

# Measuring Data Utilization in the Educare Schools

Shannon S. Guss, Early Childhood Education Institute at OU-Tulsa  
Amanda Stein, Ounce of Prevention Fund

Brian Mangus & Mary Sweet-Darter, Anselm Center for Consultation & Evaluation

the Ounce



## Project Overview

This project aims to measure variations in data use and its components within the Educare Schools. Data utilization is believed to be a driver of the high quality programming provided to Educare children. Thus, an understanding of the extent to which schools support and implement this process is needed.

## Plans, Progress, and Timeline

Six major activities comprise this project.

**Literature Review:** Review of published data use studies and related books and articles provided a framework for conceptualizing data utilization. This step occurred from May 2015 to November 2015.

**Table of Specifications:** Definition of constructs identified as essential components of data utilization were outlined and measurement was operationalized from November 2015 to January 2016.

**Item Development:** Drafts of items were written in January 2016 and continue to be revised through the pretesting process.

## Pretesting:

**Consultation:** An advisory group and technical expert panel provided input into the table of specifications and first draft of the measure in March 2016.

**Cognitive Interviewing:** Teachers and early childhood professionals review subsets of items and explain their thinking while answering to give the developers an understanding of how participant interpret the items (March and April 2016).

**Behavioral Coding:** Early childhood professionals were observed while answering items; the developer noted behavior indicating frustration or confusion and debriefed with the participants afterward in March 2016.

## Pilot Testing:

Summer of 2016 with 3-5 schools. Data from this step will be analyzed to explore psychometric quality and plan revisions to the final version.

## Final Draft Tested:

Summer of 2017 with at least 8 schools.

## Components of Data Utilization

Four components of data utilization will be measured with this tool. Expected relationships among components are shown in the figure on the right.

### Utilization Routines

The extent to which **data use aligns with and supports work** with children and families and how specific types of data link to specific types of work.

**Sample item:** I find that conversations at my school about data help us prioritize among many important tasks.

**Sample item:** To what extent do you use child assessments for these purposes: setting learning goals for individual students.

### Individual Capacities

**Beliefs** about data, such as whether data collection is seen as a worthwhile undertaking given the information it produces. **Confidence in ability** to understand data and apply learning gained from data to work with children and families.

**Sample item:** How confident are you that you are able to integrate student data into your current lesson plans?

### Motivational Supports

The extent to which data users feel their basic psychological needs of competence, relatedness, and autonomy are **socially supported** in their interactions with others who use data. This component also relates to the function of data within a school.

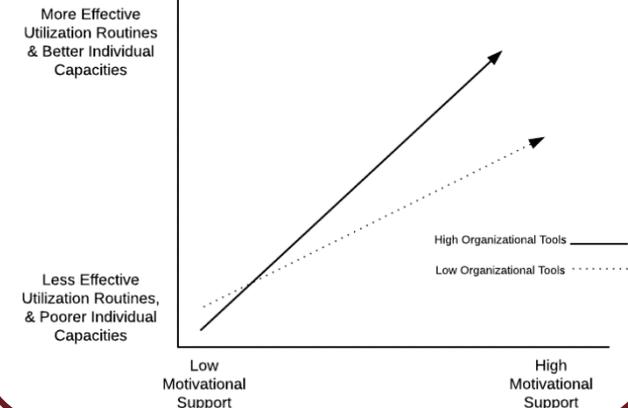
**Sample item:** My co-workers are understanding if I make a mistake when interpreting data.

### Organizational Tools

The **resources** available within a school, such as time, training, specialized staff, and supports for analysis and planning. This also relates to the usability of data, as defined by its accessibility, perceived accuracy, and dissemination.

**Sample item:** To what extent do staff at your school have sufficient time during meetings to review data?

## Expected Relationships Among Components



## Acknowledgements

### Technical Expert Panel:

James Spillane, Northwestern University  
Curt Adams & Tim Ford, University of Oklahoma  
Laura Barnes, Oklahoma State University  
Diane Horm & Sherri Castle, Early Childhood Education Institute

### Advisory Group:

Lori Jablonsky & Beth Weller, Educare Arizona  
Jennifer Ladner & Serenity Weeden, Educare Hawthorne  
Dionna Palmer & Steve White, Educare Atlanta  
Deborah Norris, Early Childhood Collaborative  
Noreen Yazejian, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

Many thanks to the staff of the Tulsa Educare Schools and the Early Childhood Education Institute for their participation in the pretesting process. This project was made possible through the Buffett Early Childhood Fund's Educare Acceleration Grants.

