



Assessment: A Dynamic and Evolving Process!

First Things First Early Childhood Summit 2014
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What do we hope to help you accomplish today?



- ▶ Updates from the world of Assessment!
- ▶ Understanding how this affects my program
- ▶ Getting my questions answered!



Quality First Star Rating Scale



STAR RATINGS

RISING STAR



Committed to quality improvement

PROGRESSING STAR



Approaching quality standards

QUALITY



Meets quality standards

QUALITY PLUS



Exceeds quality standards

HIGHEST QUALITY



Far exceeds quality standards

ERS Average Program Score 1.0 – 1.99	ERS Average Program Score 2.0 – 2.99	ERS Average Program Score 3.0 – 3.99 <i>No classroom score below 2.5</i>	ERS Average Program Score 4.0 – 4.99 <i>No classroom score below 3.0</i>	ERS Average Program Score 5.0 and above <i>No classroom score below 3.0</i>
CLASS™ Average Program Score N/A	CLASS™ Average Program Score N/A	CLASS™ Average Program Score (ES 4.5) (CO 4.5) (IS 2.0)	CLASS™ Average Program Score (ES 5.0) (CO 5.0) (IS 2.5)	CLASS™ Average Program Score (ES 6.0) (CO 6.0) (IS 3.0)
Quality First Points Scale N/A	Quality First Points Scale N/A	Quality First Points Scale <i>6-point minimum</i> (SQ 2) (AP 2) (CA 2)	Quality First Points Scale <i>10-point minimum</i> (SQ 2) (AP 2) (CA 2)	Quality First Points Scale <i>12-point minimum</i> (SQ 4) (AP 4) (CA 4)

ERS = Environment Rating Scales
 ECERS: Early Childhood Environment
 ITERS: Infant/Toddler Environment
 FCCERS: Family Child Care Environment

CLASS™ = Classroom Assessment Scoring System™
 ES: Emotional Support Domain
 CO: Classroom Organization Domain
 IS: Instructional Support Domain

Quality First Points Scale
 SQ: Staff Qualifications
 AP: Administrative Practices
 CA: Curriculum and Assessment

Changes for Head Start Programs



- ▶ Recognizing National Standards: Crosswalking data
- ▶ What this means for Head Start programs



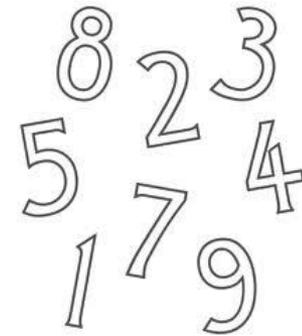
Updated Assessment Procedures

- ▶ **Random Draw Process:**

- ▶ A better picture!

- ▶ ERS

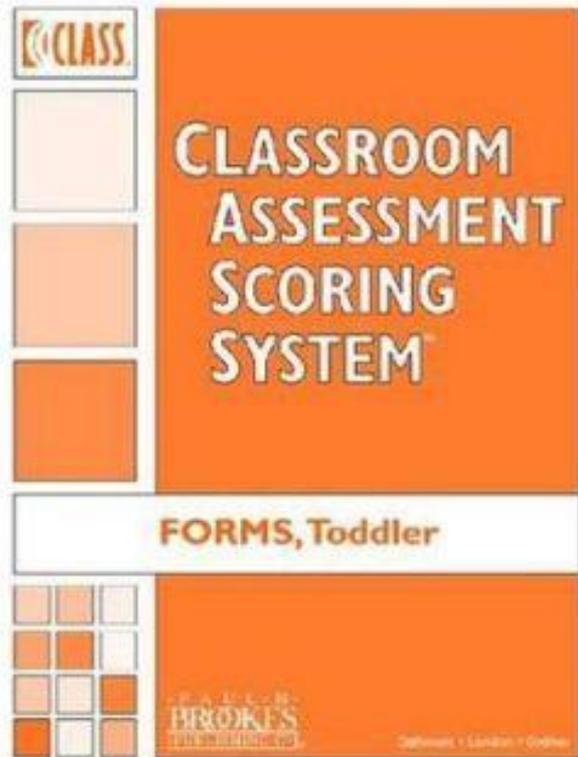
- ▶ CLASS



- ▶ What does this mean for my program?



