

MCPHERSON

PUBLIC SCHOOLS

**MCPHERSON AND MARION COUNTY
EARLY CHILDHOOD PROGRAM**

915 East First
McPherson, KS 67460
Ph: 620-241-9590
Fax: 620-241-9565

From: David Brock

Date: 6/10/24

Re: BOE Brief

Consent Agenda Items: The following items are in the consent agenda for the BOE to vote on.

- Directors Report: Update on items that we are required to report on each month.
- The Human Resources section of the report includes change of contract for one-time fiscal incentive pay due to unobligated head start funds that need to be obligated by the end of June.

Comments/Attachments

- End of Year Child Level Outcome Data: Attached are results of child level outcome data from the 4th nine weeks (Mar.-May) in comparison to the 1st,2nd, and 3rd nine weeks. The report also compares our program to the National Normative Sample.



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Date: 6/10/24
Re: Directors Report

Enrollment as of 5/31/24:

	Head Start	Dual	SPED	State Pre-K	Community	Total
EES 3	5	1	3	3	0	12
EES 4	5	1	2	4	3	15
LES Rank	3	1	4	4	3	15
LES Kramer	10	0	3	1	1	15
RES 3	5	6	1	2	1	15
RES 4	8	3	1	2	0	14
RES 3/4	6	3	3	3	0	15
WES 3	5	2	0	8	0	15
WES 4	4	2	3	5	0	14
HES AM*	3	1	0	0	0	12
HES PM*	2	1	1	0	0	10
HES F.D.*	8	2	1	0	0	16
MES AM	4	3	2	0	3	12
MES PM	8	4	0	0	2	14
Total	76	30	24	32	13	194

* Currently we have 106 out of 115 Head Start slots filled. We continue working on our full enrollment initiative plan and will be focusing on recruitment of families during the summer in an attempt to fill 115 out of 115 slots available for families that qualify for Head Start by August 21st.

*If students qualify for Head Start they also qualify for state pre-k.

Attendance Rates ending 5/31/24:

Head Start requires that average daily attendance is at 85% monthly.

- Average Daily Attendance for Head Start Students only was 95%
- Average Daily Attendance for all students in the program was 96%

Wait List as of 5/31/24

We are currently taking applications, verifying eligibility, and placing students in classrooms for the 24-25 school year. While we do currently have potential tuition paying students and at-risk students on a waitlist for the 24-25 school year decisions on class placement are on going. Currently all families that have completed an application and are eligible for Head Start have been placed in a classroom and no Head Start eligible families are on a waitlist.

Health Requirements 45/90 Day as of 5/31/24:

We are required to conduct Hearing and Vision Screenings within the 1st 45 days of students attending class. Physical and Dental examinations along with Immunizations on all students should be completed within 90 days of students attending class.

45 Day Hearing and Vision Screenings	Head Start: 95% All: 97%
90 Day Physical and Dental Exams	Head Start: 50% All: 53%
90 Day Immunizations	Head Start: 95% All: 95%



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Budget Report: 5/31/24

Head Start Funding for this year is as follows:

Total Budget	\$1,487,245.87
Amount Spent So Far	\$1,094,700.47
Percent Used	75.47%

Personnel Changes:

Resignations/Retirement:

<u>Name</u>	<u>Position</u>	<u>Effective</u>
Whitney Miller	MES Instructional Aide	5/31/24
Mayce Nightingale	RES Instructional Aide	5/31/24

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Transfers:

<u>Name</u>	<u>Position</u>	<u>Effective</u>
Mary Geist	From: K-5 Instructional Aide To: EES 3 Classroom Instructional Aide	8/1/24
Ciara Jones	From: Para To: Pre-K Classroom Instructional Aide at RES	8/1/24

New Hires:

<u>Name</u>	<u>Position</u>	<u>Effective</u>
Dorine Cunningham	Pre-K Teacher at RES	8/1/24

Change of Contract:

<u>Name</u>	<u>Position</u>	<u>Effective</u>
Audrey Fox	Teacher	06/20/24
Morgan Sechler	Teacher	06/20/24
Adrianna Stucky	Teacher	06/20/24
Angie McDonald	Teacher	06/20/24

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Ashlynn Embers	Teacher	06/20/24
Hannah Jones	Teacher	06/20/24
Heidi Law	Teacher	06/20/24
Erica Kraemer	Teacher	06/20/24
Aspen Rank	Teacher	06/20/24
Lesli Beery	Teacher	06/20/24
Crystal Peppiatt	Instructional Aide	06/20/24
Angela Benham	Instructional Aide	06/20/24
April Lemm	Instructional Aide	06/20/24
Aimee Bookless	Instructional Aide	06/20/24
Darla Schoen	Instructional Aide	06/20/24
Mayce Nightingale	Instructional Aide	06/20/24
Whitney Miller	Instructional Aide	06/20/24
Laura Becker	Instructional Aide	06/20/24
Alexis Williams	Family Advocate	06/20/24
Peyton Turner	Family Advocate	06/20/24
Staci Schmid	Family Advocate	06/20/24
Nichole Trenckmann	Family Advocate	06/20/24
Darci Weiser	Family Advocate	06/20/24
Rachel Boden	Social Worker	06/20/24
Rachel Dalton	Health and Safety Coordinator	06/20/24
Jessie Bernal	Administrative Assistant	06/20/24

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Cheri Weinbrenner	HES Family Advocate	6/3/24
Ashley Sheridan	HES Pre-K Teacher	6/3/24
Emily Delk	HES Pre-K Teacher	6/3/24
Jodi Blackburn	HES Instructional Aide	6/3/24
Rustyn Kerbs	HES Instructional Aide	6/3/24
Elynn Weibe	HES long term teaching sub	6/3/24

Current Open Positions

<u>Position</u>	<u>Location</u>	<u>Status</u>
Floating Instructional Aide	RES	Taking Applications
Floating Instructional Aide	EES	Taking Applications
Floating Instructional Aide	LES	Taking Applications
Floating Instructional Aide	WES	Taking Applications
Family Advocate	MES	Taking Applications
Family Advocate	LES	Taking Applications

End of Year 23-24 Child Level Outcome Data

Summary of Report:

Currently our program analyzes and aggregates child level outcome data four times a year. In the Fall and at the end of the year we benchmark on all objectives in the areas of Social/Emotional, Physical, Language, Cognitive, Literacy, and Math. In the Fall, Winter, Spring, and at the end of the year we look at Tiered data in the areas of Social/Emotional, Literacy and Math.

The director, education coordinator, classroom teacher, ECSE teacher, and principal meet three times a year to analyze the data and discuss next steps that can be taken based on the data. The three charts below show the percentage of students who were in Tier 1, Tier 2, and Tier 3 in social/emotional, reading, and math. The graphs below compare our programs Fall, Winter, and Spring, and end of year tiered data. The graphs include data from our McPherson, Hillsboro, and Marion sites.

Students in Tier 1 are students whose development appears to be on schedule. Students in Tier 2 are one step below the expected range of performance and are students who have some risk present and that we need to provide some additional exposure on top of the core curriculum and continue to monitor progress. Students in Tier 3 are two or more steps below the expected range of performance and students who are at high risk who need additional support on top of exposure to the core curriculum and Tier 2 interventions.

In a typical tiered model you would expect to see:

- 80% of students in Tier 1 (development appears to be on schedule)
- 15% of students in Tier 2 (some risk present, provide learning opportunities and monitor)
- 5% of students in Tier 3 (high risk, additional support on top of exposure to the core curriculum and tier 2 interventions)

