ii21 INTERACTIVE INSTITUTE 2021

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Where Did Those Data Come From? Using the IDC *LEA Data Processes Toolkit*

April 13–15, 2021

IDC | IDEA DATA CENTER | Collect, Report, Analyze, and Use High-Quality Part B Data

Westat®

Getting to Know You

- Type your name, state, and role in the chat box

- Respond to the question in the chat box
  - What made you want to attend this session?

Presenters

Silvia DeRuvo, IDEA Data Center

Mary Watson, IDEA Data Center

Pamela Bauman, Delaware Department of Education

Suzanne Hamel, Delaware Department of Education

Maria Locuniak, Delaware Department of Education

Mary Anne Mieczkowski, Delaware Department of Education

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Agenda

- Why use the *LEA Data Processes Toolkit*?

- Documenting data processes at the local level

- Benefits of teaching LEAs to use facilitated documentation of data processes

- Activity—Review the LEA Landscape Protocol

- IDC data discussion tools

Materials for This Session

- *LEA Data Processes Toolkit*: LEA Landscape Protocol
  - https://ideadata.org/sites/default/files/media/documents/2020-10/LEA%20Landscape%20Protocol%20-%20Final.docx

- *Data Meeting Toolkit*
  - https://www.ideadata.org/data-meeting-toolkit

- Data Presentation and Visualization
  - https://www.ideadata.org/sites/default/files/media/documents/2020-06/Data_Presentation_and_Visualization.pdf

Intended Outcomes

By the end of the session, meeting participants will

- Identify the challenges of collecting high-quality LEA data

- Be familiar with the IDC *LEA Data Processes Toolkit* and how it supports improved LEA data quality

- Know the value and benefits of providing technical assistance to LEAs regarding the documentation of data processes from an SEA perspective

- Be familiar with additional IDC tools that support building a local data culture and improve LEA data quality

Why Use the *LEA Data Processes Toolkit*?

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What Is the Issue?

It is problematic to make decisions about children using data that are not based on standards designed to ensure validity and reliability.

Discussion

Why do you think LEAs are surprised to learn the data that you report to them is what they have submitted to you?

Jam Board Activity

Connect to the Jam Board at the link below:

Write on a sticky note your thoughts about a possible root cause for LEAs being unfamiliar with the data that you report to them.

https://jamboard.google.com/d/1jFEZUSxixqC8PIrE_IfFsAHWVmazxO-IfCfA-ff5lGk/viewer?f=1

Jam Board Activity Results

We sometimes fail to recognize and assist districts with turnover. And we deal with turnover too.

We don't track year-to-year changes, and make the same mistakes next year.

Too many silos

too busy to look at the numbers

disconnect between data and people responsible for it

They are not the person who submitted the information.

Those inputting the data may not be the director

No one takes the time to review prior to upload

Lack of communication.

They don't know how the data is used and it is not connected (in their minds) to their daily lives.

various levels of individuals who may be entering the data and what is needed and what they are actually inputting

someone in I.T., or an admin assistant reports.

Lack of local communication

They don't understand their own data

They are unfamiliar with their data.

We often get many local data inputs

They are not sharing with one another

Some data is automatically pulled/sent, not necessarily sent by the LEA

LEA members don't always know what and how numbers get to the SEA. They have not seen it.

The data is aggregated in a manner different from the way the data was submitted.

We sometimes do weird, unpublished things with the data

They have error messages but never go in and correct it.

No one in our state communicates or draws the alignment between their input and the outcome (our work)

New hire

Many LEAs have a different data system that connects to the state data system and there are times the business rules do not align to what is in place and therefore the data is not imported or exported accurately

Time lapse.

They did not enter it as someone else entered the data.

not reading the calculation guide we produce and provide to them annually.

Don't know where data is generated from (e.g. IEP)

turnover

constant change in staff

Many times the person communicating with you is not the person doing the data

Communication disconnect

The folks 'surprised' are not the ones providing the data

Some folks just don't believe their eyes!

