

# Beyond Data Submissions: Communicating Your Data to Stakeholders

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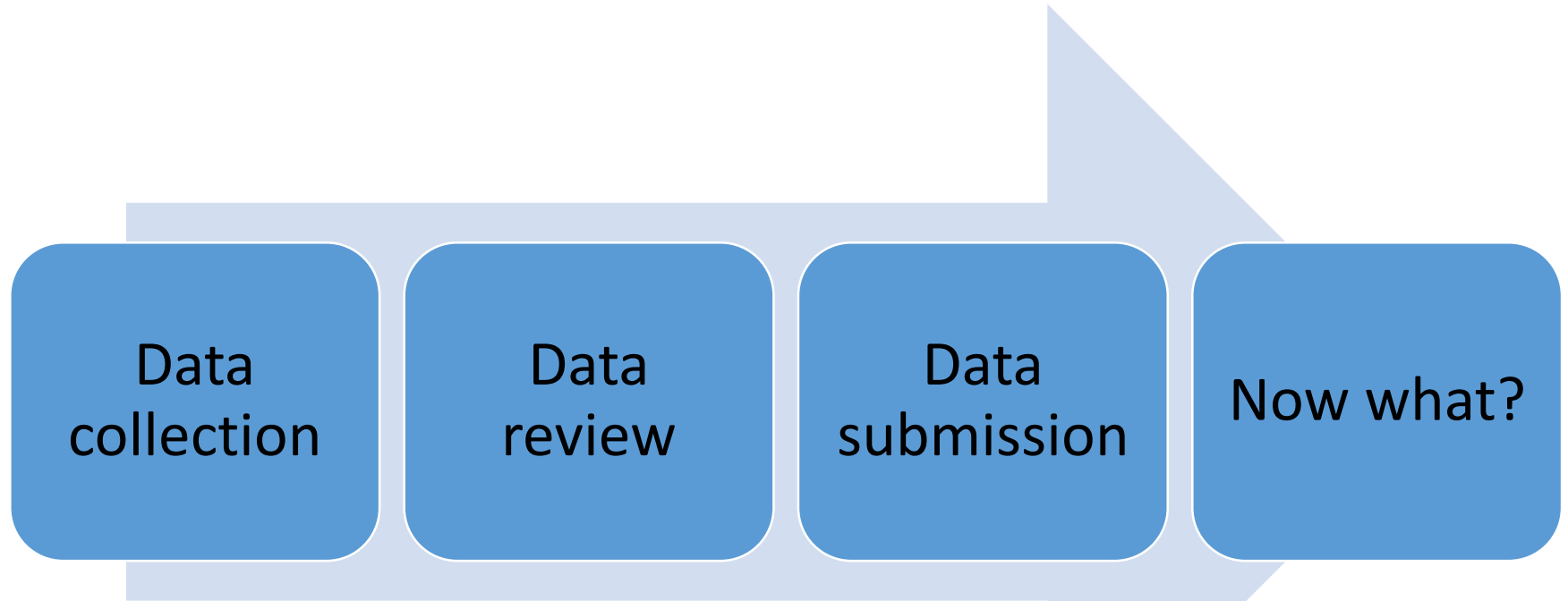
**Austin, TX – March 7-8, 2018**

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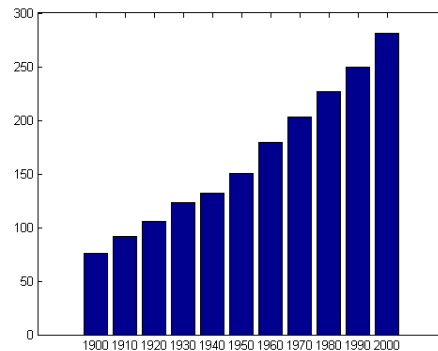
# Agenda

- Introduction
- What does high-quality data use mean
- The *IDEA* Data Center Part B Data System Framework: Data Use
- Four areas to consider when promoting high-quality data use
  - The Audience
  - The Message
  - The Dissemination
  - The Accessibility
- Questions

# Introduction



# The Next Step Is to Communicate Your Data!



How do we ensure **high-quality use of the data** we worked very hard to collect, clean, and report?

