

UPDATE ON ICS ACTIVITIES AROUND SCHOOL READINESS ASSESSMENTS

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Education Oversight Committee Annual Retreat

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Trajectory Optimizing Service Linkage Pathway

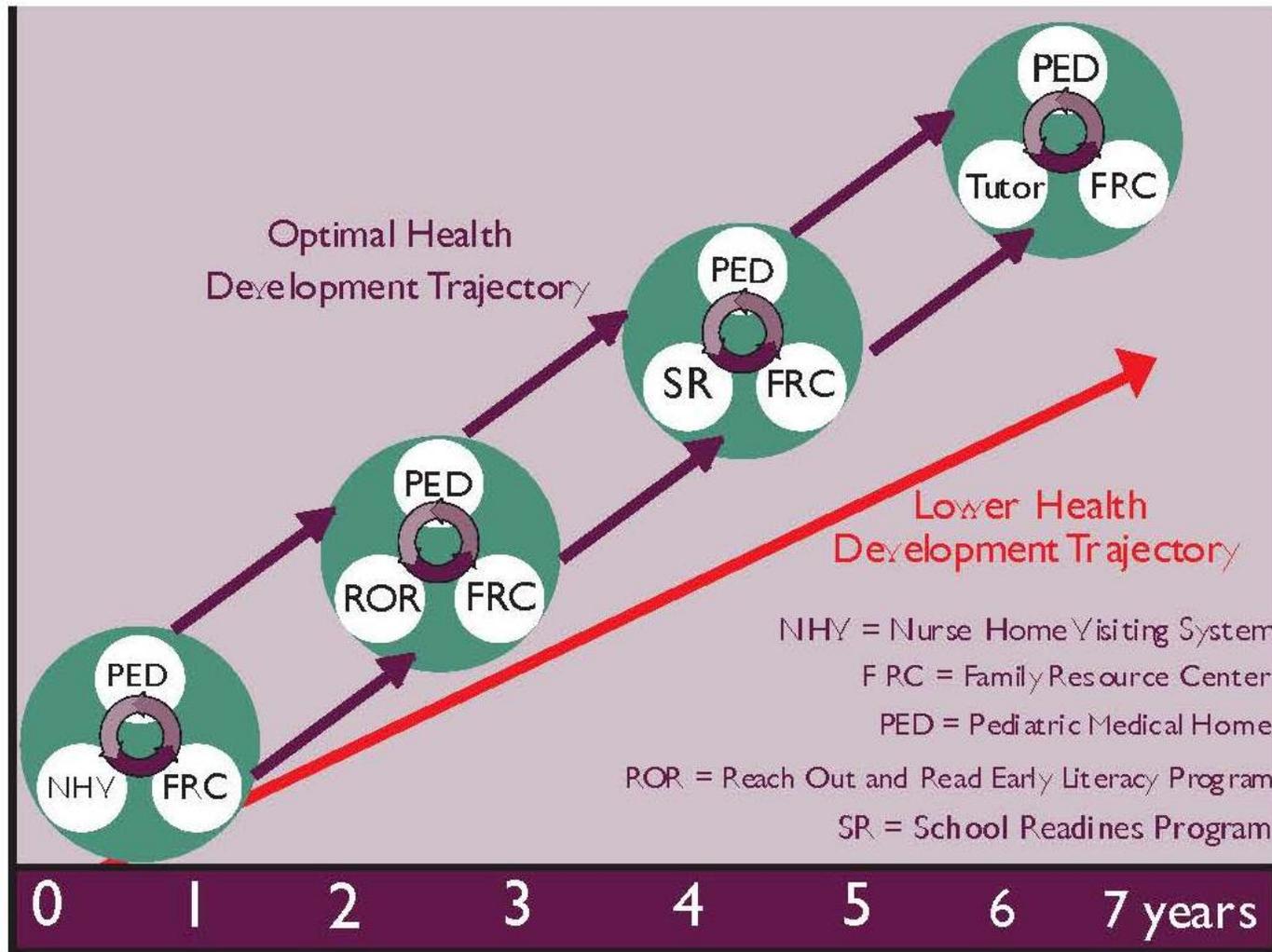


Chart from Neal Halfon, "Life Course Health Development: A New Approach for Addressing Upstream Determinants of Health and Spending," NIHCM Foundation, February 2009, http://www.nihcm.org/pdf/ExpertVoices_Halfon_FINAL.pdf.

Kindergarten Readiness Process

ICS seeks to clarify understanding of school readiness in South Carolina through a three-step process:

1. Defining School Readiness
2. Describing School Readiness
3. Developing or adopting and implementing a tool to measure school readiness



Defining School Readiness

2012: ICS-convened group of experts to create definition

Definition included in the school readiness legislation

Legislation was passed in June, 2014



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South Carolina Defines School Readiness

'School readiness' means the level of child development necessary to ensure early school success as measured in the following domains: physical health and motor skills; emotional and social competence; language and literacy development; and mathematical thinking; and cognitive skills; and approaches to learning. School readiness is supported by the knowledge and practices of families, caregivers, healthcare providers, educators, and communities.



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Describing School Readiness

In March 2014, ICS published the white paper “School Readiness: Moving Toward a Shared Definition, Standardized Assessment, and Unifying Language.”

The brief identified next steps:

- Convene a stakeholders group to finalize a kindergarten readiness description
- Identify KEAs that are aligned with the state’s definition of school readiness
- Pilot test multiple KEAs to gain feedback
- A pilot process allows decision makers to evaluate the professional development needs



Describing School Readiness

In April 2014, ICS hosted a Think Tank on School Readiness to begin the discussion of describing school readiness in South Carolina.

24 people attended representing state agencies, the Children's Trust, First Steps County partnerships, the United Way Association of South Carolina and several local United Ways, early learning collaborations, and many universities.

Domains discussed:

- emotional and social competence,
- physical health and motor skills,
- language and literacy,
- cognitive/general knowledge and mathematical skills.

The logo for the Institute for Child Success (ICS) features the lowercase letters 'i(cs)' in a dark purple, serif font. The 'i' is lowercase and smaller than the 'cs', which are enclosed in parentheses.

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Describing School Readiness

In June 2014, ICS co-hosted a second Think Tank session with Rolf Grafwallner and Louise Corwin of Maryland

Their presentation was “Moving Toward a High Quality, Accountable Early Childhood Education System”



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How does Maryland Assess Readiness?

Maryland Model for School Readiness

•**Maryland Model for School Readiness (MMSR)**

•An annual assessment on what each kindergartener knows and is able to do in the following areas or Domains of Learning:

- Language & Literacy
- Mathematical Thinking
- Physical Development
- Scientific Thinking
- Social & Personal Development
- Social Studies
- The Arts

How does Maryland Assess Readiness?

Maryland Model for School Readiness

- **Maryland Model for School Readiness (MMSR)**

- A kindergarten child is identified as:

- **Fully Ready**

- Consistently demonstrates the skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully.

- **Approaching Readiness**

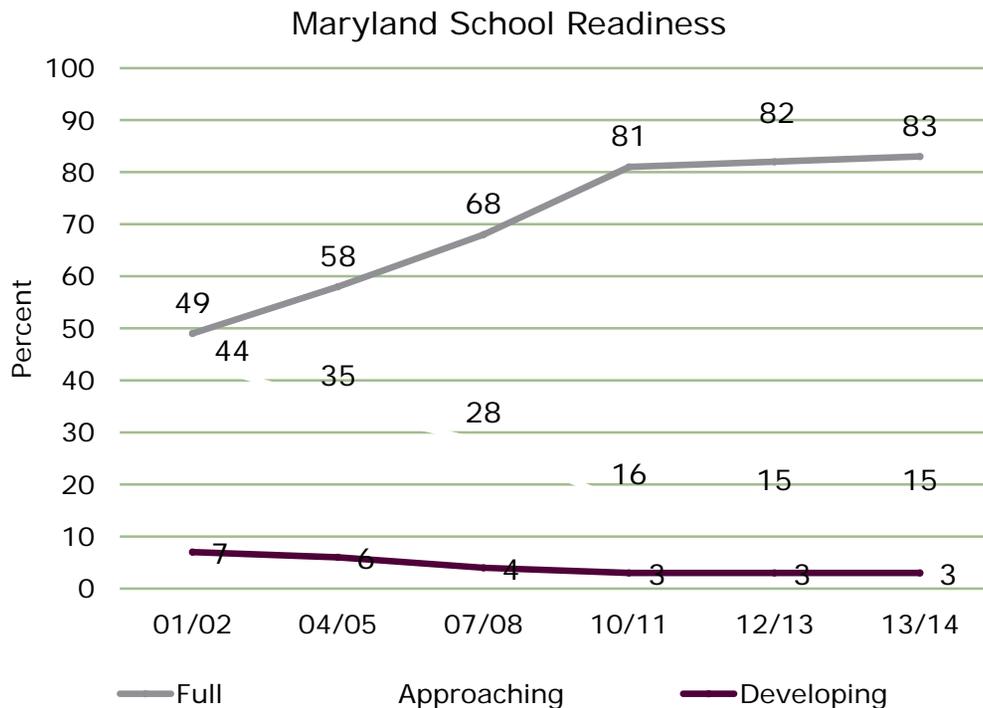
- Inconsistently demonstrates the skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully and requires targeted instructional support in specific areas.

- **Developing Readiness**

- Does not demonstrate the skills, behaviors, and abilities, which are needed to meet kindergarten expectations and requires considerable instructional support in specific areas.

Continuing Our Strong Progress

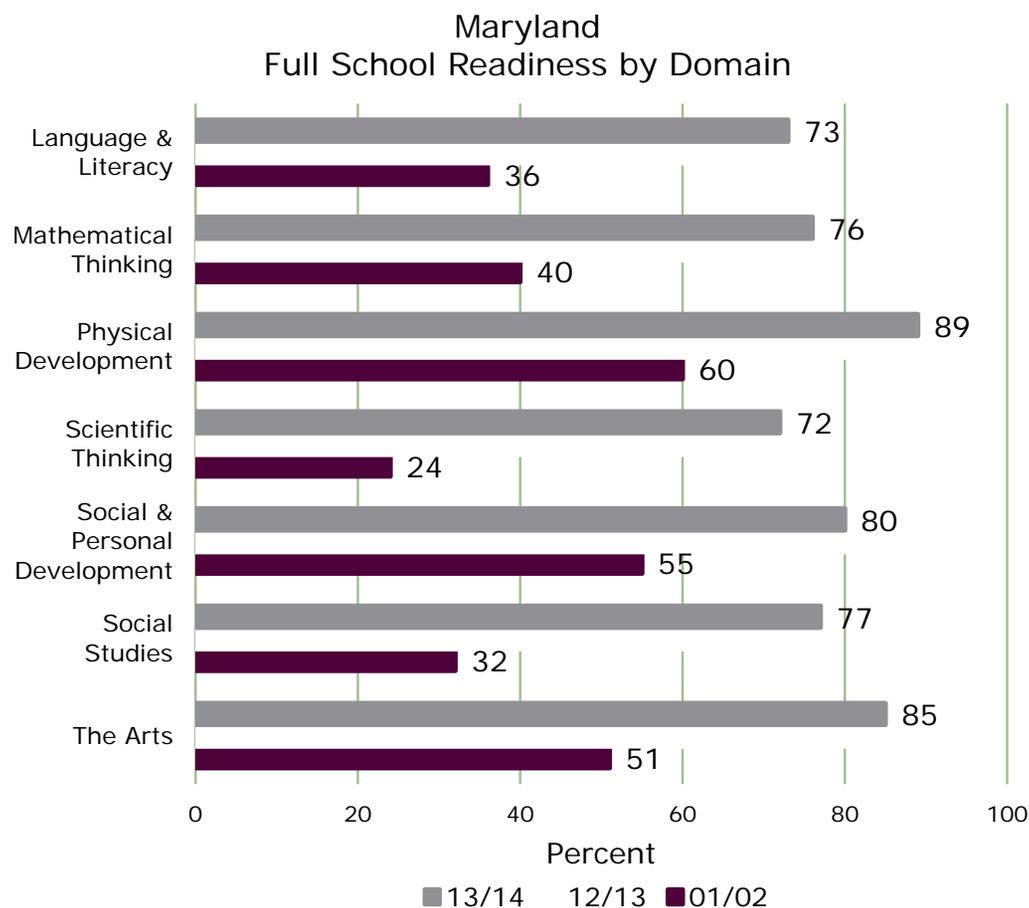
MMSR, 2013-2014



- 83% of children entering kindergarten in school year 2013-2014 are fully school-ready, up from 49% in 2001-2002 – a 34-point or 69% improvement in overall school readiness.

