



INTERACTIVE INSTITUTE 2021

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Exploring IDEA 618 Data and Beyond

April 13–15, 2021



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





Presenters

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

Agenda

- OSEP Data Quality Reports (DQR)
- Data Quality Reports: Year-to-year changes
 - Importance of year-to-year changes
 - Covid-19 Impact
- 618 Data: Answers and questions
- Sharing 618 data

OSEP's Data Quality Reports



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The Data Quality Report



- OSEP's way of quickly and easily communicating with the state about data quality
 - Including asking for data notes
- Gives specific information about what the error in question is so the state can go back, identify the error, and correct it
- Provides a record of past data concerns to track progress or identify systemic concerns



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The Basics



Why OSEP reviews the data

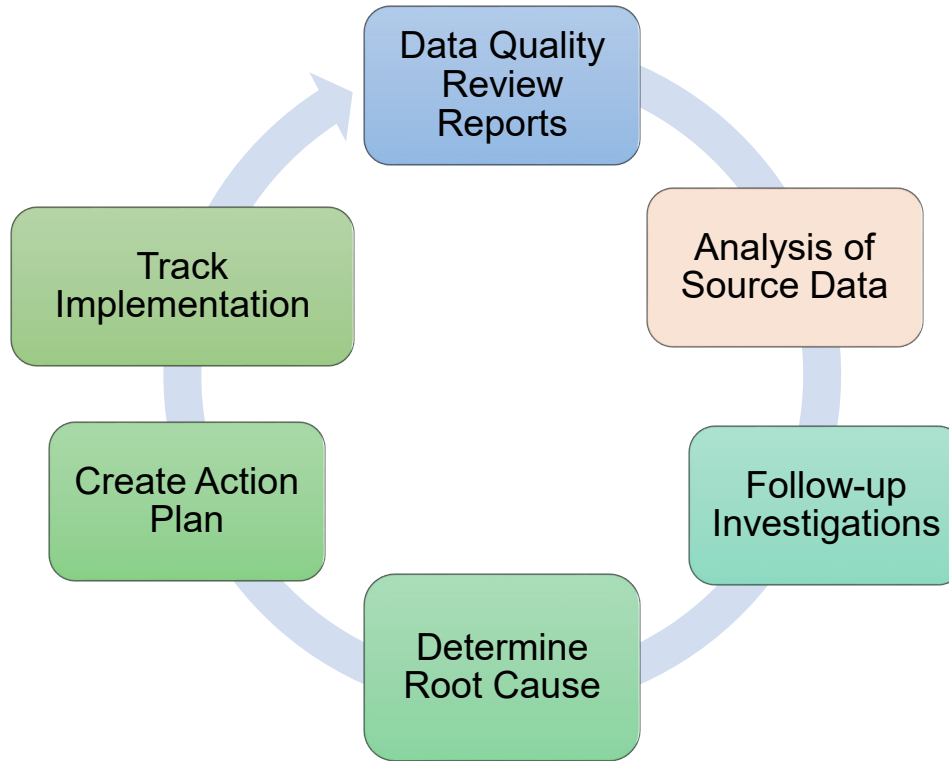
- Ensure ALL students are counted
- A variety of governmental and non-governmental stakeholders use 618 data for decisionmaking
- Bad data quality leads to bad decisions



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Cycle of Continuous Improvement

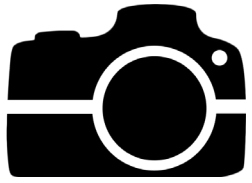


OSEP's Data Quality Review Process



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1. Snapshot

System closes on the due date for a “snapshot” of the data; OSEP uses the snapshot for its review



2. OSEP Review

OSEP reviews the snapshot data for **timeliness, completeness, accuracy, and year-to-year changes**



3. Data Quality Review (DQR) Report

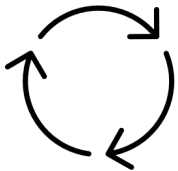
OSEP posts a Data Quality Review and Year to Year Report to each state’s individual OMB Max webpage

Office of Management and Budget (OMB)



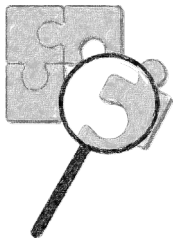
4. State Reviews DQR

State reviews the report and begins preparing for the reopen period



5. State Responds

State may **resubmit** the data and/ or **provide a data note** during reopen period (approx. 1 month)

