



California's Approach to Supporting High Quality Data

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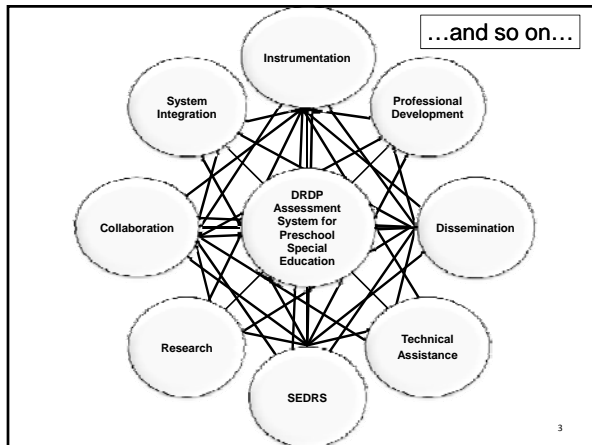




Focus of the session

- Describe and illustrate activities put in place to support high quality data for the DRDP Assessment System for preschool special education
- The dimensions of quality, include fidelity, agreement, completeness, reliability, validity, and utility

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What is the DRDP?

- Authentic assessment
- Part of the statewide assessment system for all children in CDE-funded programs
- Focused on progress, not deficits
- Appropriate for children from birth to 5 years of age
- Links with federal and state accountability requirements
- Scaled using the Rasch measurement model
- Permits reporting by different criteria e.g., 8 Developmental Indicator groups or OSEP outcomes
- Scaled and normed on a large sample of children from California

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Availability for other states

