

2011-2012

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East Baton Rouge Parish Head Start / Early Head Start



# Early Childhood Outcomes Report



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**East Baton Rouge Parish Head Start / Early Head Start Program  
Preschool Child Developmental Outcomes Reporting  
2011-2012**

**Curriculum:** Creative Curriculum for Preschool Children  
**Assessment Instrument:** Creative Curriculum Developmental Continuum  
**Developmental Areas:** **Social / Emotional**  
**Language / Literacy**  
**Cognitive**  
**Physical**  
**Approaches to Learning**

### **Curriculum**

The East Baton Rouge Parish Head Start / Early Head Start Program utilizes the nationally recognized Creative Curriculum and the Creative Curriculum Developmental Continuum, both based on high-quality early childhood education standards. This curriculum model allows teachers to focus on the "whole" child, and individualize learning. The Creative Curriculum is aligned with the Head Start Child Development and Early Learning Framework and the State of Louisiana's Early Learning content standards.

*The Creative Curriculum for Preschool and for infants and toddlers* provides guidance for an ongoing cycle of observing, guiding, learning, and assessing children's progress. *The Creative Curriculum* guides the teacher in planning a program that includes choice time, small- and large-group time, and studies that integrate learning across all the content areas while addressing the individual needs and interests of the children. When teachers are up-to-date on research they know what to do and why certain teaching strategies work. In turn, they are able to make decisions that promote learning and development and positively impact the lives of children and their families. The Creative Curriculum places an emphasis on teachers working with parents and families for the child's benefit. Communicating with the families gives teachers insight into the child's personal life which can directly affect the school behaviors. Similarly, teachers can share a child's accomplishments and weaknesses with parents. This way, parents can continue to encourage their children and provide support outside the classroom.

**The Creative Curriculum for Infants & Toddlers** The Creative Curriculum for Infants, Toddlers & Twos has five components which guide teachers' decisions about the routines and experiences they provide for infants, toddlers and twos. The five components are listed below:

1. *Knowing Infants, Toddlers, and Twos*
2. *Creating a Responsive Environment*
3. *What Children Are Learning*
4. *Caring and Teaching*
5. *Building Partnerships with Families*

### **Essential Practices in East Baton Rouge Parish Head Start / Early Head Start Classrooms**

Learning for the young child occurs when children construct new knowledge from existing knowledge. The design of the learning environment and curriculum should consider and support the development of the whole child—intellectually, physically, socially, and emotionally.

In our high quality early learning environments, both learning and assessment are successfully integrated across several learning domains at the same time. For example, a science project may also build literacy, numeracy, communication, and social skills as children document and track their experimentation and observations.

One of the most important considerations in our classrooms is ensuring that they apply to all children from three years of age to their entrance into kindergarten. Teachers present goals and a continuum for what all children—including young children with unique learning needs and those with disabilities—should be able to do. Children develop at different rates and have different physical, emotional, and intellectual abilities. The early learning environment incorporates appropriate adaptations to meet the needs of each individual child and enables them to achieve to the maximum level of their abilities.

In order to provide young children with age-appropriate opportunities to develop the attitudes, skills, and knowledge for school and life success, we have an important responsibility to design environments, curriculum, and assessment and to adjust our teaching practices to meet the needs of a diverse group of children. It is critical to implement a comprehensive, individualized approach to observing, assessing, and planning for each child and his/her unique needs, culture, and abilities.

### **Learning Happens Within Relationships - Classroom Assessment Scoring System (CLASS)**

Young children's social and emotional development is the foundation for their cognitive development. Children learn best in an environment where their psychological needs are being met because they feel safe, valued as unique individuals, while they are actively engaged in acquiring new skills and knowledge. Early learning is enhanced by curiosity, creativity, independence, cooperativeness, and persistence.

Children are dependent upon their interactions with peers and adults to construct a sense of self and to view themselves as learners. We are aware of the importance of children developing a strong and positive self-concept as well as appropriate self-control and growth in their awareness of their responsibilities when interacting with others. Children are more likely to do well in school when they have a positive sense of personal well-being, developed through consistent caring relationships in their early years. Children also do better in school settings when they have the social skills and behaviors that enable them to develop meaningful relationships with adults and peers.

EBRPHS/EHS will conduct Classroom Assessment Scoring System (CLASS) observations to determine the best methods of ensuring the children enrolled are engaged in positive school relationships so that sufficient learning happens.

### **Experiential Learning**

Children learn through experiences with people, objects and things in their world, children are active learners. Experiences through play, knowledge, curiosity and sense of wonder are foundations for children's learning. The classroom provides opportunities for children to explore materials and engage in concrete activities and to interact with peers and adults to construct their own understanding about the world around them. The best foundation for later learning is provided when children have multiple and varied opportunities to interact with their environment.

In EBRPHS/EHS play is the vehicle for learning and development across developmental areas. It is a dynamic process that allows children to practice skills they will need later in life. Our teachers are encouraged to create environments that support meaningful play as the key medium for learning.

### **Intentionality**

The ***Creative Curriculum for Preschool Children*** and the ***Creative Curriculum for Infants, Toddlers and Twos*** provides a common framework for developmentally appropriate expectations for children birth-5 years. Our teachers develop curriculum and plan assessment appropriate to their setting and related to the expectations they have identified for children. They are not locked into a set curriculum but rather they design activities within any number of topics that will give children opportunities to meet expectations and milestones individually and at their own pace.

### **School Readiness**

School readiness goals are developed to ensure children engage in appropriate and intentional developmental experiences in each of five areas, physical and health, social and emotional, approaches to learning, language, and cognition. In partnership with parents and the community, our overall goal is to have children be successful in school and in life.

### **Outcomes**

These *Learning Results* are just one part of ensuring high-quality early childhood learning environments for children in the East Baton Rouge Parish Head Start / Early Head Start Program.

The implementation of research-based, appropriately applied child assessment is critical to ensuring quality. Multiple approaches to assessment (e.g., portfolios, observation, checklists, etc.) provide teachers and families

with the information they need to individualize their work with children and to adapt curriculum and daily activities to meet the needs and abilities of each child. East Baton Rouge Parish Head Start/Early Head Start uses the Creative Curriculum Developmental Continuum as an ongoing tool to report developmental gains of preschool children in the areas of Social/Emotional, Physical, Cognitive, and Language and Literacy. We track individual and group progress and know exactly how well we are meeting children's needs. We use that information to generate reports, make informed decisions, and plan responsively.

### **Who is Assessed**

Infants and toddlers are assessed with Creative Curriculum Developmental Continuum in the fall, winter, spring and summer of the school year.

Preschool children 3-4 years are assessed with the Creative Curriculum Developmental Continuum in the fall, spring, and winter of the school year.

