IDC IDEA DATA CENTER

Building Capacity for High-Quality *IDEA* Data

ii15

In collaboration with **DaSy, ECTA, NCSI, & NTACT**

Child Outcomes and Data Quality

SSIP Interactive Institutes

Albuquerque, NM; April 29-30, 2015
Christina Kasprzak, DaSy, ECTA
Lynne Kahn, DaSy

Jacksonville, FL; May 12-13, 2015
Taletha Derrington, DaSy
Siobhan Colgan, IDC, DaSy

ii15

Chicago, IL; May 27-28, 2015

Kathy Hebbeler, DaSy
Donna Spiker, DaSy

This Session Will Address

- Indicators of quality child outcomes data
- Challenges to the quality of child outcomes data
- Strategies for improving the quality of child outcomes data

Why Do We Care About Child Outcomes Data Quality?

- Did you base your SIMR baseline and targets on your outcomes data?
- Did you plan improvement activities based on your outcomes data?
- If your outcomes data are not (yet) valid, they cannot be used for program effectiveness, program improvement, or anything else.

High-Quality Child Outcomes Data

Criteria for high-quality statewide data:

1. Reporting data on enough children
2. Within expected patterns in the data
3. Stability or gradual increases across years

Completeness of Data—Reporting Data on Enough Children

What to look for

- The proportion of children who **were** included in the outcomes reporting compared to how many **should have been** included

Two Ways to Measure Completeness of Data

- If you have the data in your state, compare the number of children included in the outcomes analysis to the number of children who exited in the reporting year who participated in the program for at least 6 months

 # children with child outcomes data /

 # exiters in program at least 6 months

- If you don't have the data available to you, compare the number of children included in the outcomes analysis to the number of children reported in your 618 exiting data for the year

 # children with child outcomes data /

 # total exiters

What Is "Complete Enough"?

- ECTA recommends 2 cut points for defining completeness of child outcomes data in RDA (using 618 exiting data)
  - Less than 34% is not OK
  - 70% or better is great

Looking at Patterns in the Data

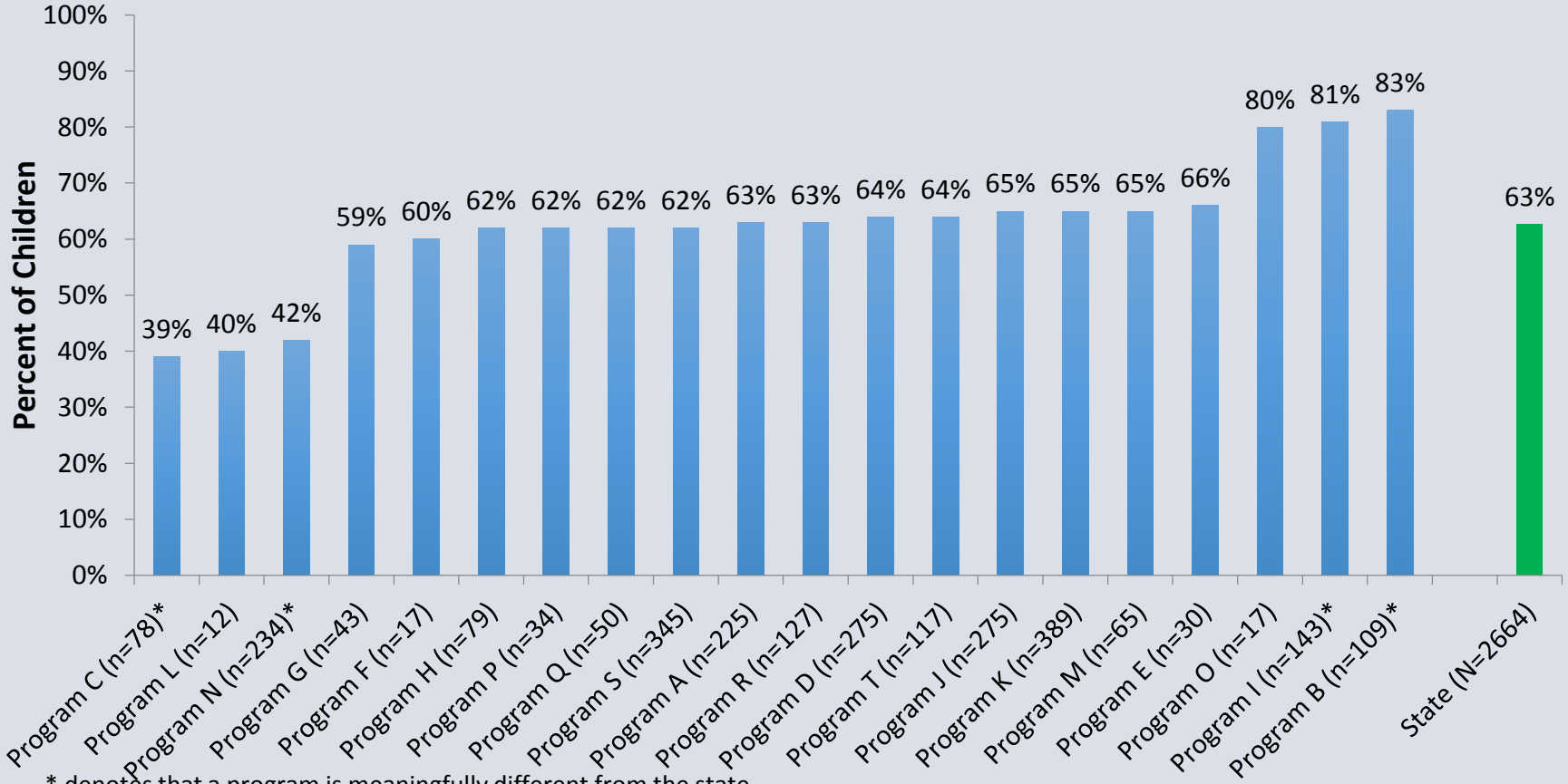
- Many patterns can be checked for red flags of possible data quality concerns. Some possibilities:
  - By progress categories
  - By entry scores
  - By local programs
  - By disability subgroup
  - By family characteristics
  - By geography
  - By age at entry
  - Other child or service characteristics