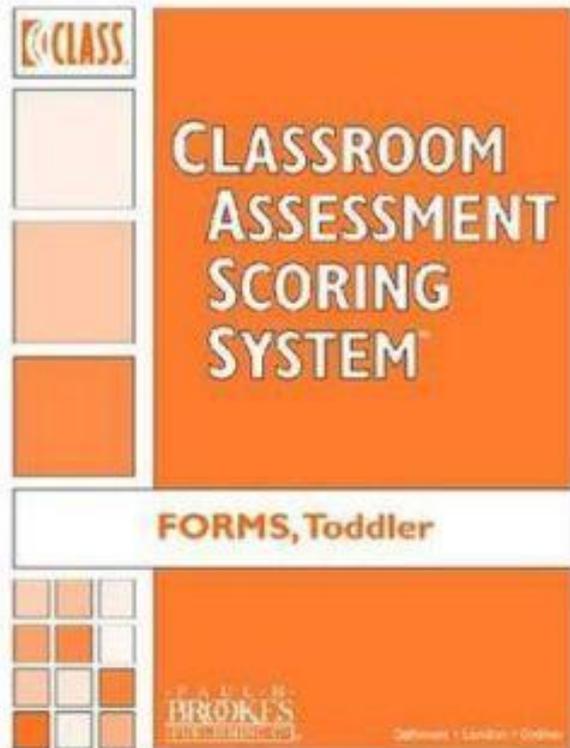
Toddler CLASS: It's here!



- ▶ When a program meets the thresholds
- ▶ Looking at 2 DOMAINS:
 - ▶ Emotional and Behavioral Support
 - ▶ Engaged Support for Learning



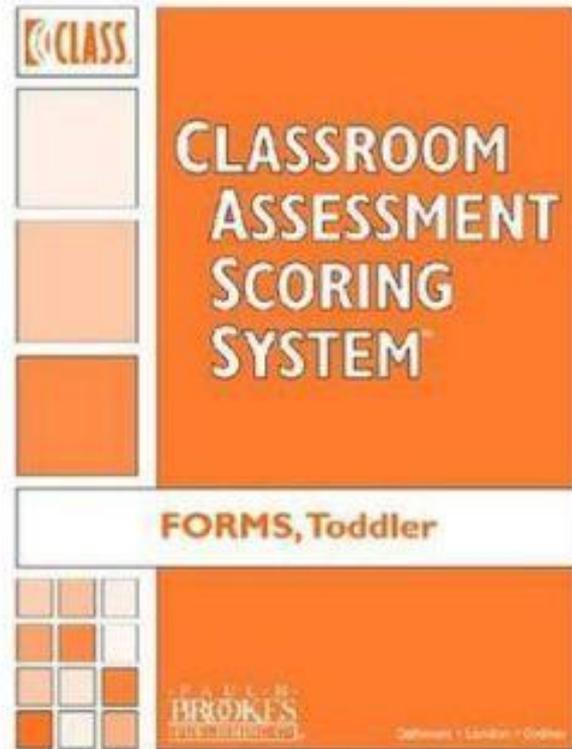
Toddler CLASS



- ▶ **This Fiscal Year:**
 - ▶ Access to Toddler CLASS data and scores
 - ▶ Becoming familiar with what the Toddler CLASS is measuring
 - ▶ Not factored into a program's Star Rating



Toddler CLASS



- ▶ How does incorporating the Toddler CLASS affect my site?
 - ▶ Goal setting
 - ▶ Next Fiscal Year (starting July 1st 2015) incorporated into the Star Rating



Infant Toddler Developmental Guidelines

- ▶ **What are the ITDG?**
 - ▶ Framework
 - ▶ Common set of developmentally appropriate expectations
 - ▶ What adults can do to support learning



**Arizona's Infant and Toddler
Developmental Guidelines**

1st Edition



Infant Toddler Developmental Guidelines

- ▶ Lesson plans
 - ▶ Individualized
 - ▶ Modifications for children with IEPs, IFSPs or Health Plans
- ▶ Children's development captured in portfolios



**Arizona's Infant and Toddler
Developmental Guidelines**

1st Edition



Points Scale Process

- ▶ 1st time through the process:
 - ▶ Up to 6 months to prepare
 - ▶ Request transcripts!
- ▶ Behind the scenes:
 - ▶ When a site is ready or the 6 months are up, an assessor is assigned to your program
 - They will call to set up a scheduled time



Points Scale Process

- ▶ **On the day of assessment:**
 - ▶ Ratios and group sizes gathered in ALL classrooms
 - ▶ For any classroom that was assessed with ERS and/or CLASS:
 - ▶ Child Assessment Review
 - Random draw for 4 children
 - ▶ Curriculum Review
 - 4 full weeks



Points Scale Process

- ▶ A place should be set up for the assessor to review the documentation independently
- ▶ The assessor will look at **all** documentation provided
 - ▶ Assessors do not assign scores for Points Scale



