

Capital Area Community Action Agency Head Start Program

School Readiness Report Winter 2015

It is expected that all Capital Area Community Action Agency Head Start children will develop and progress in all areas of child development and early learning outlined in the framework. The curricula and assessment have been aligned with the Head Start Child Development and Early Learning Framework, as well as the Florida Early Learning and Voluntary Pre-Kindergarten Standards. Head Start parents are encouraged to engage as their children’s first educators, working together with teachers to support the school readiness goals.

At Capital Area Community Action Agency Head Start we base our practices on the belief that to ensure school readiness we must address the needs of the whole child. In doing this we must ensure that we are providing an environment and climate that promotes learning in a supportive and nurturing manner. All classrooms are monitored using the Classroom Assessment Scoring System (CLASS) to exam the teacher/child interactions to ensure that children are receiving the emotional support they need to develop confidence in learning and the courage to explore new experiences without the fear of failure. Children’s development and growth are measured three times during the school year using the Teaching Strategies GOLD Assessment. The four year old, transitioning children are also evaluated three times a year using the Florida Voluntary (VPK) Assessments.

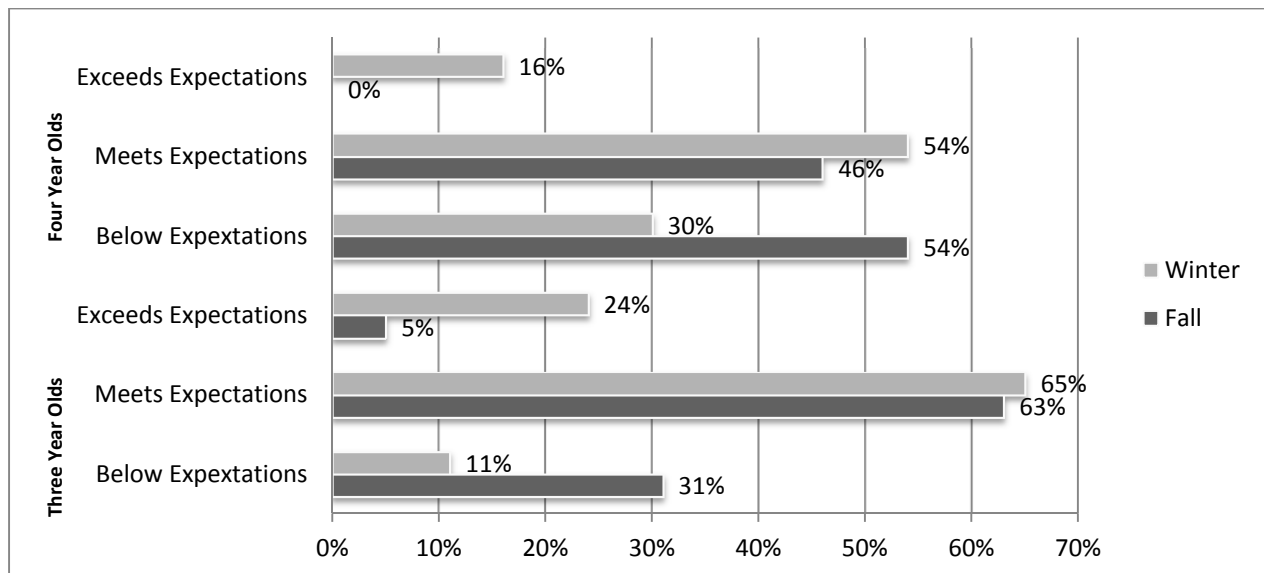
Teaching Strategies GOLD

Teaching Strategies GOLD is grounded in 38 objectives that guide teachers throughout the assessment cycle. They are based on research, include predictors of school success, and are aligned with the Head Start Child Development and Early Learning Framework, Common Core State Standards, and early learning standards for each state. The objectives are organized into 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many of the objectives also include dimensions that guide teachers’ thinking about various aspects of that objective, and help clarify what the objective addresses.

The following charts show the individual child outcomes for the students enrolled in Capital Area Community Action Agency Head Start Program. This assessment is the second of three that will be administered throughout the school term. Information included in this report was finalized in February 2015. Results show the children’s progress from October to January toward mastering school readiness skills. These outcomes are based on teacher observations, formal assessments and work samples.

