



# **DATA BEST PRACTICES**

**ILLINOIS BIRTH-TO-THIRD GRADE  
CONTINUITY CONFERENCE**

Thursday June 15, 2017 from 8:45-9:45am

**When you think of data best practices,  
what comes to mind?**



**What best practices have you used, seen, or  
experienced?**

# Data Dashboard

Community Unit School Dist 300 | Linda Breen, Director of Early Childhood  
June 2017

# Dashboard Goals

- Vertical tracking of preschool students
- 2016-17 kindergarten data for 2015-16 preschoolers
- Ability to sort by program, race, language of instruction, free and reduced status, special education services, gender and attending building



# Reading Dashboard

preschool\_15-16\_to\_K\_16-17\_fall\_iready.xlsx [Read-Only] - Excel

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW

Breen, Linda

Row Labels	Average of rounded overall	Row Labels	Number of students
Expansion Grant	332.26	Expansion Grant	124
half-day 2015-16	340.18	half-day 2015-16	327
No preschool information 15-16	348.14	No preschool information 15-16	792
<b>Grand Total</b>	<b>344.47</b>	<b>Grand Total</b>	<b>1243</b>

**Preschool type**

- Expansion Grant
- half-day 2015-16
- No preschool information 15-16

**preschool title**

- non-title or not sure
- title

**Lunch Status**

- F/R Lunch
- Paid Lun...

**Sped**

- General...
- IEP

**ELL**

- ELL
- Traditio...

**Gender**

- F
- M

**Race**

- American Indian
- Asian
- Black
- Hispanic
- Pacific Islander
- Two or more races
- White

**Preschool/year**

- 15-16 Cambridge Lkes Preschool
- 15-16 deLacey Family Education
- 15-16 Eastview Elementary
- 15-16 Golfview Elementary
- 15-16 Lake in the Hills Elem
- 15-16 Liberty Elementary
- 15-16 Meadowdale Elementary
- 15-16 Perry Elementary
- 15-16 Westfield Community
- 15-16 Wright Elementary
- No preschool information for 15-16

**Distribution of number of students by score**

Score	Number of Students
230	1
240	2
250	1
260	1
270	3
280	10
290	17
300	64
310	69
320	150
330	142
340	207
350	169
360	157
370	95
380	59
390	34
400	16
410	22
420	6
430	6
440	3
450	3
460	3
470	2
480	1
490	1
500	1
510	1
520	1

READY

84%

10:29 AM 6/2/2017

# Dashboard Slicer Example

preschool\_15-16\_to\_K\_16-17\_fall\_ready.xlsx [Read-Only] - Excel

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW

Breen, Linda

Row Labels	Average of rounded overall	Row Labels	Number of students
Expansion Grant	328.59	Expansion Grant	71
<b>Grand Total</b>	<b>328.59</b>	<b>Grand Total</b>	<b>71</b>

**Preschool type**

- Expansion Grant
- half-day 2015-16
- No preschool information 15-16

**preschool title**

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- title

**Lunch Status**

- F/R Lunch
- Paid Lun...

**Sped**

- General...
- IEP

**ELL**

- ELL
- Traditio...

**Gender**

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- M

**Race**

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- Two or more races
- White

**Preschool/year**

- 15-16 deLacey Family Education
- 15-16 Golfview Elementary
- 15-16 Meadowdale Elementary
- 15-16 Perry Elementary

Reading Dashboard | Reading Subscores dashboard | Math Dashboai ...

