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# Accreditation Program Evaluation: James Harrison Elementary School, Prince George's County Public Schools

## Final Report

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# BOARD OF EDUCATION

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# Executive Summary

The FY 17 Pre-Kindergarten Expansion Grant Implementation in Prince George's County Public Schools will conclude in June 2017. Site accreditation and grant re-application require a program evaluation

## Evaluation Design and Data

The program evaluation is divided into six parts: the site context, classroom environment, student learning, program, teachers, and staff, community engagement, and findings/recommendations. The qualitative data in the evaluation is observational (classroom environment) and document driven. Document driven data include program schedules, lesson plans, curriculum plans, professional development schedules, newsletters, calendars, meeting and event sign-in sheets, website content, handbook content, school and PGCPS district policies, qualitative staff and parent survey responses, and correspondence with site and district staff.

The quantitative data in the evaluation is primarily summary-level statistical information that includes school enrollment information, student demographic information, ELA scores, numbers of students receiving screenings, services, and/or referrals, and teacher and staff certification counts. Any analytic interpretations or descriptive statistics come from computer-generated analysis using STATA. All statistical output (if not included in tables directly in the report) is posted in the appendix of this evaluation.

## Key Findings and Recommendations

The Pre-kindergarten Expansion Grant benchmarks and programmatic plan outline the assessment criteria for this program evaluation. Detailed context for each finding and recommendation can be found in the full-length report and related appendices.

### Recruitment/Enrollment

Recruitment efforts should use multiple modes (web, media, and print) and target children from economically disadvantaged backgrounds. The majority (75.76%) of James Harrison pre-kindergarten students is from a family whose income is at or below 185% of the Federal Poverty Level (FPL). The remaining students all come from families at or below 300% of the FPL. James Harrison successfully recruited and enrolled its targeted students. However, 24% of the pre-kindergarten students are above 185% of FPL. To the extent possible, James Harrison should continue to recruit students from very economically disadvantaged families who would benefit from the early childhood education services.

### Class Size
The grant stipulates that grantee sites will have no more than 20 children per classroom with a staff to student ratio minimum of 1:10. The staff to student ratio at James Harrison is 1:9. James Harrison can accommodate seven additional students and remain within the grant-required staff to student ratio. Given that grant funds are meant to cover the seven additional seats, James Harrison administrators should work to fill the remaining open slots.

### Program Time/Hours
FY 17 grantees must operate (and employ staff for) the required hours set forth based on whether the program is full day or half day. James Harrison reported to MSDE in its enrollment submission that all of its students attend the school half day. The grant requirement is fully met. Continue to offer half day pre-kindergarten seats moving forward for the remainder of FY 17.

### Screening and Referral Services
The Pre-Kindergarten Expansion Grant requires that grantees must provide hearing, vision, speech and language, and physical development screenings and, when necessary, referrals. This site provides all of the requisite screenings either through site-based staff (nurses who deliver hearing and vision screenings/referrals) or third-party contractors. This school met all requisite screening and referral grant requirements.

### Teacher Qualifications and Employment
James Harrison's lead teacher (Ms. Hall) meets all credentialing requirements for her position. Given the type and level of teacher credential, this requirement is fully met. However, site administrators should monitor staff licensure and be sure staff receives any required continuing education opportunities or other needs for maintaining licensure, including work towards an Advanced Professional Certificate.

### Assistant Teacher/Paraprofessional Qualifications
James Harrison's paraprofessional has evidence that she meets credentialing requirements. Ms. Neal was able to produce high school transcripts and a college degree but was unable to provide ParaPro Test results. The college degree substitutes for the ParaPro results. Given the type and level of Ms. Neal's credential, this requirement is fully met. However, site administrators should provide any required continuing education opportunities or other needs for professional and credentialing growth.

### Professional Development Plan
This site demonstrates clearly scheduled and communicated professional development opportunities for its staff.  In addition, each staff member, including paraprofessionals, has an individually tailored staff development plan rooted in observation and conversations with site administration. Although the staff members have many professional development opportunities in the calendar and each staff member has a professional development plan, there is no clear evidence that the professional development plans inform the professional development calendar. This

site would do well do to provide clearer documentation with regard to how professional development plans directly influence the selection of school- and district-offered professional development opportunities.

### Curriculum

This grantee implements a state- and grant-recommended curriculum: Frog Street PreK. Use of the curriculum (implementation fidelity) is present in daily lesson plans and routines. However, there is no clear documentation related to how groupings are determined (and modified) for each lesson/unit. Also, differentiation for ELLs and/or students with IEPs is not explicit in each lesson. Moving forward, lessons and curriculum should attend to transition time with more explicit evidence of intentional planning for each element of the lesson and of the daily routine including documentation of groupings and clear plans for differentiation of instruction.

### Student Progress Monitoring

The FY 17 Pre-Kindergarten Expansion Grant stipulates that: "By June 2017, 80% of the grant participating 4-year-old children will score at a Level 4 as measured by the Early Learning Assessment (ELA)". Current data indicate as of midyear, all (100%) of James Harrison students met the ELA goal. Although the school met the goal set out in the FY 17 grant, the school's targets are lower than targets expected of students preparing for transition to kindergarten. The school's capacity to meet level 4 benchmark should be a given.

### Quality Monitoring (CLASS and EXCELS)

The FY 17 Pre-Kindergarten Expansion Grant stipulates that: "By June 2017, all grant participating classrooms will be rated at a minimum level 5 in the areas of Emotional Support, Classroom Organization, and Instructional Support on the Classroom Assessment Scoring System (CLASS)". As of this final report, CLASS results were not yet available. This report therefore advises school administrators to heed the detailed feedback in the CLASS results, once received, particularly any area with a score below 5.00 in order to meet program aims and satisfy Maryland EXCELS requirements.

The FY 17 Pre-Kindergarten Expansion Grant also stipulates that: "By June 2017, all grant participating classrooms will publish at a Level 5 in Maryland EXCELS". This school does not currently meet the requirement for the grant. It has not published its rating and only has an internal rating of level 3. This school should continue its push to submit (and have approved) the required documentation to meet EXCELS level 5 by June 2017. When necessary, the district should allocate additional staff to the school to be sure that all requisite documentation can be collected, organized, and uploaded.

# District Background and Grant Overview

Prince George's County Public Schools (PGCPS) is a large, urban and suburban school district serving more than 100,000 students with an annual budget of over $2 billion.[1] The district is a majority-minority district and serves a diverse population of students, which includes large proportions of English Language Learners and large proportions of students eligible for Free and Reduced-Price Meal Status. PGCPS offers a range of programs from its Early Learning Programs Office including Before and After School Extended Learning Programs (BASELP), Early Start (formerly Head Start), a Judy Center, and Half- and Full-day Prekindergarten programs to increase school readiness for district students. Since the inception of prekindergarten programs, PGCPS has continued to increase the opportunities for early learners every year. The Prekindergarten Expansion Grant is one mechanism by which the district offers and expands early learning opportunities for in-district students.

PGCPS is a recipient of the Prekindergarten Expansion Grant for Fiscal Year (FY) 2017. The Prekindergarten Expansion Grant has three broad stated aims, namely: (1) to expand access to public pre-kindergarten programs for five hundred sixty (560) children, age four; (2) to offer the expanded pre-kindergarten slots free to families with household incomes at or below 300 percent of Federal Poverty Guidelines; and (3) to prepare children for kindergarten and beyond.[2]

According to the language of the Prekindergarten Expansion Grant, the capacity of PGCPS to achieve the grant's aims pivots on four areas. They are: (1) recruitment and enrollment; (2) teacher hiring; (3) professional development; and (4) community engagement. Each area includes project goals and objectives, which align with the grant's aims. In accordance with the grant's requirements, all grant sites are seeking accreditation in FY 17. Project goals and objectives and the extent to which each site meets, does not meet, or exceeds program goals and objectives are included in the site-specific evaluation herein.

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[1] Urban and Suburban here refer to the district's proximity to Washington, DC, and its schools that are part of the Metropolitan Washington area.

[2] The FY 2017 grant applies to sixteen (16) sites in total. See the appendix for the full list of sites.

# Evaluation Design and Data

The FY 17 program-specific evaluations include analysis rooted in qualitative and quantitative observations of the program and the program's data. This section outlines the key components of the evaluation design and the data used to inform key findings and recommendations.

## Evaluation Design

The program evaluation is divided into six parts: the site context, classroom environment, student learning, program, teachers, and staff, community engagement, and recommendations. Site context includes background information about this school and prekindergarten program including the site's mission and vision, data and discussion about the school's enrollment and student demographic information, and details about program services including screenings and referrals. The classroom environment section includes observations of the classroom space and results from the site's CLASS rubric. Student learning describes the prekindergarten program curriculum, curriculum implementation, and student growth and proficiency as measured by the school's Early Learning Assessment (ELA) data. The program, teachers, and staff portion of the evaluation discusses teacher and staff qualifications and professional development opportunities. The community engagement describes the evidence observed related to community engagement programs and partnerships. The final section, recommendations, is organized according to each grant benchmark and offers both an assessment of the extent to which the school did or did not meet a given benchmark and recommendations to improve the school's ability to meet (or exceed) the benchmark.

## Evaluation Data

The qualitative data in the evaluation is observational (classroom environment) and document driven. Document driven data include program schedules, lesson plans, curriculum plans, professional development schedules, newsletters, calendars, meeting and event sign-in sheets, website content, handbook content, school and PGCPS district policies, qualitative staff and parent survey responses, and correspondence with site and district staff.

The quantitative data in the evaluation is primarily summary-level statistical information that includes school enrollment information, student demographic information, ELA scores, numbers of students receiving screenings, services, and/or referrals, and teacher and staff certification counts. Any analytic interpretations or descriptive statistics come from computer-generated analysis using STATA. All statistical output (if not included in tables directly in the report) is posted in the appendix of this evaluation.

# Site Context

Prince George's County Public Schools recruits and enrolls students in pre-kindergarten expansion grantee sites using a strict set of criteria related to: 1) location; 2) income eligibility and/or developmental screening. This section begins with an outline of district recruitment practices and requirements. The remaining portion of this section contains enrollment data and demographic data related to grant requirements for student recruitment and for staffing ratios.

