



Leading by Example: Cultivating a Data Culture for Continuous Improvement

MAY 20, 2019

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Leading by Example: Cultivating a Data Culture for Continuous Improvement

- 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



3:00 PM on October 31, 2017 -- 4:00 PM on October 31, 2017

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

Webinar | Online | Back to Basics

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 focused 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

Uploaded

Back-to-Basics on Indicator B3

FINAL B2B B3 Assessment Draft 9.26.17.pdf

Topics

State Performance Plan - SPP and Annual Performance Report - APR

Part B

618 Data



Back-to-Basics

YouTube Recording

PRESENTERS

Susan Hayes

Tiffany Boyd

Presenters

- Jeanna Mullins, Deputy Director and TA Services Manager, *IDEA* Data Center (IDC)
- Abigail Cohen, Senior Associate, Policy and Advocacy, Data Quality Campaign (DQC)
- Theresa Nicholls, Assistant Commissioner - Division of Special Populations, Tennessee Department of Education
- Rachel Wilkinson, Executive Director of Data Services - Division of Special Populations, Tennessee Department of Education

Agenda

- Grounding Context: Data Quality Campaign
- Successful Leadership Practices: *IDEA* Data Center
- State Story: Tennessee
- Final Words
- Evaluation

Participant Outcomes

- Understanding the value of state leaders championing a purpose and vision for data use to cultivate a statewide culture of high-quality data
- Knowledge of the attitudes and actions leaders take to foster a collaborative culture of using data for decision-making for continuous improvement
- Awareness of how one state influences and empowers people at state and local levels to use data to drive policy and practice decisions that will lead to improved results

Leading by Example

Data Quality Campaign (DQC)

THE BIG IDEA: When students, parents, educators, and partners have the right information to make decisions, students excel.

What does it mean to *use data* in service of student learning?

Data is one of the most powerful tools to inform good decisions and create opportunities for students along their education journey—and it's much more than test scores. Data helps us make connections that lead to insights and improvements. Everyone has an important role to play in helping all students succeed in their own individualized ways. Here's what it will look like when data is working for all students.

TEACHERS

"I know where my students are succeeding and struggling right now."
"I can help them grow."



SUPERINTENDENTS

SCHOOL LEADERS

"I know what's working and what isn't in my school."
"I can make timely decisions and make sure resources support great teaching and improve student learning."



STUDENTS

"I know my strengths and where I need to grow."
I can shape my own education journey."



PARENTS

"I know what actions to take to help my child on her path to success."
"I can be a better champion for her."



AFTERSCHOOL PARTNERS

"I know what's happening with these kids before 3:00 p.m."
"I can help families and communities create more opportunities for students to succeed."



Many educators and policymakers are already taking steps in the right direction. See DQC's *Four Policy Priorities to Make Data Work for Students* for more on making this vision a reality for all students.

Four Policy Priorities to Make Data Work for Students

Everyone who supports students should have the right data in the right format at the right time to make decisions so that students excel. For this vision to become a reality, data must be transformed from a tool of compliance to one that empowers people and fuels continuous improvement. This is a set of recommendations for policymakers to achieve that transformation and make data work for students.

MEASURE WHAT MATTERS

Be clear about what students must achieve and have the data to ensure that all students are on track to succeed.



MAKE DATA USE POSSIBLE

Provide teachers and leaders the flexibility, training, and support they need to answer their questions and take action.



Ensure that every community understands how its schools and students are doing, why data is valuable, and how it is protected and used.

**BE TRANSPARENT
AND EARN TRUST**



Provide teachers and parents timely information on their students and make sure it is kept safe.

**GUARANTEE ACCESS
AND PROTECT PRIVACY**

DATA IN SERVICE OF LEARNING

People—like parents and teachers—need tailored information that they can trust to ensure all students' individual needs are met. A culture of effective data use means putting students at the center.



Every Student Succeeds Act
(ESSA) presents new
opportunities for states to
innovate.

