

OSEP MONTHLY DMS TECHNICAL ASSISTANCE CALL

DATA & SPP/APR PROTOCOL (DATA)

JANUARY 2022



OSEP Deputy Director



David Cantrell

Deputy Director

Office of Special Education Programs (OSEP)

Agenda

- ▶ DMS Updates
- ▶ Protocol Structure Review
- ▶ Data
 - Framework
 - Definition
 - Overarching Questions

Updates: New Documents

General Resources

- ▶ [DMS 2.0 Framework with Evidence and Intended Outcomes](#) (PDF)
- ▶ [Overview of the Differentiated Monitoring and Support \(DMS\) System](#) (PDF) **NEW!**
- ▶ [DMS 2.0 Document Review & Request Template](#) (Word) **NEW!**

Updates: Stakeholder Involvement

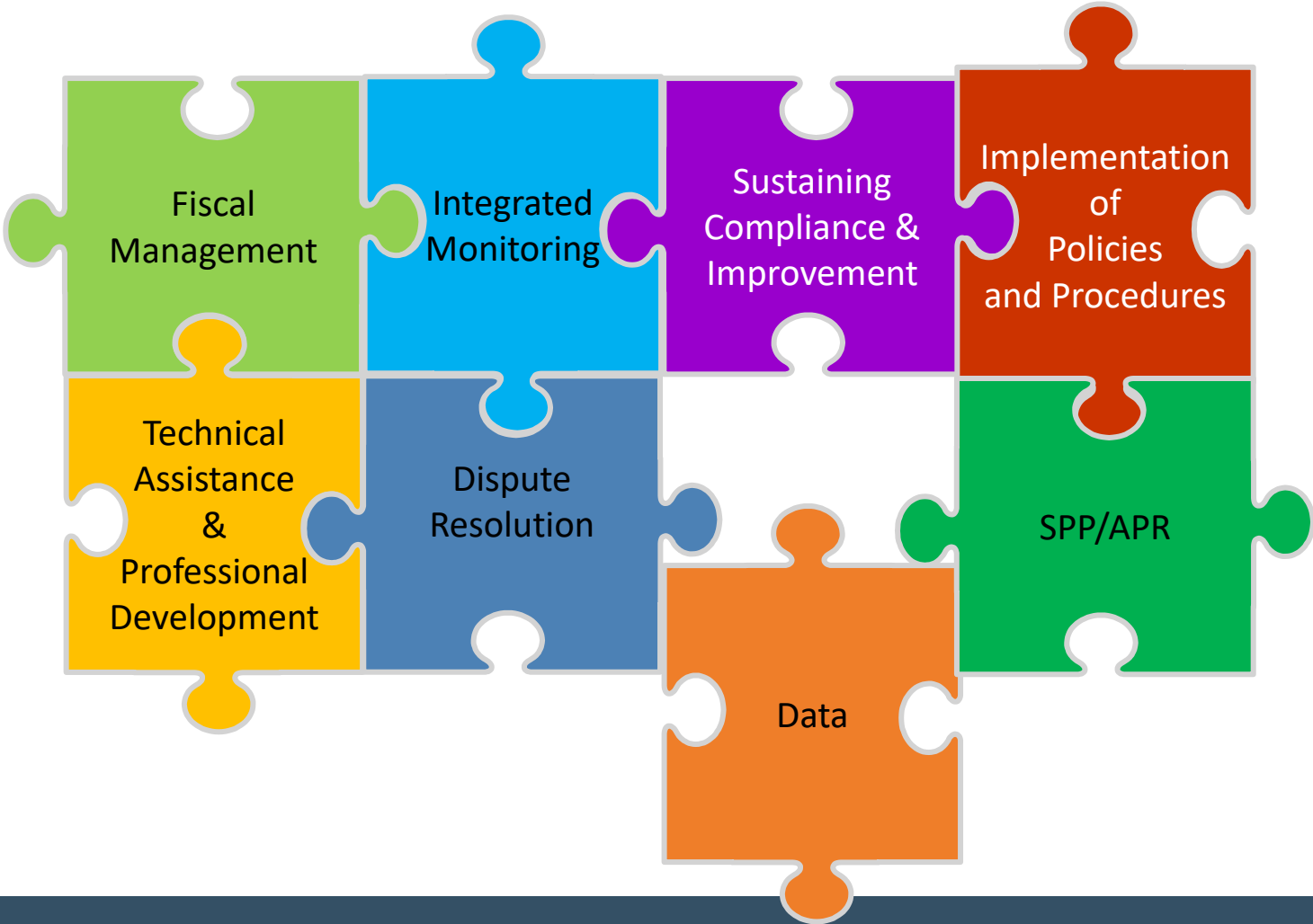
- ▶ The primary purpose of the stakeholder input is to give stakeholders at the State level an opportunity to provide OSEP with input relating to the effectiveness of the State's general supervision systems.
- ▶ Additionally, OSEP may solicit additional information from State stakeholders pertaining to any area identified by OSEP for a focused monitoring activity.
- ▶ The focus of the stakeholder input process is to assist OSEP in identifying States' system-wide issues rather than child-specific issues.
- ▶ OSEP will be gathering stakeholder input from State Protection and Advocacy Systems, SAPs/ICCs and Parent Training and Information (PTI) centers, including focus groups of parents of children with disabilities.

