



**High-Quality Prekindergarten Components:
Student Progress Monitoring**

Early Childhood Education Division

- Overview of high-quality prekindergarten components referenced in HB3
- High-quality prekindergarten component – Student Progress Monitoring
 - Research
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- Higher quality
- Resources & support

Overview

“...not all pre-k programs successfully support early learning. It is decidedly not the case that just any pre-k program operating under just any circumstances will provide young children with the inputs they need to produce, let alone sustain, early developmental gains.”



- Curriculum
- Student progress monitoring
- Teacher qualifications
- Teacher/student ratio
- Family engagement
- Program evaluation
- Data reporting



All information contained in this webinar can be found in:

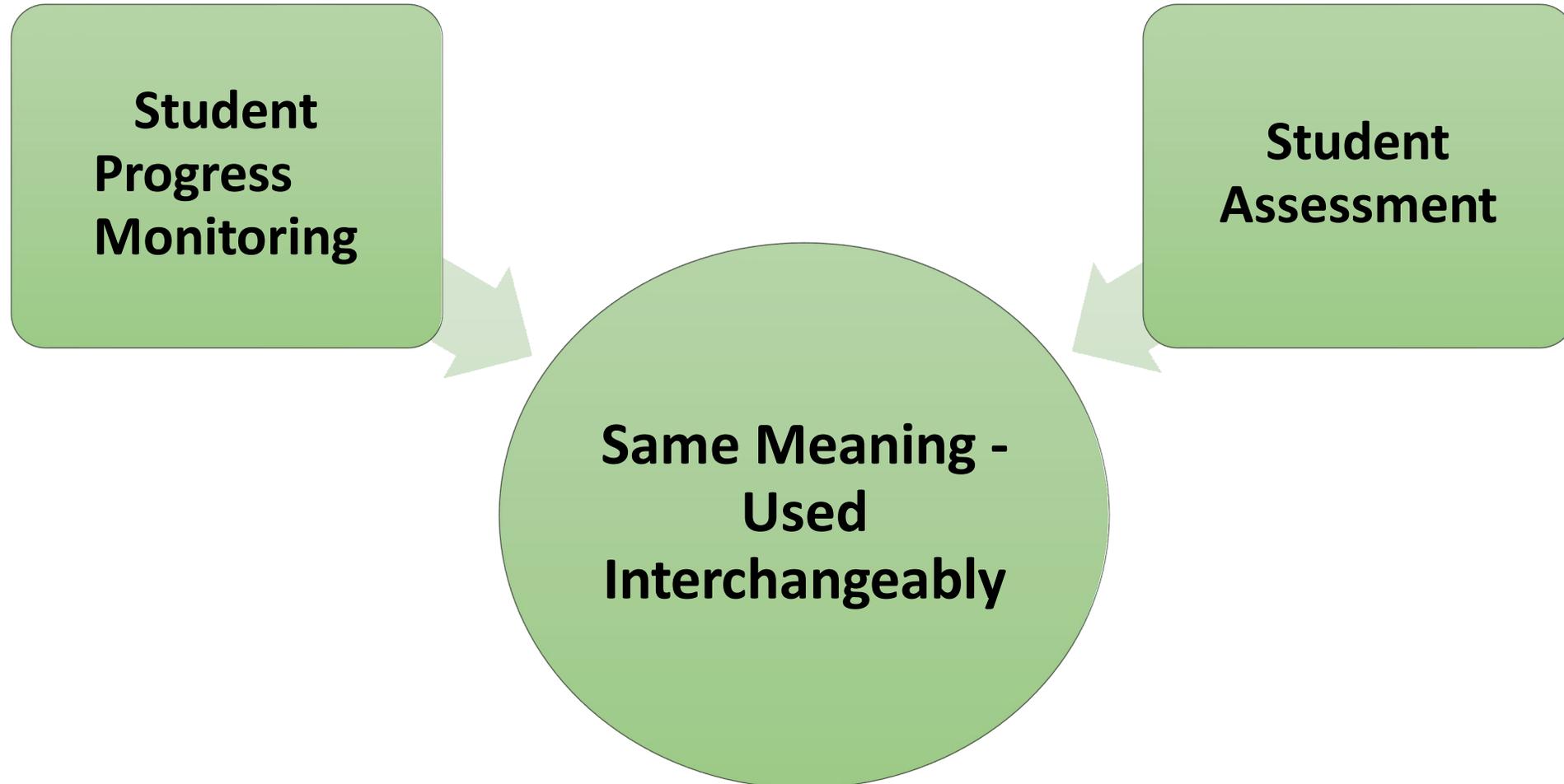
- Statute: TEC §29.164 – 29.172
- Commissioner's Rule: TAC §102.1003
- 86th Legislative Session: HB3

