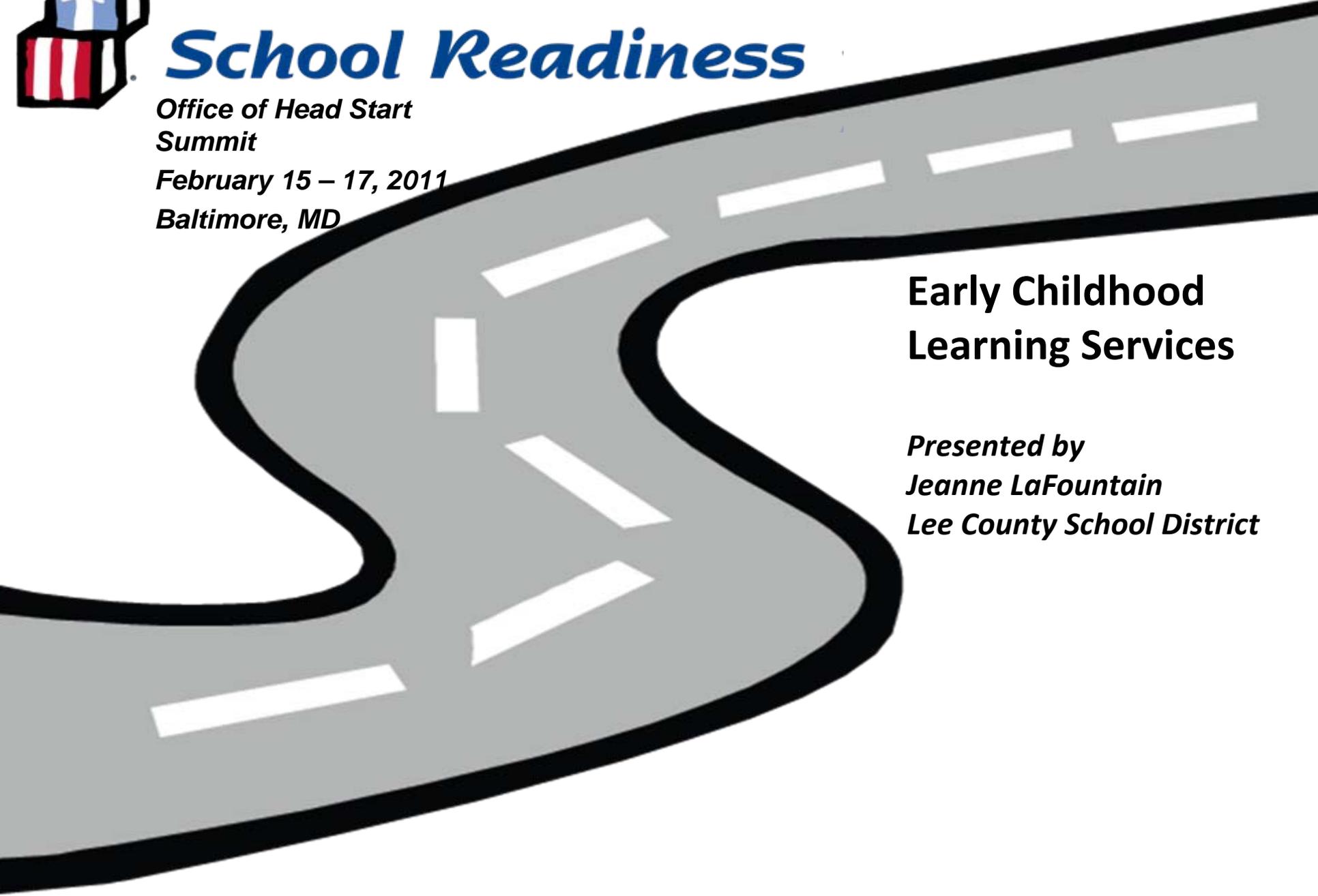# On the Road to School Readiness

Office of Head Start Summit
February 15 – 17, 2011
Baltimore, MD

Early Childhood Learning Services

Presented by
Jeanne LaFountain
Lee County School District

Program Overview

Grantee: School District of Lee County, Florida
Funded Enrollment:
  Head Start: 652 + 68 expansion
  Early Head Start: 48 + 78 expansion
Community: Urban and rural
Demographics:
  White   15%
  Black   33%
  Hispanic   50% (45% ELL)
Program Option: Center-based; EHS – home-based
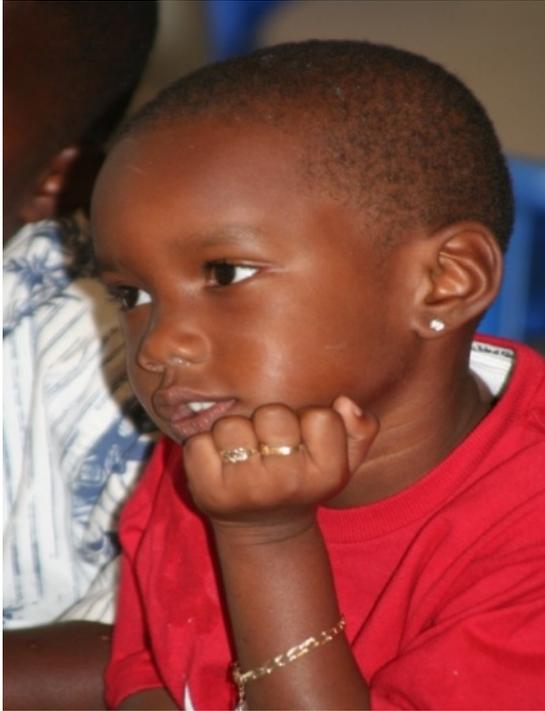**Curriculum:**   Creative Curriculum
Assessment: Galileo

The **Beginning** . . .

Increased interest by the District

11 low performing providers out of 25 sites

Data Collection

- Time on task
- Florida Kindergarten Readiness (FLKRS)
- Galileo Progress Monitoring
- Letter Recognition & Phonological Awareness
- Language & Literacy Checklist
- Classroom Walkthroughs
- CLASS scores

