IDC IDEA DATA CENTER

Building Capacity for High-Quality *IDEA* Data

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IDC Interactive Institutes 2018
Building a Culture of High-Quality Part B Data

Building a Culture of High-Quality Data in Florida

Orlando, FL – Feb. 21-22, 2018

Bureau of Exceptional Education and Student Services

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Graduate All Students College, Career, and Life Ready

State Systemic Improvement Plan/State-Identified Measurable Result

Increase the statewide graduation rate of students with disabilities and close the gap between students with disabilities and all students.

What Matters Most: Six Key Practices

- Use data well
- Focus your goals
- Select and implement shared instructional practices
- Implement deeply
- Monitor and provide feedback and support
- Inquire and learn

From *What Matters Most: Key Practices Guide*
National Center on Educational Outcomes

National Center on Educational Outcomes – 6 Key Leadership Practices:

Florida Department of Education (FDOE)
Bureau of Exceptional Education and Student Services
Theory of Action

Six Key Practices	If FDOE Leads With the six key practices to implement multi-tiered systems of supports to districts based on need and resulting in continous improvement...	Then Local Education Agency (LEA) Will use the six key practices to implement the multi-tiered system of supports to schools based on need and resulting in continous improvement...	Then Schools	Then Students
1. Uses Data Well	◊ Identify and respond to community needs ◊ Refine or create state systems of support	◊ Establish clear expectations for data use ◊ Use data to identify need, measure implementation and impact on student learning	Will use the six key practices to implement the multi-tiered system of supports to students based on need and resulting in continous improvement...	Will engage, progress, and graduate college, career and life ready.
2. Focus Goals	◊ Establish common goals ◊ Provide products and services to facicitate focused goal setting and coherent plans	◊ Establish priority on improving teaching and learning ◊ Ensure alignment of goals ◊ Take leadership responsibility for goal setting		
3. Select & Implement Shared Instructional Practices	◊ Serves to help districts improve quality of instruction to all students ◊ Establishes statewide system of supports to districts	◊ Align standards-based instruction to district goals ◊ Build common language understanding ◊ Require ongoing progress monitoring		
4. Implement Deeply	◊ Limits state and district requirements ◊ Provides products and services that help districts fully implement strategies	◊ Ensure consistentcy implementation of selected improvement strategies ◊ Require aligned school structures ◊ Provide support and accountability		
5. Monitor & Provide Feedback	◊ Helps districts understand relationship between monitoring for improvement and monitoring for compliance	◊ Use district identified formative indicators for implementation ◊ Provide differentiated support ◊ Measure effectiveness		
6. Inquire & Learn	◊ Evaluates adult and student learning ◊ Recognizes continous improvement of all students and specifice groups of students	◊ Pursue continous improvement ◊ Establish decision-making process ◊ Provide active oversight of instruction		

Photos provided by Thinkstock

5(a): The Florida Department of Education, in collaboration with its internal and external stakeholders, has identified the measurable result of increasing the statewide graduation rate for students with disabilities from 52.3% (2012-13 graduates) to 62.3% (2017-18 graduates) and closing the graduation gap (baseline 23.2 percentage points in 2012-13) for students with disabilities in half (< 11.6 points). The SIMR is related to SPP/APR results indicator #1: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

High-Quality Data Requires Teamwork

High-Quality Data Requires Commitment at All Levels

State Leadership
- Department of Education
  - Bureau of Exceptional Education and Student Services
    - Discretionary Projects
      - School Districts
        - Schools
          - Teachers
            - Students and Parents

Data Governance

How to ensure quality and timely data are submitted to Office of Special Education Programs (OSEP)?

