



## 2015-2016 Fremont ECHO Community GOLD Evaluation Outcomes: 4-Year/Pre-Kindergarten Children

### Highlights:

- ❖ When considering the total ECHO community, the average percentage of students obtaining or exceeding widely held expectations in all six developmental areas (Social, Physical, Language, Cognitive, Literacy and Mathematics) ranged from a low in mathematics of 85% proficient to a high in Literacy of 98% proficient, by the spring assessment. Most areas were seen as relatively strong performances with no areas of weakness being noted. This year's performance was higher than that of the 2014-2015 school year. The overall ECHO community average score for widely held expectations in the six developmental levels was 94%
- ❖ The average group scores for the overall ECHO community, and children receiving special funding supports (IEP, CPP or Head Start) were within the Widely Held Expectations range in all developmental areas by the spring reporting period.
- ❖ The fact that 85% of the preschool community met Widely Held Expectations in Mathematical Thinking was a gain of 8% when compared with last year's performance.
- ❖ The Head Start children had the highest percentage of children meeting or exceeding Widely Held Expectations in both the Fall and Spring assessments.
- ❖ ECHO, HS, CPP and IEP all met the anticipated guidelines for growth during the year with an average of 81% of all ECHO students meeting or exceeding their anticipated growth levels in the six developmental areas.
- ❖ The ECHO Community Head Start, CPP and IEP populations generally recorded from 78% to 93% of their students meeting benchmarks indicative of kindergarten readiness in all six areas (Social, Physical, Language, Cognitive, Literacy and Math). Mathematical skills were the lowest average for all groups. Language Skills were the highest average for all groups.
- ❖ OSEP reports indicate that a majority of IEP supported children made substantial progress by the time they exited their programs in the areas of positive social-emotional skills, acquiring and using knowledge/skills, and taking appropriate actions to meet their needs.

## 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 7 Fremont Community preschools/support programs (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. Some CPP children attend classes at Head Start, **but are not included in Head Start enrollment**.

ECHO Community & Preschool/Child Care Sites	Total 4-year old Children		IEP (Special Education)		CPP (Colorado Preschool Program)	
	Fall	Spring	Fall	Spring	Fall	Spring
<b>ECHO Total Community</b>	<b>90</b>	<b>116</b>	<b>20</b>	<b>25</b>	<b>23</b>	<b>30</b>
Fremont County Head Start	33	41	6	7	1	2
Giving Tree	6	13	2	2	4	8
Mt. View Core Knowledge	15	16	3	3	5	5
New Child Montessori	10	11	1	1	0	0
Rocky Mountain Children's Discovery Center	11	13	3	5	6	5
Spin Early Childhood Care & Education Center	14	20	5	7	6	9
Spin North	1	2	0	0	1	1

