THE NATIONAL CENTER ON Quality Teaching and Learning

THE NATIONAL CENTER Program Management and Fiscal Operation

THE NATIONAL CENTER ON Parent, Family, and Community Engagement

Thoughtful Approaches in Supporting School Readiness Series - Part 2

June 10, 2014

Presenters
Patrice Griffin and Nicolle Jones
ECE Specialists/Facilitators
American Indian Alaska Native Project, Region XI

2014 NIHSDA Workshop

ROADMAP

Where have we been and where are we headed with data


Pie I have eaten
Pie I have not yet eaten

OUR GPS

THE NATIONAL CENTER ON Quality Teaching and Learning

SCHOOL READINESS IMPLEMENTATION INDICATORS AND ACTION PLAN

Program Name:_____ Location_____ Date_____

Team Members_____

The National Center on Quality Teaching and Learning has developed this list of implementation indicators to school readiness—from establishing a leadership team to using information to make data-based and learning-focused decisions that in turn optimize child outcomes. We invite programs to select indicators from this list as needed to organize their work around ambitious and achievable goals to support school readiness. ECE Specialists are familiar with this tool and can provide additional support in using it.

Steps	Critical Elements	School Readiness Implementation Indicators	Check One			Action Plan Item
			Not in Place	Needs Improvement	In Place	
Developing and Maintaining an Effective School Readiness Plan	School readiness leadership team	1. Team has broad representation that includes, at a minimum: teacher, administrator, education coordinator, and a member with expertise in data analysis. Other team members might include parents, parent engagement coordinator, teaching assistant, local elementary school representative(s), home visitors, and other program personnel.				
		2. Head Start teams meet with local elementary school to learn about kindergarten entrance expectations. Early Head Start teams meet with local Head Start teams to learn about program and goals.				
		3. Team has administrative support and leadership. Administrator attends meetings and trainings, is active in problem solving to ensure the success of the initiative, and is visibly supportive of the adoption of the school readiness plan.				
		4. Team holds regular meetings. Team member attendance is consistent.				
		5. Team reviews existing plans and analyzes data to determine current approach to school readiness.				
		6. Team establishes a clear mission and purpose to help children and families prepare for school. Team has written a purpose or mission statement. Team members are able to communicate clearly the purpose of the leadership team.				

NCQTL

OUR ROADMAP

SCHOOL READINESS IMPLEMENTATION ACTION PLAN

Action items	Person Responsible	Resources needed	By when

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SEPTEMBER 06, 2012 V.3

DATA PAST

- Data are only collected to satisfy compliance (☑)
- Data flows upward from local program to Fed
- Data are not delivered in a timely manner
- Data are not high quality or trustworthy
- Systemic decisions are difficult because comparisons aren't made over time

REFRAMING DATA

REFRAMING DATA

Present and future

- Data are collected and analyzed in order to answer critical questions facing program stakeholders: everyone from parents to policy makers
- Child level data shine a light on what is working, so decisions at all levels are informed by high quality data with the relentless pursuit of improving school readiness

DATA SHINING A LIGHT

Aggregate data **tracks trends** across systems and over time

Aggregate data **highlights the progress** of **sub populations** of children

Data tracks an **Individual child's** progress over time

REFRAMING DATA - POTENT

Past

- Data are **not delivered in a timely manner** and arrive too late for stakeholders to help individual children

Present and future

- **Data turnaround is fast** to ensure that it can help teachers, parents and children in real-time

REFRAMING DATA - POTENT

Past

- Head Start programs are **data-rich but information-poor.**
- No one uses the data other than for required reporting, so data are not high quality or trustworthy

- **Data are presented graphically and tailored** to the user to better provide the information they need based on their unique role.
- Data is **high quality and trusted** because the stakeholders closest to the data are accessing it, catching errors and quickly resolving them

REFLECT

To what extent does reframing data in tis way reflect your current thinking and practices?

OBJECTIVES

Participants will learn to:

- Aggregate and examine data for groups of children and specific variables associated with progress.

4 STRATEGIC STEPS TO SCHOOL READINESS

1. • **Establish SR Goals - adopt and align established OHS child goals from the *Early Learning Framework***
2. • **Create and implement a plan of action for achieving goals**
3. • **Assess child progress on an ongoing basis and aggregate and analyze data 2-3 times per year**
4. • **Examine data for patterns of progress for groups of children in order to develop and implement a plan for program improvement**

HOW ARE THE CHILDREN DOING?

STRATEGIC STEPS INTENDED TO ANSWER

- How are the children doing?
- How do we know this…confidently?
- What do we do next based on the answer?

3

- Assess child progress on an **ongoing basis** and **aggregate and analyze** data 2-3 times per year

USING DATA

Ongoing - Use data for:

- Individualizing
- Small Groups
- Activity Planning

2-3 times a year - Use data for:

- Program Level planning and decision making

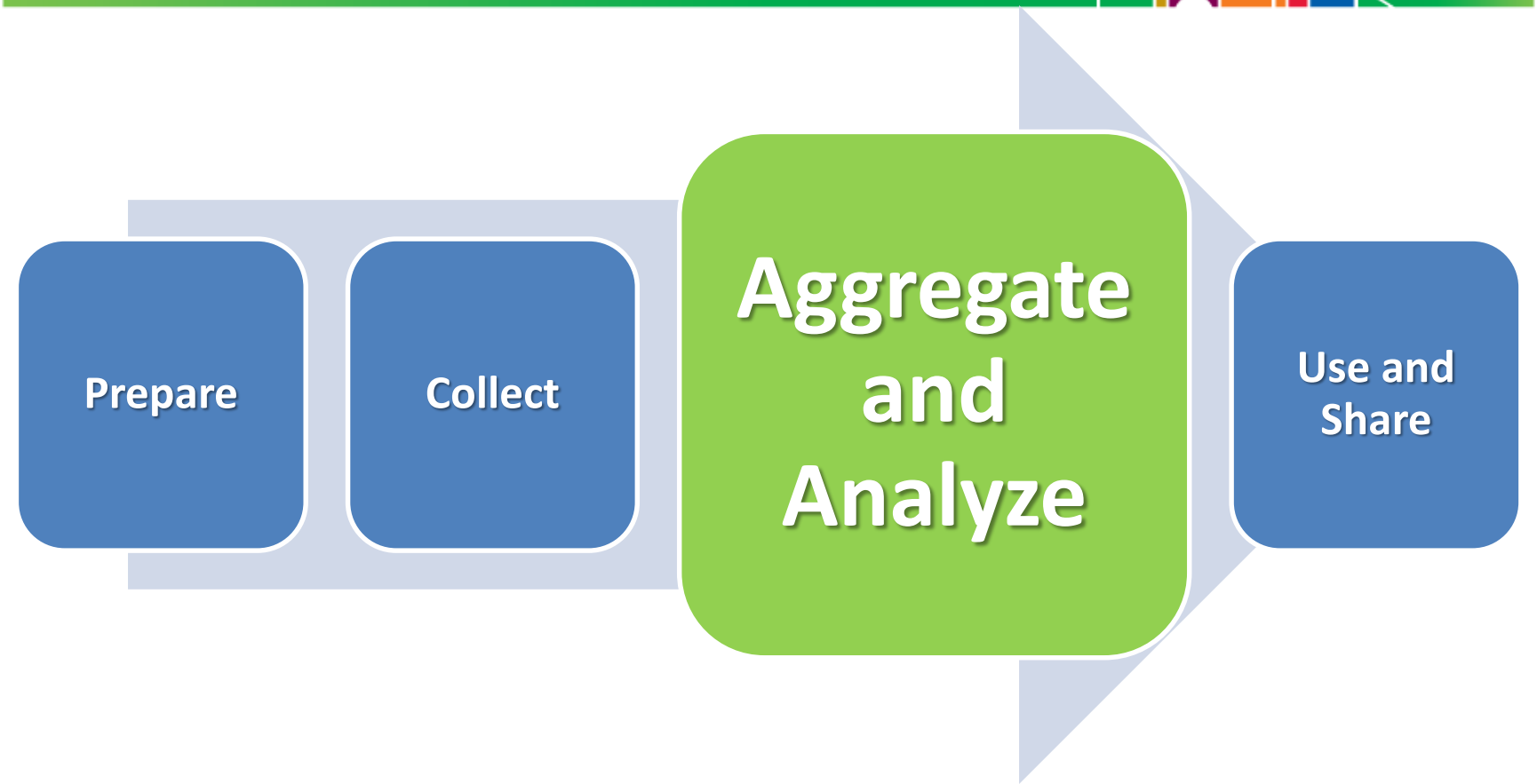
Data Related to SR Questions

Data = *information collected about children and families, across Program Options*

- Information on children's developmental progress
- Ongoing observational assessments
- Attendance, health records
- Information about families
- Etc…

» Adapted from Learning From Assessment Tool

AGGREGATE AND ANALYZE



AGGREGATE AND ANALYZE

- Examining data to identify what is working and what is not working
- Identifying trends of need, strengths, and challenges
- Connecting different data types and sources to get a "bigger picture"
- Comparing data such as conducting a longitudinal analysis that compares the same data from year to year or comparing Head Start data to external local, state, or national data

WHAT STAFF NEED TO KNOW – DATA AGGREGATION

- How to access and use data reports to inform teaching
  - What reports are available from assessment instruments
  - How to read the reports
  - How to ask questions based on the reports
  - How to understand the meaning of the reports and use that to inform teaching

How can You Help?