- Partnered with IDC and used Data Processes Toolkit
  - Obtained buy-in from leadership
  - Defined necessary roles and identified key players across the agency
  - Documented procedures and protocols for each data element

Data Collection and Reporting Cycle

Local School

Local District Office

FDOE

USED

BEESS Reviews

Additional Data Collections

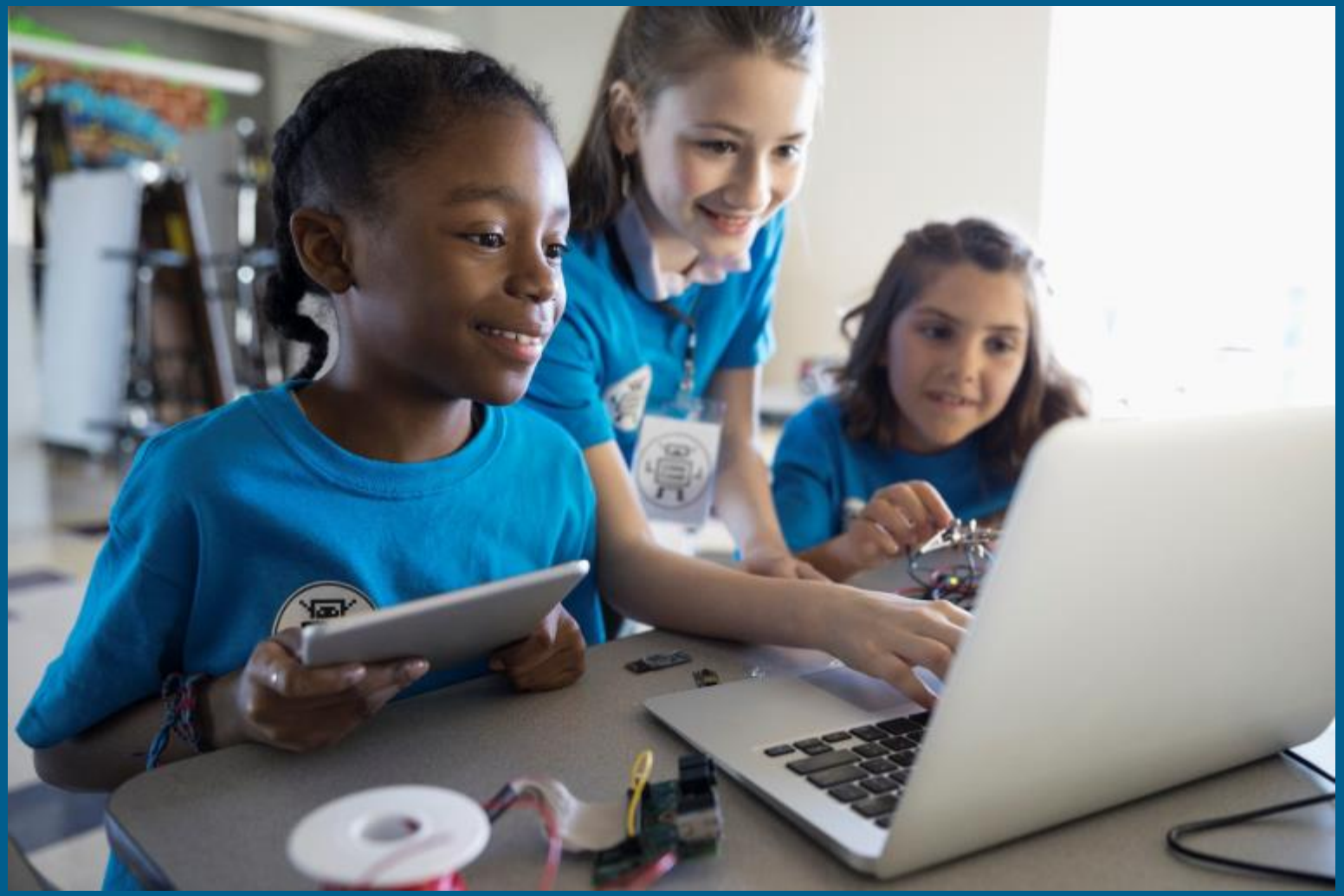
Florida has one of the most robust student and staff data collection systems in the nation; however, other data sources are required to get the complete picture.

