



Building Capacity for High-Quality *IDEA* Data

A graphic consisting of the letters 'i i 18' in a white, outlined, sans-serif font. The background is a dark blue gradient with a faint, light green bar chart pattern.

IDC Interactive Institutes 2018

Building a Culture of High-Quality Part B Data

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Education

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Education

Why Are Data Important?

- Data tell a story
- In education, behind the data are children
- If we tell the right story the right way, we can better support our children and improve their outcomes
- Data quality ensures that the story we tell is right

Tennessee's Goals

1

Tennessee will rank in the **top half of states** on the National Assessment of Educational Progress (NAEP) by 2019.

2

75 percent of Tennessee third graders will be **proficient in reading** by 2025.

3

The **average ACT composite score** in Tennessee will be a **21** by 2020.

4

The **majority of high school graduates** from the class of 2020 will earn a postsecondary certificate, diploma, or degree.

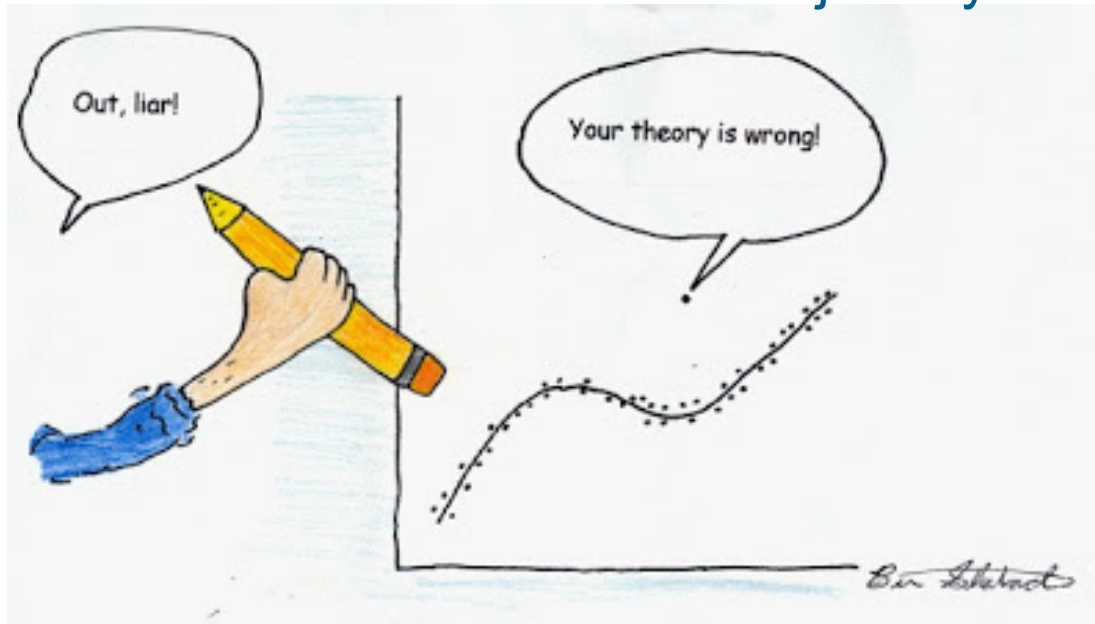
How Do We Meet Goals?

Must have a clear implementation plan

- Strategic plan
 - Early Foundations and Literacy
 - High school and Bridge to Postsecondary
 - All Means All
 - Educator Support
 - District Empowerment

How Do We Meet Goals? (cont.)

- Must have a clear evaluation plan
 - Hold calibration and stock-take meetings with staff from across the department
 - Analyze whether plan is being implemented appropriately
 - Review data to determine success trajectory



Importance of Data Quality

- How do we identify priority areas or inform decisionmaking with inaccurate and/or incomplete data
- How do we effectively support districts with data if our state data are not high quality
- How do we know if what we are doing is actually improving outcomes for children if we don't trust the data

**THERE ARE TWO KINDS OF PEOPLE
IN THE WORLD:
1. THOSE WHO CAN EXTRAPOLATE
FROM INCOMPLETE DATA**

Challenges for Data Quality



- Limited infrastructure and resources within the department (and within districts)
- Staff with varying levels of expertise with regard to data management and use
- Errors with data integration between different systems and/or disparate systems being used across the state

Improving Data Quality

- Build data governance team
- Create subcommittees that specifically address data quality concerns
 - Student classification codes
 - System integration
 - Course codes
- Develop a data quality team to support divisions across the department
- Develop better tools to capture and report data

Supporting Districts

- With appropriate supports in place, districts can better capture and assess their data
- Districts are an integral part of data quality for the state, as often the data begins with them
- Districts must have effective tools to capture data that will lead to confidence in the information yielded



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"When you two have finished arguing your opinions, I actually have data!"

