

Webb County
2020-2021
Education Outcomes by Domains
For Head Start, UISD & LISD Inclusion Classrooms

The following graphs demonstrate data gathered from My Teaching Strategies On-line Assessment. 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 data includes approx. 346 children from 22 classrooms at 8 Head Start sites: Finley, Floyd, Larga Vista, Little Folks, Little Palominos, Prada, Roosevelt, and Sierra Vista. The following is a description of 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

Social development refers to a child's ability to create and sustain meaningful relationships with adults and 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

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/Cognición

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

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.

Summary: Head Start

The graph shown below, shows the mastery percentages of all domains assessed for the 346 Head Start

children at 8 sites. Approaches to Learning, Social Emotional, Language and Literacy, Cognition, and Perceptual, Motor and Physical Development are the domains assessed. The children's most achieved domain was PMPD at an 99% achievement. This domain is easily observed and implemented by parents' help and observational skills during this pandemic crisis.

Webb County
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The lowest domains was Cognition and Social Emotional with an 88%.

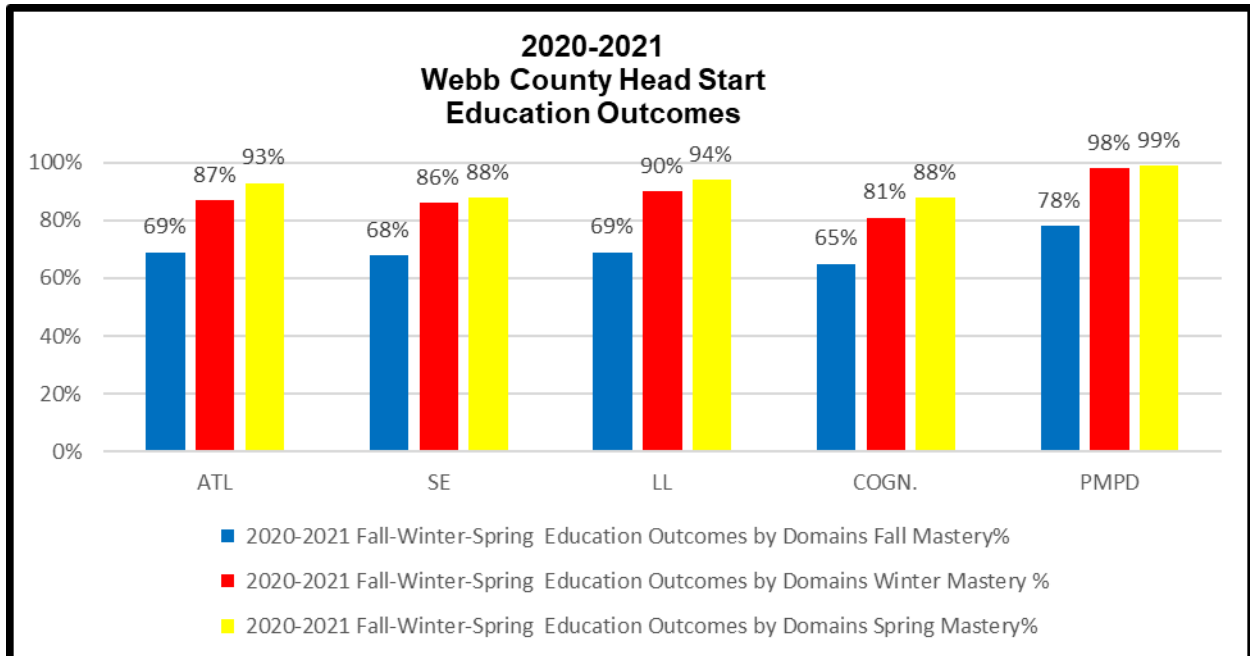
Trainings have been provided to parents and staff on these domains, by Educational Consultant- Sandra Morales.

The second highest domain was Language and Literacy with a 94%.

Approaches to Learning was measured at 93%.

The teachers, on line involvement, and parental supervision at classroom meets, have shown progress.

Virtual trainings, parents trainings, and teacher development trainings are all geared to help students succeed!