READY 10:34 AM 6/2/2017 84%

# Reading Subscores

preschool\_15-16\_to\_K\_16-17\_fall\_iready.xlsx [Read-Only] - Excel

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW

Breen, Linda

Row Labels	Number of students	Ave. - Phonological Awareness	Ave. - Phonics	Ave. - High-Frequency Words	Ave. - Vocab	Ave. of Lit	Ave. - Info Text
Expansion Grant	124	327.82	323.58	321.57	346.57	340.93	348.39
half-day 2015-16	327	341.26	333.10	328.53	348.30	349.46	352.60
No preschool information 15-16	792	350.00	335.24	333.33	360.57	357.84	362.15
<b>Grand Total</b>	<b>1243</b>	<b>345.49</b>	<b>333.51</b>	<b>330.87</b>	<b>355.94</b>	<b>353.94</b>	<b>358.25</b>

**school**

ALES DUES  
EVES GES  
GVES GWES  
HES KEN  
LES LITH  
LPES LW  
MES PES  
PVES SHES  
WCS

**Lunch Status**

F/R Lunch Paid Lunch

**Gender**

F M

**ELL**

ELL Tradition...

**Sped**

General Ed IEP

**Preschool/year**

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15-16 Wright Elementary  
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No preschool information 15-16

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Asian  
Black  
Hispanic  
Pacific Islander  
Two or more races  
White

READY

Description Reading Dashboard **Reading Subscores dashboard** Math Dashboa ...

10:36 AM 6/2/2017

# Dashboard Slicer Example

preschool\_15-16\_to\_K\_16-17\_fall\_iready.xlsx [Read-Only] - Excel

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW

Breen, Linda

Row Labels	Number of students	Ave. - Phonological Awareness	Ave. - Phonics	Ave. - High-Frequency Words	Ave. - Vocab	Ave. of Lit	Ave. - Info Text
half-day 2015-16	118	330.93	322.03	321.82	334.19	337.08	336.23
<b>Grand Total</b>	<b>118</b>	<b>330.93</b>	<b>322.03</b>	<b>321.82</b>	<b>334.19</b>	<b>337.08</b>	<b>336.23</b>

**school**

ALES DHES  
EVES GES  
GVES GWES  
HES KEN  
LES LITH  
LPES LW  
MES PES  
PVES SHES  
WCS

**Gender**

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F/R Lunch Paid Lunch

**ELL**

ELL Tradition...

**Sped**

General Ed IEP

**preschool title**

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F/R Lunch Paid Lunch

READY

Description | Reading Dashboard | **Reading Subscores dashboard** | Math Dashboa ...

10:37 AM 6/2/2017

# Next Steps

- Evaluate program models used in the classroom
- Evaluate effective language of instruction
- Compare half day vs. full day programs
- Compare students entering kindergarten from D300 preschool vs students from outside providers
- Add data from preschool benchmarking to data dashboard

