



Technology for Rural Enhancement of Communities  
2017 – Fall Aggregation Report  
Head Start and Early Head Start



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## INTRODUCTION

The Head Start School Readiness Act of 2007 requires all Head Start and Early Head Start programs to develop school readiness goals in the areas of language and cognitive development, early reading and mathematics skills, social emotional development, physical development, and approaches to learning. Programs must also create and implement a plan to meet these goals. To ensure progress is being made, programs are further mandated to utilize a comprehensive assessment system that measures these school readiness goals and to aggregate and analyze the data regarding child progress three times per year. The data obtained is further analyzed for patterns of progress in order to develop and implement a plan for program improvement.

In June, 2015, the Office of Head Start released the new Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF). This document replaced the previous child development frameworks created by the Office of Head Start. Programs were given one year in which to adopt the new document into their program. The new HSELOF provides guidance to programs regarding curriculum choices, learning materials, how to plan daily activities and to inform intentional teaching practices. In addition to measuring progress on school readiness goals, the new HSELOF mandates that programs must also assess specific developmental indicators and skills within the larger developmental domain areas. For the TREC-Badlands Head Start to Five program, this meant adding 11 new objectives from our assessment tool to our aggregation process.

This document is TREC-Badlands Head Start Prenatal to Five program's initial school readiness goals and child outcomes aggregation and analysis for the 2017-2018 program year. Additional aggregation information will be provided in the winter and spring per the Office of Head Start requirements.

## THE ASSESSMENT PROCESS

To ensure our program is meeting the needs of all enrolled children, the TREC-Badlands Head Start Prenatal to Five program conducts ongoing assessments of all children utilizing the Teaching Strategies GOLD assessment system. Each individual child is assessed throughout the year on 51 objectives in various developmental domain areas including physical, social emotional, language, approaches to learning and cognition as well as the content areas of literacy and mathematics. At various times during the program year, each child's developmental level is assessed by the teaching staff or home visitor to determine if the child is below, meeting or exceeding age level expectations within each objective. This is completed during the fall, winter, and spring.

In addition to utilizing the assessment results for programmatic purposes, the individual child assessment results are also shared with the parent(s). Together, the teaching staff or home visitor works with the parent using information from the assessment, screening results and the parent's

knowledge of their child to develop an Individual Child Plan tailored to the child's strengths and areas of needs. This Individual Child Plan is then used to plan appropriate activities that meet the needs of the individual child.

The assessment results information is also used at the classroom or cluster level to determine overall trends, including common strengths and areas of need for a particular group of children. For example, a classroom teacher upon reviewing the data may realize that several of the children in her classroom are not meeting age level expectations in being able to identify sounds that rhyme. As a result of the analysis, she may then add additional activities to her lesson plans that focus on rhyming. Conversely, she may find that many children are exceeding age expectations in the area of identifying letters of the alphabet. With this information, she determines she needs to plan more challenging activities for those children to better meet their needs.

At the program level, the initial fall assessment information is used to obtain a baseline account of where all children are at developmentally. The subsequent checkpoints are then analyzed to determine if children are making adequate developmental progress and are meeting school readiness goals program wide. The information will also be used to target the professional development needs of teaching staff and home visitors, to determine if changes are needed within the curriculum to better meet the needs of children, to provide additional parent education and to make any other program changes as deemed appropriate.

#### LIMITATIONS OF TEACHING STRATEGIES GOLD

Although Teaching Strategies GOLD is a comprehensive assessment system and is based on current research, it is not a perfect tool and does have its limitations. Therefore, as we analyze the results of the assessment and aggregated information, it is important we take these limitations into consideration.

The most challenging aspect of the Teaching Strategies GOLD assessment tool is its sensitivity level in assessing infants and toddlers. Each objective is broken down into what is considered age appropriate for each age group. Age group categories in Teaching Strategies GOLD are divided into yearly increments starting at birth and ending at five years. Children change and grow rapidly from birth to three years of age. For example, a newborn infant and a child who is 11 months of age look very different developmentally; however, the assessment system has both of these children in the same age bracket. Due to the Teaching Strategies GOLD assessment tool age categories being 12 months in length and the significant growth children under the age of three years achieve over that time period, the instrument often times will not designate a child's abilities as being below age expectations from birth to age 36 months even if a child has been diagnosed as having a developmental delay. Furthermore, for some objectives, particularly in the concept areas of Literacy and Mathematics, for children less than two years of age the age

expectations level is “Not Yet” as a child of this age is not expected to be able to demonstrate any of the skills or behaviors associated with the objective. These children are defined as “meeting age expectations” by default. In turn, artificially inflating the percentage of children who are categorized as “meeting age expectations.” Therefore, the assessment results for children birth to 24 months and even up to 36 months has a tendency to skew on the high side. If a child has a suspected or confirmed developmentally delay, often that child will go from meeting age expectations to being below age expectations on multiple objectives once the child reaches the age of 24 months or 36 months and moves to the next age level.

In addition to the aforementioned limitations of the assessment tool, children enrolled in the home based program may not be observed across multiple settings. These children are primarily observed in the home with a few observed occasionally during group socializations. Again, this may artificially skew these children’s results as higher, particularly in the areas of social and emotional development as these children are observed primarily in a one on one situation, not in a structured setting with multiple children present. Children who are enrolled in the center based option are placed in a situation which requires them to follow routines, directions and to interact and negotiate with numerous non-related children. On several occasions, children who have switched from the home based option to the center based option, upon reassessment have had several objectives in the social and emotional assessment levels reduced from meeting age level expectations to below age level expectations. This is because of the change in environment which requires children to exhibit a higher skill level in interacting with peers and developing relationships with adults who may be unfamiliar.

Another challenge with the assessment process is ensuring the information entered is an accurate true reflection of the child’s current skill level. All teaching staff and home visitors who assess children are required to undergo interrater reliability training during their first year of utilizing the Teaching Strategies GOLD assessment and every three years thereafter. While this training is extremely helpful in ensuring staff fully understands the assessment tool and as a program we will continue to require staff to complete it, there are still opportunities for human error. Although the assessment system is supposed to be based on objective observations from the assessor, because of the high number of individual objectives to be entered in for each child, there may be times when the assessor bases a child’s assessment level on an assumption the child does or does not engage in a particular skill or behavior rather than on an observation. Incidences may also occur when the assessor misinterprets a particular objective causing the item to be assessed incorrectly. Thus, there will be instances when a teacher or home visitor unintentionally assesses a child’s level as being higher or lower than the child’s actual ability or skill level. As a program we do try to control for this by having in depth discussions with each teaching staff member and home visitor regarding the child’s skill levels and abilities during staffing meetings. Also, the assessment results for each home visiting cluster and classroom are reviewed to determine if any possible assessor errors have emerged. When these are found,

these are discussed with the assessor and if changes are needed to be made they are done so immediately.

Although the Teaching Strategies GOLD assessment tool is not perfect, we do believe it is one of the best tools currently available for conducting authentic ongoing assessments of young children. However, it is important to keep these limitations of the tool in mind when reviewing and analyzing the aggregated assessment results which follow below.

#### FALL 2017 BASELINE AGGREGATION INFORMATION

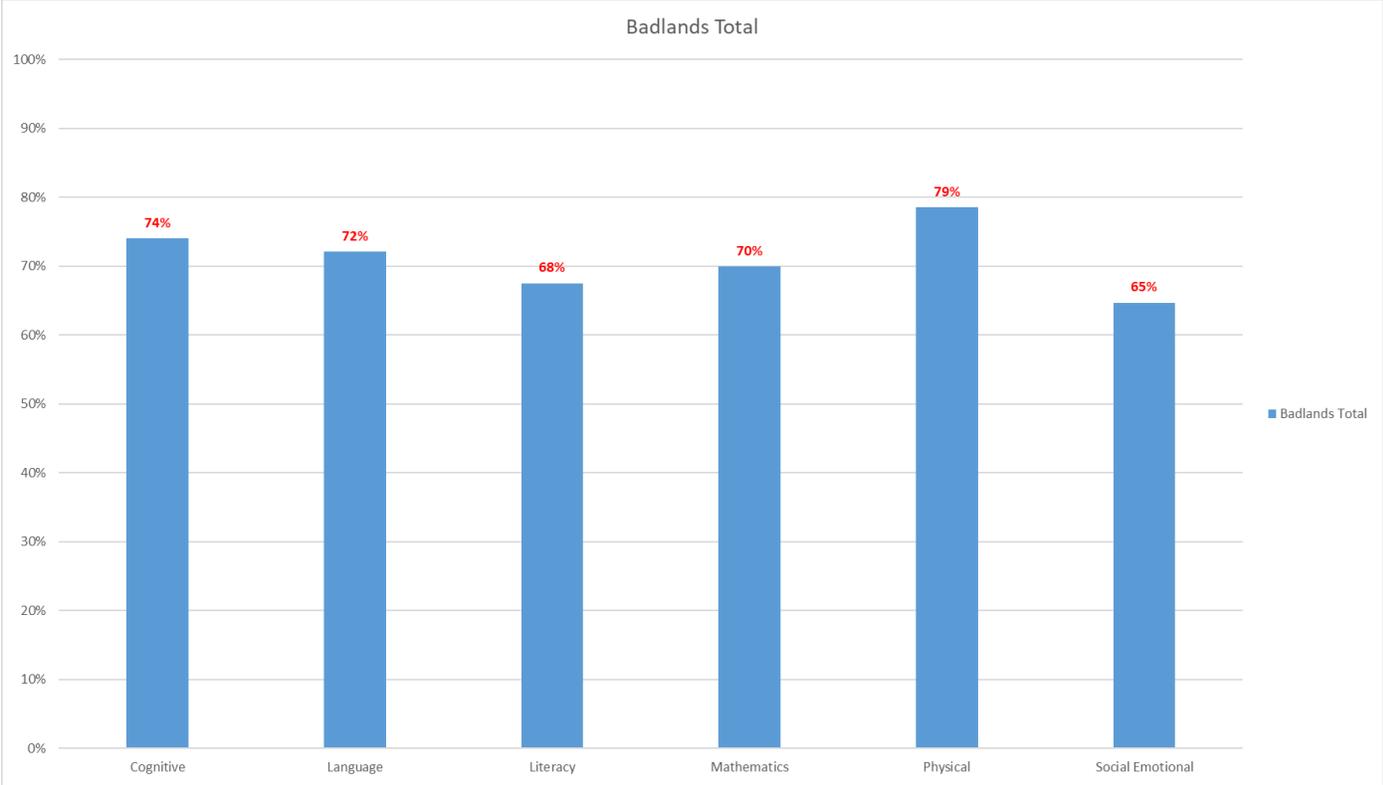
The following pages contain graphs of the Fall 2017 GOLD baseline assessment checkpoint results for children enrolled in both the Early Head Start and Head Start programs. Information from all home based and center classroom sites are included. In order for children to be included in the checkpoint, they must have been enrolled at least 4 weeks prior to the finalized checkpoint date of November 2, 2017. This ensures the teaching staff or home visitor have had enough time to gather multiple observations of the child's developmental level needed to conduct an accurate assessment of the child's abilities. Children not included in the Fall 2017 GOLD assessment checkpoint will be included in the Winter 2018 GOLD assessment checkpoint. A total of 153 children were included in this assessment aggregation.

Each year the initial fall checkpoint provides important baseline information regarding children's developmental levels and assists with planning for the remainder of the program year. The graph below details the results of the Fall 2017 GOLD assessment checkpoint by dividing out the developmental domain areas of cognitive, physical (includes fine motor and gross motor), language and social emotional and the content areas of literacy and mathematics. Upon reviewing the results of the Fall 2017 GOLD aggregation, we found multiple areas of strength as well as areas of need.

Over 70% of children enrolled in the program have been assessed as "meeting/exceeding expectations" in four of the five developmental domain areas, cognitive, physical (includes gross motor and fine motor), and language. In addition, in the remaining developmental domain area of social emotional, 65% of children were assessed as "meeting/exceeding expectations." Overall, these results appear to be quite positive.

The areas of concerns that will need to be addressed programmatically are in the content areas of literacy and mathematics. In the content area of literacy, 68% of children were assessed as "meeting/exceeding expectations." In the content area of mathematics, 70% of children were assessed as "meeting/exceeding expectations." In addition to the number of children being assessed at age level in these content areas being lower than the domain areas, these numbers are actually artificially high. Infants and toddlers being assessed on the objectives items in these content areas are marked as "Not Yet" as these are skills a child in this age range would not be expected to do. These "Not Yet" scores are by default scored as "meeting age expectations;"

thus, the percentage of children actually assessed as meeting age level expectations for preschoolers is in reality lower than the percentages provided. These content areas will need to be strengthened by engaging in meaningful and targeted professional development of teaching staff and home visitors, providing education to parents on how they can support their children’s development in these areas, and through curriculum based activities.



