

December Resource Toolkit

Continuous Improvement Principles and Framework

The Continuous Improvement Framework

Continuous Improvement Framework

- Elevation of anti-racist and anti-bias 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

Equity is anchored on the idea that students' voices matter, and their stories can be a valuable data point. This can be even more powerful when educators combine school and statewide data to take a more inquiry-based approach to data analysis when addressing inequitable norms and patterns. This theme month, Data & Equity- Progress Monitoring- Healthy Youth Survey, will provide resources, context, as well as a greater knowledge base to support school building and district leaders with locating, navigating, and interpreting their student and school data. Learning how to access and utilize data from different platforms and sources can assist with making informed decisions to not only support the whole child within our schools but also within and across all communities and learning spaces.

Resource Toolkit for the Healthy Youth Survey

Introduction

The Healthy Youth Survey (HYS) is a collaborative effort of the Health Care Authority - Division of Behavioral Health and Recovery (DBHR), the Department of Health (DOH), the Office of Superintendent of Public Instruction (OSPI), the Liquor and Cannabis Board (LCB), and the contractor, Looking Glass Analytics. It 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.

Survey Administration

This biennial survey has been administered across the state since 2002 and over time the survey has evolved. In 2023, the survey was administered fully online. There are two forms available: Elementary for 6th grade students and Secondary for 8th, 10th, and 12th grade students. The Secondary survey has more sensitive questions that may not be appropriate for younger participants and questions are randomized for sampling. Students answer anonymously and may skip any question they do not want to answer. In smaller districts where there are 150 students or fewer in a grade, the survey can be administered to students in 7th grade using the Elementary survey and 9th and 11th grade using the Secondary one.

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.

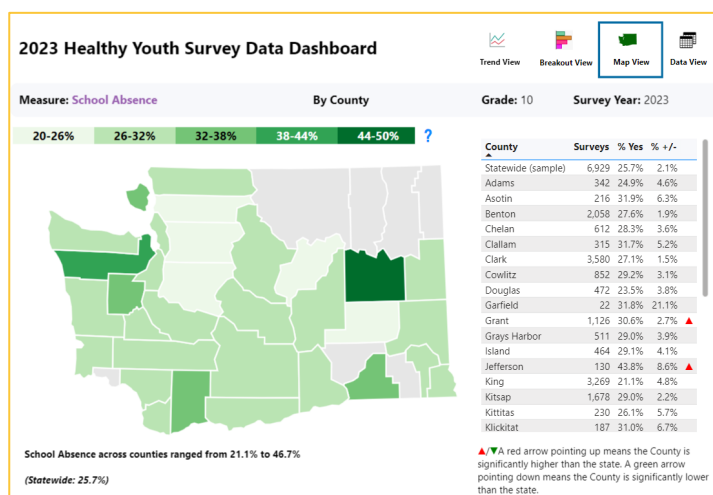
Resources

Accessing HYS Results

Data Dashboards

The [data dashboards](#) are a recent 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.

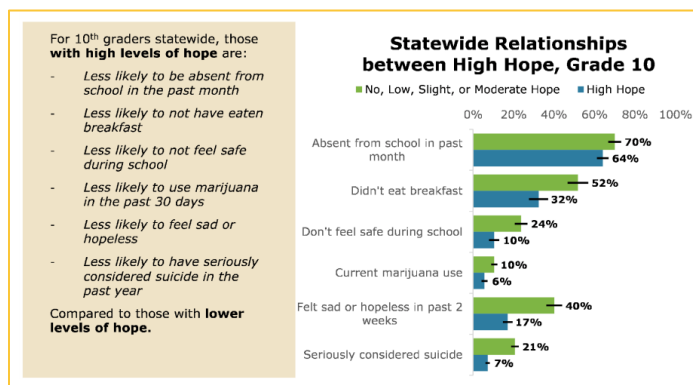
This dashboard image is for student attendance across the state of 10th graders using the map view.



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 over time. 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 the relationship between 10th grade students and high hope (statewide).



