

Virginia Kindergarten Readiness Program

Overview & Update

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Acknowledgments

- Pilot phases of VKRP (2013-2015) were funded by Elevate Early Education (E3) through public & private investments
 - The Commonwealth appropriated \$250,000 in General Funds
 - These funds were matched \$2:\$1 with \$500,000 in private donations from the Batten Educational Achievement Fund of the Hampton Roads Community Foundation
- The Commonwealth appropriated \$1,000,000 in General Funds in the FY 2015-16 to begin statewide implementation

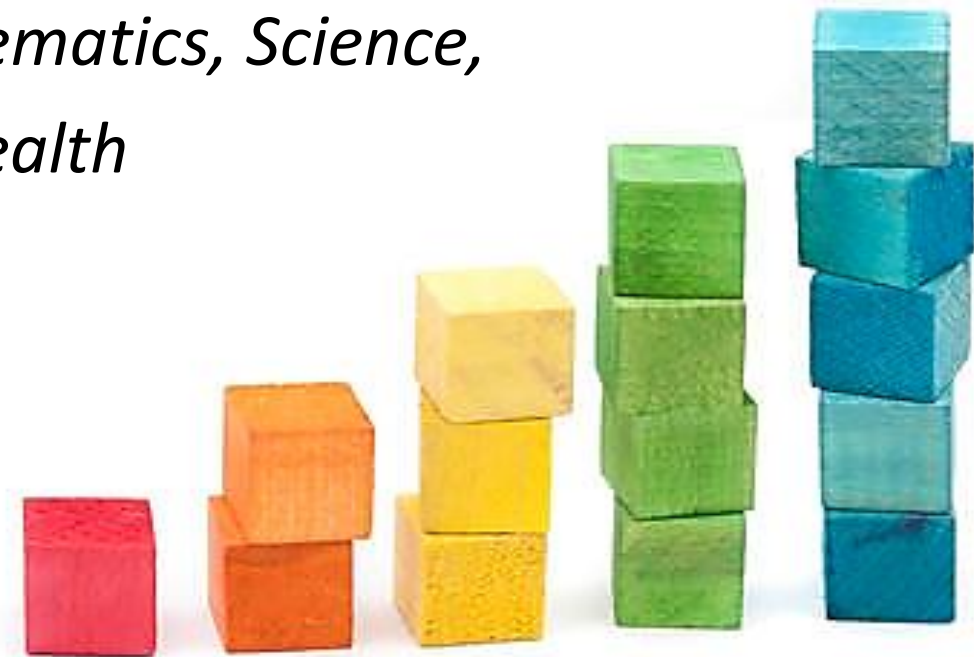
Opinions expressed in this presentation are those of the authors and may not represent views of the funding agencies

We thank the generous school divisions, administrators, teachers, and kindergarten students who have participated

What is School Readiness?

- Skills children have when they enter school that prepare them for later school success

*Language, Self-regulation, Social skills,
Literacy, Mathematics, Science,
Motor skills, Health*



Why Do We Care?

- Children who enter kindergarten behind their peers are more likely to:
 - Continue to fall below grade level expectations
 - Be retained
 - Receive special education services
 - Drop out of high school

Assess the degree to which children start kindergarten “ready”

- Data used to look forward and backward
 - Inform both early childhood and early elementary education practices
- Provide actionable data to the policy makers, districts, and teachers
 - Identify sites or populations that need additional efforts to ensure students’ school success
 - Provide a benchmark – over time used to determine if the state has made progress in improving child outcomes

How Does Virginia Compare?

- States' use of Kindergarten Readiness Assessments/Kindergarten Entry Assessments has increased dramatically
- Most states are (or are in the planning phases of) assessing multiple early learning domains at kindergarten entry
- In Virginia, the only common assessment used in kindergarten is **PALS** (Phonological Awareness Literacy Screening)

Virginia Kindergarten Readiness Program (VKRP)

Key goals for understanding **kindergarten readiness in Virginia:**

- Provide a “snapshot” of Virginia’s entering kindergarteners’ readiness skills
- Present recommendations for a statewide comprehensive readiness assessment

VKRP Measures Selection

- Objectives
 - Address multiple early learning domains (to complement PALS)
 - Reliable and valid instruments
 - Feasible for **teachers** to:
 - Administer
 - Use to guide instruction
- Choices
 - Literacy-Teacher administered direct assessment (PALS)
 - Math-Teacher administered direct assessment
 - Self-regulation-Teacher report
 - Social-skills-Teacher report

