

Tri County Head Start – Mid-Year School Readiness
Data Analysis Report
2015-2016

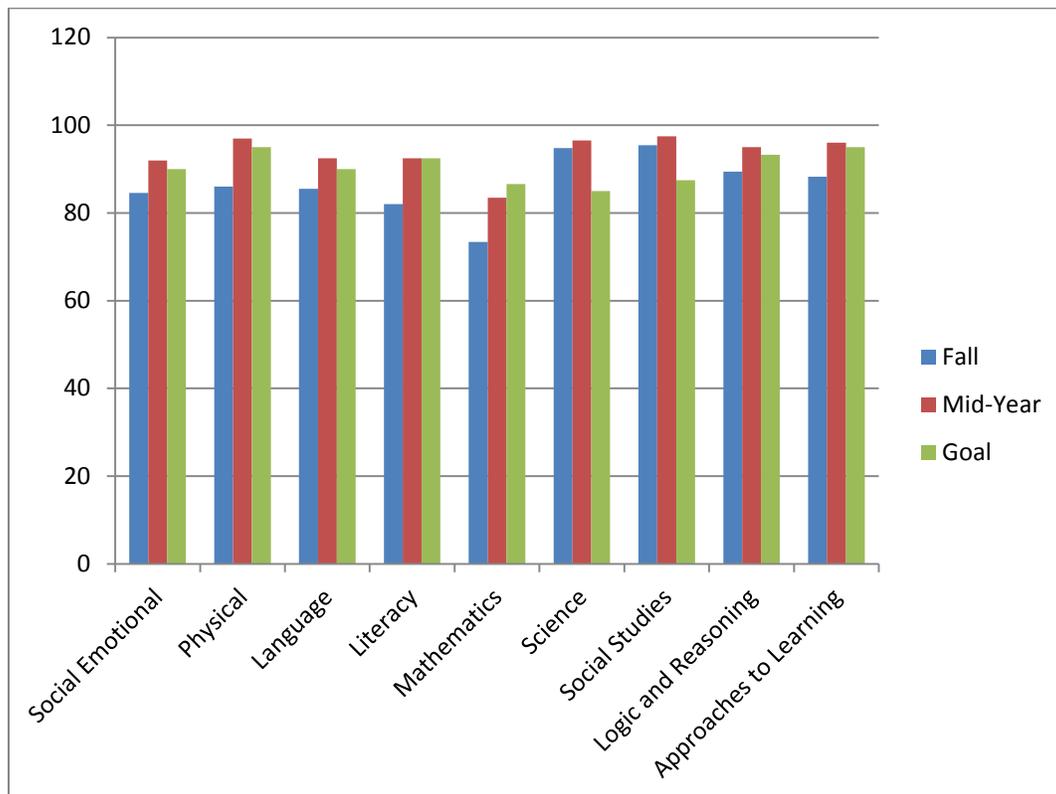
At the Mid-Year data collection for the 2015-2016 Program Year, a total of 799 Head Start Center-based children have been assessed using the Teaching Strategies GOLD online assessment tool. Of the 799 children assessed, 367 are 3 years old, 432 are 4 year olds, 108 are Dual Language Learners and 94 have an Individualized Education Plan.

Data Analysis:

The Director and Education Administrators, along with the Education Team Support Staff, evaluate the program data for the analysis below. The Education Team plans trainings based on the program-wide results.

