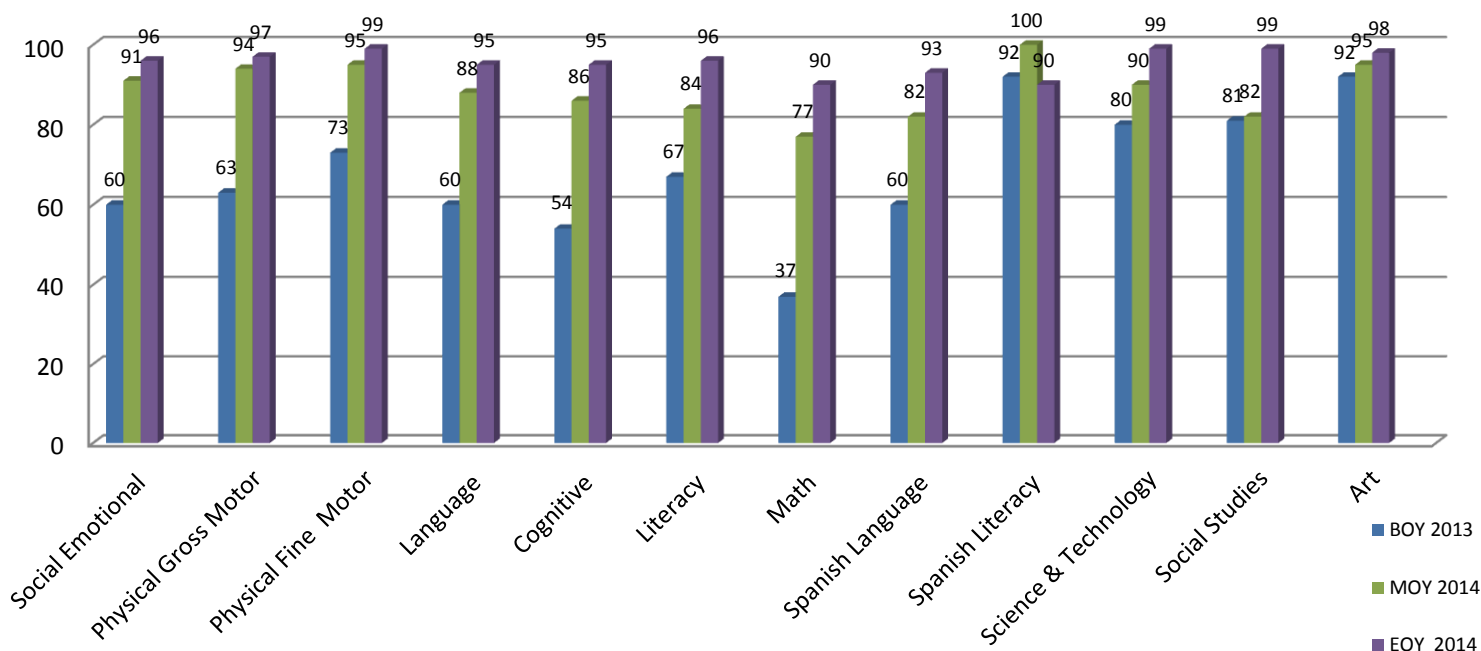# Overall Program Results

The data table below provides the overall program wide results, of the fall 2013 submission using the Teaching Strategies Gold assessment, an additional report will be submitted in February 2014, and in May 2014, to analyze and monitor the overall progress towards meeting the School Readiness Goals:

ESC, Region 20 Tri- County Head Start

Summary:
The data table represents the progress of about 432 children assessed for the End of the Year report finalized during the month of May 2014, in all of the twelve domain elements as required by the Office of Head Start. The graphs indicate that the children in the Tri-County Head Start program met 90% all of the required domain elements. The areas of greatest gain were in Math, Social Emotional, and Language and in Spanish language. Areas in which minimal gains occurred were in Science Technology and Art. The program met the 90% goal as set forth for the program at the beginning of the year.

Additional demographics provided by the Teaching Strategies Gold Snapshot report include the following:

- 49% Male and 50% Female children were tested
- Races included 71% White, 1% African American, 26% Unknown
- Primary Languages 91% English and 9% Spanish.

EOY CLASS Results

The Improving Head Start for School Readiness Act of 2007 requires that the Office of Head Start (OHS) include in the monitoring reviews of Head Start agencies a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher-child interactions that are linked to positive child outcomes and later achievement. The conference report accompanying the Act suggests that OHS consider using existing research-based methods such as the Classroom Assessment Scoring System (CLASS) for this purpose.

The CLASS is an observational instrument developed at the University of Virginia to assess quality in pre-school classrooms. It has been validated in over 2,000 pre-school classrooms and can be used to reliably assess classroom quality in Head Start.

The CLASS assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The Office of Head Start believes that the domains of quality measured by the CLASS remain central to its approach to child development

The table below shares the results of the CLASS walkthrough data from the last federal review in comparison to last year's program monitoring data:

CLASS Observation Results		2010 – 2011 Federal Review Results	Average Score	2011 -12 Program Monitoring	Average Score	2012 – 13 Program Monitoring	Average Score	2013-2014 Federal Review Results	Average Score
Educational Support	Positive Climate	6.0	5.9	5.5	5.8	5.5	5.8	5.95	6.0
	Negative Climate	1.5	Minimum Threshold 4	1.0	Minimum Threshold 4	1.1	Minimum Threshold 4	1.15	
	Teacher Sensitivity	5.8		5.4		5		5.65	
	Regard for Student Perspectives	5.3		5.3		5.3		5.68	
Classroom Organization	Behavior Management	5.6	5.5 Minimum Threshold 3	5.4	5.3 Minimum Threshold 3	5.5	5 Minimum Threshold 4	5.95	5.8
	Productivity	5.5		5.3		5.7		5.80	
	Instructional Learning Formats	5.4		5.2		5		5.70	
Instructional Support	Concept Development	3.7	3.1 Minimum Threshold 2	4.8	4.8 Minimum Threshold 2	4	4 Minimum Threshold 2	2.40	2.55
	Quality of Feedback							2.73	
	Language Modeling							2.55	