



Child Assessment Data to Inform School Readiness Goals and Planning (Part I)

June 12, 2018

Presenters:

Jess deMonsabert, NCECDTL



NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

ELOF2GO App



A **mobile resource** that provides **on-the-go access to the ELOF goals** for children and **effective practices** in support of those goals.

Designed for **teachers, family child care providers, and home visitors.**



Session Objectives

At the end of this presentation, you should be able to:

- Understand the Data Utilization Cycle
- Apply aggregation and analysis skills to effectively interpret child assessment
- Share and use child outcome to inform teaching, coaching, and planning

Session Agenda

Here's what we're doing today:

1. Review the Data Utilization Cycle
2. Focus on aggregating, analyzing and sharing school readiness data
3. Apply aggregation and analysis skills to effectively interpret child assessment
4. Explore data visualization

Head Start Program Performance Standards



1302.102 (c) Using data for continuous improvement.

(2) (ii) Ensure child-level assessment data is aggregated and analyzed at least three times a year... to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions...

(v) Use program improvement plans as needed to either strengthen or adjust content and strategies for professional development, change program scope and services, refine school readiness and other program goals, and adapt strategies to better address the needs of sub-groups.

*<https://eclkc.ohs.acf.hhs.gov/hslc/hs/docs/hspss-final.pdf>

1302.33 Child Screening and Assessment

(b) *Assessment for individualization.* (1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the *Head Start Early Learning Child Outcomes Framework: Ages Birth to Five*. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.

*<https://eclkc.ohs.acf.hhs.gov/hslc/hs/docs/hspss-final.pdf>

1302.35 Education in home-based programs.

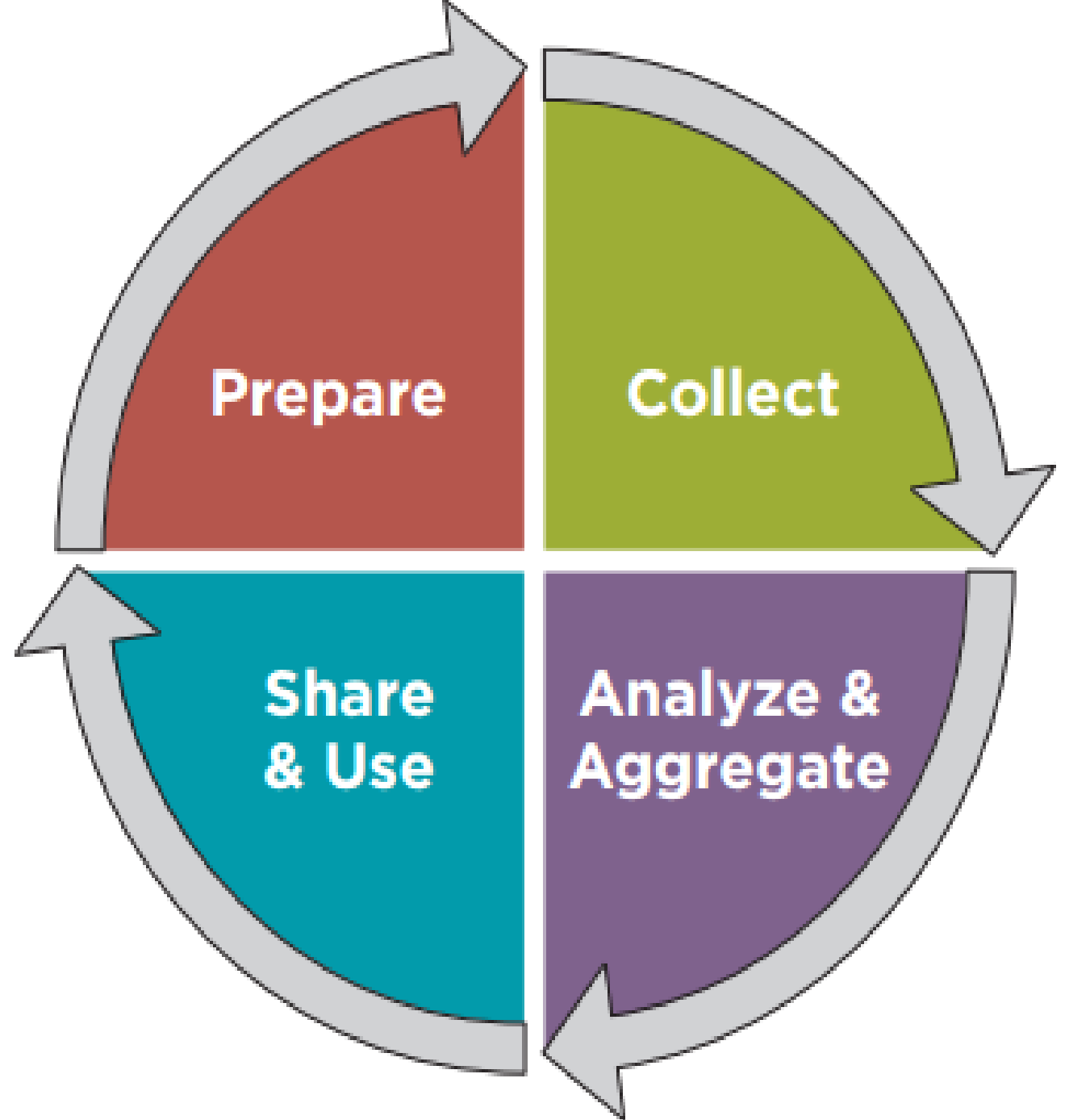
(f) Screening and assessments. A program that operates the home-based option must implement provisions in §1302.33 and inform parents about the purposes of and the results from screenings and assessments and discuss their child's progress.



