

2011-2012 Child Outcome Data Reports for Three Rivers Head Start

Data was collected from children that were in all three checkpoint periods. Out of these 171 students, there was significant growth across all areas of the assessment tool. Mathematics and Literacy are areas that are predictors of a child's success in Elementary school. In looking at the fall data for the areas of Mathematics and Literacy, the areas showed a need for growth throughout the agency. In the area of Mathematics, 78% of the children were below the typical developmental levels set by TS Gold. In the area of Literacy, 57% of the children were below the typical developmental levels set by TS Gold. During our winter and spring collections of data, in these areas, we did see an increase in scores. In the area of Mathematics, only 37% of the children were below the typical developmental levels in the winter and only 12% were below the typical developmental levels in the spring. In the area of Literacy only 11% of the children were below in the winter and only 2% were below in the spring.

In reviewing data, children that were on IEPs did show greater gains in the areas of Social Emotional and Cognitive development, but were, on average, lower in average score than children that are not on an IEP in the fall checkpoint period. In comparing the data collecting in the fall to the data collected in the spring, children that were on IEPs made significant gains in their development and the spring scores were very comparable to those on children not on IEPs. In the area of Social Emotional development, children that were on IEPs did, in fact, have a score 1.9 points higher than that of children not on IEPs. In the area Mathematics, 80% of the students that were on IEPs were below typical developmental levels set by TS Gold in the fall and 3% were below in the spring. In the area of Literacy, 50% of the children on IEPs were below typical development in the fall and 5% were below in the spring. The children that were on IEPs did show significant gains from fall checkpoint period to the spring checkpoint period.

In looking at the comparison between children who spoke English as their Native Language and children that are Dual Language Learners, the children who were Dual Language Learners were also low in the Literacy and Mathematics areas. Dual Language children did show progression in these areas, but did have lower scores on average than students whose primary language is English, other than in the areas of Gross Motor and Fine Motor. In the area of Literacy 71% of the Dual Language children were below the typical developmental levels in the fall and 2% were below in the spring. In the area of Mathematics, 91 % of the Dual Language children were below the typical developmental levels in the fall and 21% in the spring.

In reviewing the overall data comparing Boys and Girls, both had significant gains in their scores and girls did score slightly higher than the boys overall. The boys did have great point gains in the areas of Gross Motor and Fine Motor scores. The girls had a higher average score in the area of Literacy.

Children were assessed based on these standards for Teaching Strategies Gold (TS Gold):

Below Expectation: Children are currently not performing at a typical developmental level for their age range or are below the color band set for their age in TS Gold.

Meets Expectations: Children are currently performing at a typical developmental level for their age range or are in the color band set for their age in TS Gold.

Exceeds Expectations: Children are currently performing above their typical development level for their age range or are above the color band set for their age in TS Gold.

The following information was collected on 171 children whom were enrolled in both periods of fall, winter and spring data:

The overall program, goal for the 2011-12 program year, was for 80% of the children to be meeting or exceeding the widely held expectations (meeting or exceeding the color band range for their age) set by the TS Gold assessment tool. The percentage of children meeting or exceeding the widely held expectations is displayed below:

Social Emotional: 99%

Language: 98%

Language (ELL): 91%

Physical Development –Fine Motor: 100%

Physical Development – Gross Motor: 100%

Cognitive: 98%

Literacy: 98%

Mathematics: 88%

Overall as a program, the children exceeding this goal of 80% and those that did not make this goal did show progress. Children that were Below Expectations in any of the developmental areas had these areas focused on in individualized planning within the classrooms by the teachers in order to help them make progress in these areas.

The following demographic information displays the information about children assessed during the program year:

Gender of students: 54% Girls 46% Boys

Race: 78% White 19% Black or African American
1% Other Asian 2% American Indian or Alaska Native 1% Unknown

Ethnicity: 59% Not Spanish/ Hispanic/ Latino 41% Other Hispanic

IEP: 88% without IEP 12% with IEP

Age or Class/ Grade: Preschool 3 (Green): 33% Pre-K 4 (Blue): 67%

Primary Language: 61% English 27% Spanish 12% Unknown

The table below shows the average scores for the developmental areas that were scored based on a nine point scale. The top score for most of these areas is a nine, which represents the development of a Kindergarten to first grade student. The average expected score ranges for three and four year old students, to meet the standards for their development are as follows:

Developmental Area	Average Score Range for a 3 yr. old to Meet Expectations	Average Score Range for a 4 yr. old to Meet Expectations
Social Emotional	34 – 50	46 – 62
Gross Motor	35 – 52	47 – 65
Fine Motor	8 – 13	11 – 15
Language	34 – 49	43 – 59
Literacy	24 – 44	34 – 70
Cognitive	36 – 53	46 – 66
Mathematics	20 – 32	31 - 45

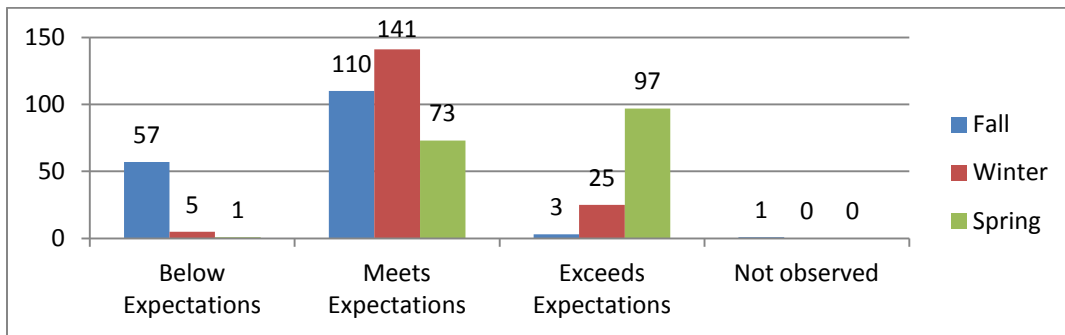
Overall Average Scores for Program

Developmental Area (max points available)	Fall Checkpoint Data	Winter Checkpoint Data	Spring Checkpoint Data	Total Point Gain from Fall to Spring	Percentage of Gain
Social Emotional (81)	44.3	50.7	58.5	14.2	17.5%
Gross Motor (81)	52.1	58.5	63.9	11.8	14.5%
Fine Motor (18)	11.9	13.7	14.7	2.8	15.6%
Language (72)	39.2	46.5	50.6	11.4	15.9%
Language – ELL (18)	10.6	12.4	13.1	2.5	13.9%
Literacy (104)	28.6	42.7	54.6	26.0	25%
Cognitive (90)	41.1	50.8	56.7	15.6	17.3%
Mathematics (63)	20.7	28.5	34.8	14.1	22.3%

