SCS HEAD START 2016-2017 ANNUAL REPORT

Program Highlights

We provided 100% of our students and families, in all program areas, with comprehensive services to foster parent-child relationships, family well-being, and to develop peer connections with the community.

74% of our children obtained proficient scores on the station assessment.

49% of children obtained proficient RIT scores on the Fall NWEA MAP Assessment. This score increased by 18% from the 2015-16. school year.

74% of children obtained proficient scores on the Istation End of Year Assessment. This represents a 23% increase from the December score of 51%.

760 families participated in a 4-week long extended learning summer program that was dually funded using Head Start and district funds.

Program Overview

The Shelby County Schools Head Start program began providing services to children and families in August of 2014. Our grant provides us with funding to meet the needs of 3,200 children and families. In addition to receiving the Head Start Grant, the division is also the recipient of Voluntary Pre-K funds and the Preschool Development Grant (PDG). These funding sources, including additional funds from the Shelby County Commission, make it possible for the district to provide comprehensive services to approximately 5000 students annually. The program currently supports 262 early childhood classrooms and provides three program options for families. Three and four-year-old children receive services within 10 Head Start center based classrooms and 4-year-old children are served through our school-based and community partner options.

Program Goals

1. Early literacy outcomes will increase by 25 percentage points during the school calendar year.
2. Social and emotional child outcomes will increase by 25% during the school calendar year.
3. Behavior related mental health referrals will decrease by 5% during the school calendar year.
4. Family satisfaction with comprehensive services and support will increase by 5% during the school calendar year.

"Children must be taught HOW TO THINK, not WHAT TO THINK."

-Margaret Mead

Our Organizational Beliefs

1. The first five years of life are critical to a child's lifelong development of self-regulation, ability to communicate effectively, and build lasting positive relationships.
2. Young children's earliest experiences and environments set the stage for future development and success in school and life.
3. Families and communities play critical roles in helping children get ready for school.
4. School readiness is acquired through the participation of families, schools and communities providing environments and experiences that support the physical, social, emotional, language, literacy, and cognitive development of young children.
5. Early experiences actually influence brain development, establishing the neural connections that provide the foundation for language, reasoning, problem solving, social skills, behavior and emotional development.

TOP PRIORITIES

To increase the percentage of Pre-K students meeting grade level expectations for early literacy to 77% by May of 2018.

To provide tiered instructional support to our teachers that will ensure that our department exceeds the expectations for the Classroom Assessment Scoring System (CLASS) that monitors teacher and student interactions for emotional support, classroom organization, and instructional support.

To provide a coordinated and cohesive Pre-K through 2nd grade continuum that aligns standards, curriculum, instruction, assessments, family engagement and professional development, which creates a seamless and effective pathway of learning for all children.

COLORS ELEPHANT

OUR CHILDREN

During the 2016-17 school year, SCS Head Start provided comprehensive services to 3,200 students who were enrolled in 172 classrooms within our district.

Funded Enrollment	# of Children
a. Head Start Funded Enrollment	3,200
b. Non-Head Start Funded Enrollment	0
c. Full Day Center-Based Students	3,200

Age of Children	# of Children
a. 2 years old	0
b. 3 years old	851
c. 4 years old	2,676

Type of Eligibility	# of Children
a. Income below 100% of the poverty line	2,644
b. Public assistance such as TANF, SSI	604
c. Status as a foster child	30
d. Status as homeless	31
e. Over income	227
f. Family income between 100% and 130% of the federal poverty line	0

Prior Enrollment	# of Children
a. Second year	768
b. Three or more years	16

Transition & Turnover	# of Children
a. Total withdrawn without re-enrolling	8
b. Total transitioning to kindergarten	2669

Race & Ethinicity	# of Children
a. American Indian or Alaskan Native	2
b. Asian	10
c. Black or African American	2,969
d. White	61
e. Hispanic/Latino	445
f. Biracial/Multi-racial	49

Primary Language	# of Children
a. English	3,111
b. Spanish	398
c. Caribbean Language	0
d. Middle Eastern/Asian	8
e. European & Slavic	0
f. African Languages	19

