

TRANSLATING KIDS DATA TO IMPROVE STUDENT OUTCOMES

November 13, 2018



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B-3 CONTINUITY PROJECT



B-3 Continuity Project



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Governor's Office of
Early Childhood Development



CENTER FOR THE STUDY OF
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KIDS



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“Children with higher levels of school readiness at age five are generally more successful in grade school, are less likely to drop out of high school, and even earn more as adults.” —Julia B. Isaacs, Brookings Institute



B-3 CONTINUITY PROJECT SUPPORTS

- B-3 Awareness & State Support
- B-3 Conference
- Webinar/Trainings
- Networking
- Technical Assistance available to Preschool Expansion Communities

WEBINAR PARTICIPANTS

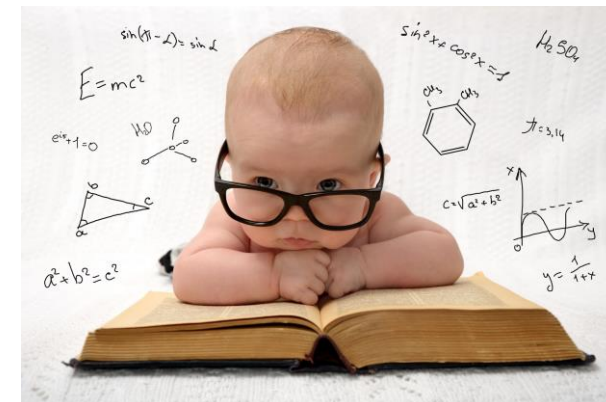


TELL US WHAT YOU KNOW ABOUT KIDS



KEY TOPICS

- KIDS basics
- Translating KIDS to support communities
- Local community testimonial



KIDS BASICS



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KIDS IS...

- Observational tool
- Aligned to state standards
- Mandated measures fall into 3 developmental areas of readiness:
 - Social Emotional Development & Approaches to Learning and Self-Regulation
 - Language and Literacy Development
 - Cognition: Math

KIDS NOT...

- NOT designed to be used for teacher performance evaluation or student placement
- NOT designed to hold Kindergarten or Pre-K teachers accountable
- NOT a measure of school or district performance



IMPLEMENTATION

- Observation in natural setting
- 3 different options
- First 40 days of school
- KIDStech
- Pilot began in 2014
- Mandatory statewide implementation began fall 2017

Developmental Domain: ATL-REG — Approaches to Learning—Self Regulation

ATL-REG 3: Engagement and Persistence

Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier	Middle	Later	Earlier	Middle	Later
<p><input type="radio"/> Continues self-selected activities with adult support, even though interest briefly shifts to other activities</p>	<p><input type="radio"/> Continues self-selected activities on own, seeking adult support to work through challenges</p>	<p><input type="radio"/> Works through challenges on own while engaged in self-selected activities</p>	<p><input type="radio"/> Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity</p>	<p><input type="radio"/> Pursues simple multi-step activities, following the steps through to completion</p>	<p><input type="radio"/> Completes complex multi-step activities, making and adjusting plans as needed</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Strings large wooden beads with an adult to make a necklace, briefly watches another child who brings magnets to the table, and then continues stringing beads. ▶ Stops looking at books and starts to move away from literacy area, but returns when an adult begins reading a familiar book. ▶ Pauses to watch children playing a board game, but returns to drawing when the adult offers markers to finish the drawing. 	<ul style="list-style-type: none"> ▶ Continues working on a difficult puzzle, asking an adult for help when needed. ▶ Continues looking at a book as an adult encourages other children entering the same area to find a book. ▶ Asks adult for headphones while listening to a story on a compact disc when other children begin to play noisily nearby. ▶ Starts to get ready to go outside with other children, and asks for adult assistance with zippers when putting on coat. 	<ul style="list-style-type: none"> ▶ Continues to build a structure with interlocking blocks even when having difficulty finding the "right" pieces. ▶ Glues a variety of materials together to create a three-dimensional collage, trying different ways to make them stick. ▶ Repeatedly tries to trace around own hand. ▶ Completes an obstacle course using a walker, even on bumpy ground. 	<ul style="list-style-type: none"> ▶ Continues to work on spinning a round hoop around own waist over successive days. ▶ Revisits a painting started on a previous day to add more detail and color. ▶ Writes own name, then writes it more clearly a second time at classroom sign-in table. 	<ul style="list-style-type: none"> ▶ Makes a necklace of tiny beads, following a chosen pattern and correcting any errors along the way. ▶ Makes a landscape on the sand table, planning roads, bridges and houses. ▶ Makes a neighborhood map, including familiar landmarks, such as houses, a park, the library, and the fire station. 	<ul style="list-style-type: none"> ▶ Creates a model of a bridge, consulting pictures, finding blocks of the right size, and getting other materials, as needed. ▶ Finishes current activity, puts away materials, and goes to the lunch table with no reminders after an adult announces it is time for lunch. ▶ Helps to create props and scenery in preparation for reenacting a story to present to the class.

