

Department of Family Support and Services

Spring Data Analysis 2017-2018

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 (10-29), Winter (2-14), Spring (5-31) and Summer (8-14). The summer checkpoint session solely looks at the progress made for those children going to kindergarten.

Spring Data 2017-2018 Demographics:

- Spring Checkpoint Season date range: February 14th to May 31st, 2018
- Data in the report represents all DFSS HS/EHS funded children: 16,892
- 51% of the children are males and 49% are females
- 39% of the children are Pre-k-4 meaning they are going to kindergarten
- 38% are Pre-k 3-4 years old
- 11% are children 2 to 3 years old
- 7% are children 1 to 2 years old
- 5% are children birth to 1 years old
- 16% of the Children identified as Spanish speaking and 1% speaks Chinese.

Summative Data Included in the Spring Analysis for 2017-2018

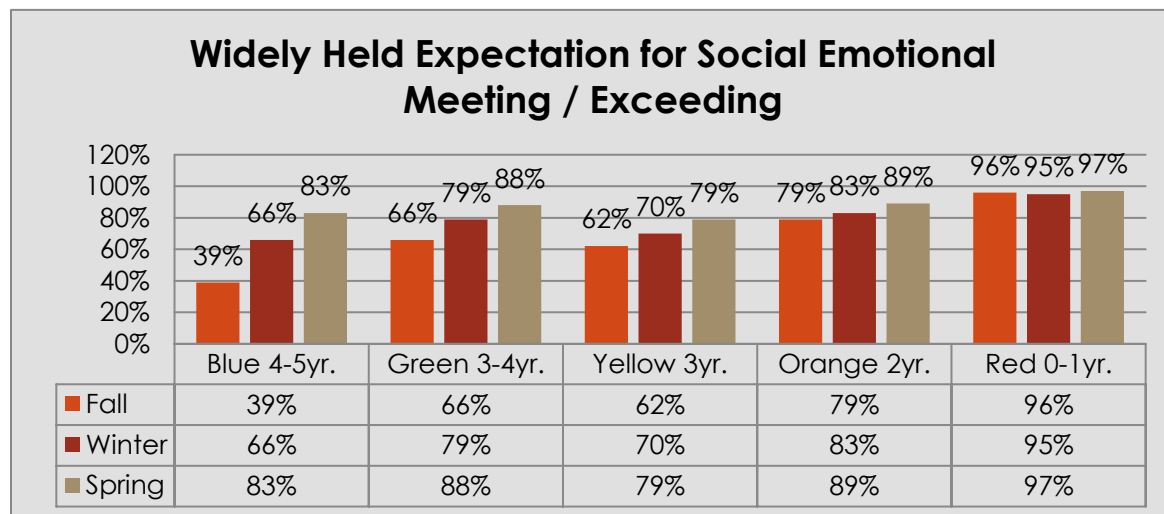
- Compared child progress using Fall, Winter and Spring data sets for all groups across all domains of Development and Learning. Data reflects the percentage of children meeting/exceeding WHE.
- Identified and compared progress based on gender.
- Analyzed progress English Learners made.
- Identified the percentage of Kindergarten bound children who have met 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: 16,892 Children Assessed

