



2014-2015 Fremont ECHO Community GOLD Evaluation Outcomes: 3-Year Preschool Children

Highlights:

- ❖ When considering the total ECHO community, the average number of students obtaining or exceeding expectations in all six developmental area (Social, Physical, Language, Cognitive, Literacy and Mathematics) ranged from a low in Literacy of 85% proficient to high in Social and Physical development of 95% proficient, by the spring assessment. All areas were seen as relatively strong performances with no areas of significant weakness being noted in the spring.
- ❖ With the exception of the CPP population, a large number of 3 year old children entered their first preschool experience with developmental skills greatly below what would be expected based on their age. Following their first year of preschool, however, the Head Start and IEP populations achieved outstanding growth (total average growth from fall to spring was 32% for all six developmental skills) and ended up with a majority obtaining or exceeding Widely Held Expectations for their age level.
- ❖ Their average level of ECHO children obtaining WHE in the fall was 71%. By the spring assessment, the average score for the ECHO community of 3 year olds was 90%.
- ❖ Math development displayed the greatest growth between Fall and Spring of this school year.
- ❖ The group being supported by IEP's generally showed the greatest overall growth during the school year. This was true in part because the IEP supported children were generally so much lower in the fall assessment skills than the children in the other groups. Their average growth in obtaining or exceeding WHE in the spring was 34%.
- ❖ The CPP children generally had the highest percentage of children meeting or exceeding Widely Held Expectations in both the Fall and Spring assessments. Almost 91% of all CPP children either obtained or exceeded WHE in the Spring assessment.
- ❖ All four groups (ECHO, HS, CPP and IEP) met the **anticipated guidelines** for growth during the school year.

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 3 year old children attending preschools in the Fremont ECHO 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. The full spectrum of *Widely Held Expectations* at each age level of the *Teaching Strategies GOLD* was developed by a consortium of child developmental experts after an extensive review and update of the literature in the field. The standards within *Widely Held Expectations* relate to state, national and international regions. Children who perform within the range of Widely Held Expectations are considered to be displaying developmentally appropriate growth in each of the skill levels measured.

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 student profiles included in the current spring results from 8 Fremont Community preschools and children's services. The table also breaks out the number of children receiving support through Special Education (IEP), the Colorado Preschool Program (CPP) and Head Start.

ECHO Community & Preschool/Child Care Sites	Total 3-year old Children		IEP (Special Education)		CPP (Colorado Preschool Program)	
	Fall	Spring	Fall	Spring	Fall	Spring
ECHO Total Community	177	227	46	54	85	103
Fremont County Head Start	36	42	10	10	--	--
CPP children attending classrooms at Head Start					11	15
Spin Early Childhood Care & Education Center	59	78	20	26	35	42
Rocky Mountain Children's Discovery Center	23	31	5	6	12	15
New Child Montessori	4	4	0	0	1	1
Spin North	21	29	9	10	10	13
Mt. View Core Knowledge	17	18	2	2	5	6
Giving Tree	12	12	0	0	11	11
PAT Home Visitors	5	13	0	0	0	0

