

# Department of Family Support and Services

## Spring Data Analysis 2015-2016

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### Description of Teaching Strategies Gold® Online Assessment Tool

*Teaching Strategies GOLD® Online Assessment System* is a reliable and valid assessment that measures the knowledge, skills, and behaviors that are most predictive of school success. The assessment has 36 objectives, including 2 objectives related to English language acquisition. Thirty-six objectives are organized into nine areas of development and content learning. The four areas of development are social-emotional, physical, language, and cognitive. The content learning areas are literacy, mathematics, science and technology, social studies, and the arts. The objectives are aligned to the Illinois Learning Standards and the Head Start Child Development and Early Learning Framework. The assessment is used to assess all 0-5 children served by DFSS programs. The assessment is used both as a formative and a summative assessment. The summative assessment checkpoints are Fall (11-2), Winter (2-15), Spring (5-25) and Summer (8-14). The summer checkpoint session solely looks at the progress made for those children going to kindergarten.

### Spring Data 2016 Demographics:

- Spring Checkpoint Season date range: February 15<sup>th</sup> thru May 25<sup>th</sup>
- Data in the report represents all DFSS funded children : 16,846 (EHS and HS)
- 51% of the children are males and 49% are females
- 43% of the children are Pre-k-4 meaning they are going to kindergarten
- 40% are Pre-k 3-4 years old
- 9% are children 2 to 3 years old
- 5% are children 1 to 2 years old
- 3% are children birth to 1 years old
- 29% of the Children identified as Spanish speaking and 1% speaks Chinese.

### Summative Data Included in the Spring Analysis for 2016

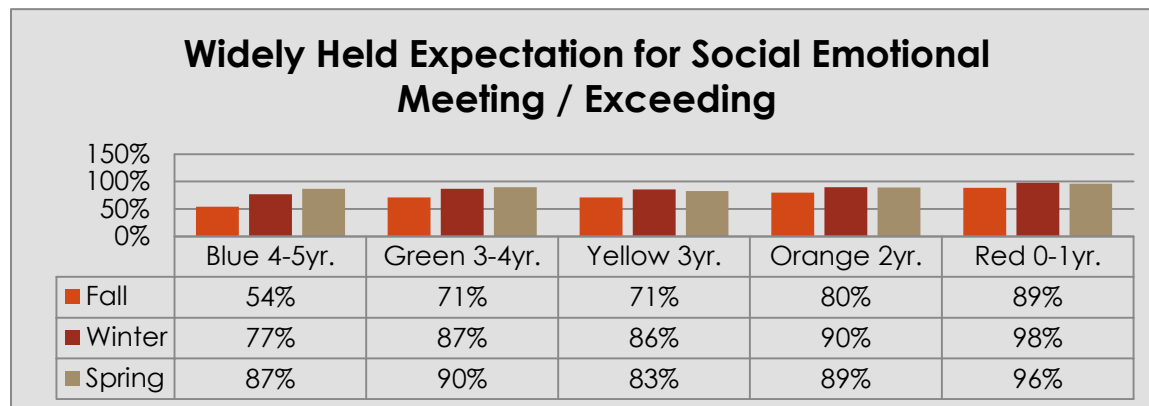
- Compared child progress using Fall, Winter and Spring data sets for all groups across all domains of Development and Learning. Data reflects the percentage of children meeting/exceeding WHE.
- Compared child progress in each of the program options: Center Base, FCCH, EHS/CC Partnerships and Home Base. Data reflects the percentage of children meeting/exceeding WHE.
- Identified and compared progress based on gender.
- Analyzed progress English Learners made.
- Identified the percentage of Kindergarten bound children who have accomplished Kindergarten Gold Readiness Benchmarks and those that are emerging.
- Identified the percentage of all children meeting/exceeding WHE as it relates to DFSS School Readiness Goals.