### **Conducting the Assessment/Collecting Evidence**

Assessment is a process and not something "done" to children. During the process, teaching staff will collect evidence of children's development. The forms of evidence collected may include but are not limited to:

- observational notes
- pictures of the child
- pictures or drawings done by the child
- writing samples by the child
- language samples
- tape or video recordings of the child
- parent input

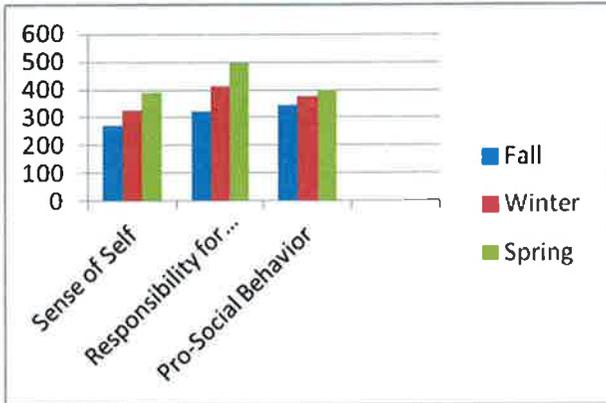
### **Reading the Creative Curriculum Developmental Continuum Outcomes**

Each center has a separate graph for the four developmental levels. Beneath each graph is the point gain for that developmental area. None of the reports showed a decrease in developmental skills. Children are assessed at four developmental levels: **Forerunner** (pre-beginning level), **Level One** (approaching beginning level), **Level Two** (beginning level), and **Level Three** (mastery). Numbers are totaled for each developmental area for the fall and spring to determine the point increase. Schools with a greater number of enrollees will likely show higher point gains, as will schools where a greater number of children scored at forerunner and level one during the fall assessment period.

# Baker Heights Head Start

Number of children tracked: 40

## Social / Emotional Development



Sense of Self=4 Skills

**20% increase winter/19% increase spring**

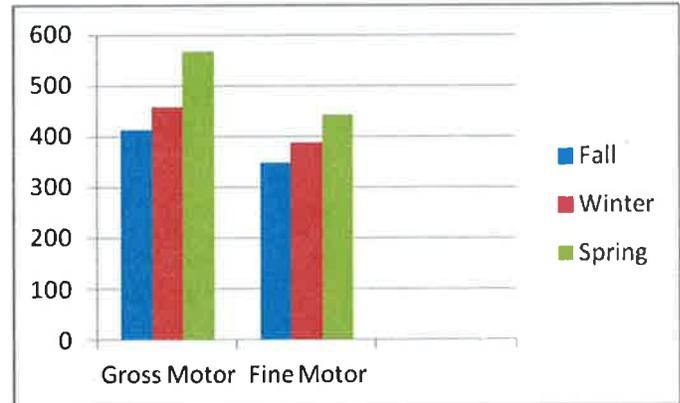
Responsibility for Self and Others=5 Skills

**20% increase winter/19% increase spring**

Pro-Social Behavior=4 Skills

**20% increase winter/19% increase spring**

## Physical Development



Gross Motor Development = 5 Skills

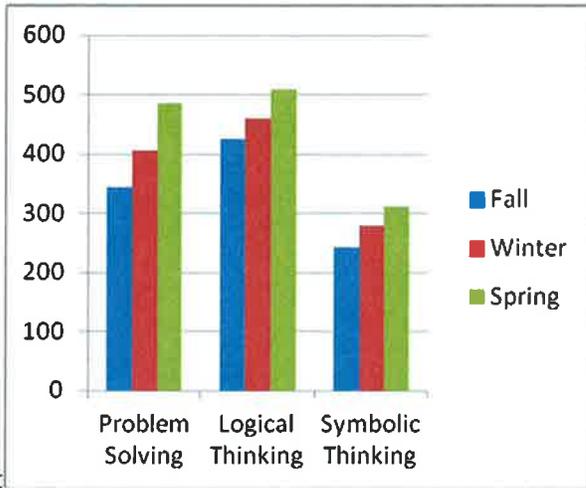
**11% increase winter/24% increase spring**

Fine Motor Development = 3 Skills

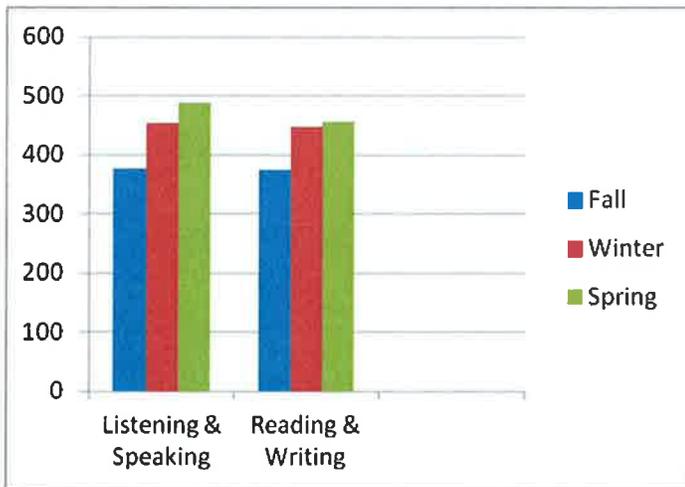
**12% increase winter/8% increase spring**

Cognitive Development

Language & Literacy



Development



Problem Solving = 5 Skills  
**18% increase winter/11% increase spring**  
 Logical Thinking = 8 Skills  
**8% increase winter/19% increase spring**  
 Symbolic Thinking = 3 Skills  
**15% increase winter/11% increase spring**

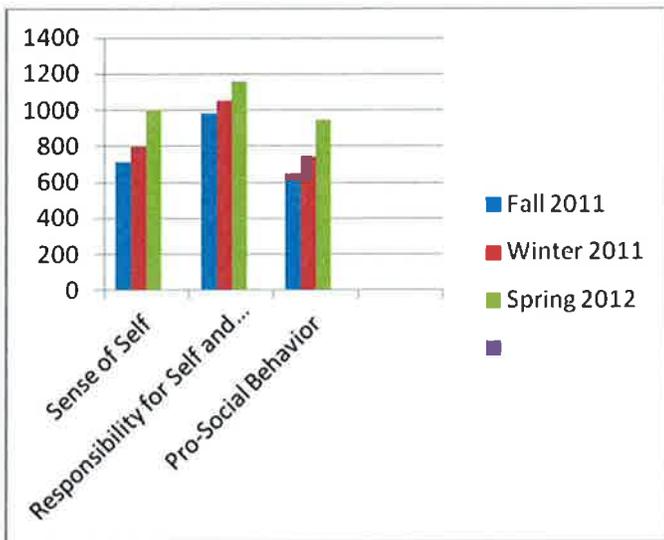
Listening and Speaking = 6 Skills  
**20% increase winter/8% increase spring**  
 Reading and Writing = 7 Skills  
**20% increase winter/2% increase spring**

## Bright Beginnings Head Start

Number of children tracked: 80

Social / Emotional Development

Physical Development



Sense of Self=4 Skills

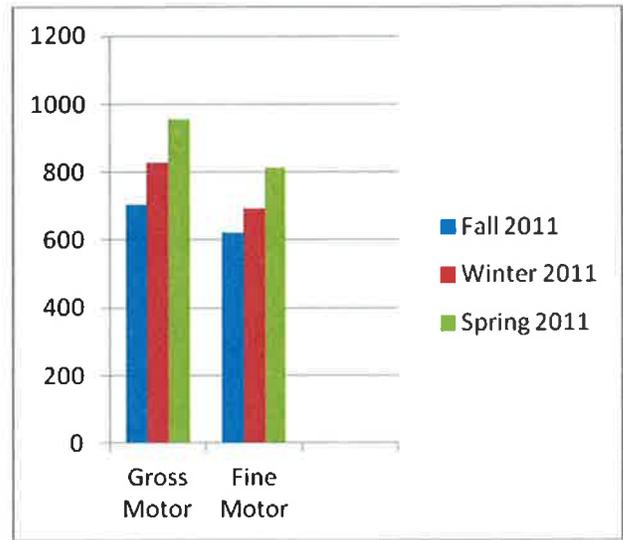
**12% increase winter/26% increase spring**

