EFFECTIVENESS EVALUATION FOR EARLY LEARNING COLLABORATIVES AND OTHER PRE-K CLASSROOMS

Carey M. Wright, Ed.D., State Superintendent of Education

Kim S. Benton, Ed.D., Chief Academic Officer

March 2016

EFFECTIVENESS EVALUATION FOR EARLY LEARNING COLLABORATIVES AND OTHER PRE-K CLASSROOMS COMMITTEE MEMBERS (2016)

Angela Bass	Mississippi First
Eileen Beazley	Excel by 5
Jessica Benson	Tallahatchie Early Learning Alliance
Lydia Bethay	Early Years Network, Mississippi State University
Latoya Blackshear	Clausell Elementary, Jackson Public Schools
Kelsey Blumenberg	Mississippi Department of Education
Latasha Brown	Jackson State University
Cara Buffington	Lamar Early Learning Collaborative
Stacy Calendar	First Steps, Mississippi Department of Health
Jennifer Calvert	Calvert's ABC Learning Center
Nadine Coleman	Petal Early Learning Collaborative
Laura Dickson	Department of Human Services
Lacia Donald	Clarke County Early Learning Partnership
Cathy Gaston	Friends of Children Head Start
Emma Jackson	Coahoma Early Learning Collaborative
Sonya Jordan-Trapper	Pearl River Community College
Leigh Pope	Early Childhood Educuation Center, Pearl School District
Sonja Robertson	Mississippi Department of Education
Karen Russ	McComb Early Learning Collaborative
Tedra Sirmon	Rankin County School District
Holly Spivey	Head Start Collaboration Office
Carla Street-Hall	Key Elementary, Jackson Public Schools
Cheryl Swoopes	Early Childhood Institute
Nita Thompson	Mississippi Head Start Association
April Vowell	West Lowndes Elem. School, Lowndes County School District
Kathy Wall	Luther Branson Elementary, Madison County School District
Heather Walker	Calvert's ABC Preschool and Nursery Inc.
Jennifer Weeks	McBride Pre-K Academy, Greenville Public School District
Alicia Westbrook	Early Years Network
Patrice Williams	Mississippi Department of Education
Deborah Woullard	Hattiesburg Public School District

Mississippi Department of Education Facilitators

Kim Benton	Mississippi Department of Education
Lydia Boutwell	Mississippi Department of Education
Chad Buckendahl	ACS Ventures, LLC
Alicia Deaver	Mississippi Department of Education
Jill Dent	Mississippi Department of Education
Joyce Greer	Mississippi Department of Education
Brittany Herrington	Mississippi Department of Education
Nathan Oakley	Mississippi Department of Education

Contents

Overview

The National Association for the Education of Young Children describes a high-quality program as "providing a safe, nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of families." Criteria that further describe a high quality program are included in Appendix A of this document.

Schools providing services to prekindergarten (Pre-K) aged children receive an annual evaluation to ensure the effectiveness of services on improving children's learning and well-being. Evaluation occurs for the Early Learning Collaboratives (collaborative) and other Pre-K classrooms (e.g. Title I, local-funded, tuition-based) in Mississippi public schools. Evaluation consists of two parts: rate of readiness and monitoring.

The rate of readiness is a score assigned to each site through completion of specific evaluation tools that assess how children grow academically and developmentally throughout a school year and how the classroom environment and teaching practices support children's learning. A site score is comprised of the sum of subscores from the following tools:

- The Mississippi K-3 Assessment Support System (MKAS²)
- A comprehensive early learning assessment (CELA)
- Classroom Assessment Scoring System (CLASS)

Each child in a Pre-K classroom completes the MKAS². All of the individual scores will be averaged together into one subscore, if a site has more than one classroom.

Each child will be assessed by the classroom teacher with a CELA. A committee has been established to choose the allowable assessment tools and to determine required scores.

A CLASS observation is completed in each applicable classroom. The scores will be averaged together into one CLASS subscore for sites with more than one classroom.

The tools that factor into the site score will be implemented in phases, so all Pre-K classrooms will have time to prepare. Collaborative classrooms have an expedited timeframe for implementation because of the effectiveness evaluation criteria established by the *Early Learning Collaborative Act of 2013*. The phases of implementation for the tools are listed below:

Collaborative Classrooms

School Year 2015-2016
- MKAS²
- CLASS

School Year 2016-2017
- MKAS²
- CELA
- CLASS

School Year 2017-2018
- MKAS²
- CELA
- CLASS

Other Pre-K Classrooms

School Year 2015-2016
- MKAS²

School Year 2016-2017
- MKAS²

School Year 2017-2018
- MKAS²
- CELA
- CLASS

Monitoring is a process where evidence is provided to ensure compliance with grant requirements, *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Olds*, and best practices in early childhood.

Rationale for Effectiveness Evaluation

The MDE follows the requirements set through the *Early Learning Collaborative Act of 2013* to assess collaborative classrooms. The act states:

> Section 1 (3) (c) (iv) The department will evaluate the effectiveness of each early childhood collaborative and each prekindergarten provider. If the State Department of Education adopts a statewide kindergarten screening that assesses the readiness of each student for kindergarten, the State Department of Education shall adopt a minimum rate of readiness that each prekindergarten provider must meet in order to remain eligible for prekindergarten program funds.

> Section 1 (3) (d) … Participating child care centers shall: (a) meet state child care facility licensure requirements unless exempted under Section 43-20-5, Mississippi Code of 1972, and (b) select and utilize a nationally recognized assessment tool, approved by the State Department of Education, designed to document classroom quality, which must be in place not later than July 1, 2016, as certified by the State Department of Education.

Other Pre-K classrooms following the *Mississippi Early Learning Guidelines for Classrooms Serving Three-and Four-Year-Olds* must develop an internal procedure for monitoring their Pre-K classrooms. Early childhood staff members from the Mississippi Department of Education will conduct on-site monitoring to determine the district's adherence to program standards.

Rate of Readiness

Development

Assessing services for improving children's learning and well-being is complex because of the multitude of factors that influence children's growth and development. Therefore, a site score will be comprised of multiple measures to provide a more thorough assessment.

Each site will have to meet a certain score or range criteria with each tool. These scores or ranges correspond to points that are added together to comprise a rate of readiness score.

The Mississippi Department of Education (MDE) assembled a committee that first met in January 2016 to finalize point values for the score and range criteria for the MKAS[2]. The committee reviewed the point value assigned to the nationally recommended scoring ranges. The committee consisted of teachers, administrators and key stakeholders throughout the state from early learning collaboratives, school districts, Head Start, child care, state offices, mental health, community colleges, and institutions of higher learning.

The committee will reassemble in March/April 2016 to select a list of comprehensive early learning assessments that may be used by sites. A list of tools will be developed to ensure sites can utilize CELA and best meet the needs of the children they serve.

Assessment Tools

The tools selected to determine the rate of readiness assess how each individual child grows academically and developmentally throughout a school year and how the classroom environment supports children's learning. Child growth will be assessed through the Mississippi K-3 Assessment Support System (MKAS[2]). The Classroom Assessment Scoring System (CLASS) will be used to assess how the classroom supports children's learning. More information regarding each tool follows.

