Beyond Kindergarten: Transition, Continuity and Alignment

July 9, 2024

The Campaign for GRADE-LEVEL READING

Panelists

Cynthia D. Jackson
Executive Director
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Ryan Lee-James, Ph.D., CCC-SLP
Chief Academic Advisor
Teaching Strategies

David Jacobson, Ph.D.
Principal Technical Advisor
Education Development Center, EDC

Bonnie Short
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Alabama Reading Initiative
Alabama State Department of Education

Commentator

Paula Grubbs, Ph.D
Technical Assistance Specialist
Frank Porter Graham Child Development Institute
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Moderator
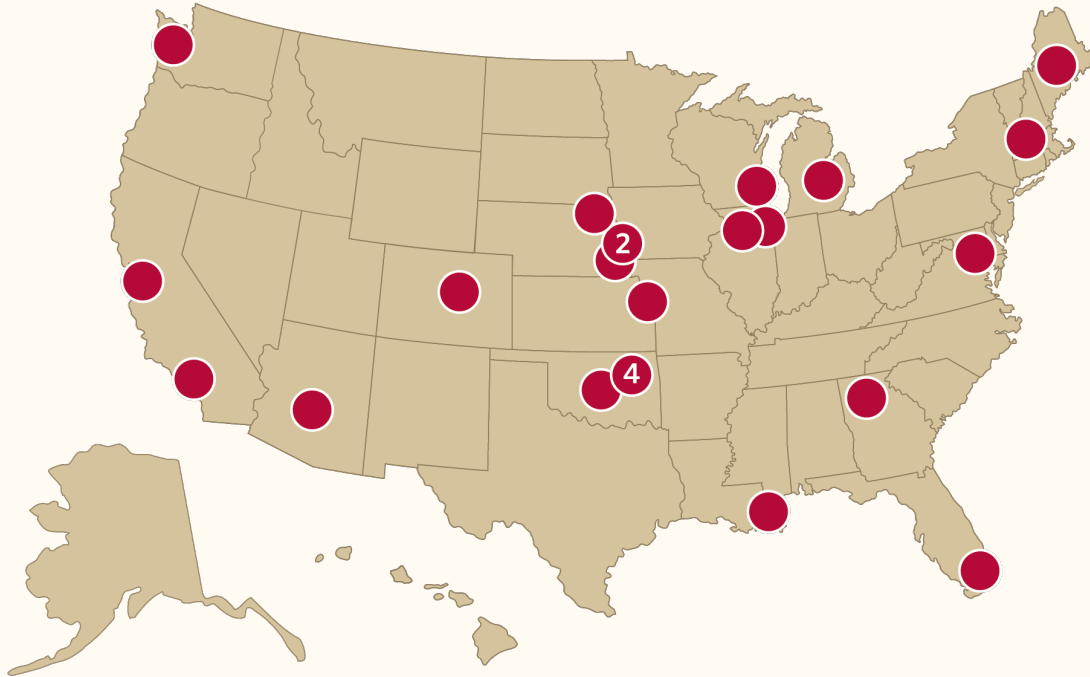

Christina Lopez
Director
Maryland Early Childhood Leadership Program

Campaign for Grade-Level Reading Kindergarten Matters

Cynthia Jackson, Executive Director, Educare Learning Network

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Educare Schools

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Central Maine (Waterville)
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Kansas City, KS
Lincoln, NE
Los Angeles at Long Beach, CA
Miami, FL
Milwaukee, WI
New Orleans, LA
Oklahoma City, OK
Omaha at Indian Hill, NE
Omaha at Kellom, NE
Seattle, WA
Springfield, MA
Tulsa at Hawthorne, OK
Tulsa at Kendall-Whittier, OK
Tulsa at MacArthur, OK
Tulsa at Celia Clinton, OK
Washington, DC
West DuPage, IL
Winnebago, NE

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Importance of Transitions

- Align with Head Start Program Performance Standards for transitions
- Coordinate with elementary schools and families
- Cultivate strong school-home relationships
- Address chronic absenteeism

