

## 2017-2018 Child Outcome Data Reports for York County Head Start

Close to a million U.S. children prepare for school in Head Start Programs throughout the Nation. Children of low income families transition from Head Start to kindergarten each year. For this reason, the York County Head Start program's mission is to develop partnerships that promote quality opportunities for children's educational readiness, at all levels of ability, and to foster success for families and staff. This year York County Head Start helped over 60 families transition from Head Start to kindergarten.

The Office of Head Start expanded the understanding of school readiness for children by delineating domains of learning and development in the Early Learning Outcomes Framework. In 2015, the Head Start and Early Learning Outcomes Framework was released to reflect changes in the field of early childhood, new research, and legislation that expand the understanding of school readiness. The framework provides a description of the developmental building blocks that are most important for a child's school, long-term success, and it identifies five essential domains: Perceptual motor and physical development; Social and emotional development; Approaches to learning; Language and literacy; and Cognition. Furthermore, it reflects the legislative mandates of the Improving Head Start for School Readiness Act of 2007.

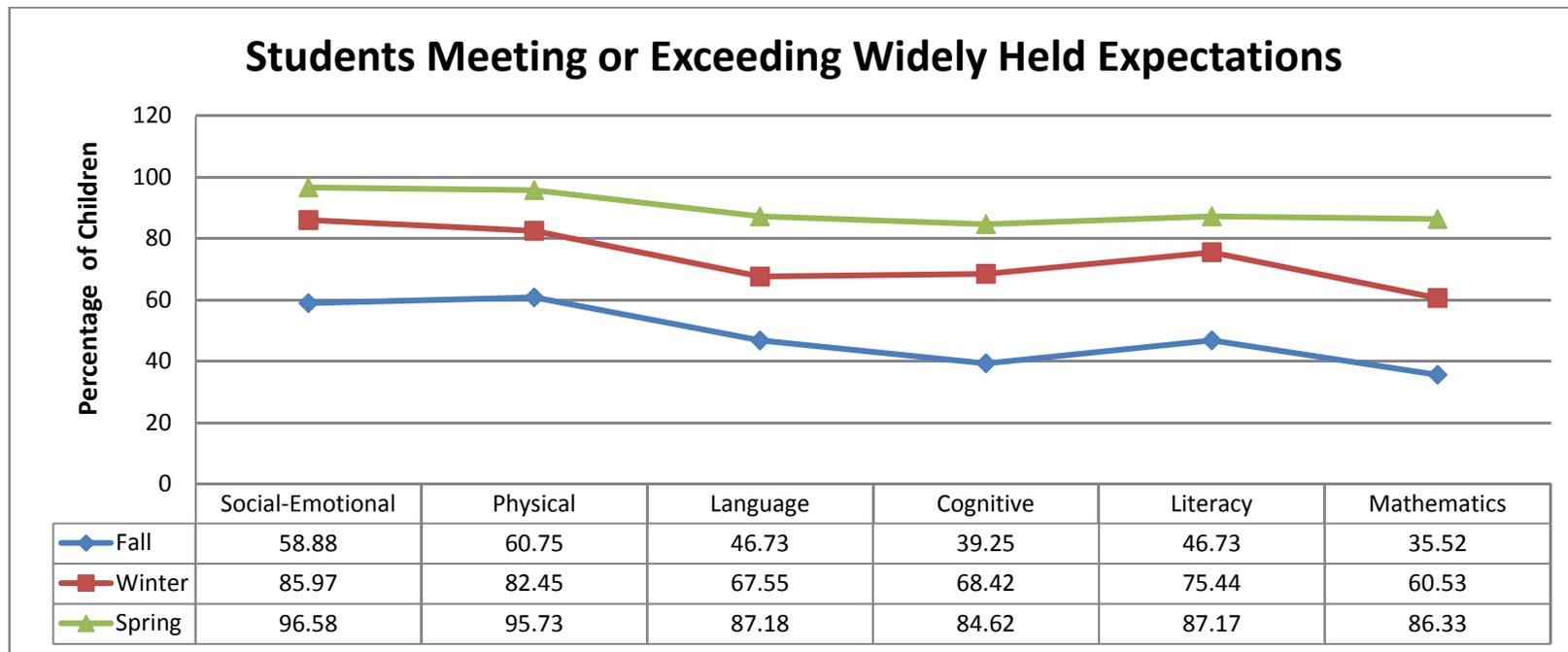
It is expected that all York County Head Start children will develop and progress in all areas of child development and early learning outlined in the framework. The curricula and assessment have been aligned with the Head Start and Early Learning Outcomes Framework. Head Start parents are encouraged to engage as their children's first educators, working together with teachers to support the school readiness goals. All classrooms are monitored on a monthly basis to ensure that the environment is conducive to learning. Children's development and growth are measured and analyzed three times during the school year. An action plan is developed after each checkpoint to ensure the continuing development of the York County Head Start children.

The following is the annual report, which includes data from each of the three (e.g. Fall, Winter, and Spring) check-points for 2017-2018. Teachers focused on all the objectives and also concentrated on the School Readiness Goals for the 2017-2018 school year.

**The following demographic information was collected on 117 children whom were enrolled in spring data:**

<b><u>Gender of students:</u></b>	54% Males	46% Females	
<b><u>Race:</u></b>	29% White	46% Black or African American	25% Other
<b><u>IEP:</u></b>	83% without IEP	17% with IEP	
<b><u>Age or Class/ Grade:</u></b>	Preschool 3 (Green): 52%	Pre-K 4 (Blue): 48%	
<b><u>Primary Language:</u></b>	89% English	4% Spanish	7% Other

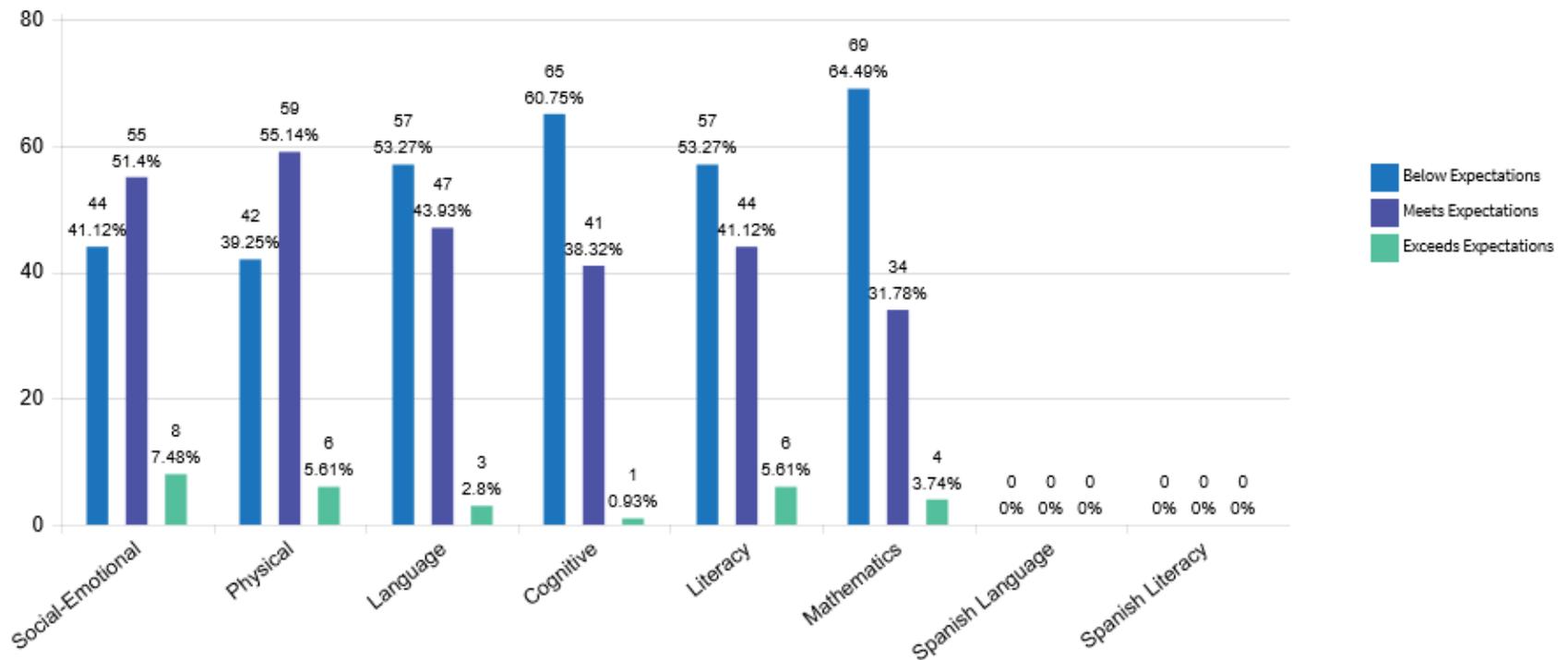
The overall program goal for the 2017-18 program year, was for 85% of the children to be meeting or exceeding the widely held expectations (Meeting or exceeding the color band range for their age) set by the TS Gold assessment tool. Below shows an analysis of the percentage of children that met or exceeded the widely held expectations for the three checkpoints. Based on the outcomes of aggregated spring data, York County Head Start children achieved the program’s goal of having at least 85% of children meet or exceed the widely held expectations in the areas of social-emotional, physical, language, literacy, and mathematics. York County barely missed the goal in the area of cognition by .38% based on 84.62% of children meeting or exceeding the widely held expectations in this area. The areas of social-emotional and physical development were the highest. There were 96.58% of children who met or exceeded the widely held expectations in the area of social-emotional development and 95.73% of children met or exceeded the widely held expectations in the area of physical development.



