Implementing PreK – 3: Strategies for Measuring your World's Best Workforce Goals for School Readiness and Third Grade Reading Proficiency

Minnesota Department of Education

Minnesota Rural Education Association

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Minnesota Department of
Education

Who is here?

- Assessment Coordinator

- Teacher

- Superintendent

- Teaching & Learning

- Other

What are your objectives?

- Discuss MDE's expectations for children as they enter kindergarten

- Consider options when choosing an appropriate early learning assessment

- Review assessments that may be used for World's Best Workforce

- Review resources for setting goals

# Question:

What does it mean to be "ready"?

National Perspective

- Early childhood historically focused on environmental quality and process quality until system reform efforts redefined how we view children's learning
  - 47 states have early learning standards
  - 26 states have a formal definition of school readiness
  - 37 states measure children's readiness at kindergarten entry

Center for Early Education Learning Outcomes, 2014
National Center for Education Statistics, 2013

Expectations for Children

1995

- NAEYC Position Statement

- Few states adopt school readiness definition

Community Ready

School Ready

Family Ready

Child Ready
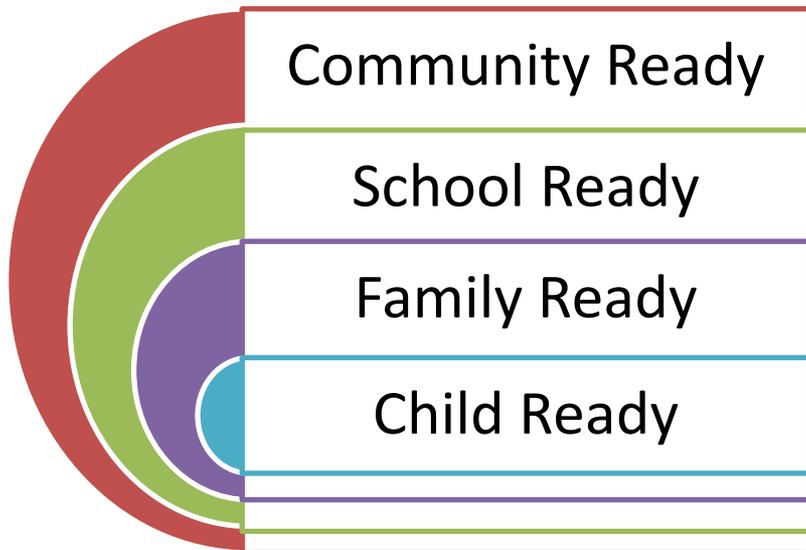
Today

- States continue ecological perspective and include:
  - School Readiness definitions
  - Early Childhood Standards
    - 5 domains
  - *Lack of operational definitions*

The move toward Standards Alignment

- Early Learning Standards (ECIPs)

- Knowledge and Competency Framework

- Program Standards (Parent Aware: Minnesota's QRIS)

Minnesota's Expectations

- Explicit link to statute
- Explicit link to standards
  - Inclusive of all learners

Ready Children:

According to Minnesota statute, a child is ready for kindergarten when he/she:

- *Is at least 5 years of age by September 1st of the child's enrollment year (**120A.20**)*

- *Has received early childhood screening (**121A.17**)*

- *Has received medically acceptable immunizations (**121A.15**)*

Minnesota's Expectations

Ready Schools

...Schools must be prepared to support and respond to all children's individual needs because children arrive at kindergarten with a wide range of experiences and competencies.

Ready Teachers

...Supporting readiness that is inclusive of children's' skills and knowledge at kindergarten entry can inform future program planning and teaching...

