



2014-2015 Fremont Re-2 Community GOLD Evaluation Outcomes: 3-Year Preschool Children

Highlights:

- ❖ When considering the total Re-2 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 mathematics of 75% proficient to high in Language development of 89% 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, this same population achieved outstanding growth (total average growth from fall to spring was 18% 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 only 54%. By the spring assessment, the average score for the Re-2 community of 3 year olds was 72%. Language development displayed the greatest growth between Fall and Spring of this school year (28%).
- ❖ The group being supported by Head Start generally showed the greatest overall WHE growth during the school year. This was true in part because the Head Start 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 24%.
- ❖ The CPP children generally had the highest percentage of children meeting or exceeding Widely Held Expectations in both the Fall and Spring assessments. 86% of all CPP children either obtained or exceeded WHE in the Spring assessment. However, this group also had the lowest overall growth in WHE during the school year.
- ❖ All four groups (ECHO, HS, CPP and IEP) met the anticipated guidelines for growth during the school year, except for Head Start missing the anticipated growth in Social Skills.

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 the Fremont Re-2 community 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 3 Fremont Re-2 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
Fremont Re-2 Preschools	51	61	16	15	19	27
Fremont County Head Start Re-2	11	11	4	3	0	0
KinderHaus	23	28	8	9	8	12
Spin Penrose	17	22	4	3	11	15

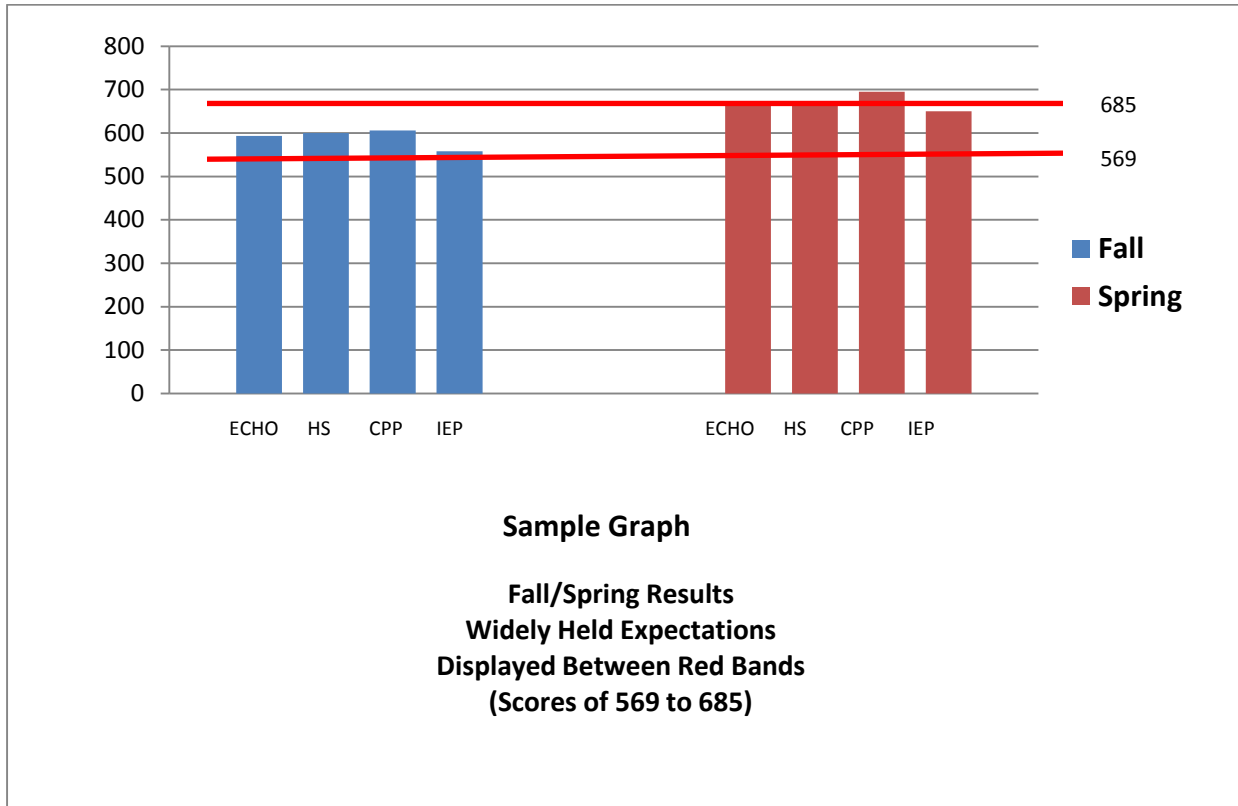
Table 1: Student Profiles from Spring Results

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 Fremont Re-2 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.

