Head Start of Washington County, Inc.

2022-2023

School Readiness Report

- Due to staffing shortages, one classroom at the Martin Luther King center closed December 2022 and remained closed for the rest of the 2022-2023 program year. Rolling closures to cover staff shortages and illness occurred at the Shriver Center for part of the year.
- The four-year-old ELA data is based on 61 children who will transition to kindergarten in the fall of 2023.
- Of those, 17 had a diagnosed disability (28%) and 8 are Dual Language Learners (13%).

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 2022-2023 program year. Increasing growth has been observed as staff become familiar with the tool and children are consistently receiving in-person instruction.

4 Year Old Data	Developing	Approaching	Meeting/Exceeding	Meeting/Exceeding
Domains	**Levels NE-1**	**Levels 2 & 3**	**22-23 Spring (Levels 4 & 5)**	**21-22 Spring (Levels 4 & 5)**
Social Foundations	16%	44%	40%	30%
Language & Literacy	17%	33%	50%	38%
Mathematics	17%	40%	43%	33%
Science	18%	55%	27%	12%
Social Studies	14%	31%	55%	24%
Physical Well Being & Motor Development	14%	35%	51%	44%

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**	**22-23 Spring (1-5 combined)**	**21-22 Spring (1-5 Level combined)**
Social Foundations	20%	31%	49%	80%	77%
Language & Literacy	34%	16%	50%	66%	64%
Mathematics	23%	21%	56%	77%	79%
Science	15%	49%	36%	85%	80%
Social Studies	18%	31%	51%	82%	78%
Physical Well Being & Motor Development	16%	30%	54%	84%	85%

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

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 2022-2023.

Head Start CLASS Scores by Domain		1	2	3	4	5	6	7	8	9	10	11	12	13		Spring 2023 Average	Spring 2022 Average	Re-competition Thresholds	OHS Expectations
	Emotional Support	5.75	5.75	5.84	6.00	6.31	6.13	6.19	6.83	6.33	6.88	6.33	6.75	6.42		6.27	6.31	5.00	6.00
	Classroom Organization	5.11	5.45	5.00	5.67	5.33	5.67	5.75	6.11	4.78	6.67	4.78	5.67	6.00		5.54	5.68	5.00	6.00
	Instructional Support	2.11	3.44	2.67	2.58	3.67	2.67	3.50	2.22	1.78	5.50	3.78	4.22	2.89		3.16	3.33	2.30	3.00

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	8	7	88%
Physical (Fine & Gross Motor)	8	7	88%
Language	8	7	88%
Cognitive	8	8	100%
Literacy	8	8	100%
Mathematics	8	8	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	29	23	79%
Physical (Fine & Gross Motor)	29	24	83%
Language	29	20	69%
Cognitive	29	26	90%
Literacy	29	29	100%
Mathematics	29	18	62%

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	56	75%
Physical (Fine & Gross Motor)	75	61	81%
Language	75	49	65%
Cognitive	75	57	76%
Literacy	75	51	68%
Mathematics	75	49	65%

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 2022-2023 program year. The 13 observational items are listed in detail below the chart. When compared to the data from the 2021-2022 program year, we found some of the observational item averages to be higher where others were lower. We attribute this to the transition of learning a new tool-from the perspective of the teaching staff and the observer.

EHS TPITOS Averages
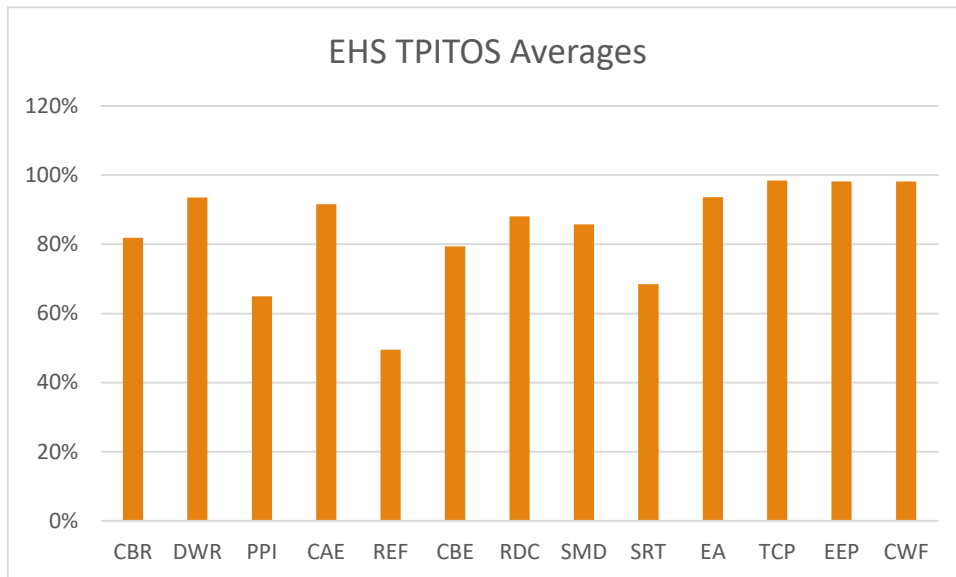
Observational Item Abbreviation	Description of Observational Item
CBR	Teacher provides opportunities for communication and building relationships
DWR	Teacher demonstrates warmth and responsivity to individual children
PPI	Teacher promotes positive peer interactions
CAE	Teacher promotes children's active 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.