Fee based options from CDE

- Training and technical assistance
- Web-based data storage and scaling

draccess.org

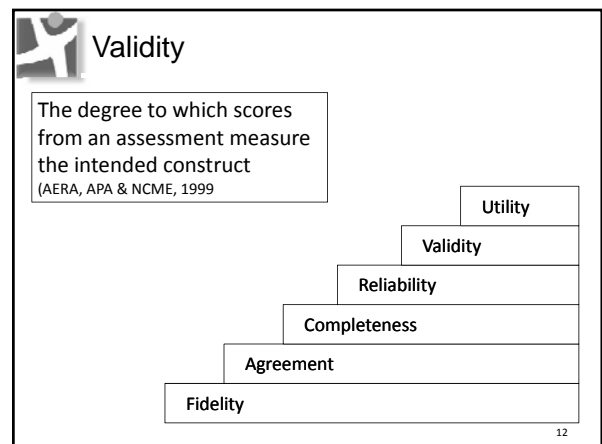
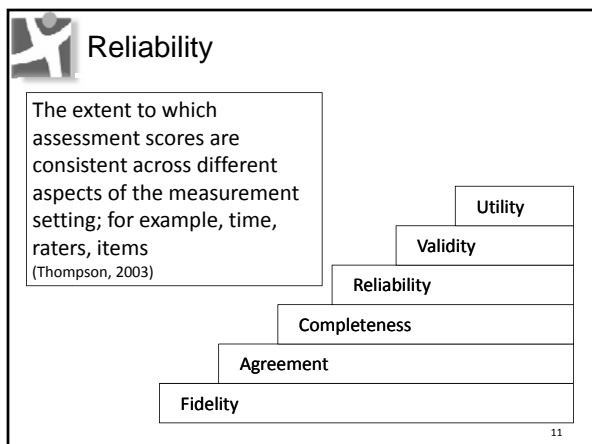
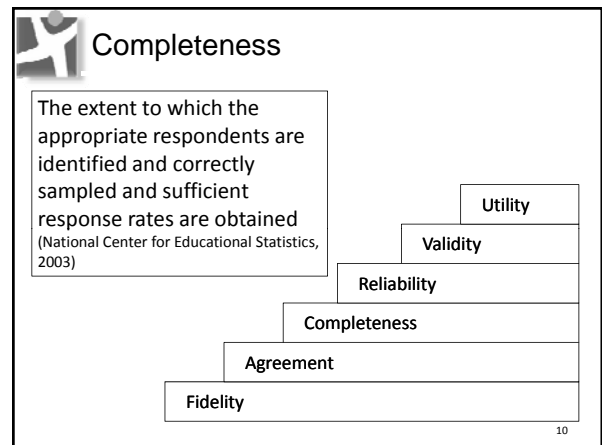
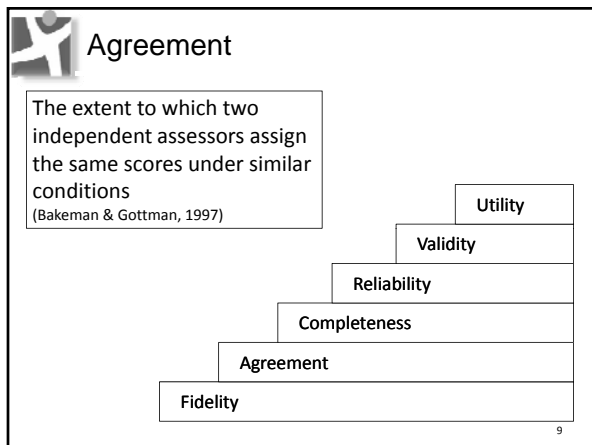
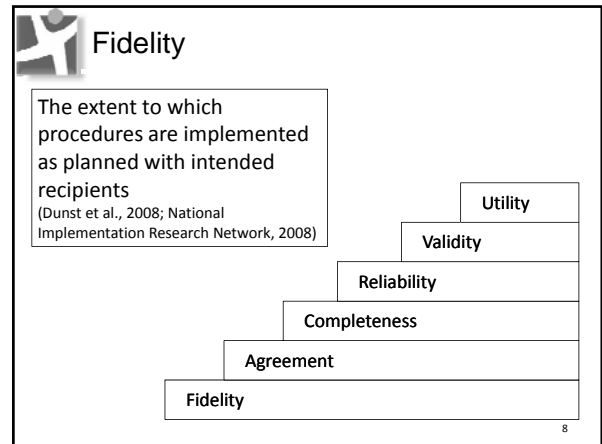
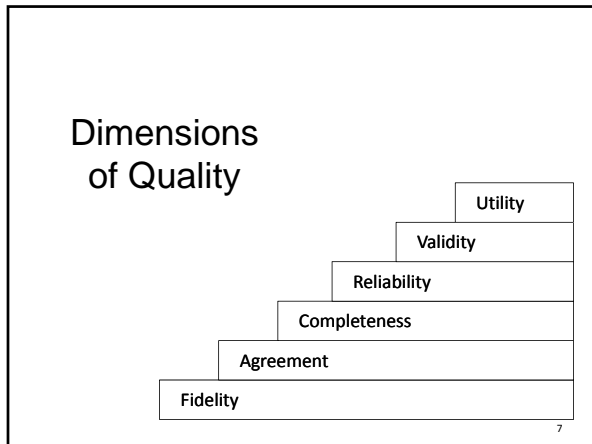
- Download the instruments
- Related resources
- Training materials
- Crosswalks with the OSEP indicators


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Resources for using the DRDP access

- Online video based training
<http://draccess.org/training/learningmodules.html>
- Written guidance for using the DRDP instruments
<http://draccess.org/assessors/guidancefordrdp.html>
- DRDP access manual
<http://draccess.org/pdf/instruments/DRDPaccess/AccessManual.pdf>
- DRDP access OSEP outcomes crosswalk
<http://draccess.org/pdf/OSepCrosswalk.pdf>

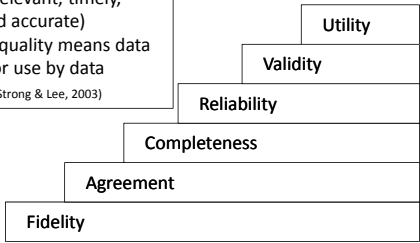
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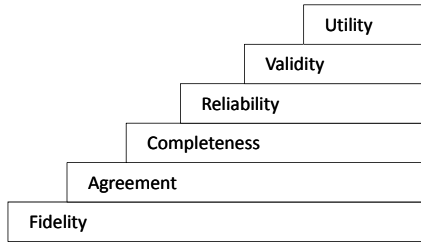
Utility

- The extent to which stakeholders find the information generated from the assessment to be useful (accessible, relevant, timely, complete and accurate)
- Data of high quality means data that are fit for use by data consumers (Strong & Lee, 2003)




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Fidelity



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Two major areas of fidelity

Implementation of the assessment

Data entry

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Implementation of the assessment


Guidance for IEP teams

- determining which instrument to use
- determining what adaptations to use

Administration of the assessment

- using the instrument as intended
- observation and documentation of child behavior
- completing rating records


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Guidance for IEP teams

- Document: Guidance for IEP Teams www.draccess.org/assessors/GuidanceForIEPteams.html
- Evaluation of use of document

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Using the instrument as intended

Resources:


- Limited number of F2F training sessions are available by request
- Intranet site with materials for DR *access* trainers
- Online modules
- Documents:
 - User's Guide
 - Understanding the DRDP *access* Measurement Model

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 Observation and documentation of child behavior


- Developmental Sequences (portal/document)
- Assessing Children with Disabilities who are English Learners
- Strategies to Support SLPs
- The Role of Family Observations in the Desired Results Developmental Profile Assessment System
- Adaptations Handout and Online Module

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 Completing rating records

- Included in all training and training materials
- Timeline for data reporting provided
- Rating records submitted to SELPA personnel who check for completeness and enter data

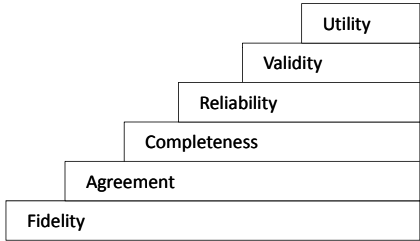
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 Data entry: SEDRS


- Training in data entry procedures
 - listserv, phone and e-mail support
- Built-in validations
- Statewide analysis checks

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Agreement



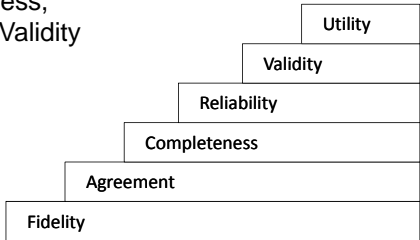
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 Agreement

- Inter-observer agreement is an important dimension of quality in observational assessment
- Participants rate video clips as part of training

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Collecting and Analyzing Statewide Data to Improve Data Quality: Completeness, Reliability, Validity



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Measuring and improving data quality

1. Select dimension of quality assurance
 - Fidelity, agreement, completeness reliability, validity, and utility
2. Create a target for the dimension
3. Collect data on the dimension
4. Analyze data on the dimension
5. Drill down the analysis
6. Provide supports on the dimension
7. Collect and analyze data to determine the success of the support

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Step 1: Select a dimension of quality

- We selected **completeness** because we are in the early stages of implementation
 - Systematic missing data can lead to biased results
- Three components to complete data (in this example):
 1. All children within the local area are assessed.
 2. All measures are rated
 3. Unable to rate is only used in rare cases (less than 1%)

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Types of incomplete data

Unable to Rate:
In the rare circumstance that you find yourself unable to rate a measure, mark Unable to Rate and circle the reason why you were unable to rate the Measure (absence or other)

Missing Data:
When data entry clerks receive incomplete or illegible paper forms they first attempt to contact the assessor and, if that is not successful, they select missing data

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Step 2: Create a target for the dimension

- We set targets based on the percent of records with missing ratings and unable to rate by local area
- Rates of incomplete data should be no greater than 10%
- Targets were based on results from the spring 2007 statewide collection and previous research studies

