Jefferson County Board of Education Work Session

January 23, 2018

KDE Monitoring Visits, Nov. 29, 2017

- Four KDE teams conducted unscheduled visits to 8 Early Childhood locations cited in the August Office of Head Start Report: Alex R Kennedy Elementary, Duvalle Education Center, Kerrick Elementary, Laukhuf Elementary, McFerran Early Childhood, Tully Elementary, Unseld Learning Center, Wheatley Elementary
- Interviews and Observations conducted on six indicators: Staffing/Teaching Credentials, Attendance, Ratio and Staffing, Developmentally Appropriate Practices, Individual Needs of Children, Safety Policies

Findings

- Of the 8 locations, 6 locations were in 100% compliance
- Two locations, Kerrick Elementary and Unseld Learning Center, had two findings each with required district action
  - Kerrick Elementary - Safety hazards and developmentally appropriate practices in the playground area
  - Unseld Learning Center - Developmentally appropriate practices and addressing individual student needs in a classroom serving students with identified disabilities
- Responses to KDE due January 30, 2018 (Kerrick) and February 15, 2018 (Unseld).

Strengths Observed

- Welcoming and warm climate, developmentally appropriate materials, children know routines
- Many examples of positive child-adult interactions
- Examples of outstanding teachers and classroom environments
- Professional development provided on standards of conduct, active supervision, scanning, counting, zoning
- Professional development on behavior management
- Positive feedback and support from parents/families

Areas for Growth

- Vigilance and consistency in implementation of staff:student ratios
- Training for principals and associate principals on foundational Early Childhood concepts and expectations
- Facilities issues -- EC-appropriate, playgrounds, line of sight, room arrangements, obstructions, clutter
- Consistency of positive tone in child-adult interactions -- avoid harshness

2017 Best in CLASS Awards

CLASS - Classroom Assessment Scoring System - Head Start-required measure of teacher-child interactions in three domains: Emotional Support, Classroom Organization and Instructional support

12 out of over 200 JCPS EC classrooms were awarded as the top-scoring rooms that each garnered an overall score of 6.0 or better out of 7.0.

Scores in the 6.0-7.0 range indicate that effective teacher-child interactions are consistently observed. Scoring a 6.0 or better also represents a better rating than the district and national average.

Classroom Team Awardees

Alex R Kennedy Elementary
Chancey Elementary
Dawson Orman Education Center
Duvalle Education Center
Jaeger Early Childhood Center
McFerran Early Childhood
Norton Commons Elementary
Okolona Elementary
Semple Elementary
Shacklette Elementary
Young Elementary

Early Childhood Programs Problem of Practice:

Keeping Early Childhood Students and Staff Safe by Addressing Challenging Behaviors

Problem/Opportunity of Practice (Consultancy) Protocol

Presentation of the Problem/Opportunity: overview of dilemma, brief summary, framing question (1 min.)

Clarifying Questions: brief and factual (2 min.)

Probing Questions: in-depth, propose different viewpoints on presenter' dilemma, not suggestions (3 min.)

Group Discussion: full discussion and analysis of dilemma, suggestions to the presenter on how to deal with the dilemma (7 min.)

Summary of Discussion by Presenter; evolution of thought re dilemma, possible next steps (3 min.)

Problem of Practice

How should the district provide systematic and effective support for the increasing number of EC classrooms experiencing extreme challenging student behaviors?

- One or two students with extreme challenging behaviors can significantly impact the learning environment for the whole class.
- Most children with extreme challenging behaviors require much more intervention than the classroom staff is equipped to provide.
- Persistent challenging behaviors can cause a stressful environment and compromise student and staff safety.

Options Considered

1. Training for Coaches, ECE Resource Teachers, Instructional Staff
2. Small Class Size Classrooms
3. Behavior Specialists to support teachers and students
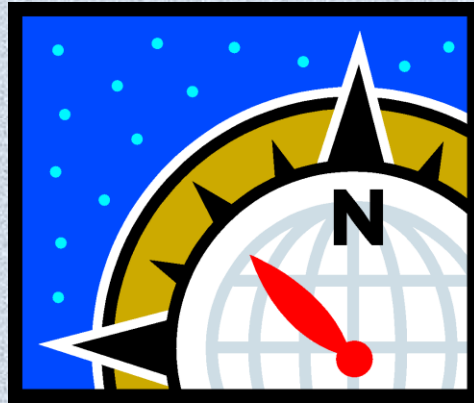4. Combination of the above strategies

Clarifying Questions

Probing Questions

Group Discussion and Suggestions

Summary and Next Steps

Self-Assessment 2017-2018

Annual Requirement by the Office of Head Start

# Purpose: Continuous Quality Improvement

Programs seeking continuous improvement should constantly ask the questions:

- Is the program meeting all national *Head Start Performance Standards*?