Figures 1 and 2 (below) demonstrate the district's adherence to recruitment efforts that seek out students targeted in the Pre-Kindergarten Expansion Grant.

*Figure 1.  District Boundary Requirements: Pre-Kindergarten*

## Registration

Prekindergarten registration will begin on **April 10th** for children that reside within the boundary of a prekindergarten program location, verified by school finder. Beginning June 1st, families may register at any elementary school that still has available seats **except for the schools whose prekindergarten program is full day and/or half day grant participant sites**. Transportation will only be provided to boundary schools. You may call the Early Childhood Office at 240-724-1924 for further clarification.

### 2016-2017 Prekindergarten Sites

*Site locations and program structure (half-day/full-day) are subject to change based on additional funding.*

Source: http://www1.pgcps.org/prekindergarten/index.aspx?id=9420&ekmensel=c580fa7b_6090_6112_btnlink

*Figure 2. Pre-Kindergarten Enrollment Criteria*

## Application Criteria

Families may apply for prekindergarten for the 2017-2018 school year if your child is four years old by September 1, 2017 and meets any of the following criteria:

- meets the income eligibility guidelines
    - No above income families will be enrolled or placed on a waiting list for Prekindergarten

- registered with the Homeless Education Office
- demonstrates developmental delays or is at risk for developmental delays as identified by an IEP placement

Source: http://www1.pgcps.org/prekindergarten/index.aspx?id=9420&ekmensel=c580fa7b_6090_6112_btnlink

District flyers passed out to local community partners, existing district families, and other media/technology also include the recruitment information and criteria.

## Enrollment

Grantee sites are expected to maintain particular student to teacher ratios, particularly in inclusion programs that enroll higher proportions of students with special needs. Specifically, programs must have no more students than allotted seats and a staff to student ration no greater than 1:10.

| Table 1. Enrollment and Class Size[3] | |
| --- | --- |
| Students Enrolled as Half Day or Full Day | Half Day |
| Students Enrolled | 33 |
| Students Expected on Grant Application | 40 |
| Number of Classrooms Offered/Number of Staff | 2/4 |
| Staff to Student Ratio | 1:8 |

Table 1 indicates that James Harrison meets its enrollment and staffing requirements. Harrison offers two sections of half-day programming, but is under-enrolled by seven students. As a result, the staff to student ratio is 1:8.

## Demographics

Additional evidence that grantee sites meet program benchmarks is the demographic composition of the students who enrolled in pre-kindergarten.

| Table 2. Enrollment by Family Income | | |
| --- | --- | --- |
| Annual income at or below 185% FPL | Annual income is 186%-200% of FPL | Annual Income is 201-300% of FPL |
| 75.76% | 18.18% | 6.06% |

Table 2 suggests that James Harrison does, indeed, enroll its targeted populations set forth in the Pre-Kindergarten Expansion Grant. The majority (75.76%) of its students comes from families who have an annual income at or below 185% of the federal poverty line.

See the appendix for data tables that include additional indicators (unrelated to grant requirements), including IEP status, gender, and race.

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[3] See appendix section "Enrollment and Demographic Data" for full data tables.

## Screening and Referral Services

All grantee pre-kindergarten sites are housed within a Prince George's County Public Schools elementary school. Therefore, all sites have access to on-site nursing staff that complete developmentally appropriate vision and hearing screenings and any subsequent necessary referrals.

As required by the grant, PGCPS contracted with two outside vendors to complete the remaining screenings and referral services:
- "EBS" was contracted for FY 17 to complete all speech- and language-related services, including screenings and referrals
- "Ages and Stages" was used by PGCPS in FY 17 to complete all physical development screenings and any necessary referrals.

# Classroom Environment

The site's classroom contains multiple centers for student learning, student materials and writing spaces, developmentally appropriate classroom libraries, and visual displays that include student work, vocabulary, and classroom information. Technology and multiple mediums are available for students in each classroom. On surface, the classroom environment meets the basic expectations for classroom environment in terms of: 1) safety/physical classroom spaces; 2) instructional materials/learning and center spaces; 3) evidence of developmentally appropriate instruction; and 4) opportunities to learn via technology and media. The Classroom Assessment Scoring System (CLASS) provides a more detailed, substantive, and nuance analysis of the classroom environment. CLASS results follow in the section below.

## CLASS Results

The CLASS examines the classroom environment through three domains: Emotional Support, Classroom Organization, and Instructional Support. Each domain explores specific, related areas. They are: (for emotional support) positive climate, teacher sensitivity, and regard for student perspectives; (for classroom organization) behavior management, productivity, and instructional learning formats; and (for instructional support) concept development, quality of feedback, and language modeling.[4] For the purposes of this evaluation, site scores are in Table 3, below.

| Table 3. CLASS RESULTS | |
|---|---|
| **Domain** | Score |
| Emotional Support | |
| Classroom Organization | |
| Instructional Support | |

Note: As of this final report, CLASS results were not yet available. This report therefore advises school administrators to heed the detailed feedback in the CLASS results, once received, particularly any area with a score below level 5 in order to meet program aims.

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[4] Detailed results are available in the school's full CLASS summary report.

# Student Learning

The Pre-Kindergarten Expansion Grant stipulates that recipient sites implement appropriate curricula and monitor student growth through assessment. The section below details both the evidence, if any, of curriculum rigor and implementation fidelity as well as measures of student progress.

## Curriculum

PGCPS implements a state- and grant-recommended curriculum: Frog Street PreK. Frog Street PreK is "a comprehensive, research-based curriculum that integrates instruction across developmental domains and is aligned to state and national standards" (Frog Street, 2017).[5] Frog Street's curriculum includes lessons and modifications to support all students, including those often recruited for grantee pre-kindergarten sites, namely English Language Learners and students with special needs. The curriculum also uses multiple modalities and encourages in indoor and outdoor learning. Further, Frog Street includes curricular approaches to social-emotional education through its use of "Conscious Discipline", which is a positive behavior approach that embeds emotional intelligence, conflict management, classroom management, and discipline into the instructional day.

In addition, all pre-kindergarten sites in PGCPS use a Curriculum Instructional Map (CIM) to link classroom lesson planning and instruction with assessment criteria for the ELA (SKBs) and the Maryland College and Career Ready Standards.

## Instruction and Lesson Planning

The lesson plans and instruction demonstrate a clear understanding of curricular goals, lesson objectives, strategies, and time for small group instruction and differentiation. The classroom staff at James Harrison collaborates to provide whole group and individualized instruction time for all students, with consistent connection to tangible skills that are measured in assessments (SKBs) and to the broader Maryland College and Career Ready Standards (MCCRS). Staff attends to the broad range of student needs, including: content-based lesson (math, reading, and science), social emotional development, gross and fine motor skills, and the creative arts.

There is some inconsistency across instruction and lesson plans. While lesson plan formats and content will necessarily change as unit content and curriculum progress, certain elements should be present in all lesson plans, including: transitions; and more detail with regard to instructional groupings. For example, only some parts of daily lesson plans include transition within each section of the daily schedule. However, transitions are always occurring between activities and

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[5] See http://www.frogstreet.com/wp-content/uploads/2015/07/Pre-K-Brochure-EXH1488-1.pdf for pre-kindergarten curriculum brochure and overview.

lessons. Intentional planning would mean more explicit transitions to reduce wasted instructional time. Including daily schedule times in lessons to make sure that instructional time use is most efficient and to track transitions and lesson time could be helpful.

Also, lessons clearly demonstrate the occurrence of small group time and center time for differentiated instruction, but there is less clarity with regard to the organization behind and selection of the student groupings. PGCPS Pre-Kindergarten sites use teacher-based decision-making and Waterford assessments to determine differentiated student groups by content areas, but group documentation/organization does not appear in lesson plans.

## Student Data (Early Learning Assessment)

Prince George's County Public Schools implemented the Early Learning Assessment (ELA) in its pre-kindergarten classrooms for the first time in the 2016-2017 school year. The ELA measures a variety of Skills, Knowledge, and Behavior (SKB) related to student development, specifically: math, reading, science, social studies, and arts content areas; social-emotional intelligence; and gross- and fine-motor development. Teachers gather evidence for each student and report student progress three times a year in a baseline, midyear, and final assessment. At the time of this evaluation, only baseline and midyear results were collected. The results for this school follow.

| Table 4. Student Learning Progress | | |
|---|---|---|
| | **Baseline** | **Midyear** |
| **Proportion of Students who meet ELA Level 4** | 85.19% | 100.00% |

Table 4 reports the percentage of students in the school who score at least at a level 4 benchmark overall across all tested SKB domains and indicators for the baseline and midyear assessments. According to the ELA assessment rubric, levels 5 through 7 correspond to students age three of age through preparing for kindergarten. The level 4 grant criteria is the final developmental level preceding students on target for three years of age.

The data indicate that 100.00% of James Harrison's students met at least a level 4 benchmark in the ELA, exceeding the 80.00% goal in the grant.

# Program, Teachers, and Staff

## Teacher Certification Status

James Harrison's lead teacher (Ms. Hall) meets all credentialing requirements for her position. That is, she has a license eligible to teach early childhood education. She holds a Standard Professional II certificate and is, by objective measure, highly qualified.[6]

James Harrison's paraprofessional has evidence that she meets credentialing requirements. Ms. Neal was able to produce high school transcripts and a college degree but was unable to provide ParaPro Test results. The college degree substitutes for the ParaPro results. In addition, the district provided a letter from their Human Resources division, which details the policy and processes for placing qualified and credentialed paraprofessionals by June of 2017. Given the district statement, current paraprofessionals meet required credentialing expectations by default.

## Professional Development

This site demonstrates clearly scheduled and communicated professional development opportunities for its staff. The district provides a full calendar of relevant learning opportunities that span a wide array of topics, from academics and assessment to conscious discipline and data collection (see professional development calendar in appendix). In addition, each staff member, including paraprofessionals, has an individually tailored staff development plan rooted in observation and conversations with site administration. The existence of professional support is further documented in the positive responses from the staff survey (see, below in "Staff Survey Results").