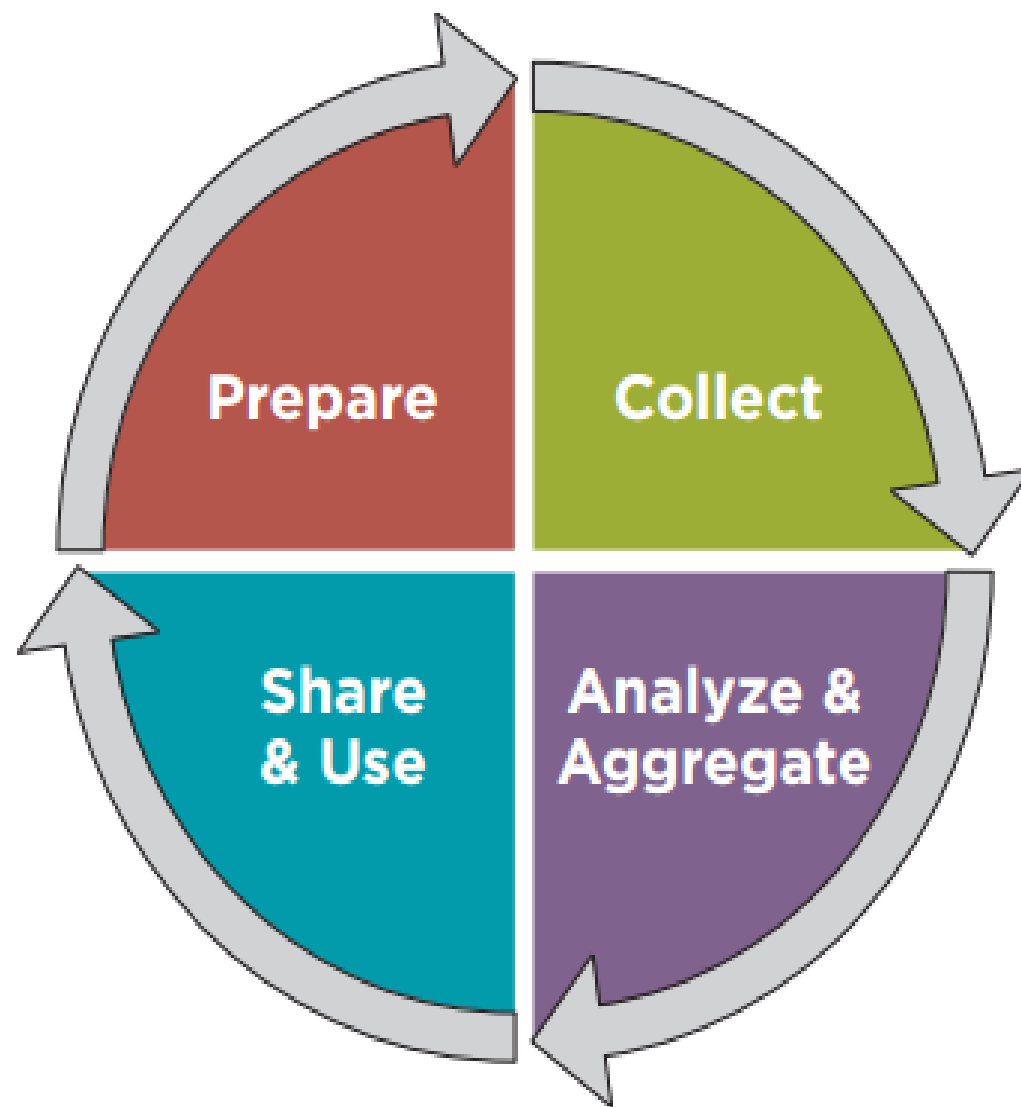
Summary of a Conversation

You Say	I say
yes	no
stop	go go go
low	high
why	I don't know
goodbye	hello, hello, hello