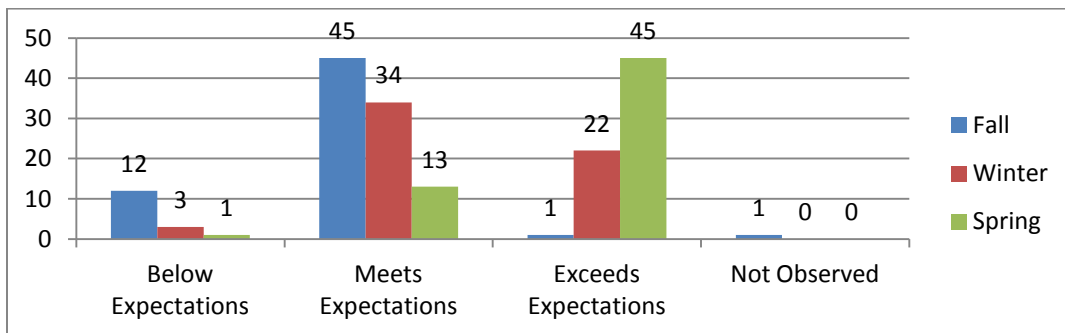
Social Emotional:

- Children will be able to show an increasing ability to manage their own emotions and behaviors.
Teaching Strategies Gold: 1a, 1b, 1c, 3a
- Children will be able to show an increasing ability to form positive relationships with adults and peers.
Teaching Strategies Gold: 2a, 2b, 2c, 2d, 3b

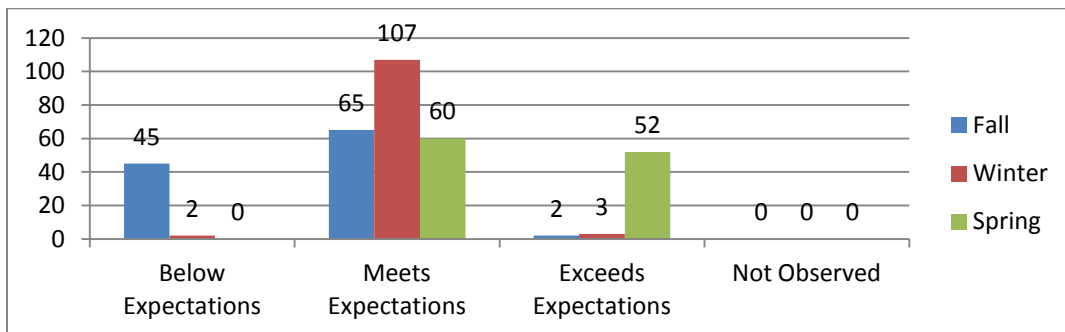
Social Emotional –Overall Program



Social Emotional -3 yr olds



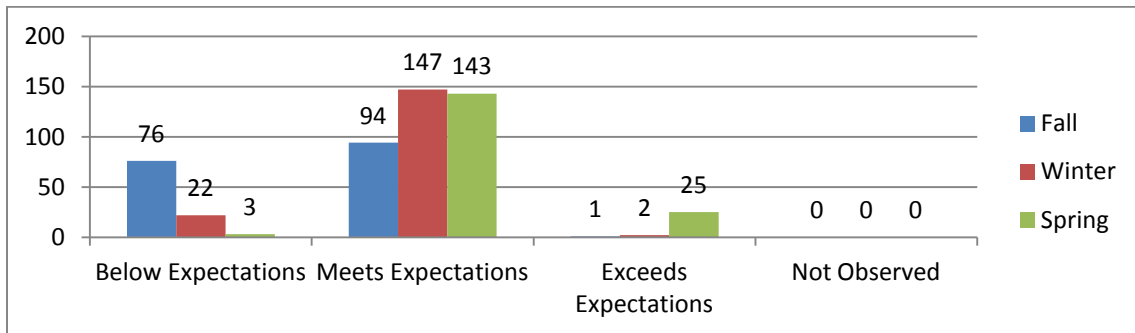
Social Emotional -4 yr olds



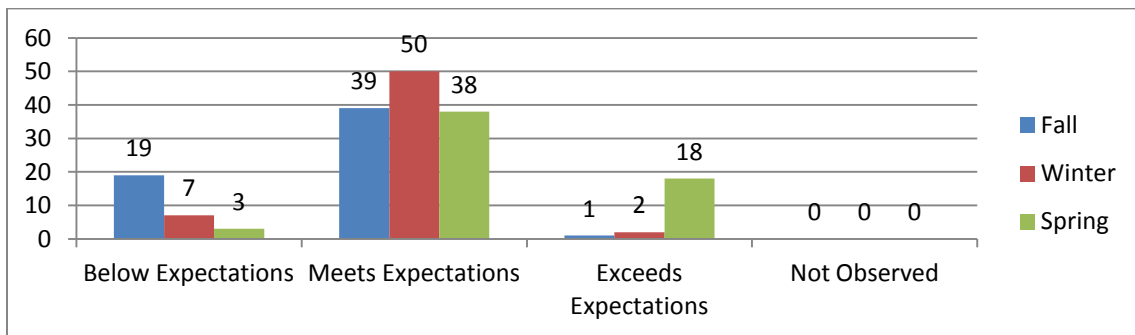
Language:

- Children will be able to use words to express themselves, to understand language, follow directions, to have a conversation and to listen to stories in English or their native language.
Teaching Strategies Gold: 8a, 8b, 9a, 9b, 9c, 9d, 10a, 10b

