

IDC Interactive Institutes on High-Quality Part B Data
In collaboration with **CIFR, CIID, & NTACT**

Moving Data Quality Downstream – Building a Culture of Data Quality at the LEA Level

Presentation During Day 2 of a Technical Assistance (TA) Workshop

Kansas City, MO – May 10-11, 2016

Terry Long, IDC

Chris Thacker, IDC

Stephen Barr, MO Department of Elementary and
Secondary Education

Savannah, GA – June 1-2, 2016

Tiffany Boyd, IDC

Chris Thacker, IDC

Patti Williams, WI Department of Public Instruction

Nancy Fuhrman, WI Department of Public Instruction

Amy Owen, WI Department of Public Instruction

Introduction of Session

Agenda

- Facilitators
- Discussants
- Importance of Focusing on Local Education Agencies (LEAs)
 - One State Education Agency's (SEA's) Experiences
 - Creating a Culture of Data Quality
 - Multi-faceted Approach to Data Quality
 - Creating Partnerships
- IDC Knowledge Lab (resources)
- Developing a Culture of Data Quality
- Questions and Answers
- Adjourn

Importance of Focusing on *LEAs*

- One SEA's Experience
- Creating a Culture of Data Quality
- Multi-faceted Approach to Data Quality
- Creating Partnerships

One SEA's Experience...

Missouri

Stephen Barr
Assistant Commissioner
Wisconsin Department of
Elementary and Secondary Education

One SEA's Experience...

Missouri

- Missouri Student Information System (SIS)— collects data for all students
 - Submission edit checks
 - Consistent rules/definitions/calculations/etc.
- Monthly webinars regarding upcoming data collections/changes
- Multiple SIS vendors in the state, but all have to produce the MOSIS upload files. Regular conference calls with vendors.

One SEA's Experience...

Missouri (Continued)

- Face to face data training for new special education directors
- TA documentation on the web
- Phone/email TA
- Data reports to LEAs (child count, exiting, end of year summaries, etc.)
- LEAs know that we use the data they report for various purposes (monitoring, identification, invitations to participate, etc.)

Another SEA's Experience...

Wisconsin

Patricia Williams
Assistant Director
Special Education Team
Wisconsin Department of Public Instruction

Indicator 13 Postsecondary Transition

Percent of youth aged 16 and above with Individualized Education Programs (IEPs) that include:

- Appropriate measurable postsecondary goals based upon an age appropriate transition assessment;
- Transition services, including courses of study; and
- Annual IEP goals related to the student's transition services needs.

Indicator 13 Postsecondary Transition

There also must be evidence:

- The student was invited to the IEP Team meeting, and
- A representative of any participating agency with the prior consent of the parent or adult student was invited to the IEP Team meeting.

Indicator 13 Postsecondary Transition

Year	Wisconsin Indicator 13 %
FFY 2006	26.90%
FFY 2009	71.00%
FFY 2010	72.00%
FFY 2011	79.28%
FFY 2012	98.75%
FFY 2013	98.92%
FFY 2014	99.65%

Postsecondary Transition Plan (PTP)

Postsecondary Transition Plan (PTP)

- An online IEP form developed by the Wisconsin Department of Public Instruction
- Assists the Local Educational Agency (LEA) to document the transition requirements with prompts and compliance checks
- Allows for individualization

<https://apps4.dpi.wi.gov/PTPDemo/Pages/DistrictMenu.aspx>

Indicator 7 Child Outcomes

Nancy Fuhrman

Early Childhood Data Consultant

Special Education Team

Wisconsin Department of Public Instruction



**Child
Outcomes**

Current Data Collection: Child Outcomes Summary Form

Wisconsin LEA Child Outcome Summary Form

Date Form Completed: Click here to enter a date. (Check One) Entry COSF: ***** OR Exit COSF: *****

Child's Name: *****
Date of Birth: Click here to enter a date.

Entry Date: Click here to enter a date.
*Projected IEP Implementation Date

Exit Date: Click here to enter a date.

Child's Primary Disability: Choose an item.
Child's Secondary Disability: Choose an item.

Child's Race/Ethnicity
Two-part question both parts must be answered

Part 1: Is child Hispanic/Latino? Yes: ***** No: *****

Part 2: Select one or more of the following categories that apply to this child:

☐ American Indian or Alaska
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Other Pacific
☐ White

Persons involved in Child Outcomes discussion of child's functioning and/or rating decision:

Name	Role	Name	Role
*****	*****	*****	*****
*****	*****	*****	*****
*****	*****	*****	*****

Identify supporting evidence for thinking about the child's functioning in the three outcome areas and closely related areas (as indicated by assessments and observations from individuals in close contact with the child).

