



# Early Learning in Washington Public Schools Report

November 10, 2008



**Office of the Superintendent  
of Public Instruction**



## Table of Contents

<b>Executive Summary.....</b>	<b>1</b>
<b>Early Learning Birth to Eight in Washington Public Schools.....</b>	<b>4</b>
<b>State-Funded Full-Day Kindergarten.....</b>	<b>6</b>
<b>State Funded K-3 Demonstration Projects</b>	
<b>Developing Promising Models.....</b>	<b>22</b>
<b>Public and Private Partnerships –</b>	
<b>Building Capacity and Connections.....</b>	<b>27</b>
<b>Looking Forward.....</b>	<b>30</b>
<b>References.....</b>	<b>31</b>
<b>Appendix.....</b>	<b>32</b>

## Early Learning in Washington Public Schools Executive Summary

*“During the first eight years of life children develop foundational brain structures and early learning skills upon which all future learning will be built.*

Shonkoff, J. P., and D. A. Phillips, eds. 2000

In 2007, the Washington Learns Report recommended increased attention and investment in early care and education (birth through age eight) as a critical step in improving education success for students. Following these recommendations, the Legislature included funding for full-day kindergarten, K-3 demonstration projects and the Bremerton School District Lighthouse project in the Enhancing Student Learning Opportunities Senate Bill 5841.

State funding for full-day kindergarten, K-3 demonstration projects and the Bremerton Lighthouse program has augmented public/private partnerships to increase access for young children to programs that lay the foundation for their educational success.

These early learning investments are already reaping benefits for children, teachers, schools and districts. Here are just a few examples to date:

### **Benefits for children**

- Increased access to full-day kindergarten programs, particularly for low- income children,
- Consistent approach ensuring full-day kindergarten includes developmentally appropriate instruction that addresses the many different learning needs of children (e.g., social/emotional, physical, cognitive and motor skills)
- Increased alignment with K-3 curriculum
- Higher achievement in language and literacy s
- Increased access of low- income children to school nutrition program

### **Benefits for teachers**

- Time to build stronger relationships with children, parents and providers
- Time to work with children in flexible groupings providing additional support for children who are struggling or excelling
- Availability to participate with peers in curricular planning and professional development

- Opportunity to provide instruction in all content areas using a variety of child centered instructional methods including hands-on exploration and long term projects
- Orientations, professional development and support to implement a program which meets the legislated conditions of funding and on topics teachers report are of high interest or need.
- Access to one-on-one technical assistance in planning programs, outreach to early childhood provider and responding to challenges

### **Benefits for Schools**

- On-call technical assistance in planning and implementing their full-day program
- Support in making connections with early learning providers, enhance transitions and alignment, and expand or implement early learning programs
- Resources and information to deepen understanding of the important role kindergarten plays bridging the early Preschool experiences with those in the early elementary years
- Resources and information on the importance of alignment of expectations and curricula to reduce fade out of gains children make as they move from one educational setting to another

### **Benefits for Districts**

- Cost savings (transportation, repurposed use of Title 1 or I-728 funding) to expand or maintain core services, professional development and instructional coaching
- Mentorship program and targeted assistance through the Bremerton School District
- Resources and information to broaden understanding of the role that program alignment plays in improving early learning
- On-call technical assistance and support to expand relationships with early learning providers and families

### **Benefits and Support for Alignment of Early Learning 0-8 in Schools**

- Joint Resolution between the Office of Superintendent of Public Instruction, the Department of Early Learning and Thrive by Five Washington to collaborate on early learning activities
- Bremerton Lighthouse Project and Institute
- P-3 Symposium
- Bill & Melinda Gates -District Leadership in Early Learning Grantees

Just as children develop along a continuum, current research on brain development and recent longitudinal studies show children benefit the most from early care and education that is aligned and connected -- each opportunity building on what came before and leading to what will follow. The more access children have to related and aligned educational practice in their early years, the greater success they will have in school.

OSPI is working closely with districts, schools and our public and private partners to align educational opportunities for young children from birth through age eight throughout our school system.

### **Contacts**

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## Early Learning Birth to Eight in Washington Public Schools

*The years from birth to age eight are the “learning to learn” years, when children build the foundations to become capable readers, writers, mathematicians, artists, musicians, creative thinkers, speakers of more than one language and caring citizens. With guidance from parents, families and other caregivers, children develop bonds with others and learn to express compassion, work well in groups and live with rules. These are the years when each child’s innate capacity for creativity must be developed.” “Washington Learns Report 2006”*

The early years are often defined as two, and sometimes three, separate and distinct periods of development (birth to three, three to five, and K-3). While separating early development into ages and stages is helpful to communicate the specific needs and general developmental stages of children for the purposes of instructional planning, it has also created a compartmentalized view of how children develop.

Children don’t develop on a rigid timeline. Instead, children develop along a continuum at their individual pace. Genetics, daily interactions and experiences all contribute to the pace of development.

This report focuses on the early learning (birth through age eight) programs in Washington schools. For many, the phrases “early learning” or “early care and education” do not automatically bring to mind the public schools. However, more than 322,000 children birth to age eight currently attend early care and education programs in Washington public schools.

The primary goals of this report are: to provide information on the progress of districts implementing state-funded full-day kindergarten and K-3 demonstration projects, the Bremerton District Lighthouse project and OSPI early learning public/private partnerships. A secondary goal of this report is to provide a broader understanding of the scope of all early learning activities currently provided in Washington public schools.

Excerpts from relevant research appear throughout the report to provide perspective and context. These references are included to highlight the progress Washington is making toward a seamless system of education for young children through our investments in full-day kindergarten, K-3 demonstration projects and partnerships focusing on educational alignment.

Just as children develop along a continuum, current research on brain development and recent longitudinal studies show children benefit the most from early care and education that is aligned and connected -- each opportunity building on what came before and leading to what will follow. The more access children have to related and aligned educational opportunities in their early years, the greater success they will have in school.

**Birth to three early intervention services**

In the 2007-2008 fiscal year, 83% (7,336) of children birth to three who were eligible to receive early intervention services through the federal Individuals with Disabilities Education Act did so either directly from or paid in part by Washington school districts. (Source: Washington State Dept. of Social and Health Services/Department of Developmental Disabilities) Local agencies and school districts often partner to provide early intervention services. Supporting these services often requires blending school district special education program funds with those from local partner agencies, federal or private funding sources

Beginning in September of 2009, a new federal law will require school districts to either directly provide or contract with a provider for birth to three early intervention services for all eligible children living in their districts. The result: the number of children receiving early intervention services directly in K-12 schools is likely to increase.

**Preschool programs in schools**

In 2007-2008, schools reported 19,313 children enrolled in school district-operated preschool (ages 3-4) programs. Preschool services provided generally are Head Start, Early Childhood Education and Assistance Program (ECEAP), special education preschool programs or school district-initiated pre-kindergarten programs funded with Title 1 or Initiative 728 funding.

<b>Pre-School Enrollment in Schools (3- 4 yr Olds) 2007-2008 Snapshot</b>	<b>Total 07-08</b>	<b>% of Total Funded Slots</b>
# Children Enrolled in School-Based Special Education Pre-School	10,423	n/a
# Pre- K Non-Head Start or ECEAP(district operated)	2,192	n/a
# of ECEAP Slots in Schools for 2008	4,737	58%
# of Head Start Slots in Schools	1,961	78%
Total Pre-K Reported by Schools Oct. 2007	19,313	n/a

\*sources: -Head Start State Collaboration Office and ECEAP -WA Dept of Early Learning, and Office of Supt. of Public Instruction

While the number of reported preschool programs and slots is large, the actual number of preschool children enrolled in preschool programs located on school district grounds is likely much greater.

Districts report only those programs they have direct responsibility to administer. Most frequently funding for these programs are Title 1 funds which the district has chosen to use for preschool or state or federal funds to provide a Head Start or ECEAP program.

Other Preschool programs that are located in school buildings but not directly operated by school districts are most often provided by community service agencies who lease space from school districts to offer preschool programs in school buildings. Programs operated in this way include Head Start, ECEAP or private fee-based preschool programs. Schools do not currently report the enrollment of preschool children attending these programs.

Preschool programs located in public schools afford rich opportunities for schools to build and strengthen relationships with their early learning providers and parents. Research shows these relationships are key in helping children sustain gains made in preschool as they enter the K-12 system. To help districts take advantage of the opportunities to build early learning partnerships, OSPI will conduct a more in-depth census of preschool programs slots located in public schools.

