



Head Start of Washington County, Inc.

2024-2025

School Readiness Report



QUICK FACTS:

- The four-year-old ELA data is based on 48 children who will transition to kindergarten in the fall of 2025.
- Of those, 11 (23%) had a diagnosed disability and 8 (17%) experienced homelessness sometime throughout the school year.
- 36 four-year old children returned to the program for a second year of Head Start. Those returning children saw an average growth of 46% from previous year's scores with the average score being 3.39.

Head Start Educational Assessment Tool

Head Start of Washington County began to utilize the Early Learning Assessment (ELA) tool for all Head Start children during the 2019-2020 program year. The ELA is intended to be a process through which early childhood teachers collect and use assessment information to tailor instruction to the individual needs of each child. It was developed on the belief that the formative assessment process is not a single measurement, rather an ongoing, planned, and intentional practice to evaluate learning. The ELA is based on research-supported Learning Progressions that are aligned to the early learning standards. The Learning Progressions define the pathway of skills, knowledge, and behaviors that children develop between the ages of 36 months to 72 months (3-6).

Head Start Assessment Data

Below are charts showing the percentages of children approaching and meeting/exceeding skills during the 2024-2025 program year. During Education Planning Days, data was reviewed to determine why three-year-old children score closer to age expectations than four-year-old children. The tool itself was discussed as well as factors such as children with disabilities, the number of fours compared to the number of threes, and attendance. During the 2025-2026 program year, a new assessment tool will be utilized, the Early Learning Assessment from Renaissance Learning.

4 Year Old Data (48 children)	Developing	Approaching	Meeting/Exceeding	Meeting/Exceeding
Domains	Levels NE-1	Levels 2 & 3	24-25 Spring (Levels 4 & 5)	23-24 Spring (Levels 4 & 5)
Social Foundations	14%	51%	35%	25%
Language & Literacy	24%	39%	37%	37%
Mathematics	13%	56%	31%	38%
Science	6%	90%	4%	29%
Social Studies	9%	50%	41%	32%
Physical Well Being & Motor Development	9%	27%	64%	53%
Fine Arts	6%	40%	54%	15%

Key: Levels NE-1: Developing
 Levels 2-3: Approaching
 Levels 4-5: Meeting/Exceeding

3 Year Old Data (171 children)	Developing	Meeting	Exceeding	Meeting/Exceeding	Meeting/Exceeding
Domains	Levels NE-D	Level 1	Levels 2-5	24-25 Spring (1-5 combined)	23-24 Spring (1-5 Level combined)
Social Foundations	15%	20%	65%	85%	83%
Language & Literacy	33%	14%	53%	67%	64%
Mathematics	19%	13%	68%	81%	80%
Science	16%	24%	60%	84%	87%
Social Studies	12%	21%	67%	88%	79%
Physical Well Being & Motor Development	10%	26%	64%	90%	88%
Fine Arts	15%	23%	62%	85%	83%

Key: Levels NE-D: Approaching

Level 1: Meeting

Level 2-5: Exceeding

Summer Learning Loss Assessment Data

During the summer of 2025, the Noland Head Start classroom provided in-person services to 16 children (8 three-year old's and 8 four-year old's). Pre- and Post-Assessment data was collected, reviewed, and aggregated to see overall benefits from attending the summer program. Below is a summary of the data based on providing services to 16 children.

