

# Data Elements for Equity

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WISCONSIN DEPARTMENT OF  
**Public Instruction**  
Jill K. Underly, PhD, State Superintendent

# Every Child. Every Day.

**The Department of Public Instruction is the state agency that advances public education and libraries in Wisconsin. Our mission is to ensure that every child, regardless of zip code, has access to quality public education programs, enrichment opportunities, and special education supports, so that all of our kids can be successful.**

# Purpose

- **We know that using data to drive decision making, especially when we are trying to address inequities and close gaps, can be very impactful. As State Superintendent Dr. Underly said in a recent assessment press release:**
  - *“We’ve known Wisconsin’s racial disparities in assessment results are among the widest in the nation for too long, and these troubling results are yet one more indication that we must close the opportunity gap in our state. We need continued investment, intervention, and innovation in our state... to help put targeted resources and supports in our schools and ensure we are helping the students who need it the most at this critical time. They deserve no less, and neither do we.”*
- **Ensuring that we have the most complete picture when it comes to student information is integral to understanding how to meet our students’ needs.**

# Session Goals

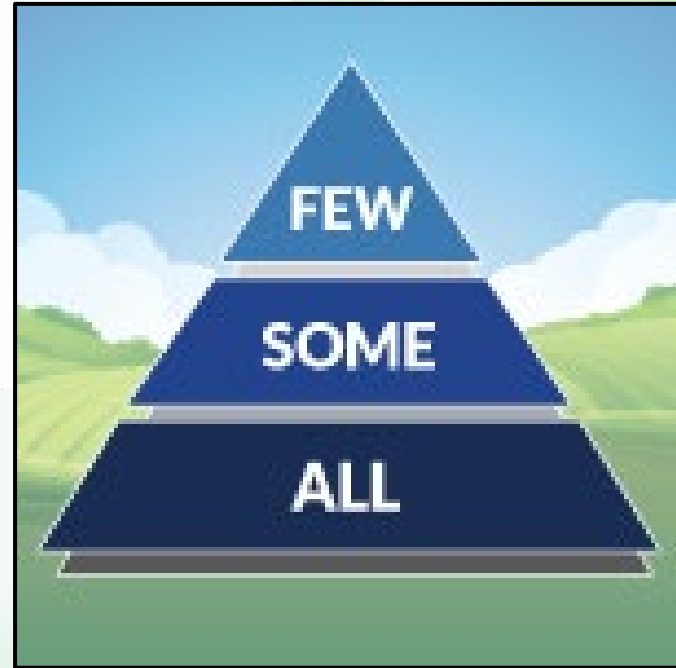
- **See student data as the initial resource.**
- **Use student data to locate needs.**
- **Viewing data through a lens of Equity**
- **Providing WISExplore & other DPI resources.**
- **Time for you to reflect, share & plan.**
- **Feedback: What would you like more information on?**

# Embracing Equity: The Four Agreements

1. **Stay Engaged:** Listen fully (ears, eyes and heart) – Seek clarification to deepen understanding – Limit distractions – Notice disengagement & aim to re-engage.
2. **Speak Your Truth:** Use “I” statements – Share your story – Avoid blame and judgement – Share ‘messy’ but not ‘mean’.
3. **Accept and Expect Non-Closure:** More questions than answers – be open to the experience of others – allow others to enter conversations in different ways.
4. **Experience Discomfort:** Notice moments of discomfort – pay attention to your reactions to that discomfort, name it and lean in – Growth results from discomfort.

# Educational Equity

- Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income.





# Five Focus Areas of Educational Equity



1. **Effective Instruction:** Each student is taught by teachers using high-quality, standards-aligned, culturally responsive materials and practices.



2. **School and Instructional Leadership:** Each student's needs are met in schools led by high quality and effective educators.



3. **Family and Community Engagement:** Each student attends a school that authentically engages with families, communities, and libraries.



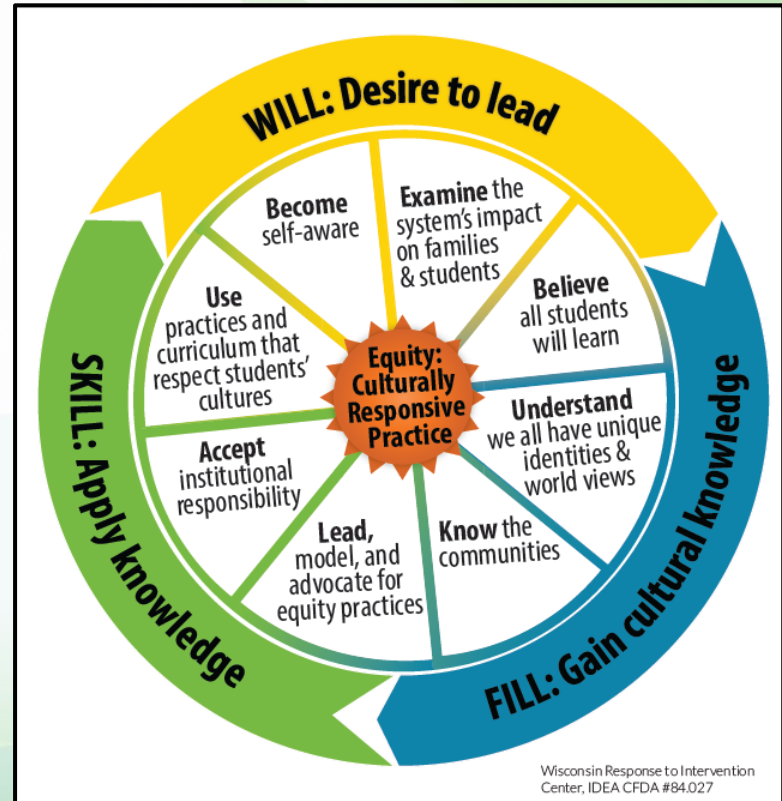
4. **Safe and Supported Students:** Each student learns in an environment that promotes social, emotional, and physical well-being and removes barriers to learning.



5. **Meaningful Relationships with Students:** Each student has meaningful connections with at least one adult in their school.

# Evidence-Based Culturally Responsive Practices

- Equity is obtained through [culturally responsive teaching practices](#).
- It's a journey, not a destination...
- School staff and school mental health providers are recognizing the needs of students from diverse cultural backgrounds and offer programs that reduce disparities in services.





