

Kindergarten Readiness Star Recognition Zoom



Thursday, February 8, 2024

1PM-2PM



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Kansas leads the world in the success of each student.

Today's purpose

- Review the 2024-2025 Kindergarten Readiness Rubric, which has been updated to simplify the self-assessment process.
- Share success stories and ideas with peers.

View the KSDEweekly article Kansans Can Star Recognition Program window open for additional information about the Kansans Can Star Recognition Program.

- *Applications are due May 3, 2024, for 2024-2025 recognition in the qualitative areas (Social-Emotional Growth, Kindergarten Readiness, Individual Plan of Study, and Civic Engagement).*





Please introduce yourself in the chat.



The vision: Kansas leads the world in the success of each student.



Star Recognition Process

- Districts/systems conduct a local self-assessment.
 - May already have data available from a comprehensive needs assessment.
 - Great idea to gather a team to conduct self-assessment collaboratively.
- Districts/systems upload artifacts (documentation and/or outcomes analysis) to support the self-assessment in the district's/system's application for recognition.
 - These artifacts should demonstrate that an applicant should earn the points associated with each item on the rubric.
- Reviewers review the artifacts to determine whether an applicant will receive the points associated with each subelement.



Description of Rubric

- A district must meet all of the qualifiers at the beginning of the rubric in order to be eligible to apply for Star Recognition.
- Subelements build on one another.
 - For example, a district/system must meet the criteria to earn one point for element 1.1 to be eligible to earn two points for that element.
 - In other words, a district/system should begin reviewing each row in the far-left column, and move from left to right until it no longer meets the listed criteria for that row (subelement).
- The average of each element's subelements will determine the element's score. The total rubric score will be the sum of the element scores.



Kindergarten Readiness Star Recognition Rubric Elements

- Community Partnerships (2 sub-elements)
- Quality, Evidence-Based Learning (4 sub-elements, 3 included in scoring)
- Quality Workforce (2 sub-elements)
- Health and Safety (2 sub-elements)
- Inclusion and Accessibility (1 sub-element)
- Transitions into Kindergarten (2 sub-elements)



Application tips

- Artifacts should support a self-assessment rating, so reviewers can validate points.
 - Artifacts should specifically relate to rubric elements.
 - Clearly labeling files is helpful.
 - More isn't better...make sure artifacts are relevant.
 - Artifacts should NOT include any personally identifiable information.
- Include a brief narrative explaining how the artifacts provided demonstrate that the applicant should earn the associated points.





Qualifiers

A System Must...

- There are 7 yes/no qualifying questions.
- A district must answer “yes” to all of these qualifiers in order to apply for Star Recognition and be eligible for recognition.
- We’ve seen this criteria for recognition help raise our Kansas baseline in these areas.



Indicator 12: Part C to Part B Transition

- *Is the school district compliant with the State Performance Plan Indicator 12: Transition from Part C to Part B?*
 - Smooth, seamless transitions from Part C to Part B ensure young children with disabilities receive services without disruption or delay.
 - Indicator 12 is a federal compliance indicator that measures the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
 - [See the KSDE TASN website](#) for more resources on this topic.



Local Collaboration

- *Does each school district receiving Title I funds develop agreements and carry out coordination with Head Start and, if feasible, with other early childhood programs serving children who will attend the schools of the local education agency?*
 - See the [Kansas Kindergarten Transitions Toolkit](#) for more resources on this topic.



Inclusion of Preschool Students with Disabilities

- *Does the district meet state targets for State Performance Plan Indicator 6: Preschool Environments?*
 - Research shows that early childhood inclusion is beneficial both to children with and without disabilities.
 - Federal IDEA law requires that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, must be educated with children who aren't disabled.
 - See the KSDE TASN website and the recently updated Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs for more resources on this topic.



Kindergarten Readiness

- *Are all families of children who are age-eligible for kindergarten (5 years old on or before Aug. 31) encouraged to enroll their children in kindergarten? Are all children welcomed – as they are – into heterogeneous kindergarten settings and not segregated into extra-year programs prior to or following regular kindergarten?*
 - Regular kindergarten classrooms are expected to be ready to meet the needs of all incoming kindergarteners.
 - See [the Kindergarten Readiness Resources Fact Sheet](#) for more on this topic.



Kindergarten Readiness Snapshot

- *Do at least 50% of kindergarten students in each building that offers kindergarten participate in the Kindergarten Readiness Snapshot (ASQ)?*
 - Kansas accreditation regulations require that each system seeking accreditation shall have in place a method of data collection approved by the state board for collecting kindergarten-entry data.
 - See the Jan. 18 KSDEweekly article [Key dates for the 2024-2025 Kindergarten Readiness Snapshot](#) and the website agesandstages.com/ks for more resources on this topic.





Element 1: Community Partnerships

Community Partnerships – 1.1 Community Collaboration



1 point	2 points*	3 points	4 points*
<p>Structure exists to collaborate with early childhood partners.</p> <p>District/system participates in its local interagency coordinating council (ICC), early childhood coalition or local early childhood task force.</p>	<p>The early childhood community collaboration includes a range of partners representing different sectors. This should include partners who are school district/system staff and others who serve children and families in the community, as well as families who are served by early childhood programs. While the makeup of a community collaboration will vary by community, it may also include business leaders, health providers, mental health providers, kindergarten teachers and administrators, Family and Consumer Science (FCS) teachers, child care providers and other early childhood providers.</p>	<p>Early childhood community collaboration uses data to inform decisions, drive plans for collaboration and create a communitywide early childhood strategy.</p>	<p>Early childhood partners advance shared community initiatives.</p> <p>These may include providing shared professional development opportunities, sharing resources (space, staff, funding) between programs, coordinating intake and referral processes, implementing a communitywide screening strategy, partnering to expand number of children served by early childhood programs in the community, supporting community-based child care, offering health fairs, or coordinating seamless transitions between programs and services.</p>

Community Partnerships - 1.2 Kansas Family Engagement and Partnership Standards for Early Childhood



1 point	2 points	3 points	4 points*
The district/system utilizes the Kansas Family Engagement and Partnership Standards for Early Childhood as a framework in developing programs, policies and practices.	<p>The community completes self-assessments using the Kansas Family Engagement and Partnership Standards for Early Childhood and identifies opportunities for improvement.</p> <p>Programs collect data on family engagement and use it to inform strategies.</p>	The community engages in strategies to implement the Kansas Family Engagement and Partnership Standards for Early Childhood.	The district/system has documented interaction with a parent advisory committee and demonstrated the initiation of recommendations from that advisory group within the past five years.

Kansas Family Engagement and Partnership Standards

- The [Kansas Family Engagement and Partnership Standards for Early Childhood](#) provide guidance for families, practitioners, community members, and educators to examine current family engagement practices and plan future strategies to engage families in their children's development and learning.
- Visit ksdetasn.org/kpirc for more resources from the Kansas Parent Information Resource Center (KPIRC).



This row has been removed from the updated rubric and is intentionally left blank.



1 point	2 points	3 points	4 points*
<p><i>For scoring purposes, select the rating that is the average of sub-elements 1.1 and 1.2. Round up.</i></p>	<p><i>For scoring purposes, select the rating that is the average of sub-elements 1.1 and 1.2. Round up.</i></p>	<p><i>For scoring purposes, select the rating that is the average of sub-elements 1.1 and 1.2. Round up.</i></p>	<p><i>For scoring purposes, select the rating that is the average of sub-elements 1.1 and 1.2. Round up.</i></p>



Element 2 : Quality, Evidence-Based Learning

Quality, Evidence-Based Learning – 2.1 Data



1 point	2 points	3 points	4 points
<p>In all district/system preschool and kindergarten classrooms, an evidence-based assessment is used to measure children's developmental growth upon entry and exit of the program.</p>	<p>In all district/system preschool and kindergarten classrooms, all instructors collect data on an ongoing basis to monitor progress, using evidence-based assessments as needed.</p>	<p>In all district/system preschool and kindergarten classrooms, data informs a tiered system of supports.</p>	<p>District/system partners with community-based preschool programming/child care/early learning in the community to utilize evidence-based assessments, data and a tiered system of supports (for example, providing joint professional development, partnering to host collaborative screening events, etc.).</p>

Quality, Evidence-Based Learning –

2.2 Developmentally Appropriate Practice



1 point*	2 points	3 points	4 points*
<p>Developmentally appropriate practice, including opportunities for child-initiated play, is intentionally incorporated into all preschool and kindergarten classrooms in the district/system.</p>	<p>As the year progresses, the kindergarten schedule evolves along a continuum of looking like a preschool classroom to a first grade room.</p> <p>Kindergarten classrooms rich in child-initiated play transition into playful classrooms with focused learning through the year.</p>	<p>Across all preschool and kindergarten classrooms in the district/system, teaching staff implement intentionally designed learning experiences for each child that are:</p> <ul style="list-style-type: none"> • Individually and age appropriate, including child-initiated play. • Aligned with previous and future age levels/grades to enhance the learning continuum. • Based on reliable and valid data. • Improve development, learning and behavioral outcomes. 	<p>Across all preschool and kindergarten classrooms in the district/system, administrators, teaching staff, and families work together to implement intentionally designed learning experiences.</p>



Please share in the chat: Do you have any advice for schools working to incorporate more playful learning into preschool and kindergarten?

Playful learning professional development to be offered in June

- Kansas Multi-Tier System of Supports (MTSS) and Alignment is offering Playful Learning Across the Day in Pre-K, a professional development opportunity.
 - Attendees will discuss everyday routines with playful instructional strategies to help young children develop important early literacy foundational skills integrating print knowledge and phonological awareness.
- There are two opportunities to attend.
 - Emporia – 9 a.m. to 3 p.m. on June 5, 2024
 - Salina – 9 a.m. to 3 p.m. on June 6, 2024
- Visit ksdetasn.org/events to register.



Quality, Evidence-Based Learning –

2.3 Parent Education



1 point	2 points	3 points	4 points
The community provides a parent education or other home visitation program.	All parent education programs deliver an evidence-based model with research-informed tools and curriculum.	The parent education program has obtained Parents as Teachers Model Affiliate status (or equivalent).	The parent education program has obtained Parents as Teachers Blue Ribbon Affiliate status (or equivalent).

Quality, Evidence-Based Learning – 2.4 Standards Alignment*



1 point	2 points	3 points	4 points
<p>Early childhood programming aligns curriculum and instructional materials to the Kansas Early Learning Standards.</p> <p>All preschool classrooms in the district/system use a curriculum that addresses the areas of literacy, math and social-emotional development.</p>	<p>A research base or evidence base indicates the preschool curriculum is effective.</p>	<p>Early childhood and kindergarten staff work together to align instruction and expectations to the Kansas Early Learning Standards and to kindergarten standards.</p>	<p>The district/system work with other early childhood community partners to align expectations for learning and development.</p> <p>This may include offering joint professional development opportunities or sharing instructional materials and resources with partners.</p>

This sub-element will not be included in the authenticated application or in scoring Star Recognition for the 2023-2024 school year.

Updated Kansas Early Learning Standards

- A collaborative group of Kansas early childhood partners has worked together to review and complete this fourth revision to the Kansas Early Learning Standards. The first document was completed in 2006 with a second revision done in 2009 and a third revision in 2013.
- The updated Kansas Early Learning Standards have been approved by both the Kansas State Board of Education and the Kansas Children's Cabinet and Trust Fund.
- [Visit the KSDE Early Childhood webpage](#) to view the updated standards. Email ksdeweekly@ksde.org to subscribe to the KSDEweekly newsletter.





Element 3: Quality Workforce

Quality Workforce – 3.1 Credentialing and Professional Development



1 point*	2 points*	3 points*	4 points*
<p>Except as otherwise provided in K.A.R. 91-31-34, the district/system fills each preschool teaching position with a teacher with one of the following endorsements on their teaching license:</p> <p>General Education PreK Assignment: Early Childhood Unified, Birth to Grade 3 (ECU); Early Childhood Unified, Birth to Kindergarten (ECU); Early Childhood education (EC-EC); Elementary Education, PRK-6, K-6, or K-9; Elementary Education Unified, K-6.</p> <p>Special Education PreK Assignment: Early Childhood Unified, Birth to Grade 3 (ECU); Early Childhood Unified, Birth to Kindergarten (ECU); Early Childhood Handicapped (ECH); High incidence PrK-12; Low Incidence PrK-12.</p> <p>All preschool teacher aides/assistant teachers/ paraprofessionals have one of the following credentials: A Child Development Associate (CDA) certificate or an Associate of Arts (A.A.) in early childhood education or a related field; A high school diploma or a GED and completed 48 credit hours at an institution of higher education; Associate degree (or higher); Pass a State-approved assessment that determines an ability to assist in reading, writing, and mathematics, or reading, writing, and mathematics readiness.</p>	<p>All direct preschool service staff members, including teachers and assistant teachers/ teacher aides/ paraprofessionals, receive more than 15 hours of annual in-service training in the area of early learning or related topics.</p> <p>Teachers and assistant teachers/ teacher aides/ paraprofessionals have annual written individualized professional development plans.</p>	<p>All preschool teachers have an endorsement for one of the following: Early Childhood Unified, Early Childhood Education or Early Childhood Handicapped.</p>	<p>All assistant teaches/ teacher aides/ paraprofessionals have at least a child development associate certificate or an associate of arts in early childhood education or related field.</p>

Quality Workforce – 3.2 Ongoing Support



1 point*	2 points*	3 points*	4 points*
<p>Each preschool teacher has access to and an ability to participate in a mentorship opportunity, community of practice and/or professional learning community.</p>	<p>Preschool administrators routinely (for example, monthly, quarterly or each semester) visit each preschool classroom.</p> <p>Preschool administrator(s) provide reflective feedback and/or coaching.</p>	<p>District/system leaders (superintendent, administrators, principals, other key personnel) have a “knowledge of and stay current with research on child development (including social-emotional development, executive function and effects of toxic stress)” and so hold developmentally appropriate expectations of prekindergarten, kindergarten and early elementary children, teachers and classrooms.</p>	<p>Professional learning opportunities are shared with other early childhood partners in the community. The district/system intentionally schedules professional learning opportunities so that early learning providers who provide child care and preschool during the school day can access professional development.</p>



Element 4: Health and Safety

Health & Safety – 4.1 Nutrition



1 point*	2 points*	3 points*	4 points*
<p>All preschools in the district/system participate in either the Child and Adult Care Food Program (CACFP) or the National School Lunch Program (NSLP) to provide all preschool students access to meals and snacks. All preschools meet CACFP/NSLP requirements.</p>	<p>All preschools in the district/system apply for and have received the Healthier CACFP Award at the honors level in either the Menu category or the Nutrition & Wellness Environment category. <i>Note: a district/system can still apply for this award if they opt to participate in the National School Lunch Program (NSLP) instead of the CACFP.</i></p>	<p>All preschools in the district/system apply for and have received the Healthier CACFP Award at the high honors level in either the Menu category or the Nutrition & Wellness Environment category.</p>	<p>All preschools in the district/system apply for and have received the Healthier CACFP Award at the highest honors level in either the Menu category or the Nutrition & Wellness Environment category.</p>

Healthier CACFP Award

- Visit cnw.ksde.org, [CACFP, USDA Healthier CACFP Award](#) for more information.
- A district/system can still apply for this award if they opt to participate in the National School Lunch Program (NSLP) instead of the CACFP.
- KSDE will host a [Healthier CACFP Award webinar on March 5 from 1:00 – 2:00 p.m.](#)
- Contact Karen Seymour, kseymour@ksde.org, with questions.



Health & Safety –

4.2 School Wellness Policy



1 point	2 points	3 points	4 points*
Early childhood is recognized in school wellness policy in the areas of nutrition, nutrition promotion and education, physical activity and integrated school-based wellness.	Early childhood is engaged in the process to shape the school wellness policy.	The district/system demonstrates that it follows best practices for early childhood programming.	The district/system supports community efforts to create safe, developmentally appropriate, maintained spaces for all children to play throughout the community.