## **State-Funded Full-Day Kindergarten – Enhancing Equity, Continuity and Quality**

*“Studies show investing solely in PK is not enough. While well-designed PK does improve children’s social and cognitive skills, these gains frequently fade as children advance beyond Kindergarten. This does not have to happen. (Bill Graves 2004)*

Full-day kindergarten gives young children, particularly those living in poverty, the time to learn the foundational skills and knowledge that is so important to future school success.

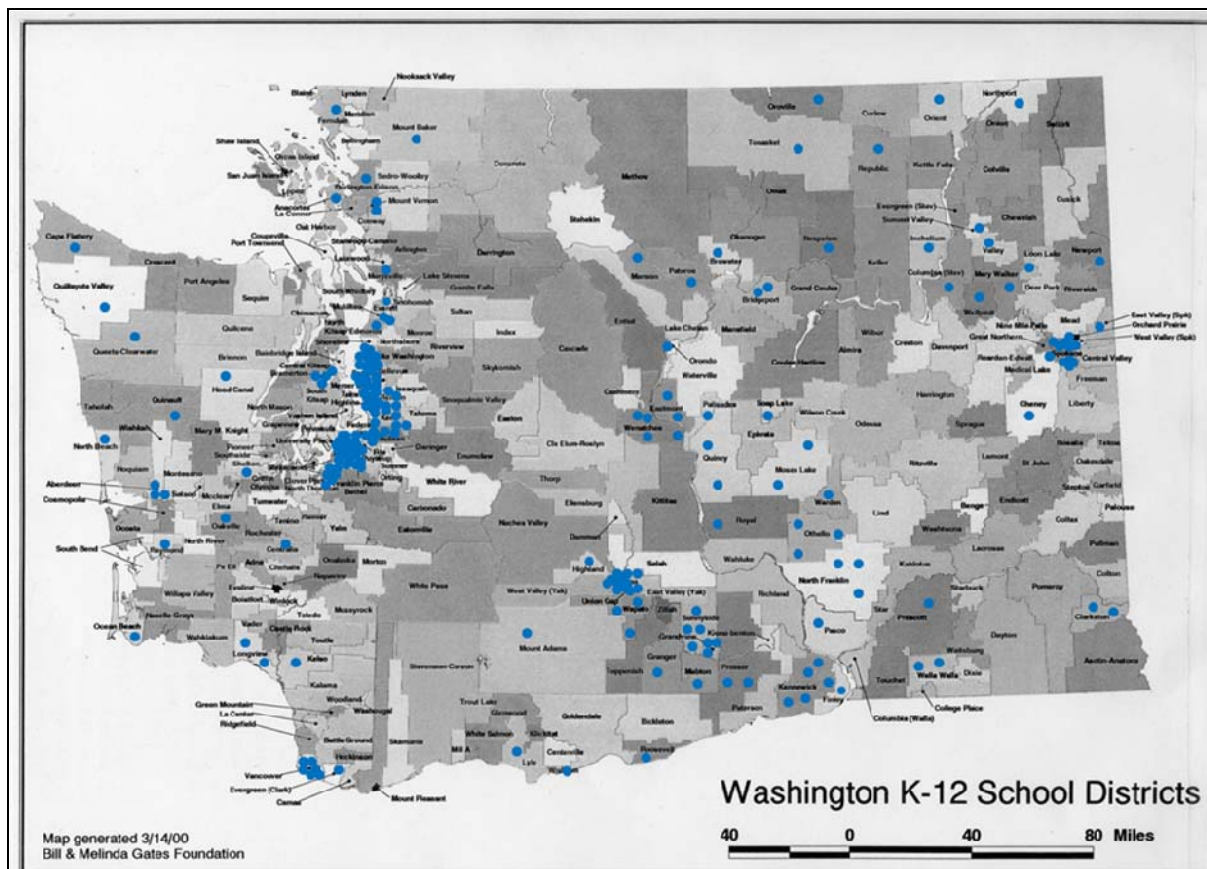
In 2007, the Washington State Legislature responded to the recommendations of the Washington Learns commission by passing Senate Bill (SB) 5841, which funded voluntary full-day kindergarten for the 2007-2008 and 2008-2009 school years. Funds appropriated were sufficient to phase in full-day kindergarten to 10% of schools each year, with the goal of all schools receiving funding in 10 years.

Once funded, schools may apply to renew funding year to year. Beginning with the 2008 -2009 school year, funding was provided to schools in which student poverty rates were 67% or higher.

The following chart provides a snapshot of districts funded and percentage of kindergarten children reached. The map shares the school district boundaries and locations of schools funded.

Full-Day Kindergarten Funding Snapshot	2007-2008	2008-2009	Total 2007-2009
# Districts Receiving Funds	54	55	109
# Schools Funded	109	113	222
# of Students Reached (est. provided by dist.)	7,499	7,513	15,012
% of Kindergartners Represented Statewide	11.1	10.4*	21.5*

\*percentages based on total number of kindergarten students reported by districts for the 2007-2008 school year



*Research has identified that children living in poverty often begin school behind their peers and students who are behind in early elementary have difficulty catching up in later years.* Coley (2002) West, Denton and Reaney (2001)

Based on this research, the Legislature prioritized all-day kindergarten funding for schools with the highest percentage of students living in poverty (as measured by the number of students eligible for free and reduced-price lunch). Once funding is appropriated for the school, enrollment is open to all kindergarten students whose parents request it. State-funded full-day kindergarten supports children in building strong foundational skills and knowledge as they move into first grade and beyond by:

1. Providing developmentally appropriate instruction that addresses a range of early learning needs. (e.g. social/emotional, physical, cognitive, and motor skills)
2. Increasing the number of young children, particularly those who are living in low-homes, who have access to full-day kindergarten programs;
3. Providing continuity for children who would otherwise be in child care the balance of the day;
4. Enhancing learning for young children through relationships and work on educational alignment with early care or preschool providers before children arrive at kindergarten and

Funding for full-day kindergarten represents one of the largest educational investments in our state in recent years. Collecting data on full-day kindergarten has helped us reach two important goals: Developing the support systems districts need to in implementing full-day kindergarten, and identifying benefits of state funding for kindergarten children and schools.

Our evaluation of full-day kindergarten is based on:

1. Baseline information about kindergarten in eligible schools prior to state funding.
2. Progress of schools implementing a full-day program in meeting the legislated conditions of funding.
3. Progress of full-day kindergarten students on two key literacy indicators.
4. Benefits for children participating in state-funded full-day kindergarten as reported by teaching staff and parents.

## 1. Baseline information on what kindergarten programs of eligible schools prior to state funding

*“The discrepancy between states’ definitions of full-day kindergarten makes it difficult to reliably compare policies, programs and outcomes across the states. Even more problematic the lack of clarity on what constitutes full-day kindergarten makes it difficult to ensure young children experience continuity as they move out of pre-kindergarten, into kindergarten, then transition into 1st grade and beyond” - Kristi Kauerz June 2005*

In order to identify the influence state funding would have on kindergarten programs and the technical assistance schools needed most to implement a full-day kindergarten program adhering to the legislated conditions of funding, we first needed to learn more about school districts’ kindergarten programs and practices prior to funding. OSPI asked districts to complete a questionnaire about their kindergarten program prior to funding. Information requested included: length of instructional day; estimated percentage of special needs and English language learner students enrolled; prior relationships with early learning providers; and kindergarten assessment and transition practices.

From the responses to the questionnaire, OSPI found that kindergarten programs differ considerably from district to district and occasionally even within districts. These differences made it challenging to identify consistent ways to report and organize information. More important, the survey results highlighted how varied the kindergarten experience is for children across our state. Two examples that illustrate these differences are: 1) length and definition of full-day kindergarten, and 2) assessment practices.

### **Length of kindergarten day**

During year one, (2007-2008) 67% of schools reported offering full-day kindergarten prior to receiving state funding. In year two, (2008-2009) 46% of the newly funded schools reported previously offering full-day kindergarten. However, on closer examination, we found that the definition of “full-day” varied considerably from district to district, especially when compared to the definition included as a Legislated conditions for state-funded full-day kindergarten which requires “at least 1000 hours of instruction”.

The three most prevalent variations identified were:

1. Alternating full-day schedules (three full days on and two full days off, alternating week to week with two student groups)

2. A doubled half-day schedule – (the current half-day kindergarten schedule provides 450 hours of instruction annually a doubled half-day schedule provides 900 hrs of instruction)
3. Extended hours (a variety of hours over the traditional half-day schedule)

**Assessment Practices**

*Academic Assessment*

Schools identified to receive state kindergarten funding reported assessing children on a range of skills and content areas, both at the start and throughout the school year.

