

UCHRA

VAN BUREN COUNTY

HEAD START

OUTCOME REPORT

2010-2011

Program Data

Introduction

Van Buren County Head Start is a grantee operated by UCHRA, which is located in Van Buren County, Tennessee. The program consists of two center-based classrooms of three to five year old children. The program is funded for 37 slots, all center-based.

Our early childhood philosophy is based on principles of theory and research in early childhood development. The primary information source is the Lap-D assessment and the Lap-3 observation tools. Creative Curriculum Philosophy is used for the basis of our lesson plans and individualization; a thematic focus drives our teaching scheme and is developed on the basis of the community and children's interest. The curriculum includes social, emotional, cognitive, motor, communication and self-help skills. We use DECA (Devereux Early Childhood Assessment) for assessing needs in the social emotional area. The learning environment provides opportunities for choice, problem solving, self-control, responsibility, as well as literacy enhancement. Van Buren County Head Start believes in inclusionary practices. Individual children's strengths and experiences are maximized to provide the best learning opportunities for all children.

The Lap-D screening tool is used to screen all children and provide information for individualization purposes. The Lap-D screening consists of Motor, Cognitive and Language areas. Parents provide information through developmental observation and DECA observation. The DECA is an individual profile to identify strengths and comparative weaknesses of a child's protective factors. The DECA guides and supports primary prevention efforts, to foster healthy social and emotional growth. Teachers collect children's information in a timely manner and incorporate each child's individualized data into lesson plans. Each child's needs are met in a systematic manner. Screening information from the Lap-D screening is used to determine the administration of Lap-D assessment or Lap-3 observation tool, through a score of pass or refer.

Van Buren County Head Start uses the Lap-D assessment instrument. As a standardized assessment device, the Lap-D measures children's developmental performance across four domains each containing two subscales and provides information concerning each child's developmental progress as compared to the normative sample. Lap-3 is used for typically developing children and includes seven domains including Self-Help. Information on children's progress on the Domains, Domain Elements and Indicators is obtained from multiple sources, such as teacher observations, analysis of samples of children's work and performance, parent reports or direct assessment of children. A computerized and in-house tracking method has been developed to document each child's progress in all areas and the Head Start Outcomes Framework is aligned through shared objectives/ milestones/indicators. The program data included demonstrates assessment breakout.

Collected Data

The following charts were supplied by Lap-3 Red E-Learner software. Additional tracking is done through an in-house designed method. Data was collected from each of the two classrooms and reports generated after each assessment period to date. Site information is the same as program information because Van Buren County Head Start only has one site. Each of the reports reflected the progress of groups of children in each classroom as well as total program results in Language Development, Literacy, Mathematics, Science, Creative Arts, Social and Emotional Development, Approaches to Learning, and Physical, Health and Development. Information collected on the Evaluation and planning report is based on status of progression related to 4yr old children transitioning to Kindergarten. Collective classroom data is obtained and encompasses progression related to entire multi-aged classrooms.

Classroom Data

Evaluation and Planning Report

For statistical purposes, the report includes only those children who have at least one observation recorded for skills related to the Domain, Subscale or Head Start Outcome Domain in the specified Period(s). In addition, the report shows the highest individual and the lowest individual average for all classes

This is a School-based report that reflects progress over time based on:

All Genders, All Ethnicities, Beginning, Mid-year, End-year Assessments, Having the Following Disabilities: All, Entering Kindergarten, Born Between 10/01/2005 and 09/30/2006

Selected Domain/Subscale/Outcome Domain : Language Development

School	Reporting Period	Male %	Female %	# of Children	# of Classes	Avg.%	High%	Low%	0%	25%	50%	75%	100%
Van Buren Head Start													
	Beginning	80.00	20.00	10	2	76.16	93.61	59.57					
	Mid-Year	80.00	20.00	10	2	79.99	93.61	65.95					
	End-Year	80.00	20.00	10	2	83.19	93.61	70.21					

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All Genders, All Ethnicities, Beginning, Mid-year, End-year Assessments, Having the Following Disabilities: All, Entering Kindergarten, Born Between 10/01/2005 and 09/30/2006

Selected Domain/Subscale/Outcome Domain : Literacy

School	Reporting Period	Male %	Female %	# of Children	# of Classes	Avg.%	High%	Low%	0%	25%	50%	75%	100%
Van Buren Head Start													
	Beginning	80.00	20.00	10	2	29.99	52.94	14.70					
	Mid-Year	80.00	20.00	10	2	34.11	67.64	14.70					
	End-Year	80.00	20.00	10	2	42.64	73.52	26.47					

Evaluation and Planning Report

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All Genders, All Ethnicities, Beginning, Mid-year, End-year Assessments, Having the Following Disabilities: All, Entering Kindergarten, Born Between 10/01/2005 and 09/30/2006

Selected Domain/Subscale/Outcome Domain : Mathematics

School	Reporting Period	Male %	Female %	# of Children	# of Classes	Avg.%	High%	Low%	0%	25%	50%	75%	100%
Van Buren Head Start													
	Beginning	80.00	20.00	10	2	60.50	81.66	45.00					
	Mid-Year	80.00	20.00	10	2	61.83	81.66	46.66					
	End-Year	80.00	20.00	10	2	65.16	88.33	50.00					

