



2015-2016 Cotopaxi Preschool GOLD Evaluation Outcomes: 4-Year/Pre-Kindergarten Children

Highlights:

- ❖ When considering the total Cotopaxi pre-kindergarten-4-year old preschool community, the average number of students obtaining or exceeding widely held expectations in all six developmental areas (Social, Physical, Language, Cognitive, Literacy and Mathematics) was at 100% by the spring assessment. All areas were seen as strong performances with no areas of weakness being noted.
- ❖ The Cotopaxi preschool and CPP supported children were within Widely Held Expectations in both the Fall and Spring reporting periods.
- ❖ Both the Cotopaxi Preschool and CPP groups met the **anticipated guidelines** for growth during the school year in all developmental areas.
- ❖ The Cotopaxi Preschool as a whole and CPP populations recorded an average of 100% of the students meeting benchmarks indicating kindergarten readiness in **five** of the six skill areas (Social, Physical, Language, Cognitive and Literacy). The Cotopaxi Preschool and CPP populations generally recorded an average from 96% to 98% of the students meeting benchmarks indicating kindergarten readiness in all **six** skill areas (Social, Physical, Language, Cognitive, Literacy and mathematics). Mathematical skills were a lower point for both groups with scores ranging from 75% kindergarten ready for the total preschool pre-k 4-years olds to 86% for the CPP group. Overall, however, these kindergarten readiness scores were quite high.

Introduction to Teaching Strategies GOLD

The *Teaching Strategies GOLD* assessment system measures the knowledge, skills and behaviors that are most predictive of school success. The current report focuses on six areas of development and learning in a population of 4-year old, pre-kindergarten children attending preschools in the Fremont County area. The developmental and learning areas included in this evaluation are as follows:

- Social-Emotional Development
- Physical Development
- Language Development
- Cognitive Development
- Literacy
- Mathematics

Teachers using the *Teaching Strategies GOLD* assessment tool follow a systematic process, or cycle in order to collect the data needed for all reports. An important part of this cycle is evaluating scores by comparing them to research-based indicators of development and learning (Widely Held Expectations).

Widely Held Expectations are a range of scores depicting the expected developmental levels of children according to their age in each of six domains: Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics. Children who perform within the target range of Widely Held Expectations are considered to be displaying developmentally appropriate growth in each of the skill levels measured. The score ranges constituting *Widely Held Expectations* at each age level were determined by a consortium of child developmental experts after an extensive review and update of the literature in the field. *Widely Held Expectations* standards are the same for state, national and international regions. Information will be presented comparing the children in Fremont County to the overall results from Colorado and the nation as a whole.

Table I presents data on the approximate number of **GOLD** student result profiles gathered in both the fall and spring **from all children** (both special program supported and non-supported) from the Cotopaxi preschool. The table also breaks out the number of children receiving preschool services and special program support from the preschool through the Colorado Preschool Program (CPP). It should be noted that most of the children reported were within the CPP group with only one additional child constituting the Total Cotopaxi 4-year old pre-kindergarten group.

Cotopaxi Preschool/Child Care Site	Total 4-year old Children		CPP (Colorado Preschool Program)	
	Fall	Spring	Fall	Spring
Children	8	8	7	7

