Child Development at Kindergarten Entry
Data Work Group
May 6, 2019
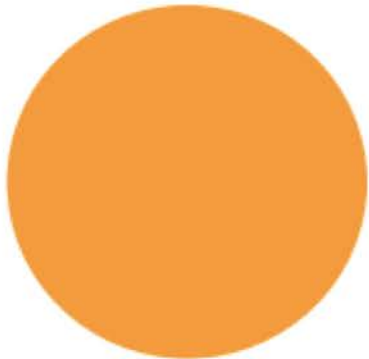
NC Pathways to Grade-Level Reading initiative is driven by the foundational belief that together we can realize greater outcomes for young children than any of us can produce on our own.

Pathways uses an **Equity Lens**

Leading with racial equity means prioritizing strategies that specifically work to improve outcomes for children of color and giving special consideration to the wisdom and innovation of people of color to develop responses that are lasting and reach all children.

Three Phases of **Pathways**

PHASE 1: Data Action Team—What do we need to measure to know children are on a Pathway to Grade-Level Reading?

PHASE 2: Learning Teams—How is NC doing on those measures? Where should we focus as a state?

PHASE 3: Design Team—What should we do about it? What expectations should we hold for child and family systems and what actions should NC take to improve outcomes for children birth-through-age-eight and their families?

Pathways Measures of Success Framework
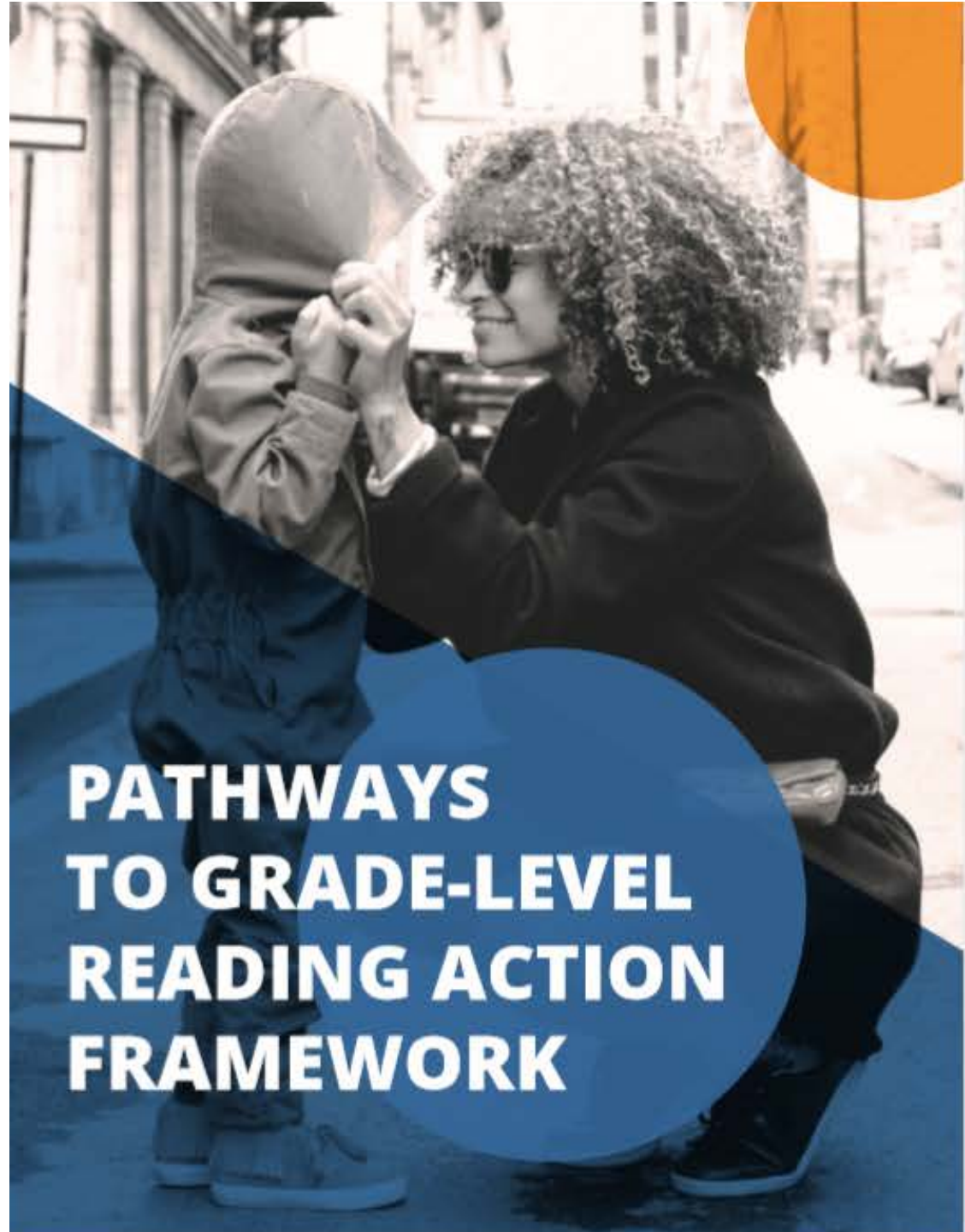

Full report available at: buildthefoundation.org

SHARED MEASURES OF SUCCESS TO PUT NORTH CAROLINA'S CHILDREN ON A PATHWAY TO GRADE-LEVEL READING

Pathways Action Framework

Recommended **actions:**

- ✓ Address racial, ethnic, socioeconomic, and ability inequities
- ✓ Are data- and research-driven and informed by developmental science
- ✓ Address the whole child and family
- ✓ Are actionable and accountable
- ✓ Address critical gaps in our system

