



Using Local Data to Affect Change

June 18, 2019

Presenters:

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- 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
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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

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Using Local Data to Affect Change



Agenda

- Overview of participant outcomes and introduction to the topic
 - Why engage local programs in data use
 - Data use theory of action
 - Things to think about
- Texas Part C Presentation
- Delaware Part B Presentation
- Final thoughts and questions
- Evaluation



Participant Outcomes

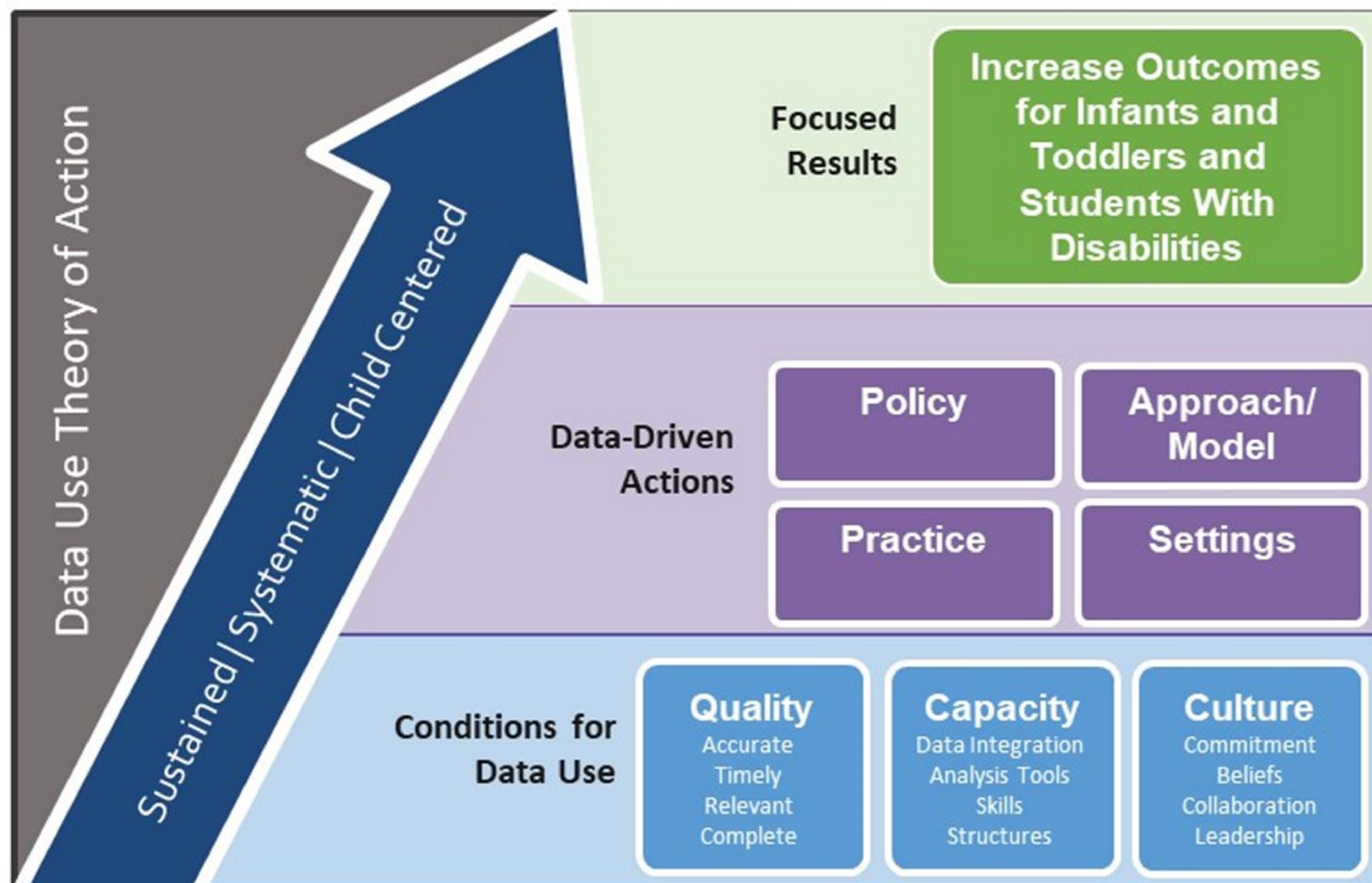
Participants will learn how

- Two states engage in conversations around the use of meaningful data with local programs and districts
- To use high-quality data to pose and answer critical questions about services and resulting outcomes
- Two states support the use of data analysis results to inform decisionmaking at both state and local levels

Why Engage Local Programs in Data Use

- Data can be a powerful way to make programs better
- Data inform and provide information to improve outcomes for children
- Data use can improve data quality and reporting ability at the state level

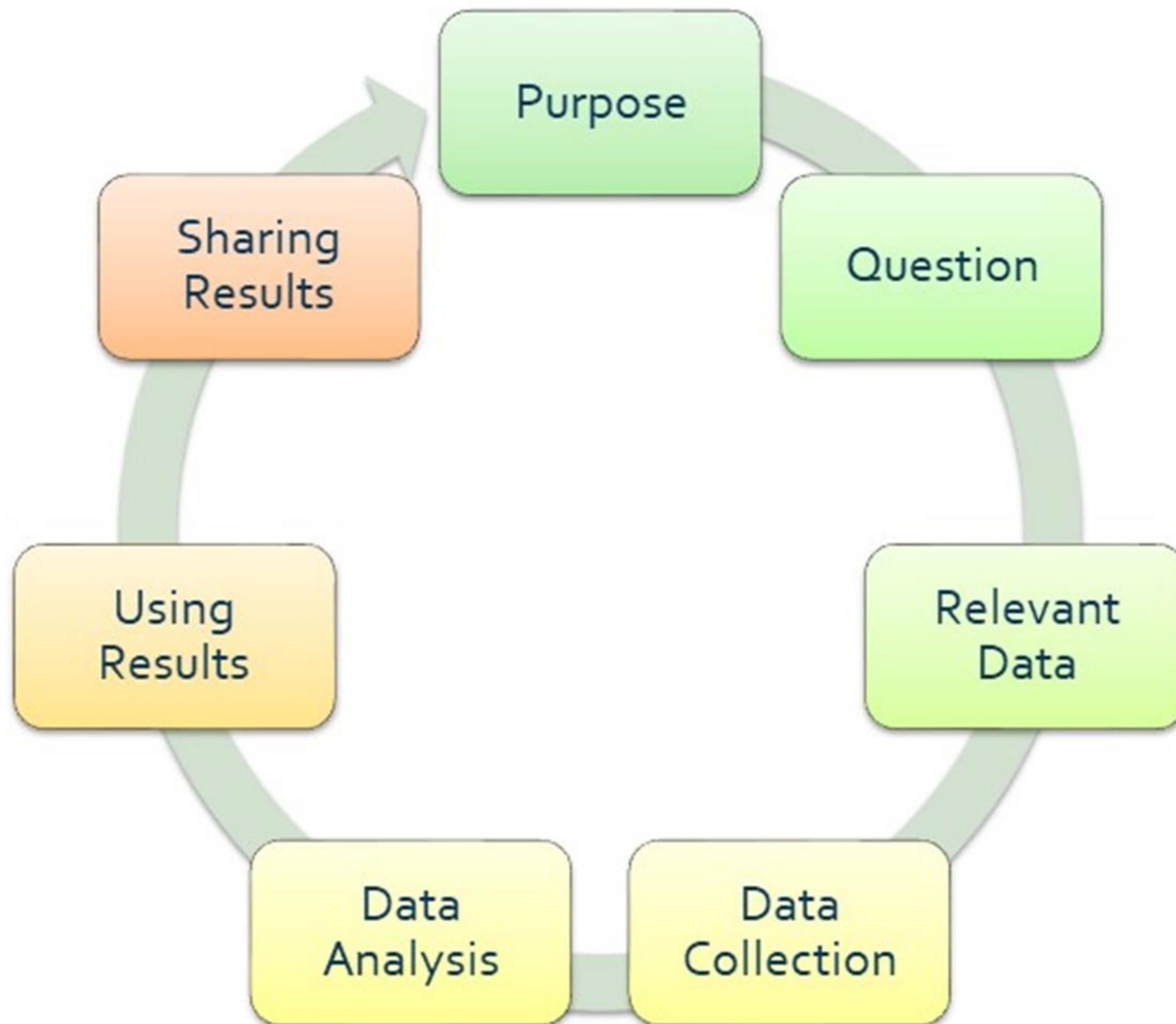
Data Use Theory of Action



Adapted from © 2015 Public Consulting Group

Gerzon, N., and Guckenburg, S. (2015, April). *Toolkit for a Workshop on Building a Culture of Data Use* (REL 2015-063). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=399>.

Collaborative Cycle of Data Analysis and Use



Things to Think About



- What are your pressing questions
 - Most eager to know about
 - Most crucial for policy and program decisions
- Use high-quality data to answer those questions
 - Data you can access within your own agency or obtain from another agency or entity
 - Data elements that will require a new data collection effort

Things to Think About (cont.)



- Clearly define “data”
 - Factual information
 - Qualitative and quantitative
- Determine your overall objective for analyzing data
- Build off of your successes and examine your challenges
- Consider what you already know from the data and what you need to find out

More Things to Think About



- Results may not be favorable at times, but the actions from the results will be
- How will you communicate what you learn
- Who else will need to see these results
- What formats will best communicate your results and the implications with these stakeholders
- What are states doing to make collection and data use better

Texas Early Childhood Intervention

- Travis Duke, Associate Director, Texas Early Childhood Intervention (ECI)
- Sheila K. Rivera, Quality Assurance Specialist, Texas ECI

ECI in Texas

Health and Human Services Early Childhood Intervention FY 2018 ECI Service Areas

Updated August 8, 2018



ECI in Texas

- 42 contractors (local education agencies, school districts, non-profit, community centers) provide statewide coverage
- In FY2018, 86,167 families were referred to the program
- 57,485 were enrolled for comprehensive ECI services

ECl in Texas – Client Demographics (FY2018)

- Categories of eligibility: 82.5% **developmental delay**, 16.1% medical diagnosis, 1.4% hearing/vision impairment
- Gender: 63.8% **male**, 36.2% female
- Most common family size: 4
- Primary home language: 85.4% **English**, 14.0% Spanish, 0.5% other

ECl in Texas – Client Demographics (FY2018) (cont.)

- Race and ethnicity (families may report multiple race/ethnicity categories): 53.0% **Hispanic/Latino**, 36.8% White, 8.1% Black/African American, 2.7% Asian/Pacific Islander, 0.2% American Indian/Alaska, 0.8% Two or More Races
- Third-party payer: **Medicaid 65.8%**, Children's Health Insurance Program (CHIP) 3.9%, Other (e.g., commercial, TRICARE) 32.2%
- Statewide average delivered monthly service hours per child: **2.82**

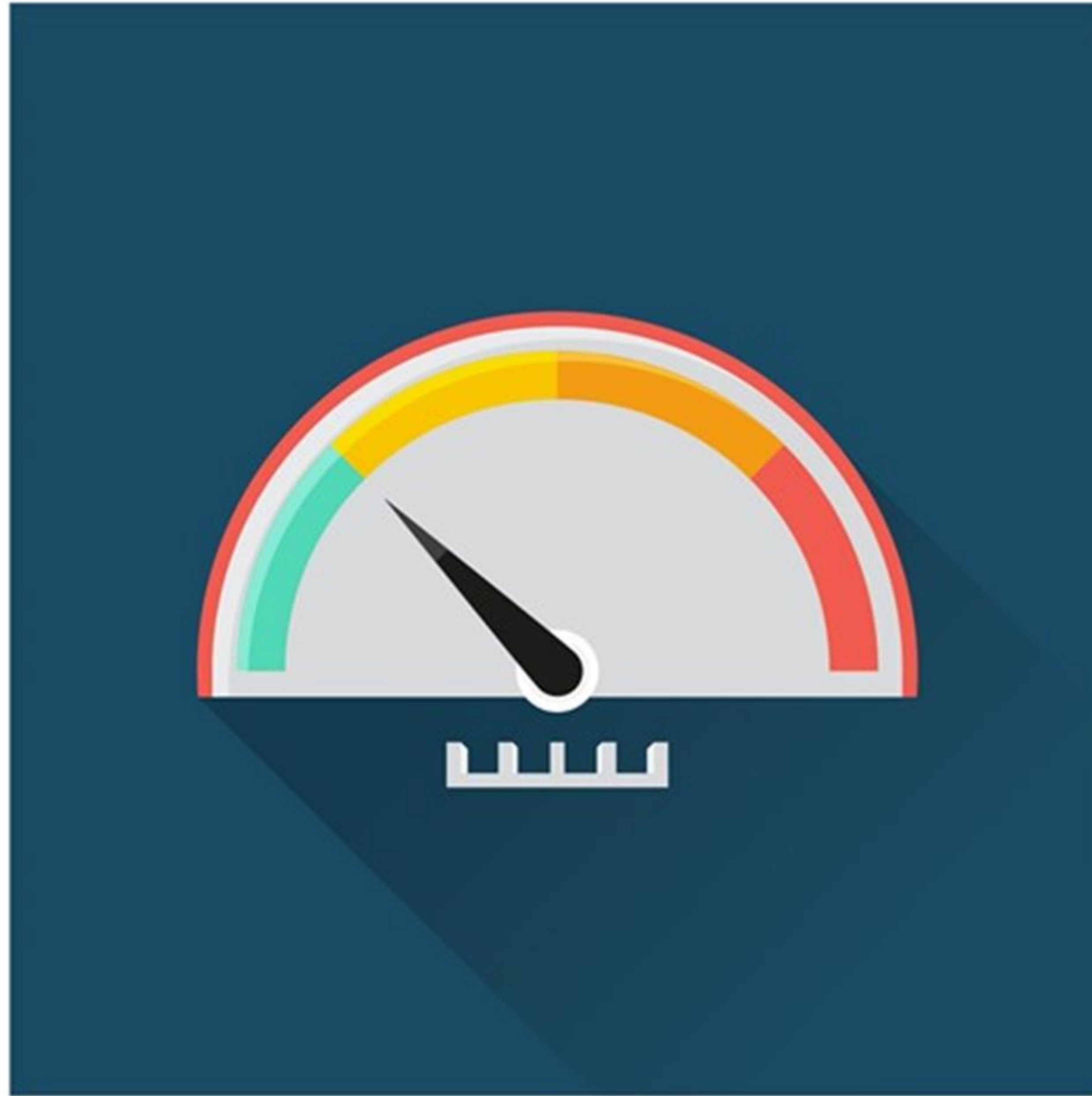
ECl in Texas – Data

- Contractors submit client data to the state office using the Texas Kids Integrated Data System (TKIDS) on a regular basis
- State office uses the data to track contractor performance, determine risk, and identify contractors in need of technical assistance
- Contractors also have access to reports generated by the system that detail the performance of their individual program, which they can use to enhance their quality improvement initiatives

