Relevant Data: Rubric for Data Collection, Analysis and Interpretation

	Beginning 1	Developing 2	Operational 3	Exemplary 4
Data Collection	Data are collected for district requirements but not used.	Some teachers and grade levels systematically collect student and classroom data.	Teachers, grade-level (and other) teams develop plans that indicate what data are needed and for what purpose. Appropriate sources for those data are used.	Data collection is comprehensive, including information about classroom practice, formative assessments, disaggregated standardized tests scores, parents' experiences with the school, and staff experiences and attitudes.
Analysis and Interpretation	Data are maintained/analyzed centrally and shared in a limited manner with teachers or other instructional staff.	Additional data analysis and interpretation is conducted, typically at the central office, and shared in a standardized way with schools.	There are structures in place that allow for collaborative analysis and interpretation of data by those people in a position to affect young children (e.g., teachers, families). Data are	Existing staff are data- literate and active in collecting, analyzing, and using data for their students and classrooms. There are structures in place to allow for collaborative analysis

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		Results are not offered in a way that facilitates improved instruction for individual or groups of students or for the classroom. Disaggregated data is shared as provided by the state.	disaggregated in such a way that they may be used to better understand the experiences of children in various subgroups, including ALLI children. Data analysis and dissemination are systematic.	and interpretation of data from <u>all</u> sources. Special focus is placed on data regarding AALLI children, as a means of closing achievement gaps.

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