General Supervision Protocols

General Supervision

- Parts B and C — Integrated Monitoring Protocol (Word)
Covered on a separate training
- Parts B and C — Sustaining Compliance and Improvement Protocol (Word) *Covered on a separate training*
- Parts B and C — Data and SPP/APR Protocol (Word)

8
Key
Components

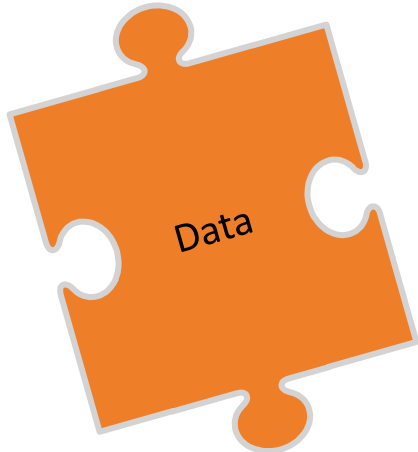


General Protocol Structure

The protocols are developed and organized in the following way—

- ▶ Question
- ▶ General Information
- ▶ Possible Follow-up Questions
- ▶ Areas (or issues) for Follow-up

Data Framework

IF A STATE HAS	THEN	THEN	THEN	INTENDED OUTCOME
<p>An effective system to collect and report timely and accurate data</p>	<p>The State collects and reports valid and reliable data that are timely submitted to the Secretary and the public.</p>	<p>The State analyzes data for strategic planning and equitable allocation of resources.</p>	<p>The State uses data to support implementation of strategies that are most closely aligned to improved outcomes.</p>	<p>An effective system to collect and report timely and accurate data will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.</p>
<p>DEFINITION</p>	<p>EXAMPLES OF EVIDENCE</p>	<p>EXAMPLES OF EVIDENCE</p>	<p>EXAMPLES OF EVIDENCE</p>	
<p>A data system designed to ensure that the data collected and reported are valid and reliable and that information is reported to the Department and the public in a timely manner. The data system will inform and focus a State's improvement activities as well as verifying that that the data collected and reported reflect actual practice and performance.</p>	<ul style="list-style-type: none"> • Description of data collection system(s) • Reports/Screen Shots of data systems • Walk through demonstration of data system • Documentation of Data governance requirements • Manuals or evidence reflecting the Edit Checks/Business Rules within their data system • Data manuals • Description of data process/oversight • Organizational Chart related to data and roles and responsibilities • TA/PD trainings for data users • EDFacts Data Quality Reports • APR Data Matrix • Data sharing agreements • Public Reporting • Evidence of meaningful stakeholder involvement • Evidence that the State has a system to ensure protection of personally identifiable data 	<ul style="list-style-type: none"> • Schedule/Timeline for examining LEA/EIS program data • Guidelines for using data to inform monitoring/TA • Evidence that the State uses its data systems to plan for new initiatives • Evidence that the State compiles and integrates data across systems and uses the data to inform and focus its improvement activities • Models for root cause analysis • Evidence of how root cause analysis is used • Process for making data informed decisions at the State level • Guidance and/or training to LEA/EIS programs to use data to inform decision making • Training and guidance for LEA/EIS programs on how to analyze data. • Evidence such as a data sharing agreement, MOU, or information attained during OSEP interviews that State level Part C and Part B 619 staff regularly communicate about outcomes data issues 	<ul style="list-style-type: none"> • Timeline of data pulls for implementation of strategies • Documentation of analysis of data trends • Evidence that the State supports a data driven culture at the LEA/EIS program level to ensure LEA/EIS programs carry out evidence-based practices with fidelity (e.g. trainings, user manuals, guidance etc.) • Identification of high and low performing LEA/EIS programs based on data • Evidence of identification of best practices through the use of data • Additional sources of data beyond 616 and 618 data at both State and LEA/EIS program level • Evidence that the State uses its data systems (e.g., monitoring, self-assessment, database, due process, and State complaints) to improve program and systems operations • Evidence that outcomes data within longitudinal data systems are analyzed and used for improving the programs 	



