

2023-2024
Webb County Head Start
Fall School Readiness Outcomes Report

The following graph demonstrates data gathered from ChildPlus- DRDP-Desired Results Developmental Profile assessment. This assessment is aligned to Head Start Early Learning Outcomes Framework- HSELOF.

The domains are as follows: Approaches to Learning-Self Regulation (ATL-REG), Social and Emotional Development (SED), Language and Literacy Development (LLD), Cognition, including Math and Science (COG), including Math and Science (COG), Physical Development-Health (PD-HLTH) and includes History-Social Science (HSS) and Visual and Performing Arts (VPA). This assessment measures the children whom are dual language learners learning 2 or more languages at the same. This domain is English Language Development (ELD).

These eight domains mentioned are part of the DRDP assessment that focuses on the child's acquisition of knowledge, skills, or behaviors that reflect each domain's developmental measures.

I. Approaches to Learning-Self Regulation (ATL-REG)

This domain is combined into two. One measures attention maintenance, engagement, persistence, curiosity, and persistence, curiosity, and initiative. The other measures self-comforting, self-control of feelings, behavior, imitation, and shared use of space and materials.

II. Social and Emotional Development (SED)

This domain assess children's developing abilities to understand and interact with others and form positive relationships with nurturing adults and peers.

III. Language and Literacy Development (LLD)

This domain assesses the progress of all children in developing foundational language and literacy skills. Skills that can be demonstrated in any language and in any mode of communication.

IV. Cognition, Including Math and Science (COG)

This domain focuses on observations, explorations of people and objects, and investigations of objects and concepts.

V. Physical Development-Health (PD-HLTH)

This domain measures motor development and the development of routines related to personal care, safety, and nutrition.

The Developmental Levels are as follows:

Responding (Earlier, Later)

Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses.

Exploring (Earlier, Middle, Later)

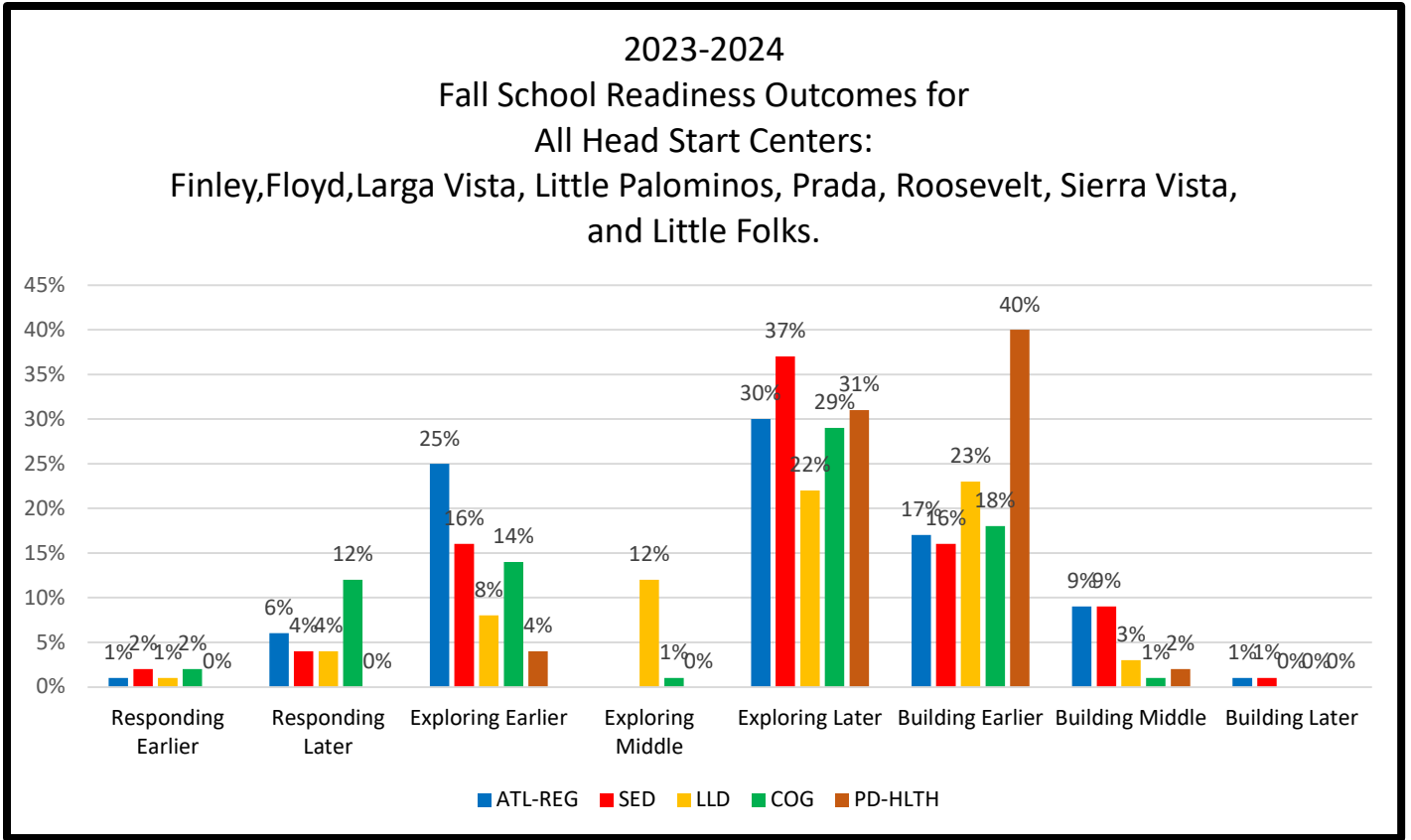
Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers.

