

Webb County Head Start
2017-2018 Education Outcomes
(Preschool 3 - 5 years old)

The following graphs demonstrate the results of the 2017-2018 Education Outcomes based on the School Readiness Goals for all three checkpoints conducted throughout the program year: Fall, Winter and Spring. A comparison of growth was compiled for Fall to Winter and Winter to Spring.

Out of 638 possible children, 638 had enough data to include in this report. These children were ages 3- 5 years old, of which 54% were males and 46% were females, enrolled at 13 different sites within 36 classrooms. The data was aggregated, analyzed, and compared to the Widely Held Expectations detailed on the Teaching Strategies GOLD, the children’s on-going assessment. This assessment aligns with the Head Start Early Learning Outcomes Framework and the Texas Pre-K Guidelines. Five domains included are as follows:

I. Approaches to Learning/Enfoques de Aprendizaje -focuses on how children learn. It refers to the skills and behaviors that children use to engage in learning.

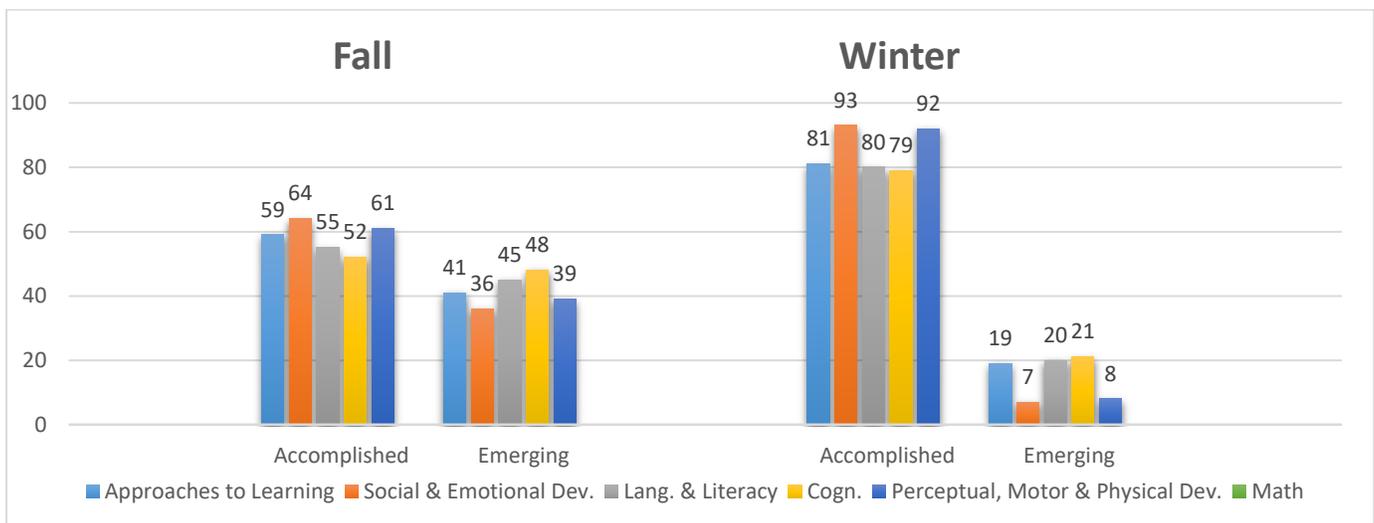
II. Social Emotional/ Desarrollo Social y Emocional- Social development refers to a child’s ability to create and sustain meaningful relationships with adults & other children. Emotional Development refers to a child’s ability to express, recognize, as well as respond appropriately to other’s emotions. Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning.

III. Language & Literacy/Lenguaje y Lectoescritura-refers to emerging abilities in listening and understanding (receptive language and in using language (expressive language). Emergent Literacy refers to knowledge and skills that lay the foundations for reading and writing.

IV. Cognition/Cognicion-includes reasoning, memory, problem solving and thinking skills that help young children understand and organize their world. For preschoolers, this evolves into complex mathematical thinking and scientific reasoning.