Notably, the order in which the professional development calendar and professional development plans were established is questionable. That is, although the staff members have many professional development opportunities in the calendar and each staff member has a professional development plan, there is no clear evidence that the professional development plans inform the professional development calendar. Indeed, this site would do well do to provide clearer documentation with regard to how professional development plans directly influence the selection of school- and district-offered professional development opportunities.

## Staff Survey Results

Pre-Kindergarten Expansion Grant recipient schools include, at most, three classrooms per site.  Despite using a census approach and sampling all pre-

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[6]  "Highly Qualified" is a reference to current ESSA accountability requirements to hold a relevant license and to teach in the area corresponding to that license.

kindergarten staff members, survey results viewed within a single site reveal opinions of staff that are directly attributable to specific individuals. This report therefore discusses staff survey results in the aggregate level—across all sixteen grantees—to protect respondent confidentiality and to enable the reporting of results by various staff groups (e.g., teacher, paraprofessional, site administrator).[7] Survey questions are organized according to accreditation indicators. All questions use a likert scale (1-5) for responses. Indicator-level questions are aggregated to the standard level (e.g., indicators 1.1.1 and 1.1.2 are reported together as standard 1.1) to increase the utility of the results interpretation. Readers should have caution when assigning gravity to the following interpretation of the survey results due to the small sample size. Nonetheless, aggregated response data by standard offers insightful trends to general, staff interpretation of pre-kindergarten success.

The distribution of survey respondents according to position mirrors the composition of the sites. That is, the majority of respondents (70.00%, n=14) were teachers and paraprofessionals. 30.00% (n=6) of staff survey respondents were school administrators (see Appendix Table 1).[8]  The respondent characteristics suggest that the data are a representative sample of site-based personnel, albeit a small number.  The extent to which respondents rated standards higher or lower on the response scale differed by position across all three groups of standards. Interestingly, school administrators, on average, rated most standards roughly one scale-point lower than teachers and paraprofessionals.

On average, respondents believed their grantee site was effective to highly effective in providing their philosophy and vision, a system to evaluate the program, and, in particular, the site leaders' capacity to communicate developmentally appropriate teaching strategies, the implementation of staff evaluations and support/professional development, and the provision of transition plans and developmentally appropriate materials and activities and their related assessments. Staff expressed less confidence in communication regarding annual program evaluation data, though a lower scale response here is consistent with the fact that the program evaluation had not yet been complete (this report *is* the program evaluation).

The highest average ratings from staff respondents were, on average for the classroom environment with most responses garnering "highly effective" scale answers. This trend suggests that teachers and administrators alike perceive school and classroom environments to be safe (clean, free of construction, toxins, etc.), with developmentally appropriate spaces and structures, and safety plans and procedures. In addition, these responses indicate that staff members view classroom environments as inclusive, open to diverse emotional, social, and intellectual needs, and as spaces where children can engage in learning through multiple centers and technologies. High ratings for Standards 2.3 and 2.4, in

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[7] See the appendix for the full survey instrument.
[8] Administrator refers to principals or site-based administration personnel.

particular, point to staff members' perception of successful curriculum implementation across all content types and the existence of scheduling and routines that incorporate a diverse set of children's needs.

Standard 3.1, the last indicator group had the largest perceived difference between teachers/paraprofessionals and school administrators. Classroom staff reported communication with parents, including communication of assessment data, as highly effective. However, the responses from site administrators (needs improvement) suggest that perhaps teachers and paraprofessionals may not communicate with families as much or as clearly as site administrators would like. This indicator group, according to response data, needs the most direct attention from site-based staff.

## EXCELS

As of this writing, this site does not have a published rating in EXCELS for FY 17. However, the Maryland EXCELS interface demonstrates a Maryland EXCELS overall internal rating of "3".

To close the gap in the school's current EXCELS rating and the requirement set forth in the Pre-Kindergarten Expansion Grant, PGCPS identified two corrective actions already in place:
1. set up team members in the early learning office to work with the site to obtain all requisite documentation for Maryland EXCELS level 5; and
2. contracted an outside vendor to assist with document upload and to be sure that the school can meet EXCELS level 5 criteria by June, 2017.

# Community Engagement

Each school in PGCPS, including all of the Pre-Kindergarten Expansion Grant recipient schools, benefits from its membership in a large school district. That is, the school district takes on the coordination of community and family engagement through outreach and partnership and offers these opportunities to the families of all its students. The section below details community engagement and partnership opportunities at the district and school levels and concludes with a discussion of community survey results.

## 2016-2017 Family Institute

On September 10, 2016, PGCPS hosted its first Family Institute.  More than 1000 people attended the program, including families of students in PGCPS pre-kindergarten programs. The programming for the institute consisted of three thematic areas: 1) family empowerment; 2) 21st century learners; and 3) health and wellness. Each area included developmentally relevant social-emotional, physical, and academic information for children pre-kindergarten age through high-school age. The institute emphasized family partnership in child growth and learning and continued to offer lessons.

## Community Programs and Partnerships

PGCPS released a 2016-2017 Family Resource Guide, which provides all district families with resources in the community that families can access through the district's public and business partnerships. The Family Resource Guide includes access to screenings and services related to children with special needs and students with IEPs, developmental milestones, mental health services, food and nutrition services, parent education opportunities, before and after care services, homeless services, and recreational activities.

## Maryland Early Childhood Family Engagement Framework

In addition to district-wide family engagement and community partnerships, each school has its own programming to engage its families and community members. PGPCS policy requires that the Maryland Early Childhood Family Engagement Framework guides all school-based community programming and the schools' assessment thereof. The Framework is "designed to support intentional thinking and action regarding the implementation of family engagement policies and practices…among early care and education providers who serve young children, including children from poor families, children with disabilities and special health

needs, and dual language learners" (Maryland Family Engagement Coalition, 2016, p.2).[9]

## Community Survey Results

Like the approach for the staff surveys, district staff used a census approach for its community survey. However, due to low response rates, this evaluation reports results across all grantee schools together in order to protect the confidentiality of survey respondents (181 responses total, for all 16 grantee sites). The community survey design is a subset of items from the full staff survey. As such, community survey questions are organized according to accreditation indicators. All questions, like in the staff survey, use a likert scale (1-5) for responses. Indicator-level questions are aggregated to the standard level (e.g., indicators 1.1.1 and 1.1.2 are reported together as standard 1.1) to increase the utility of the results interpretation. Readers should have caution when assigning gravity to the following interpretation of the survey results due to the small sample size. Nonetheless, aggregated response data by standard offers insightful trends to general, community-based perceptions of pre-kindergarten expansion grantee site success.

On average, survey respondents indicated that their receipt of (and implicitly, their understanding of) their child's school's mission, vision, and philosophy was near exceptional. Community members also highly rated their confidence in the respective programs' (and their teachers') capacity to develop transition plans, use developmentally appropriate material, and identify children's needs through multiple assessment methods. Although these ratings were high (on average, highly effective), this rating was lower than parents' ratings for school mission and vision.

Parent and community responses to items related to the second indicator were equally high. On average, parents reported that the learning environment was nearly "exceptional", free from dangers, toxins or unsafe items; with a learning environment that encouraged growth and included multiple modalities, including technology. Parents also viewed learning experiences across content areas (standards 2.3) as exceptional, including listening, reading, writing, and playful learning. Standards 2.4 received the highest mean rating score from parents (again, "exceptional"). This suggests that parents have a high degree of confidence in the sites' capacities to offer differentiated instruction that targets the needs of all children and that classroom management strategies, daily scheduling, and independent learning time all address the multiple needs of multiple learners in the classroom environment.

The final survey standard, 3.1, assesses parent and community perceptions of family involvement, the delivery of information to parents and the community, and the

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[9] See http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/md_fam_engage.pdf for the full guide with rubric.

extent to which sites involve community partners and parents in the school. Like the other survey standards, parents perceived schools' communication, outreach, and involvement as nearly "exceptional".

In sum, parent confidence in pre-kindergarten expansion grant programs was high, with most ratings nearing "exceptional". These results support the notion that parents understand the mission of the pre-kindergarten expansion grantee sites; see developmentally appropriate, differentiated curriculum and materials in place covering a variety of subjects in site classrooms; view the sites as safe; and feel that the sites actively work to communicate with parents and the community. However, the parent survey used language containing education jargon that would better target education staff. In the future, the district should seek to design the survey with its target audience in mind (both in terms of item design and item content); and with a clearer implementation of the likert scale approach (e.g., ask parents to rate an item from 1 to 5, 1 being ___ and 5 being ____; which would make survey interpretation more meaningful).

# Evaluation Findings and Recommendations

The Pre-kindergarten Expansion Grant benchmarks and programmatic plan outline the assessment criteria for this program evaluation. This report's previous sections provide the context for the findings (and subsequent recommendations) below.

## Recruitment/Enrollment

### Finding:
Recruitment efforts should use multiple modes (web, media, and print) and target children from economically disadvantaged backgrounds. The majority (75.76%) of James Harrison pre-kindergarten students is from a family whose income is at or below 185% of the Federal Poverty Level (FPL). The remaining students all come from families at or below 300% of the FPL.

### Recommendation:
James Harrison successfully recruited and enrolled its targeted students. However, 24% of the pre-kindergarten students are above 185% of FPL. To the extent possible, James Harrison should continue to recruit students from very economically disadvantaged families who would benefit from the early childhood education services.

## Class Size

### Finding:
The grant stipulates that grantee sites will have no more than 20 children per classroom with a staff to student ratio minimum of 1:10. The staff to student ratio at James Harrison is 1:9.

### Recommendation:
James Harrison can accommodate seven additional students and remain within the grant-required staff to student ratio. Given that grant funds are meant to cover the seven additional seats, James Harrison administrators should work to fill the remaining open slots.

## Program Time/Hours

### Finding:
FY 17 grantees must operate (and employ staff for) the required hours set forth based on whether the program is full day or half day. James Harrison reported to MSDE in its enrollment submission that all of its students attend the school half day.