Student Progress Monitoring

The most meaningful of assessments provide information the teacher can use to better understand her students and to then support them in taking the next steps in their learning.

Vygotsky, L. (1986/1934). *Thought and language*. Cambridge, MA: Massachusetts Institute of Technology.

Student Progress Monitoring vs. Assessment



TEC 29.167

- (a) A school district shall select and implement a curriculum for a prekindergarten program that:
- (2) Measures the progress of students in meeting the recommended learning outcomes; and

TEC 29.169

- (a) A school district shall:
- (1) Select and implement appropriate methods for evaluating the district's program classes by measuring student progress
- (b) A school district may administer diagnostic assessments to students in a program class to evaluate student progress as required by Subsection(a) but may not administer a state standardized assessment instrument.
- (c) An assessment instrument administered to a prekindergarten program class must be selected from a list of appropriate prekindergarten assessment instruments identified by the commissioner.

TAC 102.1003

(d) A school district or an open-enrollment charter school shall measure:

- (1) The progress of each student in meeting the recommended end of prekindergarten year outcomes identified in the Texas Prekindergarten Guidelines (updated 2015) using a progress monitoring tool included on the commissioner's list of approved prekindergarten instruments that measures:
 - (A) Health & wellness
 - (B) Language & communication
 - (C) Emergent literacy reading
 - (D) Emergent literacy writing
 - (E) Mathematics

The following are mandatory:

- Student progress monitoring for 4-year-old eligible students
- The use of a tool from the Commissioner's List of Approved Prekindergarten Assessment Instruments for eligible 4-year-old students
- Four-year-old students should be assessed in each of the following developmental domains:
 - Health & wellness
 - Language & communication
 - Emergent literacy reading
 - Emergent literacy writing
 - Mathematics

Commissioner's List of Approved PK Instruments

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 ±	Pearson	\$13.80	paper/pencil w/online platform	Direct & observation	medium	✓	✓	✓	✓	✓	✓	✓
Work Sampling System ±	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±	Pearson	\$9.88	paper/pencil w/online platform	Observation	high	✓	✓*				✓	
ISIP - Early Reading ±	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



- Watch for release of a TAA in September 2019 for instructions of using an *Alternative Assessment* Form if an LEA is using a non-commissioner approved prekindergarten assessment instrument **with eligible 3-year-old students.**
- School districts and open-enrollment charters schools must retain their assessment data locally, should TEA decide to collect it later.

Question:

What if a child in our prekindergarten program will not participate in the formal assessments that are a part of the student progress monitoring tool we are using?

Answer:

It is recommended that prekindergarten children be given adequate time to adjust to the new experience of going to school. For some students, that adjustment time takes longer. It is allowable to schedule the formal assessments at a time that the child will be more willing to participate.

Young children may hesitate to participate in a pull-aside activity when their interests are focused on something going on in the classroom. It may be necessary to change the time of the day when the formal assessing is attempted. The focus should always be in collecting authentic, accurate data and to help the child feel comfortable in the assessment process.

Question:

How often should student progress monitoring be done?

Answer:

Formal assessment should be done three times a year. The BOY and EOY data will be needed to upload into the Early Childhood Data System (ECDS) at the end of the year. It also shows the progress the student made within that grade level. The MOY data should be used to inform classroom instruction and to make any necessary course corrections.

