EQUITY IN SPECIAL EDUCATION: ANALYZING YOUR SCHOOL DATA

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SSD SPECIAL SCHOOL DISTRICT

DATA COLLECTION IN SCHOOLS - LIMITLESS

- Grades
- Attendance
- Test Scores
- DESE Uploads

- CRDC Uploads
- Benchmarking
- State achievement tests
- Demographics

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WHY?

Provide information for comparison purposes

Way to monitor a situation

Call to action – developing strategic plan

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2021-22 Data on Special Education in Missouri

- Missouri had 114,951 students identified as having disabilities
- 77,112 were male = 67% of identified students
- 37,839 were female = 33% of identified students

- 3 categories had over 5,000 students identified **and** 20% or more of their students place in the most restrictive learning environments
  - Autism
  - Emotional Disturbance
  - Intellectual Disability

2021-22 Data on Special Education in Missouri - Race/Ethnicity

	Black (Not Hispanic)	Hispanic	Two or More Races	White (Not Hispanic)
Autism	11%	12%	13%	12%
Emotional Disturbance	8%	4%	8%	5%
Intellectual Disability	11%	7%	6%	6%

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2021-22 Data on Special Education in Missouri - Placement

	Black (Not Hispanic)	Hispanic	Two or More Races	White (Not Hispanic)
Regular class 80% or more of the day	53%	57%	58%	57%
Regular class 40% to 79% of the day	28%	31%	29%	29%
Regular class less than 40% of of the day	12%	9%	9%	8%
Separate School	5%	2%	2%	3%
	17%	11%	11%	11%

We know there are inequities and those inequities show up in the data. The way to get to the root of these inequities is to **Mine The Data**. Ultimately, using the data to provide a more equitable system. Data mining is a process to systematically improve equity, so that every child gets what they need.

INCLUSION

REPRESENTATION

Diversity

EQUITY

Consideration

FAIRNESS

Justice

Participation

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WHAT IS DATA MINING?

Data mining is the use of multiple data sets or multiple levels of data within a set that can help improve our interpretation of the data and our response to it.

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ATTENDANCE DATA

- 4 students with 90.1% average attendance (summative data)
- Student 1 – 90.1%
- Student 2 – 90.1%
- Student 3 – 90.1%
- Student 4 – 90.1%

What context information might be useful in interpreting these results and deciding what to do?
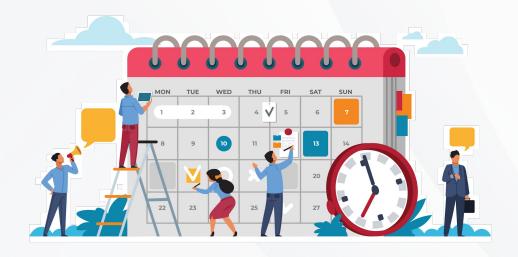
ATTENDANCE MATTERS

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MINE THE DATA

What time of year is it?

- January
- April
- October

How do different times of the year impact your interpretation of the information and needed actions?

HOW WERE THE ABSENT DAYS SPACED OUT?

How would you find this information?

How does adding information from raw data patterns impact your decisions?

- Student 1 – Before and after Thanksgiving and Winter Break

- Student 2 – Every Wednesday

- Student 3 – Randomly

- Student 4 – Randomly

ATTENDANCE MATTERS

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Think about a recent situation in which you could have used multiple data sources to refine your actions.

- What was the situation and what else would you liked to have known?
- What additional data sources would you need to access?
- What kind of information might you have found?
- How might that have impacted your decisions?

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DATA RELATED TO TYPES OF GOAL

TARGET GOAL
aka MSIP 6 Status Points

- Needs a standard
- Summative information
- Met or Not met

IMPROVEMENT GOAL
aka MSIP 6 Progress Points

- Needs baseline data
- Summative and formative information
- Measures amount of progress
- Data mining

90% of students at 90% attendance

Which of your building goals falls into each goal type?

Increase attendance by 3% or more

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HIGH SCHOOL PROGRESS TO GRADUATION

- Added to MSIP 6

- Data mining revealed that student who earn less than 6 credits per year are less likely to graduate in 4 years (Standard TL1I)

- Calculated by grade/cohort (cohort established 1st year as a freshman)

Expectation for each grade (target goal) at least

Grade 9 – 6 credits

Grade 10 – 12 credits

Grade 11 – 18 credits

Grade 12 – 24 credits

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MINE YOUR DISTRICT'S DATA - PROCESS

- First, brainstorm variables that might be factors in student success in a course.

    Possibly: attendance, work completion, test scores, study skills, social relationships, academic supports, level of classes, schedules, out-of-school responsibilities, necessary learning resources

- Next, think about how, when, and where you can get data for the variables you brainstormed.

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S P E C I A L I Z E D   F O R   S U C C E S S

- Identify patterns in data: some students have failed courses beginning with the first semester of 9th grade.

- Use the data from those that have failed courses the first semester and begin to analyze them by one or more of your variables.

- Begin to cluster students by the variables you think may be impacting them or by no variables seeming to stand out.

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NEXT STEPS

- Identify focus group - failing students with good class attendance

- Review data at deeper levels through multiple lenses

	Student 1	Student 2	Student 3	Student 4	Student 5
% Completed assignments	59%	95%	90%	100%	89%
Average score on completed assignments	85%	40%	25%	79%	56%
Assignment in which students did best -- in-class or homework	In-class	In-class	In-class	Home work	Home work
Average test score	55%	39%	75%	47%	50%
Question types successful on – multiple choice (MC), short answer (SA), both (B), Random (R)	B	R	MC	MC	SA

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NEXT STEPS

How would you describe each of these students? If you were to look for other students who performed similarly, describe the characteristics that person would have.

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Question types successful on – multiple choice (MC), short answer (SA), both (B), Random (R)	B	R	MC	MC	SA

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What are some things that could be done to help each of these students?

- What things have you done before in similar situations?

- What things have you considered but never done?

- What out of the box ideas do you have for resolving this inequity?

Are there other areas you feel you need to continue exploring for any of these students?

Remember

We know there are inequities and those inequities show up in the data.

The way to get to the root of these inequities is to mine the data.

Ultimately, using the data to provide a more equitable **system.** Data mining is a process to **systematically** improve equity, so that every child gets what they need.

Since this is not just about one student but **systematizing equity**. Every student who needs this intervention must receive it.

Think about your previous ideas, what one or two of these could you put in place in a **systematic** way? To find the students who you think would benefit from this change, for what characteristics would you search?

Are there other areas you feel you need to continue exploring for any of these students?

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QUESTIONS