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What's Working; What's Challenging

Successes

- Coordination with Adjacent Elementary Schools and Families/ Co-location
- Learning Environment Activities
- Community Collaborations
- Continuous Quality Improvement

Challenges/Roadblocks:

- Leadership and teacher turnover
- Children matriculate to a variety of K school settings
- Kindergarten Readiness Scales

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Beyond Kindergarten: Transition, Continuity, and Alignment

David Jacobson
July 9, 2024

Early Childhood @ EDC

With a commitment to addressing disparities and ensuring equity, EDC promotes the overall health, development, and early learning of children—from before birth throughout childhood. Our work informs the field, supports families and caregivers, builds the capacity of organizations and people, and advances effective policy.

1958

Commitment from the beginning (Hands-On Science, 1960; Head Start, 1978)

Global Reach

50 U.S. states, Asia, Africa, and Latin America

50+ Projects

Influential Partners: PBS, Sesame Workshop, Apple, Google, New America

80+ Staff

Funders: HRSA, OHS, OCC, USAID, NSF, NIH, DoEd, SAMHSA, UNICEF, Heising-Simons Foundation, Wallace Foundation, LEGO Foundation, Bill & Melinda Gates Foundation, Overdeck Family Foundation
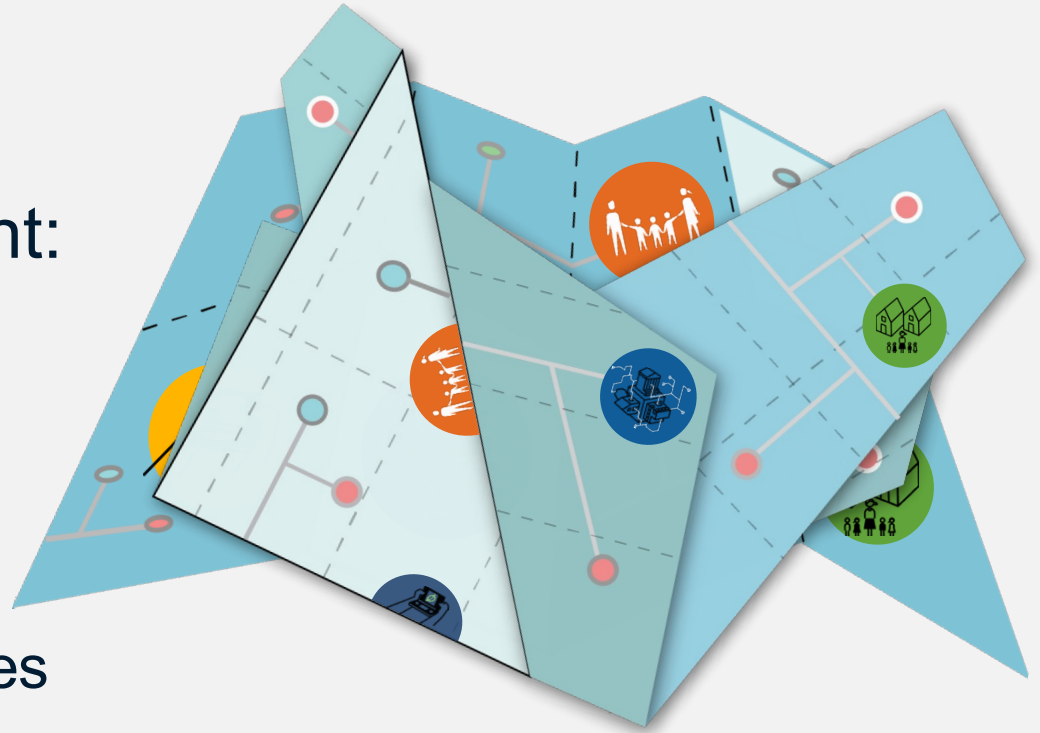
Barrier to Improvement: **Fragmentation**