It should be noted here that effective teachers are always in the process of informally assessing their students' skills and ability to understand concepts and using that information to adjust their instruction.

Question:

Should student progress monitoring be done with children that have an identified disability?

Answer:

The instructions and guidance on a child's Individual Education Plan (IEP) should always be followed. An IEP may include instructions regarding whether it is appropriate to use the student progress monitoring tool with the child or not. At times a teacher may be instructed to conduct part of the student progress monitoring tool with a student with a disability, e.g. a child with a mobility difficulty could be assessed in all measures except those that require movement. Written instructions regarding appropriate accommodations may also be included on a child's IEP.

Question:

Is it necessary for teachers to conduct student progress monitoring using more than one tool if the prekindergarten program is funded by more than one source?

Answer:

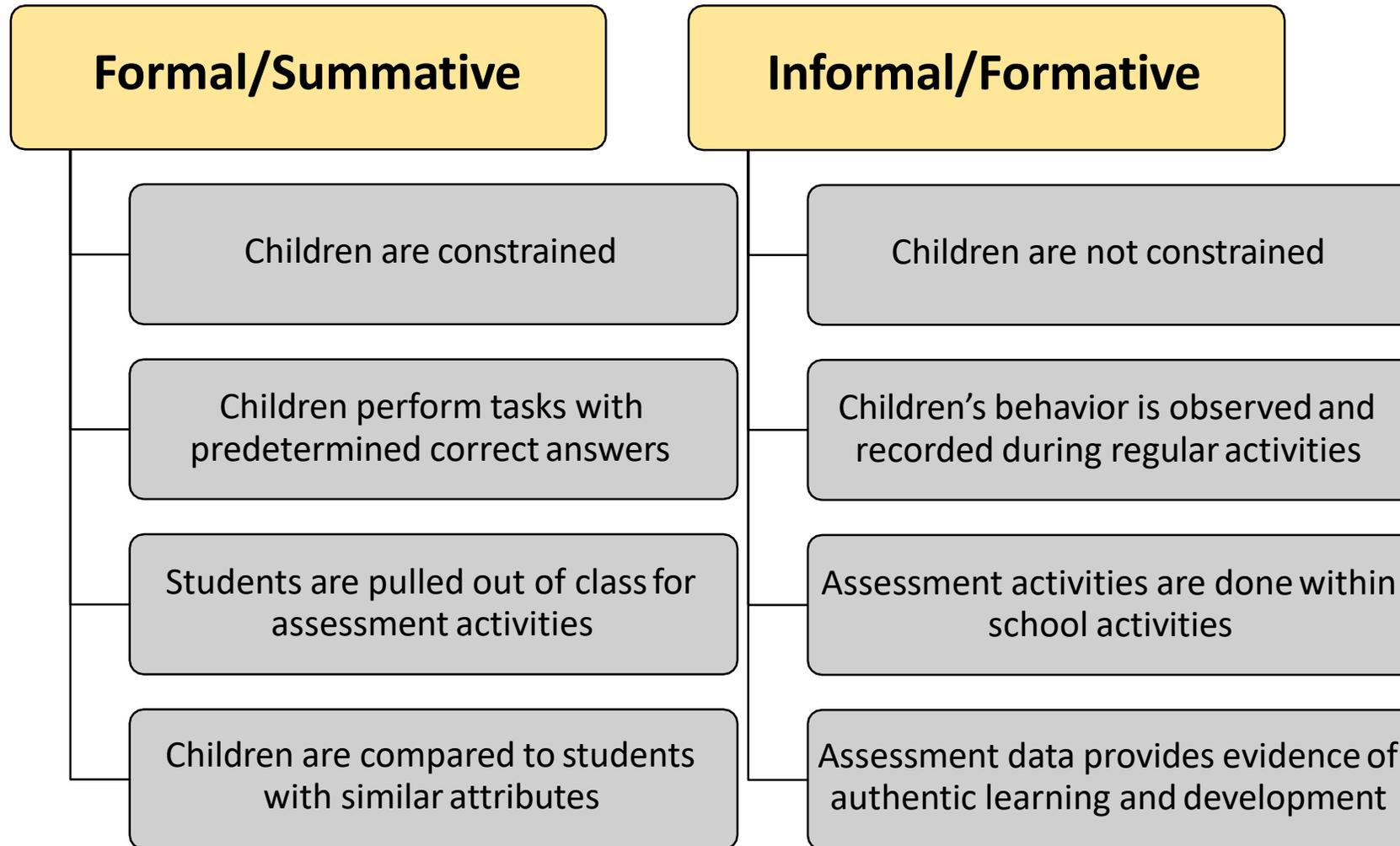
Funding sources may have differences in the guidelines regarding student progress monitoring. It is recommended that an LEA review the requirements of each funding source and choose an assessment tool that meets all the specifications of each. As an example, if the prekindergarten program receives FSP funding plus an early education allotment from the state of Texas along with Head Start funding from the federal government, the two partners could choose to use any tool on the Commissioner's List that meets the requirements of both Texas and the federal government.

