



Pre-K (3&4) Programs

DeKalb County School District Board Update

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The BIG Picture

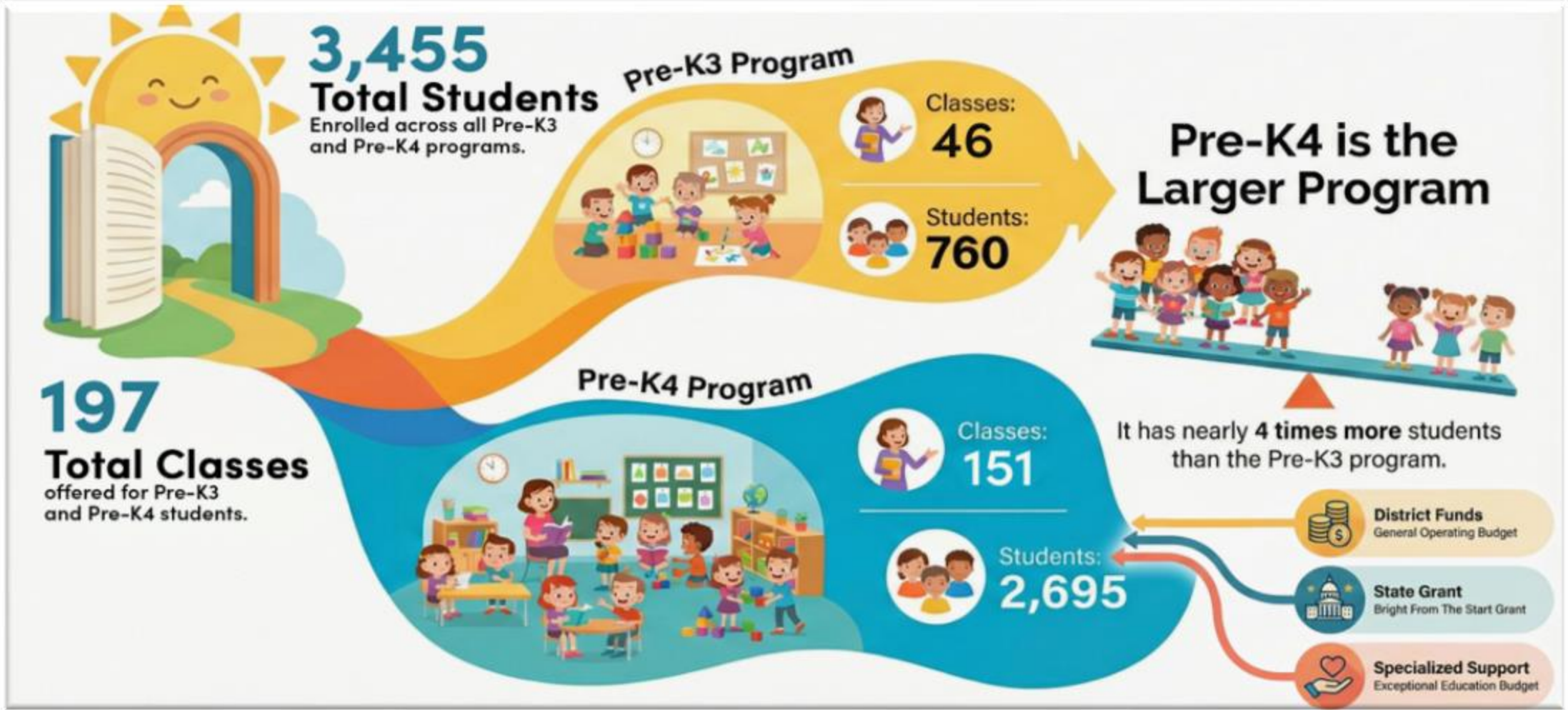
Mission: To ensure student success, leading to higher education, work, and lifelong learning.

Vision: To inspire our community of learners to achieve educational excellence.



High-quality early education significantly impacts children's future academic success, social development, and school readiness. Studies have indicated that children who attend a high-quality early childhood education program are more ready for kindergarten and have better language and cognitive skills in early elementary grades than children who do not attend such programs.
- Handover Research, 2011.

Early Learning & Pre-K Program Snapshot



Area Distribution

Area	Pre-K 3 Classrooms	Pre-K 4 Classrooms	Total Classrooms
Elementary 1	5	32	37
Elementary 2	9	36	45
Elementary 3	6	22	28
Horizon	5	34	39
Specialty	21	27	48
District Total	46	151	197



The vast majority of Pre-K students transition into DeKalb Kindergarten

2024-2025

2,536  PK Students that Remained in DCSD

127  PK Students that Left DCSD

95%

5%

2025-2026

2,390  PK Students that Remained in DCSD

89  PK Students that Left DCSD

96%

4%

Most students continue their education within the district's Kindergarten system, with retention slightly increasing in the most recent year.

