On the Road to School Readiness

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

Optimizing School Success Through School Partnerships and Professional Development

Presented by
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Chautauqua Oppoertunities, Inc.

Optimizing School Success

Overview:

1. School Success Model
   - Innovative School Partnership
   - Longitudinal Data Tracking
2. Community Based – Targeted Professional Development Model

Chautauqua Opportunities, Inc. Overview

Community Action Program

- Chautauqua County
  - Rural - extreme southwest corner of NYS
  - Approximately 50 miles South of Buffalo, NY
  - Population: 139,750
  - 1,065 sq. miles
  - 18 School Districts

Chautauqua Opportunities, Inc. Overview

Head Start
– Serve 584 children and families
- 78% White
- 8% Black
- 13% Multi-Racial
- 1% Native American
  » Hispanic 31% Non-Hispanic 69%
    - 502 Head Start
    - 82 Early Head Start

Chautauqua Opportunities, Inc. Overview

» 3 Main sites and 3 Satellite sites
  – Center-based:
    • Full Day – Full year
    • Part Day
      – Single and Double Sessions
  – Home-based
  – Child Care Partnerships
» Universal Pre-K
» Wraparound Child Care

School Linkages Model

Innovative School Partnership

- Dunkirk City School District (DCSD)
  - 2,020 students K-12
  - Early Head Start – Teen Parenting 1996
  - Head Start – DCSD Universal Pre-K 2003
  - School Linkages Model Development 2006
  - Aligned Curricula and Data Systems 2008
  - Approximately 24% HS- EHS children transition into DCSD

School Linkages Model

Critical Questions...

What do the School(s)need from us?
How can the School(s)help us?
What common needs do we have?

COI	DCSD
Improved child outcomes: Aligned Curriculum	Increased Early Academic Success: History of an "Underperforming "School
Limited resources- Increased needs	Budget cuts- Resources shrinking
Interested in Early Reading First Funding	Interested in Early Reading First Funding
Data tracking after Head Start	Data tracking before Kindergarten

School Linkages Model

School Partnership Design:

- Model: "Reading First"
  - Four Pillars of Successful Instruction
    - National Staff Development Council "Learning Forward"
      - Focus: Professional development tied to student achievement
  - Implementation Plan
  - Continuous Quality Improvement

School Linkages Model

Implementation Plan:

- Long and Short Term goals:
  - Strategic Plan and Self Assessment
  - Action Plan – Who? What? When?
- Timeframes for benchmark reviews
- Reporting framework
  - Individual, Classroom, Program, School Districts and Annual Report
- Continuous Quality Improvement

School Linkages Model

Pillar 1: Leadership

- DCSD Liaison identified to work with COI
- Utilized a shared Data consultant
  - (Sub-Contract)
- COI:
  - Team Levels identified:
    - Early Education Management Team
    - Early Education Team
    - Teaching Teams

School Linkages Model

Pillar 2: Instructional Programs/Strategies

- Aligned Curriculum
- Increased evidence based assessments
- Intentional Instruction
  - Based on assessment, and differentiated to meet the needs of a diverse population
  - Data used individually ,classrooms and programmatic
- Merit Based Staff Performance goals
  - Increases based on child outcome progress

School Linkages Model

- Holistic and integrated implementation
  - Increased family engagement towards early academic success
    - Monthly take home calendars supporting curriculum
    - Targeted changes in home environments
    - Family Literacy – GED on site
- Transition plan includes at risk children attached to Youth Services

School Linkages Model

Pillar 3: Aligned Professional Development

- Professional Development Calendar
- Revised Individual Professional Development Plans
  - Summer Institute (Model in detail later)
  - Ongoing Professional Development
  - Mentoring
  - Shared Professional Development
- COI- DCSD
- Data Consultant

