Presenters

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

Agenda

Presentation

- Selecting State Systemic Improvement Plan (SSIP) progress data that are meaningful and feasible

Activity

- Identifying appropriate sources of progress monitoring data for a sample Theory of Action

Discussion

- Identifying appropriate SSIP progress data to assess and document the results of your state's work

Selecting SSIP Progress Data That Are Meaningful and Feasible

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Assess Progress in the SSIP

- Determine if you are meeting short-term/intermediate intended outcomes (i.e., interim outcomes)

- Gauge progress toward–or likelihood of–achieving long-term outcome (State-identified Measurable Result [SiMR])

- Link the accomplishment of interim outcomes to the projected long-term outcome

SiMR—State-identified Measurable Result

Document the Impact of Your State's Work

Address questions at different levels of your initiative along the way toward the SiMR

- State or local infrastructure or system changes
- Educator changes
- Evidence-based practices implementation
- Family and student outcomes

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Use Progress Data Within Your SSIP Team

- Progress data can inform about progress toward long-term improvements
  - Successes
    - Show that your plan is having the desired effects
  - Changes needed
    - Indicate things are not going according to plan
    - Show where change might be needed to get back on track
- If you chose progress data sources well, they will indicate where change needs to happen in time to make that change

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Use Progress Data With Your Stakeholders

- Engage stakeholders
  - Show change that matters to them
  - Maintain implementation efforts
  - Create allies

- Provide evidence for your SSIP reporting
  - Tell a coherent story about how activities lead to interim changes and then changes in the SiMR
  - Answer "Why does it matter?" and "How do you know?" questions

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Office of Special Education Programs (OSEP) Review Criteria: Progress Toward the SiMR

- Based on
  - Meeting SiMR target
  - Presenting progress data showing progress tied to implemented activities
- Note the higher rating for progress monitoring data

Rating	SiMR Target	Progress Monitoring Data
Level 1	✓	✓
Level 2	✗	✓
Level 3	✓	✗
Level 4	✗	✗

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Do You Have the Right Data?

- SiMR is improved graduation rate and report has data on implementation of literacy intervention…but no interim outcomes linked to graduation—like engagement or attendance

- Improvement strategy is Universal Design for Learning (UDL) and reading intervention, and data show general student improvements… but no data on implementation of the strategies with targeted students

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Progress Data That Are Meaningful and Feasible

- Aligned to your implementation activities, evaluation questions, and intended outcomes

- Valid for what you are intending to measure

- Timely and relevant for decisionmaking

- Accessible

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Align SSIP Progress Data to Your Activities and Intended Outcomes

1. Use SSIP theory of action or logic model

2. Determine your key evaluation questions related to intended outcomes at each "level" of the model

3. Identify measures and sources data to address each evaluation question

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Sample Theory of Action Strand

Coherent improvement strategy	If the SEA	Then the LEA (e.g., teachers and administrators)	Then teachers/support teams	So that
Multi-tiered systems of support (MTSS)	…provides ***professional development opportunities and coaches*** to elementary schools in target districts to assist in establishing robust MTSS …	…will increase its ***capacity to implement MTSS*** practices with fidelity…	… will ***monitor*** students with disabilities more closely in terms of their academic and behavioral progress and needs …and ***more quickly and effectively provide supports and interventions*** that help students with disabilities be successful academically and behaviorally….	**Reading achievement for students with disabilities in elementary grades in target districts will improve.**

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Determine Key Evaluation Questions

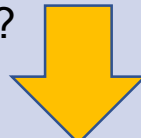| Coherent improvement strategy	Key question at the SEA level	Key question at the LEA level	Key questions at the educator level	So that
Multi-tiered systems of support (MTSS)	…provides ***professional development opportunities and coaches*** to elementary schools in target districts to assist in establishing robust MTSS …	…will increase its ***capacity to implement MTSS*** practices with fidelity…	… will ***monitor*** students with disabilities more closely in terms of their academic and behavioral progress and needs …and ***more quickly and effectively provide supports and interventions*** that help students with disabilities be successful academically and behaviorally….	**Reading achievement for students with disabilities in elementary grades in target districts will improve.**

How much professional development and coaching on MTSS has the SEA provided ?

How much has LEA capacity to implement MTSS practices with fidelity increased?

How well are teachers and teams monitoring student progress and needs?

How quickly and effectively are teachers and teams providing supports and interventions to targeted students?

