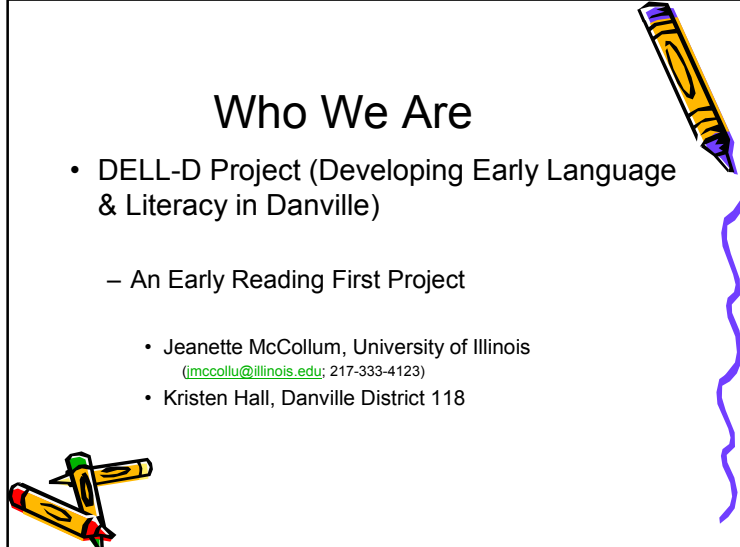


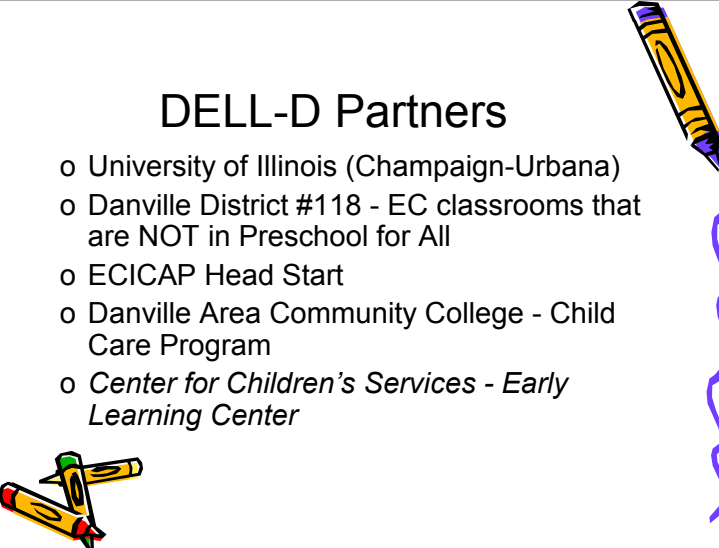
A Data-Based Approach to Identifying & Supporting Children

Looking At & Using Results



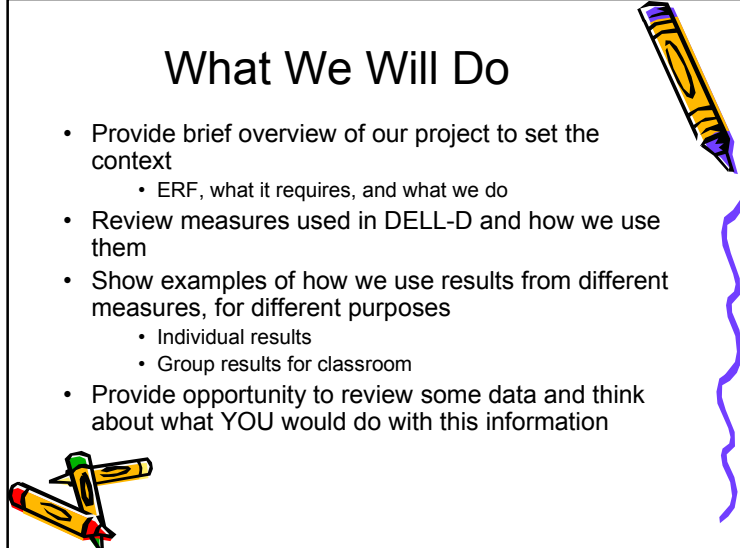
Who We Are

- DELL-D Project (Developing Early Language & Literacy in Danville)
 - An Early Reading First Project
 - Jeanette McCollum, University of Illinois (jmccollu@illinois.edu; 217-333-4123)
 - Kristen Hall, Danville District 118



DELL-D Partners

- o University of Illinois (Champaign-Urbana)
- o Danville District #118 - EC classrooms that are NOT in Preschool for All
- o ECICAP Head Start
- o Danville Area Community College - Child Care Program
- o *Center for Children's Services - Early Learning Center*




What We Will Do

- Provide brief overview of our project to set the context
 - ERF, what it requires, and what we do
- Review measures used in DELL-D and how we use them
- Show examples of how we use results from different measures, for different purposes
 - Individual results
 - Group results for classroom
- Provide opportunity to review some data and think about what YOU would do with this information




Early Reading First

- Federal grant program
 - Department of Education (DOE)
 - Direct grants to projects
 - Personnel development focus (intensive, focused on emergent literacy)
 - Assumes ...
 - Intentionally planned environments and intentional teaching will result in better outcomes for children
- 


Disclaimer

This information is being provided for the purpose of the fiscal year (FY) 2008 Early Reading First Grantee meeting in Seattle, Washington. Assessment tools and other information and materials mentioned or shown at this meeting by presenters or grantees are provided as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the U.S. Department of Education.


