

Webb County
2019-2020 Education Outcomes by Domains
For Head Start, UISD, & LISD Inclusion Classrooms

Data was aggregated and analyzed from My Teaching Strategies On-line Children's Assessment for Regular Head Start classrooms & CIRCLE Progress Monitoring Assessment at the ISD Inclusion classrooms. Both children's assessments are aligned to the Head Start Early Learning Outcomes Framework (HSELOF): Approaches to Learning, Social & Emotional, Language & Literacy, Cognition, and Perceptual, Motor, & Physical Development. The following is a description of the central domains of the Head Start Early Learning Outcomes Framework:

I. Approaches to Learning/Enfoques de Aprendizaje (ATL)

Approaches to Learning refers to the skills and behaviors that children engage in learning.

II. Social & Emotional Dev./Desarrollo Social Y Emocional (SE)

Social development refers to a child's ability to create and sustain meaningful relationships with adults & other children. Emotional Development refers to the a child's ability to express, recognize and manage their own emotions as well as respond appropriately to others' emotions.

III. Language & Literacy/Lenguaje y Lectoescritura (L & L)

Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language). Emergent Literacy refers to knowledge and skills that lay the foundations for reading and writing.

IV. Cognition/Cognicion (COGN.)

Cognitive development includes reasoning, memory, problem-solving, & thinking skills that help young children understand & organize their world. For preschoolers, this evolves into complex mathematical thinking and scientific reasoning.

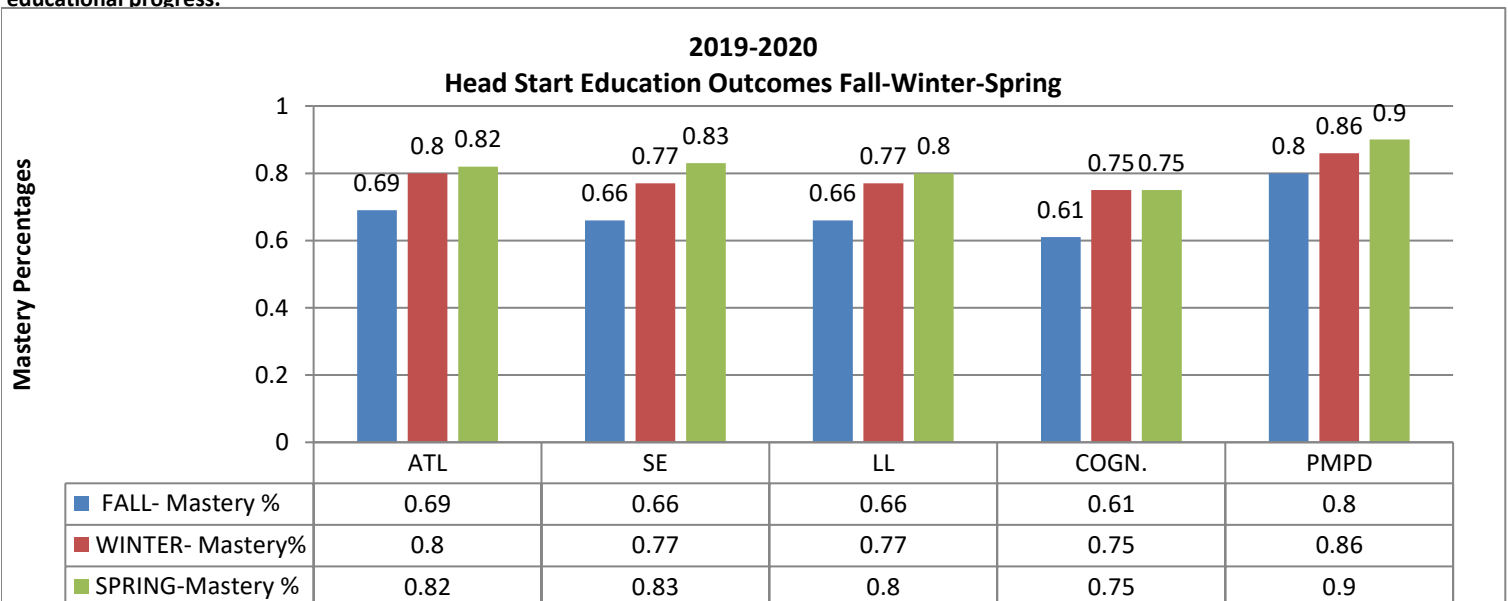
V. Perceptual , Motor, and Physical Development (PMPD)