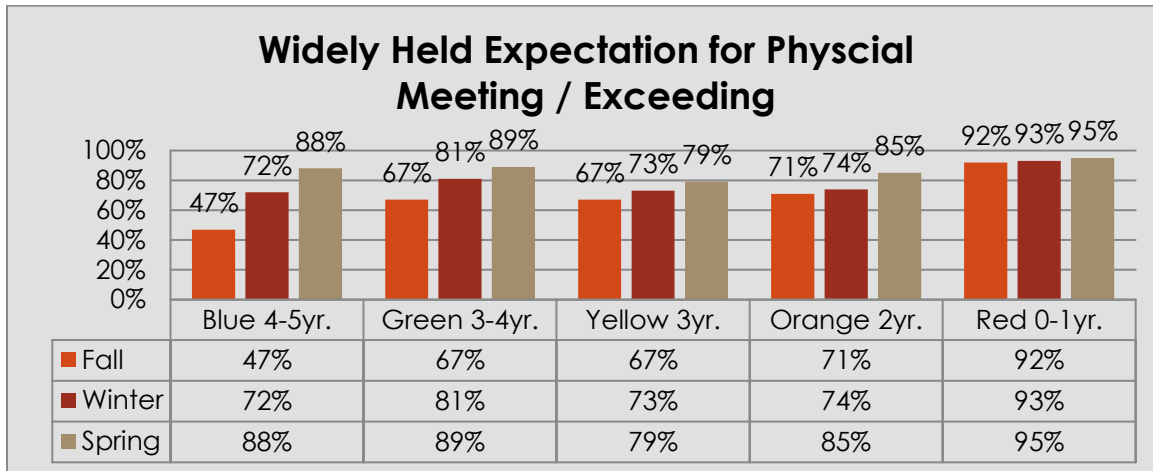
This report compares data for each age group to determine if children's skills, knowledge and behaviors are meeting/exceeding widely held expectations (WHE) for their age group. The report reflects Fall, Winter and Spring meeting/exceeding percentages (combined) to determine progress made from the beginning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



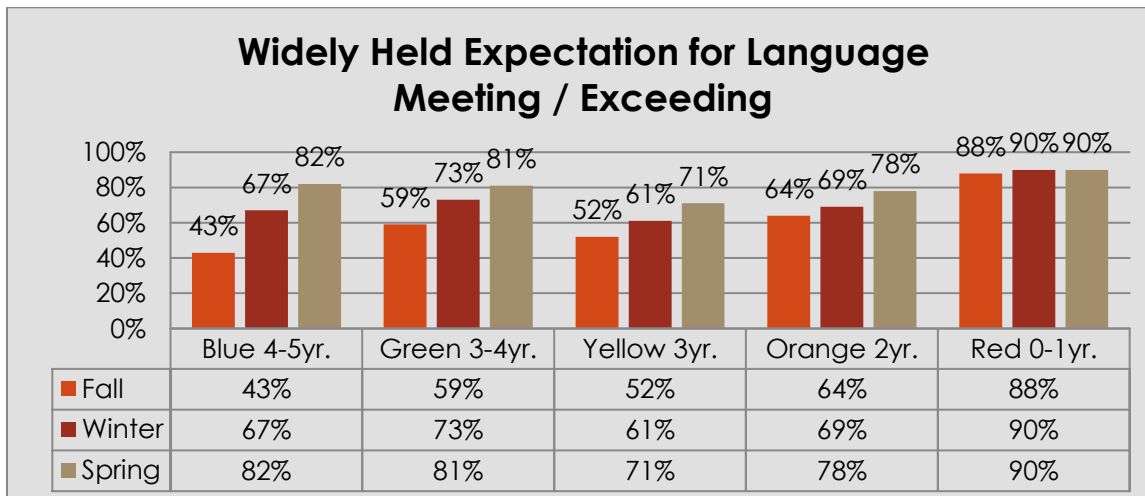
- All age groups except demonstrated an increase in the percentage of children meeting/exceeding WHE from Fall to Spring.
- Children going to Kindergarten/Blue age group had the lowest percentage of children meeting WHE for the Fall checkpoint but this group also had the highest increase from the beginning of the year.
- Children between 0-3 demonstrated the least amount from Fall to Spring. One may question ...is this due to recent birthdates or caregivers understanding of the social emotional developmental needs of children this age.

