

## NMCAA School Readiness Outcomes Preschool data

This document reflects the 2017-2018 school year data in planning for the 2018-2019 professional development plan for staff/providers based off of child outcomes.

Teaching Strategies GOLD Snapshot report is the source used to aggregate the data for the Northwest Michigan Community Action Agency Head Start preschool program. The data reflects the growth of both the Head Start classrooms and the Collaborative Center Programs throughout our 10 county service area. The first checkpoint period is 2 months after the children have started the program and once all data has been entered then the Education Coach Manager/Collaborative Center Manager and the Education Coaches/Collaborative Center Services Coordinators staff analyze the data with the education staff to look at quality program instruction and individualizing needs for both the children and the program. The data is then collected again in 2 months for the winter checkpoint and then at the end of the school year for the spring collection. The data in this report will reflect the fall 2017 to the spring 2018 checkpoints because of the transitions of the children from the Collaborative Center Programs throughout the summer months.

The children's growth from the fall assessment to the spring assessment showed at least 87% or higher fell into the percentage of children at or above age expectations in all domains except for math. Math has consistently been the lowest school readiness goal with 80% or higher of the children at or above age expectations. Math continues to be an area of professional development in our 10 county region with multiple programs offering trainings in this content area.

### **Approaches to Learning**

In the fall we had 61% of the children at or above age expectations and in the spring ended with 92% of the children at or above age expectations. Our children came in much lower this year than last with their skills in approaches to learning. So the education staff focused on how to build the children's ability to focus, be persistent and think creatively throughout the day. This is an area of interest to the Kindergarten teachers that we partner with because they are wanting to understand where the children's skills are in being able of focus and be persistent with tasks. The education staff work diligently to help the children stay on task and engage in play for extended periods of time. The education staff are content with the growth they experienced with the children this past school year and will continue to have this area be a daily focus when preparing children for their next school setting. Even though the children came in much lower this year in approaches to learning they were able to get the children at the same percentage points than last year.

## **Social Emotional**

The children started out the year at about the same percentage area than in the past year with 55% of the children at or above age expectations. By the spring assessment 87% of the children were at or above age expectations which is 2% lower than last year and 5% lower than the year before last. Our program uses the Conscious Discipline approach in preparing children in their social emotional development. There are many trainings offered throughout the year to support education staff in their knowledge of this philosophy so they feel prepared to implement the approach with fidelity. The education staff will continue to be committed to building an environment that supports the children's social emotional growth which is the foundation to school readiness. A Behavior Management Protocol is used consistently with coaches/coordinators and education staff to help with the implementation of Tier 1, Tier 2 and Tier 3 services that is geared to meeting the needs of all children in their social/emotional development. Our program continues to provide support in this area with a rich training schedule for the 2017-2018 school year. Parents are sharing more and more the trauma that their children are experiencing and we know how impactful that is on a child's social emotional health so this program year we participated in a Self-Regulation series that coaches, supervisors, mental health consultants and some teachers participated in. We also partnered with our Infant Mental Health Consortium and had our teaching staff attend a training in April that focused on self-regulation. For our pre-service this year we will be sharing the Resiliency documentary and then a full day training on the ACES information. We will also be starting a Self-Regulation co-hort for teaching staff that will meet monthly. We are also looking at having Charlie Appelwood do our March professional development that focuses on trauma-informed care.

## **Language and Communication**

Our language scores in the spring ended with 90% of the children at or above age expectations which is a percentage point above last year's spring scores. We have started partnerships with Intermediate School Districts to continually build the capacity in the education staff's knowledge around language development and how they can foster growth in the children. Our teachers all attend Multi-tiered Systems of Support (MTSS) meetings that are happening with Intermediate School Districts to hear from the itinerants and their teaching peers about how to facilitate language activities with purpose and intentionality. Our education staff have access to the Speech and Language Therapists from classroom visits and because of the relationships formed at the MTSS meetings with contact information being shared. Our program also focuses on the Classroom Assessment Scoring System (CLASS) throughout the program year so education staff are setting goals around the CLASS and often the goals revolve around the Language Development domain. The Education Coaches/Coordinators are providing continued

observations and support for the education staff by videoing interactions, observing all staff and having follow up discussions about positive interactions that encourage language development. We also continue to offer some Hanen – Learning Language and Loving It - trainings when request by the education staff. The education staff were also trained in facilitating 'studies' with the children this year which will continue to support language development with intentional lesson planning revolving around children's interests. The coaches/coordinators will continue to guide education staff in supporting them to feel confident in implementing the studies concept with fidelity.

