



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

Using Multiple Data Sources for Deeper Data Analysis



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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



- Understanding
 - Data literacy
- Comparing
 - Relationships in data
- Analyzing
 - Interpreting data



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Understanding



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First Things First



- Is the word “Education” in our title, our employer, our department name?
 - Special education director
 - Part B data manager in the Department of Education
- What is our shared responsibility?
 - To improve outcomes for children with disabilities
- How do “data people” meet this responsibility?
 - Enhancing understanding, making data useful, encouraging analysis and use of data from multiple sources



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Data, Data, Everywhere: The Multiple Sources of Data



- IDEA data, *EDFacts*, and State Performance Plan/Annual Performance Report (SPP/APR)
- Consolidated State Performance Reports (CSPR)
- Office for Civil Rights (OCR)
- State data collections
- Qualitative data, anecdotal data



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Who Is Interested in Data?



- Children and families
- LEA staff: leaders, teachers
- SEA staff: special education and other divisions
- Stakeholders: State Advisory Panels, higher education staff, community and business leaders, others



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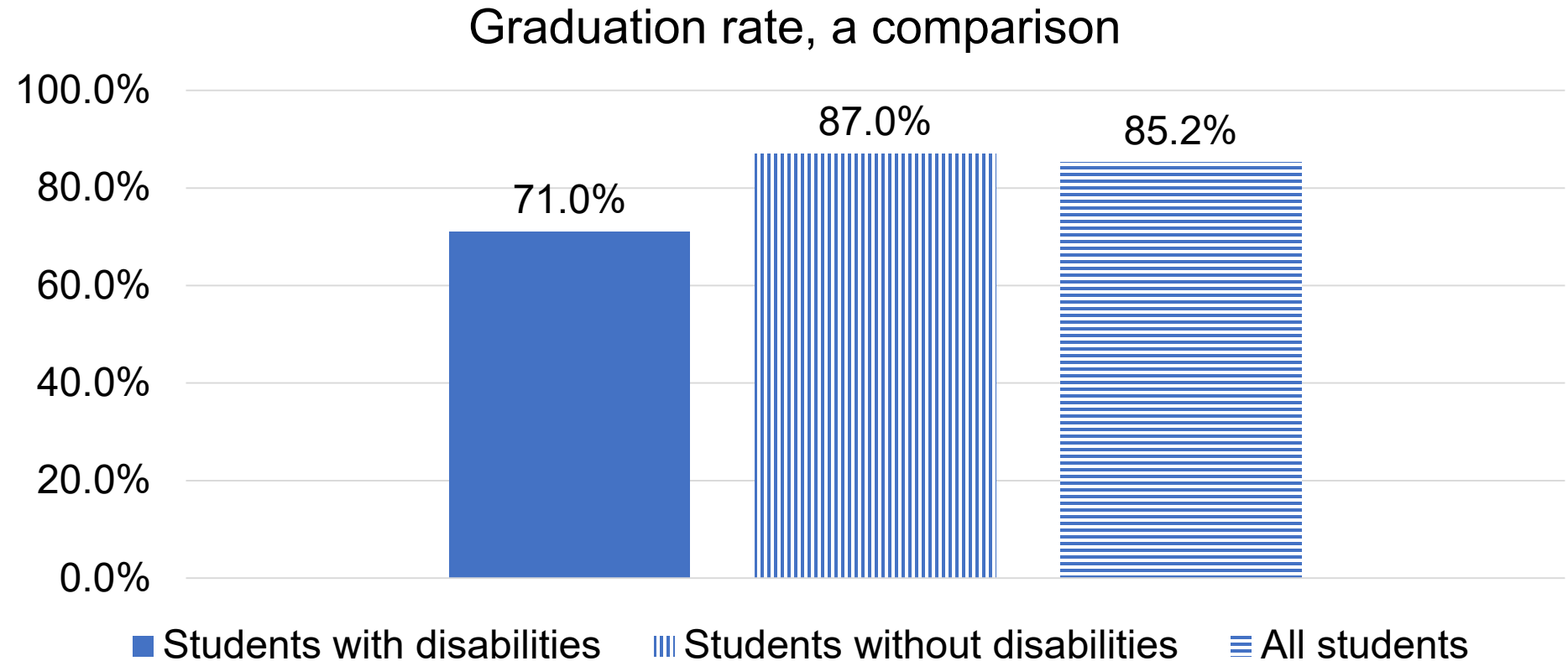
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What Are These Data Communicating?



What are these data telling us?

What information is missing?