Four Data Activities



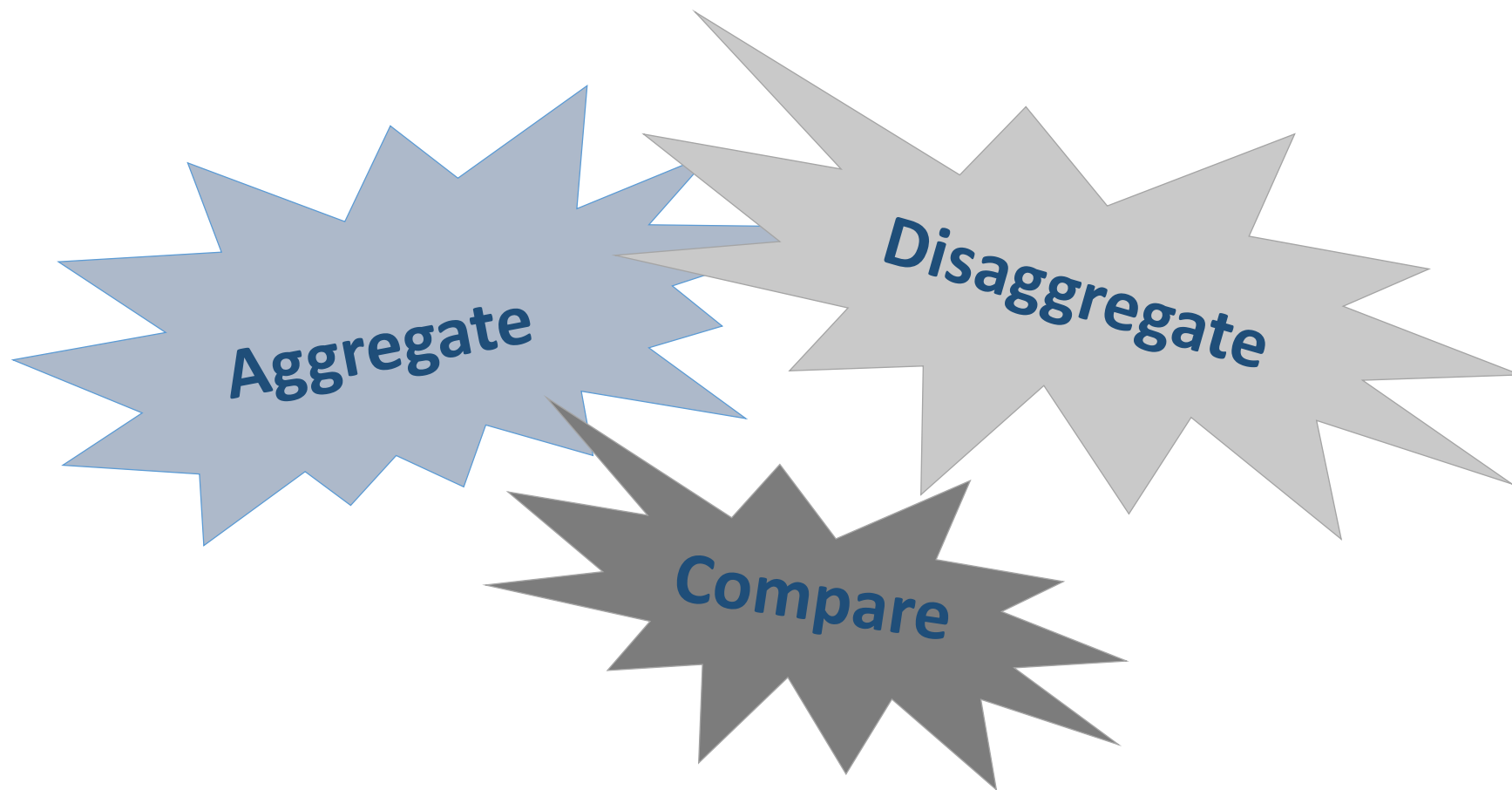
The Four Data Activities



Analyze and Aggregate



Data Analysis Techniques



Key Term: Aggregate

Aggregate means:
“...a whole formed by
combining several
elements”

