# Aiming for Success:

- School Readiness &
- Early Learning in Kansas

The debate is no longer whether children should be exposed to early education opportunities, but rather how best to leverage these resources in ways that contribute positively both to children's development and to society.

P. 6 Pianta, Cox, and Snow (2007)
School Readiness and the Transition to Kindergarten in the Era of Accountability

# KSDE Early Learning: Programs and Projects

- Programs for children and their families--birth to kindergarten age

- Projects that provide state level data and information on school readiness and early learning

- Projects that focus on promoting children's learning through enhancing the skill and knowledge of teachers and families

- Cross-agency work providing a unified and collective voice for early childhood

# KSDE Early Learning and Parent Education: Programs that support children and families

- Parents as Teachers—Parent Education program: Birth through Age 3
- Four Year Old At-Risk Program—a school-based, Pre-kindergarten program
- Part B, Section 619 Preschool—School-based, ages 3 through 5
- Kansas Pre-K Program—a community-based Pre-Kindergarten Program

# Other--State Early Childhood Programs

- Head Start—low income families with children 3-5

- Early Head--low income families with children birth to 3

- Child Care –licensing, subsidies

- Part C, IDEA (Early Intervention) -- Home visiting program, birth to 3

- Healthy Families:  at-risk families, home visiting program, birth to 3

# Early Learning—Supporting School Readiness

- School Readiness Framework
  - School Readiness Data Indicators and Data Elements
- Longitudinal Data System—Early Childhood
  - Foundations for School Success
  - Early Childhood—Success in School
- Early Learning Guidelines and Standards
- Support for early learning programs through MTSS
- Kansas State Agencies Early Childhood Leadership Team

# School Readiness

An update

# School Readiness: a Short History Lesson

- **2003**: A Vision for School Readiness—developed by a group of diverse early childhood stakeholders

- **2005**: The Kansas Early Learning Inventory (KELI) --data on the skills and knowledge of entering kindergartners

- **2010**: School Readiness Data Initiative—Priority Policy Questions

- **2011**: School Readiness Data Task Force—Revised School Readiness Framework & developed research-based Indicators and Data Elements

# KSDE and School Readiness

- KSDE has a major commitment to early childhood and has supported the school readiness work for many years
    - Began collecting School Readiness data in 2003
    - Convened the School Readiness Data Stakeholder meeting in July 2010
    - Co-Convened the School Readiness Data Task Force

School Readiness is an important component to KSDE's work:

Multi-Tiered System of Supports

Accreditation process--School Improvement
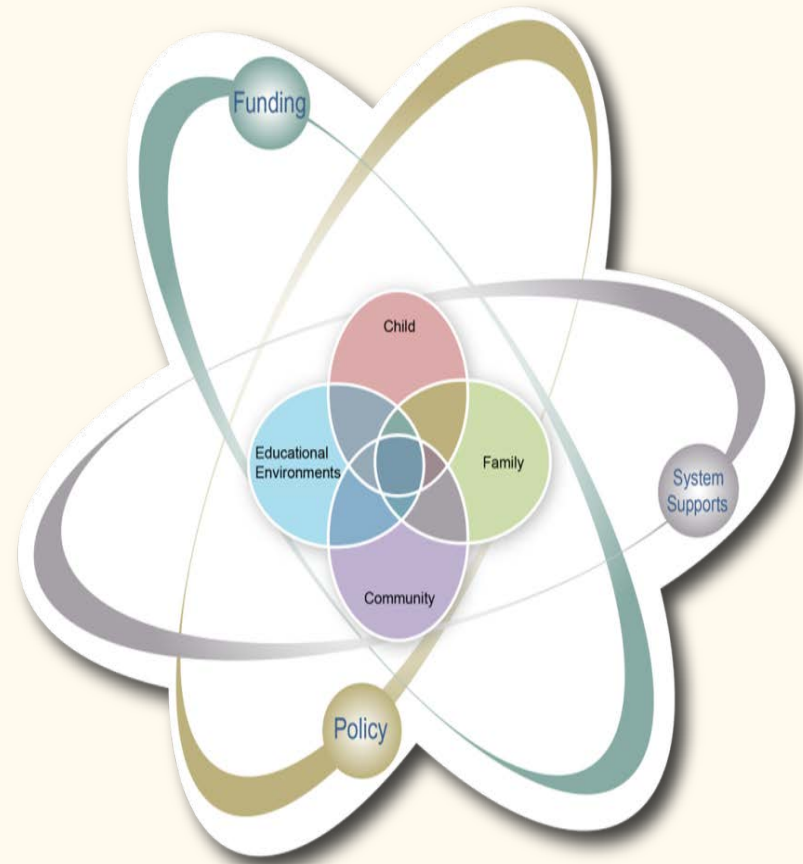
Longitudinal Data System

