Results NAZ: Early Childhood Education

J U L Y  2 0 1 5

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Key findings

Overall implementation

- At this time, 71 percent of all components of the Early Childhood Solution Plan are being fully implemented.

Progress Monitoring, Screening, Observation, and Referral

- The percentage of early childhood scholars being screened or assessed at a partner organization has remained steady (81%) and increased for the at-large population (23% of scholars, up from 19% during Fall 2014).

- Scholars assessed during both Fall 2014 and Spring 2015 made substantial gains on the Indicators of Individual Growth and Development for Infants and Toddlers (IGDI) assessment, with 55 percent showing improvements in their quantity comparison skills and 45 percent who improved their rhyming skills.

- During Spring 2015, NAZ scholars outperformed students in a research sample on all three IGDI numeracy domains; however, NAZ scholars performed lower on all three IGDI literacy domains.

- Scholars who attended an early childcare center an average of 7 or more hours per day were more likely to be proficient in four out of six IGDI measures compared to those who attended fewer hours.

- Referral tracking and goal setting in response to early childhood assessments are in the early stages of implementation. NAZ’s six-week Achievement Check-In (ACI) assessment process may crowd out opportunities for staff to do regular work with families, such as goal-setting and referrals to partner organizations.

Prenatal Services

- 91 percent of pregnant women in NAZ Connect had completed a prenatal assessment and reported regularly attending well-baby visits.

Early Childhood Education

- As of June 2015, 56 percent of all NAZ scholars ages birth to 2 who were enrolled in early childhood education were enrolled in a high-quality program.
As of June 2015, 47 percent of all NAZ scholars ages 3 to 5 were enrolled in a high-quality early childhood education program.

Since 2013, a total of 127 financial resources—including scholarships or need-based aid through the Child Care Assistance Program (CCAP)—have been accessed by 112 NAZ-enrolled scholars currently ages 0 to 5.

**Kindergarten transition**

Families of 23 percent of scholars in the Fall 2015 kindergarten cohort have worked with a Connector on the kindergarten transition process.

In 2014-15, a greater proportion of NAZ-enrolled scholars tested proficient on the literacy section of the Beginning of Kindergarten Assessment (BKA) (31% proficient) compared to all students who were enrolled in an anchor school (26% proficient).
EAI implementation

NAZ tracks implementation of its “Essential Active Ingredients” (EAsIs) approximately every six months. To outline the stages of implementation, Whole Family Supports Director Michelle Palo and Implementation Manager Jillian Kahn rated each item of the implementation plan using the following scale:

- **On hold**: These activities are not actively being worked on.
- **Design stage**: NAZ and its partners are in the process of designing and planning for implementation.
- **Initial implementation**: NAZ and its partners are beginning to implement the EAI, but are not yet expecting to see significant outcomes.
- **Full implementation**: NAZ and its partners are fully implementing all elements of the EAI with the expectation that outcomes are a reflection of how well scholars and families are responding to the intervention.

As of June 2015, most aspects (71% of all items) of the Early Childhood Solution Plan are in full implementation (Figure 1). Substantial portions of one area are still in initial stages of implementation: Progress Monitoring, Screening, Observation, and Referral (56% of items) (Figure 2). Targeted Home Visiting is currently on hold in all areas.

1. **EAI implementation over time, Fall 2013 to Summer 2015**

![Graph showing EAI implementation over time from October 2013 to June 2015.](Image)
2. **EAI implementation by solution plan section, Spring 2015**

<table>
<thead>
<tr>
<th>Category</th>
<th>On hold</th>
<th>Design stage</th>
<th>Initial implementation</th>
<th>Full implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizational commitment (N=6)</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>2. Progress monitoring, observation, referral (N=9)</td>
<td></td>
<td>56%</td>
<td></td>
<td>44%</td>
</tr>
<tr>
<td>3. Prenatal services (N=3)</td>
<td></td>
<td>33%</td>
<td></td>
<td>67%</td>
</tr>
<tr>
<td>4. Targeted home visiting (N=3)</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>5. High-quality care and education (N=16)</td>
<td>6%</td>
<td>13%</td>
<td></td>
<td>81%</td>
</tr>
<tr>
<td>6. Expanding opportunities and resources (N=5)</td>
<td></td>
<td>20%</td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td>7. Developmentally rich experiences (N=3)</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>8. Transition to kindergarten (N=4)</td>
<td></td>
<td>25%</td>
<td></td>
<td>75%</td>
</tr>
</tbody>
</table>

