



# LCC Head Start/EHS/ECEAP School Readiness Outcomes 2018-2019 Fall-Spring Report

June 21, 2019

# Teaching Strategies Gold

- TS Gold is an observation-based assessment.
- Children progress through stages and development that can be universal.
- Children are individuals with different:
  - Temperament/Personality
  - Interests
  - Skills
  - Strengths
  - Needs
- Teachers observe and document in 7 Domains.
- 3x a year teachers complete a checkpoint on each child and enter the data into TS Gold.



What Do the Color Bands Really Represent?

# TS Gold Objectives for Development & Learning

## Social–Emotional

1. Regulates own emotions and behaviors
2. Establishes and sustains positive relationships
3. Participates cooperatively and constructively in group situations

## Language

8. Listens to and understands increasingly complex language
9. Uses language to express thoughts and needs
10. Uses appropriate conversational and other communication skills

## Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and Coordination

## Cognitive

11. Demonstrates positive approaches to learning
12. Remembers and connects experiences
13. Uses classification skills
14. Uses symbols and images to represent something not present

## Literacy

15. Demonstrates phonological awareness
16. Demonstrates knowledge of the alphabet
17. Demonstrates knowledge of print and its uses
18. Comprehends and responds to books and other texts
19. Demonstrates emergent writing skills

## Mathematics

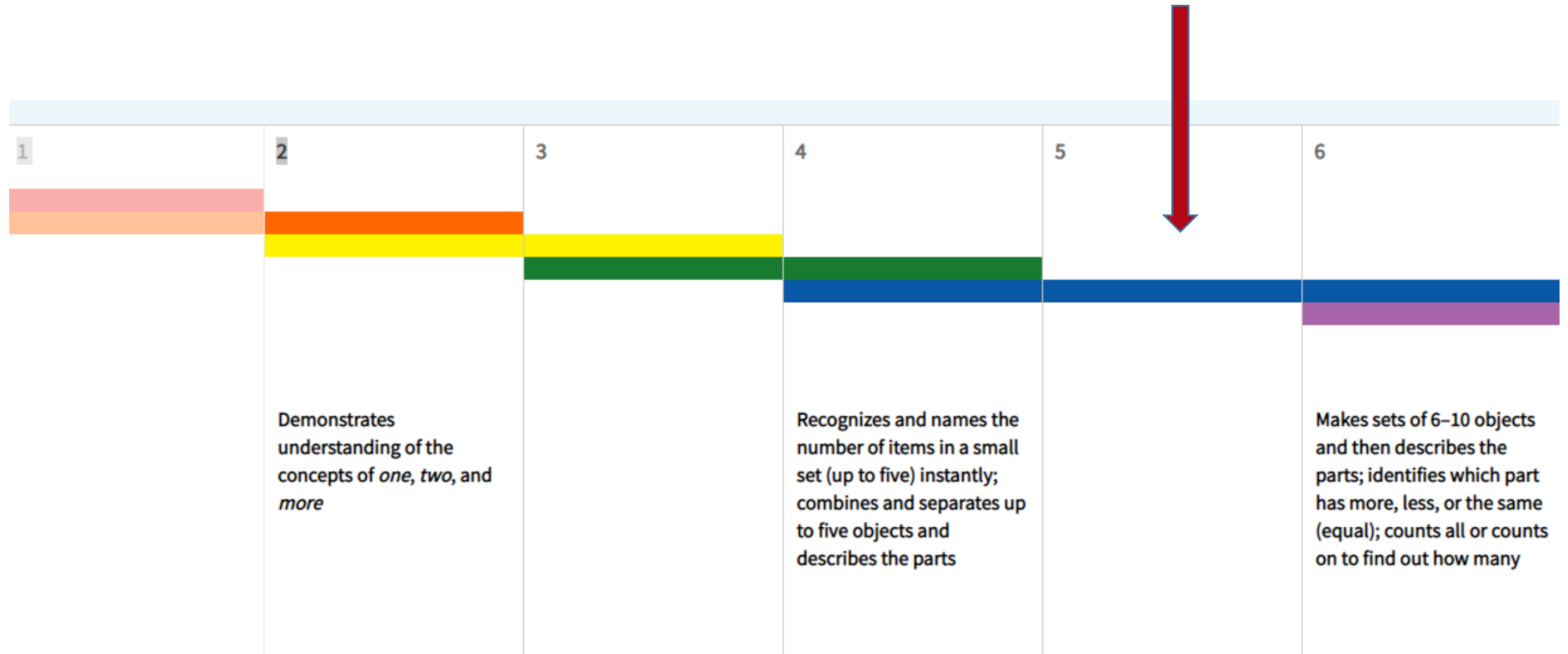
20. Uses number concepts and operations
21. Explores and describes spatial relationships and shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

