



## Data Analysis and Use Plan—State Example

Purpose of this analysis	
<p><i>What is the priority issue that led us to conduct data analysis?</i></p> <p><i>What is our <u>broad</u> objective for conducting this analysis?</i></p>	<p>To improve the percentage of children who are participating in inclusive environments across the state.</p>
Defining the question	
<p><i>What <u>specific</u> question do we want to answer through this analysis?</i></p>	<p>In what educational environments are children ages 3 through 5 served under IDEA, Part B, in our state?</p> <p>These data will be disaggregated by Complex Areas, schools, race, ethnicity, age, sex, and disability category for this analysis.</p>



Questions to consider	Our strategies, discussion, and decisions	Who is responsible?	When will we complete it?	Additional resources
<p><b>Defining a data measurement strategy</b></p> <p><i>What data do we need to answer our question?</i></p> <p><i>What data does our program have? How confident are we in the quality of our data (accurate, reliable, timely)?</i></p> <p><i>What data can we access within our own agency or obtain from another agency/entity?</i></p> <p><i>What data elements help to enhance the analysis?</i></p>	<p>Data used to report Indicator B6 are collected in the 618 data collection for all children ages 3 through 5 who are receiving IDEA services on the state-determined collection date.</p> <p>What are the implications for not including 5-year-old kindergartners in the analysis?</p> <p>By state, CAs, and schools analyze the data by:</p> <ul style="list-style-type: none"> <li>• complex area,</li> <li>• school,</li> <li>• race,</li> <li>• ethnicity,</li> <li>• age (disaggregate by 3, 4, 5 years of age),</li> <li>• sex,</li> <li>• disability category,</li> <li>• setting where child receives the majority of his/her services/education (e.g., Head Start, childcare, preschool)</li> </ul> <p>If have at-risk preschool program, state may need to address new data collection effort.</p>	<p>Part B Data Manager, Rebel Wilson</p> <p>619 Coordinator, Anna Kendrick</p> <p>Local Early Childhood Coordinators, Brittany Snow and Anna Camp</p> <p>Local Data Managers, John Michael Higgins, Hailee Steinfeld</p>	<p>September 2020</p>	<ul style="list-style-type: none"> <li>• State Guidance Document for SPP/APR (Indicator 6)</li> <li>• OSEP Measurement Table</li> </ul>



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<p><b>Data collection and entry strategies</b></p> <p><i>What existing processes for obtaining, managing, and storing data will we leverage for this analysis?</i></p> <p><i>What tools and sources will we use to collect/gather data?</i></p>	<p>Pupil accounting system, local districts will enter accurate and up to date information regarding the fields.</p> <p>The data system contains in-field and across field edit checks to help prevent errors at the point of data entry.</p> <p>Part B Data Manager and 619 Coordinator will work with the Complex Areas in a data cleaning process to ensure accuracy of reported fields. Files are submitted to the CAs on a monthly basis for review and verification. CAs correct errors and resolve missing data.</p> <p>Part B Data Manager and 619 Coordinator will work together to obtain and manage this data. It is already stored in the existing special education database.</p>	<p>Part B State Data Manager, Rebel Wilson</p> <p>Data Analysis Staff from DAT (data analysis team), Ester Dean</p>	<p>November 2020</p>	



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<p><b>Data preparation and analysis strategies</b></p> <p><i>What methods will we use for examining our data?</i></p> <p><i>How will we organize the data to find the relevant patterns, trends, and relationships for answering our question?</i></p>	<p>Descriptive data and outlier analysis will be run to ensure the data is fit for analysis and make analysis decisions (e.g., include or exclude outliers from analysis).</p> <p>Produce graphs of the data elements to examine the data (e.g., bar chart, scatter plot) and to explore for potential patterns among data elements (line graph).</p> <p>Determine the relationship between data elements indicated above through computation of correlation coefficients for statewide and local data.</p>	<p>Part B Data Manager, Rebel Wilson</p> <p>619 Coordinator, Anna Kendrick</p> <p>State TA Staff, Andy Allo</p> <p>Local Early Childhood Coordinators, Brittany Snow and Anna Camp</p> <p>Local Data Managers, John Michael Higgins, Hailee Steinfeld</p>	<p>December 2020</p>	<p>IDC data edit check tool</p> <p>IDC Outlier Analysis Tool</p>



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<b>Conducting the analysis</b>				
<p><b>Context</b></p> <ul style="list-style-type: none"> <li>• <i>Where is the concern occurring?</i></li> <li>• <i>With what group is the concern occurring?</i></li> <li>• <i>What else do we know about the concern or about the group affected?</i></li> </ul>	<p><b>Context:</b> We need to look more closely at where 3, 4, and 5 year olds in preschool are receiving services and determine if there are differences between groups based on age, race/ethnicity, school, and type of services being provided.</p>			
<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• <i>What are our initial thoughts or reactions?</i></li> <li>• <i>What do we know about the data?</i></li> <li>• <i>Is it a change or a trend?</i></li> <li>• <i>Do the data surprise us? How?</i></li> <li>• <i>What else do we want to know?</i></li> </ul>	<p><b>Observations:</b> seem to be differences between race/ethnic groups, some differences based on location.</p>			



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<p><b>Interpretations</b></p> <ul style="list-style-type: none"> <li>• <i>What do the data tell us?</i></li> <li>• <i>What thoughts or assumptions do these data confirm?</i></li> <li>• <i>What are the limitations to our conclusions?</i></li> <li>• <i>What are our next questions?</i></li> <li>• <i>What further data do we want to see?</i></li> </ul>	<p><b>Interpretations:</b> There are some differences in the availability of community preschool options across complex areas – could that be contributing to skewed LRE?</p>			



