



INTERACTIVE INSTITUTES **2022**

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Connecting the Dots: Examining the Intersectionality Among Indicators to Inform System Improvement

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Collect, Report, Analyze, and
Use High-Quality Part B Data



Presenters



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Participant Outcomes

Participants will learn how to

- Connect monitoring indicators, specifically State Systemic Improvement Plan (SSIP), to action planning
- Build a foundation for assessing the interplay between and among indicators and using the data to inform improvement efforts
- Use the Tree of Influence to examine the interplay between monitoring and compliance indicators and the SSIP

Agenda

- Importance of a systems check
- Connections between and among indicators
- Utilizing a logic model and the Tree of Influence

Can You See the Forest Through the Trees?



Reflect

- Do you find yourself looking at each individual “tree/indicator/data point”?
- Do you only analyze the entire “forest/monitoring system/data system”?
- The forest is thick
 - Do you have the right tools to understand how the trees are connected?
 - Do you have the right tools to identify where to trim the trees to allow the forest to grow?

Importance of a Systems Check

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What Is a Systems Check?

An opportunity to pause and reflect

- Is the system supporting our intended/desired outcomes?
- What data fuels the system and answers our questions to support program improvement?
- How do our monitoring system processes help us in better understanding what's working and what's not, for whom, and in what contexts?

Systems Check: Questions to Consider

- Is the system/data leading to informed decision making?
- Is the system/data leading to improvement for students and special education programs?
- Is the system/data identifying potential problems (e.g., compliance and local special education determinations, student outcomes, SSIP implementation) to assist LEAs through state provided technical assistance and professional development?

Systems Check Utilizing Tree of Influence

Tree of Influence can help map a system or be considered a diagnostic check

- Identifies logical relationships among indicators and state level
 - Resources
 - Activities
 - Benefits
- Identifies several external factors that can impact performance planning, such as
 - Technology
 - Economics
 - Political system
 - Environment
 - Social issues



