Using Data to Inform Improvement Strategies
March 2018

Agenda

Through this session, lead agencies will consider data from their sites, the context regarding that data, and use that data to inform improvement efforts.

In this session, participants will engage in conversations to:

- Identify improved sites;

- Reflect on path to improvement;

- Determine opportunities to scale lessons learned; and

- Review statewide improvement trends.

Network Level Activity

Network Activity
Identifying Improved Sites

Using data over time to identify where site-level improvement is occurring is a critical step to ensure that communities are capitalizing on the investments they are making.

	Overall	Head Start	Child Care	Schools
2015-2016 to 2016-2017				
2016-2017 to fall 2017				

Network Activity
Identifying Improved Sites

Using data over time to identify where site-level improvement is occurring is a critical step to ensure that communities are capitalizing on the investments they are making.

- Where were you correct in identifying which sites had made improvement? What helped you to make those identifications?

- Where were you surprised by your data? How could you use the data available to you to be familiar with your community level trends?

Network Activity
Reflecting on Pathway to Improvement

By using analysis to target reflection, community and site leaders can develop their short and long term plans for improvement of sites and classrooms, and ultimately proficient interactions that lead to kindergarten readiness.

- What specific factors have contributed to these improvements?

- What factors do the data show are more influential than others?

- How can your community network structure and partnerships be used to explore these improvements with other sites to help them improve?

- What factors could be holding any of your sites back from realizing improvement?
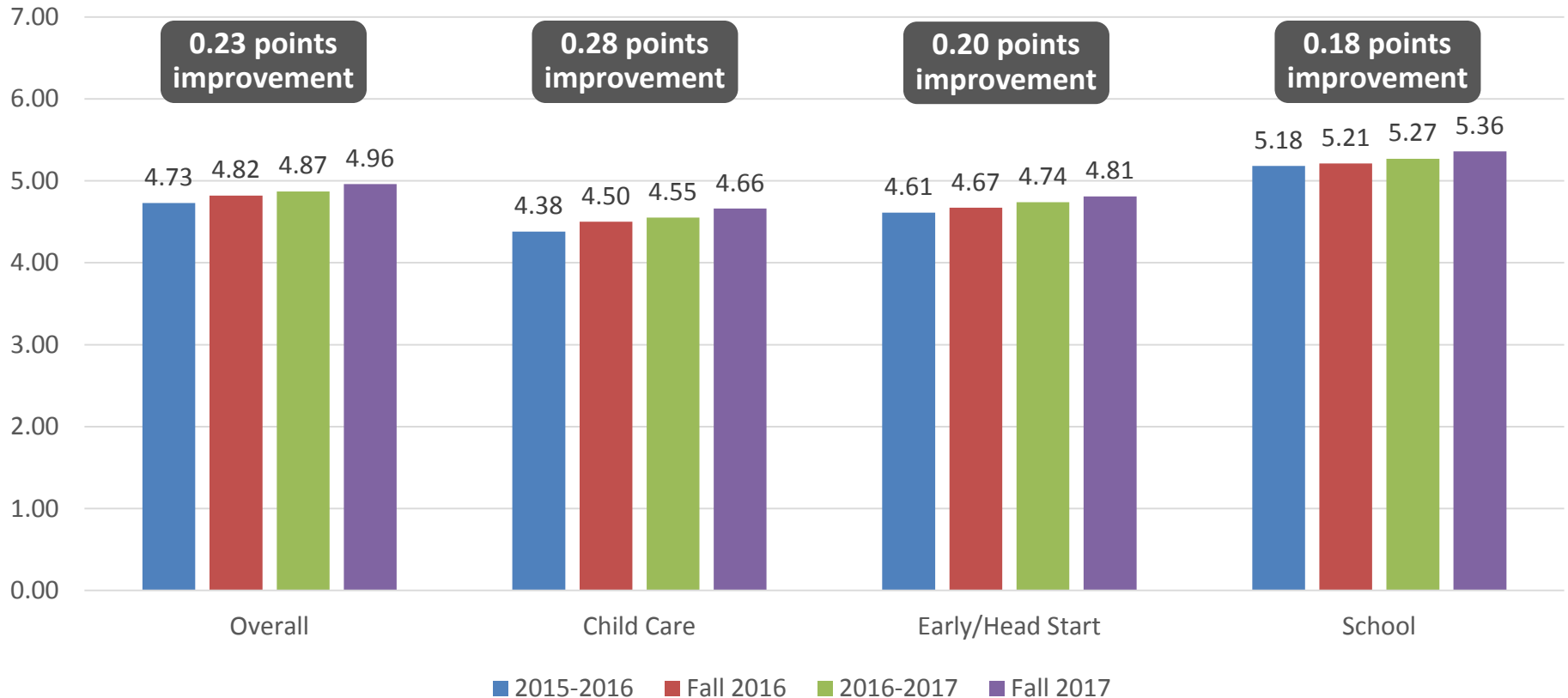
Fall 2017 Results

Fall 2017 Results

These results are subject to change with more third party observations and further analysis.