Data entry personnel and not presenting it. Decisions being made at the top and the boots on the ground do not know why

Solutions

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Ensuring Standards of Quality, Consistency, and Shareability

Standards of quality, consistency, and shareability can be established through

- Data governance

- Business rules

- Documented processes

Types of IDEA Data Collection, Validation, Analysis, and Submission Processes

1. Performed

- Hero-driven
- Undocumented, **inconsistent results**
- Accomplishes the needed work and work products

2. Managed

- Documented process
- Repeatable process, consistent results
- A process that is planned in accordance with policy
- Adequate resources and buy-in from leadership

3. Defined

- A managed process that is tailored from a set of **standard organizational processes**

What Does This Have to Do With Data Quality?

- Poorly managed IDEA data collection, validation, analysis, and submission processes can lead to poor data quality for the LEA and for the state

- Respond in the Chat Box

  How does this poor data quality affect your State Performance Plan/Annual Performance Report (SPP/APR)?

Documenting Data Processes at the Local Level

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Benefits of Teaching LEAs to Use Facilitated Documentation of Data Processes

- Clarification of processes

- Understanding of requirements

- Improved data quality

- Accurate and valid data

- Increased communication and collaboration

- Common language among state and local agency staff

LEARNING PYRAMID

Average Student Retention Rates

- 5% Lecture
- 10% Reading
- 20% Audiovisual
- 30% Demonstration
- 50% Discussion
- 75% Practice Doing
- 90% Teach Others
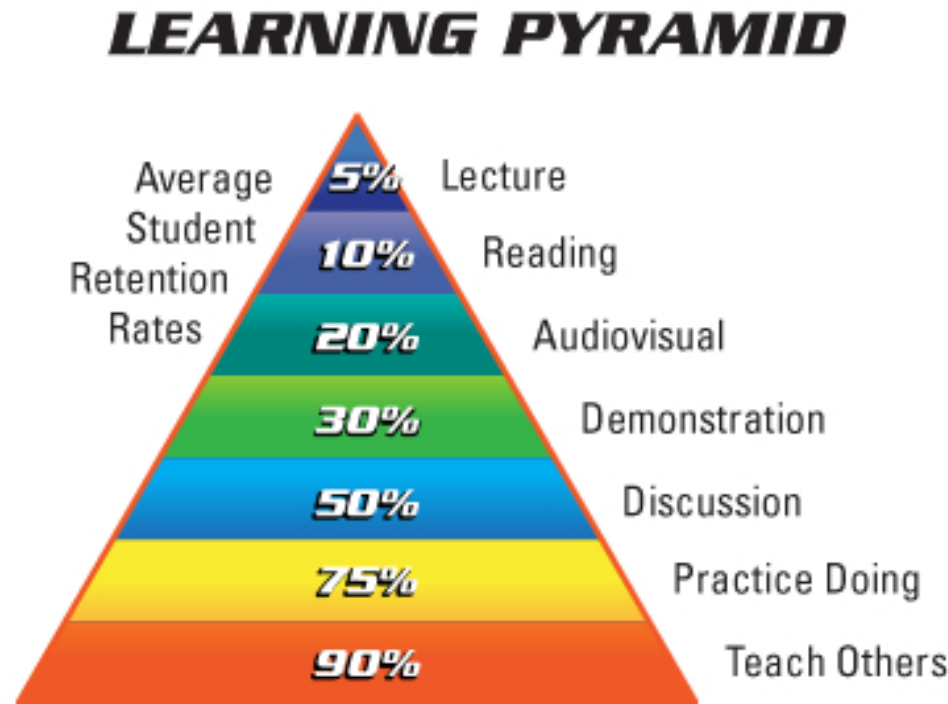
National Training Laboratories, Bethel, Maine Retrieved 2-21-2020 from https://www.researchgate.net/figure/Learning-pyramid-Source-National-Training-Laboratories-Bethel-Maine_fig2_329589067

Value of LEA Data Processes Documentation

- Results in a documented process manual

- Records institutional knowledge

- Builds local capacity

- Allows for gap analysis and process improvement

- Supports more effective decisionmaking

- Documents responsibilities and timelines

- Facilitates a collaborative culture of high-quality data

- Improves overall data quality at the LEA and state levels

LEA Data Processes Toolkit

https://www.ideadata.org/lea-data-processes-toolkit

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LEA Data Processes Toolkit

- Prompts step-by-step documentation of processes for collecting, validating, analyzing, and submitting data at the LEA level

- Supports LEA and state data discussions and understanding

- Ensures alignment of LEA processes with SEA business rules, policies, and practices