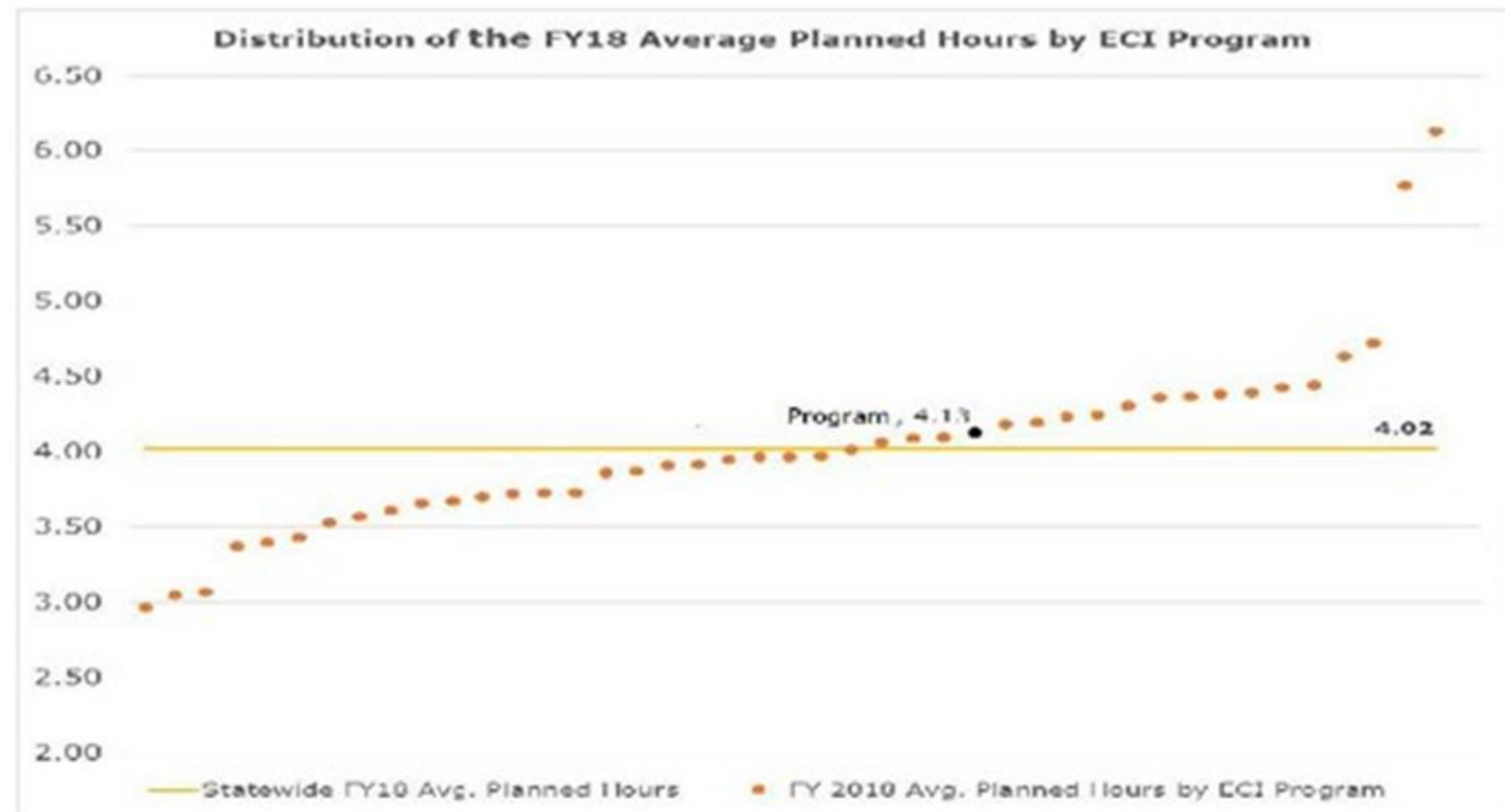
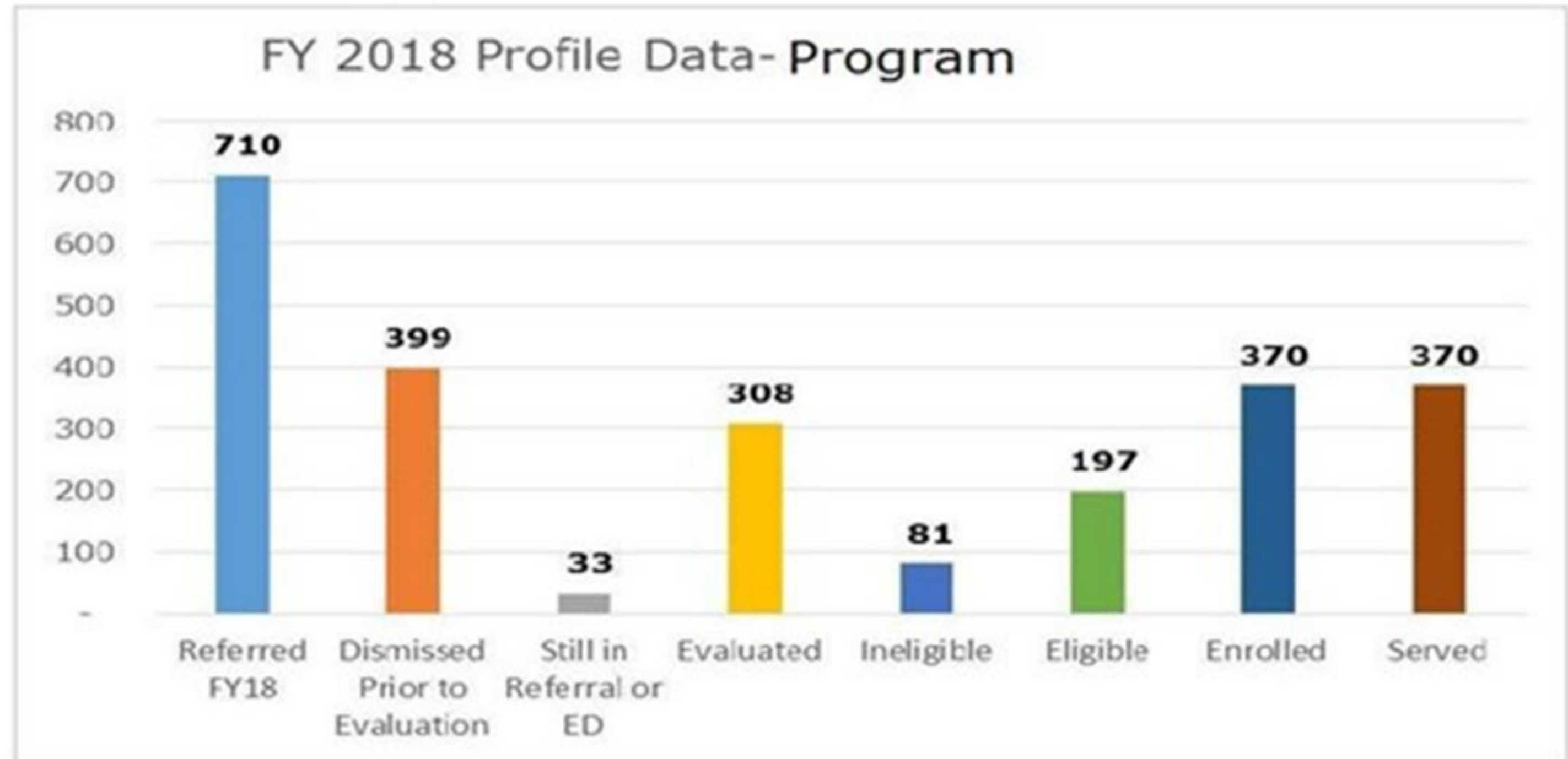
Data Meetings With ECI Contractors

- Launched at the end of February 2019
- Scheduled 43 data meetings Completed 19 data meetings completed as of May 17, 2019
- Prepared the data dashboard with the most recent data
- Conducted pre-Meeting survey (2 weeks before the meeting)
 - 10 questions to gather information about their data monitoring procedures
- Conducted post-Meeting survey (after the data meeting is conducted)
 - 4 questions to gather their opinion of and learning experience from the data meetings

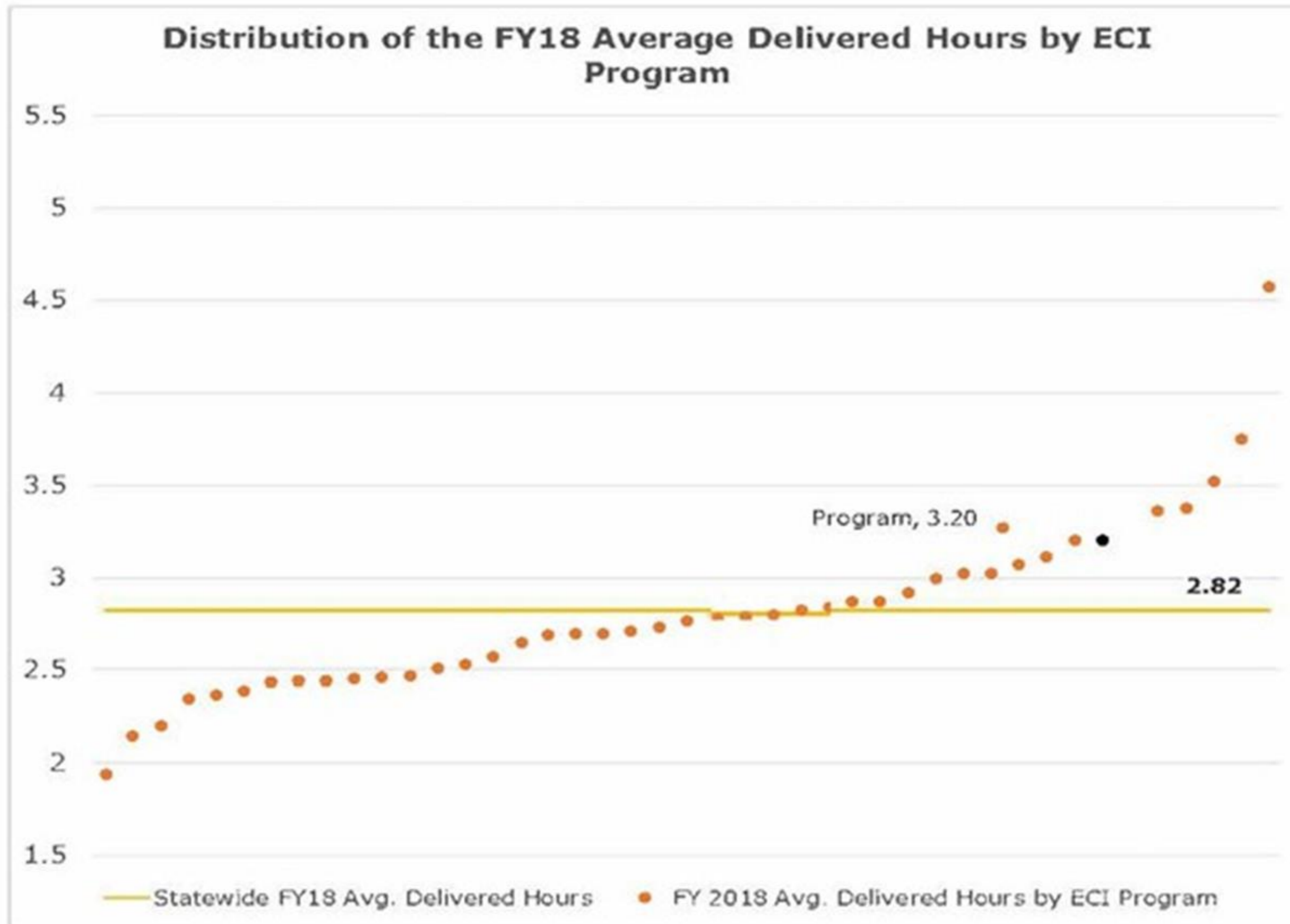
ECI Dashboard

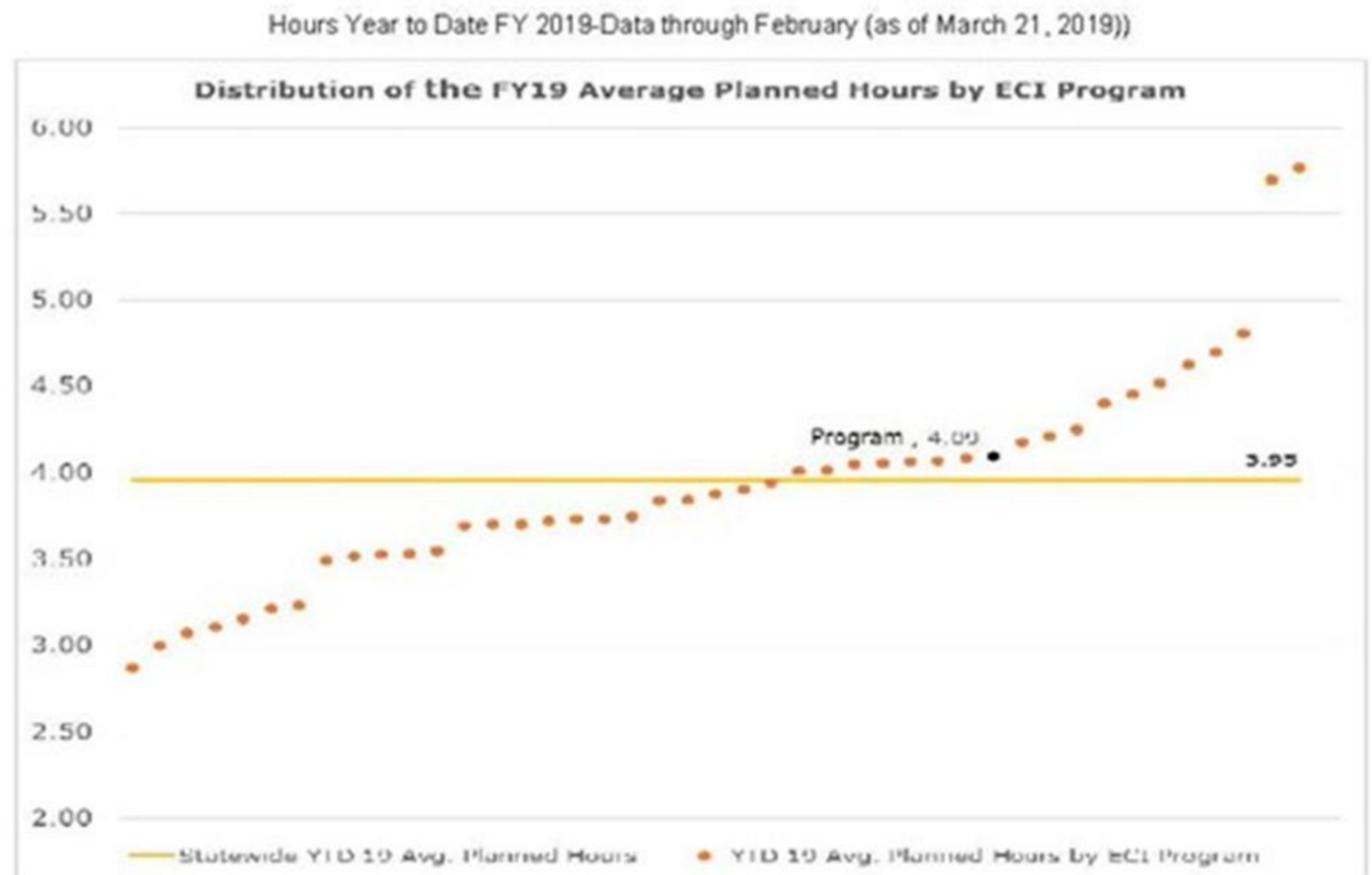
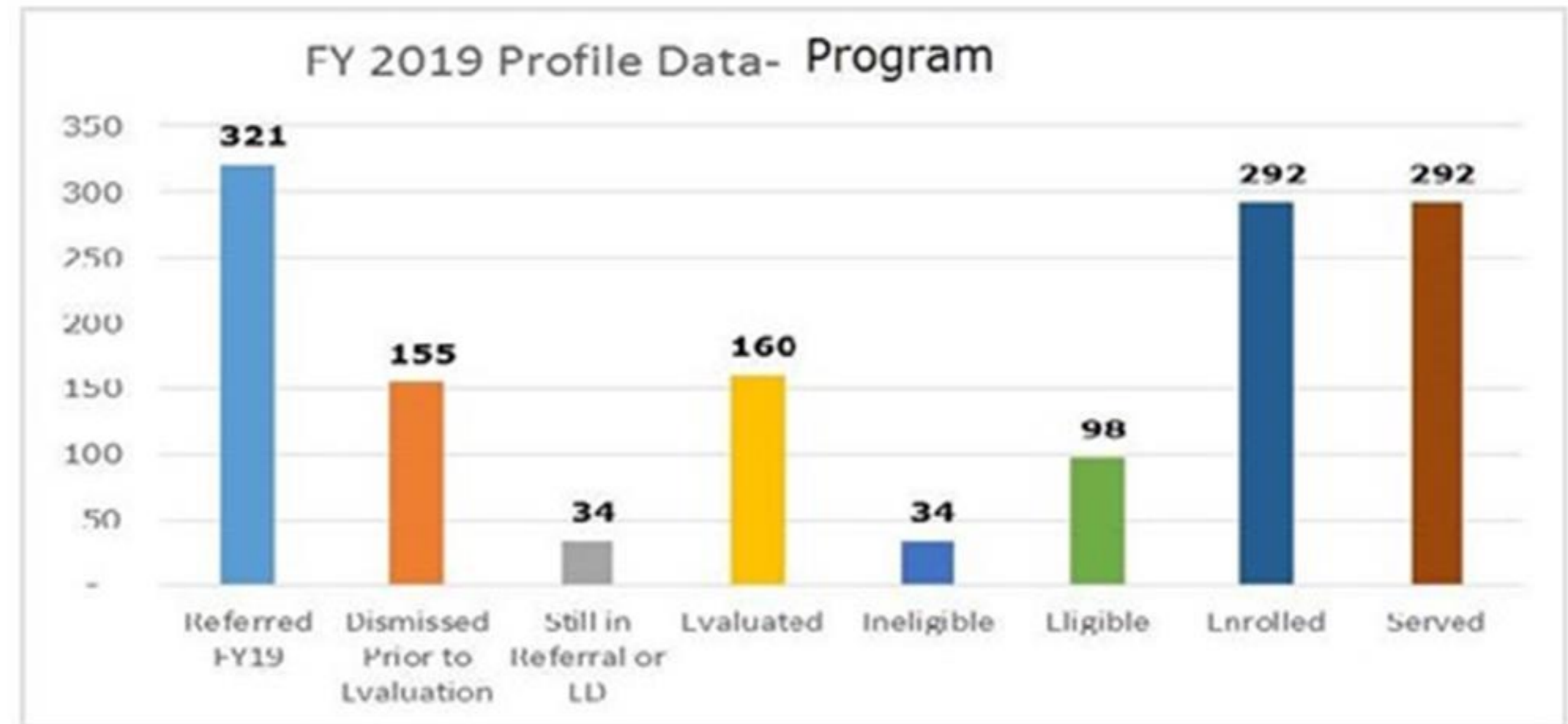


ECI Dashboard



ECI Dashboard (cont.)

