Where Is The Data?

https://tinyurl.com/2025DataSummit

February 6, 2025

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IDEA Data & Research Team

SOUTHWESTERN UNIVERSITY

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

LVX VERITAS VIRTVS
Northeastern University

MADISON AREA | TECHNICAL COLLEGE

BOSSIER PARISH COMMUNITY COLLEGE

ARKANSAS DEPARTMENT OF EDUCATION

Overview

- Data Entry and Maintenance:
  - Statewide Information System (SIS)
  - APSCN
  - eSchool
  - MySPED
- Where Is The Data?
  - ADE Data Center
  - Annual Performance Report
    - State
    - LEA
- Data Visualizations
  - Storytelling With Data
  - Telling Your Story

Overview

How often do you use data?

(raise your hand and keep it up)

- Hourly
- Daily
- Weekly
- Monthly
- On occasion

Data Visualizations

"The greatest value of a picture is when it forces us to notice what we never expected to see."

- John Tukey, a pioneer in data analysis

Overview

- Where Is The Data?
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  - Annual Performance Report
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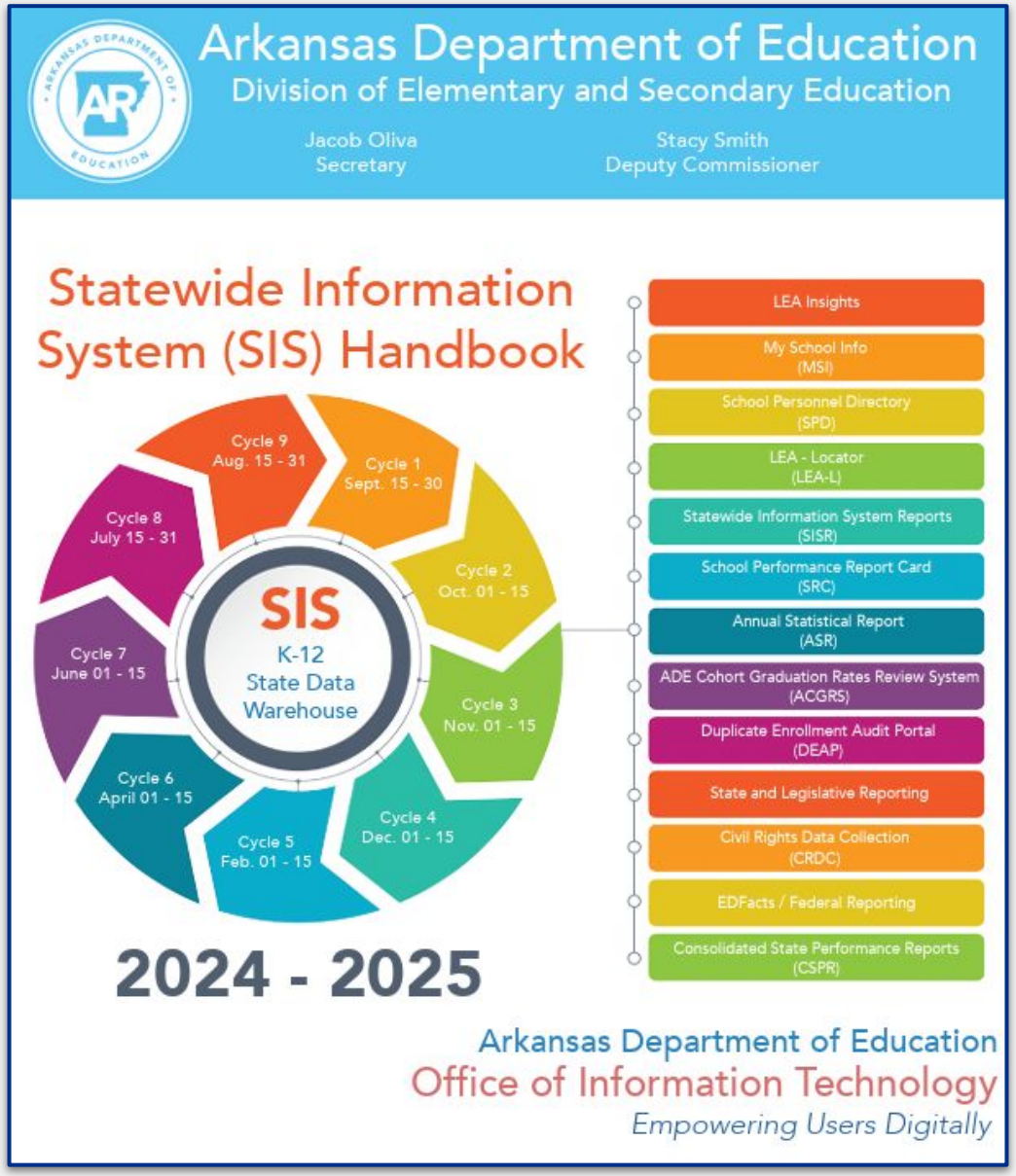
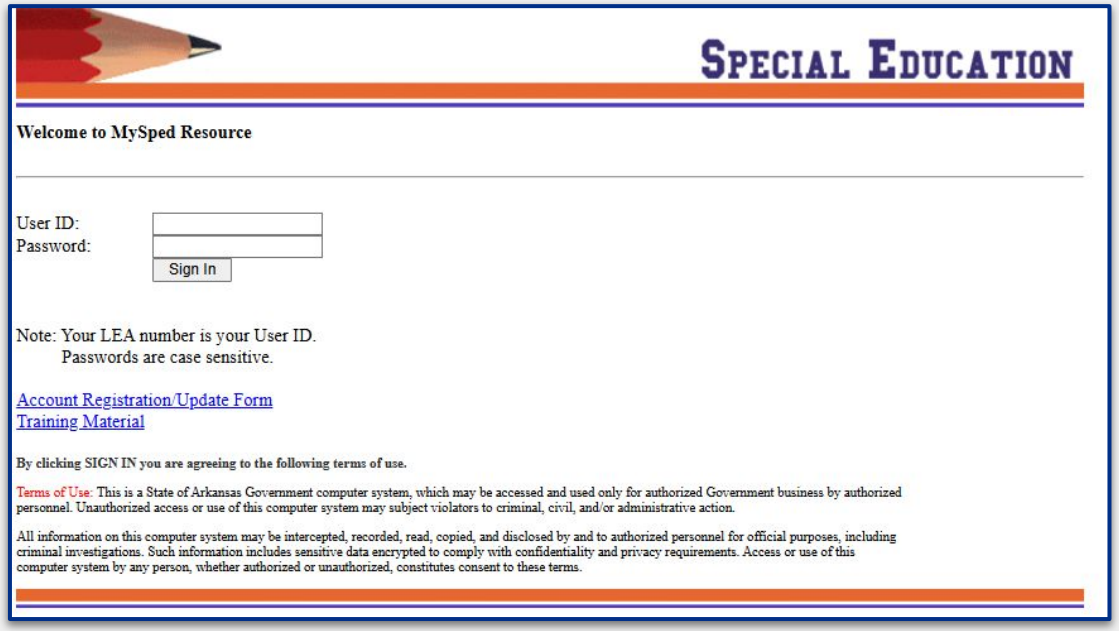
  - Storytelling With Data
  - Telling Your Story

8:30	Welcome and Intro
8:45	IDEA Data & Resea
9:00	Common Data The
9:15	Kahoot SPP/APR D
10:30	Break
10:45	Data Governance
11:45	Lunch
12:45	Where is the data
2:00	Break
2:15	Data Visualization

SPED Data Collections

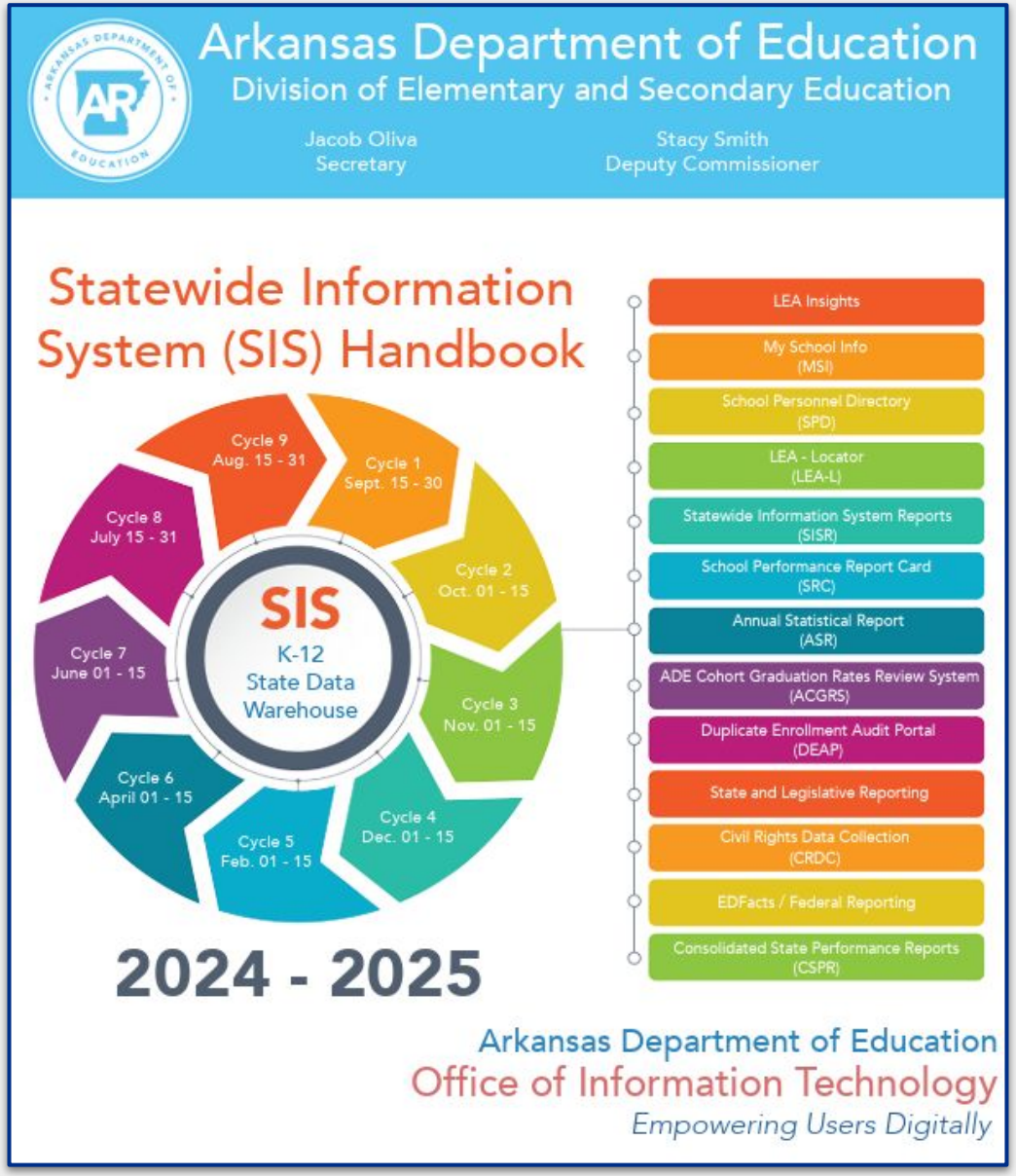




SPED Data Collections

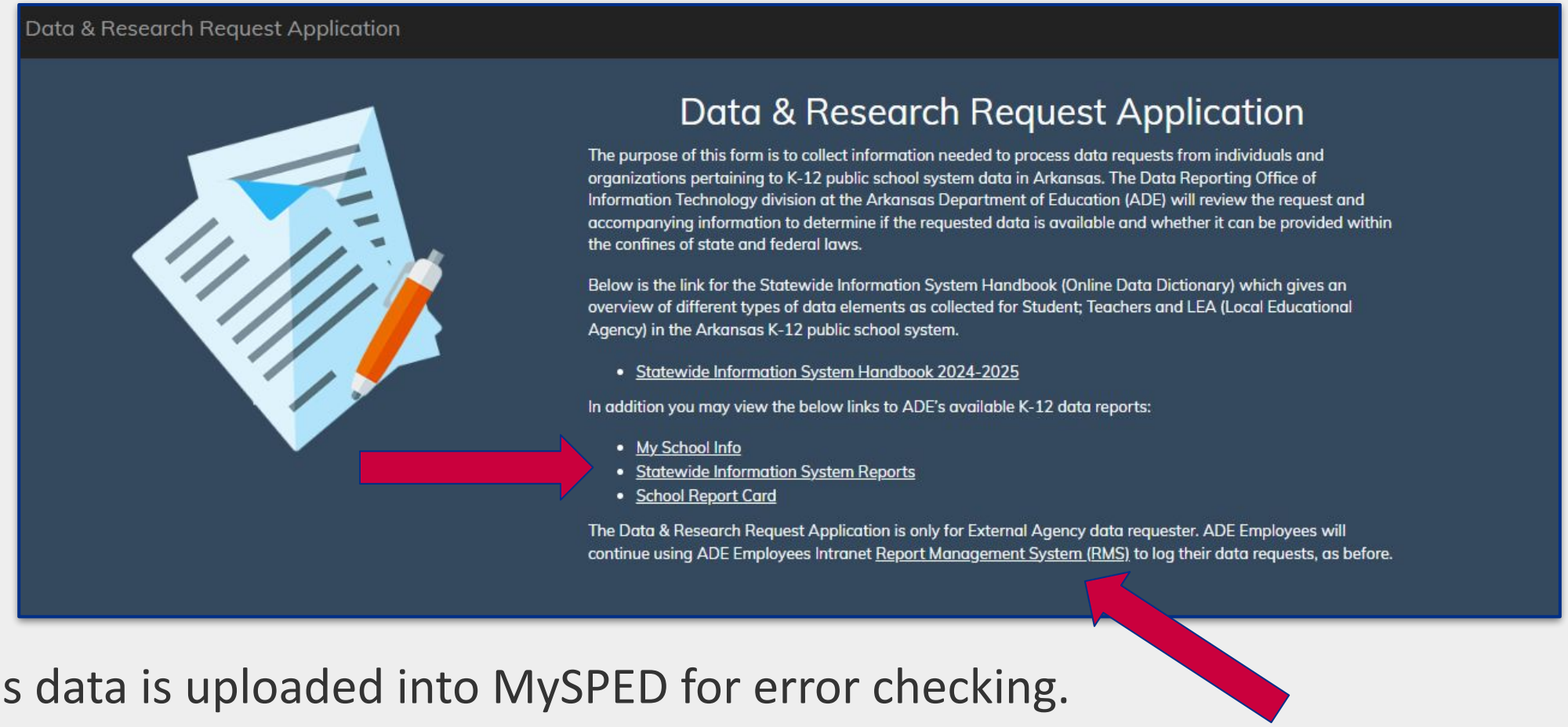
The SIS Handbook aligns with

- Legal requirements for Arkansas



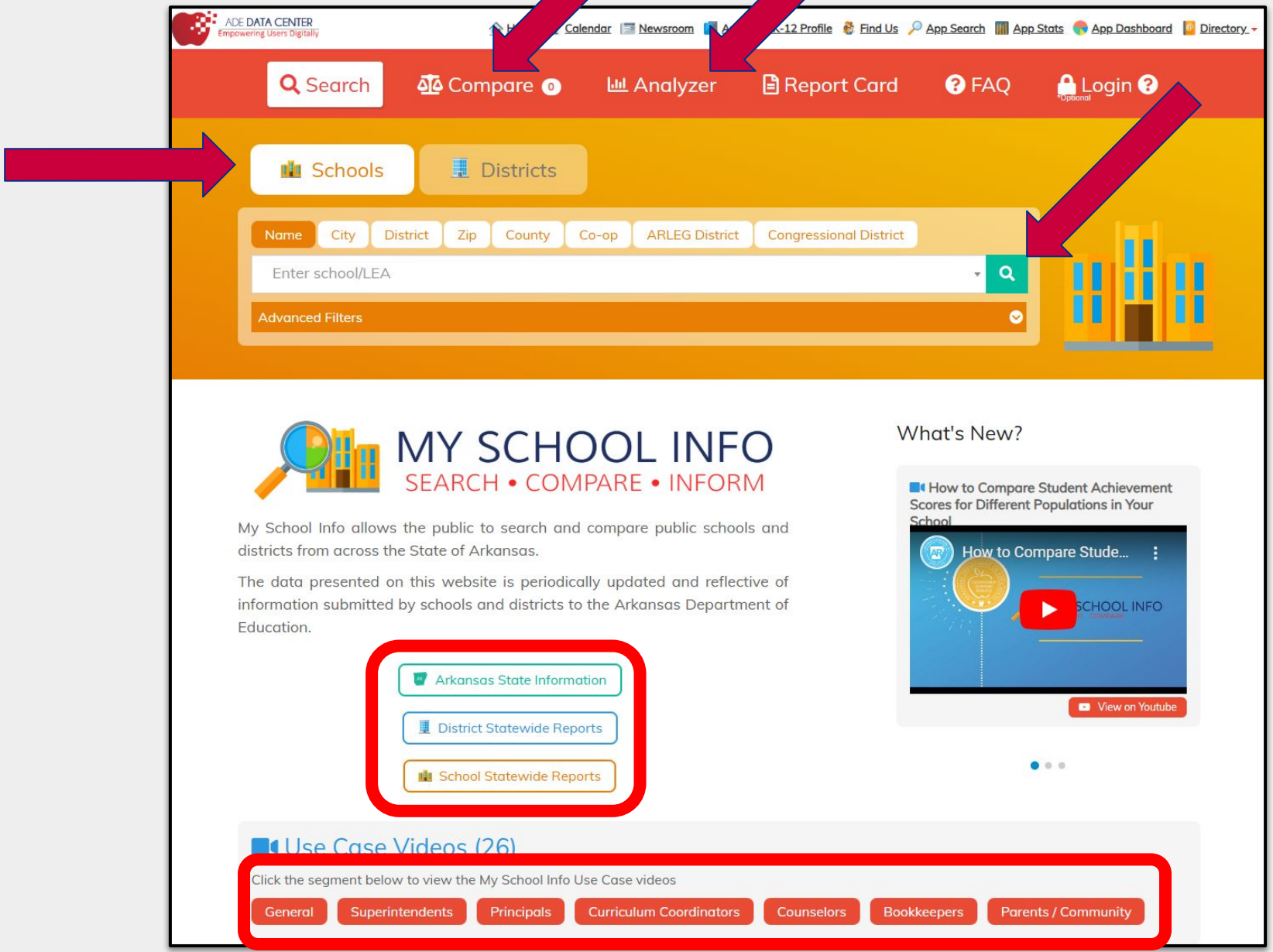
SPED Data Collections

- IDEA Data & Research conducts data requests from Arkansas Department of Education Data Reporting office throughout the year.



- This data is uploaded into MySPED for error checking.
- MySPED data is loaded into EMAPS and/or EdPASS for Federal Reporting.

Data Sources



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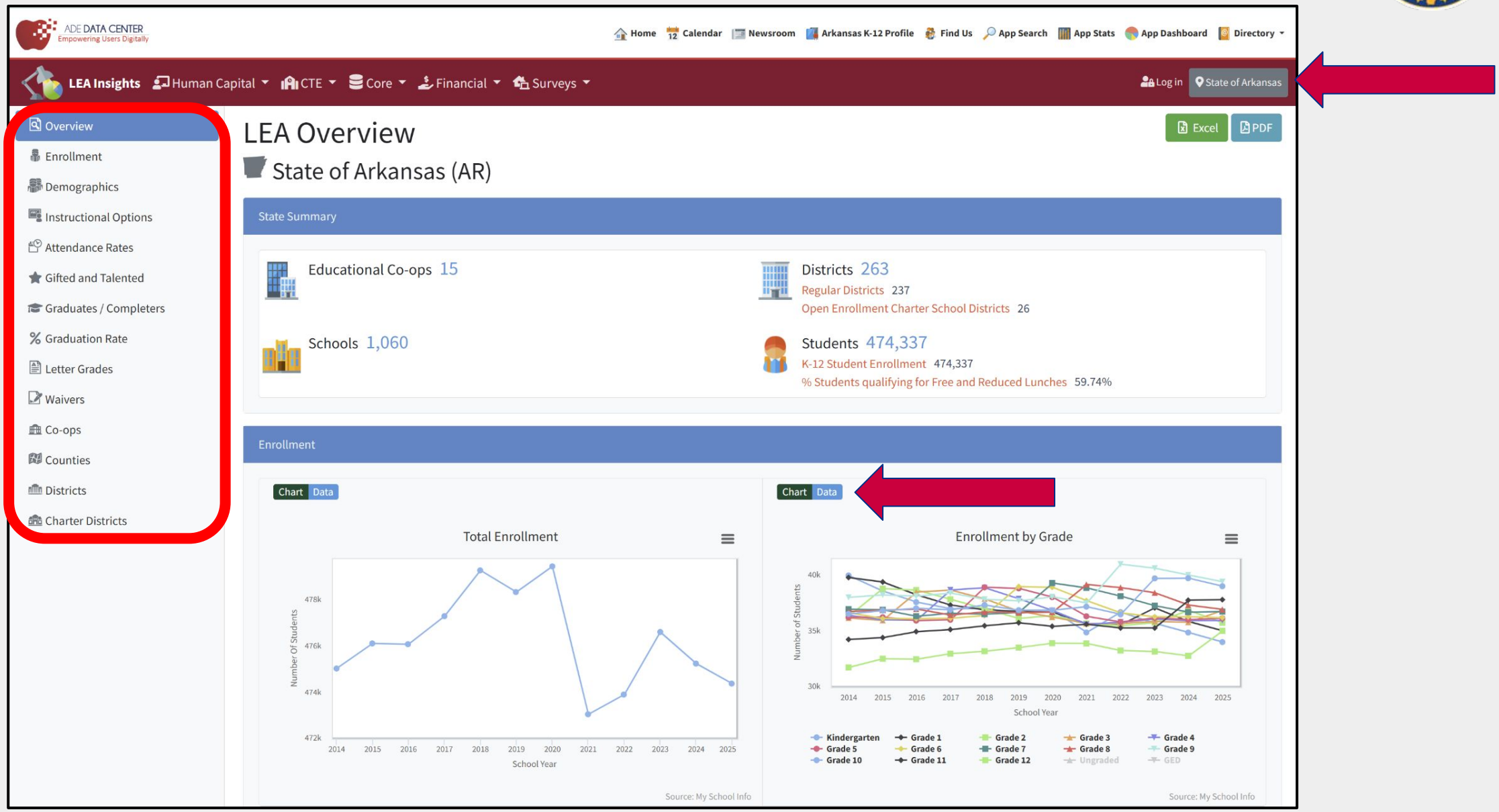


Cycle Reports

APSCN Student Data Collections
How the Data is Used

Collection Period	Data	How It Is Used

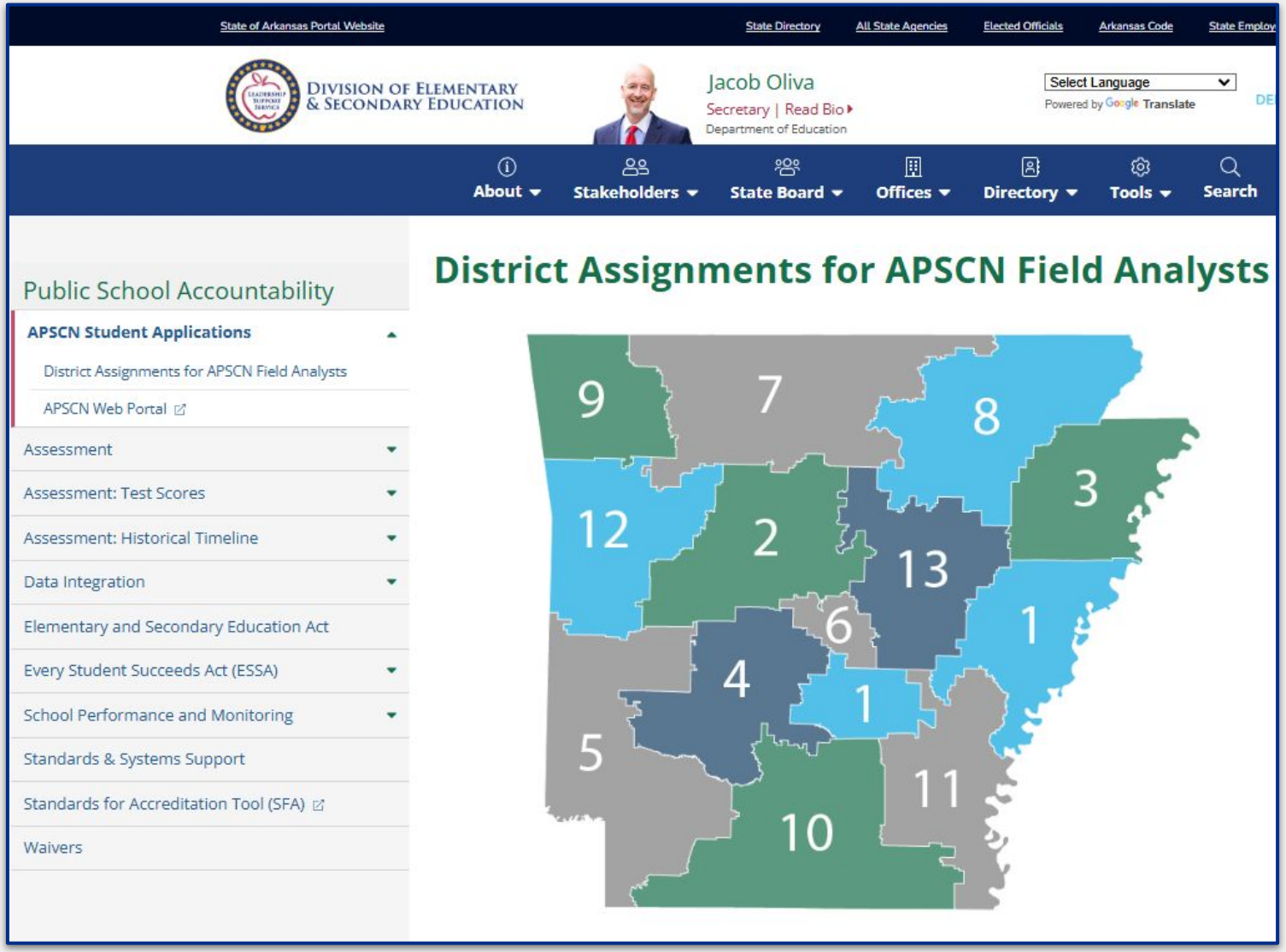
Cycle Reports

APSCN Student Data Collections
How the Data is Used

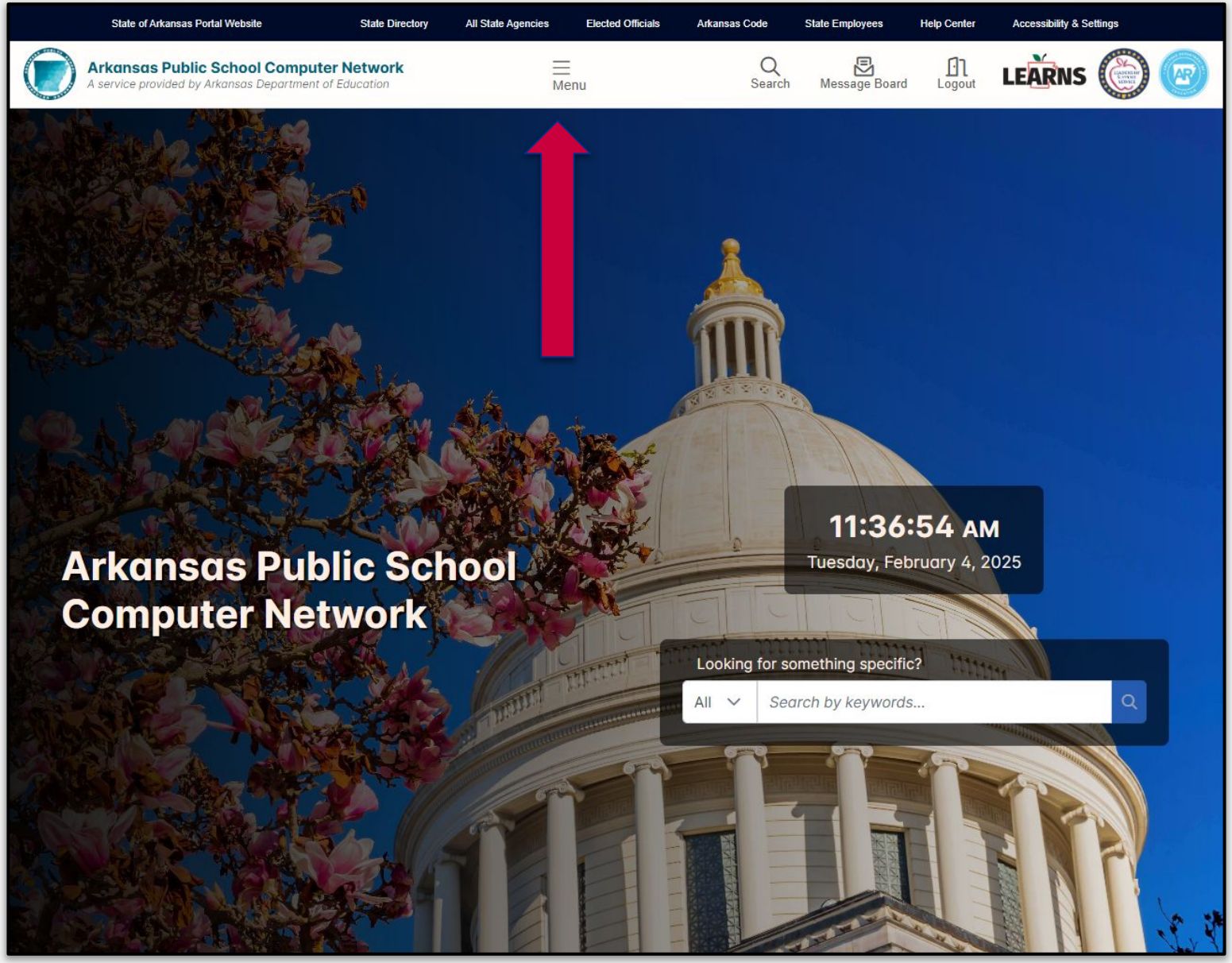
Other Sources	Data	How It Is Used

* EOC is core course subject grade, but if taken early, it will substitute as the student's core subject grade
(ie. if a student takes Algebra 1 in 7th grade, then their Algebra 1 score substitutes as their 7th grade math score)

eSchool Support



eSchool Support



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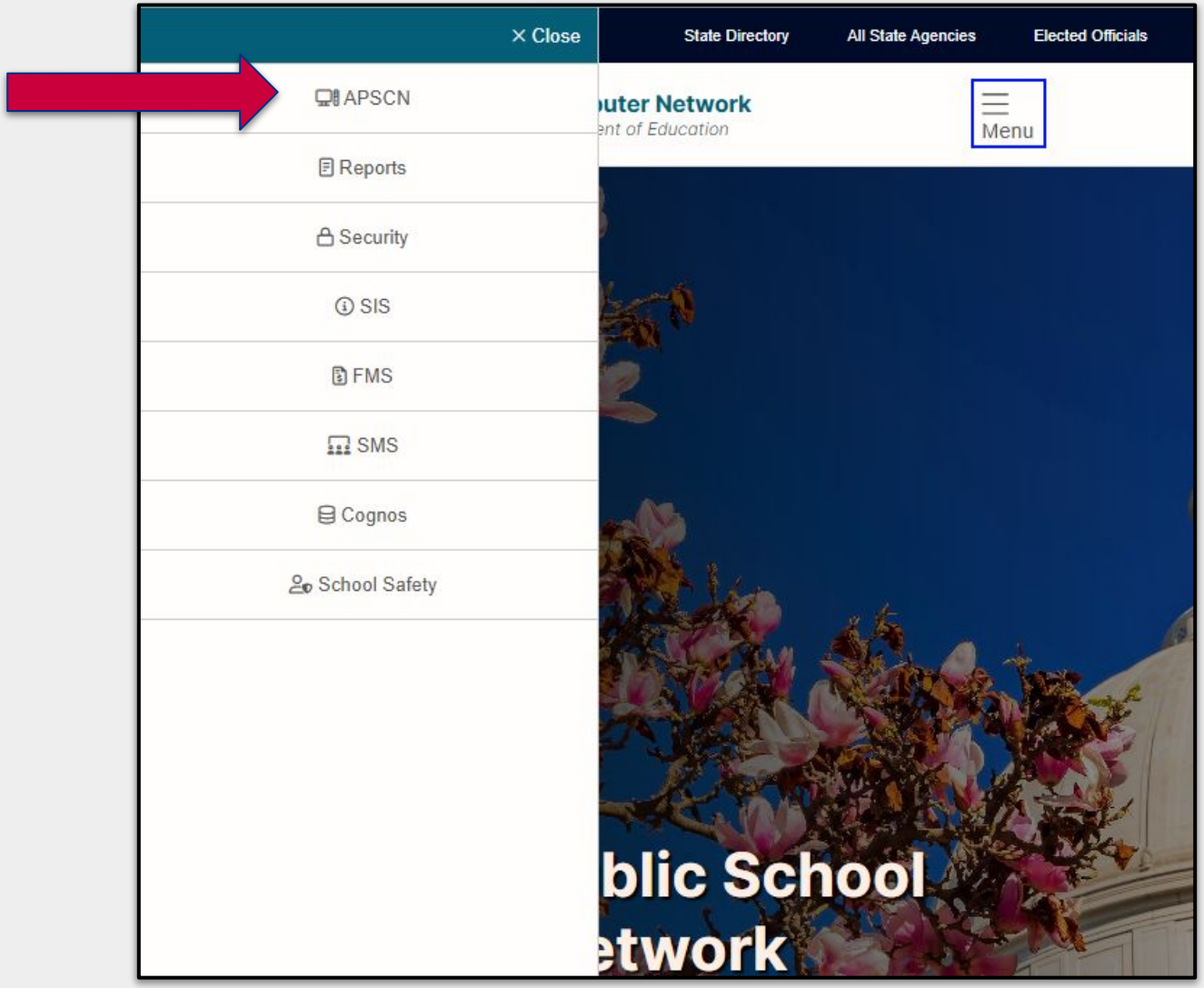

