



# DATA USE

AND COLLECTION IN

## EARLY CHILDHOOD

PROGRAMS IN THE NORTHEAST

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

### ALL SEVEN PRESCHOOLS REPORTED:

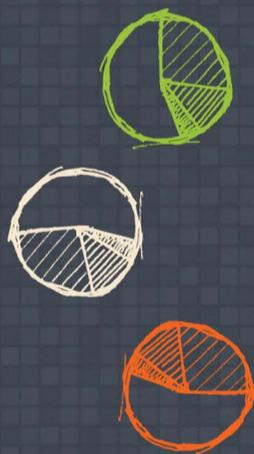
1. Collecting data with externally or internally developed systems



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.

Report citation: Zweig, J., Irwin, C. W., Kook, J. F., & Cox, J. (2015). Data collection and use in early childhood education programs: Evidence from the Northeast Region (REL 2015-084). Washington, DC: US Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.