Head Start of Washington County, Inc.

2021-2022

School Readiness Report

- Due to low enrollment numbers, one classroom at the Martin Luther King center remained closed during the 2021-2022 program year. Rolling closures to cover staff shortages and illness occurred at the Shriver Center for part of the year and classrooms throughout the program closed intermittently due to COVID spreads.
- 79 children from Head Start transitioned to kindergarten in the fall of 2022.

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 (3-5).

Head Start Assessment Data

Below are charts showing the percentages of children approaching and meeting/exceeding skills during the 2021-2022 program year. Growth was noticeable as classrooms returned to in-person services. We look for additional growth in the coming years as classroom closures decrease.

4 Year Old Data	Developing	Approaching	Meeting/Exceeding	Meeting/Exceeding
Domains	**Levels NE-1**	**Levels 2 & 3**	**21-22 Spring (Levels 4 & 5)**	**20-21 Spring (Levels 4 & 5)**
Social Foundations	26%	44%	**30%**	13%
Language & Literacy	23%	39%	**38%**	25%
Mathematics	19%	48%	**33%**	14%
Science	34%	54%	**12%**	0%
Social Studies	19%	57%	**24%**	8%
Physical Well Being & Motor Development	20%	36%	**44%**	21%

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**	**21-22 Spring (1-5 combined)**	**20-21 Spring (1-5 Level combined)**
Social Foundations	23%	30%	47%	**77%**	48%
Language & Literacy	36%	15%	49%	**64%**	46%
Mathematics	21%	15%	64%	**79%**	60%
Science	20%	37%	43%	**80%**	61%
Social Studies	22%	23%	55%	**78%**	50%
Physical Well Being & Motor Development	15%	29%	56%	**85%**	55%

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

Summer Learning Loss Assessment Data

During the summer of 2022, 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 43 children.

Summer ELA Data Summary (43 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	Growth
SKB 7 Persisting with Tasks	5	28	10	23%		2	17	24	56%	33%
SKB 8 Following Directions	15	25	3	7%		7	28	8	19%	12%
SKB 11 Interest	2	30	11	26%		0	22	21	49%	23%
SKB 14 Social Behaviors	4	23	16	37%		0	15	28	65%	28%
SKB 15 Respond to Questions About Text	8	28	7	16%		2	25	16	37%	21%
SKB 18 Syllables/Onsets & Rimes/Phonemes	8	33	2	5%		16	20	7	16%	12%
SKB 21 Upper Case Letters	11	15	17	40%		8	15	20	47%	7%
SKB 23 Letters-Sounds	11	18	14	33%		6	20	17	40%	7%
SKB 24 Purposes & Situations	3	18	22	51%		1	13	29	67%	16%
SKB 25 Name Recognition and Writing	1	19	23	53%		0	12	31	72%	19%
SKB 26 Writing to Convey Messages	6	26	11	26%		4	25	14	33%	7%
SKB 27 Sentences	3	14	26	60%		2	12	29	67%	7%
SKB 34 Object Counting	0	17	26	60%		0	11	32	74%	14%
SKB 37 Numeral Identification	4	17	22	51%		2	14	27	63%	12%
SKB 38 Addition Problems	4	19	20	47%		0	19	24	56%	9%
SKB 42 Sorting & Classifying	9	30	4	9%		5	22	16	37%	28%
SKB 45 Two Dimensional Shapes	1	33	9	21%		0	30	13	30%	9%

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, except for the unopened classroom and a classroom with abundant teacher turnover. Below is a chart detailing the CLASS scores for 2021-2022.

Head Start CLASS Score Averages																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	Spring 2022 Average	Fall 2019 Average	National Average (2020)
Head Start CLASS Scores by Domain					Open		Open											
	Emotional Support	5.75	5.50	6.42		6.34		6.25	6.25	6.75	6.50	7.00	6.50	6.25	6.17	6.31	6.44	6.03
	Classroom Organization	5.44	5.33	6.22		6.00		5.08	5.80	6.44	4.44	6.78	4.67	6.00	6.00	5.68	5.91	5.78
	Instructional Support	3.33	2.78	5.33		4.28		2.00	4.00	2.67	1.89	4.33	2.78	3.47	3.11	3.33	3.65	2.94

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	Growth
Social Emotional	12	12	100%	13%
Physical (Fine & Gross Motor)	12	9	75%	-12%
Language	12	10	83%	-17%
Cognitive	12	11	92%	30%
Literacy	12	12	100%	n/a
Mathematics	12	12	100%	n/a

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	Growth
Social Emotional	26	22	85%	4%
Physical (Fine & Gross Motor)	26	23	88%	-1%
Language	26	19	73%	-1%
Cognitive	26	25	96%	3%
Literacy	26	26	100%	n/a
Mathematics	26	19	73%	10%

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	Growth
Social Emotional	85	61	72%	n/a
Physical (Fine & Gross Motor)	85	72	85%	-1%
Language	85	55	65%	-5%
Cognitive	85	71	84%	8%
Literacy	85	62	73%	3%
Mathematics	85	58	68%	1%

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 15 Early Head Start teachers who were observed during the 2021-2022 program year. The 13 observational items are listed in detail below the chart.
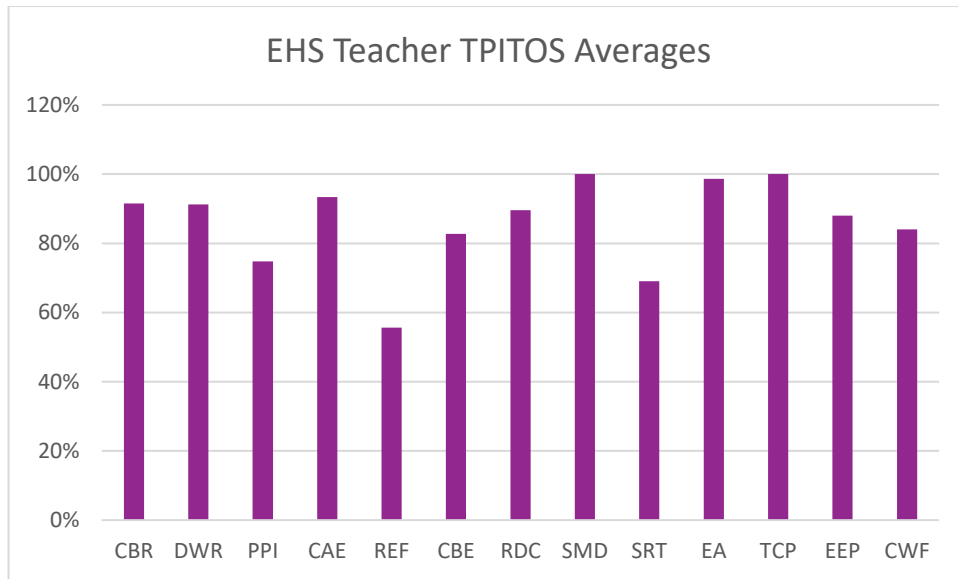
Observational Item Abbreviation	Description of Observational Item
CBR	Teacher provides opportunities for communication and building relationships
DWR	Teacher demonstrates warmth and responsivity to individual children
PPI	Teacher promotes positive peer interactions
CAE	Teacher promotes children's active 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.