Increasing Your State’s Capacity to Share Your Data Effectively

SEPTMBER 28, 2018

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Carol Seay, GA
Shilan Wooten, AK
Today’s Webinar: Increasing Your State’s Capacity to Share Your Data Effectively

- Welcome and thank you for joining us
- We are recording this webinar
- Slides and recording from this presentation will be available on the IDC website
- We will be muting all participants
- Please type your questions in the chat box
- Please complete the online evaluation after the end of the presentation
Where to Find Webinar Slides and Recording

Back-to-Basics on Part B Assessment—What You Need to Know About Indicator B3

This webinar continued IDC’s Back-to-Basics Webinar Series for new Part B state staff, staff with new indicator responsibilities, and those who want a refresher on ins-and-outs of the SPP/APR Indicators and related Section 618 data collections. The webinar will focus on beginning level information on Indicator B3 (Assessment), including a review of B3’s specific criteria and data sources; steps and calculations required to collect, analyze, and report Indicator B3 data; and any differences or similarities between Indicator B3 and the other indicators.

Expected outcomes of the webinar were that participants would gain a better understanding of Indicator B3 requirements to ensure high-quality data for SPP/APR reporting and increased knowledge about available resources and supports for understanding and reporting Indicator B3 data.

Materials

- Back-to-Basics on Indicator B3

Topics

- State Performance Plan - SPP and Annual Performance Report - APR
- Part B
- 618 Data

PRESENTERS

- Susan Hayes
- Tiffany Boyd

YouTube Recording
Participant Outcomes

Participants will increase their understanding of:

- How the intended audiences can drive communication strategy decisions
- How stakeholder needs vary when trying to understand and interpret data
- Why accessibility of data is important
- How data visualization (i.e., data displays) can improve communication with stakeholders
- How IDC resources can support effective data visualization
Introduction

Data collection
Data review
Data submission
Now what?
The Next Step Is to Communicate Your Data!

How do you ensure high-quality use of the data you worked very hard to collect, clean, and report?
High Quality Data Use...

- Is informed by protocols for ensuring quality data is available for analysis and reporting
- Involves the development of materials and resources to help facilitate understanding of the data
- Addresses strategies and procedures for using data, including
  - Preparing data for analysis
  - Screening data for quality
  - Understanding potential data products that may be available

Source: IDEA Data Center Part B Data System Framework
https://ideaddata.org/sites/default/files/media/documents/2017-09/49903_idc_part-b_framework_508.pdf
Four Areas to Consider for High-Quality Data Use

- The Audience
- The Message
- The Accessibility
- The Dissemination
Area #1: Understanding the Audience

Key Question: Who is the main audience for this data product?

- The answer to this question is very important because **it guides the rest of the data communication process**
- Knowing the audience helps determine
  - What report to use
  - What type of visualization (if any) is appropriate
  - How you design a report
  - What message you need to communicate
The Audience: Questions to Consider

- Who will most likely be receiving this message
- Who is most likely to be affected by this message
  - Who *could* be affected by this message
- What are the characteristics of your audience/what are the audience’s needs or interests
- What is the audience’s technical, statistical, or analytical background(s)
The Audience: Questions to Consider (cont.)

- Does your state have a plan for methods to communicate with different and/or specific stakeholder groups (Do you need to create a plan)
- Do your stakeholder groups trust the data you are providing, and if not, why not
Area #2: Understand the Message

Key Question: Why do you need to create this data product?

- Answering this question can help focus your time, resources, and effort
- Possible reasons why
  - To meet reporting requirements
  - To provide visual analysis
  - To tell a story
  - To justify a decision or make a point
- Each reason can result in a very different report or other data product
The Message: Questions to Consider

- What message(s) do you want your audience to receive
- How much time does the audience have to interpret the message
  - How can the message be misinterpreted
- What data visualizations would be most appropriate to share with your audience
- Has this message been shared before, and is there already an established protocol to share specific types of messages
- Can you tell a story with these data, and, if so, how
Area #3: Understanding Data Dissemination

**Key Question:** What procedures do you need to follow to monitor the data you are communicating?

- Answering this question makes sure the right data goes to the right audience in a secure manner
  - Disseminate means “to spread or disperse”
  - Are you “spreading” or “dispersing” the right data, message, or information
  - Disseminated data can be difficult to retract (e.g. social media)
Area #3: Understanding Data Dissemination (cont.)

