

Early Childhood and School Readiness Workgroup Meeting

November 13, 2018

Agenda

All Virginian children, regardless of background or zip code, are capable of and deserve the opportunity to enter kindergarten ready.

- Update on October Children's Cabinet
- Overview of Virginia Kindergarten Readiness Program (VKRP)
- Update on Preschool Development Grant Birth – Five Opportunity
- Next Steps

Update on October Children's Cabinet

Update on October Children's Cabinet

Children's Cabinet was updated on this group's work towards strengthening the early childhood data systems and home visiting programs.

Children's Cabinet was in support of next steps on data efforts:

1. Complete Distinct Count Use Case
2. Integrate additional key data sources into VLDS:
 - Live Births and other essential health data (Department of Health)
 - Service Data for children birth to three with special needs through IDEA Part C (Department of Behavioral Health and Developmental Services)

Children's Cabinet continues to be very interested in promoting and strengthening home visiting, primarily through current efforts of Early Impact VA.

Overview of Virginia Kindergarten Readiness Program (VKRP)



Amanda Williford & Jessica Whittaker (VKRP)

Anita McGinty (PALS)

November 13, 2018

Presentation to Virginia's Children's Cabinet



CURRY SCHOOL
of **EDUCATION**
Center for Advanced Study
of Teaching and Learning

Overview

1. History and Background
2. Components
3. Expansion & Improvements



1. History & Background



CURRY SCHOOL
of EDUCATION
Center for Advanced Study
of Teaching and Learning

How VKRP Measures Kindergarten Readiness

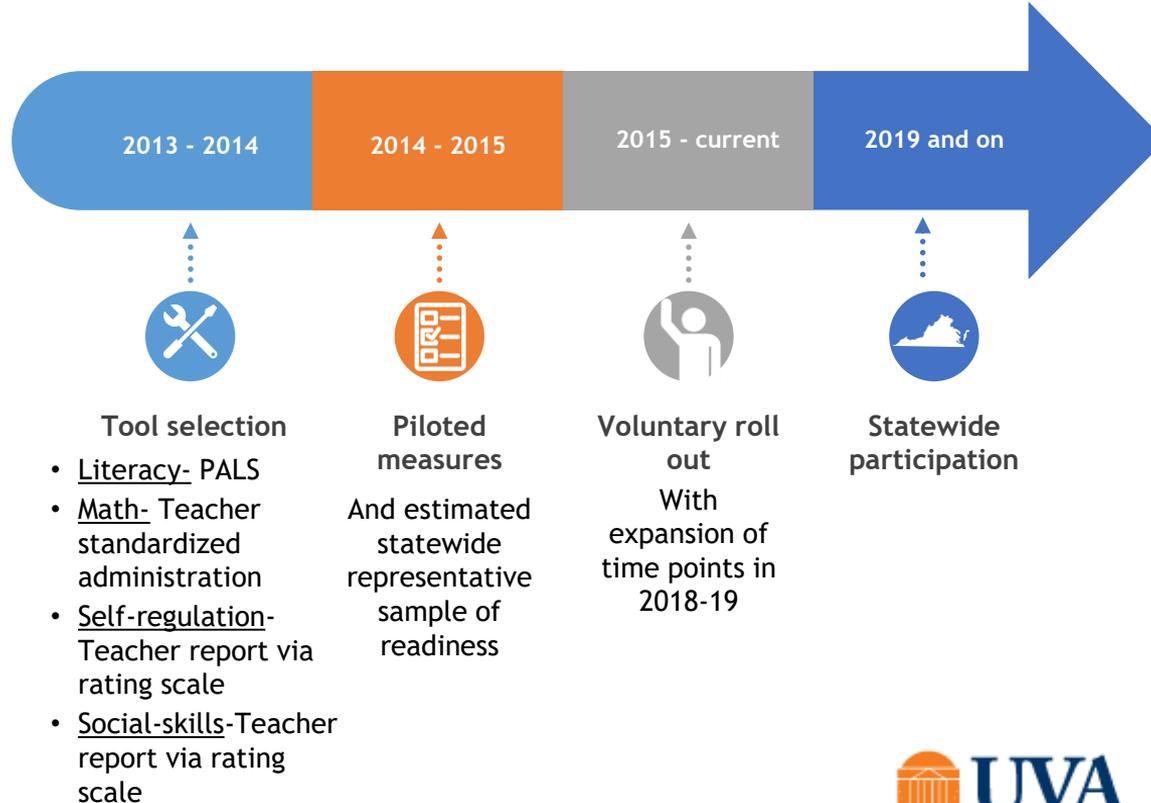


Readiness is defined as having foundational skills in **all** areas



CURRY SCHOOL
of EDUCATION
Center for Advanced Study
of Teaching and Learning

History of VKRP



What We've Learned

In terms of child skills, Virginia was too narrowly representing readiness

Estimates of children entering kindergarten who are **not ready** to be successful:

- ▶ When only using literacy (PALS)

