

# Understanding the Alaska Developmental Profile (ADP)

- What is the ADP?
- Example of past reports
- Why change how ADP results are reported?
- Future reporting
- Benefits of shift in reporting
- High-level 2016-2017 results

# What is the Alaska Developmental Profile?

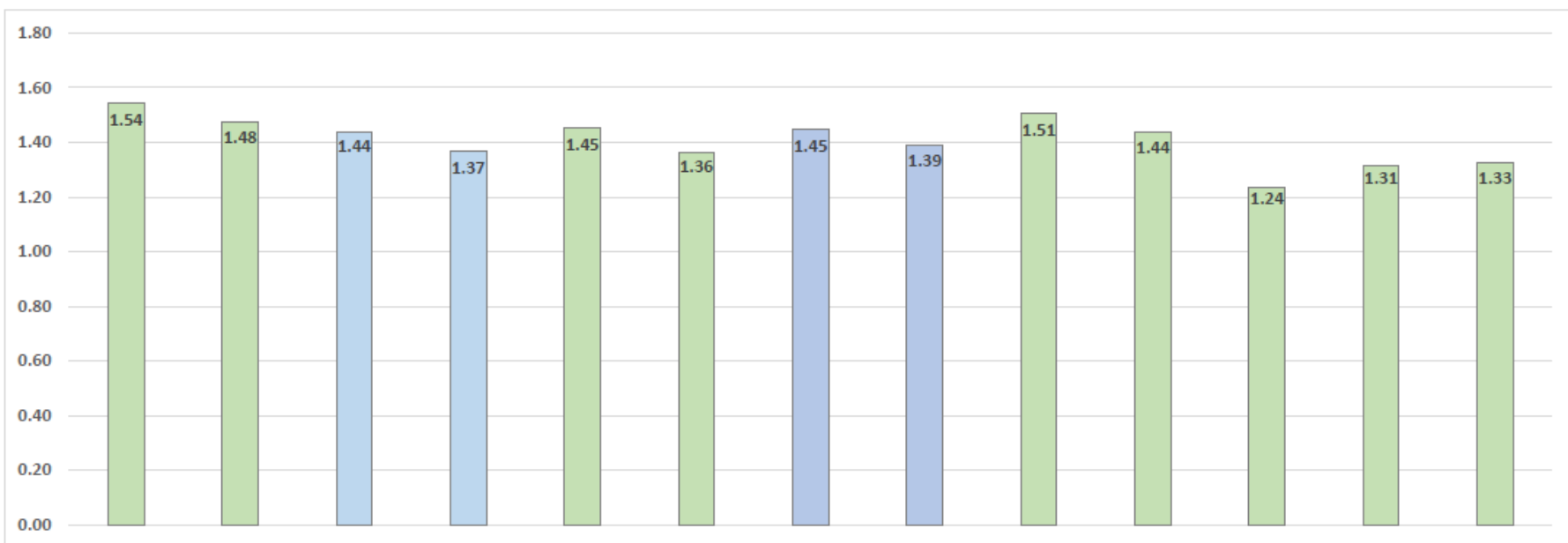
- An **observational tool** administered by teachers to all kindergarten students at the **beginning** of the school year
- First-grade students not assigned ratings in kindergarten also included (about 1 percent)
- Teachers encouraged to complete a profile for each student during the first four weeks of the school year
- Profiles must be entered by November 1

# What is the ADP?

- Teachers provide ratings for each student in 13 goals within five domains based on indicators
- Three possible ratings
  - 0 = Does Not Demonstrate
  - 1 = Progressing
  - 2 = Consistently Demonstrates
- A student "consistently demonstrates" a goal if they are generally able to demonstrate the indicative skills and behaviors of the goal 80 percent or more of the time

## 2015-2016 Alaska Developmental Profile Statewide Results

Physical Well-Being, Health, and Motor Development		Social and Emotional Development		Approaches to Learning		Cognition and General Knowledge		Communication, Language and Literacy				
Demonstrates strength and coordination of large motor muscles.	Demonstrates strength and coordination of small motor muscles.	Participates positively in group activities.	Regulates their feelings and impulses.	Shows curiosity and interest in learning new things and having new experiences.	Sustains attention to tasks and persists when facing challenges.	Demonstrates knowledge of numbers and counting.	Sorts, classifies, and organizes objects.	Uses receptive communication skills.	Uses expressive communication skills.	Demonstrates phonological awareness.	Demonstrates awareness of print concepts.	Demonstrates knowledge of letters and symbols (alphabet knowledge).



