Data Analysis: Birth – Age 5

Office of Early Learning & School Readiness

Ohio | Department of Education

Presenters

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Session Objectives

Review Ohio's Early Learning Assessment (ELA)

Consider data sources related to literacy to analyze, examine and interpret using the ELA

Engage in a root cause analysis

Practice developing narratives to support data analysis

Ohio's Early Learning Assessment

What is the Early Learning Assessment?

Formative assessment tool to address school readiness domains

Ohio's Early Learning Development Standards

Early Learning Assessment Domains

Social Foundations

Mathematics

Science

Social Studies

Fine Arts

Language & Literacy

Physical Well-Being & Motor Development

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How does the ELA work?

1. Data is taken from observations completed by a trained teacher or early childhood professional.

2. Teachers use observations to rate a child's skills, knowledge or behaviors (SKB) in different domains.

3. The ratings for individual SKBs come together to create a learning progression score for each domain.

Ratings/Scoring

PROGRESSION LEVELS								
A	B	C	D	1	2	3	4	5
Developmental levels preceding Level 1				Approximately three years of age	Progress toward kindergarten entry		Approximately entry to kindergarten	Approximately end of kindergarten

Not Scorable or Not Evident?

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Language and Literacy

- Focus on children's language development

- Foundation for early literacy skills

- Speaking and listening, reading and writing

Language and Literacy

- 7 Learning Progressions

- 18 Skills, Knowledge and Behaviors (SKBs)

Learning Progressions

Story/Text Comprehension

Phonological Awareness

Phonics and Letter Recognition

Communication

Emergent Writing

Grammar

Vocabulary

Respond to questions about a text

Retell a Text

→ Story/Text Comprehension

Phonological Awareness

Phonics and Letter Recognition

Communication

Emergent Writing

Grammar

Vocabulary

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Rhyming Words

Syllables/Onsets and Rimes/Phonemes

Initial/Final/Medial Sounds

Adding/Deleting/ Substituting Sounds

Story/Text Comprehension

→ Phonological Awareness

Phonics and Letter Recognition

Communication

Emergent Writing

Grammar

Vocabulary

Uppercase Letters

Lowercase Letters

Letters-Sounds

Story/Text Comprehension
Phonological Awareness
→ Phonics and Letter Recognition
Communication
Emergent Writing
Grammar
Vocabulary

Purposes and Situations

Story/Text Comprehension

Phonological Awareness

Phonics and Letter Recognition

→ Communication

Emergent Writing

Grammar

Vocabulary

Name Recognition and Writing

Writing to Convey Meaning

Story/Text Comprehension
Phonological Awareness
Phonics and Letter Recognition
Communication
→ Emergent Writing
Grammar
Vocabulary

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Sentences

Questions

Prepositions

Inflections

Story/Text Comprehension

Phonological Awareness

Phonics and Letter Recognition

Communication

Emergent Writing

→ Grammar

Vocabulary

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Word Meanings

Word Relationships

Story/Text Comprehension

Phonological Awareness

Phonics and Letter Recognition

Communication

Emergent Writing

Grammar

→ Vocabulary

Phonics and Letter Recognition

Operational Definition: Demonstrates an understanding of letter recognition skills and letter-sound correspondence

Student	Gender	ELL	IEP	School	Teacher	Uppercase	Lowercase	Sounds
Beth	F	N	N	North Lake	Cline	D	NE	NE
Kim	F	N	N	North Lake	Cline	1	2	3
Jeremy	M	N	N	North Lake	Cline	1	2	3
Avery	M	Y	N	North Lake	Best	C	NE	NE
Stacey	F	N	Y	North Lake	Best	1	NE	3
Susan	F	N	N	North Lake	Best	2	2	3
Josh	M	N	N	North Lake	Best	2	3	3
Alex	M	Y	N	South Lake	Javor	2	3	3
Ramsay	M	N	Y	South Lake	Javor	C	NE	NE
Romeo	M	N	N	South Lake	Javor	D	NE	NE
Maggie	F	N	N	South Lake	Javor	1	2	NE
Amy	F	N	N	South Lake	Helms	1	2	NE
Jack	M	N	Y	South Lake	Helms	C	NE	NE
Liam	M	N	N	South Lake	Helms	C	NE	NE
Harper	F	N	N	South Lake	Helms	3	4	4