Moving From Compliance to Continuous Improvement

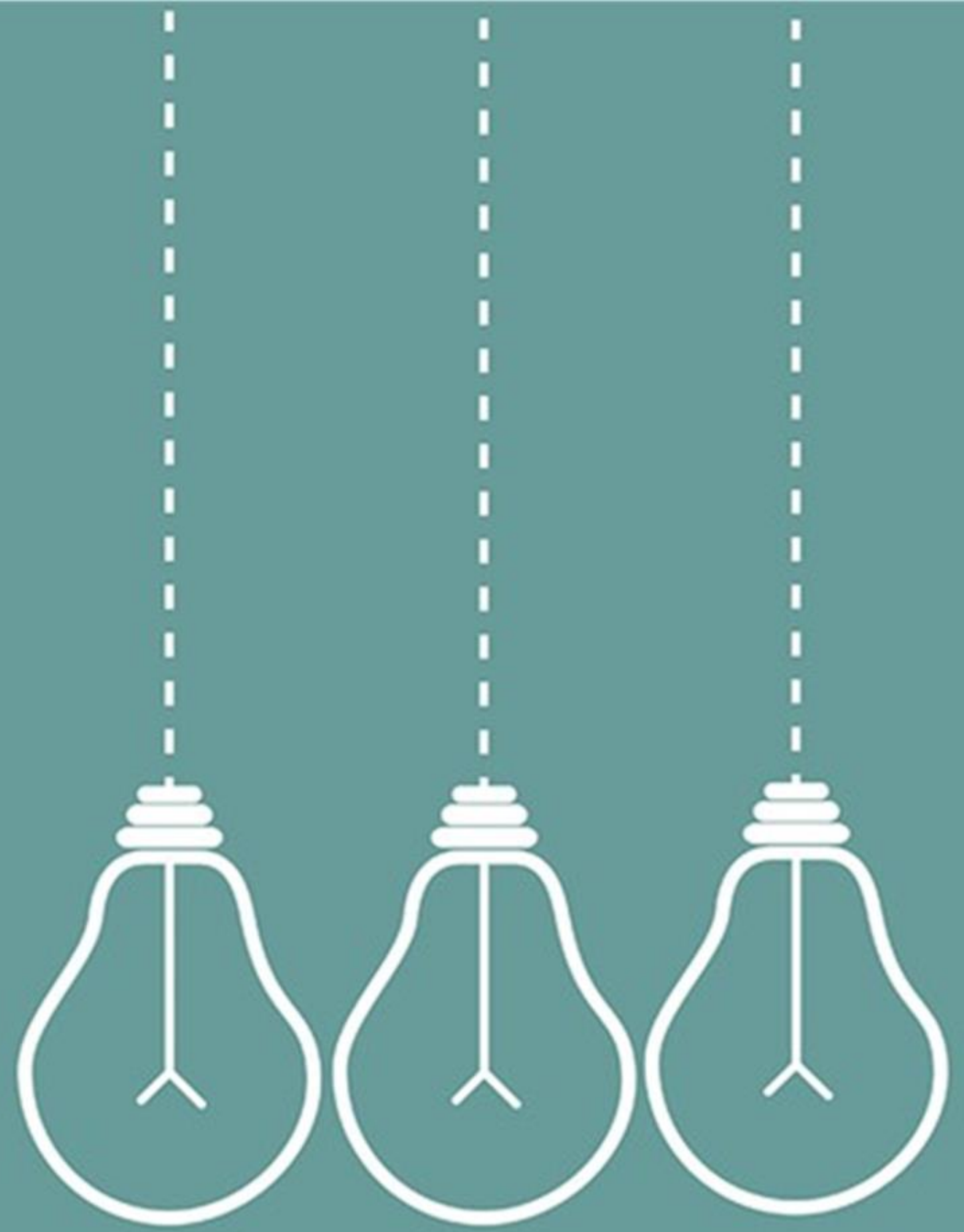
- **Push beyond box checking:** embed data use into team culture
- **Break down silos:** data should be everyone's job
- **Build capacity:** people need the right tools, time, and training

Data Use Is an Evolution



Source: <https://www.svds.com/thought-leadership/data-maturity-assessment/>

Data does not
create meaning—
people do.



Leadership Is Almost Always the Secret Ingredient

Strong cultures of data use have leaders who

- Are committed to the work
- Have a clear vision for the work
- Prioritize building a broad coalition of support that centers transparency

State Examples



- ✓ Use the bully pulpit
- ✓ Build partnership



KENTUCKY CENTER FOR STATISTICS

Uniting our data. Informing our Commonwealth.

- ✓ Set a clear vision
- ✓ Build partnership

DQC Resources

- “Four Policy Priorities to Make Data Work for Students” in *Time to Act: Making Data Work for Students*
- *Roadmap for Cross-Agency Data Governance*
- *Build a Culture of Data Use: Host a State Data Conference*
- *ESSA Resources to Make Data Work for Students*

Data Quality Campaign Resources — <https://dataqualitycampaign.org/resources/>

Leading by Example

IDEA Data Center (IDC)

Champion a Compelling Vision

- Be a believer in the value of high-quality data and use
- Assume the roles of data champion and systems coach to guide the change in culture
- Communicate a vision for nurturing a rich data culture
- Broaden the reach for sharing and talking about the data to build trust

Influence Policies

- Leverage opportunities for policymakers and key stakeholders to co-create a shared vision and plan for
 - Timely access to data
 - Enhanced data governance structures and functions
 - Use of high-quality data