➡ 0-5 / K-12

➡ Education /
Health / Social Services

➡ Public / Private

First 10 Framework

Effective Schools

Collaborate to Improve Teaching and Learning

Coordinate Comprehensive Services

Partner with Families

All Children Learn and Thrive

Lead Strategically and Continuously Improve

Strong Families

Healthy Communities

The First 10 Community

Maine: State and local First 10 teams

Pennsylvania: Community, county, and regional initiatives

Rhode Island: Transition to Kindergarten leading to First 10 communities

Alabama: State and Local First 10 and Transition to Kindergarten initiative

Michigan: First 10 pilot project in several urban and rural communities

Massachusetts: Two urban communities with long-standing initiatives

Virginia: Two Schools

Evaluation Study Findings

Among other positive outcomes, First 10 sites:

- Addressed barriers that limit families' access to school readiness services.

- Increased collaboration between Pre-K and Kindergarten teachers.

- Aligned Pre-K and Kindergarten practices.

- Raised awareness of the importance of early learning through Parenting Campaigns.

- Improved collaboration among schools, early childhood programs, and community partners
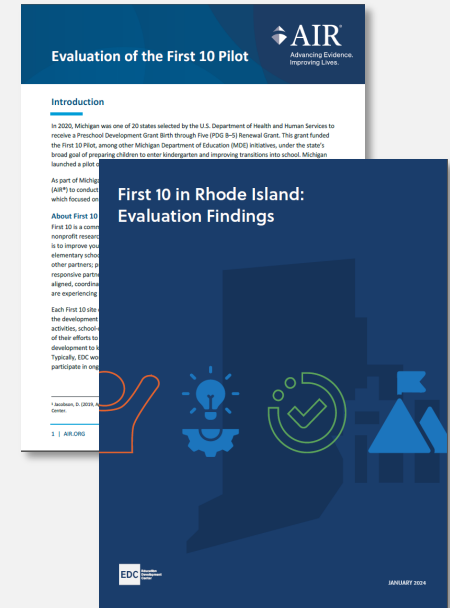
First 10 Key Resource Kit

Explore a collection of **key introductory resources** on First 10 to learn how First 10 works to support school-community partnerships in improving outcomes for thousands of children.

AIR Evaluation of First 10 in Michigan *(American Institutes for Research, 2023)* This evaluation brief shares findings from the first year of implementation in Michigan communities, including successes and challenges.

The Power of First 10 Partnerships *(Early Learning Nation, March 16, 2023)* in this two-part interview, David Jacobson describes the First 10 Approach and offers examples of First 10 work.
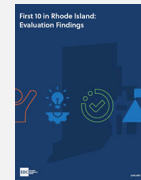
Case Study: Building Systems that Work: First 10 in East Providence, RI *(EDC, 2023)* This case study describes the successful strategies that a strong First 10 partnership in Rhode Island implemented.

First 10 in Rhode Island: Evaluation Findings *(EDC, 2024)* This evaluation describes First 10 progress in the communities of East Providence, Johnston, and Woonsocket.

Four Strategies for Getting the First 10 Years of a Child's Life Right *(Education Week, 2020)* David Jacobson outlines four important steps that successful First 10 schools and communities have taken to improve outcomes for children and families.
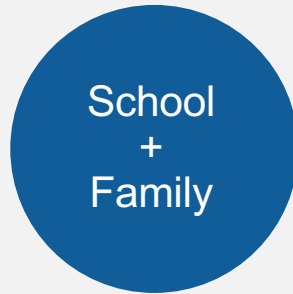
First 10 in Action *(2.5 min video)*

go.edc.org/key-first10-resources

Transition Connections and Process

School
+
Child

School
+
Family

Program
+
School

School
+
Community

Sample Child and Family Connections

School + Child

- Welcome to Kindergarten books
- Booklet and/or video
- Move up days
- Summer jump start programs

School + Family

- Kindergarten orientation across the year
- Improved calendar distribution
- Citywide promotion of K registration; online system
- Attendance initiative

Sample Program and Community Connections

Program + School

- Child information transition form
- Early grades joint professional learning
  - Social-emotional learning
  - Science of reading
  - Early math
- Organized program of cross-site visits