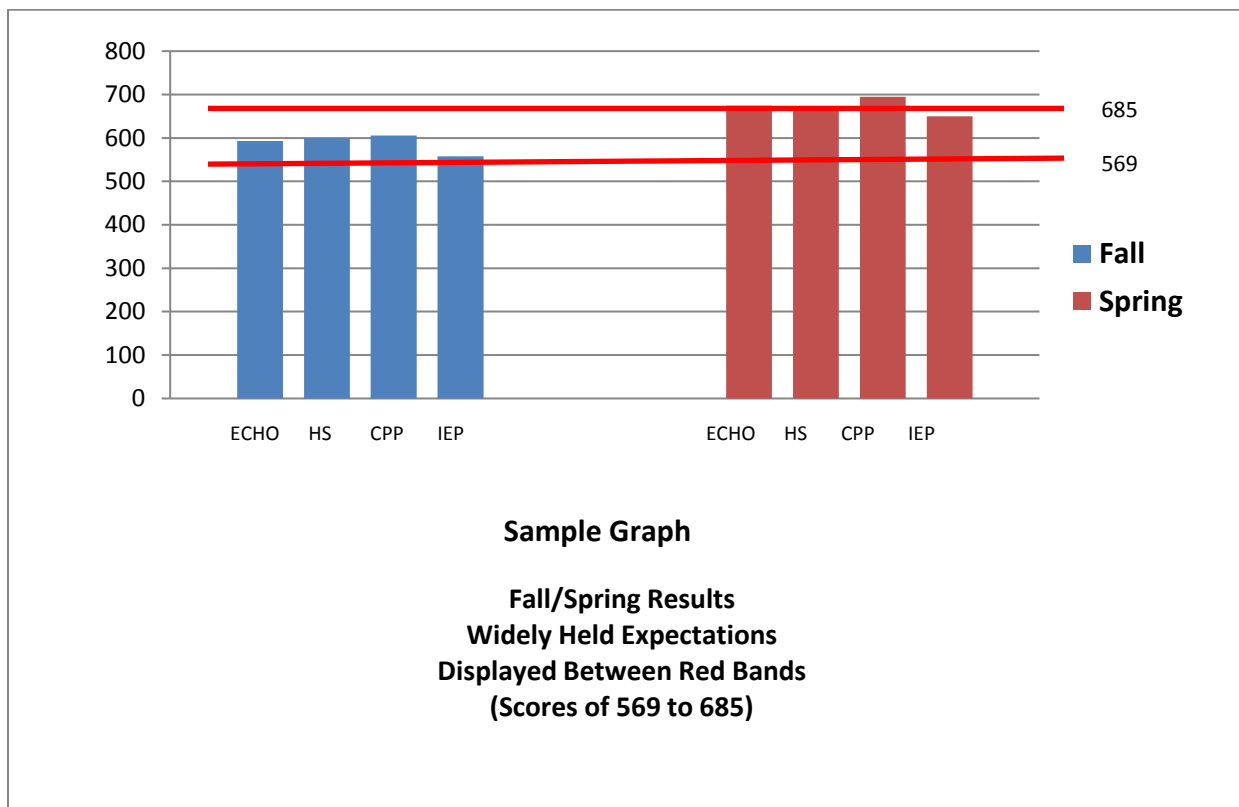
**Table 1**

## 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 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.

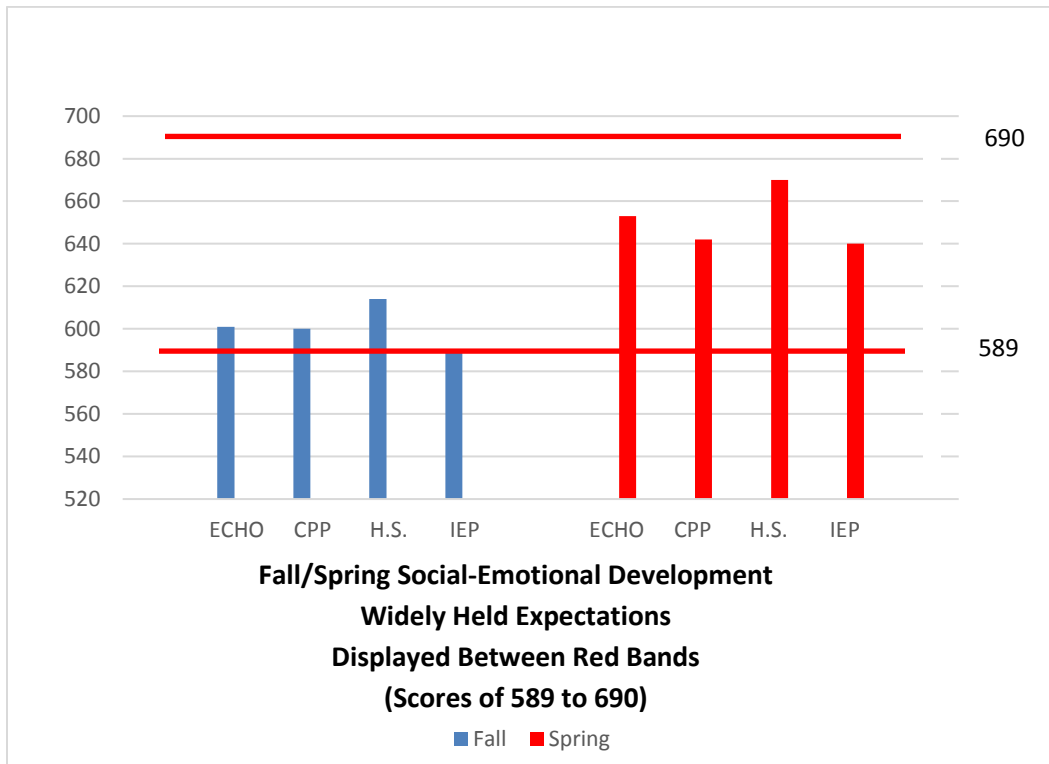
All graphs are using the concept of *Widely Held Expectations*. The horizontal red bands denote the upper and lower thresholds of Widely Held Expectations at the state and national levels. The lower red band indicates the lower threshold of Widely Held Expectations for Colorado and the nation as a whole. 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 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 all 7 Fremont Community preschool children/support programs** (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 indicates that the overall ECHO community population, the CPP population, the Head Start group and the IEP population were all within Widely Held Expectations in both the Fall and Spring assessments. These three 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).

