



Evolving Roles of Part B Data Managers: A New Era

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Objectives

- Learn the reasons for the changing roles
- Learn how to support your state's effort in obtaining high-quality data for policy and program improvement
- Learn from Georgia and South Carolina about their roles in supporting their state work



The Work

- OSEP shift from monitoring to Results-Driven Accountability
- State Systemic Improvement Plan
- Early Childhood Integrated Data Systems and State Longitudinal Data Systems



Data Governance

- Early Childhood Council or Interagency Coordinating Council
- Governor's Advisory Council for Exceptional Citizens
- P20 Council
- State Data Governance Council
- State department's IT or data collection office

Cross-Department Information Sharing

- IDEA Part C
- Parents as Teachers
- Head Start and Early Head Start
- Departments that have child care center data
- State health department



Data Usability – Working With LEAs

- Develop essential questions
- Identify data elements to answer questions
- Data visualization



Data Analysis

- Benefits of going above and beyond federal and state reporting requirements are great.
- Analysis can provide evidence to support program and policy needs.
- Ultimate goal is to serve our children, students, and families the best we can so they can live their lives to their fullest capacity.

Data Distribution

- Conduct Site visits
- Promote data culture
 - Encourage behavior change
 - Encourage participation
- Educate LEAs on data quality and findings
- “Share” child and student outcomes data



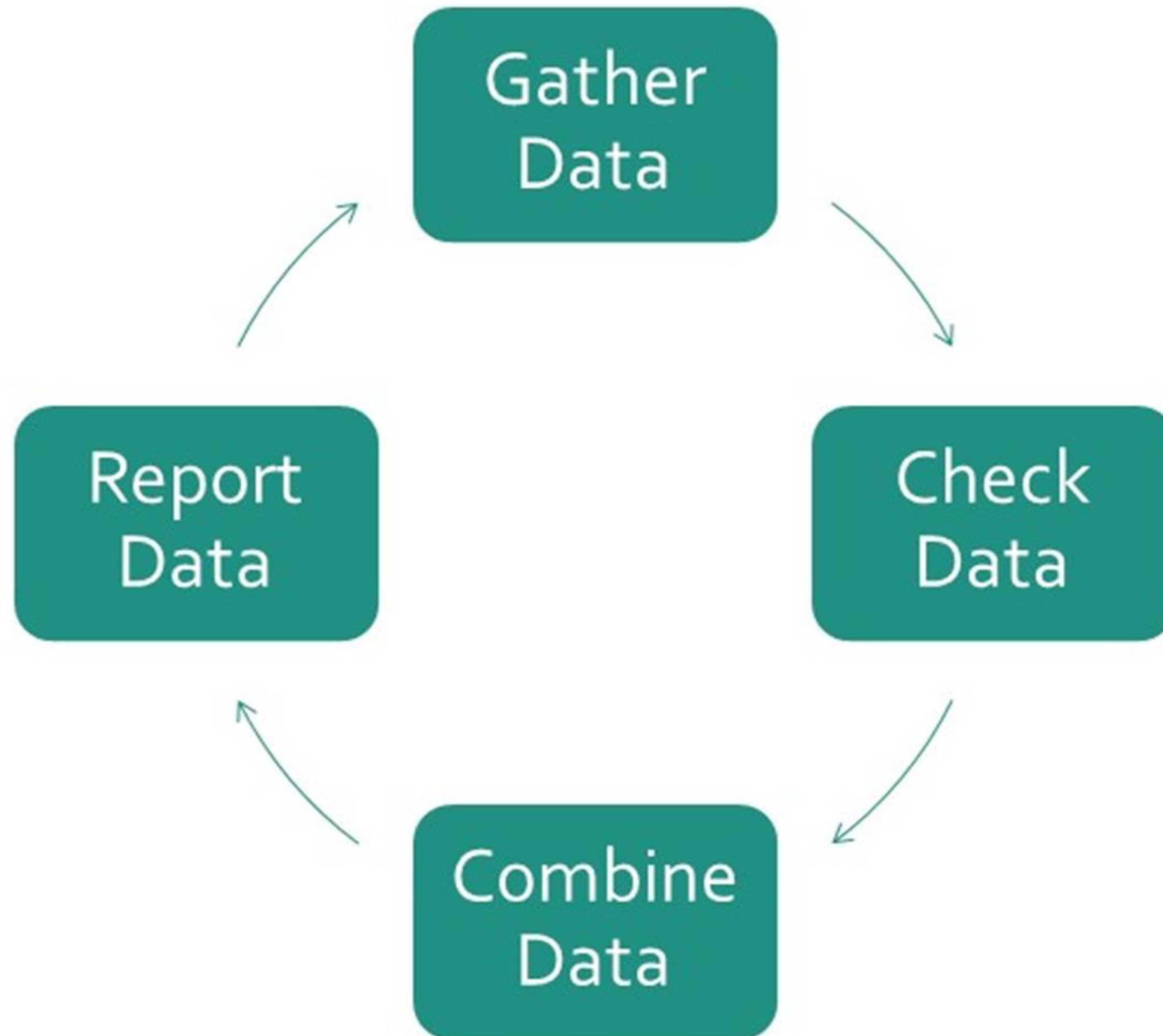
Questions

- How does your state currently view the Part B Data Manager role?
- What would a “state-level IDC” look like in your state?
- Is your state “data rich, analysis poor,” and what steps has your state taken, if any, to be analysis rich?

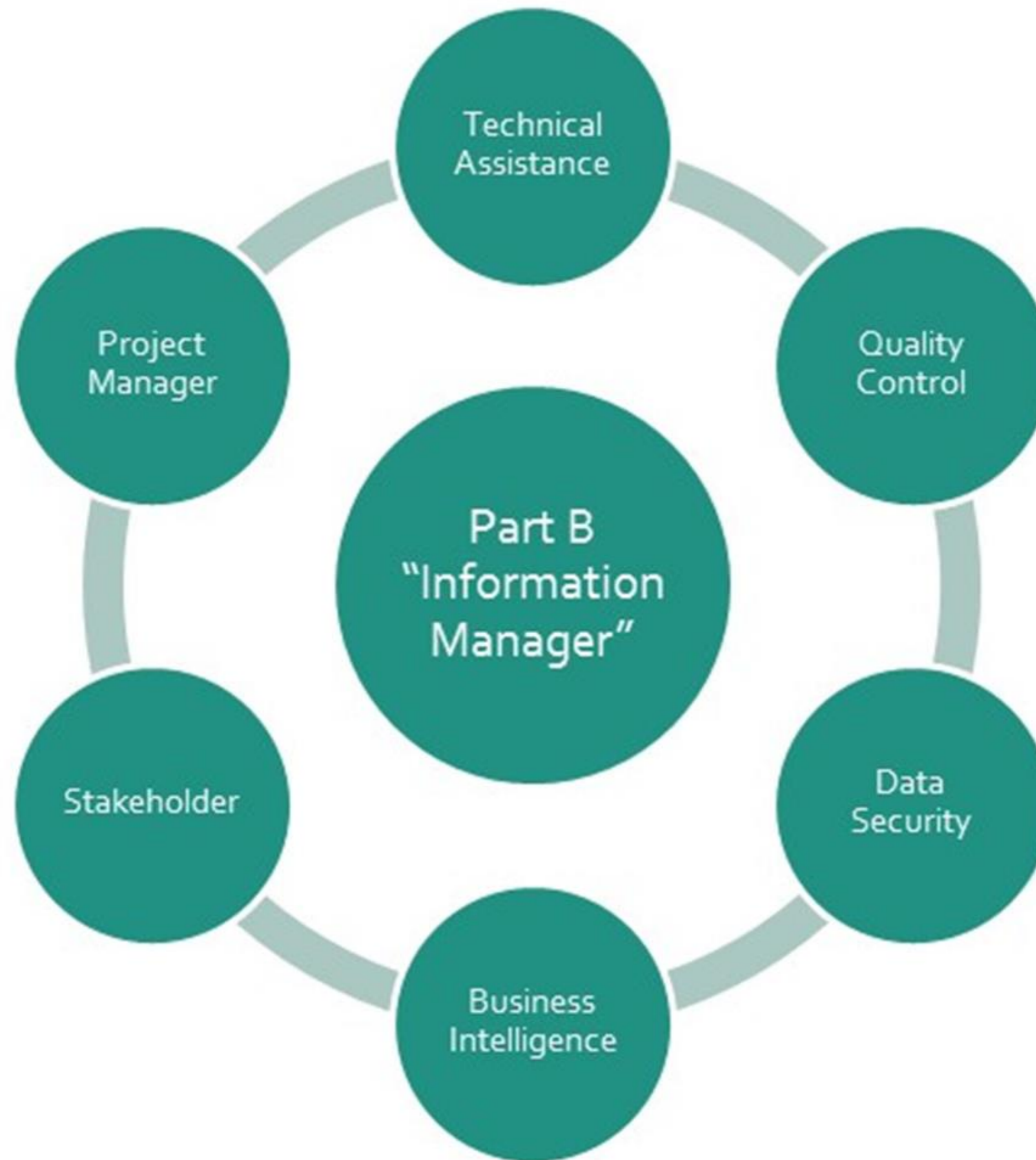
South Carolina

THE NEW PART B DATA MANAGER

The Traditional Part B 619 Data Manager South Carolina



The New Part B Data Manager South Carolina



The New Part B Data Manager South Carolina

- Why the change?
 - Promote knowledge-driven decisionmaking
 - Process data into information
 - Apply business analysis techniques
 - Create business intelligence for special education
 - Increase use of data visualization
 - Use analysis and information for upcoming federal projects (e.g., SSIP, policies, law changes, etc.)