Evaluation and Planning Report

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All Genders, All Ethnicities, Beginning, Mid-year, End-year Assessments, Having the Following Disabilities: All, Entering Kindergarten, Born Between 10/01/2005 and 09/30/2006

Selected Domain/Subscale/Outcome Domain : Science

School	Reporting Period	Male %	Female %	# of Children	# of Classes	Avg.%	High%	Low%	0%	25%	50%	75%	100%
Van Buren Head Start													
	Beginning	80.00	20.00	10	2	56.50	75.00	35.00					
	Mid-Year	80.00	20.00	10	2	58.50	75.00	40.00					
	End-Year	80.00	20.00	10	2	61.00	75.00	45.00					

Evaluation and Planning Report

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This is a School-based report that reflects progress over time based on:

All Genders, All Ethnicities, Beginning, Mid-year, End-year Assessments, Having the Following Disabilities: All, Entering Kindergarten, Born Between 10/01/2005 and 09/30/2006

Selected Domain/Subscale/Outcome Domain : Creative Arts

School	Reporting Period	Male %	Female %	# of Children	# of Classes	Avg.%	High%	Low%	0%	25%	50%	75%	100%
Van Buren Head Start	Beginning	80.00	20.00	10	2	59.00	70.00	40.00					
	Mid-Year	80.00	20.00	10	2	60.00	70.00	50.00					
	End-Year	80.00	20.00	10	2	69.00	90.00	50.00					

Evaluation and Planning Report

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All Genders, All Ethnicities, Beginning, Mid-year, End-year Assessments, Having the Following Disabilities: All, Entering Kindergarten, Born Between 10/01/2005 and 09/30/2006

Selected Domain/Subscale/Outcome Domain : Social and Emotional Development

School	Reporting Period	Male %	Female %	# of Children	# of Classes	Avg.%	High%	Low%	0%	25%	50%	75%	100%
Van Buren Head Start	Beginning	80.00	20.00	10	2	86.58	97.56	68.29					
	Mid-Year	80.00	20.00	10	2	87.56	97.56	68.29					
	End-Year	80.00	20.00	10	2	90.00	100.00	73.17					

Evaluation and Planning Report

For statistical purposes, the report includes only those children who have at least one observation recorded for skills related to the Domain, Subscale or Head Start Outcome Domain in the specified Period(s). In addition, the report shows the highest individual and the lowest individual average for all classes

This is a School-based report that reflects progress over time based on:

All Genders, All Ethnicities, Beginning, Mid-year, End-year Assessments, Having the Following Disabilities: All, Entering Kindergarten, Born Between 10/01/2005 and 09/30/2006

Selected Domain/Subscale/Outcome Domain : Approaches to Learning

School	Reporting Period	Male %	Female %	# of Children	# of Classes	Avg.%	High%	Low%	0%	25%	50%	75%	100%
Van Buren Head Start													
	Beginning	80.00	20.00	10	2	100.00	100.00	100.00					
	Mid-Year	80.00	20.00	10	2	100.00	100.00	100.00					
	End-Year	80.00	20.00	10	2	100.00	100.00	100.00					



Evaluation and Planning Report

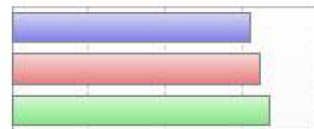
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Selected Domain/Subscale/Outcome Domain : Physical Health and Development

School	Reporting Period	Male %	Female %	# of Children	# of Classes	Avg.%	High%	Low%	0%	25%	50%	75%	100%
Van Buren Head Start													
	Beginning	80.00	20.00	10	2	77.84	83.83	65.26					
	Mid-Year	80.00	20.00	10	2	80.53	87.42	68.26					
	End-Year	80.00	20.00	10	2	84.07	89.82	71.85					



Analyzed Data

Analyzed Data

Results are program wide to ensure success for all children four years of age, based on scores related to combined classroom percentiles of four-year-old children in multi-aged classrooms. Outcome percentiles vary between classrooms. The children's results are reported in percentiles. The percentiles are averaged to represent gains. The first set of data represents program wide statistical information. The top three areas that demonstrated the most programmatic gains are:

1. Domain: **Literacy**

Domain Elements: Phonological Awareness
Book Knowledge and Appreciation
Print Awareness and Concepts
Early Writing
Alphabet Knowledge

Beginning of Year	Mid-Year	End of Year	Total
29.99%	34.11%	42.64%	12.65%

2. Domain: **Creative Arts**

Domain Elements: Music
Art
Movement
Dramatic Play

Beginning of Year	Mid-Year	End of Year	Total
59.00%	60.00%	69.00%	10.00%

3. Domain: **Language Development**

Domain Elements: Listening and Understanding
Speaking and Communicating

Beginning of Year	Mid-Year	End of Year	Total
76.16%	79.99%	83.19%	7.03%

Although literacy reflected the highest percentage of programmatic gain, its average remains as our lowest area. Since illiteracy ranks as one of the top ten issues prevalent in our area according to our community assessment, we categorize this as a major concern. It is a top priority at our facility. Our goal is to provide numerous literacy opportunities to the children and families in our program resulting in exposure not only while they are present at school, but extending into the homes of our families. Science and Math areas also reflect significant gains and reached above 60% this year, which was one of the goals, set by the education staff. However they are still two of our weakest areas. Therefore we will continue to strive toward improved outcomes in these areas.

