

**Your Voice: Families and Community Together (Policy Council)**  
**Program Self-Assessment**  
**Agenda**  
**January 18, 2018**

**PSD Early Childhood Vision Statement:** *“We provide diverse developmental learning experiences to young children and their families, supporting success now and in the future.”*

**Poudre School District Mission Statement:** *“Educate...Every Child, Every Day”*

**Head Start Mission Statement:** *“Head Start is a national program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families.”*

Welcome & Purpose	Carolyn Martin
Presentation of Head Start Grant Goal #3	Carolyn Martin
Presentation of Head Start Grant Goal #2	Jessica Knight
Presentation of Head Start Grant Goal #1	Ann Fenton
Breakout Sessions	

**The next Your Voice meeting is February 15th, 2018 from 5:45 pm to 7:15 pm at Fullana Learning Center.**





## PSD EC Program Self-Assessment Data Protocol

1/18/18

➤ Some pattern/trends that I notice...

➤ I'm surprised to see...

**Third data presentation on GOAL 1** Children will show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through successful Kindergarten matriculation. *Short-term objective: Monitor and evaluate formative and summative assessment at regular intervals, disaggregated by risk categories, and take action in time to make a difference instructionally for each child in the same year.*

### Observations

#### Private Think Time

Read over the actual data contained in your packet and in the presentation. Note only facts that you **observe**. Inferences, assumptions, conclusions, explanations are off-limits.

**Ex of observation: 60% of children had 90% or above attendance.** Record several of your observations.

**Remember:** Just the facts! If you catch yourself using ~~Because...Therefore...It Seems...~~, then stop.

➤ I observe that...

➤ Some pattern/trends that I notice...

➤ I'm surprised to see...



## PSD EC Program Self-Assessment Data Protocol

1/18/18

### **SMALL GROUP PROCESSING—In Fullana offices and classrooms that each attendee is assigned to Sharing Observations & Making Recommendations**

#### **Private Think Time**

Now it's time to consider what the data presentation suggests about our success meeting program Goal 3: We will create sustainable approaches that promote program quality to ensure school readiness for all children through collaboration.

- I believe the data suggests... because...
  
- Additional data that would help me verify/confirm my explanations includes...
  
- The following are possible directions to take/solutions that address the needs implied by the data
  
- Additional data that would help guide implementation of solutions/responses and determine if they are working

#### **Sharing and Clarifying Observations (record on chart paper)**

#### **Private Think Time**

Now it's time to consider what the data presentation suggests about our success meeting program Goal 2: Children & families will attend regularly-scheduled programming at rates of 90% or better; aggregate absence rates will be between 0% & 10%.

- I believe the data suggests... because...



## PSD EC Program Self-Assessment Data Protocol

1/18/18

- Additional data that would help me verify/confirm my explanations includes...
  
- The following are possible directions to take/solutions that address the needs implied by the data
  
- Additional data that would help guide implementation of solutions/responses and determine if they are working

### **Sharing and Clarifying Observations (record on chart paper)**

#### **Private Think Time**

Now it's time to consider what the data presentation suggests about our success meeting program Goal 1: Children will show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through successful Kindergarten matriculation.

- I believe the data suggests... because...
  
- Additional data that would help me verify/confirm my explanations includes...
  
- The following are possible directions to take/solutions that address the needs implied by the data
  
- Additional data that would help guide implementation of solutions/responses and determine if they are working

### **Sharing and Clarifying Observations (record on chart paper)**



## PSD EC Program Self-Assessment Data Protocol

1/18/18

**Final Activity: Consider what observation, recommendation, or other conclusion is of the greatest influence to promote the quality of the PSD ECE program?**

Place your dot next to your top priority recommendation on room chart paper before leaving!

## Within PSD:

### Association of Classified Employees (ACE)/Poudre Education Association (PEA)

- We continue to meet regularly regarding Early Childhood Teacher and Para workload
- This year's PEA/ACE survey showed that difficulties with lunch and breaks has been resolved for teachers and paras
- Because of the all-day implementation, seven classrooms are staffed at a 1:5 adult to child ratio

### Benefits/Employee Assistance Services/Wellness

- Wellness committee funded and continuing at Fullana to promote wellness

### Board of Education/District Advisory Board/Superintendent's Office/Cabinet

- Outgoing DAB Early Childhood Parent Representative was replaced by a new parent representative from Policy Council for their regular monthly meetings
- BOE representatives continue to attend Early Childhood Council of Larimer County meetings regularly
- Multi-Tiered Systems of Support (MTSS) for Early Childhood Flow Chart created in spring 2017 and promulgated to all schools with ECE classrooms
- Cross-departmental support for the All-Day Implementation Steering Committee and Workgroups
- Inclusion of ECE data on oral language development in the BOE Annual Monitoring Report

### Child Nutrition

- Child nutrition has actively supported changes to breakfast, lunch, and snack needed for the all-day classrooms
- A newly-created ECE CACFP procedure outlines responsibilities and yearly activities required to be compliant at audit time.

