

# Ashland Head Start / Preschool Program

## Annual Report 2017-18

### Program Description

Ashland Head Start is a blended preschool program located in Ashland, Ky. Federal Head Start funding is blended with State Preschool funding in order to provide a range of preschool services in the areas of education and early childhood development, medical, dental, mental health, nutrition, and family engagement opportunities for our children and families. Families are given support as the primary care takers, decision makers, and lifelong educators of their children. Comprehensive and high quality services are provided to foster healthy development in children and families.

- Target Population: Economically disadvantaged (at-risk) children and children with disabilities
  
- Services Provided: Half day preschool services for 3 and 4 year old children and full day services for 4 year old children. Children attend four days per week (Mon – Thurs) during the Ashland Independent Schools calendar year.
  
- Total Classrooms: Half day: 6; Full day: 7
  
- Student-teacher ratio: 20 to 3 or 20 to 2 (full day – 4 year olds)  
17 to 3 or 17 to 2 (half day - majority 4 year olds)  
15 to 3 or 15 to 2 (half day - majority 3 year olds)
  
- Teacher qualifications:
  - Masters Degree in Early Childhood or Related Field: 3
  - Bachelors Degree in Early Childhood: 6
  - Associate Degree in Early Childhood: 1

## Ashland Head Start / Preschool Philosophy

Ashland Head Start is a federal and state blended program providing preschool children with comprehensive services to meet their educational, emotional, social, health, nutritional and psychological needs.

## Ashland Head Start/ KY State Preschool Mission Statement

The mission of the Ashland Head Start program is to create and support a safe and caring place to promote success for children, families and staff, meeting and exceeding the national and state goals of Head Start and State Preschool through parent and community partnerships.

### Report on Funding

### Report on Enrollment

	Head Start	Preschool	Total
<b>Enrollment</b>	<b>120</b>	<b>106</b>	<b>226</b>
Daily Attendance %	<b>86%</b>	<b>89.5%</b>	<b>87.25%</b>
Homeless Families	5	2	7
Foster Children	6	2	8

### Report on Health Services

	<u>Head Start</u>		<u>Pre-School</u>		<u>Total</u>	
Immunizations	120/120	100%	106/106	100%	226/226	100%
Physicals	116/120	97%	90/106	85%	206/226	91%
Dentals	114/120	95 %	97/106	92%	211/226	93%
Vision Screens	120/120	100%	106/106	100%	226/226	100%
Vision Exams	100/120	83%	98/106	92%	198/226	88%

<b>Individualized Health Care Plans</b>	40/120	31/106	71/226
Total Medicines @ school	9/120	15/106	24/226
Health Care Alerts	38/120	32/106	70/226
Asthma w/meds			12
Asthma w/o Meds			14
Allergies w/meds			4
Seizures w/ meds			1
Seizures w/o meds			4
Other Meds @ school			3
<b>Individualized Food Service Plans</b>	12/120	11/106	23/226
Food Allergies w/ meds			4
<b>Disability Reporting</b>			
Children w/ Individualized Education Plans -	Children w/ Speech & or Language Services-	Children w/ plans Developmental	Children w/autism /other services
<b>67</b>	<b>22</b>	<b>28</b>	<b>17</b>
<b>Mental Health</b>	Head Start	Preschool	Total
Pathways Services	17	9	26
Pathways Referrals	4	5	9
Re-Group Services	2	4	6
Other Services	0	1	1
Refused services	5	5	10
No response	1	0	1
<b>Other Health</b>			
Daily Health Checks w/ follow up	139	196	335
Meds Administered	100	166	266

**Report on Transition to Kindergarten**

	<u>Head Start</u>	<u>Preschool</u>	<u>Total</u>
Kindergarten	72/120	77/106	149/226
Returning	48/120	29/106	77/226 34%

### **Report on Parent Involvement**

Total number of Families:	143
Two Parent Families:	57
Single Parent Families:	86
Family Partnership Agreements Completed	100%

Parent Involvement opportunities provided to families: Policy Council, Parent Committee meetings, End of the year celebration, Classroom parties / celebrations, School Readiness Activities, Health Advisory Committee, Volunteer Training, Classroom Volunteering, Literacy Night, Dr. Seuss Night, Stem Game Night, Movie Night, Fall Harvest, Winter Celebration, Science Day, Kindergarten Transition, Field trips, Pastries with Parents, Home visits two times a year, Class do-jo, Parent conferences, Individual child's progress reports and Weekly newsletters.