UPPERCASE LETTERS

UPPERCASE LETTERS	Level A	Level B	Level C	Level D
Identifies an increasing number of uppercase letters	Attends to language or communication.		Matches spoken or signed words to images on printed page.	Recites or signs several letter names from previously heard songs or rhymes, often beginning with letters early in the alphabet.
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Names and identifies a few uppercase letters, often beginning with the first letter in own name.	Names and identifies some (at least 5) uppercase letters.	Names and identifies many (at least 10) uppercase letters.	Names and identifies most (at least 20) uppercase letters.	Names and identifies all uppercase letters.

LOWERCASE LETTERS

LOWERCASE LETTERS	Level A	Level B	Level C	Level D
Identifies an increasing number of lowercase letters				
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	Names and identifies a few lowercase letters.	Names and identifies some (at least 5) lowercase letters.	Names and identifies some (at least 10) lowercase letters.	Names and identifies all lowercase letters.

LETTERS-SOUNDS

LETTERS-SOUNDS	Level A	Level B	Level C	Level D
Identifies and produces an increasing number of the most frequent sounds that correspond to letters				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
		Identifies and produces the sound for a few letters.	Identifies and produces the most frequent sound for some (at least 5) consonants.	Identifies and produces the most frequent sound for each consonant and the short and long sounds for the five major vowels.

| Student	School	Teacher	Upper case	Lower case	Sounds
Beth	North Lake	Cline	D	NE	NE
Kim	North Lake	Cline	1	2	3
Jeremy	North Lake	Cline	1	2	3
Avery	North Lake	Best	C	NE	NE
Stacey	North Lake	Best	1	NE	3
Susan	North Lake	Best	2	2	3
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Romeo	South Lake	Javor	D	NE	NE
Maggie	South Lake	Javor	1	2	NE
Amy	South Lake	Helms	1	2	NE
Jack	South Lake	Helms	C	NE	NE
Liam	South Lake	Helms	C	NE	NE
Harper	South Lake	Helms	3	4	4

Other Data Sources?

