

# Department of Family Support and Services

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

### Winter Data 2016 Demographics:

- Winter Checkpoint Season date range: November 3<sup>rd</sup> to February 15<sup>th</sup> 2016
- Data in the report represents all DFSS funded children : 18,407 (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 Winter Analysis for 2016

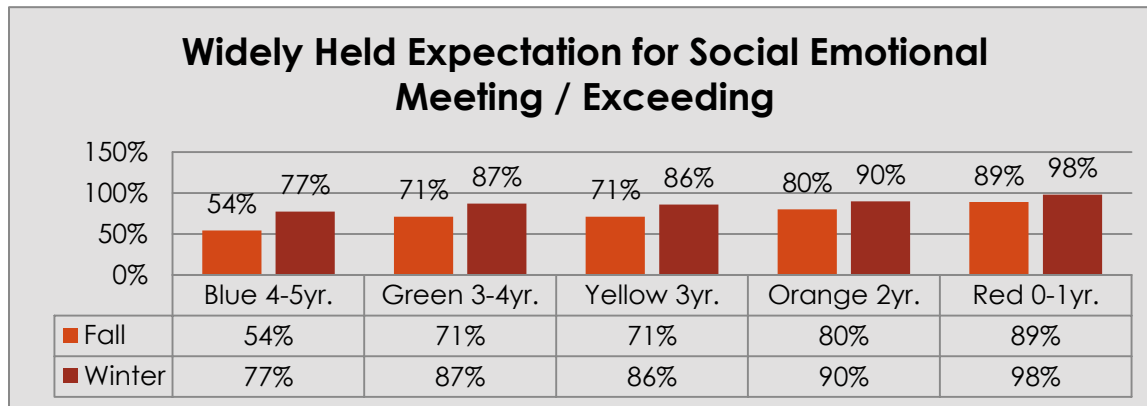
- Compared child progress using Fall and Winter data sets for all groups across all domains of Development and Learning. Data reflects the percentage of children meeting/exceeding WHE.
- Compared child progress in each of the program options: Center Base, FCCH, EHS/CC Partnerships and Home Base. Data 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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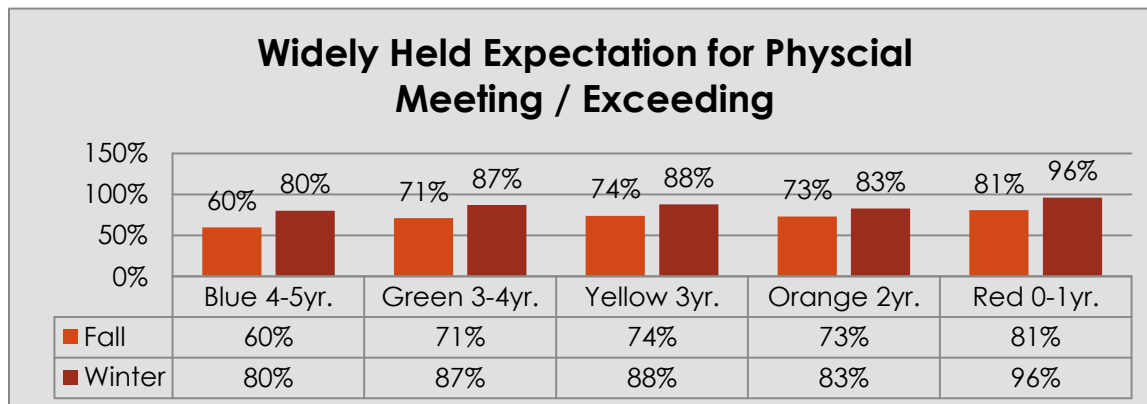
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### Child Progress: Fall to Winter Checkpoint Season Meeting/Exceeding Widely Held Expectations: 18,407 Children Assessed

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 and Winter combined meeting and exceeding percentages to determine progress made from the beginning of the year to the end of the Winter checkpoint season.