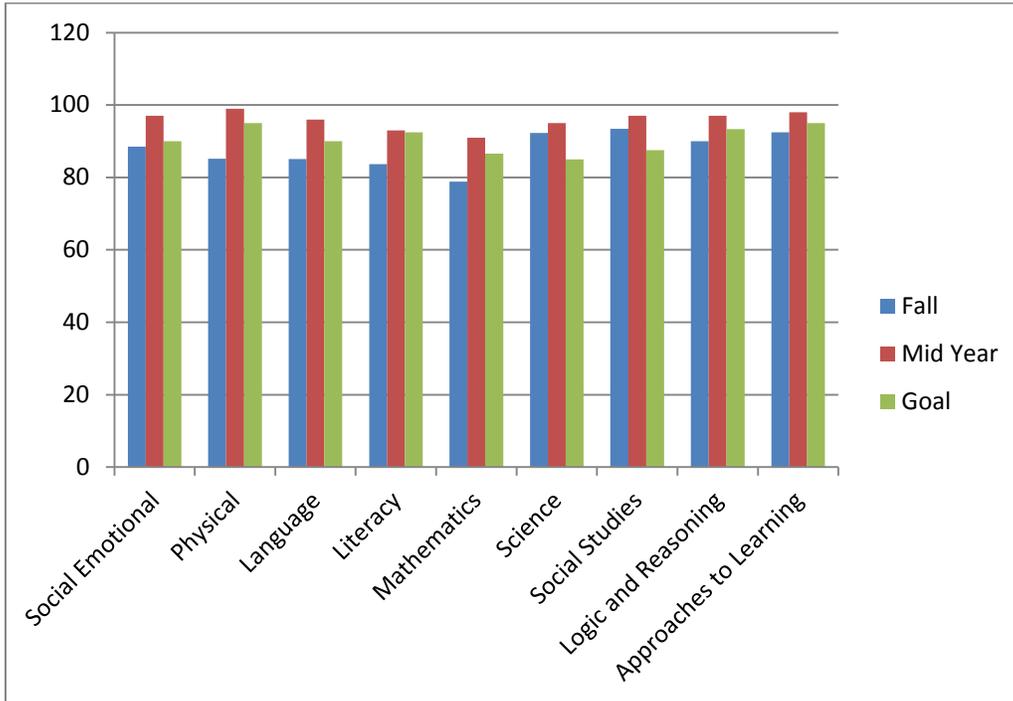
Child Outcomes by Program and Age Group:

Program

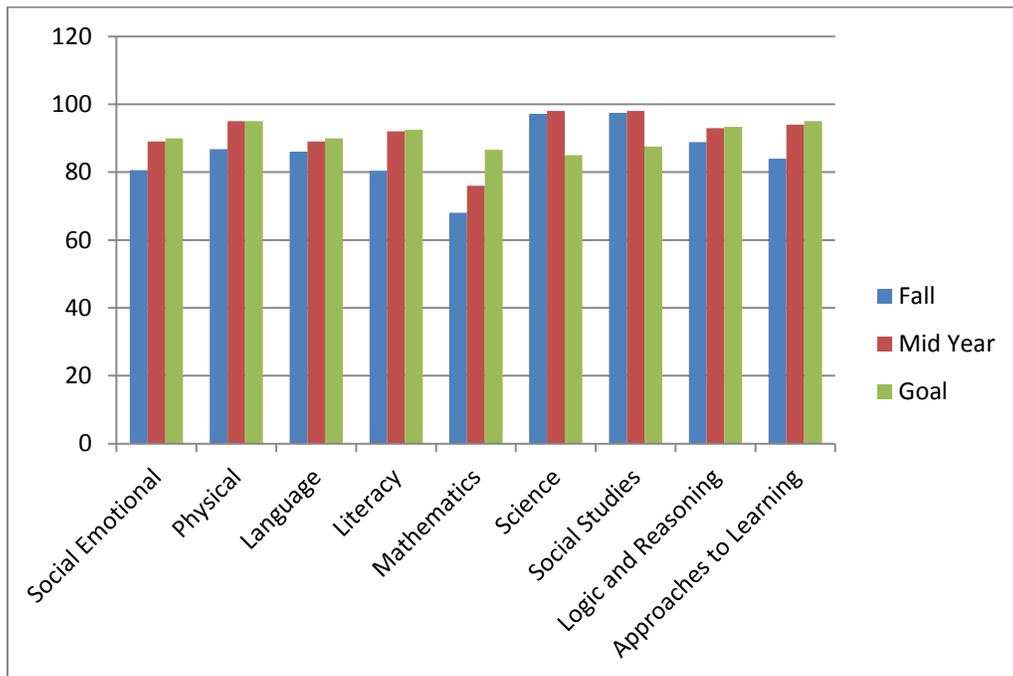


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3 year olds



4 year olds



➤ STEM Education (Science, Technology, Engineering and Math)

With the growing importance of STEM activities in education today, Tri County Head Start has been tracking our children’s progress in these areas to ensure we are providing a solid foundation for these skills. Results indicate continuous improvement. The graphs below show the exciting improvement from baseline to mid-year.

Mastering these skills indicates a child’s preparedness for later educational goals. The emphasis on STEM education is due to the need for these skills in the workforce of the future, as we see trends in science, technology, engineering and math based jobs.

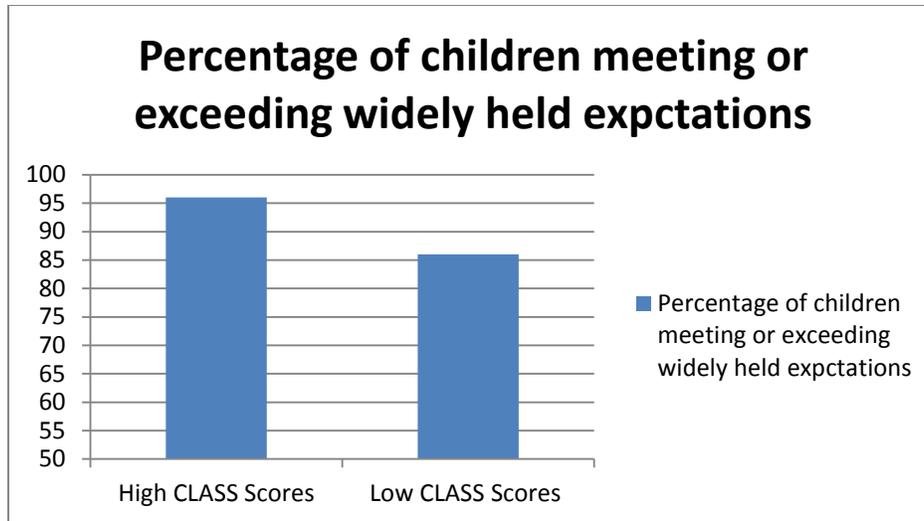
STEM	Baseline	Mid-Year
	3 year olds at or above age level expectations	3 year olds at or above age level expectations
Science & Technology	92.3	95
Engineering	90.6	97
Math	77.8	91

STEM	Baseline	Mid-Year
	4 year olds at or above age level expectations	4 year olds at or above age level expectations
Science & Technology	97.22	98
Engineering	85	93
Math	68	76

*To get the data for engineering we combined percentages of children meeting or exceed age level expectations in the following dimensions: 11c: Solves Problems, 11d: Shows curiosity and motivation and 11e: shows flexibility and inventiveness in thinking.

➤ CLASS Scores and School Readiness

CLASS, the Classroom Assessment Scoring System, measures the quality of teacher-child interactions in the classroom. To study the correlation of CLASS scores and school readiness goals, we compared the mid-year CLASS scores and the mid-year School Readiness outcomes of eight classrooms. The graph below shows the findings. The percentage of children meeting and exceeding expectations in our lowest and highest scoring classrooms was calculated by finding the average of the four lowest scoring classrooms (4.98 average score) and 4 highest scoring classrooms (6.55 average score). Both averages have increased since the baseline, showing results of the work of both classroom staff and CLASS coaches.

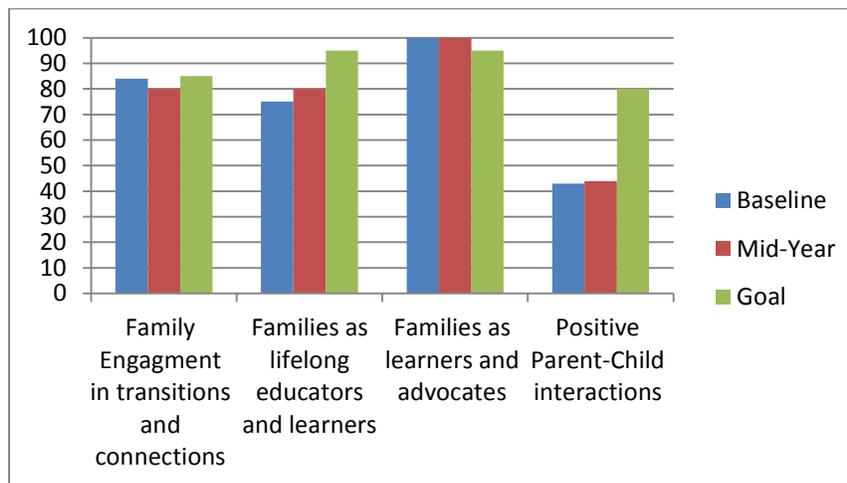


➤ **Conclusions**

The data in this table demonstrates the direct correlation that CLASS scores have on student outcomes. As the program year has continued, CLASS observations, coaching sessions and trainings will continue to be offered to our teaching staff. Thanks to this continuous support, CLASS scores and child outcomes have increased and we fully expect they will continue to do so.

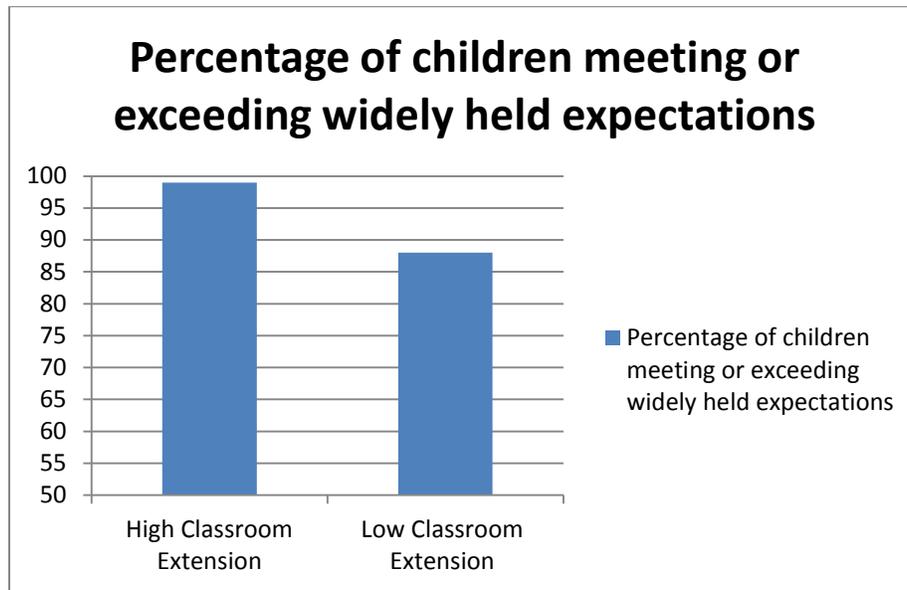
➤ **Family Involvement and School Readiness Outcomes**

As part of the Parent, Family and Community Engagement Framework, TCHS measures family’s involvement in their child’s education. Family Engagement outcomes are measured by family involvement in activities offered in our program. The analysis of family involvement shows that student’s outcomes increase when families are more involved. The graph below shows TCHS progress this year.



➤ Classroom Extension

Tri County Head Start extends the learning environment and classroom studies into the home with weekly individualized home activity plans, monthly Adventures in Reading books, (accompanied by activity calendars) and weekly parent communications forms. At the baseline a total of 14,469 hours had been spent by families completing these activities. At the mid-year point we see a dramatic increase to 26,743 hours spent extending the curriculum at home. By the mid-year point, 80% of our families have completed a home extension activity at least once. The education team analyzed the child outcomes results from eight classrooms, four with high classroom extension and four with low classroom extension.



➤ Classroom Volunteerism

Tri County Head Start continually encourages parent and family volunteers in the classroom. We work to build relationships with families so that they feel welcome in the classroom. We offer a volunteer calendar for sign up, however volunteers are welcome at any time. There has been an increase from baseline to mid-year in the number of hours spent volunteering the classroom. At the baseline families spent 5,489 hours in classrooms. By mid-year, families had spent 5,878 hours in our classrooms. 44% of our families have volunteered in a classroom at least once.

The graph below indicates the findings of a study of volunteer rates in eight classrooms, four of which had low volunteer rates and four of which had high volunteer rates.



