RESOURCE INEQUITY DATA TOOL 2020–2021

Aligning school and district resources with your equity goals is foundational to ensuring that all students have educational opportunities and supports that match their needs. This tool is designed to help you:

- Examine distribution of resources (staffing, funding, instructional materials, and engagement with families);
- Compare school, district, and state data to see where your school and district stand relative to others;
- Ask some key questions to find patterns in the data; and
- Consider action steps to better align your resources with your goals.

Examining resources is very complex. Adjusting resources is both a technical and an adaptive challenge. As such, while this tool helps meet a requirement for schools identified under the Every Student Succeeds Act (ESSA) and begins a discussion about resource inequities, teams need to cautiously consider the unintended consequences of making or not making changes.

Remember that it is within your sphere of influence to address assumptions, beliefs, practices, and behavior of adults working in your school and district. It is *not* within your sphere of influence to change parents, families, or the background histories that students carry with them. Frame the next steps in your school's continuous improvement process as actions that educators will take.

Following the contextual enrollment data on the next page, this data tool contains the following sections, providing an opportunity to examine resource distribution in the following key areas:

1. Access to high-quality and appropriately licensed educators
2. High-quality instructional materials
3. Distribution of funding
4. Family engagement

Each section contains a data table, followed by data inquiry questions to inform your school's planning.

Note: This Resource Inequity Data Tool is designed as a resource for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI/ATSI) schools developing improvement plans in collaboration with stakeholders under the Every Student Succeeds Act (ESSA). Reviewing the data in the tool may benefit all schools, whether identified under ESSA or not. Use of this Resource Inequity Data Tool is not required for any schools, but identifying and addressing resource inequities is required for CSI and ATSI schools. The data within this tool is not intended to represent a complete list of possible resource inequities.

District:_____ - School:_____

Context: Enrollment Demographics

Awareness of these basic demographics will help you examine the data in other sections and identify disparities.

ENROLLMENT (2019-20 Third Friday of September)	School		District		State	
	Number	Percent	Number	Percent	Number	Percent
Total					857,197	100.0%
Race/Ethnicity						
American Indian or Alaskan Native					9,366	1.1%
Asian					35,174	4.1%
Black or African American					77,017	9.0%
Hispanic/Latino					107,733	12.6%
Native Hawaiian or Other Pacific Islander					631	0.1%
Two or More Races					37,384	4.4%
White					589,879	68.8%
Student Groups						
Students with Disabilities					120,283	14.0%
Economically Disadvantaged					363,075	42.4%
English Learners					51,836	6.0%

[1] Numbers in this table are based on the WISEdata student snapshot for Third Friday of September, with School Report Card corrections applied.

Note: to maximize the usefulness of this data tool for continuous improvement planning, student group numbers are displayed without redaction. To protect student privacy, please do not share it publicly. For data to be publicly released DPI first redacts any small student groups to prevent direct disclosure of student information according to our policy on safeguarding student data.

Section 1: Access to High-Quality and Appropriately Licensed Educators

Part A: The Data

TEACHERS (2019-20)	School		District		State	
	FTE	Percent	FTE	Percent	FTE	Percent
Total					60,719	100.0%
Qualifications						
Fully licensed					56,114	92.4%
Out-of-field or licensed with stipulations					1,726	2.8%
No license					2,112	3.5%
Tenure						
3+ yrs experience in assignment area code					45,540	75.0%
<3 yrs experience in assignment area code					15,179	25.0%
Race/Ethnicity						
American Indian or Alaskan Native					174	0.3%
Asian					531	0.9%
Black or African American					1,179	1.9%
Hispanic/Latino					1,246	2.1%
Native Hawaiian or Other Pacific Islander					32	0.1%
Two or More Races					226	0.4%
White					57,332	94.4%

[1] Teacher FTE numbers include the positions of Teacher (position code 53) , Teacher-in-charge (position code 19), Speech/Language Pathologist (position code 84), Librarian (position code 86), Library Media Specialist (position code 87), and Instructional Technology Integrator (position code 88).