### Communications/PSD TV

- Communications assisted with in-district and community-wide information-sharing about the all-day rollout

### Information Technology

- In fall 2017, all ECE children received access to the PSD Library checkout system
- Staff security levels are updated annually to reflect new and changed staffing
- Creation of PowerBI dashboards for data tracking
- We receive support alongside Kindergarten in our implementation of TS GOLD
- In collaboration with Human Resources, we integrated the ECE parent survey into the district parent survey

## Finance/Grants

- Early Childhood’s finances continue to be fully integrated into PSD Business Systems
- Alongside all PSD Departments, we made changes to reimbursement policies that make us audit compliant
- Integrated work with Finance allowed us to spend down all of the funds awarded to us for implementation of the all-day program
- We updated our tuition-based payment process to align with PSD’s process for Kindergarten

## Facilities/Planning, Design, and Construction

- Collaboration with Facilities on the new classrooms required for the all-day implementation has resulted in improvements to diapering and toileting fixtures at 7 of the 19 schools where it is needed—this is important, because the improvements approved by Policy Council and secured by the Mill and Bond are unavailable to us because of the lawsuit.
- We have reviewed and updated some classroom start and end times to meet the requirements of all funding sources, schools, and PSD departments

## Human Resources

- Resolution of our longstanding substitute issues with a new procedure that assists us in ensuring absences are covered
- Recruiting and hiring support for the teachers needed for the new classrooms with Special Education, Language, and culture skills
- Support with the creation of the new Quality Data Technician position

## Instructional Coaching/Multi-Tiered Systems of Support (MTSS)

- Early Childhood students receive Multi-Tiered Systems of Support in the school building where their classroom is located with greater clarity working with the new MTSS Flow Chart
- The Early Learning Support Coordinator and Instructional Coaches collaborate more fully with elementary administrators on recommended ECE practices

## Risk Management/School Safety and Security/Records and Transcripts

- Online injury reporting for Early Childhood continues and has been updated

## Student Achievement (Assessment and School Support, Curriculum and Instruction, Educational Technology, Integrated Services, Language, Culture, and Equity, Professional Development (PD), Post-Secondary Workforce Readiness, Research and Evaluation, and Student Services)

- We have implemented all steps in this year’s Action Plan for Attendance, including the creating of the Attendance Impact Team
- \$24,000.00 Early Childhood/Kindergarten grant co-written with Curriculum and Instruction to support school readiness (TS GOLD) was fully implemented and completely spent down





- Regular planning meetings with the director of Curriculum and Instruction focused on the implementation of TS GOLD with Kindergarten this year and shared professional development
- Collaboration with the Professional Development department
  - ECE was fully included in the planning and rollout of this year's district wide K transition event
  - All Early Childhood Administrators received training in use of the PD Online system
  - All Early Childhood Administrators participated in a book study on High Impact Teams
- Continued shared funding for 1 FTE of Instructional Coach time with Language, Culture, and Equity
- Implementation of the Action Plan co-developed with Language, Culture, and Equity to better support children learning English as an additional language
- We improved our tracking of EC McKinney families in ChildPlus
- Teachers and Family Mentors continue to meet monthly to coordinate support for children and families
- Teachers and Family Mentors continue to collaborate two times a year on individual child GOLD assessment results and plan for home and school responses that will increase children's achievement

### Integrated Services

- Integrated Services created an Enrich report to assist us with our Federal tracking of Individual Education Plans
- Together with ERSEA, we reviewed and updated the ECSE placement process

### With Community Partners

#### The Early Childhood Council of Larimer County/Larimer Health District/Local Mental Health Service Providers/Larimer County Department of Public Health and Environment

- This year, these groups are working together to advocate for continued insurance coverage; making mental health care more accessible; and immunization

#### United Way/Be Ready

- Early Childhood continues to partner closely with United way and the Early Childhood Council on its Be Ready (for Kindergarten) initiative, including hosting the fall Be Ready fair

#### Front Range Community College/Colorado State University

- Front Range Community College professor Anne Marie Jacobson provided training for all staff on Implicit Bias

#### Colorado Preschool Program (CPP) partner sites

- Base Camp (Eyestone, Stove Prairie, Red Feather Lakes); Hearts in Hand; the Family Center (also our EHS center site); Teaching Tree; CSU



# Poudre School District



## Goal #2

# Attendance Impact Team Self-Assessment Data



# Head Start Standard 1302.16

- Highlights from the Standard on Attendance
  - a1. A program must implement a process to ensure children are safe when they do not arrive at school.
  - a2. A program must implement strategies to promote attendance:
    - provide information
    - support families
    - direct contact with families who have multiple unexplained absences
    - use individual child attendance data to identify patterns



# Head Start Standard 1302.16 (part 2)

- a3. If a child ceases to attend, the program must make appropriate efforts to reengage the family
- b. If a program's monthly average daily attendance rate falls below 85 percent, the program must analyze the causes of absenteeism to identify any systematic issues that contribute to the program's absentee rate and make procedural changes.



# Head Start Standard 1302.16 (part 3)

- c. Support attendance of homeless children.
  - Allow attendance without immunization records and work with the family to obtain immunizations.
  - Utilize community resources to help a child attend when transportation is an issue.



# Our Attendance Procedure

- Attendance must be taken by classroom staff within the first 15 minutes of the class start time.
- Parents are required to call the classroom when their child will be absent.
- Classroom staff is expected to check voicemail/email for absence notifications prior to classroom start time.
- If no call/no show, EC Fullana staff will contact the family by phone to verify the child's safety.

## Weekly

- Every Friday, the Family Mentor will pull the weekly attendance report of all students in his/her assigned classrooms. Any one with two consecutive unexplained absences is discussed with classroom staff.



# Our Attendance Procedure (part 2)

## Monthly

- Last work day of the month, the Family Mentor will pull the monthly attendance report.
- If a child's aggregate attendance rate is below 85% the Family Mentor will:
  - Discuss with the teacher each child/family's situation with this attendance rate.
  - Email the AIT those who may need further review or intervention.



# Our Attendance Procedure (part 3)

- The Attendance Impact Team will review monthly attendance reports to ensure attendance procedure compliance and to review no call/no show data, unexplained absences and family follow up data. The team will determine next actions steps required at each meeting depending upon the data presented.