## **Literacy**

The fall assessment showed that 52% of the children were at or above age expectations and by the spring assessment 87% of the children were at or above age expectations. We typically end in the 90% range for our literacy development and this year we were a little below our expectations. The education staff complete an Early Language and Literacy Classroom Observation 3 times a year to make sure they are focusing on literacy and keeping their environment 'literacy rich' until the very end of the school year. The Education Coaches are also completing the checklist to make sure the education staff are being consistent with what the coach is observing. Literacy is a part of our lesson plan that gets monitored by the coach/coordinator to make sure books are being read, library areas are being changed out and children are being exposed to the written word throughout the week. In the monthly newsletters, education staff have information for the parents on how they can expose their children to literacy and the benefits to their child in preparing them for school. This year we are partnering with the Michigan Department of Education/Intermediate School Districts and training staff on the 10 essentials of literacy development to help support the new law in Michigan that children need to meet a reading requirement before going onto 4<sup>th</sup> grade.

## **Mathematics Development - Cognition**

When the children started the program in the fall there were 48% of the children that were at or above age expectations which is 10% higher than last year and in the spring there were 83% of the children at or above age expectations. Math is our only domain that continues to be in the 80% range from year to year. We focus math every year for the education staff to help them gain the knowledge they need to expose the children to 'math talk' on a daily basis. We share our data with regional partners and they state that their data in math is also their lowest. The coaches/coordinators continue to individualize for the education staff by looking at their data after each checkpoint to see where they need support in their knowledge about math concepts. We find sometimes that education staff make math more difficult than what it needs to be so they tend to not plan as purposeful in this area because of their fear of math. The

coaches/coordinators model for them on how they can simplify the teaching so that the children are being exposed to math every day.

### **Scientific Reasoning - Cognition**

This is a domain where there isn't research based expectations of school readiness for preschool age children. We have our objectives that we assess children on to determine if they are emerging or meeting program expectations but there isn't an age expectation for this domain according to our assessment/curriculum. By the spring assessment 57% of our children were emerging and 39% of the children were meeting program expectations in our 5 objectives in scientific reasoning. The education staff are continually developing quality science areas with real materials that are a part of the children's culture. And the coaches/coordinators are coaching duration staff to sit in the science area to develop conversations that lead to inquiry skills. They are also educating staff that science is found throughout the environment and not just the science area. The coaches had a discussion about this area and how to improve these scores this year by tying scientific reasoning to the studies concept that the education staff are continually learning how to implement.

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

#### **Gross Motor**

Children came into the program with 76% of the children meeting or exceeding age expectations which is significantly higher than the last many year. By the spring assessment 95% of the children were meeting age expectations. It was been interesting from year to year to see how low the children start in this area and the growth that happens in one school year. The parents input in this area is that they are not getting their children outside enough so we make sure we educate parents on the importance of physical activity. The parents know they are spending too much time indoors and playing on electronics instead of getting outside to strengthen their large motor development. The coaches/coordinators work with the education staff to make sure outside time is purposeful and intentional with activities that get children moving and exercising. The education staff also plan inside activities with music to get the children making large movements with their bodies. The program utilizes the I am Moving, I am Learning curriculum to enhance the large motor offerings. Parents are also receiving a monthly I am Moving, I am Learning movement calendar filled with simple activities they can do at home with their child and at the end of the month the parents share how much time they were able to engage in the activities.

## Fine Motor

The fine motor domain was our highest scoring area this past year with 96% of the children meeting age expectations. The past couple of years the children are coming into the program with a high percentage of children meeting age expectations. The parents are saying it's because of all the electronic games the children play today so the gross motor skills are lower and the fine motor skills are higher as stated above. We feel that we give children lots of opportunities to grow their fine motor skills with the many activities and materials that the children are exposed to every day. We have had some Intermediate School District staff provide training on fine motor development when requested by the education staff. We will continue to provide lots of opportunities for children to strengthen their fine motor development through parent education and environments that support this growth for school readiness.

	% of Children Below <u>Expectations</u>	% of Children Meeting/ <u>Exceeding</u>
<u>Fall 2017-2018</u>		
Approaches to Learning	39%	61%
Social-Emotional	45%	55%
Language	33%	67%
Literacy	48%	52%
Math	52%	48%
Scientific Reasoning	74%	8%
Gross Motor	24%	76%
Fine Motor	13%	87%

	% of Children Below <u>Expectations</u>	% of Children Meeting/ <u>Exceeding</u>
<u>Spring 2017-2018</u>		
Approaches to Learning	8%	92%

Social-Emotional	14%	87%
Language	10%	90%
Literacy	13%	87%
Math	17%	83%
Scientific Reasoning	57%	39%
Gross Motor	5%	95%
Fine Motor	4%	96%