Thanks to . . .

- Funders: Kellogg Foundation (CCSSO) and Francis Family Foundation
- Teachers and Administrators (and children, of course)
- Statewide Assessment Steering Committee
Missouri Context

- 520 school districts
- 2014 Legislative Session (ended May 16th)
  - Passed Pre-K bill (F/R lunch students in 2015-16 for unaccredited schools, etc.)
  - Develop a set of quality indicators to provide parents a way to differentiate between child care providers (QRIS is still illegal in MO)
  - Budget: increased money for MPP, First Steps, PAT and Foundation Formula
  - Flat funded EHS and Home Visitation
GOAL

All Missouri children will enter kindergarten prepared to be successful in school.
Comprehensive Assessment System
(DESE-led committee)

- Child
  - Birth to age 3
  - Age 3 through Kindergarten
    - 1st through 3rd grade
- Teacher/Classroom
  - Birth through preschool
  - Kindergarten to 3rd grade
- Early Childhood Program/Primary Grades
  - Birth through preschool
  - Kindergarten to 3rd grade
Child Level

- Purposes
  - Screen
    - Assess development/learning (status) in all domains
    - Assess development/learning (status) in all domains at kindergarten entry
    - Assess progress/growth in all domains
    - Assess formatively across all domains to guide instruction
Purpose of Pilot

- To compare different instruments to see which worked best across early education settings for assessing children’s learning.

- The pilot addressed the following questions:
  - Do teachers feel they were able to implement the assessments as intended?
  - How easy was it to administer and record the results of the assessments?
  - How useful was the assessment information to teachers for planning instruction for individual children and the class as a whole?
  - Were assessment reports useful for communicating to parents about children’s strengths and areas of concern?
## Timeline for Pilot

<table>
<thead>
<tr>
<th>2011-14</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Committee developed Comprehensive Assessment System</td>
</tr>
<tr>
<td>Jan-May 2012</td>
<td>Planning for pilot of child assessment</td>
</tr>
<tr>
<td>Early July</td>
<td>Held webinar(s) for participating districts/programs</td>
</tr>
<tr>
<td>July</td>
<td>Selected pilot programs</td>
</tr>
<tr>
<td>August</td>
<td>Teachers trained on assessments</td>
</tr>
<tr>
<td>Dec ‘12-May ‘13</td>
<td>Teachers complete 3 surveys/interviews re: use of assessment</td>
</tr>
<tr>
<td>May</td>
<td>Complete analyses of child and teacher data</td>
</tr>
<tr>
<td>June 2013</td>
<td>Steering Committee voted on assessment to recommend; State Board of Education adopted recommendation</td>
</tr>
<tr>
<td>July ‘13-present</td>
<td>Train-the-trainer sessions; teachers receiving 2-day training</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Diane Audsley</td>
<td>Communication Arts Consultant, Office of College and Career Readiness, DESE</td>
</tr>
<tr>
<td>Michael Barla</td>
<td>Director, Early Childhood Education, Rockwood School District</td>
</tr>
<tr>
<td>Cindy Carey</td>
<td>Principal, Sullivan Primary School, Sullivan School District</td>
</tr>
<tr>
<td>Julie Cowell</td>
<td>Director, Federal Compliance, Office of Quality Schools, DESE</td>
</tr>
<tr>
<td>Debbie Crowder</td>
<td>Director, Special School District of St. Louis County</td>
</tr>
<tr>
<td>Leigh Ann Grant-Engle</td>
<td>Assistant Commissioner, Office of Data System Management, DESE</td>
</tr>
<tr>
<td>Cyndi Hebenstreit</td>
<td>Principal, Maplewood-Richmond Heights Early Childhood Center</td>
</tr>
<tr>
<td>Jim Hinson</td>
<td>Superintendent, Independence School District</td>
</tr>
<tr>
<td>Jean Manning</td>
<td>Director of Early Childhood, Parkway School District</td>
</tr>
<tr>
<td>Wayne Mayfield</td>
<td>Research Associate, Office of Social and Economic Data Analysis, MU</td>
</tr>
<tr>
<td>Michael Muenks</td>
<td>Coordinator of Assessment, Office of College and Career Readiness, DESE</td>
</tr>
<tr>
<td>Lea Parker</td>
<td>Director, Early Care and Education Programs, InterServ Foundation, St. Joseph</td>
</tr>
<tr>
<td>JoAnne Ralston</td>
<td>Early Learning, DESE</td>
</tr>
<tr>
<td>Missy Riley</td>
<td>Director of Early Childhood and Parents as Teachers, Shady Dell Early Childhood Center, Springfield Public Schools</td>
</tr>
<tr>
<td>Kimberly Shinn-Brown</td>
<td>Head Start Director, Ozark Area Community Action Corporation</td>
</tr>
<tr>
<td>Carolyn Stemmons</td>
<td>Assistant Director, Missouri Head Start State Collaboration Office</td>
</tr>
<tr>
<td>Kathy Thornburg</td>
<td>Early Learning, DESE</td>
</tr>
<tr>
<td>Pam Williams</td>
<td>Coordinator of Services, Office of Special Education, DESE</td>
</tr>
</tbody>
</table>
In selecting the tools, the committee considered . . .