Domain: **Literacy**

Domain Elements: Phonological Awareness
 Book Knowledge and Appreciation
 Print Awareness and Concepts
 Early Writing
 Alphabet Knowledge

Beginning of Year	Mid-Year	End of Year	Total
29.99%	34.11%	42.64%	12.65%

Domain: **Science**

Domain Element: Scientific Skills and Measurement
 Scientific Knowledge

Beginning of Year	Mid-Year	End of Year	Total
56.50%	58.50%	61.00%	4.50%

Domain: **Mathematics**

Domain Element: Number and Operations
 Geometry and Spatial Sense
 Patterns and Measurements

Beginning of Year	Mid-Year	End of Year	Total
60.50%	61.83%	65.16%	4.66%

During the analysis of program data of Van Buren Co. Head Start, the following factors appeared to affect the percentiles of gain and the results of the outcomes report:

1. Each domain has milestones that determine the percentage of progress that each child makes. The percentages are calculated by averaging the number of milestones accomplished by the number of milestones listed. Some milestones listed include age ranges up to 72 months which is not developmentally appropriate for the age group we service. For example, the Literacy area is comprised of 34 milestones which determine the average percentile. Of these 34 milestones, 21 are based upon tasks which are developed for a 60 to 72 month age range which is developmentally above the age group we service.
2. In the Science area, of the 20 milestones, 9 are based upon tasks developed for 60-72 month age range.
3. In the Math area, of the 60 milestones, 28 are based upon tasks developed for 60-72 month age range.

Systematic Use of Data

The Head Start Management System includes eight sections: Program Governance, Planning, Communication, Record Keeping and Reporting, On-going monitoring, Self-Assessment, Human Resources and Fiscal Management. This section of the Outcome Framework Report is Van Buren County Head Start's attempt to connect positive outcomes for children with the eight Head Start Systems.

Program Governance

- Both Policy Council and Board of Directors have received Head Start Outcome Framework trainings.
- Plans are in the process for sharing children's progress through the Outcome Network on a regular basis.
- Policy Council and Parent Committee received curriculum information prior to curriculum development.
- Web-based access of all policy and procedures and outcomes analysis is available for the 2011-2012 school year.

Planning

- Van Buren County Public Schools will be a partner in the Outcome process through the transitioning program.
- Outcome Report was incorporated for strategic planning purposes.
- Areas needing enhancement were noted and strategies were planned to address improvements.

Communication

- All staff will receive Outcome Report information during pre-service. Strategies will be developed to enhance services.
- Parents receive Outcome data information during "Phase-in", parent-teacher conferences, home visits and periodic progress reports.
- The Outcome Framework data will be shared with the Multi-Services Advisory Committee at its first fall meeting in 2011.

Record Keeping and Reporting

- The gathering data process was reviewed in the 2010-2011 school year to maximize assessment consistency.
- Data will be analyzed after each assessment period to monitor inconsistencies.
- Lap-D, Lap-3, and DECA will continue to be used.

- E-DECA, a web-based computer application that administers the social/emotional assessment online, will continue to be used and generated reports utilized for planning purposes of activities in the classroom. The e-DECA completes all scoring, generates reports and stores the data in a secure database.

Ongoing Monitoring

- To ensure quality of services, classroom techniques will be monitored on an ongoing basis. Outcome data will be used to enhance monitoring process.
- Outcome data will be monitored for any inconsistencies within the assessment process.
- The ELLCO observation instrument as well as ECERS, NAEYC, Circle Steps, Be Smart kids, file reviews and teaching guides will be used to enhance classroom literacy techniques.
- Van Buren County Head Start utilized the computer-based data reporting system throughout the school year of 2010-2011.
- Van Buren County Head Start utilized the tracking system (Galileo) for the 2010-2011 school year. We are continuing to utilize this system and work on establishing and creating program specific reports to define areas of need.
- Van Buren County Head Start Staff will continue to be trained in the CLASS (Classroom Assessment and Scoring System) to assist classrooms in the 10 areas defined (positive climate, negative climate, teacher sensitivity, regard for student perspectives, behavior management, productivity, instructional learning formats, concept development, quality of feedback and language modeling) and provide increased outcomes.

Self-Assessment

- Outcome data was added to program Self-Assessment.
- Program addressed findings in a Head Start Systematic manner.

Human Resources

- Staff was trained on the Outcome process and will continue to train and build on existing knowledge.
- Data exposed the need for additional trainings in science, literacy and math areas. Training will be provided in these areas for the 2011-2012 school year.
- Staff will ensure through training opportunities and partnerships that parents have sufficient exposure to concepts related to personal responsibility to direct and participate in their child's education.
- Education staff will continue to mentor each other in their classroom techniques to develop a concise and cohesive team approach.