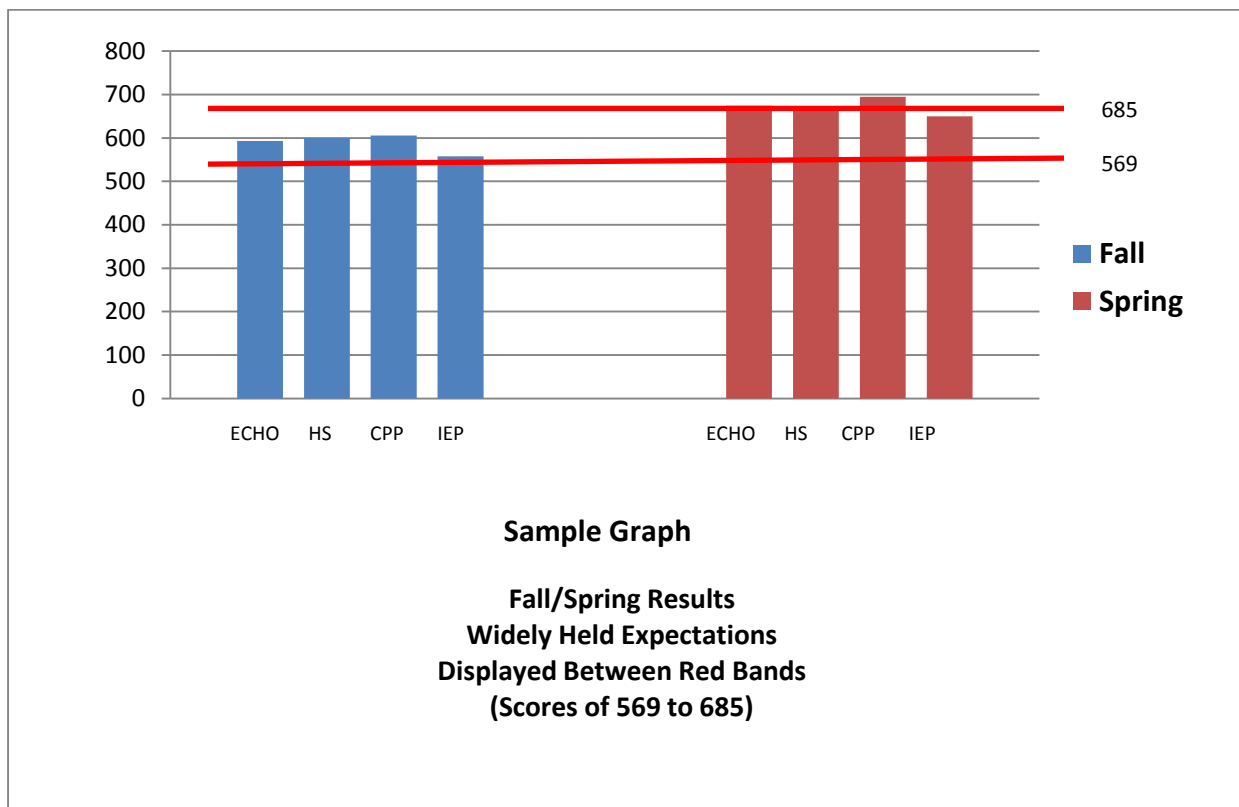
Table 1: Student Profiles from Spring Results

The Results of Widely Held Expectation's Assessment with the 3 Year Old Preschool Community

Six graphs are presented on the following pages that display gains in each area of development for the total ECHO community and each of three special funding groups (Head Start, CPP and IEP). 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.

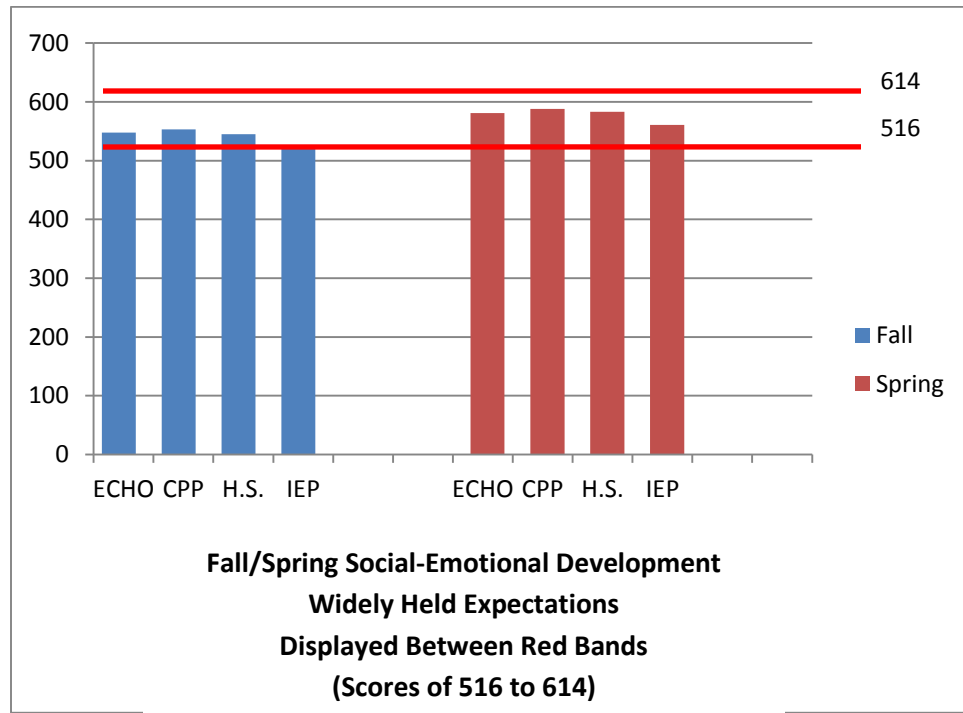
All graphs are using the concept of *Widely Held Expectations*. The horizontal red bands denote the upper and lower thresholds of Widely Held Expectations at the state and national levels. The lower red band indicates the lower threshold of Widely Held Expectations for Colorado and the nation as a whole. 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 2014-2015 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 all 8 Fremont Community preschool children** (both special program supported and non-supported) referred to in this report as the **ECHO Total Community or ECHO**. The table also breaks out the number of children receiving preschool services and special program support from each preschool through either Special Education (IEP), Colorado Preschool Program (CPP) or Head Start. The first **GOLD** results discussed will be in the area of Social-Emotional Development.

