Educare best practices training:
Data-Driven Practices

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OSSE May 2016 LEA Institute, "It Takes a City: DC Does it Best!"

EDUCARE

Objectives:

- Review internal systems and the elements of data usage.

- Describe the role of staff and purpose of a data team.

- Set the tone for a culture of data utilization to promote continuous quality improvement.

![EDUCARE logo]

Educare Vision Statement

The Educare Learning Network will demonstrate that research-based early childhood education prevents the persistent achievement gap for our nation's most at-risk young children. The Network's evidence, practice expertise and dynamic partnerships will help ensure that all children and families, especially those at greatest risk, will have access to effective early learning, and that the first five years will be an integral part of the nation's education system.

Hallmarks of the Educare Learning Network

Research

Research findings inform and shape our work from philosophy to program design to daily practice.

- Educare Implementation Study
- Educare/Brazelton Touchpoints Evaluation
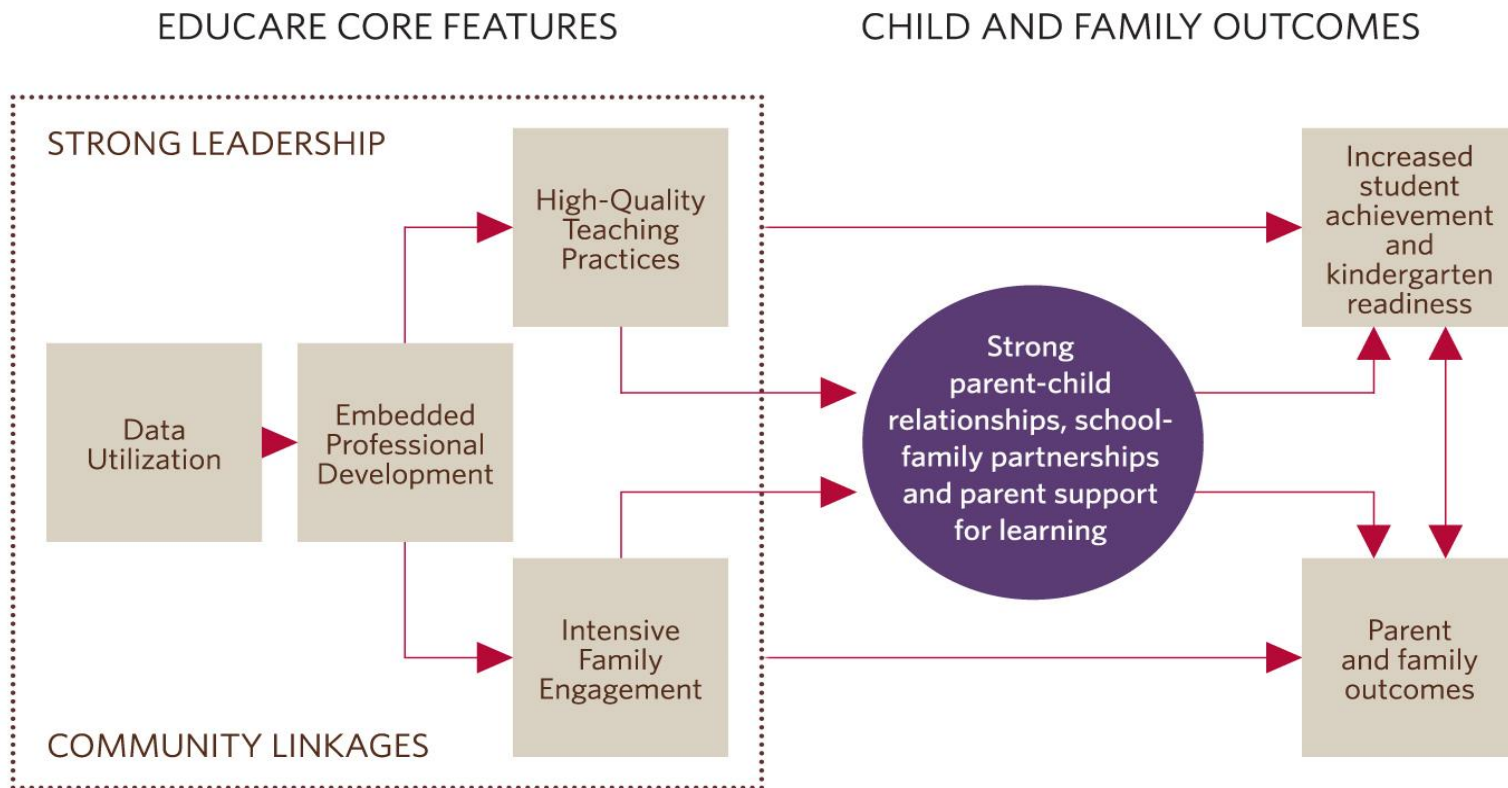- Local Research and Evaluation at individual Educare schools