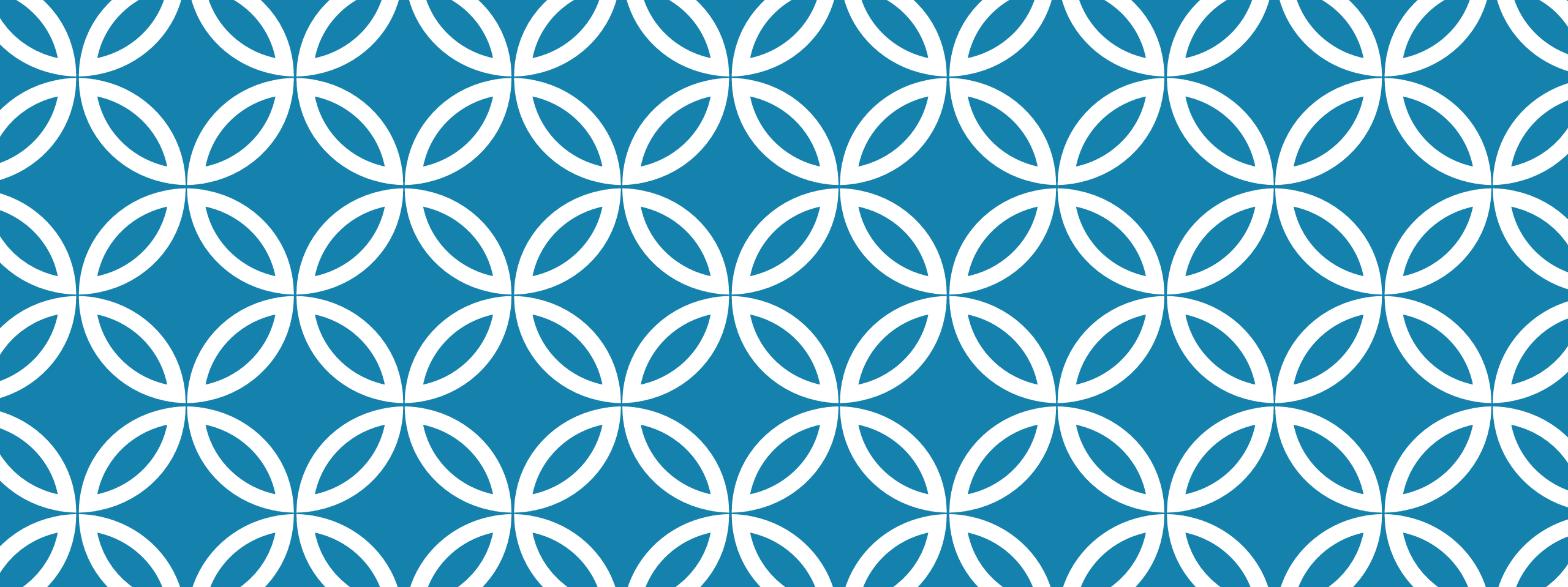
# Questions?

**Linda Breen**

Director of Early Childhood

Community Unit School District 300

[Linda.breen@d300.org](mailto:Linda.breen@d300.org)



**WE GO TOGETHER FOR KIDS**  
**WEST CHICAGO ELEMENTARY SCHOOL DISTRICT 33**

Joie Frankovich  
Coordinator of Partnerships

# WE GO TOGETHER FOR KIDS

- 12 year old community coalition
- Over 60 partners
- West Chicago families birth-12<sup>th</sup> grade
- Support and enhance health, safety, and well-being

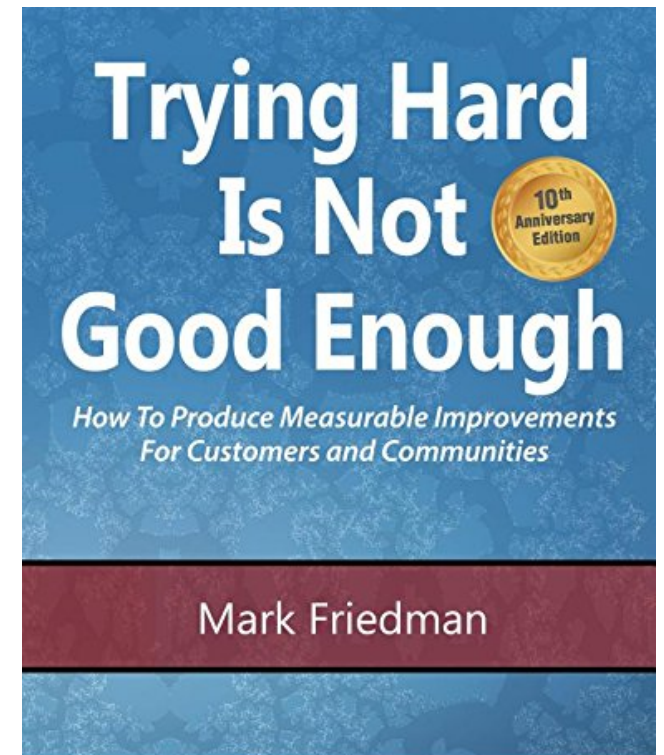




# RESULTS BASED ACCOUNTABILITY (RBA)

- Start with the ends, work our way to the means
- “We rarely have all the data we need at the beginning, but we can start with the best data we have, and get better data.”