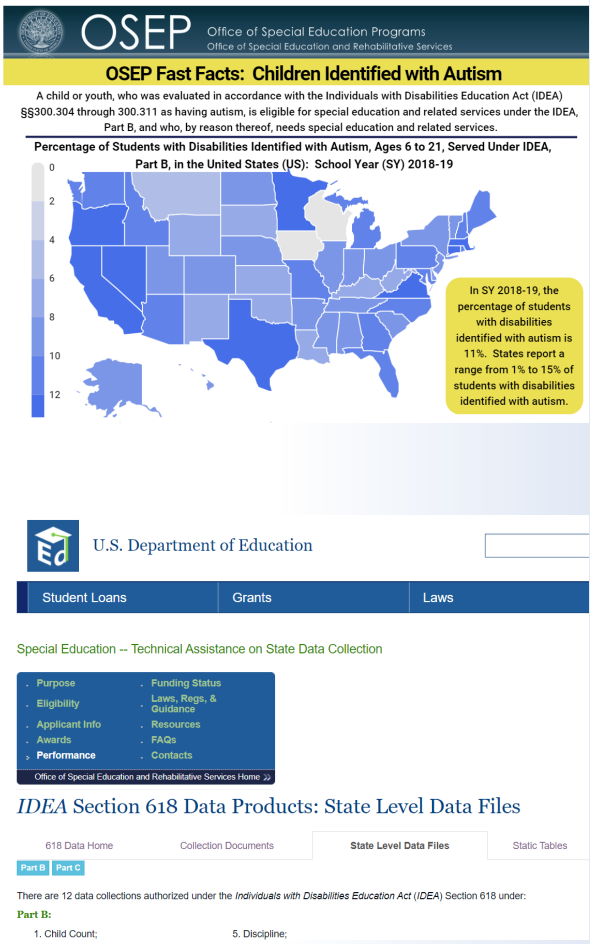
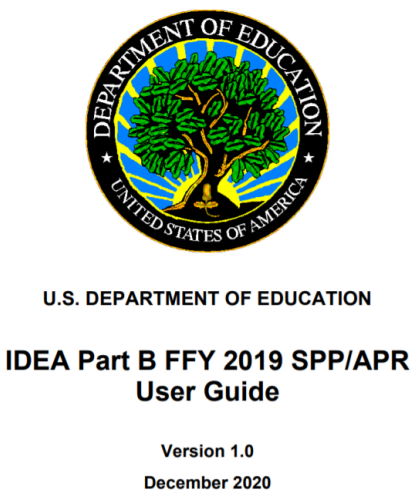
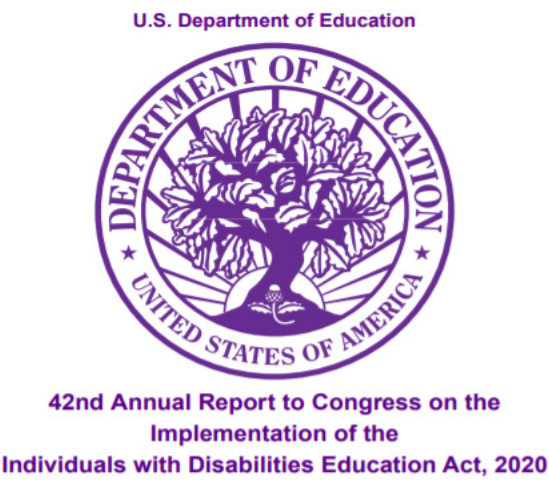


6. OSEP Reviews Data and Data Notes

OSEP reviews data notes and/or resubmissions

7. Publication and Use

OSEP publishes the data and data notes



Common DQR Comments



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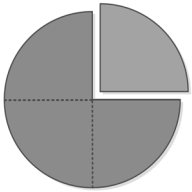
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What Are the Data Quality Check Types?



- **Timeliness**

- Are the data in by the due date?



- **Completeness**

- Are all sections completed?
- Is all required information provided?
- Are all file specifications submitted?
- Are all category sets, subtotals, and totals submitted?
- Do data match the metadata sources?



- **Accuracy**

- Do data meet our edit checks?