Program and Practice

- Educare Model Framework

- Use data to continuously improve practice and inform professional development

- Educares have a Research Program Partnership and a school culture that values the use of data

Policy and Advocacy

"In states that make it a priority to educate our youngest children…studies show students grow up more likely to read and do math at grade level, graduate high school, hold a job, form more stable families of their own. We know this works. So let's do what works and make sure none of our children start the race of life already behind."

~President Barack Obama
State of the Union, February 12, 2013

Educare Model Framework

EDUCARE CORE FEATURES

CHILD AND FAMILY OUTCOMES

STRONG LEADERSHIP

Data Utilization

Embedded Professional Development

High-Quality Teaching Practices

Intensive Family Engagement

COMMUNITY LINKAGES

Strong parent-child relationships, school-family partnerships and parent support for learning

Increased student achievement and kindergarten readiness

Parent and family outcomes

What is Data?

- **Data** is any information collected in a relatively consistent manner. Data can be expressed as numbers (quantitative) or as words (qualitative).
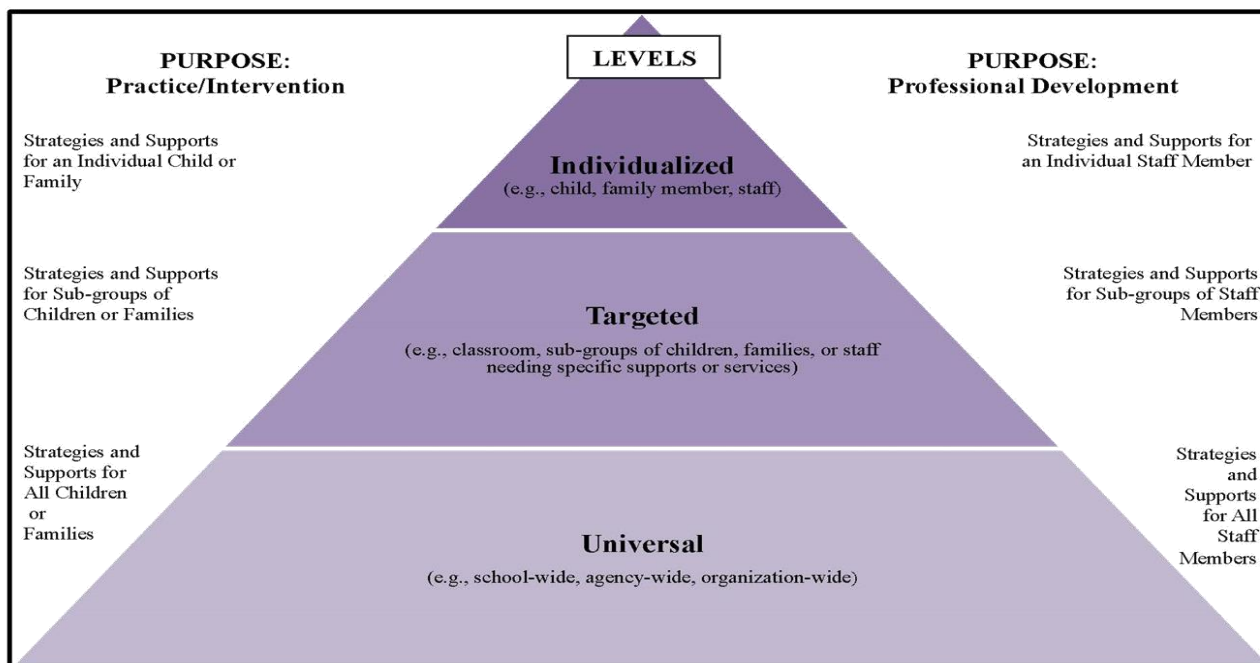
Data