Full report available at: buildthefoundation.org

PATHWAYS TO GRADE-LEVEL READING ACTION FRAMEWORK

Pathways in **Action**

Pathways is serving as a **foundation of current early childhood state-level initiatives.**
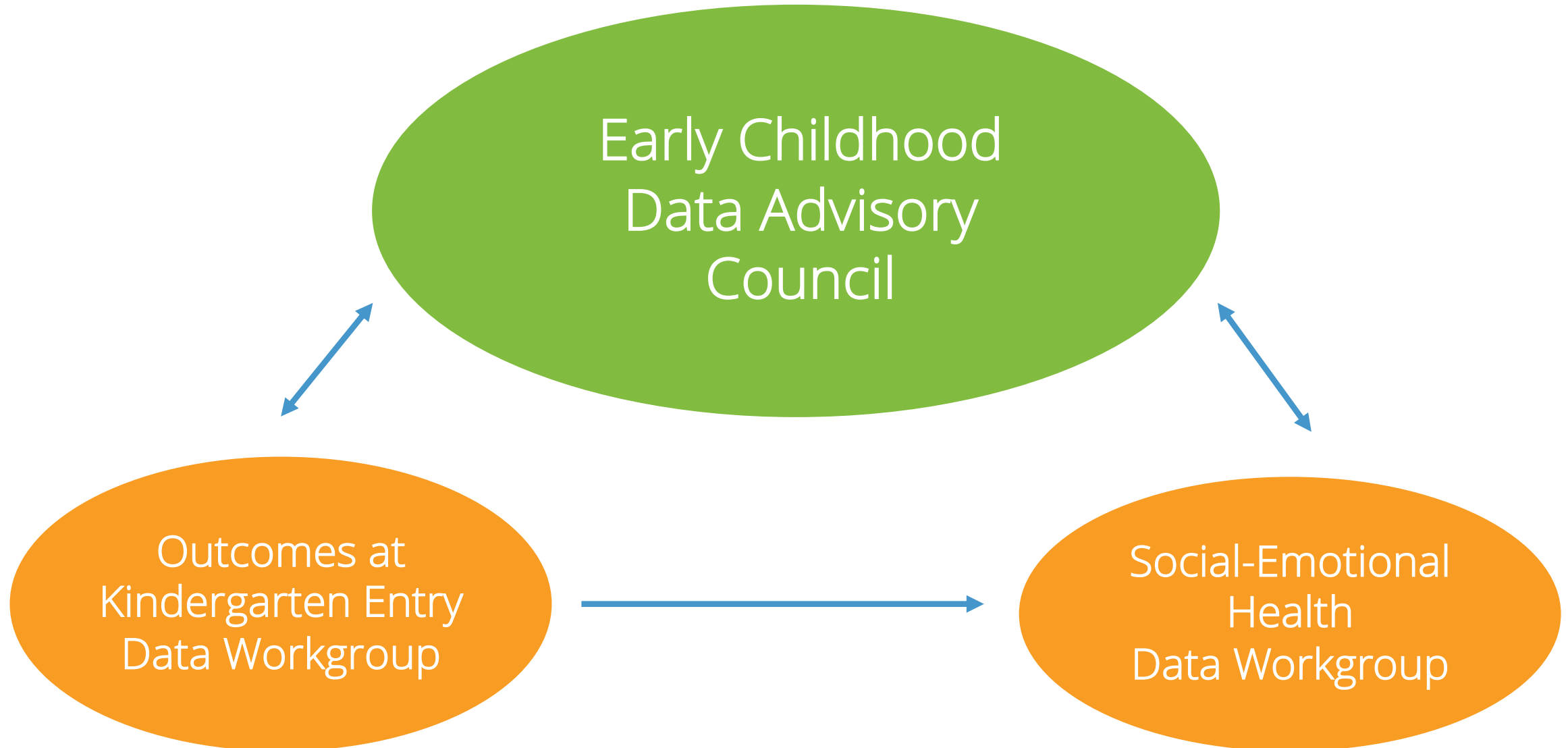
- Leandro Commission for a Sound, Basic Education
- Early Childhood Advisory Council (ECAC)
- Early Childhood Action Plan (ECAP)
- Preschool Development Grant
- B-3rd Interagency Council
- Essentials For Childhood
- myFutureNC
- Think Babies™ NC

PATHWAYS
to grade-level reading

✓ Convening a Data Advisory Council and two data workgroups

✓ Providing a toolkit to support organizations aligning with Pathways

✓ Fostering collaboration across state-level initiatives and embedding Pathways

✓ Supporting early childhood systems in learning from and engaging families and local communities

✓ Keeping a sustained focus on racial equity in early childhood systems building

✓ Communicating strategically to keep Pathways relevant and valuable

✓ Tracking and analyzing policy and sharing progress on how policies and practices advance the Action Framework

✓ Supporting policy work on some actions in the Action Framework

✓ Convening Pathways Partners annually

Data **Development**

Our work will **inform Pathways and the ECAP**

GOAL 9: ON TRACK FOR SCHOOL SUCCESS

NC EARLY CHILDHOOD ACTION PLAN

Goal 9: On Track for School Success

COMMITMENT: Young children across North Carolina will reach their developmental goals by the time they enter Kindergarten.

2025 TARGET*: By 2025, increase the percentage of children across North Carolina who enter kindergarten at a level typical for their age group, according to the five domains of the NCDPI Kindergarten Entry Assessment (KEA).

PATHWAYS BIRTH-THROUGH-AGE-EIGHT LITERACY DEVELOPMENT MILESTONES

Language Skills on Track at 24, 36 and 48 Months → Developmentally Ready at Kindergarten Entry → Meeting Expected Growth in Reading (K-3) → Reading at Grade-Level by the End of Third Grade

All children with disabilities achieve expressive and receptive communication skills commensurate with their developmental ages.

Work Group Goals and Process

Work Group **Goal**

Measure(s)

- Accessible and inclusive across language, race and ethnicity
- Holistic - all domains of development
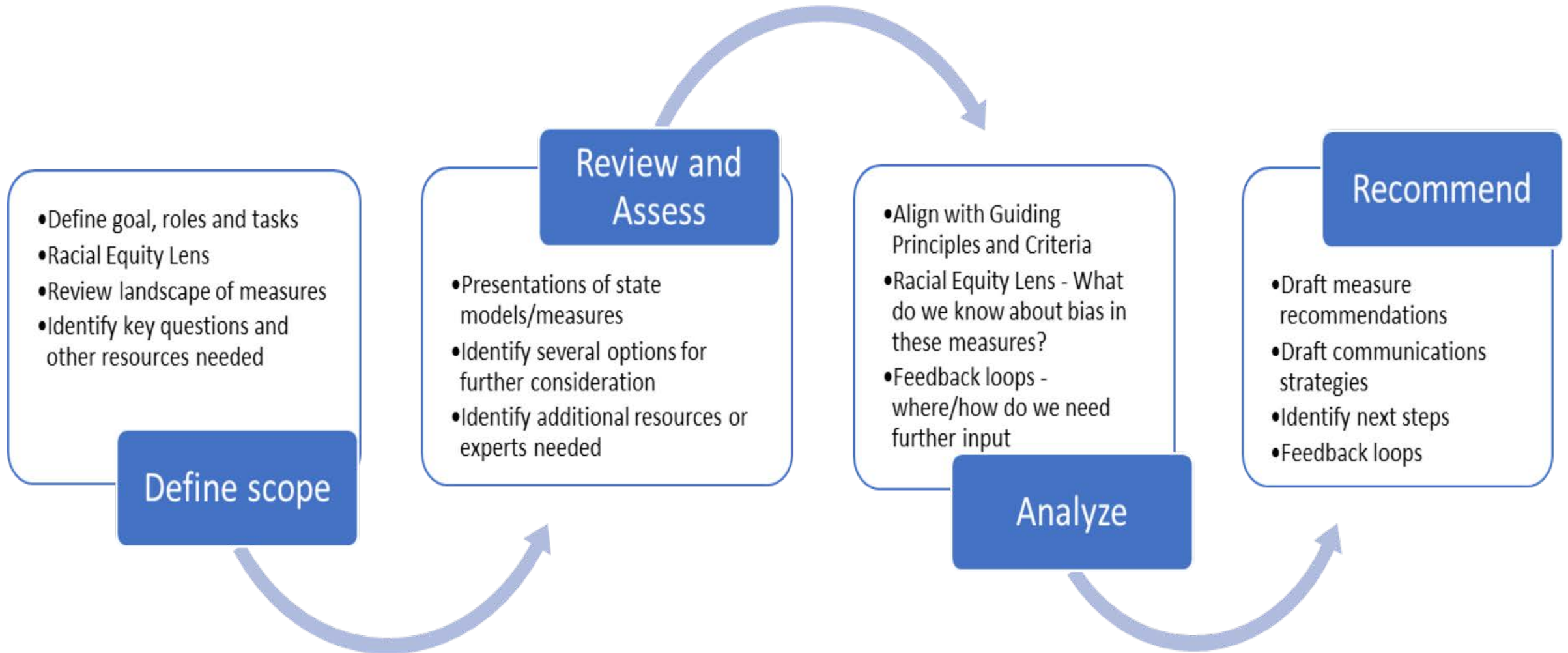- Part of larger context of families, schools and communities