While the IEP supported children were just barely within the level of Widely Held Expectations (WHE) in the fall, they improved significantly over the course of the year and were definitely meeting WHEs by the spring assessment.

Table 2 presents the **GOLD** data compiled over the past five years comparing the percentage of ECHO (total community), Head Start, CPP and IEP students obtaining or exceeding Widely Held Expectations during the spring assessment.

Student Groups	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
ECHO Total Community	88%	88%	90%	88%	95%
Head Start	87%	92%	97%	93%	95%
CPP	92%	99%	92%	92%	93%
IEP	81%	70%	82%	71%	92%

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

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**.

In the area of Physical Development, three of the 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, Head Start and IEP) met the WHE's for Physical development at the upper levels of the threshold in the spring. The IEP group was only one point below meeting expectations in the Fall Assessment.

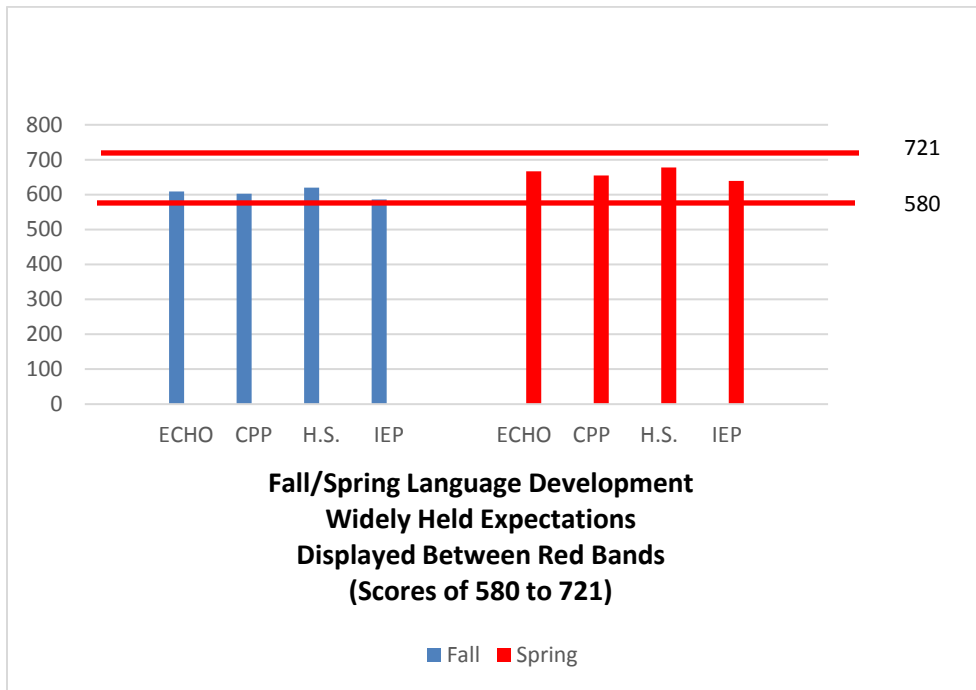
Table 3 presents the **GOLD** data compiled over the past five years comparing the percentage of ECHO (total community), CPP, IEP and Head Start students obtaining or exceeding Widely Held Expectations in Physical development during the spring assessment.

Student Groups	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
ECHO Total Community	87%	89%	94%	89%	93%
Head Start	94%	93%	99%	91%	97%
CPP	97%	95%	98%	90%	87%
IEP	86%	77%	86%	77%	88%

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

The Head Start results were above 91% from the 2011 through the 2016 years. The IEP group demonstrated its best Physical results in 2016 for the past 5-year period.

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 all four of the groups met Widely Held Expectations during both the fall and spring (ECHO community, Head Start, IEP and CPP). Excellent progress was made between Fall and Spring.

