

BEAR RIVER EARLY HEAD START
CENTER BASED PROGRAM
OUTCOME REPORT
2013-2014

Rationale:

In using the Creative Curriculum GOLD Assessment, Bear River Early Head Start can track children Birth through Kindergarten. We evaluate our program based upon the findings of these outcomes. This report will outline the school year's outcomes for 2013-2014. All 32 EHS CB children's results were calculated throughout the year using the Creative Curriculum GOLD Assessment. Each child was individually evaluated using Creative Curriculum GOLD Assessment: objectives for Development and Learning, at the time evaluations were taking place in October (fall), January (winter) and April (spring). The Creative Curriculum GOLD Assessment collects data on each child's development and learning in the following areas: Social Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts and English Language Acquisition. These areas correspond with the five essential domains of school readiness: Language and literacy, Cognition and General Knowledge, Approaches to Learning, Physical Development and Health, and Social and Emotional Development. All children were evaluated in each area of development and scored based on where they were developmentally on the level scale. When all school readiness domains were evaluated together it gave each child an overall score. These overall outcome scores were taken three times over the school year to give us a yearly overall outcome report. The strengths as well as the weaknesses will be compared and plans for improvements will be stated for the following school year.

Results:

All 32 children's results were calculated throughout the year using the Creative Curriculum GOLD Assessment. The charts below show the gain and drop in displayed/observed abilities and skills/behavior of the children in the following development and learning areas: Social Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts and English Language Acquisition. Outcomes taken in the fall gave us a baseline to evaluate the children throughout the rest of the year. Teachers observed and recorded child progress in the child's Creative Curriculum GOLD Assessment booklet, and used the data to show child development outcomes in the areas of development and learning for the 2013-2014 school year.

BEAR RIVER Early Head Start Center Based Outcomes 2013-2014

EHS CENTER OVERALL AVERAGE LEVEL SCORES THROUGHOUT THE YEAR

Change from Fall to Spring

| | Infant | Toddler | Two's | Three's | DLL | IFSP/IEP | Center |
|------------------------------|--------|---------|-------|---------|------|----------|--------|
| Social Emotional | 0.95 | 1.10 | 1.89 | 1.44 | 1.46 | 1.40 | 1.35 |
| Physical | 1.17 | 1.63 | 1.53 | 1.37 | 1.42 | 1.32 | 1.43 |
| Language | 0.83 | 1.09 | 1.58 | 1.71 | 1.26 | 1.25 | 1.30 |
| Cognitive | 0.87 | 1.07 | 1.39 | 1.19 | 1.25 | 0.96 | 1.13 |
| Literacy | 0.08 | 0.63 | 0.75 | 0.82 | 0.58 | 0.46 | 0.57 |
| Mathematics | 0.11 | 0.66 | 1.12 | 0.95 | 0.75 | 0.83 | 0.71 |
| Science and Technology | 0.32 | 0.70 | 1.03 | 0.29 | 0.62 | 0.76 | 0.59 |
| Social Studies | 0.47 | 0.50 | 1.03 | 0.63 | 0.71 | 0.90 | 0.66 |
| The Arts | 0.81 | 0.47 | 0.87 | 0.32 | 0.65 | 0.75 | 0.62 |
| English Language Acquisition | 0.46 | 1.36 | 2.17 | 1.16 | 1.39 | 1.66 | 1.29 |
| Grand Total | 0.61 | 0.92 | 1.34 | 0.99 | 1.01 | 1.03 | 0.96 |

Change from Fall to Winter

| | Infant | Toddler | Two's | Three's | DLL | IFSP/IEP | Center |
|------------------------------|--------|---------|-------|---------|------|----------|--------|
| Social Emotional | 0.40 | 0.76 | 0.90 | 0.81 | 0.80 | 0.64 | 0.72 |
| Physical | 0.57 | 1.28 | 0.60 | 0.64 | 0.76 | 0.63 | 0.77 |
| Language | 0.17 | 0.69 | 0.87 | 0.46 | 0.57 | 0.76 | 0.55 |
| Cognitive | 0.45 | 0.63 | 0.63 | 0.44 | 0.66 | 0.38 | 0.54 |
| Literacy | 0.01 | 0.29 | 0.34 | 0.40 | 0.29 | 0.26 | 0.26 |
| Mathematics | 0.02 | 0.37 | 0.38 | 0.31 | 0.33 | 0.01 | 0.27 |
| Science and Technology | 0.22 | 0.35 | 0.43 | 0.29 | 0.36 | 0.23 | 0.32 |
| Social Studies | 0.25 | 0.28 | 0.36 | 0.26 | 0.37 | 0.28 | 0.29 |
| The Arts | 0.50 | 0.28 | 0.27 | 0.54 | 0.44 | 0.09 | 0.40 |
| English Language Acquisition | 0.33 | 1.11 | 1.25 | 0.33 | 0.86 | 1.08 | 0.75 |
| Grand Total | 0.29 | 0.60 | 0.60 | 0.45 | 0.54 | 0.44 | 0.49 |