A. **Mississippi K-3 Assessment Support System (MKAS²) & Rating**

The Mississippi K-3 Assessment Support System (MKAS²) is the assessment used to meet the requirements of the Literacy-Based Promotion Act. As a part of MKAS², the Kindergarten Readiness Assessment is administered to all public Pre-K and kindergarten students at least twice annually to assess concepts such as letter name, phonics, and comprehension. This test provides teachers and parents an understanding of what children know and are able to do in the area of early literacy upon entering kindergarten. Results are used to help improve the quality of instruction and to determine interventions and services students need. The current Kindergarten Readiness Assessment has four categories of classification: Early Emergent Reader, Late Emergent Reader, Transitional Reader, or Probable Reader.

The 2015-2016 school year Kindergarten Readiness Assessment results will be used to determine if each student has met the expected performance target of 498 scale score points. Based on national results, this is a proxy for "basic" mastery of early literacy and should be seen as the minimal score needed to be successful when entering kindergarten. This scale score at the end of Pre-K means that the student has mastered 70 percent of the assessed early literacy skills needed and supports that the student is on track to meet the end of grade three reading proficiency expectations. A 498 falls within the Late Emergent Reader classification. During 2014-2015, the average scale score increase across collaboratives was 98 points. Therefore, 98 will be used as the threshold increase for Kindergarten Readiness Assessment growth.

The MDE will obtain the MKAS² scores for each classroom from the database after the administration of the test in the fall and spring.

B. **Classroom Assessment Scoring System (CLASS) & Rating**

The Classroom Assessment Scoring System (CLASS) is an observational instrument developed at the Curry School Center for Advanced Study of Teaching and Learning to assess classroom quality in infant, toddler, Pre-K, and kindergarten through 12th grade classrooms. It describes multiple dimensions of teaching that are linked to student achievement and development and has been validated in over 2,000 classrooms.

The Pre-K CLASS assesses teachers through three domains: **emotional support**, **classroom organization**, and **instructional support**. Within emotional support, CLASS assesses positive climate, negative climate, teacher sensitivity, and regard for student perspective. The classroom organization domain assesses behavior management, productivity, and instructional learning formats. The instructional support domain assesses concept development, quality of feedback, and language modeling.

CLASS is scored by trained and certified observers using a detailed protocol. Following their observations of teacher-child interactions, CLASS observers rate each dimension on a 7-point scale, from low to high.
- Low Range – An average of a 1 – 2 is assigned when the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or where interaction is lacking between teachers and children would receive low scores.
- Mid Range – An average of 3 – 5 is assigned when classrooms show effective interactions, but also periods when interactions are ineffective or absent.
- High Range – An average of 6 – 7 is assigned when effective teacher-child interactions are consistently observed throughout the observation period.

The MDE will use CLASS-reliable staff trained to assess classrooms. Classrooms can provide the MDE with their CLASS observation ratings if the assessment for the current teacher is not older than six weeks and was conducted by an external, reliable evaluator who is not a part of the collaborative/school district. CLASS observations will be completed at least once annually.

Site Scores for Early Learning Collaboratives

A. School Year 2015-2016

The site score will be measured through the equal weighing of MKAS^2 scores and a CLASS rating. Each site will receive a score based on a 100 point scale. MKAS^2 scores will receive up to 50 points, while the CLASS rating will also receive up to 50 points. For sites with more than one classroom, all of the CLASS scores will be averaged. *Table I* shows the site score breakdown for school year 2015-2016.

Table I
Site score breakdown by assessment tool:

A.	MKAS² Scoring Average percent of district school site children meeting 498	Percentage of children that meet 498 by the end of the year	0-29% = 0 points 30-49% = 15 points 50-65% = 30 points 66-100% = 50 points
		OR	**OR**
		Percent of children that demonstrate an average point gain of 98 per site	0-24% = 0 points 25-39% =15 points 40-49% = 30 points 50-100% = 50 points
B.	CLASS Ranges • Low = 1 – 2 • Mid = 3 – 5 • High = 6 – 7	Average across domains **plus** performance on Instructional Support (IS) domain if site average is 5.00 or higher	1.00-2.99 = 0 points 3.00-3.99 = 15 points 4.00-4.99 = 30 points 5.00-7.00 & <2.8 IS = 30 points 5.00-7.00 & ≥2.8 IS = 50 points
			Site Score (A+B)

B. School Year 2016-2017 & 2017-2018

The site score will be measured through the MKAS^2 scores, CELA scores, and CLASS rating. Each site will receive a score based on a 100 point scale. MKAS^2 scores will receive up to 25 points, the CELA scores will receive up to 25 points, and the CLASS rating will receive up to 50 points. For sites with more than one classroom, all of the CLASS scores will be averaged. *Table II* shows the site score breakdown for school year 2016-2017.

Table II
Site score breakdown by assessment tool:

A.	MKAS² Scoring Average percent of district school site children meeting 498	Percentage of children that meet 498 by the end of the year	0-29% = 0 points 30-49% = 8 points 50-65% = 15 points 66-100% = 25 points
		OR	**OR**
		Percent of children that demonstrate an average point gain of 98 per site	0-24% = 0 points 25-39% =8 points 40-49% = 15 points 50-100% = 25 points
B.	CELA	To be determined based on the comprehensive early learning assessment utilized.	**Up to 25 points***
C.	CLASS Ranges • Low = 1 – 2 • Mid = 3 – 5 • High = 6 – 7	Average across domains **plus** performance on Instructional Support (IS) domain if site average is 5.00 or higher	1.00-2.99 = 0 points 3.00-3.99 = 15 points 4.00-4.99 = 30 points 5.00-7.00 & <2.8 IS = 30 points 5.00-7.00 & ≥2.8 IS = 50 points
			Site Score (A+B+C)

*Percentage, point gain, and all corresponding point ranges will be determined fall of 2016.

Site Scores for Other Pre-K Classrooms (Title I, locally funded, IDEA)

A. School Year 2015-2016

The site score will be measured through the MKAS[2] scores. Each school district will receive a score based on a 100 point scale. *Table III* shows the site score breakdown for school year 2015-2016. The site score provided this year, will be used as a baseline measure only.

Table III
Site score breakdown by assessment tool:

A.	MKAS[2] Scoring Average percent of district school site children meeting 498	Percentage of children within the school district* that meet 498 by the end of the year	0-29% = 0 points 30-49% = 30 points 50-65% = 60 points 66-100% = 100 points
		OR	**OR**
		Percent of children within the school district* that demonstrate an average point gain of 98 per site	0-24% = 0 points 25-39% =30 points 40-49% = 60 points 50-100% = 100 points
			Site Score (A)

*For the first year of effectiveness evaluation implementation, the rate of readiness will be applied to the school district rather than individual schools within any district. In future years, each school will receive its own site score.

B. School Year 2016-2017

C. The site score will be measured through the MKAS[2] scores. Each school district will receive a score based on a 100 point scale. *Table III* shows the site score breakdown for school year 2016-2017. The site score provided this year, will be used as a baseline measure only. The MDE will implement practice CLASS assessments to other public Pre-K classrooms. This is to prepare classrooms for CLASS assessments that will be occurring in school year 2017-2018 that will count towards their site score. *Table IV* shows the site score breakdown for school year 2016-2017.