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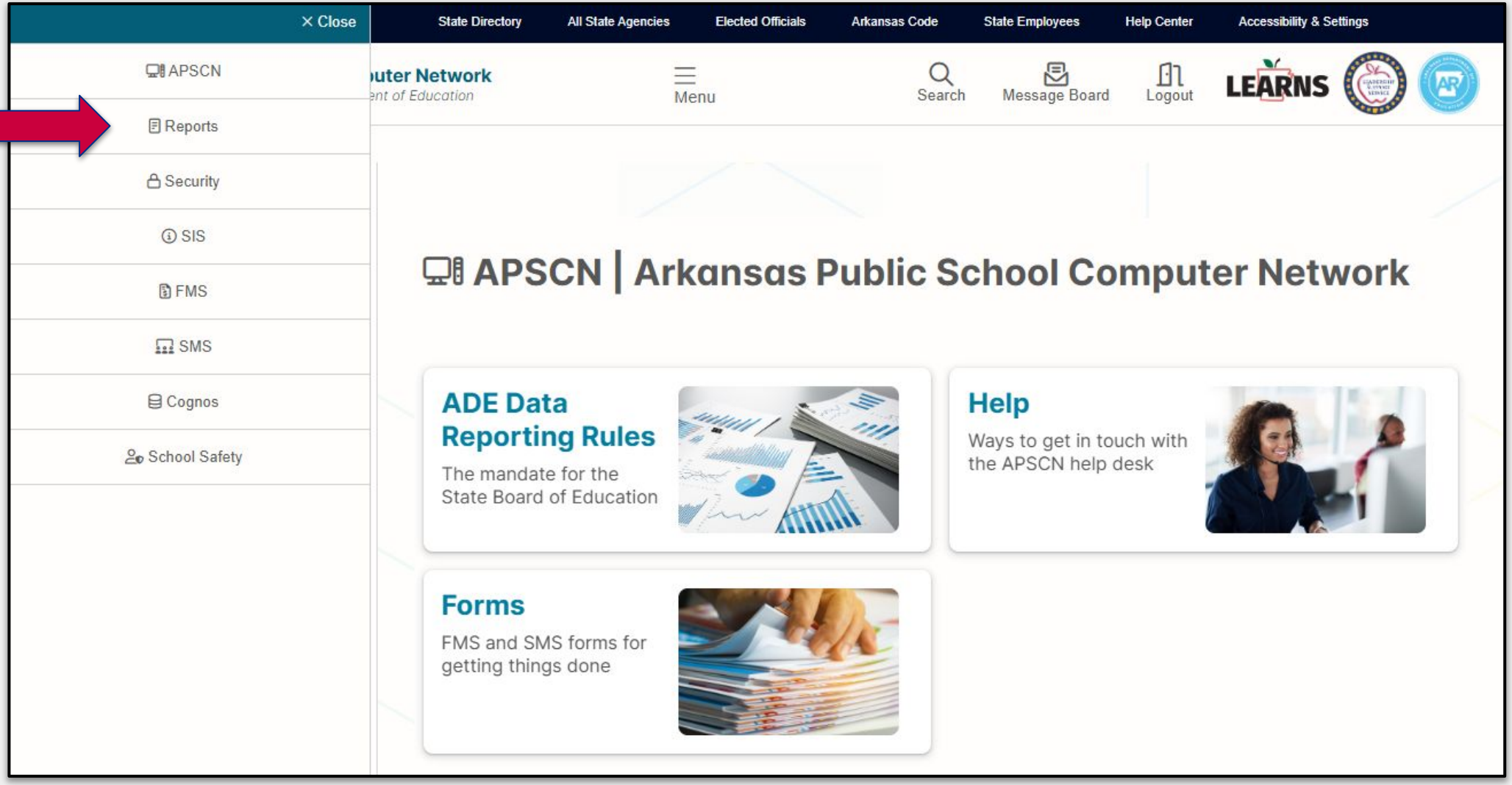

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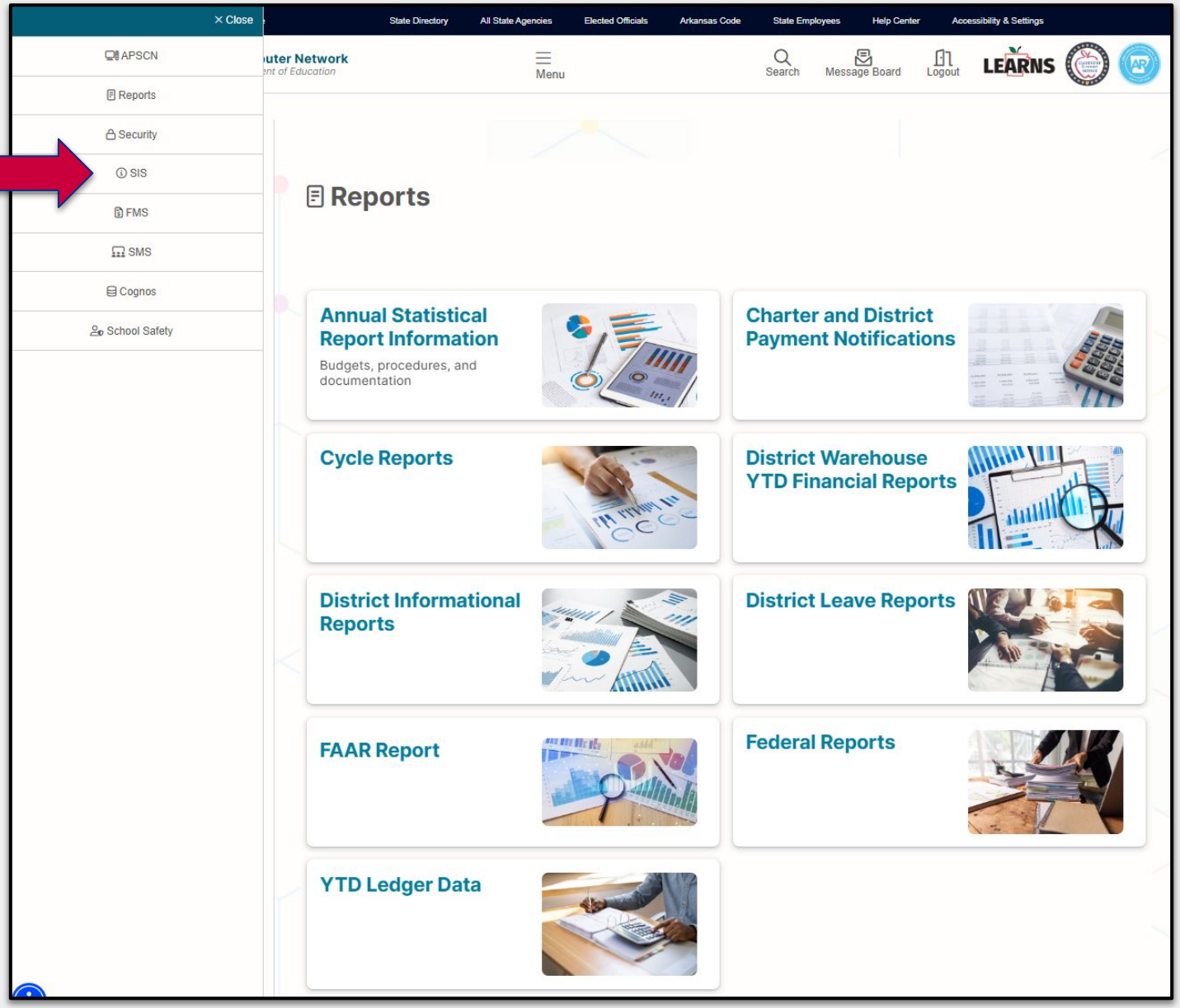

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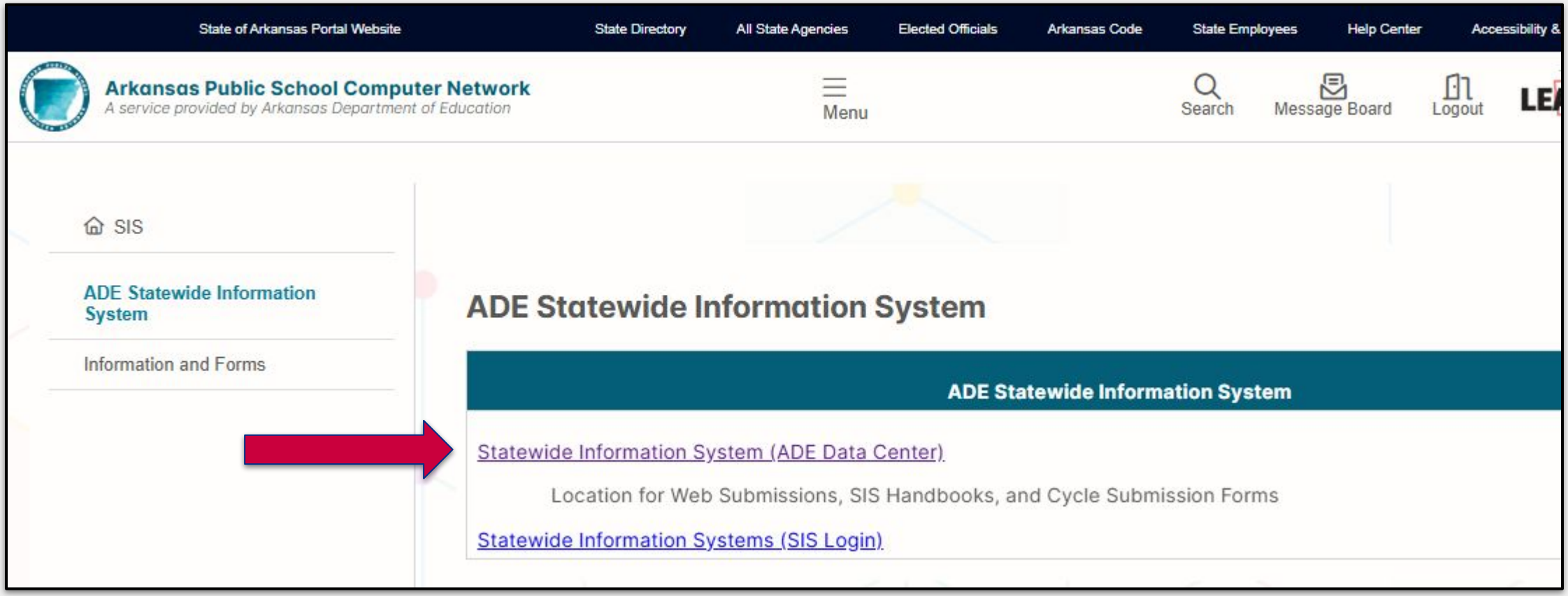

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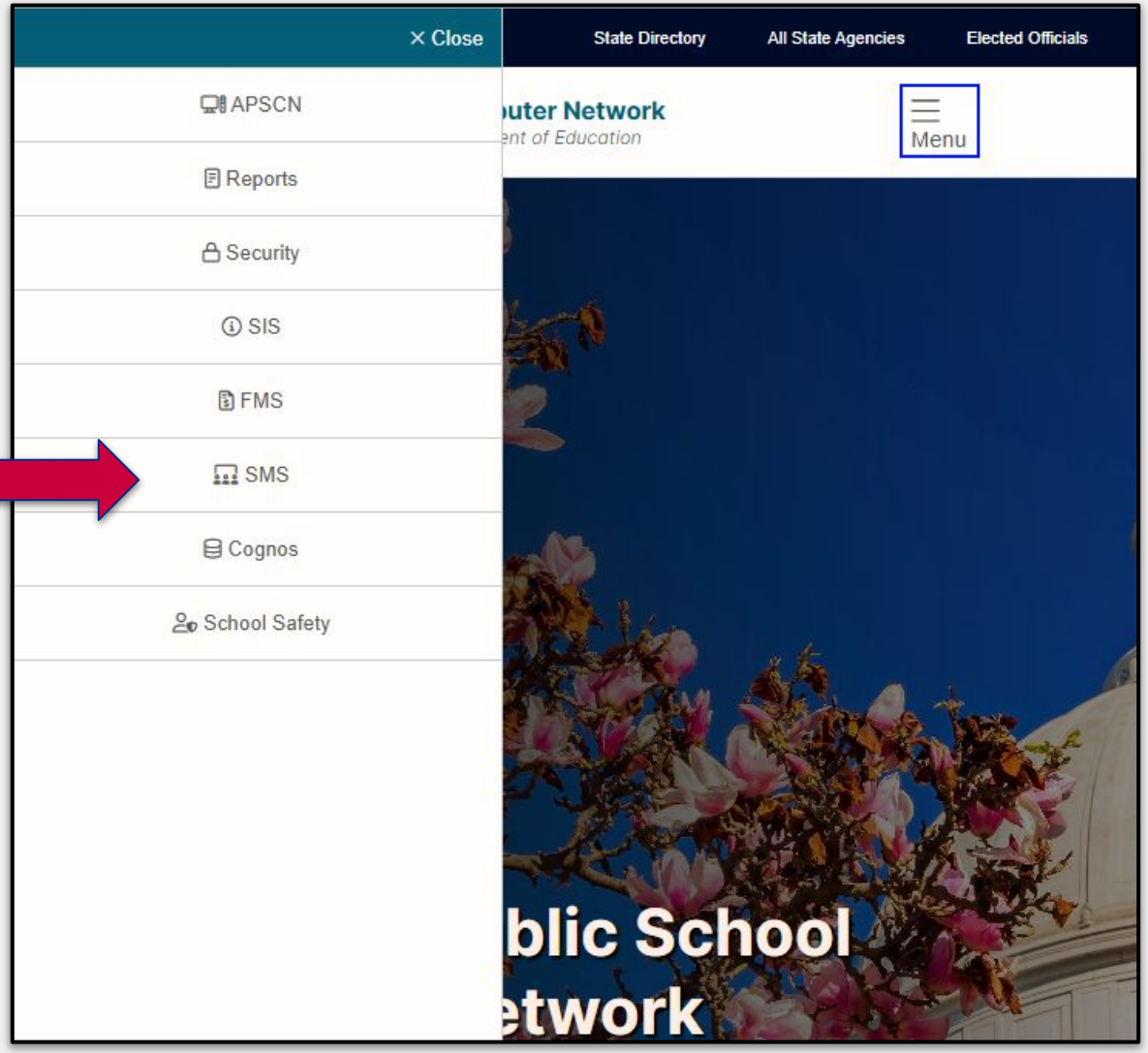

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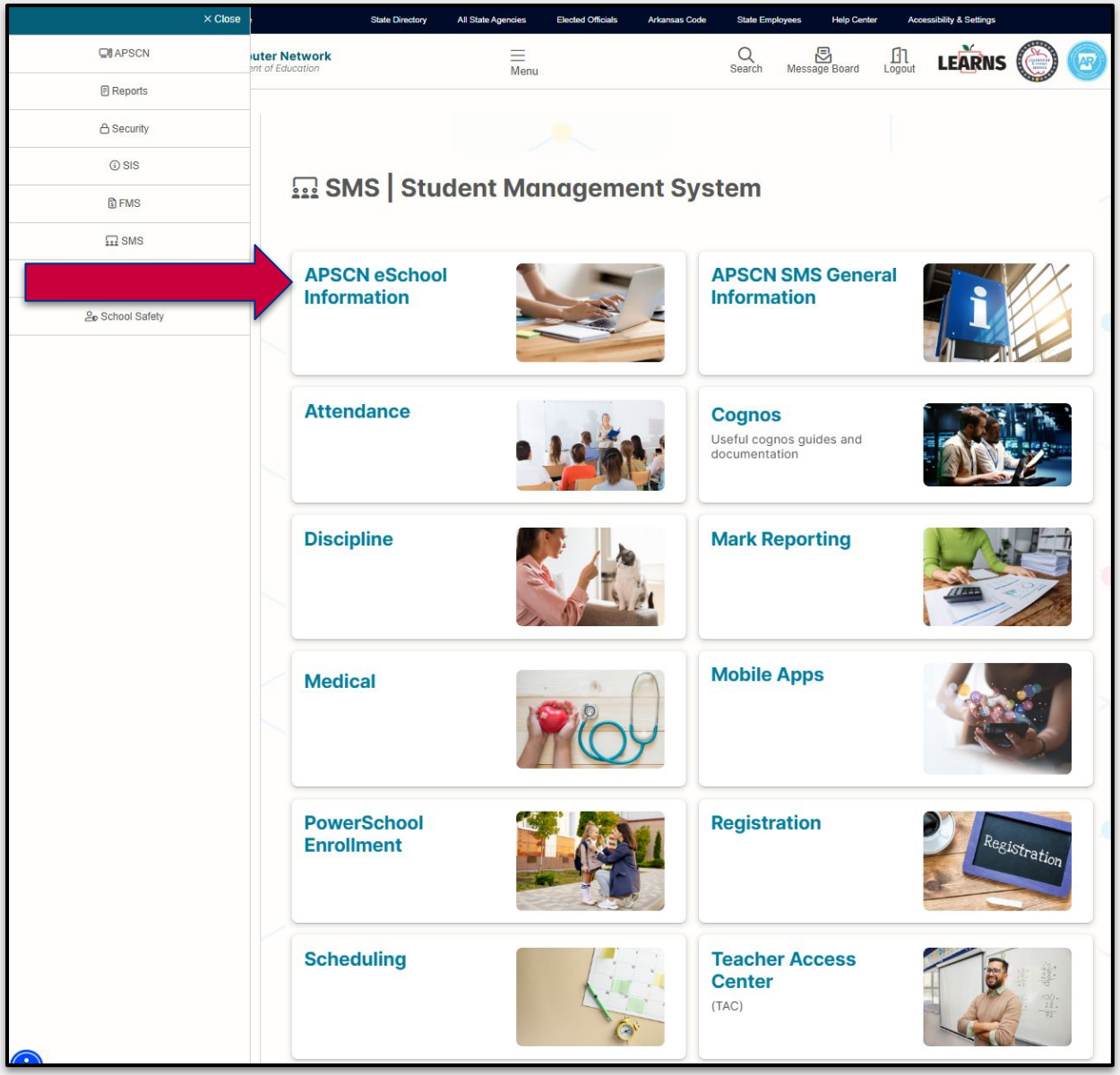

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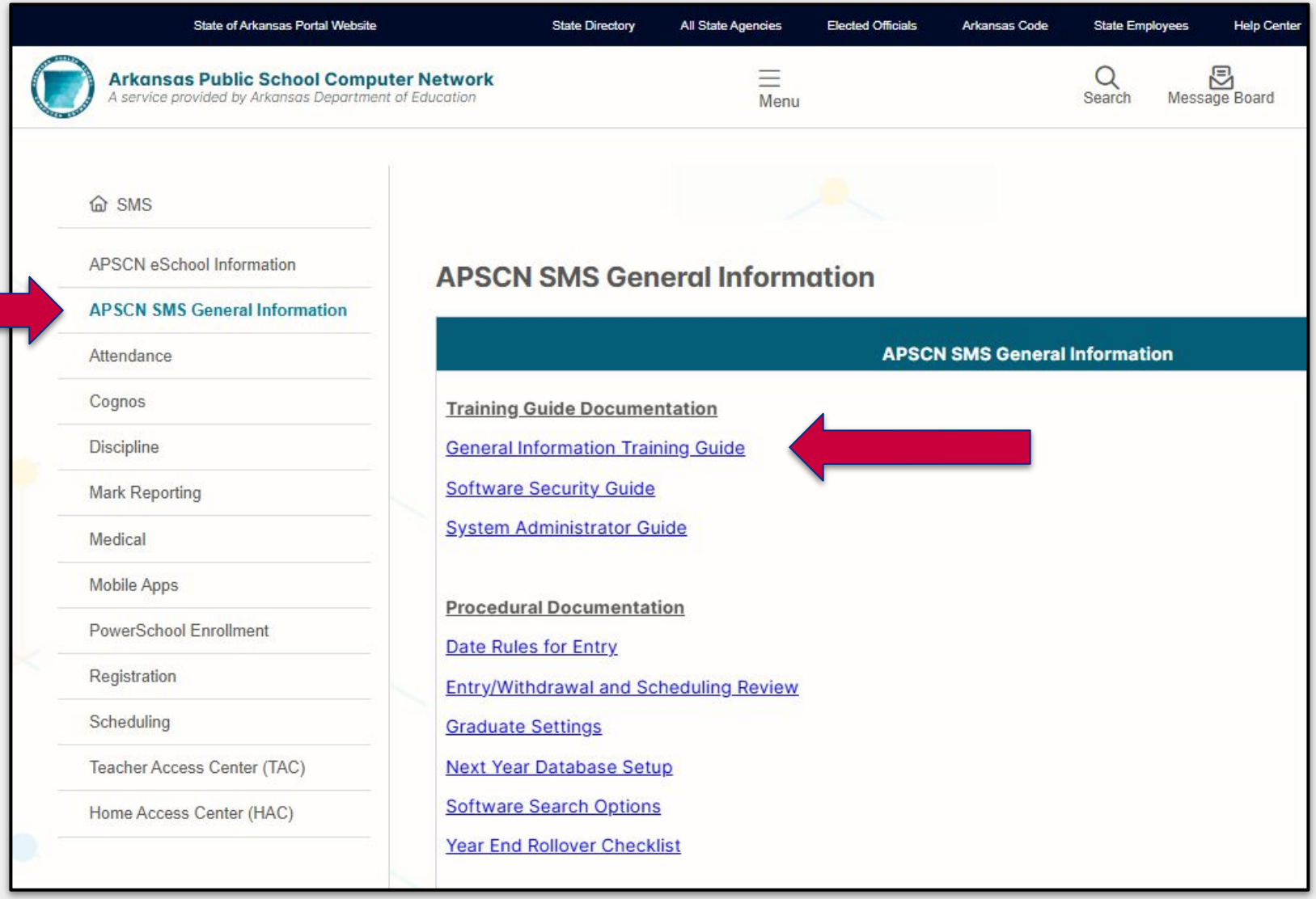


