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

June 12, 2018

Presenters:

Jess deMonsabert, NCECDTL
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.

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

<table>
<thead>
<tr>
<th>You Say</th>
<th>I say</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>stop</td>
<td>go go go</td>
</tr>
<tr>
<td>low</td>
<td>high</td>
</tr>
<tr>
<td>why</td>
<td>I don’t know</td>
</tr>
<tr>
<td>goodbye</td>
<td>hello, hello, hello</td>
</tr>
</tbody>
</table>
Four Data Activities

- Prepare
- Collect
- Share & Use
- Analyze & Aggregate
The Four Data Activities

- Prepare
- Collect
- Share & Use
- Analyze & Aggregate
Analyze and Aggregate
Data Analysis Techniques

Aggregate

Disaggregate

Compare
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
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)
Children will develop personal and playful relationships with other children.
Example: Identify One Content Focus Area

<table>
<thead>
<tr>
<th>Infant / Toddler Domains</th>
<th>Central Domains</th>
<th>Perceptual, Motor, and Physical Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Learning</td>
<td>Social and Emotional Development</td>
<td>Language and Communication</td>
</tr>
<tr>
<td>Social and Emotional Development</td>
<td>Language and Communication</td>
<td>Cognition</td>
</tr>
<tr>
<td>Language and Literacy</td>
<td>Cognition</td>
<td>Perceptual, Motor, and Physical Development</td>
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<tr>
<td>Approaches to Learning</td>
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<td>Language and Communication</td>
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<tr>
<td>Social and Emotional Development</td>
<td>Language and Communication</td>
<td>Scientific Reasoning</td>
</tr>
</tbody>
</table>
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.
What percentage of infants and toddlers in this class are showing interest in, interacting with, and developing personal relationships with other children?
Social and Emotional Development
Oakdale Birth to 5
Fall 2015

Below Expectations | Meets Expectations | Exceeds Expectations
--- | --- | ---
60% | 30% | 10%
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

- Below Expectations: Katie, Dakota
- Meets Expectations: Dalton, Mallory, Joseph
- Exceeds Expectations: Heather
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)

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ELOF2GO App

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Using Data for Planning-Practice
Got Data?

Google Drive

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

Available here:
[will add tiny URL]
## All Program (No Filters)

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<thead>
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<tr>
<td>Grand Total</td>
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### Pine Street HS - Pre-K 2 Classroom (4 year olds as of Fall 2015)

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<tbody>
<tr>
<td>Classroom Name</td>
<td>Pine Street HS - Pre-K 2</td>
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<table>
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<tr>
<td>Grand Total</td>
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<td>1</td>
<td>1</td>
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</tbody>
</table>
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
7. Chart paper & markers
Sharing and Using Data
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
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]