Frequency Reports

The [frequency reports](#) can also be viewed by grade level or by multiple grades and provide narratives, tables, and visualizations that highlight key elements of the HYS. State-level frequency reports are available by several different demographic groups, and reports can also be exported out to PowerPoint for easy sharing.

This frequency report image for how frequently 10th grade students across the state were absent from school for any reason

| 25. During the past 30 days, on how many days have you been absent from school for any reason? Include any day that you missed at least half of the school day. | | |
|---|-------|-----------|
| | | (n=6,929) |
| 0 days | 32.5% | (±2.7) |
| 1 or 2 days | 41.7% | (±1.5) |
| 3 or more days | 25.7% | (±2.1) |

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 cells.

This QxQ image is for the connection between Children's Hope Scale and missed schools for any reason for 10th grade students (statewide).

Washington State Healthy Youth Survey Online Analysis - 2023

Statewide - Grade 10

Missed School for Any Reason and Scale: Children's Hope Scale

| | | Scale: Children's Hope Scale | | | | |
|------------------------------|----------|------------------------------|--------------------------|--------------------------|--------------------------|---------------------|
| | | No or very low hope | Slightly hopeful | Moderately hopeful | Highly hopeful | Total |
| Missed School for Any Reason | no days | 6.6% ± 1.3% 126 | 17.1% ± 1.9% 325 | 28.4% ± 2.0% 541 | 47.8% ± 2.3% 910 | 100.0% 1,902 |
| | any days | 8.3% ± 1.4% 327 | 22.9% ± 2.2% 899 | 27.6% ± 1.6% 1,083 | 41.2% ± 3.5% 1,619 | 100.0% 3,928 |
| | Total | 7.8% ± 1.2% 453 | 21.0% ± 1.9% 1,224 | 27.9% ± 1.4% 1,624 | 43.4% ± 2.9% 2,529 | 100.0% 5,830 |

Other Resources

- The [OSPI's HYS page](#) has a list of survey questions broken by topic and explanations of how they align with the AWSP Leadership Framework, among others.
- 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 support.

Focus: Data and Equity, Healthy Youth Survey, and Social Emotional Learning (SEL)

Public Data from OSPI

Using data is crucial for understanding students' educational experiences, addressing opportunity gaps, and continuously improving Washington's educational systems. The Office of Superintendent of Public Instruction (OSPI) collects extensive data about Washington's students, schools, school districts, and programs to provide a comprehensive picture of education in the state. Many of these data streams are publicly available and can be accessed through OSPI's website (see <https://ospi.k12.wa.us/data-reporting>).

This Resource Toolkit offers a brief overview of how to access OSPI's publicly available data using the Report Card and discusses methods for analyzing data to explore equity issues. Additionally, it provides further data resources to support evidence-based inquiry practices.

A valuable connection can be made between the attendance dataset available on the OSPI Report Card and the Washington State Healthy Youth Survey. By analyzing attendance data alongside health and wellness indicators from the Healthy Youth Survey, educators and policymakers can gain deeper insights into the factors affecting student attendance and overall well-being. This integrated approach can help identify trends and correlations that inform strategies to improve student outcomes and promote equity in education.

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

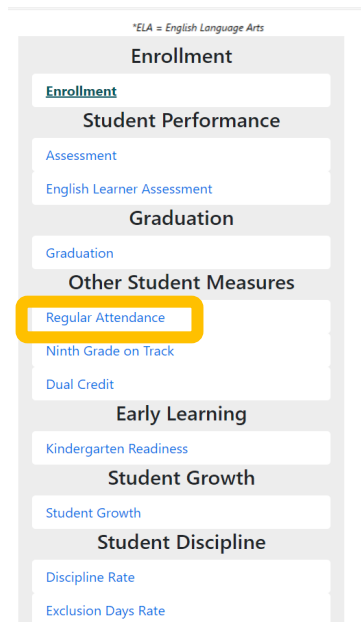


Attendance data can be found by typing in a school or district, clicking on Go, and scrolling down until you see the options on the left-hand side, and focusing on "Other Student Measures."

Additionally, if you want a deeper dive to look at all the raw information about student attendance, you can find directions for how to access that data using the Data Portal in the Resources section of this handout.

