



GOLD REPORTS FOR ADMINISTRATORS: WHAT CAN THEY DO FOR ME?

NDE DATA CONFERENCE APRIL 14, 2014

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PURPOSE OF GOLD CHILD ASSESSMENT SYSTEM

- Observe and document child development and learning over time
- Make informed decisions to support, guide and inform planning and instruction
- Monitor ongoing progress of individual children and groups of children (child outcomes)
- Monitor ongoing progress of teachers (professional development)
- Report to and communicate with families, school administrators, boards and others

WHAT GOLD ADMIN REPORTS CAN DO

- Help you monitor and manage your subscription
- Help you analyze district child assessment data
- Help you interpret reports and explain to others
- Help you identify trends in child and program data to inform targeted improvement plans
- Help you identify implementation challenges and professional development needs
- Help you improve child outcomes and program quality



USING REPORTS FOR PROGRAM MANAGEMENT

PS — Documentation By Area Report

Currently Viewing:

Period: Fall 2012/2013

* Please note that the number in the **Number of Documentation** column will often be less than the total of the items listed under the Areas. When a teacher ties a piece of documentation to dimensions in more than one Area it will appear for each Area, but will only be counted once under **Number of Documentation**.

Site	Number of Children	Number of Documentation	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics	Science and Technology	Social Studies	The Arts	English Language Acquisition	Spanish Language	Spanish Literacy
	32	35	5	15	4	1	8	8	0	0	0	0	0	0

MONITORING DOCUMENTATION

GO TO GOLD DOCUMENTATION TAB

Programs, Sites & Classes

Manage Children

- Children
- Add/Edit Funding Sources

Manage Users

License Settings

Nebraska Department of Education / View Children

Children

Add New Child

Filter by child:

GO

Active Archived Deleted

Last Name	ChildID	Has IFSP	Has IEP	Date Archived	NSSRS ID#	Part C Entry Date	Part C Exit Date	Part B Entry Date	Part B Exit Date	School District
		N	Y		2103398904			08/19/2013		
		Y	N			04/18/2013				
		N	N							
		N	N		6114670892					

Showing 33961 to 33964 of 33964 entries

First Previous 3393 3394 3395 3396 3397 Next Last

MONITORING CHILD DEMOGRAPHIC DATA

GO TO ADMINISTRATION TAB – MANAGE CHILDREN



USING REPORTS TO MONITOR CHILDREN'S PROGRESS

Table 1: Social-Emotional by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	4 - 14	1	100%	3.0						
1 to 2 years (Orange)	14 - 30	1	100%	4.0						
2 to 3 years (Yellow)	24 - 39	9	69%	17.4	4	31%	26.3			
Preschool 3 class/grade (Green)	34 - 50	9	47%	25.2	10	53%	37.9			
Pre-K 4 class/grade (Blue)	46 - 62	13	87%	40.8	2	13%	58.0			
Kindergarten (Purple)	56 - 72									

