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*Director Toolkit: Decision Making  
Data-Informed Decision Making*

### **Process for Reviewing and Analyzing the Florida VPK Assessment Data**

**VPK Assessment Period 1** is administered in the first 30 days of the preschool program. After administering the assessment, programs are required to enter the raw scores on the VPK Online Reporting System. A variety of reports are available for directors, instructors and families to view. The following process is an alternative, hands-on way to review and analyze the assessment data and provides a closer look at the assessment results.

In order to complete this exercise, you will need to download the following from the Instructional Resources to Support each Assessment Period:

- Class Summary Chart.
- Expected Norm Score Chart.
- Quality Instruction Knowledge Check.
- Quality Instruction Video.

#### **Complete the Class Summary Chart**

It is recommended that the instructor complete the Class Summary Chart supported by the director. By entering the raw data from each child's Response Booklet, the instructor is able to take a closer look at each child's responses for each measure. This is especially important if the instructor did not administer the assessment. Sometimes, looking at the scores in the response booklet does not tell us the whole story.

#### **Determine the Expected Norm Score**

Once the raw data is entered the instructor uses the Expected Norm Score chart to determine the number of children *exceeding, meeting or below* expectations. This exercise helps the instructor and director understand how the expected norm scores are determined.

#### **Discuss data using the Guided Questions**

The director and instructor then meet to review and discuss the results using the guided questions below. It's important to remember that the VPK Assessment is a progress monitoring tool that assesses concepts and skills that children are expected to know and do at the END of their VPK year. It is not unusual for the scores to be below expectations at the beginning of the year.

#### **How can the data inform instruction?**

The information from the beginning program assessment is considered "base-line" data, i.e., providing information for where children are as they enter the program. This data helps you think about each child and how they are responding to the new experience of being at school.

At the beginning of a program teachers are getting to know their children and setting up their classrooms to provide a quality learning environment. The instructional resource, the **Quality Learning Environment Knowledge Check**, provides the director and instructor a closer look at the learning environment. The observation tool asks the director and the instructor to determine what elements of a quality learning environment are in place and if improvements are needed to create a developmentally appropriate and engaging learning experience for children.



Following the observation and discussion of the knowledge check, the director and instructor would view the **Quality Instruction video** together for additional information.

After viewing, the director and instructor would agree on two or three goals for the instructor and director to work on for improving the learning environment and the quality of instruction.

### **Guiding questions for reviewing and discussing AP1 Data**

Look at the results as a whole and discuss the following:

- At first glance, what do you notice?
- What does this tell you?
- Which measure appears to have more *exceeding, meeting or below*?
- Which measure appears to be the area of strength for the classroom?
- Which measure is the area of greatest need for the class as a whole?

Remember, the AP1 assessment provides baseline data and it's not unusual to see scores below expectations.

### **What do you know about your children?**

Children may score below expectations on AP1 for a variety of reasons. The data "numbers" doesn't provide the whole picture. When reviewing beginning program data, additional background information can help teachers understand the data a little more. Think about the following:

- How many children are new to childcare?
- How many children are new to your center coming from other centers?
- How many have been with you for one or more years?
- How many children are English language learners?
- How many children have an Individualized Educational Plan (IEP) issued by the school district?
- How may a child's birth date impact the data?

Discuss how this information would help when doing instructional planning.

### **Looking closer at each child**

After looking at the data as a whole and thinking about background information that may inform the data, it's important to look closer at each child. Think about the following questions when reviewing an individual child's assessment results:

- Does the data on each measure correlate with the information you know about the child?
- Can the background information help support the data results? For example, if a child scored below in all areas, is this child new to school or would English as a second language impact the results?
- What is the child's relative strength/needs?
- What are some ways you would like to observe this child?
- How will you share this information with families?



### **What can you do with this information?**

There may be a few children that you want to monitor closely based on other information that you have observed about the child. However, it is not recommended that the first assessment period be used to group children "high, medium or low." Children need time to adjust to their teachers, classmates and the daily experience of being at school. Be sure to monitor and observe children's growth in all areas and refer to this information to track progress in the skills and concepts assessed.

It is recommended that you meet with families to review this information with them and not just send home the "numbers" on a report. There is a letter on the VPK Assessment Online Reporting System that may be beneficial to send home after administering the assessment. Following the assessment, make sure you have reviewed the results carefully and can provide a variety of positive information about the child when meeting with families.

**Note:** The guiding questions can be used when reviewing reports from the Online Reporting System.