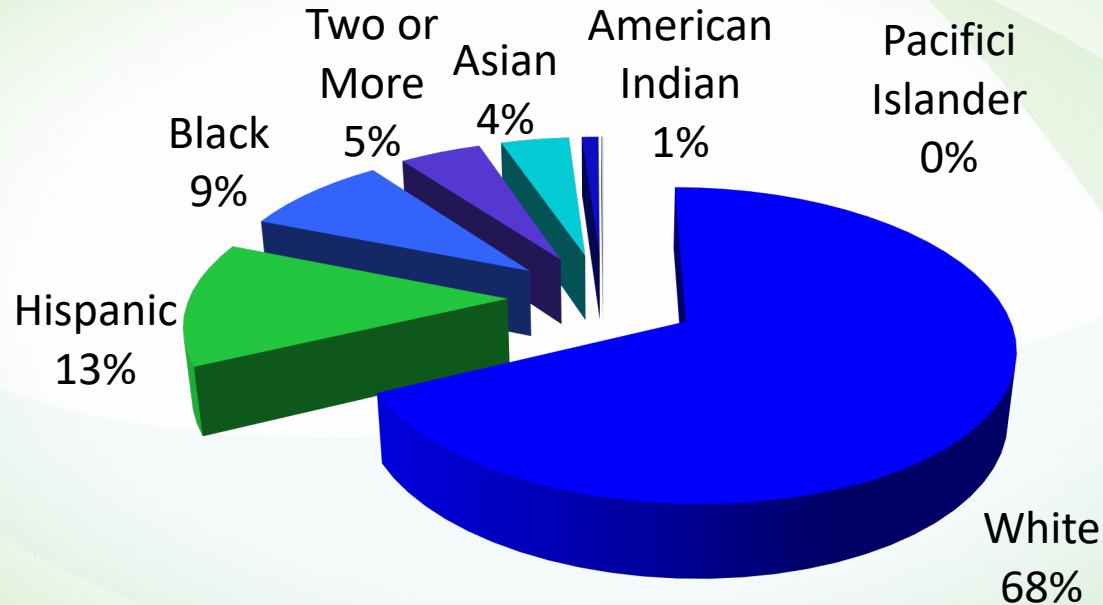
# Overview of Data Elements

- **Race / Ethnicity (ethnic origins)**
- **Migrant Status**
- **EL Status – EL Testing Expectations**
- **Tribal Affiliations**
- **Economic Disadvantage Status**
- **Homelessness Status**
- **Digital Equity**

# Race: Purpose

- **Racial and ethnic data are used in federal education reports that districts and states submit to receive federal funds.**
- **Race and ethnicity have always been collected and reported to the U.S. Department of Education.**
- **The reports are required for federal eligibility and accountability reports.**
- **The Office for Civil Rights collects data to assist with its enforcement of laws prohibiting discrimination on the basis of race and national origin.**

# Statewide Enrollment by Race/Ethnicity

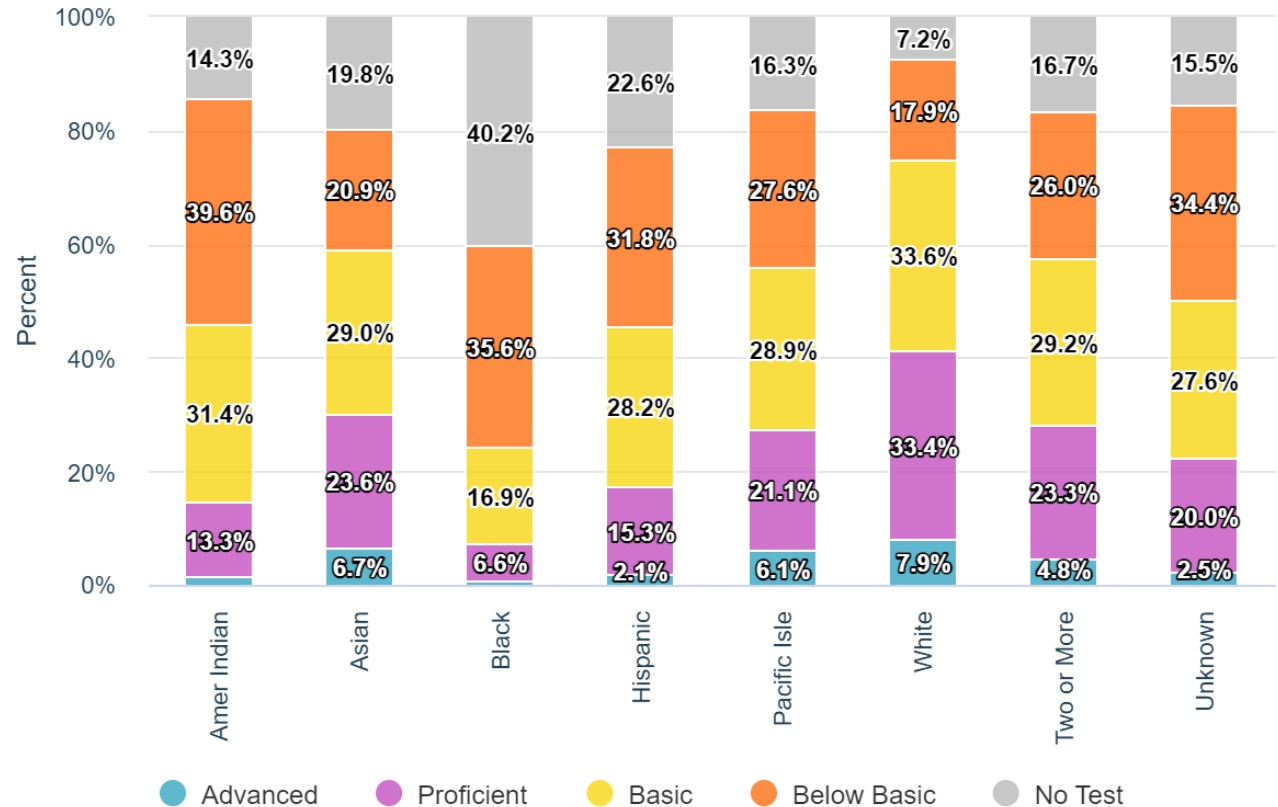


Number of Non-White students: 266,256

Number of White students: 562,887

# Race / Ethnicity: Data

- Wisconsin's racial disparities in assessment data are egregious.
- In disparities by race, we are the worst state in the nation.



# Race: Challenges

- Wisconsin has the worst racial disparities in the nation
- [Race in the Heartland: Wisconsin's Extreme Disparity](#)
- [Wisconsin has the Widest Achievement Gap on Nation's Report Card](#)
- Comparing the experience of Black citizens to White citizens
- DPI is making new dashboards on WISEdash Public for the 23-24 school year to reflect the Wisconsin Achievement/Opportunity gap

# Race/Ethnicity: Guiding Questions

- Do I view these data gaps as an “Achievement gap” or as an “Opportunity gap”?
- What students in what racial group have less representation ?
- What are the intended and unintended consequences of using this curriculum for all of our students – especially students in less represented groups?
- What kind of professional development do our educators need to gain deeper cultural awareness of different racial groups in our schools/community?
- Is there a measurable racial “Engagement gap?”
- Is there a measurable racial “Belonging gap?”



