Troy CCSD 30C

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Where the future begins!

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The Troy CCSD 30-C learning community will achieve excellence and will conquer the challenges of the future.

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Board of Education Quick Report

Kindergarten Individual Development Survey (KIDS)

The Illinois State Board of Education has established an Advisory Committee comprised of early childhood experts, to develop a compressive kindergarten readiness assessment tool. The survey developed as a way to capture statewide data on the school readiness of Illinois' kindergarteners.

KIDS is a comprehensive process designed to provide information about children's competencies across developmental domains over time and to inform whether Illinois' kindergarteners have the skills and knowledge needed to succeed in school.

Purposes
- State
    - Gather comparable Kindergarten readiness data throughout the state
    - Use the data to evaluate Early Childhood Programming and to allocate funding for programming
- Troy
    - Use the data to assess the effectiveness of local preschool programming
    - Use the data formatively to guide instruction
    - Use the data within the RtI process
    - Additional local uses will be discussed further in the future

Assessment Information
- One required rating is due at 40 days of student attendance. There will be a 2 week window open for inputting the ratings.
    - Evidence for the first rating is used from attendance days 1-40.
    - The second and third rating periods will be available for local use, but not required by the state.
- Ratings will be reported to the state through the KIDStech rating system.
- A reduction has been made to 14 measures of school readiness that, based on research literature, were determined to be most predictive of school success.
- The 14 measures all kindergarten students will receive a rating on are:
    - Curiosity and Initiative in Learning
    - Control of Feelings and Behavior
    - Engagement and Persistence
    - Relationships and Social Interactions with Familiar Adults
    - Relationships and Social Interactions with Peers
    - Classification
    - Number Sense of Quantity
    - Number Sense of Math Operations
    - Shapes
    - Communication and Use of Language (Expressive)
    - Reciprocal Communication and Conversation
    - Comprehension of Age-Appropriate Text
    - Phonological Awareness
    - Letter and Word Knowledge
- All domains and measures in the KIDS instrument will still be available for local use.

__Implementation Timeline__
- 2016-2017
    - 2 Day Training for Kindergarten Teachers
    - ½ Day Training for Elementary Administrators
    - Gradual study/application of the 14 measures

- 2017-2018
    - Mandated requirements go into effect
        - Fall rating of 14 measures into KIDSTech

Student End of Year Self Reflection

Staying in touch with your own progress toward a goal and knowing when you have reached it both reinforce the value of effort. When students reflect on their learning process and growth and share observations about achievement or about themselves as learners, it helps anchor their learning in long-term memory.

This impacts student motivation and retention.
Adapted from "Seven Strategies of Assessment for Learning" by Jan Chappius.

As a way to provide closure to students, the Department for Teaching and Learning has created a guidance document for teachers to use with their students. This document provides talking points and self-reflection activities for students in regards to the yearlong goals they had created.

The reflection is divided into three parts:
- Reflecting on Achievement
    - What did I learn?
    - What learning goals have I mastered?
    - What are my strengths in this area?
    - What do I still need to work out?
    - What learning targets have I not yet mastered?
- Reflecting on the Learning Process
    - How did I learn it?
    - How have I worked towards my learning goals?
    - What would I change about what I did?
    - What should I remember to do again?
- Reflecting on Themselves as Learners
    - What did I learn about myself as a learner?
    - What helps me as a learner?
    - What things are difficult for me as a learner?
    - What used to be difficult that is easier now?
        - How did that happen? What did I do to make it happen?

Professional Development Administrative Academy for Building Leaders-June Session

As part of our strategic plan aligned to continuous improvement, the administrative team will begin our summer learning sessions with an administrative academy related to our district initiative on formative assessment.

Making Assessment and Instruction Indivisible: Classroom Formative Assessment
Assessment isn't just an event that takes place at the end of instruction. Rather, assessment experiences can be integrated into any lesson or activity and drive real-time instructional adjustments for teachers and real-time learning adjustments for students that increase achievement. Both teachers and students become data-driven users of ongoing assessment. Participants will: learn the critical components of the formative assessment process and techniques that scaffold learning experiences that develop self-regulated, assessment-capable students that are in

control of their learning, receive tools to guide conversations with teachers that encourage evidenced – based instructional decisions that result in intentional teaching and learning, and learn how key formative assessment concepts enhance teacher practice that aligns with the Danielson Framework for Teaching.

Reference book: *Seven Strategies of Assessment for Learning*, by Jan Chappuis, Pearson, 2015,