

2019-2020 Self-Assessment Summary Report

January 2020

Purpose:

The Head Start Performance Standards requires the program to conduct an annual self-assessment of the program as described below. Eagle County Schools Board of Education and Policy Council approved the process utilized in November 2019.

The program must effectively oversee their progress towards program goals on an ongoing basis and annually must:

- Conduct a self-assessment that uses program data, including aggregated child assessment data, professional development and family engagement data as appropriate, to evaluate the program's progress towards meeting goals, and;
- Assure compliance with program performance standards throughout the program year, the effectiveness of the professional development and family engagement systems in promoting school readiness.
- The program goals included in this self-assessment review are as follows:
 - ***Program Goal: Assure children are provided a safe educational setting to allow them to fully participate in an educational program.***

Objective 1: Systematically monitor and address all safety issues identified in program assessments.

Objective 2: Assure all playgrounds meet safety requirements.

- A. Develop systems to assure continuous monitoring and maintenance of playground surfacing.
- B. Verify Snow removal issues continue to be addressed.

- ***Program Goal: Assure children's health needs are met to allow them to fully participate in an educational program.***

Objective 1: Assure all screenings, with enhanced focus on oral and physical health, are completed on the EPSDT schedule and follow up care is provided in required time frames.

- ***Program Goal: Community Engagement: Enhance partnerships with community agencies to support the health and educational needs of children, provide for the emotional and social well-being of children and families so that identified risk factors for children and families will be reduced.***

Objective: Maintain and expand community partnerships to assure access to health services are available to all children and families.

- **Program Goal: Program Management: Provide staff the tools and resources, so they become thinkers and doers, ensuring everyone reaches their highest potential. Then we will see an increase in parent and staff satisfaction, which will result in increased retention rates and reduction in risk factors for families.**

Objective: Enhance comprehensive training plan that includes support for all positions within the department and includes a comprehensive New Hire Orientation System and professional development opportunities that directly impact the quality of teaching and support for families.

- **School Readiness Goals: At least 90% of the children in our program will meet or exceed the widely held expectations in language, literacy, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development.**

Objective 1: Children will enter Kindergarten with a strong foundation in Language and Literacy as measured by Teaching Strategies GOLD assessment system.

Objective 2: Assure the program has research-based curriculum and assessments that are implemented with fidelity across all sites.

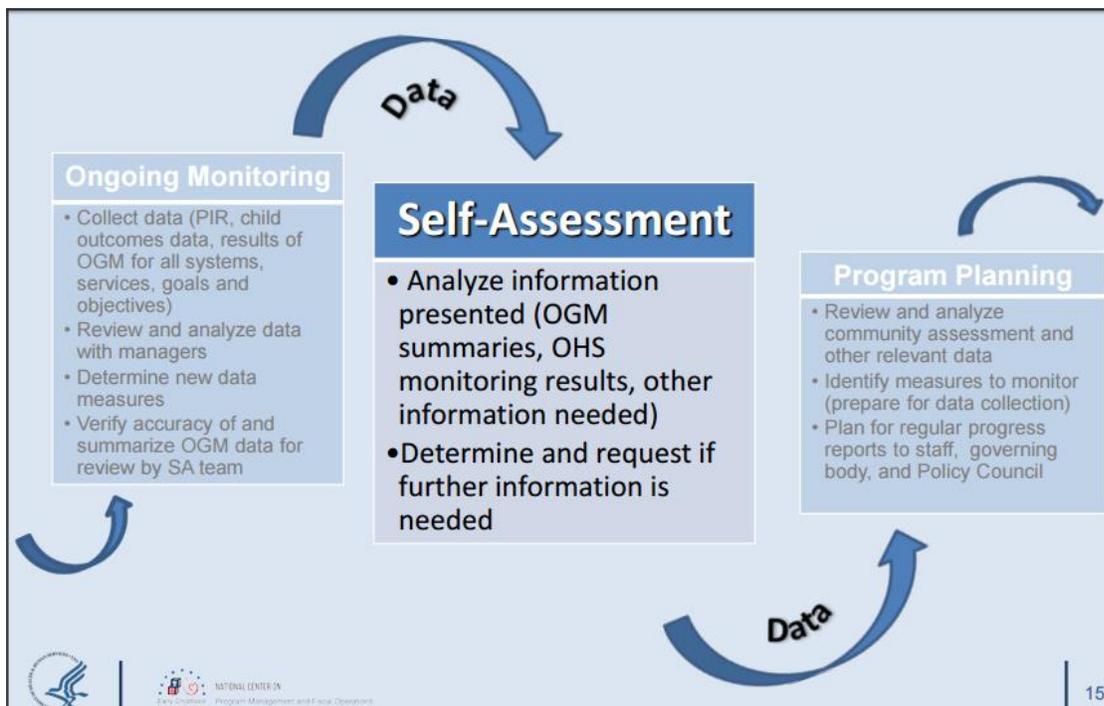
- **Program & School Readiness Goal: Family Engagement: Through support and education, family engagement will increase and therefore families will have the tools and resources to support their child's academic success in Preschool and beyond.**

Objective 1: Assure families have support and opportunities to be engaged in their child's education, based on individual interest and needs of each family, including but not limited to volunteering, parent committee participation and home school connections from prior year.

Objective 2: If we assure families have support to meet their established family goals and needs, then families will be better able to engage in their child's education.