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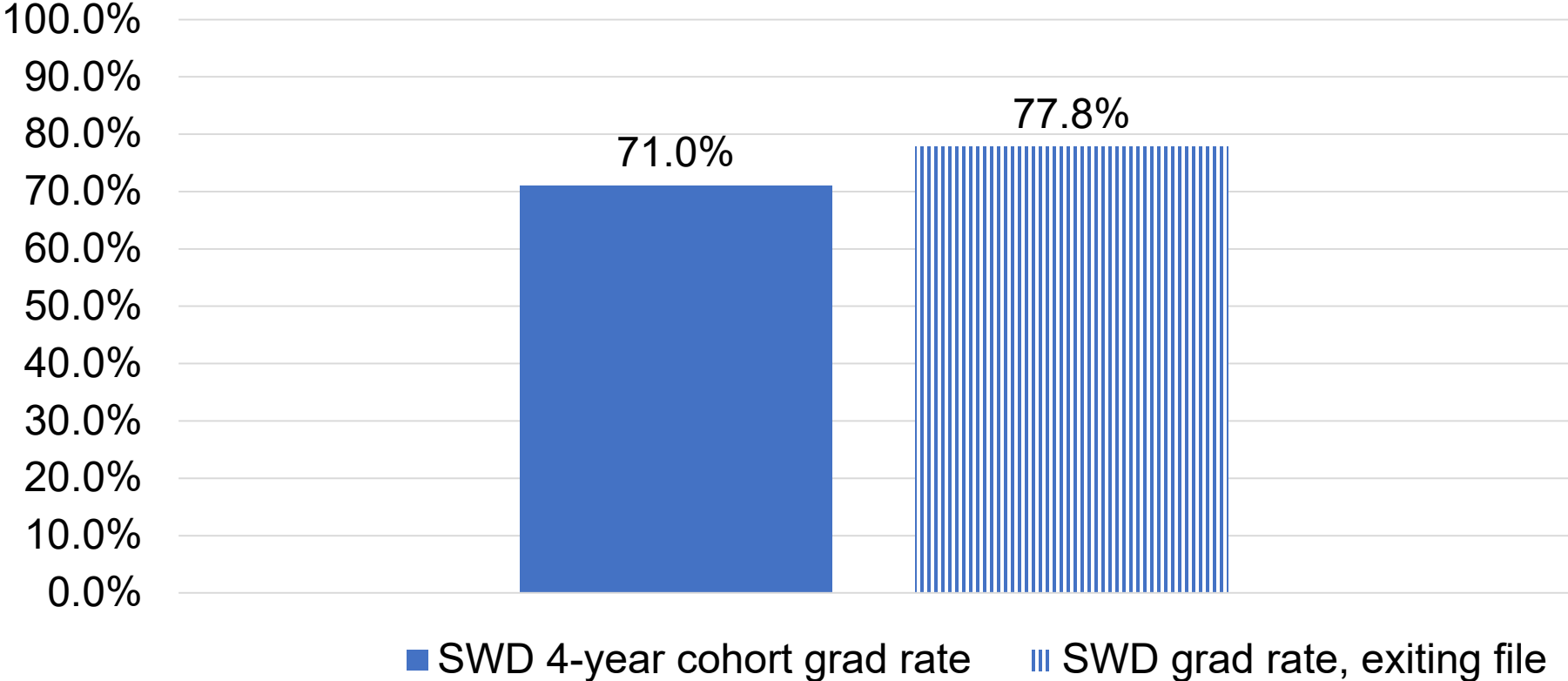
Do We All Understand?



Two graduation rates,
same students, same year

Does this
make data
confusing?

Do we know
what these
percentages
represent?



Students with disabilities (SWDs)



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Understanding Before Analyzing



Do families, stakeholders, LEA staff, and SEA staff understand

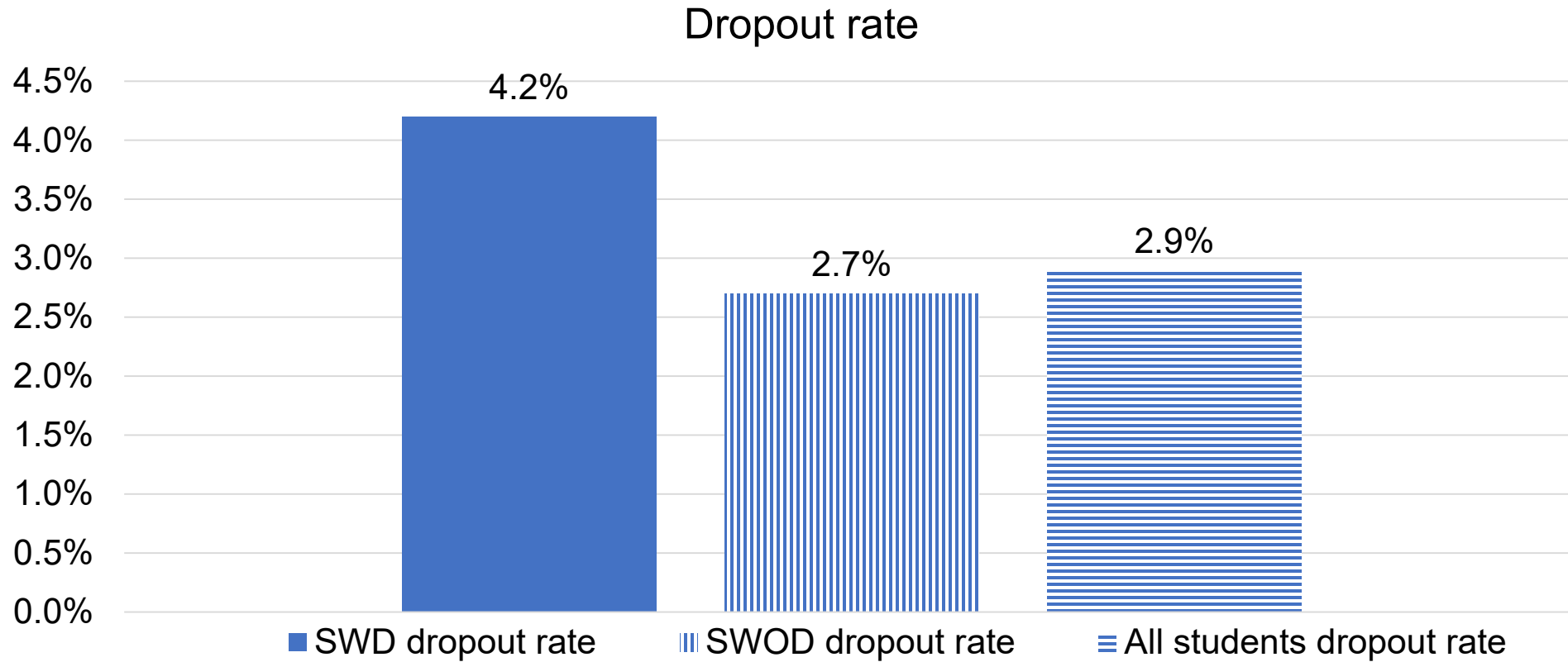
- Terminology
- Acronyms
- Methodology
- Calculations