Table IV
Site score breakdown by assessment tool:

A.	MKAS[2] Scoring Average percent of district school site children meeting 498	Percentage of children that meet 498 by the end of the year	0-29% = 0 points 30-49% = 30 points 50-65% = 60 points 66-100% = 100 points
		OR	**OR**
		Percent of children that demonstrate an average point gain of 98 per site	0-24% = 0 points 25-39% =30 points 40-49% = 60 points 50-100% = 100 points
			Site Score (A)

D. School Year 2017-2018

The site score will be measured through the MKAS[2] scores, CELA scores, and CLASS rating. Each site will receive a score based on a 100 point scale. MKAS[2] scores will receive up to 25 points, CELA scores will receive up to 25 points, and the CLASS rating will receive up to 50 points. For school sites with more than one classroom, all of the CLASS scores will be averaged. *Table V* shows the site score breakdown for school year 2017-2018.

Table V
Site score breakdown by assessment tool:

A.	MKAS² Scoring Average percent of district school site children meeting 498	Percentage of children that meet 498 by the end of the year	0-29% = 0 points 30-49% = 8 points 50-65% = 15 points 66-100% = 25 points
		OR	**OR**
		Percent of children that demonstrate an average point gain of 98 per site	0-24% = 0 points 25-39% = 8 points 40-49% = 15 points 50-100% = 25 points
B.	CELA	To be determined based on the comprehensive early learning assessment utilized.	**Up to 25 points***
C.	CLASS Ranges • Low = 1 – 2 • Mid = 3 – 5 • High = 6 – 7	Average across domains **plus** performance on Instructional Support (IS) domain if site average is 5.00 or higher	1.00-2.99 = 0 points 3.00-3.99 = 15 points 4.00-4.99 = 30 points 5.00-7.00 & <2.8 IS = 30 points 5.00-7.00 & ≥2.8 IS = 50 points
			Site Score (A+B+C)

*Percentage, point gain, and all corresponding point ranges will be determined prior to implementation.

Rate of Readiness Determination

The rate of readiness is assigned based on the site score achieved. The point breakdown for the rate of readiness is as follows:

- **Successful:** site score of 70+ points
- **Probation:** site score of 69 points and below (The first year in this category triggers a one year probationary period. After the first probationary year, the partner site has to score 70 + points to receive continued funding.)
- **Non-eligible:** site score of 69 and below and has been on probation for one year

A. Collaborative Rate of Readiness

It is expected that each site within a collaborative would achieve a successful score. If a site does not meet the criteria for a successful score, the site will move into a probationary period. During the probationary year, the program will develop a plan for improvement and receive technical assistance to support growth. If the probationary year is complete and the site still does not achieve a successful score, then the program becomes non-eligible for collaborative funding. If a collaborative lead site moves into the second year of probation and becomes non-eligible, then another eligible partner site will take over as the lead program.

B. Other Pre-K Classroom Rate of Readiness

The rate of readiness score will be applied to other Pre-K classrooms starting school year 2016-2017. School year 2015-2016 rate of readiness scores will be measured to provide sites with a baseline score, not to determine eligibility for continued program eligibility. Technical assistance and professional development will be provided, if requested.

It is expected that each site would achieve a successful score. If a successful score is not achieved, the site will be placed in a one year probationary period. During the probationary period, the school will develop a plan for improvement and receive technical assistance to support growth. If the probationary period is complete and a successful score is still not achieved, the school may become non-eligible for approval of the Federal Programs Title grant applications.

As the Title I grantee, an SEA is responsible for oversight of all Title I programs, including preschool programs operated, in whole or in part, with Title I funds (ESEA sections 1111, 9304).

Special education self-contained classroom funding would not be restricted due to the rate of readiness; however, growth is expected to be seen from year to year. Technical assistance will be provided to assist sites in their growth.

Monitoring

Monitoring Tools

A. Early Learning Collaborative Monitoring Tool

The *Early Learning Collaborative Monitoring Tool,* as seen in Appendix B is used for ensuring compliance with fiscal and program requirements. Each collaborative receives a copy to be used to complete self-monitoring with each of their sites. The monitoring tool provides checklists of program components that must be reviewed for compliance annually.

All collaboratives are expected to achieve compliance on all items. If collaboratives are out of compliance in some areas, they are expected to create a plan with action items correlated to due dates for compliance. The Importance of Compliance Rating in the monitoring tool identifies a timeframe for return to compliance and prescribed technical assistance from the MDE to support compliance efforts.

> Level 3= Most Important (30 days to comply)
> Level 2= Very Important (60 days to comply)
> Level 1= Important (90 days to comply)

In order to assist the collaboratives with issues of non-compliance, the MDE will provide technical assistance (TA). The level of TA will be assigned by the three highest Importance of Compliance indicators for the items identified not in compliance. If the three highest are rated most important, Technical Assistance Level 3 will be initiated. If there is a combination of levels, the highest level will reflect the level of Technical Assistance offered and initiated.

Level 3 – The collaborative will create and implement a plan with action items correlated to due dates for compliance. One-on-one site assistance from the MDE will include:

- Weekly conference calls for assistance and updates on plan activities
- At least two additional announced onsite follow up visits
- Peer-to-peer conference calls (if desired by the collaborative)

Level 2 – The collaborative will create a plan with action items correlated to due dates for compliance. One-on-one assistance from the MDE will include:
- Weekly conference calls for assistance and updates on plan activities
- At least one additional announced onsite follow up visit
- Peer-to-peer conference calls (if desired by the collaborative)

Level 1 – The collaborative will create a plan with action items correlated to due dates for compliance. One-on-one assistance from the MDE will include:
- Twice monthly conference calls for assistance and updates on plan activities.
- Peer-to-peer conference calls (if desired by the collaborative)

B. Standard 17.2: Pre-K Audit Checklist

This checklist, as seen in Appendix C, is utilized in district monitoring and has been aligned to the new Early Learning Guidelines for Four-Year-Old Children (ELG4) of 2015. In the development of professional development sessions, components applicable to the professional development session are included and the checklist is referenced (e.g. five learning centers in simultaneous use).

Early Learning Collaborative Monitoring

  A. School Year 2015-2016 & School Year 2016-2017
     All sites will receive a monitoring visit at least once during the school year between November
     and May. Representatives from the MDE will utilize the Early Learning Collaborative
     Monitoring Tool.

Other Pre-K Classroom Monitoring

  A. School Year 2015-2016
     Other Pre-K classrooms are monitored utilizing Standard 17.2 when the school district is
     audited through the Educational Accountability Audit Service Providers (EAASP) with the
     Office of Accreditation. The Office of Early Childhood is providing technical assistance to school
     districts cited in EAASP audits.

  B. School Year 2016-2017
     The Office of Early Childhood will complete monitoring visits in other Pre-K classrooms on a
     cyclical schedule. During the onsite visits, Standard 17.2: Pre-K Audit Checklist would be
     utilized alongside the *Early Learning Collaborative Monitoring Tool*. The *Early Learning
     Collaborative Monitoring Tool* will be used to support the professional development of staff
     and to assess the implementation of high quality practices within the classrooms.