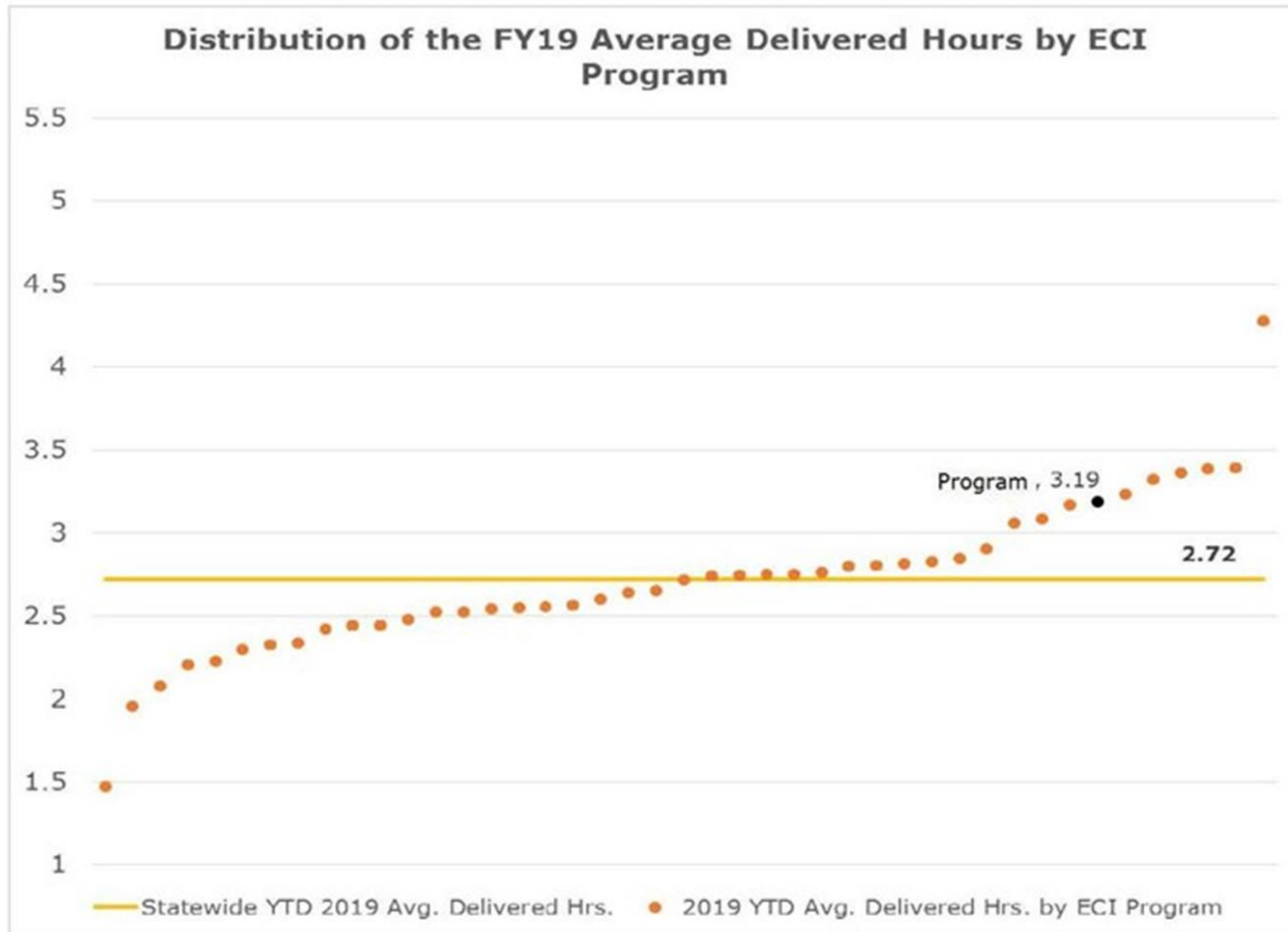




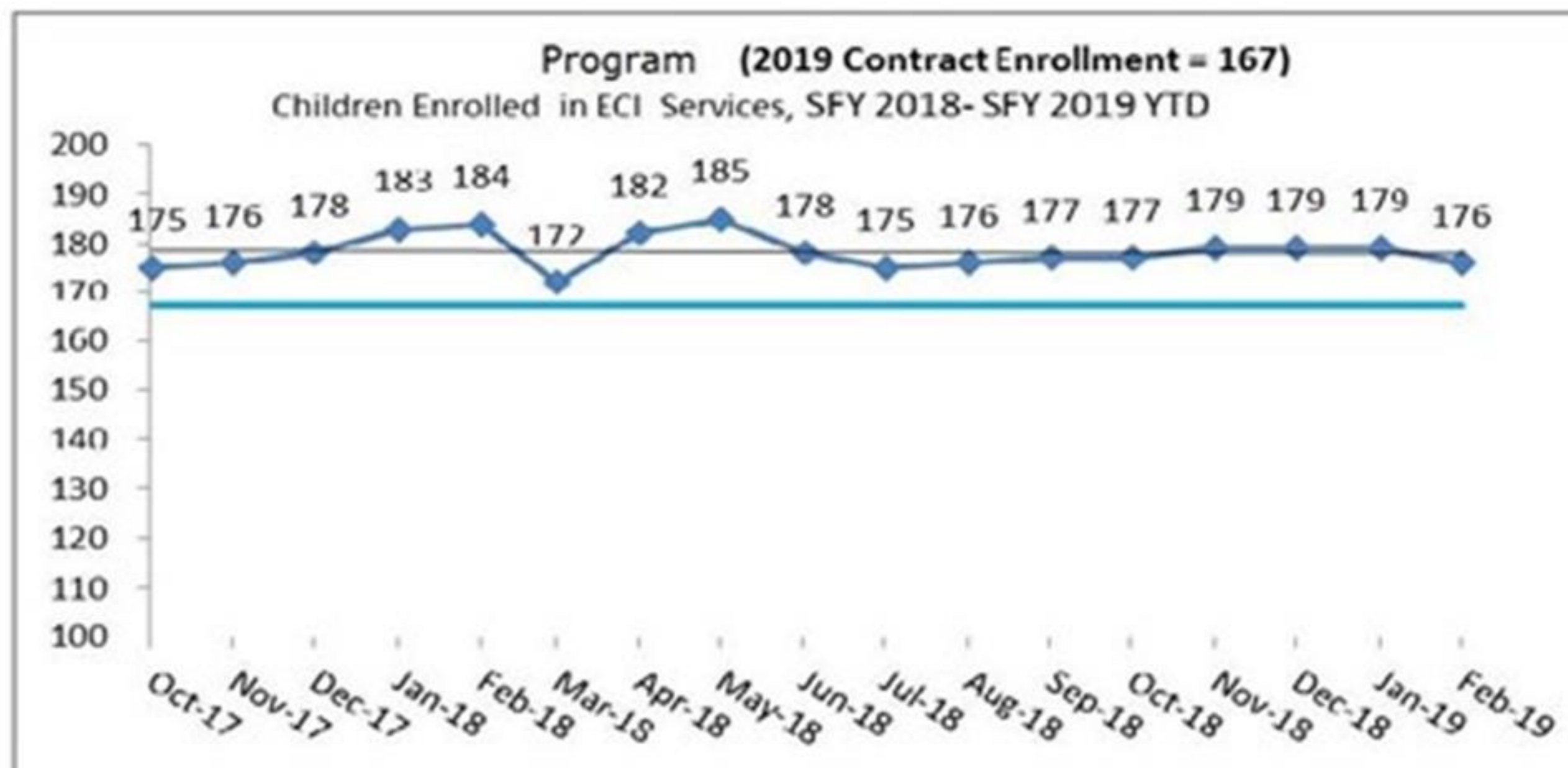
ECI Dashboard (cont.)

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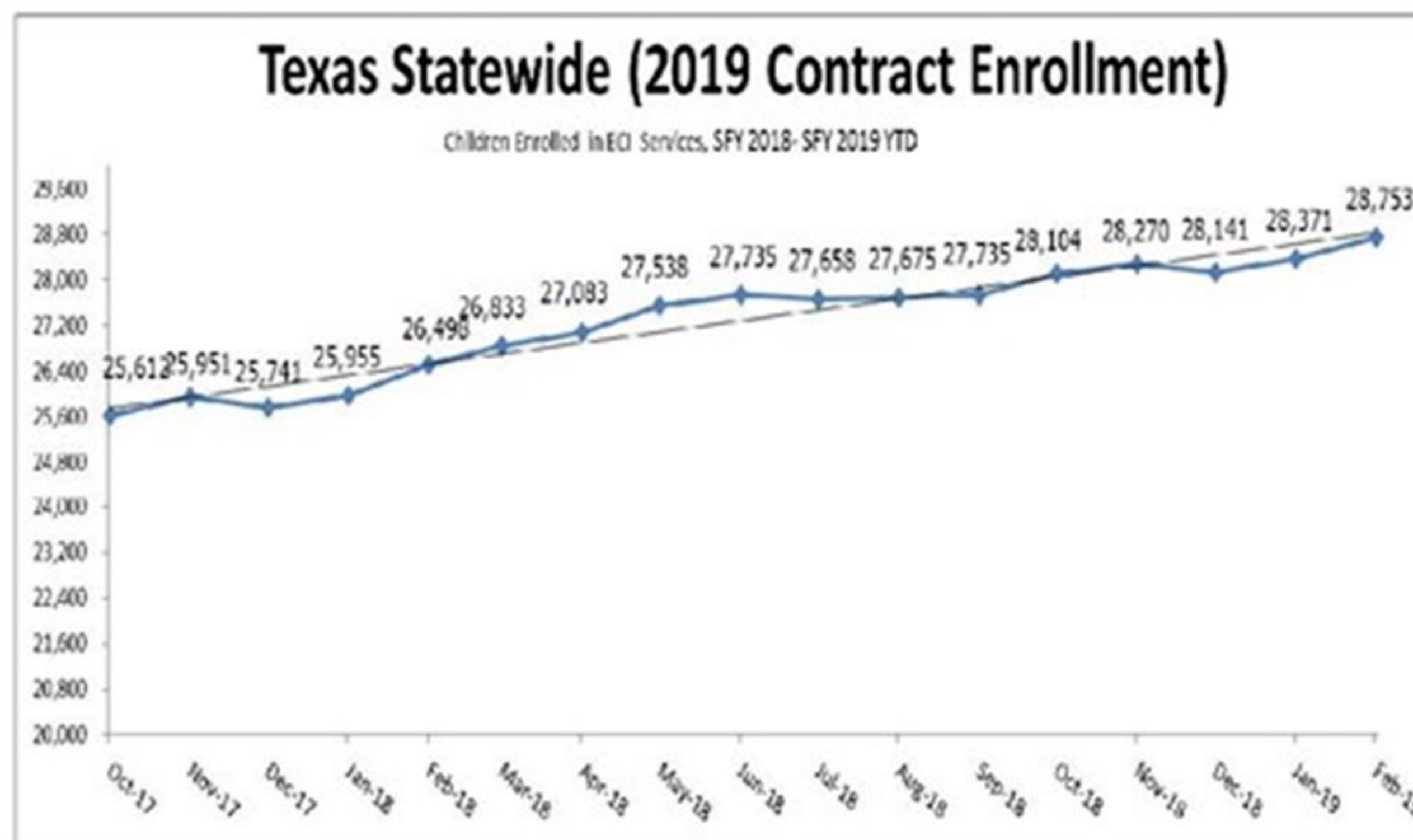
Hours Year to Date FY 2019- Data through February (as of March 21, 2019))



Average Monthly Enrollment

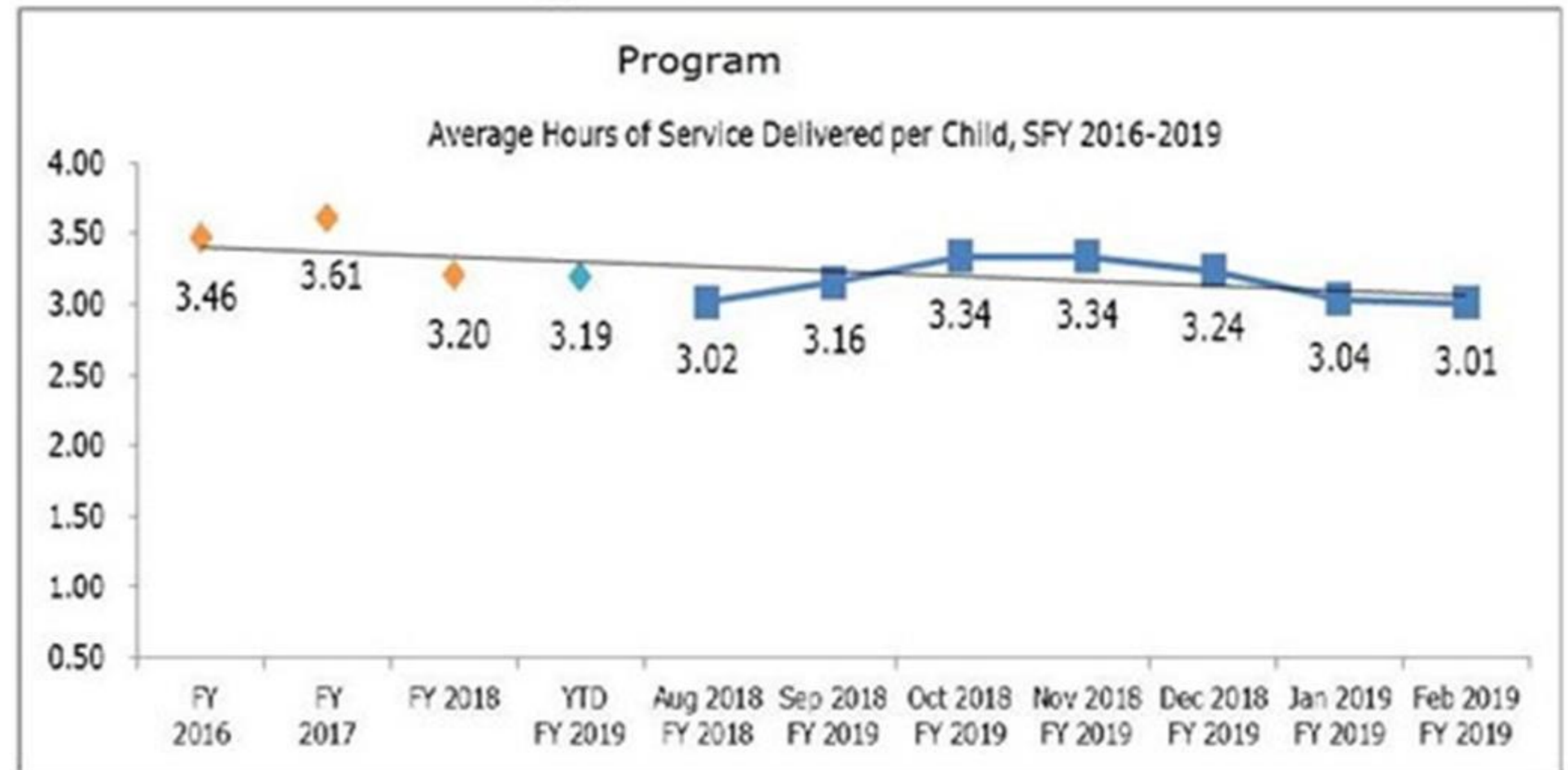


ECI Dashboard (cont.)

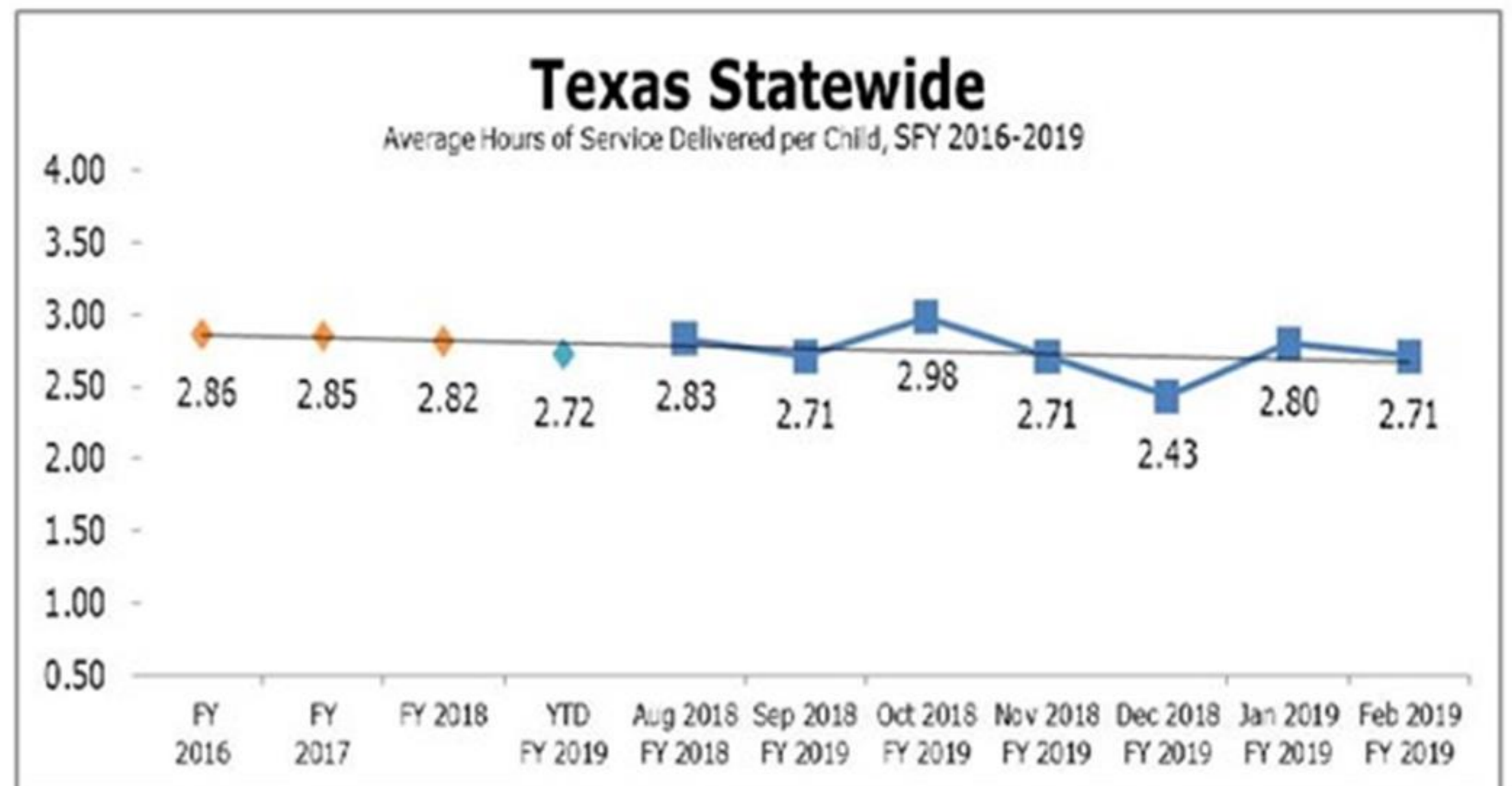


ECI Dashboard (cont.)

