



# High-Quality Prekindergarten Components

## Student Progress Monitoring

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EARLY CHILDHOOD EDUCATION DIVISION

TAMALA OLSBY



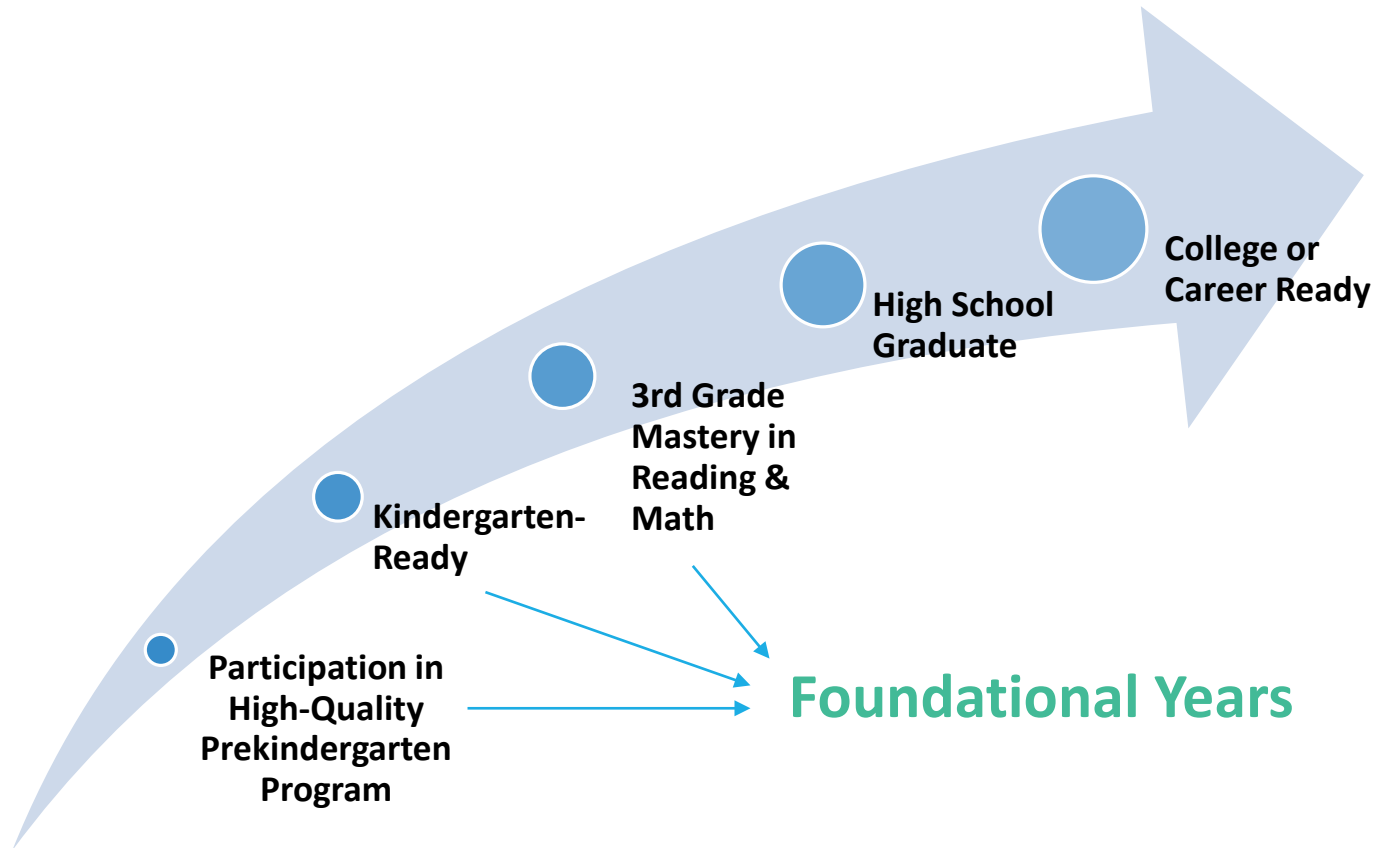
# Key Topics

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- Foundational Years: Prekindergarten - 3rd
- High-Quality Prekindergarten Components
- Student Progress Monitoring

# Continuum

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# How Many Texas Children Were Kindergarten-Ready in 2015?