- To what extent do assessment purposes align with our desired purposes?
- Does it cover all domains of learning/development?
- For what ages?
- Cost?
- How recently was the assessment published/developed?
- To what extent are concerns of dual-language learners addressed?
- To what extent are concerns of children with disabilities addressed?
- What are the psychometric properties of the instrument?
Pilot Methods

- Pilot requirements
  - Must get buy-in at all levels
  - Must give up current formative/summative assessment for 9 months (this does not include screening assessments)
  - Have access to Internet via a computer
  - Willing to go through training during week of July 30th, assess 3 times, and to complete surveys/interviews re: assessment process
  - Willing to assess all children
  - Willing to participate knowing there may be some travel expenses for training that are not covered (trainings to be held in Kansas City and St. Louis)
Factors considered when doing the random assignment

- Age/grade
- Full-day, part-day, school-day
- Type of program (e.g., Title I, ECSE, kindergarten)
- Rural/urban
- Region of state
- SES of children (% who qualify for f/r lunch)
- Racial/ethnic representation of children
- Classroom size/teacher-child ratio
- Teacher education
- Teacher experience with assessment
Pilot Participants

- 125 classrooms volunteered (from 31 counties and 64 school districts); random assignment at program/school level; trainings occurred in KC and St Louis in July/August; some attrition occurred

- Teachers/providers/directors from all types of programs from around the state participated in the pilot:
  - Family Child Care
  - School-based Preschool Programs
  - Community-based Preschool Programs
  - Head Start/Head Start Partners
  - Title I
  - Early Childhood Special Education
  - Kindergarten
Complementary Pilot

- We surveyed programs/schools already using chosen instruments.

- The information provided was used by the Steering Committee to make a final decision.
Pilot Instruments: Selected via RFP

- Brigance Inventory of Early Development II (Standardized) (IED-II)
- Teaching Strategies GOLD
- Desired Results Developmental Profile (DRDP)
## Domains Covered by Instruments

<table>
<thead>
<tr>
<th>MO ELS Domain</th>
<th>IED-II</th>
<th>DRDP-PS</th>
<th>DRDP-SR</th>
<th>GOLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal, Social and Emotional Development</td>
<td>Social and Emotional Development</td>
<td>Self and Social Development</td>
<td>Self and Social Development</td>
<td>Social-Emotional Development</td>
</tr>
<tr>
<td>Characteristics of Effective Learning</td>
<td>Daily Living</td>
<td>Cognitive Development</td>
<td>Self Regulation</td>
<td>Social-Emotional Dev.; Cognitive Development</td>
</tr>
<tr>
<td>Physical Development</td>
<td>Physical Development • Fine Motor • Gross Motor</td>
<td>Physical Development Health</td>
<td>Physical Development</td>
<td>Physical Development</td>
</tr>
<tr>
<td>Communication and Language</td>
<td>Language Development • Receptive Language • Expressive Language</td>
<td>Language and Literacy Development English Language Development (DLL only)</td>
<td>Language and Literacy Development English Language Development (DLL only)</td>
<td>Language Development English Language Acquisition</td>
</tr>
<tr>
<td>Literacy</td>
<td>Academic/Cognitive • Literacy</td>
<td>Language and Literacy Development</td>
<td>Language and Literacy Development</td>
<td>Literacy</td>
</tr>
</tbody>
</table>
### Domains Covered by Instruments