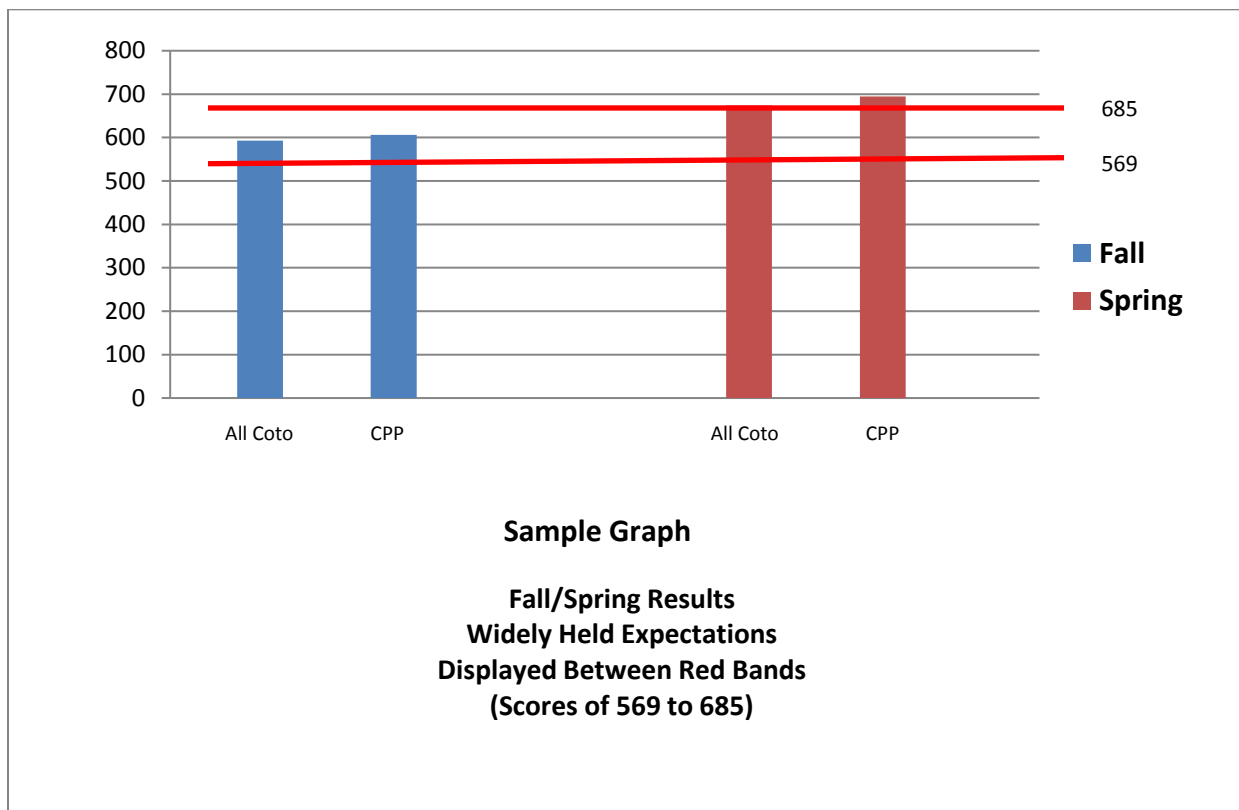
Table 1

The Results of Widely Held Expectation's Assessment with the 4-Year Old Pre-Kindergarten Community

Six graphs are presented on the following pages that display gains in each area of development for the total Cotopaxi community and the special funding group of Colorado Preschool Children (CPP). The **Sample Graph** below will be used to help explain how the following six graphs will be presented. The graphs are divided into Fall and Spring assessment periods. The Fall scores are presented in blue and the spring scores in red.

All graphs are using the concept of *Widely Held Expectations*. The horizontal *red bands* denote the upper and lower thresholds of Widely Held Expectations at the *state and* national levels. The lower red band indicates the lower threshold of Widely Held Expectations for Colorado and the nation as a whole. The upper red band indicates the upper threshold of Widely Held Expectations for Colorado and the nation as a whole. Thus, at a glance, the reader is able to determine the relative standing of a particular Fremont County preschool program from both a state and national perspective. Scores below the lower red band indicate that the group has not yet attained *Widely Held Expectations*. Scores above the upper red band indicate that the group has exceeded *Widely Held Expectations*.

All six graphs will be presenting using this red banded format.



The following six charts will present the current 2015-2016 results from the six areas reported in the *Teaching Strategies GOLD* assessment. Again, results will be reported from profiles gathered in both the fall and spring **from the Cotopaxi Community preschool children** (both special program supported and non-supported). The table also breaks out the number of children receiving preschool services and special program support through the Colorado Preschool Program (CPP). The first **GOLD** results discussed will be in the area of Social-Emotional Development.

