



INTERACTIVE INSTITUTES **2020**
BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Getting to High-Quality LEA Data



IDEA 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



- History and future
- Edit Checks: What the Office of Special Education Programs (OSEP) wants to see
- Using the LEA Data Quality Report (DQR)
- Common LEA Data Quality concerns
- Facilitated discussion



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History of Section 618 LEA Data

- OSEP began collecting LEA data close to 15 years ago
- Evidence Act of 2019 has increased focus on open data
- OSEP has never published LEA data
 - The National Center for Education Statistics (NCES) publishes the LEA data
 - Office for Civil Rights (OCR) rolls up school counts to publish an LEA count
- OSEP piloted a review of the LEA Child Count data this year

Future of LEA Data

- Child Count
 - OSEP will continue to review data quality
 - NCES will publish the data this year
 - OSEP hopes to publish in the near future
 - Want to publish by disability
 - Possibly publish by educational environment in several years
- Assessment
 - Already published by *EDFacts*
- Personnel
 - Possible publication of a research file in the next year
- Discipline and Exiting
 - Not currently on the horizon
 - Interest exists to publish

ii20 LEA Edit Checks

- **Timeliness** – Were LEA files submitted by the due date?
- **Completeness** – Were counts (including zeros) submitted for all appropriate LEAs?
- **Accuracy** – Parts to Whole
 - By SEA: Does the total number of children reported in the LEAs equal the SEA-level total?
 - By LEA: Does the sum of the children reported in each disability category equal the total number of children with disabilities reported?
- **Year to Year**
 - Were there large changes between the previous year and current year?
 - Was there more variability during a 5-year time period than expected?
 - By SEA: Was there **no** change in **any** LEA total from the previous year? (identical data)



How to Use an LEA Data Quality Report

	C	D	E	F	G	H	I	J	K	L
	State Name	State Abbreviation	FS	DG	DQ Check Type	DQ Rule ID	SEA EUT Student Count	Sum of LEA EUT Student Counts	Difference	OSEP Comment to State
1	SAMPLE STATE	ZZ	002	74	Timeliness	PartB-CC-052				LEA-level data were not reported for file specification 002. Please submit the file.
2	SAMPLE STATE	ZZ	002	74	Accuracy	PartB-CC-054	138,099	138,009	90	The state-level Education Unit Total (EUT) count reported for the unduplicated number of children with disabilities (IDEA) ages 6 through 21 (138,099) is not equal to the sum of the LEA-level EUT counts reported for all LEAs in the state (138,009). If data are not accurate as submitted, please resubmit. If data are accurate, please submit a data note explaining the reason for the discrepancy.
3	SAMPLE STATE	ZZ	089	613	Timeliness	PartB-CC-058				LEA-level data were not reported for file specification 089. Please submit the file.
4	SAMPLE STATE	ZZ	089	613	Accuracy	PartB-CC-060	30,111	30,084	27	The state-level Education Unit Total (EUT) count reported for the unduplicated number of children with disabilities

[Read Me](#)

1 Edit Fail per rule

PartB-CC-053

PartB-CC-055

PartB-CC-059

PartB-CC-061

PartB-CC-056

D141



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What We Found

- Very few “accuracy” errors – Way to go!!
- Membership to Child Count edit check identified many districts
 - Recognize it is imperfect comparison
 - Applied a threshold
 - Will refer to data notes from pilot when conducting school year 2019–2020 review
- Still have many districts without children with disabilities
 - Charter schools

LEA Data Quality Guided Discussion



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Topic One: Strategic Data Quality Review and Edit Checks

- Overarching Question
 - How can we build strong processes and checks to achieve the highest quality LEA data possible?
- Things to Consider
 - Edit checks: What works?/What doesn't?
 - How does your state review the data?
 - How does your state report back to LEAs?
 - Charter schools reporting and other reporting difficulties

Topic Two: Data Quality Reports and Data Notes

- Overarching Question
 - How can we strategically use LEA data quality reports and data notes to support improved data quality and better understanding of the LEA data?
- Things to Consider
 - Do the data quality reports address what you would consider the data quality concerns in your LEAs?
 - Do you use the OSEP data quality report with the LEA?
 - Responding to questions from the press related to LEA data

Topic Three: Supporting LEAs in Their Quest for Data Quality

- Overarching Question
 - In what ways can we (OSEP and SEAs) support LEAs as they work toward their goal of using high-quality data?
- Things to Consider
 - Training needs
 - Capacity at both SEA and LEA levels
 - Sharing of resources across LEAs and across states
 - Staff turnover

Topic Four: Publishing Data

- Overarching Question
 - What keeps you up at night when you hear OSEP saying they want to publish more LEA data?
 - Or do you sleep like a baby 😊
- Things to Consider
 - Increased scrutiny
 - Preventing incorrect interpretations
 - What is most likely to be misinterpreted/misunderstood?
 - What can the U.S. Department of Education do to help minimize those risks?

Questions?



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