



INTERACTIVE INSTITUTE **2021**
BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

One State's Journey to Improve Preschool Environments Data

April 13–15, 2021



IDEA DATA
CENTER

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





Presenters

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Agenda

- Welcome and introductions
- The challenge in Kansas
- Previous efforts in LEA engagement with preschool environments data
- Implementation of a comprehensive process to understand and improve Indicator 6 data in Kansas
 - Statewide preschool calculator
 - The importance of data visualization
- Discussions with LEAs
- Lessons learned from LEAs
- Next steps

Engagement Activity #1

Map of United States

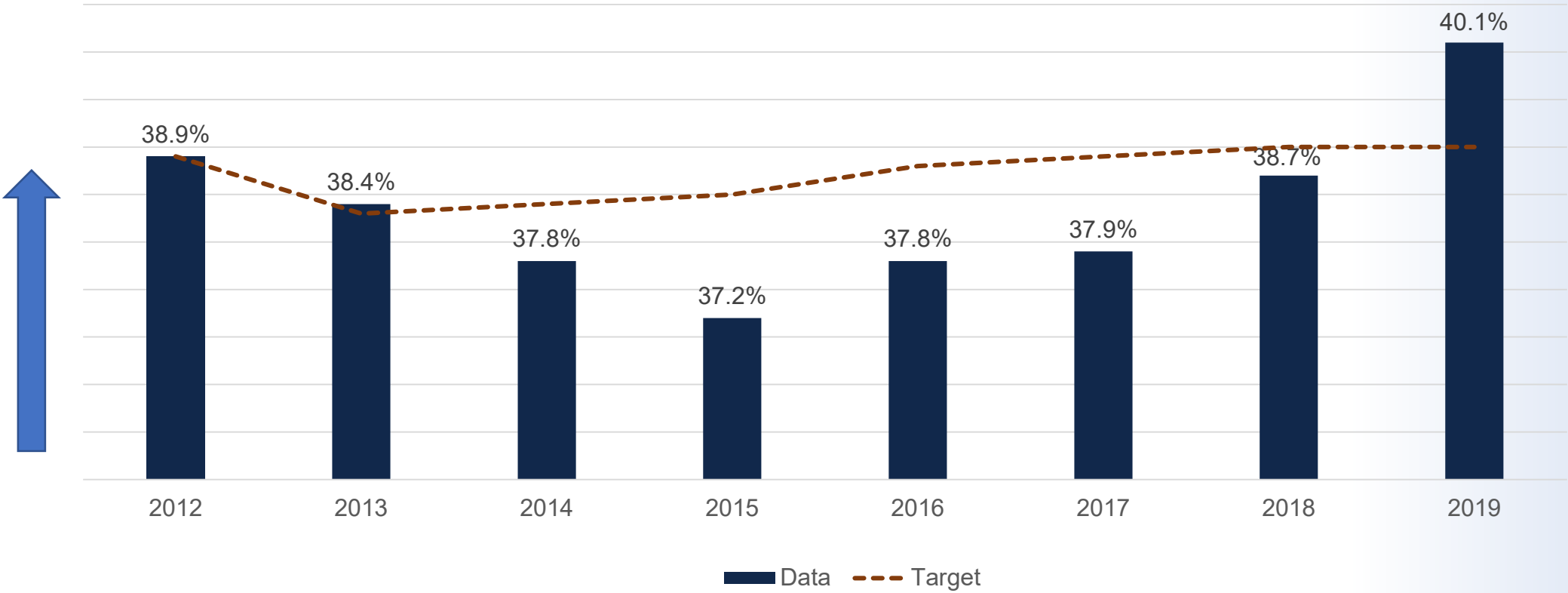
- Using the annotate feature, identify yourself by state and whether or not you met your Indicator 6A target for the State Performance Plan/Annual Performance Report (SPP/APR) submitted in February
- Met = check
- Not met = X
- Not sure = ?