The percentage of children meeting or exceeding the widely held expectations is displayed below for each of the three checkpoint periods (e.g. Fall, Winter, and Spring).

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**Fall 2017/2018 - Widely Held Expectations**



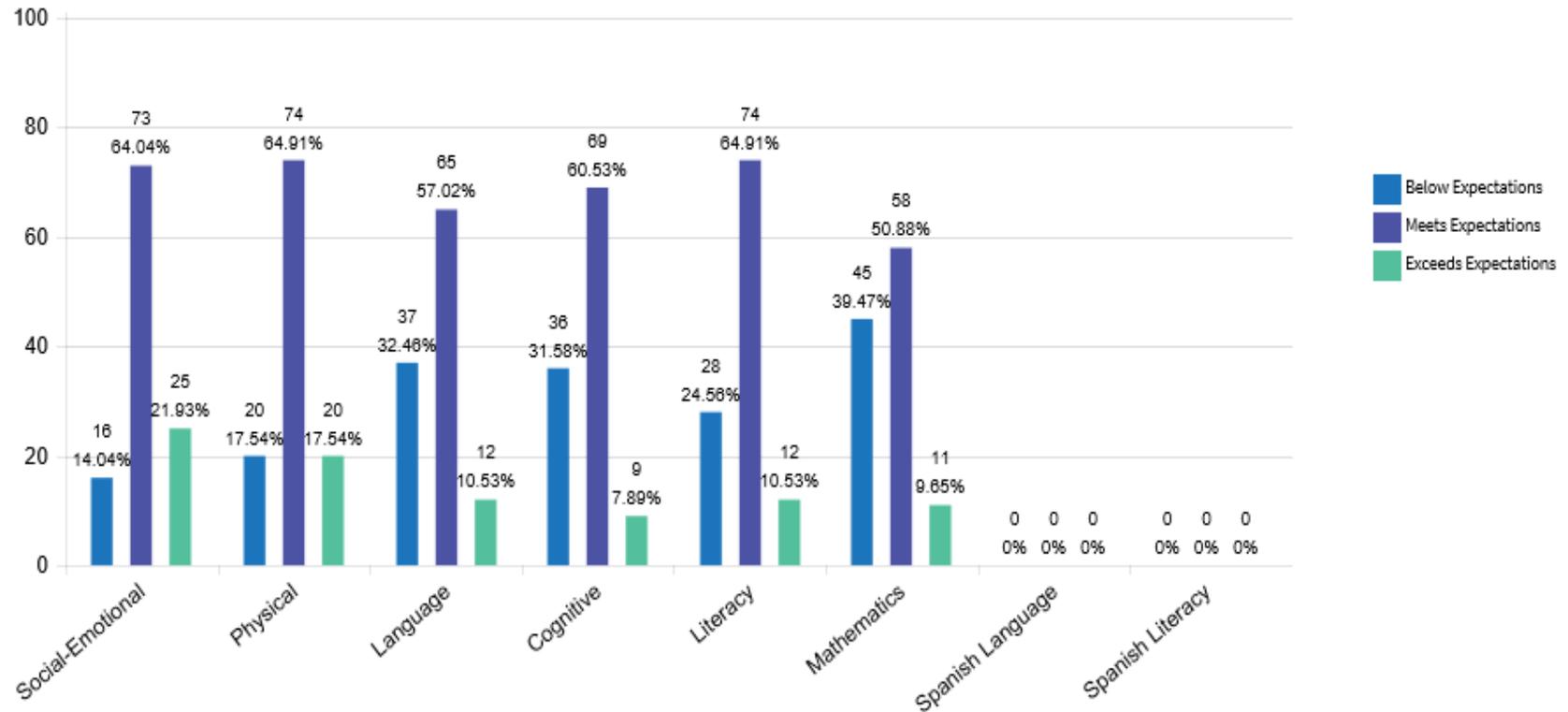
**Below Expectation:** Children are currently not performing at a typical developmental level for their age range or are below the color band set for their age in TS Gold.

**Meets Expectations:** Children are currently performing at a typical developmental level for their age range or are in the color band set for their age in TS Gold.

**Exceeds Expectations:** Children are currently performing above their typical development level for their age range or are above the color band set for their age in TS Gold.

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Winter 2017/2018 - Widely Held Expectations



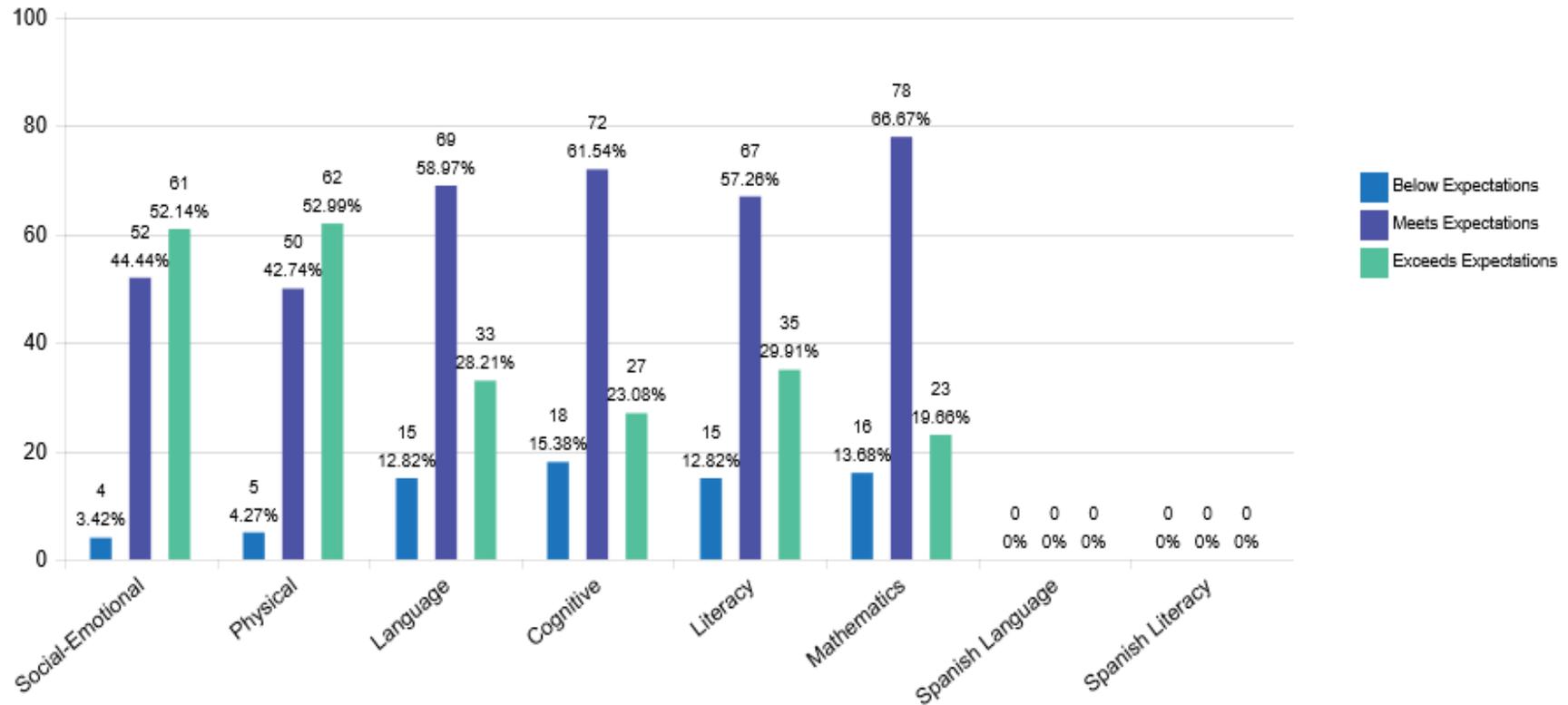
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**Spring 2017/2018 - Widely Held Expectations**