**Key Question:** What procedures do you need to follow to monitor the data you are communicating?

- **Data governance** must play a key role in dissemination
- Staff who think about dissemination early in the data communication process promote high-quality data use
The Dissemination: Questions to Consider

- Who is responsible in your state education agency (SEA) to review data communication protocols, to share data, and to answer questions?
- Whom do you need to inform when you communicate these data?
- Are there rules regarding personally identifiable information (PII), and if so, what are they?
The Dissemination: Questions to Consider (cont.)

- Are you communicating a consistent message with these data
- What are the consequences if you accidentally share data that you aren’t allow to share
- How is your data in your SEA currently being disseminated, and can staff review or improve those processes
Area #4: Understanding Data Accessibility

**Key Question:** What are the implementation steps needed to ensure your data is accessible to your audiences?

- Answering this question helps the SEA understand what it needs to implement to promote high-quality data use.

**Data accessibility** can mean any of the following:
- Data are easy to open, find, use, or interpret.
- Individuals with disabilities are able to use the data.
- SEA staff are building capacity to assist data users with questions.
- Data users have an avenue to provide meaningful feedback to SEA staff to improve accessibility or correct data.
Area #4: Understanding Data Accessibility (cont.)

Key Question: What are the implementation steps needed to ensure your data is accessible to your audiences? (cont.)

- It is important to build staff capacity to understand and meet these different data accessibility needs
The Accessibility: Questions to Consider

- Will your audience need additional data notes or materials to properly understand the data being presented?
- Will your audience have sufficient information to interpret and use the data appropriately?
- Does staff need additional professional development to build capacity for high-quality data use?
The Accessibility: Questions to Consider (cont.)

- Do the colors, design, and format make sense?
- Is 508 compliance required or do you need to consider it?
- Is there a periodic evaluation protocol to review the effectiveness of your SEA’s communication strategies?
The IDC Part B Indicator Data Display Wizard

- Provides SEA staff with visualizations to engage various stakeholders based on
  - Audience
  - Message
  - Report or presentation purpose
- Creates data visualizations for Indicators 1, 2, 3, 5, 6, 7, 8, 12, 13, and 14
The IDC Part B Indicator Data Display Wizard (cont.)

Indicator 7A: Preschool Outcomes: Positive Social-Emotional Skills

This indicator measures preschool children's positive social-emotional skills (including social relationships). It is calculated as two summary statements that examine the percentage of children who improve social-emotional functioning and the percentage of children who function at a level comparable to their same-aged peers. The state anticipates that preschool children's progress outcomes will be distributed across the ranges below.

- Expected Range: 0-5%
- Expected Range: 5-50%
- Expected Range: 5-50%
- Expected Range: 5-50%
- Expected Range: 5-65%

Summary Statement 1:

Of those preschool children who entered or exited the preschool program below age expectations in positive social-emotional skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

\[
\text{Summary Statement 1} = \frac{(c+d)}{(a+b+c+d)} \times 100\%
\]

85%

Summary Statement 2:

The percent of preschool children who were functioning within age expectations in positive social-emotional skills by the time they turned 6 years of age or exited the program.

\[
\text{Summary Statement 2} = \frac{(d+e)}{(a+b+c+d+e)} \times 100\%
\]

34%

Indicator 12: Early Childhood Transition

Directions: Enter data starting from the left-most column (B) by overwriting existing text. You may leave columns blank if you do not have data.

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>6,657</td>
</tr>
<tr>
<td>2011</td>
<td>6,775</td>
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<td>2012</td>
<td>5,405</td>
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<td>2013</td>
<td>4,915</td>
</tr>
<tr>
<td>2014</td>
<td>3,985</td>
</tr>
<tr>
<td>2015</td>
<td>3,815</td>
</tr>
<tr>
<td>2016</td>
<td>3,342</td>
</tr>
<tr>
<td>2017</td>
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<td>2018</td>
<td>1,290</td>
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<tr>
<td>2019</td>
<td>1,139</td>
</tr>
<tr>
<td>2020</td>
<td>1,001</td>
</tr>
</tbody>
</table>

Note: Data for 2020 is preliminary.