Data Analysis

Longitudinal Study

Annually

Monthly

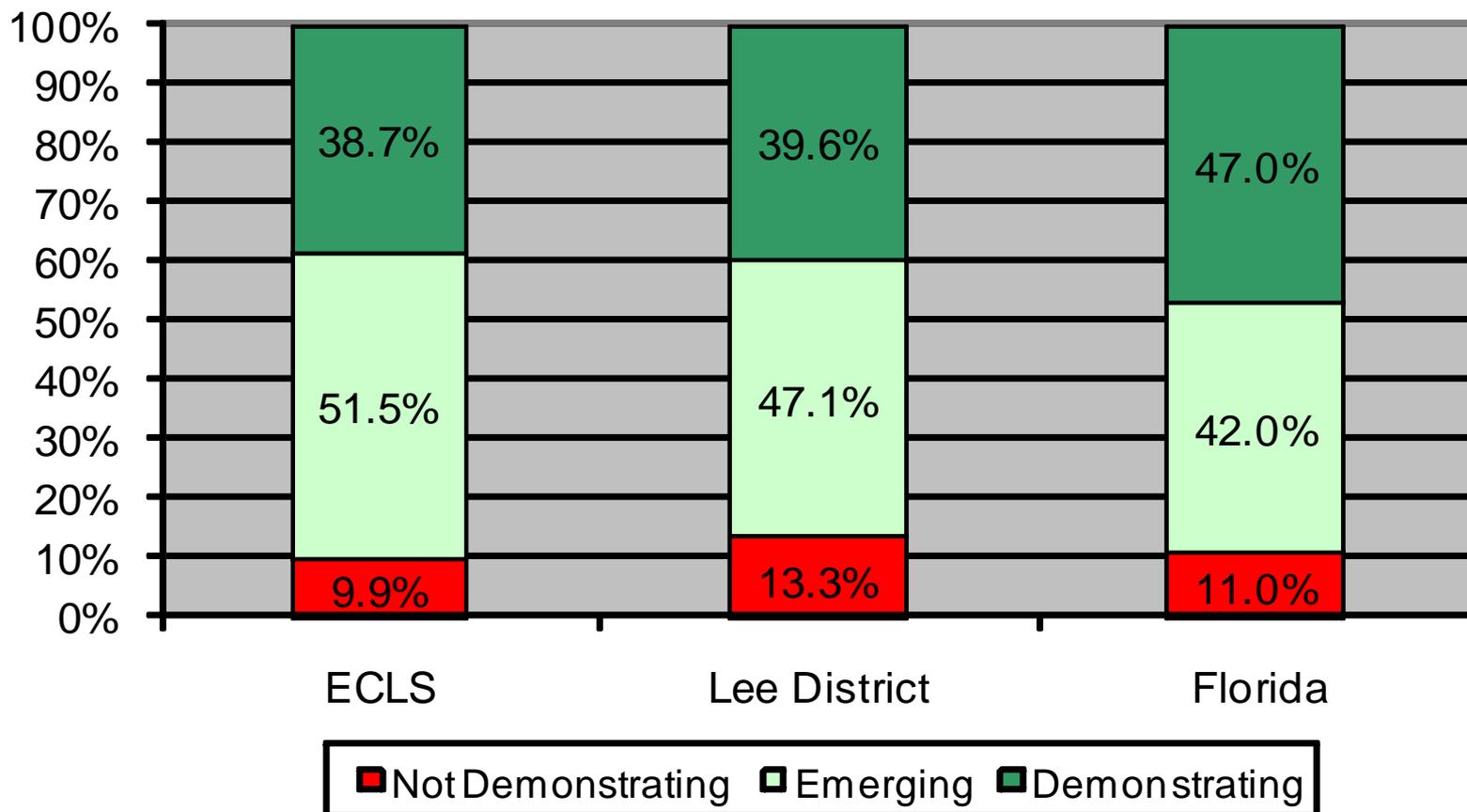Weekly

Daily

State of the Program

Longitudinal

For 2003-2004 Head Start Alumni:

•8% more Head Start children (77%) met or exceeded the grade 3 Florida Comprehensive Assessment Test (FCAT) than the matching cohort (69%)

•12% more Head Start children (70%) met or exceeded Grade 2 Stanford 10 standard than the matching cohort (58%)

•9% more Head Start children(64%) met or exceeded Grade 1 Stanford 10 standard than the matching cohort (55%)

•11% more Head Start children (68%) met or exceeded kindergarten Stanford 10 standard than the matching cohort (57%)

Early Childhood Observation System

Comparison of Fall 2009 ECHOS Status

	ECLS	Lee District	Florida
Demonstrating	38.7%	39.6%	47.0%
Emerging	51.5%	47.1%	42.0%
Not Demonstrating	9.9%	13.3%	11.0%

Legend: Not Demonstrating, Emerging, Demonstrating

Florida Assessment in Reading (FAIR)

Comparison of FAIR Probability of Reading Success Fall 2009

	ECLS	Lee District	Florida
67%-100%	74%	71%	65%
16%-66%	25%	26%	30%
1%-15%	1%	3%	5%