The content areas that schools most frequently assessed were literacy and number concepts. The following chart shows the percentage of schools reporting that stated they screened for both literacy and number concepts.

Content Area	Year one (2007-2008)		Year two (2008-2009)	
	Number of schools Reporting	% schools who screen for literacy & number concepts	Number of schools reporting	% of schools who screen for literacy & number concepts
Literacy	N=86	53%	N=113	100%
Number Concepts	N=86	13%	N=113	98%

No single assessment tool was universally reported by schools to measure growth in a specific content area or developmental content area. That said, most schools reported they screened for early literacy skills. The tool schools used most frequently to screen for literacy was the Dynamic Indicators of Early Literacy Screening or “DIBELS”. DIBELS is a screening tool which focuses on key literacy indicators -- two of which are letter-naming fluency (number of letters named in a set time frame) and phoneme segmentation (ability to identify the individual sounds of letters within a word).

Number concepts were the second most frequently reported content area assessed. However, unlike literacy, the diversity of tools schools used for number concepts and other content areas was varied enough to make identifying a majority-preferred tool impossible.

*Non-Academic Areas Assessed & Uses of Assessment Data*

Schools also assessed students in a number of non-academic areas and used assessment data for a variety of purposes:

<b>Assessment of Non-Academic Areas</b>	<b>Reported by schools funded 08-09</b>
Gross Motor (i.e. running, jumping skipping)	78%
Fine Motor (i.e. writing, cutting, working puzzles or blocks)	86%
Social Emotional (i.e. getting along with peers, sharing and working with partners, resolve conflicts)	61%
Other (i.e. work habits, hearing and vision, speech, communication)	18%
<b>Uses of Assessment</b>	<b>Reported by schools 08-09</b>
What children know and are able to do	97%
Determine eligibility for English language learner programs	87%
Determine need for special education services	91%
To inform instruction	100%
Determine student progress	100%

### *Types of Assessment Instrument Used*

The diversity in the types of instruments schools reported using to conduct assessment also made it challenging to identify a common assessment process or instrument for use statewide. When asked whether the assessment instruments used were standardized or district-developed, 71 % of schools reported using a district-developed instrument(s) and, 73% reported using one or more standardized instrument(s).

## **2. Progress of schools implementing a full-day program meeting the legislated conditions of funding**

With many schools reporting that they offered extended-day or full-day kindergarten prior to state funding, we felt it was important to determine how state funded full-day kindergarten differs from those previously offered by districts.

*“State policymakers exert critical leadership in establishing policies and standards for children’s access to high-quality, well-funded full-day kindergarten programs. Policy not only creates the regulatory atmosphere for program implementation, but it also guides the public’s expectations for education quality and outcomes.*

Kauerz June 2005

The most compelling difference between state and district-funded full-day kindergarten is the legislated conditions of funding (outlined below). When school districts accept state funding for full-day kindergarten they agree to provide a program meeting all the conditions. These conditions enrich full day kindergarten in the following ways:

- Increasing consistency of kindergarten programs from district to district by providing a standard expectation that schools receiving state funds use developmentally appropriate, student centered methods of instruction.
- Enhancing transitions and reducing potential “fade out” of gains children make in preschool by requiring funded schools to create or enhance to partnerships with early learning providers
- Creating equitable access to full-day kindergarten for *all* age eligible children attending funded schools by requiring enrollment of any age eligible child (regardless of income) whose parents request it

Legislative conditions of all-day kindergarten funding require schools to:

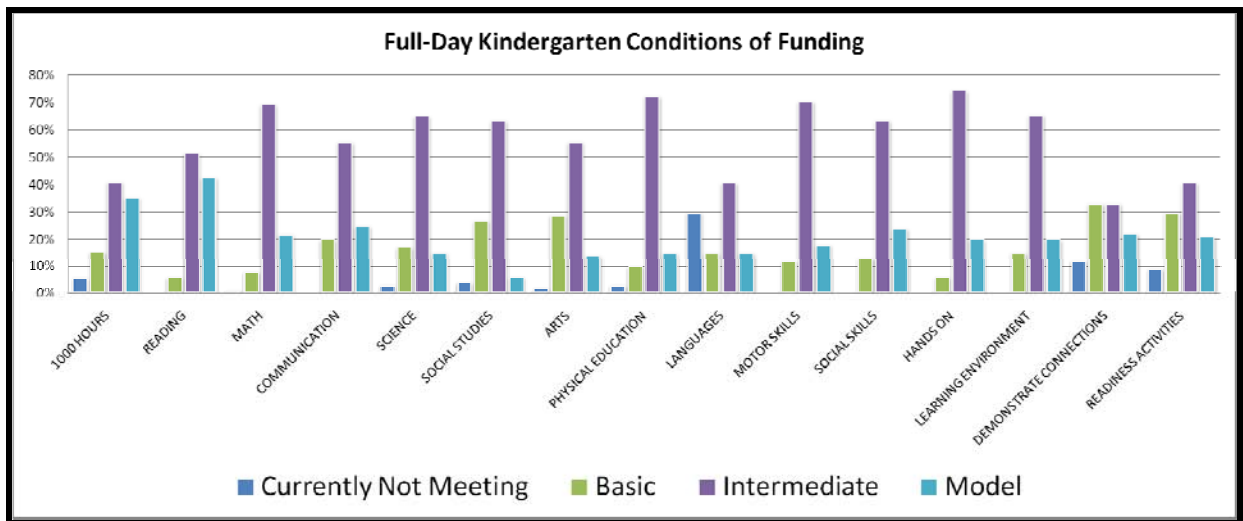
- ❖ Demonstrate strong connections and communication with early learning community providers; (redundant from second bullet above, although above only says “encouraging”)
- ❖ Participate in kindergarten program readiness activities with early learning providers and parents;
- ❖ Provide at least a one thousand-hour instructional program;
- ❖ Provide a curriculum that offers a rich, varied set of experiences to help students:
  - Develop reading, mathematics and writing skills;
  - Develop a variety of communication skills;
  - Experience science, social studies, arts, health and physical education, and a world language other than English;
  - Acquire large and small motor skills;
  - Acquire social and emotional skills, including successful participation in learning activities as an individual and as part of a group, and learning through hands-on experiences; and
- ❖ Establish learning environments that are developmentally appropriate and promote creativity; Respond to semi-annual requests for school-level data and implementation information from the Office of Superintendent of Public Instruction; and
- ❖ Provide adequate space and qualified staff in compliance with state and federal laws.

To gauge schools’ progress in implementing a kindergarten program that meets these legislative conditions, we asked districts to rate their program on the following scale:

0 = Not Currently Meeting – “We need support”; 2 = Basic – “Yes, we are meeting this condition but could use additional support to strengthen”; 3 = Intermediate – “We not only meet this condition, we have initiated new activities since the fall which have enhanced our success in meeting this condition”; 4 = Model – “We not only meet this condition, we have initiated new activities since this fall, have enhanced our success on this condition *and* we have a model and positive results we could share with others.” In addition to selecting a numeric rating, schools were asked to share both successes and challenges in meeting conditions.

Reports have helped highlight specific areas where schools need assistance or have identified as “high interest”. While overall, schools report implementing most of the legislated conditions of funding well, there are three areas where schools reported needing the most improvement or technical assistance:

- Providing experiences in a world language other than English
- Creating connections with early learning providers
- Kindergarten readiness and transition activities



It is important to note that two of the areas where districts reported needing the most support – creating connections with early learning providers, and readiness and transition activities – are areas which research cites as key to reducing “fade out” between preschool and kindergarten, and improving student learning.

*“Currently, most Pre-kindergarten, kindergarten and elementary teachers work in isolation. They typically undergo widely varying preparation and training, work in different buildings, report to different supervisors and have few if any opportunities to work together. When teachers cooperate across grade levels, however, the links between school years and lessons become more explicit and children are more likely to benefit.”* Foundation for Child Development 2008

### *Technical Assistance and Support*

OSPI is using the information reported by schools to guide planning for professional development and training for full-day kindergarten programs. Since funding began, more than 285 building and district staff have participated in OSPI-sponsored orientations. During these events, staff learned more about the legislated conditions and how they match with research on quality kindergarten programs. The Department of Early Learning, Thrive by Five, educational service districts and early childhood advocacy groups offered sessions and presentations on topics reported by schools as high need or interest. Attendance high and response to the orientations has been very positive.