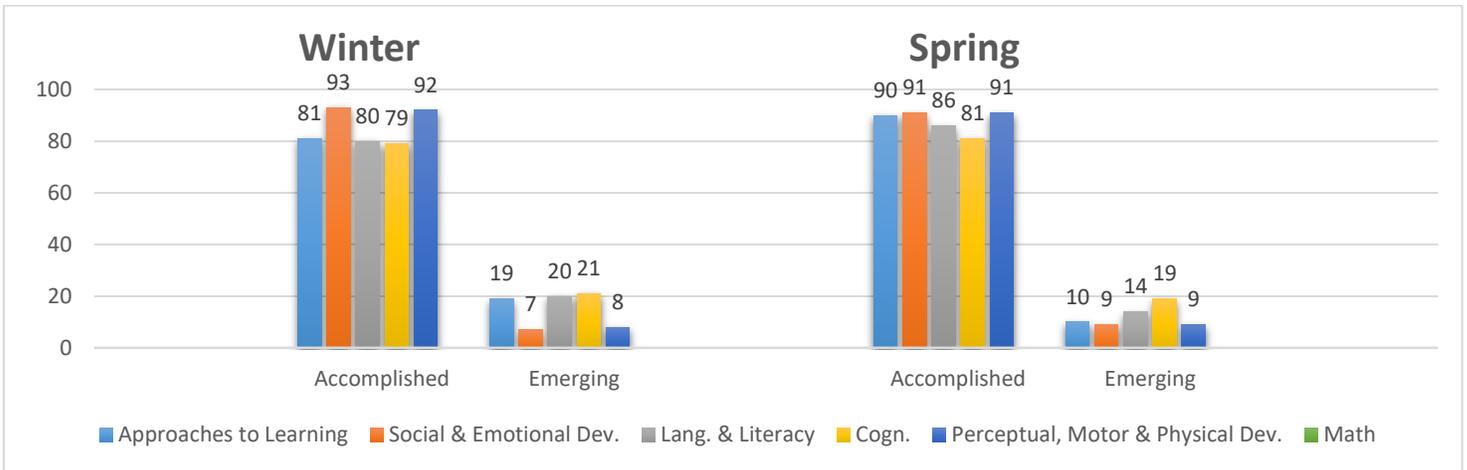
VI. Perceptual, Motor & Physical Development/Desarrollo Perceptual, Motriz, y Fisico- This domain is foundational to children’s learning in all areas because it permits children to fully explore and function in their environment.

Fall to Winter Comparison



Children at the fall checkpoint demonstrated knowledge in all 5 domains. By the end of the winter checkpoint, children performed better in all domains. Approaches to Learning went from a 59% to an 81%. This domain increased by 22%. Social Emotional domain averaged at 64% to a 93%. A 29% increased accomplishment in this domain. Language and Literacy was at 55% at Fall to an 80% at spring checkpoint. This was a 25% increase. Cognition percentage in the Fall was 52% at Winter it was a 79%. This was a 27% increase. The last domain assessed is Perceptual, Motor and Physical Development. The Fall showed 61% accomplishment while, 92% for the winter. This domain grew by 31%, making it the highest growth of all five domains for the winter checkpoint.

Winter to Spring Comparison



Data for the winter to spring checkpoint demonstrated percentages increased.

The Approaches to Learning domain at winter was 81% and at spring, it was 90%. This was a 9% increase. The Social Emotional domain was at 93% at winter and a 91% in the spring. This was a 2% decrease due to class turnaround of children transitioning into or exiting Head Start. Language and Literacy domain was at 80% accomplishment rate in the winter and 86% at spring, the percentage was at 81. This was a 1% increase. Perceptual, Motor and Physical Development was at 92% accomplishment in the Winter and 91% in the Spring. This domain and the social emotional slightly decreased due to children in the Early Head Start or Child Care Partnership classrooms; children who turned 3 and transitioned to or from the regular Head Start program.

Webb County Head Start/ISD Inclusion Classrooms

2017-2018 Education Outcomes by domains

(Preschool 3 - 5-years old)

The following graphs demonstrate the results of the 2017-2018 Education Outcomes for all three checkpoints for the Frog Street Assessment conducted in the Laredo & United Independent School Districts, LISD & UISD: Beginning of the Year, BOY, Middle of the Year, MOY and End of the Year, EOY. The Frog Street Assessment aligns with the Head Start Early Learning Outcomes Framework and the Texas Pre-K Guidelines. Five domains included are: Approaches to Learning, ATL, Social & Emotional Development, SE, Language & Literacy, LL, Cognition, C, and Perceptual, Motor, and Physical Development, PMPD.

A comparison of growth was compiled from BOY to MOY and MOY to EOY within both LISD and UISD.