- Creates a common understanding and language around the data

All Toolkit Components
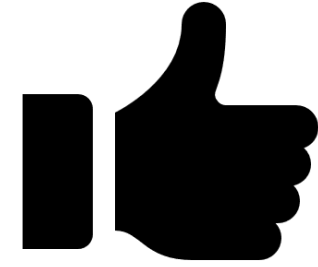
- **LEA Landscape Protocol**
- LEA Assessment Protocol
- LEA Child Count and Educational Environments Protocol
- LEA Discipline Protocol
- LEA Exiting Protocol
- LEA MOE Processes Protocol
- LEA Post-School Outcomes Protocol
- LEA Secondary Transition IEP Component Protocol
- LEA Timely Evaluation Protocol

Use the Thumbs Up Icon if you have used any of these protocols with any of your LEAs.

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LEA Data Processes Toolkit Components

Two sections in each protocol

- Essential Elements

- Processes

LEA Data Processes Toolkit Components (cont.)

Essential Elements

- Data Collection Name

- State Requirements and Collection Information

- Data Stewards

- Data Collection Level(s)

- State Collection and Submission Schedule

LEA Data Processes Toolkit Components (cont.)

Processes

- Collection
- Data Validation
- Internal Approval Process
- Submission
- Response to State Questions/Comments

- Data Governance
- Data Analysis
- Data Use
- Customizable Heading for LEA/State Use

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Activity—Poll

Which of the processes seem to be the most difficult for LEAs that you work with?

- Collection- 32% of respondents

- Data Validation-35% of respondents

- Internal Approval Process- 12% of respondents

- Submission- 26% of respondents

- Response to State Questions/Comments- 15% of respondents

- Data Governance- 6% of respondents

- Data Analysis- 76% of respondents

- Data Use- 62% of respondents

Benefits of Teaching LEAs to Use Facilitated Documentation of Data Processes

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Exceptional Children Resources

- Mary Ann Mieczkowski, Director, Exceptional Children Resources

- Maria N. Locuniak, Education Associate, Exceptional Children Resources

- Pam Bauman, Education Associate, Exceptional Children Resources

- Suzanne Hamel, Education Specialist—Data Manager, Data Management and Governance

Delaware's Continuous Improvement

Improved data quality leads to improved student outcomes
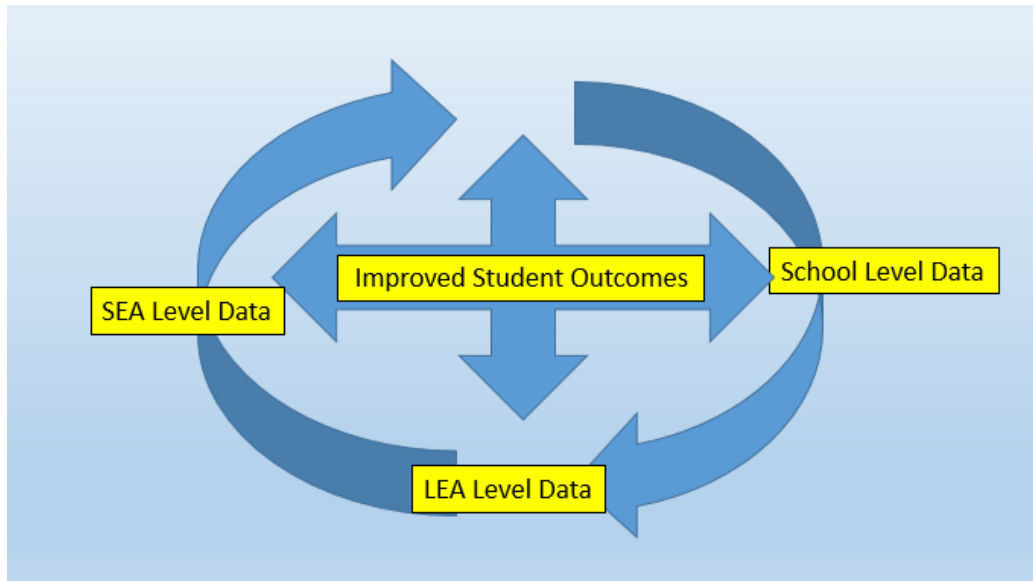
- Improving data quality at the school level, improves data quality at the LEA level, which improves data quality at the SEA level

- Shift the knowledge, system of support, and teacher and administrative practice for students with disabilities from compliance only to *Results Driven Accountability Framework* to improve educational results and functional outcomes for children with disabilities while balancing those results with the compliance requirements of IDEA

- Continuous school improvement is a *cyclical process* intended to help LEAs, administrators and teachers analyze data, conduct root cause analysis, set goals, identify ways to improve, and evaluate the change

Delaware's Continuous Improvement (cont.)

