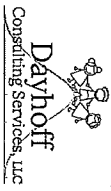




Prince George's County Public Schools

14201 School Lane - Upper Marlboro - MD 20772



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

**Accreditation Program Evaluation:
District Heights Elementary
School, Prince George's County
Public Schools**

Final Report

Program Evaluation Prepared By

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

April 2017

BOARD OF EDUCATION

- Segun C. Eubanks, Ed. D, Board Chair
- David Murray - District 1
- Lupi Quinteros-Grady - District 2
- Dinora A. Hernandez, Esq. - District 3
- Patricia Eubanks - District 4
- Raabeela Ahmed - District 5
- Carolyn Boston (Vice Chair) - District 6
- K. Alexander Wallace - District 7
- Edward Burroughs III - District 8
- Sonya Williams - District 9
- Beverly Anderson, Ph.D. Member
- Mary Kingston Roche, Member
- Curtis Valentine, M.P.P., Member
- Juwan Blocker, Student Board Member

Dr. Kevin M. Maxwell

Chief Executive Officer and Secretary-Treasurer

Dr. Monique Davis

Deputy Superintendent

Dr. Monica Goldson

Deputy Superintendent for
Teaching & Learning

Raymond Brown

Chief Financial Officer

Table of Contents

EXECUTIVE SUMMARY 1

EVALUATION DESIGN AND DATA 1

KEY FINDINGS AND RECOMMENDATIONS 1

Recruitment/Enrollment 1

Class Size 2

Program Time/Hours 2

Screening and Referral Services 2

Teacher Qualifications and Employment 2

Assistant Teacher/Paraprofessional Qualifications 2

Professional Development Plan 2

Curriculum 3

Student Progress Monitoring 3

Quality Monitoring (CLASS and EXCELS) 3

DISTRICT BACKGROUND AND GRANT OVERVIEW 4

EVALUATION DESIGN AND DATA 5

EVALUATION DESIGN 5

EVALUATION DATA 5

SITE CONTEXT 6

ENROLLMENT 7

DEMOGRAPHICS 7

Screening and Referral Services 8

CLASSROOM ENVIRONMENT 9

CLASS RESULTS 9

STUDENT LEARNING 10

CURRICULUM 10

Instruction and Lesson Planning 10

STUDENT DATA (EARLY LEARNING ASSESSMENT) 11

PROGRAM, TEACHERS, AND STAFF 12

TEACHER CERTIFICATION STATUS 12

PROFESSIONAL DEVELOPMENT 12

STAFF SURVEY RESULTS 12

EXCELS 14

COMMUNITY ENGAGEMENT 15

2016-2017 FAMILY INSTITUTE 15

COMMUNITY PROGRAMS AND PARTNERSHIPS 15

MARYLAND EARLY CHILDHOOD FAMILY ENGAGEMENT FRAMEWORK 15

COMMUNITY SURVEY RESULTS 16

EVALUATION FINDINGS AND RECOMMENDATIONS 18

RECRUITMENT/ENROLLMENT 18

Finding 18

Recommendation 18

CLASS SIZE 18

Finding 18

Recommendation 18

PROGRAM TIME/HOURS 18

Finding 18

Recommendation 18

SCREENING AND REFERRAL SERVICES 19

Finding 19

Recommendation 19

TEACHER QUALIFICATIONS AND EMPLOYMENT 19

Finding 19

Recommendation 19

ASSISTANT TEACHER/PARAPROFESSIONAL QUALIFICATIONS 19

Finding 19

Recommendation 19

PROFESSIONAL DEVELOPMENT PLAN 20

Finding 20

Recommendation 20

CURRICULUM 20

Finding 20

Recommendation 20

STUDENT PROGRESS MONITORING 21

Finding 21

Recommendation 21

QUALITY MONITORING (CLASS AND EXCELS) 21

Finding 21

Recommendation 21

WORKS CITED 23

APPENDIX 24

ENROLLMENT AND DEMOGRAPHIC DATA 24

STUDENT LEARNING (ELA) DATA 28

TEACHER CREDENTIALS 30

PROFESSIONAL DEVELOPMENT CALENDAR AND PLAN 34

SAMPLE LESSON PLAN(S) 35

STAFF SURVEY RESULT OUTPUT 42

COMMUNITY SURVEY RESULT OUTPUT 44

STAFF SURVEY INSTRUMENT (SLIGHTLY MODIFIED FOR PARENT SURVEY INSTRUMENT) 45

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 (95.00%) of District Heights 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. District Heights successfully recruited and enrolled its targeted students. However, 5% of the pre-kindergarten students are above 185% of FPL. To the extent possible, District Heights 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 District Heights is 1:10. This grant criterion is fully met; District Heights enrolls the exact number of students as stated in the grant. The site should work to maintain its enrollment.