Child Outcome Area	Dates	Sources & Types of information	Summary of Relevant Evidence (Refer to The Decision Tree)
I. POSITIVE SOCIAL-EMOTIONAL SKILLS (Including social relationships) • Relating with adults • Relating with other children • Following rules related to groups or interacting with others (if older than 18 months)	*****	*****	*****
II. ACQUIRING AND USING KNOWLEDGE AND SKILLS (Including communication, language and early literacy) • Thinking, reasoning, remembering, & problem solving • Understanding symbols • Understanding the physical & social worlds	*****	*****	*****
III. TAKING APPROPRIATE ACTION & TO MEET NEED • Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting) • Contributing to own health & safety (e.g., follows rules, assists with hand washing, avoids inedible objects) • Getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects)	*****	*****	*****

Rating	Definition	I. POSITIVE SOCIAL-EMOTIONAL SKILLS (Including social relationships)	II. ACQUIRING AND USING KNOWLEDGE AND SKILLS (Including communication, language, and early literacy)	III. TAKING APPROPRIATE ACTION & TO MEET NEED
7a Completely	Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age. No one has any concerns about the child's functioning in this outcome area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6a	Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5a Somewhat	Child shows functioning expected for his or her age some of the time and/or in some situations. Child's functioning is a mix of age-appropriate and not-appropriate behaviors and skills. Child's functioning might be described as like that of a slightly younger child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4a	Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3a Nearly	Child does not yet show functioning expected of a child of his or her age in any situation. Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. Functioning might be described as like that of a younger child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a	Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1a Not Yet	Child does not yet show functioning expected of a child of his or her age in any situation. Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. Child's functioning reflects skills that developmentally come before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Current Data Collection: Indicator 7 Child Outcomes Application

Child Information - Entry Record

First Name:	Test	⊕
Middle Name:		
Last Name:	Child	⊕
Date of Birth:	03/01/2012	⊕ MM/DD/YYYY
Entry Date: (Projected IEP Implementation Date)	03/01/2015	⊕ MM/DD/YYYY
Race/Ethnicity:	<p>Part 1: Is this child Hispanic or Latino? <input type="radio"/> Yes <input checked="" type="radio"/> No ⊕</p> <p>Part 2: Select one or more of the following categories that apply to this child. ⊕</p> <p><input checked="" type="checkbox"/> American Indian or Alaska Native</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> Black or African American</p> <p><input type="checkbox"/> Native Hawaiian or Other Pacific Islander</p> <p><input type="checkbox"/> White</p>	
Primary Disability:	Autism	⊕

Current Data Collection: Indicator 7 Child Outcomes Application

Child Outcome Rating - Entry Record For Test Child

Positive Socio-Emotional Skills

Utilizing information from the Child Outcome Summary, report the current status for the Positive Socio-Emotional Skills child outcome area.

Positive Socio-Emotional Skills

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

Sources of Information - Assessment Tools

Select all that apply. At least 1 response must be selected.

- ☐ Assessment, Evaluation and Programming System
- ☐ Battelle Developmental Inventory, Second Edition (BDI-2)
- ☐ Brigance Inventory of Early Development II
- ☐ Carolina Developmental Profile
- ☐ Developmental Assessment of Young Children (DAYC)
- ☐ Developmental Profile - 3 (DP-3)
- ☐ Hawaii Early Learning Profile (HELP)
- ☐ Learning Accomplishment Profile Third Edition (LAP-3)
- ☐ Teaching Strategies Gold
- ☐ The New Portage Guide Birth to Six
- ☐ The Work Sampling System, (preschool 3 and 4, 2004)
- ☐ Transdisciplinary Play-Based Assessment, Second Edition (TPBA-2)
- ☐ Other, please specify

Other Sources of Information

Select any that apply.

- ☐ Birth to 3 Child Outcome Exit Rating
- ☐ Child Care/Head Start Input
- ☐ Parent Input/Guardian Input
- ☐ 4K/5K Teacher Input
- ☐ Medical Report
- ☐ Other, please specify