Three features at each level

1. Frequency of quality improvement work—Implementation of this work on a day-to-day basis at SEA level, LEA level, and school level

2. Depth and integration of improvement work at different levels of SEA, LEA, and school

3. Conceptualization within the SEA's, LEA's, and school's systems of work processes

Park, S., Hironaka, S., Carver, P., and Nordstrum, L. (2013). *Continuous Improvement in Education* [White paper]. Retrieved June 13, 2019, from Carnegie Foundation: https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf.

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Delaware's Continuous Improvement Cycle

Four Step Process

1. **Plan**—Validate the need for improvement and clarify purpose

2. **Do**—Align action at all levels of the SEA, LEA, and school

3. **Study**—Monitor, review, evaluate, and analyze formative and summative results

4. **Act**—Redefine and redesign systems; redirect and redeploy resources to address opportunities for improvement
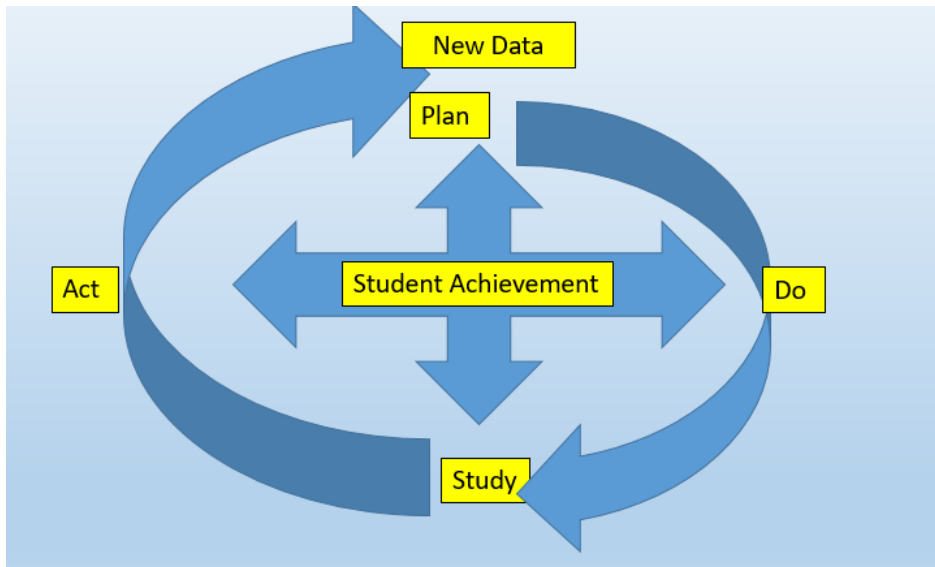
SEA Level—Data Use to Implement Change

- Data retreats led by IDC
- Tools
  - Protocols (e.g., 618 Data Collections, APR Indicators, Dispute Resolution, Data Calendar to name a few)
  - Pre-submission Edit Check Tools (e.g. Table 7)
  - Technical assistance (e.g. Guidance documents—618 Public Reporting Checklist, Quick References for IDEA Part B Data-data collection dates)
- Specific roles and assignments within our workgroup
- Improved communication and collaboration by breaking down silos among and between workgroups/departments—e.g., Technology Operations (Tech Ops), Exceptional Children Resources (ECR), Office of Assessment, Data Management and Governance (DMG), completing meta data surveys together

LEA Level—Data Use to Implement Change

- Engaged three LEAs in process of verifying IDC draft protocols at the local level so they had the opportunity to provide feedback

- Provided professional development and technical assistance on the use of data to affect change within the LEA
  - Discussion of current data practices at the LEA level—What works, what does not work
  - Discussion of LEA data source and personnel involved
  - Discussion of combining data analysis to affect change

- Provided LEAs detailed Indicator focused guidance documents

LEA Level—Data Use to Implement Change (cont.)

