

Educare and Cummings 2019–20 Data Collection Fact Sheet

In the 2019–20 school year, AIR and HighScope, as your Local Evaluation Partner (LEP), collected child assessment and classroom observation data for the Educare Implementation Study. This fact sheet describes the types of data collected for children enrolled in Educare Flint and Cummings. Also described are the classroom quality observations included in the study.

The first section describes the child assessments that were collected. Table 1 provides an overview of the child assessments. Then, we describe each measure in detail through a question-and-answer format. The second section describes the classroom observations. Table 2 details each of the classroom observation measures used, followed by a detailed description for each observation.

At the end of each section, we provide some ideas on how to interpret and use the data. In Table 3, we present a summary of appropriate and inappropriate uses for the data.

We hope you find this fact sheet useful as you review your own classroom and child data.

Child Assessments

Table 1. Child Assessment Data

Name of Test	What does it measure?	How is it collected?	Who is assessed?	When is it collected?	Who collects it?
Peabody Picture Vocabulary Test (PPVT)	Language skills	Direct assessment	Ages 3 and up	When child turns 3; fall and spring	LEP
Preschool Language Scale–5th Edition (PLS-5)	Language skills	Direct assessment	Ages 2 and up	When child turns 2; fall and spring	LEP
Devereux Early Childhood Assessment (DECA)	Social-emotional skills	Teacher report	All ages (0–6)	Fall and spring	Teachers (with support from LEP)

Peabody Picture Vocabulary Test (PPVT)

TYPE OF MEASURE | Direct child assessment



What does it measure?

Language skills, specifically a child's **receptive vocabulary**, which is a child's ability to *understand* words.



How does it measure child language?

Child language is measured in a one-on-one session with a data collector. The child is shown a set of four pictures. The examiner states a word and asks the child to point to the corresponding picture. Items get harder as the assessment progresses.



How has it been used?

The PPVT is usually used as research tool to measure language skills. It is considered one of the “gold standard” measures of early language skills and has been used in many large-scale, national research projects since the 1970s. It is appropriate for use with children age 2.5 years through adults of 90+ years.



Who collects it?

Data collectors from HighScope, as part of the LEP collect the data in one-on-one sessions with each child.



Which children get the assessment?

Children ages 3 and up.



When are assessments collected?

When a child turns 3,¹ they have their first assessment. Then, we collect this data in the fall of a child’s first **Head Start** year, then each spring thereafter.

TYPE OF SCORES | Scores on the PPVT range from 0 to 200. The average score on the PPVT is 100. PPVT scores are reported as **standard scores**, which means they are calculated based on a nationally representative sample of children and based on each child’s age. A standardized score means that the test was given to a sample of over 4,200 children and adults to understand how the typical child would perform.

- Scores below 85 are considered **areas of concern**.
- Scores between 85 and 115 are considered **average** relative to the norm.
- Scores above 115 are considered **areas of strength**.

Preschool Language Scale–5th Edition (PLS-5)

TYPE OF MEASURE | Direct assessment



What does it measure?

The PLS-5 also measures language skills. It measures two types of language skills:

- **Auditory comprehension**, which is a child’s ability to *understand* language cues and words (e.g., attention, play, gestures, vocabulary, language structure, emergent literacy).
- **Expressive communication**, which is a child’s ability to *express* language (e.g., gestures, vocal development, social communication, vocabulary, language structure).

¹ If the child’s birthday is within 6 months of the fall assessment window, we will just use the 3-year-old birthday assessment and not collect an additional fall assessment. Most children will have two assessments each year.



How does it measure child language?

Each child's language skills are measured in a one-on-one session with a data collector. During the session, the data collector shows the child an item and asks them to respond verbally or nonverbally to a variety of question prompts. The items include a mix of pictures, objects, verbal cues, and other visual stimuli. Items get harder as the assessment progresses.



How has it been used?