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What Are These Data Telling Us?

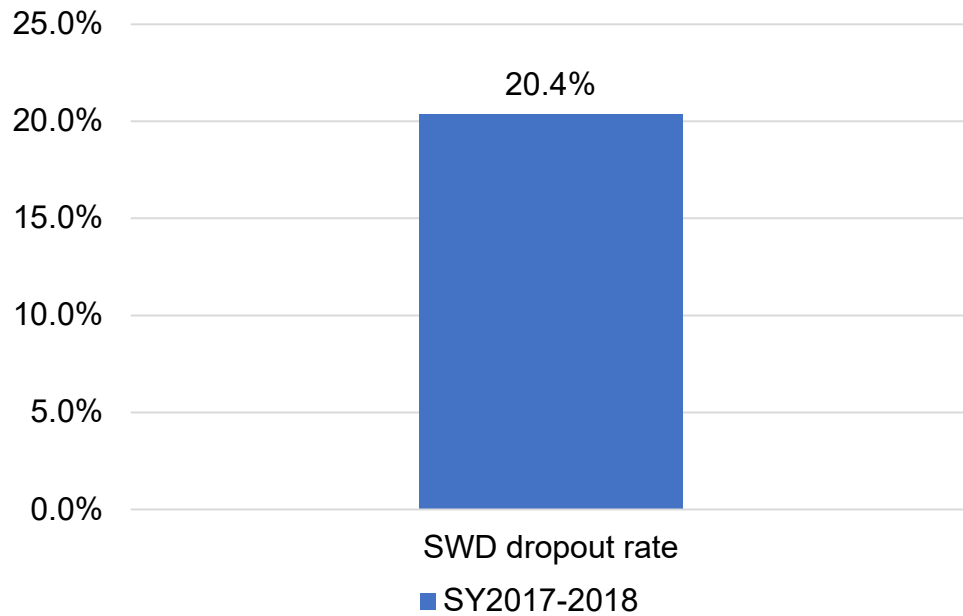


Students with disabilities (SWDs), students without disabilities (SWOD)

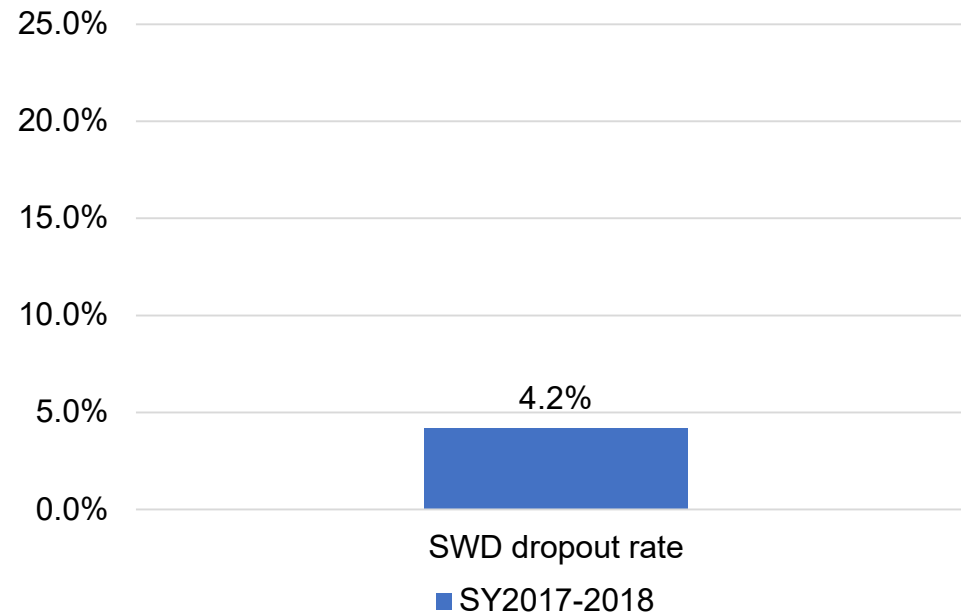
Do Data Users Understand This?