Framing the Supports
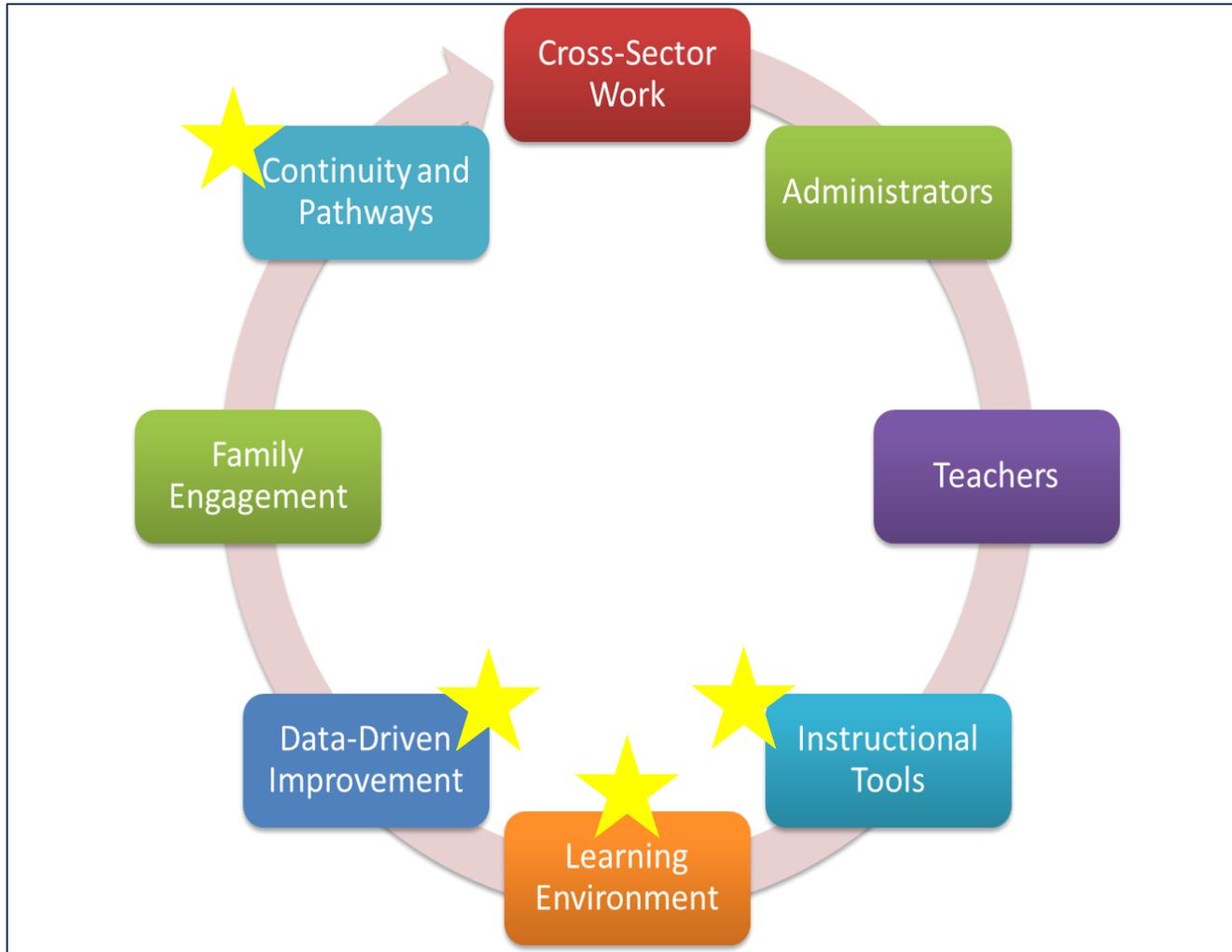
Does this differ from your district?

- 2013 Survey of DACS:
  - *In your program, what are children expected to know and demonstrate when they enter kindergarten?*
    - *Discrete skills related to literacy and math (1:1 correspondence, rote counting, letter recognition, letter sounds)*
    - *Traits of successful kindergarten students*
    - *Many included non-cognitive skills*

What data are you currently collecting to measure "readiness"?

