Using Powerful Data to Impact Learning NOW!

In Part I of the Powerful Data program support series you learned how to use Galileo’s Data Checker features to control the quality of data reported by verifying that agency-wide data is complete and accurate. With quality data at your fingertips, you can now use assessment information to plan, evaluate, make decisions and communicate accomplishments.

Using data powerfully involves becoming familiar with the tools that will aggregate, filter on select variables, and provide reports to help you analyze your quality data. It also means understanding how data collected over time, can impact learning in the future. This analysis does not require years of study in statistical interpretation. Your program has the resources to begin using data effectively for decision making right now. The following pages will get you started on the basic processes involved.

Data - Past, Present and Future
When teachers and staff collect and submit data as part of their everyday responsibility to observe children and keep track of how they are progressing, they are participating in the first steps of organizing information on children’s learning - “Data in the Present”.

As the collection of data grows over time it includes both “Data Present” and “Data Past.” Information about learning from this week is combined with information from the week prior, and last month, and so on. Using research-based methods, Galileo does the difficult part of putting together individual pieces of information on children’s learning in ways that provide new insight.
Advanced technology makes it possible to gather and sort data so quickly that even “Data Past” is extremely recent. This current data is information about children’s learning that has relevance now.

Rapid access to data makes it possible to gain knowledge to improve learning opportunities and individualize learning plans during the program year instead of waiting until after the year is over.

Teachers and administrators can use Galileo and its companion tool, Online Reporter, to generate reports at the classroom, center and agency levels. For example:

- Teachers may use the Development Profile to determine what areas of learning and specific capabilities require additional attention as they plan the weeks ahead.

- Center Directors may use the Development Profile and Milestone Reports to look at accomplishments for different groups of children to inform decision making. For instance, a Director may look at children transitioning into kindergarten to identify areas where attention can be given now to ensure a successful transition.

- At the agency level data can be analyzed for variability across classes and centers to provide insights about strengths to apply to other centers and classes and about needs for additional assistance in the coming months.

In this way, Galileo and Online Reporter offer a variety of reports to be used throughout the program year to gain instant access to “Data Past” and “Data Present.” Now, there is a new report available to give educators timely information about progress towards learning goals. This report on Projected Progress, gives educators insight to “Data in the Future.”

**Aiming for Success: The Projected Progress Report**

Programs who use Galileo to regularly and continuously record observations and control quality of data, have access to valuable planning and measurement information. The data from the previous year and from the first observation period this year can help you set goals for the weeks and months ahead. The new Projected Progress Report is like a target to aim at. The report shows projected values for expected learning performance based on statistical analysis of previous data. Thus, Galileo uses “Data Past and Present” to project “Data Future” to let you know what to expect and plan for.

The Projected Progress Report shows a program’s average Developmental Level (DL) score from the fall, the average DL score at the time the report was generated and a projected average DL score for the spring.

The Projected spring score is computed from a widely used formula, which makes it possible to establish projections for the spring even when initial fall scores vary. By looking at what others on average were able to accomplish in the past, a reasonable projection for future progress can be made. Accordingly, the formula takes into account fall and spring scores averaged across all programs from a previous year, the relationship between the previous fall and spring scores, and the fall score for the agency, for which a projection is to be made. Those interested in a more detailed account, including the actual formula, may consult The Galileo System for the Electronic Management of Learning (EML), which is available on the ATI website, under Galileo Preschool Research-Resources-Statistics.

In this way the “target,” is developed using current and past information on learning from children in your agency. By running the projected progress report at successive points during the year, educators can continuously gain insights on progress toward the attainment of the projected Spring DL score.

**Better than Believed**

Programs may choose to use the Projected Progress Report to create specific program goals. By running the report at successive points during the year, programs may analyze how well they are approaching, meeting and beating the goal.

[Note: Head Start programs may find this tool beneficial in preparing for PRISM questions related to Ongoing Monitoring and Self-Assessment. Specific results from changes made as a result of self-assessment can be observed by running additional reports in Galileo's Online Reporter at the Agency level. For additional guidance, use the grid located on the back page of this newsletter as a tool in addressing core questions of the Head Start PRISM review.]