- Are our services responding effectively to the changing needs of children and families?

- Are we doing what we need to, or are we just doing it the way we have always done it?

- Can we refine our program design and management systems to further improve outcomes for children and families?

Data Examined in The 2016-17 Year's Self-Assessment

- Bus Ride Safety Observations
- Learning Environment & Facilities Observations
- Parent Interviews
- Staff Interviews
- Eligibility, Recruitment, Selection, Enrollment & Attendance (ERSEA)
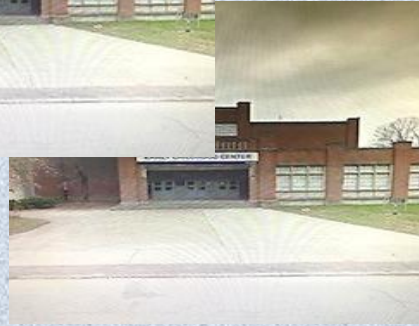
2016-17 Findings: Strengths

- Positive interactions are apparent between staff, staff to child, and child to child.
- Parents acknowledged that they felt their child was on the path to kindergarten readiness.
- Parents communicated the support provided by the program to ensure health and wellness needs were met.
- Parents felt classroom staff provided ongoing communication.
- Big Day Curriculum
- Ready 4K Website
- Family Engagement

2016-17 Findings: Opportunities for Improvement

- Encourage building administrators to support Early Childhood classrooms with monitoring and feedback.

- Information on Safe Environments will be shared with principals during pre-service training to increase their knowledge of common issues and compliance needs.

- Provide professional development support to Instructional Staff utilizing the Environmental Health and Safety Checklist.

- Establish clear protocols for schools without restrooms in the classroom.

- Targeted campaigns to promote diversity in the program and communicate using diverse language to Early Childhood families and community.

- Revise professional development plan to include diverse opportunities for professional learning.

- Develop new procedures to monitor ERSEA files at intake. This includes a multi-step process that involves multiple role groups to ensure verification. Embedded training and support will be provided for staff that inaccurately complete intake process.

- Additional monitoring system will be created to identify students that have not submitted official birth certificate. Families will be contacted to provide documentation within the 30-day timeline.

Focus Areas for 2017-18 Self- Assessment

- Program Governance - 1301.2 Governing body, 1301.3 Policy council and policy committee & 1301.5 Training

- ERSEA - 1302.12 Determining, verifying, and documenting eligibility, 1302.13 Recruitment of children, 1302.14 Selection process & 1302.15 Enrollment.

- Child Development & Education - 1302.31 Teaching and the learning environment & 1302.34 Parent and family engagement in education and child development services.

- Comprehensive Services - 1302.42 Child health status and care, 1302.45 Child mental health and social and emotional well-being & 1302.46 Family support services for health, nutrition, and mental health.

- Classroom Environmental Health & Safety - 1302.47 Safety practices.

- Family Engagement - 1302.50 Family engagement, 1302.51 Parent activities to promote child learning and development, 1302.52 Family partnership services & 1302.53 Community partnerships and coordination with other early childhood and education programs.

2017-18
The Self-Assessment Plan

Timeline	Plan Activities
January 11	Presentation of Self-Assessment Plan
February 8	Policy Council Approval of Self-Assessment Plan
February 9	Self - Assessment Team Leader Training
February 15	Self - Assessment Training
February 27- March 9th	Self-Assessment Activities Program Governance Review ERSEA Review Classroom Environmental Health & Safety Visits Classroom Observations (Child Development and Education Checklist including Standards of Conduct) Comprehensive Services
March 5th – March 9th	Family & Community Engagement Review (Parent Interviews) Team Report
March 12th - March 30th	Self-Assessment Data Compilation and Report
April 2nd	Initial Self-Assessment Review by EC Leadership Team
April 20th	Corrective Action Plan Due
May 1st	Management Review of Corrective Action Plan
May 10th	Self-Assessment Report and Corrective Action Plan Submitted to Policy Council for Approval
May (TBD)	Self-Assessment Report and Corrective Action Plan Submitted to JCPS Board of Education for Approval

How You Can Be More Involved

- Volunteer to participate in the 2017-18 Self Assessment

- Attend at least one Policy Council meeting

- Support opportunities to improve the Early Childhood program

JCPS Early Childhood School Readiness Goals

Head Start Performance Standard 1302.102: A program in collaboration with the governing body and policy council, must establish goals and measurable objectives that are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and state early learning standards.

