Maryland's State Early Childhood Advisory Council

MARYLAND STATE DEPARTMENT OF EDUCATION

EQUITY AND EXCELLENCE

MD State Early Childhood Advisory Council Meeting (Virtual)

May 6th, 2020

WELCOME/HOUSEKEEPING NOTES

- All participants will be muted upon joining the webinar
- Participants will be able to ask questions by typing their questions or comments into the questions pane in the control panel.
- Presenters will stop frequently to review and answer questions in the questions pane.
- All questions will be answered and emailed to all participants after the meeting along with the recording of the full webinar.

State Early Childhood Advisory Council Virtual Meeting Agenda

Time	Task
10:00 - 10:15	**Welcome / Introductions and Announcements** • *Cyndi La Marca Lessner, Branch Chief, Collaboration and Program Improvement Branch, Division of Early Childhood (DEC), Maryland State Department of Education (MSDE)* • *Dr. Carol A Williamson, Deputy Superintendent, Office of Teaching and Learning, MSDE*
10:15 – 11:00	**New Business/Presentations** • *State of Early Childhood and MSDE Response to COVID-19 - Steven Hicks, Assistant State Superintendent, Division of Early Childhood, MSDE and Jennifer Nizer, Director of the Office of Child Care, Division of Early Childhood, MSDE*
11:00 – 11:45	**Old Business/Presentations** • *2019 Kindergarten Readiness Assessment Results – Judy Walker, Early Learning Branch Chief, Division of Early Childhood, MSDE, Kristen Thompson, Senior Technical Program Manager, Johns Hopkins Center for Technology in Education, and Linda Carling, Senior Program Director for Learning, Engagement, and Design, Johns Hopkins Center for Technology in Education* • *Strategic Plan, Preschool Development Grant Birth through Five (PDGB-5) – Rachel Demma, Director, Early Childhood System Development, Division of Early Childhood, MSDE* • *Pritzker Foundation/ National Governor's Association Prenatal to Age 3 Grant Update –Laura Weeldreyer, Executive Director, Maryland Family Network (MFN)*
11:45-12:00	**General Announcements and Next Steps** • *State Early Childhood Advisory Council Announcements – Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, MSDE*
12:00	**Adjournment of Full Council**

Division of Early Childhood

An Update

May 6, 2020

Steven Hicks
Assistant State Superintendent
Division of Early Childhood

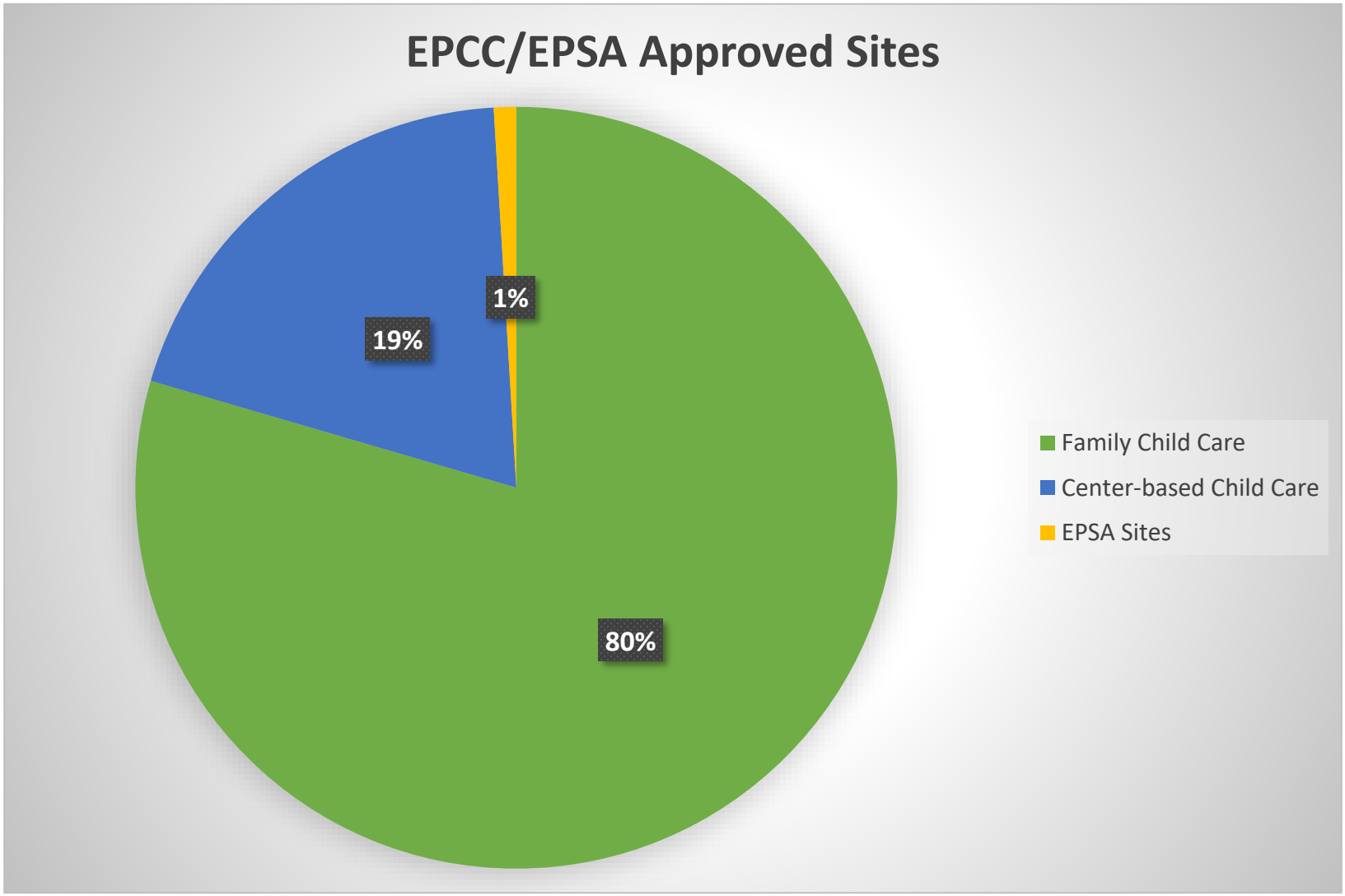
We are still crawling forward…

- PreK Expansion Grantees and Head Start implementing distance learning.
- Credentialing Awards and Virtual Training continue!
- Child care teachers continue to earn their degrees virtually.
- Child Care Scholarship payments continue whether or not programs are open or closed or children in attendance.
- Virtual inspections beginning for child care programs.
- Maryland EXCELS QASs supporting quality improvement.
- Judy Centers, Family Support Centers, & ECACs leading in their communities.
- PDG B-5 activities march on, including expanding IECMH.

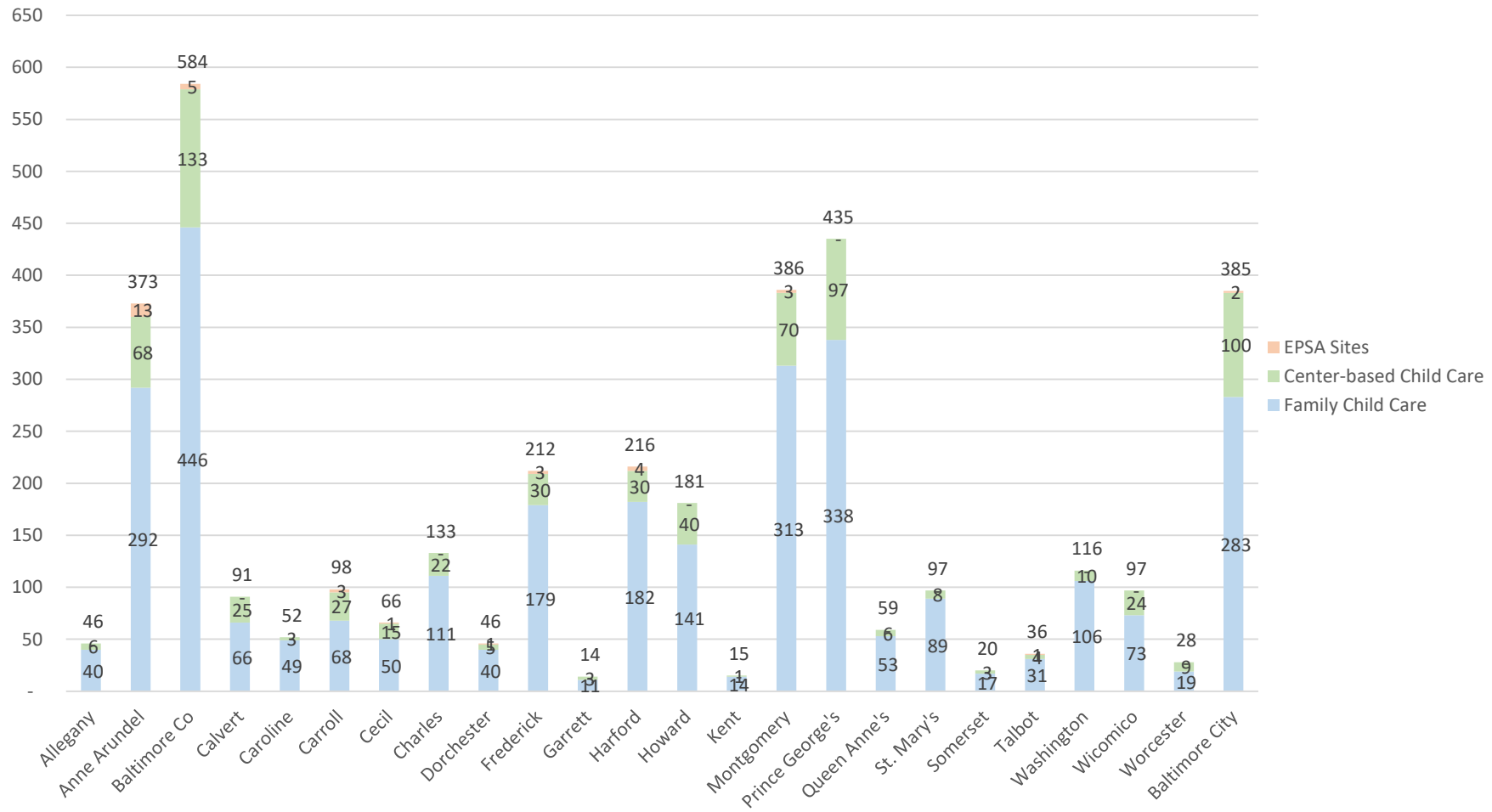
Current State of Child Care Programs in Maryland

Essential Personnel Child Care (EPCC) & Essential Personnel School Age (EPSA)

- **Total Programs: 3,786**
  - Family Child Care (EPCC): 3,009
  - Child Care Centers (EPCC): 741
  - School Age Unlicensed (EPSA): 36
- **Invoices for 4 weeks have been processed.**
- **Working closely with MDH and MEMA to provide guidance and recommendations.**


EPCC/EPSA Approved Sites
1%
19%
80%
Family Child Care
Center-based Child Care
EPSA Sites

EPCC & EPSA by Jurisdiction



COVID-19 Resources from DEC

DEC website homepage has been redesigned to take families and providers to the information they need most during COVID-19. https://earlychildhood.marylandpublicschools.org/

ECAC Subcommittee to Plan for Recovery for the Early Childhood System

- What Early Childhood programs and services should be considered for the Recovery Plan?
- Who are the individuals to lead each area?
- How should we engage multiple stakeholders?
- What factors need to be considered?
- When are there options and when are there mandates?
- How do we provide maximum flexibility for various communities, populations, and conditions?