# Vision for School Readiness: OLD → NEW

2003

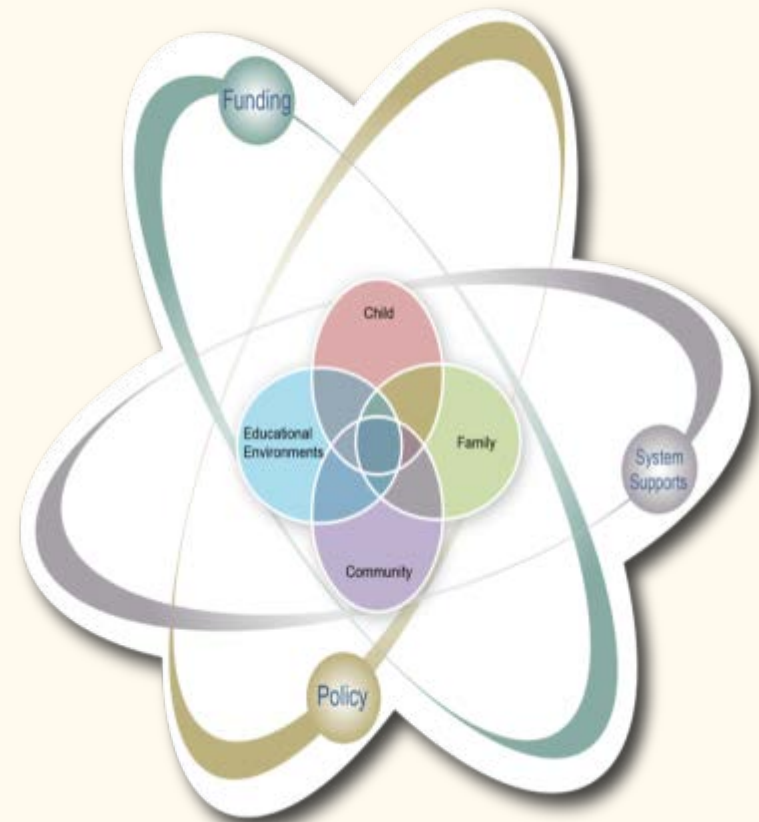# KANSAS SCHOOL READINESS FRAMEWORK 2012

- A shared reference point that can promote school readiness by promoting aligned programs, services, regulations, policies and practices.

# What will the Framework help Kansas do?

1. Promote purposeful and focused planning to achieve the Vision of School Readiness
2. Create a shared framework for data-based decisions across agencies, organizations and programs
3. Create a data collection process that facilitates inclusion of school readiness data in the LDS
4. Have an accountability process based upon data showing movement toward the Vision

# Implications for Schools

- <u>Work with your community partners</u> to promote School readiness

- <u>Engage your families</u> before they enter Kindergarten to better support strong transitions

- <u>Develop a plan to share data</u> across agencies and organizations to better improve child outcomes

<u>A Guiding Principle for Schools and School Readiness:</u>

Schools are ready to support the success of each child, recognizing their wide range of cultural and linguistic backgrounds, learning experiences, and difference in abilities.
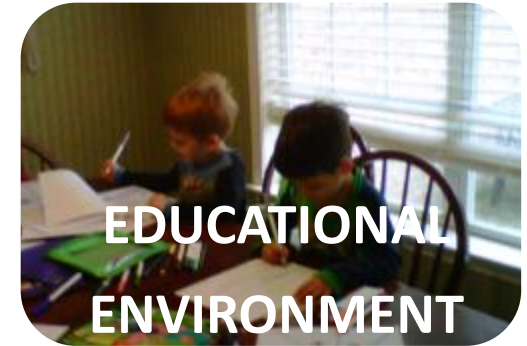
# SCHOOL READINESS:  What is it???

