



2015 Leadership Conference
“All In: Achieving Results Together”

THE POWER OF DATA

Leveraging the Role of Data Managers to
Improve Results

Fred Edora, Part B Data Manager

South Carolina Department of Education

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IDEA Data Center (IDC)



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The Data Manager....

Mary N. Watson

IDC State Liaison

*Former State Director of Special Education
from North Carolina*



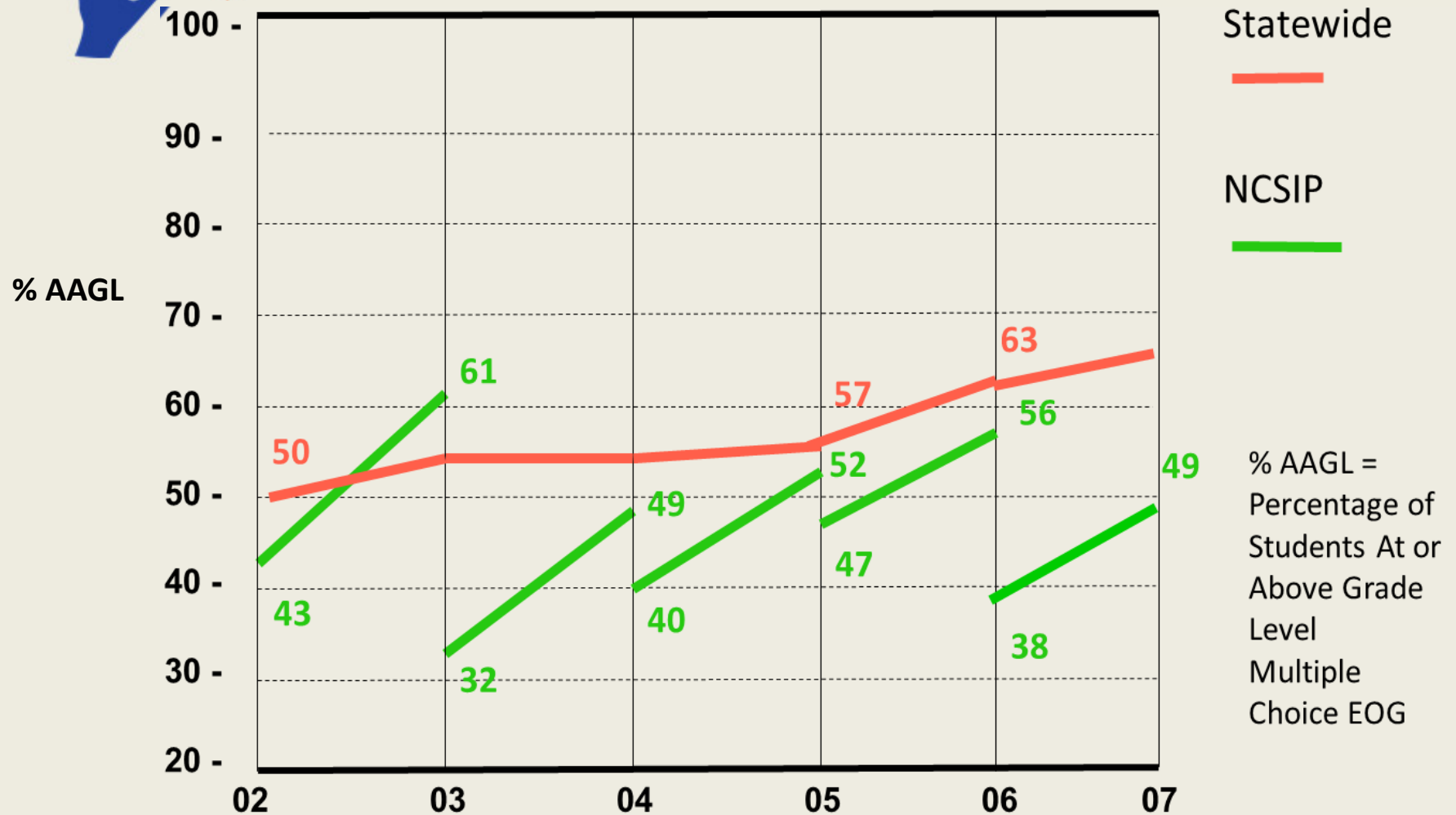
The Data Manager is...