Summer ELA Data Summary (8 Four Year Old's)										
	Assessment #1 (Pre)					Assessment #2 (Post)				Growth
	Level NE-1	Levels 2-3	Levels 4-5	% ready		Level NE-1	Levels 2-3	Levels 4-5	% ready	
SKB 7 Persisting with Tasks	1	5	2	25%		0	6	2	25%	0%
SKB 10 Using Logic	0	6	2	25%		0	6	2	25%	0%
SKB 14 Social Behaviors	2	4	2	25%		0	6	2	25%	0%
				0%						
SKB 15 Respond to Questions About Text	1	4	3	38%		0	5	3	38%	0%
SKB 18 Syllables/Onsets & Rimes/Phonemes	4	4	0	0%		0	7	1	13%	13%
SKB 21 Upper Case Letters	2	5	1	13%		0	7	1	13%	0%
SKB 23 Letters-Sounds	5	1	2	25%		0	6	2	25%	0%
SKB 24 Purposes & Situations	1	3	4	50%		0	2	6	75%	25%
SKB 25 Name Recognition and Writing	0	2	6	75%		0	2	6	75%	0%
SKB 26 Writing to Convey Messages	2	4	2	25%		0	6	2	25%	0%
SKB 27 Sentences	1	2	5	63%		0	3	5	63%	0%
				0%						
SKB 34 Object Counting	1	5	2	25%		0	4	4	50%	25%
SKB 37 Numeral Identification	2	5	1	13%		0	4	4	50%	38%
SKB 38 Addition Problems	3	4	1	13%		0	4	4	50%	38%
SKB 42 Sorting & Classifying	4	3	1	13%		0	6	2	25%	13%
SKB 45 Two Dimensional Shapes	0	7	1	13%		0	7	1	13%	0%
Summer ELA Data Summary (8 Three Year Old's)										
	Assessment #1 (Pre)					Assessment #2 (Post)				Growth
	Level NE-D	Level 1	Levels 2-5	% ready		Level NE-D	Level 1	Levels 2-5	% ready	
SKB 7 Persisting with Tasks	1	0	7	88%		0	0	8	100%	13%
SKB 10 Using Logic	1	0	7	88%		0	0	8	100%	13%
SKB 14 Social Behaviors	1	0	7	88%		0	0	8	100%	13%
SKB 15 Respond to Questions About Text	1	0	7	88%		0	0	8	100%	13%
SKB 18 Syllables/Onsets & Rimes/Phonemes	4	0	4	50%		1	0	7	88%	38%
SKB 21 Upper Case Letters	1	2	5	88%		0	2	6	100%	13%
SKB 23 Letters-Sounds	3	0	5	63%		1	0	7	88%	25%
SKB 24 Purposes & Situations	1	0	7	88%		0	0	8	100%	13%
SKB 25 Name Recognition and Writing	1	0	7	88%		0	0	8	100%	13%
SKB 26 Writing to Convey Messages	1	2	5	88%		0	0	8	100%	13%
SKB 27 Sentences	1	0	7	88%		0	0	8	100%	13%
SKB 34 Object Counting	1	1	6	88%		0	0	8	100%	13%
SKB 37 Numeral Identification	3	0	5	63%		0	0	8	100%	38%
SKB 38 Addition Problems	2	0	6	75%		0	0	8	100%	25%
SKB 42 Sorting & Classifying	1	1	6	88%		0	0	8	100%	13%
SKB 45 Two Dimensional Shapes	1	0	7	88%		0	0	8	100%	13%

Head Start Classroom Observation Information

The CLASS (Classroom Assessment Scoring System) is an observation instrument that assesses the quality of teacher-child interactions in center-based Head Start classrooms. The CLASS tool includes three domains of teacher-child interactions that support children’s learning and development. The three domains are Emotional Support, Classroom Organization, and Instructional Support. CLASS observations were conducted once throughout the program in each classroom. Below is a chart detailing the CLASS scores for 2024-2025.

		Head Start CLASS Score Averages																	
		1	2	3	4	5	6	7	8	9	10	11	12	13		2025 Average	2024 CLASS- Review Scores	Re- competition Thresholds	OHS Quality Expectations
Head Start CLASS Scores by Domain	Emotional Support	6.1	5.9	6.5	6.9	6.3	5.3	6.8	6.5	6.3	7.0	6.6	5.9	6.7		6.4	6.1	5.0	6.0
	Classroom Organization	5.4	4.1	6.0	6.0	6.0	4.1	6.6	5.4	5.7	7.0	6.0	3.6	6.5		5.6	6.15	5.0	6.0
	Instructional Support	2.8	2.0	3.2	3.5	3.6	1.9	4.7	2.7	4.1	5.7	2.8	2.1	5.0		3.4	3.86	2.3	3.0

Early Head Start Assessment Data

Head Start of Washington County uses Teaching Strategies GOLD Online Assessment Tool to track progress of all enrolled Early Head Start children. The GOLD assessment system is a research based tool that allows teachers to input data and make preliminary evaluations of students’ progress. Each child’s abilities are assessed along a developmental continuum of accepted progression in six areas of key development (Social Emotional, Physical, Language, Cognitive, Literacy, and Mathematics). This progress is documented by teaching staff through ongoing observations and classroom instruction. The following data represents the progress of the Early Head Start classrooms based on the spring assessment period. Each age range showed continual growth based on the percentage of children meeting and exceeding in the six domain areas.