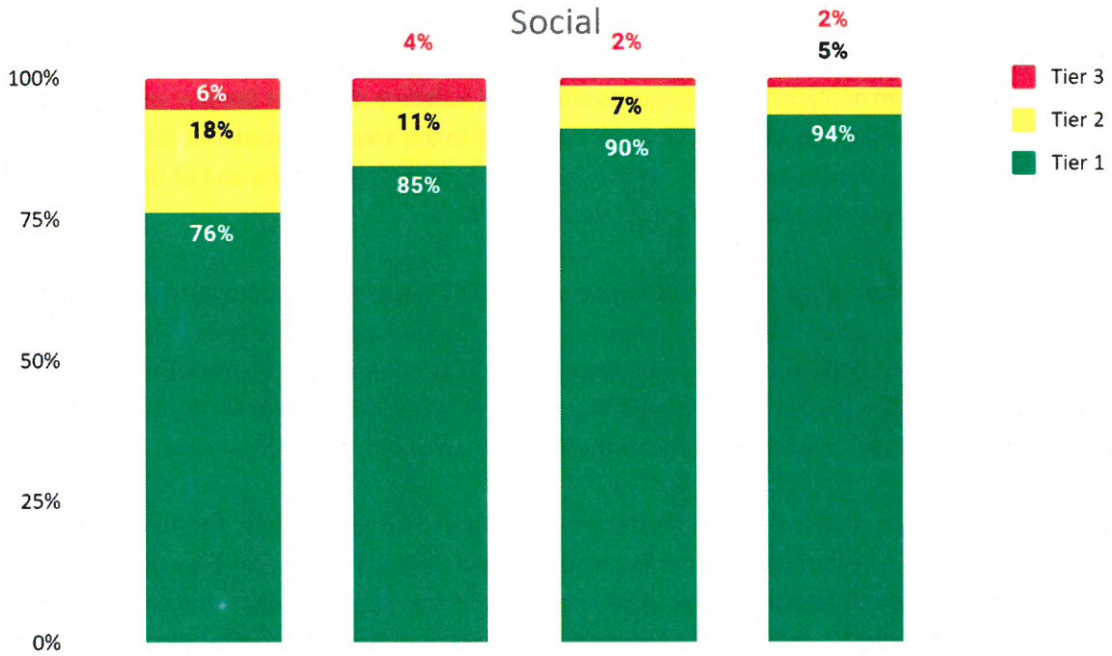
Child level outcome data results indicate students in our program have made substantial progress in the areas of social/emotional, literacy, and math throughout the 23-24 school year.

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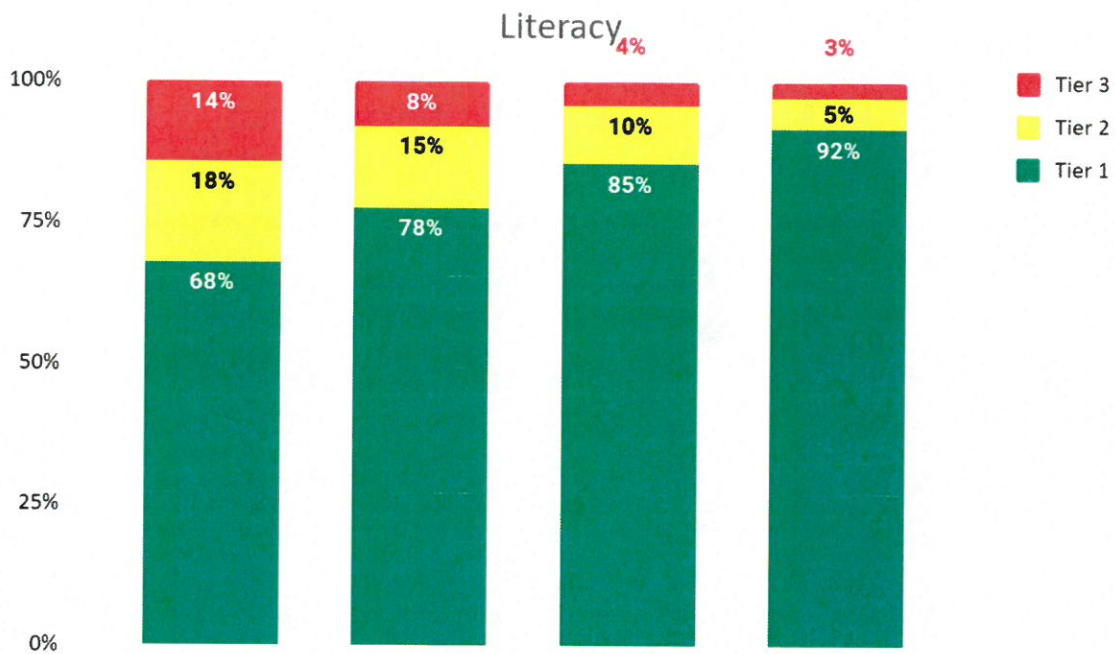