Average Hours of Services Delivered

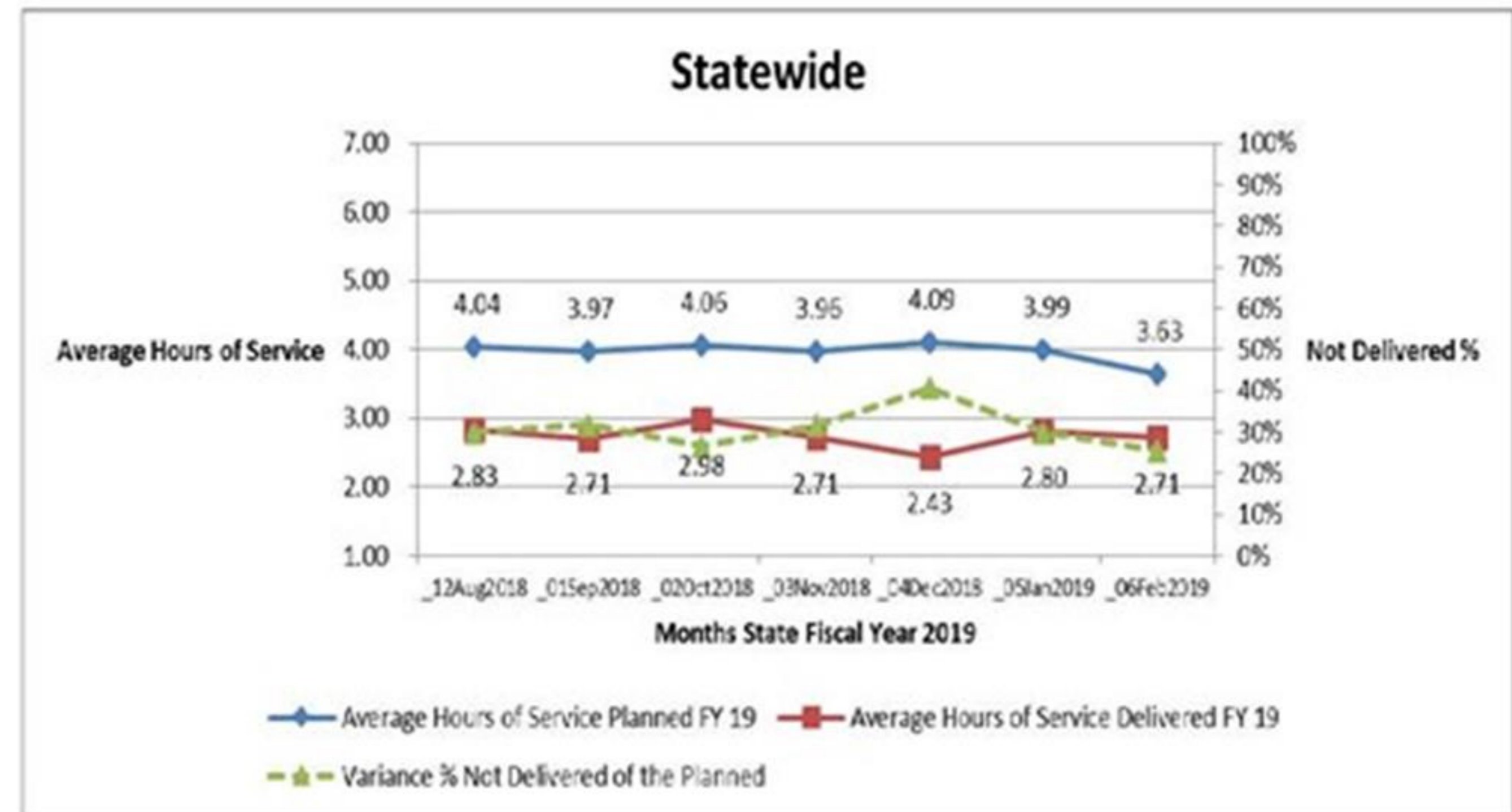
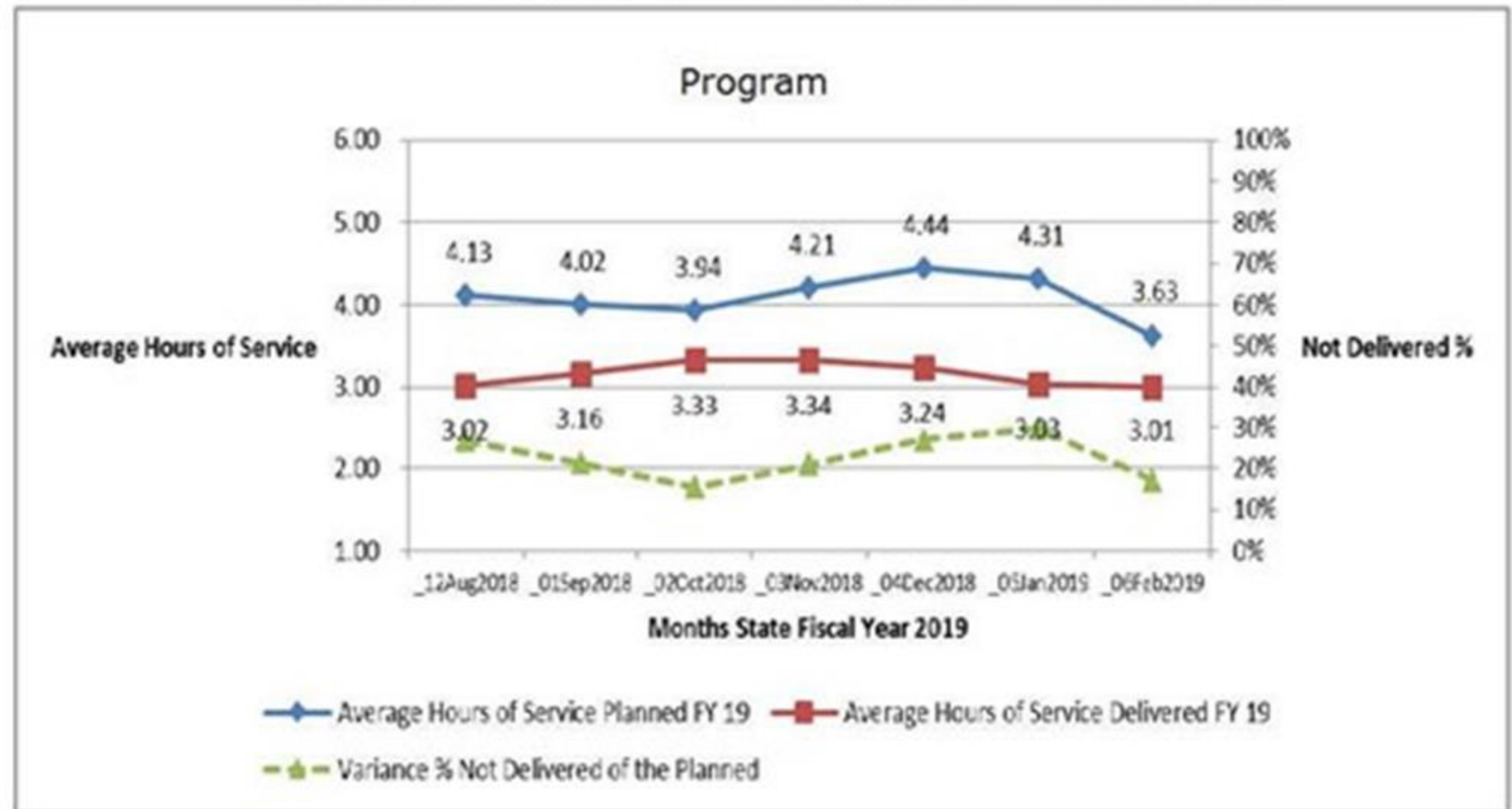


Texas Statewide



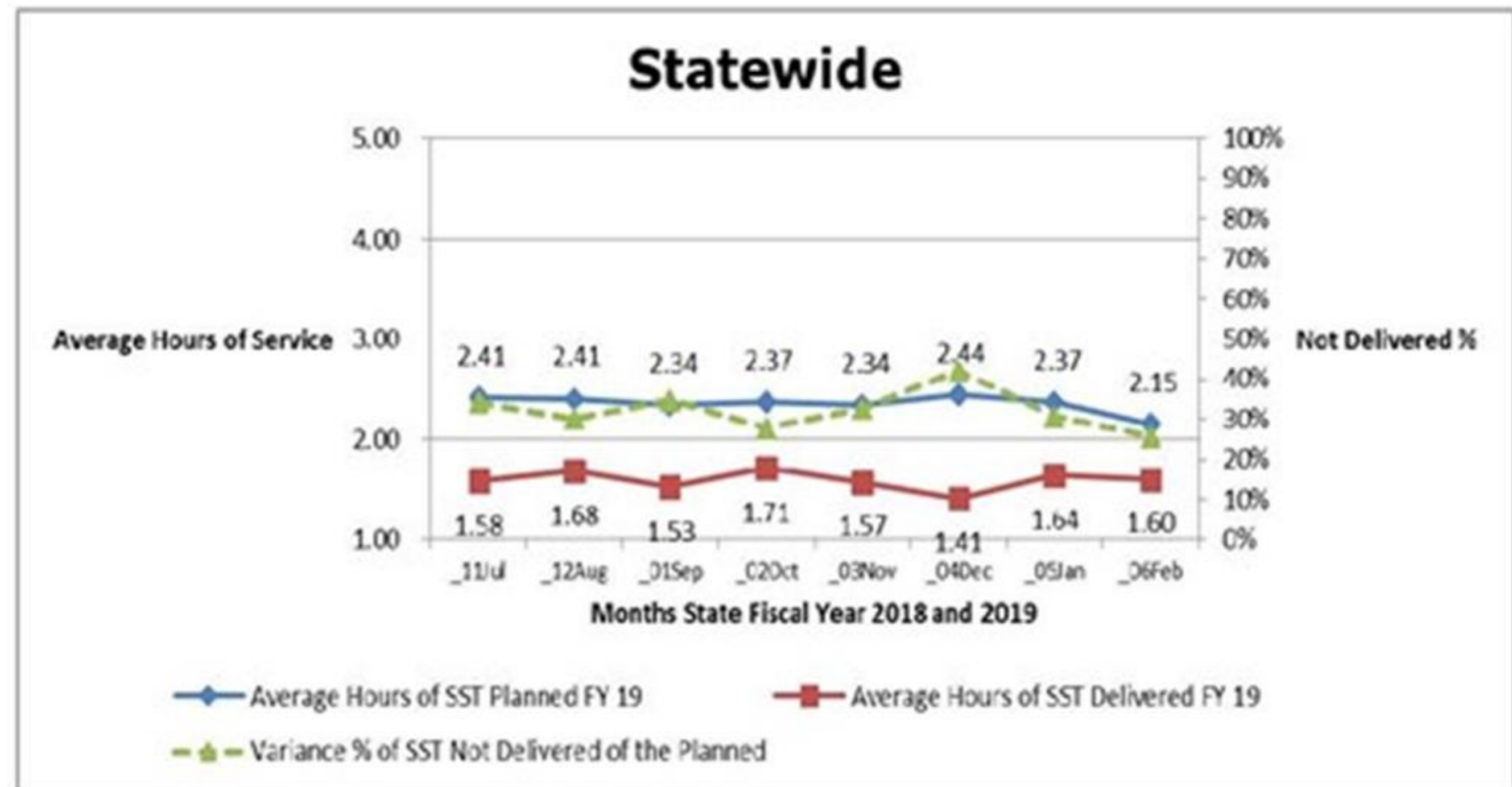
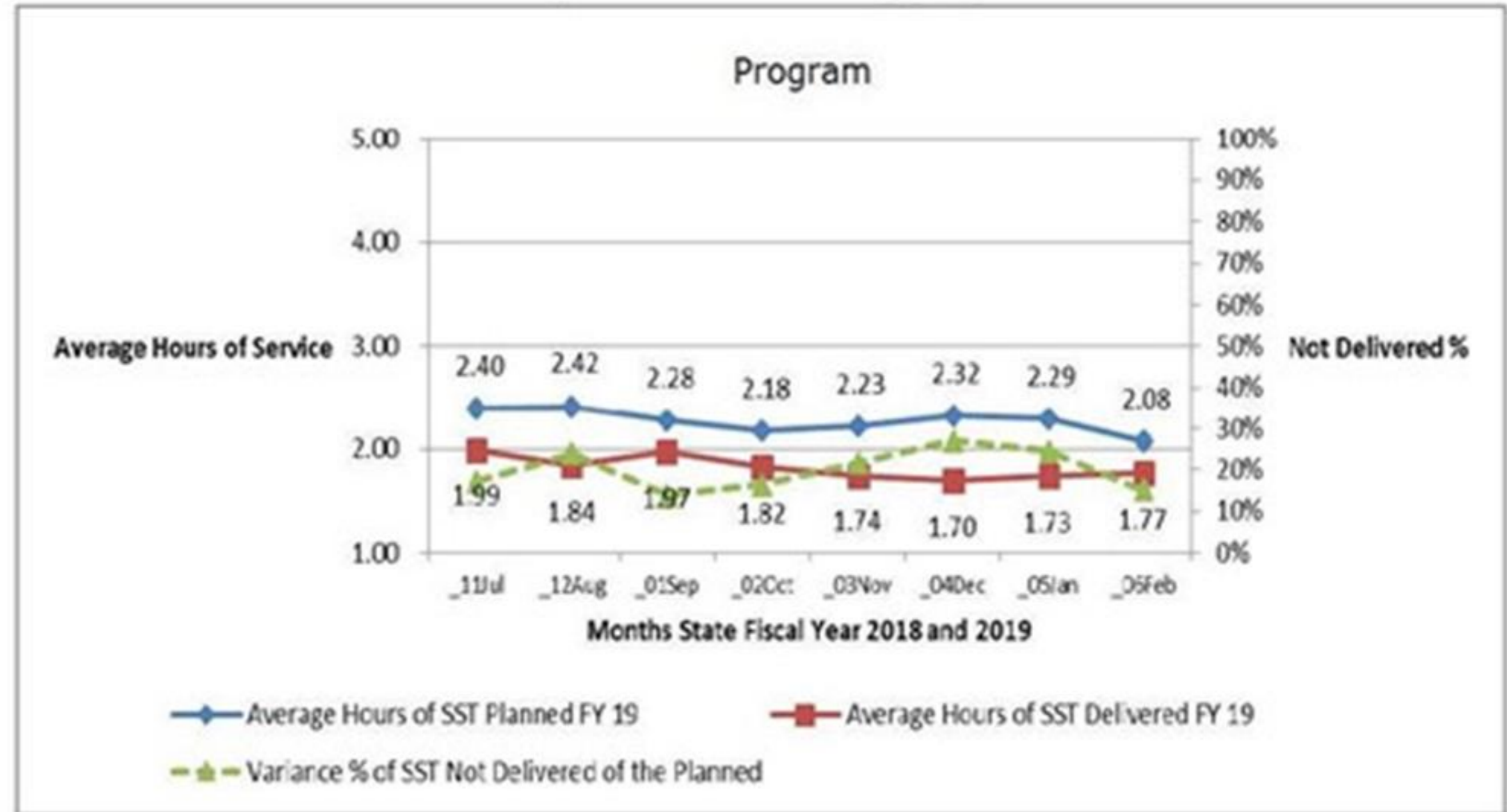
ECI Dashboard (cont.)