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<p><b>Implications</b></p> <ul style="list-style-type: none"> <li>• <i>What are the implications?</i></li> <li>• <i>Why does this matter?</i></li> <li>• <i>Do we have any ideas about what might be causing/contributing to what the data show?</i></li> <li>• <i>What do we still need to find out? Do we have enough data/information to move forward?</i></li> <li>• <i>What do the results tell us about the question we asked?</i></li> <li>• <i>How do our results match with what we thought they would tell us?</i></li> </ul>	<p><b>Implications:</b> Are there ways to increase more inclusive options for preschool?</p>			



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<p><b>Identifying possible contributing factors</b></p> <p><i>What could be contributing to the issues or concerns we have identified?</i></p> <p><i>How do each of these areas contribute to our current outcomes (consider internal issues within the control of our school/district)?</i></p>	<p>The results vary by race and found that children ages 3, 4, and 5 in preschool are predominately served in preschool special education classroom composed of half children with disabilities and half children without disabilities.</p> <p>We thought most children in our state were served in a variety of inclusive settings but were being pulled out for service delivery.</p>		December 2020	
<ul style="list-style-type: none"> <li>• <b>Curriculum:</b> <i>Are instructional materials a good match for student needs in the subject?</i></li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Instruction:</b> <i>What instructional strategies, high-leverage practices, or other pedagogical practices are we using? Are they a good fit for our students?</i></li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Environment:</b> <i>How does the classroom or online setting influence learning? Would different groupings of students or staff change outcomes?</i></li> </ul>				





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<ul style="list-style-type: none"> <li><b>Systems:</b> <i>How does our school/district support teachers and students? What resources are available (learning materials, professional development, coaching support, etc.)? How are important ideas about teaching and learning communicated?</i></li> </ul>				
<ul style="list-style-type: none"> <li><b>Learner needs:</b> <i>What do we know about our students? What are their strengths? Where do they need more support for learning? Are the curricula and instructional methods we are using a good fit for most, some, or few of our students? What happens when student needs change?</i></li> </ul>				
<p><i>What could explain why groups are experiencing different outcomes?</i></p>				



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<p><b>Investigating contributing factors</b></p> <p><i>Who could tell us more about the possible contributing factors?</i></p> <p><i>What data might help us understand the causes for the contributing factors?</i></p> <p><i>Of the possible contributing factors we identified, which ones fit with what we found during our investigation?</i></p> <p><i>Do stakeholders agree that the contributing factors seem reasonable?</i></p> <p><i>Which of the possible contributing factors seem most likely?</i></p>	<p>Do local staff need more support for providing push-in services?</p> <p>If most children receiving services really need more intensive services, are we reaching all the children who may need early childhood services?</p> <p>Are children making progress? What does COS tell us about whether the services provided are meeting student needs?</p> <p>What do the differences between race/ethnic groups tell us?</p>			



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<p><b>Determining root causes</b></p> <p><i>What could be causing the most likely contributing factors? Consider</i></p> <ul style="list-style-type: none"> <li>• <i>Policies</i></li> <li>• <i>Procedures</i></li> <li>• <i>Practices</i></li> </ul> <p><i>Is there any one root cause that could explain more than one of the contributing factors?</i></p> <p><i>Do our data support our ideas about the root cause?</i></p> <p><i>Do stakeholders agree that the root cause we have identified seems reasonable?</i></p> <p><i>Which of the root cause(s) we have identified are</i></p> <ul style="list-style-type: none"> <li>• <i>Within the control of our school/district?</i></li> <li>• <i>Aligned with the priority work of our school/district?</i></li> </ul>				



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<p><b>Considering solutions and setting priorities</b></p> <p><i>What are all the possible solutions that could dissolve the root cause?</i></p> <p><i>Of the possible solutions, which are the best fit for the resources and skills of the school/district right now?</i></p> <p><i>What data will we monitor to determine if the solution is having the desired effect(s) immediately and over time (consider both implementation and outcome data that will help us track short-term, intermediate, and long-term progress)?</i></p>				



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<p><b>Developing and implementing a plan</b></p> <p><i>Which of the solutions will we use now?</i></p> <p><i>What are the action steps we will need to follow? Who is responsible for each part of the work?</i></p> <p><i>What support will we need to implement our plan?</i></p>				



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<p><b>Disseminating and using analysis results</b></p> <p><i>How will we use the results for state and local programming?</i></p> <p><i>What process will we follow to apply the results to our work?</i></p> <p><i>Who else needs to see these results?</i></p> <p><i>What formats will best communicate our results and the implications with our stakeholders?</i></p>	<p>State team will determine statewide efforts in training and technical assistance for Preschool LRE.</p> <p>Assistance will be offered to each targeted district through TA staff.</p> <p>Plans for improvement will be included in each district’s monitoring plan.</p> <p>Findings and plans for improvement will be discussed at state ICC quarterly meetings (PowerPoint presentation, information brief, infographic).</p> <p>Additionally, findings will be released in the Department newsletter, posted online, provided to the state legislature, and distributed to Parent Information Centers.</p>	<p>State ICC Chair, Elizabeth Banks</p>	<p>December 2020</p>	



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<p><b>Following up</b></p> <p><i>Evaluate the process:</i></p> <ul style="list-style-type: none"> <li>• <i>What worked well?</i></li> <li>• <i>What would we do differently next time?</i></li> </ul> <p><i>What are our next steps?</i></p>				