Communications

- Clear messaging on purpose of measure
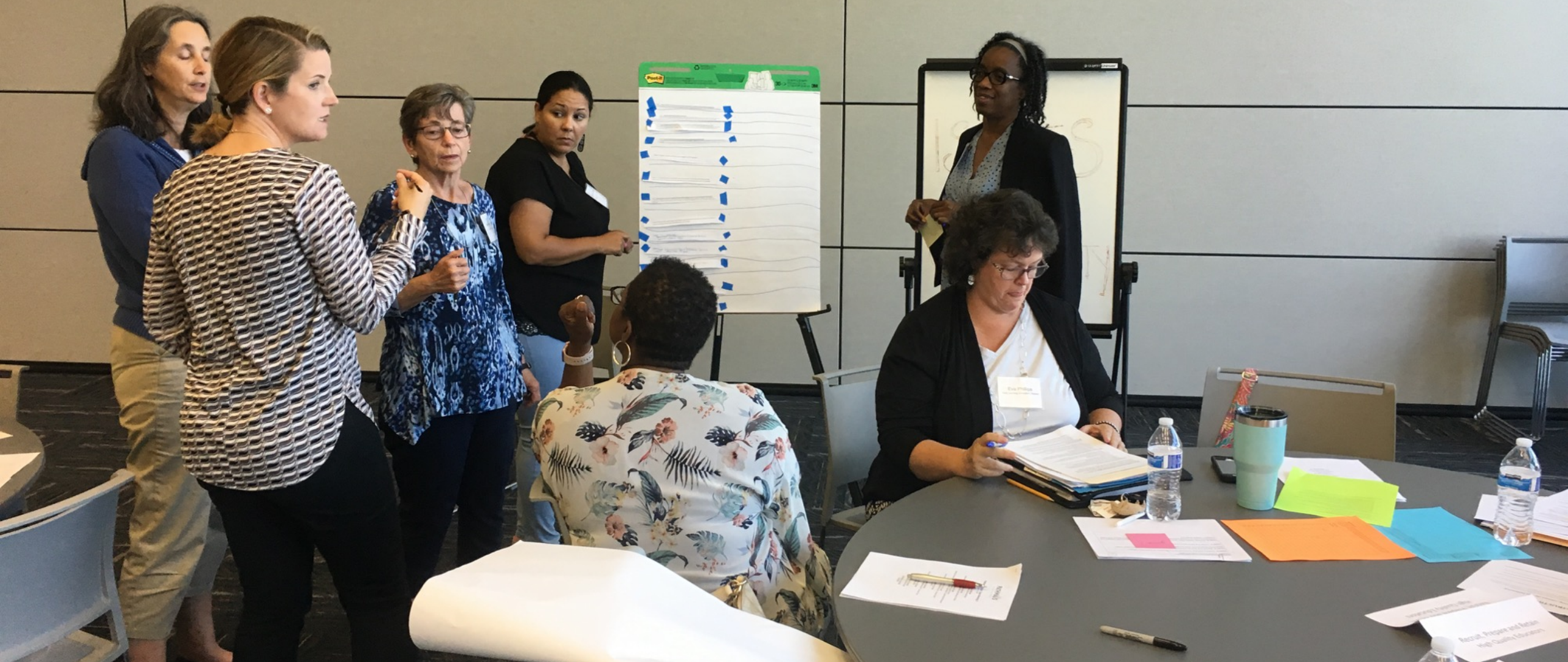- Messaging targeted to stakeholders: policymakers, communities, early educators and families

Next Steps

- Identify work that still needs to be done
- Make recommendations for further research, action and discussion

Process Map

Define scope
- Define goal, roles and tasks
- Racial Equity Lens
- Review landscape of measures
- Identify key questions and other resources needed

Review and Assess
- Presentations of state models/measures
- Identify several options for further consideration
- Identify additional resources or experts needed

Analyze
- Align with Guiding Principles and Criteria
- Racial Equity Lens - What do we know about bias in these measures?
- Feedback loops - where/how do we need further input

Recommend
- Draft measure recommendations
- Draft communications strategies
- Identify next steps
- Feedback loops

Questions?

How does this work fit with...

the current work going on in
North Carolina right now?

all of the work and lessons
learned in the past?

a focus on the system and how
we can support children and
families?

Goal 9: On Track for School Success

COMMITMENT: Young children across North Carolina will reach their developmental goals by the time they enter Kindergarten.

2025 TARGET*: By 2025, increase the percentage of children across North Carolina who enter kindergarten at a level typical for their age group, according to the five domains of the NCDPI Kindergarten Entry Assessment (KEA).

Literacy Development Milestones

Percent of children developmentally on-track at kindergarten entry.

PATHWAYS
BIRTH-THROUGH-AGE-EIGHT
LITERACY DEVELOPMENT
MILESTONES

Language Skills on Track at 24, 36 and 48 Months ▶ Developmentally Ready at Kindergarten Entry ▶ Meeting Expected Growth in Reading (K-3) ▶ Reading at Grade-Level by the End of Third Grade

All children with disabilities achieve expressive and receptive communication skills commensurate with their developmental ages.

School Readiness in North Carolina

Strategies for Defining, Measuring, and Promoting Success FOR ALL CHILDREN

Report of the
Ready for School Goal Team
Full Report

READY
FOR
SCHOOL

READY
KIDS

READY
SCHOOLS

READY
FAMILIES +
COMMUNITIES

School readiness definition:

Defining School Readiness in North Carolina: The School Readiness Puzzle

School readiness is a puzzle with two pieces:

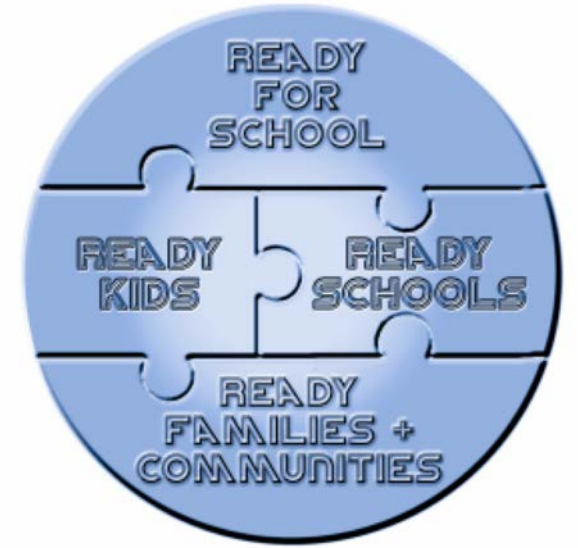1. The condition of children when they enter school.

2. The capacity of schools to educate all children, whatever each child's condition may be.

Ready for School Goal Team Beliefs:

- All children are ready for school and can succeed at some level.
- Readiness should be defined broadly to include community, school, family, and children's developmental levels.
- Readiness definitions and measurements should be holistic, including multiple domains of a child's development and taking individual and cultural differences into account.
- Data on children's readiness should be used to design individualized curriculum but not to determine a child's placement in school.
- Schools have the responsibility to be "ready" to serve all children.

