

Child Outcomes

2016-2017

School Readiness Goals

- Display appropriate social emotional skills to build relationships, regulate themselves, and form a healthy self-concept.
- Engage in social, creative, and learning experiences with curiosity, persistence, and an eagerness to learn.
- Use and understand an increasingly complex and varied vocabulary and sentence structure.
- Gain knowledge and skills needed to build the foundation for reading and writing.

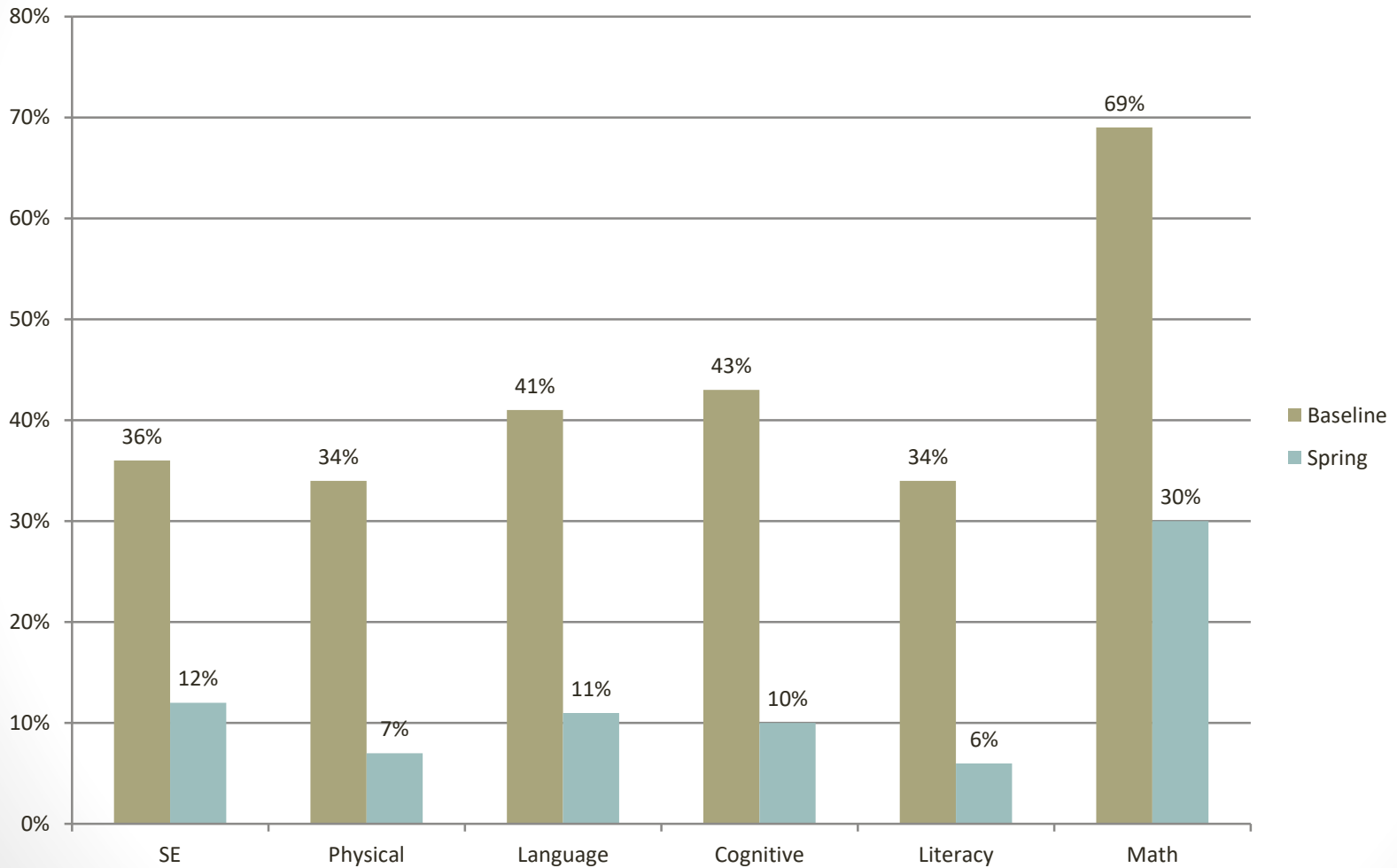
School Readiness Goals

- Develop skills to engage in research, think critically, and participate as active members of a classroom community.
- Acquire concepts and skills to build math and science knowledge.
- Use large and small muscles with increasing coordination and control.
- Develop and practice health and safety habits.

Data and Evaluation

- Teachers observe children
 - Documentation: written observations, images, video, checklist
 - Entry and score on a weekly basis
- Checkpoint 3 to 4 times a year
- Data used for ongoing planning for individual children by classroom teachers
- Data used at the program level for planning/changes/supports
- Teachers pass an inter-reliability test within one year of hire. As of May 25th, 94% of teachers employed over one year are reliable. This number has since increased.