- Provided technical assistance in each special education director county meetings
  - After receiving Reviewed and analyzed data to develop hypothesis for trends as a group
  - Shared information with each other

- Annual Determinations, liaisons within ECR provided technical assistance (TA) to LEAs to review new data and analyze how these new data support or refute existing data

- Provided TA to engage in the continuous improvement cycle— Identify what is working and what needs to change

School Level—Data Use to Implement Change

Delaware models and infuses this work at the school level by working with our schools to analyze school, classroom, and student level data as it relates to

- Instruction

- Instructional materials

- Interventions

- Teacher practice

- Data reporting

Part B State Director Lens

State level

LEA level

Individual child level
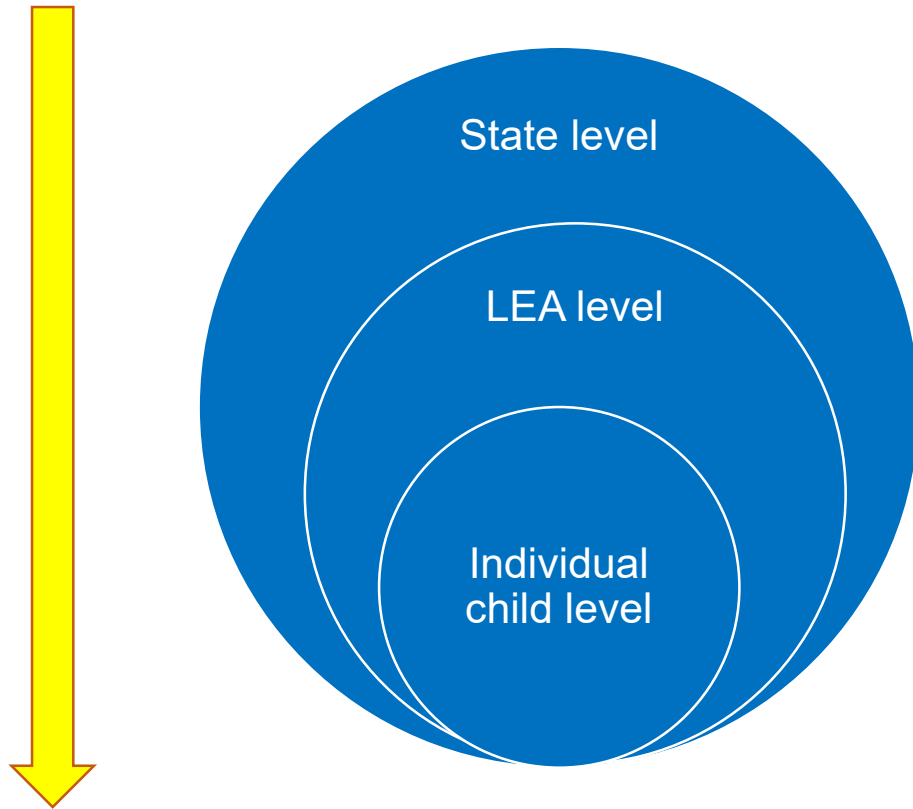
- Review impact of data for the state
  - Development of initiatives to address needs based on data
  - Legislation
  - Development or change in policies, practices, and procedures
  - Funding, budgets
- Review impact of data at LEA level
- Review impact of data at the individual child level