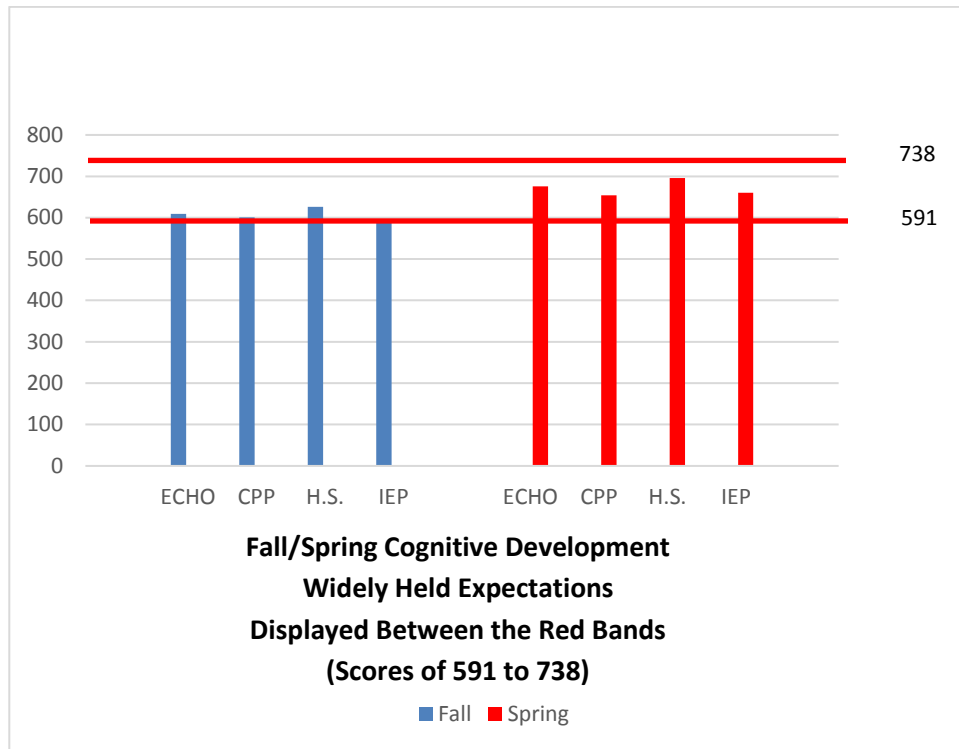
Table 4 presents the **GOLD** data compiled over the past five years comparing the percentage of ECHO (total community), Head Start, CPP and IEP students obtaining or exceeding Widely Held Expectations in Language development during the spring assessment.

Student Groups	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
ECHO Total Community	90%	88%	91%	89%	95%
Head Start	91%	97%	99%	90%	97%
CPP	96%	99%	93%	90%	87%
IEP	77%	69%	82%	77%	84%

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

The Total Echo community, CPP and the Head Start results were generally at or above 87% for the past five years. The IEP group displayed significant improvement in 2015-2016, and has generally averaged about 78% over the past five years. Overall, language development has been an area of strength for the ECHO community, CPP and Head Start over the past five years.

Cognitive Development



**Graph 4: Cognitive Developmental Progress Between Fall & Spring Assessments**

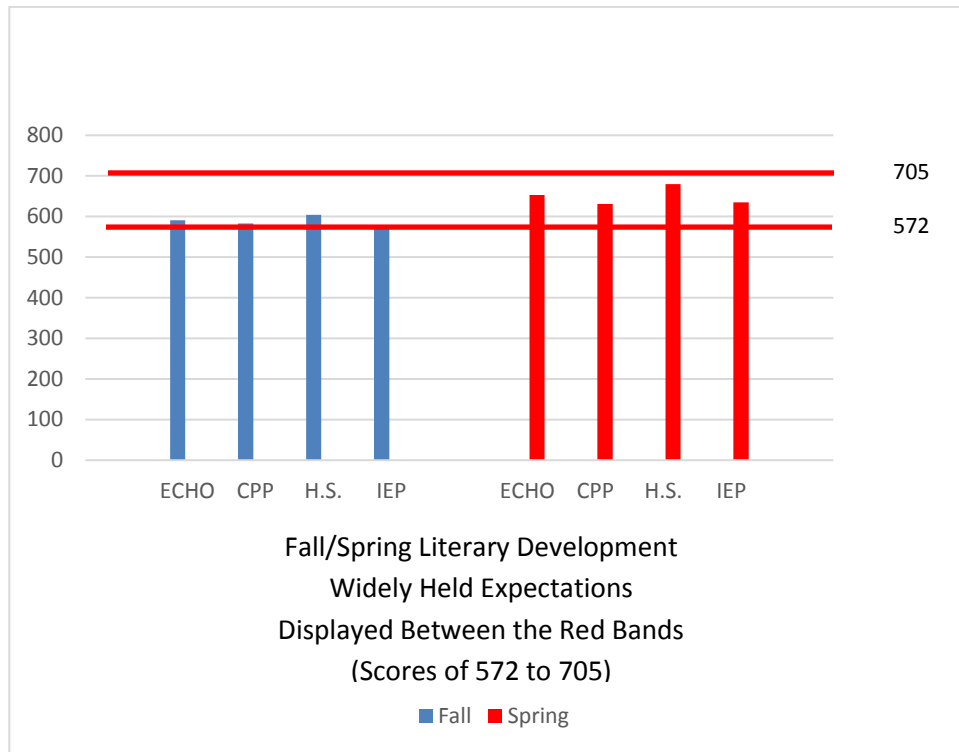
**Graph 4** above presents data for *Cognitive* development between the Fall and Spring assessment periods. The results suggest that three of the four groups met Widely Held Expectations during the fall (ECHO community, CPP and Head Start). The IEP group was again only one point shy of making the Fall Expectations (IEP group scored 590, while expectations were 591). All four groups advanced over the school term and were at the higher end of WHE's in the spring.