The New Part B Data Manager

Technical Assistance

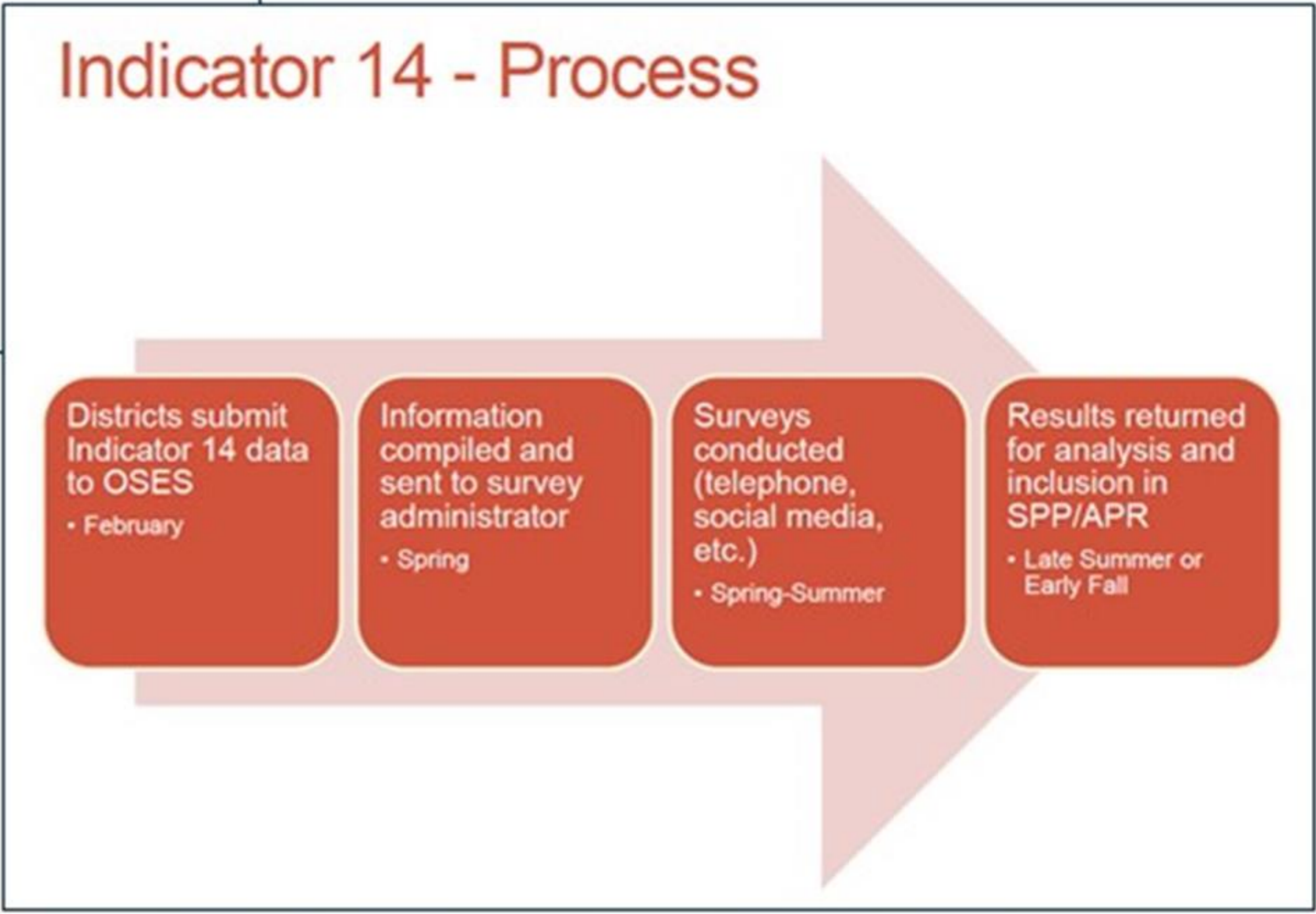
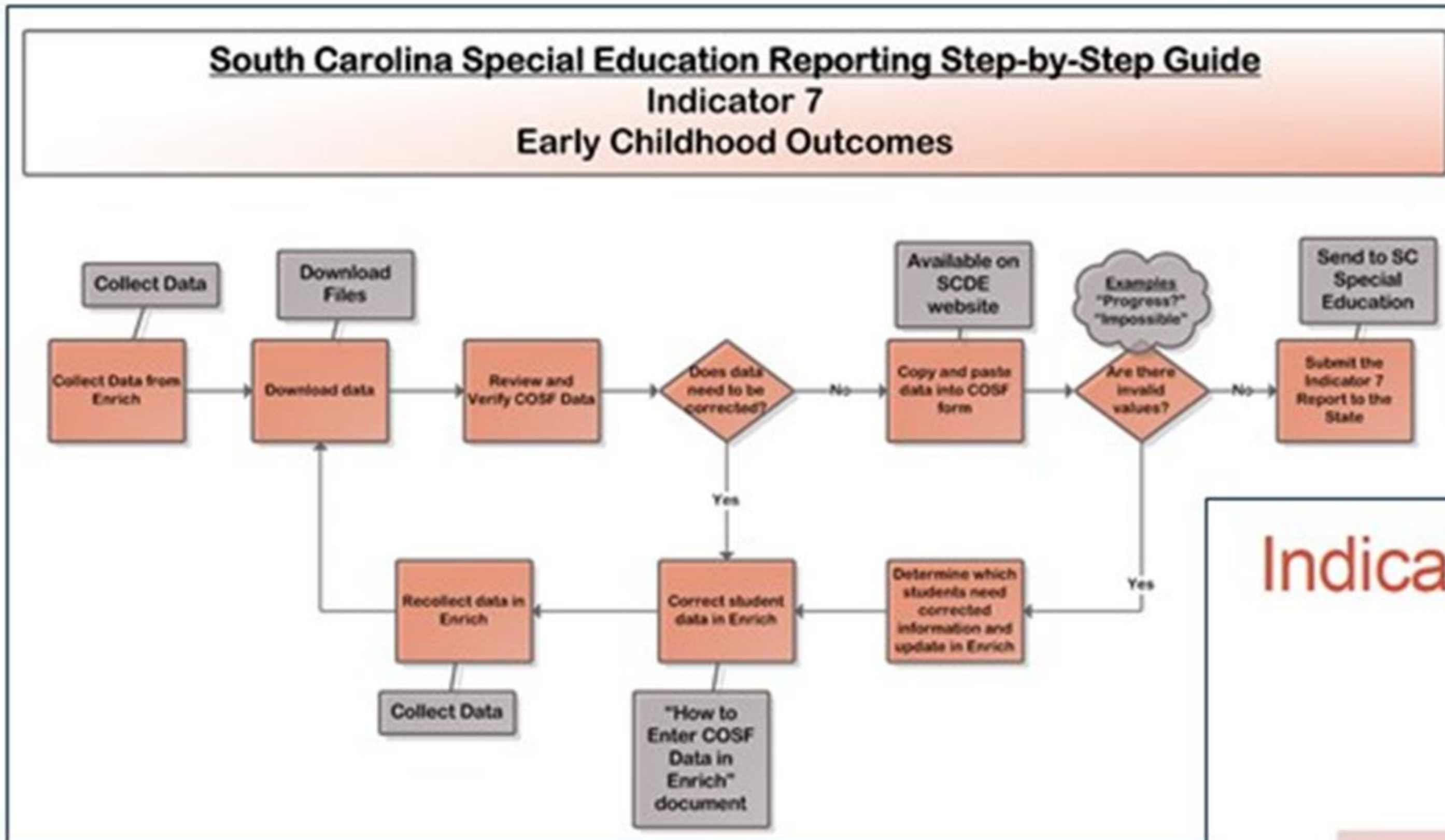
- **Help other people understand special education reports and available data**
- Promote a culture of data use and high data quality
- Customer-service oriented
- You can become a “state-level IDC”
 - Serve the customer (your LEAs)
 - Provide resources
 - Ensure data quality

The New Part B Data Manager

Technical Assistance

- South Carolina, 2015–2016
 - Developed year-long training plan and vision
 - Delivered eight statewide webinars specifically focused on all Part B 618 and 619 data reporting requirements (SPP/APR indicators and *EDFacts* tables) to LEA Data Managers, Data Support Staff, and LEA Directors and Superintendents
 - Held two reporting workshops for new LEA Data Managers, LEA Support Staff, and LEA Directors
 - Gave two reporting presentations to LEA Directors