Questions
&
Comments

ready for KINDERGARTEN

Kindergarten Readiness Assessment (KRA)

Looking at Assessment Data

JOHNS HOPKINS SCHOOL of EDUCATION
CENTER FOR TECHNOLOGY IN EDUCATION

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

2019-2020 KINDERGARTEN READINESS ASSESSMENT REPORT

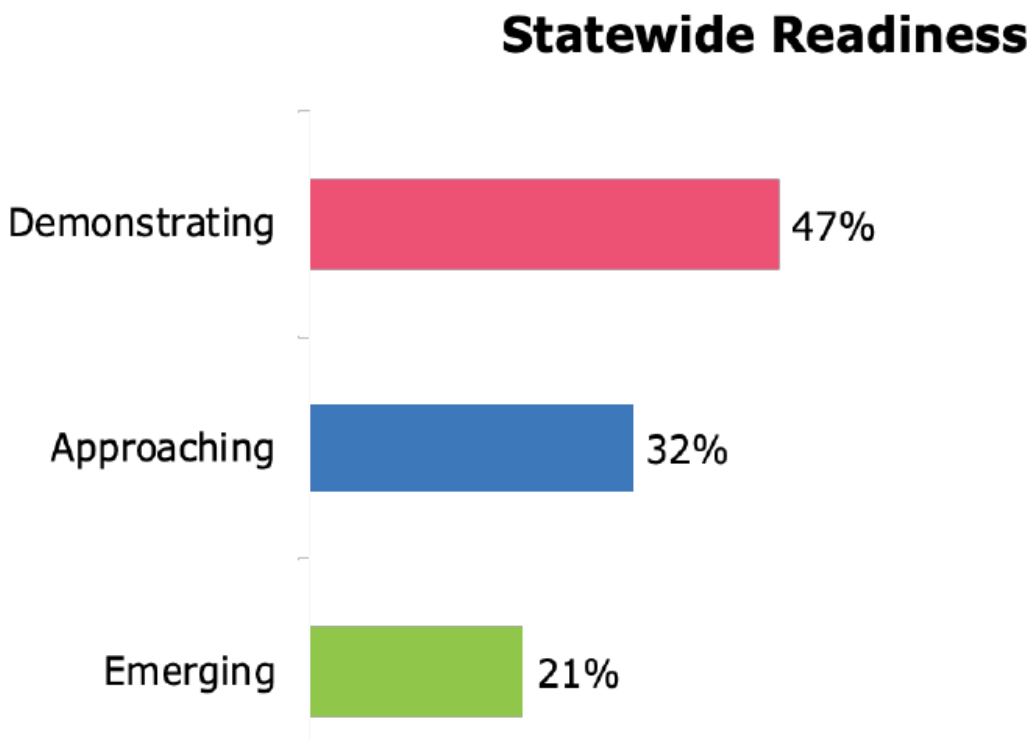
READINESS MATTERS

ready at five™

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

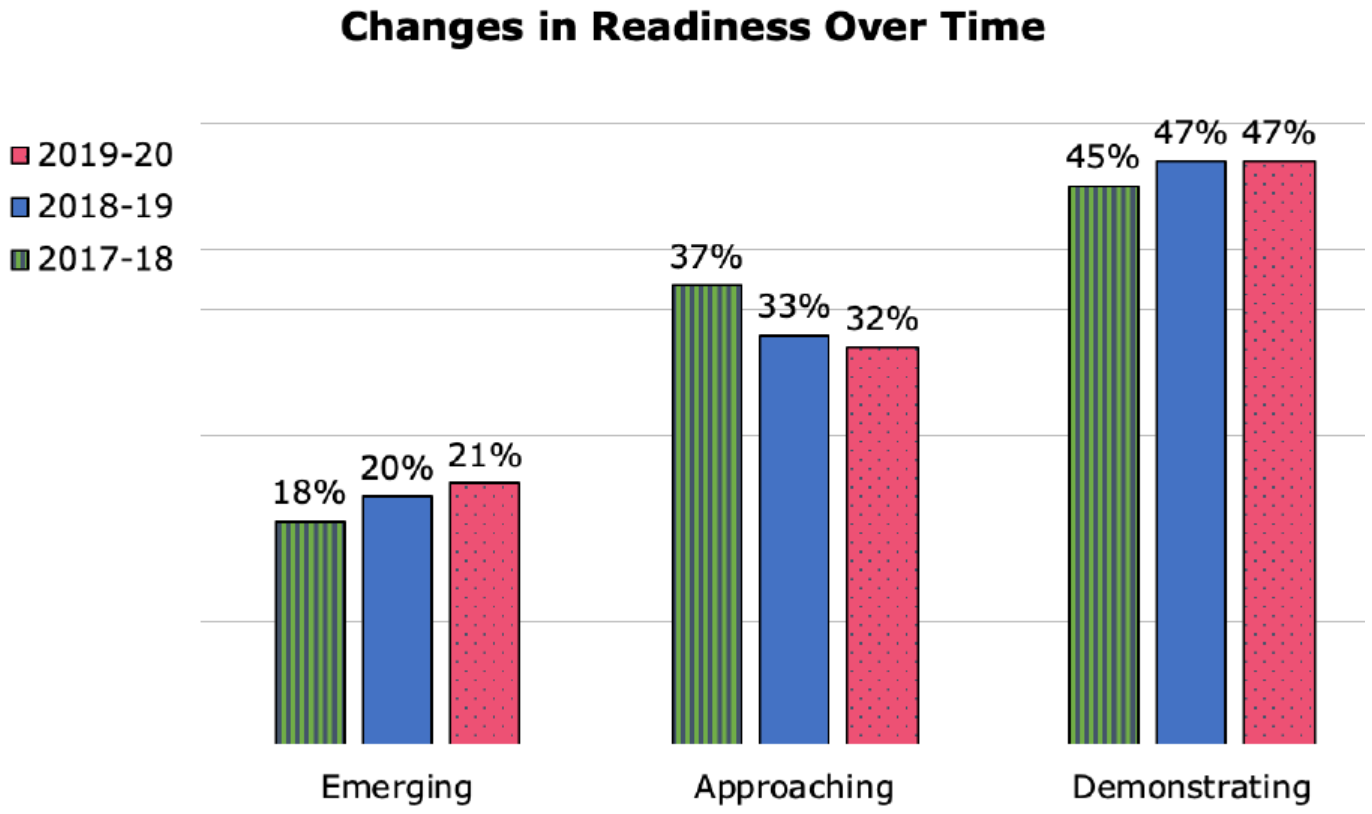
School Readiness In Maryland

STATEWIDE KRA DATA



School Readiness In Maryland

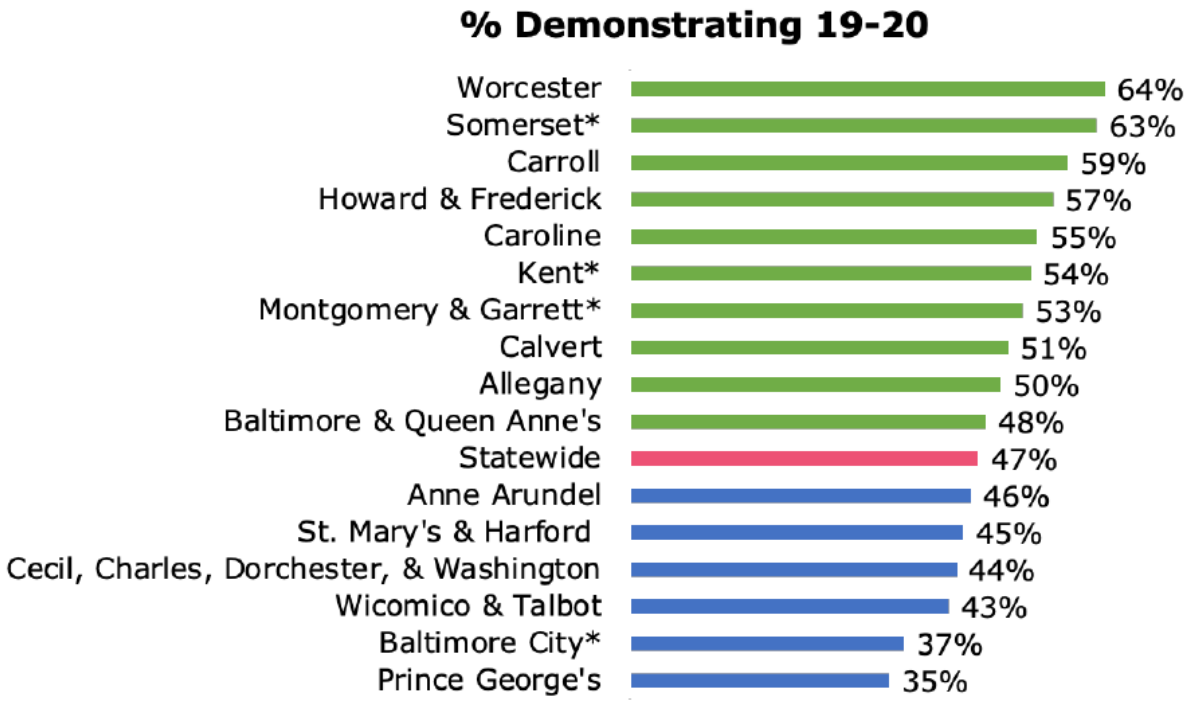
CONTINUED PROGRESS, CONTINUED NEED



Readiness Matters, 2020

School Readiness In Maryland

JURISDICTIONAL READINESS

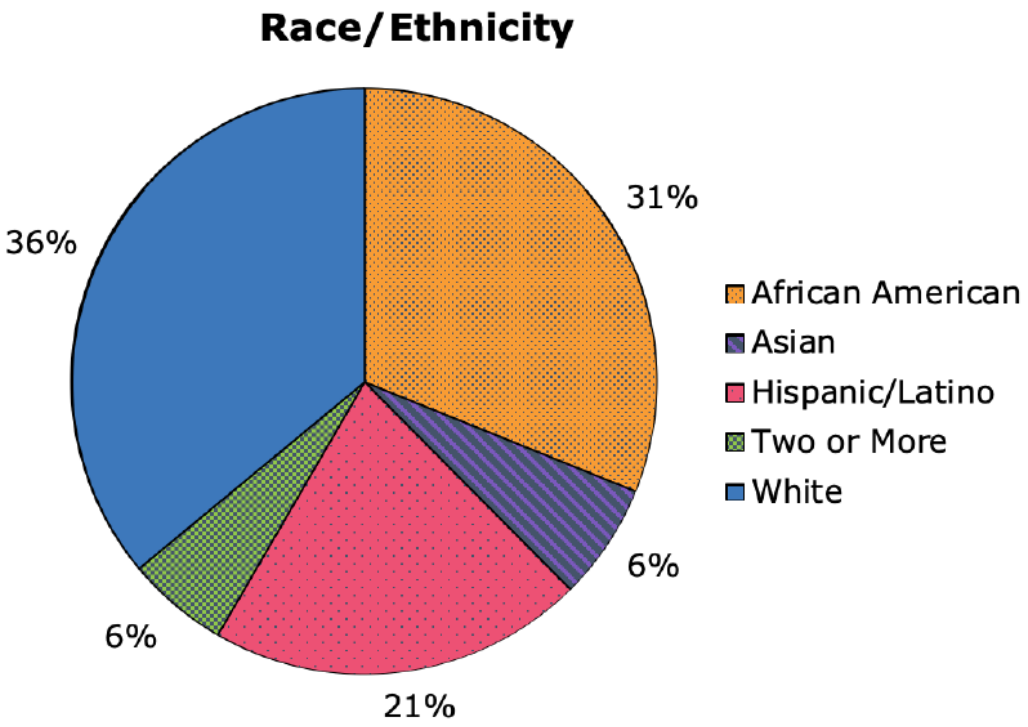


- 13 jurisdictions did better than the State average.
- Half of the jurisdictions with lower than State average readiness levels had higher proportions of kindergarteners directly certified.