<table>
<thead>
<tr>
<th>MO ELS Domain</th>
<th>IED-II</th>
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<th>DRDP-SR</th>
<th>GOLD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematical Exploration</strong></td>
<td>Academic/Cognitive</td>
<td>Mathematical Development</td>
<td>Mathematical Development</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>• Math/General Concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scientific Exploration</strong></td>
<td>Cognitive Development</td>
<td></td>
<td></td>
<td>Science and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td><strong>Understanding the World</strong></td>
<td></td>
<td></td>
<td></td>
<td>Social Studies</td>
</tr>
<tr>
<td><strong>Expressive Arts and Design</strong></td>
<td></td>
<td></td>
<td></td>
<td>The Arts</td>
</tr>
</tbody>
</table>
## Alignment to Current MO Early Learning Standards

<table>
<thead>
<tr>
<th></th>
<th>IED-II</th>
<th>DRDP-PS</th>
<th>DRDP-SR</th>
<th>GOLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>12%</td>
<td>64%</td>
<td>61%</td>
<td>59%</td>
</tr>
<tr>
<td>High partial</td>
<td>3%</td>
<td>5%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>Partial</td>
<td>8%</td>
<td>11%</td>
<td>8%</td>
<td>18%</td>
</tr>
<tr>
<td>Low partial</td>
<td>15%</td>
<td>14%</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>None</td>
<td>62%</td>
<td>6%</td>
<td>23%</td>
<td>5%</td>
</tr>
</tbody>
</table>
### How DLL and Children with Special Needs are Addressed

<table>
<thead>
<tr>
<th></th>
<th>IED-II</th>
<th>DRDP</th>
<th>GOLD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DLL</strong></td>
<td>• DLL children are assessed in home language (may require interpreter)</td>
<td>• Considered crucial during instrument development</td>
<td>• Includes a home language survey to help teacher identify DLL children</td>
</tr>
<tr>
<td></td>
<td>• Some support and family materials are in Spanish</td>
<td>• Oversampled DLL children in pilot studies</td>
<td>• Separate domain for English language development</td>
</tr>
<tr>
<td></td>
<td>• Spanish-speaking and other DLL children included in norming</td>
<td>• Instrument, User’s Guide, parent materials in Spanish</td>
<td>• Evidence from DIF analyses that items operate similarly for English-only and DLL children</td>
</tr>
<tr>
<td><strong>Children with Special Needs</strong></td>
<td>• Designed to be inclusive of all children</td>
<td>• Designed to be inclusive of all children</td>
<td>• Strengths-based model</td>
</tr>
<tr>
<td></td>
<td>• Provides norm-referenced scores</td>
<td>• Use of developmental levels</td>
<td>• Use of developmental levels</td>
</tr>
<tr>
<td></td>
<td>• Provides specific guidelines for writing IEP goals based on item performance</td>
<td>• All PreK children with IEPs in state-funded programs are assessed with DRDP-PS</td>
<td>• Results can be covered to Office of Special Education Programs (OSEP) child outcome ratings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Evidence from DIF analyses that items operate similarly for children with and without disabilities</td>
</tr>
</tbody>
</table>
Data considered by committee . . .

- Alignment to standards
- Initial survey about training
- Survey in December following first administration and usage
- Survey at end of year following 2 or 3 administrations of the tool
- Complementary data
- Cost
Example of Teacher Survey Results in Spring: Significant Differences

- **Experience with online system (GOLD higher than IED-II and DRDP)**
  - May be due to GOLD documentation app, ability for GOLD data to carry over across checkpoints (IED-II and DRDP data do not)

- **Embedding data collection in daily routines (DRDP teachers rated this higher than IED-II teachers)**
  - IED-II emphasis on direct assessment made it harder to embed.

- **Developmental appropriateness of assessment (DRDP and GOLD higher than IED-II)**
  - IED-II direct assessment concerns.