The New Part B Data Manager Technical Assistance



The New Part B Data Manager

Quality Control

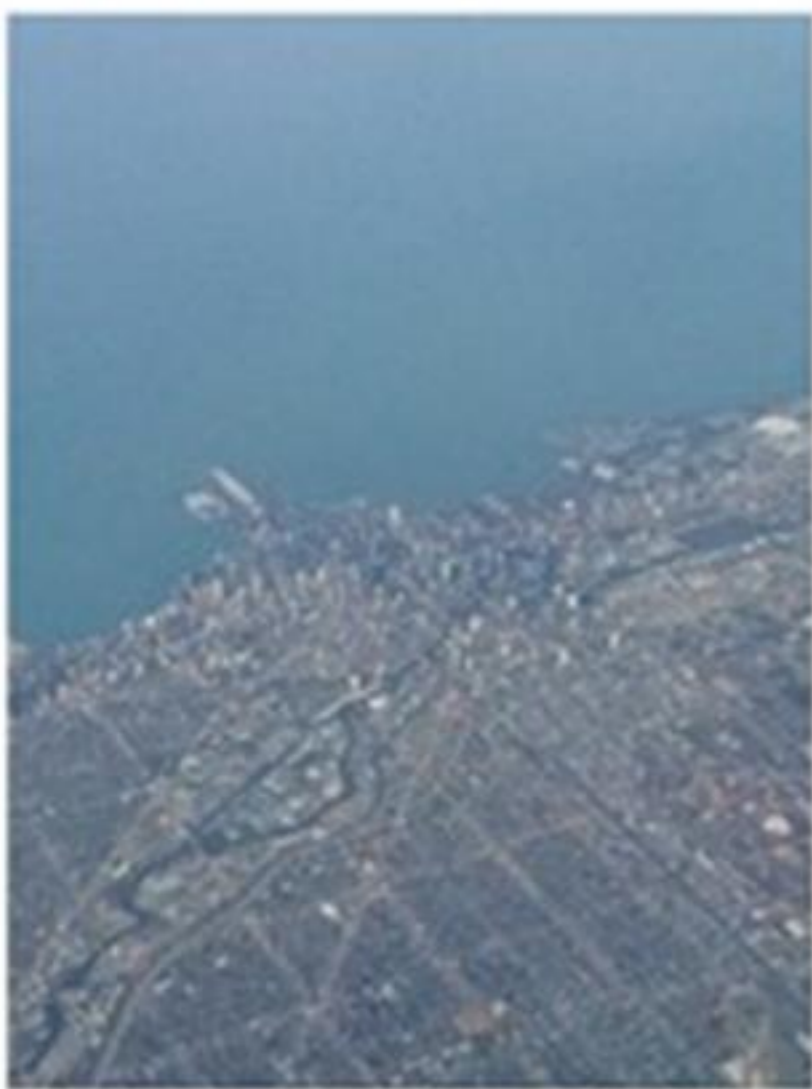
- Good data are more likely to lead to good analysis.
- Bad data **will always** lead to bad analysis.
 - High data quality is still a top priority.
 - It is the new Part B Data Manager's responsibility to be proactive about data quality.
 - Where are the places in our state's data collection processes that can be improved?
 - Frame data quality in a way that makes sense to your audience.

The New Part B Data Manager

Quality Control

Error Checking

The 30,000 Foot View



The Street Level View



Error Checking

The 30,000 Foot View High Level Error Checking

- Example questions to ask
 - Are the numbers similar to what I reported in previous years?
 - Do numbers within race/disability/LRE/ESL categories look correct? (e.g. are 95% of my students supposed to be reported as ESL?)
 - Are there reasonable explanations for large changes in my child count?
 - Are there lots of errors, and is there something in common?

The Street Level View Student Level Error Checking

- What do I need to review?
 - Verify student status and exit inactive students
 - Resolve duplicates
- Verify LRE's
- Verify Ethnicity and Race
- Check for any other discrepancies
 - Missing students
 - Invalid students
- Use additional reports for help

If you aren't sure if a student should or should not be part of the child count, *please contact me!*

The New Part B Data Manager

Data Security

- “Companies spend millions of dollars on firewalls, encryption, and secure access devices and it's money wasted because none of these measures address **the weakest link** in the security chain: **the people who use, administer, operate and account for computer systems that contain protected information.**” –Kevin Mitnick
- <http://www.economist.com/node/1389553>

The New Part B Data Manager

Data Security

- Data managers have high security privileges.
 1. Handle student data carefully
 2. Protect student data well
 3. Tell others to do the same
- Data managers [should] understand security, privacy, and other local laws and agency regulations.
 - FERPA
 - Freedom of Information Act (FOIA)
 - Public reporting requirements
 - IT and agency regulations
 - Data governance
 - Encryption – How to do it, when to use it, and why it's necessary

The New Part B Data Manager Business Intelligence

- “The amount of data that crosses the Internet every second is greater than *all the data stored in the Internet just 20 years ago.*” –Andrew McAfee and Erik Brynjolfsson, MIT
 - http://www.sas.com/en_us/insights/articles/analytics/why-your-brain-needs-data-visualization.html?utm_source=FBPAGE&utm_medium=social&utm_campaign=BI/Visualization&postid=512271191

The New Part B Data Manager Business Intelligence

- “We don’t need ‘data driven’ schools. **We desperately need ‘knowledge driven’ schools.** There is a big difference. **Data is a way of expressing ideas and they have very little value in and of themselves.** Data are useless unless they are first organized into meaningful patterns called information....**Knowledge is applying information appropriately and productively in a contextual situation.”** –Ronald Thomas, *Education Week*
- <http://www.edweek.org/ew/articles/2011/06/15/35thomas.h30.html>

The New Part B Data Manager Business Intelligence

- “It is a capital mistake to theorize before one has data.” –Sir Arthur Conan Doyle, the author of *Sherlock Holmes*

The New Part B Data Manager Business Intelligence

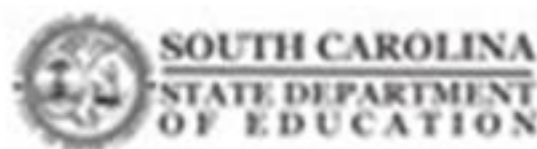
- LEA comment during SSIP Phase I: “We are data rich but analysis poor!”
 - You can change this narrative!
 - Districts want to know how to use their data.

The New Part B Data Manager

Business Intelligence

- What are some examples of **business intelligence** in education?
 - Analyzing data for trends, patterns, and themes (transforming data into knowledge)
 - Triangulating data (checking multiple sources)
 - Understanding how to present those data in a way that can speak to different audiences (context and data visualization)
 - Presenting actionable information to help education leaders at the state and local levels to make better and more informed decisions

The New Part B Data Manager Business Intelligence



Special Education LEA Profile 2013 – 2014 Reporting Year

ZONE ONE OUTCOMES – AIKEN

ARE YOUNG CHILDREN WITH DISABILITIES BEGINNING SCHOOL READY TO LEARN?

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:	Outcome A LEA	Outcome A State Target	Outcome B LEA	Outcome B State Target	Outcome C LEA	Outcome C State Target
<ul style="list-style-type: none"> Outcome A: Positive social-emotional skills (including social relationships); Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy); and Outcome C: Use of appropriate behaviors to meet their needs. 						
Summary Statements (20 U.S.C. 1416 (a)(3)(A))						
1. Of those children who entered the program below age expectations in Outcome A, B, and C, what was the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program?	87.80%	2-85.00%	80.77%	282.00%	83.33%	285.00%
2. What was the percent of children who were functioning within age expectations in Outcome A, B, and C by the time they turned 6 years of age or exited the program?	52.81%	65.00%	47.19%	262.00%	68.54%	275.00%
Indicator 12: Preschool Transition				LEA		State Target
What was the percent of children referred by Part C prior to age 3, who were found eligible for Part B, and who had an IEP developed and implemented by their third birthdays? (20 U.S.C. 1416(a)(3)(B))				100.00%		100%
Indicator 6: Preschool Least Restrictive Environment				LEA		State Target
What was the 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? (BASELINE)				43.57%		48.00%
What was the percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility? (BASELINE)				37.50%		25.32%



AIKEN
South Carolina Department of Education
Office of Special Education Services
2014-2015 Special Education District Profiles

