



# COMPONENTS OF THE IDM TOOL

## Elements

The seven essential Elements in the IDM are grouped into four categories: Political Leadership, Workforce Development, Classroom Practice, and Data-Driven Decision Making. The Workforce Development category represents two Elements (Professional Development and Instructional Leadership), and the Classroom Practice category represents three Elements (Research-Based Curriculum, Formative Child Assessment, and High-Quality Teaching). Each Element has a set of *indicators*.

## Indicators

Indicators are targets and measures of equitable state pre-K systems that describe and quantify various aspects of quality and collectively make up the Element. Each Indicator includes a scale for measuring the quality of the state pre-K system (*1 = Initial stages, 2 = In development, 3 = In place, and 4 = Well established*). Indicators are categorized into ***Equitable Infrastructure or Equitable Implementation Indicators***.

## Infrastructure Indicators

Equitable Infrastructure Indicators focus on state systems, policies, and practices that support high-quality pre-K. The Infrastructure indicators appear at the beginning of the Element and are labeled as policy (e.g., established in policy and statewide standards), supports (e.g., dedicated resources), and data (e.g., data collection standards and protocols and data use).

### Policy

Administrative requirements, incentives, regulations, or legislation designed to define and support equitable quality practices.

- The policy is formally written in regulation or legislation
- The text of this policy is easily discoverable for all stakeholders
- The policy is widely known within the pre-K program
- The policy is adequately funded
- There is a mandate around following the policy
- There is a defined process and resources for overseeing the successful implementation of the policy
- Policies that define high-quality teaching align with other such policies (e.g., PD standards align with credentialing standards)
- Processes and resources are available and used by pre-K programs
- Programs collect data on implementation





## Supports

The resources, guidance, training, technical assistance, or ongoing supports necessary to foster the high-quality, equitable implementation of a practice or policy.

- Supports are universally available to all (e.g., programs, teachers, instructional leaders)
- Funding for supports is allocated regularly and sufficiently
- Additional supports are available for the lowest-performing programs or classrooms

## Data at the State Level

The data, information, and reporting processes or tools state agencies use for accountability and equitable continuous quality improvement.

- A data system exists
- Data from programs is collected equitably
- Data is collected regularly and disaggregated by race, socioeconomic status, language, and differences in developmental abilities
- Data is analyzed regularly
- Data is used for improvement
- Data and data analyses are made available for relevant stakeholders
- The quality of data is continually monitored
- Training in the use of the data system is provided equitably to all those required to use the data system

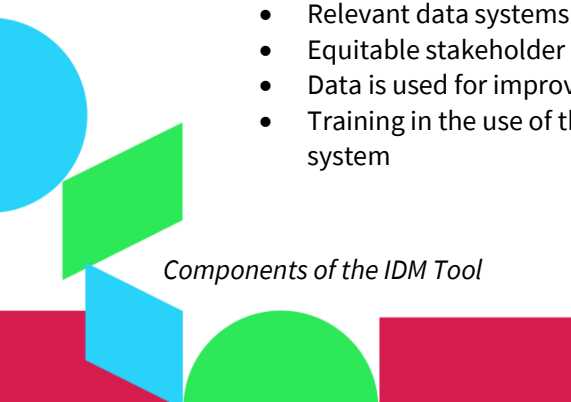
## Implementation Indicators

Equitable Implementation Indicators focus on the degree to which high-quality pre-K practices occur at the program level and who is benefitting. These indicators require active and [High Quality Data](#) collection, including [representative samples](#) in order to evaluate the progress of all subpopulations. This approach helps illuminate which children are progressing and experiencing the benefits of improvement efforts at the program or classroom level, as well as determine progress toward equitable, high-quality standards. These indicators cannot be scored if the state does not collect the data or does not have access to these types of data.

## Data at the Program Level

The data, information, processes, or tools program leaders use for continuous improvement of practice and to report to families and state or district agencies.

- Data is collected regularly using reliable and valid methods
- Data is analyzed regularly, including disaggregation by identified subgroups to reveal inequities
- Data and data analyses are made available for relevant stakeholders
- The quality of data is continually monitored
- Relevant data systems can be linked to support decision making
- Equitable stakeholder engagement is a component of a data-driven decision making process
- Data is used for improvement
- Training in the use of the data system is provided equitably to all those required to use the data system





## Acknowledgement

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