Formal data

Informal data

Root Cause Analysis

Root Cause Analysis

- Determine the cause of achievement gaps

- Helps identify the problem

- Facilitates discussion

- Rationale for improvement strategies
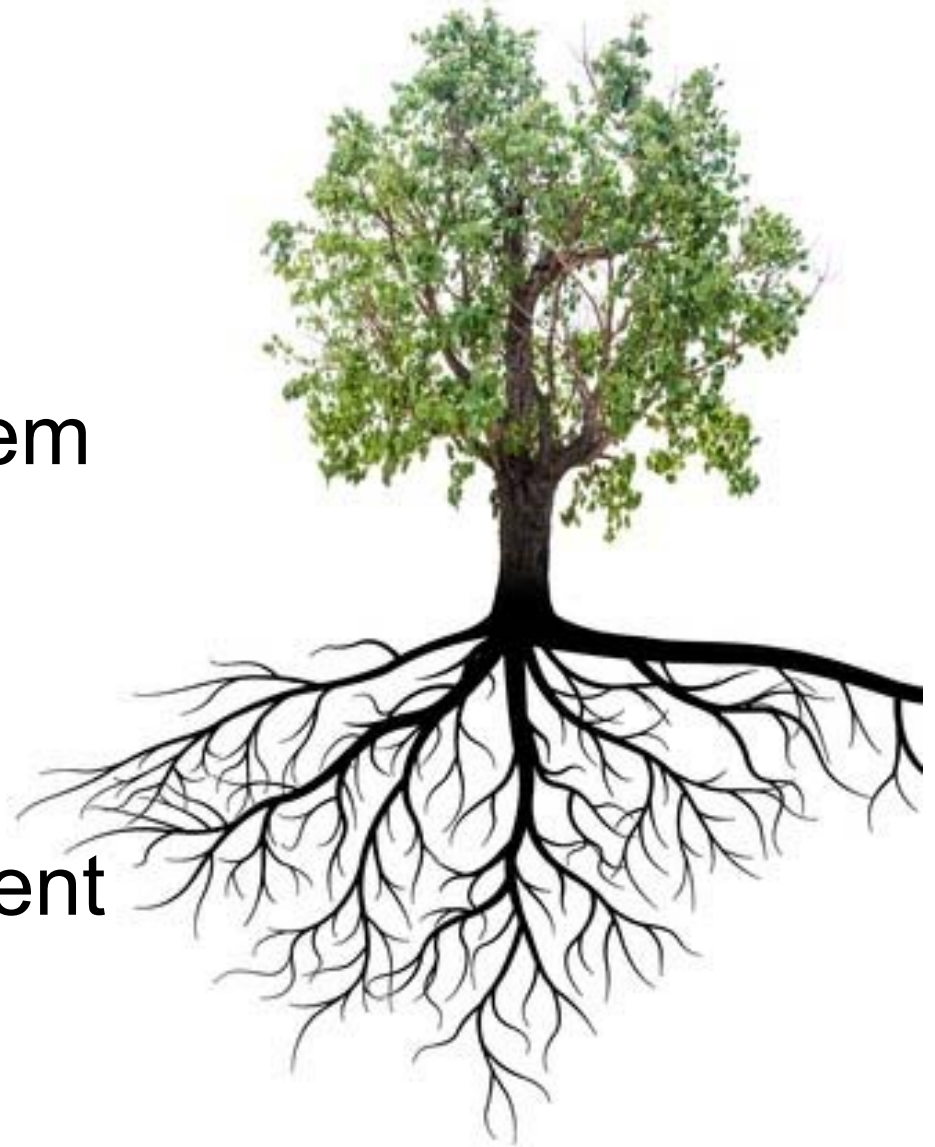
Root Cause Steps:

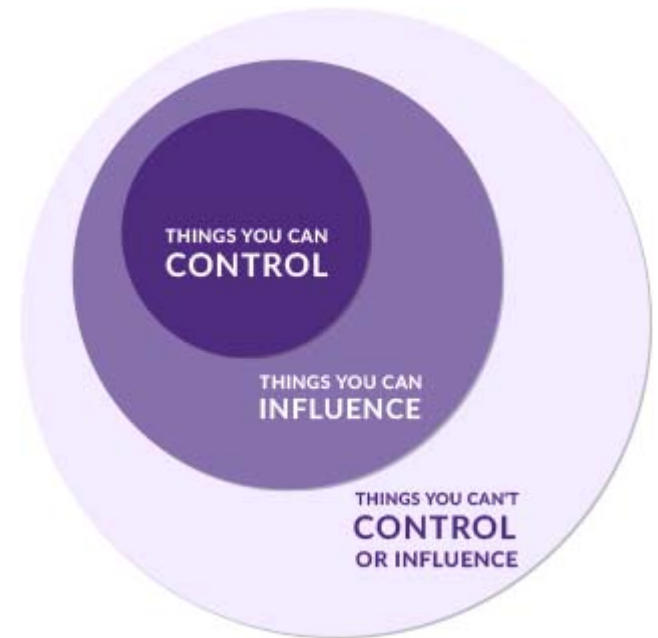Identify the problem

Conduct data analysis

Identify the root cause

Prioritize and plan for improvement

Implement and evaluate progress

Focus on:

- Locus of Control
- Teacher practices
  - Strategies
  - Evidence Based Practices
  - Effective implementation
- Tiered interventions

Problem Solving Approach Teacher Focus

What are key challenges for the Learning Progression?

How are you addressing these?