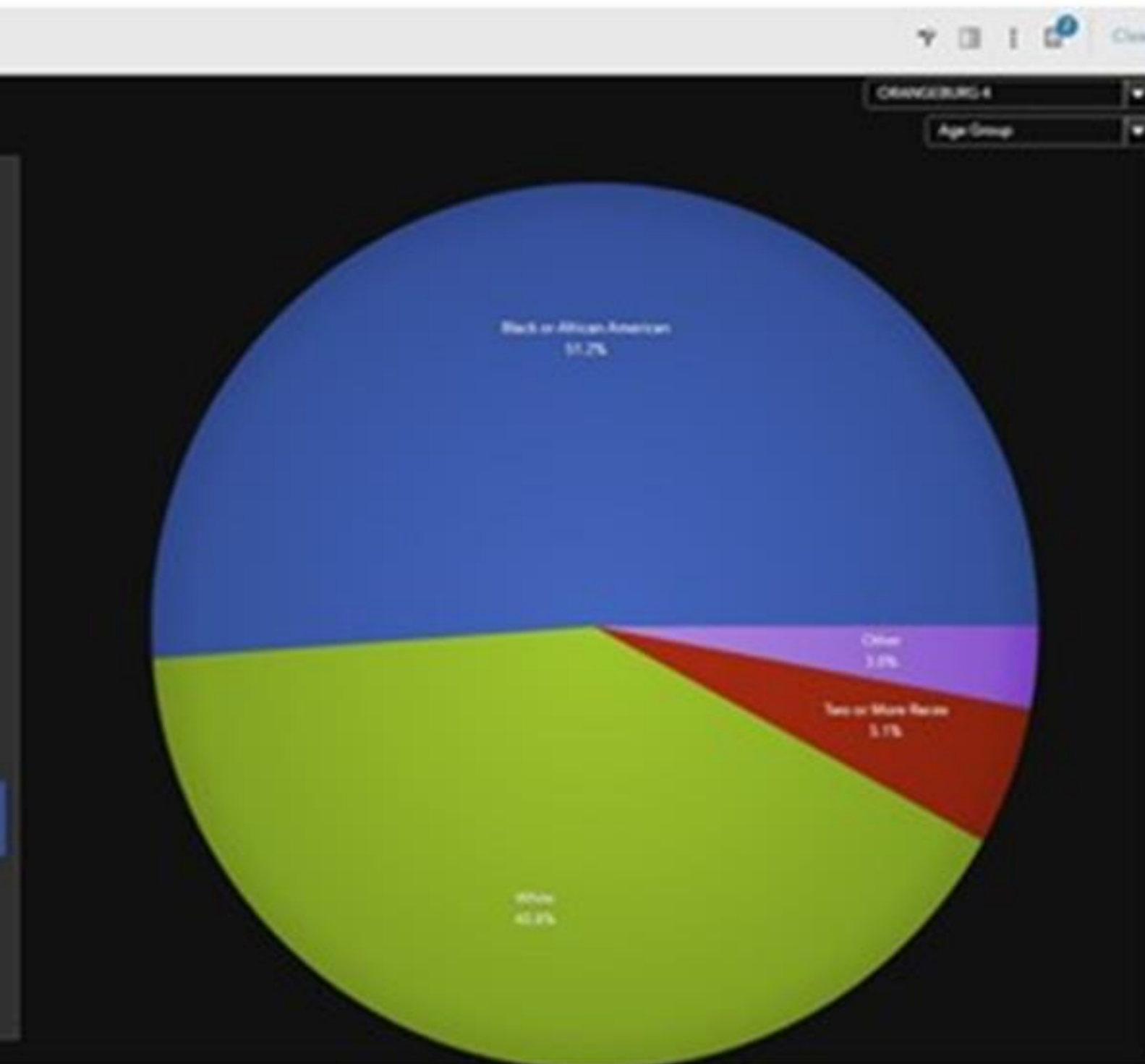
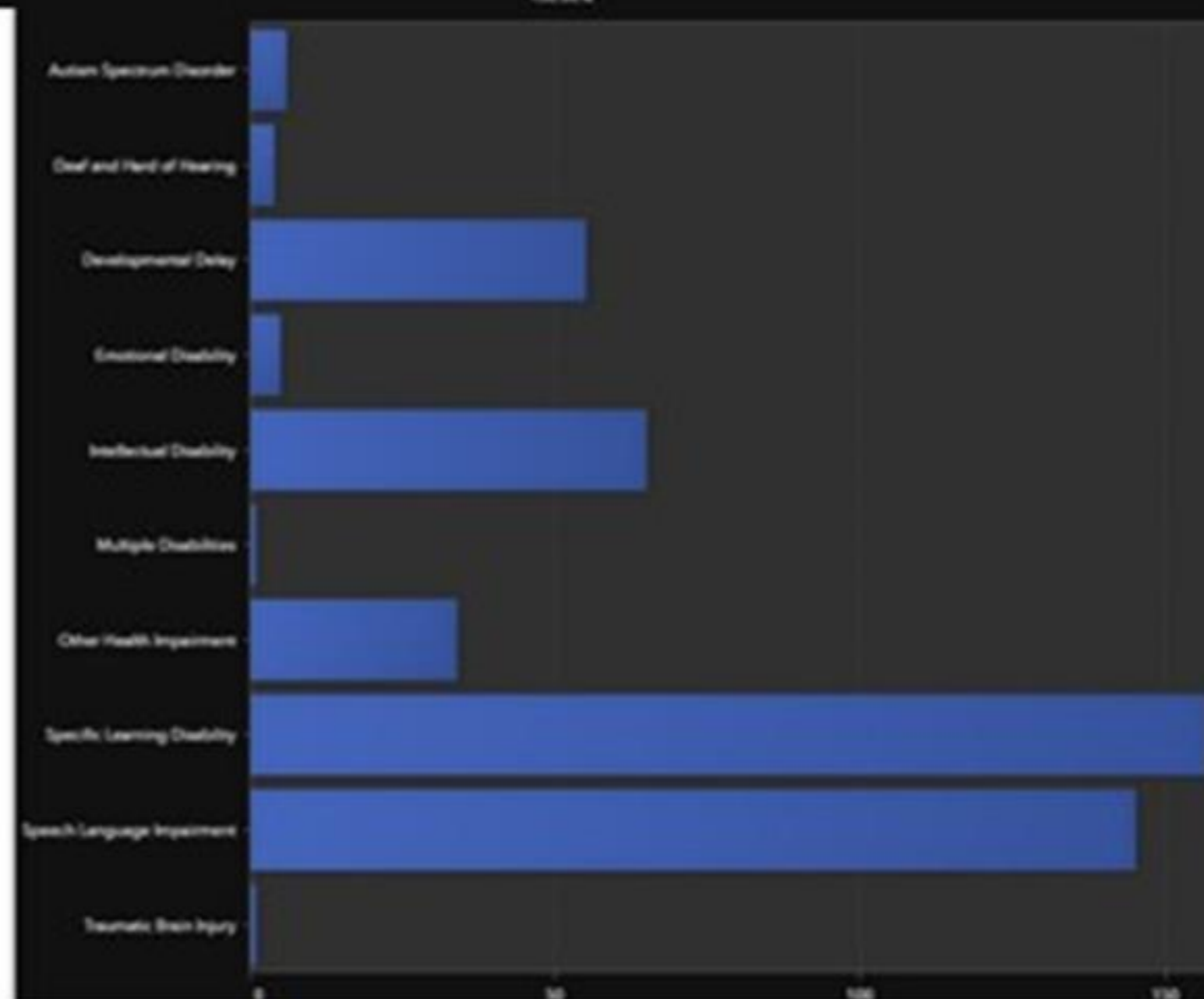
District Information		Indicator Definition Summary	
Address: 1000 Brookhaven Dr. Aiken, SC 29803		Indicator 1: Percent of youth with IEPs graduating with a high school diploma Indicator 2: Percent of youth with IEPs dropping out of high school Indicators 4B and 4C: Significant discrepancy in program suspension/restitutions of students with IEPs (Yes or No) Indicator 5A: Percent of children with IEPs meets the general education class 80% or more of the day Indicator 5B: Percent of children with IEPs meets the general education class less than 80% of the day Indicator 5C: Percent of children with IEPs in separate schools, residential facilities, or transitional placements Indicator 5D: Percent of children ages 3 to 5 attending a regular early childhood program Indicator 5E: Percent of children ages 3 to 5 attending a separate special education class, separate school, or residential facility Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate important positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language/communication and early literacy), and use of appropriate behaviors to meet their needs (C) Ind 7, Statement 1: Of those children who entered the program below age expectations in Outcome A, B, and C, what was the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program? Ind 7, Statement 2: What was the percent of children who were functioning within age expectations in Outcome A, B, and C by the time they turned 6 years of age or exited the program? Indicator 8: Percent of parents with a child receiving special education services reporting the school facilitated parent involvement Indicators 9 and 10: Did the LEA have disproportionate representation of racial and ethnic groups in special education (Yes, No or within a specific disability category (Yes, No) that was the result of inappropriate identification) (Yes or No) Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation Indicator 12: Percent of children referred to Part C prior to age 3, who were found eligible for Part B, and who had an IEP developed and implemented prior to their third birthdays Indicator 13: District compliance in having IEPs include appropriate measurable postsecondary goals (youth with IEPs ages 16 and above) Indicator 14: Percent of youth no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school (Yes, enrolled in higher education or competitively employed within one year of leaving high school (Yes, or enrolled in higher education or in some other postsecondary education or training or competitively employed in some other employment within one year of leaving high school (C)	
Zone One Outcomes		Zone Two Outcomes	
Are young children with disabilities beginning school ready to learn?		Are children with disabilities achieving at high levels?	
Ind 5A: 56.87%	ST: 48.88%	Indicator 4A: No	ST: Compliance
Ind 5B: 34.38%	ST: 25.32%	Indicator 4B: No	ST: Compliance
Ind 7A, St. 1: 70.48%	ST: 88.45%	Indicator 5A: 75.76%	ST: 56.00%
Ind 7A, St. 2: 54.17%	ST: 66.16%	Indicator 5B: 11.50%	ST: 18.48%
Ind 7B, St. 1: 86.32%	ST: 86.13%	Indicator 5C: 0.30%	ST: 2.19%
Ind 7B, St. 2: 47.80%	ST: 63.25%	Zone Three Outcomes	
Ind 7C, St. 1: 54.12%	ST: 89.25%	Does the LEA implement IDEA to improve services and results for children with disabilities? (Indicator 8 Year Surveyed: 2007 - 2008)	
Ind 7C, St. 2: 70.80%	ST: 77.21%	Indicator 8: 36.00%	ST: 84.00%
Indicator 12: 100.0%	ST: 100%	Indicator 9: No	ST: Compliance
		Indicator 10: No	ST: Compliance
		Indicator 11: 86.00%	ST: 100%
		Zone Four Outcomes	
		Are youth with disabilities prepared for life, work, and postsecondary education? (Indicator 13 Year Monitored: 2012 - 2013)	
		Indicator 1: 46.42%	ST: 42.30%
		Indicator 2: 2.54%	ST: 4.40%
		Indicator 13: Yes	ST: Compliance
		Indicator 14A: 17.86%	ST: 15.11%
		Indicator 14B: 17.86%	ST: 43.20%
		Indicator 14C: 75.00%	ST: 54.00%