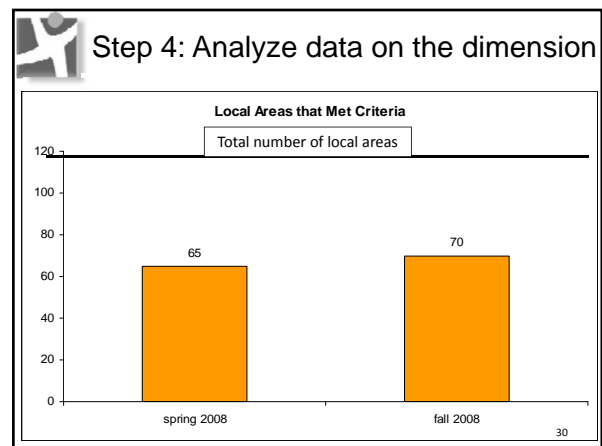
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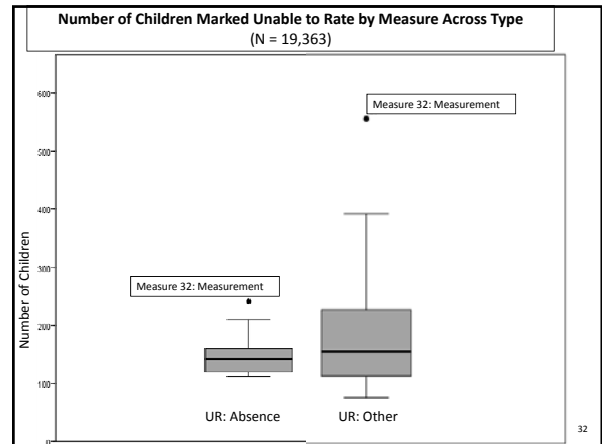
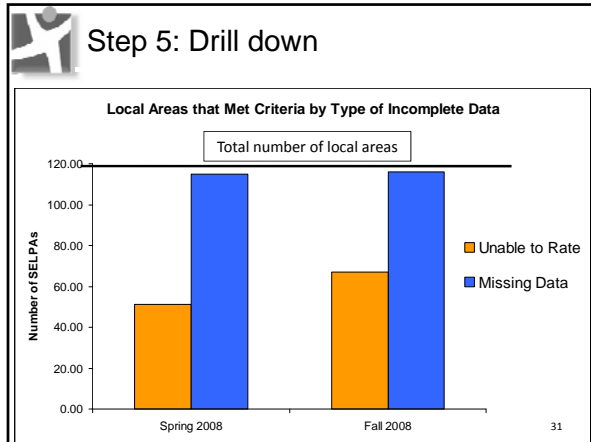
Step 3: Collect data on the dimension

DRDP access
Student Name: Jumbo Hotdog
Back
Self-Concept and Social and Interpersonal Skills

Measure	Description	Rating	EM	In the rare case that you are unable to rate a measure	Missing Data
1. SEL11	Identity of Self	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. SEL12	Recognition of Own Skills and Accomplishments	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. SEL13	Self Expression	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. SOC1	Expressions of Empathy	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. SOC2	Interactions with Adults	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. SOC3	Relationships with Familiar Adults	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- ### Step 6: Provide supports on the dimension
- Strategies to improve completeness
 - Additional training on the use of adaptations
 - We are developing an online module on the use of adaptations
 - Targeted training on procedures for rating the Measure: Measurement
 - Revisions to the web-based data system
 - We added features that allow local administrators to monitor the quality of their data through several functionalities

Revisions to the web-based data system

Find DRDPs

To find, review and modify DRDPs, specify as many search criteria as you wish and click the "Search" button.

Assessment Period:

Student Last Name:

Student First Initial:

Student ID:

SSID:

Status: Certified Complete In Progress

Data Quality: Missing Data Unable to Rate

Search all records by data quality

Search Results

Your search returned 4 child assessments.

To view a DRDP, click on the student name. If you are having trouble, try a [new search](#).

To download the Developmental Status and Progress Reports for a child, click on the "Download Report" link next to the child's name.

To download several Developmental Status and Progress Reports at once, try a [new search](#) and limit the search to records that are complete or certified.