Table 5 presents the **GOLD** data compiled over the past five years comparing the percentage of ECHO (total community), Head Start, CPP and IEP students obtaining or exceeding Widely Held Expectations in Cognitive development during the spring assessment. Again, the total ECHO Community, the Head Start and the CPP results were close to or above 90% for the past five years in showing a significant percentage of students who either obtained or exceeded WHE. The IEP community results displayed a nice improvement this year and have generally averaged about 84% competency in obtaining WHE's.

Student Groups	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
ECHO Total Community	91%	89%	94%	94%	95%
Head Start	92%	99%	100%	94%	97%
CPP	96%	95%	95%	94%	87%
IEP	81%	72%	88%	85%	96%

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

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 all four of the groups met Widely Held Expectations during both the fall and spring (ECHO community, CPP, Head Start, and IEP), with significant improvement being noted over the school year.

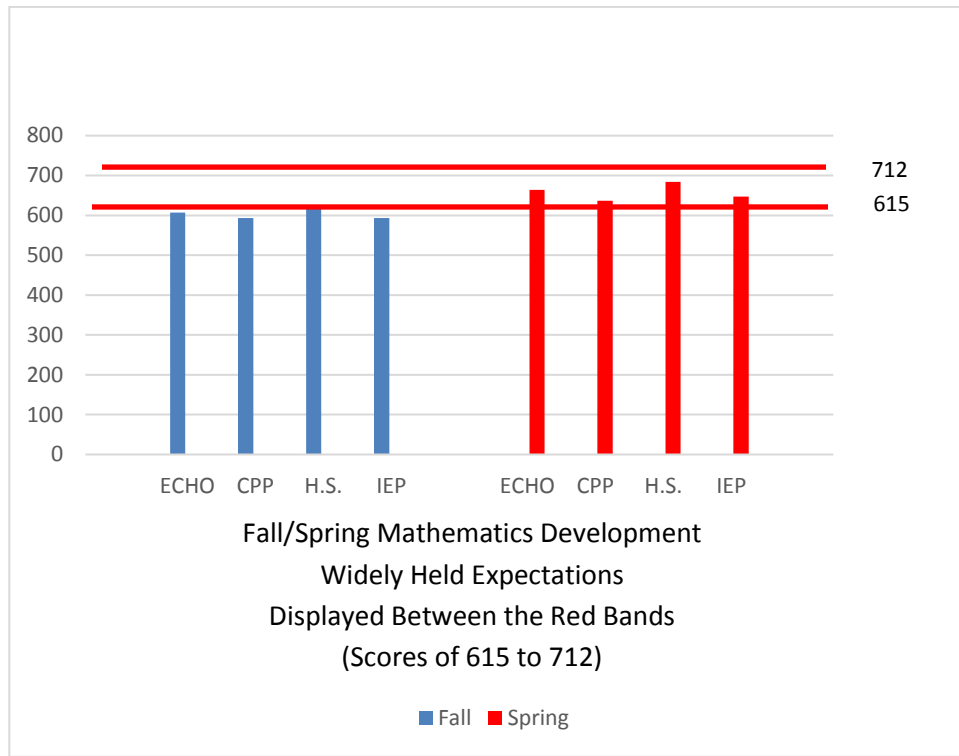
Table 6 presents the **GOLD** data compiled over the past five years comparing the percentage of ECHO (total community), Head Start, CPP and IEP students obtaining or exceeding Widely Held Expectations in Literacy development during the spring assessment. The Total Echo community, Head Start and CPP results continue to be high this past year, with all 3 groups generally above 90% for the past five years. The Head Start and CPP group results have been consistently above 93% for five years in a row. The IEP group showed good improvement in Literacy this past year, obtaining the highest score in over five years. This was the strongest area of performance for all four groups during the current year.

Student Groups	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
ECHO Total Community	90%	89%	93%	94%	98%
Head Start	93%	99%	100%	96%	100%
CPP	97%	94%	96%	93%	93%
IEP	76%	73%	81%	86%	96%

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



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 only one of the four groups (Head Start) were within Widely Held Expectations during the Fall assessment. 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.

