School Improvement Grant (SIG) Guidance
Early Learning Model

Guidance for RFP Development

April 2017

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Learning Targets

- Identify components aligned with the Early Learning Model
- Identify Available Resources
- Develop an understanding of Pre-K Benchmarks
- Develop an understanding of the Effectiveness Evaluation Plan Overview
- Contact Information for Additional Support

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Early Learning Model

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Early Learning Model

Early Learning Model

1. Expands or establishes a high-quality preschool program

Mississippi Early Learning Guidelines for Classrooms Serving Four-Year-Olds

- Requirements for Voluntary Enrollment
- Physical Settings and Outside Play
- Organizational Procedures and Staff
- Curriculum, Materials, and Assessment
- Parent Participation and Transportation

Early Learning Model

The following resources are available on MDE's website (http://www.mde.k12.ms.us/ESE/EC):

- Early Learning Guidelines
- Early Learning Standards
- School District Pre-K Determination Guidance

Early Learning Model

2.Offers full-day Kindergarten

3.Uses data to identify and implement an instructional program that is researched-based, developmentally appropriate, and vertically aligned from one grade to the next with state early learning standards

4.Provides educators, including preschool teachers, with time for joint planning across grades

5.Provides ongoing, high-quality, job-embedded professional development

NIEER- National Institute for Early Education Research

www.nieer.org

The State of Preschool 2015

NIEER

View State Benchmarks

The 2015 *State of Preschool Yearbook* is the newest edition of our annual report profiling state-funded prekindergarten programs in the United States. This latest *Yearbook* presents data on state-funded prekindergarten during the 2014-2015 school year as well as documenting more than a decade of change in state pre-K since the first *Yearbook* collected data on the 2001-2002 school year. The 2015 *Yearbook* profiles 57 state-funded pre-K programs in 42 states plus the District of Columbia and also provides narrative information on early education efforts in the 8 states and the U.S. territories that do not provide state-funded pre-K. Nationally, the 2014-2015 school year showed continues improvement in state funded pre-K with larger increases in enrollment, spending, spending per child, and quality standards than the previous year. State funded pre-K served almost 1.4 million children in 2014-2015, an increase of 37,167 children from the previous year. State spending topped $6.2 billion, an increase of over $553 million, although two-thirds of this increase can be attributed to New York. Spending per child saw the largest increase in a decade, reaching $4,489 per child. Six programs in five states met new quality standards benchmarks and two new states, West Virginia and Mississippi, joined the group of states meeting all 10 quality standards benchmarks. However, progress has been unequal and uneven with some states taking large steps forward and other states moving backward. At the recent rate of progress it will take decades to serve even 50% of 4-year-olds in state pre-K. Government at every level will need to redouble their efforts and move forward.

The 2015 Yearbook is organized into three major sections. The first section offers a summary of the data and describes national trends in enrollment, quality standards, and

Contents

Go to 2015 Yearbook Homepage

Full Report (PDF)

Executive Summary (PDF)

Table of

State

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Pre-K Benchmarks

www.nieer.org

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA/BS	BA	☑
Teacher specialized training	ECE, CD, or equivalent field; BA/BS with 12 hours of approved coursework; BA/BS and a specialized EC training program to 12 hours of approved coursework	Specializing in pre-K at least 1 support service	☑
Assistant teacher degree	AA (public); Other (nonpublic)[1]	CDA or equivalent	☑
Teacher in-service	15 clock hours/year	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	☑
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision; hearing; height/weight/BMI; immunizations; developmental; and support services	Vision, hearing, health; and at least 1 support service	☑
Meals	Breakfast or lunch	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 10

Technical Assistance Request

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Early Childhood Technical Assistance Request Form

Please complete the information below for on-site technical assistance for early childhood and early childhood special education. Mark all boxes that apply to your on-site request. The Office of Early Childhood will work diligently to adhere to the time frame you have listed but cannot guarantee staff availability. Therefore, please place your requests for assistance as early as possible. Email this completed form to earlychildhood@mdek12.org.

School district/ collaborative:	
School/site name and physical address:	
Contact person: **Contact's email:** **Contact's phone:**	
Type of early childhood technical assistance needed: (_x_ all that apply)	___Professional Development ___Coaching ___Reviewing Information/Files ___ Meeting ___Other_____
Month/date options of requested technical assistance:	
Number of expected participants:	___Principals ___Assistant Teachers ___Curriculum Coordinators ___Teachers ___ Child Care Providers ___Head Start Staff Other_____
Topic and description	

Professional Development Opportunities

Early Learning Model

- Refer to the Early Learning Guidelines for Classrooms Serving Four-Year-Old Children and the 2018 Teacher Credential Pathways for more information
  - www.mdek12.org/ec

- Preschool classrooms should use highly qualified teaching staff:
  - Effective 2018:
    - Teachers: 153-Pre-K/K endorsement
    - Assistant Teachers: AA with a minimum of 12 credits in early childhood education

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Teacher Licensure Requirements

Fall 2018 Pre-K Teacher Credentialing

The pre-k teacher credentialing will change effective fall of 2018 as per the *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children*. The Office of Educator Licensure will continue to oversee the obtainment of endorsements. The Office of Early Childhood will be responsible for any other components of credentialing.