Download Report	Name	Sts. ID	SSID	DRDP Type	Status	Missing Data	Assessment Period	Date Submitted
Status Progress	Horn, J.	123789		access	Complete	Yes	Winter 2010	04/16/2009
Status Progress	James, E.	1234		R	Complete	No	Winter 2010	04/09/2009
Status Progress	Parker, C.	sdghskdjh		R	Complete	No	Winter 2010	04/16/2009
Status Progress	rattle, S.	1234		access	Complete	No	Winter 2010	04/15/2009

Note: There will be no submission date until the record is complete.
Keep confidential records secure. Sign out before leaving the computer!


Social and Interpersonal Skills

Measure	Rating	EM	UR	Reason for UR	Missing Data
4. 80C1	2				
5. 80C2	2				
6. 80C3	2				
7. 80C4	2				
8. 80C6			✓	Other	
9. 80C0	4				
10. 80C7	2				


Data Quality Tracking

SELPA X 05/12/2009

Assessment Period	Number of Children reported	Completed without Missing Data or Unable to Rate		Completed with Missing Data		Completed with Unable to Rate		Date Certified	Due Date
		N	%	N	%	N	%		
Fal 2008	177	175	98.87%	0	0.00%	2	1.13%	1/15/2009	2/1/2009
Spring 2008	156	146	93.59%	3	1.92%	7	4.49%	6/20/2008	7/1/2008
Fal 2007	160	140	87.50%	7	4.38%	13	8.13%	1/22/2008	2/1/2008
Spring 2007	89	65	73.03%	10	11.24%	14	15.73%	6/30/2007	7/1/2007


 Step 7: Collect and analyze data to determine the success of the support

- We will compare the number of SELPAs that meet targets for the missing data indicator to rates before we added additional features

 **Defining score reliability and validity**
(Thompson, 2003)


Reliability
The extent to which assessment scores are consistent across different aspects of the measurement context or setting (e.g. time, raters or items)

Validity
The degree to which scores from an assessment measure the intended construct


 **Difference between reliability and agreement**

Perfect reliability, no agreement

	Rater 1	Rater 2
Child 1:	23	13
Child 2:	32	22
Child 3:	44	34
Child 4:	10	0
Child 5:	13	3

 **Importance of ongoing reliability and validity checks**

- The reliability and validity of scores reported in the test manual are not sufficient to support the reliability and validity of scores from your assessment system
- Many conditions of measurement have changed
 - Purpose is accountability
 - Assessors vary across time
 - Not all assessors participate in training
 - Characteristics of children in accountability system might differ from children who participated in studies reported in test manual

 **Facets of score reliability examined**

Reliability Statistic	Measurement Condition	Range of Values Across 8 Indicators	Average
Alpha, the consistency of ratings across Measures within an Indicator. (Criterion Value = .80)	Calibration study (n = 1644)	.88 - .97	.94
	Statewide Collection (n = 16,105)	.89 - .96	.93
Test-retest (Pearson r), the stability of scores across time (Criterion Value = .60)	Calibration study (n = 887)	.86 - .92	.90
	Statewide Collection (n = 8065)	.56* - .78	.74

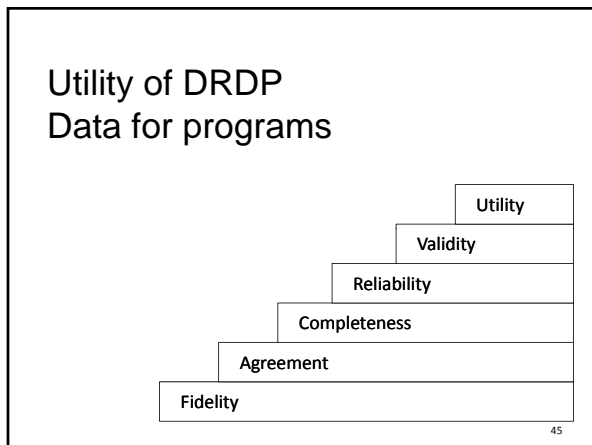
* The test-retest reliability of Literacy scores was .56; this was .20 lower than any other Indicator