AGGREGATION OF DATA

- Aggregate, organize, compile the available data
- Easier if you have "scores" and some developmental comparison (norms, or widely held age expectations)

ANALYZE DATA

- Examine in a systematic way to glean understanding
- Organize and summarize data (averages, ranges and frequencies)
- Present them graphically in charts, graphs or tables

OPTIONS FOR DATA ANALYSIS

- Individual child – status and progress
- Class or case load – status and progress
- Program wide – status and progress

AVERAGES

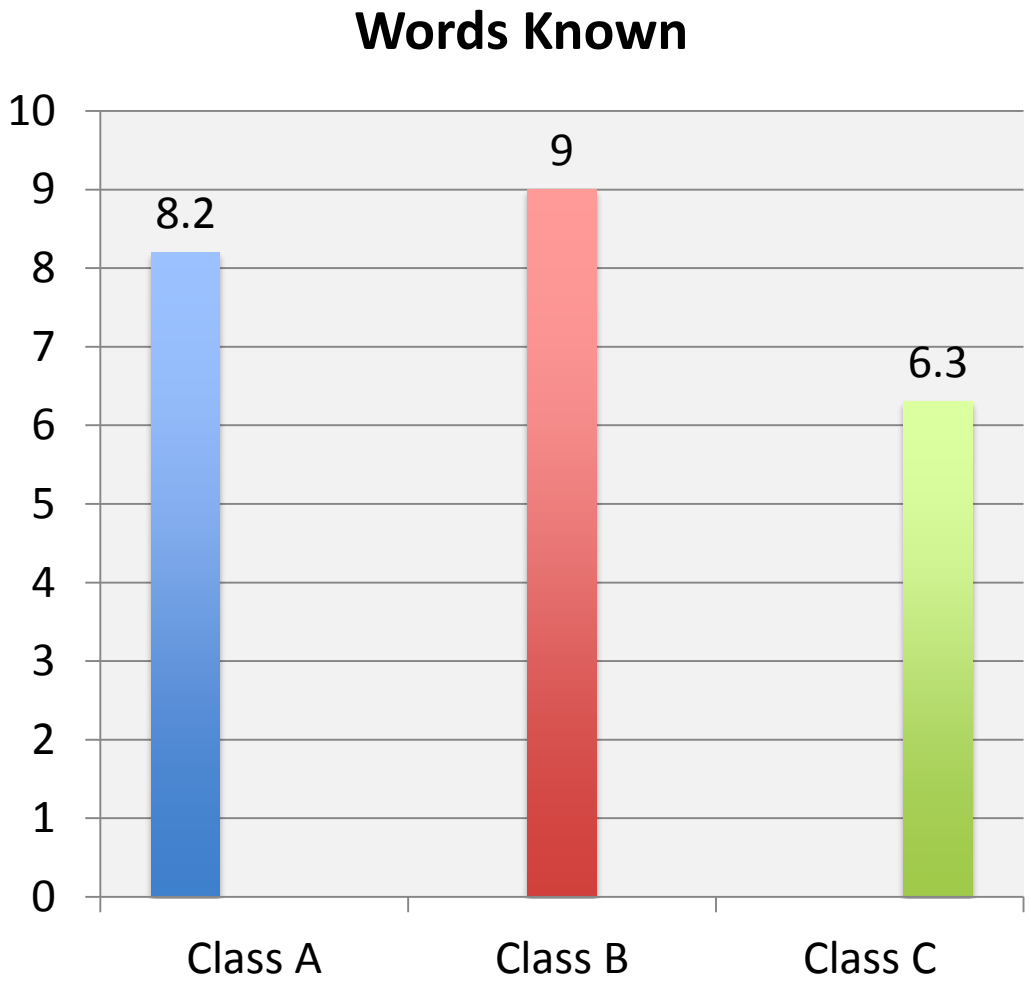
- Average = sum of scores divided by the number of scores you have.
  - Also referred to as the "mean"
- Example: Class of 10 children

Child	Abby	Ryan	Jose	Julia	Mike	Sui	Cali	Kyle	Anna	Kim
Score	8	9	10	10	7	6	8	5	9	10

Sum of scores = 8 + 9 + 10 + 10 + 7 + 6 + 8 + 5 + 9 + 10 = 82
Average = sum of scores divided by number of children = 82 / 10 = 8.2

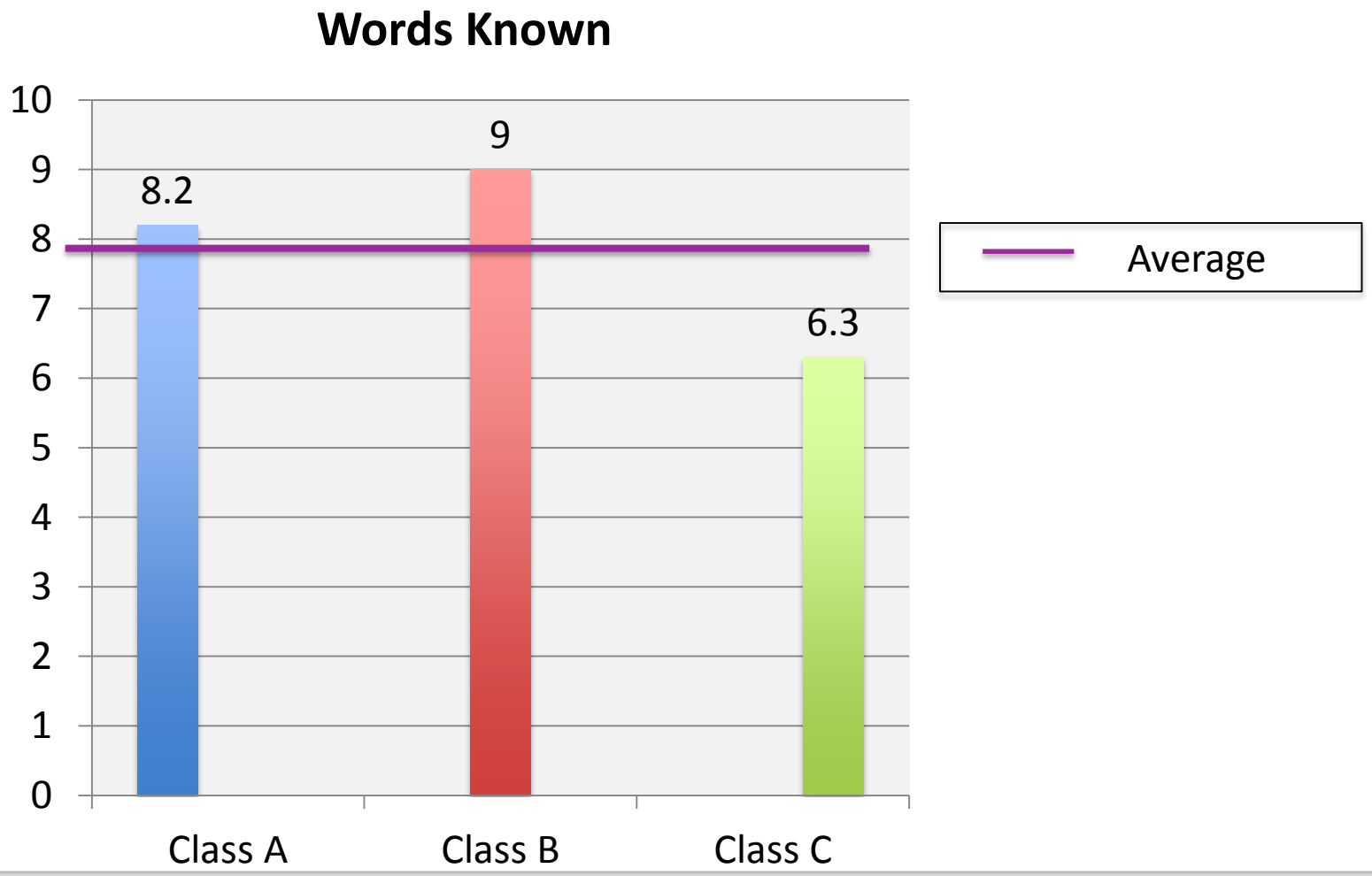
Adapted from Learning From Assessment Tool Kit

USING AVERAGE SCORES



- Compare classrooms, programs or centers
- For example, children in Class C may need more support for learning number words than children in A or B

AVERAGES AT HIGHER LEVELS



DISTRIBUTION OF SCORES AVERAGES DON'T TELL YOU THE WHOLE STORY

- Distribution of scores = how spread out around the average a group of scores are.
- Class A: Children perform at similar levels.
-

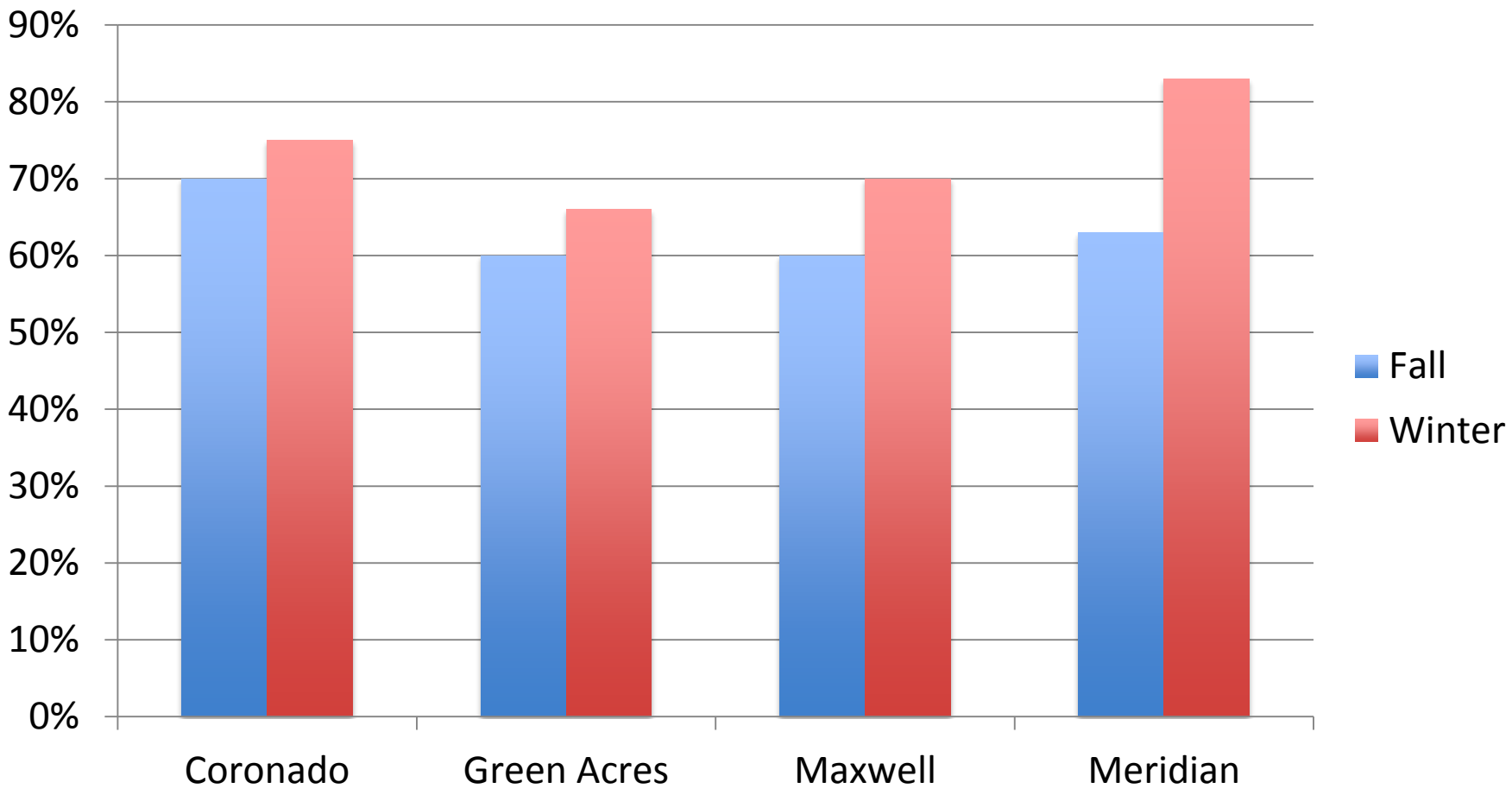
Class A	**(5 children)**	***Class B***	**(5 children)**
Alyssa	**4**	Maria	**1**
Derek	**5**	John	**2**
Roberto	**6**	Angela	**9**
Juliana	**5**	Seth	**8**
Kevin	**5**	Jacob	**5**
Average =	**5**	Average =	**5**

