



INTERACTIVE INSTITUTES **2020**

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Increasing Collaboration Across State Education Agency (SEA) Divisions to Collect and Use High-Quality Assessment Data



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Collect, Report, Analyze, and
Use High-Quality Part B Data



Presenters



Fort Worth, TX – March 3–4, 2020

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Nashville, TN – Cancelled Due to COVID-19

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Agenda



- Federal assessment data reporting requirements
- Collaboration among staff from multiple SEA divisions [e.g., *EdFacts* coordinator, Part B data manager, and Consolidated State Performance Report (CSPR) coordinator]
- Assessment data use to improve outcomes for students with disabilities



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Who's in the Room?



Please raise your hand if any of the following sound like you

- I am a Part B special education data manager
- I am a state special education director
- I am a staff member in my state's special education division
- I am an *EDFacts* coordinator
- I am a staff member in my state's assessment division
- Other



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What Are Your Priorities?



What is one **question or challenge** you have about the collection, reporting, or use of assessment data in your state?



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State Assessment Data Federal Reporting Requirements



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Types of State Assessments



Regular assessment

- With accommodations
- Without accommodations

Alternate assessments

- Based on alternative achievement standards (students with most significant cognitive disabilities, often referred to as the 1% assessment)



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Overview of State Assessment Data Federal Reporting Requirements



Two types of state assessment data included in federal reporting

- Participation - Who took the test
- Achievement - How did students perform



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Assessment Data Federal Reporting: Requirements



- CSPR under *Elementary and Secondary Education Act* (ESEA)
 - Math, reading, and science
- IDEA Part B State Performance Plan/Annual Performance Report (SPP/APR)
 - Math and reading
- States submit assessment data through *EDFacts*, and the data are prepopulated in the SPP/APR



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Assessment Data Federal Reporting: Timeliness



- States must submit *EDFacts* assessment files by initial due date (2nd Wednesday in December)
- Office of Special Education Programs (OSEP) uses data from the initial due date for its evaluation of timeliness, completeness, and accuracy of the data submission for the purposes of SEA determinations



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Assessment Data Federal Reporting in the SPP/APR



Indicator B3: Participation and performance of children with individualized education programs (IEPs) on statewide assessments

A. Reserved

B. Participation rate for children with IEPs

C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards

(20 U.S.C. 1416 (a)(3)(A))



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Assessment Data Federal Reporting in the SPP/APR (cont.)



Data Source

- Indicator 3B. Same data as used for reporting to the Department under Title I of the ESEA, using *EDFacts* file specifications C185 and 188
- Indicator 3C. Same data as used for reporting to the Department under Title I of the ESEA, using *EDFacts* file specifications C175 and 178



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EMAPS Assessment Metadata Survey



- SEA assessment director completes
- Survey collects information about *EDFacts* Assessment data
- *EDFacts* coordinator and IDEA Part B data manager have “read only” access
- OSEP uses this information when reviewing IDEA assessment data



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Let's Discuss!



- What kinds of assessment data collection or reporting challenges have you experienced in your state?
- Have there been any misunderstandings about assessment due dates in your state?



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High-Quality Assessment Data Requires Collaboration!