Data helps us effectively respond to individual children and families.

- Child Outcome Data
- Classroom Evaluation Data
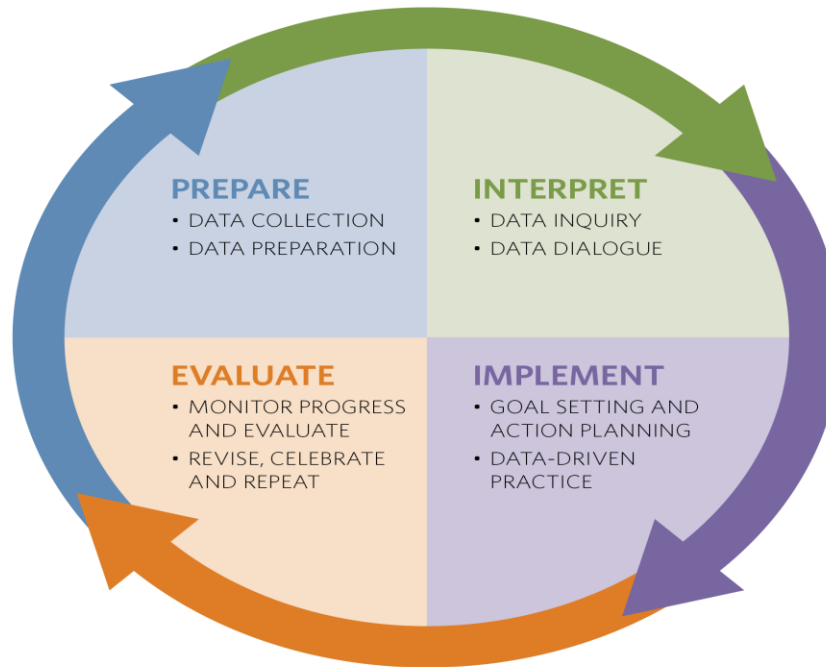- Family Interviews
- Staff Surveys

Levels and Purposes for Internal Data-Driven Decision Making and Practice

Levels and Purposes for Internal Data-Driven Decision Making and Practice

The How of Data Usage: Build Internal Systems for Interpreting and Translating Data-to-Practice

DATA UTILIZATION CYCLE FOR CONTINUOUS QUALITY IMPROVEMENT

PREPARE
- DATA COLLECTION
- DATA PREPARATION

INTERPRET
- DATA INQUIRY
- DATA DIALOGUE

EVALUATE
- MONITOR PROGRESS AND EVALUATE
- REVISE, CELEBRATE AND REPEAT

IMPLEMENT
- GOAL SETTING AND ACTION PLANNING
- DATA-DRIVEN PRACTICE

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The Data Team:

Who are the stakeholders in your organization when it comes to data?

- Staff

- Parents

- Board of Directors

- Partner agency leadership representative

- Funders

- Others?

Large Group Inquiry

What is your role in the Data Team?