Invest in People

- Strengthen internal agency capacity to combine, analyze, and use a variety of data
- Support people who collect and enter the data at the local level for reporting and use
- Make available the tools and resources to support data use in everyday work
- Hold people accountable for using data; routinely ask for data

Model Data Use

- Rely on relevant and real-time data
- Expect use of data displays to make data more understandable for analysis
- Strengthen state level infrastructures of support for data access and use
- Ensure data access for meaningful use of data at the local level

Work Closely With Data Manager

- Communicate regularly with Part B data manager to stay apprised of data collection, validation, and reporting challenges
- Approve consolidation of individual data requests to streamline data preparation and reporting
- Require review of data policies to determine limitations and needs for updates
- Support design of new data elements, as needed, that meet agency standards

Collaborate Across the Agency

- Assume role of bridge builder for the agency as a whole
- Make a conscious effort to communicate with other directors and leaders across the agency to foster a shared responsibility for high-quality data
- Advocate for data stewards and program staff to work together to establish thorough, feasible processes for data collection, validation, and reporting; replicate processes at local level

IDC Resources

IDEA Part B Data Processes Toolkit for documenting IDEA data collection and reporting procedures and activities

Part B IDEA Data Processes Toolkit

[Toolkit Components](#) [Data Collection Calendar](#)

What is the toolkit and what is it for?

The Data Processes Toolkit is a collection of templates to document all state-level IDEA data collection and reporting procedures and activities. Using this toolkit to create protocols for all data collections will establish a well-managed process for data collection, analysis, and reporting.

States can use the toolkit to establish and support consistent practices that produce valid and reliable data, build the capacity of data stewards, and create and maintain a culture of high-quality data.

The toolkit contains customizable data collection protocols in Word and a calendar for data stewards that provide a map for documenting data processes for the state.

Documentation of state processes requires dedicated effort and a commitment to designate time to complete and regularly update the protocols. IDC has specialized TK providers available who can facilitate the documentation process in your state.

How to use the toolkit

IDC strongly recommends a team approach to completing the protocols. Additional staff that SEAs might involve include:

- State director of special education
- Data governance coordinator or manager
- Program staff
- IT steward
- Other data stewards (e.g., assessment)
- ED Facts coordinator
- Other staff as appropriate.

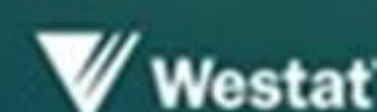
When completing the protocols for each collection, states should add detailed information about the many processes and information associated with that collection. Listed prompts are not comprehensive; they are meant to serve as guides for thinking about the processes in a state. States should indicate which members of the team are responsible for the various tasks and document any communication that is necessary to support ongoing data processes work.

IDC Resources (cont.)

IDEA Data Center
Part B Data System
Framework for
supporting states
in cultivating a
culture of data



*IDEA Data Center
Part B Data System
Framework with
Guiding Questions*



February 2018
Version 1.0

Leading by Example

Tennessee Department of Education — State Director of Special Education

Department Goals and Strategic Planning

- Focus over the past four years on measurable, concrete goals informed and influenced by data
- The department's strategic plan has served as a map for meeting the desired goals
- Data and evaluations of progress reviewed with broad array of staff from across the department at stock-take and calibration meetings
- Strategic plan adjusted as needed based on the data and conversations in meetings

Tennessee's Division of Special Populations

- Primary focus of division is special education
- Division includes
 - Programming team to develop content, conduct trainings, and support division/state initiatives
 - Regional district support team
 - School psychology services team
 - Data services team

Data Use in Planning

- The work of the division must be measurable
- Available data should inform practices and the project planning process
- Evaluation of progress toward goals must be thorough and robust, encompassing a diverse array of data
- Data services team must operate in concert with other teams/staff to help continuously inform and evaluate projects and goals

Division Planning Retreat

- Annual retreat held to develop division goals
- Data undergirds all discussions of goals, with question of “how do we determine success” ever present
 - If there is no way to measure progress toward a goal, how can we know it has been met
 - All goals have the measures of success outlined within them
- The development of division-wide goals guides project planning for individual teams and staff members

Planning Process

- Review longitudinal data used to evaluate progress toward previous year's goals
 - Example: goal for the 2017-18 school year was to increase the percent of young children, ages 3-5, receiving the majority of services in the regular early childhood environment
 - Shared data with team from the last four years, identifying state results, state targets, and the national trends

Planning Process (cont.)

- Upon review of previous goals, division team staff consider goals for the upcoming school year
- Executive Director of Data Services uses the data card sort activity to guide discussion within teams across the division
 - Teams are provided cards with previous goals and information gathered to address previous, with year-to-year data reflected
 - Blank cards for new goals or additional data are included
 - Teams must assign data cards to relevant goals cards, noting what data are missing or what questions they have upon reviewing the data

Planning Process (cont.)