Teachers are required to follow one of the pathways listed below:

153 (Pre-K/K) endorsement (Praxis 5024)		
OR		
116 (K-3) endorsement 152 (K-4) endorsement	**&**	**12 early childhood college credit hours OR Praxis 5024 to add 153 (Pre-K/K) endorsement OR Completion of an approved program***
OR		
120 (K-6) endorsement	**&**	**Add 150 (N-1) supplemental endorsement OR Praxis 5024 to add 153 (Pre-K/K) endorsement OR Completion of an approved program***
OR		
Other endorsement	**&**	**Degree to obtain 116 (K-3), 120 (K-6), 152 (K-4), or 153 (Pre-K/K) endorsement AND Any additional requirements as listed above for 116 (K-3), 120 (K-6), 152 (K-4)**
OR		
Early Childhood Bachelor's Degree (no endorsement)**	**&**	**Praxis Core or ACT (page 35 of *Licensure Guidelines K-12*) AND Praxis II – Principals Learning and Teaching (PLT) AND Praxis 5024 to obtain license with 153 (Pre-K/K) endorsement**

*Approved programs include the Child Development Associate (CDA), National Board Pre-K Certification, Director's Credential, Montessori Credential, and the MDE's intensive specialized early childhood training program (122). MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to earlychildhood@mdek12.org for consideration.

**Early Learning Collaborative teachers in sites that are not accredited by the MDE are not required to obtain a license, but must have a bachelor's degree in early childhood, complete at least 12 hours of early childhood college credit, or complete an approved early childhood program.

Paraprofessional Requirements

Fall 2018 Pre-K Assistant Teacher Credentialing

To teach in a pre-kindergarten classroom starting Fall 2018, assistant teachers must follow one of the pathways listed below to meet the requirements:

Early Childhood Associate's Degree

OR

Associate's Degree **&** **12 early childhood college credit hours OR Completion of an approved program***

*Approved programs include the Child Development Associate (CDA), National Board Pre-K Certification, Director's Credential, Montessori Credential, and the MDE's intensive specialized early childhood training program. MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to earlychildhood@mdek12.org for consideration.

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Effectiveness Evaluation Plan Overview

2017-2018

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Purpose

- Schools providing services to prekindergarten (Pre-K) aged children receive an annual evaluation to ensure the effectiveness of services on improving children's learning and well-being.

- **Evaluation occurs for**:
  - The Early Learning Collaboratives (collaborative)
  - Other Pre-K classrooms (e.g. Title I, local-funded, tuition-based) in Mississippi public schools.

- **Evaluation consists of two parts**:
  - Rate of readiness
  - Monitoring

Rate of Readiness

- The rate of readiness is a score assigned to each site through completion of specific evaluation tools that assess how children grow academically and developmentally throughout a school year and how the classroom environment and teaching practices support children's learning.

Rate of Readiness

- A site score is comprised of the sum of sub scores from the following tools:
  - The Mississippi K-3 Assessment Support System (MKAS^2)
  - A comprehensive early learning assessment (CELA)
  - Classroom Assessment Scoring System (CLASS)

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MKAS^2

- The Mississippi K-3 Assessment Support System (MKAS^2) is the assessment used to meet the requirements of the Literacy-Based Promotion Act.

- As a part of MKAS^2, the Kindergarten Readiness Assessment is administered to all public Pre-K and kindergarten students at least twice annually to assess concepts such as letter name, phonics, and comprehension.

- This test provides teachers and parents an understanding of what children know and are able to do in the area of early literacy upon entering kindergarten.

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MKAS^2

- Results are used to help improve the quality of instruction and to determine interventions and services students need.

- Ratings are measured either through meeting a targeted scale score or a threshold for growth.

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MKAS^2 Rating

- The 2015-2016 school year Kindergarten Readiness Assessment results will be used to determine if each student has met the expected performance target of 498 scale score points.
  - This scale score at the end of Pre-K means that the student has mastered 70 percent of the assessed early literacy skills needed and supports that the student is on track to meet the end of grade three reading proficiency expectations.

CLASS

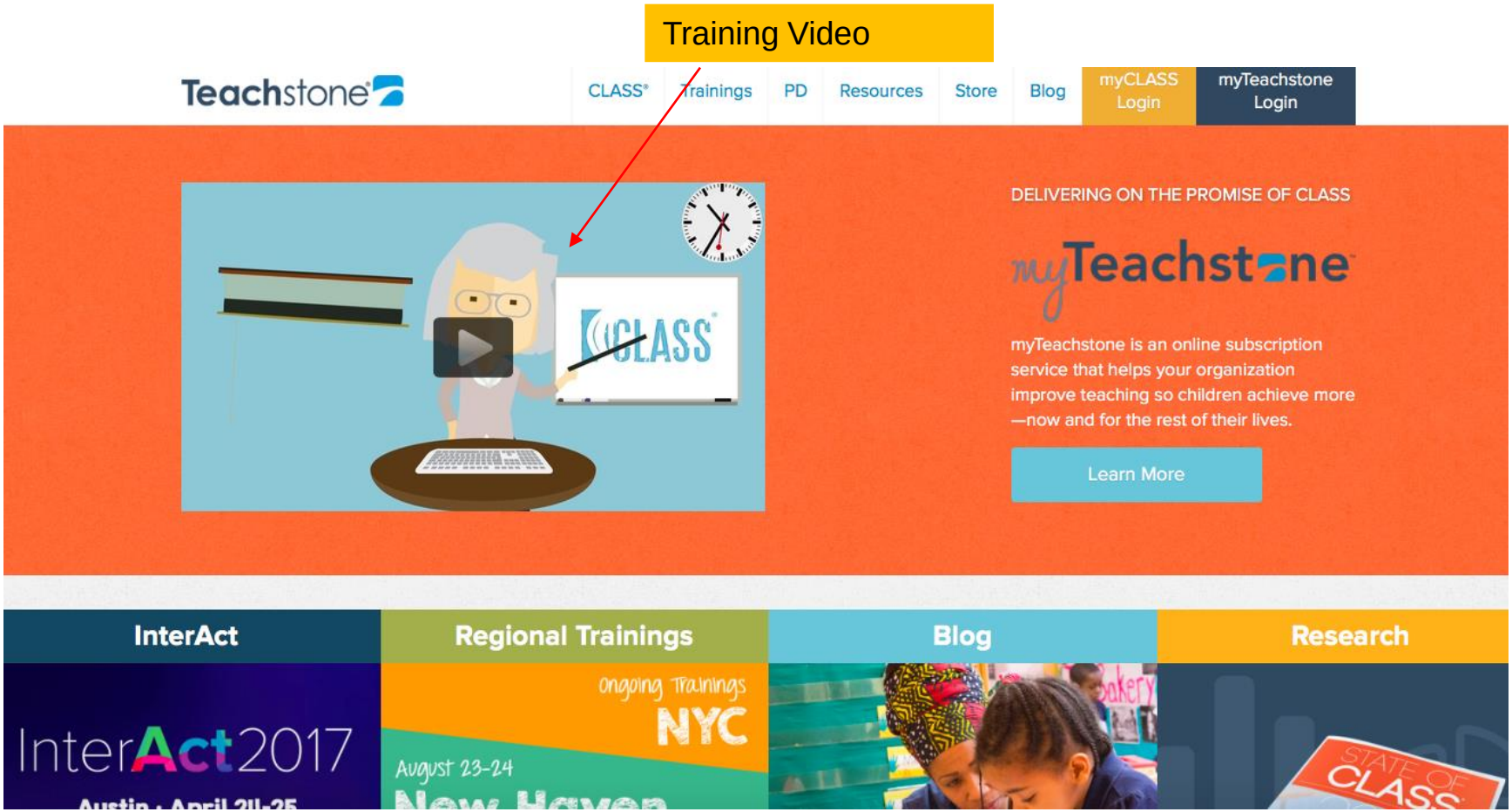
- The Classroom Assessment Scoring System (CLASS) is an observational instrument developed at the Curry School Center for Advanced Study of Teaching and Learning to assess classroom quality in infant, toddler, Pre-K, and kindergarten through 12th grade classrooms.

