Evolving Roles of Part B Data Managers: A New Era

January 30, 2017

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Objectives

- Learn the reasons for the changing roles
- Learn how to support your state’s effort in obtaining high-quality data for policy and program improvement
- Learn from Georgia and South Carolina about their roles in supporting their state work
The Work

- OSEP shift from monitoring to Results-Driven Accountability
- State Systemic Improvement Plan
- Early Childhood Integrated Data Systems and State Longitudinal Data Systems
Data Governance

- Early Childhood Council or Interagency Coordinating Council
- Governor’s Advisory Council for Exceptional Citizens
- P20 Council
- State Data Governance Council
- State department’s IT or data collection office
Cross-Department Information Sharing

- IDEA Part C
- Parents as Teachers
- Head Start and Early Head Start
- Departments that have child care center data
- State health department
Data Usability – Working With LEAs

- Develop essential questions
- Identify data elements to answer questions
- Data visualization
Data Analysis

- Benefits of going above and beyond federal and state reporting requirements are great.
- Analysis can provide evidence to support program and policy needs.
- Ultimate goal is to serve our children, students, and families the best we can so they can live their lives to their fullest capacity.
Data Distribution

- Conduct Site visits
- Promote data culture
  - Encourage behavior change
  - Encourage participation
- Educate LEAs on data quality and findings
- “Share” child and student outcomes data
Questions

- How does your state currently view the Part B Data Manager role?
- What would a “state-level IDC” look like in your state?
- Is your state “data rich, analysis poor,” and what steps has your state taken, if any, to be analysis rich?
THE NEW PART B DATA MANAGER
The Traditional Part B 619 Data Manager
South Carolina

1. Gather Data
2. Check Data
3. Combine Data
4. Report Data

Gather Data → Check Data → Combine Data → Report Data → Gather Data
The New Part B Data Manager
South Carolina

Part B "Information Manager"

- Technical Assistance
- Project Manager
- Quality Control
- Stakeholder
- Data Security
- Business Intelligence

Gather Data → Report Data → Check Data → Combine Data
The New Part B Data Manager
South Carolina

- Why the change?
  - Promote knowledge-driven decisionmaking
  - Process data into information
  - Apply business analysis techniques
  - Create business intelligence for special education
  - Increase use of data visualization
  - Use analysis and information for upcoming federal projects (e.g., SSIP, policies, law changes, etc.)
The New Part B Data Manager Technical Assistance

- Help other people understand special education reports and available data
- Promote a culture of data use and high data quality
- Customer-service oriented
- You can become a “state-level IDC”
  - Serve the customer (your LEAs)
  - Provide resources
  - Ensure data quality
The New Part B Data Manager Technical Assistance

- South Carolina, 2015–2016
  - Developed year-long training plan and vision
  - Delivered eight statewide webinars specifically focused on all Part B 618 and 619 data reporting requirements (SPP/APR indicators and EDFacts tables) to LEA Data Managers, Data Support Staff, and LEA Directors and Superintendents
  - Held two reporting workshops for new LEA Data Managers, LEA Support Staff, and LEA Directors
  - Gave two reporting presentations to LEA Directors
The New Part B Data Manager Technical Assistance

South Carolina Special Education Reporting Step-by-Step Guide

Indicator 7
Early Childhood Outcomes

Indicator 14 - Process

- Districts submit Indicator 14 data to OSES
  - February
- Information compiled and sent to survey administrator
  - Spring
- Surveys conducted (telephone, social media, etc.)
  - Spring-Summer
- Results returned for analysis and inclusion in SPP/APR
  - Late Summer or Early Fall
The New Part B Data Manager Quality Control

- Good data are more likely to lead to good analysis.
- Bad data **will always** lead to bad analysis.
  - High data quality is still a top priority.
  - It is the new Part B Data Manager’s responsibility to be proactive about data quality.
  - Where are the places in our state’s data collection processes that can be improved?
  - Frame data quality in a way that makes sense to your audience.
The New Part B Data Manager
Quality Control

Error Checking

The 30,000 Foot View
The Street Level View

Error Checking

The 30,000 Foot View
High Level Error Checking
- Example questions to ask
  - Are the numbers similar to what I reported in previous years?
  - Do numbers within race/disability/LRE/ESL categories look correct? (e.g. are 95% of my students supposed to be reported as ESL?)
  - Are there reasonable explanations for large changes in my child count?
  - Are there lots of errors, and is there something in common?