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 and provide an example of how to use data that illustrates disproportionality to inform approaches to equitable systems change.

Disaggregating Student Attendance Data

Disaggregating student data breaks down a data set 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 provides information that is both measurable and actionable.

Figure 1 below provides data from the OSPI Report Card that shows statewide disaggregated regular attendance data that answers the question, "What percent of students had fewer than two absences per month, on average?" In this example, the data are disaggregated in multiple ways: by gender, race/ethnicity, and program type (not shown). 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.

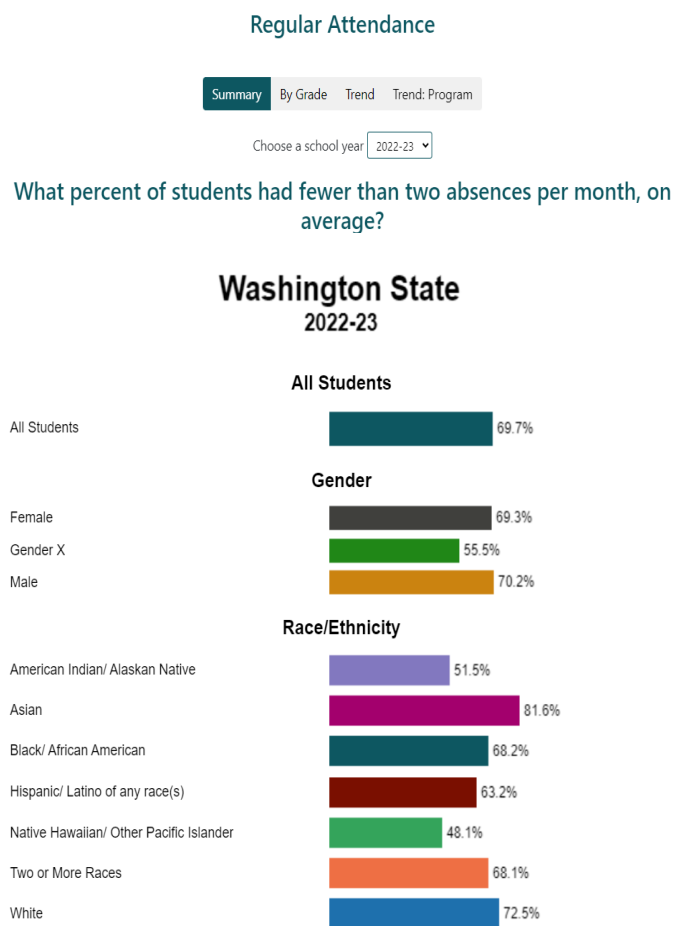


Figure 1. Washington State's Disaggregated Regular Attendance Data (2022-23)

Disproportionality

The National Association of School Psychologists (NASP) 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). Disproportionality is only visible when the data are disaggregated.

We can see disproportionality based on race/ethnicity in the statewide attendance data shown above. For example, the data shows that on average, 70% of Washington students have less than two absences per month. However, American Indian/Alaska Native (AI/AN) students have a lower average (51.5%). This indicates that students who identify as AI/AN have inequitable educational experiences compared to their peers, particularly their White and Asian peers who have a higher than average rate of regular attendance.

Unpacking Disproportionality Using the Healthy Youth Survey

Disproportionality illustrates that the system is producing inequitable educational experiences, but it doesn’t tell you why. Further data collection and analysis is required to understand the reasons behind the inequitable experiences so that we can address the root causes through systems change. Survey data and/or qualitative data from students and families about their experiences can provide a rich source of information to help school leaders better understand why the system produces inequitable outcomes. For example, the Healthy Youth Survey (HYS) items found in categories such as: bullying & harassment, school environment, and school risk and protective factors can provide a window into students’ experiences at school and can help explain (at least in part) disproportionate attendance patterns.

The figures below provide two examples that look at different HYS items that could help us understand AI/AN students’ lower rate for regular attendance using the HYS. Each figure provides the HYS search terms used, the survey question the data corresponds to, the average response across the state, and then the state data disaggregated by race/ethnicity.