Option 1 SWD dropout rate



Option 2 SWD dropout rate



Students with disabilities (SWDs)



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Have You Ever Been Asked This Question?

Where are the other 29.2% of the students?

SY2018–2019	
SWD Graduation Rate	64.6%
SWD Dropout Rate	6.2%

Do stakeholders, LEA staff, and SEA staff understand what these data mean?

Comparing



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Comparing Data



What does it mean to compare data?

- Linking
- Associating
- Relating



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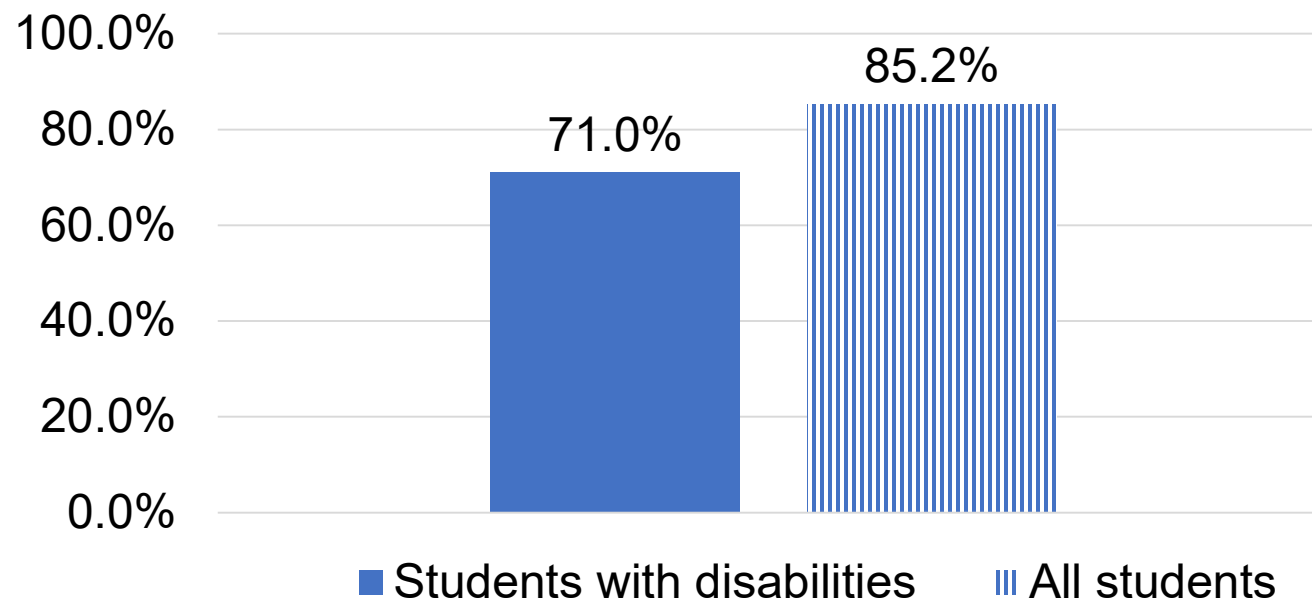
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A Comparison

Gap data

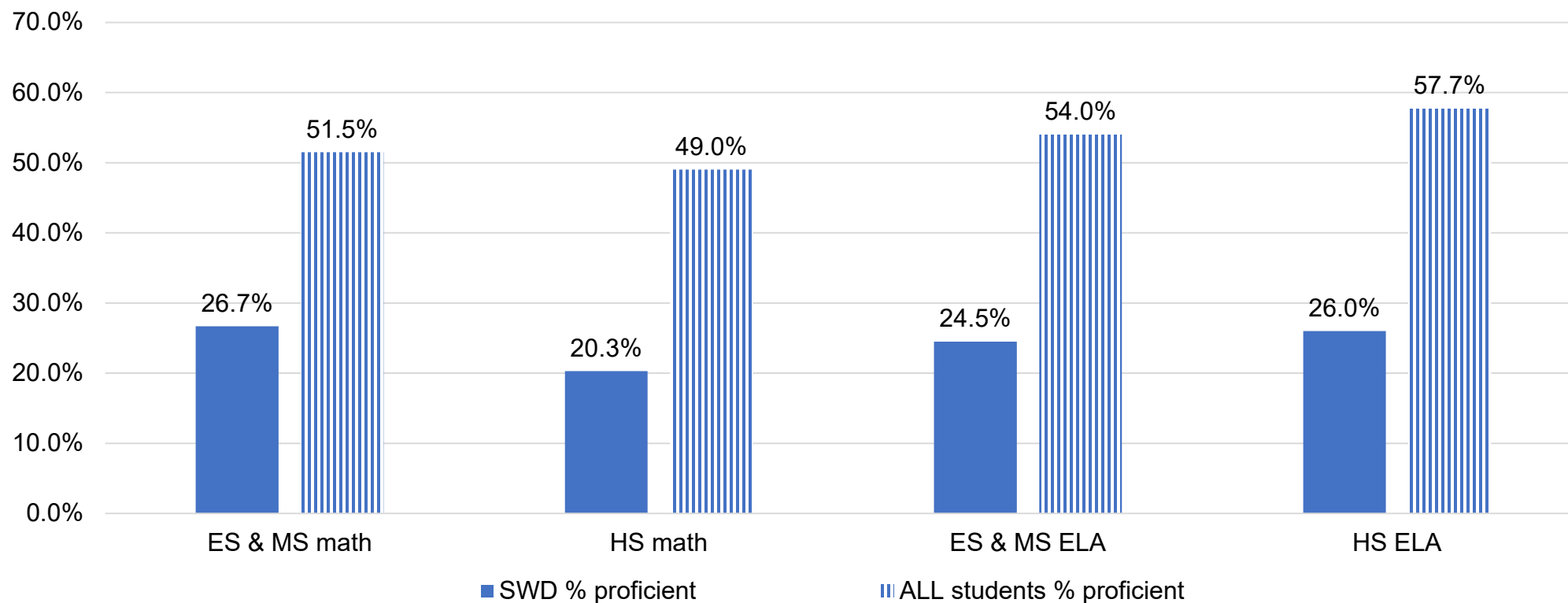
The difference between the percentage of students with disabilities who graduated with a high school diploma and the percentage of all students who graduated with a high school diploma