# High-Quality Data Use...

- Is informed by protocols for ensuring quality data is available for analysis and reporting
- Is the development of materials and resources to help facilitate understanding of the data
- Addresses strategies and procedures of using data, including
  - Preparing data for analysis
  - Screening data for quality
  - Understanding potential data products that may be available

Source: IDEA Data Center Part B Data System Framework

[https://ideadata.org/sites/default/files/media/documents/2017-09/49903\\_idc\\_part-b\\_framework\\_508.pdf](https://ideadata.org/sites/default/files/media/documents/2017-09/49903_idc_part-b_framework_508.pdf)

# The *IDEA* Data Center Part B Data System Framework: Data Use

- Section 1: Planning for Data Use
- Section 2: Analyzing and Disseminating for Data Use
- Section 3: Using Data and Promoting Capacity for Data Use

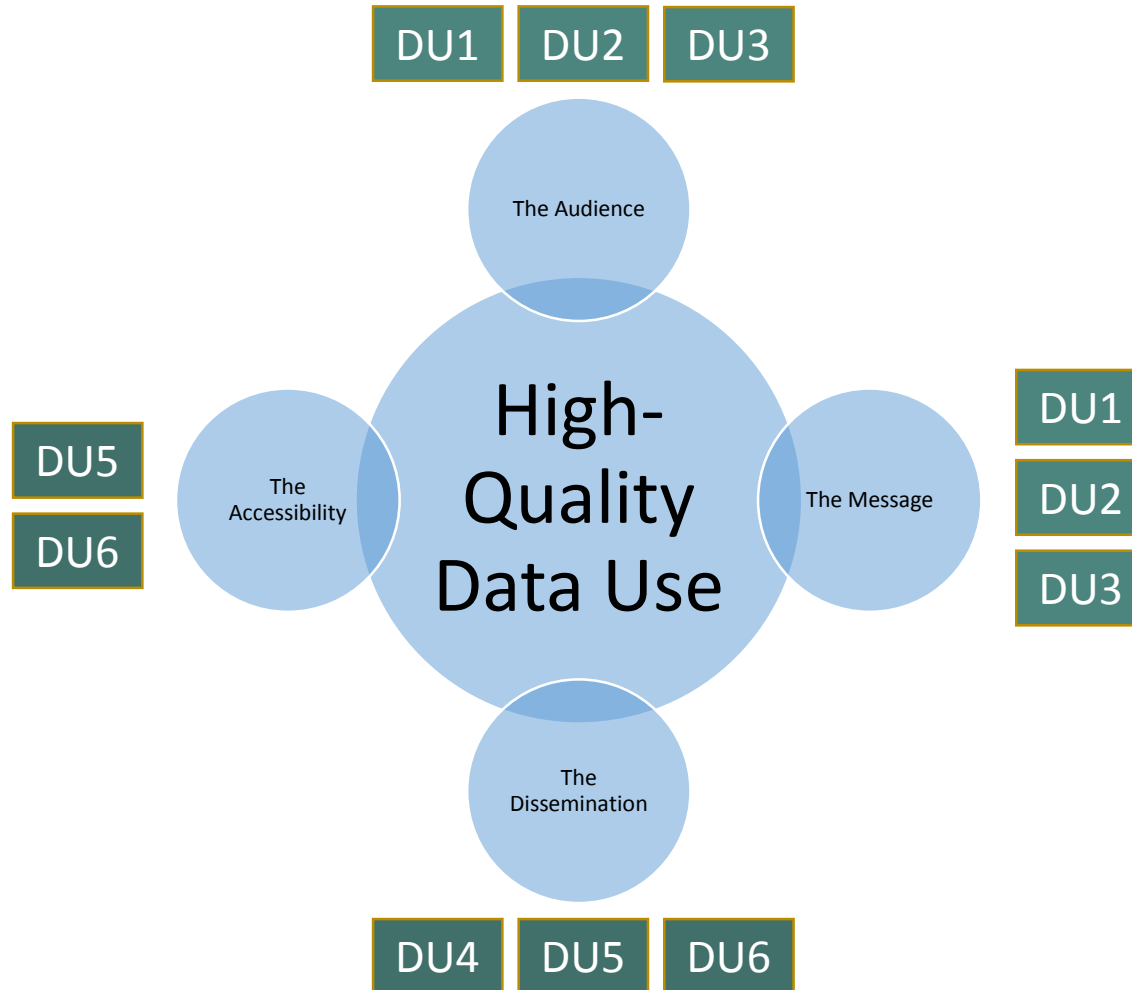


# The *IDEA* Data Center Part B Data System Framework: Data Use (cont.)

Quality Indicator	Description
<b><i>Section 1: Planning for Data Use</i></b>	
<b>DU1</b>	Part B state staff plan for data analysis, product development, and dissemination to address the needs of the state agency and other users.
<b>DU2</b>	Part B state staff or authorized representatives conduct data analysis activities and implement procedures to ensure the integrity of the data.
<b><i>Section 2: Analyzing and Disseminating for Data Use</i></b>	
<b>DU3</b>	Part B state staff or authorized representatives prepare data products that promote understanding of the data and inform decisionmaking.
<b>DU4</b>	Part B state staff disseminate data products to users to meet their needs.
<b><i>Section 3: Using Data and Promoting Capacity for Data Use</i></b>	
<b>DU5</b>	Part B state staff use data to inform decisions, and provide support to local staff to do the same.
<b>DU6</b>	Part B state staff or authorized representatives support the use of data at the state and local levels.