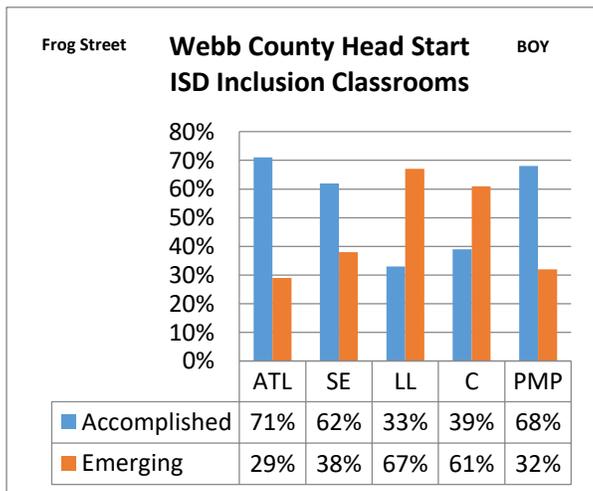
L.I.S.D. sites (Dovalina, Heights, Zachry, JC Martin, Sanchez-Ochoa=9 classrooms)

U.I.S.D. sites (Freedom, Henry Cuellar, Newman, Zaffirini=9 classrooms)

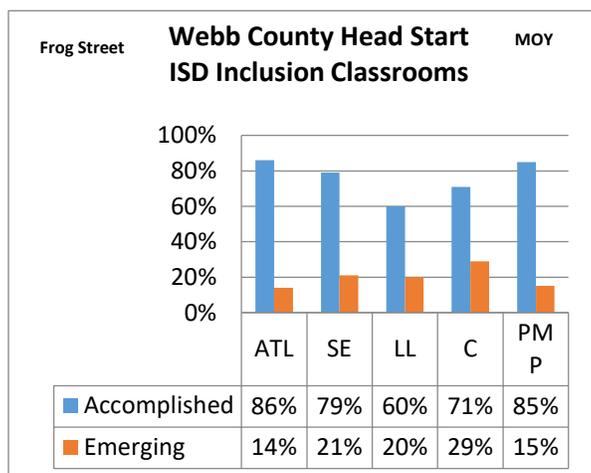
BOY= approximately 153 children at 5 LISD sites

MOY= approximately 333 children at 5 LISD and 4 UISD sites

EOY= approximately 332 children at 5 LISD and 4 UISD sites

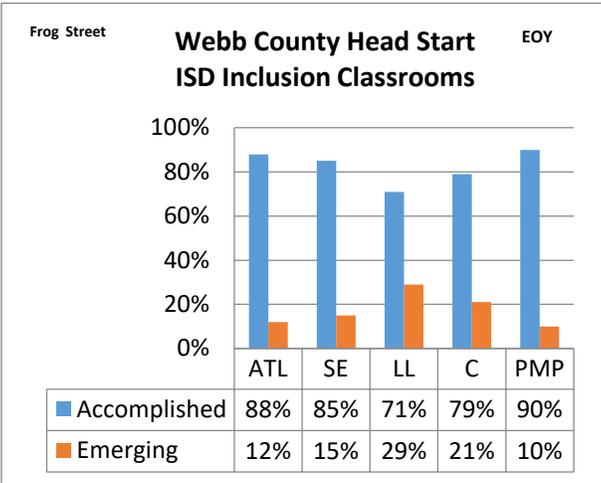


Out of approximately 153 children at LISD 71% accomplished the Approaches to Learning domain, 62% accomplished the Social Emotional domain, 33% accomplished the Language and Literacy domain, 68% accomplished the Cognition domain, and 68% accomplished the Perceptual, Motor & Physical domain. According to this data, the highest accomplished domain is Approaches to learning, and the lowest is Language and Literacy for the 17-18 BOY checkpoint.



Out of approximately 333 children at 5 LISD and 4 UISD sites, 86% accomplished the Approaches to Learning domain, 79% accomplished the Social Emotional domain, 60% accomplished the Language and Literacy domain, 71% accomplished the Cognition domain, and 85% accomplished the Perceptual, Motor & Physical domain. According to this data, the highest accomplished domain is Approaches to Learning and the lowest is Language and Literacy for the 17-18 MOY checkpoint.

Compared to the BOY checkpoint, there was a growth of 15% in ATL, 17% in SE, 27% in LL, 32% in C, and 17% in PMPD.



Out of approximately 332 children at 5 LISD sites and 4 UISD sites, 88% accomplished the Approaches to Learning domain, 85% accomplished the Social Emotional domain, 71% accomplished the Language and Literacy domain, 79% accomplished the Cognition domain, and 90% accomplished the Perceptual, Motor & Physical domain. According to this data, the highest accomplished domain is Perceptual, Motor & Physical Development and the lowest is Language & Literacy for the 17-18 EOY checkpoint.

Compared to the MOY checkpoint, there was a growth of 2% in ATL, 6% in SE, 11% in LL, 8% in C, and 5% in PMPD.

Overall, there was a growth of 17% in ATL, 23% in SE, 38% in LL, 40% in C, and 22% in PMPF for the 17-18 school/program year.

Webb County Early Head Start/ Child Care Partnership

2017-2018 Education Outcomes

(Birth to 1-year old's)

The following graphs demonstrate the results of the 2017-2018 Education Outcomes for all three checkpoints: Fall, Winter, and Spring. A comparison of growth was compiled from fall to winter, and winter to spring.