Graduation rate, a comparison



Comparing Academic Achievement

Math and ELA proficiency

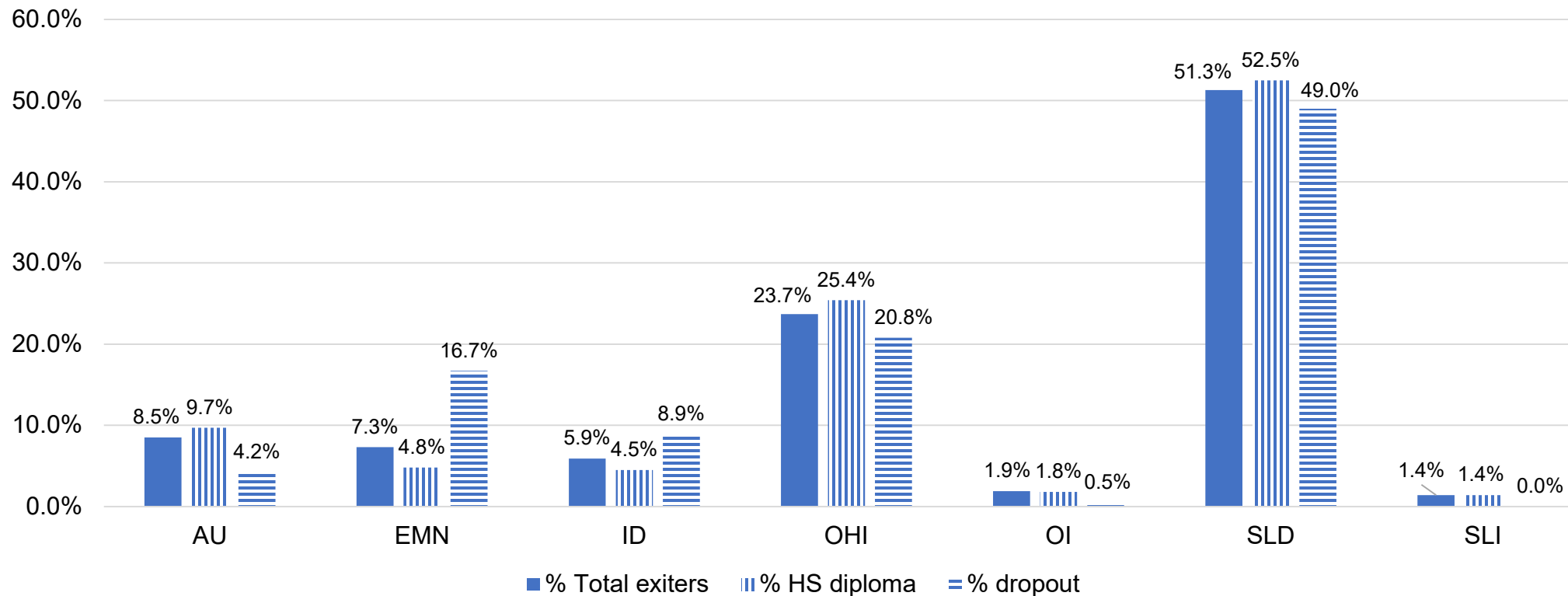


Achievement Gap

Elementary school (ES), middle school (MS), high school (HS), English language arts (ELA)

