

Assessing and Improving Your SSIP Data Quality to Support Your Results

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Intended Outcomes

Participants will increase their understanding of

- How data quality issues interfere with assessing progress in State Systemic Improvement Plan (SSIP) implementation and improvement toward the State-identified Measurable Result (SiMR)
- How to identify data quality issues that may be present in their evaluation
- Strategies for improving data quality to support decisionmaking and achievement of results in the SSIP

Agenda

Introduction

- Data quality issues in the SSIP: Examples and implications
- Principles of high-quality data in action

Large group discussion

- Data quality issues, related principles, and potential solutions

Table activities

- Identifying principles and potential solutions
- State reflections and sharing

Wrap-Up

Considering Data Quality in the SSIP

State Phase III Report Organizational Outline

- States should consider
 - Data issues that affect reports of progress in implementing the SSIP and achieving the State-identified Measurable Result (SiMR)
 - Concerns or limitations related to the quality or quantity of the data
 - Implications of data quality for assessing progress or results
 - Plans for improving data quality

State-Reported SSIP Data Quality Issues

Common data limitations or concerns noted in Part B SSIP Phase III Year 1 reports

- Limited data for reporting on interim progress
- Lack of a consistent formative assessment measure
- Lack of valid and reliable tools for data collection
- Low response rates
- Inability to access data at the local level
- Limited ability to analyze data for decisionmaking purposes

State Plans to Improve SSIP Data Quality

Strategies to improve data quality moving forward

- Adding formative assessment data
- Incorporating fidelity of implementation tools
- Developing a data system for integrated data collection and reporting
- Adding relevant new quantitative and qualitative evaluation questions
- Restructuring the data collection timeline or process

State Example: Louisiana, Part B

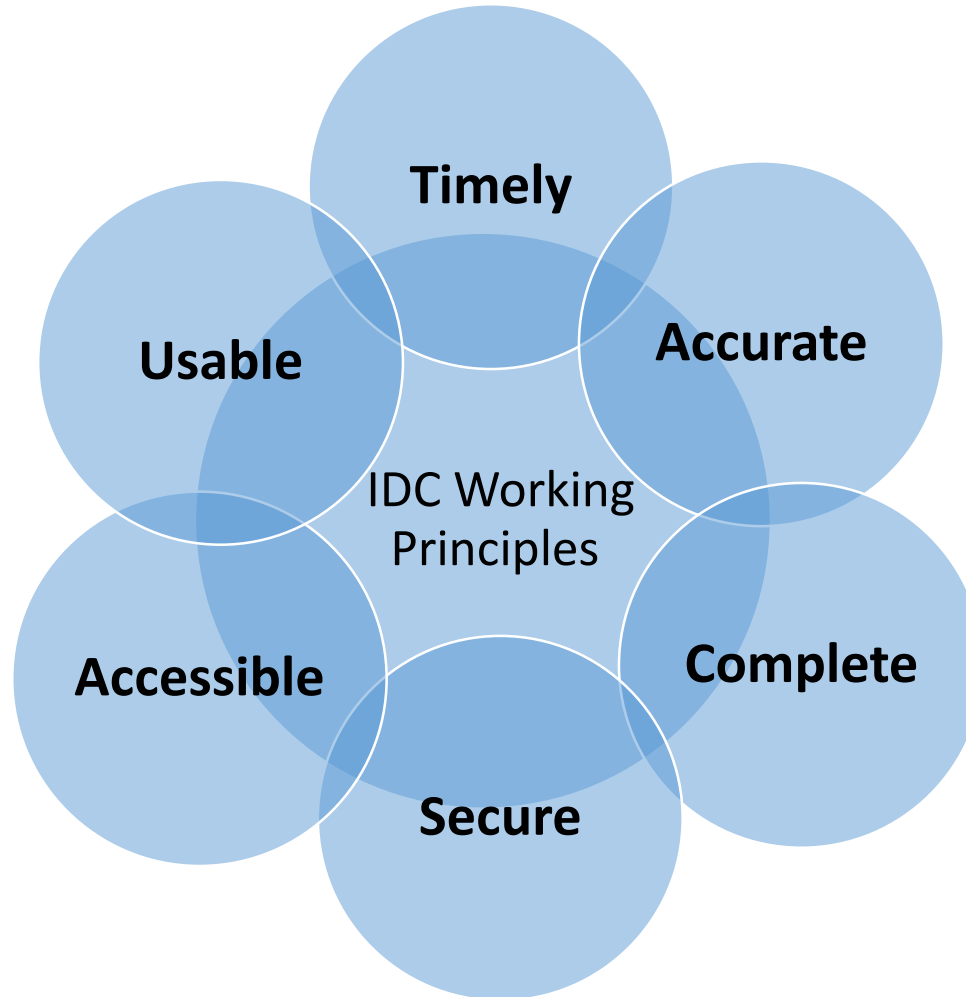
- Data quality issue
 - SSIP districts were using different progress monitoring data systems and types
- Strategies for improvement
 - Pilot of a categorical data analysis approach
 - Development of optional universal screener and interim assessments

Louisiana Believes.

Defining High-Quality Data in the SSIP

- High-quality SSIP data are
 - Obtained through well-designed and well-executed data collection procedures
 - Managed with attention to accurate data entry and data cleaning
 - Analyzed using appropriate methods
 - Used appropriately for decisionmaking
- Implications at each point where data are collected, analyzed, and used

Applying the Principles of High-Quality Data



Principles in Action in the SSIP

- Applying the principles of high-quality data to the SSIP can help identify
 - Common data quality issues at each step in the SSIP evaluation
 - How data quality issues impact the ability to assess progress and results
 - Potential strategies for improving data quality

Principles in Action in the SSIP (cont.)