- ▶ 16%



- ▶ Using VKRP—literacy, math, self-regulation and social skills

- ▶ 40%

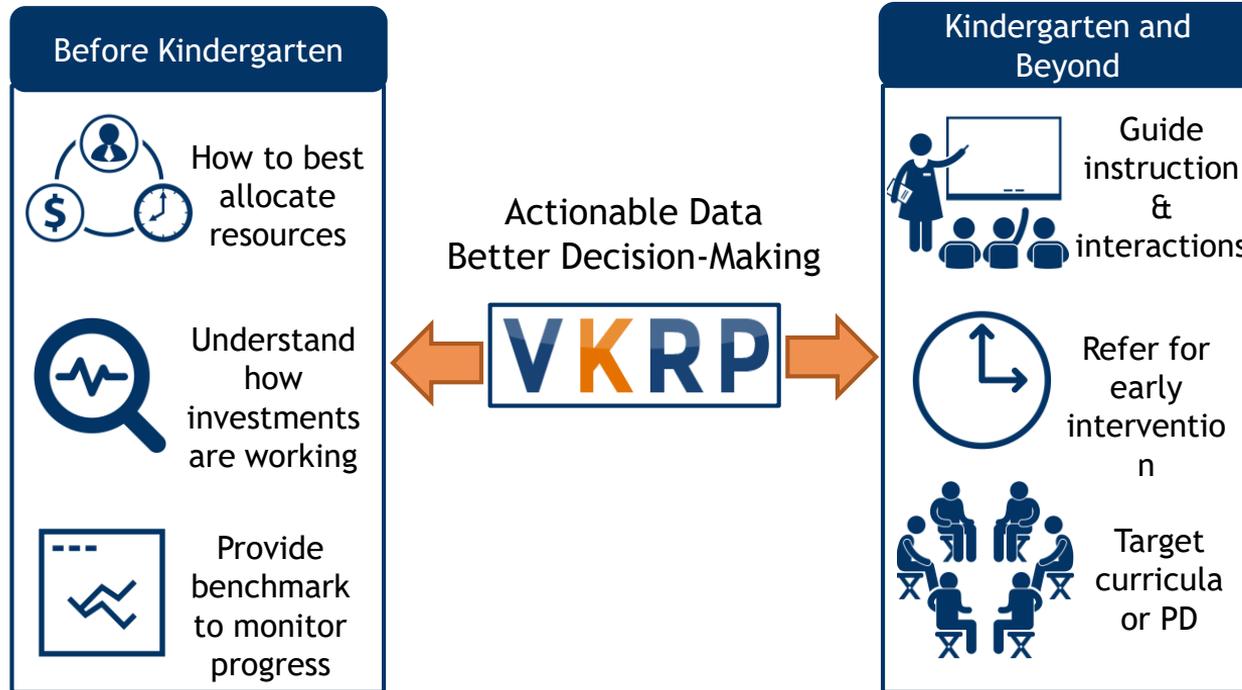


- ▶ For students who are economically disadvantaged

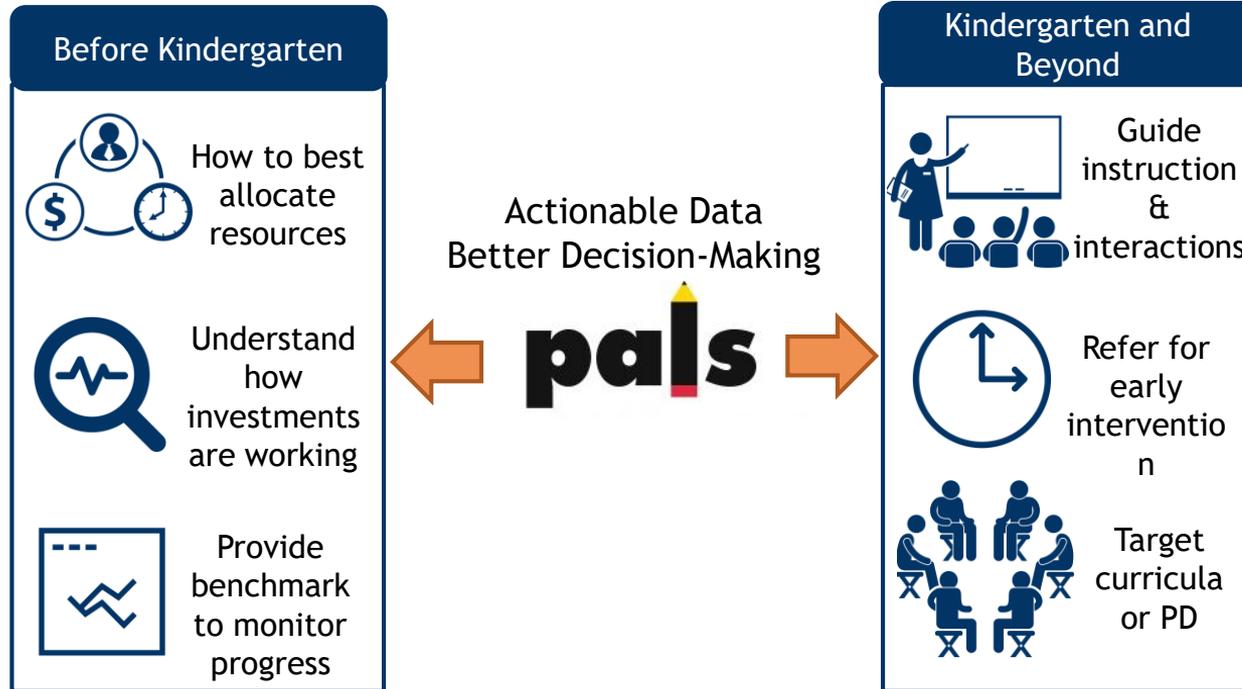
- ▶ 48%



How Statewide Readiness Data Can be Used in Virginia



How Statewide Readiness Data Can be Used in Virginia



2. Components



CURRY SCHOOL
of EDUCATION
Center for Advanced Study
of Teaching and Learning

What is VKRP



VKRP is a set of coordinated **assessments**

Literacy (PALS), math, self-regulation, and social skills combined to provide teachers with a more comprehensive picture of students' skills at the beginning of kindergarten



