

# Continuous Quality Improvement (CQI) For Courts and Child Welfare: Collaborations to Improve Outcomes

*Collaboration Moves Texas Data Exchange  
to New Level*

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# Presenters

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# Presentation Overview

- Texas legislation requires data exchange MOU
- State-level collaborative effort to improve education outcomes of foster students
  - Infrastructure
- Data exchanged
- Use of data
- Challenges and how dealt with them
- What's next?
- Q&A

# Texas Statute Requires MOU to Exchange Data

- Senate Bill 939 (passed 2009)
- Required of state education and child welfare agencies
- To facilitate evaluation of educational outcomes of students in foster care
- MOU signed in 2010

# Texas Collaboration Takes Data Exchange to New Level

- Children's Commission Education Committee
- *The Texas Blueprint: Transforming Education Outcomes for Children and Youth in Foster Care:*  
<http://texaschildrenscommission.gov/media/98/thetexasblueprint.pdf>
- Texas Blueprint Implementation Task Force

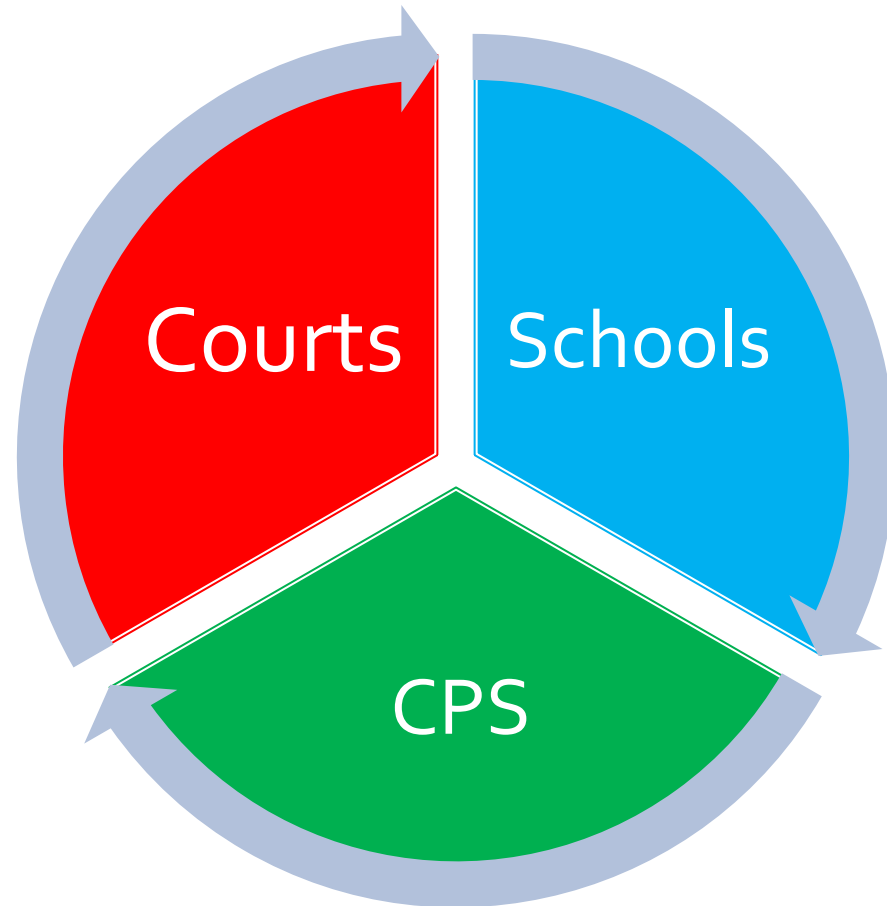
# Texas Children's Commission Education Committee Members

✓ Three Judges	✓ Texas Education Agency (TEA)	✓ Texas Association of School Boards (TASB)	✓ Texas Association of School Administrators (TASA)
✓ State Bar of Texas School Law Section	✓ Texas Department of Family and Protective Services (DFPS)		✓ Texas CASA
✓ Parent and Children's Attorneys		✓ Former Foster Youth	✓ Casey Family Programs

# Education Committee

- Focused on improving educational outcomes of foster children and youth
- Commitment of statewide resources to examine issues and make recommendations for improvement
- Coordinated effort of numerous agencies and systems involved with child protection and education
- Charged to look at challenges, identify **judicial practices** and **cross-disciplinary training** needs, improve **collaboration**, and make recommendations regarding educational **data/information sharing**
- Final Report submitted to Children's Commission -- May 2012

# The State as Parent = These Kids are “Our” Responsibility





# EC Produces Roadmap for Texas

## **THE TEXAS BLUEPRINT:**

Transforming Education  
Outcomes For Children &  
Youth In Foster Care

**THE FINAL REPORT OF THE  
EDUCATION COMMITTEE OF  
THE SUPREME COURT OF TEXAS  
CHILDREN'S COMMISSION**

**MARCH 31, 2012**

# *Texas Blueprint* Implementation Task Force Carrying Work Forward

- Also created by Supreme Court order
- 2-year duration
- Task Force plus 3 workgroups:
  - **Data**
  - School Stability
  - Training and Resources
- Charged with monitoring how *Texas Blueprint* recommendations implemented
- <http://education.texaschildrenscommission.gov/blueprint-implementation-task-force.aspx>

# The Texas Data

# Data Sharing Process

- Once per year, DFPS provides a file to TEA containing all students in DFPS conservatorship for the previous school year.
- The file is matched to TEA's Public Education Information Management System database (PEIMS).
- The matched data are used for creating aggregated reports, which are then sent to DFPS.

# What is PEIMS?

- PEIMS is the **P**ublic **E**ducation **I**nformation **M**anagement **S**ystem.
- Data collection mechanism used by 1200+ Texas school districts and charter schools to transmit student, staff, financial and organizational data to state.

# Foster Children Reports

## Developed by TEA

- Produced yearly (since 2007-08 – 5 years)
- Aggregated – no individual-level data are reported
- Counts less than 5 are masked with an asterisk (\*) to help protect student confidentiality.
- Reports provide comparison counts and percentages between students in foster care and all students statewide.

# Foster Children Reports

## Developed by TEA

- Demographic – Data by gender, race/ethnicity, grade and program
- Special education – Data by special education services, instructional setting, and primary disability
- Leavers – Data by leaver reason
- Disciplinary – Data showing disciplinary actions by gender, reason and action
- Attendance - Counts and percent attendance by gender, race/ethnicity, age, grade and program.

# Counts and Percentages of Foster Children by Gender and Ethnicity 2011-12

	Counts of Foster Children	% of Foster Children	Statewid e Counts	Statewid e %
Female	11,554	48.1	2,432,216	48.7
Male	12,465	51.9	2,566,363	51.3
American Indian/ Alaskan Native	105	0.4	22,383	0.4
Asian	88	0.4	177,185	3.5
Black or African American	5,765	24.0	640,171	12.8
Hispanic/Latino	10,190	42.4	2,541,223	50.8
Native Hawaiian/ Other Pacific Islander	28	0.1	6,257	0.1
White	7,264	30.2	1,527,203	30.6
Two or more races	579	2.4	84,157	1.7



# Counts and Percentages of Foster Children by Program: 2011-2012

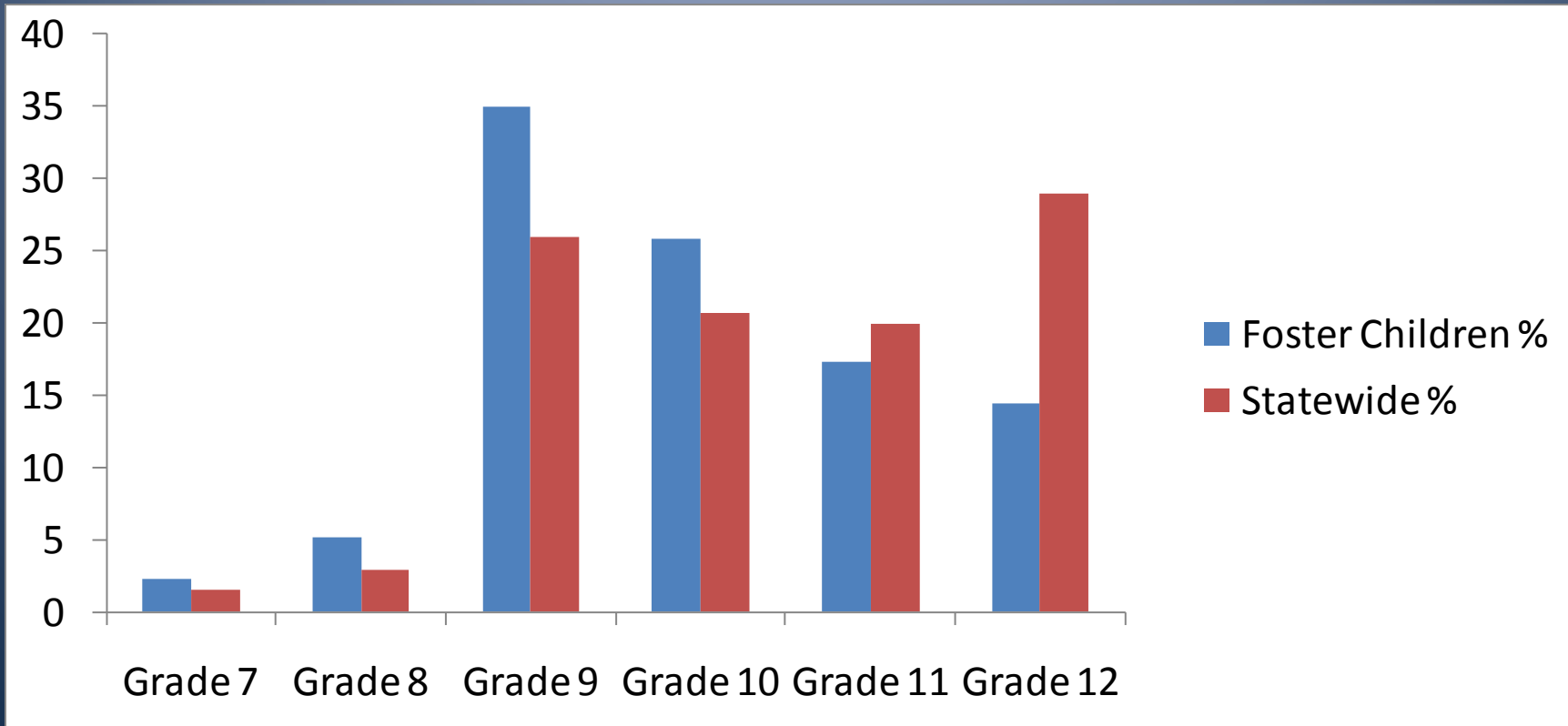
Category	Counts of Foster Children	% of Foster Children	Statewide Counts	Statewide %
At Risk	16,307	67.9	2,267,995	45.4
Career and Technology	2,540	10.6	1,072,893	21.5
Economically Disadvantaged	21,669	90.2	3,013,442	60.3
Gifted and Talented	225	0.9	381,744	7.6
Immigrant	20	0.1	71,754	1.4
Limited English Proficient (LEP)	1,480	6.2	838,418	16.8
PK Military	18	0.1	6,033	0.1
Special Education	5,884	24.5	440,744	8.8

# Leaver Status of Students Who Left Texas Public Schools, Grades 7-12 2010-2011

	Counts of Foster Children	% of Foster Children	Statewid e Counts	Statewid e %
Graduated	631	40.7	290,581	70.7
Dropped Out	445	28.7	34,389	8.4
Left for non-graduate, non- dropout reasons:				
School outside Texas	149	9.6	36,356	8.8
Homeschooling	86	5.5	20,876	5.1
Removed by Child Protective Services	157	10.1	702	0.2
All other non-graduate, non-dropout reasons	88	5.3	28,236	6.9

Note: The percentages on the first two rows are **not** graduation or dropout rates. These numbers represent the number of students who graduated or dropped out during the year divided by the total number of students who left during that school year.

# Foster Children Compared to the State Population Drop-outs by Grade 2010-2011



# Counts and Percentages of Special Education Foster Children by Primary Disability: 2011-2012

	Counts of Special Education Foster Children	% of Special Education Foster Children	Statewide Counts of Special Education Children	Statewide % of Special Education Children
Emotional Disturbance	2,055	34.9	26,303	6.0
Learning Disability	1,152	19.6	172,560	39.2
Intellectual Disability	806	13.7	35,992	8.2
Other Health Impairment	748	12.7	56,426	12.8
Speech Impairment	598	10.2	89,646	20.3

# Counts and Percentages of Foster Children by Discipline Action Group 2011-2012

	Counts of Foster Children	% of Foster Children	Statewide Counts	Statewide %
In-school suspension	5,493	21.3	579,670	11.3
Out-of-school suspension	3,941	15.3	263,322	5.1
DAEP	1,237	4.8	85,450	1.7
JJAEP	55	0.2	3,459	0.1
Expulsion	16	0.1	1,054	0.02
Truancy Charges Filed	329	1.3	49,934	1.0

Note: Calculated percentages are based on the total population. A small amount of error may be included.

# How We've Used the DATA

- Data confirmed anecdotal reports
- Used data to get buy-in from education, child welfare, courts, and other partners – as a state, we need to do something different
- Used in numerous presentations, trainings, and reports, including policy memos and briefs issued by child welfare agency, to raise awareness and engage all parties – highlights call to action!

# Challenges and How We Addressed Them

- Received data, but no protocol for how to analyze – illuminated need for joint or shared report
- Per MOU and FERPA, education agency destroyed data after delivering reports to child welfare agency -- data now maintained so that longitudinal and cohort analysis may occur
- Lack of clarity about data definitions – working on defined list
- State FY and academic year do not align – determined point in time to run data that should provide needed information

# So data was exchanged, now what?

- Realized state needs to discuss what to do with data and how to use it to inform policy changes and allocate resources
  - Examine data by subgroups (such as placement type, average age by grade, average number of school moves)
- Begin using an uniform identifier in both education and child welfare data systems
- Small subgroup of data workgroup looking at these issues
- All systems will use data in new ways to drive decisions that advance education outcomes



# In the Future

- Data will help identify where some of the changes made in Texas in policy and practice have actually made a difference in the education outcomes of children and youth in care
- For example, are attendance and disciplinary rates moving in the right direction? Is school mobility decreasing? Are standardized test scores and graduation rates improved?

# Questions?

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