Early Learning Monitoring Report

Tacoma Public Schools
Strategic Plan Benchmarks

December 11, 2014
Goal 3  Early Learning

We will focus on early assessment and intervention at the Pre-K through third grade levels to ensure early academic success.
Early Learning *Preschool Access*

**Benchmark**
Who is accessing preschool offered through Tacoma Public Schools. Percent of kids eligible vs those being served.

**Baseline Goal**
By 2017, the Tacoma Public Schools’ preschool participation rate will increase to over 50% and will reflect the district’s overall demographics.
Early Learning Mission

Our mission is to support and serve our students in reaching their highest developmental, social and academic potential. We will create and maintain a developmentally appropriate environment for learning while empowering families to participate in and enhance their children’s success for kindergarten.
# Inclusion Preschool Enrollment Trends

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*As of November 2014
## Access - 2012 to 2017

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**Total** 1207 1390 55

Updated 10/23/2014
# Enrollment Demographics

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Key Findings

• Enrollment trends are increasing
• We are serving more students with Hispanic origin
• 1:6 Kindergarten students are ELL
• Need better metric for tracking high quality preschool programs for both public and private sectors
• Our preschool population reflects about 13% of our total student population
Action to Date

- Opening of Willard Early Learning Center (ChildFind, ECEAP, Head Start)
- Opened a dual language Head Start class at Madison
- Planning stage for McCarver Early Learning Center
- Opening of Bay Terrace Head Start
- Aligned Preschool Curriculum in Math and Socio-Emotional
- All preschool students are now on our student data base (TAC)
Action to Date (cont.)

• Monthly joint professional development for all preschool programs
• Established Teacher Leadership Advisory Team
• Five regional kinder-readiness community meetings
• Developed a kindergarten readiness socio-emotional matrix for childcare providers
• Aligned supervision to building community for the purpose to build stronger partnership in every building
Next Steps

• To build a cohesive, collaborate team that ensures the implementation of high quality instruction in all classrooms regardless of funding source.

• The cross department team develop goals, align language, professional development and remove access barriers.

• Use data to drive opportunity and track progress for students served.

• Conduct a community workshop in Conscious Discipline to support Positive Behavior Support for preschoolers.
Early Learning  Kindergarten

Benchmark

• Percent of kids enrolled in All-day Kindergarten vs. eligible students. Using the Kindergarten reporting standards (WA-Kids) at the beginning and at the end of the year using a report card standard in literacy, math and social emotional learning.
Chart represents the percent of students demonstrating characteristics of entering kindergarteners. Note: 2014 data is preliminary and subject to adjustment.

Students Meeting WA Kids Standards
The percentage meeting WA kids reportcard standards. Filter by school, grade level, year, ethnicity and more.
WaKIDS Domains by Regions 2013

Chart represents the percent of students demonstrating characteristics of entering kindergarteners

Students Meeting WA Kids Standards
The percentage meeting WA kids reportcard standards. Filter by school, grade level, year, ethnicity and more.
WaKIDS Domains Compared to Report Card

• For students that met standard* on the WaKIDS Language Domain, 85% met standard (scored a 3 or 4) on the reading section of the end-of-year report card

• For students that met standard on the WaKIDS Math Domain, 93% met standard on the Math section of the end-of-year report card

*Met standard is defined as students demonstrating characteristics of entering kindergarteners in that domain
Key Data Findings

• Kindergarten screening shows variation in readiness by region

• Preschool and Kindergarten demographics suggest trends worth consideration (ELL, Poverty, SPEd and Ethnicity)

• Elementary standards based report card ratings appear in sync with appropriate WaKids domains
Action to Date

• In lieu of the Fall report card, parents received the WaKids developmental report

• Professional development in the area of Observational Data Collection was well attended with positive feedback. Teachers received mini-iPads for participation and completion of the training.

• Provide opportunities for preschool kindergarten transition planning.
Next Steps

• Continue support in the implementation of Common Core State Standards
• Plan for administering WaKids two times during the 2015-16 school year.
• Continue professional development opportunities in Observational Data Collection.
• Explore additional opportunities for dual language classrooms (professional development and classroom space).
Early Learning: Grade 3 Reading

Benchmark
Percent of students meeting standard on Report Card standards (3 x a year) for both Reading and Math for Grades one through three.