     A report with feedback will be sent to the district and/or school administrator as well as
     suggested technical assistance 30 days after the visit. Any monitoring visit conducted through
     the Office of Early Childhood will serve as the MDE's official monitoring visit; therefore, a copy
     of the report will also be provided to appropriate offices within the MDE.

     Special Education Pre-K classrooms will also be monitored utilizing Standard 17.2 and the
     Early Learning Collaborative Monitoring Tool to gather information on programming and
     needed technical assistance and supports. A report with feedback to the district and/or school
     administrator, as well as suggested technical assistance, will be provided 30 days after the visit.
     The Office of Special Education will also receive a copy of the report.

Resources

- Classroom Assessment Scoring System (CLASS): http://teachstone.com/

- Developmental Checklist for Four-Year-Old Students: http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/developmental-checklist-for-four-year-old-students.pdf?sfvrsn=2

- Developmental Checklist for Three-Year-Old Students: http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/developmental-checklist-for-three-year-old-students.pdf?sfvrsn=2

- Early Learning Standards for Classrooms Serving Four-Year-Old Children: https://districtaccess.mde.k12.ms.us/curriculumandInstruction/EarlyChildhood/4-year-old-standards.pdf

- Early Learning Standards for Classrooms Serving Three-Year-Old Children: https://districtaccess.mde.k12.ms.us/curriculumandInstruction/EarlyChildhood/3-year-old-standards.pdf

- Early Learning Collaborative Act of 2013: http://billstatus.ls.state.ms.us/documents/2013/pdf/SB/2300-2399/SB2395SG.pdf

- The Mississippi Early Learning Teaching Strategies for Classrooms Serving Four-Year-Old Children (ELT4): http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/early-learning-teaching-strategies-for-classrooms_updated7-10-2015.pdf?sfvrsn=2

- Mississippi Early Learning Guidelines for Classrooms Serving Four-Year-Olds: http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/early-childhood-early-learning-guidelines-4's-3-31-2015-sos.pdf?sfvrsn=2

- Mississippi Early Learning Guidelines for Classrooms Serving Three-Year-Olds: http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/early-childhood-early-learning-guidelines-3's-7-2-2015-sos-final.pdf?sfvrsn=2

- Mississippi Guide to Starting a Title I Pre-K Program: http://www.mde.k12.ms.us/ESE/EC/mississippi-guide-to-starting-a-title-i-Pre-K-program

- Mississippi K-3 Assessment Support System (MKAS²): http://www.mde.k12.ms.us/OSA/MKAS2

- What to Look For When Observing a Kindergarten and Pre-K Classroom: http://www.mde.k12.ms.us/ESE/EC

- What Parents Can Look For When Observing a Kindergarten and Pre-K Classroom: http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/parent-look-fors.pdf?sfvrsn=2

Appendix A: High Quality Early Childhood Program Definition

The National Association for the Education of Young Children describes a high-quality program as "providing a safe, nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of families." This definition provides the foundation of the criteria below.

1. **<u>Family and Community Engagement</u>**
   A high quality early childhood program fosters a sense of community within its doors and connects families to resources and opportunities in the surrounding community. This sense of community is created through open communication with understanding and respect for the diverse backgrounds, cultures, and languages of families. Programs engage the community by utilizing local resources to support child development.

2. **<u>Observation and Assessment</u>**
   A high quality early childhood program uses an ongoing cycle of observation and assessment as an analysis of a child's growth and development. Results are used to plan and modify instruction, and are shared with families. Partners and resources are sought to address identified needs and provide additional opportunities.

3. **<u>Environment and Curriculum</u>**
   A high quality early childhood program provides an environment designed for children. This learning environment is characterized by supportive relationships and conversations that foster language development. The environment is strengthened by curriculum and materials that engage children in developmentally appropriate activities that address all domains of development (social/emotional, language, cognition and general knowledge, physical well-being and motor development).

4. **<u>Health, Safety and Nutrition</u>**
   A high quality early childhood program protects the physical, social, and emotional safety of a child. It promotes the care of the whole child through healthy relationships and habits, including nutrition, hygiene, and physical activity. It provides information about and access to regular health screenings, interventions, and referrals as needed.

5. **<u>Faculty and Staff</u>**
   A high quality early childhood program employs educators that have the knowledge and training to make informed decisions. These educators have experience in the field and are engaged in continuous learning. Staff engage in ethical conduct and maintain a positive disposition and a sense of empathy.

6. **<u>Administration and Leadership</u>**
   A high quality early childhood program is led by administrators with an understanding and appreciation for the unique needs of their program, including regulatory requirements, communication strategies, and management plans. They implement program policies to foster a child's growth and development, and advocate for children

and their families. They engage in strong business practices that attract and sustain resources, and create an accessible, affordable program.

7. **<u>Evaluation</u>**

A high quality early childhood program receives an annual evaluation to ensure the effectiveness of services on improving children's learning and well-being. Evaluation consists of two parts: rate of readiness and monitoring. The rate of readiness is a score assigned to each site through completion of specific evaluation tools that assess how children grow academically and developmentally throughout a school year and how the classroom environment and teaching practices support children's learning. Monitoring is a process where evidence is provided to ensure compliance with grant requirements, *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Olds*, and/or best practices in early childhood.

Appendix B: Early Learning Collaborative Monitoring Tool

2015-2016

Contact: Alicia Deaver
Telephone: (601) 359-2586

Early Learning Collaborative:
Lead Partner Contact:
Position/Title:
E-mail:
Phone: Fax:
Address:
Number of Certified Lead Teachers Employed at Pre-K Center:
Number of Assistant Teachers Employed at Pre-K Center:
Number of Students Served at Pre-K Center:
Program calendar indicates:
Number of children served full day:
Number of children served half-day:

Instructions

The Mississippi Department of Education (MDE), through the Office of Elementary Education and Reading, is required to monitor and evaluate the implementation of the voluntary Pre-K programs as well as evaluate the effectiveness of each Early Learning Collaborative and each Pre-K provider for compliance with fiscal and program requirements.

The monitoring tool, created to aid the site administrator, is designed to provide checklists of program components that must be reviewed for compliance annually at the site and classroom level.

The monitoring tool will be used by the MDE staff assigned to conduct programmatic and fiscal monitoring of the Early Learning Collaborative Pre-K program. This monitoring tool must be used at the local level for self-review and verification of compliance with the operating requirements.

Guidance:
The required monitoring tool is organized by specific program and fiscal requirements. The tool lists specific documentation required to support the cited requirement/standard. Supporting documentation must be available for review by the MDE during monitoring visits.

Site Administrator responsibilities:
1. Each site must monitor its own program and classrooms on a regular basis using the MDE Early Learning Collaborative Monitoring Tool.
2. The Site Administrator (or designee) monitors Pre-K sites/classroom(s) and completes the Checklist.
3. When a particular standard or requirement has not been met, each site should establish a written plan to meet compliance. The plan should define who is responsible for accomplishing the task, a timeline, and information to indicate progress toward meeting the requirement. The Site Administrator will comply with the monitoring compliance and prescribed technical assistance plan if issued from the MDE.
4. Information collected with this tool will be used by the MDE to confirm, record, and report local site compliance using the MDE Early Learning Collaborative Monitoring Tool.
5. A copy of the MDE Early Learning Collaborative Monitoring Tool should be available to each Pre-K site, and supporting documents should be shared with MDE during the annual visit.

