

State and Local Data Use for Policy, Practice, and Program Improvement

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2019 OSEP LEADERSHIP CONFERENCE





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(Authority: 20 U.S.C. 1221e-3 and 3474)

Objectives

- Learn how states and local districts and programs are using data to respond to challenges and improve outcomes for children and youth with disabilities and their families
- Identify areas of your own work that would benefit from strategic data analysis and use
- Gain insight into planning for data use, including how to engage stakeholders in making meaning from data



South Carolina's Part B Data Story

Using Multiple Data Sources to Make Decisions

Carolyn Bostick

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Agenda

- Types of data sources
- How South Carolina uses the data
- Pros and cons of using multiple data sources
- Conclusion



Types of Data Sources

- What are you trying to determine
- Are you using the best data source
 - Assessment data
 - Math
 - English Language Arts (ELA)



How South Carolina Uses the Data

- Assessment
 - Professional Learning Opportunities (PLOs)
 - Annual State Focused Determinations
- Discipline
 - Indicator 4
 - Annual State Focused Determinations



Pros and Cons of Using Multiple Data Sources

Pros

- Allows cross-collaboration
- Offers variety of perspective
- Supports better decision making
- Affects data quality



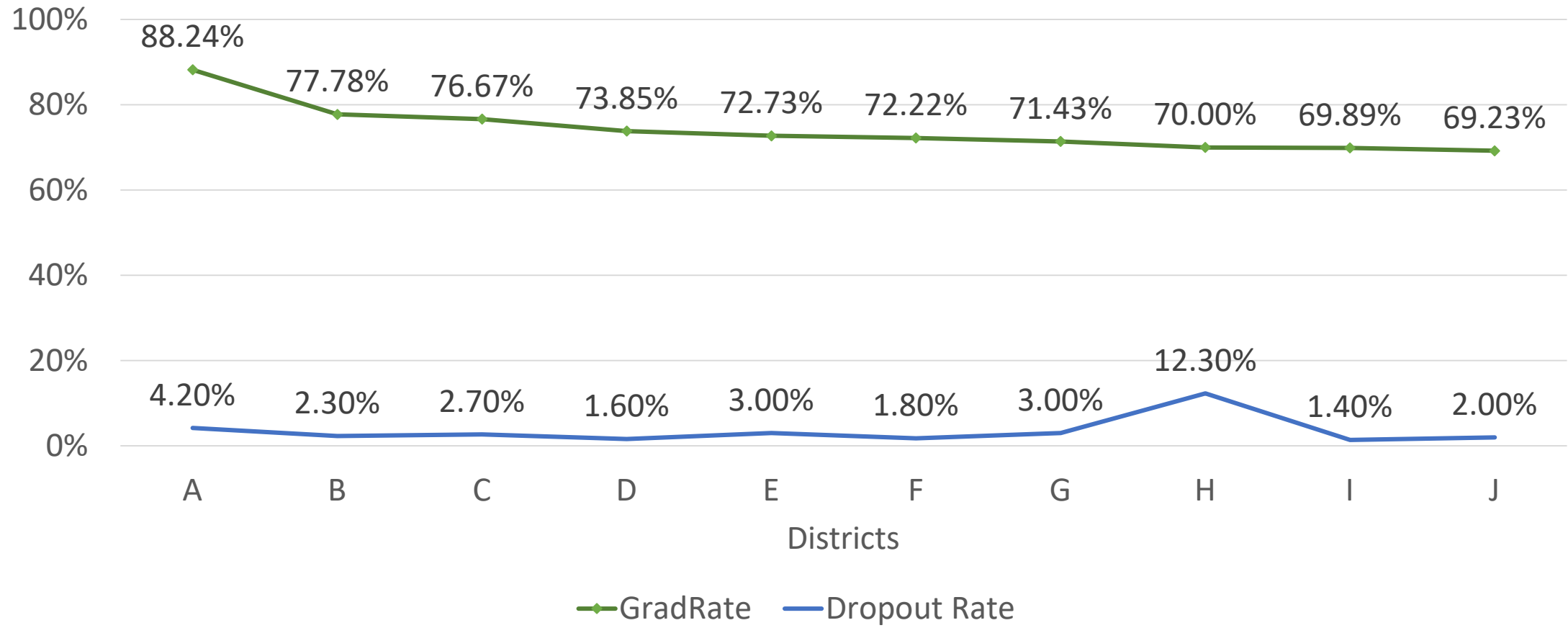
Pros and Cons of Using Multiple Data Sources (cont.)