- Preliminary results indicate:
  - Overall improvement from 2016-2017
  - All program types are continuing to show growth
  - All domains show improvement, with greatest gains coming in Instructional Support and Engaged Support for Learning
  - Toddler scores are rising
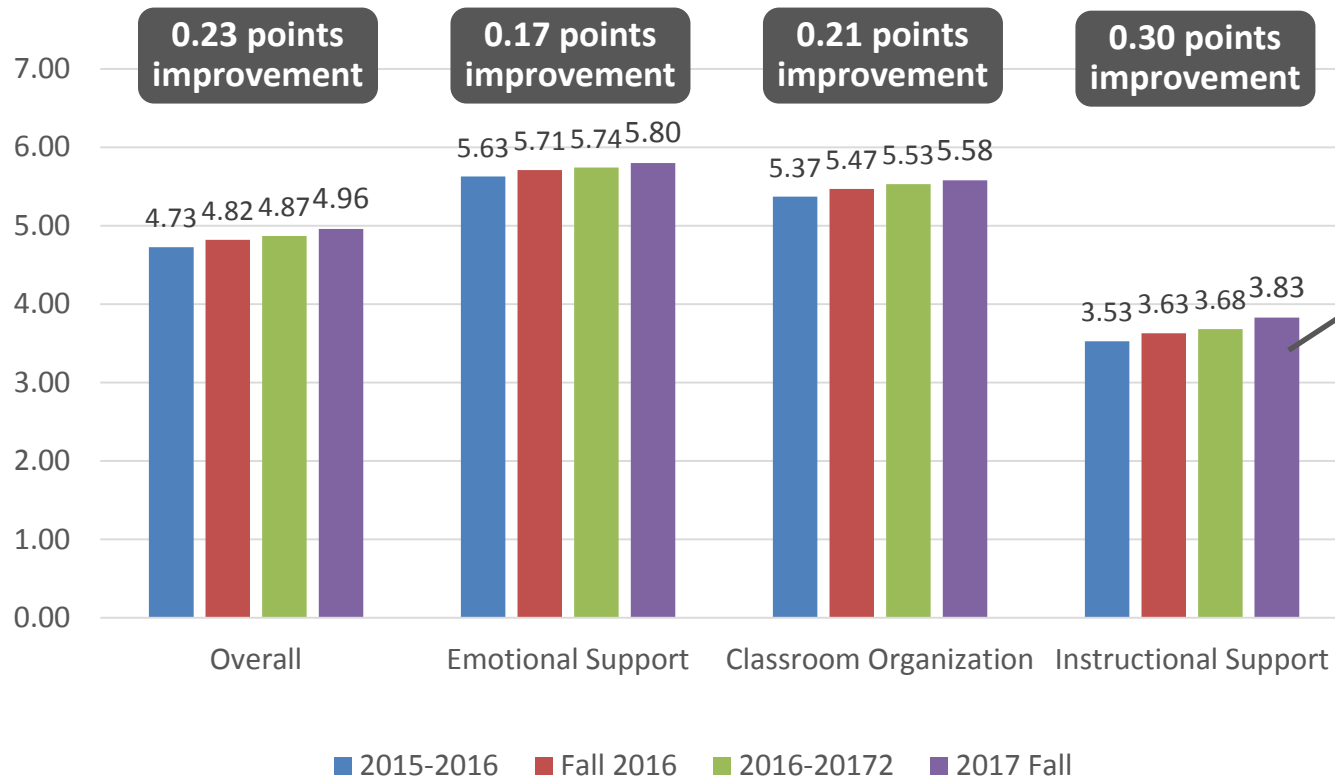 - Third party and local scores are closer together

Improvement Since Practice Year
By Program Type

> The Fall 2017 results show a pattern of steady incremental improvement continued from last year across program types, and child care continues to show the greatest improvement.