Connections Between and Among Indicators

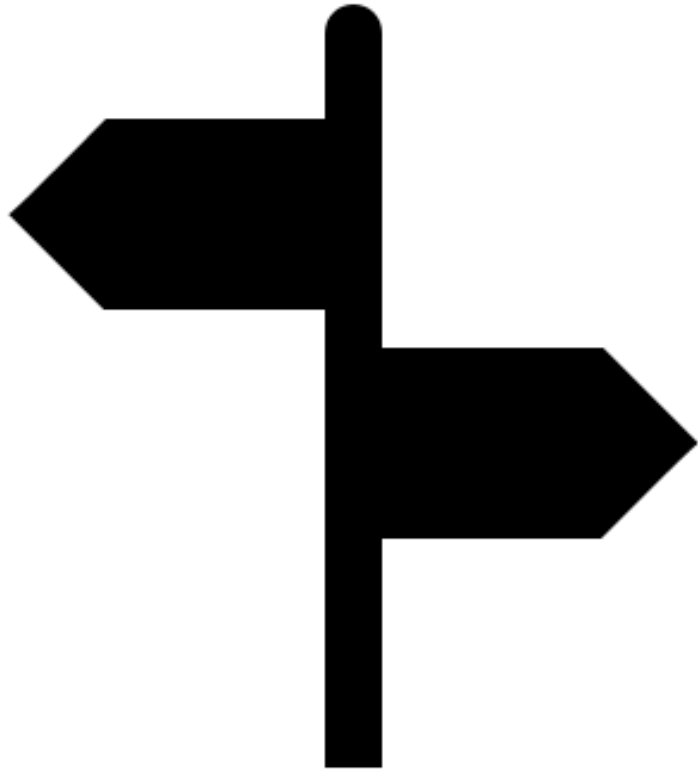


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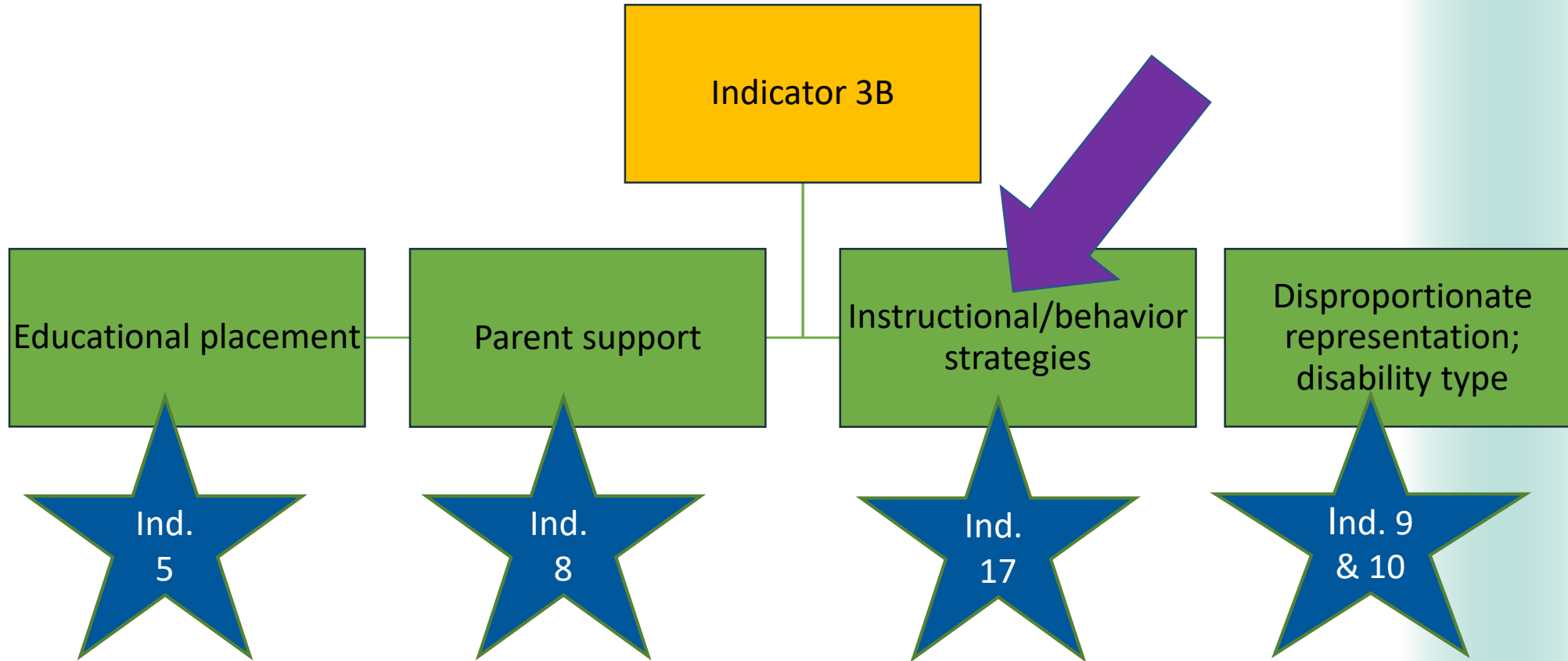
Connections



Think specifically about indicator data

- How often do you analyze indicator data together—for example, graduation and suspension and expulsion?
- How often do LEAs analyze indicator data together—for example, the role of state assessment outcomes and least restrictive environment placement?

Example: What Affects Proficiency Rates on Assessments? (Indicator 3B)



Indicator 17: State Systemic Improvement Plan (SSIP)

- Dig into the role of the SSIP to leverage monitoring and student outcomes
- Consider an example of a State-identified Measurable Result (SiMR) focused on improving reading scores of students in grades 3–5
 - What was working well?
 - What are areas of improvement?
 - What did you learn in the SSIP process and how do you apply that learning to other indicators and analysis?
 - How can the SSIP work lead to improved outcomes?