Building (Earlier,Middle,Later).

Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work.

The graph located on previous page, demonstrates the developmental level of 250 children enrolled at 8 Head Start centers: Finley,Floyd,Little Palominos, Larga Vista,Prada,Roosevelt, Sierra Vista, and Little Folks.

The 250 children at 8 Head Start centers range between **Exploring (Earlier,Middle, Later)** and **Building (Earlier,Middle,Later).**



Summary: Head Start

The following graph depicts the developmental level for 250 children enrolled at 8 Head Start sites: Finley, Floyd, Larga Vista, Little Palominos, Prada, Roosevelt, Sierra Vista, and Little Folks.

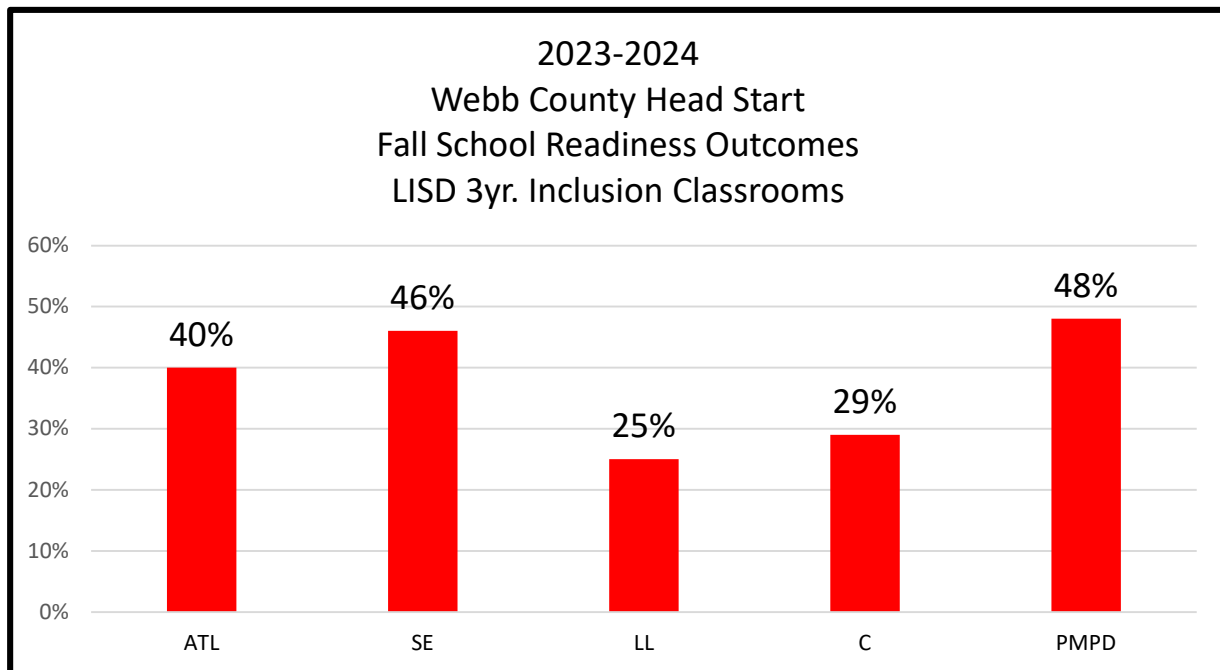
Most of the children during the Fall Assessment period are ranging between Exploring and Building.

