



INTERACTIVE INSTITUTES **2022**

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Lost Your Way in Data Land? Creating a Map for Efficient and Effective Data Collection

June 21–23, 2022



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Collect, Report, Analyze, and
Use High-Quality Part B Data



Presenters



Nashville, TN - June 6–7, 2022

Heather Reynolds, IDEA Data Center

Kim Schroeder, IDEA Data Center

Julie Dean, Washington Office of the Superintendent of Public Instruction

Ryan Guzman, Washington Office of the Superintendent of Public Instruction

Virtual - June 21–23, 2022

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Participant Outcomes

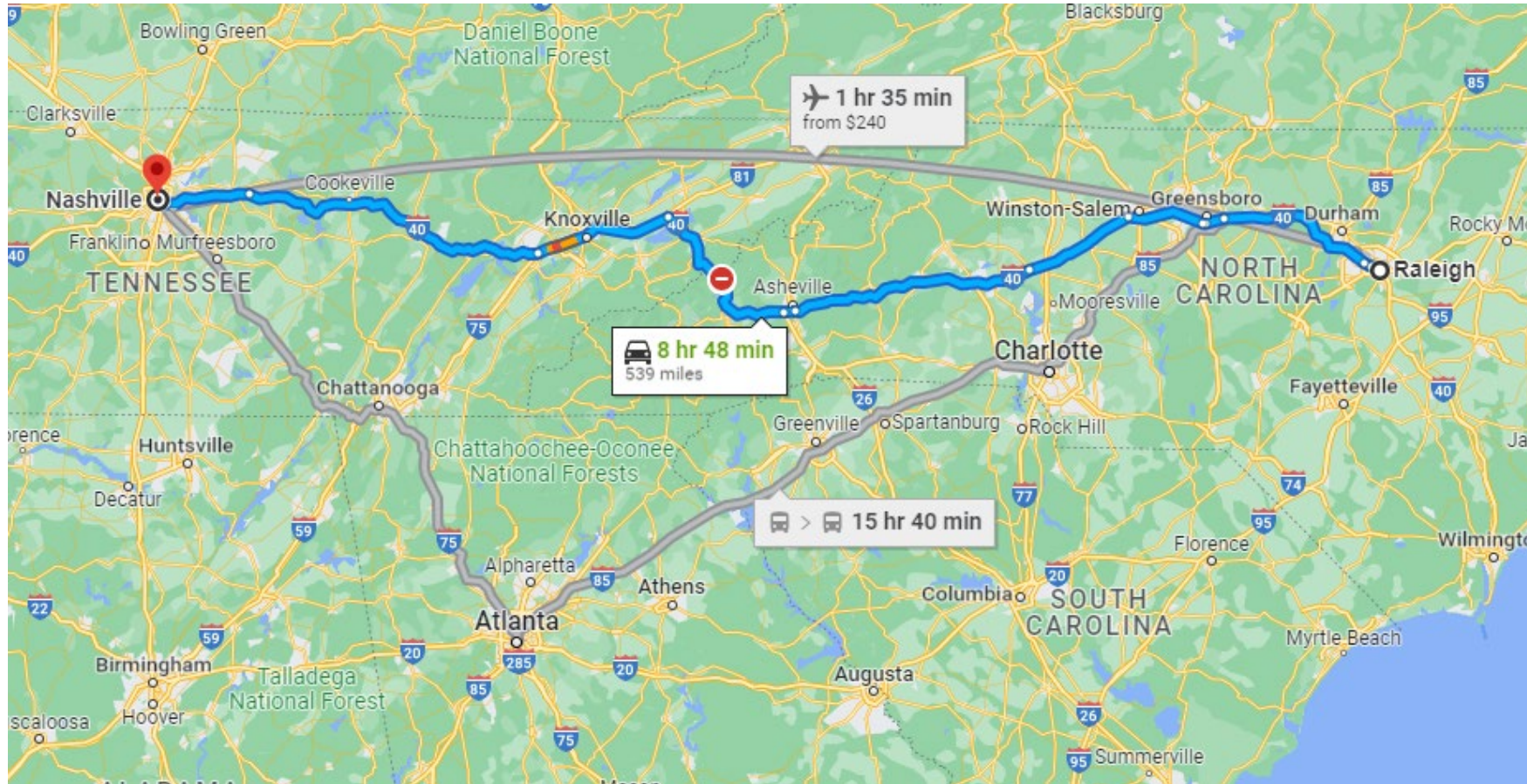
- Know how to use a logic model to map expected progress
- Identify milestone data
- Identify ways to manage data with a dashboard