Sensitivity across measurement conditions

Indicator (** p < .05)	Statewide Collection 95% CI (n = 8065)		Calibration 95% CI (n = 707)	
	Lower Bound	Upper Bound	Lower Bound	Upper Bound
Language**	7.41	7.98	8.30	10.00
Literacy	9.94	10.89	8.60	10.20
Learning and Cognitive Competence**	7.79	8.40	9.60	11.20
Math**	8.46	9.02	9.40	11.00
Motor Skills**	6.79	7.38	9.00	10.50
Self-Regulation**	8.25	8.93	9.40	11.30
Self-Concept and Social and Interpersonal Skills**	8.05	8.59	9.10	10.70
Safety and Health**	7.23	7.74	7.90	9.60

Time 2 – Time 1; 6 month interval between assessments

- ### Summary of changes in score reliability and validity across conditions of measurement
- Little change in the consistency of ratings across Measures within an Indicator
 - Big change in the consistency of scores across time
 - This change was especially large for the Indicator Literacy
 - Statistically significant change in sensitivity to growth



- ### DRDP data available to programs
- SEDRS Developmental Status Reports
 - SEDRS Developmental Progress Reports
 - Special Education Local Area Planning (SELPA) assessment results
 - District assessment results
 - SELPA Data Quality Reports
 - District Data Quality Reports

SEDRS Developmental Status Report: DRDP access

Child's name: Holly Lumb Age: 5

Instrument: DRDP access

Assessment Period: Winter 2010

Adaptations used: Alternative response mode

The DRDP was completed by: HR W

Indicator Groups	Child's Scale Score for the Indicator Group	Typical Development Range for the Child's Age	100	200	300
Self-Concept and Social and Interpersonal Skills	200.27	217 - 300	[Progress bar]		
Self-Regulation	200.11	217 - 300	[Progress bar]		
Language	188.83	217 - 300	[Progress bar]		
Learning and Cognitive Competence	193.36	217 - 300	[Progress bar]		
Math	206.12	217 - 300	[Progress bar]		
Literacy	196.28	217 - 300	[Progress bar]		
Motor Skills	190.21	217 - 300	[Progress bar]		
Safety and Health	220.22	217 - 300	[Progress bar]		

SEDRS Developmental Progress Report: PS DRDP-R

School/Program: Adolescent Day Treatment at Dewitt Assessment Periods Included: Spring 2007; Fall 2007; Spring 2008

Child's name: Doe, Jane Age: 4



The DRDP was completed by: Maria Lopez Date Report was Generated: 05/21/2008

Score Report

Indicator Groups	Scale Scores by Assessment Period			Change in Score [+/-]
	Spring 2007	Fall 2007	Spring 2008	
Self-Concept and Social and Interpersonal Skills	209.74	176.32	212.26	+25.2
Self-Regulation and Safety and Health	204.36	183.31	204.36	-0
Language and Literacy	215.25	203.00	219.08	+3.83
Learning and Cognitive Competence	215.84	178.41	206.78	-9.06
Math	218.08	207.21	212.70	-5.38
Motor Skills	193.11	193.11	193.11	-0

NOTE: "See raw score" is shown when a scale score is not available either because there were missing Measure scores or the option "Unable to Rate" was used.

Reflective Data Analysis



Desired Results
access
Project

Understanding DRDP data through reflective data analysis

- Analyze data within the context of the team
- Build time to review and analyze data into existing staff meetings
- Ask questions about the data:
 - How well is the DRDP Assessment System being implemented in our program?
 - How are children with IEPs progressing?
 - What are the implications for curricular improvements, program design, and staff development?

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Steps for reflective data analysis

1. Identify expectations
2. Turn expectations into data questions
3. Analyze data to answer the question
4. Drill down the trend
5. Plan activities for continuous program improvement

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Step 1: Identify expectations

For example:

- Most children with visual impairments are assessed with the "Visual Supports" adaptation
- The majority of children demonstrate improved functioning across all Indicators

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Step 2: Turn expectations into a data question

Data Question:


- What percent of children with visual impairments were assessed with visual supports?