- It describes multiple dimensions of teaching that are linked to student achievement and development and has been validated in over 2,000 classrooms.

CLASS Rating

- CLASS is scored by trained and certified observers using a detailed protocol. Following their observations of teacher-child interactions, CLASS observers rate each dimension on a 7-point scale, from low to high.
  - **Low Range** – An average of a 1 – 2 is assigned when the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or where interaction is lacking between teachers and children would receive low scores.
  - **Mid Range** – An average of 3 – 5 is assigned when classrooms show effective interactions, but also periods when interactions are ineffective or absent.
  - **High Range** – An average of 6 – 7 is assigned when effective teacher-child interactions are consistently observed throughout the observation period.

Classroom Assessment Scoring System (CLASS)



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Comprehensive Early Learning Assessment (CELA)

- A Comprehensive Early Learning Assessment (CELA) assesses a child's development through all domains.
  - Social-emotional
  - Language/communication
  - Physical development (fine and gross)
  - Cognition
  - Approaches to learning

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Pre-K Classroom Site Score Breakdown

School Year 2017-2018

- MKAS^2 – 25 points
- CELA – 25 points
- CLASS – 50 points

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Rate of Readiness Scoring Breakdown

A.	**MKAS² Scoring** Average percent of district school site children meeting 498	Percentage of children that meet 498 by the end of the year	**0-29% = 0 points** **30-49% = 8 points** **50-65% = 15 points** **66-100% = 25 points**
		OR	**OR**
		Percent of children that demonstrate an average point gain of 98 per site	**0-24% = 0 points** **25-39% =8 points** **40-49% = 15 points** **50-100% = 25 points**
B.	**CELA**	To be determined based on the comprehensive early learning assessments selected.	**Up to 25 points**
C.	**CLASS Ranges** •Low = 1 – 2 •Mid = 3 – 5 •High = 6 – 7	Average across domains **plus** performance on Instructional Support (IS) domain if site average is 5.00 or higher	**1.00-2.99 = 0 points** **3.00-3.99 = 15 points** **4.00-4.99 = 30 points** **5.00-7.00 & <2.8 IS = 30 points** **5.00-7.00 & ≥2.8 IS = 50 points**
			Site Score (A+B+C)

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Rate of Readiness Determination

- The rate of readiness is assigned based on the site score achieved. The point breakdown for the rate of readiness is as follows:
  - **Successful:** site score of 70+ points
  - **Probation:** site score of 69 points and below (The first year in this category triggers a one year probationary period. After the first probationary year, the partner site has to score 70 + points to receive continued funding.)
  - **Non-eligible:** site score of 69 and below and has been on probation for one year

Monitoring

- Pre-K Classrooms:
  - Standard 17.2: Pre-K Audit Checklist
  - Once annually

➢ 17.2 Pre-Kindergarten (MS Code 37-7-301(ss)) (SB Policy 2904) (Refer to the Mississippi Early Learning Guidelines)

