Child Outcomes By Domain - 2015-16 Program

Head Start Four Year Olds

Legend: Winter, Spring, Summer

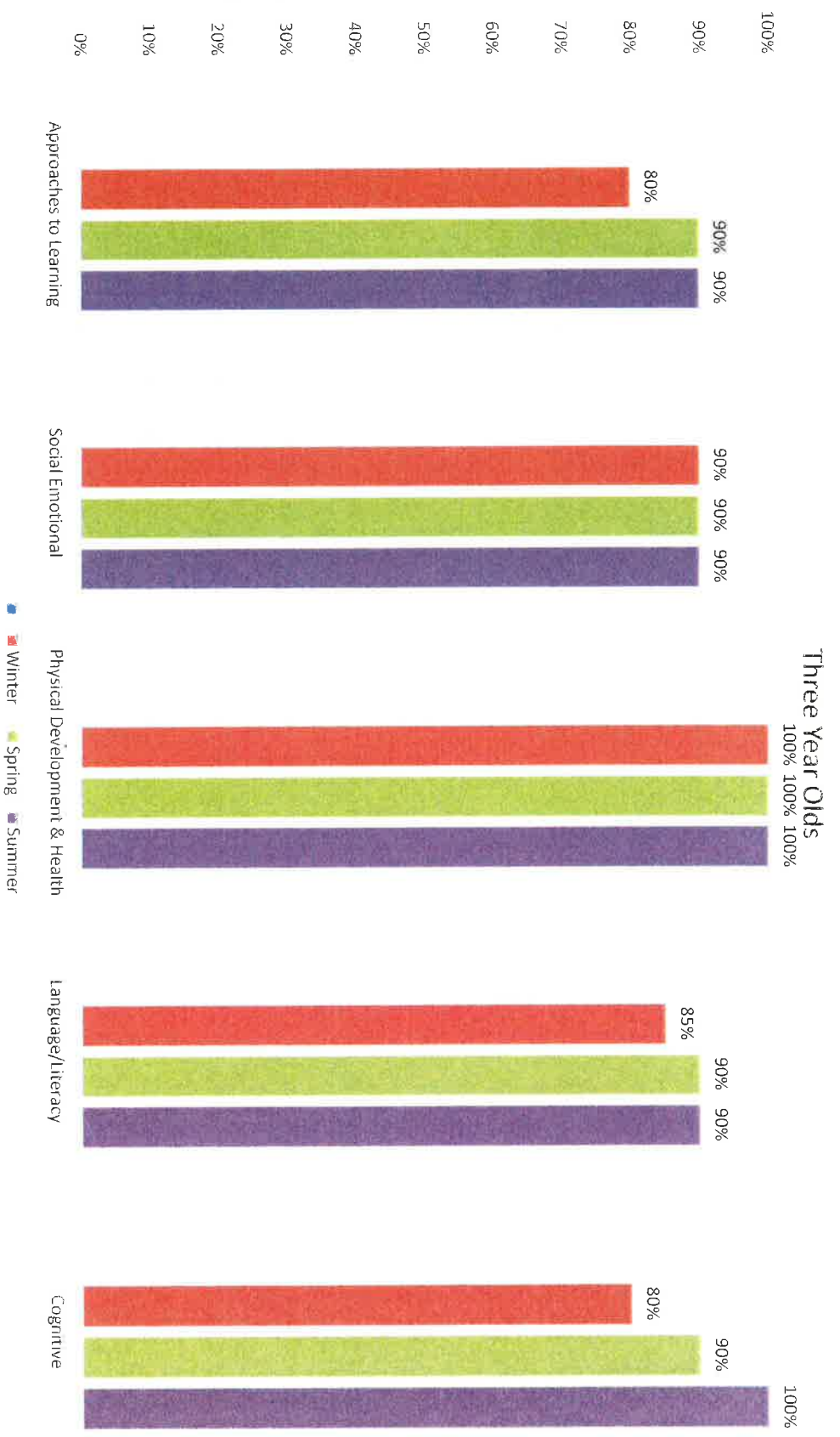| Domain	Winter	Spring	Summer
Approaches to Learning	100%	100%	100%
Social Emotional	100%	100%	100%
Physical Development & Health	100%	100%	100%
Language/Literacy	100%	100%	100%
Cognitive	90%	100%	100%

No IEPs.