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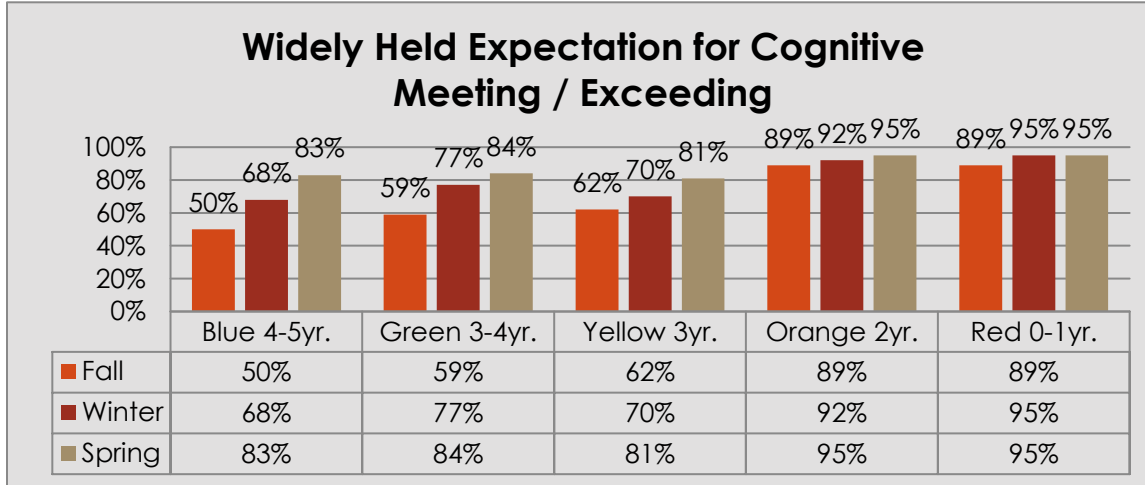
- All age groups demonstrated an increase from the Fall to Spring in the percentage of children meeting widely held expectations.
- Children going to Kindergarten/Blue age group had the lowest percentage of children meeting WHE for the Fall and Winter checkpoint but this group also had the highest increase from the beginning of the year.
- Note that the percentage of 0-3-year-olds did not increase as much as other age groups did for this area. One would want to exam the physical environments for this age group to ensure environments are arranged in a way that supports development.



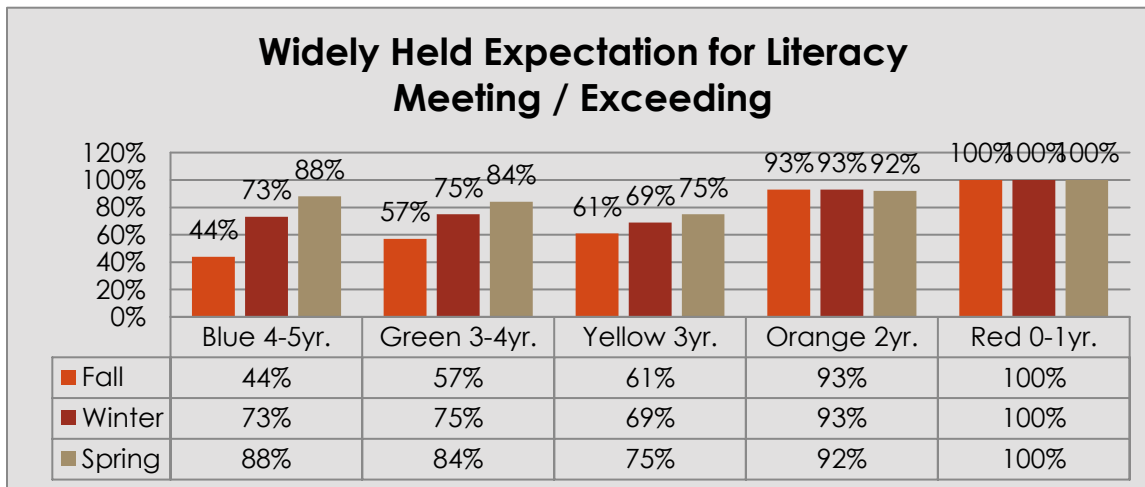
- The percentage of children meeting/exceeding WHE for all age groups demonstrated an increase from the Fall except for the 0-1 age group. One would question how are caregivers using routines and experiences to intentional encourage the development of language skills for the 0-3 age group.
- Children going to Kindergarten/Blue age group had the lowest percentage of children meeting WHE for the Fall checkpoint, but this group demonstrated the most growth.
- Language is one area of development and learning with the lowest percentage of all children meeting/exceeding WHE.