- The division comes back together as a whole to finalize goals and the necessary data to measure progress based on feedback from each team
- Once the meeting teams establish goals, teams must develop priorities and/or initiatives to meet goals relevant to their work
- These goals and priorities undergird team and individual project planning
- Goals and priorities are informed by and assessed with data

Cultivating a Data Culture

- Expanded role of Executive Director of Data Services to conduct evaluation of work and develop quarterly reports on progress
 - Moving beyond just managing data systems and completing federal reports
- State data director presents results of this analysis internally to department staff and externally to stakeholders

Data Informing Policy

- Data and consistent evaluations inform policy and priorities of the department
- To address systemic concerns manifest in longitudinal environment data for students ages 3-5, State Special Education Director issued letters to superintendents noting potential noncompliance with IDEA
 - Increased conversations about how students with disabilities, ages 3-5, can participate in voluntary pre-K programs
 - Increased conversations about allocating additional funding for students with disabilities, ages 3-5

Leading by Example:

Tennessee Department of Education — Part B Data Manager/Director of Data

Making Data a Priority

- The State Director of Special Education and Executive Director of Data Services work closely together
 - Executive Director of Data Services provides data to the State Director routinely to evaluate work being done
- Collaboration and open lines of communication are essential to successfully execute and evaluate projects
- Dual roles include managing and developing data for reporting and creating systems and tools for state staff and district staff to evaluate their work

Part B Data Manager Role

- Develop and submit all federal and state data and reports relative to special education, including:
 - Annual Performance Report (APR)
 - State Systemic Improvement Plan
 - *EDFacts* and *EMAPS* reports
 - Significant disproportionality calculations

Part B Data Manager Role (cont.)

- Disseminate data to districts, including local determinations for the APR, significant disproportionality designations, and progress on the State Systemic Improvement Plan
- Develop guidance documents and resources regarding data definitions and use at the district level

Director of Data

- Ensure the data being captured for reports, internal analysis, and external communications are valid and reliable
- Develop relationship with other staff working with data systems or reports across the department to collaborate and connect on concerns related to data quality

Data Governance

- Upper management within the department developed a data governance team in 2018, in response to
 - Knowledge loss from employee turnover
 - Lack of clarity in data ownership
 - Duplicative work and conflicting information
- This data governance team established a committee representing data or systems managers from across the department

Data Governance (cont.)

- The data governance committee, led by the Executive Director of Data Governance, meets monthly
- Topics of the meeting include
 - Changes to coding of data elements (e.g., race/ethnicity, socioeconomic status)
 - Data and system ownership
 - Development of specific business rules for data/reporting
 - Sharing division goals and priorities and the data sets and tools that members of the committee will use for evaluation

Data Governance (cont.)

- Data governance committee members created subcommittees to address specific areas of concern and identify data owners
- Representatives on the committee completed audit objectives forms, in concert with data governance team members, to identify their division's goals and measure of success to evaluate effectiveness

Data Management Systems

- Manage statewide special education data management system that reflects the priorities and goals developed by the division
 - Make data accessible, with reports in the system for districts to evaluate their work and programs
 - Reports include
 - Least restrictive environment data (ages 3-5 and 6-21)
 - Compliance timelines
 - Early childhood outcomes
 - Monitoring
 - Identification trends
 - Participation on statewide assessments

Data Accessibility

- For things like APR local determinations and significant disproportionality, the Executive Director of Data Governance provides districts individual rubrics and charts, with state data included for comparison
- These data sets are also reflected in the statewide district and school planning tool, where districts enter their priorities, initiatives, and budgets for the coming school year

Data Accessibility (cont.)

- The state made recent updates to the statewide district and school planning tool
 - More data are available to the public and to school districts
 - Data are more interactive
 - Users can disaggregate, combine, isolate, and compare information to the state and other districts
 - There is opportunity for collaboration within the district so users are not making decisions in isolation

Leading by Example:

Tennessee Department of Education — Supporting School Districts

Technical Assistance

- The systems and tools available for districts to create and evaluate data are beneficial only if staff are able to use them effectively
- The regional district support team for the Division of Special Populations serves as a liaison between the department and districts
- This team receives training on the data communicated to districts and resources to assist with unpacking and using the data in district planning

Technical Assistance (cont.)

- The regional district support team developed self-assessments and guided protocols to walk through the data and assist districts in their planning processes
- The team also uses these tools to identify areas of concern expressed by the district and opportunities for additional trainings or professional development

For More Information — Tennessee



Visit the Tennessee Department of Education website

<https://www.tn.gov/education.html>



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Evaluation Poll

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

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.

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