BLUE MOON PROGRAM

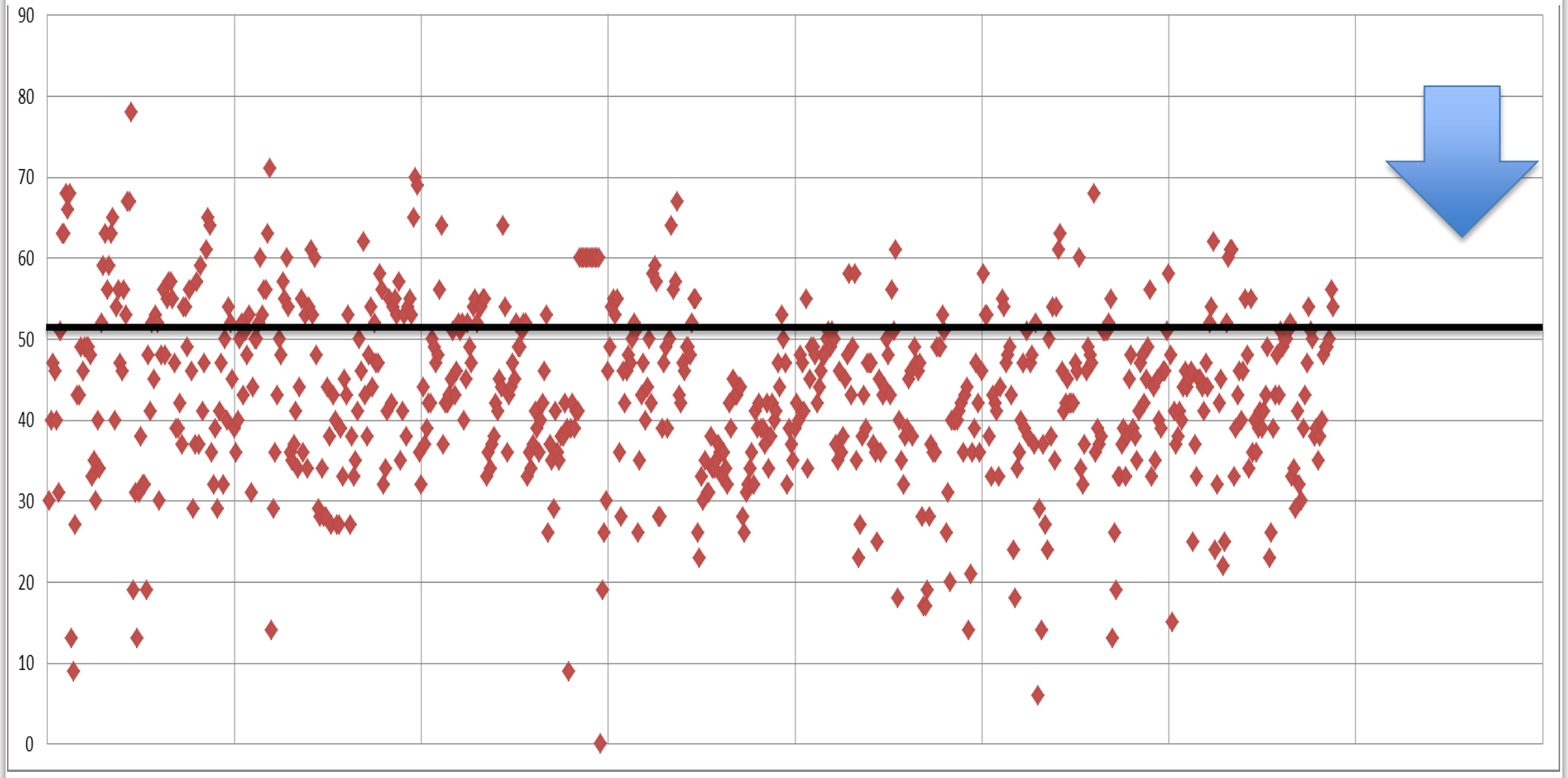
PERCENTAGE OF CHILDREN MEETING OR EXCEEDING AGE EXPECTATIONS AT MID-POINT (JANUARY-FEBRUARY) DATA COLLECTION

	Coronado Center		Maxwell Center		Green Acres Center		Meridian Center	
	Fall	Wtr	Fall	Wtr	Fall	Wtr	Fall	Wtr
Language	65%	65%	58%	70%	60%	63%	60%	75%
Literacy	55%	58%	50%	65%	55%	60%	50%	65%
Social Emotional	60%	65%	60%	75%	54%	58%	48%	73%
Approaches to Learning	80%	80%	75%	90%	75%	77%	70%	85%
Cognitive	58%	63%	55%	65%	55%	60%	50%	67%
Physical	78%	90%	80%	95%	78%	85%	65%	85%
Average % Increase	↑4%		↑12%		↑4%		↑18%	

BLUE MOON PROGRAM: COGNITION & GENERAL KNOWLEDGE



SCATTER PLOT
EACH DOT REPRESENTS ONE OF OUR CHILDREN



WHO IS ANALYZING YOUR DATA?

Classroom 1		Classroom 2		Classroom 3		Classroom 4	
Abbie	3	Asher	5	Aliyah	3	Alexandra	4
Angela	3	Alejandro	4	Alyssa	4	Anthony	4
Albert	4	Bella	2	Bo	4	Briana	4
Bahta	5	Brian	3	Bradyn	2	Cole	4
Ben	3	Chyna	2	Chloe	2	Diamond	4
Carson	3	Devan	4	David	6	Gabriel	4
Christopher	4	Flint	3	Destiny	4	Isis	4
Deja	2	Gregory	4	Ethan	3	Isaiah	4
Didi	4	Hannah	2	Imani	2	Jada	4
Eli	3	Minji	6	Jackson	3	James	4
Franklyn	3	Ramadan	3	Jasmine	4	Jayla	4
George	4	Sallamy	2	Malik	3	Jaylen	4
Henry	2	So-He	3	XiXao	2	Naveah	4
Average	3.3		3.3		3.2		4

Classroom 1		Classroom 2		Classroom 3		Classroom 4	
Abbie	3	Asher	5	Aliyah	3	Alexandra	4
Angela	3	Alejandro	4	Alyssa	4	Anthony	4
Albert	4	Bella	2	Bo	4	Briana	4
Bahta	5	Brian	3	Bradyn	2	Cole	4
Ben	3	Chyna	2	Chloe	2	Diamond	4
Carson	3	Devan	4	David	6	Gabriel	4
Christopher	4	Flint	3	Destiny	4	Isis	4
Deja	2	Gregory	4	Ethan	3	Isaiah	4
Didi	4	Hannah	2	Imani	2	Jada	4
Eli	3	Minji	6	Jackson	3	James	4
Franklyn	3	Ramadan	3	Jasmine	4	Jayla	4
George	4	Sallamy	2	Malik	3	Jaylen	4
Henry	2	So-He	3	XiXao	2	Naveah	4
Average	3.3		3.3		3.2		4

CORONADO CENTER * LITERACY

Classroom 1		Classroom 2		Classroom 3		Classroom 4	
Alea	5	A.J.	5	Aliyah	3	Alexandra	4
Angel	1	Andrew	4	Alyssa	4	Anthony	5
Alberto	3	Brie	1	Bo	4	Briana	4
Baxter	2	Cash	3	Bradyn	1	Cole	3
Bo	4	Cici	3	Carson	5	Diamond	4
Cesar	3	David	4	David	6	Gabriel	4
Chris	3	Flynn	5	Deena	4	Isis	3
Deja	1	Gregory	4	Elliot	3	Isaiah	1
Denise	4	Hannah	5	Isiah	5	Jada	4
Eugene	4	Jay	6	Johnson	6	James	3
Freddy	6	Rhianna	5	Jazmyn	4	Jayla	--
Gwen	4	Sean	--	Marleco	3	Jaylen	2
Riley	3	Stu	3	Mikey	2	Naveah	1
Average	3.3		3.7		3.8		2.9

CORONADO CENTER * ATTENDANCE AT DAY 100

Classroom 1		Classroom 2		Classroom 3		Classroom 4	
Alea	92	A.J.	89	Aliyah	90	Alexandra	82
Angel	48	Andrew	92	Alyssa	91	Anthony	92
Alberto	94	Brie	56	Bo	76	Briana	86
Baxter	98	Cash	75	Bradyn	58	Cole	78
Bo	98	Cici	78	Carson	88	Diamond	90
Cesar	96	David	86	David	98	Gabriel	83
Chris	82	Flynn	94	Deena	92	Isis	81
Deja	42	Gregory	90	Elliot	89	Isaiah	60
Denise	88	Hannah	89	Isiah	84	Jada	78
Eugene	86	Jay	92	Johnson	98	James	82
Freddy	76	Rhianna	93	Jazmyn	82	Jayla	32
Gwen	91	Sean	36	Marleco	76	Jaylen	72
Riley	90	Stu	82	Mikey	68	Naveah	58
Avg.	83		81		84		75

DO I BELIEVE THE RESULTS?

Not just asking questions – but taking action

ALL EHS	October
EHS Social/Emotional	94%
EHS Gross Motor	93%
EHS Fine Motor	98%
EHS language	88%
EHS Cognitive	99%
EHS Literacy	88%
EHS Math	84%

SUGGESTIONS TO IMPROVE DATA QUALITY

- Train teachers on assessments
- Require reliability certification (if offered)
- Conduct periodic implementation checks

PERIODIC IMPLEMENTATION CHECKS

- Reviewing teacher anecdotal notes
- Determining appropriateness of observations to rating
- Look at trends in data – do they make sense?
- Errors – random or systematic

DATA WILL SHOW HOW THE CHILDREN ARE DOING

No more “I feel”….

but, “the data show!!”