The MDE responsibilities:
Visits by the MDE or designee will be made to participating Pre-K classrooms during annual visits to ensure standards and documentation are in place with the program and fiscal requirements, as well as to offer technical assistance to improve program quality. These visits will occur November – May of the program year.
1. The MDE will schedule monitoring between November 1st and May 1st to review results, including action plans, collected and documented on the Monitoring Tool by MDE staff.
2. The MDE will:

a. Validate that all requirements have either been met or plans for achieving compliance are in place. If specific program or fiscal requirements have not been met, plans and a timeline for meeting compliance will be discussed. If specific fiscal requirements have not been met, any corrective action must be completed within the technical assistance timeframe designated by the state office. The monitoring compliance and technical assistance timeframe is described at the end of this document.

b. MDE staff will submit final programmatic monitoring results, summarized on the Monitoring Tool with supporting plans for items not met, by May 31st. This may require additional follow-up (Email communication, telephone calls, technical assistance visits) by MDE personnel to provide support in areas not fully implemented.

c. By June 15th, MDE personnel will deliver a copy of the monitoring report to the Lead Partner along with any plans for meeting the program and fiscal requirements. If specific fiscal requirements have not been met, any corrective actions must be completed within the technical assistance timeframe designated by the state office.

3. An original copy of the tool will be maintained by the state office as evidence of program requirements compliance.

Submission of Documentation:
Documentation shall be posted on the MDE SharePoint site with folders containing required documentation. Folders shall consist of the following: Enrollment and age eligibility, daily schedule, qualified staff, teacher-child ratio, professional development, early learning standards, curriculum, age-appropriate assessments, meals, health screenings, parent involvement and notification, children with disabilities, instructional hours, enrollment coordination, kindergarten readiness assessment, anti-discrimination policy, budget, matching funds requirement, and child care center programs, assessments, physical settings, and outside play. Documentation should be posted in each SharePoint folder to support the collaborative's work prior to the monitoring visit.

Monitoring Compliance:
All collaboratives are expected to achieve compliance on all items. If collaboratives are out of compliance in some areas, they are expected to create a plan with action items correlated to due dates for compliance. The Importance of Compliance Rating identifies a timeframe for return to compliance and prescribed technical assistance from the Mississippi Department of Education to support compliance efforts.

3= Most Important (30 days to comply)
2= Very Important (60 days to comply)
1= Important (90 days to comply)

Technical Assistance Plans:
In order to assist the collaboratives with issues of non-compliance, the MDE will have technical assistance (TA) available. Collaboratives will need to comply with 100% of the items on the list. The level of TA will be assigned by the three highest Importance of Compliance indicators for the items identified not in compliance. If the three highest are a 3, Technical Assistance Level 3 will be initiated. If there is a combination of

levels, the highest level will reflect the Level of Technical Assistance offered and initiated.

Level 3 – The collaborative will create a plan with action items correlated to due dates for compliance.
One-on-one assistance from the MDE will include:
- Weekly conference calls for assistance and updates on plan activities.
- At least two additional onsite follow up visits
- Peer-to-peer conference calls (if desired)

Level 2 – The collaborative will create a plan with action items correlated to due dates for compliance.
One-on-one assistance from the MDE will include:
- Weekly conference calls for assistance and updates on plan activities.
- At least one additional onsite follow up visit
- Peer-to-peer conference calls (if desired)

Level 1 – The Collaborative will create a plan with action items correlated to due dates for compliance.
One-on-one assistance from the MDE will include:
- Twice monthly conference calls for assistance and updates on plan activities.
- Peer-to-peer conference calls (if desired)

		Met	Compliance Level
1. Enrollment and Age Eligibility			
A.	**Program participation is voluntary for families.** Note: Possible source of evidence includes recently revised program brochure, written program policy, parent handbooks, and enrollment contracts.		**2**
B.	**Attendance is verified daily.** Note: Possible source of evidence includes daily attendance records.		**1**
C.	**All children will have reached four years of age by September 1 of a school year, and the program has a copy of each child's current immunization record.** Note: Possible source of evidence includes student birth certificates and immunization records on file.		**3**
Notes:			
2. Daily Schedule			
A.	**Schedule includes written daily and weekly classroom plan with:** Note: Possible source of evidence includes copy of daily schedule and weekly schedule, lesson plans, etc.		
	1. Identified learning objectives;		
	2. Planned opportunities and activities to address all domains of children's development and learning;		
	3. Learning opportunities balancing teacher- and child-directed learning in whole-group;		
	4. Planned small-group and individualized settings with adults and peers;		**3**
	5. A balance of active and quiet learning with 40-60 minutes of daily physical activity in full day programs and 20-30 minutes of daily physical activity in half day programs as well as 30-60 minutes of daily quiet time;		
	6. Balance of direct instruction and play that include 5 learning centers in simultaneous operation during the scheduled learning center/free play time; and		
	7. A written daily and weekly classroom plan with thematic focus, identified learning objectives, activities, and appropriate documentation of children's learning.		
B.	**Schedule reflects adequate time each week for teachers to be away from children to plan the curriculum, review assessment results, complete necessary paperwork, and participate in professional development.** Note: Possible source of evidence includes master schedule, weekly schedule, teacher interviews, notes of staff meetings, verification of PD participation or daily schedule.		**3**
Notes:			

3. Qualified Staff				
A.	**Master teacher or any other employee or consultant meets the guidelines in Mississippi Code Section 37-21-3.**			**3**
	Note: Possible source of evidence includes copy of the teacher's degree, official copy of college transcript(s), and certificate of completion from the approved early childhood training program, state test scores and SOARS evaluation.			
	1. Meets the master teacher qualifications;			
	2. Holds a valid, current state teaching license by the Mississippi Department of Education;			
	3. Demonstrates effectiveness as an early childhood educator by a rating of highly effective on a state evaluation of teaching, if available, or with evidence of improving outcomes of Pre-K students;			
	4. Possesses a minimum of a bachelor's degree in early childhood education, child development, or an equivalent field, such as, a baccalaureate degree in any discipline, with a minimum of 36 college credits (semester hours) in early childhood education, child development, elementary education, or early childhood special education that encompass the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development, including relevant field based experience; (NAEYC)			
	5. Possesses a bachelor's degree in any field as well as have at least twelve (12) credit hours of coursework in early childhood education, child development, or an equivalent field approved by an institution granting a bachelor's degree in early childhood education, child development, or an equivalent field; or			
	6. Possesses a bachelor's degree in any field as well as have completed a specialized early childhood training program deemed equivalent by the Mississippi Department of Education to twelve (12) hour of approved coursework.			
B.	**Classroom teacher meets the guidelines in Mississippi Code Section 37-21-3.**			**3**
	Note: Possible source of evidence includes copy of the teacher's degree, official copy of college transcript(s), and certificate of completion from the approved early childhood training program.			
	1. Possesses a minimum of a bachelor's degree in early childhood education, child development, or an equivalent field;			
	2. Possesses a bachelor's degree in any field as well as have at least twelve (12) credit hours of coursework in early childhood education, child development, or an equivalent field approved by an institution granting a bachelor's degree in early childhood education, child development, or an equivalent field; or			
	3. Possesses a bachelor's degree in any field as well as have completed a specialized early childhood training program deemed equivalent by the Mississippi Department of Education to twelve (12) hour of approved coursework.			
C.	**Assistant teacher meets the guidelines in Mississippi Code Section 37-21-3.**			**3**
	Note: Possible source of evidence includes copy of the teacher's degree, official copy of transcript, or certificate of completion from the early childhood training program.			
	1. Possesses an associate's degree in early childhood education, child development, or an equivalent field; or			
	2. Possesses an associate's degree in any field and a Child Development Associate credential, a Montessori certification, or an equivalent certification.			
Notes:				

