

Data Analysis



ILCD Process for Results Driven Accountability (RDA)

- RDA balances compliance and improvement of outcomes for children with disabilities
- A “big picture approach that organizes the State Performance Plan (SPP) indicators into the following 3 Impact Areas:
 - Improving developmental outcomes and academic achievement (school readiness) for children with disabilities
 - Improving communication and relationships among families, schools, communities and agencies
 - Improving transitions for children with disabilities from early intervention through adult living
- Impact Areas help PRTs and districts drill down and perform root-cause analysis to identify underlying issues



- To impact improved results, 4 key areas in developing a district's Targeted Improvement Plan (TIP) will be addressed by the ILCD Committee/Team
 1. The process begins with **analysis** of PRT or district **data** on the SPP/APR indicator targets for each Impact Area
 2. Based on the data analysis, identify the area of focus
 3. Review capacity of current system to support improvement
 4. Develop a comprehensive, multi-year, TIP that includes identified measurable results and coherent improvement strategies



IMPROVING LEARNING FOR CHILDREN WITH DISABILITIES (ILCD)

Part B Guidance for School Districts
for Improving Results for Children
and Youth with Disabilities
2014-2015



7/31/14



Pre-Analysis Questions:

1. What data do we have per Impact Area?
2. Is there sufficient data?
 - See data sources, Impact Areas I, II, III
 - Data needs for triangulation to determine trends
3. What data do we need to gather or what data do we not have?



Identify your data sources:

- ILCD Part B Guidance Document

DATA SOURCES – IMPACT AREA I

Data Displayed on the District's Secure ILCD Website	Additional Data Sources
<ul style="list-style-type: none"> Nebraska State Performance Plan, Disproportionate Representation in Special Education - Part B Indicator 9 	<ul style="list-style-type: none"> NSSRS Data
<ul style="list-style-type: none"> Nebraska State Performance Plan, Disproportionate Representation in Specific Disability Categories - Part B Indicator 10 	<ul style="list-style-type: none"> State of the Schools Report
<ul style="list-style-type: none"> Nebraska State Performance Plan, LRE Placement - Part B Indicator 5 	<ul style="list-style-type: none"> Local Data Sources: <ul style="list-style-type: none"> Data Patterns and Trends District Special Education Policies and Procedures District Improvement Plan(s) Formative Data Summative Data Other
<ul style="list-style-type: none"> Nebraska State Performance Plan, Preschool Settings - Part B Indicator 6 	<ul style="list-style-type: none"> District Graduation Data
<ul style="list-style-type: none"> Nebraska State Performance Plan, Assessment Participation and Performance - Part B Indicator 3 	<ul style="list-style-type: none"> eDIRECT Data Recognition Corporation (DRC) website eDIRECT enables districts to quickly and easily access links to online testing tools and program information for the Nebraska State Accountability (NeSA) testing program. The District Assessment Coordinator is the person who has been given access for the district. It is the district's decision as to who can have access. On this site, you are able to see any student's performance on the NeSA.
<ul style="list-style-type: none"> Nebraska State Performance Plan, Results Matter – Child Outcomes -Part B Indicator 7 	
<ul style="list-style-type: none"> Nebraska State Performance Plan, Graduation - Part B Indicator 1 	
<ul style="list-style-type: none"> Monitoring Results (92 NAC 51) 	
<ul style="list-style-type: none"> Part B Parent Survey 	
<ul style="list-style-type: none"> Part B Staff Survey 	
<ul style="list-style-type: none"> District Performance Report 	

DATA SOURCES – IMPACT AREA III

Data Displayed on the District's Secure ILCD Website	Additional Data Sources
<ul style="list-style-type: none"> Part C to B Transition – SPP Part B Indicator 12 	<ul style="list-style-type: none"> NSSRS
<ul style="list-style-type: none"> Secondary Transition – SPP Part B Indicator 13 	<ul style="list-style-type: none"> Interagency collaborations (i.e. community partners, business, work-study, vocational rehabilitation, higher education training/college)
<ul style="list-style-type: none"> Post-School Outcomes – SPP Part B Indicator 14 	<ul style="list-style-type: none"> District Post School Outcomes Report
<ul style="list-style-type: none"> Part B Parent Survey 	<ul style="list-style-type: none"> Local Data Sources: <ul style="list-style-type: none"> Data Patterns and Trends District Special Education Policies and Procedures District Improvement Plan(s) Other
<ul style="list-style-type: none"> Part B Staff Survey 	
<ul style="list-style-type: none"> Monitoring Results (92 NAC 51) 	
<ul style="list-style-type: none"> District Performance Report 	