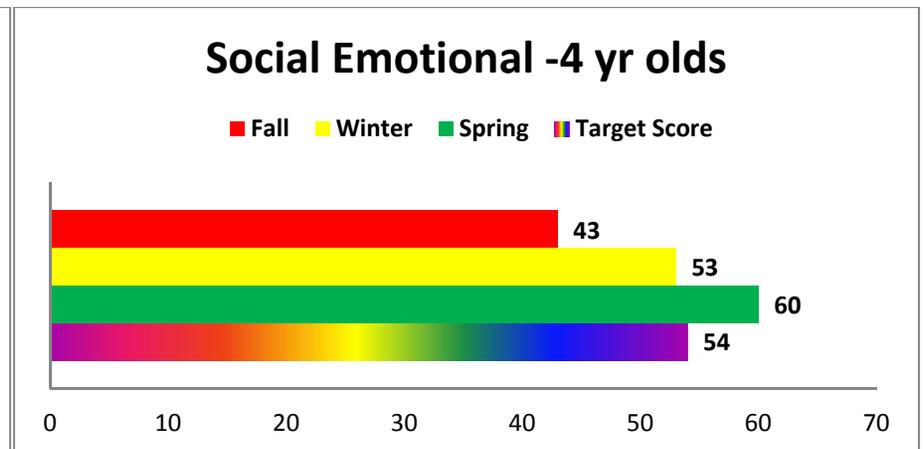
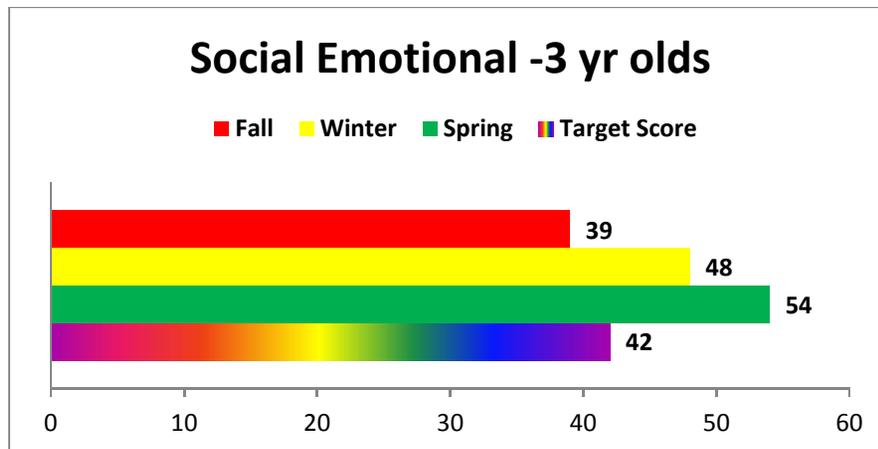
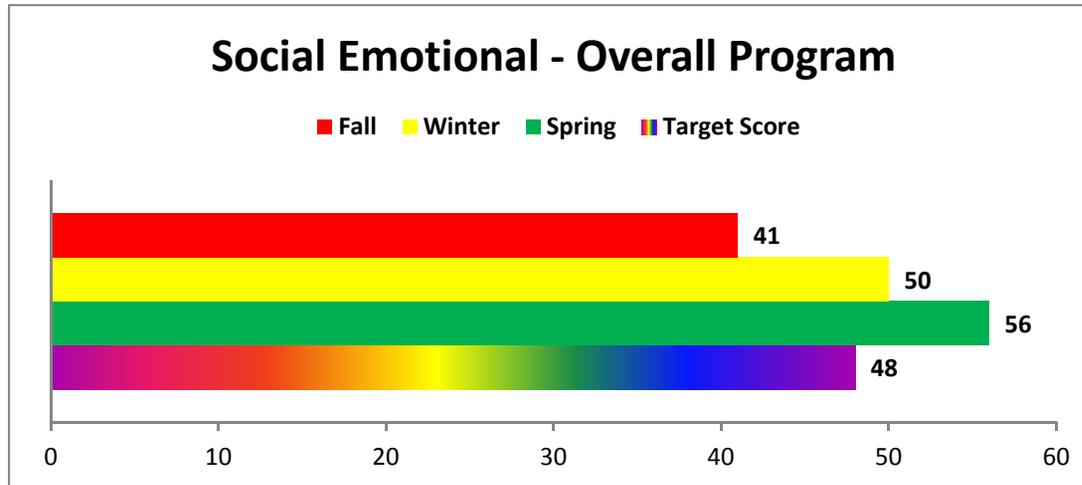
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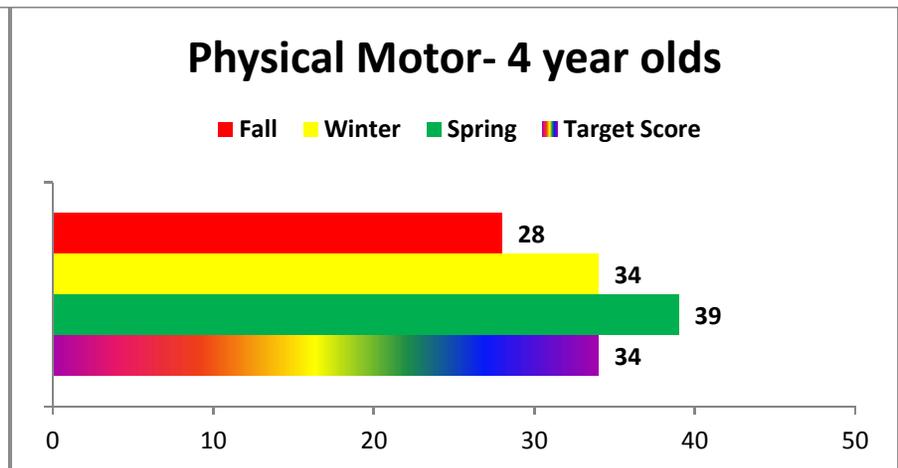
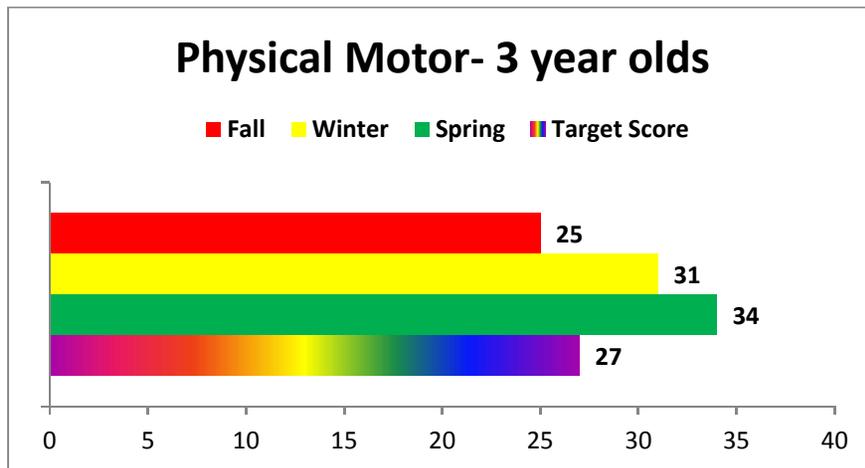
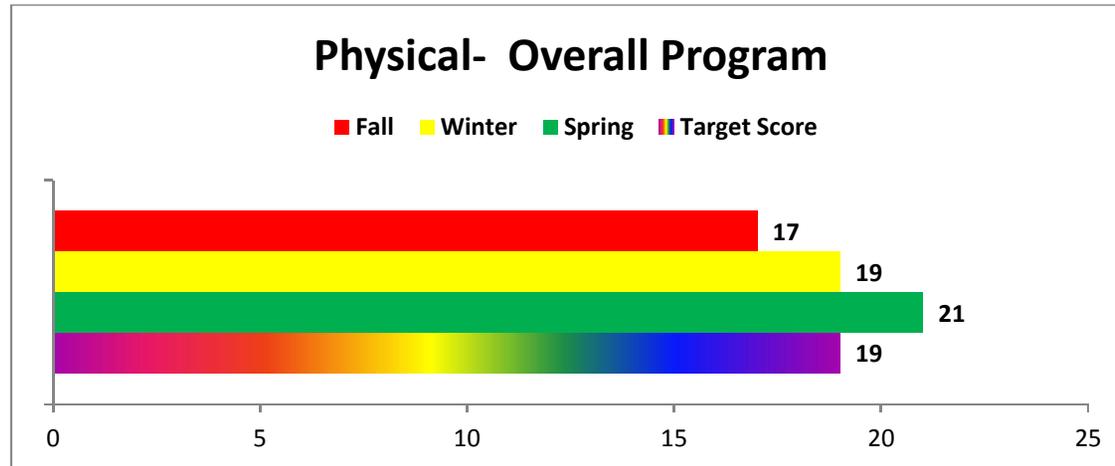
## Social Emotional:

- Children will feel comfortable in school, trust their new environment, make friends, and feel they are a part of a group
- Children will demonstrate increasing ability to identify, label, describe and manage



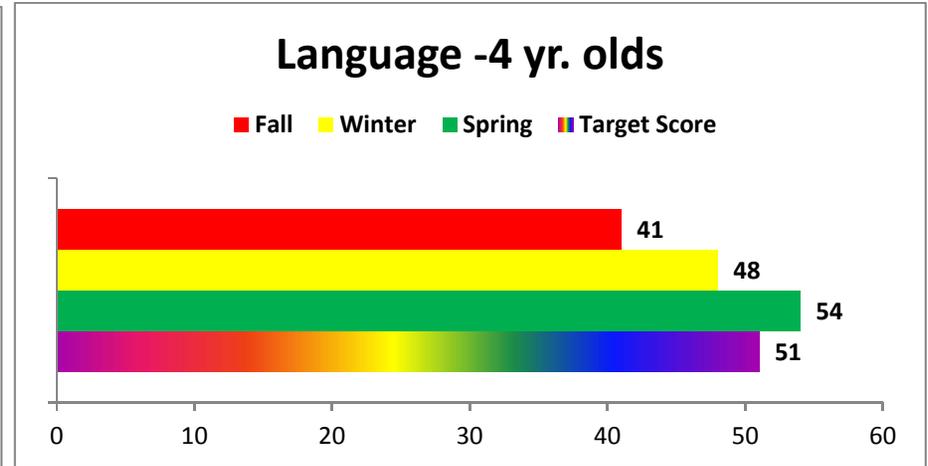
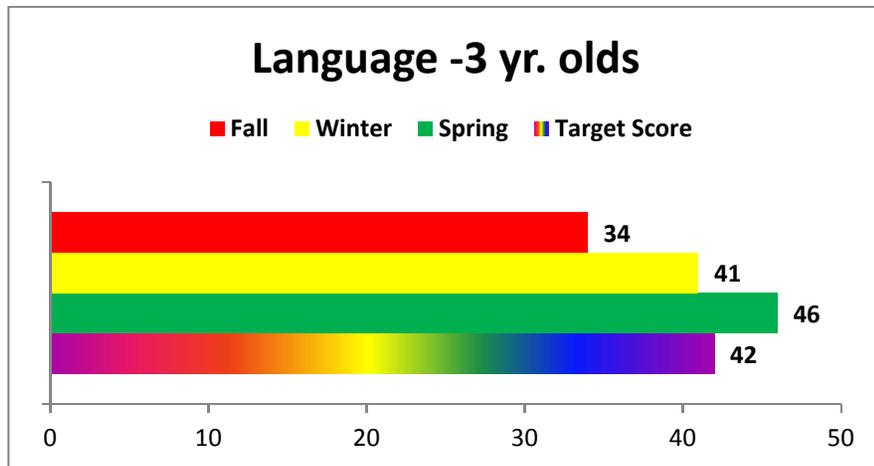
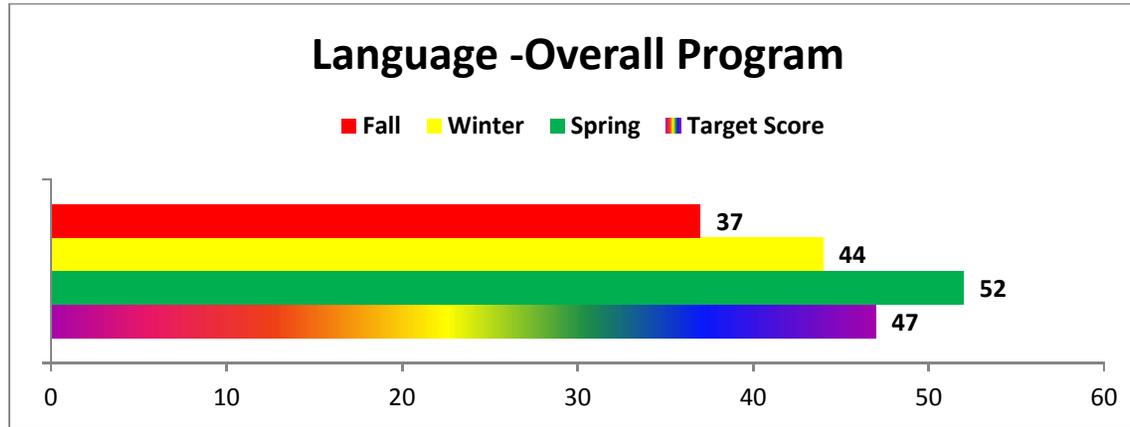
## Physical Development & Health:

- Children will demonstrate increasing ability to manipulate a variety of objects requiring large muscle coordination
- Children will demonstrate increasing ability to manipulate a variety of objects requiring small muscle coordination