School + Community

- Transition to K nooks
- Library book bundles on starting kindergarten
- Community-wide promotion of a set of high-quality books for all 4-year olds
- Community-wide promotion of library programs (e.g., Storytimes, Leap into Science, Leap into Science)
- Collaborative with afterschool programs

Alabama's Transition to K Toolkit

- Inter-agency collaboration

- Guiding principles, framework, and practical tips (Section 2)

- An inclusive overview of 4 transition connections and a planning process (Section 3)

- Short briefs on important topics
  - » Inform stakeholders about K transition
  - » Share essential information on AL topics

Promising Transition to 1st Grade Ideas

→ Student supports: move-up days, meeting teachers, advice from 1st graders, and books about 1st grade

→ Family welcome and orientation activities

→ Kindergarten and 1st grade teacher collaboration

- Discussion of individual students' strengths and needs

- Joint professional learning

- Alignment of curriculum, instruction, and assessment

→ Community connections: afterschool programs and _____?

York City First 10 Partnership

- District-wide and school-based First 10 structures

- Ambitious set of First 10 strategies

- Early grades vertical collaboration

- City-wide Young Mathematicians collaboration (ym.edc.org)
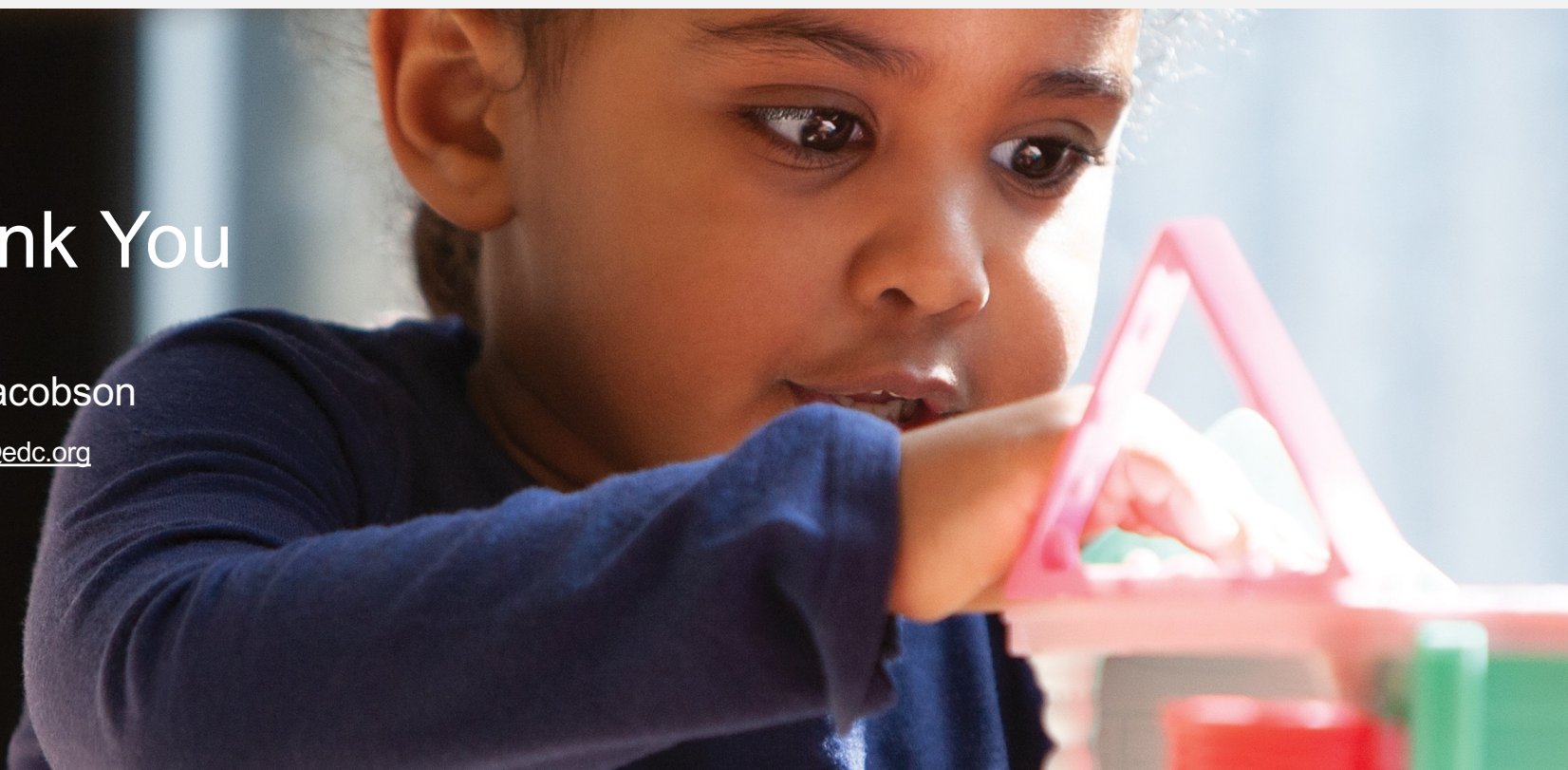
- Guided play centers