Child is emerging to the next developmental level

If you are unable to rate this measure, explain here:

Engagement and Persistence

ATL-REG 3 (of 4)

©2017 California Department of Education, with additional enhancements created in collaboration with the Illinois State Board of Education

Data release marks a major milestone

- Nearly a decade of public-private partnership to launch KIDS, including a multi-year pilot
- 98% of districts collected the 14 State Readiness Measures
- Teachers observed 106,670 (81%) of the 132,378 children enrolled in kindergarten



VALUE

ISBE requires all kindergarten teachers to observe and collect data for 14 measures across four developmental domains, within the first 40 days of attendance.

- Demonstrates the need statewide for increased investments in our early learners
- Provides a consistent way to measure developmental readiness across the state, and
- Assists in identifying strengths and challenges in early childhood development at the district and state level.

STATEWIDE REPORTS WWW.ISBE.NET/KIDS

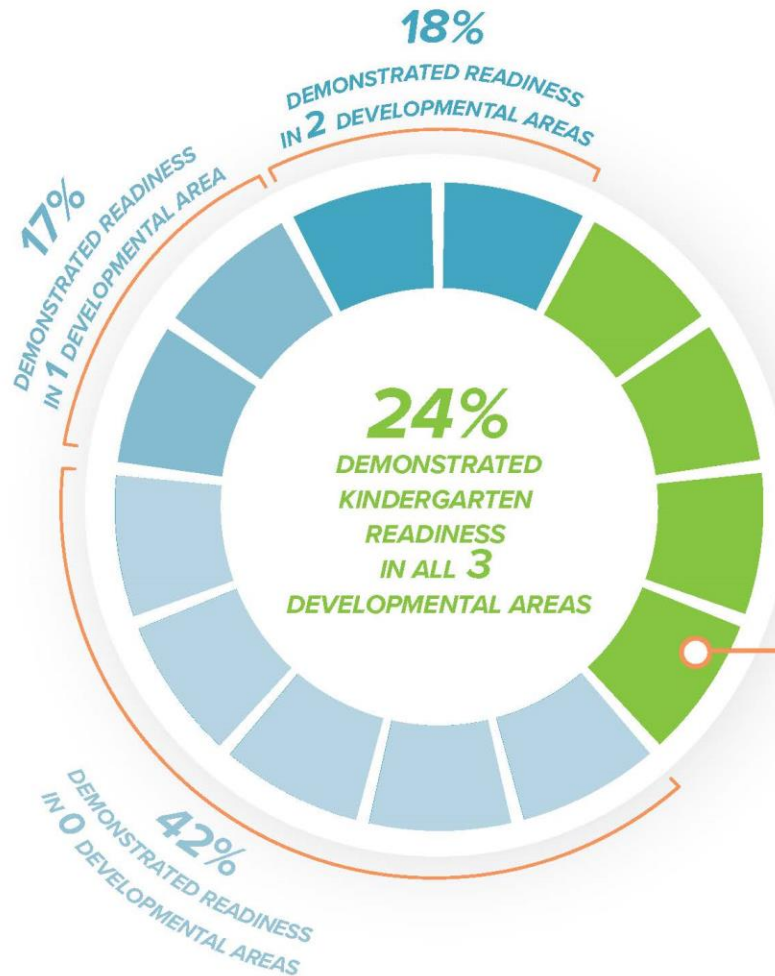
Illinois State Board of Education
 Kindergarten Individual Development Survey (KIDS) Results for Fall 2017
 August 13, 2018

