

## Webb County Head Start 2018-2019 EDUCATION OUTCOMES BY DOMAINS

The Webb County Head Start Program and the local ISD inclusion classroom staff conducted the CIRCLE-Progress Monitoring Assessment, C-PM from the Children's Learning Institute, (CLI) 3 times a year(3 Waves). Fall- Wave 1, Winter-Wave 2, Spring- Wave 3.

This assessment is aligned to the Head Start Early Learning Outcomes Framework, HSELOF.

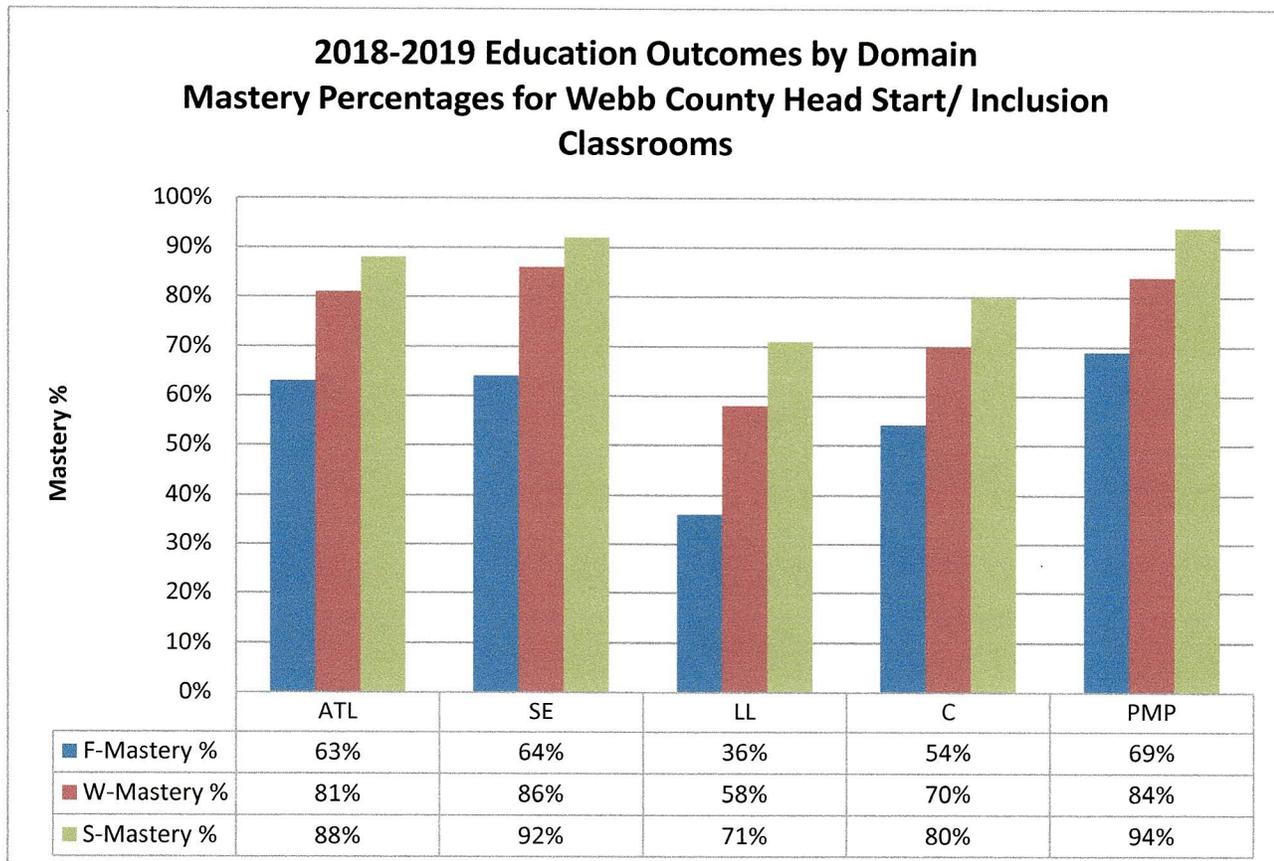
Domains are as follows: Approaches to Learning, Social & Emotional, Language & Literacy, Cognition, and Perceptual, Motor, & Physical Development.

This graph includes data from 11 Head Start sites (32 classrooms), 6 LISD sites: J. C. Martin, Heights, Sanchez-Ochoa, Dovalina, and Zachry (11, 3-year old classrooms and 12, 4 year-old classrooms), and 6 UISD sites (4 year-old classrooms at Arndt, H. Cuellar, Newman, Zaffirini, Prada, and Freedom). This is a combined assessment score for English and Spanish.

For Wave-2, winter, the highest domain was Social/Emotional with 86%, which had a growth of 22% from fall, Wave-1. The second highest domain was Perceptual, Motor, Physical Dev. with 84%, which had an increase of 15%. Approaches to Learning is next with 81% and with an increase of 18%, and Cognition has a 70% with a growth of 16%. The lowest domain was Language & Literacy with 58% which had an increase of 22%.

For Wave-3, spring, the highest domain is PMP with 94% which had an increase of 10% from the winter. The next domain is SE with an average of 92% with a

growth of 10% from the winter. The lowest domain is LL with an average of 71% and an increase of 13% from the winter, a total increase of 35% from the fall.



## Webb County Head Start/Early Head Start 2018-2019 EDUCATION OUTCOMES By Domains

The Webb County Head Start/Early Head Start Program educational staff gather data from My Teaching Strategies Assessment 3 times per year; Fall, Winter, and Spring. The 5 central domains included are as follows: Approaches to Learning, Social/Emotional, Language & Communication, Cognition, and Perceptual, Motor, and Physical Development.

This data includes approx. 120 children enrolled in EHS/CCP classrooms, 3 Home-Based, at Sierra Vista, Little Palominos, the Child Care Partnerships: the Education Center, and Regina's School-house.

The following is a description found in the central domains of the Head Start Early Learning Outcomes Framework:

### **I. Approaches to Learning/Enfoques de Aprendizaje**

Approaches to Learning focuses on how children learn. It refers to the skills and behaviors that children engage in learning.

### **II. Social & Emotional Dev./Desarrollo Social Y Emocional**

Infants and toddlers develop relationships-building skills and behaviors through their earliest interactions with important adults in their lives. They develop trusting relationships and rely on adults who will support them by modeling and interacting positively as part of their social and emotional development.

### **III. Language & Communication /Lenguaje y Comunicacion**

Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language). In the context of nurturing, responsive adult relationships, infants rapidly learn to communicate with facial expressions, gestures, and looks.

### **IV. Cognition/Cognicion**

Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world. When infants and toddlers feel safe and secure, they are more willing to experiment and explore their environments.

### **V. Perceptual , Motor, and Physical Development**

Perceptual, motor, and physical development is foundational to children's learning in all areas because it permits children to fully explore and function in their environment.

The graph below demonstrates data from each of the 3 check-points. Data indicates progression in all domains for the 3 checkpoints; Fall, Winter, and Spring.

2018-2019 Education Outcomes (EHS)

