

Monitoring and Collection of Data to Support School Readiness Goals

BSACAP has implemented a Monitoring Structure for all administrative and management staff to assure accuracy and accountability in tracking and utilizing all assessment data used to measure our success toward our School Readiness Goals. We believe that all Head Start staff, regardless of position, play a role in preparing our children and families for the next step in life and our monitoring system will provide us with necessary information to make informed decisions.

Data is collected on an on-going basis to determine how well children are progressing across the five essential domains of the Head Start Child Development and Early Learning Framework: physical development and health, social and emotional development, approaches to learning, language and literacy, and cognition and general knowledge. Big Sandy Area CAP Head Start utilizes the Team Approach in the monitoring and collection of data. Team Managers monitor Teaching Strategies GOLD for child anecdotal notes, assessments, and outcomes. Though the GOLD child developmental assessment will be the primary source of data used to measure School Readiness success, several additional assessment tools will be utilized as well. The Classroom Assessment Scoring System (CLASS), Early Childhood Environmental Rating Scale (ECERS), and annual parent surveys will also provide supplemental data for consideration in measuring our performance and developing program objectives.

Teaching Strategies GOLD

Teaching Strategies GOLD is developmentally appropriate, supports active learning, and promotes children's progress in all developmental areas. The tool is aligned with all state and federal mandates. Teaching staff continuously gathers and monitors the progress of each child through anecdotal notes, skills checklist, writing journals, writing and art samples, formal observations by other professionals, parental input, and photographs. The child's ongoing progress is available on-line at Teaching Strategies GOLD. The GOLD data is aggregated three times per year—October, January, and May. The results are analyzed according to the Scoring Percentages Based on Widely Held Expectations of the GOLD Assessment. Data can analyze the progress of an individual child, children as a class, and the program as a whole.

CLASS

The Classroom Assessment Scoring System (CLASS) tool measures the quality of the instructional and social interactions that prove to contribute to students' academic achievements and social competencies. All of the CLASS assessors, six Team Managers and one Quality Control Manager, are CLASS reliable. Pre-assessments are done in the fall, while post-assessments are completed in the spring. The teachers receive feedback and mentoring immediately after each assessment. The CLASS data is aggregated twice a year—November and May.

ECERS

The Early Childhood Environment Rating Scale (ECERS) is designed to assess group programs for preschool-kindergarten aged children, from 2-5 years of age. It is used in our program to determine if classrooms are effectively operating at an appropriate standard necessary for achieving School Readiness Goals. A sampling of our 66 classrooms is evaluated each year using the ECERS tool.

Family Survey

At the end of the school year, a sampling of parents is emailed a survey link. The Family Survey allows parents to rate the performance of the program. The survey questions address the five domains of the Head Start Child Development and Early Learning Framework. Upon completion of the survey, results are correlated to our School Readiness Goals which allows us to determine if parents felt their children left our program with the skills they needed to succeed as they enter kindergarten.

Data Analysis

At various points throughout the school year, the Team Managers, teachers, and other relevant staff meet to analyze the data. The information is used for program planning and goal setting. The School Readiness Committee meets quarterly, and the members review the figures to determine if School Readiness Goals and Program Goals are being met. Adjustments are made accordingly. The data and resulting goal updates are shared with all governing bodies including the BSACAP Board of Directors and parent Policy Council. The coming together of these groups drive program changes: to improve teaching and learning, to engage families, and to determine professional development needs.