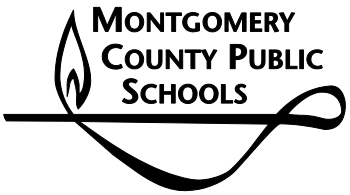

Formative Evaluation of Full-day Head Start Prekindergarten Program in Montgomery County Public Schools

Office of Shared Accountability

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Julie Wade, Nyambura Susan Maina, and Trisha McGaughey

Montgomery County Public Schools

OFFICE OF SHARED ACCOUNTABILITY

Mr. Adrian B. Talley, Associate Superintendent
850 Hungerford Drive
Rockville, Maryland 20850
301-279-3553

Dr. Joshua P. Starr
Superintendent of Schools

Dr. Frieda K. Lacey
Deputy Superintendent of Schools

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Executive Summary

The Office of Shared Accountability (OSA) conducted a study of the implementation of the full-day Head Start prekindergarten (pre-K) program in Montgomery County Public Schools (MCPS) during the 2010–2011 academic year. This evaluation was recommended by researchers in OSA (Zhao & Modaressi, 2010) and requested by the Division of Title I Programs and the Division of Early Childhood Programs and Services (ECPS). The current study was designed to provide insights on organizational factors and instructional practices of the MCPS full-day Head Start model by identifying factors that have contributed to the effectiveness of the model in improving students' academic performance and school readiness.

The aim of pre-K programs, including Head Start, is to prepare students to enter the school environment. The full-day Head Start model is age appropriate and literacy rich with well-defined learning centers. The daily schedule includes a literacy block and a mathematics block as well as time for integrated learning in centers. In addition, the schedule is flexible in response to the needs of students and includes a balance between teacher-directed time (whole and small group) and child-initiated time (centers and outdoor). Each day's schedule includes a brief class meeting prior to whole-group literacy instruction, family-style lunch, hand washing and teeth brushing, and daily outdoor time except during inclement weather. Program requirements for classroom staffing, student assessments, family involvement, and attention to health and safety have been established and set forth by the Head Start Program Performance Standards (U.S. Department of Health and Human Services [HHS], 2006).

This evaluation examined the status and quality of implementation of Head Start across all 21 full-day classes in 19 Title I school sites. Head Start records; surveys of teachers, principals, and parents; full-day observations of each of the 21 classes; and interviews with program administrators were used to address the evaluation questions. Four questions guided the study:

1. What were the demographic characteristics of the students who attended full-day Head Start classes?
2. To what extent were the instructional components of the full-day Head Start model implemented as intended across the 21 classes?
3. To what extent were family and health components of the full-day Head Start model implemented as intended across the 21 classes?
4. What were stakeholders' (teachers, school administrators, parents, and program administrators) experiences with implementation of the full-day Head Start model?

Key Findings

Overall, findings from the evaluation indicated that implementation of the instructional, assessment, and family and health components of the full-day Head Start model is occurring with fidelity across all 21 full-day classes in MCPS.

What were the demographic characteristics of the students who attended full-day Head Start classes?

Of the 2,830 students enrolled in an MCPS prekindergarten class in 2010–2011, 415 were enrolled in full-day Head Start classes. Among the 415 full-day students, 68% received English for Speakers of Other Languages (ESOL) services, 14% received special education services, and 100% qualified for Free and Reduced-price Meals System (FARMS) services. (This is expected, since Head Start students must meet federal poverty income requirements.) About two thirds of the full-day students were Hispanic/Latino (64%) and about one quarter were Black or African American (27%); 4% were Asian, and 4% were White.

To what extent were the instructional components of the full-day Head Start model implemented as intended across the 21 classes?

Assessment of Head Start students. Records of student assessments indicated that the required screenings and assessments were being conducted for the students in the full-day MCPS Head Start classes as established by Head Start Performance Standards. Developmental and speech screenings were administered to 97% or more of the students. Early Childhood Observation Record (ECOR) data were recorded for almost every student in fall (96%), winter (97%), and spring (99%) 2010–2011. Reading and mathematics assessments were administered three times during the school year. Reading assessments were completed for 83% (fall), 88% (winter), and 92% (spring) of the students; mathematics assessments were completed for 95% (fall), 97% (winter), and 94% (spring) of the students. Teachers reported wide use of student assessment data, particularly to evaluate student progress and adjust instruction.

For the teacher survey 18 out of 21 teachers responded, all respondents (N = 18; 100%) reported that class meeting time, whole-group literacy lesson, and outdoor time (weather permitting) were held every day in accordance with the guidelines for full-day classes. Large percentages of teachers also reported holding indicator-focused literacy centers (94%), student choice centers (94%), differentiated small-group literacy lessons (89%), and whole group mathematics lessons (89%) every day. Less frequently held activities, as reported by teacher respondents, were indicator-focused mathematics centers (65%), differentiated small-group mathematics lessons (50%), Extensions in Literacy and Mathematics (ELM) (50%), integrated whole-group time (39%), and shared writing (28%).

Researchers' observations paralleled the teacher reports in many aspects. Whole-class meetings and whole-group literacy lessons occurred in 100% of the classrooms observed. Other activities that high percentages of the teachers reported daily occurrence in their survey—such as differentiated small-group literacy lessons (89% of survey respondents), and whole-group mathematics lessons (89% of survey respondents)—also were recorded in most of the classrooms observed (95% and 100%, respectively). Integrated whole-group time and shared writing were observed in less than one half of the classrooms. A variety of formats for supporting students receiving ESOL services also were observed.

Researchers assigned ratings to observed class components within the domains of classroom organization and instructional support. The five dimensions observed were: productivity, instructional learning formats, concept development, quality of feedback, and language

modeling. Ratings were guided by a structured rubric, and researchers assigned ratings of low (1, 2), mid (3, 4, 5), or high (6, 7) to each class component within each dimension. Across the 21 classroom observations, ratings were in the upper mid to high range on all dimensions, averaging between 5.3 and 5.8. Overall, these ratings suggest that the full-day Head Start classrooms exhibited mid to high levels of classroom organization and instructional support as evidenced by teachers' maximization of instructional time, high level of preparation, effective facilitation using a range of modalities, concept development, feedback that elaborated on learning, and quality and amount of language facilitation techniques.

Staffing and professional development. Head Start program records indicated that all 21 teachers in the full-day Head Start classes held Early Childhood certification. In addition to Early Childhood certification, 10 of the 21 teachers also held Elementary Education certification, 3 had Special Education certification, and 2 had ESOL certification. Teachers' survey responses indicated that teachers are working closely with the paraeducators; in most of the responding teachers' classrooms, paraeducators work every day with small groups of students on reading and several times per week on mathematics under the direction of the teacher. Teachers reported receiving the most frequent support from the ESOL teacher (56% reported daily support), as well as regular support from the Speech Pathologist (78% reported receiving support one to two times per week). More than three quarters (83%) of the teachers reported working with other colleagues monthly or more frequently to design interventions for students, and more than half (61%) reported working with specialists monthly or more to make curriculum plans.

All 21 of the Head Start teachers participated in at least one professional development activity during 2010–2011. The sessions attended by the highest number of teachers were the Head Start teacher sessions; 10 of the 21 teachers (48%) attended one or more of the Head Start teacher training sessions. Six teachers (29%) attended the two-day summer institute, and five teachers (24%) attended one or more of the Classroom Assessment Scoring System (CLASS) training sessions. Head Start teachers are required to participate in a minimum of 15 hours of professional development activities in a school year. During 2010–2011, 17 of the 21 full-day Head Start teachers (81%) attended 15 or more hours of professional development according to program records.

In the principals' survey, principals were asked about the level of professional development provided to the full-day Head Start teachers. More than three quarters (11, 79%) of the principals (N = 14) agreed that "A sufficient level of professional development was provided to the full-day Head Start teachers in 2010–2011." Three principals (21%) disagreed; one principal noted that the voluntary nature of the Head Start professional development limited its effectiveness.

To what extent were family and health components of the full-day Head Start model implemented as intended across the 21 classes?

Head Start Program Performance Standards require that two home visits are conducted with each family and that at least two parent-teacher conferences are offered. For the 415 students, 97% of the first home visits were completed, and 14 of the 21 full-day Head Start classes completed 100% of the first home visits. For all but 4 of 415 students (99%), at least one home visit was conducted. Parent-teacher conferences were completed at a somewhat lower rate than the home

visits, but Head Start Performance Standards do not require that parents participate in the conferences, only that they have the opportunity. Nonetheless, the completion rate for the fall conference was 83%, so the large majority of parents did participate in one parent-teacher conference. Completion rates for the June conferences were lower (45%).

Head Start records indicated that health screenings were conducted with nearly all of the Head Start students; high completion rates were reported for most of the required screenings for most of the classes. On average, across the 21 full-day Head Start classes, 100% of the students received vision and hearing screenings, 98% received dental screenings, 96% had height and weight screenings in the fall, and 93% had lead screenings on record. The health screenings led to referrals, counseling, or case management for 193 of the Head Start children.

What were stakeholders' (teachers, school administrators, parents, and program administrative and leadership staff) experiences with implementation of the full-day Head Start model?

Fourteen principals (74%), 18 teachers (86%), and 202 parents of students in the full-day Head Start classes (49%) completed surveys in the spring of 2011 to provide feedback about the implementation of the 2010–2011 full-day Head Start model. In addition, 11 district-level Head Start administrative and leadership staff were interviewed about implementation of full-day Head Start.

Principal surveys. Principals were positive in their view of program implementation; most aspects of the Head Start model were "implemented successfully with no challenges" in over three quarters of the responding principals' schools. In addition, all of the responding principals (100%) agreed that:

- The English/language arts and mathematics curriculums prepare students for optimal school learning.
- It is important to have the full-day Head Start model to provide opportunities for students to become fully ready for school.

Teacher surveys. Like the principals, teachers were very positive in their view that the full-day Head Start classes help children prepare for school. All of the responding teachers (100%) agreed that:

- The full-day class helps students become fully ready in reading.
- It is important to have the full-day Head Start program to provide opportunities for students to become fully ready for school.
- Quarterly pre-K reading assessments align well with MCPS curricula and resources.

The areas of the teachers' survey that prompted the most disagreement concerned time:

- Only about half (56%) of the responding teachers agreed that there is sufficient time during the school day allotted for collecting and documenting student data for the Head Start program.
- Fewer than half (45%) agreed that sufficient time during the school day is allotted for planning for full-day Head Start instruction.

Parent surveys. Very large percentages of responding parents (over 97%) agreed with numerous statements indicating their perceptions that the full-day Head Start program is providing a good preparation for kindergarten, including:

- 99% agreed that their child is learning a lot.
- 99% agreed that their child enjoys Head Start.
- 99% indicated that they would recommend full-day Head Start to other parents.

Feedback from program administrative and leadership staff. In semi-structured interviews, 11 district-level Head Start administrative and leadership staff members, including instructional specialists, social service specialists, supervisors, and directors provided their views about factors contributing to successful implementation of the full-day Head Start model and to the academic success of the full-day Head Start students, as well as challenges and aspects of the model that need to be improved.

- *Factors facilitating successful implementation of full-day Head Start.* The "success" factors that were elicited from the largest number of program administrators included:
  - Having skilled and dedicated teachers (mentioned by 73% of administrators)
  - Professional development for the teachers (64%)
  - Ongoing support and monitoring for the teachers, particularly from the instructional specialists (55%)
  - Family involvement and support (55%)
  - The use of assessments to monitor student progress and plan instruction (36%)

- *Challenges and areas for improvement in full-day Head Start.* Head Start administrative and leadership staff suggested several areas for review and consideration for revision in their responses to interview questions, including:
  - Reduction in systemwide, centrally offered Head Start professional development (mentioned by 45% of administrators)
  - Review of the full-day Head Start mathematics curriculum, including its alignment with assessments, and the limited range of items on the assessments (36%)
  - The daily schedule (27%)
  - Integrating the Head Start program into the school community (27%)

Recommendations

- Continue providing targeted ESOL support to Head Start students as needed.

- Revisit the daily schedule for full-day Head Start classes. Feedback from both teachers and program administrators indicate that adjustments to the schedule are needed to allow realistic transition times as students move through the instructional components, as well as for planning and completing Head Start related data collection activities and reports.

- Examine and revise the pre-K Head Start mathematics curriculum and assessments to ensure adequacy in scope and rigor, as well as alignment with Curriculum 2.0. Program leadership staff involved in the Head Start program implementation commented on the structure and scope of the pre-K Head Start mathematics curriculum, noting that the

curriculum does not readily facilitate the acceleration of advanced students. Program leadership staff also noted that the assessments are limited in range of skills and knowledge assessed, an observation shared by OSA researchers.

- Teachers' survey responses and classroom observations indicated that most of the Head Start instructional components were occurring on a daily basis in all or nearly all of the classrooms. Two components—integrated whole-group lesson and shared writing—had relatively lower rates of implementation, and reasons for those differences should be examined.

- Survey the paraeducators who are working under the direction of the teachers to elicit information about their role, their professional needs, and how they work together with the teacher. Information from the paraeducators' perspective will add to an understanding of the workings of the classroom teaching team.

- Establish procedures for more frequent monitoring of the data recording in the central Pre-K Head Start Unit file. A few schools had incomplete records of assessments, home visits and parent-teacher conferences. Determine where record-keeping gaps occur, and establish procedures to ensure complete and timely data entry.

- Reinforce and identify additional ways to help Head Start (and other pre-K) classes realize more integration in the school community. Program administrators reported that in a few schools, getting all school staff to support and work together effectively with the Head Start program was a challenge; improved communication and information sharing with principals may be needed.

- Provide additional ways for Head Start teachers to collaborate and share experiences and best practices. With fewer systemwide, centrally provided professional development opportunities, it is important to find other ways that Head Start staff can work together rather than in isolation. Online opportunities may provide some opportunities for collaboration.

Formative Evaluation of Full-day Head Start Prekindergarten Program in Montgomery County Public Schools

Julie Wade, M.S., Nyambura Susan Maina, Ph.D., and
Trisha McGaughey, M.Ed.

The Office of Shared Accountability (OSA) conducted a study of the implementation of the full-day Head Start prekindergarten (pre-K) program in Montgomery County Public Schools (MCPS) during the 2010–2011 academic year. This evaluation was recommended by researchers in OSA (Zhao & Modaressi, 2010) and requested by the Division of Title I Programs and the Division of Early Childhood Programs and Services (ECPS). Previous studies have focused on academic outcomes, without an in-depth examination of the instructional design and practices within the full-day and half-day pre-K formats. The current study was designed to provide insights on organizational factors and instructional practices of MCPS full-day pre-K by identifying factors that have contributed to the effectiveness of pre-K programs in improving students' academic performance and school readiness.

This evaluation examined the status and quality of implementation of the Head Start model across the 21 full-day Title I Head Start classes. Four broad questions guided the evaluation:

1. What were the demographic characteristics of the students who attended full-day Head Start classes?
2. To what extent were the instructional components of the full-day Head Start model implemented as intended across the 21 classes?
3. To what extent were family and health components of the full-day Head Start model implemented as intended across the 21 classes?
4. What were stakeholders' (teachers, school administrators, parents, and program administrators) experiences with implementation of the full-day Head Start model?

Background

The overall goal of prekindergarten is to provide learning experiences to help children develop and maintain foundational skills necessary to be successful in school. The Division of ECPS in MCPS works to achieve school success for young children through comprehensive, research-based services and partnerships with families, schools, and the community. (MCPS, 2011a). The expansion from half-day to full-day Head Start classes for MCPS Title I schools was intended to "meet a well-established need in the community and to give students the opportunity to develop essential skills for the most economically disadvantaged young learners to be successful" (MCPS, 2007). The additional instructional time in full-day Head Start classes is expected to: 1) allow students to experience a more integrated school day with in-depth study of the MCPS pre-K curriculum, 2) promote school readiness, and 3) contribute to the narrowing of achievement gaps related to school readiness at the start of kindergarten (Gormley, Gayer, & Phillips, 2005; MCPS, 2009b).

