

IDC Interactive Institutes 2018
Building a Culture of High-Quality Part B Data

Using the Part B Data System Framework to Improve Data System Capacity and Enhance Data Quality

Orlando, FL – February 21-22, 2018

Tom Fiore, IDC

Austin, TX – March 7-8, 2018

Tom Fiore, IDC

Overview of Burst

- History of the *IDEA Data Center Part B Data System Framework*
- Data System Graphic
- Structure of IDC Framework
- Components, Indicators, Elements, and Guiding Questions

IDC Part B Data System Framework – Credits

- IDC Data Framework Work Group
 - Cross-center team—IDC, CIID, NCSI, DaSy
- Plus four external reviewers
 - State staff

IDC Part B Data System Framework – Brief History

- Started with *DaSy Data System Framework*
 - Data component of the ECTA Early Childhood System Framework
 - Developed through rigorous process
- IDC Data System Framework designed to extend and complement DaSy's work
 - Inclusive of all of Part B, including Section 619

IDC Part B Data System Framework - Brief History (cont.)

- Confirmed or updated the key components of the DaSy framework so they would address the full range of Part B data
- Confirmed or updated indicators and elements of quality within components of the DaSy framework
- Under CIID leadership, added a seventh component to the IDC framework: Data Integration
- Prepared guiding questions for our technical assistance (TA) providers and state education agency (SEA) staff to use

Components of a High-Quality Data System

Seven components:

- Purpose and Vision
- Data Governance and Management
- Stakeholder Engagement
- IT System Design and Development
- Data Use
- Sustainability
- Data Integration

Emphasis on Part B Data System

- Wanted to address concerns that the data systems framework is compartmentalized
 - Components should not stand alone
 - Need to resist data silos
- Want systems focus that . . .
 - Captures the big picture
 - Nurtures the growth of state and local system capacity
 - Makes clear that there is an antecedent/behavior/consequence paradigm operating

