GENERATIONAL CHANGE
FOR ARIZONA'S CHILDREN

Early Childhood Education in AZ

K-3 ARIZONA LANDSCAPE

School systems

- 196 traditional districts

- 225 charter organizations

- **421** TOTAL Local Education Agencies

K-3 students ~ Approximately 350,000

3ʳᵈ grade AIMS Reading

75% pass assessment

13% in exceeds category

25% fail assessment

21% in approaches category

4% in falls far below category

3ʳᵈ grade AIMS Mathematics

69% pass assessment

26% in exceeds category

31% fail assessment

22% in approaches category

9% in falls far below category

2013 ELL POPULATION

Approximately 83,000 ELLs

Grade Span	Percent of ELLs
K-5	81%
6-8	10%
9-12	9%

Grade	Percent of ELLs
K	15%
1	23%
2	17%
3	9%
4	10%
5	7%
6	5%
7	3%
8	2%
9	4%
10	2%
11	1%
12	2%

720 Days of Instruction

Kindergarten through 3rd Grade

- Increase access to Arizona Early Learning Standards
- Reduce and eliminate the learning gap
- Address the Move on When Reading Legislation

KEY FEATURES OF OUR SYSTEM

Arizona Early Learning Standards

Program Guidelines for High Quality Early Education: Birth through Kindergarten

Arizona Common Core Standards for K-3

Infant and Toddler Guidelines

Parent Kits

Quality First

Professional Development supports

Move on When Reading

Home Visiting partnerships

Collaborations and partnerships

Defining Readiness

Assessments and Data Collection

- Standards
- Instructional Strategies
- Assessments

~ within the context of a high quality learning environment

OPPORTUNITIES TO ADDRESS GAPS

- Kindergarten Transitions
- No statewide assessment system for K-3
- Limited assessments for K-3
- Implementing differentiated instruction
- Build teacher capacity
- Build partnerships with families

ARIZONA'S COMPREHENSIVE PLAN

- Kindergarten Readiness Definition
- Infant-Toddler Guidelines, Early Learning Standards and Arizona's College and Career Ready Standards
  - CCSSO/Kellogg Grant
  - KDI Task Force
- KDI Request For Information (RFI)
- KDI-EAG Consortium lead by NC
  - Virginia Piper Trust Grant

PREPARING FOR KDI

Considerations

- Teacher knowledge about the standards
- Teacher ability to implement standards using evidence based instructional strategies that support young learners
- Teacher ability to use data to make instructional decisions

ARIZONA'S KDI PURPOSE STATEMENT

To provide a kindergarten developmental inventory tool that allows parents, teachers and administrators to understand the extent of a child's learning and development at the beginning of kindergarten to provide instruction that will lead to the child's academic success.

The tool that is developed or adopted will align with the Arizona Early Learning Standards and ACCRS, cover all essential domains of school readiness and will be reliable and valid for its intended use.

STATEWIDE KDI ASSESSMENT

- Provide a state overview of children's readiness for kindergarten
- Systematic and consistent use of effective, intentional instruction
- Provide families with consistent information
- Guide professional development
- Support effective, purposeful partnerships

PIPER PROJECT

Gift from the Virginia G. Piper Trust

5 grantees have been identified

Creation of a statewide, robust professional development system for kindergarten to address:

- Continuum of standards

- Quality assessment

- Data analysis and decision making leading to Multi-tiered levels of support

- Classroom environments and Classroom management

- Family engagement and K transitions

- Leadership and IHE

- Specific KDI tool training

READ ON ARIZONA

Read On Arizona is a statewide, public/private partnership of agencies, philanthropic organizations, and community stakeholders committed to creating an effective continuum of services to improve language and literacy outcomes for Arizona's children from birth through age eight over the next ten years.

CONTACT INFORMATION

Amy Corriveau

Deputy Associate Superintendent for Early Childhood Education

Head Start State Collaboration Director

602.364.1530

Amy.corriveau@azed.gov