Legend: ■ 1%-15% ■ 16%-66% ■ 67%-100%
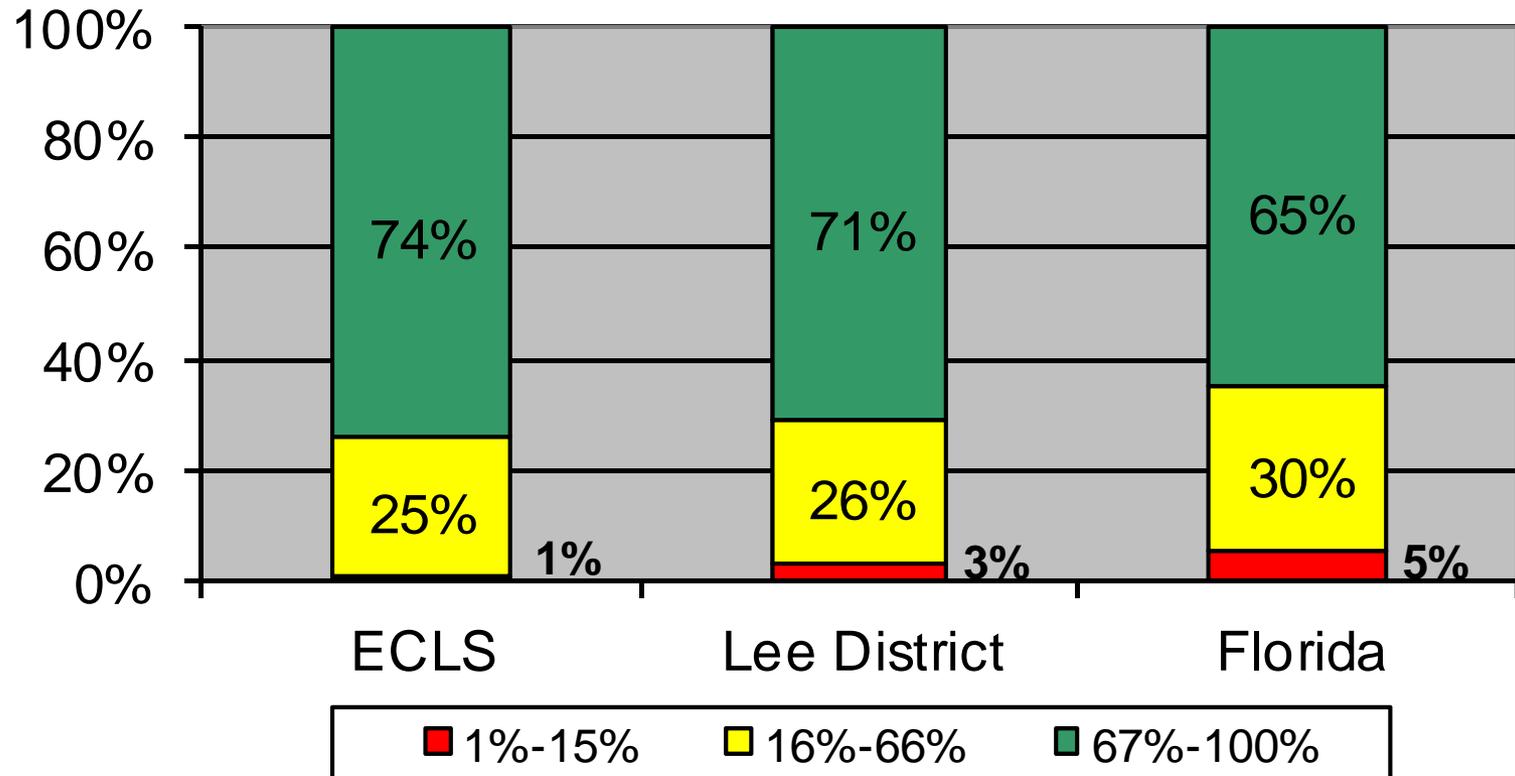
Classroom Assessment Scoring System