Child and Family Services PIR Summary

Category	Number of Children at Enrollment	Number of Children at the End of the Year
Health Insurance	3481	3482
Medical Home	3481	3373
Up-to-date Physicals	3455	2986
Up-to-date Immunizations	3507	3507
Students Exempt from Immunizations	7	7
Children with Accessible Dental Care	3481	3482
Children who Received Preventive Care	3016	

Disability Services

Number of children with Individualized Education Programs (IEP)	388
Number of children with an IEP prior to enrollment	272
Number of children who received an IEP during the school year	116

Education Services

Screening	
Number of newly enrolled children who completed routine screening	3251

Family and Community Partnerships

Family Information	388
Number of families	3347
Number of two-parent families	619
EDUCATION	
Number of parents with an advanced degree	138
Number of parents with associate degree, vocational school, some college	936
Number of parents that are high school graduates	1701
Number of parents with less than a high school dipolma	572

School Readiness Approach

Standards

The Tennessee Early Childhood Education Early Learning Developmental Standards, or TN-ELDS, are used, in conjunction with the Head Start Early Learning and Outcomes Framework, to ensure that our Pre-K children are exposed to and acquire skills that are required for success in kindergarten.

Goals

| Domain	Goal	Assessment	Target
Approaches to Learning	**P-ATL 4** Child manages actions, words, and behavior with increasing independence.	CLASS- Classroom Organization Domain	70% as measured by a score of 5, or above, on the CLASS tool
Social and Emotional Development	**P-SE 1** Child engages in and maintains positive relationships and interactions with adults.	CLASS-Emotional Support Domain	70% as measured by a score of 5, or above, on the CLASS tool
Language and Communication	**P-LC 7** Child shows understanding of word categories and relationships among words.	Istation Vocabulary	60% on the May Assessment
		PPVT	
		Brigance	25% gain in skills
Literacy	**P-LIT 3** Child identifies letters of the alphabet and produces correct sounds associated with letters	Istation-Letter Recognition Assessment	70% on the May Assessment
Mathematics Development	**P-Math 1** Child knows number names and the count sequence.	Brigance-Cognitive Math	25% gain in skills
Scientific Reasoning	**P-SCI 4** Childs asks a question, gathers information, and makes predictions	CLASS-Instructional Support	80% as measured by a score of 6 on the CLASS tool
Perceptual Motor and Physical Development	**P-SCI 4** Child demonstrates increasing control, strength, and coordination of small muscles.	Brigance-Fine Motor	25% gain in skills

Our Schools

A.B. Hill (2)
Alcy
Alton (2)
American Way HS (10)
Belle Forest (2)
Berclair (2)
Bethel Grove (2)
Bruce
Carnes (2)
Charjean
Cherokee (2)
Chimneyrock (2)
Cottonwood HS (9)
Covington Pike HS (9)
Crump
Cummings (2)
Delano (10)
Dexter (3)
Double Tree
Douglass
Douglass HS (8)
Downtown (2)
Dunbar (2)
Egypt (2)
Evans (2)
Ford Road (2)
Fox Meadows
Frayser HS (5)
Future Leaders
Gardenview
Germanshire (2)
Getwell (2)

Goodlett (2)
Great Adventure
Hamilton
Hamilton High
Hanley HS (10)
Hawkins Mill
Highland Oaks (2)
Holmes Road (4)
Hope House
Horn Lake
Jackson
Jessie Mahan
Joyland
Keystone
Kiddie College
KinderCare Cordova (2)
KinderCare Mt. Moriah (2)
KinderCare Raines
KinderCare Ridgeway
Kings and Queens
Kingsbury (2)
KIPP Henry HS (5)
Knight Road (2)
Lambs & Ivy (2)
LaPetite Coleman (2)
LaPetite Cordova
LaPetite New Allen
LaPetite Riverdale
LaRose
Levi (2)
Lowrance (2)
Lucie E. Campbell (2)
Lucy
Magnolia (2)
Manor Lake (2)
Miriam Child Development
MLK HS/Academy (8)