Thank You

David Jacobson

djacobson@edc.org

First10.org

Cox Campus Equitable Literacy Model

Teachers and literacy leaders access and engage with high quality, rigorous professional learning and best practices aligned with the Science of Reading via Cox Campus.

Districts and schools leverage existing capacity (instructional coaches, reading

specialists etc.) to implement Cox Campus coaching cycles that build educator knowledge and expertise.

Districts and schools must honor and approach all children from a strength-based perspective which includes culturally responsive pedagogical practices, and immersing all children in curriculum in which they can see themselves.

A science backed, core reading program(Tier 1) must be in place and implemented

with fidelity including supplemental materials: phonemic awareness, phonics, vocabulary, comprehension, fluency, morphology, and syntax.

Implementing effective and efficient district – and/or school-wide assessment

systems that yield valid and reliable data for all students is central to achievement.

Districts and schools must have infrastructure to implement tiered instruction as a

preventive framework for reading failure and as a mechanism to provide

appropriate interventions and referrals as needed.

Data and Assessment

- Developing and executing a comprehensive data and assessment plan is at the core of equitable education.
    - Including a process for analyzing and sharing data as students matriculate
- *If valid and reliable data is not driving instruction, what is?*
- Assessment plans should include systems-level indicators, teacher/leader data, and student-level data
    - Walkthrough forms, site visit forms, child outcome data
    - Data should also drive professional learning and coaching opportunities
- Intentionality is key

Student Data and Assessment

What to assess?

Language Comprehension
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly Strategic

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Student Data and Assessment

How to assess?

Universal Screener
(August, December, May)

Progress Monitoring
(Bi-weekly)

Diagnostics
(after screener, 3x per year)

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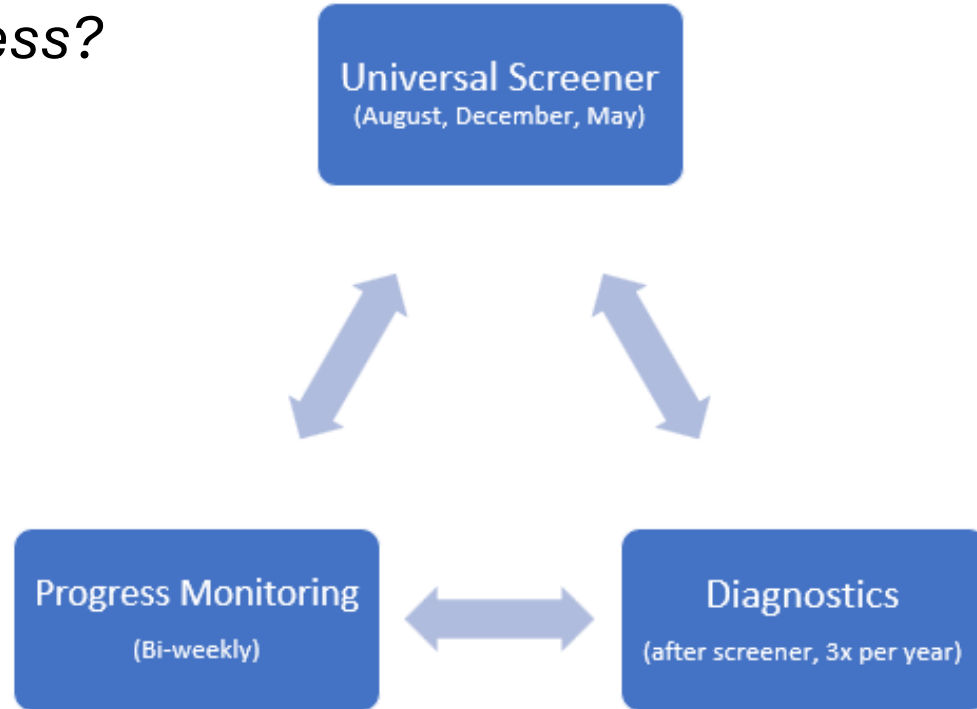
Screening Target Areas By Grade K-3

	K	1st	2nd	3rd
Letter Naming Fluency	✔			
Phoneme Segmentation	✔	✔		
Nonsense Word Fluency	✔	✔	✔	✔
Word Reading	✔	✔	✔	✔
Oral Reading Fluency		✔* (accuracy)	✔	✔
Vocabulary & Listening/Reading Comprehension	✔	✔	✔	✔

Who: ALL Students

When: 3x per year → Aug., Dec., May

Why: Identifying student who may be "at-risk" of reading difficulties, documentation of progress in reading skills, first step of determining instructional needs

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Diagnostic Decisions - Kindergarten

BOY – Sept/Oct

- ALL students:
    - Sound-Symbol Correspondence
    - Phonemic Awareness
    - Letter Naming
    - Decoding Inventory*
        - ***only** students that know 19+ letter sounds (>70%)

MOY – Dec/Jan

- ALL students:
    - Sound-Symbol Correspondence
    - Phonemic Awareness
    - Letter Naming
    - Decoding Inventory*
        - ***only** students that know 19+ letter sounds (>70%)

If a student scored 100% on any skills/sections from BOY, do not readminister that section.

EOY

- ALL students:
    - Sound-Symbol Correspondence
    - Phonemic Awareness
    - Letter Naming
    - Decoding Inventory

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Diagnostic Decisions – 1ˢᵗ

BOY – Sept/Oct

- ALL students:
  - Phonemic Awareness
  - Decoding Inventory
  - Encoding (Spelling)

MOY – Dec/Jan

- ALL students:
  - Phonemic Awareness
  - Decoding Inventory
  - Encoding (Spelling)

  If a student scored 100% on any skills/sections from BOY, do not readminister that section.
  - Oral Reading Fluency
    - 1ˢᵗ grade passage, 1 minute probe

EOY – April/May

- ALL students:
  - Phonemic Awareness
  - Decoding Inventory
  - Encoding (Spelling)

  If a student scored 100% on any skills/sections from BOY, do not readminister that section.
  - Oral Reading Fluency
    - 1ˢᵗ grade passage, 1 minute probe

Gauging Instructional Effectiveness

- **What:** Progress monitoring tool
  - Does NOT have to be a formal "assessment"; may be embedded within Tier 1 curriculum resources
- **Who:** ALL students; Tiers 1 & 2

- **When:** Teacher reflects on data bi-weekly/monthly once students are in skill-based small groups.
  - *Informal assessment should be a regular part of instructional responsiveness.*

- **Why:** To track for who whom and under what conditions the intervention is effective and to regularly monitor student progress of skill acquisition as a part of tier 1 (or tier 2)

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Tier 1 Progress Monitoring Protocol

What percentage of students are making progress in Tier I instruction? _____%

Steps	Purpose	Process (owner)	Questions for Consideration
Collect Data	• What skill? • What tool? • How are we collecting the data? • How are we storing for review?	• Teachers reflect on data bi-weekly for EVERY student regardless of Tier. (teacher)	• Is data collection in alignment with the assessment plan (timeline and tools)? • Is data entered in a timely fashion? • Are teachers submitting the data to instructional leads ahead of review?