Part B Program Manager Lens

State level

LEA level

Individual child level
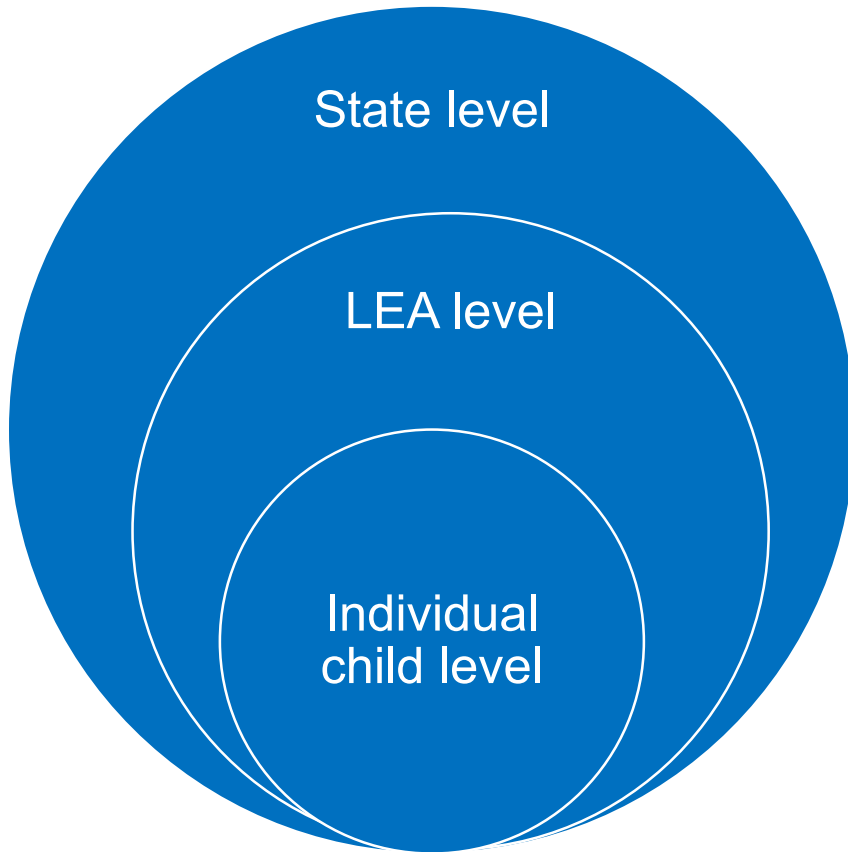
- Work with LEAs to connect the free, appropriate public education (FAPE) responsibility to the data

- Work with data manager to ensure data reflects the FAPE responsibility

- Analyze data anomalies

- Problem solve with data manager to determine if business rules match the data

- Brainstorm with LEAs to address identified needs based on data

Part B Data Manager Lens

SEA level

LEA level

Individual child level
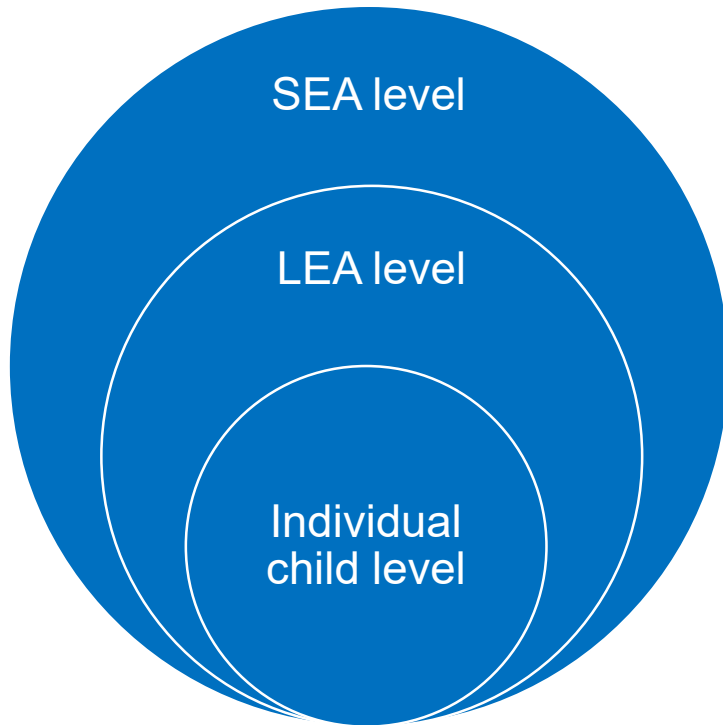
- Use the resources available
  - EDEN file specifications
  - IDC *SEA Data Processes Toolkit* protocols
  - IDC website
- Collaborate with other stakeholders
  - Program managers
  - LEAs
  - Technology Operations Workgroup