Role of School Leaders in the Data Team

- Program Theory of Change

- Purposes, Levels, and Sources of Data

- Infrastructure

- Data Teams

- Program Data Culture

- Data Capacity

Role of the Coach (if applicable) in the Data Team

- Implements the data cycle
- Upholds the established data utilization infrastructure
- Supports the transfer of data to practice
- Integrates child, family, and program practice data
- Ensures the use of protocols

Role of Teaching Staff in the Data Team

- Integrates multiple sources of data
- Interprets and uses data and feedback
- Monitors progress
- Reflects on your own teaching practices for continuous quality improvement

Role of Families in the Data Team

- Partners with school staff to understand and use their child's data

- Provides data about their child and family to the school

- Uses data to advocate for their child

- Stays knowledgeable about school-wide data

What makes the Data Team and Data Utilization work?

- Interdisciplinary work
- Staff know and understand the measures being used
- Integrity of the data collection
- Feedback loops between staff and coach
- Trust among staff that data are used for improvement, not punitively
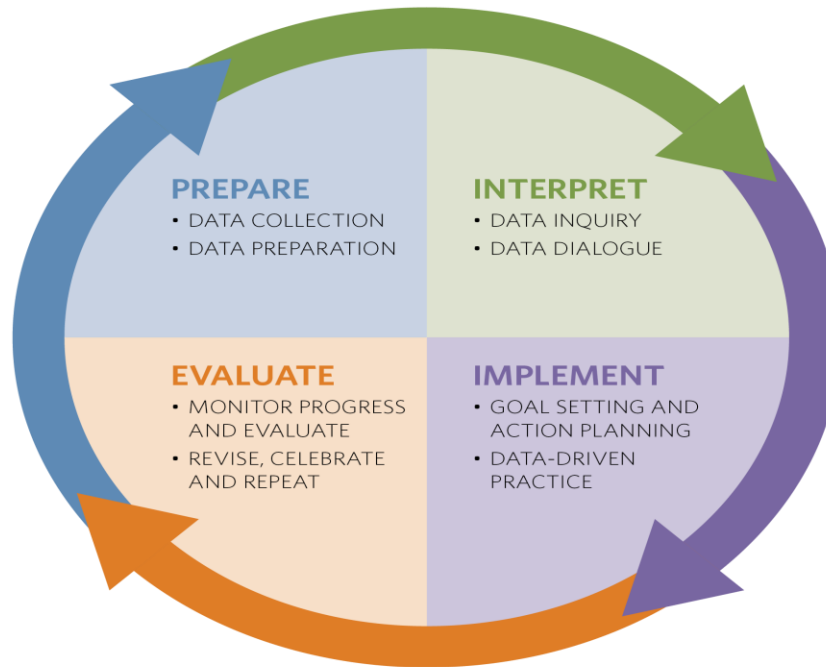- Everyone in the organization values data
- Reflective Practice

Large Group Inquiry

What can you do differently after hearing this information?