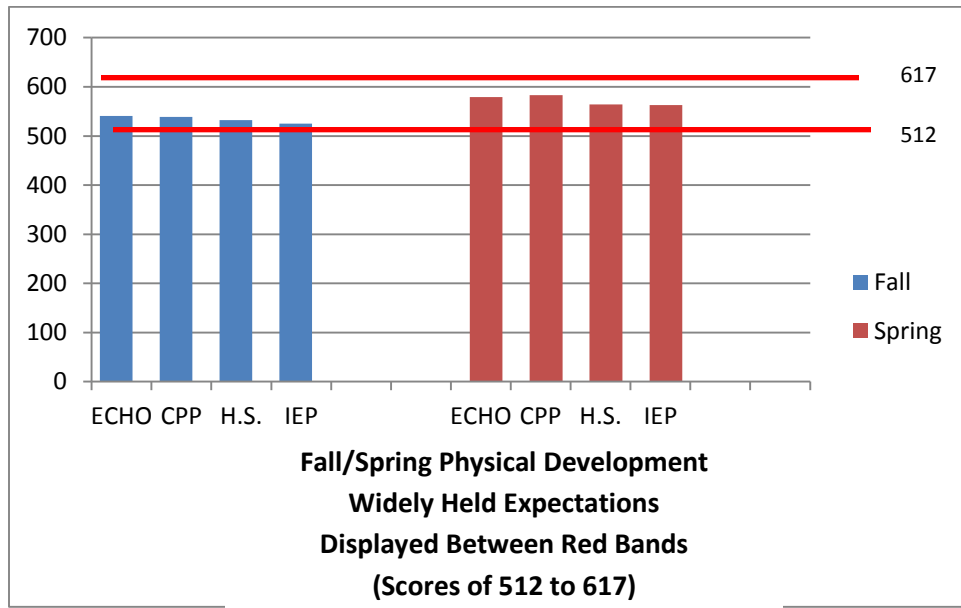
Social-Emotional Development



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 indicate that the overall ECHO community population, the Head Start population, the CPP population and the IEP children were all within Widely Held Expectations in both the Fall and Spring assessments. These four groups also showed gains in their overall level of performance between Fall and Spring. They were displaying low WHE performance in the Fall (closer to lower red band) and high WHE performance in the spring (closer to upper red band).