### Recommendation:
The grant requirement is fully met. Continue to offer half day pre-kindergarten seats moving forward for the remainder of FY 17.

### Screening and Referral Services

**Finding:**

The Pre-Kindergarten Expansion Grant requires that grantees must provide hearing, vision, speech and language, and physical development screenings and, when necessary, referrals. This site provides all of the requisite screenings either through site-based staff (nurses who deliver hearing and vision screenings/referrals) or third-party contractors.

**Recommendation:**

This school met all requisite screening and referral grant requirements. The only recommendation is to be sure that the school maintains its processes for providing screening and referral services for the remainder of the year in case of new students transferring into the program.

### Teacher Qualifications and Employment

**Finding:**

James Harrison's lead teacher (Ms. Hall) meets all credentialing requirements for her position.

**Recommendation:**

Given the type and level of teacher credential, this requirement is fully met. However, site administrators should monitor staff licensure and be sure staff receives any required continuing education opportunities or other needs for maintaining licensure, including work towards an Advanced Professional Certificate.

### Assistant Teacher/Paraprofessional Qualifications

**Finding:**

James Harrison's paraprofessional has evidence that she meets credentialing requirements. Ms. Neal was able to produce high school transcripts and a college degree but was unable to provide ParaPro Test results. The college degree substitutes for the ParaPro results.

**Recommendation:**

Given the type and level of Ms. Neal's credential, this requirement is fully met. However, site administrators should provide any required continuing education opportunities or other needs for professional and credentialing growth.

### Professional Development Plan

**Finding:**

Prince George's County Public Schools produced an early childhood program professional development calendar. The calendar includes professional development opportunities related to: curriculum and assessment; the Classroom Assessment Scoring System (CLASS); student behavior and discipline practices; data collection; and math and science content.

In addition, all lead and assistant staff members at James Harrison have individualized staff development plans, which were constructed with school/site leadership and focus the staff members' development on areas of need and of interest that were identified through principal observations of the classrooms.

**Recommendation:**

As noted in this report, the staff members have many professional development opportunities in the calendar and each staff member has a professional development plan, but there is no clear evidence that the professional development plans inform the professional development calendar. This site would do well do to provide clearer documentation with regard to how professional development plans directly influence the selection of school- and district-offered professional development opportunities.

## Curriculum

**Finding:**

This grantee implements a state- and grant-recommended curriculum: Frog Street PreK. Use of the curriculum (implementation fidelity) is present in daily lesson plans and routines.  For example, teacher instruction (and lesson plans) notes vocabulary usage, structured center time, and small group instruction time tied to math, reading, and science content matching the Frog Street Curriculum. Lessons are tied to state (MCCRS) and assessment (ELA SKB) standards.

**Recommendation:**

Although the curriculum and daily lesson plans make note of small group instruction and center time there is no clear documentation related to how groupings are determined (and modified) for each lesson/unit. Also, differentiation for ELLs and/or students with IEPs is not explicit in each lesson. Moving forward, lessons and curriculum should attend to transition time with more explicit evidence of intentional planning for each element of the lesson and of the daily routine including documentation of groupings and clear plans for differentiation of instruction.

## Student Progress Monitoring

**Finding:**

The FY 17 Pre-Kindergarten Expansion Grant stipulates that: "By June 2017, 80% of the grant participating 4-year-old children will score at a Level 4 as measured by the Early Learning Assessment (ELA)". Current data indicate that as of midyear, all (100%) of James Harrison's students met the ELA goal (see ELA section, above, and appendix, below, for details).[10]

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[10] Only baseline and midyear ELA data were available as of the writing of this report.

**Recommendation:**

Although the school met the goal set out in the FY 17 grant, the school's targets are lower than targets expected of students preparing for transition to kindergarten. The school's capacity to meet level 4 benchmark should be a given. In fact, for four-year-olds transitioning to kindergarten, the appropriate benchmark is level 8 ("approximate entry to kindergarten"). This school should revise its targets upward and increase its expectations for student development and learning to at *least* a level 6 or level 7.

## Quality Monitoring (CLASS and EXCELS)

**Finding:**

The FY 17 Pre-Kindergarten Expansion Grant stipulates that: "By June 2017, all grant participating classrooms will be rated at a minimum level 5 in the areas of Emotional Support, Classroom Organization, and Instructional Support on the Classroom Assessment Scoring System (CLASS)". As of this final report, CLASS results were not yet available.

The FY 17 Pre-Kindergarten Expansion Grant also stipulates that: "By June 2017, all grant participating classrooms will publish at a Level 5 in Maryland EXCELS".  This school does not currently meet the requirement for the grant. It has not published its rating and only has an internal rating of level 3.

**Recommendation:**

Because CLASS results were yet unavailable, this report advises school administrators to heed the detailed feedback in the CLASS results, once received, particularly any area with a score below 5.00 in order to meet program aims and satisfy Maryland EXCELS requirements.

This school should continue its push to submit (and have approved) the required documentation to meet EXCELS level 5 by June 2017. When necessary, the district should allocate additional staff to the school to be sure that all requisite documentation can be collected, organized, and delivered to its third-party contractor such that the contractor can load the documents onto the EXCELS platform and the Maryland State Department of Education can review and provide feedback for documents such that, if anything falls short of the appropriate level, the school and the district have time to fix and resubmit evidence.

# Works Cited

Frog Street (2017).  Frog street pre-k: Celebrating the joy of learning. Frog Street: Grapevine, TX. Retrieved from http://www.frogstreet.com/wp-content/uploads/2015/07/Pre-K-Brochure-EXH1488-1.pdf.

Maryland Family Engagement Coalition, The (2016). *The early childhood family engagement framework: Maryland's vision for engaging families with you children.* Retrieved from http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/md_fam_engage.pdf.

# Appendix

## Enrollment and Demographic Data

Data analysis was initially conducted across all 16 pre-kindergarten expansion grant sites. Consequently, the following tables contain data from all schools. Note that this evaluation only reports one specific site's data in the previous sections' narrative, findings, and recommendations. All data are sourced from the MSDE FY 17 Enrollment File.

### Appendix Table 1. Enrollment

| School | Freq. | Percent | Cum. |
|---|---|---|---|
| Allenwood | 21 | 4.05 | 4.05 |
| Apple Grove | 23 | 4.44 | 8.49 |
| Capitol Heights | 18 | 3.47 | 11.97 |
| Concord | 42 | 8.11 | 20.08 |
| District Heights | 20 | 3.86 | 23.94 |
| Doswell | 20 | 3.86 | 27.80 |
| Fort Washington Forest | 36 | 6.95 | 34.75 |
| Indian Queen | 20 | 3.86 | 38.61 |
| J Franj Dent | 18 | 3.47 | 42.08 |
| James Harrison | 33 | 6.37 | 48.46 |
| Kenmoor | 52 | 10.04 | 58.49 |
| Lake Arbor | 36 | 6.95 | 65.44 |
| North Forestville | 12 | 2.32 | 67.76 |
| Potomac Landing | 19 | 3.67 | 71.43 |
| Robert Gray | 59 | 11.39 | 82.82 |
| Wheatley | 89 | 17.18 | 100.00 |
| Total | 518 | 100.00 | |

### Appendix Table 2. Enrollment, by Gender

| School | Child_Gender | | Total |
|---|---|---|---|
| | Male | Female | |
| Allenwood | 14 | 7 | 21 |
| Apple Grove | 12 | 11 | 23 |
| Capitol Heights | 8 | 10 | 18 |
| Concord | 21 | 21 | 42 |
| District Heights | 9 | 11 | 20 |
| Doswell | 9 | 11 | 20 |
| Fort Washington For.. | 20 | 16 | 36 |
| Indian Queen | 13 | 7 | 20 |
| J Franj Dent | 12 | 6 | 18 |
| James Harrison | 12 | 21 | 33 |
| Kenmoor | 33 | 19 | 52 |
| Lake Arbor | 22 | 14 | 36 |
| North Forestville | 7 | 5 | 12 |
| Potomac Landing | 12 | 7 | 19 |
| Robert Gray | 27 | 32 | 59 |
| Wheatley | 59 | 30 | 89 |
| Total | 290 | 228 | 518 |

## Appendix Table 3. Enrollment, by Family Income

| School | Family_Income | | | Total |
|---|---|---|---|---|
| | Annual in | Annual in | 201-300% | |
| Allenwood | 21<br>100.00 | 0<br>0.00 | 0<br>0.00 | 21<br>100.00 |
| Apple Grove | 22<br>95.65 | 0<br>0.00 | 1<br>4.35 | 23<br>100.00 |
| Capitol Heights | 17<br>94.44 | 0<br>0.00 | 1<br>5.56 | 18<br>100.00 |
| Concord | 38<br>90.48 | 1<br>2.38 | 3<br>7.14 | 42<br>100.00 |
| District Heights | 19<br>95.00 | 0<br>0.00 | 1<br>5.00 | 20<br>100.00 |
| Doswell | 19<br>95.00 | 0<br>0.00 | 1<br>5.00 | 20<br>100.00 |
| Fort Washington For.. | 22<br>64.71 | 3<br>8.82 | 9<br>26.47 | 34<br>100.00 |
| Indian Queen | 17<br>85.00 | 1<br>5.00 | 2<br>10.00 | 20<br>100.00 |
| J Franj Dent | 18<br>100.00 | 0<br>0.00 | 0<br>0.00 | 18<br>100.00 |
| James Harrison | 25<br>75.76 | 6<br>18.18 | 2<br>6.06 | 33<br>100.00 |
| Kenmoor | 49<br>94.23 | 1<br>1.92 | 2<br>3.85 | 52<br>100.00 |
| Lake Arbor | 25<br>71.43 | 2<br>5.71 | 8<br>22.86 | 35<br>100.00 |
| North Forestville | 10<br>83.33 | 1<br>8.33 | 1<br>8.33 | 12<br>100.00 |
| Potomac Landing | 15<br>78.95 | 1<br>5.26 | 3<br>15.79 | 19<br>100.00 |
| Robert Gray | 2<br>3.39 | 55<br>93.22 | 2<br>3.39 | 59<br>100.00 |
| Wheatley | 45<br>50.56 | 19<br>21.35 | 25<br>28.09 | 89<br>100.00 |
| Total | 364<br>70.68 | 90<br>17.48 | 61<br>11.84 | 515<br>100.00 |