Title I legislation provides federal funds to help students in schools with high numbers of students meeting the federal poverty requirements achieve high academic standards. The specific

objective of the Title I program is to enable all students to meet state and local student performance standards and for schools to achieve the Adequate Yearly Progress (AYP) goals set by the Maryland State Department of Education (MSDE).

Under the *Elementary and Secondary Education Act* (ESEA), school districts may use Title I funds to support a range of education services, including early education. Providing high-quality early childhood experiences can help ensure that children in Title I schools and programs have the foundation to meet academic standards and experience success throughout elementary and secondary school. Additional focus on early childhood education comes from *The Bridge to Excellence in Public Schools Act* (2002), which requires local school systems to enroll all income-eligible four-year-old children whose parents or guardians seek to enroll them (MSDE, 2010).

In 2007, shortly after completing full implementation of full-day kindergarten, MCPS expanded to full-day pre-K instruction for its most vulnerable students. As a Head Start delegate, MCPS already operated Head Start programs and employed Head Start staff, so the expansion from half-day to full-day Head Start classes was facilitated by the existing Head Start program structure in MCPS Title I schools. The intent was to provide more instructional time for children living at or below the federal poverty threshold (Gayl, Young, & Patterson, 2010; MCPS, 2007). During the 2007–2008 and 2008–2009 school years, MCPS operated 13 full-day Head Start classes in 10 Title I schools. In 2009–2010 the number increased to 21 full-day classes in 19 schools.

MCPS Full-day Head Start Model

The pre-K and Head Start programs are integral components of the MCPS *Early Success Performance Plan*. The plan is a strategy of MCPS Goal 2 of *Our Call to Action: Pursuit of Excellence* which emphasizes the provision of an effective instructional program to promote increased achievement for all students while eliminating the achievement gap (MCPS, 2009b).

MCPS currently offers three types of pre-K models: 1) full-day Head Start, 2) half-day Head Start, and 3) MCPS partial-day classes. MCPS prekindergarten and Head Start programs offer a high-quality educational experience to income-eligible children in order to prepare them with the foundational knowledge and skills necessary for school success in kindergarten and beyond. In the 2010–2011 school year, all prekindergarten and Head Start programs in MCPS met the following criteria (MCPS, 2011a):

- All classes provide scientifically based and literacy-focused instruction five days a week for approximately 180 days per year.
- Classes are taught by state-certified early childhood education teachers with the support of paraeducators. The class ratio is two adults per class of 20 children.
- The full-day Head Start classes last 6 hours and 15 minutes each day.
- Head Start half-day classes last 3 hours and 15 minutes each day.
- MCPS partial-day pre-K classes last 2 hours 30 minutes on a regular school day.

In 2010–2011, a total of 2,830 students were enrolled in MCPS pre-K programs: 21 full-day Head Start classes (420 students), 14 half-day Head Start classes (198 students), and 97 MCPS partial-day pre-K classes (2,212 students). The locations of the 21 full-day Head Start classes are presented in Appendix A.

Description of the Head Start Classroom Model

The full-day Head Start model was designed to provide a cognitively stimulating curriculum with a strong emphasis on literacy and mathematics; age-appropriate science; social studies; art; music; technology; physical education experiences; and attention to the whole child, including social, emotional, and physical/motor development (MCPS, 2011a).

The aim of pre-K programs, including Head Start, is to prepare students to enter the school environment. The Division of ECPS promotes the vision that all young children in MCPS will be academically successful and acquire a life-long enthusiasm for learning as a result of family, school, and community collaboration. The full-day Head Start instructional program is age-appropriate and literacy-rich with well-defined learning centers. The daily schedule includes a literacy block and a mathematics block as well as time for integrated learning in centers. In addition, the schedule is flexible in response to the needs of students and includes a balance between teacher-directed time (whole and small group) and child-initiated time (centers and outdoor). A brief class meeting prior to whole-group literacy instruction, and daily outdoor time except during inclement weather, also are part of the daily schedule.

In literacy blocks, activities are focused on the foundational skills of oral language development, phonological/phonemic awareness, concepts about print, and the alphabetic principle. All literacy lessons and experiences are planned to promote children's mastery of the prekindergarten-level indicators of the *English/Language Arts Curriculum Framework* and are differentiated for individual children. The *Reading/Writing/Language Arts Elementary Program Instructional Guide—Prekindergarten Level* provides sample lessons. Instructional guide lessons may be adapted and/or expanded to address the needs, strengths, languages, and interests of children. Additional activities can be found in the *Building Language for Literacy* program and other approved resources. The literacy block comprises whole-group and small-group instruction, as well as indicator-focused literacy centers (MCPS, 2011b).

In mathematics, time is set aside every day for instruction in large and/or small groups. Teachers plan activities based on the standards and indicators from the MCPS *Curriculum Framework* and the assessed needs of their students. The *Growing with Mathematics* resource program is the source of mathematics lessons and activities. Teachers sequence the lessons according to the "Year-at-a-Glance" section from the *Prekindergarten Mathematics Curriculum and Instructional Support* document to ensure a logical and coherent order to mathematics instruction (MCPS, 2010).

Center time provides opportunities for children to practice and apply skills, communicate with one another, and extend their understanding of concepts while working and playing independently or in self-selected pairs or groups.

Appendix B describes a typical day in a full-day Head Start classroom, with a sample of activities provided within the learning blocks.

Assessment of Head Start Students

The Head Start Program Performance Standards (HHS, 2006) require that children be screened for developmental and sensory concerns during the first 45 days of school. Teachers administer a screening test (Early Screening Inventory, or ESI-R) to identify children who may require further observation, intervention, and/or a formal assessment of their developmental needs. In addition, health technicians administer vision and hearing screening, and speech pathologists screen for speech and language development. Screening outcomes are considered with other sources of information, such as staff and parent observations and the child's health history, to identify children who require further assessment or intervention. Children from non-English-speaking backgrounds are screened with an oral language proficiency instrument to provide information to assist teachers in designing appropriate instructional programs.

The MCPS Assessment Program in Primary Reading, pre-K level (MCPS AP-PR for pre-K), a literacy assessment instrument, is used to systematically monitor progress in foundational skills that are critical to early reading. The MCPS AP in Mathematics, pre-K level (MCPS AP-PM for pre-K), is used to assess student mastery of mathematics foundational concepts and skills. These assessment tools are administered three times yearly—in fall, winter, and spring—to help teachers monitor students' progress and plan for instruction. The assessments provide a profile of a student's progress over time in reading and mathematics.

Teachers' informal assessments of students occur regularly throughout the school year. MCPS guidelines (MCPS, 2010) specify that ongoing assessment is embedded in every learning activity, so that teachers continually observe children, ask questions, and engage in discussion with them to determine if learning is progressing or if a change in strategy is needed. Teachers also gather information about each child through conferences and other communication (i.e., phone, written) with families, students' portfolios, and consultations with staff members.

Three times yearly, teachers analyze and summarize the information they have gathered for each child and record it in the Early Childhood Observation Record (ECOR). The ECOR contains a record of the child's learning and development in the domains of physical well-being and motor development, personal and social development, language arts, including listening and speaking, concepts about print, alphabetic principles, phonological awareness, writing, mathematical thinking, scientific thinking, and the arts.

Family Involvement and Health Components

Before the child attends school, Head Start teams visit the family at home to meet and begin a collaborative relationship. At the initial home visit, teachers share information about the full-day Head Start model, and parents are encouraged to share information about the child. Permission forms for Head Start attendance, a student emergency information form, permission for dental screening, and a health inventory and verification of immunizations are collected at the initial home visit. Head Start Program Performance Standards require that each family receive two home visits during the school year; a second visit is typically scheduled for midyear. In addition, communication with parents occurs regularly throughout the school year to engage parents in their child's education by informing them of class activities and by providing child development,

education, health, and nutrition information. Head Start Program Performance Standards require that Head Start families have the opportunity to attend at least two parent-teacher conferences. At the conferences, teachers provide parents with information about their child's progress and encourage parents to talk about the child's adjustment to school and strengths and interests. The conference provides an opportunity to explain the curriculum and discuss ways to foster curriculum goals at home.

In addition, parent-teacher communication assists parents in becoming advocates for their children by offering support and providing information regarding community resources, such as employment, housing, food, clothing, family literacy, domestic violence, and substance abuse services. Each family receives a community resource directory to assist them with current and future needs. Individual and family counseling is provided by the Division of ECPS Head Start social worker. Parent education workshops, led by ECPS staff, are held regularly at the school, and cover such topics as child growth and development, health and safety, parent involvement in children's learning, and personal safety. Parents also are encouraged to participate in their child's education by volunteering in the classroom and on field trips, as well as on the Pre-K/Head Start Policy Council and at parent meetings.

In support of "the whole child," Head Start also screens for and follows up on health issues. All Head Start students must have a physical examination (including screening for exposure to lead) and required immunizations; Head Start family service workers and staff provide help for families to get the required services. During the school year, children receive screenings for dental, hearing, vision, height, and weight. Follow-up care or referral to appropriate services is made as needed. Breakfast and lunch, as well as cooking and tasting activities in class, are provided. Meals are served "family style," and students are encouraged to engage in polite conversation and use appropriate table manners. Supervised hand washing and teeth brushing also are scheduled around each meal. Parents are encouraged to share lunch in the classroom with their children when they visit or volunteer at school.

Literature Review

The *Head Start Impact Study* (Puma et al., 2010) recently presented findings that addressed the quality and implementation of programs as well as their impact on the children who attended. The study was conducted with a nationally representative sample of 84 grantee/delegate agencies and included nearly 5,000 newly entering, eligible 3- and 4-year-old children who were randomly assigned to either: 1) a Head Start group with access to Head Start program services, or 2) a control group without access to Head Start but could enroll in another early childhood program or non-Head Start services selected by their parents.

One of the findings of the *Head Start Impact Study* was that the quality of Head Start centers was variable. For the 4-year-olds who were enrolled in Head Start classes, fewer than one in 20 were in centers with an "excellent" quality rating, although virtually none were in centers rated "poor." Only about half were in centers with recommended pupil/staff ratios. These findings emphasize the importance of understanding which features of classroom and program quality are important for improving children's outcomes and determining what types of initiatives are likely to be effective mechanisms to improve classroom quality in these ways.

The Preschool Curriculum Evaluation Research initiative (PCER, 2008) examined 14 preschool curricula in terms of their impact on early reading and mathematics knowledge, language development, and behavior. Researchers rated the level of curriculum implementation in each classroom using both a curriculum-specific measure and a global implementation rating that can be used for between-curricula comparisons. The global ratings used a four-point scale representing high, medium, low, or no implementation. The average fidelity of implementation rating across the curricula was medium. Differences in fidelity ratings or their relationship with student outcomes were not reported.

An increasing number of researchers are recognizing the importance of assessing and reporting on program implementation, and a joint statement from the National Association for the Education of Young Children and the Society for Research in Child Development (2008) has emphasized that research on implementation needs to be a priority in early childhood education. The importance of implementation research in early childhood education was the focus of a recent commentary by Joseph Durlak (2010), in which he discusses several major conclusions from implementation research, including: 1) the level of implementation achieved can have a strong influence on program outcomes; 2) implementation is a multi-dimensional construct; 3) implementation is not an all-or-none phenomenon but exists along a continuum; and 4) implementation often varies over time and across providers. Durlak points out that we cannot fully understand an intervention's impact without inspecting implementation.

Odom et al. (2010) examined different approaches to assessing implementation in a study of 51 preschool classes located in five states. The implementation measures were designed to capture both structural aspects of the program (proportion of the curriculum completed) and process aspects (a quality rating, assessing the degree and quality of the teachers' implementation of the curriculum). The study also included a multiplicative composite measure, which was computed by multiplying scores on the structural and process measures. Site differences were found for the process measure (quality rating), but not for the structural or composite measures. Analysis of the process implementation measures across time showed consistency in general. Significant associations were found between measures of implementation and some of the child outcome variables, with the different forms of implementation associated with different outcome variables, and with different subsets of children. Odom's findings reinforce the points made by Durlak (2010) and demonstrate the importance of implementation research in gaining an understanding of early childhood education programs.

Mashburn and colleagues (2008) examined the development of academic, language, and social skills among 4-year-olds in publicly supported prekindergarten programs in relation to three methods of measuring pre-K quality. The quality measures were: 1) adherence to nine standards of quality related to program infrastructure and design, 2) observation of the overall quality of classroom environments, and 3) observation of teachers' emotional and instructional interactions with children in classrooms. The study found that academic and language skills were predicted by teachers' instructional interactions, and social skills were predicted by teachers' emotional interactions. Again, the multi-dimensional nature of implementation is demonstrated, and these findings suggest that effects on outcome can be a complex mix.

Durlak (2010) asserts that "school-based research has never obtained 100% or perfect implementation (p. 351)." Given this less than ideal state, it may be asked, "what level of implementation is good enough to bring about the desired effects?" This issue has been referred to as the "threshold question." Burchinal, Vandergrift, Pianta, & Mashburn (2010) addressed this question with an analysis of academic and social outcomes for children from low-income families who were enrolled in pre-K classrooms in 11 states. They assessed the level of quality in each of the classrooms and measured teachers' interactions with children in two areas: instructional support and emotional support. Findings suggested that the quality of teacher-child interactions was a stronger predictor of higher social competence in higher quality than in lower quality classrooms, and that the quality of instruction was related to language, reading, and mathematics skills more strongly in higher quality than in lower quality classrooms. The authors concluded that high-quality classrooms may be necessary to improve social and academic outcomes in prekindergarten programs for low-income children.

Overall, findings suggested that program implementation is a significant variable when examining the potential effects of curricula on learning outcomes for young at-risk children. Further, Durlak (2010) states that evaluating implementation is essential in any effort to disseminate evidence-based intervention or "scale-up," since reaching a wider target population will require "understanding the conditions that enhance or inhibit the effective implementation in new situations (p. 350)."

Studies of pre-K Programs in MCPS

OSA conducted implementation and outcome evaluations of the full-day Head Start model implemented in 10 Title I schools during the 2007–2008 school year (MCPS, 2009c). As part of the implementation evaluation, a survey was administered to principals, teachers, paraeducators, and parents of students attending full-day Head Start classes. The purpose of the survey was to collect systematic feedback to be used for improvement of the planning and administration of future programs. Overall, all stakeholders had strong positive perceptions and experiences regarding the various components of the model. In addition, the majority of principals expressed positive experiences with many areas of the full-day Head Start instructional program. Principals were most satisfied with the model's curriculum and the administration of student assessments. Principals were least satisfied with insufficient resources to ensure coverage of lunch and breaks for the full-day Head Start paraeducators.

Several recent studies on the impact of full-day Head Start classes on academic achievement and one study on lasting effects of full-day Head Start pre-K in kindergarten have been completed within MCPS (Maina & Modarresi, 2010; Zhao & Modarresi, 2009; Zhao & Modarresi, 2010). The findings indicated increased academic achievement in reading for students who attended full-day Head Start classes compared with students who attended half-day classes. Effects for full-day Head Start also were seen in improved mathematics performance among some subgroups and in some schools. Because these studies did not address the instructional design or practices within the full-day and half-day formats, the researchers highlighted the need for an implementation study to provide data on factors contributing to the effectiveness of full-day Head Start in improving students' academic performance and school readiness.

Trends in MCPS Maryland Model for School Readiness Data

The Maryland Model for School Readiness (MMSR) assesses what each child entering kindergarten knows and is able to do in seven domains of learning. School readiness data, as measured by the MMSR, are available for the 2002–2003 to 2010–2011 school years from the *Children Entering School Ready to Learn: 2010–2011 School Readiness Report* (MSDE, 2011). Figure 1 shows the trend in the percentage of MCPS kindergarten cohorts who scored as "fully ready" from 2001–2002 through 2010–2011.

