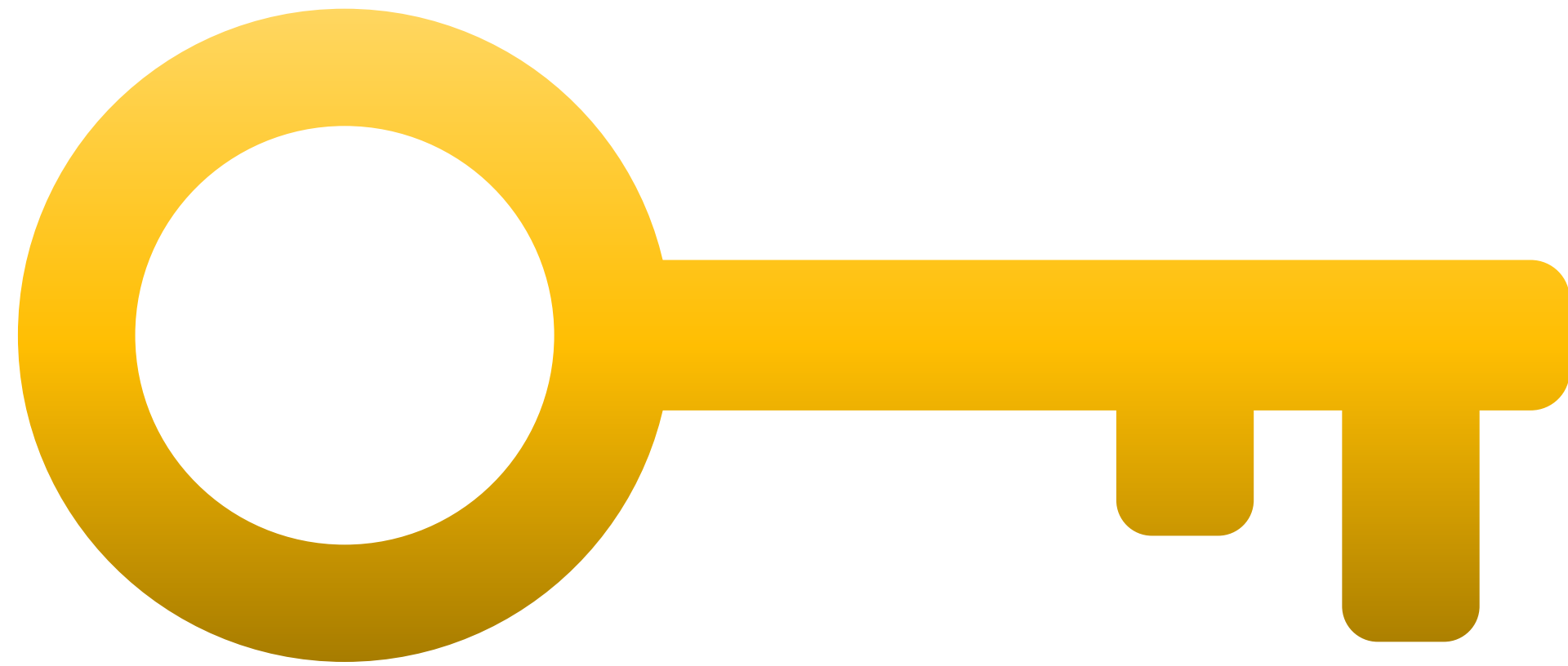


Data for Development

Importance of Making Data Inclusive for Children with Disabilities
in Education

John Paul Cruz
2021 May 7th



1 **Data**



2 **Development**

**We should NOT set
high expectations
for children with disabilities in education.**

Myth!

All those who receive
“special education services”
have severe intellectual disability.

Myth!

**These children with disabilities
do NOT need to
take standardized tests.**

Myth!

