FEDERATION FOR CHILDREN
WITH SPECIAL NEEDS

SEPAC Summer School
Session 7 – Understanding Your District – Data!

Workshop Objectives

Participants will be able to:

- Gain an understanding of the makeup of the district

- See trends and issues in public data

- Communicate families' needs using data

- Be informed to make decisions based on facts

ESSA: Data-driven Accountability

ESSA requires that States and districts produce and use high-quality data to inform decision-making leading to improved educational outcomes for all students at the State and local level.

ESSA's data collection and reporting requirements bring about accountability and transparency.

State and district report cards offer to "parents and stakeholders the information they need to understand how schools are held accountable and how students, including each subgroup of students, are performing". (USDE, 2016)
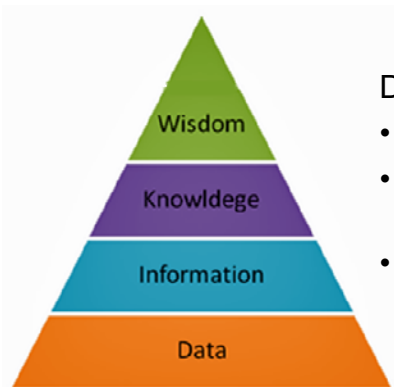
One Role of the SEPAC: Information gathering

Prioritize Issues
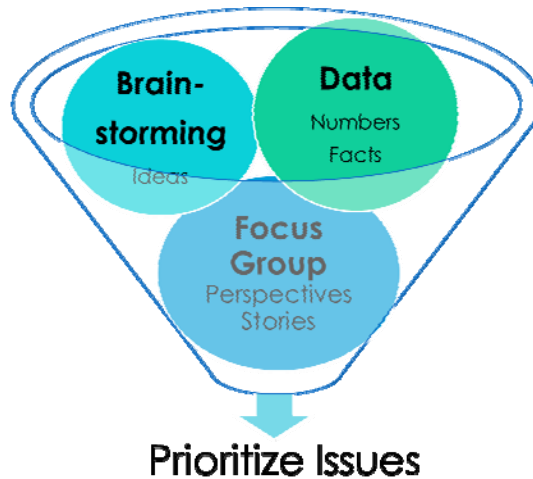
Using Data as Information

Data is factual information. Data can help groups make informed decisions.

Data must be
- **Reliable** (accurate and true)
- **Valid** (measure what it claims to measure)
- **Accessible** (all concerns and needs of audience are considered)

POLL

Understanding Data

Data can help your group see if progress is being made towards a desired outcome.

Two types of Data:

Quantitative – information about quantities, can be measured and written down as numbers. *Example*: test scores, attendance rates

Qualitative – information about qualities that describe what something is or is not like, deals with descriptions, can be observed but not measured. *Example*: family's story, student's work

Collecting and Using Data

Questions Drive the Process

What do we want to know?

- Ask focused questions

- Use a variety of methods/sources
  (surveys/focus groups, polls)

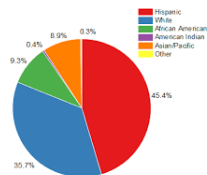- Review available data

- Look for gaps

Organizing data

Aggregated - Set of data formed by combining several parts

Disaggregated – whole set separated into categories or subgroups

Triangulated – use multiple independent sources of data to establish truth and accuracy of a claim

Best to make it **VISUAL** graphs/pie charts/trends so it is easy to understand!

Analyzing data

Look for relationships in the data

Don't draw conclusions too soon

Learn the terms – mean/median/mode/ range/outlier/statistically significant

Have a plan to continuous monitor the issue

Understand why we **think** it is happening – hypothesis

Create/Display/Present Results in Report – be objective
- appealing
- accurate
- accessible
- audience-specific

Finding Data

NATIONAL

http://datacenter.kidscount.org

https://data.census.gov/cedsci/

https://nces.ed.gov/

http://www.parentcenterhub.org/priority-data-schoolreform/

https://sites.ed.gov/idea/data/

Finding Data

STATE/LOCAL
http://www.doe.mass.edu/SchDistrictData.html
http://profiles.doe.mass.edu/
http://profiles.doe.mass.edu/statereport/special_education.aspx
http://profiles.doe.mass.edu/staterc/?fyCode=2019
http://spedtranssavings.org/DistrictData.aspx

Special Education Enrollment by Disability
http://www.doe.mass.edu/infoservices/reports/enroll/default.html?yr=sped1920

Coordinated Program Review Reports/Corrective Action Plans
http://www.doe.mass.edu/psm/cpr/

Your District Website and School Committee pages

Session 8 – September 1 at 7PM

Advising the District

INFORMING, EDUCATING, EMPOWERING FAMILIES
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