

CEELO

Center on Enhancing
Early Learning Outcomes



Center on
**Innovations
in Learning**

New Early Education Indistar® Indicators

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Agenda

- Introductions
- Background about early education leads in state departments of education
- Why early education indicators are needed
- Research framework
- New indicators
- How some states are selecting indicators
- Discussion of next steps



Objectives

- Provide information about why early education indicators are needed
- Review indicators and discuss evidence-base and how these can be used
- Give participants chance to consider how to incorporate early education into Indistar and use Title 1 funds to support early education
- Engage participants in discussion of next steps to engage early education stakeholders

Who is with us today?

1. Title 1 administrator, staff or personnel
 - Title 1 administrator
 - SIG coordinator
 - Focus school representative
 - Priority school representative
2. OSEP administrator, staff or personnel
 - Part B coordinator
 - Part C or 619 coordinator
3. SEA early childhood specialist (for example, state pre-K director)
4. Other

Using Title 1 for Early Education

- Can you use Title 1 for early education?

Using Title 1 for Early Education

- Do you know the early childhood specialist in the state department of education?

Title 1 and Early Education

- Do you know the early childhood specialist in the state department of education?

Opportunities Exist

- Currently barriers exist related to coordinated supports for high-quality early education
- Opportunities exist to use Title 1 funds for early education (including pre-K and full-day Kindergarten)
- Early childhood indicators present opportunity for greater alignment at SEA, District and School levels

Why are indicators used?

- **States** can make Indistar their one place to **gather information** across departments or divisions (SPED, Title programs, Professional Development, Early Ed, etc.)
- **Schools and districts** begin to **see how everything ties together** instead of seeing each individual piece as something separate and apart from overall improvement
- **Schools and districts** have a **roadmap to guide** how they can improve adult practices for the sake of the children/students within their care

So why add Early Education?

- Early education indicators are the next step to making Indistar a comprehensive improvement process.
- Began with indicators for a school-based early education with focus on pre-K through grade 3.
- Even schools without pre-K can review the indicators and work with their feeder early education providers to improve the transitions for entering students and to support success in the early grades.

The ultimate goal is always to provide the best education possible for each and every child...from their earliest start until graduation and beyond.



Why Early Childhood Indicators are Needed

- Strong evidence exists that early interventions produce large and significant educational gains
- Knowledge about children's earliest experiences can help states, districts, schools and teachers target resources and differentiate instruction
- High-quality pre-K through grade three classrooms should use 'developmentally appropriate practices' that differ from later instruction
 - For example, "testing" very young children is inappropriate, but "assessing" children is developmentally appropriate
- New indicators can be used to align early education services with the K-12 system

What We Know About Early Childhood

- Young children who live in poverty lag behind their peers from their earliest school years and poor children often do not enter school adequately prepared for success
- High-quality early education can payoff with about 10 to 1 ratio of earnings benefits to costs
- The economic benefits of high quality early education are well established and widely recognized
- Special education placements significantly lower for students who attended high-quality ECE
- Retention significantly lower for children attending high-quality pre-K who go on to high quality K-3 classrooms retain gains

How Indicators Were Selected

Reviewed the following:

- [National Institute of Early Education Research](#) indicators of quality
- [National Association of Early Childhood Specialists in State Departments of Education](#) indicators
- [National Association for the Education of Young Children](#) and other national early childhood organization's indicators
- [Office of Policy Research and Evaluation](#) in the Department of Health and Human Services funded research
- [Organization for Economic Cooperation and Development](#) quality report
- Peer review research articles

What New Early Childhood Indicators Cover and What Work Remains

- Focus is on schools
- Indicators include school-based pre-K through early elementary grades
- Initial focus is on domains over which schools and districts have authority
- If need is expressed, future indicators can go beyond school-based focus



New Early Childhood Indicators

- **Access**
 - Access (4 indicators)
 - Quality (5 indicators)
- **Transitions and Supports for Children** (4 indicators)
- **Program/School Leadership and Decision Making** (1 indicator)
- **Curriculum, Assessment, and Instructional Planning** (5 indicators)
 - Engaging teachers in aligning instruction with standards and benchmarks (3 indicators)
 - Assessing student learning frequently with standards-based assessments (2 indicators)
- **Classroom Instruction** (2 indicators)
 - Expecting and monitoring sound instruction in all domains (1 indicator)
 - Expecting and monitoring sound communication with families and family involvement in students' ongoing learning (1 indicator)

Access to Early Childhood Education

1. District offers all children free full-day, full-week Kindergarten.
2. All preschool-aged children in the district have access to free high-quality pre-Kindergarten (pre-K).
3. District has a system in place for determining the nature and extent of early learning opportunities each student has experienced prior to school entry.
4. School has a system in place for determining the nature and extent of early learning opportunities each student has accessed prior to school entry.

Small Group Activity

- Spend a few minutes reading the Kindergarten and pre-K Wise Ways at your table
- Discuss the following questions:
 - How could the information be useful to your state or to schools or districts in your state?
 - What coordination would be useful to support roll out of these indicators?
 - What are the implications of including these in your Indistar system?

Access to Quality ECE

- Indicators 5-9 focus on quality.
- The quality indicators listed are correlated with improved student learning outcomes.

Transitions that Support Children

- Indicators 10-13 focus transitions.
 - Focus on horizontal alignment (assuring all key personnel within school are involved in the process)
 - Includes vertical transitions (from pre-K through grade 3)



Program Leadership

- Focuses on leadership's role on related to building capacity, achieving learning goals, and improving instruction.
- Indicator 14 is required for the new early childhood model.



Curriculum, Assessment and Instructional Planning

- Indicators 15-17 focus on assessing student learning frequently with standards-based assessments.
- Indicators 18-19 focus on engaging teachers in aligning instruction with standards and benchmarks.
- Indicator 20 focuses on expecting and monitoring sound instruction across all domains and 21 is focused on engaging families.



Coordination at State Level

- How can Indistar team coordinate with the early childhood specialist to better support early childhood?
- Identify early learning contact
- Visit the [state information page](#) on CEELO website
- Schedule time to meet to review programs and funding streams
- Discuss existing data collection systems and seek opportunities

Examples of How States Are Selecting Early Education Indicators

- Identify gap in existing indicators and begin with a single early education indicator
- Recognize the importance of including pre-K and Kindergarten in school improvement plans in the SIG Learning model
- Disseminate to districts and schools to use:
 - Inform school boards of importance of pre-K and Kindergarten
 - Help identify effective early instructional approaches

Discussion

- How can the new early childhood indicators be used?
 - Target earlier grades
 - Inform teaching to assure developmentally appropriate practices are employed
 - Assist state, district and school leaders in targeting resources and engaging in continuous improvement process
 - Help align federal and state systems and priorities

Next Steps

- Contact your Indistar Shepherd if you are interested in using the indicators
- Download the early childhood indicators along with [Wise Ways](#) from the [CEELO website](#).
- Contact CEELO with questions

CEELO Resources

- [Early Childhood Indistar® Indicators](#) page on CEELO website
- [Incorporating Early Learning Strategies in the School Improvement Grants \(SIG\) Program](#) – case studies
- [Early Learning as a School Improvement Intervention](#) (2015 National Title I Conference presentation)

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See www.ceelo.org

