



Head Start of Washington County, Inc.

2023-2024

School Readiness Report



QUICK FACTS:

- Head Start of Washington County (HSWC) submitted a Change in Scope application to the Office of Head Start in May 2023. The application requested eliminating ½ day slots at the Martin Luther King center and extending the day to include 6 hours of instruction. That application was approved in January 2024. The Martin Luther King center now provides a longer day to 68 children as opposed to a half day to 136 children.
- The four-year-old ELA data is based on 79 children who will transition to kindergarten in the fall of 2024.
- Of those, 21 had a diagnosed disability (27%).

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 2023-2024 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.

4 Year Old Data	Developing	Approaching	Meeting/Exceeding	Meeting/Exceeding
Domains	Levels NE-1	Levels 2 & 3	23-24 Spring (Levels 4 & 5)	22-23 Spring (Levels 4 & 5)
Social Foundations	23%	52%	25%	40%
Language & Literacy	27%	36%	37%	50%
Mathematics	17%	45%	38%	43%
Science	22%	49%	29%	27%
Social Studies	15%	53%	32%	55%
Physical Well Being & Motor Development	18%	29%	53%	51%
Fine Arts	22%	63%	15%	N/A

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

3 Year Old Data	Developing	Meeting	Exceeding	Meeting/Exceeding	Meeting/Exceeding
Domains	Levels NE-D	Level 1	Levels 2-5	23-24 Spring (1-5 combined)	22-23 Spring (1-5 Level combined)
Social Foundations	17%	30%	53%	83%	80%
Language & Literacy	36%	15%	49%	64%	66%
Mathematics	20%	18%	62%	80%	77%
Science	13%	38%	49%	87%	85%
Social Studies	21%	25%	54%	79%	82%
Physical Well Being & Motor Development	12%	29%	59%	88%	84%
Fine Arts	17%	27%	56%	83%	N/A

Key: Levels NE-D: Approaching
Level 1: Meeting
Level 2-5: Exceeding

Summer Learning Loss Assessment Data

During the summer of 2024, three Head Start classrooms provided in-person services to children who would transition to kindergarten in the fall. 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 34 children.

Summer ELA Data Summary (34 Children)									
	Assessment #1 (Pre)					Assessment #2 (Post)			
	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	6	18	10	29%		3	15	16	47%
SKB 8 Following Directions	13	19	2	6%		3	20	11	32%
SKB 10 Using Logic	12	17	5	15%		7	17	10	29%
SKB 14 Social Behaviors	8	16	10	29%		1	15	18	53%
				0%					0%
SKB 15 Respond to Questions About Text	9	13	12	35%		4	17	13	38%
SKB 18 Syllables/Onsets & Rimes/Phonemes	23	10	1	3%		6	22	6	18%
SKB 21 Upper Case Letters	10	8	16	47%		4	11	19	56%
SKB 23 Letters-Sounds	11	10	13	38%		9	7	18	53%
SKB 24 Purposes & Situations	4	14	16	47%		4	12	18	53%
SKB 25 Name Recognition and Writing	4	15	15	44%		1	9	24	71%
SKB 26 Writing to Convey Messages	7	20	7	21%		2	13	19	56%
SKB 27 Sentences	4	13	17	50%		2	7	25	74%
				0%					0%
SKB 34 Object Counting	4	19	11	32%		3	18	13	38%
SKB 37 Numeral Identification	4	15	15	44%		3	11	20	59%
SKB 38 Addition Problems	8	14	12	35%		3	19	12	35%
SKB 42 Sorting & Classifying	9	14	11	32%		2	21	11	32%
SKB 45 Two Dimensional Shapes	8	18	8	24%		5	18	11	32%

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. As part of the Office of Head Start’s monitoring cycle, our program received a CLASS Review during the 2023-2024 school year. The CLASS Video review was conducted between February 14, 2024 and April 8, 2024. The chart below details the results of that federal CLASS review:

DIMENSION	SCORE	Quality Threshold	Competitive Threshold
Emotional Support Domain	6.0938	6	5
Positive Climate	6.0		
Negative Climate	1.0		
Teacher Sensitivity	6.17		
Regard for Student Perspectives	5.21		
Classroom Organization Domain	6.1528	6	6
Behavior Management	6.63		
Productivity	6.75		
Instructional Learning Formats	5.08		
Instructional Support	3.8611	3	2.3
Concept Development	3.42		
Quality of Feedback	3.58		
Language Modeling	4.58		

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.

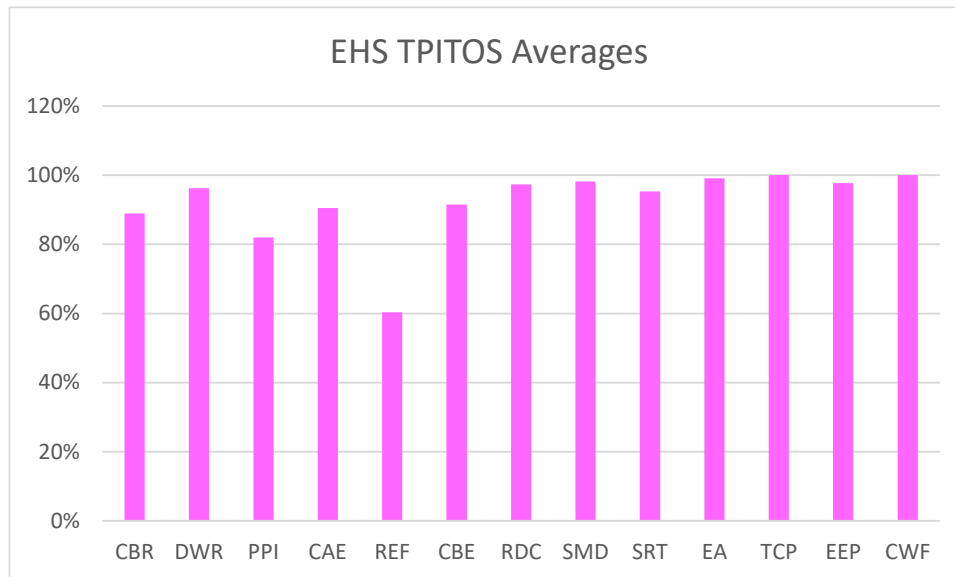
Birth-1 Year Olds			
Domains	Spring Assessment # of children included (B-1)	# of B-1 Meeting/Exceeding	% of B-1 Meeting/Exceeding
Social Emotional	6	6	100%
Physical (Fine & Gross Motor)	6	5	83%
Language	6	5	83%
Cognitive	6	6	100%
Literacy	6	6	100%
Mathematics	6	6	100%

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	22	20	91%
Physical (Fine & Gross Motor)	22	18	82%
Language	22	15	68%
Cognitive	22	21	95%
Literacy	22	21	95%
Mathematics	22	18	82%

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	75	53	71%
Physical (Fine & Gross Motor)	75	55	73%
Language	75	52	69%
Cognitive	75	52	69%
Literacy	75	50	67%
Mathematics	75	53	71%

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 2023-2024 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.