— The Oxford Dictionary



Key Term: Disaggregate

Disaggregate means:
“separate into its component
parts”
— The Oxford Dictionary



Key Term: Compare

Compare means:
“estimate, measure,
or note the similarity
or dissimilarity
between”

— The Oxford Dictionary



Analyzing Data

- What we want to achieve with the data is very important.
- Do we recognize the biases built into our analysis?
- How do we allow the data to inform our decision-making?
- What are the questions that the data leads us to?



Be a Data Detective

- Begin interpreting the data
- Look for clues
- Ask “why”
- Identify gaps
- Start hypothesizing



Aggregating and Disaggregating

Grab a large handful of beads that are at your table

- That handful is your aggregate data

How can you disaggregate this data?

- Determine, on your own, at least two different smaller units with your data (i.e., the beads).
- Discuss with your table, what are additional ways to disaggregate this data?
- Make a master list at your table of all of the ways to disaggregate this data (i.e., the beads).



Using Child Assessment Data Process



School Readiness Goals

Definition:

School readiness goals mean the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for kindergarten

§ 1305.2

School Readiness

The HSPPS require programs to:

- Set goals for improving the school readiness of children §1302.102(a)(3)
- Establish goals in collaboration with the governing body and policy council §1302.102(a)(3)
- Align the goals with the ELOF, state and tribal early learning standards, and expectations of schools Head Start children will attend §1302.102(a)(3)
- Evaluate progress toward reaching these goals §1302.102(b)(2)(i)
- Establish goals in consultation with parents
- §1304.11(b)(iii)



Example School Readiness Goal

Children will develop personal and playful relationships with other children.



Example: Identify One Content Focus Area

Central Domains					
Infant / Toddler Domains	Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perceptual, Motor, and Physical Development
	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
Preschooler Domains	Approaches to Learning	Social and Emotional Development	Literacy	Scientific Reasoning	Perceptual, Motor, and Physical Development

Infant/Toddler Social and Emotional Development Sub-Domains

**Relationships with
Adults**

**Relationships with Other
Children**

Emotional Functioning

**Sense of Identity and
Belonging**

Goals for Sub-Domain: Relationships with Other Children



Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.



