

	
<p><i>Three Integrated Components of Quality Assessment Systems</i></p>	<p>Presentation at Measuring Child and Family Outcomes Baltimore, Maryland August 27-28, 2008</p>

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Purpose of the Session

Share three key system components that support quality assessment practices and valid and reliable child assessment data:

- data analysis methods used to check the validity of assessment data reported by LEA's,
- fidelity procedures used to ensure inter- and intra-rater reliability in scoring observational assessments , and
- professional development activities used to support quality assessment skills and practices.

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Panel

Presenters:

- Cornelia Bruckner, Desired Results *access* Project, California
- Barbara Jackson, Results Matter Nebraska
- Jan Thelen, Results Matter Nebraska
- Nan Vendegna, Results Matter – Colorado
- Larry Edelman, Results Matter – Colorado and Desired Results *access* Project

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Using Data Analysis to Help Inform and Assure Quality Assessment Data



The Desired Results *access* Project

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The DRDP Assessment System

- Includes two instruments
 - The DRDP *access* (Birth–5)
 - The PS DRDP-R (3-5)
- The instruments were designed by the state

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Available for free download from:
www.draccess.org



The image shows two manual covers side-by-side. The left cover is titled 'PS DRDP-R' and 'Manual', with a subtitle 'Preschool Desired Results Developmental Profile-Revised for Children with IEPs'. The right cover is titled 'DRDP access' and 'Manual', with a subtitle 'Desired Results Developmental Profile access'. Both covers feature a blue and white geometric design and a small photograph of a child.

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Who is assessed


- All typically developing children birth to age 12 in Child Development Division funded programs are assessed with the DRDP
- For the Special Education Division, data are collected:
 - Twice a year
 - For all preschool children age 3 – 5 with an IEP

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What data we collect

- We collect demographic information and ratings for each item
 - See handout for an example of the data fields that we collect
 - Information Page
 - Primary Disability
 - Child's Adaptations
 - School/Program Information
 - Rating Record
 - Ratings
 - Unable to Rate


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How we acquire the data

- We log-on to the system and download the data file at the end of the reporting period
- The file includes
 - All of the data from the Information Page and Rating Record
 - Tracking information about the LEA that entered the child
 - Dates when specific tasks were completed

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How we ensure data quality

- Training on the use of the instrument and the data system
- Built in data validations
- Require that administrators review and certify the data that they submit
- Review data for completeness
- Evaluate the reliability of the data
 - Internal consistency, unidimensionality, test-retest reliability
- Evaluate the validity


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Selecting Important Questions




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The Facts

- Child outcomes data collection requires teams of experts
- Teams include developmental, policy, systems, measurement, & analysis experts
- Meaningful data analysis must occur within the context of the team
- Building time to review and analyze data into team meetings is critical to the validity of child outcomes data

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Reflective Data Analysis

- Meet regularly with stakeholders (weekly/twice a month)
- Listen to their comments and concerns
- Reflectively, help them turn comments and concerns into expectations about the data
- Help them prioritize those expectations
- Turn expectations into statistical questions
- Check the statistical questions with the group to make sure you have captured their expectation
- Conduct statistical analysis
- Report data back to the stakeholder group
- Discuss data with stakeholder group to determine the validity of the results
- Make revisions to the data analysis based on feedback

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Desired Results *access*



Using Data Analysis to Estimate Data Quality


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Using data analysis to look for trends that would indicate poor data quality

1. Identify expectations about what valid data will look like
 - Consider: concerns of stakeholders, rules of your data system, known characteristics of the population that you are assessing
2. Turn your expectations into data questions
 - Consider: what descriptive statistics would answer the question (percent, mean, variance?). Do you need inferential statistics?
3. Analyze your data to answer the question
 - Consider what resources you have for data analysis: software, consultants, guidebooks.
4. Drill down the trend

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Step 1: Identify expectations

- Children with a developmental age < 3 years should NOT be assessed on PS DRDP-R
- Assessors should use the option “unable to rate” < 10% of ratings
- Most children with visual impairments should be assessed with visual supports
- Most children with orthopedic impairment should be assessed with functional positioning
- The large majority of children should improve functioning across all outcomes

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Step 2: Turn your expectation into a data question

If children's developmental age is less than three years old, they should NOT be assessed on the PS DRDP-R.