A Data Quality Report Example



Collection	FS	DG	DQ Check Type	DQ Check Result Yes=Met all edit checks No=Did not meet at least one edit check YTY Only No concerns=No large year to year changes identified Review=Large year to year change(s) identified	DQ Rule ID <i>Aligns with the EDFacts Business Rules Single Inventory</i>	OSEP comment to state	Submission/ resubmission and/or data note is needed	Close 1 State Response to ED
Part B Discipline	005	512	1. Timely	Yes			No	
Part B Discipline	005	512	2. Accurate	Yes			No	
Part B Discipline	005	512	3. Complete	Yes			No	
Part B Discipline	005	512	4. Year to Year Flag	No concerns			No	

Data Quality Reviews Affect the Annual Performance Report (APR)

618 Data

Table	Timely	Complete Data	Passed Edit Check	Total
Child Count/LRE Due Date: 4/3/19	1	1	1	3
Personnel Due Date: 11/6/19	1	1	1	3
Exiting Due Date: 11/6/19	1	0	1	2
Discipline Due Date: 11/6/19	1	1	1	3
State Assessment Due Date: 12/11/19	1	1	1	3
Dispute Resolution Due Date: 11/6/19	1	1	1	3
MOE/CEIS Due Date: 5/1/19	1	1	1	3
Subtotal				20
618 Score Calculation			Grand Total (Subtotal X 1.14285714) =	22.86

The 618 Score Calculation includes points for **timeliness**, **completeness**, and **accuracy** of the submission **at the initial close**.

How Do I Know What OSEP Will Check?



EDFacts Business Rules Single Inventory

<https://www2.ed.gov/about/inits/ed/edfacts/business-rules-guide.html>

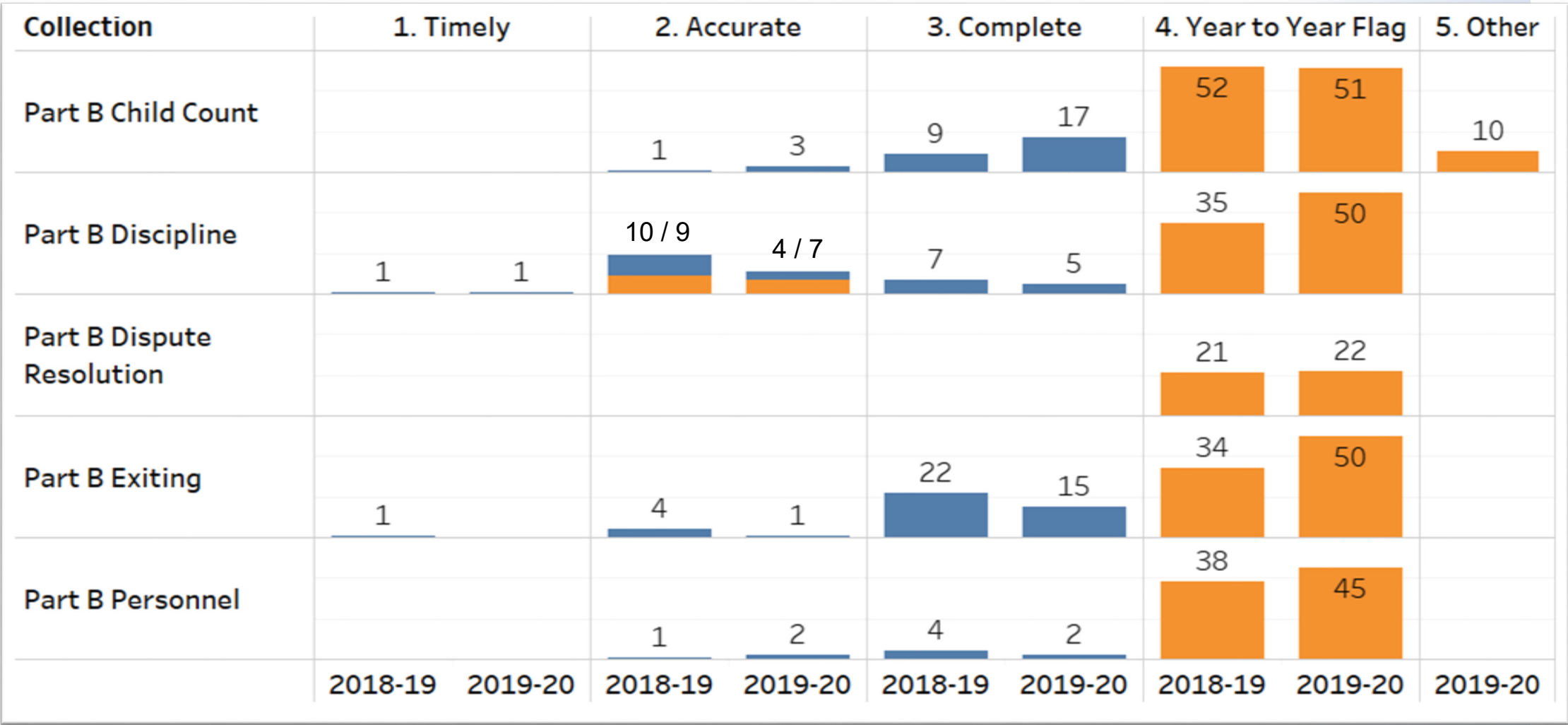
System of publication	Scope	Steward	Rule ID	Rule Type	FS	DG	Definition
IDEA DQ	IDEA Part B Discipline	OSERS/ OSEP	PartB-Dis-001	Accuracy	005	512	The total number of children reported disciplined by interim removal for: <ul style="list-style-type: none">– Category Set A disability category– Category Set B race/ethnicity category– Category Set C gender– Category Set D English Learner status– Subtotal 1 must be equal.