-Mark Friedman



# WEST CHICAGO EARLY CHILDHOOD COLLABORATION

## Result: social and academic achievement\*

- Indicator: # of parents that participate and attend parent education classes/outreach opportunities
- Indicator: # of early learning opportunities children received prior to kindergarten
  - Strategy: Implement campaign on the 30 million word gap in West Chicago
    - Performance Measure: # of community partners pushing campaign
    - Performance Measure: # of families participating
  - Strategy: Provide classes in West Chicago that build parenting skills
    - Performance Measure: pre/post measures

\*Note: not the full result statement.

# WEST CHICAGO EARLY CHILDHOOD COLLABORATION

## Result: healthy lifestyle

- Indicator: BMI rates for preschool (possibly kindergarten) students
  - Strategy: Implement best practices from NAP SACC\* assessment
    - Performance Measure: # of assessments completed by early learning programs
    - Performance Measure: # of healthy policy changes
    - Performance Measure: # of changes made in physical activity opportunities

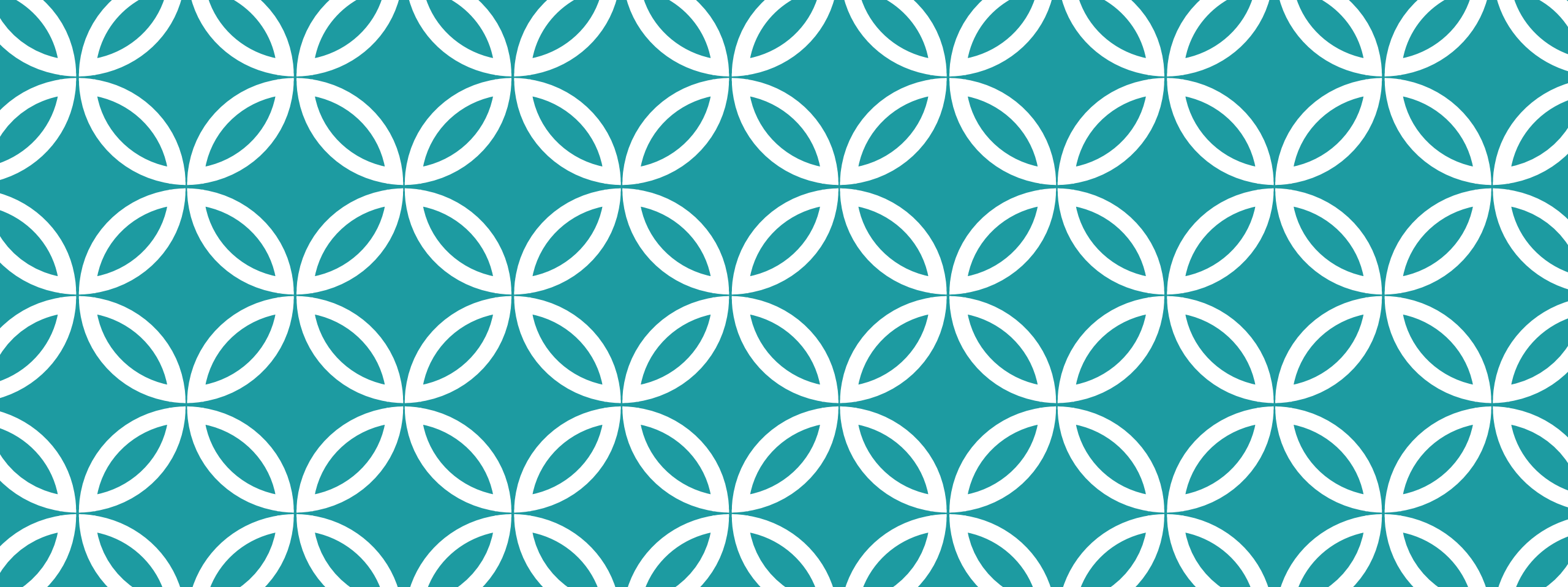
\*NAP SACC: Nutrition and Physical Activity Self-Assessment for Childcare Centers