### *Unintended Challenges*

While the conditions of funding provide the aforementioned benefits for students, they have created unintended challenges for some apparently eligible districts. For example, due to space limitations, the Pasco School District could only identify one classroom within each eligible school in which to offer full-day kindergarten. This prevented the district from being able to accept funding, as it was not able to meet the funding condition requiring districts to make sufficient space available to enroll all children whose families request full-day kindergarten.

Small districts also had difficulty meeting the conditions, due to the state small schools apportionment process which allocated little or, in some cases, no additional funding. In a few cases, eligible districts declined funding because school renovations were being completed. In one case, the district leased space that would have been used for full-day kindergarten to a community agency to operate a pre-k program.

### *Unexpected Benefits*

In addition to consistent access for all students attending state funded-schools, districts are reporting several unexpected benefits for their programs and students. Early reports from districts indicate significant savings in transportation, repurposed use of I-728 funds previously used to support district-sponsored full-day kindergarten and increased access of low-income

children to school breakfast and lunch programs. OSPI intends to further investigate the scope of the savings and benefits for students and programs with other districts.

School District	Transportation savings	I-728 saved & other uses	Increase of low income students to school lunch program
Highline	\$111,952 reduction in mid-day bus runs	\$240,000 Now being used for math coaches and interventionists	575+ additional low-income students receiving meals at school
Kent	\$91,350. reduction in mid-day bus runs	Not provided	Not provided
Federal Way	Not provided	Repurposed these funds to provide summer kindergarten camps & parent involvement program	Not provided

Prior to receiving state funding, districts that offered full-day kindergarten did so by piecing together funds from many sources and in many cases charging parents tuition to cover the balance of cost. In some districts, student enrollment was prioritized based on student scores on entry screenings demonstrating highest need, with any remaining slots distributed to fee-paying parents by lottery.

By choosing to prioritize state full-day kindergarten funding to schools with the highest percentage of students living in poverty and requiring that once approved for funding enrollment be open to all students, Washington is improving access to children of low-income families who need it most and maintaining service continuity without hardship for families who would otherwise have to pay.

### 3. Progress of full-day kindergarten students on two key literacy indicators

As we looked for the best way to identify progress on literacy development of children participating in full-day kindergarten, we wanted to limit the impact of screening and reporting both for children and schools. We also wanted to be certain that that the data collected was relevant to skills research has shown are important to school success.

The first step was to learn more about current screening practices. The content area schools reported most frequently screening was early literacy and the most commonly reported early literacy assessment tool schools reported using was the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

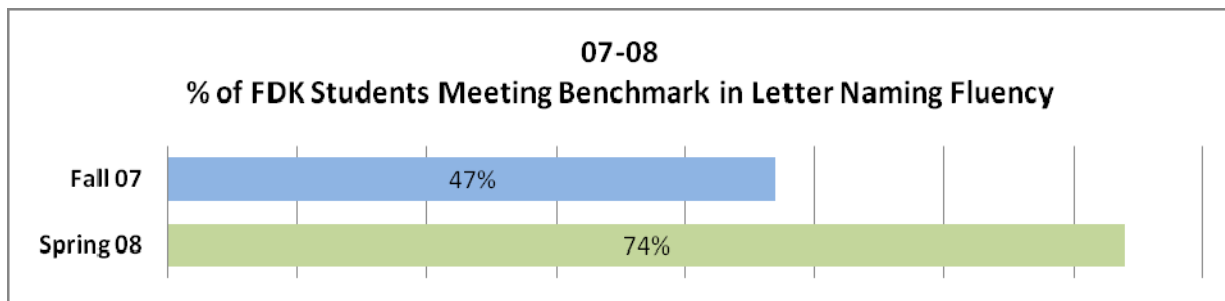
Two of the literacy indicators that DIBELS assesses are: letter-naming fluency (number of letters named in a specific amount of time) and phoneme segmentation (ability to identify the individual sounds of letters within a word). Research has shown that strong mastery of those two skills closely links to future success in reading and writing.

Following are results from the 2007-08 year of screenings of children in full-day kindergarten for letter naming and phoneme segmentation. Data reported represents 93 of the 109 schools funded and 4,806 students. Schools not included in this report either did not submit data, or the data they submitted was not reported in a form which could be aggregated for state-level reporting. Schools administered and reported on the results of the first screening (start of the year), and post assessment (end of the year).

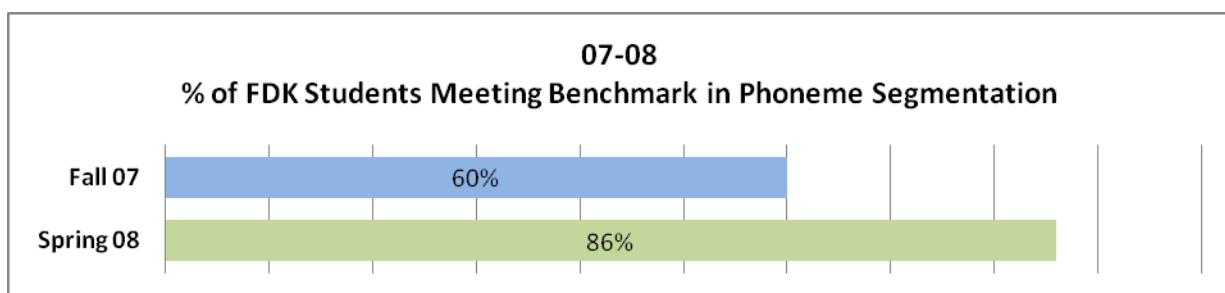
*Explanation of Charts 1-4*

Charts 1 and 2: compares the percentage of students in fall and spring who met benchmark (a target set in standardized tests indicating skills of a typically developing child of the age for whom the test was developed) in letter-naming fluency (number of letters named in a specific amount of time) and phoneme segmentation (ability to identify the individual sounds of letters within a word).

**Chart 1**



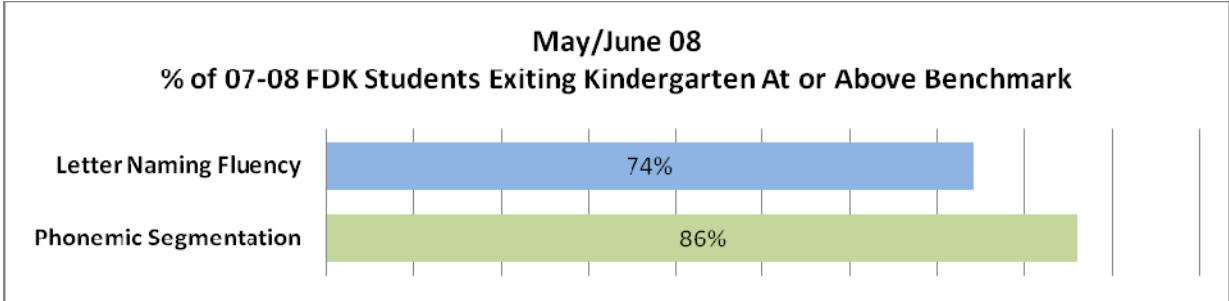
**Chart 2**



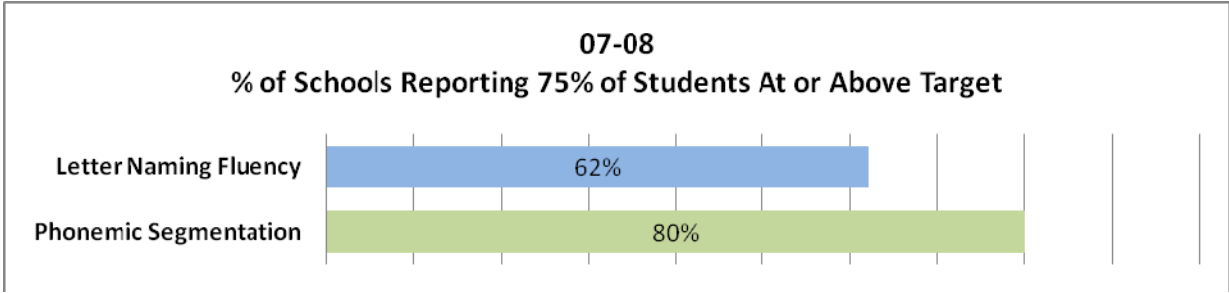
Charts 3: reports the percentage of students who were at or above benchmark in letter naming fluency and phoneme segmentation at the end of their school year Kindergarten.

Chart 4: reports the percentage of schools who reported that 75% or more of their students exited kindergarten at or above benchmark in letter naming fluency and phoneme segmentation.