	0.23 points improvement	0.28 points improvement	0.20 points improvement	0.18 points improvement

Overall
- 2015-2016: 4.73
- Fall 2016: 4.82
- 2016-2017: 4.87
- Fall 2017: 4.96

Child Care
- 2015-2016: 4.38
- Fall 2016: 4.50
- 2016-2017: 4.55
- Fall 2017: 4.66

Early/Head Start
- 2015-2016: 4.61
- Fall 2016: 4.67
- 2016-2017: 4.74
- Fall 2017: 4.81

School
- 2015-2016: 5.18
- Fall 2016: 5.21
- 2016-2017: 5.27
- Fall 2017: 5.36

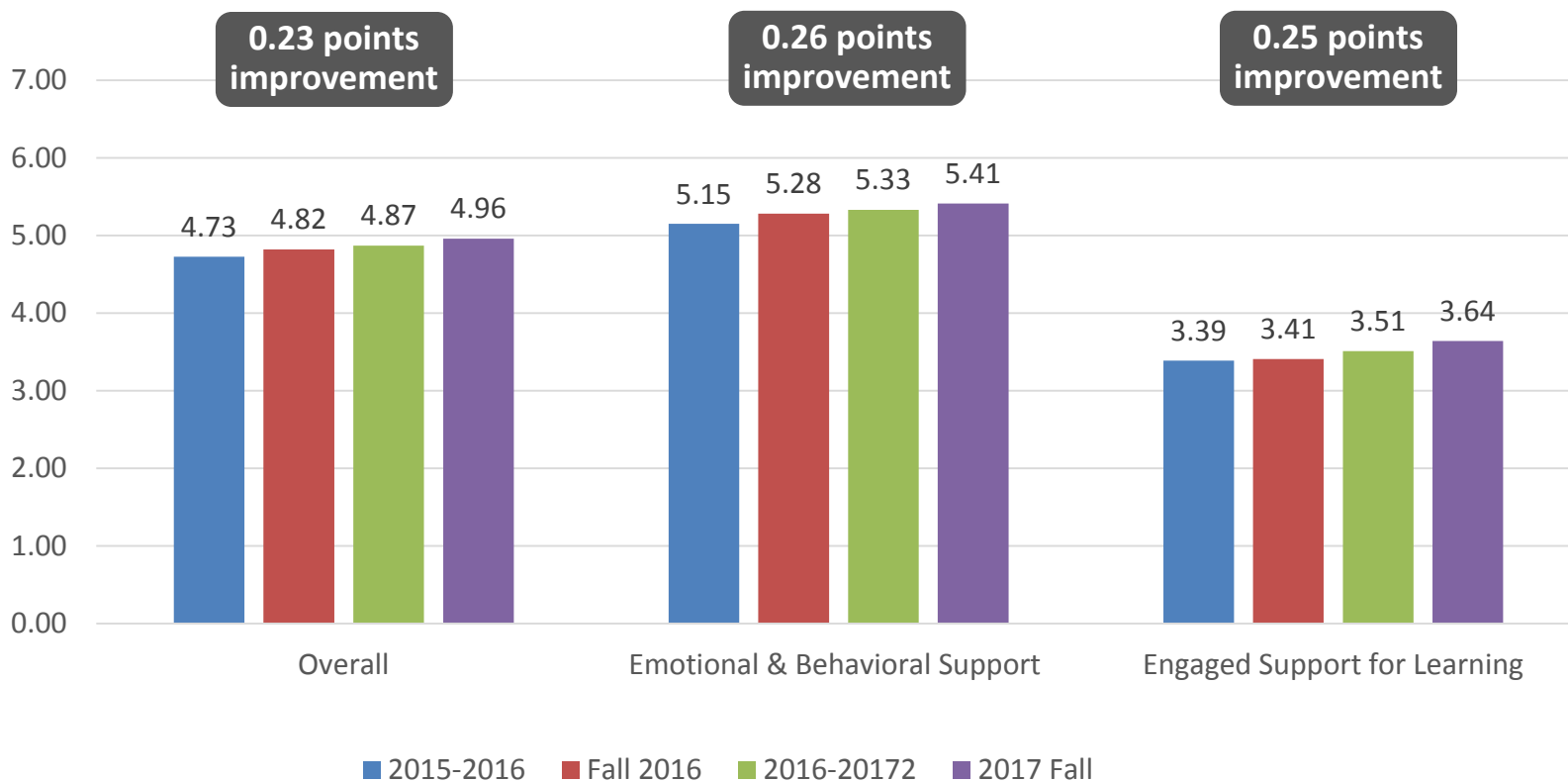Legend: ■ 2015-2016 ■ Fall 2016 ■ 2016-2017 ■ Fall 2017

Improvement Since Practice Year
By Domain

Communities have made the greatest improvement in Instructional Support, where there is also the most room to grow.

| | 0.23 points improvement | 0.17 points improvement | 0.21 points improvement | 0.30 points improvement |