	4. Teacher-Child Ratio		
A.	**Classroom includes no more than (20) children in attendance at any single time.** Note: Possible source of evidence includes copy of the class roster and attendance records.		**3**
B.	**Classroom includes a minimum enrollment of at least five (5) children.** Note: Possible source of evidence includes copy of the class roster and attendance records.		**1**
C.	**Staff-child ratio reflects a minimum of one (1) qualified adult for every ten (10) children at all times.** Note: Possible source of evidence includes copy of the class roster and teacher and child attendance records.		**3**
D.	**Classroom has at least one Master Teacher providing instruction to children during the hours of the Pre-K program.** Note: Possible source of evidence includes copy of the class roster, teacher directory/employee schedules, and teacher attendance records.		**3**
Notes:			

	5. Professional Development		
A.	**All instructional staff and program administrators receive at least fifteen (15) hours of approved professional development annually.** Note: Possible source of evidence includes professional development brochure, agendas, sign-in sheets, CEU certificates, contact hour certificates, document with presenter qualifications.		
	1. Assess the needs of their early childhood workforce and effectively support skill improvement;		**2**
	2. Collect and report baseline data for their existing workforce, including but not limited to teacher qualifications, credentials, annual professional development activities, and staff retention; and		
	3. Use education, credentialing, and performance data to develop systematic approaches to strengthen skills and raise credentials, including use of online distance learning opportunities, mentorship, coaching, and consulting.		
Notes:			

	6. Early Learning Standards		
A.	**Program integrates and uses the MDE *Early Learning Standards for Classrooms Serving Four-Year-Old Children* and the *Mississippi Early Learning Teaching Strategies for Classrooms Serving Four-Year-Old Children.*** Note: Possible source of evidence includes lesson plans.		**3**
B.	**Opportunities presented address all domains of children's development and learning on a weekly basis.** Note: Possible source of evidence includes standards-referenced lesson plans, master schedule, child assessment records, children's portfolios, classroom observation, other.		**2**
	1. English Language Arts (ELA) – What children should understand, create, communicate, and be able to do.		
	2. Mathematics – What children should understand and be able to do.		
	3. Approaches to Learning – How children become involved in learning and acquiring knowledge through play, curiosity and initiative, persistence and attentiveness, and problem solving.		
	4. Social and Emotional Development – The emotional competence and ability to form positive relationships that give meaning to children's experiences in the home, school, and larger community.		
	5. Science – What children need to know and understand about their world and how they apply what they know.		
	6. Physical Development – Children's ability to demonstrate and understanding of physical health activities and ability to participate in daily activities.		
	7. Creative Expression– Children's ability to participate in daily activities that demonstrate understanding through the use of music, dance and movement, dramatic play and visual arts.		
	8. Social Studies – Children's ability to understand about their family, community, and individual rights and responsibilities as well as the importance of history, people and environment.		
	9. Instructional strategies take into account prior experience maturation rates, and developmental delays or disabilities.		
Notes:			

	7. Research-Based Curriculum		
A.	**Pre-K program uses a research-based curriculum to prepare students to be ready for Kindergarten.** Note: Possible source of evidence includes a description of the curriculum documents.		2
B.	**Research-based curricula are used to address all domains of children's development and learning.** Note: Possible source of evidence includes a description of the curriculum documents.		2
Notes:			

	8. Children are assessed at minimum in the Spring of each year.		
A.	**Pre-K program uses developmentally-appropriate assessments that are aligned to the MDE *Early Learning Standards for Classrooms Serving Four-Year-Old Children.*** Note: Possible source of evidence includes a description of the assessments and results of child assessments.		1
	1. Assessments are administered throughout the program year.		
	2. Staff analyze assessment results to identify profiles of individual child abilities, needs, and interests.		
	3. Staff adjust the curriculum to address children's individual assessment results.		
B.	**Pre-K program participates in the Kindergarten Readiness Assessment.** Note: Possible source of evidence includes printed reports from the Kindergarten Readiness Assessment.		1
	1. Children are assessed with a pre-test in the Fall of each year.		
	2. Children are assessed with a post-test in the Spring of each year.		
Notes:			

	9. Meals		
A.	**At least one (1) daily meal is provided that meets state and federal nutrition guidelines for young children.** Note: Possible source of evidence includes lunch menu, budget expenditures, CCAFP records.		3
Notes:			

	10. Health Screenings		
A.	**All children were screened and/or referred for vision, hearing, and other health issues prior to or shortly after enrollment.** Note: Possible source of evidence includes notification to parents and schedule of screenings, results of child screenings, health professional records, documented referrals in children's files.		2
Notes:			

	11. Parent Involvement and Notification		
A.	**Parents have access to understandable information in the form of a parent handbook that includes program goals, philosophy, and unique program information to assist them in selecting a program that will prepare their child for success in school.** Note: Possible source of evidence includes Parent Brochure.		**3**
B.	**Written plan to involve parents in the program's activities.** Note: Possible source of evidence includes written parent involvement policy, parent handbook, email correspondences, progress reports, schedule of parent-teacher conferences, phone log summary, signed enrollment forms providing information about parent involvement opportunities and agreements.		**3**
	1. Parents are informed of their opportunity to participate in the Pre-K Program;		
	2. Parents have opportunities to communicate informally with teachers daily about their child's development and learning;		
	3. Parents have access without prior notification to the program at all times that their children are present;		
	4. Parents have opportunities to participate in learning activities with their children; and		
	5. Parents are invited to at least 3 face-to-face meetings parent-teacher conferences over the course of the school year.		
C.	**Parents receive written reports about their children's individual development based on program assessment results at least three times per program year.** Note: Possible source of evidence includes copies of progress reports and schedule of reporting to parents.		**3**
D.	**Parents have a role in assessing program quality by responding to a satisfaction survey at least once each year.** Note: Possible source of evidence includes notification to parents, copies of the survey and survey results.		**2**
E.	**The program provides profiles of participating Pre-K programs in a format designed by MDE.** Note: Possible source of evidence includes documents notifying parents of all qualified, participating program in the region.		**1**
Notes:			