# Race/Ethnicity: Action Steps

- Engage with families of all races to find ways to celebrate different racial identities
- Consider curriculum review
- Hold staff book club discussions on topics staff wants to know more about
- Use existing support teams to create needed student supports
- Survey staff and students about perceptions of safety and belonging
- Engage community members to share resources

# Race/Ethnicity: Resources

- Wisconsin Educational Opportunity Programs (WEOP) webpage
- <https://dpi.wi.gov/weop>
- SSPW Resources:
- [Promoting Excellence for All eCourse](#)
- [Culturally Responsive Problem-Solving webinar](#)
- EDFacts Resources:
- [U.S. Dept of Education “Strategies and Considerations to Increase Student Diversity”](#)
- Closing the Achievement Gap Consortium
- <https://www.cagcwi.org/>

# Ethnic Origins: Purpose

- **The Ancestry/Ethnic Origins data element describes racial or ethnic subgroups that a student belongs to.**
- **This data element captures more specific information than the Race/Ethnicity data element so that schools and districts can better target programs to support students from marginalized groups.**
- **This data is not tied to teacher performance or evaluation**

# Federal Reporting Categories

<b>Code</b>	<b>Short Description</b>	<b>Description</b>
<b>I</b>	American Indian - Alaskan Native	American Indian - Alaskan Native
<b>A</b>	Asian	Asian
<b>B</b>	Black - African American	Black - African American
<b>P</b>	Native Hawaiian - Pacific Islander	Native Hawaiian - Pacific Islander
<b>W</b>	White	White

# Ethnic Origins: Hispanic/Latinx and Asian

Ethnicity	Ancestry/Ethnic Origins Options
Hispanic or Latino	Colombian
	Ecuadorian
	Guatemalan
	Mexican
	Puerto Rican
	Salvadoran
	Spanish/Spanish-American
	Decline to indicate
	Unknown
	Other

Asian	Burmese
	Chinese
	Filipino
	Hmong
	Indian
	Karen
	Korean
	Vietnamese
	Decline to indicate
	Unknown
	Other

# Ethnic Origins: Black / African-American

**Black or African-American**

African-American

Ethiopian-Oromo

Ethiopian-Other

Liberian

Nigerian

Somali

Decline to indicate

Unknown

Other



# Ethnic Origins: Resources

- [Federal Registrar website proposing revisiting Ethnic Origins data element](#)

- You can submit comments here: <http://www.regulations.gov>

Click the link, type “OMB-2023-0001” in the Comment or Submission search box, click Go, and follow the instructions for submitting comments

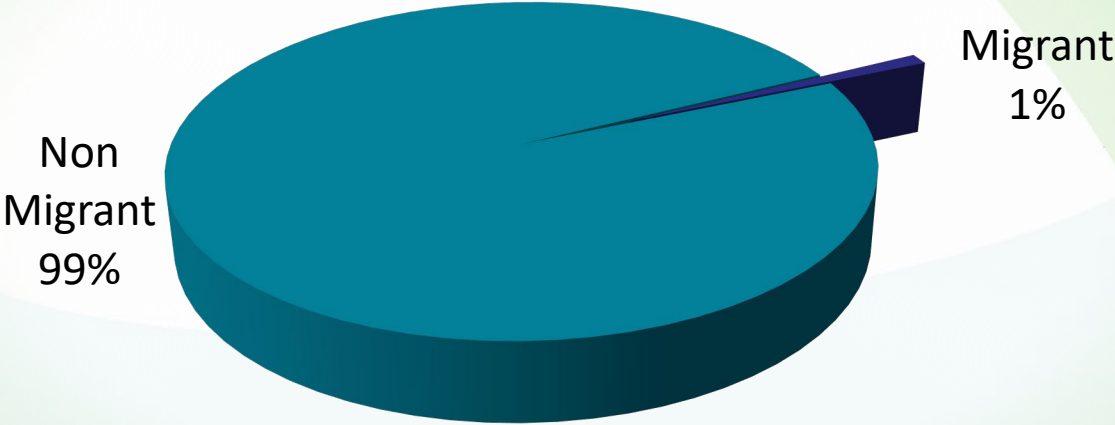
- [US Census Bureau: Ancestry](#)
- U.S. Department of Education: [Shared Ancestry or Ethnic Characteristics](#)
- [National Equity Atlas](#)

# Migrant Student Reporting: Purpose

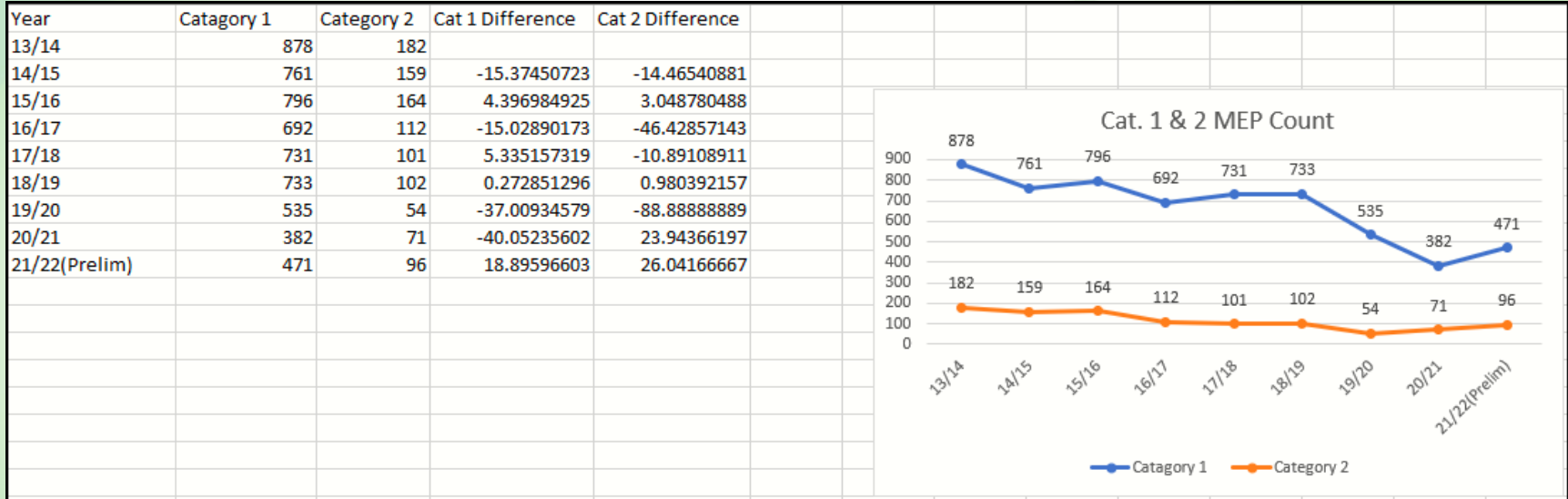
The shared mission of the Title I, Part C Migrant Education Program, and provisions of Title I, Part A of the Every Students Succeeds Act (ESSA), is to provide migratory students the supplemental instructional services and support they need to succeed.

- **Migratory Students are Eligible for the Following Services:**
- Free school lunch (categorically eligible for the school year and summer)
- Access to Title I, Part A services on the same basis as other students
- Support services that can be provided through use of Title I, Part A reserved funds
- [Migrant Education Program \(MEP\)](#) summer programming, provided by local Regional Coordinators across the state where available

# Statewide Enrollment for Migrant



# Migrant Status: Data



- (Cat 1) Total number of children identified
- (Cat 2) Small number of children utilizing MEP resources
- Nationally, 90% of migrant children are of Latino origin, and 34% are EL

# “Everyone” Means Everyone: Including Undocumented Students

- In 1982, the Supreme Court determined in *Plyer v. Doe* that all students, regardless of their immigration status, are entitled to access to K-12 education.
- School personnel may not ask questions of students or families that may reveal their immigration status. In other words, it’s against the law for anyone working in a school to ask for information (such as a social security number) that would reveal whether a student or their family members are in the United States legally or illegally.

# Migrant Status: Challenges

- **Physical/safety challenges: labor-intensive work, no health insurance benefits**
- **Socioeconomic challenges: well below poverty level income**
- **Emotional challenges: isolation (lack of community), family separation, social alienation**
- **Educational challenges: language barrier, educational background, poorly funded federal programs, highest drop-out rates in the nation**



# Migrant Status: Action Steps

- **Increase your awareness**
- **Build on youth identifies as an asset in the classroom**
- **Use existing support teams to create supports**
- **Strengthen relationships with families and community/support organizations**
- **Ensure language supports are appropriate & meet current needs**
- **Demonstrate a Communication Plan to promote success and safety**

# Migrant Status: Guiding Questions

- **What are we doing to get to know the experiences, culture (beliefs, values, practices), fears and aspirations of our migrant youth and families?**
- **What are we doing to ensure our students' cultures are safe, seen and valued in our school/district?**
- **Whose expertise (person/team) best fits to support migrant youth & families?**
- **Is there a community resource we can contact to join our support team?**
- **How are we creating appropriate and sustainable language supports?**
- **Do we have a systemic communication plan in place?**

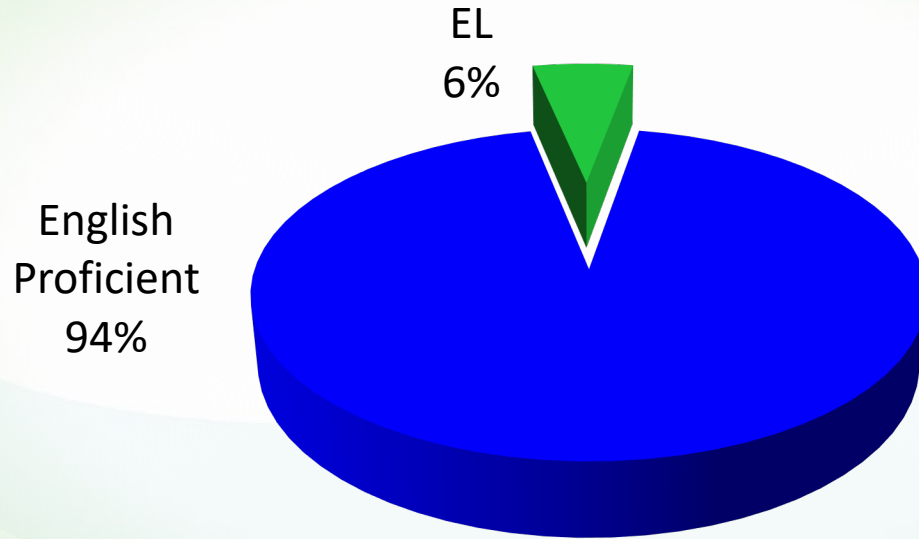
# Migrant Status: Resources

- DPI's Education and Services for Migratory Children webpage:
- <https://dpi.wi.gov/migrant>
- Bilingual/ESL Program Resources:
- [Creating Safe and Healthy Environments for Immigrant and Refugee Youth](#)  
- a four-part e-Learning course created by DPI
- ED Facts Resources:
- [U.S. Dept of Education OELA "Newcomer Tool Kit"](#)

# EL Status: Purpose

- [PI 13.08 Wis. Admin Code](#)
- English Language Proficiency codes (ELP codes) will be used for disaggregated reporting and accountability purposes, including:
- State Report Cards, ESSA Report Cards, and Title III.
- They are also used as a measure of the acquisition of English language proficiency and to determine the appropriate participation in WSAS.

# Statewide Enrollment of EL Status



# EL Status: Challenges

- **140+ identified languages spoken by Wisconsin students: Spanish, Hmong**
- **Behaviors interpreted as a “will deficit” instead of a “skill deficit”**
- **Immigrant/Refugee Families and Youth:**
  - May/may not be fleeing danger or persecution: Youth may/may not understand why they left country of origin
  - May/may not be legally authorized to live and work in the US: Youth may/may not be financially well supported
  - May/may not be able to return to their country of origin: Youth may/may not want to be in US



# EL Testing and Service Expectations

- Federal and State requirements: Annual testing
- Ensure students are progressing towards full English proficiency
- Serves as the single most psychometrically valid and reliable measure of a student's ELP
- [WIDA's English Language Development Standards](#) advance language development and academic achievement for linguistically and culturally diverse students and youth

# EL Status: Action Steps

- **Increase your awareness**
- **Build on youth identifies as an asset in the classroom**
- **Use existing support teams to create supports**
- **Strengthen relationships with families and community/support organizations**
- **Ensure language supports are appropriate & meet current needs**
- **Demonstrate a Communication Plan to promote success and safety**

# EL Status: Guiding Questions

- **What have we done collaboratively with youth and families to understand expected behaviors, and to address mismatches in behaviors and skills ?**
- **How are we promoting youth and family identities as assets within our school and community?**
- **How can we support our Teams to create solutions that help a broader range of students?**
- **Do we have community resource rooms that could be used to develop or deepen relationships with other community organizations?**
- **How are we capturing student's voices around their own needs? Sharing this with staff?**
- **What methods of communication have been effective to meet the needs of youth and families?**

# EL Status: Resources

- DPI Bilingual and English Learner Education page
- <https://dpi.wi.gov/english-learners>
- Access for ELLs DPI webpage
- <https://dpi.wi.gov/assessment/ell>
- English Learner Policy Handbook
- <https://dpi.wi.gov/english-learners/el-identification-and-placement>

# Tribal Affiliation: Purpose

- The Tribal Affiliation data element allows schools to collect and report tribal affiliations for Native American students who are government registered with a tribe recognized by the federal government.
- This data collection is currently not required but expected to be required in an upcoming year so implementing a process to accommodate this collection is vital.
- There is a critical need for accurate, meaningful, and timely data collection in American Indian/Alaska Native (AI/AN) communities.
- The importance of collaboration and partnership through formal government to government relationships helps to ensure that Wisconsin's American Indian students have the resources they need to become [college and career ready](#)

# Tribal Affiliations: Data

- The Tribal Affiliation data element allows schools to collect and report tribal affiliations for Native American students who are government registered with a tribe recognized by the federal government.
- This data collection can help to develop, test, and demonstrate the effectiveness of services and programs to improve the educational achievements of Native American children and youth.

Tribal Affiliations	Description
Bad River Band	Bad River Band of Lake Superior Tribe of Chippewa Indians
Brothertown	Brothertown Indian Nation
Forest County	Forest County Potawatomi Community, Wisconsin
Ho-Chunk	Ho-Chunk Nation of Wisconsin
Lac Courte Oreilles	Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin
Lac du Flambeau	Lac du Flambeau Band of Lake Superior Chippewa Indians of Wisconsin
Menominee	Menominee Indian Tribe of Wisconsin
Oneida Nation (Wisconsin)	Oneida Nation
Other	Please select a value from the <a href="#">Tribal Affiliation List</a> .
Red Cliff	Red Cliff Band of Lake Superior Chippewa Indians of Wisconsin
Sokaogon	Sokaogon Chippewa Community, Wisconsin
St. Croix	St. Croix Chippewa Indians of Wisconsin
Stockbridge	Stockbridge Muncie Community, Wisconsin



# Tribal Affiliation: Challenges

- **Sense of Belonging – “invisibility” due to:**
- **absence of data**
- **inaccurate media images (cultural misappropriation) such as stereotypes and cultural omissions**
- **historical and contemporary awareness about Native peoples in modern American culture**
- **Efforts for Tribes/Nations to obtain Federal recognition**



# Tribal Affiliation: Guiding Questions

- What are we doing to get to know the experiences, culture (beliefs, values, practices), fears and aspirations of our Tribal youth and families?
- Do any of our staff have sufficient capacity to serve and support our American Indian students?
- What are our current practices and resources for teaching about our [11+1](#) [sovereign tribal nations in Wisconsin](#)? (*Brothertown Indian Nation is still fighting for federal recognition*)
- What community resources could we ask to join our support teams?

# Tribal Affiliation: Action Steps

- Engage with families of all races to find ways to celebrate different racial identities
- Use existing support teams to create needed student supports
- Consider curriculum review
- Provide professional development to staff on preferred ways to represent American Indian/Tribal cultures – historical and current
- Hold staff book club discussions on topics staff wants to know more about

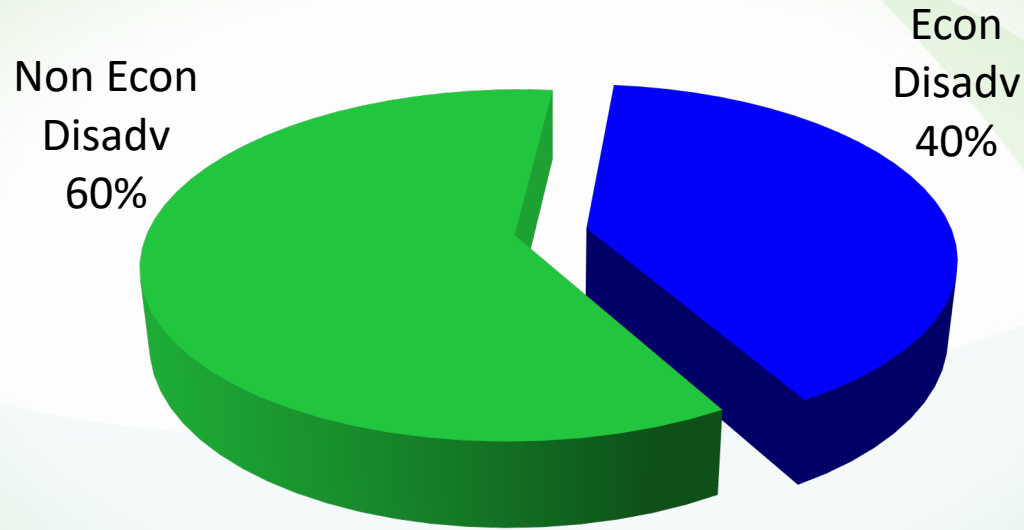
# Tribal Affiliation: Resources

- American Indian Studies Program
- <https://dpi.wi.gov/amind>
- American Indian Studies Events
- <https://dpi.wi.gov/amind/events/upcoming>
- Resources Related to American Indian Education
- <https://dpi.wi.gov/amind/resources>
- National Congress of American Indians Research Center
- <https://www.ncai.org/policy-research-center/research-data/data>

# Economically Disadvantaged Status: Purpose

- **Accountability purposes:** the Education Data Exchange Network (EDEN), E-rate, and certain child nutrition program purposes
- Data element is used to disaggregate attendance, retention, dropout, and graduation rate data by economic status
- Students, including those enrolled in a school participating in the [Community Eligibility Program](#) (CEP), must be individually evaluated every school year to determine ED status. ED status must be reported for students regardless of whether or not the school participates in the National School Lunch Program.

# Statewide Enrollment for Econ Disadv



# Economically Disadvantaged Status: Challenges

- **Disadvantaged children fare worse in almost all well-being areas:**
- **Poor health, including socio-emotional health: lower self-esteem, lower life satisfaction, multiple health complaints**
- **Interconnectedness of living in a poorer environments across home, school and community require support across multiple domains**
- **Multiple domains require government administrations, community shareholders, and community members to create and work towards common goals**



# Economically Disadvantaged Status: Guiding Questions

- **What have we done collaboratively with youth and families to understand expected behaviors, and to address mismatches in behaviors and skills ?**
- **Do we have community resource rooms that could be used to: provide items to students/families? develop or deepen relationships with other community organizations?**
- **How are we capturing student's voices around their own needs? Sharing this with staff?**
- **What methods of communication have been effective to meet the needs of youth and families?**



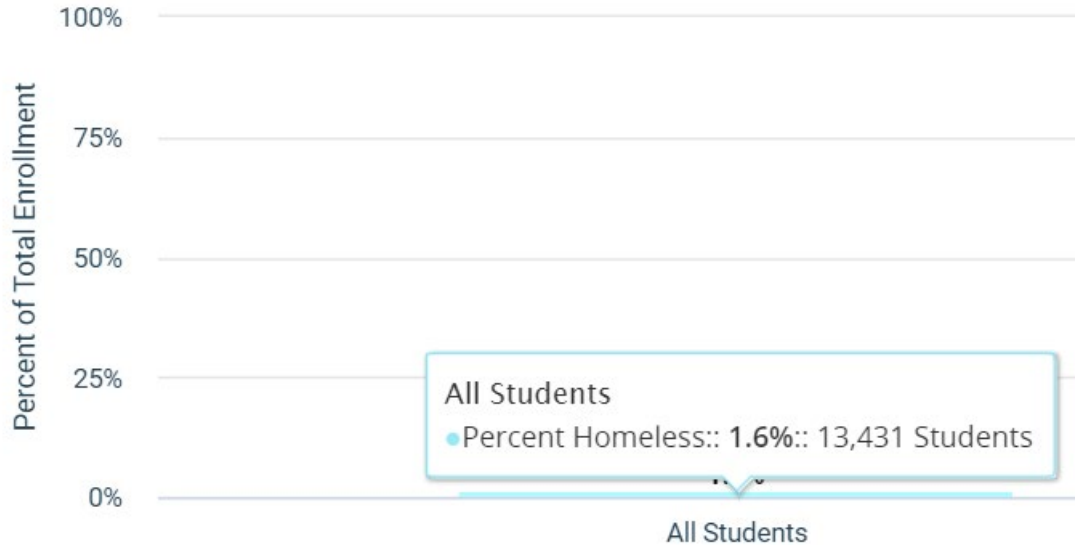
# **Economically Disadvantaged Status: Action Steps**