VKRP is a **reporting system**

Provides detailed and integrated information about students' skills at the student (for teachers and families), classroom, school, division, and state levels



VKRP is a set of **instructional resources**

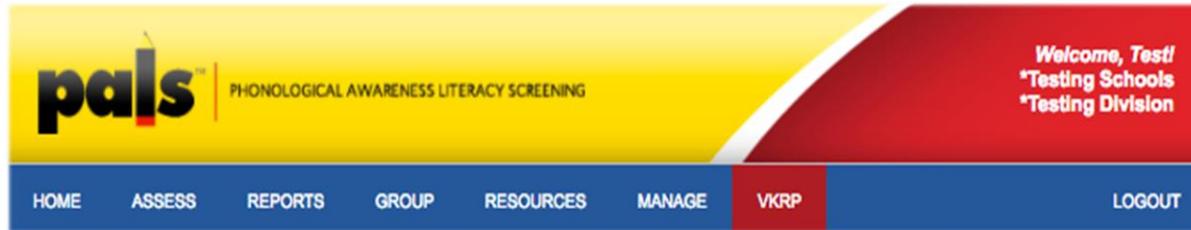
Supports teachers to understand students' skill levels and to use instructional practices to support their learning and growth



VKRP Assessments - Literacy



- ▶ The Phonological Awareness Literacy Screening is used to assess students' early literacy skills.



VKRP Assessments - Mathematics



- ▶ The Early Mathematics Assessment System (EMAS)/The Party
 - ▶ Assesses skills in the areas of Numeracy, Computation, Patterning, and Geometry and Spatial Sense
 - ▶ Teachers administer assessment to students individually using a flip book and manipulatives.
 - ▶ Teachers enter children's responses into an online application, recording students responses as they administer the assessment



VKRP Assessments - Social Emotional and Self Regulation Skills



- ▶ Child Behavior Rating Scale (CBRS)
 - ▶ Short rating scale completed by the teacher that measures students' approaches to learning, self-regulation, and social-emotional development.
 - ▶ Teachers rate their students' classroom-based behavior based upon their observations of their students in the school setting and input responses in an online interface.



Reports: Classroom Overview



1. CLASSROOM OVERVIEW

2. DOMAIN - MATH

3. SUB-DOMAIN - NUMERACY

4. SUB-DOMAIN - COMPUTATION

5. SUB-DOMAIN - PATTERNING

6. SUB-DOMAIN - GEOMETRY AND SPATIAL SENSE

7. DOMAIN - SELF-REGULATION

8. DOMAIN - SOCIAL SKILLS

9. CBRS CLASSROOM SUMMARY

TEACHER DATA EXPORT

TEACHER EXPORT GUIDE

Classroom Overview

Teacher: Teacher A-2 **Class:** A2 **School:** *2017 VKRP Test School 2

Not Tested (NT) In Progress (IP) Exempt (E) Spanish (SP)

Below Benchmark At or Above Benchmark

- To start or resume assessment: Click on the NT or IP
- View individual student report: Click on student's name or score
- To sort results: Click on each area header (e.g. Math)

Student	Math	Self-Reg	Social	Literacy
Completion Status	3/5	2/5	2/5	1/5
17StudentA2 A	IP	NT	NT	102
17StudentA2 B	NT	E	E	NT
17StudentA2 C	28	NT	NT	NT
17StudentA2 D	18	NT	NT	NT
17StudentA2 E	E	4.50	1.57	NT
Benchmark	25	2.90	3.71	29
Classroom Average*	23.00	4.50	1.57	102

Recommended Resources
The following resources have been recommended for your classroom.

- [Numeracy](#)
- [Computation](#)
- [Patterning](#)
- [Geometry and Spatial Sense](#)
- [Self-Regulation](#)
- [Social Skills](#)

* Classroom level average scores, totals, and recommended resources are not accurate until all assessments are completed.
-- Indicates that no students scores are available yet to report classroom averages or student totals for a given area.

Scores for the Spanish version of the math measure do not display on this report.
You can access students' Spanish math scores by selecting "Math Results - Spanish" on the student-level reports page.
[Interpreting Reports](#)

- ✓ Easy to interpret
- ✓ Interactive
- ✓ Printable
- ✓ Exportable
- ✓ Linked to instructional resources



Reports: Student Overview



Student Overview

Student: Student18-02 Test18-1 **Teacher:** Test TechDynamism **Class:** Report Testing 18-1 **School:** *Testing Schools

Domain Sub-domain	Score (Benchmark)	Max Score	
Math - Total Score	22 (25)	43	
Numeracy	5 (8)	16	
Computation	2 (2)	8	
Patterning	4 (4)	4	
Geometry and Spatial Sense	11 (11)	15	
Self-Regulation - Total Score	2.80 (2.90)	5.00	
Social Skills - Total Score	4.43 (3.71)	5.00	
Literacy - Total Score	72 (29)	102	
Group Rhyme Awareness	10 (5)	10	
Group Beginning Sound Awareness	6 (5)	10	
Individual Rhyme Awareness	9 (5)	10	
Individual Beginning Sound Awareness	8 (5)	10	
Lower-Case Alphabet Recognition	14 (12)	26	
Letter Sounds	9 (5)	26	
Spelling	8 (2)	20	
Concept of Word	Pointing	2 (2)	4
	Word ID	1 (2)	8
	Word List	1 (0)	10
	PrePrimer	-	20
Word Recognition in Isolation	Primer	-	20
	First Grade	-	20

Recommended Resources

The following resources have been recommended for Student18-02 Test18-1:

- [Numeracy](#)
- [Computation](#)
- [Patterning](#)
- [Geometry and Spatial Sense](#)
- [Self-Regulation](#)
- [Social Skills](#)

click on any area to view resources



CURRY SCHOOL
of EDUCATION
Center for Advanced Study
of Teaching and Learning

Reports: Family Report



Student: Student18-01 Test18-1
Teacher: Test TechDynamism
School: *Testing Schools
Date: 11-08-2018

[Family Resources](#)

Family Information Report

What is VKRP?