Baseline Goal
By 2017, 80% of Tacoma Public Schools 3rd graders will meet standards in reading on the end of year report card.
Grade 3 Reading

Percent Meeting MSP Standard

- 2010: 65.0%
- 2011: 70.2%
- 2012: 63.0%
- 2013: 64.8%
- 2014: 62.6%

Students Meeting MSP Standard

The percentage of elementary students meeting MSP standards. Filter by school, grade level, subject, ethnicity and more.
Gender

Female

Male

5 Year Average
11 Point Female Advantage
Special Education - Yes

% of Students with Special Education:
- 2010: 21.2%
- 2011: 21.0%
- 2012: 24.5%
- 2013: 23.0%
- 2014: 26.4%

Special Education - No

% of Students without Special Education:
- 2010: 69.9%
- 2011: 75.6%
- 2012: 69.1%
- 2013: 71.6%
- 2014: 68.4%

5 Year Average: 48 Point SPED-No Advantage
English Language Learners - Yes

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English Language Learners - No

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5 Year Average
41 Point ELL-No Advantage
Poverty - Yes

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English Language Learners
New Categories Reported in 2014

Percent Meeting MSP Standard-ELL Categories

- Not ELL: 65%
- Current ELL: 41%
- Previously Transitioned (more than 2 yrs ago): 88%
- Recently Transitioned (within 2 yrs): 86%
- Never Transitioned: 55%

3rd Rd Subgroup
5 Year Average difference between typically high performing groups (Asian/White) and low performing groups (Black/Hispanic/Multi/Native American/Pacific Island) is 21 Points
3rd Rd Subgroup

Scores By Region

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<td>76%</td>
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MSP – Reading Subgroup

3rd Grade Reading by Subgroup - MSP 2014

- Tacoma: 62%
- Low-Income: 56%
- Non Low Income: 76%
- Female: 67%
- Male: 58%
- White: 71%
- Asian: 74%
- Pacific Islander: 61%
- American Indian: 49%
- Black: 49%
- Hispanic: 54%
- Continuously Enrolled: 63%
- Special Education: 29%
- Limited English: 41%
- Exit Limited English: 86%
Chart represents the percent of students demonstrating characteristics of entering kindergarteners.
Grade 3 Reading

MSP (end-of-year)

63% met standard on state reading assessment

2014

Semester 3 (end-of-year)

62% met standard on report card

Report Card

MSP

62.6%
Key Data Findings:

Reading MSP – Trends and Gaps

• MSP Reading and Math scores flat
• Higher percentage of females than males meet MSP reading standards
• Gap for ELL students remains, but is decreasing
• Gap between Asian/White students and Black/Hispanic/Multi/Native American/ Pac. Islanders persists
Key Data Findings

Reading MSP Compared to Report Card

• For students that scored Level 4 (exceeds) on the MSP assessment, 90% met standard (scored a 3 or 4) on the reading section of the end-of-year report card.

• For students that scored Level 1 (below) on the MSP assessment, only 17% met standard on the reading section of the end-of-year report card.
Action to Date

- Implementation of classroom libraries in all K-5 classrooms
- District assessment calendar with common assessments to screen and monitor progress
- Literacy Framework that emphasizes differentiation based on student assessment data
- Level Literacy Intervention K-4
Next Steps

• Transition to SBAC
• Support the increasing ELL populations
• Use report card as tool to support implementation of Common Core
• Support 3rd grade reading principal/parent meetings
• Revisit the benchmarks utility via a specific process
Where Can We Find More Information?

Assessment

Washington Comprehensive Assessment Program (WCAP)

Tacoma and State Trends - Interactive Charts (all grades/subjects)

All Washington Districts WCAP Motion Charts- (FRL and Reading/Math)

Score Tables (school, district and state)

Current with previous years: Elementary, Middle, High

2013 and 2014 Results (slicer) Reported by Subgroups

Archived gr 4, gr 5, gr 7, gr 8 & High School
Questions
Appendix
## Development and Learning Report:

<table>
<thead>
<tr>
<th>Date:</th>
<th>11/24/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class:</td>
<td>Smith Kindergarten Class</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Ms. Smith</td>
</tr>
<tr>
<td>Child:</td>
<td>Jane Doe</td>
</tr>
<tr>
<td>Period:</td>
<td>Fall 2014/2015</td>
</tr>
</tbody>
</table>

This report highlights your child’s strengths in particular areas of development and learning.

### Social-Emotional

* = Preliminary Levels  ** = Unfinalized Levels

<table>
<thead>
<tr>
<th>Currently, Adriel:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is beginning to apply rules in new but similar situations</td>
<td></td>
</tr>
<tr>
<td>Is beginning to take responsibility for own well-being</td>
<td></td>
</tr>
<tr>
<td>Initiates, joins in, and sustains positive interactions with a small group of two to three children</td>
<td></td>
</tr>
<tr>
<td>Is beginning to maintain friendships for several months or more</td>
<td></td>
</tr>
</tbody>
</table>

**Next Adriel will:**

- Apply rules in new but similar situations
- Take responsibility for own well-being
- Begin to interact cooperatively in groups of four or five children
- Maintain friendships for several months or more