Table 7 presents the **GOLD** data compiled over the past five years comparing the percentage of ECHO (total community), Head Start, CPP and IEP students obtaining or exceeding Widely Held Expectations in Math development during the spring assessment. This year, the total ECHO community, Head Start and IEP groups displayed improvement in the Mathematics area since the **GOLD** test began in 2011. Three of the four groups (ECHO community, Head Start and IEP) showed improved performance in Mathematics from last year's scores, displaying the greatest percentage gain in all of the developmental areas assessed. Math has always been an area of relative weakness for the preschools, but this year has demonstrated significant improvement in growth for three of the four groups. The CPP group had difficulty in mathematics this year and showed its lowest performance since 2011.

Student Groups	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
ECHO Total Community	79%	77%	87%	77%	85%
Head Start	85%	91%	99%	84%	95%
CPP	87%	79%	90%	77%	64%
IEP	58%	61%	72%	58%	80%

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

### **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 four groups of children (ECHO community, Head Start, CPP and IEP), the following average scores are indicated:

Student Groups	Number of Students (Spring)	2015-2016 Average Developmental Scores (Spring)
ECHO Total Community	116	94%
Head Start	41	97%
CPP	30	86%
IEP	25	89%

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

The results suggest that the average percentage of children meeting or exceeding widely held expectations in all areas was at least 86% or better for all six developmental skills. In two of the groups, the average exceeded 94%.

#### **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 areas (Social, Physical, Language, Cognitive, Literacy and Mathematics) ranged from a low in mathematics of 85% proficient to a high in Literacy development of 98% proficient, by the spring assessment. All six areas were seen as relatively strong performances with mathematics being noted at 85% by 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
ECHO Total Community	62%	95%	33%
Head Start	77%	95%	18%
CPP	61%	93%	32%
IEP	45%	92%	47%

Table 9: Social Growth

PHYSICAL DEVELOPMENT: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth
ECHO Total Community	73%	93%	20%
Head Start	75%	97%	22%
CPP	74%	87%	13%
IEP	55%	88%	33%

Table 10: Physical Growth

LANGUAGE DEVELOPMENT: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth
ECHO Total Community	67%	95%	28%
Head Start	74%	97%	23%
CPP	74%	93%	19%
IEP	50%	84%	34%

Table 11: Language Growth

COGNITIVE DEVELOPMENT: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth
ECHO Total Community	68%	95%	27%
Head Start	77%	97%	20%
CPP	74%	87%	13%
IEP	65%	96%	31%

Table 12: Cognitive Growth

LITERACY: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth
ECHO Total Community	66%	98%	32%
Head Start	74%	100%	26%
CPP	70%	93%	23%
IEP	55%	96%	41%

Table 13: Literacy Growth

MATH: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth
ECHO Total Community	42%	85%	43%
Head Start	53%	95%	42%
CPP	26%	64%	38%
IEP	30%	80%	50%

Table 14: Math Growth

The following conclusions were noted:

- The ECHO community displayed an average of 31% growth between the Fall and Spring assessments, ranging from 20% growth in physical development to a high of 43% growth in Mathematics.
- 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.
- The Head Start children generally had the highest percentage of children meeting or exceeding Widely Held Expectations in the Spring assessments. They were the only group to meet widely held expectations in all skill areas in the Fall.
- The Total ECHO Community children as a group obtained an average score of 94% meeting or exceeding widely held expectations in all six developmental areas assessed during the Spring.
- With the exception of mathematics, the CPP and total ECHO Community achieved all widely held expectations during the Fall Assessment.

### **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 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 15 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 above their anticipated growth range during the school year in each skill area.

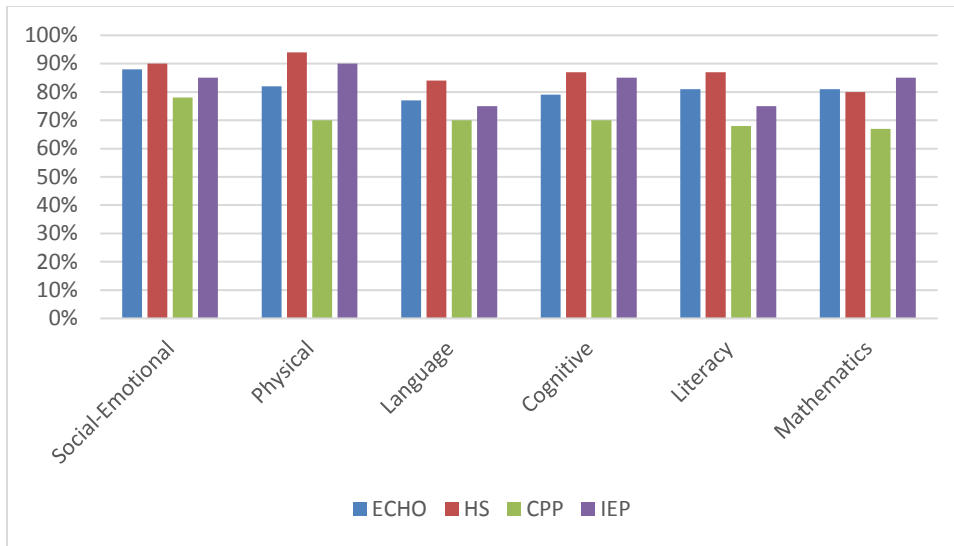
Area of Development	ECHO	HS	CPP	IEP
Social-Emotional	88%	90%	78%	85%
Physical	82%	94%	70%	90%
Language	77%	84%	70%	75%
Cognitive	79%	87%	70%	85%
Literacy	81%	87%	68%	75%
Mathematics	81%	80%	67%	85%
Average Growth Score	81%	87%	71%	83%