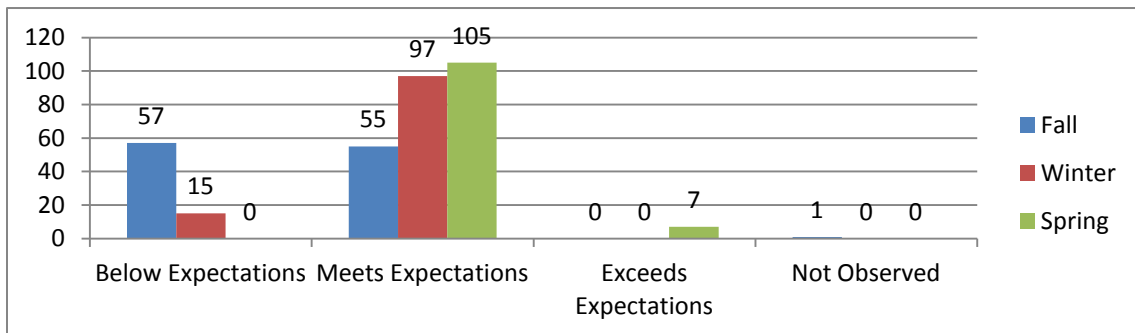
Language -Overall Program



Language -3 yr. olds



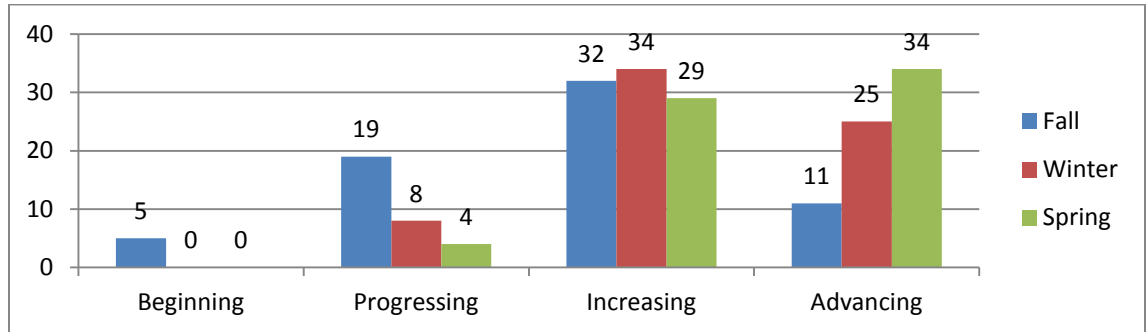
Language -4 yr. olds



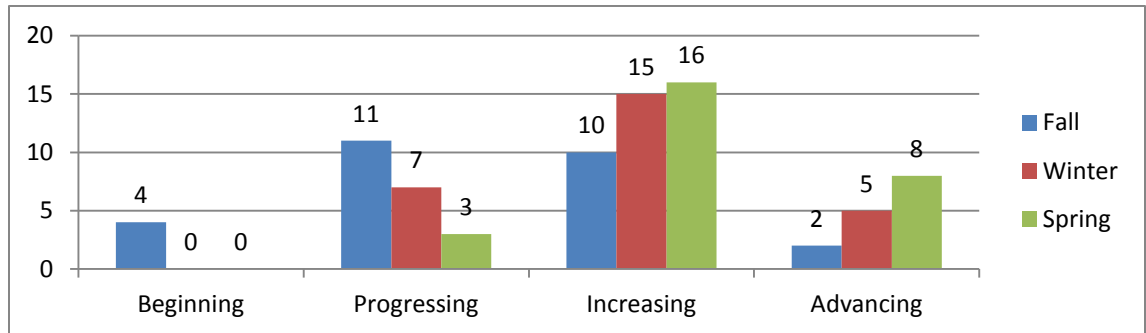
Language:

- Children, who are English Language Learners, will show progress in listening to, understanding and speaking English.
Teaching Strategies Gold: 37, 38

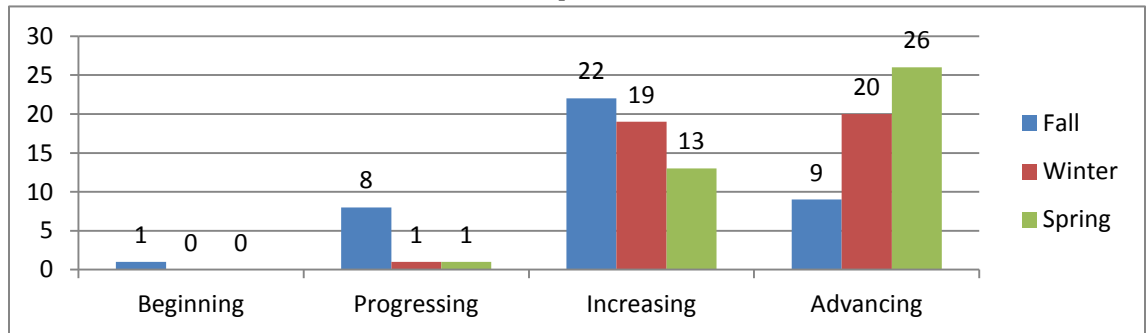
ELL- Overall Program



ELL -3 yr. olds



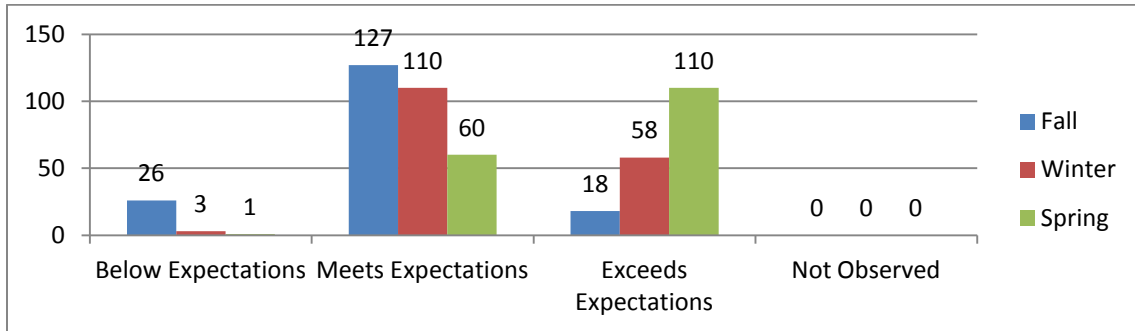
ELL -4 yr. old



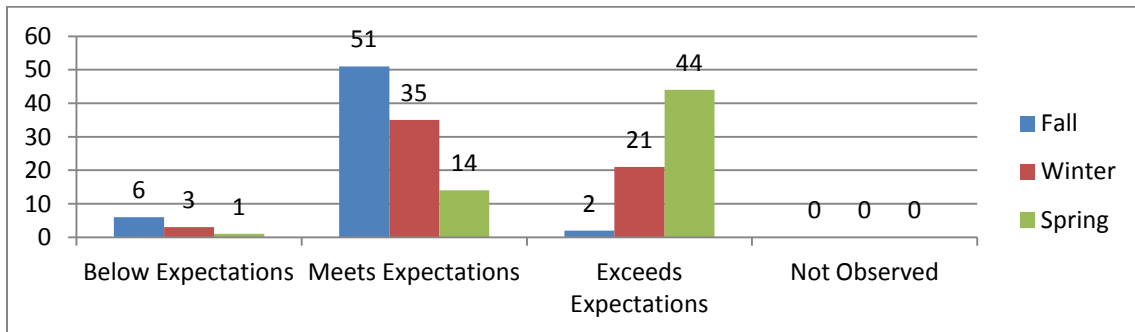
Physical Development:

- Children will be able to show use of fingers and hands in small movements, as well as using tools for writing and drawing.
Teaching Strategies Gold: 7a, 7b

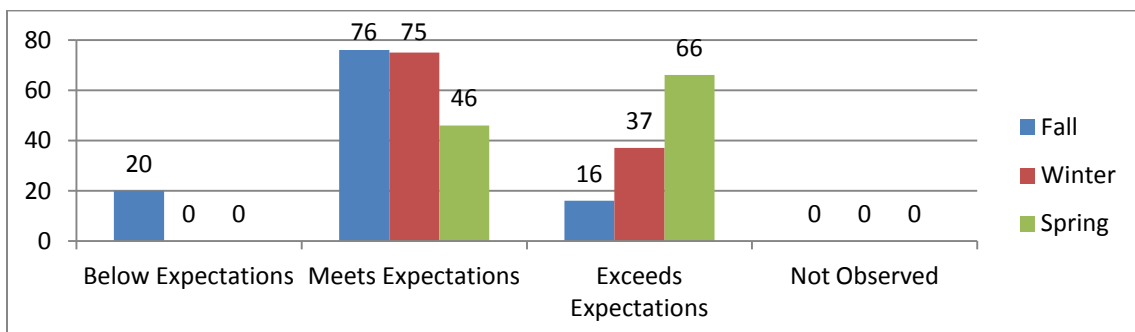
Fine Motor- Overall Program



Fine Motor- 3 yr. olds



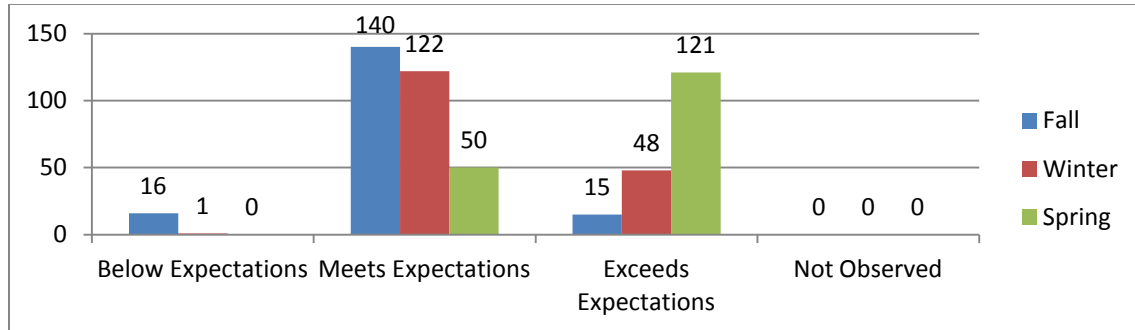
Fine Motor -4 yr. olds



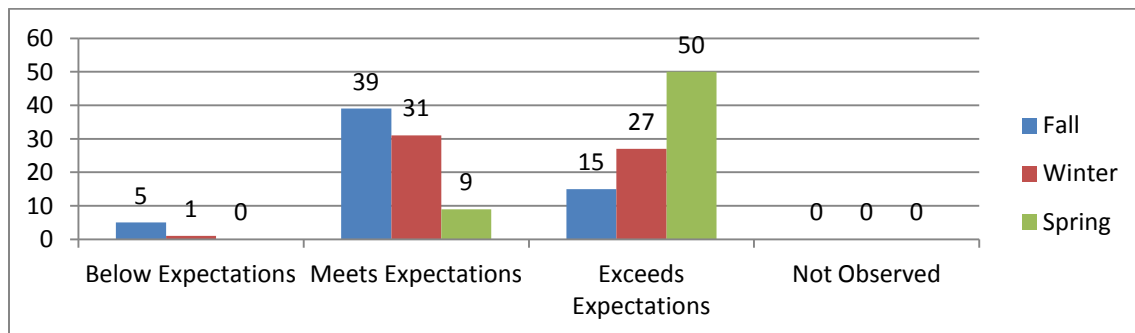
Physical Development & Health:

- Children will be able to show control of large muscles for movement, coordination and balance.
Teaching Strategies Gold: 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c

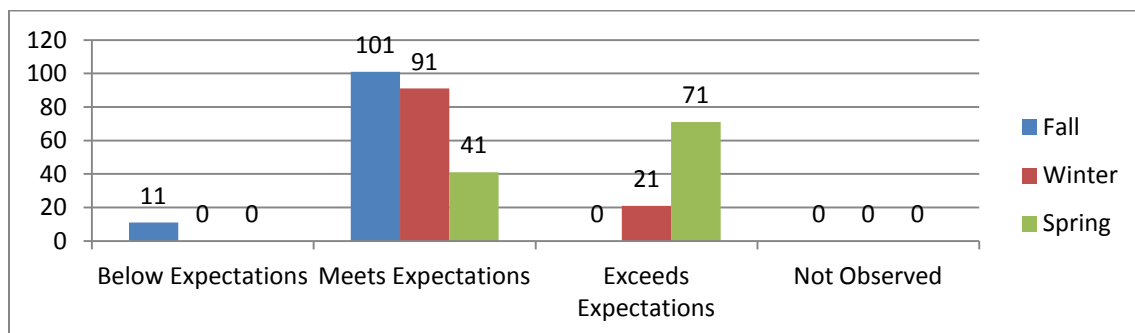
Gross Motor –Overall Program



Gross Motor -3 yr. olds



Gross Motor -4 yr. olds



Cognition & General Knowledge:

- Children will be able to show multiple ways to solve problems, problem solving skills, and symbolic thinking.