Social-Emotional Development



Graph 1: Social-Emotional Developmental Progress Between Fall & Spring Assessments

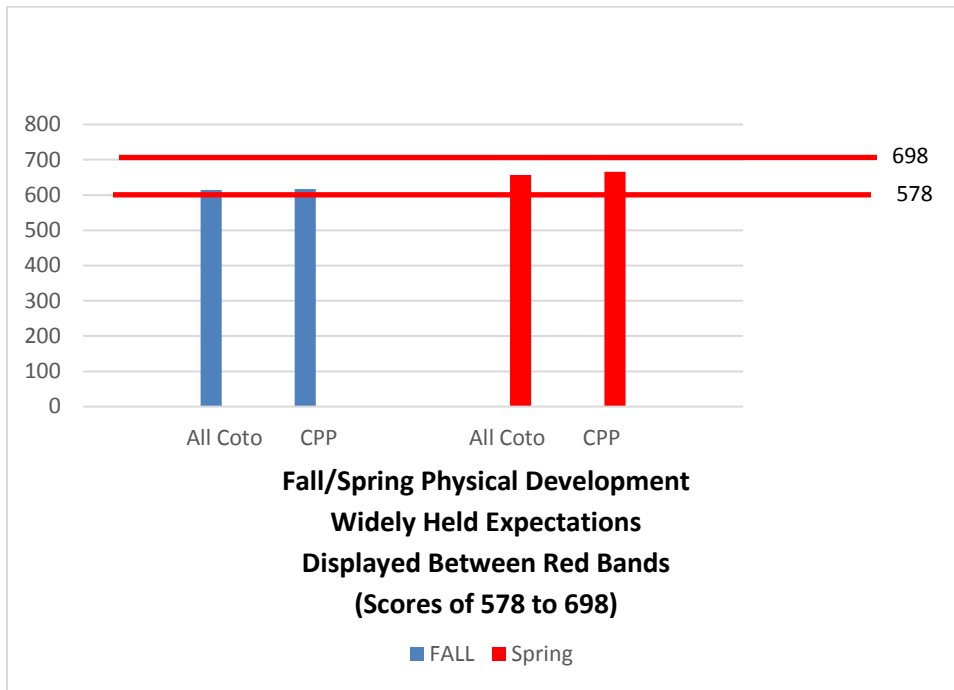
Graph 1 above presents the average scores from each group for *Social-Emotional* development between the Fall and Spring assessment periods. The result of Social-Emotional assessment indicates that the overall Cotopaxi Preschool population and the CPP population were both within Widely Held Expectations in both the Fall and Spring assessments. These two groups also showed gains in their overall level of performance between Fall and Spring. They were displaying median WHE performance in the Fall (closer to lower red band) and high WHE performance in the spring (closer to upper red band).

Table 2 presents the **GOLD** data compiled over the past year comparing the percentage of Cotopaxi (total community), and CPP students obtaining or exceeding Widely Held Expectations during the spring assessment.

Student Groups	2014-2015
Cotopaxi Preschool	100%
CPP	100%

Table 2: Percentage of students meeting Widely Held Expectations in Social-Emotional Development over the past year.

Physical Development



Graph 2: Physical Developmental Progress Between Fall & Spring Assessments

Graph 2 above presents data for *Physical* development between the Fall and Spring assessment periods. This graph may be read in exactly the same manner as **Graph 1**.

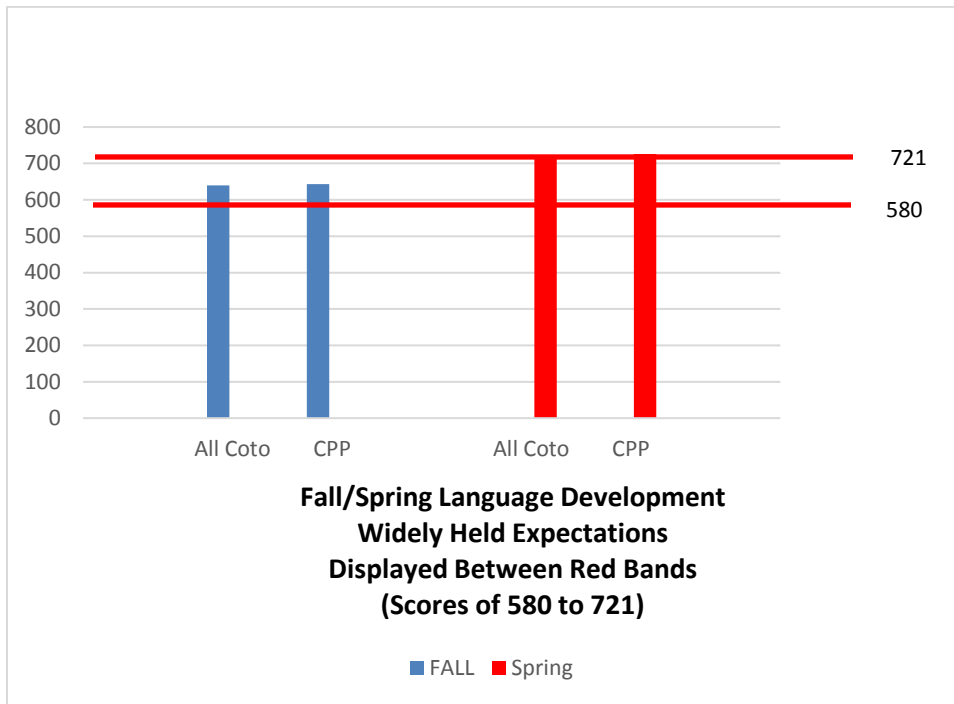
Both the Cotopaxi Preschool and CPP children were able to meet Widely Held Expectations at the lower end of the threshold during the fall. By the Spring Assessment, both groups (Cotopaxi Preschool and CPP) met the WHE's for Physical development in the upper end of the range, after making good progress during the school year.