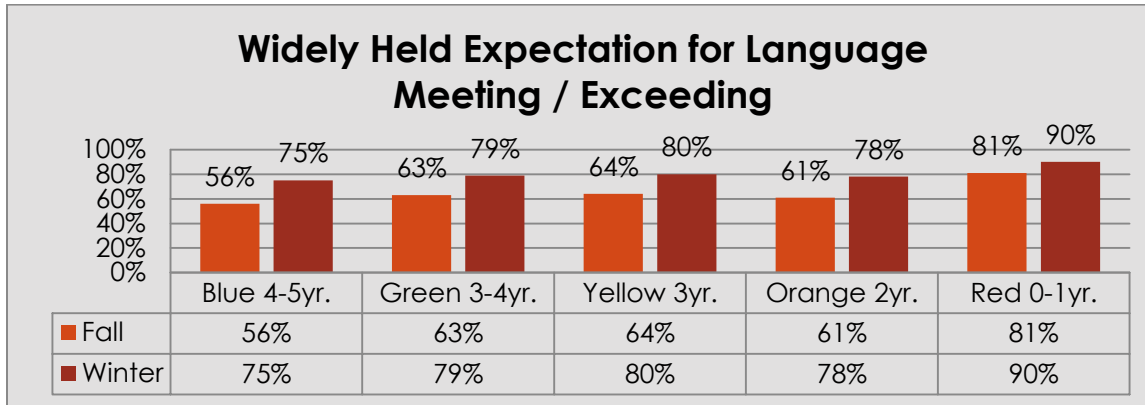


- All age groups demonstrated progress.
- Children going to Kindergarten/Blue age group have the lowest percentage for children meeting WHE for the Winter checkpoint but this group also made the most progress from the beginning of the year.

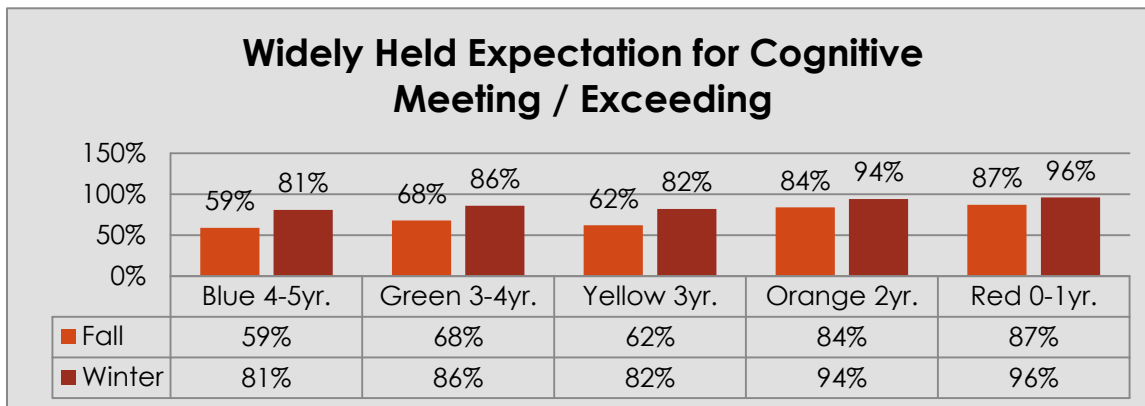


- All age groups demonstrated progress from the Fall in meeting widely held expectations.

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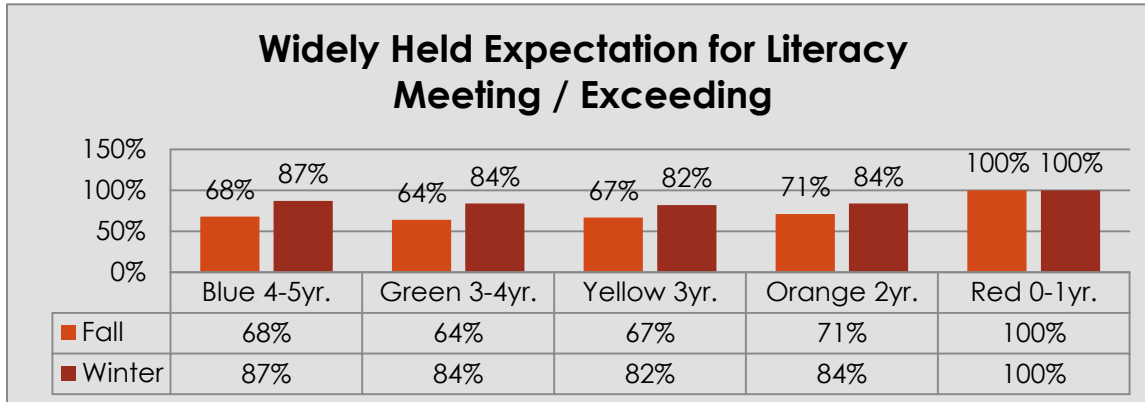
- All age groups demonstrated progress from the Fall.
- The Blue, Green and Orange age group percentages are below 80%.
- The Blue group had the highest gains in this area from the Fall checkpoint.