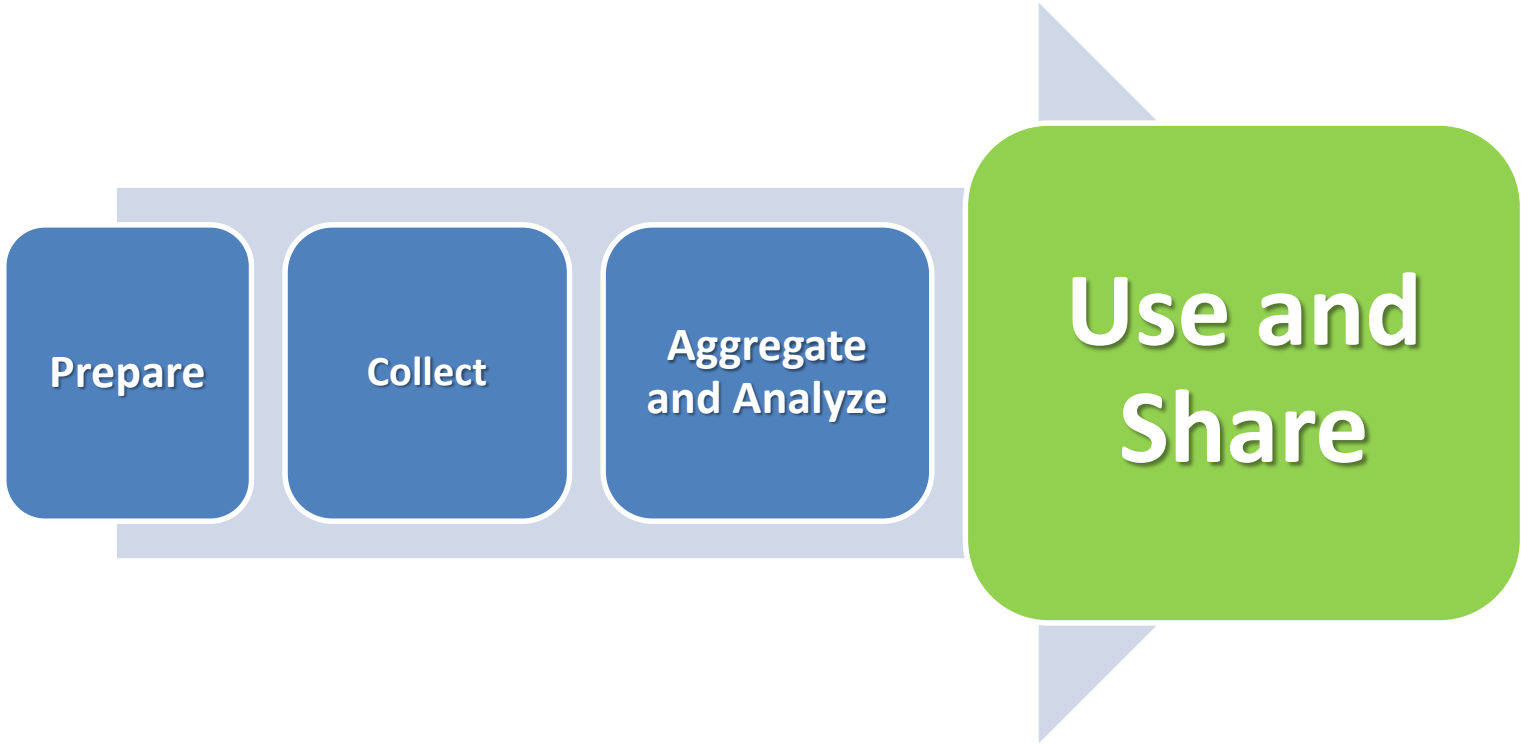
PLANNING TIME

Use the SR Implementation Indicators and Probing Questions document provided at your tables to work on a plan for aggregating data.

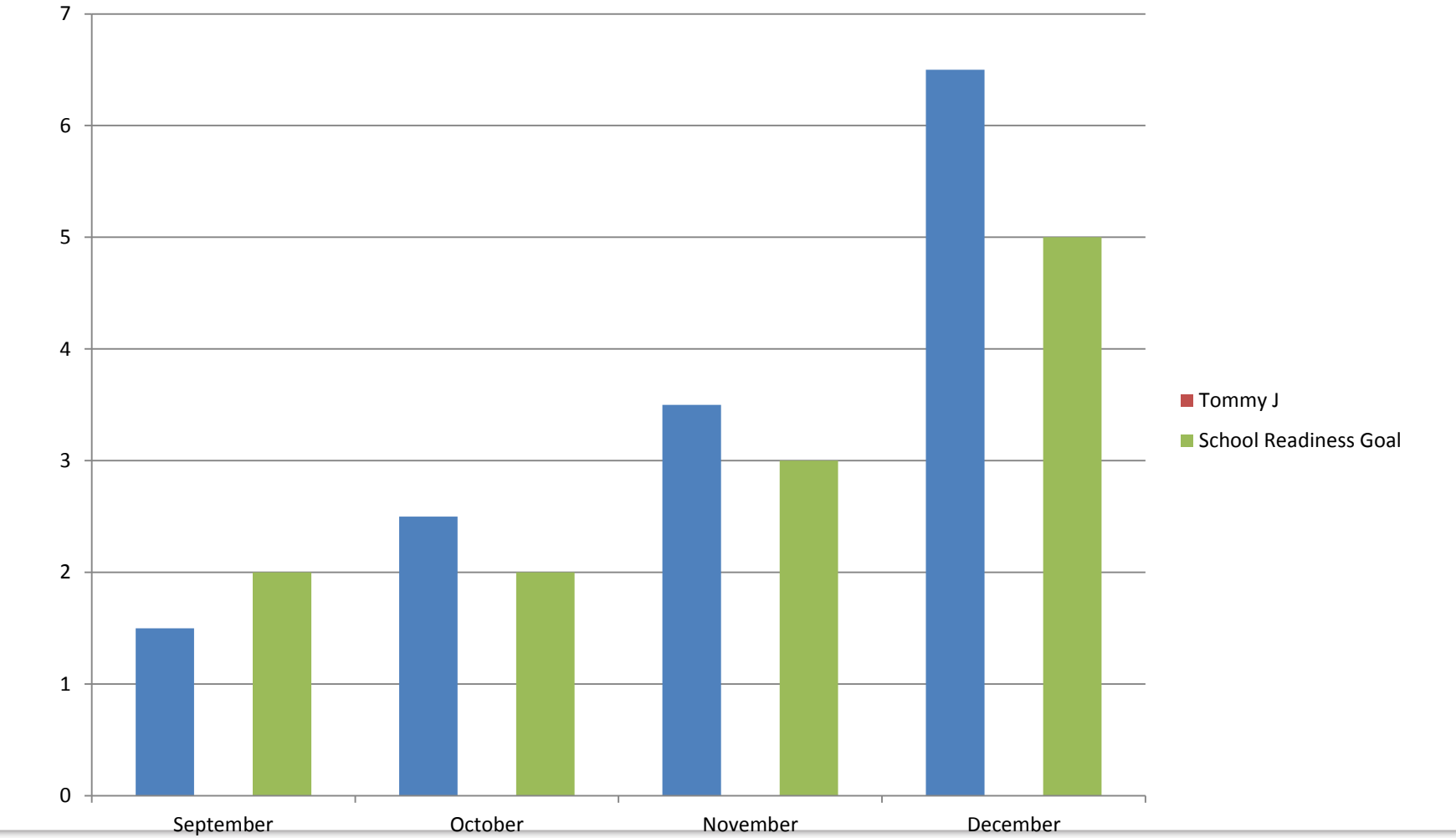
HOW ARE YOU SHARING YOUR DATA?

- Staff
- Families
- Policy councils
- Governance boards
- Communities
- others

USE AND SHARE

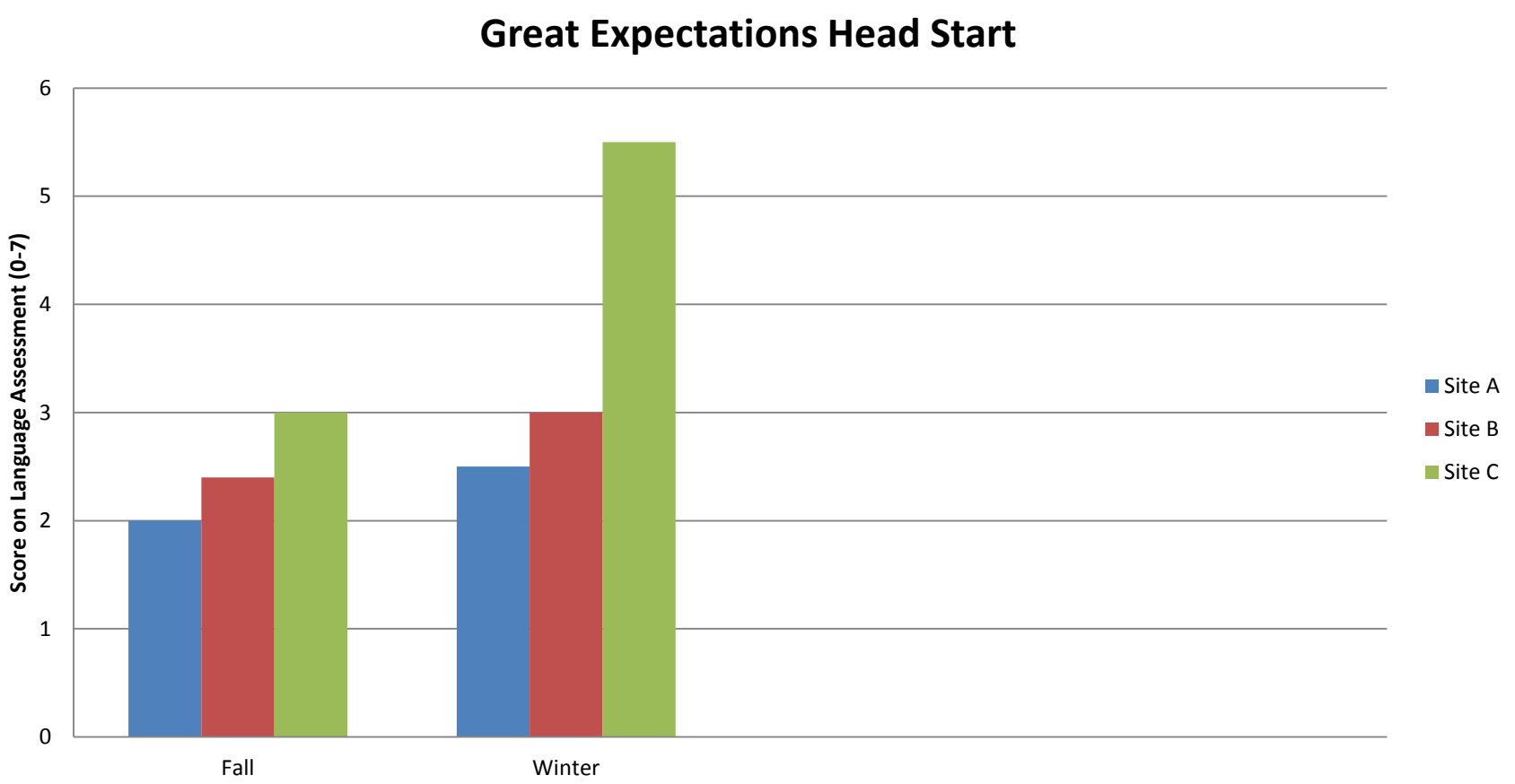


DATA PRESENTED BY TEACHER TO PARENT(S)