Responsibility for Self and Others=5 Skills

**7% increase winter/10% increase spring**

Pro-Social Behavior=4 Skills

**15% increase winter/27% increase spring**



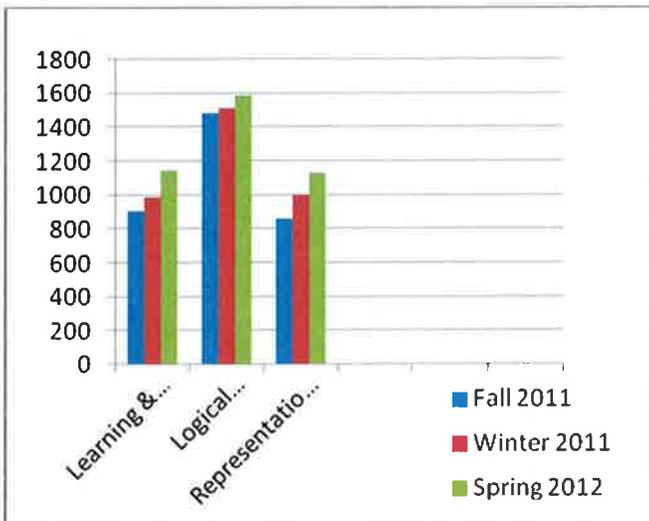
Gross Motor Development = 5 Skills

**18% increase winter/15% increase spring**

Fine Motor Development = 3 Skills

**11% increase winter/18% increase spring**

### Cognitive Development



Problem Solving = 5 Skills

**10% increase winter/16% increase spring**

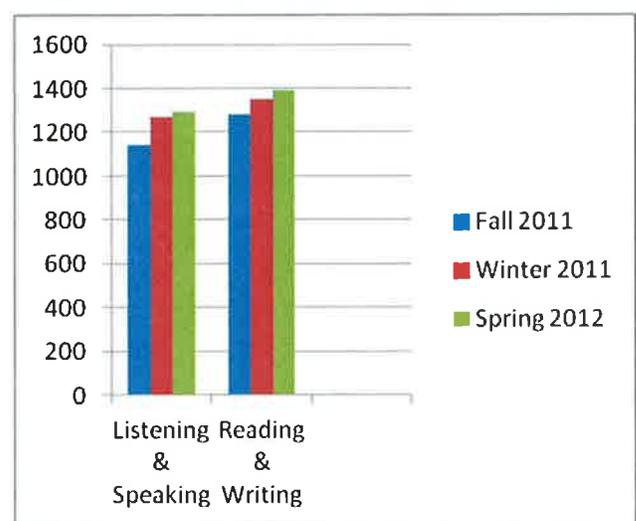
Logical Thinking = 8 Skills

**2% increase winter/5% increase spring**

Symbolic Thinking = 3 Skills

**17% increase winter/13% increase spring**

### Language & Literacy Development



Listening and Speaking = 6 Skills

**11% increase winter/2% increase spring**

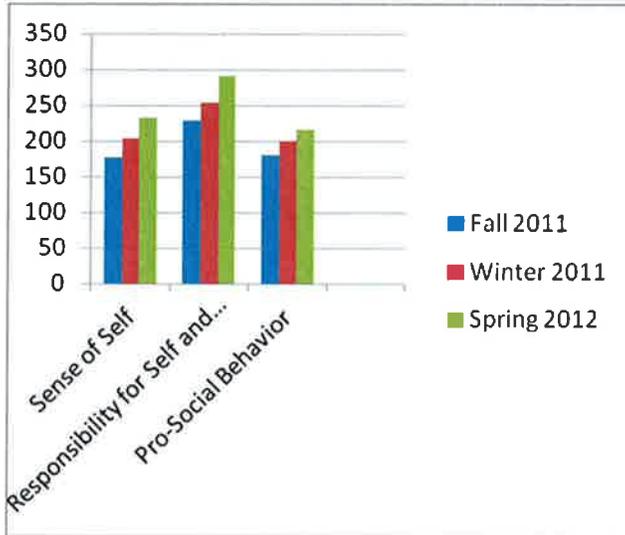
Reading and Writing = 7 Skills

**4% increase winter/3% increase spring**

## Capital Area Head Start

**Number of children tracked: 20**

## Social / Emotional Development



Sense of Self=4 Skills

**15% increase winter/14% increase spring**

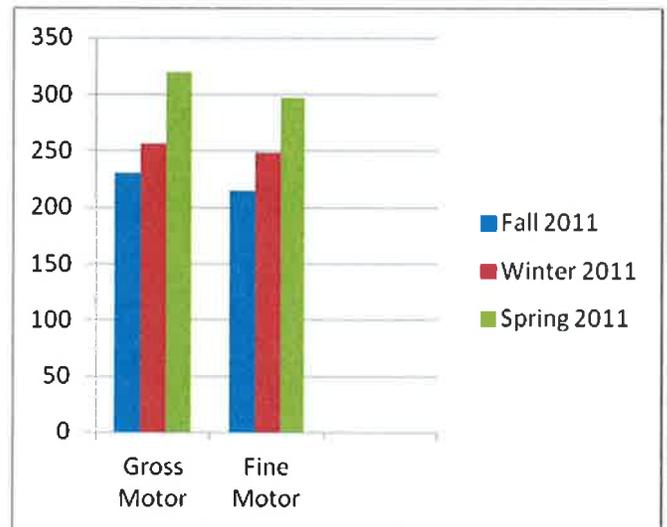
Responsibility for Self and Others=5 Skills