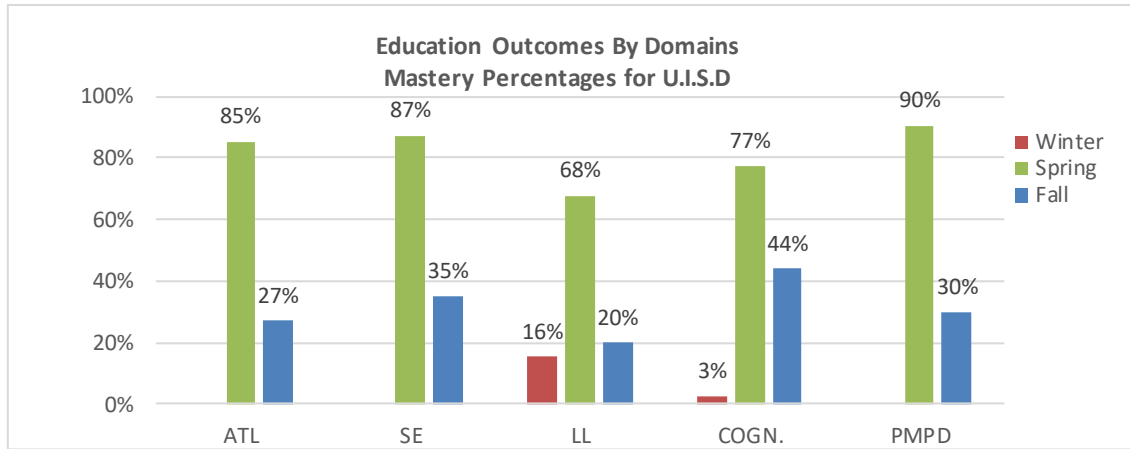


Summary: U.I.S.D. Head Start-Inclusion Classrooms

The graph shown indicates the mastery levels for Head Start children in UISD inclusion classrooms. The graph shown includes data for 8 UISD school with 21 Head Start inclusion classrooms. For Wave 3 UISD Head Start inclusion classrooms assessed a total of 355 students with 99 of the students being Spanish dominant. The domains that were assessed were the following: Approaches to Learning (ATL), Social Emotional (SE), Language and Literacy (LL), Cognition (C), and Perceptual, Motor and Physical Development (PMPD). The highest domain achieved was PMPD with 90% followed by SE with 85%. The mid domain for Wave 3 was ATL with 85%, followed by C with 77%, and the lowest domain was LL with 68%. These scores were collected for the Spring data Wave 3 and have a mastery range of 0% to 100%. Training will be given to the teachers for the lowest domains in order to increase the scores for the school years.

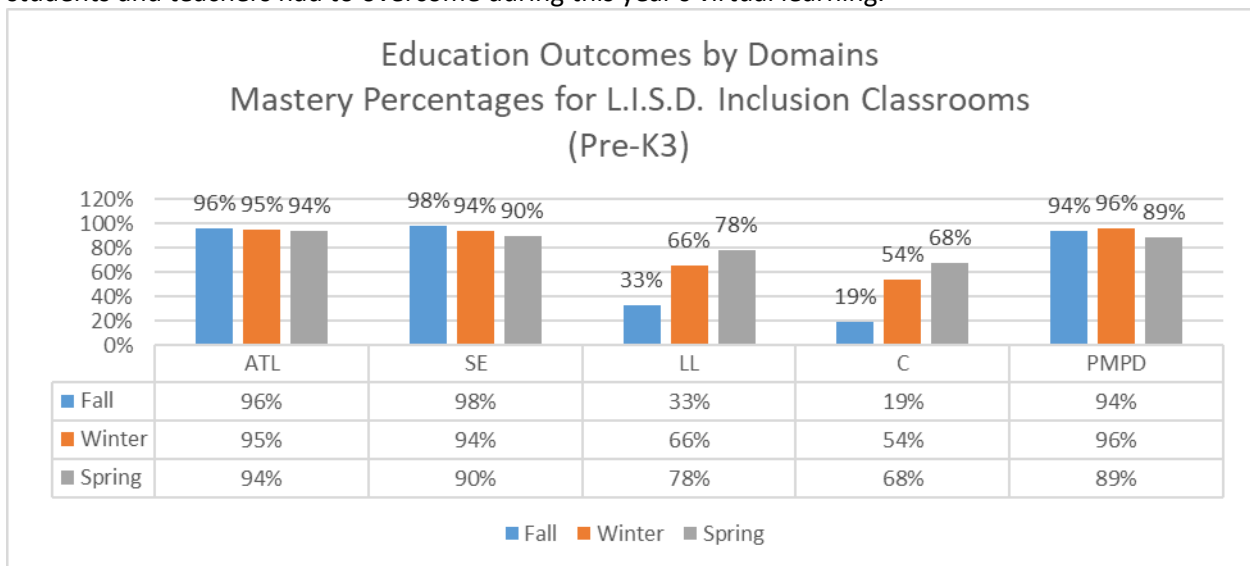
Education Assistants, Area Service Managers, and other content areas provide teachers with observations, trainings, coaching, techniques, supplies, and ample activities to help the children with the necessary skills to master each domain.

Webb County
2020-2021
Education Outcomes by Domains
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Summary: L.I.S.D. Head Start-Inclusion Classroom- 3's

The graph shown, shows the mastery percentages of all domains assessed for 127, 3 year old, children at 6 LISD schools with 11 inclusion classrooms (Sanchez Ochoa, Heights, Alma Pierce, Dovalina, Zachry, and JC Martin). Approaches to Learning, Social Emotional, Language and Literacy, Cognition, and Perceptual, Motor and Physical Development are the domains assessed. The children's most achieved domain for Spring was ATL with 94% achievement. The lowest domain was C with a score of 68%. Children achieved a score of 90% for SE, 89% for PMPD, and 78% for LL. ATL, SE, and PMPD had a slight decrease from Fall to Spring due to all the adjustments the students and teachers had to overcome during this year's virtual learning.



Summary: L.I.S.D. Head Start-Inclusion Classroom- 4's

The graph shown, shows the mastery percentages of all domains assessed for 200, 4 year old, children at 6 LISD schools with 12 inclusion classrooms (Sanchez Ochoa, Heights, Alma Pierce, Dovalina, Zachry,

Webb County
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Education Outcomes by Domains
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and JC Martin). Approaches to Learning, Social Emotional, Language and Literacy, Cognition, and Perceptual, Motor and Physical Development are the domains assessed. The children's most achieved domains were SE and PMPD with 95% achievement. The lowest domain was LL with a score of 79%.

Children achieved a score of 93% for ATL, and 85% for C.

ATL, SE, and PMPD had a slight decrease from Fall to Spring due to all the adjustments the students and teachers had to overcome during this year's virtual learning.