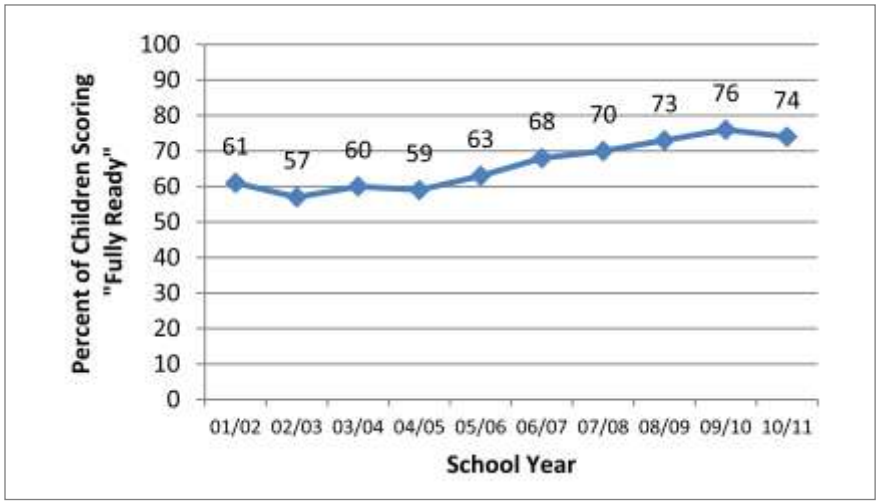

Figure 1. Percent of Montgomery County students entering kindergarten "Fully Ready" during school years 2001–2002 through 2010–2011.

During the 10 years shown in Figure 1, the percentage of MCPS kindergarten students scoring as fully ready increased from 61% to 74%. Further, 63% of MCPS students participating in the Free and Reduced-price Meals System (FARMS) and 61% of English language learners were fully ready in the fall of 2010–2011, up from 46% and 51% in 2001–2002, respectively. Higher percentages of female students (80%), Asian (79%), and White (85%) students were fully ready compared with their male (69%), Black or African American (69%), Hispanic/Latino (63%), and American Indian or Alaskan Native (53%) peers in 2010–2011.

Scope of the Evaluation

Evaluation Goals

The purpose of this evaluation is to examine the status and quality of implementation of the full-day Head Start model in MCPS. The evaluation coincides with the fourth year of implementation of full-day Head Start in Title I schools. Previous studies focused primarily on academic outcomes and did not address the instructional design or practices within the full-day and half-day pre-K formats. The current study was designed to provide insights on organizational factors and instructional practices of MCPS full-day Head Start by identifying factors contributing to the effectiveness of the full-day model in improving students' academic performance and school readiness.

This evaluation examined the status and quality of implementation of the full-day Head Start model across 21 full-day Head Start classes in 19 Title I schools. Four broad questions guided the evaluation:

1. **What were the demographic characteristics of the students who attended full-day Head Start classes?** This question addressed recruitment and enrollment.

2. **To what extent were the instructional components of the full-day Head Start model implemented as intended across the 21 classes?** Areas addressed included:
   a. Assessment of Head Start students
   b. Use of cognitively stimulating curriculum with a strong emphasis on literacy and mathematics
   c. Evidence of age-appropriate science, social studies, art, music, technology, and physical education (PE) experiences
   d. Roles of staff members in supporting the academic achievement of pre-K students
   e. Professional development support for pre-K instruction

3. **To what extent were family and health components of the full-day Head Start model implemented as intended across the 21 classes?** Practices examined included:
   a. Attention to the whole child, including social, emotional, and physical/motor development
   b. Family involvement including regular communication as well as opportunities and encouragement for parents to be engaged in their children's education
   c. Health, dental, nutrition, and family support services provided

4. **What were stakeholders' (teachers, school administrators, parents, and program administrators) experiences with implementation of the full-day Head Start model?** This question addressed planning, coordination, implementation, and communication.

Methodology

Design

Because children are not randomly assigned to full-day Head Start classes, a nonexperimental design utilizing multiple methods of data collection was applied. Data collection methods included interviews, surveys, classroom observations, document review, and examination of institutional databases.

Sample

The target sample for this evaluation was students enrolled in 21 full-day Head Start classes in 19 Title I schools during the 2010–2011 school year.

Data Collection Procedures and Instruments

The following methods were used to collect data addressing the evaluation questions.

In-person interviews. Interviews were conducted with 11 district-level staff members who were pivotal to the implementation of pre-K and Head Start programs in the schools. Staff from the Division of Title I Programs and the Division of Early Childhood Programs and Services, including a director and supervisor from each division, as well as instructional specialists and social services specialists participated in the interviews. The purpose of the interviews was to elicit information on design and implementation of Head Start classes, factors that contribute to the academic success of Head Start students, and areas needing improvement. A copy of the staff interview questions is included in Appendix C.

Classroom observation. With assistance from Head Start program staff, OSA researchers scheduled visits at full-day Head Start school sites. Observations of 21 full-day classes were conducted in late fall 2010 to early spring 2011. Researchers observed instructional activities and processes throughout the entire school day and recorded their occurrence according to a structured observation protocol. The Prekindergarten Program Guidelines (MCPS, 2010) produced by the Office of Curriculum and Instructional Programs, Division of Early Childhood Programs and Services, was used to design the observation protocol, consisting of Protocol A and Tool B (included in Appendix D). Protocol A is a checklist with items that focus on—

- use of time,
- components of the schedule, and
- structure of the instructional activities.

Tool B is an analytical tool adapted from Classroom Assessment Scoring System (CLASS™), (La Paro, Pianta, & Stuhlman, 2004; Touchstone, 2010). Tool B focuses on aspects of instruction that fall within the domains of classroom organization and instructional support.

Classroom organization. Within the classroom organization domain, the dimensions included in the observation protocol were:

1. **Productivity**—Considers how the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning opportunities
2. **Instructional learning formats**: Focuses on the ways in which the teacher maximizes students' interests, engagement, and ability to learn from lessons and activities

Instructional support. Within the instructional support domain, the following dimensions were included in the observation protocol:

1. **Concept development**—use of instructional discussions and activities to promote students' high order thinking skills and cognition and the teachers focus on understanding rather than rote learning
2. **Quality of feedback**—Assess degree to which teacher provides feedback that expands learning and understanding and encourages continued participation
3. **Language modeling**—captures the quality and amount of teachers' use of language-simulation and language-facilitation techniques

Brief interviews or debriefing discussions with teachers and administrators were conducted after the classroom observations.

Stakeholder surveys. School administrators, teachers in full-day Head Start classes, and parents of children in full-day Head Start classes were surveyed in spring 2011. The purpose of the surveys was to examine the stakeholders' experience with the implementation of components of the full-day Head Start model. Response rates were as follows: teacher survey, 86% (18 of 21 teachers responded); administrator survey, 74% (14 of 19 principals responded); parent survey, 49% (202 of 415 parents responded). Copies of the surveys are included in Appendix E.

Division of Early Childhood Programs and Services Head Start databases. Student enrollment information, screening information, and other data specific to implementation of family partnership and health components of the full-day Head Start model were collected by division staff. These data were reviewed for relevant information pertaining to implementation of the program.

Document review. A comprehensive set of documents reflecting pre-K/Head Start policies, guidelines, and programming at the district level, school level, classroom level, and student level were reviewed. These documents included state and MCPS guidelines and memoranda, samples of classroom schedules, staff development plans, and agendas for meetings and professional development training sessions.

MCPS institutional databases. Relevant information such as student enrollment and demographic information, pre-K reading and mathematics assessment data, and Head Start student record files, were compiled from MCPS databases. Because this was an implementation study, the use of pre-K assessment information was limited to determining: 1) the extent to which assessments were administered as expected, and 2) completeness of assessment information across schools.

Data Analysis Procedures

Analyses were conducted to determine whether the full-day Head Start model was implemented as designed and according to stated objectives and to determine areas needing improvement.

Qualitative information. Information gathered through interviews, observations, and document reviews were analyzed through content analyses. Researchers looked for themes in the data, and where appropriate, category frequencies were counted. In addition, interview and observation data provided examples and context for the quantitative information presented in the findings.

Quantitative information. Quantitative information was compiled from MCPS databases and classroom observation findings; analyses were conducted using descriptive statistics. Mean, minimum, and maximum percentages were calculated for the data points reported in the study.

Findings

What were the demographic characteristics of the students who attended full-day Head Start classes?

Recruitment, Enrollment, and Assessment of Head Start Students

Recruiting Head Start students for 2010–2011 enrollment. The Head Start model in MCPS used a comprehensive recruitment procedure. Strategies included communicating through press releases; MCPS TV and local cable shows; and flyers and information to partner agencies, pediatricians, and churches. The Office of Head Start sent out approximately 7,500 letters with registration information to families of 3- and 4-year-olds receiving medical assistance, child care subsidy vouchers, and housing financial assistance. Staff from the office of Head Start attended kindergarten orientations and community outreach fairs and posted flyers in stores, laundromats, and other neighborhood businesses. Registration was conducted daily at the main office and at community centers throughout the county on specific dates.

Enrollment of Head Start students. Since the MCPS Head Start model, developed by the Division of ECPS in conjunction with the Division of Title I Programs, was expanded to full-day in the fall of 2007, larger numbers of students have attended Head Start and pre-K programs in MCPS each year. Table 1 shows the number of students enrolled in partial-day, half-day, and full-day pre-K programs, including half-day and full-day Head Start, over four school years.

Table 1
Number of Students in MCPS Prekindergarten Programs

School Year	All pre-K Programs	Partial-day MCPS pre-K	Half-day Head Start	Maximum Capacity of Full-day Head Start Classes
2010–2011	2,830	2,212	198	420
2009–2010	2,693	2,075	198	420
2008–2009	2,539	1,921	358	260
2007–2008	2,502	1,884	358	260

Characteristics of Head Start students. Characteristics of the students in the 21 full-day Head Start classes that comprised the study sample are presented in Table 2.

Table 2
Characteristics of Students Enrolled in 21 MCPS Full-day Head Start Classes in 2010–2011 (N = 415[a])

Demographic characteristics		*n*	*%*
U.S. citizen	Yes	399	96.1
	No	16	3.9
First language English	Yes	150	36.1
	No	265	63.9
Gender	Male	206	49.6
	Female	209	50.4
Ethnicity	Asian	17	4.1
	Black or African American	110	26.6
	Hispanic/Latino	266	64.3
	White	15	3.6
	Two or More Races	6	1.4
Special services (currently receiving)	FARMS	415	100.0
	ESOL	281	67.7
	Special Education	56	13.5

Among the 415 full-day Head Start students, 68% were receiving English for Speakers of Other Languages (ESOL) services, 14% were receiving special education services, and 100% qualified for FARMS services (as expected, since similar income requirements are in place for Head Start). About two thirds of the full-day students were Hispanic/Latino (64%), and about one quarter were Black or African American (27%); 4% were Asian, and 4% were White.

To what extent were the instructional components of the full-day Head Start model implemented as intended across the 21 classes?

Instructional Components in the Classroom

Implementation of the assessment component of the full-day Head Start model was evaluated through review of student and school records, surveys of teachers, and classroom observations.

Assessment of Head Start students. Table 3 shows the number of assessments recorded for the 21 full-day Head Start classes.

Table 3
Screenings and Assessments Completed in 21 MCPS Full-day Head Start Classes in 2010–2011 (N = 415)

Screening or Assessment	*n*	% completed	Minimum, maximum percent of class completed, across classes %[a]
Early Screening Inventory (ESI)	406	98	90, 100
Attention Behavior Language Emotions (ABLE)	402	97	90, 100
Speech Screening	409	99	95, 100
Early Childhood Observation Record (ECOR)			
Fall	400	96	90, 100
Winter	403	97	95, 100
Spring	413	99	95, 100
MCPS AP-PR pre-K[b]			
Fall	350	83	0, 100
Winter	369	88	0, 100
Spring	385	92	0, 100
MCPS AP-PM pre-K[b]			
Fall	393	95	78, 100
Winter	404	97	90, 100
Spring	391	94	0, 100

[a] Minimum and maximum percent refer to class-level data.
[b] Three classes had no data recorded for one or more of the reading and mathematics assessments. They have been included in the computation of mean percent completed because it is unknown whether or not assessments were completed. It is possible, therefore, that the reported percentages across the 21 classes may underestimate the actual percent of assessments completed.

Records of student assessments indicated that, for the most part, the screenings and assessments were being conducted for the students in the full-day MCPS Head Start classes as required by Head Start Performance Standards. Developmental and speech screenings were administered to 97% or more of the students. (Information about vision, hearing, and dental screenings is included in the Family and Health section of this report). ECOR data were recorded for almost every student in fall (96%), winter (97%) and spring (99%) 2010–2011. Reading and mathematics assessments were completed for between 83% and 97% of the students in the 21 classes.

Teachers' use of assessments: Survey reports. The 21 full-day Head Start teachers were surveyed about the accessibility of assessment data. Responses from 18 responding teachers are shown in Table 4.

Table 4
Survey Responses of Teachers of Full-day Head Start Students in 2010–2011: Accessible Assessment Data (N = 18)

	n	*%*
Which of these assessment data were readily accessible to you this school year?		
Reading (MCPS AP-PR for pre-K)	18	100
Mathematics (MCPS AP-PM for pre-K)	18	100
ECOR class profiles	17	94
Observational notes	16	89

Reading and mathematics MCPS AP data were readily accessible to all of the responding teachers; ECOR and observational notes also were readily accessible to a large majority of the teachers (94% and 89%, respectively).

Teachers' reported use of each of these assessments is shown in Table 5.

Table 5
Survey Responses of Teachers of Full-day Head Start Students in 2010–2011: Accessible Assessment Data and Use of Assessments (N = 18)

	Reading MCPS AP-PR %	Mathematics MCPS AP-PM %	ECOR %	Observation Notes %
I use the *(assessment)* to...				
Evaluate student progress	100	94	78	94
Adjust instruction in areas in which students encountered problems	100	94	61	78
Identify students not making progress	94	89	67	89
Place students in instructional groups	94	89	61	67
Inform parents of a student's progress	94	94	78	89
Review data with school leaders or other teaching staff	78	78	39	56
Other	11	11	6	6

Teachers reported wide use of each of the assessments. All of the responding teachers reported that they use the MCPS AP-PR to evaluate student progress and adjust instruction; all but one of the teachers used the MCPS AP-PM for these purposes. Overall, teachers reported slightly wider use of the AP-PR and AP-PM assessments than of the ECOR and observational notes; specifically, larger percentages of teachers used the reading and mathematics assessments than the ECOR or observational notes to place students in instructional groups or to review data with other school staff. These differences are likely accounted for by the fact that the reading and mathematics assessments are tied directly to instructional areas, while the ECOR and observational notes include other aspects of development, such as motor skills, social development, and physical well-being.

Several teachers noted additional ways that they used the assessment data. One teacher reported using both the reading and mathematics assessments to track overall class data and identify areas that need re-teaching. Another reported using the reading assessment to add an activity to the opening that helps students' progress, such as using sight words.

Classroom observations: Assessment activities. One of the activities that the researchers looked for and recorded when conducting classroom observations was teachers' assessment of students in the classroom (e.g., pre-K mathematics unit assessments). In observations of the 21 classrooms, student assessment was evident in 52% of the classrooms during the observation period. It should be noted that some assessments may have occurred without teacher record-keeping being evident, so they were not recognized by the researcher and counted in the observation. In addition, evaluating and reporting student progress occurs periodically during

the school year, so classroom assessments are likely to follow a similar variability, and student assessments would not be expected to occur during every class session. In the visits to the 21 classrooms, teachers were observed conducting student assessments during the following activities:

- Math sorting task
- Small reading groups
- Extensions in Literacy and Mathematics (ELM) groups
- Student choice center time
- Integrated whole-group lesson

Based on the observation data collected in the 21 classrooms, teachers embedded assessment into a wide range of classroom activities.