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. District Heights reported to MSD in its enrollment submission that all of its students attend the school full day. 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

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

Ms. Esperanza possesses a current, valid MSDE license eligible to teach in early childhood education classrooms. 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

Ms. Freeman has evidence of at least a high-school diploma but has not demonstrated a passing score on the Para-Pro Test. Follow the district's policy related to paraprofessional 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 Para-Pro Test or through related college courses of study.

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 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 ELIs 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 District Heights 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.

3

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.

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.

4

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.

5

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 school's 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&elemental=580627b_6090_6112 Datalink

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&elemental=580627b_6090_6112 Datalink

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

6

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.

Students Enrolled as Half Day or Full Day	Full Day
Students Enrolled	20
Students Expected on Grant Application	
Number of Classrooms Offered/Number of Staff	1/2
Staff to Student Ratio	1:10

Table 1 indicates that District Heights meets its enrollment and staffing requirements. The school enrolls the exact number of students specified in the grant and maintains a 1:10 staffing ratio.

Demographics

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

Annual income at or below 185% FPL	Annual income is 186%-200% of FPL	Annual income is 201-300% of FPL
95.00%	0.00%	5.00%

Table 2 suggests that District Heights does, indeed, enroll its targeted populations set forth in the Pre-Kindergarten Expansion Grant. Almost all (95.00%) 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.

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.

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

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 nuanced 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.

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 District Heights 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

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		
Proportion of Students who meet ELA Level 4	Baseline	Midyear
	55.00%	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 District Heights' 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

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 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-

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

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, PGCRS 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. PGCPs policy requires that the Maryland Early Childhood Family Engagement Framework guides all school-based community programming and the school's 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

⁹ See http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/mid_fm_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 (95.009%) of District Heights 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:

District Heights successfully recruited and enrolled its targeted students. However, 5% of the pre-kindergarten students are above 185% of FPL. To the extent possible, District Heights 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 District Heights is 1:10.

Recommendation:

This grant criterion is fully met; District Heights enrolls the exact number of students as stated in the grant. The site should work to maintain its enrollment.

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. District Heights reported to MSDP 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.

Student Progress Monitoring

Findings:

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 District Heights students met the ELA goal (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 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)

Findings:

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.

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

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	4.85	4.85
Apple Grove	23	4.44	8.49
Capitol Heights	18	3.47	11.97
Concord	42	8.11	28.08
District Heights	28	3.86	23.94
Doswell	28	3.86	27.80
Fort Washington Forest	36	6.95	34.75
Indian Queen	28	3.86	38.61
J Franj Dent	18	3.47	42.08
James Harrison	33	6.37	48.46
Kennoor	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
Kennoor	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	Annual In	Annual In	
	201-300k	301-400k	401-500k	501-600k	
Allenwood	21	0	0	0	21
Apple Grove	22	0	1	1	23
Capitol Heights	17	0	1	1	18
Concord	38	1	3	3	42
District Heights	19	0	1	1	20
Doswell	19	0	1	1	20
Fort Washington For..	22	3	9	9	34
Indian Queen	17	1	2	2	20
J Franj Dent	18	0	0	0	18
James Harrison	25	6	2	2	33
Kenmoor	49	1	2	2	52
Lake Arbor	25	2	8	8	35
North Forestville	10	1	1	1	12
Potomac Landing	15	1	3	3	19
Robert Gray	2	5	2	2	9
Wheatley	45	19	25	25	89
Total	364	90	61	61	515