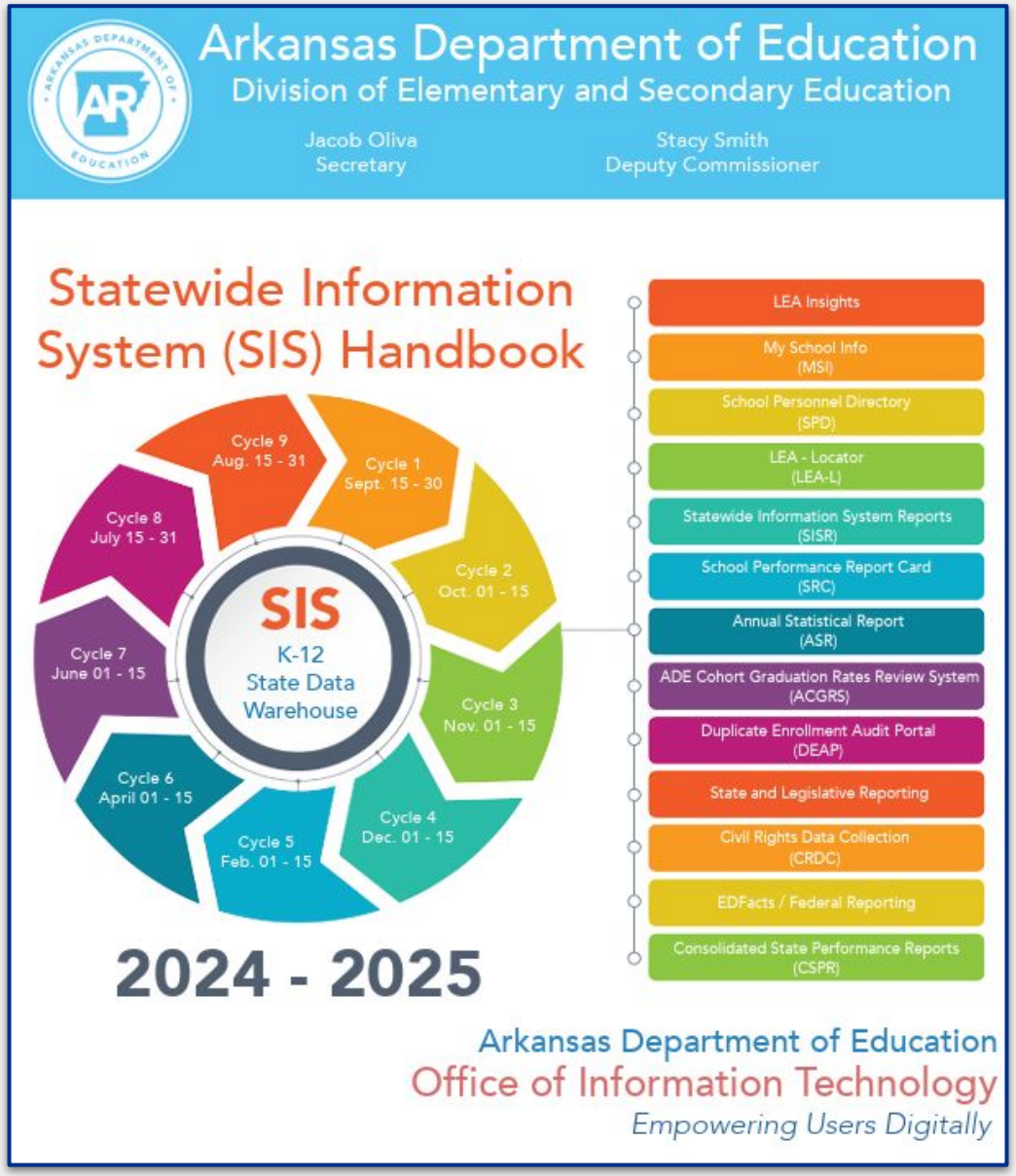
eSchool Support

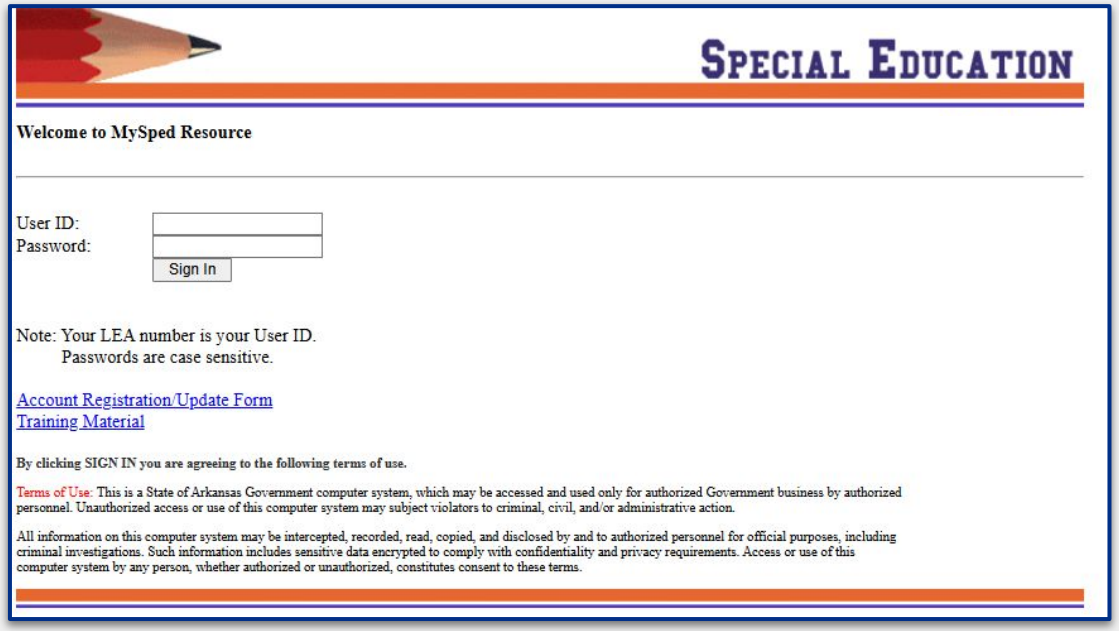
eSchoolPlus+

General Information Training Guide

Version 23

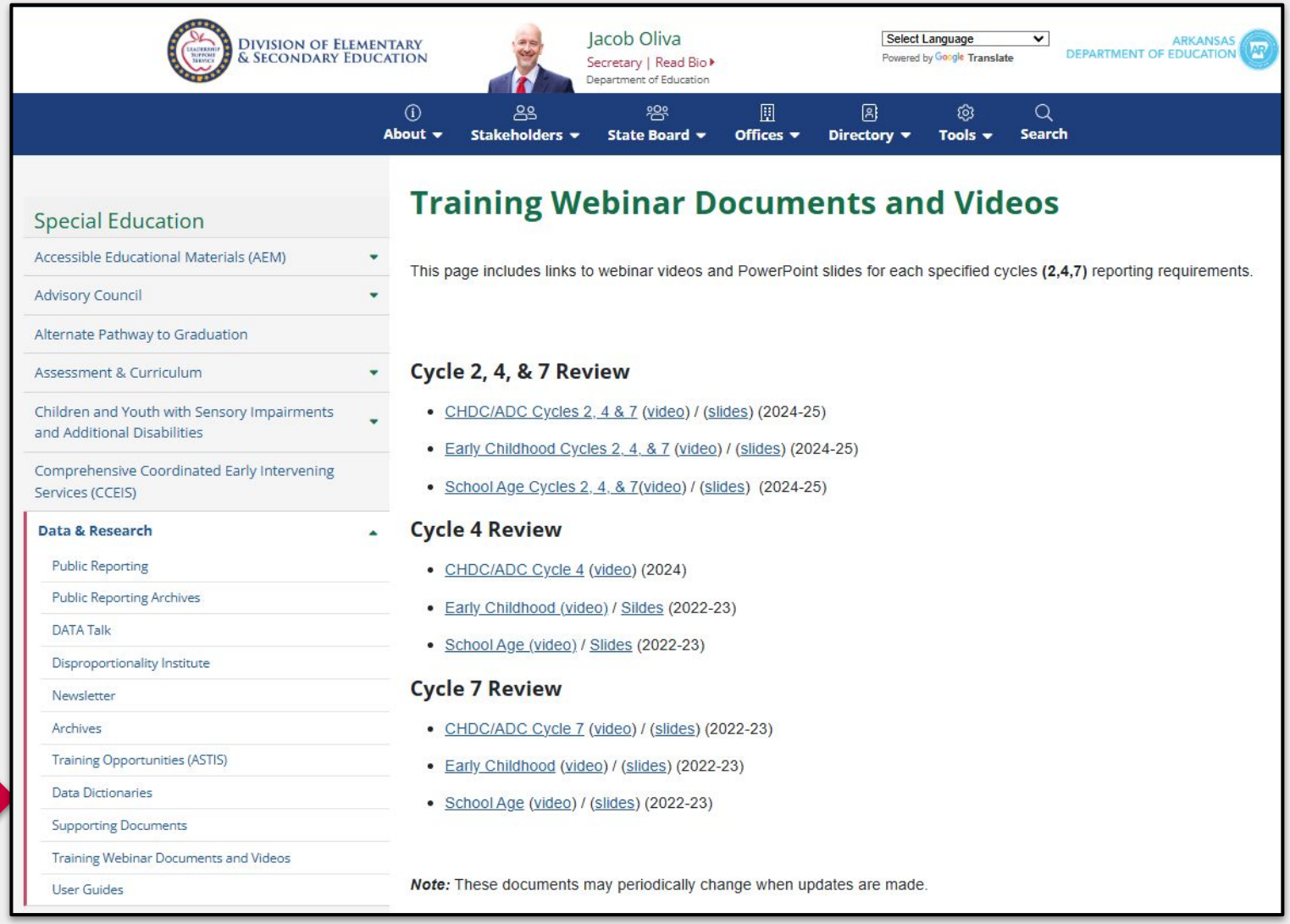
SPED Data Collections



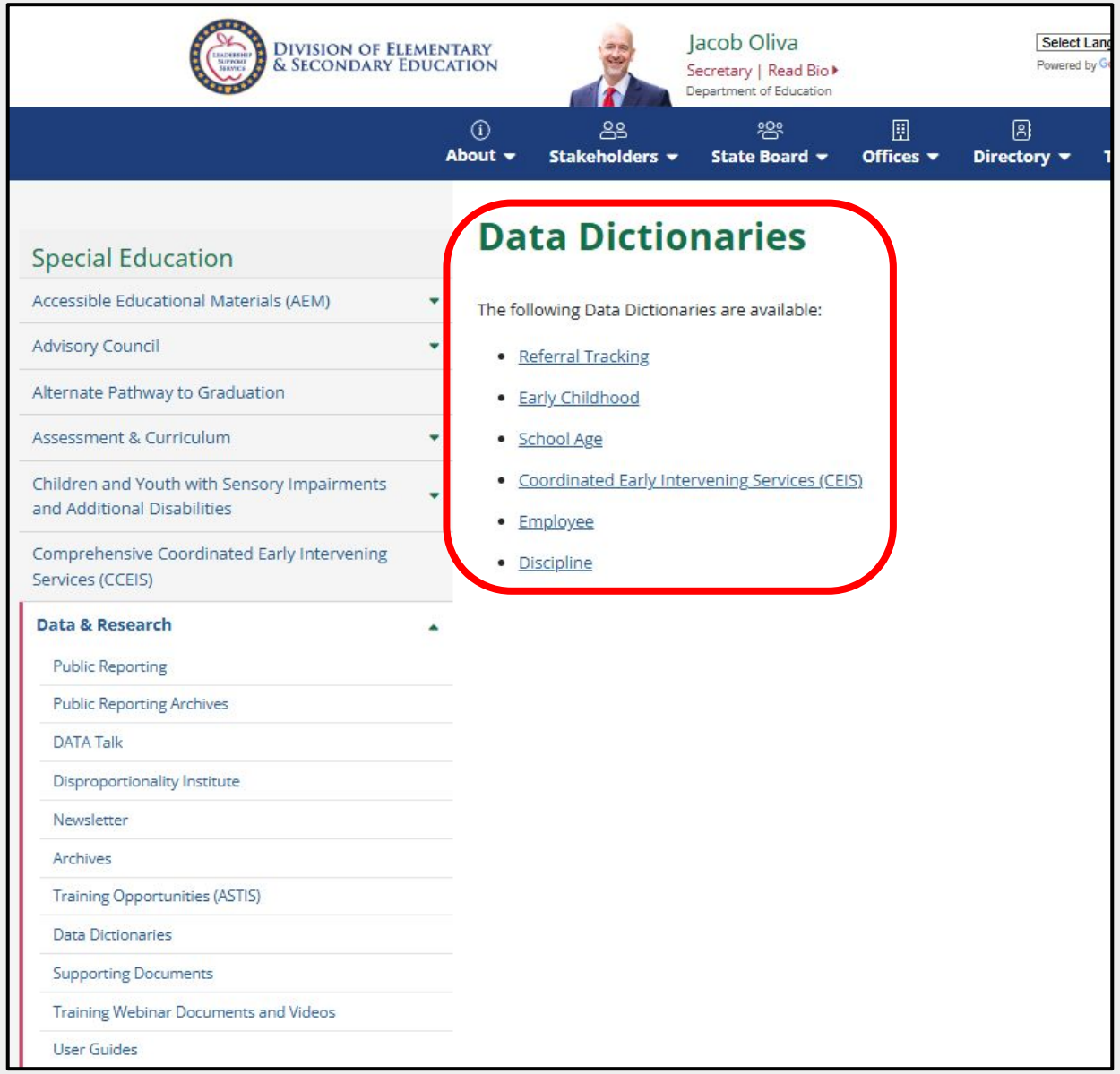


MySPED Data Collections

MySPED Data Collections



MySPED Data Collections



MySPED Resources

Data Dictionaries clarify the required data elements required in MySPED.

One-page guide to each Data Dictionary:

- Coordinated Early Intervening Services (CEIS)
- Discipline
- Early Childhood
- Employee
- Referral Tracking
- School Age

Data Dictionaries

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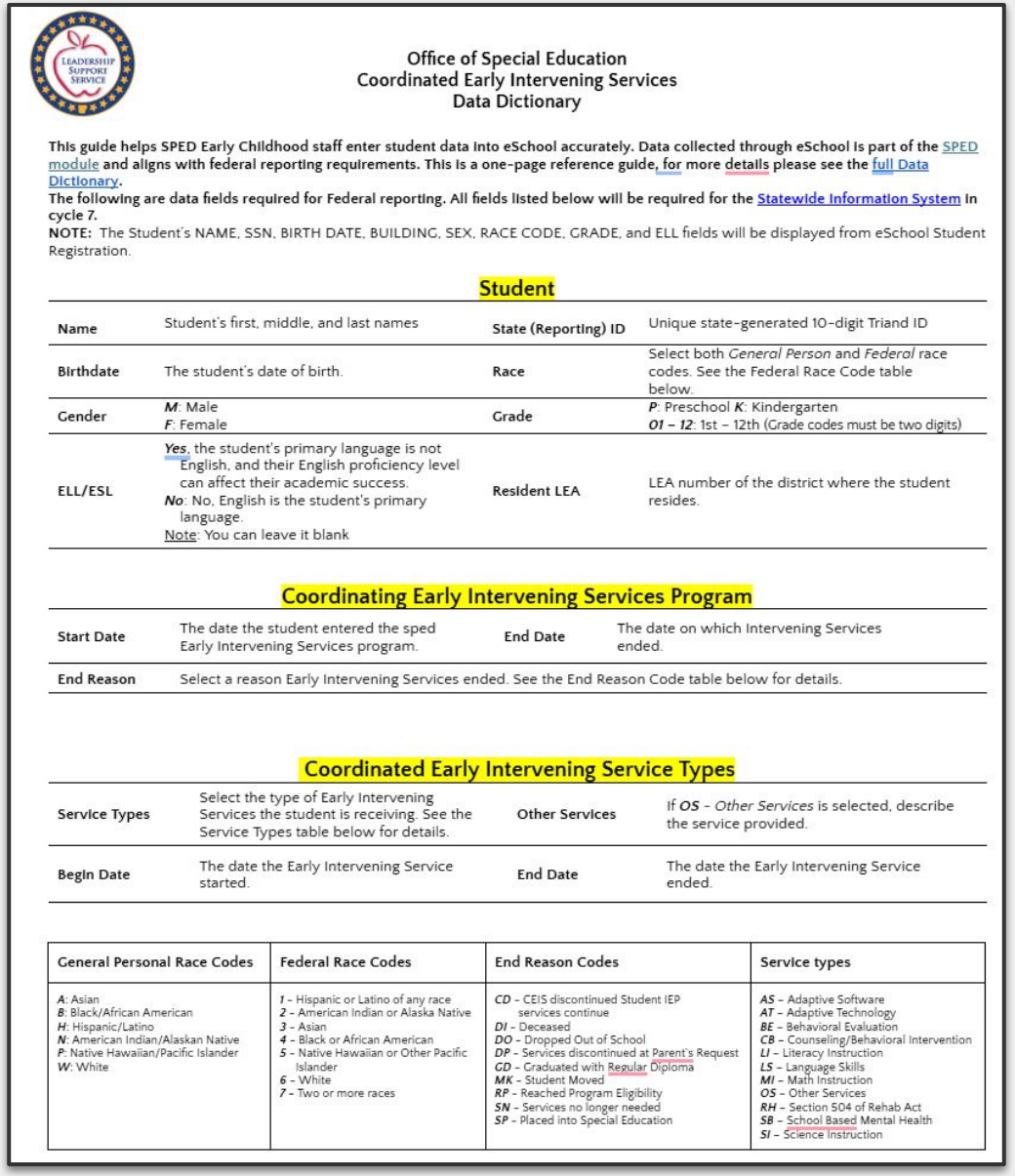
One-page guide to each Data Dictionary:

- Coordinated Early Intervening Services (CEIS)



Office of Special Education
Coordinated Early Intervening Services
Data Dictionary

This guide helps SPED Early Childhood staff enter student data into eSchool accurately. Data collected through eSchool is part of the SPED module and aligns with federal reporting requirements. This is a one-page reference guide, for more details please see the full Data Dictionary.
The following are data fields required for Federal reporting. All fields listed below will be required for the Statewide Information System in cycle 7.
NOTE: The Student's NAME, SSN, BIRTH DATE, BUILDING, SEX, RACE CODE, GRADE, and ELL fields will be displayed from eSchool Student Registration.

Student

Name	Student's first, middle, and last names	**State (Reporting) ID**	Unique state-generated 10-digit Triand ID
Birthdate	The student's date of birth.	**Race**	Select both *General Person* and *Federal* race codes. See the Federal Race Code table below.
Gender	***M***: Male ***F***: Female	**Grade**	***P***: Preschool ***K***: Kindergarten ***01 – 12***: 1st – 12th (Grade codes must be two digits)
ELL/ESL	***Yes***, the student's primary language is not English, and their English proficiency level can affect their academic success. ***No***: No, English is the student's primary language. Note: You can leave it blank	**Resident LEA**	LEA number of the district where the student resides.

Coordinating Early Intervening Services Program

Start Date	The date the student entered the sped Early Intervening Services program.	**End Date**	The date on which Intervening Services ended.
End Reason	Select a reason Early Intervening Services ended. See the End Reason Code table below for details.		

Coordinated Early Intervening Service Types

Service Types	Select the type of Early Intervening Services the student is receiving. See the Service Types table below for details.	**Other Services**	If ***OS*** - *Other Services* is selected, describe the service provided.
Begin Date	The date the Early Intervening Service started.	**End Date**	The date the Early Intervening Service ended.

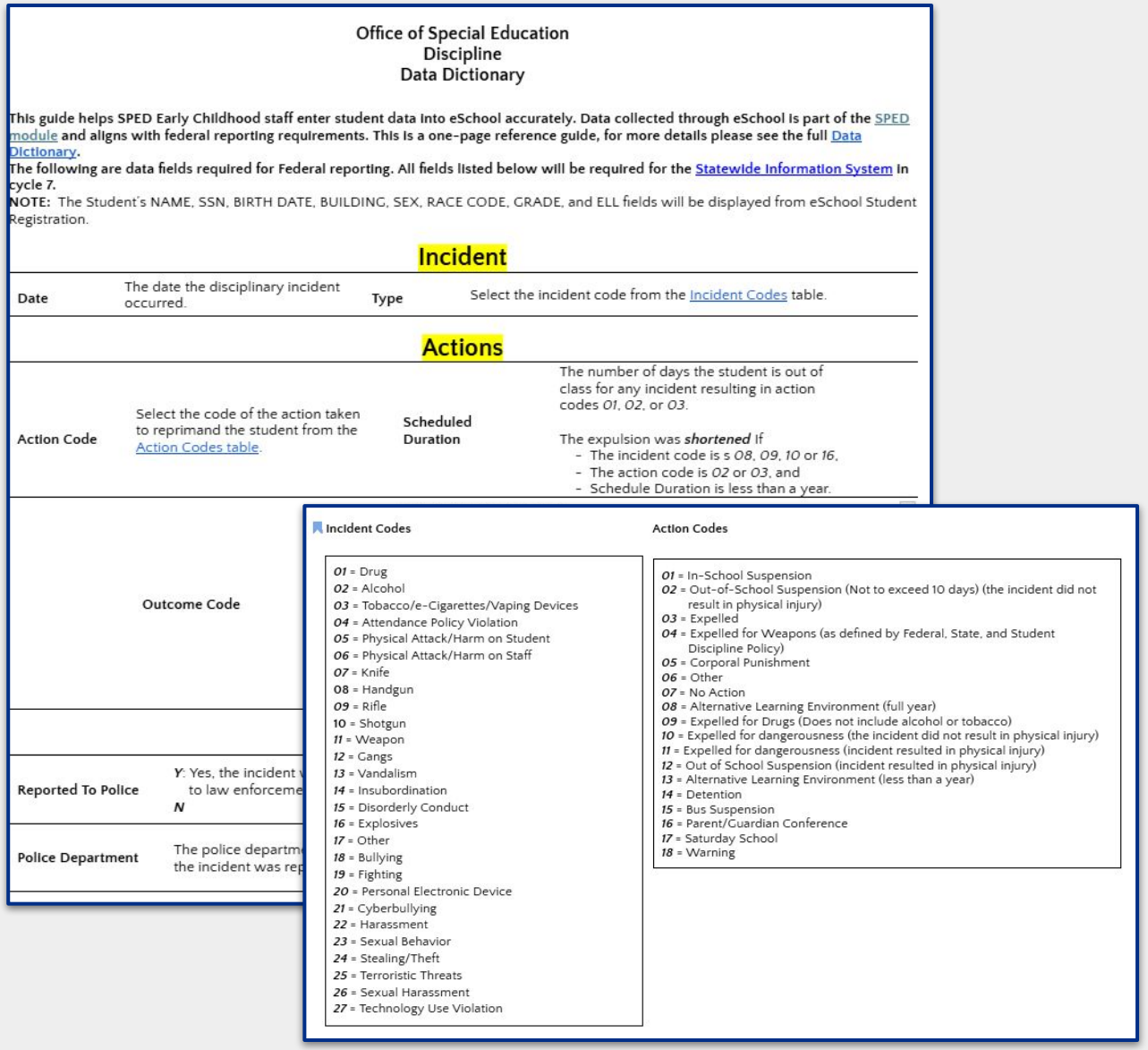
General Personal Race Codes	Federal Race Codes	End Reason Codes	Service types
A: Asian ***B***: Black/African American ***H***: Hispanic/Latino ***N***: American Indian/Alaskan Native ***P***: Native Hawaiian/Pacific Islander ***W***: White	***1*** - Hispanic or Latino of any race ***2*** - American Indian or Alaska Native ***3*** - Asian ***4*** - Black or African American ***5*** - Native Hawaiian or Other Pacific Islander ***6*** - White ***7*** - Two or more races	***CD*** - CEIS discontinued Student IEP services continue ***DI*** - Deceased ***DO*** - Dropped Out of School ***DP*** - Services discontinued at Parent's Request ***GD*** - Graduated with Regular Diploma ***MK*** - Student Moved ***RP*** - Reached Program Eligibility ***SN*** - Services no longer needed ***SP*** - Placed into Special Education	***AS*** – Adaptive Software ***AT*** – Adaptive Technology ***BE*** – Behavioral Evaluation ***CB*** – Counseling/Behavioral Intervention ***LI*** – Literacy Instruction ***LS*** – Language Skills ***MI*** – Math Instruction ***OS*** – Other Services ***RH*** – Section 504 of Rehab Act ***SB*** – School Based Mental Health ***SI*** – Science Instruction

Data Dictionaries

Data Dictionaries clarify the required data elements required in MySPED.

One-page guide to each Data Dictionary:

- Discipline



Office of Special Education
Discipline
Data Dictionary

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The following are data fields required for Federal reporting. All fields listed below will be required for the Statewide Information System in cycle 7.
NOTE: The Student's NAME, SSN, BIRTH DATE, BUILDING, SEX, RACE CODE, GRADE, and ELL fields will be displayed from eSchool Student Registration.

Incident

Date	The date the disciplinary incident occurred.	**Type**	Select the incident code from the Incident Codes table.

Actions

Action Code	Select the code of the action taken to reprimand the student from the Action Codes table.	**Scheduled Duration**	The number of days the student is out of class for any incident resulting in action codes *01*, *02*, or *03*. The expulsion was ***shortened*** If - The incident code is s *08*, *09*, *10* or *16*, - The action code is *02* or *03*, and - Schedule Duration is less than a year.
Outcome Code			
Reported To Police	***Y***: Yes, the incident to law enforceme ***N***		
Police Department	The police departm the incident was rep		

Incident Codes

01 = Drug
02 = Alcohol
03 = Tobacco/e-Cigarettes/Vaping Devices
04 = Attendance Policy Violation
05 = Physical Attack/Harm on Student
06 = Physical Attack/Harm on Staff
07 = Knife
08 = Handgun
09 = Rifle
10 = Shotgun
11 = Weapon
12 = Gangs
13 = Vandalism
14 = Insubordination
15 = Disorderly Conduct
16 = Explosives
17 = Other
18 = Bullying
19 = Fighting
20 = Personal Electronic Device
21 = Cyberbullying
22 = Harassment
23 = Sexual Behavior
24 = Stealing/Theft
25 = Terroristic Threats
26 = Sexual Harassment
27 = Technology Use Violation

Action Codes

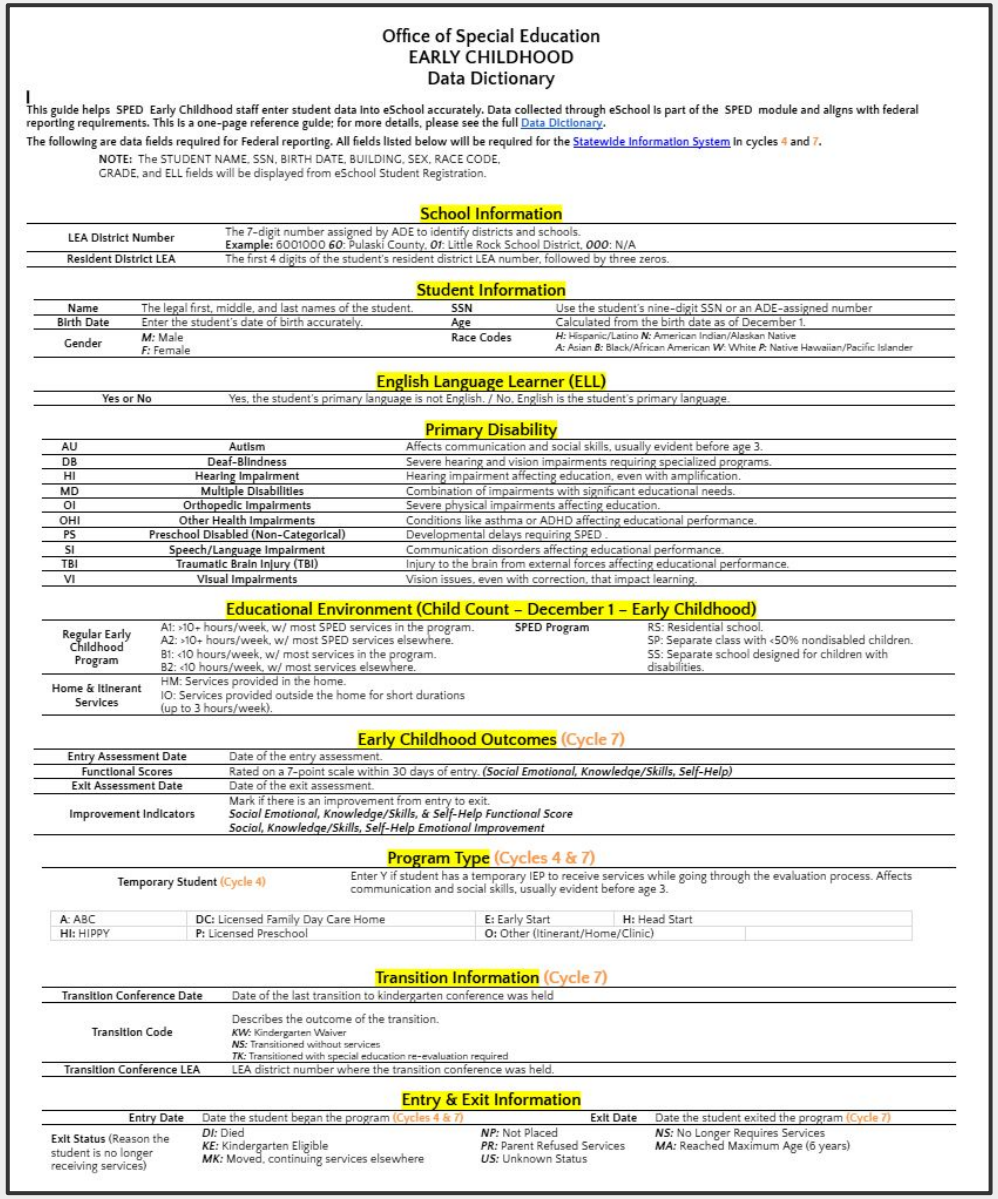
01 = In-School Suspension
02 = Out-of-School Suspension (Not to exceed 10 days) (the incident did not result in physical injury)
03 = Expelled
04 = Expelled for Weapons (as defined by Federal, State, and Student Discipline Policy)
05 = Corporal Punishment
06 = Other
07 = No Action
08 = Alternative Learning Environment (full year)
09 = Expelled for Drugs (Does not include alcohol or tobacco)
10 = Expelled for dangerousness (the incident did not result in physical injury)
11 = Expelled for dangerousness (incident resulted in physical injury)
12 = Out of School Suspension (incident resulted in physical injury)
13 = Alternative Learning Environment (less than a year)
14 = Detention
15 = Bus Suspension
16 = Parent/Guardian Conference
17 = Saturday School
18 = Warning

Data Dictionaries

Data Dictionaries clarify the required data elements required in MySPED.

One-page guide to each Data Dictionary:

- Early Childhood



Office of Special Education
EARLY CHILDHOOD
Data Dictionary

This guide helps SPED Early Childhood staff enter student data into eSchool accurately. Data collected through eSchool is part of the SPED module and aligns with federal reporting requirements. This is a one-page reference guide; for more details, please see the full Data Dictionary.

The following are data fields required for Federal reporting. All fields listed below will be required for the Statewide Information System in cycles 4 and 7.

NOTE: The STUDENT NAME, SSN, BIRTH DATE, BUILDING, SEX, RACE CODE, GRADE, and ELL fields will be displayed from eSchool Student Registration.

School Information

LEA District Number	The 7-digit number assigned by ADE to identify districts and schools. **Example:** 6001000 ***60***: Pulaski County, ***01***: Little Rock School District, ***000***: N/A
Resident District LEA	The first 4 digits of the student's resident district LEA number, followed by three zeros.

Student Information

Name	The legal first, middle, and last names of the student.	SSN	Use the student's nine-digit SSN or an ADE-assigned number
Birth Date	Enter the student's date of birth accurately.	Age	Calculated from the birth date as of December 1.
Gender	***M:*** Male ***F:*** Female	Race Codes	***H:*** Hispanic/Latino ***N:*** American Indian/Alaskan Native ***A:*** Asian ***B:*** Black/African American ***W:*** White ***P:*** Native Hawaiian/Pacific Islander

English Language Learner (ELL)

Yes or No	Yes, the student's primary language is not English. / No, English is the student's primary language.

Primary Disability

AU	Autism	Affects communication and social skills, usually evident before age 3.
DB	Deaf-Blindness	Severe hearing and vision impairments requiring specialized programs.
HI	Hearing Impairment	Hearing impairment affecting education, even with amplification.
MD	Multiple Disabilities	Combination of impairments with significant educational needs.
OI	Orthopedic Impairments	Severe physical impairments affecting education.
OHI	Other Health Impairments	Conditions like asthma or ADHD affecting educational performance.
PS	Preschool Disabled (Non-Categorical)	Developmental delays requiring SPED .
SI	Speech/Language Impairment	Communication disorders affecting educational performance.
TBI	Traumatic Brain Injury (TBI)	Injury to the brain from external forces affecting educational performance.
VI	Visual Impairments	Vision issues, even with correction, that impact learning.

Educational Environment (Child Count – December 1 – Early Childhood)

Regular Early Childhood Program	A1: >10+ hours/week, w/ most SPED services in the program. A2: >10+ hours/week, w/ most SPED services elsewhere. B1: <10 hours/week, w/ most services in the program. B2: <10 hours/week, w/ most services elsewhere.	SPED Program	RS: Residential school. SP: Separate class with <50% nondisabled children. SS: Separate school designed for children with disabilities.
Home & Itinerant Services	HM: Services provided in the home. IO: Services provided outside the home for short durations (up to 3 hours/week).		

Early Childhood Outcomes (Cycle 7)

Entry Assessment Date	Date of the entry assessment.
Functional Scores	Rated on a 7-point scale within 30 days of entry. ***(Social Emotional, Knowledge/Skills, Self-Help)***
Exit Assessment Date	Date of the exit assessment.
Improvement Indicators	Mark if there is an improvement from entry to exit. ***Social Emotional, Knowledge/Skills, & Self-Help Functional Score*** ***Social, Knowledge/Skills, Self-Help Emotional Improvement***

Program Type (Cycles 4 & 7)

Temporary Student (Cycle 4)	Enter Y if student has a temporary IEP to receive services while going through the evaluation process. Affects communication and social skills, usually evident before age 3.

A: ABC	DC: Licensed Family Day Care Home	E: Early Start	H: Head Start
HI: HIPPY	P: Licensed Preschool	O: Other (Itinerant/Home/Clinic)	

Transition Information (Cycle 7)

Transition Conference Date	Date of the last transition to kindergarten conference was held
Transition Code	Describes the outcome of the transition. ***KW:*** Kindergarten Waiver ***NS:*** Transitioned without services ***TK:*** Transitioned with special education re-evaluation required
Transition Conference LEA	LEA district number where the transition conference was held.