- **Appropriateness for range of abilities (DRDP higher than IED-II and GOLD)**
  - IED-II concerns about length of time needed to administer; GOLD concerns about use with special needs.
Spring Checkpoint Teacher Survey Results: Significant Differences (cont.)

- Appropriateness for range of ethnic/cultural diversity (DRDP and GOLD higher than IED-II)
- Communication with families (IED-II higher than DRDP and GOLD)
  - Amount of info overwhelming, not clear for DRDP and GOLD.
  - DRDP and GOLD teachers would like easier way to answer parent question “Is my child behind?”
- Recommend assessment (IED-II teachers more likely to recommend than DRDP teachers)
  - Hard to find consistent themes in comments
  - Concerns with DRDP and GOLD about time needed to document ratings
Committee Selected: DRDP-Preschool; DRDP-School Readiness

- Both use data collected through observation

<table>
<thead>
<tr>
<th>DRDP-PS</th>
<th>DRDP-SR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains 43 measures</td>
<td>Contains 30 measures</td>
</tr>
<tr>
<td>Covers children 3 until kindergarten entry</td>
<td>Covers children in kindergarten year</td>
</tr>
</tbody>
</table>

- Companion assessments:
  - DRDP-IT (6 weeks-3 years)
  - DRDP-SA (Kindergarten-6th grade)

- CA requires DRDP for state-sponsored Pre-K
  - Approx. 15,000 Pre-K teachers use it annually
  - Also used widely in public kindergarten

- IL is gearing up for statewide use for public Kindergarten (2015)
DRDP

- Items are rated using developmental levels:
  - (Not yet at first level)
  - Exploring
  - Developing
  - Building
  - Integrating

- DRDP-SR uses top 4 levels.
### Measure 4: Impulse control

**Definition:** Child develops strategies for regulating responses in increasingly socially appropriate ways.

#### 1. Mark the developmental level the child has mastered.

<table>
<thead>
<tr>
<th>Exploring</th>
<th>Developing</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepts active adult guidance and support to stop self from acting impulsively on desires or needs</td>
<td>Sometimes follows simple social rules and routines to refrain from acting impulsively but often needs adult guidance and support</td>
<td>Tries to refrain from acting impulsively by using simple strategies such as distracting self, verbal reminders to self, or asking for adult help</td>
<td>Consistently uses a variety of socially acceptable strategies to stop self from acting impulsively</td>
</tr>
</tbody>
</table>

#### Examples

- When adult says she has to wait to use the easel, may show frustration but accepts an alternative activity.
- When it is time to move from one activity to another, often needs direct adult guidance to do so.
- Needs adult to offer a way to join in other children’s play without disturbing their game.
- Goes to the lunch table when adult says it’s lunchtime, but needs to be reminded to wait for the food to be passed to him.
- Waits impatiently for toy, but does not grab it from other child.
- When adult says he or she cannot go outside to play now, child becomes upset but does not cry or act out.
- Goes to adult for help when feeling frustrated about a child who will not give up the computer.
- When another child has the toy she wants, offers a different toy in exchange or communicates, “OK, I will wait until you are done.”
- Asks an adult to read a book, then looks at the book while waiting for adult to come.
- When unable to use the computer, finds another activity of interest until computer is available.
- When other children want to play with a set of markers she wants, offers a strategy such as, “Hey guys, we can each use one of the markers. I choose this one.”
- “I told Aurelio he can use the scooter in five minutes!”
- When the playhouse is full, communicates to an adult, “Can you call me when I can play in the playhouse?” and then goes to the water table.