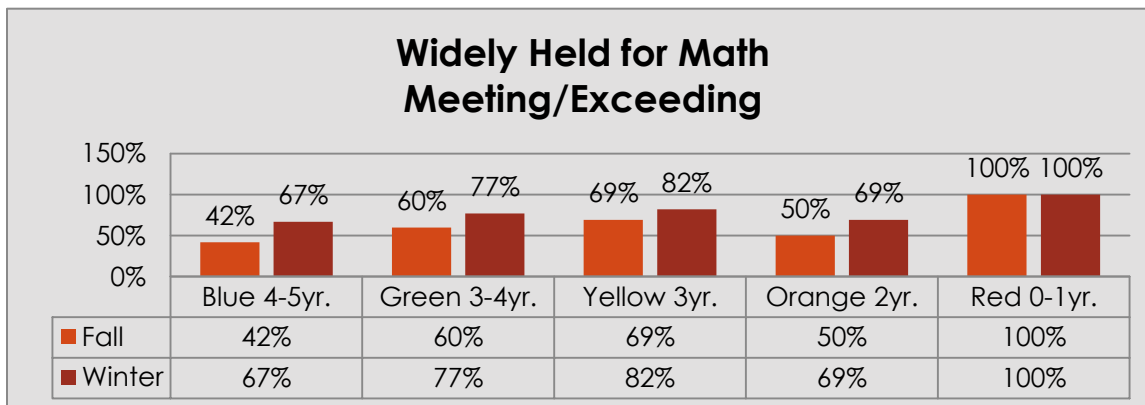
- All age groups demonstrated progress from the Fall with Kindergarten bound children making the most gains for this area of development and learning.
- All age groups are above 80% percent for this area of development and learning.

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- All age groups made progress from the Fall and all above 80%.
- 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.
- The Orange age group 2 year olds made the least amount of progress.



- All age groups demonstrated progress from the Fall.
- Only one age group, Yellow shows more than 80% meeting WHE. 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.
- Kindergarten bound children meeting WHE (67%) and the 2 year old age group (69%) indicates that this is an area that may require special emphasis for these age groups.

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### English Language Learners: 3,726 Assessed

A total of 3,726 children have been identified as English Language Learners for the Winter Checkpoint; an increase of 302 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).

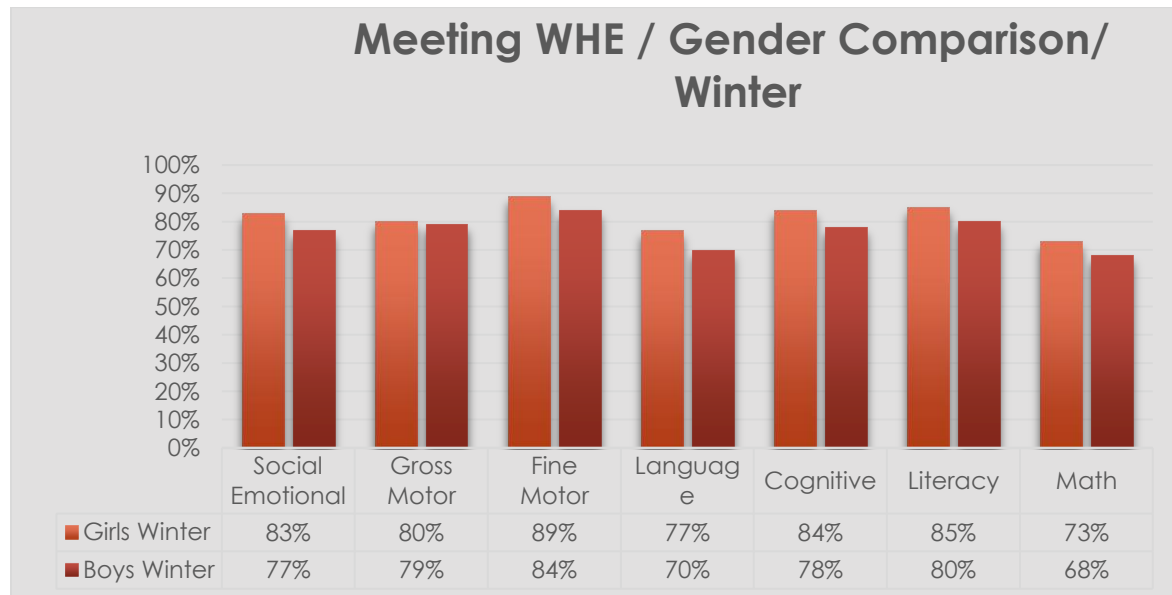
Winter Data collected on children who are Pre-K 4 (going to kindergarten) and Pre-K 3 indicate that over half of these children are at a Level 4 or above meaning that they are able to respond to common English words and phrases when accompanied by gestures and use a few socially interactive terms in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