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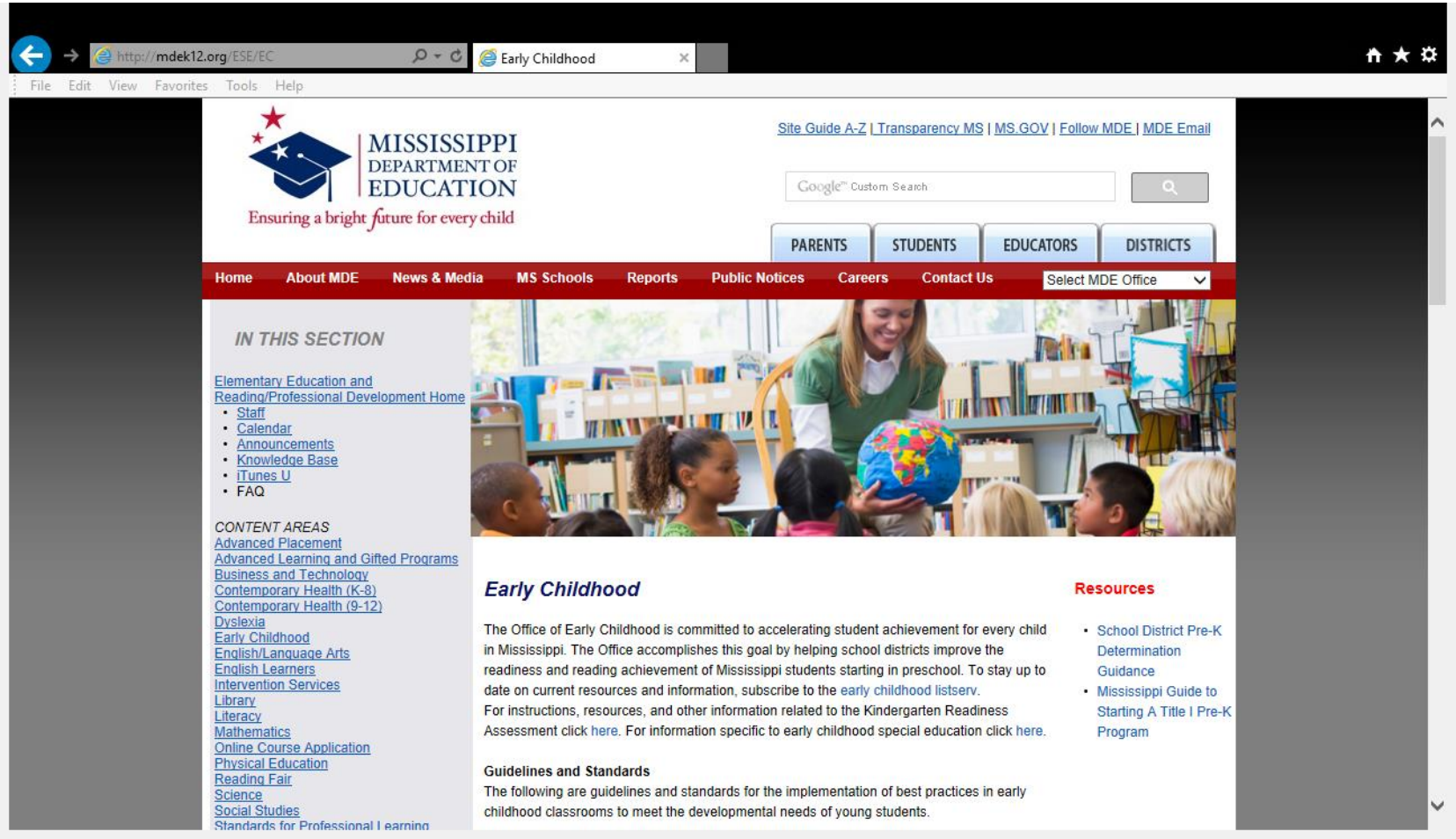
Monitoring

- A technical assistance (TA) plan will be developed for any site with monitoring findings. TA will be provided following the plan until the finding is cleared.

Early Childhood Website



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Early Learning Model Contact Information

Office of Early Childhood

601.359.2586

earlychildhood@mdek12.org

http://www.mdek12.org/ESE/EC

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Early Childhood Instructional Specialist

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Learning Target

To:

***Provide a Deeper Dive into one of the School Improvement Grant (SIG) Models*:**

- Early Learning

School Proposal

- Part I: Introduction
- Part II: Teaching and Learning
- Part III: Operations and Support Systems

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School Proposal

- Part I: Introduction
  - A. Descriptive Information
    - A. Determination of Grant Years
  - B. Needs Assessment Alignment
  - C. Intervention Requirements Alignment

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School Proposal

- Part I: Introduction
  - D. Commitment
    - A. School Improvement measures taken
    - B. Teams to Support School Improvement
    - C. History with SIG
  - E. Implementation Milestones

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School Proposal

- Part II: Teaching and Learning
  - A. Curriculum
    - A. Use of Standards
    - B. Research-Based Methods
    - C. Vertical Alignment

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School Proposal

- Part II: Teaching and Learning
  - B. Instruction
    - A. Instructional Improvements
    - B. Full Day Kindergarten and High Quality Pre-School
    - C. Multi-Tiered System of Supports
    - D. Special Populations
  - C. Data for Instructional Decision Making
    - A. Current and Proposed Assessments
    - B. Data Driven Decision Making

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School Proposal

- Part II: Teaching and Learning
  - D. Instructional Leadership and Staff
    - A. Current Instructional Staff
    - B. Proposed Instructional Staff