* Baltimore City, Garrett, Kent, and Somerset offer universal prekindergarten for all four-year olds.

Race and Ethnicity

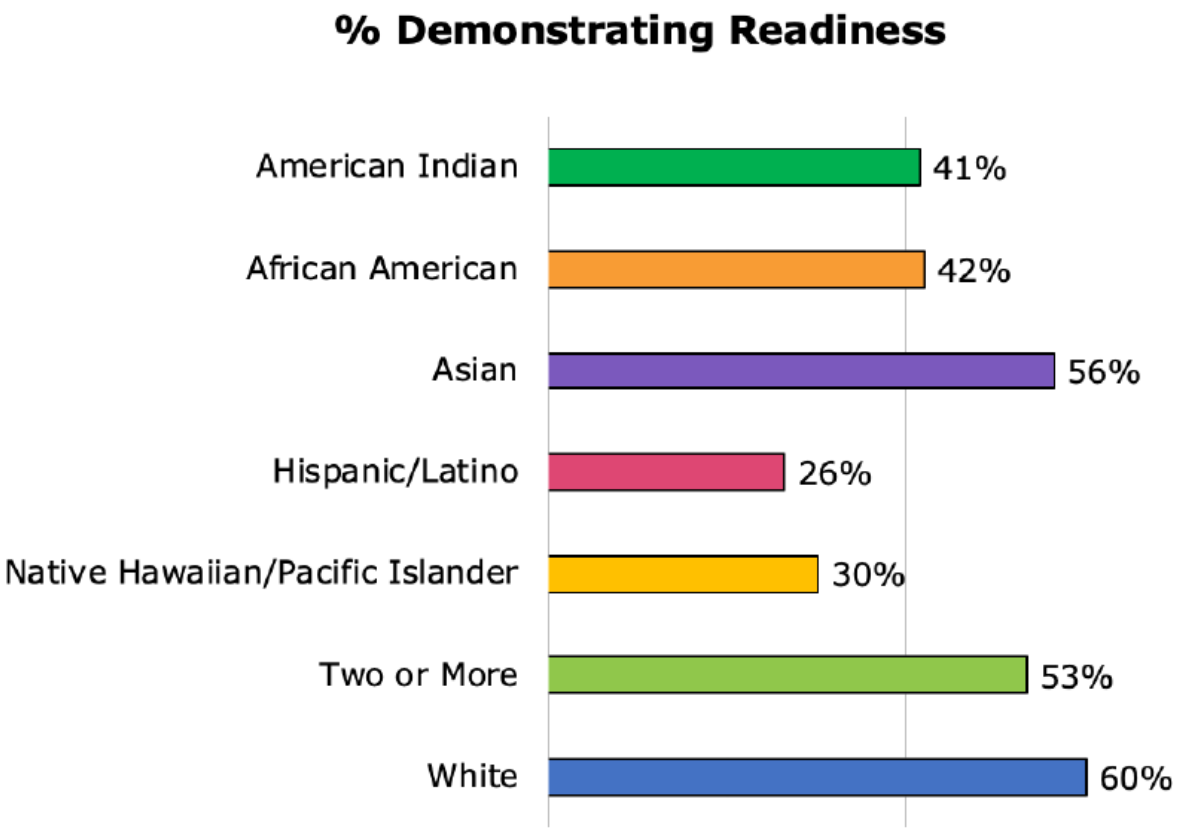
DEMOGRAPHICS[1]



1 American Indian and Native Hawaiian/Pacific Islander ethnic backgrounds represented less than 1% of Kindergarteners.

Race and Ethnicity

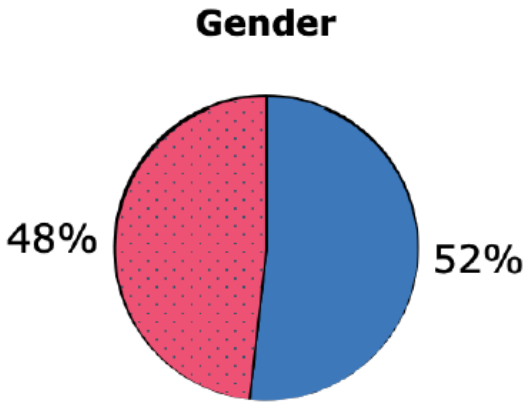
DEMOGRAPHICS & READINESS

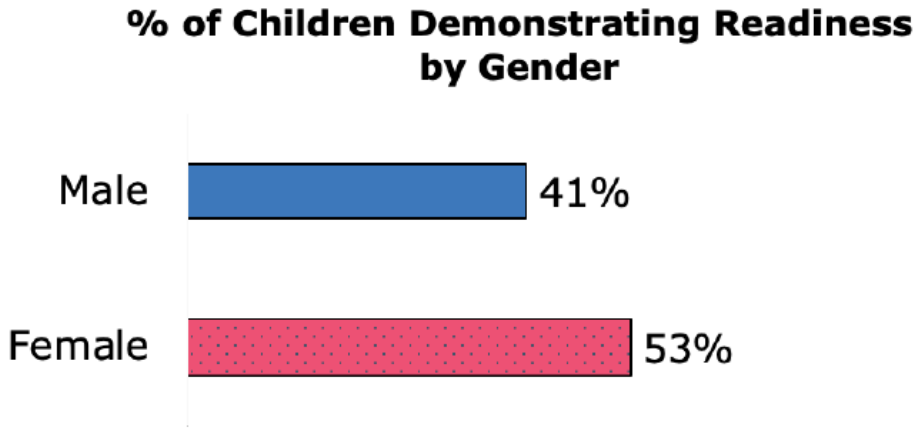


Readiness Matters, 2020

Gender

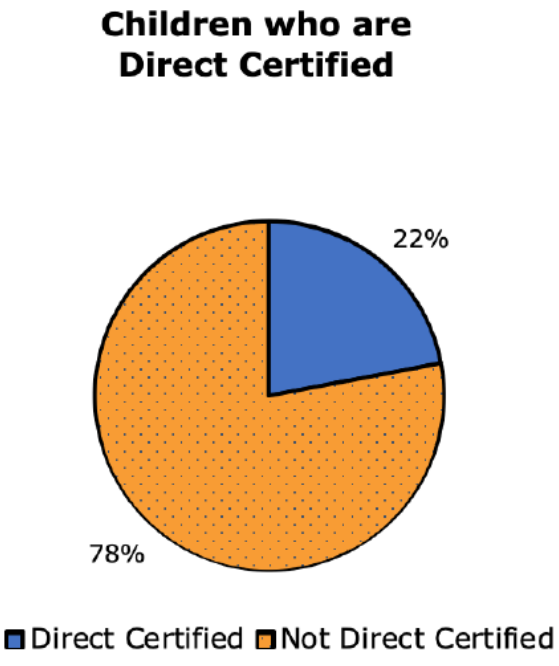
Demographics & Readiness

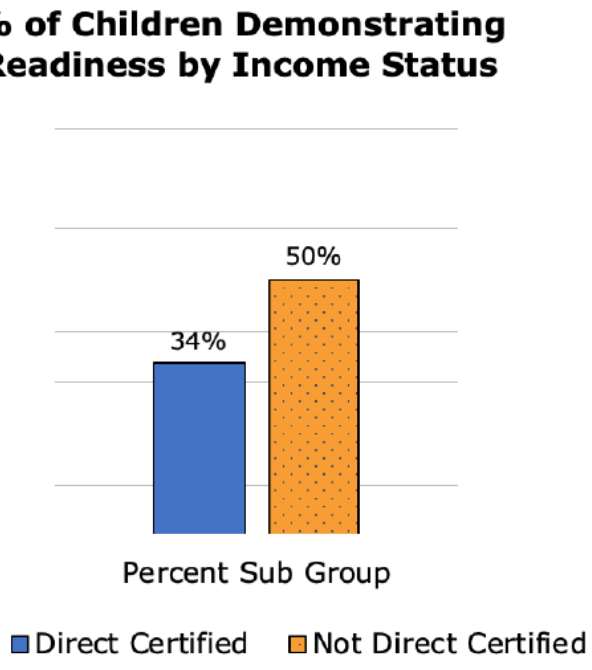




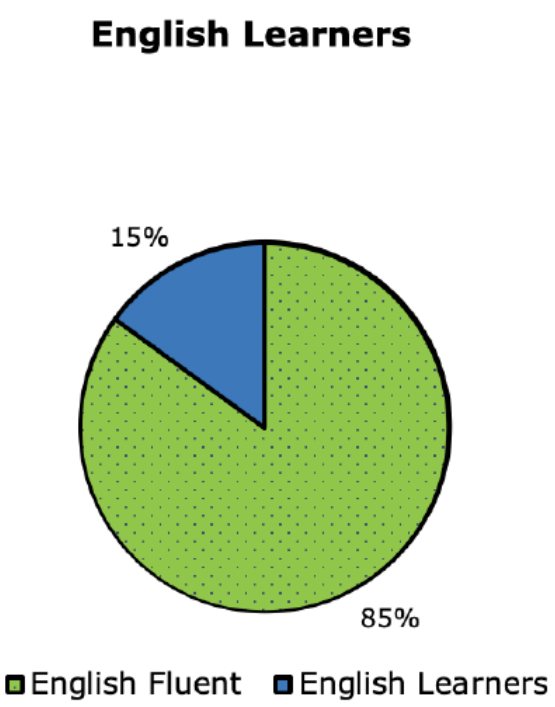
Children Receiving Special Services

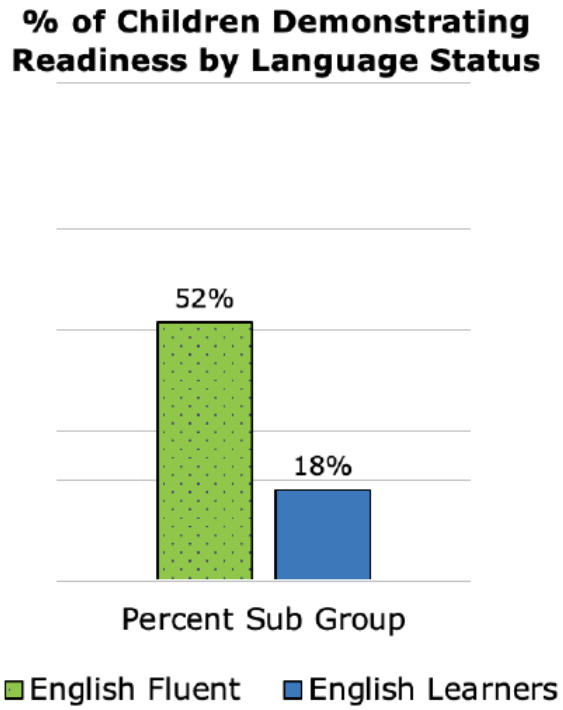
READINESS BY INCOME





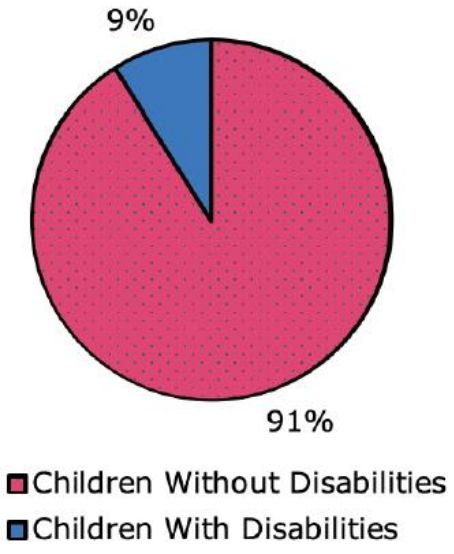
Children Receiving Special Services
READINESS BY LANGUAGE



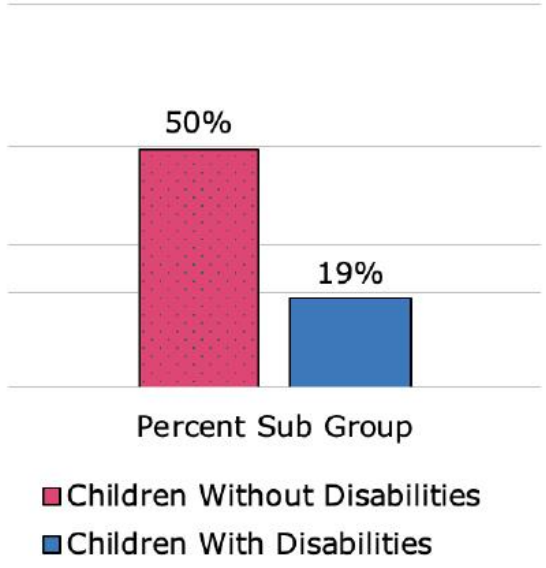


Children Receiving Special Services
READINESS BY DISABILITY STATUS

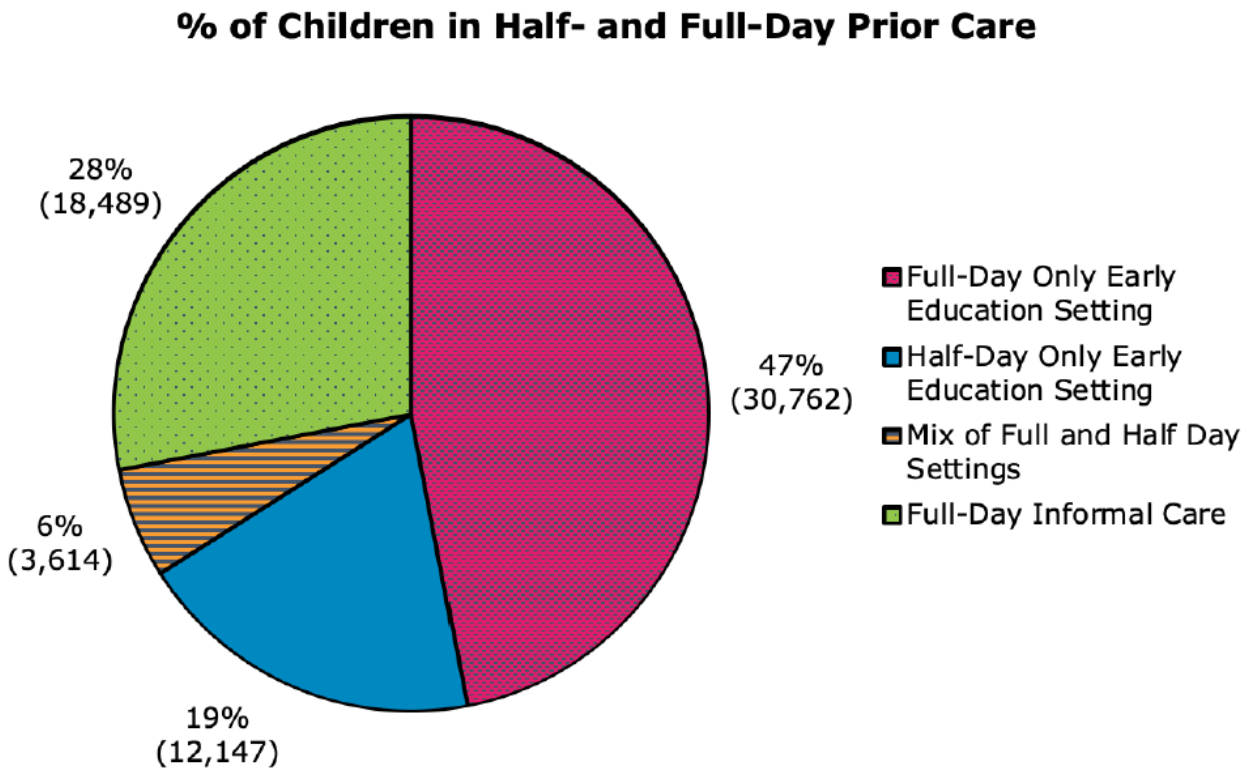
Children with Disabilities



% of Children Demonstrating Readiness by Disability Status

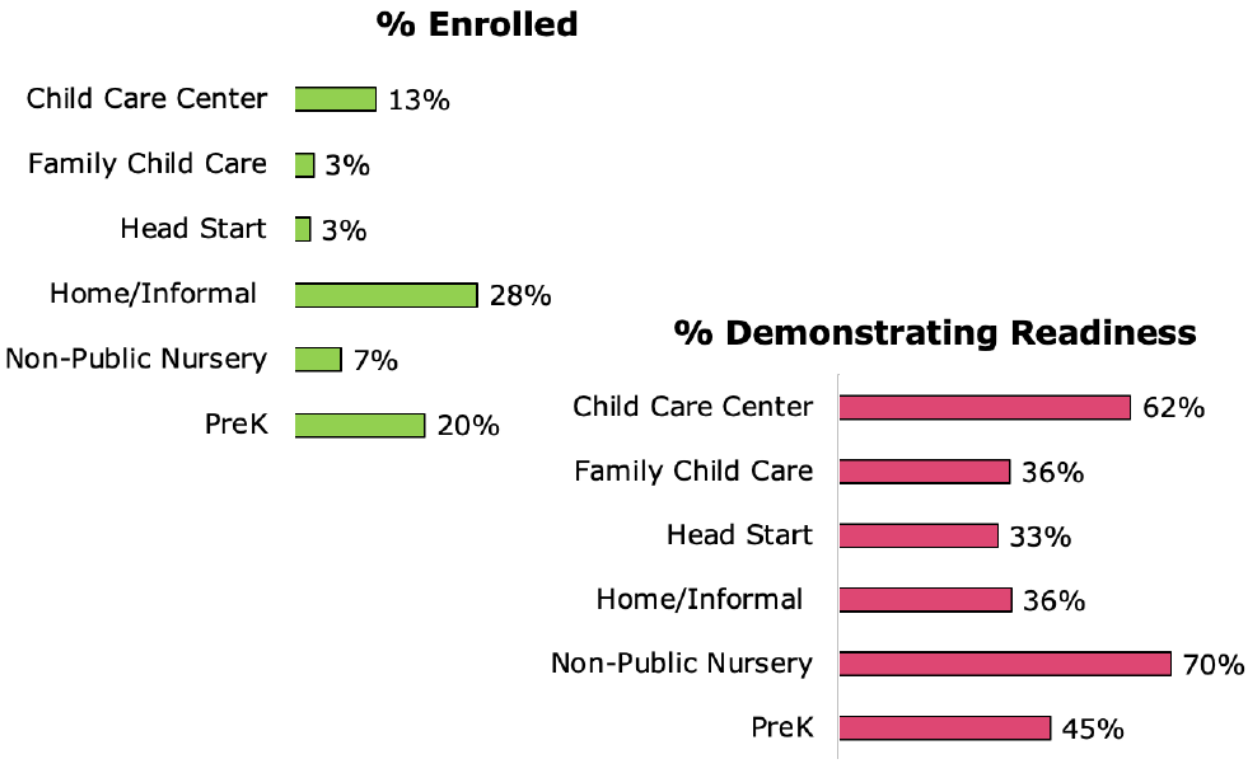


Parent-Reported Prior Care
FULL-DAY AND HALF-DAY EXPERIENCES



Full Day Prior Care[2]

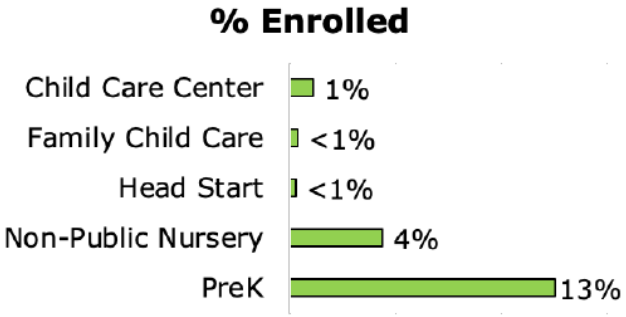
EXPERIENCE & READINESS

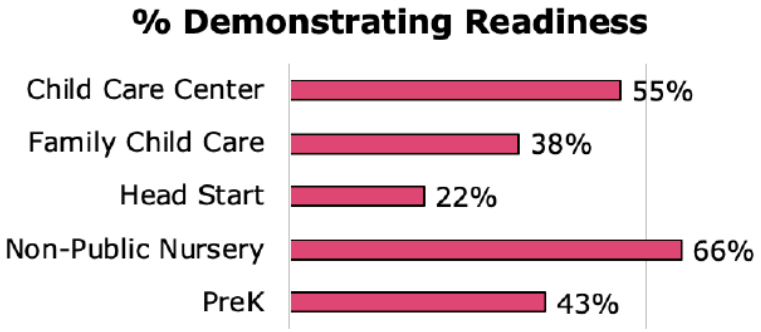


[2] Caregivers reported the type of care children received prior to kindergarten entry

Half Day Only Formal Prior Care[2, 3]

EXPERIENCE & READINESS





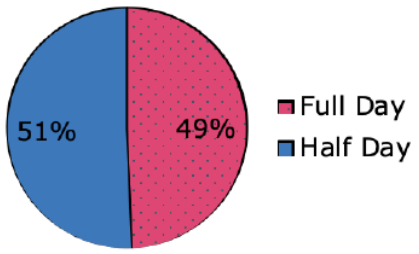
2 Caregivers reported the type of care children received prior to kindergarten entry.

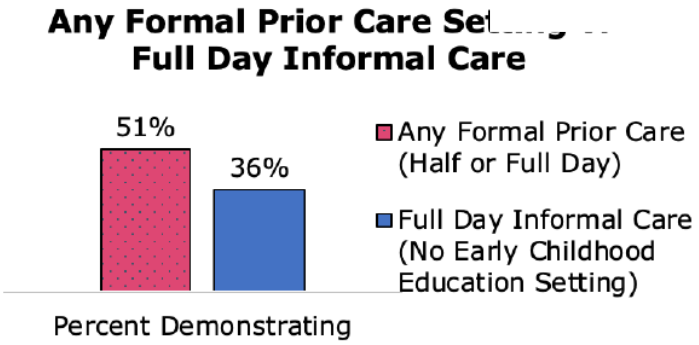
3 These estimates are only for children who are in half day informal care in addition to half day in the prior care setting indicated. For example, the Head Start statistic is only for children who were in Head Start half the day and informal care the other half. Half Day Informal care is excluded.

READINE

Prior Care[4, 5, 6]

EXPERIENCE & READINESS





- An estimated 43% of current Maryland Kindergarteners were enrolled in publicly funded PreK programs last school year. [6]

4 Caregivers reported the type of care children received prior to kindergarten entry.

5 Publicly funded PreK refers to programs serving children in public school PreK classrooms, as well as those serving children in community-based PreK classrooms funded through the Federal Preschool Development Grants program. Percentages above are from September 30th, 2019.

6 27,923 4- and 5-year old children were enrolled in publicly funded PreK in SY 2018-19 and 65,012 children were enrolled in Kindergarten in SY 2019-20.

WHAT CAN KRA DATA TELL ME?

Kindergarten Readiness

Why is it important?

Research shows that how prepared children are when they first enter school often determines whether their school experience is successful. Demonstrating readiness ensures that children are prepared for today's kindergarten curriculum.

DEVELOP ON-TRACK

Children who demonstrate age-appropriate knowledge, skills, and behaviors in math, reading, and social interaction at the start of kindergarten continue developing on track throughout their academic careers. [1]

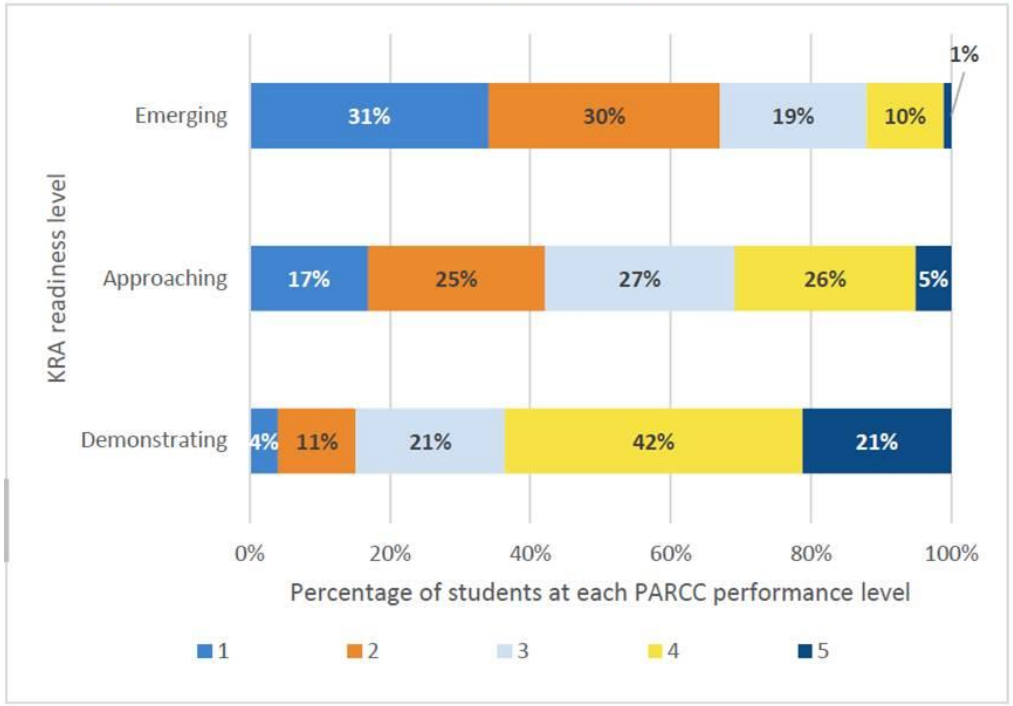
EXPERIENCE SUCCESS

Children who demonstrate school readiness are more likely than their peers to experience later academic success, attain higher levels of education, and secure employment. [2]

1. Rachel R. Schachter, Ph.D., Tara M. Strang, M.S., & Shayne B. Piasta, "Using the New Kindergarten Readiness Assessment" (The Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy, The Ohio State University, Fall 2015).
2. Early School Readiness: Indicators on Children and Youth" (Child Trends Data Bank, July 2015).

2019 Maryland KRA Correlation Study by Mathematica

Figure B.2. Percentage of students at each grade 3 Partnership for Assessment of Readiness for College and Careers (PARCC) math performance level, by Kindergarten Readiness Assessment (KRA) readiness level

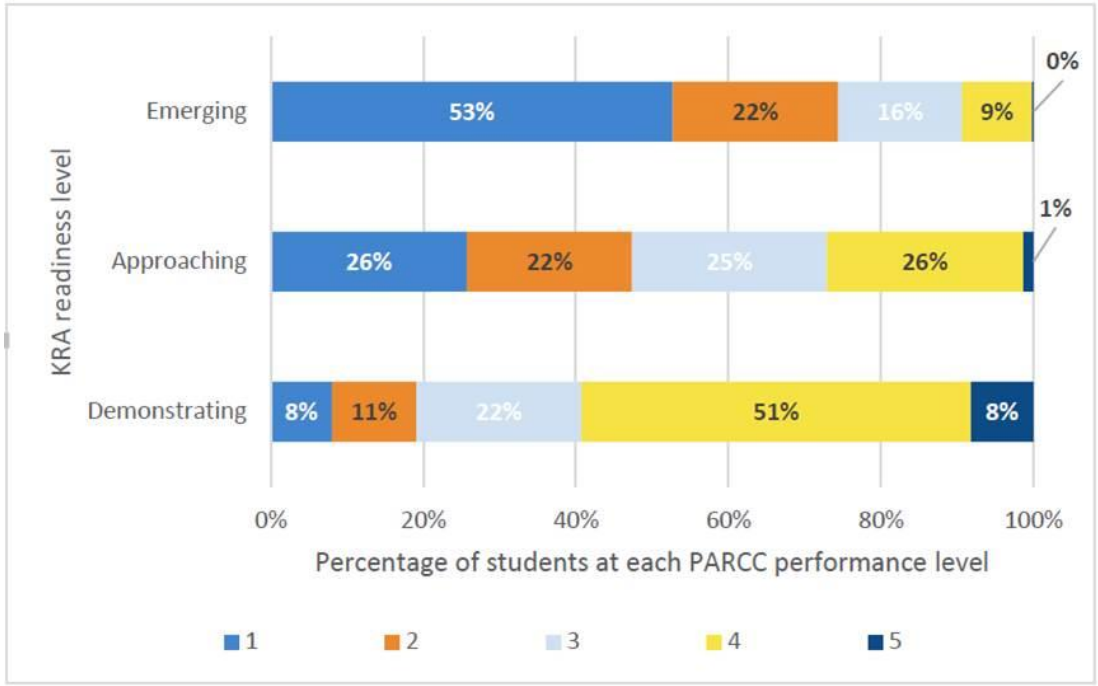


Note: PARCC performance levels are defined as: 1=Did Not Yet Meet Expectations, 2=Partially Met Expectations; 3=Approached Expectations; 4=Met Expectations; and 5=Exceeded Expectations.

Source: Administrative data provided by the Maryland State Department of Education, 2014/15 to 2017/18.

2019 Maryland KRA Correlation Study by Mathematica

Figure B.3. Percentage of students at each grade 3 Partnership for Assessment of Readiness for College and Careers (PARCC) reading performance level, by Kindergarten Readiness Assessment (KRA) readiness level



Note: PARCC performance levels are defined as: 1=Did Not Yet Meet Expectations, 2=Partially Met Expectations; 3=Approached Expectations; 4=Met Expectations; and 5=Exceeded Expectations.
Source: Administrative data provided by the Maryland State Department of Education, 2014/15 to 2017/18.

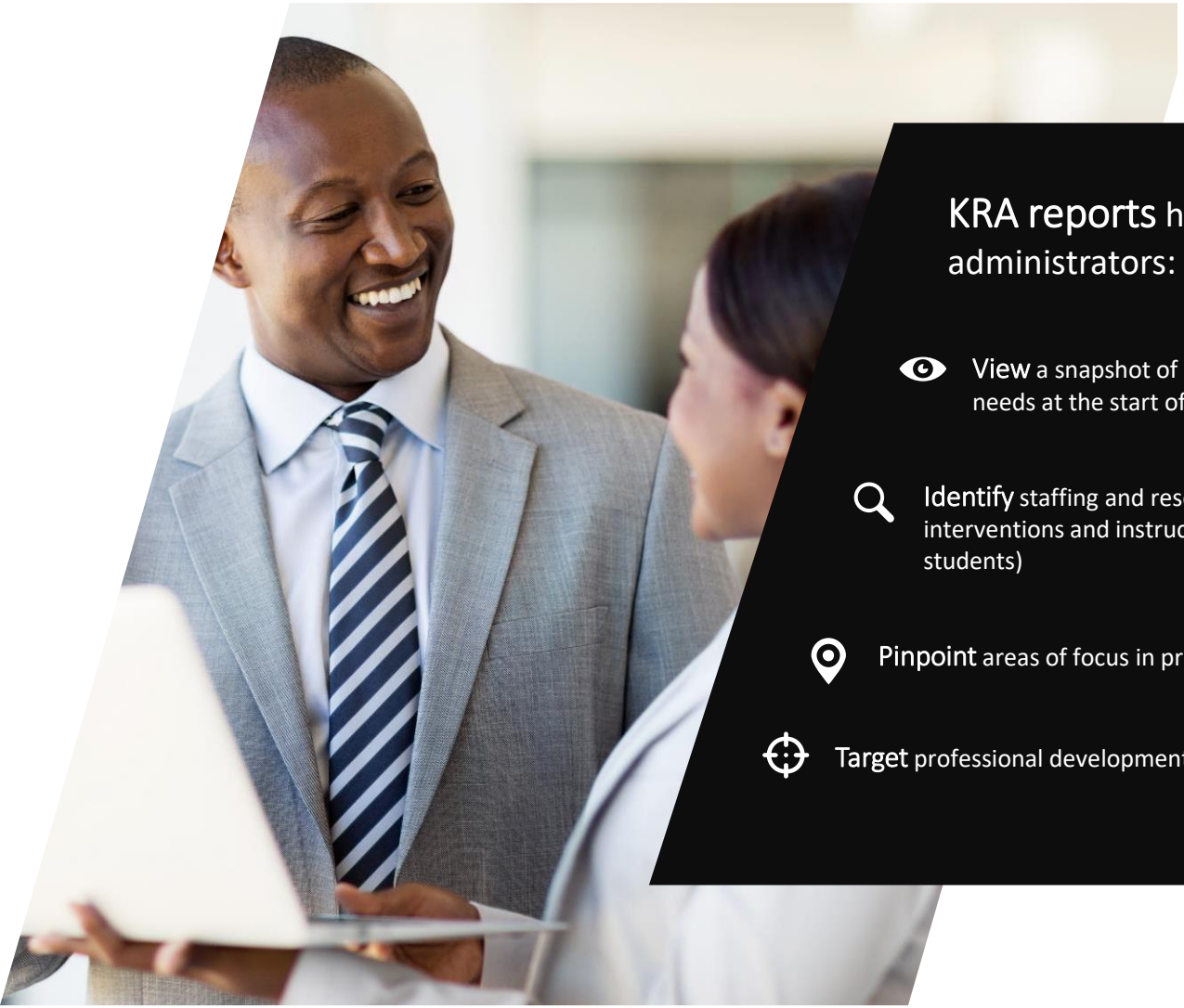
Two Central Purposes

BASELINE DATA

Provides baseline data about incoming kindergarteners so that teachers and schools can plan to meet each child's needs

INFORM & GUIDE

Guides stakeholders to make well-informed programmatic, policy, and funding decisions



KRA reports help school and district administrators:

- **View** a snapshot of kindergarteners' strengths and needs at the start of school
- **Identify** staffing and resource needs (where to place interventions and instructional assistants to support students)
- **Pinpoint** areas of focus in pre-kindergarten
- **Target** professional development

REPORTS FOR ADMINISTRATORS

Reports for Administrators

DATA DISPLAYS
Interactive charts and graphs presenting KRA data

KRA SCALE SCORE REPORT (district)/ ISR REPORT (school)
Excel file including all student data (with demographic information), teacher data, students' overall and item-level scores, and links to view student ISRs

KRA PERCENTAGE COMPLETION REPORT (ANYTIME)
Report showing the percentage of students who have completed the full KRA at any point during the administration window

KRA COMPLETION BY ITEM REPORT (ANYTIME)
Report showing how many students have completed each KRA item at any point during the administration window

DOMAIN DATA REPORT (ANYTIME)
Excel file split into the KRA domains with student scores for each item, and total points calculated for each domain

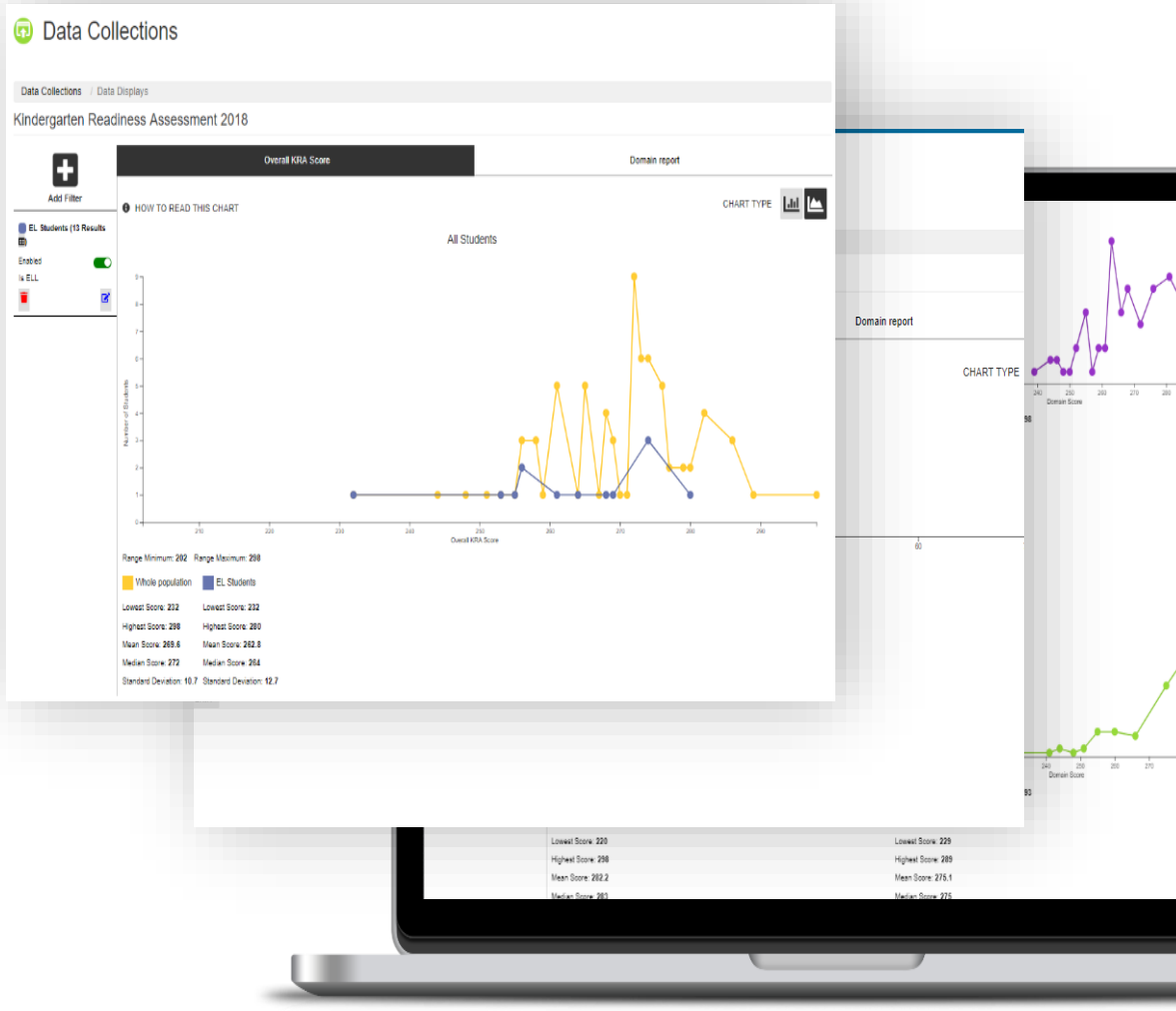
ISR ZIP FILE
District administrators can download a .ZIP file of all of the student ISRs

KRA

Data Displays

The KRA provides data displays that help answer the following questions:

- What percentage of students scored in each of the three performance levels?
- How does the performance of each subgroup compare to the overall data? (EL Students, Students with IEPs, Male/Female, Low SES, Individual Schools)
- How are the scores distributed for each of the four domains? Do domain scoring patterns look similar or distinctive?
- Are there clear domain strengths or needs?



Data Collections

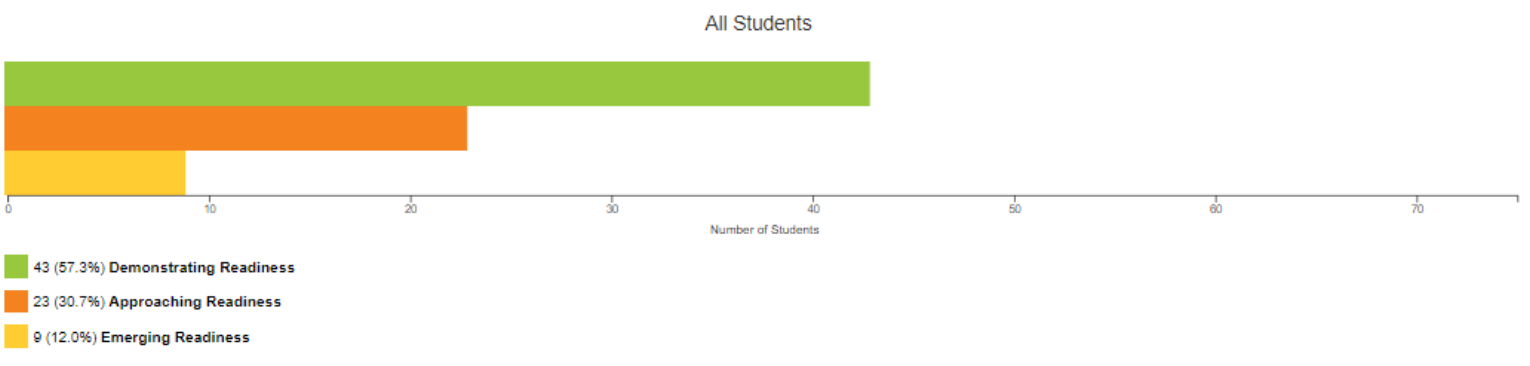
Data Collections / Data Displays

Add Filter

Overall KRA Score | Domain report

HOW TO READ THIS CHART

CHART TYPE



REFRESH DATA

Demonstrating Readiness (Whole Population)

Columns Options +

Student Name	Overall KRA Score	Language and Literacy	Mathematics	Social Foundations	Physical Development	ISR
Dittman, Linda	274	279	266	283	275	PDF
Hartog, Muhammed	274	272	272	298	260	PDF
Haven, Michael	273	269	268	283	289	PDF
Hueber, Thomas	274	272	263	298	289	PDF
Johnson, James	276	284	290	273	255	PDF
King, Erica	286	293	276	292	289	PDF
Lasky, Jason	272	269	263	298	275	PDF
Ramsey, Terry	274	267	272	298	275	PDF
Rodriguez, Robert	277	275	272	292	275	PDF
Ruhl, Mary	282	279	281	283	289	PDF

Previous | Page 1 of 2 | 10 rows | Next

2 (8.0%) **Emerging Readiness**

Data Collections / Data Displays

Kindergarten Readiness Assessment 2018

Overall KRA Score | Domain report

Add Filter

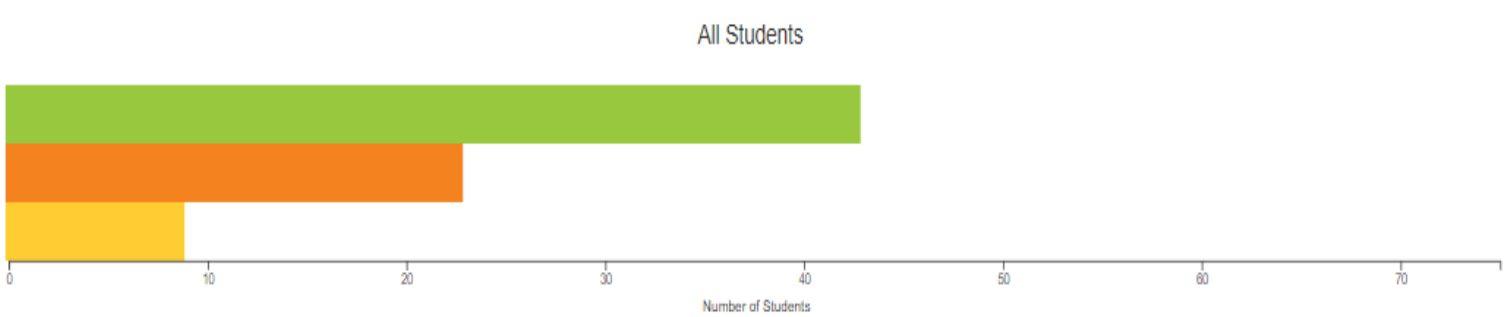
EL Students (13 Results)

Enabled

Is ELL

HOW TO READ THIS CHART

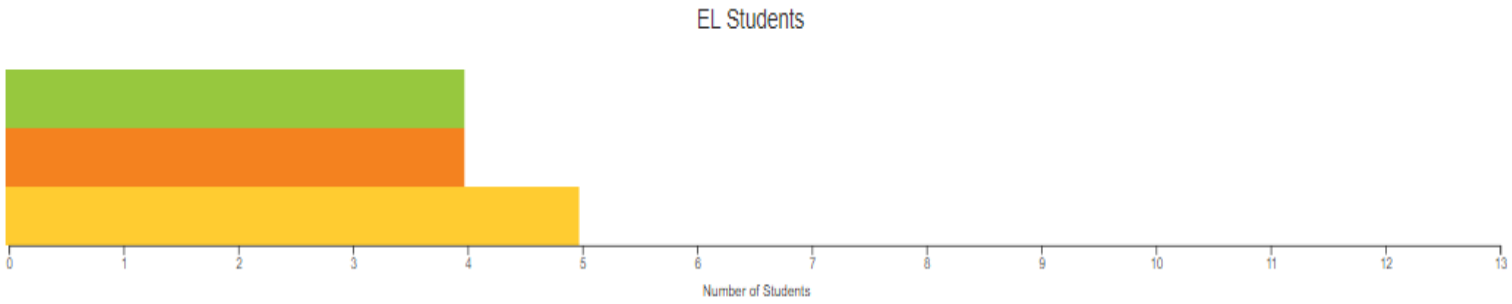
CHART TYPE



43 (57.3%) Demonstrating Readiness

23 (30.7%) Approaching Readiness

9 (12.0%) Emerging Readiness



4 (30.8%) Demonstrating Readiness

4 (30.8%) Approaching Readiness

5 (38.5%) Emerging Readiness

Data Collections / Data Displays

Kindergarten Readiness Assessment 2018

Add Filter

EL Students (13 Results)

