

# 2020-2021 Self-Assessment

## CSISD Birth to Five Data Comparison

	2019-2020 (COVID Closure)	2020-2021 (On-site & Virtual Learning)
<b>Head Start Attendance</b>	Average = 87.23%	Average = 86.58%
<b>EHS Home Visit Completion</b>	Average = 80.70%	Average = 78.40%
<b>CLI Data</b> Due to COVID, we do not have Wave 3 Data for 19-20.	Head Start Students (Wave 2) <ul style="list-style-type: none"> <li>● Phonological Awareness: 67%</li> <li>● Math: 68%</li> <li>● Social Emotional: 90%</li> <li>● Early Writing: 84%</li> <li>● Approaches to Learning: 89%</li> <li>● Physical Development: 89%</li> </ul>	Head Start Students (Wave 3) <ul style="list-style-type: none"> <li>● Phonological Awareness: 74%</li> <li>● Math: 82%</li> <li>● Social Emotional: 91%</li> <li>● Early Writing: 88%</li> <li>● Approaches to Learning: 94%</li> <li>● Physical Development: 95%</li> </ul>
<b>BKLAP Data</b> Did not begin pulling 3 year old only data until 19-20.  Started using Head Start Outcomes Reports through BKLAP for 19-20, therefore different outcome areas.	3 Year Old Data (Wave 2 Data) <ul style="list-style-type: none"> <li>● Approaches to Learning: 78%</li> <li>● Social Emotional: 80%</li> <li>● Language and Communication: 61%</li> <li>● Cognition: 65%</li> <li>● Perceptual, Motor &amp; Physical Development: 89%</li> </ul>	3 Year Old Data (Wave 3) <ul style="list-style-type: none"> <li>● Gross Motor: 85%</li> <li>● Fine Motor/Pre-Writing: 67%</li> <li>● Cognitive: 69%</li> <li>● Language: 64%</li> <li>● Social Emotional: 74%</li> <li>● Self-Help: 73%</li> </ul>
<b>Family Engagement Data</b>	<ul style="list-style-type: none"> <li>● 72% of families participated in at least one Family Engagement Event.</li> <li>● 127 fathers involved in child development experiences.</li> <li>● 236 Services Received</li> <li>● 210 families completed goals with the program.</li> <li>● Parents read with their children for a total</li> </ul>	<ul style="list-style-type: none"> <li>● 41% of families participated in at least one Family Engagement Event.</li> <li>● 35 fathers involved in child development experiences.</li> <li>● 238 Services Received</li> <li>● 275 families completed goals with the program.</li> <li>● Parents read with their children for a total</li> </ul>

	of 43,830 minutes.	of 41,318 minutes.
<b>Health Data</b>	<ul style="list-style-type: none"> <li>83% of students received a physical exam</li> <li>79% of students received a dental exam</li> </ul>	<ul style="list-style-type: none"> <li>88% of students received a physical exam</li> <li>89% of students received a dental exam</li> </ul>
<b>Disabilities Data</b> Evaluations were put off in Spring due to COVID. All received "Ready, Willing, and Able" Letters from SPED when conditions are safe.	<ul style="list-style-type: none"> <li>5 EHS students served with diagnosed disabilities</li> <li>38 HS students served with diagnosed disabilities</li> </ul>	<ul style="list-style-type: none"> <li>3 EHS students served with diagnosed disabilities</li> <li>48 HS students served with diagnosed disabilities</li> <li>disabilities</li> </ul>
<b>Eligibility Data (HS in PK)</b> Number of Pre-K students who are eligible have remained the same, for 18-19 and 19-20. The addition of HS slots brought down the number of Pre-K students in 19-20.	<ul style="list-style-type: none"> <li>56 Pre-K students served were HS Eligible. (Full Day PK, 221 HS slots)</li> </ul>	<ul style="list-style-type: none"> <li>57 Pre-K students served were HS Eligible.</li> </ul>
<b>Transportation Data</b>	<ul style="list-style-type: none"> <li>88 out of 237 Head Start students are <u>not</u> at their zoned campus (37%)</li> <li>63 HS students rode the bus (25 EHS Personal Rides)</li> <li>59 students live less than 2 miles from campus and cannot receive transportation.</li> </ul>	<ul style="list-style-type: none"> <li>63 out of 249 Head Start students are <u>not</u> at their zoned campus (25%)</li> <li>33 HS students rode the bus (17 EHS Personal Rides)</li> <li>85 students live less than 2 miles from campus and cannot receive transportation.</li> </ul>

### ***Strengths, Achievements, and Focus Areas:***

The following strengths, achievements, and challenges are observations made by program staff and families of the 2020-2021 program year. Additionally, the focus areas are reflections made by program staff to work toward in the 2021-2022 program year and are addressed within the content areas of the grant narrative..