[2] Teacher and principal data come from the WISEstaff data collection (formerly the PI-1202 Fall Staff reports) and the annual license audit performed by the Teacher Education, Professional Development and Licensing team.

[3] Qualifications values may not sum to the value in the Total row. This occurs when the quality of data submitted by a school or district is insufficient to determine teacher license status.

Section 1: Access to High-Quality and Appropriately Licensed Educators

Part A: The Data (Continued)

PRINCIPALS (2019-20)	School	District		State	
	FTE	FTE	Percent	FTE	Percent
Total				2,526	100.0%
Tenure					
3+ yrs experience in assignment area code				2,003	79.3%
<3 yrs experience in assignment area code				523	20.7%
Race/Ethnicity					
American Indian or Alaskan Native				5	0.2%
Asian				16	0.6%
Black or African American				194	7.7%
Hispanic/Latino				60	2.4%
Native Hawaiian or Other Pacific Islander				2	0.1%
Two or More Races				9	0.3%
White				2,241	88.7%

[1] Principal FTE numbers include the positions of Principal (position code 51) and Assistant Principal (position code 52).

[2] Teacher and principal data come from the WISEstaff data collection (formerly the PI-1202 Fall Staff reports) and the annual license audit performed by the Teacher Education, Professional Development and Licensing team.

Part B: Data Inquiry Questions

With your district or school leadership team, compare school, district, and state data and identify significant differences. Your team may have additional questions.

- Does our school have a higher percentage of teachers who are out-of-field or licensed with stipulations compared to the district or state? If so, what are some practices that may be contributing to this?
- Does our school have a higher percentage of uncertified teachers compared to the district or state? If so, what are some practices that may be contributing to this?
- Does our school have a higher percentage of teachers with less than three years of experience compared to the district or state? If so, what are some practices that may be contributing to this?
- Are teacher demographics proportionately aligned to the student demographics? If not, what are some practices that may be contributing to this?
- What are the consequences of hiring practices for different groups of educators? How do hiring practices impact different groups of students? Who stands to benefit the most, and who stands to lose the most from our hiring practices?

Section 2: High-Quality Instructional Materials

Part A: The Data

Research shows that engaging students with high-quality, grade-level, standards-aligned instructional materials while engaging educators with on-going, job-embedded professional learning on those materials can result in student achievement gains. The following tools can be used to assess alignment with standards as well as the extent to which materials are responsive to the cultures represented in your student body.

- Ed Reports https://www.edreports.org/ (close attention should be paid to the edition and year of publication since in some cases, different editions have different ratings)
- Achieve the Core Instructional Materials Evaluation Tool (IMET)
- NYU Culturally Responsive Curriculum Scorecards
- EQuIP (Educators Evaluating the Quality of Instructional Products) Rubrics
- NCSM Materials Analysis Tool (Mathematics only)
- Additional tools available on DPI's FAQ page for instructional materials and professional learning

INSTRUCTIONAL MATERIALS	Last updated	Level of standards-alignment	Level of cultural responsiveness	Used for Title I and/or Special Ed
Literacy Instructional Materials				
1)				
2)				
3)				
4)				
Mathematics Instructional Materials				
1)				
2)				
3)				
4)				

Part B: Data Inquiry Questions

- What is the overall level of alignment of our district or school instructional materials to academic standards in literacy and mathematics? What are some practices that may be contributing to any lack of alignment?
- Do all students – including those receiving Title I, Special Education, or English language instruction services – have access to grade-level, standards-based instructional materials? If not, what are some practices that may be contributing to this lack of access?
- Do all students have access to culturally responsive instructional materials? If not, what are some practices that may be contributing to this lack?
- How often do we provide professional development to teachers that supports their use of our district's or school's instructional materials for literacy and/or mathematics? What is the impact of the professional development? How do we measure that impact?