Cons

- Limited scope or view
- Restrictions
- Affects data quality



Graduation Versus Dropout Rates



Determinations – Compliance Factors Score Key

Score	Compliance Factor 1: Timely and Accurate Data Submissions Level
3	All data submissions are submitted on time (within the prescribed data collection windows) and no more than one data submission contained LEA (not system) errors
2	The LEA submitted late data submissions no more than two times during the reporting year and no more than two data submissions contained LEA errors
1	The LEA submitted late data no more than four times during the reporting year and no more than four data submissions contained LEA errors
0	The LEA submitted data late five or more times during the reporting year and five or more data submissions contained LEA errors

Score	Compliance Factor 2: Fiscal/Grantee Risk Level
3	Low risk based on fiscal monitoring risk factors
2	Moderate risk based on fiscal monitoring risk factors
1	High risk based on fiscal monitoring risk factors
0	High risk with systemic findings from a Tier III fiscal monitoring review



Determinations – Compliance Factors Score Key (cont.)

Score	Compliance Factor 3: Post-secondary Planning and Services (Indicator 13) Level
3	100% compliant based on initial Indicator 13 submission
2	All Indicator 13 corrections made and verified within designated review timeframe
1	All Indicator 13 corrections made and verified within a year of findings
0	Indicator 13 corrections are pending for over a year

Score	Compliance Factor 4: Timely Correction of Noncompliance Level
3	No findings (finance, program, data, or compliance complaint) pending for over a year
2	One area that was not corrected within a year
1	Two areas that were not corrected within a year or one area not corrected within two years
0	Three areas that were not corrected within a year or two or more areas that were not corrected within two years

Score	Compliance Factor 5: IDEA Timelines (Indicators 11 and 12) Level
3	100% compliance for both Indicator 11 and Indicator 12
2	95% or above combined compliance rate for Indicators 11 and 12
1	85% or above combined compliance rate for Indicators 11 and 12
0	Below 85% combined compliance rate for Indicators 11 and 12



Compliance Factors Scoring

Table 1: Compliance Scoring

CF	Description	Score
1	Data Submissions	3
2	Finance Submissions	3
3	Post-Secondary Planning and Services (Indicator 13)	3
4	Timely Corrections of Non-Compliance	3
5	IDEA Timelines (Indicators 11 and 12)	3



State Performance Factors

PF	Description	Target 17/18	State 15/16	State 16/17	State 17/18
1	Graduation Rate	48.3%	49.0%	52.1%	53.5%
2	ELA	30.0%	10.7%*	9.4%	10.0%
3	Math	31.3%	13.3%*	12.4%	13.5%
4	School Age LRE	58.0%	60.7%	61.6%	62.2%
5	Early Childhood	48.9%	50.7%	49.7%	48.9%
6	SWD Suspensions	9.0%	15.9%	16.0%	15.9%
7	Career Readiness	60.0%	48.9%	43.5%	41.9%

*ELA and Math scores for 2015-2016 did not include alternative assessment.



Determinations – Performance Factors Scoring Key

Table 2: Performance Scoring Key

Score	Description
3	Meets or exceeds current state target
2	Meets or exceeds prior years state performance
1	Does not meet prior years state performance but improved since last year
0	Does not meet prior years state performance and did not improve



State Performance Factors

Table 3: Performance Data

PF	Description	Target*	State 16-17	LEA 16-17	LEA 17-18	Score
1	Graduation Rate	48.3%	55.0%	60.0%	65.0%	3
2	ELA	30.0%	9.4%	11.1%	16.0%	2
3	Math	31.3%	12.4%	15.9%	22.7%	2
4	School Age LRE	58.0%	61.6%	64.5%	65.5%	3
5	Early Childhood	48.9%	56.3%	61.1%	61.7%	3
6	SWD Suspensions	9.0%	16.0%	8.3%	7.1%	3
7	Career Readiness	60.0%	43.5%	60.6%	44.0%	2
	Performance Factors Score					17