Delivery Models

Delivery Model	Where Learning Happens	Who Provides Instruction	Purpose	Ideal For
General Education (Inclusive Preschool)	General education preschool classroom.	General education teacher with consultation or occasional support from special education.	Access to age-appropriate curriculum; supports embedded in natural routines.	Ideal for all preschool-aged children who can participate in class routines.
Co-Taught	Shared early childhood classroom with blended enrollment.	General education teacher and special education teacher working together.	Embedded specialized instruction; flexible grouping; additional modeling.	Ideal for children who need consistent daily support but benefit from inclusive environments.
Small Group Classroom	Special education classroom or pull-out room.	Special education teacher; related service providers may join.	Targeted instruction in communication, behavior, early academics.	Ideal for children needing intensive, highly structured teaching.
Community Instruction	Natural community settings.	Special education teacher, paraprofessional, or related services team.	Functional skills, social communication, safety routines.	Ideal for children who benefit from hands-on practice in real-life environments.

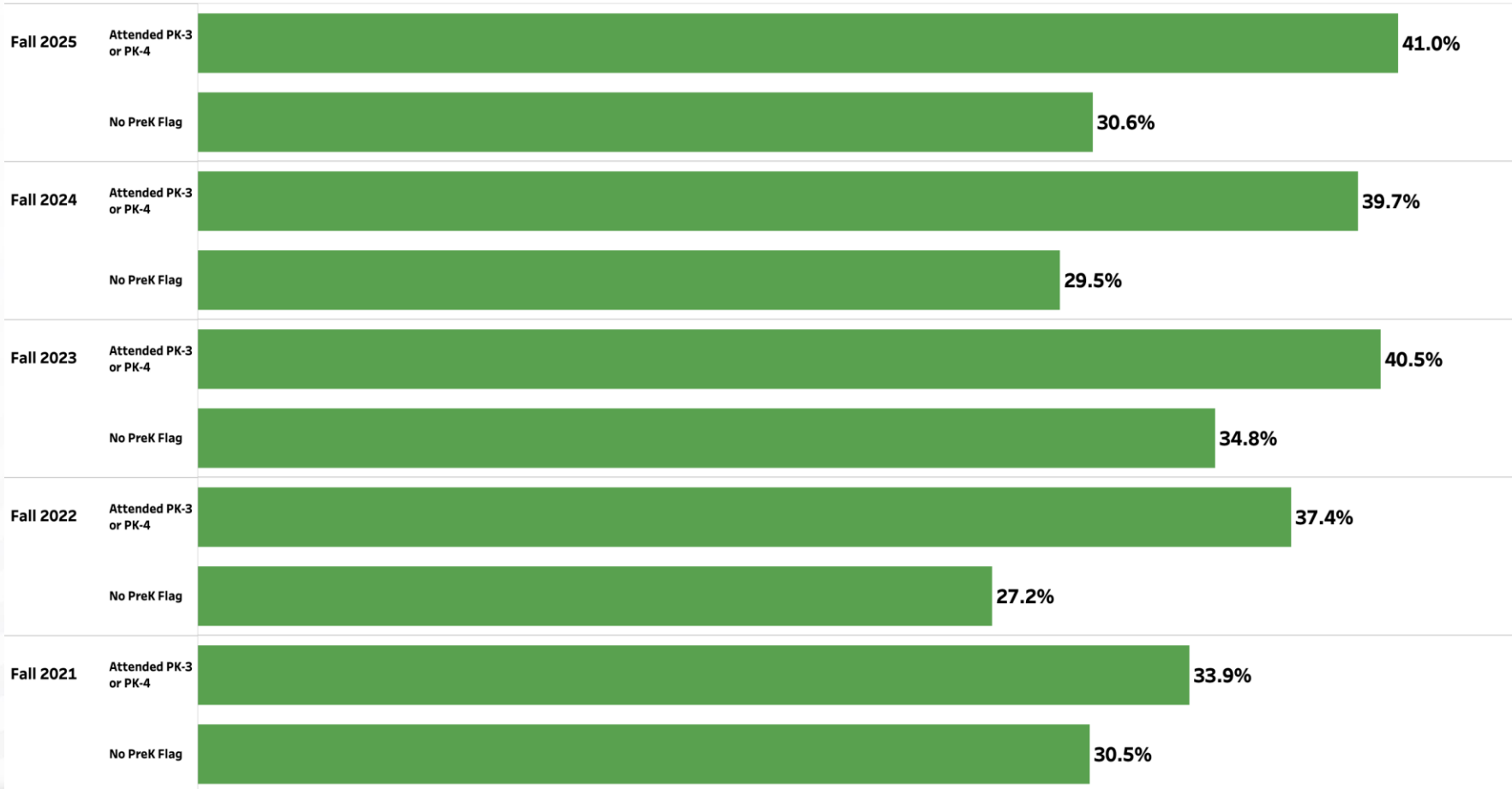
STUDENT DATA



GKIDS Fall Readiness

English Language Arts: Demonstrating

2022-2026 GKIDS Readiness - English Language Arts
Source: GKIDS Data Export



Source:
GKIDS
Data Export

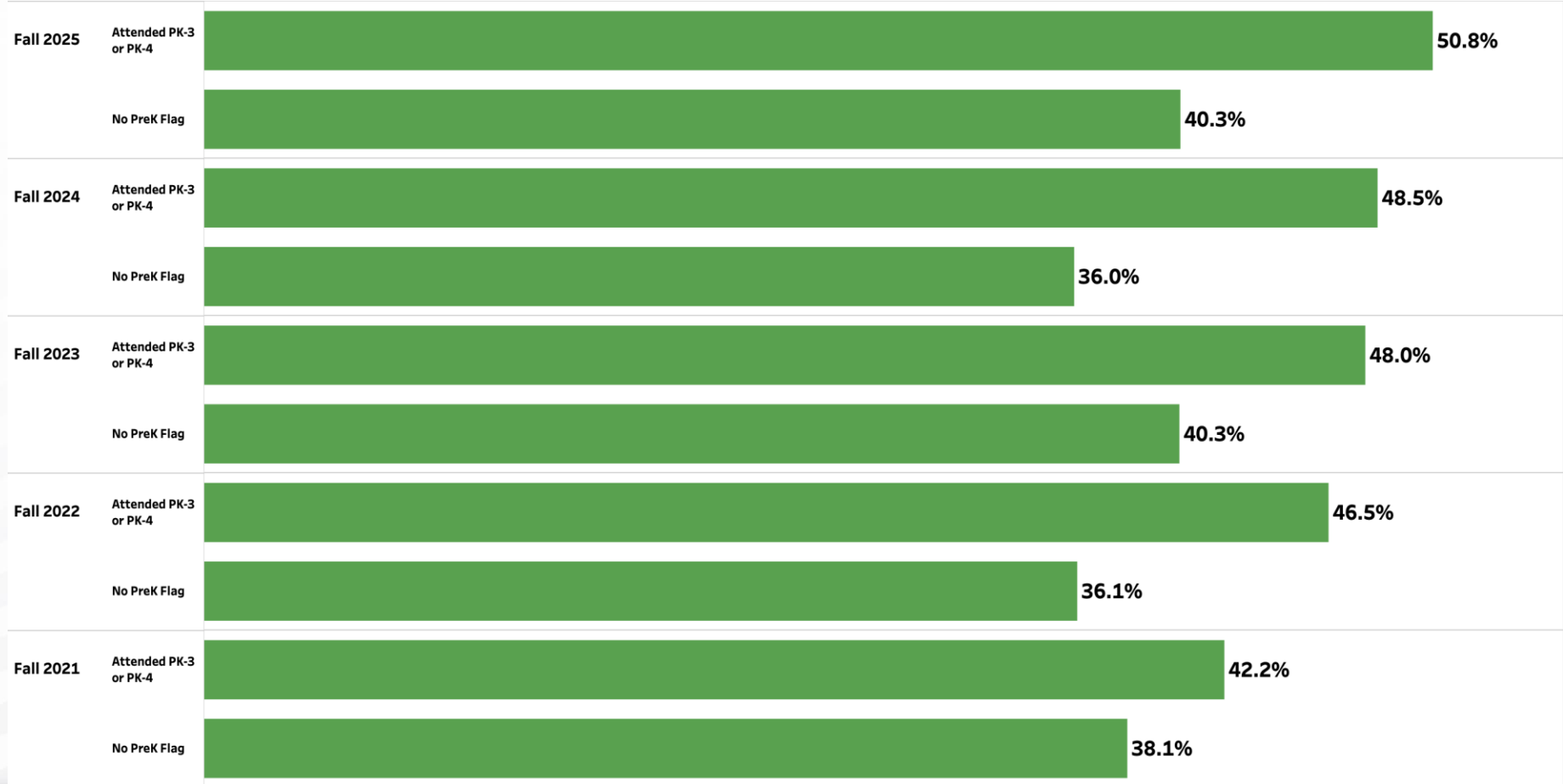


GKIDS Fall Readiness

Mathematics: Demonstrating

2022-2026 GKIDS Readiness - Mathematics

Source: GKIDS Data Export



Source:
GKIDS
Data Export



Spring MAP Achievement Quintiles

Reading – HiAvg & Hi

Spring 2023-2025 MAP Achievement Quintiles - Reading

Source: NWEA MAP Data Export



Source:
NWEA MAP
Data Export



Spring MAP Achievement Quintiles

Math – HiAvg & Hi

Spring 2023-2025 MAP Achievement Quintiles - Mathematics

Source: NWEA MAP Data Export



Source:
NWEA MAP
Data Export



Instructional Focus

2024-2025 School Year