Integral in Planning, Team Meetings,
Decision Making and Sharing

- Students with Disabilities are “all in” all aspects of the school community
- Data to leverage systems change
- Data, the focus of results based monitoring
- Helping LEAs “own” their data
- Data is important in messaging:
 - Telling the story in your state
 - Influencing decisions



Comparison of Reading Progress of Students With Disabilities Statewide and NCSIP Project 2002 – 2007





2009-10 NCSIP Math

Students Assessed	Number 2009-10	% AAG 2009	% AAGL 2010	% Points Gained
NCSIP Students	672	29.8	41.8	12
All North Carolina Students with Disabilities	86,830	55.1	57	1.9
All North Carolina Non-Disabled Students	594,679	83.6	85.4	1.8

Math Growth (SWD)

GR

STUDENT OUTCOMES

Reading Proficiency

Reading Growth

Math Proficiency

Math Growth

EC Dropout Rate

Graduation Rate

DEMOGRAPHIC

Poverty (%)

Minority (%)

ORGANIZATION/SYSTEMS

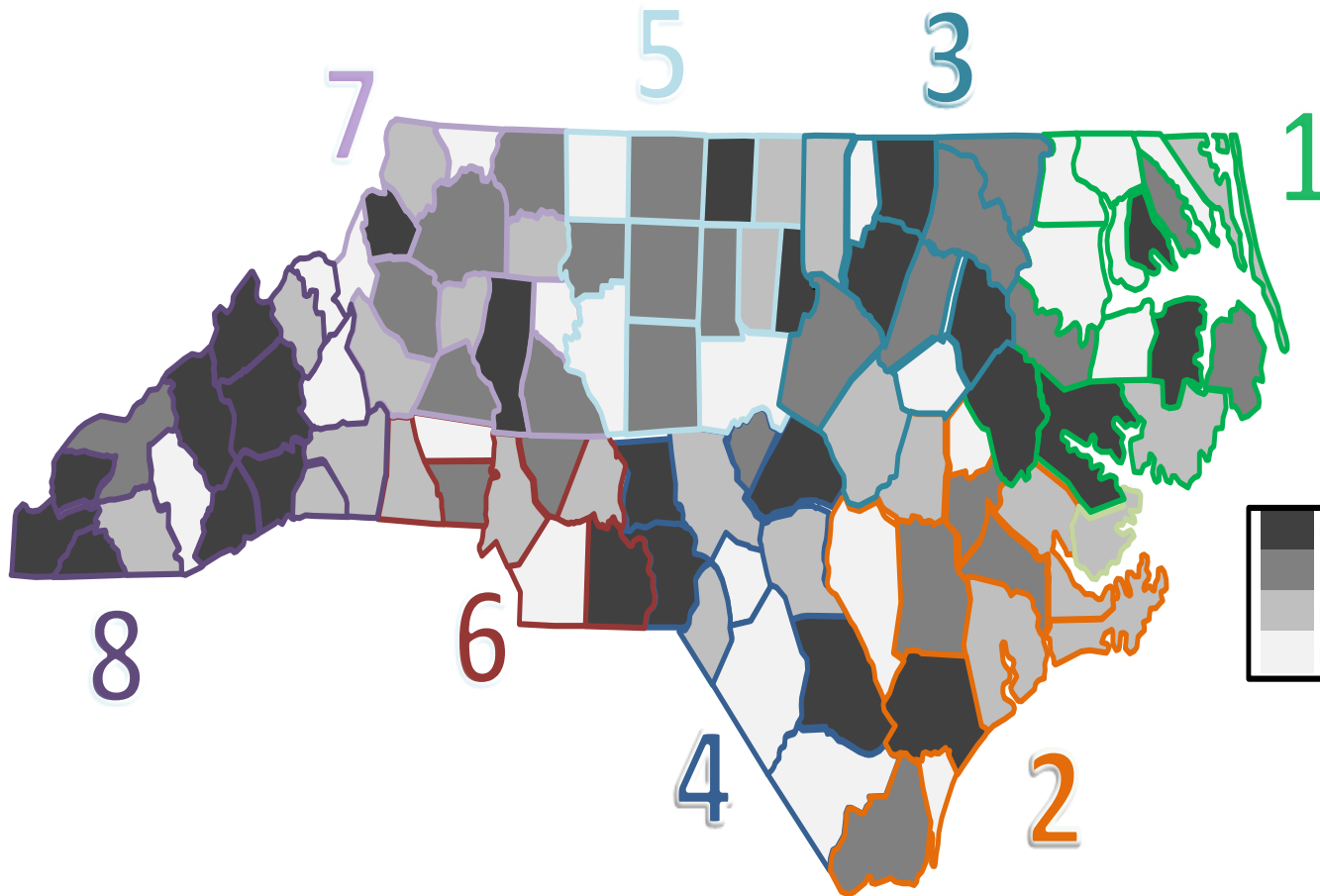
Teacher Turnover

Teacher HQ

PBIS (%)

NCSIP Reading

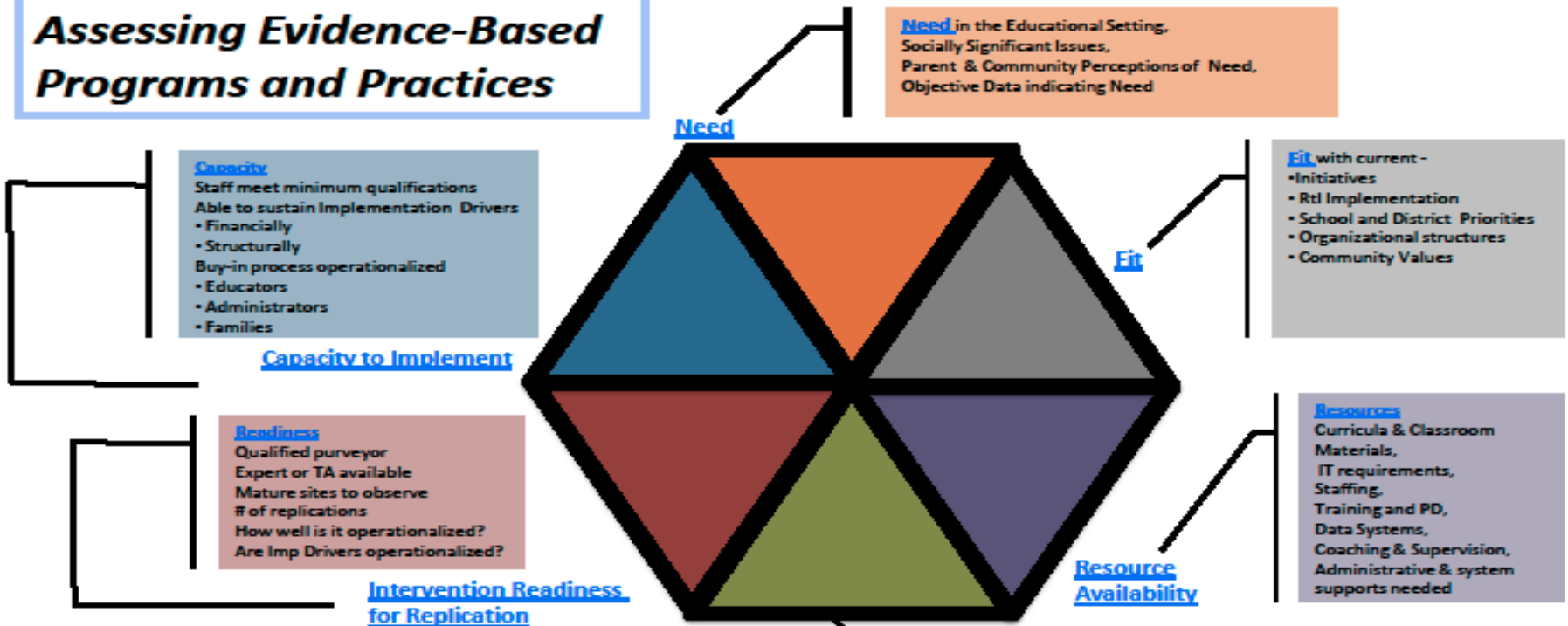
NCSIP Math





Interactive Hexagon Tool

Assessing Evidence-Based Programs and Practices



EBP:	5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.		
	High	Medium	Low
Need			
Fit			
Resources Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score:			