Readiness Goals Selection Process

- *Head Start Early Learning Outcomes Framework: Ages Birth to Five.* provided to School Readiness Leadership Team

- Top three skills from each domain identified based on recent Brigance, Benchmark Assessment, CLASS observation tool, and Work Sampling Assessment data.

- Stakeholders (teachers and parents) surveyed to narrow priority skills.

- Priority goals were selected for 2017-2018 and approved by the Head Start Policy Council in the spring of 2017.

Head Start Early Learning Outcomes Framework

CENTRAL DOMAINS				
APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

▲ INFANT/ TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Ages Birth to Five

Jefferson County Public Schools School Readiness Goals

2017-2018

Holli Moore –School Readiness Specialist and Taysha Oglesby –Transition Coordinator

JCPS School Readiness Goals for 3 and 4 Year Olds

Goal P –ALT 2. Child follows rules and routines with increasing independence.

Goal P–SE 3. Child engages in and maintains positive interactions and relationships with other children.

Goal P–LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

Goal P–MATH 3. Child understands the relationship between numbers and quantities.

Goal P–PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.

JCPS JEFFERSON COUNTY PUBLIC SCHOOLS

2017-2018 Measurable Objectives

| School Readiness Goals	Measurable Objectives
Goal P -ALT 2. Child follows rules and routines with increasing independence.	In the Fall of 2017 34% of students were able follow rules and routines with increasing independence. By the Spring of 2018, 80% of students will be able to follow rules and routines with increasing independence as measured by the Work Sampling Assessment System.
Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	In the Fall of 2017 39% of students were able to engage in and maintain positive interactions and relationships with other children. By the Spring of 2018, 85% of students will be able to follow rules and routines with increasing independence as measured by the Work Sampling Assessment System.
Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	In the Fall of 2017 14% of students were able to identify letters of the alphabet and produce sounds associated with letters. By the Spring of 2018, 72% of students will be able to identify letters of the alphabet and produce sounds associated with letters as measured by the Work Sampling Assessment System.
Goal P-MATH 3. Child understands the relationship between numbers and quantities.	In the Fall of 2017 14% of students were able to understand the relationship between numbers and quantities. By the Spring of 2018, 75% of students will be able to understand the relationship between numbers and quantities as measured by the Work Sampling Assessment System.
Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	In the Fall of 2017 41% of students were able to use perceptual information to guide motions and interactions with objects and other people. By the Spring of 2018, 89% of students will be able to use perceptual information to guide motions and interactions with objects and other people as measured by the Work Sampling Assessment System.

