This year’s child outcomes data was collected for 192 children enrolled in the 2016-17 program year:

**Gender:** 54% Girls 46% Boys

**Race:** 47% White/non-Hispanic 19% Spanish/Hispanic/Latino 27% Black or African American 2% American Indian/Alaskan Native 5% All other combinations

**IEP:** 91% without IEP 9% with IEP

**Age or Class/ Grade:** Preschool 3 (green color band): 49% Pre-K 4 (blue color band): 51%

**Primary Language:** 65% English 17% Spanish 18% Arabic (African languages)

Our program’s target scores are based on a 0-9 point scale for each objective. A color band shows the range of expectations based on child development for each age.

- Three Rivers Head Start’s target score for 3 year olds is where the **green** color band overlaps with the **blue** color band.
- Three Rivers Head Start’s target score for 4 year olds is where the **blue** color band overlaps with the **purple** color band.

<table>
<thead>
<tr>
<th>Developmental Area</th>
<th>Target Score for a 3 yr.</th>
<th>Target Score for a 4 yr.</th>
<th>Average target score for program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score old</td>
<td>Score old</td>
<td></td>
</tr>
<tr>
<td>Social Emotional</td>
<td>46</td>
<td>56</td>
<td>51</td>
</tr>
<tr>
<td>Physical</td>
<td>58</td>
<td>75</td>
<td>66.5</td>
</tr>
<tr>
<td>Language</td>
<td>43</td>
<td>53</td>
<td>48</td>
</tr>
<tr>
<td>Cognition</td>
<td>46</td>
<td>59</td>
<td>52.5</td>
</tr>
<tr>
<td>Literacy</td>
<td>36</td>
<td>55</td>
<td>45.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>31</td>
<td>42</td>
<td>36.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>260</strong></td>
<td><strong>340</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>
Our program’s overall school readiness goal is that 85% of the children meet or exceed our program’s target scores for their age group.

*PMPD means Perceptual, Motor and Physical Development*
For the rest of this report charts are based on how objectives are arranged in Teaching Strategies Gold. Scores shown are the average of all children included in the data set.

**Full Program/Full year Data 2016-17**

- Social Emotional
- Physical
- Language
- Cognition
- Literacy
- Mathematics

Scores shown are the average of all children included in the data set.
Social Emotional school readiness goals:

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

- 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

- Children will develop control of small muscles for manipulation and exploration.
  Teaching Strategies Gold: 7a, 7b
Cognition & General Knowledge (math) school readiness goal:

- Children will learn and begin to use math concepts during daily routines and experiences.
  Teaching Strategies Gold: 20a, 20b, 20c, 21a, 21b, 22, 23
Cognition & General Knowledge (other) school readiness goal:
- Children will be able to show multiple ways to solve problems and use their senses to investigate their environment.
  Teaching Strategies Gold: 11c, 12a, 12b, 13, 14a

Approaches to Learning school readiness goals:
- Children will be able to express themselves through engaging with others through play.
  Teaching Strategies Gold: 11e, 14b
- Children will be able to show a positive approach to learning through engagement, attentiveness, persistence, and curiosity.
  Teaching Strategies Gold: 11a, 11b, 11d
Language & Literacy school readiness goals:

- Children will demonstrate receptive and expressive language skills and communication strategies in their home language/s (may be English or other languages).
- Teaching Strategies Gold: 8a, 8b, 9a, 9b, 9c, 9d, 10a, 10b
Language & Literacy school readiness goals (continued):

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

Data for these charts are unavailable at this time.
Language & Literacy school readiness goals (continued):

- Children will hear and distinguish the sounds and rhythms of language.
  Teaching Strategies Gold: 15b, 16a, 16b,

- Children will begin to learn and demonstrate how print works through engagement with stories and books.
  Teaching Strategies Gold: 15a, 15c, 17a, 17b, 18a, 18b, 18c, 19a, 19b
Child outcomes by group