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

Summary: Head Start

The data below includes approx. **452** children from **10** Head Start sites with a combined assessment score for 3 & 4 year old children. Centers include: Little Folks, Prada, S. Vista, Roosevelt, L. Vista, Floyd, Springfield Acres, V. Alegre, L. Palominos, & Finley.

The graph below shows the mastery percentages of the 5 domains assessed for the Head Start children at 10 sites. The children's Most achieved domain was PMPD at 90% achievement. This domain had a growth of 4% from the Winter Checkpoint, while in the Fall it was 80%. ATL domain had a 2 % increase from the Winter at 80%, while in the Fall it was a 69%; 13% total increase. SE & LL both had 66% in the FALL and increased to 77% in the Winter. In the Spring there was a slight increase of 6 % for Social Emotional, while Lang. & Literacy has a 3% increase. Lastly, Cognition had a 61% in the Fall, to 75% in the Winter and Spring checkpoints. **Due to the COVID-19 pandemic, there was 0-6 % increase across the different domains. Parental Engagement/communication and lots of teacher support and instruction was key to children's educational progress.**



Summary: U.I.S.D. Inclusion Classrooms

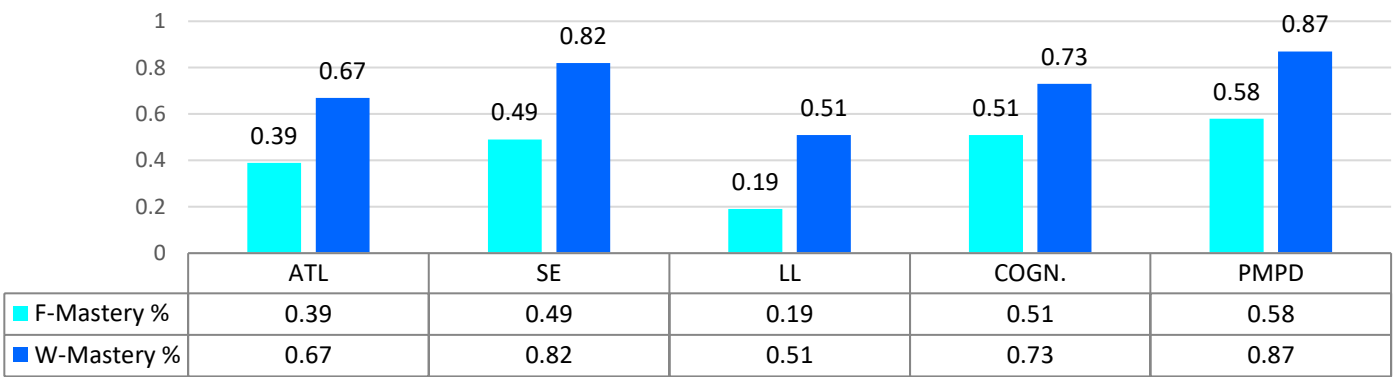
This data includes approx. **17 classrooms** from **8 UISD schools with inclusion classrooms**.
 Sites are: Arndt, Centeno, Freedom, H. Cuellar, Newman, Prada, Roosevelt, & Zaffirini Elem.

The graph shown indicates the mastery levels for Head Start UISD inclusion classrooms. Out of 333 children, 235 are English dominant and 98 children are Spanish dominant. The graph also shows a comparison between fall and winter averages and as noted, *children in these classrooms showed an increase during the Wave 2 assessment*.