## Appendix Table 4. Enrollment, by Race

| School | Not Repor | American | Asian | Race Black/Afr | Hawaiian/ | White | Two or Mo | Total |
|---|---|---|---|---|---|---|---|---|
| Allenwood | 0 | 0 | 0 | 15 | 0 | 0 | 6 | 21 |
| | 0.00 | 0.00 | 0.00 | 71.43 | 0.00 | 0.00 | 28.57 | 100.00 |
| Apple Grove | 0 | 0 | 0 | 15 | 0 | 8 | 0 | 23 |
| | 0.00 | 0.00 | 0.00 | 65.22 | 0.00 | 34.78 | 0.00 | 100.00 |
| Capitol Heights | 0 | 0 | 0 | 17 | 0 | 1 | 0 | 18 |
| | 0.00 | 0.00 | 0.00 | 94.44 | 0.00 | 5.56 | 0.00 | 100.00 |
| Concord | 0 | 0 | 0 | 41 | 0 | 0 | 1 | 42 |
| | 0.00 | 0.00 | 0.00 | 97.62 | 0.00 | 0.00 | 2.38 | 100.00 |
| District Heights | 6 | 0 | 0 | 13 | 0 | 0 | 1 | 20 |
| | 30.00 | 0.00 | 0.00 | 65.00 | 0.00 | 0.00 | 5.00 | 100.00 |
| Doswell | 1 | 0 | 0 | 11 | 1 | 1 | 6 | 20 |
| | 5.00 | 0.00 | 0.00 | 55.00 | 5.00 | 5.00 | 30.00 | 100.00 |
| Fort Washington For.. | 3 | 0 | 0 | 28 | 4 | 1 | 0 | 36 |
| | 8.33 | 0.00 | 0.00 | 77.78 | 11.11 | 2.78 | 0.00 | 100.00 |
| Indian Queen | 1 | 1 | 2 | 12 | 0 | 3 | 1 | 20 |
| | 5.00 | 5.00 | 10.00 | 60.00 | 0.00 | 15.00 | 5.00 | 100.00 |
| J Franj Dent | 0 | 1 | 0 | 16 | 0 | 1 | 0 | 18 |
| | 0.00 | 5.56 | 0.00 | 88.89 | 0.00 | 5.56 | 0.00 | 100.00 |
| James Harrison | 11 | 0 | 2 | 18 | 0 | 1 | 1 | 33 |
| | 33.33 | 0.00 | 6.06 | 54.55 | 0.00 | 3.03 | 3.03 | 100.00 |
| Kenmoor | 16 | 1 | 1 | 29 | 0 | 5 | 0 | 52 |
| | 30.77 | 1.92 | 1.92 | 55.77 | 0.00 | 9.62 | 0.00 | 100.00 |
| Lake Arbor | 0 | 0 | 2 | 34 | 0 | 0 | 0 | 36 |
| | 0.00 | 0.00 | 5.56 | 94.44 | 0.00 | 0.00 | 0.00 | 100.00 |
| North Forestville | 3 | 0 | 0 | 8 | 0 | 1 | 0 | 12 |
| | 25.00 | 0.00 | 0.00 | 66.67 | 0.00 | 8.33 | 0.00 | 100.00 |
| Potomac Landing | 4 | 0 | 0 | 11 | 0 | 1 | 3 | 19 |
| | 21.05 | 0.00 | 0.00 | 57.89 | 0.00 | 5.26 | 15.79 | 100.00 |
| Robert Gray | 2 | 0 | 2 | 43 | 0 | 2 | 10 | 59 |
| | 3.39 | 0.00 | 3.39 | 72.88 | 0.00 | 3.39 | 16.95 | 100.00 |
| Wheatley | 6 | 1 | 1 | 79 | 0 | 2 | 0 | 89 |
| | 6.74 | 1.12 | 1.12 | 88.76 | 0.00 | 2.25 | 0.00 | 100.00 |
| Total | 53 | 4 | 10 | 390 | 5 | 27 | 29 | 518 |
| | 10.23 | 0.77 | 1.93 | 75.29 | 0.97 | 5.21 | 5.60 | 100.00 |

## Appendix Table 4. Enrollment, by IEP Status

| School | IEP 0 | IEP 1 | Total |
|---|---|---|---|
| Allenwood | 20 | 1 | 21 |
| Apple Grove | 22 | 1 | 23 |
| Capitol Heights | 18 | 0 | 18 |
| Concord | 35 | 7 | 42 |
| District Heights | 19 | 1 | 20 |
| Doswell | 20 | 0 | 20 |
| Fort Washington For.. | 33 | 3 | 36 |
| Indian Queen | 20 | 0 | 20 |
| J Franj Dent | 18 | 0 | 18 |
| James Harrison | 32 | 1 | 33 |
| Kenmoor | 25 | 27 | 52 |
| Lake Arbor | 35 | 1 | 36 |
| North Forestville | 12 | 0 | 12 |
| Potomac Landing | 18 | 1 | 19 |
| Robert Gray | 59 | 0 | 59 |
| Wheatley | 66 | 23 | 89 |
| Total | 452 | 66 | 518 |

## Appendix Table 5. Enrollment by Full Day and Half Day

| School | Half-Day | Full-Day | Total |
|---|---|---|---|
| Allenwood | 0 | 21 | 21 |
| Apple Grove | 23 | 0 | 23 |
| Capitol Heights | 0 | 18 | 18 |
| Concord | 0 | 42 | 42 |
| District Heights | 0 | 20 | 20 |
| Doswell | 0 | 20 | 20 |
| Fort Washington For.. | 0 | 36 | 36 |
| Indian Queen | 0 | 20 | 20 |
| J Franj Dent | 0 | 18 | 18 |
| James Harrison | 33 | 0 | 33 |
| Kenmoor | 0 | 52 | 52 |
| Lake Arbor | 36 | 0 | 36 |
| North Forestville | 0 | 12 | 12 |
| Potomac Landing | 0 | 19 | 19 |
| Robert Gray | 0 | 59 | 59 |
| Wheatley | 0 | 89 | 89 |
| Total | 92 | 426 | 518 |

## Student Learning (ELA) Data

Appendix Table 6. ELA Assessment Level 4 Baseline Benchmark, by School

| School of Enrollment | Assessment_Benchmark_Baseline Did Not M | Met or Ex | Total |
|---|---|---|---|
| ALLENWOOD ELEMENTARY | 2<br>10.53 | 17<br>89.47 | 19<br>100.00 |
| APPLE GROVE ELEMENTAR | 26<br>59.09 | 18<br>40.91 | 44<br>100.00 |
| CAPITOL HEIGHTS ELEME | 6<br>11.11 | 48<br>88.89 | 54<br>100.00 |
| CONCORD ELEMENTARY | 2<br>5.00 | 38<br>95.00 | 40<br>100.00 |
| DISTRICT HEIGHTS ELEM | 9<br>45.00 | 11<br>55.00 | 20<br>100.00 |
| DOSWELL | 11<br>61.11 | 7<br>38.89 | 18<br>100.00 |
| FORT WASHINGTON FORES | 25<br>45.45 | 30<br>54.55 | 55<br>100.00 |
| H WINSHIP WHEATLEY E | 44<br>52.38 | 40<br>47.62 | 84<br>100.00 |
| INDIAN QUEEN ELEMENTA | 12<br>31.58 | 26<br>68.42 | 38<br>100.00 |
| J FRANK DENT ELEMENTA | 39<br>81.25 | 9<br>18.75 | 48<br>100.00 |
| JAMES H HARRISON ELEM | 4<br>14.81 | 23<br>85.19 | 27<br>100.00 |
| KENMOOR ECC | 17<br>40.48 | 25<br>59.52 | 42<br>100.00 |
| LAKE ARBOR ELEMENTARY | 1<br>33.33 | 2<br>66.67 | 3<br>100.00 |
| NORTH FORESTVILLE ELE | 12<br>36.36 | 21<br>63.64 | 33<br>100.00 |
| POTOMAC LANDING ELEME | 2<br>6.25 | 30<br>93.75 | 32<br>100.00 |
| ROBERT R GRAY ELEMENT | 6<br>5.77 | 98<br>94.23 | 104<br>100.00 |
| Total | 218<br>32.98 | 443<br>67.02 | 661<br>100.00 |

## Appendix Table 7. ELA Assessment Level 4 Midyear Benchmark, by School

| School of Enrollment | Assessment_Benchmark_MidYear | | Total |
| --- | --- | --- | --- |
| | Did Not M | Met or Ex | |
| ALLENWOOD ELEMENTARY | 0 | 19 | 19 |
| | 0.00 | 100.00 | 100.00 |
| APPLE GROVE ELEMENTAR | 0 | 44 | 44 |
| | 0.00 | 100.00 | 100.00 |
| CAPITOL HEIGHTS ELEME | 0 | 54 | 54 |
| | 0.00 | 100.00 | 100.00 |
| CONCORD ELEMENTARY | 0 | 40 | 40 |
| | 0.00 | 100.00 | 100.00 |
| DISTRICT HEIGHTS ELEM | 0 | 20 | 20 |
| | 0.00 | 100.00 | 100.00 |
| DOSWELL | 0 | 18 | 18 |
| | 0.00 | 100.00 | 100.00 |
| FORT WASHINGTON FORES | 0 | 55 | 55 |
| | 0.00 | 100.00 | 100.00 |
| H WINSHIP WHEATLEY E | 8 | 76 | 84 |
| | 9.52 | 90.48 | 100.00 |
| INDIAN QUEEN ELEMENTA | 0 | 38 | 38 |
| | 0.00 | 100.00 | 100.00 |
| J FRANK DENT ELEMENTA | 3 | 45 | 48 |
| | 6.25 | 93.75 | 100.00 |
| JAMES H HARRISON ELEM | 0 | 27 | 27 |
| | 0.00 | 100.00 | 100.00 |
| KENMOOR ECC | 4 | 38 | 42 |
| | 9.52 | 90.48 | 100.00 |
| LAKE ARBOR ELEMENTARY | 0 | 3 | 3 |
| | 0.00 | 100.00 | 100.00 |
| NORTH FORESTVILLE ELE | 2 | 31 | 33 |
| | 6.06 | 93.94 | 100.00 |
| POTOMAC LANDING ELEME | 0 | 32 | 32 |
| | 0.00 | 100.00 | 100.00 |
| ROBERT R GRAY ELEMENT | 0 | 104 | 104 |
| | 0.00 | 100.00 | 100.00 |
| Total | 17 | 644 | 661 |
| | 2.57 | 97.43 | 100.00 |

**Teacher Credentials**



MARYLAND EDUCATOR CERTIFICATE

**DONIELLE C. HALL**

is issued this certificate on the basis of having met the legal
requirements in the State of Maryland.

