



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

Process for Reviewing and Analyzing the Florida VPK Assessment Data

VPK Assessment Period 2 (AP2) is administered at the mid-point of the program. The VPK Assessment measures are designed as “parallel” or equal forms, which means the content of the items may be different but the items are equal in terms of skill level. Therefore, the scores on AP2 will show the impact of effective instruction from the beginning assessment period.

In order to complete this exercise, you will need the following:

- Class Summary Chart (Continue with the chart used for AP1).
- Expected Norm Score Chart (Same as AP1).
- Class Data Worksheet (Math Example).
- Class Data Worksheet (template to be completed using AP2 data).
- Discussing AP2 Data Video.
- Planning Instruction Video.

Complete the Classroom Summary Chart by entering the raw scores from the AP2 Response Booklets on the same class summary chart used for AP1 results. It is easier to compare the outcomes from one assessment to the other by putting the scores on the same chart. In this way, all the measures across the class and across each measure for each child can be reviewed using one document. Next, calculate the expected norm scores.

Reviewing the classroom assessment results

It is important for directors and/or other designated staff meet with teachers to review the AP2 assessment data using the following questions:

- What do you notice at first glance?
- 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?



The video *Discussing AP2 Data* features a conversation between a director and instructor discussing AP2 data.

How can this data inform instruction?

1. If a majority of the children are below expectations on most of the measures, then consider a review of the curriculum to determine if the content aligns with the VPK Assessment measures. Some concepts/skills may need to be introduced sooner.
2. If there is a measure or measures where most or all children are barely *meeting* expectations, then think about the intensity of instruction. Some concepts and skills may need additional instruction or practice than what is presented in a curriculum guide.
3. It may be important to look at an item in the response booklets to determine how it is assessed. Some items are asked in a specific way, e.g. the phonological awareness deletion items are presented: “*My word is bullfrog, say bullfrog (pause for child’s response) now say bullfrog without saying frog. (Child’s response).*”

It is okay for instructors to use the same technique to introduce or practice an item in the way in which it is assessed.

Looker closer at each child

Just looking at the total number of children who are *exceeding*, *meeting* or *below* expectation doesn't give the whole picture. It's important to look closer at individual scores to see how each child is progressing. Ask the following questions:

- How many children dropped from the beginning assessment period in a measure?
- How many children are right at the cutoff for a specific measure?
- How many children scored higher or lower than most children in the class?
- Was there a measure in which most children scored just *meeting* or *below*?

How can this data inform instruction?

1. If a child's score dropped from the first assessment, then think about how the assessing session went for the child. It may have been an off day. Or, maybe the first score was not a true score. Use what you know about the child to make decisions about what to do next.
2. If a few children are at a cutoff point for a specific measure, then it's important to group these children for targeted instruction to prevent them from falling behind.
3. If a few children score higher or lower than most children in the class then think about what planning needs to be done to meet the individual needs of each child.
4. If a majority of children are just *meeting* or *below* in a specific measure (area) then you will want to think about the intensity of instruction in that area. The Class Planning Worksheet is available to help instructors look closer at a specific measure.

Planning for Instruction

The Class Data Worksheet is a tool to support planning for instruction in a specific measure or area. For example, if a majority of the class are just *meeting* or *below* in Mathematics, then more intense instruction may be needed. Review the example of the Class Planning Worksheet provided then review the Planning Instruction video.



It's important to monitor progress in all areas to ensure that children are on track in *meeting* expected outcomes in all growth and developmental areas. Remember, the frequency and intentionality of instruction throughout the day supports children in practicing concepts and skills and will lead to better outcomes for children.

Reminders:

1. Small groups should be planned, flexible and short term. Be sure to monitor progress and know when a child has met an expected goal and ready to either move into another group or work independently.
2. Determine if additional assessing is needed. If you are not sure that a child's score was a true score, then additional observation of a child may be needed. It may be helpful to ask others to observe a child to help in making instructional decisions.
3. Know your standards! *The Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten (2017)* provide preschool teachers with what children need to know and be able to do at the end of their preschool year. *The Educator's Guide to Understanding the Standards* is a valuable resource. It includes examples to illustrate the standard for the child and supportive instructional strategies for teachers to implement instruction and ideas for parents to support their child. The Florida Standards website provides additional resources for teachers and families including downloadable copies of the standards and the Educator's Guide. <http://www.floel.org/standardsresource/>
4. Communicate with families about the assessment results. Remember to explain the "numbers" so parents can get a better understanding of what the scores mean and how to support their child. Try to give parents suggestions or provide a game for them to play with their child at home. Be sure to emphasize the importance that helping a child at home is not "homework" and the time together should be playful and fun for everyone.