## English Language Acquisition

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

# Kindergarten Readiness Benchmark for 4 year olds.

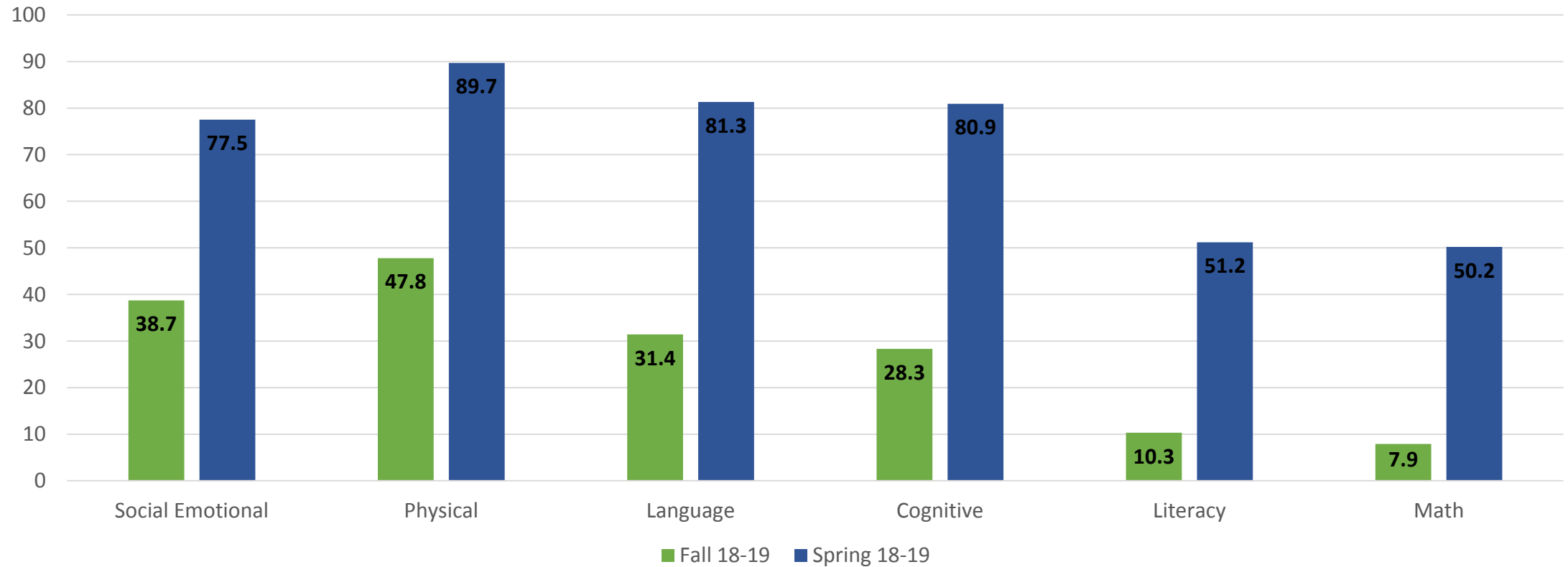
Readiness-Where blue meets purple but does not overlap.



# Teaching Strategies Gold

This is a percentage of children in our program who are meeting the Gold Kindergarten Readiness Benchmark.