Let's look at data together…

The How of Data Usage: Build Internal Systems for Interpreting and Translating Data-to-Practice
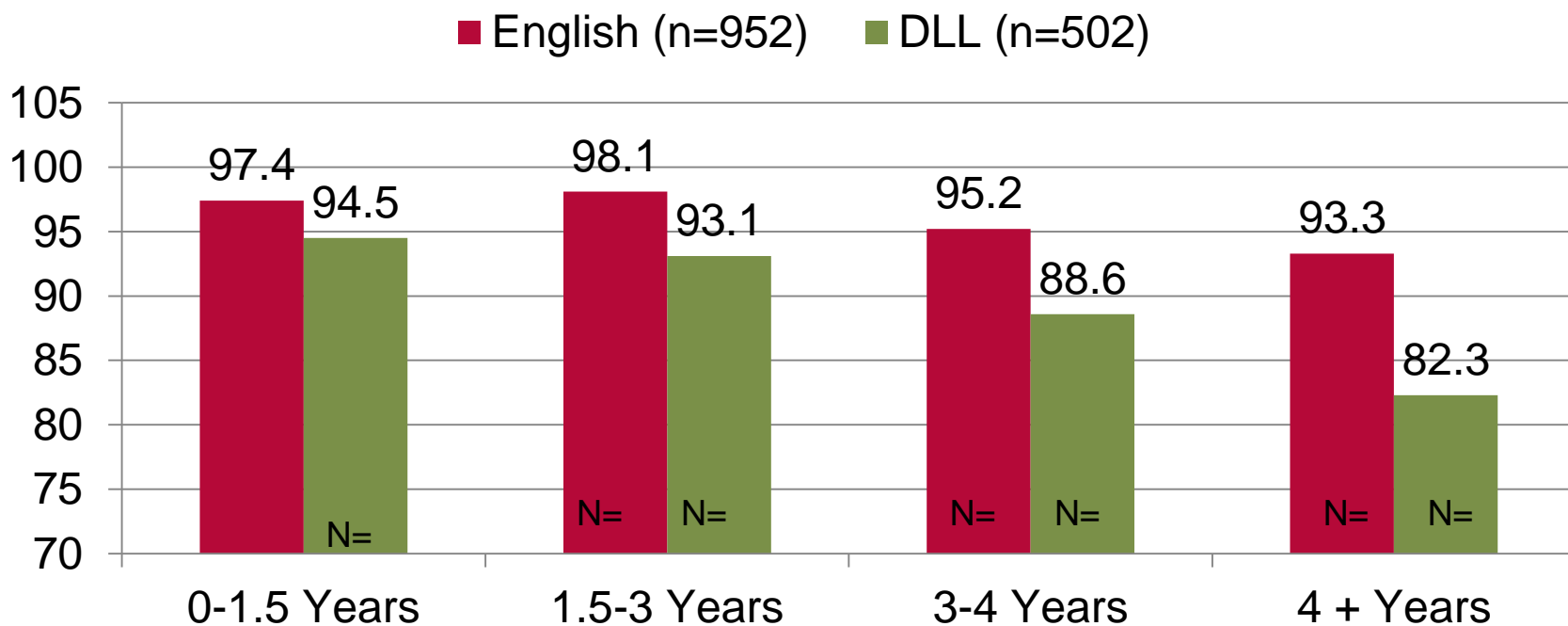

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Educare Learning Network Level PPVT-IV Data