The Virginia Kindergarten Readiness Program (VKRP) is an initiative of the Commonwealth to better understand how children's early **math, self-regulation, social skills, and literacy skills** support success during kindergarten and beyond. In the fall, your child's teacher assessed math skills (Early Mathematics Assessment System), literacy skills (Phonological Awareness Literacy Screening), self-regulation, and social skills as observed in the classroom (Child Behavior Rating Scale).



Why is this information important?

Children benefit from having strong skills across a range of early learning domains including literacy, math, self-regulation and social skills. When teachers have a better understanding of children's skills, they can provide individual support across these areas that lead to future success in school and life.

Talk with the teacher to find out more about these skills and how to support them outside of school.

Your child's results

Early Learning Skill	Your Child's Score	Fall Benchmark*	What the Score Means
Math Count, begin to add, identify shapes, and create patterns.	34 (Highest score possible is 43)	25	Your child is developing early math skills as expected at this time.
Self-regulation Control one's own emotions, behaviors, and thinking.	4.70 (Highest score possible is 5)	2.90	Your child is developing self-regulation skills as expected at this time.
Social Skills Work cooperatively with other children and adults.	4.71 (Highest score possible is 5)	3.71	Your child is developing social skills as expected at this time.
Literacy Skills Upper-case and lower-case alphabet recognition, letter sounds, reading, and spelling.	72 (Highest score possible is 102)	29	Your child is developing literacy skills as expected at this time.

*This is the *minimum* score for children who are meeting expectations for the beginning of kindergarten.



CURRY SCHOOL
of EDUCATION
Center for Advanced Study
of Teaching and Learning

Teacher Resources - Skill Example



NUMERACY
SKILL: COUNTING AND
CARDINALITY



WHAT IS IT?

Counting means telling how many things are in a group. This may seem simple, but it is actually fairly complex. Counting involves a variety of skills and concepts.

Cardinality is the idea that the final number of the sequence represents the amount of objects that were counted. The last number named when all objects in a set have been counted is the number that tells how many.

Key skills and concepts	Definitions
Providing the sequence of counting words in order	Saying numbers in order. For example, "one, two, three, four, five."
One-to-one correspondence	The understanding that one number word represents one object that is being counted.
Conservation of number	Recognizing that the number of objects stays the same regardless of how the objects are arranged.

WHY IS IT IMPORTANT?

Counting and cardinality is an essential skill, and we use it daily. Studies suggest that students' early counting skills are a really important predictor of later abilities. Students who can recite and count to 20 in preschool have the highest math skills in first grade. Counting and cardinality is related to many other important skills, like understanding order and sequence, and problem solving using a step-by-step procedure.

HOW DOES IT DEVELOP?

At this age	Children can typically:
4	<ul style="list-style-type: none"> Accurately count up to 5 objects in a line. Provide the last number counted to answer the question of "how many?" Produce a group of objects of a certain quantity. (If you provide a student with a pile of blocks and ask him to give you 4, he can successfully give you 4 blocks.)
5	<ul style="list-style-type: none"> Count and produce up to 10 objects accurately, and then beyond to 30. Understand that numbers tell how many. Keep track of objects that have and have not been counted, even if those objects are in various arrangements. Begin to recognize errors in others' counting and eliminate most errors in their own counting. Count backwards from 10 to 1.
6	<ul style="list-style-type: none"> Begin to "count on." (This means they don't have to start at 1 when they count. They can start with another number such as, "7, 8, 9, 10.") Tell you the number immediately before or after another number without starting at 1. Start "skip counting." (counting by 2s, 5s, and 10s)

my TeachingPartner
Math Science

Counting with Gold Bars

Small Group

Objectives

- Count with objects up to 5
- Produce a collection of up to 5 objects

Topic(s)



Numbers
Object Counting

Use the Lingo

- Number words 0-5
- More/most
- Fewer/fewest
- Smallest
- Largest

Materials Needed:

- Paper plates with numerals 0-5 and corresponding 5-frames glued to them
- 5-frames (one per student)
- Yellow Lego 'Gold Bars' (enough for each student to have at least five) (or substitute small yellow rectangular pieces of construction paper)
- Bowl or basket for the "central bank" (one per small group)

Additional Preparation Required:

- None

Teaching Tip: Be the Best

Stack two 5-frames vertically, and draw students' attention to the similarity between the 5-frame they are using and the 10-frame on the Number Chart.

Place two 5-frames side-by-side like this → to help students compare amounts in each of the 5-frame "banks."

Sample activity to support the skill



Family Resources



Student: Student2-02 Test2
Teacher: Test TechDynamism
School: Testing Schools
Date: 06-30-2017

Family Resources

Helping Your Kindergartner Develop...

MATH SKILLS



WHY ARE MATH SKILLS IMPORTANT?