- School Readiness occurs within the broad context of community, educational environment, family, and the individual child. These four components function as interdependent systems of support that have multi-directional influences. An effective foundation for school readiness involves policy, funding and systems for children that support their ability to thrive and their success in learning environments throughout their lifespan

The School Readiness indicators for each Component may be used for assessing the status of school readiness in Kansas.


COMMUNITY


EDUCATIONAL ENVIRONMENT


FAMILY


CHILD

**Data Elements for each Indicator**

School Readiness Data Elements will be Incorporated into the State Longitudinal Data System and link with K-12/20W system

Identifying quantifiable and measureable Data Elements that can be used by the State's Early Childhood data system to assess the status of family, educational environment, community, and child readiness.

# DATA

Early Learning Data Collections--

# State Longitudinal Data System

- Early Childhood – Success in School –Four Year old At-Risk (2011-12)

- Foundations for School Success—Parents as Teachers (2012-13)

- Map School Readiness data for eventual inclusion into the SLDS

# Kansas Individual Data on Students

- Early Childhood programs require state student identifiers.
  - 4 year old at risk – since 2005-06
  - EC Sped (Sec 619, Part B) – since 2005-06
  - Outcomes: Part C (Infant/Toddler) – since 2006-07
  - Parents as Teachers – since 2009-10
  - Head Start, Community Preschool – 2009-10
- Starting in 2011-12 all EC Program participants are included in end-of-year data collection
  - days in membership
  - days in attendance
  - participation in other programs (i.e., SES, Migrant, Homeless)

# Foundations for School Success

- <u>Collects data</u> via a  web-based application for Parents as Teachers children, families and educators.

- Reflects the initial phase for data collection intended to <u>connect early learning with the K-12 and beyond</u> Longitudinal Data System in Kansas.

- <u>Aligns with the Kansas School Readiness Framework</u> that defines School Readiness as occurring within the broad context of community, educational environment, family, and the individual child

# Early Childhood Success In School

- <u>Collects data</u> via a web-based application for Four year old At-Risk classrooms– the children, families and educators.

- Provides the opportunity for data collection intended to <u>connect early learning with K-12 and beyond</u> in the Longitudinal Data System

- <u>Provides data</u> that can drive state-level professional development and information to support core instruction and improve child outcomes

- <u>Aligns with the Kansas School Readiness Framework</u> that defines School Readiness as occurring within the broad context of community, educational environment, family, and the individual child

# Update

Kansas Early Learning Standards

# Think back to: 2006

- <span style="color:red">2006</span>: The first version of the Kansas Early Learning Document was completed by a diverse group of Kansas EC Experts. The Document included:

  - Early Learning Guidelines

  - Early Learning Standards

- Sections to be developed included:

  - How to use the Early Learning Guidelines

  - How to use the Early Learning Standards

# Jump ahead to: 2009

- **2009**:  The Kansas Early Learning document was revised to include

    - information on using the Early Learning Standards to develop standards-based IEP's

    - A section on using the Early Learning Guidelines with a focus on learning through play and developmentally appropriate practices

    - updated resources and expanded 'Early Learning Connections'

# Now we are in 2012



# Revising the Kansas Early Learning Document

# All three Revisions--

- Aligned with the K-12 Standards.

- Provide the foundation for later learning.

- Build upon the continuum of learning: Birth to age 5

- Are aligned with Kindergarten – Grade 3 and beyond.

2006  2009  2012

# Rationale for 2012 revision

- Time for a third Revision—every 3-4 years
  - Knowledge base of child learning and development increases every year
- Kansas State Board of Education voted to adopt the Kansas Common Core Standards for K-12: October, 2011
- **While there is no Common Core initiative for Early Learning Standards —there is a need to coordinate and align early learning with Kindergarten (and beyond) standards.**
- Head Start revised their Child Development and Learning Outcomes Framework: 2011

# Early Learning and K-12 Standards:

- The Early Learning Standards will be aligned with all relevant content areas of K-12 standards, including the two Kansas Common Core Standard areas
    - English Language Arts
    - Mathematics
- Changes in the format show alignment with the Kansas Common Core Standards and the Kansas K-12 standards
- The Early Learning Standards will continue to be age and developmentally appropriate