**Note:** This solution plan is currently undergoing revision, and ratings reflect the draft version of the revised solution plan. Two older EAI s were omitted from the ratings: 6.2.2, “NAZ staff and EC Action Team collaborate to identify gaps in financial opportunities that families can use for preschool,” and 8.4, “NAZ staff and families of enrolled children review available kindergarten options and select one for enrollment.” The latter solution was rolled into item 8.3. At the last Early Childhood Results NAZ meeting, it was determined that these efforts should be redirected to other areas, so they will eventually be replaced with new solutions related to participation in public policy conversations and more specific methods for supporting the kindergarten transition.
Progress monitoring, screening, observation, and referrals

(2.1) Noticing and acting on developmental concerns

(2.1.3) How many/what percent of 0 to 5 year olds had their progress monitored in this evaluation cycle?

- Between Fall 2014 and Spring 2015, progress monitoring coverage remained steady at 81 percent for scholars enrolled in partner programs (Figure 3).

- Progress monitoring coverage increased slightly among scholars not enrolled in partner programs, with 23 percent of these scholars completing all applicable progress monitoring measures in Spring 2015 compared to 19 percent in Fall 2014.

3. Number of scholars assessed with all relevant progress monitoring measures, Spring 2014 to Spring 2015

39%  81%  81%
11%  19%  23%

<table>
<thead>
<tr>
<th></th>
<th>April 2014*</th>
<th>October 2014*</th>
<th>Spring (Apr-June) 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholars enrolled in partner programs</td>
<td>39%</td>
<td>81%</td>
<td>81%</td>
</tr>
<tr>
<td>Scholars not enrolled in partner programs</td>
<td>11%</td>
<td>19%</td>
<td>23%</td>
</tr>
</tbody>
</table>

* Data for April 2014 and October 2014 were compiled by the University of Minnesota’s CEED. Of those scholars assessed in Fall 2014 and still within the 0-5 age range in Spring 2015, 70% of scholars enrolled in partner programs and 27% of scholars not enrolled in partner programs were assessed again in Spring 2015.

(2.1.3) How did 0 to 5 year old scholars perform on the ASQ, ASQ-SE, IGDI-Literacy, and IGDI-Numeracy progress monitoring measures?

The Ages and Stages Questionnaire (ASQ) is a parent-completed questionnaire used to screen for potential developmental problems in children age 0 to 3. The ASQ assesses five measures of development—communication, gross motor, fine motor, problem solving, and personal-social—while the ASQ:SE measures social-emotional development.
Because the questionnaires are intended to be used as screening tools, it is not appropriate to look at change in ASQ/ASQ:SE scores over time. Rather, because the purpose of the ASQ purpose is to identify possible developmental problems in young children, the threshold for “at risk” is set relatively low. Therefore, changes in risk level would not have the same meaning as those in academic assessments like the Indicators of Individual Growth and Development for Infants and Toddlers (IGDIs) or Measures of Academic Progress (MAP scores).

During Spring 2015:

- For each of the domains assessed, more than 70 percent of scholars were developmentally “on-track” in each ASQ and ASQ:SE domain (Figure 4).

- Scholars were least likely to be on-track in the fine motor, problem solving, and social-emotional domains (although more than 70% were still on-track in each of these areas).

4. ASQ and ASQ:SE performance, percent of scholars on track, Spring 2015

The IGDI assessment is used to measure early literacy (picture naming, sound identification, and rhyming) and numeracy skills (oral counting, quantity comparison, and one-to-one correspondence counting) in children ages 4 and 5. Scholars are rated as “in the green,” or on track, “in the yellow,” which indicates the scholar is at some risk for delays, or “in the red,” which indicates that they are, in fact, at risk for delays. During the Spring Achievement Check-in (ACI) period:

- In every content area except Sound Identification, a greater percentage of scholars assessed in Spring 2015 were proficient than those assessed in Fall 2014 (Figure 5).
Scholars outperformed a comparable research sample in all three math measures, but they lagged behind their peers in reading skills.

5. IGDI performance, percent of scholars on track, Fall 2014 and Spring 2015

- Many scholars improved their performance in Quantity Comparison (55% of scholars improved) and Rhyming (45% of scholars improved).