DATA SOURCES – IMPACT AREA II

Data Displayed on the District's Secure ILCD Website	Additional Data Sources
<ul style="list-style-type: none"> Nebraska State Performance Plan Parent Involvement - Part B Indicator 8 	<ul style="list-style-type: none"> NSSRS Data
<ul style="list-style-type: none"> Nebraska State Performance Plan Initial evaluation - Part B Indicator 11 	<ul style="list-style-type: none"> State of the Schools Report
<ul style="list-style-type: none"> Nebraska State Performance Plan Dropouts - Part B Indicator 2 	<ul style="list-style-type: none"> ChildFind Notices
<ul style="list-style-type: none"> Nebraska State Performance Plan Suspension/ Expulsion rate greater than 10 days - Part B Indicator 4A 	<ul style="list-style-type: none"> Documentation that indicates parents of children and youth with disabilities are involved in a variety of committees
<ul style="list-style-type: none"> Nebraska State Performance Plan Suspension/ Expulsion rate disproportionality - Part B Indicator 4B 	<ul style="list-style-type: none"> Local Data Sources: <ul style="list-style-type: none"> Data Patterns and Trends District Special Education Policies and Procedures District Improvement Plan(s) Other
<ul style="list-style-type: none"> Part B Parent Survey 	
<ul style="list-style-type: none"> Part B Staff Survey 	
<ul style="list-style-type: none"> Monitoring Results (92 NAC 51) 	
<ul style="list-style-type: none"> District Performance Report 	



Data Analysis Protocol

1. What are the SPP/APR Indicators and State Targets for the Impact Area?
Using the District Performance Report...
 - a) What is the trend for the past 3-5 years?
 - b) Did we meet the target this year?

2. Using district data...
 - a) What is the trend for the performance of students with disabilities?
 - b) Is the gap closing in our district between all students and students with disabilities?



Click to choose a grade: **3** **4** **5** **6** **7** **8** **11**

Choose A Group

NeSA statewide tests in grades 3-8 and 11 were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students were proficient on standards.

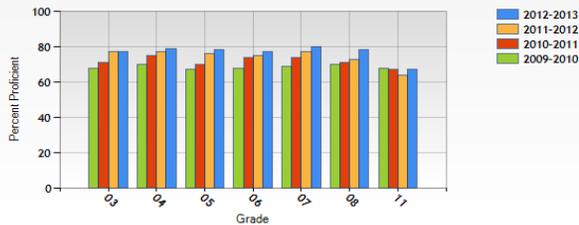
Nebraska State Accountability (NeSA) - Reading
All students
Percent Proficient

	All Grades
2009-2010	69 %
2010-2011	72 %
2011-2012	74 %
2012-2013	77 %

Percent Proficient By Grade

	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 11
2009-2010	68 %	70 %	67 %	68 %	69 %	70 %	68 %
2010-2011	71 %	75 %	70 %	74 %	74 %	71 %	67 %
2011-2012	77 %	77 %	76 %	75 %	77 %	73 %	64 %
2012-2013	77 %	79 %	78 %	77 %	80 %	78 %	67 %

Percent Proficient By Grade



NeSA statewide tests in grades 3-8 and 11 were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students were proficient on standards.