Girls Versus Boy 2016-17 Program Year

<table>
<thead>
<tr>
<th></th>
<th>Girls Fall</th>
<th>Boys Fall</th>
<th>Girls Winter</th>
<th>Boys Winter</th>
<th>Girls Spring</th>
<th>Boys Spring</th>
<th>Target Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional</td>
<td>51</td>
<td>48</td>
<td>66.5</td>
<td>48</td>
<td>52.5</td>
<td>45.5</td>
<td>36.5</td>
</tr>
<tr>
<td>Physical</td>
<td>48</td>
<td>51</td>
<td>48</td>
<td>52.5</td>
<td>52.5</td>
<td>45.5</td>
<td>36.5</td>
</tr>
<tr>
<td>Language</td>
<td>51</td>
<td>48</td>
<td>52.5</td>
<td>45.5</td>
<td>48</td>
<td>51</td>
<td>66.5</td>
</tr>
<tr>
<td>Cognitive</td>
<td>48</td>
<td>51</td>
<td>52.5</td>
<td>45.5</td>
<td>48</td>
<td>51</td>
<td>66.5</td>
</tr>
<tr>
<td>Literacy</td>
<td>51</td>
<td>48</td>
<td>52.5</td>
<td>45.5</td>
<td>48</td>
<td>51</td>
<td>66.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>48</td>
<td>51</td>
<td>52.5</td>
<td>45.5</td>
<td>48</td>
<td>51</td>
<td>66.5</td>
</tr>
</tbody>
</table>
2016-17 Program Year - 4 year olds in Head Start for 1 year vs. 2 years

- Social Emotional
- Physical
- Language
- Cognitive
- Literacy
- Mathematics

Target Average Score

- 1st yr. in HS Fall
- 2nd yr. in HS Fall
- 1st yr. in HS Winter
- 2nd yr. in HS Winter
- 1st yr. in HS Spring
- 2nd yr. in HS Spring
At Three Rivers Community Action, Inc. Head Start, we aim high! Our target scores are higher than the scores set by the assessment tool (Teaching Strategies Gold) and the Minnesota Head Start Association as seen below.

### 4 year old Target Score Comparison

<table>
<thead>
<tr>
<th>Social Emotional</th>
<th>Physical</th>
<th>Language</th>
<th>Cognitive</th>
<th>Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS Gold Target Score</td>
<td>MHSA Target Score</td>
<td>Three Rivers Target Score</td>
<td>Fall Avg.</td>
<td>Spring Avg.</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>52</td>
<td>56</td>
<td>47.72</td>
<td>58.70</td>
<td>66</td>
</tr>
</tbody>
</table>

### 3 year old Target Score Comparison

<table>
<thead>
<tr>
<th>Social Emotional</th>
<th>Physical</th>
<th>Language</th>
<th>Cognitive</th>
<th>Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS Gold Target Score</td>
<td>MHSA Target Score</td>
<td>Three Rivers Target Score</td>
<td>Fall Avg.</td>
<td>Spring Avg.</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>40</td>
<td>46</td>
<td>48.68</td>
<td>47</td>
<td>51</td>
</tr>
</tbody>
</table>
History:

Three Rivers Community Action, Inc. Head Start program upgraded its assessment program to Teaching Strategies Gold in 2011. The upgrade was made to keep up with the new requirements and the need to produce data in a timelier manner. As a member of the Minnesota Head Start Association’s Quality Assessment User Group (now called Child and Family Outcomes Group), Three Rivers Head Start followed the User Group’s recommendation and adopted Teaching Strategies Gold in order to participate in state-wide School Readiness data collection.

In fall 2013, all staff received training on *Creative Curriculum for Preschool, 5th Edition* (from Teaching Strategies, Inc.), and started implementing the curriculum in their lesson planning. Teachers received additional curriculum training in fall 2015. Teachers also use *Second Step*, a curriculum which provides additional support in the Social Emotional developmental area.

Three Rivers Head Start ensures that data is accurately rated by requiring teaching staff to complete TS Gold’s online Inter-rater Reliability certification. Teachers first became certified in fall 2012 and now must be re-certified every two years, contributing to the overall validity of the data. In addition, Professional Development coordinators complete *Creative Curriculum for Preschool* and *Teaching Strategies Gold Fidelity Tool for Administrators* with each teacher. They began using this fidelity tool in winter 2016.