# The Current Look: Kansas Early Learning Standards

Developmental/Content Area: Physical Health and Development

**PHD Standard 1: Develops Gross Motor Skills**

**PHD Benchmark 1.1: Moves body with control and balance (spatial awareness and coordination)**

Developmental Continuum Indicators

| | |
|---|---|
| YI 1: | Rolls from stomach to back |
| YI 2: | Supports self on hands with arms extended and head at 90 degrees |
| YI 3: | Sits steadily unsupported |
| YI 4: | Rocks forward and backward while on hands and knees |

| | |
|---|---|
| MI 1: | Creeps up/down stairs |
| MI 2: | Pulls self to standing position |
| MI 3: | Takes independent steps |

| | |
|---|---|
| T 1: | Squats in play |
| T 2: | Runs swiftly |

| | |
|---|---|
| Pre3 1: | Balances on one foot |
| Pre3 2: | Hops on one foot |

| | |
|---|---|
| Pre4 1: | Runs around obstacles, turns corners |

YI = Young Infant (by 8 months) ■ MI = Mobile Infant (by 18 months) ■ T = Toddler (by 36 months) ■ Pre3 = young preschooler (third year) ■ Pre4 = older preschooler (fourth year)

**Standard**: A general statement within a developmental content area, that represents the information, skills, or both that a child should know or be able to do.

Developmental/Content Area: Social-Emotional Development

SE Standard 1: Exhibits sense of self

SE Benchmark 1.1: can differentiate between themselves and others

Developmental Continuum Indicators

YI 1: Smiles and shows pleasure when talked to

MI 1: Uses words that express belonging ("mine, me")

T 1: Uses some personal pronouns when referring to others such as 'you', 'he', and 'she'

T 2: Expresses wants and needs, likes, & dislikes

Pre3 1: Describes personal attributes (e.g. name, boy, girl, taller, shorter, what they look like, what they possess)

Pre4 1: Takes pride in personal accomplishments

YI = Young Infant (by 8 months) ■ MI = Mobile Infant (by 18 months) ■ T = Toddler (by 36 months) ■ Pre3 = young preschooler (third year) ■ Pre4 = older preschooler (fourth year)
★ = no age indicator

**Benchmark**: A subcomponent of a standard and therefore a more specific statement of what the child should know and be able to do. Benchmarks are used to measure a child's progress toward meeting the standard. There can be many benchmarks under a standard.

**Indicator**: Example behaviors of knowledge or skills children might demonstrate at different levels of development in order to meet the benchmark. (See Section II, Pg II-15 for listing of age levels)

# The Current Look: K-12 Common Core Standards

Reading Standards for Literature K–5

**Strand**

**Grade Level**

RL

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Key Ideas and Details** | | |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. | 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| **Craft and Structure** | | |
| 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| 6. Distinguish their own point of view from that of the narrator or those of the characters. | 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | 6. Describe how a narrator's or speaker's point of view influences how events are described. |

**Boxed Sub Heading**

**Standard**

# Communication and Literacy Standards Young Infant to Toddler

| Young Infant (up to 8months) | Mobile Infant (up to 18 months) | Toddler (up to 36 months) |
|---|---|---|
| **Literature** | | |
| **Key Ideas and Details** | | |
| 1, 2, 3. Sits on adult's lap while being read to and gazes at pictures in books and pats individual pictures. (CL 3.1 Y1 1, Y1 2) | 1, 2, 3. Responds to a verbal prompt by pointing to requested picture (e.g. "Oh look there is a cow, can you show me the cow?") | 1.With prompting and support, ask and answer simple questions about text story content using pictures<br><br>2, 3. Retells some events from a familiar story with close adult prompting (e.g., T: "What happened to baby bear's chair?" C: "It broke") |
| **Craft and Structure** | | |
| 2. Show interest in books, pictures, songs and rhyming. (e.g. cuddles and looks at caregiver's face while being read to, follow's caregivers gaze to look at a picture in a book, babbles while being read to.) | 2. Actively participates in book reading, story telling and singing. (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to picture of a dog and makes a barking noise) | 3. Shows an appreciation for reading books, telling stories and singing. (e.g., initiates reading a book, telling a story or singing a song, listens as caregiver reads a short story)<br><br>4. Understands that books have both illustrations and print. |