Special Education Data

- Utilize a statewide individualized education program (IEP) data management system
 - EasyIEP
 - Started in 2004, 14 years of data
- Robust data management system that captures a broad array of special education documentation, including
 - Eligibility data
 - IEPs
 - Invitations/prior written notices
 - Progress reports
 - Funding information

Special Education Data (cont.)

- Error checks
- Reporting functionality
- Closed systems to interface with data
- Creating tools that make data actionable

Feedback Loops

- Keep a running suggestion list submitted by both department and district staff
- Task force representing district staff meets annually to discuss updates and enhancements to the system
- Presentations and statewide webinars are held to share the updates and solicit feedback
- Districts assist in the testing of changes to ensure viability



Districts: Informed Decisionmaking

- Having confidence in the data that the statewide IEP data management system yields
- Identifying priorities or possible concerns based on data
- Making data meaningful and being able to drill down information to the most minor level to address concerns

Department: Informed Decisionmaking

- Confidence in the federal reports submitted
 - Utilize the federally employed 20-20 system to review discrepancies
 - Investigate down to the student level when possible concerns
- Ability to identify systemic concerns that indicate problems with practices within districts and/or across the state
 - Way to identify any possible issues with the data system, communication to districts

Department: Informed Decisionmaking

- Identify priority areas and strategies for special education that can be routinely checked with accessible, accurate data
 - Short-term and long-term evaluations can be conducted with live, real-time data
- Priorities and strategies feed into the overall state strategic plan to help meet statewide goals
 - To meet Tennessee's four state goals, all students, including students with disabilities, must be receiving a high-quality education

Why Are Data Important?

- In Tennessee, data drives our goals and strategic plan
 - It is one of our state priorities and is imperative to measure success
- We want the story our data tell to be viable and meaningful

□



Contact Us

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State of Washington

Office of
Superintendent of Public Instruction

OSPPI

Key Concepts:

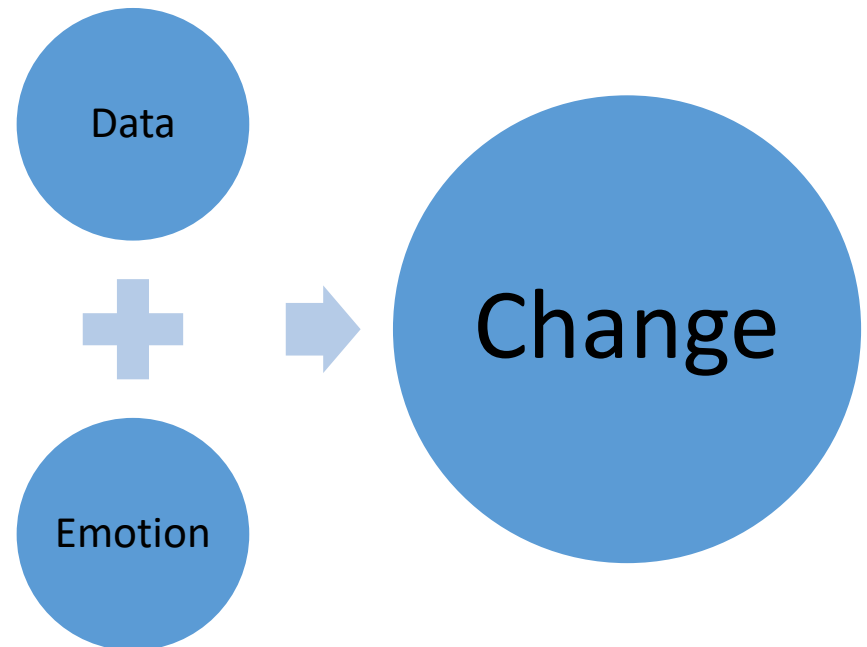
- Culture Change Around Data
- Increase the Capacity to Understand and Apply Data (e.g., Data Stories and Data Analysis Protocols)
- Identify and Use Other Levers for Improvement (e.g., *Every Student Succeeds Act* [ESSA] and the Voice of Stakeholders)
- Identify the “What” and “How”
- Commitment to Review and Refine