Indicator 7 Child Outcomes – The New Application

Interactive Utilizing
the Child Outcomes
Decision Tree

Heightened Emphasis
on Documenting
Evidence

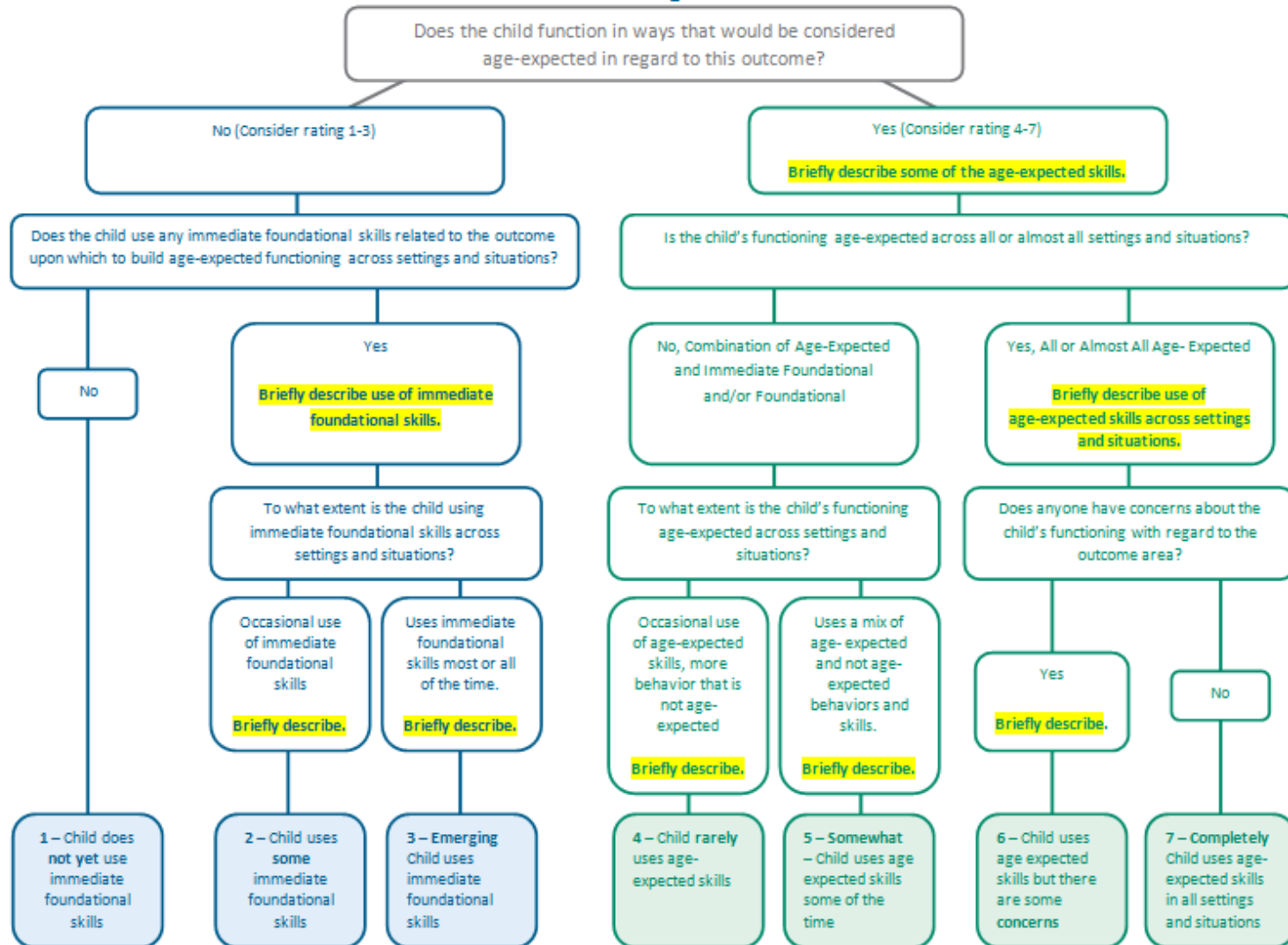
Replaces the COSF
and the Current
Indicator 7 Child
Outcomes Application

Child's Wisconsin
Student Number
(WSN)

Notification Needed
Exit Outcomes

Data Sharing

Child Outcomes Ages 3-5 Decision Tree



<https://uaapps4.dpi.wi.gov/PSO/account/login>

Child Outcomes Professional Development Child Rating Prep Tool

Child Outcomes Prep Tool

Date: _____ Child's Name: _____ Chronological Age: _____

	Age-Expected	Immediate Foundational	Foundational
Outcome One Positive Social Emotional Skills			
Outcome Two			
Outcome Three			