Relating this to Goal #1

- No statewide data sources are available for early learning
  - Example goals are available for existing data
  - MDE supports are available

- Goals may be based on requirements from statute
  - Children are five by September 1st
  - Children are screened
  - Children are immunized

What about measuring child learning?

- WBWF Goals may also include assessment data:
  - Multi-domain assessments that measure academic and non-academic skills

  - Assessments that have evidence of validity

  - Assessments that occur over time

CAN YOU USE THE SAME TOOLS ACROSS KINDERGARTEN AND EARLY LEARNING SETTINGS?

Can you use the same tools across kindergarten and early learning settings?

Minnesota's Kindergarten Assessment Pilot

- Explored claims using Testing Standards (2014)
- Explored technical adequacy of early learning assessments
- Conducted validation studies on a menu of instruments
- Narrowed the menu to the highest performing assessments

Pilot Results

- Four tools are included for the Kindergarten Entry Profile
  - Desired Results Developmental Profile
  - Formative Assessment System for Teachers
  - Teaching Strategies Gold
  - MN Work Sampling System

# Some considerations when choosing tools to measure Goal #1

- Performance assessments vs. standardized tests
- Relative vs. absolute scores
- Internal consistency of the tool
- Data collection and teacher knowledge
- Use of scores

What does this mean for expectations and Goal #1?

- All tools on the approved menu are aligned to standards

- All tools can be used across grades/ages

- Each tool has scoring criteria and reliability expectations

How much data do you need?

- Trend data

- Time series

- Pre/Post

- Cohort models
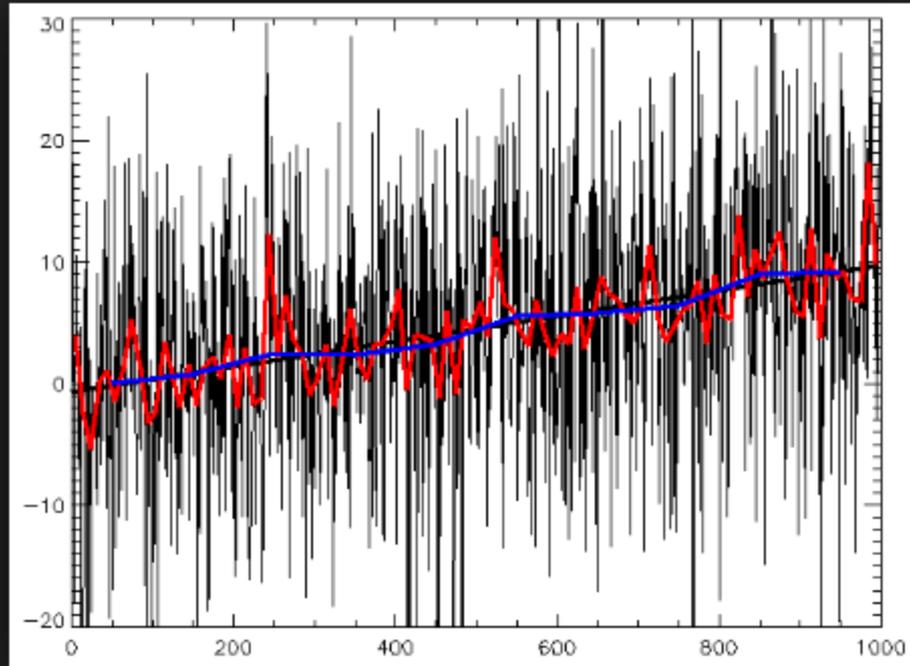
MDE Resources

- Choose a [tool](#)

- Assessment Trainers [Available](#)

- [Modules](#) available for special populations

- Participate in Kindergarten Entry Profile

- Standard setting process begins Fall 2015

- Assessment Data Templates coming Spring 2016

Parent Aware Supports

- Identifying quality programs for outreach and coordinated assessment has become easier:

- [Parent Aware Search tool](#)

How else can MDE help you?

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