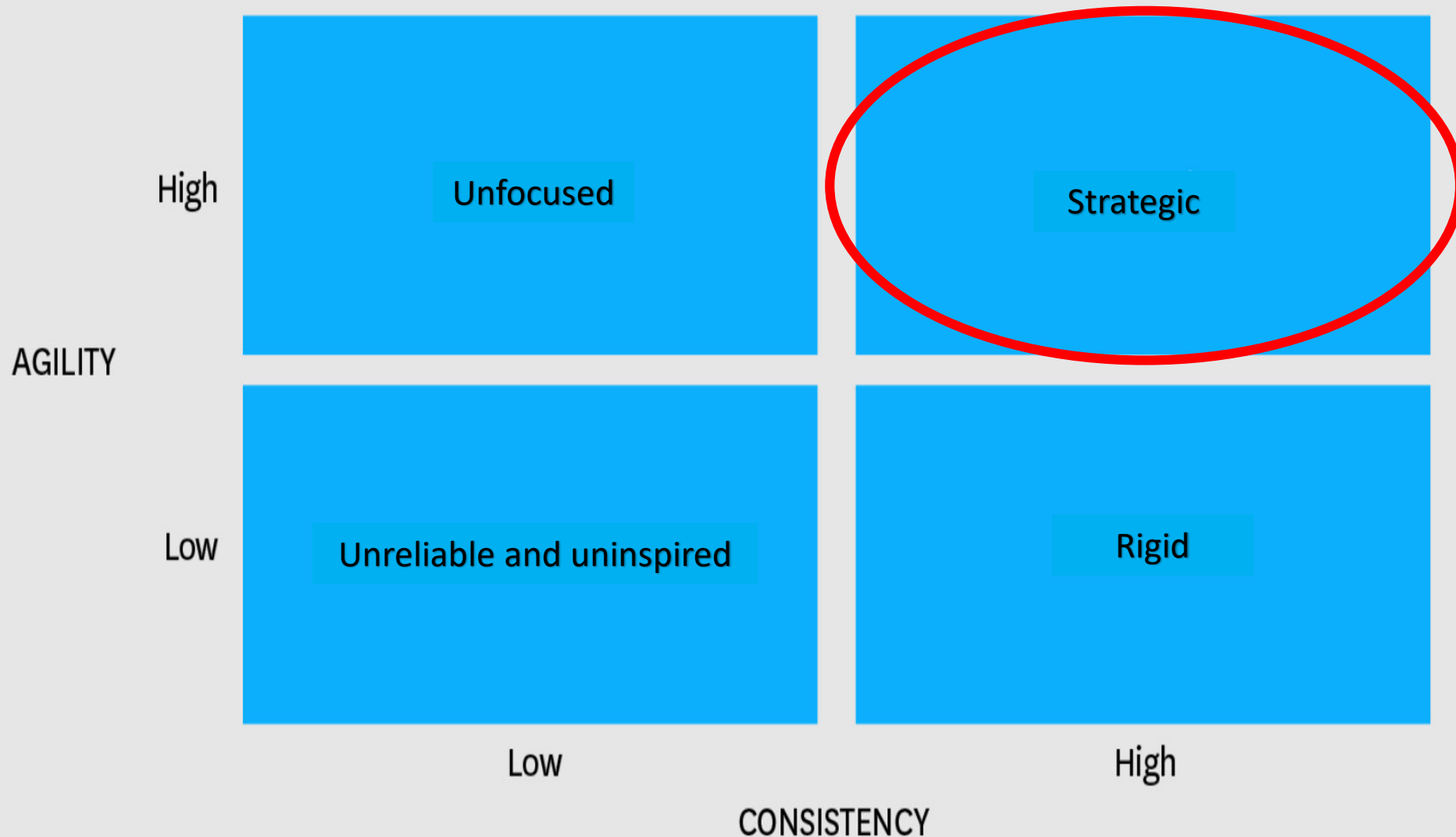
Changing Data Culture

Superintendent Reykdal's vision:

- Increase basic education funding
- Improve academic achievement and close opportunity gaps
- Increase pathways to graduation
- Improve our statewide assessment system