**SCHOOL READINESS GOALS:**

In addition to the aggregated information being separated out by domain and content areas, we have also divided the results out into our program’s school readiness goals. The following pages contain visuals, each representing a particular school readiness goal along with the appropriate GOLD objectives that relate to that particular goal. The school readiness goals are as follows:

- Physical Development and Health:
  - Children will demonstrate age and developmentally appropriate control of large muscles for traveling, navigating and balancing in varied activities and across all settings.
  - Children will demonstrate age and developmentally appropriate control of small muscles for eating, playing, painting/drawing and manipulating in varied activities across all settings.
- Social and Emotional Development:

- Children will demonstrate the ability to recognize and regulate their own emotions and behaviors on appropriate age and developmental levels during varied activities and across all settings.
- Children will demonstrate positive and cooperative play and social relationships with peers and adults on age and developmentally appropriate levels in varied activities and across all settings.
- Literacy and Language:
  - Children will demonstrate emergent skills on an appropriate age and developmental level to communicate through verbal and non-verbal language, written representations using symbols and letters in varied activities and across all settings.
  - Children will learn varied ways to communicate and get meaning from print at an age and developmentally appropriate level in varied activities and across all settings.
  - Children will expand vocabulary and word meaning on an appropriate age and developmental level through a variety of activities and across all settings.
- Approaches to Learning:
  - Children will demonstrate age and developmentally appropriate interest, curiosity and creativity in a variety of activities and across all settings.
  - Children will demonstrate initiative, persistence, focus, problem solving and reflection in a variety of activities and challenges across all settings.
- Cognitive and General Knowledge:
  - Children will use age and developmentally appropriate math concepts of counting, comparing, relating, patterning and problem solving in a variety of activities and across all settings.
  - Children will engage in and explore their environments through age and developmentally appropriate activities of exploration, inquiry, investigation, observation, manipulation, questioning, predicting and developing hypotheses in varied activities and across all settings.
  - Children will use former knowledge, data and new information to form new concepts, solve new problems, develop new vocabulary and express new ideas in a variety of age and developmentally appropriate activities and across all settings.

Below is a summary of each of the school readiness goals assessed as well as additional objectives that are required by the new HSELOF. In cases where we believed it was appropriate, we also included additional charts reviewing the results specifically for three and four year olds. This is due to some of the more academic or higher level skills results being skewed on the high side when infants and toddlers were included. This occurs when a child is considered too young to be demonstrating any skills associated with a particular objective. That child would be marked as

“Not Yet” on the checkpoint and would fall in to the meeting or exceeding age level expectations category. When we look at the results for just the three and four year old children, who would be expected to be demonstrating some skills on those objectives, we get a more accurate picture of how those children are performing. This provides us with better information that can assist us in determining how to move forward in supporting those children’s needs.

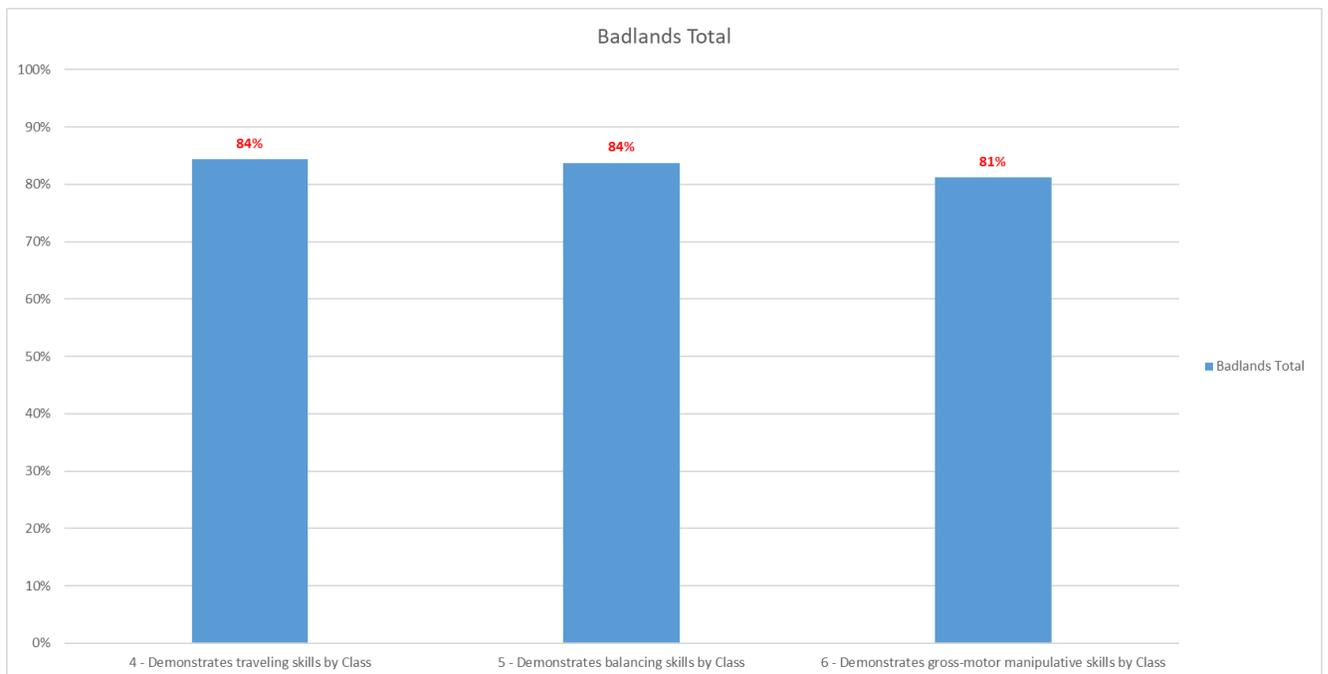
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**PHYSICAL DEVELOPMENT AND HEALTH:**

The program has two school readiness goals in the area of physical development and health. The first relates to gross motor skills and the second to fine motor development. Overall, children in the program are doing quite well in the area of physical development and health.

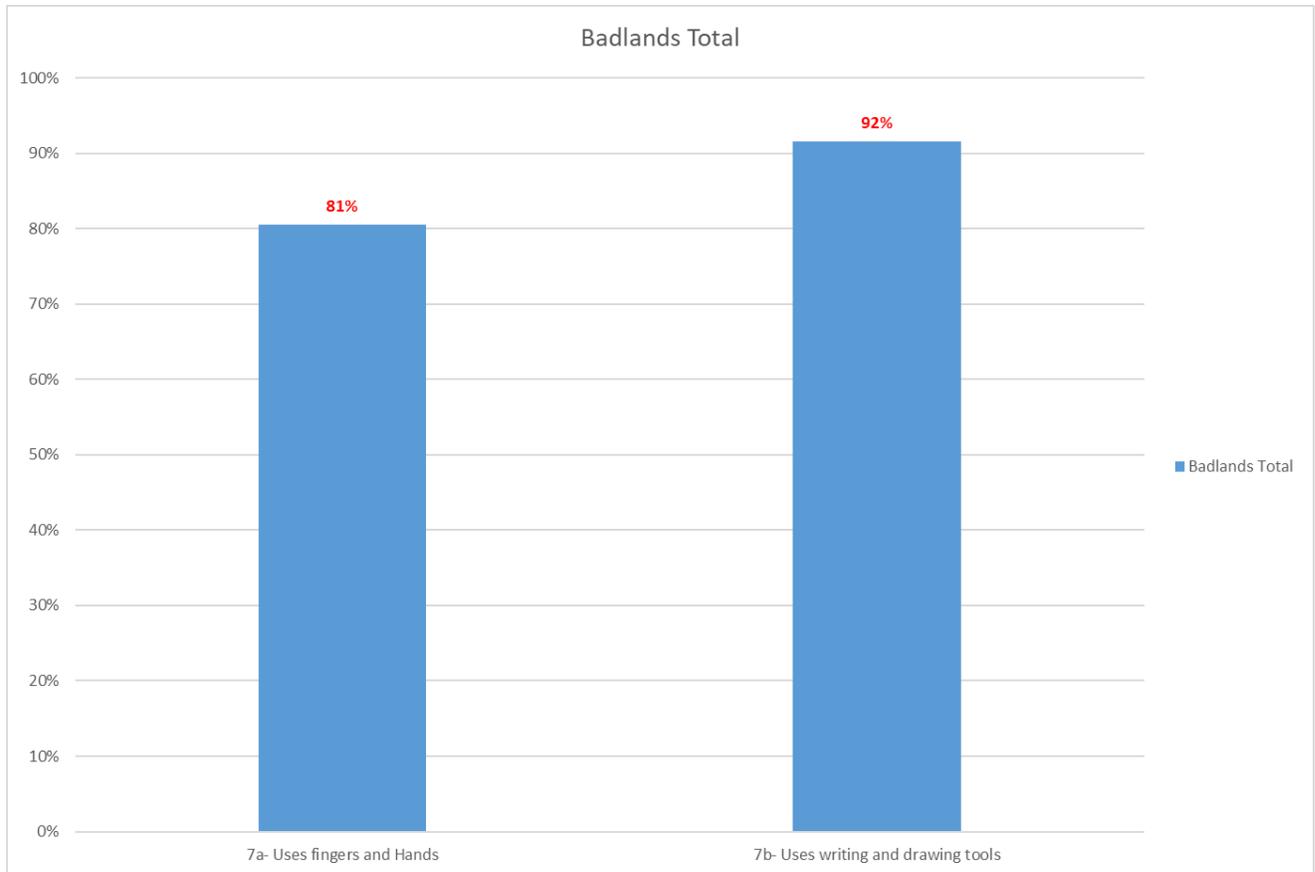
**Children will demonstrate age and developmentally appropriate control of large muscles for traveling, navigating and balancing in varied activities and across all settings.**

In the gross motor domain which looks at children’s large motor skills such as walking, running, balancing, etc., the vast majority of children were assessed to be functioning at age level expectations. This area is measured by three Teaching Strategies GOLD objectives. The results indicate 84% of children were assessed as being at age expected levels for demonstrating traveling skills; 84% were assessed at age level in demonstrating balancing skills, and 81% were assessed as meeting age level expectations for the objective of demonstrating gross motor manipulative skills.



**Children will demonstrate age and developmentally appropriate control of small muscles for eating, playing, painting/drawing and manipulating in varied activities across all settings.**

In the area of demonstrating fine motor strength and coordination, two objectives are used to measure this goal. For the first objective of using fingers and hands, 81% of the children assessed were found to be “meeting/exceeding expectations” on this objective. For the second objective of using writing and drawing tools, 92% of children were assessed at “meeting/exceeding expectations. Although this is an area where the majority of children are already doing well, for those not yet at age level this will be an area that will need to be focused on so children have the coordination and dexterity in their small motor muscles needed to engage in activities such as writing.



As a program we will continue to plan activities that support the children’s ongoing physical developmental needs in the areas of gross motor and fine motor activities utilizing the current curricula in place. Home visit, group socialization and classroom lesson plans will be monitored to ensure motor activities are being planned and implemented in all settings.

