

Head Start of Washington County, Inc.

2025-2026

School Readiness Report



QUICK FACTS:

- The four-year-old ELA data is based on 74 children who transitioned to kindergarten in the fall of 2026.
- Of those, 15 (20 %) had a diagnosed disability and 6 (8%) experienced homelessness sometime throughout the school year.
- 64 four-year old children returned to the program for a second year of Head Start.

Head Start Educational Assessment Tool

Head Start of Washington County began to utilize a new assessment tool during the 2025-2026 program year, the Profile of Preschool Learning and Development Readiness (ProLADR) by Renaissance. The ProLADR tool was designed to provide teachers a rating scale for monitoring the growth and development of young children across multiple learning domains as they make their way through preschool towards kindergarten. The purpose behind the assessment tool is to allow teachers to gather information about each child's development across settings through intentional individualized and ongoing observations and direct prompts during authentic interaction, and to use that information to inform instructional planning and communicate with families about their child's development.

Head Start Assessment Data

Below are charts showing the percentages of children within each Tier of growth during the 2025-2026 program year. Comparisons show the development of skills between the fall and spring assessment periods. During Education Planning Days, data was reviewed and discussed. 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.

Four Year Old Comparison Data (74 children)								
Domain	Fall Tier I	Fall Cut Range	Fall Tier II/III		Spring Tier I	Spring Cut Range	Spring Tier II/III	**Growth between fall and spring Tier I**
Social & Emotional	5%	26%	69%		27%	37%	36%	**22%**
Language & Literacy	0%	9%	91%		20%	24%	56%	**20%**
Cognition	1%	12%	87%		19%	31%	50%	**18%**
Physical	12%	15%	73%		55%	22%	23%	**43%**
Approaches to Learning	1%	20%	79%		31%	35%	34%	**30%**
Creative Arts	36%	22%	42%		74%	18%	8%	**38%**

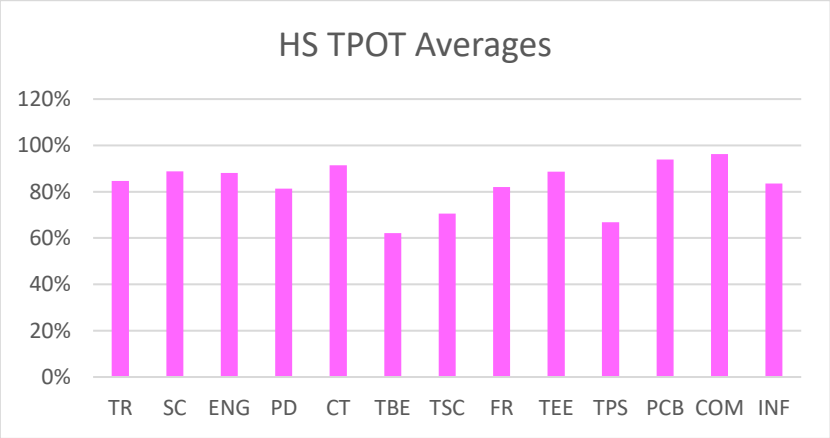
Key: Tier I: Strong Progress. Domain score indicates the child's performance is developing as expected.
Cut Range: Moderate progress. Domain score indicates the child's performance needs further monitoring.
Tier II/III: Minimal Progress. Domain score indicates the child's performance is not at an expected level.

Three Year Old Comparison Data (148 children)								
Domain	Fall Tier I	Fall Cut Range	Fall Tier II/III		Spring Tier I	Spring Cut Range	Spring Tier II/III	**Growth between fall and spring Tier I**
Social & Emotional	7%	29%	64%		41%	39%	20%	**34%**
Language & Literacy	1%	18%	81%		33%	39%	28%	**32%**
Cognition	5%	24%	71%		46%	27%	27%	**41%**
Physical	17%	46%	37%		57%	39%	4%	**40%**
Approaches to Learning	3%	50%	47%		41%	48%	11%	**38%**
Creative Arts	15%	52%	33%		56%	39%	5%	**41%**

Key: Tier I: Strong Progress. Domain score indicates the child's performance is developing as expected.
Cut Range: Moderate progress. Domain score indicates the child's performance needs further monitoring.
Tier II/III: Minimal Progress. Domain score indicates the child's performance is not at an expected level.