The Street Level View
Student Level Error Checking
- What do I need to review?
  - Verify student status and exit inactive students
  - Resolve duplicates
  - Verify LRE’s
  - Verify Ethnicity and Race
  - Check for any other discrepancies
  - Missing students
  - Invalid students
  - Use additional reports for help

If you aren't sure if a student should or should not be part of the child count, please contact me!
The New Part B Data Manager
Data Security

“Companies spend millions of dollars on firewalls, encryption, and secure access devices and it's money wasted because none of these measures address the weakest link in the security chain: the people who use, administer, operate and account for computer systems that contain protected information.” –Kevin Mitnick

http://www.economist.com/node/1389553
The New Part B Data Manager
Data Security

- Data managers have high security privileges.
  1. Handle student data carefully
  2. Protect student data well
  3. Tell others to do the same

- Data managers [should] understand security, privacy, and other local laws and agency regulations.
  - FERPA
  - Freedom of Information Act (FOIA)
  - Public reporting requirements
  - IT and agency regulations
  - Data governance
  - Encryption – How to do it, when to use it, and why it’s necessary
The New Part B Data Manager Business Intelligence

“The amount of data that crosses the Internet every second is greater than all the data stored in the Internet just 20 years ago.” —Andrew McAfee and Erik Brynjolfsson, MIT

“We don’t need ‘data driven’ schools. We desperately need ‘knowledge driven’ schools. There is a big difference. Data is a way of expressing ideas and they have very little value in and of themselves. Data are useless unless they are first organized into meaningful patterns called information.... Knowledge is applying information appropriately and productively in a contextual situation.” – Ronald Thomas, Education Week

The New Part B Data Manager Business Intelligence

"It is a capital mistake to theorize before one has data." – Sir Arthur Conan Doyle, the author of *Sherlock Holmes*
The New Part B Data Manager
Business Intelligence

- LEA comment during SSIP Phase I: “We are data rich but analysis poor!”
  - You can change this narrative!
  - Districts want to know how to use their data.
What are some examples of business intelligence in education?

- Analyzing data for trends, patterns, and themes (transforming data into knowledge)
- Triangulating data (checking multiple sources)
- Understanding how to present those data in a way that can speak to different audiences (context and data visualization)
- Presenting actionable information to help education leaders at the state and local levels to make better and more informed decisions
The New Part B Data Manager
Business Intelligence

Special Education LEA Profile
2013 - 2014 Reporting Year

ZONE ONE OUTCOMES - AIKEN
ARE YOUNG CHILDREN WITH DISABILITIES BEGINNING SCHOOL READY TO LEARN?

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
- Outcome A: Positive social-emotional skills (including social relationships);
- Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- Outcome C: Use of appropriate behaviors to meet their needs.

Summary Statements
(20 U.S.C. 1416(a)(3)(B))

1. Of those children who entered the program below age expectations in Outcome A, B, and C, what was the percent who substantially increased their rate of growth by the time they turned 4 years of age or exited the program?

2. What was the percent of children who were functioning within age expectations in Outcome A, B, and C by the time they turned 4 years of age or exited the program?

Indicator 12: Preschool Transition
LEA State Target
What was the percent of children referred by Part C prior to age 3, who were found eligible for Part B, and who had an IEP developed and implemented by their third birthdays? (20 U.S.C. 1416(a)(3)(B))

Indicator 6: Preschool Least Restrictive Environment
(20 U.S.C. 1416(a)(3)(A))
What was the percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (BASELINE)?

Zone Two Outcomes
Are children with disabilities achieving at high levels?

Indicator 24: Yes, Percentage of students with disabilities who met or exceeded grade level expectations on the state assessment.