Method:

The Self-Assessment expectations established in 2016 with the new Head Start Performance Standards were used to guide our work. As the figure below shows, the focus of this assessment is on measuring progress on our goals and specific areas of need identified during our Ongoing Monitoring progress (OGM) versus taking a broad review of all areas of the program.



Phase One-Design Process: November and December 2019

- Revised the process based on feedback from staff during prior year’s assessment. Dedicated more time to determine what data should be collected and reviewed to evaluate our progress on goals.
- Reviewed self-assessment expectations and reflected on last year’s process with Content Areas Experts, Teachers, Special Education Teachers, and Family Service Coordinator Team to seek input to process development on 11/18/2019.
- Presented Self-Assessment process to Policy Council for approval on 11/7/2019. Process was unanimously approved.
- Presented Self-Assessment process to Board of Education for approval on 11/13/2019. Process was unanimously approved.

Phase Two-Engage Team - December & January

- December 12/13/2019 Content Areas Experts, Teachers, Special Education Teachers, Family Service Coordinator Team, and Office Team determined what areas to focus on for self-assessment through the review of OGM data provided.

Phase Three-Analyze and Dialogue - January

- Work groups met in January, reviewed additional data and developed plans to improve area of focus.
- Areas reports were shared via google drive on 1/20/2020.

Phase Four-Recommendations and Develop Final Report:

- On 1/24/2020, the draft of Self-Assessment results shared with Teachers, Special Education Teachers, Family Service Coordinator Team and work group participants.
- Each group reviewed the areas noted in the final report and decided on recommendations to address each area for the Self-Assessment Action Plan.
- 2/7/2020 - Policy Council will review and approve Self-Assessment Report.
- 2/13/2020 - Board of Education will review and approve Self-Assessment Report. The Self-Assessment Summary sections are as follows:
 - 1) Strengths: This section includes new areas of accomplishments or areas that exceed Head Start Performance Standards.
 - 2) Areas of Concern: This section includes any items that pose health or safety concerns and areas that are out of compliance with the Head Start Performance Standards. This section also includes immediate improvement actions that will be taken to address noted issues.
 - 3) Areas of Focus: This section includes items that were identified as areas needing to be improved for which adequate progress had not been made.

Areas of Strength:

- Increase in the percentage of follow up treatment that was completed within timelines in the area of: Dentals, Physicals and Mental Health Consultations.
- Increase in enrollment of the Preschool Plus and Extended Day programs including children funded by Head Start and Colorado Preschool Program.
- Expanded the areas that Family Engagement is measured and developed a cross department system to track.
- Comprehensive evaluation system is valued by staff and added specific indicators for job performance for the Family Service Team in the 2019-2020 program year.
- Focus to improve communication related to educational programming resulted in positive feedback on parent surveys. Parent's report that their knowledge of their child's abilities is well communicated at parent-teacher conferences and they fully understand the GOLD reports used.
- Kindergarten/Principal's report School Readiness plans were overall beneficial, especially when it comes to placement of students, understanding the social aspect of students in regards to behaviors and personalities.

Areas of Concern:

- These areas affect the health and safety of children, families and staff and therefore needed to be resolved immediately. All health and safety issues will be considered a high priority.

Immediate improvements: To be addressed in the next 90 days:

- Assure all required training is completed on an annual basis before staff are working with children.

Area of Focus: To be addressed by the end of the 2019-2020 school year

- The focus areas were as follows:
 - **Health, Safety & Nutrition**
 - Decline in ECERS scores in the area of Personal Care Routines.
 - Systems review of the challenges that have resulted from the new statewide background check process.
 - Increase in licensing violations related to required drills.
 - System review of why some returning staff are not meeting annual/biannual training requirements.
 - Determine why in the first 90 days of the current program year vision follow-ups have declined over prior year.
 - **School Readiness**
 - Assure all ECE Team members, School Principals and Families have a thorough understanding of school readiness goals.
 - Determine why student outcome scores have dropped below prior year, the state averages and not meeting OSEP standards in three areas.
 - Assure curricular frameworks are being updated and implemented with fidelity.
 - While family engagement activities vary by site to meet the individual populations, need to assure equity across sites.
 - **Highly Qualified and Satisfied Workforce**
 - Continue to work with other grade levels and departments to assure ECE Team members feel valued and supported.
 - Assure trainings provided are in the greatest area of need as identified by staff members.
 - Develop a recruitment plan.
 - Develop resources so ECE Team members better understand the hiring and New Hire Orientation Process.
 - Continue to review and modify the New Hire Process to reduce the number of staff that leave within the first year.
 - Continue to investigate how to make the hiring process more timely.
 - Determine if the current staffing schedule is attributing to vacancies.

- **Family Engagement**
 - Need to enhance parent communication through:
 - Fully utilizing Volunteer Coordinator.
 - Establishing Calendar for families with dates of parent meetings, school events, etc.
 - Assure all staff are knowledgeable of resources that we offer or that are available for families.
 - Expand Equity work to include Families.
 - Continue to work to assure equity in parent services across all programs.
 - Continue to monitor parent engagement levels, satisfaction and make changes as needed.

- **Enrollment**
 - Simplifying enrollment systems and other potential obstacles.
 - Assure maximizing enrollment for all programs.
 - Reduce late enrollments and assure those who enroll late receive equitable services.
 - Providing continuity of care and smooth transitions between programs:
 - Infant to Toddler
 - Toddler to Preschool
 - Preschool to Kindergarten