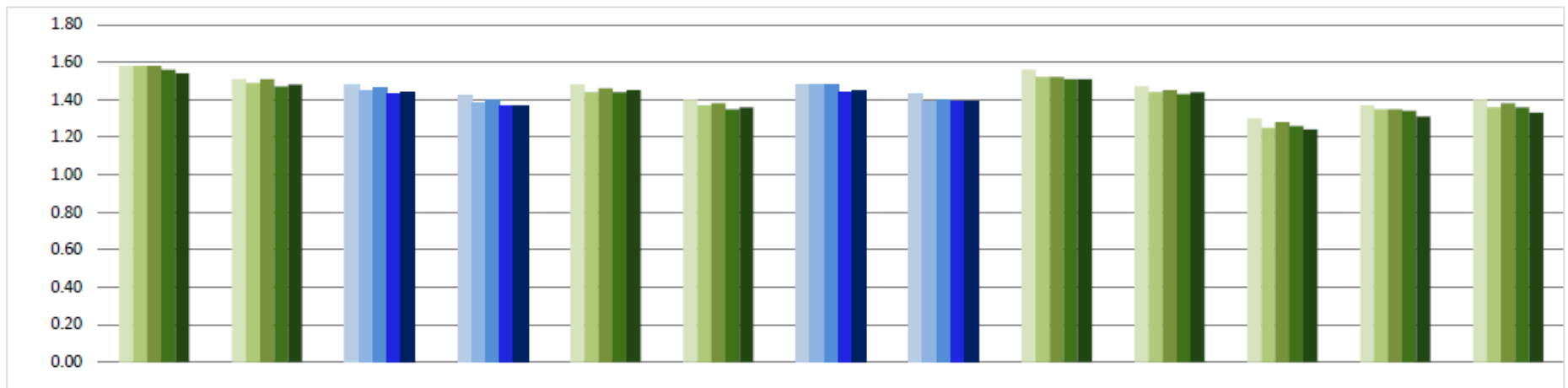
Rating	Category	Definition
0	Does Not Demonstrate	*Student does not demonstrate the indicated skills or behaviors (20% or less of the time). *Students should be given this rating if they are generally unable to successfully demonstrate these skills most of the time.
1	Progressing	*Student demonstrates the indicated skills or behaviors on an inconsistent basis. *Students should be given this rating if they demonstrate the indicated skills or behaviors on an inconsistent basis OR if they are unable to consistently demonstrate most of the indicated skills and behaviors (i.e., for students who demonstrate only some of the indicated skills or behaviors consistently).
2	Consistently Demonstrates	*Student demonstrates the indicated skills or behaviors on a consistent basis (80% or more of the time). *Students should be given this rating if they are generally able to demonstrate these skills most of the time. Students are not required to successfully demonstrate each skill and behavior all of the time to receive this rating.

# Alaska Developmental Profile 2015-2016 Suppressed

		Count of Students	Percent Who Attended Preschool	Physical Well-Being, Health and Motor Development		Social and Emotional Development		Approaches to Learning		Cognition and General Knowledge		Communication, Language and Literacy				
				Demonstrates strength and coordination of large motor muscles.	Demonstrates strength and coordination of small motor muscles.	Participates positively in group activities.	Regulates their feelings and impulses.	Shows curiosity and interest in learning new things and having new experiences.	Sustains attention to tasks and persists when facing challenges.	Demonstrates knowledge of numbers and counting.	Sorts, Classifies, and organizes objects.	Uses receptive communication skills.	Uses expressive communication skills.	Demonstrates phonological awareness.	Demonstrates awareness of print concepts.	Demonstrates knowledge of letters and symbols (alphabet knowledge).
<b>Statewide Averages</b>		<b>9,909</b>	63%	1.54	1.48	1.44	1.37	1.45	1.36	1.45	1.39	1.51	1.44	1.24	1.31	1.33
District ID	District Name															
3	Alaska Gateway	19	95%	1.42	1.42	1.32	1.32	1.21	1.26	1.26	1.32	1.26	1.26	1.16	1.21	1.32
4	Aleutian Region	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*
56	Aleutians East Borough	20	90%	*	*	1.65	1.55	1.55	1.50	1.40	1.60	1.60	1.65	1.20	1.20	1.20
5	Anchorage	3,756	59%	1.47	1.41	1.39	1.32	1.40	1.31	1.39	1.34	1.45	1.39	1.20	1.30	1.30
6	Annette Island	28	96%	1.71	1.71	1.64	1.57	1.57	1.57	1.36	1.29	1.57	1.50	1.14	1.21	1.25
7	Bering Strait	166	80%	1.81	1.63	1.51	1.41	1.52	1.44	1.38	1.34	1.58	1.42	1.05	1.26	1.17
8	Bristol Bay Borough	7	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	Chatham	14	86%	1.57	1.50	1.50	1.21	1.29	1.36	1.29	1.21	1.43	1.36	1.07	1.07	1.00
10	Chugach	33	70%	*	*	1.88	1.70	*	*	1.79	1.76	*	*	*	*	*
11	Copper River	28	18%	1.75	1.57	1.82	1.54	1.75	1.64	1.71	1.71	*	*	*	*	*
12	Cordova City	23	61%	1.78	1.83	1.78	1.70	1.87	1.65	1.78	1.74	1.87	1.74	1.30	1.35	1.39
13	Craig City	33	70%	1.58	1.61	1.61	1.39	*	*	1.85	1.82	1.85	1.79	1.45	1.42	1.55

