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

NDE DATA CONFERENCE APRIL 14, 2014

Kristy Feden, Papillion - La Vista School District
Jan Thelen, Nebraska Department of Education
Barb Jackson, Munroe Meyer Institute
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
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.*

<table>
<thead>
<tr>
<th>Site</th>
<th>Number of Children</th>
<th>Number of Documentation</th>
<th>Social-Emotional</th>
<th>Physical</th>
<th>Language</th>
<th>Cognitive</th>
<th>Literacy</th>
<th>Mathematics</th>
<th>Science and Technology</th>
<th>Social Studies</th>
<th>The Arts</th>
<th>English Language Acquisition</th>
<th>Spanish Language</th>
<th>Spanish Literacy</th>
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### Nebraska Department of Education / View Children

**Children**

- **Add New Child**

**Filter by child:**

- Active
- Archived
- Deleted

<table>
<thead>
<tr>
<th>Last Name</th>
<th>ChildID</th>
<th>Has IFSP</th>
<th>Has IEP</th>
<th>Date Archived</th>
<th>NSSRS ID#</th>
<th>Part C Entry Date</th>
<th>Part C Exit Date</th>
<th>Part B Entry Date</th>
<th>Part B Exit Date</th>
<th>School District</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Y</td>
<td>N</td>
<td></td>
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</tbody>
</table>

Showing 33961 to 33964 of 33964 entries

**MONITORING CHILD DEMOGRAPHIC DATA**

**GO TO ADMINISTRATION TAB - MANAGE CHILDREN**
USING REPORTS TO MONITOR CHILDREN’S PROGRESS
### Table 1: Social-Emotional by Colored Band

<table>
<thead>
<tr>
<th>Colored Band</th>
<th>Expectation</th>
<th>Below</th>
<th>Meeting</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Mean</td>
<td>Count</td>
</tr>
<tr>
<td>Birth to 1 year (Red)</td>
<td>4 - 14</td>
<td>1</td>
<td>100%</td>
<td>3.0</td>
</tr>
<tr>
<td>1 to 2 years (Orange)</td>
<td>14 - 30</td>
<td>1</td>
<td>100%</td>
<td>4.0</td>
</tr>
<tr>
<td>2 to 3 years (Yellow)</td>
<td>24 - 39</td>
<td>9</td>
<td>69%</td>
<td>17.4</td>
</tr>
<tr>
<td>Preschool 3 class/grade</td>
<td>34 - 50</td>
<td>9</td>
<td>47%</td>
<td>25.2</td>
</tr>
<tr>
<td>(Green)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-K 4 class/grade (Blue)</td>
<td>46 - 62</td>
<td>13</td>
<td>87%</td>
<td>40.8</td>
</tr>
<tr>
<td>Kindergarten (Purple)</td>
<td>56 - 72</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SNAPSHOT REPORT BY CHECKPOINT PERIOD**

% OF CHILDREN MEETING WIDELY HELD EXPECTATIONS
<table>
<thead>
<tr>
<th>Social-Emotional</th>
<th>Widely Held Expectations</th>
<th>Fall 2012/2013</th>
<th>Spring 2012/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bottom</td>
<td>Top</td>
<td># Children</td>
</tr>
<tr>
<td>Nebraska Department of Education</td>
<td>589</td>
<td>690</td>
<td>394</td>
</tr>
<tr>
<td></td>
<td># Children</td>
<td>Average</td>
<td># Children Below</td>
</tr>
<tr>
<td></td>
<td>394</td>
<td>622.7</td>
<td>96</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Social-Emotional</th>
<th>Physical</th>
<th>Language</th>
<th>Cognitive</th>
<th>Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 Year</td>
<td>Within</td>
<td>Within</td>
<td>Below</td>
<td>Within</td>
<td>Within</td>
<td>Above</td>
</tr>
<tr>
<td>1-2 Years</td>
<td>Within</td>
<td>Below</td>
<td>Below</td>
<td>Within</td>
<td>Below</td>
<td>Below</td>
</tr>
<tr>
<td>2-3 Years</td>
<td>Below</td>
<td>Within</td>
<td>Below</td>
<td>Below</td>
<td>Below</td>
<td>Below</td>
</tr>
<tr>
<td>Preschool (3 Years)</td>
<td>Within</td>
<td>Within</td>
<td>Below</td>
<td>Within</td>
<td>Within</td>
<td>Below</td>
</tr>
<tr>
<td>Preschool (4+ Years)</td>
<td>Below</td>
<td>Within</td>
<td>Below</td>
<td>Below</td>
<td>Within</td>
<td>Below</td>
</tr>
</tbody>
</table>
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
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)

<table>
<thead>
<tr>
<th>Area of Development and Learning</th>
<th>Fall Checkpoint</th>
<th>Winter Checkpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below</td>
<td>Meeting</td>
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<tr>
<td>Social-Emotional</td>
<td>34.7%</td>
<td>64.20%</td>
</tr>
<tr>
<td>Physical</td>
<td>21.10%</td>
<td>78.90%</td>
</tr>
<tr>
<td>Language</td>
<td>45.8%</td>
<td>54.2%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>33.2%</td>
<td>66.8%</td>
</tr>
<tr>
<td>Literacy</td>
<td>24.2%</td>
<td>75.3%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>48%</td>
<td>51.5%</td>
</tr>
</tbody>
</table>
USING GOLD FOR OSEP REPORTING
OSEP REPORTS:
WHICH ONES SHOULD I USE??