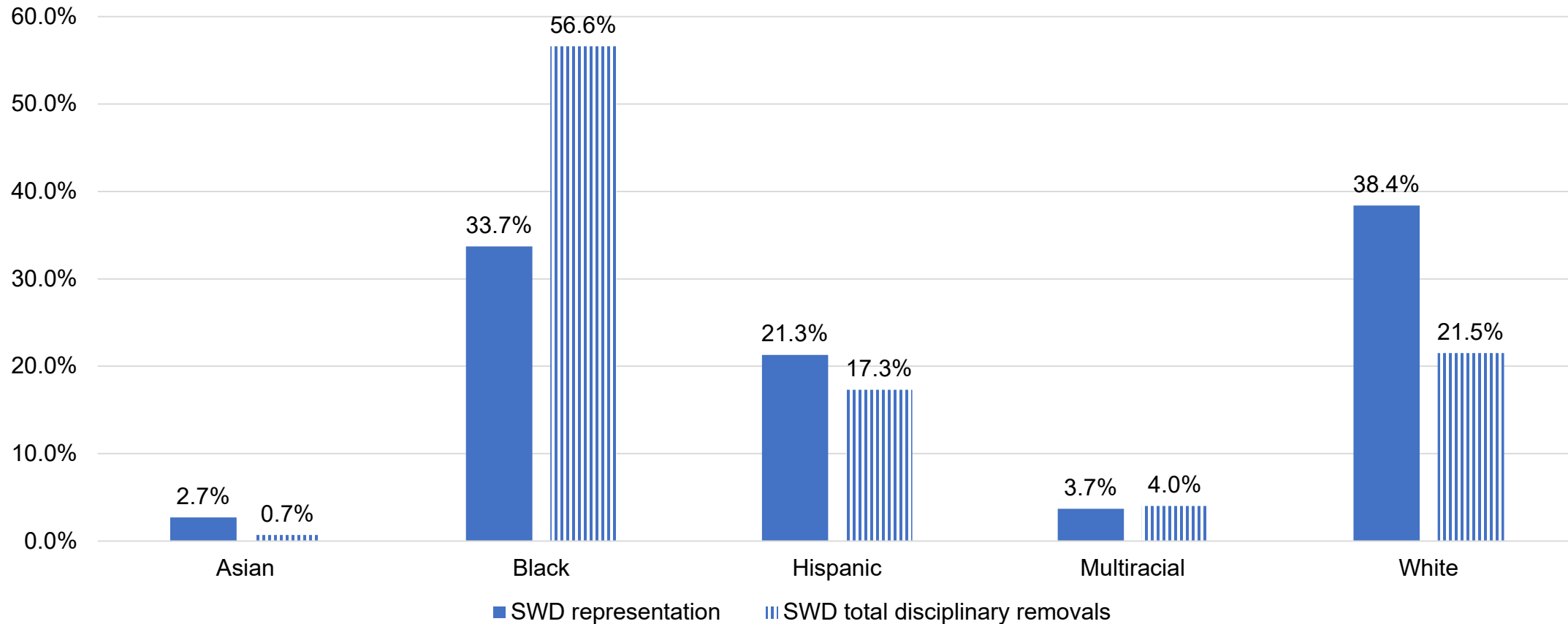
Comparing Exiting Data

SWD exiters, by disability area



Autism (AU), emotional/behavioral disorder (EMN), intellectual disability (ID), other health impairments (OHI), orthopedic impairment (OI), specific learning disability (SLD), speech or language impairment (SLI)

Comparing Discipline Data



Analyzing



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What Does It Mean to Analyze Data?



- A process of interpreting the *meaning of data* we have collected, reported, and displayed in the form of a table, chart, graph, or other representation
- A process of cleaning, transforming, and modeling data to discover *useful information for decisionmaking*
- A process whereby one obtains raw data and converts it into information useful for decisionmaking users; data are analyzed to *answer questions, test hypotheses, or disprove theories*



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Why Should Special Education Data Be Analyzed?



- To know what's working and what isn't working and why
- To determine the root cause of poor achievement, discipline issues, unacceptable graduation rates, and other issues
- To improve educational programming for children with disabilities
- Ultimately, to improve outcomes for children with disabilities



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Data Analysis



Statistical analysis or problem solving?

- Must we be statisticians to analyze data?
 - Conduct a correlation analysis
 - Calculate and analyze the standard deviation
 - Determine the distribution of variables
- Or be a problem solver?
 - Understand what the data are telling us
 - Determine root cause
 - Keep asking questions