The PLS-5 has been used primarily as a comprehensive language assessment to measure children's language development in early childhood. It is appropriate for use with children from birth to 7 years of age, and for use with children who may have language delays.



Who collects it?

Data collectors from HighScope, as part of the LEP team.



Which children get the assessment?

Children ages 2 and up.



When are assessments collected?

When a child turns 2, they have their first assessment. Then, we collect this data in the fall² of a child's first **Head Start** year, then each spring thereafter.

TYPE OF SCORES | There are three PLS scores for each a child: a Total Language score, an Auditory Comprehension score, and an Expressive Communication score. Like the PPVT, PLS scores are reported as **standard scores**, which means they are calculated based on a nationally representative sample of children and based on a child's age. The average standard score is 100. Standardized scores mean that the test was given to a sample of more than 1,200 children and adults to understand how the typical child would perform.

- Scores below 85 are considered **areas of concern**.
- Scores between 85 and 115 are considered **average** relative to the norm.
- Scores above 115 are considered **areas of strength**.

² If child's birthday is within 6 months of fall assessment window, then an additional fall assessment is not needed.

Devereux Early Childhood Assessment (DECA or eDECA)

TYPE OF MEASURE | Teacher report of children's social skills



What does it measure?

The eDECA measures children's social-emotional skills. The eDECA includes a mix of protective factors and behavioral concerns, including the following:

- **Protective Factors** are children's social-emotional strengths that help them interact well with children and adults. They include the following:
 - *Initiative* is a child's ability to use independent thoughts and actions to meet his or her needs.
 - *Self-Control* is a child's ability to experience a range of feelings and express them using the words and actions that society considers appropriate.
 - *Attachment* is a mutual, strong, and long-lasting relationship between a child and significant adults such as parents, family members, and teachers.
- **Behavioral Concerns** measure the challenging behaviors you might see in your classroom, like fighting with other children, having temper tantrums, or seeming sad or unemotional during happy events or activities.

The eDECA has different items based on the child's age. Younger children are rated on fewer subscales than older children.

- Preschool-aged children have scores on all four subscales (*Initiative*, *Self-Control*, and *Attachment*, and *Behavioral Concerns*).
- Toddlers only have scores on three Protective Factors subscales (*Initiative*, *Self-Control*, and *Attachment*).
- Infants have scores on two Protective Factors subscales (*Initiative* and *Attachment*).



How does the eDECA measure social-emotional skills?

Teachers rate their children's skills using an online survey. Each item on the survey describes a behavior and asks the teacher to rate how often a child showed that behavior over the last 4 weeks (never, rarely, occasionally, frequently, or very frequently).



How has it been used?

The eDECA is used in research and to plan for interventions for children, based on their social-emotional needs.



Who collects it?

Teachers rate each child in their classroom in the online eDECA system.



Which children get the assessment?

All children, 4 weeks through 5 years (until 6th birthday).



When are assessments collected?

Fall and spring of each school year.

TYPE OF SCORES | The eDECA includes scores for each subscale (depending on the age of the child), as well as a total **Protective Factors score**. The scores are a little bit different than the PLS and PPVT. They are still standardized scores (they were normed on a sample of more than 5,000 children), but the average is 50.

- Scores below 40 are considered **areas of concern**.
- Scores between 40 and 60 are considered **average** relative to the norm.
- Scores above 60 are considered **areas of strength**.

Note that scores above 60 for *Initiative*, *Self-Control*, and *Attachment* indicate higher levels of these positive behaviors, whereas scores above 60 for **Behavioral Concerns** indicate higher levels of concern.