Agenda

- Using a logic model
- Washington's Journey—Washington's State Systemic Improvement Plan (SSIP) context
- Organizing and managing strategy

MapQuest Analogy

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Using a Logic Model



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Updating Logic Model and Evaluation Plan



Use worksheets from [*IDC's A Guide to SSIP Evaluation Planning*](#) to help make connections between your logic model and a robust evaluation plan.

SSIP EVALUATION WORKSHEET 5: OUTCOMES IN RELATION TO EVALUATION QUESTIONS

Strategies/Activities	Outputs	Outcomes	Evaluation Questions
A. □ □	• • •	Short-term	
		•	A1.
		•	A2.
		•	A3.
		Intermediate	
		•	A5.
		•	A6.
		•	A7.
		Long-term	
		•	A8.
		•	A9.
B. □ □	• • •	Short-term	
		•	B1.
		•	B2.
		•	B3.
		Intermediate	
		•	B4.

Updating Logic Model and Evaluation Plan (cont.)

Link each evaluation question to a data source.

SIPP EVALUATION WORKSHEET 8: EVALUATION QUESTIONS IN RELATION TO PERFORMANCE INDICATORS, EVALUATION DESIGN, DATA COLLECTION METHOD, AND TOOLS				
Evaluation Question	Target/Performance Indicator	Evaluation Design	Data Collection Method	Data Collection Tools (Instrument/Protocol)
A1. How much did teachers' knowledge about PBIS increase?	• 80% of teachers indicate an increase of knowledge following PBIS workshops.		Annual Survey	Q1. After attending the PBIS training, my knowledge of PBIS has increased.
	•			
	•			

Washington's Journey— Washington's SSIP Context

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Where Are We Going?

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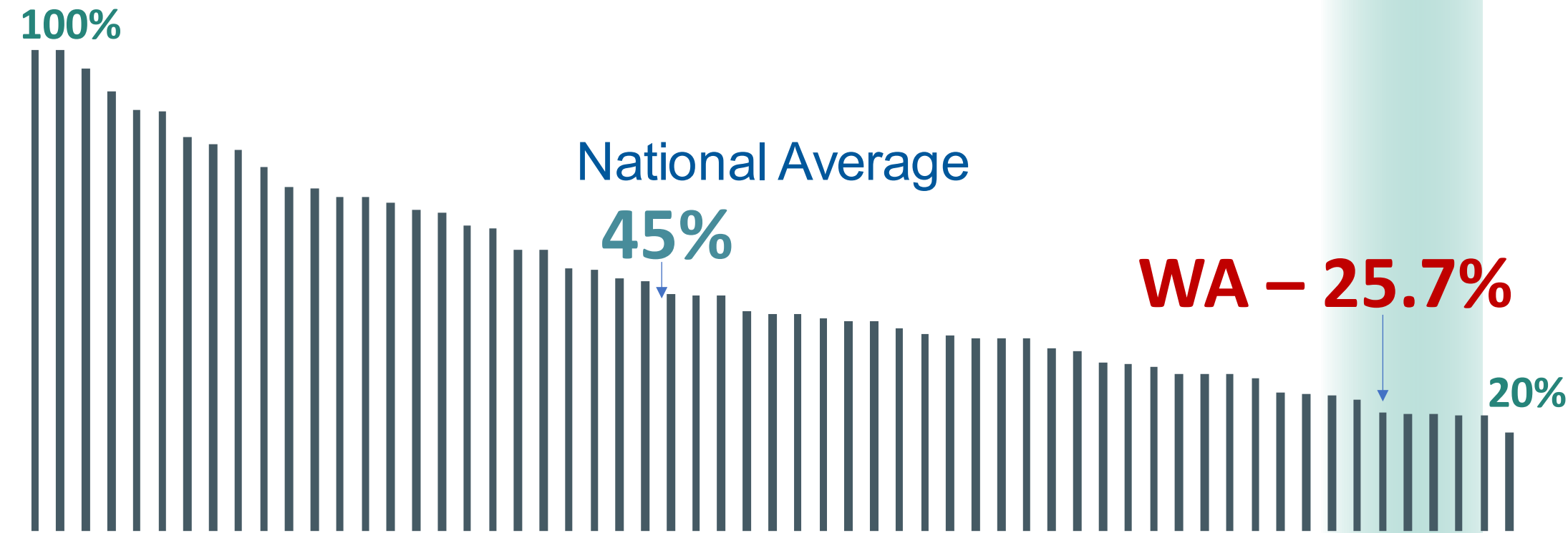
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Indicator 6A, Children Ages 3–5 Attending and Receiving the Majority of Services in the Program, 2018-2021



WA: Washington

Each bar represents a state or territory

Adapted from Early Childhood Technical Assistance Center (ECTA) National Data Report, reporting period 2017–18, for Washington State, July 30, 2019

Data Source: 2021 Federal Child Count and Least Restrictive Environment (LRE) Data Report

2020 Explanation for Change

- With input from the SSIP State Design Team (SDT) and the Special Education Advisory Council (SEAC), along with analysis of state early childhood special education (ECSE) data, stakeholders recommended that the SSIP state leadership maintain the infrastructure of the current SSIP but shift the State-identified Measurable Result (SiMR) to effectively support the development of the whole child, moving away from early literacy and instead aligning to current ECSE initiatives targeting the implementation of inclusionary practices and social emotional learning.

2020 Explanation for Change (cont.)

- The 2020 SSIP proposal aligns with the Part C SSIP and offers technical assistance in the area of social-emotional development, with an emphasis on the implementation of a multi-tiered system of support (MTSS). This alignment will provide a clear intersect between SEL and inclusionary practices to ensure strong foundations are laid for students, staff, and families to access high-quality, integrated early learning settings.

State-identified Measurable Result (SiMR)

- Past
 - Washington State's SSIP for the previous SPP/APR cycle (2013-2019) focused on use of intensive technical assistance and systems level and instructional coaching, paired with professional development **to close achievement gaps in literacy between entering kindergarteners with and without disabilities.**
- Proposed
 - Intensive technical assistance in the area of social-emotional learning (SEL) along with system-level coaching in MTSS infrastructure development for program staff in integrated early learning environments will **increase the SEL performance rate of students with disabilities upon entry to kindergarten (based upon the WaKIDS fall assessment data).**

SSIP: Scale Up and Sustainability

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Identifying Other Data Metrics



What are we already collecting in other projects that would be helpful to the SSIP implementation process?



Are there data metrics we do not have, but need?

SSIP Evaluation Metrics

Teaching Pyramid Observation Tool (TPOT)

Behavior Incident Report (BIR)

Early Childhood Benchmarks of Quality (EC BoQ)

State Benchmarks of Quality

WaKIDS Fall Kindergarten Entry Assessment (KEA)

Teaching Strategies GOLD Spring PreK Data

WA Pyramid Model Coaching Logs

Part B Indicator 6 Least Restrictive Environment

Part B Indicator 7 Child Outcome Summary

State Leadership Survey

Leveraging Partnerships to Access Data



Partner	Fidelity metric	Evaluation lead	Due date
State	<ul style="list-style-type: none"> State BoQ State Leadership Survey 	WAPM SLT SSIP SDT	January 2023 January 2023
Program	<ul style="list-style-type: none"> Local District PreK Inclusion Self Assessment EC BoQ WAPM Coaching Logs 	Stage 1-2 Stage 3 Stage 3 *SSIP Implementation Team with Regional Lead	*Up to two progress monitoring dates documented per year Spring: by May 31 st Winter: by December 16 th
Local	<ul style="list-style-type: none"> TPOT BIRS 	Stage 3 Stage 4 *SSIP Implementation Team with Regional Lead	*Up to two progress monitoring dates documented per year Spring: by May 31 st Winter: by December 16 th
Community	<ul style="list-style-type: none"> Parent Survey 	SSIP Implementation Team(s) Families: Children within Pilot classroom with an IEP	TBD
Others	<ul style="list-style-type: none"> WaKIDS Fall Entry Assessment-SiMR <i>Spring PreK Teaching Strategies GOLD data (TBD)</i> B6 & B7 Federal Performance Indicator Data 	SSIP Implementation Teams: District or Programs state reported data	Fall 2022 October 31, 2022 November 1, 2022