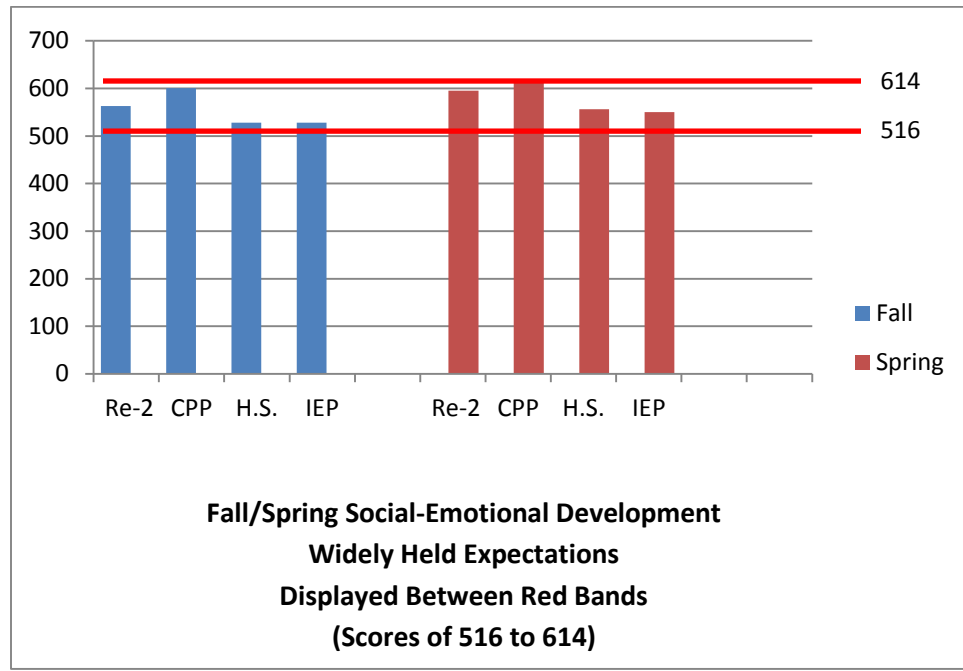
All graphs are using the concept of *Widely Held Expectations*. The horizontal *red bands* denote the upper and lower thresholds of Widely Held Expectations at the *state and* national levels. The lower red band indicates the lower threshold of Widely Held Expectations for Colorado and the nation as 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 3 Fremont RE-2 Community preschool children** (both special program supported and non-supported) referred to in this report as the **Fremont Re-2 Community Preschool**. 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