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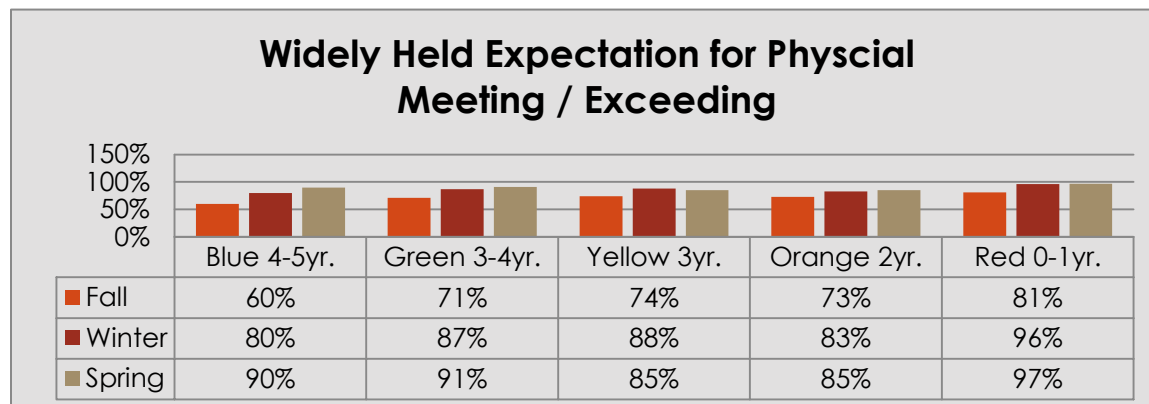
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### Child Progress: Fall to Winter Checkpoint Season Meeting/Exceeding Widely Held Expectations: 16,846 Children Assessed

This report compares data for each age group to determine if children's skills, knowledge and behaviors are meeting/exceeding widely held expectations (WHE) for their age group. The report compares Fall, Winter and Spring combined meeting and exceeding percentages to determine progress made from the beginning of the year to the end of the Spring checkpoint season.



- All age groups demonstrated progress from the Fall checkpoint.
- The 0-3 age children identifies a decrease in percentage as meeting /exceeding from Winter to Spring but that is due to the fact that many children between 0-3 had birthdates since the previous checkpoint, hence placing them in a different age group. This trend is apparent for all areas of development and learning.

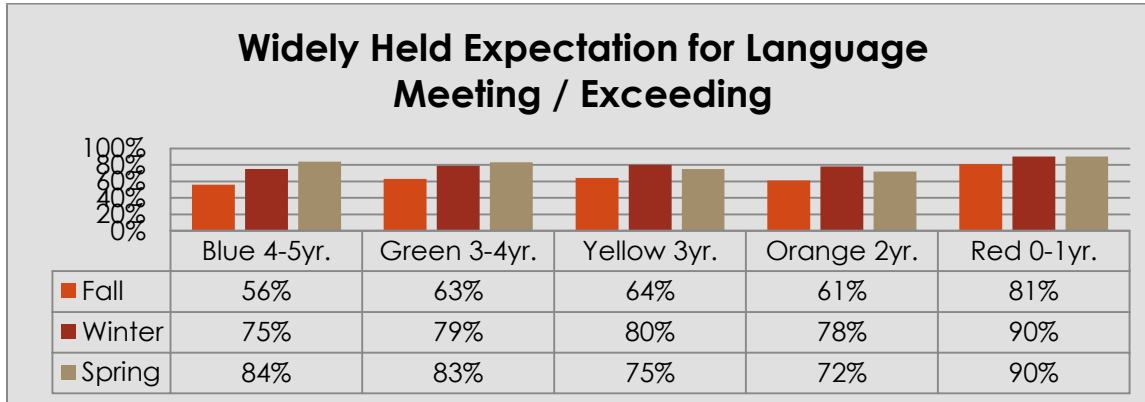


- All age groups demonstrated progress from the Fall checkpoint.

