

# EARLY CHILDHOOD ASSESSMENT PILOT FOR STATE OF MISSOURI

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National Institute for Early Childhood  
Professional Development

# Thanks to . . .

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

# Missouri Context

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- 520 school districts
- 2014 Legislative Session (ended May 16<sup>th</sup>)
  - 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

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All Missouri children will enter kindergarten prepared to be successful in school.



# Comprehensive Assessment System (DESE-led committee)

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## □ Child

- Birth to age 3
- Age 3 through Kindergarten
- 1<sup>st</sup> through 3<sup>rd</sup> grade

## □ Teacher/Classroom

- Birth through preschool
- Kindergarten to 3<sup>rd</sup> grade

## □ Early Childhood Program/Primary Grades

- Birth through preschool
- Kindergarten to 3<sup>rd</sup> grade



# Child Level

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## □ 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

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- 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

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<b>2011-14</b>	<b>Task</b>
<b>2011</b>	<b>Committee developed Comprehensive Assessment System</b>
<b>Jan-May 2012</b>	<b>Planning for pilot of child assessment</b>
<b>Early July</b>	<b>Held webinar(s) for participating districts/programs</b>
<b>July</b>	<b>Selected pilot programs</b>
<b>August</b>	<b>Teachers trained on assessments</b>
<b>Dec '12-May '13</b>	<b>Teachers complete 3 surveys/interviews re: use of assessment</b>
<b>May</b>	<b>Complete analyses of child and teacher data</b>
<b>June 2013</b>	<b>Steering Committee voted on assessment to recommend; State Board of Education adopted recommendation</b>
<b>July '13-present</b>	<b>Train-the-trainer sessions; teachers receiving 2-day training</b>



# Steering Committee Members

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<i>Diane Audsley</i>	Communication Arts Consultant, Office of College and Career Readiness, DESE
<i>Michael Barla</i>	Director, Early Childhood Education, Rockwood School District
<i>Cindy Carey</i>	Principal, Sullivan Primary School, Sullivan School District
<i>Julie Cowell</i>	Director, Federal Compliance, Office of Quality Schools, DESE
<i>Debbie Crowder</i>	Director, Special School District of St. Louis County
<i>Leigh Ann Grant-Engle</i>	Assistant Commissioner, Office of Data System Management, DESE
<i>Cyndi Hebenstreit</i>	Principal, Maplewood-Richmond Heights Early Childhood Center
<i>Jim Hinson</i>	Superintendent, Independence School District
<i>Jean Manning</i>	Director of Early Childhood, Parkway School District
<i>Wayne Mayfield</i>	Research Associate, Office of Social and Economic Data Analysis, MU
<i>Michael Muenks</i>	Coordinator of Assessment, Office of College and Career Readiness, DESE
<i>Lea Parker</i>	Director, Early Care and Education Programs, InterServ Foundation, St. Joseph
<i>JoAnne Ralston</i>	Early Learning, DESE
<i>Missy Riley</i>	Director of Early Childhood and Parents as Teachers, Shady Dell Early Childhood Center, Springfield Public Schools
<i>Kimberly Shinn-Brown</i>	Head Start Director, Ozark Area Community Action Corporation
<i>Carolyn Stemmons</i>	Assistant Director, Missouri Head Start State Collaboration Office
<i>Kathy Thornburg</i>	Early Learning, DESE
<i>Pam Williams</i>	Coordinator of Services, Office of Special Education, DESE

# In selecting the tools, the committee considered . . .

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- 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)

# Pilot Methods

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- 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

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- 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

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- 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

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- *Brigance Inventory of Early Development II (Standardized) (IED-II)*
- *Teaching Strategies GOLD*
- *Desired Results Developmental Profile (DRDP)*



# Domains Covered by Instruments

<b>MO ELS Domain</b>	<b>IED-II</b>	<b>DRDP-PS</b>	<b>DRDP-SR</b>	<b>GOLD</b>
<i>Personal, Social and Emotional Development</i>	Social and Emotional Development	Self and Social Development	Self and Social Development	Social-Emotional Development
<i>Characteristics of Effective Learning</i>	Daily Living	Cognitive Development	Self Regulation	Social-Emotional Dev.; Cognitive Development
<i>Physical Development</i>	Physical Development <ul style="list-style-type: none"> <li>•Fine Motor</li> <li>•Gross Motor</li> </ul>	Physical Development Health		Physical Development
<i>Communication and Language</i>	Language Development <ul style="list-style-type: none"> <li>•Receptive Language</li> <li>•Expressive Language</li> </ul>	Language and Literacy Development English Language Development (DLL only)	Language and Literacy Development English Language Development (DLL only)	Language Development English Language Acquisition
<i>Literacy</i>	Academic/Cognitive <ul style="list-style-type: none"> <li>• Literacy</li> </ul>	Language and Literacy Development	Language and Literacy Development	Literacy