Overall: 4.73, 4.82, 4.87, 4.96
Emotional Support: 5.63, 5.71, 5.74, 5.80
Classroom Organization: 5.37, 5.47, 5.53, 5.58
Instructional Support: 3.53, 3.63, 3.68, 3.83

Using preliminary fall 2017 data, the IS domain average has improved 0.15 points each year

Legend: ■ 2015-2016 ■ Fall 2016 ■ 2016-20172 ■ 2017 Fall

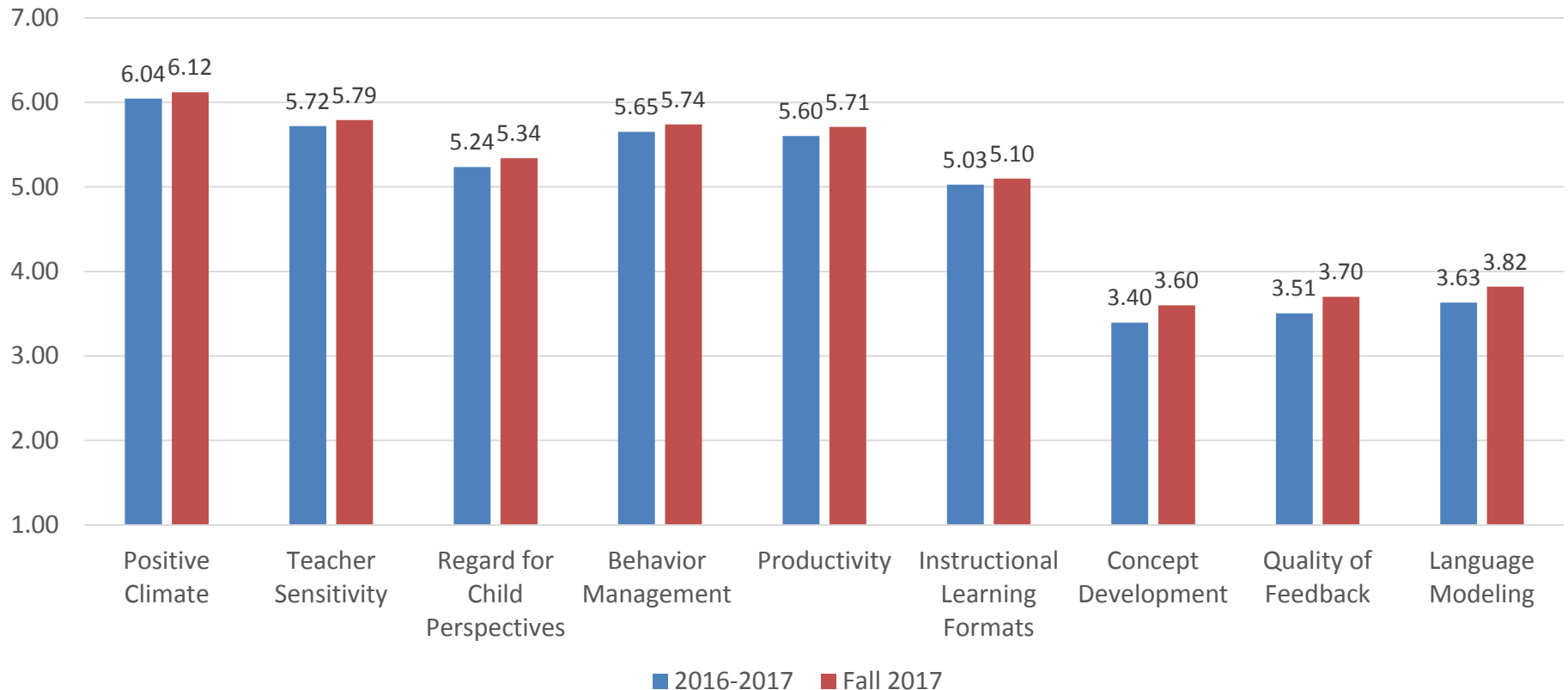# Improvement Since Practice Year
By Domain