60 Head Start Fathers participate in their child's Development and assessments, and Family Partnership Agreements.

34 Head Start families received some type of emergency assistance such as food, clothing, or shelter.

### **Report on Monitoring**

Annual Financial Audit- 100% Compliance

Federal Reviews conducted (Health & Safety, Fiscal & ERSEA and CLASS)- 100% Compliance

## Report on School Readiness

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### **School Readiness Goals and Objectives**

#### **Domain: Social and Emotional Development**

Goals:

1. Children will demonstrate positive relationships and interactions with adults and peers.
2. Children will recognize and regulate behavior, emotions and impulses.

Objectives to reach these goals: Children will

- Identify themselves by name, age and gender
- Take care of own needs and personal belongings and classroom materials appropriately
- Demonstrate knowledge about self
- Point to and name body parts
- Identify teachers and peers by name and form relationships with both groups
- Engage appropriately in small and large group activities
- Interact with peers in play and group activities
- Respond to emotional cues
- Display appropriate emotions
- Demonstrate self-regulation
- Follow limits and expectations
- Use words to solve conflicts
- Manage classroom rules, routines, and transitions
- Balance needs and rights of self and others
- Show pride in created products
- Plan and pursue a variety of appropriately challenging tasks
- Demonstrate confidence in tackling new tasks

#### **Domain: Language and Literacy (Communication; literacy)**

Goals:

3. Children will demonstrate the ability to use language to express their wants and needs, engage in conversations, and follow directions.

4. Children will demonstrate an interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.
5. Children will demonstrate knowledge of concepts about print and early decoding (identifying letter-sound relationships).
6. Children will demonstrate familiarity with writing as a means to communicate through written representations, symbols, and letters.
7. Children who are dual language learners will demonstrate competency in their home language while acquiring beginning receptive and expressive proficiency in English.

Objectives to reach these goals: Children will

- Engage in conversations with teachers and peers
- Use acceptable language and social rules while communicating with others
- Take turns in conversations
- Use complete sentences in conversations that follow most grammatical rules
- Use different forms of language
- Understand and use an increasingly complex and varied vocabulary.
- Progress in listening to and understanding English and in speaking English (non-English speaking children)
- Respond appropriately to questions
- Understand and follow simple directions
- Attend to language during songs and stories
- Understand how books are read – front to back and characteristics of books, e.g. title, author, illustrator
- Show eagerness to learn about a variety of topics and ideas
- Show an interest in books of choice and print
- Make connections to everyday experiences
- Interact during read-alouds and book conversations
- Identify story-related problems, events, resolutions
- Use print concepts in reading and writing
- Identify and name letters (at least 10 for 4 year olds)
- Notice and discriminate rhyme
- Associate sounds with written words
- Identify syllables in words
- Identify and discriminate between sounds and phonemes
- Identify alliteration
- Identify sounds at the beginning and end of words

- Engage in story-telling
- Write to convey meaning
- Incorporate writing into play activities
- Recognize and write own name
- Recognize peer names in print
- Use writing and drawing tools appropriately

**Domain: Approaches to Learning**

Goals:

8. Children will demonstrate the use of creative and imaginative expressions by engaging their bodies, minds and senses in a range of activities such as music, art, creative movement, and drama.
9. Children will demonstrate an interest and engagement in social interaction and learning experiences.

