

Pre-K Program Update

Presented to the Mecklenburg
Board of County Commissioners &
CMS School Board
January 13, 2025

cms
Charlotte-Mecklenburg Schools



Collaborative Pre-K Successes

Ongoing Collaborative Pre-K Planning

- ❑ Classroom allocation and placement
- ❑ Enrollment and outreach activities
- ❑ Data sharing – application datasets
- ❑ Automated dual placement process
- ❑ Waitlist outreach
- ❑ Funding and parity
- ❑ Workforce pipeline
- ❑ Professional development
- ❑ Teacher licensure
- ❑ Child placement and supportive services
- ❑ Data tracking – Kindergarten, longitudinal evaluation

Successes

- ❑ Collaborative Professional Development with all public Pre-K agencies for all teachers
- ❑ Expanded coverage across the entire County
- ❑ Record high enrollment year-over-year
- ❑ Reaching a more diverse and high-needs population
- ❑ Improved data collection on student outcomes
- ❑ Charlotte/Mecklenburg County is one of only 27 major metro areas in the U.S. to receive a gold medal from the City Health Initiative for High-Quality, Accessible Pre-K

Public County Pre-K Programs

<u>Program</u>	<u>Description</u>	<u>Entry Requirements</u>	<u>Enrollment</u>
Bright Beginnings (CMS)	Serves eligible four-year-olds in Charlotte-Mecklenburg Elementary Schools. Provides high quality early childhood experiences that facilitate development of the whole child preparing them for success in kindergarten and beyond.	Eligibility is determined through a screening process and children are ranked ordered based on developmental need for Title 1 and Locally funded seats. Populations who automatically qualify for Title 1 include: homeless, migrant, & prior Early Head Start participation.	Total Seats: 3240 Seats Filled: 3168 (98%)
Head Start (CMS and Mecklenburg County)	Designed to foster strong relationships between program staff, families, and children. The setting is determined by its assessment of community needs.	Eligibility is based solely on income. Priority is given to children enrolled in Early Head Start.	Total Seats: 72 Seats Filled: 72 (100%)
MECK Pre-K (Mecklenburg County)	Serves eligible four-year olds. Classrooms are located in high-quality, community-based child development centers.	None other than residency in Mecklenburg County – but families are prioritized based on need (income and documented risk factors).	Total Seats: 1853 Seats Filled: 1838 (99.2%)
NC Pre-K (CMS)	Serves eligible four-year olds. Classrooms are located in high-quality, community-based child development centers.	Eligibility is based on family size, gross income, and other qualifying indicators.	Total Seats: 1418 Seats Filled: 1210 (85%)



Student Outcome Goal 1

Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

Goal addressed by creation of the following....

Pre-K Wildly Important Goals:

- Pre-K students scores will increase from 94.2% EOY 2024 to 96.2% at or above benchmark in literacy by June 10, 2025.
- Pre-K students scores will increase from 79.5% EOY 2024 to 81.5% in language by June 10, 2025.

Additional Language & Literacy Strategy and Professional Development for all Teachers:

- Heggerty Phonemic Awareness Implementation
- Oral Language Professional Development for Teachers during PLCs
 - Asking Questions
 - Engaging in Conversations
 - Talking with Peers
 - Engagement in Storytelling

Embedding Literacy in the Daily Routine

LARGE GROUP (15–20 minutes)



Whole Group Instruction:

Shared Reading, Interactive Storytelling, Community Building, Brainstorming and Shared Writing, Phonemic Awareness Activities, Social/Emotional skill building.

2 SMALL GROUPS DIFFERENTIATED INSTRUCTION (15 minutes each)



Intentional Teaching Experience:

Teacher implements various activities that address all developmental domains including language and literacy. Each group meets with the teacher for 10–12 minutes.



Literacy Skills Block:

Teacher implements developmentally appropriate activities based on student data. The required components include: Literature (poem, rhyme or book), Phonological Awareness Warm Up using Heggerty, Enhanced Alphabet Knowledge (letter name, sound, mouth placement, target word, forming letters)

Question Of The Day

Students “read” the question which includes words and pictures on a chart. They respond in various ways: placing name in column, writing name in column, dictating to teacher, use invented spelling.

Mighty Minutes

Students join in short chants, songs, fingerplays and games that include phonemic awareness, alliteration, alphabet knowledge, and rhyme as well as social/emotional, cognitive and language skills.

Read Aloud

Students engage in repeated readings of books facilitating sense of story, prediction, building background knowledge, vocabulary development, comprehension, recall and story retelling.

Independent Center Rotation

When not receiving instruction from their teacher, children rotate through centers that target skills in all developmental domains based on the current study, student skill levels and interests.