#### **Program Management and Governance**

- *Strength:* Flexibility and adaptability of staff who continued to serve children and families.
- *Achievement:* Completion of in person school year with full enrollment. Policies and Procedures updated and accessible to all staff. Pay adjustment for Teaching Assistants to compensate for required additional education.
- *Challenge:* COVID pandemic. Virtual learning for staff and parents with lack of technology. Freeze and hail storm damage to property
- *Focus Area:* Community outreach and planned, intentional professional development for all staff. Increase access to home campus placement with purchase of portables.

#### **ERSEA:**

- *Strength:* (1) Developed new attendance tracking process. Maintained attendance percentage above OHS expectations, despite COVID absences.(2) Revamped self-assessment system to be comprehensive and reflective of the program and community as a whole. (3) Launched new application platform for families to upload their documents to for applications. Partnered with Technology.
- *Achievement:* (1) Determining and showcasing the correlations between CLI Child Data and CLASS Instructor scores. (2) Increased the number of students on their home campus by 19%.

- *Challenge: (1) Not being able to host an application event in both 2020 and 2021. Not being able to recruit face-to-face with families. Lack of support in spreading the word through district resources. (2) Not being able to host face-to-face parent orientations, addressing the expectations, and engaging families together early on in the year. (3) Campus changes in placement due to other departments. Needing to streamline communication regarding siblings, special programs and special services.*
- *Focus Area: (1) Informing all staff (and providing targeted ERSEA training to FA's and PE's) about the program's application process each Spring. (2) Providing staff and stakeholders with more visualizations of our data on a consistent basis throughout the school year. (3) Revamping the Monthly Data Report to reflect things that show success in areas other than academics. Additionally, creating graphs that update in real time when data is entered into charts. (4) Hosting an application event for the 22-23 Program Year. (5) Consider partnership with the district in services to 3-year-olds eligible for PK (who get half-day funding). This would aid in the "gap children" from EHS that go a year without intervention.*

### **Instructional Coaching**

- Strength: The collaboration among teachers for virtual learners. It seemed to work well and teachers liked working together.
- Achievement: I have included at least 3 specific examples of teaching practices in each CLASS Observation report.
- Challenge: (1) Time management with those teachers who were not high needs. (2) I piloted monthly observations in the Spring in addition to the PD goals and found that although it was helpful to get an idea of strengths and needs for specific areas such as small groups and writing and allowed for some different coaching opportunities, it didn't allow me time to follow up and coach as much based on teachers goals. We are going to limit monthly observations next year and make them more like walk throughs. Then teachers can reflect with their coach and determine if there is a need for further support. These "walkthroughs" will be based on SR goals and CIRCLE assessment data. (3) There is a need for a part time bilingual coach to work with our bilingual teachers.
- Focus Area: (1) Utilize other coaching methods such as the Teachstone videos to accommodate different learning styles.  
\*Beef up the encouragement and affirmation. (2) Provide more opportunities for self-reflection.

## Education

- *Strength:*
  - EHS - Monthly activity bags were prepared to provide families with activities to highlight each monthly topic. This allowed the Parent Educators to educate families on the developmental skills that each material gave children an opportunity to practice. Families were also given materials for children to practice the skills that are indicated on the BKLAP as age appropriate for the child.
  - HS - The teachers push through with doing both virtual and onsite lessons for students. CLI progress monitoring went smoothly on each of the three waves.
- *Achievement:*
  - EHS - Using Parent Commitments for the children that will be transitioning out of our program. Parents were asked to choose a school readiness skill to focus on with their child that will be transitioning into classroom Head Start services next year. Areas to choose from were reading, routines, math, self-regulation etc.
  - HS - Helped the new teachers feel less overwhelmed, included and supported during their first year with us.
- *Challenge:*
  - EHS - Providing services for families during the Covid Pandemic. Adjusting to virtual services and face to face visits on site at our facility. Scheduling space and keeping staff motivated were big challenges. The Flood!
  - HS - Virtual Learning, managing all the Schoology items that needed to be created and added to the teacher's lessons. This took up a lot of time that could have been spent on students who were onsite.
- *Focus Area:*
  - EHS - Transitioning back to services as usual. Continuing to monitor/improve paperwork and fidelity of documentation. Re-engaging families in face to face events like training and socializations.
  - HS - Defining what "coaching" looks like more in our program. Not having a one size fits all model.