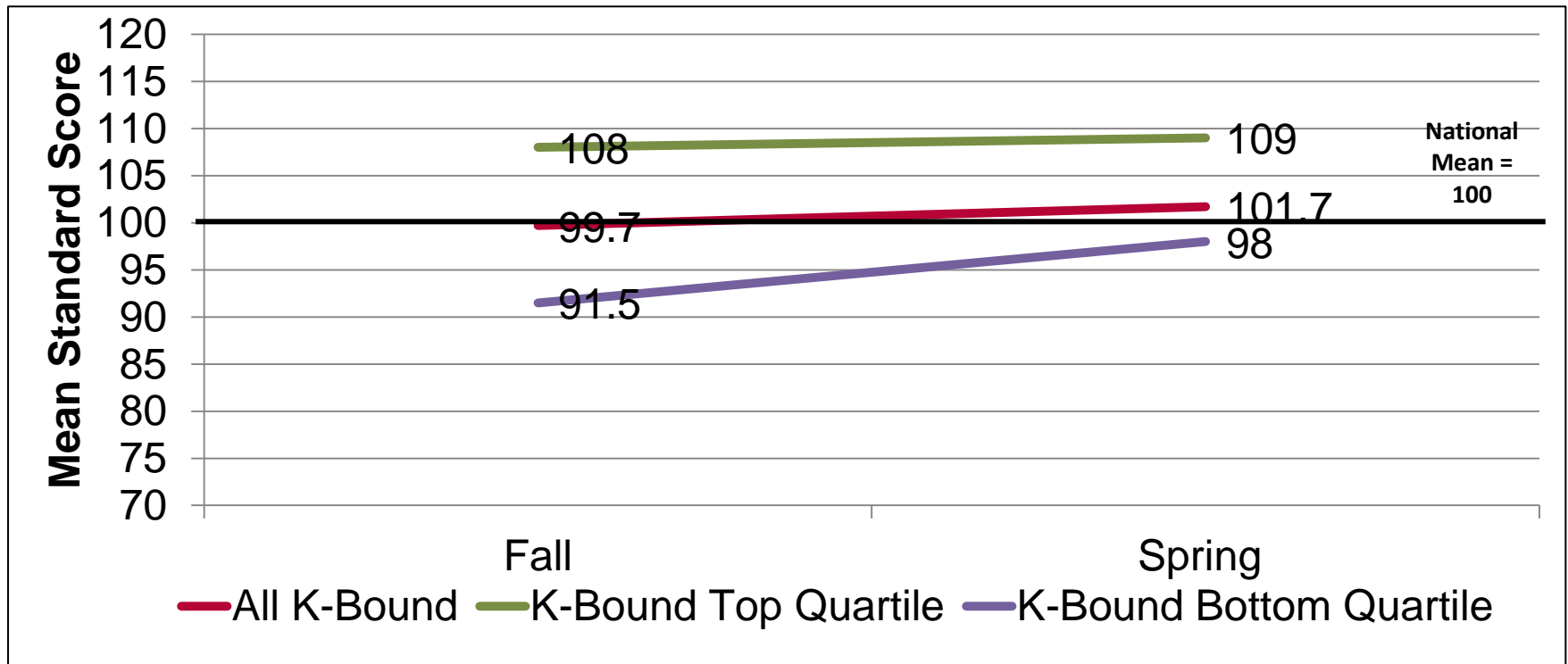Language Scores (PPVT) of Kindergarten-Bound Children by Entry Age and Home Language, All Sites, 2007-12 Data

■ English (n=952)　　■ DLL (n=502)

Entry Age	English	DLL
0-1.5 Years	97.4	94.5
1.5-3 Years	98.1	93.1
3-4 Years	95.2	88.6
4 + Years	93.3	82.3

Sample Educare School Level PPVT-IV Data

PPVT for Educare School A Kindergarten-Bound Students (N = 41)

National Mean = 100

Sample Educare Classroom Level PPVT Data

First	Last	DOB	IEP	Vocab - PPVT-4 Fall 2013 PPVT SS	
Student	A	12/16/2009	None	127	Strength
Student	B	6/12/2009	None	95	Typical
Student	C	9/12/2010	None	94	Typical
Student	D	9/11/2009	None	101	Typical
Student	E	5/27/2010	IEP	97	Typical
Student	F	10/16/2008	IEP	98	Typical
Student	G	10/2/2008	IEP	80	Need
Student	H	4/3/2010	None	99	Typical
Student	I	10/20/2009	None	103	Typical
Student	J	10/24/2009	None	123	Strength
Student	K	4/26/2010	None	97	Typical
Student	L	9/14/2009	None	87	Typical
Student	M	9/28/2009	None	104	Typical
			Average	100	

HS Assessment Tool Guide

	PPVT
Strength	116 +
Typical	85 - 115
Need	84 or <

Color Coding Key

	Child that will transition to Kindergarten in Fall 2014
	Area of Strength for a child on a particular assessment tool
	Area of Typical development for a child on a particular assessment tool
	Area of Need for a child on a particular assessment tool
	Missing data

Large Group Inquiry

What does this make you, FEEL, THINK
and want to DO?

Join us for the Data Series:

Data Basics (3 hour foundational)

A Deeper Dive into Data (16 hour core) by contacting us at 202-727-5604
or trainings@educaredc.org