- In five of the six measures, the vast majority of scholars improved or held steady, although nearly one-third of scholars’ performance worsened in Sound Identification (Figure 6).
6. Growth in IGDI performance, Fall 2014 to Spring 2015

Note: Change in performance is defined based on performance levels, not scores. That is, by definition, a scholar can only qualify as “improved” if they were “off-track” in Fall 2014.

Early childhood education and progress monitoring outcomes

NAZ collects early childhood education attendance data from its partner institutions on a monthly basis. Figure 7 examines performance for scholars assessed with the IGDI based on the average number of hours they attended the centers. Please note that not all partners have consistently submitted attendance data and not all scholars have taken the IGDI assessment, so some scholars enrolled in high-quality programs are not included in this analysis. As current attendance data for MPS High-Five scholars were unavailable, those scholars currently attending MPS High-Five were assumed to attend fewer than 7 hours per day based on information provided by the program.

- Scholars who attended an early childcare center an average of 7 or more hours per day were more likely to be proficient in four out of six IGDI measures.

- The largest – and perhaps unexpected – difference between the two groups was in the area of Quantity Comparison, where those who attended fewer than 7 hours per day were more likely to be on track than those who attended more often (32 percentage point difference).
Other substantial differences between the two groups appeared in rhyming (23 percentage point difference) and oral counting (18 percentage point difference); in these instances, scholars were more likely to be on track if they attended a program more often.

### 7. IGDI performance, percent of scholars on track, by average hours of early childhood attendance, Spring 2015

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Naming</td>
<td>49% 31%</td>
</tr>
<tr>
<td>Sound Identification</td>
<td>37% 13%</td>
</tr>
<tr>
<td>Rhyming</td>
<td>54% 44%</td>
</tr>
<tr>
<td>Oral Counting</td>
<td>32% 60%</td>
</tr>
<tr>
<td>Quantity Comparison</td>
<td>28% 45%</td>
</tr>
<tr>
<td>1-to-1 Corr. Counting</td>
<td>37% 60%</td>
</tr>
</tbody>
</table>

- Attended for fewer than 7 hrs/day (N=28-34)
- Attended for 7+ hrs/day (N=15-16)
- Percent of students “on track” in a research sample

(2.1.3) How many/what percent of 0-5 year old scholars were referred for services as a result of progress monitoring?

Currently, NAZ is building out its referral tracking process to learn more about conversations and connections that result from assessment data. Follow-up on assessment data occurs in a variety of ways, including goal setting, support for enrollment in early childhood education, and referrals to services.

Out of the 77 NAZ-enrolled scholars identified as “at risk” on any domain of the IGDI, ASQ, or ASQ:SE:

- 88 percent have at least one Early Childhood Checklist goal set.
- 81 percent are currently enrolled in an early childhood education program.
- 79 percent are currently enrolled in high-quality early childhood education.
19 percent had at least one referral for service, recommendation for home or classroom instruction, or acknowledgement that no new services were recommended following the Spring 2015 ACI period.

Additional data related to early childhood assessment goal-setting is available in the Appendix.

Of note, NAZ has only recently implemented the ACI Follow Up tab, a new method for tracking actions that result from assessment data. This tab tracks referrals to outside organizations, as well as recommendations for home-based skill-building opportunities and classroom-based instruction. Connectors may also record current supports and state that no new services were available at that time.

(2.2) Screen at 3

Minneapolis Public Schools’ Screen at 3 is a rigorous screening that should occur before a child enters kindergarten, ideally between the ages of 3 and 4 years old. It measures development with respect to vision, hearing, height and weight, dental health, immunizations, muscle movement, communication and thinking skills, and social/emotional development.

Overall, 138 NAZ-enrolled scholars have ever received the screener, and they ranged in age from 1.8 to 5.7 years old at the time of their first screening. NAZ is currently experiencing data sharing limitations with its Screen at 3 partners, and it has not been able to access Screen at 3 records for many enrolled scholars. Therefore, the results outlined in this section should be considered preliminary.

(2.2.1) How many scholars turned three in the past 12 months, and what percent of those children were “screened at 3” within 6 months of their 3rd birthday?

- 168 NAZ-enrolled scholars turned 3 years old between 6/15/2014 and 6/15/2015 (the date of the data pull)
- 14 percent of those who turned 3 during that period were screened within 6 months of their 3rd birthday
- 18 percent of those who turned 3 in the past year were screened prior to their 4th birthday, including those whose screening began at less than 3 years of age
Early Childhood Checklist

What percent of age-eligible scholars have early childhood checklists completed?