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Step 3: Use data to answer the question

- Find out:
 - What percentage of these assessments indicate the adaptation was not used?
 - Are there patterns or trends?
- Bring this data back to the team to determine the next steps in the analysis


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Step 4: Drill down the trend

- What does the data or trend tell us?
- What other sources of data will inform us?
 - Interviews of staff regarding their process for making assessment decisions
- What other questions arise from these investigations?

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Step 5: Plan continuous improvement activities


- What steps can be taken in the areas of?
 - Training
 - Supervision
 - Policies and procedures
- Determine activities, timelines, responsible persons
- Determine an evaluation plan:
 - Revisit trends and patterns in the data

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Pilot with the Sacramento County Office of Education



Slides courtesy of Sharon Holstege, Principal
Sharon Botkin, Teacher




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Sacramento county's questions

- How can we use the results from the DRDP to inform our programs?
- How do we inform families of the DRDP results?
- How can we use the DRDP data to individualize staff development opportunities?
- How can we use the DRDP data to assess continuous quality improvement?
- What additional data do we have access to/utilize to reflect our program's needs/strengths?


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Sacramento county's process

- Determined what reports were available
 - who had access to what information
- Convened a steering committee
 - Disaggregated data by Measure, teacher, disability, and age
- Analyzed discrepancies in data
 - students who had scores that went down; use of adaptations; etc.
- Conducted training and meetings with all preschool staff to review data

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Sacramento county's outcomes

- Trained all para-educators in the DRDP including use of observation/data collection
- All preschool staff looked at program-wide DRDP data
- More collaboration occurred with the entire team
- Individual classroom teams met to reflect on their own data
- More information was shared with Head Start teams, parents, and others
- Teachers created more effective systems for data collection

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North Bay Collaborative




Collaborative overview

- Collaboration across different stakeholders across service system
 - 4 SELPAs & additional stakeholders
 - Common focus on children with autism
 - DRDP as a component of a broad-based evaluation
- Create additional variables
 - Mutually determine a small number of additional variables: what do you want to study?
 - Collect data on these variables
- Protect confidentiality



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Proposed outcomes


- Evaluate Collaborative – changes in service delivery system for children with autism
 - DRDP data used with other sources of information
 - Learn how to use DRDP data
- Examine child outcomes in relation to services provided
 - Identify trends in child outcomes related to aspects of service delivery
- Share information across service system
 - Bring topics to collaborative meetings

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Using Technology to Support Data Quality

Listserv and bookmarking



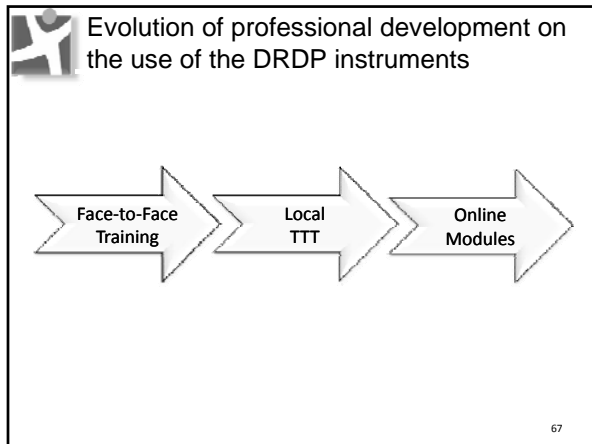
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Connect!

Resources from the Desired Results access Project



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Online modules

Desired Results access

Home About the DR access Project The Desired Results System For Families For Assessors For Administrators SEDRS / Reporting Data Training and TA Resources Frequently Asked Questions (FAQ) Site Map Links Contact Us Search DR access

Training and TA Resources
Robot Training | Trainer Resources | Online Learning Modules

Online Learning Modules on Using the DRDP Instruments
Welcome to our series of learning modules on using the DRDP instruments for preschool special education. These brief modules provide you with the basic information you need to confidently use the PS DRDP-R and the DRDP access.

Module 1: Navigating the DRDP Instruments
The module walks you through a detailed overview of the PS DRDP-R and the DRDP access instruments. You can view the module in about 10 minutes.