Framing

- Holistic approach to child development

- Child development is within a context of families, schools and communities.

- Systems focus – how can we be ready to support children and families

- Not using 'ready' and 'not ready' language

RACIAL EQUITY
A Path to Community Impact

Presented by CounterPart Consulting, LLC
in partnership with OpenSource Leadership Strategies

We Believe:

- confronting how structural power is operating in all systems is essential to clear analysis and strategic action to create systematic and sustainable change;

- structural racism is the through line of systemic oppression in our culture, and so any analysis of the potential outcomes of a system must include a thoughtful examination of how race is operating structurally, both internally and externally; and

- inequity is structural and historic in nature and can be examined, confronted and interrupted given the skill and will of thoughtful individuals and groups.

OpenSource Leadership Strategies, Inc. amplifies the work of social justice groups as both <u>units</u> and <u>agents</u> of equitable systems change.

The OpenSource team researches, designs, and evaluates racial and social justice efforts, as well as builds capacity of organizations, movements, and leaders to advance racial and social justice.

OpenSource is led by Founder and Chief Strategist Gita Gulati-Partee.

Find out more at:
<u>www.opensourceleadership.com</u>.

What is Equity?

Equity is doing the same things you've always done, the same way you've always done them, and just saying "EQUITY" more often.

~ paraphrased (sarcasm) from
Vu Le, *Nonprofit AF* blog

penSource
LEADERSHIP STRATEGIES

x

Building Equity Capacity means…CHANGE!

Infusing equity principles, practices, decisions, and actions into strategy, programs, advocacy, communications, relationships, internal operations and culture – for improved and sustainable mission impact.

LENS

↓

FOCUS

↓

CHANGE

DIVERSITY LENS

Focus on Composition

↓

"Who is <u>present</u>?"

↓

Representation

INCLUSION LENS

Focus on Relationships & Experience

"Who is <u>participating</u>?"

Engagement

EQUITY LENS

Focus on Outcomes & Root Structures

"How is <u>power</u> operating?"

Ownership

EQUITY & EQUALITY

Equity is a proactive, strategic approach to improving outcomes that accounts for structural differences in power, opportunities, burdens, and needs in order to design targeted solutions and make systems work equally well for all people.

A social and political construct, created by Europeans during the time of worldwide colonial expansion, to assign human worth and social status – using themselves as the model of humanity – for the purpose of legitimizing and concentrating their power.

~Adapted from Dr. Maulana Karenga

RACE is a man-made sorting system with very real impact

- A hierarchy of human value – speciously based on phenotype, ethnicity, religion, nationality, language, lineage, etc. to serve the interests of the ruling class

- An allocator of power, benefits, and burdens

- Continuously constructed through the distribution of advantages and disadvantages

- The most durable predictor of outcomes

OpenSource
LEADERSHIP STRATEGIES

Structural Racism

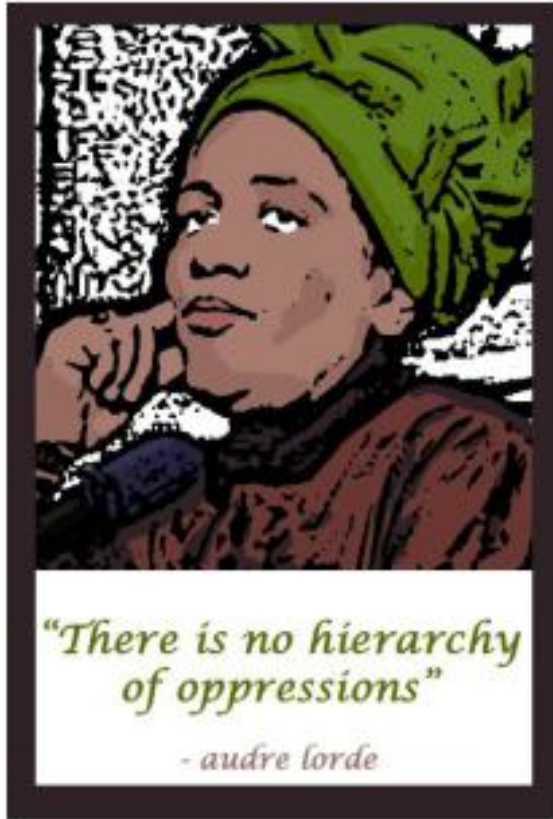*The cumulative impact of racialized disparities in power over time.*

*"A racially equitable society would be one in which the distribution of resources, opportunities, and burdens is **not determined, predictable, or disproportionate by race**."*

~ Philanthropic Initiative for Racial Equity

Focus explicitly, not exclusively, on race to…

"There is no hierarchy of oppressions"

- audre lorde

- **Get results that matter & last.** Equity doesn't trickle down… by prioritizing the needs and outcomes of people of color, we can close gaps <u>and</u> improve outcomes for everyone.

- **Build power.** Race has been used as an effective "wedge" tactic throughout history… develop skill and confidence to build solidarity and win.

- **Solve problems.** By design, race is the most durable predictor of outcomes… and facilitates injustice of all kinds.

Applying a Racial Equity Lens

1. **Acknowledge** how life options and outcomes are shaped by interacting structures and power relationships that benefit some and burden others based on racial identity and other social determinants.

2. **Analyze** the cumulative impact of structures and power relationships on a specific issue, condition, or population.

3. **Strategize** structural interruptions and innovations to close gaps and improve outcomes and opportunities for all.
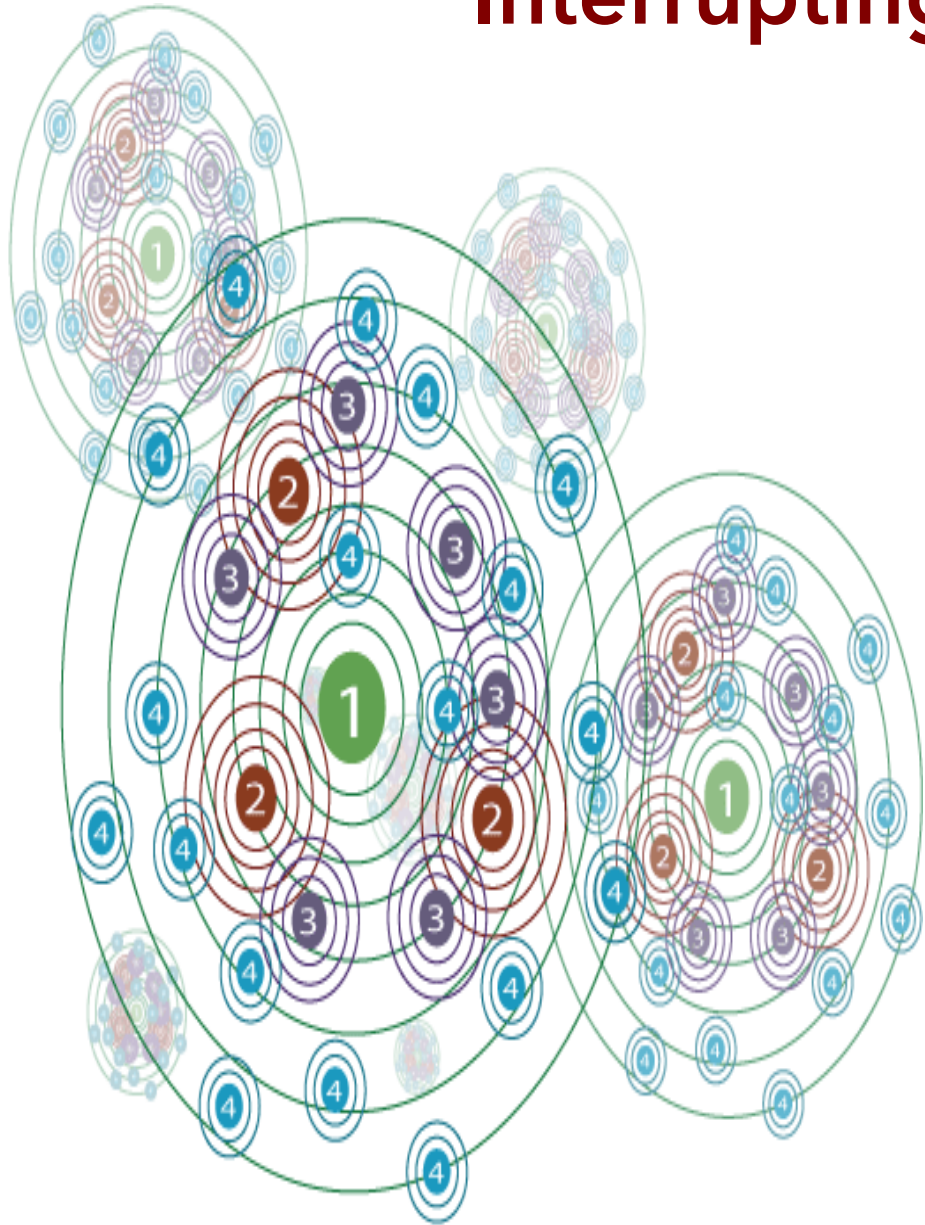
4. **Repeat…**