Average Planned versus Delivered Hours of Service



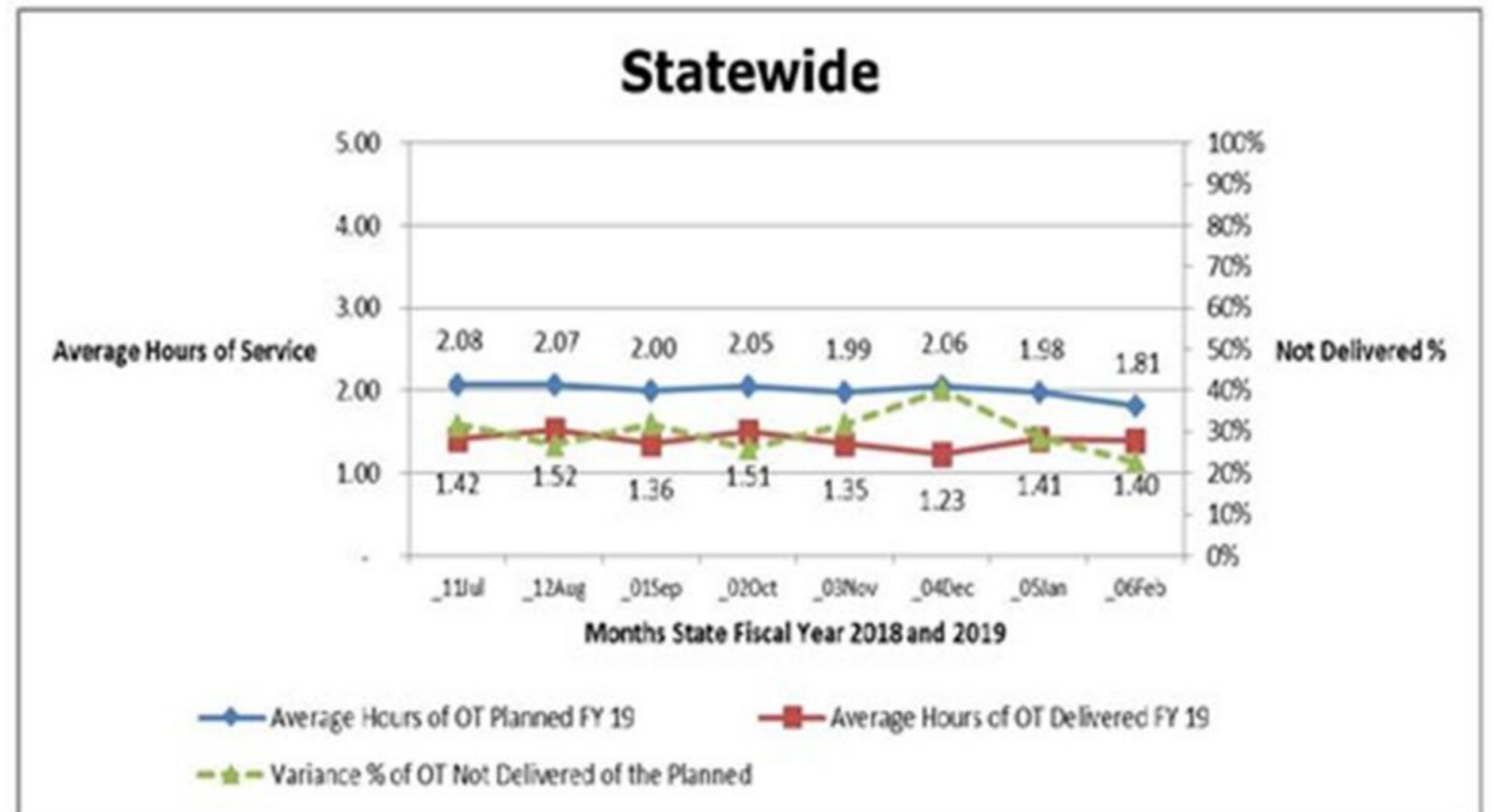
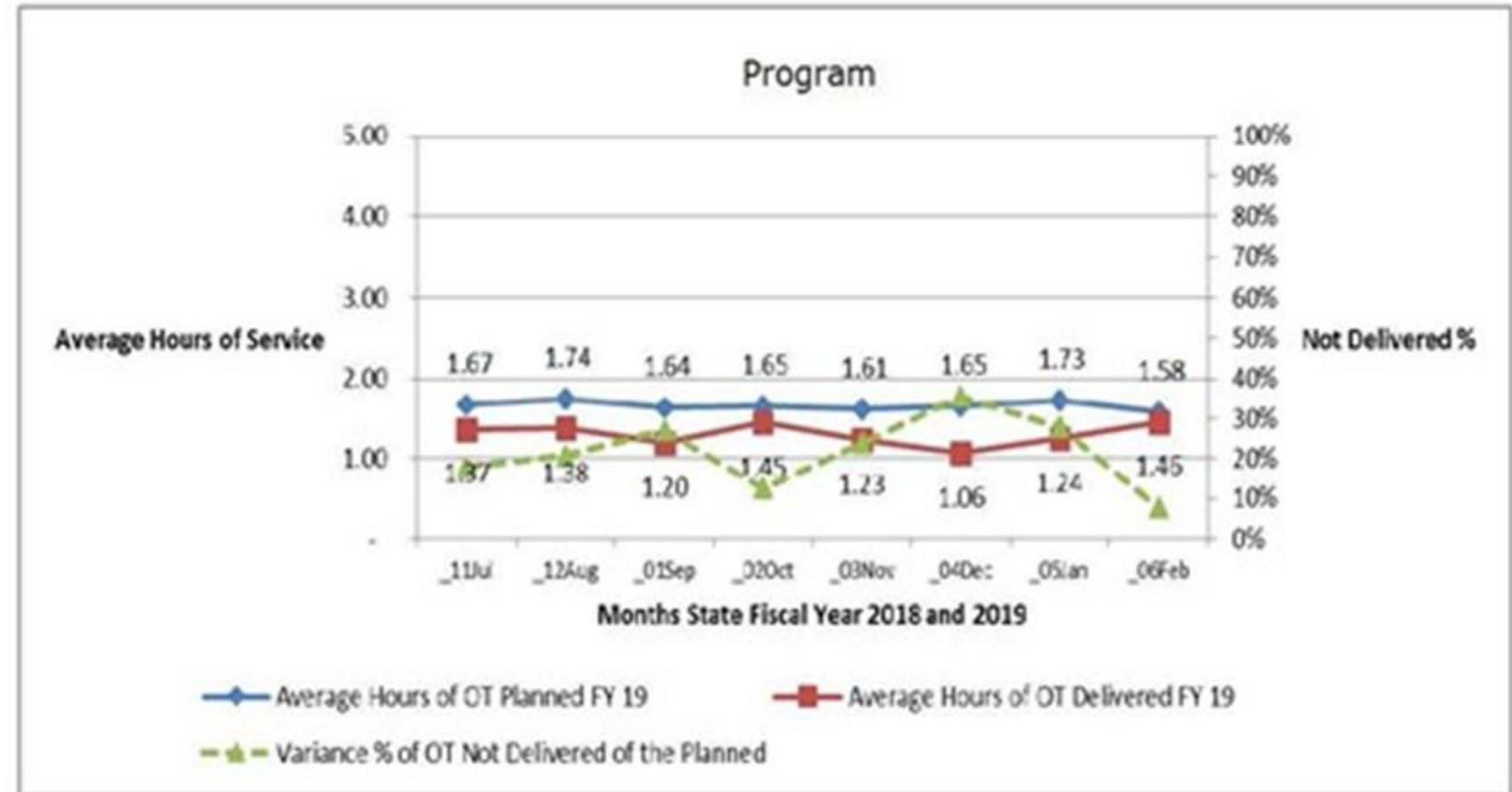
ECI Dashboard (cont.)

Average Planned versus Delivered Hours by Service Type
Specialized Skills Training (SST)



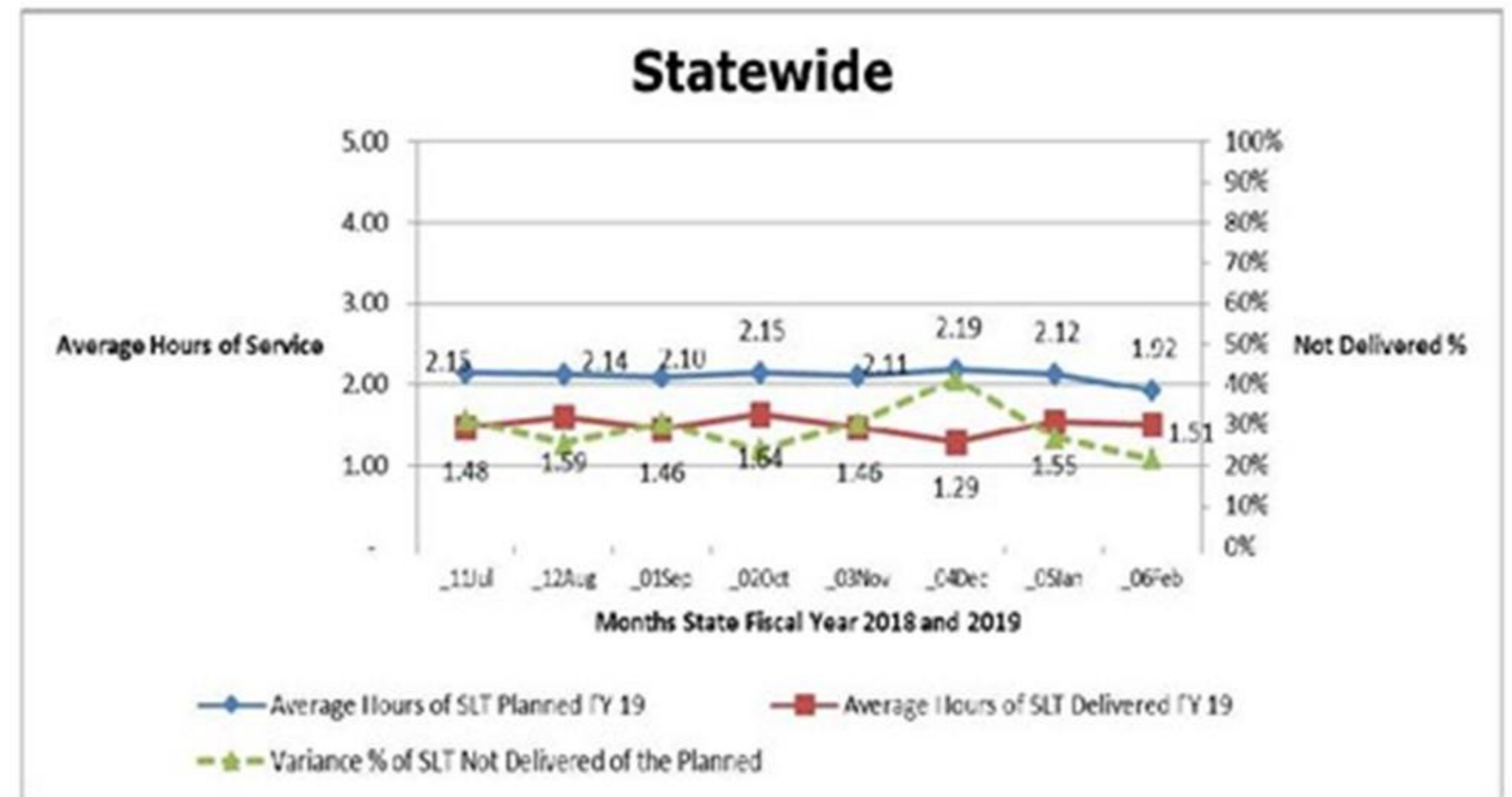
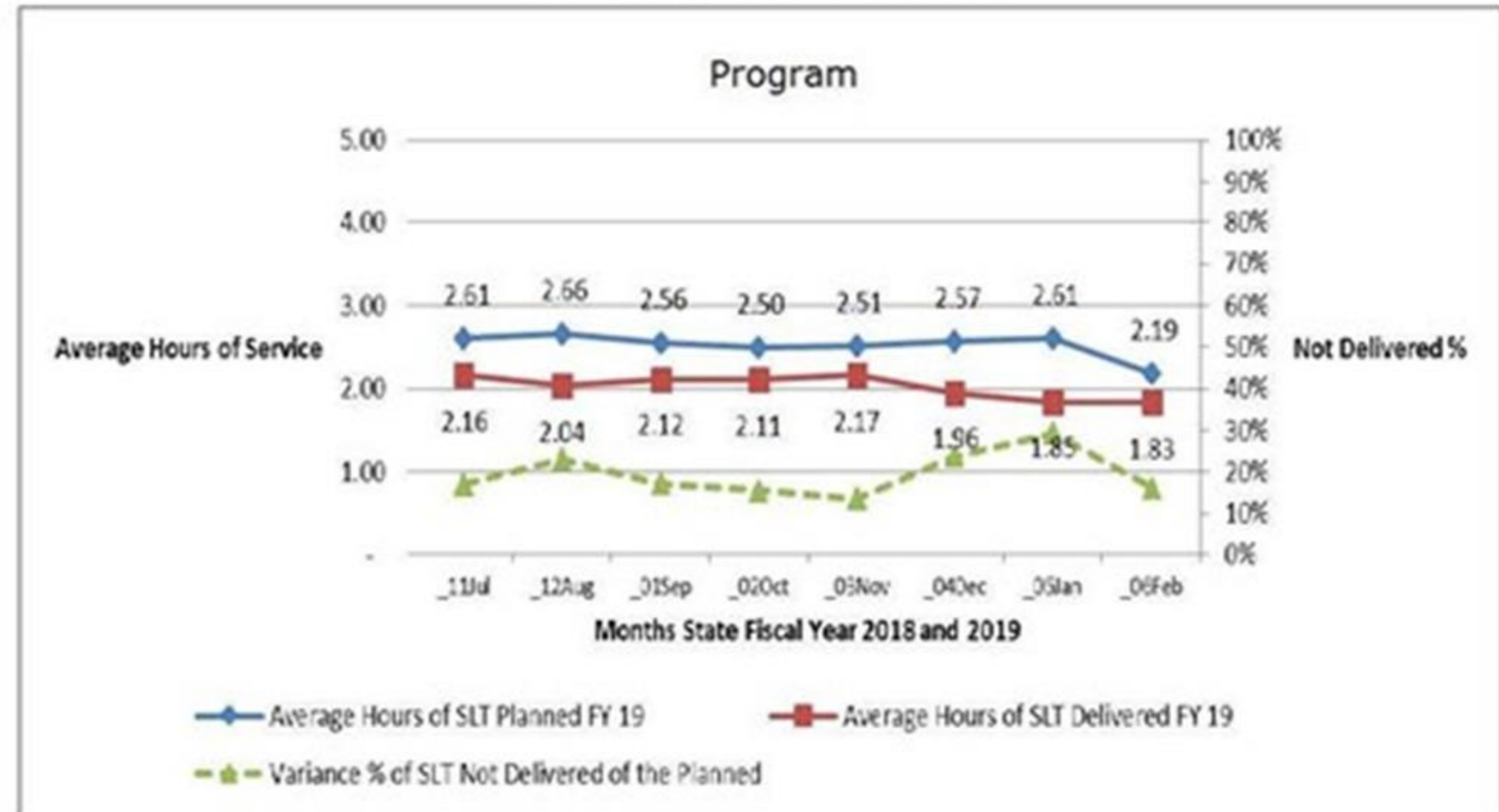
ECI Dashboard (cont.)