Local Educational Agency Lens

LEA level

School level

Individual child level
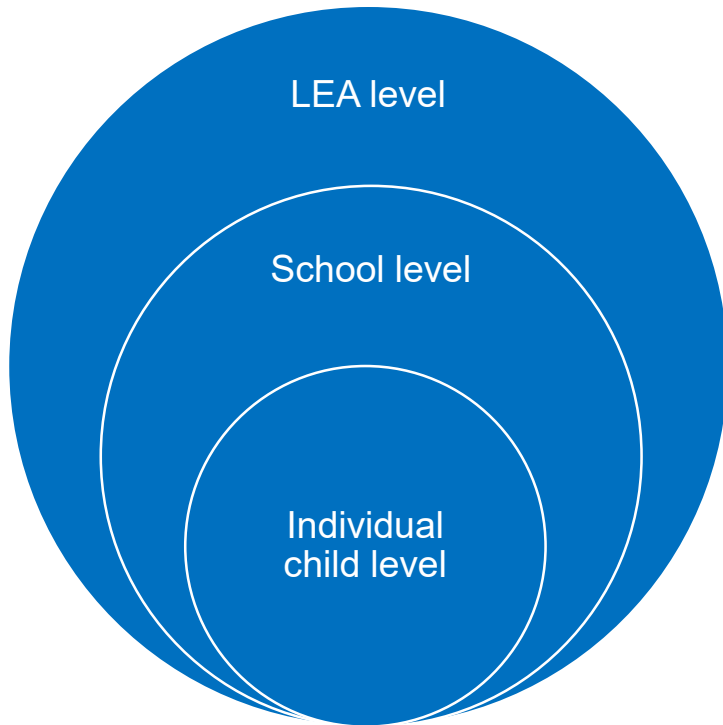
- Use the resources available
  - IDC LEA IDEA Data Processes Toolkit Protocols
  - IDC website
- Collaborate with other stake holders
  - SEA program managers
  - LEA special education directors and data management personnel
  - School-level administration and data personnel

Delaware believes improved data quality leads to improved student outcomes.
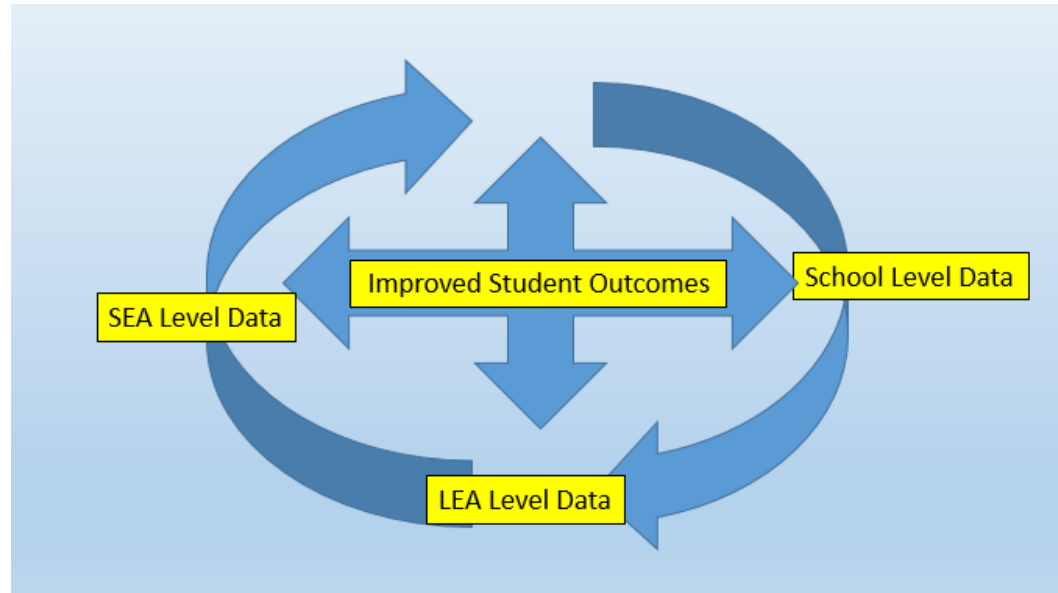
Through communication, professional training, and technical assistance statewide, we share the same vision to collect quality data.