Expected Patterns for Progress Categories

When examining your state outcomes progress category data for data quality, ECTA recommends using the following expected ranges.

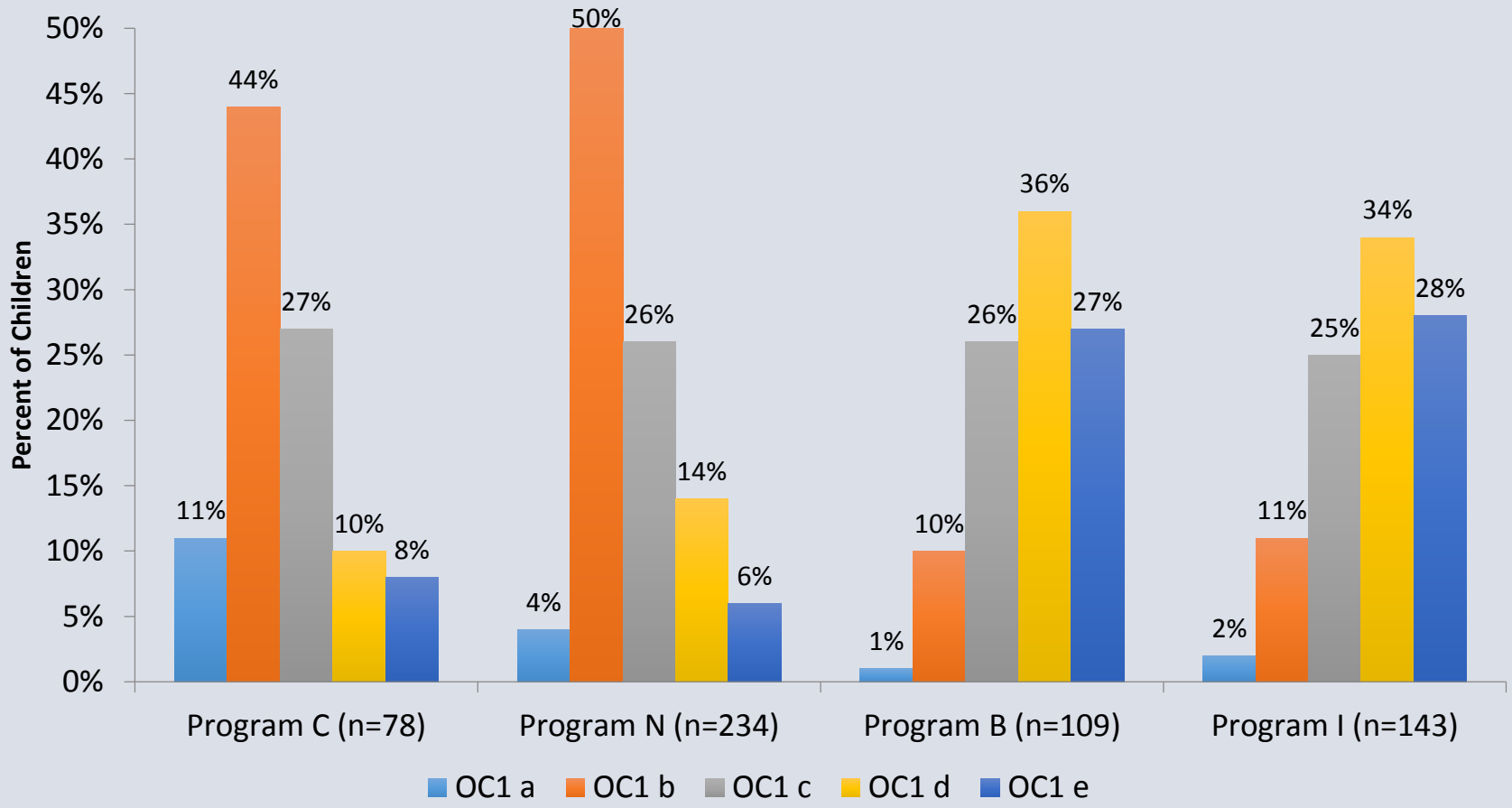
Category a	Category b	Category c	Category d	Category e
0	>5%	>5%	>5%	>5%
<5%	<50%	<50%	<50%	<65%

