WV Pre-K Child Assessment System Step 2: Introduction to the Online Reporting Platform

Prepared by the WVDE Office of School Readiness
The West Virginia Pre-K Child Assessment System has been developed through a multi-program collaboration to meet child assessment and reporting needs for programs and families. The following groups have worked together to develop this system:

- WVDE Office of School Readiness
- Head Start State Collaboration Office
- WV Department of Health and Human Resources
- WVDE Office of Special Programs
- WVDE Office of Information Systems
- WVDE Office of Research
- WVDE Office of Title III
- WVDE Office of Healthy Schools
- Early Learning Scale 2011 Trainer Cadres
- WV Pre-K CQI Advisory Council
WV Pre-K Child Assessment System Reporting Support

A collaborative effort:

The WV Pre-K Child Assessment System includes, but is not limited to:

- Health Data
- English Language Learner Data
- WV Early Learning Standards Framework Domains
- Early Learning Scale
- Office of Special Education (OSEP) / Early Childhood Outcomes Reporting
A collaborative effort:

The WV Pre-K Child Assessment System includes, but is not limited to:

- **Health Data**—populated from WVEIS
- **English Language Learner Data**—populated from WVEIS with brief teacher narrative
- **WV Early Learning Standards Framework Domains**—teacher synopsis based on documentation over time/ next steps and suggestions for families
- **Early Learning Scale**—populated from WVEIS based on teacher reported information and observations of children’s development over time/ teacher synopsis of next steps and suggestions for families
- **Office of Special Education (OSEP) / Early Childhood Outcomes Reporting**—populated from WVEIS based on teacher reported information and observations of children’s development over time
Important note:

Early Learning Scale documentation will occur on a daily basis. The maintenance of this daily documentation is to be determined by the county collaborative early childhood team.

Then, three times per year, teachers will log on to an online platform and report on the data they have collected over time.
The following screens provide information and guidance regarding:

- Logging in to the system
- Accessing and verifying class lists
- Reporting data
- Types of reports
- Intent of reports
- Generating reports
Logging in to the WV Pre-K Child Assessment System Online Platform

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**West Virginia Pre-K Early Learning Scale Assessment System**

The National Institute for Early Education Research (NIEER) has established the Early Learning Scale, a systematic assessment for preschool children designed for educators to use in assessing children's progress and informing teaching toward high quality early learning standards.

This assessment focuses on children's development over time, and measures student data collected through observation and work samples. WV Pre-K programs utilize the Early Learning Scale to inform teaching and assist with the articulation of children’s development to families.

Educators will collect and analyze evidence of children's development on a regular basis. For reporting purposes, educators will also log into the WVEIS-based platform below three times per year to input Early Learning Scale data.

**Yearly reporting dates:**
- October 16-30
- February 1-14
- May 1-15

Individual children's data can be entered during the above dates. Administrators and educators may retrieve or request reports as needed.
If you are employed by your county's Board of Education, click in this blue box. You will then be prompted to enter your WVEIS user ID and password.

If your employer is someone other than the Board of Education, click this blue box. You will be asked to enter your email and password.
BOE employees will see this screen. Enter your WVEIS User ID and Password in the boxes provided, and then click the “sign on” button.
Those not employed by a BOE will see this screen. Enter your email on file and password. Then click “sign in.”
Non-BOE employees: Before you log in the first time, you will have to click on “Lost/Forgotten Password” to retrieve your password. Keep this in a secure location!

If you are unable to log in, contact your supervisor. Your information may not have been provided to the WVDE as requested.
All users will see this screen after successfully logging into the system.
IF you are a teacher located at a COLLABORATIVE site outside of a Board of Education building that has MORE THAN ONE PRE-K CLASSROOM, click on “Collaborative Program Children Assignment.”
This step has to be completed by those teachers at collaborative sites outside of a BOE building with MORE THAN ONE PRE-K CLASSROOM at their location.

You will see all the children assigned to this site in this column.

You will see the teachers’ names at this site in this row.
Click on the radio buttons beside the names of the children in your classroom.

Be sure to press save in all locations where indicated.

This step has to be completed by those teachers at collaborative sites outside of a BOE building with MORE THAN ONE PRE-K CLASSROOM at their location.
Accessing and Verifying Class Lists
Accessing and verifying class lists

• To ensure all children are properly enrolled in each classroom, teachers are asked to log in at the beginning of the year and verify their class rosters with their county pre-k coordinators and special education directors.