- **Strengthen relationships with families and community/support organizations**
- **Demonstrate a Communication Plan to promote success and safety**
- **Create a school/district Resource Room, partnering with families and community agencies**
- **Communicate HSED/GED post-secondary and technical education programs in school publications**

# Economic Disadvantaged: Resources

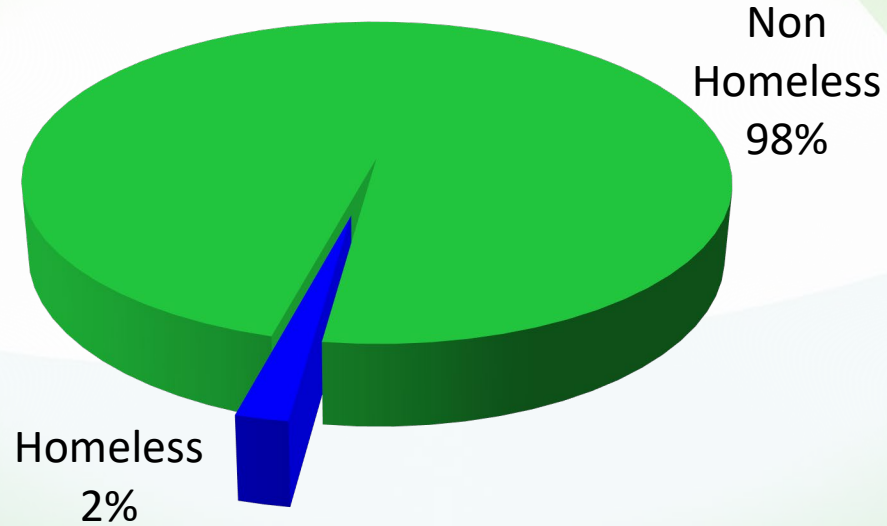
- Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Annual Reports
- [https://dpi.wi.gov/sites/default/files/imce/sspw/21st CLC Annual Report 2022-21.pdf](https://dpi.wi.gov/sites/default/files/imce/sspw/21st_CLC_Annual_Report_2022-21.pdf)  
([ConnectEd story summarizing benefits of the grant](#))
- School Nutrition Programs DPI webpage: grant opportunities and programs
- <https://dpi.wi.gov/school-nutrition>
- The Wisconsin Child Care Resource and Referral Network can provide information on affordable, quality childcare (<https://supportingfamielsttogether.org/>)
- OECD Child Well-Being Dashboard - <https://www.oecd.org/els/family/child-well-being/data/dashboard/> (Organization for Economic Co-Operation and Development)

# Homelessness Status: Purpose



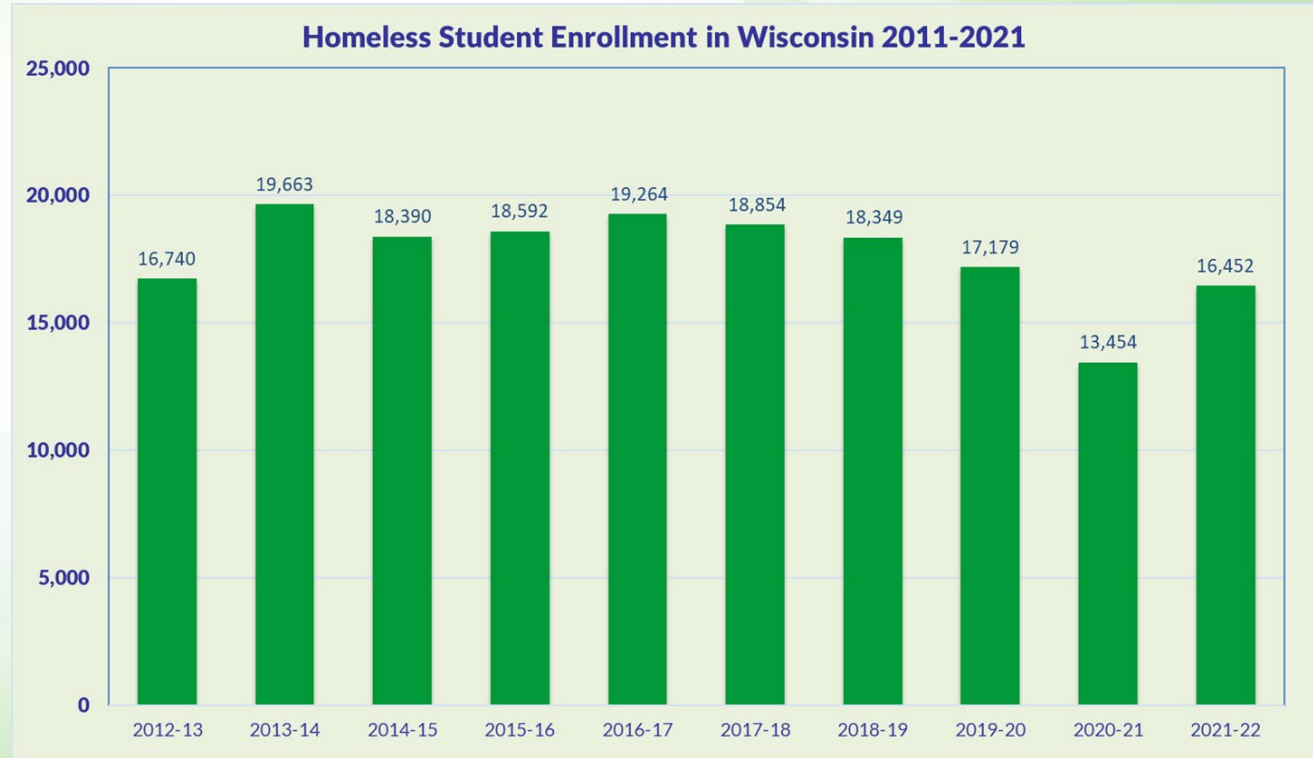
- Determine the status of the education of homeless students in general
- Evaluate the effectiveness of programs supported by the McKinney-Vento Homeless Assistance Act (under ESSA Title IX, Part A).
- Required for all students in all WISEdata records, regardless of whether or not the district receives McKinney-Vento grant funds.