Fiscal Management

- Although progress was made in literacy, the averages still reflect a need for additional enhancement. To address this issue, Van Buren County Head Start Educational staff will pursue training opportunities through the Head Start ECLKC website
- All staff will continue to seek training as funds are available.
- Van Buren County Head Start will purchase additional educational enhanced tools to aid teachers in the classroom.
- Van Buren County Head Start Educational staff will continue to seek higher education in their area of service to strengthen their knowledge base.
- Red-e-Learner will realign and implement the revised Head Start Child Development and Early Learning Framework Outcomes to enable us to define additional areas of “Logic and Reasoning” and “Social Studies Knowledge & Skills”.
- Will continue to utilize “Handwriting Without Tears” in the classrooms to provide children with hands-on experiences in forming letters and alphabet knowledge.
- Will continue to utilize dictated Class Stories or Field Trip book to enhance literacy experiences in the classrooms.
- Will continue to utilize an Aero Garden in each classroom providing hands-on experiences for children to plant and cultivate seedpods in an attempt to strengthen scientific knowledge.
- Continue to utilize the “Parent Educational Goal Partnership” form to document goals set by parents/guardians for their child’s education.
- Head Start Staff (2) will attend “I am Moving, I am Learning” training and provide training to all staff to assist in gross motor activities to utilize during transitioning periods throughout the day to enhance and provide opportunities for increased physical activity.
- Implement the Letter People blow-ups for enhancement of letter recognition.

Van Buren County Head Start's Plan of Action to Address results of Outcomes Report

1. Continue to utilize BSK program for non-typically developing four-year-olds to enhance areas of need.
2. Utilize BSK program for all three-year-olds to strengthen knowledge base of children and establish a strong foundation in literacy, which will result in increased outcomes as they return the next school year as four-year-olds.
3. Continue to utilize Zoophonics, a curriculum that incorporates teaching letters and letter sounds and builds on phonemic awareness.
4. Continue to utilize Handwriting Without Tears in the classrooms to provide children with hands-on experiences in forming letters and alphabet knowledge.
5. Continue to utilize the Aero Garden in each classroom to provide hands-on experiences for children to plant and cultivate seed pods in an attempt to strengthen scientific knowledge.
6. Continue to utilize parent input to secure increased outcomes as partners in their child's education and involvement in the program.
7. Continue to support literacy by making available opportunities for staff, parents and children through our many literacy activities to include:

Book Swap - on first home visit before children enter program they may swap one of their old books for a new one.

First Book- Every Child receives a book with their name in it to keep here at school for the year. The book goes home with child at end of year.

Top Ten Reader- every child and their family spend time reading at home they send us their list of books they read.

Family Reading Night- the families come to the center for refreshments and reading time together once a month.

Power Packs- thematic activity bags which the family may check out to do together.

Lending Library- Onsite library families have access to all year to check out books and videos.

Dolly Parton- We sign children and siblings up to age five for the Dolly Parton's Imagination Library Station.

Library Card- We sign up each child and family for the Spencer Public Library during phase in.

Scholastic book fair (3)-We hold book fairs for families and community to purchase low cost books for the children.

Reading Week- 1st week in March we have a reading week, the children wear different themes to show support of reading.

Author of the Month- Once a month we display information on children's authors and books.

Newsletter monthly- Once a month a newsletter with information on different aspects of our program is sent to families and community.

Monthly Scholastic book orders- affordable book orders for children and families.

BSK- "Be Smart Kids" enhance individualized curriculum for all children enrolled in Head Start giving priority to "High Risk" and four year olds.

Smart Kids Computers- computer programs with learning activities the children use during center time.

Journal Writing- Children write in journals at a minimum of twice monthly.

Field Trip Memory Book- Children make and read in class a book about their field trips taken.

Correlation: Early Childhood Curricula and Assessments

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
1.	Language Development	<p>Listening and Understanding Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</p> <p>Shows progress in understanding and following simple and multiple-step directions.</p> <p>Understands an increasing complex and varied vocabulary.</p> <p>For non-English speaking children, progresses in listening to and understanding English.</p>	LC1, LC2, LC3, LC4, LC5, LC7, LC9, LC10, LC11, LC12, LC13, LC17, LC18, LC19, LC20, LC21 CM13 PS7, PS13	<p style="text-align: center;">***</p> <p>Listening and Speaking 40. Understand and follows oral directions 41. Answers questions</p> <p>Reading & Writing 48. Comprehends and interprets meaning from books and other texts</p>	CG7, CG16, CG32, CG39, CG80, CG86, LN3, LN6, LN7, LN9, LN10, LN13, LN19, LN23, LN26, LN30, LN32, LN54
		<p>Speaking and Communicating Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</p> <p>Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p>	LN1, LN2, LN3, LN4, LN5, LN6, LN7, LN8, LN9, LN10, LN11, LN13, LN14, LN23, LN24, LN25, LN26	<p>Sense of Self 3. Recognizes own feelings and manages them appropriately 4. Stands up for rights</p> <p>Listening & Speaking 39. Expresses self using words and expanded sentences 40. Answers questions 41. Asks questions</p> <p>43. Actively participates in conversation</p>	CG22, CG42, CG87, LN1, LN2, LN5, LN8, LN11, LN12, LN14, LN15, LN16, LN17, LN18, LN20, LN22, LN24, LN27, LN28, LN38, LN39, LN40, LN43, LN46, LN47, LN48, LN50, LN51, LN55