STORIES

HOLLYWOOD

RESOURCES

$

PEOPLE

BIG CORP

RULES

Pathways uses an **Equity Lens**

Leading with racial equity means prioritizing strategies that specifically work to improve outcomes for children of color and giving special consideration to the wisdom and innovation of people of color to develop responses that are lasting and reach all children.

Interrupting Structural Racism

"To say that it is not our fault does not relieve us of responsibility. We may not have polluted the air, but we need to take responsibility, along with others, for cleaning it up... The task for each of us... is to identify what our own sphere of influence is (however large or small) and to consider how it might be used to interrupt the cycle...."

From Beverly Daniel Tatum, Ph.D., "Why Are All the Black Kids Sitting Together in the Cafeteria?"

Strong Measures

We're going to review both Pathways Guiding Principles and Criteria for Measures. We will develop criteria for strong measures of Child Development at Kindergarten Entry.

Pathways **Principles**

- We will be data-and research-driven and informed by developmental science.

- We commit to acknowledging and eliminating systemic inequities and racial, ethnic, socioeconomic and ability disparities in early childhood experiences, opportunities, and outcomes.

- We will focus on the whole child, birth-through-age-eight, in the context of his or her family and community, using a multi-dimensional systems lens.

- We will be transparent, collaborative and accountable to one another.

- We will be informed by and hold ourselves accountable to families and communities.

- We will have a strength-based approach, highlighting protective factors and preventative solutions, and be guided by compassion.

- We will work to ensure that each child has the opportunity to fulfill his or her potential.

- We will prioritize solutions that are actionable and sustainable, and we will have high expectations of what is achievable. We will be results-oriented, embracing innovation and seeing change as opportunity.

Criteria for a **Strong Measure**

- **Research-based**. Connected clearly to the top-line result through research.
- **Actionable**. Is something that can be reasonably affected through state or local legislation; policy, program or practice change; or community action.
- **Impactful**. Will impact the lives of a number of NC children and families.
- **Easily Communicated**. Can be easily understood by parents, policymakers, and other key stakeholders.
- **Decreases Inequities**. Will reduce gaps and inequities that currently exist among North Carolina populations

Criteria with **a racial equity lens**

- **Research and data-based.** Connected clearly to the top-line result through research, developmental science and lived experience of people of color, which we hold as primary and crucial data.

- **Actionable.** Is something that can be reasonably affected through state or local legislation; policy, program or practice change; or community action.

- **Impactful.** Will impact the lives of a number of NC children and families, particularly in communities of color

- **Easily Communicated.** Can be easily understood by parents, policymakers, and other key stakeholders.

- **Decreases Inequities.** Will target and address racial, ethnic, socioeconomic, and ability inequities with structural solutions.

- **Strengths-based.** Highlights protective factors and preventative solutions, amplifying the assets and innovations of communities of color.

Reflections?

Break!

Measure Purposes: What is the Landscape (and what is our focus?)

- Improve instruction
- Inform additional services
- Accountability
- Program and system evaluation

★ Identify population trends, needs, and gaps

Our Focus: **Trends**, **Needs**, **and Gaps**
Our Work…

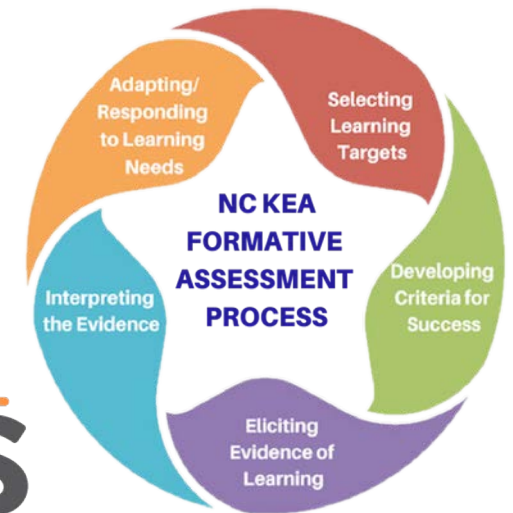| Research and data-based | → | Actionable | → | Impactful | → | Easily communicated | → | Decreases inequities |

Informed by:
- Review of state models, best practices, and new developments in the field
- Targets and sub-targets within the Early Childhood Action Plan
- Content experts, practitioners, and program liaisons
- Workgroup members and other stakeholders

North Carolina **Measures and Models**

- Pathways Measures of Success
- Early Childhood Action Plan
- Smart Start
- NCDPI Kindergarten Entry Assessment