# Domains Covered by Instruments

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<b>MO ELS Domain</b>	<b>IED-II</b>	<b>DRDP-PS</b>	<b>DRDP-SR</b>	<b>GOLD</b>
<i>Mathematical Exploration</i>	Academic/Cognitive <ul style="list-style-type: none"> <li>• Math/General Concepts</li> </ul>	Mathematical Development	Mathematical Development	Mathematics
<i>Scientific Exploration</i>		Cognitive Development		Science and Technology
<i>Understanding the World</i>				Social Studies
<i>Expressive Arts and Design</i>				The Arts

# Alignment to Current MO Early Learning Standards

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	IED-II	DRDP-PS	DRDP-SR	GOLD
Full	12%	64%	61%	59%
High partial	3%	5%	6%	8%
Partial	8%	11%	8%	18%
Low partial	15%	14%	3%	9%
None	62%	6%	23%	5%

# How DLL and Children with Special Needs are Addressed

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	IED-II	DRDP	GOLD
<i>DLL</i>	<ul style="list-style-type: none"> <li>• DLL children are assessed in home language (may require interpreter)</li> <li>• Some support and family materials are in Spanish</li> <li>• Spanish-speaking and other DLL children included in norming</li> </ul>	<ul style="list-style-type: none"> <li>• Considered crucial during instrument development</li> <li>• Oversampled DLL children in pilot studies</li> <li>• Instrument, User's Guide, parent materials in Spanish</li> <li>• Separate domain for English language and literacy development</li> </ul>	<ul style="list-style-type: none"> <li>• Includes a home language survey to help teacher identify DLL children</li> <li>• Separate domain for English language development</li> <li>• Evidence from DIF analyses that items operate similarly for English-only and DLL children</li> </ul>
<i>Children with Special Needs</i>	<ul style="list-style-type: none"> <li>• Designed to be inclusive of all children</li> <li>• Provides norm-referenced scores</li> <li>• Provides specific guidelines for writing IEP goals based on item performance</li> </ul>	<ul style="list-style-type: none"> <li>• Designed to be inclusive of all children</li> <li>• Use of developmental levels</li> <li>• All PreK children with IEPs in state-funded programs are assessed with DRDP-PS</li> </ul>	<ul style="list-style-type: none"> <li>• Strengths-based model</li> <li>• Use of developmental levels</li> <li>• Results can be covered to Office of Special Education Programs (OSEP) child outcome ratings</li> <li>• Evidence from DIF analyses that items operate similarly for children with and without disabilities</li> </ul>

# Data considered by committee . . .

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- 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

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- 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.)

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- 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

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- Both use data collected through observation

### DRDP-PS

- Contains 43 measures
- Covers children 3 until kindergarten entry

### DRDP-SR

- Contains 30 measures
- Covers children in kindergarten year

- Companion assessments:
  - DRDP-IT (6 weeks-3 years)
  - DRDP-SA (Kindergarten-6<sup>th</sup> 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

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- Items are rated using developmental levels:
  - (Not yet at first level)
  - Exploring
  - Developing
  - Building
  - Integrating
  
- DRDP-SR uses top 4 levels.