* Represents target for 2017-2018



Total Maximum Points

Total Points	Determination Level	Type of Assistance
28-36	Meets Requirements	Self-Directed
19-27	Needs Assistance	Collaborative
10-18	Needs Intervention	Focused
0-9	Needs Substantial Intervention	Systemic

Compliance Score	14
Performance Score	17
Total Score	31
Determination	Meets Requirement



Example of Performance Factor by LEA

Table 1: Compliance Scoring

CF	Description	Score
1	Data Submissions	3
2	Finance Submissions	3
3	Post-Secondary Planning and Services (Indicator 13)	2
4	Timely Corrections of Non-Compliance	3
5	IDEA Timelines (Indicators 11 and 12)	3

Table 2: Performance Scoring Key

Score	Description
3	Meets or exceeds current state target
2	Meets or exceeds prior year's state performance
1	Does not meet prior year's state performance but improved since last year
0	Does not meet prior year's state performance and did not improve

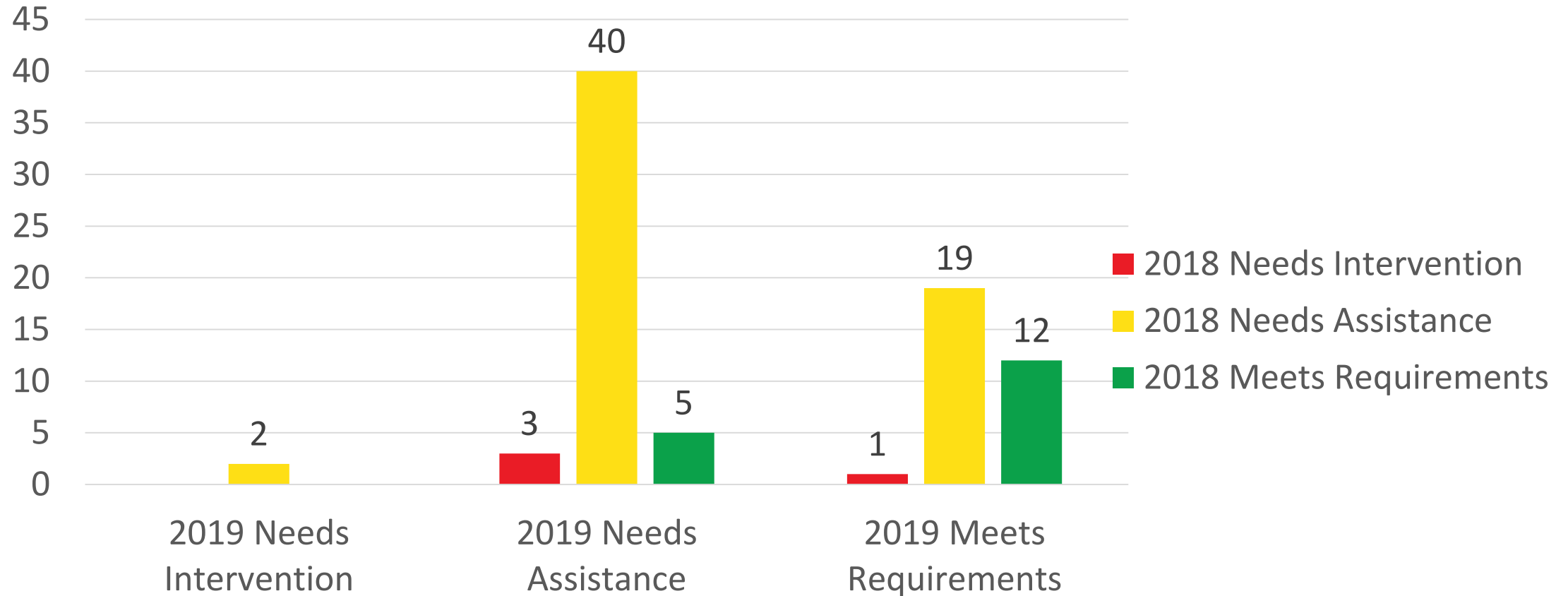
Table 3: Performance Data

PF	Description	Target*	State 16-17	LEA 16-17	LEA 17-18	Score
1	Graduation Rate	48.3%	55.0%	45.4%	54.1%	3
2	ELA	30.0%	9.4%	12.4%	11.8%	2
3	Math	31.3%	12.4%	14.1%	14.6%	2
4	School Age LRE	58.0%	61.6%	69.3%	70.0%	3
5	Early Childhood	48.9%	56.3%	69.1%	69%	3
6	SWD Supervisions	9.0%	16.0%	14.7%	13.7%	2
7	Career Readiness	60.0%	43.5%	47.1%	53.0%	2
	Performance Factors Score					17

* Represents target for 2018.