What are you planning to support growth?
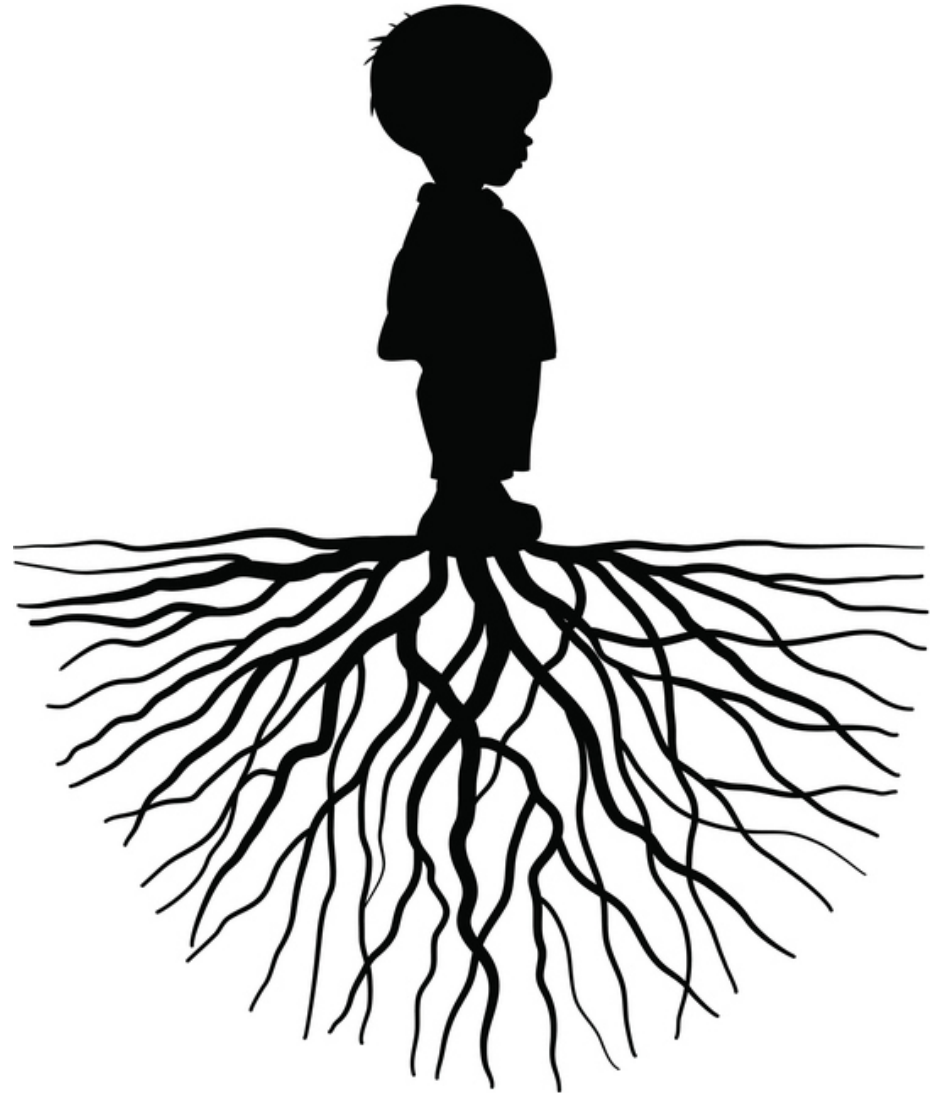
Does this address root cause?

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How do these impact students?

Identify the Root Cause

- Look for patterns and trends
- Is there variability?
- Create narrative to analyze data
- Rarely one root cause

Define the Problem

Why is this happening?