	12. Children with Disabilities		
A.	**The program has a written plan to serve students with disabilities.**		
	Note: Possible source of evidence includes notification to parents and schedule of screenings, written program policy on inclusion and non-discrimination, enrollment of children with disabilities, and see if curriculum been adapted to address IEP goals.		**3**
	1. Collaboration with early childhood intervention and special education services.		
	2. Outreach to health department and health service providers.		
B.	**Enrolled children receive educational services and supports in alignment with individualized education plan (IEP) provisions.**		
	Note: Possible source of evidence includes notification to parents and schedule of screenings, written program policy on inclusion and non-discrimination, enrollment of children with disabilities, and see if curriculum been adapted to address IEP goals.		**3**
C.	**Transition planning for children with IEPs in conducted in an orderly, timely manner.**		
	Note: Possible source of evidence includes notification to parents and schedule of screenings, written program policy on inclusion and non-discrimination, enrollment of children with disabilities, and see if curriculum been adapted to address IEP goals.		**3**
D.	**Programs use a universal design approach to ensure there are no barriers to children's full participation in program activities.**		
	Note: Possible source of evidence includes notification to parents and schedule of screenings, written program policy on inclusion and non-discrimination, enrollment of children with disabilities, and see if curriculum been adapted to address IEP goals.		**3**
Notes:			

	13. Instructional Hours		
A.	**Pre-K program operates throughout the school year schedule of the participating school district.**		
	Note: Possible source of evidence includes calendar and schedule containing the start and end time of the school day.		
	1. Provides no less than five hundred forty (540) instructional hours per school year and 165 minutes of daily instruction for half-day programs or		**3**
	2. One thousand eighty (1,080) instructional hours per school year and 330 minutes of daily instruction for full-day programs		
Notes:			

14. Enrollment Coordination			
A.	**Coordinates with the Head Start agencies in local areas so as minimize a reduction in the number of students served by Head Start Program.**		2
	Note: Possible source of evidence includes agendas of collaborative meetings, meeting dates, meeting notes with those in attendance, summary of visits, sample email exchanges, referrals to and from Head Start and child care programs.		
B.	**Coordinates public school program, community providers, and Head Start to develop a coordinated enrollment and registration system for all families.**		2
	Note: Possible source of evidence includes agendas of collaborative meetings, meeting dates, meeting notes with those in attendance, summary of visits, sample email exchanges, referrals to and from Head Start and child care programs.		
Notes:			

15. Kindergarten Readiness Assessment			
A.	**Children participating in the Pre-K program are assessed using the Kindergarten Readiness Assessment that has been adopted by the State Board of Education.**		2
	Note: Possible source of evidence includes assessment reports indicating that all students were assessed, method identified and examples how parents and kindergarten programs were informed, evidence how the assessment were used to improve program quality, how assessment affected professional development.		
	1. Parents are informed of results in a timely manner.		
	2. Results are shared with kindergarten programs in the Spring.		
	3. Results of the assessment are used to improve program quality and, if necessary, obtain professional development.		
Notes:			

16. Anti-discrimination			
A.	**Program follows the state and federal laws to ensure antidiscrimination laws as public schools are required to follow.**		2
	Note: Possible source of evidence includes non-discrimination policy.		
Notes:			

	17. Budget		
A.	**State funds are used to administer, implement, monitor and evaluate Pre-K programs.** Note: Possible source of evidence includes copy of budget, submission of annual budget report.		
	1. Budget reports indicate the initial expenditure for any new classroom for equipment, instructional materials, and consumable supplies should be adequate to equip a classroom of 20 children or the number being served if less than 20.		**1**
	2. Consumable supplies and instructional materials are replaced in each classroom at least once yearly.		
	3. Educational materials reflect the instructional needs and implementation of learning activities described for four-year-old children.		
B.	**All expenses are allowable as per the Early Learning Collaborative Act 2013.** Note: Possible source of evidence includes copies of invoices for expenditures, submission of annual budget report.		**1**
Notes:			

	18. Matching Funds Requirement		
A.	**State dollars are matched on a one-to-one basis at the local level.** Note: Possible source of evidence includes fair market values, donations (including in-kind), facility costs, professional development invoices, other. Sources for local matching funds must also be provided.		**1**
Notes:			

	19. Childcare Center Programs and Assessments		
A.	**Meets state childcare licensure requirements unless specifically exempted under Section 43-20-5 Mississippi Code of 1972.**		**3**
	Note: Possible source of evidence includes copy of license, provide documentation of reason for exemption.		
B.	**Utilizes one or more nationally recognized program quality assessment tools, approved by the Mississippi Department of Education, designed to document classroom quality.**		
	1. Classroom Assessment Scoring System™ (CLASS™)		
	2. Early Childhood Environment Rating Scale- Revised (ECERS-R)		
	3. Family Child Care Environment Rating Scale-Revised (FCCERS-R)		**3**
	4. Preschool Program Quality Assessment (PQA)		
	5. Family Child Care Program Quality Assessment (PQA-FCC)		
	6. Early Language and Literacy Classroom Observation (ELLCO)		
	7. Child/Home Early Language and Literacy Observation (CHELLO)		
	Program completes B OR C based on program selection of approved curricula.		
C.	**Provides the following supporting documentation:**		
	1. Technical quality of the assessment tool (measures of reliability and validity);		
	2. Program components that the quality assessment measures (characteristics of the learning environment, interactions between adults and children, curriculum and activities, parent engagement, classroom climate, and related areas);		
	3. Purpose of the assessment tool (support learning, identify special needs, and evaluate and monitor programs); and		**3**
	4. Documentation of prior approval from MDE before tool is used for program purposes.		
	5. Reports results of assessment to MDE.		
D.	**Meets the minimum score on the program quality assessment tool indicator.**		**3**
	Note: Must be in compliance by July 1, 2016.		
Notes:			

20. Physical Settings			
A.	**The Pre-K classroom should meet the following physical requirements:**		
	Note: Possible sources of evidence include school blue print, Mississippi State Department of Health License, observation of classroom.		
	1. The classroom consists of a minimum of 600 square feet with no less than 35 square feet per child.		
	2. The classroom is located no more than 125 feet from a bathroom.		
	3. Furniture is an appropriate height for young children. Tables and chairs, rather than desks, are required.		
	4. Classrooms are located at ground level.		**3**
	5. Every closet latch shall be operable by a child from the inside.		
	6. Every toilet room door lock is designed to permit opening of the locked door from the outside in an emergency. The opening device is readily accessible to the staff.		
	7. Safety covers are placed on all wall sockets that are not in use.		
	8. The maximum distance from the classroom door at the corridor to an exit does not exceed 100 feet.		
Notes:			

21. Outside Play Area			
A.	**The Pre-K classroom should meet the following physical requirements:**		
	Note: Possible sources of evidence include school blue print observation of play area, interviews with teachers and students.		
	1. A designated area for supervised outside physical activity is provided.		
	2. Children do not simultaneously share an area with children six years or older during designated outside periods.		**3**
	3. The outside play area has defined boundaries to protect children from environmental hazards.		
	4. Playground equipment and landscape design is developmentally appropriate for three and four year old children according to International Standards adopted by the Mississippi Department of Health.		
Notes:			

Appendix C: Audit Checklist

Reviewer: _____ School: _____ Date: _____

Directions: Observe in a Pre-K classroom in the school to collect data for standard 17.2. Some indicators require a review of documents and/or an interview with the teacher and/or administrative staff. The bold word(s) next to each bullet indicate what document(s) to review or whether to interview or observe. Place a check in the "yes" column if the school meets the indicator or a check in the "no" column if the school does not meet the indicator.