Element 5: Inclusion & Accessibility

Inclusion & Accessibility



1 point	2 points	3 points
<p>All preschool services provide inclusive early childhood programs that are available to all children in the community on an equitable basis, including children receiving Early Childhood Special Education Services (ECSE); Dual Language Learners (DLL) and English Learners (EL); in foster care; in migrant worker families; in families who are currently homeless; and in families who are refugees.</p>	<p>The district/system is moving toward combining its early childhood education opportunities (for example, early childhood special education, Head Start, preschool-aged at-risk) into integrated classrooms.</p> <p>The district/system analyzes data to identify and address barriers to ensure that all early childhood services and classrooms reflect the natural proportions of students in the district/system.</p> <p>At least 50% of preschool children with IEPs in the district who received special education and related services in settings with typically developing peers for Indicator 6: Preschool Environments for Children 3-5 (LRE).</p>	<p>The district/system has combined its early childhood education opportunities (for example, early childhood special education, Head Start, preschool-aged at-risk) into integrated classrooms.</p> <p>All early childhood services and classrooms reflect the natural proportions of students in the district/system. Children aren't excluded in policy or in practice from preschool classrooms, including children who are receiving Early Childhood Special Education Services (ECSE); Dual Language Learners (DLL) and English Learners (EL); in foster care; in migrant worker families; in families who are currently homeless; in families who are refugees; and who are experiencing other risk factors.</p> <p>Funds are allocated and formalized partnerships exist to provide children with inclusive early learning opportunities in school-and community-based settings.</p>

Inclusion & Accessibility



4 points

Early childhood programs have established policies that eliminate or severely limit expulsion, suspension or other exclusionary discipline. These extraordinary measures are used only as a last resort in extraordinary circumstances where there is a determination of a serious safety threat that can't otherwise be reduced or eliminated by the provision of reasonable modifications. Should a situation arise where there is documented evidence that all possible interventions and supports have been exhausted, and it is unanimously determined that another setting is more appropriate for the well-being of the child in question, all parties, including the receiving program, work together to develop and implement a seamless transition plan.

The district's data shows zero expulsions or suspensions for children ages birth through 5.



Element 6: Kindergarten Transitions

Kindergarten Transitions – 6.1

Kindergarten Transition Planning



1 point*	2 points*	3 points*	4 points*
The district/system works to support students' transition into kindergarten.	The district/system partners with early childhood educators in the district/system and other early childhood providers in the community to support successful kindergarten transitions.	The district/system has strategies in place to ensure that kindergarten transition planning occurs for each child and family.	Kindergarten transition planning is personalized and occurs for each child, family, and staff member.

Kindergarten Transitions – 6.2 Kindergarten Readiness Snapshot (ASQ) Participation



1 point	2 points	3 points	4 points
<p>Most (more than 75%) of all kindergarten students participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ: SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used);</p> <p>in-person, phone or written follow-up for all students; and in- person or phone follow-up conversation for all students whose results indicate the need for monitoring or are below the cutoff in ASQ-3/above the cutoff in ASQ:SE-2.</p>	<p>Most (more than 85%) of all kindergarten students participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ: SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used); in-person, phone or written follow-up for all students; and in-person or phone follow-up conversation for all students whose results indicate the need for monitoring or are below the cutoff in ASQ-3/above the cutoff in ASQ:SE-2.</p>	<p>Nearly all (at least 95%) kindergarten students participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ: SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used); in-person, phone or written follow-up for all students; and in-person or phone follow-up conversation for all students whose results indicate the need for monitoring or are below the cutoff in ASQ-3/above the cutoff in ASQ:SE-2.</p>	<p>Nearly all (at least 95%) kindergarten students participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ:SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used); in-person, phone or written follow-up for all students; and in-person or phone follow-up conversations for all students whose results indicate the need for monitoring or are below the cutoff in ASQ-3/above the cutoff in ASQ:SE-2.</p> <p>A district's/system's Kindergarten Readiness Snapshot data is used to:</p> <ul style="list-style-type: none"> • Design environments and instruction to meet the needs of incoming kindergarteners. • Support aligned teaching practice and program planning. • Support personalized instruction. • Promote positive teacher family relationships.

Introduction to ASQ Training

- KSDE is offering a live virtual Introduction to ASQ training from 9:00 a.m. to noon on Friday, March 22.
- Register at ksdetasn.org/events.
- Stay tuned to KSDEweekly for upcoming training opportunities.



Contact Information



Kansans Can Star Recognition

kcanstars@ksde.org

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Discuss: What has worked well for your district/system as you work to improve kindergarten readiness? What have you struggled with?