Table 3 presents the **GOLD** data compiled over the past year comparing the percentage of the total Cotopaxi Preschool population and CPP students obtaining or exceeding Widely Held Expectations in Physical development during the spring assessment.

Student Groups	2014-2015
Cotopaxi Preschool	100%
CPP	100%

Table 3: Percentage of students meeting Widely Held Expectations in Physical Development over the past year.

Language Development



Graph 3: Language Developmental Progress Between Fall & Spring Assessments

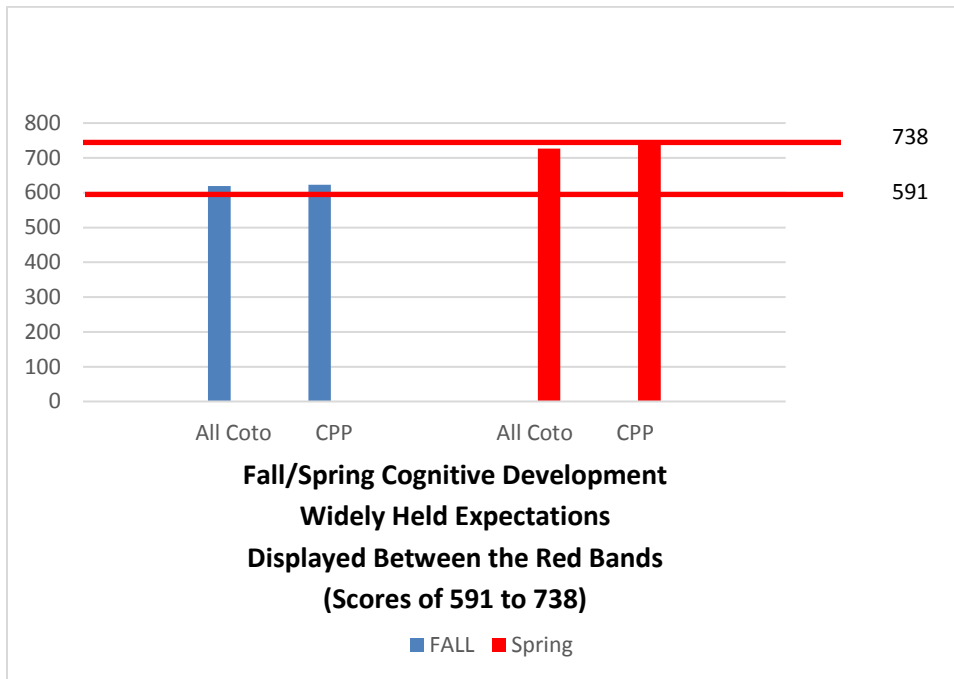
Graph 3 above presents data for *Language* development between the Fall and Spring assessment periods. The results suggest that both the Preschool and CPP children met Widely Held Expectations during the Fall and Spring assessments. Significant progress was made by springtime in language with both groups at the upper end of the WHE red bands. The CPP group actually was slightly above Widely Held Expectations in the Spring with a group score of 726. This was one of two areas of strength for the Cotopaxi preschool and CPP groups.