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How Many States Get DQ Comments?



DQ Check Result

No

Review

Data quality (DQ)



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Data Notes

- What's a data note?
 - A way for OSEP and the state to communicate idiosyncrasies about the data to the public
 - OSEP compiles data notes and posts them with the data
- When does OSEP request a data note?
 - OSEP found a data question during review
 - State needs to resubmit data or provide a data note
 - Change in subgroup data is greater than 20% and 20 students from year to year

Data Notes (cont.)

What does OSEP look for in a data note?

- Discussion of any factors that could have affected the data for the year
 - Changes to collection rules or systems
 - State statute changes

Data Quality Reports: Year-to-Year Changes



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Year-to-Year Change Requiring a Response

- A year-to-year change was identified for at least one student category. This change was either...
 - (1) an increase or decrease of more than 20 children and 20%; or
 - (2) a count of more than 20 children in one year and a count of zero or null in the other year.
- Please review the year-to-year report. If data are not accurate as submitted, please resubmit. If data are accurate, please submit a data note explaining the reason for the change(s).

Why Is It Important to Review the Year-to-Year Changes?

- Conduct data analysis
- Check for data quality
- Review for trends in outcomes for children with disabilities

Why Is It Important to Review the Year-to-Year Changes? (cont.)

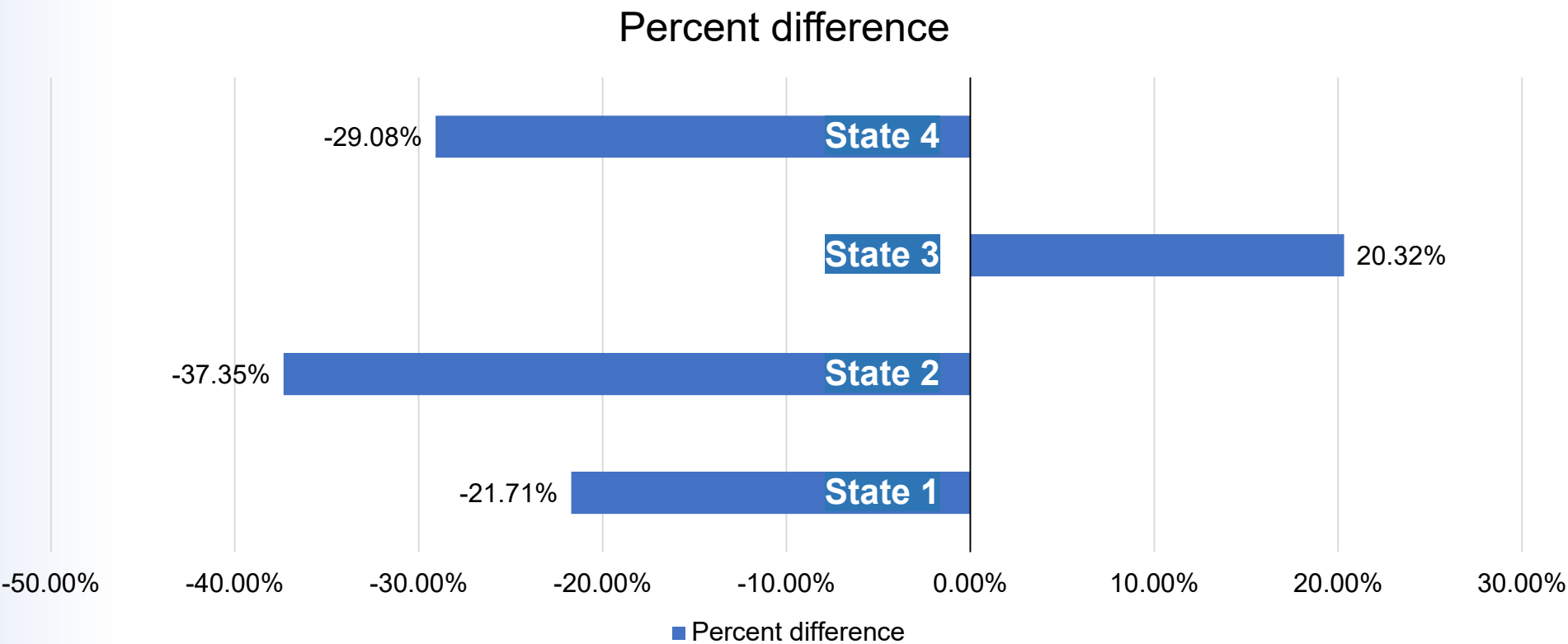
- Covid-19 impact
 - 2019–2020 school year was in-person learning 3 months shorter in most states
 - Discipline data
 - Exiting data