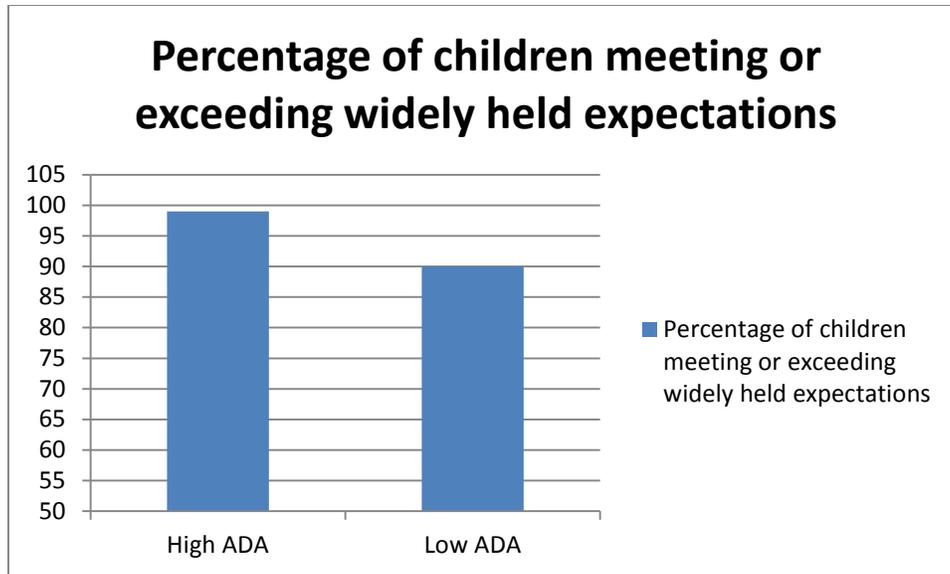
➤ Conclusions

The analysis of volunteers and classroom extension show the connection between family involvement and student outcomes. Our data shows that in classrooms with high volunteerism and high classroom extension, student outcomes are higher.

From comparing fall and winter collection periods we have noticed that families are participating more in classroom extension activities. This demonstrates our families' commitment to school readiness as well our teachers' efforts to make classroom extension activities meaningful and engaging for families.

➤ Average Daily Attendance

Tri County Head Start works with families in many ways to maintain regular and predictable attendance. Firstly, we engage and educate families on the importance of regular attendance. A few of the ways we have partnered with families to meet attendance goals are with The Ready Freddy campaign and attendance certificates. Secondly, we establish attendance goals with families and follow up with them regarding any concerns. Lastly, we ensure that families have the resources needed to overcome any attendance barriers. Because of these efforts our program Average Daily Attendance, (ADA), even with the expected decrease during winter months, has been consistently high thus far. The graph below shows a comparison between four classrooms with high ADA and four classrooms with low ADA.



➤ Conclusions

This data indicates the positive impact daily attendance has on School Readiness. There is a definitive correlation between classes with high attendance rates also having more students that meet or exceed widely-held expectations.

➤ Dual Language Learners

Percentage of Head Start children TCHS that are DLLs: **13.5%**

Percentage of Head Start Center-based students that are DLLs: **12.6%** (44% boys & 56% girls)

Primary language spoken at home - Spanish - **95.6%** Other - **4.4%**

Other languages: Punjabi, French, Tamil, Bengali, Malagasy

Classrooms with at least one DLL - **93%**

Classrooms with the most DLL children -

Watervliet -1 (47%) **South Haven-2 (40%)** **Watervliet-2 (37%)**

Sawyer (32%) **Bangor-1 (29%)**

Centers with the most DLL children -

D.E.C. Benton Harbor - 23 children **Watervliet - 19 children** **South Haven - 14 children**

Center with the most parents that need Spanish interpretation and written correspondence -

Watervliet – 14.7% of Watervliet families require translation/interpretation (11 families)

DLLs with a current **IEP – 12.1%**

The tracking tool utilized was developed from TS Gold Objectives for Development and Learning®. It is important to note that, while progress can be monitored and assessed, these results are not designated by age-level, (in other words, ELD ability and progress are not linked to a child’s age). A total of 15 questions are included in the assessment; five each for Receptive

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English, Expressive English and Eagerness to Participate in EL Activities. Scores may range from 1, (lowest) to 9 (highest). These questions, along with TCHS’ charted results are indicated:

RECEPTIVE ENGLISH SKILLS	Baseline		Mid-year	
When singing a song, the child participates with movement and gestures	5.1	4.8	6.4	6
Acknowledges or responds to common words or phrases, “hello, good-bye, snack”, etc.	5.7	5.4	7.2	6.5
Points to body parts when asked, “Where is your nose,” etc.	5.5	5.4	7	6.2
Comprehends and responds to increasingly complex and varied English vocabulary	4.6	4.5	6.3	6.0
Follows multi-step directions in English with minimal cues or assistance	4.4	4.6	6	6.2

EXPRESSIVE ENGLISH SKILLS	Baseline		Mid-year	
Sings words to songs and rhymes, (Wheels on the Bus, Itsy Bitsy Spider, etc.)	4.2	4.5	5.5	6
Requests items in English, (car, milk, book, ball, etc.)	4.7	4.9	6.1	6.5
Uses one or two English words, sometimes joined to represent a larger idea, (“throw ball”, etc)	4.7	4.8	6.1	6.4
Uses increasingly complex and varied English vocabulary	4	4	5.6	5.5
Constructs sentences such as “The ball is round,” “I see a fire truck with lights on.”	4.1	3.9	5.5	5.6

ENGAGEMENT IN EL ACTIVITIES	Baseline		Mid-year	
Child is eager to participate in songs, rhymes and stories in English	6.2	5.1	6.4	6.3
Points to pictures and says the word in English, (frog, baby, run)	5	4.9	7.5	6.4
Repeats parts of a song or rhyme learned in English	4.1	5	5.7	6.5
Retells or discusses a story read in English with classmates or staff	3.2	3.6	4.8	5
Tells a story in English with a beginning, middle and end from a book or personal experience	2.9	3.4	4.5	4.7

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➤ Conclusions:

The area which shows the most improvement is the area of Expressive English Skills with an improvement of at least percentage 1½ percentage points. In second language development, DLL children generally tend to first develop their receptive skills. For this reason, this data is both surprising and encouraging. As a result of this finding, we were anxious to compare the mid-year results for this year with the mid-year results of last school year. Not only did children make the largest improvements in Expressive English, (higher in 4 out of 5 questions), but they also clearly outscored last year. Considering our data for the current school year only, we can articulate that our children began 2015-2016 with the basics in their second language knowledge, (vocabulary and basic survival phrases). However, they are clearly advancing in the more complex areas of their 2nd language development, (telling, retelling, repeating, comprehending & multi-step directions). This is extremely encouraging as it relates to their school readiness.

➤ Health and Wellness

Tri County Head Start knows the value of regular health and dental visits and how this correlates to school readiness. Our Health Services Team along with our Family Advocates work with families to promote health and understand this important connection. At the mid-year point 93.7% of our children have had current dental visits, 99.4% have had current well child exams and 100% have had their immunizations. The health services team has provided 26 “Be Busy, Stay Healthy” active play kits to families whose children have Body Mass Index (BMI), that are at or above the 95 percentile.

➤ Children with Individualized Education Plans

The majority of the students we serve who have an Individualized Education Plan (IEP) have goals in the area of Speech and Language. Teachers are provided a one-on-one conference with our Disabilities Services Staff regarding ways to support the goals of the IEP. As indicated below, the outcomes in the dimensions that support these goals indicate progress from baseline to mid-year, (as expected when considering the goals of their IEP).