State Notes: Yes = Not Applicable, Applicable, Compliance 100%, State Target, ST = State Target
 Legend: Green = Met Target, Red = Did Not Meet Target, Gray = Not Applicable
 If you have questions, please contact the Office of Special Education Services at 803/735-6321 or email at specialeduc@doe.sc.gov.

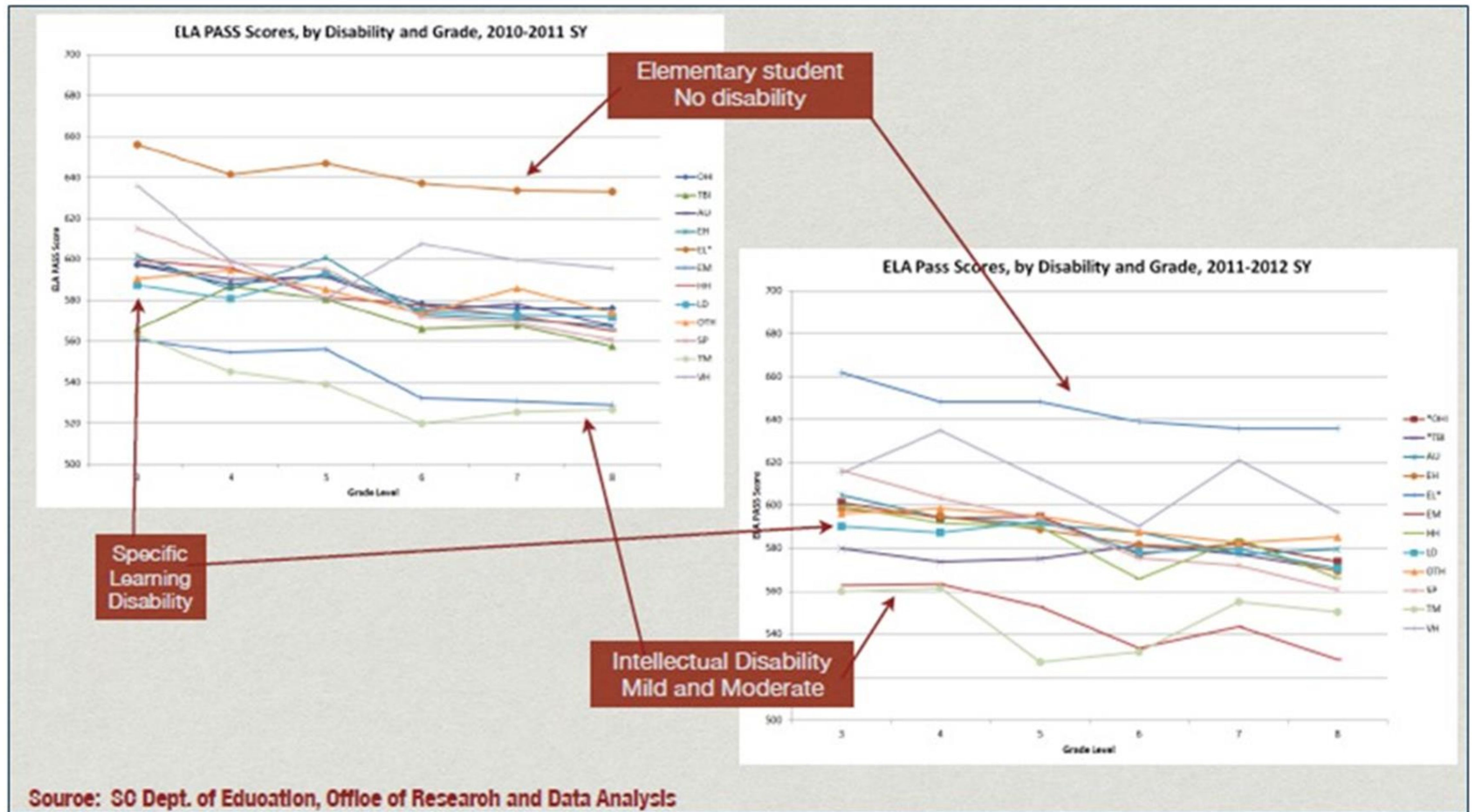
The New Part B Data Manager Business Intelligence



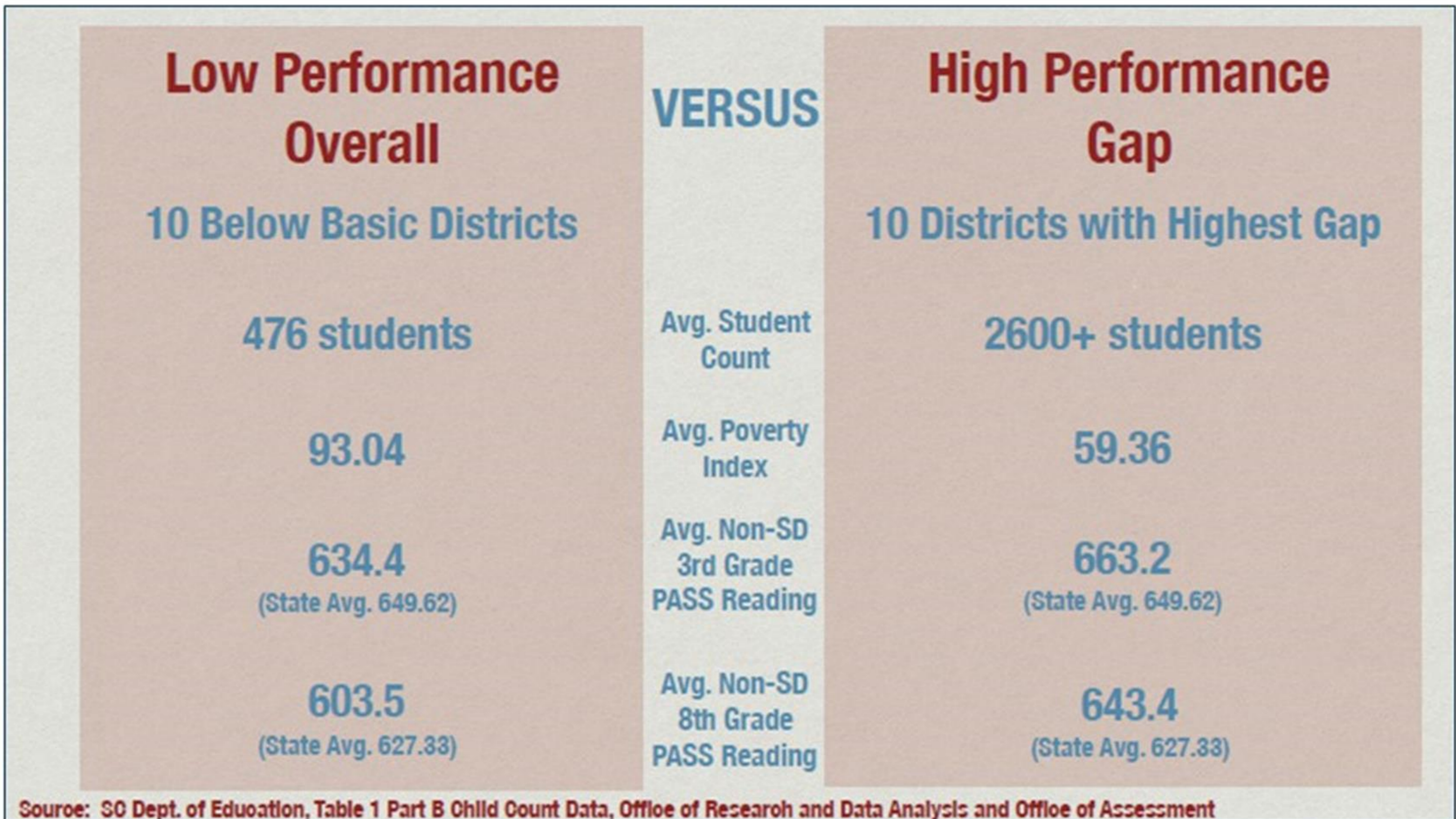
Data visualization and South Carolina's district profiles (coming soon)