The Early Childhood Checklist is a key form of communication between families, Connectors, Navigators, and partner organizations. The Early Childhood Checklist includes goals related to literacy and numeracy skill-building, early childhood education enrollment, seeking regular well-child visits and developmental screenings, and supporting other key elements of success for young scholars.

As of June 2015, 76 percent of NAZ-enrolled scholars age 0 to 4 had at least one Early Childhood Checklist goal set. This is down slightly from 2014 (83-84%) (Figure 8).

8. Percent of scholars ages 0 to 4 with at least one Early Childhood Checklist goal set

<table>
<thead>
<tr>
<th>Year-End</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 year-end</td>
<td>66%</td>
</tr>
<tr>
<td>2014 mid-year</td>
<td>83%</td>
</tr>
<tr>
<td>2014 year-end</td>
<td>84%</td>
</tr>
<tr>
<td>2015 mid-year</td>
<td>76%</td>
</tr>
</tbody>
</table>

Note: 2014 year-end findings were compiled by NAZ’s Evaluation Director, Tracy Roloff, and Database Administrator, Karen Maida.
Prenatal services

(3.0.2) How many/what percent of known-to-be pregnant mothers reported attending regular prenatal visits?

As of June 2015, 22 women (3%) had NAZ Connect data showing that they were currently pregnant or had been pregnant within the last year, out of a total of 792 NAZ-enrolled women ages 12 to 55. Of these pregnant women:

- 95 percent said they visit a health professional regularly
- 91 percent had completed a prenatal assessment
- 91 percent of pregnant women said they had both visited a health professional regularly and had completed prenatal assessment

More information about how pregnancy is defined using NAZ Connect data can be found in the Appendix.
High-quality care and education

(5.1) High-quality care and education for infants and toddlers

(5.1.2) How many/what percent of 0 to 5 year olds are enrolled at 3 or 4 star-rated early childhood programs?

NAZ’s goals for early childhood enrollment vary depending upon the age of the child.

Scholars ages 0 to 2

NAZ’s goal is that all 0 to 2 year olds who are enrolled in an early childhood program should be enrolled in a high-quality program (i.e., the program received a 3- or 4-star Parent Aware rating). As of June 2015:

- The percentage of infants and toddlers enrolled in a high-quality early childhood program decreased between October 2014 and June 2015, from 81 percent to 56 percent (Figure 9).
- Note that, compared to previous reporting periods, there was a much smaller number of infants and toddlers enrolled in any program in June 2015 (N=9).

9. Percentage of 0-2 year olds enrolled in 3- or 4-star early childhood programs

<table>
<thead>
<tr>
<th>Age</th>
<th>Number in NAZ</th>
<th>Number in any program</th>
<th>Number in 3-4 star programs (% of those in any program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>53 20 14</td>
<td>3 1 0</td>
<td>2 (67%) 1 (100%) -</td>
</tr>
<tr>
<td>1</td>
<td>80 78 38</td>
<td>21 9 1</td>
<td>19 (90%) 6 (67%) 1 (100%)</td>
</tr>
<tr>
<td>2</td>
<td>71 83 61</td>
<td>26 33 8</td>
<td>20 (77%) 28 (85%) 4 (50%)</td>
</tr>
<tr>
<td>Total</td>
<td>204 181 113</td>
<td>50 43 9</td>
<td>41 (82%) 35 (81%) 5 (56%)</td>
</tr>
</tbody>
</table>

Note: Data for April 2014 and October 2014 were compiled by the University of Minnesota's CEED.

Scholars ages 3 to 5

NAZ aims to enroll all preschool-age children in high-quality early childhood education programs. (Therefore, percentages are calculated based on all NAZ scholars of that age.)

- There has been a slight decrease in the percentage of 3 to 5 year olds in NAZ who are enrolled in 3- or 4-star early childhood programs, from 52 percent in October 2014 to 47 percent in June 2015 (Figure 10).
4-year-olds saw the largest decline, from 61 percent enrolled in high-quality early learning programs in October 2014 to only 39 percent in June 2015. A possible reason for this drop was that these scholars were entering kindergarten, so those with scholarships would likely have moved out of programming.