National **Summary**

- National Research Council – Recommendations on Child Assessment
- National Center for Children in Poverty summary of state indicators for early childhood
- Center on Enhancing Early Learning Outcomes, Child Trends and Ounce Prevention Fund – Review of KEA use in states
- Healthy and Ready to Learn National Outcome Measure
- National Survey of Children's Health
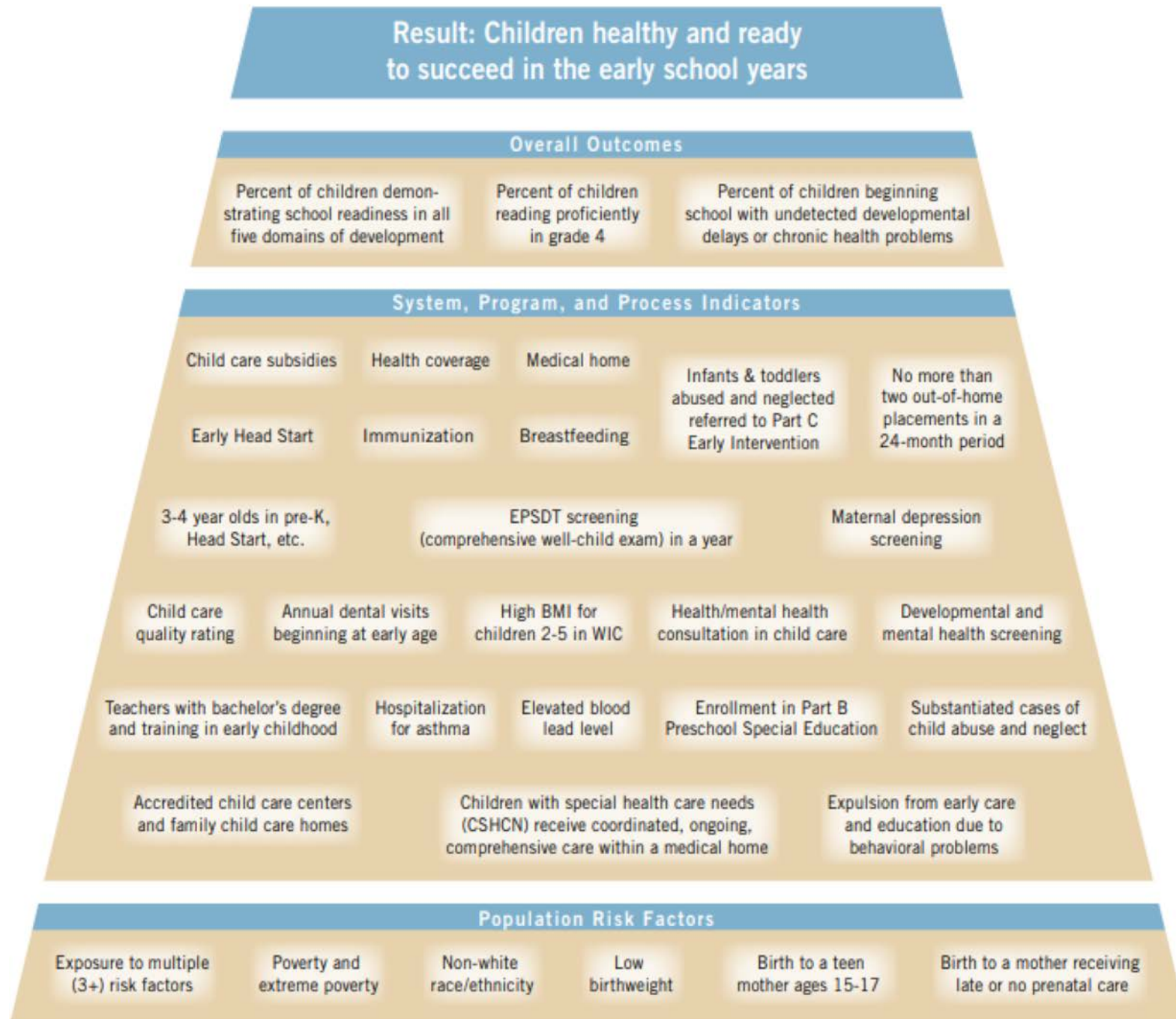- Discussion of measures to study further

National Research Council on child assessment

- Designed appropriately for the population being evaluated—including being culturally and linguistically responsive

- Developed based on the intended purposes of the assessment.

- Collect information on multiple areas of development, including social and emotional growth.

- Use more than one tool as necessary if there are multiple objectives.

- Assess the reliability and validity of the assessment in relation to intended purposes.

- Ensure that the process is sensitive to cultural and linguistic contexts and other characteristics of the children being assessed.

National Research Council (2008)

NCCP proposed indicators

- Overarching Outcomes
- Population-based Risk Measures
- Health and Medical Home
- Special Needs
- Social-emotional Development and Mental Health
- Early Care and Education
- Family Support and Parenting

Review of KEAs in states

- 40+ states are using kindergarten entry assessments
- Variation of what is being assessed and purposes of data being collected
- Two broad categories KEAs can be used:
    - Improving practice at the school level
    - Identifying system-wide needs and trends
- Inappropriate uses of KEA data:
    - High-stakes accountability for programs, teachers or children
    - Screening or diagnosis

Daily, S. & Maxwell, K. (2018). Frequently Asked Questions about Kindergarten Entry Assessments. Washington, DC: Alliance for Early Success and Child Trends.
Regenstein, E., Connors, M., Romero-Jurado, R., & Weiner, J. (2017). Uses and Misuses of Kindergarten Readiness Assessment Results. Ounce of Prevention Fund.
Weisenfeld, GG. (2017). Assessment Tools used in Kindergarten Entry Assessments (KEAs). Center on Enhancing Early Learning Outcomes.
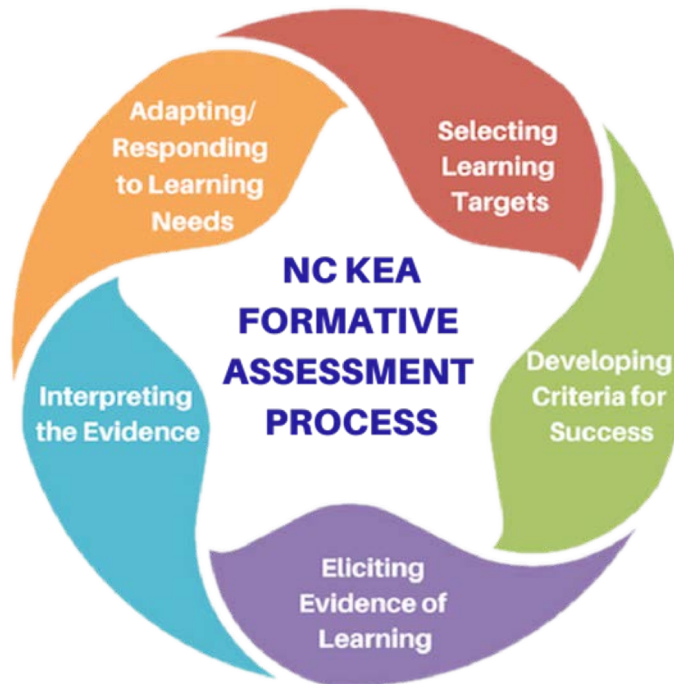
Other **Tools/Measures**

- Child Trends Healthy and Ready to Learn National Outcome Measure (NOM) – Dale Epstein

- National Survey of Children's Health – Marian Earls

What measures do we need to study further during next meeting?

