Digging Into the IDEA Data Quality Reports to Improve Data Quality

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Objectives

- To explore how states use the Office of Special Education Programs' (OSEP's) *IDEA Data Quality Review Report* and *Year to Year Report* to identify
  - Areas for process improvement
  - Specific actions that may support improved data quality
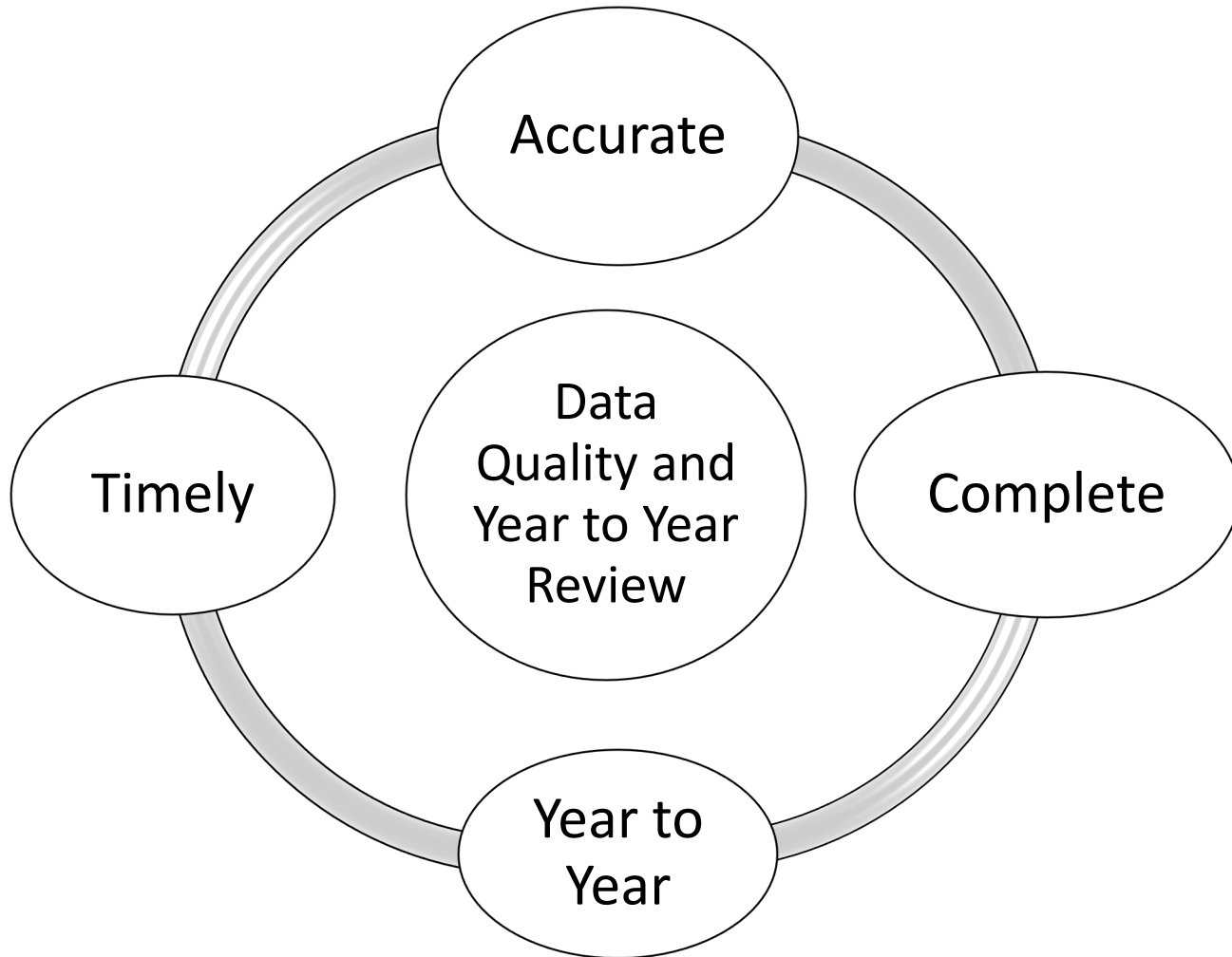
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Agenda

