Strategy: Readiness for Learning

Tactic: Expand the quality and access to Early Childhood Education

Tactic Leader: Dawn Odean

Taking Stock of Progress
BOE 4.5.2018
## Conversation Structure

1. **What are we trying to do?**

2. **How are we trying to do it?**

3. **At any given moment, how will we know if we’re on track?**

4. **If we’re not on track, what are we going to do about it?**
Keeping Learning at the center
Structure of the Strategic Plan

- **Mission**: Preparing all students for a successful future

- **Vision**: Integrity, Valuing People, Teamwork, Exemplary Performance, Entrepreneurial Spirit

- **Values**: LEARNING
- **System Indicators**: TACTIC

- **Conditions for Learning**: TACTIC
- **Readiness for Learning**: TACTIC
System Indicators

ACADEMIC INDICATORS

SAT MATH/READING & WRITING 560/560
7-YEAR COMPLETION 97%
7-YEAR GRADUATION RATE 95%
4-YEAR GRADUATION RATE 90%
7TH GRADE ELA/MATH (CMAS) 60%/50%
3RD GRADE ELA/MATH (CMAS) 60%/60%
KINDERGARTEN - 3RD GRADE (at or above benchmark DIBELS) 90%
**System Indicators**

**SECONDARY**

**4TH - 8TH GRADE**
**Equity Growth Gaps:**
60th Percentile (CMAS)

**CCRI**
*Participation: 50%*  
(IB, AP, CE, Internship, CTE)

**CCRI Success:**
85%  
(3+ AP, B or Higher; CE, Apprenticeships, IB exam, Industry Certificate, SAT, Capstone, Seal of Biliteracy; ASVAB (40+))

**Equity Growth Gaps:**
55th Percentile (SAT)

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**NON-ACADEMIC INDICATORS**

**Employee Engagement:**
85% Positive

**Student Engagement:**
3.75 on Emotional, Behavior, & Academic Engagement

**Family Engagement:**
3.75 on National Family Engagement Standards
READINESS FOR LEARNING

CREATE SYSTEMS TO ENSURE EVERY STUDENT COMES TO SCHOOL READY TO LEARN AND BARRIERS TO LEARNING ARE REMOVED

TACTIC 1: Schools as Community Hubs
TACTIC 2: Social-Emotional Supports
TACTIC 3: Expand Early Childhood Education Quantity and Quality
TACTIC 4: Family and Community Engagement
Conversation Structure

1. What are we trying to do?
2. How are we trying to do it?
3. At any given moment, how will we know if we’re on track?
4. If we’re not on track, what are we going to do about it?
Theory of Action

If Jeffco Public Schools Early Learning Team increases the quality and quantity of academically and developmentally focused opportunities for Pre-K students (within Jeffco Public Schools as well as with community partners) THEN those students will enter kindergarten academically and developmentally ready and will sustain that academic proficiency.

SMART Goals

● By 2022, students will increase one progression from the level they are most heavily distributed, in each domain (cognitive, math, emotional and social development, health and physical development, language development, literacy) on the Jeffco Kindergarten Early Assessment for readiness compared to 2017-18 baseline data.

● Beginning in the 19/20 School Year, Jeffco will increase the number of seats offered in Jeffco preschools by 10% each year for the next four years.
**Milestones - Quality of Early Education**

- P-3 Best Developmental Practices
- School Leadership training
- Teacher expectations, pilots
- Jeffco Bright Futures Roadmap (Birth - 8)

**Leading Indicators**

- Preschool Teaching Strategies - BOY, MOY, EOY
- Jeffco K-3 as rolled out
- P-3 Best Developmental Practices observations
- P-3 National Institute- System Framework
Milestones - Expanded Access

- 2018-19 expansion = 7%
- Alternative Pathways Preschools in Public Schools
- Streamlined programs for 2018-19

Leading Indicators

- October 1, December 1 counts & monthly enrollment monitoring
- Program models offered by Articulation area
<table>
<thead>
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<th>Conversation Structure</th>
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<td>1 What are we trying to do?</td>
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Illustrative example - Cognitive domain
SMART Goal

- Beginning in the 2019/20 school year, Jeffco will increase the number of seats offered in Jeffco preschools by 10% each year for the next four years.
Implementation Heat Map

Expand ECE

<table>
<thead>
<tr>
<th>Planning</th>
<th>Capacity</th>
<th>Evidence of progress</th>
<th>Likelihood of success</th>
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<tr>
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<tr>
<td>Highly problematic – requires urgent and decisive action</td>
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<tr>
<td>Problematic – requires substantial attention, some aspects need urgent attention</td>
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<tr>
<td>Mixed – aspect(s) require substantial attention, some good</td>
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<td>Good – requires refinement and systematic implementation</td>
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Successes

- 7% increase in number of seats for 2018-19
- 2018-19 quality pilots
- Statewide ECE effort toward alternative pathway
- P-3 Best Instructional Practices
- Foundations to fund Jeffco Bright Futures Road Map work
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Challenges

- capital costs of converting classrooms
- professional expectations PK and K-12
- rules and regulations

Resources Required

- sustainable operational funding source
- community awareness
- alternative pathways from Department of Human Services
Board of Education Ends Alignment

Ends 3- Learning Systems and Leadership

Every school and the district will have effective learning systems and shared leadership that:

● Provide high quality core instructional practices, interventions and enrichments.
● Ensure that there is an effective teacher in every classroom and an effective principal in every school.
● Provide high quality professional development and professional growth support structures.
● Develop high quality leaders through leadership development for teachers, staff, administrators, students and families.
● Utilize continuous improvement processes that incorporate problem-solving approaches to reduce or eliminate root causes of student performance challenges.
● Ensure the success of diverse learners through evidence-based resource allocation that matches resources to need.

With the expectation that:

● Every student will be taught by a highly skilled teacher and caring staff.
● Every student will be taught in a high performing school led by strong leadership.
● Every student will receive the skills, support and educational opportunities needed to achieve his or her full potential.
Thank you