Galileo technology and EML facilitate the gathering, organizing, aggregating, analyzing and reporting of data on children’s learning by helping educators perform these functions quickly, accurately and effectively to impact learning NOW! Using your powerful data to gain insights that will help in creating appropriate instructional strategies for each child can enhance the probability that all children will be successful.

**COMING NEXT IN THE POWERFUL DATA/POWERFUL CURRICULUM SUPPORT SERIES:**

- Advancing Learning with Powerful Data
- Promoting Learning & Literacy with eCurriculum
The Projected Progress Report in Use:
The Projected Progress Report can be used to assess children’s progress toward goals based on projected progress for the spring. It includes average Developmental Level scores at the time the report was generated, and a projected average Developmental Level score for the spring. This report can be produced for any Galileo v2 Scale (e.g., Early Math, Social and Emotional Development, Language and Literacy, Approaches Toward Learning, etc.)

The Projected Progress Report is particularly useful for guiding decision making aimed at insuring valued learning goals are achieved. For example, a program might set achievement levels for expected performance related to State Preschool Standards that take into account forecasted progress. By running the Projected Progress Report at successive points during the year, the program could assess progress toward the attainment of the goal. Repetitive monitoring makes it possible to make changes in instructional planning as needed before it is too late to impact progress. To receive a demonstration of this report by an ATI Field Services Coordinator call 1-877-358-7611.

Early childhood programs using real-time data on children’s progress to guide planning have formed eLearning Communities to participate in local research initiatives. These eLearning Communities have created their own Portraits of Child Outcomes, pooling their data for the purpose of sharing successes in promoting children’s learning. Galileo provides a unified method of documenting outcomes in order to use aggregated data to reach local, state, and federal goals. To view Child Outcome Portraits from eLearning Communities you can go directly to the websites below, or access the links from www.ati-online.com under Portrait.

- LOCAL CHILD OUTCOMES INITIATIVE
- INTERNET LINK FOR THE INITIATIVE

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For more information about eLearning Communities and the Portrait of Child Outcomes contact ATI at 1-877-358-7611.
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<th>Sample PRISM Core Question</th>
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| **Planning** | • Ordered Developmental Summaries  
• Development Profiles  
• Progress Profiles  
• Achievement Level Reports  
• Milestone Reports |
| **Record Keeping** | • Progress Reports  
• Achievement Level Reports  
• Development Profiles and Ordered Development Summaries  
• Galileo Scale Library: Adaptable & Research-Based Scales  
• Scoring Examples |
| **Ongoing Monitoring** | • Data Source Report  
• Individual and Class Development Profiles  
• eCurriculum Lesson Plan and Activity Maps  
• System Activity Reports  
• Data Checker Reports  
• History |
| **Self Assessment** | • Assessment Data Filtered by Variable for Groups of Children  
• Add Additional Variables for Filtering Groups of Children  
• Attendance Tracking  
• Span Multiple Program Years  
• System Activity  
• Data Checker  
• Form Builder  
• Longitudinal History |
| **Individualization** | • Individual Development Profile  
• Individual Progress Report  
• Individual Learning Plan  
• Galileo eCurriculum and Individualized Lesson Plans  
• Galileo and Storyteller Activity Libraries  
• Home Activities  
• Storyteller Computer Assisted Assessment |
| **Curriculum** | • Scope and Sequence  
• Content Sharing  
• Research Based Scales Aligned to the Head Start Framework  
• Curriculum Maps  
• Galileo Lesson Plan Library  
• Galileo and Storyteller Activity Libraries |
| **Parent Involvement** | • Observation by Child and Goal  
• Multiple Data Sources  
• Anecdotal Notes and Customized Notes  
• Learning History  
• Scale Builder  
• Individual Assignment  
• Observation Records  
• Computer Assisted Assessment including Standardized Content Presentation and Repeated Assessment |
| **Assessment** | • Dynamic Developmental Assessment  
• Individual Development Profiles and Progress Reports  
• Home- and Center-based Activities  
• Galileo Online Parent Center and electronic communication with teachers |