# What do we report to Leadership?

## Monthly Attendance Update- October 2017

### FACTS-

- Attendance Impact Team meets monthly
- Attendance Awards
- Number of classroom phone calls made by Fullana Office Staff – 35
- Number of families with more than 2 NC/NS contacts – 10
- Program Aggregate ADA – 92.16%
- Program Monthly ADA – 91.30%
  - 4 classrooms with monthly below 85% end of Oct 2017

Number of students under 85% - 105

### ACTIONS-

- PFCE Coord and QA Tech met with Family Mentors to review updated attendance procedure and review examples of chronic absenteeism
- Students less than 85% - PFCE Coord share list of students with Family Mentors to review attendance and take the appropriate follow up actions
- ERSEA Coord and QA Tech follow up with families referred by Family Mentors for review
- QA Tech to discuss with CPP Coordinator students at CPP Sites with less than 85% attendance
- QA Tech weekly contacts teacher with missing absence reasons and incorrect data entry
- Reverse phone call to all families by EC Director and Facebook communication

Hello Early Childhood families,

Every year, school absences spike in the weeks before and after winter breaks, as families squeeze a few more days of vacation out of the holiday season. Let's break that cycle. Make sure your child is in school every day. Because the best gift you can give your child is a good education.



## What procedural changes have we made?

- The no-call/no-show phone call from office staff started in 15-16.
- Also in 15-16, we no longer sent letters to families with attendance issues. Instead, family mentors started checking in with families directly.



# Why is Attendance Important?

- From Attendance Works, a nonprofit organization who's mission is to advance student success by reducing chronic absence:

## **DID YOU KNOW?**

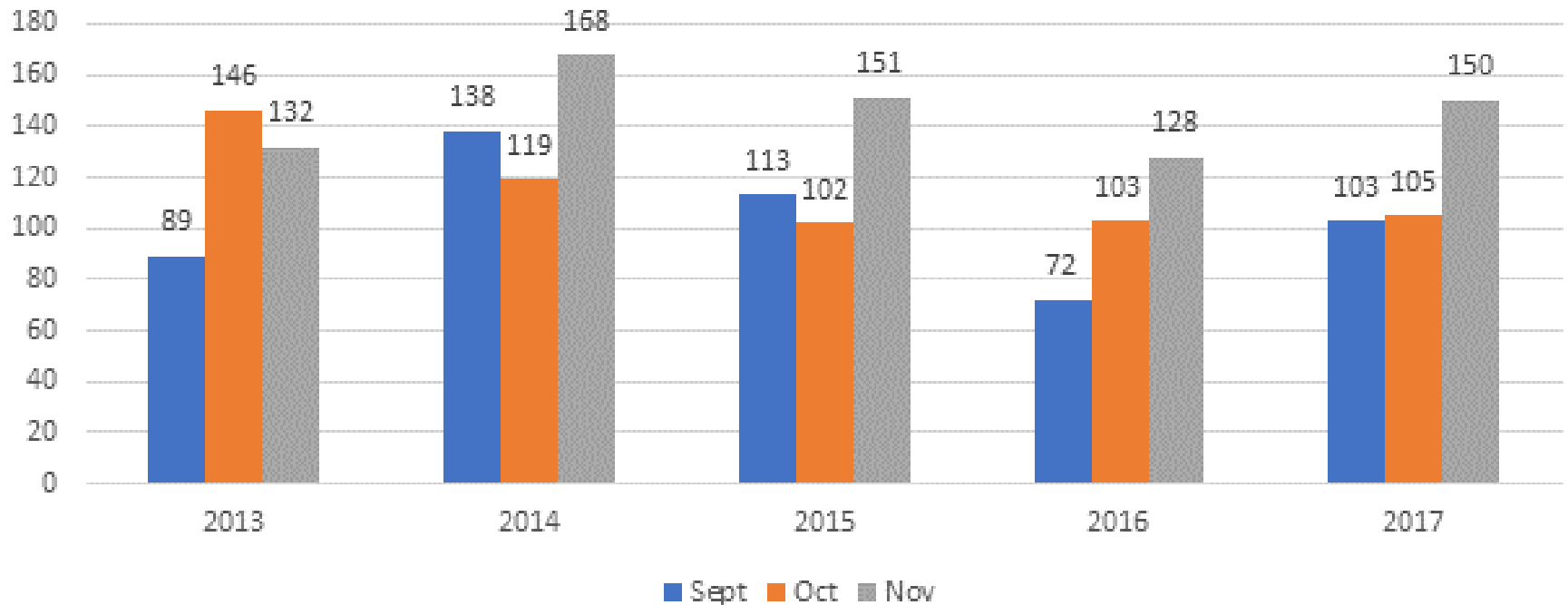
- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

**Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.**

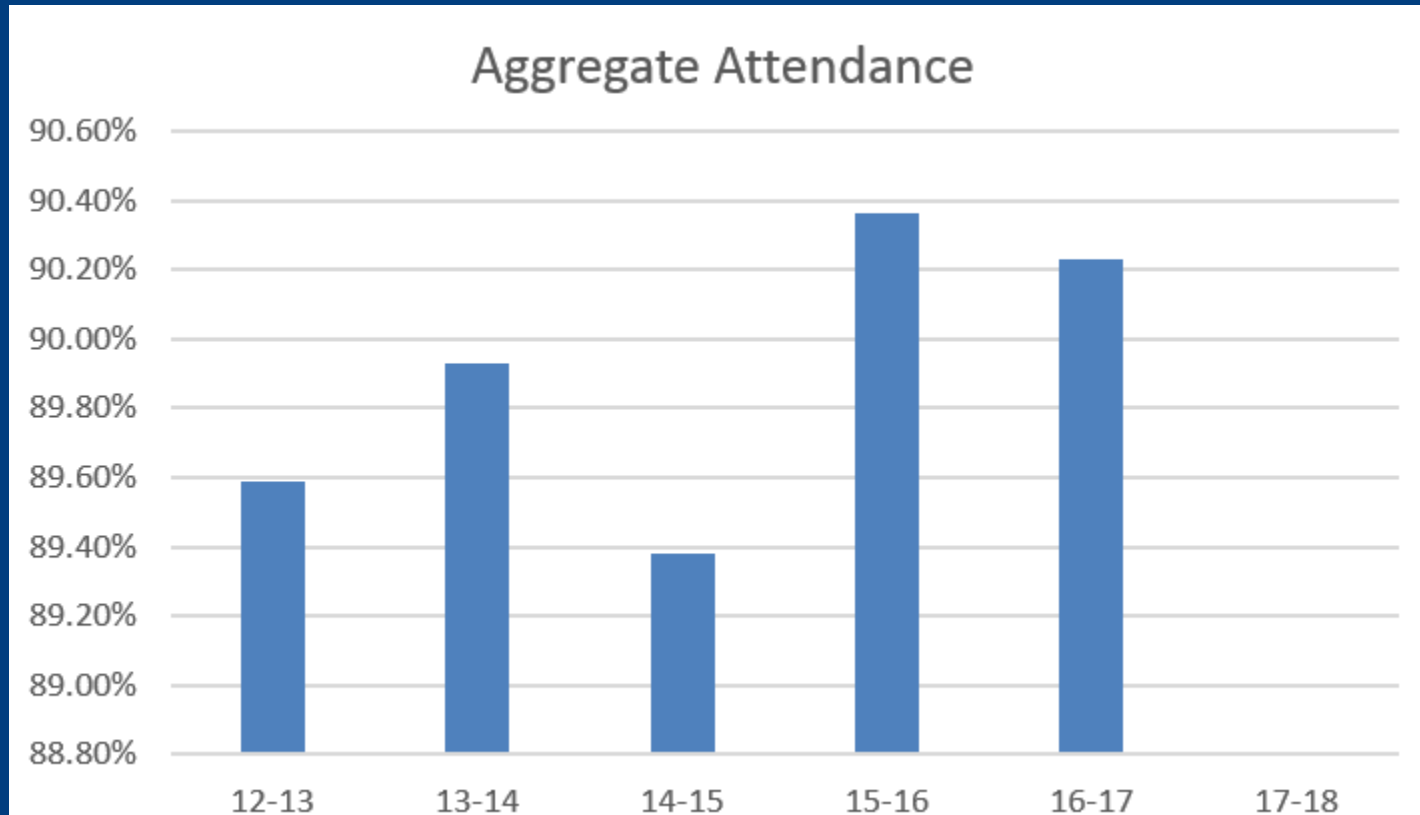


# Focusing on attendance less than 85%

Students attending less than 85%



# Our Aggregate Attendance Rates



Prior to aligned attendance-taking  
Aligned attendance-taking; baseline data year  
Years since attendance interventions began



# Working with Families

- A success story from an EC Family Mentor

After working with this family during a home visit and discussing attendance the following results have been observed:

- Improved organization at home
- Nightly routines put in place
- Consistency with implementation
- Increased communication if student will be absent



# What are our successes?

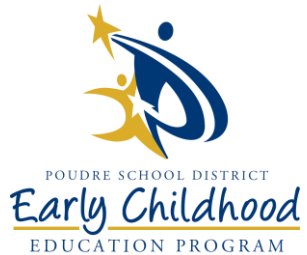
- Increased aggregate attendance rate
- Increased understanding and department communication with one-on-one approach
- Increased awareness of the context surrounding our numbers
- With increased understanding and awareness, our problem-solving process has gone deeper on individual and programmatic levels
- Consistent self-assessment and adjustment





# Poudre School District

## || Questions







# Poudre School District



## Student Achievement

In the Early Childhood Program



POUDRE SCHOOL DISTRICT  
*Early Childhood*  
EDUCATION PROGRAM

# Which Student Data and Why?

- **Oral Language Development**
  - Precursor/Forerunner for successful reading and writing
- **Receptive**
  - What children understand
- **Expressive**
  - What children can verbally express



# Let's Take a Closer Look

- **What children understand**

- **GOLD 8a, 8b**

- Listens to & understands increasingly complex language
  - Comprehends language
  - Follows directions

- **What children can express**

- **GOLD 9a, 9b**

- Uses language to express thoughts and needs
  - Uses an expanding expressive vocabulary
  - Speaks clearly



# Child Demographics

- Head Start HS
- Early Head Start EHS
- Colorado Preschool Program CPP
- Tuition Based TB
- Special Education SE
- Dual Language Learners DLL



# A Request: Last year's Self Assessment Process

- Data by longevity in program



# Interpreting our Data

## How we know where our children are:

- Benchmarks of progress
  - Colorado > PSD Measures
    - Beginning    Progressing    Proficient    Advanced
  - Early Childhood GOLD Assessment Data
    - Widely Held Expectations
      - » Below    Within    Above