# Statewide Enrollment for Homeless



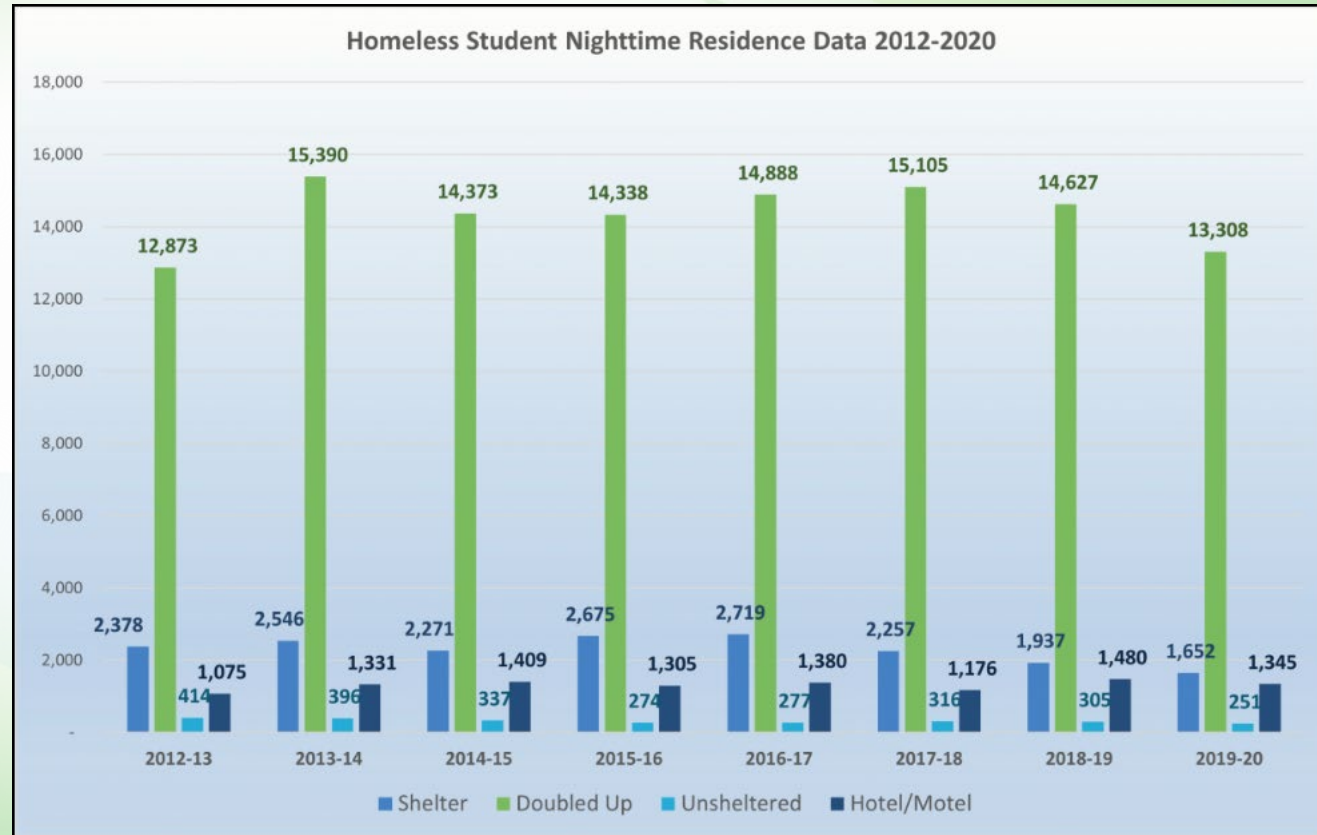
# Homelessness Status: Enrollment

Homeless students lack a fixed, regular, and adequate nighttime residence and/or meet the McKinney-Vento definition.



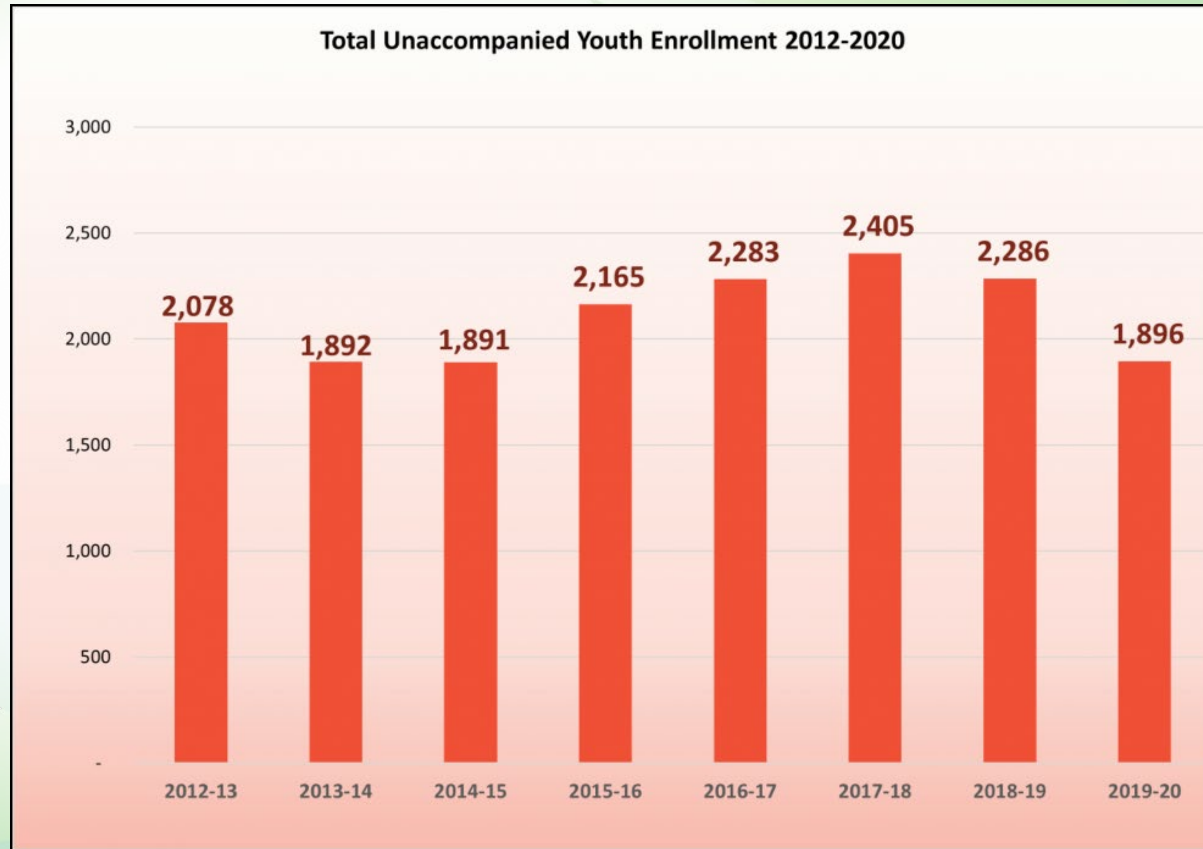
# Homelessness Status: Nighttime Res

Doubled Up, or shared housing due to economic hardship, loss of housing, or similar reasons, is the most common nighttime residency.



