



INTERACTIVE INSTITUTES **2020**

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Developing Effective Practices for In-depth Analysis of Your Data to Improve Results



IDEA DATA
CENTER

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



Presenters



Fort Worth, TX – March 3–4, 2020

Nancy O'Hara, IDEA Data Center

Carol Seay, IDEA Data Center

Nashville, TN – Cancelled Due to COVID-19

Nancy O'Hara, IDEA Data Center

Carol Seay, IDEA Data Center



IDEA DATA
CENTER

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

Agenda



- Welcome and introductions
- Rationale for in-depth analysis*
- In-depth analysis process and simulation

*See Preuss, P. (2003). *School leader's guide to root cause analysis: Using data to dissolve problems*. Larchmont, NY: Eye on Education.



IDEA DATA
CENTER

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

Welcome



Who is in the room?

- Data managers
- State directors
- State Systemic Improvement Plan (SSIP) coordinators
- State Performance Plan/Annual Performance Report (SPP/APR) coordinators
- 619 coordinators
- Others?



IDEA DATA
CENTER

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

Rationale



IDEA DATA
CENTER

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

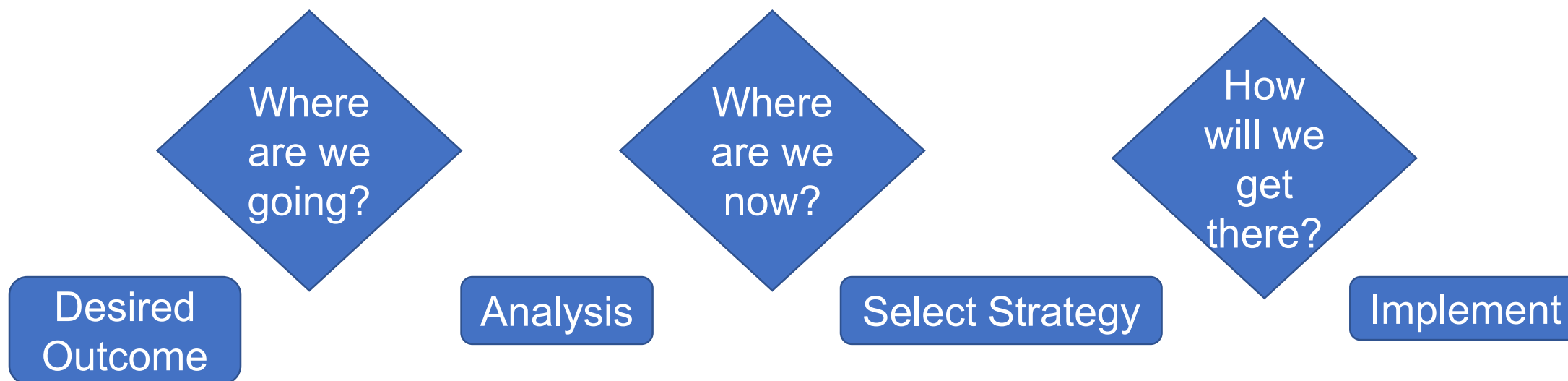


In-depth Data Analysis

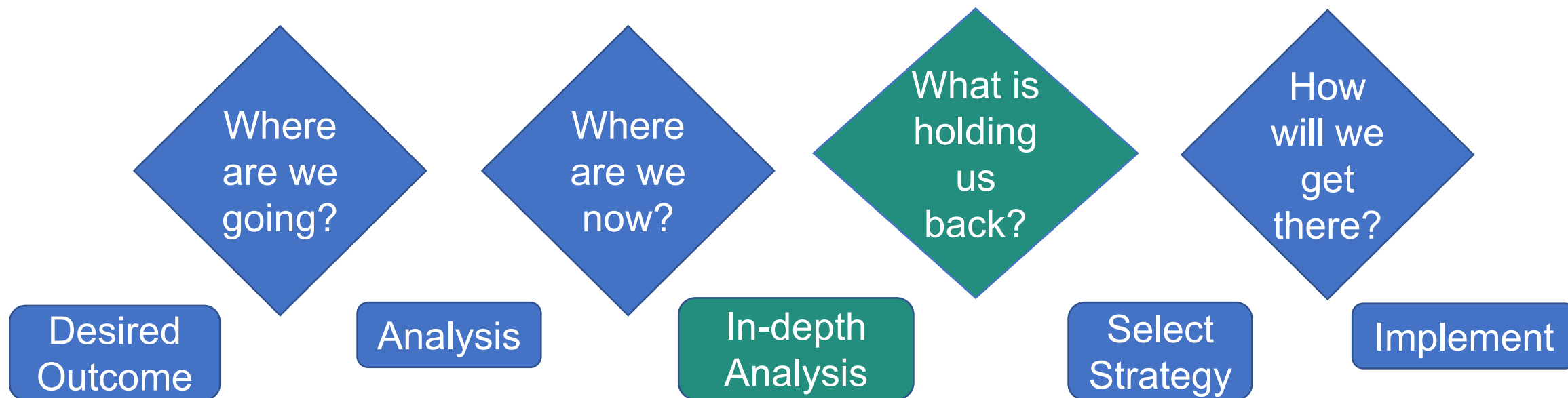
- Requires spending time to identify the causes of the problem
 - Often has multiple causes
 - Requires digging deeply to get to the root(s)
- Encourages systemic thinking
- Can eliminate wasted effort on patches that will not dissolve the roots
- Encourages reflection on current practices
- Provides rationale for strategy selection



A Typical Planning Process



A Systems Planning Process



Contributing Factors Related to the Root Cause

- Factors include characteristics of the school or district culture, curriculum, instruction, and/or physical environment
- Multiple contributing factors are typically the result of a single root cause
- Multiple contributing factors may have multiple root causes
- Addressing the root cause dissolves associated contributing factors



Who Should Be Included in the Systems Planning Process?