EXCITED TEACHERS = EXCITED PARENTS

DATA PRESENTED BY ED. MGR. TO STAFF

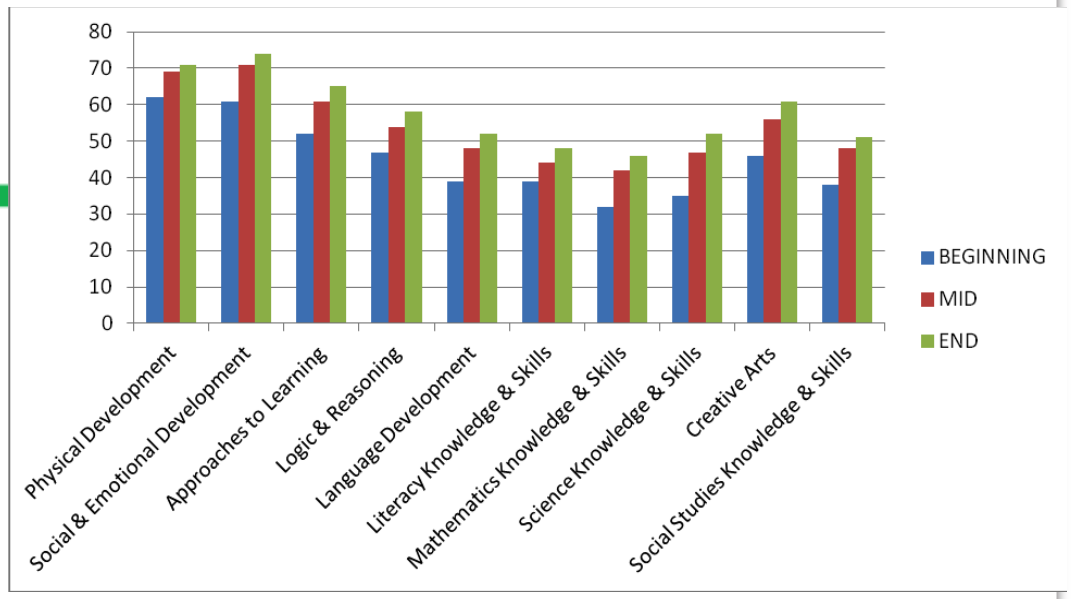


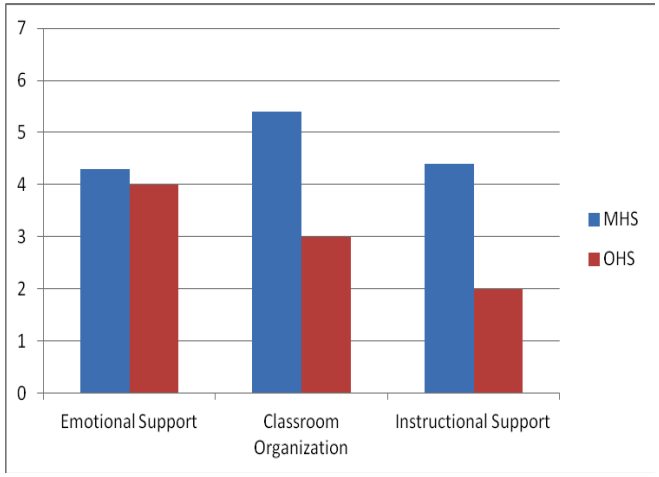
DATA PRESENTED BY HS DIRECTOR TO POLICY COUNCIL

Domain	Social Emotional	Physical Health	Cognition & General Knowledge	Approaches to Learning	Language & Literacy
% of children meeting or exceeding age expectations	74%	82%	68%	85%	54%

BROCHURE

Blue Moon Head Start





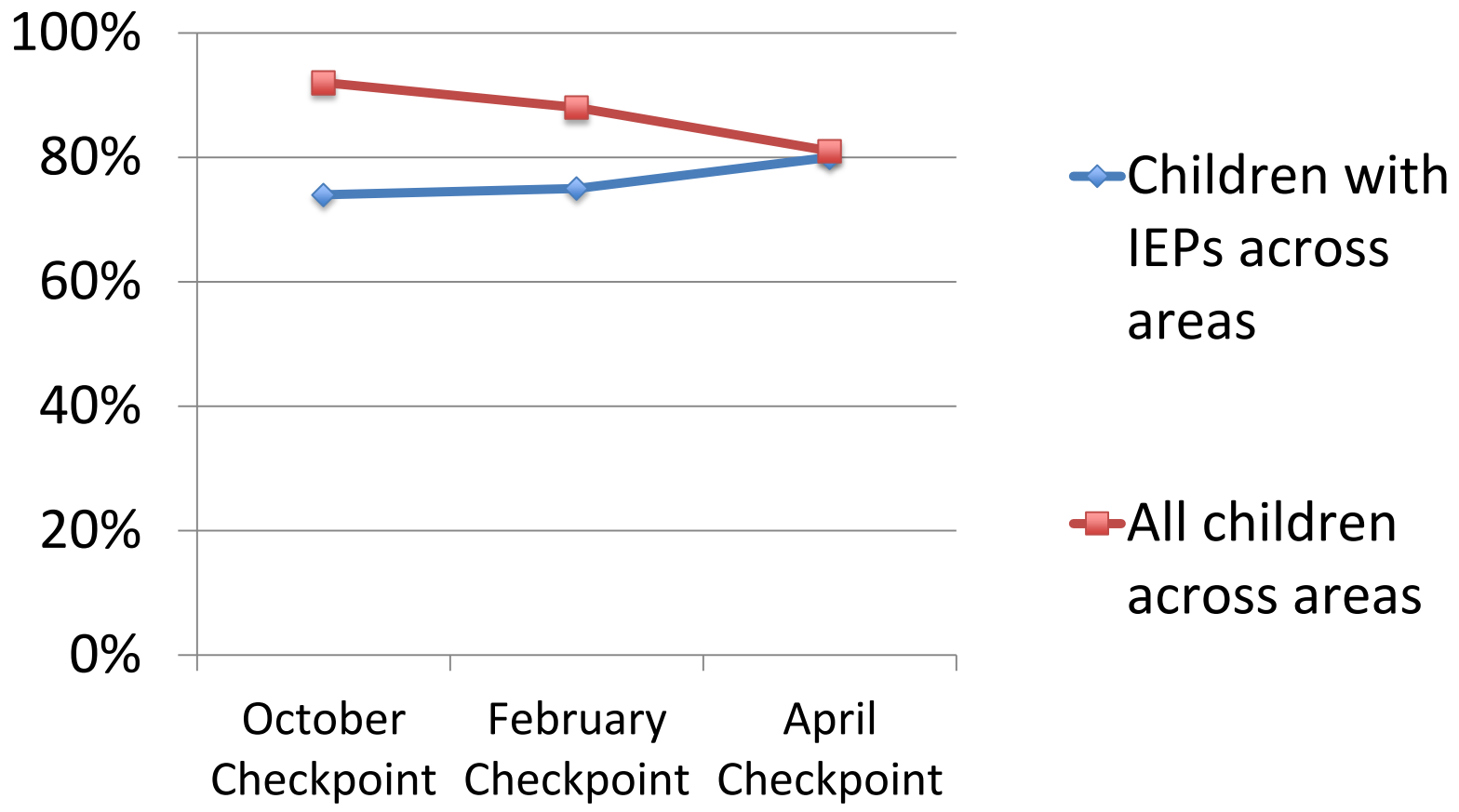
Child Outcomes Report 2011-2012

SUBGROUPS: CHILDREN WITH IEPS

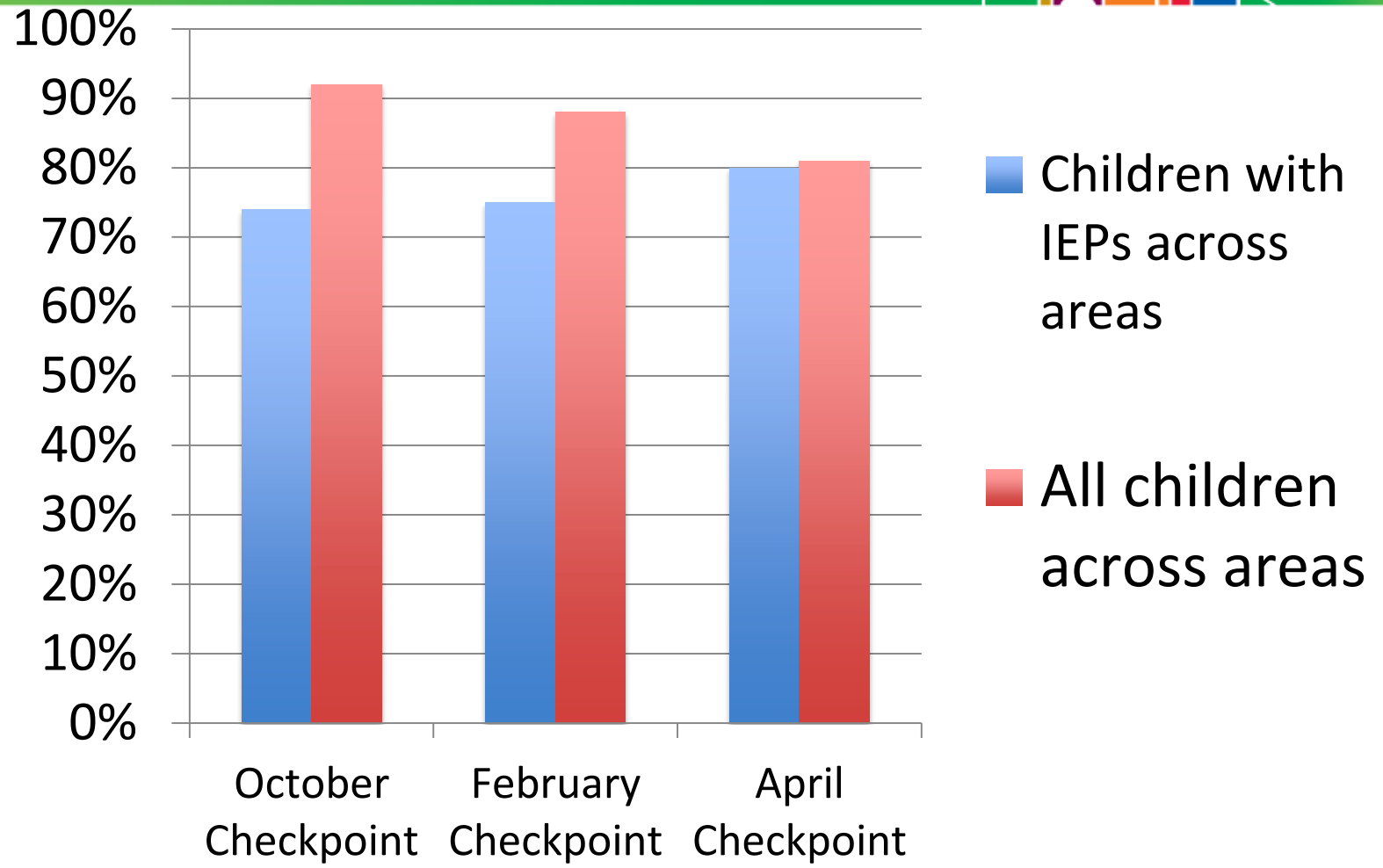
	Oct	Feb	Apr
Children with IEPs across areas	74%	75%	80%
All children across areas	92%	88%	81%

Visuals are often much more accessible than data tables

SUBGROUPS: CHILDREN WITH IEPS



SAME DATA. DIFFERENT GRAPH.