The 5 Whys

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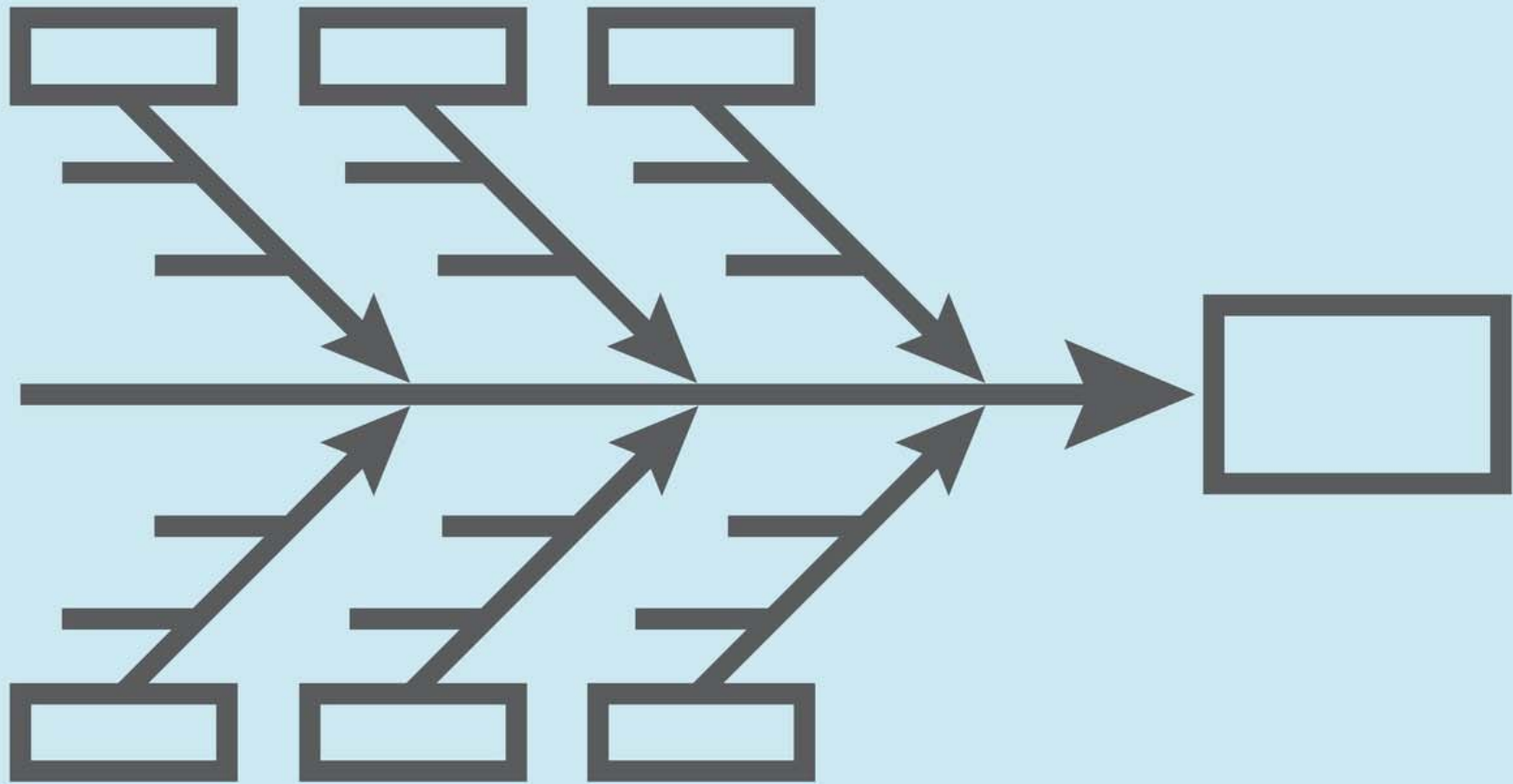
Prioritize Causes and Strategies

- Use fishbone diagram to sort causes and strategies for improvement

- Prioritize causes

- Focus on sphere of influence for changes
  - Adult performance
  - Adult implementation
  - Evidence based practices

Plan and Implement Strategies

- Where is the student now?

- Where is the student going?

- How will the student get there?