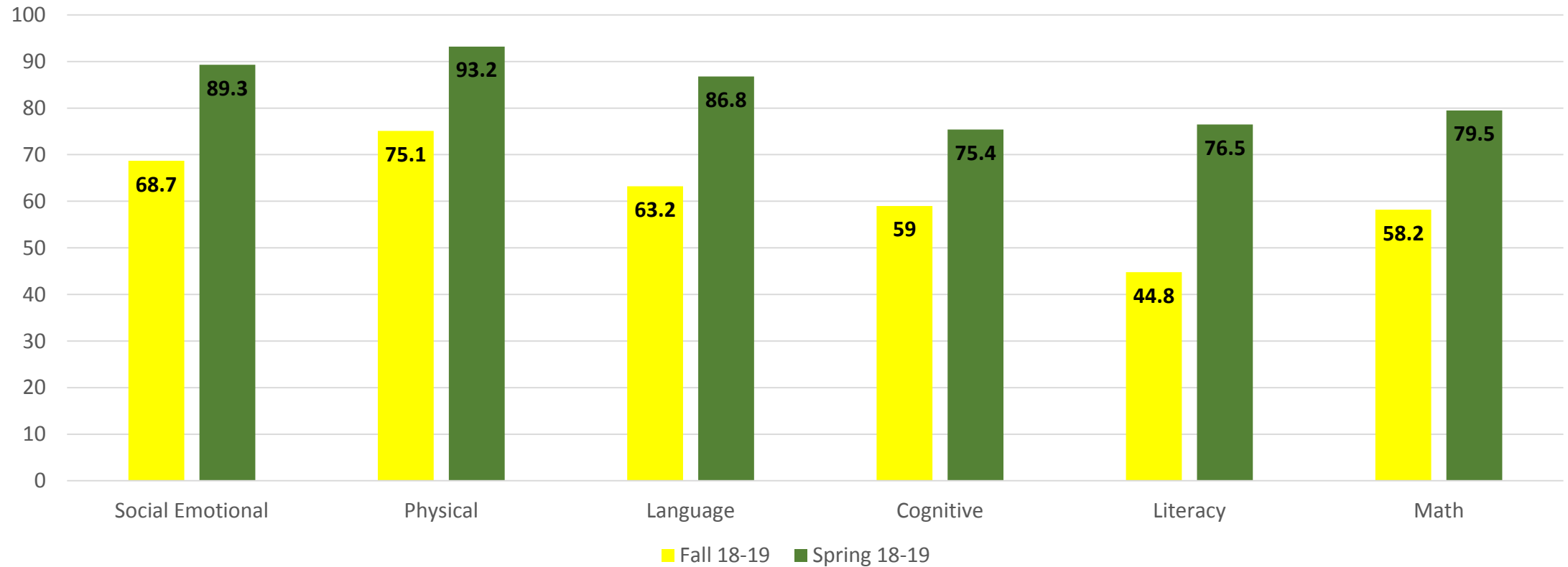
4 year olds (pre-k)



# Teaching Strategies Gold

This is a percentage of children in our program who are meeting or exceeding expectations in each category.