SHARING – TALK WITH ANOTHER TEAM ABOUT….

- Successful ways they have found to share their data
- What kinds of data do they share?
- What kinds of formats for data sharing have been used?
- Who is the data shared with?

ARE THE CHILDREN MAKING PROGRESS?

Summary: Based on what we covered today, how are you answering or will you answer this question for your program?

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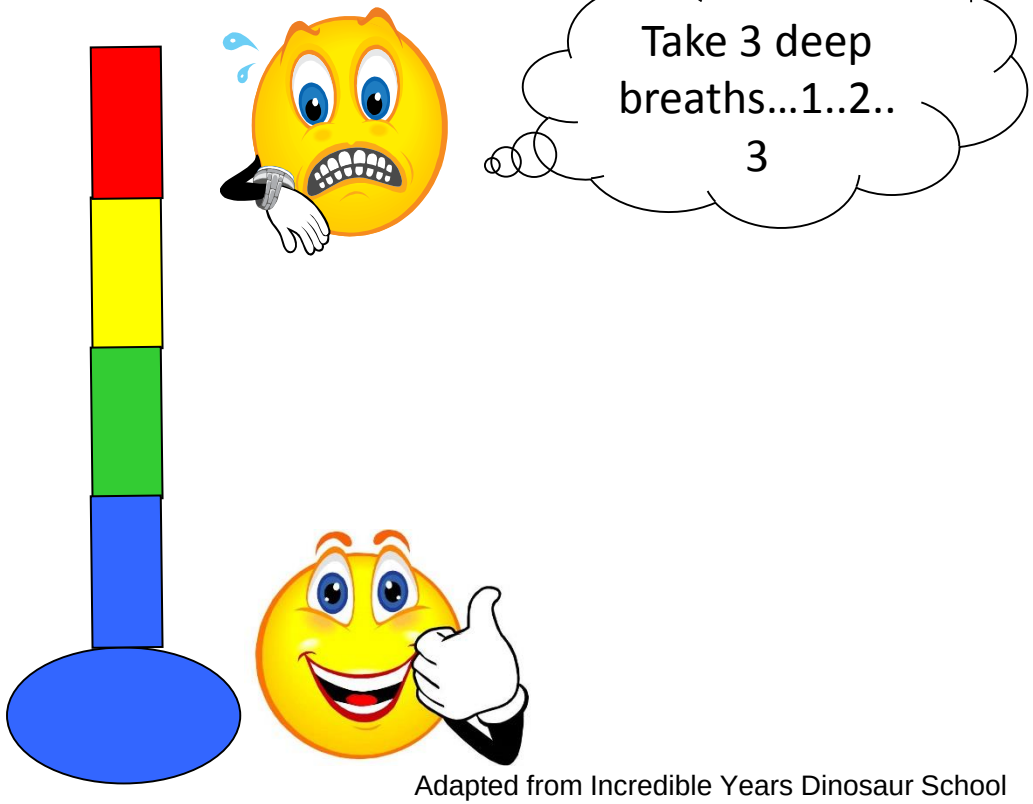
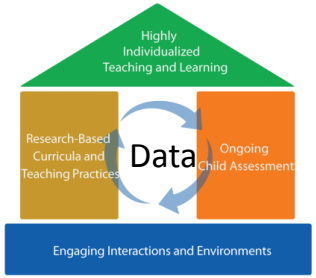
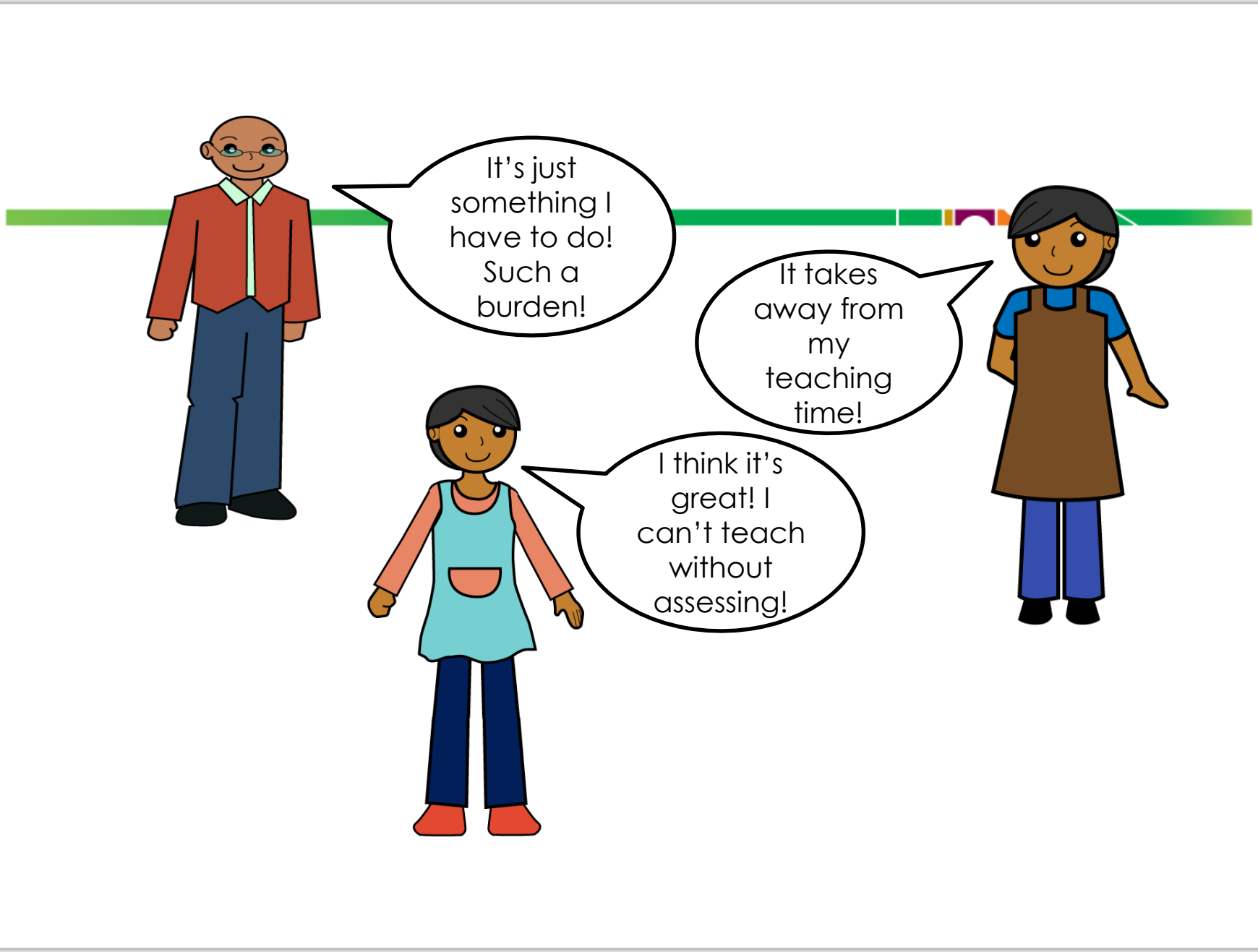
SCHOOL READINESS THERMOMETER



Adapted from Incredible Years Dinosaur School

DISCONNECT!


Highly
Individualized
Teaching and Learning
Research-Based
Curricula and
Teaching Practices
Data
Ongoing
Child Assessment
Engaging Interactions and Environments


It's just something I have to do! Such a burden!
It takes away from my teaching time!
I think it's great! I can't teach without assessing!

OBJECTIVES

Participants will learn to:

- Use ongoing assessment data for problem solving, and decision making for program improvement.

4 Strategic Steps to School Readiness

1. • Establish SR Goals: Establish and align established OHS child goals from the *Early Learning Framework*
2. • Create and implement a plan of action for achieving goals
3. • Assess child progress on an ongoing basis and aggregate and analyze data 2-3 times per year
4. • Examine data for patterns of progress for groups of children in order to develop and implement a plan for program improvement

4

- Examine data for **patterns** of progress for groups of children in order to develop and implement a **plan for program improvement**

DIGGING DEEPER…

- How we are aggregating, disaggregating and closely examining data for groups of children and other variables associated with progress
- How we are using data to inform curricula/instructional decisions
- How we are using data for on-going assessment/adjustment, problem solving, and program wide decision making for continuous program improvement

EXAMINE DATA FOR PATTERNS OF PROGRESS FOR GROUPS OF CHILDREN IN ORDER TO DEVELOP AND IMPLEMENT A PLAN FOR PROGRAM IMPROVEMENT

- Looking at the patterns of progress and outcomes for groups of children by (for starters)
  - Age
  - Dual Language Learners
  - Children with IFSPs/IEPs
  - Gender
  - Language groups
  - Attendance
  - Type of program
  - Length of program

QUESTION TO ASK: GAINS?

- Not enough for grantees to say –"our children made gains!"
  - How much gain?
  - Is it enough?
  - Which subgroups made the most/least gains?
  - Do we need to augment curriculum choices based on data gains?