Entry & Exit Information

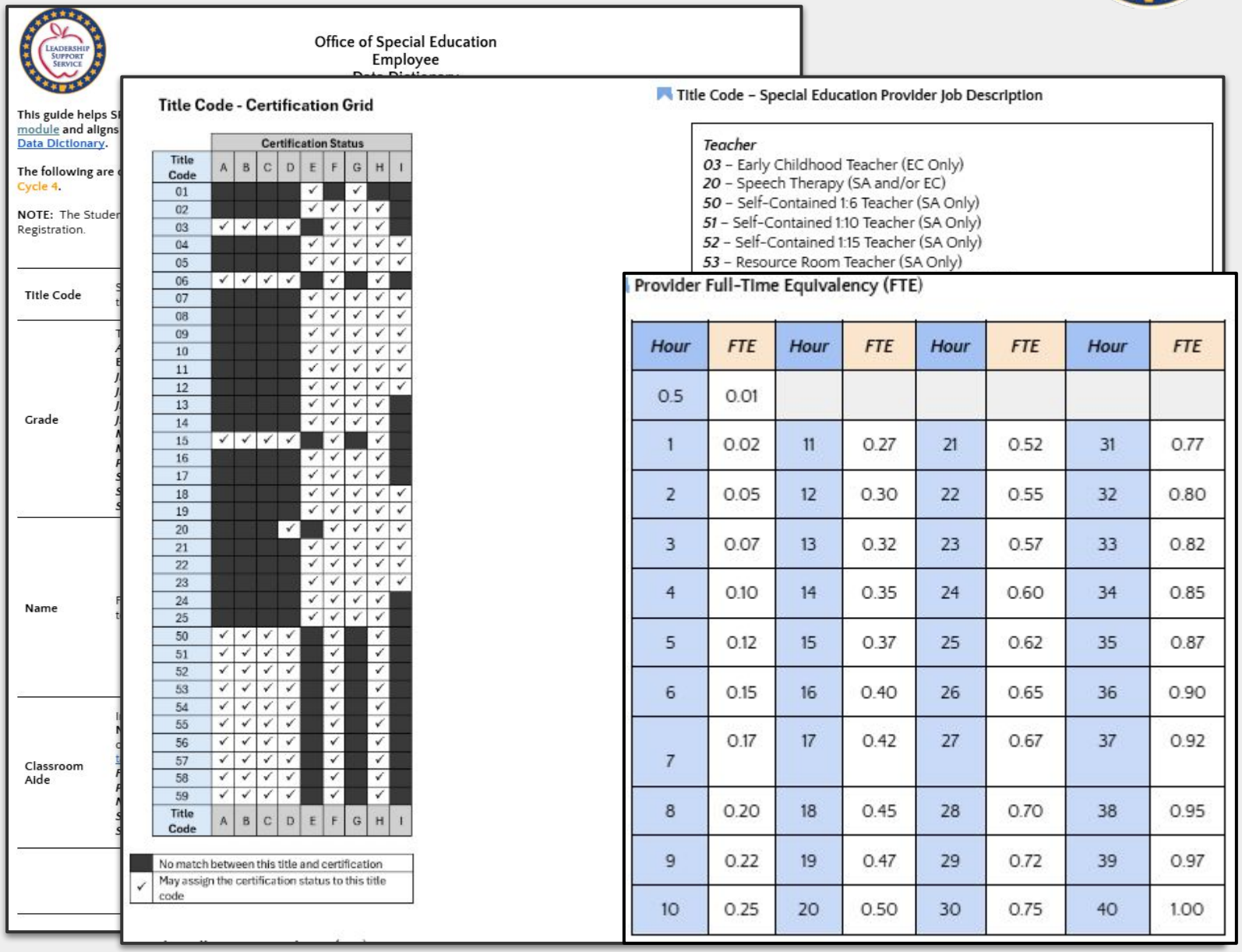
Entry Date	Date the student began the program (Cycles 4 & 7)	Exit Date	Date the student exited the program (Cycle 7)
Exit Status (Reason the student is no longer receiving services)	***DI:*** Died ***KE:*** Kindergarten Eligible ***MK:*** Moved, continuing services elsewhere	***NP:*** Not Placed ***PR:*** Parent Refused Services ***US:*** Unknown Status	***NS:*** No Longer Requires Services ***MA:*** Reached Maximum Age (6 years)

Data Dictionaries

Data Dictionaries clarify the required data elements required in MySPED.

One-page guide to each Data Dictionary:

- Employee



Office of Special Education
Employee

This guide helps S
module and aligns
Data Dictionary.

The following are
Cycle 4.

NOTE: The Studer
Registration.

Title Code

Grade

Name

Classroom Aide

Title Code - Certification Grid

Title Code	A	B	C	D	E	F	G	H	I
	Certification Status								
01					✓		✓		
02					✓	✓	✓	✓	
03	✓	✓	✓	✓		✓	✓	✓	
04					✓	✓	✓	✓	✓
05					✓	✓	✓	✓	✓
06	✓	✓	✓	✓		✓		✓	
07					✓	✓	✓	✓	✓
08					✓	✓	✓	✓	✓
09					✓	✓	✓	✓	✓
10					✓	✓	✓	✓	✓
11					✓	✓	✓	✓	✓
12					✓	✓	✓	✓	✓
13					✓	✓	✓	✓	
14					✓	✓	✓	✓	
15	✓	✓	✓	✓		✓		✓	
16					✓	✓	✓	✓	
17					✓	✓	✓	✓	
18					✓	✓	✓	✓	✓
19					✓	✓	✓	✓	✓
20				✓		✓	✓	✓	✓
21					✓	✓	✓	✓	✓
22					✓	✓	✓	✓	✓
23					✓	✓	✓	✓	✓
24					✓	✓	✓	✓	
25					✓	✓	✓	✓	
50	✓	✓	✓	✓		✓		✓	
51	✓	✓	✓	✓		✓		✓	
52	✓	✓	✓	✓		✓		✓	
53	✓	✓	✓	✓		✓		✓	
54	✓	✓	✓	✓		✓		✓	
55	✓	✓	✓	✓		✓		✓	
56	✓	✓	✓	✓		✓		✓	
57	✓	✓	✓	✓		✓		✓	
58	✓	✓	✓	✓		✓		✓	
59	✓	✓	✓	✓		✓		✓	
Title Code	A	B	C	D	E	F	G	H	I

	No match between this title and certification
✓	May assign the certification status to this title code

Title Code – Special Education Provider Job Description

Teacher
03 – Early Childhood Teacher (EC Only)
20 – Speech Therapy (SA and/or EC)
50 – Self-Contained 1:6 Teacher (SA Only)
51 – Self-Contained 1:10 Teacher (SA Only)
52 – Self-Contained 1:15 Teacher (SA Only)
53 – Resource Room Teacher (SA Only)

Provider Full-Time Equivalency (FTE)

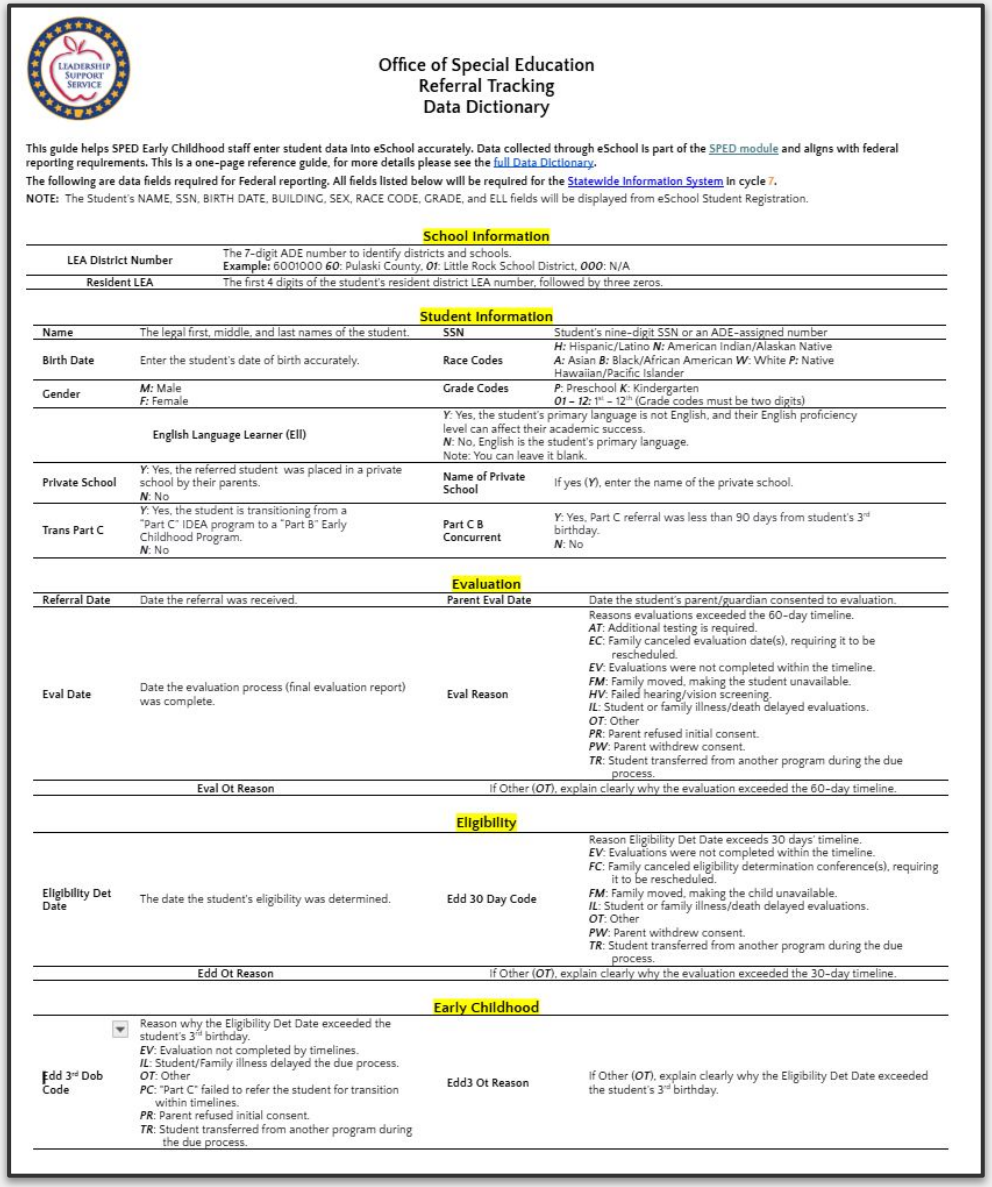
Hour	FTE	Hour	FTE	Hour	FTE	Hour	FTE
0.5	0.01						
1	0.02	11	0.27	21	0.52	31	0.77
2	0.05	12	0.30	22	0.55	32	0.80
3	0.07	13	0.32	23	0.57	33	0.82
4	0.10	14	0.35	24	0.60	34	0.85
5	0.12	15	0.37	25	0.62	35	0.87
6	0.15	16	0.40	26	0.65	36	0.90
7	0.17	17	0.42	27	0.67	37	0.92
8	0.20	18	0.45	28	0.70	38	0.95
9	0.22	19	0.47	29	0.72	39	0.97
10	0.25	20	0.50	30	0.75	40	1.00

Data Dictionaries

Data Dictionaries clarify the required data elements required in MySPED.

One-page guide to each Data Dictionary:

- Referral Tracking



Office of Special Education
Referral Tracking
Data Dictionary

This guide helps SPED Early Childhood staff enter student data into eSchool accurately. Data collected through eSchool is part of the SPED module and aligns with federal reporting requirements. This is a one-page reference guide, for more details please see the full Data Dictionary.

The following are data fields required for Federal reporting. All fields listed below will be required for the Statewide Information System in cycle 7.

NOTE: The Student's NAME, SSN, BIRTH DATE, BUILDING, SEX, RACE CODE, GRADE, and ELL fields will be displayed from eSchool Student Registration.

School Information

LEA District Number	The 7-digit ADE number to identify districts and schools. **Example:** 6001000 ***60***: Pulaski County, ***01***: Little Rock School District, ***000***: N/A
Resident LEA	The first 4 digits of the student's resident district LEA number, followed by three zeros.

Student Information

Name	The legal first, middle, and last names of the student.	**SSN**	Student's nine-digit SSN or an ADE-assigned number
Birth Date	Enter the student's date of birth accurately.	**Race Codes**	***H:*** Hispanic/Latino ***N:*** American Indian/Alaskan Native ***A:*** Asian ***B:*** Black/African American ***W***: White ***P:*** Native Hawaiian/Pacific Islander
Gender	***M:*** Male ***F:*** Female	**Grade Codes**	***P***: Preschool ***K***: Kindergarten ***01 – 12:*** 1st – 12th (Grade codes must be two digits)
English Language Learner (Ell)		***Y***: Yes, the student's primary language is not English, and their English proficiency level can affect their academic success. ***N***: No, English is the student's primary language. Note: You can leave it blank.	
Private School	***Y***: Yes, the referred student was placed in a private school by their parents. ***N***: No	**Name of Private School**	If yes (***Y***), enter the name of the private school.
Trans Part C	***Y***: Yes, the student is transitioning from a "Part C" IDEA program to a "Part B" Early Childhood Program. ***N***: No	**Part C B Concurrent**	***Y***: Yes, Part C referral was less than 90 days from student's 3rd birthday. ***N***: No

Evaluation

Referral Date	Date the referral was received.	**Parent Eval Date**	Date the student's parent/guardian consented to evaluation.
Eval Date	Date the evaluation process (final evaluation report) was complete.	**Eval Reason**	Reasons evaluations exceeded the 60-day timeline. ***AT***: Additional testing is required. ***EC***: Family canceled evaluation date(s), requiring it to be rescheduled. ***EV***: Evaluations were not completed within the timeline. ***FM***: Family moved, making the student unavailable. ***HV***: Failed hearing/vision screening. ***IL***: Student or family illness/death delayed evaluations. ***OT***: Other ***PR***: Parent refused initial consent. ***PW***: Parent withdrew consent. ***TR***: Student transferred from another program during the due process.
Eval Ot Reason		If Other (***OT***), explain clearly why the evaluation exceeded the 60-day timeline.	

Eligibility

Eligibility Det Date	The date the student's eligibility was determined.	**Edd 30 Day Code**	Reason Eligibility Det Date exceeds 30 days' timeline. ***EV***: Evaluations were not completed within the timeline. ***FC***: Family canceled eligibility determination conference(s), requiring it to be rescheduled. ***FM***: Family moved, making the child unavailable. ***IL***: Student or family illness/death delayed evaluations. ***OT***: Other ***PW***: Parent withdrew consent. ***TR***: Student transferred from another program during the due process.
Edd Ot Reason		If Other (***OT***), explain clearly why the evaluation exceeded the 30-day timeline.	

Early Childhood

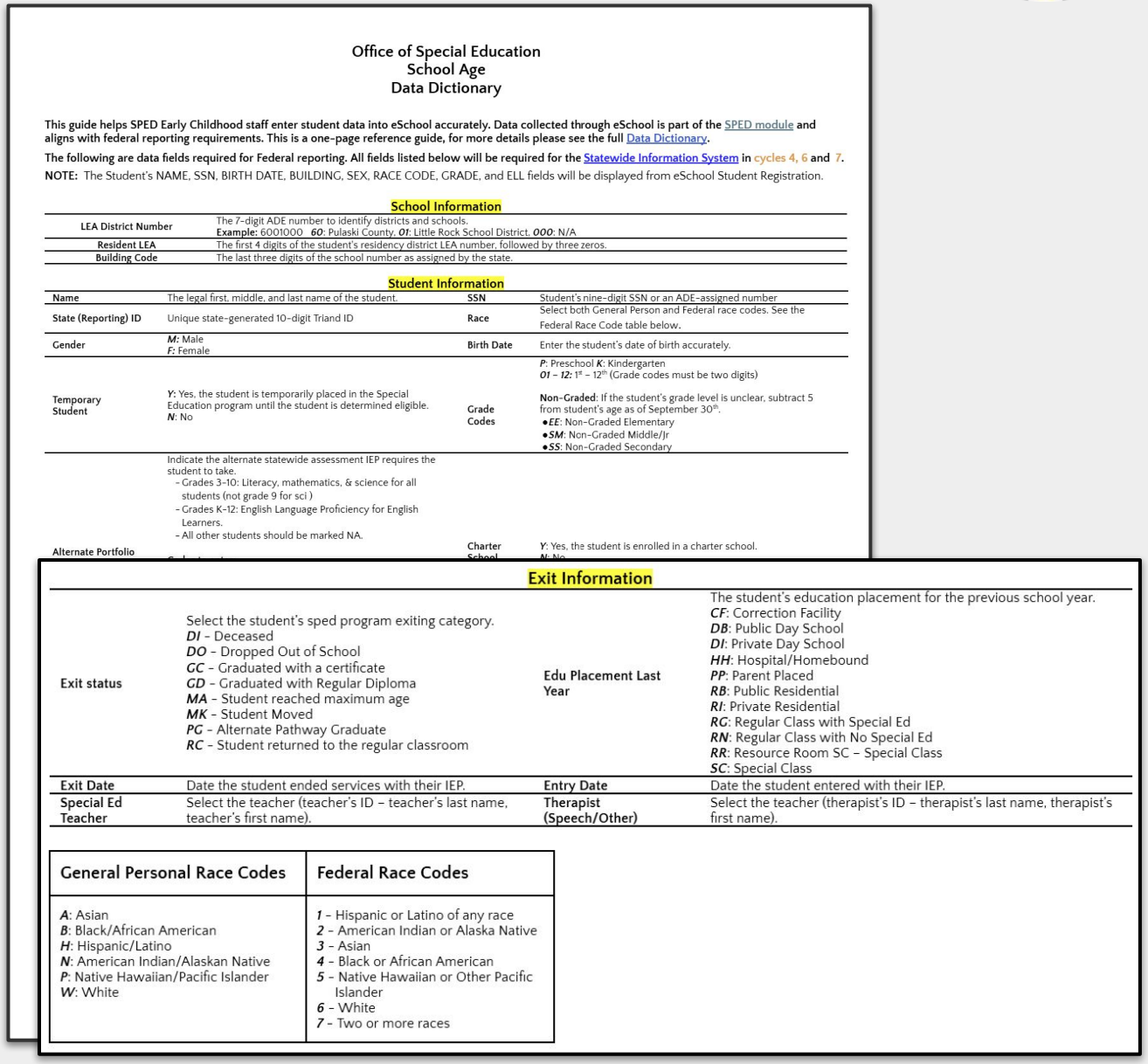
Edd 3rd Dob Code	Reason why the Eligibility Det Date exceeded the student's 3rd birthday. ***EV***: Evaluation not completed by timelines. ***IL***: Student/Family illness delayed the due process. ***OT***: Other ***PC***: "Part C" failed to refer the student for transition within timelines. ***PR***: Parent refused initial consent. ***TR***: Student transferred from another program during the due process.	**Edd3 Ot Reason**	If Other (***OT***), explain clearly why the Eligibility Det Date exceeded the student's 3rd birthday.

Data Dictionaries

Data Dictionaries clarify the required data elements required in MySPED.

One-page guide to each Data Dictionary:

- School Age



Office of Special Education
School Age
Data Dictionary

This guide helps SPED Early Childhood staff enter student data into eSchool accurately. Data collected through eSchool is part of the SPED module and aligns with federal reporting requirements. This is a one-page reference guide, for more details please see the full Data Dictionary.

The following are data fields required for Federal reporting. All fields listed below will be required for the Statewide Information System in cycles 4, 6 and 7.

NOTE: The Student's NAME, SSN, BIRTH DATE, BUILDING, SEX, RACE CODE, GRADE, and ELL fields will be displayed from eSchool Student Registration.

School Information

LEA District Number	The 7-digit ADE number to identify districts and schools. **Example:** 6001000 ***60***: Pulaski County, ***01***: Little Rock School District, ***000***: N/A
Resident LEA	The first 4 digits of the student's residency district LEA number, followed by three zeros.
Building Code	The last three digits of the school number as assigned by the state.

Student Information

Name	The legal first, middle, and last name of the student.	**SSN**	Student's nine-digit SSN or an ADE-assigned number
State (Reporting) ID	Unique state-generated 10-digit Triand ID	**Race**	Select both General Person and Federal race codes. See the Federal Race Code table below.
Gender	***M:*** Male ***F:*** Female	**Birth Date**	Enter the student's date of birth accurately.
Temporary Student	***Y:*** Yes, the student is temporarily placed in the Special Education program until the student is determined eligible. ***N:*** No	**Grade Codes**	***P***: Preschool ***K***: Kindergarten ***01 – 12:*** 1st – 12th (Grade codes must be two digits) **Non-Graded**: If the student's grade level is unclear, subtract 5 from student's age as of September 30th. ●***EE***: Non-Graded Elementary ●***SM***: Non-Graded Middle/Jr ●***SS***: Non-Graded Secondary
Alternate Portfolio	Indicate the alternate statewide assessment IEP requires the student to take. - Grades 3-10: Literacy, mathematics, & science for all students (not grade 9 for sci) - Grades K-12: English Language Proficiency for English Learners. - All other students should be marked NA.	**Charter School**	***Y***: Yes, the student is enrolled in a charter school. ***N***: No

Exit Information

Exit status	Select the student's sped program exiting category. ***DI*** – Deceased ***DO*** – Dropped Out of School ***GC*** – Graduated with a certificate ***GD*** – Graduated with Regular Diploma ***MA*** – Student reached maximum age ***MK*** – Student Moved ***PG*** – Alternate Pathway Graduate ***RC*** – Student returned to the regular classroom	**Edu Placement Last Year**	The student's education placement for the previous school year. ***CF***: Correction Facility ***DB***: Public Day School ***DI***: Private Day School ***HH***: Hospital/Homebound ***PP***: Parent Placed ***RB***: Public Residential ***RI***: Private Residential ***RC***: Regular Class with Special Ed ***RN***: Regular Class with No Special Ed ***RR***: Resource Room SC – Special Class ***SC***: Special Class
Exit Date	Date the student ended services with their IEP.	**Entry Date**	Date the student entered with their IEP.
Special Ed Teacher	Select the teacher (teacher's ID – teacher's last name, teacher's first name).	**Therapist (Speech/Other)**	Select the teacher (therapist's ID – therapist's last name, therapist's first name).

General Personal Race Codes	Federal Race Codes
A: Asian ***B***: Black/African American ***H***: Hispanic/Latino ***N***: American Indian/Alaskan Native ***P***: Native Hawaiian/Pacific Islander ***W***: White	***1*** - Hispanic or Latino of any race ***2*** - American Indian or Alaska Native ***3*** - Asian ***4*** - Black or African American ***5*** - Native Hawaiian or Other Pacific Islander ***6*** - White ***7*** - Two or more races

Thank you!

You are integral!

Explore the ADE Data

Sites to Explore:

- ADE Data & Research Request
- MySchoolInfo
- Arkansas Public School Computer Network
- LEA Insights

One-page guide to each Data Dictionary:

- Coordinated Early Intervening Services (CEIS)
- Discipline
- Early Childhood
- Employee
- Referral Tracking
- School Age

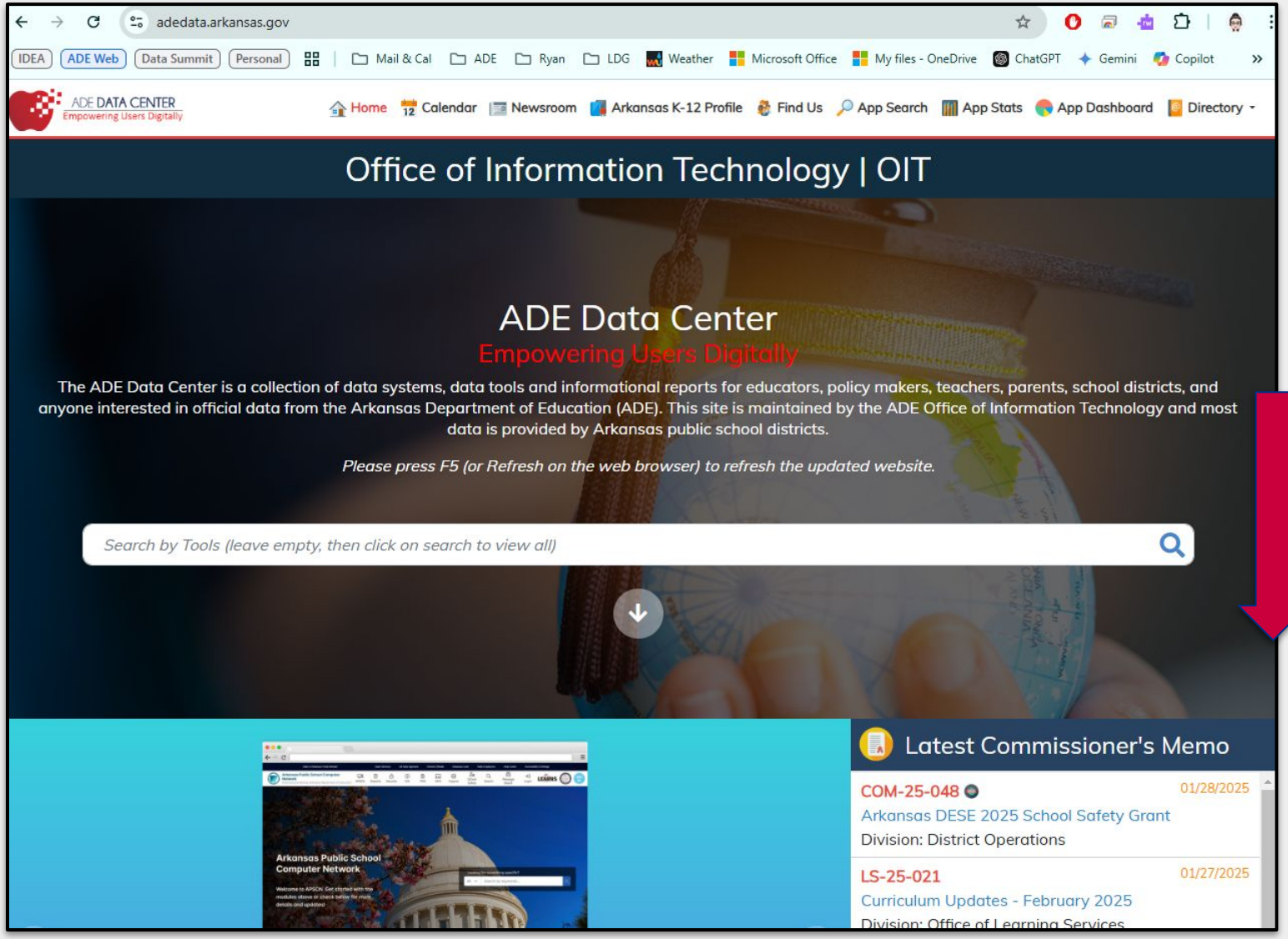
https://tinyurl.com/2025DataSummit

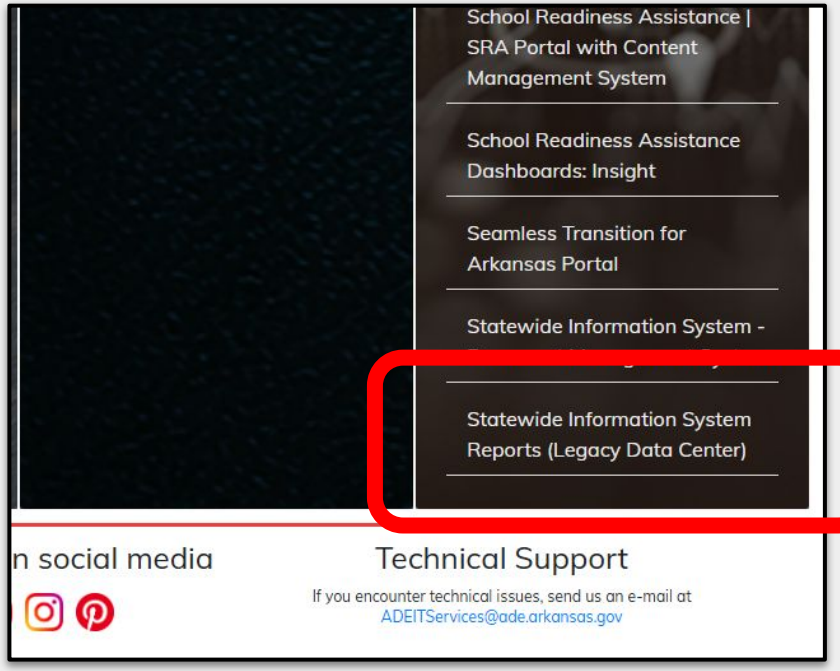
What did you find that can help you?

(ADE Data & Research, MySchoolInfo, APSCN, One-page Data Dictionaries, LEA Insights, other)

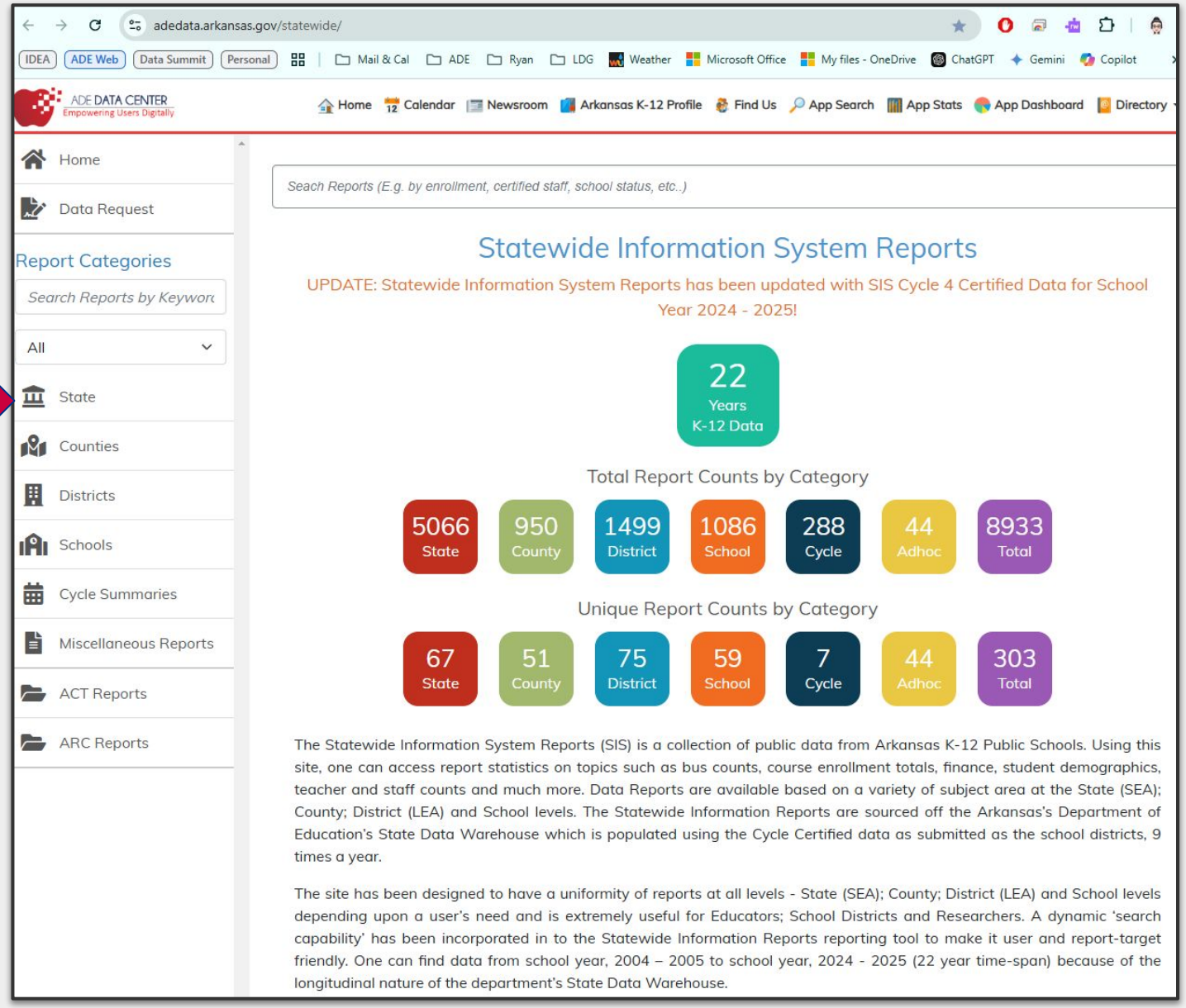
Please list the site and how you can use it.