Administration of student screening and assessments: Principal survey reports. In the survey of Head Start principals, respondents were asked to rate the success of implementing several components of student assessments and their agreement with statements about the assessment process. Tables 6 and 7 summarize the responses of the 14 principals who completed the survey.

Table 6
Survey Responses of Principals in Schools With Full-day Head Start Program in 2010–2011: Implementation of Student Assessments (N = 14)

Statement	Successful implementation with no challenges %	Successful implementation with some challenges %	Difficult implementation with need to address challenges %
Please indicate the extent in which your school has implemented the following components of the full-day Head Start program.			
Timely implementation of required Head Start screening (e.g., ESI-R, ABLE, etc.)	85.7	14.3	0.0
Monitoring academic progress of full-day Head Start students	78.6	21.4	0.0

Table 7
Survey Responses of Principals in Schools With Full-day Head Start Program in 2010–2011: Perceptions of Student Assessment Process (N = 14)

Statement	Strongly agree %	Agree %	Disagree %	Strongly disagree %
Please indicate to what extent you agree or disagree with the following statements about the full-day Head Start class model.				
The administration of assessments for students in the full-day Head Start program worked well at my school.	42.9	50.0	7.1	0.0
The full-day Head Start teacher received computer-generated data reports of the Mathematics Prekindergarten Assessments **promptly** for planning differentiated mathematics instruction.	28.6	71.4	0.0	0.0
The full-day Head Start teacher received computer-generated data reports of MCPS AP Prekindergarten Reading Assessments **promptly** for planning differentiated instruction in reading, writing, and language arts.	28.6	71.4	0.0	0.0

Overall, principals had positive ratings for implementation of Head Start student assessments, both for the *administration* of assessments and for teachers' *prompt receipt of the results* of mathematics and reading assessments. In the 14 schools represented by the responding principals, the survey data indicated that assessments were implemented as required. Of note, three principals (21%) reported that monitoring academic progress of the full-day Head Start students had been accomplished *with some challenges*.

Classroom activities: Teacher survey reports. Full-day Head Start teachers were surveyed about the frequency of classroom activities during a typical week. Activities in the survey were based on MCPS full-day prekindergarten curriculum guidelines. Table 8 summarizes the responses of the 18 teachers to questions about frequency of activities.

Table 8
Survey Responses of Teachers of Full-day Head Start Students in 2010–2011: Implementation of Instructional Components (N = 18)

	Percent			
	Every day	3–4 times a week	1–2 times a week	Not at all
In your class, how often do the following activities occur during a typical week?				
Class meeting time	100.0	0.0	0.0	0.0
Outdoor time (weather permitting)	100.0	0.0	0.0	0.0
Whole group literacy lesson	100.0	0.0	0.0	0.0
Indicator focused literacy centers (n = 17) [a]	94.1	5.9	0.0	0.0
Student choice centers	94.1	5.9	0.0	0.0
Differentiated small group literacy lesson	88.9	11.1	0.0	0.0
Whole group mathematics lesson	88.9	11.1	0.0	0.0
Indicator focused mathematics centers	64.7	29.4	5.9	0.0
Differentiated small group mathematics lesson	50.0	38.9	11.1	0.0
Extensions in Literacy and Mathematics	50.0	27.8	16.7	5.9
Integrated whole group time	38.9	33.3	22.2	5.9
Shared writing	27.8	50.0	22.2	0.0

[a] 17 of the 18 teachers responded to this item.

All responding teachers (100%) reported that class meeting time, whole-group literacy lesson, and outdoor time (weather permitting) were held every day. Large percentages of teachers also reported having indicator-focused literacy centers (94%), student choice centers (94%), differentiated small-group literacy lessons (89%), and whole-group mathematics lessons (89%) every day. Less frequent every day activities were indicator-focused mathematics centers (65%), differentiated small-group mathematics lessons (50%), ELM (50%), integrated whole-group time (39%), and shared writing (28%).

Classroom Observations. Findings on aspects of the daily schedule observed in the 21 full-day classrooms are summarized in Table 9.

Table 9
Observation Findings in Full-day Head Start Classes in 2010–2011:
Instructional Activities (N = 21)

Observed Instructional Activities	*n*	*%*	Range of time (in minutes)
Class meeting or circle time	21	100.0	2–35
Family-style lunch	21	100.0	20–60
Rest break	21	100.0	30–60
Outdoor time (weather permitting)	21	100.0	15–30
Whole-group literacy lesson	21	100.0	11–53
Whole-group mathematics lesson	21	100.0	8–20
Differentiated small-group literacy lesson	20	95.2	7–55
Differentiated small-group mathematics lesson	20	95.2	6–38
Time in "special" (i.e., art, music, physical education)	19	90.5	30–40
Extensions in Literacy and Mathematics	16	76.2	7–48
Student choice centers	15	71.4	11–40
Integrated whole-group time	9	42.8	9–22
Shared writing	9	42.8	5–32

Strong parallels emerged between the teachers' reports of classroom activities and the researchers' observations. Surveys indicated that whole-class meetings and whole-group literacy lessons were held every day, and they were observed in 100% of the 21 classrooms. Other activities that were reported by high percentages of the teachers to occur every day—such as differentiated small-group literacy lessons (89%), and whole-group mathematics lessons (89%)—were observed in most or all of the classrooms (95% and 100%, respectively). Also consistent with the teacher survey results, integrated whole-group time and shared writing were observed in a smaller percentage of the classrooms (43% for each activity). All classes included family-style lunch, rest time, outdoor time (weather permitting, otherwise indoor activity); 90% of the classes included time in one or more specials (i.e., art, music, physical education) during the observation.

Classroom observations also addressed the classroom environment and structure. Researchers looked for evidence of stimulating and inviting learning areas and well-organized classrooms. Table 10 summarizes the findings of the classroom observations in addressing these areas.

Many of the classroom features targeted for observation were in evidence in all 21 of the classrooms, including a posted daily schedule, well-defined learning centers, safe and inviting

learning centers, and a literacy-rich environment. Evidence that literacy and mathematics instruction were being implemented as designed also was observed. In all 21 of the classrooms, researchers observed that: instruction was focused on oral language, phonemic awareness, letter knowledge, and/or concepts about print; manipulatives, and a variety of electronic technology (e.g., CDs, computers, books on tape, tape players, promethean board, radios) were used to support lessons; and students were engaged in problem-solving investigations.

Table 10
Observation Findings in Full-day Head Start Classes in 2010–2011
Classroom Environment (N = 21)

Observed Classroom Feature	*n*	%
Centers are safe and inviting.	21	100.0
Daily schedule is posted.	21	100.0
Environment is literacy rich with variety (three or more types) of literacy-focused materials.	21	100.0
Instruction is focused on: oral language, phonemic awareness, letter knowledge, and/or concepts about print.	21	100.0
Learning centers are well defined (including literacy, math, dramatic play, art, science, and blocks).	21	100.0
Manipulatives are used to support lessons.	21	100.0
Students engaged in problem-solving investigations.	21	100.0
Teacher has established routines for how students should transition between different instructional arrangements.	21	100.0
Use of technology/audio-visual resource.	21	100.0
Mathematics experiences are imbedded in classroom routines outside of mathematics block.	20	95.2
One-on-one support for students.	20	95.2
Regular intentional efforts are made to expand children's spoken vocabulary.	20	95.2
Student activities support students' writing.	20	95.2
Use of multicultural materials.	20	95.2
Children's work displayed.	19	90.5
Movement is integrated into whole-group lessons.	19	90.5
Regular intentional efforts are made to expand children's mathematics.	19	90.5
Mastery objectives are communicated to students.	18	85.7
Technology is used to develop conceptual understanding.	16	76.2
Technology is used to learn or practice a skill.	14	66.7
ESOL teacher is present.	10	47.6
Teacher planned for and clearly communicated what students should do when there is "down time."[a]	10	47.6

[a]Observers in five classrooms noted this feature was not applicable because there was no "down time."

To address the needs of the ESOL students who made up the majority of the full-day Head Start classes, the structure of ESOL support varied from school to school. Some of the teachers indicated that their schools provided ESOL instruction daily while others provided ESOL instruction 2–3 times a week. Observers noted some students spent ESOL time using computer programs, or an ESOL teacher pulled small groups of students for 20–25 minute sessions. During the classroom observation days, an ESOL teacher was present in 48% of the classrooms.
Finally, researchers assigned ratings to observed aspects of the instructional day within the domains of Classroom Organization and Instructional Support. The observation protocol

included items on five dimensions of pre-K classrooms: Productivity and Instructional learning formats are dimensions within the domain of Classroom Organization; and Concept development, Quality of feedback, and Language modeling are dimensions within the Instructional Support domain. Ratings were guided by a structured rubric, and researchers assigned ratings of low (1, 2), mid (3, 4, 5), or high (6, 7) to each class component within each dimension; component ratings were averaged to form dimension ratings. Table 11 summarizes the researchers' ratings for the dimensions within the Classroom Organization and the Instructional Support domains across the 21 classroom observations.

Table 11
Dimension Ratings Within Domains of Full-day Head Start Classes in 2010–2011 (N = 21)

Domain/Dimension	Observed class components	Mean dimension rating[a] (SD)	Range of ratings
Classroom Organization Domain			
Dimensions			
1. **Productivity:** Considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities.	Maximizing learning time; routines; transitions; preparation	5.8 (.29)	5.2–6.1
2. **Instructional learning formats:**Focuses on ways in which the teacher maximizes students' interest, engagement, and ability to learn from lessons and activities.	Effective facilitation; variety of modalities and materials; student interest; clarity of learning objectives	5.7 (.37)	5.1–5.9
Instructional Support Domain			
Dimensions			
1. **Concept Development:** Measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction.	Analysis and reasoning; creating; integration; connections to the real world	5.3 (.32)	4.8–5.6
2. **Quality of feedback:** Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation.	Scaffolding; feedback loops; prompting thought processes; providing information; encouragement and affirmation	5.4 (.59)	4.4–5.9
3. **Language modeling:**Captures the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques.	Frequent conversation; open-ended questions; repetition and extension; self- and parallel talk; advance language	5.5 (.40)	5.1–5.8

[a]Ratings for components of each dimension were averaged to form a dimension rating.

Across the 21 classroom observations, ratings were in the upper mid to high range on all dimensions, averaging between 5.3 and 5.8 (see Table 11). Within the domain of Classroom Organization, the dimension rated highest on average (5.8) was Productivity. High productivity

was evidenced by maximizing learning time, efficient routines, transitions, and preparation. The observers noted that routines and efficient transitions were highly interdependent. The transition time varied in length across classrooms when students moved to specials or needed bathroom breaks between instructional components. All 21 classrooms had established routines; teachers went over what students were to do before activities started, which resulted in minimal wandering. In most cases, the routines were efficient, but sometimes the routines were either too long or too brief to result in efficient use of time. Overall, the transitions appeared to be better done between small-group activities than between whole-group activities. The observers noted that learning opportunities were embedded in some of the routines and transitions (ABC or number songs, movement, etc.).

Within the Instructional Support domain, the dimension with the highest average rating was Language Modeling (5.5) (see Table 11); in particular, the components rated highest in the observations were open-ended questions (5.8) and frequent conversation (5.7). The high average ratings for these components suggest that the full-day Head Start classes were rich with opportunities for students' language learning and practice.

The dimension in Instructional Support with the lowest average rating (5.3) was Concept Development (see Table 11). Within the Concept Development dimension, only the component "creating" had an average rating below 5.0; other components of Concept Development ranged from 5.3 to 5.6. Creating involved the aspects of brainstorming, planning, producing. Whereas the students were observed in a variety of activities related to Creating (e.g., drawing, making patterns, creating art), there was more evidence of Analysis and Reasoning (5.6) and Connecting to the real world (5.4) than of Creating (4.8).

Overall, these ratings suggest that the full-day Head Start classrooms exhibited mid to high levels of classroom organization and instructional support as evidenced by teachers' maximization of instructional time, high level of preparation, effective facilitation using a range of modalities, concept development, feedback that elaborated on learning, and quality of language and amount of language facilitation techniques.

Staff Roles and Responsibilities

Head Start Program Performance Standards (HHS, 2006) outline requirements for staffing Head Start classrooms. Two paid staff persons, a teacher and teacher aide or two teachers, must be assigned to each Head Start classroom. MCPS Prekindergarten Guidelines (MCPS, 2010) require that Head Start teachers hold Early Childhood certification. Details of the professional certifications held by teachers in the 21 full-day Head Start classrooms in MCPS, as provided by the office of Head Start, are summarized below:

- Early Childhood certification: 21, 100%
- In addition to Early Childhood, Elementary Education certification: 10, 48%
- In addition to Early Childhood, Special Education certification: 3, 14%
- In addition to Early Childhood, ESOL certification: 2, 9%

Head Start Program Performance Standards and MCPS Division of ECPS guidelines refer to a range of professionals comprising the Head Start team. In addition to the teachers, paraeducators, ESOL teachers, and ECPS, family service workers work closely with children and

their families. Additional specialists, such as psychologists, nurses, speech pathologists, special education teachers, and reading specialists support the team as needed. Administrative staff, specifically principals, instructional specialists, and ECPS administrative and leadership staff oversee the Head Start program and monitor its implementation. Interviews with Head Start administrators and surveys completed by teachers and principals provided data to document and describe the roles and collaborations of Head Start staff members.

Head Start teachers were asked about their collaboration with and support from other Head Start staff members. Tables 12–14 summarize their responses.

Table 12
Survey Responses of Teachers of Full-day Head Start Students: Instructional Collaboration (*N* = 18)

	Weekly %	Bi-weekly %	Monthly %	Quarterly %	Other %
During the 2010–2011 school year, how often did you participate in the following?					
Consult with colleagues to design interventions for individual students	27.8	16.7	38.9	5.9	11.1
Work collaboratively with ESOL, music, art, or physical education teachers in making curriculum plans	22.2	16.7	22.2	16.7	22.2

Table 13
Survey Responses of Teachers of Full-day Head Start Students: Support (*N* = 18)

	Daily %	3–4 times a week %	1–2 times a week %	Bi-weekly %	Monthly %	None %
How often do you receive instructional support from the following staff?						
ESOL teacher	55.6	27.8	16.7	0.0	0.0	0.0
Speech pathologist	0.0	0.0	77.8	11.1	5.6	5.6
Special education teacher	0.0	0.0	5.6	0.0	5.6	77.8

Table 14
Survey Responses of Teachers of Full-day Head Start Students: Paraeducators (*N* = 18)

	Every day %	3–4 times a week %	1–2 times a week %	Not at all %
In your class, how often do the following activities occur during a typical week?				
Paraeducator supports student learning in small-group literacy centers.	94.1	5.9	0.0	0.0
Under the direction of the teacher, paraeducator meets with mathematics small groups for differentiated lessons focusing on math indicators.	66.7	27.8	5.9	0.0

Teachers' survey responses indicated that they are working closely with the paraeducators; under the direction of the teacher, paraeducators work with small groups of students on reading and mathematics every day or several days per week in most classrooms. Teachers reported

receiving the most frequent support from the ESOL teacher (56% reported daily support), as well as regular support from the speech pathologist (78% reported receiving support one or two times per week). More than three quarters (83%) of the teachers reported working with other colleagues monthly or more frequently to design interventions for students, and more than half (61%) reported working with specialists monthly or more to make curriculum plans.

In the survey of Head Start principals, respondents were asked to rate the success of implementing staffing components of the program. Tables 15 and 16 summarize their responses.