Objectives to reach these goals: Children will

- Use voice and instruments to create sounds
- Use their body to move to music and express themselves
- Use a range of media and materials to create drawings, pictures, or other objects
- Portray events, characters, or stories through acting and using props and language
- Show curiosity and motivation
- Demonstrate flexibility and inventiveness in thinking
- Demonstrate eagerness to learn about a variety of topics and ideas
- Sustain interest in working on a task, especially when teachers offer suggestions, questions, and comments
- Sustain work on age-appropriate tasks until completed
- Ignore most distractions and interruptions when engaged in an activity
- Plan and pursue a variety of appropriately challenging tasks
- Initiate, join in, and sustain positive interactions with peers
- Initiate the sharing of materials in the classroom
- Help, share and cooperate in a group setting
- Take turns with peers

**Domain: Cognition (Mathematics Development; Scientific Reasoning)**

Goals:

10. Children will demonstrate the ability to recognize, understand and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

11. Children will demonstrate mathematics knowledge and skills by connecting ideas, developing logical and abstract thinking, analyzing and understanding the world around them.
12. Children will demonstrate the ability to observe and collect information and use it to ask questions, predict, explain, and draw conclusions about the world around them.
13. Children will demonstrate the understanding of themselves in relation to the family and community, roles in the family and community, and respect for diversity.

Objectives to reach these goals: Children will

- Verbally count to 20
- Count 10-20 objects accurately
- Know the last number states how many in all
- Tell what number (1-10) comes next in order by counting
- Make sets of 6 – 10 objects and then describe the parts
- Identify which part has more, less or the same (equal)
- Count all or count on to find out how many
- Identify numerals to 10 by name and connect each to counted objects
- Use positional words indicating location, directions, and distance appropriately
- Describe basic two and three dimensional shapes by using own words
- Extend and create simple repeating patterns
- Use multiples of the same unit to measure
- Use numbers to compare
- Know the purpose of standard measuring tools
- Manipulate objects in order to compare and contrast – likenesses and differences
- Demonstrate ability to solve problems
- Tell experiences in order, provide details, and evaluate the experience
- Draw on every day experiences and apply this knowledge to similar situations
- Group objects by one characteristic or multiple characteristics
- Plan and then use drawings, constructions, movements, and dramatization to represent ideas
- Interact with peers during pretend lay, assigning and / or assuming roles and discussing actions
- Use object for multiple purposes
- Show curiosity in exploring he world around them
- Begin to understand cause and effect concepts
- Observe and describe natural events and processes



- Observe and describe properties of materials and transformations of substances
- Participate in observations
- Observe and describe living things and natural processes
- Use tools and technology to perform tasks
- Show basic understanding of people and how they live
- Demonstrate simple geographic knowledge
- Begin to understand events that happened in the past and how these events relate to them, their family and community

### **Domain: Perceptual, Motor and Physical Development**

Goals:

14: Children will understand and practice healthy and safe habits.

15. Children will demonstrate age appropriate control of large muscles for movement, navigation, and balance.

16. Children will demonstrate age appropriate control of small muscles for such purposes as using utensils, self-care, building, and exploring.

Objectives to reach these goals: Children will

- Demonstrate knowledge about self
- Regulate own emotions and behaviors
- Take responsibility for own well-being
- Participate in healthy practices, e.g. toileting, wiping nose
- Participate in pedestrian, bus, bike, fire, tornado, earthquake, lock-downs and personal safety lessons
- Use complex movements in play and games according to each child's developmental level. E.g. hopping, jumping, skipping, bending, stretching, starting, stopping, and turning
- Sustain balance during complex movement experiences
- Manipulate balls or similar objects with a full range of motion
- Go up and down stairs using alternate feet
- Pedal tricycle
- Manipulate, explore and use a variety of art materials and writing materials for the development of creativity as well as fine motor
- Use scissors correctly and effectively
- Manipulate materials and toys, e.g. puzzles, Legos, lacing card, playdoh, stringing beads, peg boards

Teaching Strategies GOLD  
 2017-2018 Fall, Winter and Spring Assessment  
 Condensed Report  
*Full report available upon request*

These graphs / tables are designed to enable viewers to compare information about the knowledge, skills, and behaviors of groups of children with widely held expectations for children of the same age. The color-coded age bands of TS GOLD represent widely held expectations for most children at various ages.

Children are grouped into three categories:

**Below** – The numerical rating assigned to the child for a given objective or dimension is lower than those of the appropriate color band.

**Meets** – The numerical rating assigned to the child for a given objective or dimension is within those of the appropriate color band.