| Pre 3 | Pre 4 | Kindergarten |
|---|---|---|
| **Literature** | | |
| **Key Ideas and Details** | | |
| 1. With prompting and support, ask and answers simple questions about the text story content<br><br>2. (2,3)Retells or acts out main events of familiar stories using pictures or props as supports. (CL 3.5 Pre 3 1 3 2) | 1. With prompting and support, ask and answer questions about key details in a text.<br><br>2. With Prompting and support, retell familiar stories, including key details.<br><br>3. With prompting and support, identify characters, settings and major events in a story.(CL 3.5 Pre 4 1) | RL.K.1 – With prompting and support, ask and answer questions about key details in a text.<br><br>RL.K.2 – With prompting and support, retell familiar stories, including key details.<br><br>RL.K.3 – With prompting and support, identify characters, settings and major events in a story. |
| **Craft and Structure** | | |
| 3. 4. Asks and answer questions about pictures in a book. (CL 3.1 T1)<br><br>4. 5. Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).<br><br>5. 6. Understand that books have both illustrations and print. | 4.Ask and answer questions about unknown words in a text.<br><br>5. Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).<br><br>6. With prompting and support, can describe the role of an author and illustrator. (CL3.4 Pre 4 2) | RL.K.4 – Ask and answer questions about unknown words in a text.<br><br>RL.K.5 – Recognize common types of texts (e.g., storybooks, poems).<br><br>RL.K.6 – With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |

Social Studies Standards Pre 3- Kindergarten

| Pre 3 | Pre 4 | Kindergarten |
|---|---|---|
| **Government** | | |
| Name family members by relationships (e.g. dad, sister, cousin) | Identifies leaders at home and school (e.g., parents, guardians, teachers, principal). | Identifies leaders at home and school (e.g., parents, guardians, teachers, principal). |
| **Economics** | | |
| Trades or exchanges materials or objects with others adult support (SS 1.1 Pre 3 1)<br><br>Discriminates between "yours" and "mine" (SS 1.1 Pre 3 2) | Recognize that people have wants and must make choices because resources and materials are limited ( e.g offers to take turns with scissors when only one pair is available)<br>*Is there an earlier skill for #2 (check other state documents) → → →*<br>Demonstrates an understanding that money can be exchanged for goods and services ( SS 1.1 Pre 4 1) | 1. Understands that a person cannot have everything he/she *wants,* so a choice has to be made (e.g., play video games or watch television; play on swings or play soccer).<br><br>2. Explains what he/she gives up when a choice is made.<br><br>3. Understands the use of money to purchase *goods* and *services.*<br><br>4. Discusses the *benefits* of saving money.<br><br>5. Gives examples of types of jobs that he/she does within the family. |

# Work to date on Revision of Kansas Early Learning Standards

- Small working group co-chaired by Head Start Collaboration Office director & KSDE Early Childhood Coordinator

- Small working group developed first draft

  - First focus: English Language Arts & Math

- Larger, selected group of experts reviewed, revised, and developed a second draft (Sept. 2012)

- The original group will review, revise and complete a third draft by the end of December

# NEXT STEPS

- Finalize the Standards

- Share with the Field

- Review, revise, and update as needed the rest of the Kansas Early Learning Document

- FOCUS:  SHARED VISION for Learning

- Fly Straight and LEVEL to achieve our goal!

# Potential Sections of the Document

- Alignment of the Early Learning Standards with other relevant documents

- Using the Standards with Children

- Using the Standards in Practice

- Using Early Learning Standards with Dual Language Learners

- Assessment and the Early Learning Standards

- Linking Early Learning Standards and IFSP/IEP

- Working with Families

**FOR QUESTIONS:**

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# Early Learning Supports

TASN-KITS

MTSS in early childhood

# Early Learning Supports through KSDE:

- TASN-KITS:  The TASN Kansas In-Services Training System provides direct TA and professional development to support high quality early learning.

- MTSS: Early childhood programs implement quality instruction, data-driven decision-making, and tiered supports to improve and enhance child learning and promote school success.

# Early Learning & School Success

# Kindergarten Readiness

Children who enter Kindergarten with higher skills demonstrate higher scores on third and fourth grade reading assessments. These children:

- Have parents who reported reading to their children on a daily basis in the years before Kindergarten.

- Have parents who talk to them about their daily activities.