Using Child Assessment Data: Quick Guide for Interpretation and Use

- For each assessment (and subscale scores on a given assessment), first identify if the child's score is **average**, an **area of strength**, or an **area of concern**. A few guiding questions for each score range are below:
 - **Average:** The child is on track. *How can you guide the child to next level of learning?*
 - **Area of strength:** The child is exceeding expectations. *How can you introduce more advanced opportunities for new and extended learning?*
 - **Area of concern:** The child needs more support. *How can you support the child, through one-on-one experiences, or group learning, to boost their learning?*
- Then, compare scores across assessments, to create a “data story” for each child. Here are some guiding questions:
 - *Do the scores for each measure make sense, given what you know about the child and their developmental level?*
 - *Compare all language scores (PPVT, PLS: total score and subscales). Ask yourself, “Is the child on track for receptive language, but struggling more with expressive language? Or are scores similar across all language domains?”*
 - *Do the child's social-emotional scores make sense (by domain of DECA), based on what you've seen in the classroom? How do their social-emotional scores relate to their language outcomes?*
 - *How can you use these data to plan lessons?*
 - *How can you engage families around these data? What specific supports can you provide families (e.g., home learning activities, referral for services, etc.)?*

Classroom Observations

Here we share some more detail about the classroom observations that are a part of the Educare Implementation and Outcome study. The observations in your classroom will depend on the age of the children whom you teach.

Table 2. Classroom Observations

Name of Test	What does it measure?	How is it collected?	Which classrooms are assessed?	When is it collected?	Who collects it?
Infant & Toddler Environmental Rating Scale-3rd Edition (ITERS-3)	Classroom quality Physical environment and teacher-child interactions	Observation	Early Head Start	Winter of each school year	LEP
Toddler Classroom Assessment Scoring System (Toddler CLASS)	Classroom quality Teacher-child interactions	Observation	Early Head Start	Winter of each school year	LEP
Preschool Classroom Assessment Scoring System (PreK CLASS)	Classroom quality Teacher-child interactions	Observation	Head Start	Fall, winter, and spring	GISD

Infant & Toddler Environment Rating Scale-3rd Edition (ITERS-3)

TYPE OF MEASURE | Observation



What does it the ITERS-3 measure?

The ITERS-3 measures the quality of the physical environment and interactions between teachers and children in the classroom, across the following areas:

- Space and furnishings
- Personal care routines
- Language and books
- Activities
- Interaction
- Program structure
- (all make up a total score)



How does the ITERS-3 measure classroom quality?

ITERS-3 scores are based on a 3- to 4-hour observation of classroom interactions and environment. The observation is conducted on a typical morning of instruction.



How has the ITERS-3 been used?

The ITERS-3 is typically used to describe the quality in a classroom. ITERS-3 scores are often part of state quality rating system in states across the country but is not a part of Michigan's Great Start to Quality star ratings. The ITERS-3 is used widely in research projects to measure the quality of early childhood education in classrooms with infants and toddlers.



Who collects it?

Observers from HighScope, as part of the LEP team.



Which classrooms are observed?

Early Head Start classrooms.



When are observations conducted?

Winter of each school year.

TYPE OF SCORES | Scores for each subscale range from 1 to 7.

- Scores 1–2 are considered **low** quality.
- Scores 3–5 are considered **moderate** quality.
- Scores 6–7 are considered **high** quality.

Toddler CLASS

TYPE OF MEASURE | Observation



What does it measure?

Toddler CLASS measures classroom quality and how teachers engage with children across the following areas: **Emotional and Behavioral Support**, which includes *Positive Climate*, *Negative Climate*, *Regard for Child Perspectives*, and *Behavior Guidance*, and **Engaged Support for Learning**, which includes *Facilitation of Learning and Development*, *Quality of Feedback*, and *Language Modeling*.



How does it measure this?

Each observation is conducted on a typical morning of instruction, and it is made up of four 20-minute observation cycles (with 10 minutes in between each cycle for the observer to score each cycle).



How has it been used?

CLASS observations are widely used as part of quality rating systems and program monitoring in states across the country (but are not yet a part of Michigan's Great Start to Quality star ratings). The Toddler CLASS is used as a program improvement and professional development tool. It has been widely used in research to measure quality of early childhood education classrooms and understand how classroom quality is related to child outcomes.