**Exceeds** – The numerical rating assigned to the child for a given objective or dimension is higher than those of the appropriate color band.

**Profile of Children**

**The 227 children included in this report are in 13 classes and have the following demographics:**

<b>Gender</b>	<b>Male: 122</b>
	<b>Female: 105</b>
<b>Race</b>	<b>White: 191</b>
	<b>Black / African American: 9</b>
	<b>Asian: 3</b>
	<b>Other: 4</b>
	<b>Multi/Biracial: 19</b>
	<b>Unspecified: 1</b>
<b>Ethnicity</b>	<b>Not Spanish /Hispanic/Latino: 222</b>
	<b>Hispanic: 5</b>
<b>Age or Class/Grade</b>	<b>Preschool 3 (Green): 76</b>
	<b>Pre-K 4 (Blue): 151</b>
<b>Primary Language</b>	<b>English: 226</b>
	<b>Punjabi: 1</b>

**\*Winter Percentages in Red\***

**\*Spring Percentages in Blue\***

**All Preschool 3 class/grade (Green Color Band) and All Pre-K 4 class / grade (Blue Color Band) – 227 children**

<i>Dimension</i>	Below Age Expectation	Meeting / Exceeding Age Expectation
Social-Emotional	46.51% <b>29.86%</b> <b>18.06%</b>	53.49% <b>70.14%</b> <b>81.94%</b>
Physical	41.4% <b>25.79%</b> <b>14.98%</b>	58.60% <b>74.21%</b> <b>85.02%</b>
Language	37.85% <b>22.62%</b> <b>18.94%</b>	62.15% <b>77.37%</b> <b>81.06%</b>
Cognitive	43.72% <b>25.34%</b> <b>14.54%</b>	56.28% <b>74.66%</b> <b>85.46%</b>
Literacy	44.65% <b>27.6%</b> <b>21.59%</b>	55.35% <b>64.71%</b> <b>78.41%</b>
Mathematics	53.95% <b>35.29%</b> <b>18.94%</b>	46.05% <b>64.71%</b> <b>81.06%</b>

**(All 3 year olds) Preschool 3 class / grade (Green Color Band) – 76 Children**

<i>Dimension</i>	Below Age Expectation	Meeting / Exceeding Age Expectation
Social-Emotional	43.24% <b>39.13%</b> <b>23.68%</b>	60.81% <b>60.87%</b> <b>76.31%</b>
Physical	27.03% <b>36.23%</b> <b>26.32%</b>	72.97% <b>63.77%</b> <b>73.68%</b>
Language	41.89% <b>37.68%</b> <b>35.53%</b>	58.11% <b>62.31%</b> <b>64.47%</b>
Cognitive	39.19% <b>40.58%</b> <b>26.32%</b>	60.81% <b>59.42%</b> <b>73.69%</b>
Literacy	45.95% <b>47.83%</b> <b>47.37%</b>	54.05% <b>52.18%</b> <b>52.63%</b>
Mathematics	47.3% <b>44.93%</b> <b>34.21%</b>	52.71% <b>55.07%</b> <b>65.79%</b>

**(All 4 year olds) Pre-K 4 class / grade (Blue Color Band) -151 children**

<i>Dimension</i>	Below Age Expectation	Meeting / Exceeding Age Expectation
Social-Emotional	50.35% <b>25.66%</b> <b>15.23%</b>	49.65% <b>74.34%</b> <b>84.77%</b>
Physical	48.94% <b>21.05%</b> <b>9.27%</b>	51.06% <b>78.95%</b> <b>90.73%</b>
Language	35.71% <b>15.79%</b> <b>10.6%</b>	64.28% <b>84.21%</b> <b>89.4%</b>
Cognitive	46.1% <b>18.42%</b> <b>8.61%</b>	53.9% <b>81.57%</b> <b>91.4%</b>
Literacy	43.97% <b>18.42%</b> <b>8.61%</b>	56.03% <b>81.58%</b> <b>91.4%</b>
Mathematics	57.45% <b>30.92%</b> <b>11.26%</b>	42.55% <b>69.08%</b> <b>88.74%</b>