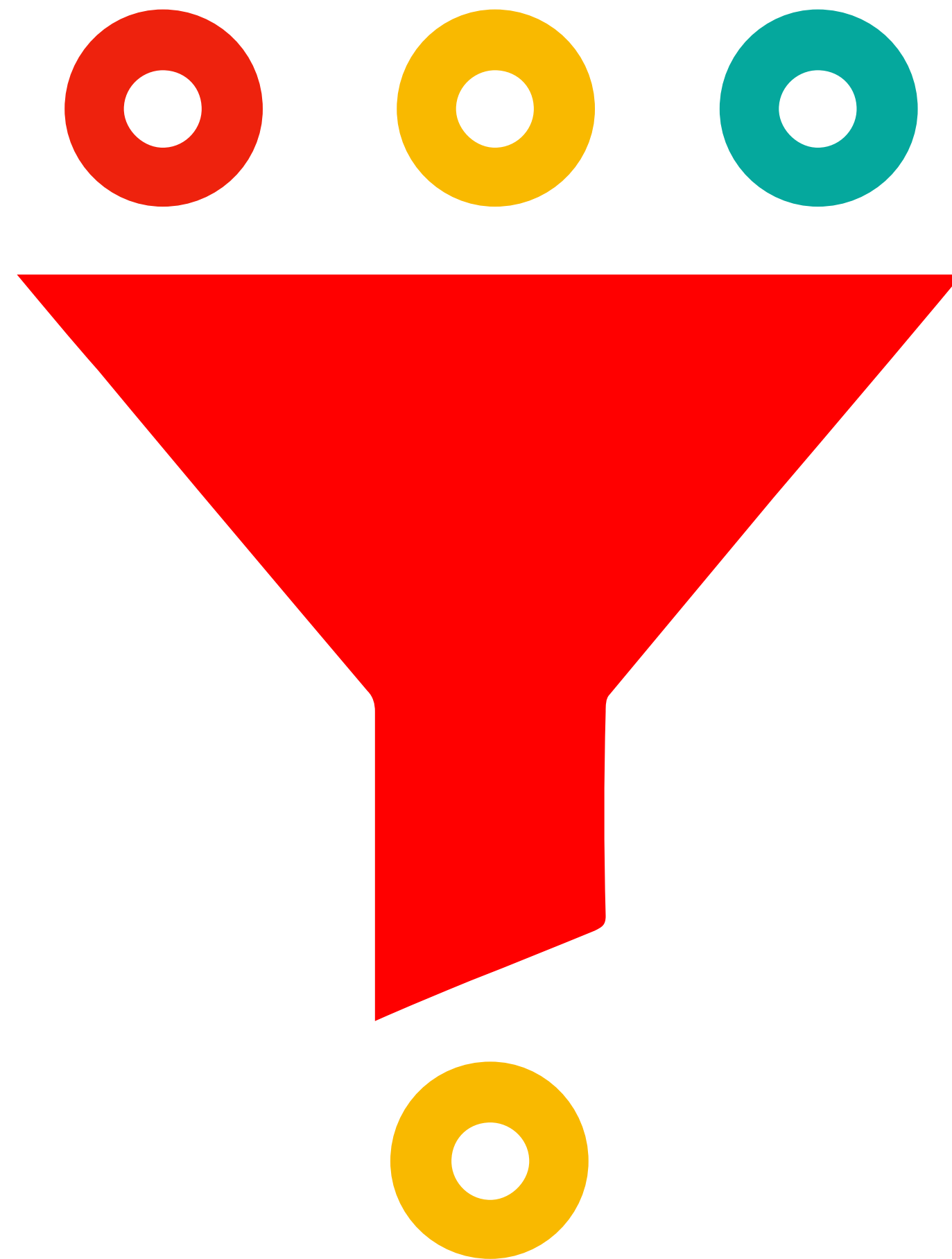
**Professional needs
should focus on
working with parents.**

Myth!

Students with disabilities
outgrow
their disabilities.

Myth!