Analyzing and Interpreting Data	• What does this data tell us:
	   ○ overall?
	   ○ about our instruction?
	• How are students growing on discreet skills?
	• Are all students growing at roughly the same rate?
	• Who is making accelerated progress? Why is that?
		• Data is analyzed and interpreted at least monthly within grade-level teams OR across grade-level teams depending. (teachers, instructional coaches and administrators)
		• Make time in the schedule for grade-level teams to be able to do this work. (AP and administrators)
			• Are teachers implementing explicit and systematic instruction following an evidence-based scope and sequence?
			• What are the trends within subgroups?
			• Do walkthrough forms show evidence of practices taking root?

Instructional Move	• Is there adequate practice time for students? • Do we need to change our approach to instruction, or should we stay the course? • Do we need to consider additional resources? • Are there specific students that need more support targeted support in Tiers II and III?	• Confirm that curriculum resources and are being implemented with fidelity. (instructional coach and administrators) • Confirm that practices are being implemented with fidelity. (instructional coach and administrators) • Identify/coaching support for teachers who are emerging in their knowledge and practice.	• Are instructional coaches and school leadership knowledgeable in the practices and curricular resources they are coaching around? • Do Instructional coaches and/or school leadership need more training?

Questions & Discussion

Plenary Sessions

Supporting School Attendance in a Time of Changing Norms
Monday, July 22, 3–4:30 p.m. ET

The Promise and Potential of Play-Based Learning
Tuesday July 23, 3–4:30 p.m. ET

The Influence of SEL: Closing Literacy Gaps in the Classroom
Wednesday, July 24, 3–4:30 p.m. ET

AI's Gap-Closing Potential: Emerging Opportunities and Challenges
Thursday, July 25, 3–4:30 p.m. ET

Core Constituency Sessions

Ready, Set, Go: Two-Generation Approaches for Kindergarten Readiness
Monday, July 22, 12:30–2 p.m. ET

A Virtual Gratitude Reception: CGLR Salutes Children Museums

Tuesday, July 23, 12:30–2:00 p.m. ET

Building Brighter Futures:

National Funders Share Insights on Place-Based Strategies

Wednesday July 24, 12:30–2 p.m. ET

Ready on Day One:

Tools to Support CGLR Community Coalitions With Preparing for School

Friday July 25, 12:30–2 p.m. ET

Summer Rebroadcast Schedule

Implementation, Replication, Fidelity: How to REALLY Scale High-Impact Tutoring
Tuesday, July 30, 3–4:30 p.m. ET

Not Without Teachers: Intentional Teacher Development for Improved Student Outcomes
Tuesday August 6, 3–4:30 p.m. ET

Education Recovery Scorecard: Results and Implications
Tuesday, August 13, 3–4:30 p.m. ET

TBD
Tuesday, August 20, 3–4:30 p.m. ET

Emergent Bi-Linguals & English Language Learners: The Sturdy Bridge Opportunity
Tuesday, August 27, 3–4:30 p.m. ET

MEET THE MOMENT:

FOCUS On The Gap(s)!

JULY 22–26 **GLR WEEK 2024** **SAVE THE DATE**

THE CAMPAIGN FOR
GRADE-LEVEL READING

3 RD GRADE
READING
≡ SUCCESS
MATTERS

Session title: *Ready on Day One: Strategies and Tools to Support CGLR Community Coalitions With School Success*

When: 7/25/24 12:30 ET

What: Breakout room format to share GLR community strategies and tools that others can adapt and adopt.

High-dosage tutoring/relational supports

School attendance (Attendance Works)

Community services and supports (health screenings, etc.)