Digging into Data: Determining Our Priorities

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Outcomes

Participants will ....
- Understand process and system of data
- Support CLASS data analysis and use
- Determine strengths and challenges of data
- Discuss current research on CLASS data
- Review possible supports for improvement
- Share methods for Professional Development and coaching

Wishes and Wonders

- Use as many post-it notes as you need to express your wishes and wonders for our time
- Each post-it note should have your job title or role
- Write one thing you wish to walk away with today
- Write one thing you wonder about CLASS data
California State TTA Center, a member of the OHS TTA System

**Self-Assessment**

**Planning**

**Program Governance**

**Human Resources**

**Facilities, Equipment & Materials**

**Communication**

**Record-keeping & Reporting**

**Facilities, Equipment & Materials**

**Community Partnerships**

**Child and Family Outcomes**

**Financial Management**

**Ongoing Monitoring**

**System Are Linked**

**Ongoing Monitoring**

**Self-Assessment**

**Program Governance**

**Planning**

**Record-keeping & Reporting**

**Communication**

**Facilities, Equipment & Materials**

**Data Management**

- How will we keep track of all the data?
- How do we ensure access to the data by all members of the data team?
- How will we collect and integrate the data over time?
- How do we set up a data system that will last?
A FOCUSED DATA SYSTEM CAN...

– Identify what practices are most effective in promoting school readiness
– Identify which children are thriving and which are struggling
– Identify whether programs are meeting the goals they set for their children and families
– Identify whether and how to change professional practices/program systems to improve outcomes

Process of Using Data - Key Components

• Determine your purpose
• What questions will you answer
• Collection of Data
• Analysis of Data
• Interpretation of the Analysis
• Reporting of the findings
• Evaluation of the process
PROGRAM LEVEL DATA HELPS US...

- Make comparisons:
  - Within a program, between centers & case loads
  - Between programs
  - Between your program and regional and national level data
  - Over time (fall vs. spring)
- Gain an overview of performance/How are the teachers quality interactions doing?
- Look at patterns of progress for subgroups in the program
- Identify areas where improvement is needed (where to target Professional Development).

Gathering Information
Where does the data come from?

- Initial Screening
- IFSP/IEP
- Socializations
- Attendance
- Parent observations
- Home Visits
- Initial /baseline Assessment
- Ongoing Child Observations
- Quality Environmental Rating Scales
- Quality Interaction Rating Scales

Engaging Staff in the Process

- Buy-in Prework – Evidence Based Leadership
  - Belief – Culture
  - Value – Why, Importance
  - Who – Role Definition, Inclusive, Skill Set
  - Road Map for the Process
  - Intentional, Systematic, and Systemic
- On-going support
  - Modeling
  - Ownership of the process
  - Dissemination of data and information
  - Continuous Improvement
  - Celebrations!
Supporting Basic Data Skills in All Staff

- Provide sources of data that are relevant
- Support understanding & value of Validity and Reliability
- Use the data for a variety of purposes
- Put a data piece in every role/position
- Present data in words, pictures, numbers
- Increase ability to identify and articulate trends and patterns

Looking at Aggregated Data

Frequently used terms:

- **Mean**: Also called the average. Calculated by adding up the individual scores and dividing that total by the number of individuals
- **Median**: the point at which half of the scores are higher and half of the scores are lower, the middle of the group
- **Mode**: the score that occurs most frequently
- **Range**: stating what was the lowest individual score and the highest individual score

What does each look like?

Example: Class of 10 children

- Sum of scores = $8 + 9 + 10 + 10 + 7 + 6 + 8 + 5 + 9 + 10 = 82$

- **Mean/Average** = $82/10 = 8.2$
- **Median** = $(8 + 9)/2 = 8.5$
- **Mode** = 10 (3 children)
- **Range** = 5-10
Are we getting children ready for school?

- What data will answer the important questions?
- What are the important questions?

Nominees for Key Questions

- Which classrooms/center are producing good outcomes (or not)?
- Which children and families are experiencing good outcome? (or not)
- What strengths/challenges are indicated by class? By sex? By 1 year versus 2 years?
- How do classroom scores compare to teacher qualifications?
- How do classroom scores relate to ECERS/ITERS and/or CLASS/HOVR-S scores?