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Fred Edora

IDEA Part B Data Manager

South Carolina Department of Education

Office of Special Education Services



My Background

- SC State Government for 6.5 years
- Manager of government data for over 4 years
- SC Special Education data for just over 1 year as the IDEA Part B Data Manager





When I walked in...

- The previous data manager had been in their role for many years and had a specific process to collect and submit federal data
- Another previous data manager had become the Director of our office
- Data analysis was needed almost immediately due to SSIP Phase I (read: the data was needed yesterday)
- There were new staff at the LEAs





Realities of the job

- You are the data expert, from day #1 on the job (*everyone needs something from you!* 😊)
- Data analysis in Special Education is needed in multiple offices and among partners and stakeholders
- Other duties as assigned
- Time is an extremely valuable commodity





We want to help!





Why is data important?

- To make well informed policy decisions
- To leverage resources for the districts that need the most assistance
- To tell a story to those who do not work with our data everyday
- Because **we love data**! (and everyone else does to, even if they don't realize it)





The Work in South Carolina

- Ensure timely and accurate data from the LEAs
- Help implement the state's new data reporting component within the new IEP system
- Provide quantitative and qualitative data analysis using statistics
- Collaborate with other offices, agencies, and stakeholders
- Analyze, analyze, analyze, analyze, analyze
- Other duties as required





Challenges for the new Data Manager

- Being able to understand the entire data submission process, including:
 - Data needed for the APR, EdFacts
 - Where to submit the data
 - What data errors to look for
- Explaining and communicating data analysis findings to a wide variety of audiences
- Where can I get help?
- Understanding how to use the office equipment





My Goals in the 1st year

- Learn the data reporting process
- Know where I need to go for help
- Let the LEAs know that I'm available for assistance
- Scale up the data analysis