**Chart 3**



**Chart 4**



***Comparing progress-of students in state funded full-day with part-day kindergarten***

“Research comparing half-day and full-day kindergarten shows children benefit from a developmentally appropriate full-day program, most notably in terms of early academic achievement — a foundation for school and life success. West Ed (2005), Denton K, West, J & Walston, J (2003)

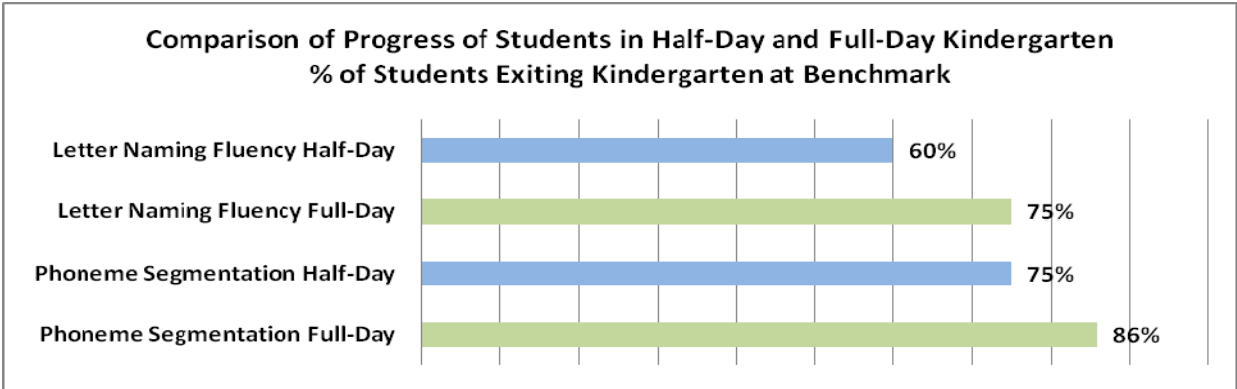
In order to compare progress of children attending state-funded full-day kindergarten with that of students attending half-day programs, we identified a subset of funded schools.

To assure the subset chosen would afford as accurate a comparison as possible, we selected all schools from our 2007-2008 roster which indicated they had not offered full-day kindergarten prior to state funding.

We then narrowed the number of schools further, by choosing only those participating in the Reading First federally funded enrichment program. We chose schools with Reading First programs because they were required to report on the same literacy indicators we asked all state full-day kindergarten schools to report on. This made it possible to compare data reported without having to ask for additional information from these schools.

By establishing this comparison group, it was possible to compare student progress on literacy indicators of two groups of kindergarten children with similar demographics and, in most cases, the same kindergarten teachers. One group attended half-day kindergarten the year prior to state funding, while the other group attended state-funded full-day kindergarten in year one. This made it possible to compare two groups of students with the closest match possible without having to identify and track specific students rather than as a whole class.

While the numbers of schools and students represented in these comparison groups are not large compared to the total schools and students funded for the 2007-2008 school year (data represents 8 schools and 345 students), the comparison study does show that students enrolled in full-day kindergarten made significantly greater progress than students in half-day kindergarten.



#### 4. Benefits for children reported by teaching staff and parents

*Full-day kindergarten can afford children the academic learning time needed to prepare for mastery of primary-grade reading and math skills. In doing so, such programs help circumvent subsequent needs for remediation or grade retention.”*

West Ed (2005), Denton K, West, J & Walston, J (2003)

To learn how state-funded full-day kindergarten is benefiting students and instructional practice, we asked teachers to share personal stories and examples. Response in this portion of the report was optional.

The chart that follows provides a comparison of the benefits reported by teachers, along with the legislated conditions of funding and benefits of full-day kindergarten identified in research. Teacher comments are listed in the middle column.

Parents also reported benefits of full-day programs. As part of their evaluation of K-3 demonstration programs, the Northwest Regional Educational Laboratory (NWREL) facilitated focus groups of parents. State-funded full-day kindergarten is one component of these projects. Parent comments related to full-day kindergarten are also included in the middle of section in italics in the chart below so they can be easily identified.

<b>Legislative Language (Conditions of Funding)</b>	Benefits of Full-Day Kindergarten Reported by Teachers and Parents	<b>Benefits of Full-Day Kindergarten Based on Research</b>
<b>Provide a rich curriculum...developing initial skills in the academic areas of reading mathematics, and writing.</b>	“The full-day kindergarten funding allows us to provide the extended math learning time not possible in a half day program. This is particularly critical for our students who come in without many experiences with mathematical thinking.”	<b>Greater progress for full-day children in literacy, math, general learning skills, and social skills.</b> Elicker and Mathur (1997)

<b>Legislative Language (Conditions of Funding)</b>	<b>Benefits Reported by Teachers Funded to Offer Full-Day Kindergarten in Washington</b>	<b>Benefits of Full-Day Kindergarten Based on Research</b>
<p><b>Learning through hands on experiences... Establish learning environments that are developmentally appropriate and promote creativity.</b></p>	<p>“By having the extra time in the day, students have the ability to go into depth their learning. An example of this is our self-directed time. Here they can ‘dive’ deeper into an area (art, math/science, drama, and construction).”</p> <p>My child’s confidence is way up and she feels tied to the school</p>	<p><b>Full-day kindergarten provides opportunities for extending learning experiences (Elicker and Mathur, 1997; Hough and Bryde, 1996; Wichita Public Schools, 1989).</b></p>
<p><b>Learning through hands on experiences... Establish learning environments that are developmentally appropriate and promote creativity.</b></p>	<p>“With the additional funding for full day kindergarten, teachers are able to extend the hands-on math games from Everyday Math. This allows students additional practice in mathematics, and it also frees up the teacher to work one-on-one with students struggling in various academic areas.”</p>	<p><b>The full-day schedule allows more appropriate challenges for children at all developmental levels. Fromberg, 1995; Lofthouse, 1994; Miller, 2002).</b></p>
<p><b>Acquiring social and emotional skills.</b></p>	<p>“Through having a full day, we can have a more comprehensive program that provides the staff a way to practice those social skills throughout the day. ...by just being able to have a full day allows our counseling staff more time to interact with the population, and students more time to practice their newly learned skills.”</p> <p>“I hear more names of other kids from my son this year.”</p>	<p><b>Full-day kindergarten programs can result in social benefits. J.R. Cryan (1992)</b></p>

<b>Legislative Language (Conditions of Funding)</b>	<b>Benefits Reported by Teachers Funded to Offer Full-Day Kindergarten in Washington</b>	<b>Benefits of Full-Day Kindergarten Based on Research</b>
<b>Provide a rich curriculum...developing initial skills in the academic areas of reading mathematics, and writing.</b>	“With the full day kindergarten we are able to use the reading programs and intervention strategies. Our students are able to read and write now-this is 2-3 months earlier than with half-day program! Think of where we will be in June!”	<b>Full-day kindergarten programs can result in academic benefits.</b> (Child Study Journal, 27(4), 273).
<b>Provide at least one thousand hours of instruction.</b>	“Regularly reviewing formative assessments and adjusting instruction to respond to this data makes our program more focused on student learning needs. ...We would not be able to provide the extended literacy and language learning time within a regular half day program.”  “My older child attended ½ day kindergarten and now I have a child in full-day kindergarten and I feel it is far superior.”	<b>More time to assess students and individualize instruction to their needs and interests</b> (Nelson, 2000; Vecchiotti, 2001)

## State Funded K-3 Demonstration Projects Developing Promising Models

*A growing body of research shows that children continue to make gains in schools that connect PK to a full-day Kindergarten and primary grades with aligned standards and curriculum in a coherent PK-3 education program. Bill Graves (2006)*

Kindergarten bridges early learning programs with the primary elementary years. State-funded full-day kindergarten affords districts the resources to support the social, cognitive and physical development of children as they transition into more formal education. It also provides the incentive for schools to improve and build stronger relationships with families and early learning providers, as well as the time teachers need to work on curriculum alignment with the other elementary classes.

To build our understanding and practice in better aligning our K-3 education system, the Legislature in 2007-08, approved funding for three districts to develop K-3 demonstration programs. What these districts are learning and developing holds promise to inform a deeper understanding of and broader engagement in P3 education in Washington State.

### ***K-3 Demonstration Projects***

In addition to full-day kindergarten, SB 5841 provided \$507,000 per year (for the 2007-2009 school years) each to three districts to implement K-3 demonstration projects in one school each. Funding was also provided to Northwest Regional Education Laboratory (NWREL) to conduct an external program evaluation of the K-3 demonstration projects.