Strategic Leaders Must Be Consistent and Agile at the Same Time

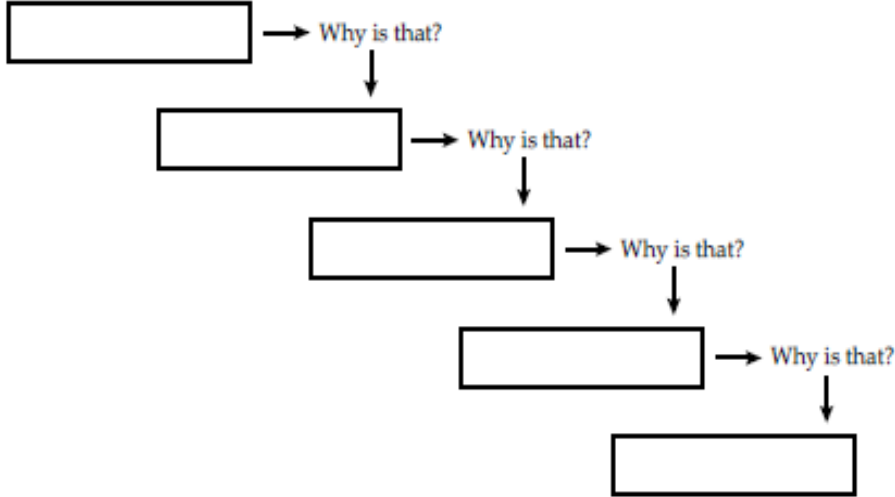


Building Capacity Within OSPI

- Data are a tool to be used, with understanding of the data and its limitations
- Data can lead you astray...
 - Who collected and entered the data
 - Who agrees with the data (or disagrees)
 - Are data used to identify changes needed
- Data, by themselves, are not the solution
- There is a need to determine the **root cause** of the issue, in order to build a solution that will address it
 - Root Cause—the fundamental reason for the occurrence of a problem (Collins English Dictionary)

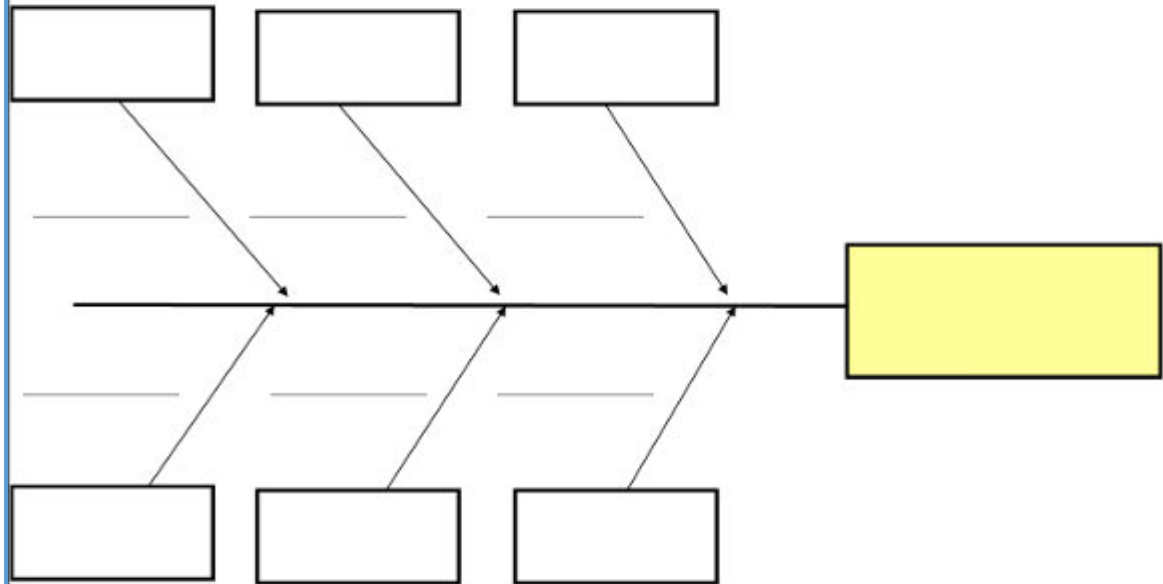
Define the problem:

Why is it happening?