SNAPSHOT REPORT BY CHECKPOINT PERIOD

% OF CHILDREN MEETING WIDELY HELD EXPECTATIONS

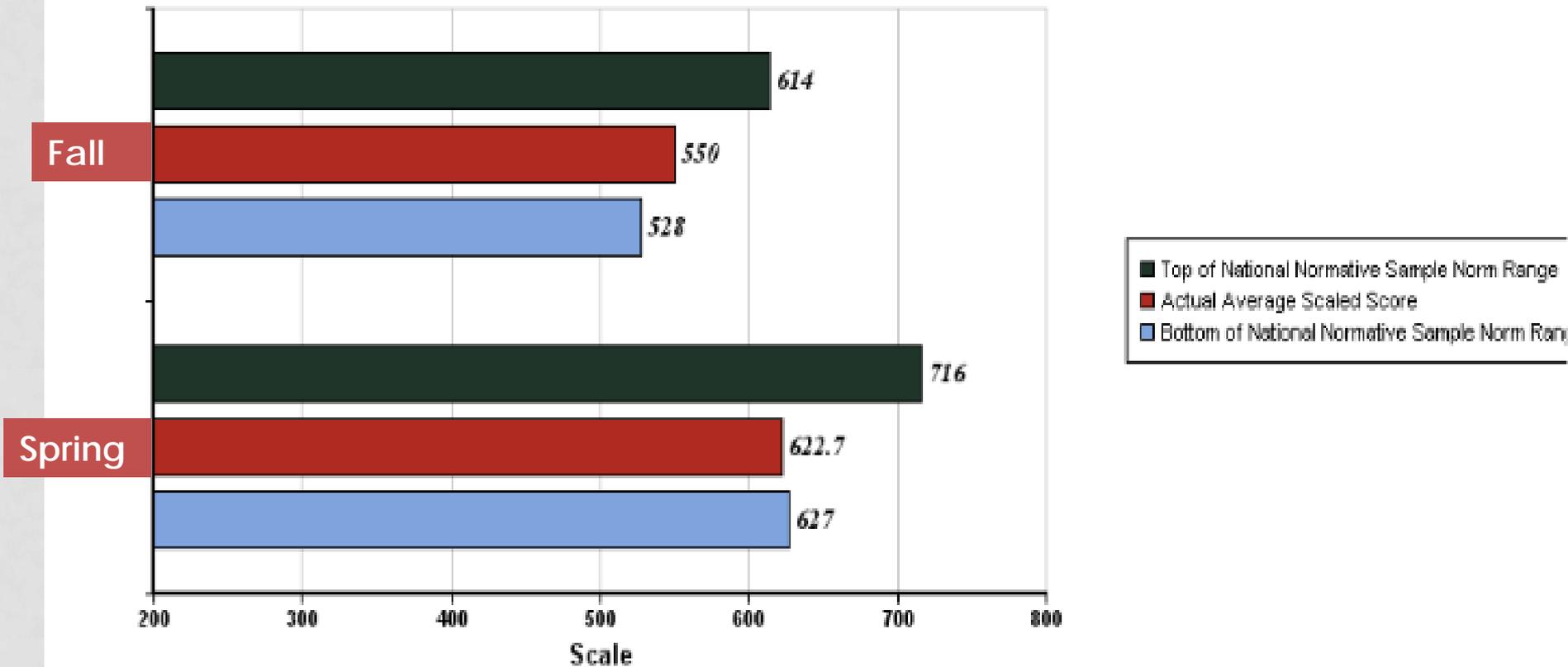
Social-Emotional	Widely Held Expectations		Fall 2012/2013							
	Bottom	Top	# Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
Nebraska Department of Education	589	690	394	550	297	75.4%	96	24.4%	1	0.3%

Spring 2012/2013							
# Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
394	622.7	96	24.4%	254	64.5%	44	11.2%

COMPARATIVE REPORT

% OF CHILDREN MEETING WIDELY HELD EXPECTATIONS ACROSS TIME

Social-Emotional



COMPARATIVE REPORT

COMPARISON TO NATIONAL NORMATIVE SAMPLE:
CHILD PROGRESS ACROSS TIME



USING REPORTS FOR CONTINUOUS IMPROVEMENT

MEASURING CHILD PROGRESS AND RESULTS

MEASURING PROGRESS AND RESULTS

Continuous Improvement in Child Outcomes



- Purpose and Direction
- Gathering Data
- Data Analysis
- Planning to Improve
- Intervention
- Measuring the Impact

COMPARATIVE REPORT

Program-wide Analysis: Measuring Progress

- **Widely-Held Expectations (WHE):**
 - By age or class (e.g. "Color Band")
 - Identifies children who are below, meeting, or exceeding Widely-Held Expectations (e.g. "Color Band")
 - Easy for educators and administrators to understand
 - Can select multiple checkpoints to analyze growth over time
- **National Normative Sample:**
 - Similar information but data is compared to nationally representative sample