Indicator 12: Include a descriptive title!

Directions: Enter data on Indicator 12 worksheet for most current year (cell H15).

IEP Before Age 3

This chart can be copied and pasted into Microsoft Word or PowerPoint, or you can take a screenshot. This Icon and Number Chart works best when you take a screenshot. If you try to copy and paste it, things may go wrong.
Poll question

- Based on how your state currently communicates IDEA data, what do you believe is the greatest challenge your staff faces when creating data products?
  - Understanding who is the correct audience
  - Determining the correct message
  - How to best disseminate your state’s data
  - Ensuring the data is accessible
State Examples

- Now two states will review how they went through this process for sharing data effectively in their states.
- During their discussions, think about:
  - Who were their **audiences**?
  - What **messages** were they trying to convey?
  - How did they **disseminate** their data?
  - What steps did they take to ensure their data is **accessible** for their audience?
- How are these examples similar or different from your state’s processes for using data?
Carol Seay, Ed.D.
Part B Data Manager
Georgia Department of Education

GEORGIA
Our Audiences

- Stakeholders
  - Families
  - State Advisory Panel
  - LEA Directors
- DOE divisions, within Special Education, Federal Programs, Curriculum & Instruction, State BOE
- Legislature

Messaging must be consistent but vary depending on the experience, knowledge, and understanding of the audience.
Opportunities to Share Data in Georgia

- Families
  - Parent Mentor Partnership Conferences
- State Advisory Panel
  - Quarterly meetings
- LEA Special Education Directors
  - Annual Data Collections Conference
  - Federal Programs Conference
  - GA Council for Administrators of Special Education (G-CASE)
  - Webinars
- DOE and BOE
  - Regularly scheduled meetings
Communicating Data to LEA Special Education Directors
Directors: Asking the Questions

- From where do these data come?
- What do these data tell us?
- How do I explain these data to *my* stakeholders?
  - Families
  - Superintendents
  - Advisory group
- How can I/we improve our data?
What Is Our Goal for Students?

Graduate with a high school diploma and transition to a desired postsecondary outcome

- What is our graduation rate?
- What is our dropout rate?
- Are our students successful after exiting?
- Why?
  - Examine data
    - Race/ethnicity
    - Discipline
    - Postsecondary outcomes
Maps Provide a Meaningful Visual

Georgia’s SSIP Districts: SWD FY16 Annual Event Graduation Rate
Georgia’s SSIP Districts: SWD FY16 Dropout Rate
Teach With Examples

LEA’s SWD Annual Event Graduation Rate

- 63.8% for 2015-2016
- 65.6% for 2016-2017
For LEA Directors

- Explanation of annual event rate: 65.6%
  - Give examples to describe the calculation
  - LEA data:
    - Total Exiters: 90
      - Regular High School Diploma: 59
      - Received a Certificate: 10
      - Dropout: 21
    - Calculation:
      \[
      \frac{59}{59 + 10 + 21} = \frac{59}{90} = 65.6\%
      \]
Going Deeper Into the Data

SWD Annual Event Graduation Rate; % of Exiters with HS Diploma

- Black: 59.0%
- Hispanic: 84.6%
- 2 or More Races: 60.0%
- White: 81.8%
- School District Total: 65.6%

Percent of SWD in each racial/ethnic group that exited with a regular diploma.
More Questions

- What numbers are represented here?
- What other data do we need?
  - Discipline
  - Dropout
  - Attendance
- Did we prepare our kids for success?
ABC District: Discipline Events Resulting in Removal (ISS or OSS); Percent of the Enrollment for Each Race/Ethnicity

For example: The simple risk for Hispanic students is 22.9%, which means the comparison of discipline events resulting in a removal and the cumulative enrollment of Hispanic students is 22.9%.
Communicating Data