Kindergarten Entry Assessment

Today's Purpose
A brief overview of the NC
Kindergarten Entry Assessment: *the what, why, and how*
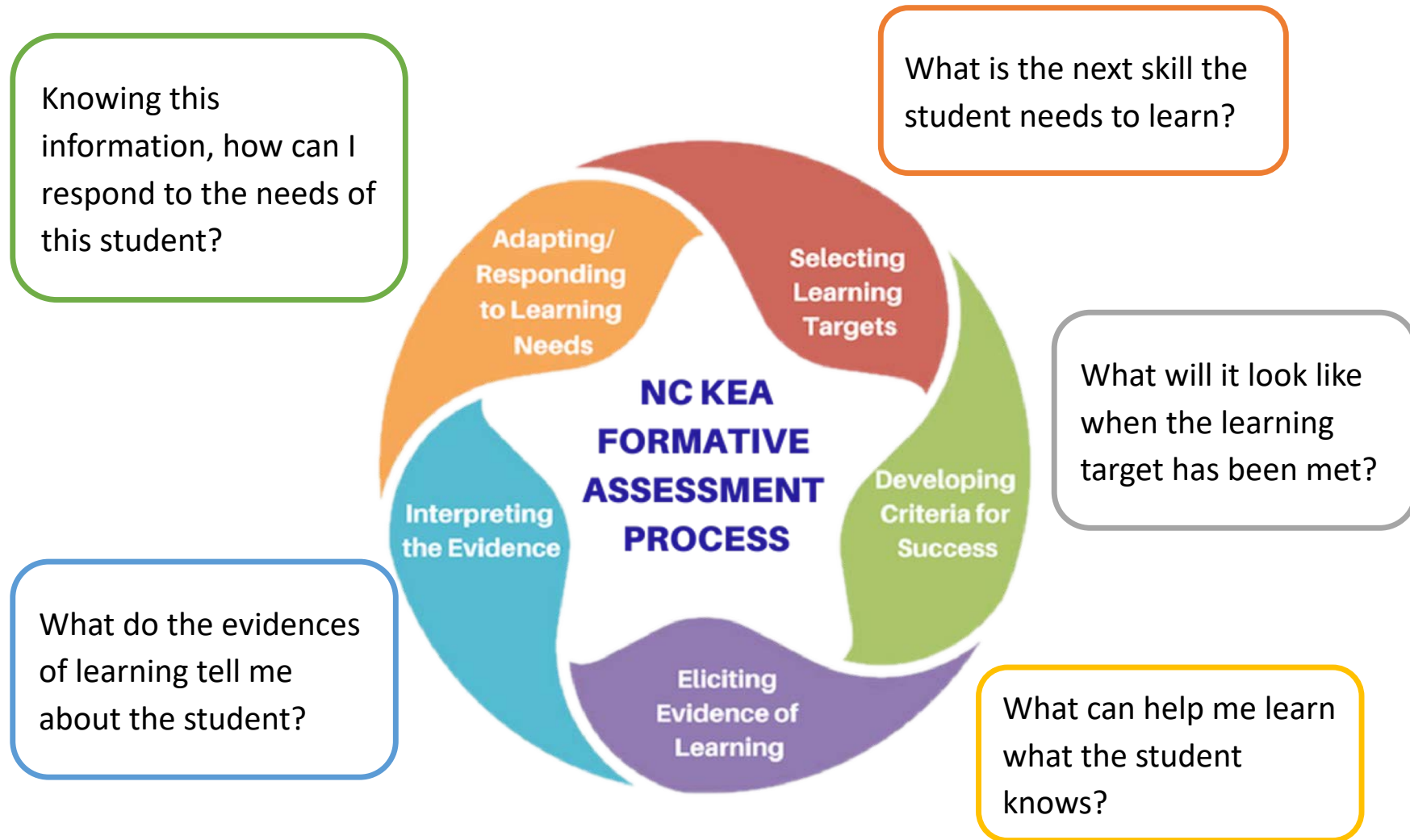
What is the KEA?

KEA is a formative assessment process

KEA is...

- observations of student behaviors (say, do, make, and write)
- gathering and matching evidence (observations) to learning progressions
- using what is learned from observations about where students are along the progressions to adapt instruction, and provide support to move students to the next level

KEA isn't...

- a test given to students
- a one-time activity of gathering and matching evidence

Adapted from: Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Thousands Oaks, CA: Corwin Press.

Defining the KEA in Practice

NC K-3 FORMATIVE ASSESSMENT PRACTICE PROFILE

CRITICAL COMPONENT: ELICITING EVIDENCE OF LEARNING

Eliciting Evidence: Eliciting evidence is a planned component of instruction that occurs as instruction is taking place in the moment. Multiple, ongoing assessment means are used to elicit evidence of student learning that are both teacher-initiated and child-initiated.

Look Fors/Open Ended Questions	Expected Implementation	Developmental Variation	Unacceptable Variation
Look for: • Teachers are consistently observing and recording evidence (i.e., observational notes, student work, pictures, videos) of student learning. • Teachers have intentional observations written into planning documents. • Teachers document student learning in an ongoing manner within the NC FAP Platform. **Open-ended questions:** • *How do you elicit evidence of learning in a variety of ways?* • *Why did you choose these means?* • *What are some of the ways you offer for students to be able to show their learning?*	**Consistently gathers evidence (i.e., observational notes, student work, pictures, videos) by observing and recording what students say, do, make, and write for all KEA construct progressions.** **Evidence is elicited while instruction is occurring and learning is underway.** **Evidence is uploaded into the NC FAP Platform on a regular basis.**	Gathers evidence (i.e., observational notes, student work, pictures, videos) by observing and recording what students say, do, make, and write for some KEA construct progressions and is developing this ability for others. Evidence is elicited while instruction is occurring and learning is underway and uploaded into the NC FAP Platform some of the time.	Gathers evidence (i.e., observational notes, student work, pictures, videos) that is not aligned with KEA construct progressions. Evidence is elicited only at defined points in time (e.g., benchmark), rather than in an ongoing manner and is uploaded into the NC FAP Platform during these times only.
Look for: • Teachers have provided multiple ways for students to show their learning. • Planning documents and/or current classroom activities that show intentional opportunities for child-initiated and teacher-initiated learning. • Teachers observe across different settings during instruction. **Open-ended questions:** • *In what ways do you provide opportunities for child-initiated activities?* • *How does your classroom environment facilitate multiple ways of eliciting evidence of learning?*	**Provides a classroom environment which allows for a balance of teacher-initiated and child-initiated opportunities for students to express their thinking and ideas through what they say, do, make or write.**	Provides a classroom environment which allows for mostly teacher-initiated and some child-initiated opportunities for students to express their thinking and ideas through what they say, do, make or write.	Provides a classroom environment which allows for mostly teacher-initiated and limited, if any, child-initiated opportunities for students to express their thinking and ideas through what they say, do, make or write.

See pages 18-23 of the KEA Guidebook [here]

Legislative Requirements

KEA is part of the Read to Achieve legislation.

