



Prince George's County Public Schools

14201 School Lane – Upper Marlboro – MD 20772



4800 Hampden Lane, Suite 200
Bethesda, Maryland 20814
240-482-3741
www.DayhoffConsulting.com

ACCREDITATION PROGRAM EVALUATION NORTH OCEAN EARLY CHILDHOOD CENTER, PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

FINAL REPORT

Program Evaluation Prepared By

Justin Dayhoff
Dayhoff Consulting Services, LLC
Justin@DayhoffConsulting.com

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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 (94.23%) of Kenmoor 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:

Kenmoor successfully recruited and enrolled its targeted students. However, 6% of the pre-kindergarten students are above 185% of FPL. To the extent possible, Kenmoor 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 Kenmoor is 1:4.

Recommendation:

Kenmoor can accommodate eight additional students and remain within the grant-required staff to student ratio. Given that grant funds are meant to cover the additional seats, Kenmoor should work to fill the remaining open slots. The additional eight students should be admitted in such a way to serve the correct population and maintain appropriate IEP/IFSP non-IEP/IFSP proportions.

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. Kenmoor reported to MSDE in its enrollment submission that all of its students attend the school full day.

Recommendation:

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

Screening and Referral Services ^{EO}₀₀ ^{EO}₀₀ ^{EO}₀₀

Finding: ^{EO}₀₀

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: ^{EO}₀₀

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 ^{EO}₀₀

Finding: ^{EO}₀₀

All lead teachers possess current, valid MSDE licenses eligible to teach in early childhood education classrooms. One of teachers has an Advanced Professional Certificate.

Recommendation: ^{EO}₀₀

Given the type and level of teacher credentials, 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.

Assistant Teacher/ Paraprofessional Qualifications ^{EO}₀₀

Finding: ^{EO}₀₀

All paraprofessionals have evidence of at least a high-school diploma. Only two paraprofessionals demonstrated a passing score on the ParaPro Test. However, PGCPs provided a letter from their Department of Human Resources, which explains the paraprofessional candidate placement and district requirements for all staff effective June 2017.

Recommendation: ^{EO}₀₀

The PGCPs letter from Human Resources suggests that by June 2017, this criterion will be met. Site based staff should do their due diligence to be sure placed paraprofessionals met grantee requirements. Follow the district's policy related to paraprofessional candidate placement and quality, and work with the site Human Resources partner to be sure that all paraprofessionals are highly qualified as stipulated by the PGCPs paraprofessional policy. Encourage staff to obtain additional credentials, either through sitting for and passing the ParaPro Test or through related college courses of study.

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 Kenmoor 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 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 90.48% of Kenmoor students meet the ELA level 4 benchmark (see ELA section, above, and appendix, below, for details).¹⁰

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

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

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.



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 young children. Retrieved from http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/md_fam_engage.pdf.

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