New Sardis (2)
Northaven
Oak Forest (2)
Oakhaven
Oakshire
Peabody
Perea Preschool
Raleigh Bartlett Meadows (2)
Red Robins' (2)
Ridgeway Early Learning (9)
Riverdale Kiddie
Robert R. Church
Ross (2)
Scenic Hills (2)
Sea Isle
Sensational Enlightenment
Sharpe (2)
Sheffield
Shelby Oaks (2)
Sherwood (2)
Snowden
South Park (3)
Southwind (3)
Springdale
St. Williams HS (6)
SWTCC Macon (3)
SWTCC Union
Treadwell (2)
University Prep
Vision Prep (2)
Vollentine
W. H. Brewster (2)
Wells Station (2)
Westhaven (2)
Westside
Whitehaven (2)
Willow Oaks
Winchester (2)

CHILD OUTCOME DATA

Istation Literacy

The Istation Assessment measures literacy proficiency in the areas of letter recognition and vocabulary.
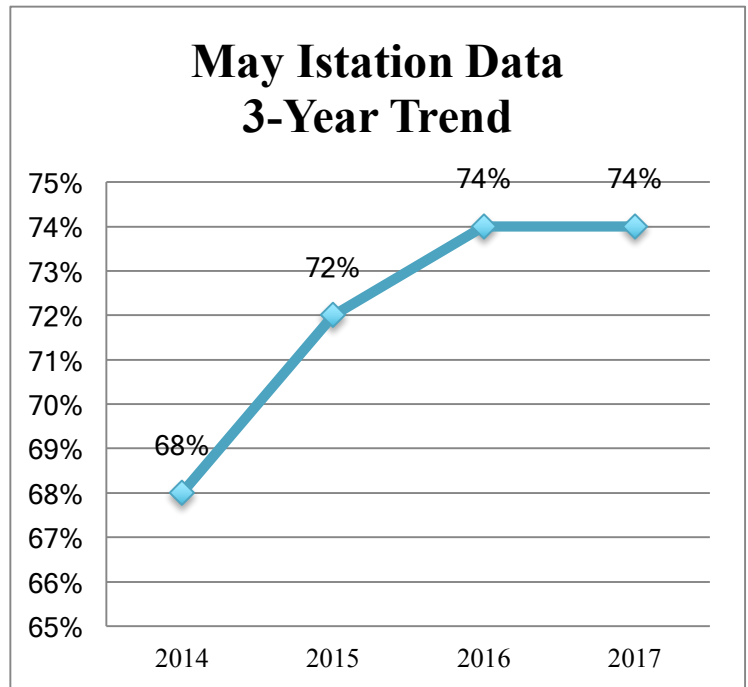
Brigance Results

Our children are administered the Brigance Assessment three times annually. The chart displays the overall growth that our children made in each area.

May Istation Data 3-Year Trend

	2014	2015	2016	2017
	68%	72%	74%	74%

School Based 2015-16 Brigance Average Percentages
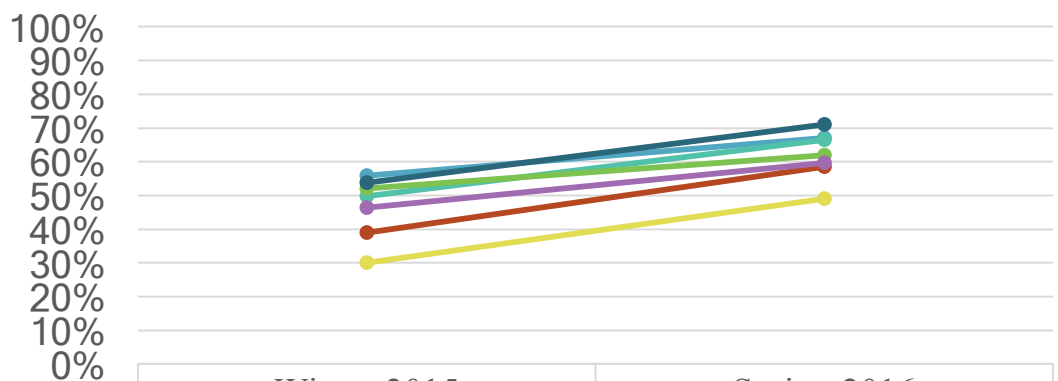
	Winter 2015	Spring 2016
Gross Motor	56%	67%
Fine Motor	50%	67%
Language Development	52%	62%
Cognitive Literacy	30%	49%
Cognitive Math	39%	59%
Self-Help	46%	60%
Social Emotional	54%	71%

