

Early Childhood Data Updates and Guidance

2017 Summer Conference



Prior Care to Kindergarten Entry Data Requirements



Requirement Purpose

- The goal of this effort is to link kindergarten assessment results to the prior care settings of children.
 - The MDE wants to examine result trends between kindergarten performance and the prior care of children before kindergarten entry.
- This information will enable districts and the MDE to provide targeted professional development for early childhood programs.

Entry Data – Prior Care Before Kindergarten

Information about child care programs includes:

- Name of center
- Address of center
- Type of program
 - Licensed Childcare (licensed by Department of Health)
 - Private or Family care
 - Head Start
 - Home
 - Pre-K public - Name of District
 - Pre-K private - Name of School
 - **Retained** – NEW option added during 16-17 school year

Ways to Collect Data

a. During kindergarten registration in the spring, as part of the kindergarten registration packet

OR

b. At the beginning of the fall semester as a back-to-school request from parents

Entering Pre-K Students in MSIS



Pre-K Students Who Should be Entered in MSIS

Any pre-k classroom on a school district's campus is considered part of the school district and must abide by the Mississippi Department of Education (MDE) Accreditation Standards unless the school district is allowing a separate entity to utilize campus space. The separate entity must be licensed or accredited through their corresponding agency.

Examples of School District Pre-K Classrooms

- Staff salaries paid by school district
- Program required to follow school district policies
- Classrooms that utilize spaces not on a district campus that are governed by a district
- Any classroom on a district campus not licensed or accredited by another entity
- Blended Head Start classrooms
- Title I-funded classrooms
- Locally-funded classrooms
- Tuition-based classrooms

Pre-K and Kindergarten Student Grade Levels



Grade Level Options

- 62 – Pre-kindergarten
 - 3 or 4 years old by September 1st
- 52 – Pre-kindergarten special education
 - 3 or 4 years old by September 1st
- 64 – Kindergarten
 - 5 years old by September 1st (may include 6-year-olds and higher but only if retained)
- 54 – Kindergarten special education
 - 5 years old by September 1st (may include 6-year-olds and higher but only if retained)

Grade Level Option Determinations

- Students in grade levels 52 and 54 can be taught in the same classroom if the instruction and programming are appropriate for each student.
- Students with IEPs who spend the majority of their day in “self-contained” classrooms should be in a special education grade level.
- Caution entering the same student in MSIS as other students are entered and in School 500 as this “double counts.”

Updates in Early Childhood



- **Kellogg Grant**

To improve pre-k classroom settings with an improved Mississippi Kindergarten Assessment Support System (MKAS²), Classroom Assessment Scoring System (CLASS), Comprehensive Early Learning Assessment (CELA) scores and implementing a professional development program to support the classroom teachers with improvement.

Kellogg Grant

- Coaches
- Professional Development Coordinators
- Parent Engagement/Transition
- Data/Reporting Coordinator

- **Classroom Assessment Scoring System (CLASS)**

CLASS is an observation instrument to assess classroom quality in preschool through third grade classroom through three dimensions:

1. Emotional Support
2. Classroom Organization
3. Instructional Support

- **Comprehensive Early Learning Assessment (CELA)**

A developmental screening tool to be used in Early Learning Collaborative classrooms as well as all other funded pre-kindergarten classrooms to support early detection of delays in the development of the children enrolled

Statewide Kindergarten Readiness Assessment

Fall 2016 Results Reveal the Impact of Pre-Kindergarten

- The graph below represents the average scores of the KRA and prior year experience. (Fall 2015 and 2016)
- Students who attend private or public pre-k are more prepared to learn
- 4yr study shows 84% of students at BOY-K with a score of 530 or above are on track to become proficient readers by EOY 3rd grade

Prior Enrollment	Fall 2015 Average Score	Fall 2015 Student Count	Fall 2016 Average Score	Fall 2016 Student Count
Pre-K Public	529.5	6,260	537.4	5,924
Pre-K Private	545.6	4,221	541.7	4,083
Licensed childcare center	521.8	4,739	513.2	4,407
Family care	494.3	852	483.2	1,019
Head Start	478.6	10,874	475.0	9,407
Home	482.7	9,138	473.9	7,822
Repeater	-	-	554.6	1,920
No data entered	520.1	995	494.0	2,028
Grand Total	502.8	37,079	502.3	36,610

Mississippi's Early Learning Collaboratives Rated Among Top Five States in the Nation for Quality Standards for Second Consecutive Year



Mississippi's Quality Standards Checklist

POLICY	MS PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	New in 2015-2016	—	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA in ECE	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	14 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:7 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	At least one meal/day	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/ Continuous quality improvement system	Annual structured classroom observations; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			10		
				8	

Questions?



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