- **SPP 3B and 3C:** Assessment - Office of Evaluation and Reporting
- **SPP 7:** Preschool outcome data - web-based data collection survey managed by a contractor
- **SPP 8:** Parent Involvement - managed by outside contractor who mails surveys to districts; surveys can also be submitted electronically
- **SPP 12:** Part C to B Transition - Department of Health supplies data to contractor
- **SPP 13:** Transition IEP Compliance - submitted through a general supervision website
- **SPP 14:** Postschool outcomes - Florida Education Training & Placement Information Program (FETPIP)
- **Incidents of Restraints and Seclusions** - Submitted through FDOE web-based online application
- **Other related services personnel data** - web-based data collection survey

Florida Education & Training Placement Information Program (FETPIP)

- FETPIP is a data collection and consumer reporting system established in statute to provide follow-up data on former students/program participants who have graduated, exited, or completed a public education or training program
- This information is part of the performance accountability processes for all parts of the K-20 system and serves as an indicator of student achievement and program needs
- FETPIP's method of data collection replaces conventional survey-type techniques and provides information in an accurate and cost-effective manner
- The follow-up studies are conducted annually by matching records of the student exiters with information resources available to FETPIP
- High school reports are available at state, district, and school levels by diploma type (or dropouts), race, gender, and disability status

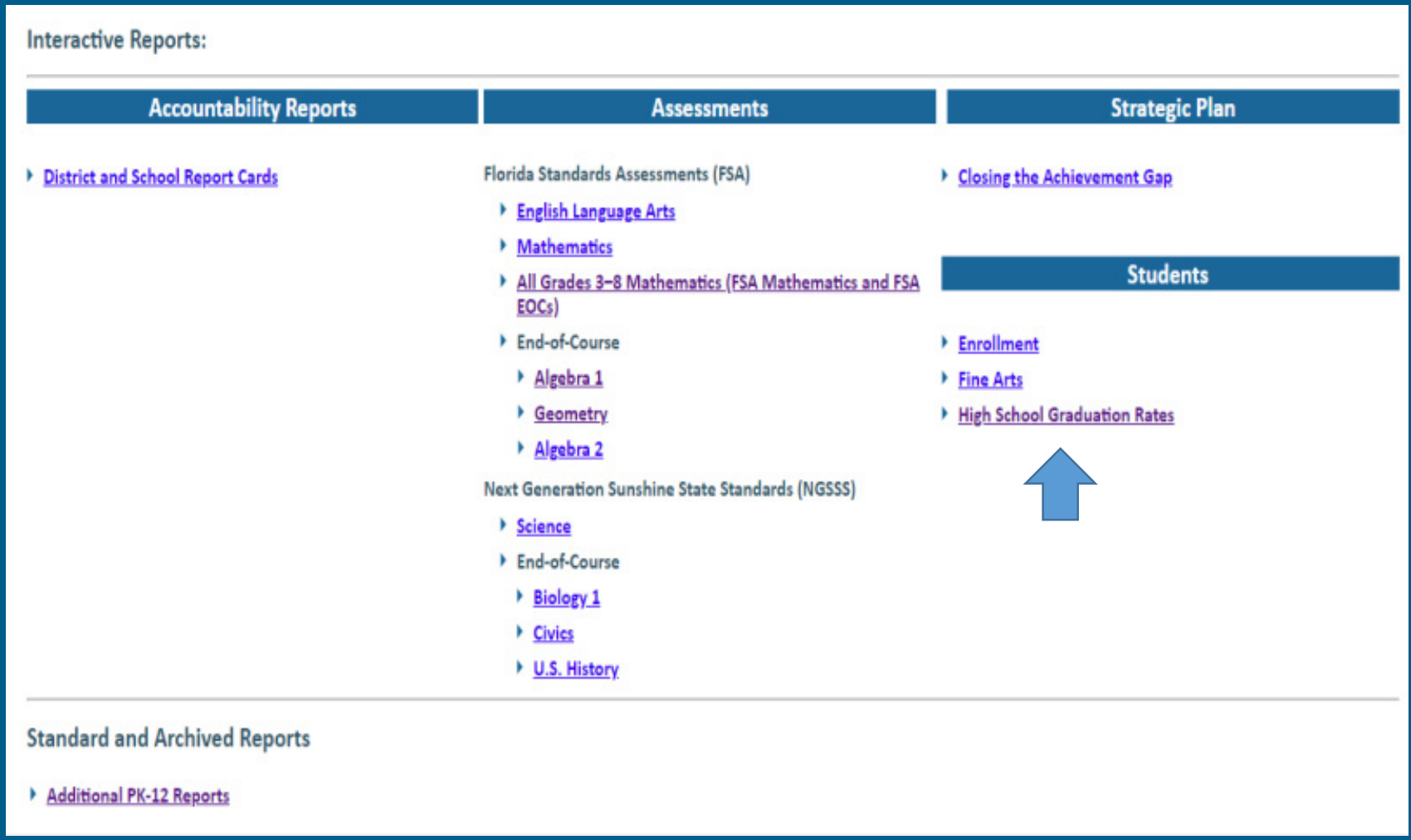
A Culture of High-Quality Data Requires a Culture of Sharing



