



Your Data Is
POWERFUL!

Implementing Galileo's Quality Control Capabilities

Powerful Data through Quality Control

When did you last look at your outcome data? You've gathered the data to meet State and Federal requirements, but have you harnessed the power of your own data on learning? Did you know that Galileo data has advantages over other data? Data recorded and aggregated in Galileo and Online Reporter provide information that can be used to document and promote learning.

A key function of Galileo and Online Reporter is to provide those in administrative and policy-making roles with the advantage of rapid access to information for use in setting educational goals, making and implementing plans to achieve those goals, and evaluating goal attainment. At the classroom level,

teachers use assessment information to plan learning opportunities appropriate to children's developmental needs. Program administrators use assessment information to evaluate their program's progress towards educational goals, to make decisions that support children's learning, and to communicate to various audiences about children's accomplishments. Galileo makes it possible for administrators to analyze data on learning DURING the program year, rather than waiting until the END of the year, for the benefit of children. The power of rapid access to data in Galileo and Online Reporter is further enhanced when the quality of the information is top-notch.

POWERFUL



How can your program assure the assessment data you are recording is of the highest quality? Outcome data collected using Galileo technology automatically has the advantages of research-based scales validated on thousands of children - making your data more powerful from the moment you record children's progress using Galileo scales. A key component in the Electronic Management of Learning (EML) is USING data for decision-making. Your data is powerful when it accurately demonstrates children's progress!

Program administrators can further control the quality of data reported by checking that data recorded is complete and accurate. This process is now more easily achievable for programs large or small with Galileo's Super-Agency formation and Data Checker features.

Super-Agency Level: Now Head Start programs and other early childhood education providers working together on local outcomes initiatives have the opportunity to aggregate data and run reports. This means programs including delegate agencies and states can include multiple providers. This is possible by the creation of a special Galileo user level called Super-Agency. An ATI Field Services Coordinator must set this up to protect against unauthorized access. Super-Agency passwords make it possible to run the quality assurance reports described below, as well as all Online Reporter functions. This is a terrific way for programs participating in local outcomes initiatives to track data gathering and reporting and use data more powerfully in their programs.

In addition, administrators can perform quality assurance checks on aggregated data program-wide through new Data Checker Reports available in Galileo Online and Online Reporter. Data Checker features in G-2 allow programs to discover and correct data deficiencies at the class and/or center level(s).

Child Information Report: This Galileo report at the agency level allows administrators to check which children, in which classes/centers, are missing demo-

graphic data in certain fields. This tool can be further used for quality control as it allows the user to view more detail about the missing data, the child for whom data is missing and who last modified the record on what date.

Inactive Children Report: This Galileo report at the agency level displays a list of children missing data from a selected assessment scale, along with the center and class in which the child is enrolled.

By using Data Checker features and reports, your program's data will be more complete and the outcome reports more accurate. Your data becomes very powerful in the eyes of stakeholders who rely on it for decision making when you can support the credibility by these quality assurance measures.

Multiple Data Source Options to Document Learning: Because children express their competencies in a variety of ways and contexts, and because early childhood programs may want to include data from multiple assessments, the Galileo system accommodates a multiple method assessment approach to the documentation of learning outcomes for children. The multiple method approach makes it possible for teachers to record both what the child knows and the data source (local assessment tool, direct observation, specialist input, work sample...etc.). This approach helps ensure accountability and credibility in the assessment process as the Data Source Report will show the capabilities being assessed and the data source(s) used.

Galileo's technology innovations help ensure the credibility, defensibility, and quality of your information on children's learning - so your data can be used in powerful ways.

Your ATI Field Services Coordinator will be happy to demonstrate Data Checker, Super-Agency Level Reports, and Multiple Data Sources. Feel free to call your Field Services Coordinator at 1-877-358-7611 to schedule a walk through on these administrative features.