The highest domain achieved was PMPD from 58% to 87% followed by SE with 82%, an increase of 33%. The mid-domain for the winter outcomes was Cogn. with 73%, increased 22%, followed by ATL 67% with a 28%. The lowest domain increased from 19% in the fall to 51% in the winter, an increase of 32%.

Children at the UISD inclusion classrooms were not assessed for Wave 3 due to COVID-19 Pandemic...

**Fall to Winter Education Outcomes by Domain
 Mastery Percentages for UISD Inclusion Classrooms**



Summary: L.I.S.D. Inclusion Classrooms 3's

This data includes approx. 185, 3 year old, children from 6 LISD schools, 11 inclusion classrooms.

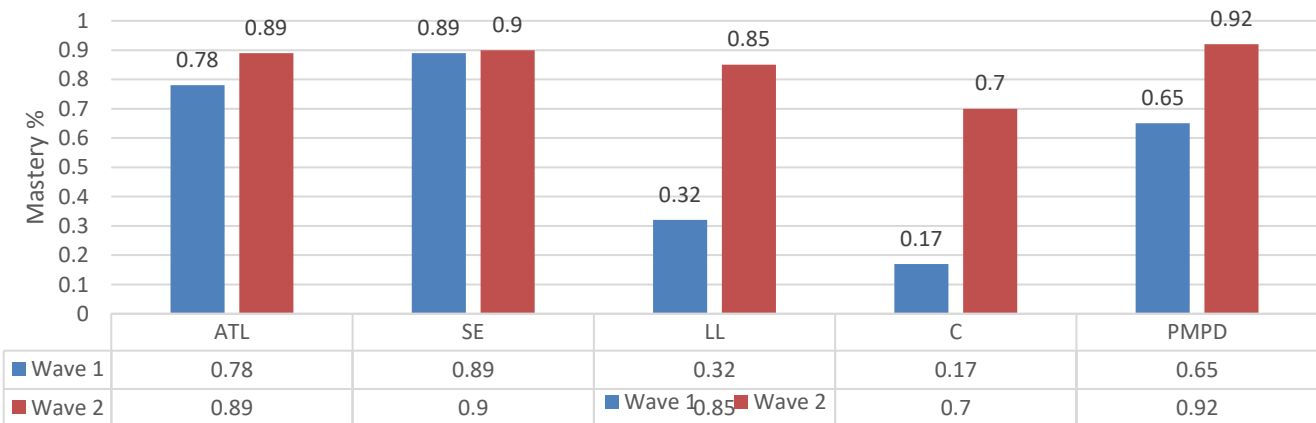
Sites include: Sanchez Ochoa, Heights, Alma Pierce, Dovalina, Zachry, and JC Martin Elementary.

The graph below shows the comparison between wave 1 and wave 2. The childrens' most achieved domain was PMPD with an 92% achievement (27% growth). The lowest domain was C with a score of 70% (53% growth).

Children achieved a score of 85% for LL (53% growth), 89% for ATL (11% growth), and 90% for SE (1% growth).

3 year - old children at the LISD inclusion classrooms were not assessed for Wave 3 due to COVID-19 Pandemic...

**Winter Education Outcomes by Domains
 Mastery Percentages for L.I.S.D. Inclusion Classrooms (3's)**



Summary: L.I.S.D. Inclusion Classrooms 4's

The graph below shows the comparison between wave 1 and wave 2.

This data includes approx. 237, 4 year old, children from 6 LISD schools (12 inclusion classrooms). Sites include: Sanchez Ochoa, Heights, Alma Pierce, Dovalina, Zachry, and JC Martin. The following is a description of the central domains of the HSELOF:

The childrens' most achieved domains were ATL and SE at 96% achievement (ATL had a 9% growth, SE had a 12% growth). The lowest domain was LL with a score of 76% (29% growth).

Children achieved a score of 81% for C (27% growth), and 89% for PMPD (same as Winter growth).

4 year- old children at the LISD inclusion classrooms were not assessed for Wave 3 due to COVID-19 Pandemic...

Winter Education Outcomes by Domains
Mastery Percentages for L.I.S.D. Inclusion Classrooms (4's)