The New Part B Data Manager Business Intelligence



The New Part B Data Manager Business Intelligence



The New Part B Data Manager Stakeholder

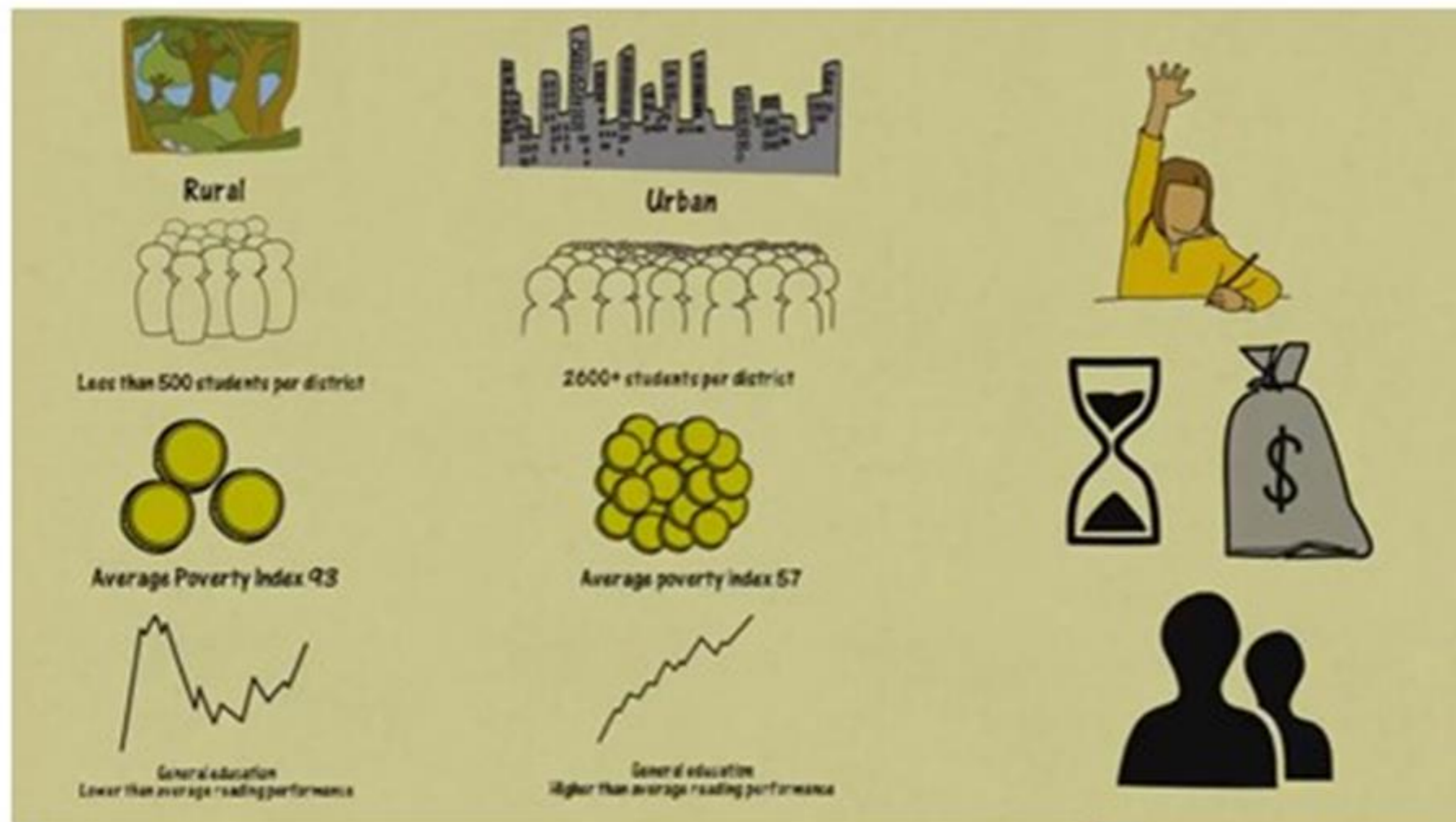
- The Data Manager must be the **subject matter expert** on your state's special education data.
 - Who has the data?
 - What data are available? (Are we collecting the right data?)
 - When are they collected?
 - Where do we get the data?
 - Why do we collect the data?
 - How can the data be used to meet the state's needs (or how can I frame the analysis to meet the audience's needs)?
- The Part B Data Manager **must be a key stakeholder** in the special education decisionmaking process.

The New Part B Data Manager

Stakeholder – South Carolina Part B SSIP

- South Carolina Part B Data Manager
 - Data Analysis Lead (Phase I)
 - Provide subject matter expertise
 - Collaborate with other offices
 - Talk with stakeholders, including LEAs, families, and special education students
 - Evaluation Lead (Phases II and III)
 - Liaise to the external evaluators at the University of South Carolina to evaluate the SSIP project

The New Part B Data Manager Stakeholder – South Carolina Part B SSIP



Frame data analysis through a common thread with your audience.

The New Part B Data Manager Stakeholder – South Carolina Part B SSIP



Frame data analysis through a common thread with your audience.

The New Part B Data Manager Project Manager

- Creating and taking advantage of opportunities to improve data use, data quality, and analysis
- Networking with your national TA centers
- Timing – Is it right for my state? Are the right people at the table? Are we passionate about improving data?
- Project management?
 - Data collection is a project!
 - Data analysis is a project!
 - Data quality is a project!
 - Data use is a project!

The New Part B Data Manager Project Manager

- South Carolina projects 2014–2016
 - Linking Part B data to Part C (DaSy)
 - Capturing Personnel and Discipline data at the student level (CIID/IDC)
 - Revamping fiscal monitoring (CIFR)
 - Meeting special education public reporting requirements (IDC)
 - State Systemic Improvement Plan (RRCP/NCSI)
 - Creating and updating data reporting documents (IDC)
 - State Systemic Improvement Plan Evaluation (IDC/NCSI)
 - Updating the SEA website to make reporting instructions easier to find for the LEAs and to have updated training materials
 - Creating visual data dashboards for internal use and public reporting
 - Introducing a new data-driven Determinations System in 2017

The New Part B Data Manager

Conclusions

- The new Data Manager is a key stakeholder and subject-matter expert in shaping special education policy.
- The new Data Manager must go beyond collecting, combining, cleaning, and reporting data.
- The new Data Manager must be proactive in understanding how data can be analyzed and used to make better decisions.
- The new Data Manager has evolved to an Information Manager!

Georgia

THE NEW PART B 619 DATA MANAGER

The Era of Results-Driven Accountability: Data Manager, a New Role

- Promote **data access**
- Provide **professional learning**
- Promote **understanding** of data
 - Understanding leads to using data
 - Using data leads to positive results
- **Collaborate** with DOE Divisions
- Provide **support**
 - A phone call/email away

Data Access

- Dashboard
 - Indicators 11 & 12: Child Find, Early Childhood Transition
 - Indicator 4: Suspension/Expulsion
 - Discipline Disproportionality
 - Indicator 7: Preschool Outcomes
 - Indicators 9 & 10: Identification Disproportionality
 - Indicator 13: Secondary Transition with IEP Goals
 - Indicator 14: Secondary Transition - Post-secondary outcomes
 - District Determinations/Disproportionality Determinations
- GADOE Portal postings
 - Indicator 1 – Graduation rate
 - Indicator 2 – Dropout
- Data Summary for Public Reporting
 - All indicators, 1–16
- SLDS

Special Education Dashboard

Special Education Applications Dashboard

School Year:

2016

District:

Application Name	Application Status	Start Date	Close Date	Submitted By	Submitted On	ReOpen
SE Timelines	In Process	11/18/2015 12:00:00 AM	7/31/2016 12:00:00 AM			<input type="checkbox"/>
SE Pre School	Submitted	11/19/2015 12:00:00 AM	7/31/2016 12:00:00 AM		6/20/2016 3:04:23 PM	<input type="checkbox"/>
Post Secondary	Available for Data Collection	2/1/2016 12:00:00 AM	7/31/2016 12:00:00 AM			<input type="checkbox"/>
SE Continuation of Services	Not Yet Available	11/19/2015 12:00:00 AM	7/31/2016 12:00:00 AM			<input type="checkbox"/>
SE PS Transition	Submitted	11/18/2015 12:00:00 AM	7/31/2016 12:00:00 AM		2/4/2016 4:58:56 PM	<input type="checkbox"/>
SE Disproportionality Determinations	Available for Data Viewing					<input type="checkbox"/>
SE District Determinations	Available for Data Viewing					<input type="checkbox"/>

ReOpen

Dashboard: Preschool Outcome Data – Indicator 7

PreSchool Assessments - FY 2016

[Download Pre School Directions](#)

System:

The PreSchool Assessment data has been submitted by [REDACTED]