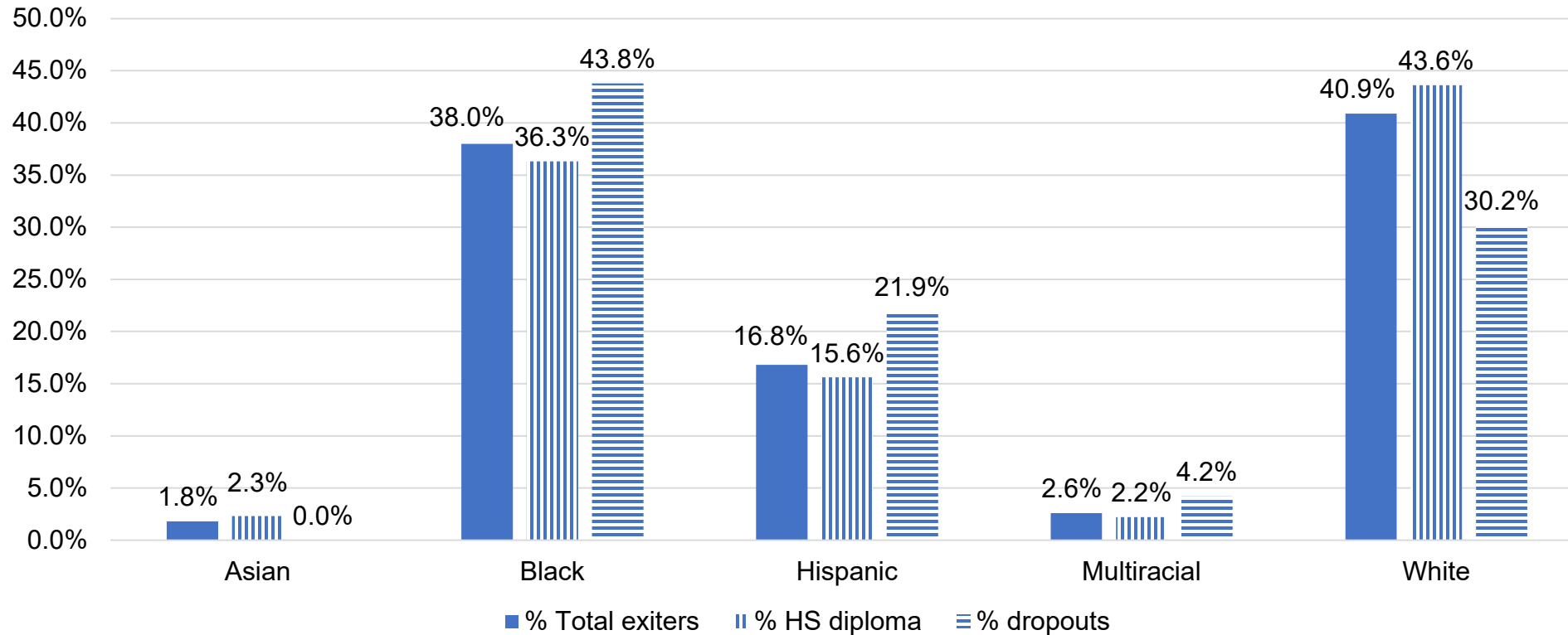


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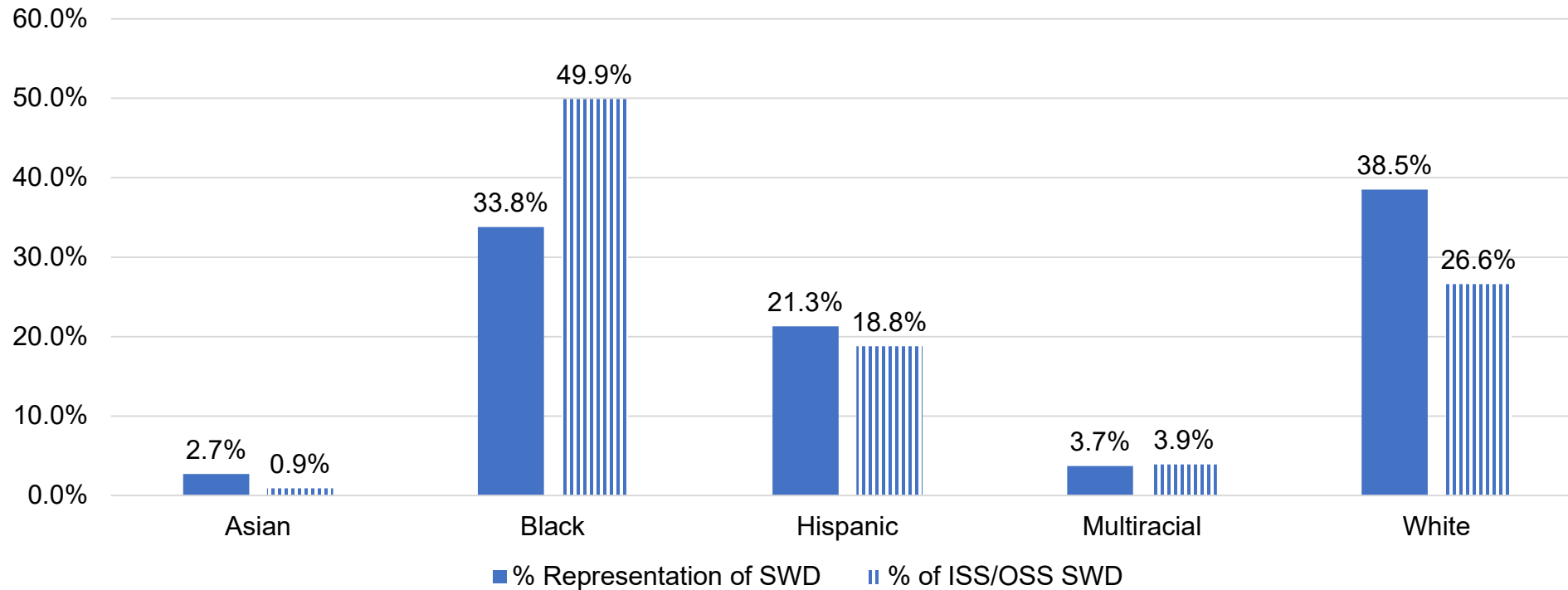
Analyzing Exiting Data