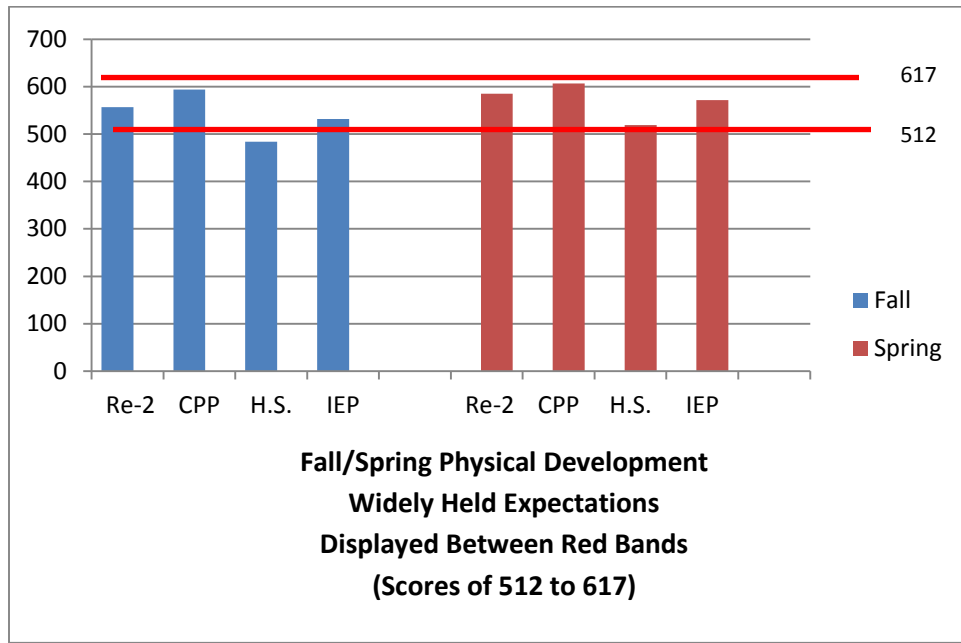


Graph 1: Social-Emotional Developmental Progress Between Fall & Spring Assessments

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 Re-2 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 mostly displaying low WHE performance in the Fall (closer to lower red band) and higher WHE performance in the spring (closer to upper red band).

The CPP population had high scores in both the fall and spring. Their spring scores actually exceeded the upper limits of WHE's slightly.

Physical Development

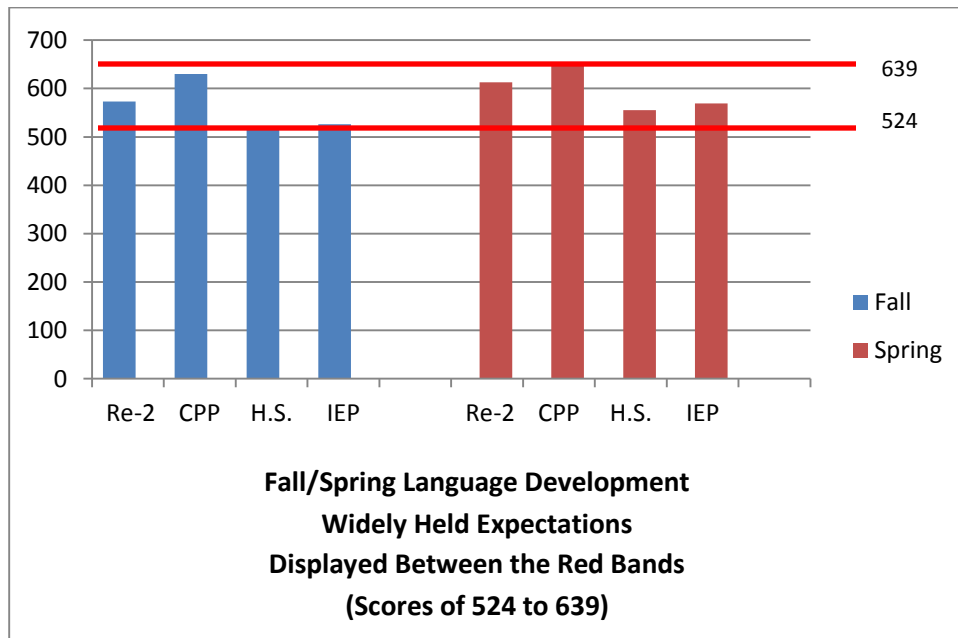


Graph 2: Physical Developmental Progress Between Fall & Spring Assessments

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

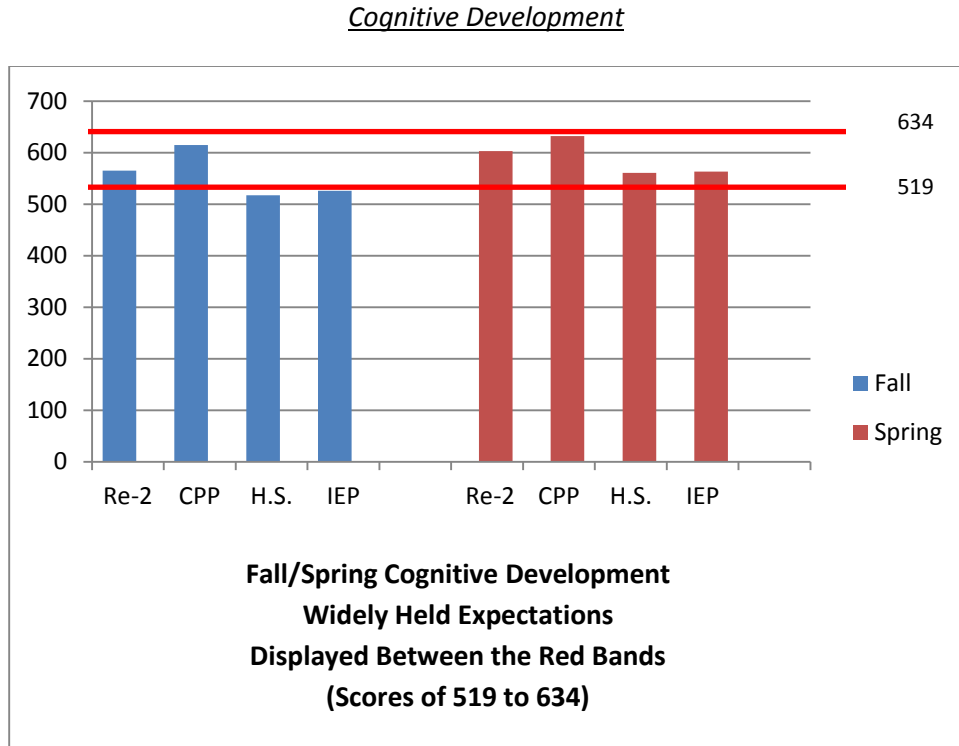
Three of the four groups were able to meet Widely Held Expectations during the fall (Re-2, CPP and IEP), and all four groups (RE-2 community, CPP, IEP and Head Start) met the WHE's for Physical development in the spring generally towards the upper end of the WHE boundaries.

Language Development



Graph 3: Language Developmental Progress Between Fall & Spring Assessments

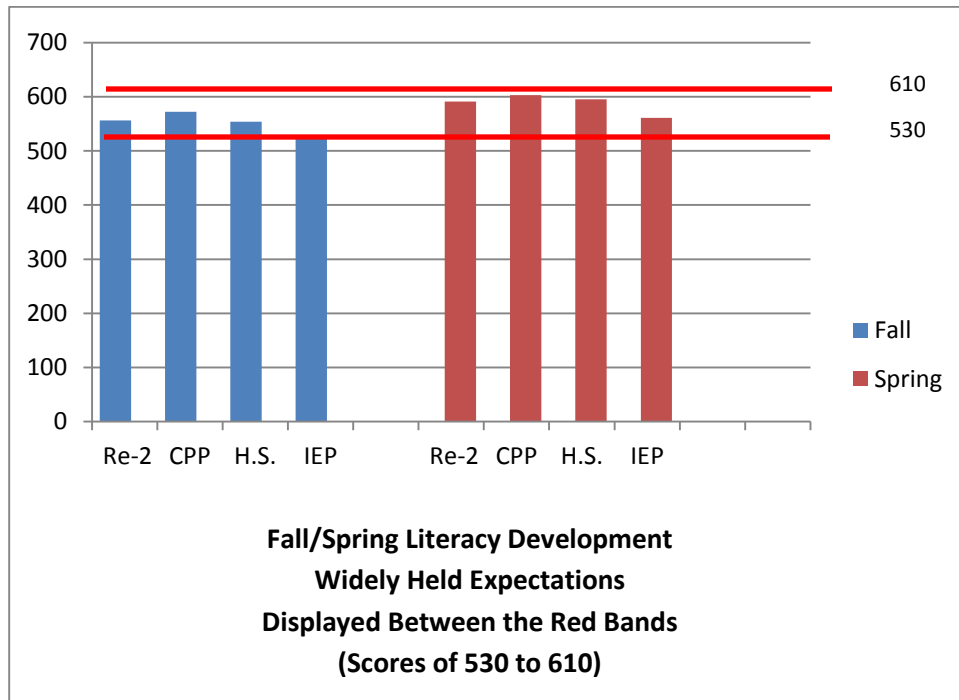
Graph 3 on the previous page data is presented for **Language** development between the Fall and Spring assessment periods. The results suggest that three of the four groups met Widely Held Expectations during both the fall and spring (Re-2 community, CPP and IEP). The Head Start group was below the WHE's for Language development in the fall, but rose to within WHE's during the spring. The CPP group actually exceeded the upper limits of WHE's slightly during the spring assessment (score = 652).