Table 4 presents the **GOLD** data compiled over the past year comparing the percentage of Cotopaxi preschool and CPP students obtaining or exceeding Widely Held Expectations in Language development during the spring assessment.

Student Groups	2014-2015
Cotopaxi Preschool	100%
CPP	100%

Table 4: Percentage of students meeting Widely Held Expectations in Language Development over the past year.

Cognitive Development



Graph 4: Cognitive Developmental Progress Between Fall & Spring Assessments

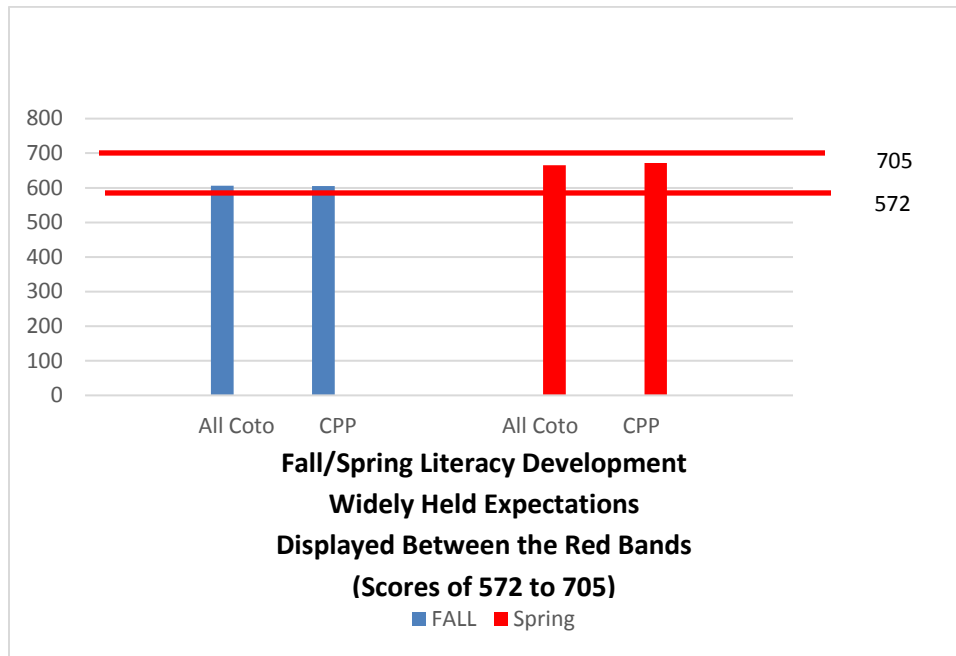
Graph 4 above presents data for **Cognitive** development between the Fall and Spring assessment periods. The results suggest The Preschool and CPP groups met Widely Held Expectations during the Fall and Spring. Again, significant progress was made by the group during the Spring assessment, with the CPP group’s score (740) slightly above the upper Widely Held Expectation red band limits. This was a second area of strength for the Cotopaxi preschool and CPP group.

Table 5 presents the **GOLD** data compiled over the past year comparing the percentage of 4-year old pre-kindergarten and CPP students obtaining or exceeding Widely Held Expectations in Cognitive development during the Spring assessment.

Student Groups	2014-2015
Cotopaxi Preschool	100%
CPP	100%

Table 5: Percentage of students meeting Widely Held Expectations in Cognitive Development over the past year.

