



GETTING READY TO SCORE THE IDM

Data to Support Equity Driven Quality Improvement

The Implementation Development Map (IDM) is meant to be scored using direct high-quality data that is disaggregated and representative statewide. However, for certain Elements or indicators, state users may find that data is incomplete or nonexistent. As a contingency, to ensure the tool's utility and highlight significant data gaps, the IDM allows users to input the source and quality of data for each indicator score. However, while imperfect data may be useful in helping a state team gain a broader understanding of the current state landscape and areas for improvement, collecting high-quality data for all indicators and using it to score the IDM should be viewed as the ultimate goal to support equitable reform. Additionally, state teams using incomplete data sources in their scoring should be cognizant of not recreating existing inequities because of incomplete information. For states beginning the process of locating evidence to score the IDM, our [Indicator Resources Sheet](#) provides examples of the types of resources that might be available to support states working through data collection and equitable improvement goals.

Scoring Guidelines

The IDM tool includes infrastructure and implementation indicators, ensuring that both policies and support to assist programs in best practices exist and that data is collected to ensure those practices are implemented as intended. Scoring the IDM serves to illustrate areas of strength and needed improvement within a state and help state teams make informed decisions. As such, we encourage users to create an accurate picture of the components of the state system when rating indicators. In keeping with this intent, individual context will determine the way states complete and utilize the tool. While the IDM equitable implementation indicators evolved based on direct data collection, this data may not be available in all states. Therefore, implementation indicators include fields to document the type of data used to establish scores (e.g., direct data collection, self-reporting). While using indirect sources may help a state team gain a comprehensive picture of their system, we urge users to view direct data collection based on a demographically representative sample as the gold standard and goal for each of these indicators. Below, we outline several considerations for approaches to scoring and specific scoring guidelines.

Considerations for Scoring

- To obtain a complete picture of your system's strengths and potential growth, we recommend you score all seven Elements. If your state already has a strategic plan around specific IDM Elements and you decide to focus on scoring these particular Elements, consider exploring the remaining Elements, as they are interdependent and important for system-wide improvement.
- During the scoring process, state teams, community members, and cross-sector partners align on an understanding of the current pre-K system and jumpstart subsequent conversations related to improvement. It is essential for individuals to use this opportunity to engage in [double-loop learning](#) to examine their hidden assumptions about the nature and causes of inequity in the system they work in and understand how these perspectives play a role in how they interpret the data and score the IDM, and what they bring forth as solutions to center equity.



- If the state is operating multiple types of early learning programs, consider which program type you want to improve and score the IDM indicators based on the selected program. There will be a section for each Element where you may include notes describing the quality of other program types in the state, and how it is different from the program type being scored. To create a score report for more than one program, you will need to complete the IDM multiple times.
- States should collect data from a [representative sample](#) whenever scoring indicators at the program level to ensure that all targeted groups are represented in the data and contribute to the rating of those IDM indicators.

Specific Scoring Guidelines

- Avoid skipping indicators as this will result in a zero score for the specific indicator and reduce your overall Element score.
- When scoring IDM indicators, if there is uncertainty between two levels of the progression, select the lower of the two potential scores. Choosing the lower of the two scores will more accurately reveal areas of potential growth in your system and will reveal more growth from your improvement efforts on later IDM assessments.
- The state system must fully meet an indicator scoring condition. For example, if the state system meets some but not all the scoring conditions required for a score of 3 on an indicator, select the lower score (2 or 1) that most accurately reflects that the scoring conditions are fully met by the system.
- For indicators with multiple conditions, please indicate in the notes field which of the conditions have been met (e.g., conditions 1,2, and 4 complete).
- Examples of scoring criteria illustrate the intent of an indicator. Examples listed after "e.g.," are not exhaustive; scoring criteria preceded by "i.e.," are prescriptive and list specific criteria required for scoring.
- The implementation indicators require specific types of data that are reliable, valid, and representative. If direct, [high-quality data](#) is unavailable indicators may be scored using alternative or indirect data sources. This approach allows a state with rigorous data collection to rate the indicators as intended while allowing other states to complete the self-assessment using their current data collection and monitoring procedures. While the IDM can be scored using different levels of data to facilitate state teams' understanding of their state's pre-K landscape and data gaps, it is important to note that indicators scored using inexact data may not present a complete picture of equity within a state. Scoring the IDM using imprecise data may highlight data gaps and needed areas of growth for the state pre-K system, allowing for more exact scoring in future iterations. In the IDM Score Report, Elements and indicators scored with indirect data will be flagged using a triangle symbol, highlighting areas where more rigorous data collection will be necessary in the future. When scoring each indicator the user will be asked to indicate the level of data quality from the following options:



Data Quality Options

1. This rating is based on direct review of high-quality data from a statewide, representative sample or universal survey.
 - a. Note name of data source(s): _____
 2. This rating is based on indirect knowledge from programs/districts, such as administrator assurances, and/or a less-than-representative set of data.
 - a. Note name of data source(s): _____
 3. There are insufficient data available to score this indicator.
- For states beginning the process of locating evidence to score the IDM, our [Indicator Resources Sheet](#) provides examples of the types of resources that might be available to support states working through data collection and equitable improvement goals.
 - A *notes field* is available for each indicator allowing users to enter specific information related to its scoring. Notes should include the name of the data source used to score the indicator, where the source is located, a direct link to the source if it is publicly available data, and the name of the individual or team that determined the indicator score.

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