Table 15: 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

The overall Echo Community Programs made an average of 81% of their students who either made anticipated or greater growth levels throughout the school year. The Head Start group made the greatest gains from their initial beginning point in performance and demonstrated an average of 87% of their students who made or exceeded expected growth intervals. The CPP group did not do as well as the other groups this year, but improved their overall performance from last year (66% achieving anticipated growth in 2014-2015) with 71% displaying anticipated or greater growth levels this year. The IEP group improved dramatically over last year (only 64% achieving anticipated growth last year) with 83% of their group achieving anticipated or better growth levels this year.

All four groups (ECHO, Head Start, CPP and IEP) met the anticipated guidelines for growth during the school year in all developmental areas.

Graph 7 presents a visual 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 Yearly Growth

### Kindergarten Readiness

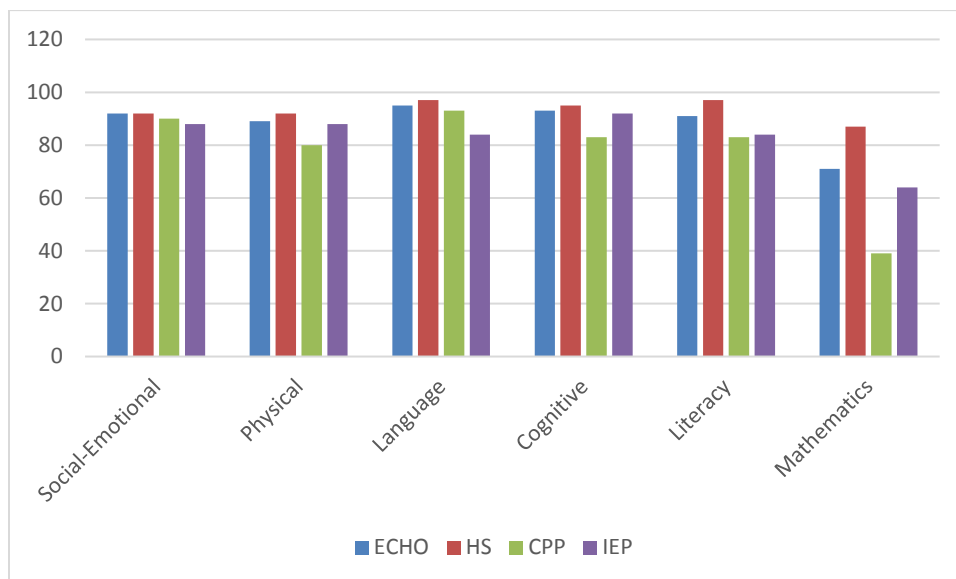
The State Board of Education defined school readiness in 2008 as both the preparedness of a child to engage in and benefit from learning experiences, and the ability of the school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. Information gathered from school 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 ECHO, Head Start, CPP and IEP programs, and the overall average score of the six skill levels.

Kdg. Readiness Area	ECHO	HS	CPP	IEP
Social-Emotional	92%	92%	90%	88%
Physical	89%	92%	80%	88%
Language	95%	97%	93%	84%
Cognitive	93%	95%	83%	92%
Literacy	91%	97%	83%	84%
Mathematics	71%	87%	39%	64%
Average Readiness Score	89%	93%	78%	83%

Table 16: Comparison Between the Percentage of the overall preschool Pre-K community (ECHO) and HS, CPP and IEP Students Demonstrating Anticipated Kindergarten Readiness at the end of the Spring Assessment.

Graph 8 provides information as to the percentage of students attaining benchmarks indicative of kindergarten readiness in six different skill areas for the ECHO, Head Start, CPP and IEP programs.



