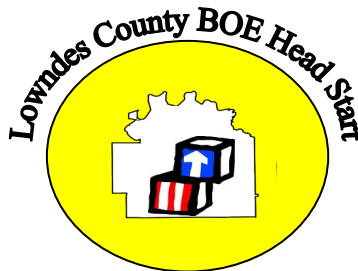


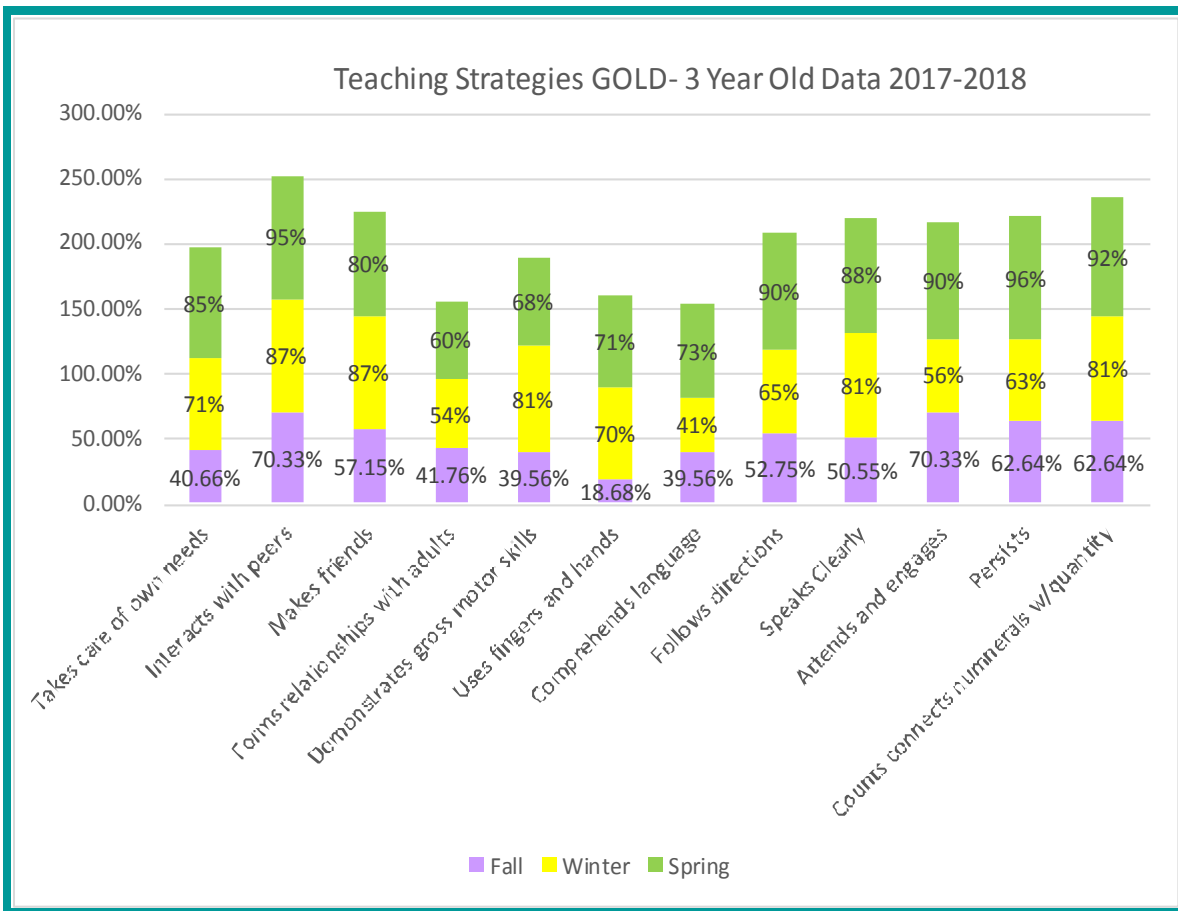


Lowndes County BOE Head Start School Readiness Report

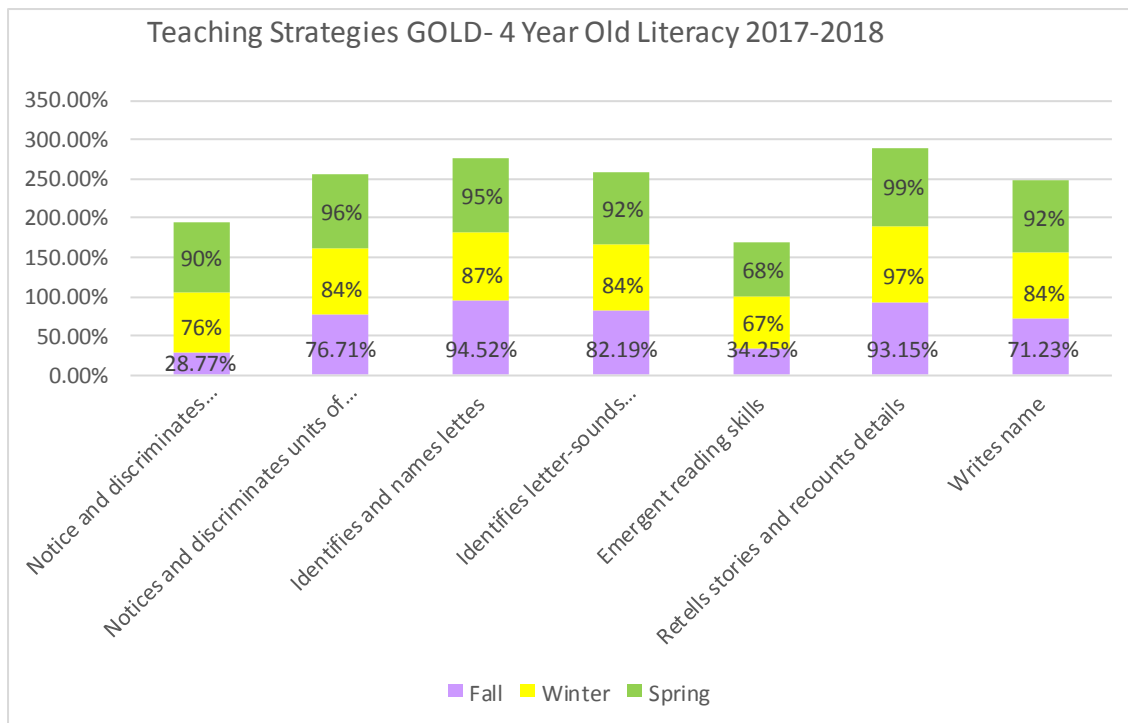
Spring 2017-2018



**Shaping The Future and Getting Ready for School
One Triangle, Square and Circle at a Time.**

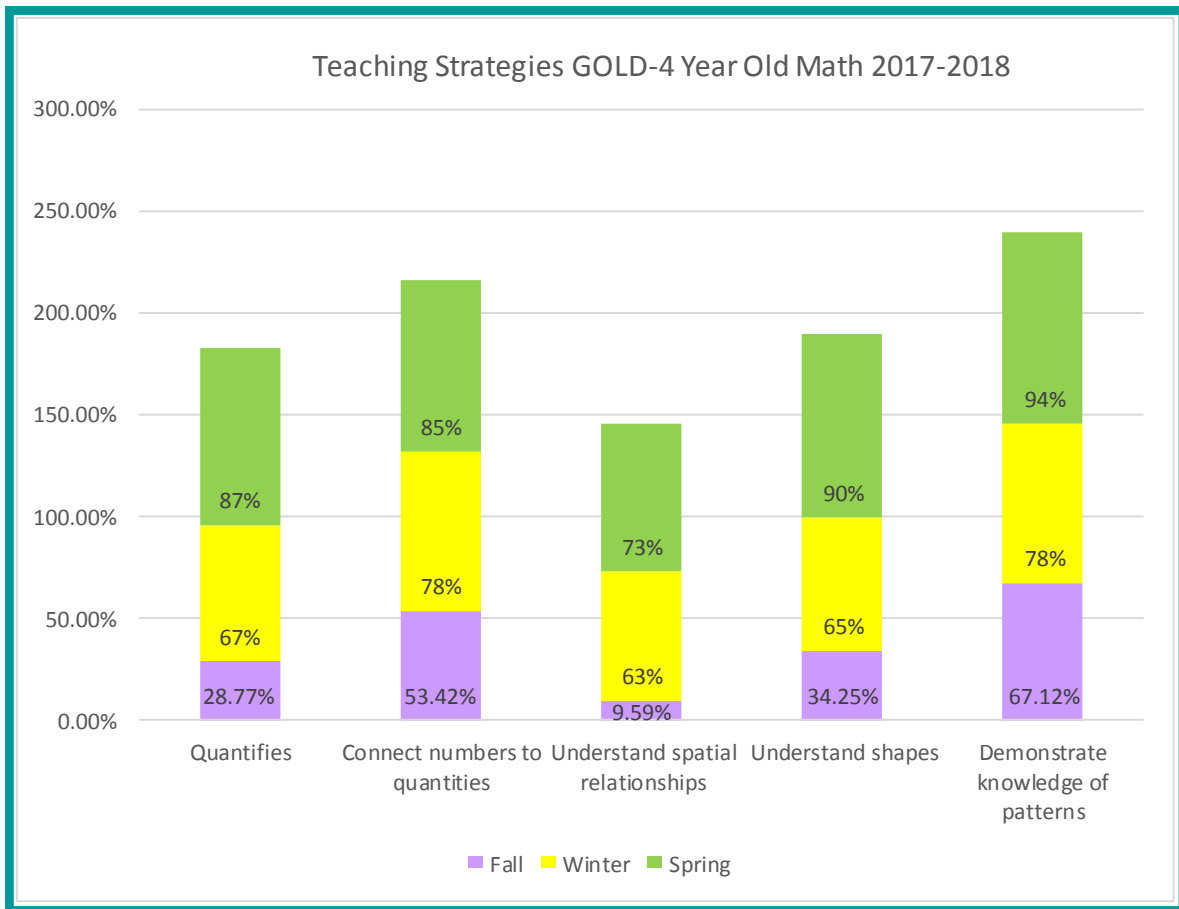


School readiness is broadly defined as the set of physical, social/emotional, and academic skills students need to make a successful transition to kindergarten. Children’s readiness for school can be further categorized into various domains or dimensions of development. Although teacher observation is most valid and reliable, there is some risk of natural variabilities between teacher observers. The three year old children made great strides in their development this year; particularly in the areas of taking care of own needs and using fingers and hands with an increase of 31% from fall to winter, then an increase of 14% from winter to spring; 52% from fall to winter, however, there was just a 1% increase from winter to spring.

