

Data Decision Making

Benchmarks of Quality:

Program-Wide in Centers or Home Visiting Program



Data Considerations:

- *Did the PLT provide evidence for the ratings selected? This is critical information to include when making subsequent ratings in order for participants to have context regarding ratings selected. Were there any major state changes during the year? Consider how these changes might have impacted scores.*
- *Were there any major state or program changes during the year? Consider how these changes might have impacted scores.*
- *Was there sufficient program support? Personnel? Fiscally? Make a plan for increasing support or for meeting Benchmarks at current level of support.*

Were the major initiatives that diverted the team’s attention and resources from implementation?

What do we see?	What are the data showing? What influences these data?	What should the action be?
Identify elements that are fully in place.	Do these areas reflect our implementation efforts?	What activities will be implemented to sustain the effort?
Identify elements that are partially being implemented	Are our implementation activities likely to improve those elements?	What activities should be implemented to improve elements that are at partial implementation
	Are implementation issues due to lack of effort, commitment, resources, professional development, or data collection efforts?	What might the team consider as actions related to these issues?
	Are there areas for growth that might be pivotal and need our attention (e.g., buy-in, procedures for supporting individual children)?	What might this team address as a priority for the remainder of the year?

<i>What do we see?</i>	<i>What are the data showing? What influences these data?</i>	<i>What should the action be?</i>
Identify the elements with no implementation.	Was there buy-in by teachers, other practitioners, administrators, and support staff?	Consider how buy-in can be addressed programmatically. Consider these options: <ul style="list-style-type: none"> • Overview of approach to staff • Survey staff for issues related to buy-in • Open staff discussion for questions and concerns • Process for regular review of data with all staff
	Are implementation issues due to lack of effort, commitment, resources, or professional development?	Review and take actions related to resources, availability of professional development and data collection methods/protocol.
Look at the implementation of elements that are pivotal to moving to the “next level” in implementation fidelity. For example: <ul style="list-style-type: none"> • Staff buy in • Processes for addressing individual child needs • Family engagement • Professional development • Data collection 	What elements should be a priority for our team? What elements are most important to our program, our issues, or current status?	Add implementation action plan items related to pivotal elements.

What do we see?	What are the data showing? What influences these data?	What should the action be?
<p>Additional Observations:</p> <p>For the State Leadership Team to consider</p>	<ul style="list-style-type: none"> • Across all implementation sites, what are the elements that are fully in place, partially in place and not at all? Are there patterns? What might the implications be? • Is there one implementation site that is using the data particularly well? 	<ul style="list-style-type: none"> • Consider talking with the program coach for specific implementation site(s) re: need for additional supports • Consider opportunities for sharing implementation site successes and strategies for replication.

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