Achieving Higher Standards

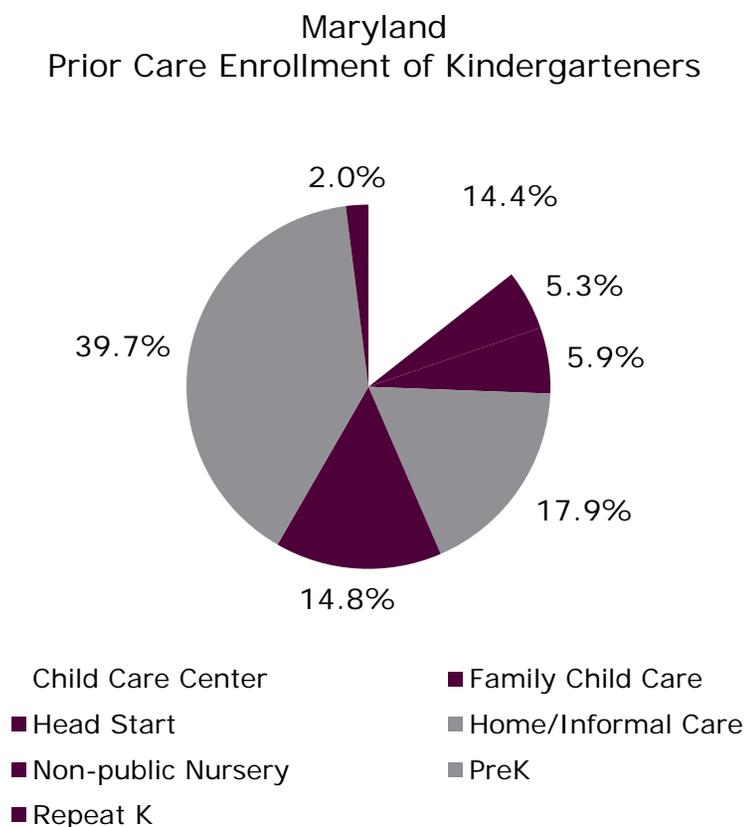
MMSR, 2013-2014



- The vast majority of children are entering school fully ready to succeed and, as a result, are meeting Maryland's rigorous state standards.

Ensuring A Sound Start

Predominate Care Prior to Kindergarten



- 39.7% of the State's kindergarten students attended a public prekindergarten (PreK) program the year prior to starting school.
- **In 2013-2014:**
 - 26,503 children (4- and 5-year-olds) attend a public PreK program.
 - 31% of PreK children participate in full-day programs.
 - 14 jurisdictions currently offer a full-day option for some or all PreK children.

NOTE: Prior Care Enrollment denotes the early care & education setting of children the year prior to kindergarten (i.e. school year 2012-2013). Some prior care settings have enrollment criteria. For example, Head Start and public PreK almost exclusively serve children from low-income households and children with disabilities—two subgroups that have consistently had significantly lower school readiness than Maryland kindergarteners, as a whole, and are considered at risk.

Source: Maryland State Department of Education

What Changed? – Investments in ECE System

- 2001
 - Full-day kindergarten (50%)
 - Prekindergarten (10,045)
 - Program Accreditation (100)
- 2013
 - Full-Day Kindergarten (100%)
 - Prekindergarten (26,296)
 - Maryland College and Career-Ready Standards (Prek-12)
 - Judy Centers (25 sites impacting 40 Title I schools)
 - Child Care Credentialing (23%)
 - Maryland EXCELS(25%)

Describing School Readiness

Next Steps: another Think Tank session on September 22 in Charleston to dive deeper into emotional and social competence, physical health and motor skills, language and literacy, and cognitive/general knowledge and mathematical skills.



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potential
hope

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