## 4 year olds – 151 children

(4 year olds) All Pre-K 4 class / grade (Blue Color Band)

*First Year in Program – 109 children*

<i>Dimension</i>	Below Age Expectation	Meeting / Exceeding Age Expectation
Social-Emotional	47.47% <b>21.3%</b> <b>11.93%</b>	52.53% <b>78.7%</b> <b>88.07%</b>
Physical	46.46% <b>19.44%</b> <b>9.17%</b>	53.54% <b>80.55%</b> <b>90.82%</b>
Language	29.29% <b>12.04%</b> <b>6.42%</b>	70.71% <b>87.96%</b> <b>93.58%</b>
Cognitive	38.38% <b>15.74%</b> <b>6.42%</b>	61.62% <b>84.25%</b> <b>93.57%</b>
Literacy	40.4% <b>17.59%</b> <b>7.34%</b>	59.6% <b>82.4%</b> <b>92.66%</b>
Mathematics	50.51% <b>30.56%</b> <b>11.01%</b>	49.49% <b>69.45%</b> <b>88.99%</b>

(4 year olds) All Pre-K 4 class / grade (Blue Color Band)

*More than One Year in Program – 42 children*

<i>Dimension</i>	Below Age Expectation	Meeting / Exceeding Age Expectation
Social-Emotional	53.19% <b>22.86%</b> <b>23.81%</b>	46.81% <b>77.14%</b> <b>76.19%</b>
Physical	51.06% <b>17.14%</b> <b>9.52%</b>	48.94% <b>82.86%</b> <b>90.47%</b>
Language	47.83% <b>17.14%</b> <b>21.43%</b>	52.17% <b>82.85%</b> <b>78.57%</b>
Cognitive	59.57% <b>11.43%</b> <b>14.29%</b>	40.43% <b>88.57%</b> <b>85.71%</b>
Literacy	48.94% <b>11.43%</b> <b>11.9%</b>	51.06% <b>88.57%</b> <b>88.09%</b>
Mathematics	68.09% <b>22.86%</b> <b>11.9%</b>	31.92% <b>77.15%</b> <b>88.1%</b>

## All Female – 105 children

(3 year olds) Preschool 3 class/grade (Green Color Band) and (4 year olds) Pre-K 4 class / grade (Blue Color Band)

### All Female – 105 children

Social-Emotional	37.86% <b>20.95%</b> <b>9.52%</b>	62.14% <b>79.05%</b> <b>90.47%</b>
Physical	33.01% <b>20.95%</b> <b>8.57%</b>	66.99% <b>79.04%</b> <b>91.43%</b>
Language	26.47% <b>15.24%</b> <b>11.43%</b>	73.53% <b>84.76%</b> <b>88.57%</b>
Cognitive	32.04% <b>17.14%</b> <b>6.67%</b>	67.96% <b>82.85%</b> <b>93.33%</b>
Literacy	38.83% <b>21.9%</b> <b>16.19%</b>	61.17% <b>78.09%</b> <b>83.81%</b>
Mathematics	51.46% <b>29.52%</b> <b>13.33%</b>	48.54% <b>70.47%</b> <b>86.66%</b>

### (3 year olds) Female Preschool 3 class / grade (Green Color Band) - 27

<i>Dimension</i>	Below Age Expectation	Meeting / Exceeding Age Expectation
Social-Emotional	32.14% <b>29.17%</b> <b>7.41%</b>	67.86% <b>70.8%</b> <b>92.59%</b>
Physical	10.71% <b>29.17%</b> <b>11.11%</b>	89.29% <b>70.83%</b> <b>88.88%</b>
Language	35.71% <b>20.83%</b> <b>18.52%</b>	64.28% <b>79.17%</b> <b>81.48%</b>
Cognitive	32.14% <b>29.17%</b> <b>7.41%</b>	67.86% <b>70.83%</b> <b>92.59%</b>
Literacy	35.71% <b>45.83%</b> <b>40.74%</b>	64.29% <b>54.16%</b> <b>59.26%</b>
Mathematics	35.71% <b>33.33%</b> <b>22.22%</b>	64.29% <b>66.67%</b> <b>77.78%</b>