Local Program Percentages for Social Emotional, Greater Than Expected Growth

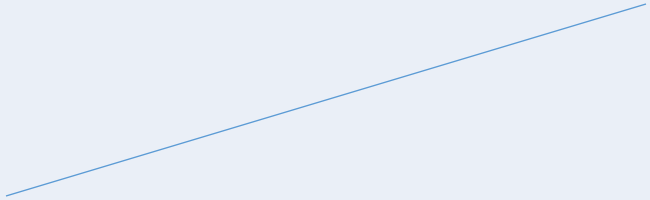
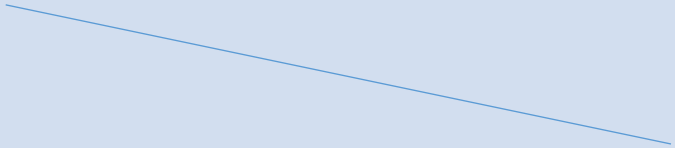


* denotes that a program is meaningfully different from the state

Progress Category Patterns for Different Local Programs



Looking at Stability Over Time

Types of Change	2008-09 → 2013-14
Small variations from year to year are expected	
Large consistent increases are good news particularly when linked to programmatic changes	
Large consistent decreases require explanation (e.g., changing population)	
Large up and down changes are an indicator of questionable data quality and require explanation	

Key Resource: Child Outcomes State Data Quality Profiles

- The profiles include information about:
  - State vs. national
  - Data quality criteria
    - Completeness of data
    - Progress categories patterns
    - Trends over time

The Quality of Your Data Is Questionable If…

The overall pattern in the data looks ‘strange’

- Compared to what you expect
- Compared to other data
- Compared to similar states/regions/ school districts

Data Exploration

Examine the data to look for inconsistencies

If and when you find something strange, look for some other data you have that might help explain it. Is the variation caused by something other than bad data?

Discussion 1: Data Quality

- How have you identified **child** outcomes data quality issues? E.g.
  - Pattern-checking analysis
  - Data system checks
  - Data quality reviews (e.g., record reviews, COS reviews)
  - Survey with local programs
  - Other?
- What did you find?

Improving the Quality of Child Outcomes Data

Before	Good data collection/Training Good data system and data entry procedures
During	Ongoing supervision of implementation Feedback to implementers Refresher training
After	Review of COSF records Data analyses for validity checks

Promoting Quality Data

- Training and support before and during data collection
- Analysis of the data after data collection
- Data system and verification after data collection

Improving Data Quality

- Focus on addressing the threats to good data, e.g.,
  - Local providers do not understand the procedures
  - Local providers do not follow the procedures
  - And others….
- Identify and address the threats

Discussion 2: Data Quality

- What efforts are you making to improve **child** outcomes data quality?
  - Pattern-checking analysis and follow up
  - Guidance materials development and dissemination
  - Training and supervision of relevant staff
  - Data system checks and follow up
  - Data quality review process and follow up
  - Data review with local programs
  - Other?

Tools/Resources for Data Quality

- Child Outcomes Measurement System (COMS) Framework and Self-assessment
- ECTA System Framework & DaSy Data Systems Framework
- Pattern Checking table (to ensure data quality)
- Outcomes Measurement Quality Assurance page
- Outcomes Measurement Professional Development page
- **COMING SOON:** Child Outcomes Summary online learning modules!

Other resources

- ECTA data analysis for program improvement resources – using data page
  - SSIP Broad Data Analysis Template
  - Guidance Table for Analyzing Child Outcomes Data for Program Improvement
  - Local Contributing Factors Tool for C-3/B-7
- Calculators & Graphing Templates page
  - Meaningful differences calculator
- Planning, Conducting, & Documenting Data Analysis for Program Improvement

For More Information

Visit the IDC website
http://ideadata.org/

Follow us on Twitter
https://twitter.com/ideadatacenter

This presentation was supported by a grant from the U.S. Department of Education, #H373Y130002. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Project Officers: Richelle Davis and Meredith Miceli

IDEAs that Work
U.S. Office of Special Education Programs

TA&D NETWORK