

Advanced Progress and Outcomes Report: Yeled V' Yalda ACS

Report Criteria	
Curriculum:	Preschool
Checkpoint Seasons:	Fall 2006/2007 to Spring 2006/2007
Genders:	Unknown Male Female
Primary Languages:	All
Races:	All
Ethnicities:	All
IEP Statuses:	Children With IEP Children Without IEP
Funding Sources:	All
Class Levels:	3-4 year-olds 4-5 year-olds
Show Results For:	Creative Curriculum Developmental Areas
Generated On:	August 8, 2007

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

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Overview

This report combines assessment information for groups of similar children so that administrators can view children's progress over time. Children are assessed using *The Creative Curriculum Developmental Continuum for Ages 3-5*. Teachers use the 50 objectives of the Continuum to evaluate children's growth in four areas of development: social/emotional, physical, cognitive, and language. Teachers observe children frequently throughout the year as they participate in everyday activities. Three or four times a year, teachers evaluate the information they have collected through observation notes and work samples and then identify each child's developmental step for each objective as "Forerunner," "Step I," "Step II," or "Step III." The Forerunner step offers teachers a way to identify children who are not yet at the initial level of typical preschool development but show beginning evidence of reaching the objective. Step I approximates a beginning level of typical preschool development. Steps II and III represent higher levels in the sequence of development for each objective. In order to understand these steps, please see the *Developmental Continuum* and the examples that describe each step.

How to Read the Report

This report provides a profile of children in the report, as well as graphs and tables to illustrate their development between a starting checkpoint (e.g., Fall 2003/2004) and an ending Checkpoint (e.g., Spring 2003/2004). You can see how groups of children who began the year at a particular step were evaluated at a later Checkpoint. Because this assessment system is based on children's development across two years, we do not expect that children will be able to "complete" the Continuum, or move across the entire Continuum, in a one-year period.

The graphs show the progress data that are also presented by the table. Each of the four vertical sections of the table represents a group's developmental step at the first Checkpoint. Each of the horizontal bars in a section shows those children who reached a particular step at another Checkpoint. For example, the Forerunner section of the table shows the movement from Checkpoint 1 to Checkpoint 2 for all children in the group who started at the Forerunner step. The bars in that section indicate the number and percentage of children who were at the Forerunner step, Step I, Step II, and Step III at Checkpoint 2.

Here is an example:

		Children who were at these steps in Fall 2003/2004															
		Forerunner				Step I				Step II				Step III			
		↓				↓				↓				↓			
<u>EXAMPLE</u>		... are now at these steps in Winter 2003/2004															
		F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III
Social / Emotional Development		5 5%	90 90%	5 5%	0 0%	0 0%	33 92%	3 8%	0 0%	0 0%	0 0%	10 50%	10 50%	0 0%	0 0%	0 0%	3 100%

In the Forerunner section of the table, one sees that, at the ending Checkpoint, 5% of the children are at the Forerunner step, 90% are at Step I, 5% are at Step II, and 0% are at Step III.

This means that 5% of the children who were at the Forerunner step at the starting Checkpoint remained at the Forerunner step at the ending Checkpoint, 90% of the children who were at the Forerunner step progressed to Step I, and 5% of the children who were at the Forerunner step progressed to Step II. None of the children who began at the Forerunner step progressed to Step III by the ending Checkpoint.

When administrators examine this data they should look to see how groups of children developed on a single objective or group of objectives. You can use the data from this report to reflect on the development of this group of children and consider ways to support their learning. Such analysis can help you fully implement *The Creative Curriculum for Preschool*. Remember that many factors influence your children's development. Consider teacher training needs and other ways to support the program.

Profile of Children Included in the Report**General**

Number of Children: **993**
 Number of Classes: **66**
 Number of Schools/Centers: **17**

Gender

Male: **51%**
 Female: **48%**
 Unknown: **0%**

Race

White: **97%**
 Black or African American: **2%**
 Unknown: **1%**

Ethnicity

Not Spanish/Hispanic/Latino: **96%**
 Puerto Rican: **0%**
 Spaniard: **0%**
 Unknown: **3%**

Primary Language Spoken

English: **12%**
 Spanish: **0%**
 Russian: **0%**
 Arabic: **0%**
 Unknown: **0%**
 French Creole: **0%**
 Hebrew: **2%**
 Persian: **0%**
 Yiddish: **70%**
 Other: **16%**

Class Level

3-4 year olds: **60%**
 4-5 year olds: **40%**

IEP

Children Without IEP: **100%**
 Children With IEP: **0%**

Funding Sources (number of times checked)

Head Start: **115**

Please note that this report does not include children excluded from program reporting. To manage report exclusions, access the "Manage Child Exclusions for Administrative Reports" screen under the Manage Site tab.