Impact of Covid-19 on Data Quality

Consider

1. What is your confidence level regarding the accuracy of your 2019–2020 exiting data reported?
 - a) Is your graduation data accurate?
 - b) Were LEAs able to track students who moved from one LEA to another (Moved, known to be continuing [MKC])?
 - c) Did students “disappear” after schools switched to virtual learning in spring 2020?
2. What is your confidence level regarding the accuracy of your 2019–2020 discipline data reported?

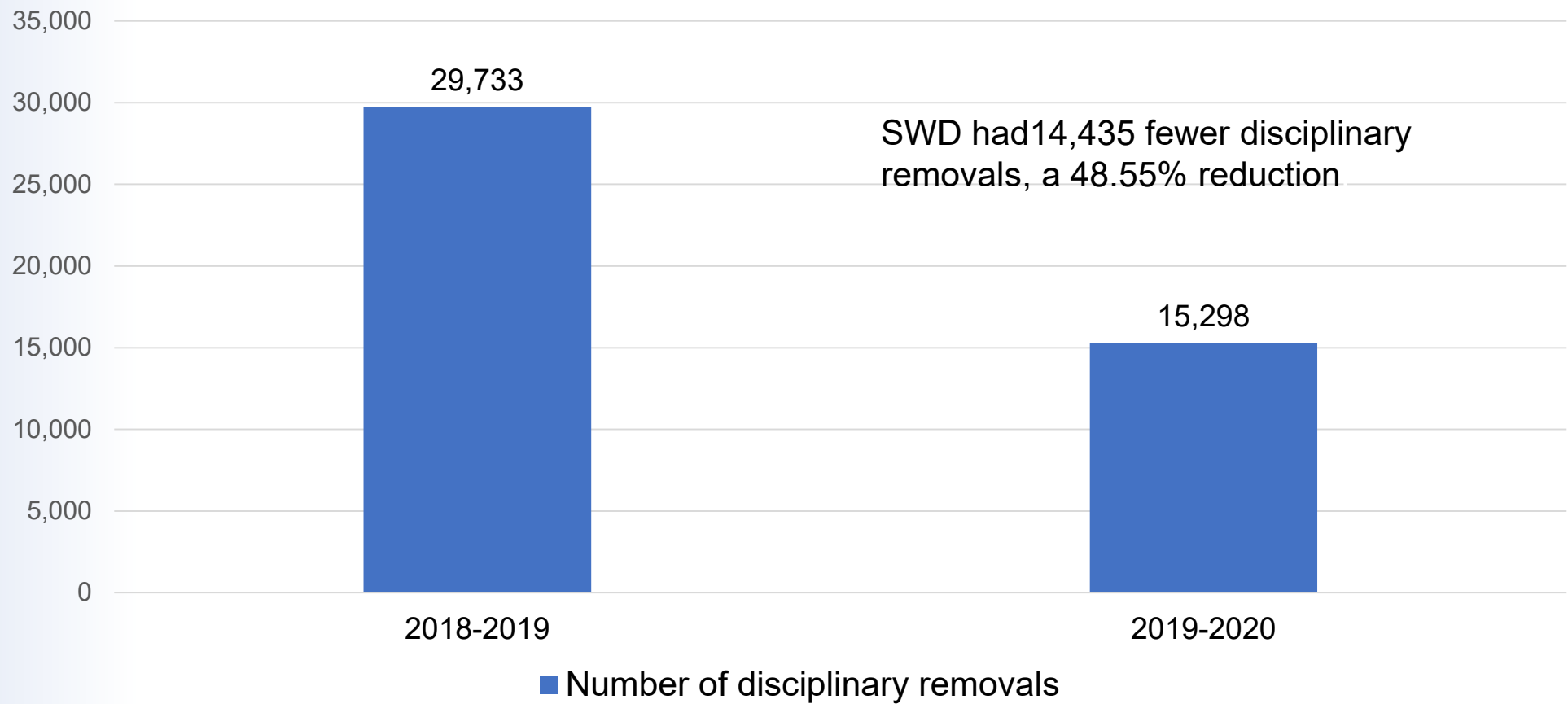
Exiting: Dropout Rate, Percent Year-to-Year Changes