**EDUCATOR ID**
1675

**HIGHEST DEGREE**
Bachelor's

**TYPE**
Standard Professional II

**VALID**
1/1/2016 - 12/31/2020

**CERTIFICATION AREAS**
Early Childhood Education PreK- 3

Elementary Education 1-6

**ANCILLARY CREDITS**
Reading 12

Special Education

It is the responsibility of the holder of this
certificate to know the current certification
requirements and to renew this certificate
prior to the expiration date.

Given at Baltimore, Maryland, by

State Superintendent of Schools

# Potomac College

In recognition of the successful completion of the requisite courses of study and by authority of the District of Columbia, the Board of Trustees of Potomac College upon the recommendation of the Faculty hereby confers upon

## Ethel D. Neal

the degree of

## Bachelor of Science

in
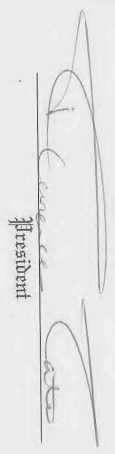
## Management

with all the rights, privileges and honors thereto appertaining;

In Testimony Whereof, the seal and the authorized college signatures are hereunto affixed this twenty-fifth day of June, two thousand and six.

Dean

President

# Prince George's County Public Schools
## Division of Human Resources

### External/Internal Paraprofessional Candidate Placement

In order to ensure that we meet the goal of having all qualified Paraprofessionals by June 30, 2017, all schools will receive priority staffing for authorized vacancies for the 2016-2017 school year. Paraprofessionals must meet certain standards prior to being hired. These standards include one of the following:

- Completion of two years of study at an institution of higher learning obtaining (48 credits or
- An Associate's (or higher) degree) or
- Meeting a rigorous standard of quality that demonstrates, through a formal assessment, knowledge of and the ability to assist in reading, writing, and mathematics instruction or reading, writing, and mathematics readiness.

The requirements apply to all paraprofessionals who assist with education or instructional support duties in our schools, regardless of funding source. Every Student Succeeds Act (ESSA) requires and encourages that all paraprofessionals working in schools that receive the status of Qualified.

Below is an outline of the process that should be followed to staff all schools:

1. Principals of all schools, in collaboration with their Human Resource Partner, should identify staff by reviewing the qualified designation of paraprofessionals. Paraprofessionals who are identified as Not Qualified will be "grand-fathered" in until passing scores on the Para Pro are obtained. Non-qualified paraprofessionals will not be placed in Title I schools.

2. Paraprofessionals in schools who do not obtain the qualification designation by June 1, 2017, will be treated as a staff reassignment;

3. To fill identified vacant positions, the principals will need to work with their Human Resource Partner to identify and process the replacements;

4. The Human Resource Partner will validate the vacant positions;

5. Principals will then receive a **final** confirmation of the vacant positions from their Human Resource Partner;

6. Once schools have received a final confirmation of their authorized vacancies, the Principals and Human Resource Partner may recommend candidates to fill vacancies.

Page 2

7. Placement of candidates will be based on system wide priority staffing.

8. All paraprofessionals will work under the direct supervision of and in close and frequent proximity with a fully certified and qualified teacher.

9. **Paraprofessionals are not to serve as a substitute teachers.**

10. **Itinerant Special Education Assistant (ISEA) does not follow the same requirements as a Paraprofessional.**

## Professional Development Calendar and Plan

**Prince George's County Public Schools**
**Prekindergarten**
**Administrative Policies and Practices (ADM)**

**2016-2017 Early Childhood Professional Development Calendar**

| Professional Development | Date | Purpose |
|---|---|---|
| Teaching and Assessment: Making the Connection | August 16, 2016 | To support Prekindergarten teachers and paraprofessionals with demonstrating an understanding of young children using the Pedagogy Guide, understanding the purpose of assessing young children using the ELA learning progressions, using data collections to document the growth of young children and working collaboratively with planning for young children using curriculum resources. |
| Classroom Assessment Scoring System (CLASS) | September 13, 2016 | To introduce teachers to CLASS |
| Conscious Discipline | September 17, 2016 | To support teachers and paraprofessionals with understanding and implementing Conscious Discipline throughout the instructional day. |
| Early Learning Assessment (ELA) | September 27-28, 2016 | To introduce teachers to the Early Learning Assessment content in order for teachers to collect and use assessment information to tailor instruction to the individual needs of each child. |
| Teaching and Assessment: Making the Connection (Part II) | September 30. 2016 | To support teachers and paraprofessionals with collecting data on the identified SKBs throughout the instructional day along with data analysis using Performance Matters. |
| Data Collection Tools | October 28, 2016 | To support teachers and paraprofessionals with using anecdotal notes, work samples, in order to embed the Early Learning Assessment throughout the day. |
| Math: Counting and Cardinality with Linda Schoenbrodt-MSDE | November 15, 2016 | To increase teacher understanding of the coherence and rigor found in the learning progressions within and between the PK and K standards and to build teacher repertoire of instructional strategies and tasks to implement the standards. |
| Conscious Discipline Modules | December 7, 2016 | Follow-up training for teachers and paraprofessionals to understand and implement Conscious Discipline throughout the instructional day. |
| STEAM Training with Dr. Becky Palacios | January 2017 | Focus on on Accreditation Indicator 2.3.6 Science: The curriculum emphasizes skills and processes and engages children in activities that include real-life connections and problem solving opportunities. |

## Sample Lesson Plan(s)

**Lesson Plans for My Family and Me • Mi familia y mis amigos - Families (Week 1)**

| | | | | Date | | Teacher | |
|---|---|---|---|---|---|---|---|
| | | | | 9/19/2016 | | Donielle Hall | |

| Wonderful Word | fabulous, fabulosa | Character Education | tolerance, tolerancia helpfulness, amabilidad | Technology | | Sounds and Rhymes - Compound Words |
|---|---|---|---|---|---|---|
| Literacy | Oral Language, Vocabulary, Phonological Awareness | | Letter Knowledge | English—F, f, M, m, T, t, C, c  Spanish—F, f, M, m, C, c | Math | Math – Listen and Find It (X.A.1.,X.A.2. III.B.2. III.B.3. One-to-One Correspondence, Counting |

**English Vocabulary:** America, cooperative, crowded, extended family, fabulous, family, family name, fragile, grandfather, grandmother, nuclear family, relatives, slide, soar, spin, twist; unique, wiggle

**Spanish Vocabulary:** América, colaborador, llena, familia extendida, fabulosa, familia, familia, nombre de la familia, frágil. abuelo, abuela, núcleo familiar, parientes, resbaladera, volar, girar, retorcerse, único, contonearse

| LESSON COMPONENTS | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|---|---|
| **Greeting Circle** Time: | • Building community • Morning Message | • Building community • Morning Message | • Building community • Morning Message | • Building community • Morning Message | • Building community • Morning Message |
| **Moving and Learning** | "The Farmer in the Dell" • "Vicente en el pajar" musical game | Grandmother's Buttons • Los botones | "Grandpa's Glasses • Los anteojos del abuelo game | Duck, Duck, Duckie • Pato, pato, patito game | "The Numeral Dance" • "El baile de los números" song and dance |
| **Read-Aloud** Time: | Cristina and the Frog • Cristina y la rana • Introduce vocabulary • Use picture cues to make predictions • Check predictions • List character family members | Meet My Grandparents • Conocer a los abuelos • Introduce table of contents • Think about names grandfathers are called | Meet My Grandparents • Conocer a los abuelo/os • Discuss names grandmothers are called • Introduce Pledge of Allegiance | Silly Nellie" • "Nelly, la pavita tonta" story folder • Enjoy a funny story Introduce idea of "silly sayings" | The Numeral Dance • El Baile de los números • Introduce movement vocabulary • Move in new ways |
| **Weekly Learning Centers** Time: | • Pretend and Learn - Cook and serve family members • Creativity Station - Paint pictures of family members • Writer's Corner- Write a letter to mom or dad | • Pretend and Learn - Role-play household jobs • Creativity Station - Paint pictures of extended family members • Writer's Corner - Write to a sibling or friend | • Pretend and Learn - Pack a suitcase • Creativity Station - Paint pictures of family homes • Writer's Corner - Write to grandmother, grandfather, aunt or uncle | • Pretend and Learn - Role-play house cleaning • Creativity Station - Use play dough for pictures • Writer's Corner - Write to a pet or a letter asking for a pet | • Pretend and Learn - Sort clothes • Creativity Station - Use play dough to create alphabet letters • Writer's Corner - Practice writing uppercase and lowercase letters (the alphabet family) |
| **Literacy Learning Centers** Time: | **Centers:** • Writer's Corner- Copy words with magnetic letters • Creative Station - Draw family portraits • Language and Literacy - Create stick puppets | **Centers:** • Library & Listening - Listen to story • Construction Center - Match tools to shadows • Writer's Corner - Create "to do" lists | **Centers:** • Writer's Corner - Copy children's names for grandparents • Library and Listening - Listen to a story • Creativity Station - Draw grandparents | **Centers:** • ABC - Illustrate animal family chart • Creativity Station - Draw an animal family • Language and Literacy - Retell a story with story props | • Compare alphabet letters • Recognize straight and curved lines **Centers:** • Writer's Corner - Trace letters on gel bags • Creativity Station - Paint large letters • Sensory Table - Write letters in sand |
| **Small Group** | *Ms. Hall: • Create a family word web • Discuss different families  ** Ms. Neal: ABC Letter ID Check | *Ms. Hall: Shared Writing about their favorite body part and what it does **Verbally frame: "My favorite body part is _____ . I can _____ with my _____ ."  **Ms. Neal: Discuss the work of families. * Categorize family jobs | *Ms. Hall: Play "Say Pup" • Discuss rhyming words and listen for rhyming words **Ms. Neal: Make people with shapes for body parts and describe attributes | *Ms.Hall:• Compare animal families • Chart mother and baby animal names **Ms. Neal: Cut and paste magazine pictures of body parts on the letter B | *Ms. Hall: Review and practice positional words. Make "Pete: The Cat: Wheels on the Bus" position pictures. • Ms. Neal: Sing "Name, Name" Chant and have students pick their name by the first letter...make dot names with bongo markers (first letter different color) |
| **Math and Science Learning Centers** Time: | • Make cube towers to represent number in a family **Centers:** • Math - Construct cube towers • Pretend and Learn - Practice setting a table  V.A.1., V.A.3., V.A.5. | • Recognize how many without counting **Centers:** • Creativity Station -Create a three collage • • • Language and Literacy - Retell "The Three Bears" • "Los tres osos" | • Compare chain links to show few and many; Count chain links **Centers:** • Math - Counting game • Pretend and Learn - Pretend to have a picnic  V.A.2, V.A.3, V.A.5. | • Discuss a duck's webbed feet • Develop strategy for counting groups of objects **Centers:** • Sensory Table - Pretend to feed ducklings • Science - Match mother and baby animals  V.A.3,  V.A.6, VI.B.1. | • Recognize patterns in counting • Compare the way numerals look **Centers:** • Gross Motor Area - Step through a digit matrix path • Fine Motor - Match clothespins to correct numerals  V.A.2, V.A.4, V.A.9, VII.B.2. |