Out of 11 possible children approximately birth to one -year-old at 3 sites were enrolled in Early Head Start/CCP program: Little Palominos, Sierra Vista & the Education Center. The sites included infants who were 64% males and 36% females. This data was compared to the Widely Held Expectations from the Teaching Strategies GOLD aligned to the Head Start Early Learning Outcomes Framework 0-5 years old. The Domains include the following:

I. Approaches to Learning/ Enfoques de Aprendizaje-focuses on how children learn. It refers to the skills and behaviors that children use to engage in learning.

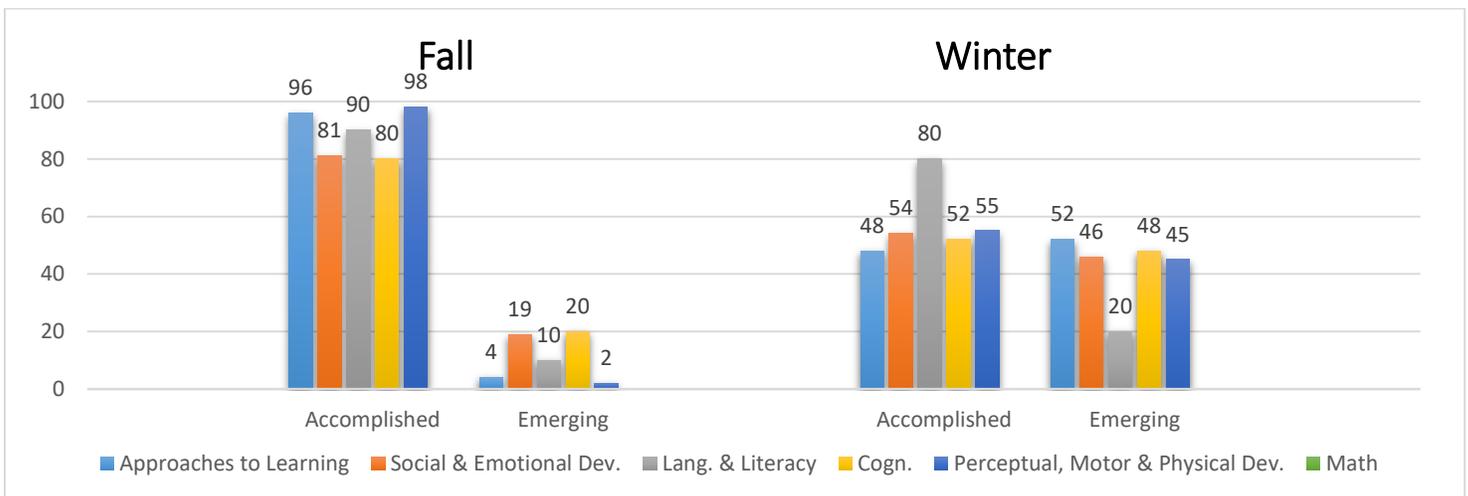
II. Social & Emotional/Social y Emocional -positive social and emotional development in the early years provides a critical foundation for lifelong development and learning. Social development refers to a child's ability to create and sustain meaningful relationships with adults & other children. Emotional Development refers to a child's ability to express, recognize, as well as respond appropriately to other's emotions.

III. Language & Communication/Lenguaje y Comunicacion: Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language). Emergent Literacy is embedded in this domain; as infants and toddlers listen to and repeat songs and rhymes, explore books, and hear stories, they are gaining literacy skills.

IV. Cognition/Cognicion- Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world.

VI. Perceptual, Motor & Physical Development/Desarrollo Perceptual, Motriz, y Fisico -It is foundational to children's learning in all areas because it permits children to fully explore and function in their environment.