Table 15
Survey Responses of Principals in Schools With Full-day Head Start Program in 2010–2011: Implementation of Staffing Components (*N* = 14)

Statement	Successful implementation with no challenges %	Successful implementation with some challenges %	Difficult implementation with need to address challenges %
Please indicate the extent in which your school has implemented the following components of the full-day Head Start program.			
Adequate staffing for Head Start classrooms (teacher, paraeducator, other)	85.7	14.3	0.0
Allotting recommended ESOL instructional time for all students	64.3	28.6	7.1

Table 16
Survey Responses of Principals in Schools With Full-day Head Start Program in 2010–2011: Perceptions of Staffing Components (*N* = 14)

Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
Please indicate to what extent you agree or disagree with the following statements about the full-day Head Start class model.				
Sufficient resources were provided to ensure coverage of lunch and breaks for the full-day Head Start paraeducators.	35.7	42.8	14.3	7.1
A sufficient level of professional development was provided to the full-day Head Start teachers in 2010–2011.	28.6	50.0	21.4	0.0

Comments from principals' surveys indicated that the principals view the Head Start teachers as key to the success of the program. One principal described the work of the teacher and paraeducator, and their effects on the students in this way: "The Head Start teacher and paraeducator engage students and constantly communicate high expectations of their students. The students are highly motivated and live up to these expectations."

Professional Development

Head Start records of teachers' and paraeducators' professional development activities listed 15 different two-hour professional development opportunities provided by MCPS that were attended by one or more of the Head Start teachers and 10 different opportunities attended by one or more of the Head Start paraeducators. Division of ECPS professional development opportunities included two-hour training sessions for new teachers, training sessions for new paraeducators, Head Start teacher sessions, sessions on challenging behavior, an ongoing professional literature group, and a two-day summer institute. Table 17 summarizes the professional development activities of the 21 Head Start teachers and 21 paraeducators during the 2010–2011 school year.

Table 17
Professional Development Activities of Head Start Teachers and Paraeducators in 2010–2011

	Head Start teachers (N = 21)			Paraeducators (N = 21)		
Session Type	Number attended	Median hours	Minimum, Maximum	Number attended	Median hours	Minimum, Maximum
Summer Institute (two-days)	6	10	10, 10	7	10	5, 10
New teacher training (5 sessions, 2 hours each)	1	10	10, 10	NA	NA	NA
New paraeducator training (1 session, 2 hours)	NA	NA	NA	1	2	2, 2
Head Start teacher sessions (2 sessions, 2 hours each)	10	2	2, 2	NA	NA	NA
Classroom Assessment Scoring System training (3 sessions, 2 hours each)	5	4	2, 6	7	4	2, 6
Challenging Behavior sessions (3 sessions, 2 hours each)	4	2	2, 6	5	2	2, 2
Wolf Trap training (1 session, 2 hours)	3	2	2, 2	1	2	2, 2
Professional Literature Ongoing	5	2	1, 3	5	3	1, 7
Total Head Start professional development activities	21	4	0, 26	13	8	1, 16
Other Professional Development	16	20	11, 150	NA	NA	NA
Total of all professional development activities	21	20.5	4, 155	13	8	1, 16

All 21 of the Head Start teachers participated in professional development activities during 2010–2011. The sessions attended by the highest number of teachers were the Head Start teacher sessions; 10 of the 21 teachers (48%) attended one or more of the Head Start teacher training sessions. The two-day summer institute was attended by six teachers (29%), and CLASS™ training sessions were attended by five teachers (24%). The CLASS™ training focused on improving classroom quality within three domains: emotional support, classroom organization, and instructional support.

A wide range of professional development hours was recorded by the Head Start teachers. The largest range was observed in the "Other Professional Development" category, which included activities not provided by the Division of ECPS in MCPS, such as professional development opportunities available for all teachers, opportunities provided at professional meetings, and college courses. When "Other Professional Development" activities were not included in the summary of Head Start teachers' professional development participation, so that only Head Start trainings were considered, the median number of hours was 4 and the range was 0 to 26 hours.

Head Start teachers are required to participate in a minimum of 15 hours of professional development activities in a school year. During 2010–2011, 17 of the 21 full-day Head Start teachers (81%) attended 15 or more hours of professional development according to program records.

Thirteen paraeducators (62%) participated in one or more professional development activities during 2010–2011. Seven paraeducators attended the summer institute, and seven paraeducators attended one or more of the CLASS™ training sessions.

Teachers' responses to survey questions about professional development participation were consistent with the Head Start records. All 18 teachers who responded to the survey reported participating in one or more professional development activities offered to Head Start teachers or to all MCPS teachers.

Principals were asked about the level of professional development provided to the full-time teachers (see Table 16). More than three quarters (79%) of the principals agreed that "A sufficient level of professional development was provided to the full-day Head Start teachers in 2010–2011." Three principals (21%) disagreed; one principal noted that the voluntary nature of the Head Start professional development limited its effectiveness.

To what extent were family and health components of the full-day Head Start model implemented as intended across the 21 classes?

Head Start Performance Standards require that two home visits are conducted with each family and that at least two parent-teacher conferences are offered. Home visits are usually held before the child begins attending the Head Start class and again at midyear. Parent conferences are generally scheduled in November and again in June. Table 18 shows the number and percentage of home visits and conferences that were completed at the 21 full-day Head Start classes.

Table 18
Home Visits and Parent-Teacher Conferences in 21 Full-day Head Start Classes in 2010–2011 (N = 415)

	Total number of completed home visits & conferences *n*	Percent completed %	Minimum, maximum percent of completed home visits & conferences %
1st Home Visit[a]	383	97	85, 100
2nd Home Visit	369	89	44, 100
Fall Parent-Teacher Conference	345	83	50, 100
June Parent-Teacher Conference	185	45	0, 100

Note. Minimum and maximum percent completed refer to class-level data.
[a] Data were available for 20 of 21 classes.

The percentage of students whose first home visit was completed was very high (97%), and 14 of 21 full-day Head Start classes completed 100% of first home visits. (For one of the classes, data for the first home visit were not available; the summary report for the first home visit is presented for the other 20 classes.) For all but 4 of 415 students (99%), at least one home visit was conducted.

Parent-teacher conferences were completed at a somewhat lower rate than the home visits, but Head Start Performance Standards do not require that parents participate in the conferences, only that they have the opportunity. Nonetheless, the completion rate for the fall conference was 83%, so the large majority of parents did participate in at least one parent-teacher conference. Completion rates for the June conferences were lower (45%). Some schools did not turn in data for the June conference and it is not possible to know whether some conferences were held and not reported, or whether conferences were not held.

As a requirement for Head Start, all students must have a physical examination, state and federal required immunizations, and a dental examination. Records of the physical examination and immunizations, as well as permission for dental screening are obtained by the Head Start team at the time of enrollment. Height and weight measurements; lead level tests; and vision, hearing, and dental screenings are completed for the Head Start students at school. Referrals are made to health care providers when needed. Table 19 shows the health screenings conducted for the children in the 21 full-day Head Start classes in 2010–2011.

Table 19
Health Screenings for Students in 21 Full-day Head Start Classes in 2010–2011 (N = 415)

Screening	Total number of completed health screenings *n*	Percent completed %	Minimum, maximum percent of completed, health screenings %
Lead screening	387	93	70, 100
Height and weight			
Fall	398	96	89, 100
Spring	401	97	80, 100
Vision	414	100	95, 100
Hearing	414	100	95, 100
Dental	407	98	86, 100

Note. Minimum and maximum percent completed refer to class-level data (21 classes).

Records indicated that the health screenings were conducted with nearly all of the Head Start students; high completion rates were reported for most of the required screenings at most of the classes. In the 21 full-day Head Start classes 100% of the students received vision and hearing screenings, 98% received dental screenings, 96% had height and weight screenings in the fall, and 93% had lead screenings on record.

Referrals, counseling, and case management for health and dental issues were reported for 193 of 415 children (47%) in the 21 full-day Head Start classes; Table 20 shows the number and type of referrals and counseling that resulted from the health screenings.

Table 20
Health Referrals, Counseling, and Case Management for Students in 21 Full-day Head Start Classes in 2010–2011 (N = 415)

Health management	*n*	*%*
Received dental case management	142	34
Had health problem	91	22
Referred to dentist	82	20
Received height and weight counseling	61	15
Received hearing or vision counseling	25	6

What were stakeholders' (teachers, school administrators, parents, and program administrators) experiences with implementation of the full-day Head Start model?

Principals, teachers, and parents of students in the full-day Head Start classes were surveyed in the spring of 2011 to obtain their perceptions of the implementation of the model in 2010–2011. Principals reported on administrative aspects of the model—scheduling, monitoring, coordinating classrooms and activities—as well as their perception of how well the model prepares children for kindergarten. Teachers provided their perceptions regarding the curriculum, time, and procedures, as well as the impact of the classes on students. Parents

responded to questions about communication and support from the Head Start program, as well as their impressions of its impact on their child.

Feedback From Principals

Fourteen principals (out of principals in 19 Head Start schools, or 74%) completed a survey. Their responses to the survey are presented in Tables 21 and 22.

Table 21
Survey Responses of Principals in Schools With Full-day Head Start Program in 2010–2011: Implementation (N = 14)

	Successful implementation with no challenges %	Successful implementation with some challenges %	Difficult implementation with need to address challenges %
How successful was the implementation of the following program aspects?			
Communicating and sharing the goals of full-day Head Start class model with your school	92.9	7.1	0.0
Managing ongoing enrollment of new students	92.9	7.1	0.0
Consistent use of MCPS curriculum materials and resources for Head Start	85.7	14.3	0.0
Planning and coordinating parent involvement activities	78.6	21.4	0.0
Scheduling home visits	78.6	21.4	0.0
Scheduling specials for full-day Head Start students (PE, music, art)	78.6	21.4	0.0
Monitoring implementation of instructional components in full-day Head Start classroom	71.4	28.6	0.0
Allotting recommended ESOL instructional time for all students	64.3	28.6	7.1

Principals were positive in their view of program implementation; most aspects of the Head Start model were "implemented successfully with no challenges" in over three fourths of the responding principals' schools. Communicating the goals of the program (93%) and managing enrollment (93%) were implemented successfully in the largest percentage of schools. Aspects of the model that were reported by more than one fourth of the responding principals to have been implemented "with some challenges" were allotting recommended ESOL instructional time (29%) and monitoring the instructional components of the Head Start program (29%).

Principals also were asked about their perceptions of the pre-K and Head Start curriculum and the importance of the full-day model (Table 22). All of the responding principals (100%) agreed that the English/language arts and mathematics curriculums prepare students for optimal school learning, and that it is important to have the full-day Head Start program to provide opportunities for students to become fully ready for school. One principal commented: "Pre-K needs to be full-day. To me, that is a bottom line issue if we are serious about school readiness."

Table 22
Survey Responses of Principals in Schools With Full-day Head Start Program in 2010–2011: Perceptions of Program Model (N = 14)

	Strongly agree %	Agree %	Disagree %	Strongly disagree %
It is important to have full-day Head Start to provide additional opportunities for the full-day Head Start students in my school to become fully ready for school.	85.7	14.3	0.0	0.0
The MCPS English/Language Arts curriculum for pre-K and Head Start programs prepares students with the foundational knowledge and skills necessary for optimal school learning in kindergarten and beyond.	71.4	28.6	0.0	0.0
The MCPS Mathematics curriculum for pre-K and Head Start programs prepares students with the foundational knowledge and skills necessary for optimal school learning in kindergarten and beyond.	64.3	35.7	0.0	0.0
I was provided with the full-day Head Start information I needed to implement the 2010–2011 program.	57.1	42.9	0.0	0.0
I was satisfied with the support I received in addressing administrative concerns, as needed. (n =13)	46.1	53.8	0.0	0.0

Feedback From Teachers

Eighteen full-day Head Start teachers (86%) completed a survey. Their responses are shown in Table 23.

In their perceptions of how well the quarterly assessments in reading and mathematics align with the curriculum, 100% of the teachers responded that the reading assessments align well, and a somewhat lower percentage (78%) responded that the mathematics assessments align well. Seventy-eight percent of the teachers also agreed that "The MCPS pre-K/HeadStart curriculum as designed meets the needs of diverse learners" (e.g., special education, ESOL, advanced learners), and 83% agreed that students are receiving adequate ESOL instruction based on their needs.

Table 23
Survey Responses of Teachers of Full-day Head Start Students in 2010–2011 (*N* = 18)

	Strongly agree %	Agree %	Disagree %	Strongly disagree %
It is important to have full-day Head Start to provide additional opportunities for the Head Start students in my class to become fully ready for school.	94.4	5.6	0.0	0.0
Overall, the full-day class model is successful in helping students in my class become fully ready in reading.	88.9	11.1	0.0	0.0
Quarterly pre-K reading assessments align well with the MCPS curricula and resources.	16.7	83.3	0.0	0.0
Overall, the full-day class model is successful in helping students in my class become fully ready in mathematics.	88.9	5.6	5.6	0.0
I have sufficient quantities of instructional materials to meet the instructional needs of all my students.	44.4	50.0	5.6	0.0
In my school, the procedures for getting the full-day Head Start students to specials (art, PE, and music) work well. (N=17)	41.2	52.9	0.0	5.9
My students receive adequate ESOL instruction per week based on the ESOL instructional levels of my students.	33.3	50.0	16.7	0.0
Overall, the central office staff are responsive to my needs.	44.4	38.9	16.7	0.0
The MCPS pre-K curriculum as designed meets the needs of diverse learners (e.g., special education, ESOL, advanced learners).	22.2	55.6	22.2	0.0
Quarterly pre-K mathematics assessments align well with the MCPS curricula and resources.	16.7	61.1	22.2	0.0
To be fully ready for school, the Head Start students should move beyond the material in the current pre-K curriculum. (N=17)	35.3	41.2	17.6	5.9
There is sufficient time during the school day allotted for collecting and documenting student data for the Head Start program.	5.6	50.0	33.3	11.1
Sufficient time during the school day is allotted for planning for full-day Head Start instruction.	27.8	16.7	55.6	0.0

Like principals, teachers were very positive in their views that the full-day Head Start classes help children get ready for school. All of the responding teachers (100%) agreed that the full-day classes help students become fully ready in reading, the quarterly pre-K reading assessments align well with the MCPS curricula and resources, and that it is important to have full-day Head Start to provide opportunities for students to become fully ready for school. Nearly all of the teachers (95%) agreed that the full-day model helps students become fully ready in mathematics.

The surveys included open-ended questions to elicit teachers' opinions and perceptions about the program. When asked about the aspects in the program that are working well, 16 of the 18 teachers responded, and all 16 noted a positive feature of the program. In a comment representative of the teachers' responses, one teacher described the benefits of the full-day Head Start in this way:

> "I have seen the skills be more strongly embedded....At least half of my class is reading ....Their writing as a connection to reading is strong. They know what they are doing and why. My lowest achievers are higher than when I taught half-day. There is time for math and they really have a strong knowledge of the foundational skills and language of early learners. I attribute the amazing growth to the full day program and the use of the Promethean. Full day gives the opportunity for the children to see lessons in many modalities and they really learn the skill. I have taught half day for [many] years. Same teacher, same population, but much stronger results."

The areas of the survey that prompted the most disagreement concerned time. Only about half (56%) of the responding teachers agreed that there is sufficient time during the school day allotted for collecting and documenting student data for the Head Start program, and fewer than half (45%) agreed that sufficient time during the school day is allotted for planning for full-day Head Start instruction. Several teachers followed up with comments on the survey in response to an open-ended question about challenges faced, such as this teacher: "There is very little time during the day to plan with paraeducators. Since there is only one Head Start class in each building, it is hard to collaborate with other teachers. I have 'working lunches' where I either plan, prepare, or work with my paraeducator. A lot of planning is done at home and on the weekends."

Feedback From Parents

A total of 202 parents of full-day Head Start students (49%) responded to a survey about full-day Head Start. Their responses are detailed in Table 24.