10. Percentage of 3-5 year olds enrolled in 3- or 4-star early childhood programs

<table>
<thead>
<tr>
<th>Age</th>
<th>Number in NAZ</th>
<th>Number in any program</th>
<th>Number in 3-4 star programs (% of all scholars in age group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>85</td>
<td>83</td>
<td>94</td>
</tr>
<tr>
<td>4</td>
<td>88</td>
<td>101</td>
<td>74</td>
</tr>
<tr>
<td>5</td>
<td>68</td>
<td>14</td>
<td>79</td>
</tr>
<tr>
<td>Total</td>
<td>241</td>
<td>198</td>
<td>247</td>
</tr>
</tbody>
</table>

Note: Data for April 2014 and October 2014 were compiled by the University of Minnesota’s CEED. More information can be found in the Appendix.

(5.1.3) How many/what percent of NAZ 0-5 year olds are receiving financial supports for early childhood?

- The families of 94 scholars are currently receiving early childhood scholarships or participating in the Child Care Assistance Program (CCAP).
- Since 2013, 127 resources have been accessed by scholars currently ages 0 to 5.

11. Use of financial supports for early learning by NAZ scholars age 0-5

<table>
<thead>
<tr>
<th>Financial resource</th>
<th>Scholars with application in process</th>
<th>Scholars on waiting list</th>
<th>Scholars currently using this resource</th>
<th>Total scholars (currently age 0-5) who have used this resource since 2013*</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Early Learning Scholarships – Pathway I and II</td>
<td>1</td>
<td>21</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>Race to the Top Scholarships</td>
<td>-</td>
<td>-</td>
<td>49</td>
<td>58</td>
</tr>
<tr>
<td>Child Care Assistance Program (CCAP)</td>
<td>17</td>
<td>23</td>
<td>39</td>
<td>44</td>
</tr>
<tr>
<td>Other scholarships</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Total resources</td>
<td>18</td>
<td>44</td>
<td>94</td>
<td>127</td>
</tr>
</tbody>
</table>

* Refers to the total number of currently-enrolled scholars ages 0 to 5 who use or have used the resource. This table excludes older children who may have used the resource but have aged out of the group or have since discontinued NAZ enrollment. The total row refers to the total number of resources acquired, as scholars can access CCAP and scholarship resources simultaneously.
Kindergarten transition

(8.0.1) How many/what percent of families with children entering Kindergarten next school year are engaged in the Kindergarten selection and enrollment process with a Partner and/or NAZ staff member?

According to the University of Minnesota’s CEED, for the Fall 2014 kindergarten cohort:

- 22 percent of NAZ scholars had a NAZ staff member connect with their family to provide information on the upcoming transition.

- 18 percent of scholars attended the NAZ and MPS Transition to Kindergarten event in August 2014.

For the Fall 2015 kindergarten cohort:

- 23 percent of NAZ scholars had a NAZ staff member connect with their family to provide information on the upcoming transition.

- This year’s Transition to Kindergarten event will take place in August 2015.

(8.0.2) How did Kindergarteners perform on the Beginning of Kindergarten Assessment (BKA)?

- In 2014-15, a greater proportion of NAZ-enrolled scholars tested proficient on the BKA Literacy assessment (31% proficient) than all students enrolled in the anchor schools (26% proficient) (Figure 12).

- In the past, NAZ has reported proficiency on both early literacy and numeracy measures. However, the BKA numeracy assessment changed last year, and proficiency levels are no longer provided. Moving forward, NAZ will only be able to report on literacy proficiency for the BKA.

<table>
<thead>
<tr>
<th></th>
<th>NAZ-enrolled</th>
<th>Zone-wide</th>
<th>Anchor schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>64%</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>79%</td>
<td>58%</td>
<td>61%</td>
</tr>
<tr>
<td>2013-14</td>
<td>73%</td>
<td>59%</td>
<td>70%</td>
</tr>
<tr>
<td>2014-15</td>
<td></td>
<td></td>
<td>31%</td>
</tr>
</tbody>
</table>

Note: 2014-15 BKA results are preliminary and subject to change as more complete data become available.

*BKA proficiency is aligned with MCA proficiency in 3rd grade. Due to the test change from the MCA-II Reading to the MCA-III Reading, Fall 2015 BKA proficiency cannot be compared to previous years.