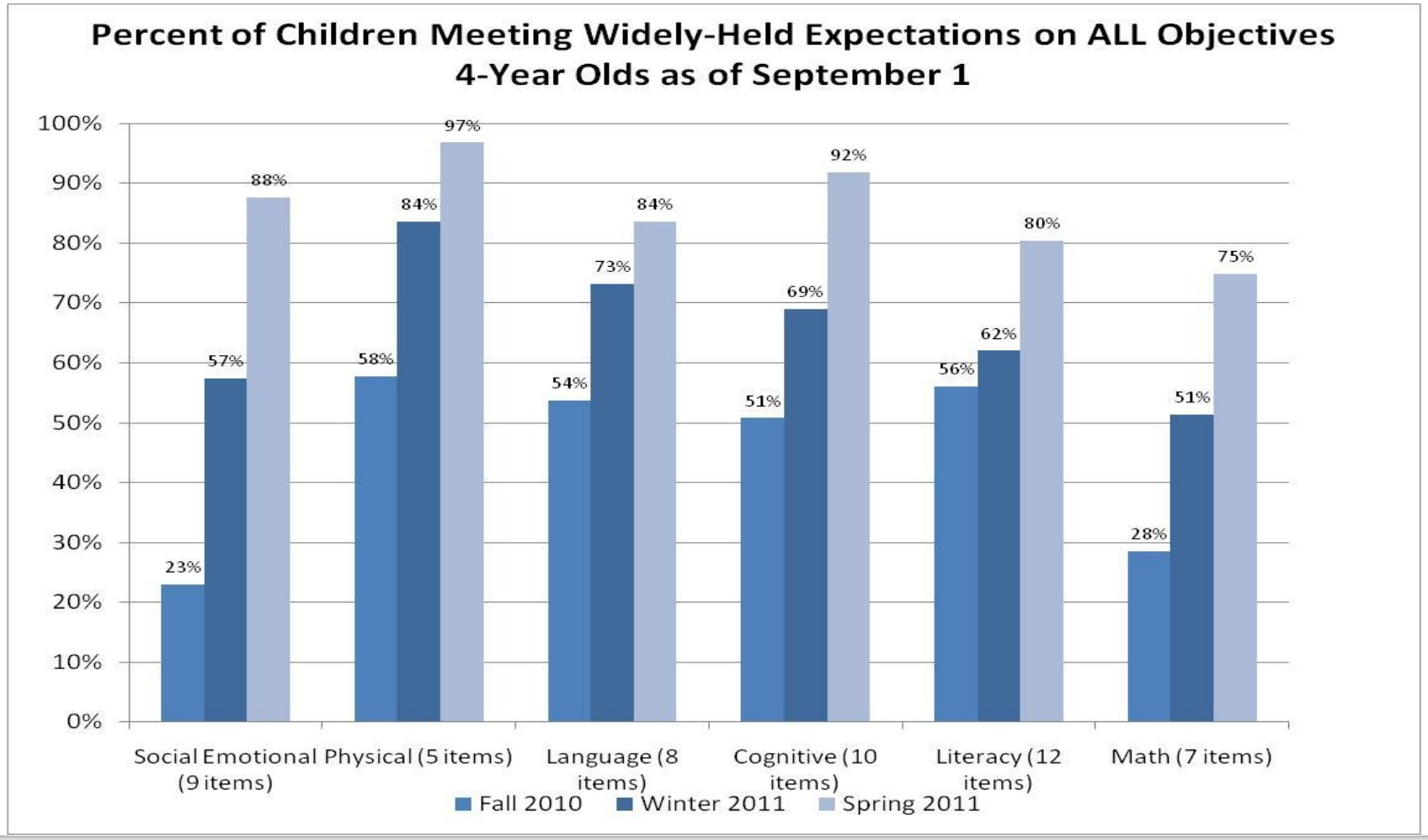
USEFUL WAYS TO THINK ABOUT DIFFERENCES

- Lead us to "clusters" or subgroups that are not well understood
- Interpreted in terms of responsivity: How much do children change in response to context?
- Teach with understanding

GROWTH OVER TIME

- Where are the children's scores relative to:
  - Their own scores earlier in the year
  - Other children (norms, subgroups)
- Do different subgroups show different patterns or growth?

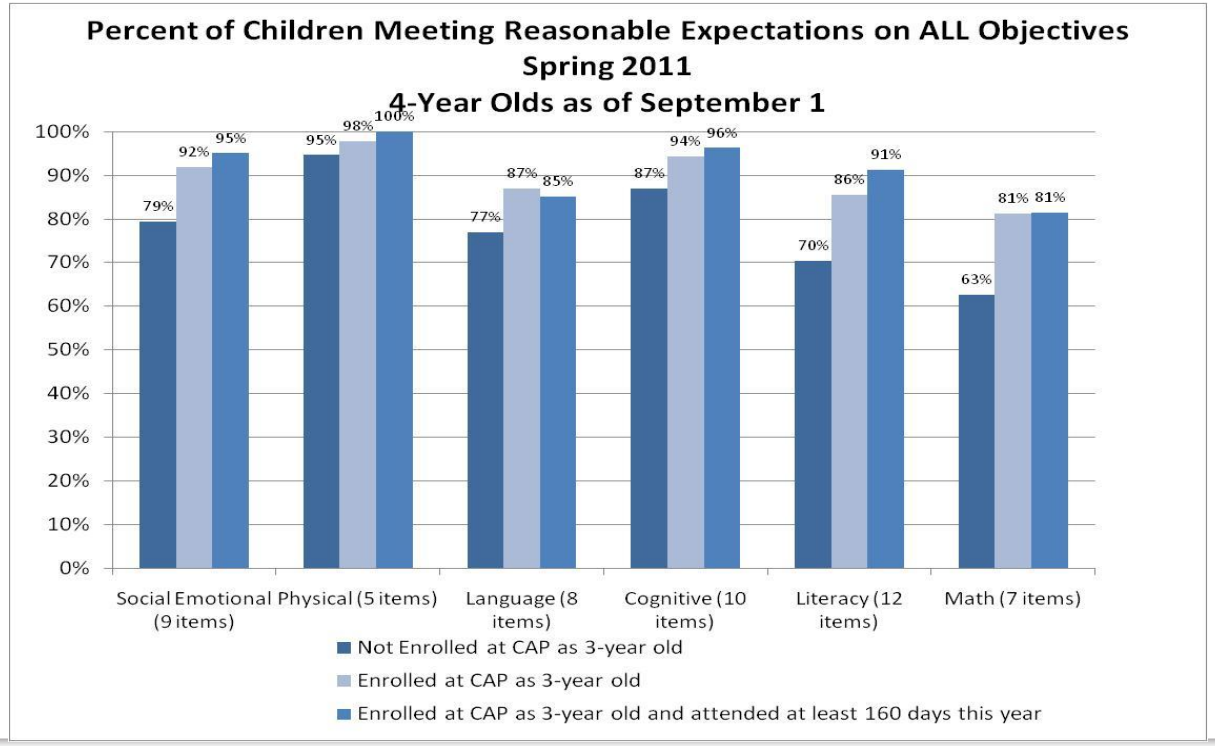
FALL, WINTER, SPRING DATA BY 5 DOMAINS: ALL YEAR OLDS



PERFORMANCE IN 2010-11

4-YEAR OLDS BY TIME IN PROGRAM

- 333 of the 502 4-year olds (2/3rds) were in program as 3-year olds and 80 of them attended at least 160 days this year
- The 4-year olds who were in program as 3-year olds had significantly higher scores than 4-year olds who are new to program this year