KIDS Fall 2017 Data for Planning and Instruction (collected at kindergarten entry; 40th day of attendance)

*ISBE noted any districts who indicated that data inaccuracies may have occurred as a result of the first year implementation learning curve.

RCODT	District Name	% of Kindergartners Rated on Required 14 Measures	% of Kindergartners Demonstrating Readiness by Developmental Area							An empty cell indicates no students met this criteria.		
			In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math	Free/Reduced Price Lunch	Not Free/Reduced Price Lunch	
										% of Kindergartners with Free/Reduced Price Lunch who were rated on 14 required measures and are Ready in All 3 Development Areas	% of Kindergartners WITHOUT Free/Reduced Price Lunch who were rated on 14 required measures and are Ready in All 3 Development Areas	
Statewide			81%	42%	17%	18%	24%	49%	44%	30%	16%	30%
01009262026	A-C Central CUSD 262	90%	41%	15%	26%	19%	48%	48%	26%	16%	8%	29%
33048276026	Abingdon-Avon CUSD 276	97%	39%	10%	19%	32%	54%	47%	43%	15%	15%	53%
19022004002	Addison SD 4	77%	39%	25%	18%	18%	56%	38%	22%	13%	13%	27%
13014063002	Albers SD 63	58%	7%	0%	0%	93%	93%	93%	93%	50%	50%	100%
44063019024	Alden Hebron SD 19	70%	57%	14%	24%	5%	43%	19%	14%	0%	0%	10%
35050065004	Allen-Otter Creek CCSD 65	100%	10%	0%	10%	80%	90%	80%	90%	75%	75%	83%
20093017024	Allendale CCSD 17	89%	53%	18%	29%	0%	35%	35%	6%	0%	0%	0%
07016126002	Alsip-Hazlgrn-Oaklwn SD 126	68%	26%	30%	18%	27%	74%	43%	28%	27%	27%	26%
03025010026	Altamont CUSD 10	98%	57%	18%	12%	12%	27%	41%	12%	6%	6%	24%
41057011026	Alton CUSD 11	70%	29%	17%	16%	38%	66%	56%	41%	35%	35%	45%
28037225026	AlWood CUSD 225	70%	26%	26%	22%	26%	74%	43%	30%	14%	14%	31%
47052272026	Amboy CUSD 272	94%	25%	35%	25%	15%	75%	35%	19%	6%	6%	19%