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 three of the four groups met Widely Held Expectations during the fall (Re-2 community, CPP and IEP). All four groups made progress throughout the school year and were within the WHE's range in the spring.

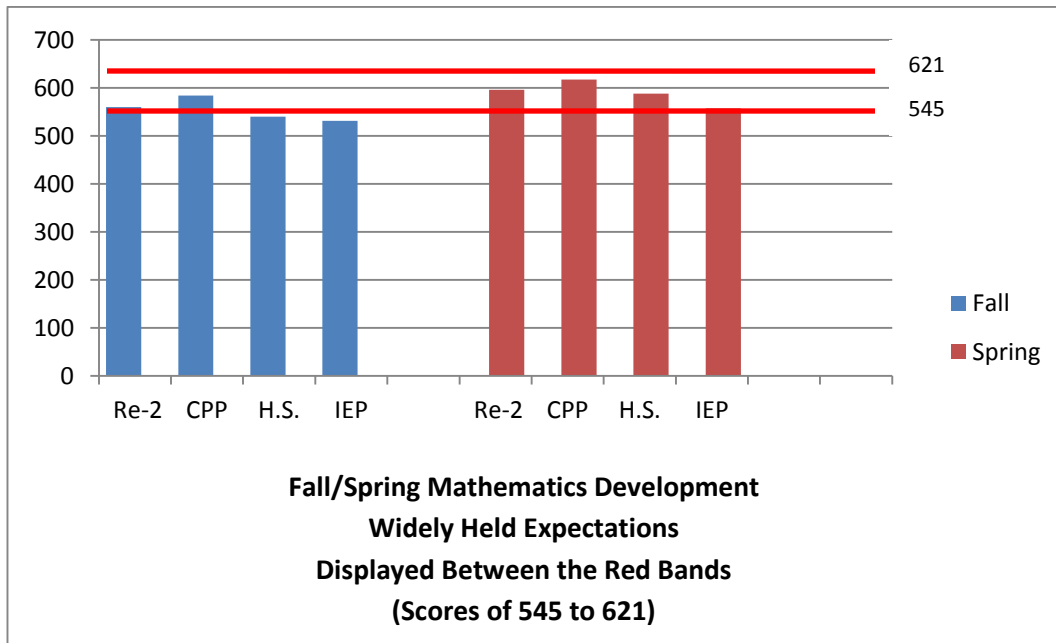
Literacy Development



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 three of the four groups were within Widely Held Expectations during the fall (Re-2, CPP and Head Start). All four groups rose to the higher end of 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 (Re-2 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 Re-2 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 Mathematics of 75% proficient to a high in Language development of 89% 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 Re-2 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
Re-2 Total Community	77%	82%	5%
Head Start	57%	88%	31%
CPP	95%	78%	-17%
IEP	56%	73%	17%

Table 2: Social Growth

PHYSICAL DEVELOPMENT: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2014-2015 Fall	2014-2015 Spring	Growth
Re-2 Total Community	79%	87%	8%
Head Start	29%	50%	21%
CPP	95%	96%	1%
IEP	75%	80%	5%

Table 3: Physical Growth

LANGUAGE DEVELOPMENT: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2014-2015 Fall	2014-2015 Spring	Growth
Re-2 Total Community	75%	89%	14%
Head Start	43%	88%	45%
CPP	95%	96%	1%
IEP	56%	67%	11%

Table 4: Language Growth

Student Groups	2014-2015 Fall	2014-2015 Spring	Growth
Re-2 Total Community	73%	77%	4%
Head Start	43%	57%	14%
CPP	95%	82%	-13%
IEP	50%	67%	17%

Table 5: Cognitive Growth

LITERACY: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2014-2015 Fall	2014-2015 Spring	Growth
Re-2 Total Community	70%	77%	7%
Head Start	86%	88%	2%
CPP	79%	82%	3%
IEP	50%	60%	10%