GATHERING PROGRAM-WIDE CHILD DATA

- Use the Fall Checkpoint to identify areas of need
(Or use previous year Comparative data to identify gaps in learning)
- Data analysis can occur at the program level, individual classroom/provider level, and child level
- Example: Fall 2012 Checkpoint -- WHE

GATHERING PROGRAM WIDE CHILD DATA: RESULTS

Age Range	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics
0-1 Year	Within	Within	Below	Within	Within	Above
1-2 Years	Within	Below	Below	Within	Below	Below
2-3 Years	Below	Within	Below	Below	Below	Below
Preschool (3 Years)	Within	Within	Below	Within	Within	Below
Preschool (4+ Years)	Below	Within	Below	Below	Within	Below

SAMPLE CIP GOAL

Goal: Our goal is to **increase the percent of children in early childhood who fall within Widely Held Expectations (WHE) for their age level in the area of Mathematics by the Spring Checkpoint.**

Identify: Teaching Strategies GOLD Fall 2012 Checkpoint data:

- 100% of 1-2 year olds fell below WHE;
- 100% of 2-3 year olds fell below;
- 54.5% of 3 year olds fell below;
- 51.2% of 4 year olds fell below Widely Held Expectations

SAMPLE CIP GOAL

Describe (briefly) what child outcomes in these data sets are telling you:

Great emphasis is placed on literacy and language development in early childhood by parents, caregivers, and early childhood teachers. As a result, young children do not have consistent, intentional access to learning activities, mathematics vocabulary, and pre-math concepts during their formative years. This is demonstrated by a greater percentage of children falling below Widely Held Expectations for their age level at the time of the entry/Fall assessment checkpoint than any other Area of Development (with the exception of Language).

MEASURING PROGRESS

4 Year Olds (Preschool)	Fall Checkpoint			Winter Checkpoint		
Area of Development and Learning	Below	Meeting	Exceeding	Below	Meeting	Exceeding
Social-Emotional	34.7%	64.20%	1.10%	12.10%	82.10%	5.80%
Physical	21.10%	78.90%	0%	7.90%	91.60%	.50%
Language	45.8%	54.2%	0%	16.7%	81.8%	1.5%
Cognitive	33.2%	66.8%	0%	11.6%	87.4%	1.1%
Literacy	24.2%	75.3%	.5%	6.3%	91.10%	2.6%
Mathematics	48%	51.5%	.5%	17.20%	77.9%	4.9%



USING GOLD FOR OSEP REPORTING

**OSEP REPORTS:
WHICH ONES SHOULD I USE??**

OPTION 1



Entry and Exit Reports

OSEP ENTRY STATUS REPORT

TS GOLD ONLINE GUIDE FOR ADMINISTRATORS JUNE 2013

PAGES 68-73

Columns to Display

- ProgramID Program SiteID Site TeacherID Teacher ClassID
 Class ChildID First Name Middle Initial Last Name Gender
 Birth Date Entry Date Entry to Infant / Toddler Program Age or Class/Grade
 Ethnicity Level 1 Ethnicity Level 2 Race Level 1 Race Level 2 Primary Language
 Nickname Identifier Funding Source Has IEP Has IFSP NSSRS ID#
 School District

UPDATE

Program	Teacher	Class	Middle Initial	Entry to Infant / Toddler Program	School District	Outcome 1 Functioning Comparable to Peers	Outcome 2 Functioning Comparable to Peers	Outcome 3 Functioning Comparable to Peers	Outcome 1 Score	Outcome 2 Score	Outcome 3 Score	NSSRS ID#
		Archives				Y	N	Y	6	3	7	5698101159
		Archives				Y	Y	Y	7	7	7	8971979348
		Archives				Y	Y	Y	7	7	7	6136968169
		Archives				Y	Y	Y	7	7	7	5284720091
		Archives				N	N	N	2	3	1	4575458635

IMPORTANT PART C EXIT INFO

RESULTS MATTER TECHNICAL ASSISTANCE DOCUMENT JULY 2013
PAGES 52-53/55-61

- Complete OSEP exit data at **AGE 3**
 - During checkpoint period child turns 3
- Transfer child to a **Preschool** or **Interim Classroom**
- **Part C Exit** serves as **Part B Entry**

**OSEP REPORTS:
WHICH ONES SHOULD I USE??**

OPTION 2



**OSEP Federally Mandated
Year End Report - **Child** Level**



WHERE ARE YOUR MISSING CHILDREN IN THE OSEP REPORT?