The Challenge in Kansas

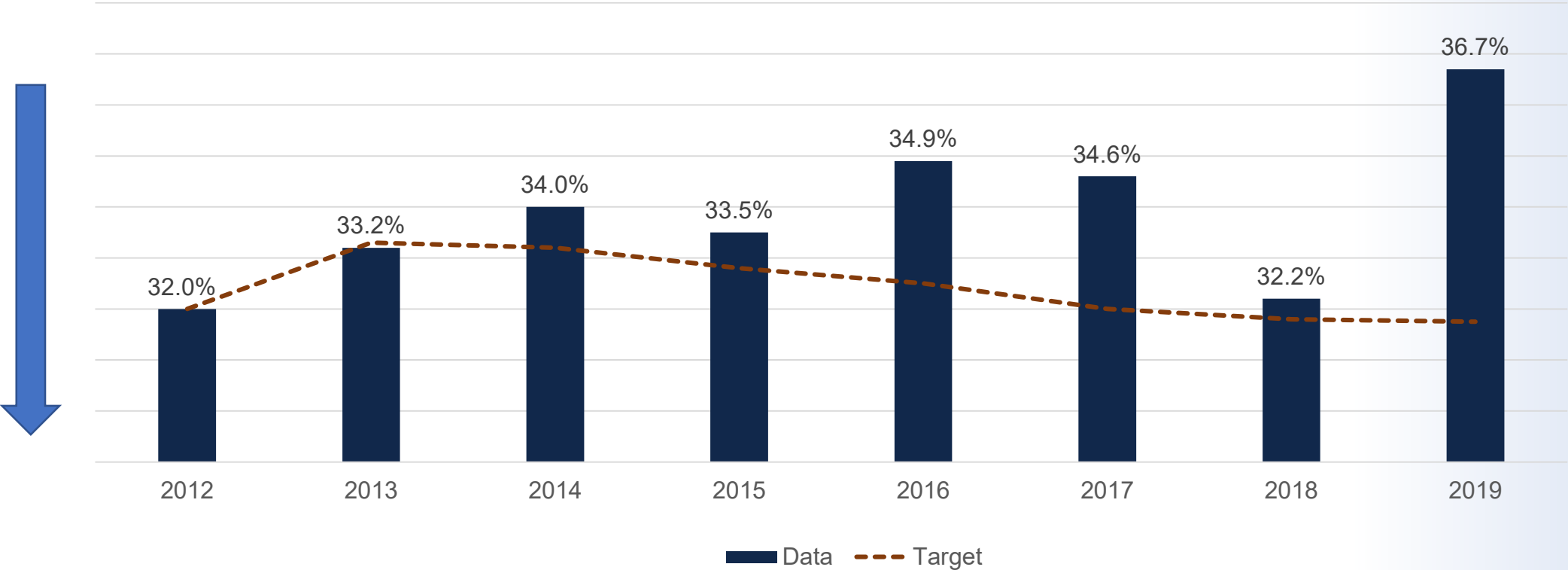
- Historically low and stagnant Preschool Environments data Indicator 6A
- Historically high and stagnant Preschool Environments data Indicator 6B
- State determined staff needed a unique skill set and experience to do this work, sought out IDC

Indicator 6A: Kansas EC LRE Target and Results Over Time



Early childhood (EC), Least restrictive environment (LRE)

Indicator 6B: Kansas EC LRE Targets and Results Over Time



Peer State Comparisons for 6A and 6B



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Previous Efforts to Improve Data Quality and Results

- Yearly training on Indicator 6 at State Leadership Conference and Professional Early Childhood Conference
- Provide individual technical assistance (TA) to LEAs if they have questions about their data
- Co-op initiated meetings to discuss issues related to supporting inclusive services
- Early Childhood Least Restrictive Environment (ECLRE) data included in risk rubric for monitoring (for last 6 years)

Previous Efforts in LEA Engagement With Preschool Environments Data

Kansas APR Reports Data Site

Kansas APR Reports

Please Login

Username:

Password:

Login

[Forgot Password](#)

System Copyright ©2019 Data Driven Enterprises

The Kansas APR website will operate correctly under Windows Internet Explorer 7, 8, 9, 10 and 11 and Macintosh Firefox 3.6.
Other browsers are not supported.

Statewide
District
Cluster
Trends
Sig Dis
KSDE

Federal Fiscal Year:

Report Type:

Questions? Need Technical Assistance? Please contact Tim Berens:

Kansas IDEA State Performance Plan Early Childhood Report Federal Fiscal Year 2018 Data

Indicator 6 - Least Restrictive Environment

Indic. #	Indicator	Measurement	Current Year Statewide Rate	Current Year State # Students	Current Year Target	Current Year Target Met
6A	LRE 3-5, Reg EC	LRE for children aged 3 through 5 with IEPs attending a Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	38.74%	4689 / 12105	≥39.00%	No
6B	LRE 3-5, Not Reg EC, Separate Facility	LRE for children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	32.15%	3892 / 12105	≤31.75%	No
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	99.87%	2237 / 2240	=100.00%	No