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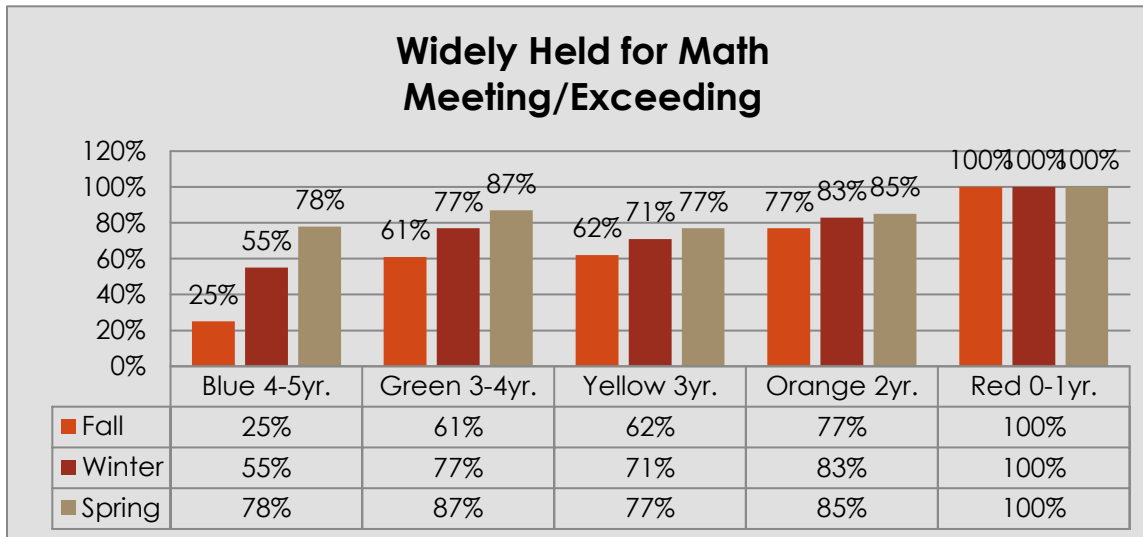
- All age groups demonstrated an increase in the percentage of children meeting/exceeding WHE from the Fall except for 0-1 age group.
- Children going to Kindergarten/Blue age group have the lowest percentage of children meeting WHE for the Fall checkpoint, but this group also increased the most from 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 1% and might be related to children's birthdates.....children who turned 1 just before the checkpoint.
- The Red Age group shows 100% but Literacy is not a widely held expectation for this age group.

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- All age groups demonstrated an increase in the percentage of children meeting/exceeding WHE from the Fall.
- The Red age group shows 100% but this is since Math is not a widely held expectation for this age group.
- Math continues to be one area of development and learning with the lowest percentage of children meeting/exceeding WHE.

English Language Learners: 2,900 Children Assessed using Objective 37 and 38

A total of 2,900 children were identified as English Language Learners for the Spring Checkpoint. 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).

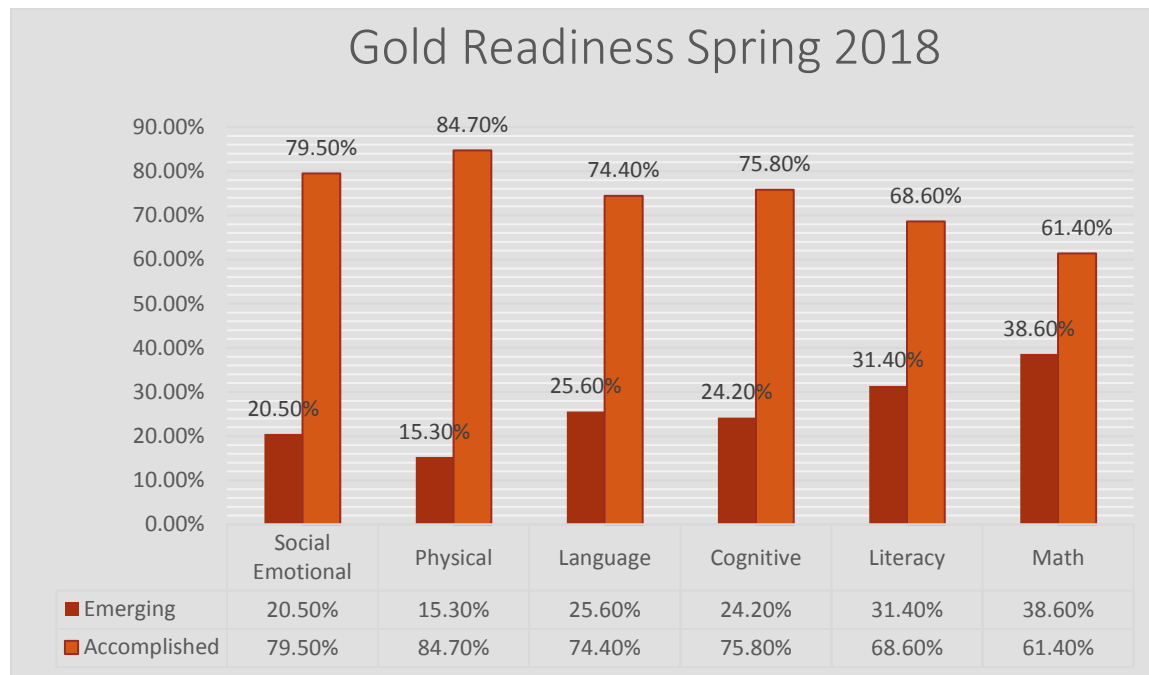
Spring Data collected on children who are Pre-K 4 (going to kindergarten) and Pre-K 3 indicate that over half of these children are at a Level 3 or above meaning that they can respond to common English words and phrases when accompanied by gestures and use a few socially interactive terms in English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