School Linkages Model

Pillar 4: Assessments and Data Use

- Head Start Child Outcomes Framework
- Evidence based measures-assessments
- Developed Electronic Student Data System
  - Data collection and entry
    - Scan forms
  - Use of data – variety of means
  - Longitudinal data tracking
  - Benchmarks for data review and reporting
- Child progress data during home visits and parent conferences

Scan Form Samples

Form 1 (left)

IDENTIFYING INFORMATION
Student Name _____

Birthdate _____

Rater _____

MARKING INSTRUCTIONS
- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ●   INCORRECT: ⊘⊗⊙↻

DATE COMPLETED
MONTH | DAY | YEAR

Jan, Feb, Mar, Apr, May, June, July, Aug, Sept, Oct, Nov, Dec

STUDENT ID

○ Baseline data only

Column headers (right to left): Very Often, Often, Rarely, Never, No Info Available

Reading

Item	No Info	Never	Rarely	Often	Very Often
1. Recognizes own name in print	①	②	③	④	⑤
2. Enjoys listening to books, stories, and poems read aloud	①	②	③	④	⑤
3. Participates in shared reading activities	①	②	③	④	⑤
4. Voluntarily looks at books	①	②	③	④	⑤
5. Handles a book correctly (holds right side up, turns pages, etc.)	①	②	③	④	⑤
6. Recognizes types of everyday print (signs, books, labels, poems, lists)	①	②	③	④	⑤
7. Recalls details from familiar stories (characters, setting, important events)	①	②	③	④	⑤
8. Connects characters, events, and information in books read aloud to life experiences	①	②	③	④	⑤
9. Retells stories	①	②	③	④	⑤
10. Begins to distinguish realistic stories from make-believe stories	①	②	③	④	⑤
11. Responds to stories through discussions and interpretive activities (art, drama, etc.)	①	②	③	④	⑤
12. Recognizes that print contains meaning	①	②	③	④	⑤
13. Begins to track print from left to right and top to bottom	①	②	③	④	⑤

Form 2 (right)

Literacy and Language Arts Observation Scales

These tasks are based on material in your Harcourt Literacy Core Guide. Six scales represent your observation of student performance on three phonological awareness (PA) tasks, one listening inventory (LI), one print conventions inventory (CP), and one letter recognition (LR) task. Darken *only one* bubble in each row. Remember to fill in the grids on the opposite side of this sheet.

Phonological Awareness (mark each response as Correct or Incorrect)

Task 1: Rhyming Words ⑦No response "Do these words rhyme?"	Corr	Incor	Task 2: Onset-Rime ⑦No response "What word do these sounds make?"	Corr	Incor	Task 3: Beginning Sounds ⑦No response "Do these start with the same sound?"	Corr	Incor
1. fish, dish	⊙	⊙	1. /b//ike/	⊙	⊙	1. wet, dot	⊙	⊙
2. foot, tree	⊙	⊙	2. /d//ad/	⊙	⊙	2. book, mop	⊙	⊙
3. bat, cat	⊙	⊙	3. /tr//ee/	⊙	⊙	3. wet, dot	⊙	⊙
4. see, mat	⊙	⊙	4. /k//ar/	⊙	⊙	4. door, duck	⊙	⊙
5. moon, spoon	⊙	⊙	5. /k//ake/	⊙	⊙	5. seat, saw	⊙	⊙
6. dog, log	⊙	⊙	6. /s//ee/	⊙	⊙	6. sad, ring	⊙	⊙
7. eat, feet	⊙	⊙	7. /f//ast/	⊙	⊙	7. fall, full	⊙	⊙
8. hand, arm	⊙	⊙	8. /m//ilk/	⊙	⊙	8. bird, bath	⊙	⊙

Task 4: Listening Inventory (read the story and use the rubric to rate each response)

Ricky likes to walk along the creek with his grandpa and look for rocks. Sometimes they find little rocks with shiny colors that sparkle. Sometimes they find rocks that are all white, and sometimes they find rocks that are all black. Ricky even found a rock one time that looked like a potato. One day his grandpa said, "Want to see a rock skip on the water?" Ricky did not know what skipping a rock on water meant, so his grandpa showed him. He picked up a small, flat rock that looked a little like a cookie. Then his grandpa threw the rock towards the creek so that it just touched the water and then it hopped a few inches. Then the rock just touched the water again and hopped a little farther. Ricky watched the rock touch and hop, touch and hop a few more times until it disappeared in the creek. The rock looked just like it was skipping on top of the water.