Traditional



Another way

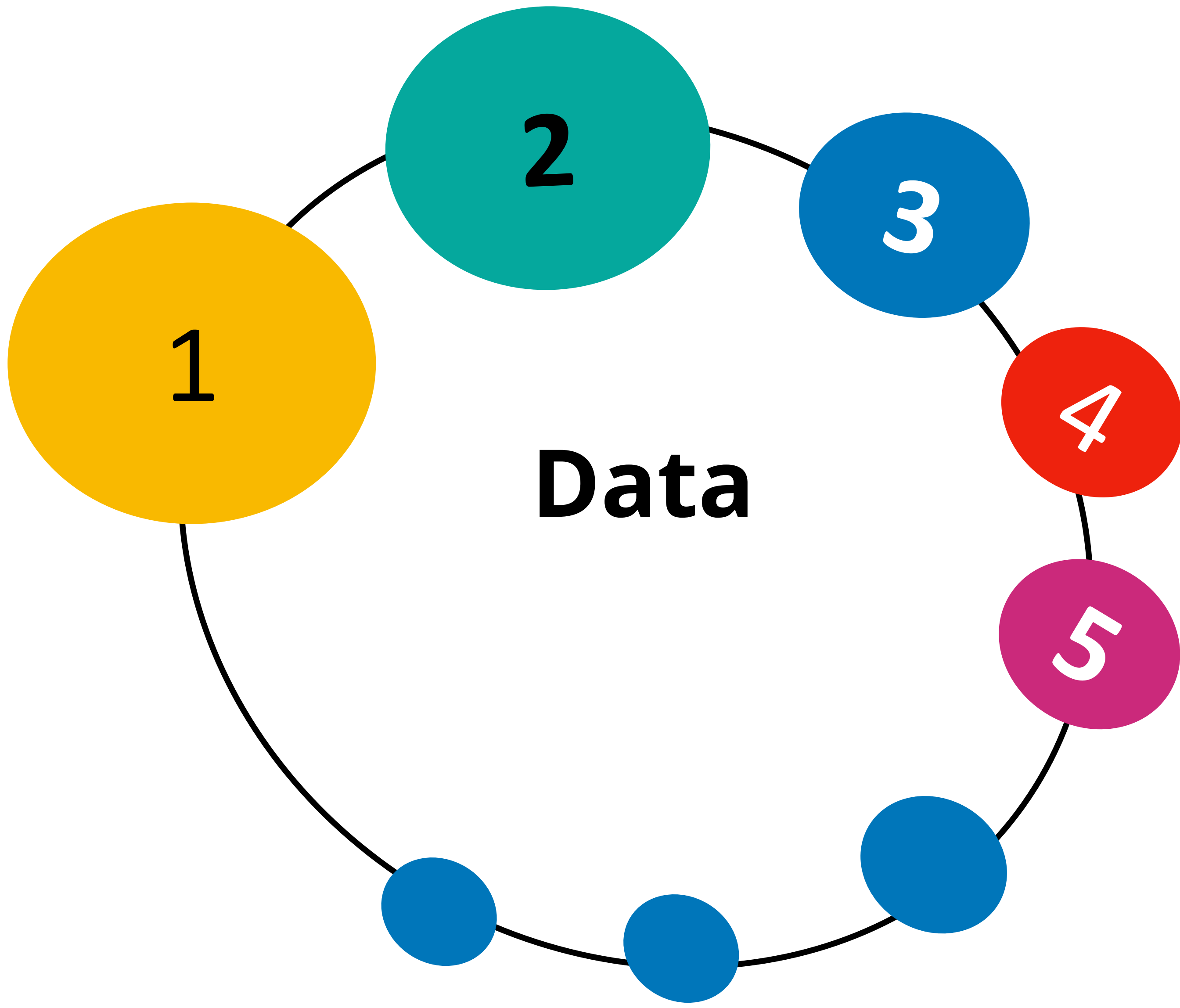
Value of disaggregating data



**Traditional way
of using data**

**Inclusive
data**

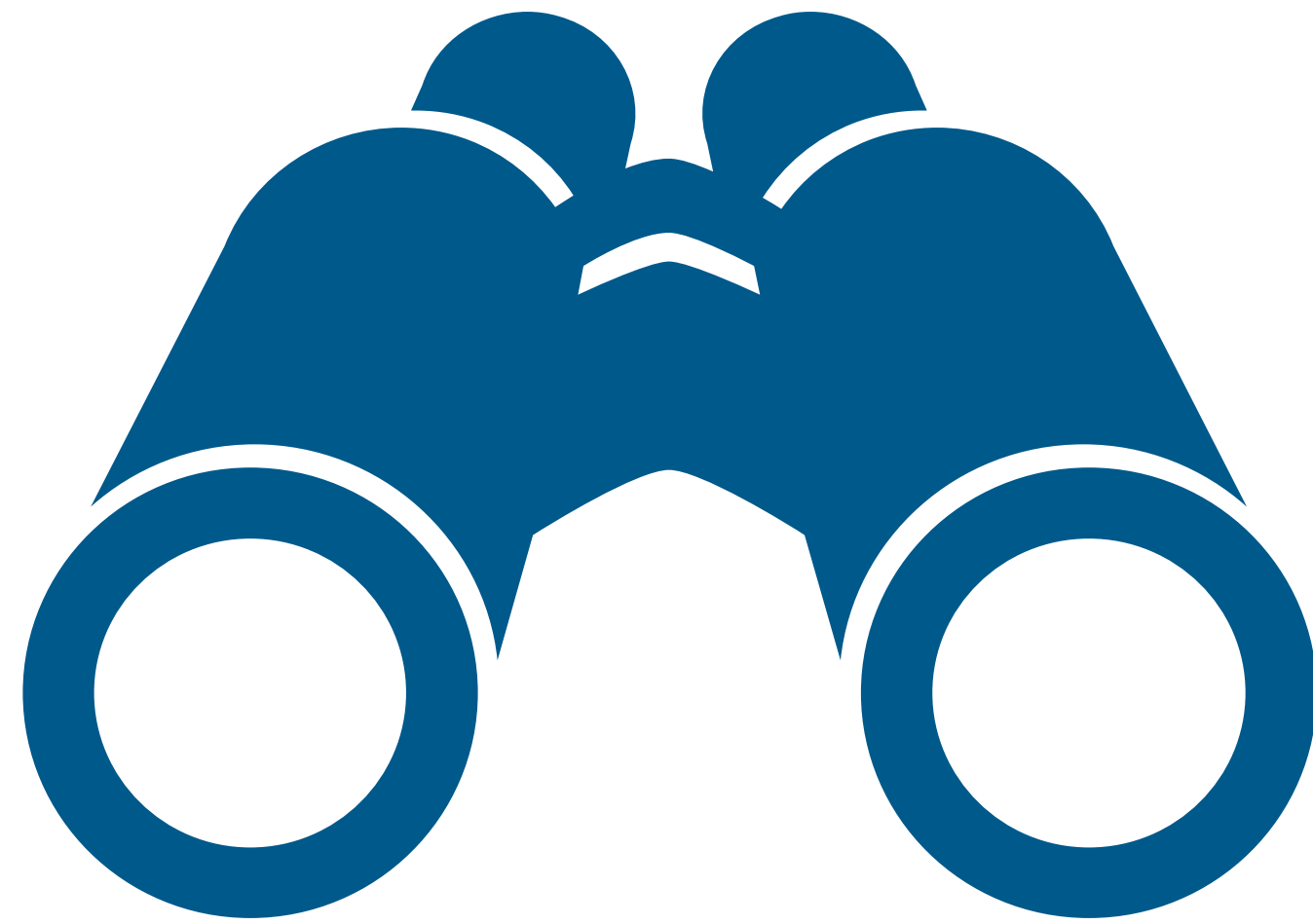
**Quality inclusive
education**



- 01** Ethnicity/race/origin
- 02** Migration/generation status
- 03** Gender
- 04** Geographic
- 05** Disability/Functioning