Whether measuring ingredients for a recipe, or finding the right amount of change – **math is everywhere!** During kindergarten, children are beginning to develop the math skills needed for understanding and working with numbers, adding and subtracting, creating patterns, and recognizing shapes. These skills are key to later learning and school success.



WHAT IS MY CHILD LEARNING?

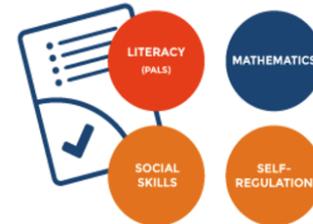
In kindergarten, children are working on...

- Count verbally up to 100 and “skip count” by 10s
- Counting and comparing quantities of two groups of objects using words like “more and “fewer”
- Solve word problems with sums to 10 and difference within 10, using concrete objects
- Recognizing common shapes and identifying their attributes (e.g., squares have 4 sides and 4 angles)
- Describing the location of one object relative to another (e.g., above, below, next to)
- Identifying, creating, and extending patterns

How can I promote development of math skills?

Report

ative of the
self-
uring
ed math
onological
as observed



important?



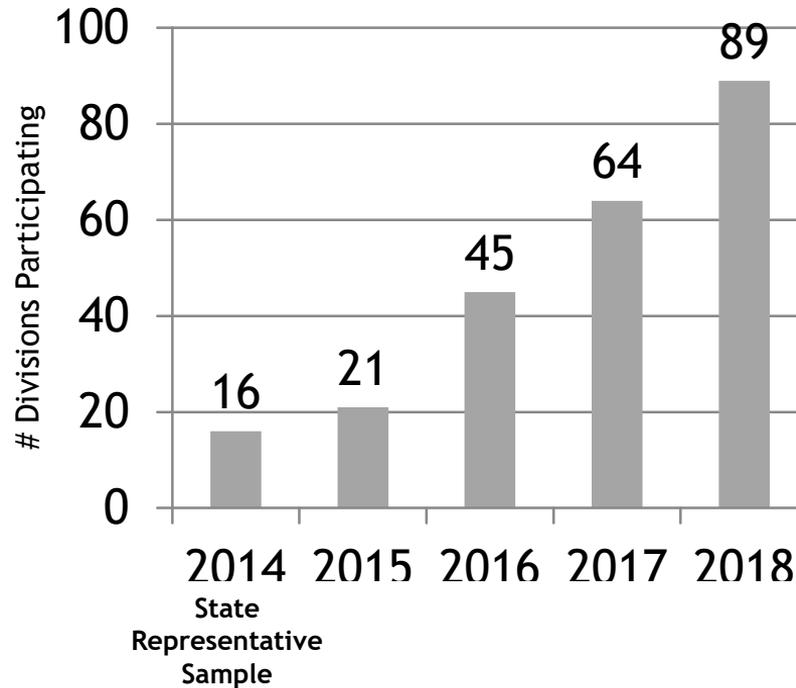
CURRY SCHOOL
of EDUCATION
Center for Advanced Study
of Teaching and Learning