• Pre-k county coordinators should ask for verification of class rosters on an ongoing basis throughout the school year.

• If children are missing from or listed incorrectly on the class roster, it will not be possible for teachers to correctly enter child assessment reporting data mandated by policy.

• If a class roster is incorrect, it is imperative that the classroom teacher contact the county pre-k coordinator immediately to inform them of the discrepancy.
To access class lists, click on “Class List From PSTU301EC”
If a class roster is incorrect, it is imperative that the classroom teacher contact the county coordinator immediately to inform them of the discrepancy.
Reporting Data
As you can see, three reporting windows are open during 2011-2012 for ELS and OSEP reporting.
Reporting data

• For each reporting period, you will use the documentation you have collected to that point to make an educated, informed decision regarding children’s placement on the ELS at that time.

• The Child Outcomes Summary Screen will be completed for all children with IEPs.

• Narrative data will be condensed to share with families.
Completing the Early Learning Scale Reporting
Click on “Early Learning Scale Child Assessment Reporting Form.”
Click on this arrow to reveal a drop down menu of your class list.
After the drop down menu is displayed, move your mouse over the name of the child for whom you plan to complete ELS reporting.
Note: If any child on your roster has moved into your classroom within two weeks of the reporting window, click Do Not Assess.
Now you are ready to enter ELS data. Based on the evidence you have collected, click on the radio button beside the ELS strand that best describes this child’s development.
After you enter data for each ELS domain, be sure to click “Save Data” (under the last strand of each domain).

Remember: There are three domains in the Early Learning Scale, so you will click “Save Data” a total of three times while entering each child’s data.
After each child’s data is entered and saved, click “Assessment for (Child’s Name) Completed.”
Note that the drop down menu now indicates this child’s data is complete.

During the assessment window, the assessment can be reopened.
Completing OSEP Reporting
Children with special needs will also have the “Child OSEP-Additional Info. Required” flag on their ELS screen. Click on this link either before or after entering the child’s ELS data.

Important: Children who receive speech only and are not in a pre-k classroom, or are medically fragile/home based will not have ELS data but will still complete OSEP reporting. Click on “Do Not Assess (Child’s Name)” to skip the ELS reporting step.
This is the COSF form you will see. Click the radio button beside the type of Child Outcomes Summary Form being completed. See the next slide for guidance.

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<table>
<thead>
<tr>
<th>Not Yet</th>
<th>Nearly</th>
<th>Somewhat</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child uses no immediate foundational skills across settings and situations – has mostly foundational skills similar to a much younger child</td>
<td>The child occasionally uses immediate foundational skills across settings and situations – more foundational skills</td>
<td>The child uses immediate foundational skills most of the time across settings and situations – not yet age expected</td>
<td>The child uses age expected behaviors and skills across settings and situations – not yet age expected</td>
</tr>
<tr>
<td>The child uses a mix of age expected and not age expected behaviors and skills across settings and situations</td>
<td>The child uses age expected behaviors and skills but there are still some significant concerns</td>
<td>The child uses age expected behaviors and skills in all or almost all everyday situations – no concerns</td>
<td></td>
</tr>
</tbody>
</table>
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**POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)**
To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? For example: attachment/separation/autonomy, expressing emotions and feelings, social interactions and play, following rules if older than

![Image of the COSF form](https://www.wvdoschoolreadiness.com/image.png)
Types of Child Outcomes Summary Form (COSF) Reporting:

- **Entry COSF**: The first time a COSF is completed.
- **Ongoing/Progress COSF**: Reporting completed between the child’s entry and exit of the program.
- **Exit COSF**: Reporting completed when the child is transitioning to kindergarten and/or exits the preschool program.
- **Exit COSF not completed due to inability to locate family**: If the child is unavailable, **Exit** COSF cannot be completed on child.
- **Exit COSF not completed, the initial IEP was completed less than six months ago**: If the child entry data is less than six months old, this option is in lieu of the **EXIT** COSF.
Based on the 7-point scale, click on the radio buttons which best describe the child’s development for each of the three indicators.
Also complete items 1b, 2b, and 3b, and then click “Completed” and “Save” when finished.
Rating on the COSF

• Ratings will be completed for every child with an IEP across all three Child Outcomes.

• Classroom teachers will complete the COSF for children with IEPs enrolled in their classroom.