**11% increase winter/16% increase spring**

Pro-Social Behavior=4 Skills

**10% increase winter/8% increase spring**

## Physical Development

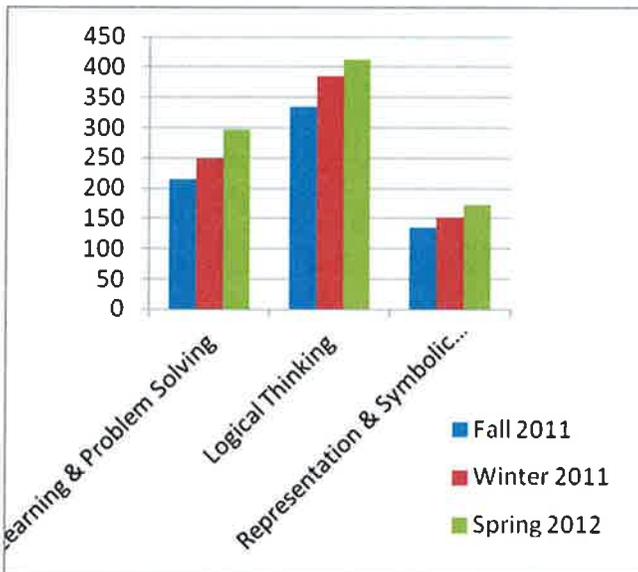


Gross Motor Development = 5 Skills

**11% increase winter/24% increase spring**

Fine Motor Development = 3 Skills

**20% increase winter/7% increase spring**



## Cognitive Development

Problem Solving = 5 Skills

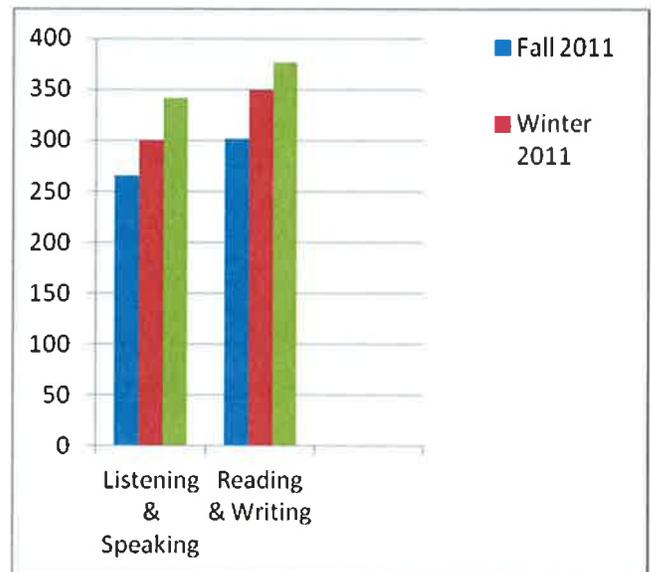
**16% increase winter/19% increase spring**

Logical Thinking = 8 Skills

**16% increase winter/7% increase spring**

Symbolic Thinking = 3 Skills

**13% increase winter/15% increase spring**



## Language & Literacy Development

Listening and Speaking = 6 Skills

**13% increase winter/14% increase spring**

Reading and Writing = 7 Skills

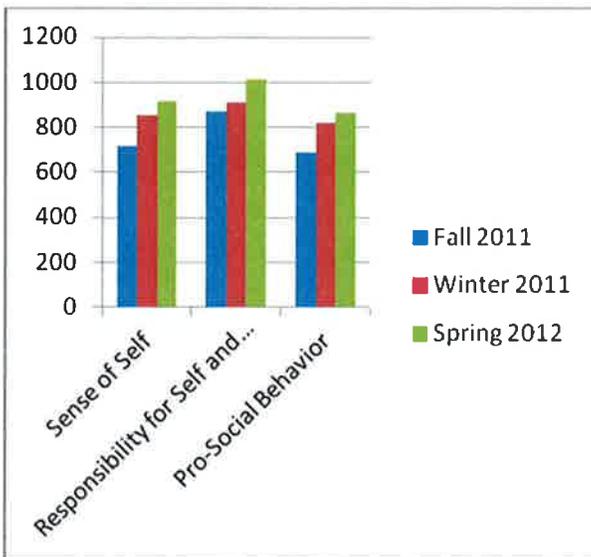
**16% increase winter/8% increase spring**

# Charlie Thomas Head Start

**Number of children tracked: 120**

Social / Emotional Development

Physical Development



Sense of Self=4 Skills

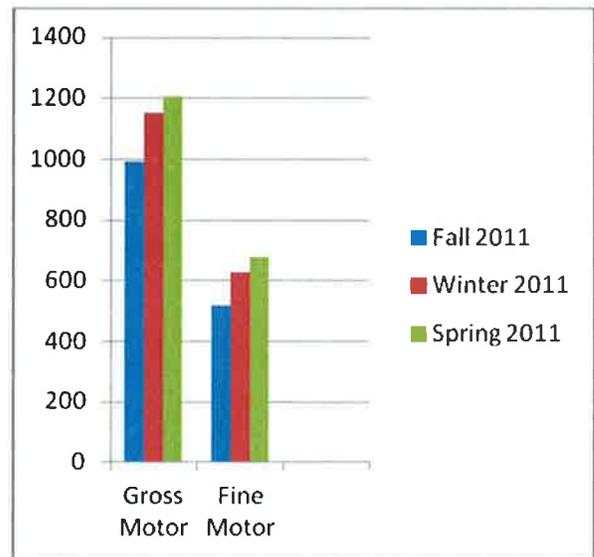
**19% increase winter/7% increase spring**

Responsibility for Self and Others=5 Skills

**4% increase winter/12% increase spring**

Pro-Social Behavior=4 Skills

**19% increase winter/5% increase spring**



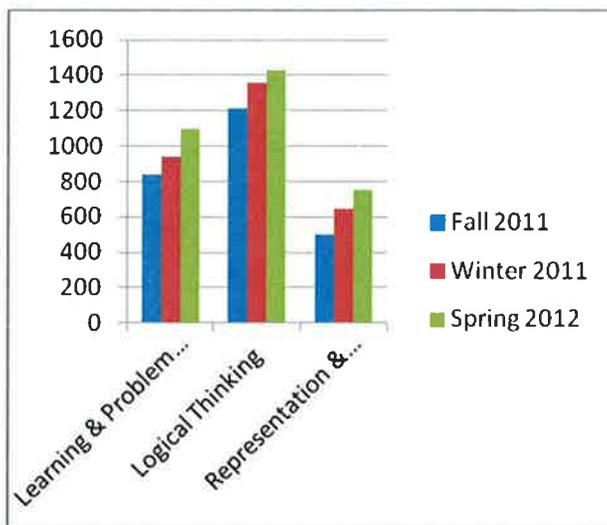
Gross Motor Development = 5 Skills

**15% increase winter/5% increase spring**

Fine Motor Development = 3 Skills

**21% increase winter/9% increase spring**

### Cognitive Development



Problem Solving = 5 Skills

**12% increase winter/7% increase spring**

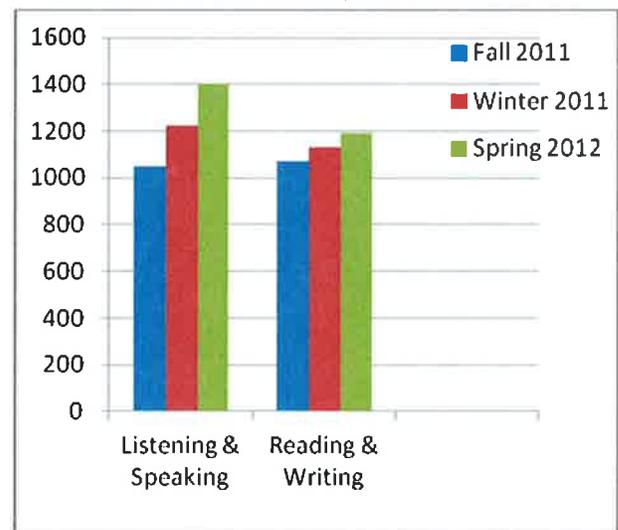
Logical Thinking = 8 Skills

**12% increase winter/5% increase spring**

Symbolic Thinking = 3 Skills

**28% increase winter/17% increase spring**

### Language & Literacy Development



Listening and Speaking = 6 Skills

**18% increase winter/15% increase spring**

Reading and Writing = 7 Skills

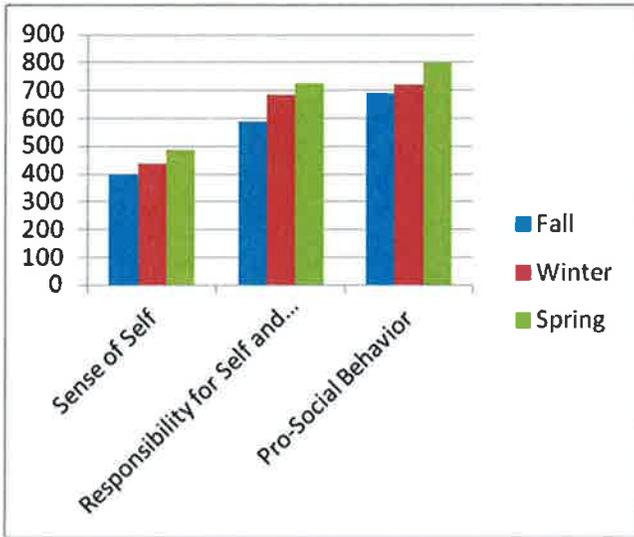
**6% increase winter/5% increase spring**