# Homelessness Status: Unaccompanied Youth

Unaccompanied Youth indicates whether or not homeless children or youth are in physical custody of a parent or legal guardian.





# Homeless Children and Youth: Challenges

- Higher incidences of acute and chronic illnesses, depression and anxiety.
- Homelessness at any time in early childhood is associated with poor classroom engagement and poor social skills in early elementary school.
- The achievement gap between homeless and low-income elementary students tend to persist, and may even worsen over time.
- A youth who experiences homelessness is 87% more likely to dropout of school.

# Homeless Children and Youth: Guiding Questions

- **What have we done collaboratively with youth and families to understand expected behaviors, and to address mismatches in behaviors and skills ?**
- **Do we have community resource rooms that could be used to: provide items to students/families? develop or deepen relationships with other community organizations?**
- **How are we capturing student's voices around their own needs? Sharing this with staff?**
- **What methods of communication have been effective to meet the needs of youth and families?**

# Homeless Children and Youth: Action Steps

- Stay connected with parents to stabilize students' basic needs
- Plan assignments that students can accomplish at school, during the school day; if work does need to go home, provide all needed supplies
- Coordinate an educational support plan with school support staff
- Strengthen relationships with families and community/support organizations
- Demonstrate a Communication Plan to promote success and safety
- Create a school/district Resource Room, partnering with families and community agencies
- Communicate HSED/GED post-secondary and technical education programs in school publications

# Homelessness : Resources

- Education for Homeless Children and Youth DPI webpage
- <https://dpi.wi.gov/homeless>
- Homeless Liaison Directory
- <https://dpi.wi.gov/homeless/liaisons#directory>
- National Center for Homeless Education
- <https://nche.ed.gov/resources/>

# Digital Equity Data: Purpose

- **Understand the digital needs within a district**
- **Close the gap to ensure high-quality learning for all children through robust broadband and digital learning resources**
  - **Through partnership with the Governor's task Force on Broadband Access, raise awareness of funding opportunities to expand high-speed broadband access, providing technical assistance and support for schools working with local broadband task force groups.**

# Digital Equity Data Collection

- Can the student access the internet on their primary learning device at home? If not, why not? **Internet Access in Residence/Barrier to Internet Access in Residence**
- What is the primary type of internet service used at the residence? **Internet Access Type in Residence**
- Can the student stream a video on their primary learning device without interruption? **Internet Performance**
- What device does the student most often use to complete schoolwork at home? Is the device shared? **Primary Learning Device Access/Primary Learning Device Access Away from School**
- Is the primary learning device a personal device or school-provided? **Primary Learning Device Provider**



# Public Digital Equity Dashboard

- 336 out of 421 public LEAs responded to the optional digital equity collection in the 2022-23 SY.
- This data represents **57.8%** of the students who responded to the survey statewide.
- Of those, **2.7%** did not have internet access, **10%** did not have a device to complete school work where they live, and **19.3%** did not have acceptable performance.





# Digital Equity Data: Challenges

- **Poor student results that are reflective of poor access/connectivity and not reflecting actual student capabilities**
- **Feeling disconnected (actually and emotionally) from peers and school**

# Digital Equity Data: Guiding Questions

- **Are we administering the Digital Equity survey? If not – why not, and should we reconsider?**
- **How are we modifying assignment for students without/with low access?**
- **How are we maximizing student's time with in-school devices (computer lab, library equipment, etc)?**

# Digital Equity Data: Action Steps

- Support the individual needs of every student
- Identify possible Internet providers that can serve a location
- Provide local community partners with critical data needed when submitting broadband grant applications
- Advocate and plan for broadband investments in your community
- Fulfill any state or federal reporting requirements which may arise with CARES, E-rate, or other funding

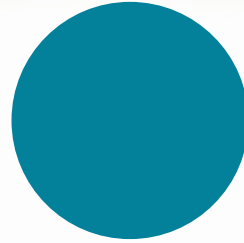
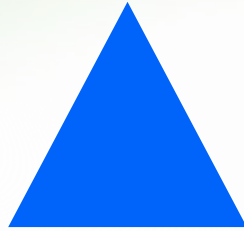
# Digital Equity: Resources

- DPI Digital Equity Gap webpage
- <https://dpi.wi.gov/broadband>
- [Digital Equity Survey for 2023-24 KBA](#)
- [Data Tracking Worksheets](#)
- [Digital Equity Presentation Slide Show](#)

# Take a Pulse

- **How are you feeling about the goals set up at the beginning?**
  - See student data as initial resource.
  - Use student data to locate needs.
  - Viewing data through a lens of Equity (WISExplore, other DPI resources.)
  - Time for you to self-assess & plan.
  - Attendee Feedback: What do you want from DPI?

# Audience Feedback



- **3 points that stood out to you.**
- **What thoughts are circling in your head?**
- **What 'squares' with your thinking?**
- **How do you want to take this information into your work and relationships with colleagues and students?**



# School/Classroom Resources

- **DPI ConnectEd Stories:**
- <https://dpi.wi.gov/news/dpi-connected>
- [WISELearn](#) & [WISELearn Resource Library](#)

The screenshot displays the WISELearn website. On the left, a navigation menu includes 'WISELearn', 'OER Innovation Projects', 'Contact Us', 'Related Links', 'Academic Standards and Content', 'BadgerLink', 'Every Child a Graduate', and 'LearningExpress Library (via...)'. The main content area features the 'WISELearn Resources Library' section, which includes a description of the library as a repository of high-quality, standards-aligned educational resources. Below this, there is a paragraph stating 'We know that materials matter...' and a list of three key actions: 'Find content', 'Participate', and 'Share'.

The screenshot shows the homepage of the WISELearn Resources Library. The header includes the 'WISELearn Resources' logo and navigation links for 'Discover', 'Hubs', 'Groups', and 'Add OER'. A search bar is present with a 'Sign In/Register' link. The main heading is 'WISELearn Resources Library', followed by a welcome message: 'Welcome to the Wisconsin Department of Public Instruction's dynamic digital library and network. Explore our resources and join Wisconsin educators dedicated to curriculum, instruction, professional learning, and collaboration.' Below this is a search filter section with a text input 'What are you looking for?', dropdown menus for 'Subject', 'Education Level', and 'Standard', and a 'Search' button. The bottom section, titled 'Extensive Library, Powerful Findability', features three icons and their corresponding descriptions: 'Browse through collections curated by our digital librarians' (Collections), 'Discover open textbooks and full courses' (Textbooks), and 'Explore Remixable lessons and activities' (Lessons).

# Systems Resource: WISExplore

- **Student Data Inquiry**: Question, Investigate, Clarify, Hypothesize  
Find the root cause (academic, engagement, practices, systems)
  - **Educator Practices Inquiry**: Question, Investigate, Clarify, Propose  
Family Engagement Survey, clarify intended outcomes
  - **Improvement Planning**: Theorize, Plan, Monitor, Sustain
- [DPI Continuous Improvement resources](#)

# Questions?

**~ Thank you! ~**