Zone Three Outcomes
Does the LEA implement IDEA to improve services and results for students with disabilities?

Indicator 25: Does the LEA implement GSA to improve services and results for students with disabilities?

Zone Four Outcomes
Are youths with disabilities prepared for life, work, and postsecondary education?

Indicator 26: Yes, Percentage of students with disabilities who met or exceeded grade level expectations on the state assessment.
The New Part B Data Manager
Business Intelligence

Data visualization and South Carolina’s district profiles (coming soon)
The New Part B Data Manager Business Intelligence

ELA PASS Scores, by Disability and Grade, 2010-2011 SY

ELA PASS Scores, by Disability and Grade, 2011-2012 SY

Source: SC Dept. of Education, Office of Research and Data Analysis
The New Part B Data Manager
Business Intelligence

<table>
<thead>
<tr>
<th>Low Performance Overall</th>
<th>VERSUS</th>
<th>High Performance Gap</th>
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</thead>
<tbody>
<tr>
<td>10 Below Basic Districts</td>
<td></td>
<td>10 Districts with Highest Gap</td>
</tr>
<tr>
<td>476 students</td>
<td></td>
<td>2600+ students</td>
</tr>
<tr>
<td>93.04</td>
<td></td>
<td>59.36</td>
</tr>
<tr>
<td>634.4</td>
<td></td>
<td>663.2</td>
</tr>
<tr>
<td>(State Avg. 649.62)</td>
<td></td>
<td>(State Avg. 649.62)</td>
</tr>
<tr>
<td>603.5</td>
<td></td>
<td>643.4</td>
</tr>
<tr>
<td>(State Avg. 627.33)</td>
<td></td>
<td>(State Avg. 627.33)</td>
</tr>
</tbody>
</table>

Source: SD Dept. of Education, Table 1 Part B Child Count Data, Office of Research and Data Analysis and Office of Assessment
The New Part B Data Manager Stakeholder

- The Data Manager must be the **subject matter expert** on your state’s special education data.
  - Who has the data?
  - What data are available? (Are we collecting the right data?)
  - When are they collected?
  - Where do we get the data?
  - Why do we collect the data?
  - How can the data be used to meet the state’s needs (or how can I frame the analysis to meet the audience’s needs)?

- The Part B Data Manager **must be a key stakeholder** in the special education decisionmaking process.
The New Part B Data Manager Stakeholder – South Carolina Part B SSIP

- South Carolina Part B Data Manager
  - Data Analysis Lead (Phase I)
    - Provide subject matter expertise
    - Collaborate with other offices
    - Talk with stakeholders, including LEAs, families, and special education students
  - Evaluation Lead (Phases II and III)
    - Liaise to the external evaluators at the University of South Carolina to evaluate the SSIP project
The New Part B Data Manager Stakeholder – South Carolina Part B SSIP

Frame data analysis through a common thread with your audience.
The New Part B Data Manager Stakeholder – South Carolina Part B SSIP

Strengthening the links to bridge the gaps in reading

South Carolina’s State Systemic Improvement Plan
February 13, 2015

Frame data analysis through a common thread with your audience.
The New Part B Data Manager Project Manager

- Creating and taking advantage of opportunities to improve data use, data quality, and analysis
- Networking with your national TA centers
- Timing – Is it right for my state? Are the right people at the table? Are we passionate about improving data?
- Project management?
  - Data collection is a project!
  - Data analysis is a project!
  - Data quality is a project!
  - Data use is a project!
The New Part B Data Manager Project Manager

- South Carolina projects 2014–2016
  - Linking Part B data to Part C (DaSy)
  - Capturing Personnel and Discipline data at the student level (CIID/IDC)
  - Revamping fiscal monitoring (CIFR)
  - Meeting special education public reporting requirements (IDC)
  - State Systemic Improvement Plan (RRCP/NCSI)
  - Creating and updating data reporting documents (IDC)
  - State Systemic Improvement Plan Evaluation (IDC/NCSI)
  - Updating the SEA website to make reporting instructions easier to find for the LEAs and to have updated training materials
  - Creating visual data dashboards for internal use and public reporting
  - Introducing a new data-driven Determinations System in 2017
The New Part B Data Manager