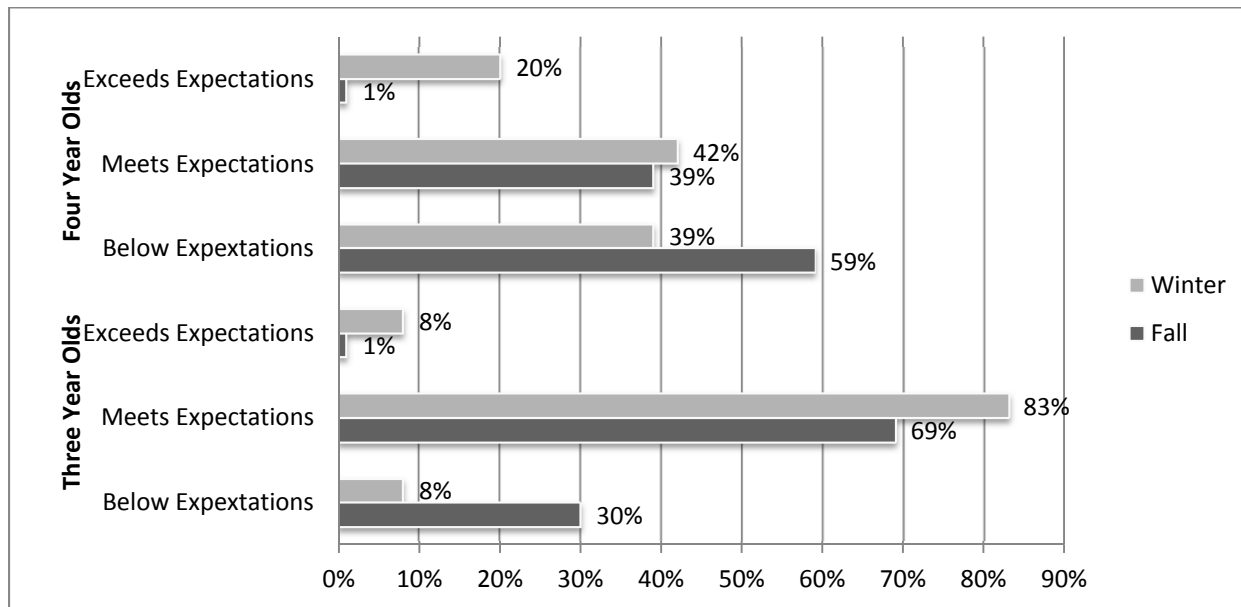
Social and Emotional

Social & Emotional Development refers to the skills necessary to foster secure attachment with adults, maintain healthy relationships, regulate one’s behavior and emotions, and develop a healthy concept of personal identity.