Table 6: Literacy Growth

MATH: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2014-2015 Fall	2014-2015 Spring	Growth
Re-2 Total Community	67%	75%	8%
Head Start	57%	88%	31%
CPP	89%	82%	-7%
IEP	44%	53%	9%

Table 7: Math Growth

The following conclusions were noted:

- ❖ The CPP population had a significant increase of students during the school year. 19 students were noted in the Fall assessments and 27 were tracked into the Spring assessment, a 42% increase. The additional students did not generally perform as well in the Spring as the initial 19 students had done in the Fall, thereby reducing some of the higher scores noted during the Fall assessment.
- ❖ With the exception of the CPP population, a large number of 3 year old IEP and Head Start children entered their first preschool experience with developmental skills below what would be expected based on their age. Following their first year of preschool, this population achieved growth 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 54%. By the spring assessment, the average score for the Head Start and IEP 3 year olds was 72%, an 18% gain.
- ❖ Language development displayed the greatest growth between Fall and Spring of this school year, largely due to the growth noted by Head Start youngsters.
- ❖ Literacy development displayed the least growth between Fall and Spring of the school year, largely due to the high initial scores in the Fall.
- ❖ The group being supported by Head Start generally showed the greatest overall growth in WHE during the school year. This was true in part because the Head Start Fall skills were generally so much lower than the children in the other groups. Their average growth in obtaining or exceeding WHE was 24%.
- ❖ The CPP children generally had the highest percentage of children meeting or exceeding Widely Held Expectations in both the Fall and Spring assessments. Eighty-six percent of all CPP children either obtained or exceeded WHE in the Spring assessments.

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 Head Start 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.

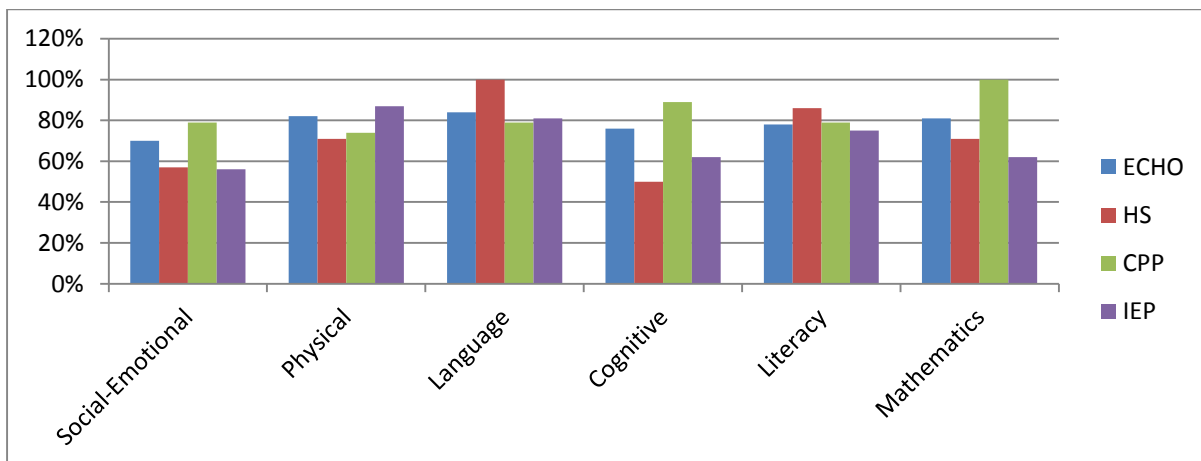
The **GOLD** Growth reports present data from the point of view of the anticipated growth a child or group of students **should** be making from the beginning to the end of the school year. Table 8 below presents a comparison between the Re-2 Community as a whole and individual support programs (HS, CPP, IEP) as to the percentage of students meeting or exceeding their *anticipated growth range* during the school year.

Area of Development	ECHO	HS	CPP	IEP
Social-Emotional	70%	57%	79%	56%
Physical	82%	71%	74%	87%
Language	84%	100%	79%	81%
Cognitive	76%	50%	89%	62%
Literacy	78%	86%	79%	75%
Mathematics	81%	71%	100%	62%

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, except for Head Start missing the anticipated growth in Social Skills.

The average percentage of students making or exceeding the anticipated growth limits in the total Re-2 Preschool community was 79%. Language 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