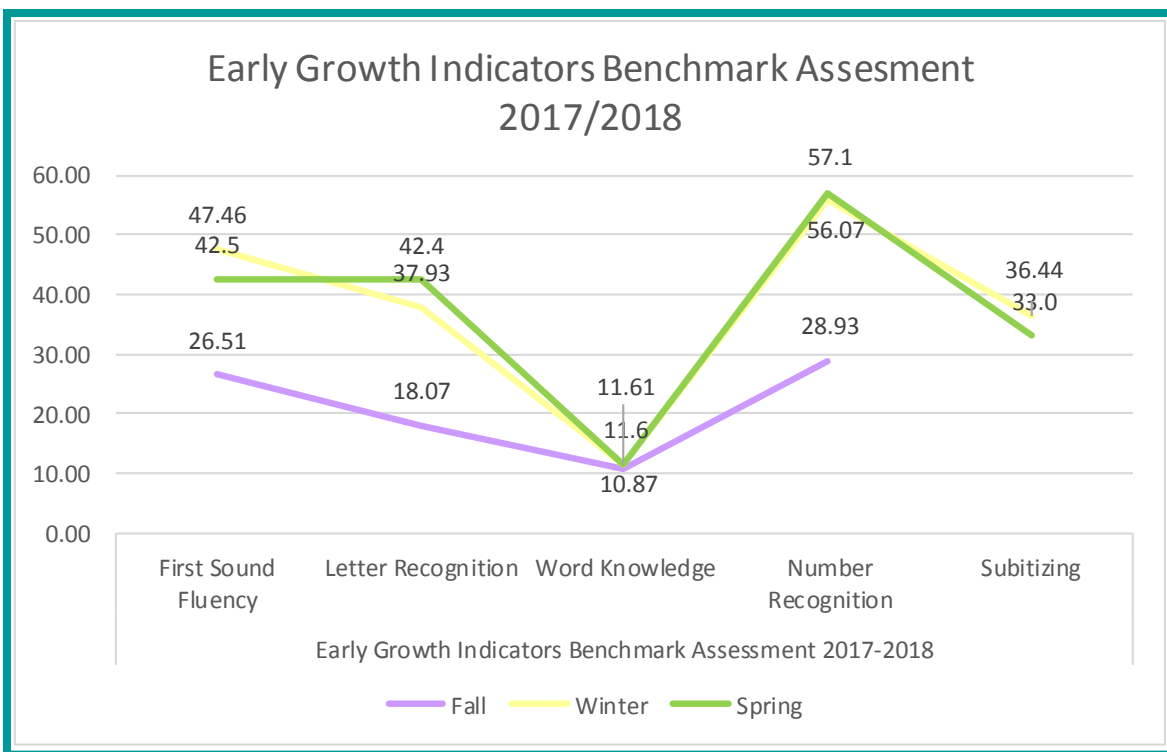


A number of studies looking at the relationship between readiness and future achievement have demonstrated that children’s social and cognitive readiness for school act as a “springboard” for later success in school. Children who have competence across these five domains; cognitive, social, approaches to learning, physical, language and literacy, are more likely to succeed academically in first grade than are those who are competent in only one or two domains. Based on the documentation entered into Teaching Strategies GOLD, the 4 year old children were average or above in the fall, so the data has steadily increased over the course of the school year. The greatest gains is the skill of discriminating alliteration with a difference of 47.23% from fall to winter, then 26% from winter to spring.

When children move from home or preschool into kindergarten, their success is partly determined by the capacity of the schools to transition them smoothly into the classroom environment and to teach them effectively. Research shows that ready elementary schools are critical to ensuring successful children. Schools that are ready, prepare for new kindergarteners by communicating and coordinating with families, early care and education programs and their communities to ensure smooth transitions for students. Math can be a particularly difficult subject to master, especially for young children. The highest achievement of all the skills this school year is understanding spatial relationships with the largest difference of 53.41% between fall and winter and 10% between winter and spring. The second highest feat was quantifies; with a difference of 38.23% between fall and winter, and 20% between winter and spring.



Using teaching practices that are developmentally appropriate, the Lowndes County Head Start understand that every child develops and learns at different rates. We also support the School Readiness recommended skills that have been identified by the public schools as well as our school readiness goals.



These scores also indicate that these children are familiar with the Dynamic Indicators Basic Early Literacy Skills Assessment which is administered three times per year as well as skills in early math and are ready to transition to their next level of change, a Kindergarten classroom, in the Fall of 2019.

CLASS Scores 2016-2017 (319 Grantees)

Domain	National Lowest (10%)	National Median (50%)	LCHS	National Highest (10%)
Emotional Support	5.5952	6.04	6.1979	6.35
Classroom Organization	5.2500	5.76	5.9722	6.15
Instructional Support	2.2222	2.74	3.1389	3.53

Of the 319 grantees observed nationwide, The Lowndes County Head Start received the second highest CLASS scores in the state of Alabama in the 2016-2017 school year. In the 2017-2018 school year, the data indicates a slight decrease in all domains. A plan will be devised to facilitate the increase of scores in all domains of CLASS with the proper implementation of a coach and partnerships with other Head Start Programs.

CLASS Scores 2017-2018

Domain	National Lowest (10%)	LCHS	National Median (50%)	National Highest (10%)
Emotional Support	5.5952	5.78	6.04	6.35
Classroom Organization	5.2500	5.4	5.76	6.15
Instructional Support	2.2222	2.78	2.74	3.53