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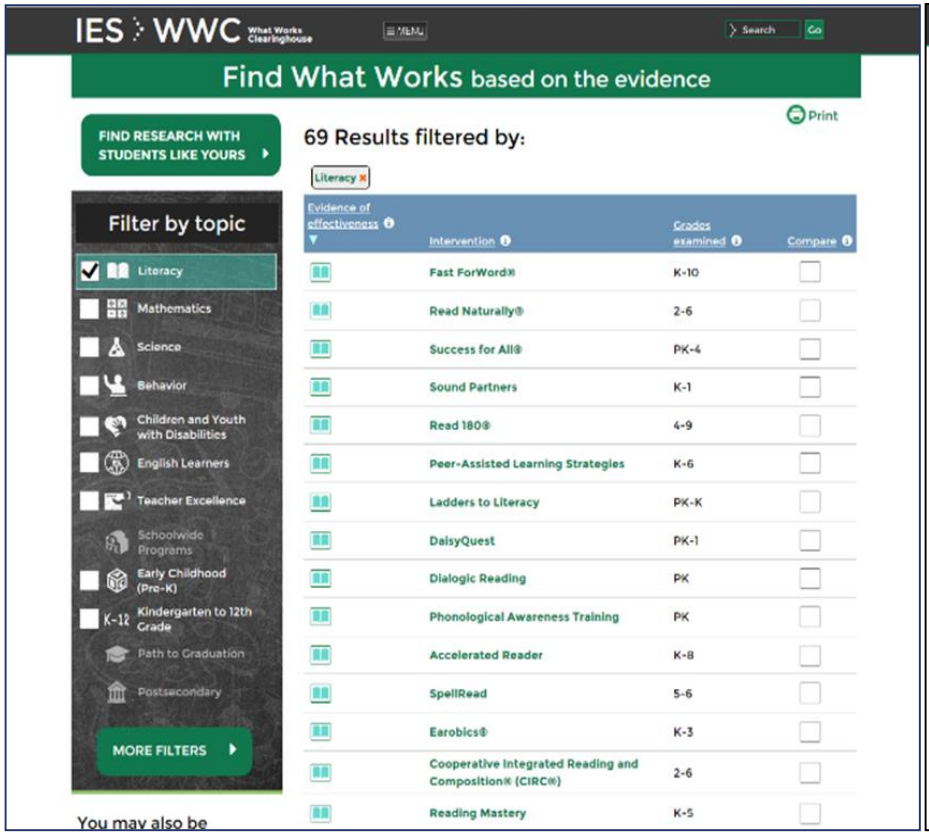
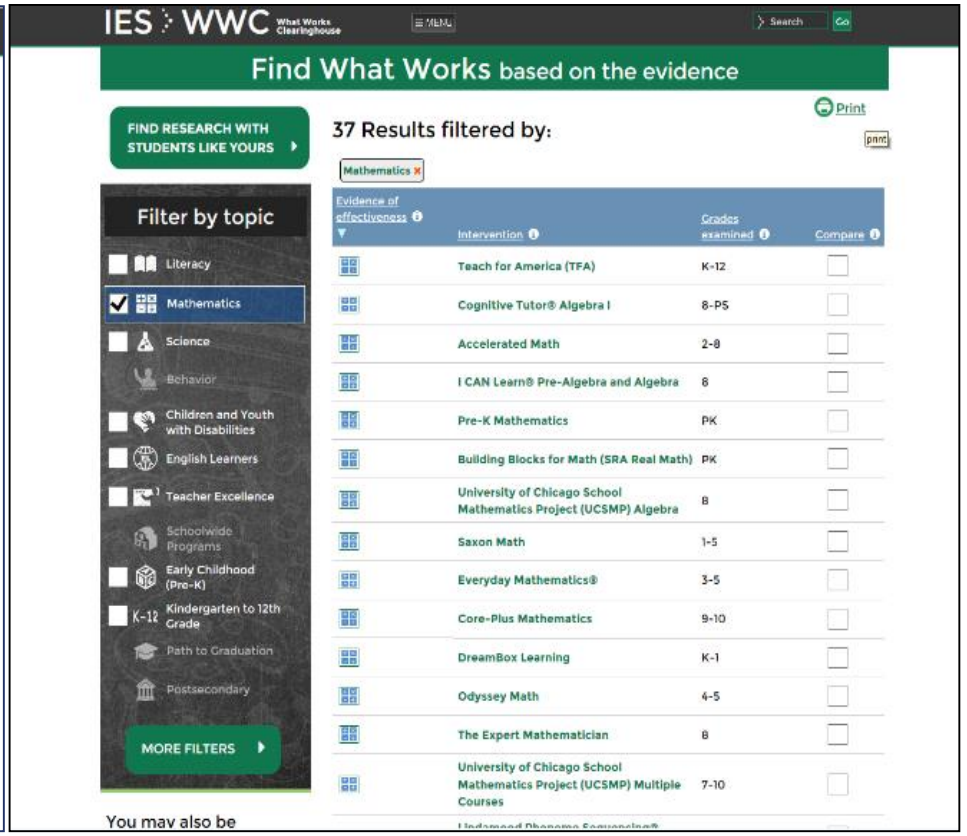
Evidence-Based Resources

What Works Clearinghouse



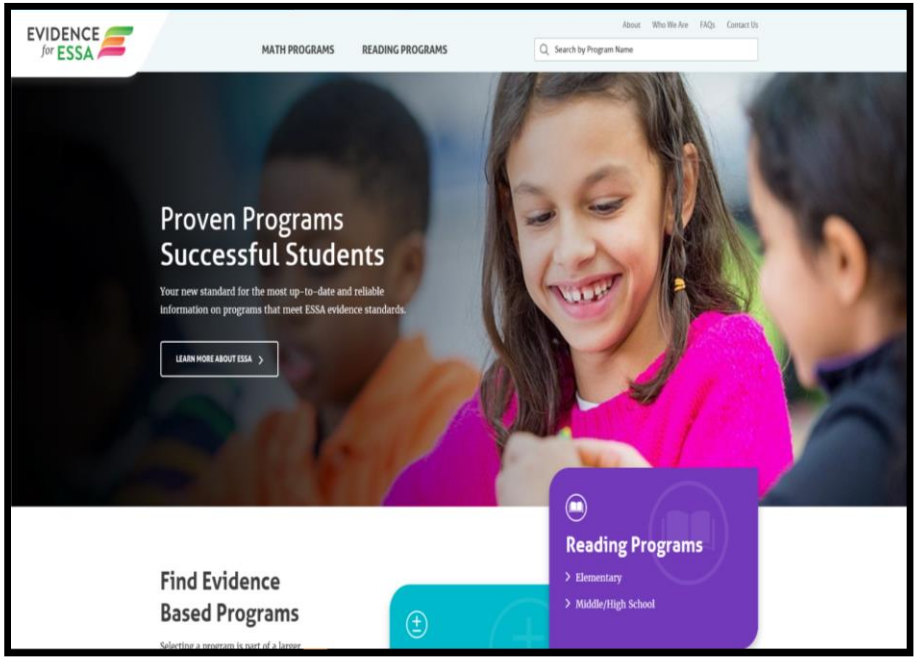


Evidence-Based Resources

This new website is produced by the [Center for Research and Reform in Education (CRRE)] at Johns Hopkins University School of Education, in collaboration with a distinguished [Technical Work Group] and a [Stakeholder Advisory Group].