Share Data Internally and Externally

- LEA data with Exceptional Student Education (ESE) directors and discretionary projects
- Data quality reviews with district staff
- Reports online http://fldoe.org/academics/exceptional-student-edu/data/
  - LEA Profiles and Databook
- EDStats portal
- Conference presentations
- Stakeholder meetings

EDStats: PK-20 Education Information Portal Interactive Reports Available



State Level | District Level | School Level | Compare All Districts | Compare 5 Districts for 1 Year | Compare 2 Districts for 5 Years | Build Your Own Table | Build Your Own Florida Map

Portal

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FLORIDA DEPARTMENT OF EDUCATION
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High School Graduation Rates

File View Data

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Florida High School Graduation Rates

Definitions FAQs Quick Start Guide User Manual

Federal regulations (34 C.F.R. §200.19) require each state to calculate a four-year adjusted cohort graduation rate, which includes standard diplomas but excludes GEDs (regular and adult) and special diplomas. The U.S. Department of Education (USED) adopted this calculation method in an effort to develop uniform, accurate and comparable graduation rates across all states. This graduation rate is currently used in Florida's school accountability system in the high school grades calculation.

A cohort is defined as a group of students on the same schedule to graduate. The graduation rate measures the percentage of students who graduate within four years of their first enrollment in ninth grade. Subsequent to their enrollment in ninth grade, students who transfer out and deceased students are removed from the calculation. Entering transfer students are included in the graduation rate for the cohort of their scheduled graduation, based on their first date of enrollment in ninth grade. State, district and school graduation rates are calculated using this same methodology.

The Graduation Rate Frequently Ask Questions and Definitions documents provide additional details on the methodology and definitions associated with Florida's graduation rate and calculations.

Note:
Economically disadvantaged calculations in this report do not reflect the USDA multiplier for eligible Community Eligibility Provision (CEP) schools. More information about the Community Eligibility Provision can be found at the United States Department of Agriculture website: http://www.fns.usda.gov/school-meals/community-eligibility-provision. A list of CEP eligible schools is located at http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state.

User Tips:
1) The browser's Back button is not supported. Please use the navigation links provided within the interactive reports.
2) Your session will time out after five minutes of inactivity.

https://edstats.fldoe.org/SASWebReportStudio/processReportCommand.do?CMDID=label2597068_WEB_SITE07122016183412712279&APNAME=AP1780&DRAW_ELEMENT_ID_PARM=a15174307216470.335577699728341 7_0_0

Use Data Well

Considerations for increasing the performance of students with disabilities as part of district-wide improvement
To what degree do SEAs:

- Use data to identify and respond to common needs related to student learning across areas (e.g., regions, zones, intermediate/cooperative service areas, districts) of the state
- Establish clear expectations for effective data use across state education agency (SEA) offices and departments, facilitating coherence and reducing fragmentation in the services and/or supports provided to districts
- Refine, redefine, or create new state systems of support focused on building the capacity of all districts in the state to improve instructional practice and student learning

Use Data Well (cont.)