Conclusions

- The new Data Manager is a key stakeholder and subject-matter expert in shaping special education policy.
- The new Data Manager must go beyond collecting, combining, cleaning, and reporting data.
- The new Data Manager must be proactive in understanding how data can be analyzed and used to make better decisions.
- The new Data Manager has evolved to an **Information Manager**!
Georgia

THE NEW PART B 619 DATA MANAGER
The Era of Results-Driven Accountability: Data Manager, a New Role

- Promote data access
- Provide professional learning
- Promote understanding of data
  - Understanding leads to using data
  - Using data leads to positive results
- Collaborate with DOE Divisions
- Provide support
  - A phone call/email away
Data Access

- Dashboard
  - Indicators 11 & 12: Child Find, Early Childhood Transition
  - Indicator 4: Suspension/Expulsion
    - Discipline Disproportionality
  - Indicator 7: Preschool Outcomes
  - Indicators 9 & 10: Identification Disproportionality
  - Indicator 13: Secondary Transition with IEP Goals
  - Indicator 14: Secondary Transition - Post-secondary outcomes
  - District Determinations/Disproportionality Determinations

- GADOE Portal postings
  - Indicator 1 – Graduation rate
  - Indicator 2 – Dropout

- Data Summary for Public Reporting
  - All indicators, 1–16

- SLDS
### Special Education Applications Dashboard

<table>
<thead>
<tr>
<th>Application Name</th>
<th>Application Status</th>
<th>Start Date</th>
<th>Close Date</th>
<th>Submitted By</th>
<th>Submitted On</th>
<th>ReOpen</th>
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<tbody>
<tr>
<td>SE Timelines</td>
<td>In Process</td>
<td>11/18/2015 12:00:00 AM</td>
<td>7/31/2016 12:00:00 AM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE Pre School</td>
<td>Submitted</td>
<td>11/19/2015 12:00:00 AM</td>
<td>7/31/2016 12:00:00 AM</td>
<td></td>
<td>6/20/2016 3:04:23 PM</td>
<td></td>
</tr>
<tr>
<td>Post Secondary</td>
<td>Available for Data Collection</td>
<td>2/1/2016 12:00:00 AM</td>
<td>7/31/2016 12:00:00 AM</td>
<td></td>
<td>2/4/2016 4:58:58 PM</td>
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</tr>
<tr>
<td>SE Continuation of Services</td>
<td>Not Yet Available</td>
<td>11/19/2015 12:00:00 AM</td>
<td>7/31/2016 12:00:00 AM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE PS Transition</td>
<td>Submitted</td>
<td>11/18/2015 12:00:00 AM</td>
<td>7/31/2016 12:00:00 AM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE Disproportionality Determinations</td>
<td>Available for Data Viewing</td>
<td>11/18/2015 12:00:00 AM</td>
<td>7/31/2016 12:00:00 AM</td>
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<td></td>
</tr>
<tr>
<td>SE District Determinations</td>
<td>Available for Data Viewing</td>
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<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### Dashboard: Preschool Outcome Data – Indicator 7

#### Preschool Assessments - FY 2016

- **System:**

  The Preschool Assessment data has been submitted by [Submitter Name]

<table>
<thead>
<tr>
<th></th>
<th>Positive Social-Emotional skills (Outcome 1)</th>
<th>Acquisition and use of Knowledge and skills (Outcome 2)</th>
<th>Appropriate use of Behaviour to meet needs (Outcome 3)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Enter # of Children</td>
<td>% of Children</td>
<td>Enter # of Children</td>
</tr>
<tr>
<td>a. Percent of infants and toddlers who did not improve functioning</td>
<td>1</td>
<td>1.43%</td>
<td>1</td>
</tr>
<tr>
<td>b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</td>
<td>9</td>
<td>12.86%</td>
<td>5</td>
</tr>
<tr>
<td>c. Percent of infants and toddlers who improved functioning to a level near to same-aged peers but did not reach</td>
<td>16</td>
<td>22.86%</td>
<td>23</td>
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<tr>
<td>d. Percent of infants and toddlers who improved functioning to reach a level compared to same-aged peers</td>
<td>21</td>
<td>30%</td>
<td>40</td>
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<tr>
<td>e. Percent of infants and toddlers who maintained functioning to a level compared to same-aged peers</td>
<td>23</td>
<td>32.86%</td>
<td>41</td>
</tr>
</tbody>
</table>