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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 84.7% of the kindergarten age children meeting the benchmark during the Spring season for only one area; Physical. All other areas fall in a range from 79.5% to 61.4% with Math being the lowest. Teachers should target planning and individualization for these children to ensure progress in meeting Gold Readiness Benchmarks.



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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 the beginning of Preschool. Interesting trend noted is that boys during the first three years of life scored similar or within one point of girls but beginning at the preschool the gap became significant. The Spring data set identified the largest disparity is in the areas of Language/Literacy, Social Emotional and Cognitive.

Considerations:

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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School Readiness Goals	Alignment to Gold Objectives and Dimensions	Percentage of all children meeting/exceeding WHE
Manages Feelings	1a	90%
Follows limits and expectations	1b	90%
Takes care of own needs	1c	88%
Forms relationships with adults	2a	85%
Responds to emotional cues	2b	89%
Interacts with peers	2c	93%
Demonstrates traveling skills	4	92%
Demonstrates balancing skills	5	89%
Demonstrates gross motor skills	6	89%
Uses fingers and hands	7a	89%
Comprehends Language	8a	85%
Follows directions	8b	91%
Uses an expanding expressive vocabulary	9a	84%
Speaks clearly	9b	85%
Uses conventional grammar	9c	89%
Attends and engages	11a	89%
Persists	11b	87%
Solves Problems	11c	84%
Shows curiosity and motivation	11d	89%
Recognizes and Recalls	12a	87%
Makes connections	12b	89%
Uses and appreciates books	17a	93%
Writes name	19a	89%
Writes to convey meaning	19b	77%
Counts	20a	88%
Quantifies	20b	83%
Understands spatial relationships	21a	80%
Understands shapes	21b	86%
Compares and measures	22	89%
Demonstrates knowledge of patterns	23	88%

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 19b has the lowest percentage of children meeting/exceeding at 77%. Objective 2c and 17a had the highest percentage at 93%.

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Key Take Aways and Considerations:

- Kindergarten bound children need intentionally planned Math, Language/Literacy, and Social Emotional activities /experiences to support progress in meeting Gold Readiness Benchmarks during the summer months.
- Kindergarten bound children demonstrated the highest percentage of growth since the Fall checkpoint season.
- Language and Math are two areas of development and learning having the lowest percentage of children 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.
- 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.
- School Readiness Goal data identifies that 28 out of the 29-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:

- Training on Digital Resources to ensure teachers and caregivers are individualizing plans for children based on each child's skill and development level.
- Creative Curriculum for Infants, Toddlers and Two's 3rd 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)
- Teaching Strategies Support Portal and Online Courses
- 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.
- Math Right from the Start: What Parents Can Do in the First Five Years.