# A Bit About Widely Held Expectations

- They reflect a typical **RANGE** of development



# How are our Children Progressing?

- Birth – 3 Years



- 3 - 5 Years

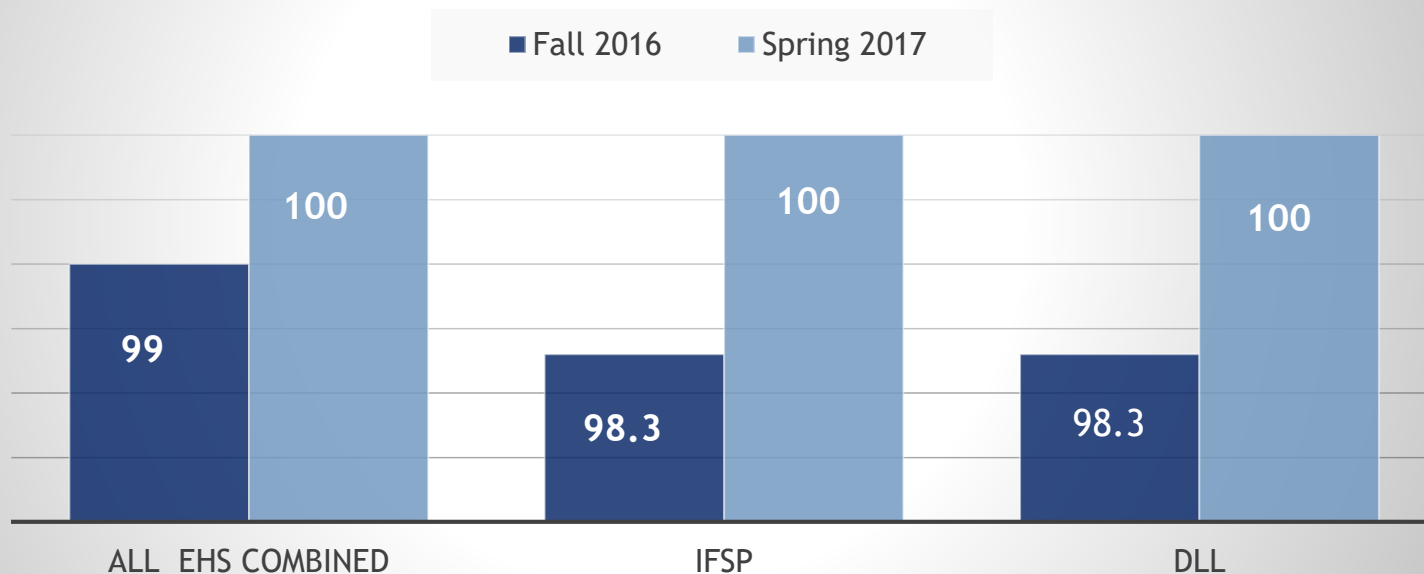




# Birth - 3 Year Olds

## 8a

Listens to and Understands Increasingly Complex Language: Comprehends Language



# Birth – 3 Year Olds

## 8b

Listens to and Understands Increasingly Complex Language:  