*Stage = [Stages of Implementation Science](#) 1-4 **Data submission is a required activity of the grant work.



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How Will We Get There?

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Stages of Implementation

- The **Stages of Implementation** lay out the necessary steps, stage-by-stage, for fully implementing evidence-based practices, scaling-up practices, and sustaining the effort
- Below are the activities in each stage organized by the essential support structures, with links to some associated tools and materials
 - [Stage 1: Exploration and Planning](#)
 - [Stage 2: Installation](#)
 - [Stage 3: Implementation: Initial to Full](#)
 - [Stage 4: Scale Up](#)



SSIP Implementation Process



Stage 1-2: Exploration and Planning, Installation

Build system capacity that will support the implementation of inclusive, developmentally appropriate early childhood classrooms with the intent to expand the LEAs current continuum of placement options for children with disabilities and increase access to regular early childhood programs.

Criteria

- Integrated Developmental PreK
- Current ECEAP Contractor or Sub-Contractor
- New to PreK Inclusion Champions Network
- Use of TSG assessment metrics

Stage 3: Implementation, Initial to Full

With a focus on fidelity and sustainability, professional development and organizational structures are fully functioning and working together to support practitioner implementation of the inclusive early childhood classrooms strategies identified in the Planning Phase of implementation.

Criteria

- Integrated Developmental PreK
- Phase I, PreK Inclusion Champions Network
- Current ECEAP Contractor or Sub-Contractor
- New to WAPM Implementation

Stage 4: Scale Up

Where fidelity has been achieved, expansion of inclusive practices to existing early childhood classrooms will occur within current programs and increased professional learning will be offered to further enhance the foundations laid by the implementation of activities identified in Planning and Implementation Phases.

Criteria

- Integrated Developmental PreK
- Current ECEAP Contractor or Sub-Contractor
- Continued involvement in PreK Inclusion Champions Network
- Fidelity of implementation for WA Pyramid Model met
- New to LEAP replication



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SSIP Implementation Components

Stage 1-2

Integrated PreK Programming

- ECEAP Contractor/Sub-Contractor
- Use of Teaching Strategies GOLD assessments for all children
- Participation in ECEAP-DD PreK Network

Inclusion Foundations

- PreK Inclusion Champion Network
- Engage in systems-level TA and professional learning with regional ESD
- Development of a Program Wide Leadership Team
- Local District PreK Inclusion Self-Assessment

Stage 3

Integrated PreK Programming

PreK Inclusion Champion Team

Inclusionary Practices Implementation

- Complete the WA Pyramid Model training sequence to fidelity
- Implementation of practices and data collection to drive data-based decision making
- Meet monthly with ECSE Implementation Specialist
- Set up data systems for measuring fidelity & child outcomes
- Identify Program and Practitioner Coaches and train to fidelity in the Pyramid Model training sequence

Stage 4

Integrated PreK Programming

PreK Inclusion Champion Team

Inclusionary Practices Expansion

- Demonstration site(s) established with continued WA Pyramid Model fidelity of implementation
- Continued implementation of MTSS, inclusionary practices, race/equity, trauma informed practices, impacts of intergenerational trauma, and data collection
- Monthly engagement in WAPM Coaching Network (State/Regional).
- Monthly convening of Program Wide Leadership teaming (local)
- Planning and implementation of LEAP PreK replication.