Wilder Research attempted to analyze the relationship between early childhood center enrollment and BKA performance, but found that the number of NAZ-enrolled kindergarteners who had not been enrolled in early childhood centers was insufficient for analysis.
Solution areas not addressed

A number of solution areas are omitted from this report due to lack of data or evaluation resources. A few notable indicators excluded from this analysis are:

**How many/what percent of 3 to 5 year olds are attending 3 or 4 star-rated early childhood programs at least 15 hours/week, 38 weeks/year?**

Scholars are meeting this goal if they attend a half-day early childhood program for about nine months of the year. NAZ felt that most scholars enrolled in any high-quality early childhood program are meeting this goal, so measuring it alone would not be useful.

**Uninterrupted care, challenges to enrolling in high-quality care, depression screenings and healthy births among pregnant mothers**

These measures have not yet been added to NAZ Connect. It may be useful to operationalize these, or establish a data sharing plan with partners.

**The number of high-quality early childhood education programs in the zone**

This measure was omitted this year. NAZ’s Community Survey is designed to track these kinds of system-level changes.
Appendix

General information

- Data were downloaded from NAZ Connect on June 15, 2015.
- All “current” ages are calculated as of the date of the data pull, June 15, 2015.
- Unless otherwise noted, this report only includes data for scholars enrolled in NAZ as of June 15, 2015.

ASQ and ASQ:SE

During Fall 2014, all scholars ages 0 to 5 were invited to take the ASQ and ASQ:SE. During Spring 2015, only scholars ages 0 to 3 participated in the ASQ and ASQ:SE assessments.

The ASQ and ASQ:SE have three possible score levels: at risk for developmental delay (red), at some risk for developmental delay (yellow), and on track developmentally (green). Scholars in the green are considered to be “on track” in this report, while scholars in the red and yellow are “not on track.”

IGDIs

During Fall 2014 and Spring 2015, scholars ages 4 and 5 were eligible for the IGDIs assessment. IGDIs have three possible score levels: red, yellow, and green. Scholars in the green are considered to be “on track” in this report, while scholars in the red and yellow are “not on track.”

The number of scholars assessed with the IGDIs and the percentage “on track” are shown in Figure A1 below.

<table>
<thead>
<tr>
<th>A1. IGDI performance, Fall 2014 and Spring 2015</th>
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<tr>
<td>Picture Naming</td>
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<td>Sound Identification</td>
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<td>Rhyming</td>
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<td>Oral Counting</td>
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<td>Quantity Comparison</td>
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<td>1-to-1 Corr. Counting</td>
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Note: Data for Fall 2014 were compiled by the University of Minnesota’s CEED.
Pregnancy

Verifying the status of pregnant women in NAZ Connect was challenging. To ensure a clean sample, we created our own definition of pregnancy. To be considered pregnant within the last year, a woman must either have:

- Had a due date indicating they were pregnant between 6/15/2014 and 6/15/2015, or
- Had a status of “yes, pregnant,” a missing due date, and a child under the age of one as of 6/15/2015 entered in NAZ Connect

The percentages for service receipt are out of the total number of pregnant women. Three women were missing data from at least one of the two categories. For this section, missing data were counted as “no.”

ACI Follow Up

There are five goals closely tied to the ASQ, ASQ:SE, and IGDI assessments. Of these, four have been implemented recently—those related to the ASQ, ASQ:SE, and IGDI numeracy assessment, as well as the broader goal about accessing early intervention services. As of the time of the data pull, relatively few Connectors had set these new goals with their families. NAZ is working on implementing these more broadly.

- Of the 19 NAZ scholars determined to be “at risk” on the ASQ, none had set a goal to “Increase learning to support scholar in reaching developmental milestones.”
- Of the 25 NAZ scholars determined to be “at risk” on the ASQ:SE, none had set a goal to “Increase learning to support scholar to build social-emotional skills and engage in positive behavior.”
- Of the 22 NAZ scholars determined to be “at risk” on the IGDI numeracy assessment, two scholars—9 percent—had set a goal to “Increase the time this child spends in early numeracy activities.”
- Of the 46 NAZ scholars determined to be “at risk” on the IGDI literacy assessment, 46 percent had set a goal to “Increase the time this child spends in early literacy activities.”
- Of the 77 scholars determined to be at risk on the IGDI, ASQ, or ASQ:SE assessments, one scholar had set a goal to “access early intervention services to address a concern revealed in an assessment.”