- Parents and students representing the group of concern and the students experiencing success
- General and special education professionals who work with the target group and who work with students succeeding
- Support staff (school psychologists, school counselors, etc.)
- Leaders with the influence and authority to make changes
- Community members from organizations that support youth and families and local business representatives

Converting Data to Wisdom

- Convene a team that
 - Can speak with authority to all angles of the problem
 - Understands the relevant data
 - Has the power to make changes (sometimes radical) to the system
- Use
 - Shared analysis
 - Contemplation
 - Reflection
 - Honesty

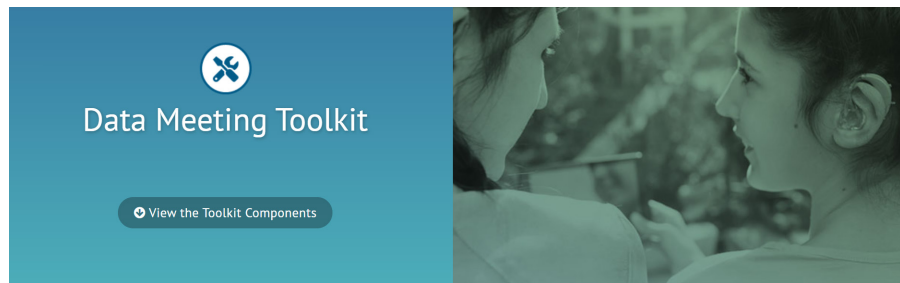
In-depth Data Analysis



IDEA DATA
CENTER

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

Questions to Ask About Data



Observations

- What are your initial thoughts or reactions?
- What do you know about the data?
- Is it a change or a trend?
- Do the data surprise you?
- What do you want to know?

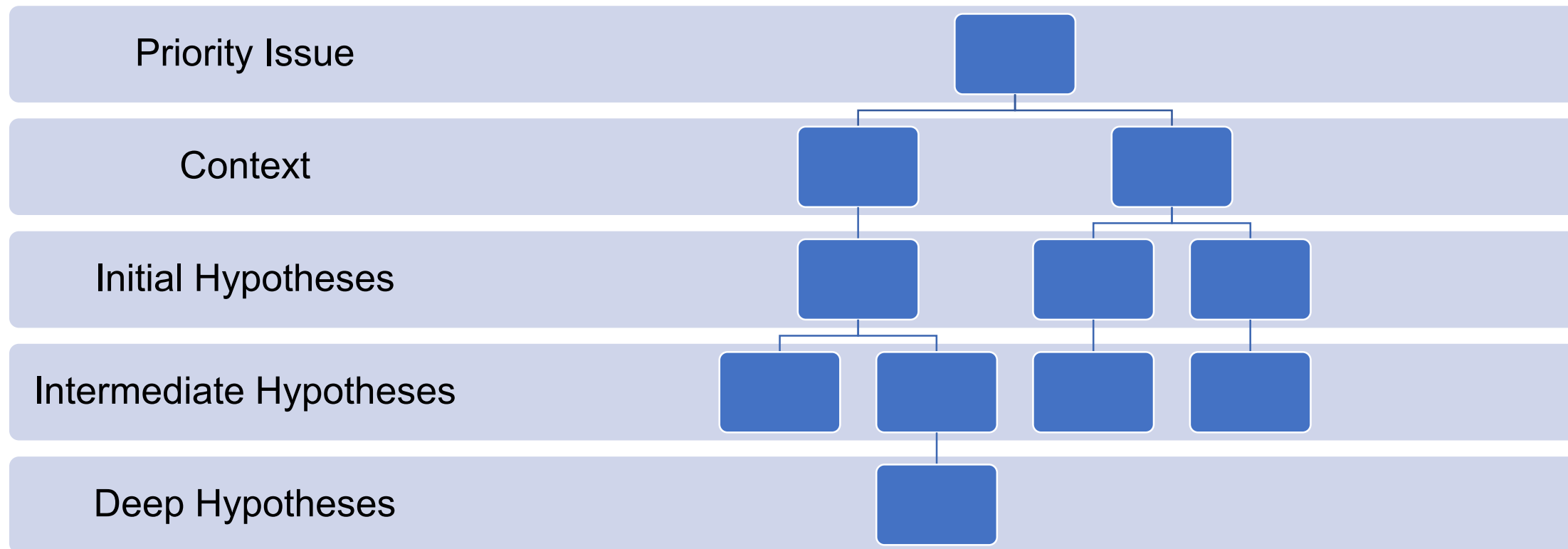
Interpretations

- What do the data tell you?
- What thoughts or assumptions do these data confirm?
- What are the limitations to your conclusions?
- What are your next questions?
- What further data do you want to see?

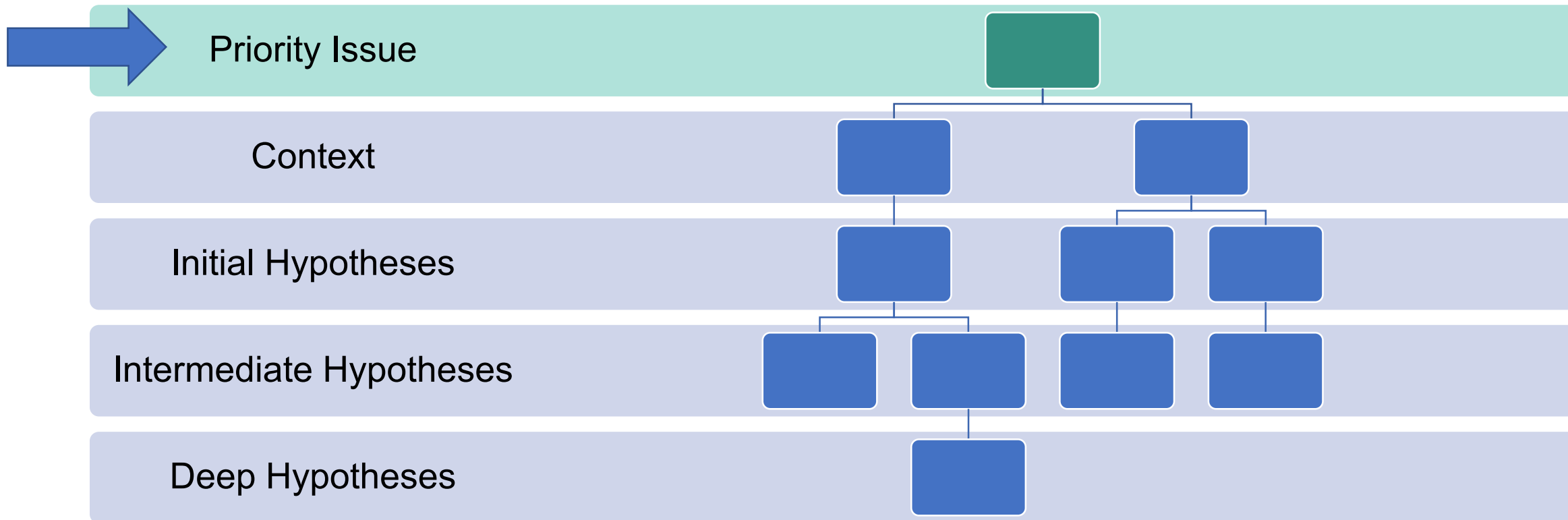
Implications

- What are the implications?
- Why does this matter?
- What is/are the root cause(s)? Do we know them yet?
- What do we still need to find out? Do we have enough data/information to move forward?

Analysis Tool: Diagnostic Tree



ii20 Priority Issue



Priority
Issue

Focus for
improvement:
student success
indicator

Data: Priority Issue

- Take a look at the data on handout
- Discuss the data at your table and identify possible priority issue(s)
 - Focus on student outcomes

ii20 Priority Issue

Priority Issue

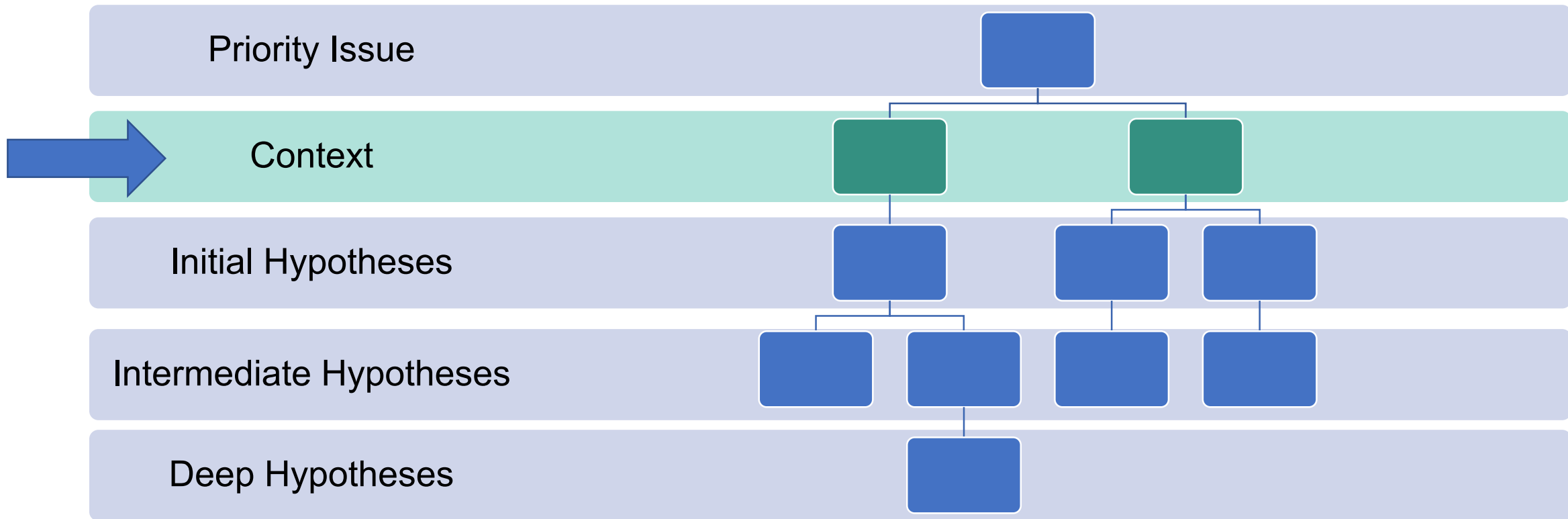
Increase
graduation rates
for students with
disabilities by 3%
annually