Who collects it?

Observers from HighScope, as part of the LEP team.



Which classrooms are observed?

Early Head Start classrooms.



When are observations conducted?

Winter of each school year.

TYPE OF SCORES | Scores from all four cycles are averaged. Each dimension and domain receives a total score, which ranges from 1 to 7.

- Scores 1–2 are considered **low** quality.
- Scores 3–5 are considered **moderate** quality.
- Scores 6–7 are considered **high** quality.

PreK CLASS

TYPE OF MEASURE | Observation



What does it measure?

PreK CLASS measures classroom quality and how teachers engage with children across the following areas: **Emotional Support**, which includes *Positive Climate*, *Negative Climate*, *Teacher Sensitivity*, and *Regard for Child Perspectives*; **Classroom Organization**, which includes *Behavior Management*, *Productivity*, and *Instructional Learning Formats*; and **Instructional Support**, which includes *Concept Development*, *Quality of Feedback*, and *Language Modeling*.



How does it measure this?

Each observation is conducted on a typical morning of instruction and is made up of four 20-minute cycles (with 10 minutes in between each one for the observer to score each cycle).



How has it been used?

PreK CLASS has been used as part of quality rating systems and program monitoring in states across the country. Michigan is currently piloting the CLASS as part of the state's Great Start to Quality star ratings. The CLASS is used in program improvement and professional development. It has been widely used in research to measure the quality of early childhood education classrooms as it relates to child outcomes.



Who collects it?

Observers from Genesee Intermediate School District.



Which classrooms are observed?

Head Start classrooms.



When are observations conducted?

Fall, winter, and spring of each school year.

TYPE OF SCORES | Scores from all four cycles are averaged. Each dimension and domain receives a total score, which ranges from 1 to 7.

- Scores 1–2 are considered **low** quality.
- Scores 3–5 are considered **moderate** quality.
- Scores 6–7 are considered **high** quality.

Using Classroom Observation Data: Quick Guide for Interpretation and Use

- When looking at observation scores, first examine the total scores, and then look at each dimension or subscale that makes up the score. Discuss with your teaching teams and your Early Childhood Specialist. Ask yourself the following questions:
 - *What are my classroom's areas of strength?*
 - *What areas could we improve on?*
 - *What are things we could change in our day to day instruction?*
 - *What supports can my program/teaching staff provide me with?*
 - *Do I need to build my knowledge on how to support children in a particular area?*
- Meet with your teaching staff and supervisors to review the data, and discuss how the data can be used to inform lesson planning and instruction.

Using Assessment and Observation Data

All the data collected for this study are primarily research assessments. These measures are appropriate to use in research studies but may not be appropriate in all settings. Table 3 describes appropriate and inappropriate uses for each of the measures in the study.

Table 3. Appropriate and Inappropriate Uses for Each Measure in the Educare Implementation Study

Assessment	Appropriate Uses	Inappropriate Use
Child assessments (PPVT, PLS, eDECA)	<ul style="list-style-type: none"> ■ Research studies ■ Monitoring child progress in specific areas of development ■ Comparing child performance against national norms ■ Comparing growth from fall to spring for children enrolled in Educare or Cummings ■ Comparing performance across the children in your classroom ■ To inform teaching and instruction ■ To discuss a child's skills with families during parent-teacher conferences 	<ul style="list-style-type: none"> ■ To make high-stakes educational decisions about a child ■ To document a learning disability ■ To make a clinical diagnosis ■ As the sole source of data for determining a child's individualized education program status
Classroom observations (ITERS-3, Toddler CLASS, PreK CLASS)	<ul style="list-style-type: none"> ■ Research studies ■ Comparing classroom quality to averages in other Educare settings ■ To inform professional development or coaching needs in a classroom or school 	<ul style="list-style-type: none"> ■ To make high-stakes educational decisions about a teacher ■ To inform hiring or firing decisions