Exiting: Dropout Count Year-to-Year Changes

Dropout rate	2018–2019	2019–2020	Difference
State 1	3,321	2,600	- 721
State 2	2,570	1,610	- 960
State 3	300	225	- 75
State 4	994	1,196	202
State 5	555	524	- 31
State 6	2,870	2,271	- 599
State 7	141	100	- 41

Discipline: Year-to-Year Changes



Students with a disability (SWD)

Poll Question

What questions might you ask about your year-to-year reports? (*poll results*)

1. Is our 20/20% difference only a COVID-19 issue?
(*results= 67% of respondents*)
2. Are the data accurate?
(*results= 54% of respondents*)
3. Were all LEAs able to report all exiters accurately?
(*results= 63% of respondents*)
4. Were LEAs able to report all disciplinary events that occurred?
(*results= 67% of respondents*)
5. Our year-to-year data are not an issue, so no questions are warranted.
(*results= 0% of respondents*)

Poll Question

Do you plan to share your year-to-year report (*poll results*)

1. With SEA staff?
(*results= 85% of respondents*)
2. With LEA staff?
(*results= 48% of respondents*)
3. With stakeholders?
(*results= 48% of respondents*)
4. I do not plan to share Y-to-Y.
(*results= 5% of respondents*)

Share Year-to-Year Changes: One Method

Outlier analysis can assist states with

- Examining data
- Identifying observations about the data
- Identifying data that deviates from established norm
- Beginning to investigate the observations

IDC's *Outlier Analyses Step-by-Step Guide*

- Contains six tutorials on completing an outlier analysis
 - Tutorial 1: Systematically Determining What Is Normal Using the Interquartile Range
 - Tutorial 2: Qualitatively Defining a Normal Range
 - Tutorial 3: Simply Sorting
 - Tutorial 4: Heat Maps in Excel
 - Tutorial 5: Dot Plots in Excel
 - Tutorial 6: Dot Plots in Tableau

IDC's *Outlier Analyses Step-by-Step Guide* (cont.)

- Answers the following questions
 - What is an outlier?
 - “An outlier is an observation which deviates so much from the other observations as to arouse suspicions that it was generated by a different mechanism” (Hawkins 1980)
 - Why is outlier analysis important for data validity and reliability?
 - Outlier analysis is primarily important because it helps to identify errors in the data, which, when investigated, may reveal systematic errors in data collection, coding, or entry. Invalid outliers should be corrected, and the processes that resulted in such errors should be fixed
 - How can states conduct and display an outlier analysis?

Hawkins, D.M. (1980). *Identification of Outliers*. Netherlands: Springer.

IDC's *Outlier Analyses Step-by-Step Guide* (cont.)

- Answers the following questions
 - What action should states take after conducting an outlier analysis?
 - Investigate any identified outliers to understand why the data are so different from the norm
 - Follow up with the LEAs to determine the root cause of the outlying data
 - Questions to focus outlier investigations
 1. Are the outliers found in just one LEA?
 2. Are the same LEAs identified with outliers in more than one data submission?
 3. Are multiple outliers commonly identified in the same LEAs?
 4. Are the LEAs with outliers using non-standard data collection definitions?
 5. Are the LEAs with outliers using non-standard methods for aggregating the data?
 6. Are the LEAs with outliers using non-standard methods to collect the data?
 7. Did the small n -size affect the analysis?

IDC's *IDEA Data Quality: Outlier Analyses Tool*

- Excel-based tool states can use to identify outliers using the interquartile range approach
- Demonstration with year-to-year data

618 Data: Answers and Questions



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What Can the IDEA 618 and Other State Data Tell You?

- Our graduation rate is increasing
- Our state's students with disabilities (SWD) achievement in Math is improving
- The achievement gap between SWD and students without disabilities (SWOD) in language arts is widening
- Our state has fewer SWD than last year
- Our state has fewer fully certified teachers than last year

What Questions Do Your 618 Data Answer? What Questions Do They Ask?