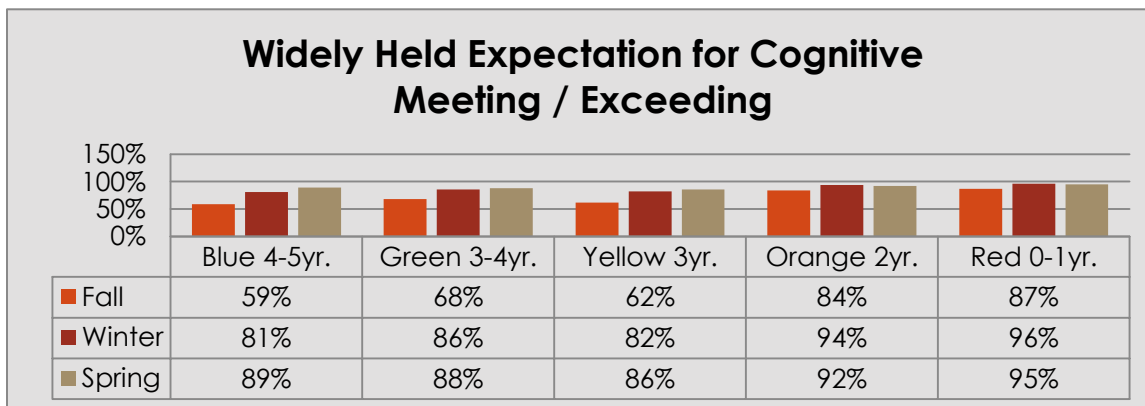
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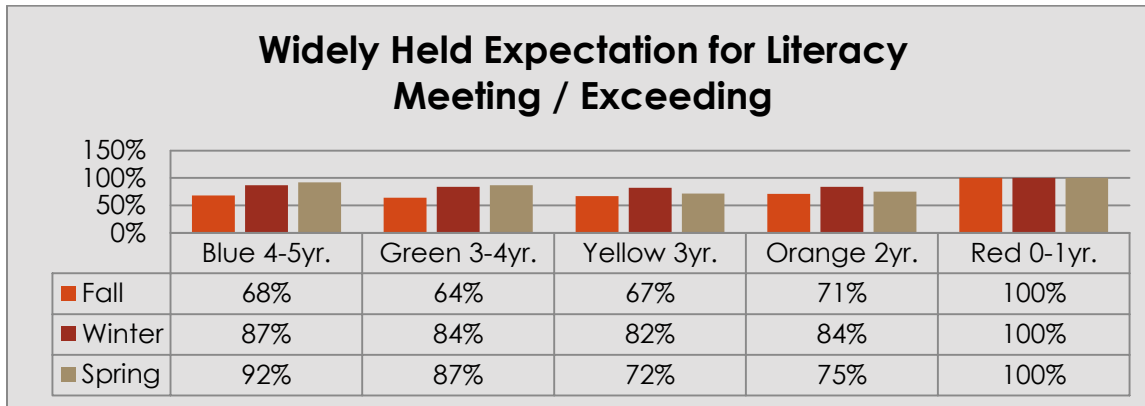
- All age groups demonstrated progress from the Fall checkpoint.



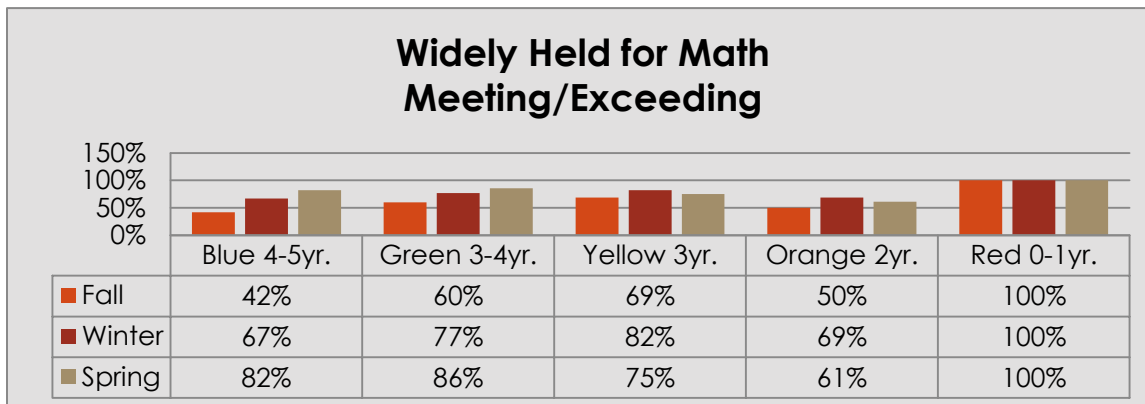
- All age groups demonstrated progress from the Fall.

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- All age groups made progress from the Fall.
- The Red Age group shows 100% but this is due to the fact that Literacy is not a widely held expectation for this age group.



- All age groups demonstrated progress from the Fall.
- The Red age group shows 100% but this is due to the fact that Math is not a widely held expectation for this age group.

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### English Language Learners: 3,867 Assessed

A total of 3,867 children have been identified as English Language Learners for the Spring Checkpoint; an increase of 141 from the Winter. Children who are learning English as their second language are assessed using Objectives 37 and 38. These two objectives measure the progress of listening to and understanding English (Obj. 37) and in speaking English (Obj. 38).