5 Whys

Fishbone



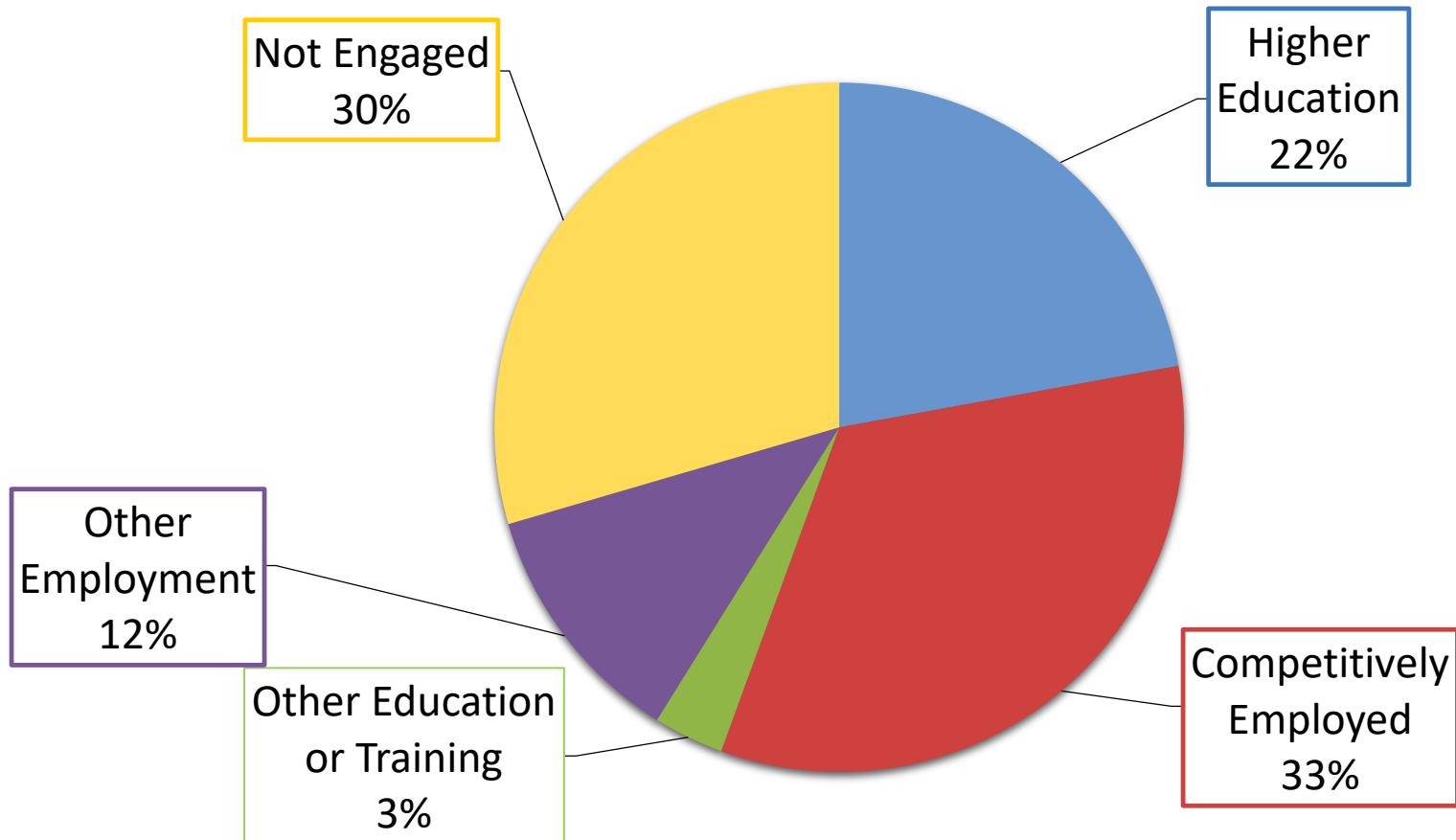
Data Should Be Used to Tell a Story

- What if I told you...

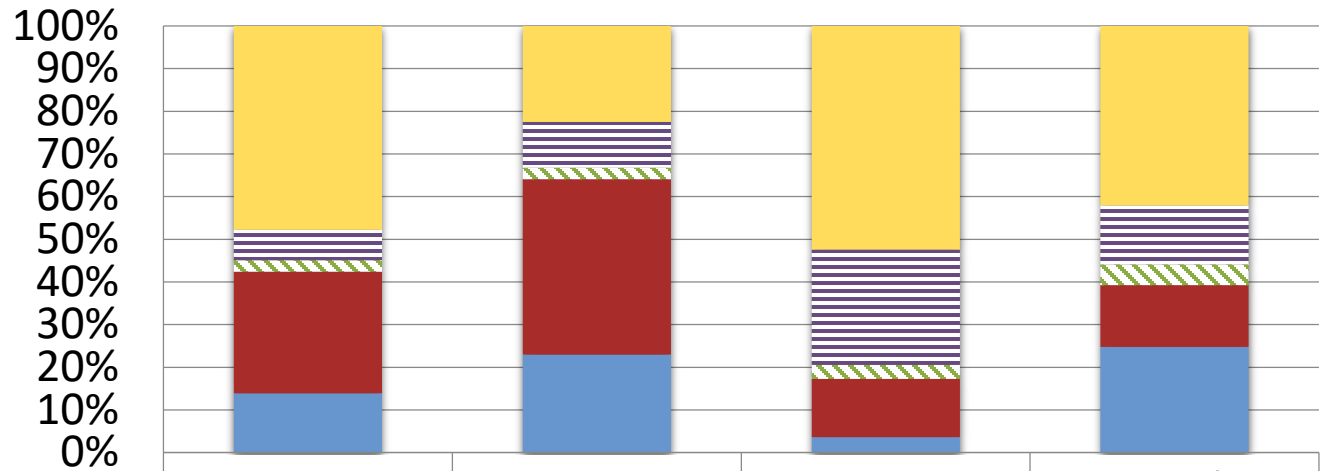
Participation	Actual Data <u>FFY 2015</u> (% of students)	Actual Data <u>FFY 2016</u> (% of students)	Targets <u>FFY 2016</u> (% of students)
READING ASSESSMENT			
Grades 3-5	93.1%	93.1%	95%
Grades 6-8	91.9%	92.5%	95%
High School	58.7%	53.7%	95%
MATH ASSESSMENT			
Grades 3-5	92.8%	92.8%	95%
Grades 6-8	91.3%	91.9%	95%
High School	51.7%	50.6%	95%