- Answers: Our dropout rate is stagnant
 - Asks: *Why?* Are disciplinary removals data also stagnant?
- Answers: More students of color are graduating with a regular high school diploma in many LEAs
 - Asks: *Why?* Can we replicate their interventions in other LEAs?
- Answers: Fewer SWD are in general education 80% or more of the day
 - Asks: Are special education teachers certified and trained to lead individualized education program (IEP) placement discussions?
- Answers: Our students with *intellectual disability* (ID) eligibility is on the rise
 - Asks: What do our pre-referral data reveal?

What Can the IDEA 618 and Other state Data Tell You?

Combining or comparing data

- Graduation rate increasing?
 - Did discipline data decrease?
- Math achievement improving?
 - Are more teachers fully certified?
- Achievement gap between SWD and SWOD in language arts is widening?
 - What do the least restrictive environment (LRE) data tell you?
- Do we have significantly fewer SWD than the previous year?
 - Have evaluation practices changed? Multi-tiered Systems of Support (MTSS) in place?
- Do we have fewer fully certified teachers?
 - Are LEAs struggling to retain teachers?

Menitmeter: How do your SEA staff use the 618 data: Exiting, Discipline?

Determine trends

Pre-staffing meetings in preparation for monitoring

Risk analysis tool for monitoring

Identify areas of success and improvement

Determine trends

To build data literacy among program staff; to inform program and policy decisions

Determinations, districts to monitor

Provide to LEAs

Where do we need to pivot?

Examine impact of initiatives

To determine which LEAs need what type of support in what areas.

To look at the health of our LEA and SEA ESE efforts

Menitmeter: How do your LEA staff use the 618 data: Exiting, Discipline?

Examine success

Compare to other LEAs

In district comparison

When we work with them on significant disproportionality

What we do with the kids who “fell off”

To gauge MTSS efforts and child find practices

Sharing 618 Data



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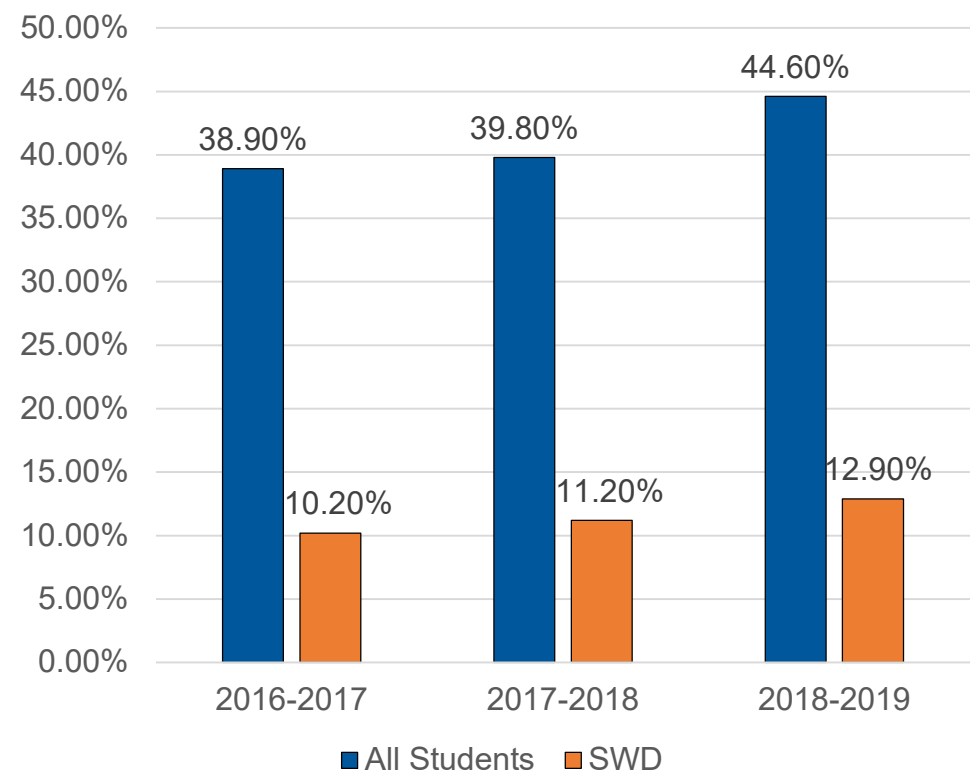
How Can You Share the Data With LEAs and Other SEA Staff to Facilitate Understanding and Use?