Toddler scores are also increasing each year, with more growth observed this year in Engaged Support for Learning.
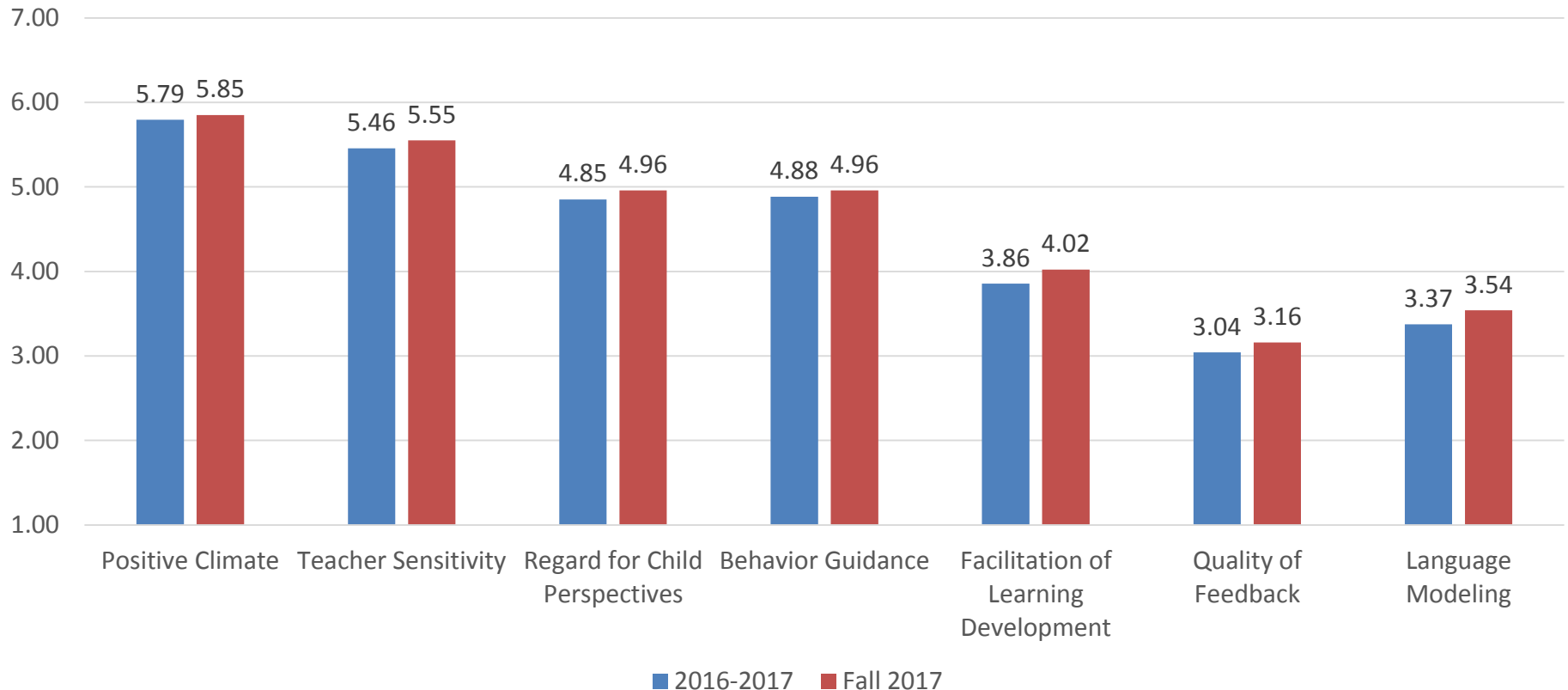
Average Dimension Score
Pre-K Dimensions

From 2016-2017 to fall 2017, there was incremental improvement in each of the Pre-K dimensions, with the greatest gains happening in the Instructional Support dimensions.

Dimension	2016-2017	Fall 2017
Positive Climate	6.04	6.12
Teacher Sensitivity	5.72	5.79
Regard for Child Perspectives	5.24	5.34
Behavior Management	5.65	5.74
Productivity	5.60	5.71
Instructional Learning Formats	5.03	5.10
Concept Development	3.40	3.60
Quality of Feedback	3.51	3.70
Language Modeling	3.63	3.82

Average Dimension Score
Toddler Dimensions

From 2016-2017 to fall 2017, there was incremental improvement in each of the toddler dimensions, with the greatest gains happening in the ESL dimensions.

Chart: Average Dimension Score by dimension, comparing 2016-2017 (blue) and Fall 2017 (red).

Dimension	2016-2017	Fall 2017
Positive Climate	5.79	5.85
Teacher Sensitivity	5.46	5.55
Regard for Child Perspectives	4.85	4.96
Behavior Guidance	4.88	4.96
Facilitation of Learning Development	3.86	4.02
Quality of Feedback	3.04	3.16
Language Modeling	3.37	3.54

Closing

Next Steps

This year, the Department has provided you with these quarterly opportunities to review data and consider next steps. How have you fostered that focus on data with your community network?

- What steps will you take this spring and summer to prepare for next year? How will you determine your focus areas and strategies for improvement?