



2009 NDTAC National Conference

Session Notes

Session Title	Disseminating Title I, Part D, Data
Presenters	John McLaughlin, Stephanie Lampron, and Darryl Washington
Date and Time	Tuesday, June 23, 3:45 p.m.–5 p.m.

Summary

This session consisted of three presentations, the first by John McLaughlin, the second by Stephanie Lampron, and the third by Darryl Washington. Below are summary notes for each of these presentations.

John McLaughlin, Federal Program Officer for Title I, Part D ***Quality Data and Program Evaluation at the National Level***

Data quality is a critical component of program evaluation, particularly in relation to Federal program reports. Considering how data that States provide through Consolidated State Performance Reports (CSPRs) are used is important when thinking about data quality. The Department of Education (ED) focuses on five indicators in the State's CSPR to highlight Part D program performance at the national level. National performance evaluations are often thought of as being internal to ED. However, such evaluations play an important role in terms of congressional budget justifications and are made public to show whether targets are being met.

ED encourages Title I, Part D, coordinators to focus on ensuring high-quality data. Already, the quality of data collected has improved, and it is hoped that this trend will continue. Additionally, it is hoped that States are also using the data (beyond just submitting it to ED) to evaluate the performance of their programs. Although ED collects data on only a few outcomes, data collection at the State level can be broader. For a State to collect data and not use it to inform the direction of its programs would be a missed opportunity.

Furthermore, data quality plays a key role in Federal monitoring. ED looks to see that data are being used to evaluate program performance, per [Subpart 3](#). However, the data used in such evaluations may be different than that in the CSPRs. I am interested in examining the types of data that are helpful to collect and experimenting with States regarding alternate forms of program evaluations.

Stephanie Lampron, Deputy Director, NDTAC ***Data Quality: Problem-Solving and Understanding Your Data***

This presentation discussed tools and common data quality issues faced by States in relation to Title I, Part D, data collection. Data quality is important at all levels, because data-driven decisionmaking requires having data that can be trusted.

Handouts 1–3 and Related Discussion

- **Common issues**. NDTAC reviewed and summarized comments about CSPRs from the past few years. Although States often feel that they are alone in the struggle to collect data, many face similar issues. States are encouraged to use the information in this handout as a starting point for identifying issues and discussing them with data providers.

- [CSPR changes](#). This handout provided a list of annual changes that have occurred within the CSPRs. Changes in the CSPRs commonly impact data quality, however, this is typically resolved by the next data collection period.
- [Age data](#). Sometimes, data are accurate within a State but do not align with the age-eligible ranges that ED uses in its performance calculations. This handout serves as a reference tool for data providers to assist in the conversation about data quality between ED and NDTAC.

Even questionable data should be used; using such data is the only way to improve it. It is important to know data well enough so that you can recognize when the data are ready to be used for decisionmaking purposes. If you don't understand the quality of your data, then you could misinterpret the information. Simultaneously, you should look at ways of using your data to motivate your data providers.

Darryl Washington, State Title I, Part D, Coordinator for Alabama

Part III: Data Usage—A Real-World Example

Providing quality data is important because data are the mechanism that demonstrate and put a public face on what programs are doing. Using data in an effective manner can also create a mirror that allows facilities to see how they are doing in a way that they may not have seen before.

Based on the information provided at last year's NDTAC conference, Alabama adopted the State report card tools and uses these tools to provide feedback to facilities and guide the direction of programs. For example, examining the data revealed that State agencies have increased the number of GEDs awarded to students. Alabama used this as an opportunity to reexamine their priorities and shift programming toward an emphasis on earning high school course credits in order to provide students with broader opportunities.

Evaluating data has enabled Alabama to provide valuable feedback to subgrantees, has provided facilities an opportunity to look at themselves to track improvements or identify a need for change, and has helped identify problems with the quality of data. The State report card tools also help to identify areas that need greater training and are used to target the State's training sessions and areas of focus for the upcoming year.

Q&A / Comments

Q1: Do you have the State report card template on the Web site?

Stephanie Lampron: Yes, the State report card templates that Darryl referred to are located on the [NDTAC Web site](#).

Q2: How do you get data from Survey Monkey into the same format as the data from the CSPR?

Darryl Washington: Survey monkey tallies everything, so all I need to do is convert the numbers. The process doesn't take as long as sending out individual forms.

Q3: Have you looked into including more reporting items for younger populations? The current indicators focus primarily on high school students.

John McLaughlin: We encourage anyone to collect more data without overburdening themselves. ED does not have an active list that includes outcomes for a younger population, but it is something that we've heard before and could consider in the future.

Q4: Is it possible to make NDTAC's Excel-based data collection toolset available, and how soon could I get it for the 2008–2009 school year (SY)?

Stephanie Lampron: Upon request, NDTAC can send out the SY 2007–2008 version of the data collection toolset; contact your State liaison to receive a copy. Because few States have implemented the toolset and NDTAC has limited programming capacity to support the toolset, we will not be updating or revising the toolset for upcoming or future collections. States are welcome

to adapt the current version for their own use. The toolset will not likely need to be modified until the CSPR forms change.

Q5: Why has the percentage of students improving in math, but not reading, decreased?

Stephanie Lampron: Due to the inability of States to provide complete data in the first few collections, we are now just reaching a point where we can begin to analyze trends with more confidence. We are not yet ready to fully answer that question.

For any additional questions pertaining to the session or the topics discussed, please contact NDTAC at NDTAC@air.org.

Relevant Resources

From NDTAC

- [Data Quality Handout 1: Common Issues](#)
- [Data Quality Handout 2: CSPR changes](#)
- [Data Quality Handout 3: Age data](#)
- Upcoming (September 2009) CSPR Webinar
- Visit the [Data Corner](#) for a variety of resources—including the CSPR Instructional Guide and CSPR FAQs—to help collect and analyze data.

Federal Resources

- [Annual Program Reports \(GPRA\)](#)
- [Federal Program Reviews \(via The Program Assessment Rating Tool \[PART\]\)](#)
- [Copies of past CSPRs](#)
- [EDFacts Initiative](#)
- The Partner Support Center (PSC) at ED provides ongoing assistance for data entry and CSPR certification issues:
 - **Toll Free:** 877-457-3336 (877-HLP-EDEN)
 - **Fax:** 888-329-3336 (888-FAX-EDEN)
 - **TTY:** 888-403-3336 (888-403-EDEN)
 - **E-mail:** EDEN_SS@ed.gov