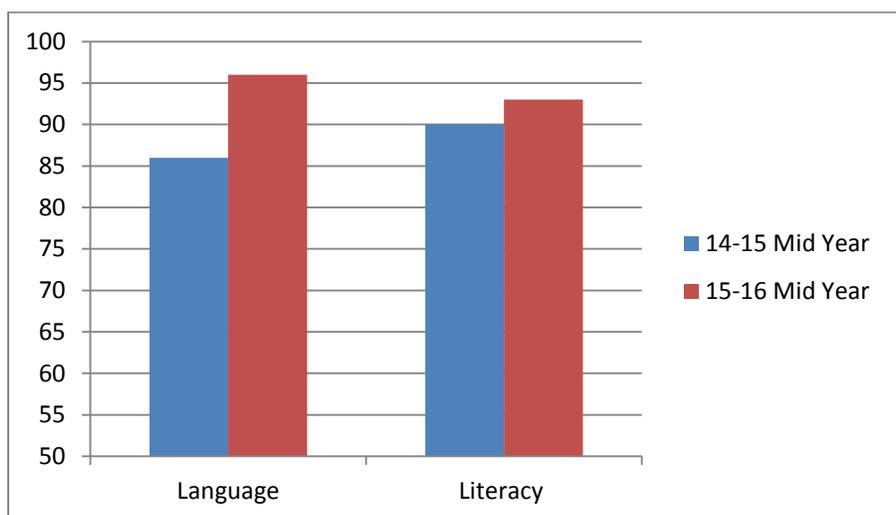
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Dimension	Baseline Percentage of children meeting or exceeding widely held expectations	Mid-Year Percentage of children meeting or exceeding widely held expectations
Uses and expanding and expressive vocabulary	75	86
Speaks clearly	59	76
Use conventional grammar	75	77
Engages in conversations	59	69
Uses social rules of language	68	81

➤ Program Goals

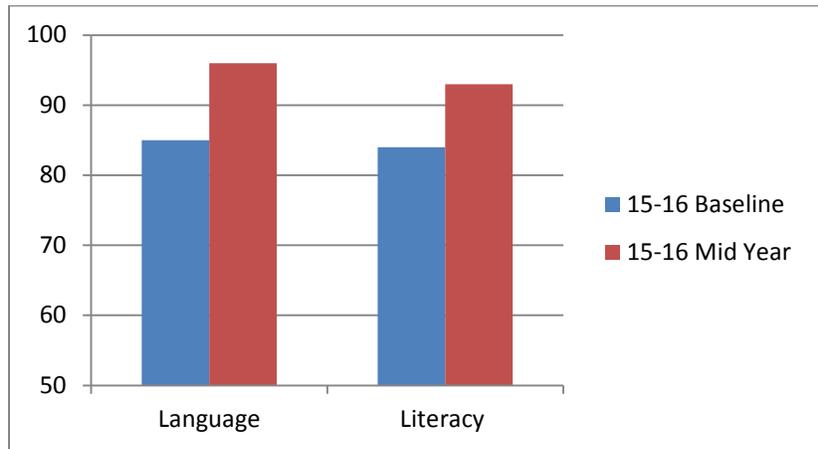
Our 2015-2016 program goals included increasing vocabulary, language and literacy skills as shown by year end child outcomes. To achieve this goal TCHS has implemented new programs such as the Read Aloud for 15 Minutes daily campaign, read-aloud classroom volunteers, monthly Adventure in Reading activity calendars and books, library field trips and ensuring participation in the Dolly Parton Imagination Library. Our efforts to increase child outcomes have made positive impacts on our children. This is evidenced by increased language and literacy outcomes of our 3 year old students.

The graph below compares the percentage of students meeting or exceeding widely held expectations in Language and Literacy from the 2014-2015 mid-year point and 2015-2016 mid-year point.



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The graph below compares the percentage of students meeting or exceeding widely held expectations in Language and Literacy from the 2015 - 2016 baseline to the mid-year point.



➤ Conclusions

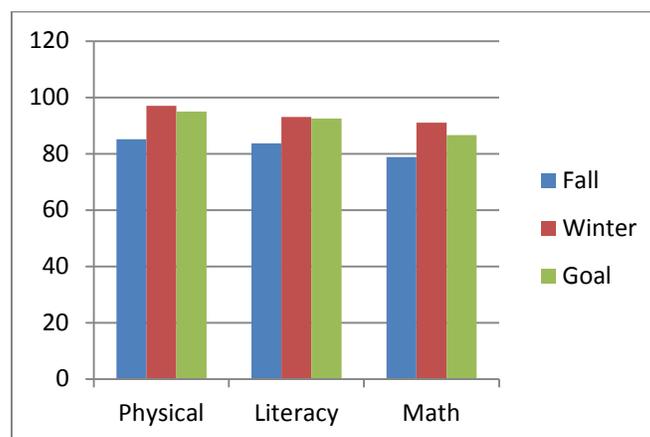
This data reveals the positive effects of the efforts of TCHS staff and families and that the goals and activities put into place are effective.