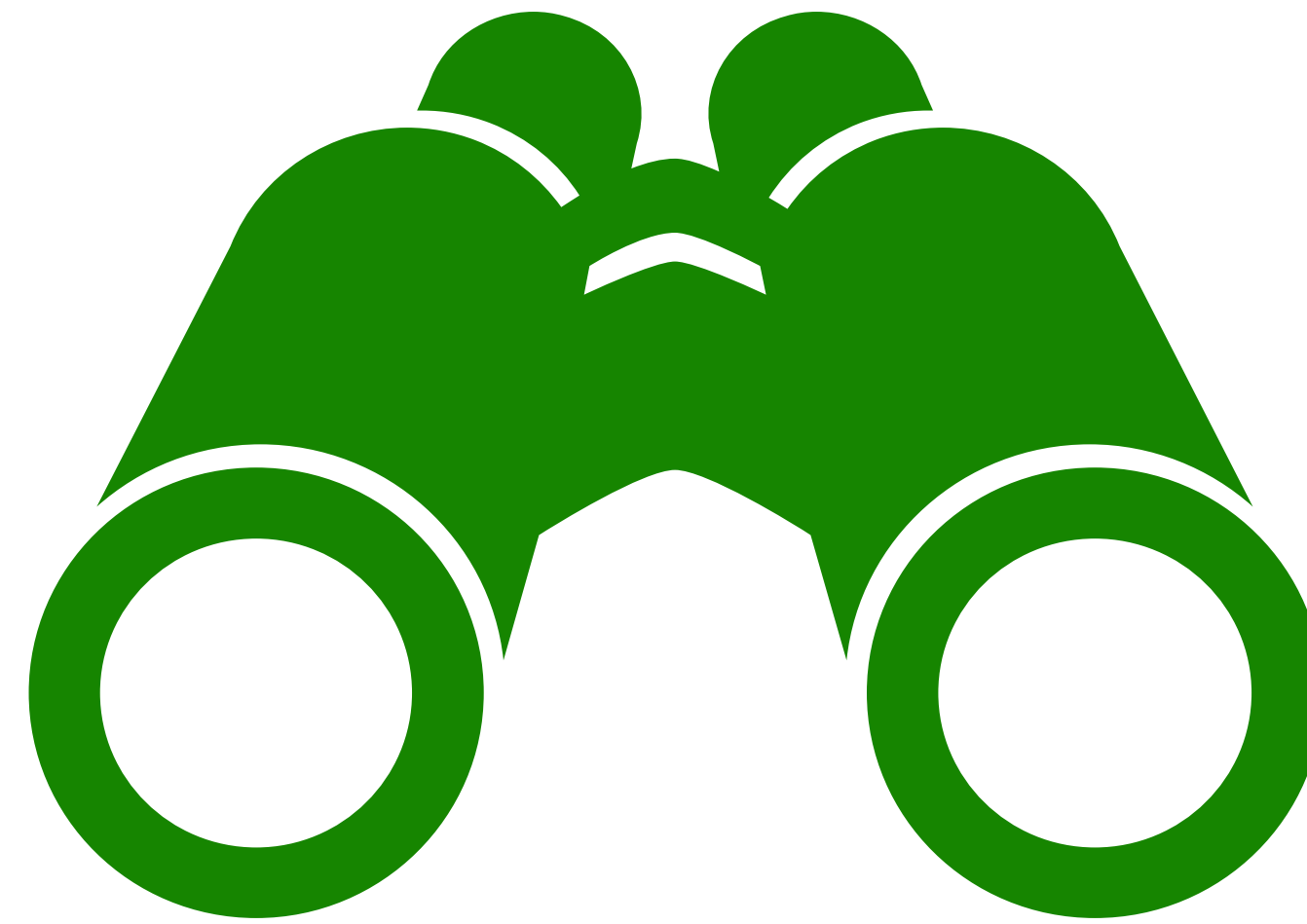
MICS

Multiple Indicator
Cluster Surveys



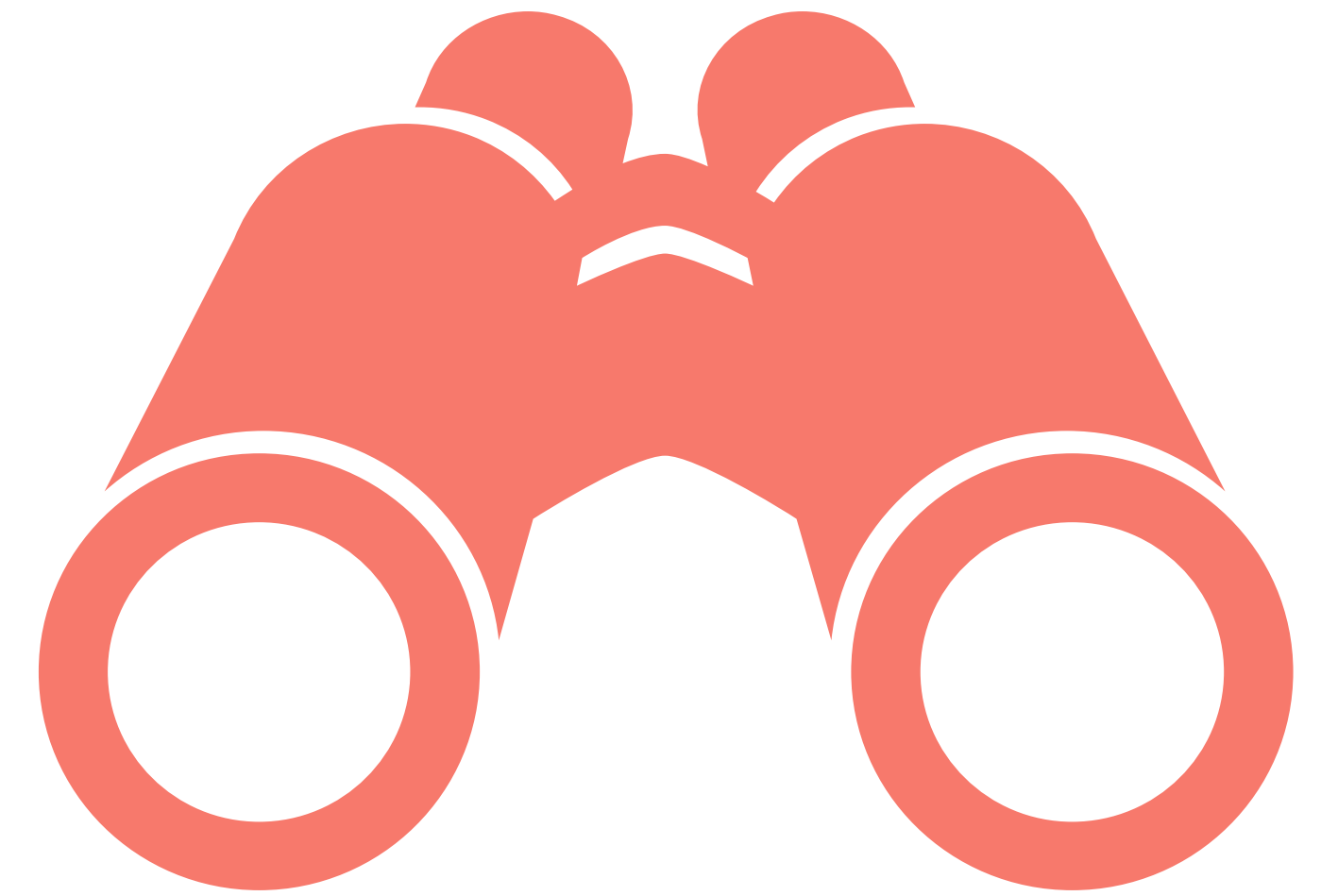
EMIS

Education
Management
information Systems