To what degree do SEAs:

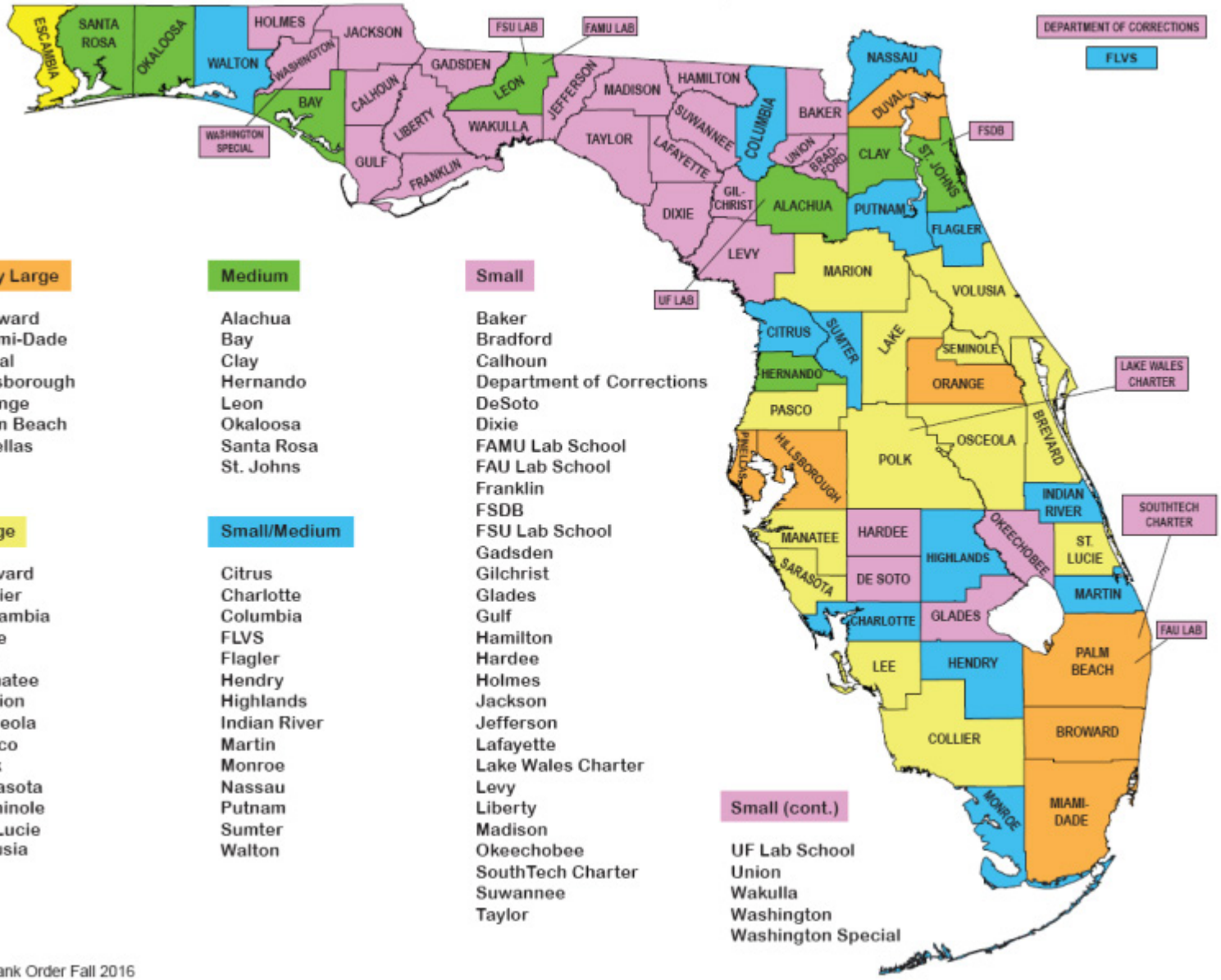
- Establish mechanisms for providing high-quality and consistent support—including facilitation and professional development—to all districts in the state in the effective use of data to improve the learning of all students and groups of students, such as students with disabilities
- Provide tools/products/services that facilitate the effective use of data by all districts, schools, and teachers in improving instructional practice and student learning
- Ensure that state initiatives are targeted to providing support to underperforming districts and, at the same time, are applicable to and used by all districts in the state to continually support higher levels of learning for all students

Use data to identify and respond to common needs related to student learning across areas (e.g., regions, zones, intermediate/cooperative service areas, districts) of the state.

