

School Readiness Report Child Outcomes Data

2023/2024



23/24 School Readiness Child Outcome Results

Our program has established goals for improving school readiness across each domain area. We analyzed our data and aligned our school readiness goals to reflect changes resulting in a more focused approach using the ELOF framework. Our goals in the domain areas are: Approaches to Learning – Goal 1. The program will incorporate emotional, behavioral, and cognitive, self-regulation, initiative, curiosity, and creativity, to guide teaching practices that support the development of these skills. Expected Outcomes: Children will obtain skills and behaviors to engage in learning. Social and Emotional Development – Goal 2. The program will build on a child's ability to create and sustain meaningful relationships with adults and other children, express, recognize, and manage their own emotions as well as respond appropriately to others emotions. Expected Outcomes: Children will obtain a critical foundation for lifelong development and learning. Language and Literacy – Goal 3. The program will develop a child's abilities in listening and understanding (receptive language) and using language (expressive language), including dual language learners. Expected Outcomes: Children will communicate with peers and adults. Cognition – Goal 4. The program will help a child develop reasoning, memory, problem-solving and thinking skills including mathematical thinking and scientific reasoning. Expected Outcomes: Children will develop thinking skills that help them understand and organize their world. Perceptual Motor and Physical Development – Goal 5. The program will help a child develop skills to promote health, safety, and nutrition through behaviors and routines. Expected Outcomes: Children will develop a greater awareness of their ability to keep themselves healthy and safe.

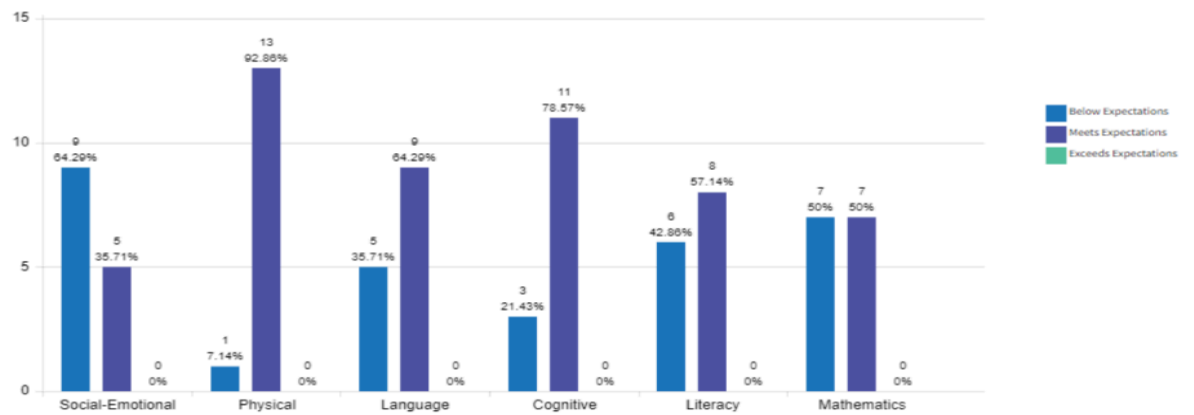
The following charts reflect analyzed data of children currently enrolled in our program who are entering Kindergarten in the school year 2023-24 according to the Local Education Agency (LEA) age criteria selection. The three areas that reflect the lowest percentages in the end of the year outcomes are Social Emotional, Mathematics and Literacy. Our data reflects seven children having attendance concerns ranging from 12% to 29% absenteeism. Also three children were late entrees resulting in less educational opportunities. Challenging behavior still resides in

the classroom resulting in less academic instructional time and more social emotional redirection to regulate children's behavior to prepare and calm them for opportunities of intentional academic instruction.

Kindergarten Beginning Outcomes

- VAN BUREN CO HEAD START CENTER

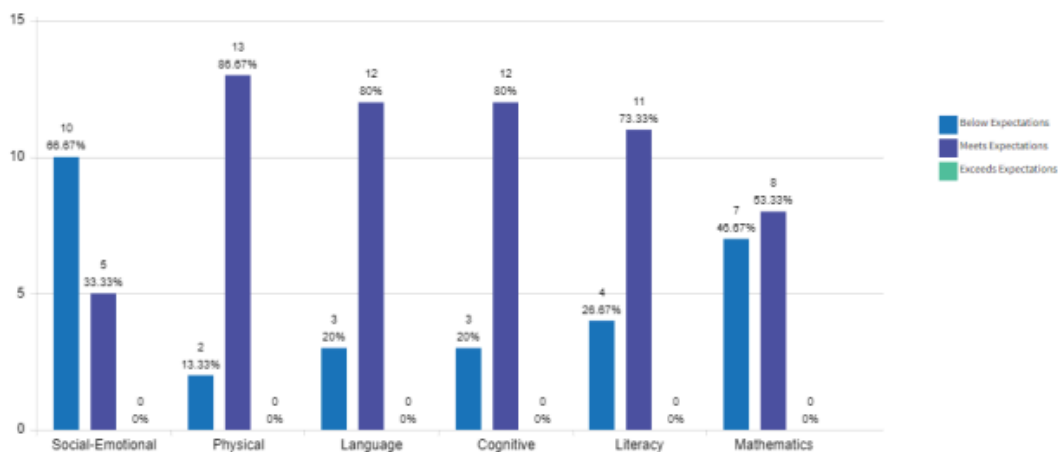
Fall 2023/2024 - Widely Held Expectations



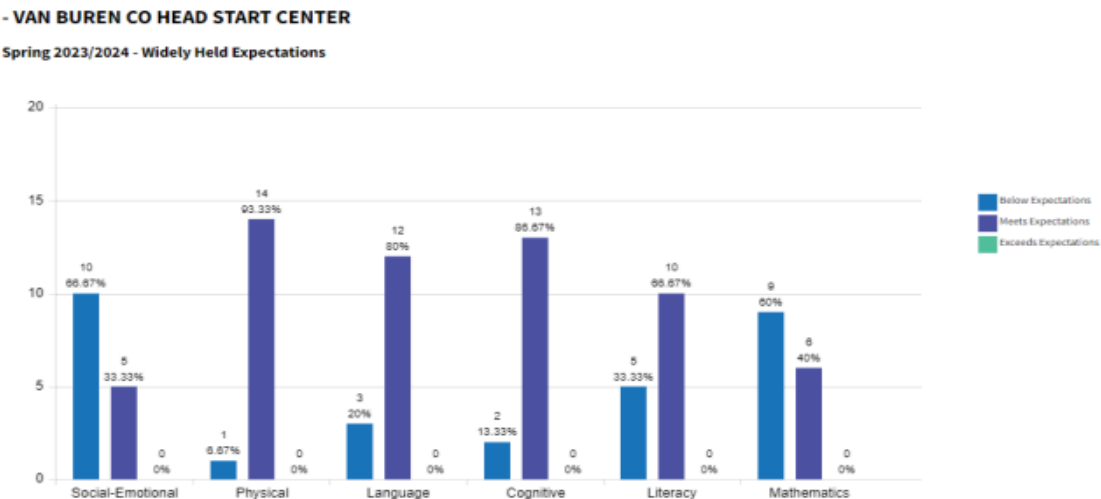
Kindergarten Mid-year Outcomes

- VAN BUREN CO HEAD START CENTER

Winter 2023/2024 - Widely Held Expectations

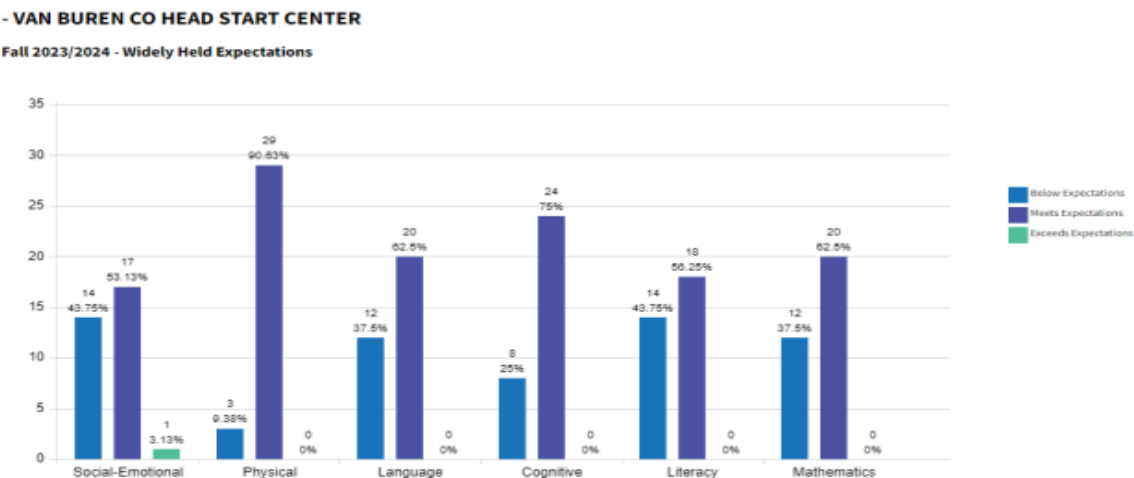


Kindergarten End of Year Outcomes



The following charts reflect analyzed data of all children currently enrolled in the program for the 2023-24 school year. The three areas that reflect the lowest percentages in the End of the Year outcomes are Mathematics, Social Emotional and Literacy. These are the same three areas as children who are transitioning to kindergarten except Math is higher than Social Emotional.