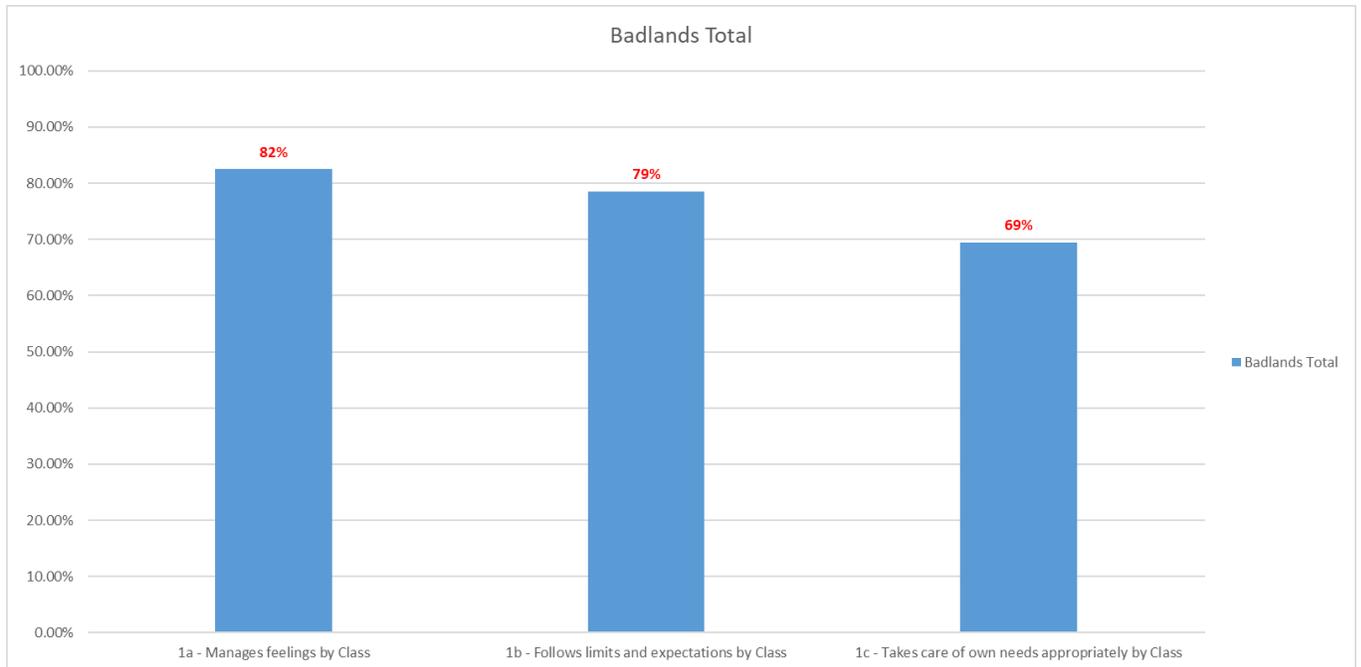
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#### SOCIAL AND EMOTIONAL DEVELOPMENT:

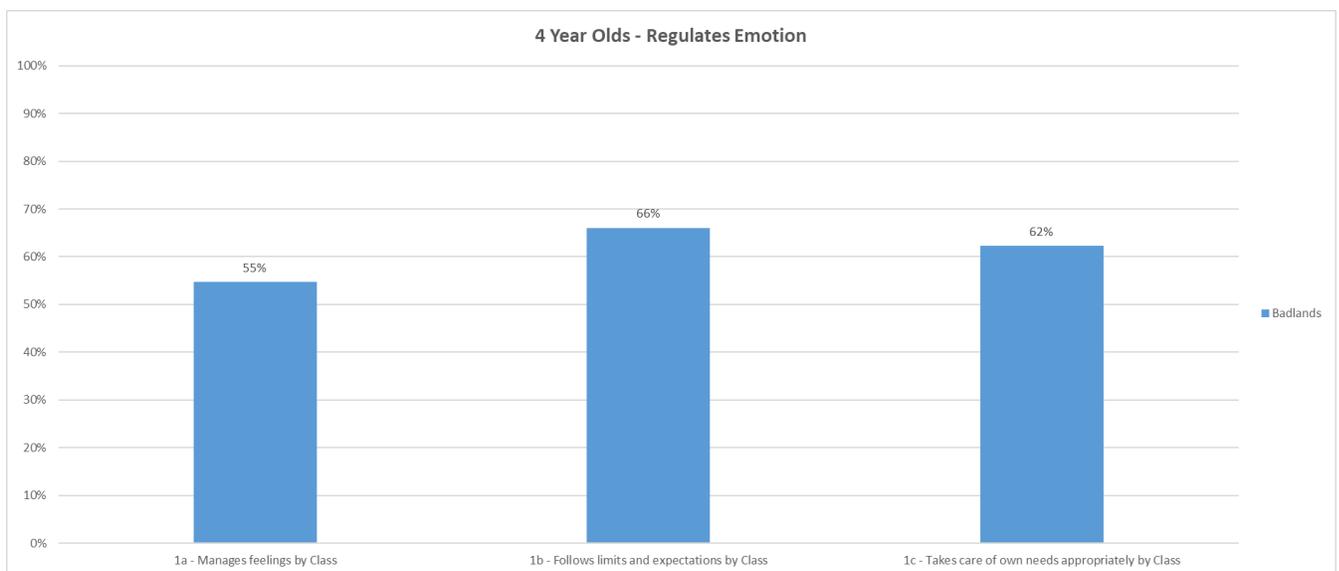
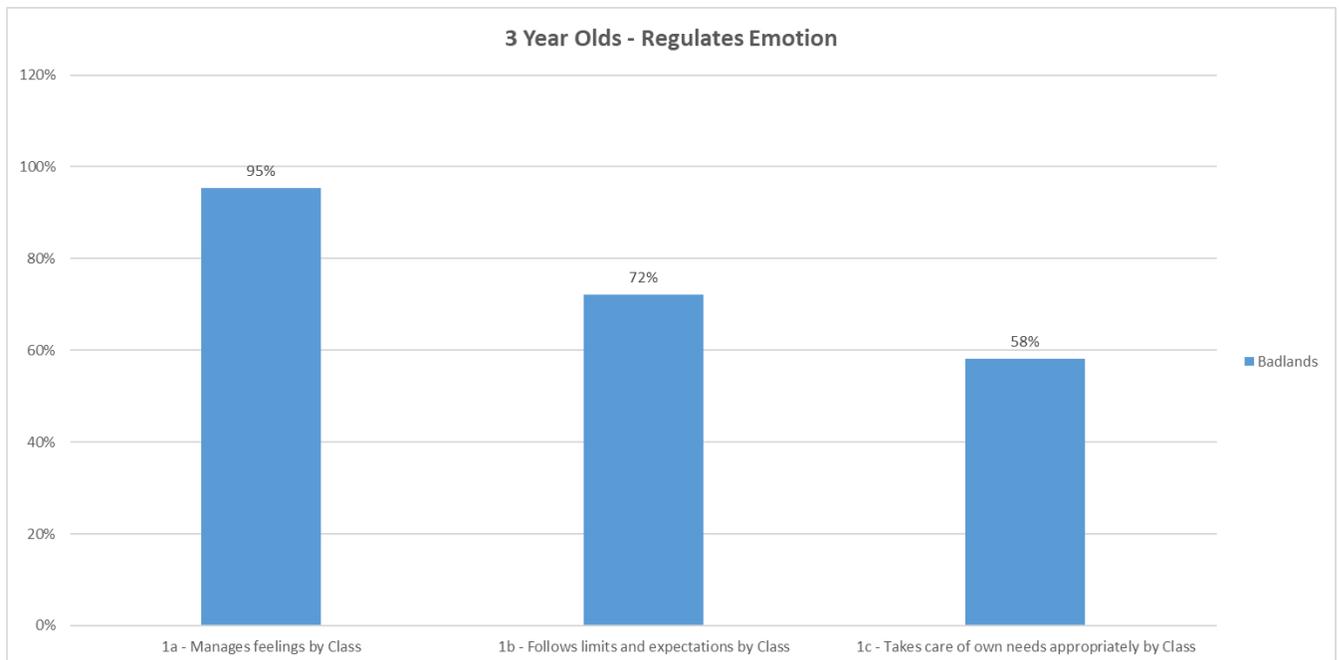
There are two school readiness goals in the social and emotional domain. The first relates to children’s abilities to regulate their own emotions and behaviors. The second is focused on children’s relationships with others. Again, the majority of children in the program appear to be doing relatively well in these areas.

***Children will demonstrate the ability to recognize and regulate their own emotions and behaviors on appropriate age and developmental levels during varied activities and across all settings.***

There are three objectives utilized to measure the ability to regulate their own emotions and behaviors. The results indicate 82% of children are functioning at age level expectations in managing their feelings, 79% are at age level expectations for following limits and expectations, and 69% are able to take care of their own needs appropriately.

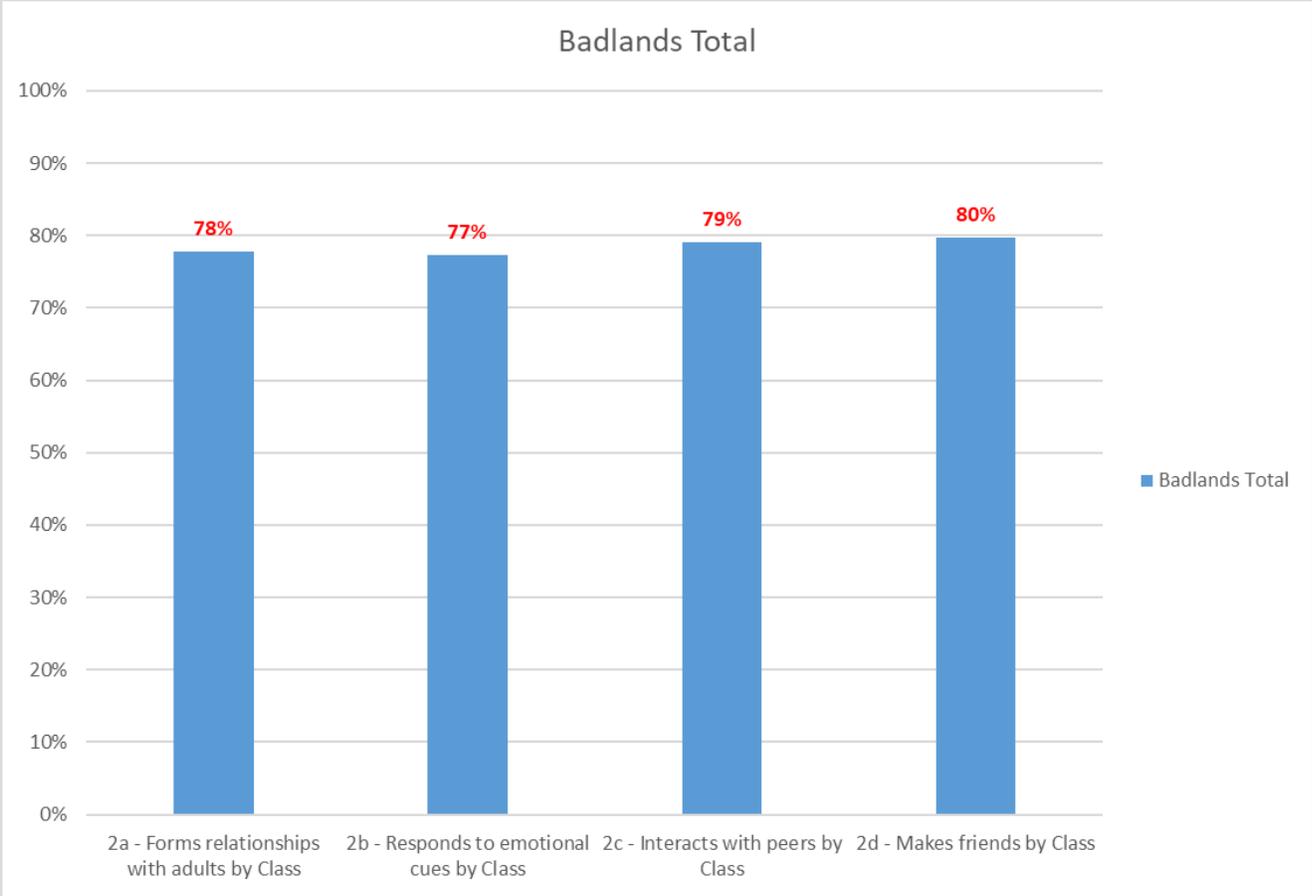


The above chart compiles the results for all children in the program, including infants and toddlers. When the same information regarding these objectives is broken down by three and four year olds, however, the results are more mixed and give us a more accurate picture of how the preschoolers in our program doing in regards to these skills. Three year olds are scoring fairly high on the dimension of managing feelings with 95% scored at age level or above. However, when we compare that same percentage to that of the four year olds, we see that only 55% of them are scoring at or above age level expectations. This is most likely due to the significant jump in expectations that the assessment tool requires of four year olds. For following limits and expectations, 72% of three year olds scored at age level and 66% of four year olds were deemed as meeting or exceeding age expectations. Finally, for takes care of own needs, 58% of three year olds and 62% of four year olds were found to be performing at age level. These numbers do better reflect what we are seeing in our preschool children, particularly in our center based classrooms.



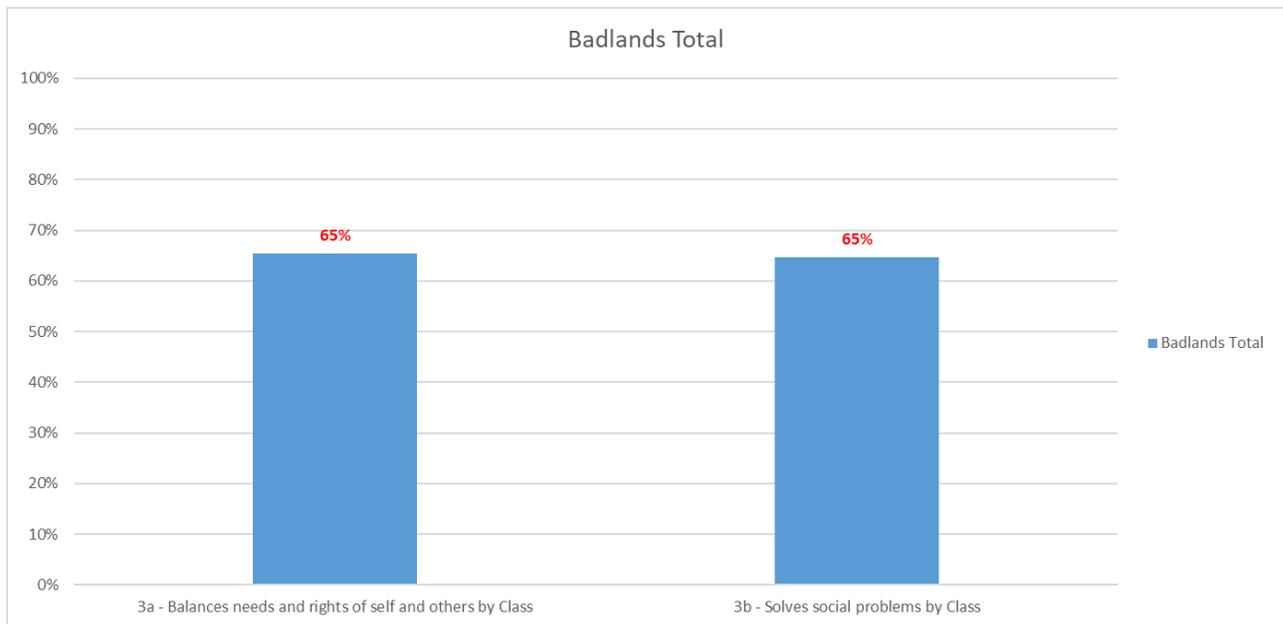
***Children will demonstrate positive and cooperative play and social relationships with peers and adults on age and developmentally appropriate levels in varied activities and across all settings.***

Regarding demonstrating positive and cooperative play and relationships with peers and adults, the results are overall positive. The assessment results indicate 78% of children are meeting age level expectations in forming relationships with adults. In addition, 77% were found to be at age level expectations in responding to emotional cues, 79% were at age level expectations in interacting with peers and 80% were at age level in making friends.



***Additional social and emotional development objectives.***

In addition to the above school readiness goals, the new HSELOF requires that we also assess how children engage in and maintain positive interactions with other children and how they use basic problem-solving skills to resolve conflicts with peers. We have chosen two additional objectives from our assessment tool to measure these items. For the first item we utilized the objective of balancing the needs and rights of others and determined that 65% of children were meeting or exceeding age level expectations. For the latter, we used the objective of solving social problems of which 65% of children were assessed as meeting or exceeding age level expectations.



As some of these percentages indicate, we have a significant portion of children who need support in the area of social emotional development. TREC will continue to focus on helping children learn important social emotional skills. As discussed earlier, the assessment results for children in the home based option may be assessed at artificially higher levels than would be if they were in a classroom setting as a result of the differences in the environments. In the home based option, we will continue to support social emotional development through activities on the home visits as well as during group socializations. In the Head Start classrooms, teaching staff will continue to implement both the Creative Curriculum and the Second Step Curriculum which have components focused on learning about emotions and problem solving conflicts.

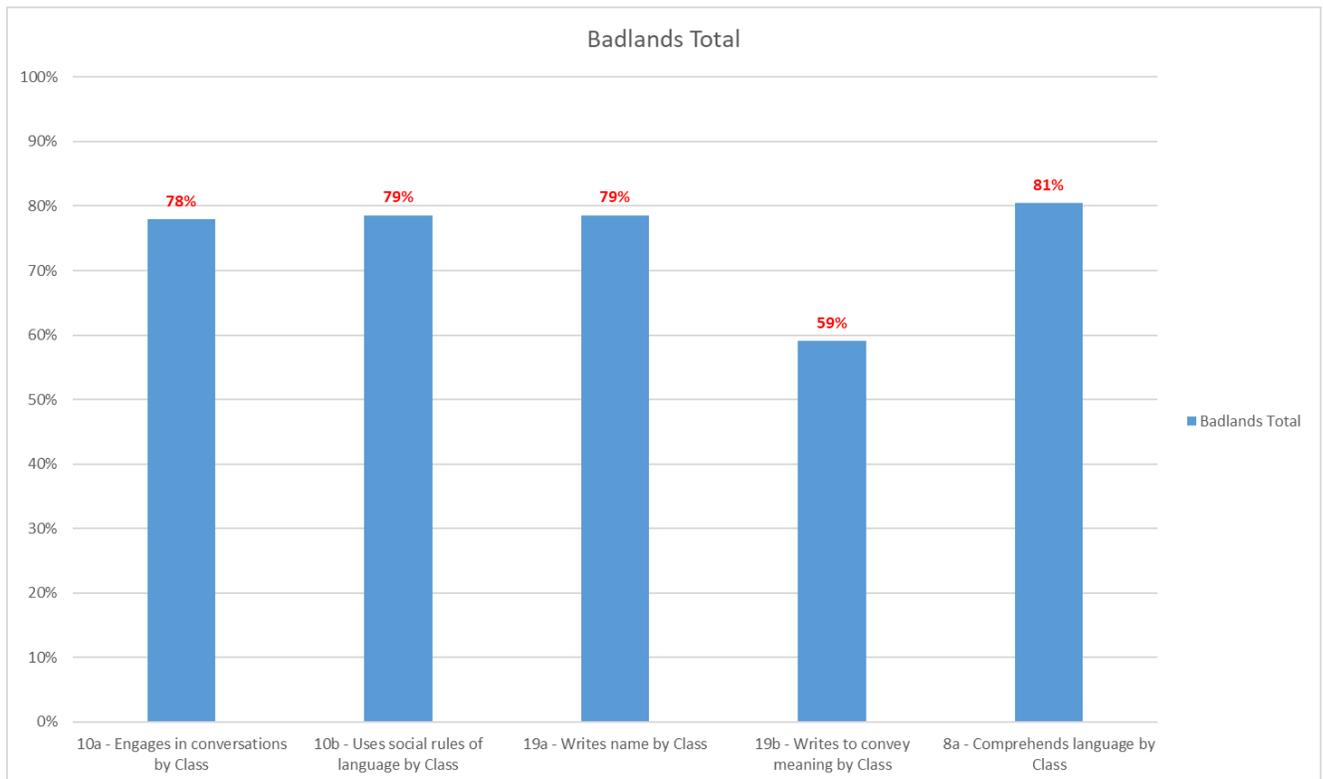
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#### LITERACY AND LANGUAGE DEVELOPMENT:

There are three school readiness goals in the areas of literacy and language development. The first goal is centered on communication through verbal and non-verbal language as well as written representations. The second goal is focused on varied ways to communicate and to obtain meaning from print while the third targets children’s expanding vocabularies. While the overall assessment results for these three goals indicate a majority of children are meeting age level expectations, as mentioned above, these results may be skewed artificially high. This is because several objectives used to measure these goals are not appropriate to infants and toddlers. All children under the age of 24 months would be marked as “Not Yet” on these items which would then categorize them as “meeting/exceeding expectations.” If we were to look at the results for only the preschool aged children of three years and older, we would find a lower number of children meeting age level expectations.

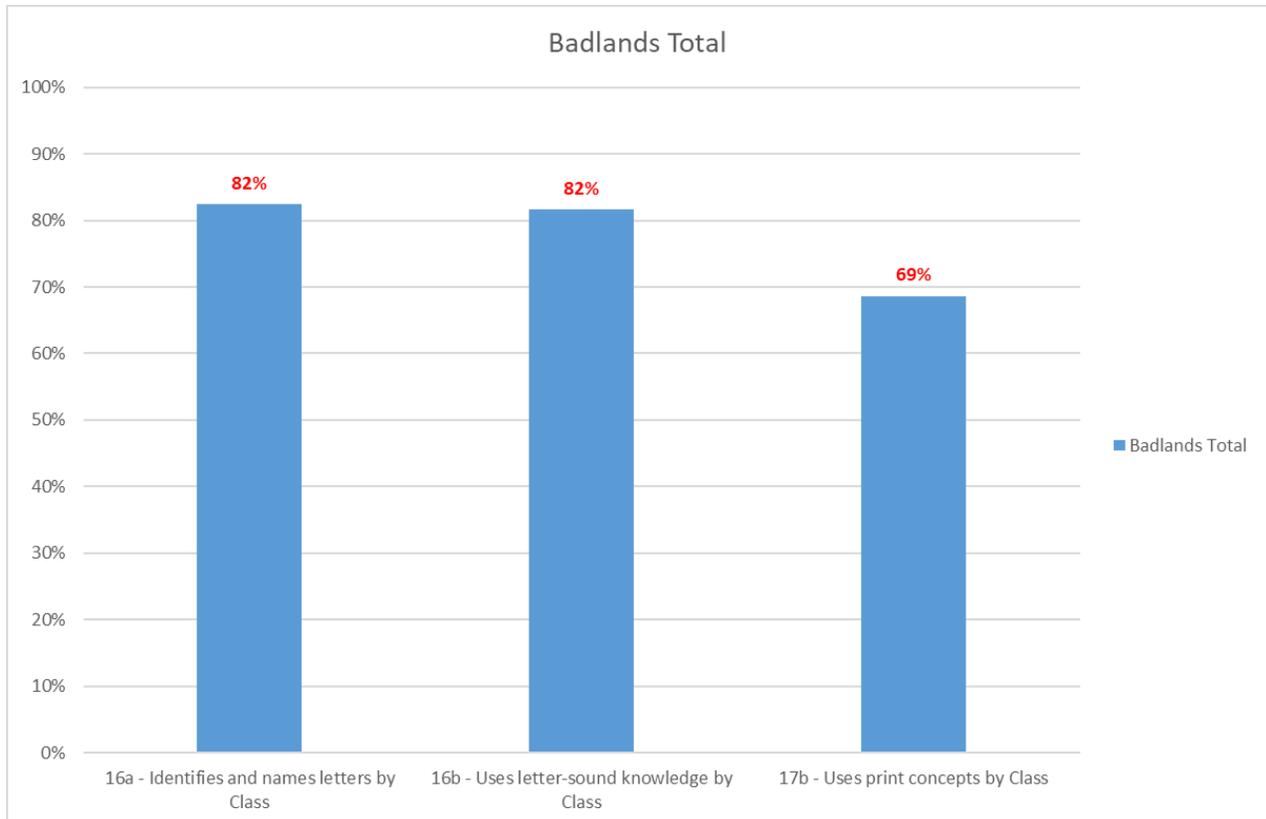
***Children will demonstrate emergent skills on an appropriate age and developmental level to communicate through verbal and non-verbal language, written representations using symbols and letters in varied activities and across all settings.***

The first school readiness goal, children will demonstrate emergent skills to communicate through verbal and non-verbal language and use written representations, is measured by five objectives. In the first objective of engaging in conversations, 78% were found to be meeting or exceeding age level expectations. In the second objective of using social rules of language, 79% of children assessed were found to be at age level expectations. In the third objective of writing their name, 79% of children assessed were found to be meeting or exceeding age level expectations. For the fourth objective which is writing to convey meaning, only 59% were meeting age level expectations. For the fifth and final objective of comprehending language, 81% of children assessed were found to be at or above age level expectations. Lower percentages around verbal communication are expected due to the number of children currently receiving special education services for speech and language delays. Additional support will be provided to direct services staff members around strategies to promote children’s communication and writing skills through developmentally appropriate activities as well as ongoing professional development for center and home based staff targeting these areas.

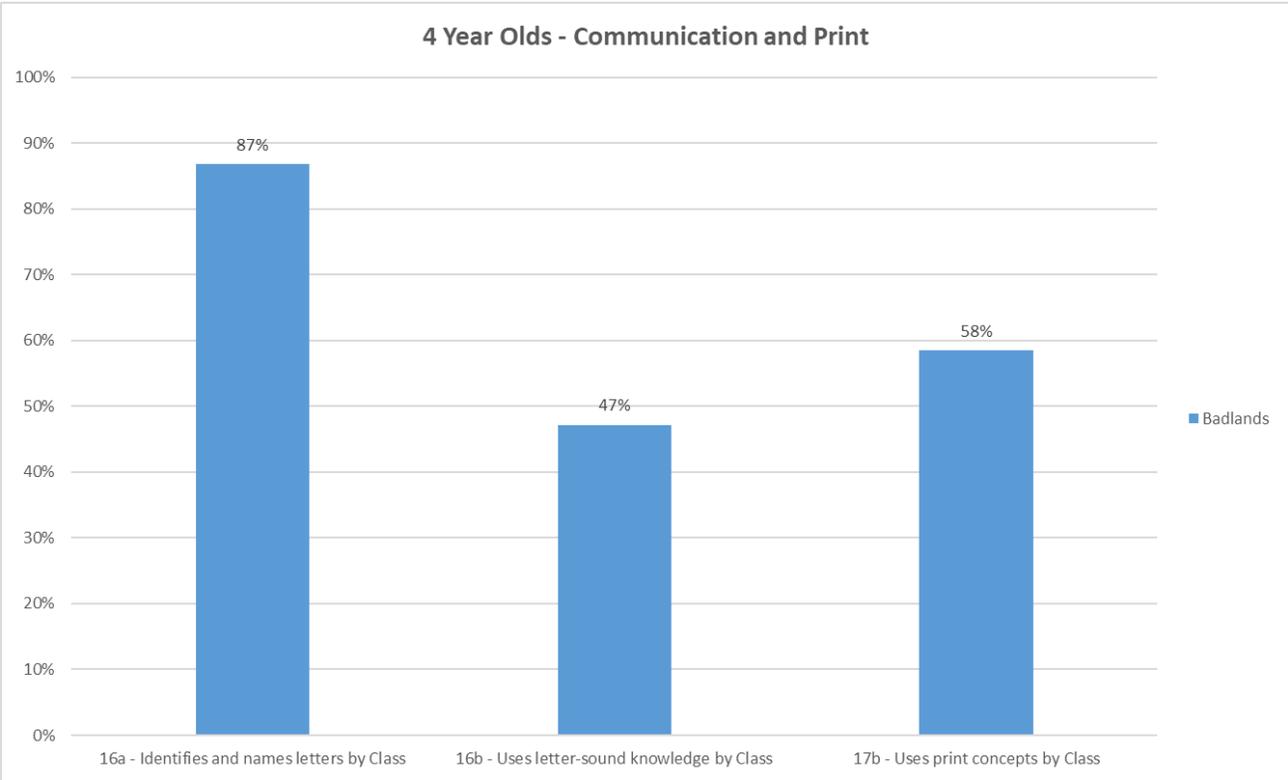
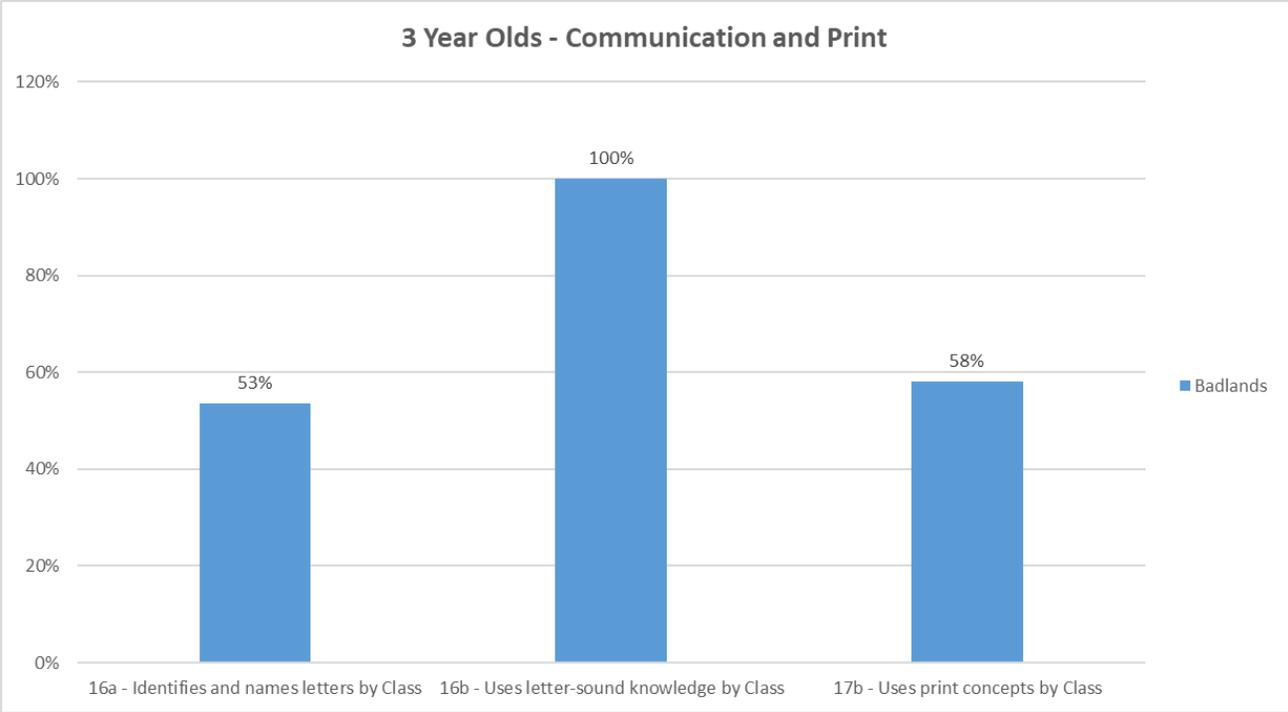


***Children will learn varied ways to communicate and get meaning from print at an age and developmentally appropriate level in varied activities and across all settings.***

The second school readiness goal in this area, which centers on communicating and obtaining meaning from print, is measured by three objectives. In the first objective of identifying and naming letters, 82% of children were found to be meeting or exceeding age level expectations. For the second objective of using letter-sound knowledge, 82% of children were assessed at age level and for the third objective of using print concepts, 69% of children were assessed at age level.



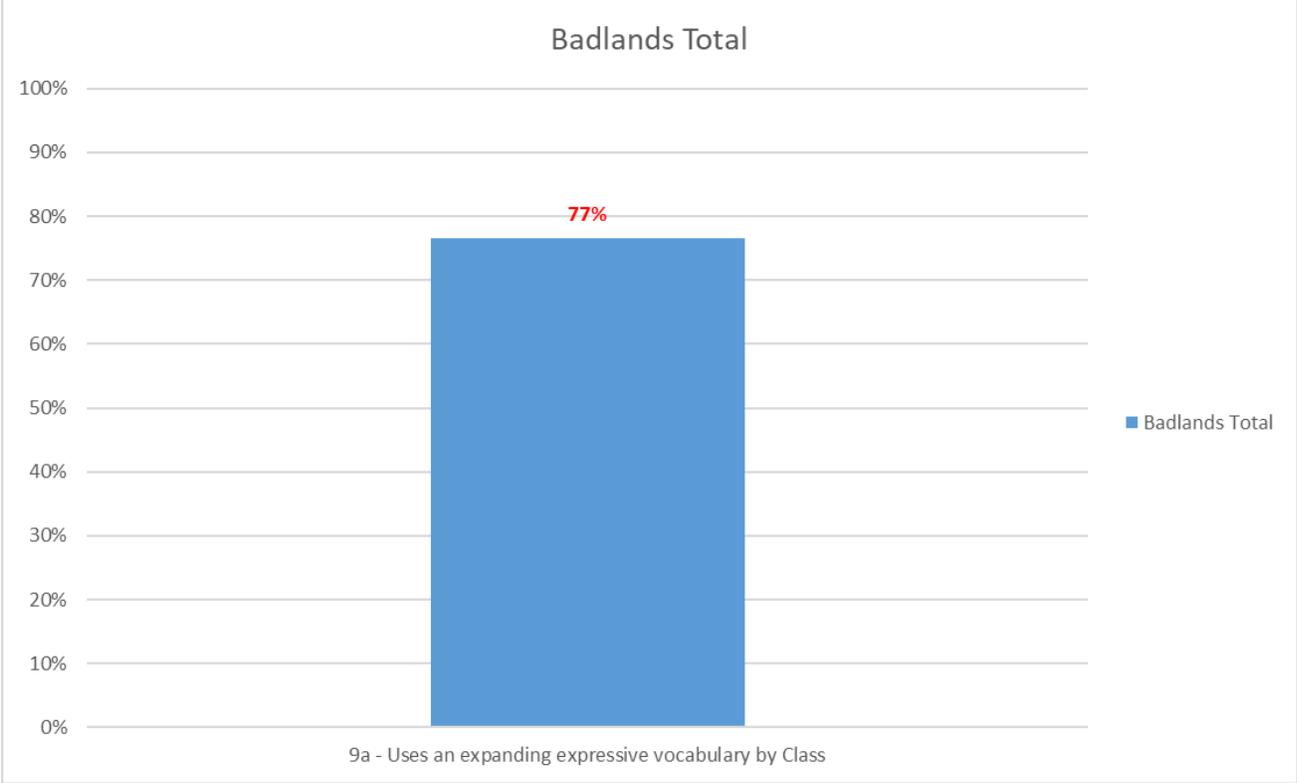
Again, the above chart compiles the results for all children in the program, including infants and toddlers. When the same information regarding these objectives is broken down by three and four year olds, however, the results are more mixed and give us a more accurate picture of how the preschoolers in our program doing in regards to these skills. For identifying and naming letters, only 53% of three year olds were identified as meeting or exceeding age level expectations while 87% of four year olds were scored at age level. For using letter sound knowledge, 100% of three year olds were at age level while only 47% of four year olds were scored as meeting or exceeding age level expectations. Finally, for using print concepts 58% of three and four year olds were scored as meeting or exceeding age level expectations. The results for the last two objectives for four year olds are very low and concerning. This will be an area of focus in the classrooms as well as in the home based Head Start clusters.



***Children will expand vocabulary and word meaning on an appropriate age and developmental level through a variety of activities and across all settings.***

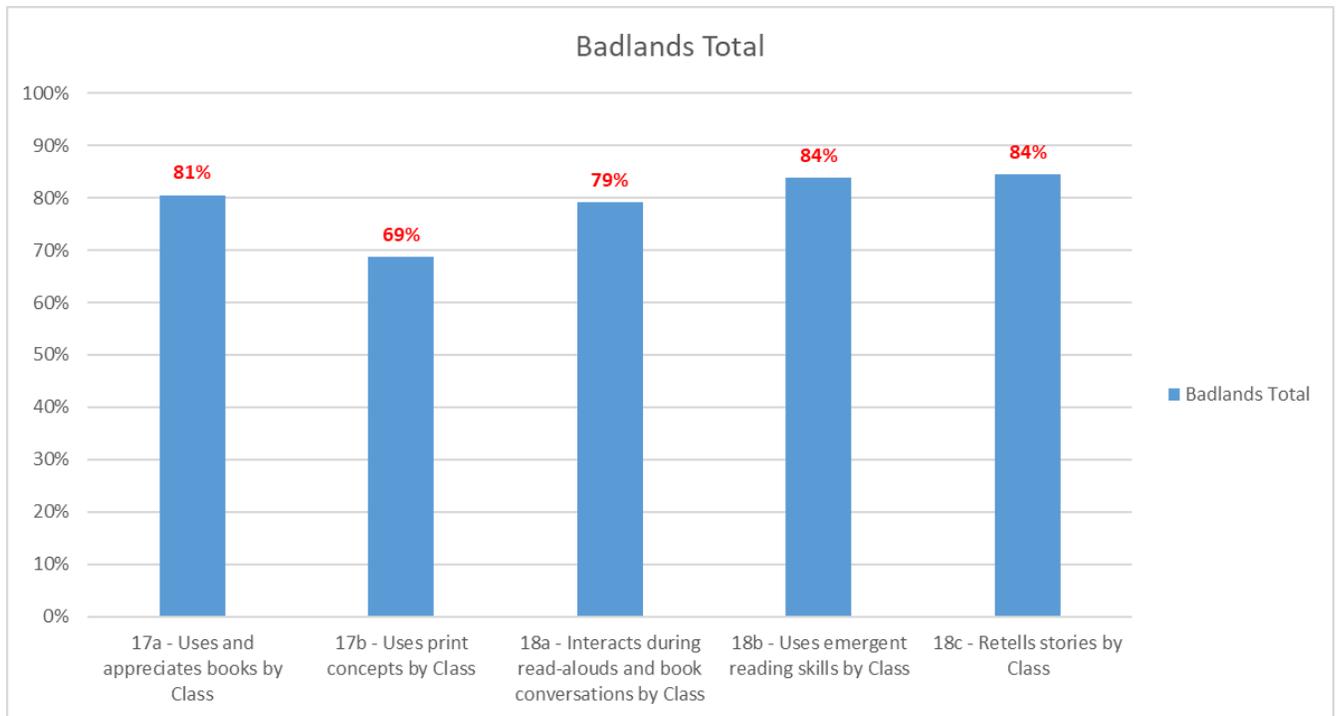
The final school readiness goal in the area of literacy and language development is that of having an expanding vocabulary. This goal is measured by one objective which is using an expanding

expressive vocabulary. The assessment results indicate 77% of children are functioning at age level expectations on this objective.



***Additional emergent literacy and literacy objectives.***

In addition to these school readiness goals, the HSELof requires programs to assess children’s development in emergent literacy skills for infants and toddlers and literacy in preschoolers. Items that are to be assessed include children handling books appropriately, attending to stories, obtaining meaning from pictures and stories, understanding narrative structures through storytelling/retelling, and their ability to ask and answer questions about a book that was read aloud. TREC has selected five objectives to measure these items. For the first objective of uses and appreciates books, 81% of children were assessed as meeting or exceeding age level expectations. For the second objective of uses print concepts, 69% of children were assessed as meeting or exceeding age level expectations. For the third objective, interacts during read-alouds and book conversations, 79% of children were determined as meeting or exceeding age level expectations. For the fourth objective of uses emergent reading skills, 84% of children assessed were found to be meeting or exceeding age level expectations. For the final objective of retells stories, 84% of children were assessed as meeting or exceeding age level expectations.



The overall results of the assessment in this domain are mixed with some objectives being assessed at above 80% of children meeting or exceeding age expectations while several items are in the sixties and fifties range with some as low as the forties when broken out by age. Additional training will be provided to those staff working in the center classrooms on how to enhance children’s school readiness abilities related to these goals, particularly around developmentally appropriate ways to teach letter recognition and letter-sound recognition. Home visitors have been provided with the Parents as Teachers curriculum which has a strong component on promoting communication and emergent literacy skills in young children.

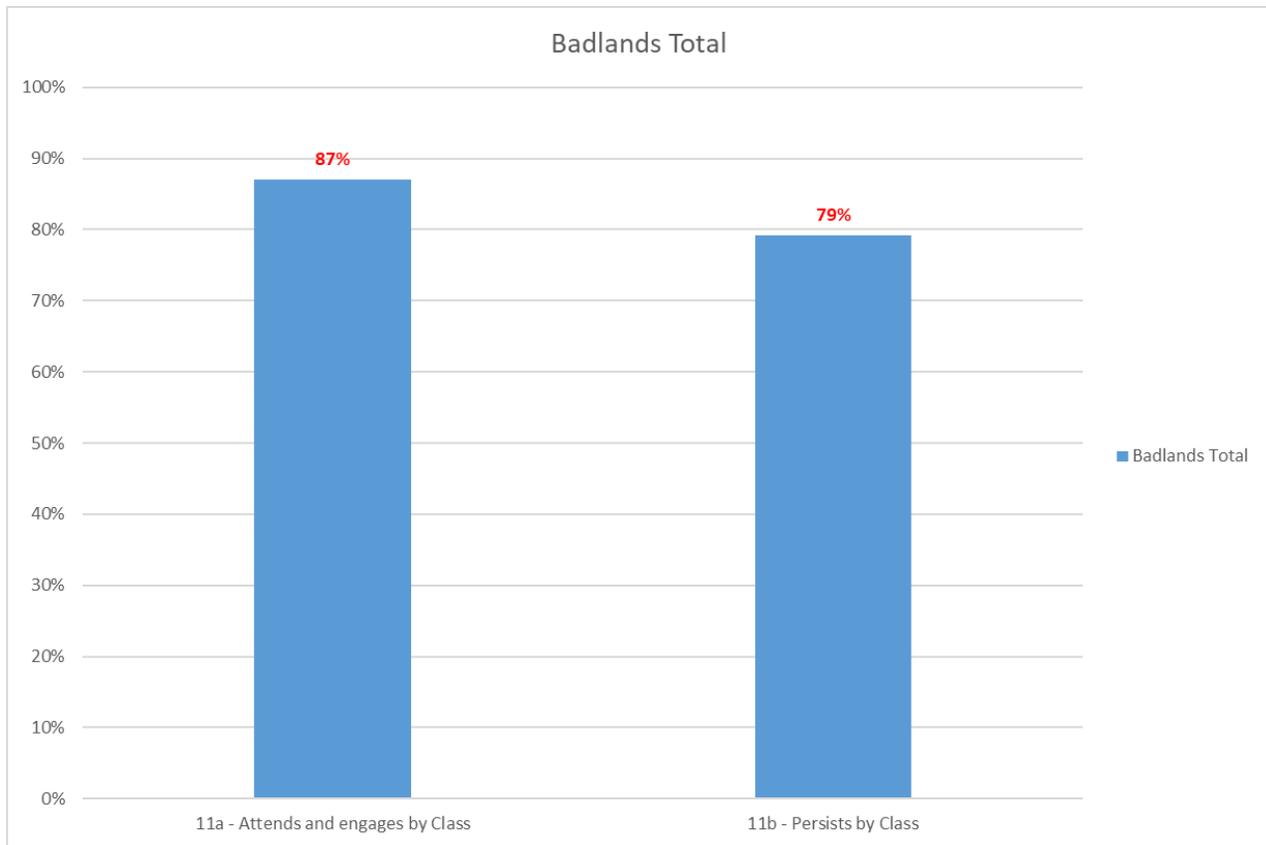
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#### APPROACHES TO LEARNING:

The program has two school readiness goals related to approaches to learning. The first is that children will demonstrate interest, curiosity and creativity while the second focuses on children demonstrating initiative, persistence, focus, problem solving and reflection.

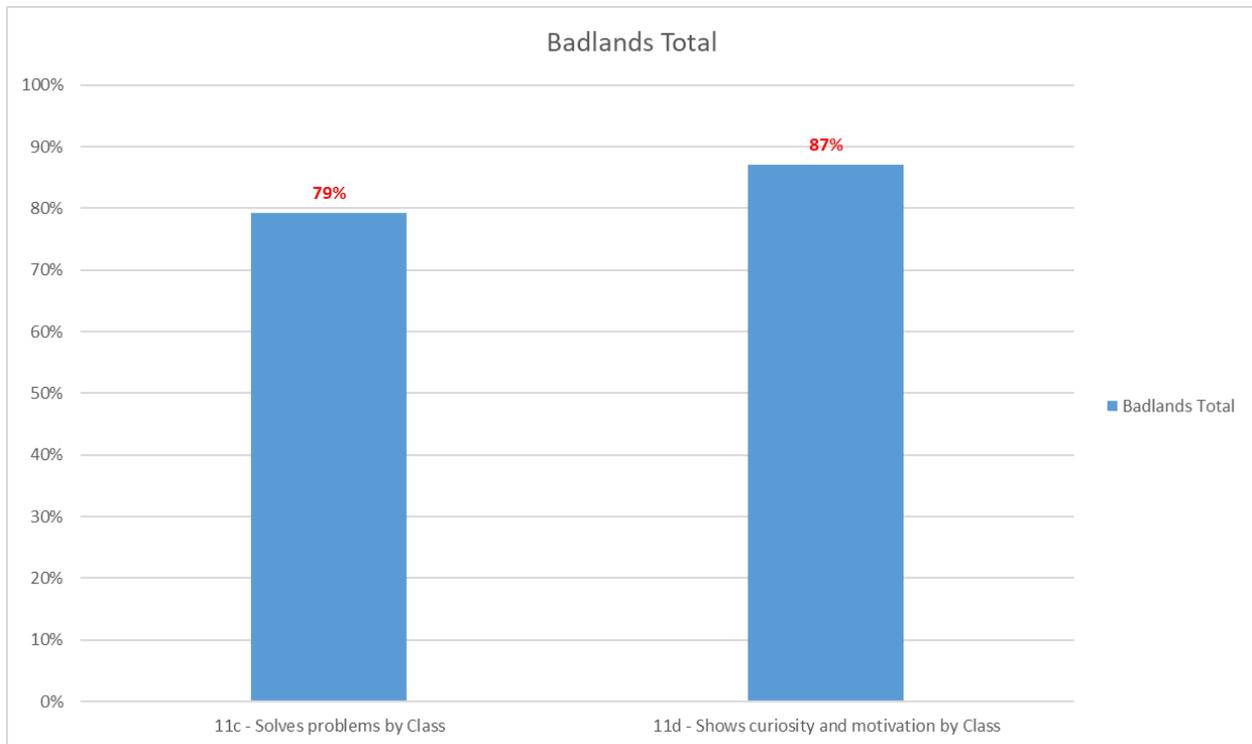
***Children will demonstrate age and developmentally appropriate interest, curiosity and creativity in a variety of activities and across all settings.***

The first goal is measured by two objectives in Teaching Strategies GOLD. In the first objective of attending and engaging, 87% of children were assessed as meeting age level expectations. In the second objective of persisting, 79% were found to be functioning at an age appropriate level.



***Children will demonstrate initiative, persistence, focus, problem solving and reflection in a variety of activities and challenges and across all settings.***

Two objectives are also used to measure the second goal. For the first objective of solving problems, 79% of children were assessed as meeting age level expectations. For the second objective of showing curiosity and motivation, 87% of children were assessed as “meeting/exceeding expectations.”



Overall, children in the program are doing well in the area of approaches to learning. Home visiting staff and teaching staff will continue to provide fun, hands on educational opportunities to all children in the program in order to foster children’s excitement in learning.

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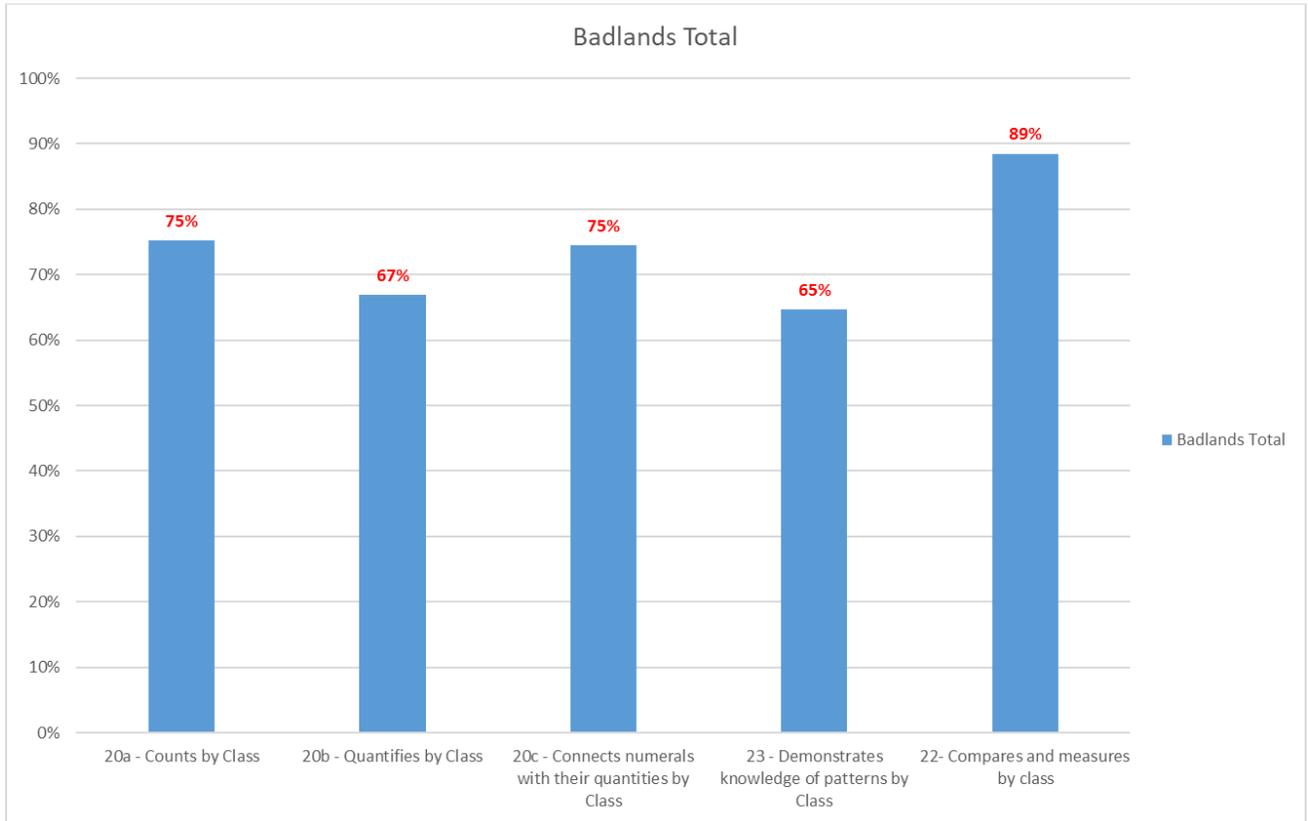
**COGNITION AND GENERAL KNOWLEDGE:**

There are three school readiness goals in the area of cognition and general knowledge. The first is children will demonstrate appropriate math concepts of counting, comparing, relating, patterning and problem solving. The second goal in this area is that children will engage and explore their environments through age appropriate activities of exploration, inquiry, investigation, observation, manipulation, questioning, predicting and developing hypotheses. The final goal in this area is children will use former knowledge, data and new information to form new concepts, solve new problems, develop new vocabulary and express new ideas.

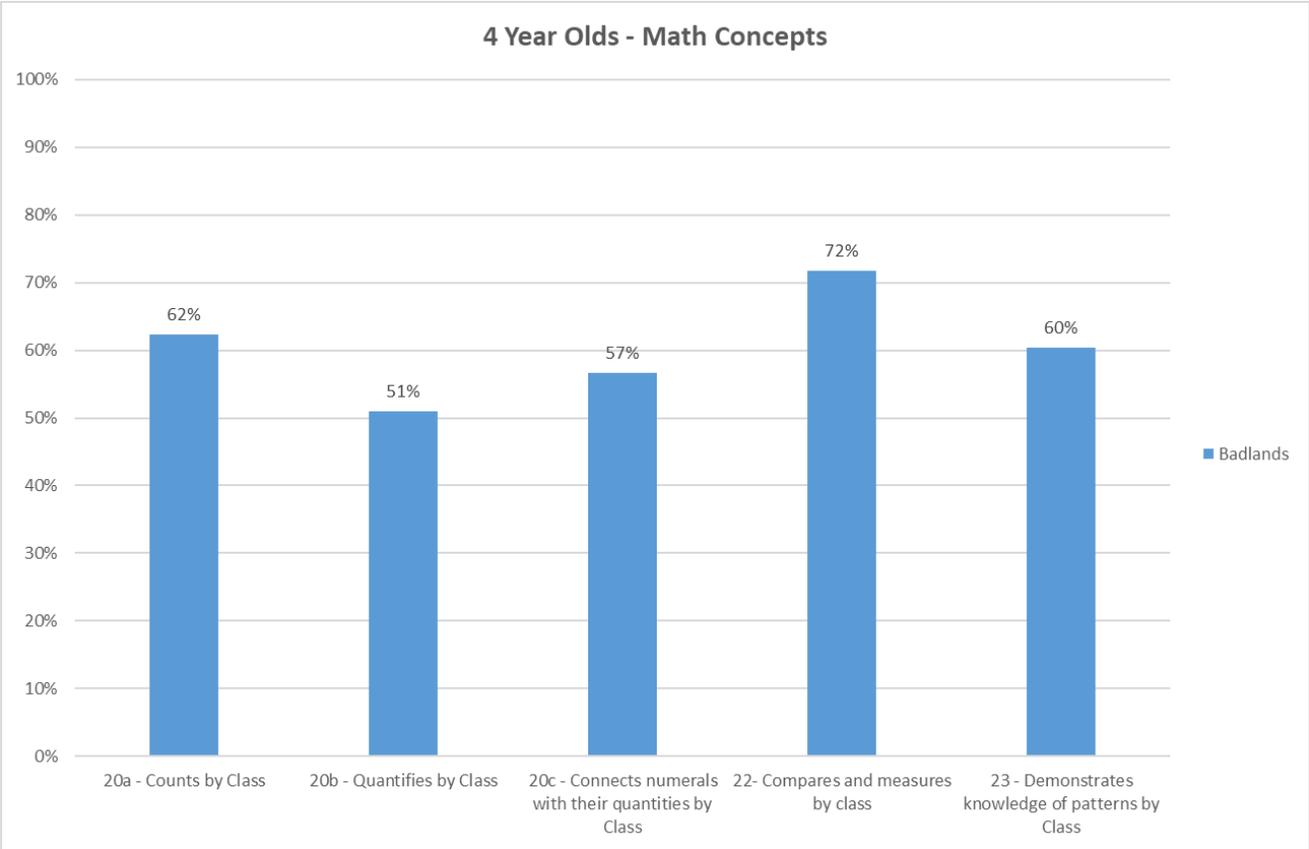
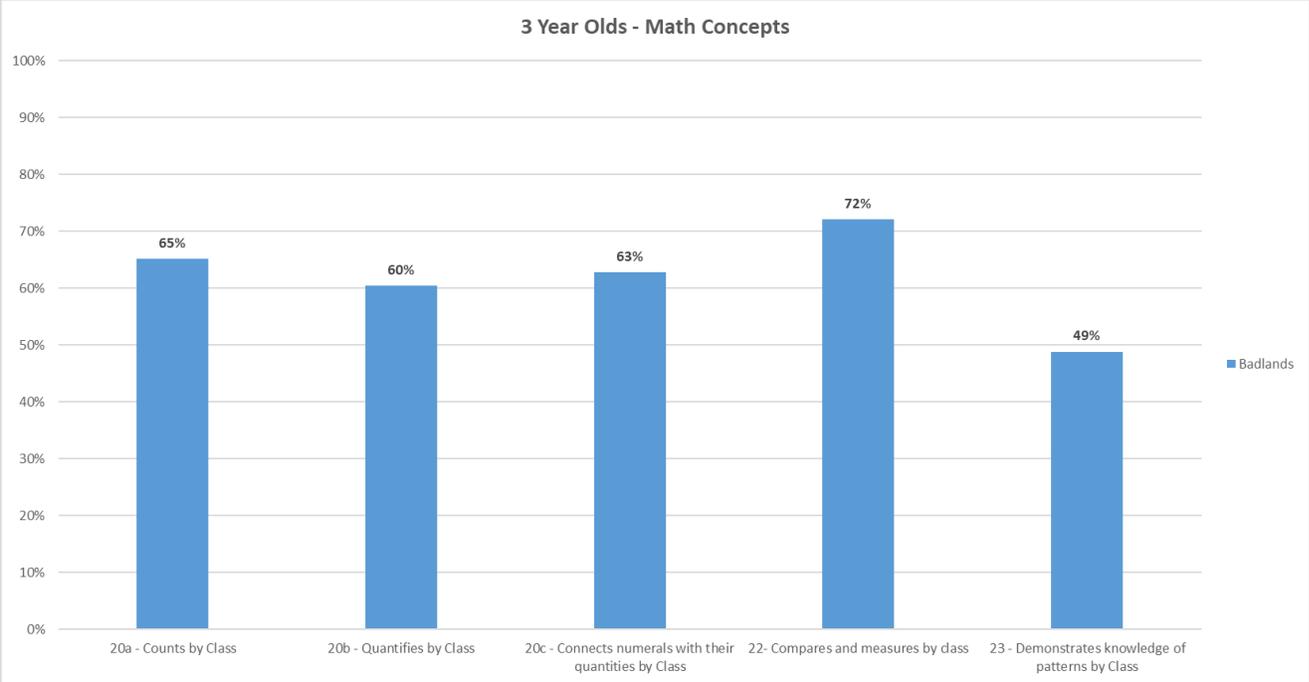
***Children will use age and developmentally appropriate math concepts of counting, comparing, relating, patterning, and problem solving in a variety of activities and across all settings.***

The first school readiness goal in the area of cognition and general knowledge is measured by five GOLD objectives. In the first objective of counting, 75% of children were assessed as meeting age level expectations. For the second objective of quantifying, 67% of children were assessed as meeting age level expectations and for the third objective of connecting numerals with their quantities, 75% of children were assessed as meeting age level expectations. These three percentages are artificially high as these are objectives that are not measured in infants and

toddlers. The actual percentages of children meeting age level expectations on these three objectives are, in reality, much lower as we will see in the additional charts below. For the fourth objective of demonstrating knowledge of patterns, 65% of children were assessed as meeting age level expectations and 89% of children were assessed at age level for in the last objective of comparing and measuring.



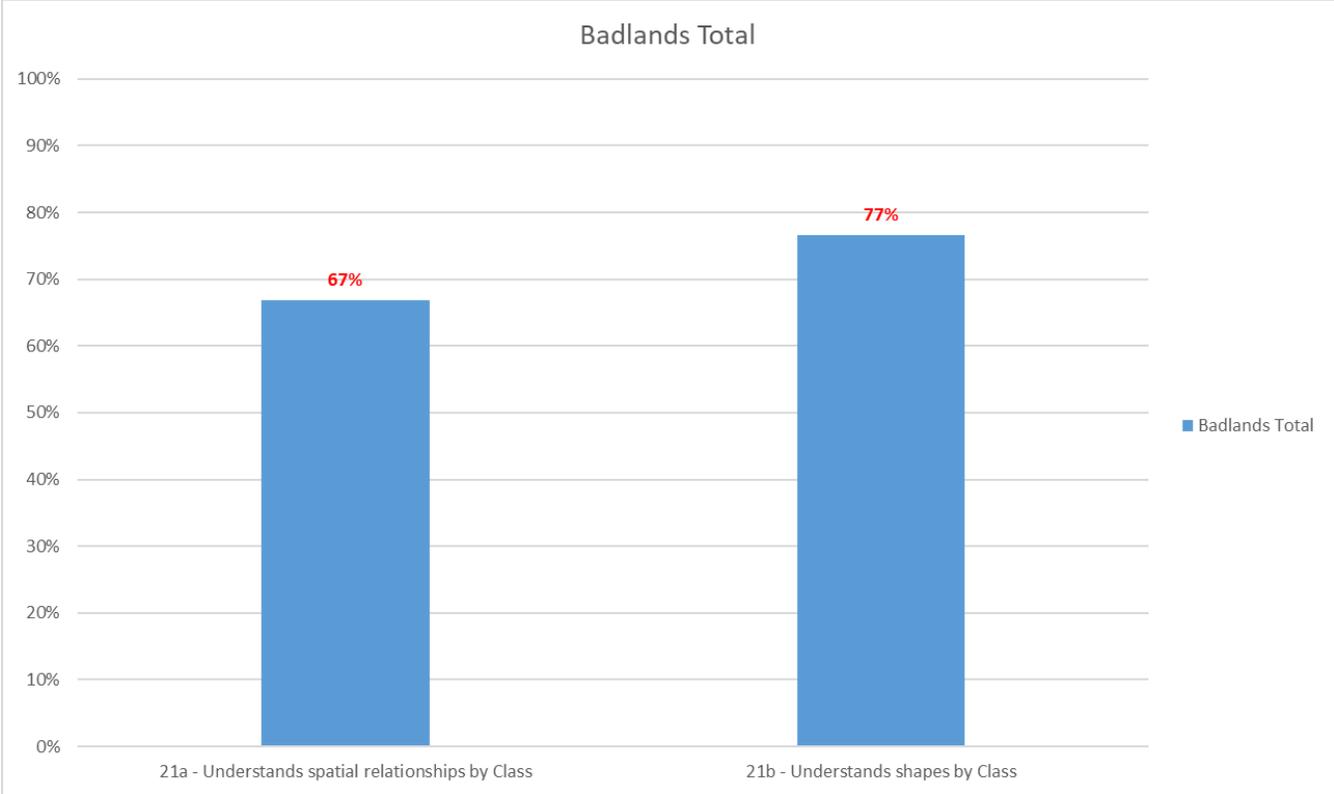
Due to the high number of objectives in this goal that are not measured in infants and toddlers, we have included two charts below that look specifically at how three and four year olds are performing on these. For the first objective of counting, 65% of three year olds and 62% of four years were deemed to be performing at or above age level. For the second objective of quantifying, 60% of three year olds were at or above age level while only 51% of four year olds were meeting or exceeding age level expectations. For connecting numerals with their quantifies, 63% of three year olds and 57% of four year olds were at or above age level. For compares and measures. 72% of both three and four year olds were scored as meeting or exceeding age level expectations. Finally, for demonstrating knowledge of patterns, only 49% of three year olds were found to be at age level while 60% of four year olds were meeting or exceeding age expectations. Both curricula for the center based and home based programs do include strong math components. Additional training will be provided to staff on how to more effectively implement those strategies.