## Statewide Developmental Profile: 2011-2012 through 2015-2016

	Physical Well-Being, Health, and Motor Development		Social and Emotional Development		Approaches to Learning		Cognition and General Knowledge		Communication, Language and Literacy				
	Demonstrates strength and coordination of large motor muscles.	Demonstrates strength and coordination of small motor muscles.	Participates positively in group activities.	Regulates their feelings and impulses.	Shows curiosity and interest in learning new things and having new experiences.	Sustains attention to tasks and persists when facing challenges.	Demonstrates knowledge of numbers and counting.	Sorts, classifies, and organizes objects.	Uses receptive communication skills.	Uses expressive communication skills.	Demonstrates phonological awareness.	Demonstrates awareness of print concepts.	Demonstrates knowledge of letters and symbols (alphabet knowledge).
2011-2012	1.58	1.51	1.48	1.42	1.48	1.40	1.48	1.43	1.56	1.47	1.30	1.37	1.40
2012-2013	1.58	1.49	1.45	1.38	1.44	1.37	1.48	1.39	1.52	1.44	1.25	1.35	1.36
2013-2014	1.58	1.51	1.46	1.40	1.46	1.38	1.48	1.40	1.52	1.45	1.28	1.35	1.38
2014-2015	1.56	1.47	1.43	1.37	1.44	1.35	1.44	1.39	1.51	1.43	1.26	1.34	1.36
2015-2016	1.54	1.48	1.44	1.37	1.45	1.36	1.45	1.39	1.51	1.44	1.24	1.31	1.33