### Physical

* = Preliminary Levels  ** = Unfinalized Levels

<table>
<thead>
<tr>
<th>Currently, Jane</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Moves purposefully from place to place with control</td>
<td></td>
</tr>
<tr>
<td>Sustains balance during simple movement experiences</td>
<td></td>
</tr>
<tr>
<td>Is beginning to manipulate balls or similar objects with flexible body movements</td>
<td></td>
</tr>
<tr>
<td>Is beginning to use small, precise finger and hand movements</td>
<td></td>
</tr>
<tr>
<td>Is beginning to use three-point finger grip and efficient hand placement when writing and drawing</td>
<td></td>
</tr>
</tbody>
</table>

**Next Jane will:**

- Begin to coordinate complex movements in play and games
- Begin to sustain balance during complex movement experiences
- Manipulate balls or similar objects with flexible body movements
- Use small, precise finger and hand movements
- Use three-point finger grip and efficient hand placement when writing and drawing

### Language

* = Preliminary Levels  ** = Unfinalized Levels

<table>
<thead>
<tr>
<th>Currently, Jane</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>November 24, 2014</td>
<td></td>
</tr>
</tbody>
</table>
Appendix I

Sample WA KIDS Report
Replacing Semester 1
Kindergarten Report Card

page 2 of 2

Next Jane will:

- Describe and tell the use of many familiar items
- Be understood by most people; may mispronounce new, long, or unusual words
- Begin to use complete, four- to six-word sentences
- Begin to tell stories about other times and places that have a logical order and that include major details
- Begin to engage in conversations of at least three exchanges
- Use appropriate eye contact, pauses, and simple verbal prompts when communicating

Cognitive

* = Preliminary Levels  ** = Unfinalized Levels

Currently, Jane:

- Observes and imitates how other people solve problems, asks for a solution and uses it
- Is beginning to explore and investigate ways to make something happen
- Is beginning to use creativity and imagination during play and routine tasks
- Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
- Is beginning to group objects by one characteristic; then regroups them using a different characteristic and indicate the reason

Next Jane will:

- Begin to solve problems without having to try every possibility
- Explore and investigate ways to make something happen
- Use creativity and imagination during play and routine tasks
- Begin to tell about experience in order, provides details, and evaluates the experience; recall 3 or 4 items removed from view
- Group objects by one characteristic; then regroup them using a different characteristic and indicate the reason

Literacy

* = Preliminary Levels  ** = Unfinalized Levels

Currently, Jane:

- Fits in the missing rhyming word; generates rhyming words spontaneously
- Shows awareness that some words begin the same way
- Is beginning to hear and show awareness of separate syllables in words
- Is beginning to identify and name all upper- and lowercase letters when presented in random order
- Produces the correct sounds for 10-20 letters
- Is beginning to indicate where to start reading and the direction to follow
- Is beginning to ask and answer questions about the text; refers to pictures
- Pretends to read, using some of the language from the text; describes the action across the pages, using pictures to order the events; may need prompts from adult
- Retells familiar stories, using pictures or props as prompts
- Accurately writes his or her name
- Forms mock letters or letter-like forms

Next Jane will:

- Begin to decide whether two words rhyme

November 24, 2014
Kids do better with all-day preschool, study finds

BY SONJA ELMQUIST
Bloomberg News

NEW YORK — Full-day preschool may prepare children better for learning and social development than part-time programs, new research shows, bolstering the case for putting kids in classrooms at younger ages.

The findings from a study of 962 low-income and ethnic-minority 3- and 4-year-olds, enrolled in Chicago’s Child-Parent Center Education Program, were reported in Wednesday’s issue of the Journal of the American Medical Association. They found that full-day programs improved four of six measures of school readiness, as well as attendance.

“You can just go so much further in all the domains of learning in a seven-hour program,” Arthur J. Reynolds, a researcher at the University of Minnesota at Minneapolis who led the study, said in an interview. “These 30 to 40 percent differences in preschool turn into bigger benefits over time.”

The findings support the arguments of advocates who seek to expand early education more widely in the United States.

President Barack Obama has pushed for Congress to fund an expansion of all-day kindergarten and to make pre-kindergarten universal, saying that spending on the youngest students will pay off with better performance throughout their school years and careers.

The researchers found that children spending full days at CPC, the nation’s oldest federally funded preschool program after Head Start, had better socioemotional development, language, math and physical health, as rated by teachers, than peers in half-day programs.

Children in both groups went to preschool five days a week for at least three months, starting no later than January 2013. The study included 409 Chicago children enrolled in the city’s full-day preschool and 573 in part-day classes.

“As the demand for preschool programs shifts from part-day to full-day, it is important to know whether this shift is educationally valuable as well,” Lawrence J. Schweinhart, president of the HighScope Educational Research Foundation in Ann Arbor, Michigan, wrote in an accompanying editorial. What’s left for debate, he said, is whether the benefits of full days versus a few hours were enough to justify the expense of providing longer preschool hours.