Section 3: Distribution of Funding

Part A: The Data

The Wisconsin Department of Public Instruction's School Financial Services team annually collects and reports school- and district-level per-pupil expenditure data. The numbers in the table below compare your school to your district as well as to a statewide average of per-pupil expenditure. School data is also viewable in the WISEdash Public Portal on the ESSA/Per Pupil Expenditures dashboard. To understand more about this data please see the SLR (School-Level Reporting) Data Reporting Format.

FUNDING (2019-20)	School	District	State
Per-Pupil Expenditure			$12,252

Part B: Data Inquiry Questions

Based on per-pupil expenditure and the student demographics in our school and district:

- Are economically disadvantaged students receiving financial support at an equitable level? If not, what are some practices that may be contributing to this disparity?
- Are students of color receiving financial support at an equitable level? If not, what are some practices that may be contributing to this disparity?
- Given the current funding situation, what could we do that would be effective in counteracting the consequences of systemic inequality?

Section 4: Family Engagement

Part A: The Data

The Wisconsin Department of Public Instruction does not currently collect statewide data related to family engagement for all students within a school or district. DPI periodically collects district-level data specific to special education family engagement (Indicator 8) and provides individual district reports. We encourage you to examine these district reports as well as your local data when completing the table below.

In the below table, please use the following definitions.

Families engaged: this year, family members attended two or more school events that were linked to learning; and/or family members communicated on multiple occasions with school staff.
Families who participated in shared decision making: this year, family members served on school advisory councils; helped devise school mission and vision; or helped plan and conduct school activities.

FAMILY ENGAGEMENT & LEADERSHIP	School		District	
	Number	Percent	Number	Percent
Total Families				
Engagement & Leadership				
Families engaged				
Families who participated in shared decision making				
Survey Activity				
	Yes	No	Yes	No
Were families surveyed this year?				
If yes, were results of surveys shared with staff and families?				
Survey Results				
	Number	Percent	Number	Percent
Families reported feeling welcomed, honored, and connected to their child's learning				
Families reported feeling that their contributions are valued				
Families reported receiving information about how their input would be used				

Section 5: Family Engagement

Part B: Data Inquiry Questions

- Are we meaningfully engaging families as partners and decision makers in our school?

    - If so, which practices are we using to successfully engage families?
    - If not, which practices may be contributing to a lack of family engagement?
    - What barriers of time, understanding, or access do families face?

- Are families we engage as partners and decision makers representative of all student groups?

    - Which families are *not* participating in shared decision making? Why not?
    - What barriers of time, understanding, or access do families face?

- Are we engaging families in decision making using multiple forms of data?

    - Which data do we share with families as decision makers on our school team?
    - How do we help families understand our student outcome and survey data?

- How do we ensure that families' voices are valued in the continuous improvement planning process?

    - How are we planning to meaningfully include families throughout the improvement planning process?
    - What contributing roles will families play in the improvement planning process?
    - How do we recognize families' contributions to the improvement planning process?

Clarify

Pause, reflect, and document data findings

1. Based on our team's analysis of data and discussion, utilizing the inquiry questions, what issues rise to the top, requiring action?

Example response: A team has identified some specific resource inequities in Section 2: Access to High-Quality and Appropriately Licensed Educators. The team discusses that the school experiences a high turnover rate of teaching staff.

2. Based on our team's identified area(s) of need, which practices are possible root causes (root cause analysis tools are available in WISELearn)?

Example response: After a root cause analysis, the team identifies the high turnover rate is a result of new educators to the building not being mentored and supported to implement the instructional materials.

Planning for Action Steps

How might we address the root cause(s) revealed?

Example response: The team considers mentoring might be used to support inexperienced, new, and out-of-field educators, and considers changes in practices around assignment, recruitment, and retention. From there, the team creates an action plan to systematically take steps that will support access to high-quality and appropriately licensed teachers.

A template for action planning is included in part three of the Data Inquiry Journal within WISEdash for Districts.

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