Follows Directions

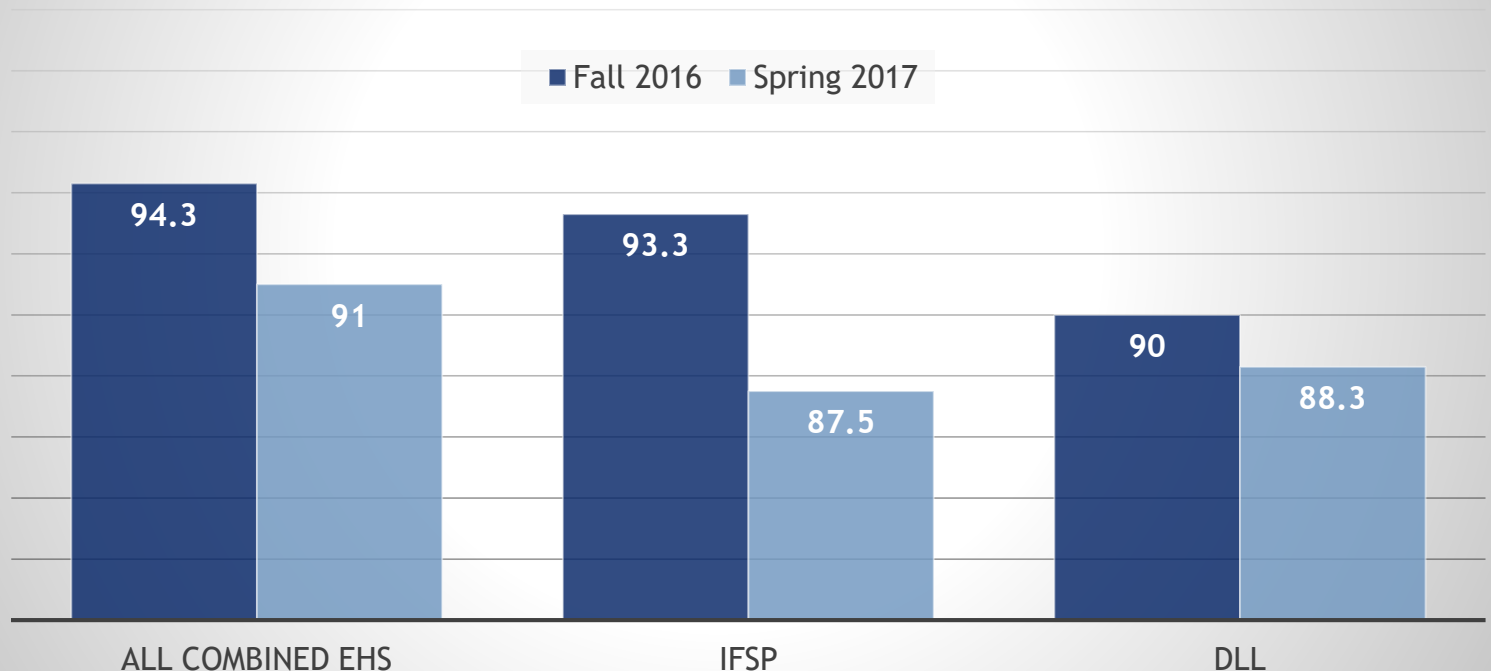
■ Fall 2016 ■ Spring 2017



# Birth – 3 Year Olds

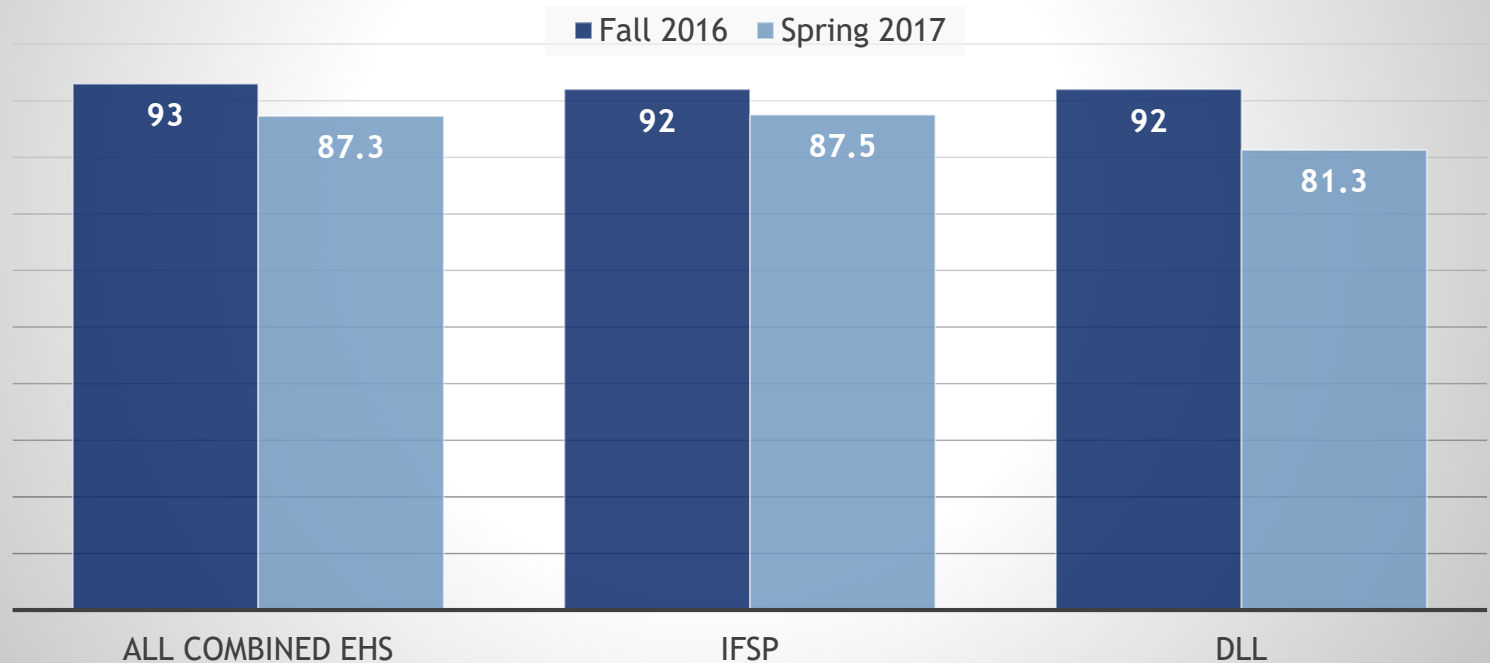
## 9a

Uses Language to Express Thoughts & Needs  
Uses an Expanding Expressive Vocabulary



# Birth – 3 Year Olds

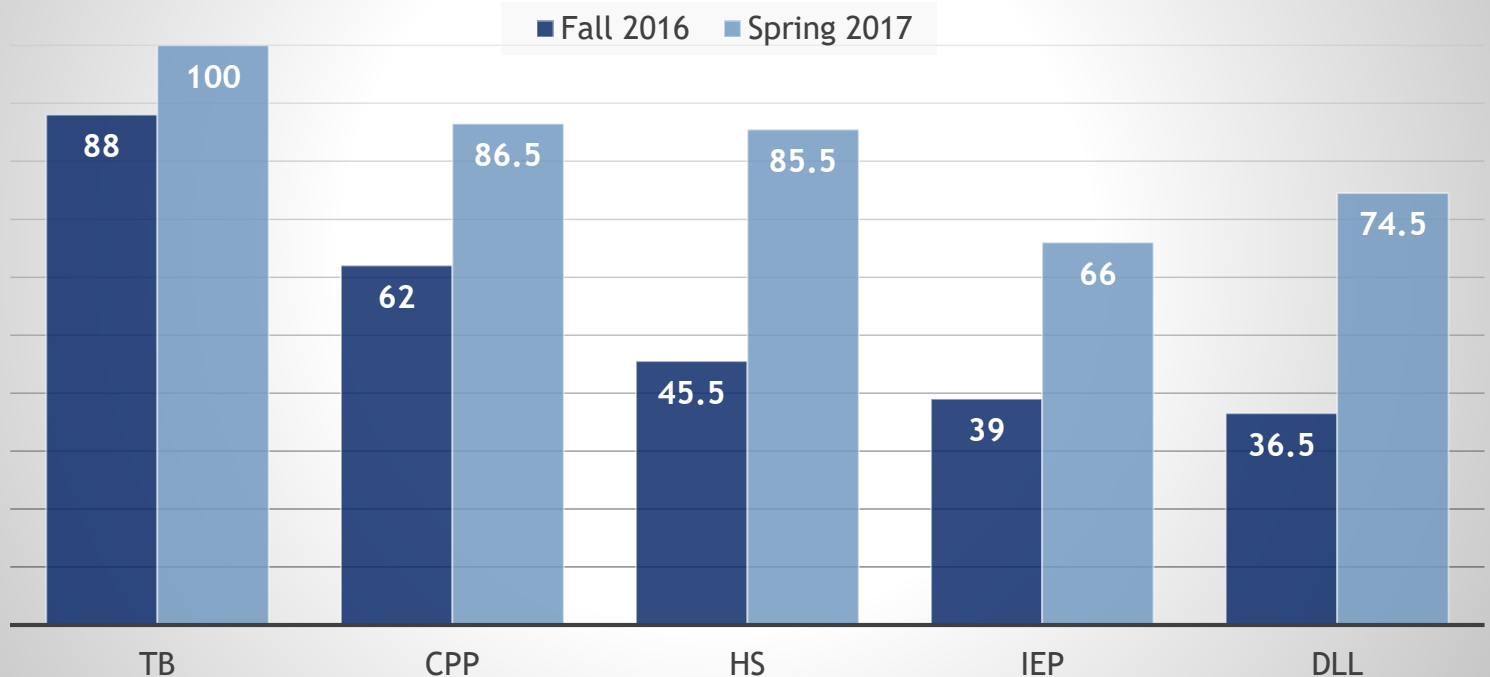
## 9b Uses Language to Express Thoughts and Needs Speaks Clearly



