

2017-2018 Baseline Classroom Assessment Scoring System (CLASS) Analysis

The Classroom Assessment Scoring System (CLASS) assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS includes three domains of teacher-child interactions: Emotional Support, Classroom Organization, and Instructional Support. Within each domain there are three dimensions which help capture more specific details about the quality of the teacher-child interactions.

Methodology

Capital Area Community Action Agency, INC. (Community Action) used in house CLASS certified staff to conduct the baseline class assessment for the 2017-2018 school years. The baseline class was conducted September 28, 2017 through October 12, 2017. All classrooms we assessed for at least three cycles. Unlike the other classrooms, the classes in Franklin share an open space classroom and two teachers co-teach the space.

Scoring

CLASS is scored using a range of 1-7. Scores of 1-2 indicate the quality of teacher-child interactions is low. Scores of 3-5 indicate that the quality of teacher-child interactions observed was a mix of effective and ineffective or absent interactions. Scores of 6-7 indicate that effective teacher-child interactions were consistently observed throughout the observation period.

Results

Emotional Support

Emotional Support scores ranged from 3.75 to 6.33. The agency average score was 5.21. One classroom observed received emotional support scores more than one standard deviation above the national mean (6.00). The majority of classrooms scored more than two standard deviations below the national mean indicating based on internal CLASS assessment scores the majority of Community Action classrooms scored below the national average.

Classroom Organization

Classroom Organization scores ranged from 2.89 to 6.22. The agency average score was 5.823. One classroom observed received emotional support scores more than one standard deviation above the national mean (5.73). The majority of classrooms scored more than two standard deviations below the national mean indicating based on internal CLASS assessment scores the majority of Community Action classrooms scored below the national average. Another interesting difference between the national scores and the agency scores for the Classroom Organization domain is the internal scores produced a bimodal or double peaked distribution usually indicating that one is looking at two different groups. Further research is needed to account for the variation of classroom organization scores.

Instructional Support

Instructional Support scores ranged from 1.78 to 5.78. The agency average score was 3.54. The majority of Community Action classrooms observed received instructional support scores more above the national mean (3.54). Unlike the national distribution the Community Action distribution is skewed right.

Conclusion

The 2017-2018 CLASS Scores are slightly lower than the 2016-2017 year end CLASS scores. Lower scores are normal at the beginning of the year as teachers are still forming relationships with their students. However, based on the 2016 National Grantee-Level average scores Community Action would have fallen in the bottom ten percent nationally in the emotional support and classroom organization domains. The education team plans to support low performing teacher by doing the following:

- 1) Asking low performing teachers to start over with their class in terms of setting rules/expectations, establishing boundaries, and consistent enforcement of rules and boundaries.
- 2) Encouraging low performing teaching teams to meet with one another and revisit their team building form.
- 3) Providing the opportunity for low performing teams to meet with their education coordinators to review their team building plans and receive performance tips.

All teaching teams will be reassessed in November to help prepare for our Focus Area 2 visit in the upcoming months.