District data shared by district "Size-a-likes"

Small	Less than 7,000
Small/Medium	7,000 – 19,999
Medium	20,000 – 39,000
Large	40,000 – 99,999
Very Large	100,000 or greater

Florida Size-Alike Map



Very Large

Broward
Miami-Dade
Duval
Hillsborough
Orange
Palm Beach
Pinellas

Large

Brevard
Collier
Escambia
Lake
Lee
Manatee
Marion
Osceola
Pasco
Polk
Sarasota
Seminole
St. Lucie
Volusia

Medium

Alachua
Bay
Clay
Hernando
Leon
Okaloosa
Santa Rosa
St. Johns

Small/Medium

Citrus
Charlotte
Columbia
FLVS
Flagler
Hendry
Highlands
Indian River
Martin
Monroe
Nassau
Putnam
Sumter
Walton

Small

Baker
Bradford
Calhoun
Department of Corrections
DeSoto
Dixie
FAMU Lab School
FAU Lab School
Franklin
FSDB
FSU Lab School
Gadsden
Gilchrist
Glades
Gulf
Hamilton
Hardee
Holmes
Jackson
Jefferson
Lafayette
Lake Wales Charter
Levy
Liberty
Madison
Okeechobee
SouthTech Charter
Suwannee
Taylor

Small (cont.)

UF Lab School
Union
Wakulla
Washington
Washington Special

Source: Rank Order Fall 2016

Establish clear expectations for effective data use across SEA offices and departments, facilitating coherence and reducing fragmentation in the services and/or supports provided to districts.

Refine, redefine, or create new state systems of support focused on building the capacity of all districts in the state to improve instructional practice and student learning.

On-site Meetings with Tier 3 Districts

- Share and discuss state, district, and school-level data, including sources
- Explore the story told by data
- Examine for accuracy (e.g., coding correct?)
- Gather more data via focus groups with administrators, teachers, students, parents
- Facilitate problem solving - district determines what they will work on and how
- Provide necessary training and technical assistance
- Follow up on a regular basis

Evolution of the Visits

In 2014-15

- All in attendance were Exceptional Student Education (ESE) personnel
- State provided all data - districts often asked where it came from
- Little understanding of the “story” the data told
- Unrealistic predictions
- Plans made often shelved after visit
- Follow-up inconsistent

By 2017-18

- Administrators from general education and ESE at both district and school level involved, including superintendent
- Districts understand and present their own data
- Predictions are data based and accurate
- Plans are living, growing instruments for improvement
- Consistent follow-up with clear expectations

Establish mechanisms for providing high-quality and consistent support—including facilitation and professional development—to all districts in the state in the effective use of data to improve the learning of all students and groups of students, such as students with disabilities.

- Administrators Management Meeting (AMM)
- Monthly director calls and topical calls
- Contact meetings by ESE eligibility area
- Discretionary projects that provide extensive training and technical assistance

Provide tools/products/services that facilitate the effective use of data by all districts, schools, and teachers in improving instructional practice and student learning.