3. Expansion & Improvements

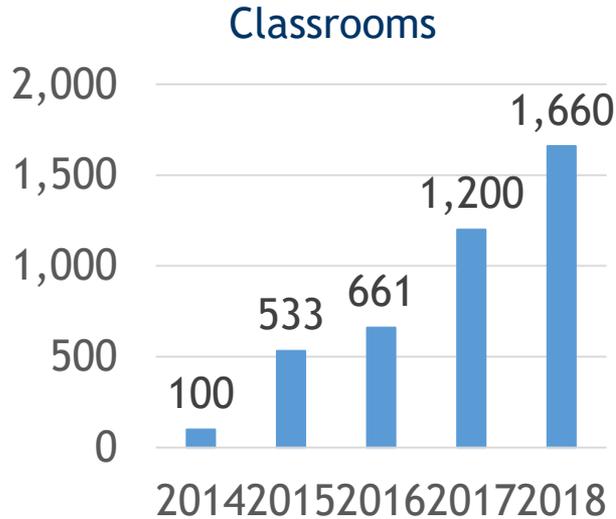


CURRY SCHOOL
of EDUCATION
Center for Advanced Study
of Teaching and Learning

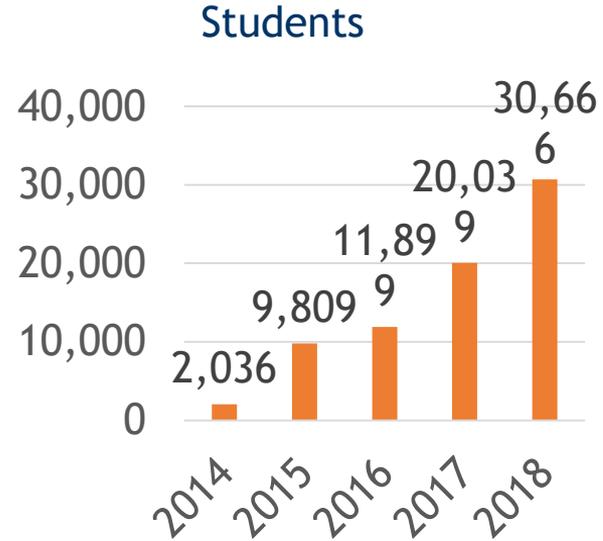
VKRP Expansion Over Time



VKRP Expansion Over Time

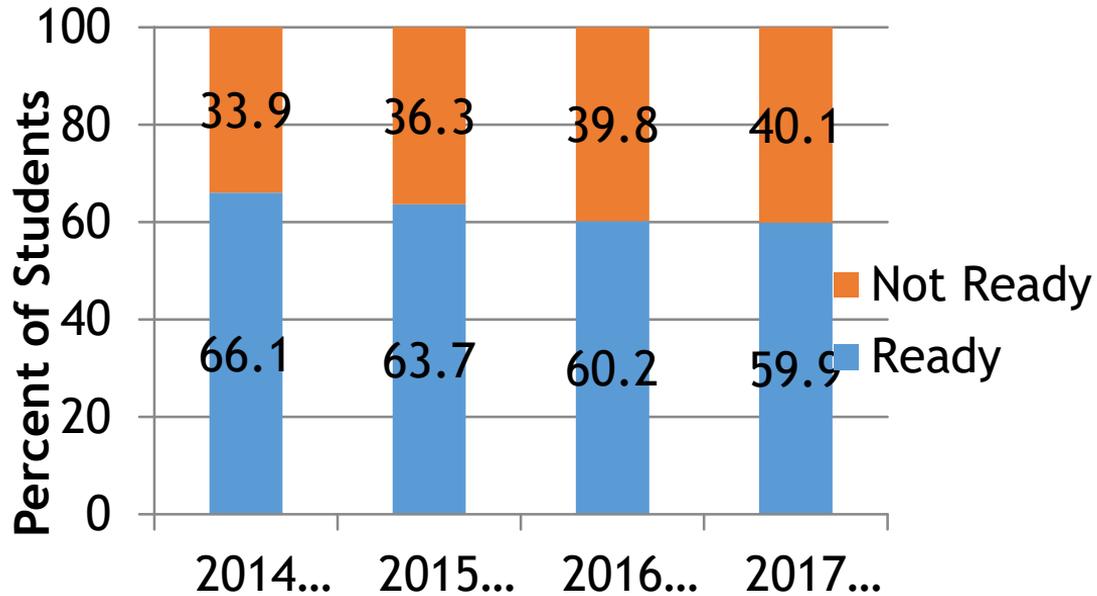


Total number of estimated classrooms	5,212	5,055	5,047	5,059	5,059
% of total	1.9	10.5	13.1	21.6	32.8



Total number of Kindergarten students	93,807	90,991	90,850	91,053	91,053
% of total	2.2	10.8	13.1	22.0	33.7