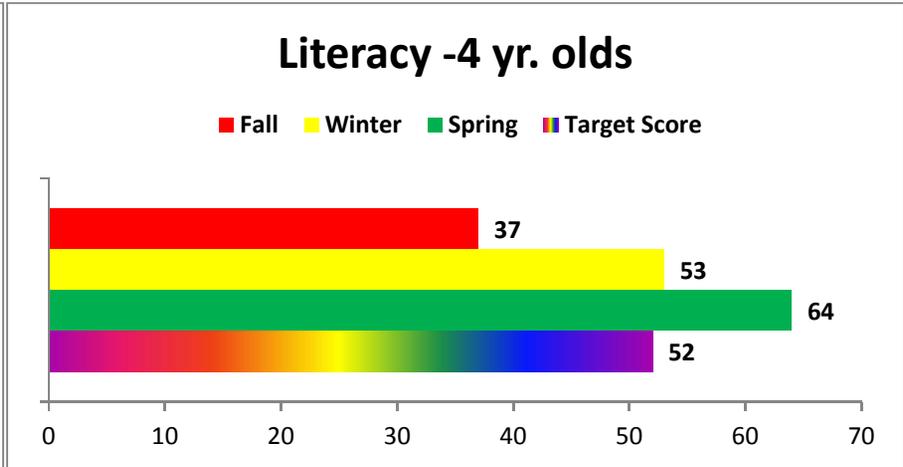
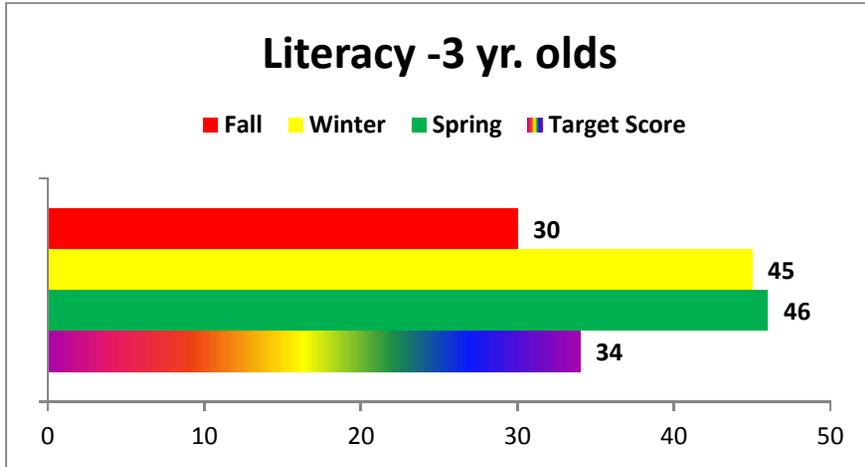
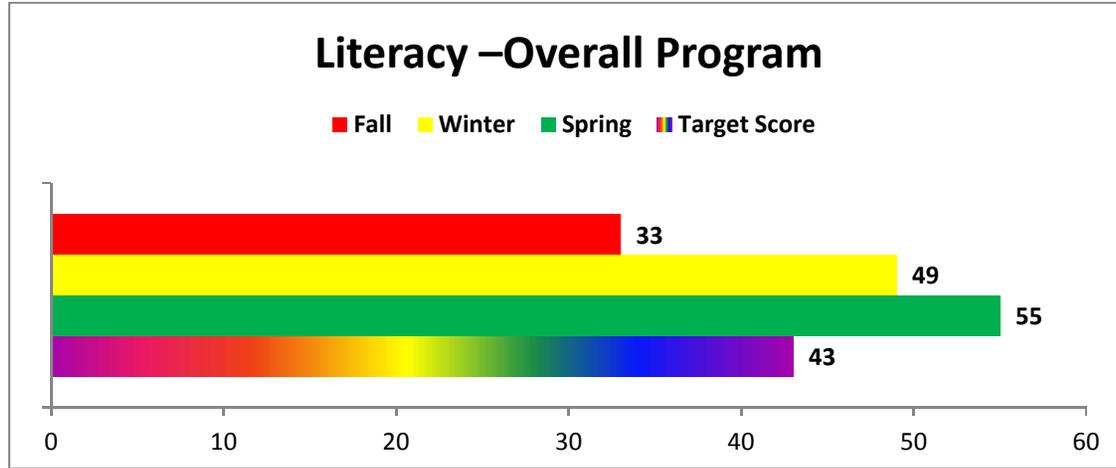


## Language:

- Children will increase their abilities to write recognizable letters, especially those in first name, and use letters that represent sounds when writing other words
- Children will use conversational and other communication skills

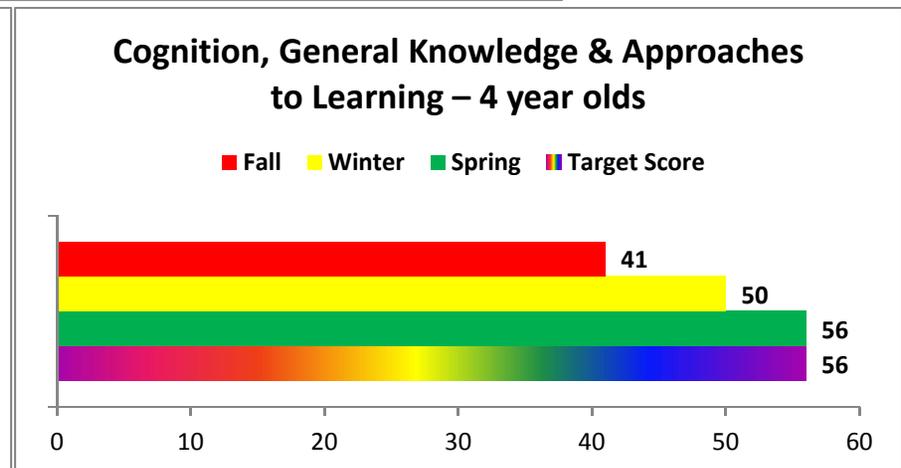
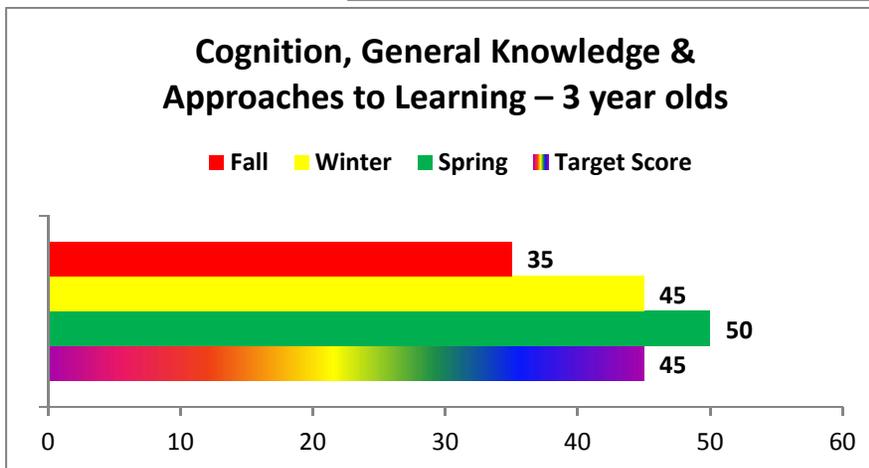
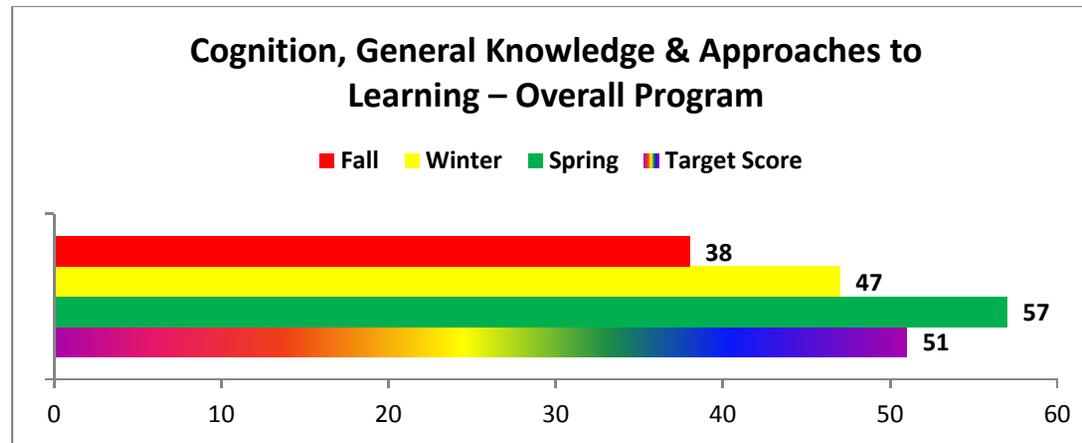


**Literacy:**



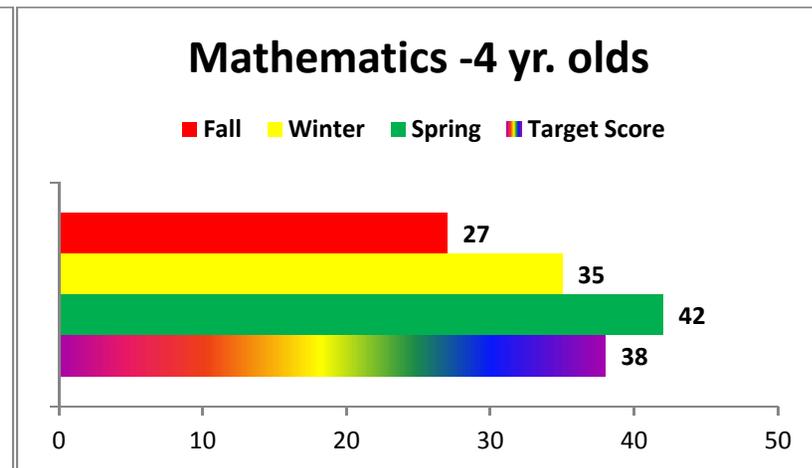
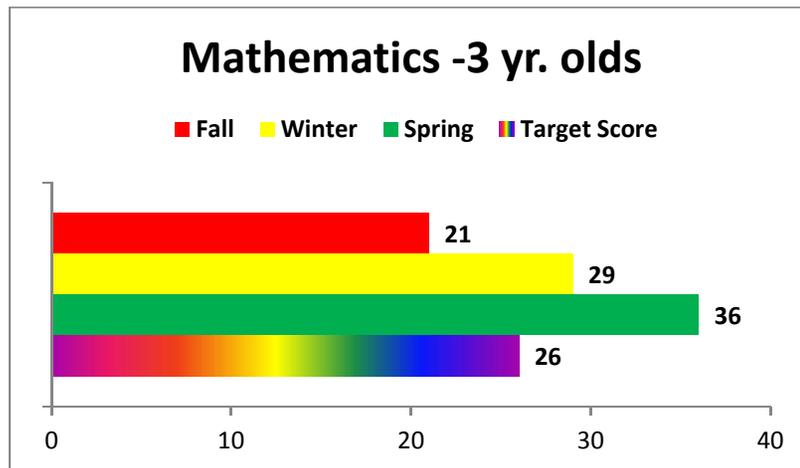
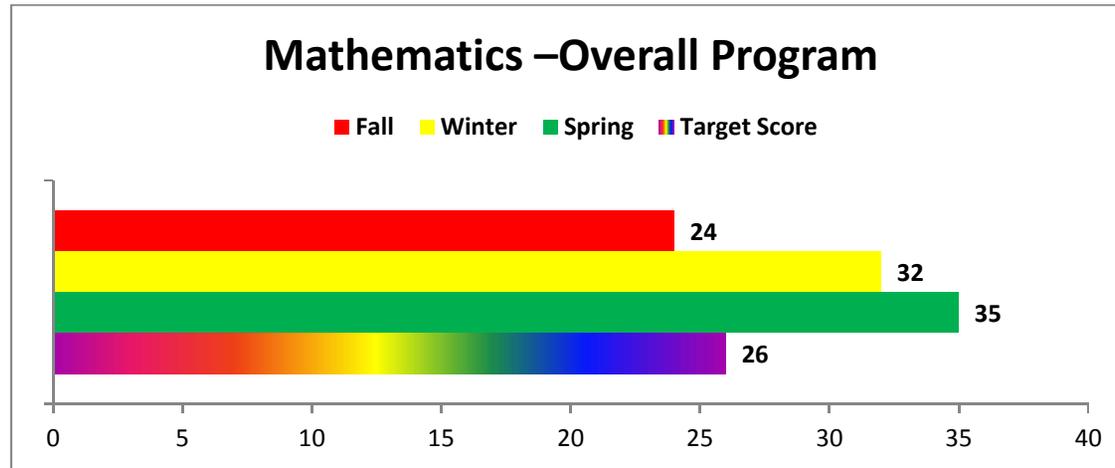
## Cognition:

- To help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as ability to solve problems, ask questions, and use words to describe their ideas, observation, and feelings

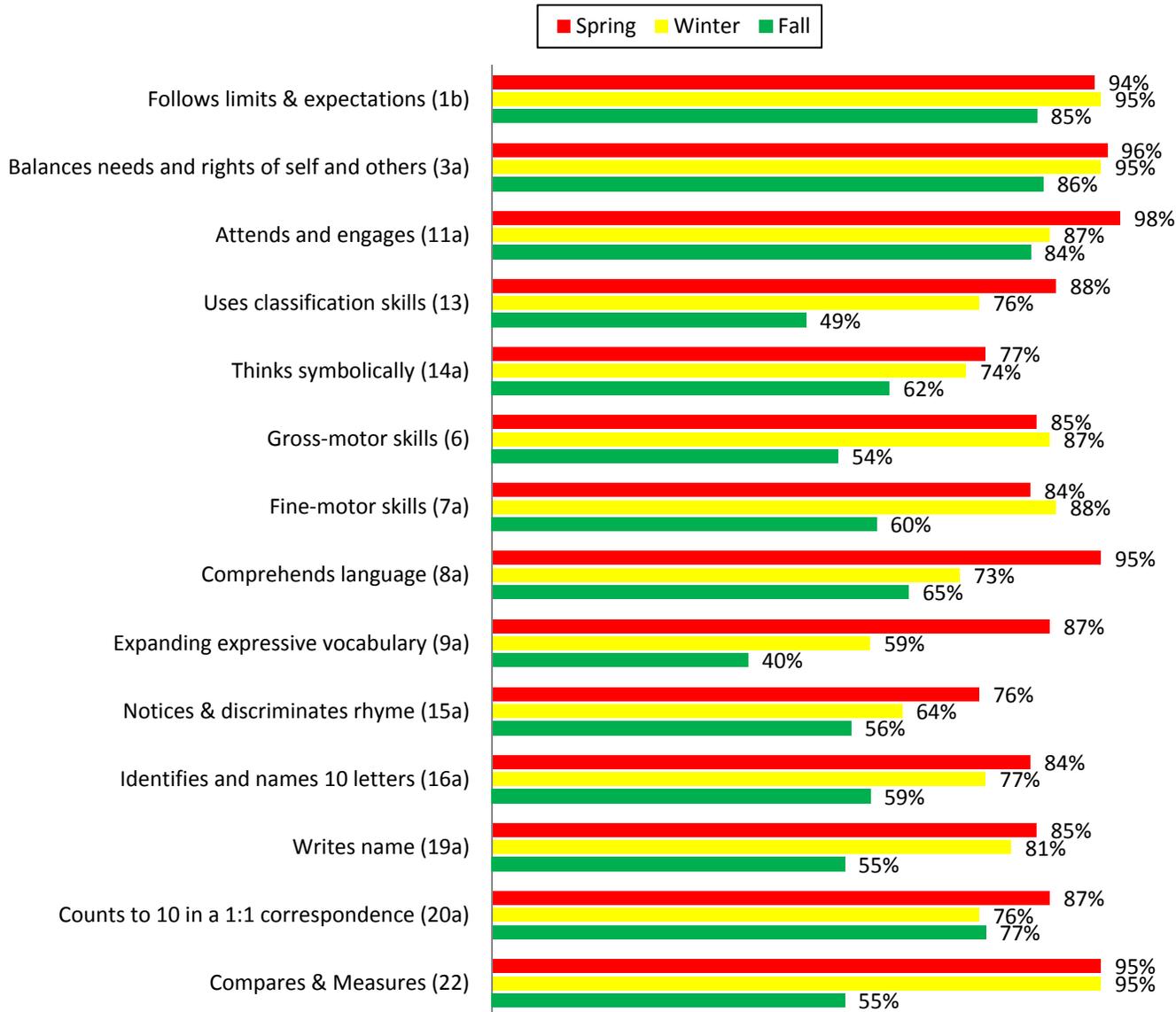


## Approaches to Learning (Mathematics):

- Children will demonstrate increasing ability to count to 10, connecting number words and symbols to the objects counted, with the awareness that the last number describes the total

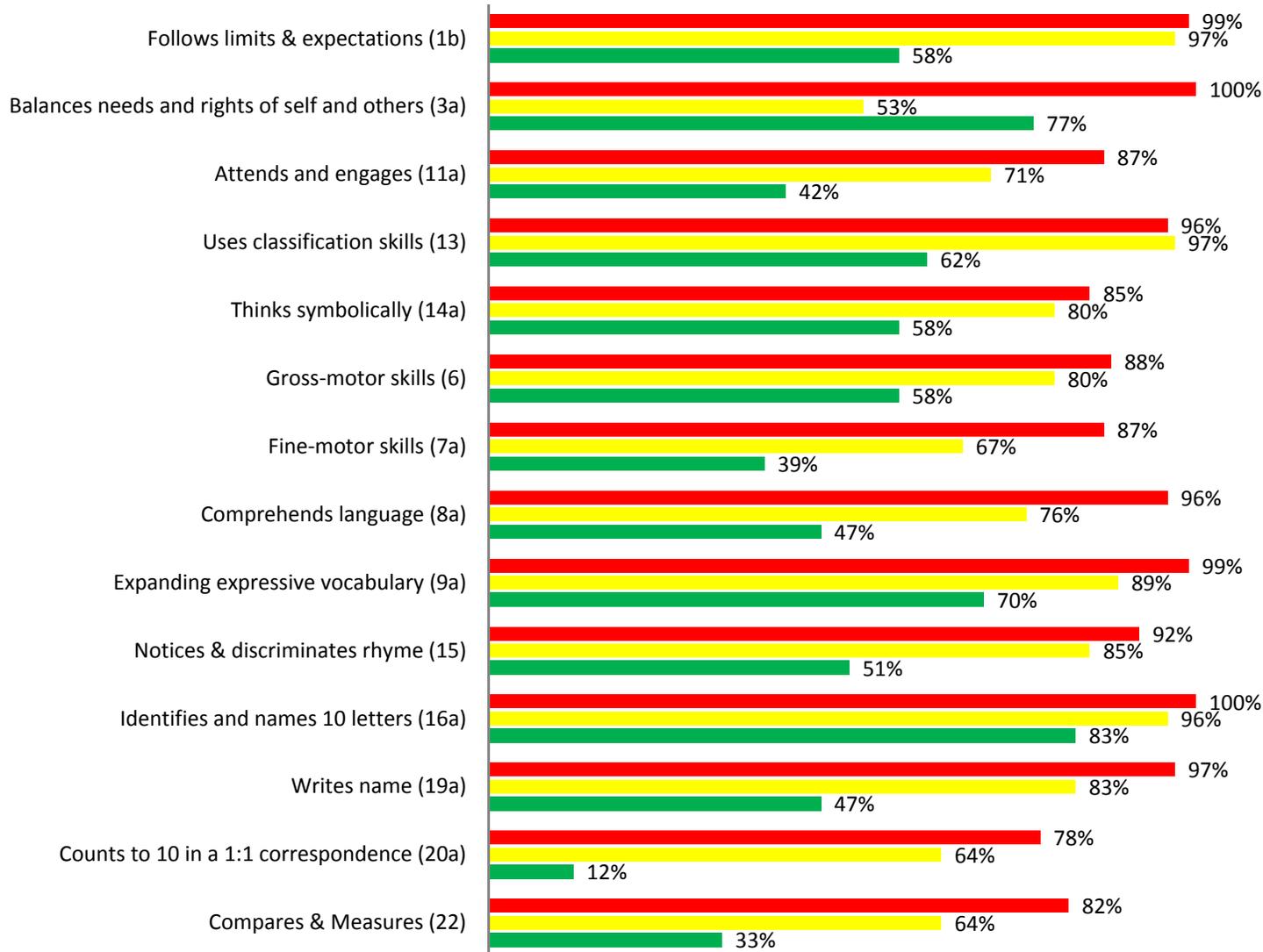


**York County Head Start Outcomes  
Program Wide 2017-2018  
3 Year Olds: % Meeting or Exceeding Widely Held Expectations**

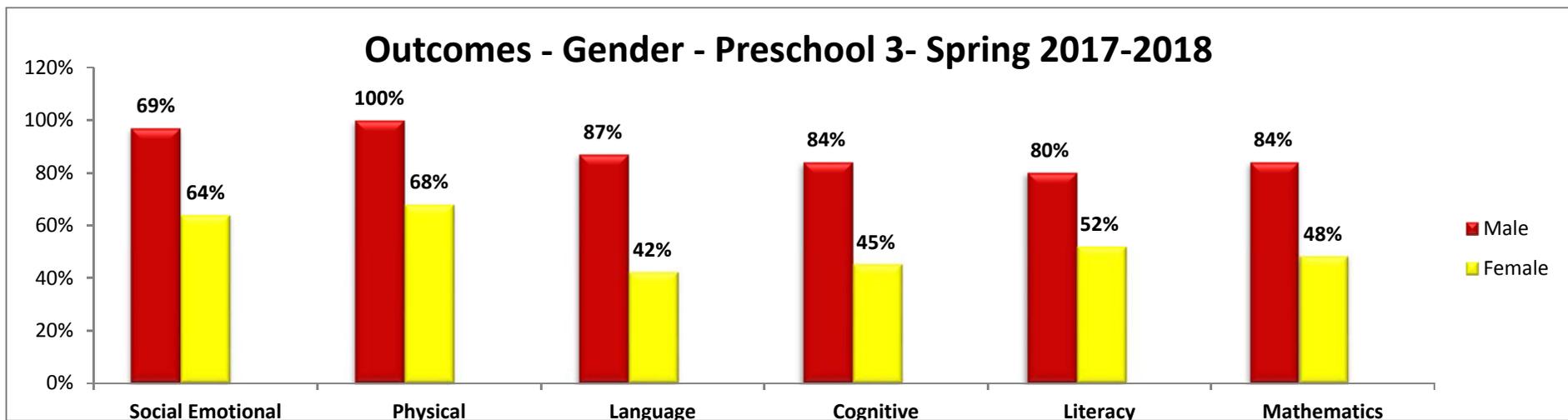
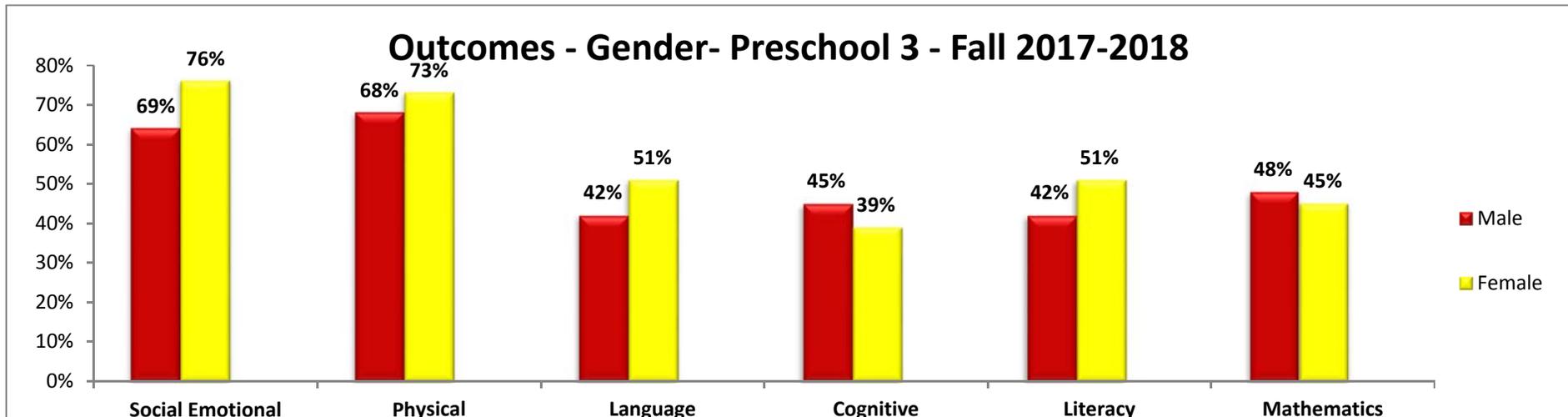