Comparison of National and ECLS CLASS Domain Scores
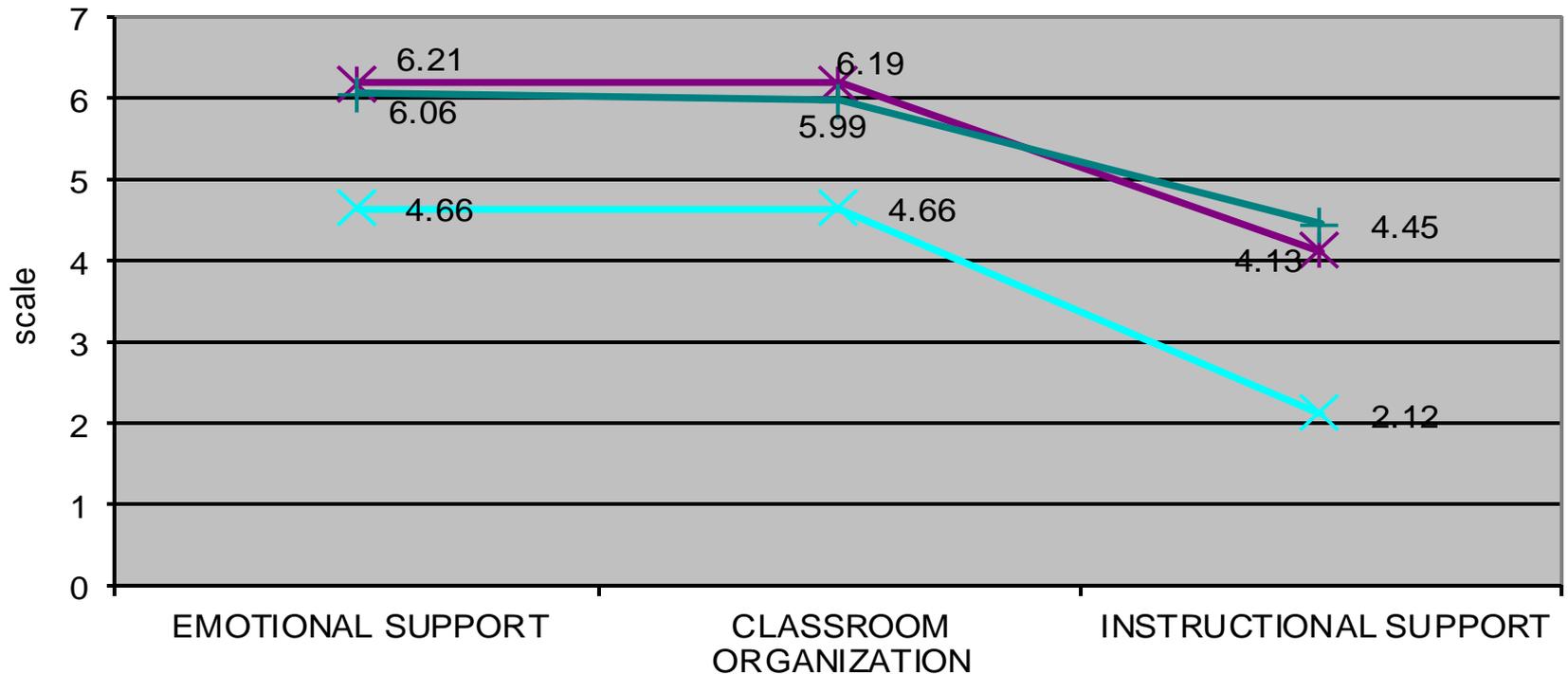
Individual CLASS Summary

Skyline Elementary—Ms. Smith

CLASS Scores

	Emotional Support	Classroom Organization	Instructional Support
ECLS 2008-2009	6.18	6.16	4.15
Skyline 2009-2010	6.75	6.27	5.5
ECLS 2009-2010	6.16	5.99	4.37
Skyline 2010-2011	6.69	6.2	5.9
ECLS 2010-2011	TBA	TBA	TBA

Galileo Language Gains

Benchmark 70 Points	Class Midyear Gains	District Midyear Gains
Approaches to Learning	88	73
Creative Arts	86	76
Early Math	53	78
Fine and Gross Motor	47	66
Language and Literacy	68	83
Nature and Science	37	54
Physical Health Practices	52	48
Social and Emotional	86	74

CUT OFF Scores
2005-06 – 201/300
2006-07 – 211/300
2007-08 – 214/300
2008-09 – 138/200
2009-10 – 140/200

ECHOS Scores

	2006-07	2007-08	2008-09	2009-10
Skyline	93%	69%	100%	73%
ECLS	85%	88%	90%	84%

FAIR Scores

Skyline 2010	73%
ECLS 2010	74%
Skyline 2009	55%
ECLS 2009	74%

FLKRS Scores

	2006-07	2007-08	2008-09	2009-10
Skyline	237	223	164	128
ECLS	216	239	167	165

Dashboard

Indicators	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Number of Children Enrolled	786	792	736	788	877	874	935	935	923
Head Start	681	687	684	683	753	752	756	751	746
