Migrant Student Assessment: What Works?

MyIGDIs: Kurt Scheppman
Idaho: Irene Chavolla
Maine: Ian Yaffe
**Individual Growth & Development Indicators (IGDIs)**

- Research-based assessment measures that tell us about a child’s overall skill in a developmental area
- Preschool-aged children
- Literacy, numeracy, and more
- Quick and easy benchmark data
- Progress monitoring
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>80's</td>
<td>Dr. Stan Deno pioneers the foundation for Curriculum-based Measurement (CBM)</td>
</tr>
<tr>
<td>1998</td>
<td>Dr. Scott McConnell develops the first CBM-like assessment for early childhood, IGDIs</td>
</tr>
<tr>
<td>2013</td>
<td>Revised version of the IGDIs are released after 5 years of R&amp;D</td>
</tr>
<tr>
<td>2015</td>
<td>The “Spanish” edition is released – addressing English/Dual Language Learners (ELL/DLL)</td>
</tr>
<tr>
<td>2016</td>
<td>Launch of the IGDIs digital platform for early literacy measures</td>
</tr>
</tbody>
</table>

Launch of ProLADR comprehensive assessment system
Why So Many Choose myIGDIs

- Quick and easy to administer
- Fun (like a game) for students
- Founded on decades of early childhood research and development
- Data-driven
- Bulk importing and exporting
- Easy-to-use, online reporting
- Supports MTSS/RtI

Our Impact So Far...

12,500+ schools
300,000+ students
50 states
Importance of RtI / MTSS

- Measure student growth outcomes
- Set realistic learning outcome goals
- Use data to drive instructional change in the classroom

Benchmarks
- **Tier I**: Strong progress – the child is understanding the task successfully.
- **Cut Range**: Moderate progress – more information is needed to determine Tier status.
- **Tier II/III**: At-risk progress – the child may be developmentally at-risk. Further instructional/intervention support should be offered.
EARLY LITERACY ASSESSMENTS

Built upon a solid foundation of research conducted at the University of Minnesota, the IGDis of Early Literacy utilize a direct-child approach to monitoring language & literacy development.

Quick - 10 min/child

Universal Screening & Progress Monitoring

Item Response Theory – test construct for high precision mapping

Measures (English)

- Picture Naming – oral language
- Rhyming – phonological awareness
- Alliteration – phonological awareness
- Sound ID – alphabet knowledge
- ‘Which One Doesn’t Belong?’ – comprehension
How it Works

Picture Naming

Sound ID

Alliteration

Rhyming

WODB

I'm going to look at these cards and name these pictures.

Apple

2018 Joint CIG Dissemination Event
Video showing administration of myIGDIs Early Literacy
Cards
• Identification/screening sets
• 4 sample items and 15 test items per seasonal set
• 10 minutes/student/administration

iPads
• Same as cards + progress monitoring

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Naming</td>
<td>Picture Naming</td>
<td>Picture Naming</td>
</tr>
<tr>
<td>Sound ID</td>
<td>Sound ID</td>
<td>Sound ID</td>
</tr>
<tr>
<td>Rhyming</td>
<td>Rhyming</td>
<td>Rhyming</td>
</tr>
<tr>
<td>Which one Doesn’t Belong</td>
<td>Which one Doesn’t Belong</td>
<td>Which one Doesn’t Belong</td>
</tr>
<tr>
<td>Alliteration</td>
<td>Alliteration</td>
<td>Alliteration</td>
</tr>
</tbody>
</table>

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IGDIS-Español are a set of new, evidence-based early literacy screening measures designed for use with Spanish-English bilingual students in the pre-Kindergarten year. IGDIS-Español are different from other measures of Spanish early literacy in that they are NOT translations of English measures. Instead, they are designed to capture how Spanish develops as a construct complementary to English. It’s important that SE-DLL children are assessed in both languages.

Measures (Spanish)
- Picture Naming – oral language
- Expressive Verbs – oral language
- First Sounds – phonological awareness
- Sound ID – alphabet knowledge
- Letter ID – alphabet knowledge

*Administrators must be fluent in Spanish.*
myIGDIs Online Data System

- District, school, class, and student level data
- Regional or state level data available upon request
- Bulk importing/exporting of student data and scores
- Easy-to-read reporting for conferences
- Support RtI/MTSS
### District Level Data

#### Schools

<table>
<thead>
<tr>
<th>Name</th>
<th>Active Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arroyo Elementary</td>
<td>0</td>
</tr>
<tr>
<td>Echo Park</td>
<td>1</td>
</tr>
<tr>
<td>Pequot Lake Demo</td>
<td>10</td>
</tr>
<tr>
<td>Southview</td>
<td>10</td>
</tr>
<tr>
<td>Webster Elem</td>
<td>1</td>
</tr>
</tbody>
</table>

#### District Screening Results

<table>
<thead>
<tr>
<th>Category</th>
<th>Winter</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Literacy+: Picture Naming</td>
<td>12</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Literacy+: Rhyming</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Early Literacy+: Alliteration</td>
<td>19</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Early Literacy+: Sound ID</td>
<td>14</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Early Literacy+: WODB</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
School and Classroom Data