➤ Areas of Concern and Action Steps

At the baseline reporting period TCHS had pinpointed concerns as well as action steps in the areas of Social-emotional (4 year olds only), Physical (3 year olds only), Math and Literacy. The Education Team has provided training and classroom materials based on those needs.

➤ 3 year olds

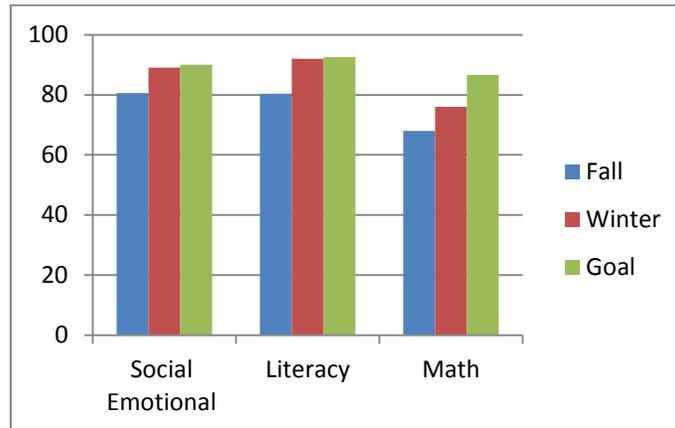
The graph below shows the areas of concerns we have focused on since baseline along with the improvement made since that time. We no longer have concerns in these areas. At this point our 3 year olds have already met or exceeded the end of the year goals.



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➤ 4 year olds

The graph below shows the areas of concern and the improvement since baseline. We no longer have concerns in the areas of Social-emotional and Literacy. These areas are showing great improvement and are expected to achieve their goal by the end of the program year. The area of Math continues to be a concern. We will establish individual action steps for improvement program-wide.

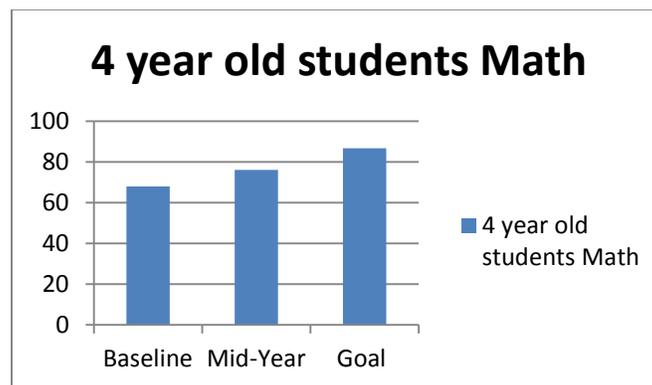


➤ Action Steps

At the mid-year point the only area of concern is Math, specifically for 4 year old students and increasing the volunteerism in our classrooms.

➤ Math

The graph below shows the percentage of students meeting or exceeding widely held expectations at baseline, mid-year and our end of the year goal. In order to reach our end of the year goal, TCHS has a scheduled training to implement math concepts on a daily basis. Teachers will review the resources in their classrooms, such as the Creative Curriculum Mathematics book and the Hands-on-Standards book. They will also review their High Five Mathematize Book and articulate five new ways to integrate math into their classroom routines or activities. These ideas will be compiled by the Education Team and shared with teachers so they may all have a wide variety of resources.



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➤ Volunteering

TCHS will work to continue to increase the volunteerism in our classrooms. During their mid-year review and follow-up, many teachers have set classroom goals to increase volunteering. Classrooms are practicing a variety of strategies, such as sending personal invitations to parents and caregivers to join their child for lunch.

Other action steps include having the teachers analyze their own classroom outcomes by considering all the markers analyzed throughout the program-wide report, (such as family involvement, CLASS scores and average daily attendance). The teachers find areas of strengths and needs that are specific to their classroom. Based on their results, the teachers will plan activities and interest area items on their lesson plans and identify those by writing School Readiness Action Step, (SRAS). The teachers consult with the Education Team and Support Staff regarding the resources they need in order to support their classrooms needs. The Education Team reviews lesson plans to ensure that classrooms are focusing on the areas of need and planning activities to support these goals.