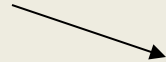




Data Governance

Policy

Data Governance



Policies,
Laws, Budgets

Stakeholder

Data Governance



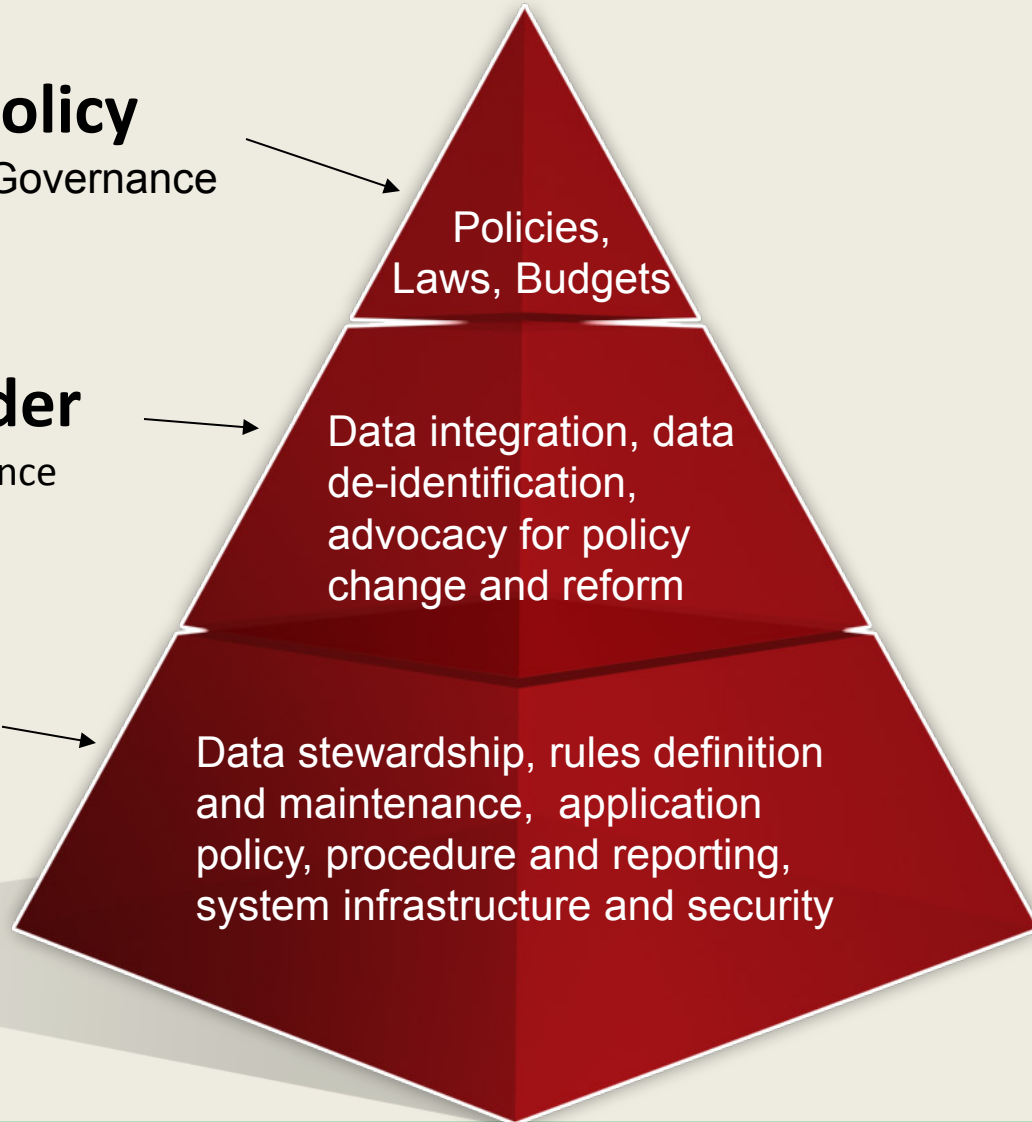
Data integration, data
de-identification,
advocacy for policy
change and reform

Application

Data Governance



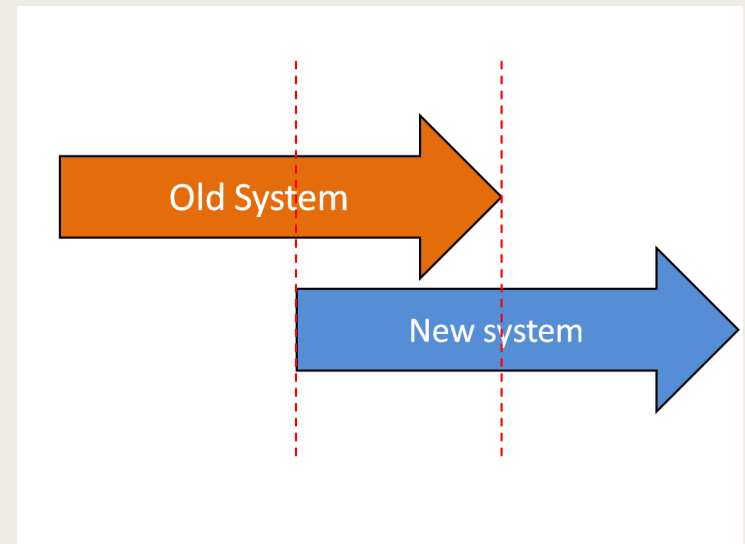
Data stewardship, rules definition
and maintenance, application
policy, procedure and reporting,
system infrastructure and security





Special Education Data

- New IEP System being used in all but one school district
- Full implementation of new IEP system completed Spring 2015
- Goal is to streamline data reporting and processing while also scaling up data analysis efforts for special education data





