

Collecting and Using Data on Improvement Strategies





SSIP Interactive Institutes

Albuquerque, NM; April 29-30, 2015

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Purpose

- Identify ways to collect and use data on your coherent improvement strategies
- Assess gaps in existing data as a way to get a jump start on evaluation and additional data collection efforts
- What you will need:
 - Copy/access to your improvement strategies and Theory of Action

What Data Will You Need to Collect on Improvement Strategies?

- Need data to answer at least 2 types of questions:
 - 1) Is the strategy being implemented (and how)?
 - 2) Is it making the difference it is supposed to make (and how)?

For Example

- For an improvement strategy related to professional development you need to know
 - Did the professional development happen and did it happen as planned?
 - Did it work?
 - Did providers/teachers gain the intended information & skills from the PD?
 - Did they use/apply the knowledge and skills to change their practices?
 - Did it improve provider/teacher practices?



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Potential Data Sources

Common Improvement Strategy Categories

- Professional development
- Assessment/data quality
- Scaling up/fidelity of specific recommended or evidence-based practices
- Accountability/monitoring
- Practitioner/teacher knowledge development on a particular topic
- Interagency collaboration
- Fiscal/finance
- Data system enhancements

Potential Sources of Data for Common Strategies

- **Professional development**

- Documentation of professional development completed for each provider/teacher or CEUs
- Evaluations completed after professional development events
- ECTA/ECPC Framework self assessment – Personnel/Workforce component
- Guskey's Five Levels of Evaluating PD (Guskey, 2002)
- Observation Checklist for High-Quality Professional Development Training (Noonan et al., 2013)

Potential Sources of Data for Common Strategies

- **Assessment/data quality**
 - Student assessment-progress monitoring
 - Child Outcomes Measurement System (COMS) Framework
 - Family Outcomes Framework and Self-assessment
 - Survey of local programs and/or practitioners/teachers about current assessment and data collection practices

Potential Sources of Data for Common Strategies (cont'd)

- **Scaling up/fidelity of specific recommended or evidence-based practices**
 - Ratings of each program/district/school's stage of implementation
 - Self-assessments, submitting videos
 - Monitoring data/information on a program's service delivery
 - DEC Recommended Practices Tools (in development by ECTA)
 - AI Hub: Evaluation and Planning Tools
 - A Conceptual Framework for Implementation Fidelity (Implementation Science, 2007)

Potential Sources of Data for Common Strategies (cont'd)

- **Accountability/monitoring**

- Current monitoring practices, completion rates
 - SPP/APR
 - *ESEA*
 - Progress Monitoring
- ECTA framework self-assessment – Accountability & Quality Improvement component
- Rating sheet for high-quality functional IEP goals/IFSP outcomes

Potential Sources of Data for Common Strategies (cont'd)

- **Practitioner/teacher knowledge development on a particular topic** (e.g., social emotional development)
 - Interviewing programs – Local Contributing Factors Tool
 - Data gathered on practitioner/teacher professional and education qualifications
 - Data gathered on professional development/trainings completed
 - ECTA/ECPC Framework self assessment – Personnel/Workforce component
 - Rubrics for Effective Teaching or Service Delivery (state specific)
 - Coaching Observation Checklist

Potential Sources of Data for Common Strategies (cont'd)

- **Interagency collaboration**
 - Referrals from and to different agencies
- **Fiscal/finance**
 - Funding sources/streams
 - Monitoring data on factors related to differences across EIS programs/LEAs in costs
 - ECTA Systems Framework self-assessment – Finance component
- **Data system enhancements**
 - DaSy Data Systems Framework self-assessment
 - Data Related Questions Reference Guide (RRCP, 2013)



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Tools and Resources

Tools/Resources for Collecting Data

DEC Recommended Practices Tools

- State [Benchmarks of Quality](#) self-assessment tool
- [Benchmarks of Quality for Classroom-Based Programs](#) self-assessment tool
- [Benchmarks of Quality for Home Visiting Programs](#) self-assessment tool
- More materials will be made available [here](#)
- [AZ self-assessment](#) of implementation of RBI & team-based services
- TACSEI Pyramid Model & Positive Behavior Supports [Tools](#)
 - Coaching [logs](#)

Tools/Resources for Collecting Data

- Local Contributing Factors Tool for [C-3/B-7](#) and [C-2, C-4, C-5, C-6](#)
- Rating sheet for high-quality functional [IEP](#) goals/ [IFSP](#) outcomes
- Child Outcomes Measurement System ([COMS](#)) [Framework](#) and Self-assessment
- [Family Outcomes Framework](#) and Self-assessment
- ECTA [System Framework](#)
- DaSy [Data Systems Framework](#)

Tools/Resources for Collecting Data

- [Student assessment: progress monitoring resources](#) (reading, math, written expression, IEP)
- [Progress Monitoring Tool Chart](#)
- [High Quality Professional Development Checklist](#)
- Equity, Inclusion, and Opportunity: [How to Address Success Gaps, Rubric](#) from IDC
- Data Related Questions Reference [Guide](#) (developed by MSRRC)

Tools/Resources for Collecting Data

- Guskey' s 5 Levels of Evaluating PD
- Implementation Evaluation and Planning Tools
 - Designing a Fidelity Assessment
 - Developing a Fidelity Assessment
 - Stages of Implementation Tool
 - Implementation Drivers: Assessing Best Practices
- ECTA has adapted Implementation Process tools for early childhood
 - Includes state level and local level self-assessments
- Coaching Observation Checklist



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Identifying Existing Data and Gaps

Assessing Gaps

- Rather than waiting to have a finalized implementation plan, conduct an initial assessment of your data needs using what you have
 - Broad coherent improvement strategies
 - Theory of Action
- For each improvement strategy, assess whether you have any existing data or information (quantitative or qualitative) that you currently collect on it
- You may have information on 1 piece (whether it happens) but not the other (if it has the intended impact)

Activity: What Data Do You Already Have? Where Are Your Gaps?

- Using your coherent improvement strategies and Theory of Action, and the worksheet...
- Think about what data you **need**
- What data you **already have**, and
- Where there are **gaps**

For More Information

Visit the ECTA website

<http://ectacenter.org>

Visit the DaSy website

<http://dasycenter.org>

Visit NCSI website

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