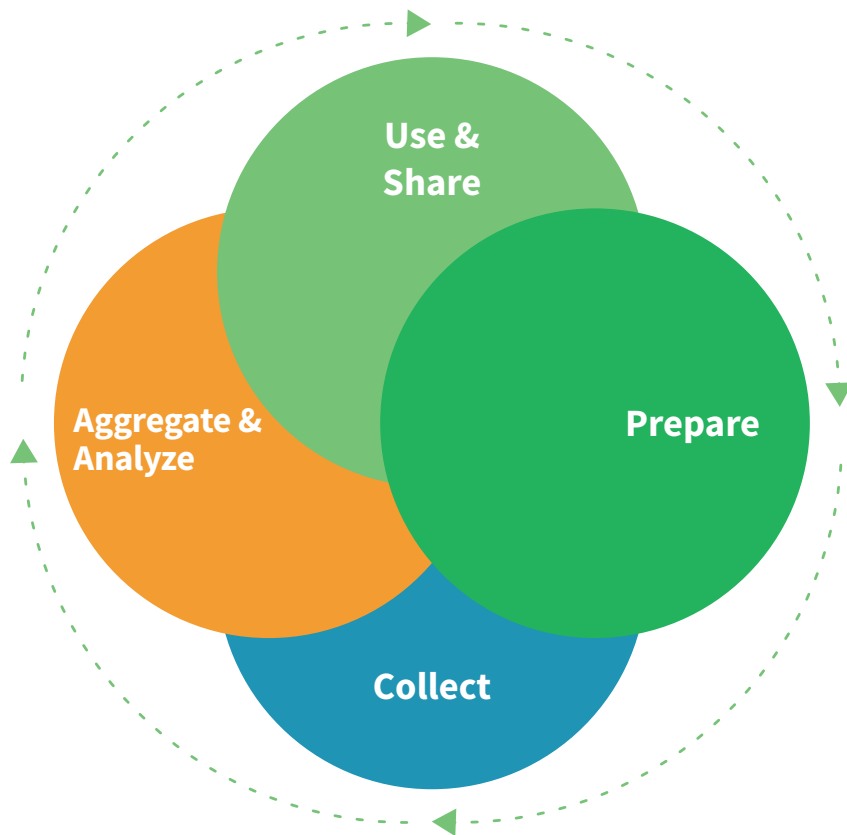




D. Use And Share

It is important to take time after aggregating and analyzing to determine who needs the data to plan or communicate with others. Very often, this activity overlaps with Prepare, because when your program shares data, new questions always arise, which then requires preparation for additional data collection activities.

The National Center on Parent, Family, and Community Engagement (n.d.a, n.d.b) suggests that when sharing data, programs should consider the 4As—accurate, appealing, accessible, and audience-specific. Accuracy is the integrity of data as described in the Aggregate and Analyze section. Appealing refers to the visual appeal of the data. This involves considering whether and how to display data using pictures, tables, graphs, or other visuals. Keep words and numbers to a minimum. Accessible means that a variety of stakeholders should be able to understand the data. It also means that data should be readily available and easy to locate, such as on a program’s website or in an annual report. Audience-specific means that some information about ongoing child assessment might be tailored for different audiences. For example, if an education staff member is sharing a child’s ongoing child assessment information with a kindergarten teacher as part of transition planning, the kindergarten teacher might need additional information about the ELOF indicators to interpret the data. Or, if program leadership is sharing data about school readiness goals with colleagues from early care and education programs, they might also share information about how school readiness data needs to be aggregated and analyzed.



1. Use and share ongoing child assessment data.

Remember that data do not make decisions—people do. Education staff use ongoing child assessment data to make curricular decisions and adjust teaching strategies. Staff should share information about the purposes for ongoing child assessment, the assessment processes and instruments, and data with families. When families understand the purposes and processes of ongoing child assessment, they are more likely to contribute assessment information and partner with education staff. Education staff want to share these data with other collaborators, such as special education personnel or the teachers in an early care and education program a child might also attend. It is important that everyone supporting a child’s development and learning has access to ongoing child assessment information.

2. Program leadership using and sharing assessment data.

Use and Share activities are the most relevant parts of the data process for Head Start leaders (National Center on Program Management and Fiscal Operations, n.d.). Use child assessment data to inform decisions about curricula. For example, consider the extent to which the scope and sequence of the curriculum or curricula aligns with the ELOF. If child assessment data suggest that children are not making enough progress in language and literacy skills, consider examining the fidelity with which teachers implement language and literacy practices. If staff are implementing core curriculum with fidelity, try adopting a curricular enhancement for language and literacy to help education staff differentiate and individualize for children who need additional instruction. Data from child assessments may also inform decisions about assessment processes and instruments. For example, if the data from subgroup analyses show that children who are DLLs tend to perform lower than their peers, the team might revisit the instruments or the processes they are using to collect data to ensure that they are collecting accurate, reliable data about children who are DLLs.

Child assessment data can also inform decisions about program improvement efforts and professional development, including ongoing implementation supports, such as job aides and coaching. Coaches might look at child assessment data to better understand where children do not appear to be making expected progress and help teachers and home visitors use practices that support children's development in those areas. Program improvement efforts and professional development efforts might focus on improving data collection, data quality, data analysis and interpretation, and data use and sharing.

Who should programs share data with, and for what purpose?

- Share program aggregated and disaggregated data with education staff so they understand how their ongoing child assessment data contributes to it.
- Share program data with families and other key stakeholders to help them engage in the assessment processes and visualize children’s progress.
- Share child data and fidelity data with program leaders so they can determine if or what overall changes need to occur, such as:
 - hiring practices regarding bilingual/bicultural staff (supports for growing and maintaining staff);
 - hiring and training interpreters, and consultants; and
 - establishing community partnerships and connecting with community resources.
- Share data with key stakeholders to support conversations about meeting the needs of children who are DLLs or have disabilities.

When sharing program-level data, it is particularly important to consider your audience. What information is presented, how it is presented, and what might be done with it varies across audiences.

For more information about using and sharing data, see the tip sheet [Using Data to Tell a Story: Tailoring a Data Story for Different Audiences](#).