Kansas APR Reports

Statewide

District

Cluster

Trends

Sig Dis

Trend Report:

State Indicator 6

Start Year:

2010

Mode/Attribute:

State Rate

End Year:

2018

District:

All Districts

FFY	Indicator 6A LRE 3-5, Reg EC		Indicator 6B LRE 3-5, Not Reg EC	
	Target	State Rate	Target	State Rate
2018	39.00%	38.74%	31.75%	32.15%
2017	38.91%	37.90%	31.99%	34.58%
2016	38.75%	37.79%	32.50%	34.92%
2015	38.50%	37.23%	32.75%	33.53%
2014	38.40%	37.76%	33.21%	34.04%
2013	38.30%	38.40%	33.30%	33.21%
2012	38.91%	38.91%	31.99%	32.04%
2011	NA	NA	NA	NA
2010	NA	NA	NA	NA

Implementation of a Comprehensive Process to Understand and Improve Indicator 6 Data in Kansas

- Completed Indicator 6 of IDC's [*SEA Data Processes Toolkit*](#)
- Pulled Indicator 6 report (real-time data) from statewide data system
 - Included settings, school, provider, demographics, full or part day pre-kindergarten/kindergarten (PK/K), individualized education program (IEP) dates
 - Added at-risk and Kansas Preschool Program (KPP) data
- Used Indicator B6 tool and created pivot tables to sort, filter, and group data
 - Examined settings by school, disability, age
- Took a deep dive into Indicator 6 data to determine root causes of why the data looked the way it looked and answer LEAs' questions related to Indicator 6
- Created data visualizations



Completed Documenting Data Processes

Completed Data Processes Protocols

FS089 – Children with Disabilities (IDEA) Early Childhood

File Specification (FS)



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Essential Elements

Data Collection Name: Reference the name the collection is known by in the SEA. For accuracy of communication throughout the SEA, reference each data collection by only one name.

Associated EDFacts File Numbers:

- FS002 — Children with Disabilities (IDEA) School Age
- FS089 — Children with Disabilities (IDEA) Early Childhood

Data Stewards: Provide title and names, contact information, department, and any notes on persons responsible for collections, validation, and submission. If there are multiple parties responsible or involved in the process, list them all (i.e., Part B Data Manager, EDFacts Coordinator, etc.).

Data Collection Levels: These are the levels at which data are collected and reported.

- Counts at the individual student and aggregate levels
- Counts by student demographics (race/ethnicity, gender, disability, age, educational setting, and LEP status)
- Counts at the school, district, and state agency levels (FS089 only includes district and state)
- Other _____

Federal Reporting Period and Submission Dates: The reporting period as defined by OSEP (i.e., snapshot of a particular day or a period of time such as school year) and final due date.

Reporting Period: State-specific IDEA Child Count date, designated between October 1 and December 1.

Due Date: Due annually on the first Wednesday in April.

State Collection and Submission Schedule: Provide a list of dates when the data collection period opens, when data are due to the SEA from the LEA, and when data are pulled after the collection closes.

Source:

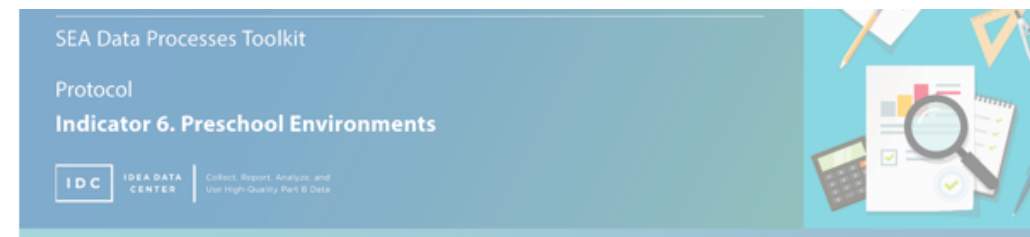
<https://www.ideadata.org/sites/default/files/media/documents/2020-04/SEA%20Protocol%20Child%20Count%20and%20Educational%20Environment%20%2804-21-2020%29.docx>

Completed Data Processes Protocols (cont.)