## Child Development Learning Center Head Start

**Number of children tracked: 78**

Social / Emotional Development

Physical Development



Sense of Self=4 Skills

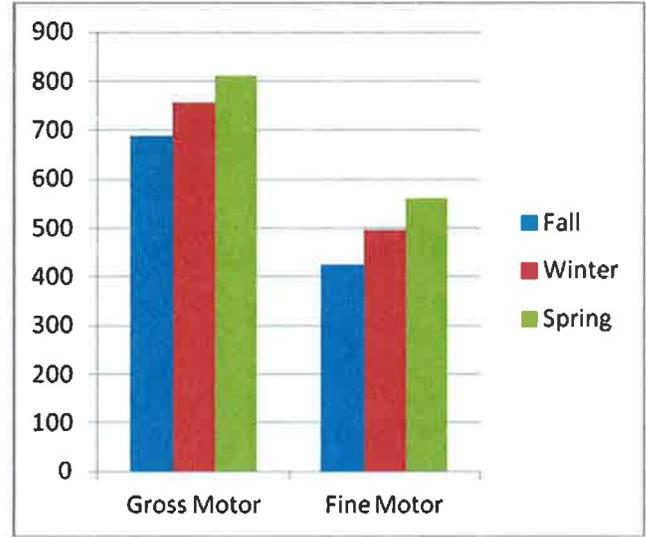
**4% increase winter/7% increase spring**

Responsibility for Self and Others=5 Skills

**10% increase winter/9% increase spring**

Pro-Social Behavior=4 Skills

**15% increase winter/9% increase spring**



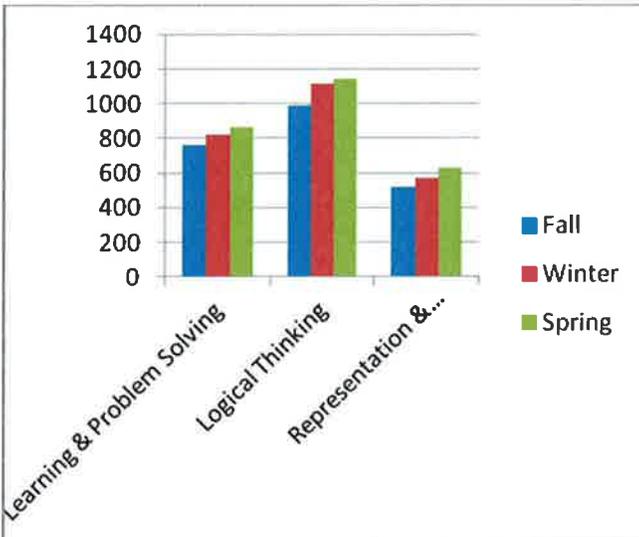
Gross Motor Development = 5 Skills

**9% increase winter/4% increase spring**

Fine Motor Development = 3 Skills

**15% increase winter/13% increase spring**

### Cognitive Development



Problem Solving = 5 Skills

**16% increase winter/5% increase spring**

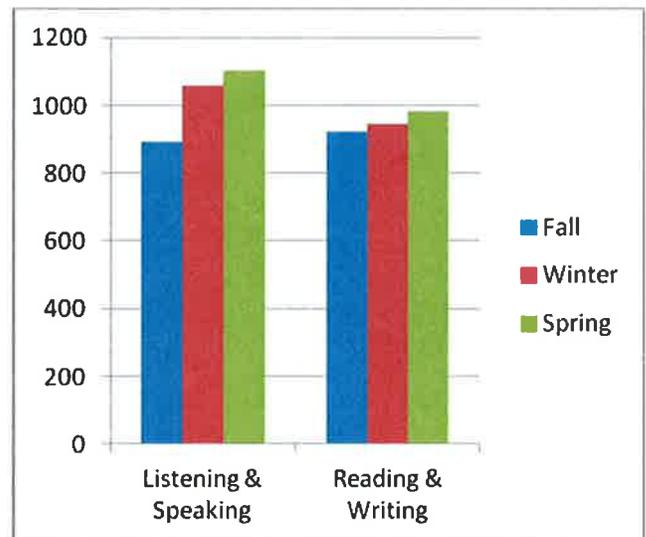
Logical Thinking = 8 Skills

**4% increase winter/4% increase spring**

Symbolic Thinking = 3 Skills

**19% increase winter/16% increase spring**

### Language & Literacy Development



Listening and Speaking = 6 Skills

**17% increase winter/13% increase spring**

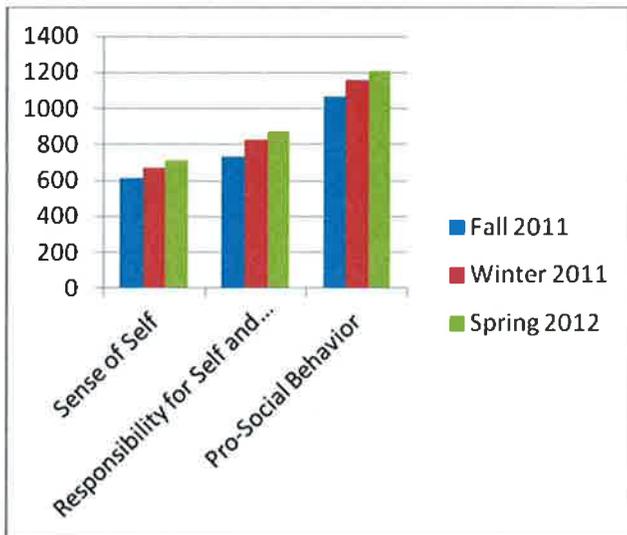
Reading and Writing = 7 Skills

**15% increase winter/4% increase spring**

## Creative Head Start

Number of children tracked: 76

## Social / Emotional Development



Sense of Self=4 Skills

**10% increase winter/6% increase spring**

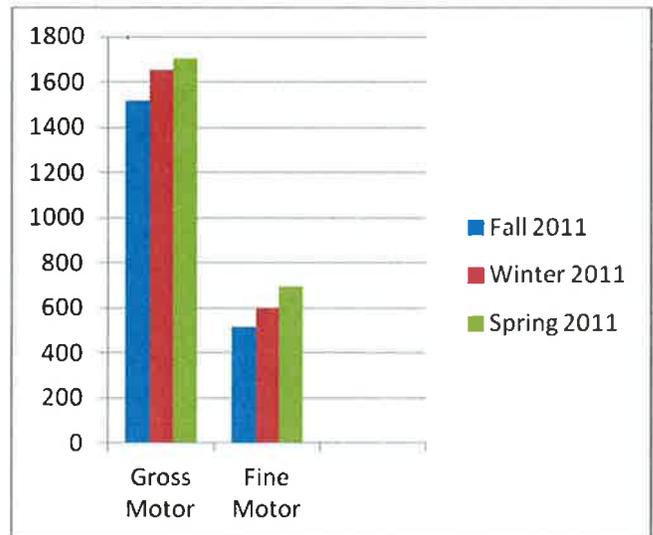
Responsibility for Self and Others=5 Skills