Proficiency	Actual Data <u>FFY 2015</u> (% of students)	Actual Data <u>FFY 2016</u> (% of students)	Targets <u>FFY 2016</u> (% of students)
READING ASSESSMENT			
Grades 3-5	26%	24.8%	100%
Grades 6-8	17.14%	17.47%	100%
High School	52.44%	37.73%	100%
MATH ASSESSMENT			
Grades 3-5	26.2%	25.43%	100%
Grades 6-8	14.02%	14.43%	100%
High School	21.3%	13.76%	100%

Postsecondary Outcomes



Postsecondary Outcomes by Disability



	State EBD	State SLD	State ID	State Others
Not Engaged	47.8%	22.5%	52.4%	42.1%
Other Employment	7.1%	10.7%	27.0%	13.8%
Other Education or Training	2.7%	2.7%	3.3%	4.9%
Competitively Employed	28.5%	41.1%	13.6%	14.5%
Higher Education	13.9%	23.0%	3.6%	24.8%

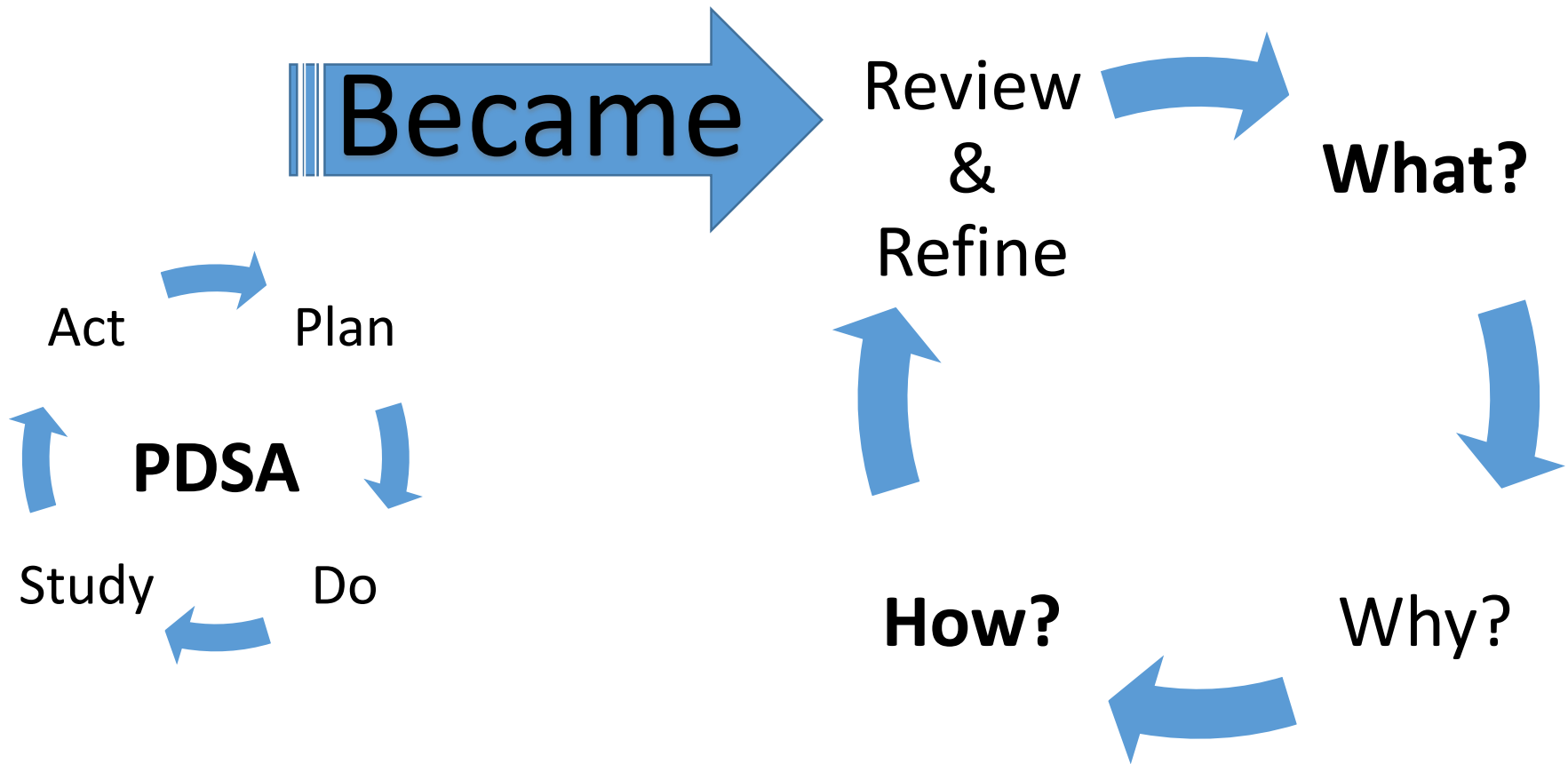