Indicator 6. Preschool Environments

Source:

<https://www.ideadata.org/sites/default/files/media/documents/2020-02/SEA%20Protocol%20Indicator%206%20Preschool%20Environments%20%2802-24-2020%29.docx>

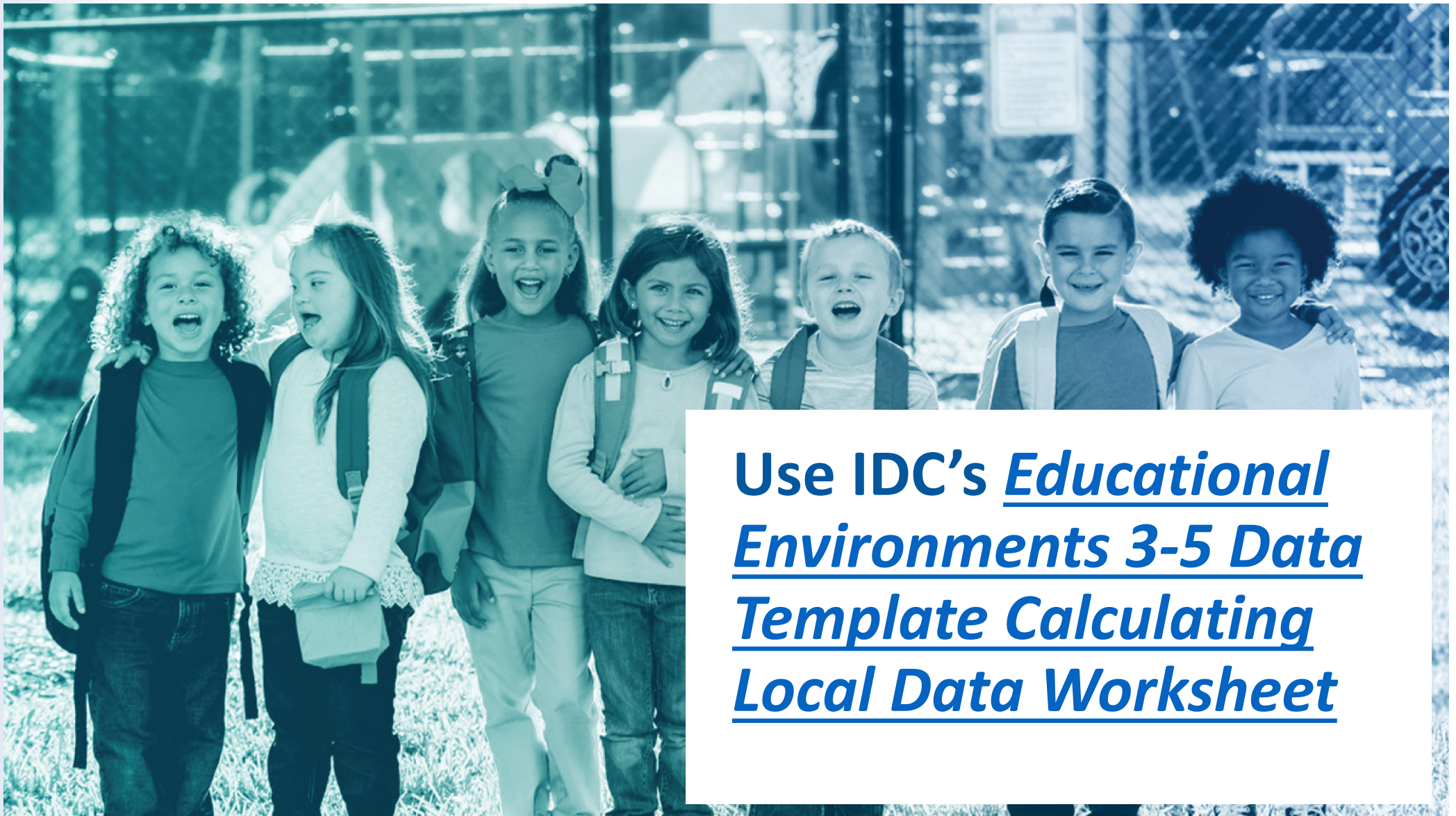


Essential Elements

Indicator Description:
Percent of children aged 3 through 5 with IEPs attending a:
6A. regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
6B. separate special education class, separate school, or residential facility.
Measurement: ¹
6A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
6B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
Target Setting: This is a results indicator. Describe the process your state uses to engage stakeholders and set targets.
GRADS360 [®] Reporting Information: Describe login information, location of manual, etc.
Data Stewards: Provide titles and names, contact information, department, and any notes on persons responsible for collections, validation, and submission. If there are multiple parties responsible or involved in the process, list them all.