- Visualize data
- Share at the SEA and LEA levels
 - “Do the math” with non-data people
- Make data useful, actionable

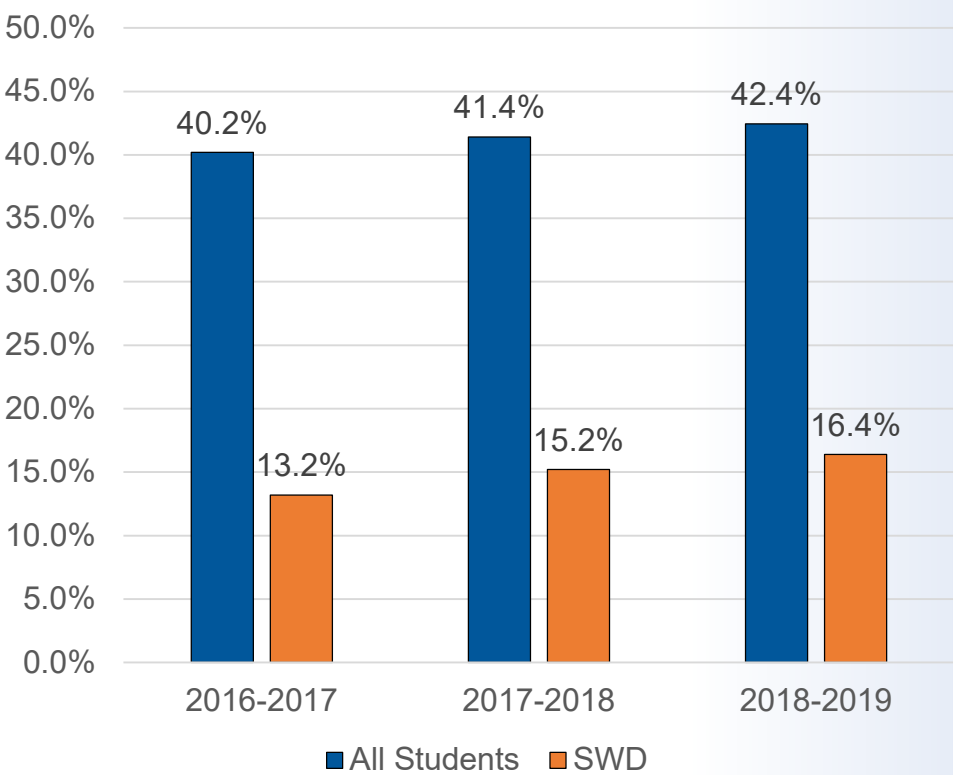
SWD and SWOD



R/ELA: % Proficient



Math: % Proficient



Reading/language arts (R/ELA)



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Calculating the Graduation Rate: The Math

Number of SWD Regular Diploma	Number of SWD Alternate Diploma	Number of SWD Reached Maximum Age	Number of SWD Certificate	Number of SWD Dropouts	Total Exitors (denominator)	% of Exitors Graduation Rate
9,100	413	0	611	3,437	13,561	67.10%

Calculation of % of exitors that graduated with a regular high school diploma:

Numerator: **9,100**

Denominator: $9,100 + 413 + 611 + 3,437 = 13,561$

% of exitors: $9,100 / 13,561 = 67.10\%$

All SWD who exit with a regular diploma are included regardless of cohort membership.

SEA Staff: Leading for Improved Outcomes

- Are data managers and directors the “keepers” of the data?
- Do the SEA IDEA staff understand the data? Do they use it?
- How do the SEA IDEA staff collaborate with other SEA staff to understand and take action on the data?
 - Is the 618 dropout data similar to SWOD dropout data?
 - Discipline?
 - Assessment?

LEA Staff: Boots on the Ground

LEA staff

- Do LEA staff understand the source of their data?
- Do LEA staff need help connecting the dots?
 - How do their discipline data affect achievement or dropout rate?
- How do they measure whether interventions are working to improve outcomes for SWD?
 - Using data

Making Data Useful

- Use data to discover what has happened in the past
- Understand what cannot be answered with data
 - Don't make assumptions
- Look for trends within multiple sources of data
- Look for outliers that may impact your data
- Solicit ideas for using data for improving outcomes

Questions

Are you asking any of these questions about sharing your data?

- Are we confident that our data are reliable?
- How can I best communicate the data to LEAs, state staff, stakeholders?
- How should I use FFY 2019 data to set baselines and targets?
- How can my state use 618 data to make data-based decisions for program improvement?

Contact Us

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For More Information



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