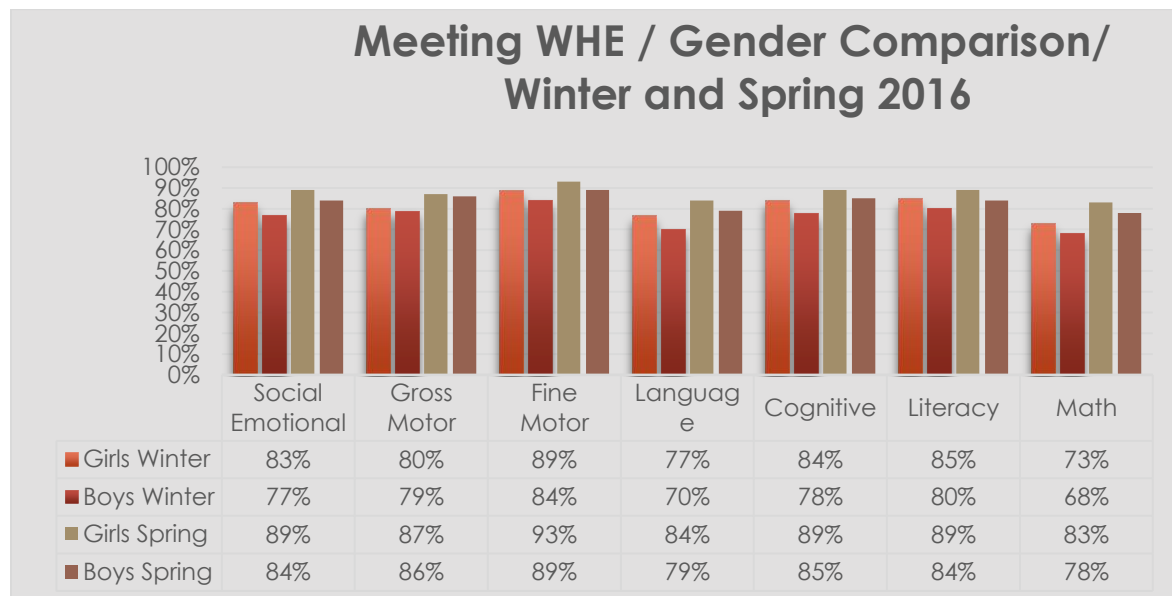
Spring Data collected on children who are Pre-K 4 (going to kindergarten) and Pre-K 3 indicate that over half of these children are at a Level 4 or above meaning that they are able to respond to common English words and phrases when accompanied by gestures and use a few socially interactive terms in English appropriately.

### Comparing Gender Progress: 51% Boys / 49% Girls

The Winter and Spring assessment data was filtered according to gender to answer the question, was there a difference in skill level associate to gender? Current research notes that gender influences behavior, learning styles and how teachers react to those differences can influence how and what a child learns.

The data from the Winter Analysis 2015-16 identified that boys were behind girls in all areas of development by several points. Interesting trend noted in the Fall analysis is that boys during the first year of life scored higher than girls but with each year of life boys steadily scored lower than girls. Question to ask; what is influencing this trend and how can teachers address this trend in their classrooms?

The Spring assessment data was filtered according to gender to answer the question, is the trend still apparent.... is there a difference in skill level associated with gender? Based on the analysis the answer is yes.