Plan and Implement Strategies

- What adult implementation strategies will alleviate the achievement gap and address the root cause?
    - Professional Development
    - Mentoring/Coaching
    - **Evidence-based strategies**

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Student	School	Teacher	Persisting with Tasks
Beth	North Lake	Cline	D
Kim	North Lake	Cline	1
Jeremy	North Lake	Cline	2
Avery	North Lake	Best	C
Stacey	North Lake	Best	D
Susan	North Lake	Best	2
Josh	North Lake	Best	3
Alex	South Lake	Javor	3
Ramsay	South Lake	Javor	C
Romeo	South Lake	Javor	D
Maggie	South Lake	Javor	1
Amy	South Lake	Helms	2
Jack	South Lake	Helms	C
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Harper	South Lake	Helms	4

SOCIAL FOUNDATIONS→ Approaches to Learning/Executive Function → Persistence				
PERSISTING WITH TASKS *Demonstrates the ability to persist with a task for increasing lengths of time*	**Level A**	**Level B**	**Level C**	**Level D**
	Attends briefly to new objects and people.	Explores objects in different ways, such as holding, turning, shaking them, often quickly shifting attention from one object to another.	Explores objects for several minutes on own or with adult support.	Engages in goal-oriented tasks or activities for brief periods of time, but requires adult assistance, especially when difficulties, distractions, or interruptions occur.
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Engages in simple multi-step tasks or activities for brief periods of time, but requires adult assistance, especially when difficulties, distractions, or interruptions occur.	Engages in increasingly difficult or challenging tasks or activities for longer periods of time, but needs adult support when distractions or interruptions occur.	Engages in tasks or activities for extended periods of time, easily managing minor distractions or interruptions and requesting adult support for more significant challenges.	Engages in activities and projects, trying different strategies on own when difficulties, distractions, or interruptions occur, but may need some adult prompting in order to complete the activities or projects.	Engages in and completes activities and projects, independently making the necessary adjustments when difficulties, distractions, or interruptions occur.

SOCIAL FOUNDATIONS→ Approaches to Learning/Executive Function → Persistence

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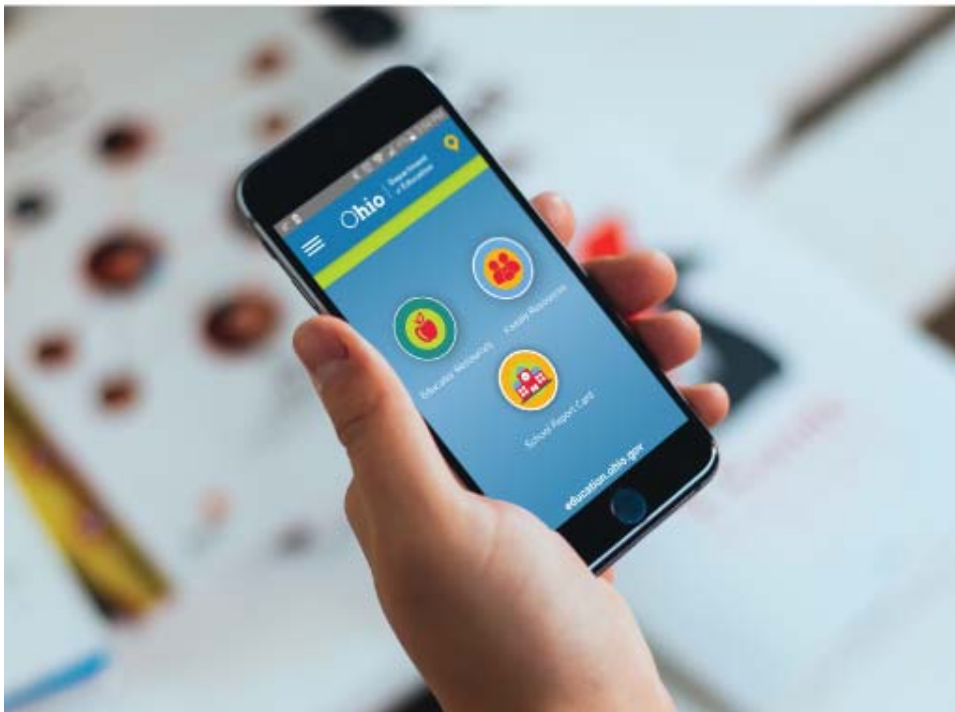
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