

Lewis County Head Start
School Readiness Committee Summary
Fall Quarter • Program Year 2013/2014
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The School Readiness Committee met to analyze Fall Outcomes for children, and identify program strengths, trends and issues. It was determined at the beginning of the meeting most of the classrooms demonstrated the same data results from the SMART database compromising validity of teacher's outcome reports and there was an inconsistency with the number of three and four year-olds. Due to SMART data inconsistency, data to determine the progress for Lewis County Head Start (LCHS) School Readiness Goals in, The Head Start 5 Essential Domains, Social and Emotional Development, Approaches to Learning, Language and Literacy Development, Cognition and General knowledge and Physical Development and Health was collected by using the LCHS Education Crosswalk and the TS GOLD database, Widely Held Expectation Report. To determine a baseline for children skills, and measure progress toward meeting LCHS School Readiness Goal end of year targets, children who have attended from the start of the school year, were separated into two groups, three year-olds, averaging 51 students and four year-olds averaging 117 students. See provided graphs.

Overall program Classroom Assessment Scoring System (CLASS) scores were analyzed to determine if LCHS met established Fall Quarter targets and to identify strengths, issues and/or training and technical assistant needs.

Lewis County Head Start School Readiness Goals (See Graphs)

Findings:

- Teachers completed SMART Outcome Reports using incorrect identifiers for their classes, so SMART Outcome report data was skewed
- Due to the differences between SMART enrollment numbers for 3 & 4 year-olds and Outcome Report A & B numbers SMART was not used for this reporting quarter
- The majority of 3 year-olds are meeting expectations in all areas excluding Approaches to Learning
- Social and Emotional Development demonstrate the highest percentage of both 3 & 4 year-olds meeting and exceeding expectations
- Approaches to Learning shows the highest percentage of 3 & 4 year-olds as "emerging." a deeper data analysis demonstrated 0 percent of children "exceeding" expectations
- Many classrooms indicated "Not Yet" for TS GOLD Objectives 24-36 which would skew the Approaches to Learning School Readiness Goal percentages
- All areas demonstrated a low percentage of 4 year-olds meeting expectations during this reporting quarter
- Attending teachers stated they are still fine tuning use of TS GOLD and development of a system to make all the tools and information available to work for them

CLASS (See Graph)

Findings:

- Overall Program Scores for Organizational Development and Instructional Support exceeded Fall targets
- Program was within 0.16 of meeting the Fall target for Emotional Support
- Program is on course to meet the program Spring targets

Summary

Attendees felt having targets established for School Readiness Goals and CLASS was beneficial because it gave them something tangible to reach for when planning for children and classroom practice. Also discussed was even though the program used TS GOLD in the 2012/2013 program year they are still learning the available tools, and creating a system to combine data entry, outcomes and activities to make the most of the time, planning and the database.

The Essential Domain, Approaches to Learning was discussed and the Child Services Manager demonstrated the close link between Social and Emotional Development and it was decided teachers could use some support and training regarding cultivation observation, and documentation of these skills.

Attending teachers discussed Social and Emotional Development is main-focus at the beginning of the year, easy to document, and tied into everything children do they had the most information and felt they could assign higher TS GOLD levels. Pertaining to Language and Literacy School Readiness Goals attending teachers felt newly enrolled and returning children were not demonstrating skills such as, name writing, and sound and letter recognition or because of their focus on Social and Emotional Development, they are not observing other areas of development as closely.

Action Plan

- Contact SMART developer and share database inconsistencies- Data Specialist
- Training and Technical Assistance: TS GOLD systems, Approaches to Learning- Child Services Manager
- Compare returning 3 year-olds 2013/2014 Spring data with their 2013/2014 Fall data to determine growth, skill loss, and baseline for returning children- 2014/2015 School Readiness Committee
- Meet after Winter Quarter to analyze winter outcome reports/TS GOLD to determine progress toward achieving established program School Readiness goals- School Readiness Committee
- Establish Winter Targets for School Readiness Goals at Fall School Readiness Committee meeting 2014- School Readiness Committee
- Increase parent partnerships and teacher systems regarding School Readiness Homework return to build home to school- school to home connection and children's outcomes-Direct Service Staff

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