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■ Kindergarten-Ready   ■ Not Kindergarten-Ready

***\*Literacy only***

# Early Matters

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**0-3<sup>rd</sup> grade** = **LEARNING** to read

**4<sup>th</sup>-12<sup>th</sup> grade** = reading to **LEARN**

# The Foundational Years

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**41%**

**Of Texas 3<sup>rd</sup> graders read  
at or above grade level**

# The Foundational Years

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**75%**

of students who are **poor readers in**  
**3rd grade**  
will remain poor readers in  
**high school**

# Focus on High-Quality Prekindergarten

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First Experience:

- Formal education system
- Identity as a learner
- School as a safe place





# Benefits of High-Quality PreK

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- 85% increase in print awareness<sup>3</sup>
- 19% decreased need for special education services<sup>1</sup>
- 24% less likely to be convicted of juvenile crime<sup>1</sup>
- 20% more likely to graduate on time from high school<sup>1</sup>
- 19% more likely to attend college<sup>2</sup>
- Earn \$150,000 more over their adulthood<sup>1</sup>

1-SCHWEINHART, L, MONTI, J., XIANG,Z., BARNETT, W. S., BELFIELD, C.& NORES, M. (2005) *LIFETIME EFFECTS: THE HIGH/SCOPE PERRY PRESCHOOL STUDY THOUGH AGE 40* (MONOGRAPHS OF THE HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION, NUMBER 14). YPSILANTI, MI: HIGH/SCOPE PRESS.

2-FREDE, E. C., & BARNETT, W. S. (2011). NEW JERSEY'S ABBOTT PRE-K PROGRAM: A MODEL FOR THE NATIONS. IN E.ZIGLER, W. GILLIAM, & W. S. BARNETT (EDS.), *THE PRE-K DEBATES: CURRENT CONTROVERSIES AND ISSUES* (PP. 191-196). BALTIMORE: BROOKES.

3-W. STEVEN BARNETT, CYNTHIA LAMY, AND KWANGHEE JUNG. (DECEMBER 2005) *THE EFFECTS OF STATE PREKINDERGARTEN PROGRAMS ON YOUNG CHILDREN'S SCHOOL READINESS IN FIVE STATES* (THE NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH, RUTGERS UNIVERSITY).

# Closing the Achievement Gap

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# High-Quality Components

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- Curriculum
- Student Progress Monitoring
- Teacher Qualifications and Professional Development
- Teacher-to-Child Ratio
- Family Engagement
- Program Evaluation
- Data Reporting

# Goal: Kindergarten Readiness

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Children are "ready" for school when families, schools and communities work together to ensure they enter school with strong foundational knowledge and skills across the five primary domains of development.

## **Five Primary Domains of Development:**

- Health and Wellness
- Language and Communication
- Emergent Literacy - Reading and Writing
- Mathematics - Concepts and Thinking
- Physical Development

# Focus: Student Progress Monitoring

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# Definition

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The use of an identified, researched-based tool to assess and document academic and developmental growth over a designated timeframe as compared to identified benchmarks and goals



# What if?

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- Unlimited control?
  - Learning benchmarks associated with each grade level
- Unlimited resources?
  - Must work within the district's/charter's defined budget
- Unlimited time?
  - Have 180 half days

## Reality:

- ✓ Must know what students already know and can do
- ✓ Must identify gaps in students' learning and development



# Example: Student having difficulty writing his/her name

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**Why?**



# Time Well Spent

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# Best Practices

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1. Use of approved student progress monitoring instrument
2. Use of both formal and informal student progress monitoring
3. Student progress monitoring should be used to inform classroom instruction
4. Consistent implementation (*3 times/year*)
5. Teachers should be supported in conducting student progress monitoring
6. Progress communicated to families at least 3 times/year

# Best Practice #1

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Use an approved student progress monitoring instrument



# How is Student Progress Measured?

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New Commissioner's Lists of Approved Prekindergarten and Kindergarten Assessment Instruments