#### TOTAL

<table>
<thead>
<tr>
<th></th>
<th>Enter # of Children</th>
<th>% of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### SUMMARY STATEMENTS

1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited:
   
   \[
   \frac{(c+d)}{(a+b+c+d)} \times 100 = 78.72% \]
   
   \[
   \frac{(d+e)}{(a+b+c+d+e)} \times 100 = 91.3% \]
   
2. Percent of children who were functioning with age expectations in [outcome], by the time they exited:
   
   \[
   \frac{(c+d)}{(a+b+c+d)} \times 100 = 62.86% \]
   
   \[
   \frac{(d+e)}{(a+b+c+d+e)} \times 100 = 58.57% \]
Dashboard:
Post-secondary Outcomes – Indicator 14

System Data Submission
School Year: 2016
System ID: [Redacted]
System Name: [Redacted]

Total number of special education students exiting secondary education during the prior school year (Systemwide): 105

<table>
<thead>
<tr>
<th>Element</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/University</td>
<td>24</td>
<td>29.27%</td>
</tr>
<tr>
<td>Competitive Employment</td>
<td>34</td>
<td>41.46%</td>
</tr>
<tr>
<td>Postsecondary Education</td>
<td>3</td>
<td>3.66%</td>
</tr>
<tr>
<td>Other Employment</td>
<td>4</td>
<td>4.88%</td>
</tr>
<tr>
<td>UnEngaged + Waiting List</td>
<td>17</td>
<td>20.73%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>83</td>
<td>NA</td>
</tr>
<tr>
<td>Survey Rate of Return</td>
<td>NA</td>
<td>79.81%</td>
</tr>
<tr>
<td>Deceased</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Unable to Contact</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Returned to High School</td>
<td>1</td>
<td></td>
</tr>
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</table>

Download Activity Codes  Download Postsecondary Definitions and Directions
State Longitudinal Data System (SLDS)
Professional Learning

- Annual Data Conference
  - In partnership with Data Collections Division
- Annual Federal Programs Conference
  - In partnership with Title Programs
- Special Education Leadership Development Academy
  - New Special Education Directors
- District Liaison
  - Providing consistent support to districts – Collaborative Communities
- Georgia Learning Resource System
  - Helping lead the change
  - SSIP
- Webinars
Promoting Understanding and Use of Data

- Through professional learning
- Data visualization
- Asking essential questions:
  - Graduation Rate
    - Why did it increase or decrease?
    - Do we know what we did?
      - What about our dropout data?
      - Look at our discipline?
      - Attendance?
      - LRE?
    - How do we go deeper?

A Data Manager can help answer these questions
FY15 Preschool Outcomes

% of districts that reported > 80%

Of those children who entered the program below age expectations in social emotional outcomes, the percent that substantially increased their rate of growth in by the time they exited was 52.5%. Acquisition of knowledge and skills showed an increase of 62.1%. Appropriately using behavior to meet needs saw an increase of 53.5%.

What do I do with these data, what do they mean?
Postsecondary Outcomes for SSIP Districts

Georgia's 50 SSIP Districts - FY15 Exits Post-secondary Outcome Data
Employed or Enrolled within One Year after Exiting

What do I do with these data, what do they mean?

