

Data-driven Improvement

Goal: using meaningful child-based assessments and program data to drive instruction, identify achievement gaps, allocate resources, and determine areas for professional development

Critical Components:

- Data is a needed and useful tool for establishing systemic partnerships focused on child outcomes
- Data can be informative across multiple levels (child, program, district, community)
- Districts and programs should consider using data to make instructional improvements (conversations should be had vertically and horizontally)
- Community collaborations can use data to attract stakeholders, leverage resources and establish successful child-center indicators

Data Can...

	Make Connections Help communities identify needs and possible solutions
	Make an Impact Appropriate data can inform instruction and learning environments
	Understand What's Happening Descriptions of policies, programs, implementation status, data trends
	Community Description/Profile Overview of findings to communicate data and attract stakeholders
	Engage Families Help parents and caregivers understand their student's progress
	Accountability Provide measurable to help hold participating stakeholders accountable
	Continuous Improvement Timely data to inform instruction and support services
	Strategic Tool Strategic planning tool to help in planning, gathering, analyzing or reporting of data

Common Strategies: Below is a list of common B-3 strategies that other B-3 community partnerships have implemented. It is not an all-inclusive list.

B-3 Strategy	Stakeholders Involvement	Outputs and Outcomes
Student progress data is used to make decisions about instruction, learning environments, teacher assignments, and professional development, as is supported by research (i.e., data from standardized assessments should only be used for purposes for which the assessments are shown to be reliable and valid)	District administrators, school leaders, and early childhood administrators	<ul style="list-style-type: none"> • Supports making good decisions about instruction • Develop and maintain a districtwide data system • Make data part of the ongoing cycle of instructional improvement • Establish a clear vision for schoolwide data use • Provide supports that foster a data-driven culture within a school
Nationally recognized tools/rubrics are used to evaluate and rate the quality of learning environments, B-3 (e.g., school climate surveys, ECERS-R)	District administrators, school leaders, and early childhood administrators	<ul style="list-style-type: none"> • Evidence-based tools/rubrics drive improvement in schools • Assesses schools' strengths and weaknesses to make improvements
Expectations and processes are developed to ensure multiple data sources are used to understand	District administrators, school leaders, and early childhood administrators	<ul style="list-style-type: none"> • Utilizing multiple measures provides teachers with a full profile of students

student progress, instructional effectiveness, and overall program improvement		
Across grade-level meetings are facilitated to discuss data on instructional quality with teachers	School leaders and early childhood administrators	<ul style="list-style-type: none"> • Vertical articulation and alignment of data to improve instruction
Demographic characteristics of children in their community and the availability of high-quality programs/centers/schools in the community as well as the preferences and desires of families (supply and demand) is regularly analyzed	District administrators and community leaders	<ul style="list-style-type: none"> • Understanding of community early learning needs and data validate the needed to leverage resources to meet the need • Scan of quality rating and ability to see professional development needs
Data is used to identify and address achievement gaps by examining data disaggregated by student sub-groups (e.g., dual language learners; race/ethnicity; socio-economic status).	District administrators and community leaders	<ul style="list-style-type: none"> • Progress towards reducing achievement gaps • Greater ability to identify and meet needs of student sub-groups
A common data system that measures academic progress; social, emotional, and physical development; and other indicators of child learning and development.	District administrators and community leaders	<ul style="list-style-type: none"> • Standardization of community level outcomes • Opportunities to collaborate on common measurements • Additional supports for some student outcomes
Timely dissemination of aggregate data to schools and early childhood programs so that data can inform instruction and site-based decisions.	District administrators and community leaders	<ul style="list-style-type: none"> • Utilization of data of continuous improvement • Increased collaboration around child/family-focused outcomes
Data is used to allocate resources to provide tiered levels of intervention.	School leaders and early childhood administrators	<ul style="list-style-type: none"> • Individualized student needs are better met • More at-risk students are more likely to receive needed services
Data on children’s learning progressions, social-emotional progression, and health needs is discussed with community partners to plan and implement in-school/program and out-of-school/program supports and services.	School district representatives, early learning programs, social service organizations, other community service organizations	<ul style="list-style-type: none"> • Greater ability to meet child/family needs • Increased resources within schools and program (resources should be captured as both in-kind dollars and services) • More effective collaboration to increase early learning outcomes

Resources:

- [Status of Data Collection and Use in Early Childhood Programs: Evidence from the Northeast](#) (Institute of Education Sciences)
- [Using Data to Inform and Improve Instruction: Child Assessment](#) (The PreK-3rd Grade National Working Group)
- [10 Fundamentals of Coordinated State Early Care and Education Data Systems](#) (The Early Childhood DATA Collaborative)

<http://education.illinoisstate.edu/csep/b3/>