VKRP Expansion Over Time

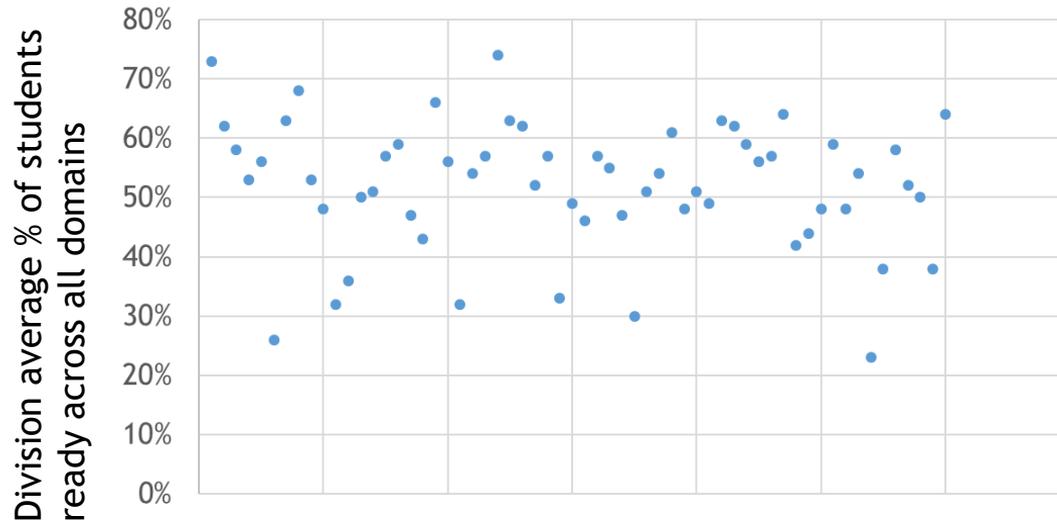


State
Representative
Sample

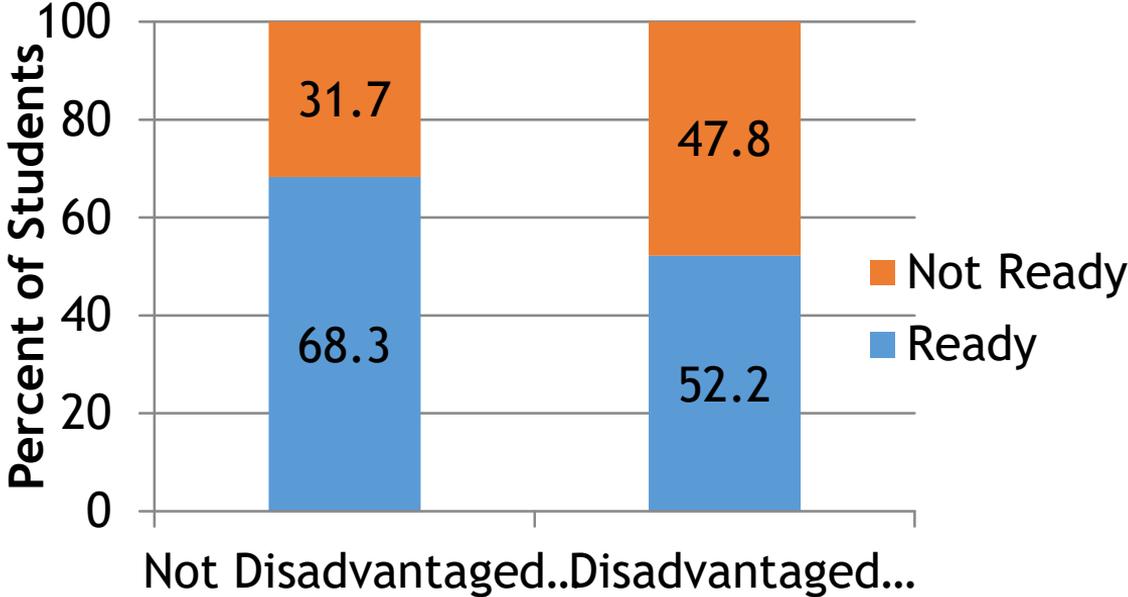


CURRY SCHOOL
of EDUCATION
Center for Advanced Study
of Teaching and Learning

2017 Data— Overall Readiness Variability Across Divisions



2017 Data— Relation between Economic Disadvantage and Readiness



VKRP Expansions and Improvements

- ▶ Expansion of math, self-regulation and social skills
 - ▶ Spring of kindergarten
 - ▶ Fall and spring of preschool
 - ▶ Complement PALS which already tracks growth over time in literacy skills
- ▶ Continued collaboration with PALS
- ▶ Refined data reports that are more interactive and show growth across the year in students' skills
- ▶ Expanded resources on how to use data to guide instruction
- ▶ Scalable training



Questions?



CURRY SCHOOL
of **EDUCATION**
Center for Advanced Study
of Teaching and Learning

For More Information

www.vkrponline.org

Practice the Assessment System

<https://resources.vkrp.virginia.edu/practice-assessments/>



CURRY SCHOOL
of EDUCATION
Center for Advanced Study
of Teaching and Learning

How much of this variation is correlated with economic disadvantage?

There is a weak negative correlation between overall readiness and disadvantage status, and overall readiness and % free and reduced lunch (at the school level).

Correlations				
		VKRP: Ready on BP, CBRS, and PALS	DisadvantageStatus	PALS: School-level, % Free and Reduced Lunch
VKRP: Ready on BP, CBRS, and PALS	Pearson Correlation	1	-.150**	-.069**
	Sig. (2-tailed)		.000	.000
	N	15067	14580	14132
DisadvantageStatus	Pearson Correlation	-.150**	1	.203**
	Sig. (2-tailed)	.000		.000
	N	14580	19244	18318
PALS: School-level, % Free and Reduced Lunch	Pearson Correlation	-.069**	.203**	1
	Sig. (2-tailed)	.000	.000	
	N	14132	18318	18745

** . Correlation is significant at the 0.01 level (2-tailed).

Are there any known positive outliers (i.e., communities with higher results even with higher poverty levels)?

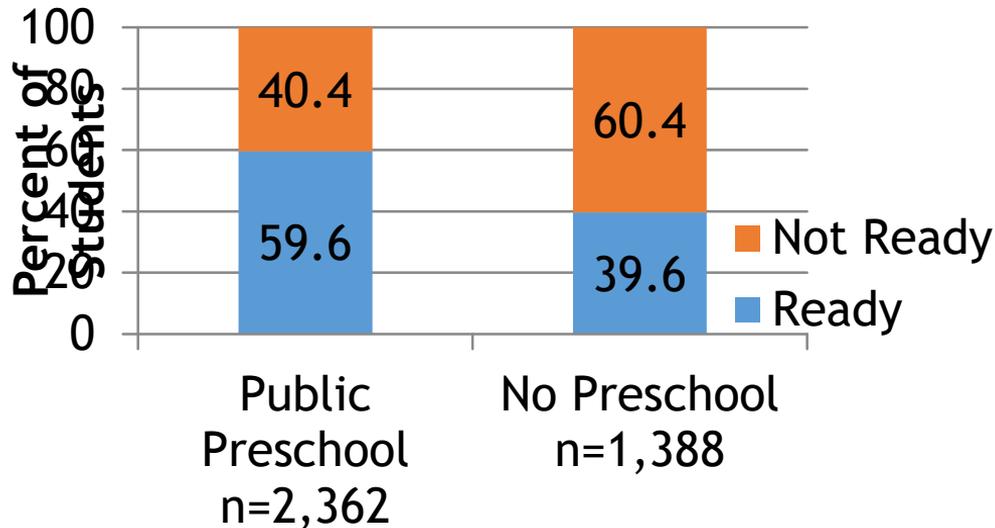
Yes. In 2017 mean overall readiness at the division level was 58% (23-74%, SD 11%). Positive outliers with high readiness and high poverty include the divisions below. Compared to the full 2017 sample these students had more public preschool experience.

Division	Mean Overall Readiness	Mean % Disadvantaged	Number of Students
Halifax County Public Schools	64%	90%	330
Northampton County Public Schools	59%	74%	97
Highland County Public Schools	73%	68%	22
Grayson County Public Schools	66%	70%	111

Division	Positive Outliers			Full 2017 Sample			
	Valid Percent	Cumulative Percent	Frequency	Valid Percent	Valid Percent	Cumulative Percent	
6.3	6.4	78.7	4658	23.2	24.2	74.5	
62.5	63.6	72.4	7809	39.0	40.6	50.3	
8.6	8.7	8.7	1869	9.3	9.7	9.7	

Department of Defense Child Development Program	2	4	4	70.1	202	1.5	1.6	76.0
---	---	---	---	------	-----	-----	-----	------

2017 Data—Public Preschool Versus no Preschool in Children from Low Income Backgrounds



Excludes private preschool/daycare (n=3214), Head Start (n=1358), not provided (n=487), family home daycare (n=231), and Department of Defense child development program (n=93). Total excluded n=5383.