# Commissioner's Lists of Approved PreK and K Assessment Instruments

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- The Texas Education Agency (TEA) has posted a new list of Commissioner-Approved Prekindergarten and Kindergarten Assessment Instruments for use during the 2017-2021 school years in accordance with Texas Education Code (TEC), §29.169 and §28.006.
  - [Prekindergarten](#) Assessment Instrument List
  - [Kindergarten](#) Assessment Instrument List
  
- Assessment instruments were reviewed and rated by 14 experts representing multiple disciplines in early childhood practice and research



## The Commissioner's List of Approved Prekindergarten Assessment Instruments

When evaluating student progress and learning to guide instruction and remediation, it is recommended that educators assess multiple domains of development including reading, writing, math, health-wellness and language-communication.

SPM Tool	Publisher	Cost Per Student (approx.)	Format	Administration	Feasibility of Use	Language		Content				
						Eng	Span	EL-R	EL-W	L&C	H&W	Math
CIRCLE	CLI	\$0 for Texas public kindergarten	web-based	Direct & observation	high	✓	✓	✓	✓	✓	✓	✓
	Liberty Source	\$9.50	web-based		medium							
DIAL-4 <sup>±</sup>	Pearson	\$13.80	paper/pencil w/online platform	Direct & observation	medium	✓	✓	✓	✓	✓	✓	✓
Work Sampling System <sup>±</sup>	Pearson	\$5.79	paper/pencil w/online platform	Observation & artifacts	medium	✓	✓	✓	✓	✓	✓	✓
Ready, Set, K!	E3 Alliance	\$12.50	paper/pencil w/online platform	Direct, observation & artifacts	medium	✓	✓	✓	✓	✓	✓	✓
GOLD	Teaching Strategies	\$10.50	paper/pencil w/online platform	Direct, observation & artifacts	medium	✓	✓	✓	✓	✓	✓	✓
Frog Street Assessment	Frog Street Press	\$11.00	web-based	Direct & observation	low	✓	✓	✓	✓	✓	✓	✓
<i>Note: The assessment below this line assesses 5 domains of development, but does not assess in Spanish</i>												
LAP-3	Kaplan Early Learning	\$26 - \$36	paper/pencil w/online platform	Direct & observation	low	✓		✓	✓	✓	✓	✓
<i>Note: The assessments below this line assess 2 or fewer domains of development.</i>												
BASC-3 BESS <sup>±</sup>	Pearson	\$9.88	paper/pencil w/online platform	Observation	high	✓	✓*				✓	
ISIP - Early Reading <sup>±</sup>	Istation	\$5.95	web-based	Direct	medium	✓		✓		✓		

\*Observation/survey only; parent report available in Spanish

±Developmentally aligned to an assessment on the Commissioner's List of Approved Kindergarten Assessment Instruments

## The Commissioner's List of Approved Kindergarten Reading and Multidimensional Instruments

When evaluating student progress and learning, it is recommended that educators assess multiple domains of development including reading, writing, math, health-wellness and language-communication.

Assessment Tool	Publisher	Cost Per Student (approx.)	Format	Administration	PM	Feasibility of Use	Language		Content				
							Eng	Span	EL-R	EL-W	L&C	H&W	Math
TX-KEA	CLI @ UT Health	\$0 for public kindergarten	web-based	Direct & observation		medium	✓	✓	✓	✓	✓	✓	✓
DIAL-4 <sup>±</sup>	Pearson	\$13.80	paper/pencil w/online platform	Direct & observation		medium	✓	✓	✓	✓	✓	✓	✓
Work Sampling System <sup>±•</sup>	Pearson	\$5.79	paper/pencil w/online platform	Observation & artifacts	✓	medium	✓	✓	✓	✓	✓	✓	✓
Ready, Set, K!	E3 Alliance	\$8.00	paper/pencil w/online platform	Direct, observation & artifacts		medium	✓	✓	✓	✓	✓	✓	✓

*Note: Assessments below this line assess 3 or fewer domains of development and may not have a Spanish version.*