In addition, the instructional practices and assessments discussed or shown in these presentations are not intended to mandate, direct, or control a State's, local educational agency's, or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. States and local programs are free to use any instructional content, achievement system and assessments, curriculum, or program instruction that they wish, so long as the instructional materials and literacy activities meet the Early Reading First statutory requirement of being based on scientifically based reading research that supports the age-appropriate development of the language and literacy skills described in the Early Reading First statute, and are part of their approved grant application.



Purpose of ERF (and DELL-D)

- Create "centers of excellence" in communities with many low income families
 - Enhance children's emergent literacy learning through professional development for teachers and resources for classrooms
 - Achieve qualities of "scientifically based reading research" (SBRR) in classrooms
 - Areas of SBRR
 - How they are taught
- 

Rationale for ERF

- High rate of reading failure
 - Learning to write well has its foundation in early language & literacy skills
 - Important indicators of reading success/failure are present early in life
 - Poverty and other family conditions related to poverty are associated with fewer of these experiences
 - Preventing failure is more effective than trying to fix problems
 - Intervening early WORKS!
- 

Evidence of Risk at Start of Kindergarten

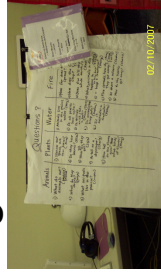
Area	Lowest Income	Highest Income
Recognize letters of alphabet	39%	83%
Identify beginningsounds	10%	51%
Write ownname	54%	76%
Amount of time readto before kindergarten	2.5hours	1,000hours
Accumulated experience with words	13millionwords	45millionwords

*adapted from Newman, 2006

But evidence of risk is present even earlier!

- Child Trends (2009)
 - Differences between children in poverty and other children are present as early as **9 months**, and the gap is even bigger by **24 months**
 - Differences occur in the areas of cognition (thinking, problem solving, use of language), health, and behavioral ratings

“Emergent Literacy”




- Skills that develop BEFORE children enter formal school that help them learn reading, writing, and school subjects
- Skills that provide the FOUNDATION for reading, writing, and other learning

What ARE these skills?


- Vocabulary & oral language
- Phonological awareness
- Print awareness & concepts
- Listening and text comprehension
- Alphabetic knowledge
- Concepts about the world
- Motivation to be literate



Required Components in All ERF Grants

- Ensure broad EC foundation
 - Adopt proven early literacy curriculum
 - Develop literacy-rich classroom environments
 - **Implement screening & ongoing progress monitoring**
 - Provide intensive, ongoing professional development
 - Evaluate effects on classrooms/teachers
 - **Evaluate effects on children**
- 


Big picture of DELL-D data ...

- WHERE do we look?
 - Individual child level
 - Classroom level
 - Program level (all classrooms within single program)
 - *Project level (across all programs within DELL-D Project)*
- 




Individual Child Level

What do we want to know?

- What skills does each child come in with? (screening, "pre-test," planning)
 - Is each child learning? (monitoring, adjusting plans/teaching)
 - Which children are learning?
 - In which areas is each child learning?
 - Did each child reach benchmarks? (evaluating ["post-test", referring, transition])
- 

Classroom Level

What do we want to know?

- What skills does this group of children come in with? (planning)
 - Are children learning? (adjusting plans and teaching on a regular basis)
 - Which children are learning? (typical, less skilled, more skilled)
 - In which areas are they learning?
 - Did children reach benchmarks? (evaluating, referring, adjusting plans and teaching for next year)
- 

Program Level

What do we want to know?

- How does this group of children look? What resources will we need?
- Are children learning? (monitoring, adjusting resource plans, planning professional development)
 - In which classrooms are children progressing as needed to reach benchmarks?
 - In which areas are they progressing?
- Did children reach benchmarks? (evaluating, referring, adjusting resource and professional development plans for next year)



Project Level

What do we want to know?

- Have we done what we said we would do?
 - Are classrooms getting better?
 - Are children learning?
 - Are children meeting benchmarks?
 - What percentage of children are meeting benchmarks?
- What additional areas of approaches to professional development might be important?
- What other resources do classrooms need?