Example

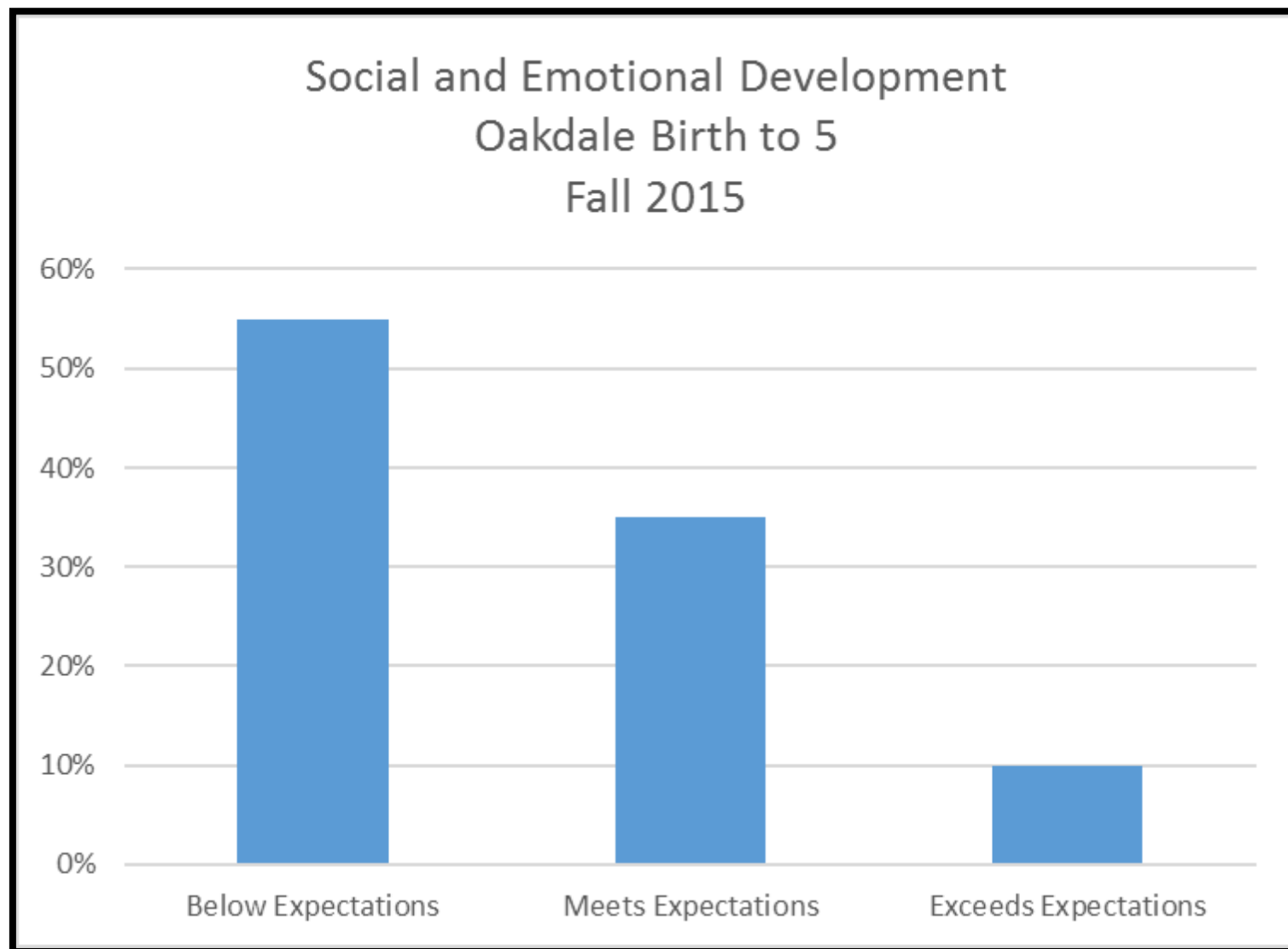
Measurable

What percentage of infants and toddlers in this class
are showing interest in, interacting with, and
developing personal relationships with other children?