Sharing Data

- Main partners in reporting data in South Carolina
 - Office of Special Education Services
 - Office of Research and Data Analysis
 - Office of Assessment
- Stakeholders for grants (e.g., the SSIP)
- Submission of data from LEAs to a central data repository in our IEP data system



Cross Department Information Sharing

- Working with the Center for the Integration of IDEA Data (CIID) to integrate IDEA data with our SLDS
- Working with our Office of Assessment to collect data related to Alternate Assessment





Timely Data Access

- The data manager provides regular updates to the LEAs regarding when reports are available in the IEP system
- LEAs are given access to collect and report data to the state as needed
 - Designed to make it easier for LEAs to know when reports are due and the correct timelines are used for each report



Data Distribution

Enrich IEP system

- Enrich Central
- Enrich HUB – SEA and LEA staff with access can submit reporting code for approval
 - Goal is to assist users with efficient analysis and processing of special education data
 - Data “Power User” Group to be created
 - Data experts from around the state, led by Part B Data Manager





SSIP Phase I – Data Analysis

Collaboration with multiple offices to provide resources and feedback on data analysis

- Office of Special Education Services
- Office of Research and Data Analysis
- Office of Assessment
- University of South Carolina
- LEAs
- IDEA Part C Partners





Data Analysis

To all SSIP stakeholders





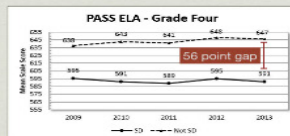
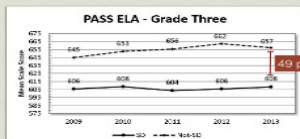
Data Analysis

To all SSIP stakeholders

Overall Assessment Results

SSIP Part B Broad Data Analysis

PASS ELA - Grade 3 and 4 - SD vs. Non SD

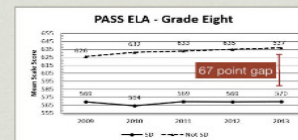
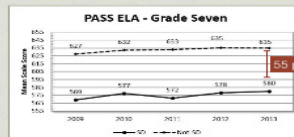


Source: SC Dept. of Education, Office of Assessment

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SSIP Part B Broad Data Analysis

PASS ELA - Grade 7 and 8 - SD vs. Non SD

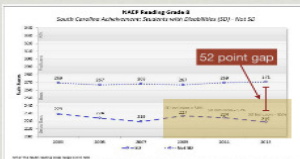
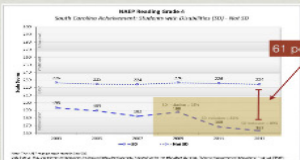


Source: SC Dept. of Education, Office of Assessment

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SSIP Part B Broad Data Analysis

NAEP Reading - Grade 4 and 8 - SD vs. Non SD



Source: SC Dept. of Education, Office of Assessment

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SC Reading Assessment versus other states

Students with an IEP, Regular Assessments, with or without accommodations, 2011-2012

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	High School
% Proficient and Above	43.7%	36.7%	38.8%	26.8%	28.7%	25.4%	12%
State Rank	23rd	31st	31st	35th	28th	33rd	46th

31.7% drop from 3rd grade to High School

Source: IDEA Data Center, ideadata.org

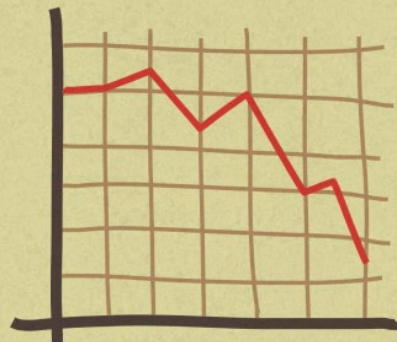
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SSIP Video

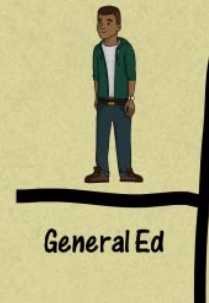
To all SSIP stakeholders

Fact #3



Lower Performance
Overall

Versus



General Ed



Special Ed

High Perf

<https://www.youtube.com/watch?v=OS3ODX-Oll8>



SC SSIP SIMR

To all SSIP stakeholders





If you are a new Data Manager...

