KIDS DATA USE WEBINAR:

INTERPRETING YOUR KIDS DATA

Interpreting Your KIDStech Report

Guiding Questions[1]	Notes
Initial Observations What stands out to me?	
Distribution Looking across all of the domains, are there notable differences in ratings? Looking within each individual domain, are there notable differences in ratings?	 ATL-REG/SED: LLD: COG:MATH:

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[1] The questions in this table were adapted from the five steps for structuring data-informed conversations and action in education, found in National Forum on Education Statistics. (2012). *Forum Guide to Taking Action with Education Data*. (NFES 2013-801). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Guiding Questions[1]	Notes
Strengths and Areas of Need What strengths do I notice? What areas of need do I notice?	
Further Questions Should I pull any other KIDStech reports, such as individual child reports and group reports[2]? Are there other data I have that would help me understand what I am seeing?	

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[2] You can create a group report based on age, birth date, date of enrollment, date of assessment, language(s) spoken at home, native languages spoken, gender, ethnicity/race, individualized education plan, and DRDP status (locked or unlocked).

Guidance for Setting Goals & Developing Action Steps

Guiding Questions

1. What does the information tell you about how you can support your students?
2. How can you use this information to help your students build and integrate the skills reflected in the measures?
3. How do you want to use this information to change what you are doing in the classroom?
4. How do you want to use this information to build better relationships with your students and their families?

Examples of Action Steps[3]

- Modify classroom practices or the setup for individuals or groups of students based on their learning needs, and adjust or adapt practices as needed to differentiate classroom-level needs.
- Identify practices that have shown the most positive effect on student development.
- Identify students demonstrating signs of engagement or disengagement and how it affects their behavior and performance.
- Collaborate with (and learn from) other teachers.
- Communicate effectively with parents, school administrators, district leaders, and peers in other classrooms.

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[3] Adapted from National Forum on Education Statistics. (2012). *Forum Guide to Taking Action with Education Data*. (NFES 2013-801). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Setting Goals & Developing Action Steps

Goal What goal(s) do you want to set?	Action Steps What steps do you need to take to complete the goal?	Monitoring Progress How would you measure progress?
		I will measure progress by: Outcomes:
		I will measure progress by: Outcomes:
		I will measure progress by: Outcomes:
		I will measure progress by: Outcomes: