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

June 21–23, 2022
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
Heather Reynolds, IDEA Data Center
Julie Dean, Washington Office of the Superintendent of Public Instruction
Ryan Guzman, Washington Office of the Superintendent of Public Instruction
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
Using a Logic Model
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

<table>
<thead>
<tr>
<th>Strategies/Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Evaluation Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>Short-term</td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td></td>
<td></td>
<td>A1.</td>
</tr>
<tr>
<td>A.</td>
<td></td>
<td></td>
<td>A2.</td>
</tr>
<tr>
<td>A.</td>
<td></td>
<td></td>
<td>A3.</td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td></td>
<td>A5.</td>
</tr>
<tr>
<td>A.</td>
<td></td>
<td></td>
<td>A6.</td>
</tr>
<tr>
<td>A.</td>
<td></td>
<td></td>
<td>A7.</td>
</tr>
<tr>
<td>Long-term</td>
<td></td>
<td></td>
<td>A8.</td>
</tr>
<tr>
<td>B.</td>
<td></td>
<td>Short-term</td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td></td>
<td></td>
<td>B1.</td>
</tr>
<tr>
<td>B.</td>
<td></td>
<td></td>
<td>B2.</td>
</tr>
<tr>
<td>B.</td>
<td></td>
<td></td>
<td>B3.</td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td></td>
<td>B4.</td>
</tr>
</tbody>
</table>
Link each evaluation question to a data source.

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Target/Performance Indicator</th>
<th>Evaluation Design</th>
<th>Data Collection Method</th>
<th>Data Collection Tools (Instrument/Protocol)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. How much did teachers' knowledge about PBIS increase?</td>
<td>• 80% of teachers indicate an increase of knowledge following PBIS workshops.</td>
<td></td>
<td>Annual Survey</td>
<td>Q1. After attending the PBIS training, my knowledge of PBIS has increased.</td>
</tr>
</tbody>
</table>
Washington's Journey—Washington's SSIP Context
Where Are We Going?

Photo by Jonny Gios on Unsplash
Indicator 6A, Children Ages 3–5 Attending and Receiving the Majority of Services in the Program, 2018-2021

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).
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

<table>
<thead>
<tr>
<th>Metric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Pyramid Observation Tool (TPOT)</td>
</tr>
<tr>
<td>Behavior Incident Report (BIR)</td>
</tr>
<tr>
<td>Early Childhood Benchmarks of Quality (EC BoQ)</td>
</tr>
<tr>
<td>State Benchmarks of Quality</td>
</tr>
<tr>
<td>WaKIDS Fall Kindergarten Entry Assessment (KEA)</td>
</tr>
<tr>
<td>Teaching Strategies GOLD Spring PreK Data</td>
</tr>
<tr>
<td>WA Pyramid Model Coaching Logs</td>
</tr>
<tr>
<td>Part B Indicator 6 Least Restrictive Environment</td>
</tr>
<tr>
<td>Part B Indicator 7 Child Outcome Summary</td>
</tr>
<tr>
<td>State Leadership Survey</td>
</tr>
</tbody>
</table>
## Leveraging Partnerships to Access Data

<table>
<thead>
<tr>
<th>Partner</th>
<th>Fidelity metric</th>
<th>Evaluation lead</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>• State BoQ</td>
<td>WAPM SLT</td>
<td>January 2023</td>
</tr>
<tr>
<td></td>
<td>• State Leadership Survey</td>
<td>SSIP SDT</td>
<td>January 2023</td>
</tr>
<tr>
<td>Program</td>
<td>• Local District PreK Inclusion Self Assessment</td>
<td>Stage 1-2</td>
<td>*Up to two progress monitoring dates documented per year</td>
</tr>
<tr>
<td></td>
<td>• EC BoQ</td>
<td>Stage 3</td>
<td><strong>Spring:</strong> by May 31&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>• WAPM Coaching Logs</td>
<td>Stage 3</td>
<td><strong>Winter:</strong> by December 16&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*SSIP Implementation Team with Regional Lead</td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td>• TPOT</td>
<td>Stage 3</td>
<td>*Up to two progress monitoring dates documented per year</td>
</tr>
<tr>
<td></td>
<td>• BIRS</td>
<td>Stage 4</td>
<td><strong>Spring:</strong> by May 31&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*SSIP Implementation Team with Regional Lead</td>
<td><strong>Winter:</strong> by December 16&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Community</td>
<td>• Parent Survey</td>
<td>SSIP Implementation Team(s)</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Families: Children within Pilot classroom with an IEP</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>• WaKIDS Fall Entry Assessment-SiMR</td>
<td>SSIP Implementation Teams: District or Programs state reported data</td>
<td>Fall 2022</td>
</tr>
<tr>
<td></td>
<td>• *Spring PreK Teaching Strategies GOLD data (TBD)</td>
<td></td>
<td>October 31, 2022</td>
</tr>
<tr>
<td></td>
<td>• B6 &amp; B7 Federal Performance Indicator Data</td>
<td></td>
<td>November 1, 2022</td>
</tr>
</tbody>
</table>

*Stage = [Stages of Implementation Science](#) 1-4  **Data submission is a required activity of the grant work.**
How Will We Get There?
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
**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
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
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!

<table>
<thead>
<tr>
<th>Data Source</th>
<th>April 2022 Data</th>
<th>May 2022 Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Incident Reports</td>
<td>60</td>
<td>84</td>
</tr>
<tr>
<td>Early Childhood-Benchmark of Quality Reports</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Demographic Data - Children entered in database</td>
<td>407</td>
<td>520</td>
</tr>
<tr>
<td>Demographic Data - Classrooms entered in database</td>
<td>46</td>
<td>50</td>
</tr>
<tr>
<td>Classroom Coach Logs (Practitioner Coach Logs)</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Demographic Data - Employees entered in database</td>
<td>86</td>
<td>98</td>
</tr>
<tr>
<td>Teaching Pyramid Observation Tool (TPOT) Frequency</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>
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
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?
For More Information

Visit the IDC website
http://ideadata.org/

Follow us on Twitter
https://twitter.com/ideadatacentre

Follow us on LinkedIn
http://www.linkedin.com/company/idea-data-center
The contents of this presentation were developed under a grant from the U.S. Department of Education, #H373Y190001. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

Project Officers: Richelle Davis and Rebecca Smith