

Top 9 Reasons to Implement a State KEA

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(Credit to soon-to-be-retired David Letterman, R.I.P.)

#9 - State Policy Leaders see a comprehensive picture of how young children are doing (by domain, by sub-groups, over time) to inform investments and improvement efforts.

#8 - State Early Childhood Program Leaders can use KEA data to set priorities for professional development and program improvement.

#7 - School Administrators see children's strengths & shortfalls at Kg. entry to inform efforts to enable all students to be on track for college and career-ready standards, instead of waiting for 3rd grade test data

#6 - Early Childhood Programs receive feedback on how children they served compare to other children on a common measure.

#5 - Parents receive a broad-scale picture on their child's status early in the kindergarten year to help them foster their child's growth and learning progress.

#4 - Teachers: If a state KEA replaces lower quality, less comprehensive local kindergarten assessments, teachers have more accurate, comprehensive and useful picture of the strengths and weaknesses of each child.

#3 - Teachers can use KEA data to tailor curricula and learning experiences to the different levels of knowledge and skills and interests of children.

#2 - Teachers: KEA provides the first step for teachers in using formative assessments to understand children's responses to learning opportunities.

#1 - Children benefit because their parents and teachers have a more informed and shared understanding of their strengths and needs.



Top 10 Concerns/Challenges for State KEAs

#10 - *State Agencies* are overloaded with new Common Core Standards, assessments, accountability & teacher evaluation systems, Early Learning Challenge projects and new federal funding for PreK & Early Head Start/Child Care Partnerships.

#9 - *State Agencies* are battling controversies about Common Core Standards, testing of K-12 students & teacher evaluation reforms which complicate KEA efforts.

#8 - *School Administrators* struggle with reporting KEA data back to early childhood providers, because Kg. students come from many different programs.

#7 - *Early Childhood Programs* are concerned that reports of KEA data don't account for differences in the populations they serve and don't reflect the progress children make during their program.

#6 - *Elementary Principals* are not well prepared to support KEA efforts because they are unfamiliar with observational assessments and assessments of child development.

#5 - *Parents* may not understand how KEA reports relate to report cards with different types of data and formats.

#4 - *Teachers* are overloaded with reforms & multiple assessments:

- Teachers are also implementing Common Core Standards and new evaluation plans.
- LEAs are continuing existing Kg. screening, diagnostic & formative assessments
- States are mandating assessments for Grade Level Reading, teacher evaluation & Common Core Standards efforts.

#3 - Many *Teachers* lack experience with observational assessments, so it takes extra time for them to become comfortable collecting/recording KEA data.

#2 - *Teachers* face challenges in using KEA data to improve teaching and learning:

- They lack experience using data on physical, social & emotional development and approaches to learning.
- If LEAs use different formative assessment tools, they are less likely to use KEA data for planning.
- They don't have enough time to work with peers to study and use KEA data.

#1 - *Children* are not yet benefiting from the potential for KEAs to guide teachers in providing individualized learning opportunities and stronger partnerships with families.