It is information solely intended to be useful to educators and the public.

http://www.evidenceforessa.org/



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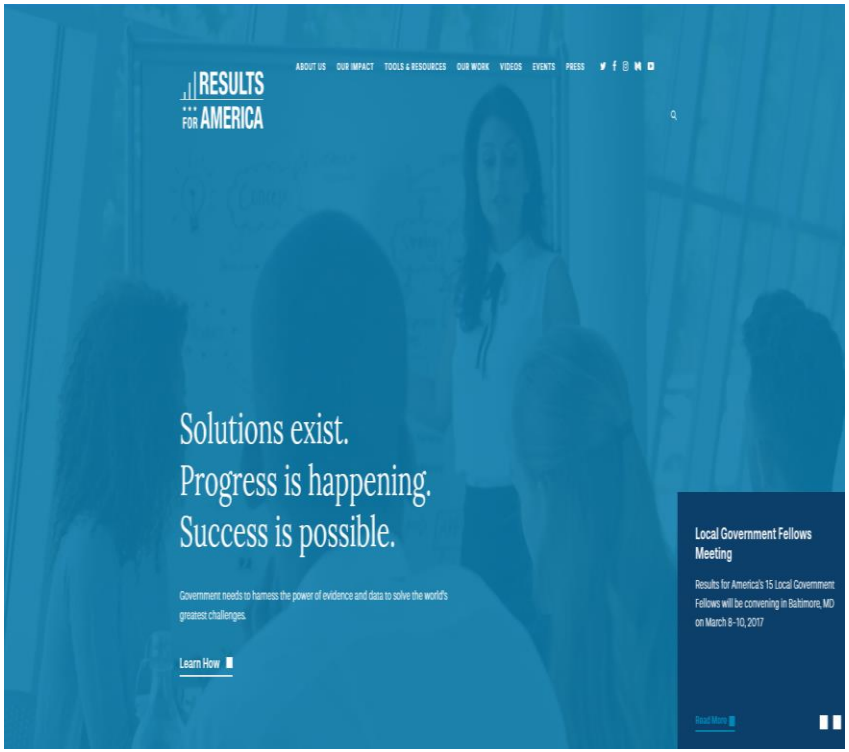
Evidence-Based Resources

