

# Bear River Early Head Start Centerbased School Readiness Report and Outcomes 2014-2015

## **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 2014-2015. 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 2014-2015 school year.

# Early Head Start Center Based Outcomes 2014-2015

## 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	1.24	0.92	0.67	0.44	0.49	0.59	0.82
Physical	1.39	0.95	0.70	0.67	0.52	0.70	0.93
Language	0.73	1.36	1.03	0.73	0.60	0.59	0.96
Cognitive	0.74	0.90	0.62	0.45	0.36	0.55	0.68
Literacy	0.22	0.44	0.41	0.64	0.32	0.70	0.43
Mathematics	0.39	0.69	1.15	0.55	0.51	1.16	0.70
Science and Technology	0.97	0.87	1.27	0.62	0.48	0.51	0.93
Social Studies	0.15	0.84	1.60	0.44	0.47	0.55	0.76
The Arts	0.74	0.62	1.38	1.08	0.61	1.17	0.96
English Language Acquisition	0.37	1.72	0.99	0.79	0.57	0.87	0.97
Grand Total	0.69	0.93	0.98	0.64	0.49	0.74	0.81

### Change from Fall to Winter

	Infant	Toddler	Two's	Three's	DLL	IFSP/IEP	Center
Social Emotional	0.67	0.35	0.42	0.68	0.08	0.11	0.53
Physical	0.59	0.22	0.60	0.53	0.05	0.25	0.49
Language	0.25	0.73	0.75	0.86	0.27	0.43	0.65
Cognitive	0.31	0.35	0.60	0.51	0.11	0.40	0.44
Literacy	0.16	0.18	0.29	0.45	0.12	0.58	0.27
Mathematics	0.12	0.30	0.79	0.72	0.32	0.77	0.48
Science and Technology	0.91	0.35	1.27	0.54	0.47	0.33	0.77
Social Studies	0.14	0.31	1.44	0.50	0.34	0.55	0.60
The Arts	0.22	0.21	1.13	1.50	0.38	1.00	0.77
English Language Acquisition	0.22	0.58	0.83	5.16	0.39	0.62	1.70
Grand Total	0.36	0.36	0.81	1.15	0.25	0.50	0.67

### Change from Winter to Spring

	Infant	Toddler	Two's	Three's	DLL	IFSP/IEP	Center
Social Emotional	0.57	0.57	0.25	-0.24	0.41	0.48	0.29
Physical	0.80	0.73	0.10	0.14	0.47	0.45	0.44
Language	0.48	0.63	0.28	-0.13	0.33	0.16	0.32
Cognitive	0.43	0.55	0.02	-0.06	0.25	0.15	0.24
Literacy	0.06	0.26	0.12	0.19	0.20	0.12	0.16
Mathematics	0.27	0.39	0.36	-0.17	0.19	0.39	0.21
Science and Technology	0.06	0.52	0.00	0.08	0.01	0.18	0.17
Social Studies	0.01	0.53	0.16	-0.06	0.13	0.00	0.16
The Arts	0.52	0.41	0.25	-0.42	0.23	0.17	0.19
English Language Acquisition	0.15	1.14	0.16	-4.37	0.18	0.25	-0.73
Grand Total	0.34	0.57	0.17	-0.50	0.24	0.24	0.14

### **Strengths:**

The children in EHS CB showed an overall gain of .81 levels during the school year (.67 from Fall to Winter, and .14 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 throughout the year. Our biggest growth was shown in the English Language Acquisition. It increased .97 from Fall to Spring. Dual Language Learners account for almost 88% of the children in our program. This increase is due to professional development training given to teaching staff this year to address the needs of dual language learners in the classroom and their families. Teachers have also been using parents more to translate posters in the classroom and strive to offer more cultural opportunities in the center.

Children with IFSP/IEP showed a large growth in all learning areas, with their largest growth in The Arts and Mathematics. 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. Mathematics has been a weakness in past years so the Centerbased Specialist and EHS CB Teachers have been working hard to increase awareness of Arts and Mathematics in the classroom and more creative educational opportunities in their lesson plans.

### **Weaknesses:**

Even though English Language Acquisition was our highest strength, there was a drop of .73 from Winter to Spring due to a DLL child leaving the program and a younger DLL child taking his/her place. There was an 11 month difference in their age and drastic drop in child development. This also dropped

the three's classroom average in most areas except Physical, Literacy & Science and Technology. English Language Acquisition was the lowest with a drop of 4.37 points. Bear River Early Head Start has been working with part C providers and the parents to increase this child's development and can confidently say there has been an increase in the last two months with a continuing effort to provide quality and effective care for this child's development.

### **Program Improvement:**

The areas that are low will be added to the 2015-2016 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 included 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 developmentally delays or disabilities so we can better serve the children and their families.