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

The Fall and Winter 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 Fall Analysis 2015-16 identified that boys were behind girls in all areas of development by several points. Interesting trend noted in the Fall data is that the 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? Strategies were put in place to address.

The Winter 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. The percentage of boys meeting WHE lags behind girls. The biggest disparity is in the areas of Social-Emotional, Language and Literacy.

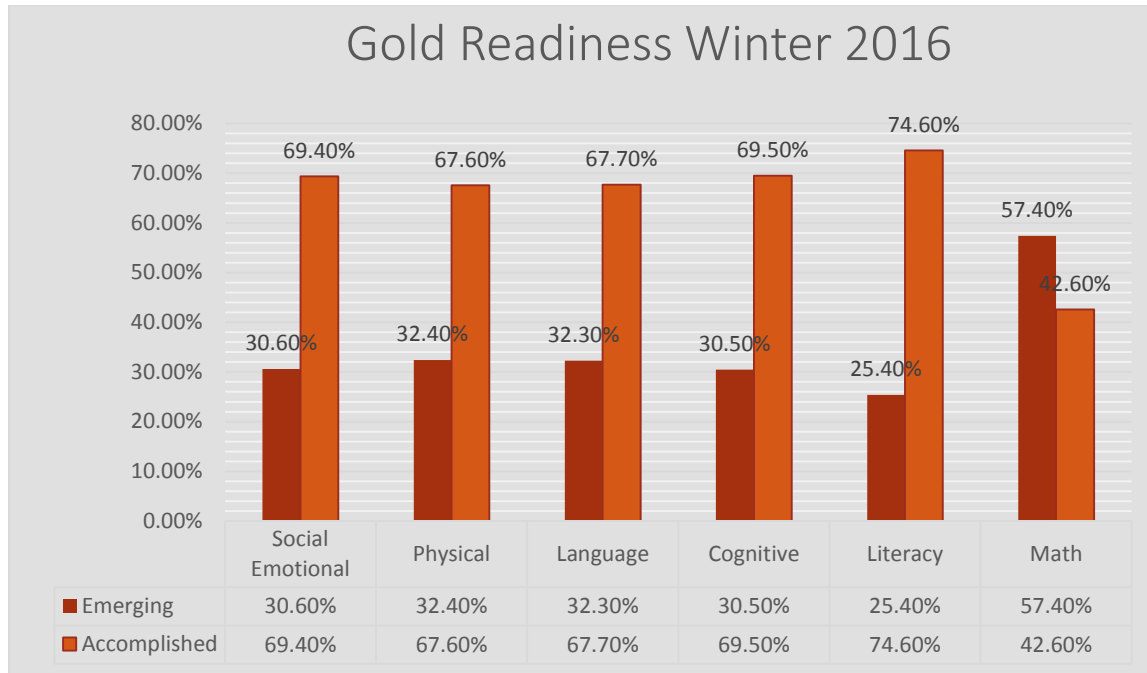


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### Comparative /Gold Readiness Report / Kindergarten Entry

The Comparative Report/Gold Readiness report was used to analyze children who are going to Kindergarten 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 67% or more of the kindergarten age children are meeting the benchmark during the Winter season for Social Emotional, Physical, Cognitive, and Literacy. Math scoring at only 57.40% 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.