#### *Districts & Schools Funded*

1. Bemiss Elementary, Spokane School District
2. White Center Heights Elementary, Highline School District
3. Barge-Lincoln Elementary, Yakima School District

#### *Financial Support*

Schools chosen to initiate K-3 demonstration projects were provided funding for two years to implement a full-day kindergarten program, reduce class sizes to a ratio of one teacher to 18 students and cover associated nonemployee-related costs such as classroom materials.

Funds were also provided to hire a one-half full-time instructional coach and release time for professional development related to program implementation.

Over the course of this first year, the schools funded have successfully hired teachers and reduced class sizes to a ratio of 1 teacher to 18 students. They have hired instructional coaches and worked with their teams to define a project vision and begin implementation of a P-3 program.

#### *Additional Instructional Requirements*

In addition to meeting the full-day kindergarten legislated conditions of funding, K-3 demonstration schools were required to provide children with:

- Opportunities to learn and feel accomplishment, diligence, creativity and confidence, as well as social and emotional development opportunities;
- A personalized learning plan that addresses academic knowledge and skill development, social and emotional skill development, critical thinking and decision-making skills, large and fine motor skill development, and knowledge of personal interests, strengths, goals; and
- A pathway to progress to the upper elementary grades when students have developed a solid foundation in reading and mathematics primary skills.

#### *Evaluation of Projects*

Northwest Regional Educational Laboratory (NWREL) was provided \$1,030,000 to conduct a two-year evaluation of the K-3 demonstration projects. Legislation providing funding requires that the evaluation determine:

- the degree to which students thrive in the education environment;
- how well students progress in academic, social, and emotional areas;
- which program components that have been most important to student success;
- the degree to which educational staff feel accomplished in their work and satisfied with student progress; and
- Making recommendations for continued implementation and expansion of the program.

As part of the evaluation, NWREL conducted site visits to schools and focus groups with parents. Following are some of the comments made by parents related to their experience with the K-3 classrooms.

*"The smaller group size is great, my child gets more attention."*

*"My third grade child was shy at first, but she fit right in and made friends"*

*"It helped her daughter overcome a reading problem because she got more time with the teacher. My daughter has become more confident."*

*"Smaller class size keeps kids on their toes. There is more two-way communication in the classroom"*

*"My child's work is of higher quality this year. He gets more help from the teacher so he can polish up his work."*

*"Last year my child attended school in another district, the class was larger. There the teacher knew test scores. This year the teacher knows my child's strengths and weakness, personality and behavior."*

#### *Projects Identify a Special Area of Focus*

While each K-3 demonstration school must meet all the requirements included in the legislation, project schools were encouraged to choose one area of focus that uniquely supports the goals for students. The point of this focus was to identify and develop specific activities that are both sustainable and replicable, and that could be expanded per the intent of the legislation. Following are some of the activities that show promise toward this goal.

#### ***White Center Heights Elementary – Highline School District***

White Center Heights Elementary organized a cross-grade planning team to define a vision for their school program to grow from. They invited representatives of the Head Start and multi-ethnic community-based early learning programs to meet with them to refine the vision and begin work on a common philosophy and curricula for the preschool and kindergarten programs.

As part of their outreach the K-3 demonstration hosted an evening training on what a P-3 educational model entails and invited staff of their local Head Start and several of their multi-ethnic community preschool providers. "Learning walks" (site visits) which included K-3 school district staff visiting the Head Start and community preschool classrooms and the preschool program and Head Start staff visiting school classrooms have also been conducted. These activities are both important steps in developing the relationships and understanding necessary to support P-3 educational partnership.

*White Center Heights is developing a successful process for engaging pre-kindergarten programs in its community to create a shared vision and professional exchange for P-3 alignment.*

### ***Bemiss Elementary – Spokane School District***

Bemiss Elementary identified a cross-team interest in helping students to build and develop social and emotional skills. Staff identified a social emotional evaluation tool that is used in ECEAP programs in their community, and were planning to pilot a K-3 version of the same tool beginning in the fall.

Bemiss, along with two others in the Spokane district, will be working in partnership with ECEAP and participating in community-based early childhood programs using the Devereux Early Childhood Assessment (DECA) and the Devereux Early Childhood School Assessment (DESA) Through its interest and participation in the regional early learning coalition, the Bill & Melinda Gates Foundation recently announced it will provide funding to expand the project to a community-wide effort, creating alignment in social emotional support and skills development across Pre-k-3.

*Bemiss Elementary and its community partners are developing a promising model for alignment of early learning focused on social emotional skill building. With 58% of all ECEAP programs currently using the DECA and requirement for all ECEAP contractors statewide to participate in training, Successful implementation of this effort will provide a model with potential for implementation statewide.*

### ***Barge Lincoln Elementary – Yakima School District***

At Barge Lincoln Elementary, the focus is on helping students feel confident and competent as learners and leaders. The K-3 demonstration funding has made it possible for teachers to engage students in long- term projects focusing on literacy and rich use of language.

Projects have included poetry nights, long-term reading and documentation based on the Spiderwick Chronicles and opportunities for students to build and use rich vocabulary in new ways. Community papers, radio and reader boards were engaged in word of the day and evening presentations by students. A side benefit of these events is that family involvement is also increasing. With both full-day kindergarten and the additional funding to reduce class size, Barge Lincoln has had the time to identify new ways to engage students in ways that can be shared with other schools and districts to enhance school success.

*Barge Lincoln is developing a promising model which can help other schools working to enhance students' interest in school and engage family and community.*

*OSPI Technical Assistance & Support to K-3 Demonstration Project Schools*

This year OSPI provided support to demonstration projects by organizing quarterly meetings via video conference, which included presentations by the NWREL evaluators and a guest speaker from the New School Foundation who discussed the foundation's model P-2 program in Seattle. In May of 2008, OSPI sponsored a two-day P-3 symposium. Funding for the symposium was provided by the Boeing Foundation. One full day of the symposium was dedicated to school teams from the K-3 demonstration schools along with teams from the Toppenish and Bremerton school districts who are also engaged in P-3 activities. Day two of the symposium included a tour of the New School P-2 model program, and discussions with advocates and policy makers.

## Public and Private Partnerships – Building Capacity and Connections

*“Too often government officials design programs for children as if they lived their lives in silos, as if each stage of a child’s life were independent of the other, unconnected to what came before or what lies ahead.” James Heckman (2007)*

To become an effective leader and further promote interest and engagement of districts in the difficult work of early learning alignment, OSPI must first work effectively with both public and private early learning partners.

This year has afforded the Early Learning office at OSPI many opportunities to work closely with early care and education partners from around the state. Following are four examples of the OSPI partnership activities which are supporting the development of a state- wide aligned system of technical assistance and support for early care and education in schools.

### ***Early Learning Partnership & Joint Resolution***

Just as quality early care and education supports the whole child, it takes a strong commitment of state agencies to build a seamless system of early care and education for children birth through age eight.

In April of 2008, representatives of the Office of the Superintendent of Public Instruction and our partners at the Department of Early Learning and Thrive by Five Washington (a public-private partner) met to identify key areas of intersecting work. From this dialog a “Joint Resolution” was drafted which included a four-part readiness message, identified areas of intersecting systems work and the leadership and partner roles to address them. Following are the readiness message and a list of the areas of intersecting work. A copy of the resolution is contained in the appendix of this report.

Ready Children + Ready Schools + Ready Parents and Families +Ready Communities

- Early Learning and Developmental Benchmarks;
- Early Learning Professional Development System;
- Information Technology System, Data and Resource Mapping;
- Kindergarten Assessment Process; and
- Early Literacy Development

Leaders of the Early Learning Partnership have met three times throughout the year to discuss progress and provide direction for staff as they move forward on projects assuring collaboration and partnership across agencies.

### ***Bremerton Lighthouse Project***

*“Schools that connect high-quality Pre-Kindergarten programs with high quality Kindergarten first, second and third grades have produced strong student performance.”*

Foundation for Child Development (2008)

During the 2007 session, the Washington State Legislature named Bremerton School District as the first “Lighthouse District”, granting it authority and \$65,000 over two years to partner with 10 schools across the state and to support and mentor them as they implement a full-day kindergarten program which meets legislated conditions of funding.

The Bremerton School District has developed one of the most highly successful early learning programs in Washington State. The Bremerton developed model is remarkable for many reasons, most notably their strong partnerships with early childhood care providers and community organizations.

