

Background

- * Effective use of early intervention (EI) and early childhood special education (ECSE) data are fundamental to achieving positive outcomes for children with disabilities and families.
- * Professionals need data to make informed decisions that support positive outcomes.
- * For effectiveness, data should be embedded in the culture of EI and ECSE.
- * Data teams help ensure that data are used to inform decisions about program operations, accountability, and improvement.
- * Highlighted here are work and resources from the DaSy Center and Virginia Part C to build a culture of data use at the local level.

Key Steps for Building a Culture of Data Use

- * **Step 1:** Identify data team members and formalize vision (Who, what, where, when, why, and how?).
- * **Step 2:** Assess barriers and generate solutions.
- * **Step 3:** Determine where to focus team's energy.
- * **Step 4:** Assess and improve data quality.
- * **Step 5:** Prepare and use data.

State Example from Virginia

Virginia Part C Toolkit for Analysis of Child and Family Outcomes

Purpose

- Designed to support consistent, routine analysis and use of child and family outcome data at the local level to improve data quality and results for children and families.

Structure

- Part 1 of the toolkit addresses important types of data analyses, including what data reports and tools support each type of analysis.
- Part 2 provides an index of reports and tools, including how and why to use each tool, where to find it, and what information it provides.
- Both parts outline the data questions to ask and actions to take based on findings.

Part 1 – Types of Data Analysis & Tools to Use

Data Quality – Data Completeness:

Part of ensuring high-quality data is ensuring the outcome data include enough children and families to accurately represent the experience of all children and families in your local system.

Child Outcomes

In Virginia, local systems are expected to have complete data (entry and exit ratings) for at least 90% of children who exit EI after at least 6 months of service. Entry data are expected for all children who are under 30 months of age at entry.

Where do I find the data?

- ITOTS Reports – OSEP Verification/Monitoring Reports section - Initial Progress Data Not Entered Report
- ITOTS Reports – OSEP Verification/Monitoring Reports section – Ad hoc Report
- ITOTS Reports – Child Progress section - Child Progress Data Verification Report
- ITOTS Reports – Child Progress section - Child Progress Analysis Report

Analysis/Actions:

- Entry–**
- If there are children on this report, do you know why? Is there a reason that child assessment ratings are not entered in ITOTS at the same time the IFSP data is entered?
 - Do you need to review the process/requirements with staff?
- Exit–**
- Compare local percentage of exit data to state target
 - Compare local percentage over time
 - Use ITOTS Child Progress Analysis Report and/or ITOTS Ad hoc Report and/or Child Progress Data Verification Report to identify children with missing exit data – Determine why exit ratings were not entered for those children
 - Take actions as needed to ensure exit ratings are completed (provide trainings, revise local procedures, revise contracts with providers, etc.)

Family Outcomes

The Infant & Toddler Connection of Virginia sets an annual state target for the family survey response rate expected for local systems.

Where do I find the data?

- Provided by the state office on your annual determinations form and local system profile.

Analysis/Actions:

- Compare local response rate to state response rate
- Compare local response rate over time
- Review and revise, as needed, local procedures for informing families about the survey, encouraging families to respond to the survey, providing survey results to families, etc.

Comparison of Outcome Results:

Local systems also are expected to look at their actual local child and family outcome results. Beneficial analyses include a comparison of local results:

- over time
- to state target
- to state results

Where do I find the data?

- ITOTS Reports – Child Progress section - Child Progress Report (Entry to Exit Comparison)
- Communications from the State Part C Office (family outcome results, including response rates)

Analysis/Actions:

- Compare local results to the previous year. Did the results increase or decrease? Are the differences meaningful (use the Meaningful Differences Calculator)?
- Look at your local results over several years. Use the ECTA table above to consider the type of change you see for your local results and why that might be the case.
- Compare local results to the state target. If you did not meet the target, was there a meaningful difference between your local results and the state target (use the Meaningful Differences Calculator)?
- Compare local results to the state results. Was there a meaningful difference between your local results and the state results (use the Meaningful Differences Calculator)?
- Use the Local System Profile to graph and display your data.
- As needed, look at additional data and/or have staff discussions to explain changes or differences (e.g., if have large up and down changes in your local results over time).
- Plan for system improvements, if appropriate based on your findings.

Toolkit for Analysis of Child and Family Outcome Data

Part 2 – Index of Tools and Reports

Name of Tool	Initial Progress Assessment Not Entered
Location of Report	ITOTS Reports - OSEP Data Verification and Monitoring.
Purpose of Report	To identify children who have an IFSP, but who do not yet have entry assessment data entered in ITOTS.
Report Specifications	<ul style="list-style-type: none"> • IFSP date must be on or before the report date. • Age in months at intake must be less than 30 months. • Calculation of age in months at intake: difference in days between date of birth and IFSP date, divided by 365.25 multiplied by 12, rounded to 2 decimal places. • An initial progress assessment must not exist: the first assessment for the child must have been performed on or after the first referral where the outcome was "Eligible, Will Receive Services" and within 14 days of the IFSP date.
Instructions	<ul style="list-style-type: none"> • Select the date of the report. • Select either View Report (pdf) or "export to Excel". • Review children listed on the report, if any.
Analysis/Actions	<ul style="list-style-type: none"> • If there are children on this report, do you know why? Is there a reason that child assessment ratings are not entered in ITOTS at the same time the IFSP date is entered? • Do you need to review the process/requirements with staff?

Lessons Learned

- * Lead by example.
- * Establish a consistent process for data use to provide clear guidance for local data teams.
- * Work with local data teams to identify barriers and solutions to creating a culture of data use.
- * As you build your local data teams, support them to embrace their vision, strengths, and diverse perspectives.
- * For Virginia, use of the toolkit local systems has resulted in
 - notable improvements in the completeness and accuracy of child outcome data, and
 - increased understanding and use of data for improvement planning at the local level.

Resources to Get Started

- * **Identify the questions data teams want to answer.** Select from the DaSy Critical Questions for EI and ECSE.
- * **Select or clarify your process for supporting data-informed decision-making.** Explore these state examples:
 - Maryland TAP-IT model
 - Massachusetts Dept. of Elementary & Secondary Education District Data Team Toolkit
 - New Jersey Education Data System website
- * **Stimulate discussion and inspiration.** Draw from the Perspectives from the Field video clips to share with stakeholder and data teams.
- * **Use and share your data.** Access and promote tools to visualize data in the Data Visualization Toolkit.



Scan QR code to find resources to get you started

Coming Soon!

- * DaSy is developing a data team toolkit with resources to help effectively manage data teams and support the conditions for a culture of data use at the local level.