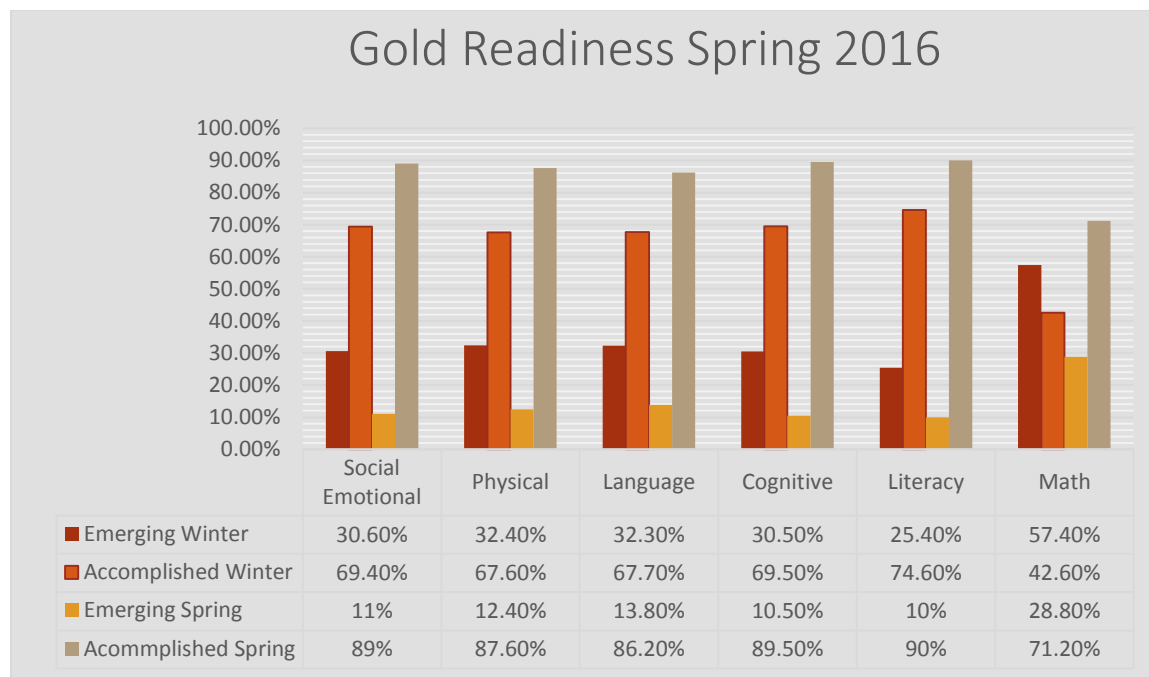


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### Comparative /Gold Readiness Report / Kindergarten Entry

The Comparative Report/Gold Readiness report was used to analyze children who are going to Kindergarten in the Fall of 2016. The Comparative Report enables users to compare children's scores to a readiness benchmark which looks at a child's readiness towards kindergarten entry. The chart shows the percentage of children whose skills, knowledge and behaviors are emerging (below benchmark value) or accomplished (at or above the benchmark value). In analyzing the report it identifies 86% or more of the kindergarten age children are meeting the benchmark during the Spring checkpoint for Social Emotional, Physical, Cognitive, and Literacy. Math scoring at 71.20% of the children meeting indicates that this is an area that teachers need to ensure they are planning daily activities and experiences that expose children to the Math skills they need to be developing at this time. Significant progress has been made across all areas of development and learning.



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### Data Analysis by Program Option:

The Snapshot report was used to measure how children were developing and progressing in all program options. (Center Base, FCCH, EHS/CC Partnerships and Home Base) Meeting and Exceeding percentages were combined to produce one percentage from which to compare the percentage of children meeting/exceeding in each of the options. What is evident is that Center Base percentages are indicating that at least 80% or more of all center base children are meeting or exceeding for all areas of development and learning for the Spring checkpoint. EHS/CC partnership, Home Base and FCCH had several areas of development and learning where less than 80% of the children are meeting/exceeding WHE. (Areas are highlighted below) One might speculate that these options have a high percentage of 0-3 children and many children may have had birthdays since the last checkpoint which places them into a new age group and WHE.

	Social Emotional		Gross Motor		Fine Motor		Language		Cognitive		Literacy		Math	
	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring
<b>FCCH</b>	95%	84%	84%	81%	96%	89%	86%	79%	88%	77%	92%	90%	83%	83%
<b>Center Base</b>	80%	86%	80%	86%	86%	91%	74%	81%	81%	87%	82%	87%	71%	80%
<b>Home Base</b>	88%	88%	85%	90%	80%	94%	82%	70%	88%	90%	70%	76%	76%	83%
<b>EHS/CC</b>	81%	84%	71%	78%	85%	87%	69%	73%	81%	84%	78%	76%	62%	67%

- FCCH: Language and Cognitive below 80% for Spring
- Home Base: Language and Literacy below 80% for Spring
- EHS/CC Partnerships: Gross Motor, Language, Literacy and Math below 80% for Spring