See page 5 of the KEA Guidebook here

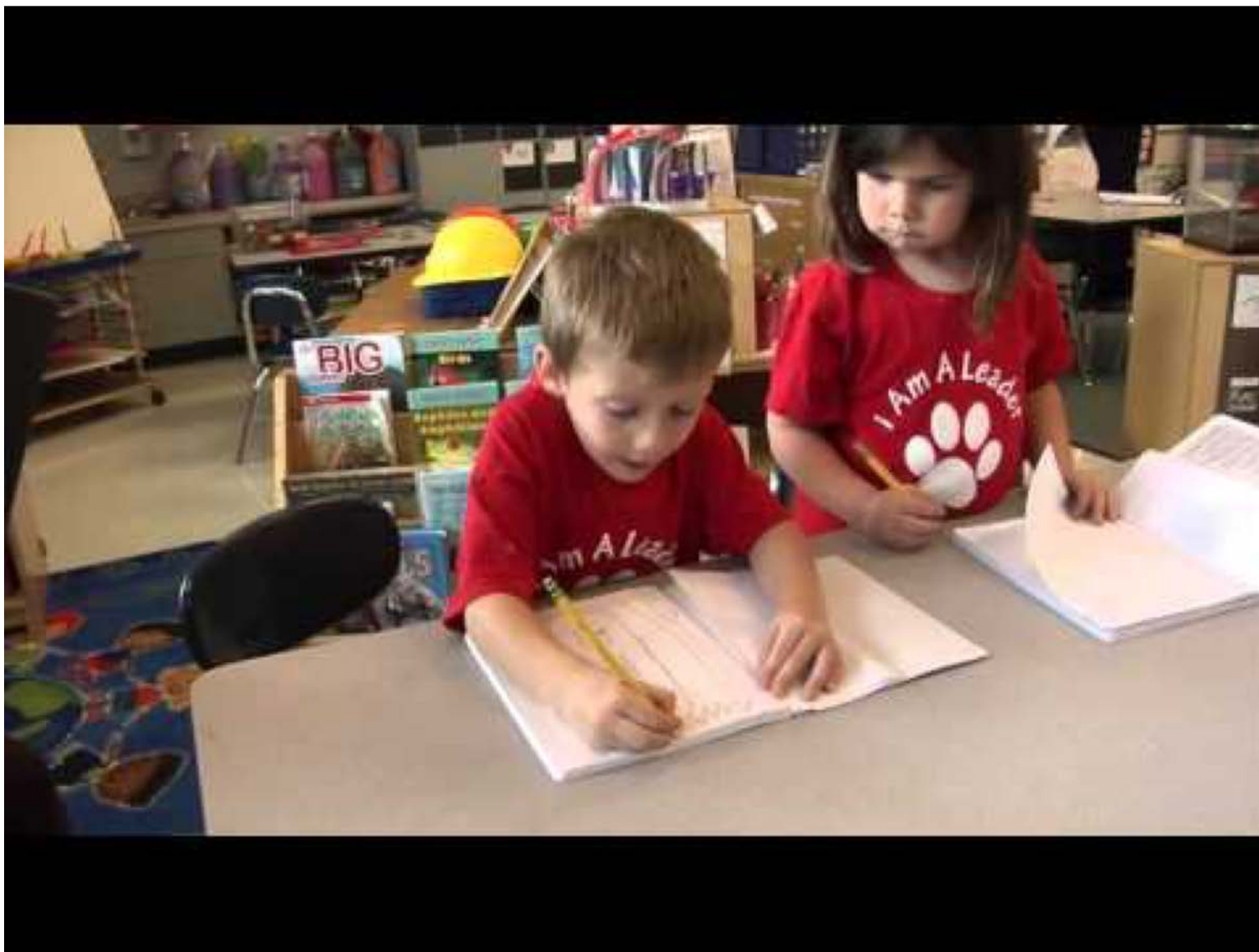| Responsibilities of Stakeholders	State:	LEA:	School:	Teachers:
	• Provide kindergarten entry assessment materials that generate a Child Profile • Provide funding for technology platform • Provide professional development to districts to support implementation • Provide coaching and technical assistance to districts to support sustainability • Provide regional consultants for ongoing support • Revise assessment materials and process based on feedback from field	• Establish a Distric Implementation Team to manage implementation of the kindergarten entry assessment process • Develop a continuous improvement process that includes the use of data to inform on-going professional development to ensure sustainability	• Identify a person(s) to lead the kindergarten entry assessment process in the school • Provide time for teachers and staff to participate in professional development on the assessment • Use assessment data to inform continuous improvement planning and to provide ongoing support for sustainability	• Implement the kindergarten entry assessment process with fidelity • Use assessment data to guide instruction • Engage in a process of continuous improvement to transform instruction based on assessment data

NC instructional coach and teacher discuss the KEA

NC Kindergarten teachers share about the KEA

Additional Resource: Overview Video

Why are we doing this?

Consensus of Professional Wisdom

- Personalizes students' learning by providing multiple ways for them to show what they know and grow.

- Facilitates differentiation within authentic contexts that clearly target the current learning of each student in order to move them forward.

- Research supported by NC experts *(NC Think Tank, 2013)*

- Designed and tested by NC educators.

Why KEA matters: A Principal's Viewpoint

What are construct progressions?

KEA Construct Progressions

Construct progressions identify the building blocks for acquisition of concepts/skills/practices over time.

Construct progressions are not standards, pacing guides, or curriculum scope and sequences.

Construct progressions lay out increasingly more complex understanding of core concepts, principles, or skill development, providing a picture of what it means to develop in an area of learning (Heritage, 2008)

- At-A-Glance Construct Progressions see pages 15-17 of the KEA Guidebook here

- KEA Construct Progression Book downloadable here

KEA Construct Progressions

Domains of Learning	Kindergarten Constructs
Approaches to Learning	• Engagement in Self-Selected Activities
Cognitive Development	• Object Counting
Emotional and Social Development	• Emotional Literacy
Health and Physical Development	• Grip & Manipulation • Hand Dominance • Crossing Midline
Language Development and Communication	• Following Directions • Letter Naming

How does evidence collection work?

Teachers collect the evidence needed to make instructional decisions using professional wisdom.

		A.	B.	C.	D.
APPROACHES TO LEARNING	**Engagement in Self-Selected Activities**	Wanders, examining many options for self-selected activities in the classroom environment, but does not settle with one particular choice.	Begins to make purposeful choices for self-selected activities that are highly engaging and begins to sustain engagement in a chosen activity.	Sustains engagement in a self-selected activity, ignoring task-irrelevant information and low-level distractions from peers or other classroom activities.	Sustains engagement in self-selected activities, while increasingly resisting distractions. Resumes or re-engages in activities following interruptions.

		A.	B.	C.	D.	E.	F.	G.	H.
COGNITIVE DEVELOPMENT	**Object Counting**	Says or indicates counting words randomly, with one number for each object, while tapping or pointing to one and only one object to determine the number of objects in a collection.	Says or indicates counting words correctly, saying one number for each object, while tapping or pointing to one and only one object to determine the number of objects in a collection.	Keeps track of objects when counting, not counting them twice or missing any.	States or indicates that the last number counted is the total quantity. (Cardinality)	States or indicates the same quantity without recounting. States or indicates that repeated counting yields the same number, and recognizes the need to check by recounting if counting the same objects twice has yielded different answers.	Names or indicates the same number for rearranged objects without recounting. Explains or indicates that counting twice yields the same quantity. (Conservation)	Continues the counting sequence when one object is added to the set, without counting all of them again.	Continues the counting sequence when more than one object is added to the set, without counting all of them again.

How are educators supported?

KEA Support from Office of Early Learning Staff and Online resources available

Office of Early Learning Google Site

What questions do you have?

For Discussion: **Questions to Guide Us**

What questions have already emerged?

What information, data, etc. do you need at the next meeting?

What expert presentations would be helpful?

How Did We Do?

Find evaluation worksheet has been emailed to you.

Please take 5 minutes to fill it out.

We value your input!

Promote Understanding

Promote public understanding of and support for policies that promote children's birth-to-eight years for academic and lifelong success.

Spearhead Collaboration

Convene and spearhead collaboration to bridge North Carolina's birth-to-five and kindergarten-to-third grade systems.

Advance Policies

Advance policies that create a stronger NC today and tomorrow by supporting each child's birth-to-eight development.

🌐 www.buildthefoundation.org

✉ ncecf@buildthefoundation.org

in /north-carolina-early-childhood-foundation

🐦 @ncecf

f /buildthefoundation

▶ /buildthefoundation

NC Early Childhood FOUNDATION