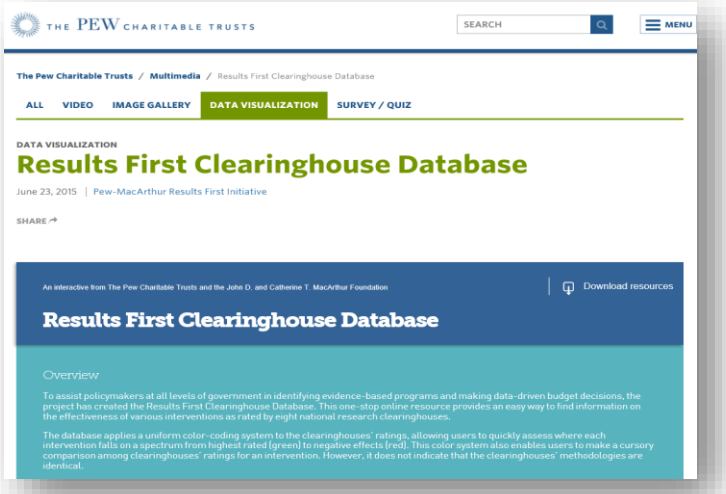


http://www.bestevidence.org/

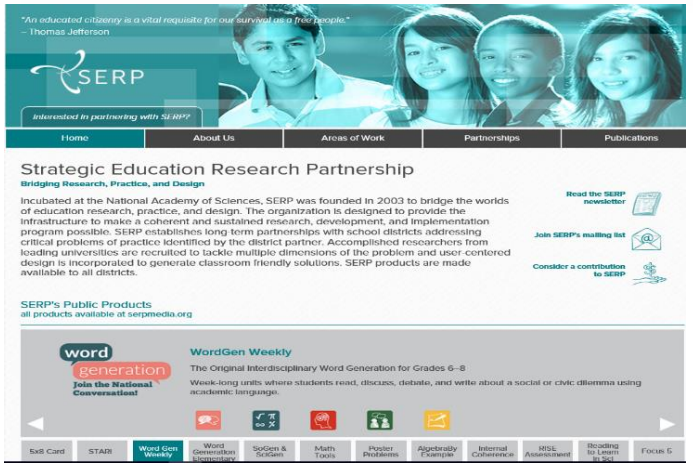
http://results4america.org/

Evidence-Based Resources

NCQTL Preschool Curriculum Consumer Report

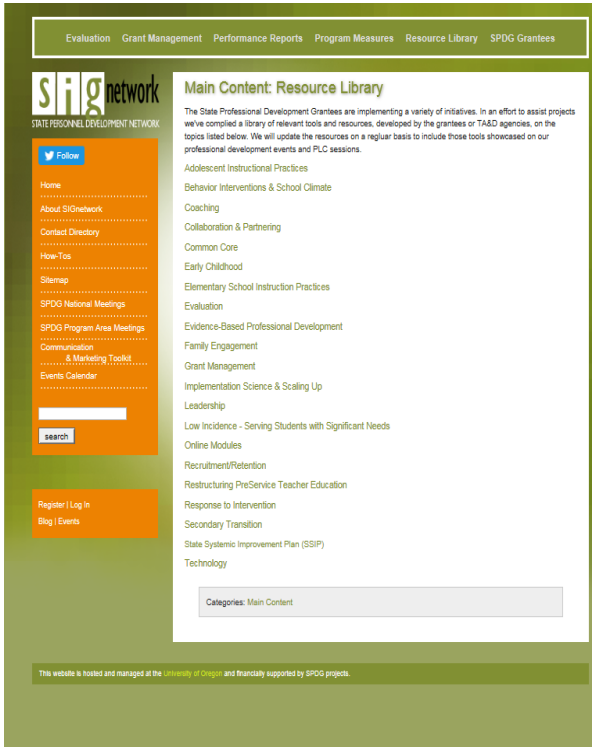


Results First Clearinghouse Database

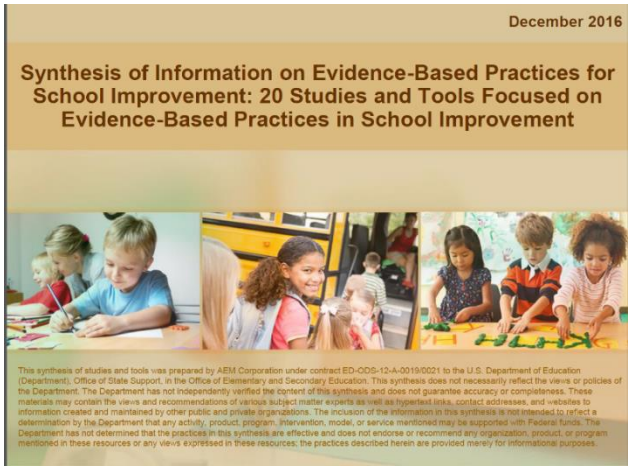


Strategic Education Board Partnership

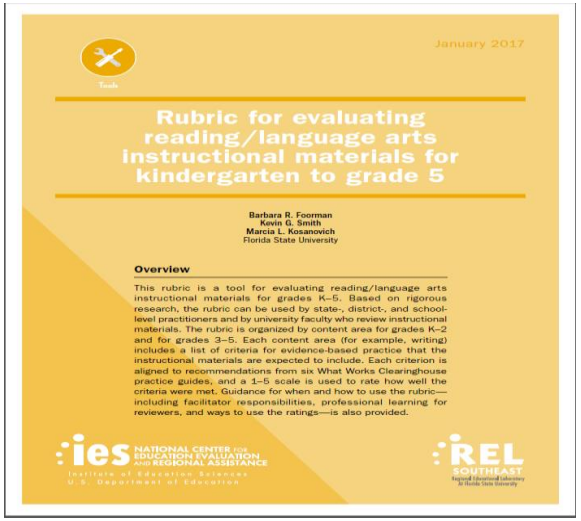
Evidence-Based Resources



http://www.signetwork.org/content_pages/190



http://ssn.airprojects.org/Synthesis_of_Evidence_Resources.pdf



National Center for Education Evaluation and Regional Assistance

Evidence-Based Resources

- **Free**, web-based, independent reviews of instructional materials by educators
- Currently **ELA** (Grades 3-8) and **Math** (K-HS) are available
- Helps districts and educators make **informed** purchasing and instructional **decisions** that support improved student outcomes
- Expert **educator-designed tool** that evaluates and measures the alignment, usability, focus, coherence, rigor and other content specific criteria
  - Math: Standards for Mathematical Practice
  - ELA: Text Quality and Complexity, Vocabulary, and Tasks
- **Ratings**: Does Not Meet Expectations, Partially Meets Expectations, and Meets Expectations

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Evidence-Based Resources

- The Best Evidence Encyclopedia is a free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education.

- It is intended to give educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12. Content areas include mathematics, reading, early childhood, school reform, and science.

- The Best Evidence Encyclopedia provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review.