Exploring (Earlier, Middle, Later)

Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers.

Building (Earlier, Middle, Later).

Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work.

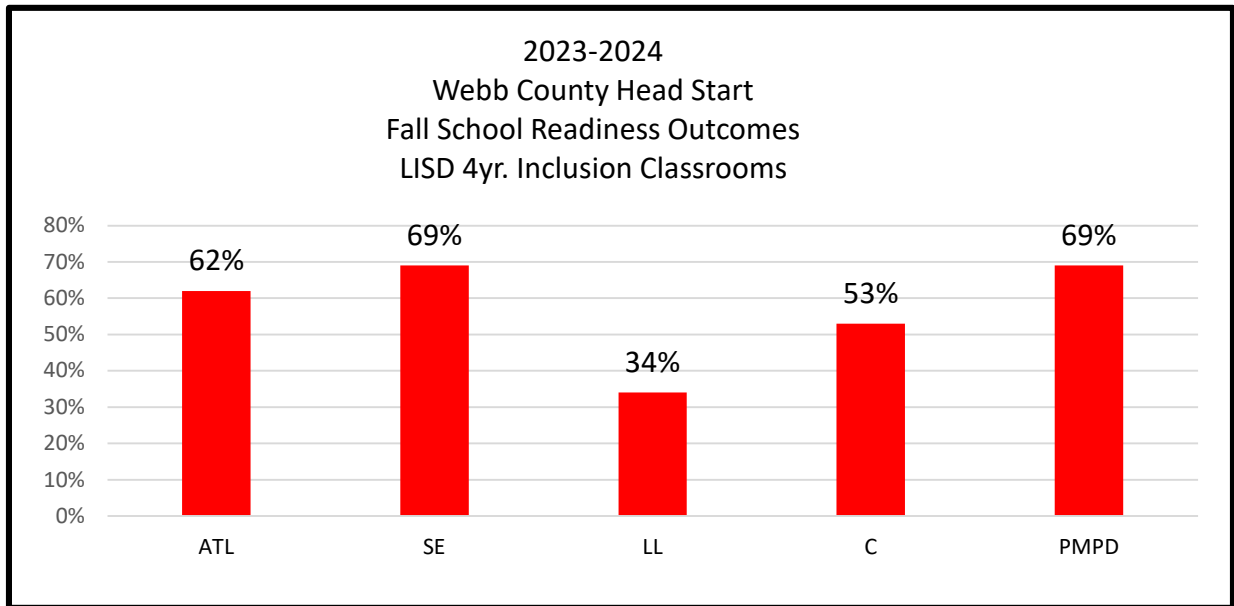


Summary: LISD 3 yr. old Inclusion Classrooms

The graph above indicates the mastery levels for LISD 3 yr. old Head Start children at