Birth-1 Year Olds			
Domains	Spring Assessment # of children included (B-1)	# of B-1 Meeting/Exceeding	% of B-1 Meeting/Exceeding
Social Emotional	7	7	100%
Physical (Fine & Gross Motor)	7	4	57%
Language	7	4	57%
Cognitive	7	7	100%
Literacy	7	7	100%
Mathematics	7	7	100%

1-2 Year Olds

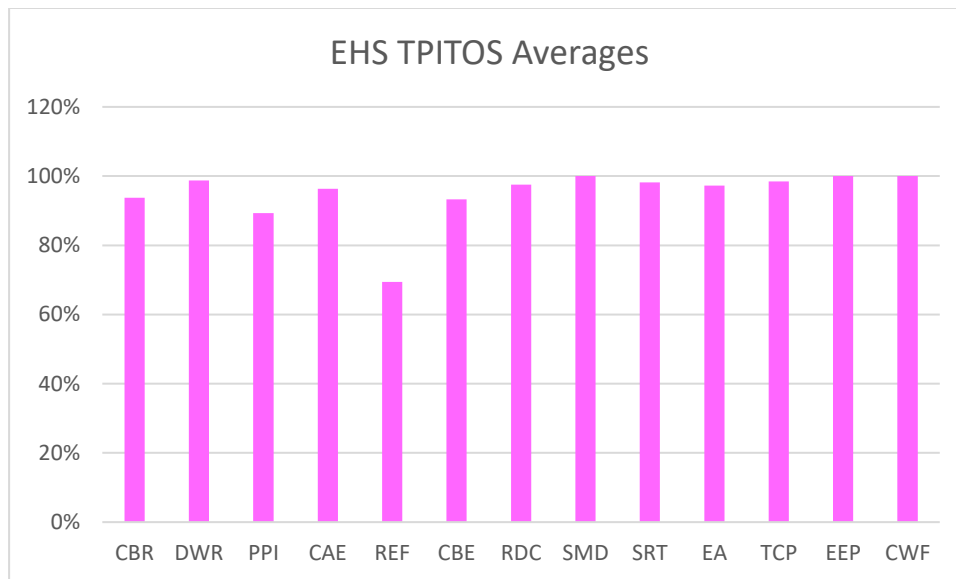
Domains	Spring Assessment # of children included (1-2 Year Olds)	# of 1-2 Year Olds Meeting/Exceeding	% of 1-2 Year Olds Meeting/Exceeding
Social Emotional	20	19	95%
Physical (Fine & Gross Motor)	20	18	90%
Language	20	14	70%
Cognitive	20	18	90%
Literacy	20	19	95%
Mathematics	20	9	45%

2-3 Year Olds

Domains	Spring Assessment # of children included (2-3 Year Olds)	# of 2-3 Year Olds Meeting/Exceeding	% of 2-3 Year Olds Meeting/Exceeding
Social Emotional	72	54	75%
Physical (Fine & Gross Motor)	72	64	89%
Language	72	50	69%
Cognitive	72	58	81%
Literacy	72	45	63%
Mathematics	72	57	79%

Early Head Start Classroom Observation Information

Head Start of Washington County, Inc. began to utilize the Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) to ensure high quality programming and interactions within the Early Head Start classrooms during the 2021-2022 program year. According to the guide book, TPITOS is an assessment tool designed to measure the fidelity of implementation of practices associated with the Pyramid Model in center-based infant and toddler classrooms. The tool provides a snapshot of adult behaviors and classroom environment variables associated with supporting and promoting the social-emotional development of infants and toddlers. In all, there are 13 observational items on the checklist. The chart below shows averages of 11 Early Head Start classrooms that were observed during the 2024-2025 program year. The 13 observational items are listed in detail below the chart.



Observational Item Abbreviation	Description of Observational Item
CBR	Teacher provides opportunities for Communication and Building Relationships
DWR	Teacher Demonstrates Warmth and Responsivity to individual children
PPI	Teacher promotes Positive Peer Interactions
CAE	Teacher promotes Children's Active Engagement
REF	Teacher is Responsive to children's expression of Emotions and teaches about Feelings
CBE	Teacher Communicates and provides feedback about developmentally appropriate Behavioral Expectations
RDC	Teacher Responds to children in Distress and manages Challenging Behaviors
SMD	Teacher uses specific Strategies or Modifications for children with Disabilities/delays or who are DLL's
SRT	Teacher conveys predictability through carefully planned Schedule, Routines, and Transitions
EA	Environment is Arranged to foster social-emotional development
TCP	Teacher Collaborates with Peers to support children's social emotional development
EEP	Teacher has Effective strategies for Engaging Parents in supporting their children's social-emotional development and addressing challenging behaviors
CWF	Teacher has effective strategies for Communicating with Families and promoting family involvement in the classroom.