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
1.	Language Development	<p>Speaking and Communicating</p> <p>Uses an increasing complex and varied spoken vocabulary.</p> <p>Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</p> <p>For non-English speaking children, progresses in speaking in English.</p>	LN1, LN2, LN3, LN4, LN5, LN6, LN7, LN8, LN9, LN10, LN11, LN13, LN14, LN23, LN24, LN25, LN26	<p>Listening & Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <p>42. Asks questions</p> <p>43. Actively participates in conversations</p> <p>Sense of Self</p> <p>4. Stands up for rights.</p> <p>***</p>	
2.	Literacy	<p>Phonological Awareness</p> <p>Shows increasing ability to discriminate and identify sounds in spoken language.</p> <p>Shows growing awareness of beginning and ending sounds of words.</p> <p>Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</p> <p>Shows growing ability to hear and discriminate separate syllables in words.</p>	CM24	<p>Listening & Speaking</p> <p>38. Hears and discriminates the sounds of language</p> <p>Reading & Writing</p> <p>46. Demonstrates knowledge of the alphabet</p> <p>***</p> <p>***</p>	LN59, LN60, LN63, LN64, LN66, LN69

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
2.	Literacy	<p>Phonological Awareness</p> <p>Associates sounds with written words, such as awareness that different words begin with the same sound.</p>	CM24	<p>Listening & Speaking</p> <p>38. Hears and discriminates the sounds of language 46. Demonstrates knowledge of the alphabet 47. Uses emerging reading skills to make meaning from print</p>	
		<p>Book Knowledge and Appreciation</p> <p>Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.</p> <p>Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend reading with other children.</p> <p>Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.</p> <p>Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; understanding that a book has a title, author, and illustrator.</p>	FM3, FM7, LN21, LC15	<p>Listening and Speaking</p> <p>41. Answers Questions</p> <p>Reading & Writing</p> <p>44. Enjoys and values reading 45. Demonstrates understanding of print concepts</p>	FM6, LN4, LN29, LN33, LN41, LN42, LN52, LN53, LN58, LN61, LN65, LN67

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
2.	Literacy	<p>Print Awareness and Concepts</p> <p>Shows increasing awareness of print in classroom, home, and community settings.</p> <p>Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</p> <p>Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</p> <p>Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.</p> <p>Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</p>	LN30, LC23	<p>Representation & Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <p>***</p> <p>Reading & Writing</p> <p>45. Demonstrates understanding of print concepts</p> <p>47. Uses emerging reading skills to make meaning from print</p> <p>***</p> <p>Reading & Writing</p> <p>45. Demonstrates understanding of print concepts</p> <p>47. Uses emerging reading skills to make meaning from print</p> <p>50. Writes letters and words</p>	LN37, LN45, LN49, LN57, LN68

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
2.	Literacy	<p>Early Writing</p> <p>Develops understanding that writing is a way of communicating for a variety of purposes.</p> <p>Begins to represent stories and experiences through pictures, dictation, and in play.</p> <p>Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</p> <p>Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</p>	FW2, FW20	<p>Reading & Writing</p> <p>49. Understands the purpose of writing</p> <p>Fine Motor</p> <p>21. Uses tools for writing and drawing</p> <p>20. Coordinates eye-hand movement</p> <p>Reading & Writing</p> <p>50. Writes letters and words</p>	PW2, PW25, PW28, PW30, PW33, PW36
	Literacy	<p>Alphabet Knowledge</p> <p>Shows progress in associating the names of letters with shapes and sounds.</p> <p>Increases in ability to notice the beginning letters in familiar words.</p>	LC22, LN27	<p>Reading & Writing</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <p>45. Demonstrates understanding of print concepts</p>	LN31, LN35, LN44, LN56, LN62

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
2.	Literacy	<p>Alphabet Knowledge</p> <p>Identifies at least 10 letters of the alphabet, especially those in their own name.</p> <p>Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</p>	LC22, LN27	<p>Reading & Writing</p> <p>46. Demonstrates knowledge of the alphabet</p> <p>47. Uses emerging reading skills to make meaning from print</p> <p>49. Understands the purpose of writing</p> <p>50. Writes letters and words</p> <p>Representation & Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <p>Reading & Writing</p> <p>45. Demonstrates understanding of print concepts</p> <p>46. Demonstrates knowledge of the alphabet</p> <p>47. Uses emerging reading skills to make meaning from print</p> <p>50. Writes letters and words</p>	
3.	Mathematics	<p>Number and Operations</p> <p>Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</p> <p>Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.</p>	CC1, CC8, CC10, CC12, CC13, CC14, CC15, CC16, CC17, CC18, CC19, CC20, CC21, CC23, CC24, CC25, CC26, CC27, CC28, CC29, CC31, CC32, CC33, CM17, LC16	<p>Learning & Problem Solving</p> <p>23. Approaches problems flexibly</p> <p>Logical Thinking</p> <p>27. Classifies objects</p> <p>28. Compares/measures</p> <p>29. Arranges objects in a series</p> <p>30. Recognizes patterns and can repeat them</p> <p>31. Shows awareness of time concepts and sequence</p> <p>33. Uses 1-to-1 correspondence</p> <p>34. Uses numbers and counting</p>	CG3, CG8, CG13, CG18, CG19, CG24, CG26, CG34, CG40, CG41, CG46, CG51, CG52, CG53, CG54, CG56, CG58, CG62, CG63, CG66, CG67, CG69, CG70, CG71, CG72, CG73, CG74, CG75, CG77, CG79, CG81, CG83, PW35, PW37