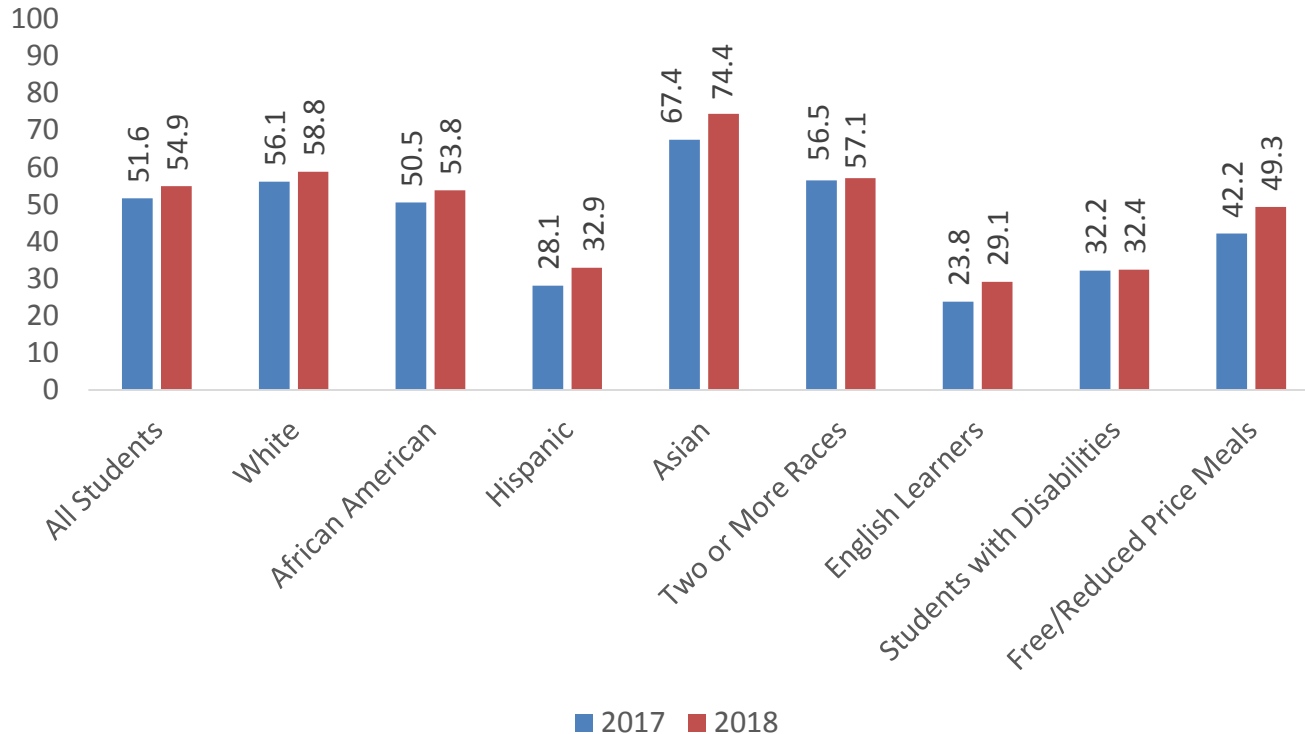# Kindergarten Readiness Results:
4 Year Trend Data
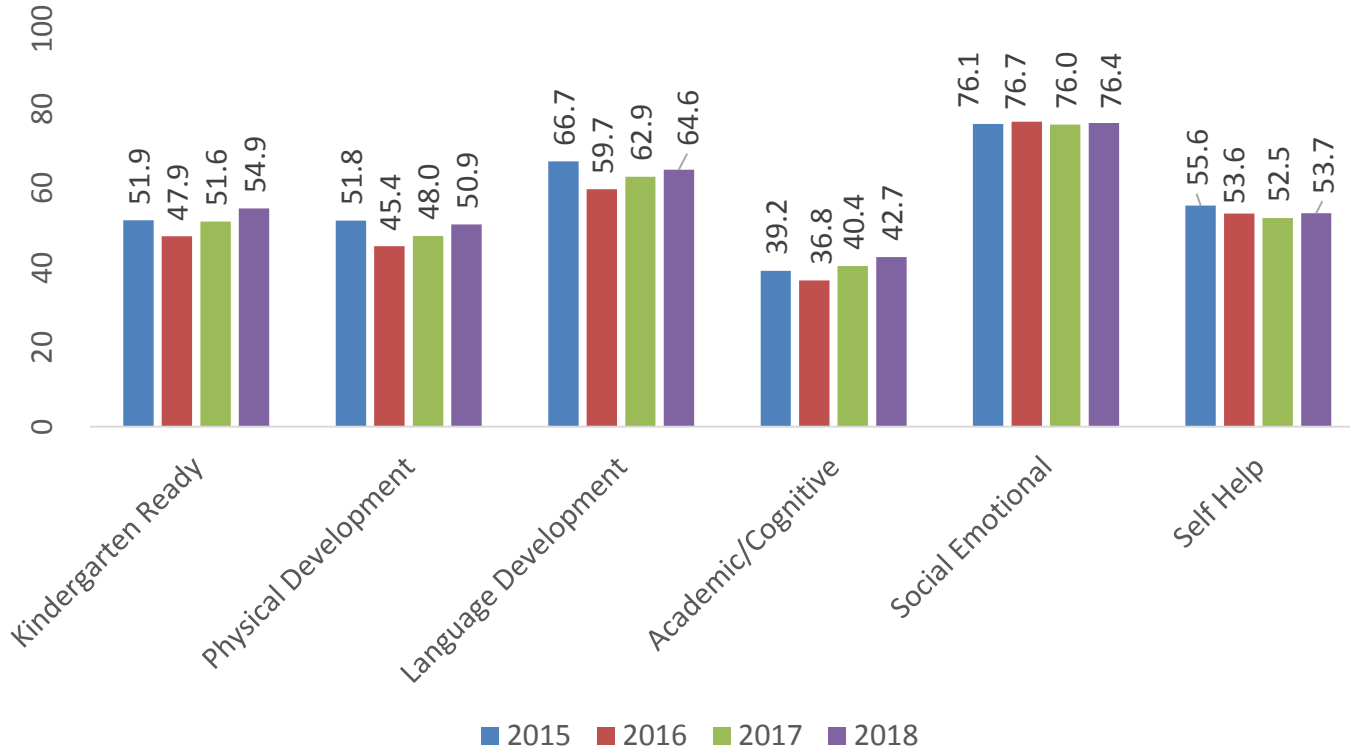
Kindergarten Readiness Results:
2 Year Trend Data
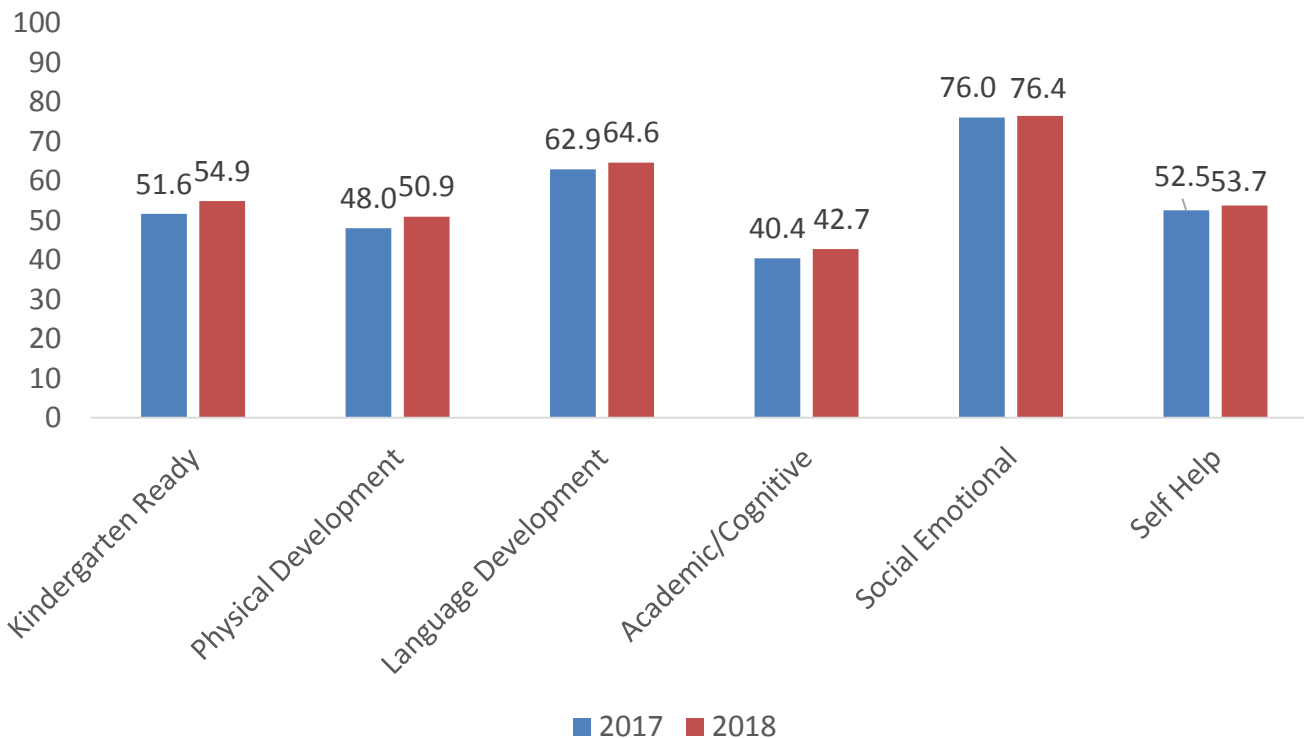
Kindergarten Readiness by Demographics

Results by Early Educational Experiences

PRIOR SETTING	2016-2017	2017-2018	Difference
STATE FUNDED Children who attend the state-funded preschool program, which, as defined in 704 KAR 3:410, provides preschool services to at-risk 4-year-olds and 3-and 4-year olds with identified special needs.	54.7	59.9	5.2
HEAD START Children who attend Head Start, which provides early childhood services to 3-and 4-year old children who are at risk.	60.5	59.2	-1.3
CHILD CARE Children who attend any child care or private preschool setting that is licensed by the Division of Regulated Child Care (DRCC).	70.2	72.5	2.3
HOME A child who is at home with a parent/guardian before entering school.	27.3	30.4	3.1
OTHER A child receiving care from one of the following: • a family member, such as grandparent, aunt, uncle, sibling • a private sitter, who is not certified, such as a neighbor, nanny or other • other early childhood setting that does not meet the above definitions	58.3	61.7	3.4
Unknown	23.1	35.3	12.2

Note: Prior Setting Self Reported

Kindergarten Readiness Rates by Zip Code

JEFFERSON COUNTY PUBLIC SCHOOLS
2017-2018 Brigance % Kindergarten Ready by Zip Code
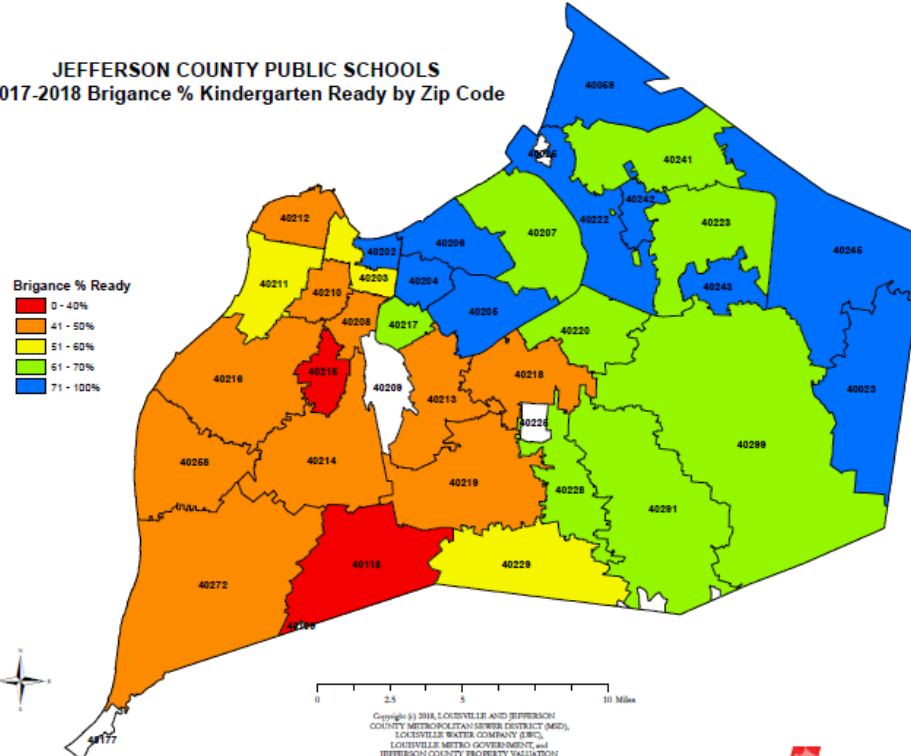
Infinite Campus – Prior Settings

How did JCPS Early Childhood students perform?