Early Head Start	52	52	52	52	66	68	128	130	123
VPK	53	53	53	53	58	54	51	54	54
Number of Children on the Waitlist	545	651	617	615	602	589	613	580	525
Head Start	384	430	436	430	422	412	419	411	380
Early Head Start	161	185	181	185	180	177	194	169	145
Program Attendance Average	94%	93%	94%	94%	93%	93%	92%	92%	92%
Galileo Indicators for Monthly Report	See graph	See graph	See graph	See graph	See graph	See graph	See graph	See graph	See graph
CLASS Instructional Support Average		3.14	4.28	4.47	5.19	6.06	4.3		
Progress Monitoring Results		See graph				See graph	See graph	See graph	See graph
Community Referrals for Services (CUM)	7	206	512	830	883	899	1008	1571	1181
Number of pedodontal referrals (CUM)	30	70	86	85	88	105	117	126	138
Number of pedodontal referrals in treatment (CUM)	10	50	62	75	85	91	106	117	130
Number of families transporting children to the dentist (CUM)	191	214	236	272	286	313	316	331	334
Number of vision referrals (CUM)	26	91	150	149	147	180	181	183	183
Number of vision referrals completed (CUM)	0	16	25	47	54	95	122	136	148
Number of children with an IEP or IFSP (CUM)	96	104	105	106	112	119	122	123	124
Mental health and behavioral consultations with parents	66	19	36	78	59	39	38	15	28
Behavior Improvement Plans Resolved	0%	0%	0%	0%	0%	0%			