Identified Top and Bottom Performing LEAs

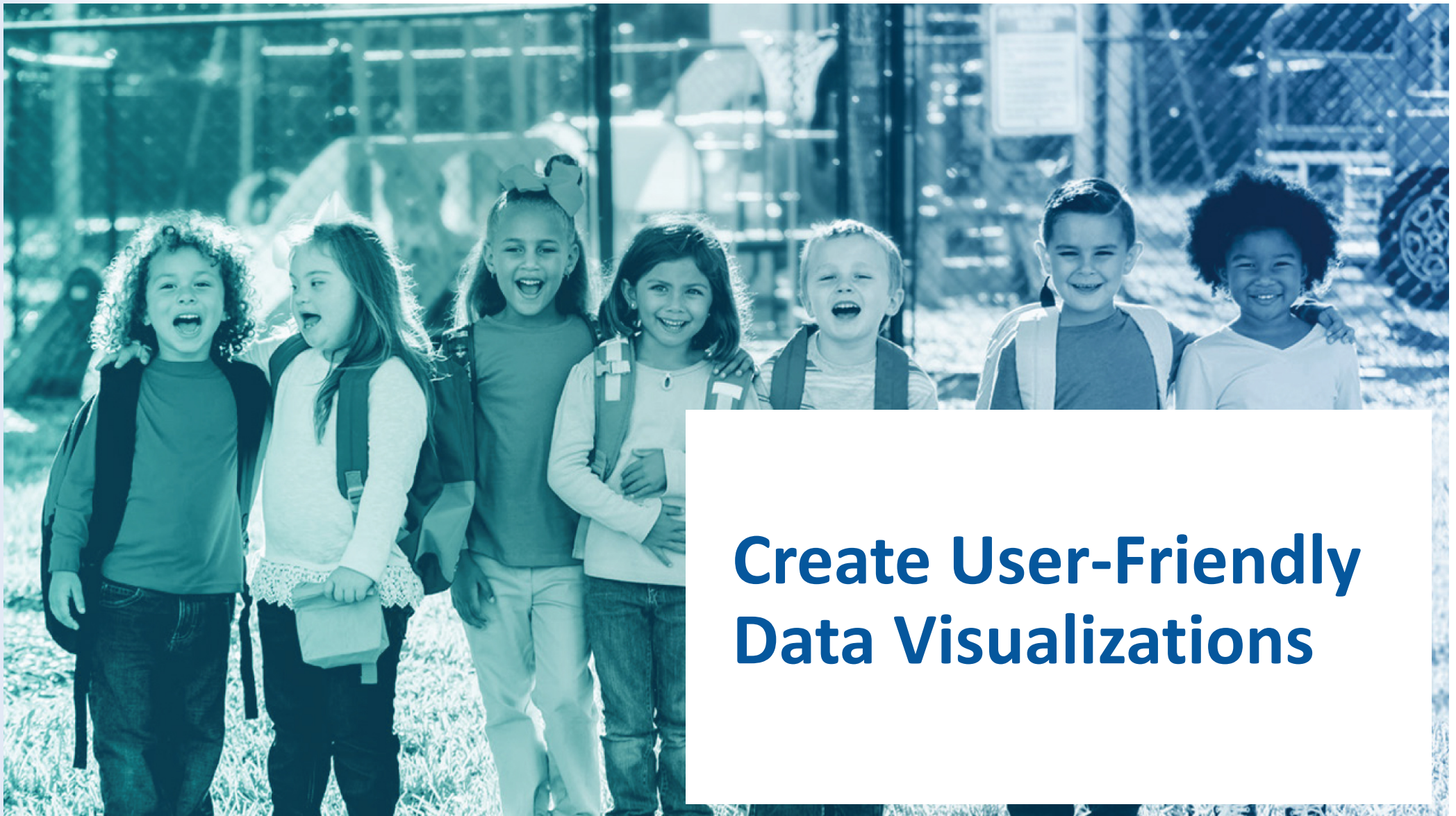
- Criteria used
 - Top LEAs: 50% or higher for 6A and at least 40 preschoolers with IEPs
 - Bottom LEAs: 30% or lower for 6A and at least 40 preschoolers with IEPs
 - Initially selected LEAs that did not use “W” code for providing inclusive services
- Shared data with LEAs