  - http://www.bestevidence.org/index.cfm

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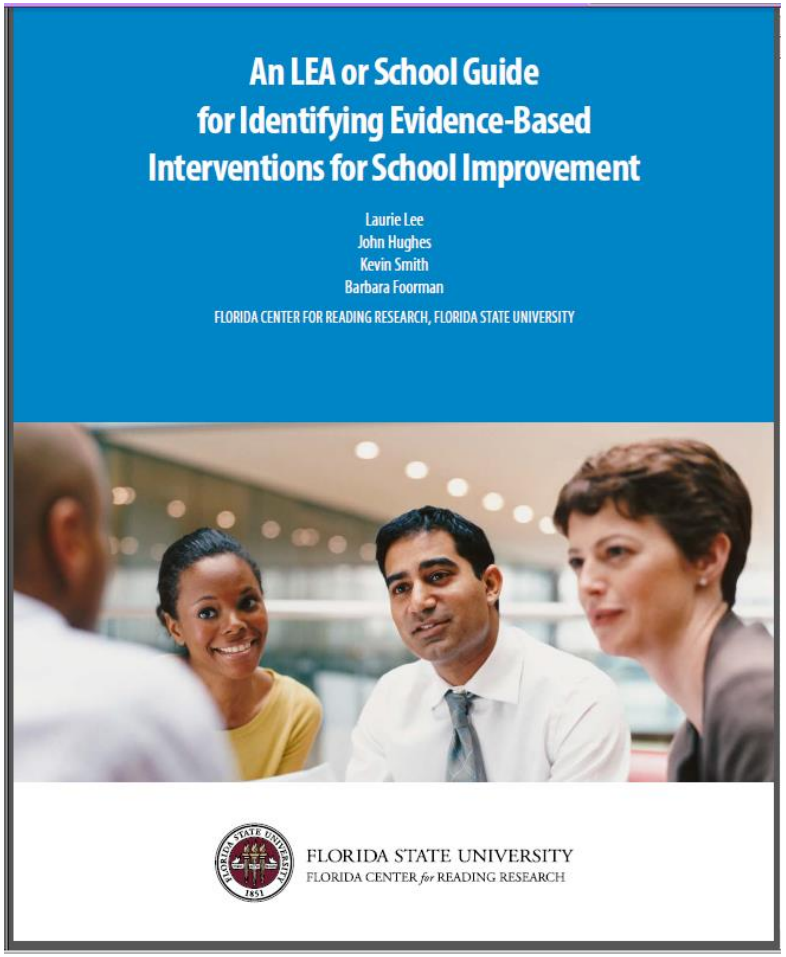
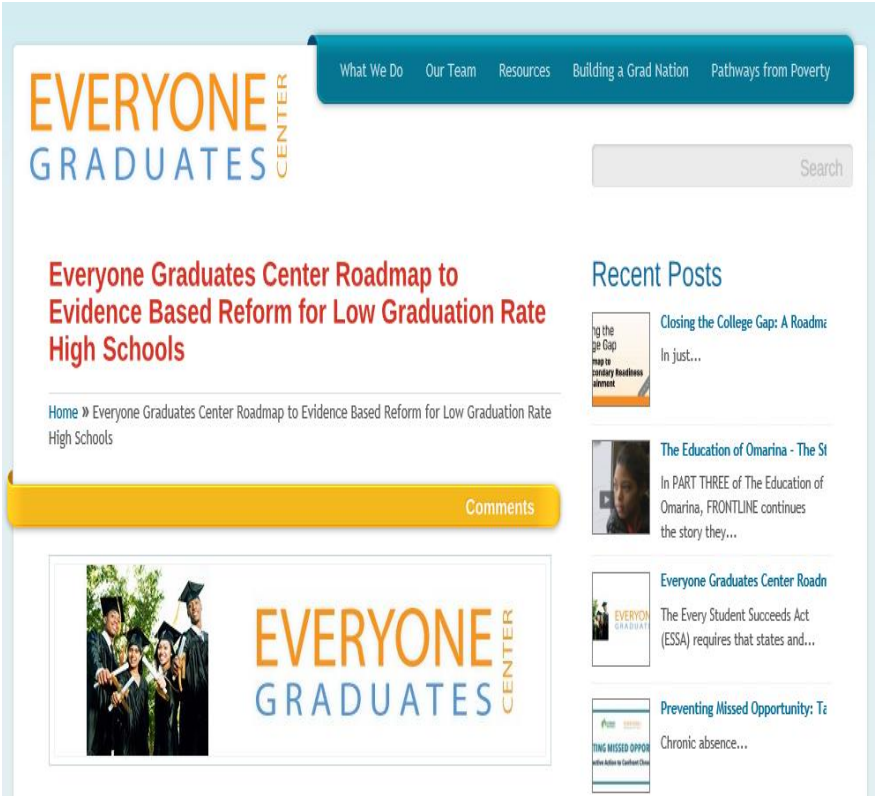
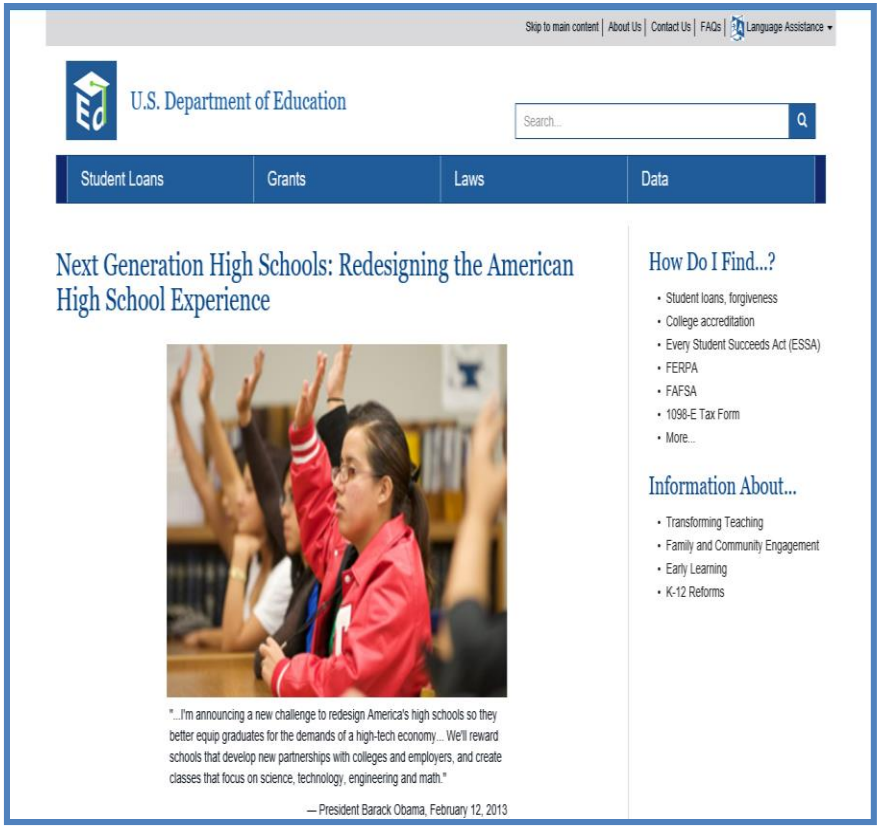
Evidence-Based Resources



https://attendee.gotowebinar.com/recording/7902699524244179457

Evidence-based Resources





http://new.every1graduates.org/everyone-graduates-center-roadmap-to-evidence-based-reform-for-low-graduation-rate-high-schools/

https://www.ed.gov/highschool

School Proposal

- Part III: Operations and Support Systems
  - A. Allocation of Financial Resources
  - B. Human Resources Systems
    - A. Recruitment and Hiring
      - A. School Leader
      - B. Instructional Staff
    - B. Employment Policies
  - C. Organizational Structures and Management
    - A. Governance
    - B. External Providers

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School Proposal

- Part III: Operations and Support Systems
  - D. Support for Teaching and Learning
    - A. Professional Development
    - B. Time for Faculty Collaboration
  - E. Family and Community Engagement
    - A. Community-School Relations
    - B. Services for Families and Community Members
    - C. Engagement in School Improvement
  - F. Sustainability

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Submit questions to:

sig@mdek12.org

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