Teaching Strategies Gold: 14a

Approaches to Learning:

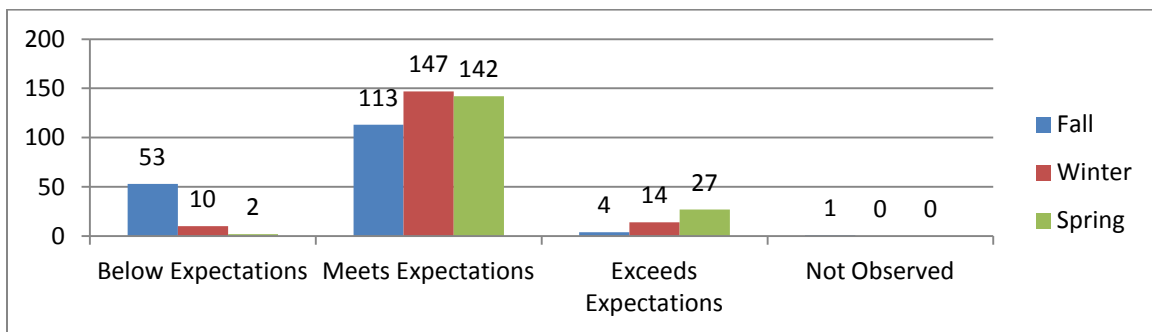
- Children will be able to show a positive approach to learning through engagement, attentiveness, persistence, and curiosity.

Teaching Strategies Gold: 11a, 11b, 11c, 11d, 11e

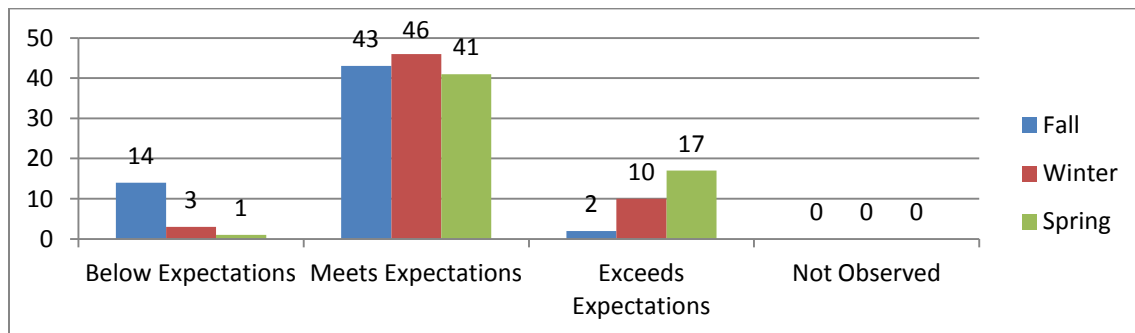
- Children will be able to express themselves through engaging with others through creative role play.

Teaching Strategies Gold: 14b

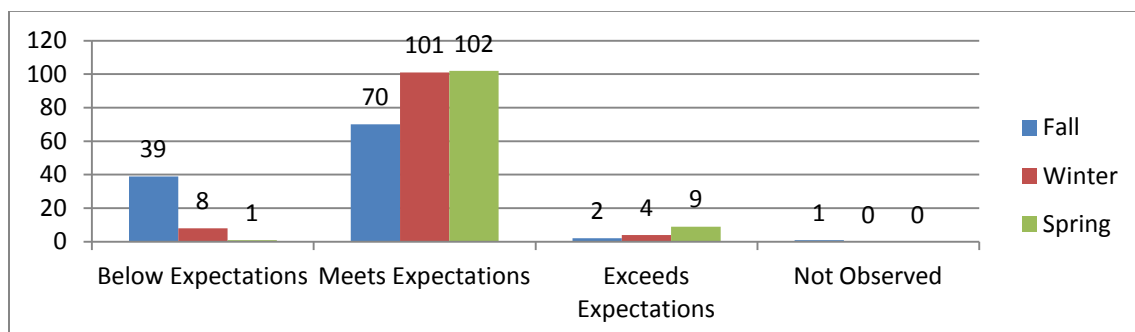
Cognition, General Knowledge & Approaches to Learning – Overall Program



Cognition, General Knowledge & Approaches to Learning -3 yr. olds



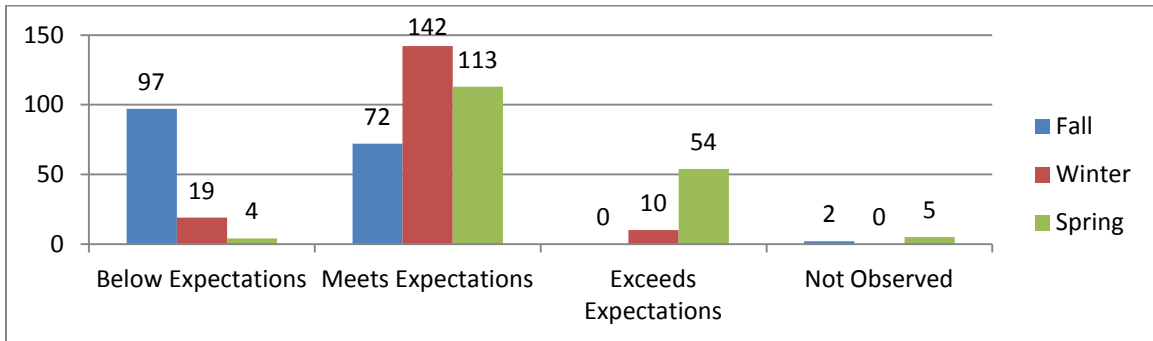
Cognition, General Knowledge & Approaches to Learning -4 yr. olds