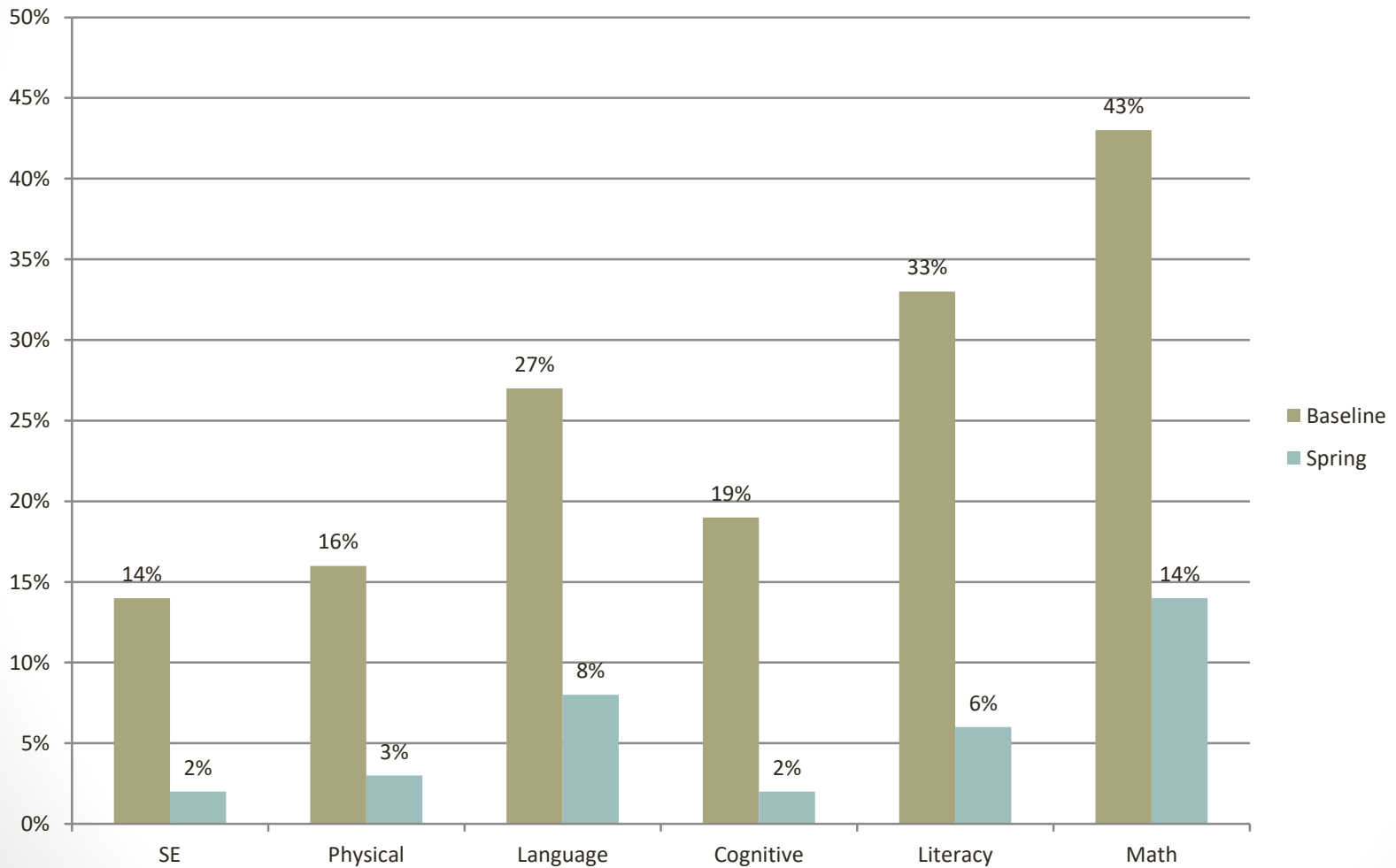
4 YO Baseline to Spring



Growth Summary

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	308	108	35%	200	65%
Physical	334	79	24%	255	76%
Language	315	108	34%	207	66%
Cognitive	301	113	38%	188	62%
Literacy	278	97	35%	181	65%
Mathematics	290	88	30%	202	70%

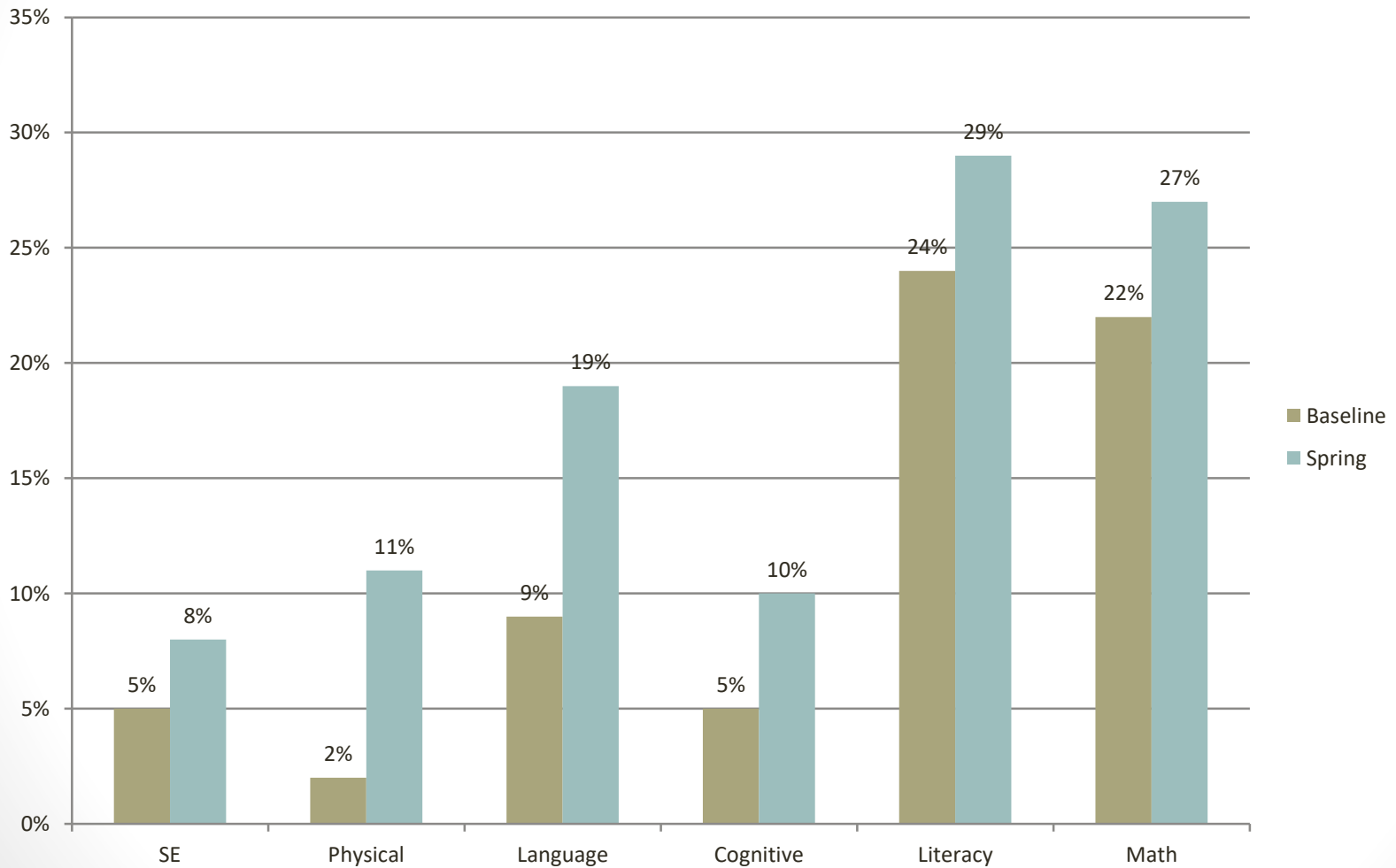
3 YO Baseline to Spring



Growth Summary

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	288	103	39%	183	61%
Physical	299	73	24%	226	76%
Language	282	77	29%	185	71%
Cognitive	248	77	31%	171	69%
Literacy	240	73	30%	167	70%
Mathematics	252	78	31%	174	69%

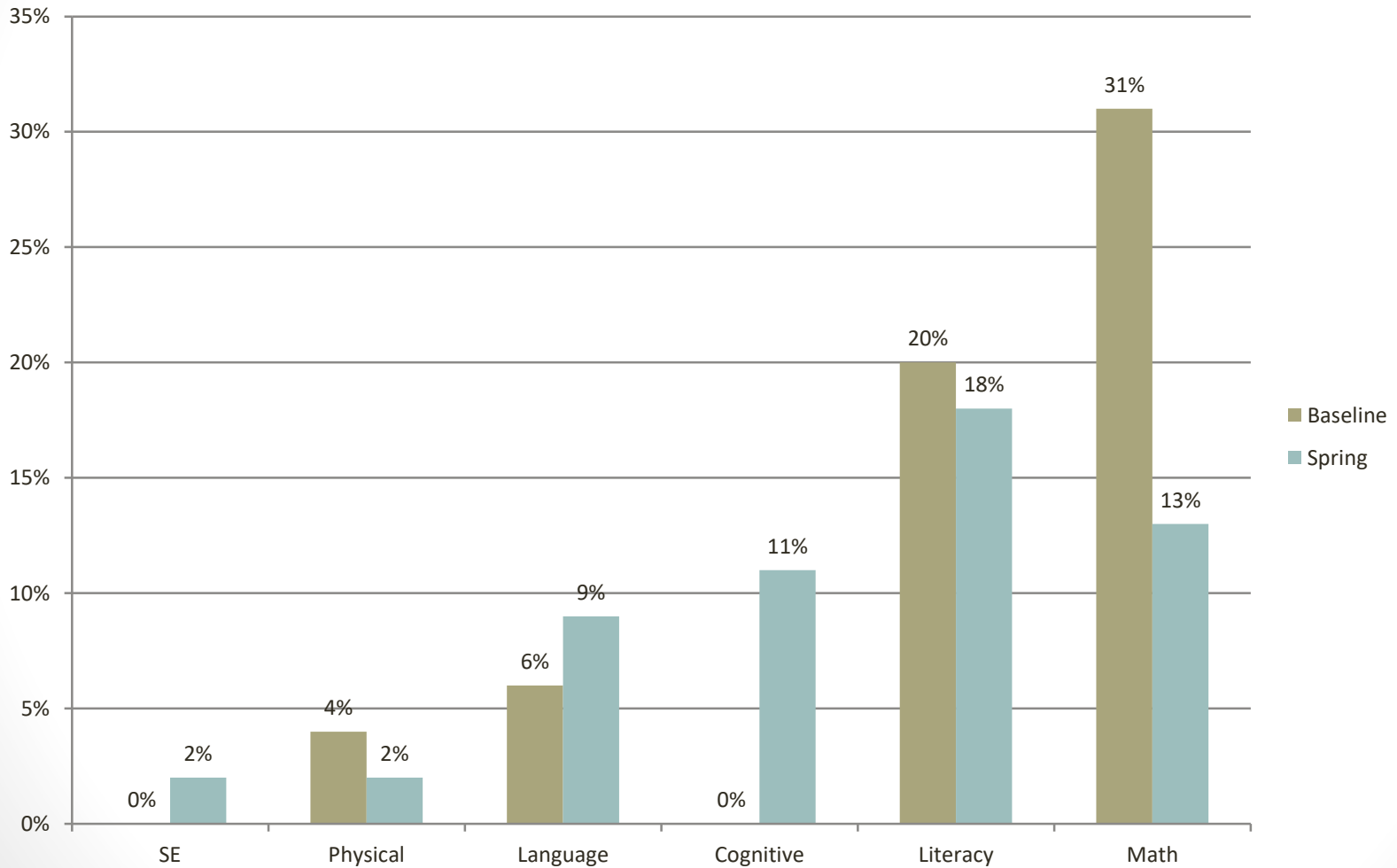
2-3 YO Baseline to Spring



Growth Summary

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	34	5	15%	29	85%
Physical	41	7	17%	34	83%
Language	40	6	15%	34	85%
Cognitive	39	7	18%	32	82%
Literacy	41	9	22%	32	78%
Mathematics	38	6	16%	32	84%