Graph 8: Percentage of Students Meeting Kindergarten Benchmarks for ECHO, HS, CPP, and IEP programs

The ECHO Community as a whole, Head Start, CPP and IEP populations generally recorded from 83% to 97% of the students meeting benchmarks indicating kindergarten readiness in five of the six skill areas (Social, Physical, Language, Cognitive and Literacy). Mathematical skills were a low point for all groups with scores ranging from 39% kindergarten ready (CPP group) to 87% readiness in the Head Start group. The highest overall total kindergarten readiness scores were recorded by the Head Start group (93% average readiness benchmarks).

# Preschool Special Education Outcomes - Federally Mandated Year End Report (program level): ECHO Canon City

Data source: Reports generated using data collected through CreativeCurriculum.net\*

## Report Criteria

Exit Dates Between:	07/01/2015 and 06/30/2016
Genders:	Unknown Male Female
Primary Languages:	All
Races:	
Ethnicities:	All
Funding Sources:	All
School District:	All
Class Levels:	4-5 year-olds
Entry and Exit Tools:	All Entry and Exit Tools
Generated On:	June 16, 2016

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## Administrative Report Criteria

Education Levels:	All
Years of Experience in Education:	All
Years of Experience Working Directly With Children:	All
Years of Experience Using <i>The Creative Curriculum</i> approach:	All
Number of Years in Current Organization:	All
Number of Hours of Training on <i>The Creative Curriculum</i> approach:	All
Site Geographic Settings:	All
Quality Indicators:	All

# Profile of Children Included in the Report

## General

Number of Children:	<b>20</b>
Number of Classes:	<b>10</b>
Number of Schools/Centers:	<b>6</b>

## Ethnicity

Not Spanish/Hispanic/Latino:	<b>18</b>	<b>90.0%</b>
Peruvian:	<b>1</b>	<b>5.0%</b>
Unknown:	<b>1</b>	<b>5.0%</b>

## Gender

Male:	<b>16</b>	<b>80.0%</b>
Female:	<b>4</b>	<b>20.0%</b>

## Primary Language Spoken

English:	<b>20</b>	<b>100.0%</b>
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## Race

White:	<b>19</b>	<b>95.0%</b>
All other combinations:	<b>1</b>	<b>5.0%</b>

## Age or Class/Grade

4-5 year olds:	<b>20</b>	<b>100.0%</b>
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## Age or Class/Grade

Pre-K 4 class/grade (Blue):	<b>20</b>	<b>100.0%</b>
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## Funding Sources (number of times checked)

Child Care Assistance Program (CCAP):	<b>1</b>
Early Head Start:	<b>1</b>
Head Start:	<b>5</b>
Medicaid:	<b>2</b>
Preschool Special Education (Part B/Section 619 of IDEA):	<b>20</b>
Private Foundation or Agency :	<b>1</b>
Tuition Paid by Family:	<b>3</b>
Upper Arkansas Area Council of Governments:	<b>5</b>

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## Summary of Outcomes

The following table summarizes the child outcomes of this group of children

### Outcome 1: Positive social-emotional skills (including social relationships)



ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. Children who did not improve functioning	0	0.0%
b. Children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	0	0.0%
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	1	5.0%
d. Children who improved functioning to reach a level comparable to same-aged peers	10	50.0%
e. Children who maintained functioning at a level comparable to same-aged peers	9	45.0%
<b>Totals</b>	<b>20</b>	<b>100.0%</b>
<b>Summary Statements</b>		
1. Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.		<b>100.0%</b>
2. The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.		<b>95.0%</b>

## Outcome 2: Acquiring and using knowledge and skills

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. Children who did not improve functioning	0	0.0%
b. Children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	0	0.0%
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	3	15.0%
d. Children who improved functioning to reach a level comparable to same-aged peers	12	60.0%
e. Children who maintained functioning at a level comparable to same-aged peers	5	25.0%
<b>Totals</b>	<b>20</b>	<b>100.0%</b>
<b>Summary Statements</b>		
1. Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.		<b>100.0%</b>
2. The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.		<b>85.0%</b>

## Outcome 3: Taking appropriate action to meet needs

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. Children who did not improve functioning	0	0.0%
b. Children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	2	10.0%

c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	1	5.0%
d. Children who improved functioning to reach a level comparable to same-aged peers	8	40.0%
e. Children who maintained functioning at a level comparable to same-aged peers	9	45.0%
<b>Totals</b>	<b>20</b>	<b>100.0%</b>
<b>Summary Statements</b>		
1. Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.		<b>81.8%</b>
2. The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.		<b>85.0%</b>

\*The data used to generate this report are collected either using The Creative Curriculum Developmental Continuum Assessment Instrument or data entered directly into the ECO 7-point scale on the Child Outcomes Summary Form (COSF).