# RBA SCORECARD



# THE VALUE OF RBA

- Informs meeting structure
  - Action oriented agendas
- Allows those engaged in the work to share in decision making
  - *WeGo Together for Kids* (backbone) can facilitate by stepping back



**THANK YOU!**  
**QUESTIONS?**

Joie Frankovich  
Coordinator of Partnerships  
[frankovichj@wego33.org](mailto:frankovichj@wego33.org)  
630-293-6000 ext. 229



# Greater East St. Louis Early Learning Partnership & Innovation Zone

**Janice Moenster**  
**Children's Home + Aid**

**800-467-9200, EXT 335**

**[jmoenste@childrenshomeandaid.org](mailto:jmoenste@childrenshomeandaid.org)**

# Organizational Structure

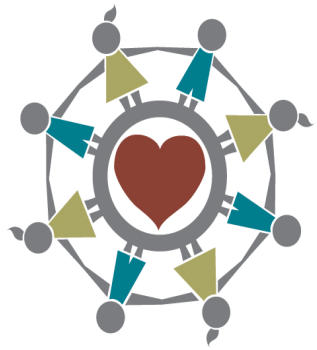
## Aligning Policy, Practice and Investments

- Greater East St. Louis  
Early Learning Partnership &  
Innovation Zone
- East Side Aligned: Cradle to Career  
Collective Impact Movement

**Backbone Support:**  
**Children's Home + Aid, AOK,**  
**And United Way of Greater St. Louis**







greater east st. louis  
**EARLY LEARNING PARTNERSHIP  
& INNOVATION ZONE**

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Lifting each child: ***We ALL play a role***

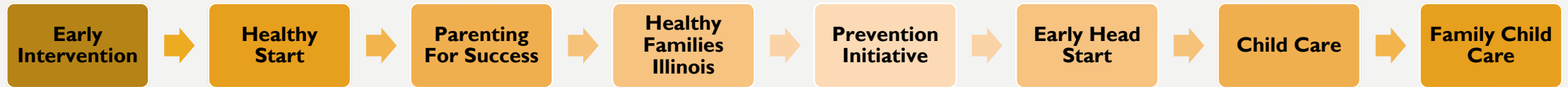
**Vision:** The GESTL Early Learning Partnership envisions a community where every child has the knowledge, skills, and dispositions for kindergarten success.

**Mission:** To strengthen and sustain a high quality early childhood education system in Greater East St. Louis.

**Decisions  
without data  
are just feelings.**

**PLANNING - MIND SETS - ACTION - DECISIONS**

# B-5 Early Learning Pipeline



**PROBLEM:** not all GESTL children begin kindergarten safe, healthy, eager to succeed and ready to learn.

### Qualitative Data

- Parent Café's & Community Café's
- Neighborhood Canvassing
- SurveyMonkey



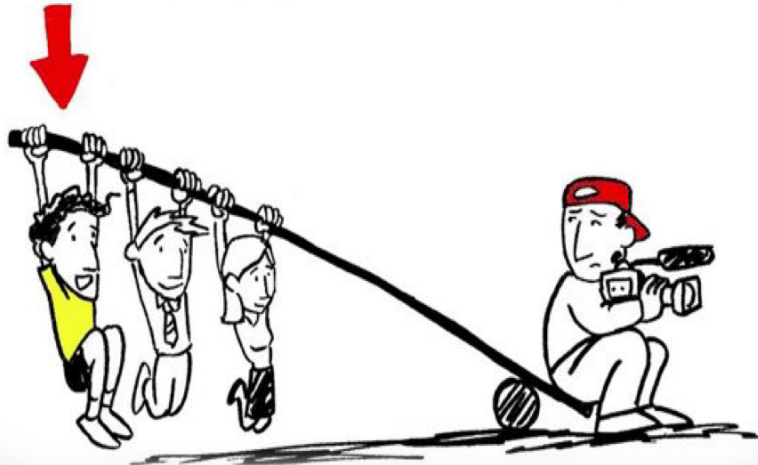
### Quantitative Data

- Data Dialogues
- Data-Mapping (census, screening tools)
- Housing Authority
- EI Participation Rates
- EC-SPED Participation Rates
- OSEP National Data
- Early Childhood Programs (Registry, ExceleRate, Credentials)
- ASQ Enterprise Account
- EDI

