

## Kentucky's GSEG: KY's Early Childhood Outcomes System



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## Kentucky's EC History

- 1999 - Governor's Office of Early Childhood Development  
-20 year EC Plan
- 2000 -Early Childhood Development Reform Legislation  
and KIDS NOW Initiative  
-Workgroups-Plan Development and  
Recommendations
- 2003 -Division for Early Childhood to Department of  
Education (KDE)

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## Kentucky's Vision

"All young children in Kentucky are healthy and safe, possess the foundation that will enable school and personal success, and live in strong families that are supported and strengthened within their communities."

(Governor's Early Childhood Task Force, 1999)

[www.kidsnow.ky.gov](http://www.kidsnow.ky.gov)

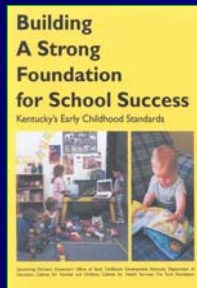


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## Building A Strong Foundation for School Success

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## Kentucky's Standards



- Include:**
- Standards** for children aged 0-3 and 3-4 years
  - Benchmarks** or indicators for each standard
  - Developmental Continuums** which describe components of each benchmark
  - Example behaviors** for each developmental continuum

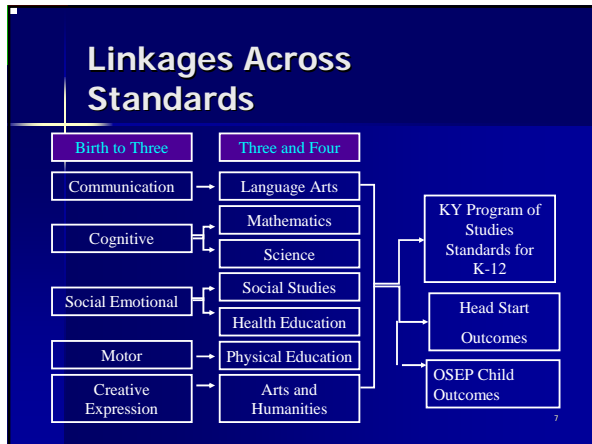
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## Social Emotional Standard 1: Demonstrates trust and engages in social relationships

**Benchmark 1.1:** Shows attachments and emotional connection towards others

Developmental Continuum	Example Behaviors
<ul style="list-style-type: none"> <li>■ Responds to being held</li> </ul>	<ol style="list-style-type: none"> <li>1. Elisa is crying in her crib. When a teacher picks her up, she calms down.</li> <li>2. While being held, Mona relaxes her body and cuddles in her teacher's arms.</li> </ol>

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## Kentucky's EC Continuous Assessment Guide

**Defines:**  
 High-quality continuous assessment  
 Screening, diagnostic, Classroom/instructional assessments  
 Approved assessment instruments

## High-Quality Continuous Assessment

Defined as: "Authentic performance assessment...to document and evaluate children's skills, knowledge, and behaviors using actual experience, activities, and products"  
 (Dichtelmiller, Jablon, Dorfman, Marsden, & Meisels, 2001).

- ## Recommended Assessment Tool Criteria
- Technical adequacy
  - Address multiple domains and ages
  - Address diversity of learners and families
  - Various and functional data collection
  - Currently in use in KY
  - Reasonable cost and time to administer  
 (KY Department of Education, 2004)

- ## Kentucky's Approved Assessment Tools
- |  |  |
|--|--|
| 1. Preschool Child Observation Record (COR)                  | 9. Learning Accomplishment Profile-3 (LAP-3)                                 |
| 2. Child Observation Record for Infants & Toddlers (COR I-T) | 10. Transdisciplinary Play Based Assessment (TPBA)                           |
| 3. Creative Curriculum                                       | 11. Hawaii Early Learning Profile (HELP)                                     |
| 4. OUNCE Scale   | 12. Carolina Curriculum for Preschoolers with Special Needs (CCPSN)          |
| 5. Work Sampling System (WSS)                                | 13. Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN) |
| 6. Brigance Inventory of Early Development-II (IED-II)       |  |
| 7. Assessment, Evaluation, & Programming System (AEPS)       |  |
| 8. Early Learning Accomplishment Profile (E- LAP)            |  |

- ## Assessment Tools For ALL
- Promote inclusion  
 (appropriate for use with ALL children)
  - Promote positive transitions  
 (appropriate for ages birth through preschool)

## Sample Standards Matrix: Birth to 3

Assessment	Communication					Social Emotional				Creative Expression					
	Benchmark	1.1	1.2	2.1	2.2	3.1	3.3	1.1	1.2	2.1	2.2	1.1	1.2	1.3	1.4
AEPS (0-3)															
Brigance															
Carolina (CCITSN)															
COR (1-T)															
Creative Curriculum (field test edition 0-3 yrs)															
E-LAP															
HELP															