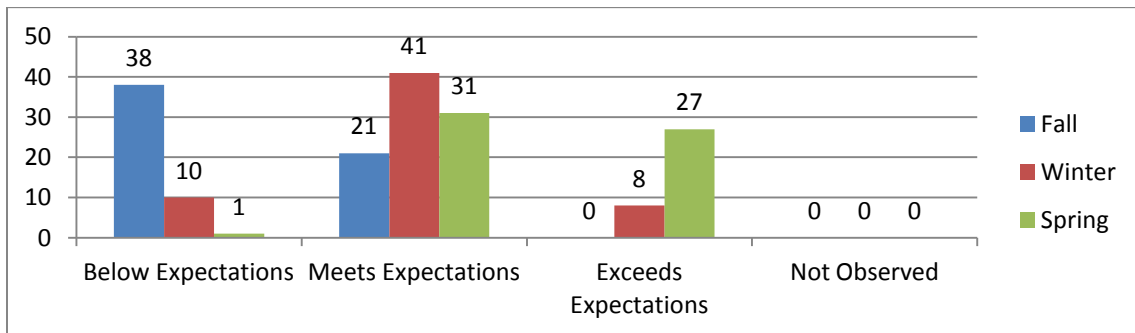
Literacy:

- Children will be able to demonstrate Alphabet Knowledge through upper and lower case letter recognition, letter sounds and early writing skills.
Teaching Strategies Gold: 16a, 16b, 19a, 19b
- Children will be able to demonstrate appreciation for books, awareness that language can be broken into syllables or smaller pieces of sound in words, rhyming and understanding of print concepts.
Teaching Strategies Gold: 15a, 15b, 15c, 17a, 17b, 18a, 18b, 18c

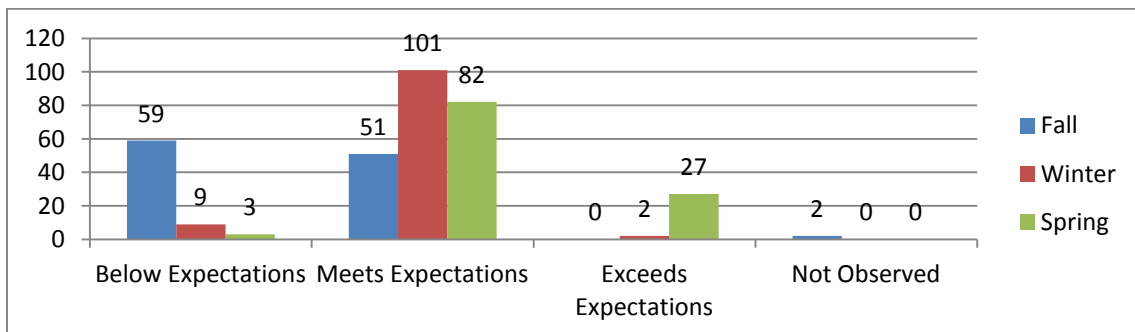
Literacy –Overall Program



Literacy -3 yr. olds



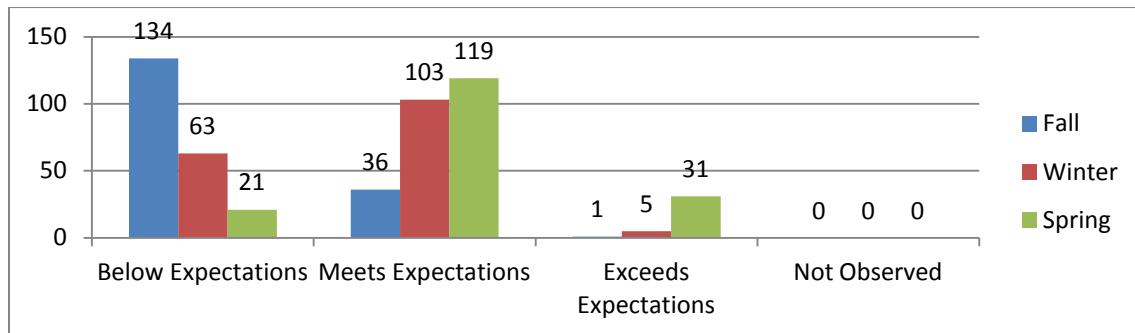
Literacy -4 yr. olds



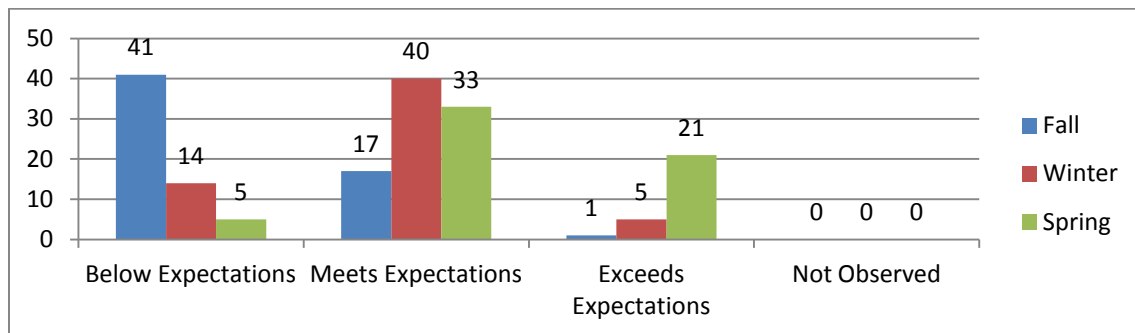
Cognition & General Knowledge:

- Children will be able to show beginning math skills including spatial relationships, creating patterns and using math concepts through every day routines.
Teaching Strategies Gold: 21a, 21b, 22, 23
- Children will be able to show beginning math skills including shape recognition, counting and connecting numbers to quantities.
Teaching Strategies Gold: 20a, 20b, 20c