Teaching Strategies

Assessment of the Whole Child of which Language & Literacy are included.

Developmental Domains	Description
Social Emotional	Social emotional development involves learning how to understand their own and other's feelings, regulate and express emotions appropriately, build relationships with others & interact with groups.
Physical	Physical development includes children's gross and fine motor skills.
Language	Language is the principal tool for establishing and maintaining relationships with adults & other children. Children's desire to communicate their thoughts, ideas, needs, & feelings.
Cognitive	Cognitive development is influenced by a child's approach to learning, biological makeup, environment, & background knowledge.
Literacy	Literacy development includes listening, speaking, reading, and writing development that forms the foundation for early literacy.
Mathematics	Through the essential process of skills development in problem solving, reasoning, communicating, making connections, and representing, children learn mathematics content.
English Language Acquisition (As Needed)	Dual language learners may be socially isolated because of their inability to communicate. Teachers use strategies to integrate students into the classroom to begin to understand their new language.

Pre-K Curriculum Overview: Early Literacy Assessment

	Phonological Awareness Skills Test (PAST)	Letter ID and Letter Sounds	Teaching Strategies Gold (TS Gold)
Description	The Phonological Awareness Skills Test (PAST) is an informal, diagnostic, individually administered assessment tool that measures different phonological awareness skills. Phonological awareness, a critical component of early literacy that builds the foundation of reading and spelling, is the ability to recognize and manipulate the units of sound in language.	Letter Identification is the ability to say the names of the letters both upper and lower case letter of the alphabet without a time restriction. Letter sound identification is the ability to produce the sound of the letters in the alphabet without a time restriction.	TS Gold is the assessment tool used with Creative Curriculum, the curriculum used by all public Pre-K programs in Mecklenburg County. It allows teachers to document and assess students' development and growth across specific objectives embedded in six developmental domains.
Type of Assessment	Diagnostic, teacher-administered	Diagnostic, teacher-administered	Formative, observational
Early Literacy Skills Assessed	<ul style="list-style-type: none"> ▪ Concept of Spoken Word ▪ Rhyme Recognition ▪ Rhyme Completion ▪ Rhyme Production ▪ Syllable Blending ▪ Syllable Segmentation ▪ Initial Phoneme Sounds ▪ Phoneme Segmentation 	<ul style="list-style-type: none"> ▪ Letter Names ▪ Letter Sounds 	<ul style="list-style-type: none"> ▪ Comprehends language ▪ Follows directions ▪ Tells about another time or place ▪ Notices and discriminates rhyme ▪ Notices and discriminates alliteration ▪ Identifies and names letters ▪ Uses letter-sound knowledge ▪ Uses print concepts
Administration	Administered three times a year	Administered three times a year	Daily Observational scores entered and Trimester reports

Kindergarten Readiness: Kindergarten Assessments

Beginning of Year Kindergarten Assessments

	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	North Carolina Early Learning Inventory (NC ELI)
Description	DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 8th Edition is a set of short, easy-to-administer measures that can be used for universal screening, benchmark assessment, and progress monitoring to capture information regarding students' basic early literacy skills.	The North Carolina Early Learning Inventory (NC ELI) is the kindergarten entry assessment. NC ELI is an observation-based formative assessment that includes a set of developmental progressions across the 5 domains of learning and development (language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development).
Type of Assessment	Diagnostic, teacher-administered	Formative, observational
Purpose	DIBELS is the universal screener for North Carolina, which allows for screening children for instructional needs and benchmarking them against appropriate developmental levels. Universal screeners and progress monitoring are critical to ensure students receive the right instruction to address their individual learning needs.	Teachers document student's learning and development with evidence within an online portfolio (Teaching Strategies GOLD®) to substantiate a child's skill attainment along the developmental progressions and utilize this information to personalize instruction for students.
Administration	Administered three times a year	Observed over the first 60 school days

Kindergarten Literacy Readiness Measures

DIBELS Subtests	<u>Pre-K (EOY)</u> <u>Letter ID & PAST</u>	<u>Pre-K (EOY)</u> <u>TS Gold</u>	<u>Kindergarten (BOY)</u> <u>NC ELI TS Gold</u>	<u>Kindergarten (BOY)</u> <u>DIBELS</u>
Letter Naming Fluency	Recognizes as many as 18 uppercase letters and 15 lowercase letters	Recognizes as many as 10 letters, especially in their own name	Identifies 11-20 upper and 11-20 lowercase letters when presented in a random order	25+ letters (Benchmark)
Letter Sound	Recognizes as many as 9-12 letter sounds	Produces the correct sounds for 10-20 letters	Produces at least 1 correct sound for each letter in the alphabet (26)	9-19 sounds (Benchmark)
Phoneme Segmentation Fluency	Understands that words are made up of individual sounds and can begin to: Identify the initial phoneme sound in several words Identify some individual phonemes in simple words	Shows understanding that a specific sequence of letters represents a spoken word	Deciphers a few words using letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words	5-14 words (Benchmark)