Where is the Data?

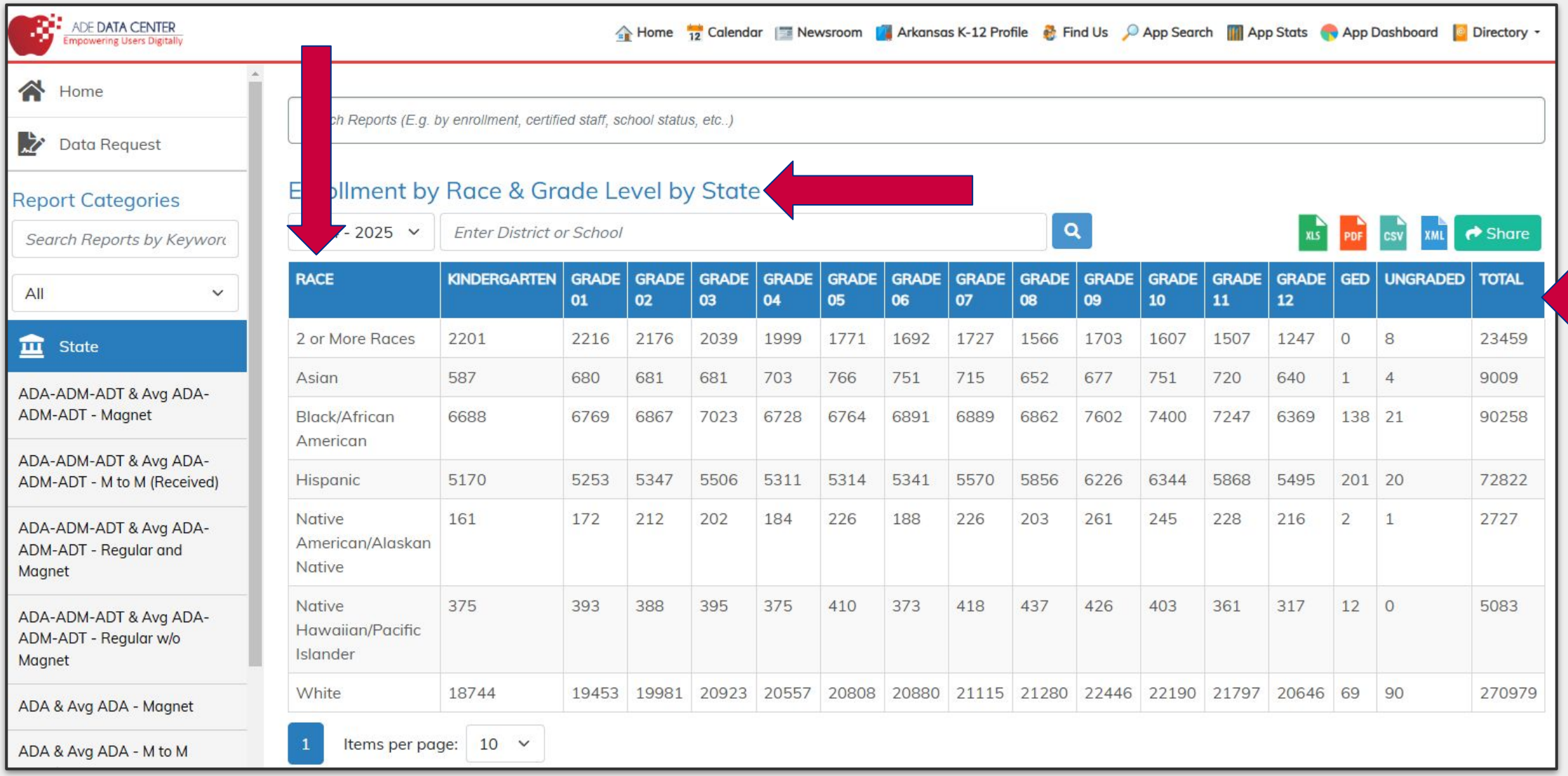




ADE Data Center

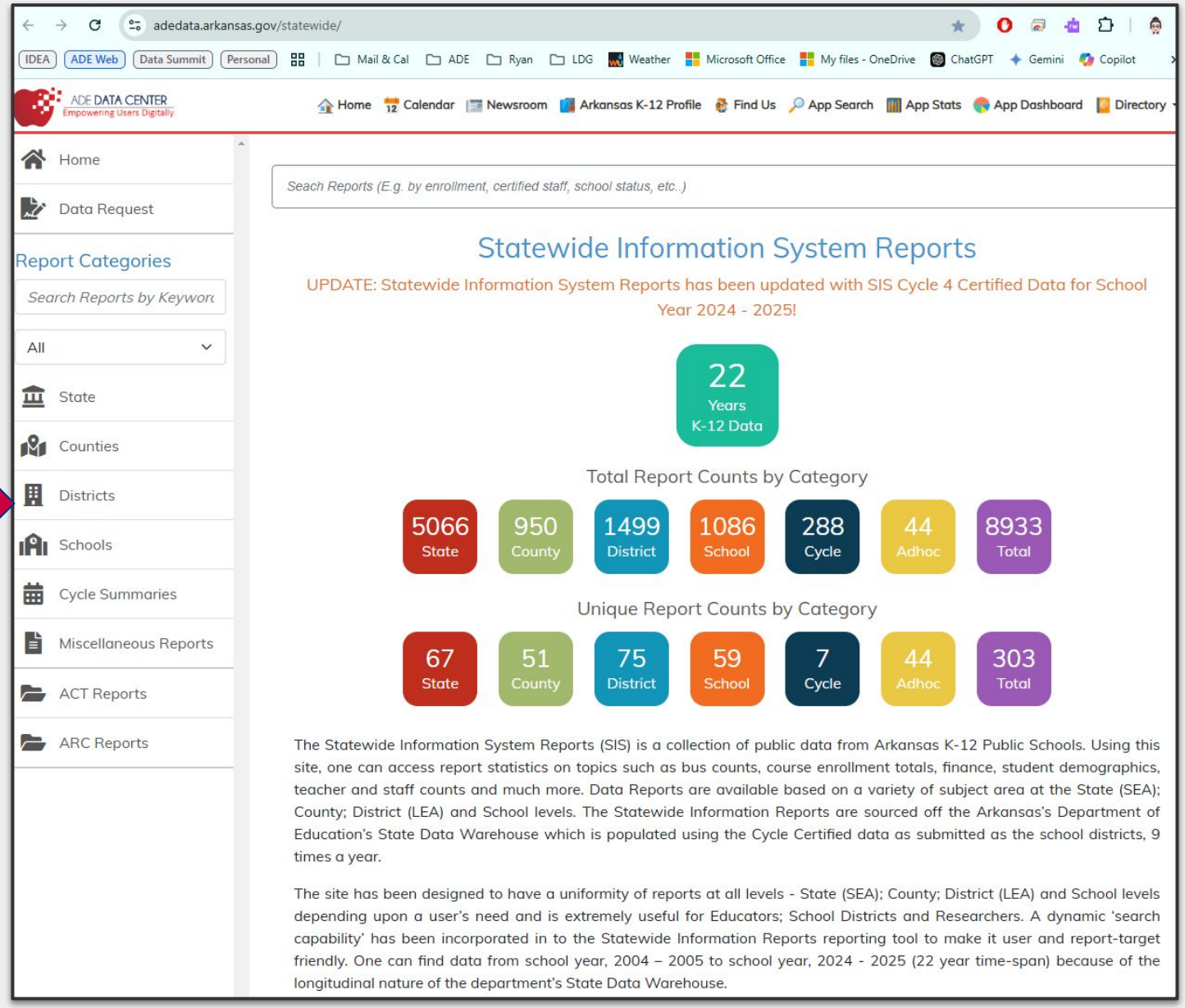


ADE Data Center- State

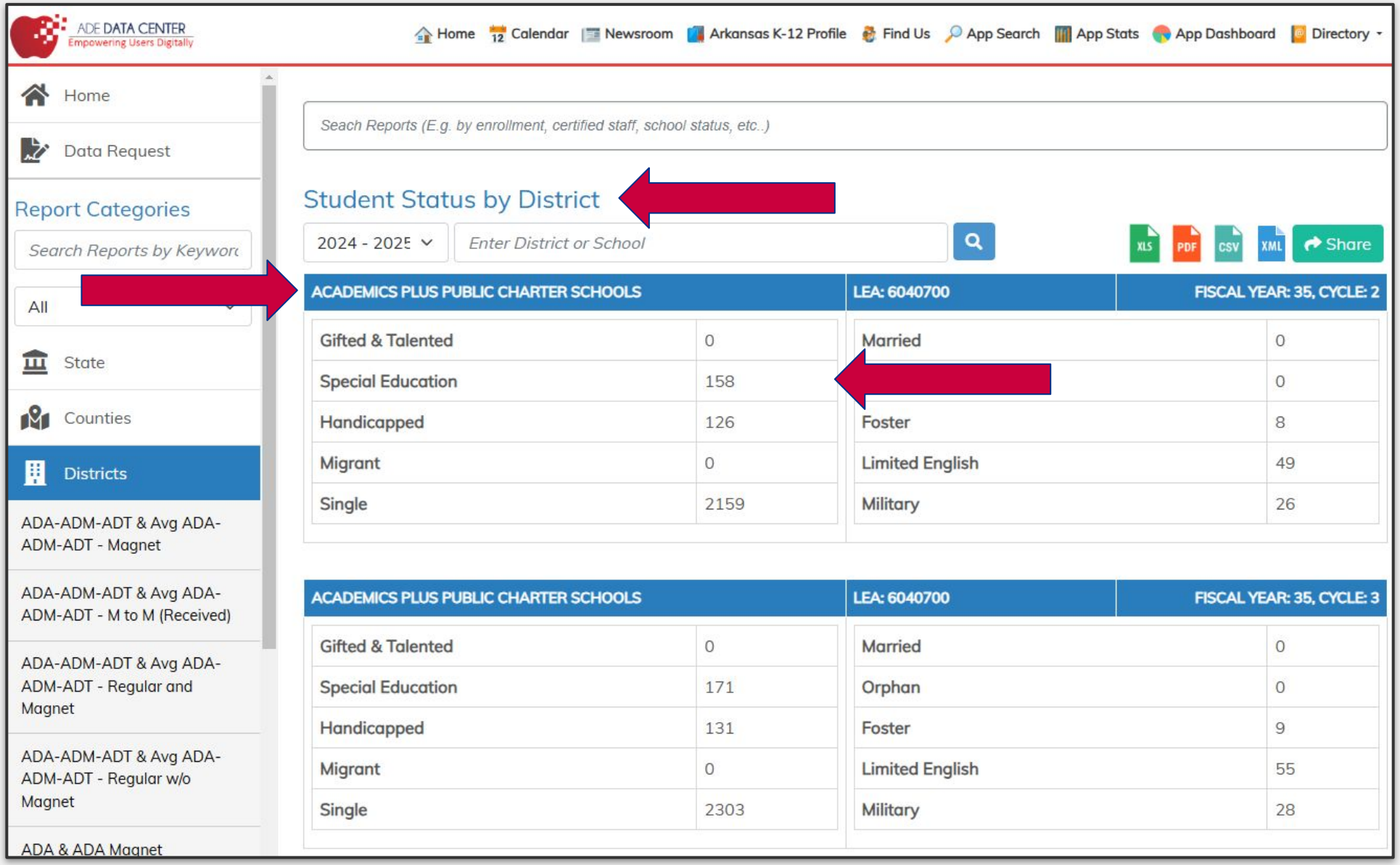


RACE	KINDERGARTEN	GRADE 01	GRADE 02	GRADE 03	GRADE 04	GRADE 05	GRADE 06	GRADE 07	GRADE 08	GRADE 09	GRADE 10	GRADE 11	GRADE 12	GED	UNGRADED	TOTAL
2 or More Races	2201	2216	2176	2039	1999	1771	1692	1727	1566	1703	1607	1507	1247	0	8	23459
Asian	587	680	681	681	703	766	751	715	652	677	751	720	640	1	4	9009
Black/African American	6688	6769	6867	7023	6728	6764	6891	6889	6862	7602	7400	7247	6369	138	21	90258
Hispanic	5170	5253	5347	5506	5311	5314	5341	5570	5856	6226	6344	5868	5495	201	20	72822
Native American/Alaskan Native	161	172	212	202	184	226	188	226	203	261	245	228	216	2	1	2727
Native Hawaiian/Pacific Islander	375	393	388	395	375	410	373	418	437	426	403	361	317	12	0	5083
White	18744	19453	19981	20923	20557	20808	20880	21115	21280	22446	22190	21797	20646	69	90	270979

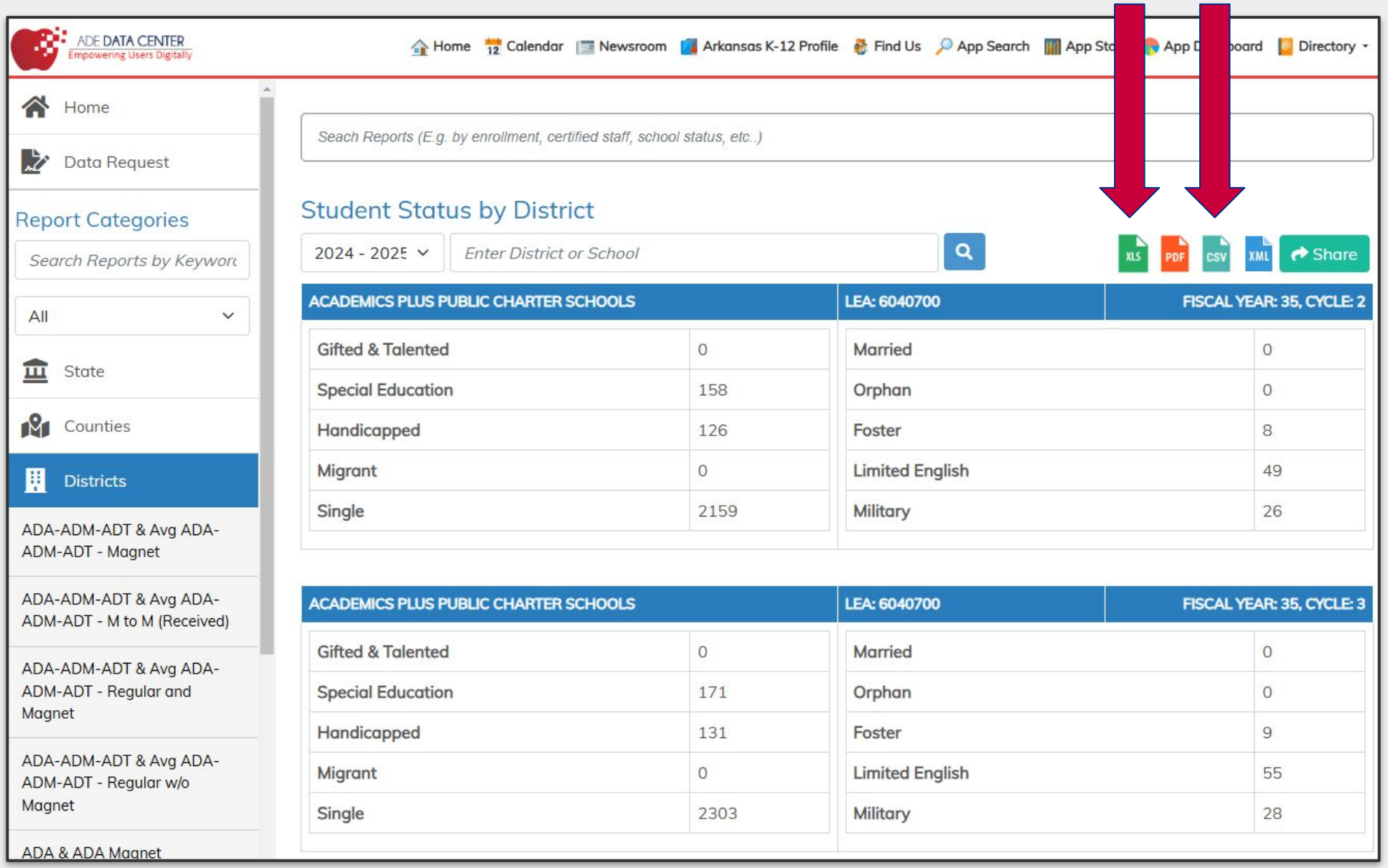
ADE Data Center



ADE Data Center- District



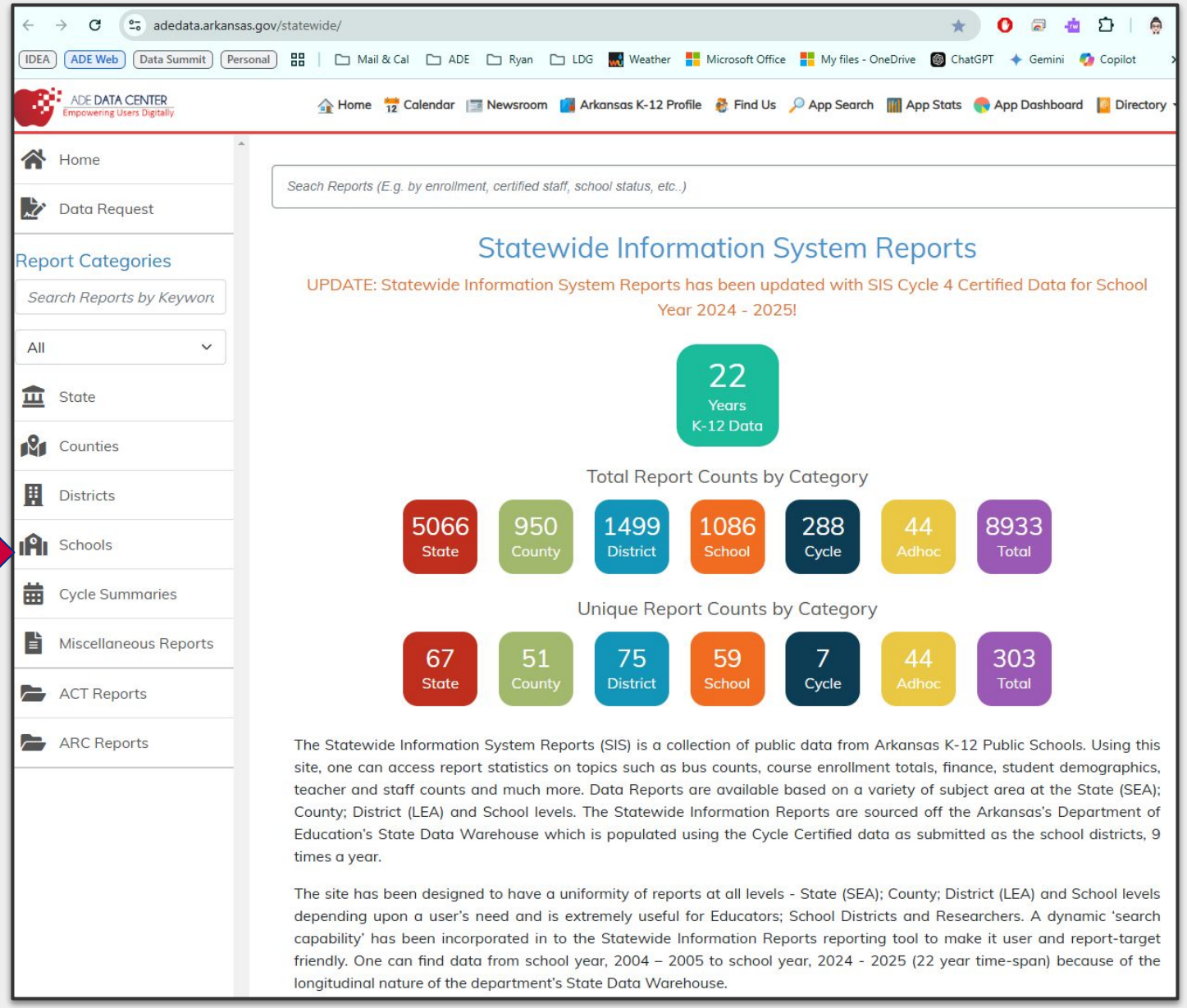
ADE Data Center- District



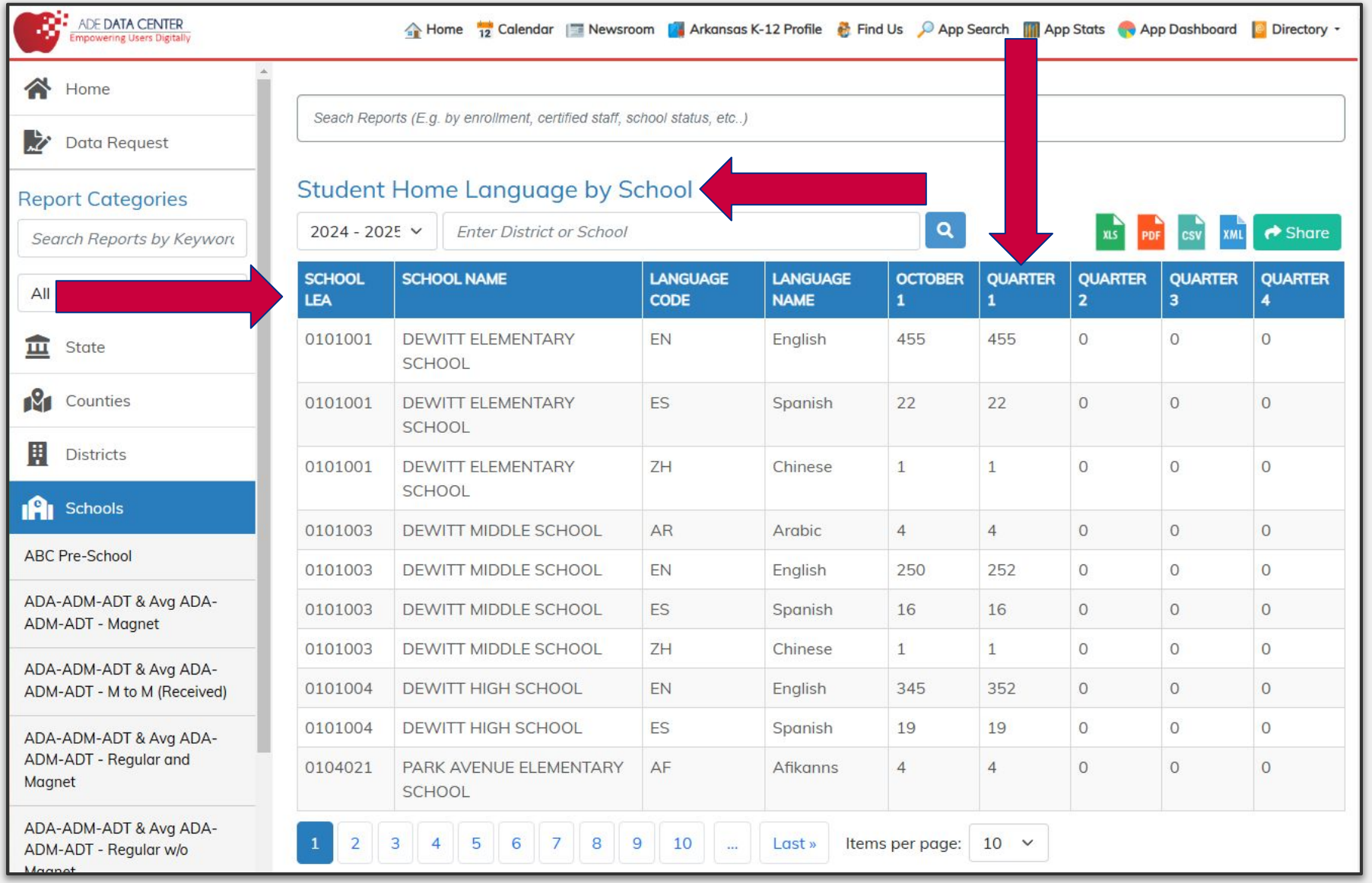
18th

Break

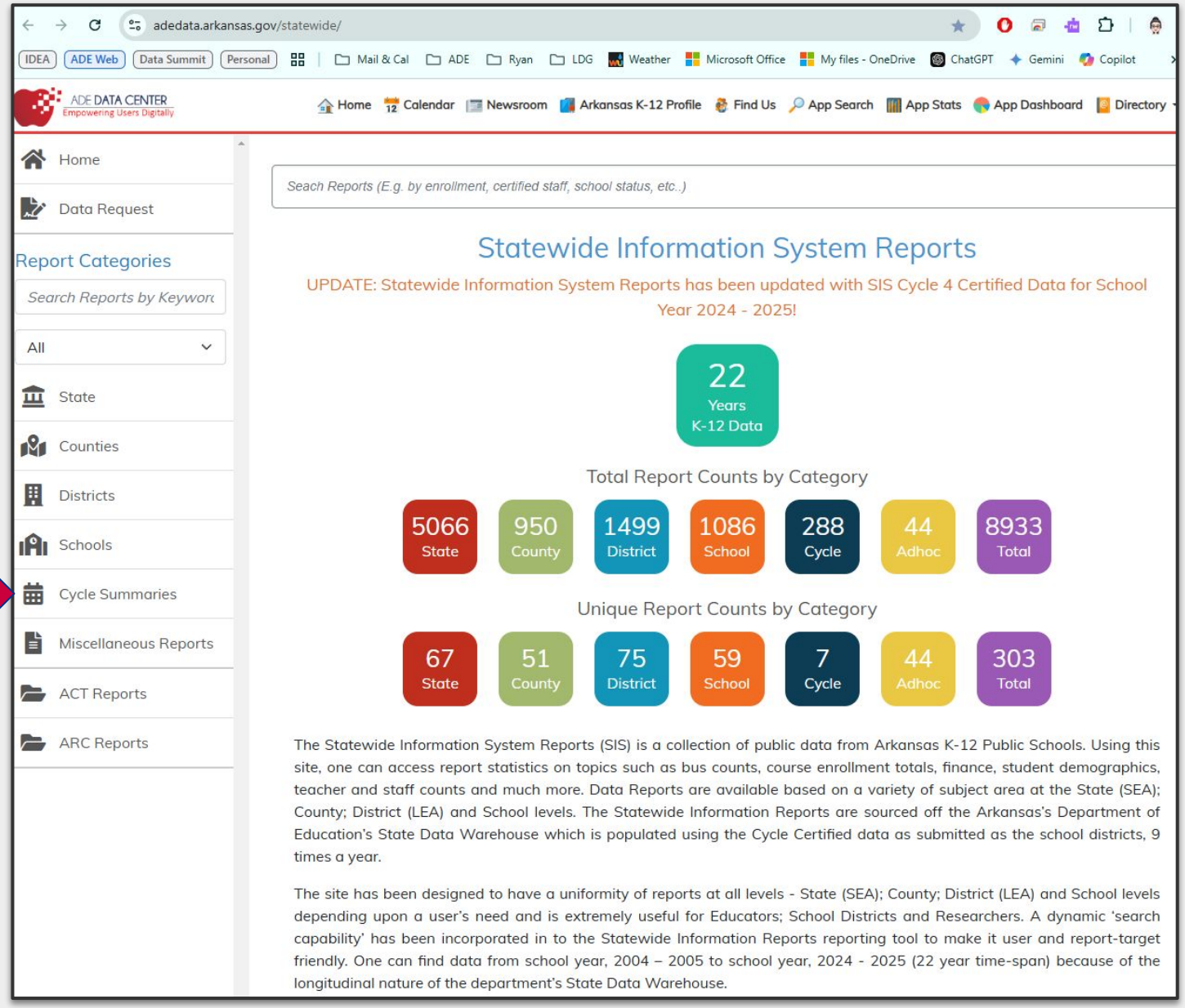
ADE Data Center



ADE Data Center- District



ADE Data Center



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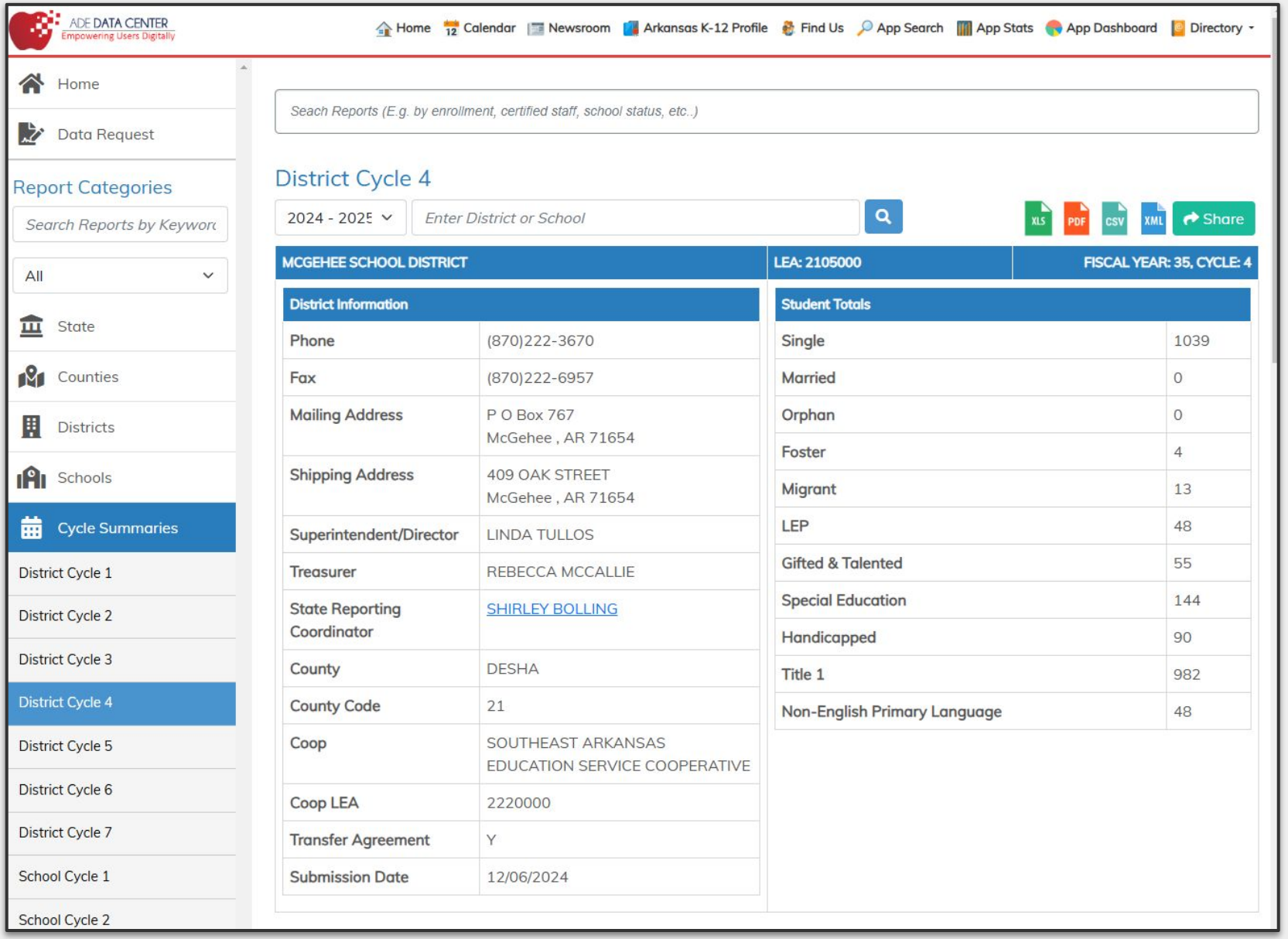