WGSS

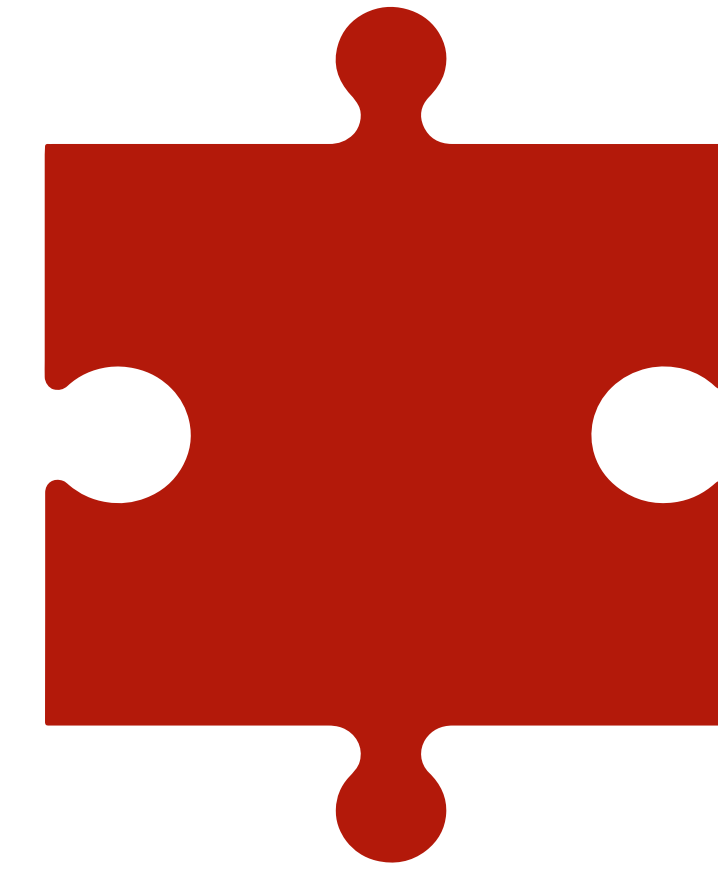
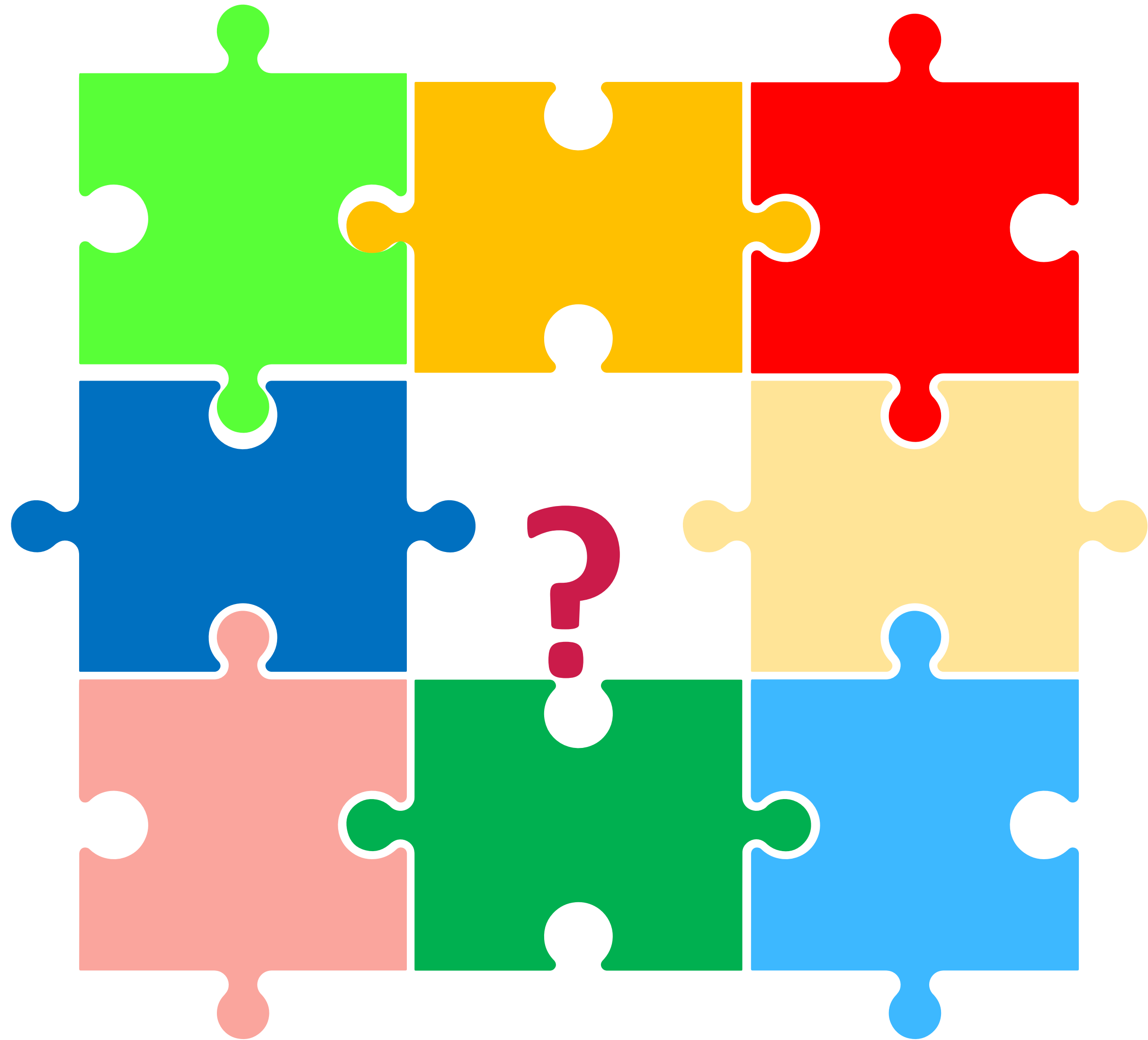
Washington Group
Short Set on
Functioning



CFM
Child Functioning
Module **(Ages 2-4)**



CFM
Child Functioning
Module **(Ages 5-17)**



What's the missing piece?

If we have the tools and know what to look for in data, what else do we need?