# DRDP Items (cont.)

## 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.

Not yet at first level

<p>Exploring</p> <p><input type="radio"/></p> <p>Accepts active adult guidance and support to stop self from acting impulsively on desires or needs</p>	<p>Developing</p> <p><input type="radio"/></p> <p>Sometimes follows simple social rules and routines to refrain from acting impulsively but often needs adult guidance and support</p>	<p>Building</p> <p><input type="radio"/></p> <p>Tries to refrain from acting impulsively by using simple strategies such as distracting self, verbal reminders to self, or asking for adult help</p>	<p>Integrating</p> <p><input type="radio"/></p> <p>Consistently uses a variety of socially acceptable strategies to stop self from acting impulsively</p>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>▶ When adult says she has to wait to use the easel, may show frustration but accepts an alternative activity.</li> <li>▶ When it is time to move from one activity to another, often needs direct adult guidance to do so.</li> <li>▶ Needs adult to offer a way to join in other children's play without disturbing their game.</li> </ul>	<ul style="list-style-type: none"> <li>▶ 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.</li> <li>▶ Waits impatiently for toy, but does not grab it from other child.</li> <li>▶ When adult says he or she cannot go outside to play now, child becomes upset but does not cry or act out.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Goes to adult for help when feeling frustrated about a child who will not give up the computer.</li> <li>▶ When another child has the toy she wants, offers a different toy in exchange or communicates, "OK, I will wait until you are done."</li> <li>▶ Asks an adult to read a book, then looks at the book while waiting for adult to come.</li> </ul>	<ul style="list-style-type: none"> <li>▶ When unable to use the computer, finds another activity of interest until computer is available.</li> <li>▶ 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."</li> <li>▶ "I told Aurelio he can use the scooter in five minutes!"</li> <li>▶ 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.</li> </ul>

### 2. Record evidence for this rating here. ▶

# DRDP Items (cont.)

## 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.

Not yet at first level

Exploring <input type="radio"/>	Developing <input type="radio"/>	Building <input type="radio"/>	Integrating <input type="radio"/>
<p><b>Shows understanding of the way books are handled and organized</b></p>	<p><b>Shows understanding that print carries meaning</b></p>	<p><b>Shows understanding of print conventions on a page of text (such as top to bottom, left to right)</b></p>	<p><b>Shows understanding that print is organized into units (such as letters and words) and knows some vocabulary that describes print</b></p>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>▶ Holds book upright, turning pages from front to back (may turn more than one page at a time).</li> <li>▶ Points to the front and back of the book when asked to do so.</li> <li>▶ Participates actively with special book features, such as flaps for lifting or buttons for pushing to make noises.</li> </ul>	<ul style="list-style-type: none"> <li>▶ When looking at books, differentiates between the role of print and the role of pictures, for example:               <ul style="list-style-type: none"> <li>▶ Points to the print, not a picture, when asked to show an adult where to read.</li> <li>▶ Tells another child to move her hand because he can't see the words.</li> <li>▶ Requests adult to write "dog" next to a picture she has drawn.</li> <li>▶ Asks for the meanings of words on signs or posters in a classroom, in books, or on Web pages.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Tracks print going from left to right (although may get off track).</li> <li>▶ Tracks print going from top to bottom.</li> <li>▶ Points to the first word of the text when teacher asks where to begin reading.</li> <li>▶ Communicates "the end" after the last page of the book.</li> <li>▶ Turns pages one at a time.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can point out one word on a page, then two words, when asked by the teacher.</li> <li>▶ Can point to the first and last word on a page, when asked by the teacher.</li> <li>▶ 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).</li> <li>▶ Uses words that refer to print, such as, "read," "write," "spell," "letter," "word."</li> </ul>

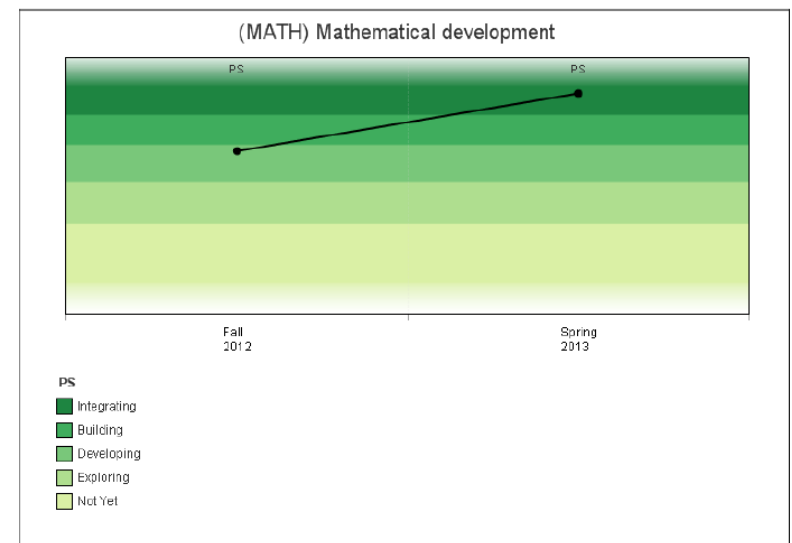
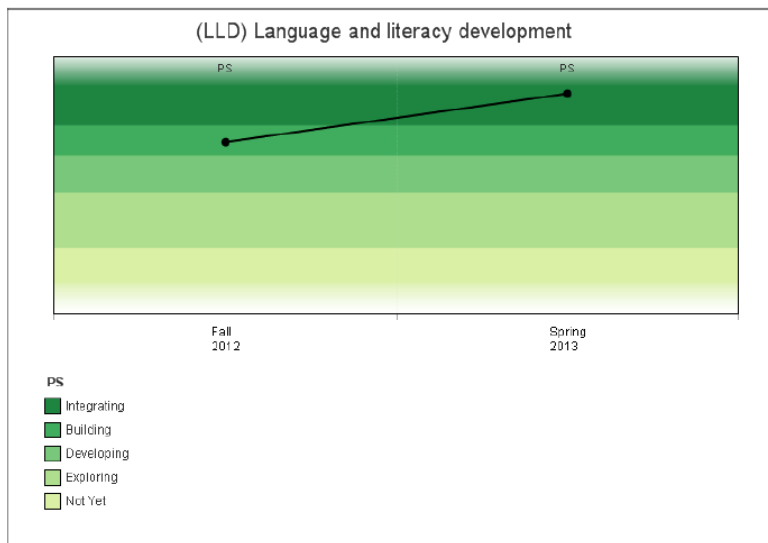
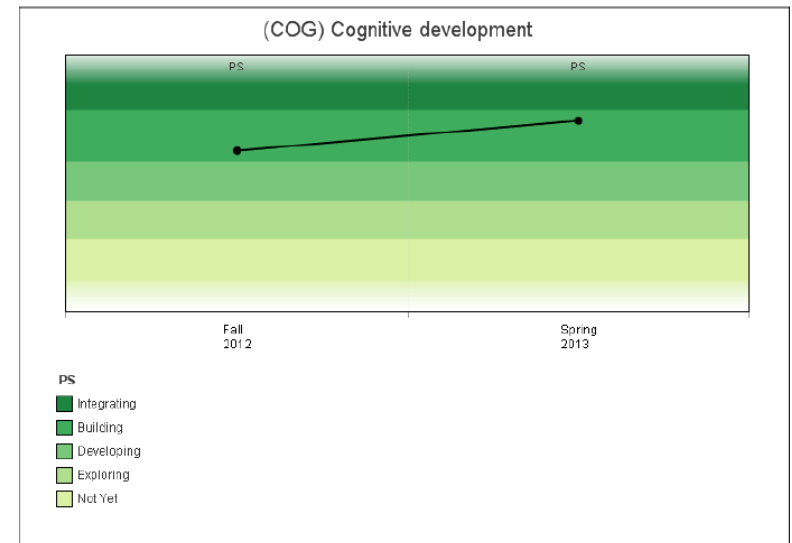
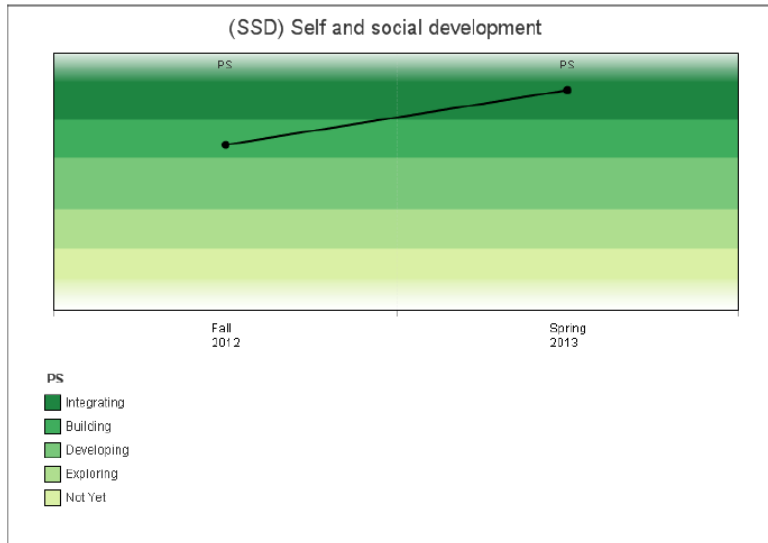
2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