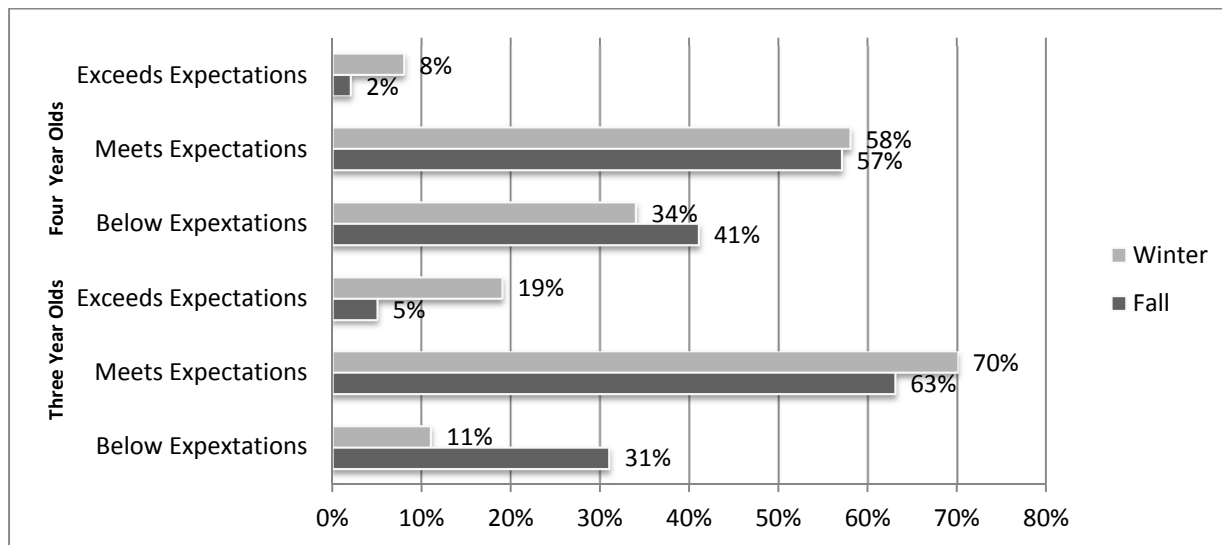
Gross Motor

Gross motor refers to the control of large muscles for movement, navigation, and balance.



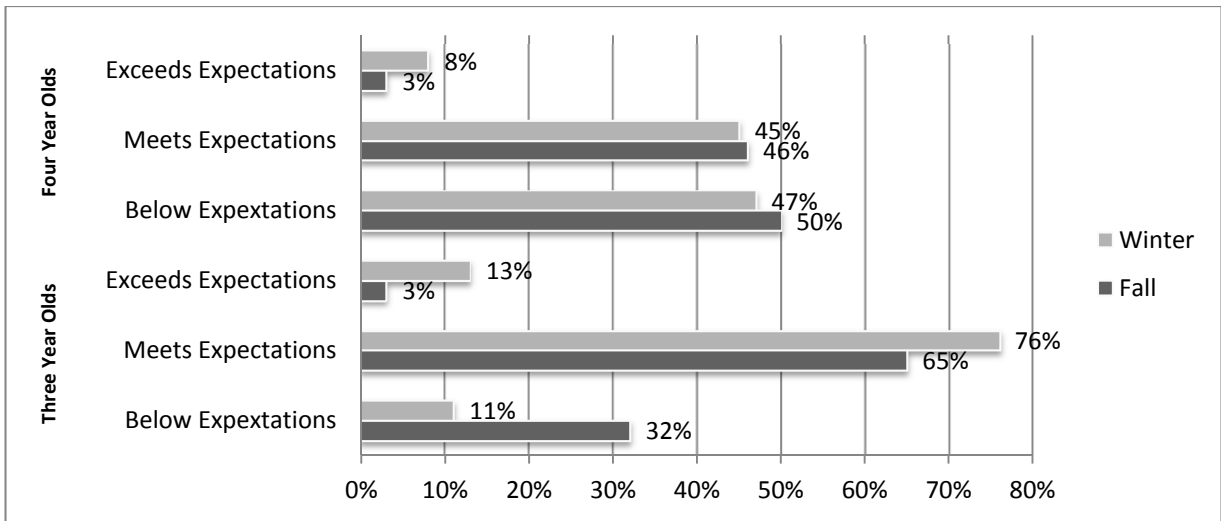
Fine Motor

Fine motor refers to the control of small muscles for such purposes as using utensils, self-care, building, and exploring.



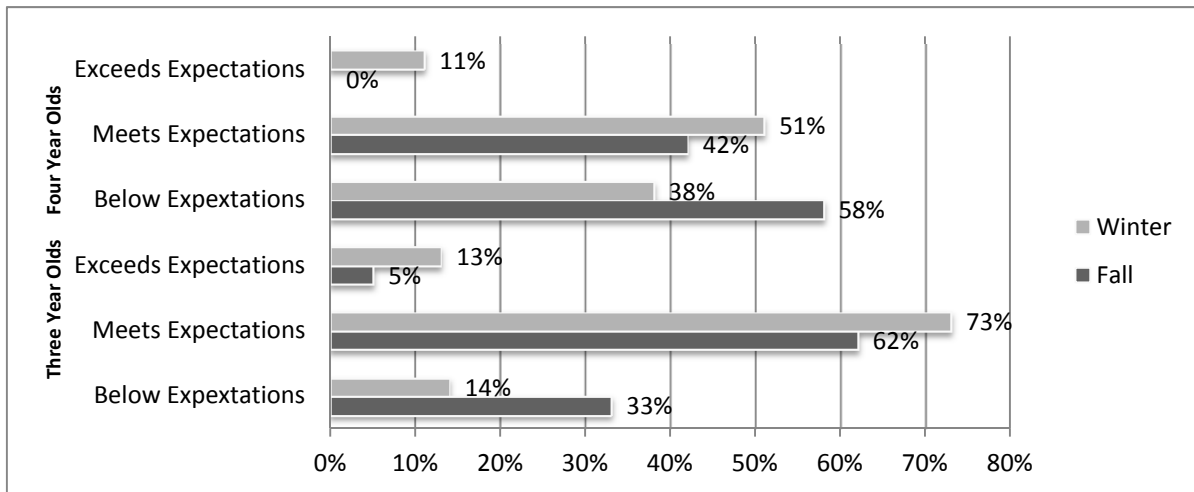
Language Development

Language Development refers to emerging abilities in receptive and expressive language. This domain includes understanding and using one or more languages.



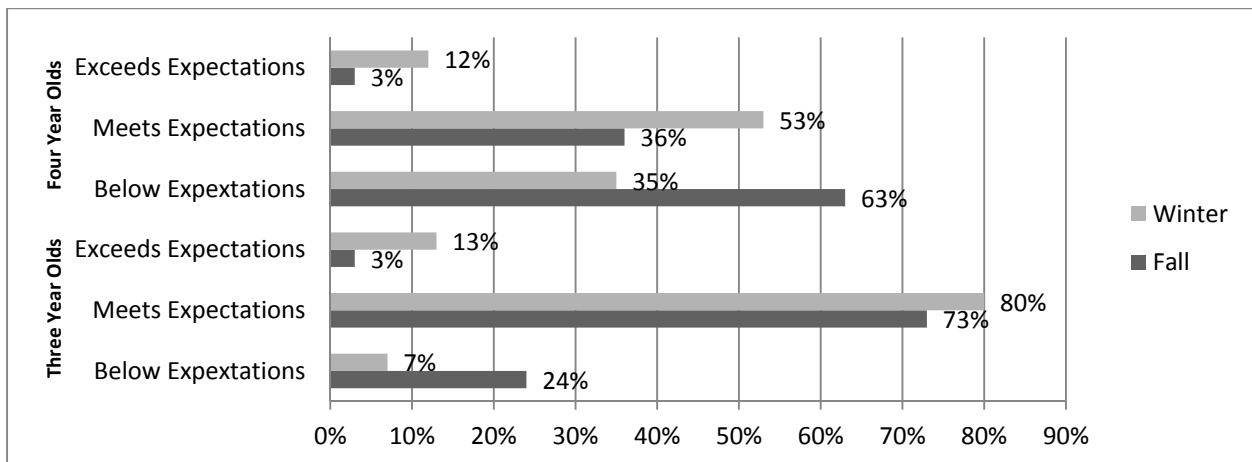
Cognitive

Cognitive refers to the ability to stay focused, interested, and engaged while thinking through problems and apply strategies for solving them.



