

# Department of Family Support and Services

## Spring Data Analysis 2016-2017

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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 (10-30), Winter (2-14), Spring (5-24) and Summer (8-14). The summer checkpoint session solely looks at the progress made for those children going to kindergarten.

### Spring Data 2016-2017 Demographics:

- Spring Checkpoint Season date range: February 16<sup>th</sup> to May 24<sup>th</sup> 2017
- Data in the report represents all DFSS funded children: 19,014
- 51% of the children are males and 49% are females
- 41% of the children are Pre-k-4 meaning they are going to kindergarten
- 41% are Pre-k 3-4 years old
- 9% are children 2 to 3 years old
- 6% are children 1 to 2 years old
- 3% are children birth to 1 years old
- 27% of the Children identified as Spanish speaking and 1% speaks Chinese.

### Summative Data Included in the Spring Analysis for 2016-2017

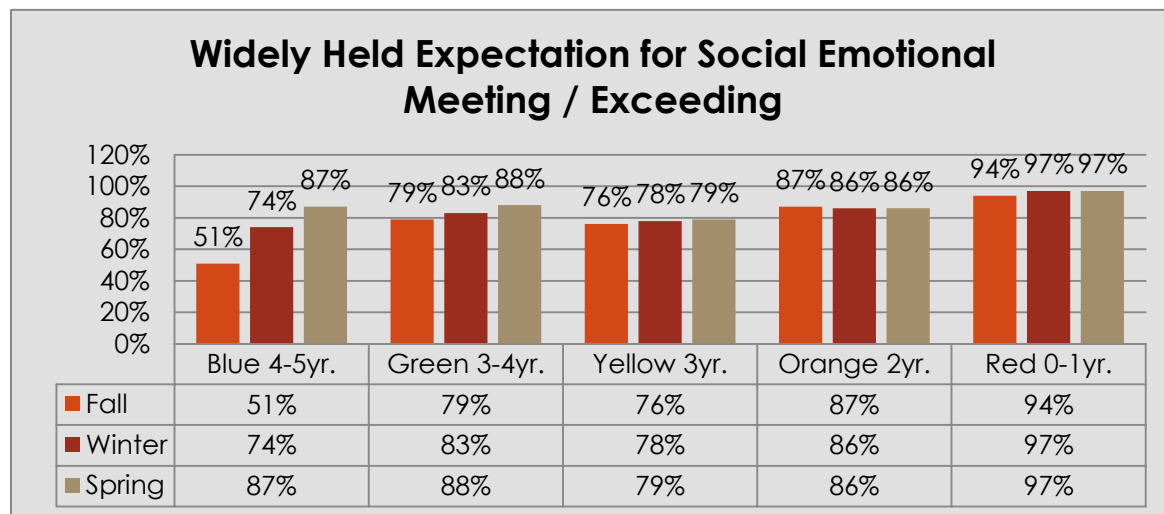
- Compared child progress using Fall, Winter and Spring data sets for all groups across all domains of Development and Learning. Data reflects the percentage of children meeting/exceeding WHE.
- Compared child progress in each of the program options: Center Base, FCCH, EHS/CC Partnerships. Data reflects 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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### Child Progress: Fall, Winter and Spring Checkpoint Season Meeting/Exceeding Widely Held Expectations: 19,014 Children Assessed

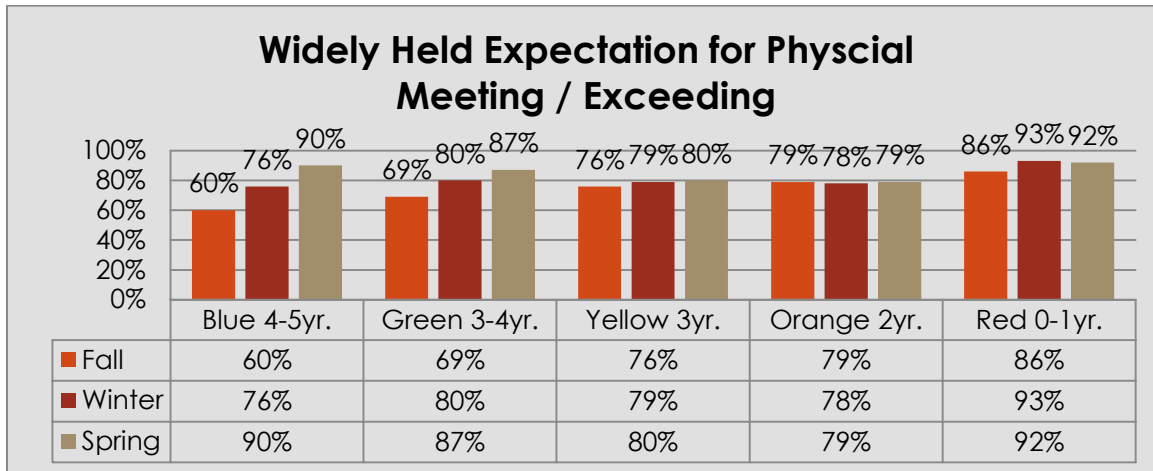
This report compares data for each age group to determine if children's skills, knowledge and behaviors are meeting/exceeding widely held expectations (WHE) for their age group. The report reflects Fall, Winter and Spring meeting/exceeding percentages (combined) to determine progress made from the beginning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