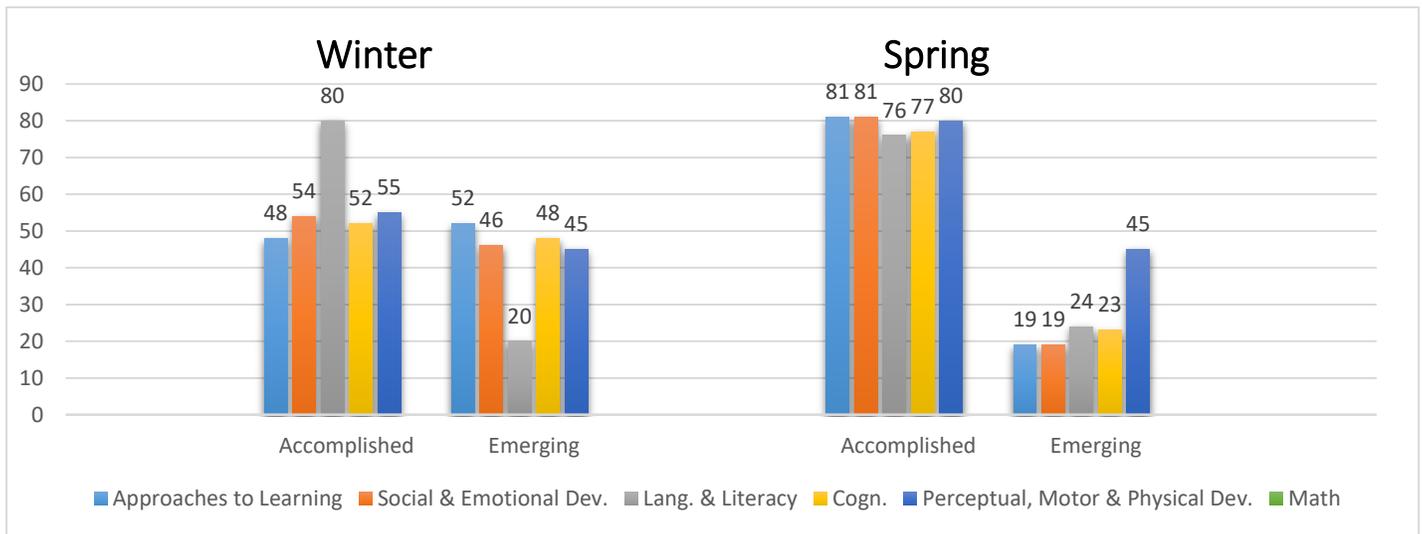
Fall to Winter Comparison



Children enrolled at EHS/CCP program aged 0-12 months were assessed using Teaching Strategies GOLD assessment. The children were assessed in all five domains: Approaches to Learning, Social-Emotional, Language and Literacy, Cognition and Perceptual, Motor and Physical Development.

During the Fall checkpoint, children measured at a 96% rate compared to 48% rate at Winter checkpoint. This domain had a 48% decrease. This domain and well as the other domains from the Head Start Early Learning Framework, fluctuated because of the turnaround in children's ages and transitioning into older aged classrooms. Social Emotional domain, children scored at an 81% and at Winter they were at a 54%. The decrease of 27% was related to the same changes of children transitioning. Language and Literacy was measured at a 90% at Fall and at Spring, it was at 80%. This was also 10% decline. The Cognition domain measured at an 80% at Fall and at 52% in the Winter. This domain was declined by 28%. The last domain assessed was the Perceptual, Motor and Physical Development. This domain measured at 98% in the Fall and 55% in the Winter. It showed a 43% decrease rate. Since this is the youngest age group, the children began to transition throughout the Fall to Winter checkpoints. As one aged out of this group bracket, another child would enroll. This is the cause of the decline of all domains.

Winter to Spring Comparison



For the last 2 checkpoints, children aged 0-12 months, enrollment remained steady throughout both the Winter and Spring checkpoints. The Approaches to Learning domain was recorded at 48% in the Winter to an 81% in the Spring. This checkpoint had a 33% increase. The Social Emotional domain was scored at 54% in the Winter to an 81% in the Spring checkpoint. There was a 27% increase. The Language and Literacy domain was scored at 80% in the Winter and decreased by 4 points in the Spring. The 76% score in the Spring, was a result of turnaround of children in this age bracket. Cognition was measured at 52% in the Winter and 77% accomplished in the Spring. This was a 25% increase. The last domain measured was Perceptual, Motor and Physical Development. Winter was at 55% accomplished and by the Spring, it was at 80% accomplished. This was a 55% increase.