SSIP Implementation Plan



State systems

- Facilitate development WAPM fidelity of implementation; *State, Regional, Local*
- Manage WA Pyramid Model Training & Coaching Network; *State, Regional*
- Facilitate PreK-3rd Inclusion Champion Team; *State, Regional, Local*
- Facilitate SSIP State Design Team; *State*
- Development of OSPI-DCYF Joint Position Statement for Inclusion in Early Childhood Settings; *State, Regional, Local*
- Co-create Menu of Best Practices for Transition-Birth to Five and Beyond, with OSPI Early Learning Division; *State, Regional, Local*
- Co-facilitate DCYF ECEAP and Developmental PreK Integrated Programming Pilot; *State, Regional, Local*

ESDs

- Technical Assistance
- Professional Development
- Ongoing Systems Level and Instructional Coaching Supports
- Facilitation of Local Coordinated Recruitment & Enrollment

Districts

Complete the WAPM Fidelity of Implementation Continuum

Engage in the DCYF ECEAP and Developmental PreK Integrated Programming Pilot

Create a Continuum of Placement Options, including access to a Regular Early Childhood Program (RECP) for children with IEPs

Refine data management system: Federal, state, local

External partners

- **Haring Center-University of Washington:** WA Pyramid Model Training & Coaching Network
- **DCYF ECEAP/Head Start:** Supported facilitation of the ECEAP-DD Network
- **Pyramid Model Consortium:** Data management system
- **National Center for Pyramid Model Innovations (NCPMI):** Ongoing TA
- **PELE Center:** LEAP PreK Replication



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Why COVID Didn't Have a Huge Impact

- Washington was already in the process of shifting to a greater emphasis on early childhood (EC) inclusion and SEL
- Recruitment success stories
- Representation over the last 3 years

Organizing and Managing Strategy

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Organizing and Managing Data

- Increasing feedback loops through interactive data submission portal
- Providing access to data sources and model data “usability” through ongoing regional lead meetings and data analysis
- Integrating Implementation database to increase ease in data collection and input
- Reinforcing excitement about data!

Current SSIP Instruments

- Local District Preschool Inclusion Self-Assessment
- Early Childhood Program-Wide PBS Benchmark of Quality V. 2.0
- Indicators and Elements of High Quality Inclusion
- Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms
- Behavior Incident Report Systems (BIRS)
- Program Coaching Log
- Classroom Coaching Log
- State Infrastructure Leadership Capacity Self-Assessment

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SSIP Data Submission Form

Please use this form to submit data for the upcoming SSIP report. We request that all data be submitted no later than December 17th, 2021. You can also send data directly to Julie.Dean@k12.wa.us and Ryan.Guzman@k12.wa.us. Thank you.

Please indicate which data sources you are submitting below:

Note that State Design Team members ONLY need to complete the State Infrastructure Leadership Capacity Self-Assessment. See Regional lead data sources section for Program level data sources.

SSIP Program Name (if applicable):

Individual Submitting Data (Regional Lead/ SDT): *

State Design Team Data Sources

State Infrastructure Leadership Capacity

Data Source	April 2022 Data	May 2022 Data
Behavior Incident Reports	60	84
Early Childhood-Benchmark of Quality Reports	7	10
Demographic Data - Children entered in database	407	520
Demographic Data - Classrooms entered in database	46	50
Classroom Coach Logs (Practitioner Coach Logs)	8	18
Demographic Data - Employees entered in database	86	98
Teaching Pyramid Observation Tool (TPOT) Frequency	4	6

Discussion

- Do our current data points track our SSIP progress?
 - Do we have data that tells us what we need to know?
 - Can we tell whether our SSIP participants are implementing as intended?
 - Can we tell if there are practice changes as a result of our work?
- Does our logic model reflect our current work?
- How do we manage our data?
 - Do we collect it in a way that is easy for participants to submit and manage?
 - Do we get data from most participants?
 - Can local participants use the data to inform their own work?

Resource

A Guide to SSIP Evaluation Planning



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Contact Us

- Heather Reynolds, heatherreynolds@westat.com
- Kim Schroeder, kimchafferschroeder@uky.edu
- Julie Dean, Julie.dean@k12.wa.us
- Ryan Guzman, ryan.guzman@k12.wa.us

What actions will you take to commit to being a Data Quality Influencer?

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Project Officers: Richelle Davis and Rebecca Smith