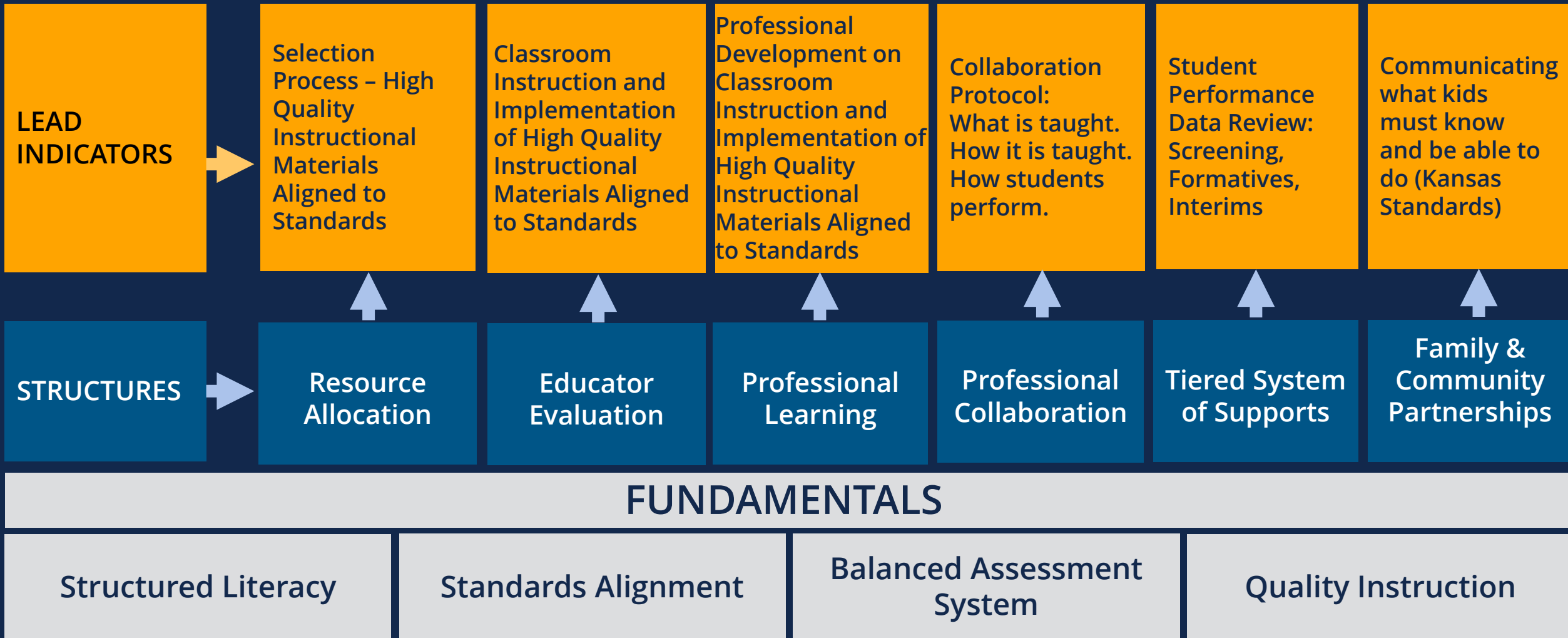
Join us for a School Improvement conversation on February 21 at 1PM

- In 2024-2025 Kansas will begin an updated system of accreditation.
- Join the Kansas State Department of Education on Wednesday, February 21 for a discussion about kindergarten readiness and school improvement.
- [Click here to register for the Kindergarten Readiness School Improvement Zoom](#) on Wednesday, February 21 from 1:00 p.m. to 2:00 p.m.



Kansas School Improvement Model

Implementing the Fundamentals (Example)



Some principles behind the work

- Time for a conversation
- Influencing adult professional behaviors
- Moving the baseline
- Simplicity and clarity
- Creating common definition(s)



Are these good data points to help move our state baseline and reflect on a district's current state?

- Indicator 6: Preschool Environments
- Kindergarten Readiness Snapshot (ASQ) participation rate and results.



Are there other meaningful data points that apply to all districts, that KSDE collects, that should be reviewed as part of a school improvement process?

- Indicator 6: Preschool Environments
- Kindergarten Readiness Snapshot (ASQ) participation rate and results.



Is this a good question for discussion with district leadership teams?

- How does your school system engage families, children, staff, and community partners in preparing for a successful kindergarten year?
 - How many incoming kindergarten students do you reach with these strategies?
 - Gather data – greater than 50%, greater than 75%, at least 95%
 - Are these strategies meaningful, data-informed, and personalized to the needs of each student?





*What other ideas or questions do you have?
Would you be interested in joining an upcoming
virtual discussion about school improvement,
accreditation, and kindergarten readiness?*

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