Webb County Early Head Start/ Child Care Partnership

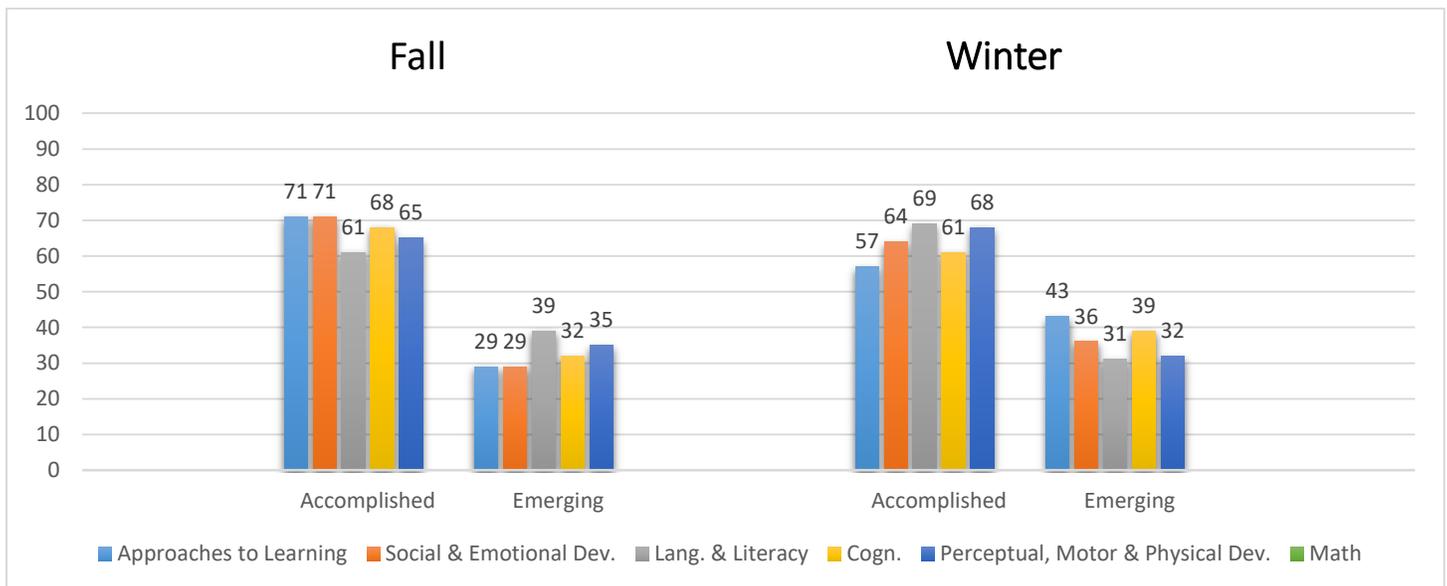
2017-2018 Education Outcomes

(1- 2 years old)

The following graphs demonstrate the results of the 2017-2018 Education Outcomes for all three checkpoints: Fall, Winter and Spring. A comparison of growth was compiled for Fall to Winter, Winter to Spring.

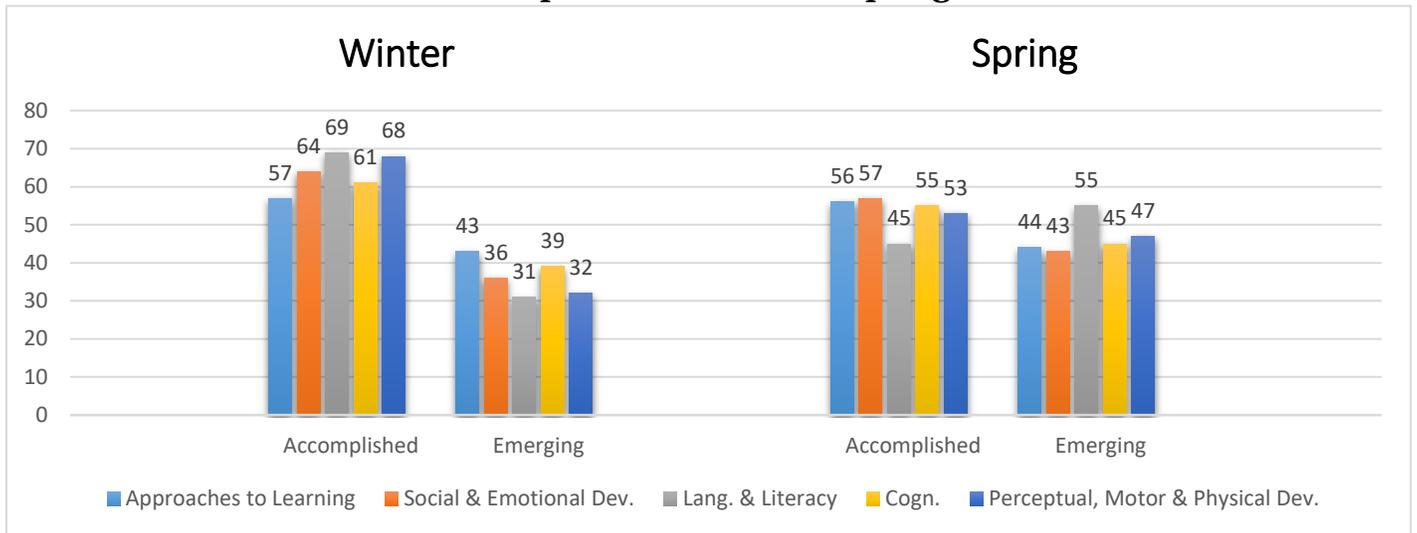
Out of 40 possible children, 40-aged 1 to 2 -year-old children in 12 classrooms at 3 sites were enrolled in Early Head Start/CCP program: Little Palominos, Sierra Vista, and the Education Center. The children were 50% males and 50% females. This data was compared to the Widely Held Expectations from the Teaching Strategies GOLD, which align to the Head Start Early Learning Outcomes Framework includes the following domains: **Approaches to Learning, Social Emotional, Language & Communication, Cognition, and Perceptual, Motor, and Physical Development**