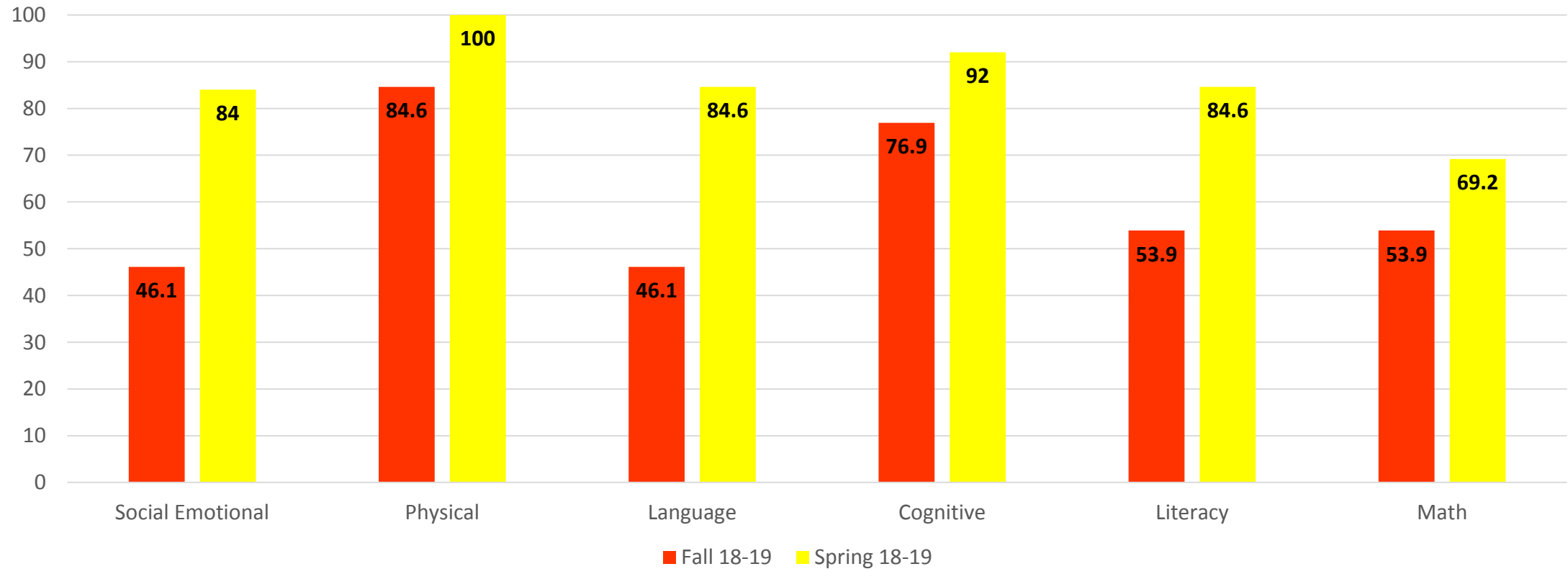
3 Year Olds



# Teaching Strategies Gold

This is a percentage of children in our program who are meeting or exceeding expectations in each category. All children from Birth through 2 years were meeting or exceeding widely held expectations.

2-3 years



# TS Gold Summary

## 3 and 4 year olds

### Strengths

- Social Emotional
  - 1c-Takes care of own needs appropriately
- Physical Domain
  - all objectives showed a high amount of growth
  - 7a-Uses writing and drawing tools
- Language
  - 9c-Uses conventional grammar
- Cognitive
  - 11e-Shows flexibility and inventiveness in thinking
  - 12b-Remembers and connects experiences

### Areas for Growth

- Social Emotional
  - **3b Solves social problems**
- Literacy-This area had growth but many children are still below widely held expectations.
  - **15a - Notices and discriminates rhyme**
  - **15b- Notices and discriminates alliteration**
  - **19b - Writes to convey meaning**
  - **16a- Identifies and names letters**
  - **16b-Identifies letter-sound correspondences**
- Math-*all of these objectives had between 70 and 100 children below widely held expectations.*
  - **20a- Counting**
  - **20 b- Quantifies**
  - **20 c- Connects numerals with their quantities**
  - **21a- Understands spatial relationship**
  - **21b- Understands shapes**
  - **22a- Measures objects**



# TS Gold Summary

## Birth-3 years

### Strengths

- Social Emotional
  - Using adult support to calm self.
  - Indicating needs and wants
  - Seeking to do things for themselves
  - Secure attachment
- Physical
  - Moves to explore environment
  - Learning to balance
  - Reaches and grasps objects
- Cognitive
  - Attends and engages
  - Repeats and practices activities
  - Uses senses to explore environment

### Areas of Growth

- Language
  - Vocalizes and gestures to communicate
  - Names familiar objects
  - Babbles
  - Uses some words and word-like sounds
  - Uses one or two-word phrases
  - Engages in simple back and forth exchanges with others
  - Has brief conversations
- 2-3 year olds
  - Literacy
    - Interacts with books
    - Joins in Rhyming songs or chants
  - Math
    - Demonstrates concept of More
    - Follow simple directions like-pick the cup up, put the block under, etc.

# Next steps

- We will be reviewing data and updating school readiness goals.
- This data will be used in our self assessment process for Head Start and ECEAP.
- This data is used to plan trainings, professional learning communities and other professional development.
- We will be sharing data with staff at Pre-service trainings and reviewing ways to increase intentional teaching.