## Disabilities

- *Strength:*
  - EHS - BK-LAP is a strength in the area of Disabilities. By utilizing this report, we have been able to catch developmental concerns early and help families seek services faster.
  - HS - The number of students served this school year.
- *Achievement:*
  - EHS - This year ECI was extremely difficult to connect with. I was able to connect families with the intake personnel with ECI faster so families were not waiting on a return phone call.
  - HS - Stayed up to date on the tracking of completed evaluations and was able to upload documents with the access I have in estar.
- *Challenge:*
  - EHS - Parents are always a challenge when it comes to what they feel is a negative attribute of their child, no one ever wants to hear the word delay. So while I had several children who showed some type of delay, the parents did not want to move forward with the referral.
  - HS - The length of time it takes for an evaluation to go through the whole process.
- *Focus Area:*
  - EHS - An area of growth for me would be to complete my part of the referral process in a timelier manner. Once the Parent Educators complete the BK-LAP, I need to print the report and complete my part of the referral process in a timelier manner. I am working to get my process down to 10 days after the last day that BK-LAP is completed.
  - HS - Working with SPED staff to ensure referrals stay on track and if there are delays, trying to reduce the waiting time due to delays (ex. hearing or vision results)

## Health, Nutrition, and Safety

- *Strength:*

- EHS - Working through COVID is the strength I feel that came out of this program year. While there were many challenges due to COVID, we were still able to provide services to families and children. I was able to work with Parent Educators in the processes needed to keep families and staff safe during their visits.
- HS - Finalizing our policies & procedures and being able to use them as a guide for Early Education Services. Created a new Health & Safety Checklist based on updated policies & procedures.

- *Achievement:*

- EHS - Working through the pandemic, getting families and staff supplies to stay healthy.
- HS - Supporting Family Advocates as they improved health services completion rates.

- *Challenge:*

- *EHS - COVID, moving due to our building being destroyed, and staff members being upset with the requirements or mask wearing and extra cleaning/sanitizing duties because of COVID. Also, parents not taking their children for dental and well child exams or having face to face visits where vision and hearing screenings could be completed due to the fear of COVID.*
- *HS - Completing all 23 of our health & safety visits and follow-up meetings.*

- *Focus Area:*

- EHS - Growth for me next year is going to be completing vision and hearing screeners in a quicker manner. Also, requesting/receiving exams faster from the providers.
- HS - Coaching and mentoring Family Advocates in regards to health services and health education topics. Create a Health Services Guide for staff to use when supporting families with vision and hearing referrals or well child checks and dental exams.

## **Mental Health**

- *Strength:*
  - EHS - Mental Health services were extended by the collaboration with Oakwood Roots. We were able to provide counseling services to 7 parents.
  - HS - Adding a bilingual therapist from Oakwood Roots to help work with families.
- *Achievement:*
  - EHS - For the first time services were delivered to our Spanish speaking families in their home language without a translator! We also received training in dialectical behavioral therapy techniques from our district's LPC.
  - HS - Reduced the number of meetings for mental health by keeping the spreadsheet up to date, thus reducing the need for more meetings.
- *Challenge:*
  - *EHS* - Finding a proper space for the counseling sessions. We used end of year funds to purchase a sofa, coffee table, lamps, and a clock. All of these were requested from the counselor.
  - *HS* - Finding a way for Family Advocates to let families know that if they want services, it is vital that they follow through and actually meet with the counselors if an appointment is set.
- *Focus Area:*
  - EHS - The counselor from Oakwood Roots also provided 2 group sessions for the Parent Educators to process their own self-esteem and healthy work/life balance. Continuing a monthly mental health group meeting with the counselor to facilitate; continuing to serve as many families as possible.
  - HS - Trying to help Advocates talk with families about mental health services.



## Family Engagement

- *Strength:*
  - EHS - Had 4 training sessions with Family Advocates to work on specific topics such as family assessment and goal setting with families.
  - HS - 198 Families made progress/completed their goals this program year.
- *Achievement:*
  - EHS - Created a more useful Family Outcomes Assessment. The tool is now more conversational. For the first time we will use the same tool (with only a few minor tweaks) to assess our families; this will allow for comparison of outcomes for next program year.
  - HS - (1) This year we were able to streamline our CP documentation due to our 4 documentation audits. (2) We increased the services received. 238 families received services during the pandemic. (3) The number of families reaching their goals also increased. 275 families completed their goals.
- *Challenge:*
  - *EHS* - Scheduling the playgroup and face to face rooms during the COVID pandemic. Providing socialization opportunities during the pandemic. Virtual meetings were not well attended. Screen time is not appropriate for children in EHS.
  - *HS* - Providing family engagement activities at the school this year was a challenge due to Covid 19 restrictions.
- *Focus Area:*
  - EHS - More attention should be given for documentation especially regarding "shared" families. After hearing the struggles of both the Advocates and Educators (both groups are talking about the same frustration.). We will focus more on the plan, do and complete process for the shared family visits.
  - HS - Finding a way to get parents more involved even if we have Covid 19 restrictions