IDC Part B Data System Framework

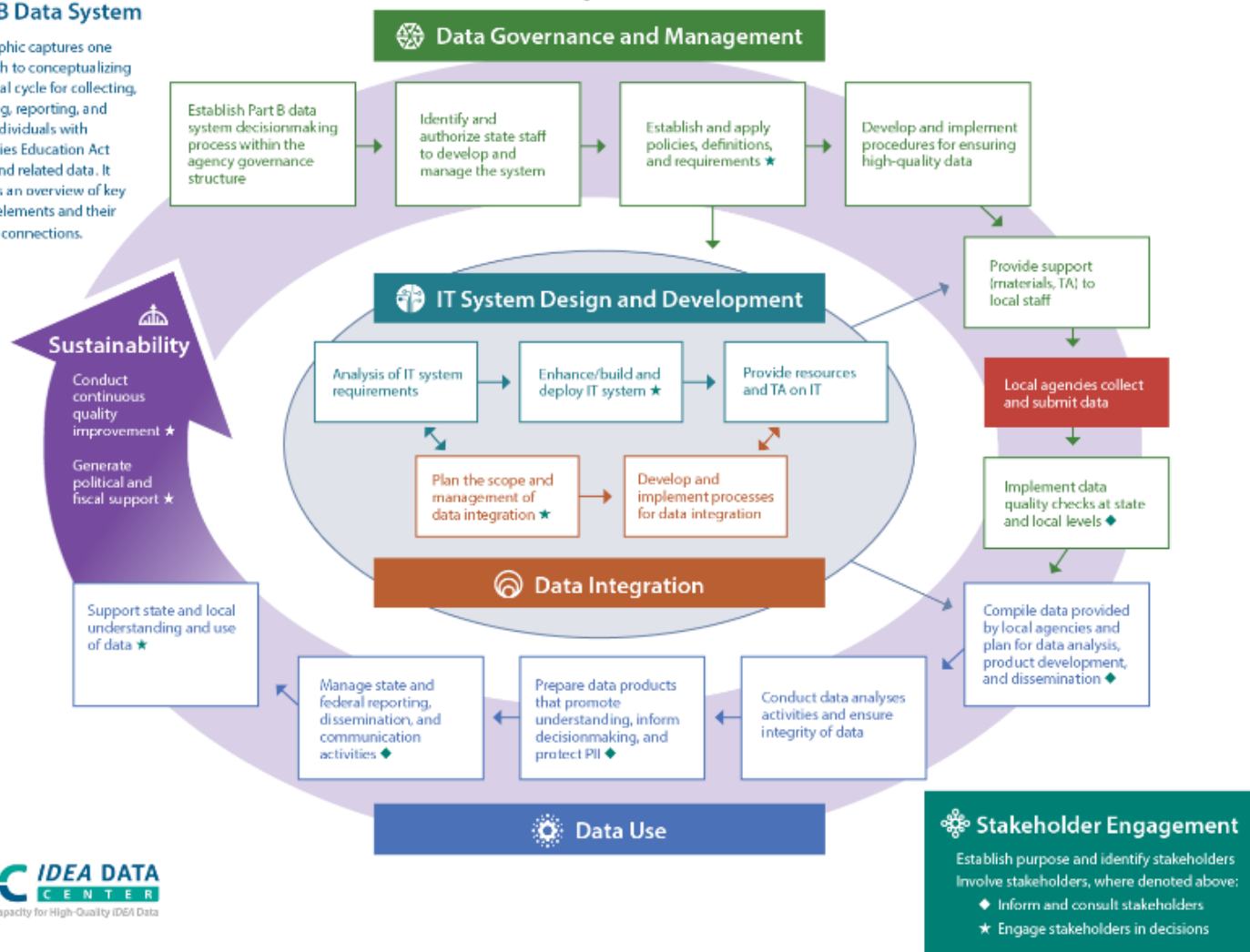


High-Quality Part B Data System

 Purpose and Vision — Define and communicate a purpose and vision for the system ★

High-Quality Part B Data System

This graphic captures one approach to conceptualizing an annual cycle for collecting, analyzing, reporting, and using Individuals with Disabilities Education Act (IDEA) and related data. It provides an overview of key system elements and their primary connections.



Purpose and Vision Component

- Establishes the goals of the data system
- Identifies stakeholders who might be connected to or involved in the work of the data system
- Connects the system to other education initiatives or responsibilities
- Guides the scope and development of additional components of the system

Data Governance and Management Component

- Establishes the needed policies and procedures and are standardized and comprehensive—the policies that will govern the data system
- Focuses on key pieces of the data system: data collection, analysis, use, and reporting
- Identifies decisionmakers and essential staff who need to operate within the framework

Stakeholder Engagement Component

- Enables stakeholders to inform state decisionmakers as to effective and efficient policies, procedures, and practices
- Establishes stakeholder roles and responsibilities
- Considers a wide range of individuals, agencies, and connections are possible

IT System Design and Development Component

- Targets the creation or upgrading of Part B information technology (IT) systems
- Notes that multiple systems may be related to Part B data
- Focuses on the purposes, uses, and designs of IT as a support and aid in achieving and maintaining high data quality

Data Use Component

- Focuses on required reporting at federal, state, and local levels
- Notes that data use should be informed by protocols, data explanation materials, and other resources
- Includes all types of materials containing data, such as data tables, presentations, and reports

Sustainability Component

- Targets the actors and strategies that may be helpful to ensure the system and its associated components remain relevant, useful, and of high quality
- Addresses the inevitable shifts over time of elements, definitions, sources, etc.
- Focuses on the fiscal and tangible resources that must be available to maintain the system

Data Integration Component

- Leads to both efficiency and accuracy in the collection and reporting of data
- Encompasses multiple systems, including the Statewide Longitudinal Data System (SLDS) and an Early Childhood Integrated Data System
- Requires detailed procedures and protocols as well as sufficient resources

Framework Structure

- Broad concepts and principles that are expressed through seven **Components**
 - Each Component has multiple **Quality Indicators**
 - Each Quality Indicator has multiple **Elements of Quality**
 - For each Element, a set of **Guiding Questions** provides state staff and TA providers with a way to explore the Elements and Quality Indicators in depth

Data Use: Section 2: Analyzing and Disseminating for Data Use

- QI DU 2: Part B state staff or authorized representatives conduct data analysis activities and implement procedures to ensure the integrity of the data.
 - Element a. Part B state staff or authorized representatives implement agreed-upon or documented procedures to analyze data to address accountability and program improvement needs, including providing timely information for federal and state reporting requirements.

Sample Guiding Questions (Section 2 DU 2a.)

- What roles are represented in the procedures for data analysis?
- What procedures address collecting, verifying, analyzing, and reporting data?
- How are SEA staff prepared to meet the timelines for reporting?

Data Integration: Section 2: Alignment and Integrity of Integrated Data

- QI DI 4: Data elements, definitions, and collection calendars are aligned for data integration and the creation of a single source for reporting.
 - Element f. Datasets to be integrated include all elements required for specific state and required federal reporting.

Sample Guiding Questions (Section 2, DI 4f.)

- How are integrated data elements mapped to state and federal reporting requirements? What tools are used (such as the CEDS Align tool)?
- What is the process for SEA staff determining whether the elements in the integrated data system are sufficient to meet reporting requirements?

For More Information

IDC Visit the IDC website
<http://ideadata.org/>



Follow us on Twitter
<https://twitter.com/ideatacenter>



Follow us on LinkedIn
<http://www.linkedin.com/company/idea-data-center>

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 U.S. Department of Education, and you should not assume endorsement by the federal government.

Project Officers: Richelle Davis and Meredith Miceli