Initial Science of Reading Training

Launching foundational Science of Reading training alongside Georgia Literacy Academy's Structured Literacy Modules.



Waterford Pilot Program (Year 1)

Initiating first year of the Waterford pilot to test effectiveness before broader rollout.



Enhanced Teacher Support

Providing specialized support to ensure teachers can effectively deliver differentiated tasks to diverse learners.



Summer Professional Learning

Utilizing summer sessions to focus on instructional best practices and Elopement Training in partnership with Exceptional Education.

2025-2026 School Year



Science of Reading Phase II

Moving beyond initial modules into deeper instructional mastery.



Waterford Full Implementation

Expanding the Waterford program from a pilot to a requirement for all Pre-K classrooms.



Pre-K Instructional Non-Negotiables

Establishing core standards and anchor charts to be used consistently across all classes.



New Assessment Frameworks

Shifting focus toward informal assessments, running records, and piloting the Common Formative Assessment (CFA).



Co-Teaching Model Refinement

Revisiting and strengthening professional learning regarding collaborative Co-Teaching models.

DCSD's Cradle Through Kindergarten Campaign



Motto: Elevating Early Learning to Launch Lifelong Literacy

Purpose: To identify barriers and variables to evaluate and prioritize the needs of children within the Birth – Age 5 range while supporting their overall academic, social-emotional, and physical growth within the DeKalb County School District.

The Three Pillars



Equip

Community Partners



Uplift

Family Capacity



Expand

Resource Reach

Areas of Focus

Community Engagement

Developmental Milestones

Early Detection/Intervention

Health and Safety
Wellness

Professional
Learning

School
Readiness

Summer
Enrichment



Next Steps



Professional Learning

- Continue monitoring the (SOR) PL experience within every Pre-K (3&4) classroom setting and provide intentional feedback.