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| LESSON COMPONENTS | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|---|---|
| **Content Connections Time:** | Literacy<br>• Retell "The Three Bears" • "Los tres osos"<br>• Match chairs, beds, and bowls to bears | Social Studies<br>• Compare jobs mothers do<br><br>VII.B.2, VII.A.2. | Math and Fine Motor<br>• Make Fabulous Orange Ball cookies<br><br>V.A.3, V.D.2., IX.B.1 | Literacy and Science<br>• Read about animal families<br>• Introduce alliteration<br><br>III.B.7, II.D.1., III.C.2 | Fine Arts<br>• Recognize rhyming words<br><br><br>III.B.6, VIII.B.1. |
| **Closing Circle Time:** | • Reflecting on the day<br>• Check on Commitments<br>• Kindness Tree<br>• Family Connection | • Reflecting on the day<br>• Check on Commitments<br>• Kindness Tree<br>• Family Connection | • Reflecting on the day<br>• Check on Commitments<br>• Kindness Tree<br>• Family Connection | • Reflecting on the day<br>• Check on Commitments<br>• Kindness Tree<br>• Family Connection | • Reflecting on the day<br>• Check on Commitments<br>• Kindness Tree<br>• Family Connection |
| **Outdoor Learning** | • Have a pretend family picnic | • Play Mother, May I? • ¿Mamá, puedo? (p. 202)<br>• For diversity, play Father, May I? • ¿Papá, puedo? | • Play Aunt Bessie's Scarf • El pañuelo de tía Bessie (p.200) | • Encourage children to look for homes of insects<br>• Provide magnifying glasses for close-up looks | • Hide magnetic letters on the playground and invite children to have a letter hunt<br>When they are finished, have them check to see if they have found the entire letter family (A to Z). |
| **Learning Goals** | • I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary<br>• I.C.2. Assumes various roles and responsibilities as part of a classroom community<br>• VIII.B.1 Child participates in classroom music activities including singing and playing musical instruments.<br>• II.D.1. Uses a wide variety of words to label and describe people, places, things, and actions<br>• III.D.3 Child asks and responds to questions relevant to the text read aloud.<br>• II.D.1. Uses a wide variety of words to label and describe people, places, things, and actions relevant to the text read aloud.<br>• VII.A.2. The child identifies similarities between himself and classmates and other children inclusive of cultural influences.<br>• V.A.1. Knows that objects or parts of an object can be counted<br>• V.A.3. Counts one to ten items, with one count per item<br>• V.A.5. Counts up to ten items, and demonstrates that the last count indicates how many items were counted<br>• VII.A.2. The child identifies similarities between himself and classmates and other children inclusive of cultural influences.<br>• V.A.3. Counts one to ten items, with one count per item | • I.C.2. Shows competence in initiating social interactions<br>• I.C.4 Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal.<br>• III.C.1. Names at least 20 upper- and at least 20 lowercase letters<br>• VII.A.2. Identifies similarities and differences in characteristics of families.<br>• II.B.3. Provides appropriate information for various situations<br>• II.D.4. Uses a large speaking vocabulary, adding several new words daily<br>• VII.A.2. The child identifies similarities between himself and classmates and other children inclusive of cultural influences.<br>• V.A.1 Knows that objects, or parts of an object, can be counted.<br>• V.A.8. Verbally identifies, without counting, the number of objects from one to five<br>• VII.C.1 Child identifies and creates common features in the natural environment.<br>• VII.B.2. Child participates in activities using pretend money and trade items.<br>• VII.A.2. The child identifies similarities between himself and classmates and other children inclusive of cultural influences. | • I.C.4. Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal<br>• I.C.2. Assumes various roles and responsibilities as part of a classroom community<br>• III.C.1. Names at least 20 upper- and at least 20 lowercase letters<br>• II.D.1. Uses a wide variety of words to label and describe people, places, things, and actions<br>• VII.D.2. Recite the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence<br>• III.B.2. Combines words to make a compound word.<br>• III.B.2. Combines words to make a compound word.<br>• II.A.1 Shows understanding by responding appropriately<br>• II.D.5 Uses category labels to understand how words and objects relate to each other<br>• V.A.2. Uses words to rote count from 1 to 30<br>• V.A.3. Counts one to ten items, with one count per item<br>• V.A. 5. Counts up to ten items, and demonstrates that the last count indicates how many items were counted<br>• V.A.3. Counts one to ten items, with one count per item<br>• V.D.2. Recognizes how much can be placed within an object<br>• IX.B.1 Shows control of tasks that require small-muscle strength and control. | • I.C.2. Assumes various roles and responsibilities as part of a classroom community<br>• III.B.1 Separates a normally spoken four-word sentence into individual words.<br>• II.D.1. Uses a wide variety of words to label and describe people, places, things, and actions<br>• VII.B.1. Identifies and describes the characteristics of organisms<br>• III.D.3 Child asks and responds to questions relevant to the text read aloud.<br>• II.D.1. Uses a wide variety of words to label and describe people, places, things, and actions<br>• VII.B.1 Identifies and describes the characteristics of organisms<br>• V.A.3. Counts one to ten items, with one count per item<br>• V.A.6 Demonstrates understanding that when counting, the items can be chosen in any order.<br>• VII.B.1. Identifies and describes the characteristics of organisms<br>• III.B.7. Produces a word that begins with the same sound as a given pair of words<br>• II.D.1. Uses a wide variety of words to label and describe people, places, things, and actions<br>• Names at least 20 upper- and at least 20 lowercase letters III.C.1.<br>• III.C.2 Recognizes at least 20 letter sounds | • I.C.4. Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal<br>• VIII.B.1. Child participates in classroom music activities including singing and playing musical instruments.<br>• V.A.9. Recognizes one-digit numerals 0 through 9<br>• III.C.1 Names at least 20 upper- and at least 20 lowercase letters<br>• I.C.1 Child uses positive communication or conversation skills to build relationships with others.<br>• II.D.1. Uses a wide variety of words to label and describe people, places, things, and actions<br>• Recognizes one-digit numerals 0 through 9<br>• III.C.1. Names at least 20 upper- and at least 20 lowercase letters<br>• VII.A.2 The child identifies similarities between himself and classmates and other children inclusive of cultural influences.<br>• V.A.2 Uses words to rote count from 1 to 30.<br>• V.A.4. Demonstrates that the order of the counting sequence is always the same regardless of what is counted<br>• Recognizes one-digit numerals, 0 through 9<br>• III.B.6. Child can recognize rhyming words.<br>• VIII.B.1 Child participates in classroom music activities including singing and playing musical instruments.<br>• VIII.B.2. Responds to different musical styles through movement and play |

Appendix Table 8. Staff Survey Respondent by Position

| Position_Type | Freq. | Percent | Cum. |
|---|---|---|---|
| Teacher/Para | 14 | 70.00 | 70.00 |
| Administrator | 6 | 30.00 | 100.00 |
| Total | 20 | 100.00 | |

Appendix Table 9. Accreditation Standard 1 Average Response by Position

| Position_Type | variable | mean |
|---|---|---|
| Teacher/Para | Stand1_1 | 3.642857 |
| | Stand1_2 | 3.952381 |
| | Stand1_3 | 3.971429 |
| | Stand1_4 | 3.142857 |
| Administrator | Stand1_1 | 3.333333 |
| | Stand1_2 | 3.222222 |
| | Stand1_3 | 3.466667 |
| | Stand1_4 | 2.833333 |

Appendix Table 10. Accreditation Standard 2 Average Response by Position

| Position_Type | variable | mean |
|---|---|---|
| Teacher/Para | Stand2_1 | 3.854701 |
| | Stand2_3 | 4.027972 |
| | Stand2_4 | 4.102564 |
| Administrator | Stand2_1 | 3.740741 |
| | Stand2_3 | 3.80303 |
| | Stand2_4 | 3.777778 |

Appendix Table 11. Accreditation Standard 3 Average Response by Position

| Position_Type | variable | mean |
|---|---|---|
| Teacher/Para | Stand3_1 | **3.846154** |
| Administrator | Stand3_1 | **2.944444** |

Appendix Table 12. Accreditation Standard 1 Average Response

| variable | mean |
| --- | --- |
| Stand1_1 | 4.36 |
| Stand1_3 | 3.612663 |

Appendix Table 13. Accreditation Standard 2 Average Response

| variable | mean |
| --- | --- |
| Stand2_1 | 4.453283 |
| Stand2_3 | 4.494815 |
| Stand2_4 | 4.585661 |

Appendix Table 14. Accreditation Standard 3 Average Response

| variable | mean |
| --- | --- |
| Stand3_1 | 4.373729 |

Appendix Table 15. Community Survey Responses

| Variable | Obs | |
| --- | --- | --- |
| school | 181 | ⁹ |

# Staff Survey Instrument (slightly modified for parent survey instrument)

## Prekindergarten Program Evaluation for Grant Sites

Directions: Evaluate the Prince George's County Public Schools' Prekindergarten Program's compliance with the Maryland Accreditation Standards. Select a rating 1 through 5 for each item. Comments per section are encouraged.