<table>
<thead>
<tr>
<th>District</th>
<th>In-school and Out-of-school Suspensions Totaling &gt;10 days</th>
<th>SWD District Enrollment</th>
<th>District SWD Relative Suspension Risk by Race</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>American Indian/Alaskan</td>
<td>Black</td>
<td>Hispanic</td>
</tr>
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<td>601</td>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
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<td>602</td>
<td>4</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
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<td>14</td>
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<td>10</td>
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<td>83</td>
<td>14</td>
<td>3</td>
</tr>
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<td>10</td>
<td>1</td>
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<td>22</td>
<td>2</td>
<td>4</td>
</tr>
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<td>620</td>
<td>22</td>
<td>2</td>
<td>4</td>
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<td>22</td>
<td>2</td>
<td>4</td>
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<tr>
<td>622</td>
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<td>4</td>
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<td>623</td>
<td>22</td>
<td>2</td>
<td>4</td>
</tr>
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<td>624</td>
<td>22</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>625</td>
<td>22</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

What is this saying? Who knows? No one...
## Special Education Dashboard: Significant Disproportionality

### Significant Disproportionality - Events per Student Ratio

**FY18 Determination**

<table>
<thead>
<tr>
<th>District</th>
<th>Race/ethnicity</th>
<th>Discipline Event Count</th>
<th>Cumulative SWD Enrollment</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local District</td>
<td>American Indian</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Local District</td>
<td>Asian</td>
<td>3</td>
<td>14</td>
<td>0.3894</td>
</tr>
<tr>
<td>Local District</td>
<td>Black</td>
<td>974</td>
<td>1292</td>
<td>3.4905</td>
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<tr>
<td>Local District</td>
<td>Hispanic</td>
<td>81</td>
<td>353</td>
<td>0.3745</td>
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<tr>
<td>Local District</td>
<td>Two or More</td>
<td>24</td>
<td>72</td>
<td>0.5999</td>
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<tr>
<td>Local District</td>
<td>White</td>
<td>65</td>
<td>360</td>
<td>0.2892</td>
</tr>
<tr>
<td>State of Georgia</td>
<td>American Indian</td>
<td>181</td>
<td>507</td>
<td>0.9039</td>
</tr>
<tr>
<td>State of Georgia</td>
<td>Asian</td>
<td>282</td>
<td>4483</td>
<td>0.1568</td>
</tr>
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<td>State of Georgia</td>
<td>Black</td>
<td>55802</td>
<td>94347</td>
<td>2.2117</td>
</tr>
<tr>
<td>State of Georgia</td>
<td>Hispanic</td>
<td>9465</td>
<td>33103</td>
<td>0.6933</td>
</tr>
<tr>
<td>State of Georgia</td>
<td>Pacific Islander</td>
<td>55</td>
<td>207</td>
<td>0.6727</td>
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<tr>
<td>State of Georgia</td>
<td>Two or More</td>
<td>3407</td>
<td>8607</td>
<td>1.0025</td>
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<tr>
<td>State of Georgia</td>
<td>White</td>
<td>25231</td>
<td>97857</td>
<td>0.5264</td>
</tr>
</tbody>
</table>

*Data Source: 2017 June SR Data Collection*
Connecting the Data: Graduation and Discipline Data

Comparison of Discipline and Graduation

- Black: Graduation Rate: 59.0%, Discipline: 75.4%
- Hispanic: Graduation Rate: 84.6%, Discipline: 22.9%
- 2 or More Races: Graduation Rate: 60.0%, Discipline: 33.3%
- White: Graduation Rate: 81.8%, Discipline: 18.1%
Dashboard View of Postsecondary Outcomes

System Data Submission
School Year: 2017
System ID: 660
System Name: Fulton County

<table>
<thead>
<tr>
<th>Element</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/University</td>
<td>239</td>
<td>38.24%</td>
</tr>
<tr>
<td>Competitive Employment</td>
<td>173</td>
<td>27.68%</td>
</tr>
<tr>
<td>Postsecondary Education</td>
<td>58</td>
<td>9.28%</td>
</tr>
<tr>
<td>Other Employment</td>
<td>81</td>
<td>12.96%</td>
</tr>
<tr>
<td>UnEngaged + Waiting List</td>
<td>74</td>
<td>11.84%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>625</td>
<td>NA</td>
</tr>
<tr>
<td>Survey Rate of Return</td>
<td>NA</td>
<td>93.7%</td>
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<tr>
<td>Deceased</td>
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<tr>
<td>Unable to Contact</td>
<td>42</td>
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<tr>
<td>Returned to High School</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Total number of special education students exiting secondary education: 625