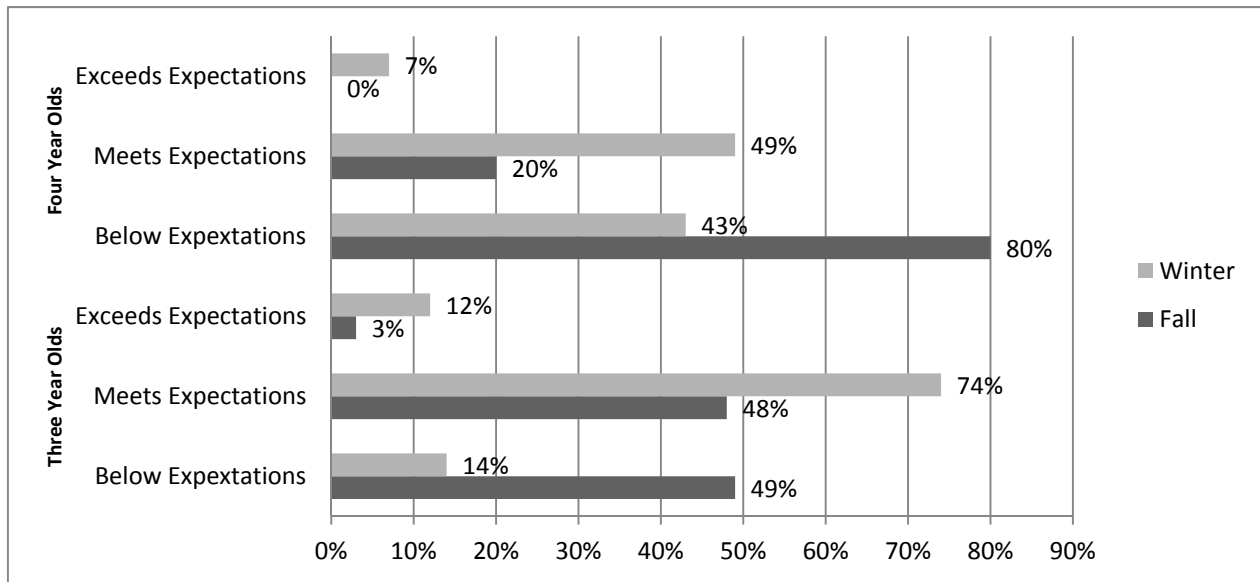
Literacy

Literacy refers to the knowledge and skills that lay the foundation for reading and writing, such as understanding basic concepts about books or other printed materials, the alphabet, and letter-sound relationships.



Mathematics

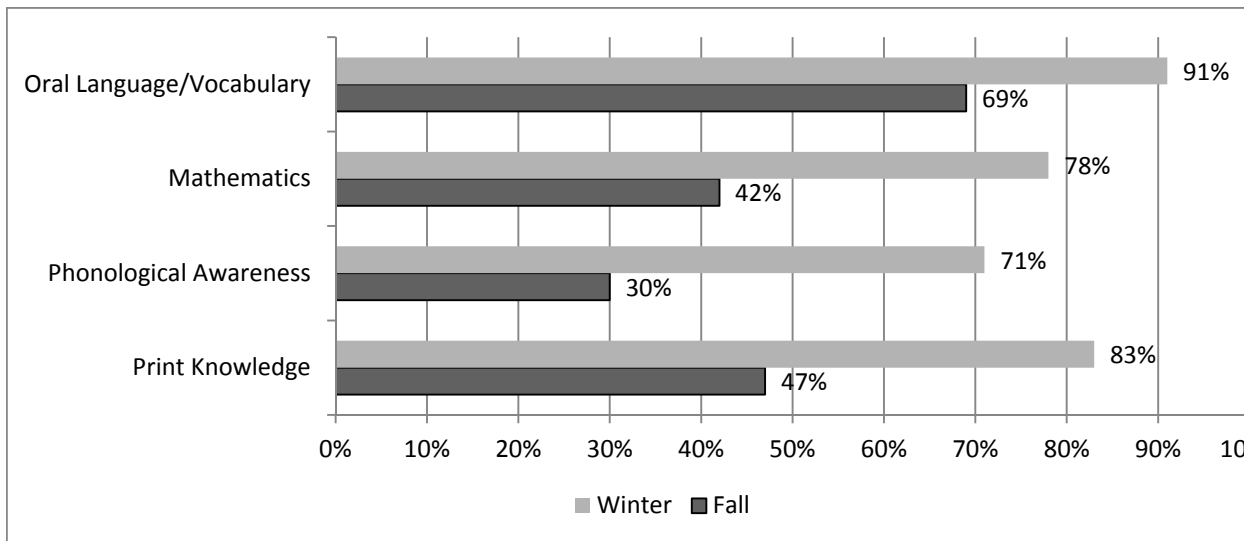
Mathematics refers to the conceptual understanding of numbers, their relationships, combinations, and operations. Mathematics also includes shapes and their structure; reasoning, measurement, classification, and patterns.



Florida Voluntary Pre-Kindergarten Assessment

Capital Area Community Action Agency Head Start is committed to ensuring that all children transitioning to kindergarten are fully prepared and have mastered the necessary school readiness skills to be successful. To ensure ongoing progress toward our goal we administer the Florida Voluntary Pre-Kindergarten Assessment to all four year olds who attend Head Start. The purpose of the assessment is to gather information about a child’s overall development and address each student’s readiness for kindergarten based on the Florida Early Learning and Developmental Standards for Four-Year-Olds.