1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL

   Should you encounter a concern and or problem please contact La Keisha Ratliff at lakeish.ratliff@pgcps.org.

Your email address (**justin@dayhoffconsulting.com**) will be recorded when you submit this form. Not **justin**? Sign out
\* Required

1. **1. What is your name ? (Last, First)** \*

   _____

2. **Your role.** \*
   *Mark only one oval.*

   ◯ Teacher

   ◯ Paraprofessional

   ◯ School Administrator

   ◯ Central Office Staff

   ◯ Instructional Lead Teacher

   ◯ Other: _____

3. **PreK Expansion Site (Type NA if not applicable)** \*

   _____

## Program Administration
1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL

4. **1.1.1 The program provides a written philosophy and mission statement, which reflect effective early childhood practices; best practices for staff; and an appreciation for diversity and welcoming individuals of all abilities. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** \*
   *Mark only one oval.*

   | 1 | 2 | 3 | 4 | 5 |
   |---|---|---|---|---|
   | ◯ | ◯ | ◯ | ◯ | ◯ |

5. **1.1.2 The program establishes and implements a process for ongoing program evaluation. Annually, the program conducts a self-evaluation of the program policies, procedures, and practices. The results of the program evaluation are shared with staff, families, and other stakeholders.1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL *** **

*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | ◯ | ◯ | ◯ | ◯ | ◯ |

6. **1.2.1 The administrator/supervisor communicates with program staff regarding developmentally appropriate strategies for implementation, assessment, and accountability. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5-- EXCEPTIONAL *** **

*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | ◯ | ◯ | ◯ | ◯ | ◯ |

7. **1.2.2 The administrator/supervisor conducts staff evaluations annually and ongoing as needed. Results are used to develop Individual Staff Development Plans. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5-- EXCEPTIONAL *** **

*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | ◯ | ◯ | ◯ | ◯ | ◯ |

8. **1.2.5 The program implements policies that provide support to staff in order to meet personal and professional needs. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4-- HIGHLY EFFECTIVE 5--EXCEPTIONAL**

*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | ◯ | ◯ | ◯ | ◯ | ◯ |

9. **1.3.1 Program staff develop transition plans for children entering and/or moving to a new group or program that communicate individual strengths and needs. 1-- UNSATISFACTORY 2-- NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL *** **

*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | ◯ | ◯ | ◯ | ◯ | ◯ |

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10. **1.3.2 The program provides developmentally appropriate activities and materials that are selected to emphasize active, hands-on learning and provide opportunities to build skills and explore individual interests. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL**

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

11. **1.3.3 The program supports the documentation of lesson plans that provide continuity of learning and an organized approach so that interactions are intentional and goal directed. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5-- EXCEPTIONAL**

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

12. **1.3.5 The program uses multiple assessment methods to identify the strengths, needs, interests, and progress of students. Student progress is documented throughout the year. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5-- EXCEPTIONAL** *

*Mark only one oval.*

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|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

13. **1.3.6 Developmentally appropriate assessment informs instruction and is an integral part of daily planning. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

*Mark only one oval.*

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|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

14. **1.4.1 The results of the Annual Program Evaluation and Accreditation Self-Appraisal are reported to the governing body of the early childhood program, i.e. Board of Directors, Parent Advisory Board, Board of Education or School Improvement Team. 1-- UNSATISFACTORY 2-- NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

*Mark only one oval.*

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|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

15. **Additional Comments**

_____

_____

_____

_____

_____

## Program Operation
1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--
EXCEPTIONAL

16. **2.1.1 The learning environment meets standards for safety, toxicity, construction, and cleanliness. The program meets zoning requirements; fire, health, and safety regulations. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5-- EXCEPTIONAL \***

_Mark only one oval._

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| ◯ | ◯ | ◯ | ◯ | ◯ |

17. **2.1.1(b) The outdoor space has designated areas and equipment to support various types of play and learning. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL \***

_Mark only one oval._

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| ◯ | ◯ | ◯ | ◯ | ◯ |

18. **2.1.1(c) Daily opportunities provide for structured and unstructured outdoor play as part of the lesson plan/curriculum. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4-- HIGHLY EFFECTIVE 5--EXCEPTIONAL \***

_Mark only one oval._

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| ◯ | ◯ | ◯ | ◯ | ◯ |

19. **2.1.2 (a) The learning environment meets standards for safety, toxicity, construction, and cleanliness. The program is in compliance with zoning requirements, fire, health, and safety regulations. Classroom furniture and equipment meet standards for safety, size, durability, toxicity, construction, and cleanliness. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3-- EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL \***

_Mark only one oval._

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| ◯ | ◯ | ◯ | ◯ | ◯ |

20. **2.1.2(b) The learning environment reflects effective and flexible utilization of available space. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

21. **2.1.2(c). The learning environment in your classroom reflects the goals of the early childhood program, creating an environment where learning is integrated across domains and the layout of the room is organized to support intentional, integrated learning. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

*Mark only one oval.*

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|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

22. **2.1.3(a) The learning environment in the classroom promotes an awareness and appreciation of diversity in all its forms such that children see themselves as fully participating members in the global community. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

*Mark only one oval.*

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|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

23. **2.1.3(b) Teaching strategies promote an awareness and appreciation of diversity in all its forms such that children see themselves as full participating members in their early childhood program and in the global community. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

*Mark only one oval.*

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|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

24. **2.1.4 Appropriate use of technology and interactive media follow a developmental progression in the way children use technology in the classroom. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

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25. **2.3.1 The curriculum content is integrated and includes concepts for all domains, while being appropriate for the age and level of development of each child. 1-- UNSATISFACTORY 2-- NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

26. **2.3.2 Children are provided opportunities to engage in playful learning to support social foundations skills. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

27. **2.3.3 The development of approaches to learning and executive function skills facilitate and support the process of learning in the classroom. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

28. **2.3.4(a) Children participate in learning experiences that develop effective listening and speaking skills, enabling them to increase the development of oral language in a variety of contexts in the classroom. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4-- HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

29. **2.3.4(b) Learning experiences in reading foundational skills are provided for children, including print awareness, phonological awareness, fluency, comprehension, and vocabulary development in the classroom. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3-- EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

30. **2.3.4(c) Daily writing instruction includes opportunities to write for a variety of intentional purposes. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

31. **2.3.5 The curriculum includes mathematics content and process outcomes that support children's ability to solve problems, reason, and make and communicate connections. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5-- EXCEPTIONAL** *

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

32. **2.3.6 The curriculum emphasizes skills and processes and engages children in activities that include real-life connections and problem solving opportunities. 1-- UNSATISFACTORY 2-- NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

33. **2.3.7 The curriculum focuses on key knowledge, concepts, skills and attitudes in the areas of history, government, economics, geography, and peoples of the nations and world. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5-- EXCEPTIONAL** *

*Mark only one oval.*

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
|   | ◯ | ◯ | ◯ | ◯ | ◯ |

34. **2.3.8 Fine arts curriculum provides regular opportunities for children to create, perform, and respond to quality and culturally diverse experiences in visual art, music, theatre, and dance. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5-- EXCEPTIONAL** *

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35. **2.3.9. Physical education promotes the development of healthy lifestyles through daily opportunities for children to develop motor skills, participate in exercise/physical activities, and healthy/safety practices. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

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36. **2.4.1 Daily activities include time for free and guided play to provide learning opportunities that are integrated across domains. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

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37. **2.4.2 Independent learning provides opportunities for children to explore, experiment, question, investigate, and problem-solve. Children take responsibility for their learning. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

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38. **2.4.3 Instruction integrates concepts of curriculum into developmentally appropriate practices and relates in a meaningful way to children's real life experiences. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

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39. **2.4.4 Instruction is based upon children's individual needs, interests, strengths, and learning styles. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

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40. **2.4.5(a) Instruction incorporates management strategies which facilitate logical and organized transitions and routines in the classroom. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

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41. **2.4.5(b) Instruction incorporates management strategies which facilitate and promote positive behavior in the classroom. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

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42. **Additional Comments**

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# Home and Community Partnerships

1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5-- EXCEPTIONAL

43. **3.1.1 Expectations and information about early learning programs are disseminated on an ongoing basis and allow for family input. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3-- EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

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44. **3.1.2 Families, community members, and staff collaborate to promote child development and learning at home. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

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45. **3.1.3 Assessment information is communicated with children and parents/guardians on a regular, ongoing basis or at least twice a year. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

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46. **3.1.4 Families, staff, and administrators are actively involved in program-based activities, curriculum, shared decision making, and advocacy for children. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

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47. **3.1.5 Community resources are used to strengthen early learning programs, families, and children's learning. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL** *

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48. **3.1.6 Family and community partners are encouraged to provide input to strengthen early learning programs, family practices, and children's learning and development. 1-- UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5-- EXCEPTIONAL** *

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49. **Additional Comments**

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