Average Planned versus Delivered Hours by Service Type
Occupational Therapy (OT)



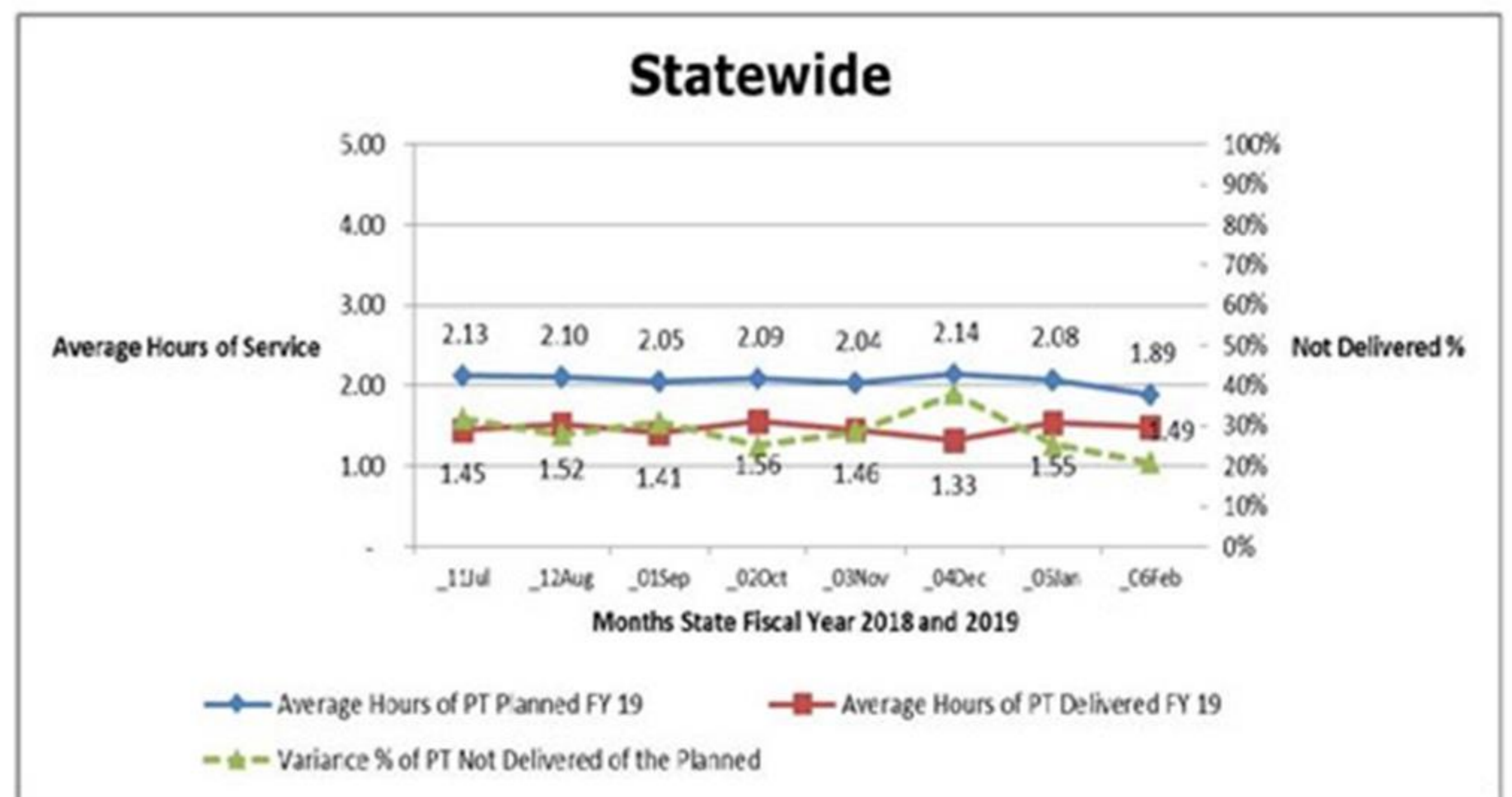
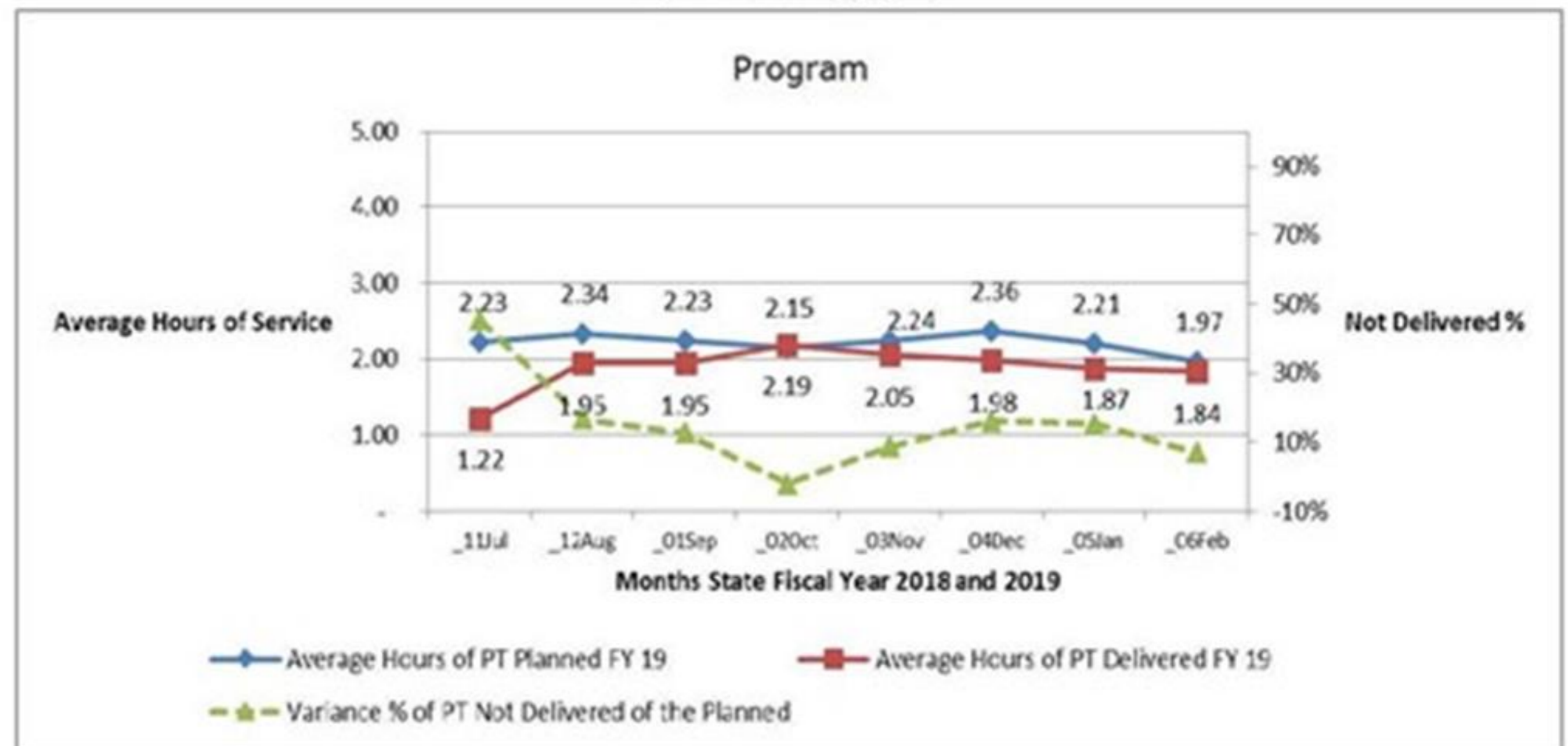
ECI Dashboard (cont.)

Average Planned versus Delivered Hours by Service Type
Speech Language Therapy (SLT)



ECI Dashboard (cont.)

Average Planned versus Delivered Hours by Service Type
Physical Therapy (PT)



Pre-Meeting Survey Results – The Questions

Q2 – How long have you been with your ECI program?

Q4 – Who is responsible for entering data into TKIDS?

Q5 – Approximately how many staff in your program enter data into TKIDS?

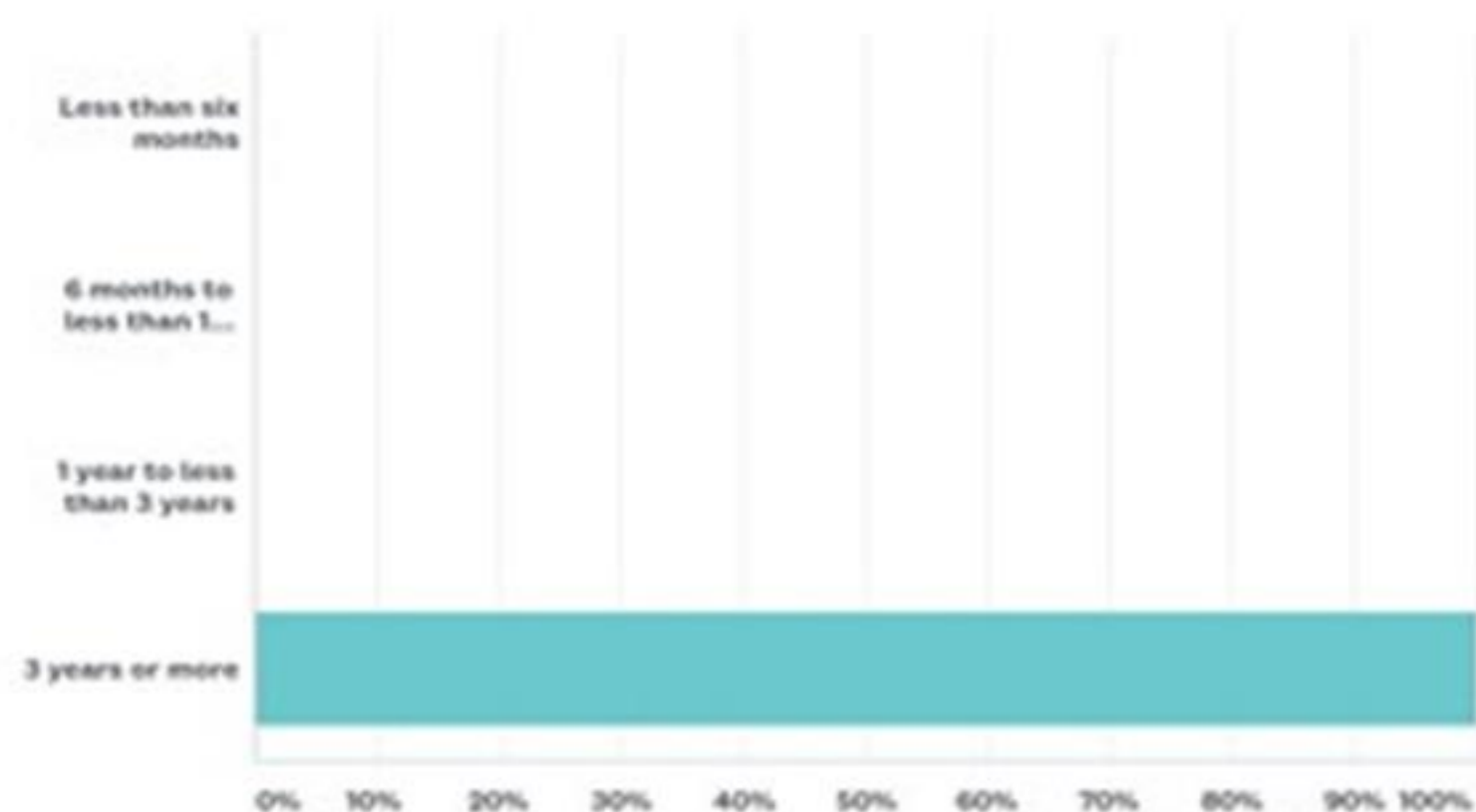
Q6 – Do you have staff dedicated to data management?

Q7 – How often do you review data entered into TKIDS to check for errors or incomplete information?

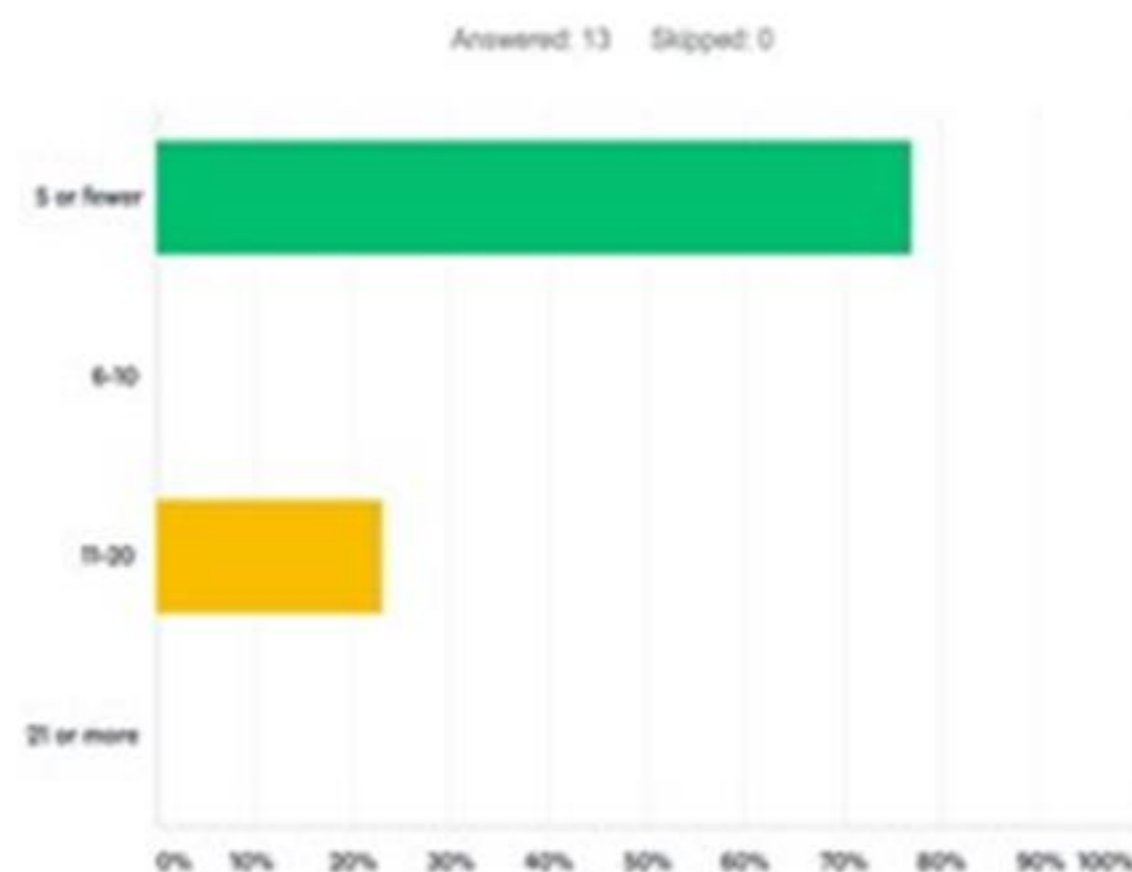
Q8 – How often do you use TRAD reports to analyze your program's performance?

Pre-Meeting Survey Results

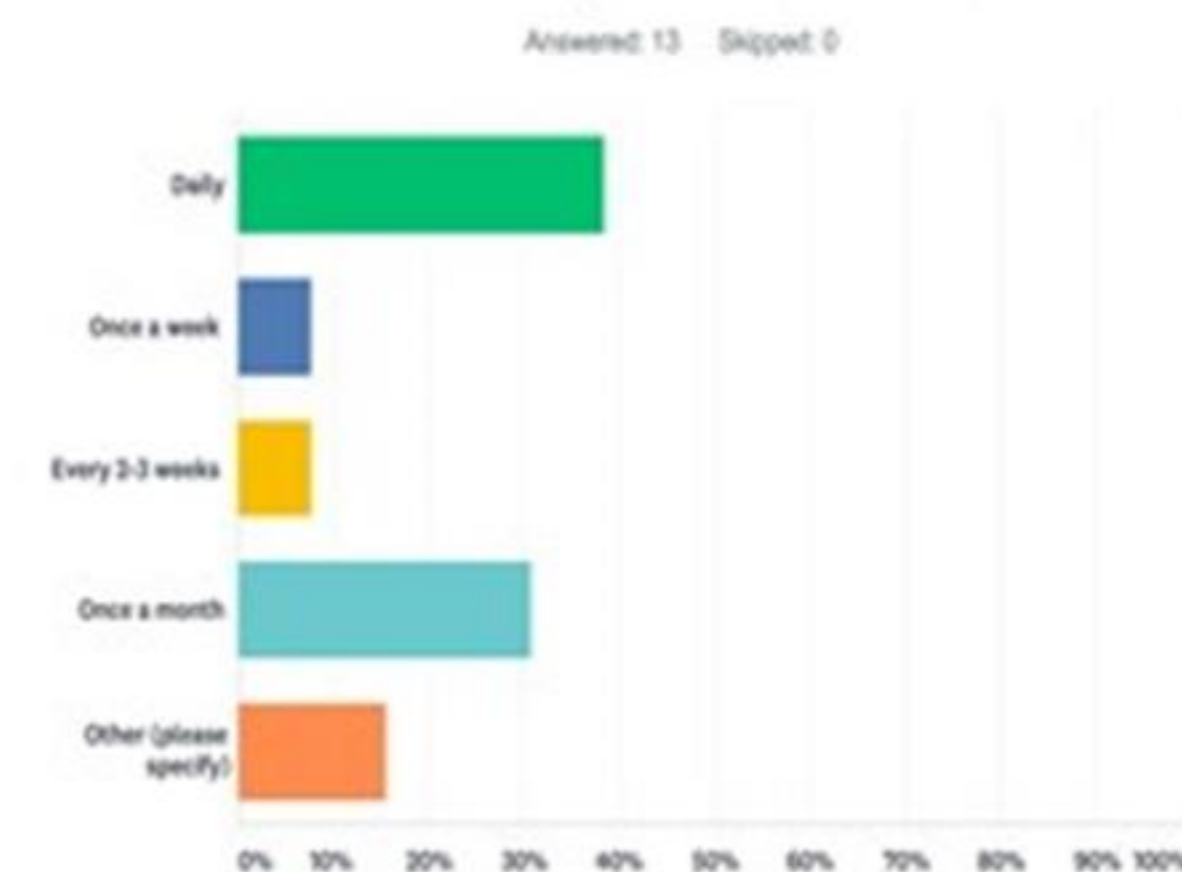
Q2 How long have you been with your ECI program?