**13% increase winter/5% increase spring**

Pro-Social Behavior=4 Skills

**8% increase winter/4% increase spring**

## Physical Development



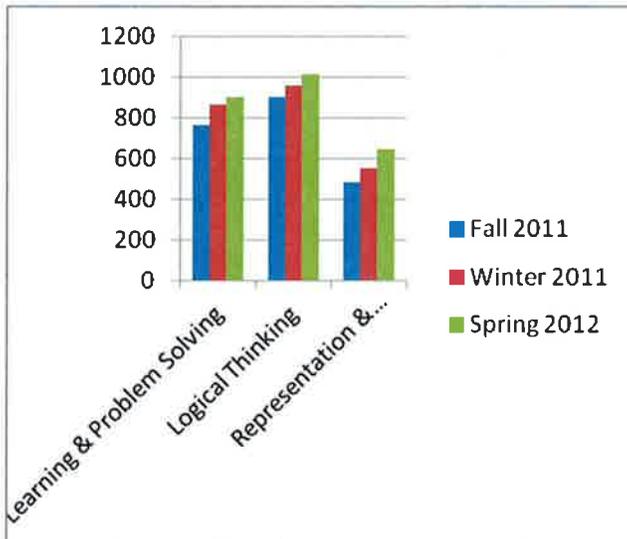
Gross Motor Development = 5 Skills

**9% increase winter/3% increase spring**

Fine Motor Development = 3 Skills

**17% increase winter/16% increase spring**

## Cognitive Development



Problem Solving = 5 Skills

**13% increase winter/5% increase spring**

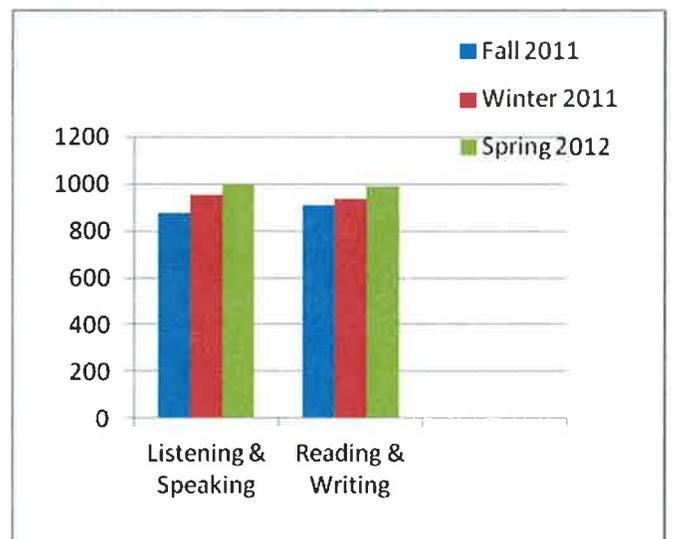
Logical Thinking = 8 Skills

**7% increase winter/5% increase spring**

Symbolic Thinking = 3 Skills

**14% increase winter/17% increase spring**

## Language & Literacy Development



Listening and Speaking = 6 Skills

**17% increase winter/3% increase spring**

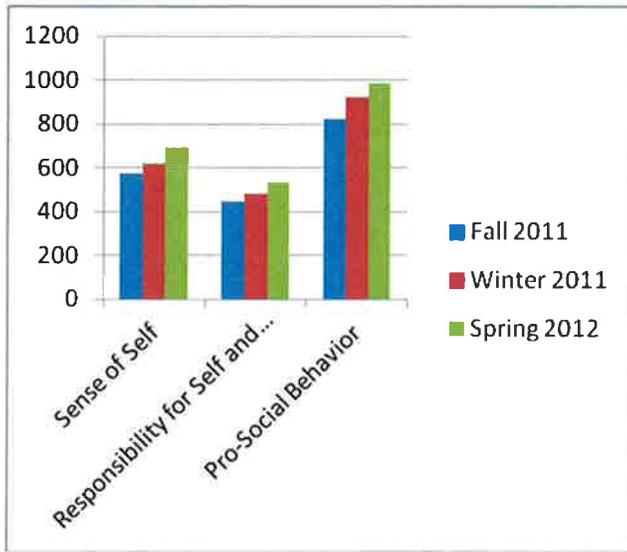
Reading and Writing = 7 Skills

**15% increase winter/4% increase spring**

**Discovery Head Start**

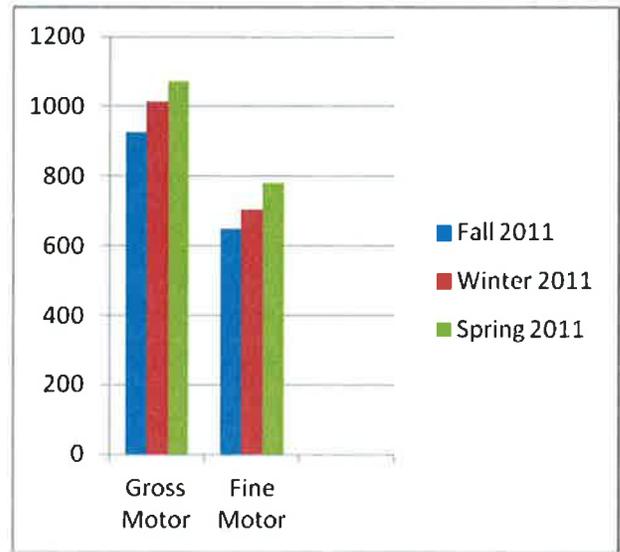
# Number of children tracked: 58

## Social / Emotional Development



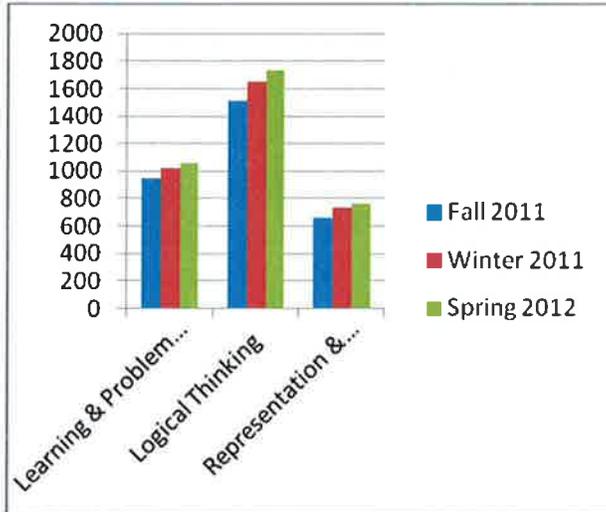
Sense of Self=4 Skills  
**8% increase winter/11% increase spring**  
 Responsibility for Self and Others=5 Skills  
**8% increase winter/10% increase spring**  
 Pro-Social Behavior=4 Skills  
**12% increase winter/7% increase spring**