Higher Quality



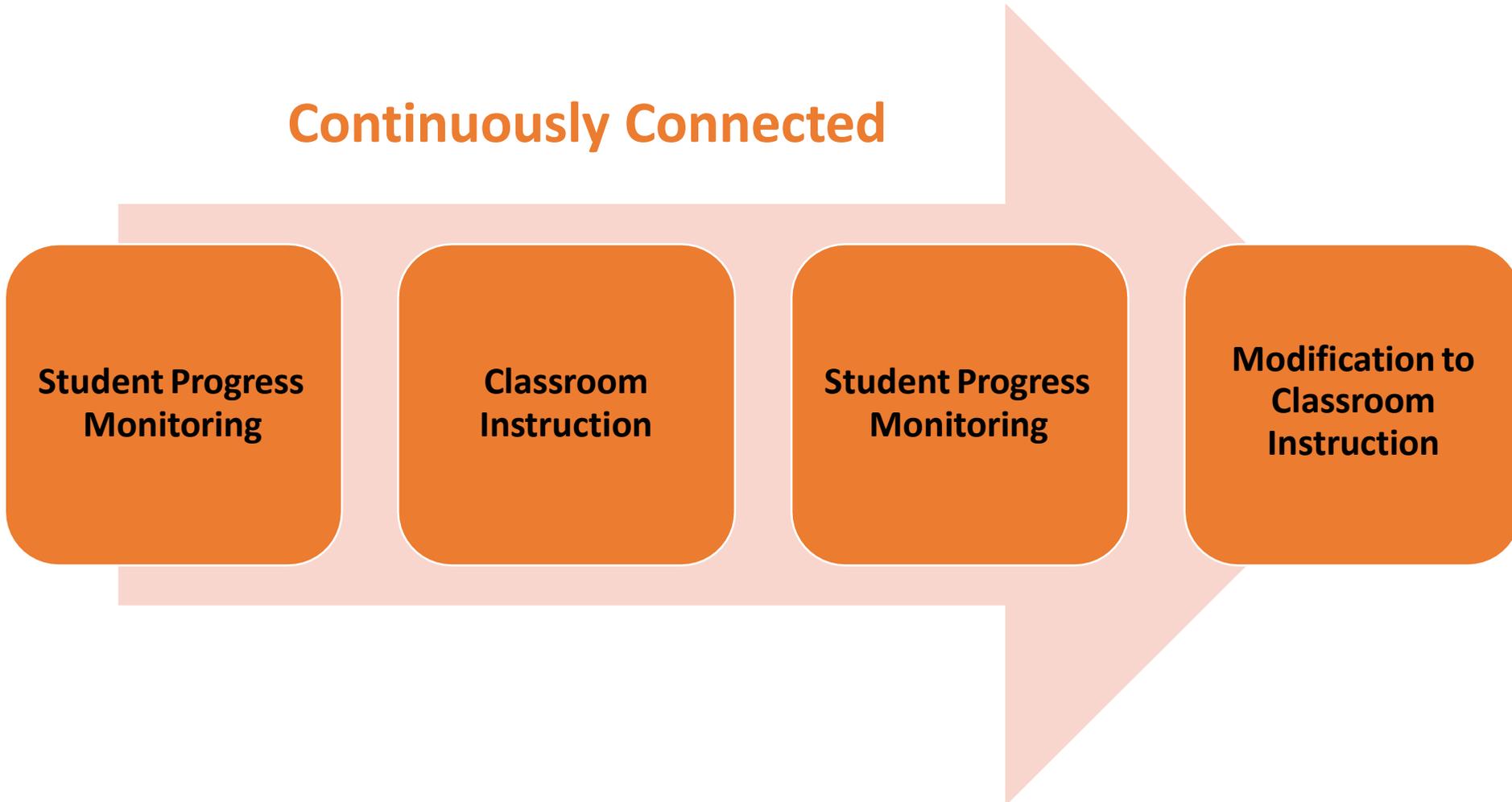
Higher Quality
leads to
Positive Child Outcomes