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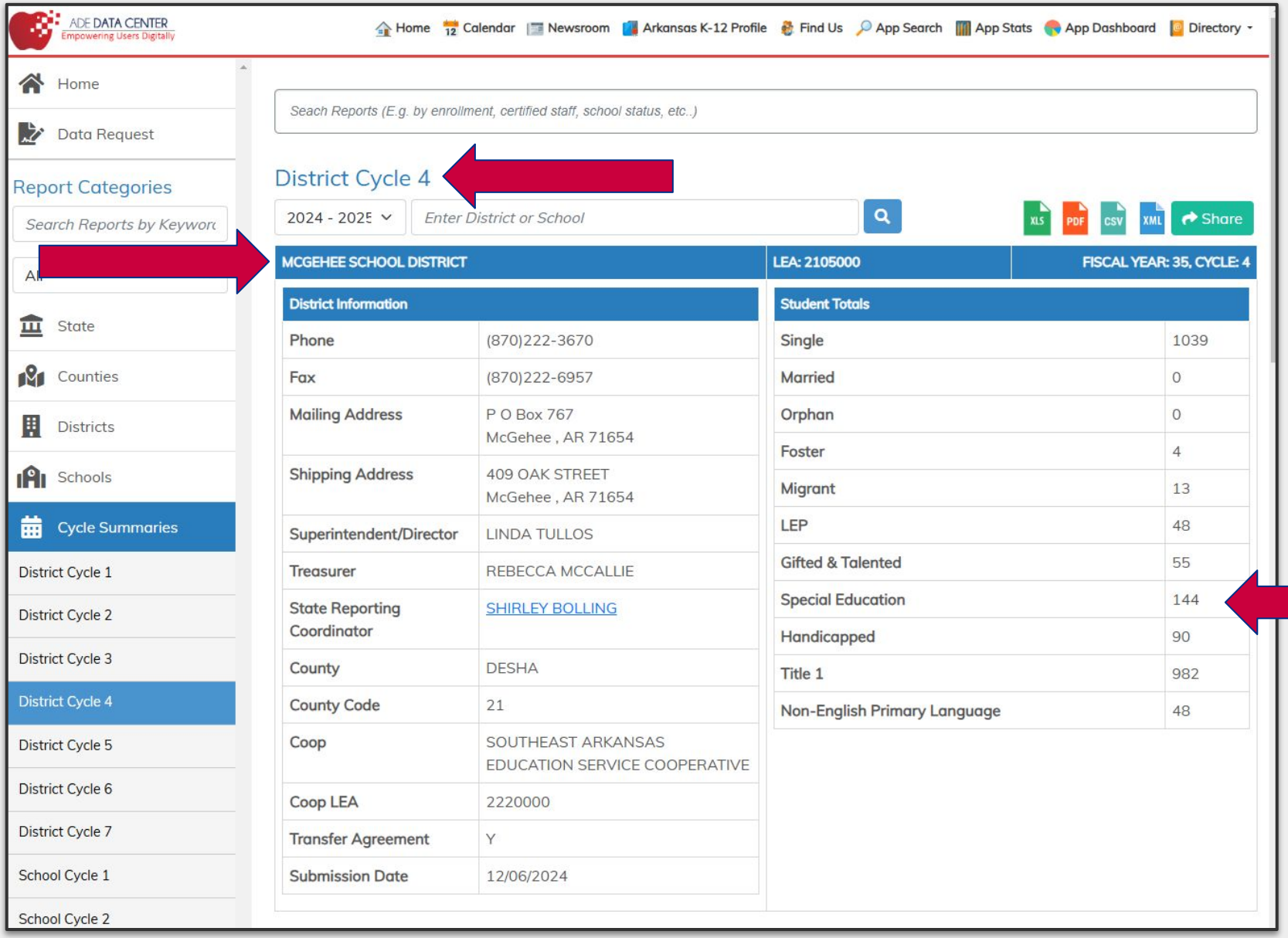
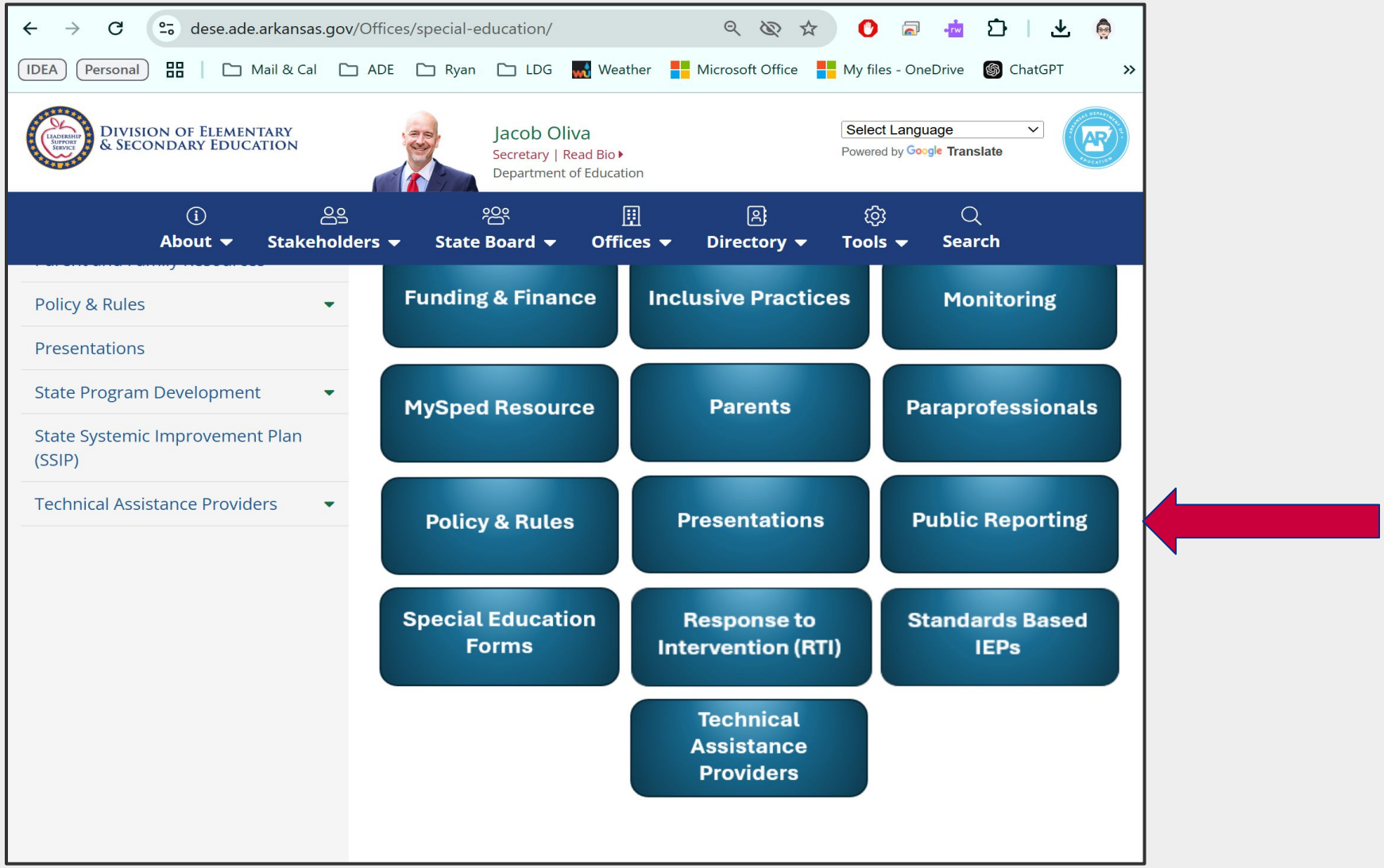


Look through the ADE Data Center.

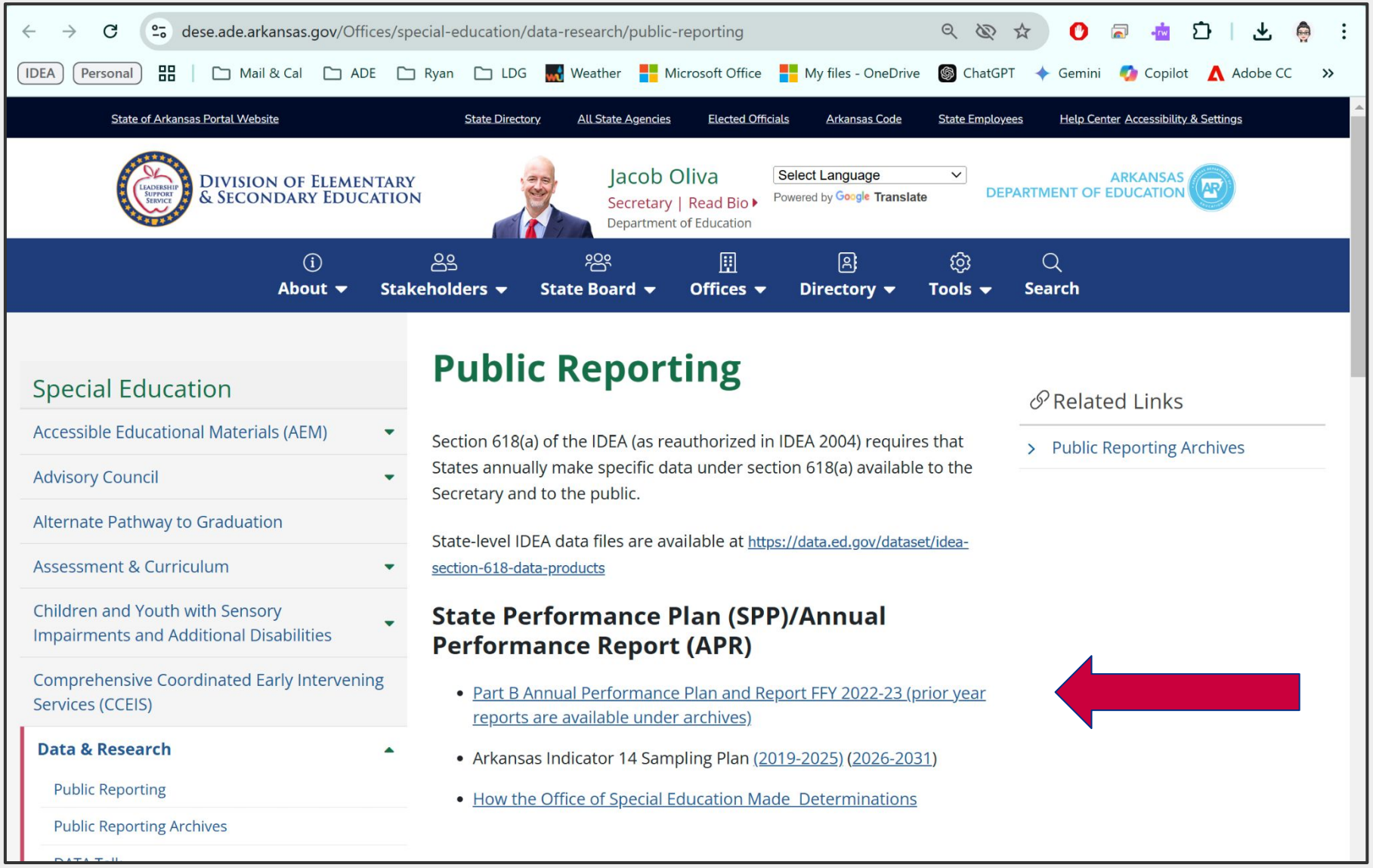
How can the Data Center help you?

(10 minutes)

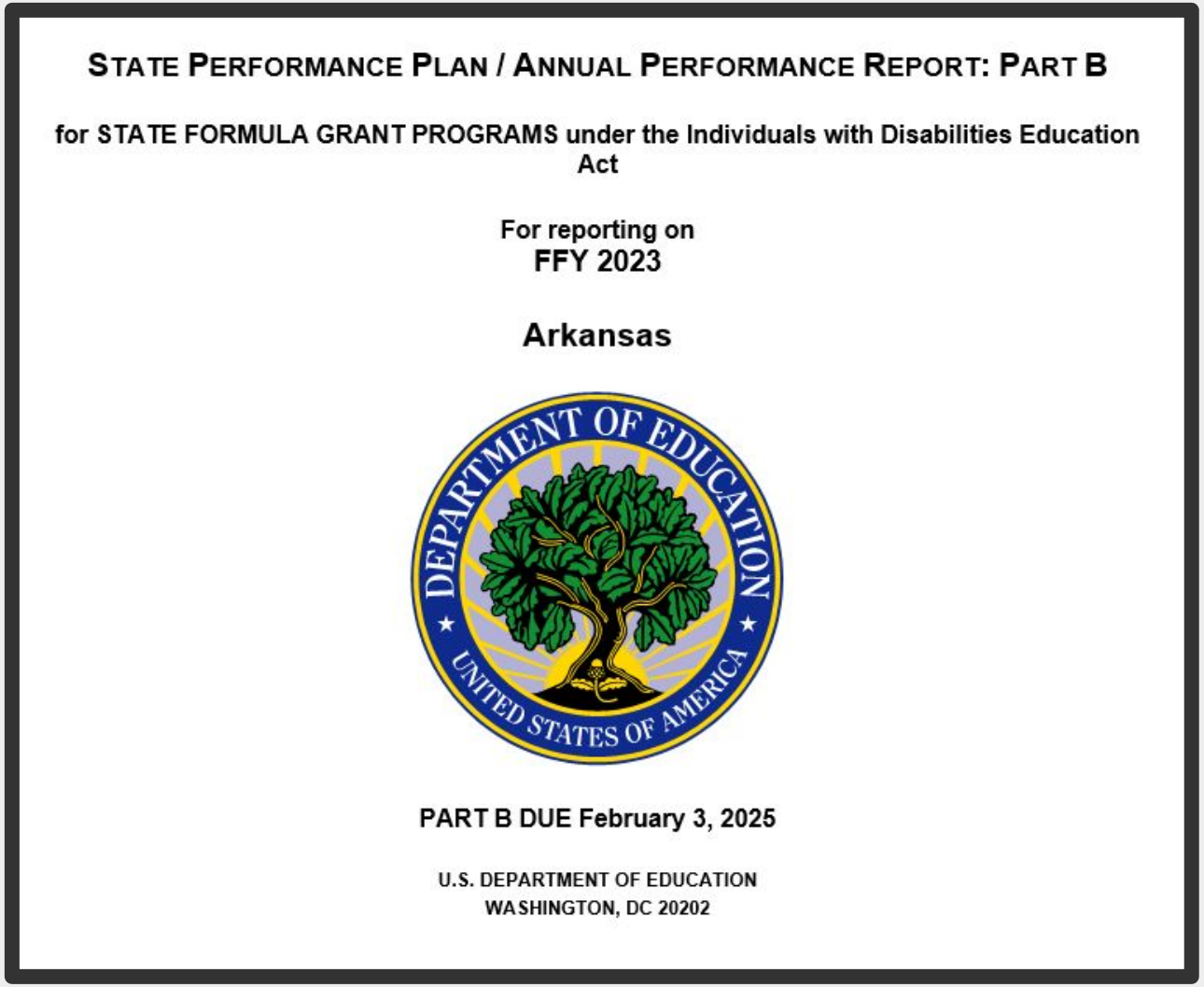
Special Education Website



Special Education Website



Special Education Website



STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B

for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act

For reporting on
FFY 2023

Arkansas

PART B DUE February 3, 2025

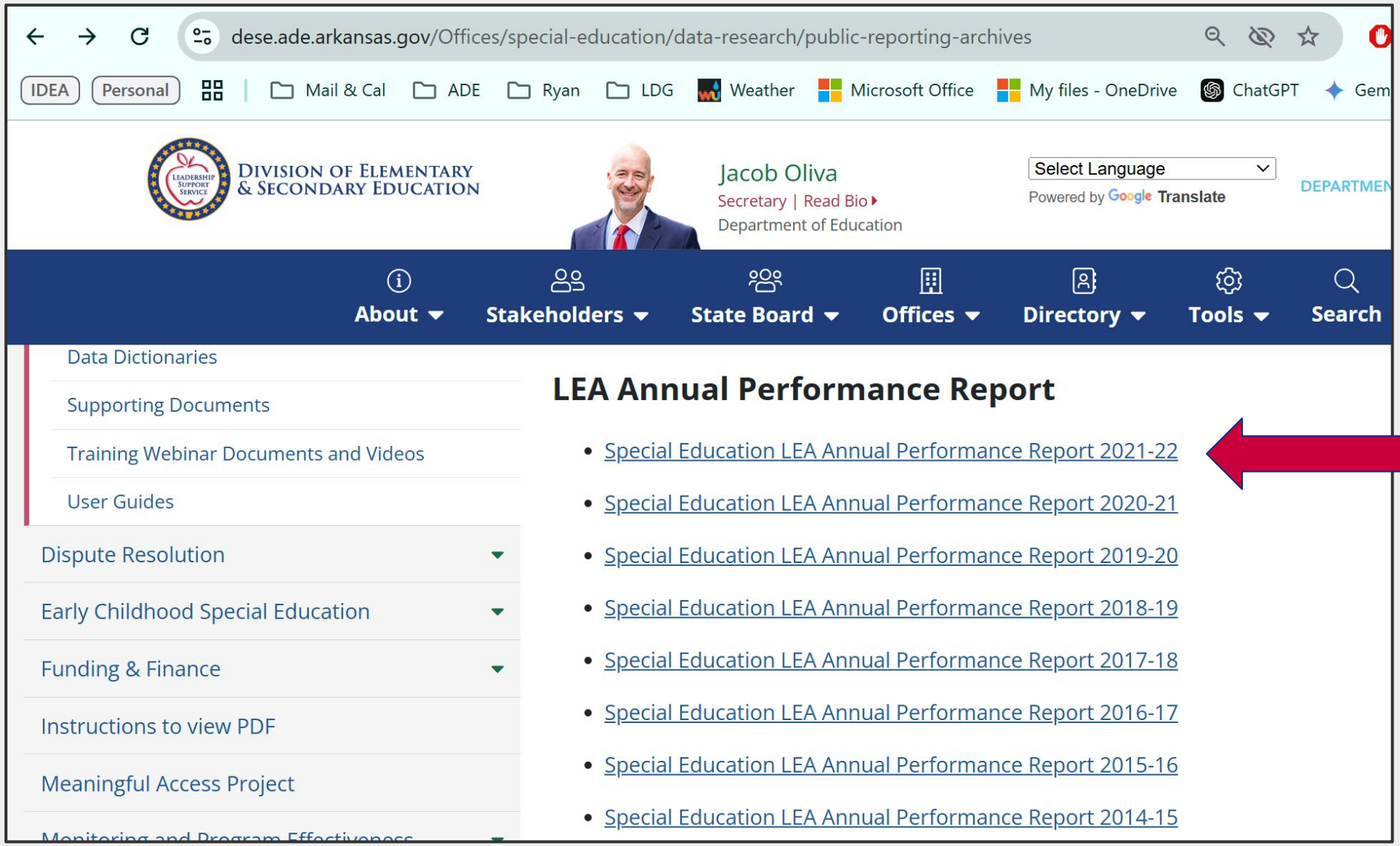
U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

- 97 Page Document required by Office of Special Education Programs (OSEP)
- Due annually on February 1st or the first Monday in February
- Only 8,000 characters allowed per area, no special characters

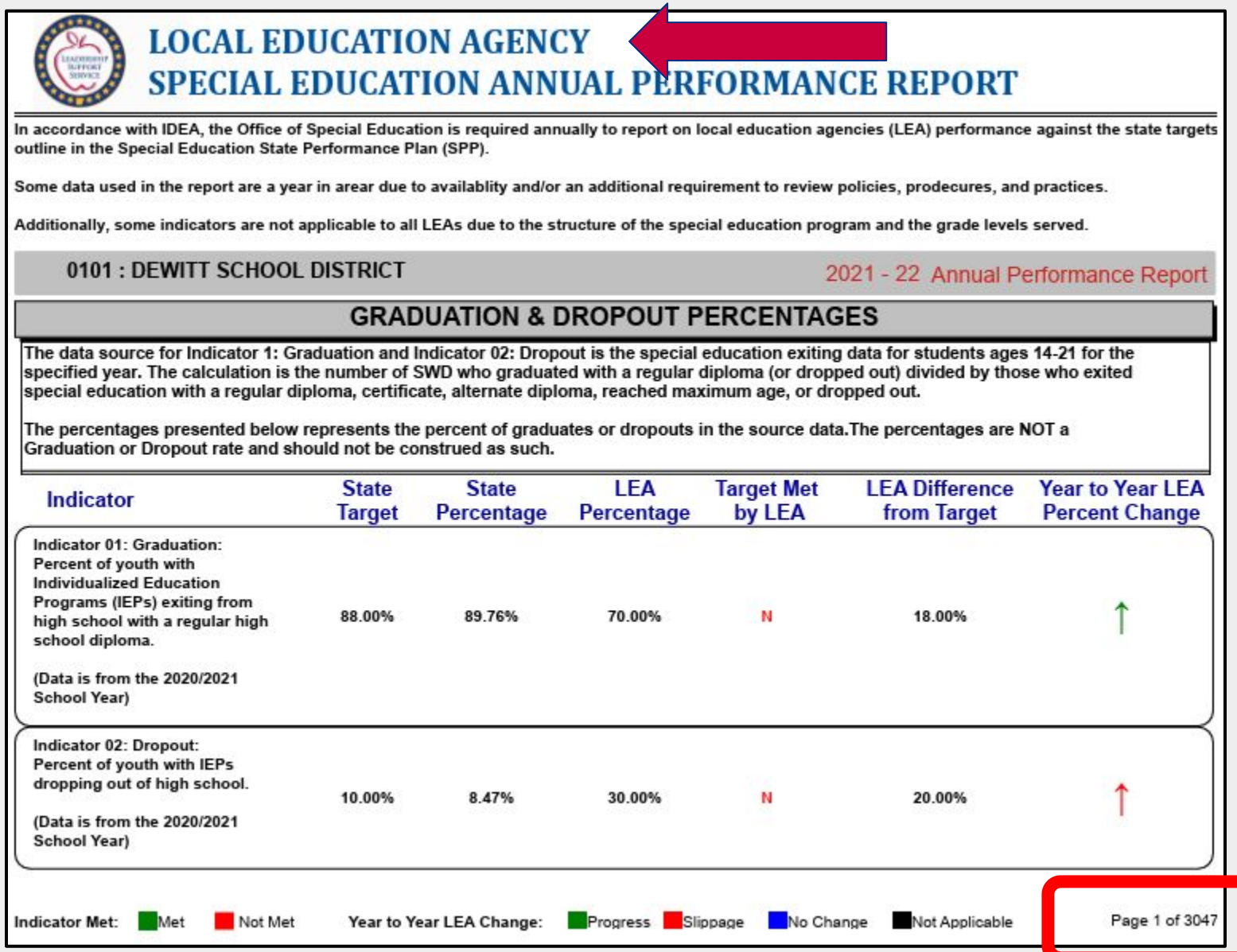
Special Education Performance Reports

Special Education Performance Reports

Special Education Performance Reports



Special Education Performance Reports



LOCAL EDUCATION AGENCY
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

In accordance with IDEA, the Office of Special Education is required annually to report on local education agencies (LEA) performance against the state targets outline in the Special Education State Performance Plan (SPP).

Some data used in the report are a year in arear due to availablity and/or an additional requirement to review policies, prodecures, and practices.

Additionally, some indicators are not applicable to all LEAs due to the structure of the special education program and the grade levels served.

0101 : DEWITT SCHOOL DISTRICT — 2021 - 22 Annual Performance Report

GRADUATION & DROPOUT PERCENTAGES

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year. The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, alternate diploma, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.The percentages are NOT a Graduation or Dropout rate and should not be construed as such.

Indicator	State Target	State Percentage	LEA Percentage	Target Met by LEA	LEA Difference from Target	Year to Year LEA Percent Change
Indicator 01: Graduation: Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (Data is from the 2020/2021 School Year)	88.00%	89.76%	70.00%	N	18.00%	↑
Indicator 02: Dropout: Percent of youth with IEPs dropping out of high school. (Data is from the 2020/2021 School Year)	10.00%	8.47%	30.00%	N	20.00%	↑

Indicator Met: Met Not Met Year to Year LEA Change: Progress Slippage No Change Not Applicable

What did you find in your Annual Performance Report?

Any surprises?

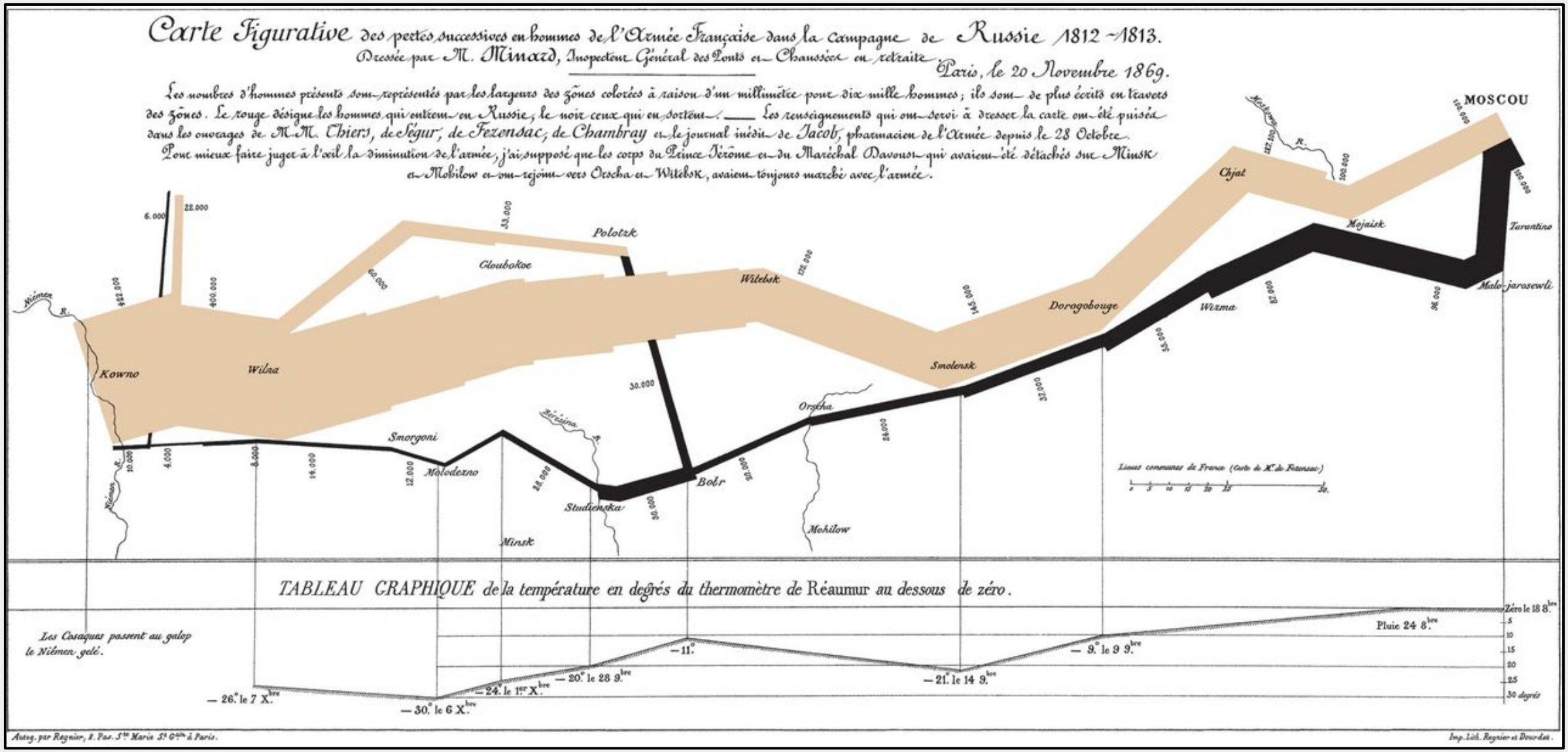
(10 minutes)

Data Visualizations

"The world cannot be understood without numbers. But the world cannot be understood with numbers alone."