# Why? Why? Why? Why? Why?

- Not all GESTL partners were working in **coordination**.
- Not all GESTL programs were high **quality**.
- Resources were not **accessible**.
- Policy, practices, investments were **not aligned**.
- Families did not always have positive **experiences** with systems.
- Not all GESTL partners had shared understanding of **equity**.

## LEVERAGING RESOURCES



**FINANCIAL - HUMAN - SOCIAL**

# Data Discoveries

- 4,000 children under the age of five.
- 68% of children under 5 years of age live in deep poverty (100% fpl).
- Greatest percentage of families in deep poverty reside in three zip codes.
- 25% of children birth-5 live in public housing
- Where programs are located is not where families lived.
- 4 of 18 programs reported administering developmental screenings
- Less than 1% of children received early intervention or special education.
- 20% of children birth-5 enrolled in a high quality early childhood program.
- Families were not aware of the available supports in the community, safety.
- 5 of 16 programs engaged in ExceleRate.
- 50% of staff had Gateway Registry memberships.
- Family voice was absent in planning, implementation, and decision-making
- Conditions were right, momentum was building! ELP & IZ and ESA.



# Outcomes

Place based and community based outreach

Community wide screening tools and data collection ASQ-3 and ASQ:SE

Shared definition of priority populations and shared intake application

15 of 16 programs with an ExceleRate rating

25% of children birth-5 enrolled in a high quality early childhood program

All EC program staff Gateways Registry members

3% of children receiving EI or ECSPED services

Family voice built into infrastructures

Shared messaging to use in community and with families



# Lessons Learned:

- Cross sector data & perspectives are valuable
- Create safe places for data sharing
- Distinguish program desire from ability
- Break down tasks
- Set individual, program, and community goals
- Access to supports: peer support, TA/training
- Track data and tell your data story
- Build in incentives: (capacity, PD, laptops, stipends)
- Blend, braid & repurpose people/funds to achieve outcomes
- Learn & adapt along the way