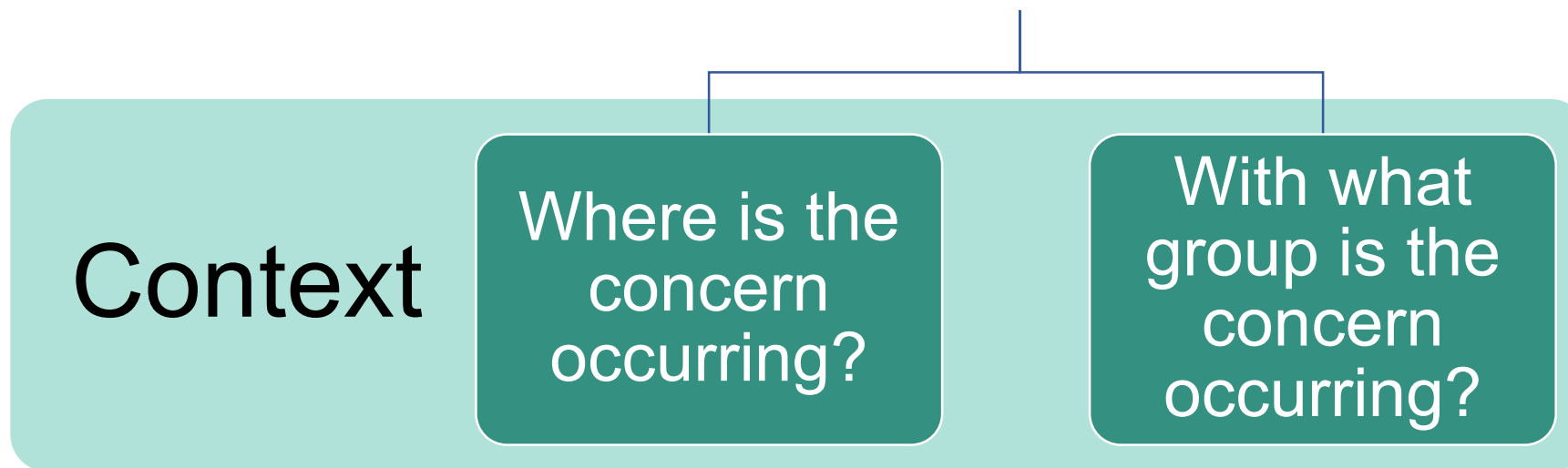


IDEA DATA
CENTER

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

ii20 Context

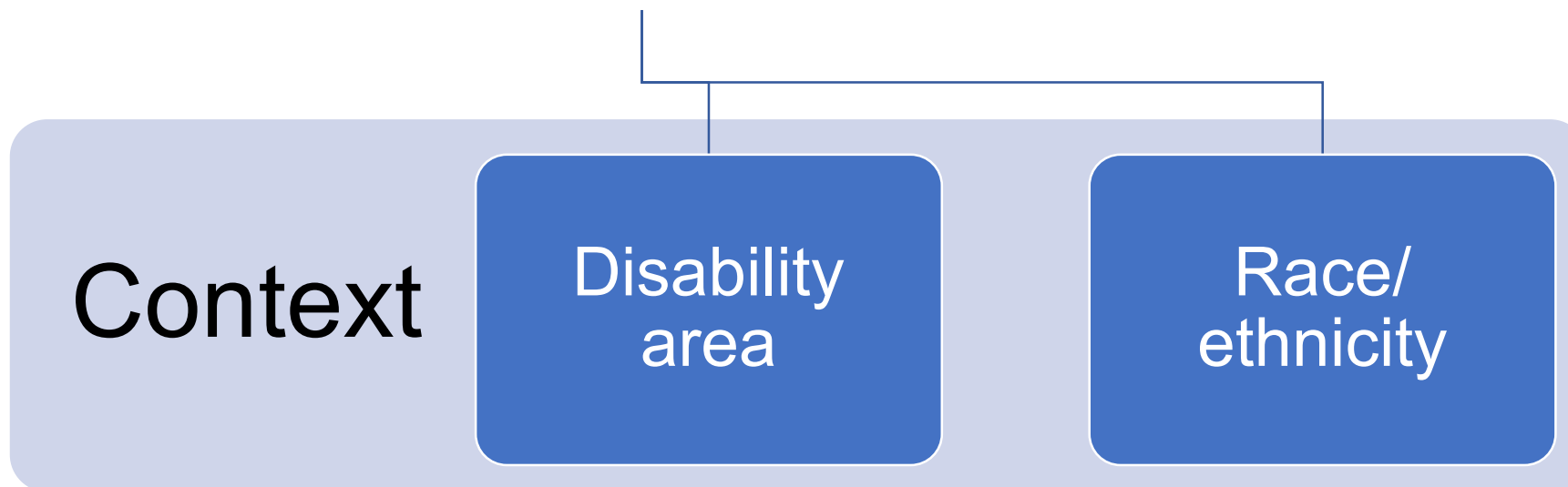




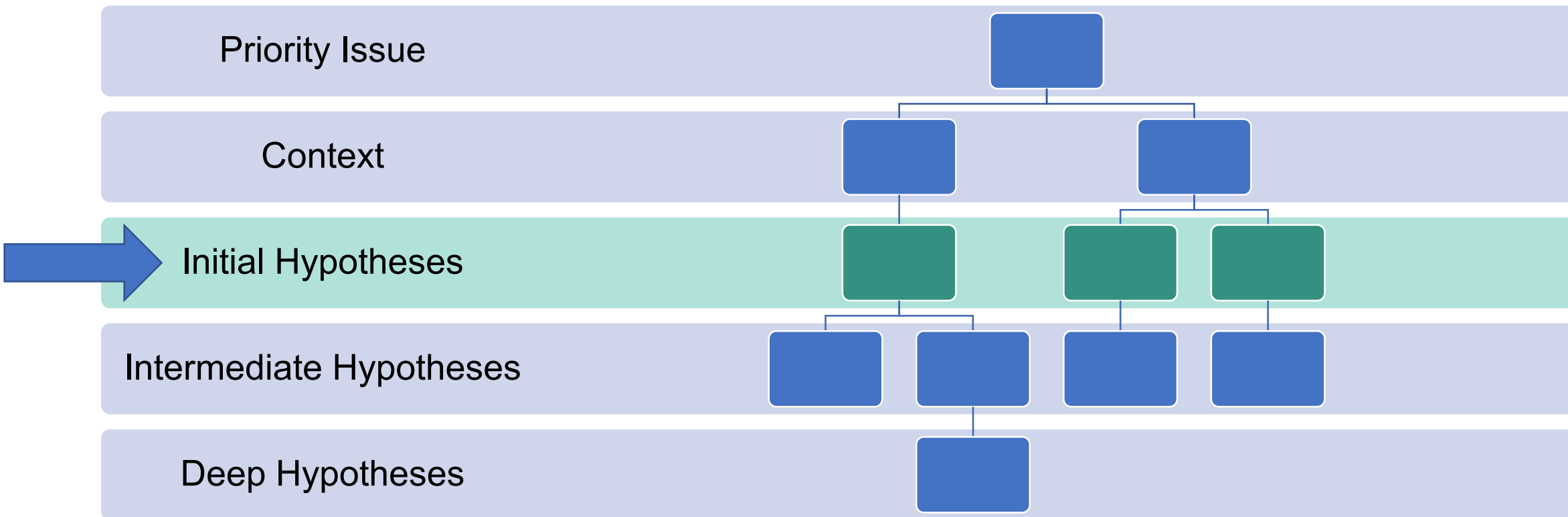
Data: Context

- Take a look at the data on handout
- Discuss the data at your table and identify possible location(s)
 - Consider where and for whom the priority issue is a concern