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

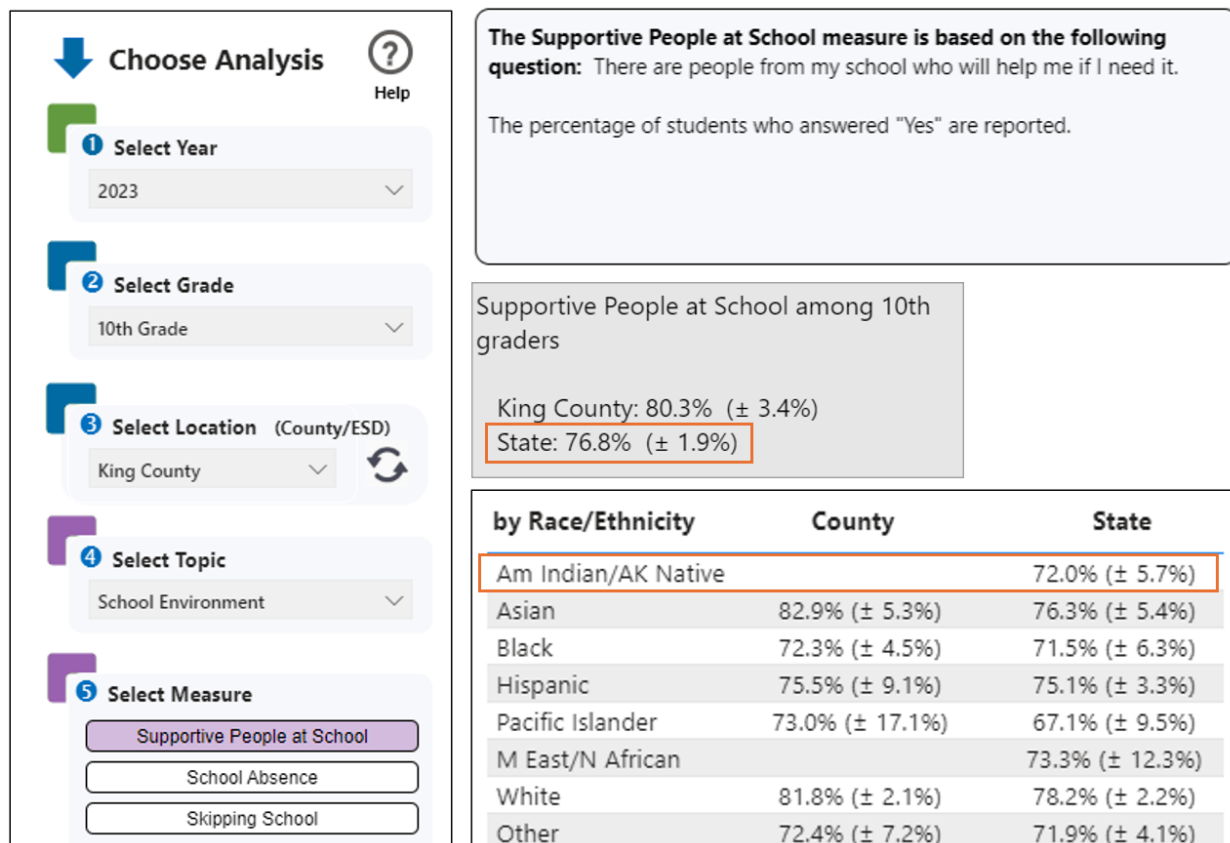


Figure 2. Analyzing AI/AN students' responses to feeling supported in school.

Figure 2 illustrates statewide data that captures how supported students feel at school. The aggregated state data shows that 76.8% of WA students report having supportive people they can go to for help when they are at school. If we look at the disaggregated data, we see that statewide, 72% of AI/AN students feel they have supportive people they can go to. While AI/AN students respond similarly to their peers, this data means that almost 30% of AI/AN students who took the HYS do not feel supported at school. This data could inform school-based relationship building efforts. To continue to explore possible areas for improvement work, we can look at additional HYS measures to help us understand AI/AN students' disproportionate attendance data.