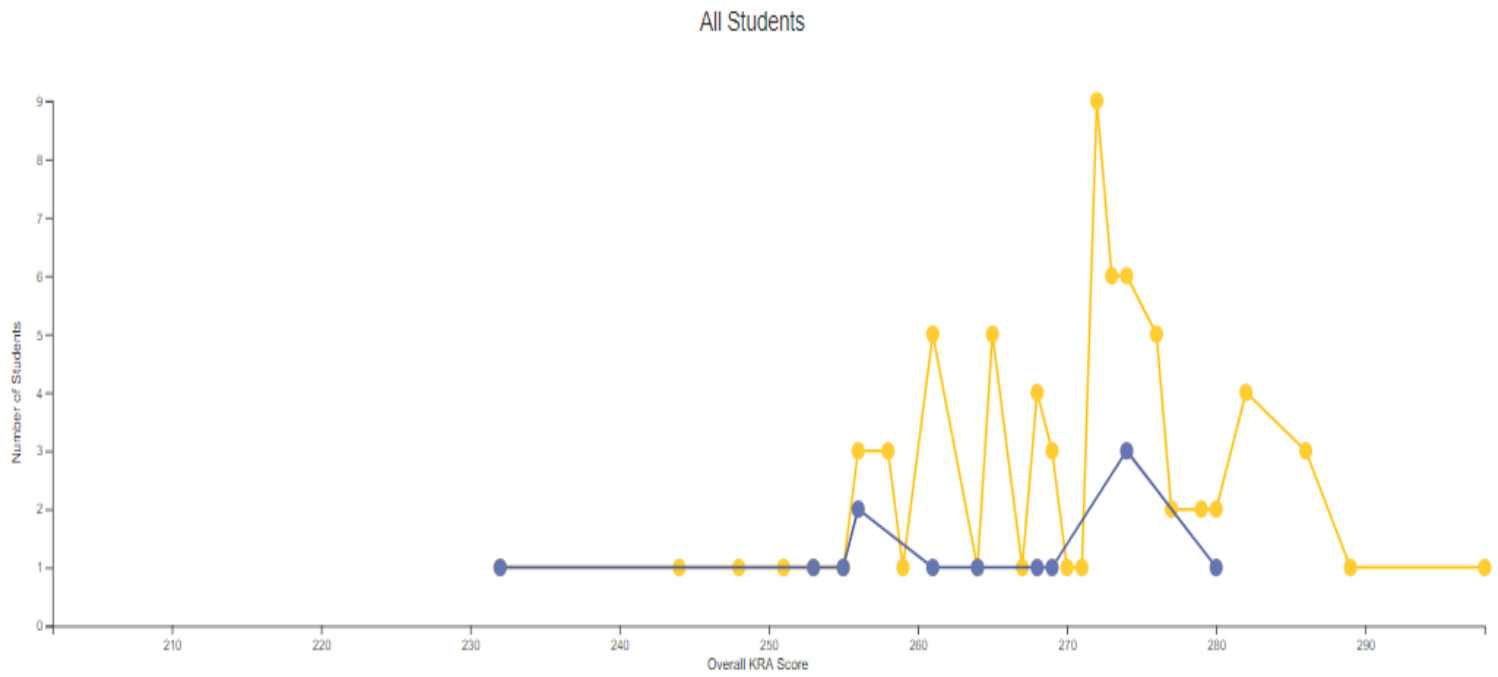
Enabled

Is ELL

Overall KRA Score | Domain report

HOW TO READ THIS CHART

CHART TYPE



Range Minimum: **202** Range Maximum: **298**

Whole population | EL Students

Whole population	EL Students
Lowest Score: **232**	Lowest Score: **232**
Highest Score: **298**	Highest Score: **280**
Mean Score: **269.6**	Mean Score: **262.8**

Add Filter

EL Students (13 Results

Enabled

Is ELL

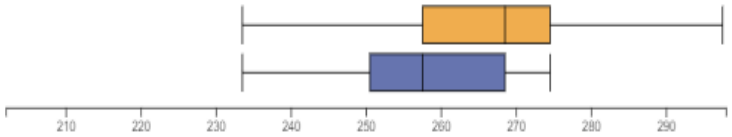
Overall KRA Score

Domain report

HOW TO READ THIS CHART

CHART TYPE

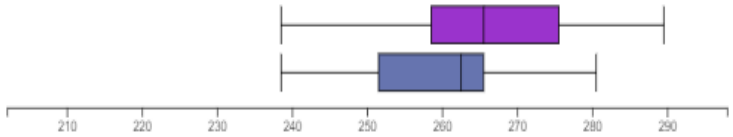
Language and Literacy



Range Minimum: **202** Range Maximum: **298**

Whole population	EL Students
Lowest Score: **234**	Lowest Score: **234**
Highest Score: **298**	Highest Score: **275**
Mean Score: **267.6**	Mean Score: **259.4**
Median Score: **269**	Median Score: **258**
Standard Deviation: **12.1**	Standard Deviation: **11.7**

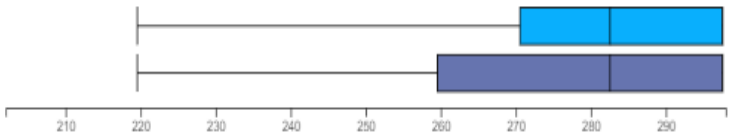
Mathematics



Range Minimum: **202** Range Maximum: **298**

Whole population	EL Students
Lowest Score: **239**	Lowest Score: **239**
Highest Score: **290**	Highest Score: **281**
Mean Score: **266.3**	Mean Score: **259.0**
Median Score: **266**	Median Score: **263**
Standard Deviation: **11.7**	Standard Deviation: **11.3**

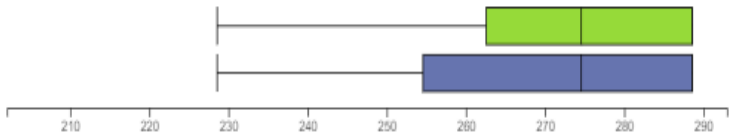
Social Foundations



Range Minimum: **202** Range Maximum: **298**

Whole population	EL Students
Lowest Score: **220**	Lowest Score: **220**
Highest Score: **298**	Highest Score: **298**
Mean Score: **282.2**	Mean Score: **276.5**
Median Score: **283**	Median Score: **283**

Physical Development



Range Minimum: **202** Range Maximum: **293**

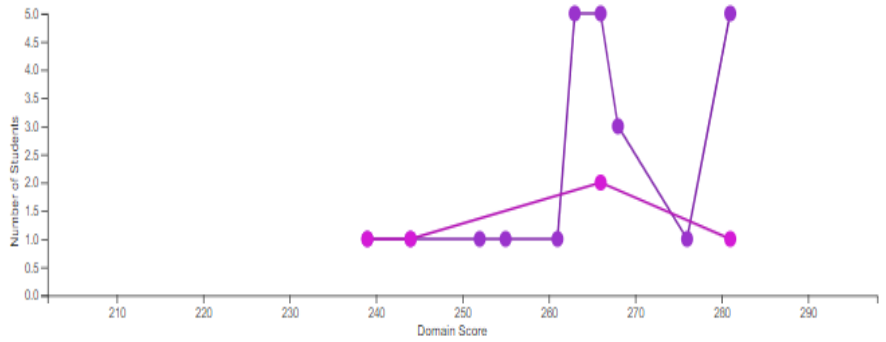
Whole population	EL Students
Lowest Score: **229**	Lowest Score: **229**
Highest Score: **289**	Highest Score: **289**
Mean Score: **275.1**	Mean Score: **270.1**
Median Score: **275**	Median Score: **275**

Language and Literacy

Range Minimum: **202** Range Maximum: **298**

Whole population	English Learners
Lowest Score: **234**	Lowest Score: **234**
Highest Score: **298**	Highest Score: **275**
Mean Score: **267.2**	Mean Score: **256.8**
Median Score: **269**	Median Score: **256**
Standard Deviation: **12.7**	Standard Deviation: **16.2**

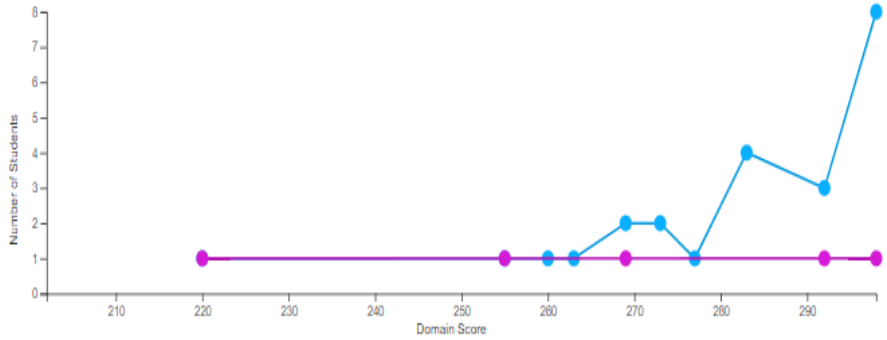
Mathematics



Range Minimum: **202** Range Maximum: **298**

Whole population	English Learners
Lowest Score: **239**	Lowest Score: **239**
Highest Score: **281**	Highest Score: **281**
Mean Score: **265.9**	Mean Score: **259.2**
Median Score: **266**	Median Score: **266**
Standard Deviation: **11.1**	Standard Deviation: **17.4**

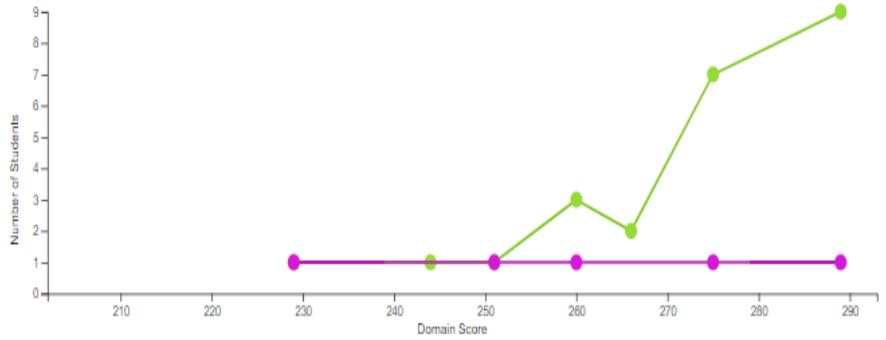
Social Foundations



Range Minimum: **202** Range Maximum: **298**

Whole population	English Learners
Lowest Score: **220**	Lowest Score: **220**

Physical Development



Range Minimum: **202** Range Maximum: **293**

Whole population	English Learners
Lowest Score: **229**	Lowest Score: **229**

KRA reports help teachers:

- **Identify** the strengths and needs of the overall class and of individual students
- **Plan** and differentiate instruction based on individual needs
- **Create** instructional groups
- **Determine** the need for further diagnostic assessments and social/emotional supports

Key KRA Reports

For Teachers

The KRA provides many reports with in the KReady system. Here are three key reports that teachers tend to find most useful.