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
3.	Mathematics	<p>Develops increasing ability to count in sequence to 10 and beyond.</p> <p>Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</p> <p>Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</p> <p>Develops increased abilities to combine, separate and name “how many” concrete objects.</p>	<p>CC1, CC8, CC10, CC12, CC13, CC14, CC15, CC16, CC17, CC18, CC19, CC20, CC21, CC23, CC24, CC25, CC26, CC27, CC28, CC29, CC31, CC32, CC33, CM17, LC16</p> <p>CC1, CC8, CC10, CC12, CC13, CC14, CC15, CC16, CC17, CC18, CC19, CC20, CC21, CC23, CC24, CC25, CC26, CC27, CC28, CC29, CC31, CC32, CC33, CM17, LC16</p>	<p>Logical Thinking</p> <p>34. Uses numbers and counting</p> <p>33. Uses 1-to-1 correspondence</p> <p>28. Compares/measures</p> <p>***</p>	
	Mathematics	<p>Geometry and Spatial Sense</p> <p>Begins to recognize, describe, compare, and name common shapes, their parts and attributes.</p> <p>Progress in ability to put together and take apart shapes.</p>	<p>FM17, FM18, FM20, FM21, FM23, CM5, CM6, CM7, CM12, CM18, CM20, CM22, CM23 CC2, CC4, CC9, LC6, LC14</p>	<p>Logical Thinking</p> <p>27. Classifies objects</p> <p>29. Arranges objects in a series</p>	<p>CG5, CG6, CG11, CG14, CG15, CG17, CG38, CG44, CG45, CG55, FM17, FM26, LN25, LN34, LN36</p>

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
3.	Mathematics	<p>Begins to be able to determine whether or not two shapes are the same size and shape.</p> <p>Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape, or size.</p> <p>Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, tip, bottom, inside, outside, in front, and behind.</p>	<p>FM17, FM18, FM20, FM21, FM23, CM5, CM6, CM7, CM12, CM18, CM20, CM22, CM23 CC2, CC4, CC9, LC6, LC14</p> <p>FM17, FM18, FM20, FM21, FM23, CM5, CM6, CM7, CM12, CM18, CM20, CM22, CM23 CC2, CC4, CC9, LC6, LC14</p>	<p>Logical Thinking</p> <p>28. Compares/measures</p> <p>29. Arranges objects in a series</p> <p>Logical Thinking</p> <p>32. Shows awareness of position in space</p>	
	Mathematics	<p>Patterns and Measurement</p> <p>Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.</p> <p>Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape, size.</p>	<p>CC3, CC6, CC7, CC11, CM3, CM10, CM21</p>	<p>Logical Thinking</p> <p>30. Recognizes patterns and can repeat them</p> <p>28. Compares/measures</p> <p>29. Arranges objects in a series</p>	<p>CG9, CG10, CG12, CG20, CG21, CG28, CG31, CG50, CG59, CG60, CG64</p>

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
3.	Mathematics	<p>Begins to make comparisons between several objects based on a single attribute.</p> <p>Shows progress in using standard and non-standard measures for length and area of objects.</p>	CC3, CC6, CC7, CC11, CM3, CM10, CM21	<p>Logical Thinking</p> <p>28. Compares/measures</p>	
4.	Science	<p>Scientific Skills and Methods</p> <p>Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.</p> <p>Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.</p> <p>Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.</p> <p>Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts.</p>	CM8, CM9, CM19, LN19, LN28, LN29	<p>Learning & Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <p>Logical Thinking</p> <p>28. Compares/measures</p> <p>Learning & Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <p>23. Approaches problems flexibly</p> <p>25. Explores cause and effect</p>	CG23, CG27, G30, CG33, CG35, CG36, CG61, CG76, CG78, CG85

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
4.	Science	Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.	***	Learning & Problem Solving 26. Applies knowledge or experience to a new context	
	Science	<p>Scientific Knowledge Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things, and natural processes.</p> <p>Expands knowledge of and respect for their body and the environment.</p> <p>Develops growing awareness of ideas and language related to attributes of time and temperature.</p> <p>Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</p>	FW13, FW15, FW21, FW23, FW23, FW25, CC30, CM15, LN15, LN16, LN17, LN20	<p>Learning & Problem Solving 22. Observes objects and events with curiosity</p> <p>Listening & Speaking 39. Expresses self using words and expanded sentences</p> <p>Responsibility for Self and Others 7. Respects and cares for classroom environment and materials</p> <p>Logical Thinking 31. Shows awareness of time concepts and sequence</p> <p>Learning & Problem Solving 25. Explores cause and effect</p>	CG29, CG43, CG47, CG49, CG57, CG65, CG68, CG82, CG84, PW20

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
5.	Creative Arts	<p>Music Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</p> <p>Experiments with a variety of musical instruments.</p>	***	***	CG48, LN21
	Creative Arts	<p>Art Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</p> <p>Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.</p> <p>Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</p> <p>Begins to understand and share opinions about artistic products and experiences.</p>	***	<p>Fine Motor 21. Uses tools for writing and drawing</p> <p>20. Coordinates eye-hand movement</p> <p>***</p> <p>***</p>	FM34, PW14, PW29, PW32