## KY's GSEG: Piloting the Process



### Objectives:

1. Determine current use of the standards and assessment guide
2. Assist programs develop assessment systems for data on outcomes
3. Assist programs use assessment data for child and program improvement
4. Document assessment process for replication

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## GSEG Pilot Sites



1. Rural public preschool center (ages 3 and 4, approximately 300 children)
2. Urban private early childhood center (ages 0-5 years, approximately 180 children)
3. Rural/urban early intervention providers (ages 0-3, approximately 20 children)

»All serve children with and without special needs

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## Additional Exciting Collaborations for the GSEG

- Early Childhood Outcomes Center to develop measures for OSEP child outcomes



- Creative Curriculum® to field test the Developmental Continuum for Infants and Toddlers

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## GSEG Activities



### Year 1-2004

- Training on standards and assessment guide
- Selection of assessment tools
- Training on assessment tools by publishers

### Year 2-2005

- Collection of data on all children served by pilots
- Training on assessment tools
- Developing data platform for correlations to standards and to OSEP child outcomes

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## Cornerstones of the GSEG



- Collaboration among key stakeholders (Part B, Part C, EC providers)
- Quality assessments
- State-level analysis of data for child and program measurement

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## Data Analysis: Local and State Level

- Local level: continuous assessment with at least 3 data points per year
- Local and/or state level: aggregation of data according to assessment items and state standards
- State level: aggregation of data according to standards and OSEP child outcomes

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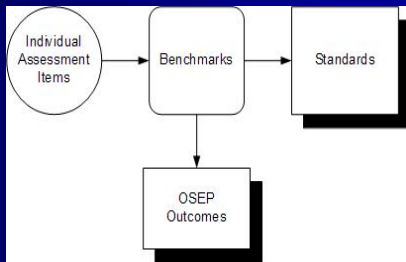
## State-Level Analysis

State-level aggregation of data for state standards and OSEP outcomes reduces further burden on teachers while providing accountability data

(Harbin, Rous, and McLean, 2005)

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## KY's Conceptual Framework



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## Correlation of Data to KY Standards: Sample Crosswalk

Early Childhood Standards and Benchmarks	Crosswalk Items (AEPS®)
<b>Social Emotional Standard 1: Demonstrates trust and engages in social relationships</b>	
<b>Benchmark 1.1:</b> Shows attachments and emotional connection towards others	Social: A3. 2
<b>Benchmark 1.2:</b> Demonstrates desire to create relationships	Social: CG1, AG1, AG2, AG3

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## Correlation of Data to OSEP Child Outcomes: Sample Crosswalk

AREA	STANDARD	BENCHMARK	OSEP Outcome 1. Children have positive social relationships	OSEP Outcome 2. Children acquire and use knowledge and skills	OSEP Outcome 3. Children take appropriate action to meet their needs
Cognitive (Birth to 3)	Standard 1: Explores the Environment and retains information	Benchmark 1.1 Demonstrates Curiosity in the environment		X	X
		Benchmark 1.2 Responds to the environment	X	X	X

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## Findings So Far...

Collaboration-key for quality assessments:

- Local and regional meetings
- State conferences and forums
- National EC and GSEG conferences

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## Further Findings...

- Fine-tuning well-established assessment practices
- Frequent training in programs for whom assessment is new
- Reliability and validity testing of assessments to strengthen data

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## The Data So Far:

- Summer and fall data points for Creative Curriculum® for Infants and Toddlers (80 students)
- Fall data point (300, 100, and 20 students) at all other sites

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## Sample Report by Test Item (Creative Curriculum®)

Social/Emotional Development

Objective	Forerunner	Step I	Step II	Step III
1. Shows ability to adjust to new situations	8 10%	16 20%	34 42%	22 28%
2. Demonstrates trust in adults	0 0%	37 26%	36 45%	7 9%

## Sample Benchmark Report (Creative Curriculum®)

Health and Mental Wellness Benchmark 1.1:  
Shows social cooperation

Objective	Forerunner	Step I	Step II	Step III
1. Shows ability to adjust to new situations	1 1%	2 3%	5 6%	72 90%
2. Stands up for rights	1 1%	8 10%	56 70%	15 19%

## Positive Results

- Assessment instruments used
- Quality training on the assessment tools
- Teachers more knowledgeable about their students and KY standards

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## Areas of Concern

- High quality assessment: time and funding commitments
- Data analysis: time, funding, and personnel commitments

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## Current Priorities

- Accessibility for all assessments (hard copy, disc, and online access)
- Data platforms for KY standards and OSEP child outcomes
- Increase capacity for continuous assessment

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## Conclusions



- Quality assessments and improved programming
- Replication parameters
- Data for measurement of child outcomes

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