Best Practice: Use Both Types of Assessment



Best Practice: Interaction between Instruction & Assessment

Continuously Connected



Possibilities:

- Make the task simpler or break it down into simpler parts
- Alter the amount of time spent on a skill or concept
- Expose the new concept or skill multiple times over a variety of contexts
- Increase the opportunities to practice the new skill/concept
- Mix easy tasks with more difficult tasks

Best Practice: Use Input from Families



No one knows the child better than their family!



Items to Ponder:

- Are the tools used for student assessment both linguistically and culturally appropriate?
- How does the LEA support prekindergarten teachers in completing student progress monitoring within the allotted timeframe?
- How are the results of student assessment communicated to families?
- Is assessment data used to make referrals for students who may need intervention services?

It is best practice that prekindergarten programs serving eligible 3-year-old students also adhere to the high-quality components referenced in statute and Commissioner's Rule.

Resources & Support

- 2017-2021 Commissioner's List of Approved Prekindergarten Assessment Instruments

https://tea.texas.gov/Academics/Early_Childhood_Education/Educator_Resources/

- Children's Learning Institute (CLI) <https://www.childrenslearninginstitute.org/>

- Education Service Centers http://tea.texas.gov/regional_services/esc/

- *Early Childhood Program Self-Assessments*

https://tea.texas.gov/Academics/Early_Childhood_Education/High-Quality_Early_Childhood_Program_Self-Assessment/

High-Quality Checklist

Prekindergarten High-Quality Measure – Student Progress Monitoring	Proficiency	Proficiency in Progress	Follow-Up
The prekindergarten program serving eligible four-year-old students uses a Student Progress Monitoring Instrument that is listed on the <i>Commissioner’s List of Approved Prekindergarten Assessment Instruments 2017-2021</i> . *			
Eligible four-year-old students are assessed in the five developmental domains: Emergent Literacy – Reading, Emergent Literacy – Writing, Language & Communication, Health & Wellness and Mathematics. *			
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 and how to use the collected data to inform their classroom instruction.			
Prekindergarten teachers are given adequate support in completing the work associated with student progress monitoring including, but not limited to, systematic observation planning, using paraprofessionals to document observations and using substitute teachers in completing progress monitoring.			
Student progress is assessed three time during the school year – beginning of year (BOY), middle of year (MOY) and end of year (EOY).			
Data from the student progress monitoring instrument is consistently reviewed to inform teaching practices and daily instruction.			
Data from the student progress monitoring instrument is consistently used to determine large group, small group and individual instruction.			
Data from the student progress monitoring instrument is consistently used to assist in identifying students who may need additional assistance.			
English learners are assessed in their home language as well as in English.			
Student progress monitoring data is communicated with parents to better inform them of their children’s progress at school.			
Parents are given resources to help their children grow and develop in areas of identified needs at conferences.			

Website

<https://tea.texas.gov/earlychildhoodeducation.aspx>

Phone/email support

earlychildhoodeducation@tea.texas.gov

“Errors using inadequate data are much less than those using no data at all.”

- Charles Babbage -