Points Scale Process: Transcripts

Your School Name Here
Your School Address

Name: Your Name ID# : Your Student ID
DOB: Your Date of Birth

Dept. Course No.	Title	Units Attempted	Units Earned	GRADE	POINTS
*** ACADEMIC TRANSCRIPT ***					
FALL 1969					
COM 101	Introduction to Speech Communication	3.0	3.0	A-	12.0
CIS 101	Introduction to Business Computers	3.0	3.0	B	9.0
ENG 121	English Composition	3.0	3.0	A	12.0
FRN 101	Beginning French I	3.0	3.0	B	9.0
MTW 111	Analytical Geometry & Calculus I	3.0	3.0	B-	9.0
PHY 113	Classical Physics	3.0	3.0	A	12.0
SEMESTER TOTALS		18.0	18.0	3.50	63.0
SPRING 1969					
ENG 122	Critical Writing and Reading	3.0	3.0	A	12.0
FRN 102	Beginning French II	3.0	3.0	B	9.0
MTW 112	Analytical Geometry & Calculus II	3.0	3.0	A	12.0
PHY 114	Classical Physics II	3.0	3.0	B	9.0
PSY 101	Introduction to Psychology	3.0	3.0	A-	12.0
SEMESTER TOTALS		15.0	15.0	3.60	54.0
CUMULATIVE TOTALS		33.0	33.0	3.55	117.0
FALL 1969					
ART 123	Art Appreciation	3.0	3.0	B-	9.0
BIO 121	General Biology I	3.0	3.0	B	9.0
ECO 201	Intro to Microeconomics	3.0	3.0	A-	12.0
FIN 101	Personal Finance Decision	3.0	3.0	A	12.0
HIS 122	World History 1871 to Present	3.0	3.0	A	12.0
SEMESTER TOTALS		15.0	15.0	3.60	54.0
SPRING 1970					
ACC 201	Moniers Accounting I	3.0	3.0	A	12.0
ART 121	Intro to Music Appreciation	3.0	3.0	B	9.0
BIO 127	General Biology II	3.0	3.0	A	12.0
ECO 202	Intro to Macroeconomics	3.0	3.0	A-	12.0
FIN 204	Principles of Finance	3.0	3.0	A	12.0
ENG 204	Written Business Communications	3.0	3.0	A-	12.0
SEMESTER TOTALS		18.0	18.0	3.83	69.0
CUMULATIVE TOTALS		66.0	66.0	3.64	240.0

Transcripts Issued: 06/09/1991

Degree or Conditional Certification: BBA 06/09/1991

Transcript Legend:
 CC Change of grade
 IE Incomplete removed
 IC Incomplete charged
 EC Repeated class
 S Substitution
 IP In petition
 TC Transfer credit
 ND Audit only, no credit received
 Student in good standing unless otherwise indicated.

OFFICE OF THE REGISTRAR

TRANSCRIPT IS ONLY VALID WITH THIS SIGNATURE

Thomas Alan Carothers

▶ Transcript Verification Form

▶ Timelines

Points Scale Process

▶ The Missing Documents Form:

- ▶ You will be notified if certain components are missing
- ▶ This form is filled out and signed even if no documentation is missing

		Quality First Points Scale Missing Documents Form	
Name of On-Site Administrator During the Review:		Participant Name and Address:	Participant ID::
Name of Assessor:			
The assessor has completed the initial review of your program's Quality First Points Scale documentation. The checked items below indicate the documents that the assessor did not find in the review. The assessor will provide an additional 30 minutes to produce these documents.			
This missing documents form was given to the provider at _____ on _____. The provider has until _____ to			
		Time	Date
_____ to			
Time			
attach any missing documents to this form and provide to the assessor.			
Missing Documents		Received by Assessor	
<input type="checkbox"/> Retention Plan If a program does not meet the retention at the 2, 4 or 6 points levels, the points can still be earned with a retention plan in place. <ul style="list-style-type: none"> The provider will provide written documentation of the program's retention plan that is currently implemented. The retention plan will be reviewed by the assessor during the on-site visit for the Quality First Points Scale. The assessor will document their findings on the Administrative documents form. 		<input type="checkbox"/> Time: Comments:	
<input type="checkbox"/> Transition Plan The provider will provide written documentation of the program's transition plan that is currently implemented and includes the details below.		<input type="checkbox"/> Time: Comments:	
<input type="checkbox"/> Home to Program <input type="checkbox"/> Activities		<input type="checkbox"/> Within Program <input type="checkbox"/> Activities	
		<input type="checkbox"/> Exiting Program <input type="checkbox"/> Activities	



Points Scale Process- 2nd time

- ▶ The 2nd time through the Point Scale Assessment:
 - ▶ NO 6 month preparation period
 - ▶ Conducted at the same time as the CLASS
- ▶ Behind the scenes:
 - ▶ When a site meets the appropriate thresholds, they will be contacted
 - ▶ An assessor will call to gather “blackout dates” as the visit will be unannounced



New and Improved! The Implementation Guide



- ▶ A support for providers:
 - ▶ Successful assessment visits
 - ▶ Resource to understand policies and procedures



How does the Assessment team support my program?

- ▶ Reliable Assessors
- ▶ Ongoing Assessor Training



What are YOUR **burning** Questions?