#### 2. Record evidence for this rating here.
**Measure 19: Concepts about print**

**Definition:** Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning.

1. **Mark the developmental level the child has mastered.**
   - **Exploring**
     - Shows understanding of the way books are handled and organized
     - Examples:
       - Holds book upright, turning pages from front to back (may turn more than one page at a time).
       - Points to the front and back of the book when asked to do so.
       - Participates actively with special book features, such as flaps for lifting or buttons for pushing to make noises.
   - **Developing**
     - Shows understanding that print carries meaning
     - Examples:
       - When looking at books, differentiates between the role of print and the role of pictures, for example:
         - Points to the print, not a picture, when asked to show an adult where to read.
         - Tells another child to move her hand because he can’t see the words.
         - Requests adult to write “dog” next to a picture she has drawn.
         - Asks for the meanings of words on signs or posters in a classroom, in books, or on Web pages.
   - **Building**
     - Shows understanding of print conventions on a page of text (such as top to bottom, left to right)
     - Examples:
       - Tracks print going from left to right (although may get off track).
       - Tracks print going from top to bottom.
       - Points to the first word of the text when teacher asks where to begin reading.
       - Communicates “the end” after the last page of the book.
       - Turns pages one at a time.
   - **Integrating**
     - Shows understanding that print is organized into units (such as letters and words) and knows some vocabulary that describes print
     - Examples:
       - Can point out one word on a page, then two words, when asked by the teacher.
       - Can point to the first and last word on a page, when asked by the teacher.
       - Points to a specific word in a text after an adult says it out loud (e.g., points to the word “cat” when adult reads Cat in the Hat (may not point to the correct word).
       - Uses words that refer to print, such as, “read,” “write,” “spell,” “letter,” “word.”

2. **Record evidence for this rating here.**
3. **Mark here if child is emerging to the next level.**
4. **If you are unable to rate this measure, explain here.**
DRDP Reports

(SSD) Self and social development

(COG) Cognitive development

(LLD) Language and literacy development

(MATH) Mathematical development
DRDP Reports

(SSID) Self and social development

(MATH) Mathematical development

(LLD) Language and literacy development

(PD) Physical development

(COG) Cognitive development
DRDP Child Data

Self & Social Development

FALL
- Not Yet: 11%
- Exploring: 34%
- Developing: 43%
- Building: 9%
- Integrating: 2%

SPRING
- Not Yet: 7%
- Exploring: 43%
- Developing: 30%
- Building: 37%
- Integrating: 2%

Language & Literacy Development

FALL
- Not Yet: 14%
- Exploring: 43%
- Developing: 24%
- Building: 6%
- Integrating: 3%

SPRING
- Not Yet: 6%
- Exploring: 30%
- Developing: 26%
- Building: 30%
- Integrating: 2%

English Language Development

FALL
- Not Yet: 10%
- Exploring: 43%
- Developing: 50%
- Building: 33%
- Integrating: 2%

SPRING
- Not Yet: 10%
- Exploring: 29%
- Developing: 41%
- Building: 44%
- Integrating: 2%

Cognitive Development

FALL
- Not Yet: 13%
- Exploring: 24%
- Developing: 27%
- Building: 29%
- Integrating: 13%

SPRING
- Not Yet: 18%
- Exploring: 49%
- Developing: 24%
- Building: 16%
- Integrating: 8%

Mathematics Development

FALL
- Not Yet: 7%
- Exploring: 18%
- Developing: 13%
- Building: 46%
- Integrating: 10%

SPRING
- Not Yet: 2%
- Exploring: 24%
- Developing: 16%
- Building: 42%
- Integrating: 8%

Physical Development

FALL
- Not Yet: 11%
- Exploring: 53%
- Developing: 21%
- Building: 16%
- Integrating: 4%

SPRING
- Not Yet: 7%
- Exploring: 42%
- Developing: 26%
- Building: 11%
- Integrating: 46%
Instrument Update on DRDP

- DRDP 2015 will cover 6 weeks-5.9 years
- DRDP-SR will cover through age 7; will include Physical Development and Spanish Language Development items

https://www.drdptech.org/Public/Login.aspx
After the Pilot

- State Board of Education approved it in June 2013
- DESE has one recommended instrument for formative/summative assessment for early childhood settings (infants through kindergarten)
- Schools and programs are encouraged, but not required, to use the recommended instrument.
- Trainings for trainers have occurred in several communities.
- Costs for the training have been paid by the districts/programs or community grants, as well as some state funds.
Training Update

Desired Results Developmental Profile (DRDP)

2013-14:

- Train-the-trainer model (~25 certified trainers from across the state)
- More than 1375 teachers and directors have been trained
Why we do this work...