Identifies gaps &
barriers

Focused

Example Data



Example Data

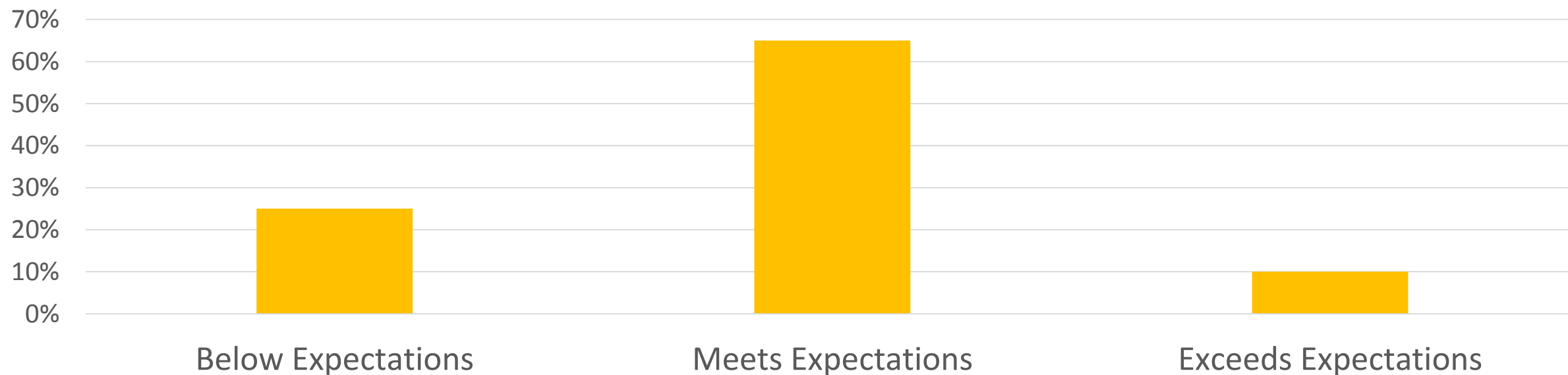
Domain: Social & Emotional Development

Sub-domain: Relationships with other children

Assessment Objective: Makes friends

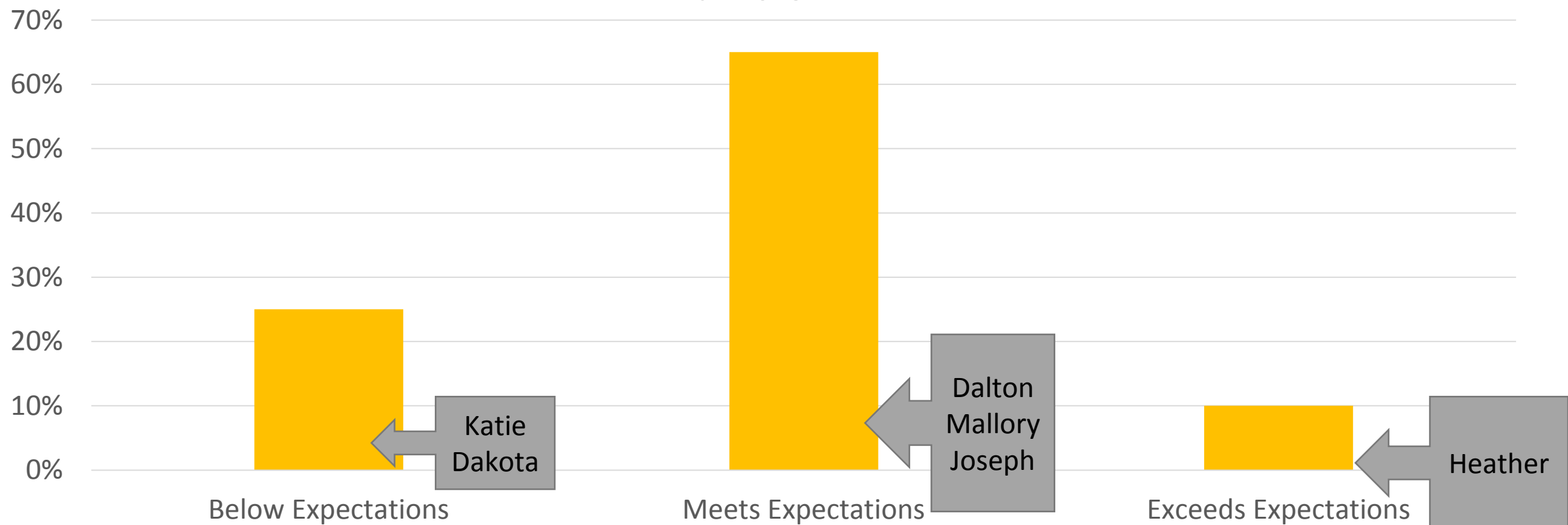
Oakdale Classroom A: Birth to 12 Months

Fall 2015



Example: How are the children doing?

Social & Emotional Development: Relationships with Other Children Oakdale Classroom A: Birth to 12 Months Fall 2015



Quality Data

Head Start programs continually collect data to determine if outcomes are achieved and to measure improvements



Quality Data

To understand children's strengths and needs and to individualize interactions and learning opportunities, we need quality assessment information.





Child Assessment Data to Inform School Readiness Goals and Planning (Part II)

June 12, 2018

Presenters:

Jess deMonsabert, NCECDTL



NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

ELOF2GO App



A **mobile resource** that provides **on-the-go access to the ELOF goals** for children and **effective practices** in support of those goals.

Designed for **teachers, family child care providers, and home visitors.**



Using Data for Planning-Practice



Got Data?



Google Drive

Available here:

[will add tiny URL]

Files:

- NIHSDA- TS Gold Sample Data.xlsx
- NIHSDA- TS Gold Sample Data - Data Dictionary.docx
- GOLD_Progressions_EN.pdf

All Program (No Filters)

Count of ChildID	Winter 2015/2016 Objective 1a								
Fall 2015/2016 Objective 1a	0	1	2	3	4	5	6	8	Grand Total
0	1	3	1						5
1		5	16	2					23
2			43	37	9	3	1		93
3				27	45	8	1		81
4				2	64	40	3		109
5					2	52	13		67
6						1	14		15
8								1	1
(blank)				1					1
Grand Total	1	8	60	69	120	104	32	1	395

Pine Street Head Start Site

Site Name	Pine Street HS					
Count of ChildID	Winter 2015/2016 Objective 1a					
Fall 2015/2016 Objective 1a	2	3	4	5	6	Grand Total
2	8	5				13
3		9	8	2		19
4			14	6		20
5				8		8
6				1	2	3
Grand Total	8	14	22	17	2	63

Pine Street HS - Pre-K 2 Classroom (4 year olds as of Fall 2015)