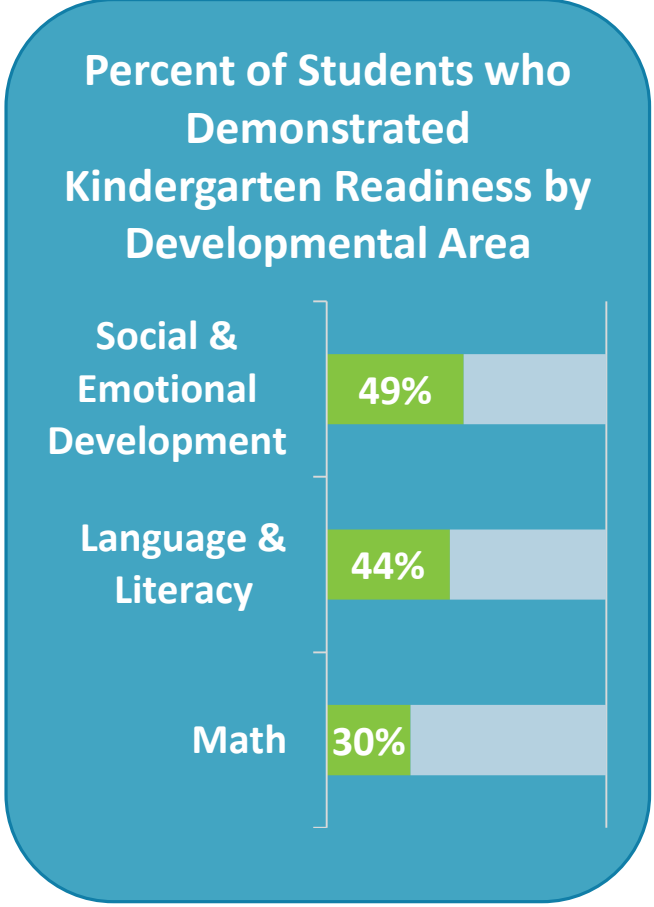
2017 DATA HIGHLIGHTS



Students who demonstrated readiness showed the skills, knowledge and behaviors in three developmental areas:

- Math*
- Language & Literacy*
- Social & Emotional Development*

Readiness data reflects students rated within the first 40 days of school on the required 14 State Kindergarten Readiness Measures



2017 DATA HIGHLIGHTS

- 16% of Kindergarteners enrolled in Free/Reduced Price Lunch demonstrated readiness
- 30% of Kindergarteners not enrolled in Free/Reduced Price Lunch demonstrating readiness



DATA USAGE

- Provide at an aggregate level an understanding of the developmental needs of students in a classroom, school, and district levels
- Reinforce the need statewide for increased investments in our early learners



IMPLEMENTATION OPPORTUNITIES

- Technology and reporting issues
- Participation rates at the district level
- Improved data quality
- Inter-rater reliability



CRITERION ZONE BOUNDARY PROCESS

- Developed by UC Berkeley BEAR Center
- Sets “Cut Scores,” or minimum standards for each developmental area, in relation to state standards
- Cut Scores can be used to determine if a group of students has foundational developmental levels and skills in place to do well in kindergarten

Determining Kindergarten Readiness

UNINTENDED USES OF CUT SCORES

- Evaluating individual child developmental readiness
- Preventing children from entering kindergarten
- Negatively labeling or categorizing children
- Justifying exclusion of children from learning opportunities or experiences that are provided to their peers.

TRANSLATING KIDS TO SUPPORT COMMUNITIES



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KIDS Can Help Communities

- Build a common understanding and language around kindergarten readiness
- Strengthen administrative support for developmentally appropriate practices and importance of observational assessment
- Streamline assessments

CROSSWALK OF COMMON ASSESSMENTS

5 Readiness Domains

Required 14 State Readiness Measures

KIDS Measure

Illinois Early Learning and Development Standards (IELDS)

Works Sampling System, 5th Edition Performance Indicators for Preschool-4

Teaching Strategies GOLD Objectives, Dimensions, and Indicators

Early Learning Scale Item, Strand, and Indicators 4-5



<https://www.isbe.net/Pages/KIDSAdminandTeachers.aspx>

SUGGESTED LOCAL ACTIONS

- Dig into the data - Start or further conversations
 - Are we serving all of our children well?
- Consider why we should be worried about this?
 - Identify areas for improvement and guide your work
- Examine KIDS data in conjunction with other data sources
- Tailor messages to different audiences and rally people to your cause
 - Make sure a variety of stakeholders are at table

PEORIA HEIGHTS

Biggest impact of implementing KIDS:
PLAY-BASED daily center time!



KIDS FORUM IN PEORIA

- Released KIDS data caused concern from local families, county board, administrators, etc.
 - Important work for both PreK and kindergarten
- Invited variety of representatives: ISBE/KIDS rep, pre-k teachers, kindergarten teachers
- Open dialogue and questions to the panel of speakers
- Data available for specific districts but discussion of what do we do now?
 - How does this impact pre-k and families
- Led to the rich discussion of Play-Based Centers in kindergarten

BENEFITS OF PLAY-BASED CENTERS

- Learn and get to know the students better and sooner than in years past
- Authentic assessment of the students = interact & observe students constantly
- Cross over between KIDS observation notes and report cards
 - data used for 2 different measures
- Decrease in challenging behaviors
- Able to address problems & increase in social emotional growth
- Smoother transition from pre-k to kindergarten for students
- Kids are able to be kids after feeling the push down for higher academics

CHALLENGES OF PLAY-BASED CENTERS

- Defining a specific time and sticking to that time
 - Doing centers first thing in the morning
- Limited time for “extras” done in previous years
- Restructuring the day to meet all the “requirements”
- Transitioning to first grade

WHAT'S AHEAD



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WHERE CAN I FIND MORE INFORMATION OR RESOURCES?

- KIDS website: <https://www.isbe.net/KIDS>
- Data Playbook: <https://www.schusterman.org/playbooks/data/>
- Illinois Early Childhood Asset Map (IECAM):
<https://iecam.illinois.edu/>
- Chapin Hall (Chicago Only): <http://dfss-ecsd.chapinhall.org/>
- Census:
<https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

WHERE CAN I FIND MORE INFORMATION OR RESOURCES?



The screenshot shows the website for the Center for the Study of Education Policy at Illinois State University. The page title is "Birth through Third Grade (B-3) Continuity Project". A callout box says "To learn more about the B-3 Project, listen to the [B-3 Overview](#)." The main text states: "Illinois believes that a high-quality, intentionally aligned education system from birth to third grade is essential for the success of the State's highest-need children and is committed to ensure a high-quality, comprehensive system of teaching, learning, and support for children from birth through third grade. In order to more effectively serve Illinois children and families, the State is aligning and transforming state and local systems to assure collective impact across service sectors." Below this, it says: "The mission of B-3 state supports is to strengthen Preschool Expansion communities' ability to develop a high quality, intentionally aligned education system from birth through third grade. This is accomplished through one or more B-3 approaches led by a team of community stakeholders. To see how your community aligns with the B-3 strategies communities can use the [B-3 Self-Assessment and Action Planning Guide](#) (also available as a [Word document](#))." At the bottom, there is a section for "Upcoming Events and Training" with the text "2018 B-3 Conference - [Save the Date!](#)".



B-3 Continuity Project

<http://education.illinoisstate.edu/csep/b3/>

B-3 Continuity Conference
June 12-13, 2019



MASTERING KIDS SUMMIT

JOIN US
Dec. 13 in
Springfield



DEC 13 2018
SPRINGFIELD, ILLINOIS

EVERY ILLINOIS CHILD READY FOR KINDERGARTEN

Save the Date!



The Illinois State Board of Education invites you to the 2018 Mastering KIDS Summit:

Thursday, December 13
Wyndham Springfield City Center
700 E. Adams Street, Springfield, IL

Join fellow kindergarten teachers, district KIDS contacts, and partners for a day of learning and sharing best practices on implementation of KIDS. Speaker information and registration coming soon!

SUMMIT HIGHLIGHTS

- Best practice sharing
- Implementing KIDS for English Learners
- Engaging families in KIDS
- Using KIDS to partner with the Early Childhood Community
- Ask a KIDS Coach



Cocktail & Networking Reception
Wednesday, December 12
5:00 p.m. to 7:00 p.m.

Mastering KIDS Summit
Thursday, December 13
8:00 a.m. to 3:30 p.m.

Presented by the Illinois State Board of Education (ISBE) and the Robert R. McCormick Foundation.



KIDS



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ANY QUESTIONS?



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