LEA SWD exiters, by race/ethnicity



Analyzing Discipline Data

SWD representation and discipline



In-school suspensions (ISS), out-of-school suspensions (OSS)



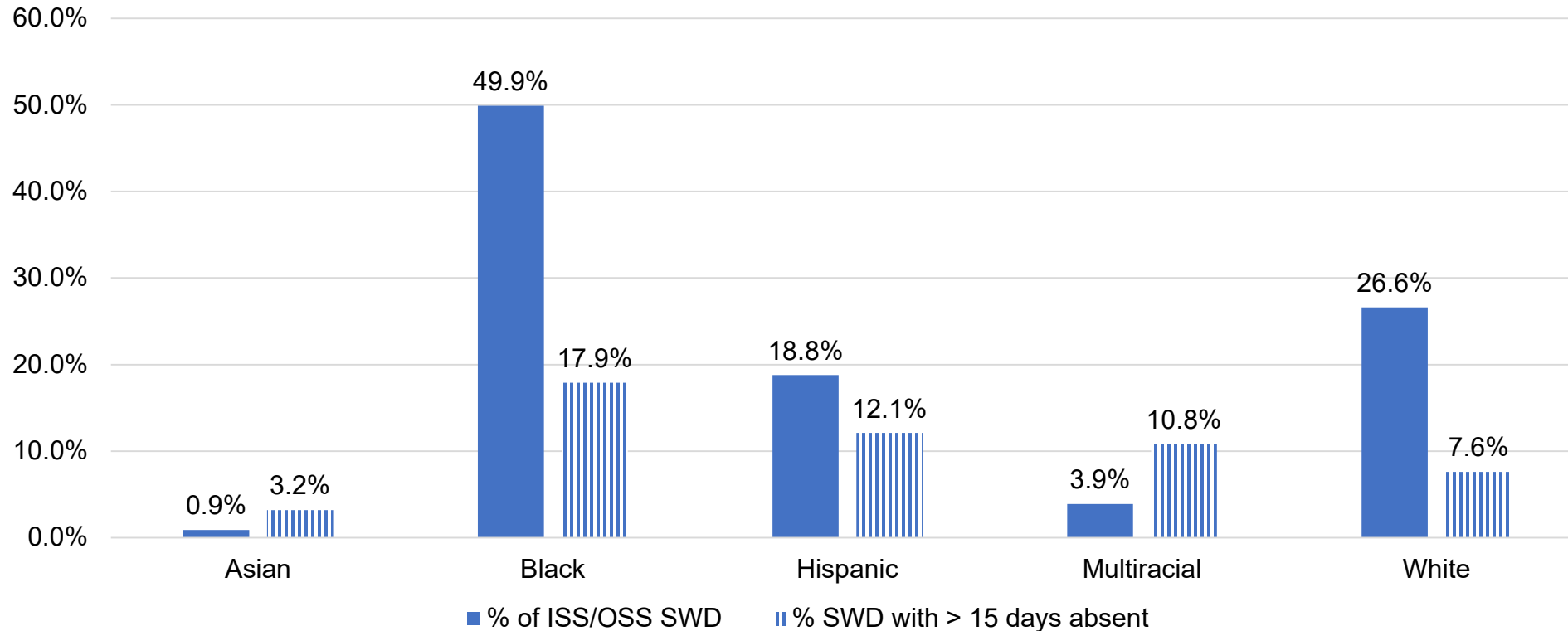
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Analyzing Discipline and Attendance



SWD discipline and attendance



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Next Steps

Data analysis is not an “individual sport,” rather a “team sport”

IDC’s [Data Meeting Toolkit](#) provides an excellent guide

- Before the meeting
 - Identify, gather, prepare data from multiple sources
- At the meeting
 - Present the data
 - Discuss observations, interpretations, implications
 - The toolkit contains helpful guiding questions
 - Create a hypothesis
 - Work to determine the root cause, test the hypothesis

Why Is This Important Work?



- Sense of urgency
- Our work matters
- Our responsibility to children and families



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IDC Resources



- [Data Meeting Toolkit](https://www.ideadata.org/resources/resource/2035/data-meeting-toolkit)
<https://www.ideadata.org/resources/resource/2035/data-meeting-toolkit>
- [EDFacts-IDEA Discipline Data Infographic](https://ideadata.org/discipline/)
<https://ideadata.org/discipline/>
- [Enhanced Pre-submission Edit Check Tools for IDEA 618 Part B Data](https://ideadata.org/resources/resource/1578/enhanced-pre-submission-edit-check-tools-for-idea-618-part-b-data)
<https://ideadata.org/resources/resource/1578/enhanced-pre-submission-edit-check-tools-for-idea-618-part-b-data>



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For More Information



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