STAR Early Literacy <sup>•</sup>	Renaissance Learning	\$7.45	web-based	Direct	✓	medium	✓	✓	✓		✓		✓
aimswebPlus <sup>•</sup>	Pearson	\$8.50	paper/pencil w/online platform	Direct	✓	medium	✓	✓	✓		✓		✓
MAP for Primary Grades <sup>•</sup>	NWEA	\$13.50	web-based	Direct	✓	medium	✓		✓		✓		✓
DIBELS Next <sup>•</sup>	Dynamic Measurement	\$1.00	paper/pencil w/online platform	Direct	✓	high	✓		✓				
TPRI <sup>•</sup> (pair w/ Tejas LEE)	CLI @ UT Health OR	CLI: \$0 for public kindergarten; Liberty Source: \$6	web-based OR paper/pencil w/online platform	Direct	✓	high	✓		✓				
Tejas LEE <sup>•</sup> (pair w/ TPRI)	Liberty Source							✓	✓				
LION for Reading <sup>•</sup>	Liberty Source	\$5.00	web-based	Direct	✓	medium	✓		✓		✓		
ISIP - Early Reading <sup>± •</sup>	Istation	\$5.95	web-based	Direct	✓	medium	✓		✓		✓		

*Note: Assessments below this line only assess Health and Wellness and must be combined with a literacy assessment of reading to meet statutory requirements.*

BASC-3 BESS <sup>±•</sup>	Pearson	\$9.88	paper/pencil w/online platform	Observation	✓	high	✓	✓*				✓	
DESSA-mini <sup>•</sup>	Aperture Education	\$3.00	paper/pencil w/online platform	Observation	✓	high	✓	✓*				✓	

\* Observation / survey only; parent report available in Spanish

± Developmentally aligned to an assessment on the Commissioner's List of Approved Prekindergarten Progress Monitoring Assessments

• Developmentally aligned through third grade.

## Best Practice #2

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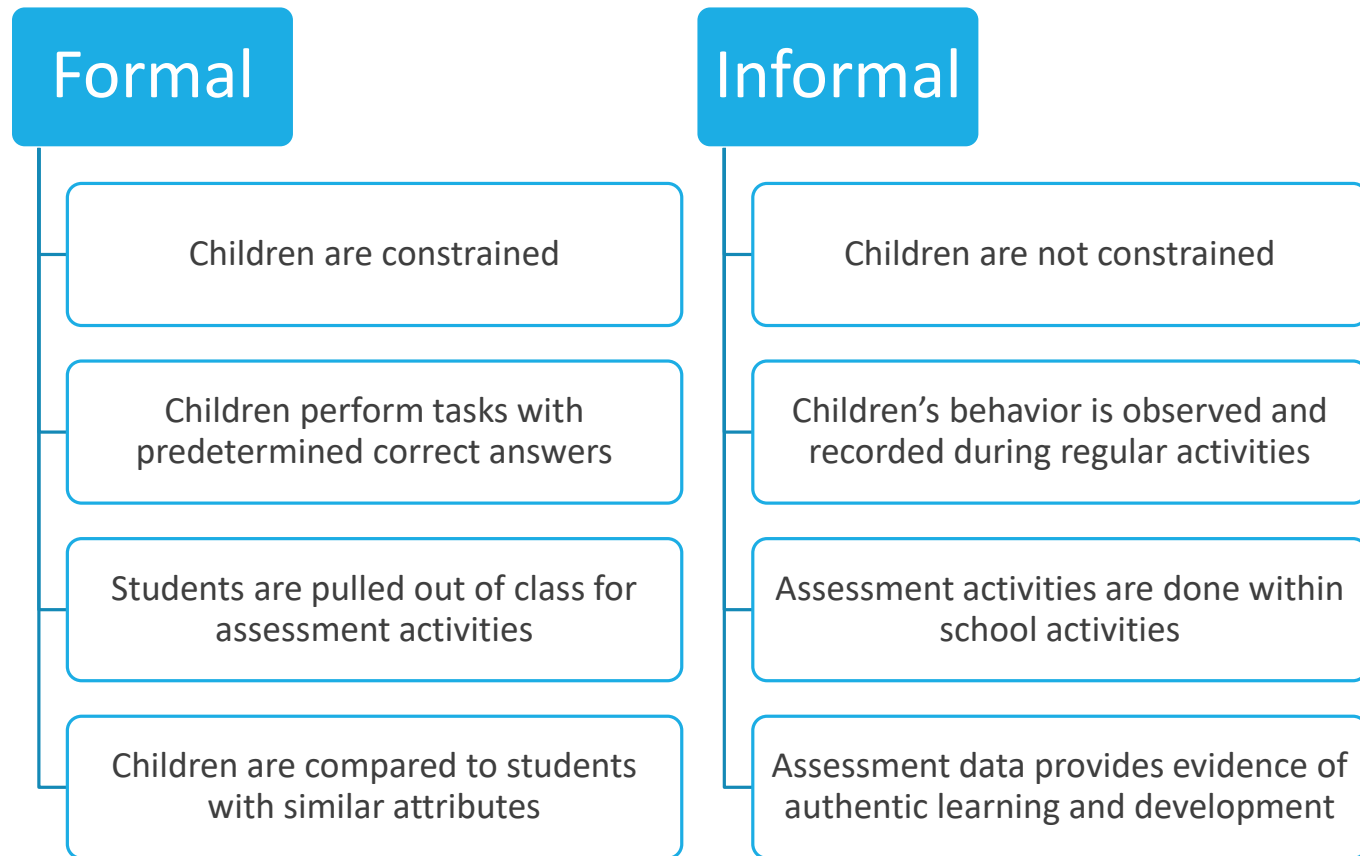
Use both formal and informal student progress monitoring strategies