IDEA Part B Determinations by Number of LEAs – State Data Sheet



Distribution of LEAs by Determination Level

2016-2017

- Meets Requirements = 17
- Needs Assistance = 61
- Needs Intervention = 4

2017-2018

- Meet Requirements = 32
- Needs Assistance = 48
- Needs Intervention = 2



Maine's Part C Data Story

Roy Fowler

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Maine Child Development Services

- 9 regional sites
- 7 early intervention program managers
- Transdisciplinary primary service provider (PSP) model used statewide
- New data system Child Information Network Connection (CINC) implemented July 1, 2016



Data Analysis and Use Plan: Maine



STATE ANALYSIS AND USE PLAN				
Purpose <i>What is our broad objective for conducting this analysis?</i>	The purpose of the analysis is to increase the numbers of infants/toddlers receiving services in a timely manner.			
Primary Question <i>What specific question do we want to answer through this analysis?</i>	How can we measure timely service delivery while maintaining fidelity to the primary service provider (PSP) model?			
	Our Plan	Who Is Responsible?	When Will It Be Completed?	Additional Resources
Data Elements <i>What data do we need to answer our question?</i>	<ul style="list-style-type: none"> • Definition of timely service delivery for Maine and other states using the PSP model • Compliance percentage for timeliness • Number of consults by secondary 	<ul style="list-style-type: none"> • CDS State Director/Part C Technical Advisor, Roy Fowler • CDS Deputy 	<ul style="list-style-type: none"> • April 4th 2018 	<ul style="list-style-type: none"> • ITCA List Serve • IDC • OSEP • DEC Recommended Practices



Data Elements and Collection Strategies

From the Child Development Services (CDS) Database

- Overall compliance percentage at the local and state levels
- Compliance percentage by service
- Number of consult services by Secondary Service Providers (SSP) on initial individualized family service plans (IFSPs)
- Number of untimely/unused consult sessions
- Compliance specific to the timeliness of consult services
- Service logs
- Communication logs

Other Sources

- Staff efficiency sheets



Data Analysis Strategies

Descriptive Analysis

- Timely delivery of services by CDS Regional Site
- Timely delivery of services by discipline
- Impact of consults/secondary service provision on timely delivery of services
- Timeliness of consult services identified on initial IFSPs

Qualitative Analysis

- Review of staff efficiency/productivity percentages
- Review of Communication Logs



Plan for Using and Sharing the Results

- Develop clear guidance on the appropriate use of consult services on initial IFSPs
- Share the data with regional site-level Early Intervention (EI) teams
 - Identify the State and CDS Regional Site decrease in timely delivery of services
 - Share data that identifies the root cause of decrease