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
5.	Creative Arts	<p>Movement</p> <p>Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</p> <p>Shows growth in moving in time to different patterns of beat and rhythm in music.</p>	PS40	<p>***</p> <p>Gross Motor</p> <p>15. Shows balance while moving</p> <p>Logical Thinking</p> <p>30. Recognizes patterns and can repeat them</p>	GM32, PS43
	Creative Arts	<p>Dramatic Play</p> <p>Participates in a variety of dramatic play activities that become more extended and complex.</p> <p>Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</p>	PS2, PS23	<p>Representation & Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <p>36. Makes believe with objects</p> <p>37. Makes and interprets representations</p>	PS2, PS25
6.	Social and Emotional Development	<p>Self Concept</p> <p>Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.</p> <p>Develops growing capacity for independence in a range of activities, routines, and tasks.</p> <p>Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</p>	PS4, PS5, PS6, PS16, PS17, PS18, PS27, PS30, PS35	<p>Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <p>4. Stands up for rights.</p> <p>6. Take responsibility for own well-being</p>	PS4, PS6, PS9, PS12, PS20, PS22, PS23, PS33, PS41

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
6.	Social and Emotional Development	<p>Self Control</p> <p>Shows progress in expressing feelings, needs and opinions in different situations and conflicts without harming themselves, others, or property.</p> <p>Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</p> <p>Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</p>	PS14, PS20, PS21, PS34	<p>Sense of Self</p> <p>3. Recognizes own feelings and manages them appropriately</p> <p>Prosocial Behavior</p> <p>13. Uses thinking skills to resolve conflicts</p> <p>10. Plays well with other children</p> <p>11. Recognizes the feelings of others and responds appropriately</p> <p>Sense of Self</p> <p>1. Shows ability to adjust to new situations</p> <p>Responsibility for Self and Others</p> <p>8. Follows classroom routines</p> <p>9. Follows classroom rules</p> <p>40. Understands and follows directions</p>	PS5, PS10, PS18, PS27, PS28, PS29, PS31, PS32
	Social and Emotional Development	<p>Cooperation</p> <p>Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</p> <p>Shows increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.</p> <p>Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.</p>	PS3, PS8, PS9, PS11, PS12, PS19, PS22, PS33, PS37, PS39	<p>Prosocial Behavior</p> <p>10. Plays well with other children</p> <p>12. Shares and respects the rights of others</p> <p>Sense of Self</p> <p>1. Shows ability to adjust to new situations</p>	PS3, PS11, PS17, PS19, PS21, PS24, PS37, PS39, PS42

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
6.	Social and Emotional Development	<p>Social Relationships Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</p> <p>Shows progress in developing friendships with peers.</p> <p>Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</p>	PS1, PS10, PS24, PS25, PS31, PS32, PS36	<p>Sense of Self 2. Demonstrates appropriate trust in adults</p> <p>Prosocial Behavior 10. Plays well with other children</p> <p>Listening & Speaking 39. Expresses self using words and expanded sentences</p>	PS1, PS8, PS13, PS14, PS16, PS30, PS34, PS35, PS36, PS38
	Social and Emotional Development	<p>Knowledge of Families and Communities Develops ability to identify personal characteristics including gender, and family composition.</p> <p>Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and structures.</p> <p>Develops growing awareness of jobs and what is required to perform them.</p> <p>Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.</p>	PS15, PS26, PS28, PS29, PS38	<p>***</p> <p>***</p> <p>***</p> <p>***</p>	PS15, PS26, PS40, PS44, PS45

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
7.	Approaches to Learning	<p>Reasoning/Problem Solving</p> <p>Develops increasing ability to find more than one solution to a question, task or problem.</p> <p>Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</p> <p>Develops increasing abilities to classify, compare and contrast objects, events and experiences.</p>	<p>***</p> <p>***</p>	<p>Learning & Problem Solving</p> <p>23. Approaches problems flexibly</p> <p>Logical Thinking</p> <p>27. Classifies objects</p> <p>28. Compares/measures</p>	
8.	Physical Health and Development	<p>Fine Motor Skills</p> <p>Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.</p> <p>Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.</p> <p>Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paintbrushes, and various types of technology.</p>	<p>FM1, FM2, FM4, FM5, FM6, FM8, FM9, FM10, FM11, FM12, FM13, FM14, FM15, FM16, FM19, FM22, FM24, FM25, FM26, FM28, FW1, FW3, FW4, FW5, FW6, FW7, FW8, FW9, FW10, FW11, FW12, FW14, FW16, FW17, FW18, FW19, FW22, FW24, FW26, FW27, FW28, FW29, FW30, FW31, CC5, CM1, CM2, CM4, CM11, CM14</p>	<p>Fine Motor</p> <p>19. Controls small muscles in hands</p> <p>20. Coordinates eye-hand movement</p> <p>21. Uses tools for writing and drawing</p>	<p>CG25, CG37, FM1, FM2, FM3, FM4, FM5, FM7, FM8, FM9, FM10, FM11, FM12, FM13, FM14, FM15, FM16, FM18, FM19, FM20, FM21, FM22, FM23, FM24, FM25, FM27, FM28, FM29, FM30, FM31, FM32, FM33, FM35, FM36, FM37, FM38, FM39, FM40, PW1, PW3, PW4, PW5, PW6, PW7, PW8, PW9, PW10, PW11, PW12, PW13, PW15, PW16, PW17, PW18, PW19, PW21, PW22, PW23, PW24, PW26, PW27, PW31, PW34, PW38</p>