OPTION 1

Entry and Exit Reports
### 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#

### 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 | Archives | Y | N | Y | 6 | 3 | 7 | 5698101159
Archives | Archives | Y | Y | Y | 7 | 7 | 7 | 8971979348
Archives | Archives | Y | Y | Y | 7 | 7 | 7 | 613698169
Archives | Archives | Y | Y | Y | 7 | 7 | 7 | 5284720091
Archives | Archives | N | N | N | 2 | 3 | 1 | 4575458635
• 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
### OSEP Federally Mandated Year End Report: Determine Child Data Fields

#### Columns to Display
- ProgramID
- Program
- SiteID
- Site
- TeacherID
- Teacher
- Teacher Email
- ClassID
- Class
- ChildID
- First Name
- MI
- Last Name
- Birth Date
- ID

#### Viewing records 1 to 25 of 1769

<table>
<thead>
<tr>
<th>M. Init</th>
<th>School District</th>
<th>Outcome 1 Entry</th>
<th>Outcome 1 Exit</th>
<th>Outcome 1 Score</th>
<th>Outcome 2 Entry</th>
<th>Outcome 2 Exit</th>
<th>Outcome 2 Score</th>
<th>Outcome 3 Entry</th>
<th>Outcome 3 Exit</th>
<th>Outcome 3 Score</th>
<th>Outcome 1 Entry GDP Percent Completed</th>
<th>Outcome 2 Entry GDP Percent Completed</th>
<th>Outcome 3 Entry GDP Percent Completed</th>
<th>Outcome 1 Exit GDP Percent Completed</th>
<th>Outcome 2 Exit GDP Percent Completed</th>
<th>Outcome 3 Exit GDP Percent Completed</th>
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<td>c</td>
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<td>b</td>
<td>2</td>
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<td>100</td>
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<td>107</td>
<td>100</td>
<td>100</td>
<td>107</td>
</tr>
</tbody>
</table>
WHERE ARE YOUR MISSING CHILDREN IN THE OSEP REPORT?
SEARCHING FOR ANSWERS

Handout Hints!!
OSEP REPORTS: WHICH ONES SHOULD I USE??

OPTION 3

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)

<table>
<thead>
<tr>
<th>ECO Recommended Expanded Categories</th>
<th>Number of Children</th>
<th>Percent of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Children who did not improve functioning</td>
<td>76</td>
<td>4.4%</td>
</tr>
<tr>
<td>b. Children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers</td>
<td>156</td>
<td>9.0%</td>
</tr>
<tr>
<td>c. Children who improved functioning to a level nearer to same-aged peers but did not reach it</td>
<td>281</td>
<td>16.2%</td>
</tr>
<tr>
<td>d. Children who improved functioning to reach a level comparable to same-aged peers</td>
<td>597</td>
<td>34.4%</td>
</tr>
<tr>
<td>e. Children who maintained functioning at a level comparable to same-aged peers</td>
<td>623</td>
<td>35.9%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1733</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1 – June 15</td>
<td>GOLD Admin runs program-level reports, correct and finalizes OSEP data for:</td>
</tr>
<tr>
<td></td>
<td>▪ Preschool Special Education</td>
</tr>
<tr>
<td></td>
<td>▪ Early Intervention</td>
</tr>
<tr>
<td>June 15</td>
<td>OSEP DATA DUE</td>
</tr>
<tr>
<td>July 1</td>
<td>District will receive final results by July 1 from Barb Jackson</td>
</tr>
<tr>
<td>July 1 – July 15</td>
<td>FINAL Audit Window for GOLD Admin to verify OSEP reports online</td>
</tr>
<tr>
<td>July 15</td>
<td>NDE Audit Window Closes: OSEP DISTRICT DATA IS FINAL</td>
</tr>
</tbody>
</table>
Data Assessment Process

MONTHLY TRACKING TOOLS
TEACHER AND ADMINISTRATOR
PRINT/ONLINE RESOURCES

- Results Matter Technical Assistance Document
  July 2013
  for Early Childhood Education Programs operated by Public School Districts and Educational Service Units

- TS GOLD Online: Guide for Administrators
  June 2013
QUESTIONS

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Barb Jackson: bjjackso@unmc.edu