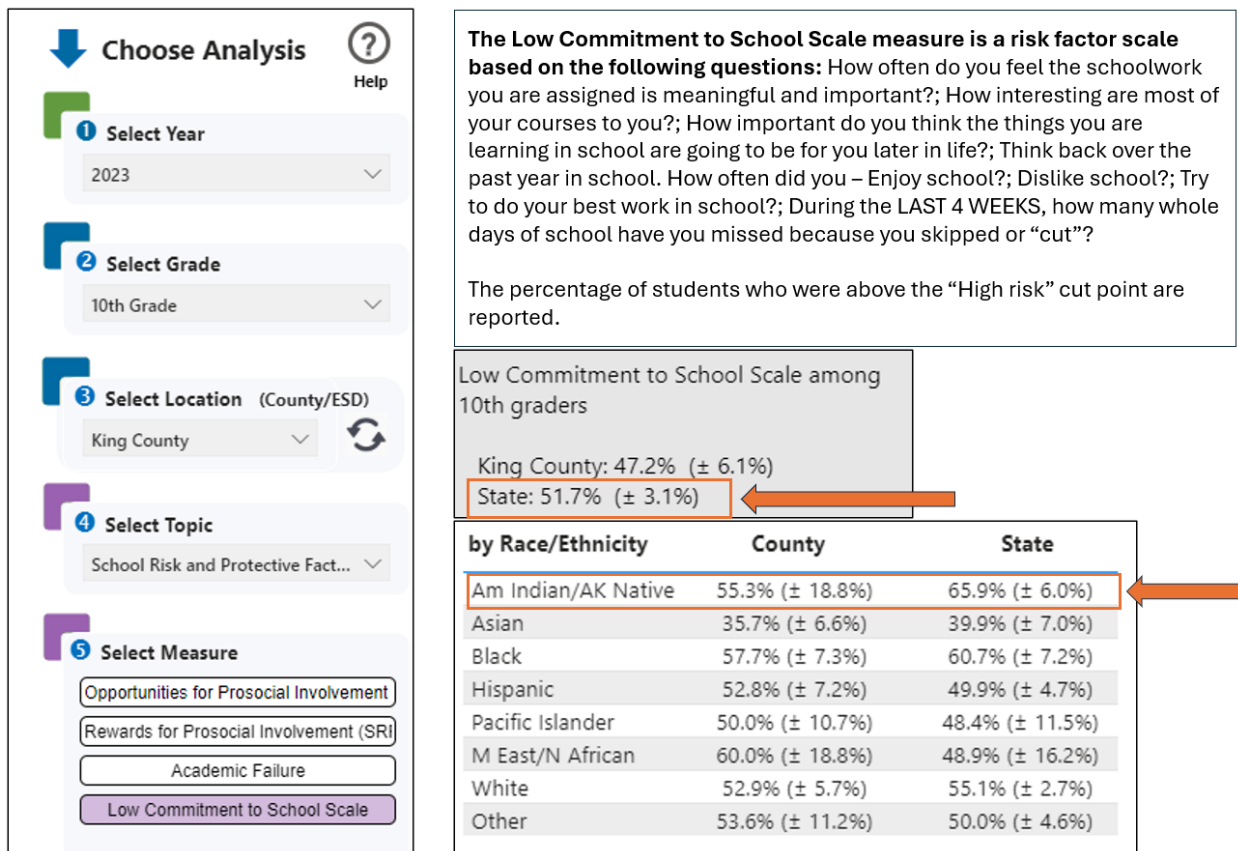


Figure 3. Analyzing AI/AN students’ “commitment to school” scale

Figure 3 illustrates the statewide data for the HYS “low commitment to school” scale. The questions that are used to generate the scale capture how relevant students feel their learning is to their lives and their futures, and how much they enjoy or dislike school. The aggregated data shows that across WA, 51.7% of students are considered “high risk” based on the HYS low commitment to school scale. If we look at the racially disaggregated data, almost 66% of AI/AN students are considered “high risk.”