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ii2O **Identify Meaningful Progress Data**

Coherent improvement strategy	Progress data at the SEA level	Progress data at the LEA Level	Progress data at the educator level	Data at the SiMR
Multi-tiered systems of support (MTSS)	How much professional development and coaching on MTSS has the SEA provided? • PD quality ratings • Count of PD sessions • Coaches' fidelity ratings	How much has LEA capacity to implement MTSS practices with fidelity increased? • Number of schools implementing MTSS • MTSS fidelity scores	How well are teachers and teams monitoring student progress and needs? How quickly and effectively are teachers and teams providing supports and interventions to targeted students? • Frequency of teacher progress and needs monitoring • Delay between assessment and providing supports • Student formative data	**Reading achievement for students with disabilities in elementary grades in target districts will improve.**

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Consider Timeliness and Accessibility of Progress Data

- Timely and relevant for decisionmaking
  - Will the data be current?
  - Will the data be available in time to inform changes if necessary?

- Accessible
  - What data can we access within our own agency or obtain from another agency/entity?
  - What elements require a new data collection effort?
  - What existing processes for obtaining, managing, and analyzing data will we leverage?

Activity: Identify Appropriate Sources of Progress Monitoring Data in a Sample SSIP Theory of Action

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Sample Theory of Action Strand

Coherent improvement strategy	If the SEA	Then the LEA (e.g., teachers and administrators)	Then teachers/support teams	So that
Data-informed dropout risk monitoring	… institutes a comprehensive program to monitor early indicators of dropout risk and support LEA efforts to increase graduation rates…	…will implement procedures and training that support district- and school-based teams to use data on early indicators of dropout for students with disabilities to inform decisionmaking…	… will review student attendance, behavior, and academic data to identify students at risk for dropout… …and will implement and monitor individual graduation action plans for at-risk students…	**Graduation rates will improve for students with disabilities.**

Group Activity: Generate Key Evaluation Questions

- Click on the link in the Chat to open a new web page
- Add your ideas for key evaluation questions directly onto the pad

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Determine Key Evaluation Questions

Coherent improvement strategy	Key question at the SEA level	Key question at the LEA level	Key questions at the educator level	So that
Dropout risk monitoring system	… institutes a comprehensive program to monitor early indicators of dropout risk and support LEA efforts to increase graduation rates…	…will implement procedures and training that support district- and school-based teams to use data on early indicators of dropout for students with disabilities to inform decisionmaking…	… will review student attendance, behavior, and academic data to identify students at risk for dropout… …and will implement and monitor individual graduation action plans for at-risk students…	**Graduation rates will improve for students with disabilities.**

> How successfully has the SEA instituted the dropout risk monitoring program?

> What procedures and trainings have LEAs provided?

> How well are teachers and teams implementing and monitoring action plans?

> How well are teachers and teams identifying students at risk for dropout based on review of data?

> What improvements have there been in attendance, behavior, and academic data?

Types and Sources of Progress Data

- Student-level data? Yes!
- But, also…
  - Family data
  - Educator data
  - Systems data
    - School
    - District
    - State

- Documents or products
- Surveys
- Interviews
- Observations
- Assessments
- Other primary and secondary sources

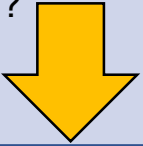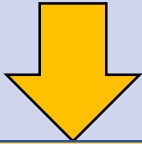# Group Activity: Identify Progress Data

- Click on the new link in the Chat to open another web page
- Add your ideas for measures and sources of data directly onto the pad

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Identify Meaningful Progress Data

Coherent improvement strategy	Progress data at the SEA level	Progress data at the LEA level	Progress data at the educator level	Data at the SiMR
Dropout risk monitoring system	How successfully has the SEA instituted the dropout risk monitoring program? • Documentation of the program's development and dissemination to LEAs	What procedures and trainings have LEAs provided? • Documentation of LEA procedures • Count of training sessions • Training quality	How well are teachers and teams identifying students at risk for dropout based on review of attendance, behavior, and academic data? How well are teachers and teams implementing and monitoring action plans? What improvements have there been in attendance, behavior, and academic data? • Record of data reviews to identify students • Action plan documentation • Student-level attendance, behavior, and academic data	**Graduation rates will improve for students with disabilities.**

Discussion: Identify Appropriate Progress Data for Your Own States' SSIP Activities

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Group Activity: Identify Progress Data

- Click on the link in the Chat to open a new web page
- Add your ideas for measures and sources of data directly onto the pad

Takeaway for Identifying Your Own Progress Data

1. Select one strand of your own state's SSIP theory of action, with the corresponding activities at the SEA, LEA, and educator levels

2. Determine a key evaluation question for each level of the model

3. Identify relevant measures and sources data to address each evaluation question

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Selecting SSIP Progress Data Notes Catcher	If the SEA…	Then the LEA…	Then educators…	So that…
Strand of action				
Key evaluation question				
Progress monitoring data				
Key considerations (e.g., feasibility, usability)				

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