# Two Types of Student Progress Monitoring

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# CLI, CIRCLE

## Expected Domains & Measures

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- Language & Communication (14.5 minutes per child)
  - Rapid Vocabulary Naming
  - Story Retell and Comprehension
  - Speech Production and Sentence Skills
- Emergent Literacy - Reading (13.5 minutes per child)
  - Rapid Letter Naming
  - Phonological Awareness
  - Letter-Sound Correspondence
- Emergent Literacy - Writing (2 minutes per child)
  - Early Writing Skills
- Mathematics (3 minutes per child)
  - Mathematics
- Social & Emotional Development (10 minutes per child)
  - Social and Emotional

# Example - CIRCLE

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## Formal

### Language & Communication:

Rapid Vocabulary Naming  
Story Retell and Comprehension

### Emergent Literacy - Reading:

Rapid Letter Naming  
Phonological Awareness  
Letter-Sound Correspondence

Mathematics

## Informal

### Language & Communication:

Speech Production and Sentence Skills

### Emergent Literacy - Writing

Social and Emotional Development

# Planning

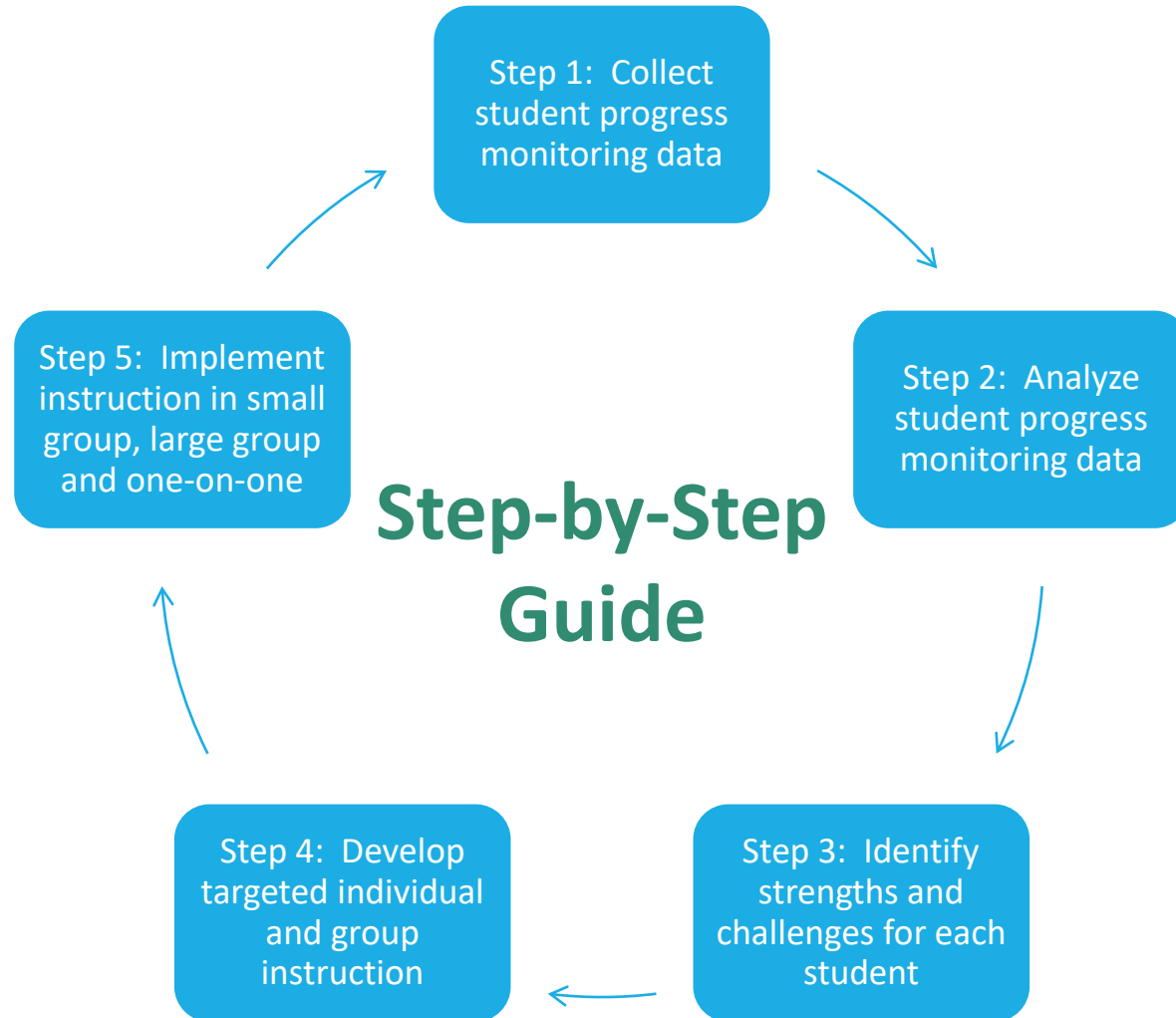
Week of School	Monday	Tuesday	Wednesday	Thursday	Friday
1 <sup>st</sup> 2 <sup>nd</sup> Weeks	<b>No Student Progress Monitoring Done</b>				