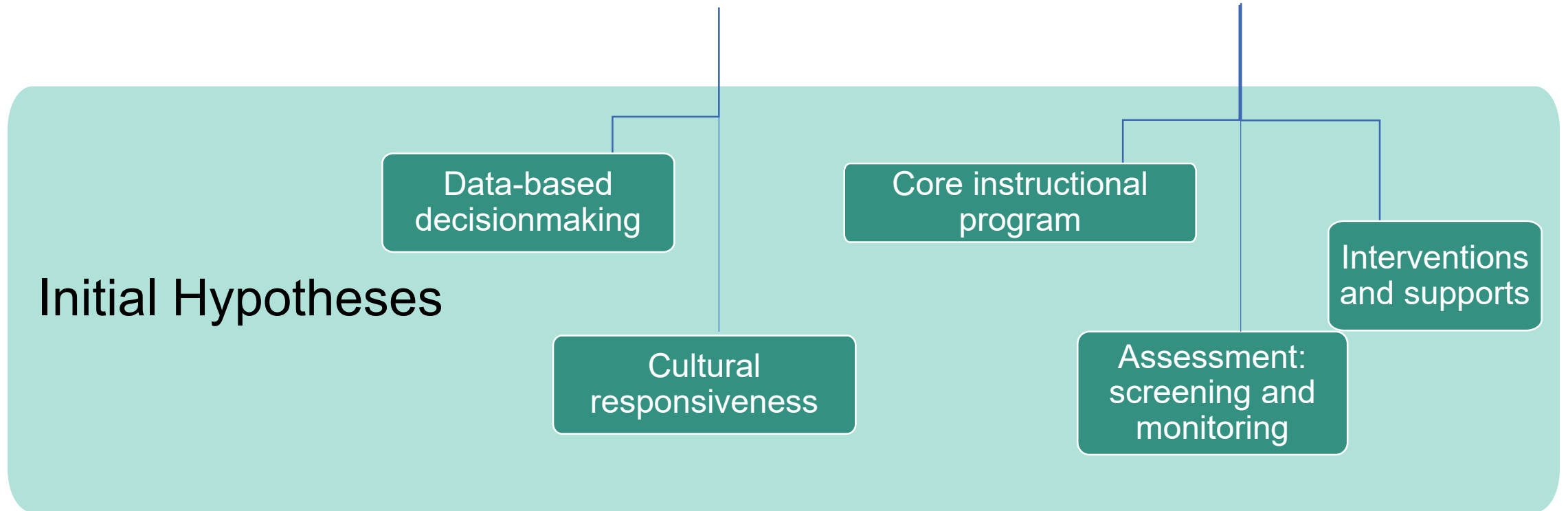
Decision: Context



ii20 Initial Hypotheses



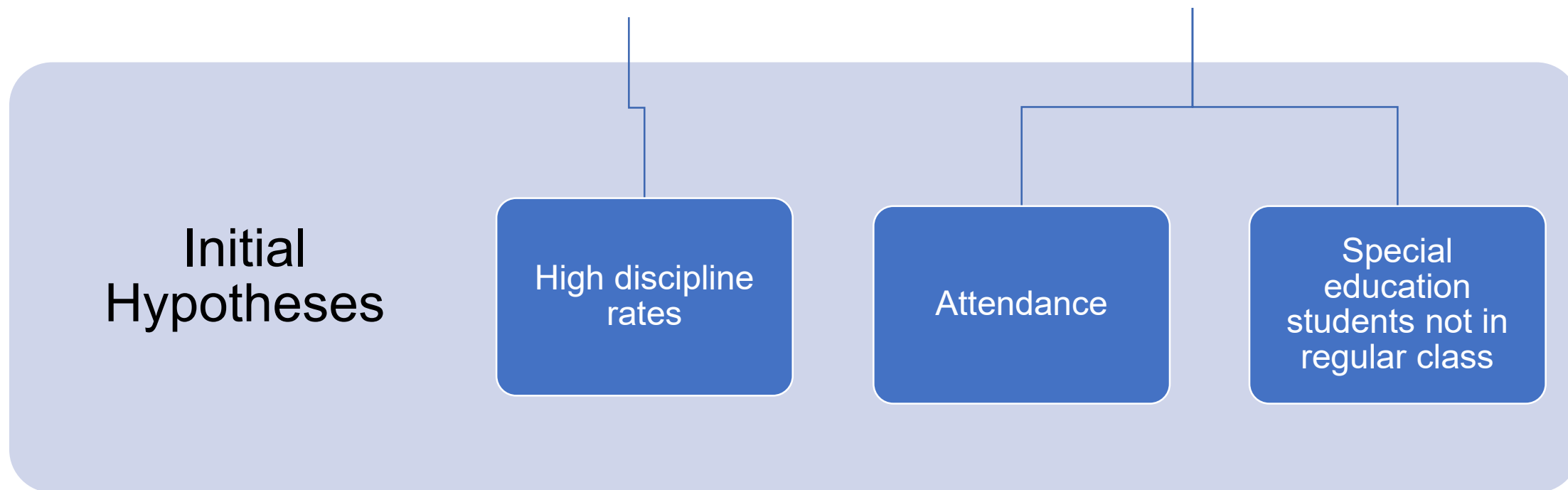
Process: Initial Hypotheses



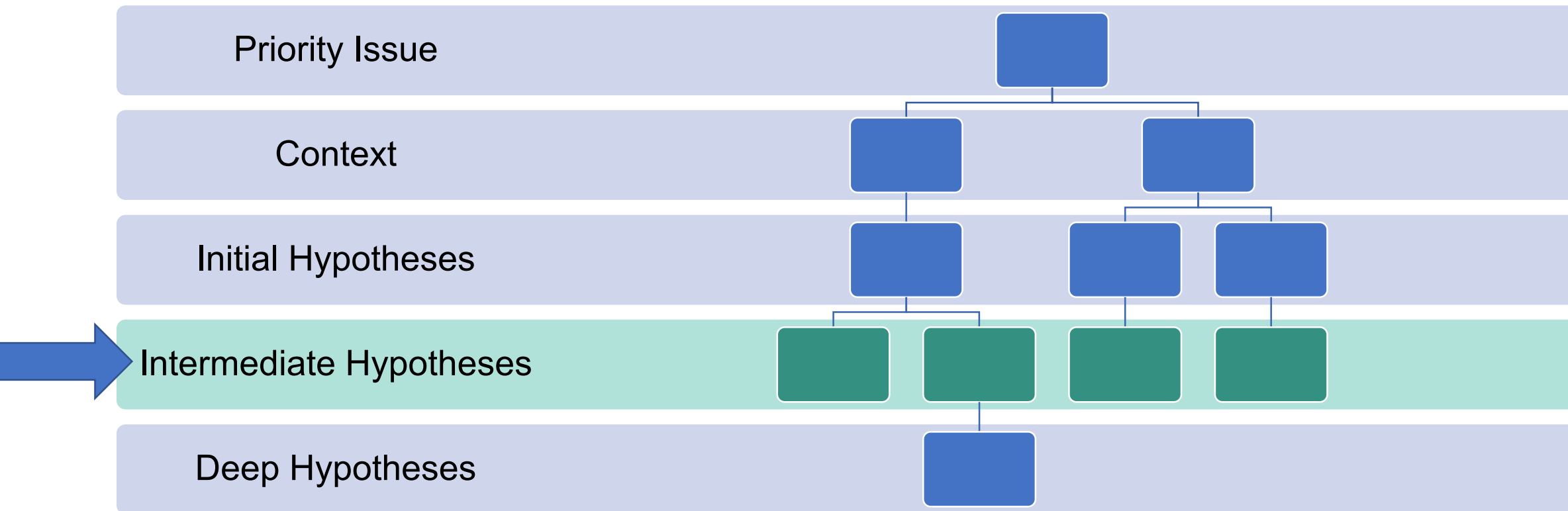
Data: Initial Hypotheses

- Take a look at the data on handout
- Discuss the data at your table and identify initial hypotheses
 - Consider
 - Curriculum
 - Instruction
 - Environment
 - Systems
 - Learner needs
 - Focus on internal issues that are within the control of the school or district