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<b>DFSS School Readiness Goals</b>	Alignment to Gold Objectives and Dimensions	Percentage of all children meeting/exceeding WHE
Manages Feelings	1a	92%
Follows limits and expectations	1b	91%
Takes care of own needs	1c	85%
Forms relationships with adults	2a	79%
Responds to emotional cues	2b	91%
Interacts with peers	2c	95%
Demonstrates traveling skills	4	90%
Demonstrates balancing skills	5	89%
Demonstrates gross motor skills	6	88%
Uses fingers and hands	7a	88%
Comprehends Language	8a	84%
Follows directions	8b	92%
Uses an expanding expressive vocabulary	9a	84%
Speaks clearly	9b	84%
Uses conventional grammar	9c	91%
Attends and engages	11a	91%
Persists	11b	89%
Solves Problems	11c	87%
Shows curiosity and motivation	11d	91%
Recognizes and Recalls	12a	88%
Makes connections	12b	91%
Uses and appreciates books	17a	93%
Writes name	19a	93%
Writes to convey meaning	19b	91%
Counts	20a	86%
Quantifies	20b	84%
Understands spatial relationships	21a	80%
Understands shapes	21b	85%
Compares and measures	22	88%
Demonstrates knowledge of patterns	23	89%

The Gold® objectives are aligned to the Illinois Learning Standards and the Head Start Child Development and Early Learning Framework. There are 30 school readiness goals identified. Percentage of children meeting/exceeding for the Spring checkpoint has been identified. Of the 30 goals; 1 goal has less than 80% of the children meeting. (Highlighted)



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### Key Take Aways and Next Steps:

- All age groups have demonstrated progress since the fall checkpoint for all areas of development and learning. The age group demonstrating the most gains from Fall is the 4-5 age group.
- The 0-3 age children identifies a decrease in percentage as meeting /exceeding from Winter to Spring but that may be due to the fact that many children between 0-3 had birthdates since the previous checkpoint, hence placing them in a different age group and WHE
- Kindergarten bound children need continued exposure to intentionally planned Math activities and experiences during the summer months. ( 71% have met the benchmark)
- Program Administrators for 0-5 center base should revisit teacher fidelity scores Item# 15 (planned experiences for mathematical concepts) to ensure indicators not observed have been addressed and appropriate coaching strategies identified.
- ITERS scores in conjunction with Fidelity Scores in the Area of Physical Items #1 and 3 should be analyzed to identify if the physical environments are supporting the physical development of 0-3 children in EHS/CC Partnerships. (78% for Gross Motor)
- EHS/CC Partnership assessment data should be analyzed at the program level to identify the type of supports each program needs. Areas below 80% for Spring; Gross Motor/78%, Language/73%, Literacy / 76% and Math/67%.
- Of the 30 School Readiness Goals all have 80% or more of all children meeting except for; Forms relationships with an adult which is at 79%. One might speculate...has there been turnover in staff and/or staff vacancies.
- The gender gap for Spring indicates only slight differences. Boys have made significant progress since the Fall resulting in closing the gap. Language is the one area of development and learning that is below 80% for boys.
- Increase of English Language learners for the Spring Checkpoint Season. Steady increase of all English learners in acquiring English as their second language.
- Caregivers for 0-3 need to examine how they are incorporating Language and Literacy during daily routines and experiences. The percentage of children ages 2 and 3 years is below 80%. Routines and experiences should be assessed to ensure caregivers are expanding children's vocabulary and conversing with children.

### Recommended Professional Development:

- Creative Curriculum for Infants, Toddlers and Two's 3<sup>rd</sup> Edition with an emphasis on the caregivers' role in supporting the development of language and literacy skills during routines and experiences.
- Supporting Social-Emotional Development. (0-5)
- Supporting Mathematical Thinking. (0-5)
- Supporting Language and Literacy Development and Learning. (0-5)
- Coaching to Fidelity for IT2 coordinators, site managers to ensure caregivers are implementing the curriculum with fidelity

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- Coaching to Fidelity for Preschool coordinators, site managers to ensure reliability when implementing the tool.
- Supporting Boys to Thrive During the Early Years (0-5)
- EHS/CC Partnership training on Curriculum and Assessment.

### **Suggested Resources for Head Start and Early Head Start Parents**

- Learning Games: at home activities parents can do with their children with an emphasis on Math and Language.
- Generate the Development and Learning Report for individualized at home activities.
- Head Start Resource Center: News You Can Use / Math
- Reading Right from the Start: What Parents Can Do in the First Five Years.
- Building Your Baby's Brain: A Parent's Guide to the First Five Years.
- Math Right from the Start: What Parents Can Do in the First Five Years.