See Handout 1

| Definition of principle | Principle applied to the SSIP |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Timely data are current per a specific period of time</p> | <ul style="list-style-type: none">• Up-to-date for the period of SSIP activities• Collected at intervals allowing for assessment of SSIP progress |
| <p>Accurate data are consistent across time, methods, and locations (reliable) and represent what they intend to measure (valid)</p> | <ul style="list-style-type: none">• Evaluation measures align with the theory of action and have reliability and validity• Processes ensure accurate data collection, entry, verification, and storage• Analysis methods are appropriate for the type of data identified and questions being answered |

Principles in Action in the SSIP (cont.)

| Definition of principle | Principle applied to the SSIP |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Complete data represent the expected population and subgroups | <ul style="list-style-type: none">• Collected at the relevant levels of student, family, provider, district, state• Representative of the groups exposed to the coherent improvement strategies |
| Secure data are collected and stored with due consideration to maintaining confidentiality and with electronic and physical protections consistent with the sensitivity of the data | <ul style="list-style-type: none">• Collected, managed, stored, transmitted, used, reported, and destroyed in ways that preserve privacy and confidentiality of students, families, providers, etc.• Agencies have appropriate data-sharing agreements with third parties, such as external evaluators |

Principles in Action in the SSIP (cont.)

| Definition of principle | Principle applied to the SSIP |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Accessible data are readily available in formats that are understandable, user-friendly, and practical</p> | <ul style="list-style-type: none">• Available to relevant decisionmakers in usable formats• Disseminated to stakeholders on an ongoing basis and in a user-friendly manner |
| <p>Usable data support decisionmaking for sound management, strong governance, and improvement of results for children and youth with disabilities and their families</p> | <ul style="list-style-type: none">• Allow comprehensive analyses that assess progress toward achieving intended improvements and outcomes necessary for achieving the SiMR• Meaningfully inform next steps in the SSIP implementation |

Discussion—Brainstorming Solutions

Consider these SSIP data quality issues linked to principles of high quality.

As a group, let's identify potential strategies for addressing the issue and improving data quality.

Improving Timeliness

See Handout 2

| Data Quality Issue | Primary Principle Involved | Potential Solution |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <p>Individualized education program (IEP) data are generated at the school level, then collected by the district, then transferred to the state team. The process is completed in the fall after the year the IEPs are created.</p> | <p>Timely. The data are not current for the specific period of time needed for the evaluation. Since the data are not available until the next school year, the state is not able to assess quality or monitor progress during the implementation year.</p> | <p>The state should make changes in the process to access the data within the relevant time period.</p> |

Improving Accuracy

| Data Quality Issue | Primary Principle Involved | Potential Solution |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <p>A baseline assessment of practitioner knowledge was conducted after the professional training program started.</p> | <p>Accurate. Although the data may be consistent across time, methods, and locations (reliable), they do not represent what they intend to measure, so they lack validity. Baseline data should reflect the situation prior to the intervention or training.</p> | |

Improving Completeness

| Data Quality Issue | Primary Principle Involved | Potential Solution |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <p>Parents are asked to complete a survey but few (average 13%) provide responses.</p> | <p>Complete. The data do not represent the expected population or subgroups. Since so few parents respond to the survey, their answers cannot reasonably be expected to represent the views or opinions of most parents.</p> | |

Improving Security

| Data Quality Issue | Primary Principle Involved | Potential Solution |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <p>LEAs send sensitive student information to the state evaluation team using email, but attached files are not password-protected.</p> | <p>Secure. These data are not being treated with due consideration to maintaining confidentiality and with electronic and physical protections consistent with the sensitivity of the data. Unprotected emailed files do not sufficiently guard confidentiality or sensitive information.</p> | |

Improving Accessibility

| Data Quality Issue | Primary Principle Involved | Potential Solution |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <p>LEAs provide student demographic and outcome data for the evaluation, but the datasets are in different formats (Excel, SPSS, Word tables) and the labeling in the data files is not clear or consistent.</p> | <p>Accessible. The data are not readily available in formats that are understandable, user-friendly, or practical. Different formats make the data difficult to compile, and the state has difficulty making sense of the data files without clear, consistent labeling.</p> | |

Improving Usability

| Data Quality Issue | Primary Principle Involved | Potential Solution |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| To assess teachers' fidelity of implementation of a math intervention, the state examines data on teachers' perceptions of the recent training and student assessment data. | Usable. The data are not able to support decisionmaking for sound management, strong governance, and improvement of results for children and youth with disabilities. | |

Table Activity— Principles and Potential Solutions

See Handout 3

At your table, examine the SSIP data quality issues presented.

Work together to identify the primary principle involved and potential strategies for addressing the issue and improving data quality.

Table Activity— State Reflection and Sharing

At your table, share an issue your state is encountering with SSIP data quality.

Discuss these questions, seeking input and ideas from your peers:

- *What is the primary data quality principle involved in the issue?*
- *What strategies might address the issue and improve data quality?*

Wrap-Up

What are your takeaways from today's session?

- Identifying data quality issues
- Improving data quality



Resources and Support

- All workshop materials are on the Interactive Institutes app
- For individualized technical assistance (TA) related to data quality in the SSIP, [Contact your IDC State Liaison](#)

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