The level of disproportionality between the state average and AI/AN student average (~15%) shows that AI/AN students are more likely to feel disconnected from their school. This data suggests that across the state, more needs to be done to provide culturally responsive curriculum and instruction for AI/AN students. Indigenous students are required to participate in a school system that often does not reflect Indigenous knowledge and expertise (Pewewardy et al., 2022; See the [September Resource Toolkit](#) on Native Literacy). The lack of connection these students report through the HYS may help explain their lower attendance rates. Therefore, creating and promoting culturally responsive curriculum and instructional practices could result in greater feelings of connection and improved regular attendance (Castagno & Brayboy, 2008; See [OSPI’s Office of Native Education](#) for example materials).

Resources

Castagno, A. E., & Brayboy, B. M. J. (2008). Culturally responsive schooling for Indigenous youth: A review of the literature. *Review of Educational Research*, 78(4), 941-993.

Pewewardy, C., Lees, A., & Minthorn, R. (Eds.). (2022). *Unsettling settler-colonial education: The transformational Indigenous praxis model*. Teachers College Press.

Data Portal Deep Dive into Attendance

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

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



Here, we will go over how to search for attendance data. Type in "SQSS" in the Title bar, and select apply:

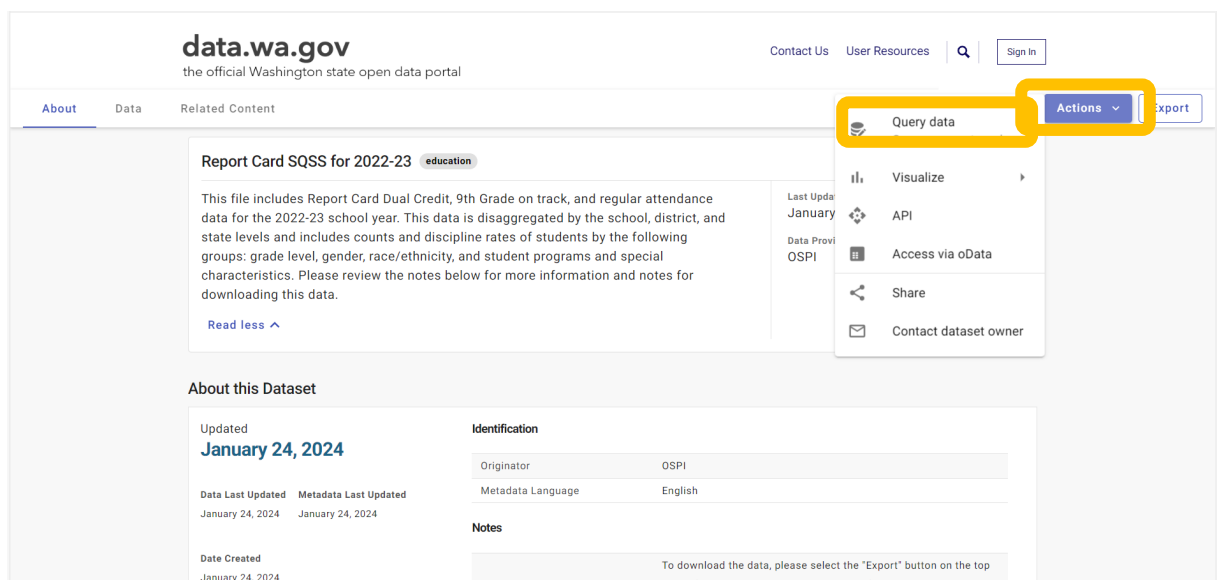
Search filters:

- Title:
- Years:
- Data Domain:
- Level of Aggregation:

| Title | Data Domain | Year |
|--|-------------|------|
| Report Card SQSS for 2022-23 | Student | 2023 |

Report Card SQSS for 2022-23 will show up once the page reloads. Select that.

This page will appear, and from here you can click on “Actions” and then “Query Data”. The data 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.



Data & Equity – Progress Monitoring – Healthy Youth Survey

Please reach out to our team if you need additional support to develop and provide Data & Equity- Progress Monitoring- Healthy Youth Survey assistance.

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