Utilizing a Logic Model and Tree of Influence



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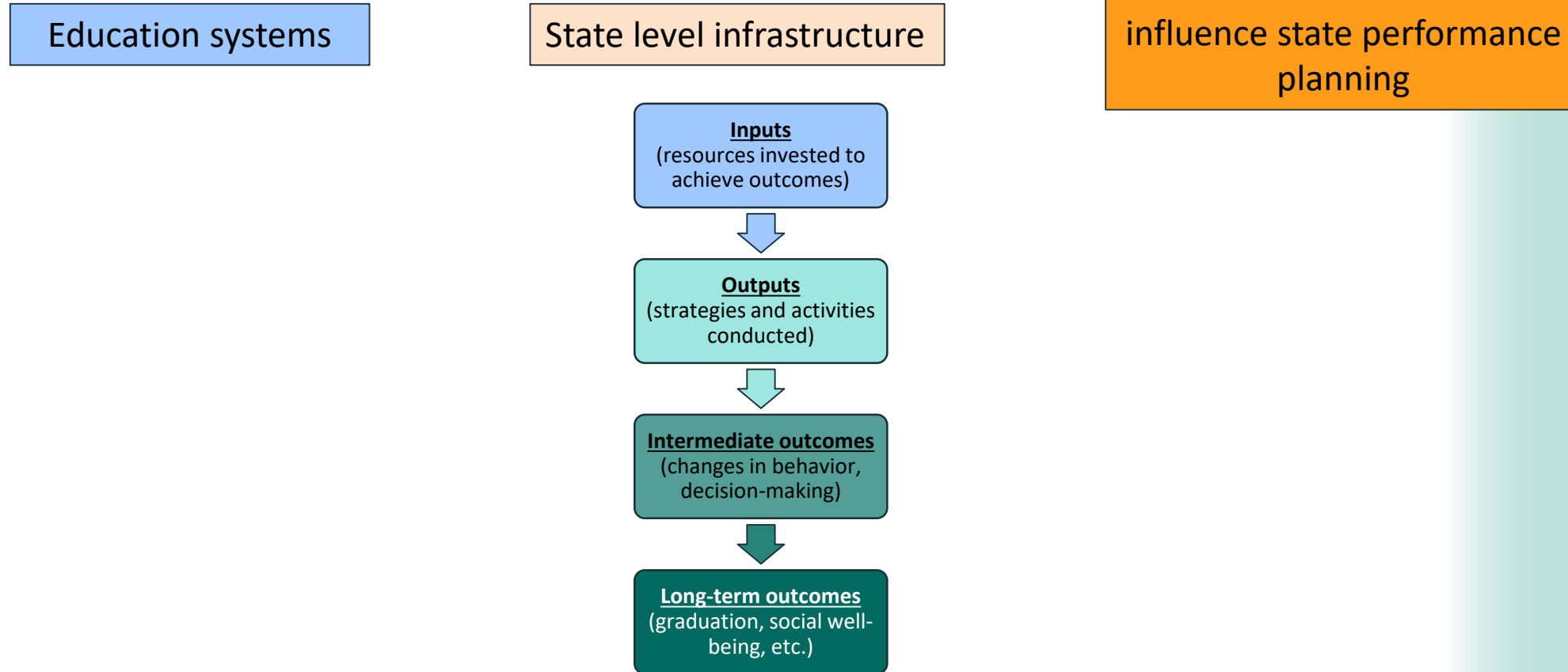
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Understanding Logic Models

- Logic models are effective tools to assist in planning, implementation, and evaluation of projects, initiatives, and/or new systems
- Logic models consider the role of inputs, outputs, and outcomes
- Similar to the SSIP's logic model, the Tree of Influence is a more in-depth process to review data, understand the monitoring system, and identify ways that indicator data influence one another