- Attended an all-day Kindergarten with a teacher who used a high number of best teaching practices on a daily basis.

# Kindergarten Success

- Early experiences impact later success

- The first five years of life provide a foundation—whether strong or not—for later learning

- Through the Kansas School Readiness Project, KSDE has collected data on more than 5,000 Kindergarten children.

- These children have been followed into 3rd and 4th grades.

- RESULTS:  overall, it is clear that early learning programs that use best teaching practices promote growth in:

  literacy

  numeracy

  social skills

# 2005-07 Kindergarten Classroom Results

- Kindergarten teachers teach skills and knowledge!

- All children improve over the year, but the gap between those who come in with lower skills and those with higher levels of skills, while narrowing, does not disappear.
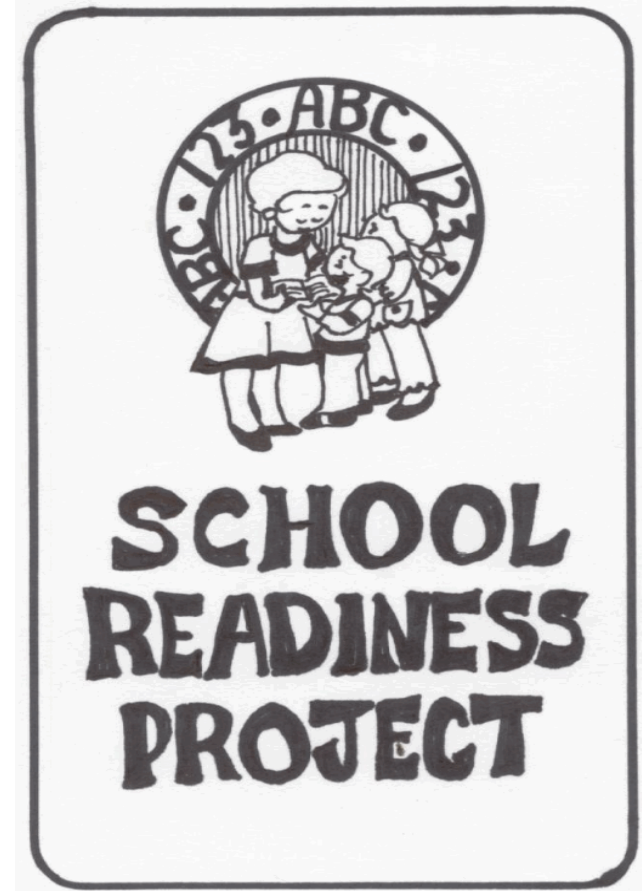
# What do all these results mean?

- **Families** make a difference in children's success—

- **Community** makes a difference in children's success—

- **Teachers and schools** make a difference in children's success—

**All environments are learning environments!**

# Early Learning—aiming for Success

## Kindergarten and beyond--

Kansas
state department of
Education

leadership and support for student learning

# Supporting School Success—the Kansas Way

**Since the 1990's, Kansas has supported and invested in early learning programs that incorporate the latest brain development research for optimal healthy child development and life-long learning.**

- Children who attend early learning programs have higher literacy and numeracy skills when they enter kindergarten.

- Parents who participate in a parent education program such as PAT for at least two years have children who show higher academic skills in kindergarten.

- Children who are at-risk improve their skill level by participating in a formal preschool or early learning experience.

The Princess looked at her more closely. "Tell me," she resumed, "are you of royal blood?"

"Better than that, ma'am" said Dorothy. "I came from Kansas."

*Ozma of Oz*, L. Frank Baum, 1907.

# What makes a difference:  QUALITY

- High Quality, Research-based Programs
- Knowledgeable & Trained Teachers and Administrators
- Strong Family Engagement Practices
- Evidence-based Practices

**Kansas Research suggests:**

The ability of young children to be successful in Kindergarten and in later years depends in large part upon their experiences during the first five years of life.

# Potential "Next Steps"

- Promote School Readiness by incorporating the School Readiness Data elements in the LDS

- Require Teachers to be 'highly qualified' for early learning programs

- Support all schools implementing MTSS to include preschool and community Early Childhood partners, and align with K-12 and beyond

- Require strong Family Engagement Practices in all early childhood programs

# Questions??

THANK YOU
for your
INTEREST !