Comparison - Fall to Winter



Children aged 12-24 months enrolled in the Early Head Start and Child Care Partnership, were assessed in the Fall checkpoint using the Teaching Strategies GOLD assessment aligned with the Early Head Start Learning Framework. The children were assessed in the Approaches to Learning domain at a 71% in the Fall compared to a 57% in the Winter. This was a 14% decrease. The Social and Emotional domain was measured at 71% in the Fall and a 64% in the Spring. This showed a 7% decrease. The ATL and SE domains decrease were a result of children transitioning into this age bracket and exiting this age group. Language and Literacy domain was measured at a 61% in the Fall and at a 69% in the Winter. This domain had an 8% increase. Cognition domain was measured at a 68% in the Fall and at a 61%. This domain decrease by 7%. The last domain assessed was PMPD. This domain measured at 65% in the Fall and 68% in the Winter checkpoint. The domain had a 3% increase.

Comparison - Winter to Spring



By the Spring checkpoint, some of the children had exited the program, or transferred into another EHS/CCP program to transition into another classroom. This checkpoint, all domains showed a slight decrease due to those changes. ATL domain was measured at 57% in the Winter to a 56% in the Spring. This was a 1% decrease. SE was measured at a 64% in the Winter compared to a 57% in the Spring. This domain was decreased by 7%. Language and Communication had a score of a 69% in the Winter compared to 45% in the Spring. This domain had a 24% decrease. Cognition measured at 61% in the Winter compared to a 55% in the Spring. This domain had a 6% decrease. The last domain, PMPD measured at 68% in the Winter and a 53% in the Spring. The domain had a 15% decrease.

Webb County Early Head Start/Child Care Partnership

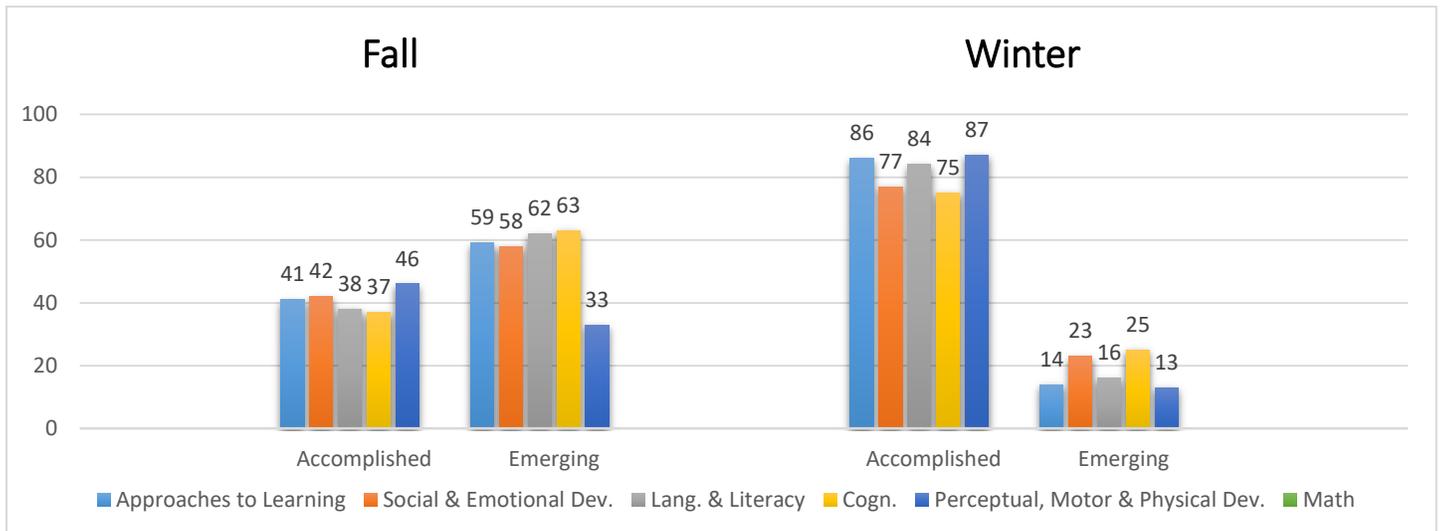
2017-2018 Education Outcomes

(2-3 years old)

The following graphs demonstrate the results of the 2017-2018 Education Outcomes for all three checkpoints: Fall, Winter, and Spring. A comparison of growth was compiled for Fall to Winter, then Winter to Spring for the 2-3 years old.