# 3 – 5 Year Olds

8a

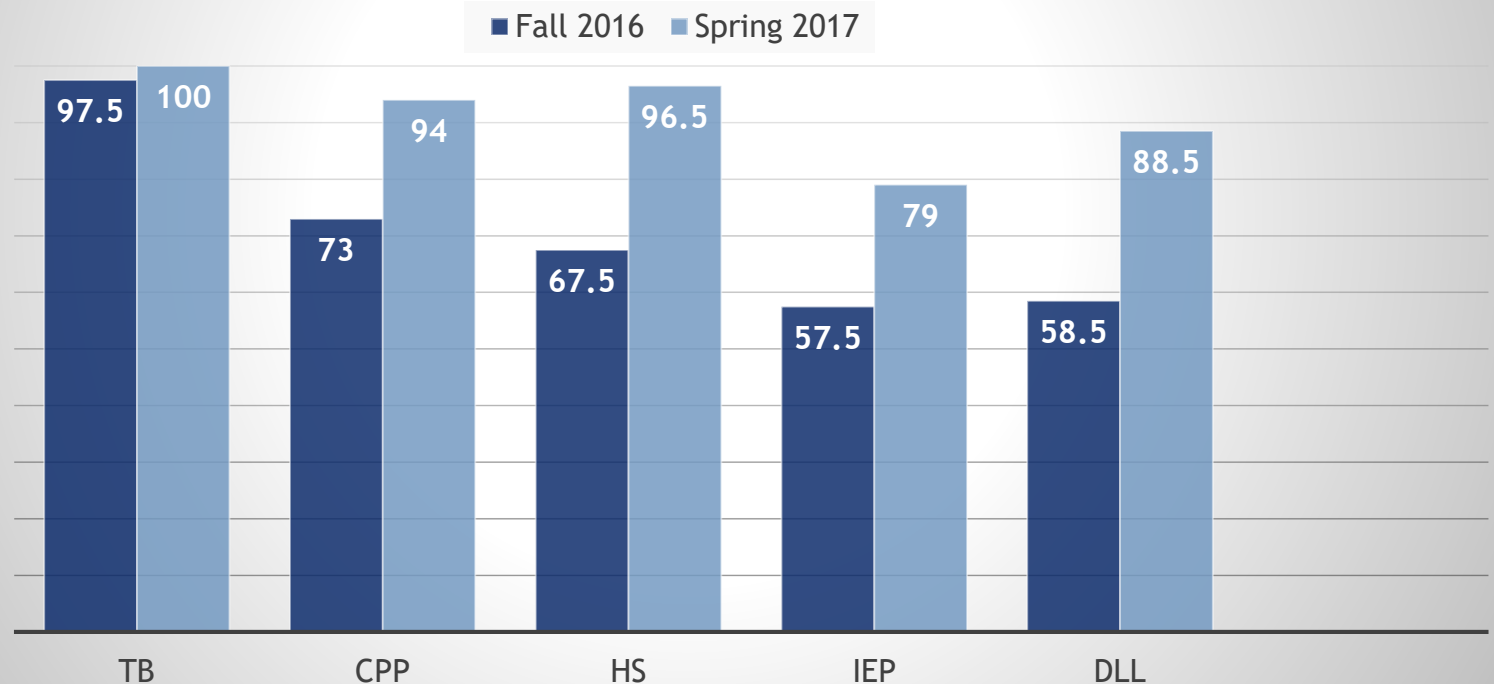
Listens to and Understands Increasingly Complex Language: Comprehends Language