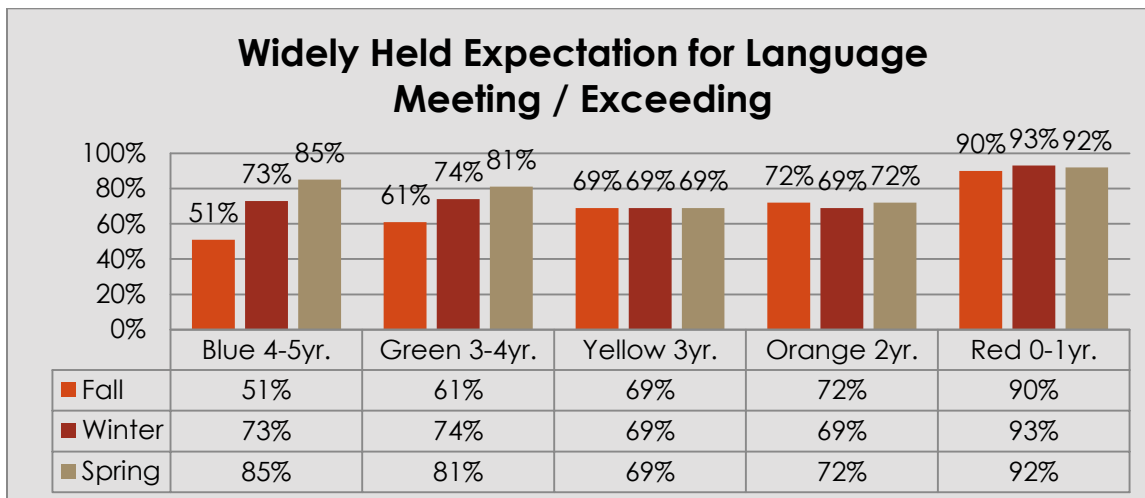
- All age groups except the 1-2 yr. old age group demonstrated an increase in the percentage of children meeting/exceeding WHE from Fall to Spring.
- Children going to Kindergarten/Blue age group had the lowest percentage of children meeting WHE for the Fall checkpoint but this group also had the highest increase from the beginning of the year.
- Children between 0-3 demonstrated the least amount from Fall to Spring. Note that the 1-2-year-old percentages decreased by 1% from the Fall. Questions to reflect on ...is this due to recent birthdates or caregivers not understanding the social emotional developmental needs of children this age. Could it also reflect that children at this age are focused on walking, physical development and become frustrated easily? One should also exam what was child attendance like during this time as well as staff turnover.

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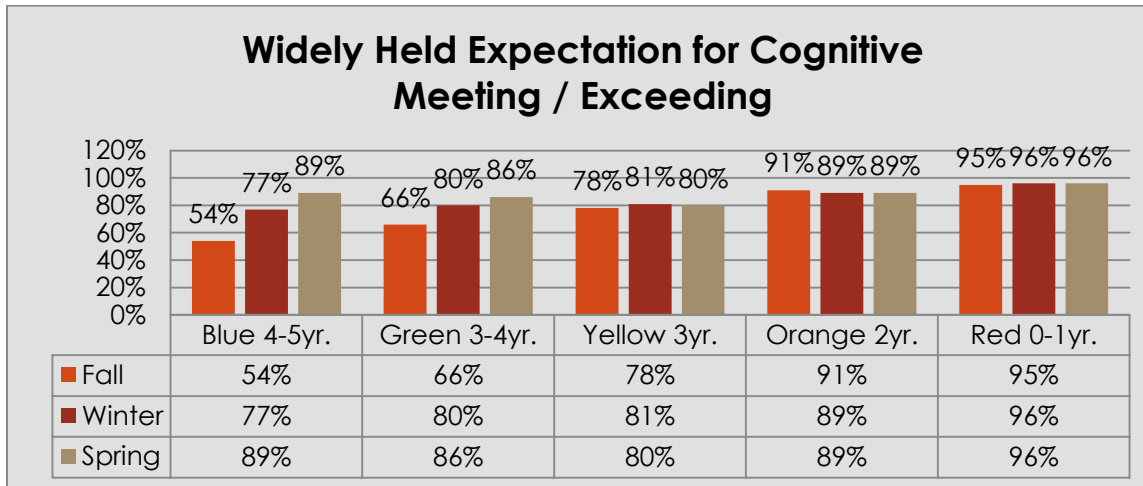
- All age groups demonstrated an increase from the Fall to Spring in the percentage of children meeting widely held expectations except the 1-2-year-old and the 0-1-year-old.
- Children going to Kindergarten/Blue age group had the lowest percentage of children meeting WHE for the Fall and Winter checkpoint but this group also had the highest increase from the beginning of the year.
- Note that the percentage of 1-2-year-olds did not increase as much as other age groups did for this area and the 0-1-year olds decreased. One would want to exam the physical environments for this age group to ensure environments are arranged in a way that supports development in this area.



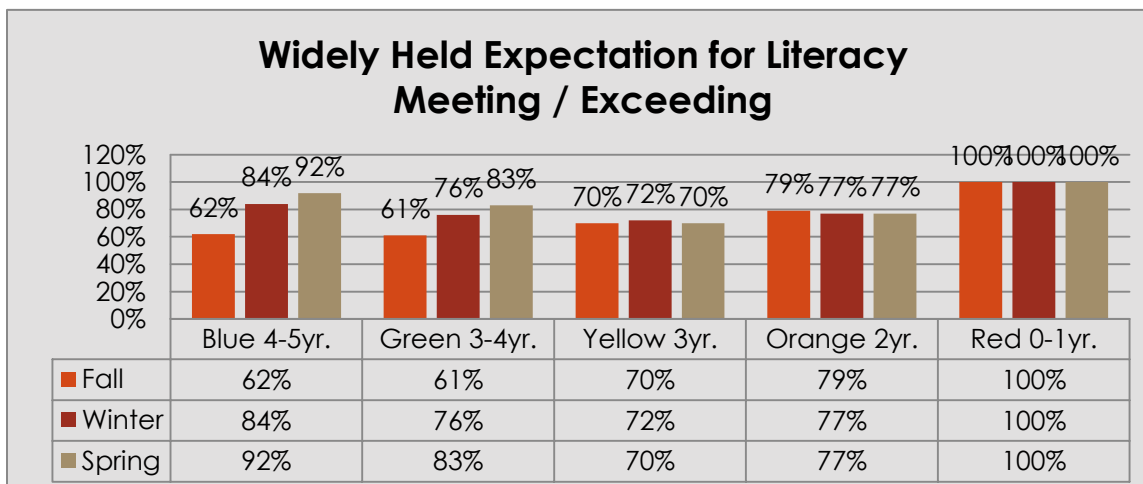
- The percentage of children meeting/exceeding for all age groups demonstrated an increase from the Fall except for the 1-2-year-old age group.
- The children who are 2-3 years old remained the same.
- Children going to Kindergarten/Blue age group had the lowest percentage of children meeting WHE for the Fall checkpoint but this group also had the highest percentage of children meeting in the Spring.
- One would question how are caregivers using routines and experiences to intentional encourage the development of language skills for the 0-3 age group.

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- All age groups demonstrated an increase in the percentage of children meeting/exceeding WHE from the Fall except for the 1-2-year-old group. The percentage of children meeting/exceeding for this age group regressed by 1%. The percentage of children in the 2-3-year-old age group decreased from the Winter checkpoint.
- One would question is this a cause and effect due to change in birthdate, high absenteeism, high staff turnover or a lack of planning for and understanding on the part of the caregivers.
- Children going to Kindergarten/Blue age group have the lowest percentage of children meeting WHE for the Fall checkpoint but this group also increased the most from the beginning of the year.



