![Communities - Connecting States in the ND Field]

2014-15 ND COMMUNITIES TOPICAL CALL SERIES

CALL RECAP
IMPROVING DATA QUALITY AND USE:
COLLECTING STUDENT DATA AFTER EXIT
THURSDAY, AUGUST 6, 2015

- **CALL RECORDING** (ADOBE CONNECT)
- **CALL SLIDES** (PPTX)

States are required to report data from programs/facilities that receive Title I, Part D funding to the U.S. Department of Education (ED) annually through the CSPR. With the new changes to the collection, collecting and reporting quality data becomes challenging. Additionally, some Part D coordinators struggle with utilizing the data available to them to enhance their work and decision-making. The "Improving Data Quality and Use" topical call series explores ways to improve data quality, focusing on data indicators that are difficult to collect and data indicators recently added to the collection. The series also focuses on ways to meaningfully and easily incorporate data in the day-to-day work of coordinators.

OVERVIEW

The student outcome data indicators for academic and vocational outcomes has recently been split into "in facility" and "within 90 days after exit" in the Consolidated State Performance Report (CSPR). Many states face barriers to collecting student outcome data after exit. As the second call of the topical call series Improving Data Quality and Use this interactive session explored the following ways for collecting data post-release:

1. Gathering data from students and/or families after the student exits through emails, postcards, surveys, phone calls etc.
2. Collecting data though the organizations, agencies and people the students may have contact with after they are released (i.e. LEAs nearby, parole officers, vocational programs, community providers, community colleges)
3. Utilizing a student level database to collect data across N or D facilities

Presenters included Irma Arellano, Grant Coordinator of Ingham County Youth Center in Michigan, Jennifer Sanders, Superintendent of Schools, Buckeye United School District in Ohio, and Jamie Miller, Support Services Supervisor of the Northwest Tri-County Intermediate Unit in Pennsylvania. In addition to Title I, Part D State Coordinators we invite facility staff and transition coordinators to participate in this call.

TOOLS, TIPS AND TAKE-AWAYS

How data can be used in ND Coordinator responsibilities

- **Planning and funding.** Data can be included in the application process. Budgeting data from subgrantees can be tracked and used for funding purposes.

- **Monitoring and compliance.** CSPR data can be utilized as part of desktop monitoring or can be used to inform conversations during monitoring visits.

- **Reporting and evaluation.** ND coordinators can review outcome data longitudinally to track what is working in facilities and determine where further technical assistance it needed.

Examples of data use by ND Coordinators

- **Karen Nielson, ND Coordinator from California** shared an excel spreadsheet she uses to review data prior to monitoring visits of subgrantees. The excel spreadsheet includes 3 years of data on allocations, carry-over funds, improvement in reading and math pre- and posttests of long term students, all academic and vocational outcomes in facility and after exit.

- **Kenya Haynes, ND coordinator from Wyoming** looks at subgrantee monitoring findings from the previous year to determine the technical assistance for the next year. This year she has worked with Special Education to do a focused risk-based data drill down, specifically having a psychometrician to look deeper into issues they are noticing at Subpart 1 programs.

Using data to make budgeting decisions

Bi Vuong presented information on the process of working with a specific school trying to solve a problem of wanting to ensure that our N or D students receive adequate resources to meet their social, emotional, and educational needs. First she looked at incoming data.

1. First, her team took into account the fluctuations in the enrollment across the year, to determine the correct number of staff needed at the school.

2. She disaggregated regular education enrollment and special education enrollment to guide a conversation with the principle at the school to talk about what kind of staff are needed.

3. They further disaggregated the special education data to look at the proportion of learning support students, emotional support students, life skills support students to make sure the additional needs of these particular students are met.

As a result of this data analysis the LEA allocated more staff to decrease class size, allocated a special education teacher (school is looking for more duel-certified special education teachers), and school are now providing more psychological services to the students.

Next Bi Vuong talked through the outcome data. One of the indicators they looked into was student exit information—specifically, those youth who enter adult incarceration facilities. They have students matriculate back to neighborhood schools/charter schools and this information helped talk with their transition coordinators to talk about how the systems are working together to make the transitions become as seamless as possible. They use all of this data to create more conversations at the school or as progress monitoring tools, not as penalty.

ADDITIONAL RESOURCES

- ED Data Express provided to improve the public's ability to access and explore high-value state-level education data collected by the U.S. Department of Education.

- NDTAC National and State Fast Facts provides National and State data tables and graphics reflecting key demographics and academic outcomes for students enrolled in Title I, Part D, programs.

- Consolidated State Performance Reports presents state-by-state CSPR tables. Title I, Part D is presented in Part II of the CSPR.