**York County Head Start Outcomes  
Program Wide 2017-2018  
4 Year Olds: % Kindergarten Ready**

■ Spring ■ Winter ■ Fall



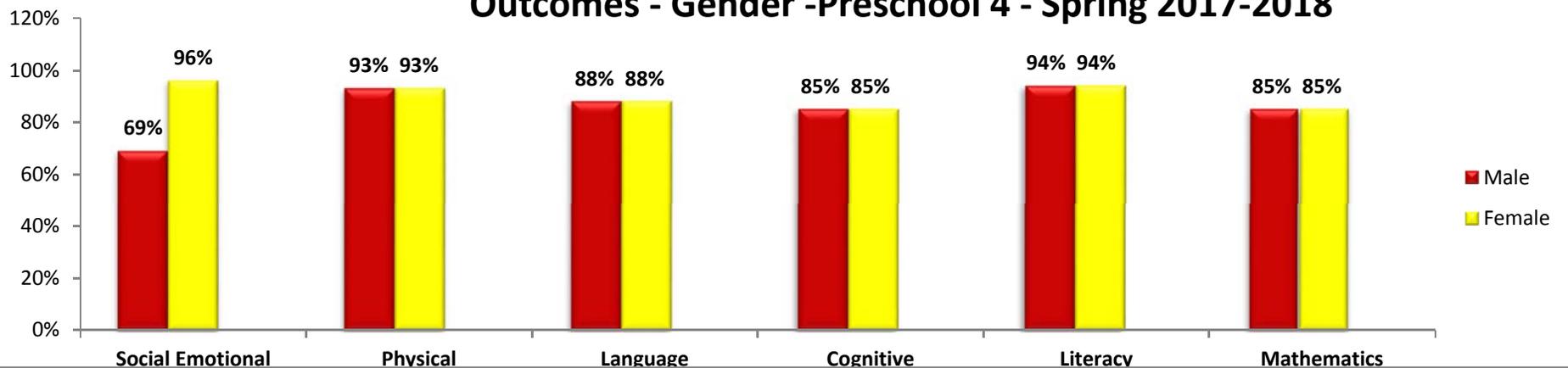
# BOYS VS GIRLS



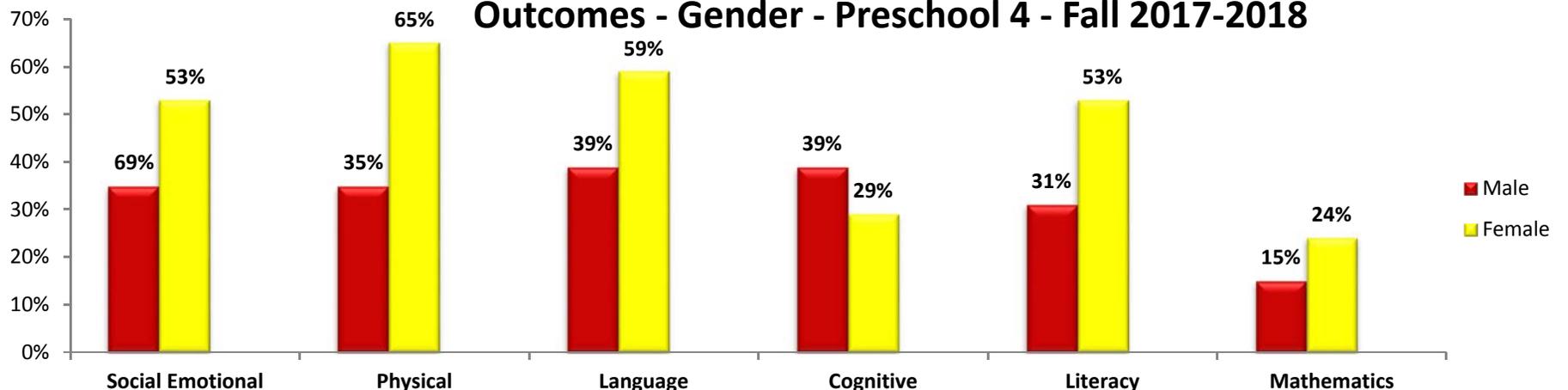
Results from TSGold Growth reports by age and gender

# BOYS VS GIRLS

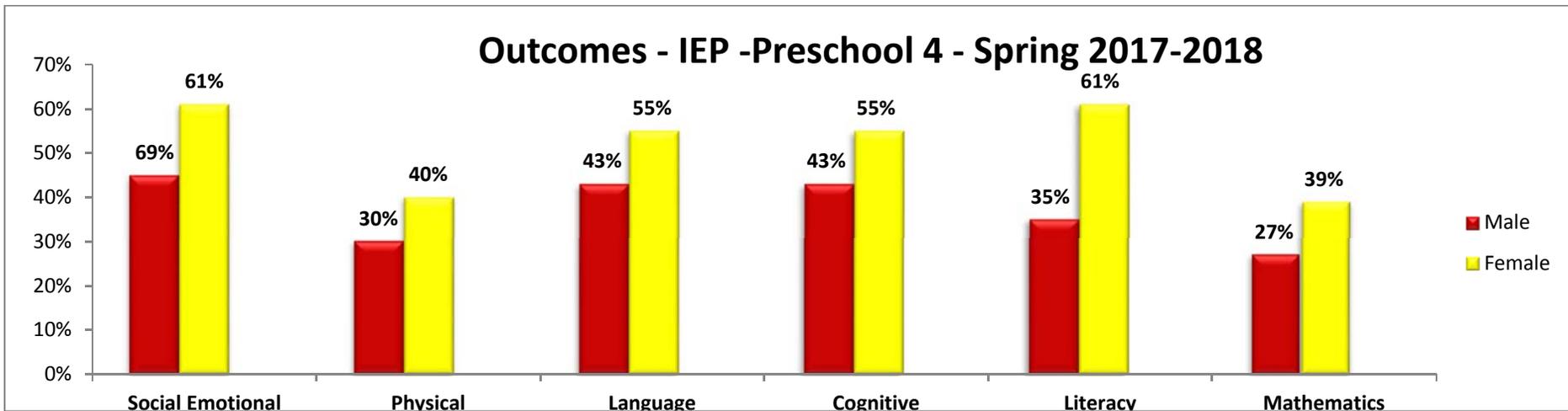
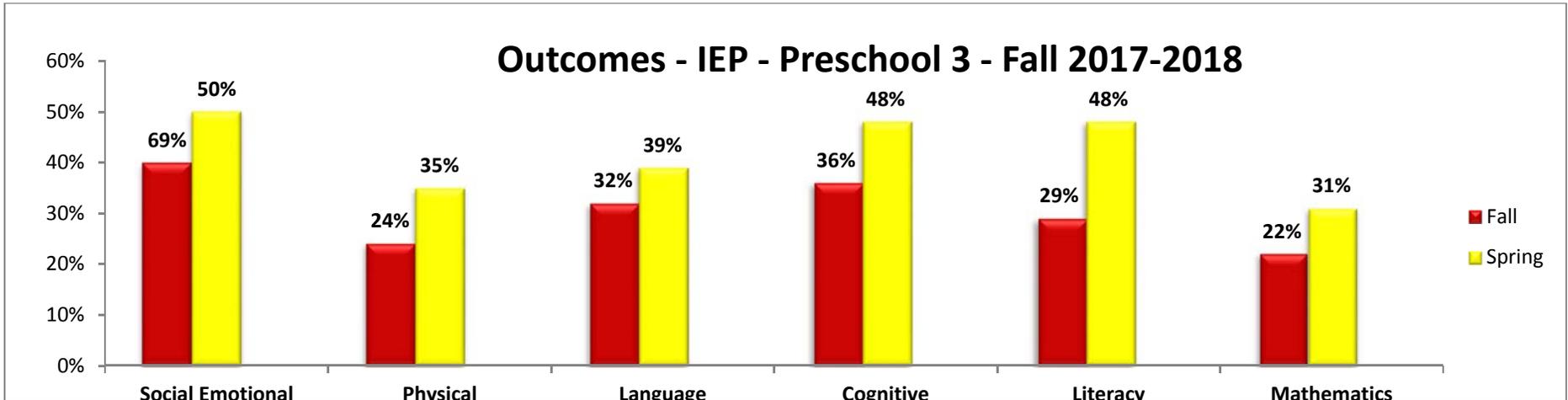
**Outcomes - Gender -Preschool 4 - Spring 2017-2018**



**Outcomes - Gender - Preschool 4 - Fall 2017-2018**



## Individual Education Plan (IEP)



Results from TSGold Growth reports by age and IEP