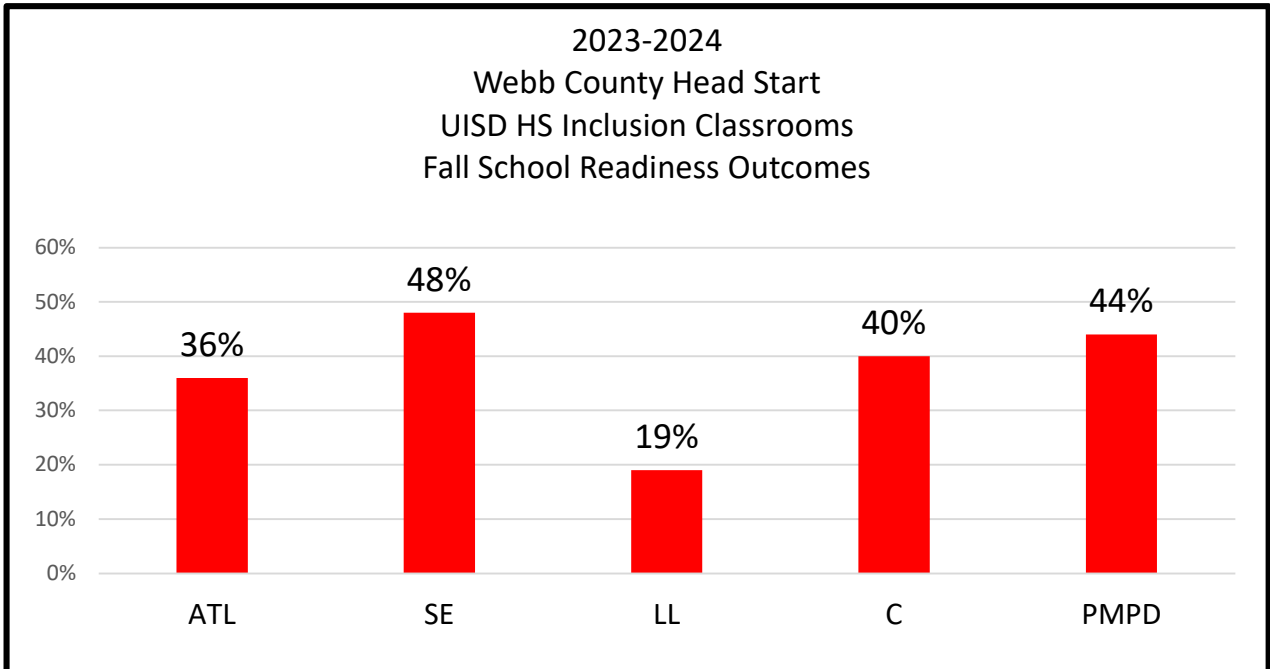
6 LISD schools with 11 inclusion classrooms (Sanchez Ochoa, Heights, Alma Pierce, Dovalina, Zachry and JC Martin).

During Fall Wave 1 checkpoint, the 186 3yr children at LISD were assessed with the CLI CIRCLE assessment using all 5 domains. The results were as follows: ATL was 40%, SE was 46%, LL was 25%, C was 29%, and PMPD was 48%. Children showed significant progress in all domains. Trainings and parent sessions were addressed for the lowest domain- Language and Literacy – with the help of Mrs. Sandra Morales-Educational Consultant/Texas Trainer.



Summary: LISD 4yr old Inclusion Classrooms

The above graph indicates the mastery levels for 237 4yr. children at LISD from 6 campuses (Dovalina, JC Martin, Heights, Sanchez-Ochoa, Zachry, and Alma Pierce). During Fall Wave 1, the 5 domains showed growth and progress for the children. ATL had measured at 62%. SE was 69%, LL was 34%, C was 53%, and PMPD was 69%. Teachers are continuing to provide support via virtual or by handing out materials. Parents as well as teachers have been trained and advised on Language and Literacy activities via training sessions by Mrs. Sandra Morales-Educational Consultant/Texas Trainer.



Summary: UISD Inclusion Classrooms

The above graph indicates the data for UISD inclusion classrooms at 11 campuses: Ruiz, Cuellar, Freedom, Arndt, Prada, Zaffirini, Newman, Centeno, Roosevelt, Perez, Finley and Veteran’s Memorial. The total of children assessed were 466 -4 yr. old children. During the Fall Wave 1 checkpoint, the percentages of this CLI CIRCLE assessment was as follows. ATL was 36%, SE was 48 %, LL was 19%, C was 40%, and PMPD was 44%. Parents and teachers were trained and provided with numerous activities to stimulate language expression in and out of the classroom setting.