



# Interactive Institutes

HIGH-QUALITY PART B DATA

In collaboration with CIFR, CIID, & NTACT

## Supporting Local Data Quality Discussion Questions

1. What are common issues related to data quality that you see with your LEAs? (Examples may include late data, incomplete data, inconsistent definitions across LEAs).
2. Are there particular data topics that tend to have more data quality issues than others or that cause more confusion on the part of LEAs?
3. What resources or tools do you provide to help LEAs understand the data requirements better?
4. What types of technical assistance do you provide your LEAs ? ( Examples may include in person meetings, tutorials/webinars or conference calls, documents, web resources, data retreats, certification programs)
5. How might SEAs work with vendors to support LEAs? (Examples may include joint training, presentations at user group meetings, ensuring vendors are cross walking data to state codes correctly).
6. What strategies may you use to create a sense of partnership with LEAs?
7. What are you doing at the SEA to minimize the risk of significant changes in data quality with staff turnover (turnover at the SEA or turnover at the LEA)?
8. What methods of communication have been most effective for highlighting the importance of data quality?
9. How do you work with LEAs that are chronically late year after year or with each different collection (child count, discipline, personnel, etc) to encourage more timely data submission?





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## Crosswalking EDFacts data to APR Indicators Discussion Questions

1. What tools or processes do you use to track the status of your EDFacts Files submitted into *EDFacts*?
2. What tools or processes do you have in place to track what data has been submitted through the SPP/APR application on GRADS360?
3. How do you decide whether to use data in the SPP/APR prepopulated from *EDFacts* or whether to submit new data? Is the rationale for the decision documented anywhere?
4. What methods do you use to make sure that the data is accurate in *EDFacts*?
5. What methods do you use to make sure the data is accurate in the SPP/APR?
6. What communication protocols do you have in place to ensure the flow of information with the SPP/APR coordinator?
7. If you do not use the data pre-populated by *EDFacts* within the SPP/APR, how do you ensure accuracy and consistency between the two systems?
8. What data review processes are in place? Have you created any tools that you use in house to facilitate the data review process?





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## Public Reporting of Section 618 Data Discussion Questions

1. How are you tracking what IDEA Part B Section 618 data needs to be publically reported?
2. How is your SEA making sure all the required data is available to the public or on their website?
3. What is your agency strategy for fulfilling public reporting requirements? Is the data required for IDEA Part B Section 618 integrated with other publicly available data (i.e. is it part of the same reporting website as non-IDEA data) is it on the special education team website? What are the advantages and disadvantages of this strategy?
4. What strategies are you using to ensure that personally identifiable information is adequately protected?

*Note: the IDEA 618 Public Reporting Data Element Checklist is a great resource to help SEAs ensure they are meeting public reporting requirements.*