Physical Development

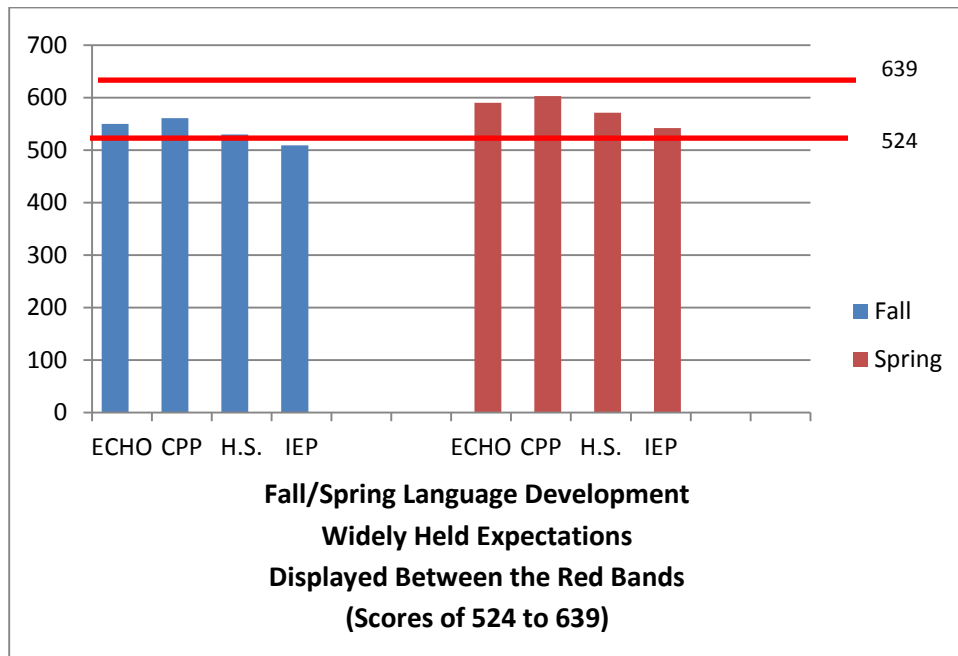


Graph 2: Physical Developmental Progress Between Fall & Spring Assessments

Graph 2 above presents data for *Physical* development between the Fall and Spring assessment periods.

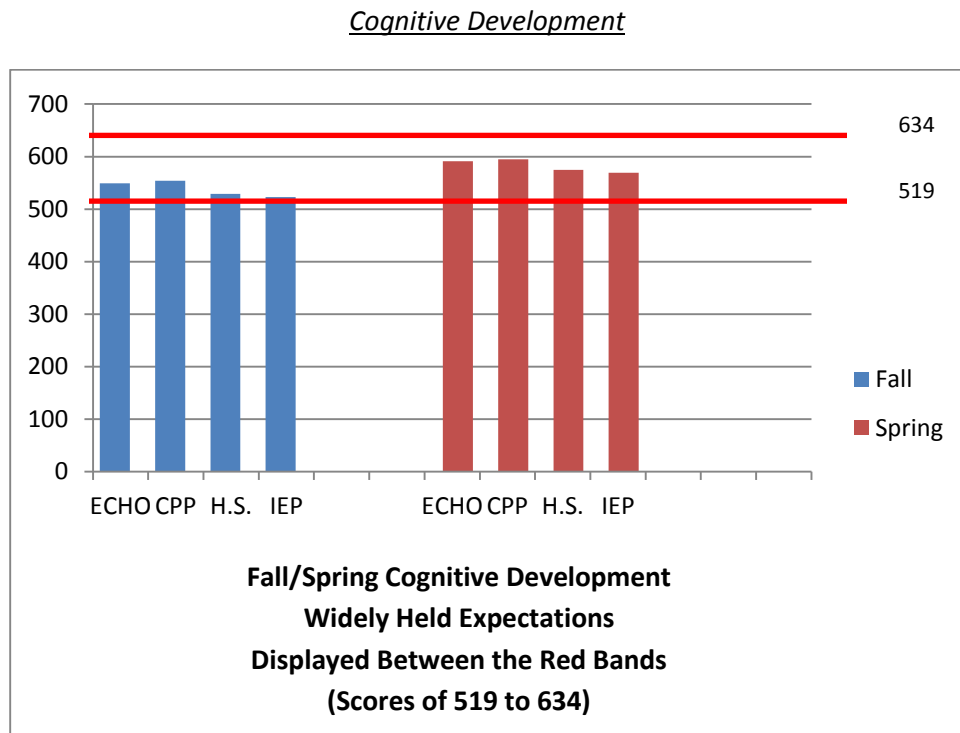
Again, all four groups were able to meet Widely Held Expectations at the lower end of the threshold during the fall (ECHO, CPP and Head Start), and all four groups (ECHO community, CPP, IEP and Head Start) met the WHE's for Physical development in the spring towards the upper end of the WHE boundaries.

