**2018-2019 Head Start School Readiness Data**

**Creative Curriculum Assessment: TSGOLD**

**Snapshot by Dimension Data Analysis:**

**Highest score in the following areas**

After reviewing the Teaching Strategies Gold pre-k 3 and pre-k 4 student outcomes data, students scored high in the following domains:

|  |  |
| --- | --- |
| **Domains** | **PreK-3 Scores** |
| Cognitive |  81% meets or exceeds expectations |
| Social Emotional | 85% meets or exceeds expectations |
| Physical | 86% meets or exceeds expectations |

|  |  |
| --- | --- |
| **Domains** | **PreK-4 Scores** |
| Cognitive | 96% meets or exceeds expectations |
| Social Emotional |  96% meets or exceeds expectations |
| Physical | 98% meets or exceeds expectations |

**Lowest score in the following areas:**

In reviewing the 2018-2019 School Readiness Program outcomes, the target overall goal for TSGOLD assessment was 90% in all Domains. In comparing the Teaching Strategies Gold pre-k 3 and pre-k 4 student outcomes data, the table below demonstrates that Pre-k 3 students were at an average of 8% below the expected Target Goal in all TSGOLD Domains while Pre-k 4 students met the Target Goal in most Domains with the exception of Mathematics.

|  |  |  |
| --- | --- | --- |
| **Domains** | **PreK-3 Scores** | **PreK-4 Scores** |
| Social-Emotional | 148 students out of 175 meets or exceeds expectations, 85%  |  184 students out of 192 meets or exceeds expectations, 96% |
| Physical | 149 students out of 175 meets or exceeds expectations, 86% | 189 students out of 192 meets or exceeds expectations, 98% |
| Language | 137 students out of 175 meets or exceeds expectations, 78% | 181 students out of 192 meets or exceeds expectations, 94% |
| Cognitive | 142 students out of 175 meets or exceeds expectations, 81% | 184 students out of 192 meets or exceeds expectations, 96% |
| Literacy  | 139 students out of 175 meets or exceeds expectations, 79% | 180 students out of 192 meets or exceeds expectations 94% |
| Mathematics | 143 students out of 175 meets or exceeds expectations, 82% | 167 students out of 192 meets or exceeds expectations 87% |

 **School Readiness Program Outcome Matrix 2018-2019 Data Comparison summary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Measuring System: TSGOLD | Target Goals:  | Pre-K 3 resultsPeriod 4 | Pre-K 4 resultsPeriod 4 | Pre-K 3 and Pre-K 4 Overall score |
| Social Emotional | 90% by end of Period 4 | 85% | 96% | 91% |
| Physical | 90% by end of Period 4 | 86% | 98% | 92% |
| Language | 90% by end of Period 4 | 78% | 94% | 86% |
| Cognitive | 90% by end of Period 4 | 81% | 96% | 89% |
| Literacy | 90% by end of Period 4 | 79% | 94% | 87% |
| Mathematics | 90% by end of Period 4 | 82% | 87% | 85% |

**Needs assessment: Objective and Dimension specific**

Based on the above findings, along with the recommendations from both Education Director and Disability manager, the three domains that will be focused on for the 2019-2020 school term are Social-Emotional, Language, and Mathematics.

**Social-Emotional Domain:**

Objective Focus: Establishes and Maintains Positive Relationships

* Dimension: 2b Responds to Emotional Cues
* Dimension: 2d Making Friends.

**Language Domain:**

Objective Focus: Uses Language to Express Thoughts and Needs

* Dimension: 9c Uses Conventional Grammar
* Dimension: 9d Tells About Another Time or Place

**Mathematics Domain:**

Objective Focus: Uses Number Concepts and Operations

* Dimension: 20d Understand and uses place value and base ten
* Dimension: 20e Applies Properties of Mathematical Operations and Relationships
* Dimension: 20f Applies Number Combinations and Mental Number Strategies in Mathematical Operations

**2019-2020 Head Start School Readiness Projected Strategic TSGOLD goals:**

**Social-Emotional Domain:**

Objective Focus: Establishes and Maintains Positive Relationships

Children need practice in order to learn to share, take turns, resolve conflict, and feel the joy of friendship. Playing together gives children all of this.

Teaching Strategies:

* Encouraging children to work in groups or as teams, when appropriate
* Helping children to see others’ points of view, which encourages empathy
* Suggesting, when appropriate, that children turn to peers for assistance or to get answers to their questions
* Role-play ways that your children might be able to join a group
* Talk to children about friendships
* Give children time and space to solve conflicts on their own before you intervene

**Language Domain:**

Effective instruction in the early years can have a large impact on children’s language and literacy development, and children at risk for school failure stand to benefit the most from high-quality experiences (Campbell, Ramey, Pungello, Sparling, & Miller-Johnson, 2002). Without such instruction, differences in children’s understanding and use of language can vary enormously by age 3 (Copple & Bredekemp, 2009; Strickland & Shanahan, 2004).

Objective Focus: Uses Language to Express Thoughts and Needs

Teaching Strategies:

* Encourage children talk about objects/events beyond here and now
* Comment on problems and problem solving opportunities
* Make ties between immediate experience and past events.
* Add written language and numeracy to activity to more easily make comparisons
* Tie experience to remote events and experiences
* Introduce vocabulary words and concepts related to play theme

**Mathematics Domain:**

Kids are constantly evaluating their world and comparing objects by quantity, size, shape, and more!

Since kids have this natural capacity to make sense of their world through mathematical concepts, it’s important to take those primitive skills to the next level by helping them make connections between their everyday observations and a more solid understanding of numbers. That’s why it’s so important to support your child’s development of number sense.

Objective Focus: Uses Number Concepts and Operations

Teaching Strategies:

* Use comparison vocabulary in every day talk (e.g. more, most, less, fewer, least, same as, equal, etc.).
* Touch or point to each object as you count while saying the number name (e.g. one-to-one correspondence).
* Use everyday situations to combine and separate numbers (e.g. how many children are left, after 1 child left).
* Show how to make different number combinations (e.g. two-sided colored buttons, make combinations for three-1 blue, 2 white, 2 blue, 1 white, 3-white, etc.).