Classroom Assessment Scoring System

2017-201 Capital Area Community Action Class Performance

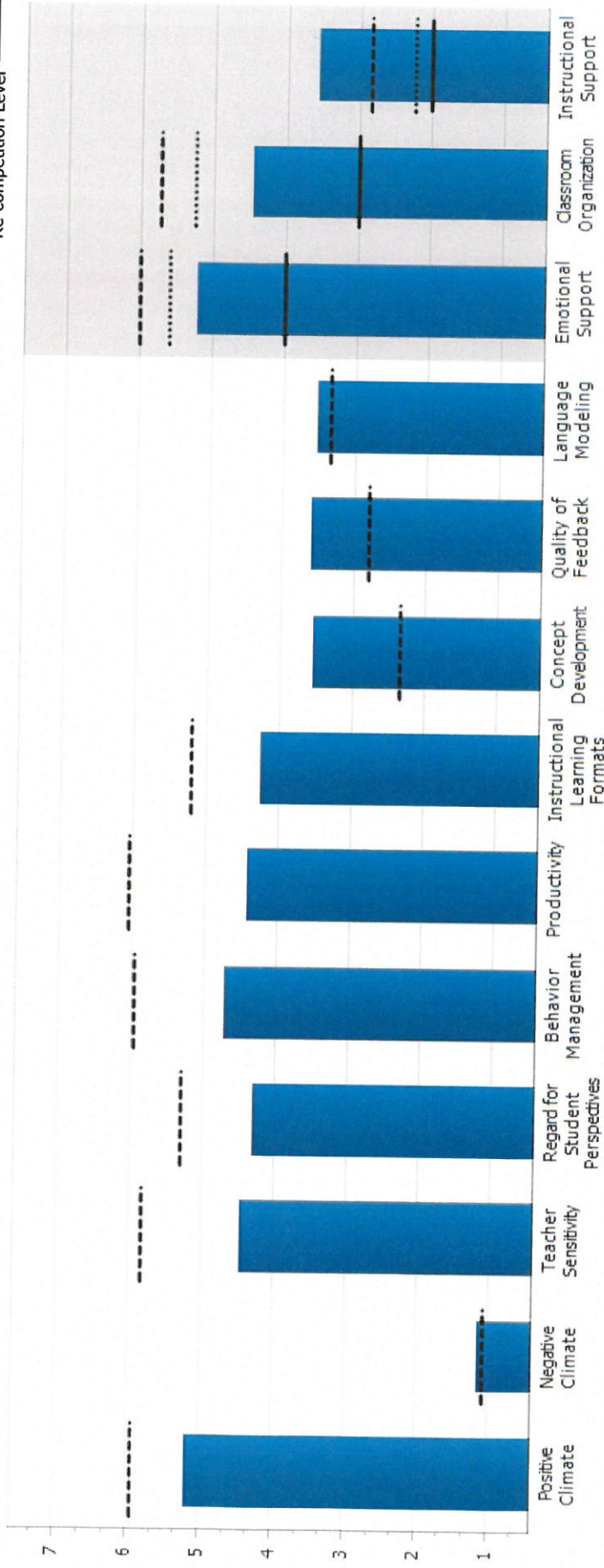
	Spring 16-17	Fall 17-18	2016 National Average
Positive Climate Relationships Positive affect Positive communication Respect	6.05	5.18	5.93
Negative Climate Negative affect Punitive control Sarcasm/disrespect Severe negativity	1.13	1.12	1.06
Teacher Sensitivity Awareness Responsiveness Addresses problems Student comfort	5.95	4.45	5.82
Regard for Student Perspectives Flexibility and student focus Support for autonomy and leadership Student expression Restriction of movement	5.70	4.3	5.30
Behavior Management Clear behavior expectations Proactive Redirection of misbehavior Student behavior	6.06	4.7	5.95
Productivity Maximizing learning time Routines Transitions Preparation	6.29	4.41	6.05
Instructional Learning Formats Effective facilitation Variety of modalities and materials Student interest Clarity of learning objectives	5.30	4.24	5.20
Concept Development Analysis and reasoning Creating Integration Connections to the real world	2.56	3.54	2.33
Quality of Feedback Feedback loops Prompting thought processes Providing information Encouragement and affirmation	3.46	3.59	2.80
Language Modeling Frequent conversation Open-ended questions Repetition and extension Self- and parallel talk Advanced language	4.42	3.53	3.35



CACAA, Inc.-Head Start
5630 - Pre-K CLASS® Average Score Charts
Observations occurring: 10/2/2017 - 10/31/2017

2016 Lowest 10% Nationally
2016 National Average - - - - -
Re-competition Level _____

CACAA, Inc.-Head Start



10/2/17 - 10/31/17

	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/2/17 - 10/31/17	5.18	1.12	4.45	4.3	4.41	4.24	3.54	3.54	3.53	5.2	4.45	4.45	3.56

Family and Community Engagement Manager Monthly Monitoring Report

Requirement	Franklin	Jefferson	Mabry	Royal	South City	Total
PROGRAM STATUS (Monthly)						
Number of Students Enrolled for Month	19	33	81	57	188	378
Number of Student Withdrawals for Month	0	0	3	0	1	4
Number of Vacancies	0	0	2	0	2	4
Number of Students on Wait List	0	2	14	26	22	64
Number of VPK Students Enrolled	0	12	18	29	74	133
Number of School Readiness Students Enrolled	0	0	11	12	26	49
FAMILY STATUS						
Number of Family Needs Assessment	19	33	81	57	188	378
Number of Initial Home Visits (45)	19	33	81	57	188	378
Family Partnership Agreement						
Number of FPA Initiated (45)	19	33	71	57	188	368
Number of FPAs in progress (February)						
Number of FPAs completed (May)						

Head Start Enrollment and Attendance			
Center	Funded	Enrollment on 9/30/17	August Average Daily Attendance (ADA)
Franklin	19	19	87%
Jefferson	33	33	85%
Mabry	81	81	86%
Royal	57	57	90%
South City	188	188	89%
Total	378	378	87%