# DRDP Reports



# DRDP Reports

(SSD) Self and social development



- Not Yet
- Exploring
- Developing
- Building
- Integrating

(COG) Cognitive development



- Not Yet
- Exploring
- Developing
- Building
- Integrating

(LLD) Language and literacy development



- Not Yet
- Exploring
- Developing
- Building
- Integrating

(MATH) Mathematical development

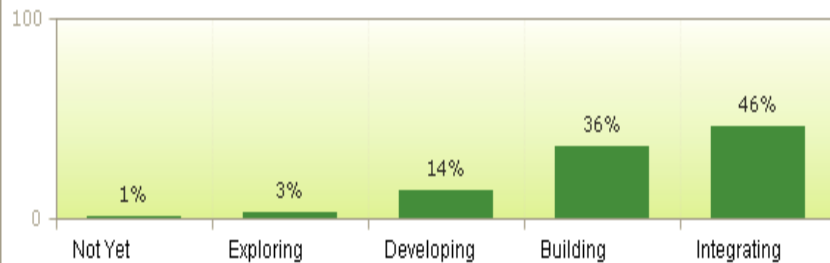


- Not Yet
- Exploring
- Developing
- Building
- Integrating

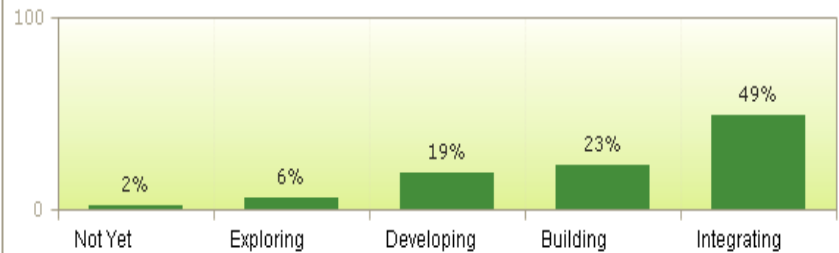
# DRDP Reports

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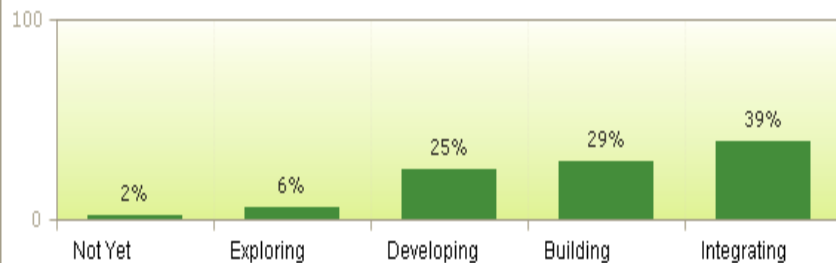
(SSD) Self and social development