Becomes

What percent of children assessed on the PS DRDP-R scored at or above 1.3 SD below the mean for typically developing three year olds on each OSEP outcome ?

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Step 3: Use statistics to answer the question


- The percent of children that scored at or above 1.3 SD below the mean for typically developing three year olds on each OSEP outcome
 - OSEP 1 = 78.8%
 - OSEP 2 = 77.6%
 - OSEP 3 = 83.5%
- Bring this data back to the team and determine what the next steps in the analysis should be

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Step 4: Drill down the trend

- Are there a few pockets that are reporting poor quality data or is it a statewide problem?
 - Take the statewide data and "slice" it by a meaningful unit (LEA, school, program type)
 - Conduct the same statistical analysis by this unit
 - Compare the results across units
 - If most units are reporting valid data, target resources to the level that is reporting invalid data
 - If most units are reporting invalid data, target training statewide

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 **Desired Results**
access

Thank You!




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Results Matter: Enhancing Quality Assessments for Young Children Birth to Five and their Families

Fidelity Assessment Process

Jan Thelen, NDE
Barbara Jackson, UNMC-MMI




Results Matter Fidelity Process

Results Matter in Nebraska
Three Child Measurement Tools...

- The High/Scope Child Observation Record (COR)
- Creative Curriculum Developmental Continuum
- Assessment, Evaluation and Programming System (AEPS)

Use of publishers' online systems for supporting documentation of required assessments



Results Matter Fidelity Process

Results Matter in Nebraska
Calls for assessment that:

- Is based on ongoing observation
- Integrates information gathered across settings
- Is individualized to address child's unique ways of learning
- Engages families and primary care providers as active participants

Results Matter Fidelity Process 23

Fidelity Process – Why?

- Maximize the credibility of observational data collected for *Results Matter*
- Reliable and valid data maximizes quality of information
 - Consistency among providers in scoring observations (intra- and inter-reliability)
 - Documentation to support scoring (validity)
- Quality information forms the basis for individual and group program planning

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Fidelity Process 2007-2008: Nebraska Adopts Two Strategies

- Local district plans to support provider assessment fidelity
- Individual providers complete web-based Reliability Check

Results Matter Fidelity Process

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Fidelity Process – Who?

- All providers (B-5) who are responsible for administering and scoring observational assessments for Results Matter
 - Early Childhood/ESCE teachers
 - Related services providers

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Local Plan: Who is Responsible for Determining and Implementing?

- School Districts/ESUs/Special Education Cooperatives
- Plan due annually
- Implementation monitored as part of NDE early childhood monitoring process

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Local Plan: Example of Components for the Fidelity Process

1. New provider orientation
2. Group training activities
3. Reflective individual supervision
4. Ongoing mentoring of providers



Results Matter Fidelity Process

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Sample Plan & District Level Strategies

Process for Providers New to the Assessment Tool

✓ Check all that are part of your plan and add additional activities as needed.

of new providers as of October 15th, 2008: _____

	<ul style="list-style-type: none"> Score state reliability tapes and achieve reliability standard (needs to achieve reliability within 2 months of hire)
	<ul style="list-style-type: none"> Shadow experienced provider, documenting observations and ratings, checking for reliability
	<ul style="list-style-type: none"> Supervisor reviews samples of supporting documentation

Results Matter Fidelity Process 29

Sample Plan & District Level Strategies

Process for Providers who have Regular, Ongoing Experience Reliably Administering the Assessment Tool

✓ Check all that are part of your plan and add additional activities as needed.