Curriculum	*Yes*	*No*
• **Lesson Plans:** Plans include large and small group activities, learning centers, guided physical activity, and individual instructional activities.		
• **Lesson Plans:** Plans are written in a unit/thematic format.		
• **Lesson Plans:** Activities and materials in lesson plans should address the competencies as presented in the following sections to develop children's knowledge in the areas of English language arts, mathematics, social studies, science approaches to learning, social and emotional development, physical development, and creative expression.		
• **Lesson Plans:** Lesson plans should reflect that instructional delivery is organized primarily around learning centers. A minimum of five centers containing concrete manipulative materials, organized, arranged, and labeled so that they are accessible to the child, should be in simultaneous use during each designated center time.		
• **Frameworks and Lesson Plans:** Teachers have copies of the *2013 Mississippi Early Learning Standards for Classrooms Serving Three- and Four-Year Old Children* and the *Mississippi Teaching Strategies for Classrooms Serving Three- and Four-Year-Old Children* (as appropriate), and reference the documents in lesson plans.		
• **Researched-Based Curriculum:** Teachers use a research-based curriculum that is aligned to the *Mississippi Early Learning Standards for Classrooms Serving Three- and Four-Year-Old Children* and places an emphasis on early literacy.		

Mississippi Department of Education

Audit Checklist for 17.2 – Pre-Kindergarten

Public Standard 17.2 – Pre-Kindergarten – 2015.12.11

Organizational Procedures	*Yes*	*No*
• **Class Roster:** The teacher-pupil ratio is no more than 1:10 for four-year-olds and 1:7 for three-year-olds. If an assistant teacher is assigned to the classroom for the whole day, the teacher-pupil ratio shall not exceed 2:20 for four-year-olds and 2:14 for three-year-olds. The three-year-old ratio shall be followed for mixed three- and four-year-old classrooms.		
• **School Calendar:** The number of annual instructional hours for a program to be considered full-day is at least 1,080. To be considered half-day, a program must contain at least 540 annual instructional hours.		
• **Class Schedule:** The teaching day must provide at least 330 minutes of instruction per day in full-day programs and at least 165 minutes of instruction per day in half-day programs.		
• **Class Schedule:** Children engage in a minimum of 40 minutes and a maximum of 60 minutes of indoor/outdoor physical activities per day in a full-day program. Children engage in a minimum of 20 minutes and a maximum of 30 minutes of indoor/outdoor physical activities in a half-day program.		
• **Class Schedule:** Every child is engaged in learning center activities for a minimum of 120 minutes per day in a full-day program and 60 minutes for a half-day program.		
• **Class Schedule:** Children engage in 30 to 60 minutes of quiet/rest time daily in full-day programs. Activities during quiet/rest time should include opportunities for individual activities (e.g., silent reading, listening to books on tape, listening to music, drawing) in addition to resting as appropriate for each individual child.		

Physical Setting	*Yes*	*No*
• **Observation:** The classroom consists of a minimum of 600 square feet with no less than 35 square feet per child.		
• **Observation:** The classroom is located no more than 125 feet from a bathroom.		
• **Observation:** Furniture is an appropriate height for young children. Tables and chairs, rather than desks, are required.		
• **Observation:** Classrooms are located at ground level.		
• **Observation:** Every closet latch shall be operable by a child from the inside.		
• **Observation:** Every toilet room door lock is designed to permit opening of the locked door from the outside in an emergency. The opening device is readily accessible to the staff.		
• **Observation:** Safety covers are placed on all wall sockets that are not in use.		
• **Observation:** The maximum distance to an exit from any point in the building does not exceed 150 feet. The maximum distance from the classroom door at the corridor to an exit does not exceed 100 feet.		

Public Standard 17.2 – Pre-Kindergarten – 2015.12.11

Outside Play Area	*Yes*	*No*
• **Observation:** A designated area for supervised outside physical activity is provided.		
• **Interview:** Children do not simultaneously share an area with children six years or older during designated outside periods.		
• **Observation:** The outside play area has defined boundaries to protect children from environmental hazards.		
• **Observation:** Playground equipment and landscape design is developmentally appropriate for three- and four-year-old children according to *National Standards* adopted by the Mississippi Department of Health.		

Staff	*Yes*	*No*
• **Interview:** If a school has multiple sites, an Early Childhood Coordinator with Pre-K, K-1, K-3 or K-8 licensure (K-3 and K-8 must have at least 12 hours in Early Childhood Education college/university coursework) and expertise in working with young children has been designated.		
• **Document(s) Request:** The school provides evidence of 15 contact hours for teachers, assistant teachers, and program administrators of annual training specifically related to early childhood development, such as program administration, parent engagement, and instructional content approved by the Mississippi Department of Education and/or Mississippi Department of Health.		
• **Document(s) Request:** Early childhood educators of three- and four-year-old children are certified N-1, K-1, K-3, K-8, SPED or hold a degree from an accredited university/college in child development. K-3, K-8 and SPED certified teachers must have at least nine hours in Early Childhood Education. An individual with an Associate's degree in Child Development Technology/ Early Childhood Education may serve in a teaching position if immediately supervised by an on-site certified N-1, K-1, K-3, K-8, SPED teacher or a person with a degree in child development from an accredited university/college.		

Entrance Age	*Yes*	*No*
• **Cumulative Record Review:** Cumulative records of students reflect that a pupil shall have reached the age of three or four years (as appropriate) on or before September 1.		
• **Cumulative Record Review:** A birth certificate and immunization record are in the cumulative record for each student.		

Mississippi Department of Education

Audit Checklist for 17.2 – Pre-Kindergarten

Public Standard 17.2 – Pre-Kindergarten – 2015.12.11

Educational Materials	*Yes*	*No*
• **Budget Reports:** School budget reports indicate the initial expenditure for any new classroom for equipment, instructional materials, and consumable supplies should be adequate to equip a classroom of 20 children or the number being served if less than 20.		
• **Interview:** Consumable supplies and instructional materials are replaced in each classroom at least once yearly.		
• **Observation:** Educational materials reflect the instructional needs and implementation of learning activities described for four-year-old children.		

Parent Participation	*Yes*	*No*
• **Document(s) Request:** A parent handbook – addressing program philosophy, goals, and policies – is available upon request.		
• **Document(s) Request:** A calendar of at least three face-to-face parent/teacher conferences is available upon request. Telephone conferences can be substituted with documentation of failed attempts to meet face-to-face.		

Assessment	*Yes*	*No*
• **Document(s) Request:** Assessment of four-year-old children's progress and their acquisition of skills are documented through the use of a variety of techniques and procedures. Some examples the school might provide might include: portfolios of children's work, age-appropriate checklists, performance scales, anecdotal records, observational reports, video and audio tape recordings, experience charts, photographs, and other informal assessments.		
• **Interview/Observation:** All four-year-old children in public Pre-K programs and state-funded early learning collaboratives participate in the state-approved kindergarten readiness assessment at the beginning and end of each year.		