

|                   |   |
|-------------------|---|
| <b>Area:</b>      | Child Development   |
| <b>Subject:</b>   | CD06 – School Readiness Outcomes Data Collection  |
| <b>Reference:</b> | 1304.21 (a)(2)(ii)(iii)<br>1304.21 (c)(2)   |
| <b>Policy:</b>    | Teachers will continually observe and record children’s behavior and skill level in order to provide activities/learning experiences that support a range of developmental levels, thereby enhancing individual progress and ensuring school readiness for children. Grantee/Delegate staff will use school readiness outcomes data for program planning. |

**Procedure:****Individual Child Level Data Collection**

1. Designated Educators will collect evidence documenting children’s developmental progress on an ongoing basis including written observations, children’s work, photographs, dictation samples and parent observations.
2. Designated Educators will analyze the evidence and utilize it to complete the Assessment tool for each child indicating children’s developmental level on each measure.
3. DRDP collection periods are finalized based on the adopted assessment interval timelines (see School Readiness Outcomes Quicksheets).

**Individual Child Level Planning and Analysis*****Regional Head Start (RHS) & Early Head Start (EHS)***

4. Designated educators in center based programs will establish Pre-Assessment Goals at 30 calendar days of enrollment for each child. The goals are documented on the **Pre-Assessment Teacher/Caregiver Goals** form.
5. Each child has his/her own deadlines for Assessment collection, COPA data entry and conference/goal setting based on his/her enrollment date. COPA is set up to assist educators to track these deadlines. (See **School Readiness Process-Child Level Regional and Early Head Start.**)
6. Following each Collection, designated education staff will have up to 2 weeks to finalize Assessment data entry in COPA using COPA Procedure SRE 01 and up to 4 weeks to print and review the COPA report “**Child Assessment Results (New)**” using COPA Procedure SRE 01 (report) and establish Child-Level school readiness goals with parents. Individual school readiness goals are individualized for each child and focused on specific skills. Child-level School Readiness Planning is documented on the **Summary of Child’s School Readiness Progress** and **Child School Readiness Plan**.
7. Planned activities and learning experiences in the classroom and at home are identified to support children’s individual growth on targeted School Readiness Goals. The classroom activities targeted for individual children are documented on the Activity Plan.

**Group-Level Analysis & Planning Timelines:**

8. To enable planning for groups of children, COPA Assessment Report 100N can be utilized immediately after assessment data is entered. COPA Assessment data will be pulled out of COPA on designated dates. *Grace period for these timelines cannot be given.* Efforts should be made to ensure that as much data as possible is entered to obtain the most accurate analysis.
9. This data will be transmitted to the Child Care Analytics company for production of School Readiness Outcomes reports, which will be available to delegate directors as soon as 10 days later (see attached Quicksheets).
10. **Class-Level Timelines:** It is advised that supervisors/coordinators/area managers meet with Preschool Teachers/Child Care Specialists/FCCH Providers to review the reports and jointly develop the Class-Level **School Readiness Plan for Continuous Improvement**. The Plan will include identification of three School Readiness Goals and an action plan to improve the School Readiness Outcomes of enrolled children based on each goal. School Readiness Outcomes Data and Plans should be shared with parents. Refer to the SCOE School Readiness Plan Volume II for more information/guidance on analysis and planning. **Class-level analysis of School Readiness Goal data and planning does not occur for infants & toddlers due to the small number of children per class in each age group. However, conducting a similar data review with staff is useful in ensuring quality data and identifying class level needs.**
11. **Program-Level Timelines:** Program-Level Planning will be conducted with a School Readiness Team. The team may be composed of Director, Coordinator, Area Managers, a Supervisor, teaching staff, a Family Service Worker, a representative from the Health Staff, and parent(s). Following each collection period, a Program (Delegate)-Level **School Readiness Plan for Continuous Improvement** is developed using aggregated and disaggregated child assessment data, identifying three School Readiness Goals for infants & toddlers and three for preschool children and outlining a plan to improve the School Readiness Outcomes for enrolled children. Refer to the SCOE School Readiness Plan Volume II for more information/guidance on analysis and planning. School Readiness Outcomes and Plans must be shared with Policy Committees and Governing Boards. Plans are submitted to the Grantee by designated deadlines (see attached Quick sheets).
12. **Grantee-Level Timelines:** Program-Level analysis and planning is conducted with a School Readiness Team. The team may be composed of members from the designated Work Group and parent(s). Following each collection period, a Grantee-Level **School Readiness Plan for Continuous Improvement** is developed using aggregated and disaggregated child assessment data, identifying three School Readiness goals for infants & toddlers and three for preschool children and outlining a plan to improve the School Readiness Outcomes for enrolled children within the context of each goal. Refer to the SCOE School Readiness Plan Volume II for more information/guidance on analysis and planning.

|                       |   |
|-----------------------|---|
| <b>Supervised by:</b> | Master Teacher or Designated Staff  |
| <b>Performed by:</b>  | Coordinator of Early Childhood Programs, teachers, caregivers, home visitors, family child care providers, child care specialists, & Management Staff   |
| <b>Forms needed:</b>  | DRDP Assessment, DRDP Rating Records, Child Care Results reports, Pre Assessment Teacher/Caregiver Goals, Summary of Child's School Readiness Progress, Child's Readiness Plan, School Readiness Plan for Continuous Improvement, observation records, activity plan. See attached flow charts. |
| <b>COPA Reports:</b>  | SRE 01- School Readiness Data Entry (RHS/EHS)<br>SRE 02- School Readiness Data Entry (MHS)<br>SRE 03 <i>Group Performance and Outcome by Measure Report</i>   |
| <b>Frequency:</b>     | Ongoing; three collection periods per program operating 90 days or longer, two collection periods for programs operating fewer than 90 days.  |