Types of DELL-D Assessments


- Curriculum-based measures (CBMs)
(whether children are learning what is being taught in each unit of curriculum)
- Benchmark assessments (how children look at the beginning, middle, and end of the year in comparison to benchmarks)




What particular measures do we use for these purposes?

- **CBM based on curriculum (5 units/5 times)**
 - Alphabet knowledge, response to story, vocabulary/concepts, phonological awareness
- **Benchmark assessments (2-3 times/year)**
 - PPVT (receptive vocabulary)
 - PALS (capital letters, small letters, letter sounds, name writing, print concepts)
 - IGDIs (picture naming, rhyming, beginning sounds)
 - Story comprehension (DELL-D measure)






• HANDOUT - Example of a CBM data sheet



Using Individual Child CBM Data

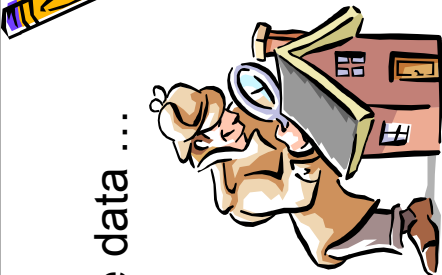

Guiding Questions and Where to Look

- Which areas?? What do we see?
 - Look DOWN the COLUMNS, across all children
 - lower/higher areas
- Which children?? What do we see?
 - Look ACROSS the ROWS- particular children
 - Higher scores across several areas
 - Lower scores across several areas
 - Unexpected patterns of scores across areas
 - Patterns for "typical" children, less skilled children, more skilled children



Looking at the data ...

• What do the numbers tell us?

BENCHMARKS FOR YEAR PRIOR TO KINDERGARTEN

Area	Total	Target Beginning of Year Scores	Targets for End of Year
Receptive Language (PPVT)	most children 85-115	100	100
Capital Letters (PALS)	26	8	18
Small Letters (PALS)	26	4	13
Letter Sounds (PALS)	26	3	6
Print Concepts (PALS)	10	6	8
Name Writing (PALS)	7	4	6
Listening Comprehension (DELL-D)	21	6	14
Picture Naming (IGDIs)	(no limit - timed)	20	25
Rhyming (IGDIs)	(no limit - timed)	4	6
Alliteration (Beginning Sounds) (IGDIs)	(no limit - timed)	3	6

Using Individual Child Benchmark Data

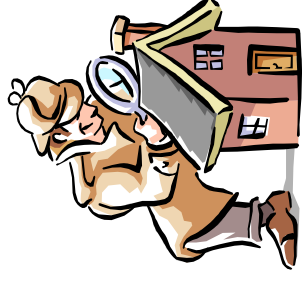
Guiding Questions and Where to Look

- Which areas?? What do we see?
 - Look DOWN the COLUMNS - all children
 - lower/higher areas
 - comparison to benchmarks
 - Which children?? What do we see?
 - Look ACROSS the ROWS - particular children
 - Higher scores across several areas
 - Lower scores across several areas
 - Unexpected patterns of scores across areas
 - Patterns for "typical" children, less skilled children, more skilled children
- How would we use this information?



Looking at the data ...

- What do the numbers tell us?



Reading a Benchmark Summary Table

PROGRAM SUMMARY

Area	Target Beginning of Year Scores	Average Beginning Scores	Average Winter Scores	Targets for End of Year
Receptive Language (PPVT)	100	93	--	100
Capital Letters (PALS)	8	8	12	18
Small Letters (PALS)	4	5	9	13
Letter Sounds (PALS)	3	2	4	6
Print Concepts (PALS)	6	4	6	8
Name Writing (PALS)	4	4	5	6
Listening Comprehension (DELD)	6	7	9	14
Picture Naming (IGDB)	20	21	22	25
Rhyming (IGDB)	4	4	5	6
Alliteration (Beginning Sounds) (IGDB)	3	3	5	6

Using CLASSROOM-LEVEL Benchmark Data




Guiding Questions and Where to Look

- How is my classroom doing in relation to benchmarks for this time of year?
 - In comparison to where we started
 - In comparison to where we want children to be at the end
 - In comparison to program-level summaries
- In which areas are we doing well as a classroom?
 - Where do we have good scores?
- In which areas do we need improvement as a classroom?
 - How would we use this information?





Looking at the data ...

- What do the numbers tell us?

Summary - Results from child assessments are useful for ...

- Identifying children who may need extra support (so we can provide it where they need it, when they need it)
- Evaluating learning in relation to what we want children to learn and how well (so we can make changes in curriculum, teaching)
- Making initial and ongoing, frequent decisions about planning and teaching (so we can change what we do when we need to)
- Demonstrating that our teaching made a difference for children (so we can continue doing what works)
- Evaluating the effectiveness of our curriculum (so children can grow in the areas in which they need to)
- Evaluating our own teaching effectiveness (so that we can become better teachers)

Questions??