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Assessment Collaboration



Key players in assessment data collection and reporting

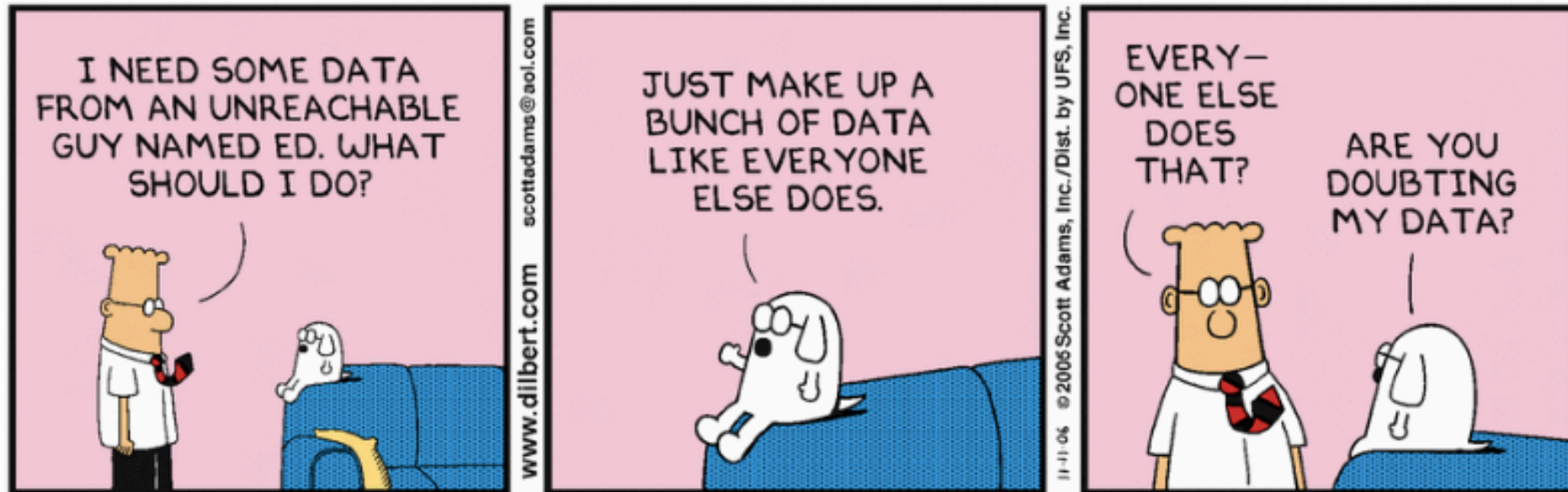
- Assessment team
- *EDFacts* coordinator
- IDEA Part B data manager
- CSPR coordinator



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The Challenge...



@SOURCE

Dilbert.com: https://dilbert.com/search_results?page=9&sort=date_asc&terms=helpful+data

Coordination Strategies



- Building relationships between the staff in special education and staff in assessment divisions
- Having regular meetings between the Part B data manager and the *EDFacts* coordinator and other assessment staff
- Ensuring shared understanding of important due dates
- Creating an annual schedule of planned touch points



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Related IDC Resource



The Assessment Data Journey: Are We There Yet?

<https://ideadata.org/resources/resource/1785/the-assessment-data-journey-are-we-there-yet>



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Coordination Strategies (cont.)



- Maintaining open lines of communication
- Committing to sharing priorities and concerns
- Establishing and documenting workflow processes



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Related IDC Resource



SEA Data Processes Toolkit: Assessment

<https://ideadata.org/sea-data-processes-toolkit>



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Let's Discuss!



- How would you characterize the degree of collaboration and coordination between the special education and assessment divisions in your state agency?
- Which other divisions do you collaborate with regarding assessment data?
- What additional strategies would you recommend to ensure collaboration around the collection and reporting of assessment data?



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Why High-Quality Assessment Data Matter



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Why High-Quality Assessment Data Matter



Accountability at the state level

- Special Education: Indicator 3B (participation) factored into OSEP's Results Driven Accountability (RDA) effort
 - State Determinations
 - Differentiated Monitoring and Support (levels of engagement)
- General Education: Academic achievement is key accountability measure for state *Every Student Succeeds Act* (ESSA) plans



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Why High-Quality Assessment Data Matter (cont.)

Accountability and support at the LEA level

- Special Education: Many states are incorporating “results” data points including statewide assessment data [performance and, in some states, participation in the Alternate Assessments Based on Alternate Achievement Standards (AA-AAAS)] into LEA determinations and/or risk assessments to identify LEAs for differentiated monitoring and support
- General Education: Academic achievement data is one driver of the level of support schools receive under ESSA accountability framework

Why High-Quality Assessment Data Matter (cont.)

More broadly, assessment data can provide SEAs with a valuable “systems health check” by

- Offering a bird’s eye view of how students and subgroups of students are faring in school systems across the state that is comparable from site to site
- Helping to identify statewide strengths and areas for improvement, set priorities and goals, and monitor progress toward those priorities and goals
- Providing feedback on the impact of various state-supported initiatives and interventions

Let's Discuss!



- How does the special education division in your state use assessment data for students with disabilities? In your state agency as a whole?
- In what ways can assessment data for students with disabilities be helpful to the work of your division and your agency as a whole?
- What role can data managers play in helping your state agency utilize assessment data effectively?



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Contact Us



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Your IDC State Liaison is your central point of contact for IDC technical assistance on data quality requirements under IDEA Part B Sections 618 and 616, including the State Systemic Improvement Plan (SSIP) Indicator B17.

Find your State Liaison through the IDC website at
<https://www.ideadata.org/technical-assistance>



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