Literacy Development



Graph 5: Literacy Developmental Progress Between Fall & Spring Assessments

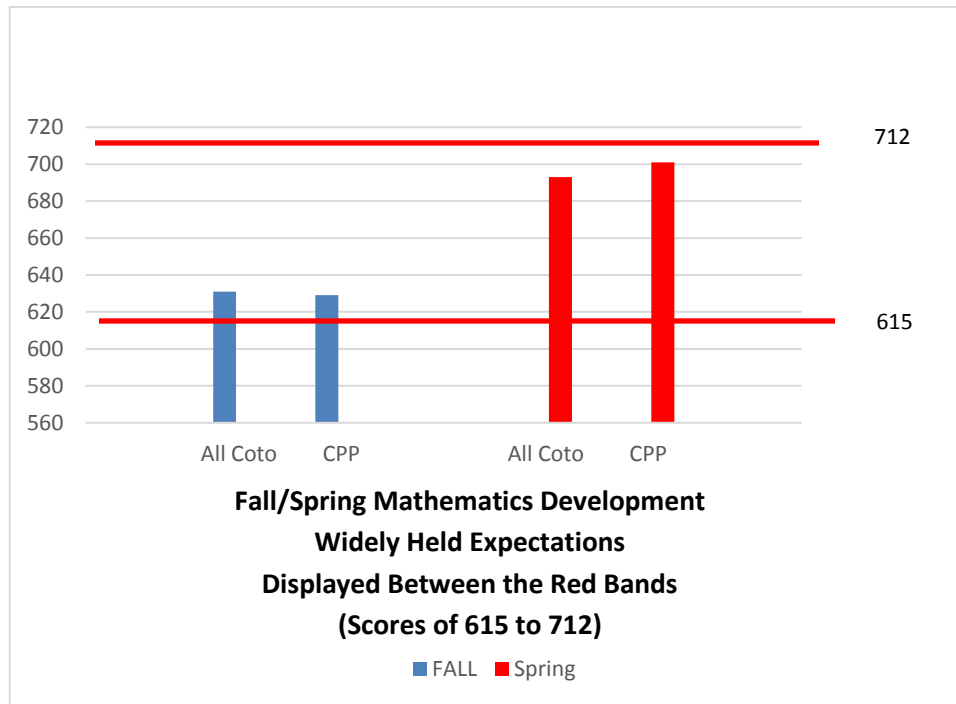
Graph 5 above presents data for *Literacy* development between the Fall and Spring assessment periods. The results suggest that both the Preschool and CPP groups met Widely Held Expectations during both the fall and spring, with significant improvement being noted over the school year.

Table 6 presents the **GOLD** data compiled over the past year comparing the percentage of the Cotopaxi Preschool and CPP students obtaining or exceeding Widely Held Expectations in Literacy development during the spring assessment.

Student Groups	2014-2015
Cotopaxi Preschool	100%
CPP	100%

Table 6: Percentage of students meeting Widely Held Expectations in Literacy Development over the past year.

Mathematics Development



Graph 6: Mathematics Developmental Progress Between Fall & Spring Assessments

Graph 6 above presents data for *Mathematics* development between the Fall and Spring assessment periods. The results suggest that both the Preschool as a whole and the CPP group each met widely held expectations during both the Fall and Spring Assessments. Excellent progress was noted during the school year.

Table 7 presents the **GOLD** data compiled over the past year comparing the percentage the Cotopaxi Preschool and CPP students obtaining or exceeding Widely Held Expectations in Math development during the spring assessment.

Student Groups	2014-2015
Cotopaxi Preschool	100%
CPP	100%

Table 7: Percentage of students meeting Widely Held Expectations in Mathematics Development over the past year.

Average Overall Widely Held Expectations Development

When the results of the **GOLD** six developmental areas (Social, Physical, Language, Cognitive, Literacy and Mathematics) are averaged together for each of the two groups of children during the Spring assessment (Cotopaxi Preschool and CPP), the following average scores are indicated:

Student Groups	Number of Students (Spring)	2015-2016 Average Developmental Scores (Spring)
Cotopaxi Preschool 4-year pre-Kdg.	8	100%
CPP	7	100%

Table 8 Average Widely Held Expectation Score on 6 Developmental Areas for both groups

The results suggest that the average percentage of children meeting or exceeding widely held expectations in all areas was 100% for all six developmental skills.

Conclusion of Results on GOLD Widely Held Expectations:

When considering the spring results of the total Cotopaxi Preschool, the average number of students obtaining or exceeding Widely Held Expectations in all six developmental areas (Social, Physical, Language, Cognitive, Literacy and Mathematics) was at 100% in each area. All areas were seen as strong performances with no areas of weakness being noted in the spring. The six tables below (Tables 9 through 14) display the percentage of students meeting or exceeding Widely Held Expectations in both the Fall and Spring assessment periods and the resultant growth throughout the school year.

SOCIAL DEVELOPMENT: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth
Cotopaxi Preschool	100%	100%	0%
CPP	100%	100%	0%

Table 9: Social Growth

PHYSICAL DEVELOPMENT: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth
Cotopaxi Preschool	100%	100%	0%
CPP	100%	100%	0%

Table 10: Physical Growth

LANGUAGE DEVELOPMENT: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth
Cotopaxi Preschool	100%	100%	0%
CPP	100%	100%	0%

Table 11: Language Growth

COGNITIVE DEVELOPMENT: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth
Cotopaxi Preschool	100%	100%	0%
CPP	100%	100%	0%

Table 12: Cognitive Growth

LITERACY: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth
Cotopaxi Preschool	88%	100%	12%
CPP	86%	100%	14%

Table 13: Literacy Growth

MATH: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth
Cotopaxi Preschool	63%	100%	37%
CPP	57%	100%	43%

Table 14: Math Growth

The following conclusions were noted:

- The Cotopaxi Preschool displayed an average of 8% growth between the Fall and Spring assessments, ranging from 0% in Social Emotional, Physical, Language and Cognitive Skill development (100% in both Fall and Spring assessments) to a high of 37% growth in Mathematics.
- Mathematics development displayed the greatest growth between Fall and Spring of this school year, followed closely by Literacy skills.
- The group being supported by CPP generally showed the greatest overall growth during the school year. This was true in part because the CPP fall assessment results were generally slightly lower than the children in the overall 4-year pre-kindergarten group. (* It should be noted that the GOLD sample results only contained one additional child in the Pre-k group (8 children) when compared to the CPP group (7 children))

Analysis of Anticipated Growth from Fall to Spring for the 4-Year Old Pre-Kindergarten Community

When children begin school in the fall it is reasonable to expect that they will be demonstrating skills at the lowest end for their age, grade or class. As the year progresses, these skills should also progress for each child or group of children. By the last checkpoint of the year, it is reasonable to expect groups should be demonstrating skills at the highest level for their age, grade or class. The growth report analyzes student data related to whether or not individual students or groups of students were able to reach their **anticipated** growth throughout the school year.

When analyzing the growth data it is important to consider that some children start out the school year at a disadvantage due to special challenges such as those students supported by CPP programs. A larger portion of these children are likely to be performing below expectancy levels at the beginning of the year, but can still make progress as the year proceeds. Conversely, some students could be performing above expectancy levels at the beginning of the year and may have fewer skills to attain in order to be performing at the top levels by the end of the year.

The **GOLD** Growth reports present data from the point of view of the **anticipated growth** a child or group of students should be making from the beginning to the end of the school year. Table 15 below presents a comparison between the Cotopaxi Preschool 4-year old pre-kindergarten group as a whole and the individual support program (CPP) as to the percentage of students meeting or above their anticipated growth range during the school year in each skill

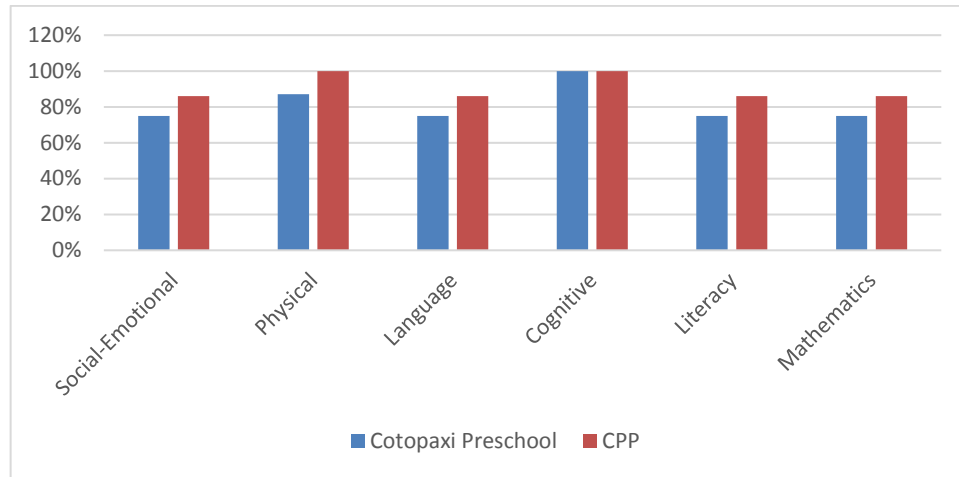
area.