SEARCHING FOR ANSWERS

Handout
Hints!!



DWW

OSEP REPORTS: WHICH ONES SHOULD I USE??

OPTION 3



OSEP Federally Mandated
Year End Report - **Program** Level

OSEP FEDERALLY MANDATED YEAR END REPORT: PROGRAM LEVEL

Summary of Outcomes

The following table summarizes the child outcomes of this group of children

Outcome 1: Positive social-emotional skills (including social relationships)

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. Children who did not improve functioning	76	4.4%
b. Children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	156	9.0%
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	281	16.2%
d. Children who improved functioning to reach a level comparable to same-aged peers	597	34.4%
e. Children who maintained functioning at a level comparable to same-aged peers	623	35.9%
Totals	1733	100.0%
Summary Statements		
1. Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.		79.1%
2. The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.		70.4%

NDE TIMELINE FOR AUDITING OSEP DATA



Date	Step
June 1 – June 15	GOLD Admin runs program-level reports, correct and finalizes OSEP data for: <ul style="list-style-type: none">▪ Preschool Special Education▪ Early Intervention
June 15	OSEP DATA DUE
July 1	District will receive final results by July 1 from Barb Jackson
July 1 – July 15	FINAL Audit Window for GOLD Admin to <u>verify OSEP reports online</u>
July 15	NDE Audit Window Closes: OSEP DISTRICT DATA IS FINAL

PRINT/ONLINE RESOURCES

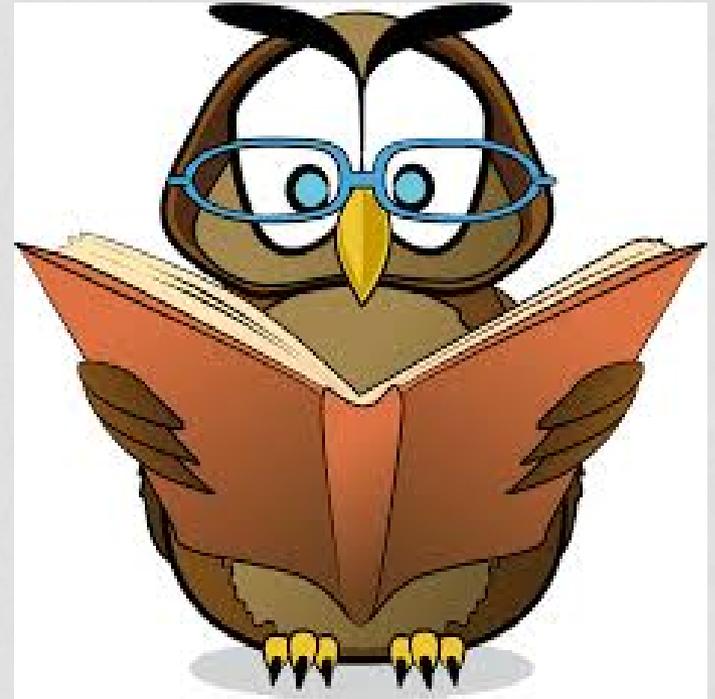
- Results Matter Technical Assistance Document

July 2013

for Early Childhood Education Programs operated by Public School Districts and Educational Service Units

http://www.education.ne.gov/oec/rm/RMTA_Doc.pdf

- TS GOLD Online: Guide for Administrators June 2013





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QUESTIONS