Appendix Table 4. Enrollment by Race

School	Race					Total
	Not Repr	American	Asian	Black/Afr	Hawaiian/	
Allenwood	0	0	0	15	0	15
Apple Grove	0	0	0	15	0	15
Capitol Heights	0	0	0	94.44	0	94.44
Concord	0	0	0	41	0	41
District Heights	6	0	0	13	0	19
Doswell	1	0	0	11	1	13
Fort Washington For..	3	0	0	28	4	35
Indian Queen	1	1	2	12	0	16
J Franj Dent	0	1	0	16	0	17
James Harrison	11	0	2	18	0	31
Kenmoor	16	1	1	29	0	47
Lake Arbor	0	0	2	34	0	36
North Forestville	3	0	0	8	0	11
Potomac Landing	4	0	0	11	0	15
Robert Gray	2	0	2	43	0	47
Wheatley	6	1	1	79	0	87
Total	53	4	18	398	5	478

Appendix Table 4. Enrollment by IEP Status

School	IEP		Total
	0	1	
Allenwood	28	1	21
Apple Grove	22	1	23
Capitol Heights	18	0	18
Concord	35	7	42
District Heights	19	1	20
Doswell	28	0	28
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	Enrollment		Total
	Half-Day	Full-Day	
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	28	28
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		Total
	Did Not M	Met or Ex	
ALLENWOOD ELEMENTARY	2	17	19
APPLE GROVE ELEMENTARY	10.53	89.47	100.00
CAPITOL HEIGHTS ELEME	26	18	44
CONCORD ELEMENTARY	59.69	40.91	100.00
DISTRICT HEIGHTS ELEM	6	48	54
DOSWELL	11.11	88.89	100.00
FORT WASHINGTON FORES	2	38	40
H WINSHIP WHEATLEY E	5.00	95.00	100.00
INDIAN QUEEN ELEMENTA	9	11	20
J FRANJ DENT ELEMENTA	45.00	55.00	100.00
JAMES H HARRISON ELEM	11	7	18
KENWOOD ECC	61.11	38.89	100.00
LAKE ARBOR ELEMENTARY	25	30	55
NORTH FORESTVILLE ELE	45.45	54.55	100.00
POTOMAC LANDING ELEME	44	48	84
ROBERT R GRAY ELEMENT	52.38	47.62	100.00
WHEATLEY	112	26	38
Total	31.58	68.42	100.00
	81.25	18.75	100.00
	4	23	27
	14.81	85.19	100.00
	17	25	42
	40.48	59.52	100.00
	1	2	3
	33.33	66.67	100.00
	12	21	33
	36.36	63.64	100.00
	2	30	32
	6.25	93.75	100.00
	8	98	104
	5.77	94.23	100.00
Total	218	443	661
	32.98	67.02	100.00

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

School of Enrollment	Assessment Benchmark		Total
	Did Not Meet or Ex	Midyear	
ALLENWOOD ELEMENTARY	0	19	19
	0.00	100.00	100.00
APPLE GROVE ELEMENTARY	0	44	44
	0.00	100.00	100.00
CAPTOL 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

Staff Survey Instrument (slightly modified for parent survey instrument)

3/29/2017

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 Kalisha Ruffin at lkalisharuffin@dcps.dc.gov.

Your email address (jusathin@dayhoffconsulting.com) will be recorded when you submit this form. Not Required

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 the program's vision and practices; their 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

[https://nces.gov/ipeds/datacenter/ipedsdatacenter.asp?ipedsdatacenter=ipedsdatacenter.asp](https://nces.gov/ipeds/datacenter/ipedsdatacenter.asp?ipedsdatacenter=ipedsdatacenter.asp?ipedsdatacenter=ipedsdatacenter.asp)

211

3/29/2017

Prekindergarten Program Evaluation for Grant Sites

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

8. 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

<https://nces.gov/ipeds/datacenter/ipedsdatacenter.asp?ipedsdatacenter=ipedsdatacenter.asp>

211

10. 1.3.2 The program provides developmentally appropriate activities and materials that are selected and used to meet individual interests. 1- UNSATISFACTORY 2- NEEDS IMPROVEMENT 3- EFFECTIVE 4- HIGHLY EFFECTIVE 5- EXCEPTIONAL

1 2 3 4 5

11. 1.3.3 The program supports the documentation of lesson plans that provide continuity of instruction and are used to guide instruction. 1- UNSATISFACTORY 2- NEEDS IMPROVEMENT 3- EFFECTIVE 4- HIGHLY EFFECTIVE 5- EXCEPTIONAL

