

# The Start of School

## *Using Population-level Data for System Change Outcomes of the EDI*

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# Consider the System



# The EDI

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A WEST HARTFORD PILOT PROJECT

# A DETAILED LOOK AT THE EDI

Defining Readiness for School	Related EDI Questions
<b>PHYSICAL HEALTH &amp; WELL BEING</b>	
<p><b>Physical readiness for school day</b> Children who never or almost never experienced being dressed inappropriately for school activities, coming to school tired, late or hungry.</p>	<p>Since the start of school in the fall, has this child sometimes (more than once) arrived :</p> <ul style="list-style-type: none"> <li>• over- or underdressed for school-related activities</li> <li>• too tired/sick to do school work</li> <li>• late</li> <li>• hungry</li> </ul>
<p><b>Physical independence</b> Children who are independent looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> <li>• is independent in washroom habits most of the time</li> <li>• shows an established hand preference (right vs. left or vice versa)</li> <li>• is well coordinated (i.e., moves without running into or tripping over things)</li> <li>• sucks a thumb/finger</li> </ul>
<p><b>Gross and fine motor skills</b> Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.</p>	<p>How would you rate this child's:</p> <ul style="list-style-type: none"> <li>• level of energy throughout the school day</li> <li>• proficiency at holding a pen, crayons, or a brush</li> <li>• ability to manipulate objects</li> <li>• ability to climb stairs</li> <li>• overall physical development</li> </ul>
<b>SOCIAL COMPETENCE</b>	
<p><b>Overall social competence</b> Children with excellent or good overall social development, very good ability to get along with other children and play with various children, usually cooperative and self-confident.</p>	<p>How would you rate this child's:</p> <ul style="list-style-type: none"> <li>• overall social/emotional development</li> <li>• ability to get along with peers</li> </ul> <p>Would you say that this child:</p> <ul style="list-style-type: none"> <li>• plays and works cooperatively with other children at the level appropriate for his/her age</li> <li>• is able to play with various children</li> <li>• shows self-confidence</li> </ul>
<p><b>Responsibility and respect</b> Children who always or most of the time show respect for others, and for property, follow rules and take care of materials, accept responsibility for actions, and show self-control.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> <li>• respects the property of others</li> <li>• follows rules and instructions</li> <li>• demonstrates self-control</li> <li>• demonstrates respect for adults</li> <li>• demonstrates respect for other children</li> <li>• accepts responsibility for actions</li> <li>• takes care of school materials</li> <li>• shows tolerance to someone who made a mistake (e.g., when a child gives a wrong answer to a question posed by the teacher)</li> </ul>
<p><b>Approaches to learning</b> Children who always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> <li>• listens attentively</li> <li>• follows directions</li> <li>• completes work on time</li> <li>• works independently</li> <li>• works neatly and carefully</li> <li>• is able to solve day-to-day problems by him/herself</li> <li>• is able to follow one-step instructions</li> <li>• is able to follow class routines without reminders</li> <li>• is able to adjust to changes in routines</li> </ul>
<p><b>Readiness to explore new things</b> Children who are curious about the surrounding</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> <li>• is curious about the world</li> </ul>

## EDI RESULTS FOR ALL WEST HARTFORD KINDERGARTENERS

Domain	Subdomain	Count	% Not Ready	% Somewhat Ready	% Ready
Social Competence	Approaches to learning	683	16%	37%	48%
	Overall social competence	683	15%	47%	38%
	Readiness to explore new things	683	4%	25%	71%
	Responsibility and respect	683	10%	24%	66%
Physical Health & Well-being	Gross and fine motor skills	683	40%	20%	41%
	Physical independence	683	19%	0%	81%
	Physical readiness for school day	683	3%	0%	97%
Language & Cognition	Advanced literacy skills	683	9%	5%	86%
	Basic literacy skills	683	5%	13%	83%
	Basic numeracy skills	683	13%	8%	79%
	Interest literacy/numeracy and memory	683	12%	12%	76%
Emotional Maturity	Aggressive behavior	683	6%	7%	87%
	Anxious and fearful behavior	683	2%	11%	86%
	Hyperactivity and inattention	683	17%	18%	65%
	Prosocial and helping behavior	683	43%	31%	26%
	Communication and general knowledge	683	42%	24%	35%

