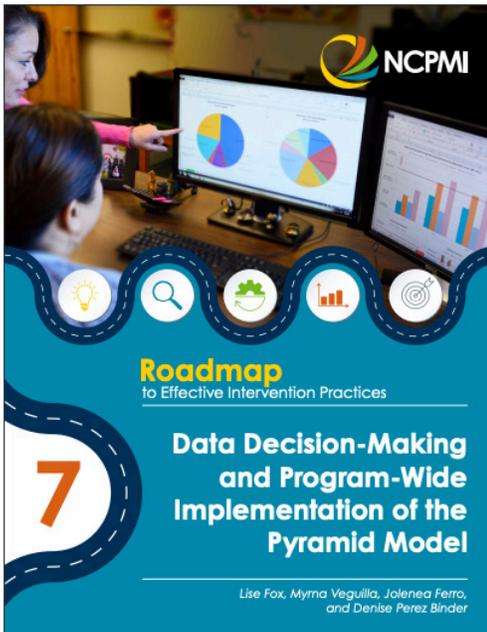


The use of data to enable teams to make effective data-based decisions is an essential structure within State Leadership Team (SLT) activities. Data are used by the SLT to determine whether they are implementing the Pyramid Model state-wide with fidelity and whether that implementation results in effective outcomes. One set of data derives directly from the activities performed by the SLT and the Program Implementation Coaches. The second set of data is gathered from programs implementing the Pyramid Model. All implementation programs should be collecting data on an ongoing basis for data-based decisions at the program level.



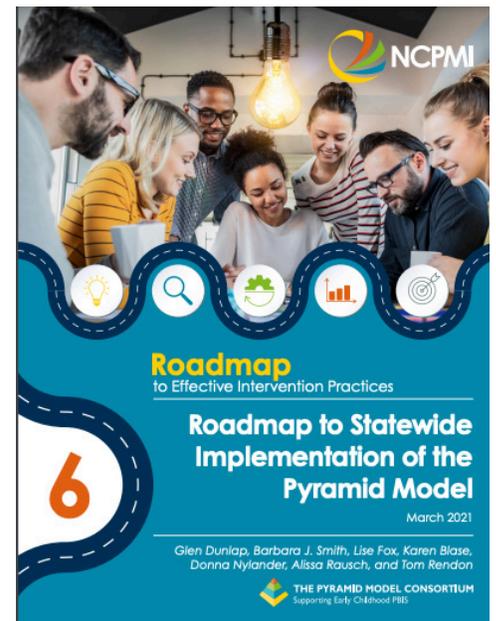
may be completed by any member or group of the SLT, but preferably one proficient in using Excel, experienced in program evaluation, and with strong organizational skills. The data subcommittee should include those SLT members interested in performing data tasks for the SLT and who have some expertise in data management. It should, at a minimum, include the SLT member representing or leading the Program Implementation Coaches (i.e., Professional Development Network, Master Cadre, Program Coaches). This person is necessary because they should collect and review data and information from the Program Implementation Coaches and implementation sites.

Following is a list of data-related tasks the SLT is charged with performing. Data collection and analysis are facilitated, in most cases, by data collection tools, Excel worksheets to expedite data display, and Look-Think-Act data discussion guides for analyzing the data and developing plans based on that analysis.

The Roadmap to effective intervention practices: Data decision-making and program-wide implementation of the Pyramid Model provides additional information about data collection and usage at the program level. The SLT is charged with developing a system and procedures for collecting, summarizing, analyzing, and using these data to evaluate state and program progress and plan future activities.

The Roadmap to effective intervention practices: Statewide implementation of the Pyramid Model provides additional guidance for understanding the essential structures of state-wide Pyramid Model implementation that generate data at each implementation stage.