	Positive Social- Emotional skills (Outcome 1)		Acquisition and use of Knowledge and skills (Outcome 2)		Appropriate use of Behaviour to meet needs (Outcome 3)	
	Enter # of Children	% of Children	Enter # of Children	% of Children	Enter # of Children	% of Children
a. Percent of infants and toddlers who did not improve functioning	1	1.43%	1	1.43%	1	1.43%
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	9	12.86%	5	7.14%	2	2.86%
c. Percent of infants and toddlers who improved functioning to a level near to same-aged peers but did not reach	16	22.86%	23	32.86%	10	14.29%
d. Percent of infants and toddlers who improved functioning to reach a level compared to same-aged peers	21	30%	40	57.14%	16	22.86%
e. Percent of infants and toddlers who maintained functioning to a level compared to same-aged peers	23	32.86%	1	1.43%	41	58.57%
TOTAL	70	100%	70	100%	70	100%

SUMMARY STATEMENTS

1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited	$(c+d) / (a+b+c+d)$	78.72%	91.3%	89.66%
2. Percent of children who were functioning with age expectations in [outcome], by the time they exited	$(d+e) / (a+b+c+d+e)$	62.86%	58.57%	81.43%

Dashboard:

Post-secondary Outcomes – Indicator 14

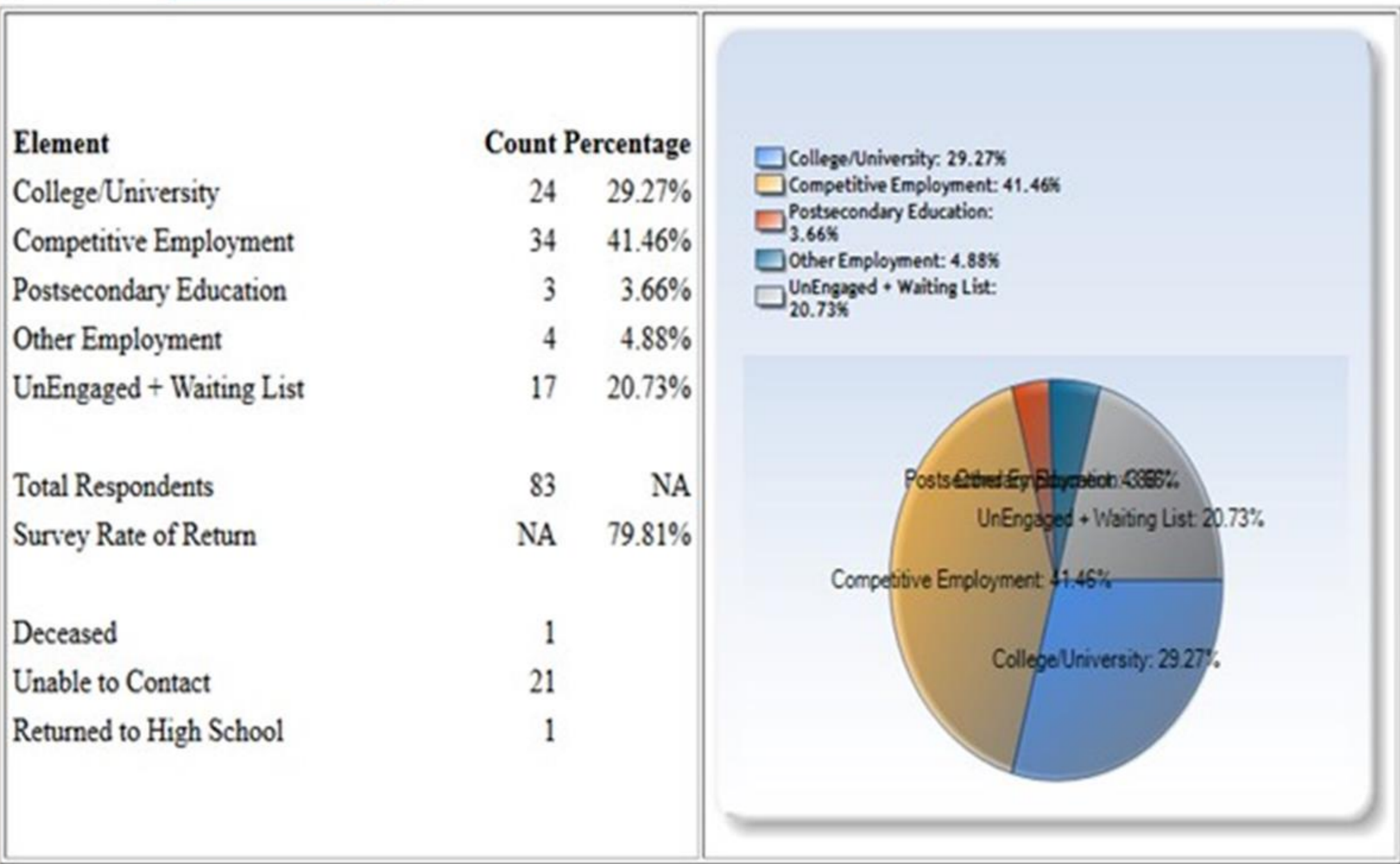
System Data Submission

School Year: 2016

System ID: [REDACTED]

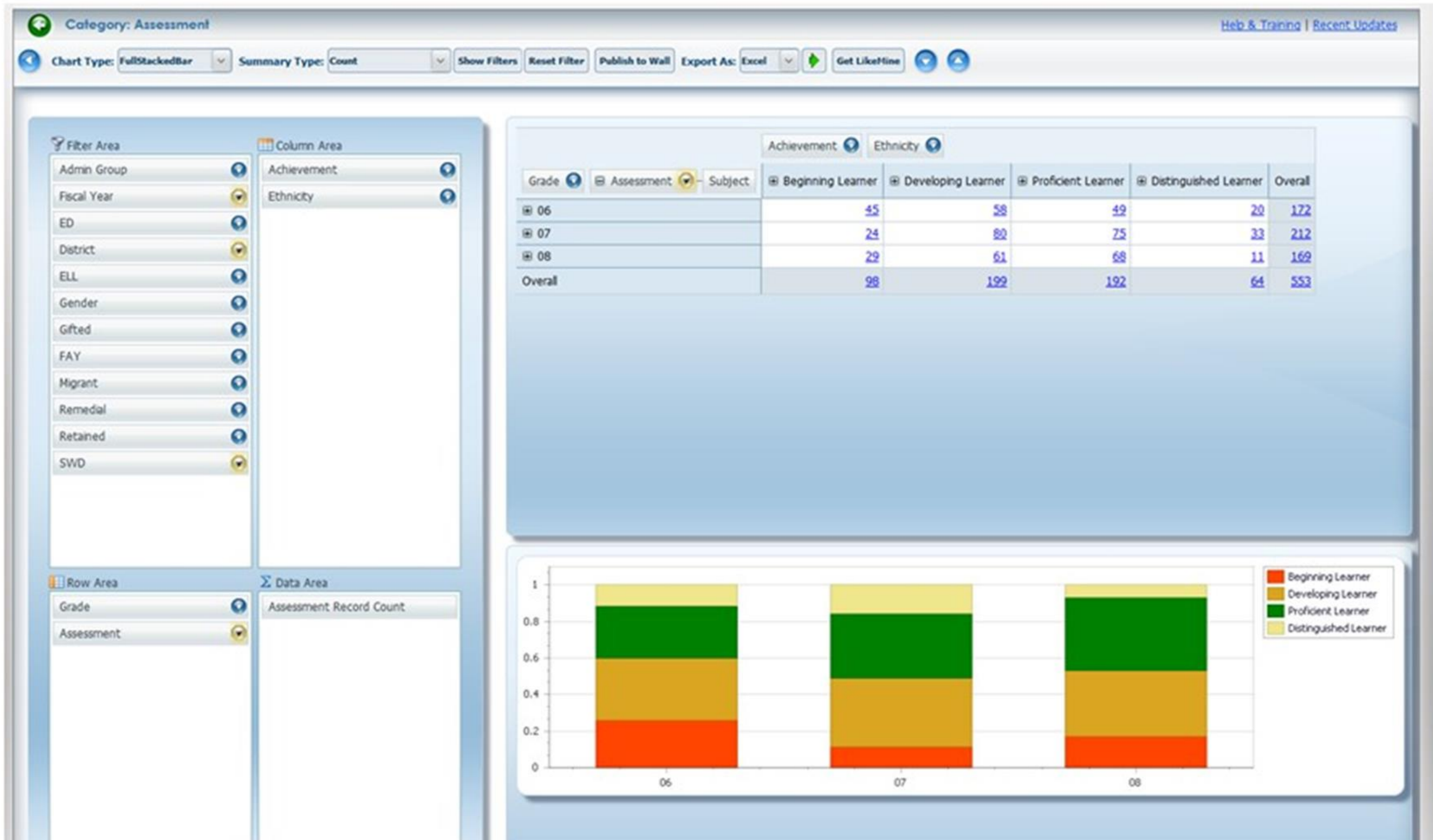
System Name: [REDACTED]

Total number of special education students exiting secondary education during the prior school year (Systemwide): 105



[Download Activity Codes](#) [Download Postsecondary Definitions and Directions](#)

State Longitudinal Data System (SLDS)



Professional Learning

- Annual Data Conference
 - In partnership with Data Collections Division
- Annual Federal Programs Conference
 - In partnership with Title Programs
- Special Education Leadership Development Academy
 - New Special Education Directors
- District Liaison
 - Providing consistent support to districts – Collaborative Communities
- Georgia Learning Resource System
 - Helping lead the change
 - SSIP
- Webinars

Promoting Understanding and Use of Data

- Through professional learning
- Data visualization
- Asking essential questions:
 - Graduation Rate
 - Why did it increase or decrease?
 - Do we know what we did?
 - What about our dropout data?
 - Look at our discipline?
 - Attendance?
 - LRE?
 - How do we go deeper?