In 2007, the district received the American School Board Journal (ASBJ) Magna Award for innovative practices. In October of 2008, its successes were highlighted in a national report from the Foundation for Child Development, a national non-profit which promotes PK-3 educational programs. According to the report:

“The Bremerton School District has demonstrated unprecedented student improvement in four key areas:

- Increased early literacy skills for Pre-K children
- Free full-day kindergarten for all
- Curriculum and alignment from Pre-Kindergarten through third grade
- Professional Development to support teachers to implement the Pre-K -3<sup>rd</sup> plan”

Funding from the Legislature has made it possible for districts receiving state funding for full-day kindergarten to take part in intensive year-long mentoring. Mentor supports include a two-day institute, on-site presentations for the mentee school board or community; training for staff in how Bremerton reached out to early learning providers, partnered in selecting curricula,

and created logistics that have helped them achieve success. Districts that participated in the 2007-2008 school year include: *Bridgeport, Longview, Mabton, Oakville, Othello, Oakville, and Shelton.*

The Bremerton School District also provided technical assistance, support and tours to many additional districts and organizations throughout the year. The Bremerton Lighthouse Institute and Mentor program provides a successful tested model for district learning. A full copy of Bremerton's year one report is included in the appendix of this report.

### **P-3 Symposium**

In May, OSPI, the New School Foundation and Boeing Foundation sponsored a two-day symposium on P-3 education. Funding provided by the foundations made it possible to bring Kristi Kauerz, a notable P-3 researcher, to Seattle to discuss elements of P-3 education, and how P-3 can improve educational outcomes for all children and reduce the achievement gap.

The goals of the symposium were two-fold. Day one of the symposium was a day-long session with Kristie Kauerz for district educational teams working to develop a P-3 programming. Day two included district teams, stakeholders and policy makers as participants. Day two also included a tour of the New School P-3 program and keynote by Kristi Kauerz.

### **District Early Learning Leadership Projects**

The Bill & Melinda Gates Foundation, in collaboration with OSPI, Thrive by Five Washington and the Department of Early Learning, has committed to further school district leadership in early learning by providing grants to school districts.

The intent of the funding is to aid school districts to be effective and innovative in connecting to early learning partners in their communities and improve alignment across early learning and into elementary school. Our intent is to measure improved school readiness rates among young children and ensure those gains are maintained through the primary grades.

OSPI and our primary partner, the Bremerton School District, will support districts, providing both targeted technical assistance per their request and a series of professional networking opportunities focused on enhancing their ability to develop aligned, high quality and sustainable model programs.

As we assist districts in aligning early learning from birth to age eight, OSPI will document the process, and develop a "training of trainers" method of disseminating successful models for replication.

## Looking forward

Schools offer an array of programs for children birth through age eight, some of which are highlighted in this report. Taken individually, each program is having a significant impact on learning for children who are enrolled. However, research on how children learn and develop clearly identifies that children benefit most from learning opportunities that are connected and aligned. While we know there is much more work to do, the foundation has been established. Today districts and schools have access to on call technical assistance along with orientation with conference sessions specifically focused on supporting successful implementation of state funded full-day kindergarten. This year the K-3 demonstration schools, and districts from around the state who participated with the Bremerton Lighthouse program received professional development and targeted technical assistance focused on building early learning partnerships, curriculum alignment and over 50 staff from five districts participated in the first annual P-3 symposium.

Most recently OSPI's partnership with the Bill & Melinda Gates Foundation has led to five districts being funded to expand or create new programs to support programs for children birth through age eight.

OSPI and our partners are making significant progress in developing the statewide early learning technical assistance and support network districts need to initiate model programs and build the relationships for educational alignment that children need to assure a strong foundation for early educational success.

## References

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- Gene I. Maeroff 2006 "*Building Blocks Making Children Successful in the Early Years of School*" Palgrave Macmillan
- *America's Vanishing Potential The Case for PreK-3<sup>rd</sup> Education*, Report from the Foundation for Child Development 2008
- James Heckman, March 19, 2007 "*Beyond Pre-K: Rethinking the Conventional Wisdom on Educational Intervention*", Education Week

**Appendix**



**The Early Learning Partnership Resolution**

**Between**

**The Washington State Department of Early Learning**

**And**

**The Washington State Office of the Superintendent of Public Instruction**

**And**

**Thrive By Five Washington, the Early Learning Fund**

**Whereas**, The Washington State Department of Early Learning, Thrive by Five Washington, the Early Learning Fund and the Washington State Office of Superintendent of Public Instruction are delighted to collaborate on behalf of all young children and families in Washington State; and

**Whereas**, we commit to jointly support the development of high quality, aligned early care and education programs that respect and reflect the rich diversity of children and families throughout our state; and

**Whereas**, at the heart of our shared efforts is our understanding that “school readiness” encompasses four concepts:

Ready Children + Ready Schools + Ready Parents and Families +

Ready Communities

**Ready children** are healthy and socially, emotionally, and cognitively prepared for success in school and life;

**Ready schools** are prepared to meet the individual needs of the diverse children who enter kindergarten;

**Ready parents and families** have the information and resources needed to be their children’s first and most important teachers;

**Ready early learning professionals and communities** have the information and resources needed to support parents, children and schools; and

**Whereas**, The Department of Early Learning, Thrive by Five Washington, and the Office of Superintendent of Public Instruction are committed to working together to create an environment in Washington State in which there are ready children, ready schools, ready parents and families, and ready communities, and

**Whereas** we agree that by working collaboratively together, every child in Washington may reach her full potential and will have the best opportunity to succeed in school and life.

**Now, Therefore, Be It Resolved**, that the Leadership of The Early Learning Partnership has identified the following five priority areas on which to focus:

- Early Learning and Developmental Benchmarks;
- Early Learning Professional Development System;
- Information Technology System, Data and Resource Mapping;
- Kindergarten Assessment Process; and
- Early Literacy Development; and

**Be It Further Resolved**, that the Department of Early Learning will take lead responsibility for Early Learning and Developmental Benchmarks; Early Learning Professional Development System Mapping; Information Technology System, Data and Resource Mapping; and,

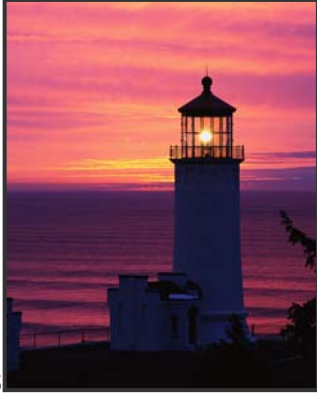
**Be It Further Resolved**, that the Office of Superintendent of Public Instruction will take lead responsibility for implementation of a Kindergarten Assessment Process; and,

**Be It Further Resolved**, that Thrive By Five Washington will take lead responsibility for Early Literacy Development, and Culturally and Linguistically Appropriate Companions to the Early Learning and Developmental Benchmarks; and

**Be It Further Resolved**, that each organization considers “lead responsibility” to mean convening interested parties, including but not limited to parents, early learning and K-12 professionals, and the primary responsibility for document production; and,

**Be It Further Resolved**, that while an organizational lead for each of the priority areas is now identified, the Leadership of The Early Learning Partnership agrees to meet quarterly to assess the progress in each of the priority areas; and

**Be It Finally Resolved**, that each organization will provide input, support, and actively participate with the others on each priority area to ensure the advancement of a seamless, learner-focused, world-class early childhood education system in Washington State.



# BREMERTON LIGHTHOUSE DISTRICT

## End of the Year Report

July 2008

### *Summary of all Lighthouse Activities*

#### **Identified Districts Through the I-Grant Process with Mary Seaton, OSPI:**

1. Many phone calls and discussions to encourage districts to apply.
2. Established selection criteria.
3. All schools that applied were selected including:
  - Bridgeport
  - Longview
  - Mabton
  - Oakville
  - Othello
  - Shelton

#### **Two day training on Bremerton Site November 6<sup>th</sup> and 7<sup>th</sup> (see attached agenda):**

All schools sent representation. Bethel School District joined us for the first day.

The first day we started with each group introducing another school. The groups talked about their school; the families and children they serve, their preschool connections or hopes, what they are most proud of, and what their goal was for their own learning.

Each group was given a notebook with printed information that we have developed over the past several years; establishing the ECCE, research, PowerPoint presentations to use with their community and school district, What the Day Looks Like for Full Day Kindergarten, preschool professional development, P-3 research with how to combat the fade out effect, reading map with supplemental materials, Early Learning Benchmarks, The Florida Site for Full Day Kindergarten Learning centers on a disk, and parent engagement. All groups participated in district-wide Learning Walks to visit every full day kindergarten and many preschools (ECCE).

At the end of day one, each group identified what they had seen that confirmed what they were already doing, what they learned that they could apply and what they wanted to know more about for the next training day.