Head Start Classroom Observation Information

Head Start of Washington County began to use the TPOT (Teaching Pyramid Observation Tool) as the primary classroom observational tool in all Head Start classrooms during the 2025-2026 program year. The TPOT is an observational assessment instrument designed to measure the fidelity of the implementation of practices associated with the Pyramid Model in preschool classrooms. TPOT observations were conducted once throughout the program in each Head Start classroom. The CLASS tool is another 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. CLASS observations are conducted as part of the practiced-based coaching model used throughout the program and the data collected will be reported bi-annually. Below is a chart detailing TPOT scores for 2025-2026.



Observational Item Abbreviation	Description of Observational Item
SR	Schedules, Routines, and Activities
TR	Transitions Between Activities are Appropriate
SC	Teachers Engage in Supportive Conversations with Children
ENG	Promoting Children's Engagement
PD	Providing Directions
CT	Collaborative Teaming
TBE	Teaching Behavior Expectations
TSC	Teaching Social Skills and Emotional Competencies
FR	Teaching Friendship Skills
TEE	Teaching Children to Express Emotions
TPS	Teaching Problem Solving
PCB	Interventions for Children with Persistent Challenging Behavior
COM	Connecting with Families
INF	Supporting Family Use of the Pyramid Model Practices

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.

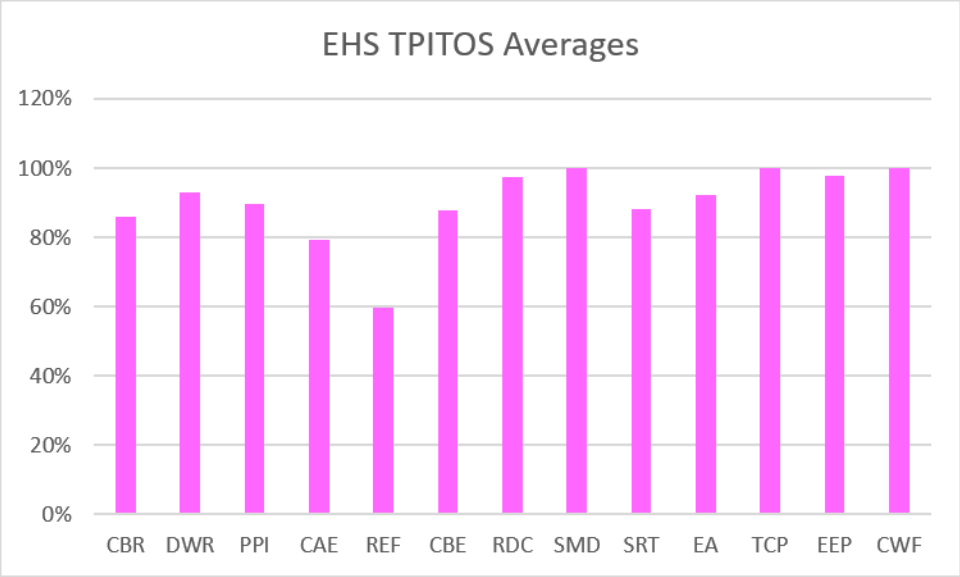
Birth-1 Year Olds			
Domains	**Spring Assessment # of childen included (B-1)**	**# of B-1 Meeting/Exceeding**	**% of B-1 Meeting/Exceeding**
Social Emotional	3	3	100%
Physical (Fine & Gross Motor)	3	3	100%
Language	3	3	100%
Cognitive	3	3	100%
Literacy	3	3	100%
Mathematics	3	3	100%

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	15	12	80%
Physical (Fine & Gross Motor)	15	12	80%
Language	15	10	67%
Cognitive	15	14	93%
Literacy	15	14	93%
Mathematics	15	8	53%

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	62	55	89%
Physical (Fine & Gross Motor)	62	60	97%
Language	62	47	76%
Cognitive	62	58	94%
Literacy	62	41	66%
Mathematics	62	43	69%

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 guidebook, 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 2025-2026 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** W**armth 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.