Child Outcomes Professional Development Continuum of Practices

Indicator 3/7 – Child Outcomes Continuum of Practices

Core Component	Exemplary Practice / Integration of IEP Practices / Core Competencies [CC]	Benchmark or Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice	Evidence
Functional Ongoing Assessment	<p>Information gathered during functional assessment conversations, including the Routines Based Interview (RBI) is integrated into the IEP/ IFSP development and writing functional goals and child outcomes rating.</p> <p>Team members engage in ongoing assessment practices, including the use of an age anchoring assessment tool, to inform instruction, support coaching practices and track child progress.</p>	Team members engage in on-going assessment practices to inform child's entry and exit rating.	Functional assessment information is used to inform the child outcomes rating process but not utilized to develop functional IEP goals or IFSP Outcomes. Functional assessment information is not represented on the not represented on IEP: Present Level of Academic Achievement and Functional Performance or the IFSP Summary of Development.	<p>Entry and exit ratings based entirely on a child's individual skills rather than the child's everyday functioning across settings.</p> <p>IFSP outcomes and IEP goals are based only on the child's area of delay or suspected disability.</p>	
	<p>A system is in place to use RBI to gather information about child's everyday functioning across settings at entry (part of IEP evaluations process and exit).</p> <p>CC: Uses information from families as part of the assessment process, including listening to the child and parent/caregiver and making observations in multiply settings of the parent and child's emotional states and their interaction patterns.</p>	Team members gather information from parent/caregiver(s) about child's functioning across settings to inform entry and exit ratings (via a home visit, phone call, technology, etc.)	<p>Functional assessment is used for entry rating but not exit rating.</p> <p>Inconsistent use of functional assessment practices occurs among/across team members, e.g. early childhood special educator do functional assessment but speech-language pathologist doesn't.</p>	Information gathered only in child's disability area (e.g. by speech-language pathologist only) and/or minimal input from primary caregivers is taken into consideration.	
	<p>A system is in place for how information will intentionally be gathered about a child's functioning across settings for entry and exit ratings and shared with all team members. The system includes who will gather the information, when it will be gathered, how it will be gathered and what will be gathered and how it will be documented.</p> <p>CC: Utilize observation, assessment, and screening approaches and tools that occur in natural environment and take advantage of incidental moments of listening or observing.</p>	Team members gather information about the child's functioning across settings such as child care, Head Start and other key environments within the child's world to inform entry and exit ratings.	Some team members have incorporated functional assessment into the evaluation process during a child's initial evaluation but not as a means to support exit ratings.	Children are rated without information about the child's functioning in settings outside of their primary daytime location. Entry and exit ratings are determined without observing a child's functioning within other environments, e.g. childcare, home, public playground or parent/caregiver home.	

Continuum of Practices - Sections

Functional Ongoing Assessment

Rating Practices

Internal Monitoring System & Data Reporting

Data Analysis

Levels of Practices

Exemplary Practices

- System integration
- Core Competencies

Expected Practices

- Expected of all districts
- Leads to accurate, meaningful data

Developmental Practices

- Partially in place
- Some enhancements needed

Unacceptable Practices

- Ineffective practices
- May lead to inaccurate data

Contact Information

Patricia Williams

Assistant Director Special Education Team

patricia.williams@dpi.wi.gov

(608) 266-1781

Nancy Fuhrman

Early Childhood Special Education Data Consultant

nancy.fuhrman@dpi.wi.gov

(608) 266-6438



Creating a Culture of Data Quality

- Begin at the point of data entry
- Address data quality at each stage
- Communicate the value of data quality
- Provide feedback on the quality of data
- Highlight uses of the data

Multi-Faceted Approach to Data Quality

- Communication
- Training
- Guidance
- System features (such as Edit Checks/Validation)
- Data availability (for use by SEA, LEA, others)

Creating Partnerships

- Create a sense of working together
- Provide LEAs with tools and support
- Emphasize the common goal of providing high-quality services to students and families
- Highlight how data informs policies and initiatives

IDC Knowledge Lab

<https://ideadata.org/resource-library/knowledge-lab>

- Review of IDC's *Knowledge Lab* web page
- In-depth review of selected resources
 - Educational Environment Ages 3-5 (*Indicator B6*)
 - Maintenance of Effort (MOE)/Coordinated Early Intervening Services (CEIS)

Developing a Culture of Data Quality for *LEAs*

Communication

- How do you promote the importance of data quality to your LEAs?
- What guidance materials are available for LEAs?
- What training opportunities do you provide to LEAs?
- What other ways does your SEA promote the message of data quality?

Developing a Culture of Data Quality for **LEAs** *(Continued)*

System Development

- Does the timing or method of data collection from LEAs have an impact on data quality? How “fresh” are the data when you collect them?
- How do you ensure that the data being submitted meet expected data quality standards?
- Are the same data collected in multiple places through multiple systems? How might you reduce the risk that data will be reported differently in different systems?

Developing a Culture of Data Quality for **LEAs** *(Continued)*

Data Use/Reporting Strategies

- Do LEAs know how the data being submitted are used? By the SEA? By Department of Education (ED)?
- How does the quality of data impact funding? Accountability? State Systemic Improvement Plan (SSIP) evaluation?
- How are the data used to promote SEA initiatives and policies?
- How are data used in LEA determinations for compliance monitoring?

Questions and Answers

Open for Discussion

For More Information



Visit the IDC website

<http://ideadata.org/>



Follow us on Twitter

<https://twitter.com/ideatacenter>

This presentation was supported by a grant from the U.S. Department of Education, #H373Y130002. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Project Officers: Richelle Davis and Meredith Miceli