BRIGANCE Results in Fall 2017
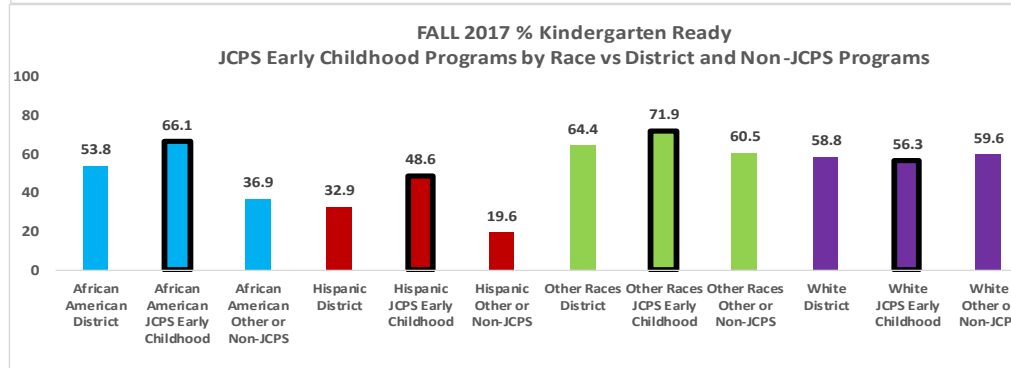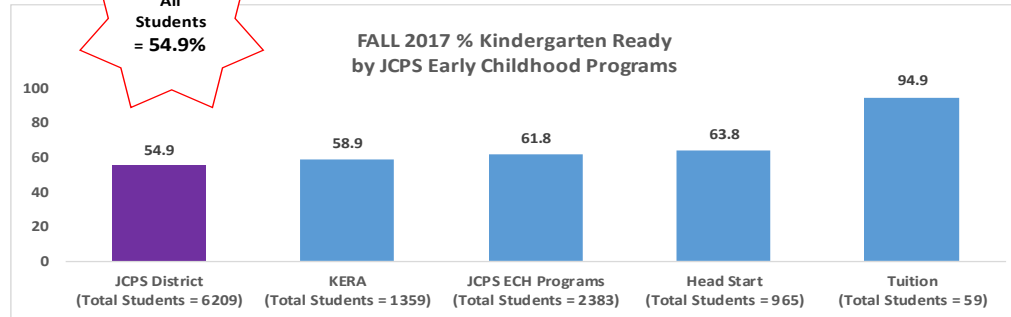
Did Kindergarten Readiness Camps Help?

BRIGANCE Results

☐ BRIGANCE Data shows participating students:

All Students = **54.9%**

- ◻ Overall K Readiness is **74.8%** Ready

- ◻ Students with high attendance (present at least 16 of 18 days) scored **79.4%** Ready or Ready with Enrichments
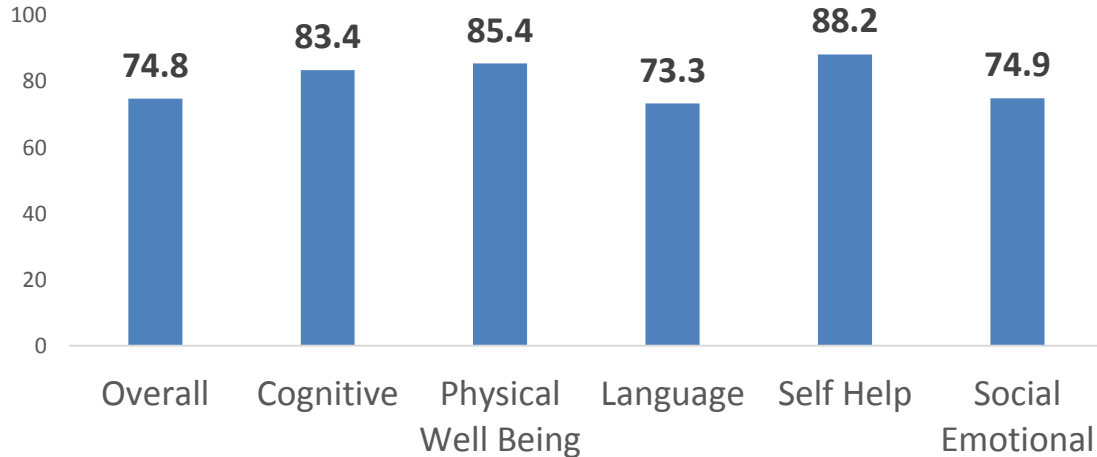
Highlights – Data Summary

- Overall, the percentage of JCPS students that were kindergarten ready increased this year by 3.3% (from 51.6% in 2016-17 to 54.9% in 2017-18).

- JCPS gain outpaced the state growth and JCPS has a higher % of kindergarten ready students than the state (54.9% compared with 51.4%); all JCPS student groups outperformed the state groups (except LEP)

- Every student group increase the % ready, but there are still gaps among the student groups
  - Free-Reduced price lunch, Asian, and LEP students showed the largest gains

- Students in all prior settings increased their % ready, with the exception of Head Start.

- JCPS students showed improvement across the county, 23 of 35 zip codes showed higher rates of kindergarten readiness than the prior year. Several of the zip codes with targeted early childhood interventions showed improved.

- 57 JCPS elementary schools improved their K readiness rates, with 19 schools showing double-digit increases.

- The % of students K ready increased in all five domains: physical development, language development, academic/cognitive, social emotional and self-help.