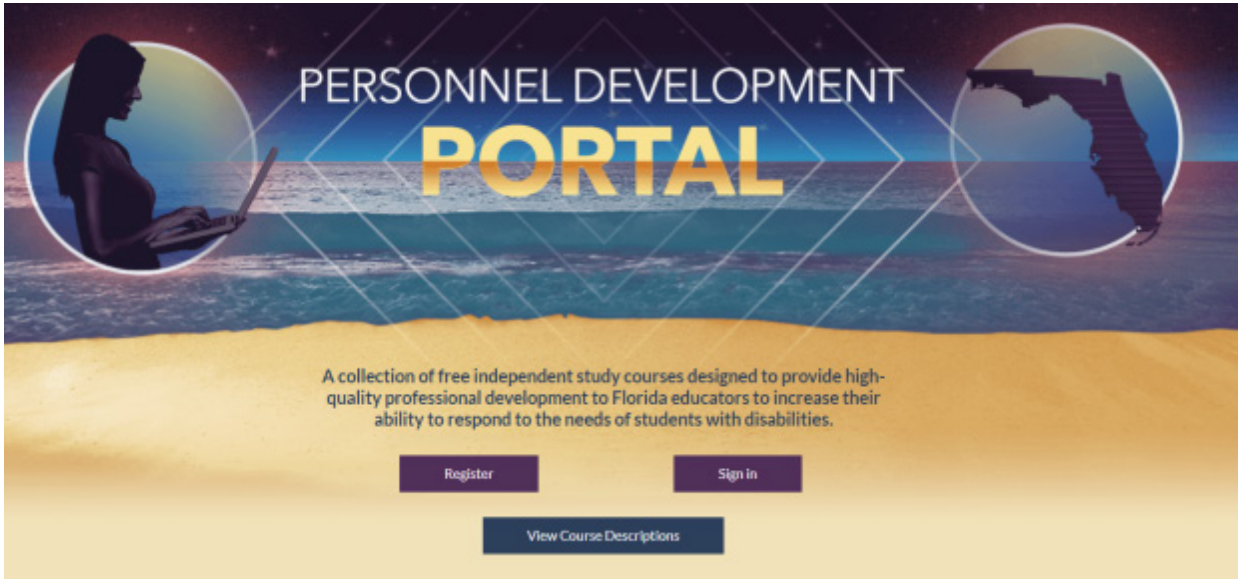
One example: Florida-developed Early Warning System

- Identifies students (middle or high school) who are not on track to graduate, based on data, in order to and provide the necessary interventions
- Allows districts to accurately predict graduation rate
- Training and technical support offered to all districts
- Automated to work with district data systems

	A	B	C	D	E	F	G	H	I	J	K	L
1	Counter	LNAME	FNAME	GRADE	WCODE	WDATE	EXP.	ABS	CREDITS	GPA	DIPLOMA TYPE	RDVL
2	1	Cleveland	Grover	11			J	0	14	1.2222	24 CREDIT STANDARD	1
3	2	Lincoln	Abraham	11			K	1	16	1.5909	24 CREDIT STANDARD	1
4	3	Wallace	Bess	11			J	0	16.5	1.5945	24 CREDIT STANDARD	1
5	4	Polk	James	11			K	0	15	1.6666	24 CREDIT STANDARD	3
6	5	Castillo	Adam	11			K	0	14.5	1.8333	24 CREDIT STANDARD	1
7	6	Ross	Betsy	11			K	4	16.5	2.2727	24 CREDIT STANDARD	1
8	7	Beecher	Harriet	12			W	0	17	1.4758	24 CREDIT STANDARD	4
9	1	Ford	Gerald	12			K	0	19	2.0714	24 CREDIT STANDARD	2
10	2	Stone	Lucy	12			K	0	19	2.1646	24 CREDIT STANDARD	2
11	1	Anthony	Susan B.	12			K	0	19	2.2142	24 CREDIT STANDARD	1
12	2	Howard	William	12			V	0	18.5	2.2954	24 CREDIT STANDARD	2
13	3	McKinley	William	12			K	0	21	2.4047	24 CREDIT STANDARD	1
14	4	George	Dan	12			K	0	21.5	2.4418	24 CREDIT STANDARD	4
15	1	Bush	Barbara	12			K	0	21	2.5648	24 CREDIT STANDARD	2
16	2	Johnson	Andrew	12			J	0	21	2.6428	24 CREDIT STANDARD	3
17	3	Solis	Hilda	12			K	0	21	3.0658	24 CREDIT STANDARD	4
18	4	Taylor	Zachary	12			I	0	21.5	3.1636	24 CREDIT STANDARD	1
19	5	Bush	George	12			K	0	20.5	3.3958	24 CREDIT STANDARD	3
20	6	Adams	John	12			K	0	19	3.7423	24 CREDIT STANDARD	2
21	1	Fillmore	Mildred	11	W26	20151003	J	0	14	0.8809	24 CREDIT STANDARD	1

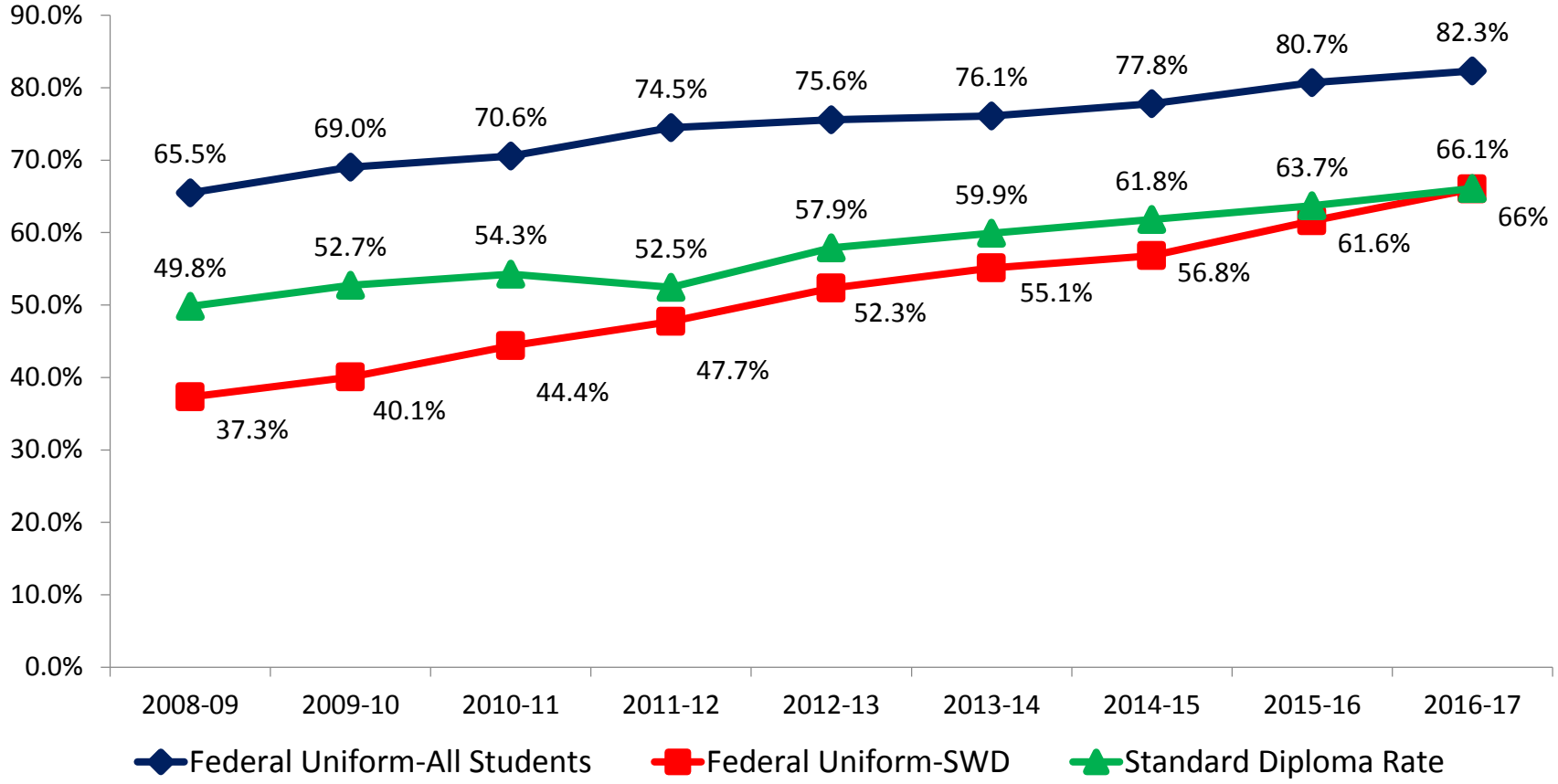
Ensure that state initiatives are targeted to providing support to underperforming districts and, at the same time, are applicable to and used by all districts in the state to continually support higher levels of learning for all students.

- Strategic planning process
- State Personnel Development Grant (Check & Connect and Strategic Instruction Model)
- Online courses



Using Data Well Works!

Florida's Graduation Rates



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