Language Development



Graph 3: Language Developmental Progress Between Fall & Spring Assessments

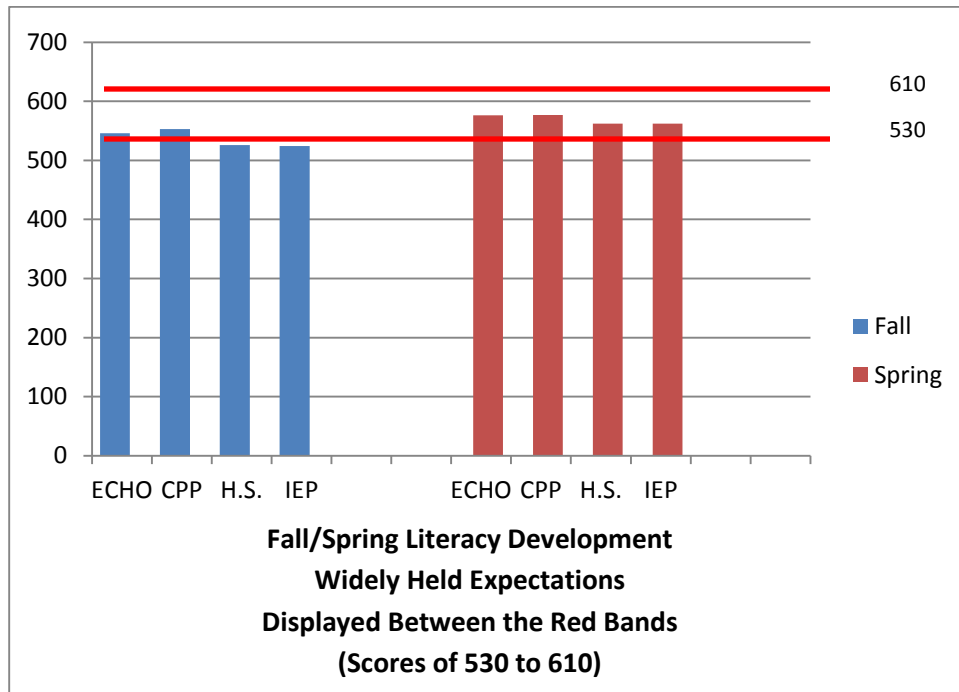
Graph 3 on the previous page data is presented for **Language** development between the Fall and Spring assessment periods. The results suggest that three of the four groups met Widely Held Expectations during both the fall and spring (ECHO community, Head Start and CPP). The IEP group was below the WHE's for Language development in the fall, but rose to within WHE's in the spring.



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 that all of the four groups met Widely Held Expectations during the fall (ECHO community, Head Start, CPP and IEP). All four groups were higher within WHE's in the spring.