Your Data Is
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Powerful:
[pau'(-ə)r-fəl]
influential,
leading to
insight

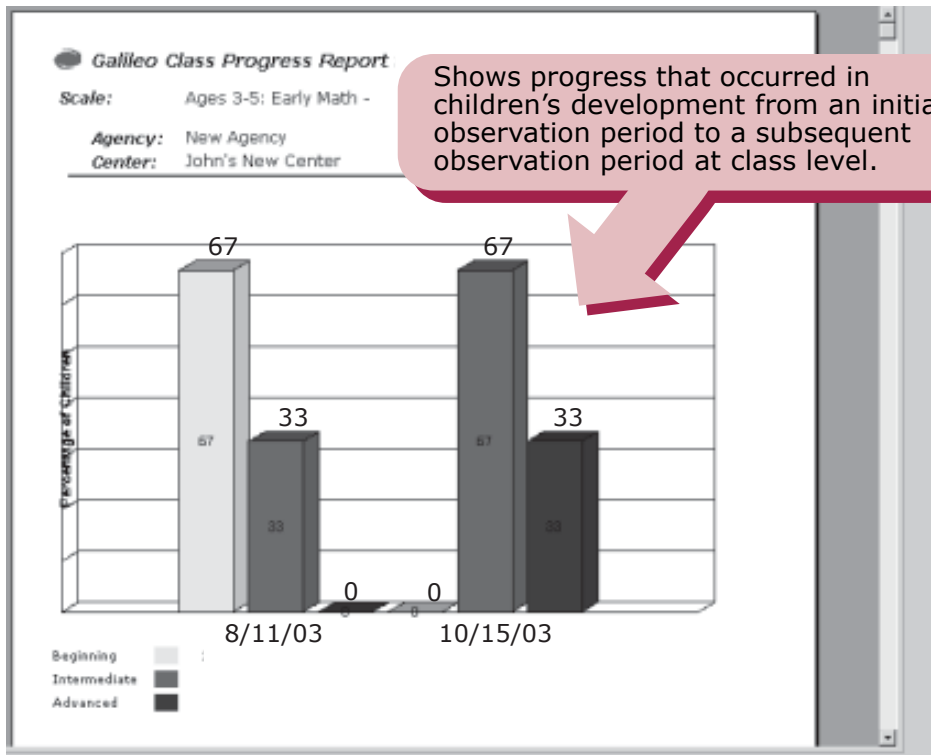
Let those outside your program know about children's learning in your program.

Some time ago, ATI began a grass-roots initiative in which Head Start programs joined together, pooling their data, and sharing information with the public about children's learning and development. Today, in addition to the National Portrait, many groups of programs have used Galileo in research initiatives at local, program, state and multi-state levels. To see real-time aggregated data from participating programs visit www.ati-online.com and select [Portrait of Child Outcomes](#) or [View Child Outcome Portraits from eLearning Communities Across the Country](#) on the top right of the screen.

Taking a Look at Your **POWERFUL** Data

The Progress Report:

The Progress Report shows the number of children who are at different achievement levels (e.g., beginning, intermediate, advanced) at successive points in time (e.g., fall, winter, spring). This report can be produced for any Galileo Scale (e.g., Nature & Science, Language and Literacy, Approaches to Learning, etc.) For example, suppose that an administrator wanted to examine progress in Language and Literacy from fall to spring. To do this the administrator would select a fall start date and a spring end date for the report. The report would display a bar graph showing the number of children at different achievement levels in the fall and the number of children at those levels in the spring. As with other reports in Galileo, the administrator may use the default levels provided with Galileo or set their own using the guidelines provided in the Galileo help files.



Documentation of children's progress benefits all the stakeholders in a learning community. For example, progress information helps administrators to evaluate the extent to which educational plans are working and agreed upon goals are being achieved. Progress information helps to ensure that classrooms and centers are meeting the needs of children through the provision of goal-directed learning opportunities. Progress information provides a way to inform policy-makers that state and/or federally legislated child outcomes are being met. Progress information conveys important news about children's accomplishments to families and community.

Galileo Progress Reports make it possible for administrators and their teams to accomplish these three essential activities:

1. To find out how much learning has taken place over a period of time.
2. To determine if agreed upon goals were achieved within a period of time.
3. To modify plans accordingly to achieve agreed upon goals. ●

PART I POWERFUL DATA CHECK LIST



- If available, review and analyze your data from the Fall. Galileo users can analyze class, center, and program level reports in Online Reporter to target learning goals for the Spring based on experiences during the first half of the year.
- Use Data Checker reports for quality improvement opportunities.
- If you are not currently using Galileo and Data Checker attributes to assure quality data, contact your ATI Field Services Coordinator at 1-877-358-7611 to learn how.
- Programs using Galileo should be running Individual Milestone Reports and Class NRS Milestone Reports to help key in on the specific capabilities measured by the assessment tasks in NRS. The Milestone Reports make it possible to look at information about children's learning in alignment with those components of the Head Start Child Outcomes Framework in Math and Language and Literacy that will be assessed this spring in the NRS.
- Programs should also be reviewing the full range of developmental capabilities that are a part of ongoing development assessment throughout the year. This review of children's progress is essential in ensuring that curriculum and planning meets local program goals and is aligned with all Head Start domains.