Pie chart showing:
- College/University: 38.24%
- Competitive Employment: 27.68%
- Postsecondary Education: 9.28%
- Other Employment: 12.96%
- UnEngaged + Waiting List: 11.84%
Learning from the Data
Postsecondary Outcome Data, Percentages

ABC School District: Postsecondary Activity of FY16
SWD Exiters Reported in FY17

- College/university: 38.24%
- Postsecondary Education: 12.96%
- Competitive Employment: 11.84%
- Other Employment: 9.28%
- Unengaged + Waiting List: 27.68%
ABC School District: Postsecondary Activity of FY16 SWD Exiters Reported in FY17, Count

- College/university: 239
- Competitive Employment: 74
- Postsecondary Education: 173
- Other Employment: 81
- Unengaged + Waiting List: 58
### Who Are These Students?

<table>
<thead>
<tr>
<th>School ID</th>
<th>School Name</th>
<th>Total Students</th>
<th>Total Students Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>0106</td>
<td>Milton High School</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>0118</td>
<td>Hapeville Charter Career Academy</td>
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<td>10</td>
</tr>
<tr>
<td>0119</td>
<td>Cambridge High School</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>0176</td>
<td>Banneker High School</td>
<td>50</td>
<td>50</td>
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<tr>
<td>0191</td>
<td>Roswell High School</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>0198</td>
<td>Centennial High School</td>
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</tr>
<tr>
<td>0203</td>
<td>Northview High School</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>0205</td>
<td>Alpharetta High School</td>
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<td>36</td>
</tr>
<tr>
<td>0291</td>
<td>Creekside High School</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>0383</td>
<td>McClarin High School</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>0386</td>
<td>Independence High School</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>0392</td>
<td>Chattahoochee High School</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>0691</td>
<td>Tri-Cities High School</td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td>0910</td>
<td>Johns Creek High School</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1110</td>
<td>Langston Hughes High School</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>3066</td>
<td>Riverwood International Charter School</td>
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<tr>
<td>4062</td>
<td>North Springs High School</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>5069</td>
<td>Westlake High School</td>
<td>48</td>
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</table>
### Making Data Useful

**What does their Transition Plan say?**

<table>
<thead>
<tr>
<th>Gender</th>
<th>LEP</th>
<th>Primary Area</th>
<th>Race</th>
<th>Exit Status</th>
<th>Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>N</td>
<td>Emotional/Behavioral Disorder</td>
<td>White</td>
<td>Graduated from High School</td>
<td>Unengaged</td>
</tr>
<tr>
<td>F</td>
<td>N</td>
<td>Mild Intellectual Disability</td>
<td>Black</td>
<td>Graduated from High School</td>
<td>Unengaged</td>
</tr>
<tr>
<td>F</td>
<td>N</td>
<td>Autism</td>
<td>White</td>
<td>Graduated from High School</td>
<td>Unengaged</td>
</tr>
<tr>
<td>F</td>
<td>N</td>
<td>Other Health Impairment</td>
<td>White</td>
<td>Graduated from High School</td>
<td>Unengaged</td>
</tr>
<tr>
<td>M</td>
<td>N</td>
<td>Other Health Impairment</td>
<td>White</td>
<td>Dropout</td>
<td>Unengaged</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>LEP</th>
<th>Primary Area</th>
<th>Race</th>
<th>Exit Status</th>
<th>Postsecondary</th>
</tr>
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<tbody>
<tr>
<td>M</td>
<td>N</td>
<td>Specific Learning Disability</td>
<td>White</td>
<td>Dropout</td>
<td>Competitive Employment</td>
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<tr>
<td>F</td>
<td>N</td>
<td>Specific Learning Disability</td>
<td>White</td>
<td>Dropout</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>N</td>
<td>Other Health Impairment</td>
<td>White</td>
<td>Dropout</td>
<td>Unengaged</td>
</tr>
</tbody>
</table>
data

important

stakeholders

Effective
targeted

states

communications

inform

continuous

high-quality

thoughtful

Providing

preparing

feedback

messages

audiences

informatics

other

gain

use

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part

communicate

decision

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formulating

about

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districts

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participants

Providing Technical Assistance
Teaching and Learning With Data

- Encourages effective communication
  - Data
  - Ideas
  - Prompts conversations
- Promotes understanding
- Improves practices
- Teaches skills
- Inspires creativity
Shilan Wooten
Part C Data Manager
Alaska Early Intervention/Infant Learning Program