PACT formally assessed children four times a year using data from Teaching Strategies GOLD. TSGOLD is a valid and reliable assessment tool. The graph shows the 10 full year children who were in the program the last three reporting periods. The percentage is children who are meeting or exceeding expectations in each category at the end of each reporting period.

Updated 8/4/16

Child Outcomes By Domain - 2015-16 Program

Three Year Olds

Legend: Winter · Spring · Summer

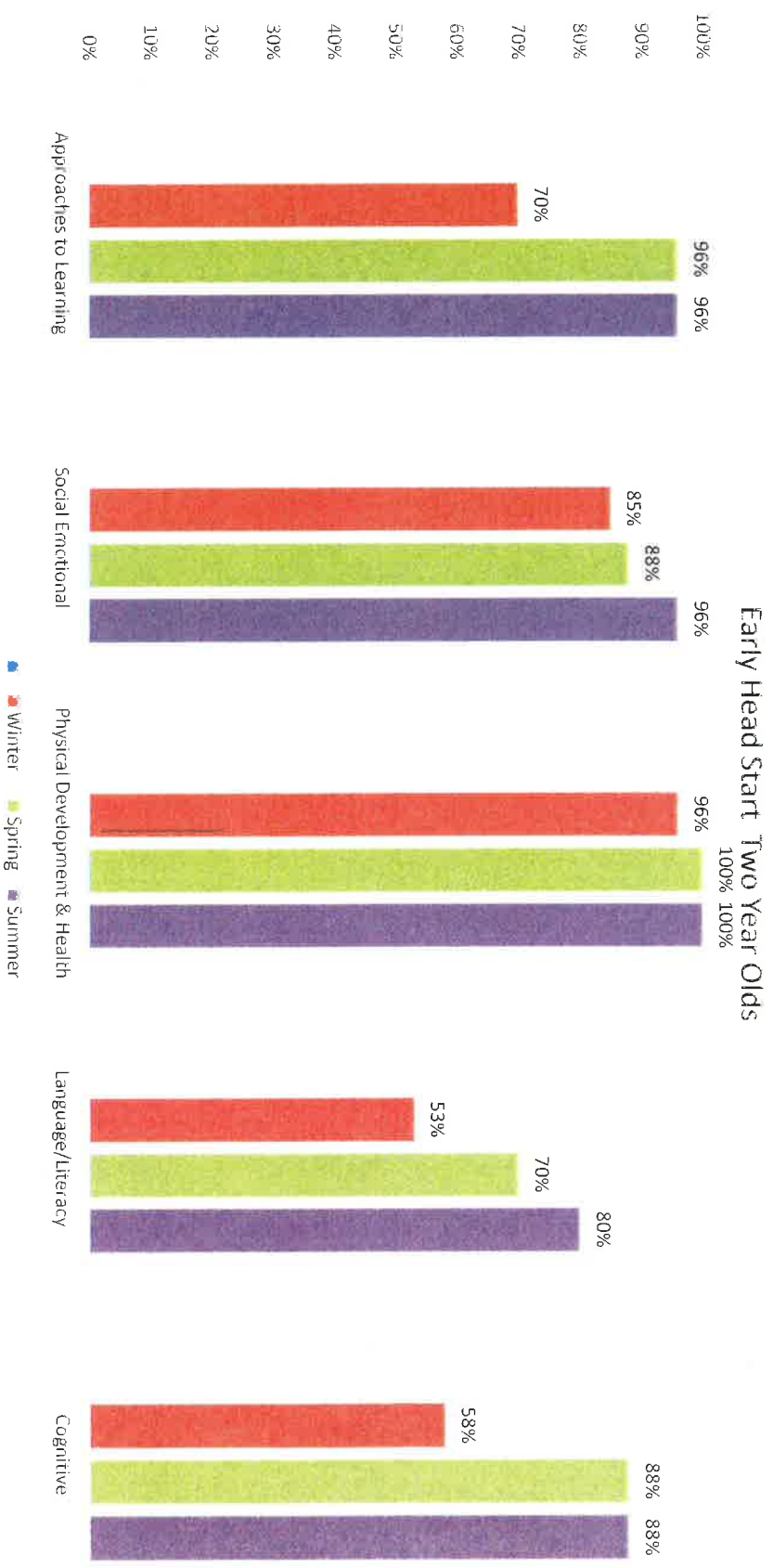| Domain	Winter	Spring	Summer
Approaches to Learning	80%	90%	90%
Social Emotional	90%	90%	90%
Physical Development & Health	100%	100%	100%
Language/Literacy	85%	90%	90%
Cognitive	80%	90%	100%

No IEPs.

