

## System Yearly Update – Kindergarten Readiness (KR) Board Outcome

KR– YEAR ONE	KR – YEAR TWO	KR – YEAR THREE	KR– YEAR FOUR	KR – YEAR FIVE
<ul style="list-style-type: none"> <li>Describe how your system is currently collaborating with early childhood care and education programs in your community to support kindergarten readiness.</li> </ul>	<ul style="list-style-type: none"> <li>Describe specific efforts made by your system to increase or enhance collaboration with early childhood care and education programs in your community to support kindergarten readiness.</li> </ul>			
<ul style="list-style-type: none"> <li>Explain how your system is ensuring that early childhood care and education programs are available to all children in the community on an equitable and inclusive basis, so that children of all abilities and backgrounds have the opportunity to learn together in the same classrooms as their peers?</li> </ul>	<ul style="list-style-type: none"> <li>What disaggregated data is your system collecting and analyzing to ensure young children of all abilities and backgrounds have equitable and inclusive access to general education classroom settings? Please explain the data findings.</li> </ul>	<ul style="list-style-type: none"> <li>What does your 3-year disaggregated data tell you about the improved readiness level of students entering kindergarten?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the progress made in Kindergarten Readiness according to your disaggregated assessment data.</li> </ul>	

<ul style="list-style-type: none"><li>• How does your system engage and partner with families and caregivers to support learning at home and smooth transitions into kindergarten?</li></ul>	<ul style="list-style-type: none"><li>• What programs or systems do you have in place to engage and partner with families and caregivers of students who will be transitioning into kindergarten?</li></ul>	<ul style="list-style-type: none"><li>• Reflect on qualitative data from families, caregivers, community partners and teachers. What are you seeing and hearing from these stakeholders that demonstrates improved school readiness for the community, educational environments, families and children?</li></ul>		
--	---	---	--	--

<ul style="list-style-type: none"> <li>• What did the data gathered from early childhood care and education programs and the Kindergarten Readiness Snapshot tool tell you about the strengths and needs of early childhood environments and instruction? How are you using this data to create environments and instruction to meet the needs of incoming kindergarteners?</li> </ul>	<ul style="list-style-type: none"> <li>• In year 1 you reviewed data to determine strengths and needs of kindergarten readiness in your system. What changes have been made to respond to the identified needs?</li> </ul>	<ul style="list-style-type: none"> <li>• At the midpoint of your 5-year KESA cycle, have you identified any need to change/modify your existing strategies based on data you have collected? Please explain.</li> </ul>	<ul style="list-style-type: none"> <li>• Has the analysis of your data led you to any modifications or adjustments to your strategies to improve Kindergarten Readiness? Please explain</li> </ul>	<ul style="list-style-type: none"> <li>• Focusing on the early childhood care and education programs and Kindergarten Readiness Snapshot tool measures from year-1, what improvements have been seen in Kindergarten Readiness over the full KESA cycle? (Include the percentage of kindergarten students in each building who participate in the Kindergarten Readiness Snapshot, the ASQ-3 and the ASQ:SE-2, unless the teacher collaborates with the family</li> </ul>
--	--	---	--	---

				to determine that the ASQ should not be used.)
--	--	--	--	--

			<ul style="list-style-type: none"><li>• How do you ensure that appropriate staff are implementing with fidelity the selected strategies for Kindergarten Readiness?</li></ul>	<ul style="list-style-type: none"><li>• What practices developed over the full KESA cycle will be sustained as you move into KESA cycle two?</li><li>• What does your data indicate regarding needs that might influence strategies to improve Kindergarten Readiness in KESA cycle two?</li></ul>
--	--	--	---	--