- Brief overview of the reports and review process
- Metadata sources
- Using the reports and data notes
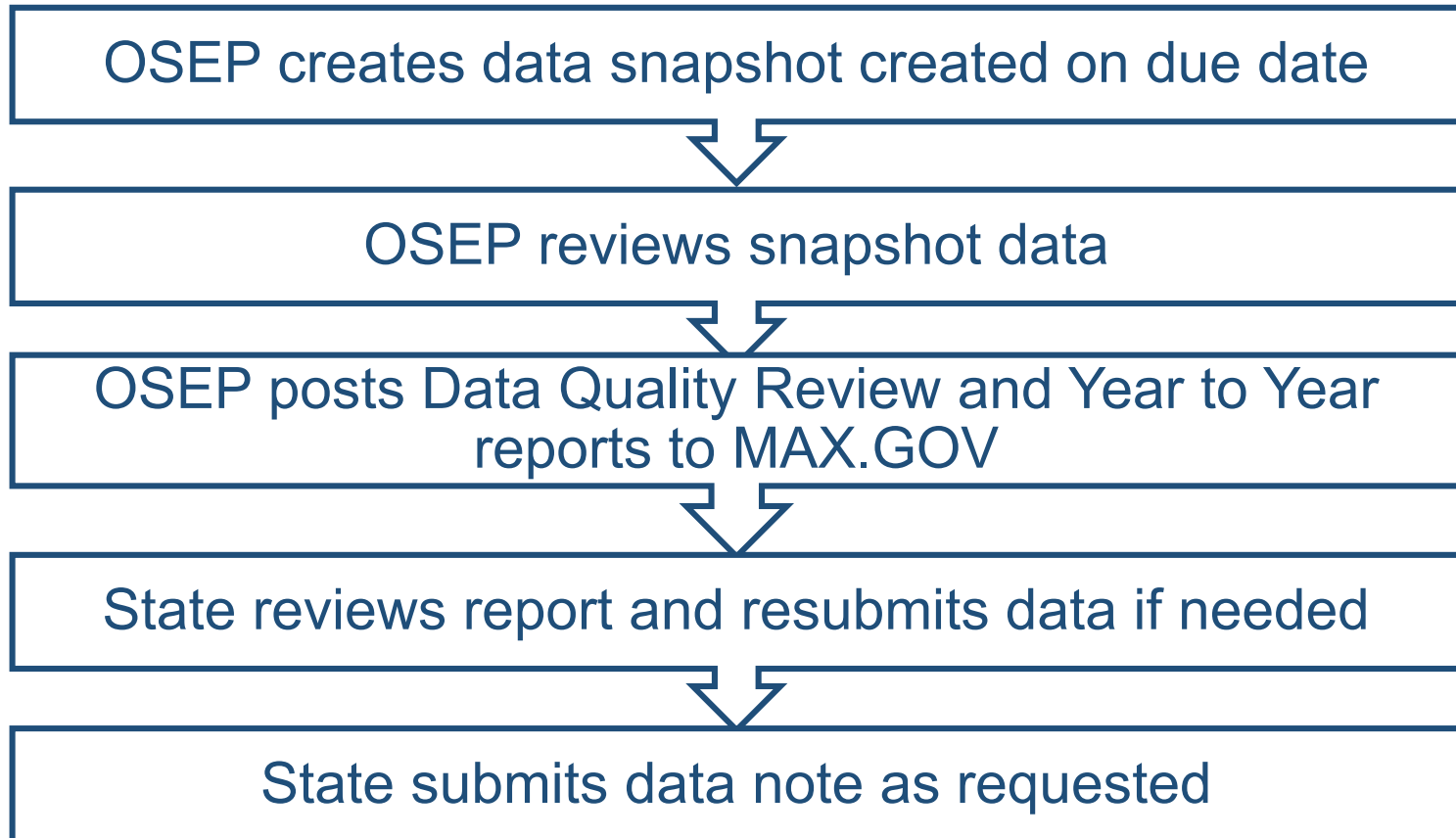- Hands-on exercises

