Ensuring High-Quality 618 Submissions to Build a Solid Foundation for Program Improvement
Presenters

Fort Worth, TX – March 3–4, 2020
Tiffany Boyd, IDEA Data Center

Nashville, TN – Cancelled Due to COVID-19
Audrey Rudick, IDEA Data Center
Agenda

• Why focus on 618 data quality first?
• 618 reporting cycle overview
• Ensuring data quality—tools to use
• Bringing it all together
• Questions
Why Focus on 618 Data Quality First?
618 Data Files Paint a Big Picture

- Who are these students?
- Where do they sit?
- Are we meeting their needs?
- Are they in the correct environment?
- Are they succeeding?
- What are their outcomes?
Why Focus on 618 Data Quality First?

- It’s required!
- 618 data is foundational to data analysis
- Ensuring data are correct gives you confidence in the other analyses that may be happening
- The 618 data reporting process provides a structure for reviewing data quality
- You can easily identify and develop processes that improve data quality
Reporting Cycle Overview
Reporting Cycle

• For each stage of the reporting cycle, there are steps that you can take to ensure data fidelity

• Understanding each part of the cycle will create confidence in the data and allow for easy identification of areas for process improvement
• Review state’s data processes to learn
  ▪ When are data collected?
  ▪ Where are the data stored?
  ▪ How are data pulled from the database?
  ▪ How do LEAs submit data to the state?
  ▪ Who needs to be involved in the collection process?
• Considerations for data quality
  ▪ What are the pain points in your collection process?
  ▪ Do they need to update collection processes?
  ▪ Which LEAs have difficulty submitting data on time?
  ▪ What are the pain points for the LEAs?
  ▪ Do LEAs understand what they are reporting?
Validate

• Items to consider as you review data for accuracy and completeness
  ▪ Data validation considerations
    – Complete data review following state processes
    – Review data with available tools to document business rules
  ▪ State Supplemental Survey (SSS-IDEA) considerations
    – If applicable, have you reviewed the SSS-IDEA?
    – Are zero counts left out for combinations that do not exist?
    – Are zero counts present for combinations that do exist?
Validate (cont.)

- Additional items to consider
  - **Internal approval processes**
    - What internal processes are required for the data?
    - Have you completed all approvals?
  - **Business rules documentation**
    - Have you reviewed all state and U.S. Department of Education business rules?
    - Do data violate any business rules? If so, can you identify a clear reason?
Considerations for data quality

- Are there inconsistencies in the data?
- Why did those happen? Can you find a cause?
- Is there enough time for a complete review?
• Key steps in the process
  ▪ Understand how you submit the collection
  ▪ Generate and submit data
  ▪ Follow state processes to create a record of data submitted
Considerations for data quality

- Add data notes to address any inconsistencies found during review
Data Quality Review

• Key steps in the process
  ▪ Review data quality report
  ▪ Review data to find cause of data quality concern
  ▪ Review and respond to data quality concerns in a timely manner
  ▪ Add additional data notes for questions
• Considerations for data quality
  ▪ Do the counts in the report match what you expect based on the submission?
  ▪ Do the data match the metadata provided?
  ▪ Where are the areas where a significant change is occurring? Are these concentrated in one or a few LEAs, or are they occurring across the state?
  ▪ Are these LEAs that struggle to submit the data?
  ▪ Could this be a data quality issue?
  ▪ Have your policies changed?

Document and incorporate into the review phase for next year!
<table>
<thead>
<tr>
<th>Collection</th>
<th>Due date</th>
<th>OSEP Data Quality Review period</th>
<th>Related metadata</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSS-IDEA</td>
<td>February</td>
<td>January (reopen period)</td>
<td></td>
</tr>
<tr>
<td>Child Count</td>
<td>April</td>
<td>June–July</td>
<td>SSS-IDEA</td>
</tr>
<tr>
<td>MOE Reduction &amp; CEIS</td>
<td>May</td>
<td>July–August</td>
<td></td>
</tr>
<tr>
<td>Exiting, Discipline, Dispute Resolution, and Personnel</td>
<td>November</td>
<td>January–May</td>
<td>SSS-IDEA</td>
</tr>
<tr>
<td>Assessment</td>
<td>December</td>
<td>February–March</td>
<td>Assessment Metadata Survey</td>
</tr>
</tbody>
</table>

(Maintenance of Effort [MOE] Reduction and Coordinated Early Intervening Services [CEIS])
Ensuring Data Quality—Tools You Can Use
IDC’s **SEA Data Processes Toolkit**

- This toolkit is available to establish and support consistent practices that produce valid and reliable data.
- Sections include
  - A state landscape protocol
  - Data collection protocols for 618 and 616 data
  - Part B LEA Determinations protocol
  - Data collection calendar
  - Business rules documentation protocol
Business Rules Documentation Protocol

A part of the SEA Data Processes Toolkit

- Provides an inventory of the application logic used to validate data
- Is helpful for communicating business rules and data quality validation checks
Business Rules Single Inventory (BRSI)

This EDLink tool

• Lists checks for accuracy and completeness that the Office of Special Education Programs (OSEP) uses during its Data Quality Review of 618 data

• Provides a resource to understand potential errors and warnings before submission
These IDC tools

• Apply edit checks to identify potential errors in data files

• Are a last stop before you submit the files to the EDFacts Submission System

• Create user-friendly summaries of all data
Data Notes

• Where do I add data notes?
  ▪ OMB MAX or Max.gov
  ▪ State Submission Plan (SSP)
  ▪ Partner Support Center (PSC) Tickets

• When should I add a data note?
  ▪ When data will trigger a business rule, or if the data look different than expected for some reason
Data Notes (cont.)

• What makes a good data note?
  ▪ Provides reasons for data anomalies
  ▪ Speaks to policy changes
  ▪ Notes implementation changes that could affect data
  ▪ Comments on next steps
Contact Us

Audrey Rudick, audrey.rudick@aemcorp.com
Tiffany Boyd, tiffany.boyd@aemcorp.com
For More Information

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

Follow us on Twitter
https://twitter.com/ideadatacentre

Follow us on LinkedIn
http://www.linkedin.com/company/idea-data-center
This presentation was supported by a grant from the U.S. Department of Education, #H373Y190001. 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 Rebecca Smith