REL Northeast & Islands conducted interviews with administrators and teachers at seven preschools in a midsized city in New England.

**All Seven Preschools Reported:**

1. Collecting data with externally or internally developed systems

   Preschools reported using ongoing performance-based assessments of child outcomes, observing teachers to assess classroom quality, and collecting daily attendance data.

2. Using data on child outcomes and classroom quality to inform instruction and teaching practice

   Preschools reported using child outcome data, including assessments, portfolios, and work samples, primarily to monitor the progress of individual students.

3. Sharing child outcome and attendance data with parents

   Administrators reported concerns about how best to communicate findings from data to parents.

*Dosage refers to the amount of exposure children have to early childhood education programming, including hours per day, rate of absenteeism, and days enrolled.*