Family and Community Engagement Manager Monthly Monitoring Report

Number of Referrals (Review referrals)	Franklin	Jefferson	Mabry	Royal	South City	Total
Emergency Assistance (Food, shelter, clothing)	6	5	7	8	14	40
Domestic Violence Referrals	0	0	0	0	0	0
Substance Abuse Referrals (prevention or treatment)	0	0	0	0	0	0
Child Abuse or Neglect Referrals	0	0	0	2	1	3
Assistance for incarcerated Family Members	1	1	0	0	3	5
Education Referral	0	0	0	1	2	3
Employment	0	0	2	1	3	6
Parent Meetings/Trainings						
Parent Committee Meetings	0	0	0	0	0	0
Number of Parents at the Parent Committee Meetings	0	0	0	0	0	0
Number of Male Parents at Parent Committee Meetings	0	0	0	0	0	0
Number of parents Committee meetings attended (Family Advocate)	0	0	0	0	0	0
Number of Parents Committee meetings attended (Parent Engagement Coordinator)	0	0	0	0	0	0
Number of Parents in attendance on Policy Council	1	1	2	2	3	9
Number of Coordinated Trainings for Policy Council	0	0	0	0	0	1
Number of Parenting Classes	0	0	0	0	0	0
Number of Family Activities/Events Coordinated	0	0	0	0	0	0
Number of Family Activities Specific to Male Engagement	0	0	0	0	0	0
Number of Parent Trainings Conducted	0	0	0	0	0	0
Number of Volunteer Orientations	0	0	0	0	0	0
Home Visits						
Required Home Visit Follow up (February)	Franklin	Jefferson	Mabry	Royal	South City	
Number of Additional Home Visits/Meetings						
Number of Contacts documented in Case Notes	12	21	50	47	71	201
Number of Contacts documented per absenteeism	3	8	6	9	11	37

Family and Community Engagement Manager Monthly Monitoring Report

Number of Files Reviewed	128
Review of Parent Board	13
Volunteers (PEC)	
Number of Volunteers	37
Total of Program In kind	46 hours
FAMILY AND COMMUNITY	
Family Advocate Workers Meetings	2
Family Advocate Workers Trainings	1
Community Meetings	0

Transportation	
Field Trips	11
Maintenance	3
Trainings	1

Family and Community Engagement Manager Monthly Monitoring Report

HEALTH SPECIALIST	Total
PRE-ENROLLMENT REQUIREMENTS	
Up to date immunizations	367
Expired/Missing immunizations	11
Up to date Physicals	372
Expired/Missing Physicals	6
Number of individual Health Care Plan	12
Number of Children with Health Insurance	297
ENROLLMENT	
Number of children with dental home	117
Number of dental homes referrals	0
Completed dental exams	85
Incomplete dental exams	293
Needed dental treatment	0
Receiving dental treatment	0
Completed dental treatment	0
Number of medical home	184
Number of medical home referrals to Advocates	0
45 DAYS REQUIREMENT	
Vision screenings	188
Vision referrals	0
Hearing screenings	190
Hearing Referrals	0
Growth Assessment	369
BMI Referrals	0

Family and Community Engagement Manager Monthly Monitoring Report

90 DAYS REQUIREMENT	Total
Number of dental home established	116
Number of dental exams	79
Number of children requiring dental treatment	2
Number of completed dental treatment	0
Number of medical homes established	179
Hematocrit/Hemoglobin	149
Blood lead	150
NUTRITION	
Number of Breakfast	4,550
Number of Lunch	4,710
Number of PM Snacks	4,292
Number of Children with Special Diets	12
MONITORING ACTIVITIES	
Health Files Review	128
Child Care Food Program Tool	0
Kitchen Inspection Tool	0

Family and Community Engagement Manager Monthly Monitoring Report

Corrective Action and Follow Up

Funded Enrollment.

- We are in compliance with our funded enrollment number of 378.

Kitchen.

- We are now delivering hot lunches from our stand alone kitchen to the students at our South City location. Hot breakfast will be implemented once we are fully staffed.

Strengths

- Early Learning Coalition assisted us in being able to complete 163 hearing screenings for children in Leon and Jefferson counties.
- The ability to serve hot meals from a stand alone kitchen.
- Developing new Family Outcomes that will be implemented into the Parent, Family and Community Engagement Framework.

Family and Community Engagement Manager Monthly Monitoring Report

Areas of Concerns and Barriers

Building and obtaining wait lists in Franklin and Jefferson counties.

Professional Development

Bi-weekly management and team meetings

Manager Monitoring Activities

Verifying Head Start eligibility for all families enrolling in the program for the 2017-18 school year.

Working with management team to prepare kitchen space to service the South City location.

Ensuring documentation in ChildPlus is current to children enrolled.

Reviewing Child Care Food Program renewal.

**Family and Community Engagement Manager
Monthly Monitoring Report**

Submitted by:

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Date: