

## CHILD OUTCOMES REPORT FOR 2015 – 2016

Head Start / ECAP programs are required to have in place an assessment system and approach to track children's progress and report outcomes of children as they transition to kindergarten. LACC uses the Teaching Strategies Gold to track children's progress on 38 goals related to social/emotional, physical, language, and cognitive learning. These results are used in individual assessment, and the information is also used to assess child progress in the mandated domains and indicators

The LACC's ECAP determined that the following kindergarten readiness goals would establish our kindergarten readiness skills:

- 1) Children get better at controlling their own emotions and behaviors
- 2) Children can form positive relationships with adults and peers
- 3) Children can control their large muscles for movement, coordination, and balance
- 4) Children can use their fingers and hands in small movements, as well as use tools for writing and drawing
- 5) Children show beginning math skills including spatial relationships, and using math concepts through every day routines
- 6) Children show beginning math skills such as recognizing shapes, counting, and connecting numbers to quantities
- 7) Children show multiple ways to solve problems, problem solving skills, and symbolic thinking
- 8) Children explore their surroundings through observing, manipulating, making predictions, classifying, comparing, and communicating their findings to others
- 9) 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
- 10) Children who are English Language Learners will show progress in listening to, understanding, and speaking English
- 11) Children will be able to show alphabet knowledge through upper and lower case letter recognition, letter sounds, and early writing skills by writing their first name.
- 12) Children will be able to show appreciation for books, awareness that language can be broken into syllables, or smaller pieces of sound in words, rhyming, and understanding of print concepts
- 13) Children will be able to express themselves through engaging with others through creative role play
- 14) Children will be able to show a positive approach to learning through engagement, attentiveness, persistence, and curiosity

## Teaching Strategies Gold Child Assessment

- LACC uses the Teaching Strategies Gold to track child outcomes in domains and indicators as required by Delaware licensing, by Delaware Stars, and the Head Start Performance Standards. The eight domains include Language Development, Literacy, Mathematics, Science, Creative Arts, Social and Emotional Development, Approaches to Learning, and Physical Health & Development.
- Teachers conduct Student Growth Conferences for all enrolled children three times a year which include Teaching Strategies Gold data. Individual classroom reports by classroom are generated and sent to teachers weekly for use in weekly lesson planning.

## Use of Child Outcomes Information

- Teachers use information that they gather on individual children and overall group reports to help plan areas of learning to focus on for weekly lesson planning.
- A report on Child Outcomes is included in the program's annual self-assessment.
- In June, a final report is generated that covers program-wide progress in all domains and indicators. This information will be used to help plan staff training and identify additional learning materials that might need to be purchased.

### Child Outcomes Continuum Assessments Program-wide Child Progress Fall 2015 – Winter 2016 – Spring 2016 Checkpoints

#### Social-Emotional (overall by program)

Fall 2015:	Below: 19%	Meets: 76%	Exceeding: 5%
Winter 2016:	Below: 13%	Meets: 62%	Exceeding: 26%
Spring 2016:	Below: 3%	Meets: 87%	Exceeding: 10%

#### *Objective 1 – Regulates own emotions & behaviors*

Fall 2015:	Below: 38%	Meets: 59%	Exceeding: 3%
Winter 2016:	Below: 13%	Meets: 72%	Exceeding: 15%
Spring 2016:	Below: 5%	Meets: 95%	Exceeding: 0%

#### *Objective 2 – Establishes & sustains positive relationships*

Fall 2015:	Below: 14%	Meets: 76%	Exceeding: 11%
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Winter 2016: Below: 13% Meets: 41% Exceeding: 46%

Spring 2016: Below: 3% Meets: 46% Exceeding: 51%

*Objective 3 – participates cooperatively & constructively in group situations*

Fall 2015: Below: 14% Meets: 78% Exceeding: 8%

Winter 2016: Below: 8% Meets: 69% Exceeding: 23%

Spring 2016: Below: 3% Meets: 79% Exceeding: 18%

**Physical / Gross Motor (overall by program)**

Fall 2015: Below: 11% Meets: 86% Exceeding: 3%

Winter 2016: Below: 5% Meets: 74% Exceeding: 21%

Spring 2016: Below: 5% Meets: 95% Exceeding: 0%

*Objective 4 – Demonstrates traveling skills*

Fall 2015: Below: 3% Meets: 95% Exceeding: 3%

Winter 2016: Below: 0% Meets: 79% Exceeding: 21%

Spring 2016: Below: 5% Meets: 95% Exceeding: 0%

*Objective 5 – Demonstrates balancing skills*

Fall 2015: Below: 3% Meets: 97% Exceeding: 0%

Winter 2016: Below: 0% Meets: 90% Exceeding: 10%

Spring 2016: Below: 3% Meets: 97% Exceeding: 0%

*Objective 6 – Demonstrates gross-motor manipulative skills*

Fall 2015: Below: 8% Meets: 89% Exceeding: 3%

Winter 2016: Below: 8% Meets: 77% Exceeding: 23%

Spring 2016: Below: 8% Meets: 92% Exceeding: 0%

**Physical / Fine Motor (overall by program)**

Fall 2015: Below: 8% Meets: 86% Exceeding: 5%

Winter 2016: Below: 5% Meets: 72% Exceeding: 23%

Spring 2016: Below: 0% Meets: 87% Exceeding: 13%

*Objective 7 – Demonstrates fine-motor strength & coordination*

Fall 2015:	Below: 8%	Meets: 86%	Exceeding: 5%
Winter 2016:	Below: 5%	Meets: 72%	Exceeding: 23%
Spring 2016:	Below: 0%	Meets: 87%	Exceeding: 13%

### **Language (overall by program)**

Fall 2015:	Below: 11%	Meets: 84%	Exceeding: 5%
Winter 2016:	Below: 18%	Meets: 54%	Exceeding: 28%
Spring 2016:	Below: 8%	Meets: 87%	Exceeding: 5%

#### *Objective 8 – Listens to and understands increasingly complex language*

Fall 2015:	Below: 8%	Meets: 89%	Exceeding: 3%
Winter 2016:	Below: 8%	Meets: 74%	Exceeding: 18%
Spring 2016:	Below: 3%	Meets: 97%	Exceeding: 0%

#### *Objective 9 – Uses language to express thoughts and needs*

Fall 2015:	Below: 16%	Meets: 76%	Exceeding: 8%
Winter 2016:	Below: 18%	Meets: 56%	Exceeding: 26%
Spring 2016:	Below: 13%	Meets: 79%	Exceeding: 8%

#### *Objective 10 – Uses appropriate conversational & other communication skills*

Fall 2015:	Below: 5%	Meets: 86%	Exceeding: 8%
Winter 2016:	Below: 13%	Meets: 56%	Exceeding: 31%
Spring 2016:	Below: 3%	Meets: 72%	Exceeding: 26%

### **Spanish Language (overall by program)**

Fall 2015:	Below: 32%	Meets: 62%	Exceeding: 5%
Winter 2016:	Below: 16%	Meets: 66%	Exceeding: 18%
Spring 2016:	Below: 5%	Meets: 95%	Exceeding: 0%

#### *Objective S8 – Escucha y comprende lenguaje cada vez más complejo*

Fall 2015:	Below: 8%	Meets: 89%	Exceeding: 3%
Winter 2016:	Below: 5%	Meets: 79%	Exceeding: 16%
Spring 2016:	Below: 3%	Meets: 97%	Exceeding: 0%

*Objective S9 – Usa el lenguaje para expresar lo que piensa y lo que necesita*

Fall 2015:	Below: 8%	Meets: 89%	Exceeding: 3%
Winter 2016:	Below: 18%	Meets: 63%	Exceeding: 18%
Spring 2016:	Below: 16%	Meets: 82%	Exceeding: 3%

*Objective S10 – Usa la conversación y otras destrezas de comunicación de una manera apropiada*

Fall 2015:	Below: 32%	Meets: 54%	Exceeding: 14%
Winter 2016:	Below: 16%	Meets: 66%	Exceeding: 18%
Spring 2016:	Below: 3%	Meets: 76%	Exceeding: 21%

**Cognitive (overall by program)**

Fall 2015:	Below: 8%	Meets: 81%	Exceeding: 11%
Winter 2016:	Below: 8%	Meets: 67%	Exceeding: 26%
Spring 2016:	Below: 3%	Meets: 90%	Exceeding: 7%

*Objective 11 – Demonstrates positive approaches to learning*

Fall 2015:	Below: 8%	Meets: 84%	Exceeding: 8%
Winter 2016:	Below: 8%	Meets: 72%	Exceeding: 21%
Spring 2016:	Below: 5%	Meets: 92%	Exceeding: 3%

*Objective 12 – Remembers and connects experiences*

Fall 2015:	Below: 11%	Meets: 86%	Exceeding: 3%
Winter 2016:	Below: 15%	Meets: 69%	Exceeding: 15%
Spring 2016:	Below: 8%	Meets: 90%	Exceeding: 2%

*Objective 13 – Uses classification skills*

Fall 2015:	Below: 3%	Meets: 95%	Exceeding: 3%
Winter 2016:	Below: 5%	Meets: 74%	Exceeding: 21%
Spring 2016:	Below: 3%	Meets: 97%	Exceeding: 0%

*Objective 14 – Uses symbols and images to represent something not present*

Fall 2015:	Below: 3%	Meets: 95%	Exceeding: 3%
Winter 2016:	Below: 0%	Meets: 59%	Exceeding: 41%

Spring 2016: Below: 0% Meets: 56% Exceeding: 44%

**Literacy (overall by program)**

Fall 2015: Below: 16% Meets: 81% Exceeding: 3%

Winter 2016: Below: 5% Meets: 74% Exceeding: 21%

Spring 2016: Below: 3% Meets: 90% Exceeding: 8%

*Objective 15 – Demonstrates phonological awareness*

Fall 2015: Below: 22% Meets: 76% Exceeding: 3%

Winter 2016: Below: 10% Meets: 67% Exceeding: 23%

Spring 2016: Below: 3% Meets: 87% Exceeding: 10%

*Objective 16 – Demonstrates knowledge of the alphabet*

Fall 2015: Below: 19% Meets: 76% Exceeding: 5%

Winter 2016: Below: 18% Meets: 54% Exceeding: 28%

Spring 2016: Below: 15% Meets: 72% Exceeding: 13%

*Objective 17 – Demonstrates knowledge of print and its uses*

Fall 2015: Below: 5% Meets: 92% Exceeding: 3%

Winter 2016: Below: 5% Meets: 74% Exceeding: 21%

Spring 2016: Below: 0% Meets: 97% Exceeding: 3%

*Objective 18 – Comprehends and responds to books and other texts*

Fall 2015: Below: 5% Meets: 92% Exceeding: 3%

Winter 2016: Below: 5% Meets: 72% Exceeding: 23%

Spring 2016: Below: 0% Meets: 92% Exceeding: 8%

*Objective 19 – Demonstrates emergent writing skills*

Fall 2015: Below: 14% Meets: 84% Exceeding: 3%

Winter 2016: Below: 5% Meets: 69% Exceeding: 26%

Spring 2016: Below: 0% Meets: 97% Exceeding: 3%

**Spanish Literacy (overall by program)**

Fall 2015: Below: 14% Meets: 81% Exceeding: 5%

Winter 2016:	Below: 8%	Meets: 71%	Exceeding: 21%
Spring 2016:	Below: 5%	Meets: 92%	Exceeding: 3%

*Objective S15 – Demuestra conocimiento fonológico*

Fall 2015:	Below: 19%	Meets: 78%	Exceeding: 3%
Winter 2016:	Below: 8%	Meets: 68%	Exceeding: 24%
Spring 2016:	Below: 5%	Meets: 92%	Exceeding: 3%

*Objective S16 – Demuestra conocimiento del alfabeto*

Fall 2015:	Below: 14%	Meets: 81%	Exceeding: 5%
Winter 2016:	Below: 11%	Meets: 74%	Exceeding: 21%
Spring 2016:	Below: 18%	Meets: 76%	Exceeding: 5%

*Objective S17 – Demuestra conocimiento del lenguaje escrito y sus usos*

Fall 2015:	Below: 5%	Meets: 89%	Exceeding: 5%
Winter 2016:	Below: 5%	Meets: 74%	Exceeding: 21%
Spring 2016:	Below: 3%	Meets: 97%	Exceeding: 0%

*Objective S18 – Comprende y responde a los libros y otros textos*

Fall 2015:	Below: 5%	Meets: 84%	Exceeding: 11%
Winter 2016:	Below: 8%	Meets: 71%	Exceeding: 21%
Spring 2016:	Below: 3%	Meets: 82%	Exceeding: 16%

*Objective S19 – Demuestra destrezas iniciales de escritura*

Fall 2015:	Below: 11%	Meets: 86%	Exceeding: 3%
Winter 2016:	Below: 5%	Meets: 71%	Exceeding: 24%
Spring 2016:	Below: 0%	Meets: 100%	Exceeding: 0%

**Mathematics (overall by program)**

Fall 2015:	Below: 35%	Meets: 62%	Exceeding: 3%
Winter 2016:	Below: 18%	Meets: 54%	Exceeding: 28%
Spring 2016:	Below: 21%	Meets: 74%	Exceeding: 5%

*Objective 20 – Uses number concepts and operations*

Fall 2015:	Below: 22%	Meets: 73%	Exceeding: 5%
Winter 2016:	Below: 18%	Meets: 49%	Exceeding: 33%
Spring 2016:	Below: 15%	Meets: 62%	Exceeding: 23%

*Objective 21 – Explores and describes spatial relationships and shapes*

Fall 2015:	Below: 41%	Meets: 57%	Exceeding: 3%
Winter 2016:	Below: 36%	Meets: 38%	Exceeding: 26%
Spring 2016:	Below: 23%	Meets: 77%	Exceeding: 0%

*Objective 22 – Compares and measures*

Fall 2015:	Below: 16%	Meets: 81%	Exceeding: 3%
Winter 2016:	Below: 21%	Meets: 72%	Exceeding: 8%
Spring 2016:	Below: 10%	Meets: 90%	Exceeding: 0%

*Objective 23 – Demonstrates knowledge of patterns*

Fall 2015:	Below: 11%	Meets: 86%	Exceeding: 3%
Winter 2016:	Below: 10%	Meets: 72%	Exceeding: 18%
Spring 2016:	Below: 5%	Meets: 95%	Exceeding: 0%