**Use IDC's Educational
Environments 3-5 Data
Template Calculating
Local Data Worksheet**

	Children attending a regular early childhood program (RECP) at least 10 hrs per week				Children attending a regular early childhood program (RECP) less than 10 hrs per week				Children attending a special education program					
Category and Educational Setting	A1 ...and RECEIVING the majority of hours of SPECIAL EDUCATION and		A2 ...and RECEIVING the majority of hours of SPECIAL EDUCATION and		B1 ...and RECEIVING the majority of hours of SPECIAL EDUCATION and		B2 ...and RECEIVING the majority of hours of SPECIAL EDUCATION and		C1 ...specifically, a SEPARATE SPECIAL EDUCATION CLASS		C2 ...specifically, a SEPARATE SCHOOL.		C3 ...specifically, a RESIDENTIAL FACILITY.	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Robertson, 801, & Richardson, 802														
D0801	0.0%		6.3%	8	0.0%		1.6%	2	92.1%	117	0.0%		0.0%	
D0802	57.3%	450	9.6%	78	1.0%	7	0.9%	8	31.1%	240	0.0%		0.0%	
1006 Amsterdam County Special Education Cooperative, Dutch 803, German 804, & Belgium 805														
D01006-D0803	51.2%	21	9.3%	5	14.0%	6	7.0%	3	18.6%	8	0.0%		0.0%	
D01006-D0803	44.07%	27	13.56%	7	15.25%	9	5.08%	3	22.03%	13	0.00%			
D01006-D0804	33.3%	2	16.7%	1	16.7%	1	0.0%		33.3%	2	0.0%		0.0%	
D01006-D0805	20.0%	2	30.0%	3	20.0%	2	0.0%		30.0%	3	0.0%		0.0%	
1025 Rand County Special Education Cooperative, Hawaii 806, New York 807, Virginia, 808, Maryland, 809, Pennsylvania, 810, Tennessee, 811														
D01025-D0806	100.0%	7	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
D01025-D0807	100.0%	5	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
D01025	35.35%	73	40.93%	93	0.93%	2	1.40%	3	21.40%	44	0.00%			
D01025-D0808	33.8%	27	23.8%	19	0.0%		2.5%	2	40.0%	32	0.0%		0.0%	
D01025-D0809	33.3%	2	50.0%	3	0.0%		0.0%		16.7%	1	0.0%		0.0%	
D01025-D0810	33.3%	33	62.9%	28	1.9%	2	1.0%	1	1.0%	1			0.0%	
D01025-D0811	0.0%		0.0%		0.0%		0.0%		100.0%	12	0.0%		0.0%	
853 Nestle														
D0853	18.6%	9	51.2%	21	0.0%		4.7%	1	25.6%	21	0.0%		0.0%	

Source:
https://ideadata.org/sites/default/files/media/documents/2017-09/ee_3-5_data_template_calculating_local.d.xlsx



Create User-Friendly Data Visualizations

Discussions With Top and Bottom Performing LEAs

- What are the practices employed in your LEA to create these data?
- What are the trends over time in your data?
 - Do you see progress?
 - Do you see fluctuations?
- What has led to any changes in your data over time?
- If you are currently below the state targets, what are some ways you might improve your results?
- If you are above the target, what are you doing that needs to continue?

LEA Conversations: Process and Outcomes

- Iterative process—as state and IDC talked to more LEAs, adjusted approach and discussion topics
- Started looking at IEPs alongside Indicator 6 data report during calls and correcting data in real time
- Yielded more efficient discussions
- Made special education director, assistant special education director/early childhood coordinator, data clerks, and teachers/providers part of discussions
- Made plans with LEAs for how they will provide professional development (PD)

Lessons Learned From LEAs

- Data manager and 619 coordinator develop trainings together
- It's important for LEAs to see their own data in a clear, concise way
- State must work directly with LEAs
- Funding misconceptions affect data quality
- Incentive of STAR recognition drives engagement with 619 coordinator

Questions



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Discussion

- What have you done to facilitate the process of having LEAs look at their data?
- What have you learned from your LEAs in doing this work?
- What have the LEAs learned in doing this work?

Next Steps

- Survey LEAs to get feedback on the meetings around Indicator 6 to improve the process
- Continue conversations with more LEAs using the new Indicator 6 calculator and current data (with kindergartners removed)
- Share lessons learned and challenges across LEAs
- Submit high-quality data for SPP/APR Indicator 6

Contact Us

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For More Information



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