

Preschool-3rd Grade Glossary

Preschool-3rd Grade Data Sources for Improvement Planning by Type



COLORADO
Department of Education

Performance	Demographic	Process	Perception
<i>Outcomes of the educational system</i>	<i>Descriptive information about the educational system</i>	<i>What is happening (practices) in the educational system</i>	<i>What stakeholders think, believe, or perceive about the educational system</i>
<ul style="list-style-type: none"> Results Matter early childhood assessment data (e.g., GOLD, COR Advantage) Kindergarten School Readiness Assessment (KSR), e.g., baseline and formative Interim Assessment Results, e.g., READ Act and Early Literacy Assessments, Curriculum-based Measurements READ Act data dashboard Formative assessments, e.g., progress of intervention support, KSR, READ 	<ul style="list-style-type: none"> Age of student Students chronically absent Socio-economic status (Free/Reduced-price Lunch eligibility) Gender of children Race/ethnicity of children Length of time in school, e.g., Full/Half day preschool and K Class size and teacher/student ratios Preschool and Kindergarten program participation (e.g., sites of attendance, attendance at multiple schools) 	<ul style="list-style-type: none"> Curricular scope and sequence Diagnostic Review results Literacy Evaluation tool Preschool through 3rd grade evidence-based programming inventory Observation protocol results Staffing patterns/turnover rates Structural support from principals/leaders, e.g., regular time for inter- and intra-team data dialogue Professional Development plan inclusive of preschool through 3rd grade 	<ul style="list-style-type: none"> Student engagement survey Staff perceptions of Teaching and Learning Conditions (TLCC Survey) Family Surveys, e.g., Incredible Years Survey, Child Find/Preschool Family Satisfaction Survey Fiscal Transparency, e.g., preschool funding streams, READ Act per pupil intervention (PPI)

*Denotes data that may inform the early learning needs assessment as required in SB 17-103

Based on Victoria Bernhardt's *Using Data to Improve Student Learning in School Districts*

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<ul style="list-style-type: none"> • School districts' Colorado Preschool Program (CPP) Annual Reports to CDE • Summative Assessments, <i>e.g.</i> CMAS scores • Performance on early childhood specific OSEP indicators • IEP goal attainment • Individualized student plans such as IEP, READ and School Readiness Plans 	<ul style="list-style-type: none"> • Student funding sources used, (<i>e.g.</i>, tuition, IEP, CPP/ECARE, Head Start, Child Care Assistance Program) • Educated by a licensed preschool teacher, a teacher holding an Early Childhood Professional Credential, or none. • K-3 Teacher Credentials* • Student/family utilization of other early childhood resources, <i>e.g.</i>, Early Intervention, Head Start, Library programs, Family Resource Centers 	<p>opportunities and joint opportunities with EC providers*</p> <ul style="list-style-type: none"> • Availability of ECE programs,* and programs serving students with disabilities, and/or receiving public funding • Colorado Shines rating*, Licensed and unlicensed programs • Enrollment patterns • Enrollment process • Quality of transition process, <i>e.g.</i>, preschool to Kindergarten,* and grade to grade transitions • MOU's or agreements with Early Childhood Councils*, including early childhood 	
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		<p>providers participation in School Readiness Quality Improvement Program*</p> <ul style="list-style-type: none">• Family engagement plan inclusive of preschool through 3rd grade.*• Awareness of external resources available to families within the community,* <i>e.g.</i>, Head Start Community Assessment	
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