PACT formally assessed children four times a year using data from Teaching Strategies GOLD. TSGOLD is a valid and reliable assessment tool. The graph shows the 10 full year children who were in the program the last three reporting periods. The percentage is children who are meeting or exceeding expectations in each category at the end of each reporting period.

8/4/2016

Child Outcomes By Domain - 2015-16 Program

Early Head Start Two Year Olds

Approaches to Learning
- 70%
- 96%
- 96%

Social Emotional
- 85%
- 88%
- 96%

Physical Development & Health
- 96%
- 100%
- 100%

Language/Literacy
- 53%
- 70%
- 80%

Cognitive
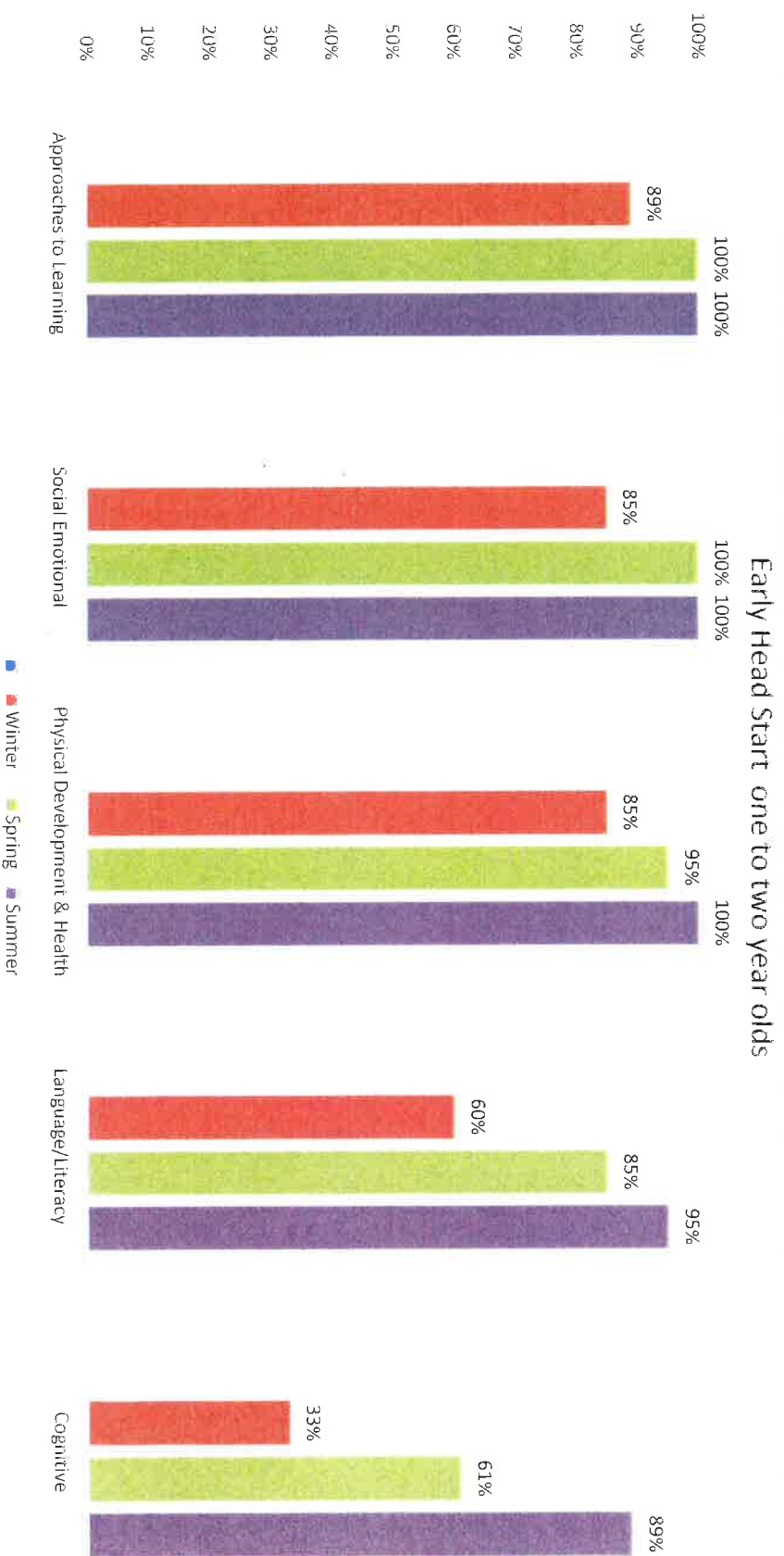- 58%
- 88%
- 88%

Legend:
- Winter
- Spring
- Summer

No IFSPs.

PACT formally assessed Early Head Start children four times a year using data from Teaching Strategies GOLD. TSGOLD is a valid and reliable assessment tool. The graph shows the 25-27 children who were in the program the last three reporting periods. The percentage is children who are meeting or exceeding expectations in each category at the end of each reporting period.

Updated 8/4/16

Child Outcomes By Domain - 2015-16 Program

Early Head Start one to two year olds

Legend: Winter | Spring | Summer

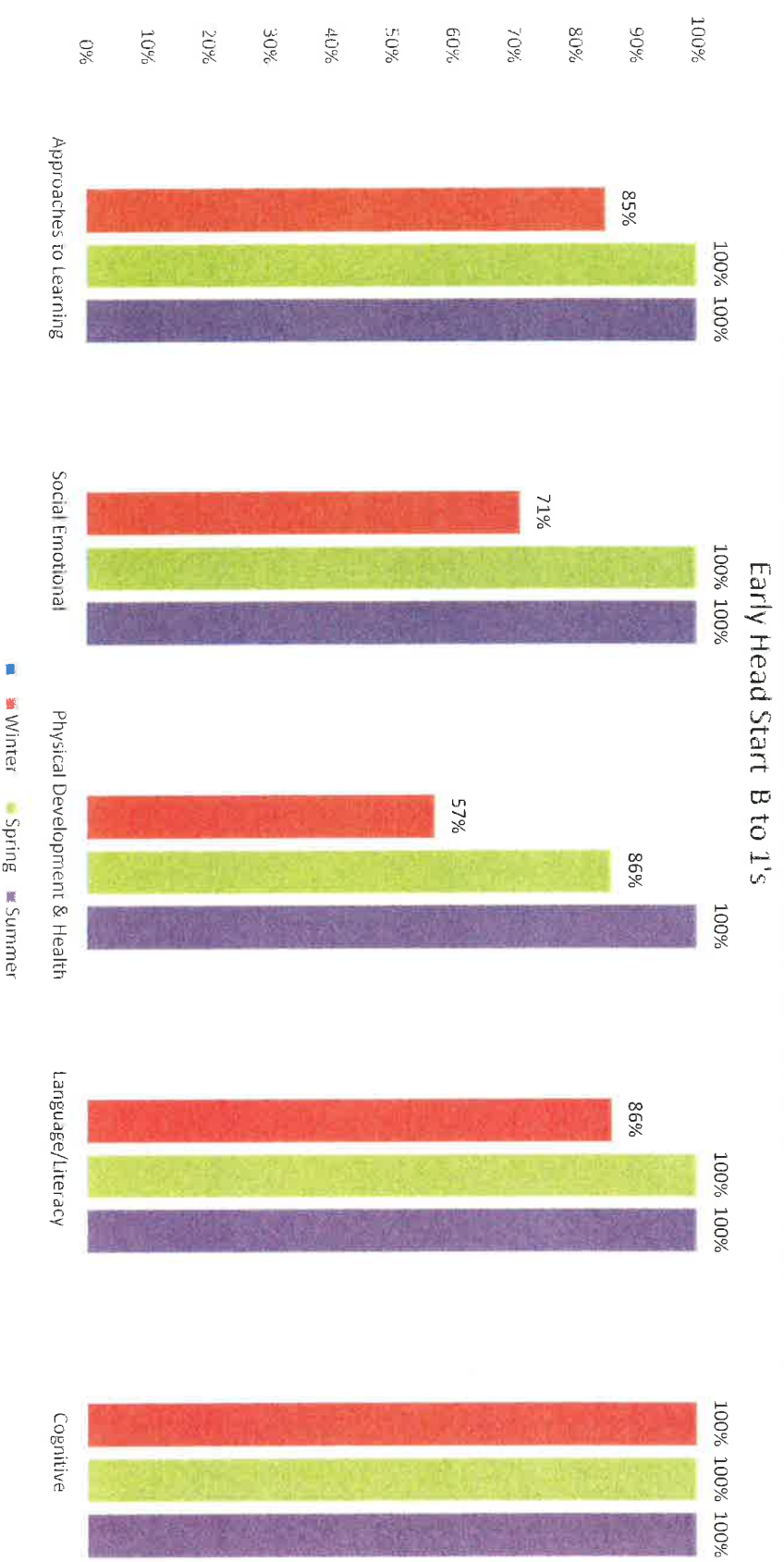| Domain	Winter	Spring	Summer
Approaches to Learning	89%	100%	100%
Social Emotional	85%	100%	100%
Physical Development & Health	85%	95%	100%
Language/Literacy	60%	85%	95%
Cognitive	33%	61%	89%