Data Use

Self Assessment
Professional Development
Individual Classrooms
Program Monitoring
Child Progress Monitoring
Daily Schedule with District Alignment
Balanced Reading Program
Academic Plan & Content Guides
Strategic Planning
Setting Program, Classroom & Individual Children's Goals
PDPs

Academic Plan

| | | | | **Prekindergarten Academic Plan** | | | |
| | | | | **IV. Language and Communication – 1ST Quarter** | | | |

QTR	AIR	Language Pre-Requisites	Specific Developmental Skill *Child demonstrates For Quarter 1*	Grade Level Benchmarks	Resources	Instructional Strategies	Assessment
1 1	I I	Word meaning for content: objects, actions, and concepts "Wh" questions: "what", "who", "where" Specific action words associated with directions being given	Maintains focus on speaker and topic Can answer questions with a "yes" or "no" response Follows one step direction with and "action word". For example: "Stand up", clap your hands"	IV. A.1 Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said. *H.S. Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs questions; and for other varied purposes. (5)* IV. A.2 Child has mastery of two-step directions and usually follows three-step directions. *H.S .Follows simple and multiple directions (2)*	Big Books Classroom library School library Music and movement CDs Games: Simon Says Mother May I	**Pre Reading:** **Build** background knowledge and link to prior knowledge Use TCIPS to teach content vocabulary **During :** Model Story Grammar Comprehension Strategy: Setting, Characters, Problem and Outcome **After :** Check comprehension with direct questions that can be answered with a "yes" or "no" **TCIPS** to teach action words Activities where child imitates, with a model, one then two step actions.	Galileo Language and Literacy 3,17 Galileo Language and Literacy 2,4
1	A	Correctly articulates: p,b,m,t,d and all vowels. May have some developmental substitutions and distortions with: k, g, s, sh, ch, l, r	Child is understood if the listener knows the topic.	IV. B.1 Child's speech is understood by both a familiar and unfamiliar adult *H.S. Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical Complexity. (8)*	Daily routines Center activities	Use simple sentences when providing instructions Model correct pronunciation correctly, Praise attempts to imitate.	Galileo Language and Literacy 20
1 1 1 1	I I I I	Child uses gestures, then words, to request, protest and get assistance Knows names of people, furniture, centers, actions associated with daily school routines Understands that words can represent body parts, senses and feelings. Concepts: "same", "different" Basic vocabulary which includes both objects and associated actions for: body parts, senses, emotions, family, centers, and school routines Concept of same and different	Child uses words to request, get more, protest, greet, get help, answer and get information. For example: " want, more", "no", "stop", "hi", "help me", "what's that Child has words for objects, actions and people involved in classroom routines. Has word meaning for objects and actions associated with: body parts, senses, feelings, family and relationships with peers. Uses concept of same and different to make categories of body parts, senses and feelings. Uses specific words instead of pointing. Sorts objects, then pictures into categories	IV.C.1a. Child uses age-appropriate vocabulary in several categories, and demonstrates a wide variety of words within each category. *H.S. Uses an increasingly complex and varied vocabulary. (3)* IV.C.1b Child has mastery of instructional language of the classroom and objects in the classroom. *H.S. Uses an increasingly complex and varied vocabulary. (3)* IV. C.1c Child understands or knows the meaning of many thousands of words, many more than he or she uses. *H.S. Uses an increasingly complex and varied vocabulary. (3)* IV. C. 2a Child uses a large speaking vocabulary, adding new words weekly. *H.S. Uses an increasingly complex and varied vocabulary. (3)* IV. C.2b Child uses category labels. *H.S. Begins to make comparisons between several objects based on a single attribute. (45)*	Daily routines Center activities Center materials Growing, Growing Strong Picture Wall: Body parts, senses and feelings Picture wall for new vocabulary Category Picture Wheels Manipulatives Category picture cards	Model use of words by pairing the word with a gesture. Follow developmental progression going from use of gestures, to words, to sentences. For example: Point to the toy, say "want toy"; child attempts; Teacher refines the attempt by Saying, "I want a truck." Child gets the toy. **TCIPS** to teach word meanings Model and have child imitate actions and routines TCIPS to teach words meanings Provide multiple repetitions of new vocabulary during daily activities Use themes to introduce, explore and organize information TCIPS to teach new words Categorize/match "things" that are the same to aid memory. **TCIPS** to teach new vocabulary Identify the characteristic (rule) that defines the category Model sorting objects then later on, pictures by that "rule". Child imitates, then sorts into categories as teacher prompts the "rule".	Galileo Language and Literacy items 13, 14, 15, 21, 22 Galileo Language and Literacy 6, 7 Galileo Language and Literacy 6-13, 15, 21-27 Galileo Language and Literacy 13, 15 Galileo Early Math 19, 20