Table 24
Survey Responses of Parents of Full-day Head Start Students in 2010–2011 (*N* = 202)

Statement	Percent responding: Strongly agree %	Agree %	Disagree %	Strongly disagree %
I am pleased with the education my child received during the full-day program. (*n* = 200)	82.5	17.0	0.0	0.5
I like that my child attends a full-day Head Start program instead of a half-day program. (*n* = 201)	85.6	13.9	0.0	0.5
My child enjoys Head Start. (*n* = 202)	84.7	14.4	0.5	0.5
I would recommend the full-day Head Start program to other parents if available. (*n* = 194)	85.1	13.9	0.5	0.5
My child has adjusted well to the full-day program. (*n* = 201)	78.6	20.4	0.5	0.5
My child is learning a lot in full-day Head Start class. (*n* = 201)	85.1	13.9	0.5	0.5
Head Start staff informs me of my child's health. (*n* = 201)	69.2	29.4	1.0	0.5
Head Start staff shares information about my child's progress and development. (*n* = 197)	75.1	23.4	1.0	0.5
My child is better prepared for kindergarten because of the full-day program. (*n* = 202)	82.2	16.3	0.5	1.0
I am pleased with my child's teachers. (*n* = 201)	82.6	15.4	1.5	0.5
The program helps me get information about social services available in the community. (*n* = 199)	67.3	30.7	1.0	1.0
The program provides healthy food for my child. (*n* = 199)	67.8	30.2	0.5	1.5
I received information about the purpose of full-day Head Start on time. (*n* = 198)	70.2	27.3	1.5	1.0
I received information on the activities in my child's Head Start class. (*n* = 195)	72.3	25.1	1.5	1.0
The program provides reliable transportation for my child. (*n* = 189)	71.4	25.4	1.1	2.1

Very large percentages of responding parents, 97% or more, agreed with numerous statements that indicated the full-day Head Start classes are providing a good preparation for kindergarten and that their child is learning a lot and enjoys the full-day program. A full 99% of the responding parents indicated that they would recommend full-day Head Start to other parents. In response to an open-ended survey question, one parent summed up the experience in this way: "Every aspect of the Head Start program has worked well for our child. The interaction with other kids, his love of school, and [his] enthusiasm for his teachers have been excellent."

Parents also were very positive in their response to survey items about communication with teachers and receiving information from Head Start staff. When asked an open-ended question about what is working well in the program, several parents provided comments about the school-parent relationship, such as the following: "...they always try to involve the parents as much as possible," and "I really appreciate the teacher-parent partnership."

Parents also were asked what parts of the program they thought needed improvement. Only 33 of the 202 responding parents (16%) identified an aspect of the program needing improvement; the remainder of the parents responded with comments such as "everything is fine" or did not respond. Among the 33 responses suggesting a need for improvement, 5 suggested better food or allowing lunch brought from home; 5 brought up concerns about the bus; 4 suggested more interaction with parents; and 4 commented on instructional aspects of the classes, such as "more story time," and "give the children more work (activities, writing)."

Feedback From Program Administrators

Eleven district-level Head Start administrative and leadership staff, including instructional specialists, social service specialists, supervisors, and directors were interviewed. Program administrative and leadership staff were asked what factors they believe contribute to successful implementation of the model and to the academic success of the full-day Head Start students, as well as challenges and aspects of the program that need to be improved.

Factors facilitating successful implementation of the full-day Head Start model. Program administrators identified factors which facilitated successful implementation of the full-day Head Start model.

1. *Skilled and dedicated teachers.* The success factor identified by the largest number of administrators (8 of 11, 73%) was having skilled and dedicated teachers. Several program administrators pointed out that the skills and professionalism of the teachers are important, but that motivation and attitude—in the words of one administrator, "they really want the kids to succeed"—are key to making the program work.

2. *Professional development.* In a related area, seven of the program administrators (64%) talked about the importance of professional development, while also pointing out that fewer opportunities specific to the needs of the Head Start teachers were available during the 2010–2011 school year. Several program administrators viewed the reduction in professional development opportunities as a challenge that they would like to see addressed. One pointed out that "Professional development time allows teachers to learn strategies and brainstorm to refine their strategies. They have a chance to interact with other teachers encountering the same daily situations....They don't feel so isolated."

3. *Program support and monitoring.* Ongoing support and monitoring for the teachers was also identified as important to the successful implementation of the program. Six of the eleven program administrative and leadership staff (55%) interviewed referred to the support of the instructional specialists when asked about factors facilitating success of the program. Instructional specialists monitor and support teachers in the classroom by keeping notes, reviewing student files, and visiting classrooms on a regular basis. They meet with teachers about student data and make suggestions when appropriate to address classroom issues or student needs. One program administrator remarked that "the specialists are very important and a pivotal part of maintaining a high quality program."

4. *Family involvement.* Six of the administrative and leadership staff (55%) identified family involvement and support as key elements of full-day Head Start model. Families are engaged in the program in numerous ways: family service workers provide support when needed; parents can call the "Tot line" to talk about strategies with their children; classes and family nights are offered; parents are encouraged to volunteer in the classroom or in other ways; teachers and parents communicate in home visits, conferences and phone calls.

5. *Ongoing assessment.* The use of assessments to monitor students' progress was named by four program administrators (36%) as a factor in the success of the model. They noted the importance of analyzing the assessment data and using it for instruction, and evaluating whether the instruction is meeting the needs of the student.

6. *Program format.* The structure of the program, with a prescribed curriculum and strategies, was identified by three of the program administrators (27%) as a factor in the successful implementation of the full-day Head Start program. As one remarked, "No one is on their own trying to decide how to fill a full day....There's a daily schedule, lessons, materials, their own ideas, and additional supports. So everyone pretty much knows what they're supposed to be doing."

Challenges and areas for improvement in the full-day Head Start model. Program administrators suggested several areas for review and consideration for revision in their responses to interview questions.

1. *Professional development*. An area that was recognized as a program strength also was identified as a challenge and concern for the 2010–2011 school year. As noted above, the cuts to systemwide, centrally delivered Head Start professional development were sorely felt by the program staff in 2010–2011. Five of the program administrators (45%) viewed this reduction in Head Start professional development as a challenge that needs to be addressed.

2. *Mathematics curriculum*. Four of the administrative and leadership staff (36%) suggested review of the program's mathematics curriculum, including its alignment with assessments, and the limited range of items on the assessments. Some of these comments followed a question about a recent OSA study showing greater progress by students in reading than in mathematics. A number of respondents commented on the structure of the mathematics curriculum, that advancing students are not accelerated, but instead work with the curriculum in more depth. One respondent questioned whether the "Growing with Mathematics" curriculum is challenging enough.

3. *Daily schedule*. Three of the interviewed administrative and leadership staff (27%) identified the daily class schedule as a challenge. According to some respondents, the schedule requires precision timing that can be very difficult for a classroom of preschoolers. As one program administrator explained, "Transitions take longer than the schedule allows for. With four-year-olds things happen. Everything is a big deal for this age. It takes longer to get them on track."

4. *Integrating Head Start into the school community*. Three of the program administrative and leadership staff (27%) pointed out that getting everyone on board, particularly staff and administrators in Head Start schools, was a continuing challenge. The importance of integrating the Head Start program into the school community was pointed out, so that the Head Start teachers don't feel so on their own, and the program is not seen as just a ECPS pre-K unit program. One program administrator described the Head Start program as being a kind of "stepchild" in a few schools, getting the left-over room and less desirable facilities. It was suggested that staff and administrators in Head Start schools may benefit from additional information about Head Start requirements and how the program can connect with the rest of the school.

Summary and Recommendations

The study showed, overall, that the full-day Head Start model in 2010–2011 was being implemented according to MCPS guidelines as well as in compliance with Head Start Performance Standards. Data from multiple sources—interviews, classroom observations, program records, and stakeholder surveys—consistently indicated that the full-day Head Start model in 2010–2011 was successfully providing a positive, effective prekindergarten experience for the children enrolled in all of the 21 classes. The following recommendations are based on the study findings:

- Continue to support Head Start students by providing targeted ESOL instruction as needed. Early ESOL instruction assists students in communicating effectively in English, both in and out of school because the majority of Head Start students are English language learners. Ongoing systematic ESOL instruction that develops the students' abilities to read, write, speak and understand English is critical to a) prepare the students to participate fully in the curriculum of the school and b) to eventually perform at higher levels in the content domains, including English language arts, as fully proficient English-speaking students.

- Revisit the daily schedule for full-day Head Start classes. Feedback from both teachers and program administrators indicate that adjustments to the schedule are needed to allow realistic transition times as students move through the instructional components, as well as for planning and completing Head Start related data collection activities and reports.

- Examine and revise the pre-K Head Start mathematics curriculum and assessments to ensure adequacy in scope and rigor, as well as alignment with Curriculum 2.0. Program leadership staff involved in the Head Start program implementation commented on the structure and scope of the pre-K Head Start mathematics curriculum, noting that the curriculum does not readily facilitate the acceleration of advanced students. Program leadership staff also noted that the assessments are limited in range of skills and knowledge assessed, an observation shared by OSA researchers.

- Teachers' survey responses and classroom observations indicated that most of the Head Start instructional components were occurring on a daily basis in all or nearly all of the classrooms. Two components—integrated whole-group lesson and shared writing—had

relatively lower rates of implementation, and reasons for those differences should be examined.

- Survey the paraeducators who are working under the direction of the teachers to elicit information about their role, their professional needs, and how they work together with the teacher. Information from the paraeducators' perspective will add to an understanding of the workings of the classroom teaching team.

- Establish procedures for more frequent monitoring of the data recording in the central pre-K Head Start unit file. A few schools had incomplete records of assessments, home visits and parent-teacher conferences. Determine where record-keeping gaps occur, and work out procedures to ensure complete and timely data entry.

- Reinforce and identify additional ways to help Head Start (and other pre-K) classes realize more integration in the school community. Program administrators reported that in a few schools, getting all school staff to support and work together effectively with the Head Start program was a challenge; improved communication and information sharing with principals may be needed.

- Provide additional ways for Head Start teachers to collaborate and share experiences and best practices. With fewer systemwide, centrally provided professional development opportunities, it is important to find other ways that Head Start staff can work together rather than in isolation. Online opportunities may provide some opportunities for collaboration.

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Appendix A

Schools with Full-day Head Start Classes 2010–2011

School	Number of Classes
Arcola Elementary School	1
Broad Acres Elementary School	1
Brown Station Elementary School	1
Clopper Mill Elementary School	1
East Silver Spring Elementary School	1
Harmony Hills Elementary School	1
Highland Elementary School	1
Georgian Forest Elementary School	1
Montgomery Knolls Elementary School	1
New Hampshire Estates Elementary School	3
Rolling Terrace Elementary School (Judy Center)	1
South Lake Elementary School	1
Summit Hall Elementary School (Judy Center)	1
Twinbrook Elementary School	1
Viers Mill Elementary School	1
Washington Grove Elementary School	1
Watkins Mill Elementary School	1
Weller Road Elementary School	1
Wheaton Woods Elementary School	1
Total Full-day Head Start Classes	21

Appendix B

Full-day Head Start Class Model Sample Schedule

Time	Instruction
5 minutes	Arrival Sign in or check in (attendance), Venn diagram or question of the week
5 minutes	Class Meeting Morning message or question of the week, reading daily schedule, calendar activities, and job chart
3 minutes	Movement/Music
20 minutes	Whole Group Literacy Lesson 5 minutes: oral language/vocabulary focus 15 minutes: Read-Aloud/Shared Reading, *Building Language for Literacy* (BLL) lesson and/or Reading, Writing, Language Arts Guide lesson
2 minutes	Movement Transition
10 minutes	Shared Writing (e.g., taking dictation about a shared experience or children's plans for center time.)
30 minutes	Child- Selected Centers (Free Choice) - Interaction with peers and adults in learning activities Centers include: Dramatic Play—BLL and other dramatic play settings… Literacy—books/print materials, comfortable reading space, writing/drawing materials, blank books, mailboxes, computer, listening station, alphabet games, and puzzles, magnetic letters, puppets and puppet stage, etc. Blocks—enhanced with props, theme-related books (e.g. construction), and writing materials (for making signs) Art—paint, glue, clay, and/or playdough; a variety of drawing, writing, and printing tools; collage materials; and paper Math—magnetic numerals, writing/drawing materials, puzzles, math literature books, real-world photographs, pattern blocks, attribute blocks, connecting links, connecting cubes, pegs and pegboards, shapes to trace around, etc. Manipulatives—puzzles, counting sets, attribute blocks, geometric solids, etc. Science—sand and water table, objects to sort and classify, pan balance scale, magnifying glasses and other materials from science kits
3 min	Movement Transition
35 minutes	Differentiated Small Group Literacy Lesson Rotation/ Indicator-Focused Literacy Centers Each student participates in a teacher-directed, small group literacy lesson daily. Differentiated lessons focus on foundational skills: Oral Language, Concepts about Print, Phonemic Awareness, or Letter Knowledge and lasts for 5-7 minutes. As one group meets with the teacher, the remaining students work in indicator-driven literacy centers, such as book center, listening station, letter puzzles, writing center, computer, puppets, flannel board etc. Paraeducator facilitates student learning in literacy centers.

Continued

Full-day Head Start Class Model Sample Schedule (continued)

5 minutes	Clean-up Time
30 minutes	Outside Time Physical motor, science, and social activities (includes transition time)
20 minutes	Whole Group Math Lesson Teacher-directed whole group mathematics lesson (daily)
35 minutes	Table setting and hand washing Family-Style Lunch (conversation and sharing among children and adults) Brushing teeth-Children look at books on rug after eating
30 minutes	Special: Art, Music, P.E. (includes transition time)
40 minutes	Rest Break: Students rest or participate in quiet time activity: look at books/ play with manipulatives (includes transition time)
35 minutes	Differentiated Small Group Math Lesson Rotation/ Indicator-Focused Math Centers: The teacher and paraeducator each meet with math small groups of students for 15-minute, differentiated lessons focusing on math indicators. Remaining students work in structured indicator-driven math centers. Students rotate so that everyone participates in adult-directed small group and math centers daily.
2 minutes	Movement Transition
20 minutes	Integrated Whole Group Lesson: Teacher-directed whole group lessons focusing on social skills, science, social studies, health, etc. Include lessons from *Talking About Touching, Second Step, Color Me Healthy* and science curriculum
30 minutes	E.L.M., Pre-K Level: Time for in-depth investigation of BLL and other curriculum topics. Teachers support and extend children's learning by providing experiences to develop and reinforce literacy, mathematics, and problem-solving skills. Time to promote oral language, vocabulary, science, social studies, and social-emotional skills through teacher-student and student-student interactions in social settings. (includes transition time)
15 minutes	Prepare to Dismiss: Review Day, Pack Belongings, Dismissal

From Division of Early Childhood Programs and Services Prekindergarten Fact Sheet.

Appendix C

Formative Evaluation of the Full-day Head Start Prekindergarten Model in Montgomery County Public Schools

Central Office Staff Protocol

Name of Interviewee: ____ _____

Office:/Role ____ _____

Name of Interviewer: ____ _____

Date: _____

Introductory Statement: Hello, my name is _____.

Thank you very much for speaking with me today. I work in the Office of Shared Accountability (OSA). I am working on a study about the implementation of the Full-day Head Start Class Model in 2010–2011**.** As part of this evaluation, we are seeking to gather information regarding factors that may influence the successful implementation of the components of the full-day Head Start Class Model**.** You have been asked to participate in this interview because of your involvement with the administration, planning, coordination, or implementation of the Full-day Head Start pre-K Model. With your permission, I would like to tape record the interview so that I can concentrate on what you are saying rather than on note-taking. The tape recording will remain confidential. Is that okay?

This interview should take approximately 45 minutes. Please answer the questions to the best of your ability. As specified in the initial communication with you, your responses will be kept confidential. No one will be identified by name or role when we report the results of these interviews. I should inform you that quotes may be taken from your interview as we prepare the evaluation report but no one will be identified by name as the source of the quotation.

Do you have any questions before we begin?