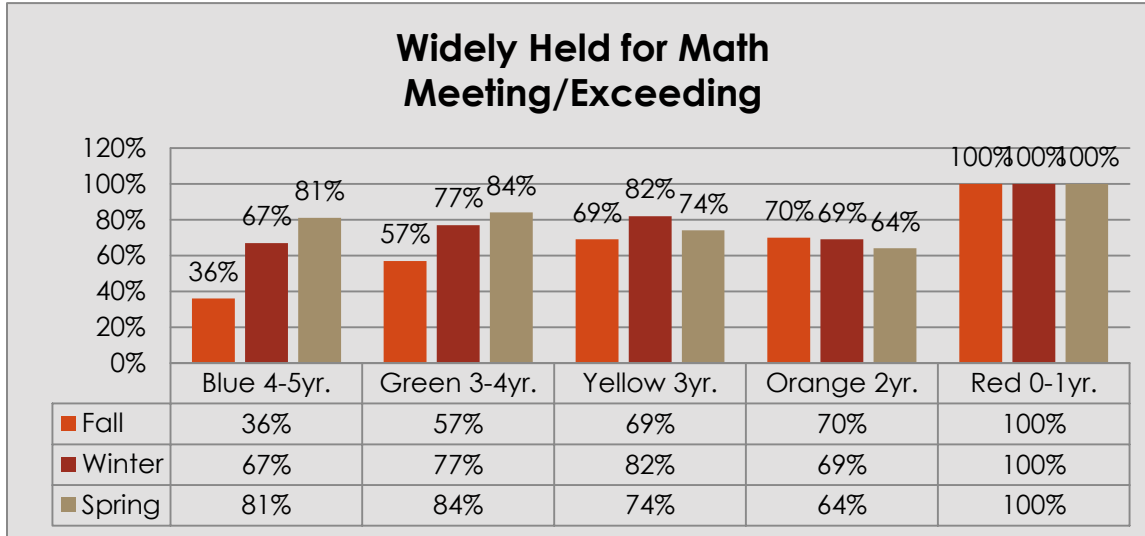
- All age groups demonstrated an increase in the percentage of children meeting/exceeding WHE from the Fall except for the 1-2-year-old group. The percentage of children meeting/exceeding for this age group regressed by 2%. The

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percentage of children in the 2-3-year-old age group decreased from the Winter checkpoint.

- The Red Age group shows 100% but Literacy is not a widely held expectation for this age group.



- All age groups demonstrated an increase in the percentage of children meeting/exceeding WHE from the Fall except for the 1-2-year-old age group.
- 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.
- Math continues to be the area of development and learning with the lowest percentage of children meeting/exceeding WHE.

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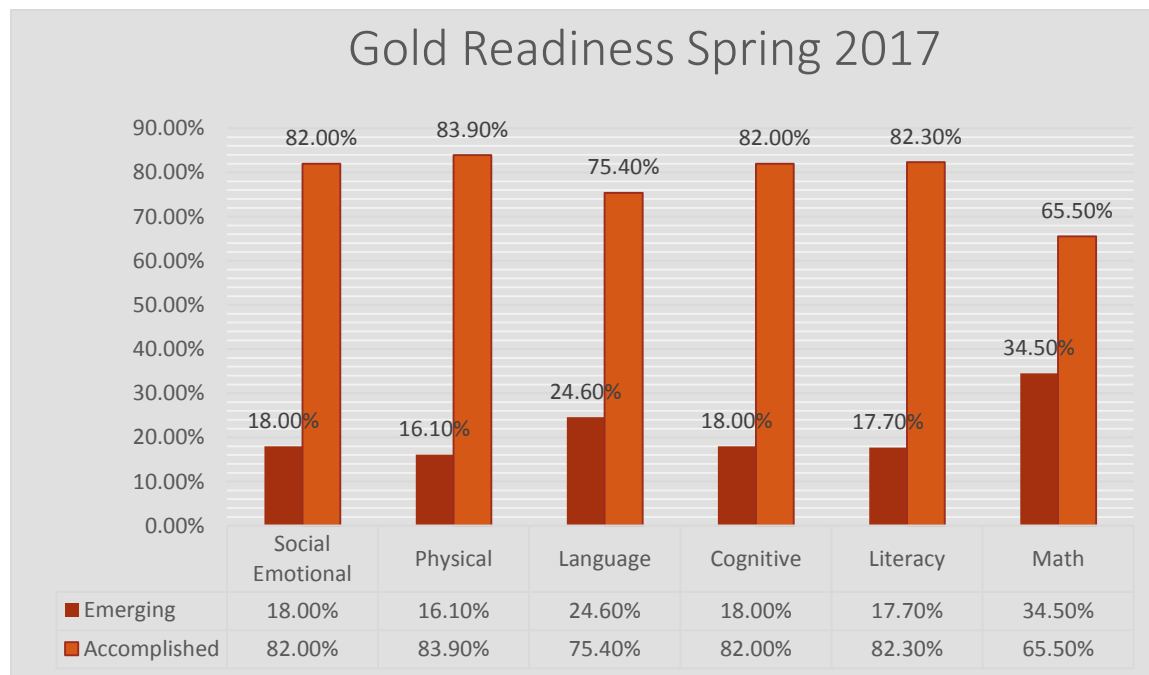
### English Language Learners: 4,104 Children Assessed using Objective 37 and 38