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Quarter 1	Quarter 2
Maintains focus on speaker and topic Answers questions with a yes or no response Demonstrates understanding of positional words: in, over, under, on, between, beside, behind & together Follows one step direction with an action word Is understood if the listener knows the topic Uses words to: request, protest, greet, get help, answer and get information Has words for objects, actions and people involved in classroom routines Has word meaning for object and actions associated with: body parts, senses, feelings and families Uses specific words instead of pointing Demonstrates understanding of same and different by matching pictures that are the same Sorts objects then pictures into categories Imitates a sentence with object and action words Listens to sentence expansions provided by teacher	Answers questions about an object / action when given a choice between two options Follows multi-step directions Uses words for objects, actions and people in the classroom: Object+ Action+ Object Uses words for objects and actions associated with: eating, dressing and playing Uses "same and different" to categorize pictures of food, clothes and toys Sorts into categories based on signal attribute of size or quality Imitates a 3-4 word sentence Uses "ing" to denote ongoing action Imitates combining two objects or two actions using "and" Uses positional, size, quality concepts in phrase when describing an object Can be prompted to enter into a conversation by asking a question
Quarter 3	Quarter 4
Answer questions using temporal / sequential concepts: day, night, today, yesterday, tomorrow, first, next, last Follows a two step direction with a known temporal / sequential concept Pronounces words with clarity Uses short sentence to request, protect, get help, answer, get and give information Uses positional, size and quality concept in a phrase to describe an object Uses a 4-5 word sentence Imitates a 6-7 word sentence with both a positional and size concept Uses "s' to indicate more than one Uses "ed" at the end of a word to mark action in the past Uses temporal / sequential time concepts when describing sequence of events. Enters into a conversation / cooperative plan by asking a question. Sticks to the topic and independently offer a comment that relates to the topic	Can answer questions using quantity concepts: equal, more, less, all, none, some Follows a two step direction which includes known quanity concepts Has word meaning for plants, animals and habitats Knows adjectives and adverbs to describe plants, animals and habitats Uses all concepts to include quantity when retelling a story Can match the habitat with the plant or animal that lives there Uses positional, size, temporal / sequential, quality and quantity concepts in a phrase or sentence when retelling a event Categorizes pictures based on a single attribute Categorizes diverse objects based on quantity Uses 4-5 word sentence which includes adjectives and adverbs Uses personal and possessive pronouns: I, he, she, it, me, his, hers, theirs and ours Uses "but" to join two and ideas and to indicate the exclusion of one idea. Enters a conversation by making a comment and extends by asking a question

Results

- Low Performing Providers 11 – 2 – 0
- Increase in CLASS results
- FLKRS scores increase every year
- Purchased beginning readers
- Raised Galileo benchmarks

Looking Ahead

- *Maintain Developmental Approach*
- *EHS*
- *Monitoring other service areas*
- *Determining predictors of school readiness*

Contact Information

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