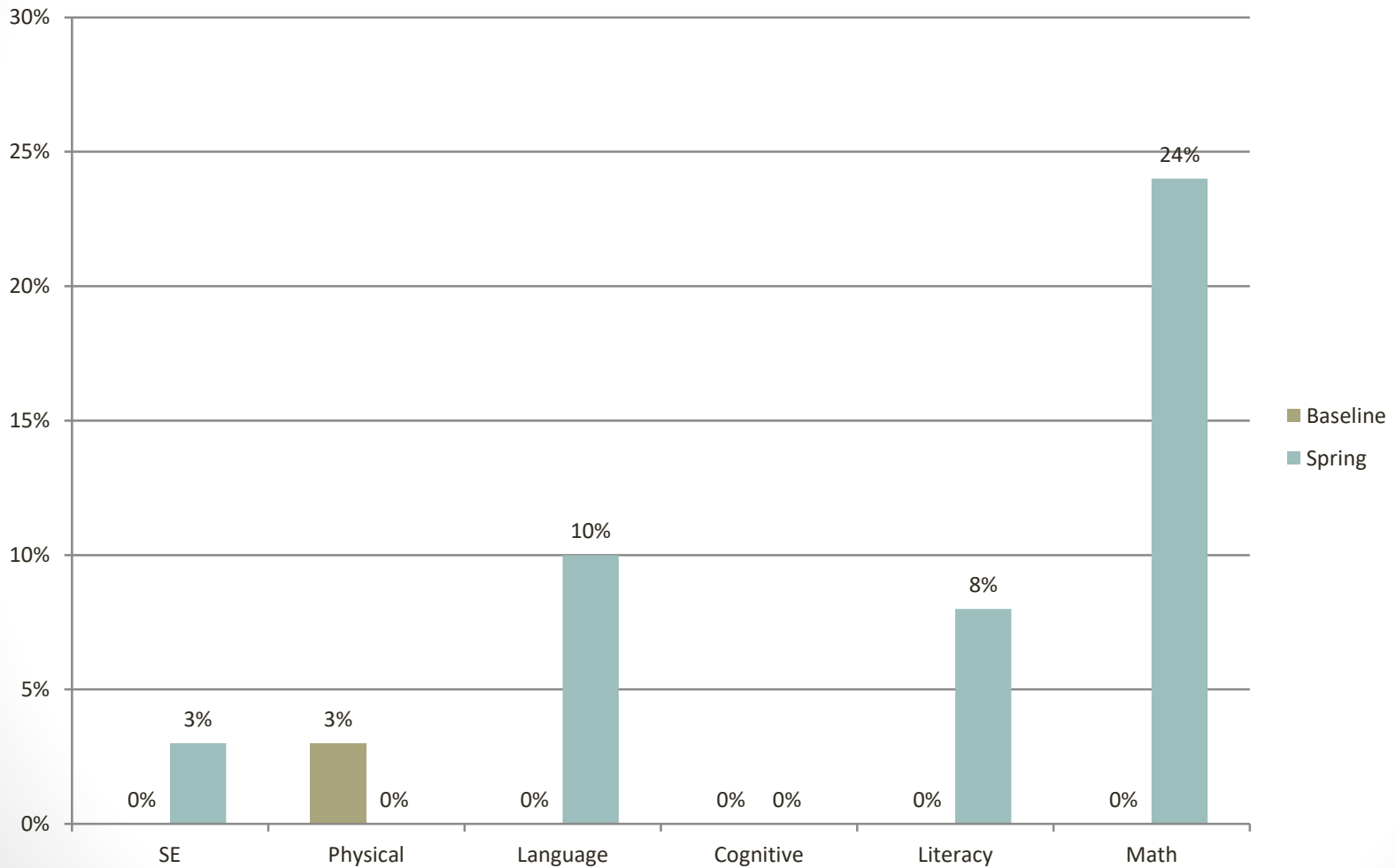
1-2 YO Baseline to Spring



Growth Summary

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	41	6	15%	35	85%
Physical	48	9	19%	39	81%
Language	47	9	19%	38	81%
Cognitive	47	9	19%	38	81%
Literacy	40	8	20%	32	80%
Mathematics	39	2	5%	37	95%

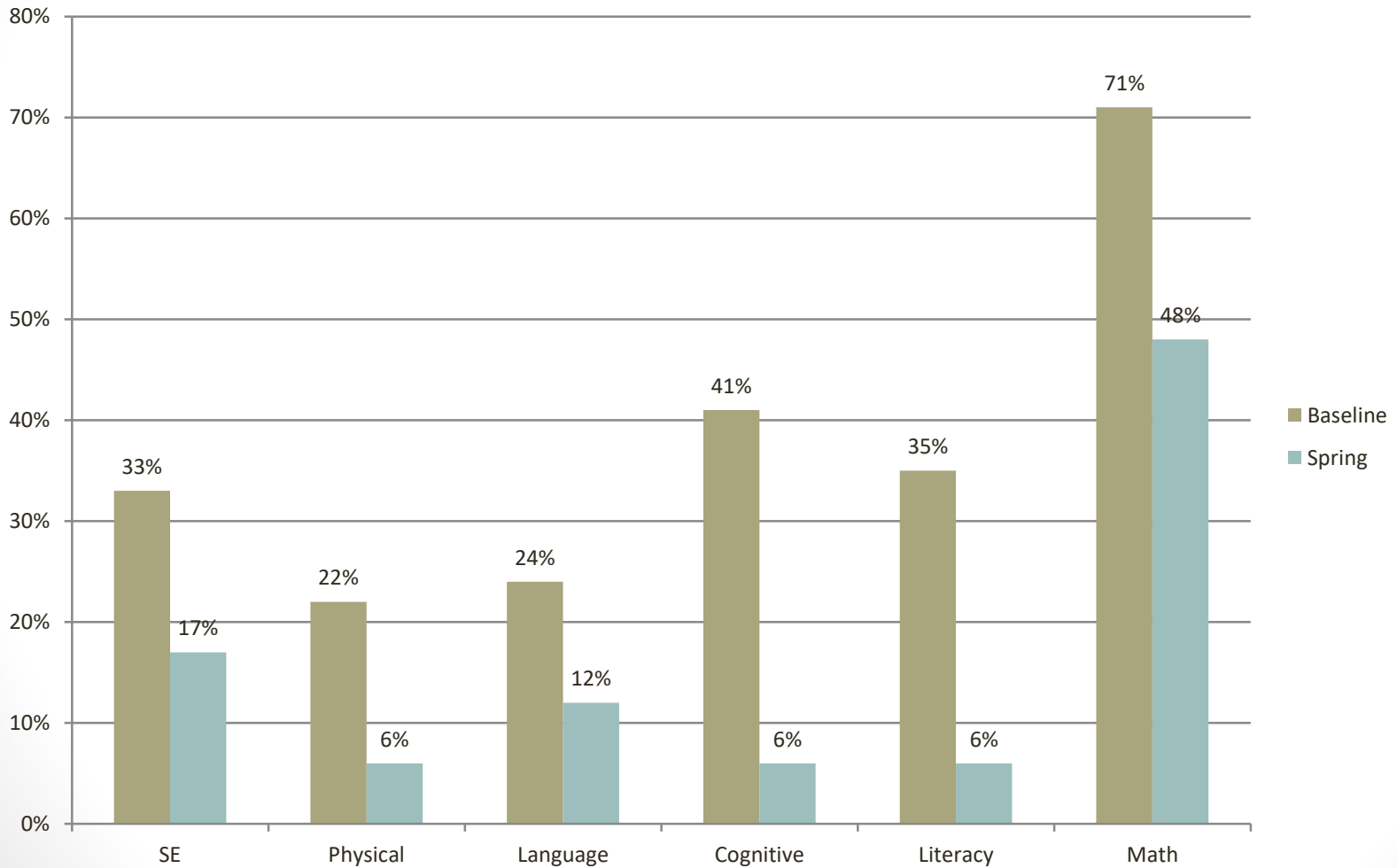
Birth – 1 YO Baseline to Spring



Growth Summary

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	32	0	0%	32	100%
Physical	34	0	0%	34	100%
Language	32	0	0%	32	100%
Cognitive	32	0	0%	32	100%
Literacy	39	0	0%	39	100%
Mathematics	38	0	0%	38	100%