Site Name	Pine Street HS
Classroom Name	Pine Street HS - Pre-K 2

Count of ChildID	Winter 2015/2016 Objective 1a			
Fall 2015/2016 Objective 1a	3	5	6	Grand Total
3	1			1
4		3		3
5		8		8
6		1	2	3
Grand Total	1	12	2	15

Child 6410083 in Pine Street HS - Pre-K 2 Classroom

Site Name	Pine Street HS
Classroom Name	Pine Street HS - Pre-K 2
ChildID	6410083

Count of ChildID	Winter 2015/2016 Objective 1a	
Fall 2015/2016 Objective 1a	5	Grand Total
4	1	1
Grand Total	1	1

Using Data for Planning

At your table groups:

- Select one reporter and one recorder
- Organize and review the data
- Follow the ***Using Child Assessment Data Process Guide*** handout to guide data discussion
- Share out Planning section with the large group

Materials Needed:

1. ELOF2GO App
2. School Readiness Goal
3. Program Level Data
4. Classroom Level Data
5. Child Level Data
6. Using Child Assessment Data Process Guide handout
7. Chart paper & markers

Sharing and Using Data



Using All of Your Data to Plan

NCQTL



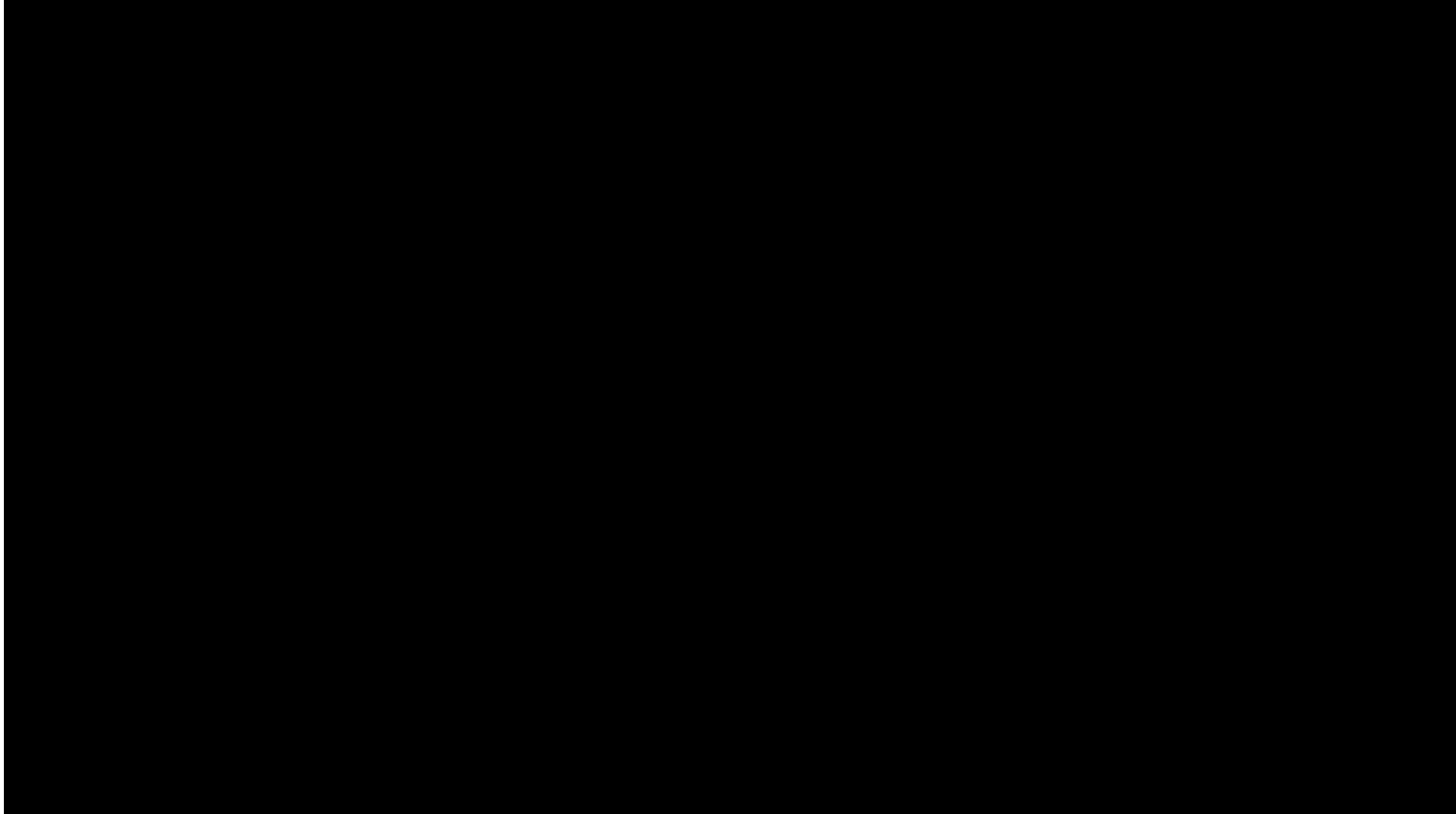
VIDEO: Using All of Your Data To Plan

Sharing Data

- Board
- Policy Council
- Community members
- LEA partners
- Peers
- Support staff
- Families
- Others



Why Does Telling Your Data Story Matter?