# Questions?



# QUESTION & ANSWER

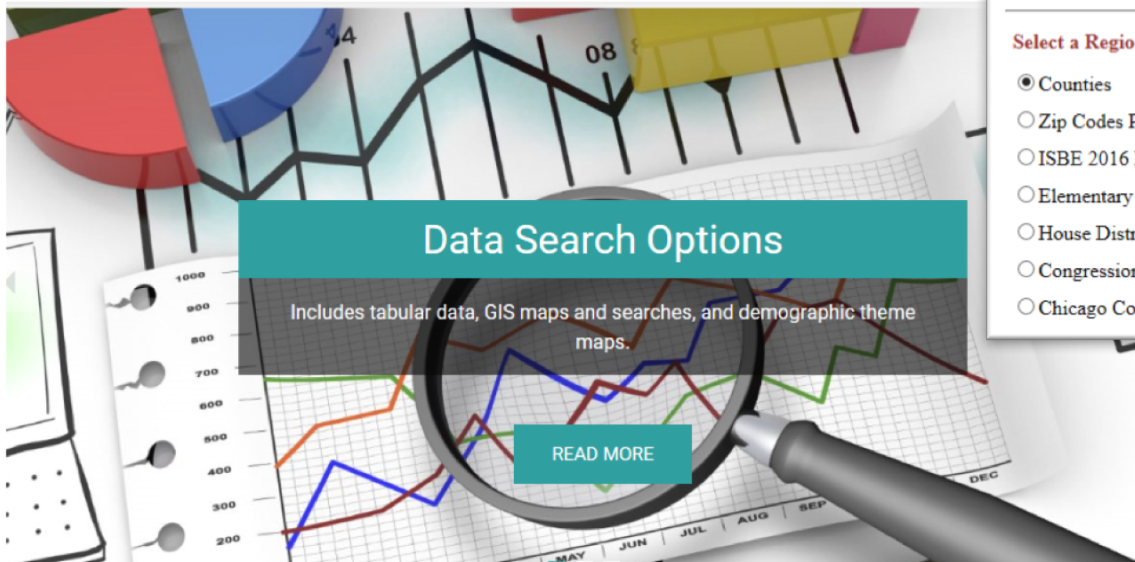


# RESOURCES

- IECAM home page → <http://iecam.illinois.edu>
- Census → <https://www.census.gov/data.html>
- Chapin Hall → <http://dfss-ecsd.chapinhall.org/>
- Using Data Toolkit → <http://www.actforchildren.org/wp-content/uploads/2017/05/Using-Data.pdf>
- Partner Plan Act → <http://partnerplanact.org/>



RISK FACTORS | DATA SEARCH OPTIONS | PUBLICATIONS



**Early Childhood Service Type:**

- All data
- [ISBE PreK/PFA](#)
- [Head Start](#)
- [Early Head Start](#)
- [Migrant and Seasonal Head Start](#)
- [Licensed Child Care Centers](#)
- [License-Exempt Child Care Centers](#)

**Demographics:**

- All data
- [Population](#)  
number of children <1, 1, 2, 3, 4, and 5 years
- [Population 6-12](#)
- [Population by Race/Ethnicity](#)  
number of children <1, 1, 2, 3, and 4 years
- [50% Federal Poverty Level](#)  
children <50% FPL



**Search the IECAM Data Collection**

**Select a Year:**

Select a year to report on: 2016

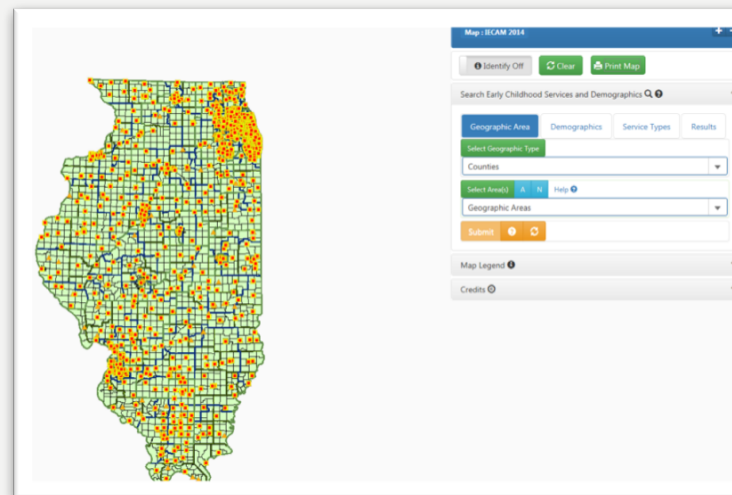
[What data types are available on IECAM?](#)  
[Search data across multiple years.](#)

**Select a Region:**

- Counties
- Zip Codes Postal
- ISBE 2016 Regions
- Elementary School Districts
- House Districts (2010 Census)
- Congressional Districts (113th - current Congress)
- Chicago Community Area

[Descriptions of regions](#)

- Townships (Townships, Cities, Precincts)
- Zip Codes 2010 ZCTA
- IDHS Regions
- Unit School Districts
- Senate Districts (2010 Census)
- Municipalities





## ▼ Community Facts

Find popular facts (population, income, etc.) and frequently requested data about your community.