VKRP 2014-15 Pilot Study

Representative of the state

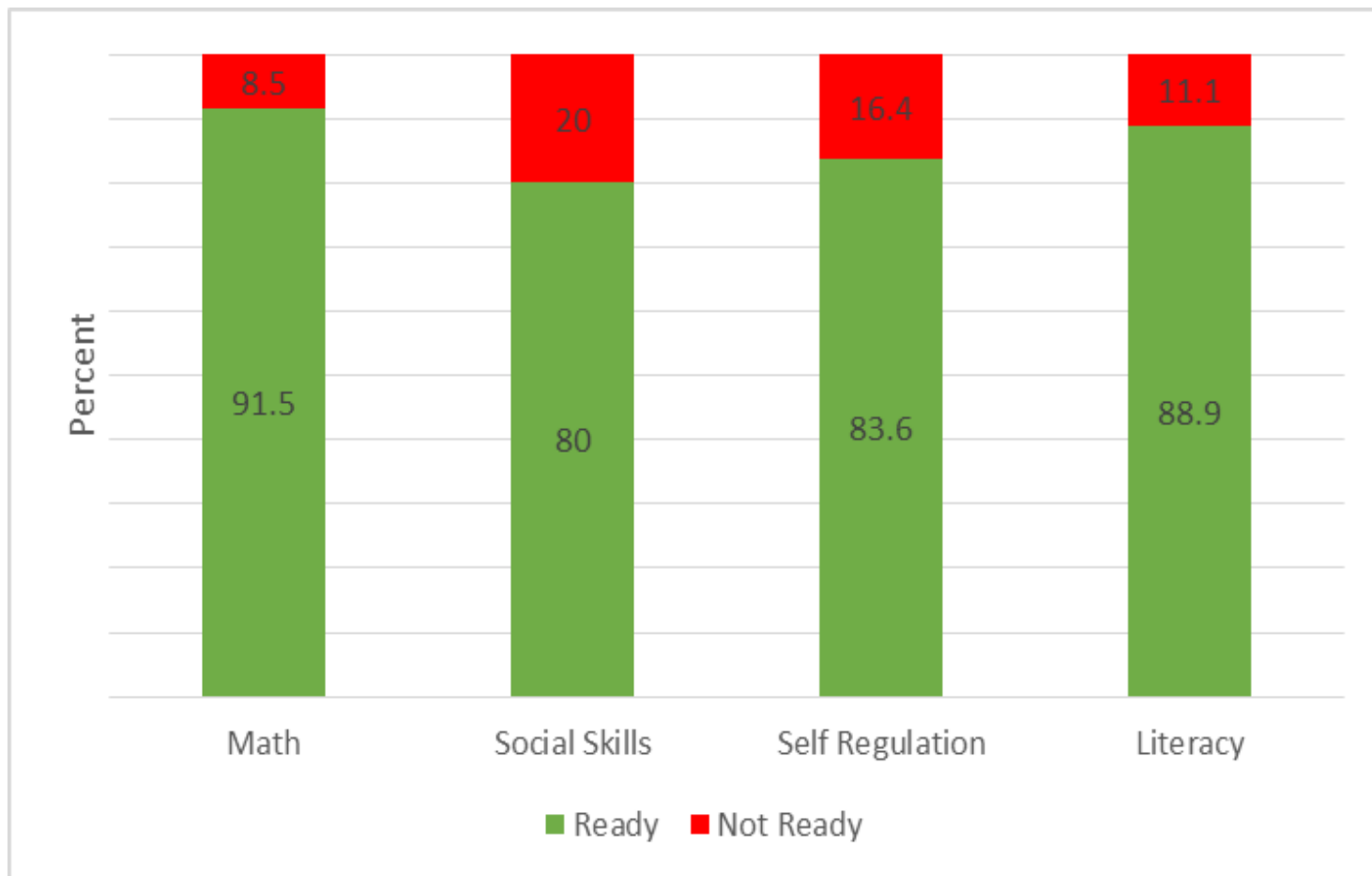
- 2,036 kindergarten students
- 100 classrooms, 41 elementary schools, 16 school divisions
- Students—5.4 years old, 47% female
 - 51% White, Not Hispanic, 28% Black, 9% Hispanic, 6% Asian, 6% other
 - 11% ELL, 7% had IEPs

Too Many Virginia Children Are Not Ready

Readiness	Frequency	Percent
“Not ready” in at least 1 domain	647	33.9
“Not Ready” in 1 domain	374	19.6
“Not Ready” in 2 domains	182	9.5
“Not ready” in 3 domains	61	3.2
“Not ready” in 4 domains	30	1.6
“Ready” in all domains	1,264	66.1
Sub Total	1,911	100.0
Missing	125	
Total	2,036	

*An estimated over 31,000 Virginia children
are not prepared for kindergarten*

Percent of Students “Ready” or “Not Ready” by Domain



Recommendations

- Assess skills beyond literacy
- Implement a voluntary statewide rollout
 - Involve stakeholders
 - Develop an integrated data system
 - Make data useful for teachers
- Use data to make data-driven policy decisions
 - Effective early intervention strategies
 - Birth through preschool
 - Kindergarten through 3rd

- Funding allocated in the FY 2016 state budget to UVA to begin statewide implementation
 - Collaborating with DOE and PALS
 - Graduated, voluntary roll-out
 - 21 diverse school divisions
 - *20 additional school divisions interested to participate next year*
 - 535 kindergarten classrooms
 - Teacher trainings underway (75% complete)

Building off the Success of PALS

TOOLS RESOURCES RESEARCH & DEVELOPMENT RTI QUICK CHECKS FOR PARENTS ENTER SCORES AND VIEW REPORTS

pals™ PHONOLOGICAL AWARENESS LITERACY SCREENING

PALS Virginia K-3 login

Welcome to the PALS school year 2015-2016!