No IFSPs

PACT formally assessed Early Head Start children four times a year using data from Teaching Strategies GOLD. TSGOLD is a valid and reliable assessment tool. The graph shows the 20 children who were in the program the last three reporting periods. The percentage is children who are meeting or exceeding expectations in each category at the end of each reporting period.
Updated 8/4/16

Child Outcomes By Domain - 2015-16 Program

Early Head Start B to 1's

Approaches to Learning: 85%, 100%, 100%

Social Emotional: 71%, 100%, 100%

Physical Development & Health: 57%, 86%, 100%

Language/Literacy: 86%, 100%, 100%

Cognitive: 100%, 100%, 100%

Legend: Winter · Spring · Summer

Chart axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

No IFSPs

PACT formally assessed Early Head Start children four times a year using data from Teaching Strategies GOLD. TSGOLD is a valid and reliable assessment tool. The graph shows the 7 children who were in the program the last three reporting periods (Winter, Spring and Summer) and covers 11 dimensions. The percentage is children who are meeting or exceeding expectations in each category at the end of each reporting period.

Updated 8/4/16

Description of Dimensions by Area

Approaches to Learning

11a. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

8b. Follows directions of two or more steps that relate to familiar objects and experiences; Follows detailed instructional, multistep directions

11c. Solves problems without having to try every possibility

Social Emotional

3a. Takes turns or Initiates the sharing of materials in the classroom and outdoors

2b. Identifies basic emotional reactions of others and their causes accurately

1b. Manage classroom rules, routines, and transitions with occasional reminders

Physical Development and Health

7a. Uses refined wrist and finger movements; Uses small, precise finger and hand movements

1c. Demonstrates confidence in meeting own needs; Takes responsibility for own well-being

7b. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

4. Moves purposefully from place to place with control; Coordinates complex movements in play and games

6. Manipulates balls or similar objects with flexible body movements; Manipulates balls or similar objects with a full range of motion

Language and Literacy

9c. Uses complete four-to-six word sentences

15a. Fills in the missing rhyming word; generates rhyming words spontaneously; Decides whether two words rhyme

16a. Recognizes and names a few letters in own name; Recognizes and names as many as 10 letters, especially those in own name

16b. Identifies the sounds of a few letters; Produces the correct sounds for 10-20 letters;

Shows understanding that a sequence of letters represents a sequence of spoken sounds

19a. Mock letters or letter-like words; Letter strings; Partially accurate name; Accurate name

18c. Retells some events from a familiar story with close adult prompting or retells familiar stories using pictures or props as prompts; Retells a familiar story in proper sequence, including major events and characters

19a. Mock letters or letter-like words; Letter strings; Partially accurate name; Accurate name

Cognitive

20a. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

20b. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

21b. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

23. Copies simple repeating patterns; Extends and creates simple repeating patterns