Enter a state, county, city, town, or zip code:



## ▶ Guided Search

## ▶ Advanced Search

## ▶ Download Center



### What We Provide

The following data are available on American FactFinder:

- American Community Survey [more »](#) | [getdata »](#)
- American Housing Survey [more »](#) | [getdata »](#)
- Annual Economic Surveys [more »](#)
- Annual Surveys of Governments [more »](#)
- Census of Governments [more »](#) | [getdata »](#)
- Decennial Census [more »](#) | [getdata »](#)
- Economic Census [more »](#) | [getdata »](#)
- Equal Employment Opportunity (EEO) Tabulation [more »](#) | [getdata »](#)
- Population Estimates Program [more »](#) | [getdata »](#)
- Puerto Rico Community Survey [more »](#) | [getdata »](#)

# Early Care and Education Programs: Supply and Demand

[Home](#)[Understanding the Data](#)[Research and Data Resources](#)[Community Area Profiles](#)[Indicator Maps](#)

This information on the need for and availability of early care and education programs for low-income children in Chicago is meant to serve as a planning tool for community organizations, churches, businesses, schools, foundations and City and State officials to ensure that quality educational programs are available for Chicago's low-income children.

It is part of an ongoing effort to present up-to-date, relevant information about community conditions, assets, and needs for all Chicago community areas, and it contains:

- **Understanding the Data** – Sources of the data and assumptions used in the data.
- **Research and Data Resources** – A summary of recent surveys of Chicago families and what they reveal about child care needs and preferences.
- **Community Area Profiles** – Detailed profiles of eligibility, supply, and utilization for Chicago and the community areas.
- **Indicator Maps** – Maps displaying key trends and indicators affecting child care and education demand.

The information presented has been prepared by Chapin Hall at the University of Chicago, under contract with the Chicago Department of Family and Support Services, with data collected from a wide range of sources.

Note: Moving forward, this website will be updated over the summer to reflect enrollment and slots data of the most recent school year.

**ChapinHall** at the University of Chicago



CITY OF CHICAGO  
DEPARTMENT OF FAMILY  
AND SUPPORT SERVICES

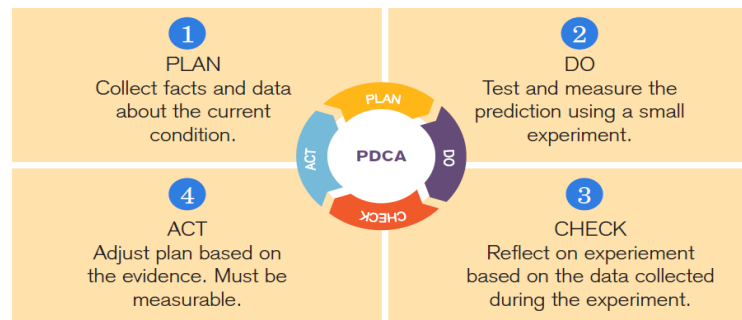


## The Scientific Method



## The Action Learning Cycle

The scientific process of acquiring knowledge and using knowledge





## Innovative Developmental Screening Program

Early childhood community collaborations play an important role in supporting school readiness of their communiti

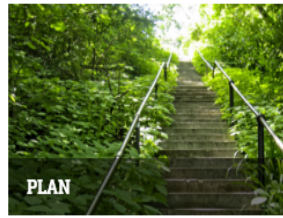
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**01** View the latest report release...

**02** Reflections on Spring Into Act...

**03** Innovative Developmental Scree...

**04** Organizing for Action



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# RESOURCES

- IECAM home page → <http://iecam.illinois.edu>
- Census → <https://www.census.gov/data.html>
- Chapin Hall → <http://dfss-ecsd.chapinhall.org/>
- Using Data Toolkit → <http://www.actforchildren.org/wp-content/uploads/2017/05/Using-Data.pdf>
- Partner Plan Act → <http://partnerplanact.org/>

**THANK YOU!**



**B-3 Continuity  
Project**