Student Outcome Goal 1 Interim Measure

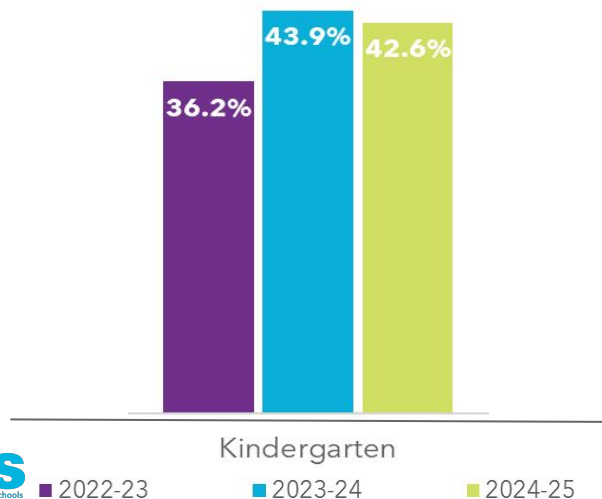
Increase the percent of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 73% (June 2023) to 97% (June 2029)

2024-25 Interim Measure Annual Target: Increase the percent of K students scoring at or above benchmark as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

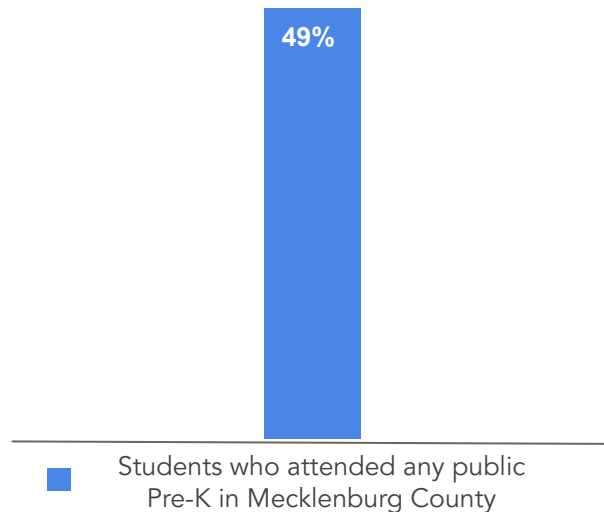
Progressing



% of Kindergarten Students in CMS At or Above Benchmark
Annual Comparison
Beginning of Year (BOY) DIBELS Composite Score



% of 2024-25 Kindergarten Students by 2023-2024 Public Pre-K Programs
At or Above Benchmark
Beginning of Year (BOY) DIBELS Composite Score





LOOKING AHEAD

Endless possibilities

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APPENDIX



Teaching Strategies GOLD - Progressions

 TeachingStrategies®



Progressions from

Objectives for Development & Learning

Birth *Through* Third Grade



[Teaching Strategies \(linked here\)](#)

Dibels 8th Edition Kindergarten Benchmark Goals



DIBELS® 8th Edition Benchmark Goals
Updated: July 2020

Kindergarten			First grade			Second grade			Third grade		
B	M	E	B	M	E	B	M	E	B	M	E
Letter Naming Fluency (LNF)											
25+	37+	42+	42+	57+	59+						
24	36	41	41	56	58						
16	31	35	32	51	53						
15	30	34	31	50	52						
0	0	0	0	0	0						
Phonemic Segmentation Fluency (PSF)											
15+	43+	53+	47+	57+	61+						
14	42	52	46	56	60						
5	29	44	31	43	45						
4	28	43	30	42	44						
1	23	37	19	34	37						
0	22	36	18	33	36						
0	0	0	0	0	0						
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)											
20+	36+	49+	47+	78+	87+	86+	103+	117+	121+	138+	141+
19	35	48	46	77	86	85	102	116	120	137	140
9	25	31	30	52	55	50	68	76	76	94	105
8	24	30	29	51	54	49	67	75	75	93	104
4	16	24	25	41	45	41	54	54	52	78	80
3	15	23	24	40	44	40	53	53	51	77	79
0	0	0	0	0	0	0	0	0	0	0	0
Nonsense Word Fluency (NWF) – Words Recoded Correctly (WRC)											
--	9+	13+	16+	26+	28+	25+	36+	39+	34+	46+	45+
1+	8	12	15	25	27	24	35	38	33	45	44

[Dibels 8th Edition Benchmark Goals \(linked here\)](#)