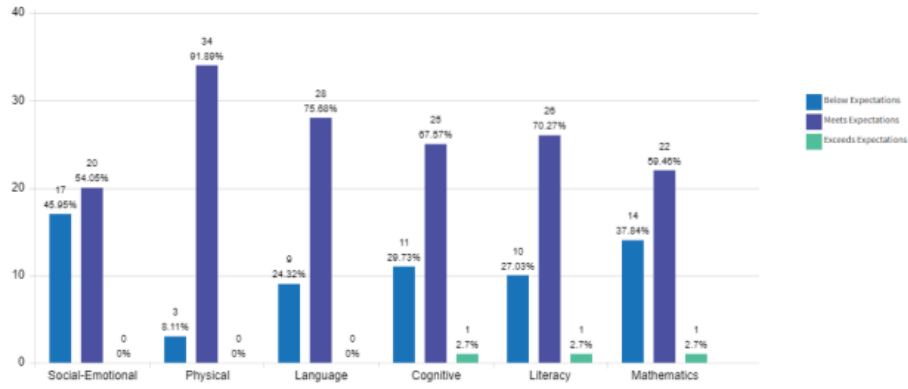
All Children Beginning Outcomes



All Children Mid-year outcomes

- VAN BUREN CO HEAD START CENTER

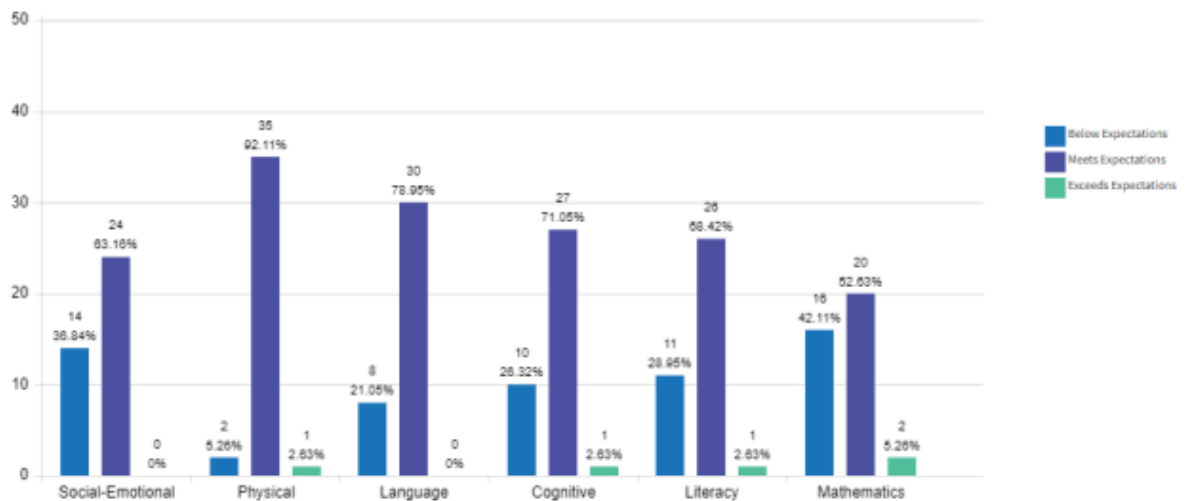
Winter 2023/2024 - Widely Held Expectations



All Children End of Year Outcomes

- VAN BUREN CO HEAD START CENTER

Spring 2023/2024 - Widely Held Expectations



Attendance and late entrees once again are the predominant factors for not reflecting the increases in our outcomes that we had hoped to accomplish. Our data reflects fourteen children having attendance concerns ranging from 12% to 35% absenteeism. Also eight late entrees resulting in less educational opportunities. Both of these issues are addressed by our Family and Community Partnership Specialist and our Health and Disability Specialist with the families. Both of these entities have experienced new staff this year, therefore we have enrolled them in the National Head Start Association credentialing program to assist them with training to equip them with the knowledge to stress the importance of attendance and also enrolling their children in a quality preschool program at the beginning of a school year. To address the continuing behavioral issues we will work with our local Tennessee Child Care Resource and Referral Agency to provide us with classroom observations and technical training and assistance on strategies to deal with challenging behaviors. We anticipate this additional training and implementation will prove beneficial and allow the program to experience increased outcomes.