World’s Best Workforce—Goal 1: All children are ready for school

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Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning. This plan addresses the following five goals:

• All children are ready for school.

• All third-graders can read at grade level.

• All racial and economic achievement gaps between students are closed.

• All students are ready for career and college.

• All students graduate from high school.
Participants will be able to:

• Describe key attributes of high-quality early learning programs

• Explain the connections between program quality and return on investment in early learning

• Define school readiness and its multiple dimensions

• Write a SMART goal (specific, measurable, achievable, relevant, time-bound) addressing constructs of readiness within Goal #1 of the district’s World’s Best Workforce plan

• Take steps to promote meaningful use of early learning assessment data to others within their districts
High-quality preschool leaves children better prepared for school, especially in terms of their academic skill development.

Students who attend high-quality preschool programs reap lifelong benefits:

- are more prepared for school and
- experience substantial learning gains

...compared to children who didn’t attend preschool.
Studies of preschool programs that have followed students into adulthood find up to $17 returned in social benefits for every dollar invested.

Even when students are followed only into elementary school, there are significant benefits from preschool in lower rates of grade retention and special education placements. These benefits produce an average of $2 to $4 returns on the dollar.

High-quality preschool programs help close the gap in school and life outcomes between those raised in low-income families and their wealthier peers.
<table>
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<tr>
<th>Untangling the Evidence</th>
<th>Voluntary Prekindergarten</th>
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</thead>
<tbody>
<tr>
<td>Sufficient Learning Time</td>
<td>At least 350 hours per school year</td>
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<tr>
<td>Small class size and low student-teacher ratio</td>
<td>staff-to-child ratios of 1:10 and a maximum group size of 20</td>
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<tr>
<td>Well-prepared teachers</td>
<td>teachers knowledgeable in early childhood curriculum, assessment, native and English language programs, and instruction</td>
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Untangling the Evidence

ongoing support for teachers, including coaching and mentoring

Engaging interactions and classroom environments

program assessments that measure the quality of classroom interactions and provide actionable feedback for teachers to improve instruction;

Voluntary Prekindergarten

provide high-quality coordinated professional development, training, and coaching for both school district and community-based early learning providers that is informed by a measure of adult-child interactions measuring the impact of their voluntary prekindergarten program and provide results in their World's Best Workforce annual summary
Untangling the Evidence

research-based, developmentally appropriate early learning standards and curricula;

assessments that consider children’s academic, social-emotional, and physical progress and contribute to instructional and program planning; and

Voluntary Prekindergarten

Comprehensive program content including curriculum, assessment, and instructional strategies aligned with the state early learning standards, and kindergarten through grade three academic standards;

measure cognitive and social skills using a formative measure aligned to the state's early learning standards when the child enters and again before the child leaves the program,
Untangling the Evidence

meaningful family engagement.

Voluntary Prekindergarten

involve parents in program planning and transition planning by implementing parent engagement strategies that include culturally and linguistically responsive activities.
The Minnesota Department of Education (MDE) oversees multiple early learning programs:

- Early Childhood Family Education,
- Early Childhood Health and Development Screening,
- Early Learning Scholarships, Pathway I and Pathway II
- School Readiness,
- Voluntary Prekindergarten/School Readiness Plus,
- Early Childhood Special Education, and
- Head Start

Each program receives substantial state funding. However, each receives a separate stream of revenue with its own requirements.
WHAT IS SCHOOL READINESS?
Minnesota’s school readiness definition, the agreed-upon expectations at kindergarten entry, stipulate that children are ready when the child:

- Is at least 5 years of age by September 1 of the child’s enrollment year (Minnesota Statutes, section 120A.20)
- Has received early childhood screening (Minnesota Statutes, section 121A.17)
- Has received medically acceptable immunizations (Minnesota Statutes, section 121A.15)
Early Childhood Indicators of Progress (ECIPs)

- Minnesota’s early learning standards
- Revised and expanded in 2017
- A common set of developmentally appropriate expectations for children ages birth to kindergarten
- Aligned to the Minnesota Kindergarten Academic Standards.
Your handout provides districts with sample goals that may serve as a template or inspiration for their School Readiness goal. The examples are not meant to be inclusive of all potential acceptable goals.

There are four classifications of school readiness goals:

- Child-level goals and measures (Ready Children)
- School-level goals and measures (Ready Schools)
- Family-level goals and measures (Ready Families)
- Community or system-level goals and measures (Ready Communities)
Community-Level Goals

- Ensure seamless transitions from community-based early childhood education (ECE) programs to kindergarten
- Increase enrollment in early learning programs
- Increase the intensity and duration of preschool programs
Increase family engagement

• Percent of families engaged in parenting education.

• Number of home visits conducted by early learning or kindergarten teachers.

• Percent of staff who participate in a professional development activity focused on family engagement.
Improve...

• ...the coordination and alignment of curriculum and assessments and

• ...professional learning opportunities with community-based early learning programs
Child-Level Goals

Increase the percentage of children:

• who participate in Early Childhood Screening—especially those who participate at age 3

• who are fully immunized by kindergarten

• enrolled in preschool programs who meet age expectations across early learning standards (ECIPs).

• With disabilities who make greater than expected developmental progress or exit meeting age expectations.
Ongoing assessment is aligned ECIPs and to the curriculum in school-based early learning programs.

Assessment data can now be reported to MDE.

MDE links assessment data to multiple existing data sources:

- Minnesota Automated Reporting Student System (MARSS)
- Minnesota Common Course Catalogue (MCCC)
- Staff Automated Reporting (STAR)

District leaders can access meaningful interactive reports/data displays to support continuous quality improvement.
MDE has successfully accepted item level assessment data for two years.

Upon batch upload submission, data is automatically reviewed for completeness.

Complete data are automatically aligned to the early childhood indicators of progress (ECIPs) and child progress for all children can be measured along those dimensions.

The data are also aligned to the three federally required child outcomes for young children with disabilities.

Data is held in the early childhood data warehouse with other MDE data sources: MARSS, MCCC, etc.
The How: Item level data is submitted three times annually

<table>
<thead>
<tr>
<th>Period</th>
<th>Observations Made</th>
<th>Submission Deadline</th>
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<tbody>
<tr>
<td>Fall</td>
<td>July 1-November 1</td>
<td>November 30</td>
</tr>
<tr>
<td>Winter</td>
<td>November 2-February 28</td>
<td>March 30</td>
</tr>
<tr>
<td>Spring</td>
<td>March 1-June 30</td>
<td>July 15</td>
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To submit item level data for this school year, you need to be using one of the three approved assessment tools:

- Teaching Strategies Gold (TS Gold)
- Work Sampling System (WSS)
- Desired Results Developmental Profile (DRDP)

Observations should have been made during required periods—or even just this spring! This data could replace exit Child Outcome Summary Form (COSF) ratings.

Support is available: mde.ecse@state.mn.us
Are you planning to be ready for 2019-20?

Select an approved tool, if you are not already using one.

Ensure all staff members are able to use the tool as developed by the publisher.

- Train
- Coach/Community of Practice
- Provide sufficient oversight to ensure fidelity of use

*Authentic Assessment Procedural Fidelity Measure: Grisham-Brown & Pretti-Frontczak*
All programs in your district do not need to be using the same tool. You can submit using a combination of tools.

All children with disabilities do not need to have data reported on the same tool.

Entry data for a child nearing exit can have been reported using a COSF.

A COSF rating informed by a more granular developmental assessment may remain the best way to capture developmental gains made by children experiencing significant delays.
Thank you!

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