3 <sup>rd</sup> Week	Social Emotional Checklist, Early Writing Checklist, Speech Production & Sentence Skills Checklist  <i>(4-5 children per day; 56 - 70 min.)</i>	Social Emotional Checklist, Early Writing Checklist, Speech Production & Sentence Skills Checklist  <i>(4-5 children per day; 56- 70 min.)</i>	Social Emotional Checklist, Early Writing Checklist, Speech Production & Sentence Skills Checklist  <i>(4-5 children per day; 56- 70 min.)</i>	Social Emotional Checklist, Early Writing Checklist, Speech Production & Sentence Skills Checklist  <i>(4-5 children per day; 56- 70 min.)</i>	Social Emotional Checklist, Early Writing Checklist, Speech Production & Sentence Skills Checklist  <i>(4-5 children per day; 56- 70 min.)</i>
4 <sup>th</sup> Week	Phonological Awareness  <i>(1/2 class; 1 hr, 6 min.)</i>	Phonological Awareness  <i>(1/2 class; 1 hr, 6 min.)</i>	Mathematics  <i>(All children; 1 hr, 6 min)</i>	Rapid Vocabulary  <i>(All children; 55 min)</i>	Make-up day
5 <sup>th</sup> Week	Story Retell and Comprehension  <i>(1/4 class; 50-60 min.)</i>	Story Retell and Comprehension  <i>(1/4 class; 50-60 min.)</i>	Story Retell and Comprehension  <i>(1/4 class; 50-60 min.)</i>	Story Retell and Comprehension  <i>(1/4 class; 50-60 min.)</i>	Make-up day
6 <sup>th</sup> Week	Rapid Letter Naming  <i>(All children; 55 min.)</i>	Letter-Sound Correspondence  <i>(1/2 class; 50-60 min)</i>	Letter-Sound Correspondence  <i>(1/2 class; 50-60 min)</i>	Make-up day	Make-up day