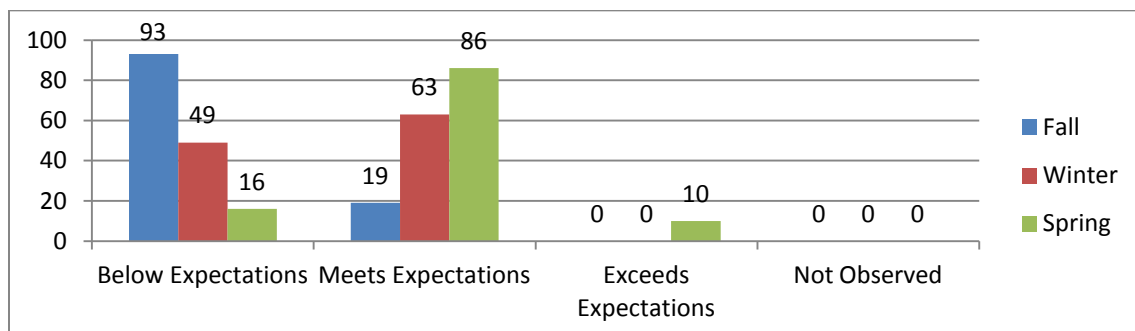
Mathematics –Overall Program



Mathematics -3 yr. olds



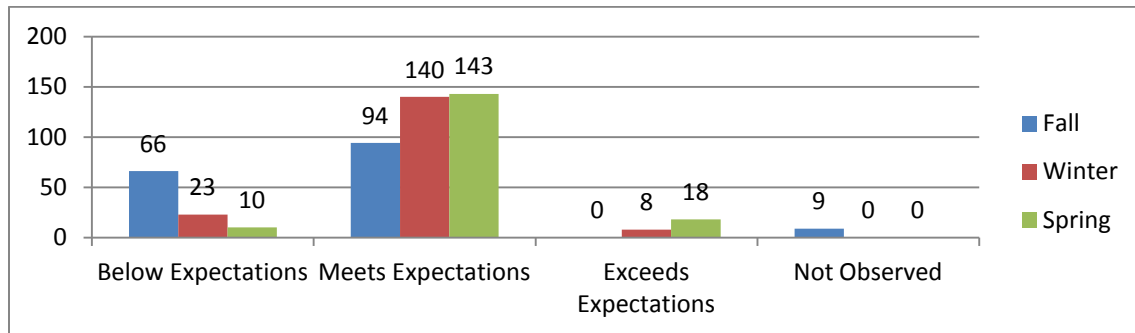
Mathematics -4 yr. olds



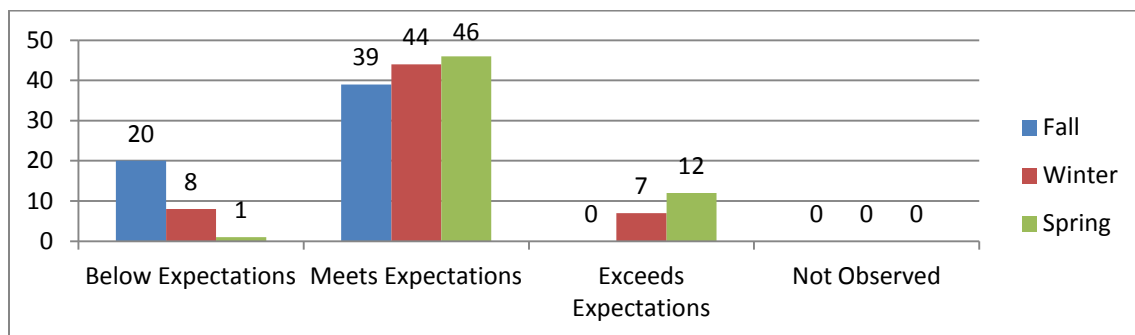
Cognition & General Knowledge:

- Children will engage in exploring their environment through observation, manipulation, making predictions, comparisons, classifying and communicating their findings to others.
Teaching Strategies Gold: 12a, 12b, 13, 24

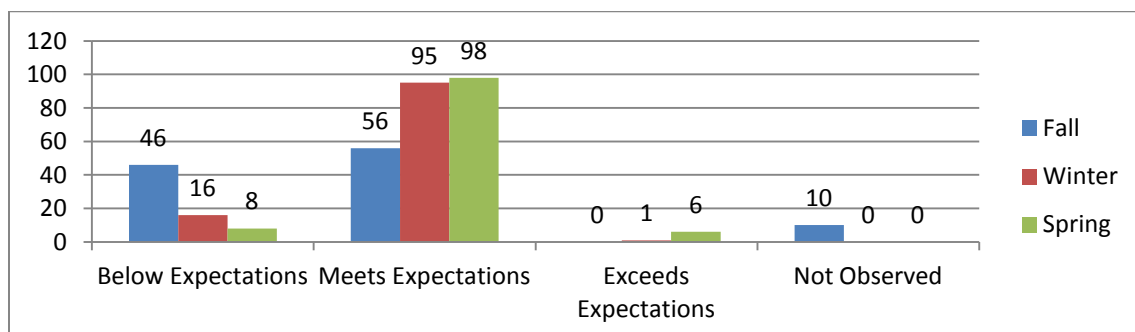
Cognition –Overall Program



Cognition -3 yr. olds



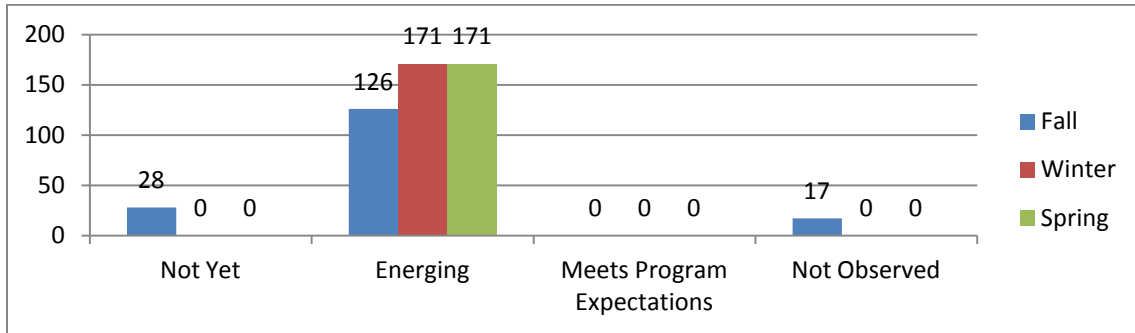
Cognition -4 yr. olds



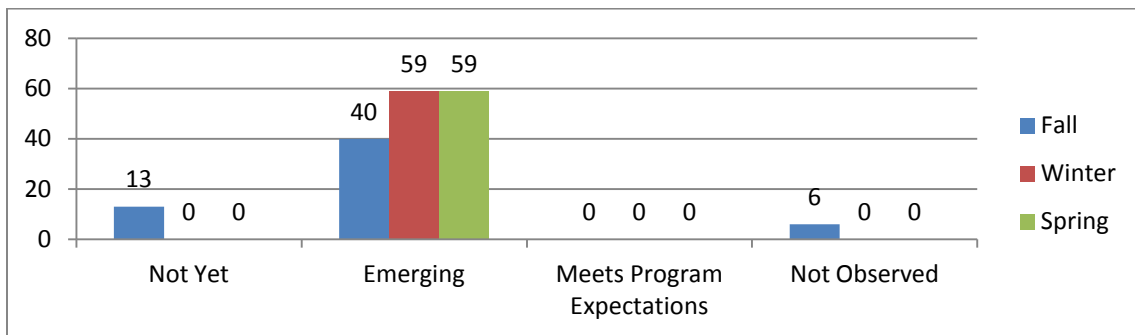
Cognition & General Knowledge:

- Children will engage in exploring their environment through observation, manipulation, making predictions, comparisons, classifying and communicating their findings to others.
Teaching Strategies Gold: 12a, 12b, 13, 24

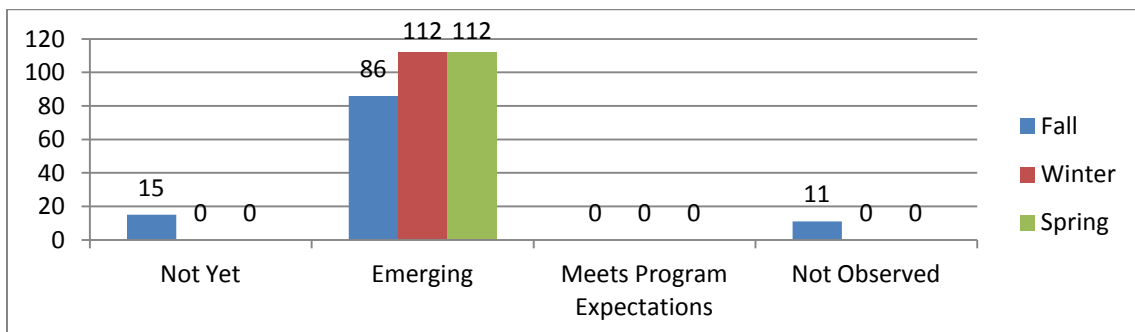
Scientific Inquiry –Overall Program



Scientific Inquiry -3 yr. olds



Scientific Inquiry -4 yr. olds



Data from the boys versus girls was compared:

Dimension	Boys Average Fall scores	Girls Average Fall Scores	Boys Average Winter Score	Girls Average Winter Score	Boys Average Spring Score	Girls Average Spring Score	Boys gains Fall - Spring	Girls gains Fall – Spring
Social Emotional	43.5	45.2	51.3	53.1	57.6	59.3	14.1	14.1
Physical – Gross Motor	52.3	55.8	58.1	59.2	63.2	64.5	10.9	8.7
Physical – Fine Motor	11.4	12.3	13.0	14.2	14.2	15.0	2.8	2.7
Language	38.5	39.8	45.8	47.0	49.8	51.4	11.3	11.6
Cognitive	40.3	41.8	50.5	51.1	56.2	57.2	15.9	15.4
Literacy	27.7	29.4	41.2	44.2	52.8	58.6	25.1	29.2
Mathematics	20.5	20.8	28.5	28.6	34.3	35.2	13.8	14.4

We also looked at the relationship of children on IEPs and Children not on IEPs:

Dimension	IEP Average Fall scores	NON-IEP Average Fall Scores	IEP Average Winter scores	NON-IEP Average Winter Scores	IEP Average Spring scores	NON-IEP Average Spring scores	IEP gains Fall - Spring	NON-IEP gains Fall – Spring
Social Emotional	35.4	44.9	49.7	52.6	60.8	58.9	25.4	14
Physical – Gross Motor	50.6	52.4	55.7	59.0	61.4	64.3	10.8	11.9
Physical – Fine Motor	11.5	11.9	13.0	13.8	13.9	14.8	2.4	2.9
Language	36.2	39.6	42.9	46.9	47.6	50.9	11.4	11.3
Cognitive	37.2	41.6	48.4	51.1	55.3	56.9	18.1	15.3
Literacy	27.8	28.3	41.2	44.2	52.3	54.8	24.5	26.5
Mathematics	20.3	20.7	27.9	28.6	34.2	34.9	13.9	14.2

We looked at the relationship to children that are native English speakers and those that are Dual Language Learners.

Dimension	English speakers Average Fall scores	DLL Average Fall Scores	English speakers Average Winter scores	DLL Average Winter Scores	English speakers Average Spring scores	DLL Average Spring Scores	English speakers gains Fall - Spring	DLL gains Fall - Spring
Social Emotional	45.3	35.7	52.9	51.2	58.7	58.1	13.4	22.4
Physical – Gross Motor	51.4	53.3	58.0	59.7	72.5	80.6	21.1	27.3
Physical – Fine Motor	12.0	11.8	16.1	13.9	14.6	14.8	2.6	3.0
Language	41.3	35.9	47.4	44.8	51.5	49.2	10.2	13.3
Cognitive	42.7	38.6	51.7	49.3	57.5	55.6	14.8	17.0
Literacy	31.7	23.7	45.6	38.5	57.5	49.9	25.8	26.2
Mathematics	23.0	16.9	30.5	25.4	36.6	31.8	13.6	14.9

History:

Three Rivers Community Action, Inc. Head Start program upgraded their assessment program to Teaching Strategies Gold this year. The upgrade was made to keep up with the new requirements and the need to produce data in a timelier manner. Three Rivers Community Action, Inc. Head Start program is a member of Minnesota Head Start Association (MHSA) Quality Assessment User Group. The user group made the recommendation to switch to this tool in order to be part of the state wide School Readiness data collection. As of fall 2011, we no longer use the Developmental Outcomes booklet previously created for the program based on Creative Curriculum. We concluded that it would be helpful to make the change to the system in order to learn from the Assessment User Group and to learn from other organizations that switched to the system last year. We are continuing to use Creative Curriculum for Preschool, produced by Teaching Strategies Inc., as the official curriculum for Three Rivers Head Start program. Teachers are also using the Second Step curriculum for additional support around the Social Emotional Development area.