Layers of a Logic Model Within a Tree

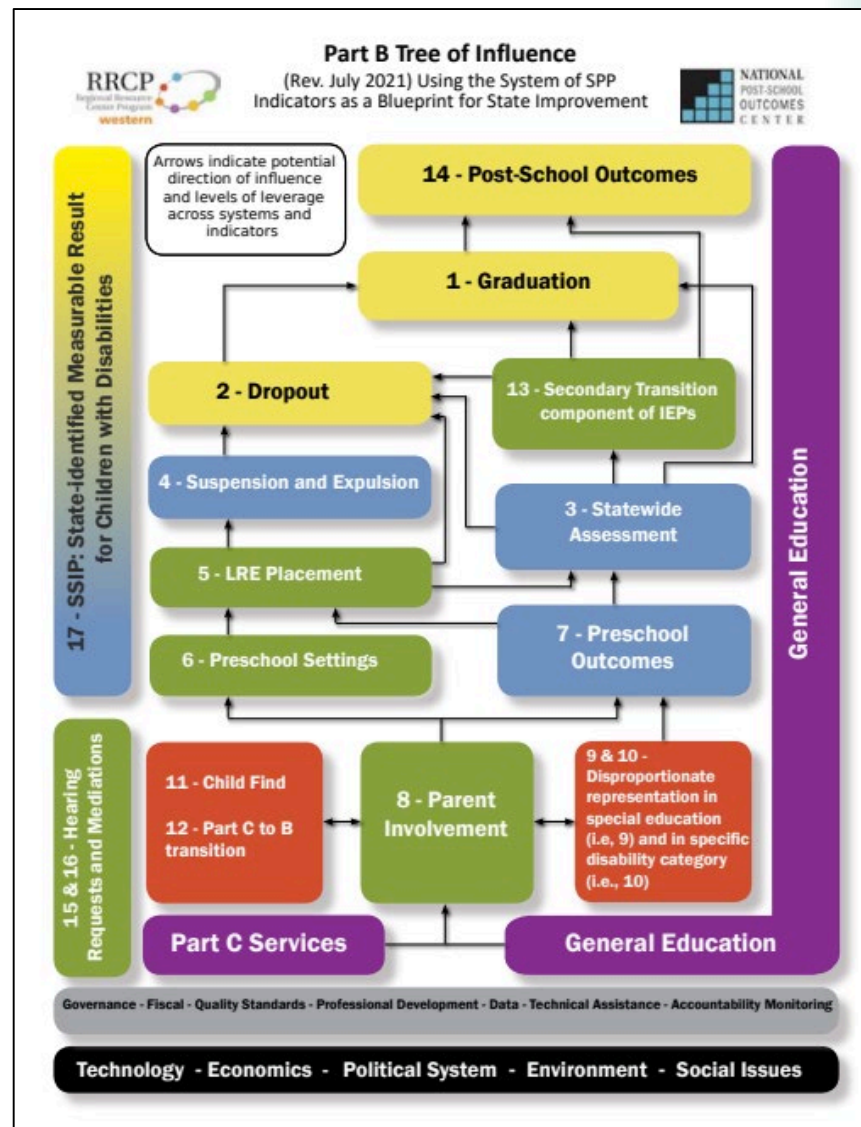


Growing Your Tree

- Start with the end in mind
- What is the ultimate goal that you want for students with disabilities?
 - Graduation (Indicator 1) and Post-School Outcomes (Indicator 14)
- What indicator directly affects Graduation (Indicator 1)?
 - Dropout (Indicator 2)
- How do you prevent Dropout (Indicator 2)?
 - Consider instruction, behavior, special education placement
- What indicators support these categories?

Tree of Influence/ Logic Model Example (OK)

- Long-term Outcomes
- Intermediate Outcomes
- Outputs
- Inputs
- Education Systems
- State Level Infrastructure
- External Factors



Source: https://transitionta.org/wp-content/uploads/docs/Tree_of_Influence.pdf.

Interested in Growing Your Tree?

- Would it be helpful to dig into your data, data system, and/or monitoring system?
- Want to create a Tree of Influence/logic model to better understand how data influences other aspects of the system?
- IDC is here for YOU!

Remember...

- The forest is thick and the tools that are in place need to be working
- The forest cannot exist without the trees, but within the SEA we need to make sure that every “tree” counts and serves a meaningful purpose



Contact Us



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What actions will you take to commit to being a Data Quality Influencer?



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