Area of Development	Cotopaxi Preschool	CPP
Social-Emotional	75%	86%
Physical	87%	100%
Language	75%	86%
Cognitive	100%	100%
Literacy	75%	86%
Mathematics	75%	86%
Average Score	81%	91%

Table 15: Comparison Between the Percentage of the overall preschool Pre-K community (Cotopaxi Preschool) and CPP Students Demonstrating Anticipated Growth during the School Year

The overall Cotopaxi Preschool Program made an average of 81% of their students who either made anticipated or greater growth levels throughout the school year. The CPP group made the greatest gains from their initial beginning point in performance and demonstrated an average of 91% of their students who made or exceeded expected growth intervals. Both the Preschool and CPP groups met the anticipated guidelines for growth during the school year in all developmental areas.

Graph 7 presents the same comparison between the Cotopaxi preschool and the CPP program



Kindergarten Readiness

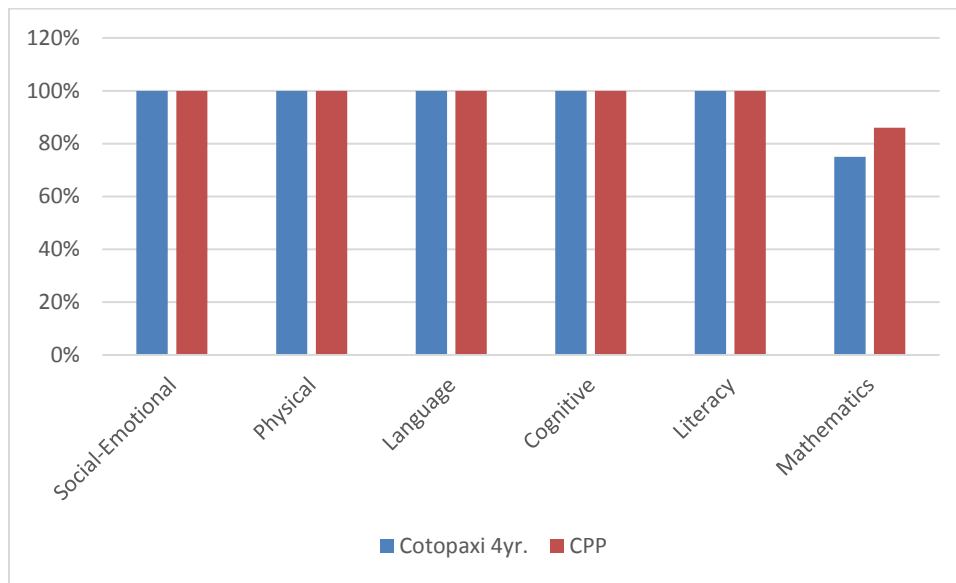
The State Board of Education defined school readiness in 2008 as both the preparedness of a child to engage in and benefit from learning experiences, and the ability of the school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. Information gathered from school readiness assessments is to be used for supportive and instructional purposes and cannot be used to deny a student admission or progression to kindergarten.

The current kindergarten readiness data is limited to the skill development noted in the six skill area of the **GOLD** program and only provides additional information on a child's readiness to transition from pre-kindergarten towards kindergarten entry. Table 16 provides the percentage of students attaining benchmarks indicative of kindergarten readiness in six different skill areas for the Cotopaxi Preschool and CPP programs, and the overall average score of the six skill levels.

Kdg. Readiness Area	Cotopaxi 4yr.	CPP
Social-Emotional	100%	100%
Physical	100%	100%
Language	100%	100%
Cognitive	100%	100%
Literacy	100%	100%
Mathematics	75%	86%
Average	96%	98%

Table 16: Percentage of students attaining benchmarks indicative of kindergarten readiness in six areas

Graph 8 provides The same information seen in Table 16 in a visual format.



Graph 8: Percentage of Students Meeting Kindergarten Benchmarks for Cotopaxi Preschool and CPP programs

The Cotopaxi Preschool and CPP populations generally recorded an average from 96% to 98% of the students meeting benchmarks indicating kindergarten readiness in all six skill areas (Social, Physical, Language, Cognitive, Literacy and mathematics). Mathematical skills were a lower point for both groups with scores ranging from 75% kindergarten ready to 86%. Overall, however, these kindergarten readiness scores were quite high. The highest overall Kindergarten Readiness scores were obtained by the CPP group (average 98% ready for kindergarten across all six developmental levels).