PERFORMANCE IN 2010-11

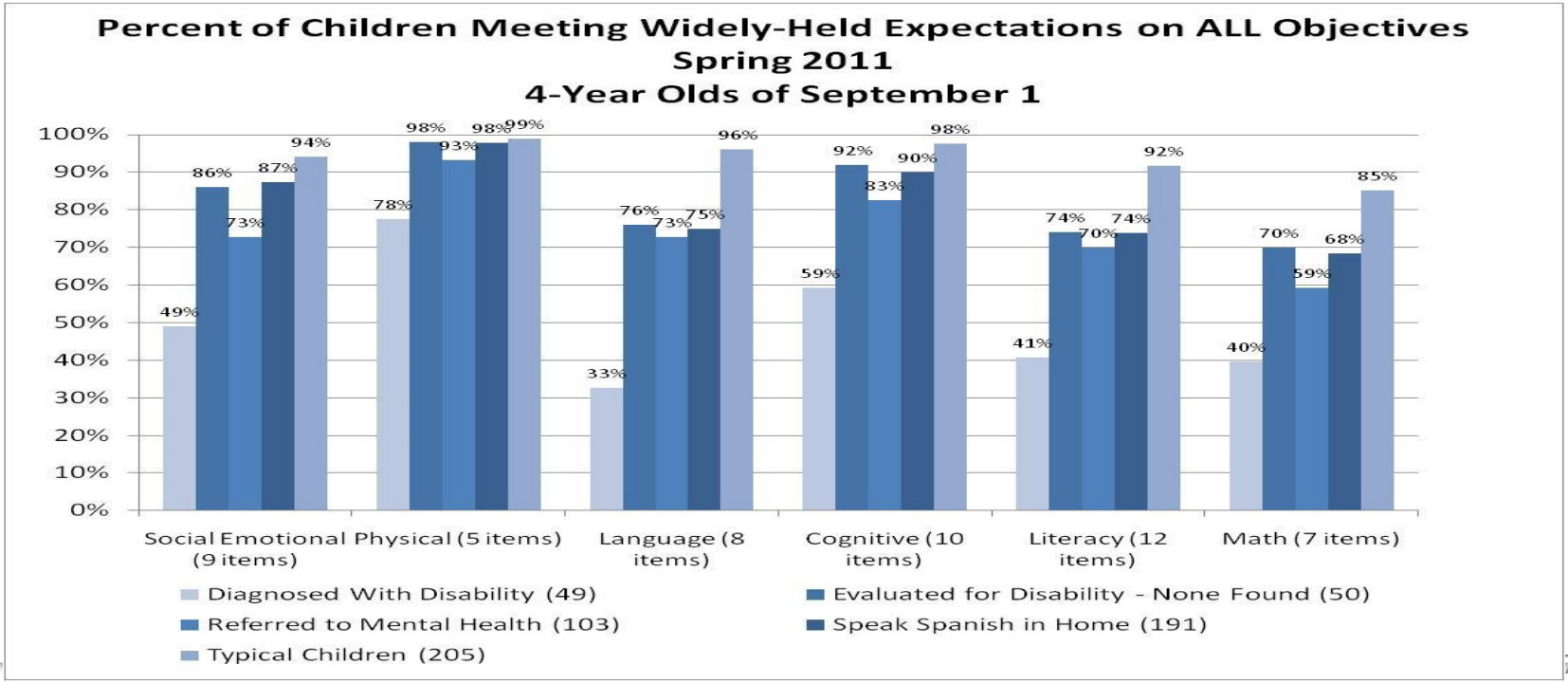
4-YEAR OLDS BY TIME IN PROGRAM

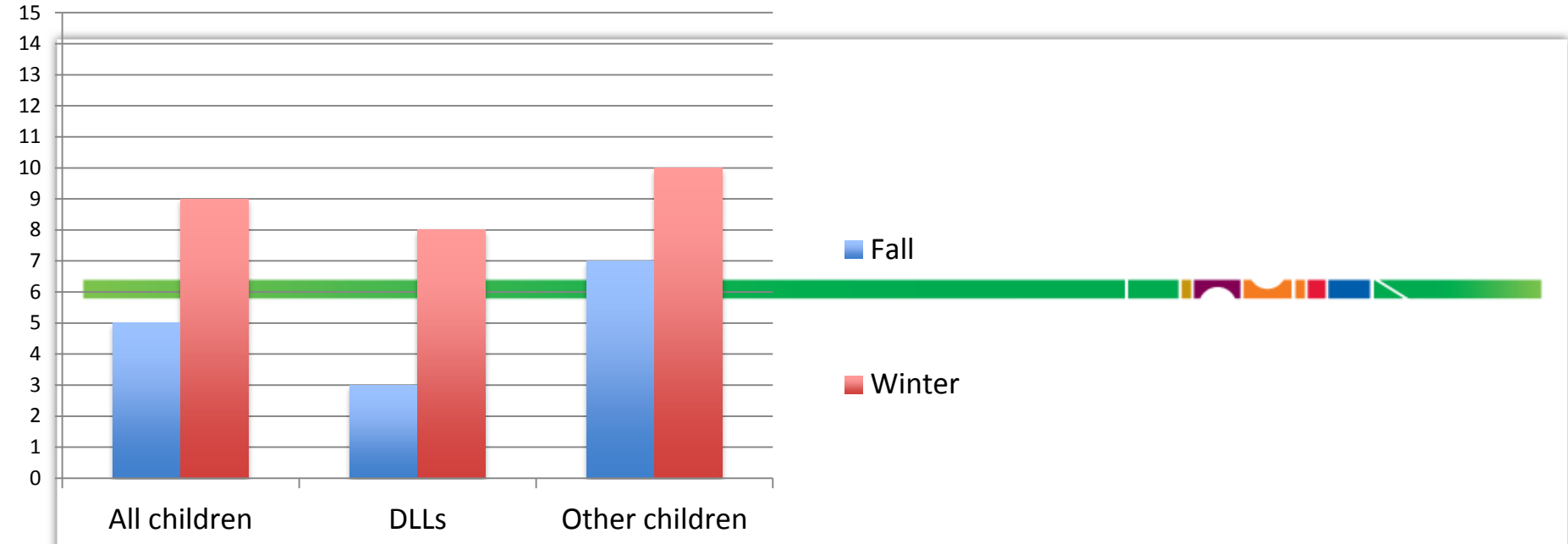
- The expectation is that children who attended at least 160 days will experience more growth than children who did not; this only occurs in literacy

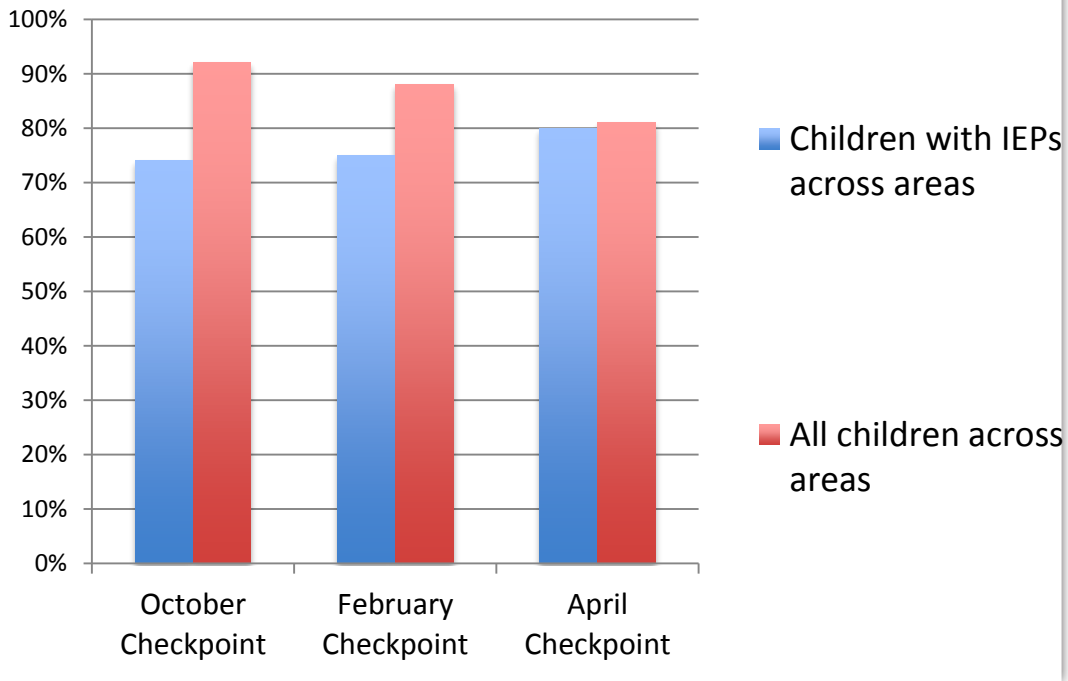
PERFORMANCE IN 2010-11

4-YEAR OLDS BY CHILD ATTRIBUTES

- Performance varies widely by whether diagnosed with a disability, received a referral, or speaks Spanish in home
- Of the 205 4-year olds who are "typical", the percentage meeting widely held expectations varies from 85% in Math to 99% in Physical




15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
All children
DLLs
Other children
Fall
Winter


100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
October Checkpoint
February Checkpoint
April Checkpoint
Children with IEPs across areas
All children across areas

FUNDAMENTAL QUESTION

- Are the children making progress toward achieving the School Readiness Goals?
  - In each of the 5 essential domains
- How are we answering this question?

HOW ARE THE CHILDREN DOING?

How are the children in our program doing?

How are the dual language learners doing?

How are the children in Ms. Julie and Mr. Mike's classroom doing?

How is Rosiie doing?

BASED ON YOUR DATA… LET'S THINK ABOUT…

- How are the children doing?
  - How do we know?
  - What are we doing about it?
  - Are we making enough of a difference with respect to infants, toddlers and preschoolers' progress around school readiness?
  - What are the successes I see in my data?

SCHOOL READINESS IS EVERYONE'S RESPONSIBILITY!

- Director/Managers started every meeting by having staff share something they had done to support school readiness/close the achievement gap

DATA DAYS/DATA DIALOGUES

ONE EXAMPLE

....

- Discussions
- Asking questions/hypothesis
- Trying it out/reporting back
- Continuous improvement
- Sharing data with others

DATA DAYS/DIALOGUES
HOW ARE THE CHILDREN DOING?

Stages of Development

- Just Tell Me What to Do!
- Are You Sure? I Think That. . .
- Let's Talk
- I Think I've Figured Out a New Way To. .
- Who is this in your program? The visible person(s).

Rutherford, Paula et al. Creating a Culture for Learning. Just ASK Publications and Professional Development: Alexandria, VA, 2011.

ON THE ROAD TO SCHOOL READINESS
HOW ARE THE CHILDREN DOING?

- Committees
- Meet monthly
- Look at data
- Develop tool kits/resources (teachers/bus drivers/families, etc)
- "Mini-trainings" at staff meetings

FAMILY ENGAGEMENT
HOW ARE THE CHILDREN DOING?

- Research indicates that supportive home environments contribute to
  - increased literacy development,
  - better peer interactions,
  - fewer behavior problems and
  - more motivation and persistence during learning activities.

We're skipping!

Look at me holding my head up!

Rolling, rolling, rolling!

We're running!

Children will demonstrate growing control of large muscles for movement, navigation, and balance.

Watch out – here I come!

I'm kicking!

Thanks for the help Mom!!

EFFECTIVE LEADERS EXPECT, ANTICIPATE AND APPRECIATE BUMPY ROADS!!!!

ADJUSTING TO BUMPS IN THE ROAD

- Adapt or expand your curriculum, materials
- Focus on improving particular aspects of quality (such as quality of teacher: child interactions)
- Change how managers/staff allocate time
- Engage families and community partners in new ways

ADJUSTING TO BUMPS IN THE ROAD

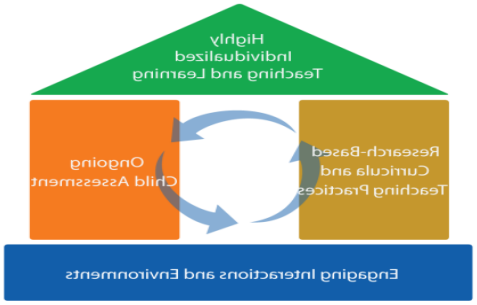
- Provide extra training or coaching to teachers and home visitors
- Remedy any barriers to children's progress including vision, hearing, health, nutrition problems
- Making sure communications systems between EHS and HS are in place

RESPONDING THROUGH PROGRAM IMPROVEMENT PLANS

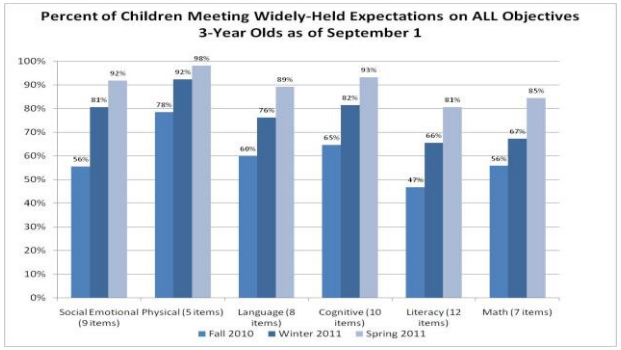
- Professional Development
- Curriculum supports or enhancements
- Family Engagement
- Fidelity of Implementation and Intervention
- Program policies and procedures
- Local TA
- State TA
- Work with partners

TWO GUIDING QUESTIONS

1. **Are we doing what we said we would do to support implementation of elements of effective teaching and learning practices (e.g., house elements)?**



2. **Is what we are doing making enough of a difference in teaching and learning practices and school readiness goals?**



THERE ARE ABOUT 2,000 DAYS BETWEEN THE TIME A CHILD IS BORN AND WHEN SHE ENTERS KINDERGARTEN – EVERY DAY MATTERS!

REFLECTION AND PLANNING: WHERE ARE YOU ON THE ROAD TO SCHOOL READINESS?