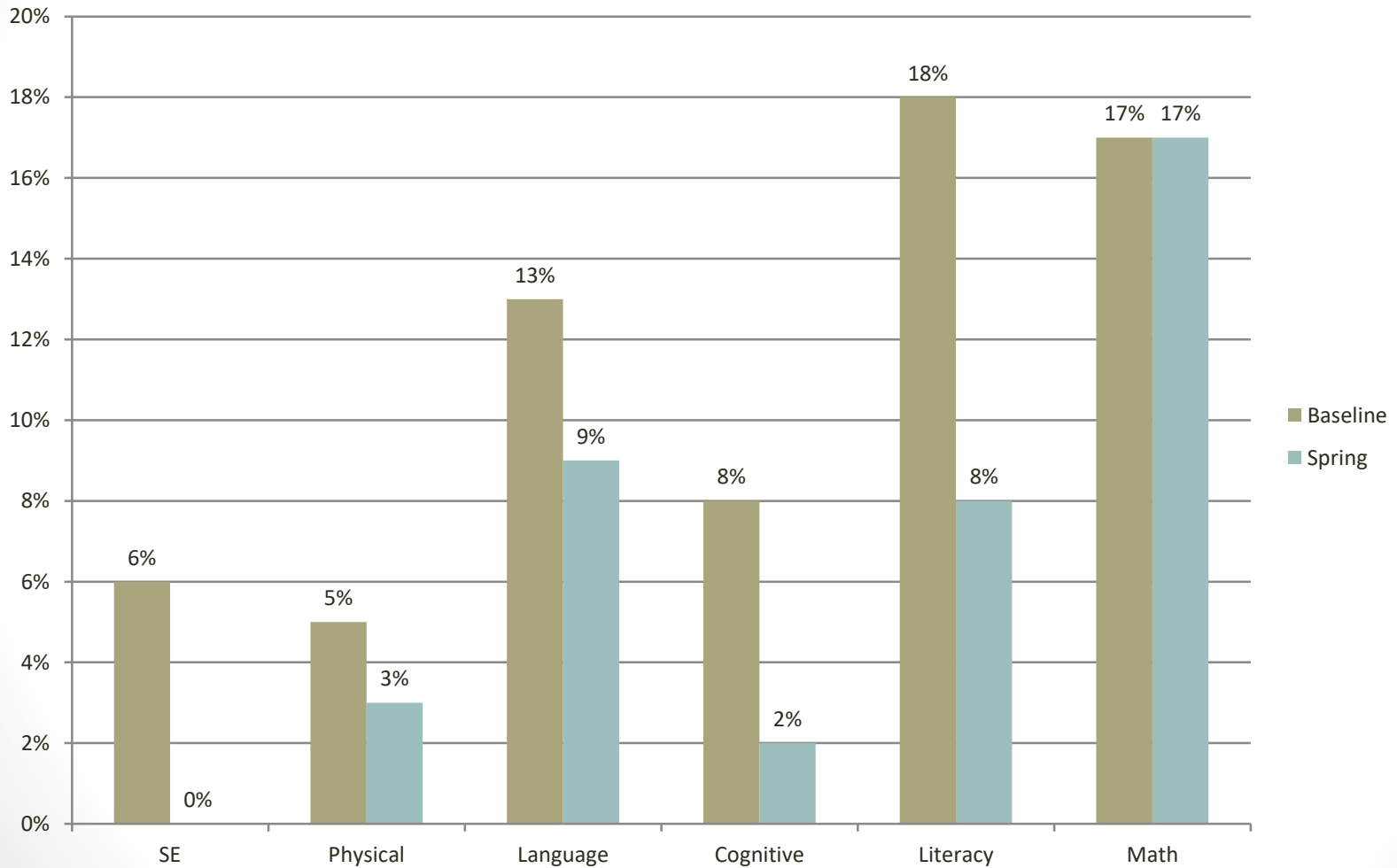
Full Day 4 YO



Growth Summary 4 YO FD

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	18	9	50%	9	50%
Physical	18	7	39%	11	61%
Language	17	9	53%	8	47%
Cognitive	17	7	41%	10	59%
Literacy	17	7	41%	10	59%
Mathematics	17	9	53%	8	47%

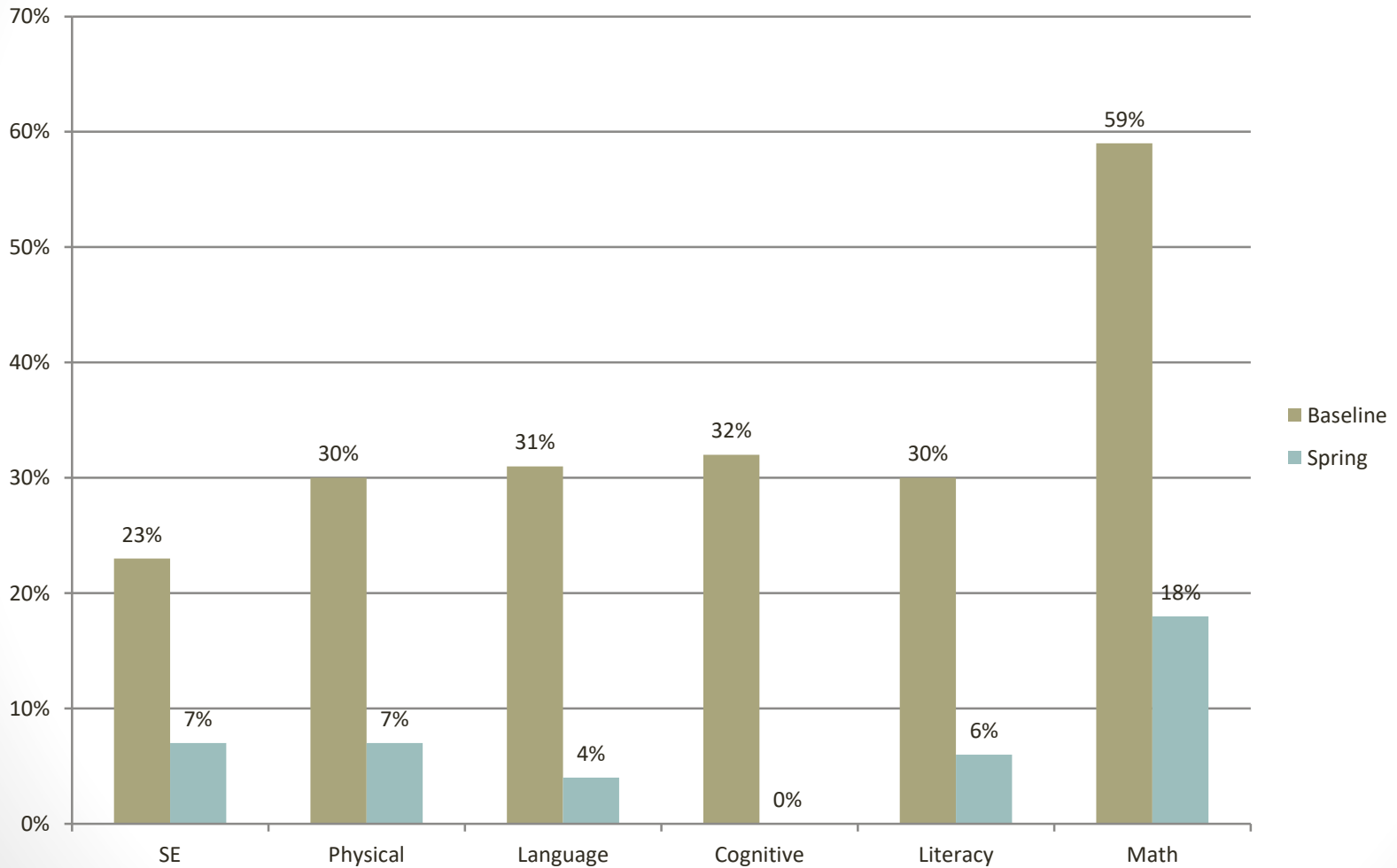
Full Day 3 YO



Growth Summary

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	53	30	57%	23	43%
Physical	66	21	32%	45	68%
Language	54	21	39%	33	61%
Cognitive	51	21	41%	30	59%
Literacy	51	24	47%	27	53%
Mathematics	52	24	46%	28	54%

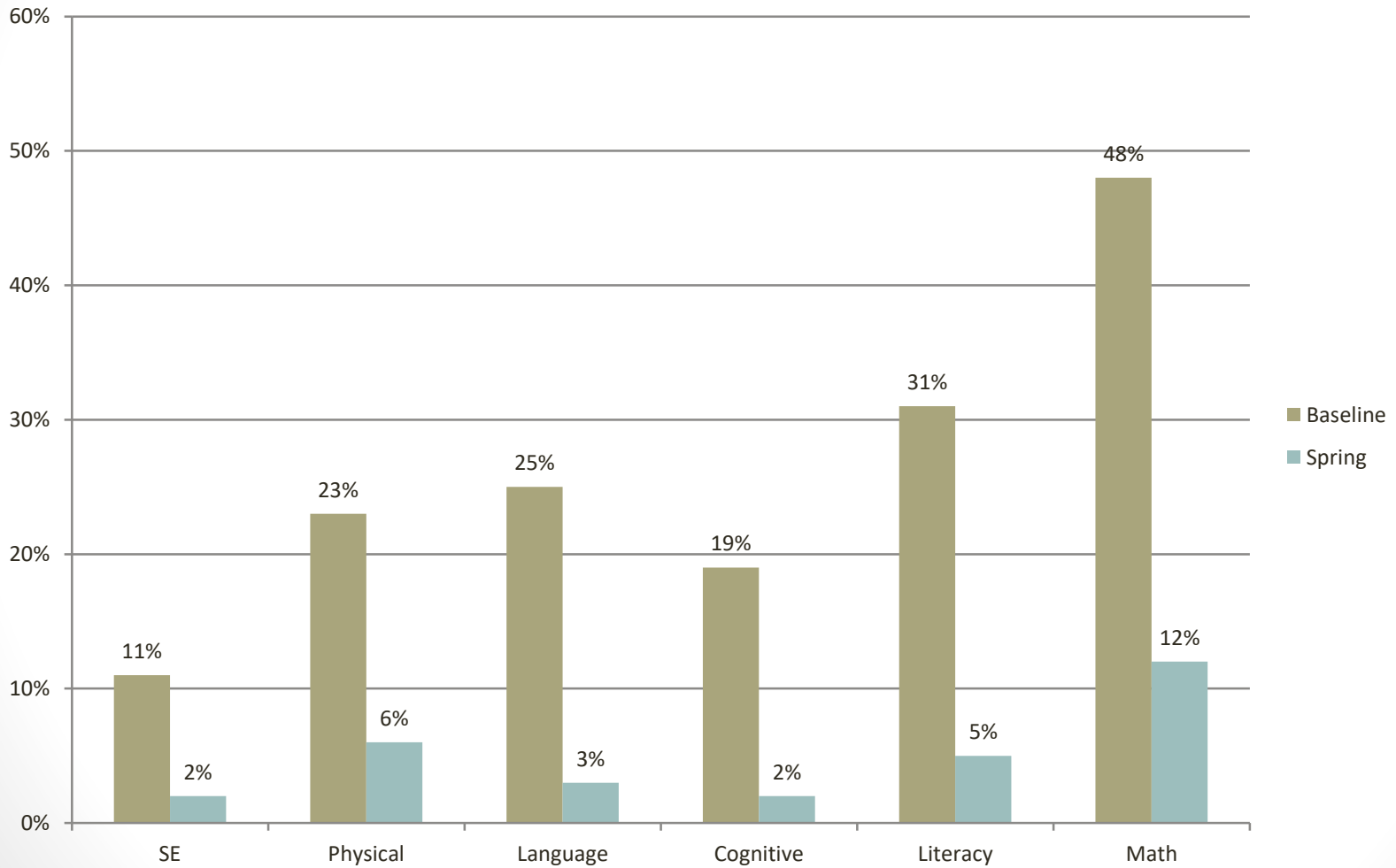
Extended Day 4 YO



Growth Summary

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	75	20	27%	55	73%
Physical	74	10	14%	64	86%
Language	75	12	16%	63	84%
Cognitive	73	12	16%	61	84%
Literacy	73	15	21%	58	79%
Mathematics	74	11	15%	63	85%

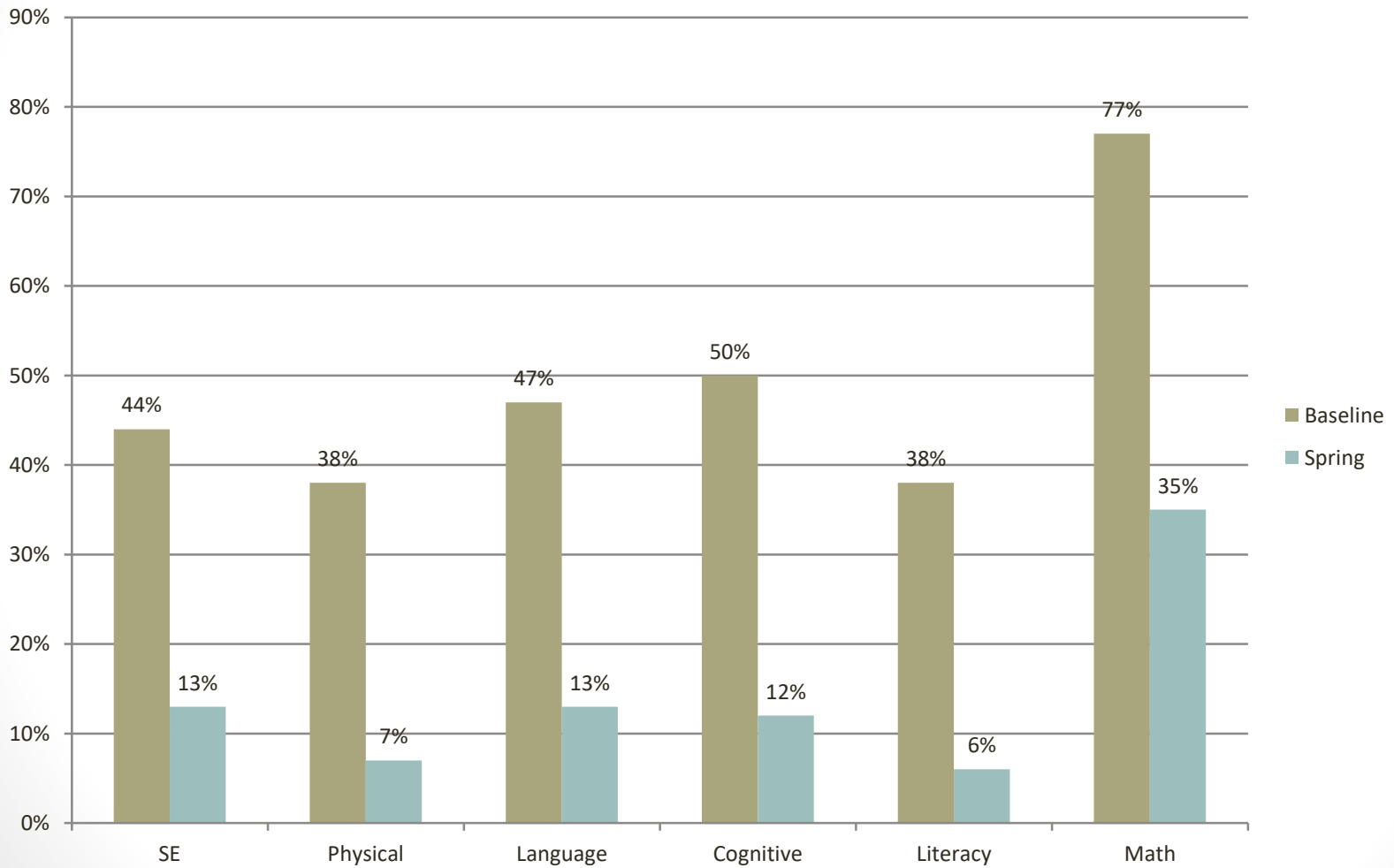
Extended Day 3 YO



Growth Summary

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	65	16	25%	49	75%
Physical	65	5	8%	60	92%
Language	64	14	22%	50	78%
Cognitive	65	16	25%	49	75%
Literacy	64	10	16%	54	84%
Mathematics	65	15	23%	50	77%

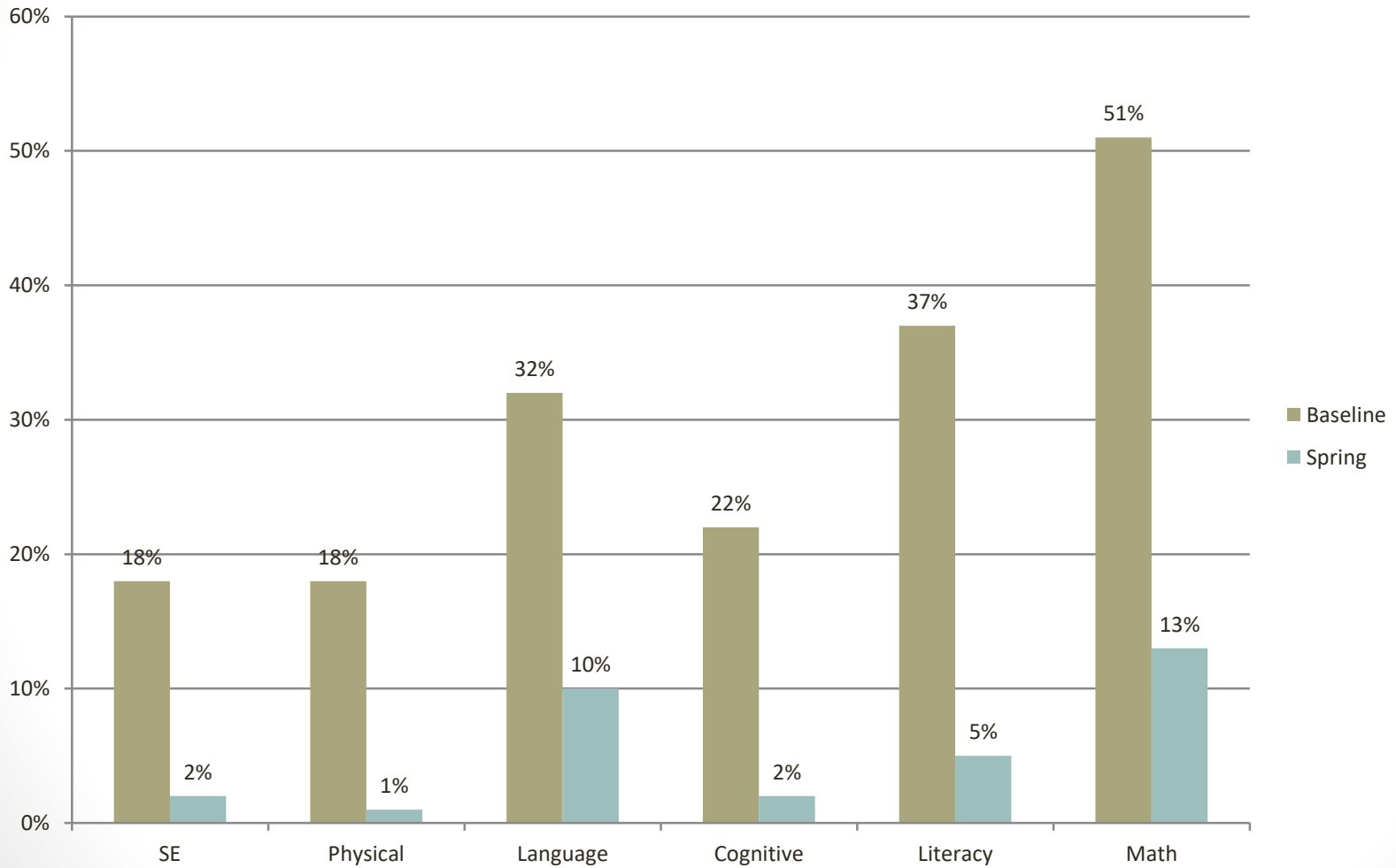
Part Day 4 YO



Growth Summary

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	191	64	34%	127	66%
Physical	215	51	24%	164	76%
Language	198	75	38%	123	62%
Cognitive	186	81	44%	105	56%
Literacy	165	66	40%	99	60%
Mathematics	174	61	35%	113	65%

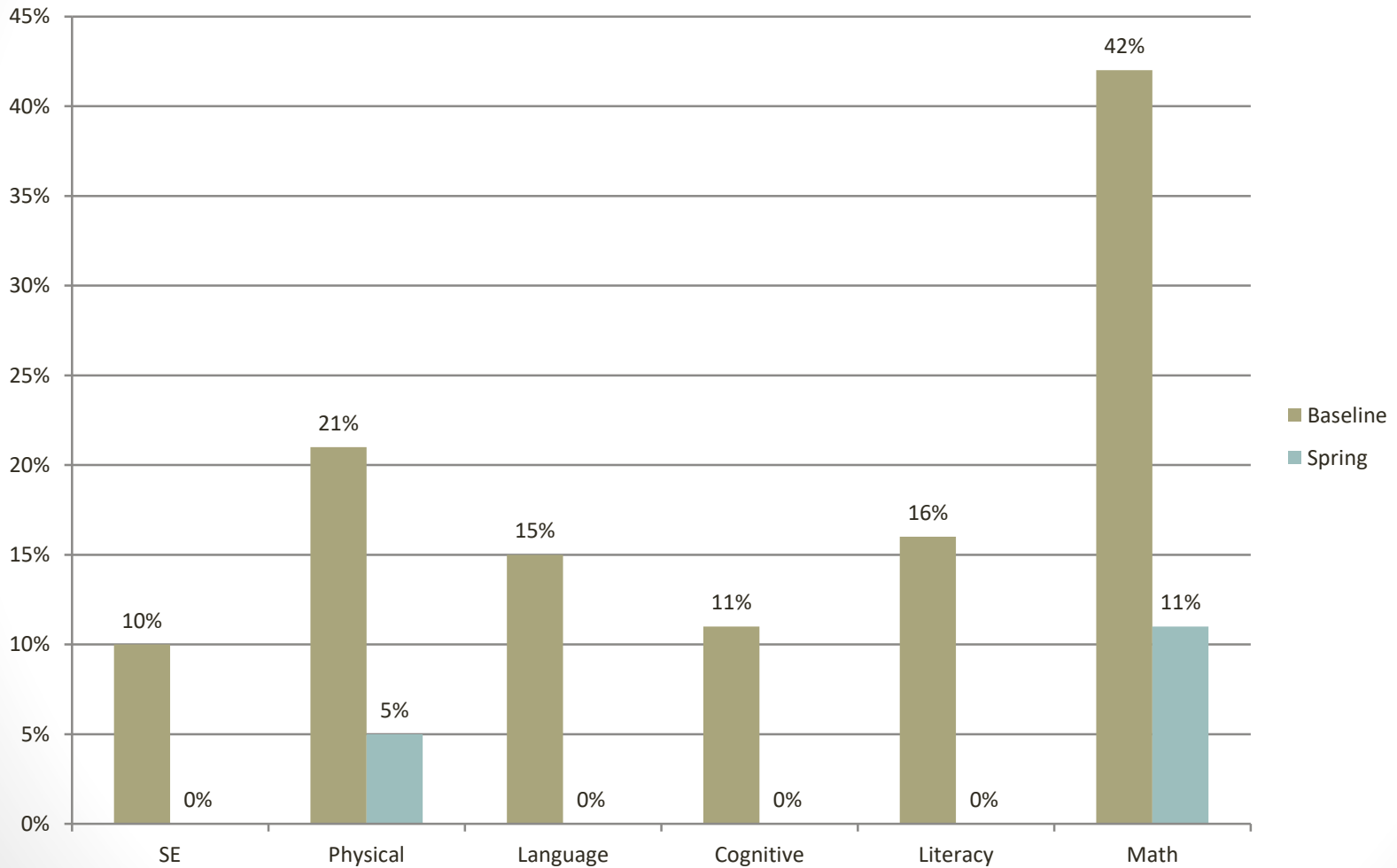
Part Day 3 YO



Growth Summary

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	139	55	40%	84	60%
Physical	160	44	28%	116	72%
Language	136	40	29%	96	71%
Cognitive	125	36	29%	89	71%
Literacy	117	37	32%	80	68%
Mathematics	127	35	28%	92	72%

Co-qualifying 4 YO



Growth Summary

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	20	4	20%	16	80%
Physical	19	1	5%	18	95%
Language	20	3	15%	17	85%
Cognitive	19	0	0%	19	100%
Literacy	19	2	11%	17	89%
Mathematics	19	1	5%	18	95%

Training Plan

- In-service focused on Planned Language Approach based on child outcomes
- Data is pointing to training around Social Emotional. Possibility of CD.

HS Coaching in the new Program Year

- Focused Coaching on PLA; targeting Lead Teachers (not all); CLASS data leading
- Focused Coaching on supporting DLL
- Teachers who opt in to continue to focus on improvement.

EHS Coaching in the New Program Year

- Focused coaching on PLA for classrooms
 - Score less than 80% on the CCIC in environment and interaction and/or Toddler CLASS data providing input.
- Focused coaching on DLL for classroom
 - Score a “Not Enough” vs. consistently or sometimes) for the specific indicator of “Support English-Language Learners in a variety of ways.

Goals/Changes for Program Year

- Coaching Targeted Population
- Screening and Referral/More spread out; More community assistance; less hearing; more paperless/mobile
- Modeling/more targeted and incorporated into coaching model
- Training & TA/more opportunities with T and TA.
- Driving/less
- Continued relationship building with other agencies, including schools
- Updated SR Goals

School Readiness Goals & ELOF

- Current Goals
 - Use and understand an increasingly complex and varied vocabulary and sentence structure.
 - Gain knowledge and skills needed to build the foundation for reading and writing.