School Improvement Grant (SIG) Guidance
Early Learning Model

Guidance for RFP Development
April 2017
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
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
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
The State of Preschool 2015

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 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 2014-15 school year showed continued 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
**QUALITY STANDARDS CHECKLIST**

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

**TOTAL BENCHMARKS MET**

10
# 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.

<table>
<thead>
<tr>
<th>School district/collaborative:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School/site name and physical address:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Contact person:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Contact’s phone:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Type of early childhood technical assistance needed:</strong></td>
<td></td>
</tr>
<tr>
<td>___Professional Development</td>
<td>___Coaching</td>
</tr>
<tr>
<td>___Reviewing information/files</td>
<td>___Meeting</td>
</tr>
<tr>
<td>___Other</td>
<td></td>
</tr>
<tr>
<td><strong>Month/date options of requested technical assistance:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of expected participants:</strong></td>
<td></td>
</tr>
<tr>
<td>___Principal</td>
<td>___Assistant Teachers</td>
</tr>
<tr>
<td>___Curriculum Coordinators</td>
<td>___Teachers</td>
</tr>
<tr>
<td>___Childcare Providers</td>
<td>___Head Start Staff</td>
</tr>
<tr>
<td>___Other</td>
<td></td>
</tr>
<tr>
<td><strong>Topic and description:</strong></td>
<td></td>
</tr>
</tbody>
</table>
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

• 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
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

OR

120 (K-6) endorsement

OR

Other endorsement

OR

Early Childhood Bachelor’s Degree (no endorsement)**

&

12 early childhood college credit hours
OR
Praxis 5024 to add 153 (Pre-K/K) endorsement
OR
Completion of an approved program*

&

Add 150 (N-1) supplemental endorsement
OR
Praxis 5024 to add 153 (Pre-K/K) endorsement
OR
Completion of an approved program*

&

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)

&

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@mded12.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.
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.
Effectiveness Evaluation Plan
Overview
2017-2018
• 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
• 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.
A site score is comprised of the sum of sub scores from the following tools:

- The Mississippi K-3 Assessment Support System (MKAS²)
- A comprehensive early learning assessment (CELA)
- Classroom Assessment Scoring System (CLASS)
• The Mississippi K-3 Assessment Support System (MKAS²) is the assessment used to meet the requirements of the Literacy-Based Promotion Act.

• As a part of MKAS², 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.
• 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.
MKAS² 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.
• 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 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.
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
Pre-K Classroom Site Score Breakdown

School Year 2017-2018

- MKAS² – 25 points
- CELA – 25 points
- CLASS – 50 points
### Rate of Readiness Scoring Breakdown

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

**Site Score (A+B+C)**
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
• 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)
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 Learning Model
Contact Information
Office of Early Childhood

601.359.2586
earlychildhood@mdek12.org
http://www.mdek12.org/ESE/EC

Joyce Greer – igreer@mdek12.org
Early Childhood Instructional Specialist
School Improvement Grant (SIG) Guidance
Early Learning Model

Guidance for RFP Development
April 2017
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
Part I: Introduction

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

D. Commitment
   A. School Improvement measures taken
   B. Teams to Support School Improvement
   C. History with SIG

E. Implementation Milestones
• Part II: Teaching and Learning

A. Curriculum
   A. Use of Standards
   B. Research-Based Methods
   C. Vertical Alignment
• 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
• Part II: Teaching and Learning
  D. Instructional Leadership and Staff
    A. Current Instructional Staff
    B. Proposed Instructional Staff
Evidence-Based Resources

What Works Clearinghouse

Find What Works based on the evidence

Filter by topic

Literacy
- Fast ForWord
- Read Naturally
- Success for All
- Sound Partners
- Read 180
- Peer-Assisted Learning Strategies
- Ladders to Literacy
- DaisyQuest
- Dialogic Reading
- Phonological Awareness Training
- Accelerated Reader
- SpellingRead
- Eurobike
- Cooperative Integrated Reading and Composition (CIRC)
- Reading Mastery

Mathematics
- Teach for America (TPA)
- Cognitive Tutor® Algebra I
- Accelerated Math
- I CAN Learn® Pre-Algebra and Algebra
- Pre-K Mathematics
- Building Blocks for Math (SBM Reals Math)
- University of Chicago School Mathematics Project (UCSMP) Algebra
- Saxon Math
- Everyday Mathematics®
- Core–Plus Mathematics
- DreamBox Learning
- Odyssey Math
- The Expert Mathematician
- University of Chicago School Mathematics Project (UCSMP) Multiple Courses

Literacy
- Cognitive Tutor® Algebra I
- Accelerated Math
- I CAN Learn® Pre-Algebra and Algebra
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Filter by topic

Mathematics
- Teach for America (TPA)
- Cognitive Tutor® Algebra I
- Accelerated Math
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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/
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

Main Content: Resource Library

- Behavior Interventions & School Climate
- Coaching
- Collaboration & Partnering
- Career Prep
- Early Childhood
- Elementary School Instruction Practices
- Evaluation
- Evidence-Based Professional Development
- Family Engagement
- Grant Management
- Implementation Science & Scaling Up
- Low Incidence
- Scheduling Students with Significant Needs
- Online/Distance
- Recruitment/Retention
- Recruitment/Professional Teacher Education
- Response to Intervention
- Secondary Transition


Rubric for evaluating reading/language arts instructional materials for kindergarten to grade 5

http://www.signetwork.org/content_pages/190
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
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
Evidence-Based Resources

https://attendee.gotowebinar.com/recording/7902699524244179457
Evidence-based Resources


Next Generation High Schools: Redesigning the American High School Experience

Preventing Wasted Opportunity: To

http://www.ed.gov/highschool

SIG Cohort IV Training - EL

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• 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
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
Submit questions to:

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