



# KINDERGARTEN READINESS C.A.N

OCTOBER 17, 2017 MEETING MINUTES

**Attendance:** Tammy Lee, Paula Stefani, Angelina Castagno, Renee Henry, Peter Van Wyck, Peggy Rittman, Melissa Bianco, Nancy Pierce, John Albert, Michelle Novelli, Ruth Donnelly, Pam Powell, Carol Haden, Carly Trotter, Rene Hobbs, Stefani Whitcomb, Kelly Fischer, Linda Salazar, Mary K Walton, Beth Folkers, Sylvia Johnson, Paul Kulpinski

**Guests:** Lauren Zbyszinski, Christopher Lawrence.

**Paul opened the meeting with a brief introduction of the collective impact framework of LAUNCH Flagstaff** including: using a common agenda with evidence based decision making to align existing resources in a process of continuous improvement. The five educational outcomes LAUNCH Flagstaff is working to improve are: Kindergarten Readiness; 3<sup>rd</sup> Grade Reading; 8<sup>th</sup> Grade Math; High School Graduation; Post-Secondary Career Pathways.

**Rene reviewed the work of the Kindergarten Readiness Community Action Network (CAN)** and the goal of increasing the number of Flagstaff children entering Kindergarten ready to learn – currently at 47%. We are focusing on two contributing indicators: 1) access to high quality pre-school experiences; 2) access to parenting education.

**Lauren Zbyszinski, Director of Professional Learning and Sustainability at the Arizona Department of Education, gave an overview of the Kindergarten Developmental Inventory and its history.** The vision of the assessment is to be a formative assessment, used during instruction and to guide the instruction process. AZ K-3 Formative assessment video online. Pilot test for the platform with: 12 teachers for 3 months to test the logistics. 16-17 year did a field test 44 teachers in Pima, Mojave and Maricopa counties. Initiated by the lack of acceptance in the “race for the top” federal grant because of a lack of kindergarten assessment. In 2013 Arizona joined a consortium of 10 states (who also didn’t receive the RTTT grant) to develop the KDI. AZ took NC’s tool as a skeleton and built out our own version. Consortium work enabled validation of establishment of reliability, help for development and implementation with professional development. Research partner for AZ was SRI. 4 key requirements for development: focus on whole child; occurs during instruction; collect evidence using a variety of strategies; used to guide instruction.

Award of Teaching Strategies allows for data progression from preK – 3rd grade.

**Christopher Lawrence, Business Development Manager from Teaching Strategies** (the contractor who is providing the product that is the KDI), **then spoke specifically about the tool**, which is an extension of the Teaching Strategies GOLD tool used in many pre-school environments. In this way there can be an articulation of information from preschool through 3<sup>rd</sup> grade.

The tool is a comprehensive assessment with the following categories: 1)Developmental – social/emotional, physical, language, cognitive 2)Content - literacy, math, science, social studies; 3) Language Acquisition - .

Goal is to be invisible to the student and nearly invisible to the teacher.

My Teaching Strategies P-3 tool (GOLD) in 5 components: 1) Teach (lesson planning, instruction with recommended research based strategies for addressing gaps); 2) Assess (formative assessment tool Gold); 3) Develop (on line professional development for use of tool); 4) Report (menu of reports from individual to district); 5) Family (activities to send home with families to do at home with child; communication platforms with families).

There is a summative tool for benchmarking within the platform called checkpoints.

From an iPad/smartphone app, teacher can dictate notes rather than typing for documentation. Notes are intended for use only by the educators rather than with family to comply with FERPA. There is other objective data points that can be generated through reports for the family. Subjective opinions of teachers should not be included in GOLD because the objective nature to pass on to future educators is important to hold congruous. May require a mental shift for some teachers on how to use the tool. May ask teachers for a new way of using their time management. It would take time for teachers to enter their documentation, however for their time teachers get individual and class data that informs student progress and identifies gaps to inform future instruction with suggested lessons tailored from the results of the previously entered data.

All pieces of “evidence” are also assigned an objective related to content areas which contain a total of measurable 75 learning objectives. All 75 objectives are available for assessment from birth – 3rd grade, even if the objective is not developmentally appropriate. Objectives are aligned with the AZ Early Learning Standards and will be aligned with AZ K-3 standards by the time of release in January.

The software codes the progression of skills by age and then grade. Teachers can reflect on the coding to identify student strengths and gaps in content acquisition.

Good use of the tool is to work with students in small groups. Group notes can also be split into individual students in the documentation review process. Montessori classrooms have many students working individually during which teachers can document observations. Instruction, observation and documentation occurs simultaneously throughout the learning period. Professional development is available which can help teachers find appropriate strategies to achieve success in this balance. A 2-day training with 12 hours of content is provided for new users.

There are different reporting views based on administrative, or teacher perspectives to see district, school, classroom, student level reports – or even state wide.

There is functionality to keep track of what evidence and in what categories a teacher has collected information on individual students. Useful for a weekly review to inform lesson plans. Quick reports to gauge progress against AZ State Standards.

**Christopher and Lauren then answered the CAN’s questions:**

**Can this be used as a “snapshot” for K readiness?** If you have children who have been assessed in the preschool environment you can use that data to see and understand where the gaps are in getting kids ready for specific learning objectives. The work of ADE is not to define readiness (not to be a gatekeeper).

**Is there a pre-test for students entering Kindergarten who have not had any preschool?** The “inventory tool” (KEA – Kindergarten Entrance Assessment) used in the first 45 days of instruction is the way to identify the gaps and abilities of students as they enter Kindergarten. There is no “pre-test” in the tool. No expectation for teachers to observe all 75 skills in the 45 days to get accurate information to inform student’s individual developmental levels. This KEA data will be used to inform community programs and practices around parenting education 0-5.

**ADVANCING WORLD-CLASS EDUCATION**

**What are the other kinds of reports and outputs?** Class profile across one checkpoint; individual child across multiple checkpoints; development and learning – gives next steps for upcoming checkpoints; traditional Report Card; Assessment status for summative assessment progress; snapshot report of child all the way up to the district level; Can do a customized data export in excel for merging with other data sets (will look into see if LAUNCH could be set up as a user with access to each partner organization – otherwise it would be individually generated by each LEA)

**Who owns the data and how can this be accessed?** Housed within the TSG data system, but only stored. TSG doesn't have the ability to access data. There is access by 4 people at the state level for support and help for educators. Data can't be sold. District designates who gets login access through the state and the level of access. Each LEA has access to its own data. LAUNCH would have to have agreements with each LEA for data sharing.

**Cost?** About \$13 per student per year for the KDI. (Pre-school TSG is \$10 per student per year.)

**Will the use of the KDI be mandated by the state?** Unknown still. ADE has garnered a great deal of external support which can help offset the cost in the future. By being intentional in the implementation, this will start to inform the policy in the future.

**Next steps for KDI – partnership agreements with LEAs,** identify a team which attends the Professional Development. **ADE will pay for substitute teachers for training, and for the KDI subscription for the first 18 months** for that team. Team then can provide feedback to improvements. Application for partnership agreements just release yesterday and LAUNCH will help to blast this out to the community. No limit to number of people to be involved. **Deadline for application by end of November.**

**LAUNCH will convene a follow-up meeting with partners to see which organizations may wish to apply** for agreements to pilot the KDI in Flagstaff. That meeting will be **October 30th from 4-5pm** at the Family Resource Center on Cummings Avenue.