



**PreK-3**  
**Aligning Professional Development**  
**and Assessment to Improve**  
**Instructional Practices**

# What is PreK-3?

*“Continuum of learning that transcends the traditional boundaries of “pre-school” (child experiences and learning based programs before a child enters public school education at age 5) and the early grades K-3.”*

*–Kristie Kauerz, Project Director PreK-3<sup>rd</sup> Education, Harvard Graduate School of Education*

# P-3 as a Subsystem of P-12



# Why does it matter?

- The WaKIDS pilot provides the first statewide kindergarten assessment ...more than one third of students enter kindergarten below expected skill levels .... – *WaKIDS Pilot, Preliminary Report, Fall 2010*
- For each student who starts school ready to learn, a school district saves \$3,000 per student per year in special education and other remedial work.  
– *League of Education Voters 2007 Citizens' Report Card on Washington State Education*
- Economists maintain that high-quality preK pays for itself over 6 years for targeted children and over 9 years for universal programs  
– *Lynch, 2007*
- Early Childhood education is a proper investment economically and morally.... Waiting until age five is too late, as we miss the opportunity to build a solid foundation for success....

– *James Heckman, Nobel Prize Winning Economist*



# Vision & Goals of the PreK–3 Work in Edmonds School District

Funded by:

The Bill & Melinda Gates Foundation and the Edmonds School District

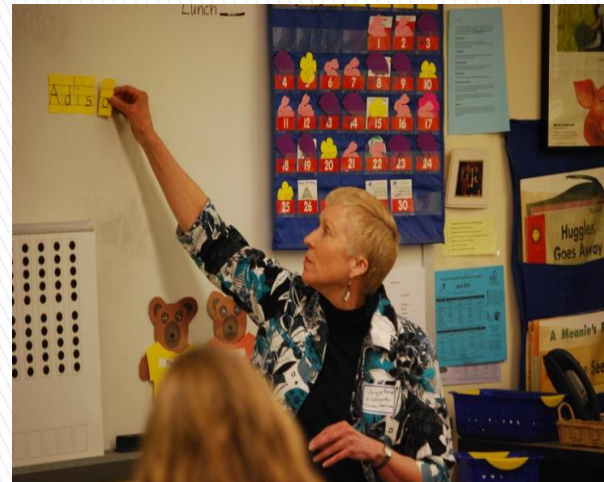
**Vision:** Create a sustainable PreK–3 system that aligns with state standards, provides seamless transitions, establishes continuity of effective instructional practices and uses assessment to monitor progress.

## Goals:

- ▶ Increase the number of students who arrive at school academically, socially and emotionally ready to succeed.
- ▶ Increase PreK–3 educators/providers knowledge of, and commitment to, quality instruction to improve achievement.
- ▶ Build seamless transitions, PreK–3, by aligning literacy instruction through professional development and common materials.

# Where we've been...

- Connected with PreK Community
- Launched Consistent Jump Start Program
- Expanded Professional Development, PreK–3
- Integrated the PreK–3 Work into the Existing District Systems...



**Edmonds School District/Gates Foundation**

**Early Learning Partners:**  
Child Care Resource and Referral (CCR & R)  
Snohomish Cty. Early Learning Coalition  
NW ESD 189  
OSPI  
Harvard Prek-3 Institute  
Dept .of Early Learning

**Edmonds School District:**  
School Board  
District Administration  
Student Learning  
Community Relations  
Principals  
Teachers

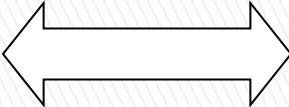
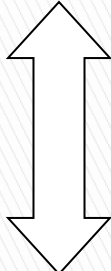
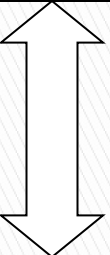
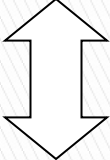
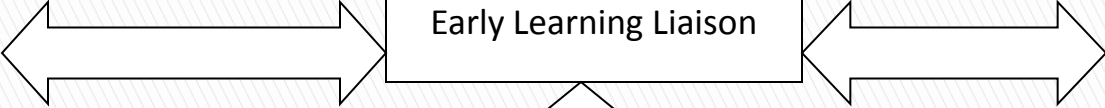
Early Learning Liaison

- Community Connections
- Jump Start
- Learning Labs
- Professional Learning Communities
- Cross-Site visits
- Demonstration Sites
- Coaching Sessions
- Early Learning Conferences
- Family Engagement Events

**PreK Community**  
Childcare (In Home/Centers)  
Alderwood Early Childhood Center  
Snohomish Cty. Head Start  
Faith-based/Community-based Preschool  
Edmonds Comm. College Co-op Preschools

**K-3<sup>rd</sup> Grade**  
6 elementary schools:  
Beverly  
Cedar Valley  
College Place  
Lynnwood  
Mountlake Terrace  
Spruce

**Sustained Connections PreK-3**  
Alignment, Assessment, Instructional Quality & Communication



# Integrating the PreK–3 Work into the Existing District Systems

- ▶ District Elementary Vision and Structure
- ▶ Edmonds School District Website
- ▶ PreK Participation in F.A.C.E.
- ▶ Data Collection for Skyward
- ▶ Kindergarten Registration
- ▶ **Assessment and Evaluation**



# Student Assessment

Goal 1: Increase the number of students who arrive at school academically, socially and emotionally ready to succeed.

- DIBELS–baseline 2009
- Brigance
- Phelps
- DIAL–4 Social Emotional Parent Questionnaire
- WaKIDS–Teaching Strategies Gold
  
- Previous school experience forms into Skyward system–tracking incoming kindergartners

# DIBELS DATA

DIBELS Screener: Incoming Kindergartners	% at risk: initial sound fluency ISF/letter naming fluency LNF		% at risk: initial sound fluency ISF/letter naming fluency LNF		% at risk: initial sound fluency ISF/letter naming fluency LNF	
	2009		2010		2011	
School:	ISF	LNF	ISF	LNF	ISF	LNF
School 1	26%	20%	14%	12%	26%	15%
School 2	36%	22%	49%	31%	36%	31%
School 3	42%	24%	36%	31%	39%	27%
School 4	22%	23%	26%	14%	26%	15%
School 5	35%	32%	36%	23%	13%	5%
School 6	17%	21%	21%	17%	25%	16%

# How do we use the data?

- Jump Start Kindergarten Team Meeting
- Grade Level Data Review Meetings
- On-going Teacher Review of Classroom Data
- Parent Conferences



# Program Evaluation

Goals 2 and 3:

- ▶ Increase PreK–3 educators/providers knowledge of, and commitment to, quality instruction to improve achievement.
- ▶ Build seamless transitions, PreK–3, by aligning literacy instruction through professional development and common materials.



# Teacher Reflections on the Professional Development...

- ▶ *Thank you...and the Gates Foundation for doing such excellent work in helping our youngest students begin their life of learning with all the right tools. (Head Start Teacher, Cedar Valley Community School)*
- ▶ *I just appreciate that these days make me rethink and think more about my teaching and student learning. (1<sup>st</sup> Grade Teacher, Beverly Elementary)*
- ▶ *I need to reflect on where my kids are presently and what I need to do to move them forward. (Kindergarten Teacher, Mountlake Terrace Elementary)*
- ▶ *(Key ideas that surfaced for me today...) Purpose for writing is developing effective communicators! (Kindergarten Teacher, College Place Elementary)*
- ▶ *I wish I could come next time too, but I must share with the other teachers! Thank you ... for allowing us to ask and clarify. (PreK teacher, Trinity Lutheran Preschool)*



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