Central Office Staff

Director of Early Childhood Initiatives, Supervisor Head Start/pre-K programs, and Director Instructional Programs

Introduction

1. What is your role in directing or supporting the Head Start/Pre-K? How long have you worked in this capacity (MCPS and other places)?
2. What do you see as the major goals of the full-day Head Start class model? ***Probe***. Tell us how the full-day classes differ from the half-day Head Start classes and MCPS pre-K classes.

Implementation

1. Are there changes to the implementation of the full-day Head Start classes this year compared to previous years?
2. What types of procedures do you have in place to ensure consistent implementation of the full-day Head Start classes among the schools? Please explain.
    a. ***Probe***. How do you communicate program expectations to stakeholders?
3. How do you identify implementation issues and how do you deal with those issues? Does the district have policies it uses to guide the structure and implementation of the full-day Head Start classes?
4. Based on your observations, what factors facilitate successful implementation of the full-day Head Start model?

Academic Achievement

1. What factors do you think exert the greatest influence on raising the academic achievement of the Head Start student population to get them fully ready for school? *[Probe for professional development, instructional strategies, school characteristics, student characteristics, parent involvement, etc.]*
2. Two recent studies by OSA reported that the positive impact of the full-day Head Start classes is more evident in the students' performance in reading than in mathematics. Do you have any insights as to why this might be?

Source: http://montgomeryschoolsmd.org/departments/sharedaccountability/evaluation/

Challenges/Change/Improvements

1. What aspects of the full-day Head Start instructional program would you like to see changed, improved, and/or enhanced?
2. Will any changes in the design and structure of the pre-K instructional program be needed to align it with the new integrated elementary curriculum?
3. What else would you like to tell me about implementing the full-day Head Start class model?

Closing Interview

Thank you for talking with me about your experiences in implementing the full-day Head Start class model.

Central Office Staff

OCIP Content Specialists (mathematics, reading/language arts, and ESOL)

Introduction

1. What is your role in directing or supporting the Head Start/Pre-K? How long have you worked in this capacity?
2. Tell us how your office collaborates with the Division of Early Childhood Initiatives—Head Start/pre-K program in the implementation of the pre-K instructional program.

Instructional materials

1. What curricula and assessments does MCPS use for the full-day Head Start classes? How were the materials selected? ***Probe***? Do they differ from those used in the half day pre-K programs, and if so, how and why?
2. How much discretion and authority do schools and teachers have in determining curriculum? Instructional methods? Instructional materials, curriculum coverage and pacing?

Implementation

1. How do you communicate the program expectations to stakeholders?
2. Do you have procedures in place to ensure consistent implementation of the full-day Head Start instructional program in the schools? Please explain. ***Probe***: How do you identify implementation issues and how do you deal with those issues? What mechanism do you have in place to receive teacher, program staff, or parent feedbacks?
3. How are the decisions to review and revise the instructional materials and assessments made? How frequently are reviews or revisions made?

Challenges/Changes Needed/Enhancement

4. Based on your observations, what factors facilitate successful implementation of the full-day Head Start instructional program?
5. Are there aspects of the full-day Head Start instructional program you would like to see changed, improved, and/or enhanced?
6. Are there changes needed to align the pre-K instructional program with the new integrated elementary curriculum?
7. What else would you like to tell me about implementing the full-day Head Start class model or the pre-K instructional program in general?

Closing Interview

Thank you for talking with me about your experiences in implementing the full-day Head Start class model.

Appendix D

Formative Evaluation of the Full-day Head Start Prekindergarten Class Model in Montgomery County Public Schools

Classroom Observation Protocol: Check List A

School: _____

Teacher's Name: _____

Date of Observation: _____

Observer: _____

Number of students present during observation: _____

Number of adults in the class (including teacher): _____

Roles of Other Adults (Check all that apply)

- ☐ pre-K teacher
- ☐ Paraeducator
- ☐ ESOL Teacher
- ☐ Special Education teacher
- ☐ Other (specify)_____

Write the amount of time (in minutes) allotted to these activities:

1. Class meeting or circle time:_____ Transition___
2. Whole Group Literacy lesson: _____ Transition___
3. Shared Writing:_____
4. Differentiated Small Group Literacy Lesson: _____ Transition___
5. Child Selected Centers: _____Transition___
6. Outside: _____
7. Family style lunch: _____Transition____
8. Special: Art, Music, PE: _____Transition_____
9. Whole group math____ Transition__
10. Rest: _____Transition_____
11. Differentiated Small Group Math lesson: _____ Transition_____
12. Integrated Whole Group Lesson: _____Transition___
13. E.L.M., pre-K level: _____
14. Prepare to Dismiss:_____

Please indicate which of these behaviors or aspects you observed in the classroom.

Aspects	Yes	No	Notes
Planning			
a. Plan book is out and accessible			
b. Daily schedule is posted (may be pictorial)			
c. Mastery objectives communicated to students (orally, or posted, or on the board, may be pictorial)			
Environment/Centers			
a. Learning centers are well defined, i.e. clearly identifiable (including literacy, math/manipulatives, dramatic play, art, science, and blocks) *Please indicate/circle all that apply*.			
b. Centers are safe and inviting (well-organized, attractive, uncluttered, equipment in good condition)			
c. Environment is literacy rich with variety (three or more types)			

Aspects	Yes	No	Notes
of literacy-focused materials (e.g., MCPS alphabet displayed, writing materials, and theme related books in centers, word, pictures on boards, walls, etc.)			
d. Use of multicultural materials (e.g., images of persons depicted in books, puzzles, pictures, dolls represent the diversity of students in class and wider community)			
e. Mathematics experiences are imbedded in classroom routines outside of mathematics block (songs, sorting numerals and shapes, numeral writing and recognition, counting, number)			
f. Children's work displayed			
g. Use of technology/audio-visual resource: give examples of technology used (e.g,. CD player, TV, computer, etc., palm pilot for mClass assessments).			
1. Technology is used to develop conceptual understanding (e.g., recognizing letters, Pick the letter that makes the right sound, count, sort, shapes)			
2. Technology is to learn or practice a skill (e.g., sounding letters, develop vocabulary or math skill)			
3. To record assessment information (e.g., by the teacher)			
Schedule: Arrangements and activities			
a. The teacher has established routines for how students should transition between different instructional arrangements.			
b. The teacher planned for and clearly communicated what students should do when there is "down time" (e.g., when a group finishes a task early).			
c. One-on-one support for students (indicate in your notes when this happens in your notes)			
d. ESOL teacher is present (indicate when the ESOL teachers is present; ask teacher to specify activity of ESOL teacher; note duration of ESOL teacher in the classroom in the classroom)			
e. Movement is integrated into whole group lessons (e.g., jumping,			

Aspects	Yes	No	Notes
dancing, stretching, etc.)			
Adults in the classroom			
a. Each adult (other than the paraeducator) in the classroom is actively engaged in the instructional process (e.g., direct instruction, assessment, classroom management, providing feedback, facilitating activities in centers).			
b. Paraprofessionals are used to reinforce concepts and skills taught in class as responsible contributors to the entire class (classroom management, providing feedback, facilitating activities in centers) *Note*. Paraeducator or adults is also expected to set up for lunch and eat with students; taking students to bathroom, hand-washing, etc.			
Structure of Literacy Instruction			
a. Major ways in which instructional activities are structured: a. read aloud b. shared reading c. whole group skill development d. Other—specify			
b. Instruction is focused on: oral language, phonemic awareness, letter knowledge, and/or concepts about print (circle all that apply; e.g,, letter identification, letter matching, listening, speaking, ABC songs, rhyming, repeating words and phrases)			
c. Regular intentional efforts are made to expand children's spoken vocabulary (e.g., teacher may select a few vocabulary words or phrases from the book that will highlighted or define during reading)			
d. Differentiated <u>small group literacy lesson rotation</u> (each student participates in teacher-directed small group literacy lesson daily. *Note:* Small-group instruction may occur on a pull-out basis during center time; the students are 4-year-olds and their needs are relatively homogenous.)			
e. As students meet teacher in small groups, other student work in			

Aspects	Yes	No	Notes
structured indicator-driven literacy centers.			
f. Student activities support students writing (may be limited to modeling, use of writing equipment; note that supporting for writing is different from expecting students to work on handwriting; e.g., Children's writing generally moves through a series of stages, including drawing, scribble writing, coloring, letter-like forms, letters, etc.)			
g. Students are consistently encouraged to use oral language to share experiences, discuss and plan activities			
Mathematics Instruction			
a. Manipulatives are used to support lessons.			
b. Students engaged in problem solving investigations (e.g., sorting, recognize numerals, modeling quantities counting and identifying number of items in a set, compare objects using shape and size, counting, and identifying sets of objects with more, less, or equal numbers; recognize, duplicate, describe, and extend simple patterns, and common shapes including circle, triangle, and four-sided shapes.)			
c. Differentiated small-group math lesson rotation instruction*:* (Teacher and paraeducator each meet with small groups of students. The students are 4-year-olds and their needs are relatively homogenous.)			
d. As students meet teacher in small groups, other student work in structured indicator driven math centers.			
e. Clarification of new understanding is emphasized.			
f. Regular intentional efforts are made to expand children's mathematics vocabulary (e.g., count, describing position of objects, comparing objects-more, less, or equal, naming shapes, etc.)			
Assessment			
Formative student assessment is in progress (e.g. mclass, pre-K mathematics unit assessments)			

Definitions

- Read Aloud (During a **read aloud**, children watch adult readers model reading behaviors that they are learning. The focus is on comprehending the story. Read alouds also develop a child's ability to listen for periods of time, increasing his/her attention span.).
- Shared reading During a **shared reading**, children begin to "share the book" while guided by an experienced reader, chiming in when they know words, reading with the adult, or repeating words, phrases, and sentences. The shared reading experience gives children an opportunity to see themselves as readers).
- Shared writing Taking dictation about shared experience or children's plans for the center.
- Integrated Whole Group Lesson Teacher directed whole-group lessons focused on social skills, science, social studies, health.

Appendix D (continued)

Formative Evaluation of the Full-day Head Start Prekindergarten Class Model in Montgomery County Public Schools

Classroom Observation and Analytical Protocol Part B

In this section, you are asked to rate a number of key indicators on the extent to which observed behaviors reflect a Low range (1,2), Middle (3,4,5) and High (6,7) range score in four domains of the Instructional Environment. Observers should carefully review the dimension descriptions in Part C and make their judgments based on them.

Domain of Instructional Environment	***Notes***
Productivity *Considers how well the t**eacher** manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities*	
Maximizing Learning time (provision of activities, choice when finished, Few Disruptions, Effective completion of managerial tasks, Pacing	
Routines (Students know what to do, Clear instructions, Little wandering	
Transitions (Brief, Explicit follow-through, Learning opportunities within)	
Preparation (Materials ready and accessible, teacher knows lessons)	

Additional comments

Instructional learning formats. Focuses on ways in which the teacher maximizes students' interest, engagement, and ability to learn from lessons and activities**.**

Effective facilitation (Teacher involvement, Effective questioning, Expanding children's involvement)	
Variety of modalities and materials (Range of auditory, visual, and movement opportunities, Interesting and creative materials, Hands-on opportunities)	
Student interest (active participation, listening, focused attention)	
Clarity of learning objectives (mastery objectives posted, Summaries, Reorientation statements)	

Additional comments

Domain of Instructional Environment	***Notes***
Concept Development. *Measures the **teacher's** use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction.*	
Analysis and reasoning (Why and/or how questions, Problem solving, Prediction experimentation, classification/comparison, Evaluation)	
Creating (Brainstorming, Planning, Producing)	
Integration (Connects concepts, Integrates with previous knowledge	
Connects to Real World. (Real-world applications, Related to students' lives)	

Additional comments

Quality of Feedback. *Assess the degree to which the **teacher** provides feedback that expands learning and understanding and encourages continued participation*.

Scaffolding (Hints, Assistance)	
Feedback loops (Back-and-forth exchanges, Persistence by teacher, Follow-up questions	
Prompting thought processes (Asks students to explain thinking, Queries responses and actions)	
Providing information (Expansion, Clarification, Specific feedback)	
Encouragement and Affirmation (Recognition, Reinforcement, Student persistence, wait time)	

Additional comments

Language Modeling. *Captures the quality and amount of the **teacher**'s use of language-stimulation and language-facilitation techniques.*

equent conversation (Back-and-forth exchanges, Contingents responding, Peer conversations	
pen-ended questions (questions require more than a one-word response, Students respond)	
petition and extension (Repeats, Extends, /elaborates)	
lf-and parallel talk (Maps own actions with language, maps student action with language)	
lvanced Language (variety of words, connected to familiar words, teacher often uses advanced language with students).	

Appendix E

School name

Full-Day Head Start Program in Montgomery County Public Schools (MCPS)
PARENT SURVEY (2010-2011)

Dear Parents: MCPS is evaluating the full-day Head Start program, and we would appreciate your willingness to share your experience with the program. Your answers will help us understand as the successful aspects of full-day Head Start program. We will also use the results of the overall evaluation for planning future programs. All of your responses will be kept confidential.

Please complete and return this survey to your child's teacher by May 14 2011.

****

DIRECTIONS: Please answer each item by checking the appropriate box.

1. My child is: ☐ Male ☐ Female

2. Is the ethnicity of the child for whom you are answering this survey Hispanic or Latino?

☐ Yes ☐ No

2b. The race/ethnicity of my child attending the full-day Head Start program is … **(Check all that Apply)**

☐ American Indian or Alaskan Native ☐ Black or African American ☐ White
☐ Asian ☐ Native Hawaiian or Other Pacific Islander

Please indicate how much you agree or disagree with the following items by checking the appropriate box.

	Strongly Agree	Agree	Disagree	Strongly Disagree
3. I received information about the purpose of the full-day Head Start on time.	☐	☐	☐	☐
4. I received information on the activities in my child's full-day Head Start class.	☐	☐	☐	☐
5. I like that my child attends a full-day Head Start program instead of a half-day program.	☐	☐	☐	☐
6. I am pleased with my child's teachers.	☐	☐	☐	☐
7. I am pleased with the education my child receives in the full-day program.	☐	☐	☐	☐
8. My child has adjusted well to the full-day program.	☐	☐	☐	☐
9. My child is better prepared for kindergarten because of the full-day program.	☐	☐	☐	☐
10. Head Start staff informs me of my child's health.	☐	☐	☐	☐
11. Head Start staff shares information about my child's progress/development.	☐	☐	☐	☐
12. My child is learning a lot in full-day Head Start class.	☐	☐	☐	☐
13. My child enjoys Head Start.	☐	☐	☐	☐
14. The program provides healthy food for my child.	☐	☐	☐	☐
15. The program provides reliable transportation for my child.	☐	☐	☐	☐
16 The Head Start program helps me get information about social services available in the community.	☐	☐	☐	☐
17. I would recommend the full-day Head Start program to other parents if available.	☐	☐	☐	☐

Please answer the following questions in detail.

18. Which parts of the full-day program at your school worked well for you and your child?

19. Which parts of the full-day Head Start program at your school do you think need improvement?

Appendix E (continued)

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ROCKVILLE, MARYLAND

Head Start Teacher Survey

Full-day Head Start teachers are being asked by the Divisions of Title I Programs, Early Childhood Programs and Services, and the Office of Shared Accountability in Montgomery County Schools to take part in a survey to identify factors that contribute to the observed positive academic impact of full-day Head Start class model. The information that you provide will be kept confidential. It will be combined with information provided by other teachers and will be reported in summary form only. Please complete and submit the survey by May 13, 2011. This survey should take about 15-20 minutes. If you have questions, please contact Felicia Lanham Tarason at 301-230-0660, Janine Bacquie at 301-230-0691, or Nyambura Susan Maina at 301-517-5828.

Background Information

Including this year, how many years of total teaching experience do you have?

Including this year, how many years of Pre-K or Head Start teaching experience do you have?

How long have you been teaching Full-day Head Start at MCPS?

- ○ 1st year
- ○ 2nd year
- ○ 3rd year

How long have you been teaching Full-day Head Start in this school?