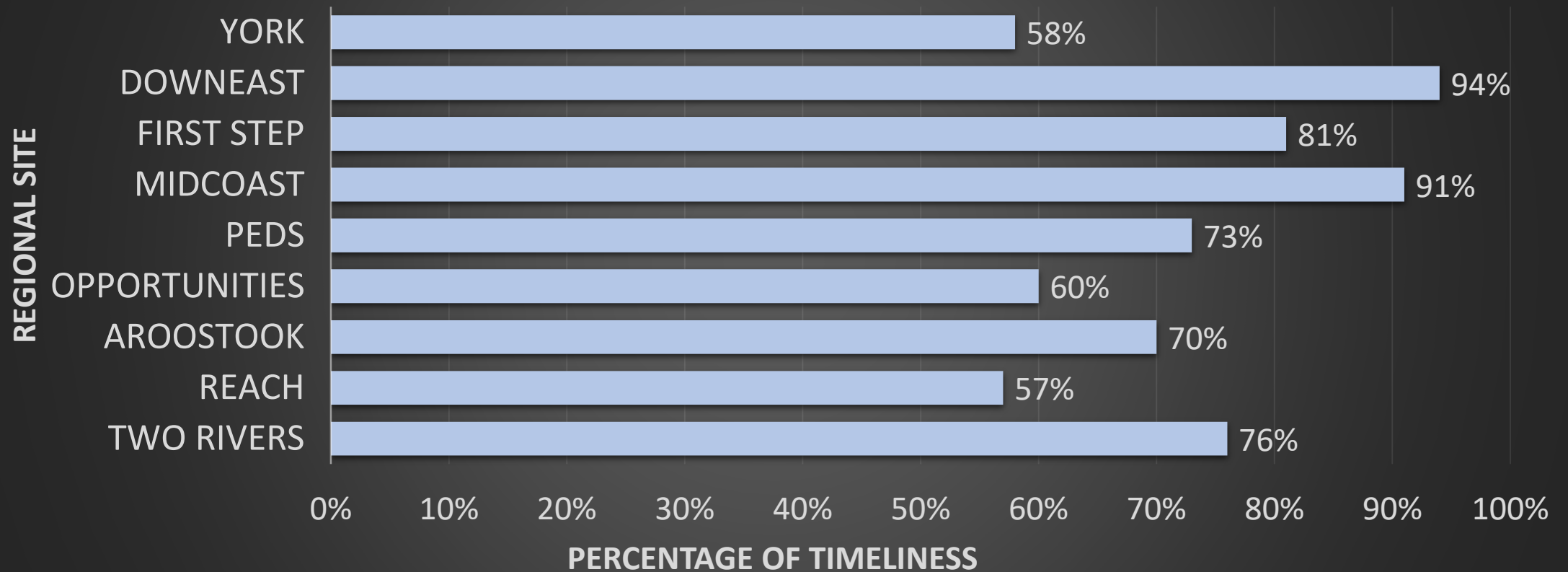
Plan for Using and Sharing the Results (cont.)

- Inform local processes
 - Review the developed guidance and implementation of that guidance
 - Review a sampling of initial IFSPs and discuss the findings with the EI Team
 - Assess the impact on CDS Regional Site's timely delivery of services at 3-, 6-, and 9-month intervals and review with the EI Team