Announcements:

helpful links

- ▶ News You Can Use
- ▶ Login Problems & Solutions
- ▶ Create Account
- ▶ Change My Email Address
- ▶ Same Person/ Different Division
- ▶ Benchmarks
- ▶ Who should be screened?
- ▶ 2014-2015 PALS K-3 Assessment Calendar
- ▶ 2015-2016 PALS K-3 Assessment Calendar
- ▶ Professional Resources

Returning Users

Email

Password

Forget Your Password?

LOGIN

New to PALS?

Create an account.

Building off PALS

TEACHER

pals™ PHONOLOGICAL AWARENESS LITERACY SCREENING

ADMINISTRATIVE | PLANNING INSTRUCTION | HISTORY+GROWTH | RI QUICK CHECKS | K-3 MATERIALS

USER: Teacher: Chris at Testing Schools | School: Testing Schools | Division: Test County | Public Schools | Assessment Date: August 12, 2015 | Form: A | ACCOUNT INFO | MANAGE CLASSES | LOG OFF

CLASS LIST

Select a student's name from the list below, and then select an action from the choices to the right.

Kindergarten PM ▾

- Flowers, Mary
- Gasper, Jasper

Using Traditional Score Entry (1) for Standard Administration, scores have been entered for all required tasks (Fall and Spring) or at least one task (Mid-Year), OR (2) for Non-Standard Administration, at least one score has been entered (Fall, Mid-Year, Spring).

Using the Online Assessment Wizard, scores have been entered for at least one Fall 2015 task for a student who was given the assessment under Standard Administration.

Using the Online Assessment Wizard (1) for Standard Administration, scores have been entered for all required tasks (Fall and Spring) or at least one task (Mid-Year), OR (2) for Non-Standard

STUDENT ACTIONS

Select a student's name from the Class List to the left, and then select an action from the choices below.

- Modify Student Information
- Enter Student's Scores
- Online Assessment Wizard
- Add or Transfer a Student
- View Add/Transfer Request Status Report
- Remove Student

VKRP

- Enter Math Scores
- Enter Social-Emotional Scores

VIEW RESULTS

Select a report to view and print. Note that a single Student Summary can be printed by selecting the single-student icon or the entire class' Student Summaries can be printed by selecting the class icon.

- Student Summary
- Class Summary
- Class COW Report
- Student Alphabet and Letter Sound Knowledge (OAW)
- Class Alphabet and Letter Sound Knowledge (OAW)

VKRP

- Math Reports
- Social-Emotional Reports
- Integrated Reports
- Assessment Completion Status

CLASS MANAGEMENT

- View Add/Transfer Request Status

PROFESSIONAL DEVELOPMENT

Coming Soon!

Integrated Reports

Virginia Kindergarten Readiness Program

Classroom Summary Report

Teacher Name: XXXX

School Name: XXXX

Student's Scores on each early learning domain are provided below. Within each learning domain, students whose score is at or above the benchmark/threshold are shaded in **green** and students whose score is below the benchmark/threshold are shaded **red**.

Name	Math	Literacy	Social Skills	Self-Regulation
Class Average	XX	XX	XX	XX
Kid 1	XX	XX	XX	XX
Kid 2	XX	XX	XX	XX
Kid 3	XX	XX	XX	XX
Kid 4	XX	XX	XX	XX
Kid 5	XX	XX	XX	XX
Kid 6	XX	XX	XX	XX
Kid 7	XX	XX	XX	XX
Kid 8	XX	XX	XX	XX
Kid 9	XX	XX	XX	XX
Kid 10	XX	XX	XX	XX
Kid 11	XX	XX	XX	XX
Kid 12	XX	XX	XX	XX
Kid 13	XX	XX	XX	XX
Kid 14	XX	XX	XX	XX
Kid 15	XX	XX	XX	XX

Data Linked to Strategies

- Evidenced-based strategies mapped onto early learning subscales and/or items

Example:

Self-Regulation

- Observes rules and follows direction without requiring frequent reminders
- Responds to instructions and then begins an appropriate task without prompting

Cues and Visuals

- Cues are quick, *effective* verbal or non-verbal reminders of an expected behavior
- Visuals are materials that teachers can use to help students understand and remember what they should be doing

Iterative Development Process

- Graduated roll-out
- Gather extensive feedback
 - Teachers, principals, curriculum specialists, superintendents, DOE, other stakeholders
- Improve the assessment system
- Provide supports to teachers
- Report the results
 - Teachers, schools, divisions, state