



Ray-Pec School District

Early Learning
Program Review
November 2016



Team Members

- Linda Bass, Special Services Director EC-12
- Dr. Michelle Hofmann, Director of Elementary & Early Learning
- Jennika Miller, Principal
- Melissa Lucas, Admin Intern
- Jenny Tryan, District Special Education Coordinator EC-4
- Michelle Moore, Special Services Administrative Assistant
- Mary Shatford, Curriculum Specialist (EC-4th grade)
- Linda Sharp, EC Coordinator/ECSE Process Coordinator
- Early Childhood Teachers/Therapists/Paraprofessionals
- Early Childhood Parents



Program Impact

- 2013-14 School Year
 - Served 99 general education students
 - Ended the year with 2 on wait list
 - Served 65 ECSE students*
- 2014-15 School Year
 - Served 100 general education students
 - Ended year with 5 on wait list (3 declined due to the two half-day session offered; placed 14 others previously on wait list)
 - Served 51 ECSE students*
- 2015-16 School Year
 - Served 100 general education students
 - Ended the year with 15 on wait list (Placed 14 others previously on wait list)
 - Served 54 ECSE students*
- 2016-17 School Year (as of November 14)
 - 101 general education students
 - Currently 27 on wait list (Placed 8 others previously on wait list)
 - 54 ECSE students* (+13 under evaluation)

**Does not include students receiving itinerant speech services*



Program Impact continued

Kindergarten Round-Up Screening Performance

Average Total Score /50

	Incoming K 2015-16	Incoming K 2016-17
All incoming Kindergarten (K) Students	36.3	35.7
EC 4 day/week general education students	39.8	35.7
EC 2 day/week general education students	34.9	33.9

On the 2015-16 end-of-year Early Learning parent survey, 97.3% of parents “agreed” or “strongly agreed” that their child learned essential skills that will help him/her in kindergarten. (95.1% in 2014-15 responded the same.)



Program Highlights

- Children who are 4-years-old by July 31 of the school year are eligible to participate in the PreKindergarten (PreK) 2- or 4-half-day program. Acceptance is based on the PreK screening, needs assessment, and class availability.
- Children who are at least 3-years-old who meet criteria under any of the 13 categories of IDEA (Special Education) are eligible to receive services through Early Childhood Special Education (ECSE,) which is typically a 4-half-day program
- Community outreach and Child Find efforts such as vision screenings and DIAL screenings
- Three joint parent involvement events with Parents As Teachers (PAT) and Panther Cub Academy (PCA): Transportation Night, Gym Night, and Messy Night
- On-going work with students on self-regulation and social-emotional skills such as through Conscious Discipline and Trauma Sensitive Schools culture training
- Professional development to support the needs of the students in the program such as training in Emerging Language and Literacy Curriculum (ELLC) and attendance at the state Division of Early Childhood (DEC) conference



Previous Department Goals & Results

Goal 1:

- By May 2015, the percentage of PreK students scoring proficient or higher on the Priority Learning Target/Essential Learning Outcome: **I can count quantities correctly**, will increase from 20% to 80% as measured by the formative assessment tool.
 - Spring 2015: 21% to 69% (Growth of 48%)
 - Spring 2016: 54% to 92% (Growth of 38%)

Goal 2:

- By May 2015, the percentage of PreK students scoring proficient or higher on sequencing with at least 3 out of 4 parts of a story attaining to the Priority Learning Target/Essential Learning Outcome: **I can retell a story**, will increase from 24% to 80% as measured by the formative assessment tool.
 - Spring 2015: 24.0% to 81.0% (Growth of 57.0%)
 - Spring 2016: 27.9% to 54.5% (Growth of 26.6%) *Assessment revised for stronger alignment to target and rigor.*



Ray-Pec Program Scorecard: Early Learning Program

			SCORING CRITERIA										
			Basic			Nearing Goal			Goal	Advanced			
	Measures	Spring 2016	1	2	3	4	5	6	7	8	9	10	Raw Score
1	Early Learning Parent Perception Data: Percentage who Agree/Strongly Agree that "The location of the district's PreK program was convenient to where I live" on the End-of-Year Survey	92.1%	87%	88%	89%	90%	91%	92%	93%	94%	95%	96%	6
2	Early Literacy Development: Percentage of students scoring Proficient or Above with "I can demonstrate comprehension of details and ideas from age appropriate texts" (retelling) on the Data Cycle Assessment	54.5%	50.0%	55.0%	60.0%	65.0%	70.0%	75.0%	80.0%	85.0%	90%	95.0%	1
3	Fine Motor Development: Percentage of students scoring "Appears to be doing well in this area" in the Fine Motor category on the Ages and Stages Questionnaire (ASQ)	72% (Fall 2016)	50%	55%	60%	65%	70%	75%	80%	85%	90%	95%	5
4	Readiness for Kindergarten Entry: Difference in Mean Score (50 pts possible) earned by RPSD PreK students vs. All incoming students on the district Kindergarten Readiness Screener	-2.0	-3.0	-2.5	-2.0	-1.5	-1.0	-0.5	0	0.5	1.0	1.5	3
5	Access to Services: Number of students still on the wait list by the end of the year	15	30	25	20	15	10	5	0	-5	-10	-15	4
TOTAL SCORE			1	2	3	4	5	6	7	8	9	10	3.80



Department Goals

Goal 1: Annually by May, the percentage of PreK students scoring “Appears to be doing well in this area” in the Fine Motor category of the Ages and Stages Questionnaire (ASQ) will be 80% or more as compared to a Fall baseline.

- From 72% (Fall 2016) to TBD (May 2017) (Growth of TBD)
- From TBD (Fall 2017) to TBD (May 2018) (Growth of TBD)

Goal 2: By May 2018, the difference in the mean score (50 points possible) earned by incoming kindergarten students who attended the RPSD PreK program (regular and special education) versus all incoming kindergarten students will decrease by 2.0.



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Questions