NCPMI suggests that the SLT identifies a data coordinator and a data subcommittee. Data coordination is a role that



SLT Data Tasks:

I. Develop and implement a plan for the data coordinator or subcommittee to:

Annually

- ▶ Establish timelines and procedures for regular data submission from programs, in coordination with Program Implementation Coach
- ▶ Train program-level data coordinators

Ongoing

- ▶ Guide programs in assignment of unique identifiers. Suggestions for assigning unique identifiers may be found at: **Pyramid Model Data: Assigning Unique Identification Codes**
- ▶ Summarize and provide a visual display of data for the completion of reports, including:
 - Pyramid Model annual state-wide evaluation report
 - Pyramid Model implementation data relevant to all internal or external reports
 - Reports and infographics for raising awareness, public support, policy development, and funding

II. Summarize, display (e.g., table, graph, report), analyze (e.g., Look-Think-Act), and monitor SLT data

These data are generated from the following list of instruments and should be summarized and presented according to the listed schedule:

Annually

- ▶ **SLT Benchmarks of Quality (BoQ)**
- ▶ Implementation goals and number of goals met
- ▶ **Exploring Equity Across the Four Essential Structures:** Summarize information for each essential structure (i.e., State Leadership Team, Professional Development Network, Implementation Sites and Data Systems)

Monthly

- ▶ SLT participation (e.g., meeting evaluation, attendance)
- ▶ **Program Implementation Coach Logs:** Monthly data may be summarized per coach, averaged across coaches, averaged across the type of program (e.g., school-based, Head Start), or averaged across the cohort. Other summaries may also be identified by the SLT.

As Determined

- ▶ **State Leadership Team (SLT) Checklist of Sustainability Features:** Initiated as determined by the SLT Coordinator of an established SLT, summarized, reviewed, but not visually displayed.

III. Aggregate and summarize program data provided by implementation sites

These are gathered from implementation sites by Program Implementation Coaches or entered by sites into a state-designated data system. These data may be collected and reviewed more often (e.g., quarterly) but should be aggregated and summarized at least annually. Guidance on the content of state-level evaluation reports is listed in the companion document, **Evaluation of State and Program Implementation of the Pyramid Model**.

- ▶ **Practitioner coaching activities from the Classroom Coaching Log** and the **Early Intervention Practitioner Coaching Log** are summarized within and across sites. Data may be summarized by practitioners receiving coaching; classrooms receiving coaching; action plan goals developed and completed; complete coaching cycles; and time spent in observation and debriefing.
- ▶ **Program-Wide Early Childhood PBS BoQ or Pyramid Model Early Intervention (Part C) Benchmarks of Quality** for each program and across programs. Highlight growth of critical elements over time, provide a graph showing number of sites at different levels of overall fidelity, and individual implementation site graphs showing data over time.
- ▶ **Teaching Pyramid Observation Tool (TPOT)** and/or **Teaching Pyramid Infant/Toddler Observation Scale (TPITOS)**, and/or **Early Interventionist Pyramid Practices Fidelity Instrument (EIPPF)** summarized for each program and across programs. Include average across key practices, range of scores, and number of teachers or early interventionists at fidelity for each program.
- ▶ **Behavior Incident Report System (BIRS)**: Suspension and expulsion information summarized for each program and across programs, demographic information by site, and risk indices (i.e., risk ratios, child composition) by race, gender, ethnicity, IEP status, and dual language learners.
- ▶ Family survey summary for each program (optional)

A NOTE ABOUT BIRS DATA:

- ▶ BIRS suspension and expulsion data are the only elements recommended for sharing at the state level
- ▶ Other BIRS data are most relevant for use within the program
- ▶ Factors for the SLT to consider before collecting BIRS data:
 - How long the program has implemented BIRS (Year 2 of implementation usually generates enough data)
 - Fidelity of implementation (Program implements BIRS accurately)

See the **Roadmap to effective intervention practices: Data decision-making and program-wide implementation** of the Pyramid Model for more information about the BIRS data.

- ▶ Staff survey summary for each program (optional)

IV. Evaluate Pyramid Model state-wide or community training events to include:

- ▶ Number and type of training provided
- ▶ Number of people trained; people trained disaggregated by role
- ▶ Overall training satisfaction
- ▶ Overall knowledge increase

V. Use data to develop goals

As a group, analyze data and develop goals for the state (e.g., professional development, training, and information for families, types of programs to recruit, changes in program implementation coaching, use of resources)



National Center for Pyramid Model Innovations | ChallengingBehavior.org

The reproduction of this document is encouraged. Permission to copy is not required. If modified or used in another format, please cite original source. This is a product of the National Center for Pyramid Model Innovations and was made possible by Cooperative Agreement #H326B170003 which is funded by the U.S. Department of Education, Office of Special Education Programs. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Pub: 01/18/22