# Four Areas to Consider for High-Quality Data Use



# Area #1: Understanding the Audience

**Key Question:** Who is the main audience for this data product?

- The answer to this question is very important because **it guides the rest of the data communication process**
- Knowing the audience helps determine
  - What report to use
  - What type of visualization (if any) is appropriate
  - How a report is designed
  - What message needs to be communicated



# The Audience: A Key Component of Communicating Data

## Questions to consider

- Who will most likely be receiving this message
- Who is most likely to be affected by this message
  - Who *could* be affected by this message
- What are the characteristics of your audience/what are the audience's needs or interests
- What is the audience's technical, statistical, or analytical background(s)
- Does your state have a plan for methods to communicate with different and/or specific stakeholder groups (Do you need to create a plan)
- Do they trust the data you are providing, and if not, why not

# Area #2: Understand the Message

**Key Question:** Why do you need to create this data product?

- Answering this question can help focus your time, resources, and effort
- Possible reasons why:
  - To meet reporting requirements
  - To provide visual analysis
  - To tell a story
  - To justify a decision or make a point
- Each reason can produce a *very different* report or other data product



# The Message: Reporting Data to Meet Different Stakeholder Needs

## Questions to consider

- What message(s) do you want your audience to receive
- How much time does the audience have to interpret the message
  - How can the message be *misinterpreted*
- What data visualizations would be most appropriate to share with your audience
- Has this message been shared before, and is there already an established protocol to share specific types of messages
- Can you tell a story with this data, and, if so, how

# Area #3: Understanding Data Dissemination

**Key Question:** What procedures do you need to follow to monitor the data being communicated?

- Answering this question makes sure the right data go to the right audience in a secure manner
  - Disseminate means “to spread or disperse”
  - Are you “spreading” or “dispersing” the right data, message, or information
  - Disseminated data can be difficult to retract (e.g., social media)
- **Data governance** must play a key role in dissemination
- Staff who think about dissemination early in the data communication process promote high-quality data use

# The Dissemination: Thinking About Data Governance With Data Use

## Questions to consider

- Who is responsible in your state education agency (SEA) to review data communication protocols, to share data, and to answer questions
- Whom do you need to inform when you communicate these data
- Are there rules regarding personally identifiable information (PII), and if so, what are they
- Are you communicating a consistent message with these data
- What are the consequences if you accidentally share data that you aren't allowed to share
- How is your data in your SEA currently being disseminated, and can those processes be reviewed or improved

# Area #4: Understanding Data Accessibility

**Key Question:** What are the steps you need to implement to ensure your data are accessible to your audiences?

- Answering this question helps the SEA understand what it needs to implement to promote high-quality data use
- **Data accessibility** can mean any of the following:
  - Data that are easy to open, find, use, or interpret
  - Individuals with disabilities are able to use the data
  - SEA staff are building capacity to assist data users with questions
  - Data users have an avenue to provide meaningful feedback to SEA staff to improve accessibility or correct data
- It is important to **build staff capacity** to understand and meet these different data accessibility needs



# The Accessibility: Ensuring High-Quality Use of Your SEA Data

## Questions to consider

- Will your audience need additional data notes or materials to properly understand the data being presented
- Will your audience have sufficient information to interpret and use the data appropriately
- Is additional professional development needed to build capacity for high-quality data use
- Do the colors, design, and format make sense
- Is 508 compliance required or do you need to consider it
- Is there a periodic evaluation protocol to review the effectiveness of your SEA's communication strategies

# IDC Resources to Increase Your SEA's Capacity for High-Quality Data Use

- [Part B and Part C IDEA Data Processes Toolkits](#)
- [IDEA Section 618 Public Reporting Data Element Checklists](#)
- [IDEA Data Center Part B Data System Framework](#)
- [IDEA Data Quality: Outlier Analysis Tools](#)
- [IDEA Data Training Modules](#)
- [Data Meeting Protocol](#)
- *IDEA Part B Indicator Data Display Wizard (in development)*

# Summary: Communicating Your Data to Stakeholders

- Ensuring high-quality data use starts with some strategic planning
- Consider the following four areas and relevant questions when communicating your data:
  - Your audience
  - Your message
  - How the data need to be disseminated
  - How the data need to be accessible
- The IDC has resources that can help

# Questions?



# Contact Us

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# For More Information

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