Data Protocol

- ▶ Data (Data System/Section 616 and Section 618 Data):
 - **Does the State have a data system that is reasonably designed to collect and report valid and reliable data and information to the Department and the public in a timely manner and ensure that the data collected and reported reflect actual practice and performance?**
 - **Component: DATA SYSTEM**—A data system designed to ensure that the data collected and reported are valid and reliable and that information is reported to the Department and the public in a timely manner. The data system will inform and focus a State's improvement activities as well as verifying that the data collected and reported reflect actual practice and performance.

DATA Reference Documents

- ▶ OSEP documents already available
 - Section 618 Data Collection Requirements
 - Section 618 Data Quality Reports
 - Section 616 State Performance Plan/Annual Performance Report (SPP/APR) Measurement Table/Reporting Requirements
 - RDA Matrix
 - State Data Displays

DATA State Documents Publicly Available

- ▶ Section 616 SPP/APR
- ▶ Local educational agency (LEA)/early intervention service (EIS) provider public reports

DATA Suggested Documents

- ▶ Documents to be provided to OSEP by the State
 - Data user guide/manual (SEA and/or local program)
 - Business rules documentation
 - Standardized training materials (SEA and/or local program)
 - Data monitoring protocols (SEA and/or local program)
 - Data collection/reporting calendar

Data Overarching Questions

- A. Does the State have a system in place to **collect valid and reliable data**?
- B. Does the State have a system in place to **report timely and accurate data**?
- C. How does the State **use its data to analyze performance** across SPP/APR indicators and other priority areas, with a focus on improving educational results and functional outcomes for all children with disabilities? Specifically, how does the State:
 - 1) **assess trends** across the State; and
 - 2) **determine the specific needs** of each local program?

Compliance Indicator Data Reminders

- ▶ When calculating and reporting FFY 2020 data in the SPP/APR, the State must ensure its data only reflects LEAs' or EIS programs' **actual level of compliance prior to the opportunity to correct any noncompliance.**
- ▶ **Pre-finding Correction:** If the State reported less than 100% compliance (i.e., less than 100% actual target data) for the previous reporting period (e.g., for the FFY 2020 SPP/APR, the data for FFY 2019), and the State did not identify any findings of noncompliance, **provide an explanation of why the State did not identify any findings of noncompliance.**

Common Data Findings Identified on APRs

- ▶ States using **wrong year of data** for making findings
- ▶ **Sample Size:** Size of the sample the State reviews for identification of noncompliance or the verification correction of noncompliance using their data/database does not meet the “reasonableness” standard.
- ▶ **Timeliness of Notification:** States must provide written notification of findings of noncompliance as soon as possible after the State concludes that an LEA/EIS provider has noncompliance in their data, which **OSEP expects to be generally in less than three months** from the time that the SEA/LA discovers the noncompliance.

Data Historical Findings: Timely Submission

- ▶ The State identified several barriers to its data collection system. One issue was the **difficulty getting its district staff to adhere to data submission deadlines.**
- ▶ Although the State could determine which districts were habitually late with data submission, it **did not appear to have any enforcement tools** to ensure timely submissions.



OSEP

OFFICE OF SPECIAL EDUCATION PROGRAMS
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
U.S. DEPARTMENT OF EDUCATION

Home: www.ed.gov/osers/osep

Blog: <https://sites.ed.gov/osers>

Twitter: https://twitter.com/ED_Sped_Rehab

YouTube: www.youtube.com/c/OSERS