Module 2: Rating the Measures of the DRDP
This module offers step-by-step instructions to help you learn to rate the Measures and complete the rating record for the PS DRDP-R and the DRDP access. You can view the module in less than 10 minutes.

Coming Soon:

- Using Adaptations
- Practice Using the Instruments

Developmental sequences interactive portal

Desired Results access

Home About the DR access Project The Desired Results System For Families For Assessors For Administrators SEDRS / Reporting Data Training and TA Resources Frequently Asked Questions (FAQ) Site Map Links Contact Us Search DR access

Guide to the Developmental Sequences of the DRDP access

The goal of the Developmental Sequences of the DRDP access is to provide the developmental sequence that make up the instrument and measure of the tool or items. The developmental guide helps you know what to expect and how to interpret a specific level of development when using the tool or items. The guide will help you gain a clear understanding of the complexity, including any adaptations, and support a high-quality development in public and other programs.

Access the Guide as an Interactive Portal

The list helps you explore the specific developmental sequence of Results on the DRDP access. You can read and print the developmental sequence by measure or item-level with the corresponding Results anchors to the instrument as you choose. Additional resources for each of the developmental anchors are being soon.



SEDRS log

SEDRS Log

Home Submit New Caller All Callers Search Callers SCOE Tracker Add Selpas Sedrs Worksheet SIGN OUT

Urgent Calls

User name [999] 999-9999 #

Unresolved Calls

User name [999] 999-9999 #

User name [999] 999-9999 #

SEDRS log

Caller - Jane Doe

[999] 999-9999
jane.doe@schools.net

Method of contact: [Phone]

Single Child id: [BEN - Expenses USD]

Select A District: [11 ALAMIRIA COUNTY SCHOOLS]


Subject: [Lagos]


Account Type: [Expense]

Status: [Resolved]

Comments:

Parent started a dispute account but account is needed a client account. I logged into SEDRS and changed the account type.

 **SEDRS weekly updates**

 **Desired Results access Project**

SEDRS Data Submission Reminder II

Quick Links
[SEDRS Reporting Data Tutorial](#)
[SEDRS Training Modules](#)

Project Links
www.draccess.org
[DRDP Instruments](#)
[Timeline for the DRDP Assessment System](#)

Project Links
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[Run Our Making Lem!](#)

[Forward to a Friend](#)


This is a weekly update to remind everyone that the Special Education Desired Results System (SEDRS) (www.sedr.org) was opened on May 1, 2009 for data entry and/or import. Data can be entered directly into SEDRS or this upload from your own management information system (MIS). When uploading from your MIS, it will not be posted until the next day. Enter your data early. The submission of DRDP to SEDRS is from May 1 to June 30 and the deadline for the California Department of Education (CDE) to receive Certification Reports is by 5 PM on July 1. Please note that your data may take overnight to upload and the certification page to be ready for you to print and fax to CDE, so plan ahead and allow several days before July 1 to complete submissions. Fax your certification letter early. Late certification submission will affect your compliance determinations in the future. Certification validations will be printed in this message on a weekly basis.

The due date for Certification is July 1, 2009, no later than 5:00 p.m. FAX to Meredith Cahill at 916-327-3730.

For SEDRS questions and technical support, contact SEDRS at sehra@draccess.org or 707-477-3553. SEDRS Training Modules and Topics are available at SEDRS Training Modules.

Special Education Desired Results System (SEDRS) Features and updates for Spring 2009 is an on-line presentation, including a question and answer section, is available on the


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 **SEDRS annual update**

SEDRS / Reporting Data
 SEDRS Topics | SEDRS Specifications

Presentation of SEDRS Features and Updates
 View a presentation of SEDRS Features and Updates for Spring 2009 for data managers and other users of SEDRS. The presentation includes answers to frequently asked questions.

You may download a PDF of the presentation or the PPT and a handout that accompanies the presentation.



Cornelia Bruckner
 Data Systems Manager
 SEDRS Reporting Data

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Thank You!



www.draccess.org

 **Desired Results access Project**