How Web-based Technology Supports Excellence in Early Childhood

Integrated curriculum and assessment systems supported by web-based technology reflect the recent redirection toward outcomes and a focus on achieving valued learning goals. In choosing to be a program that incorporates the three elements of excellence, the likelihood of achieving important educational goals for children, families, and community is greatly enhanced.

The Three Elements of Excellence

Responsive, Research-Based Developmental Assessment System

for documenting child outcomes, monitoring curriculum impact, guiding planning, curriculum enhancement, and for educational program management.

Flexible, Integrative Web-Based Technology for the electronic management of learning and real-time integration of program activities within a goal setting, planning, quality assurance, outcome reporting, and communication framework.

Dynamic, Evidenced-Based Electronic Curriculum supported by a research-driven scope and sequence, and linked to measurable learning goals reflecting the full integration of multiple domains of learning.

The chart below summarizes indicators that help programs implement their assessment and curriculum activities in a way that empowers children as learners, enables teachers as professionals and enlightens center administrators as decision-makers.

Ultimately, the amazing achievements of young children will demonstrate how well we've utilized technology advancements to move from acceptable to exceptional.

Programs interested in choosing technology with an emphasis on the Elements of Excellence may benefit from the following key considerations for Curriculum and Assessment.

Acceptable	Exceptional
Philosophy or theory driven curriculum.	Evidence-based curriculum.
Technology as an add-on.	Technology as the foundation for managing and maximizing education.
Traditional assessment approaches.	Research-driven path-referenced systems.
Traditional organizational structure for education.	Web-based connected Learning Community.
Fixed time training and professional development.	Continuous access to updated information, resources and training.

Considerations for Assessment

- **Assessment of Development.**
(Is the system designed to assess development or is it norm- or criterion-based?)
- **Focus on the Child.**
(Does the system avoid comparisons and focus on the individual child? Is it appropriate for use with children from diverse backgrounds and abilities?)
- **Developmentally and Psychometrically Validated.**
(Does the system reflect the general construction of knowledge or is it age, stage, or philosophically based? Is there evidence that the system provides reliable, valid, credible, defensible, and useful information?)
- **Ongoing Research Program.**
(Is the tool updated based on an ongoing research program?)
- **Integration with Curriculum and Outcome Documentation.**
(Can the system be adapted to align with curriculum on a continuous basis? Can the system be used to help ensure the effective delivery of curriculum/impact on children's learning?)
- **Rapid Access to Real-Time Data.**
(Can assessment information be rapidly communicated to all stakeholders for use in decision-making?)
- **Aggregation and Disaggregation.**
(Can data from the assessment be summarized at child, class, group, center, program, state, and national levels?)
- **Quality Assurance and Data Management.**
(Does the assessment contain tools for monitoring data accuracy, completeness, and timeliness?)
- **Adaptability.**
(Can the system be rapidly adapted to accommodate changes in research, education, and policy?)

Considerations for Curriculum

- **Integration with Ongoing Assessment Practices.**
(Can it be aligned with the developmental assessment tools used by the program?)
- **Dynamic Adaptability to Change.**
(Can it be rapidly adapted to meet changes in research, policy, practice, and user input?)
- **Alignment with Pre-K Standards at National and State Levels.**
(Is the content aligned with legislative and professional guidelines and mandates?)
- **Salient Benefits for Each Stakeholder.**
(How do the child, teacher, parent, director, supervisor, and management benefit from implementation?)
- **Implementation Monitoring.**
(Does the curriculum have features making it possible to be monitored at various levels in the organization?)
- **Goal Direct and Outcome-Based.**
(What will the children learn? Does it make a measurable difference?)
- **Research-Based Scope and Sequence.**
(Is the depth of content and sequence of delivery supported by research?)
- **Developmentally Appropriate.**
(Does it empirically accommodate the broad range of abilities found in children or is it age or stage dependent?)
- **Comprehensive Developmental Approach.**
(Are all generally agreed upon domains of development effectively addressed?)



Coming in Powerful Data / Powerful Curriculum PART II:
How to review your own data against a statistically calculated performance benchmark with the Projected Progress Report.