School Based 2016-2017 Brigance Average Percentages
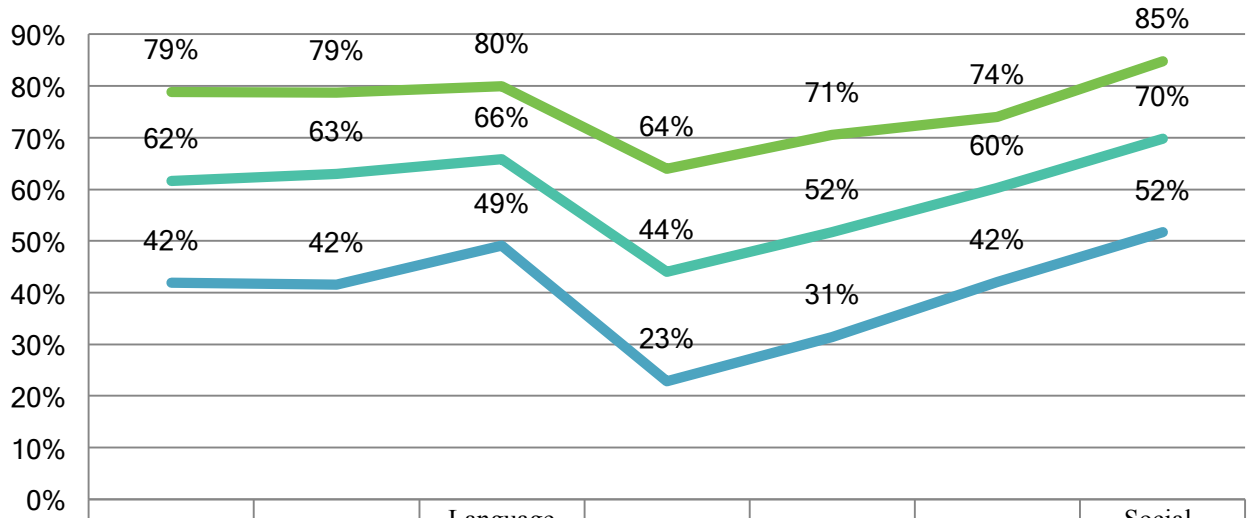
	Gross Motor	Fine Motor	Language Development	Literacy	Math	Self-Help	Social-Emotional
Beginning	42%	42%	49%	23%	31%	42%	52%
Mid-Year	62%	63%	66%	44%	52%	60%	70%
Year-End	79%	79%	80%	64%	71%	74%	85%

Family Engagement

Families play an integral role in ensuring that children acquire the skills and confidence necessary for successful school experiences. The Division of Early Childhood strives to nurture and maintain positive family engagement experiences throughout the school year. This is accomplished through embedding family engagement activities throughout the structure of our program. Our goal is to ensure that family engagement experiences are meaningful, effective, and ongoing. In order to infuse family engagement into our program, the Division of Early Childhood incorporates the following strategies:

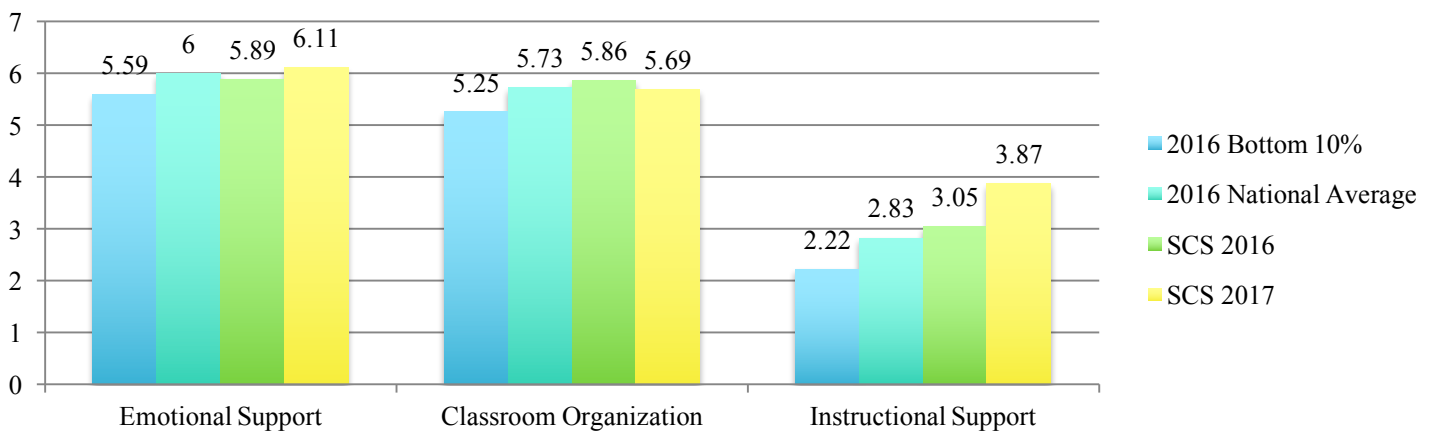| Professional Development	Community Collaboration	Cultivates Family Partnerships
1. Providing staff training and workshops that educate and encourage Family Engagement in the home and classroom 2. Providing staff with training to assist parents in collecting accurate and meaningful data that will lead to self-advancement and improvement 3. Providing staff trainings to enhance and build skills in cultural and linguistic diversity	1. Connecting families with community support systems and resources 2. Facilitating and participating in community meetings and initiatives that strengthen our ability to identify and address the diverse needs of the parents 3. Establishing community partnerships that support the needs of families	1. Provide parent training and workshops that educate parents on the importance of being active participants in the child's life 2. Provide parents with workshops and trainings that inform parents of their rights and teach them how to be advocates for their child 3. Assisting parents in career and educational advancement through parental engagement activities 4. Connecting families with community support systems and resources 5. Hold annual parent orientation meetings 6. Conduct Parent Teacher Conferences 7. Conduct Home Visits 8. Involve parents in the Policy Council 9. Provide volunteer opportunities 10. Conduct transition meetings

OUR TEACHERS

Teachers	
Associate Degrees	2
Bachelor's Degrees	105
Master's Degree	55

Assistant Teachers	
Associate Degrees	212
Bachelor's Degrees	53
Master's Degree	54
Other	105

A TOUCH OF CLASS

CLASS Comparison 2016-2017

Emotional Support
- 2016 Bottom 10%: 5.59
- 2016 National Average: 6
- SCS 2016: 5.89
- SCS 2017: 6.11

Classroom Organization
- 2016 Bottom 10%: 5.25
- 2016 National Average: 5.73
- SCS 2016: 5.86
- SCS 2017: 5.69

Instructional Support
- 2016 Bottom 10%: 2.22
- 2016 National Average: 2.83
- SCS 2016: 3.05
- SCS 2017: 3.87

Legend:
- 2016 Bottom 10%
- 2016 National Average
- SCS 2016
- SCS 2017

Our Budget

Shelby County Board of Education

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
PA20/22	93.600	$	$	$23,061,352.00	$5,765,339.00	$28,826,691.00
						$-
4						
5		$	$	$22,658,236.00	$5,664,559.00	$28,322,795.00

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Revised Total
	(1) Program Operations	(2) T/TA	(3)	(4)	(5)
a. Salaries	$3,137,111.00				$3,137,111.00
b. Fringe Benefits	$901,436.00				$901,436.00
c. Travel	$0.00	$68,000.00			$68,000.00
d. Equipment	$450,000.00				$450,000.00
e. Supplies	$1,024,077.00				$1,024,077.00
f. Contractual	$16,489,887.00	$149,879.00			$16,639,766.00
g. Construction (Facility)					-
h. Other	$405,981.00	$45,000.00			$450,981.00
i. Total Direct Charges (sum of 6a-6h)	$22,408,492.00	$262,879.00			$22,671,371.00
j. Indirect Charges	$389,981.00				$389,981.00
k. TOTALS (sum of 6i and 6j)	$22,798,473.00	$262,879.00			$22,658,236.00