- Set expectations early
 - Set limits
 - Do your best to not overwork yourself
- Get to know the respective TA centers and their staff as soon as possible
- Learn the Indicators and EdFacts files
- Attend Professional Development events as your agency or office allows (there are many of them!)



If you are responsible for hiring a new Data Manager

Needs of the new data manager

- Time (to ensure accuracy)
- Professional Development (EXTREMELY IMPORTANT!)
- To know who they're working with
 - The Data Manager will work with every team member in every area at one point or another
- Advocacy
- The desire to help
- To be included



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Tony Ruggiero

IDC State Liaison

*(Former **Early Development and Learning Resources**
Data Manager from Delaware)*



The Work

- Improve data quality of Early Development & Learning Resources (EDLR) data for reporting and analysis
- Build an Early Childhood Integrated Data System



Data Governance

- Interagency Resource Management Committee
- Delaware Early Childhood Council
- P20 Council
- State of Delaware Data Governance Council
- Your Department's IT or Data Collection Office



Cross Department Information Sharing

- IDEA Part C
- Parents as Teachers
- Head Start and Early Head Start
 - entered children in DEDOE pupil accounting system to obtain student unique ID
- Department of Services for Children, Youth, and their Families
 - Child care center data



Timely Data Access

- Part C, PAT, HS & EHS
 - Enter data
 - Run Reports
 - Inform us of new staff members
- EDLR Data Manager



Data Dissemination

- Site visits
- Promote data culture
 - Behavior change
 - Encourage participation
- Educate locals - data quality and findings
- “Shared” early child outcomes data
 - IDEA Part B 619
 - Head Start and Early Head Start



Data Usability

- Go beyond federal and state reporting
- 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 and families the best we can so they can live their lives to their fullest capacity



The Power of Data

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Chris Thacker

IDC State Liaison

*(Former IDEA **Part B** Data Manager
from Kentucky)*



The Work

- Improve data quality of Special Education data for reporting and analysis
- Incorporate child level data elements for special education students into the statewide student information system (SIS)
- Include special education case management in the SIS
- Use Data to Inform the Work



Data Governance

- SEA's Data Governance Committee
- SEA's Enterprise Database Office
- Office Leadership for Special Education
- Special Education Program Staff Including Compliance, Outcomes, SPP/APR Group, EDFacts Coordinator and Part B Data Manager
- Student Information System Vendor



Cross Department Information Sharing

- Office for Assessment and Accountability
- Safe Schools/Discipline Division
- College and Career Ready Staff
- LEA Administrators and Service Providers
- P-20 Council
- Infants and Toddlers Program
- Pre-K/Pre-School Program



Timely Data Access

- LEA Staff
 - Enter data as it occurs (demographic, enrollment dates, behavior, IEPs, Exiting, etc.)
 - Run Reports
 - Check for errors and accuracy
- SEA Staff
 - Review Internal Data Needs and Due Dates
 - Review External Data Needs and Due Dates
 - Establish Data Flow Process and Time Table
 - Verify Data (validation checks)



Data Distribution

- Identify Internal and External Data Users
- Report Collected Data to Public in Value-Added User-Friendly Readable Formats
- Promote Data Inclusion in School and LEA Report Cards
- Annual Performance Report – Including the SSIP and SIMR



Data Usability

- Federal and State Reporting
- Local Benefit for Data Entry (i.e., Case Management)
- Work with Agency Staff to Identify Data Needs to Inform Agency Goals
- Work with LEA and Other External Groups to Meet Their Needs
- Data Visualization Profiles to Support Goals



Data Analysis

- Do not Do Data Analysis in Isolation – Work with Program Staff and Others to Identify Issues
- Objectivity – Good Data Analysis can Both Support Practices or Identify Alternatives
- Be Prepared for Unanticipated Findings – Let the Actual Data Speak
- Check and Re-Check Data Quality



For More Information



Visit the IDC website

<http://ideadata.org/>



Follow us on Twitter

<https://twitter.com/ideadatacenter>



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Project Officers: Richelle Davis and Meredith Miceli