	⑧ No response	①	②	③
1. Who is in this story?	No response	May name **one character**. **Significant** mistakes.	**Not all** characters named. May be **slight** mistake(s).	All characters named **accurately**.
2. What is this story about?	No response	**Several** details omitted, Inaccurate.	**Some** details omitted, inaccurate.	Theme **accurately**
3. What happens? How does it end?	No response	Details **omitted, inaccurate, not in sequence, confused, vague, off topic**.	Some details may be omitted, inaccurate, or not in sequence.	Accurate retelling of all details in the **proper order**.

Task 5: Conventions of Print
⑦No response

Benchmark Model

High Risk (Intensive)	Some Risk (Strategic)	Low Risk (Benchmark)

GOAL

All students at grade level by the end of the year
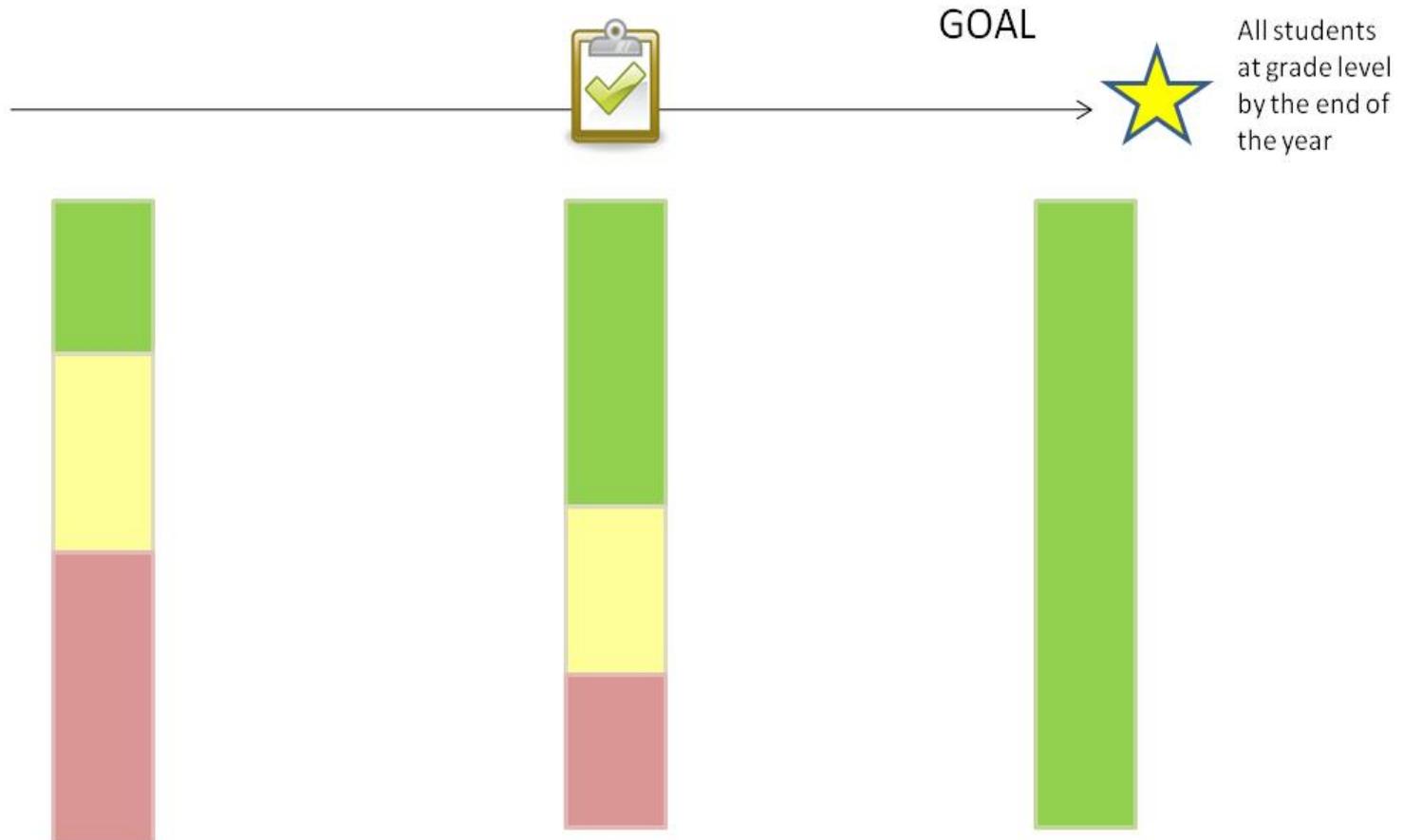
Bricks and Pies