## Best Practice #3

Student progress monitoring should be used to inform classroom instruction



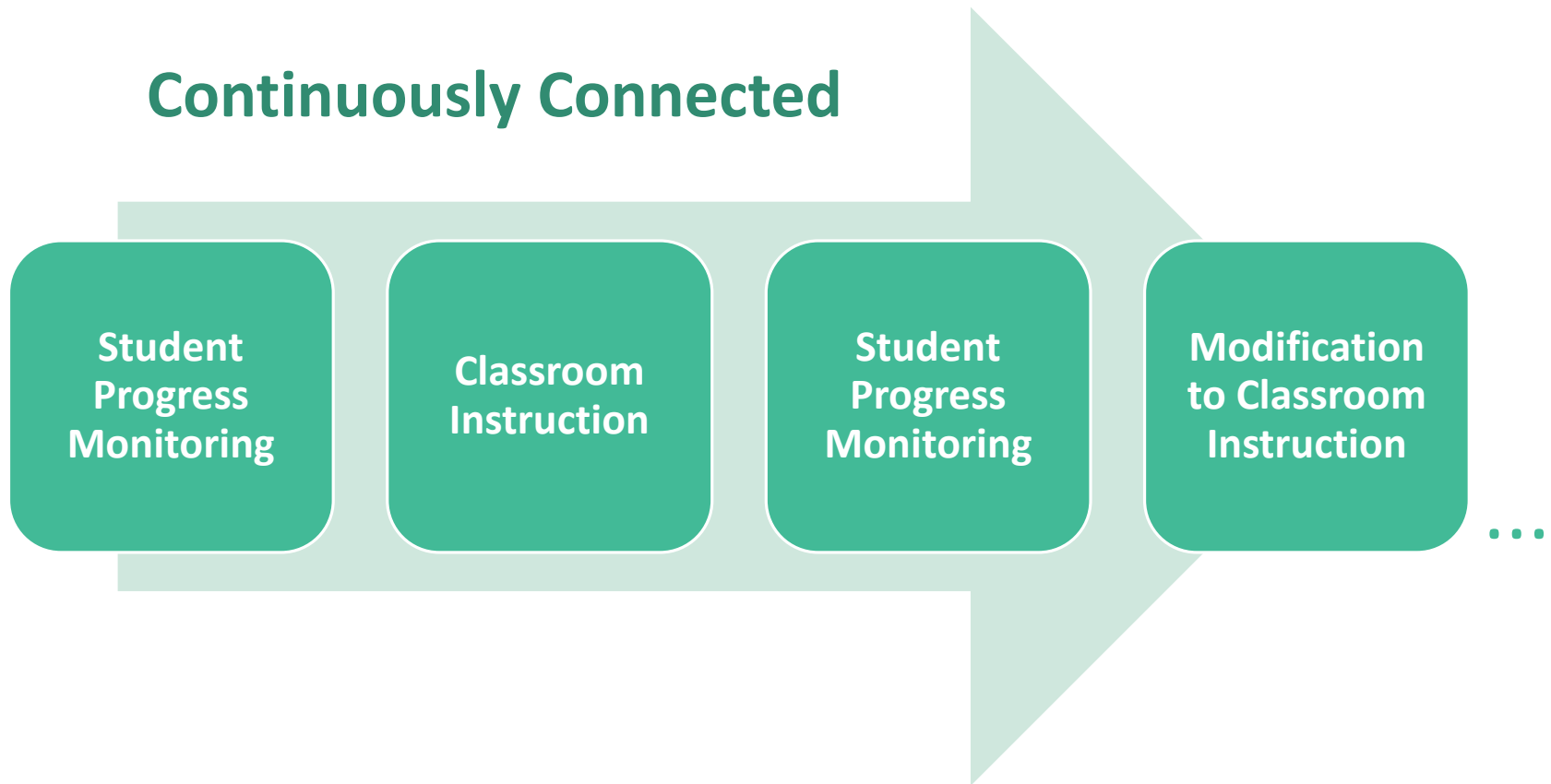
Set/Review short-and long-term academic and nonacademic goals for the prekindergarten year based on knowledge and skills necessary to be successful in kindergarten.