• Ratings are needed in all areas even if:
  - No one has concerns about a child’s development
  - A child has delays in one or two outcomes, but not in all three outcomes.
Understanding COSF Ratings
Not Yet

• Child does **not yet** show functioning expected of a child his or her age in any situation.

• Child’s functioning **does not yet include immediate foundational skills** upon which to build age-appropriate functioning.
  – Child functioning reflects skills that developmentally come before immediate foundational skills.

• Child’s functioning might be described as like that of a **much younger child**.
Between Emerging and Not Yet

- Child occasionally uses immediate foundational skills across settings and situations.

- More functioning reflects skills that are not immediate foundational than are immediate foundational.
Emerging

• Child does **not yet** show functioning expected of a child of his or her age in any situation.

• Child uses **immediate foundational skills**, most or all of the time, across settings and situations.
  – Immediate foundational skills are the skills upon which to build age-appropriate functioning.

• Functioning might be described as like that of a **younger child**.
Between Somewhat and Emerging

• Child shows occasional age-appropriate functioning across settings and situations.

• More functioning is not age-appropriate than age-appropriate.
Somewhat

• Child shows functioning expected for his or her age **some of the time and/or in some settings and situations.**

• Child’s functioning is a mix of age-appropriate and not age-appropriate behaviors and skills.

• Child’s functioning might be described as like that of a **slightly younger child.**
Between Completely and Somewhat

- Child’s functioning generally is considered **appropriate** for his/her age but there are **some significant concerns** about the child’s functioning in this outcome area.
  - These concerns may be substantial enough to suggest monitoring or possible additional support.

- Although **age-appropriate**, the child’s functioning may border on not keeping pace with age expectations.
Completely

- Child shows functioning in all or almost all everyday situations that are part of a child’s life
  - home, store, park, child care, with strangers, etc.

- Functioning is considered **appropriate** for his/her age.

- No concerns about functioning in this outcome area
Where to Focus in Deciding the Rating

• Focus on the child’s overall functioning across settings and situations

• Functioning that is displayed rarely and/or when the child is provided with a lot of unusual supports or prompts is of little significance for the rating
Types of Reports
After all children’s data are entered, there are various types of reports which can be generated and utilized for different purposes:

- Child Accomplishment Summary
- Kindergarten Transition Report
- Outcome Reports (administrator-specific)
Intent of Reports
Child Accomplishment Summary:

- Shared with families three times per year
- Used with supporting documentation to explain child’s growth and development to families
- Used to drive classroom experiences and individualized instruction
- Provides families with ideas for home to assist with child’s ongoing development
- Can be used when reporting progress on child’s IEP.
Kindergarten Transition Report:

- Developed by pre-k educators to inform kindergarten educators of the developmental progress individual children enrolled in WV Pre-K made over the previous school year.
- Serves as a component of the county’s plan for effective pre-k to kindergarten transitions.
Outcome Reports

- Provided to demonstrate progress at the state, program, county, site, or classroom levels
- Can be accessed to meet various programming requirements, such as Head Start and Special Education.
- Primary uses are to drive professional development and to continue to increase the quality of programs.
Generating Reports
Child Accomplishment Summary:

- A copy of the pre-populated information from each child’s Child Accomplishments Summary is automatically stored on the online platform and will stay with their permanent record.
Child Accomplishment Summary:

• However, with each checkpoint, teachers will need to save each child’s Child Accomplishments Summary as a Microsoft Word document to add additional narrative summaries.
• Teachers are encouraged to save these Summaries in a pre-designated space as well.
Kindergarten Transition Report:

• Kindergarten teachers may choose to print a Kindergarten Transition Report for each child who attended WV Pre-K from WVEIS on the Web, or they may choose to view the information online.
• Pre-k teachers are asked to provide suggestions for kindergarten teachers for each domain after the third checkpoint, which kindergarten teachers will also be able to access.
Outcome Reports

- State Outcome Reports are generated at the state level.
- Program Outcome Reports (Head Start) are generated by contacting the WVDE Child Assessment and School Readiness Coordinator and requesting an outcome report for a specific Head Start grantee. Plans are being made to allow Head Start grantees access to generate their own reports in the near future.
- Special Education Reports can be generated by the County Special Education Director for federal and state reporting.
Outcome Reports

• County Outcome Reports are generated by the County Pre-K Coordinator or the County Special Education Director.
• Plans for the County Pre-K Coordinator to generate the Site Outcome Reports and Classroom Outcome Reports are still being designed and will be available by the first checkpoint.
For more information, contact:

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