2017 Data— Relation between Preschool Experience, Economic Disadvantage, and Readiness

Pre-K Experience	Full Sample		Disadvantaged Students	
	Overall Readiness	Number of Students	Overall Readiness	Number of Students
Head Start	52%	1,869	50%	1,337
Public Preschool	61%	7,809	57%	5,019
Private Preschool / Daycare	71%	4,658	56%	723
Department of Defense Child Development Program	63%	155	47%	43
Family Home Daycare	65%	302	52%	90
No Preschool Experience	47%	4,448	38%	2,164
Special Education Only	-	2	-	1
Missing or Not Reported	79%	796	-	1
Total	60%	20,039	52%	9,378



Update on Preschool Development Grant Birth – Five Opportunity

Preschool Development Grant – Birth to Five (PDG B-5) Opportunity

Virginia applied for a federal grant to help unify and strengthen early childhood care and education system, focusing on local pilots that will lead the way.

- Virginia has applied for \$13.9M, which is below the maximum (\$15M) but above the average expected award (\$5M).
- Virginia will use existing state-funded activities to meet the required 30% match.
- All states are expected to use funds for:
 1. Producing needs assessment(s);
 2. Developing strategic plan(s);
 3. Maximizing parental choice and knowledge about the State's mixed delivery system of existing programs and providers;
 4. Sharing best practices among providers to increase collaboration and efficiency, including improving transitions to elementary school; and
 5. Improving the overall quality of early childhood education programs.
- This is a one year grant, but renewal grants may become available.

Virginia's Strategy

Virginia proposes to use PDG B-5 to build on current momentum towards unifying the early childhood system, specifically focusing on 10 pilot communities.

Virginia's application will be unique as it:

- Leverages extensive analytical and engagement efforts in recent years (e.g., Commonwealth Council, School Readiness Committee, JLARC, Children's Cabinet, School Readiness Report Card, Integrated Financing, Smart Beginnings, etc.)
- Builds on lessons learned from recent grants to communities (e.g., VPI+, Mixed Delivery, Innovative Partnerships)
- Maximizes recent federal and state investments (e.g., VPI Plan, VKRP, Mixed-Delivery, Additional CCDF, etc.)
- Focuses on local communities through supplementing mixed-delivery grantees to convene, count, quantify quality and to improve access and quality, thus positioning Virginia to better understand what it takes to scale statewide

By 2020... Needs Assessment and Strategic Plan

By 2020, Virginia has a vision, needs assessment and strategic plan for strengthening the early childhood care and education system that will improve outcomes including kindergarten readiness.

In 2019, Virginia will:

- Produce statewide needs assessment and strategic plan that:
 - Establishes key terms, vision, goals and success measures
 - Indicates how Virginia will complete an unduplicated count
 - Synthesizes and build on what exists (e.g. School Readiness Report Card, JLARC, VPI investments, etc.)
 - Includes multiple stakeholder sessions (e.g., roundtables)
 - Integrate additional fiscal and data system capacity analysis
- Engage deeply the School Readiness Committee;
- Create brand and secure broad buy-in for vision and plan via statewide marketing strategy; and
- Create a dashboard to track implementation progress.

By 2020... Community Models Ready to Scale

By 2020, ten communities, representing Virginia's diversity, will have demonstrated proof of concept.

In 2019, Virginia will fund and work closely with pilot communities to:

- Convene all publicly-funded family day home, child care, Head Start and PreK providers;
- Analyze community need in terms of access (e.g., child count, classroom count) and quality (e.g., quality inventory);
- Provide training, technical assistance, materials and ongoing support to improve classroom quality (e.g., curriculum, competencies and CLASS observations);
- Conduct family focus groups and family survey to learn more about parent preferences and experiences;
- Conduct leader and teacher survey to capture their perspectives;
- Develop a plan for strengthening access, enrollment and transitions;
- Reward leaders and teachers for efforts to improve quality with incentives (\$) to improve implementation and reduce turnover.

By 2020... A Stronger Foundation at the State Level

By 2020, Virginia will be positioned to scale the efforts of the pilots to other communities, having built the necessary capacity and infrastructure through the grant.

In 2019, Virginia will:

- Unify birth-to-five early learning and development standards;
- Promote use of standards-aligned tools including curriculum, screening, competencies, classroom observation and kindergarten readiness; and
- Build a “program profile” to engage and inform family choice, leveraging an existing data system for capturing classroom data;
- Design and build out a suite of parent tools around kindergarten readiness assessment which will be statewide in fall 2019;
- Develop community guide based on best practices and lessons learned from pilot communities that can be used to scale effort statewide; and
- Design solution(s) to address early childhood data system needs and how systems can be connected to Virginia Longitudinal Data System.

Next Steps

Wrap Up and Next Steps

Virginia can lead the nation in demonstrating and sustaining an equitable, innovative and effective early childhood system.

- Workgroup members are invited to attend Children's Cabinet in December.
- Date and agenda for next workgroup meeting will depend, in part, on results of PDG B-5 application.
- Email additional thoughts or suggestions to me at jenna.conway@governor.virginia.gov.

Thank You!