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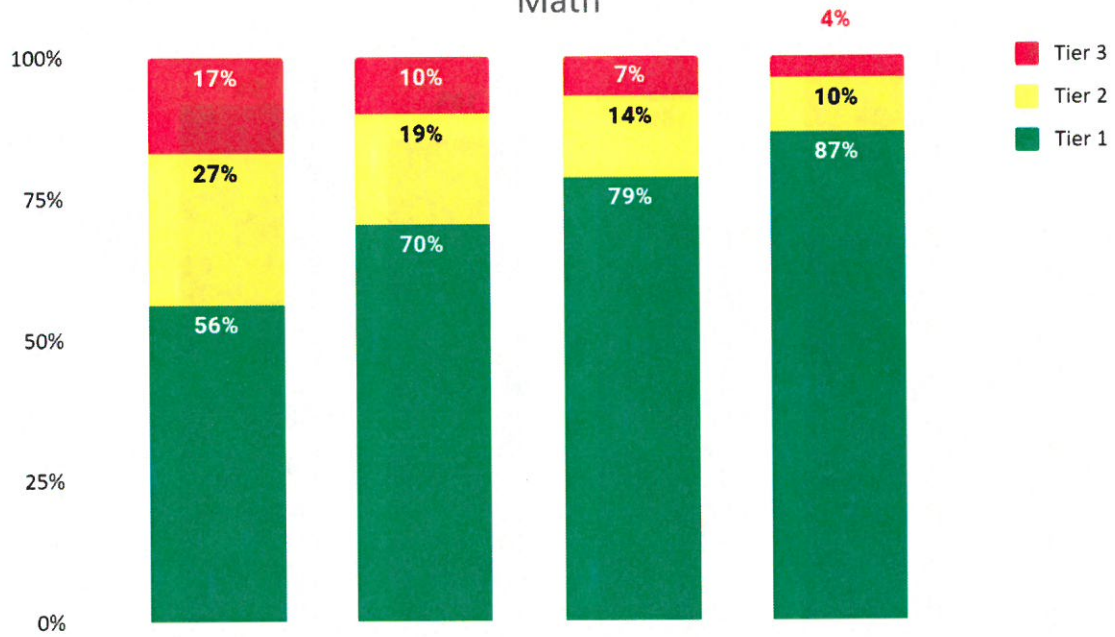
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Math



National Normative Sample Range Comparison**Summary of Report:**

The following tables show how our 3 and 4 year old students' end of year scores compare on average to the National Normative Sample. Gold scaled scores are used to create the national norm scores to facilitate interpretations about how children of a particular age range tend to be rated by other teachers across the nation. Students that fall within the National Normative Sample Range are considered to be within the National Norm Sample. Students above the National Normative Sample are considered to be above the Norm Sample for their age range, and children below the National Normative Sample are considered to be below the national norm.

It is important to note that just because a student falls below the national normative sample in any one area it does not mean that they fall below expectations for their age. If a student falls below the national normative sample it means that when compared to the normative sample range they fall below that range when compared to peers of the same age in the sample.

For three year olds our average scores included 90 students.

3 Year Old National Normative Sample Range Comparison				
<u>Domain</u>	<u>Normative Sample Range</u>	<u>End of Year 23-24 Program Average</u>	<u>Below Norm Sample</u>	<u>Meets or Exceeds Norm Sample</u>
Social-Emotional	409-476	417	14 (16%)	76 (84%)
Physical	530-604	563	7(8%)	83 (92%)
Language	431-524	475	18 (20%)	72 (80%)
Cognitive	408-481	444	13 (14%)	77 (86%)
Literacy	460-509	480	22 (24%)	68 (76%)
Math	325-384	347	22 (24%)	68 (76%)



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For four year olds our average scores included 104 students

4 Year Old National Normative Sample Range Comparison				
<u>Domain</u>	<u>Normative Sample Range</u>	<u>End of Year 23/24 Program Average</u>	<u>Below Norm Sample</u>	<u>Meets or Exceeds Norm Sample</u>
Social-Emotional	467-527	479	25 (24%)	79 (76%)
Physical	593-668	613	20 (19%)	84 (81%)
Language	506-593	540	21 (20%)	83 (80%)
Cognitive	460-545	498	16 (15%)	88 (85%)
Literacy	508-550	519	20 (19%)	84 (81%)
Math	380-433	396	16 (15%)	88 (85%)

Next Steps:

A pre-k curriculum committee consisting of teachers, education coordinator, administrators, and TASN will begin meeting this summer to review and revise curriculum based on various data that is reviewed..