After data finalization in fall 2012, data debrief meetings were held with teaching teams. The week after teachers finalize child outcomes for a checkpoint period, the School Readiness coordinator relays program-wide child outcome information to teaching and administrative staff. The School Readiness coordinator meets individually with teachers about their classroom data so teachers can plan for individualizations and adjust the curriculum to meet children’s needs. Additional data is also analyzed with the child outcomes data, including attendance, in-kind calendars, family goals and outcomes, etc.).

Since the 2012-13 winter checkpoint, we have been providing teachers with a report prepared by the data analyst hired by MHSA for the School Readiness project. The report lists children who are at highest risk for not meeting developmental targets for kindergarten, based on their fall checkpoint scores and potential growth mitigated by their risk factors. Teachers use the information to plan individualizations for this small group of children to ensure that they are ready to enter kindergarten by the end of Head Start’s program year.
Parent Engagement and Child Outcomes
Recognizing parents’ role as their child’s first and most important teachers is the cornerstone of Head Start’s philosophy. Since 2013 we have been analyzing child outcomes related to parent engagement. The following section of this report shows these relationships.

1. Frequency and length of parent engagement activities and child outcomes
A main research question is what matters more, frequency or length of parent engagement. The charts below address this question.

Parent engagement activities included in the charts below include
- attending parent meetings (up to 5 per year),
- attending parent-child activity days at school (up to 3 per year)
- returning in-kind (at-home activities that support child’s school readiness goals) calendars (up to 9 per year)
- volunteering in the classroom or on field trips

The breakdown of numbers in the charts below is based on half of the total of opportunities offered.
The breakdown of hours is based on a 38-week program year; 76+ hours equals 2 or more hours per week. 19 hours equals ½ hour per week.

It appears that four-year-old children whose parents participate with them more often in school-related activities, as measured both by frequency of activities and hours do better than children who spend less time in most areas of learning and development.
Approximately 1/3 of parents or three year olds participated in 8 or more parent engagement activities. Fifty-seven percent of families spent less than 19 hours for the year on family engagement activities.
2. Relationship between child outcomes and number of school readiness goals set

Most parents set at least one school readiness goal for their child in the areas of literacy, math and other. Examples of “other” school readiness goals include social-emotional (following directions or learning to share), independence or self-help skills (potty training, tying shoes). School Readiness goals do not include goals covering a child’s to transition into Head Start, between first and second year of Head Start and from Head Start to kindergarten.

The following charts illustrate child outcomes based on the number of school readiness goals set. The rationale for choosing “goals set” instead of “goals met” is that parents and children benefit from spending time together in pursuit of a goal, whether or not the child meets the goal or not.
3. Family life outcomes and child outcomes

Starting with the 2015-16 program year, Three Rivers Community Action, Inc. Head Start began using a family life assessment based on a tool provided by our family database, ChildPlus. Teacher/family advocates used a life satisfaction wheel to find out how families viewed their lives in nine areas. Teacher/family advocates then scored each of the areas according to definitions developed by MHSA’s Child and Family Outcomes Group in 2014-15 (health insurance, family/relationships, education, food, housing, financial) and ChildPlus (employment, transportation, mental health). In general, the 5 point scale roughly corresponds to:

5 = thriving  
4 = self-sufficient  
3 = stable  
2 = vulnerable  
1 = in crisis

The following charts show the relationship between the score on the family life assessment and child outcomes.

No families of 4 year olds were thriving and only 1 child’s family was in that group. Approximately 40% of 4 year old children come from families in the self-sufficient range (4 – 4.99).
4. Language, race and ethnicity and child outcomes

Child outcomes for dual language learners were analyzed above. Further breaking out the data by language and race/ethnicity gives the following results:

“Arabic” is a proxy for speakers of African languages.
Even though average child outcomes were slightly lower than the previous two years, they still exceeded our target score except in math.