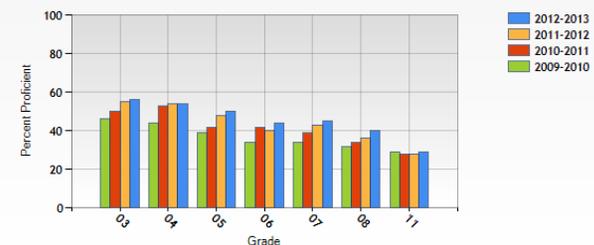
Nebraska State Accountability (NeSA) - Reading
Special Education Students
Percent Proficient

	All Grades
2009-2010	37 %
2010-2011	42 %
2011-2012	44 %
2012-2013	47 %

Percent Proficient By Grade

	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 11
2009-2010	46 %	44 %	39 %	34 %	34 %	32 %	29 %
2010-2011	50 %	53 %	42 %	42 %	39 %	34 %	28 %
2011-2012	55 %	54 %	48 %	40 %	43 %	36 %	28 %
2012-2013	56 %	54 %	50 %	44 %	45 %	40 %	29 %

Percent Proficient By Grade



State of the Schools Report
Data Samples



State of Nebraska
Nebraska State Accountability (NeSA) - Reading Detail

NeSA Statewide Reading Tests in grades 3-8 and 11 were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students were proficient on standards.

Click to choose a grade: **3** 4 5 6 7 8 11

Performance for Grade 03

	% Below Proficient	% Proficient
All students (ALL)	23 %	77 %
Male (M)	25 %	75 %
Female (F)	20 %	80 %
Hispanic (HI)	35 %	65 %
American Indian/Alaska Native (AM)	46 %	54 %
Asian (AS)	22 %	78 %
Black or African American (BL)	45 %	55 %
Native Hawaiian or Other Pacific Islander (PI)	****	83 %
White (WH)	17 %	83 %
Two or More Races (MU)	23 %	77 %
Students served in migrant programs (Migrant)	46 %	54 %
Students eligible for free and reduced lunch (FRL)	34 %	66 %
Special Education Students (SPED)	44 %	56 %
English Language Learners (ELL)	39 %	61 %
Special Education Students - Alternate Assessment (SPED ALT)	32 %	68 %
Highly Mobile Students (Mobile)	39 %	61 %

State of the Schools Report
 Data Samples

Accountability by Grade

Highly Mobile Students (Mobile) 39 % 61 %

Performance for Grade 03

Choose a single group:
 Special Education Students

Special Education Students

Proficiency By Race

Proficiency By Gender

Proficiency By Group

* Data has been masked to protect the identity of students using one the following criteria:
 1) Fewer than 10 students were reported in a group or subgroup.
 2) Fewer than 5 students were reported at a performance level.
 3) All students were reported in a single group or performance category.



Competencies and Challenges

IMPACT AREA I RESULTS	
Analysis of Data for SPP Indicators – Performance Report and other relevant district data	
Competencies	Challenges
<i>District Infrastructure (Resources and Supports): At a minimum, please review:</i>	
<ul style="list-style-type: none"> • Administrative Involvement • Professional Development 	<ul style="list-style-type: none"> • Evidence-Based Practices • Connections with district and state initiatives
Resources & Supports Available	Resources & Supports Needed



Root Cause Analysis

If YES... Celebrate!

- How can we continue the trend?
- Focus on growth to maintain progress...
- What will we include in the TIP to sustain progress?



Root Cause Analysis

If NO, with no improvement or with slippage...

1. What additional data do we have to validate the lack of improvement or slippage?
2. What data do we have that does not agree with lack of improvement or slippage?
3. What are the trends over time?
4. What factors might lead to the lack of improvement or slippage?
5. Is this a systemic issue or an isolated event?
 - a) What happened during this past year so that we didn't meet the target?
 - b) What is our hypothesis concerning this data?
 - c) What data do we have to support or invalidate our hypothesis?
 - d) What is our TIP as a result of this data?



Root Cause Analysis

If NO, BUT showing improvement from the previous year...

1. Have we seen improvement over several years?
2. Can we determine the trendline for growth? Will this continue to be a positive trend?
3. Will there be enough growth (using the trendline) to meet the target next year?
4. Is this systemic or an isolated event?
5. See below for systemic/isolated actions.
 - a) What happened during this past year that we didn't meet the target, but saw growth?
 - b) What is our hypothesis concerning this data?
 - c) What data do we have to support or invalidate our hypothesis?
 - d) What should be included in the TIP to maintain improvement over time and meet the target?



Questions?

Please contact an ILCD Facilitator or the assigned
NDE Regional Consultant.

http://www.education.ne.gov/sped/ilcd/ILCD_Facilitators_2014-15.pdf

<http://www.education.ne.gov/sped/contactus/2014%20Staff%20Assignments.pdf>