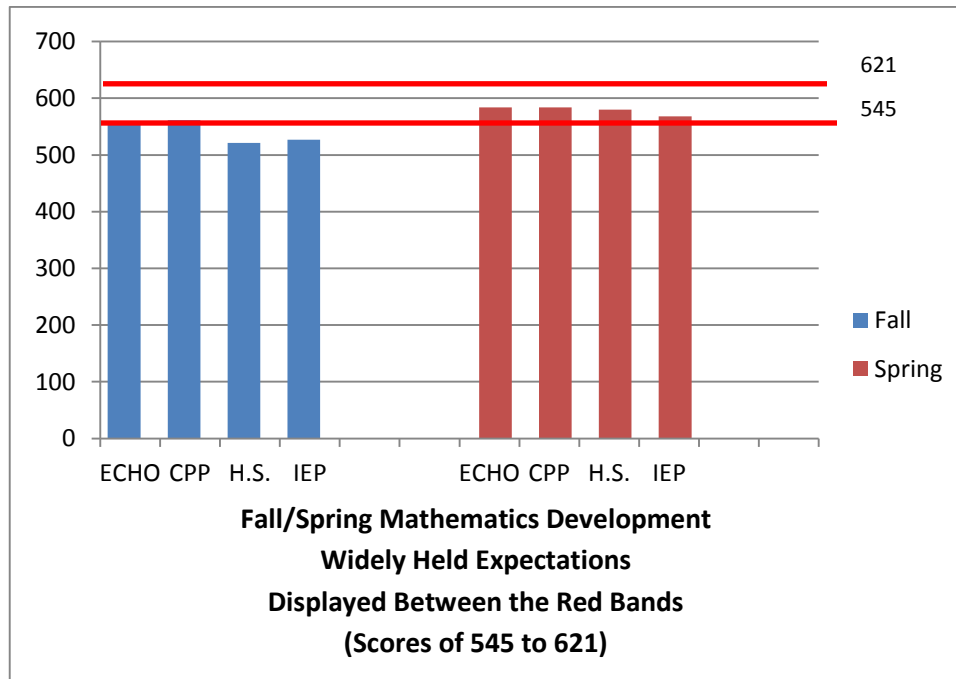
Literacy Development



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 two of the four groups were below Widely Held Expectations during the fall (Head Start and IEP). All four groups rose to within the boundaries of WHE's in the spring.

Mathematics Development



Graph 6: Mathematics Developmental Progress Between Fall & Spring Assessments

Graph 6 on the previous page presents data for **Mathematics** development between the Fall and Spring assessment periods. The results suggest that two of the four groups were below Widely Held Expectations during the fall (Head Start and IEP). However, by the spring assessment, all four groups (ECHO community, Head Start, CPP and IEP) had achieved the Widely Held Expectation range. There was a significant increase in the number of children meeting or exceeding WHE between the Fall and Spring reporting periods.

Conclusion of Results on GOLD Widely Held Expectations:

When considering the total ECHO community, the average number of students obtaining or exceeding expectations in all six developmental area (Social, Physical, Language, Cognitive, Literacy and Mathematics) ranged from a low in Literacy of 85% proficient to a high in Social Emotional and Physical development of 95% proficient, by the spring assessment. All areas were seen as relatively strong performances with no areas of significant weakness being noted in the spring in the total ECHO community. The six tables below (Tables 2 through 7) 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	2014-2015 Fall	2014-2015 Spring	Growth
ECHO Total Community	73%	95%	22%
Head Start	77%	100%	23%
CPP	74%	94%	20%
IEP	54%	93%	39%

Table 2: Social Growth

PHYSICAL DEVELOPMENT: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2014-2015 Fall	2014-2015 Spring	Growth
ECHO Total Community	79%	95%	16%
Head Start	77%	93%	16%
CPP	79%	96%	17%
IEP	67%	91%	24%

Table 3: Physical Growth

LANGUAGE DEVELOPMENT: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2014-2015 Fall	2014-2015 Spring	Growth
ECHO Total Community	68%	88%	20%
Head Start	46%	87%	41%
CPP	75%	91%	16%
IEP	39%	74%	35%

Table 4: Language Growth

COGNITIVE DEVELOPMENT: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2014-2015 Fall	2014-2015 Spring	Growth
ECHO Total Community	74%	90%	16%
Head Start	62%	87%	25%
CPP	77%	91%	14%
IEP	54%	85%	31%

Table 5: Cognitive Growth

LITERACY: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2014-2015 Fall	2014-2015 Spring	Growth
ECHO Total Community	66%	85%	19%
Head Start	50%	73%	23%
CPP	74%	87%	13%
IEP	40%	76%	36%

Table 6: Literacy Growth

MATH: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2014-2015 Fall	2014-2015 Spring	Growth
ECHO Total Community	65%	87%	22%
Head Start	39%	93%	54%
CPP	71%	89%	18%
IEP	39%	77%	38%

Table 7: Math Growth

The following conclusions were noted:

- ❖ With the exception of the CPP population, a large number of 3 year old children entered their first preschool experience with developmental skills below what would be expected based on their age. Following their first year of preschool, however, this same population achieved growth (total average growth from fall to spring was 19% for all six developmental skills) and ended up with a majority obtaining or exceeding Widely Held Expectations for their age level. Their average level of children obtaining WHE in the fall was 71%. By the spring assessment, the average score for the ECHO community of 3 year olds was 90%.
- ❖ Mathematics development displayed the greatest growth between Fall and Spring of this school year.
- ❖ The group being supported by IEP's generally showed the greatest overall growth during the school year. This was true in part because the IEP Fall skills were generally so much lower than the children in the other groups. Their average growth in obtaining or exceeding WHE was 34%.
- ❖ The CPP children generally had the highest percentage of children meeting or exceeding Widely Held Expectations in both the Fall and Spring assessments. Ninety-one percent of all CPP children either obtained or exceeded WHE in the Spring assessment.