- Hans Rosling, statistician

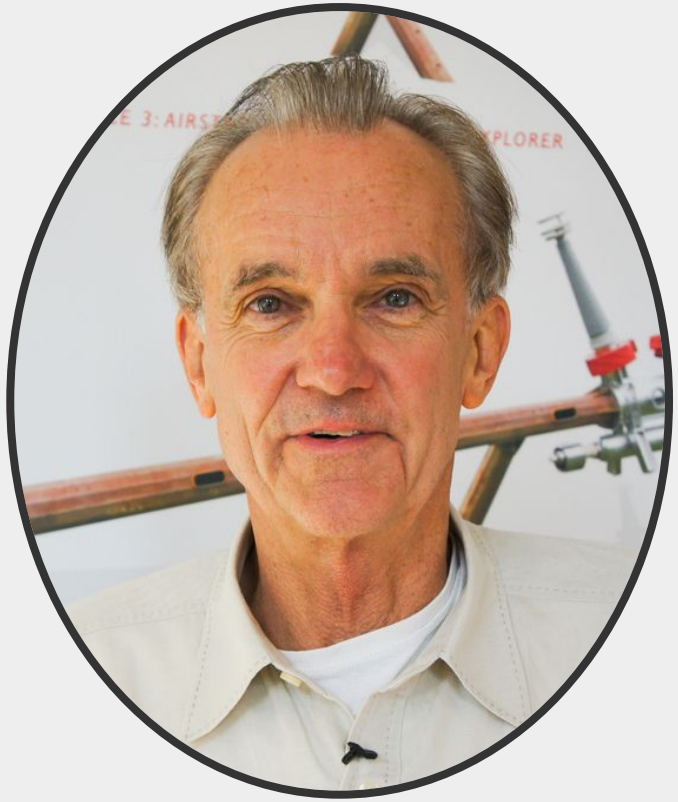
Data Viz- Charles Minard, 1869



Edward Tufte

"We must communicate with one another in order to live. How we do so shapes our lives. Being aware of how we present and process data is our best hope of staying in front of our stories, as opposed to catching up and trying to explain."

- Dr. Tufte



Data Visualizations

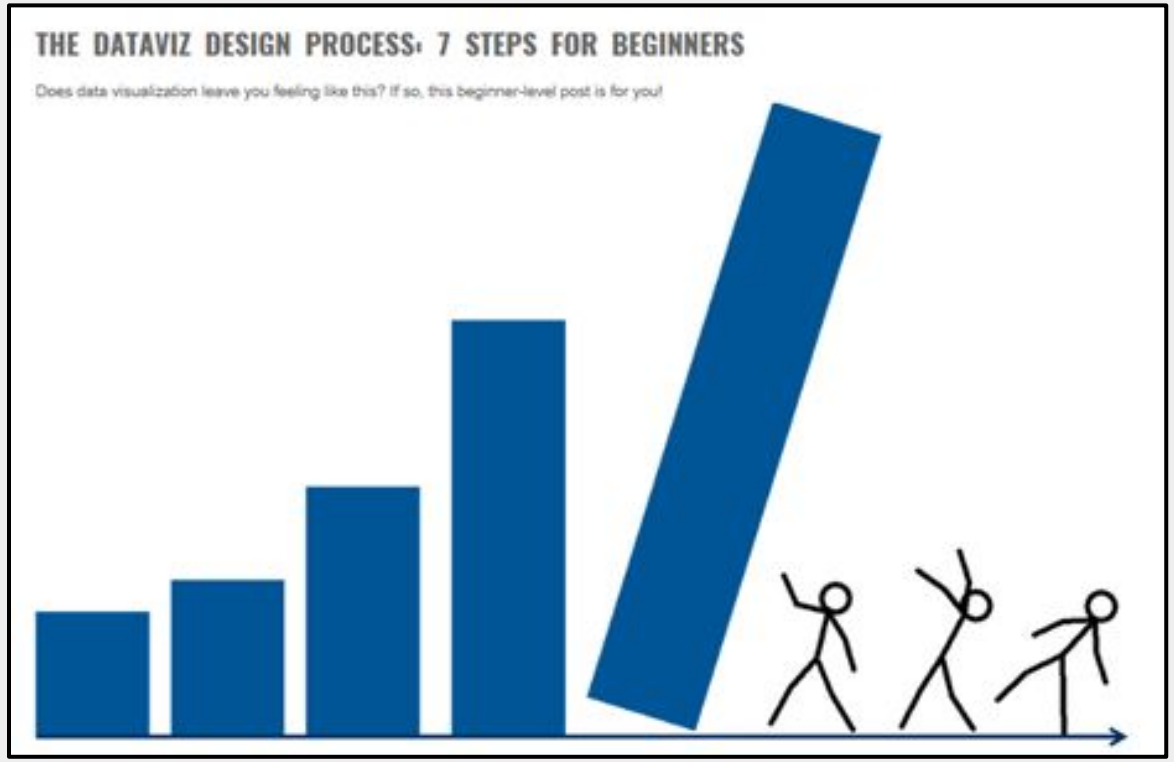
The purpose of data is to communicate.

- Yessica Gomez, CDC

Data Visualizations

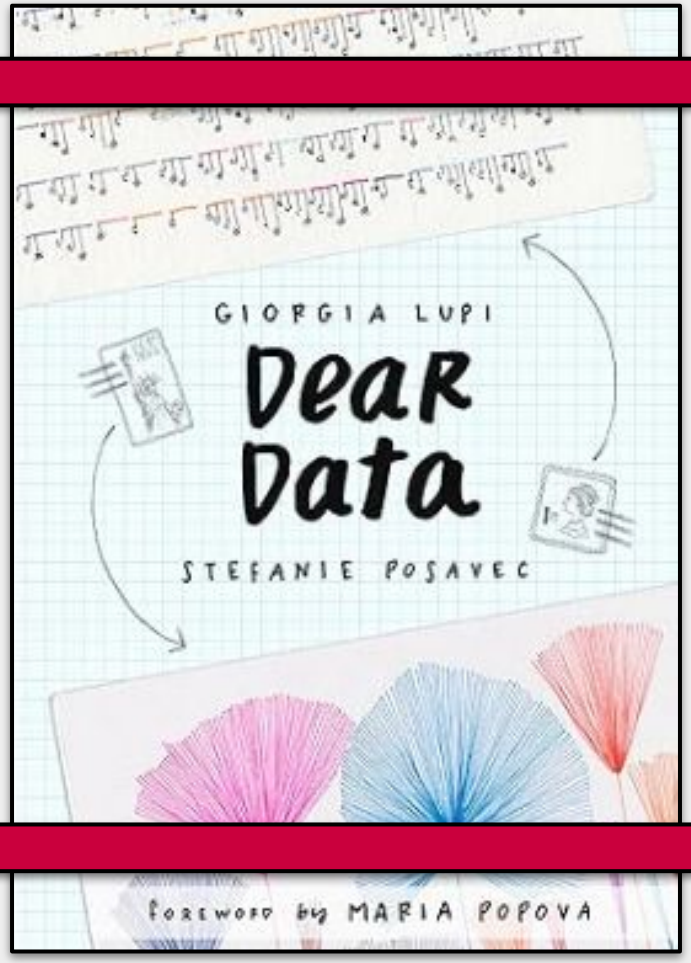
Design Process

1. **Who** is your audience?
2. Which chart is best for your data and key **message**?
3. How will you **share** your data?
4. Did you get **your** point across?



Data Visualizations

Data Viz can take a variety of different forms.



Data Visualizations

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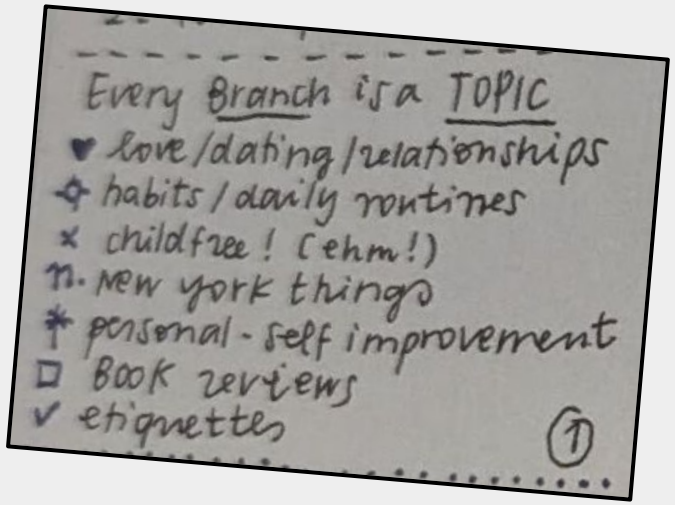
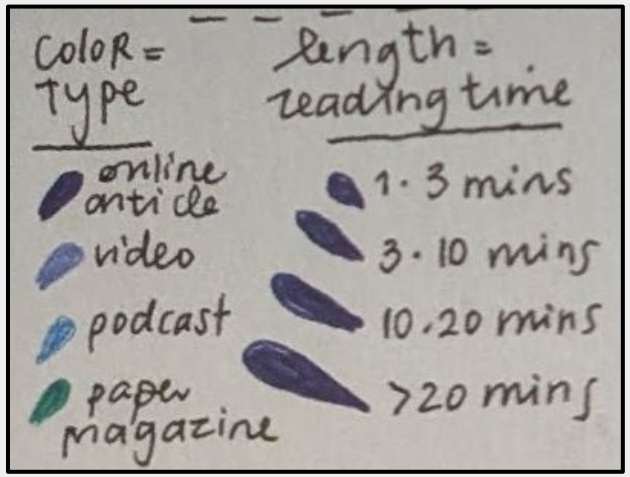
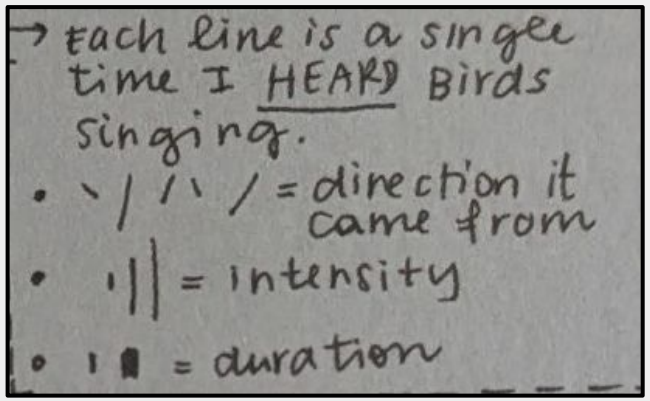


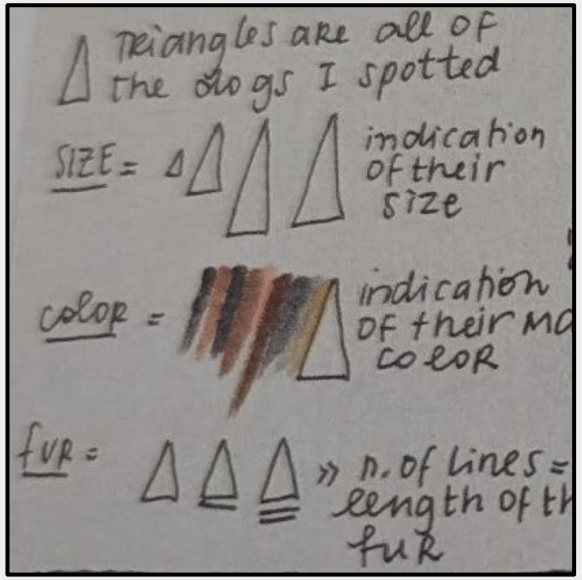


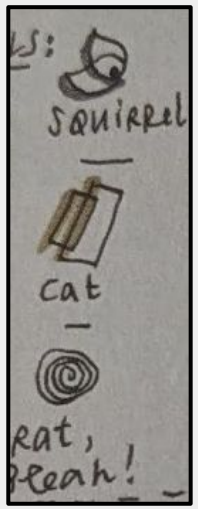
Media

Data Visualizations

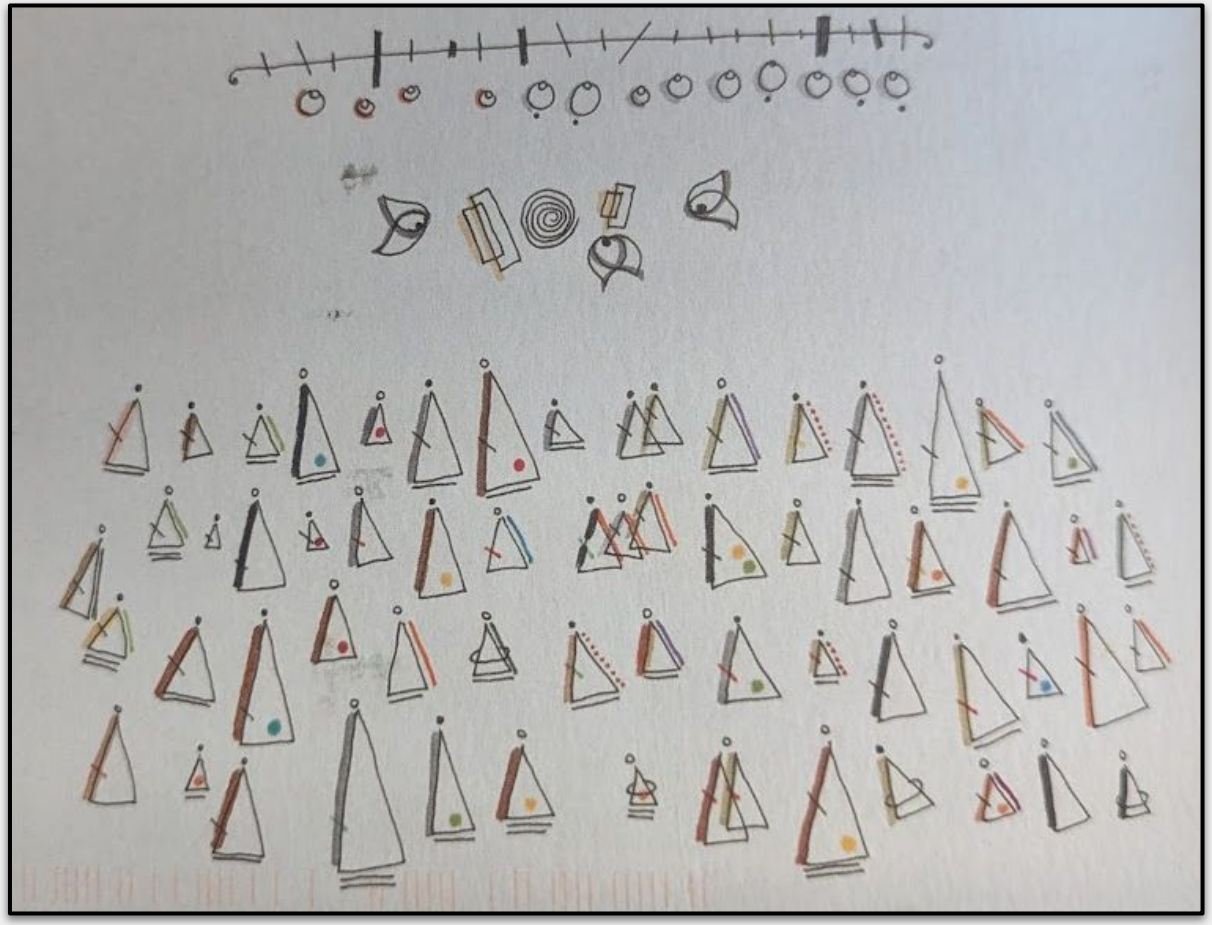
Data Viz can take a variety of different forms.



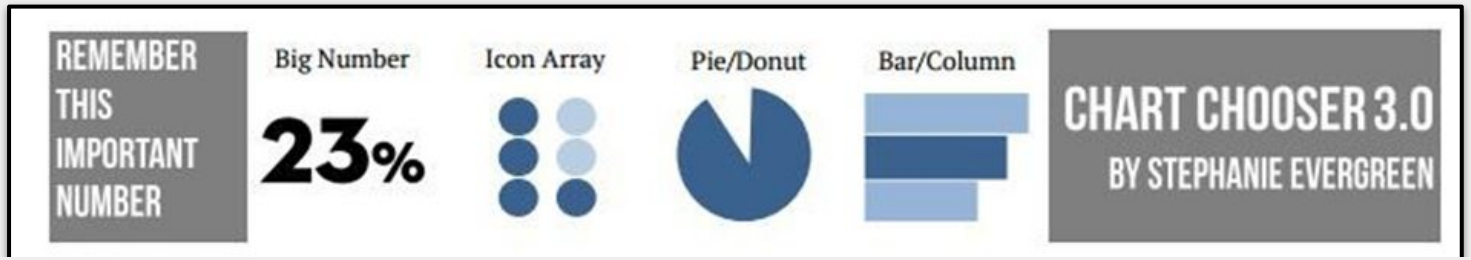




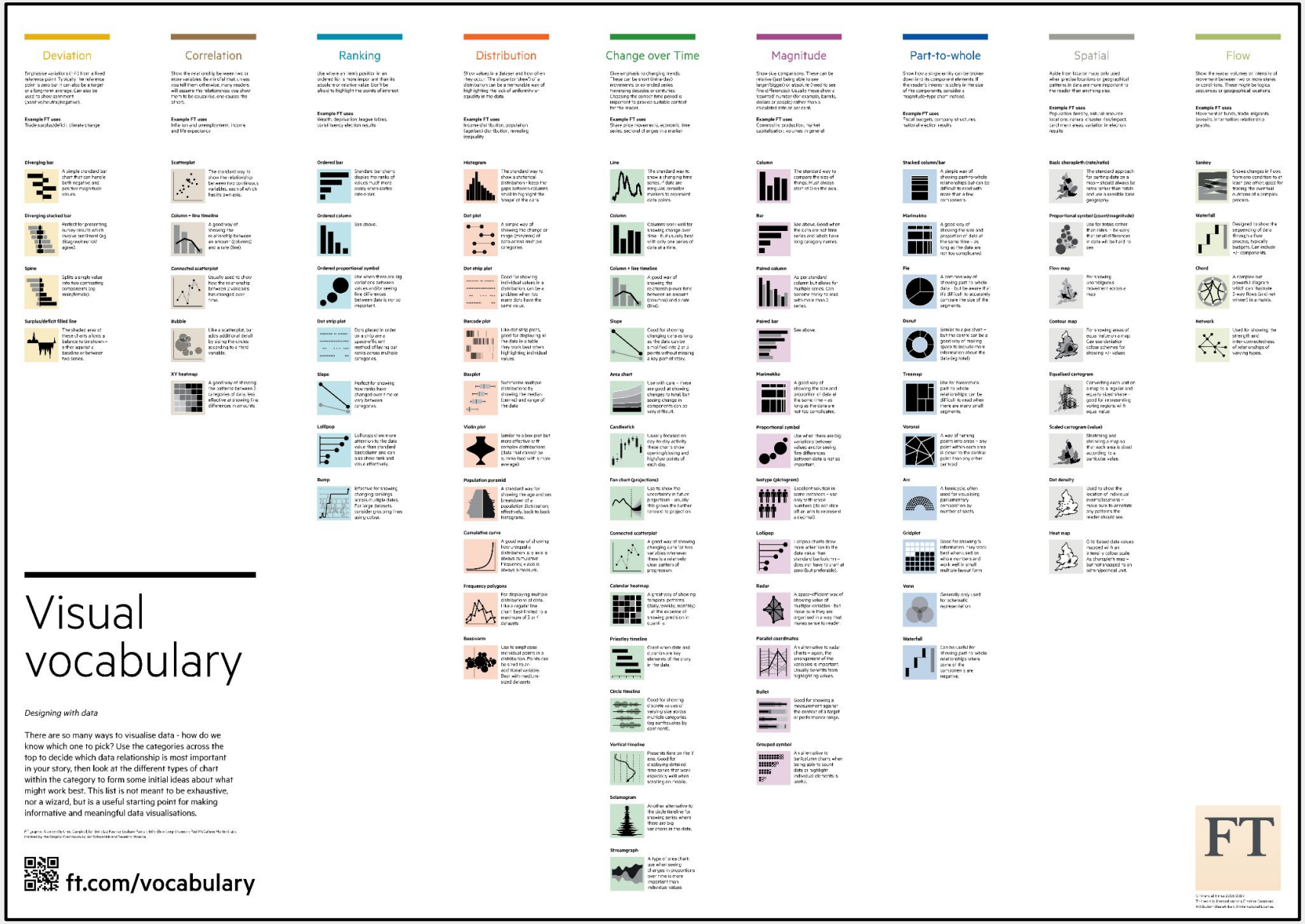
NY urban animals



Data Visualizations



Data Visualization



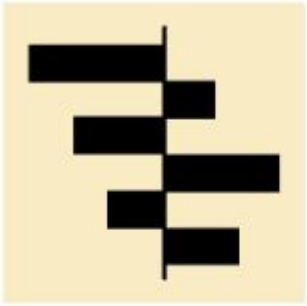
Data Visualization

Deviation

Emphasise variations (+/-) from a fixed reference point. Typically the reference point is zero but it can also be a target or a long-term average. Can also be used to show sentiment (positive/neutral/negative).

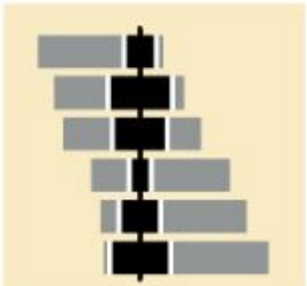
Example FT uses
Trade surplus/deficit, climate change

Diverging bar



A simple standard bar chart that can handle both negative and positive magnitude values.

Diverging stacked bar



Perfect for presenting survey results which involve sentiment (eg disagree/neutral/agree).

Spine

Splits a single value into two contrasting components (eg male/female).

Surplus/deficit filled line

The shaded area of these charts allows a balance to be shown – either against a baseline or between two series.

Data Visualization

Correlation

Show the relationship between two or more variables. Be mindful that, unless you tell them otherwise, many readers will assume the relationships you show them to be causal (i.e. one causes the other).

Example FT uses
Inflation and unemployment, income and life expectancy

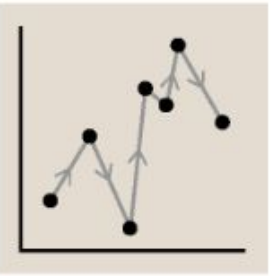
Scatterplot

The standard way to show the relationship between two continuous variables, each of which has its own axis.

Column + line timeline

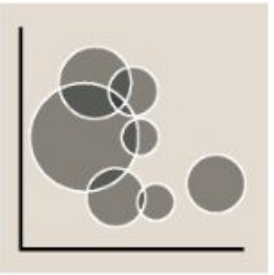
A good way of showing the relationship between an amount (columns) and a rate (line).

Connected scatterplot



Usually used to show how the relationship between 2 variables has changed over time.

Bubble



Like a scatterplot, but adds additional detail by sizing the circles according to a third variable.

XY heatmap

A good way of showing the patterns between 2 categories of data, less effective at showing fine differences in amounts.

Data Visualization

Ranking

Use where an item's position in an ordered list is more important than its absolute or relative value. Don't be afraid to highlight the points of interest.

Example FT uses
Wealth, deprivation, league tables, constituency election results

Ordered bar

Standard bar charts display the ranks of values much more easily when sorted into order.

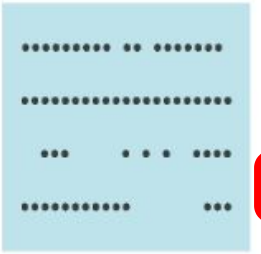
Ordered column

See above.

Ordered proportional symbol

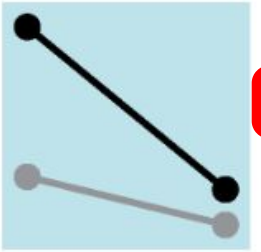
Use when there are big variations between values and/or seeing fine differences between data is not so important.

Dot strip plot



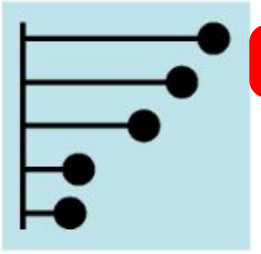
Dots placed in order on a strip are a space-efficient method of laying out ranks across multiple categories.

Slope



Perfect for showing how ranks have changed over time or vary between categories.

Lollipop



Lollipops draw more attention to the data value than standard bar/column and can also show rank and value effectively.

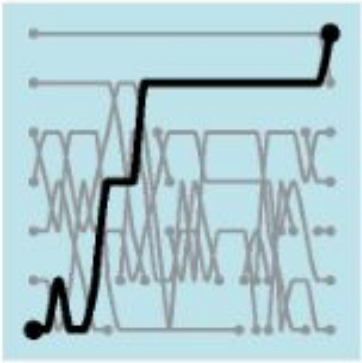
Data Visualization

Ranking

Use where an item's position in an ordered list is more important than its absolute or relative value. Don't be afraid to highlight the points of interest.

Example FT uses
Wealth, deprivation, league tables, constituency election results

Bump



Effective for showing changing rankings across multiple dates. For large datasets, consider grouping lines using colour.

Data Visualization

Deviation

Emphasise variations (+/-) from a fixed reference point. Typically the reference point is zero but it can also be a target or a long-term average. Can also be used to show sentiment (positive/neutral/negative).

Example FT uses
Trade surplus/deficit, climate change

Correlation

Show the relationship between two or more variables. Be mindful that, unless you tell them otherwise, many readers will assume the relationships you show them to be causal (i.e. one causes the other).

Example FT uses
Inflation and unemployment, income and life expectancy

Ranking

Use where an item's position in an ordered list is more important than its absolute or relative value. Don't be afraid to highlight the points of interest.

Example FT uses
Wealth, deprivation, league tables, constituency election results

Give an example of how you would use one of these graphs for your job?

Make sure to mention
* what type of visualization you are using (Deviation, Correlation or Ranking) and
* what data you are representing.

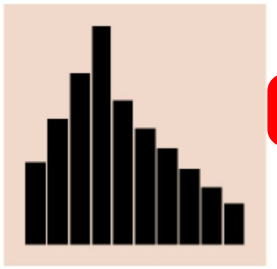
Data Visualization

Distribution

Show values in a dataset and how often they occur. The shape (or 'skew') of a distribution can be a memorable way of highlighting the lack of uniformity or equality in the data.

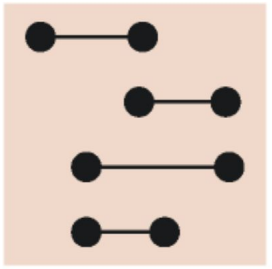
Example FT uses
Income distribution, population (age/sex) distribution, revealing inequality

Histogram



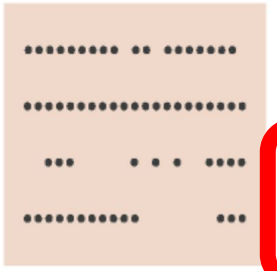
The standard way to show a statistical distribution – keep the gaps between columns small to highlight the 'shape' of the data.

Dot plot



A simple way of showing the change or range (min/max) of data across multiple categories.

Dot strip plot

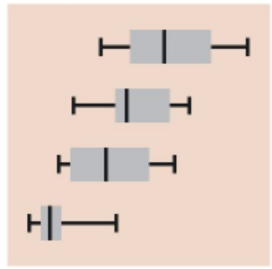


Good for showing individual values in a distribution, can be a problem when too many dots have the same value.

Barcode plot

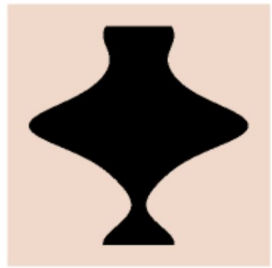
Like dot strip plots, good for displaying all the data in a table, they work best when highlighting individual values.

Boxplot



Summarise multiple distributions by showing the median (centre) and range of the data

Violin plot



Similar to a box plot but more effective with complex distributions (data that cannot be summarised with simple average).

Data Visualization

Distribution

Show values in a dataset and how often they occur. The shape (or 'skew') of a distribution can be a memorable way of highlighting the lack of uniformity or equality in the data.

Example FT uses
Income distribution, population (age/sex) distribution, revealing inequality

Population pyramid

A standard way for showing the age and sex breakdown of a population distribution; effectively, back to back histograms.

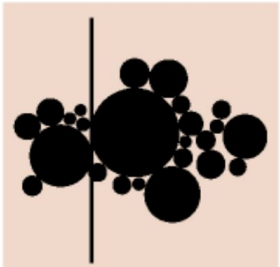
Cumulative curve

A good way of showing how unequal a distribution is: y axis is always cumulative frequency, x axis is always a measure.

Frequency polygons

For displaying multiple distributions of data. Like a regular line chart, best limited to a maximum of 3 or 4 datasets.

Beeswarm



Use to emphasise individual points in a distribution. Points can be sized to an additional variable.

Best with medium-sized datasets

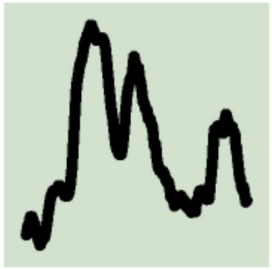
Data Visualization

Change over Time

Give emphasis to changing trends. These can be short (intra-day) movements or extended series traversing decades or centuries: Choosing the correct time period is important to provide suitable context for the reader.

Example FT uses
Share price movements, economic time series, sectoral changes in a market

Line



The standard way to show a changing time series. If data are irregular, consider markers to represent data points.

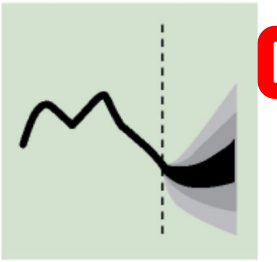
Column

Columns work well for showing change over time - but usually best with only one series of data at a time.

Column + line timeline

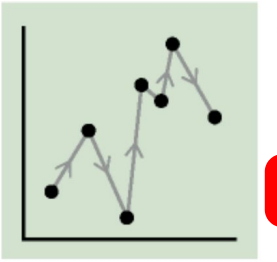
A good way of showing the relationship over time between an amount (columns) and a rate (line).