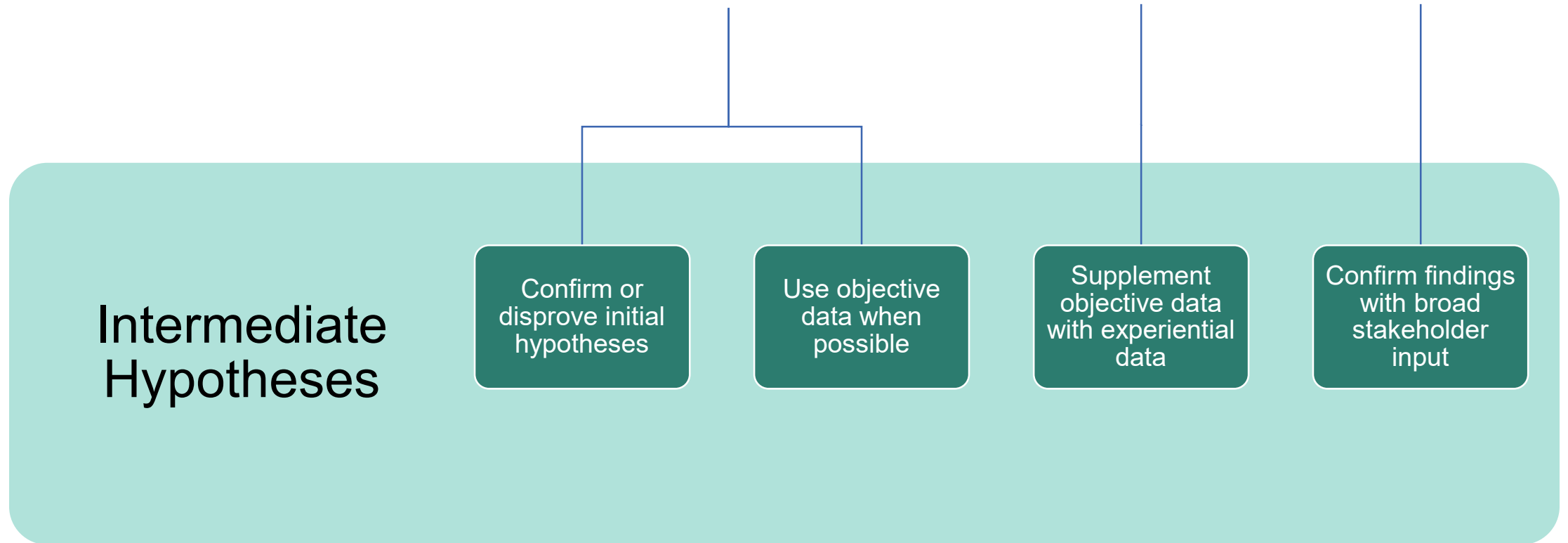
Decision: Initial Hypotheses



Intermediate Hypotheses



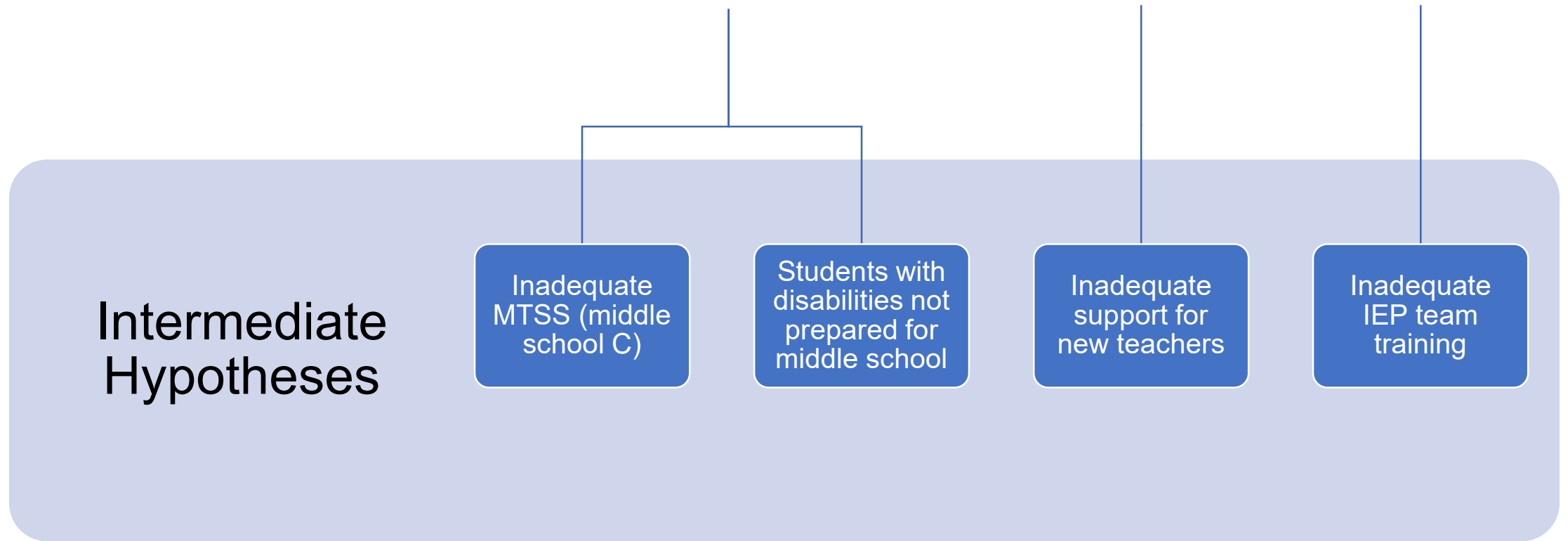
Process: Intermediate Hypotheses



Data: Intermediate Hypotheses

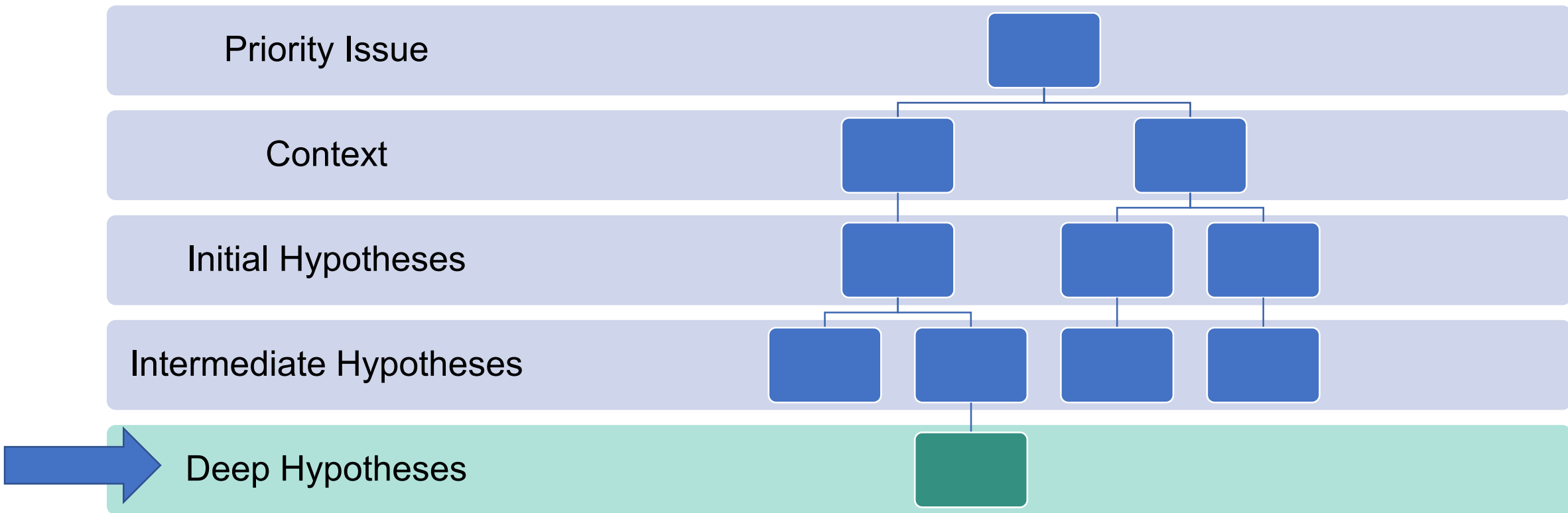
- Take a look at the data on handout
- Review the data and determine whether the data support your hypotheses
 - Identify evidence to support your determination
- Identify at least one intermediate hypothesis that you would continue to investigate and what data you would need to continue your analysis

Decision: Intermediate Hypotheses



Multi-Tiered System of Support (MTSS)
Individualized education program (IEP)

ii20 Deep Hypotheses



Process: Deep Hypotheses

Deep
Hypotheses

The most likely
reason based on
several rounds of
data analysis

Data: Deep Hypotheses

- Take a look at the data on handout
- Review the data and determine whether the data support your hypotheses
 - Identify evidence to support your determination

Decision: Deep Hypotheses

Deep
Hypotheses

What other data or
perspectives do you
need to identify the
root cause?

Next Steps

- Continue the process of thinking about possible causes and data investigation until you have reached the root of the problem
- Always confirm your hypotheses with a broad range of stakeholders
- Consider potential actions that would address the root cause(s) your deep hypotheses suggest

Reflect on Your Current Practices



- How does this deep analysis method compare to your usual practices for data analysis?
- Are there data questions that would be a good fit for this type of analysis?
- Can you think of any situations where this method would not be appropriate?



IDEA DATA
CENTER

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

Helpful Resources



- [*Data Meeting Toolkit*](#)
- [*Success Gaps Toolkit*](#)



IDEA DATA
CENTER

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

Contact Us



Nancy O'Hara, nohara@wested.org

Heather Reynolds, HeatherReynolds@westat.com

Carol Seay, carol.seay@aemcorp.com



IDEA DATA
CENTER

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

For More Information



Visit the IDC website

<http://ideadata.org/>



Follow us on Twitter

<https://twitter.com/ideadatacenter>



Follow us on LinkedIn

<http://www.linkedin.com/company/idea-data-center>



**IDEA DATA
CENTER**

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

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