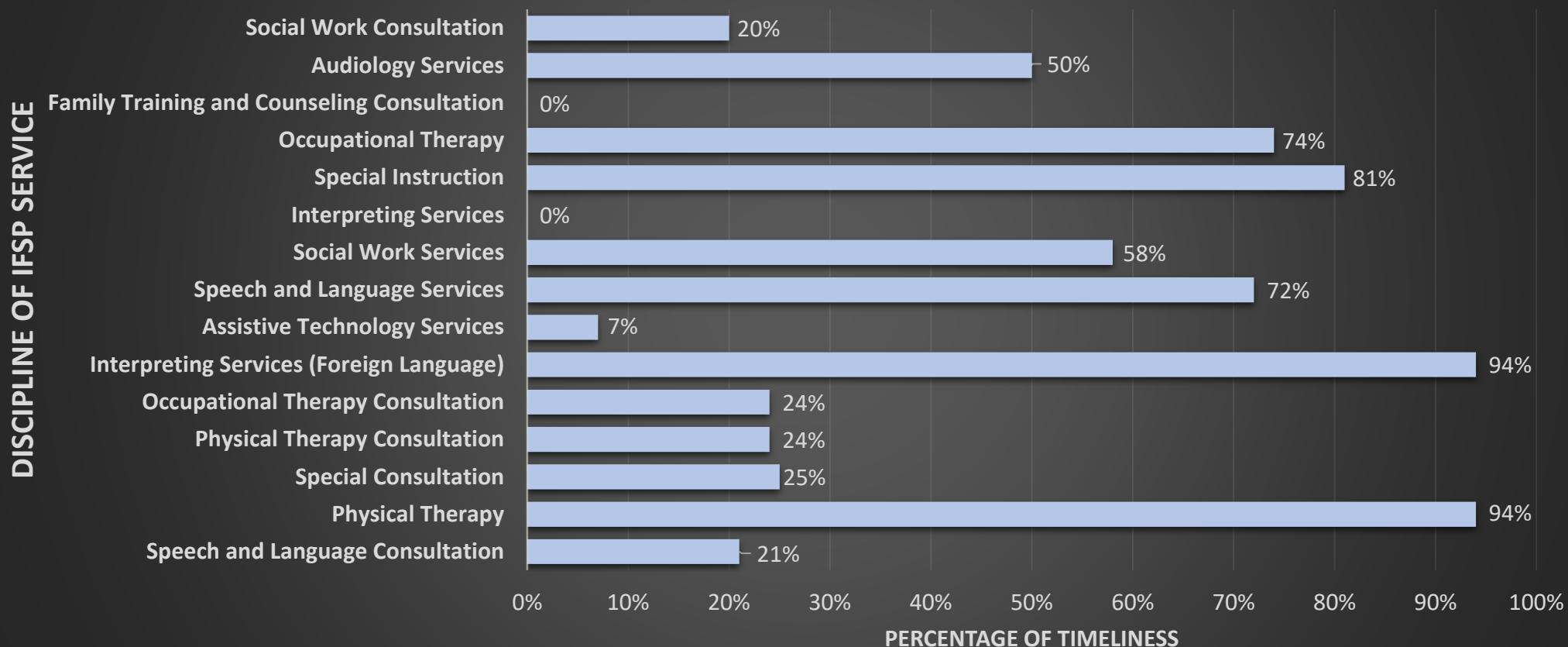
Results

Timely Delivery of Services by Site



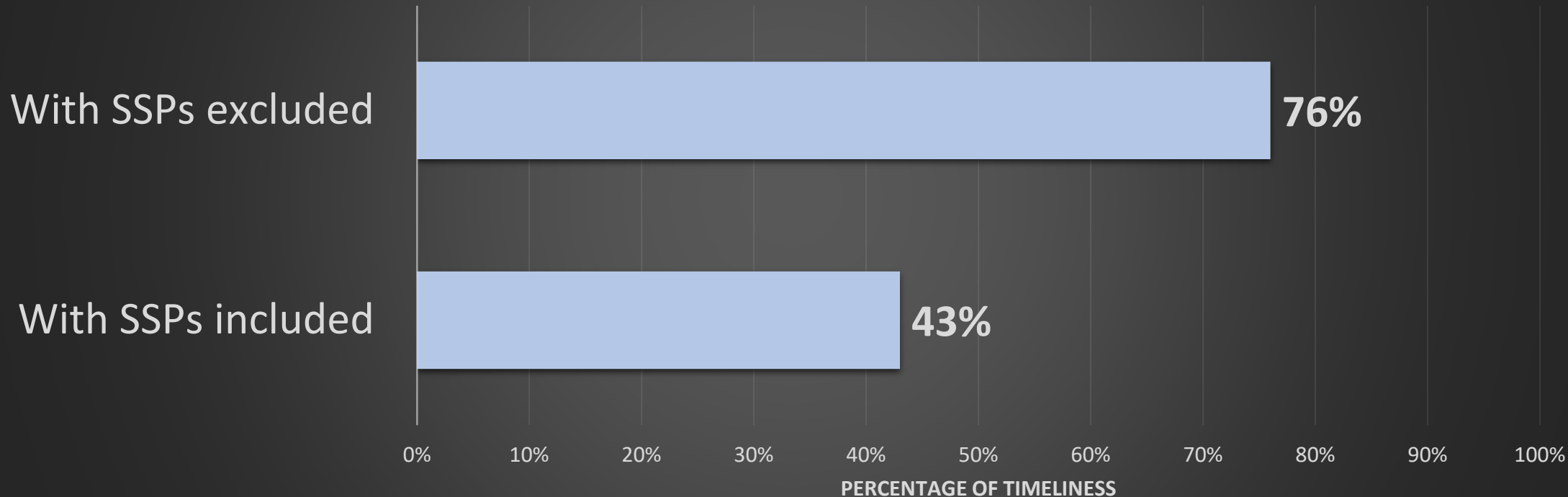
Results (cont.)