# Discussion

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- 1. What would you predict to be the EDI outcomes in your community?**
  - Short term
  - Long term
- 2. What are the barriers to EDI implementation in your community?**

# EDI: What did West Hartford tell us?

## HELPING AND PROSOCIAL BEHAVIOR

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- Formalize social skills curricula in PK and K
- Create opportunities for child-to-child mentoring
- Create opportunities for parent-to-parent mentoring
- Create weekend family field trips with an educator chaperone
- Offer supervision for students after school on the school playgrounds
- Connect universities with early childhood programs to the town's recreational programs
- Provide transportation to recreational activities

# EDI: What did West Hartford tell us?

## GROSS AND FINE MOTOR SKILLS

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- Keep play in kindergarten classrooms
- Make school playgrounds accessible to young children
- Integrate the arts more deeply in preschool and kindergarten classrooms (music, poetry, beading, clay)
- Increase access to full-day preschool
- Prepare gross and fine motor activities for pediatricians' offices
- Create boxes of toys that build fine motor skills at the library for sign out
- Distribute scissors to parents of preschoolers



# EDI: What did West Hartford tell us?

## COMMUNICATION AND GENERAL KNOWLEDGE

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- Allow children more time for socialization
- Promote young children's autonomy and independence;
- Focus on the arts for communication (music, visual arts)
- Distribute books to encourage literacy and communication;
- Encourage adults to let children speak;
- Encourage parents to read to and speak with their children in any language;
- Offer two-generation support to families learning English

# EDI: What did West Hartford tell us?

## BIG Ideas

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- 1. Children need unstructured play**  
*Child-to-child interactions in unstructured settings foster development, especially in the WH growth areas.*
- 2. Parents need to better understand early learning and development**  
*Parents need specific strategies for skill improvement, in addition to information about developmental milestones.*
- 3. The community must offer programs and services to accommodate working families.**  
*Census data showed that 74% of children in West Hartford have two working parents.*

# EDI: What did West Hartford tell us?

## BIG Ideas

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### **Children need unstructured play**

*Child-to-child interactions in unstructured settings foster development, especially in the WH growth areas.*

- ✓ *Increased access to full-day PK with opening of Charter Oak International Academy (COIA) – 5 classes for 3 & 4 year olds*
- ✓ *Leadership – hired a Department Supervisor for Early Childhood in 2016-17 – critical instructional practice shifts towards more developmentally appropriate practice, social emotional learning, play-based learning, and oral language development*



**Parents need to better understand early learning and development**

*Parents need specific strategies for skill improvement, in addition to information about developmental milestones.*

- ✓ *Great by 8 organized a brain-based development family/community all day Saturday workshop*
- ✓ *District-wide Parent Teacher Council session on PreK readiness*
- ✓ *Student-led parent conferences*

# EDI: What did West Hartford tell us?

## BIG Ideas

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**The community must offer programs and services to accommodate working families.**

*Census data showed that 74% of children in West Hartford have two working parents.*

The Family Resource Center is a partnership with The Bridge Family Center. The FRC's PEACE Place provides wrap around high quality child care for 3 and 4 year olds at Charter Oak International Academy

The FRC also provides the following:

- Circle of Security Parenting Program
- 1,2,3 Read with Me – summer programming
- Family Academy
- Parent Leadership (PLTI) and People Empowering People (PEP) training

# Charter Oak International Academy

an intradistrict magnet school

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## Preschool Program for 3 – 4 year olds

# Discussion

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**Is a profile of preparedness useful for communities?**

**Does your community have an infrastructure to facilitate cross-sector conversations about EDI results?**

# QUESTIONS...

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