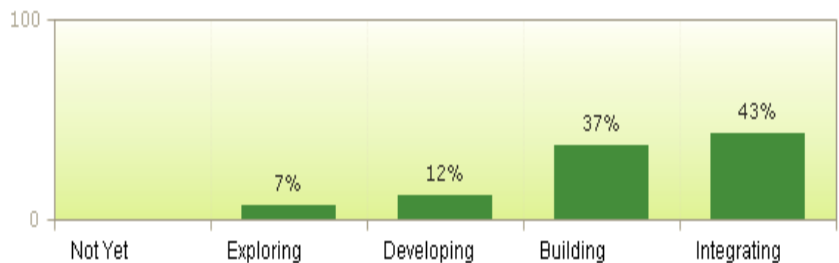
(MATH) Mathematical development



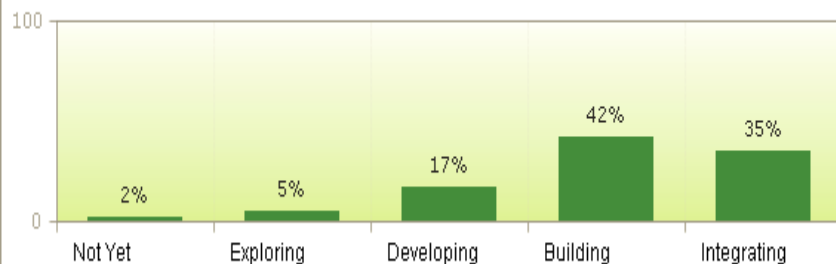
(LLD) Language and literacy development



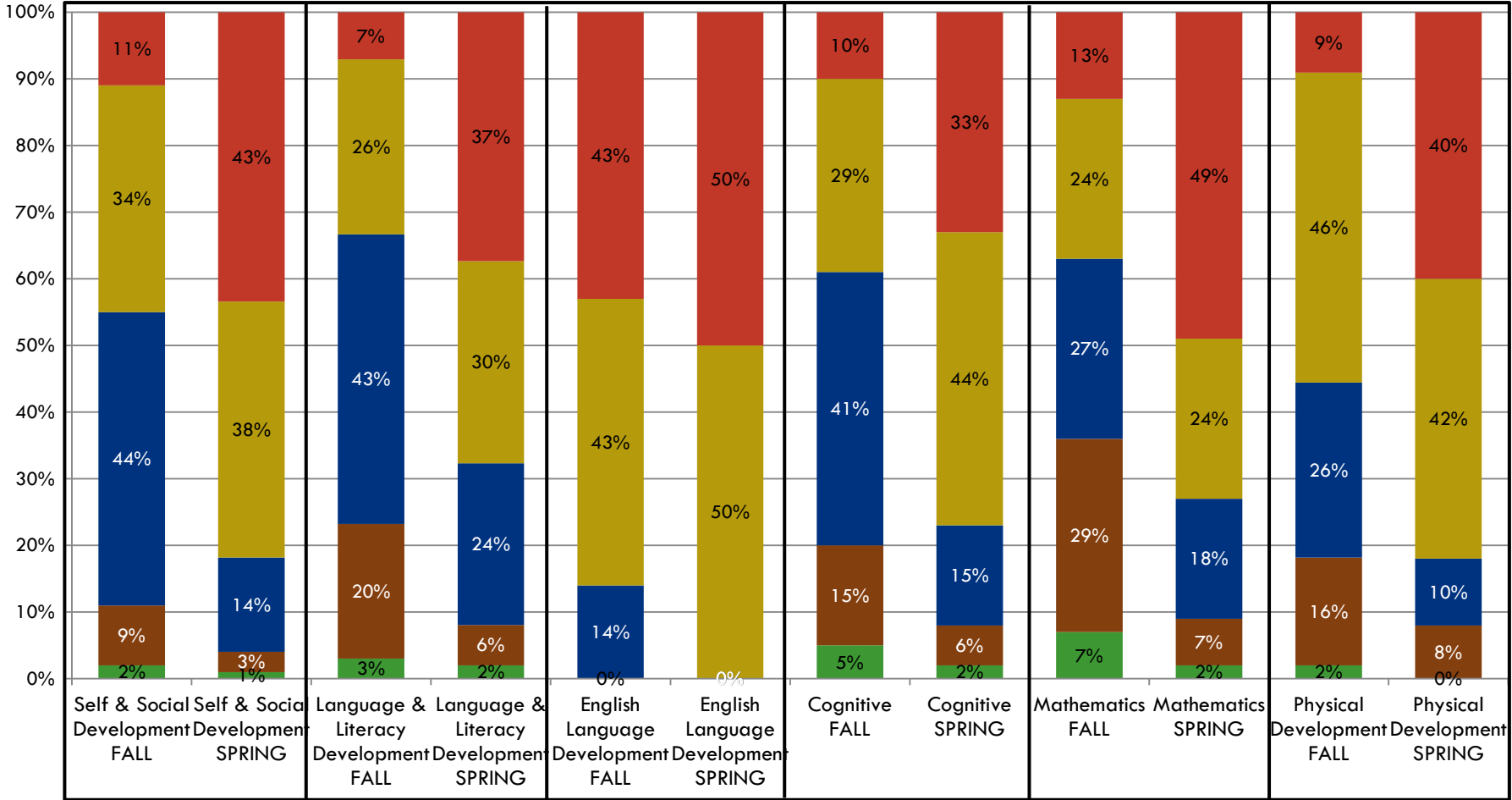
(PD) Physical development



(COG) Cognitive development



# DRDP Child Data



■ Not Yet  
 ■ Exploring  
 ■ Developing  
 ■ Building  
 ■ Integrating

# Instrument Update on DRDP

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- ▣ 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

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## 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. . .

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