Timely Delivery of Services by Service Type



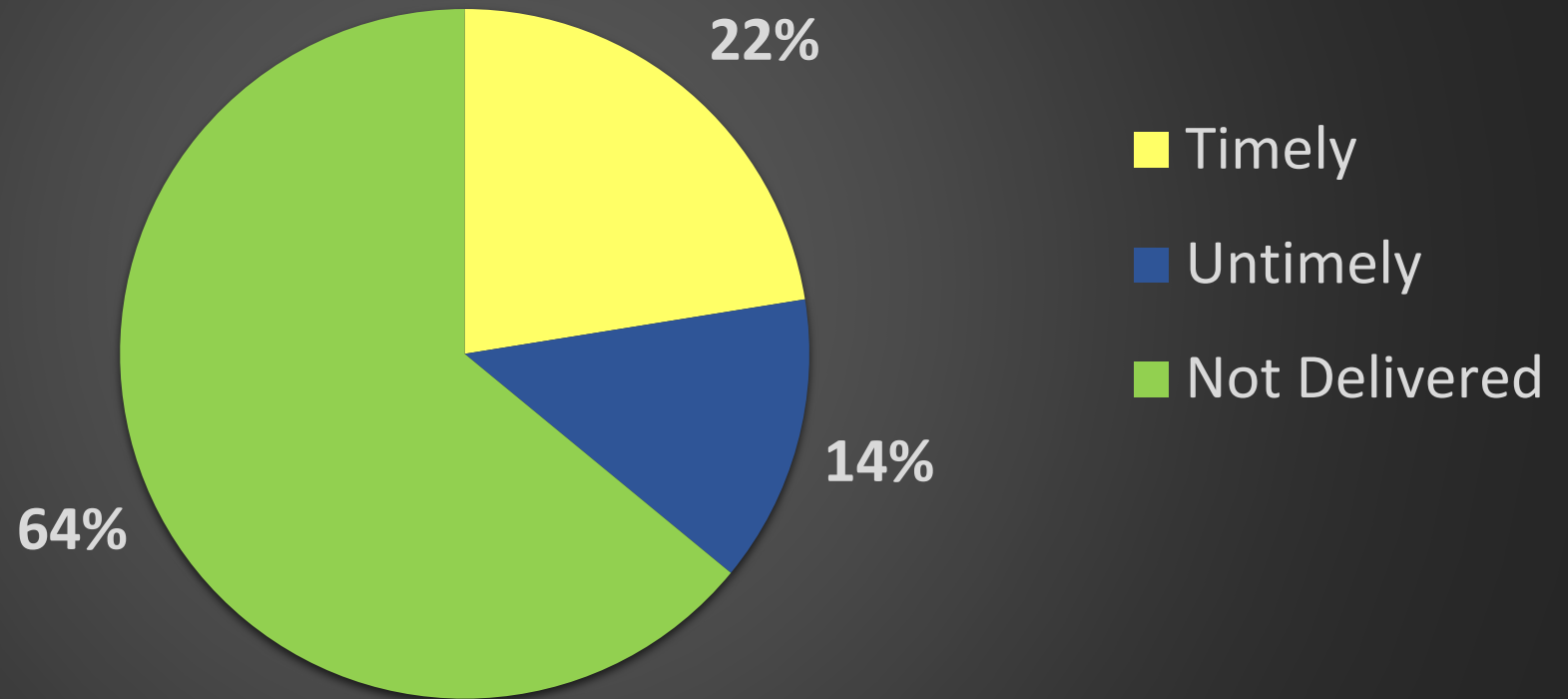
Results (cont.)

Impact of consults/secondary service provision (SSP) on timely service delivery



Results (cont.)

Timeliness of consult services identified on initial IFSPs



Key Observations From Our Results

- Consult services identified on initial IFSPs have a significant impact on timely delivery of services
- Most consult services identified on initial IFSPs are either untimely or not delivered
- Primary Service Provider services are significantly more timely than consult services identified on the initial IFSP
- Staff with higher productivity percentages are more likely to provide timely services than those with low productivity



Lessons Learned

- Access to a large amount of data is valuable only if the data are reliable, analyzed, and acted upon
- The use of data in decisionmaking ensures that resources are used efficiently and with proper focus
- A thorough analysis of data and an easily understandable presentation of the results of that data analysis increase buy-in to proposed guidance
- Ongoing monitoring of data allows for the identification of problems as they arise, the determination of the effectiveness of interventions, and potential need for adjustment of those interventions



Discussion

- Developing and maintaining a culture of data requires a champion. How are you growing a culture of high-quality data at the state or local level?
- Having heard from the panelists, think of an example of a local data use initiative in which you are engaged. What insights have you had and how do you see those insights affecting future efforts?
- How are you supporting your local districts and programs in improving their data quality? What are your biggest challenges? What strategies show promise?



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