Measuring Progress Without Numbers

BOY	MOY	EOY
🟥	🟨	🟩
🟥	🟥	🟨
🟨	🟨	🟩
🟥	🟨	🟨
🟨	🟨	🟩
🟩	🟨	🟩
🟨	🟨	🟩
🟩	🟩	🟨
🟩	🟩	🟩
🟨	🟨	🟩
🟥	🟥	🟨
🟨	🟨	🟩
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🟨	🟥	🟩
🟥	🟥	🟨
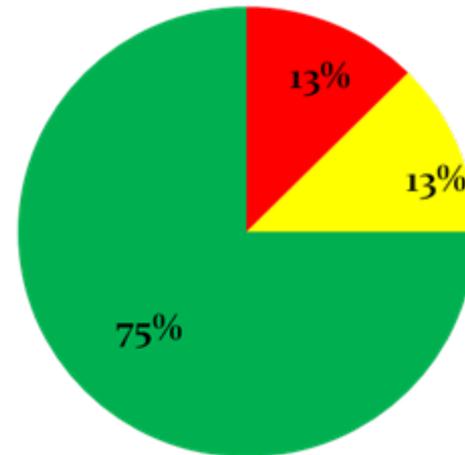
BOY – Beginning of Year
MOY – Middle of Year
EOY - End of Year

Sample Child Outcome Reports

Site	Teacher	Student	L1	L10	L11	L12	L13	L2	L3	L4	L5	L6	L7	M24	S1	S10	S11	S12	S2	S3	S4	S5	S6	S7	S8	S9	W7
BUSH	0001F	Child's Name	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	4
			4	5	5	5	5	5	5	5	5	4	4	3	5	5	5	4	5	5	4	3	5	4	4	5	3
			5	4	5	5	4	4	5	5	5	5	4	4	5	5	5	5	5	5	5	4	4	5	4	5	5
			4	4	4	4	3	4	4	4	4	3	3	5	4	5	5	5	5	5	4	3	4	3	3	4	4
			5	4	5	5	5	4	5	4	4	4	3	5	4	3	5	4	4	4	3	3	4	4	4	4	4
			4	4	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	4	5	4	5	5	5	5
			4	4	4	3	3	4	4	4	4	3	3	3	4	4	5	4	4	4	3	3	4	4	4	5	3
			4	5	5	5	4	4	4	5	4	4	4	5	5	5	4	4	5	5	5	4	5	4	4	4	4
			4	3	4	4	3	5	4	4	4	4	3	3	5	5	4	4	5	5	5	5	4	5	4	5	4
			3	4	3	3	3	3	4	3	3	3	3	5	5	3	3	3	4	3	4	3	3	3	3	3	4
			4	4	4	4	4	4	4	4	3	3	3	5	5	4	3	3	4	4	3	4	3	3	3	3	4
			5	5	5	5	5	4	4	5	3	3	3	2	3	3	3	3	3	3	4	2	3	3	3	3	3
			4	4	5	4	4	4	4	4	4	3	4	5	5	4	4	3	4	4	4	4	4	4	4	3	4
			3	3	3	3	3	3	3	3	3	3	3	3	3	5	3	3	2	4	4	3	2	2	2	3	4
			3	3	4	3	3	3	4	3	3	3	3	3	5	3	3	2	4	3	4	3	3	4	3	3	4
			3	4	4	3	3	3	4	4	3	3	3	3	4	4	3	3	3	3	3	3	3	4	3	4	3

Legend: No Information Available   Needs Improvement   Emerging   Established

L1	Focuses attention on a speaker	S1	Uses language to satisfy personal needs (e.g., hygiene, self-help)
L10	Listens for information	S10	Asks and answers questions in a variety of situations
L11	Follows one-step oral directions	S11	Speaks in complete sentences as appropriate
L12	Follows two-step oral directions	S12	Uses new vocabulary in own speech
L13	Follows three-step oral directions	S2	Initiates conversations with teacher and with peers
L2	Listens and responds to peers	S3	Participates in group discussions and conversations
L3	Responds to simple directions, commands, and questions	S4	Role-plays in a variety of situations (alone or with others)
L4	Listens and responds to books, stories, and poems read aloud	S5	Retells, repeats, and recites rhymes, poems, stories, and songs
L5	Responds meaningfully in conversations and discussions	S6	Aware of appropriate speaking behavior and voice volume
L6	Acquires new vocabulary words through listening	S7	Describes objects, pictures, people, places, actions, and experiences
L7	Hears and responds to repetitive speech sounds	S8	Relates a creative story or experience in logical order
M24	Is able to name colors red, orange, yellow, green, blue, purple, pink, black, brown, white	S9	Shares facts and information
Meaning	TERA Meaning	W7	Enjoys telling peers about his or her writing and drawing
Voc	PPVT Vocabulary		

Sample Child Outcome Reports

2008-09 Language Development Changes in Performance
Students Attending All Year

2009 -10 Language Development Changes in Performance
Students Attending All Year
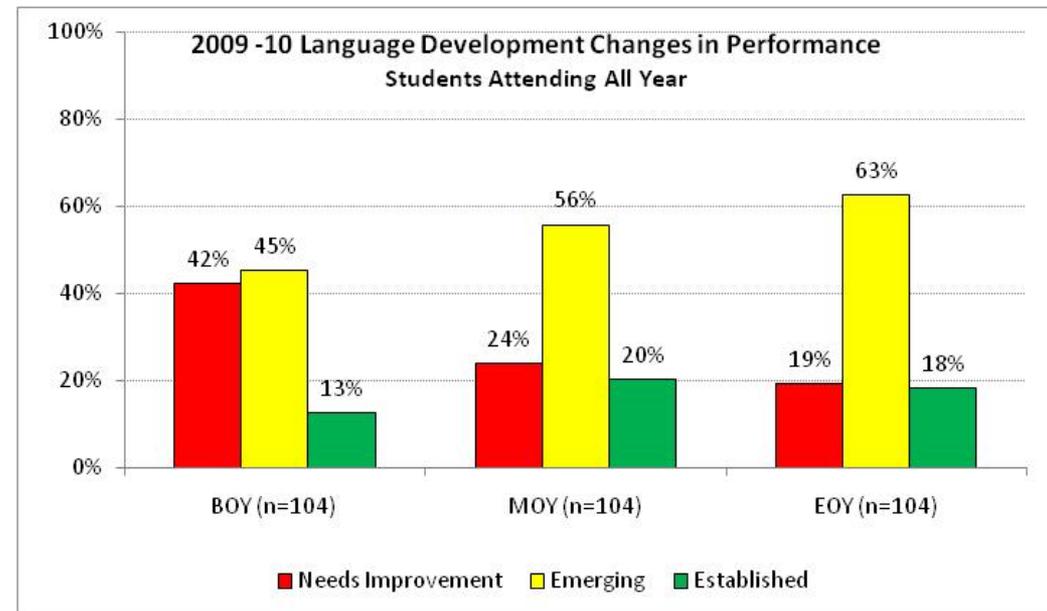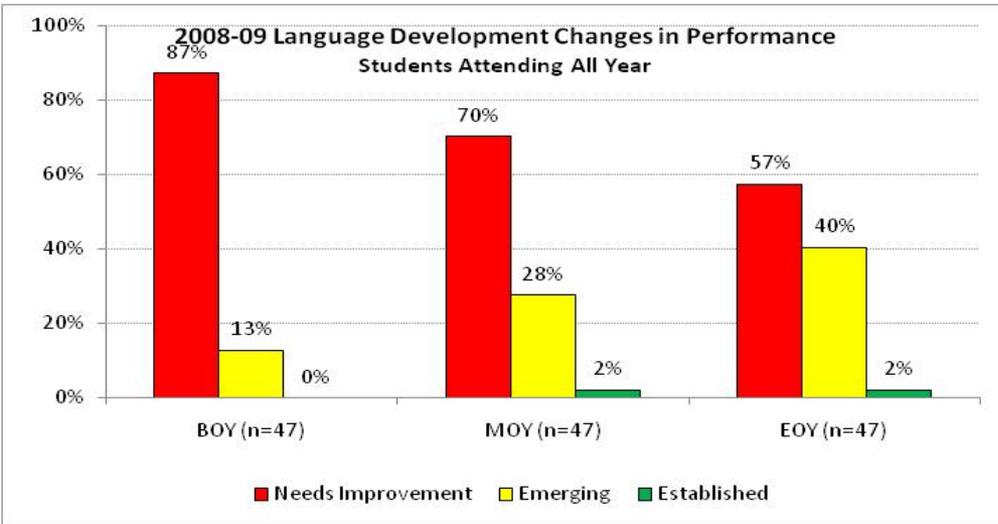
Sample Child Outcome Reports

2008-09 Net Progress by Head Start Domain
Comparing BOY with EOY Performance and Skills Levels
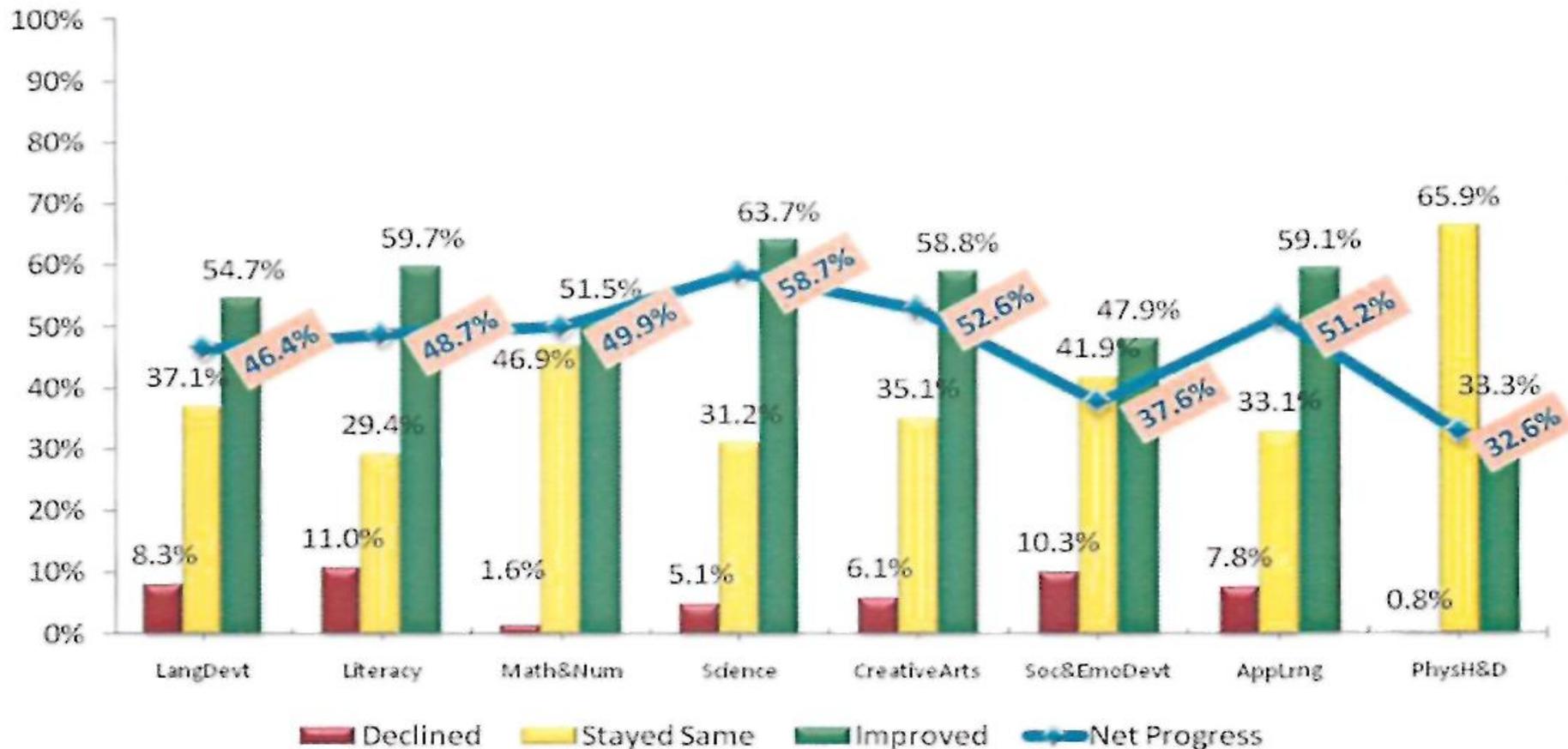
Summer Institute

- 3 Years of Implementation
- Intensive Week Long Professional Development Series
  - Attendees:
    - All Child Development, Disabilities, Family Services and Mental Health staff
- Lead by COI Management, Staff and Community participation

Summer Institute

- **Community Based Approach**
  - DCSD
  - Data Consultant
  - SUNY Buffalo
  - Edinboro University
  - Local Day Care Center Director
  - WNED

Summer Institute

Purpose:

- A week long "Academy" focused on:
  - Targeted Professional Development
    - Enhanced Intentional Teaching practices
    - Enhanced Curriculum and Assessment use
  - Understanding and using Data to Improve Child Outcomes
  - Enhancing Positive – Social Emotional Development
  - Aligned Family Involvement Model
  - ***Year in Review and Planning Ahead***

Summer Institute

- Data analysis and use of data
- Understanding data
- How to use data
- How to monitor progress
- Continuous Quality Improvement

Summer Institute

Sample Topics:	
Early Literacy Principles – Reading Academy	Portfolio Development
Pre-K Core Curriculum - initial and ongoing	Understanding Data and Data Use
PATHS- Evidence based social-emotional curriculum	Follow the Car; Phonological Awareness
Foundations: Incorporating the Learning Environment into the Curriculum	A Year in Review… Looking ahead
Supporting Family Literacy	Language Development: Enhancing your Intentional Teaching Practices
C.L.A.S.S. and role of Teacher -Child Interactions in Fostering Positive Child Outcomes	Math, Science, Social Studies

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