- ○ 1st year
- ○ 2nd year
- ○ 3rd year

What percentage of students in your current class receive ESOL instruction?

What type of certification(s) do you have? Check ALL that apply.

- ☐ Provisional certification or not currently certified
- ☐ Elementary education
- ☐ Early childhood education
- ☐ Early childhood special education
- ☐ Reading specialist
- ☐ ESOL/ESL education
- ☐ Other (please specify below)

Please specify other certifications:

http://tpilot.mcps.k12.md.us/servlet/TestPilot3/tpilot/departments/accountability/ 1/25/2012

Implementation of Instruction Components

In your class, how often do the following activities occur during a typical week?

Class Meeting Time	○ Everyday	○ 3-4 times a week	○ 1-2 times a week	○ Not at all
Whole Group Literacy lesson	○ Everyday	○ 3-4 times a week	○ 1-2 times a week	○ Not at all
Differentiated Small Group Literacy lesson	○ Everyday	○ 3-4 times a week	○ 1-2 times a week	○ Not at all
Indicator Focused Literacy Centers	○ Everyday	○ 3-4 times a week	○ 1-2 times a week	○ Not at all
Whole Group Math lesson	○ Everyday	○ 3-4 times a week	○ 1-2 times a week	○ Not at all
Differentiated Small Group Math Lesson	○ Everyday	○ 3-4 times a week	○ 1-2 times a week	○ Not at all
Indicator Focused Math Centers	○ Everyday	○ 3-4 times a week	○ 1-2 times a week	○ Not at all
Student Choice Centers	○ Everyday	○ 3-4 times a week	○ 1-2 times a week	○ Not at all
Shared Writing	○ Everyday	○ 3-4 times a week	○ 1-2 times a week	○ Not at all
E.L.M. Time	○ Everyday	○ 3-4 times a week	○ 1-2 times a week	○ Not at all
Integrated Whole Group Time	○ Everyday	○ 3-4 times a week	○ 1-2 times a week	○ Not at all
Outdoor Time (weather permitting)	○ Everyday	○ 3-4 times a week	○ 1-2 times a week	○ Not at all
Paraeducator supports student learning in small group literacy centers	○ Everyday	○ 3-4 times a week	○ 1-2 times a week	○ Not at all
Under the direction of the teacher, paraeducator meets with mathematics	○ Everyday	○ 3-4 times a week	○ 1-2 times a week	○ Not at all

small groups for differentiated lessons focusing on math indicators.

Coordination of Instruction

During the 2010-2011 school year, how often did you participate in the following?

Consult with colleagues to design interventions for individual students	○ Weekly	○ Bi-weekly	○ Monthly	○ Quarterly	○ Other (please specify below)

If the response to item above is other, please specify how often the activity took place.

Worked collaboratively with ESOL, music, art, or PE teachers in making curriculum plans	○ Weekly	○ Bi-weekly	○ Monthly	○ Quarterly	○ Other (please specify below)

If the response to item above is other, please specify how often the activity took place.

How often did you participate in professional development offered to full-day Head Start teachers during the 2010-2011 school year? (Enter the number of times)

How often did you participate in professional development offered to all classroom teachers during the 2010-2011 school year? (Enter the number of times)

Overview of Instructional Resources

Based on your experience, how useful were the specified resources for planning lessons and centers for your full-day Head Start class?

Instructional Guide for Reading/Writing/Language Arts	○ Extremely useful	○ Somewhat useful	○ Not very useful	○ Not useful at all
Building Language for Literacy	○ Extremely useful	○ Somewhat useful	○ Not very useful	○ Not useful at all

Pre-K Math Curriculum and Instructional Support document	○ Extremely useful	○ Somewhat useful	○ Not very useful	○ Not useful at all
Growing with Mathematics resource	○ Extremely useful	○ Somewhat useful	○ Not very useful	○ Not useful at all
Science Kits: Underground Connections & Play it, Weigh it, Say it	○ Extremely useful	○ Somewhat useful	○ Not very useful	○ Not useful at all

Are there any improvements or additions you'd like to see made to the resources you use for planning lessons and centers?

Support from Other Instructional Staff

How often do you receive instructional support from the following staff?

ESOL Teacher	○ Daily	○ 3-4 times a week	○ 1-2 times a week	○ Bi-weekly	○ Monthly	○ None

Please describe the type of support you receive in the classroom from the ESOL teacher.

Speech Pathologist	○ Daily	○ 3-4 times a week	○ 1-2 times a week	○ Bi-weekly	○ Monthly	○ None

Please describe the type of support you receive in the classroom from the Speech Pathologist.

Special Education Teacher	○ Daily	○ 3-4 times a week	○ 1-2 times a week	○ Bi-weekly	○ Monthly	○ None

Please describe the type of support you receive in the classroom from the Special Education teacher.

Other staff providing in-class instructional support (please specify below) ○ Daily ○ 3-4 times a week ○ 1-2 times a week ○ Bi-weekly ○ Monthly ○ None

Please specify the other staff position title and the support they provide in the classroom.

Data Availability and Use

Which of these assessment data were readily accessible to you this school year? (Check ALL that apply.)

- ☐ Reading (MCPS AP)
- ☐ Mathematics (MCPS AP)
- ☐ ECOR Class Profiles
- ☐ Observational Notes

How do you use the following assessment data?

I use the Reading MCPS AP to... (Check ALL that apply.)

- ☐ Evaluate student progress
- ☐ Adjust instruction in areas in which students encountered problems
- ☐ Identify students not making progress
- ☐ Place students in instructional groups
- ☐ Review data with school leaders or other teaching staff
- ☐ Inform parents of a student's progress
- ☐ Other (please specify)

Please specify other ways of using the Reading MCPS AP.

I use the Mathematics MCPS AP to... (Check ALL that apply)

- ☐ Evaluate student progress
- ☐ Adjust instruction in areas in which students encountered problems
- ☐ Identify students not making progress
- ☐ Place students in instructional groups
- ☐ Review data with school leaders or other teaching staff
- ☐ Inform parents of a student's progress
- ☐ Other (please specify)

Please specify other ways of using the Math MCPS AP.

I use ECOR Class Profiles to... (Check ALL that apply.)

- ☐ Evaluate student progress
- ☐ Adjust instruction in areas in which students encountered problems
- ☐ Identify students not making progress
- ☐ Place students in instructional groups
- ☐ Review data with school leaders or other teaching staff
- ☐ Inform parents of a student's progress
- ☐ Other (please specify)

Please specify other ways of using ECOR Class profiles.

I use Observational notes to... (Check ALL that apply.)

- ☐ Evaluate student progress
- ☐ Adjust instruction in areas in which students encountered problems
- ☐ Identify students not making progress
- ☐ Place students in instructional groups
- ☐ Review data with school leaders or other teaching staff
- ☐ Inform parents of a student's progress
- ☐ Other (please specify)

Please specify other ways of using observational notes.

Are there any additional supports that you need to help you further assess the needs of your students?

Overview of the Implementation

Using the scale provided, please indicate your level of agreement with the following statements as they apply to you or your school or classroom in 2010-2011.

I provide input to developing the school-wide master schedule for lunch and specials for the full-day Head Start classes.	○ Strongly Agree	○ Agree	○ Disagree	○ Strongly Disagree
There is sufficient time during the school day allotted for collecting and documenting student data for the Head Start program.	○ Strongly Agree	○ Agree	○ Disagree	○ Strongly Disagree

In my school, the procedures for getting the full-day Head Start students to specials (art, PE and music) works well.	○ Strongly Agree	○ Agree	○ Disagree	○ Strongly Disagree
My students receive adequate ESOL instruction per week based on the ESOL instructional levels of my students.	○ Strongly Agree	○ Agree	○ Disagree	○ Strongly Disagree
Sufficient time during the school day is allotted for planning for full-day Head Start instruction.	○ Strongly Agree	○ Agree	○ Disagree	○ Strongly Disagree
I have sufficient quantities of instructional materials to meet the instructional needs of all my students.	○ Strongly Agree	○ Agree	○ Disagree	○ Strongly Disagree
The MCPS pre-K curriculum as designed meets the needs of diverse learners (e.g. special education, ESOL, advanced learners).	○ Strongly Agree	○ Agree	○ Disagree	○ Strongly Disagree
Quarterly pre-K reading assessments align well with the MCPS curricula and resources.	○ Strongly Agree	○ Agree	○ Disagree	○ Strongly Disagree
Quarterly pre-K mathematics assessments align well with the MCPS curricula and resources.	○ Strongly Agree	○ Agree	○ Disagree	○ Strongly Disagree
It is important to have full-day Head Start to provide additional opportunities for the Head Start students in my class to become fully ready for school.	○ Strongly Agree	○ Agree	○ Disagree	○ Strongly Disagree
Overall, the full-day class model is successful in helping students in my class become fully ready in reading.	○ Strongly Agree	○ Agree	○ Disagree	○ Strongly Disagree
Overall, the full-day class model is successful in helping students in my class become fully ready in mathematics.	○ Strongly Agree	○ Agree	○ Disagree	○ Strongly Disagree

To be fully ready for school, the Head Start students should move beyond the material in the current pre-K curriculum.	○ Strongly Agree	○ Agree	○ Disagree	○ Strongly Disagree
Overall, the central office staff are responsive to my needs.	○ Strongly Agree	○ Agree	○ Disagree	○ Strongly Disagree

In what ways, if any, do you believe the needs of the full-day Head Start students in your school differ from those of other pre-K students?

Which aspects of the full-day Head Start class model at your school do you think are working well?

From your observations, what are the benefits of full-day Head Start classes for students and families?

Which instructional activities or resources have been the most effective in getting full-day Head Start students fully ready for school (e.g. as relates to the 7 domains of school readiness: Social and Personal development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, Arts, and Physical Development and Health)?

What are the most significant challenges teachers and schools face while implementing the full-day Head Start instruction in their classrooms this year (e.g., scheduling, planning, full implementation of all the components, instructional resources, student needs, etc.)? How are you addressing these issues?

Which aspects of the full-day class model (if any) do you think need improvement (e.g. curricula material, schedule, language support, staffing, etc.)?

Submit your responses

Thank you for taking the time to complete this survey.

Appendix E (continued)

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Head Start Principal Survey

Full-day Head Start principals are being asked by the Divisions of Title I Programs, Early Childhood Programs and Services, and the Office of Shared Accountability in Montgomery County Schools to take part in a survey to identify factors that contribute to the observed positive academic impact of full-day Head Start class model. The information that you provide will be kept confidential. It will be combined with information provided by other principals and will be reported in summary form only. Please complete and submit the survey by May 13, 2011. This survey should take about 15 minutes. If you have questions, please contact Felicia Lanham Tarason at 301-230-0660, Janine Bacquie at 301-230-0691, or Nyambura Susan Maina at 301-517-5828.

Background Information

Including this year, how many years have you been a Principal?

Including this year, how many years have you been a Principal at your current school?

II. Implementation of the Components of the Full-Day Head Start Class Model

Please indicate the extent in which your school has implemented the following components of the full-day Head Start program.

Enrollment, Planning, and Communication

Communicating and sharing the goals of full-day Head Start class model with your schools	○ Successful implementation with no challenges	○ Successful implementation with some challenges	○ Difficult implementation with need to address challenges
Managing ongoing enrollment of new students	○ Successful implementation with no challenges	○ Successful implementation with some challenges	○ Difficult implementation with need to address challenges
Adequate staffing for Head Start	○ Successful implementation	○ Successful implementation	○ Difficult implementation

classrooms (teacher, paraeducator, other)	with no challenges	with some challenges	with need to address challenges
Curriculum, Instruction, and Assessment			
Consistent use of MCPS curriculum materials and resources for Head Start	○ Successful implementation with no challenges	○ Successful implementation with some challenges	○ Difficult implementation with need to address challenges
Scheduling specials for full-day Head Start students (PE, music, art)	○ Successful implementation with no challenges	○ Successful implementation with some challenges	○ Difficult implementation with need to address challenges
Timely implementation of required Head Start screening (e.g. ESI-R, ABLE, etc.)	○ Successful implementation with no challenges	○ Successful implementation with some challenges	○ Difficult implementation with need to address challenges
Monitoring implementation of instructional components in full-day Head Start classroom	○ Successful implementation with no challenges	○ Successful implementation with some challenges	○ Difficult implementation with need to address challenges
Monitoring academic progress of full-day Head Start students	○ Successful implementation with no challenges	○ Successful implementation with some challenges	○ Difficult implementation with need to address challenges
Allotting recommended ESOL instructional time for all students	○ Successful implementation with no challenges	○ Successful implementation with some challenges	○ Difficult implementation with need to address challenges
Family Involvement			
Scheduling home	○ Successful	○ Successful	○ Difficult

visits	implementation with no challenges	implementation with some challenges	implementation with need to address challenges
Planning and coordinating parent involvement activities	○ Successful implementation with no challenges	○ Successful implementation with some challenges	○ Difficult implementation with need to address challenges

III. Overview of Implementation

Please indicate to what extent you agree or disagree with the following statements about the full-day Head Start class model.

I was provided with the full-day Head Start information I needed to implement the 2010-2011 program at my school.

○ Strongly Agree
○ Agree
○ Disagree
○ Strongly Disagree
○ Not Applicable

Buses deliver students on time in the morning.

○ Strongly Agree
○ Agree
○ Disagree
○ Strongly Disagree
○ Not Applicable

Buses arrive on time for student dismissal.

○ Strongly Agree
○ Agree
○ Disagree
○ Strongly Disagree
○ Not Applicable

The MCPS English/Language Arts curriculum for pre-K and Head Start programs prepares students with the foundational knowledge and skills necessary for optimal school learning in kindergarten and beyond.

○ Strongly Agree
○ Agree
○ Disagree
○ Strongly Disagree
○ Not Applicable

The MCPS Mathematics curriculum for pre-K and Head Start programs prepares students with the foundational knowledge and skills necessary for optimal school learning in kindergarten and beyond.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree
- ○ Not Applicable

The administration of assessments for students in the full-day Head Start program worked well at my school.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree
- ○ Not Applicable

The full-day Head Start teacher(s) received computer generated data reports of the Mathematics Prekindergarten Assessments PROMPTLY for planning differentiated mathematics instruction.

- ○ Strongly Agree
- ○ Agree
- ○ Disagree
- ○ Strongly Disagree
- ○ Not.applicable

The full-day Head Start teacher(s) received computer generated data reports after each administration of MCPS AP Prekindergarten Reading Assessment PROMPTLY for planning differentiated instruction in reading, writing, and language arts.

- ○ Strongly Agree
- ○ Agree
- ○ Disagree
- ○ Strongly Disagree
- ○ Not Applicable

I was satisfied with the support I received in addressing administrative concerns, as needed.

- ○ Strongly Agree
- ○ Agree
- ○ Disagree
- ○ Strongly Disagree
- ○ Not.applicable

Sufficient level of professional development was provided to the full-day Head Start teachers in 2010-2011.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Applicable

Sufficient resources were provided to ensure coverage of lunch and breaks for the full-day Head Start paraeducator(s).

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Applicable

It is important to have full-day Head Start to provide additional opportunities for the full-day Head Start students in my school to become fully ready for school.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Applicable

IV. Open-ended Items

Please answer the following questions in detail.

What are the most successful aspects of the Head Start full-day model in your school?

What are the most challenging aspects of implementing the Head Start full-day model in your school this year?

How is your school addressing the challenges?

What changes (if any) would you make to the full-day Head Start class model to

increase the student levels of development in the 7 domains of school readiness (Language and Literacy Development, Mathematics, Science, Social Studies, Personal and Social Development, Arts, and Physical Development and Health?

What changes (if any) in the design and structure of the pre-K instructional program will be needed to prepare pre-K students for the integrated elementary curriculum?

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS. WE APPRECIATE YOUR WILLINGNESS TO SHARE YOUR EXPERIENCES.

Submit your responses

Office of Shared Accountability