A total of 4,104 children have been identified as English Language Learners for the Spring Checkpoint; a decrease from the Fall. 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 can respond to common English words and phrases when accompanied by gestures and use a few socially interactive terms in English appropriately. One might also speculate that the decrease in the number of children assessed from the Fall had reached a level of understanding and expressing themselves in English that they no longer need to be assessed using these two objectives.

### Comparative /Gold Readiness Report / Kindergarten Entry

The Comparative Report/Gold Readiness report was used to analyze children who are going to Kindergarten next year. 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 82% or more of the kindergarten age children are meeting the benchmark during the Spring season for Social Emotional, Physical, Cognitive, and Literacy. Math at 65.5% meeting and Language at 75.4% meeting indicates that these are two areas teachers need to individualize the curriculum for the PreK children over the summer to ensure they are planning daily activities and experiences that expose children to the Math/Language skills they need to be developing at this time.



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

The Fall, Winter and Spring assessment data was filtered according to gender to answer the question, is 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. In comparing Fall, Winter and Spring data for gender it identifies that boys were behind girls in all areas of development by several points starting at Preschool. Interesting trend noted is that boys during the first three years of life boys scored higher than girls but beginning at the preschool age boys steadily scored lower than girls. The Spring data set identified the largest disparity is in the areas of Language, Literacy and Math. The percentage of girls meeting/exceeding WHE was higher.

#### Next Steps:

In review of the current research several essential steps have been identified to support the development and learning of boys.

Teacher and Parent Training on different learning styles and implications for supporting a child's individual learning style.

Strategies for teachers to use in their Classrooms:

- Incorporating boy's interests into large or small group planning.
- Start with books in small groups especially those with pictures of real people and things.
- Expect to change room environment and schedule for boy-generated activities ie; construction area, working with tools, building, movement/dance with props.
- Increase the use of graphics and pictures in working with boys to recall and document their learning.
- Boys learn best through a project approach..... where the learning is more kinesthetic. Ensure a project/study approach to learning is implemented on a consistent basis.

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### Data Analysis by Program Option:

The Snapshot report was used to measure the percentage of children meeting/exceeding or not meeting WHE in all program options; Center Base, FCCH, EHS/CC Partnerships. EHS/CC Partnerships had the highest percentage of children not meeting WHE for all areas of development. All options have the highest percentage of children not meeting in the areas of Math and Language. Recommend that all options conduct a deeper analysis (Fidelity Tool) at the program level as to why Math and Language show the lowest percentages for not meeting WHE. Home Base data was not available.