Change from Winter to Spring

| | Infant | Toddler | Two's | Three's | DLL | IFSP/IEP | Center |
|------------------------------|--------|---------|-------|---------|------|----------|--------|
| Social Emotional | 0.56 | 0.34 | 0.99 | 0.63 | 0.66 | 0.76 | 0.63 |
| Physical | 0.60 | 0.36 | 0.93 | 0.73 | 0.66 | 0.69 | 0.65 |
| Language | 0.66 | 0.40 | 0.71 | 1.26 | 0.69 | 0.49 | 0.76 |
| Cognitive | 0.42 | 0.44 | 0.76 | 0.75 | 0.59 | 0.58 | 0.59 |
| Literacy | 0.07 | 0.34 | 0.42 | 0.42 | 0.29 | 0.20 | 0.31 |
| Mathematics | 0.10 | 0.29 | 0.75 | 0.64 | 0.42 | 0.82 | 0.44 |
| Science and Technology | 0.10 | 0.35 | 0.61 | 0.00 | 0.26 | 0.53 | 0.27 |
| Social Studies | 0.22 | 0.22 | 0.67 | 0.37 | 0.34 | 0.62 | 0.37 |
| The Arts | 0.31 | 0.19 | 0.60 | -0.22 | 0.21 | 0.66 | 0.22 |
| English Language Acquisition | 0.13 | 0.25 | 0.92 | 0.83 | 0.53 | 0.58 | 0.53 |
| Grand Total | 0.32 | 0.32 | 0.73 | 0.54 | 0.47 | 0.59 | 0.48 |

Strengths:

The children in EHS CB showed an overall gain of .96 levels during the school year (.49 from Fall to Winter, and .48 from Winter to Spring). The outcomes showed growth in all ten domains: Social/Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, and English Language Acquisition Development showed growth throughout the year. Our biggest growth was shown in the Physical Development and Social/Emotional. It increased 1.43(Physical Development) and 1.35(Social/Emotional) from Fall to Spring. Our strengths in this areas stem from a push in our program to increasing physical activity for our children using "I am moving, I am learning" and promoting Conscious Discipline in the classrooms.

Dual Language Learners account for almost 84% of the children in our program, their 1.01 level rise show an increase similar or above non-duel language learners in most learning areas. This is due to an increase in training given to teaching staff this year to address the needs of dual language learners in the classroom and their families.

Children with IFSP/IEP although levels were low, showed a large growth in all learning areas, with their largest growth in English Language Acquisition and Social/Emotional (1.66 from Fall to Spring) and Social/Emotional Development (1.40 Fall to Spring). This is due to the increase of training to our teaching staff as well as our teaching staff working closely with parents and part C providers to give children specific help they need to succeed in the classroom.

Weaknesses:

In the Learning Area of Language, Dual Language Learners were behind their non-DLL classmates by .04 levels; because they are learning to understand and speak multiple languages, it can be difficult to obtain an accurate account of their language and communication abilities.

Nineteen percent of EHS CB program children currently have an IFSP or IEP. Many of those IFSP's or IEP's have goals written for Physical, language, cognitive, literacy, and social/emotional skills related to developmental delays/disabilities. The lowest increase for children with IFSP/IEP was in the Cognitive and Literacy Learning

Areas, because many of these children are focusing on understanding Cognitive concepts and Literacy developments they show a slower rate of growth in this domain.

In the Three's Classroom there was a .22 drop in the Art Learning area from Winter to Spring due to a child exiting our program who excelled in The Arts to a child entering the program who is working towards furthering their Art Experiences. Overall from Fall to Spring, there was still an increase of .32 level in The Arts.

Program Improvement:

The areas that are low will be added to the 2014-2015 Early Head Start Center Based training calendar as well as to the Team Meeting training and Parent Curriculum Planning Meetings. The Infant/Toddler Teachers and EHS CB Parents will receive training and handouts, in the areas that need improvement. Infant/Toddler Teachers training will also include how they can continue to improve education to dual language learners and their families. Bear River Early Head Start will continue our partnership with Up to 3 and the community school districts to address the needs of the children with developmental delays or disabilities so we can better serve the children and their families.