**Additional mathematical objectives.**

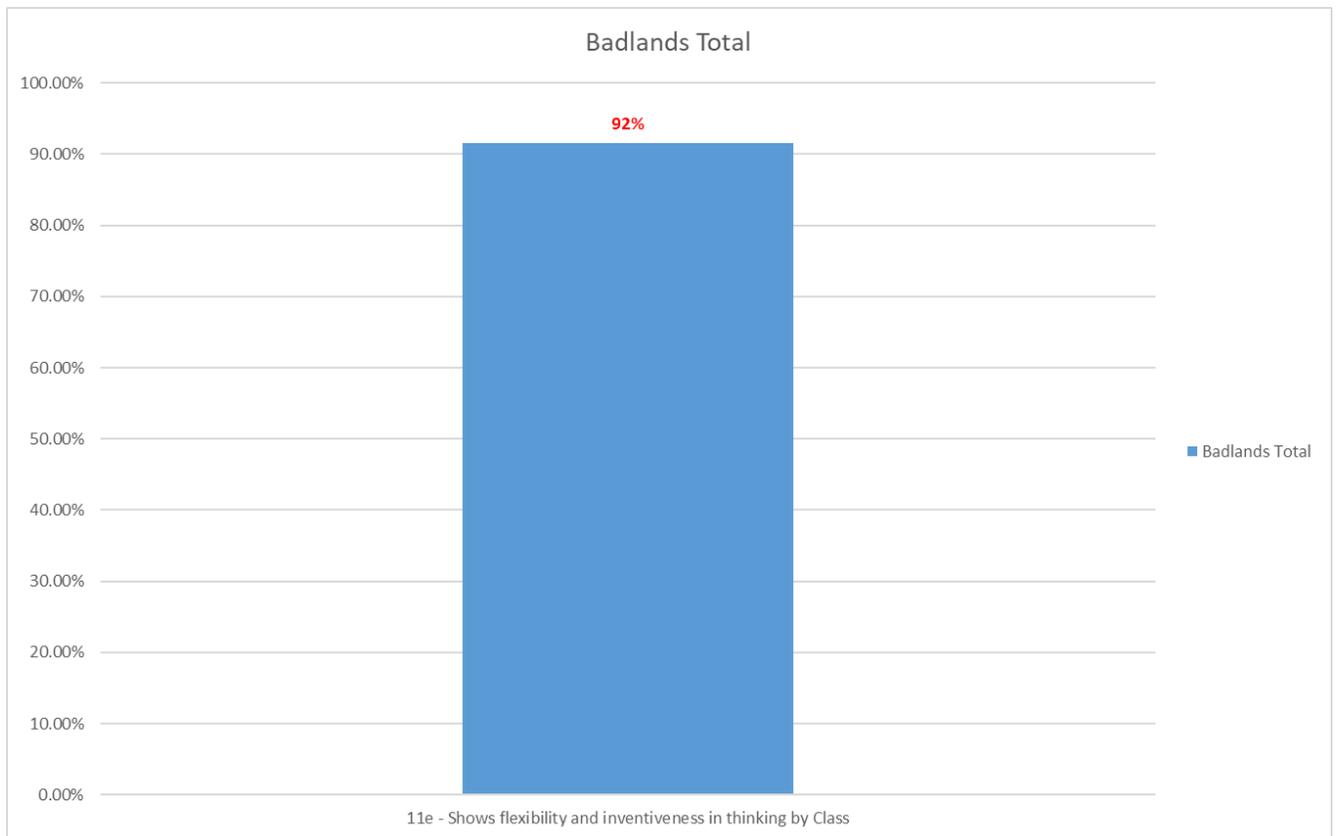
As stated previously, the HSELOF mandates specific items be measured in the area of mathematics development. Additional items programs are now required to assess is a child’s

ability to identify, describe, compare and compose shapes and a child’s spatial sense. For the first item, the TREC selected the objective of understands shapes and 67% of children were assessed as meeting or exceeding age level expectations. For the second item the objective of understands spatial relationships was selected. In this objective, 77% of children were assessed at a level that meets or exceeds age expectations.



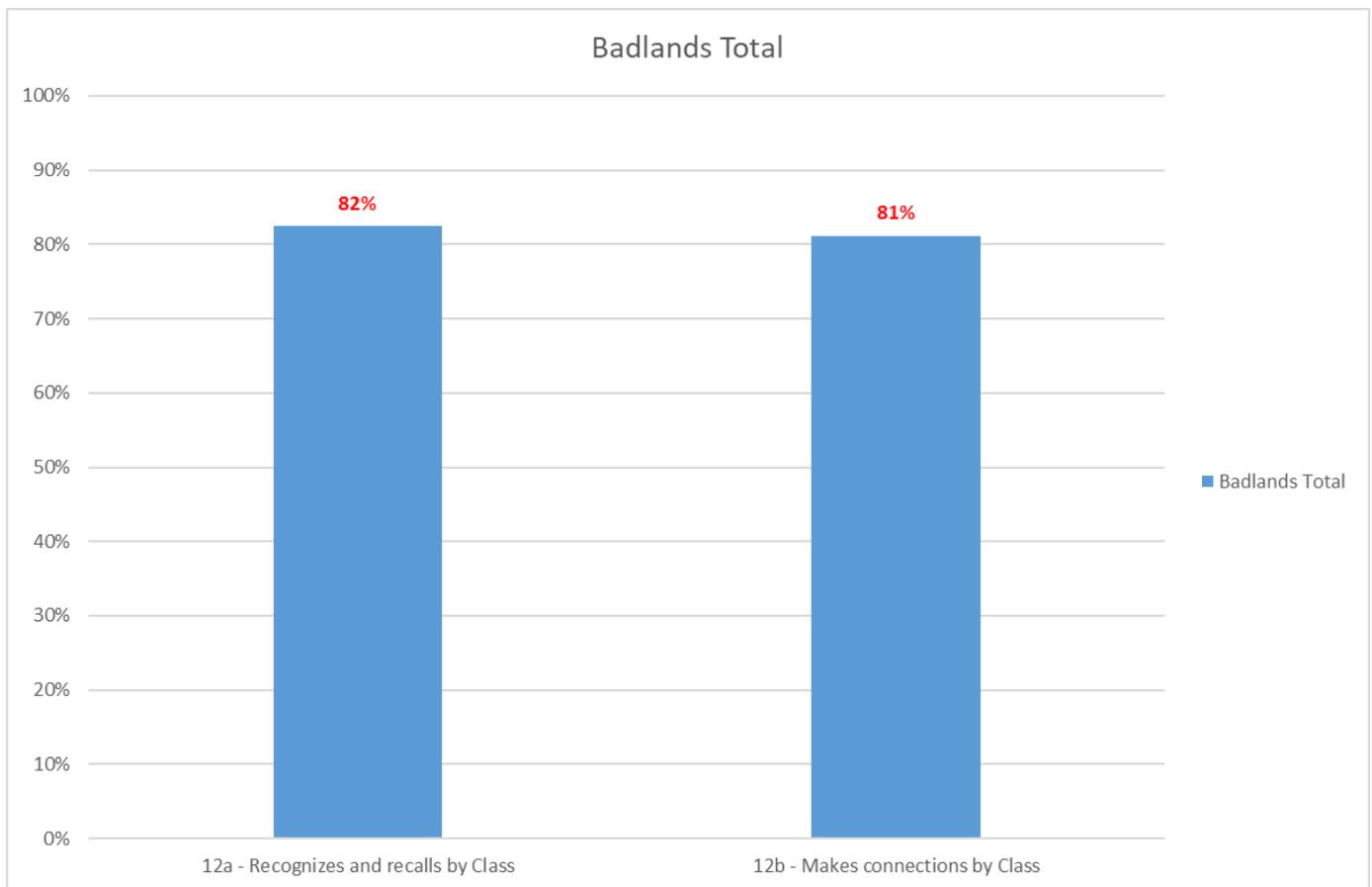
***Children will engage in and explore their environments through age and developmentally appropriate activities of exploration, inquiry, investigation, observation, manipulation, questioning, predicting and developing hypotheses in varied activities and across all settings.***

The second cognition and general knowledge school readiness goal is measured by one objective which is shows flexibility and inventiveness in thinking. Overall, children did very well on this objective as 92% of children were assessed as meeting age level expectations.



***Children will use former knowledge, data and new information to form new concepts, solve new problems, develop new vocabulary and express new ideas in a variety of age and developmentally appropriate activities and across all settings.***

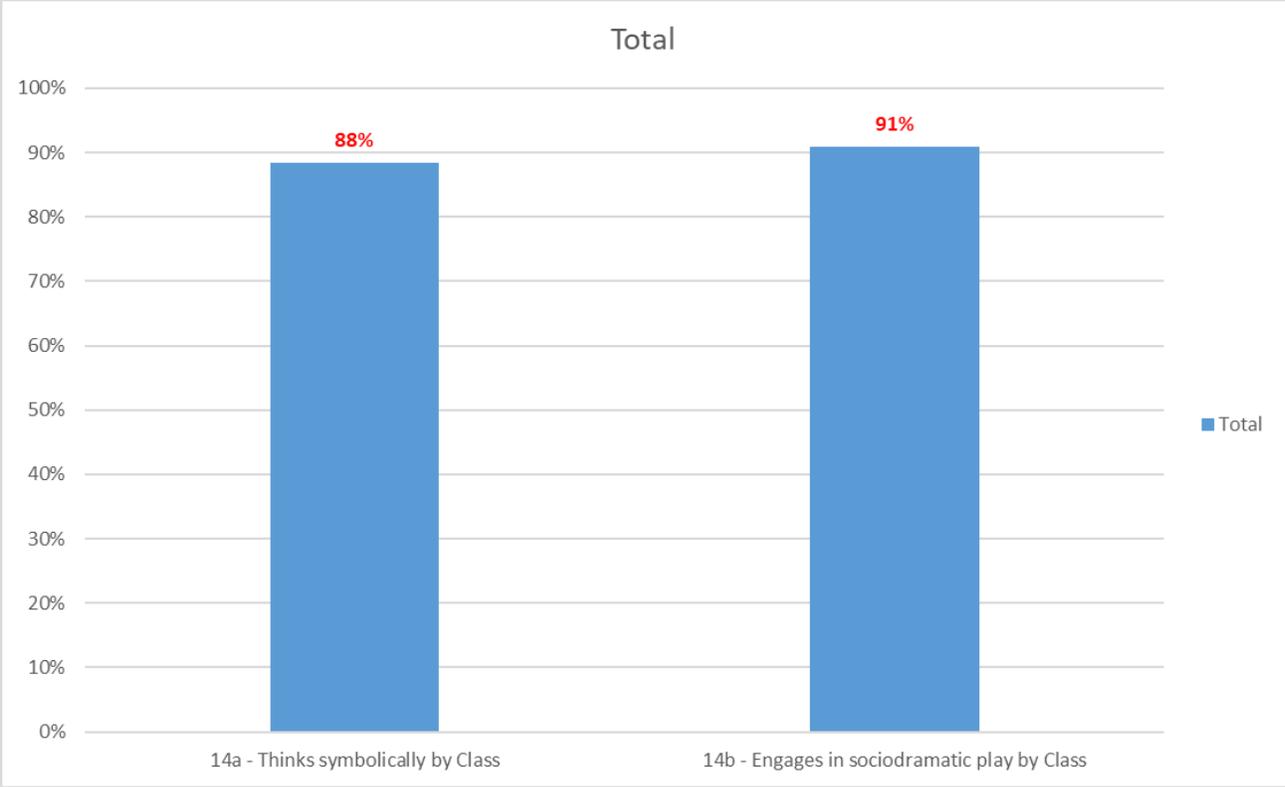
The final school readiness goal in this area is measured by two objectives. The first is recognizing and recalling, 82% of children were assessed as meeting age level expectations on this objective. The second objective is making connections and 81% of children were assessed as meeting age level expectations.



The assessment results for these school readiness goals indicate a need to focus on mathematical concepts. Additional training will be scheduled with home visiting and teaching staff to address this need and to ensure the curriculum is being used to fidelity. Lesson plans and home visit lesson plans will be monitoring to ensure these concepts are being addressed on a regular basis.

***Additional cognition objectives.***

In the area of cognition, the HSELOF includes imitation and symbolic play. This is not an area that the TREC-Badlands Head Start Prenatal to Five program has measured prior to the introduction of the new HSELOF. Two objectives from the assessment system were selected to measure this area. The first objective is thinks symbolically of which 88% of children were assessed to be at or above age level expectations. For the second objective of engages in sociodramatic play, 91% of children were assessed as meeting or exceeding age level expectations. These results indicate that the vast majority of children enrolled in the program are progressing very well in this area.



**CONCLUDING REMARKS**

The child outcomes data aggregation process has been an enlightening one for the TREC-Badlands Head Start Prenatal to Five program. Through this process we have gained important insights into the areas of strengths of our children as well as their areas of needs. We will utilize the baseline information obtained in this aggregation process to guide our planning process for the remainder of the program year. We will be implementing targeted professional development and training for our staff, making adjustments to our curricula, and monitoring to ensure these changes are being consistently implemented program wide. By applying these changes, we hope to make a significant and positive impact on the school readiness abilities of the children we serve.