

Maryland State Department of Education

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Division of Early Childhood Development

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Early Education in ESSA

Helping Every Child Succeed

Learning Trajectory

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|---|----|---|----|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|
| 0 | to | 3 | PK | K | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th | 9 th | 10 th | 11 th | 12 th |
|---|----|---|----|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|

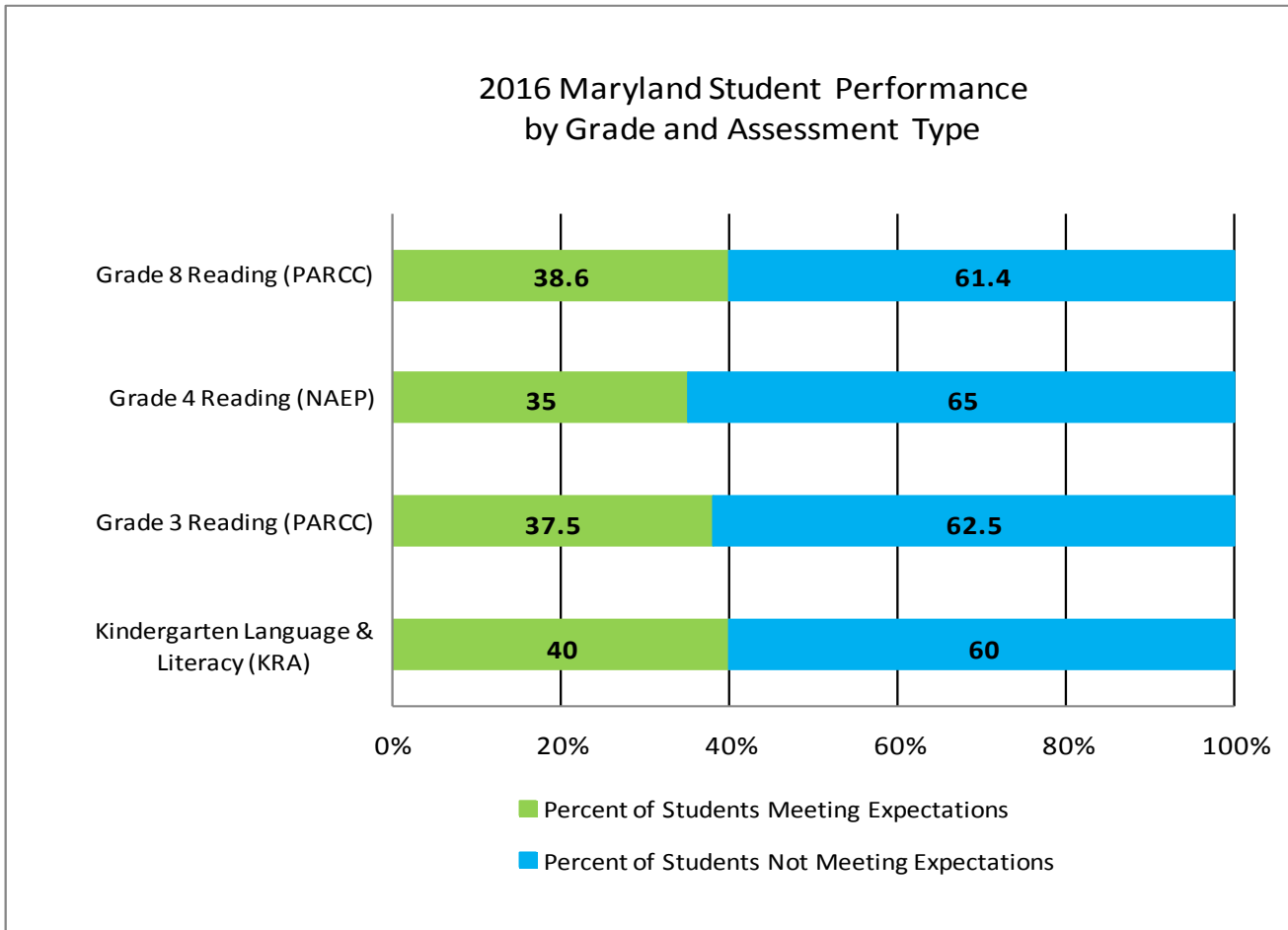
2016 Kindergarten Readiness Assessment State Results

- **43%** Demonstrating Readiness
- **38%** Approaching Readiness
- **19%** Emerging Readiness

2016 KRA State Domain Results

- **40%** Demonstrating Readiness
 - Language and Literacy
- **38%** Demonstrating Readiness
 - Mathematics
- **53%** Demonstrating Readiness
 - Social Foundations
- **55%** Demonstrating Readiness
 - Physical Well-being and Motor Development

2016 Student Performance



2016 Data Access

- Kindergarten teachers using R4K system:
 - During and after window-
 - Individual Student Item Results
 - Class Item Results
 - Class CSV Export
- 2 weeks after window-
 - Individual Student Report (ISR) sent to parents

Disaggregated Results

- 2016-17 Kindergarten Readiness Assessment Technical Report for state and district results:

<http://www.readyatfive.org/school-readiness-data/readiness-matters-2017.html>

- School level reports sent to districts for census schools only
- District data files sent to Early Learning Supervisors

ESSA's Potential to Support Early Learning in Title I

- Support transition planning between early childhood programs and kindergarten
 - Head Start, Preschool Development Grant programs, community-based programs
 - Transfer of records and assessments
 - Coordinating communication between programs and school including parents
 - Organizing joint-transition related training

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- Address needs of Dual Language Learners
 - Improve screening and assessment of DLLs
 - Improve preparation of teachers
 - Understanding early language acquisition
 - Planning for differentiated instruction

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- Prioritizing PreK through Grade 2
 - November 16 regulations rescinded
 - Maryland state plan includes opportunities for early learning
 - Report Card- percent with PreK experiences and KRA results
 - Title II funds for joint teacher PD and principal PD
 - Supporting Judy Center model
 - Focus on evidence-based strategies and effect size

Refocus on quality learning from the start!

0 to 3 PK K 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th