	<ul style="list-style-type: none"> Periodic review of written documentation or videotapes of children (e.g., examples of children in the district or commercial tapes) by team to maintain group reliability.
	<ul style="list-style-type: none"> Quarterly staff meetings where providers review video clips, discuss and score.
	<ul style="list-style-type: none"> Supervisor/Mentor provider completes joint visit, reviews documentation, and assessment rating.
	<ul style="list-style-type: none"> Supervisor reviews files to determine the degree to which assessment information is integrated into goals, lesson plans and progress monitoring for IFSPs and IEPs.

Results Matter Fidelity Process 30

Sample Plan & District Level Strategies

Strategies for the Individualized Professional Development Plan for Providers who have **not met** district expectations for reliability and validity.

Number of providers who did not meet Reliability Check as of June 30, 2008 : _____

Participates in additional training.
Documentation is reviewed and feedback provided on scoring.
Observed and coached by supervisor or mentor.
Regularly scheduled meetings with supervisor or mentor to discuss assessment and provide support and feedback.

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Web-Based Reliability Check

- Established infant/toddler and preschool strands for providers to become reliable
 - 3 infant portfolios (COR, Creative, AEPS)
 - 3 preschool portfolios (COR, Creative, AEPS)
- Video segments scored by Nebraska team and finalized by on-line publishers
- Portfolio of child information
 - Child profile
 - Video tape scenario
 - Information from family and provider

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Registering Providers

- Each district submits spreadsheet with individual provider information
- Individual username and password assigned

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Reliability Check

Demonstration



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Two Approaches.....

- Individuals log online and complete reliability check
- Participate in a group activity including:
 - Group viewing and discussion with practice tapes and Reliability Check
 - Log online and complete individually

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Number of Providers Completing Reliability Check:

- N= 992 enrolled
- xx% Met Criteria

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State Level Strategies & Timeline

- NDE Fidelity Broadcast-30 minute training video
- Sept/Oct 2007
- Web-based Reliability Check: Angel System
- March 2008
- Providers establish 100% reliability
- By June 30, 2008
- Meet reliability standards annually
- May 31, 2009 and ongoing

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- For more information on Results Matter
<http://ectc.nde.ne.gov>

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Professional Development Activities Used to Support Quality Assessment Skills and Practices

Who participates in Results Matter?


- 40,000 children
- 1000 care and education sites
 - Early Intervention
 - Preschool Special Education
 - Public Schools
 - Early Head Start/Head Start
 - Child Care
 - Campus Child Care
 - Teen Parent Programs



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Major Components of Results Matter

- Authentic Assessment of Child Progress
- Child Outcomes – Short Term and Longitudinal
- Family Participation
- Program Quality Measures
- Professional Development



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Authentic Assessment Systems

Birth to Three	Preschool
<ul style="list-style-type: none">• The Ounce Scale• <i>The Creative Curriculum</i> Developmental Continuum• Assessment and Evaluation Programming System (AEPS) – Part C Early Intervention only	<ul style="list-style-type: none">• Work Sampling System• <i>The Creative Curriculum</i> Developmental Continuum• High/Scope Child Observation Record

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Why focus on professional development?

- We want authentic assessment to be an ongoing, natural, and essential part of practice
- We want practitioners to be intentional about their teaching and intervention
- We want valid and reliable data
- We want providers and administrators to use the data
- We want providers to use the full capacity of the assessment systems

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3 Kinds of Professional Development Activities

- Assessment Systems
- Wrap Around Training
- Technical Assistance
- Learning Communities

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Professional Development for the Use of the Assessment Systems

- Introductory
- Using the Online Systems
- Advanced Use
- Training of Trainers
- Use of Curriculum Linked to the Assessment System

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Wrap-Around Training

- Observation: The Heart of Assessment
- Documentation: Gathering a Body of Evidence for Authentic Assessment
- Using Assessment Data: Progress Monitoring, Instructional and Intervention Planning
- Supporting Reliable Use of Ongoing Assessment Instruments
- Using Data to Guide Policy Development and Advocacy Efforts

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TA is provided on many levels

- Local training and TA specialists
- Regional TA providers
- State level TA consultants


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Assessment System Learning Communities

- Include local director/teacher teams and representatives from publishing companies
- Information sharing, brainstorming, joint problem solving

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For more information



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