Next Steps

- Reconvene three pilot LEAs in Spring, 2021
  - Share finalized LEA IDEA Data Collection Protocols
  - Review the utilization of draft protocols at LEA level
  - Utilizing current determinations, model data analysis to refine data collection and reporting to support improved student outcomes

- Expand use of LEA IDEA Data Collection Protocols by all LEAs

Final Thoughts or Questions

Activity—Review the LEA Landscape Protocol

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Activity—Review the LEA Landscape Protocol

Read through the Data Collection Protocol – LEA Landscape

- Highlight the sections that you feel most LEAs can accomplish
- Circle the questions that you think create the greatest struggles
- In the margin, write a question that came to mind as you read through the protocol
- Be ready to share your thinking in the Jam Board

Jam Board Responses

Column 1: Confident that LEAs can do this	Column 2: LEAs struggle with this	Column 3: Questions
• Data Submission • Staff (contact information) • Data entry	• LEA data system overview • Description of responsibility of all LEA staff involved in data	• None

IDC Data Discussion Tools

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Other Data Discussion Tools

- *Data Meeting Toolkit*
  - https://www.ideadata.org/data-meeting-toolkit

- Data Presentation and Visualization
  - https://www.ideadata.org/sites/default/files/media/documents/2020-06/Data_Presentation_and_Visualization.pdf

IDC *Data Meeting Toolkit*

- Suite of interactive resources

- Guide group conversation around data and support databased decisionmaking

- Support success before, during, and after data meetings

Available on the IDC website: https://www.ideadata.org/data-meeting-toolkit
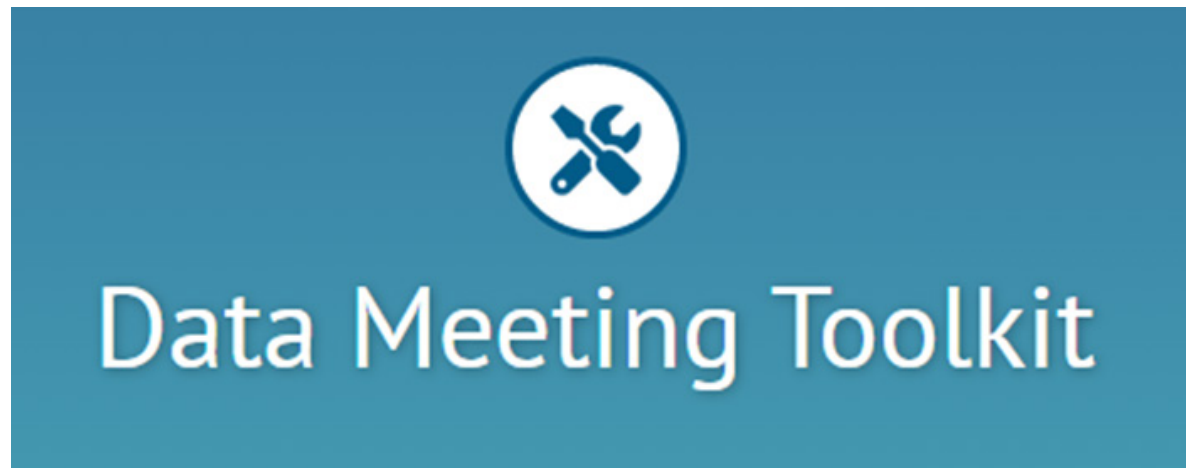
Toolkit Components

- Roles in a Data Meeting

- Data Meeting Protocol: Before, During, and After the Meeting

- Templates for Agendas, Note-Catchers, Action Planning, etc.

- Data Meeting Examples

- Data Meeting Templates for Agendas, Note-Catchers, Action Planning, etc.

- Additional Resources to Support Data Use

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Data Presentation and Visualization

Resources and links to support the development and use of data visualizations

- *Show Me the Data—Data Visualization and Presentation Webinar Series*
  - https://ideadata.org/resources/resource/1440/show-me-the-data-data-visualization-and-presentation-webinar-series-parts-1
- *Part B Indicator Data Display Wizard*
  - https://www.ideadata.org/resources/resource/1881/part-b-indicator-data-display-wizard

Data Presentation and Visualization

- *Interactive Public Reporting Engine*
  - https://ideadata.org/interactive-public-reporting-engine-v2

- *Data Visualization Toolkit*
  - https://dasycenter.org/data-visualization-toolkit-2/

- *Effectively Communicating Evaluation Findings*
  - https://osepideasthatwork.org/sites/default/files/CIPP2_Effectively_Communicating_Evaluation_Findings_2017_Section_508_Com....pdf

Data Visualizations

How have you used data visualizations to improve data capacity of LEAs?

Type your responses in the Chat Box.

Exit Slip

What next steps do you need to take to begin to implement the *LEA Data Processes Toolkit*?

On your device (cell phone or computer) please go to www.menti.com to view our exit slip.

Contact Us

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For More Information

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