Compliant transition plans? 98.41%
Are transition plans working? Are students transitioning to desired outcomes?
LEAs can examine their results.
Collaboration With DOE Divisions

- Cross-Agency Child Data System Data Sharing Agreement (MOU)
  - Georgia Department of Education
  - Georgia Department of Early Care and Learning
  - Department of Public Health
  - Department of Human Services

- Division of School Improvement – Federal Programs
  - Common Needs Assessment
Data-Driven Inquiry and Decisionmaking

- Quality Data
- Quality Analysis
- Quality Decisions
- Improved Outcomes

Comprehensive Needs Assessment
GA’s SIMR – Increase the graduation rate of all students, including students with disabilities

Collaboration required!

Georgia’s Theory of Action

- Effective teachers and leaders are critical to improve outcomes for students.
- If state and regional teams provide seamless technical assistance to build capacity for district leadership,
- Then students will achieve better outcomes.
Georgia Student Success Logic Model

Theory of Action

Georgia believes that effective teachers and leaders are critical to improve outcomes for students. If state and regional teams provide seamless technical assistance that builds capacity for district leadership to support school leadership (teaching and learning), then ultimately students will achieve better outcomes and graduate from high school.

Overarching Themes

- Build the capacity of the SEA and regional agencies and programs to assist districts in supporting the implementation of evidence-based practices designed to improve graduation rates.
- Build the capacity of districts in supporting schools in the implementation of evidence-based practices designed to improve graduation rate.
- Engage stakeholders including families and communities in the design, implementation, and monitoring of capacity building initiatives at all levels (e.g., state, regional, district, and school).

Inputs

- Partnerships with stakeholders
- GaDOE personnel across divisions
- Regional technical assistance agencies and providers (e.g., RESA, GLRS)
- GaDOE standards, frameworks, toolkits, and other resources
- Comprehensive data system to support decision making at all levels of the state system
- IDEA funding to supportSSIP development and implementation
- Alignment with Georgia State Personnel Development Grant and State PBIS Plan

Coherent Improvement Strategy: Improve State and Regional Infrastructure to better support districts to implement and scale up EBPs that will improve graduation rates for all students—including SWD

- Align and integrate initiatives and plans at the state, regional, district, and school levels to reduce duplication and leverage resources
- Establish, maintain, evaluate, and update cascading team management and implementation structures and communication protocols/feedback loops at state, regional, district, and school levels
- Provide professional learning and technical assistance to state and regional technical assistance providers to increase their capacity to support districts and schools in implementing evidence-based practices

Outputs (Strategies and Activities)

- Coherent Improvement Strategy: Improve State and Regional Infrastructure to better support districts to implement and scale up EBPs that will improve graduation rates for all students—including SWD
- State Agency Personnel Across Offices
- Regional Implementation Teams
- School and District Effectiveness and GLRS Regional Teams
- State and Regional Stakeholders

Participation

- State Leadership and Implementation Teams
- District Implementation Teams & Coaches
- School Leaders and Teachers
- Students
- Family and Community Stakeholders

Short-term

- Improve state and regional capacity (e.g., knowledge, skills, organizational structures, and resources) to support districts in implementing evidence-based practices
- Improve practitioner (district and school) knowledge of database decision making and selection and use of evidence-based practices

Mid-term

- Improve implementation of evidence-based practices to support teaching and learning for all students
- Improve school climate including student attendance, engagement, and behavior

Long-term

- Increase percentage of students with disabilities exiting high-school with a general education diploma
- Improve student achievement
- Improve transition practices and outcomes

Outcomes
Logic Model – Inputs

- Partnerships with stakeholders
- GADOE personnel across divisions
  - School and district effectiveness, curriculum and instruction, special education
- Regional technical assistance
  - Georgia Learning Resource System
- GADOE standards, frameworks, toolkits, and other resources
- Comprehensive data system to support decisionmaking at all levels of the state system
Data Tell the Story

“Numbers have an important story to tell. They rely on you to give them a clear and convincing voice.”  Stephen Few

The Data Manager’s Role:

- Telling the story
  - Helping LEAs understand their story
  - Helping LEAs tell their story
  - Helping LEAs write a better story
- How?
  - Understanding, analyzing, questioning, using data
THANK YOU!
For More Information

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

Follow us on Twitter
https://twitter.com/ideadatacenter
The contents of this presentation were developed under 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