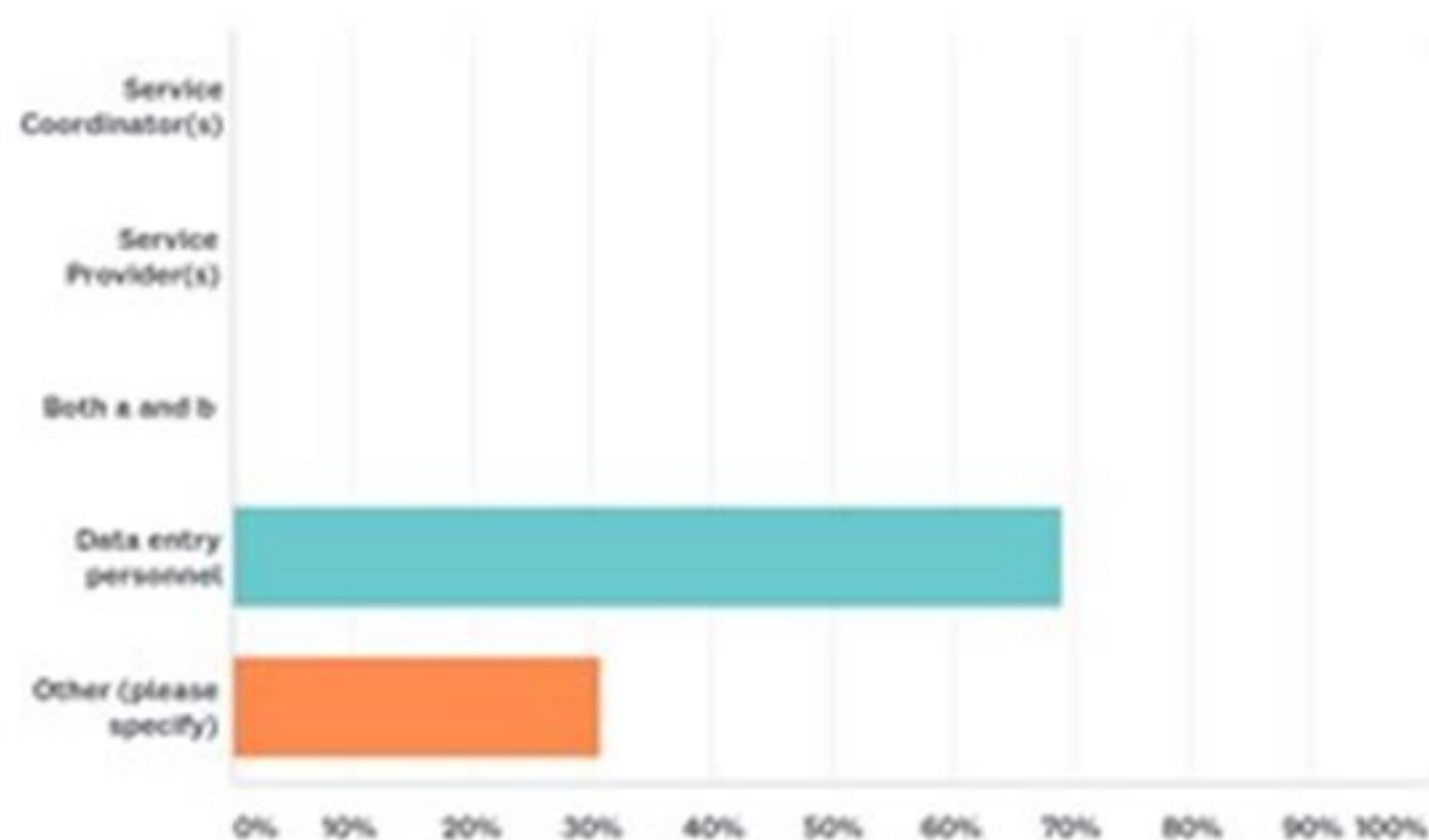
Q5 Approximately how many staff in your program enter data into TKIDS?



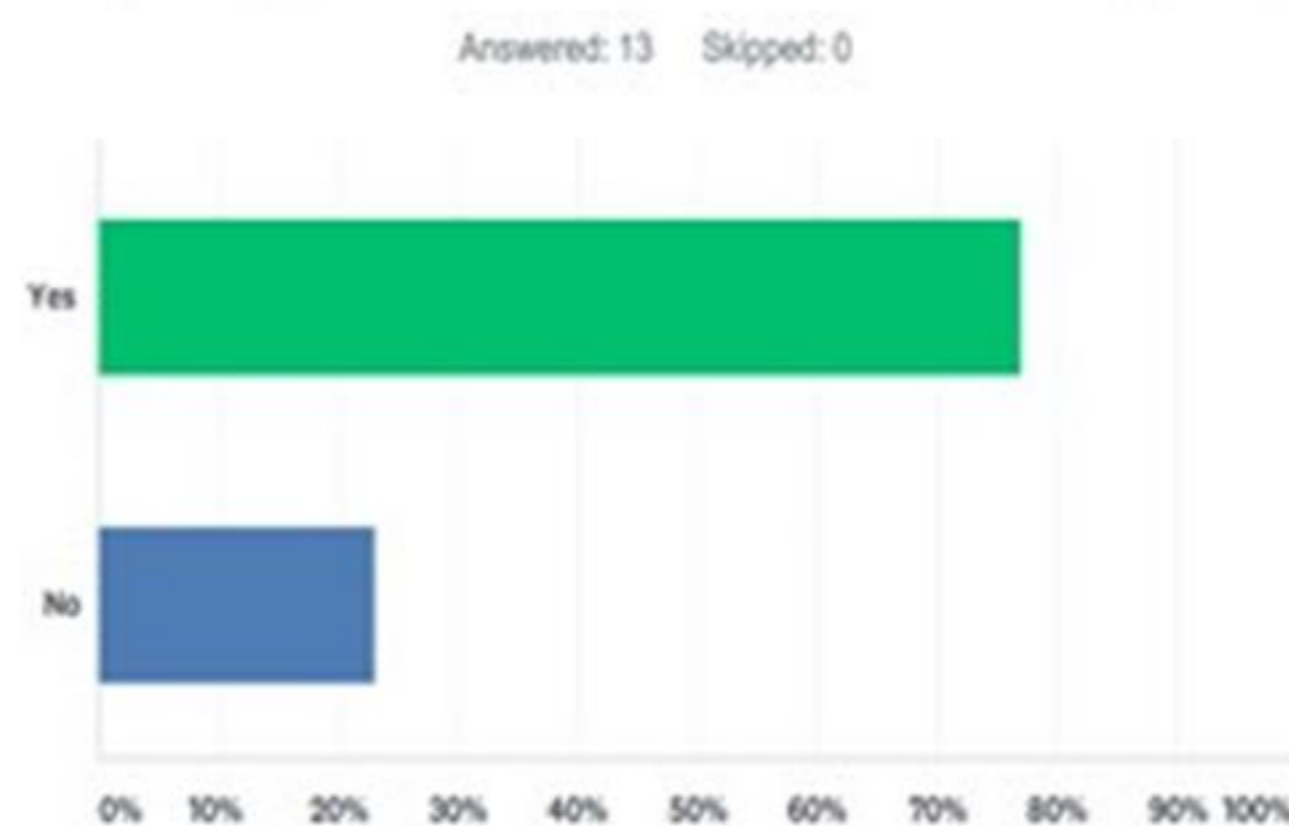
Q7 How often do you review data entered into TKIDS to check for errors or incomplete information?



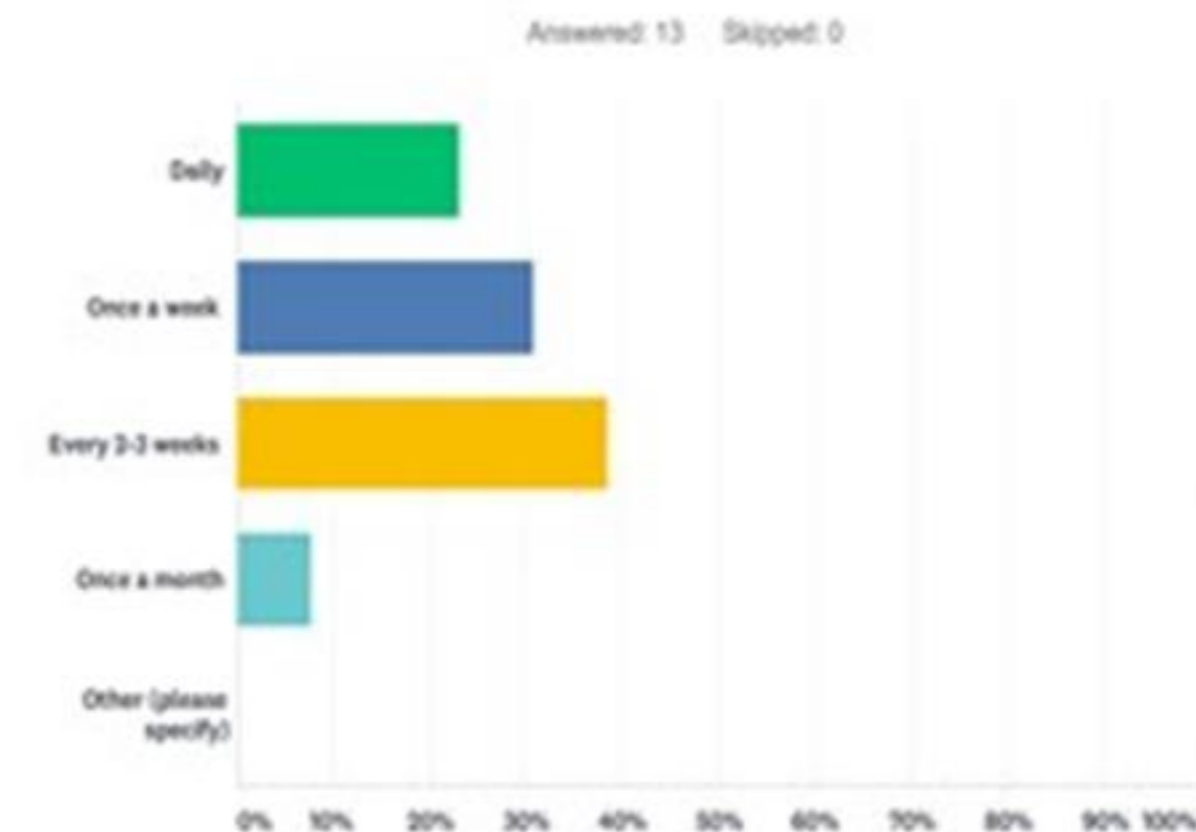
Q4 Who is responsible for entering data into TKIDS?



Q6 Do you have staff dedicated to data management?



Q8 How often do you use TRAD reports to analyze your program's performance?



Post Meeting Comments

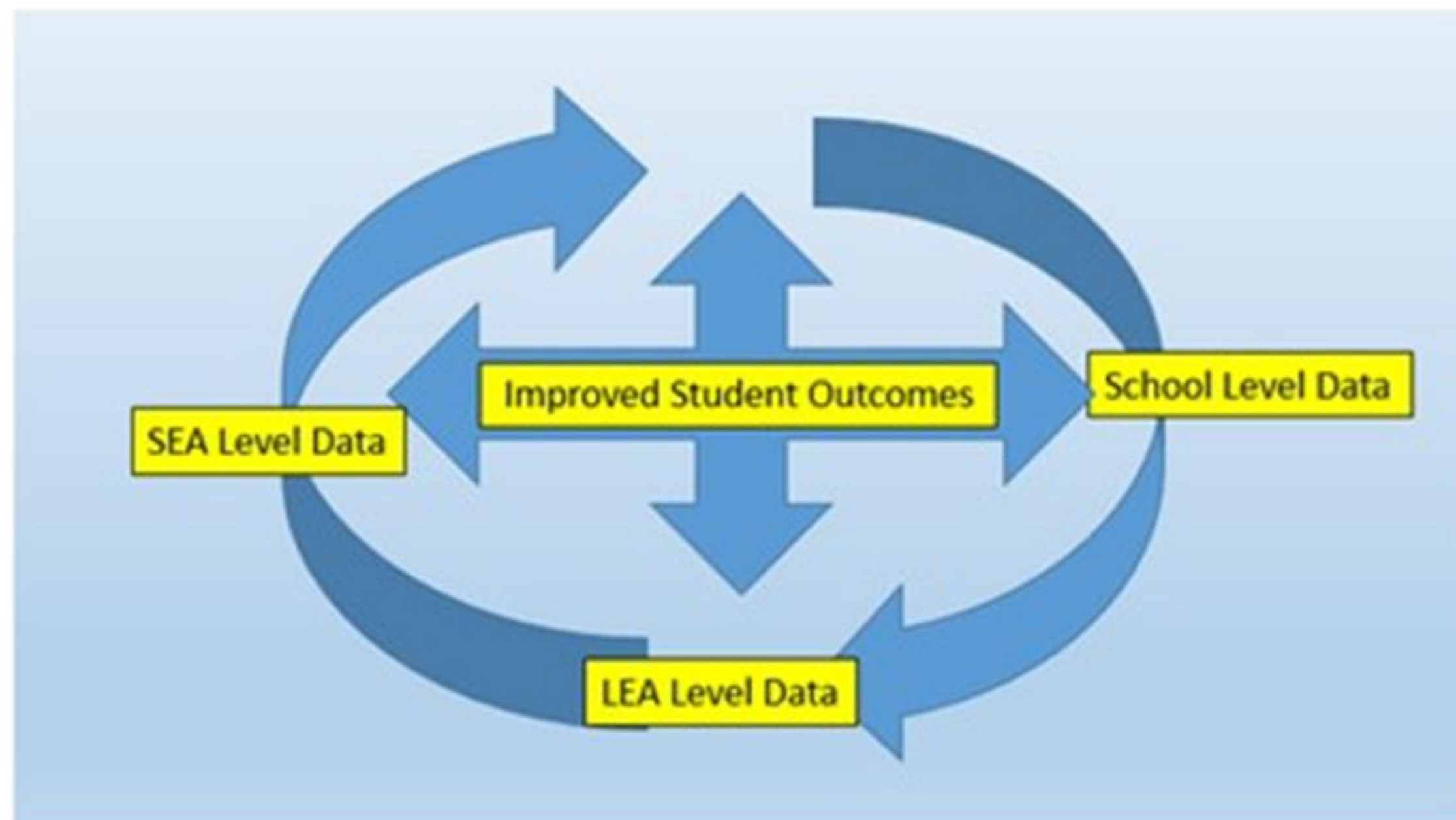
- “The way the data is shown is different than data we’ve seen before and connects some dots that we have been unaware of before.”
- “It helps with planning, to see needs and strength of the program.”
- “I like how there was a team of staff available during the call and suggestions provided to the program.”
- “I appreciated the detailed explanation of the data and how it relates to the state data overall.”

Exceptional Children Resources, Delaware Department of Education

- Mary Ann Mieczkowski, Director, Exceptional Children Resources
- Maria N. Locuniak, Education Associate, Exceptional Children Resources
- Suzanne Hamel, Education Specialist – Data Manager, Data Management and Governance

Delaware's Continuous Improvement

Improved data quality leads to improved student outcomes



- Improving data quality at the school level, improves data quality at the LEA level, which improves data quality at the SEA level
- Shift the knowledge, system of support, and teacher and administrative practice for students with disabilities from compliance only to *Results Driven Accountability Framework* to improve educational results and functional outcomes for children with disabilities while balancing those results with the compliance requirements of IDEA
- Continuous school improvement is a *cyclical process* intended to help LEAs, administrators and teachers analyze data, conduct root cause analysis, set goals, identify ways to improve, and evaluate the change

Delaware's Continuous Improvement (cont.)

Three features at each level

1. Frequency of quality improvement work – Implementation of this work on a day-to-day basis at SEA level, LEA level, and school level
2. Depth and integration of improvement work at different levels of SEA, LEA, and school
3. Conceptualization within the SEA's, LEA's, and school's systems of work processes

Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). *Continuous Improvement in Education* [White paper]. Retrieved June 13, 2019, from Carnegie Foundation: https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf

Delaware's Continuous Improvement Cycle



Four Step Process

1. **Plan** – Validate the need for improvement and clarify purpose
2. **Do** – Align action at all levels of the SEA, LEA, and school
3. **Study** – Monitor, review, evaluate, and analyze formative and summative results
4. **Act** – Redefine and redesign systems; redirect and redeploy resources to address opportunities for improvement

SEA Level – Data Use to Implement Change

- Data retreats led by IDC
- Tools
 1. Protocols (e.g., 618 Data Collections, APR Indicators, Dispute Resolution, Data Calendar to name a few)
 2. Pre-submission Edit Check Tools (e.g. Table 7)
 3. Technical assistance (e.g. Guidance documents – 618 Public Reporting Checklist, Quick References for IDEA Part B Data-data collection dates)
- Specific roles and assignments within our workgroup
- Improved communication and collaboration by breaking down silos among and between workgroups/departments [e.g., Technology Operations (Tech Ops), Exceptional Children Resources (ECR), Office of Assessment, Data Management and Governance (DMG), completing meta data surveys together]