	Below				Meeting				Exceeding			
<b>Social Emotional</b>	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
FCCH	12%	17%	11%		77%	59%	69%		11%	24%	20%	
Center Base	39%	21%	13%		56%	68%	66%		5%	11%	20%	
EHS Partnerships	20%	17%	18%		72%	74%	71%		8%	9%	10%	
<b>Physical Gross Motor</b>	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
FCCH	18%	26%	13%		70%	61%	72%		12%	13%	15%	
Center Base	34%	21%	13%		63%	73%	77%		3%	6%	10%	
EHS Partnerships	25%	24%	23%		67%	69%	68%		8%	7%	9%	
<b>Fine Motor</b>	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
FCCH	9%	9%	8%		81%	80%	79%		10%	11%	13%	
Center Base	28%	14%	8%		69%	79%	77%		3%	7%	15%	
EHS Partnerships	14%	13%	14%		78%	78%	77%		8%	8%	9%	
<b>Language</b>	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
FCCH	16%	22%	20%		76%	73%	74%		8%	5%	6%	
Center Base	43%	27%	19%		54%	67%	69%		3%	6%	12%	
EHS Partnerships	28%	27%	28%		67%	68%	64%		5%	5%	7%	
<b>Cognitive</b>	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
FCCH	11%	14%	8%		75%	66%	69%		14%	20%	23%	
Center Base	39%	20%	13%		57%	71%	70%		4%	9%	17%	
EHS Partnerships	18%	18%	19%		73%	70%	68%		9%	11%	13%	
<b>Literacy</b>	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
FCCH	11%	15%	11%		64%	52%	56%		25%	33%	33%	
Center Base	38%	20%	14%		56%	67%	64%		6%	13%	22%	
EHS Partnerships	22%	25%	27%		62%	58%	57%		16%	16%	16%	
<b>Math</b>	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
FCCH	16%	25%	18%		70%	60%	67%		14%	15%	15%	
Center Base	52%	30%	19%		44%	62%	64%		4%	8%	17%	
EHS Partnerships	28%	29%	28%		68%	64%	64%		4%	7%	8%	



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<b>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	92%
Interacts with peers	2c	95%
Demonstrates traveling skills	4	91%
Demonstrates balancing skills	5	89%
Demonstrates gross motor skills	6	89%
Uses fingers and hands	7a	89%
Comprehends Language	8a	84%
Follows directions	8b	92%
Uses an expanding expressive vocabulary	9a	85%
Speaks clearly	9b	84%
Uses conventional grammar	9c	92%
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	92%
Uses and appreciates books	17a	93%
Writes name	19a	93%
Writes to convey meaning	19b	91%
Counts	20a	87%
Quantifies	20b	85%
Understands spatial relationships	21a	82%
Understands shapes	21b	85%
Compares and measures	22	89%
Demonstrates knowledge of patterns	23	90%

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 by DFSS. The percentage of all children meeting/exceeding for the Spring checkpoint has been identified for each objective. Objective 2a has the lowest percentage of children meeting/exceeding at 79%.

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### Key Take Aways and Next Steps:

- Kindergarten bound children need more exposure to intentionally planned Math and Language activities /experiences geared towards meeting WHE for their age group.
- Kindergarten bound children demonstrated the highest percentage of growth since the Fall checkpoint season.
- Program Administrators for 3-5 center base should revisit teacher fidelity scores for item 14 (teacher planned activities/experiences for language and literacy) and 15 (planned experiences for mathematical concepts) to ensure indicators not observed have been addressed and appropriate coaching strategies in place.
- The 2-year-old and 3-year-old age group showed lower percentages in meeting widely held for the Spring in comparison to other age groups. This might be due to the fact that many 1-year old's turned 2 during the checkpoint season and placed them at the beginning of WHE. Same might be true for the 2-3-year-old age group. Teachers working with this age group should use their Class Profile Report to examine which objectives under the noted domains need to be intentional planned for to ensure children are progressing in meeting WHE.
- Analyzing program option data indicates that EHS/CC Partnerships shows a higher percentage of children below in meeting WHE for the Spring in comparison to the other options. Program level analysis should be done to determine what contributed to the increase in children not meeting WHE for the Spring. Fidelity scores and staff turnover should also be analyzed.
- Growth/meeting WHE differences continues to appear between genders for the Spring checkpoint. Explore the type of training/support needed to ensure equal progress and growth in all areas of development and learning.
- Decrease of English Language learners for the Spring Checkpoint Season. Steady increase of all English learners in acquiring English as their second language.
- School Readiness Goal data identifies that 29 out of the 30-school readiness have 80% of the children meeting WHE.
- Caregivers for 0-3 need to examine how they are incorporating Language and Math during daily routines and experiences. Routines and experiences should be assessed to ensure caregivers are expanding children's vocabulary and conversing with children.

### Recommended Professional Development and Resources:

- 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
- 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)

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- EHS/CC Partnership training on Curriculum and Assessment.
- Head Start ECLKC website
- Erikson Early Math Collaborative

### **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.