ACTIVE STUDENTS

<table>
<thead>
<tr>
<th>Name</th>
<th>ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alec Three</td>
<td>456890</td>
</tr>
<tr>
<td>Brittny Young</td>
<td>123456</td>
</tr>
<tr>
<td>Jamie Thrive</td>
<td>123456</td>
</tr>
<tr>
<td>Jauin View</td>
<td>JV12</td>
</tr>
<tr>
<td>Jill Demo</td>
<td>JD17</td>
</tr>
<tr>
<td>Jill Freking</td>
<td>1456</td>
</tr>
<tr>
<td>Jonny Appleseed</td>
<td>12356</td>
</tr>
<tr>
<td>Jose School</td>
<td>12345</td>
</tr>
<tr>
<td>Read Charlotte</td>
<td>1234</td>
</tr>
<tr>
<td>Suzie Freind</td>
<td>123456</td>
</tr>
</tbody>
</table>

CLASSROOM SCREENING RESULTS

- Early Literacy: Picture Naming
  - Fall: 2
- Early Literacy: Rhyming
  - Fall: 2
- Early Literacy: Alliteration
  - Fall: 10
- Early Literacy: Sound ID
  - Fall: 2
- Early Literacy: WODB
  - Fall: 2
- Early Numeracy: Oral Counting
  - Fall: 3
- Early Numeracy: Quantity Comparison
  - Fall: 3
- Early Numeracy: Number Naming
  - Fall: 3
- Early Numeracy: 1-to-1 Correspondence Counting
  - Fall: 3

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### Screening and Progress Monitoring Results

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Literacy+/Picture Naming</td>
<td>47</td>
<td>46</td>
<td></td>
<td></td>
<td><a href="#">Edit</a></td>
</tr>
<tr>
<td>Early Literacy+/Rhyming</td>
<td>48</td>
<td>49</td>
<td></td>
<td></td>
<td><a href="#">Edit</a></td>
</tr>
<tr>
<td>Early Literacy+/Alliteration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="#">Edit</a></td>
</tr>
<tr>
<td>Early Literacy+/Sound ID</td>
<td></td>
<td>46</td>
<td></td>
<td></td>
<td><a href="#">Edit</a></td>
</tr>
<tr>
<td>Early Literacy+/WODB</td>
<td>48</td>
<td>50</td>
<td></td>
<td></td>
<td><a href="#">Edit</a></td>
</tr>
</tbody>
</table>

**Note:** The table shows the results for different assessments over the academic years Fall, Winter, Spring, and Summer. The action column allows for editing the data.
Idaho preschool

Idaho is one of only five (5) states that

1. do not invest state funds into preschool programs
2. or require school districts to provide any Pre-K options.

It has the highest rate of preschool-age children absent from the classroom.
Childhood programs

- Idaho **does** have several early childhood programs. However, each program is free to choose their own curriculum and assessment.
- Some assessments are aligned to meet the Idaho Reading Indicator, **IRI**, kindergarten benchmarks

  The IRI is an early reading diagnostic and screener for students in grades K-3rd. The screener is mandatory for Idaho public school students in the Fall and Spring with optional yearly progress monitoring.
According to State IRI data (2015) only 51% of Kindergarteners meet the grade level benchmark when they enter Kindergarten.

County by county scores vary from 15% to 92% depending on access to quality early childhood education.

Migrant students scores were in the lower % category since access to quality programs are not easily accessible.
• To address the problem of migrant students not having easy access to quality preschool programs:

• the Minidoka School District administration made the decision to fully fund a preschool program for migrant children that included:
  – A certificated teacher
  – Preschool curriculum
  – Literacy assessment
• 35-40 Migrant preschool children ages 4-5-year old’s are served each year
• Due to budget restraints, Prior to 2016-2017 children were assessed for readiness using the Brigance screener tool, a special education assessment.
  – Determines each student's present level of performance in their literacy skills
The district was in its 6th year of providing a migrant preschool program, but during the 2015-2016 SY, 37% of migrant preschool students were not meeting the proficiency, IRI*, benchmark for kindergarten readiness. The district felt scores were not reflective of their program.
Literacy Assessment

- They took a comprehensive look at the literacy scores as outlined by the Brigance literacy tool and realized there was a discrepancy in data results. Brigance was not fully aligned with the State IRI.
- The District needed:
  - a bilingual assessment that would assess the literacy needs of their students to help them meet the kindergarten IRI benchmarks set forth by the state.
The district, with the guidance of the state Migrant Program, reviewed pre-school assessments and selected MyIGDIs as their literacy screener.

myIGDIs was administered by a certificated teacher during the 2016-17 SY
– 33 preschool migrant students were assessed.
myIGDIs Student Data

IGDIs fall 2016 scores

<table>
<thead>
<tr>
<th>Skill</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture naming</td>
<td>21</td>
</tr>
<tr>
<td>Rhyming</td>
<td>22</td>
</tr>
<tr>
<td>Sounds</td>
<td>10</td>
</tr>
<tr>
<td>WODB</td>
<td>14</td>
</tr>
</tbody>
</table>

# of migrant students in tier II/III at risk level or not proficient

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IGDIs student data

• The scores were much lower than the staff had anticipated.