Data Discussions With Stakeholders

- * Leadership
- * Access to CORE/training
- * IEP process
- * System of compliance doesn't match student need
- * Most over-assessed students

The ESSA Opportunity

- WA State ESSA Plan included components that support the instruction of students with disabilities, such as Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL), and highlighted the use of both for all students, and...

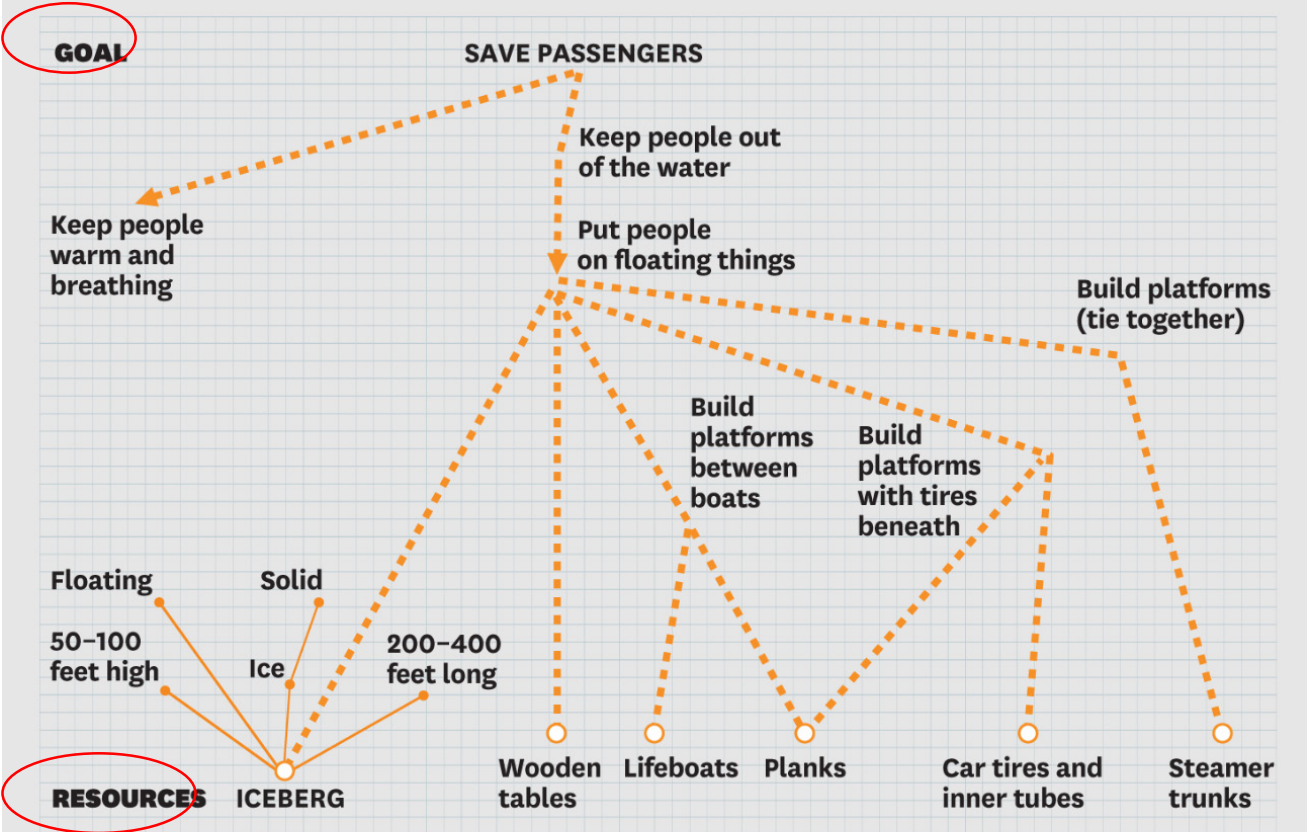
Identify the What and the How



Reframing the Goal to Identify Resources and Activities

Overlooked Strategies for Saving Titanic Passengers

Find new ways to name the goal, and new resources may present themselves.