The graph below shows the average score of the four year olds currently enrolled in Capital Area Community Action Agency Head Start. The state of Florida has established 70% or above as an indicator that children are prepared for kindergarten.



Classroom Assessment Scoring System (CLASS)

One of the key factors for ensuring school readiness is establishing and maintaining a supportive environment that promotes positive relationships and enhances the self-esteem and confidence of the children. Capital Area Community Action Head Start has selected the Classroom Assessment Scoring System (CLASS) to monitor the teacher child interactions across the program.

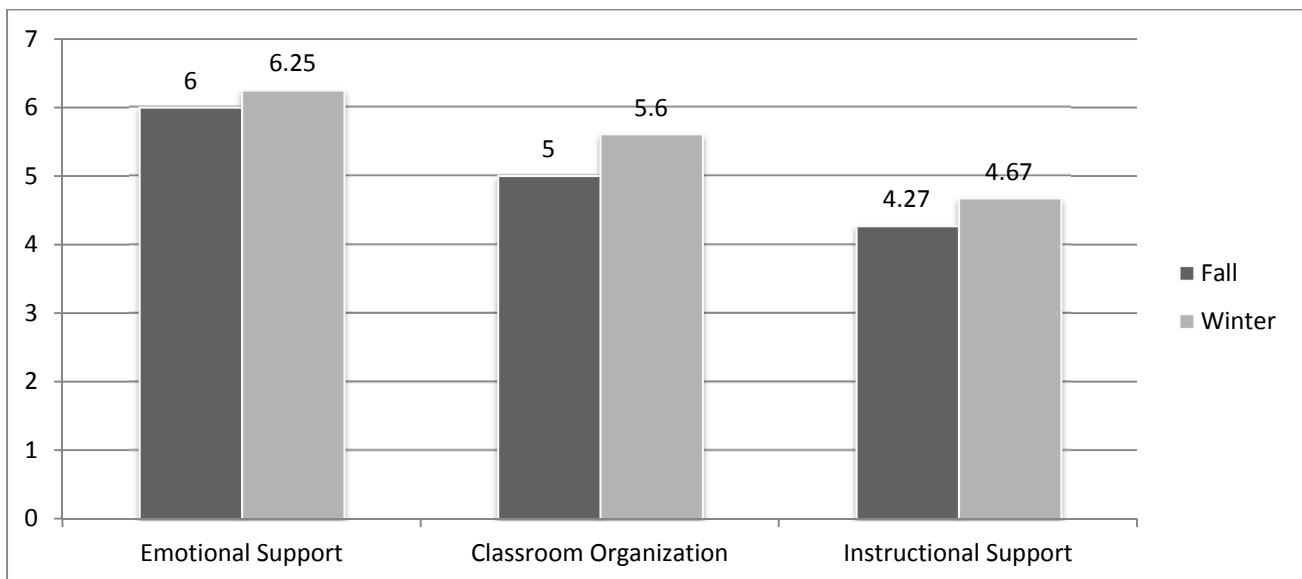
The CLASS™ tool has 10 dimensions of teacher-child interactions rated on a seven-point scale, from low to high. The 10 CLASS™ dimensions are organized into three domains: Emotional Support, Classroom Organization, and Instructional Support. The maximum score for each domain is 7.0.

- Emotional Support assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.
- Classroom Organization assesses classroom routines and procedures related to the organization and management of children's behavior, time, and attention in the classroom.
- Instructional Support assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

During the Federal Review process each classroom will be observed and rated using the CLASS. The cut off scores for the 2013 review cycle were as follow:

Emotional Support: 5.55 Classroom Organization: 5.00 Instructional Support: 2.1

The table attached reflects scores for classrooms in the Capital Area Community Action Agency Head Start Program.



Analysis

The mid-term scores on both Teaching Strategies GOLD and VPK Assessments indicate that the children currently enrolled in Head Start have made significant progress in their school readiness skills. The data shows that 86% of our three year olds and 53% of our four year olds are meeting developmental expectations for their chronological age. The most significant deficits were found with our four year olds in the areas of language and mathematics. Our three year olds demonstrated their greatest deficits in the areas of cognitive development and mathematics. Analysis of data revealed that a majority of our children who are falling below expectations are the same children that have been identified as having on-going attendance issues.

Analysis of the VPK assessment information reveals that our four year olds have made a great deal of progress as a whole however we continue to have a large percentage of four year olds that are falling below expectations in all areas. It is imperative that teaching staff plan and implement activities that are focused on these skills to

ensure mastery. After intense analysis of individual child scores on both Teaching Strategies Gold and VPK Assessment data, staff began intense individualized instruction in March with each child in all areas showing a deficit.

The program wide CLASS average scores showed was considerably higher than the cut off scores in all domains for the 2013 federal review cycle. With the implementation and provision of individualized training and technical assistance we have seen increased scores in all classrooms. Our Mentor-Coaches will continue to provide support for staff.

Findings

Analysis of the data rendered the following findings.

Program Strengths

- The program has strong scores on the CLASS in all domains
- The program had implemented Creative Curriculum studies based instruction. The lessons are developed in a manner which ensures teacher introduce and cultivate all of the school readiness skills on a regular bases using developmentally appropriate strategies and activities.
- The program has intensive monitoring systems in place to follow children and staff progress.

Program Areas for Improvement

- The staff would benefit from additional hands on training to deliver accurate assessments of children.
- Teaching staff would benefit from additional training on individualized instruction.
- The program needs to be more proactive in re-evaluating children for possible delays throughout the school term based on on-going assessments.

Findings reveal that management needs to develop a plan to focus professional development on instructional strategies and child assessment methods. Although the findings reveal that teaching staff is teaching and introducing skills, the instructional program and assessment instrument do not appear to be consistently implemented with fidelity.

The Early Childhood Development Manager has implement changes in practice that ensures more effective on-going assessments and individualization of instruction to promote staff development while enhancing the early educational experience of the children in our program.

Corrective Actions

The analysis and evaluation of the outcomes data resulted in the following corrective action steps for program improvement.

Concerns	Corrective Action Steps	Responsible Staff	Time Frame
Students With Low Scores	The Early Childhood Development will review individual scores for all children on both Teaching Strategies GOLD and the VPK assessment to identify children who need individualized instruction for any of the objectives.	Early Childhood Development Manager (ECDM)	1/5/2015 COMPLETED
	Teaching staff will provide three individualized instruction sessions per week per area for each child performing below expectations as deemed appropriate by the Early Childhood Development	Early Childhood Development Manager (ECDM) Teaching Staff	On-going (January –May 2015)

	Any child who falls below expectation in 2 or more areas has been re-screened and is being referred for evaluation if deemed appropriate.	Special Services Coordinator(SSC)	On- going thru 1/31/2015 Rescreens completed.
Quality of Instruction	Any teacher that has 20% or more of her children falling below expectations in any area will be given Training /Technical Assistance on effective instructional methods for the specified area.	Early Childhood Development Manager (ECDM)	On-going (January –May 2015) Staff will receive no less than one session per month
Quality of Teacher/Child Interactions	Any teaching team scoring below the cut off on CLASS will receive Training /Technical Assistance and coaching for the specified domain.	Early Childhood Development Manager (ECDM) Mentor Coach	On-going (January –May 2015) Staff will receive no less than two session per month
Inconsistency In Mastery Levels of School Readiness Skills	The data will be analyzed be class and center to see if there are any indicators that additional materials are needed at any site to enhance the children’s outcomes.	Early Childhood Development Manager (ECDM)	12/20/14 Completed
	The data will be analyzed be class and center to see if there are any indicators that additional individual or program wide professional development is needed to enhance the children’s outcomes.	Early Childhood Development Manager (ECDM) Head Start Director (HSD)	1/5/2015 Completed
	The comparison between VPK and Teaching Strategies GOLD data reveals inconsistency in findings. The Early Childhood Development manager will have all teaching staff obtain the Teaching Strategies GOLD Interrater Reliability Certification	Early Childhood Development Manager (ECDM) Teaching Staff	January –May 2015
Improved Attendance for Children	Analysis revealed that the children falling below expectations are the same children that have attendance issues. A Quality Improvement Plan has been implemented to address the issue.	Family Engagement Manager	November 2014