1 2 3 4 5

12. 1.3.5 The program uses multiple assessment methods to identify the strengths, needs, and interests of each child. 1- UNSATISFACTORY 2- NEEDS IMPROVEMENT 3- EFFECTIVE 4- HIGHLY EFFECTIVE 5- EXCEPTIONAL

1 2 3 4 5

13. 1.3.8 Developmentally appropriate assessment informs instruction and is an integral part of the program. 1- UNSATISFACTORY 2- NEEDS IMPROVEMENT 3- EFFECTIVE 4- HIGHLY EFFECTIVE 5- EXCEPTIONAL

1 2 3 4 5

14. 1.4.1 The results of the Annual Program Evaluation and Accreditation Self Appraisal are reported to the governing body of the program. 1- UNSATISFACTORY 2- NEEDS IMPROVEMENT 3- EFFECTIVE 4- HIGHLY EFFECTIVE 5- EXCEPTIONAL

1 2 3 4 5

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

1 2 3 4 5

17. 2.1.(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

1 2 3 4 5

18. 2.1.(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

1 2 3 4 5

18. 2.1.2 (e) 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, and stability. 1- UNSATISFACTORY 2- NEEDS IMPROVEMENT 3- EFFECTIVE 4- HIGHLY EFFECTIVE 5- EXCEPTIONAL

1 2 3 4 5

21. 2.1.2(b) The learning environment reflects effective and flexible utilization of available space. EXCEPTIONAL *
NEEDS IMPROVEMENT 3-EFFECTIVE 4-HIGHLY EFFECTIVE 5-
Mark only one oval.

1 2 3 4 5

22. 2.1.2(c) The learning environment in your classroom reflects the goals of the early childhood program, creating an environment that learning is supported. EXCEPTIONAL *
NEEDS IMPROVEMENT 3-EFFECTIVE 4-HIGHLY EFFECTIVE 5-EXCEPTIONAL *
Mark only one oval.

1 2 3 4 5

23. 2.1.3(a) The learning environment in the classroom promotes an awareness and appreciation of diversity in all forms. EXCEPTIONAL *
NEEDS IMPROVEMENT 3-EFFECTIVE 4-HIGHLY EFFECTIVE 5-EXCEPTIONAL *
Mark only one oval.

1 2 3 4 5

24. 2.1.3(b) Teaching strategies promote an awareness and appreciation of diversity in all forms such as gender, race, ethnicity, and ability. EXCEPTIONAL *
NEEDS IMPROVEMENT 3-EFFECTIVE 4-HIGHLY EFFECTIVE 5-EXCEPTIONAL *
Mark only one oval.

1 2 3 4 5

25. 2.1.4 Appropriate use of technology and interactive media follow a developmental progression. EXCEPTIONAL *
NEEDS IMPROVEMENT 3-EFFECTIVE 4-HIGHLY EFFECTIVE 5-EXCEPTIONAL *
Mark only one oval.

1 2 3 4 5

26. 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

27. 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

28. 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

29. 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

30. 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(f) 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 mathematical learning. 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 support their mathematical learning. 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 science. 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 The arts curriculum provides regular opportunities for children to create, perform, and respond to quality and culturally relevant art. 1--UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL *

Mark only one oval.

1 2 3 4 5

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/safe practices. 1--UNSATISFACTORY 2--NEEDS IMPROVEMENT 3--EFFECTIVE 4--HIGHLY EFFECTIVE 5--EXCEPTIONAL *

Mark only one oval.

1 2 3 4 5

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 *

Mark only one oval.

1 2 3 4 5

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 *

Mark only one oval.

1 2 3 4 5

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

Mark only one oval.

1 2 3 4 5

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 *

Mark only one oval.

1 2 3 4 5

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 *

Mark only one oval.

1 2 3 4 5

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

Mark only one oval.

1 2 3 4 5

42. Additional Comments

Home and Community Partnerships

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 *

Mark only one oval.

1 2 3 4 5

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 *

Mark only one oval.

1 2 3 4 5

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 *

Mark only one oval.

1 2 3 4 5

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 *

Mark only one oval.

1 2 3 4 5

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 *

Mark only one oval.

1 2 3 4 5

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 *

Mark only one oval.

1 2 3 4 5

49. Additional Comments

Send me a copy of my responses.