Fan chart (projections)



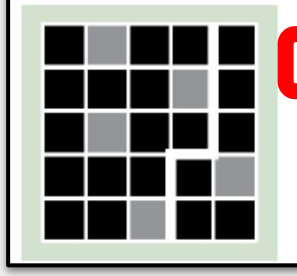
Use to show the uncertainty in future projections - usually this grows the further forward to projection.

Connected scatterplot



A good way of showing changing data for two variables whenever there is a relatively clear pattern of progression.

Calendar heatmap



A great way of showing temporal patterns (daily, weekly, monthly) – at the expense of showing precision in quantity.

Data Visualization

Change over Time

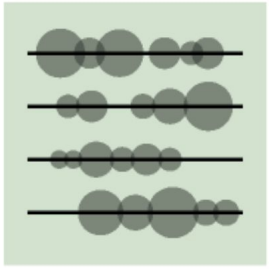
Give emphasis to changing trends. These can be short (intra-day) movements or extended series traversing decades or centuries: Choosing the correct time period is important to provide suitable context for the reader.

Example FT uses
Share price movements, economic time series, sectoral changes in a market

Priestley timeline

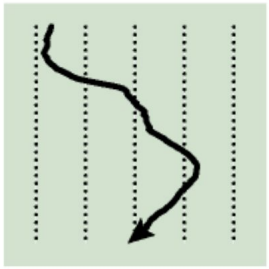
Great when date and duration are key elements of the story in the data.

Circle timeline



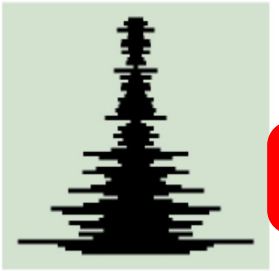
Good for showing discrete values of varying size across multiple categories (eg earthquakes by continent).

Vertical timeline



Presents time on the Y axis. Good for displaying detailed time series that work especially well when scrolling on mobile.

Seismogram



Another alternative to the circle timeline for showing series where there are big variations in the data.

Streamgraph

A type of area chart; use when seeing changes in proportions over time is more important than individual values

Data Visualization

Magnitude

Show size comparisons. These can be relative (just being able to see larger/bigger) or absolute (need to see fine differences). Usually these show a 'counted' number (for example, barrels, dollars or people) rather than a calculated rate or per cent.

Example FT uses
Commodity production, market capitalisation, volumes in general

Paired column

As per standard column but allows for multiple series. Can become tricky to read with more than 2 series.

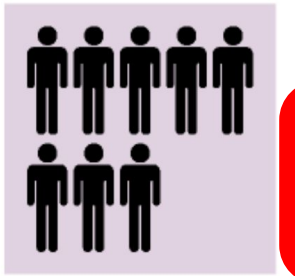
Paired bar

See above.

Marimekko

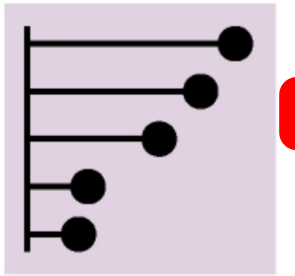
A good way of showing the size and proportion of data at the same time - as long as the data are not too complicated.

Isotype (pictogram)



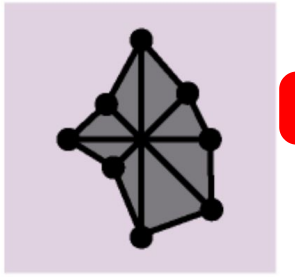
Excellent solution in some instances – use only with whole numbers (do not slice off an arm to represent a decimal).

Lollipop



Lollipop charts draw more attention to the data value than standard bar/column – does not have to start at zero (but preferable).

Radar



A space-efficient way of showing value of multiple variables - but make sure they are organised in a way that makes sense to reader.

Data Visualization

Magnitude

Show size comparisons. These can be relative (just being able to see larger/bigger) or absolute (need to see fine differences). Usually these show a 'counted' number (for example, barrels, dollars or people) rather than a calculated rate or per cent.

Example FT uses
Commodity production, market capitalisation, volumes in general

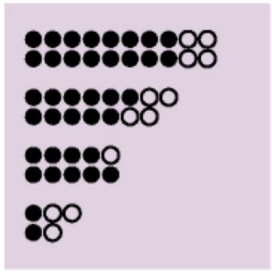
Parallel coordinates

An alternative to radar charts – again, the arrangement of the variables is important. Usually benefits from highlighting values.

Bullet

Good for showing a measurement against the context of a target or performance range.

Grouped symbol



An alternative to bar/column charts when being able to count data or highlight individual elements is useful.

Give an example of how you would use one of these graphs for your job?

Make sure to mention
* what type of visualization you are using (Distribution, Change over time, Magnitude) and
* what data you are representing.

Data Visualization

Part-to-whole

Show how a single entity can be broken down into its component elements. If the reader's interest is solely in the size of the components, consider a magnitude-type chart instead.

Example FT uses
Fiscal budgets, company structures, national election results

Stacked column/bar

A simple way of showing part-to-whole relationships but can be difficult to read with more than a few components.

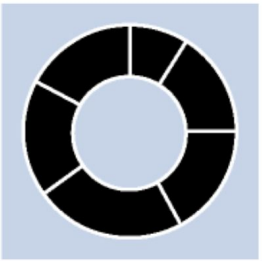
Marimekko

A good way of showing the size and proportion of data at the same time – as long as the data are not too complicated.

Pie

A common way of showing part-to-whole data – but be aware that it's difficult to accurately compare the size of the segments.

Donut



Similar to a pie chart – but the centre can be a good way of making space to include more information about the data (eg total).

Treemap

Use for hierarchical part-to-whole relationships; can be difficult to read when there are many small segments.

Voronoi

A way of turning points into areas – any point within each area is closer to the central point than any other centroid.

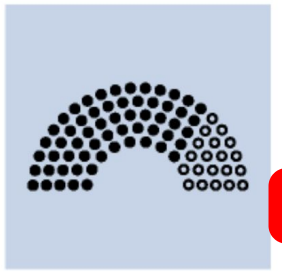
Data Visualization

Part-to-whole

Show how a single entity can be broken down into its component elements. If the reader's interest is solely in the size of the components, consider a magnitude-type chart instead.

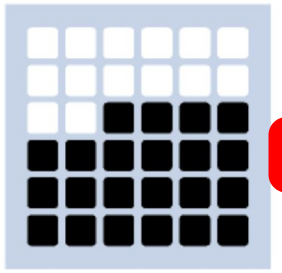
Example FT uses
Fiscal budgets, company structures, national election results

Arc



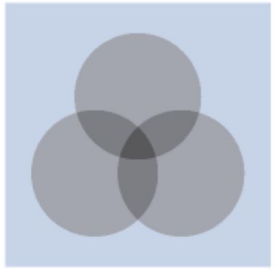
A hemicycle, often used for visualising parliamentary composition by number of seats.

Gridplot



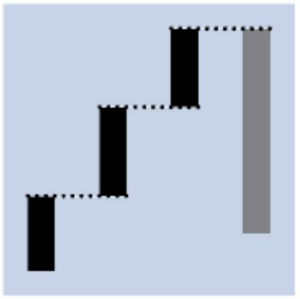
Good for showing % information, they work best when used on whole numbers and work well in small multiple layout form.

Venn



Generally only used for schematic representation.

Waterfall



Can be useful for showing part-to-whole relationships where some of the components are negative.

Data Visualization

Spatial

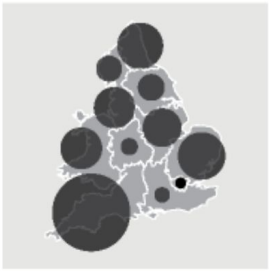
Aside from locator maps only used when precise locations or geographical patterns in data are more important to the reader than anything else.

Example FT uses
Population density, natural resource locations, natural disaster risk/impact, catchment areas, variation in election results

Basic choropleth (rate/ratio)

The standard approach for putting data on a map – should always be rates rather than totals and use a sensible base geography

Proportional symbol (count/magnitude)



Use for totals rather than rates – be wary that small differences in data will be hard to see.

Flow map

For showing unambiguous movement across a map.

Contour map

For showing areas of equal value on a map. Can use deviation colour schemes for showing +/- values

Equalised cartogram

Converting each unit on a map to a regular and equally-sized shape – good for representing voting regions with equal value.

Scaled cartogram (value)

Stretching and shrinking a map so that each area is sized according to a particular value.

Data Visualization

Spatial

Aside from locator maps only used when precise locations or geographical patterns in data are more important to the reader than anything else.

Example FT uses
Population density, natural resource locations, natural disaster risk/impact, catchment areas, variation in election results

Dot density

Used to show the location of individual events/locations – make sure to annotate any patterns the reader should see.

Heat map

Grid-based data values mapped with an intensity colour scale. As choropleth map – but not snapped to an admin/political unit.

Data Visualization

Flow

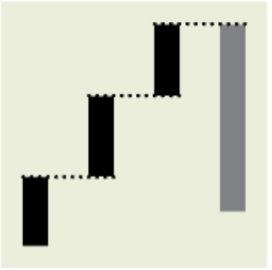
Show the reader volumes or intensity of movement between two or more states or conditions. These might be logical sequences or geographical locations.

Example FT uses
Movement of funds, trade, migrants, lawsuits, information; relationship graphs.

Sankey

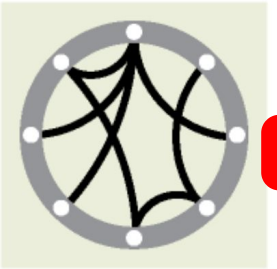
Shows changes in flows from one condition to at least one other; good for tracing the eventual outcome of a complex process.

Waterfall



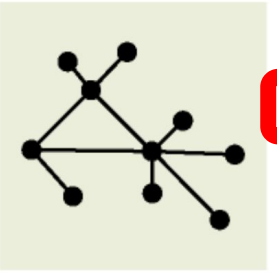
Designed to show the sequencing of data through a flow process, typically budgets. Can include +/- components.

Chord



A complex but powerful diagram which can illustrate 2-way flows and net winner) in a matrix.

Network

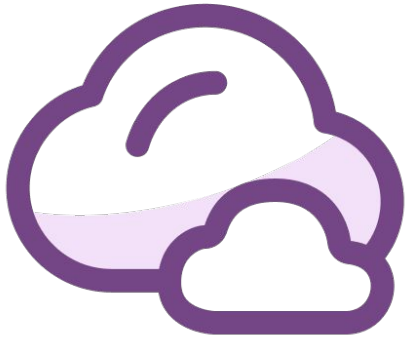


Used for showing the strength and inter-connectedness of relationships of varying types.

Give an example of how you would use one of these graphs for your job?

Make sure to mention
* what type of visualization you are using (Part-to-whole, Spatial or Flow) and
* what data you are representing.

Storytelling with Data



Which of the chosen data representations (we just reviewed) did you see in the video?

Which data visualizations were the most impactful?

Data Visualizations

You have data, now how do you present it to get your message across?

- simplify complex data
- reveal patterns and trends
- effectively communicate insights

Methods of data visualizations:

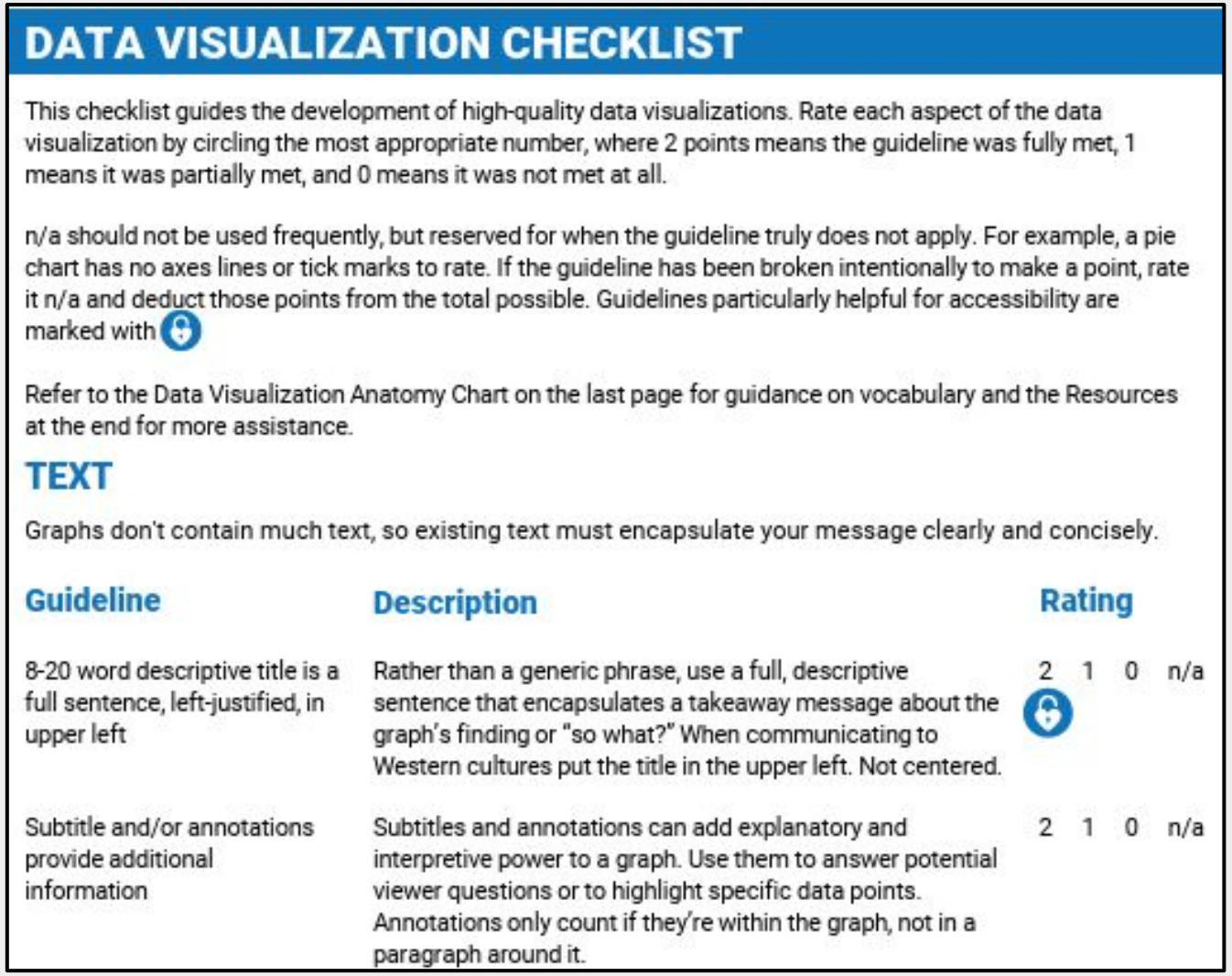
- transform raw data into an accessible visual format
- allow people to quickly understand key information and make informed decisions
- visually represent relationships
- make the data actionable

Data Visualizations

Checklist by Stephanie Evergreen

4 page guide of 23 guidelines on how to format graphs to clearly tell your story:

1. Text
2. Arrangement
3. Lines
4. Color
5. Overall



DATA VISUALIZATION CHECKLIST

This checklist guides the development of high-quality data visualizations. Rate each aspect of the data visualization by circling the most appropriate number, where 2 points means the guideline was fully met, 1 means it was partially met, and 0 means it was not met at all.

n/a should not be used frequently, but reserved for when the guideline truly does not apply. For example, a pie chart has no axes lines or tick marks to rate. If the guideline has been broken intentionally to make a point, rate it n/a and deduct those points from the total possible. Guidelines particularly helpful for accessibility are marked with

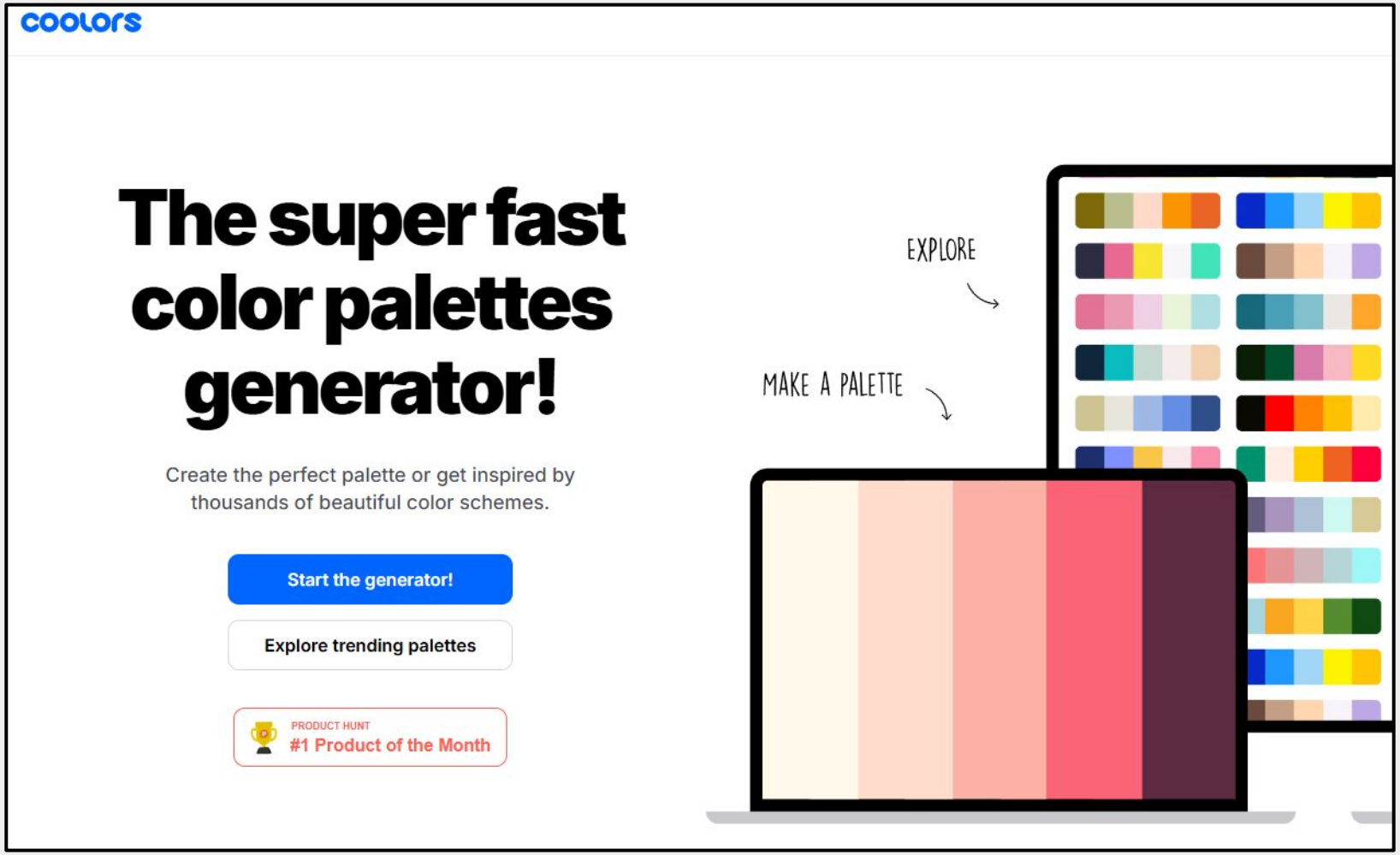
Refer to the Data Visualization Anatomy Chart on the last page for guidance on vocabulary and the Resources at the end for more assistance.

TEXT

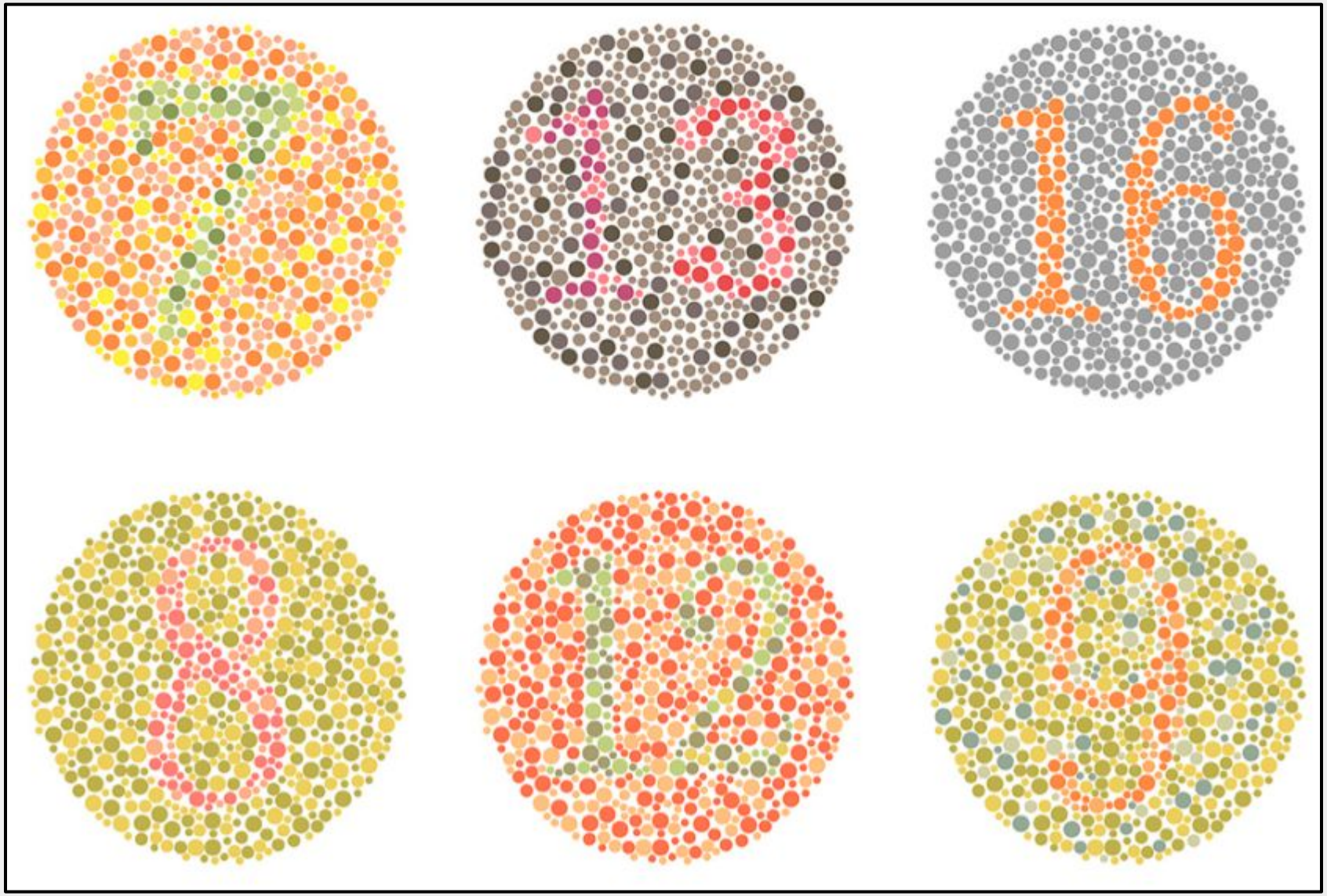
Graphs don't contain much text, so existing text must encapsulate your message clearly and concisely.

Guideline	Description	Rating
8-20 word descriptive title is a full sentence, left-justified, in upper left	Rather than a generic phrase, use a full, descriptive sentence that encapsulates a takeaway message about the graph's finding or "so what?" When communicating to Western cultures put the title in the upper left. Not centered.	2 1 0 n/a
Subtitle and/or annotations provide additional information	Subtitles and annotations can add explanatory and interpretive power to a graph. Use them to answer potential viewer questions or to highlight specific data points. Annotations only count if they're within the graph, not in a paragraph around it.	2 1 0 n/a

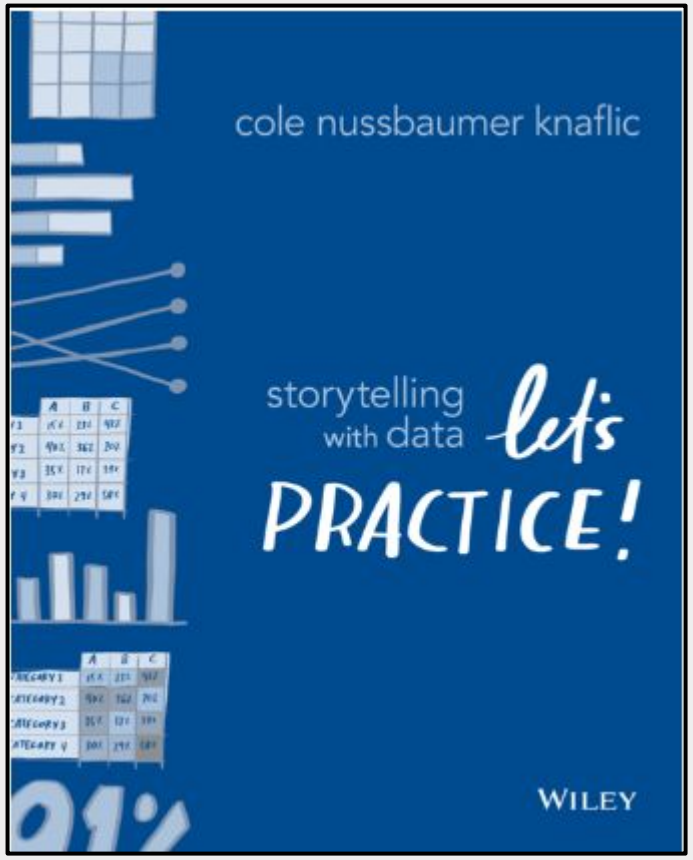
Data Visualizations



Data Visualizations



Framing



the **BIG IDEA** worksheet

storytelling with data®

Identify a project you are working on where you need to communicate in a data-driven way. Reflect upon and fill out the following.

PROJECT _____

WHO IS YOUR **AUDIENCE**?

(1) List the primary groups or individuals to whom you'll be communicating.

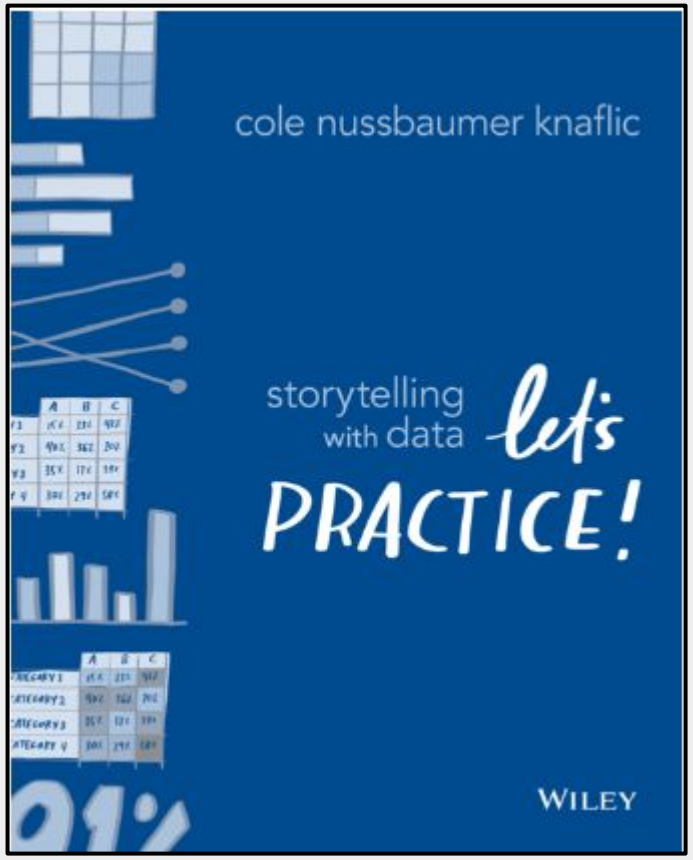
(2) If you had to narrow that to a *single person*, who would that be?

(3) What does your audience care about?

(4) What action does your audience need to take?

[Resources]

Framing



WHAT IS **AT STAKE**?

What are the *benefits* if your audience acts in the way that you want them to?

What are the *risks* if they do not?

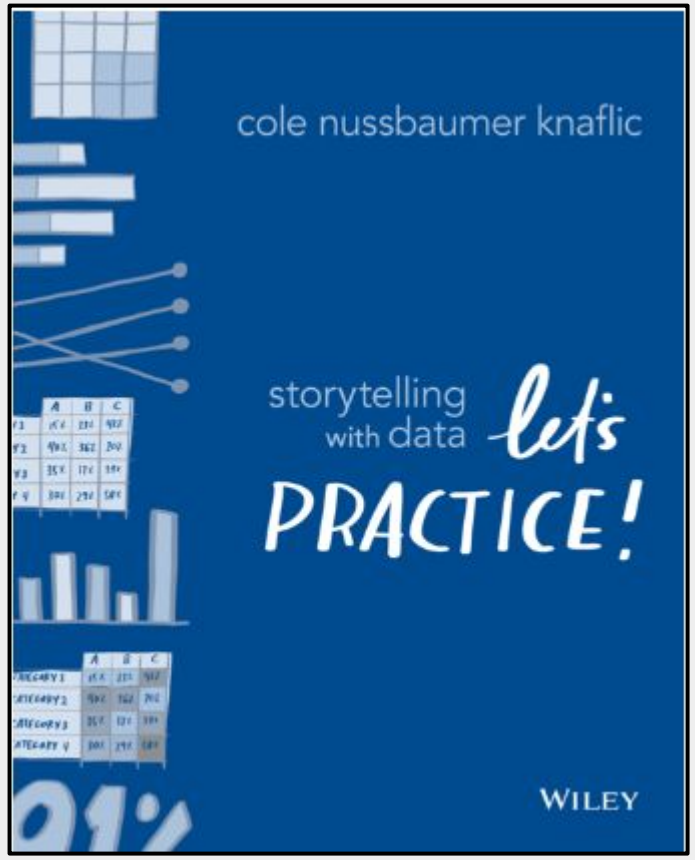
FORM YOUR **BIG IDEA**

It should:

(1) articulate your point of view,
(2) convey what's at stake, and
(3) be a complete (and single!) sentence.

Resources

Framing



STEP 1: UNDERSTAND the CONTEXT

STEP 2: CHOOSE an APPROPRIATE VISUAL

STEP 3: ELIMINATE CLUTTER

STEP 4: DRAW ATTENTION

STEP 5: THINK LIKE a DESIGNER

STEP 6: TELL a STORY

Thank you!

Survey: https://tinyurl.com/2025DataSummitSurvey

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February 6, 2025