## Physical Development



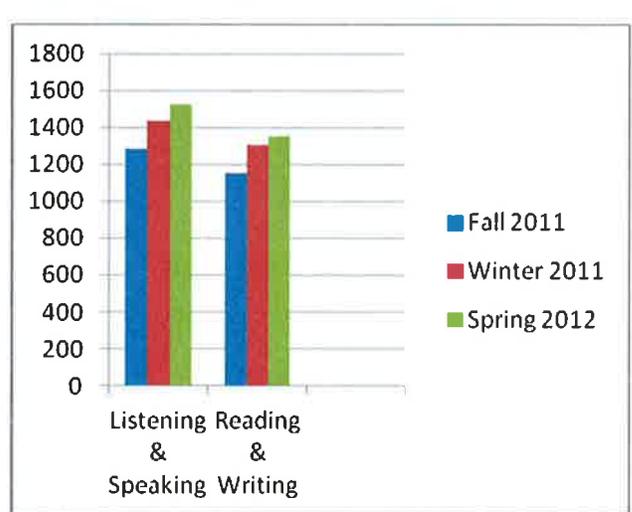
Gross Motor Development = 5 Skills  
**10% increase winter/6% increase spring**  
 Fine Motor Development = 3 Skills  
**9% increase winter/11% increase spring**

## Cognitive Development



Problem Solving = 5 Skills  
**8% increase winter/4% increase spring**  
 Logical Thinking = 8 Skills  
**9% increase winter/5% increase spring**  
 Symbolic Thinking = 3 Skills  
**11% increase winter/4% increase spring**

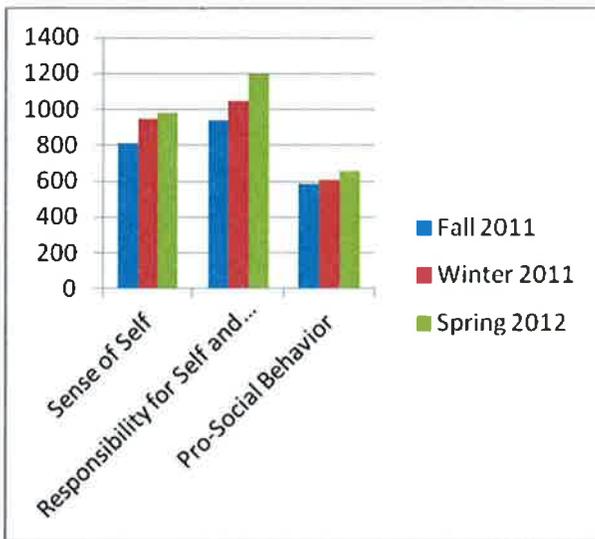
## Language & Literacy Development



Listening and Speaking = 6 Skills  
**12% increase winter/6% increase spring**  
 Reading and Writing = 7 Skills  
**13% increase winter/4% increase spring**

# Number of children tracked: 160

## Social / Emotional Development



Sense of Self=4 Skills

**16% increase winter/14% increase spring**

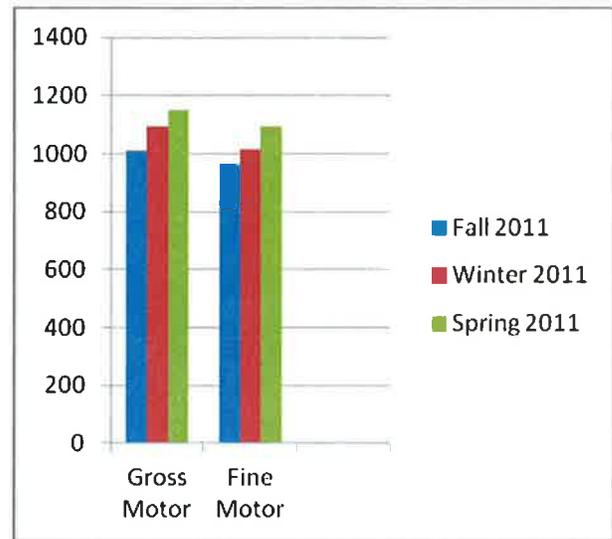
Responsibility for Self and Others=5 Skills

**12% increase winter/14% increase spring**

Pro-Social Behavior=4 Skills

**5% increase winter/8% increase spring**

## Physical Development



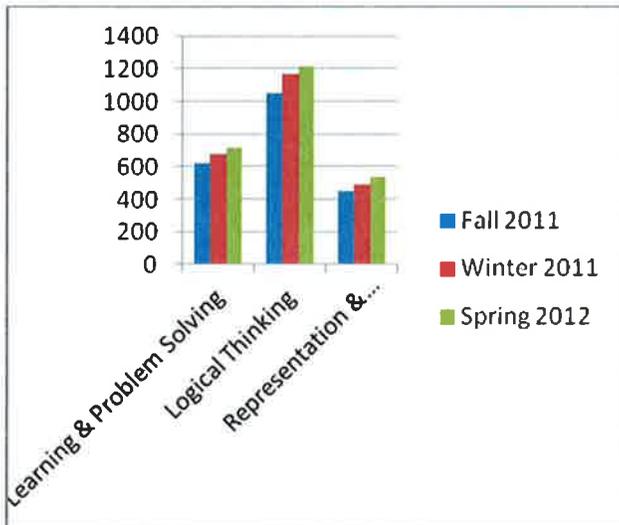
Gross Motor Development = 5 Skills

**8% increase winter/5% increase spring**

Fine Motor Development = 3 Skills

**9% increase winter/6% increase spring**

## Cognitive Development



Problem Solving = 5 Skills

**9% increase winter/6% increase spring**

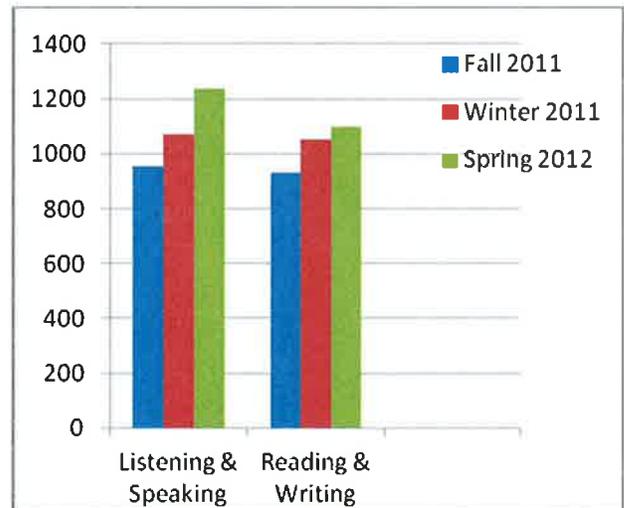
Logical Thinking = 8 Skills

**11% increase winter/4% increase spring**

Symbolic Thinking = 3 Skills

**14% increase winter/10% increase spring**

## Language & Literacy Development



Listening and Speaking = 6 Skills

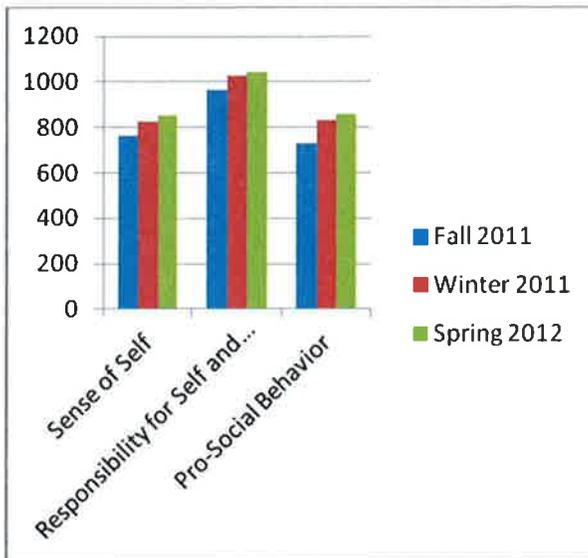
**12% increase winter/15% increase spring**