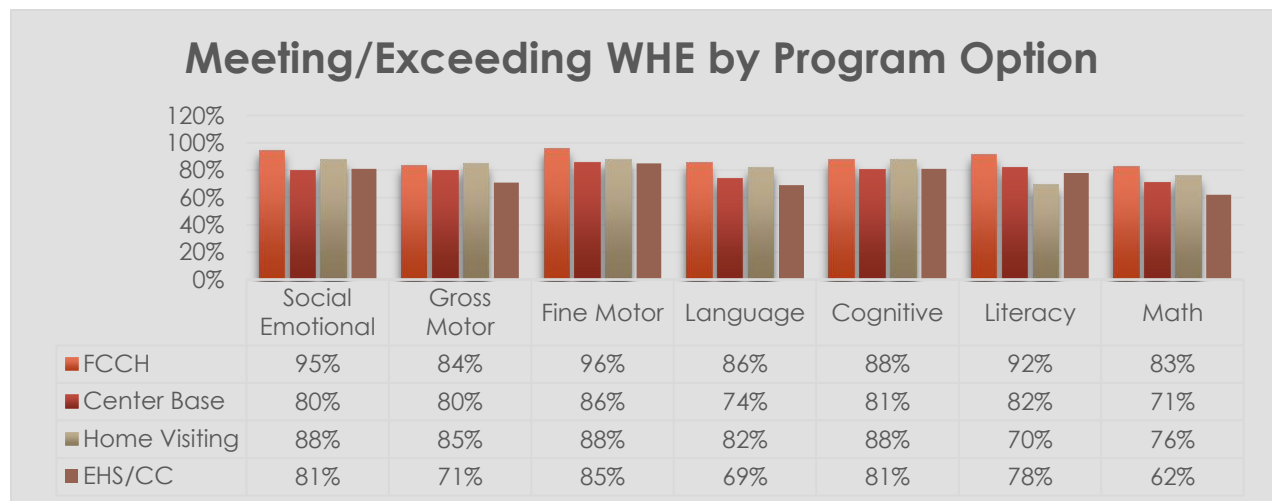


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### Data Analysis by Program Option:

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 program options. There appears to be no significant difference between program options; all options support children's development. What is evident is that Center Base percentages are lower in comparison to FCCH and Home Visiting . EHS/CC partnership had the lowest percentages out of all options for 4 of the 7 areas of development and learning. One might speculate that the partnerships are new and are still in the process of learning how to assess and plan intentionally. Math and Language are areas for all options to conduct a deeper analysis at the program level as to why these areas show the lowest percentages for meeting/exceeding WHE.



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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	88%
Follows limits and expectations	1b	87%
Takes care of own needs	1c	79%
Forms relationships with adults	2a	72%
Responds to emotional cues	2b	87%
Interacts with peers	2c	93%
Demonstrates traveling skills	4	86%
Demonstrates balancing skills	5	84%
Demonstrates gross motor skills	6	82%
Uses fingers and hands	7a	82%
Comprehends Language	8a	78%
Follows directions	8b	88%
Uses an expanding expressive vocabulary	9a	80%
Speaks clearly	9b	79%
Uses conventional grammar	9c	88%
Attends and engages	11a	86%
Persists	11b	83%
Solves Problems	11c	81%
Shows curiosity and motivation	11d	86%
Recognizes and Recalls	12a	82%
Makes connections	12b	87%
Uses and appreciates books	17a	91%
Writes name	19a	91%
Writes to convey meaning	19b	88%
Counts	20a	78%
Quantifies	20b	78%
Understands spatial relationships	21a	73%
Understands shapes	21b	78%
Compares and measures	22	83%
Demonstrates knowledge of patterns	23	85%

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 Winter checkpoint has been identified. Of the 30 goals; 8 goals have less than 80% of the children meeting. (Highlighted) On closer examination 4 of the goals are Math related which is a common trend throughout the report.



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### Key Take Aways and Next Steps:

- Kindergarten bound children need more exposure to intentionally planned Math activities and experiences geared towards meeting WHE for their age group.
- The areas of Math, Language and Social Emotional demonstrated the lowest percentages of growth from Fall for the 3-5 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 meeting WHE.
- 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.
- Comparing program options indicated a slight difference between the percentages of children meeting/exceeding WHE.
- EHS/CC Partnership assessment data should be analyzed at the program level to identify the type of supports each program needs.
- Center Base Programming needs to examine how teachers are planning for Social Emotional, Language and Math experiences. The percentage of children meeting/exceeding was lower than other program options.
- Slight differences appear between genders. Boys and girls demonstrated progress from Fall. Explore the type of training/support needed to ensure equal progress and growth in all areas of development and learning.
- Increase of English Language learners for the Winter 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. 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
- 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.

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### **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.