# Student Progress Monitoring and Instruction

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**Continuously Connected**



# Using Student Progress Monitoring to Inform Instruction

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- Student progress monitoring data is reviewed
- Teachers reflect on:
  - What is this data telling me?
  - Where are my students progressing well?
  - Do my students need more instruction or more practice?
  - Which students need targeted one-on-one instruction?
  - Which students have similar needs for small group instruction?
  - What teaching practices should I alter?



# Adjusting Instruction (1/2)

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- Make the task simpler or break it down into simpler parts
- Enrich classroom activity centers with new or different materials
- Use all five senses
- Mix new tasks with tasks that are already mastered
- Mix easy and more difficult tasks

# Adjusting Instruction (2/2)

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- Alter the amount of time spent on a skill or concept
- Expose new concepts/skills multiple times over a variety of contexts
- Increase opportunities to practice a new skill/concept
- Change daily schedule to give opportunity to learn over various part of the day
- Use students to aid one another
- Provide clear feedback to children during activities

## Best Practice #4

Student progress monitoring should be consistently implemented 3 times/year



# Recommended Timeframes

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- Beginning Of Year (BOY) - Usually first 6-8 weeks of school
  - Shows the developmental level of the students when they enter the prekindergarten classroom
  - **And** it should inform classroom instruction
- Middle Of Year (MOY)
  - Can be used to make any major course corrections, if they are needed
  - **And** it should inform instruction
- End Of Year (EOY) - Usually last 6 weeks of school
  - Shows the growth of each student over the course of the prekindergarten school year

## Best Practice #5

Teachers should be supported in conducting student progress monitoring



# Support for Teachers

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## ➤ Goal:

- Minimize time spent assessing
- Maximize amount of intervention

## ➤ Increasing Efficiency:

- Embed systematic observations into children's daily activities
- Plan classroom activities that allow for observing multiple student progress monitoring measures
- Use paraprofessionals to observe, record, and document student progress
- Use substitutes to allow teachers to have uninterrupted time to assess children

## Best Practice #6

A student's progress should be communicated to their family at least 3 times/year





# Communication with Parents

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# Common Parent Questions

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- How is my child doing at school?
- Is my child progressing well?
- Does my child have any friends at school?
- Is there something my child needs help with?



# Conclusion

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- Foundational Years: Prekindergarten - 3rd
- High-Quality Prekindergarten Components
- Student Progress Monitoring

# Quality Checklist for Student Progress Monitoring

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Quality Measure for Student Progress Monitoring	Proficiency	Proficiency in Progress	Proficiency to Begin	Follow-Up
The prekindergarten program uses a Student Progress Monitoring calendar to inform teachers when assessments are to be performed, when assessment data is recorded and when children's progress is communicated with parents.				
The prekindergarten program uses a Student Progress Monitoring Instrument that is listed on the Commissioner's List of Approved Prekindergarten and Kindergarten Assessment Instruments 2017-2021.				
All prekindergarten staff receive initial training that is specific to the Student Progress Monitoring Instrument before they implement the process of monitoring student progress.				
All prekindergarten staff receive annual ongoing training that is specific to the Student Progress Monitoring Instrument they are using.				
Parents are given resources to help their children grow and develop in areas of identified needs at conferences.				

# FAQ Document

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Send questions regarding student progress monitoring to the following email address:

➤ [earlychildhoodeducation@tea.texas.gov](mailto:earlychildhoodeducation@tea.texas.gov)

A frequently asked questions document will address the questions received within the next two weeks.

The FAQ document will be available on TEA's website

# TEA - Early Childhood Education Division

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## Next Webinar:

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