OSEP's Purpose for the Reports

- To inquire about potential data quality issues

- To request clarification about data anomalies

- To provide an opportunity for states to share about changes in policies and practices that may have an impact on the data

OSEP's Review

Overview of Process

OSEP creates data snapshot created on due date

OSEP reviews snapshot data

OSEP posts Data Quality Review and Year to Year reports to MAX.GOV

State reviews report and resubmits data if needed

State submits data note as requested

State-Submitted Metadata

- State Supplemental Survey – IDEA (SSS-IDEA)

- Assessment Metadata Survey

- Completeness checks highlight

  - Data that were left out

  - Data that should not have been submitted

Year to Year Reports

- Year to Year reports can point to

  - Unusually high or low numbers

  - Identical counts to prior years

  - Missing data

  - Duplicate data

Using the Reports for State Use

- Inform guiding questions to understand why potential data quality issues arose

- Review internal steps or processes the state used to create, validate, and submit the dataset

- Consider steps the state may take to provide more support for local data quality

- Provide information to stakeholders about improvements in educational outcomes

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Using Data Notes for State Use

- Publish data notes on public website with datasets
- Provide to researchers and analysts using the data
- Communicate improvements to stakeholders
- Use for other purposes

Examples of State Improvements Found in Data Notes

Additional Business Rules

One state added business rules in the ED*Facts* file creation process.

- *In prior years, all special education paraprofessionals were counted as highly qualified in the ED*Facts *file. The state updated business rules to now reflect the status as reported in the state staff data collection*.

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Improved Data Collection Methods

- *The state revised its data collection layout for related services personnel to clarify the types of personnel to be reported. The state also followed up with districts after data were submitted.*

- *In previous years, districts self-reported all exits. Now the state pulls exiting data directly from student records through the online IEP [individualized education program] system that includes data checks to improve accuracy.*

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Additional Training Provided by State

- *The state provided extensive technical assistance to LEAs [local education agencies] related to the quality of the discipline data and discovered confusion among LEA staff about the use of suspension and expulsion. The state provided clarification of discipline terms as related to students with disabilities, in particular the definitions for removals and the use of IAES [interim alternative educational setting].*

Additional Training Provided by LEAs

- *One of the state's largest districts provided training to staff on proper coding of 1-day removals of children as a part of implementing a new PBIS [Positive Behavioral Intervention and Supports] program.*

Changes in Policy or Practice

- *The state extended the age limit of developmental delay to 8 years of age rather than the prior maximum age of 6 years; this change has resulted in an increase in the number of children identified with developmental delays.*

- *The decrease in the number of mediation requests is likely related to the state's new practice of offering state-sponsored IEP [individualized education program] facilitation as an alternative dispute resolution method when formal state complaints are received.*

Hands-on Exercises

Objectives of the Exercises

- To encourage a systemic approach to looking at issues rather than a quick answer

- To spur thinking on the wide range of factors that may impact the quality of the data

- To use the reports to spur larger conversations about policies, practices, and procedures

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Exercise 1: Guiding Questions and Next Steps

- Work in groups/tables
- For each scenario, consider the following:
  - Possible data system issues or improvements
  - Internal processes, communication, or other systemic issues
  - Impacts of training and/or policy changes
  - Unusual circumstances that may have impacted data
  - Support for local education agencies (LEAs) or local data quality

Exercise 1: Report Out

- What questions or possible improvements did you come up with

- What tips for analysis did you glean through this exercise

- What surprised you during this exercise

- What takeaway do you leave with

Improving Data Notes

- Identify the issue raised in the OSEP comments

- Identify the underlying cause of the issue

- Describe additional training or policy changes that may impact the data

- Note unusual circumstances that may have impacted the data

- Identify corrective actions taken by the state to address the underlying issue

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Exercise 2: Making Data Notes Say More

- Work in groups/tables
- For each sample data note
  - What questions do you have about the data that are not answered in the data note
  - What else would you like to know about the data
  - What additional information could be provided
  - What might the state consider exploring for to provide that additional information

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Exercise 2: Report Out

- What information did you want to see in the data notes

- What tips for writing data notes did you glean through this exercise

- What surprised you the most during the exercise

- How might you take this information home with you

Questions

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