# 3 – 5 Year Olds

## 8b

Listens to & Understands Increasingly Complex Language:  
**Follows Directions**

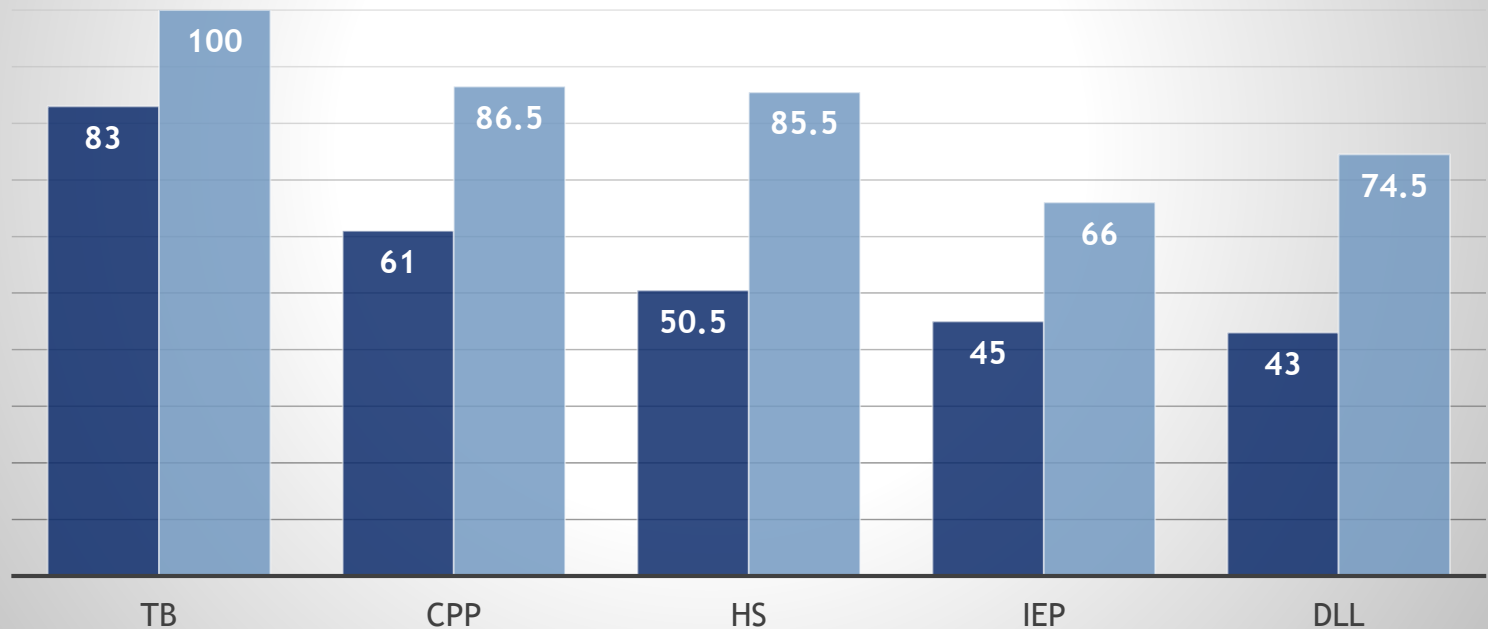


# 3 - 5 Year Olds

9a

Uses Language to Express Thoughts and Needs  
Uses an Expanding Expressive Vocabulary

■ Fall 2016 ■ Spring 2017



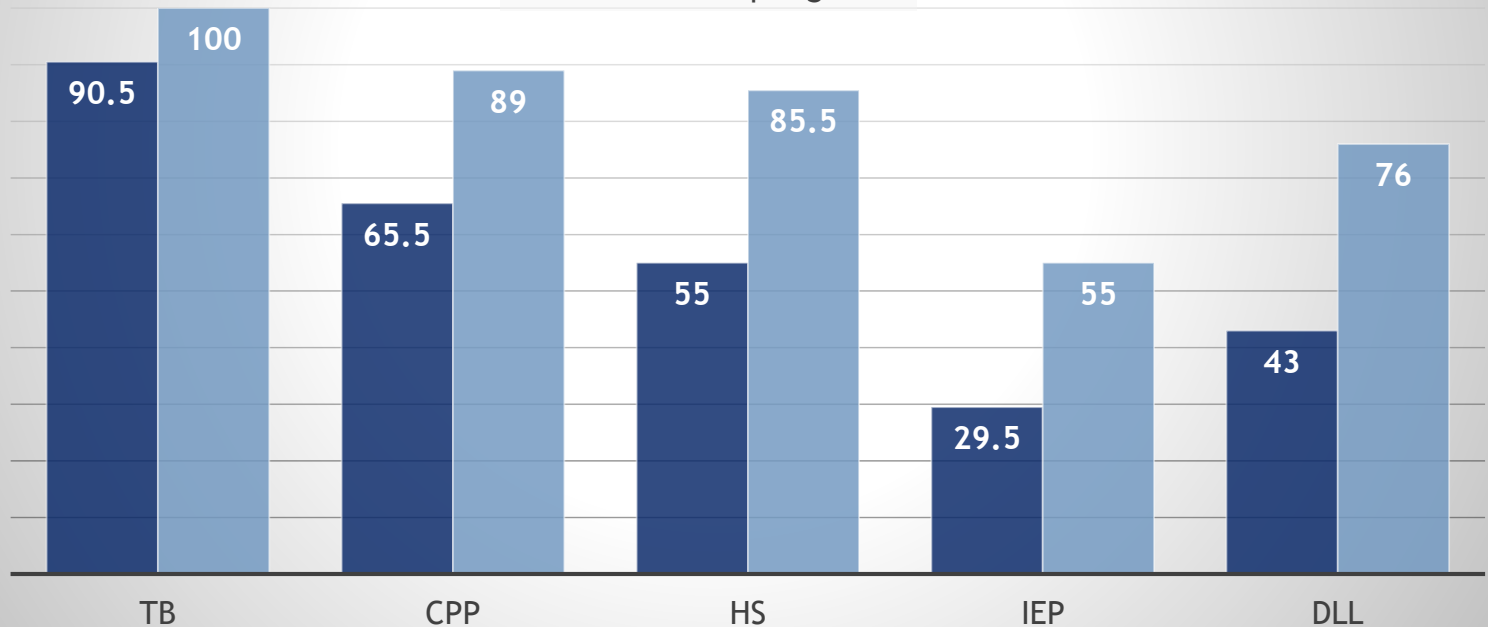
# 3 – 5 Year Olds

## 9b

Uses Language to Express Thoughts and Needs

## Speaks Clearly

■ Fall 2016 ■ Spring 2017





# Now We Need Your Best Thinking!



# Small Group Work