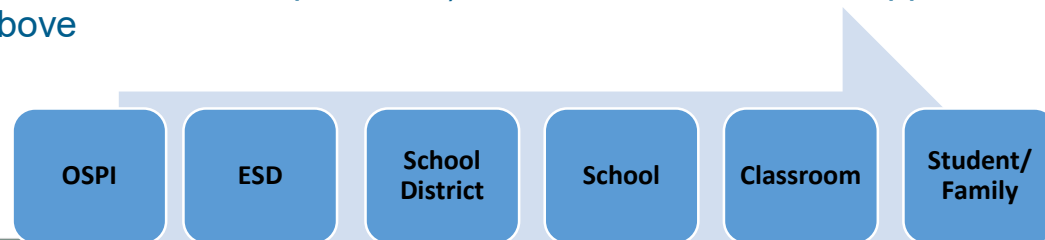
ACTIVITIES

FROM "FIND INNOVATION WHERE YOU LEAST EXPECT IT," BY TONY MCCAFFREY AND JIM PEARSON, DECEMBER 2015

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Addressing Our Root Cause (i.e., Review and Refine)

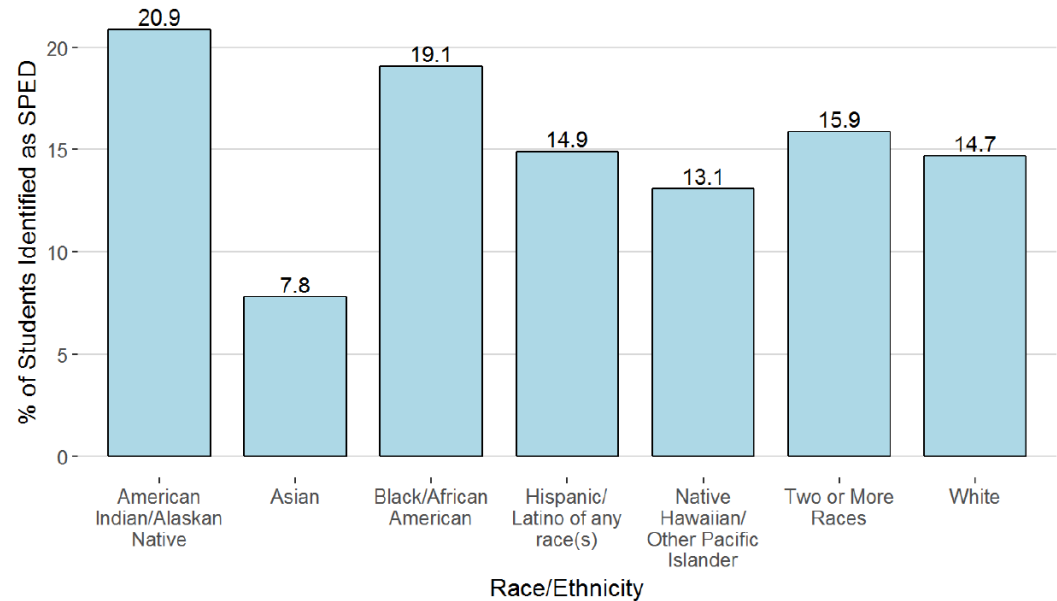
- **Leadership** to support students with disabilities (including increased collaboration and ownership of school administrators and staff regarding students with disabilities) and coordinated efforts with community organizations to improve results and reduce disproportionality
- **Growth mindset** and increasing expectations of students with disabilities (e.g., standards, instruction, graduation, assessments, and IEP-related decisions)
- **Evidence-based instruction/interventions/practices** within an MTSS framework leading to increased access and progress in Washington grade-level learning standards
- **Common/aligned PD** for general educators, special educators, paraeducators, administrators, and parents/families (e.g., IEP team members), addressing all of the above
- **Resource allocation** (braiding, consolidated application, reducing costs for administrative tasks, increasing direct support to students, data-based decisionmaking)
- **Recruitment and retention** (including teacher preparation programs for administrators, general educators, special educators, and related service providers) around instruction and support for students with disabilities, including all of the above



Building Capacity Across Washington

- We started with building capacity within OSPI, then moved to building capacity within ESDs and school districts:
 - Data Dives
 - Data Reports
 - Data Dashboards
 - Other Levers

Figure 2.
Percent by Race/Ethnicity



Commitment to Change: It All Comes Back to Each Student

It is
not acceptable
to know that
change is needed
and yet continue with
status quo



Contact Us

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For More Information

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