Why does telling your data story matter?

- Helps everyone become enthusiastic about using data
- Helps everyone to use data for decision-making
- Supports decisions on facts, rather than hunches
- To celebrate children's achievements and your program's achievements
- To learn from your struggles so you can improve your program



Why does telling your data story matter?

What are some common pitfalls
when telling a data story?



How to Use Data to Tell Your Story

- What is the purpose of telling your data story?
- Who is your audience?
- What is the audience's knowledge level of the topic?
- What do you want to tell your audience?
- How do you gain your audience's attention?
- How do you make a plan and avoid drowning in data?



What is the Purpose of Your Visualization?

Inform

Raise awareness

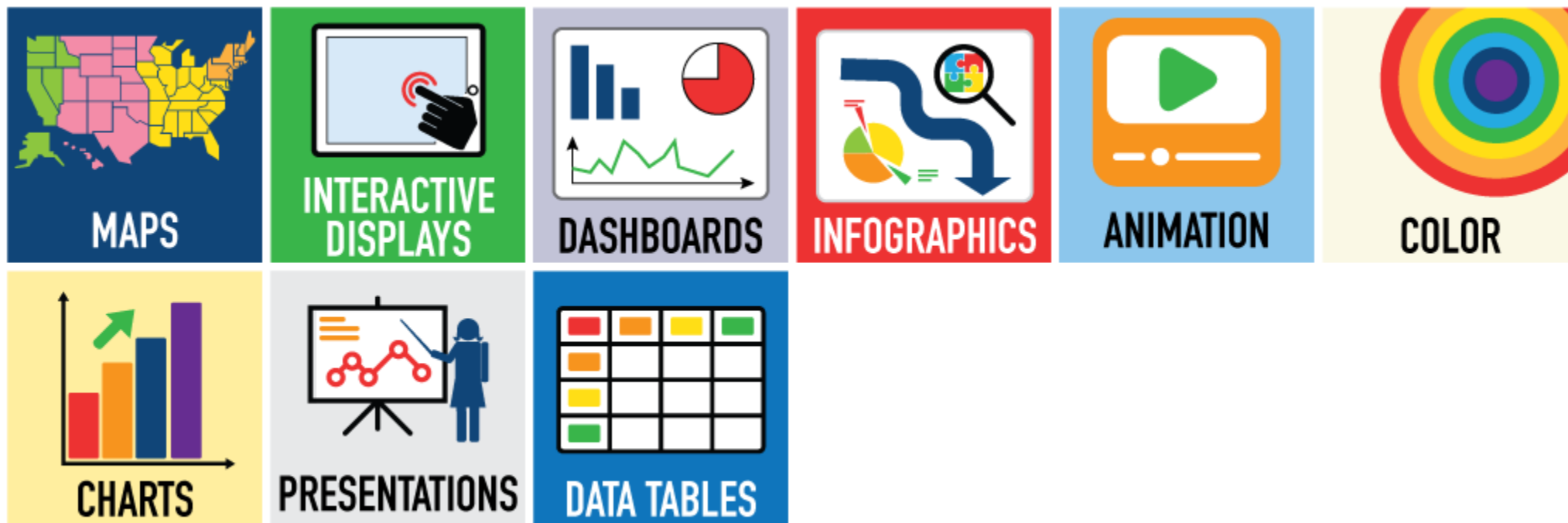
Discussion

Decision making



So Many Options: How Do I Choose?

Accessing DaSy's Data Visualization Toolkit: Tools and
Tips for Presenting Data Effectively



<http://dasycenter.org/data-visualization-toolkit/>

For more information, please contact us:

ecdtl@ecetta.info

or

1-844-261-3752

Please take the time to provide some feedback:

[will add link]