LEA Level – Data Use to Implement Change

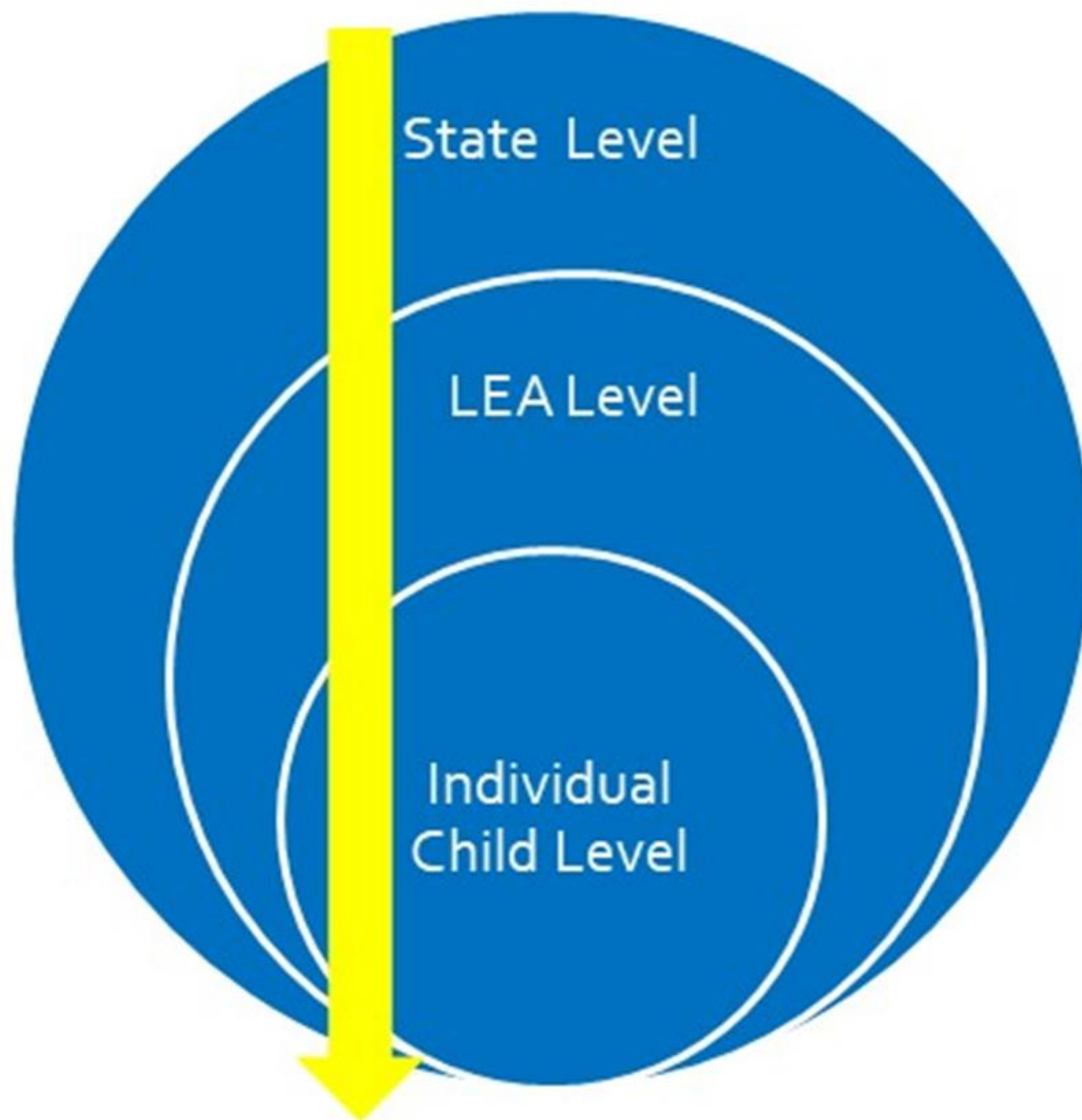
- Engage LEAs in process of verification at local level so they have the opportunity to ensure data quality
 - Running of quality control reports that pinpoint data inconsistencies
 - Running of LEA level reports to verify their data
- Provide LEAs detailed guidance documents
- Spec Ed Director county meetings
 - Review and analyze data to develop hypothesis for trends as a group
 - Share information with each other
- After receiving Annual Determinations, liaisons within ECR provide TA to LEAs to review new data and analyze how these new data support or refute existing data
- Provide TA to engage in the continuous improvement cycle – Identify what is working and what needs to change

School Level – Data Use to Implement Change

Delaware models and infuses this work at the school level by working with our schools to analyze school, classroom, and student level data as it relates to

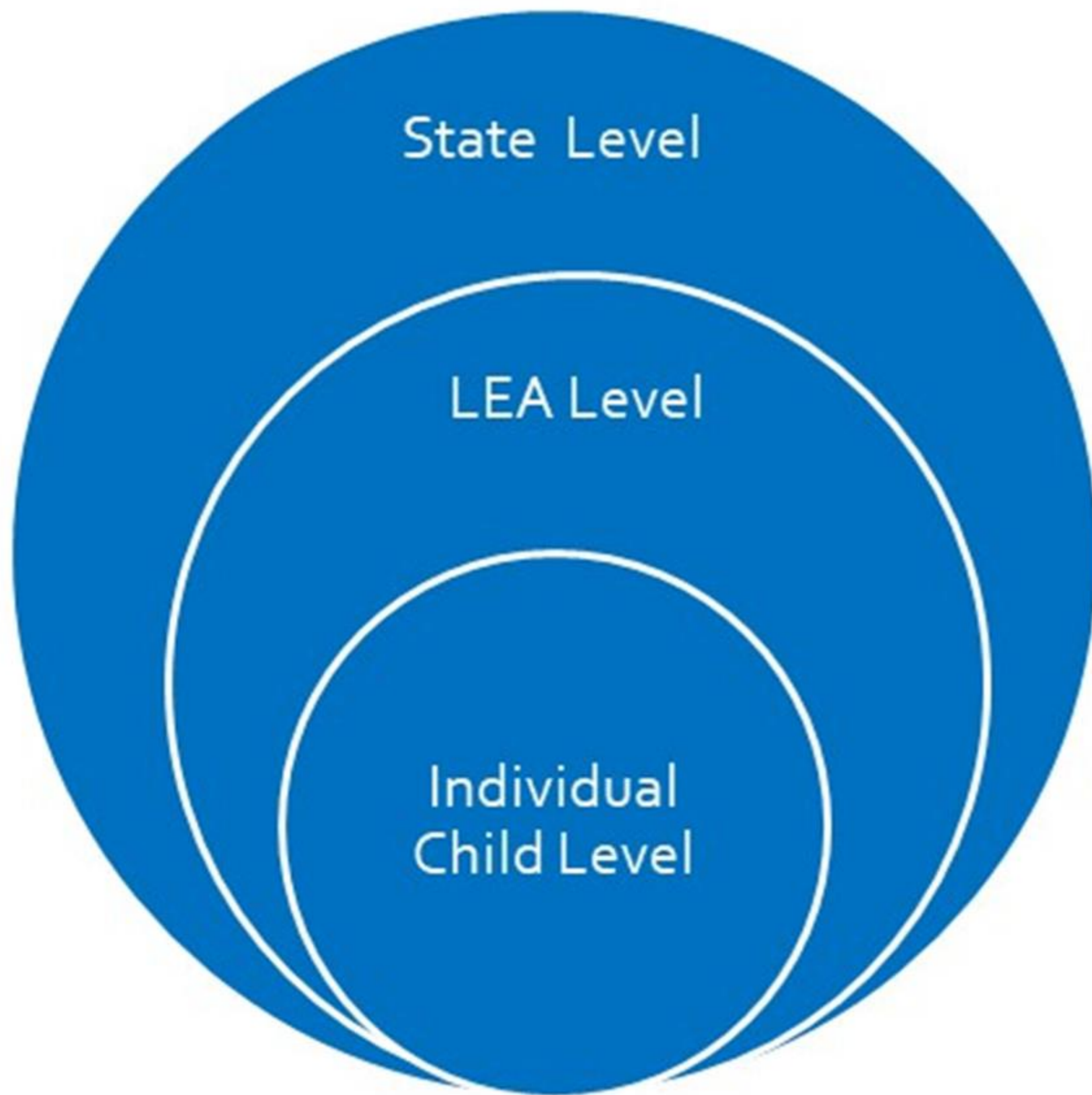
- Instruction
- Instructional materials
- Interventions
- Teacher practice

Part B State Director Lens



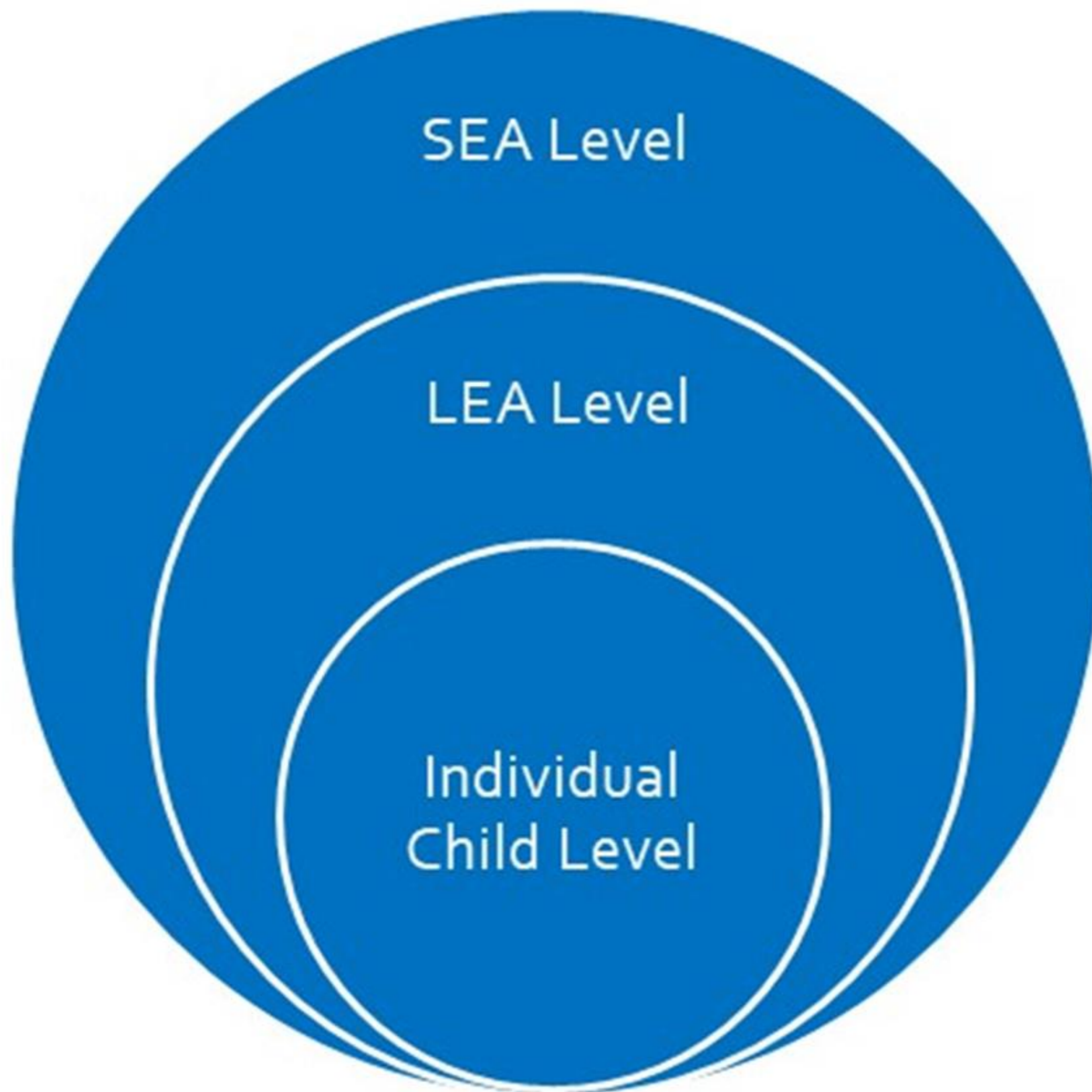
- Review impact of data for the state
 - Development of initiatives to address needs based on data
 - Legislation
 - Development or change in policies, practices, and procedures
 - Funding, budgets
- Review impact of data at LEA level
- Review impact of data at the individual child level

Part B Program Manager Lens



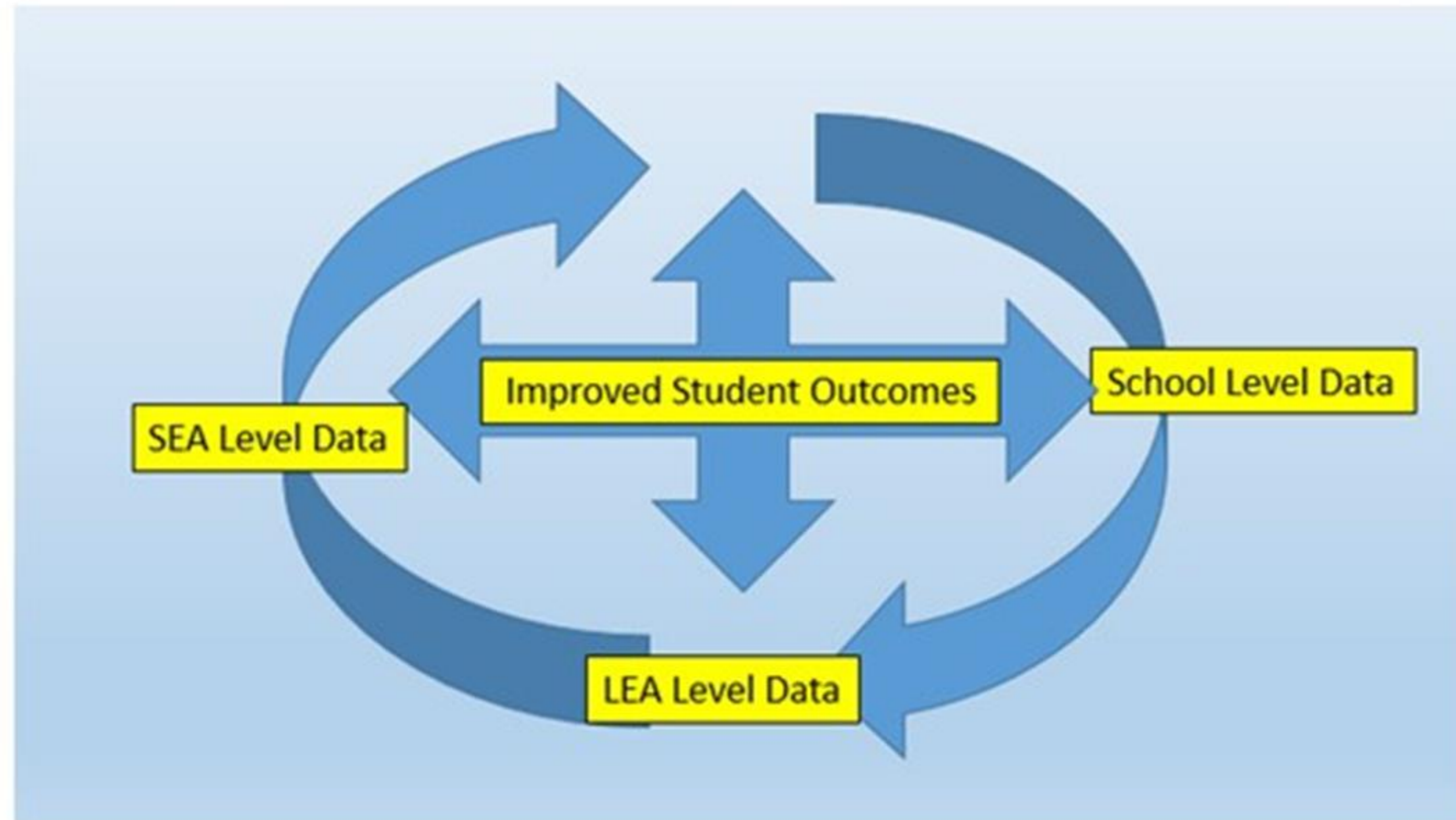
- Work with LEAs to connect the free, appropriate public education (FAPE) responsibility to the data
- Work with data manager to ensure data reflects the FAPE responsibility
 - Analyze data anomalies
 - Problem solve with data manager to determine if business rules match the data
- Brainstorm with LEAs to address identified needs based on data

Part B Data Manager Lens



- Use the resources available
 - EDEN file specifications
 - IDC *Data Processes Toolkit* protocols
 - IDC website
- Collaborate with other stake holders
 - Program managers
 - LEAs
 - Technology Operations Workgroup

Delaware believes improved data quality leads to improved student outcomes.



Through communication and collaboration statewide, we aim to have the same vision to collect quality data.

Final Thoughts or Questions



Resources

- *The Uses and Limits of Data: Supporting Data Quality with a Strong Data Chain*
<https://www.ideadata.org/datalimits/>
- *IDC Data Meeting Protocol*
<https://ideadata.org/resources/resource/1758/data-meeting-protocol>
- *IDEA Section 618 Public Reporting Data Element Checklist – Part B*
https://ideadata.org/sites/default/files/media/documents/2018-11/IDC_618_InteractivePartB.pdf

Resources (cont.)

- 618 Data Collection Protocols; 616 SPP/APR Indicator Protocols
<https://ideadata.org/part-b-idea-data-processes-toolkit>
- *Quick References for IDEA Data*
<https://ideadata.org/resources/resource/1725/quick-references-for-idea-data>
- *Equity Requirements in IDEA*
<https://ideadata.org/resources/resource/1590/equity-requirements-in-idea>

Resources (cont.)

- *Methods for Assessing Racial/Ethnic Disproportionality in Special Education* <https://ideadata.org/resources/resource/140/methods-for-assessing-raciaethnic-disproportionality-in-special-education>
- *Spreadsheet Application for Calculating Disproportionality Measures and User's Guide: Spreadsheet Application for Calculating Disproportionality Measures (Revised)* <https://ideadata.org/resources/resource/1484/spreadsheet-application-for-calculating-disproportionality-measures-and>
- *Enhanced Part B 618 Data Pre-submission Edit Check Tools (Personnel, Exiting, Discipline)* <https://ideadata.org/events/event/1611/enhanced-part-b-618-data-pre-submission-edit-check-tools-personnel-exiting>

Participant Outcomes Revisited

Participants will learn how

- Two states engage in conversations around the use of meaningful data with local programs and districts
- To use high-quality data to pose and answer critical questions about services and resulting outcomes
- Two states support the use of data analysis results to inform decisionmaking at both state and local levels

Contact Us

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For More Information

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Evaluation

The evaluation poll questions will appear to the right.

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