- Develop and deploy a (SOR) Phase III PL experience for Pre-K (3&4) staff members during the 26-27 SY.
- Develop a cadence for monthly job embedded PL for Pre-K (3&4) staff members on literacy and numeracy skill development.



Instructional Resources

- Develop Pre-K (3&4) Early Literacy and Early Numeracy Problems of the Day (POTD) during the 26-27 SY.
- Continue the deployment of the Waterford Supplemental Resource in all Pre-K (3&4) classrooms during the 26-27 SY.
- Implement the newly developed Progression Standards-Based Common Formative Assessment (CFA) during the 26-27 SY.



Collaboration & Partnerships

- Develop an Early Learning Literacy Better Seeking Team Task Force during the 26-27 SY.
- Continue the rollout of the DCSD's Cradle Through Kindergarten Campaign via planned events to expand the literacy ecosystem.
- Create a Department of Early Learning and Pre-K Programs quarterly newsletter for district stakeholders during the 26-27 SY.
- Continue serving as a thought partner for school districts and community agencies on early literacy best practices in support of the DCSD's Portrait of an Early Reader.
- Continue to enhance the partnership between the Department of Exceptional Education and the Department of Early Learning and Pre-K Programs to ensure instructional expectations and classroom environments are consistent across the district.

Celebrations



Staff Training

Focused on professional development and educator growth within the Pre-K program.



Instructional Resources

Prioritizing the tools and materials necessary for high-quality early childhood education.



Parent and Community Partnerships

Building strong connections between families, local stakeholders, and the school district.



IDEA Compliance

Ensuring full adherence to the Individuals with Disabilities Education Act for inclusive learning.



Celebrations: Realizing Our Vision

Watch our community of early learners
achieve educational excellence.



[https://youtu.be/No_gw0HBykQ?
?si=uw8L4uZ7cOwjFBbG](https://youtu.be/No_gw0HBykQ?si=uw8L4uZ7cOwjFBbG)

