



School Leaders: Leveraging EYE-TA Data to Support Student Success

The Early Years Evaluation – Teacher Assessment (EYE-TA) provides a valuable snapshot of kindergarten students' development. This data supports deeper conversations with teachers, informs planning, helps identify areas of strength and need, and can be used to monitor progress over time.

This guide outlines strategies for school leaders to engage with teachers, analyze data, and foster collaboration to enhance student success.

Before and During EYE-TA Data Collection

Connect with Teachers Early

Initiate conversations about their assessment plans.

Ask:

- What support do you need to complete the EYE-TA effectively?
- Are there barriers to collecting accurate data?

Explore Creative Support Models

Consider flexible approaches that have worked in other schools, such as:

- Substitute teacher coverage to free up time for data entry.
- Team-teaching or class-sharing models that allow focused time for assessment.
- Scheduled blocks for collaborative planning or peer support.




Build Relationships

Whenever possible, take advantage of in-class moments to engage directly with students and educators—such as by reading a story aloud and leading a related activity. These small interactions can help transform data into meaningful relationships.

After EYE-TA Data Collection

Analyzing the Data

After fall data is submitted, school leaders should review the available EYE-TA reports to inform strategic planning and reflective practice. **Use the school-level report** (if applicable) to identify:

-  **Bright Spots:** Where are students showing strong results (green)?
-  **Emerging Areas:** Where might students need targeted support (yellow)?
-  **Areas for Growth:** Where are the greatest challenges or opportunities for improvement (red)?

Next, compare **class-level reports** to the school-wide trends:

- Are certain classrooms demonstrating more strength in specific domains?
- Are there classrooms showing greater need?
- What practices might be shared or replicated across classrooms?
- Where might additional support or resources be required?

Facilitating Data Conversations with Teachers

Schedule meetings with individual teachers to review class-specific EYE-TA results, and, when appropriate, facilitate collaborative discussions with the kindergarten team to identify trends and determine next steps together.

Suggested Format for Individual Meetings:

- Allocate 20–30 minutes per class.
- Create space for teachers to walk through their student data and share observations.
- Engage in discussion around enrichment opportunities and identify students who may require additional support.

Example Teacher Dialogue:

“Student A has all green scores and is thriving. We’ll continue to enrich their learning through inquiry-based tasks.”

“Student B struggled with gross motor tasks, particularly skipping. We’ll add this skill to our daily movement routines.”

“Student C showed red domain results in multiple areas, particularly expressive language. I plan to follow up with the family and consult with our SLP.”



Action for School Leaders:

Take notes during these conversations to track next steps and document decisions, such as parent contact, referrals, or differentiated support planning.

Action Planning and Instructional Next Steps

After reviewing EYE-TA data, school leaders can guide and support the following collaborative actions:

- **Reflect on Instructional Adaptations**
Work with educators to identify how classroom instruction will be adjusted to meet diverse student needs.
- **Plan for Differentiation Within a Play-Based Framework**
Discuss strategies for embedding differentiated learning opportunities into play-based environments.
- **Identify Students for Targeted Support or Enrichment**
Determine which students may benefit from additional intervention or extended learning experiences.
- **Evaluate Resource Needs**
Consider the following questions to assess support capacity:
 - *Can existing human resources be reallocated to support instructional goals?*
 - *Are additional supports or funding available to enhance student learning?*

Ongoing Monitoring and Collaboration

Throughout the year, continue referencing EYE-TA data to inform practice:

- **During Walk-throughs**, observe:
 - How are individual student needs being supported?
 - Is learning differentiated in meaningful, developmentally appropriate ways?
 - What growth is evident in the students?
- **During Collaborative Planning**, consider:
 - Are fine motor or oral language goals integrated into daily routines?
 - How are external supports (SLP, OT, PT, families) influencing planning?
 - How can teachers share successful strategies and activities?

Keep EYE-TA data alive by revisiting it often. It's not just a one-time assessment, but a foundation for responsive, intentional, and collaborative instruction.

Provide Early and Ongoing Support

Ensure timely guidance and assistance throughout the assessment collection process.

Use Data to Drive Supportive Conversations

Facilitate targeted discussions that help educators reflect and respond to student needs.

Establish Structures for Collaborative Problem-Solving

Create opportunities for teams to work together in identifying challenges and developing solutions.

Leverage Internal and External Resources

Maximize available supports, both within the school and through external partnerships.

Position Data as a Tool for Equity and Insight

Promote the use of data to inform equitable practices and guide instructional planning.

EYE-TA Data Review and Planning