The second day, we went over critical components for a P-3, plus community and school wide emphasis on student achievement. We broke into groups based on identified needs from the Learning Walks; How to Build a Preschool to Kindergarten connection, Building a P-3 school approach (not just a preschool added on to K-3), Full Day Kindergarten Curriculum and Building Vocabulary, Preschool Curriculum and Professional Development.

We reviewed the following resource books and gave one to each group:

- Leading Early Childhood Learning Communities. What Principals Should Know and be Able to Do, A Guide for those who care about creating and supporting quality in schools, NAESP 2005.
- Ready or Not Leadership Choices in Early Care and Education by Stacie G. Goffin and Valora Washington, 2007.
- Nurturing Knowledge Building a Foundation for School Success by Linking Early Literacy to Math, Science, Art, and Social Studies by Susan b. Neuman and Kathleen Roskos.

At the end of the day, each group filled out a Self Reflection that identified their own strengths, what they thought was valuable about the two day training, what their next steps might be and what support they needed from us.

### **Next Steps:**

We continue to host other school districts that want to visit our Early Childhood & Full Day Programs and will keep track of these schools.

We have contacted each school to:

1. Set up next steps for support.
2. Obtain Fall DIBELS data for kindergarten.
3. Share information on providing families with activities to support their child over the vacation (joyful multiple practice opportunities that target what the child needs).

Some schools have contacted kindergarten teachers directly to exchange ideas. Principals have contacted other principals in our district to exchange ideas. We have located the ESD that supports each school and will contact them to support trainings/branch out to other schools in their area. K-20 with Mary Seaton, OSPI on November 26, 2007.

## *January –July 2008 Update*

### **March 20, 2008- School Board Report (see Attached School Board Report):**

Celebration and Bremerton School Board Report for FDK, Early Childhood and First Grade Achievement. Report on cost-analysis and effectiveness of Bremerton FDK. Children, teachers and parents participated in the presentation. Please see Full Day Kindergarten Building a PK-3<sup>rd</sup> Grade System of Support A Report to the Bremerton School Board, Linda Sullivan-Dudzic, Director of Special Programs and School Support March 20, 2008.

### **Ongoing Technical Assistance and Training to Mentee Schools:**

Technical assistance for lighthouse partners. We provided on site technical assistance for Longview, Bridgeport, Othello, Oakville and Mabton. We did School Board Presentations and community presentations for our lighthouse partners. We connected Bremerton staff with lighthouse staff based on their specific needs and questions. For example, kindergarten teachers to kindergarten teachers, budget people with budget people. We reviewed curriculum with curriculum directors. We arranged for learning walks monthly and many of our lighthouse partners sent follow up teams. For example, Longview sent a team of principals to learn how to make their schools welcoming to preschool partners and how to connect with their community.

Additional training, technical assistance, state and agency presentations and visitations to help other school districts were provided throughout the year. For example, Clover Park as part of their AYP District Improvement facilitator requirements asked that we participate with them on a strategic planning meeting and provide suggestions on how to increase student achievement (see attached Lighthouse Summary Information 2007-2008 School Year).

### **April 15, 2008- K- 20 Video Conference with Lighthouse Partners and Mary Seaton (See attached agenda and invitation):**

Each lighthouse partner reported on their progress using the format suggested by Mary Seaton. This was an important event to encourage our lighthouse partners, exchange ideas and served to keep us all accountable. It was at this time that our Shelton Lighthouse partner decided not to participate.

### **May 12-13, 2008 - P-3 Education Symposium:**

We brought a team to the P-3 Education Symposium to present. This was an excellent symposium planned by Mary Seaton. We were able to link up with other presenters and exchange information. .

### **June 6, 2008 - FDK Orientation:**

We presented as part of the opening and brought a team with us. We provided information in three breakout sessions for other districts. We have followed up with several of the participants who wanted more information on how to provide an early childhood and FDK connection.

### **Key Components for Cost-Efficient and Effective FDK Programs:**

Please see Full Day Kindergarten Building a PK-3<sup>rd</sup> Grade System of Support A Report to the Bremerton School Board, Linda Sullivan-Dudzic, Director of Special Programs and School Support March 20, 2008. This is also Bremerton's contribution to the Implementation Guide to be developed with OSPI and Reading First.

### **Lesson Learned from Lighthouse Partners (See attached Lighthouse Partner Summary reports).**

#### **The Importance of the two day teaching and Learning Institute in November on our site**

- *Each district/school needs to bring a team.*
- *People want to see what is going on and talk with staff "in the trenches".*
- *Build on existing strengths of each school and provide STRUCTURED opportunities to exchange information.*
- *Plan the second day in response to each school's immediate questions.*
- *Lighthouse partners reported that this was extremely beneficial and enabled them to inventory where they are and what their next steps need to be.*

#### **The Importance of Being Structured and Intentional**

- *Research-driven, consistent curriculum for FDK including supplemental materials.*
- *Map out the FDK day to take advantage of every moment based on research AND involve teachers in the design.*
- *Acknowledge the most recent brain development research and the importance of practice opportunities that are targeted and are highly motivating for children.*
- *Ongoing consistent professional development and technical assistance for lighthouse partners (site visits, community presentations, school board meetings, phone calls, e-mail, exchange of materials etc.)*
- *Connect school district staff with lighthouse partner staff based on their specific needs. For example, kindergarten teacher to kindergarten teacher, budget person to budget person.*

#### **The Importance of Accountability**

- *Ensure that partners take on the responsibility for their own progress.*

- *Lighthouse partners that are most successful have established a data system AND use it to review and revise.*
- *Respectful review of data, celebrate success, scaffold the learning.*
- *Look at the FADE OUT research and take action to impede.*

**June 30, 2008- P-3 Meeting with Mary Seaton, OSPI on FDK:**

Phone conference with Mary Seaton to talk about lighthouse partner's progress, End of the Year Report and I-Grant application for new partners for the 2008-2009 school year. Mary has been a tremendous source of encouragement and resource for the Bremerton School District. We have participated in the P-3 Symposium and FDK statewide conferences that she has organized and implemented. We have exchanged strategies and information throughout the year. I value her knowledge and expertise in the field of early childhood AND education.

**Next Steps:**

*iGrant* process for new lighthouse partners and renewal process for this year's lighthouse partners.

## Lighthouse Summary Information

### 2007-2008 School Year

#### Lighthouse Partners

• Othello School District	Heather Franklin	509-488-4892
• Bridgeport School District	Steve Pointer	509-686-2201
• Longview School District	Mary Carr-Wilt	360-575-7429
• Oakville School District	Sheryl O'Brien	360-273-5946
• Mabton School District	Dawn Weddle	509-894-4941
• Shelton School District	Stephen Warner	360-426-8281
• Mary Seaton	OSPI	360-725-4463

#### Presentations

• Leadership Kitsap		November 2, 2007
• Bethel School District	Mary Fischer	November 6-7, 2007
• Kiwanis Club of Bremerton		December 6, 2007
• Gates Foundation	Jodi Haavig	January 14, 2008
• Tacoma Public Schools	Leslie Meisner	January 22, 2008
• WA Head Start/ECAP		February 20, 2008
• Darrington School District		February 21, 2008
• Highline School District	Martha Teigen	February 25, 2008
• Supt. Regional Cohort Visit		February 29, 2008
• KMHS Child and Family Services		March 4, 2008
• WAEGM Conference		March 17-19, 2008
• Fort Warden Head Start ECEAP		April 10-11, 2008
• P-3 Symposium		May 11, 2008
• P-3 Education Symposium		May 12-13, 2008
• Clover Park Presentation		May 16, 2008
• Full Day Kindergarten Orientation		June 6, 2008
• Gates Foundation	Jodi Haavig	July 9, 2008
• Eastmont School District	John Fishburne	July 10, 2008

## **Learning Walks & On-Site Visitations**

- Sumner School District
- Everett School District
- Evergreen School District
- Longview School District
- Shelton School District
- Othello School District
- Oakville School District
- Mabton School District
- Bridgeport School District

## **Inquiry/Technical Assistance**

- Anacortes School District
- Bellevue School District
- Central Kitsap School District
- City of Seattle, Office of Education
- Clover Park School District
- Daffodil Valley Elementary
- Department for Neighborhoods – Office of Education from Seattle
- Derrington School District
- Everett School District
- Federal Way School District
- Gates Foundation
- New School Foundation
- North Kitsap School District
- Orcas Island School District
- Pasco ESD
- Peninsula School District
- Port Angeles School District
- Port Townsend School District
- Renton School District
- Seattle School District
- Skokomish School District
- South Kitsap School District
- Sumner School District
- Tacoma School District
- Toppenish School District
- Yakima School District