Individual Student Report (ISR)

Student Report
KINDERGARTEN READINESS ASSESSMENT

WHAT IS THE KINDERGARTEN READINESS ASSESSMENT?

The Kindergarten Readiness Assessment (KRA) is one part of the Ready for Kindergarten assessment system in Maryland. The KRA is a kindergarten readiness tool that allows teachers to measure each child's school readiness across four domains: Social Foundations, Mathematics, Language and Literacy, and Physical Well-being and Motor Development.

Teachers administer the KRA to children in kindergarten between the beginning of school and October 10. More information about the Ready for Kindergarten system and the KRA are available at http://pd.kready.org/r4kmaryland.

HOW IS THE KRA ADMINISTERED?

The KRA does not look like a test. Instead, it includes a variety of items, including teacher's observations of daily activities and age-appropriate performance tasks in which the teacher asks a child to respond to a question or complete an activity. The KRA is administered in English and some items can be given via a tablet or computer.

Most children enjoy working on these tasks, and appropriate supports are provided, when possible, to allow any child, including a child with disabilities or a child learning English, to demonstrate his/her skills and knowledge.

WHAT DO THE RESULTS MEAN?

The results provide a measure of a child's mastery of content and skills that Maryland has identified as expectations for children entering kindergarten. Performance on the KRA does not prevent or prohibit a child from entering kindergarten. The KRA results are only one piece of information on a child's preparation for kindergarten-level curriculum. Score reports should be used with other data and information, including feedback from a child's teacher, to make instructional and intervention decisions.

HOW IS THE KRA SCORED?

After the KRA is completed, scores are calculated for each domain and for overall performance based on all 4 domains. The overall score determines a performance level, which is based on criteria set by Maryland educators.

Demonstrating Readiness: A child demonstrates foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.

Approaching Readiness: A child demonstrates some foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.

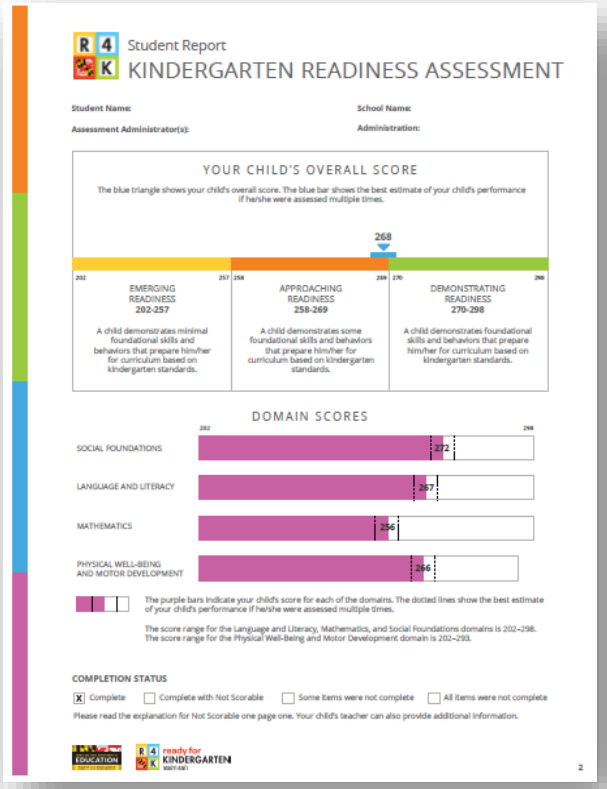
Emerging Readiness: A child demonstrates minimal foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.

Not Scorable: A "Not Scorable" rating is applied when a child is not able to access an item due to limited English proficiency, a disability, or other circumstances, such as a documented condition during assessment administration. A child's overall and domain scores will be impacted.

For a child with a disability, a rating of "Not Scorable" is applied when a child's disability restricts or prevents the child from demonstrating a skill or behavior on a specific item, after the appropriate "Level the Field" supports were provided. For example, a child in a wheelchair would not be able to demonstrate some gross motor skills, such as hopping. A "Not Scorable" rating would not be appropriate when the response to an item reflects the child's functioning at an earlier developmental level and the child's ability to respond is otherwise affected by his/her disability; in this instance the appropriate rating is a "0."

For a child whose primary language at home is not English, educators must administer every item possible using the "Level the Field" supports, if applicable. The rating of "Not Scorable" may be appropriate when the child is not able to respond to an item in English based upon the language demands of the item. Please note that the child may have the skills being assessed in his/her home language, but may not be able to demonstrate those skills in English yet.

1



Student Report
KINDERGARTEN READINESS ASSESSMENT

Student Name: **School Name:**

Assessment Administrator(s): **Administration:**

YOUR CHILD'S OVERALL SCORE

The blue triangle shows your child's overall score. The blue bar shows the best estimate of your child's performance if he/she were assessed multiple times.

268

202	257	258	269	270	298
EMERGING READINESS 202-257		APPROACHING READINESS 258-269		DEMONSTRATING READINESS 270-298	
A child demonstrates minimal foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.		A child demonstrates some foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.		A child demonstrates foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.	

DOMAIN SCORES

	202	298
SOCIAL FOUNDATIONS	272	
LANGUAGE AND LITERACY	267	
MATHEMATICS	256	
PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT	266	

The purple bars indicate your child's score for each of the domains. The dotted lines show the best estimate of your child's performance if he/she were assessed multiple times.

The score range for the Language and Literacy, Mathematics, and Social Foundations domains is 202–298. The score range for the Physical Well-Being and Motor Development domain is 202–293.

COMPLETION STATUS

[X] Complete [ ] Complete with Not Scorable [ ] Some items were not complete [ ] All items were not complete

Please read the explanation for Not Scorable one page one. Your child's teacher can also provide additional information.

2

QUESTIONS

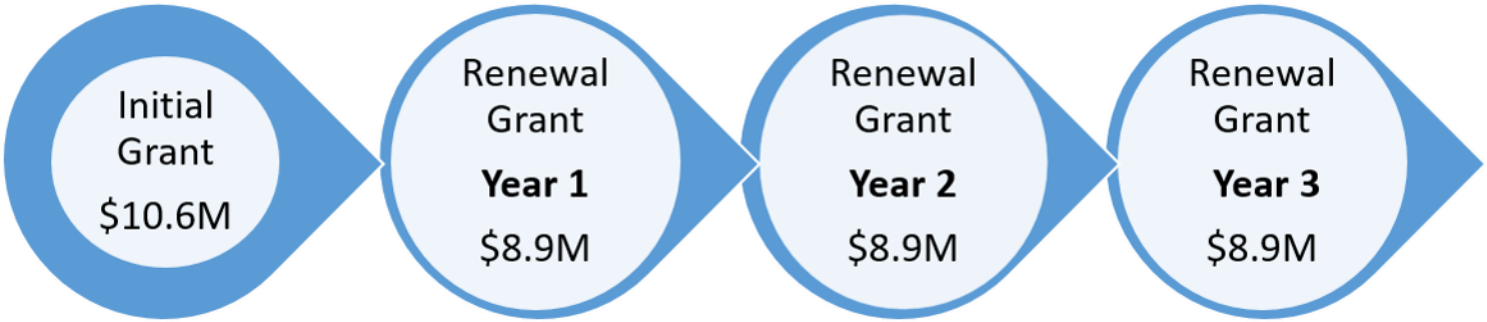
MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

THANK YOU

Preschool Development Grant Update

Rachel Demma
Director, Early Childhood System Development

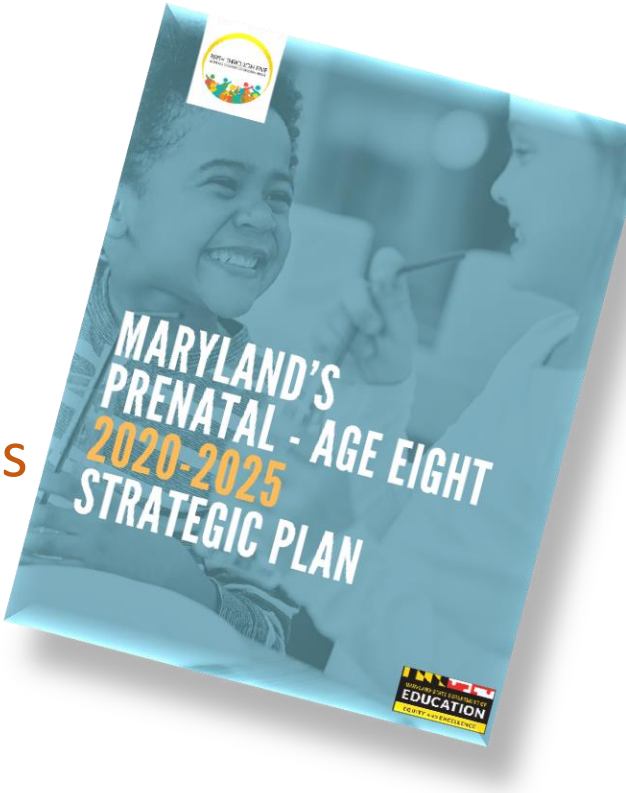
Preschool Development Grant Cycle



TOTAL: $37.3M

Statewide 5-Year Prenatal - Age 8 Strategic Plan

1. Strengthen Availability and Access
2. Support Program Quality Improvement
3. Deepen Family Engagement
4. Ensure Successful Transition Experiences
5. Expand Workforce Development
6. Advance Systems Infrastructure / Data and Resource Management



PDG Updates

- Strategic Plan Review:
  - Please send comments to msde.b5@maryland.gov
    Subject line: ECAC Strategic Plan Feedback

- LECAC Quality Improvement Grants RFP

- Promoting Positive Outcomes for Infants and Toddlers RFP

- Federal Timelines

- PDG Questions: msde.b5@maryland.gov

Thank you!

Questions?

Prenatal-to-Age-Three Initiatives Update

Laura Weeldreyer, MPA

Executive Director, Maryland Family Network

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Questions?
Follow Up?

If you have additional questions, please contact:

Laura Weeldreyer, Executive Director, MFN
lweeldreyer@marylandfamilynetwork.org

Visit us online at http://www.marylandfamilynetwork.org/Pritzker

State Early Childhood Advisory Council Announcements

Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, MSDE

- During the Covid-19 mandate, we will be holding monthly State ECAC virtual meetings on the 1st Wednesday of each Month from 10:00AM-12:00PM.

- ***State ECAC Approved Members-*** Please note these new virtual monthly meetings are not mandatory and will not go against your 2020 attendance requirements. In addition, attendance will also be waived for the required three (3) remaining 2020 State ECAC meetings during the Covid-19 mandate.

- We want to hear your feedback about the State ECAC virtual meeting so we can keep improving our logistics and content. We are asking everyone to take a quick survey and let us know your thoughts (your answers will be anonymous). The survey link will be emailed and posted on the State ECAC webpage after the meeting.

- Again, all questions from today's meeting will be answered and emailed to all participants along with the recording of the full webinar. Additional information around the Recovery ECAC subcommittee will be sent as well.