtime. Fact sheets also include confidence intervals to show significance when applicable. They may also include short, clear narratives to help users summarize key points.

This fact sheet image is for 8th grade migrant students' experiences in schools (statewide).



Frequency Reports

The frequency reports can also be viewed by grade level or by multiple grades and provides narratives, table, and visualizations that highlight key elements of the HYS. Reports can also be exported out to PowerPoint for easy sharing.

This frequency report image for how frequently 8th grade students across the state rode a bicycle to or from school.

93. On average, how many days a week do you ride a bicycle to or from school?	(n=3,366)	
a. In an average week, I don't normally travel to school.	13.9%	(±1.3)
b. Never	81.1%	(±1.7)
c. 1 - 2 days	2.2%	(±0.6)
d. 3 - 4 days	0.9%	(±0.3)
e. I bike every day.	2.0%	(±0.5)

Question-by-Question

The QxQ allows users to create their own combination of questions to explore topics of interest and is perhaps the most versatile tool of the HYS results tools. Please note that it does have a high standard for protecting student identifiable information, so you may not see tables with small counts in one or more cell.

This QxQ image is for the connection between experiencing bullying in school and meaningfulness and importance of schoolwork for 8th grade students statewide.

Washington State
Healthy Youth Survey Online Analysis - 2021

Statewide - Grade 8

Bullying and Meaningfulness and Importance of School Work

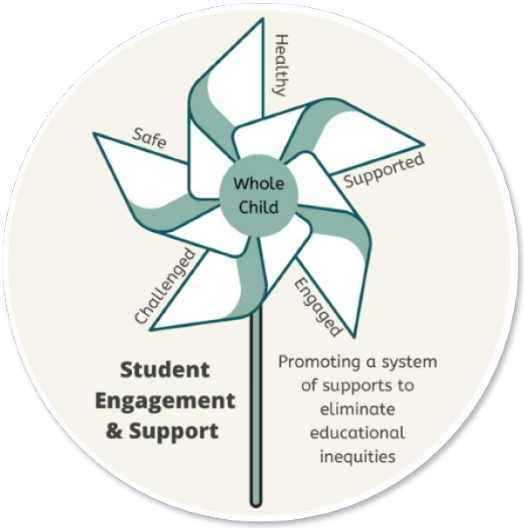
		Meaningfulness and Importance of School Work					
		Almost always	Often	Sometimes	Seldom	Never	Total
Bullying	no days	11.6% ± 1.6% 310	21.5% ± 1.8% 577	42.0% ± 2.3% 1,127	13.1% ± 1.2% 352	11.7% ± 1.6% 315	100.0% 2,681
	any days	7.7% ± 1.9% 62	17.8% ± 2.7% 143	40.5% ± 3.8% 325	21.2% ± 2.6% 170	12.7% ± 2.5% 102	100.0% 802

Other Resources

- The HYS website also includes resources associated with the broad range of topics covered in the survey, including mental health, tobacco and vaping, marijuana, prescription drugs and opiates, and substance use.
- The Youth Risk Behavior Survey is a nationally administered survey conducted by the Centers for Disease Control and Prevention. This survey addresses many of the same topics as the HYS and can supplement educators' understanding of students' experiences. This website also has resources for supports.

Social Emotional Learning: Academic Integration of SEL

Introduction



Social Emotional Learning (SEL) is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. When we think of educating the whole child, their social and emotional development must be considered as a part of overall instruction.

Continuous Improvement Framework

The Washington SEL Framework aligns with the Continuous Improvement Framework in practice and policy by utilizing the Washington State Social Emotional Learning Implementation Guide and incorporating specifically CI guiding principles to ensure:

- Identification, provision, and growth of equitable support within learning communities
- Implementation within a multi-tiered system of supports (MTSS)

Benefits of SEL

Social emotional learning (SEL) can help students build protective factors that reduce emotional distress and help students to make healthy decisions. When SEL is intentionally taught to all students by classroom teachers who embed SEL into content instruction, students build stronger relationships and develop emotional self-awareness and self-management. Research shows that embedding SEL increases college and career readiness, the ability to think critically, and work readily within communities.

Online Module

The Academic Integration Module is structured for practitioners to move at their own pace in preparation to use SEL practices that focus on equity to improve students' classroom experiences. Each module can be completed as a series or explored independently.

Companion Tool

A Learning Journal is included as a working document and serves as a companion for practitioners to record and save reflections, thoughts, and plans in response to prompts within each module.

Integration of SEL Support Videos

Dr. Nick Yoder is a leader in supporting states, districts, schools, and educators in creating the policy and practice conditions that support youth and adult social, emotional, and academic development. These videos highlight definitions and examples of the taxonomy approach to integration. His work focuses on using research and data to inform policy and practice; then identifying policy and practice with a focus on equitable opportunities to nurture whole child development with the aim of using data for continuous improvement.

Explicit Skills Alignment

Explicit Strategy Alignment

Ways of interacting

Ways of Being

Practitioner Videos

OSPI developed four practitioner videos covering the Arts, Physical Education, Social Studies, and World Languages. These videos show Washington classrooms with Washington educators implementing and reflecting on practices that integrate SEL within academics. The videos are part of the online learning module segments and training resources and support the SEL Framework including the three essential elements and four guiding principles.

The Arts

Health/Physical Education

Social Studies

World Languages

Supporting Tools

The provided tools assist in Effective Social Emotional instruction must be sufficient, meaningful, and intentional.

Crosswalk and Subject-Area lesson planning tools for:

SEL in the Arts

SEL in Health/Physical Education

SEL in Social Studies

SEL in World Languages

Equity Tool #1 Equity Tool #2

- *Featuring Dr. Angela Ward*

Incorporating Indigenous Practices to Support SEL

Integrating Equity-Centered SEL into Your Instruction

Additional resources and learning opportunities can be found on the Social Emotional Learning (SEL) | OSPI website.

References

- Durlak, J. A., Mahoney, J. L., & Boyle, A. E. (2022). What we know, and what we need to find out about universal, school-based social and emotional learning programs for Children and adolescents: A review of Meta-analyses and directions for future research. *Psychological Bulletin*, *148*(11–12), 765–782. https://doi.org/10.1037/bul0000383.
- Yoder, N., Atwell, M., Godek, D., Dusenbury, L., Bridgeland, J. M., & Weissberg, R. (2020). (rep.). *Preparing Youth for the Workforce of Tomorrow: Cultivating the Social and Emotional Skills Employers Demand. SEL for Workforce Development*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

Contact

Please contact Laurie Dils, Associate Director, Health and Sexual Health Education, or the SEL Team at the Office of Superintendent of Public Instruction (OSPI) for additional guidance.

Conclusion

Actualized and identified supports for students based on data is essential for growth. Having the most effective and up to date knowledge of who your students are and what they need is necessary for a school's plan for growth and success. By looking into a school's identity and needs, an effective plan may be developed to best attend supporting growth and success. When equitability gaps are discovered, appropriate measures may be implemented to support the educational as well as social emotional welfare of students for continued improvement. By doing so, we create an environment in our schools that our students feel comfortable in for growth.