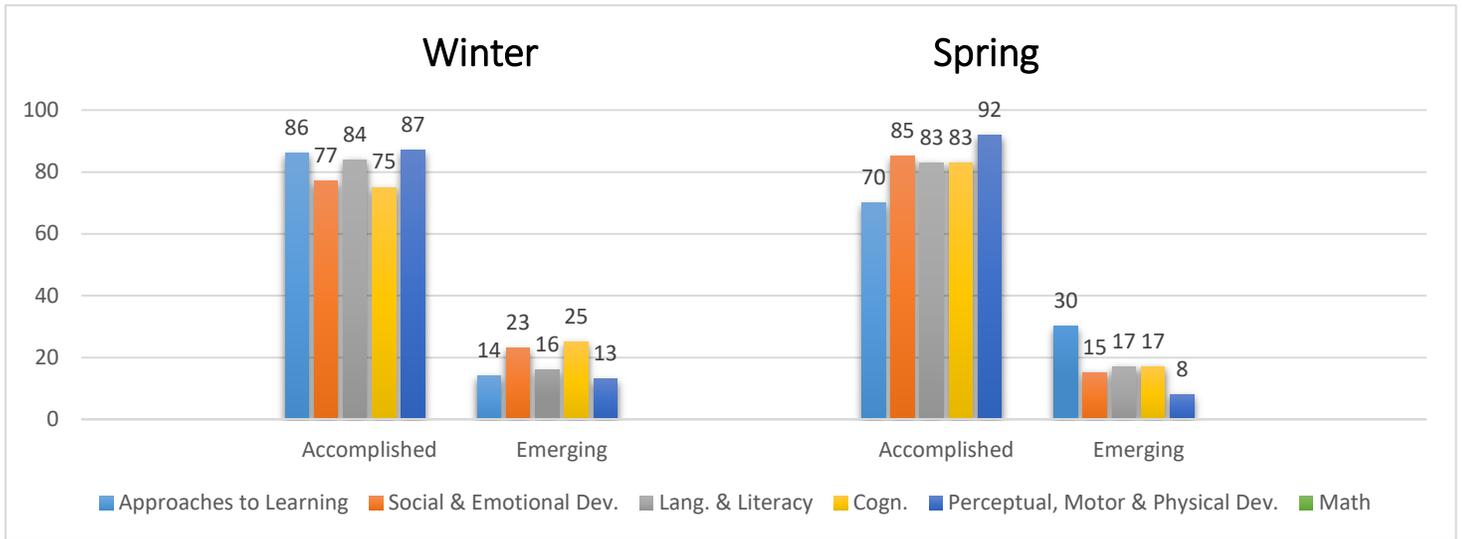
Out of 65 possible children, 65 aged 2-3-year-old children in 16 classrooms at 4 sites were enrolled in Early Head Start/CCP programs. The children were 60% males and 40% females. This data was compared to the Widely Held Expectations from the Teaching Strategies GOLD, aligned to the Head Start Early Learning Outcomes Framework, HSELOF. Same domains: **Approaches to Learning, Social & Emotional, Language & Communication, Cognition, and lastly, Perceptual, Motor & Physical Development.**

Comparison - Fall to Winter



The last age group in the EHS/CCP program are the 24-36-month-old children. These children will eventually transition into the Head Start program. In the fall checkpoint, ATL measured at 41% compared to 86% in the winter checkpoint. This domain showed an increase of 45%. SE was measured at 42% in the Fall and an 86% in the Winter. This domain had a 44% increase. Language and Literacy was measured at a 38% in the Fall and an 84% in the Winter. This domain also had an increase of 46%. Cognition domain was scored at a 37% in the Fall and a 75% in the Winter. This domain was increase by 38%. The last domain, PMPD was measured at a 46% in the Fall and 87% in the Winter. This domain was increased by 41%.

Comparison - Winter to Spring



The last checkpoint: changes in percentages were recorded for the 24-36-month-old children in the EHS/CCP checkpoint. The ATL domain, the children were measured at an 86% in the Winter to a 70% in the Spring. Since many children exited, or transferred into another classroom or center, changes occurred and a decrease of 4% was noticed. SE domain was 77% in the Winter to an 85% in the Spring. This domain increased by 8%. Language and Literacy domain was measured at 84% compared to an 83% in the Spring. This domain had a decrease of 1%. Cognition domain was tallied at 75% compared to an 83% in the Spring. This domain had an increase of 8%. The last domain measured was PMPD. This domain was tallied at 87% compared to 92% in the Spring. This domain showed an increase of 5%.