What is your Theory of Change?
Theory of Change

PD w/Coaching USE OF EFFECTIVE CHILD LEARNING TEACHING PRACTICES

California State TTA Center, a member of the OHS TTA System

Coronado Center * Attendance at Day 100

<table>
<thead>
<tr>
<th>Classroom 1</th>
<th>Classroom 2</th>
<th>Classroom 3</th>
<th>Classroom 4</th>
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<tbody>
<tr>
<td>Alexia</td>
<td>A.J.</td>
<td>Alyah</td>
<td>Alexandria</td>
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<tr>
<td>Angel</td>
<td>Andrew</td>
<td>Alyssa</td>
<td>Anthony</td>
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<td>Alberto</td>
<td>Brie</td>
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<td>Jazmyn</td>
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<td>Riley</td>
<td>Stu</td>
<td>Mikey</td>
<td>Navish</td>
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<tr>
<td>Avg.</td>
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How are the children doing? Are they making progress on SR Goals? And what can we do to improve the outcomes?

Fundamental Questions

CHILD OUTCOMES 2011
Questions about Baseline Data

- How does this compare to baseline last year?
- Is there a trend over several years in terms of baseline level skills?
- What other changes do we know about the demographics of our students over the last several years?
- What do we know about the education and experience level of classroom staff over time?
Research on CLASS Data

- Emotional Support and Classroom Organization Domains are positively related  
  Curby, T.W. et al, 2010
- CLASS scores show a pattern of Emotional Support scores being higher than Instructional Support  
- Higher Classroom Organization scores are correlated with higher skills in Literacy but not in language development  
- Increased scores in Concept Development show increased gains on the PPVT and WJIII (problem solving skills)  
  Curby, T.W. et al, 2009

CLASS Dimension Data

Classroom Level

- Data sheet 1 disaggregates the program level data to the individual classroom in the program
- Review this information with your small group
- Develop a list of questions you would like answered to support your decision making
- Suggest some possible methods of supporting improvement – what and who
What can cause data variables in CLASS observations?

- Changes in classroom staff from baseline to end of year
- Changes in demographics of students in the classroom between observations
- Changes in observational protocol from first to last observation
- Observations done during different routines and/or activities

Getting the details from the data

How do we make sense of all this data we collected and analyzed?

Where do we go from here?

- Ask Yourself 3 “What” Questions
  
  [http://www.youtube.com/watch?v=Z5O37M0s76&feature=plcp](http://www.youtube.com/watch?v=Z5O37M0s76&feature=plcp)
  
  ✓ What?
  ✓ So What?
  ✓ Now What?
Tools for the “Now What?”

- NCQTL 15 minutes In-service
- Teachers Learning and Collaborating
- PBC Coaches Training
- Your ECE Specialist

Teachers Learning and Collaborating

Training for TLC Facilitator:

- An in-person 2-day facilitator training that is the foundation for being a facilitator.
- Facilitators learn and practice how to lead group discussions, how to promote intentional video recording, and how to coach participants.
- Facilitators receive ongoing training and support from their assigned ECES and NCQTL
- Get a comprehensive TLC Facilitation Manual and TLC Session Guides and support to implement the TLCs.
PBC Coaches Training

- This 2 day training is designed to support coaches in developing an understanding of the quality components of coaching as well as develop the necessary strategies and skills for coaching. Through a process of gaining knowledge about coaching, viewing videos of quality coaching, and having the opportunity to practice, participants will develop their knowledge, skills, and abilities to coach.

Objectives for Practice-Based Coach Training

- Identify the key components of PBC
- Describe the characteristics of collaborative partnerships.
- Create shared goals and prepare an action plan for achieving them.
- Conduct a focused observation based on an action plan.
- Prepare prompts for reflection, as well as constructive and supportive feedback, based on set goals, an action plan and focused observation.

Data-based VS. Data Driven Decisions

- Who is “driving”?
- Not the data!
- Team is the driver in data-based decision making
- Team is using data as information to “fuel” decisions
What’s working?
What requires change?
What new ideas do you have?

Contact your ECES for additional T/TA

Resources for Data Analysis

- Introduction to Data Use Handbook – AED for MSHS on ECLKC
- Data Activities Inventory – PMFO
- Data in Head Start and Early Head Start Creating a Culture that Embraces Data – PMFO
- Tips for Embracing Data - PMFO