Bar Graphs

Social / Emotional Development

Children who were at these steps in FALL 2006/2007		Are at these steps in SPRING 2006/2007			
	Number of Children	F	I	II	III
Step F	87	1	55	30	1
Step I	676	0	90	325	261
Step II	191	0	1	52	138
Step III	39	0	0	0	39
Total	993	1	146	407	439

Physical Development: Gross Motor

Children who were at these steps in FALL 2006/2007		Are at these steps in SPRING 2006/2007			
	Number of Children	F	I	II	III
Step F	94	1	55	36	2
Step I	614	0	79	294	241
Step II	229	0	0	65	164
Step III	54	0	0	3	51
Total	991	1	134	398	458

Physical Development: Fine Motor

Children who were at these steps in FALL 2006/2007		Are at these steps in SPRING 2006/2007			
	Number of Children	F	I	II	III
Step F	103	0	58	42	3
Step I	632	0	58	322	252
Step II	213	0	0	58	155
Step III	43	0	0	0	43
Total	991	0	116	422	453

Cognitive Development

Children who were at these steps in FALL 2006/2007		Are at these steps in SPRING 2006/2007			
	Number of Children	F	I	II	III
Step F	171	2	99	70	0
Step I	644	0	117	321	206
Step II	157	0	1	28	128
Step III	21	0	0	1	20
Total	993	2	217	420	354

Language Development

Children who were at these steps in FALL 2006/2007		Are at these steps in SPRING 2006/2007			
	Number of Children	F	I	II	III
Step F	172	8	106	58	0
Step I	677	0	136	394	147
Step II	124	0	0	27	97
Step III	20	0	0	2	18
Total	993	8	242	481	262

Summary of Outcomes - Spring 2006/2007

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

	Forerunner	Step I	Step II	Step III	Total
Social / Emotional Development	1 0%	146 15%	407 41%	439 44%	993 100%
Physical Development: Gross Motor	1 0%	134 14%	398 40%	458 46%	991 100%
Physical Development: Fine Motor	0 0%	116 12%	422 43%	453 46%	991 100%
Cognitive Development	2 0%	217 22%	420 42%	354 36%	993 100%
Language Development	8 1%	242 24%	481 48%	262 26%	993 100%

Progress Data

Children who were at these steps in Fall 2006/2007

	Forerunner				Step I				Step II				Step III			
	↓				↓				↓				↓			
	... are now at these steps in Spring 2006/2007															
	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III
Social / Emotional Development	1 1%	55 63%	30 34%	1 1%	0 0%	90 13%	325 48%	261 39%	0 0%	1 1%	52 27%	138 72%	0 0%	0 0%	0 0%	39 100%
Physical Development: Gross Motor	1 1%	55 59%	36 38%	2 2%	0 0%	79 13%	294 48%	241 39%	0 0%	0 0%	65 28%	164 72%	0 0%	0 0%	3 6%	51 94%
Physical Development: Fine Motor	0 0%	58 56%	42 41%	3 3%	0 0%	58 9%	322 51%	252 40%	0 0%	0 0%	58 27%	155 73%	0 0%	0 0%	0 0%	43 100%
Cognitive Development	2 1%	99 58%	70 41%	0 0%	0 0%	117 18%	321 50%	206 32%	0 0%	1 1%	28 18%	128 82%	0 0%	0 0%	1 5%	20 95%
Language Development	8 5%	106 62%	58 34%	0 0%	0 0%	136 20%	394 58%	147 22%	0 0%	0 0%	27 22%	97 78%	0 0%	0 0%	2 10%	18 90%
Totals	12 2%	373 59%	236 38%	6 1%	0 0%	480 15%	1656 51%	1107 34%	0 0%	2 0%	230 25%	682 75%	0 0%	0 0%	6 3%	171 97%

Conclusion

By analyzing the information contained in this report, administrators can consider which aspects of the program are effective and which need attention. Analysis of program outcome data may lead program administrators to pose questions such as the following:

- Do we need to provide a greater variety of materials for children? (Do we have enough books, writing materials, math manipulatives, puzzles, art supplies?)
- Do teachers need training and support in specific areas? (Do they know how to observe and plan for each child and the group? Do they need to know more about language and literacy development?)
- Are there ways that we can include family members, community partners, and other volunteers in our program to meet our goals for children? (Do we want adults to come in to read with children?)
- Do we need to shift resources to accomplish our program goals? (Do we need money for training, materials, or planning time?)

Using the information included in this report to benefit children is the most important aspect of this report.

Understanding the Completion Rate for This Report

Each developmental area of the *Developmental Continuum* includes related objectives. Reports for developmental areas, goals, or other categories are based on data for one or more objectives. Each objective includes a Forerunner and three other steps. At a particular Checkpoint, the teacher identifies the step in the sequence of development that each child has reached for each objective. Sometimes a teacher omits a particular objective for a child by oversight, or a teacher might mark an objective as "Not Observed."

The completion rate table shows the percentage of objectives that are checked for the group as a whole. The figures are not percentages of children. They are the number of objectives actually observed as a percentage of the total objectives that can be observed at the required Checkpoints. Administrators can use this chart for quality control purposes.

	Number of Objectives	Potential Responses	Responses Recorded	% of Total Responses
Social / Emotional Development	13	25818	25812	100%
Physical Development: Gross Motor	5	9930	9925	100%
Physical Development: Fine Motor	3	5958	5955	100%
Cognitive Development	16	31776	31759	100%
Language Development	13	25818	25813	100%