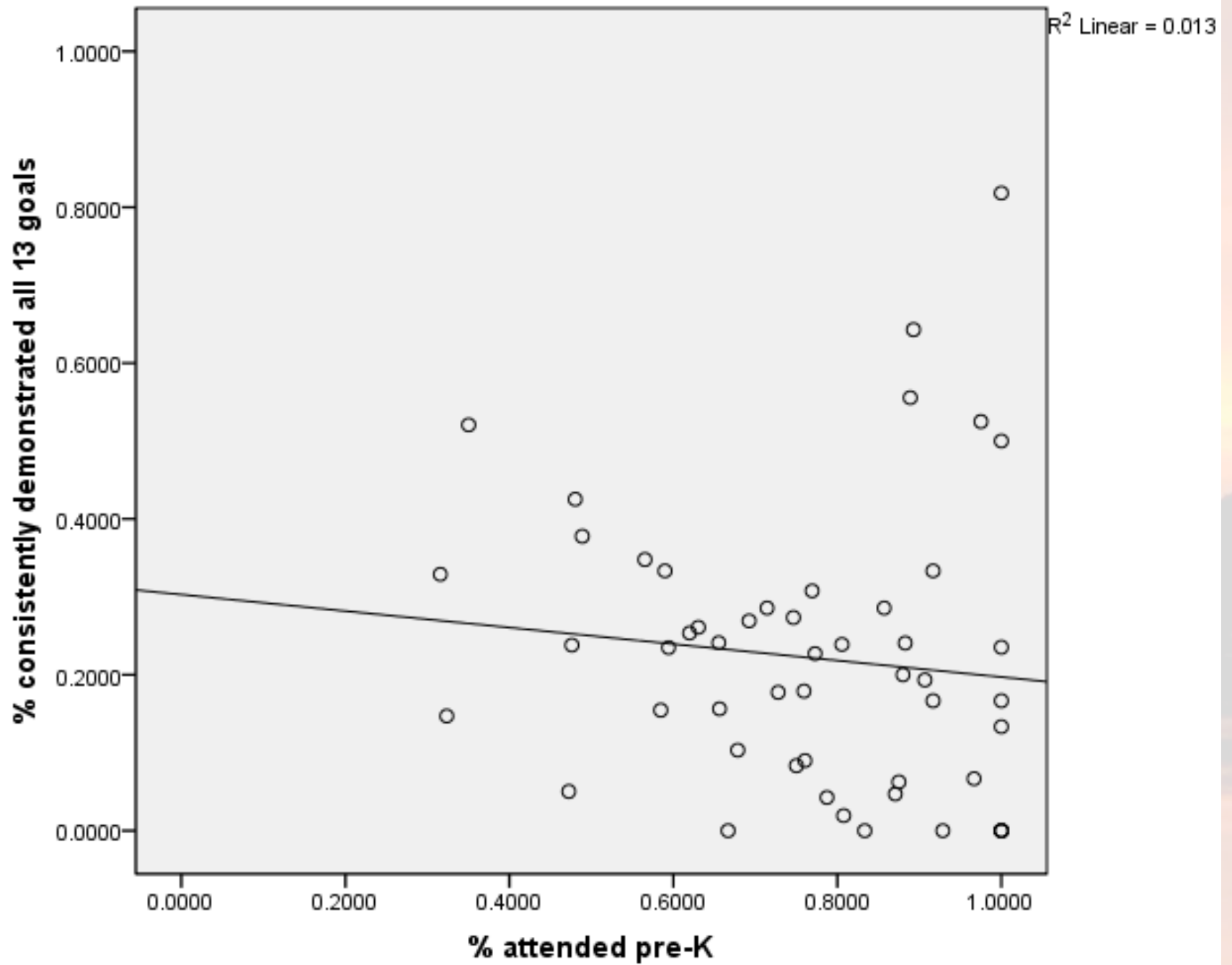
# Why change how ADP results are reported?

- Stakeholders should find the data actionable
- How does one interpret an average rating?
- Stagnant averages over time
- Difficult suppression rules
- An average rating can be the result of multiple possibilities – for example...
  - School with 20 kindergarten students
  - Average rating in Goal 1 of 1.00
  - All 20 students could have received a 1, or...
  - 10 students received a 0 and 10 students received a 2

# Future reporting

- Instead of average ratings by goal, report the percentage of students receiving a 2 for each goal
- Two new columns
  - Percentage of students who consistently demonstrated all 13 goals
  - Percentage of students who consistently demonstrated at least 11 of the 13 goals
- Numbering of domains and goals for clarity
- Remove the percentage of students who attended preschool



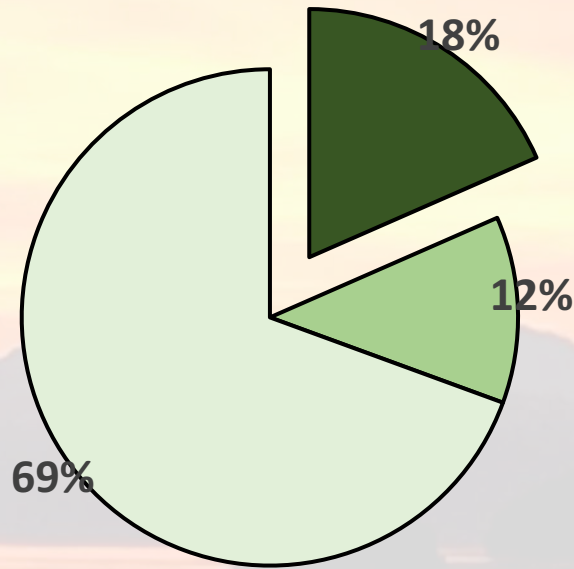




# Benefits of shift in reporting

- Stronger representation of kindergarten readiness
- Remove unnecessary data elements, and add ones that are beneficial
- Ease of interpretation
- Clarity for stakeholders
- Easier suppression (two-way assessment suppression rules)
  - Full suppression vs. percentage ranges (e.g.  $\leq 40\%$ ,  $\geq 90\%$ , etc.)

# Statewide 2016-2017 results



- Students Demonstrating Kindergarten Readiness on all 13 Goals
- Students Demonstrating Kindergarten Readiness on 11 or 12 Goals
- Students Demonstrating Kindergarten Readiness on 10 or Fewer Goals