ALASKA
Alaska’s Starting Point to Build a Culture Around Data Analysis and Use

- IDEA Data Center’s Timeliness & Child Find Peer Learning Group
  - Two-day face-to-face meeting at Westat in Maryland
  - Opportunity to bring local early intervention agency coordinator

- Alaska selected Timeliness of IFSPs as the focus of their Data Analysis and Use Plan

- Selected agency from the fastest-growing region in Alaska to attend with me
  - Agency experienced a 40% increase in referrals in FY18
Applying Quantitative Data to the Qualitative

- Alaska has consistently met timely IFSP and service delivery requirements
- Agencies with high increase in referrals are struggling with delivering timely services and IFSP implementation

Referrals from four agencies with the highest increases in referrals (FY18 Q1 – Q3)

<table>
<thead>
<tr>
<th>Referred By</th>
<th>FY17</th>
<th>FY18</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physician</td>
<td>109</td>
<td>183</td>
<td>68%</td>
</tr>
<tr>
<td>CPS</td>
<td>133</td>
<td>181</td>
<td>36%</td>
</tr>
<tr>
<td>Parent</td>
<td>103</td>
<td>132</td>
<td>28%</td>
</tr>
<tr>
<td>NICU</td>
<td>54</td>
<td>68</td>
<td>26%</td>
</tr>
</tbody>
</table>
First Steps

- Developed data visualization tool using IDC resources to present at our bi-annual all agency face-to-face.
- Focused discussion on how we can use data to support our current work and initiatives:
  - Infant & Toddler Coordinators Association (ITCA) Fiscal Cohort -> fiscal data analysis
  - State Systemic Improvement Plan (SSIP)
- Identified possible uses for data visualization resources:
  - Communicate local needs to the state through data
  - Communicate statewide/local needs to the department and legislature
Data by Zip Code

- Contact Zip: 99502
- FortyFiveDayAverage: 70
- Referrals: 60
- Enrollments: 38
- Most Common Referral Source: CPS
- Informed Clinical Opinion: 6
- Delays > 50%: 24
- Part C Diagnosis: 7
- Indicator 3A SS1: 23%
- Indicator 3A SS2: 14.30%
- Indicator 3B SS1: 55%
- Indicator 3B SS2: 37.50%
- Indicator 3C SS1: 36.40%
- Indicator 3C SS2: 56.30%
Statewide Timeliness Data
Next Steps

- Data will have its own section and committee in Alaska’s strategic plan.
- Data committee formed in August.
- Development of committee’s mission, goals, and objectives using the DaSy Data System Framework.
- Possible IDC technical assistance visit to help Alaska develop data governance structure.
Challenges

- Data system
- Who applies meaning to data?
- How do we spread the data it?
- Using data in public awareness efforts
  - Balancing the right amount of data
IDC Resources to Increase Your SEA’s Capacity for High-Quality Data Use

- Part B and Part C IDEA Data Processes Toolkits
- IDEA Section 618 Public Reporting Data Element Checklists
- IDEA Data Center Part B Data System Framework
- IDEA Data Quality: Outlier Analysis Tools
- IDEA Data Training Modules
- Data Meeting Protocol
- Part B Indicator Data Display Wizard
Conclusions

- Ensuring high-quality data use starts with some strategic planning
- Consider the following four areas and relevant questions when communicating your data:
  - Your audience
  - Your message
  - How you need to disseminate the data
  - How your audience can access the data
- IDC has resources that can help
Questions?
Evaluation Poll

The poll questions will appear on the right-hand side.
Contact Us

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- Carol Seay – cseay@doe.k12.ga.us
- Shilan Wooten – shilan.wooten@alaska.gov
For More Information

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

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https://twitter.com/ideadatacenter

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http://www.linkedin.com/company/idea-data-center
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 U.S. Department of Education, and you should not assume endorsement by the federal government.

Project Officers: Richelle Davis and Meredith Miceli