

**2009-2010 Get It, Got It, Go! Test Administration and Reporting**  
**Office of Early Learning & School Readiness**  
**Ohio Department of Education**

**Introduction**

The following document clarifies Get It, Got It, Go! (GGG) assessment timelines and reporting requirements for state funded early learning programs including: Early Childhood Education entitlement (ECE, formerly public preschool) and Preschool Special Education (PSE).

All children participating in Early Childhood Education (ECE, formerly public preschool) are required to participate in the GGG assessment.

All preschool children with disabilities are required to participate in the GGG assessment to be in compliance with federal reporting requirements. This includes preschool children with disabilities receiving centerbased, itinerant teacher and/or related services. All nondisabled preschool children enrolled in a preschool special education classroom are required to be assessed. For reporting the scores of nondisabled peers see “Reporting of GGG Scores” section below. The GGG assessment is administered to children enrolled in preschool and not kindergarten.

**Timelines for Get It, Got It, Go! (GGG) Test Administration and Reporting**

Table 1 displays the Ohio Department of Education (ODE) specified dates for which teachers are required to administer the GGG assessment during the fall and spring periods, as well as, the due dates for reporting scores collected during those testing windows. *Please keep in mind that teachers may assess children more than twice per year with the GGG to determine student progress during other points throughout the year.* However, ODE requires that the Early Childhood Education entitlement (formerly public preschool) and Preschool Special Education programs assess and report the scores for all children that are present during these testing windows by the due date stated in Table 1. It is the responsibility of the fiscal agent or school district to ensure that all children are being reported and that the assessment is administered in the appropriate timeframes.

**Table 1. Get It, Got It, Go! Test Administration Window and Score Reporting Due Dates**

<b>Period of Assessment</b>	<b>GGG Test Administration</b>	<b>GGG Score Reporting Due Dates</b>
<b>Fall</b>	Beginning of school year through November 14	Follow EMIS Processing Schedule*
<b>Spring</b>	March 23 through May 1	Follow EMIS Processing Schedule*

Note: Programs should provide GGG scores to their EMIS coordinators as soon as possible after testing.

**Reporting of GGG Scores**

**Children Not Attending Program the Entire School Year**

All children that are enrolled in a program during the testing windows in Table 1 must be assessed and the resulting scores reported. Even if the child leaves the program during the year and therefore will not have both a pre and post score, ODE requires that the child be assessed and scores reported for the window in which the child was enrolled.

**Preschool Children with Disabilities**

All preschool children with disabilities are to be assessed and their scores reported. The type and amount of service does not eliminate this required assessment. Reporting entity when the child is being served by an entity other than the district of residence:

- a) If served through a cooperative agreement with a County Board of Developmental Disabilities (DD), the district of residence reports the data.
- b) If served through a cooperative agreement with an Education Service Center (ESC), the entity with the teacher of record reports (district or ESC).
- c) If multiple EMIS reporting entities are providing services to the same student refer to page 125 in Chapter 2 of the FY10 EMIS manual for instructions.

### **Nondisabled Peers Enrolled in Preschool Special Education**

Any nondisabled peer enrolled in a preschool special education centerbased program is required to be assessed. All scores are also to be reported with the exception of:

- a) nondisabled peers enrolled in a DD classroom and
- b) nondisabled peers served through an ESC program and not supported with state funds.

Nondisabled peers supported by ECE entitlement grant funds and served in a preschool special education classroom must participate in the GGG assessment and scores are reported.

### **Confirming the Accuracy of the Number of Students' GGG Scores Submitted to ODE**

Programs must utilize several systems for checking the accuracy of student GGG data. One method ODE will utilize to determine the accuracy of the total number of GGG scores submitted by programs is to compare the total number of scores submitted to the number of program children reported in EMIS. Programs should ensure that the number of children assessed matches the number of children for which the program is funding. ODE implements this accuracy procedure across all programs at the state level. The percentage of reported scores is monitored in EMIS and reporting entities may face financial penalty when data submission does not meet the established goals.

### **Maintaining Score Records**

Programs must implement a system for gathering all teachers' or subcontractors' (if applicable) scores. Programs are expected to document this score information each semester, as well as maintain electronic or hard copy score records in case ODE has questions about the entered data. All programs, including ECE and PSE, are encouraged to track student data on a teacher recording data sheet that is available for download on the Office of Early Learning & School Readiness or ODE EMIS websites. The teacher recording data sheet can be used as a communication tool with the person responsible for data entry (e.g., the EMIS Coordinator). In addition, any school district program working with an MR/DD should use the teacher recording data sheet to obtain the scores from the MR/DD as the district is responsible for reporting in EMIS.

### **Using GGG Data**

Program staff can and should review GGG scores throughout the year to determine the trajectory of student learning. At the end of the year, staff should discuss any progress made, identify instructional strategies, and evaluate the effectiveness of instructional strategies used. Professional development needs may also be identified through the analysis of students' scores for any classroom, building or program.

### **Questions?**

Preschool Special Education (PSE): please contact Ellen Gow, 614-728-9435, ODE Consultant.

Early Childhood Education (ECE): please contact Jackie Marable, ODE Consultant, 614-644-0627

Other Technical Questions: please contact [ELSR@ode.state.oh.us](mailto:ELSR@ode.state.oh.us)