• Based on the myIGDIs student data the district vetted their entire preschool program and set rigorous literacy goals.

• They made a commitment to fully execute their adopted reading curriculum and focus on picture naming and Rhyming.
Parent involvement

- IGDIs scores were shared with parents during PAC meetings.
  - Parents were encouraged to work with their children to help develop the needed skills in English or Spanish.
  - They were given tools to help their students increase their picture naming and rhyming.
• Preschool staff began to see significant increase in student scores during the winter 2016, myIGDI's testing.

• A substantial increase in scores with most of their migrant students in the Spring 2017.
IGDIs student scores

IGDIs Tier III/II at risk progress
2016-2017

- Picture naming
  - Fall 2016: 21
  - Winter 2016: 13
  - Spring 2017: 11

- Rhyming
  - Fall 2016: 22
  - Winter 2016: 5
  - Spring 2017: 6

- Sounds
  - Fall 2016: 10
  - Winter 2016: 5
  - Spring 2017: 6

- WODB
  - Fall 2016: 14
  - Winter 2016: 7
  - Spring 2017: 3

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Student Progress

• Curriculum alignment, teaching strategies, and parental involvement with IGDIs data proved to be beneficial.
  – Spring 2017 IGDIs scores demonstrated a considerable reduction in the number of students not proficient in basic early literacy skills from fall 2016.
• This would have been impossible to see under the Brigance screener.
Closing the gap

- MSD data shows the migrant preschool program is being successful.
- The goal of the MSD is to continue to see an increase in IRI proficiency each year so that they close the educational gap for migrant students.
• The District’s decision to change their assessment from the Brigance to the MyIGDI’s was instrumental in helping them change their instructional program and thus improve their migrant students’ performance as indicated in the next slide.
• The District IRI scores reflect an increase in IRI proficiency level 2 (near grade level) from 29.2% in the 2016 fall to 45.0% in the fall of 2017 for all migrant students.
In closing, Minidoka School District continues to refine their program and their curriculum. They have purchased new reading curriculum which is closely aligned to CORE state standards. The new program combined with effective instruction and the continued use of MyIGDIs will ensure the identification of early literacy gaps and enable migrant children to meet all educational goals and graduate.
Maine MEP

• Maine MEP Overview
  – Regions and Qualifying Work
  – Preschool Services
• Summer 2017 IDGIs Results
• Summer 2018 IDGIs Results
Maine MEP Overview

Significant Industries
- Blueberries
- Broccoli
- Forestry
- Fish/Seafood Processing

Regions
- Washington County (Eastern Maine)
- Aroostook County (Northern Maine)
- Cumberland County (Southern Maine)

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Maine MEP Overview

C122 Summer Served  | C054 12 Mo Served  | C121 Eligible & Present

FY 2012: 160 | 260 | 394
FY 2013: 234 | 283 | 418
FY 2014: 269 | 354 | 470
FY 2015: 306 | 416 | 522
FY 2016: 301 | 409 | 510

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Blueberry Harvest School (Summer Program):

• Hands-on, activity-based, innovative, and interdisciplinary educational program

• Serves qualified MEP students (ages 3-13) in Washington County during the wild blueberry harvest

• Outcome and Results-Oriented

• Built on Collaboration!
Summer Assessments

• The Maine MEP selected IGDIs as a pilot in 2017 for its summer preschool assessments.

• Several factors were involved:
  o Timeframe (Summer)
  o Training (Able to be implemented by paraprofessionals)
  o Cost (Minimal additional cost to the Maine MEP)
2017 Results

- Assessment Data (next slide)
- Ease of Administration
- Benefit of Spanish Assessments
- Challenges
  - Program Length
  - Assessment Length
  - Staffing
### 2017 Results

<table>
<thead>
<tr>
<th>Assessment</th>
<th>N</th>
<th>Pre Mean</th>
<th>% in Strong Progress</th>
<th>Post Mean</th>
<th>% in Strong Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IGDIs – Early Literacy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picture Naming</td>
<td>12</td>
<td>10.08</td>
<td>42%</td>
<td>16.25*</td>
<td>92%</td>
</tr>
<tr>
<td>Rhyming</td>
<td>12</td>
<td>8.58</td>
<td>25%</td>
<td>13.83</td>
<td>58%</td>
</tr>
<tr>
<td>Sound Identification</td>
<td>12</td>
<td>7.25</td>
<td>33%</td>
<td>11.58</td>
<td>50%</td>
</tr>
<tr>
<td>Which One Doesn’t Belong</td>
<td>4</td>
<td>6.5</td>
<td>50%</td>
<td>10.25</td>
<td>75%</td>
</tr>
</tbody>
</table>

* “Strong Progress” is an IGDIs screening benchmark for scores in a range that indicate the child is understanding the task successfully.*