

# Improving Data Quality in Special Education

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# Agenda

1. Introductions
2. Data Calendars and Reporting
3. Exit Report Activity
4. Procedures for Improving  
Data Quality
5. Discussion

# Introductions

1. County
2. Role
3. Years Experience in Position
4. Successes and Challenges  
with Data Quality

# Data Calendars and Federal Reporting

- WVEIS Data Calendar
- OSP Data Calendar

# Exit Report Activity

- Work with partner(s) to complete the activity sheet
  - Items represent frequently asked questions and common data errors or assumptions with exit report

# Examine the values for each field

- Are there blanks where values are required?
- Do all values represent valid codes?
  - Non Examples for December Child Count: RE, RO
  - Non Examples for PreK LRE: J, K, L
- Are dates valid?
  - Ensure that dates exist in the future or past as appropriate.
    - Most should be in the past (e.g., DOB, entry date)

# Examine the values for each field

- Does the value accurately represent the student or situation?
  - Does a student assigned to an LRE of 2 actually spend less than 40% of time in the general education environment?
  - Did the student actually transfer out of state? What evidence supports this code?
  - Does a student receive all the accommodations listed on the IEP and in WVEIS?
  - Was the student actually assigned OSS as indicated in the discipline record?
  - Did a student moved to the graduate district, in fact, graduate?
  - Was the student actually receiving special education services on or about the child count date?

# Examine total counts for each field

- Are there zeros where values are expected?
  - Example: A district had 10 students parentally placed in private schools one year and zero the next year
- Are unexpected values present in a given school / district?
  - A residential facility has 30 students with LRE codes of 0 (GE:FT)
  - Have low incidence values been verified?
- Are there any duplicate records?
- Year-to-year change reports are beneficial in detecting potential error

# Examine relationships between two or more fields

- Exit Report:
  - Children age 13 and under are not to be included on the exit report
  - Children age 15 and under should not be dropouts (code 90)
    - Unless student was 15 on December 1 and turned 16 before actual date of exit
    - Dropout age requirement will be 17 for the freshman class of 2011-2012

# Examine relationships between two or more fields

- Exit Report:
  - Special education exit code should align with withdrawal/transfer out code in enrollment screen.

## Example

Status Code 90 and Dropout Code 3 (Dislike of School Experience)

## Non Example

Status Code 80 and Dropout Code 3

# Examine relationships between two or more fields

- December Child Count
  - Children ages 6-21 may not be developmental delay (PS)
  - Children ages 6-21 may only have numeric LRE codes
  - Children ages 3-5 may only have alphabetic LRE codes
  - Does the total count match totals by LRE and by race/ethnicity?

# What else can I do to “clean” my data?

- Study codes and definitions
  - Know what codes are likely errors in your district / schools
- Read OSP report memos
- Check and recheck raw data
  - Provide feedback to teachers / schools with error data
- Run any available edit checks
- Verify totals / student list with case managers and schools
- Examine year-to-year trends in overall count and by individual codes
- Participate in the OSP correction and verification process
- Participate in the ADA process where data is utilized

# Discussion

- What else is needed?
  - Tools
  - Written guidance
- How can we capitalize on the years of experience of our special education data input staff and secretaries?
- How can we assist WVEIS with additional guidance links / videos for WOW?

# Questions

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