Analysis of Anticipated Growth from Fall to Spring for the 3 Year Old 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 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 or IEP 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 will 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 8 below presents a comparison between the ECHO Community as a whole and individual support programs (HS, CPP, IEP) as to the percentage of students meeting or exceeding their anticipated growth range during the school year in each skill area.

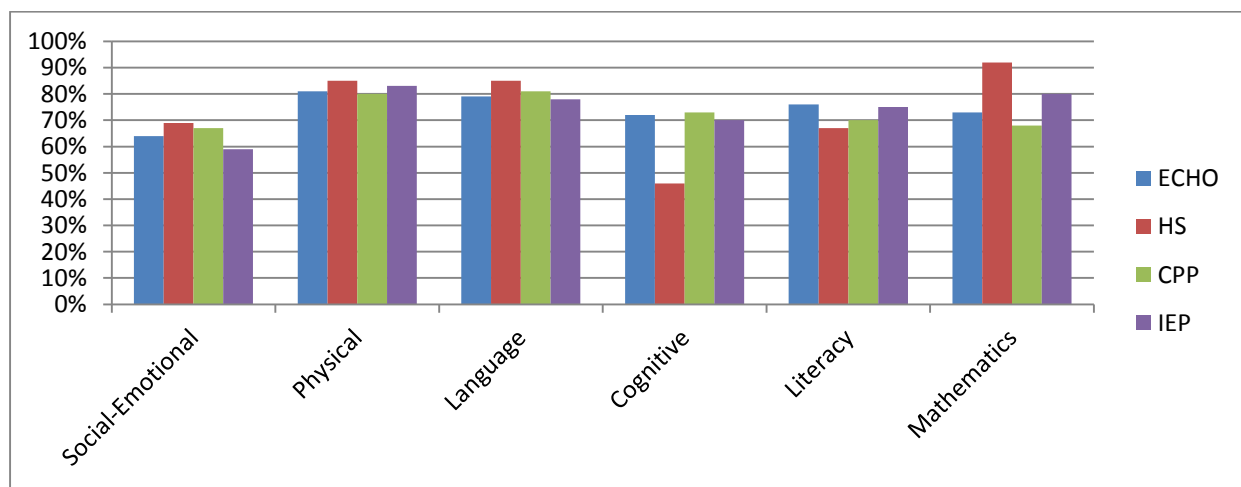
Area of Development	ECHO	HS	CPP	IEP
Social-Emotional	64%	69%	67%	59%
Physical	81%	85%	80%	83%
Language	79%	85%	81%	78%
Cognitive	72%	46%	73%	70%
Literacy	76%	67%	70%	75%
Mathematics	73%	92%	68%	80%

Table 8: Comparison Between the Percentage of the overall preschool Pre-K community (ECHO) and HS, CPP and IEP Students Demonstrating Anticipated Growth during the School Year

All four groups (ECHO, HS, CPP and IEP) met the anticipated guidelines for growth during the school year.

Some groups such as Head Start and the IEP supported students started the year with a high percentage of students not meeting their anticipated developmental entry points. Throughout the year, these groups made significant developmental strides related to their entry point, and ended the school year with high percentages of students meeting their anticipated growth.

The average percentage of students making or exceeding the anticipated growth limits in the total Re-2 Preschool groups was about 74%. Physical, Language and Literacy skill development showed the greatest growth from beginning to end. Social development demonstrated the least growth. Graph 7 presents the same comparison between the total ECHO preschool community and each of the specially funded programs (HS, CPP and IEP).



Graph 7: Comparison Between Percent of ECHO, HS, CPP and IEP Students Demonstrating Anticipated Growth