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
8.	Physical Health and Development	<p>Gross Motor Skills Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.</p> <p>Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</p>	<p>GB1, GB2, GB3, GB4, GB5, GB6, GB7, GB8, GB9, GB10, GB11, GB12, GB13, GB14, GB15, GB16, GB17, GB18, GB19, GB20, GB21, GB22, GB23, GB24, GB25, GB26, GB27, GB28, GB29, GB30, GB31, GB32, GB33. GB34, GO1, GO1, GO2, GO3, GO4, GO5, GO6, GO7, GO8, GO9, GO10, GO11, GO12, GO13, GO14, GO15, GO16, GO17, GO18, GO19, GO20, GO21, GO22, GO23</p> <p>GB1, GB2, GB3, GB4, GB5, GB6, GB7, GB8, GB9, GB10, GB11, GB12, GB13, GB14, GB15, GB16, GB17, GB18, GB19, GB20, GB21, GB22, GB23, GB24, GB25, GB26, GB27, GB28, GB29, GB30, GB31, GB32, GB33. GB34, GO1, GO1, GO2, GO3, GO4, GO5, GO6, GO7, GO8, GO9, GO10, GO11, GO12, GO13, GO14, GO15, GO16, GO17, GO18, GO19, GO20, GO21, GO22, GO23</p>	<p>Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <p>15. Shows balance while moving</p> <p>16. Climbs up and down</p> <p>Gross Motor</p> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <p>18. Demonstrates throwing, kicking, and catching skills</p>	<p>GM2, GM4, GM6, GM7, GM8, GM9, GM11, GM12, GM15, GM16, GM17, GM18, GM19, GM20, GM22, GM23, GM24, GM25, GM26, GM27, GM28, GM30, GM37, GM38, GM39, GM40, GM41, GM42, GM44, GM45, GM47, GM48, GM49, GM51, GM52, GM53, GM54</p>

	Outcome Domains	Head Start Outcomes Framework	Learning Accomplishment Profile-Diagnostic	Creative Curriculum	Learning Accomplishment Profile-3
8.	Physical Health and Development	<p>Health Status and Practices Progresses in physical growth, strength, stamina, and flexibility.</p> <p>Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.</p> <p>Shows growing independence in hygiene, nutrition, and personal care such as eating, dressing, washing hands, brushing teeth and toileting.</p> <p>Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding approaching to potentially harmful objects, substances and activities.</p>	SH1, SH2, SH3, SH4, SH5, SH6, SH7, SH8, SH9, SH10, SH11, SH12, SH13, SH14, SH15, SH16, SH17, SH18, SH19, SH20, SH21, SH22, SH23, SH24, SH25, SH26, SH27, SH28, SH29, SH30, SH31, SH32, SH33, SH34, SH35, SH36, SH37, SH38, SH39, SH40, SH41, SH42, SH43, SH44, SH45, SH46, SH47, SH48, SH49, SH50, SH51, SH52, SH53, SH54, SH55, SH56, SH57, SH58, SH59, SH60	<p>***</p> <p>***</p> <p>Responsibility for self and Others</p> <p>5. Demonstrates self-direction and independence</p> <p>6. Takes responsibility for own well-being</p> <p>***</p>	GM1, GM3, GM5, GM10, GM13, GM14, GM21, GM29, GM31, GM33, GM34, GM35, GM36, GM43, GM46, GM50, SH1, SH2, SH3, SH4, SH5, SH6, SH7, SH8, SH9, SH10, SH11, SH12, SH13, SH14, SH15, SH16, SH17, SH18, SH19, SH20, SH21, SH22, SH23, SH24, SH25, SH26, SH27, SH28, SH29, SH30, SH31, SH32, SH33, SH34, SH35, SH36, SH37, SH38, SH39, SH40, SH41, SH42, SH43, SH44, SH45, SH46, SH47, SH48, SH49, SH50,

Table Key

The *Head Start Child Outcomes Framework* is intended to guide Head Start programs in their ongoing assessment of the progress and accomplishment of children and in their efforts to analyze and use data on child outcomes in program assessment and continuous improvement. The Framework is composed of 8 general Domains, 27 Domain Elements, and 100 indicators. The indicators presented in **BOLD** are required.

Head Start Outcome Domains

- Language
- Literacy
- Mathematics
- Science
- Creative Arts
- Social & Emotional Development
- Approaches to Learning
- Physical Health & Development

The *Learning Accomplishment Profile – Diagnostic Edition* assesses 8 sub-areas.

- FM fine motor – manipulation
- FW fine motor – writing
- CM cognitive - matching
- CC cognitive counting
- LN language naming
- LC language comprehension
- GB gross motor body movement
- GO gross motor object movement

The *Learning Accomplishment Profile-3*

- FM fine motor
- GM gross motor
- CG cognitive
- PW pre-writing
- LN language
- SH self-help
- PS personal/social

Two checklists are provided to cover areas not included in the formal assessment.

- PS Personal/Social
- SH Self-Help

The goals and objectives are from the *Creative Curriculum*.

The purpose of this table is to provide an integrated approach to planning for education staff. By reviewing different criteria, individuals can meet both national, state, and possibly local requirements.