FY15 Preschool Outcomes

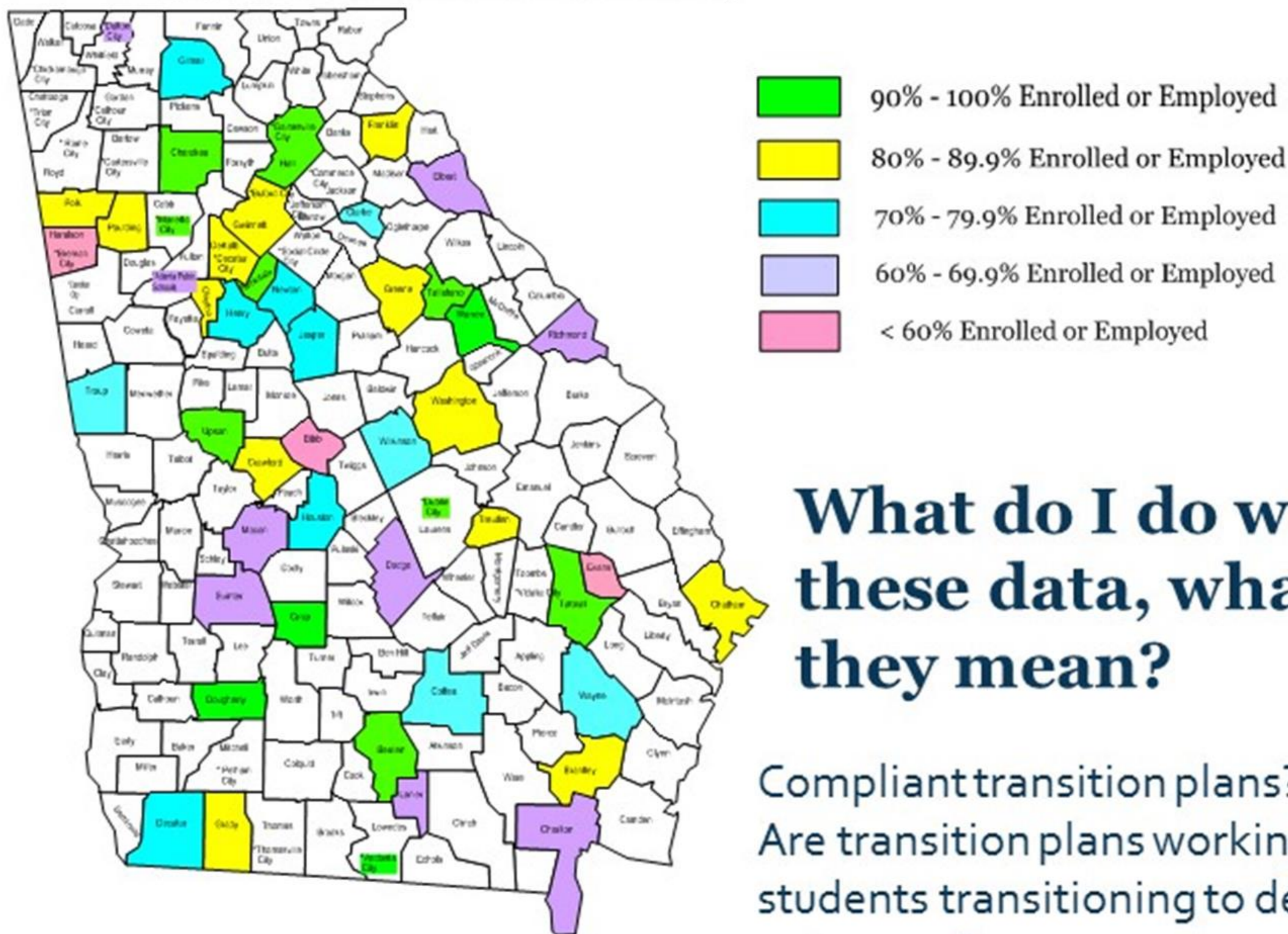
% of districts that reported > 80%

Of those children who entered the program below age expectations in, the percent that substantially increased their rate of growth in by the time they exited



Postsecondary Outcomes for SSIP Districts

Georgia's 50 SSIP Districts - FY15 Exiters Post-secondary Outcome Data
Employed or Enrolled within One Year after Exiting



What do I do with these data, what do they mean?

Compliant transition plans? 98.41%
Are transition plans working? Are students transitioning to desired outcomes?

LEAs can examine their results.

Collaboration With DOE Divisions

- Cross-Agency Child Data System Data Sharing Agreement (MOU)
 - Georgia Department of Education
 - Georgia Department of Early Care and Learning
 - Department of Public Health
 - Department of Human Services
- Division of School Improvement – Federal Programs
 - Common Needs Assessment

Data-Driven Inquiry and Decisionmaking

- Quality Data
- Quality Analysis
- Quality Decisions
- Improved Outcomes

Comprehensive
Needs
Assessment



GA's SIMR – Increase the graduation rate of all students, including students with disabilities

Collaboration required!

Georgia's Theory of Action

- Effective teachers and leaders are critical to improve outcomes for students.
- **If** state and regional teams *provide seamless technical assistance to build capacity for district leadership,*
- **Then** students will achieve better outcomes.

Georgia Student Success Logic Model

Theory of Action

Georgia believes that effective teachers and leaders are critical to improve outcomes for students. If state and regional teams provide seamless technical assistance that builds capacity for district leadership to support school leadership (teaching and learning), then ultimately students will achieve better outcomes and graduate from high school.

Overarching Themes

- Build the capacity of the SEA and regional agencies and programs to assist districts in supporting the implementation of evidence-based practices designed to improve graduation rates
- Build the capacity of districts in supporting schools in the implementation of evidence-based practices designed to improve graduation rate
- Engage stakeholders including families and communities in the design, implementation, and monitoring of capacity building initiatives at all levels (e.g. state, regional, district, and school)

Inputs

Outputs (Strategies and Activities)

Participation

Outcomes

Short-term

Mid-term

Long-term

- Partnerships with stakeholders
- GaDOE personnel across divisions
- Regional technical assistances agencies and providers (e.g. RESA, GLRS)
- GaDOE standards, frameworks, toolkits, and other resources
- Comprehensive data system to support decision making at all levels of the state system
- IDEA funding to support SSIP development and implementation
- Alignment with Georgia State Personnel Development Grant and State PBIS Plan

Coherent Improvement Strategy: Improve State and Regional Infrastructure to better support districts to implement and scale up EBPs that will improve graduation rates for all students-including SWD

- Align and integrate initiatives and plans at the state, regional, district, and school levels to reduce duplication and leverage resources
- Establish, maintain, evaluate, and update cascading team management and implementation structures and communication protocols/feedback loops at state, regional, district and school levels
- Provide professional learning and technical assistance to state and regional technical assistance providers to increase their capacity to support districts and schools in implementing evidence-based practices

Coherent Improvement Strategy: Improve district infrastructure and implementation of EBPs in fifty districts identified to receive intensive technical assistance to improve effective instruction, engaging school climate, and transition

State Agency Personnel Across Offices

- State Leadership and Implementation Teams

Regional Implementation Teams

- School and District Effectiveness and
- GLRS Regional Teams

State and Regional Stakeholders

District Leaders

- District Implementation Teams & Coaches

School Leaders and Teachers

Students

Family and Community Stakeholders

Improve state and regional capacity (e.g. knowledge/skills, organizational structures, and resources) to support districts in implementing evidence-based practices

Improve practitioner (district and school) knowledge of data-based decision making and selection and use of evidence-based practices.

Improve district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning

Increase engagement of stakeholders in planning, implementing, and monitoring improvement initiatives

Improve implementation of evidence-based practices to support teaching and learning for all students

Improve school climate including student attendance, engagement, and behavior

Improve student achievement

Improve transition practices and outcomes

Increase percentage of students with disabilities exiting high-school with a general education diploma

Logic Model – Inputs

- Partnerships with stakeholders
- GADOE personnel across divisions
 - School and district effectiveness, curriculum and instruction, special education
- Regional technical assistance
 - Georgia Learning Resource System
- GADOE standards, frameworks, toolkits, and other resources
- *Comprehensive data system to support decisionmaking at all levels of the state system*

Data Tell the Story

"Numbers have an important story to tell. They rely on you to give them a clear and convincing voice." Stephen Few

The Data Manager's Role:

- Telling the story
 - Helping LEAs understand their story
 - Helping LEAs tell their story
 - Helping LEAs write a better story
- How?
 - Understanding, analyzing, questioning, using data

THANK
YOU!

For More Information

IDC Visit the IDC website
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