### (4 year olds) Female Pre-k 4 Class/grade (Blue Color Band) – 78 children

<i>Dimension</i>	Below Age Expectation	Meeting / Exceeding Age Expectation
Social-Emotional	40% <b>18.52%</b> <b>10.26%</b>	60% <b>81.48%</b> <b>89.75%</b>
Physical	41.33% <b>18.52%</b> <b>7.69%</b>	58.66% <b>81.48%</b> <b>92.31%</b>
Language	22.97% <b>13.58%</b> <b>8.97%</b>	77.02% <b>86.42%</b> <b>91.02%</b>
Cognitive	32% <b>13.58%</b> <b>6.41%</b>	68% <b>86.42%</b> <b>93.58%</b>
Literacy	40% <b>14.81%</b> <b>7.69%</b>	60% <b>85.18%</b> <b>92.31%</b>
Mathematics	57.33% <b>28.4%</b> <b>10.26%</b>	42.67% <b>71.6%</b> <b>89.75%</b>

## All Male – 122 children

(3 year olds) Preschool 3 class/grade (Green Color Band) and (4 year olds) Pre-K 4 class / grade (Blue Color Band)

<i>Dimension</i>	Below Age Expectation	Meeting / Exceeding Age Expectation
Social-Emotional	54.46% <b>37.93%</b> <b>25.41%</b>	45.54% <b>62.07%</b> <b>74.59%</b>
Physical	49.11% <b>30.17%</b> <b>20.49%</b>	50.89% <b>69.83%</b> <b>79.51%</b>
Language	48.21% <b>29.31%</b> <b>25.41%</b>	51.79% <b>70.68%</b> <b>74.59%</b>
Cognitive	54.46% <b>32.76%</b> <b>21.31%</b>	45.53% <b>67.24%</b> <b>78.68%</b>
Literacy	50% <b>32.76%</b> <b>26.23%</b>	50% <b>67.24%</b> <b>73.77%</b>
Mathematics	56.25% <b>40.52%</b> <b>23.77%</b>	43.75% <b>59.49%</b> <b>76.23%</b>

(3 year olds) Male Preschool 3 class / grade (Green Color Band) – 49 children

<i>Dimension</i>	Below Age Expectation	Meeting / Exceeding Age Expectation
Social-Emotional	43.48% <b>44.44%</b> <b>32.65%</b>	56.52% <b>55.55%</b> <b>67.35%</b>
Physical	36.96% <b>40%</b> <b>34.69%</b>	63.04% <b>60%</b> <b>65.31%</b>
Language	45.65% <b>46.67%</b> <b>44.9%</b>	54.35% <b>53.34%</b> <b>55.1%</b>
Cognitive	43.48% <b>46.67%</b> <b>36.73%</b>	56.52% <b>53.33%</b> <b>63.27%</b>
Literacy	52.17% <b>48.89%</b> <b>51.02%</b>	47.82% <b>51.11%</b> <b>48.98%</b>
Mathematics	54.35% <b>51.11%</b> <b>40.82%</b>	45.65% <b>48.88%</b> <b>59.18%</b>

(4 year olds) Male Pre-k 4 Class/grade (Blue Color Band) – 73 children

<i>Dimension</i>	Below Age Expectation	Meeting / Exceeding Age Expectation
Social-Emotional	62.12% <b>33.8%</b> <b>20.55%</b>	37.88% <b>66.19%</b> <b>79.45%</b>
Physical	57.58% <b>23.94%</b> <b>10.96%</b>	42.42% <b>76.06%</b> <b>89.04%</b>
Language	50% <b>18.31%</b> <b>12.33%</b>	50% <b>81.69%</b> <b>87.67%</b>
Cognitive	62.12% <b>23.94%</b> <b>10.96%</b>	37.88% <b>76.05%</b> <b>89.04%</b>
Literacy	48.48% <b>22.54%</b> <b>9.59%</b>	51.52% <b>77.47%</b> <b>90.41%</b>
Mathematics	57.58% <b>33.8%</b> <b>12.33%</b>	42.42% <b>66.2%</b> <b>87.67%</b>

## Race Other than White – 35 children

(3 year olds) Preschool 3 class/grade (Green Color Band) and (4 year olds) Pre-K 4 class / grade (Blue Color Band)

All Race Other than White – 35 children

<i>Dimension</i>	Below Age Expectation	Meeting / Exceeding Age Expectation
Social-Emotional	42.42% <b>28.57%</b> <b>19.44%</b>	57.57% <b>71.43%</b> <b>80.55%</b>
Physical	39.39% <b>28.57%</b> <b>19.44%</b>	60.61% <b>71.43%</b> <b>80.55%</b>
Language	30.3% <b>28.57%</b> <b>22.22%</b>	69.7% <b>71.43%</b> <b>77.78%</b>
Cognitive	39.39% <b>25.71%</b> <b>19.44%</b>	60.61% <b>74.28%</b> <b>80.56%</b>
Literacy	45.45% <b>25.71%</b> <b>27.78%</b>	54.55% <b>74.28%</b> <b>72.22%</b>
Mathematics	48.48% <b>45.71%</b> <b>22.22%</b>	51.51% <b>54.29%</b> <b>77.77%</b>

### National Normative Sample (for pre-k children)

<i>Dimension</i>	Below	Meeting / Exceeding
Social-Emotional	50.4% <b>25.5%</b> <b>15.2%</b>	49.6% <b>74.5%</b> <b>84.7%</b>
Physical	48.9% <b>20.8%</b> <b>9.3%</b>	51.7% <b>79.1%</b> <b>90.7%</b>
Language	35.7% <b>15.4%</b> <b>10.6%</b>	64.2% <b>84.6%</b> <b>89.4%</b>
Cognitive	46.8% <b>18.1%</b> <b>8.6%</b>	53.2% <b>81.9%</b> <b>91.4%</b>
Literacy	44% <b>18.1%</b> <b>8.6%</b>	56% <b>81.9%</b> <b>91.4%</b>
Mathematics	57.5% <b>30.9%</b> <b>11.3%</b>	42.5% <b>69.2%</b> <b>88.8%</b>

### Summary for School Readiness:

School Readiness skills are measured within Teaching Strategies GOLD for children entering kindergarten during the 2018-2019 school year within the Pre-k Class 4 Blue Color Band. The Snapshot report reveals whether children within this color band are below, meeting, or exceeding age expectations / school readiness skills for a typical developing child. These reports are indicative of skills that 4 year old children enrolled at Ashland Head Start / Preschool Program have exhibited throughout the 2017-18 program year.

Programmatic data reveal literacy (91.4% meeting or exceeding age expectations) and cognitive (91.4% meeting or exceeding age expectations) as the highest performance areas for pre-k 4 children. Programmatic data reveal social emotional as the lowest performance area for pre-k 4 children, with 84.77% meeting or exceeding age expectations. The greatest growth occurred for pre-k 4 children in the areas of mathematics (19.66% growth).

Programmatic data reveal literacy as the highest performance area for males within the pre-k 4 age color band with 90.41% of children meeting or exceeding age expectations. Programmatic data reveal

social / emotional as the lowest performance area for males within the pre-k 4 age color band with 79.45% of children meeting or exceeding age expectations.

Programmatic data reveal cognitive as the highest performance areas for females within the pre-k 4 age color band with 93.58% of children meeting or exceeding age expectations. Programmatic data reveal mathematics and social emotional as the lowest performance area for females within the pre-k 4 age color band with 89.75% of children meeting or exceeding age expectations.

Comparative data between male and female children within the pre-k 4 color band reveal that females perform higher than males in all areas. The greatest discrepancy in scores is in the area of social emotional with 89.75% of females meeting or exceeding age expectations and 79.45% of males meeting or exceeding age expectations.

Programmatic data reveal cognitive (80.56% meet or exceed age expectations) and physical (80.55% meet or exceed age expectations) as the highest performance areas for pre-k 4 children with a race other than white. The lowest performance area for pre-k 4 children with a race other than white is literacy with 72.22% meeting or exceeding age expectations.

Comparative data between children returning for their 2<sup>nd</sup> or 3<sup>rd</sup> year and children that have enrolled for their first year in the program reveal that children with previous experience in the program have a lower percentage of children meeting or exceeding age expectations in all areas. Possible explanation for the discrepancy is in the growth of the program, only 42 pre-k 4 children are enrolled for more than one year and 109 pre-k 4 children are enrolled for the first time. In addition, over income children have been included for enrollment for the first time and a higher percentage of children enrolled for more than one year have IEP's as compared to children enrolled for the first year.

The **Comparative reports** compare pre-k 4 children's scores to a Readiness Benchmark which looks at a child's readiness as they move from pre-k towards kindergarten entry.

When compared to a **National Normative Sample**, the highest area of performance is in cognitive and literacy with 91.4% meeting or exceeding the national normative sample. The lowest area of performance is in social emotional with 84.7 % of pre-k 4 children meeting or exceeding the national normative sample.

### **Analysis of School Readiness Program Goals**

Winter assessment for Ashland Head Start / Preschool Program reveals the area of language as the highest performance area (77.37% meet or exceed age expectations). The areas of lowest performance are literacy and mathematics (64.71% meet or exceed age expectations). For pre-k 4 children that will transition to kindergarten during the 2018-19 school year, literacy (81.58% meet or exceed age expectations) and cognitive (81.57% meet or exceed age expectations) are the areas of highest performance. Mathematics is the area of lowest performance for pre-k 4 children that will transition to kindergarten during the 2018-19 school year (69.08% of children meet or exceed age expectations).

Comparative data between males and females in the pre-k 4 color band reveal females perform higher than males in all areas. The greatest area of discrepancy between male and female pre-k 4 students is in the area of social emotional with 81.48% of females meeting



or exceeding age expectations and 66.19% of males meeting or exceeding age expectations. For children with a race other than white, cognitive and literacy are the highest performance areas (74.28% meet or exceed age expectations) and math is the lowest performance area (54.29% meet or exceed age expectations). Comparative data between pre-k 4 children returning for their 2<sup>nd</sup> or 3<sup>rd</sup> year (43% have a diagnosed disability) and children that have enrolled for their first year in the program (25% have a diagnosed disability) reveal that children with previous experience in the program have high scores in all areas with the exception of social emotional (discrepancy of 1.56%) and language (discrepancy of 5.11%).

### **Long Term Goal:**

Ashland Head Start / Preschool Program will provide full day services to all families in the Ashland Independent School District interested in preschool / school readiness services.

### **Short Term Goals:**

1. Classroom staff will continue to encourage school readiness skills for males by thoughtfully planning the physical classroom environment to include educational materials of interest and pertinence to school readiness for males. By May 15, 2018, the achievement gap between male and female performance will be narrowed to a discrepancy of no more than 5% in each area of social emotional, physical, language, cognitive, literacy, and mathematics according to Teaching Strategies GOLD classroom assessment.

**Goal is achieved in the areas of physical (discrepancy of 3.27), language (discrepancy of 3.35), cognitive (discrepancy of 4.54), literacy (discrepancy of 1.9), and mathematics (discrepancy of 2.08). In the area of social emotional, females scored higher than males by 10.3%.**

2. Classroom staff will continue to encourage increasing mathematic skills by enhancing interest areas with mathematics materials and thoughtfully incorporating mathematics instruction throughout the day. By May 15, 2018, at least 80% of all children in the program will meet or exceed age expectations according to Teaching Strategies GOLD classroom assessment.

**Goal is achieved with 81.06% of all children in the program meeting or exceeding age expectations. However, 65.79% of 3 year old children meet or exceed age expectations and 88.74% of 4 year old children meet or exceed age expectations.**

3. Classroom staff will continue to encourage literacy achievement of pre-k 3 children by incorporating materials throughout the classroom, intentional read-

alouds, and literacy rich experiences. By May 15, 2018, at least 75% of pre-k 3 children will meet or achieve age expectations in literacy according to Teaching Strategies GOLD classroom assessment.

**Goal is not achieved with 52.63% of 3 year old children meeting or exceeding age expectations. An explanation could be the lack of time in the program for a large percentage of children with disabilities transitioning throughout the program year from early intervention.**