Reading and Writing = 7 Skills

**13% increase winter/4% increase spring**

## Number of children tracked: 215

### Social / Emotional Development



Sense of Self=4 Skills

**8% increase winter/4% increase spring**

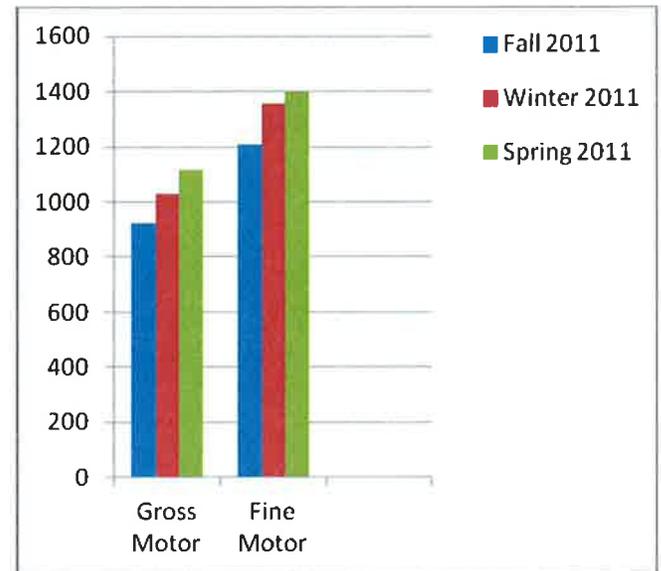
Responsibility for Self and Others=5 Skills

**6% increase winter/2% increase spring**

Pro-Social Behavior=4 Skills

**13% increase winter/4% increase spring**

### Physical Development



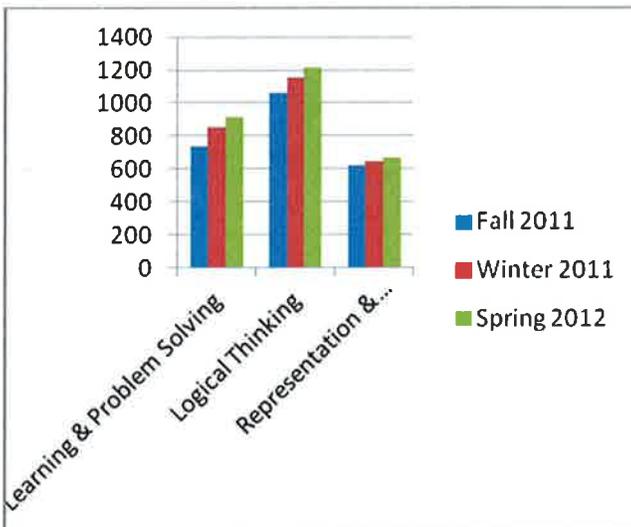
Gross Motor Development = 5 Skills

**11% increase winter/9% increase spring**

Fine Motor Development = 3 Skills

**12% increase winter/3% increase spring**

### Cognitive Development



Problem Solving = 5 Skills

**15% increase winter/8% increase spring**

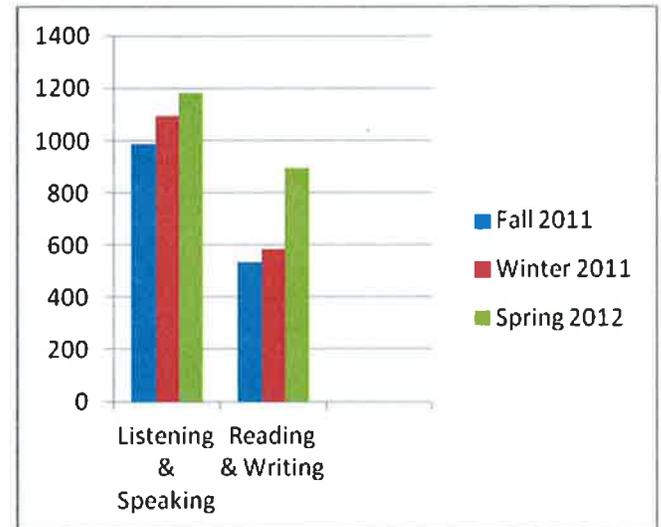
Logical Thinking = 8 Skills

**9% increase winter/5% increase spring**

Symbolic Thinking = 3 Skills

**3% increase winter/4% increase spring**

### Language & Literacy Development



Listening and Speaking = 6 Skills

**11% increase winter/8% increase spring**

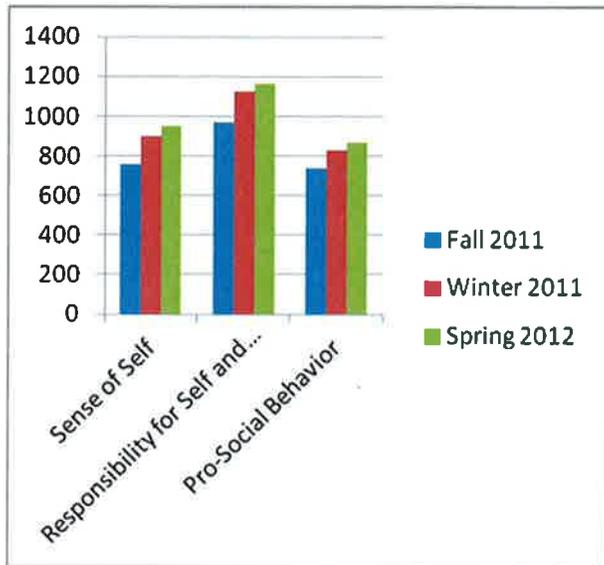
Reading and Writing = 7 Skills

**15% increase winter/12% increase spring**

## New Horizon Head Start

Number of children tracked: 214

## Social / Emotional Development



Sense of Self=4 Skills

**18% increase winter/6% increase spring**

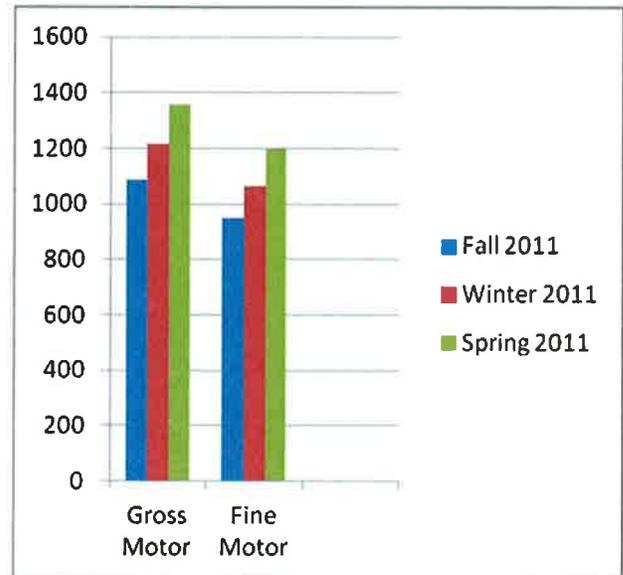
Responsibility for Self and Others=5 Skills

**16% increase winter/3% increase spring**

Pro-Social Behavior=4 Skills

**12% increase winter/5% increase spring**

## Physical Development



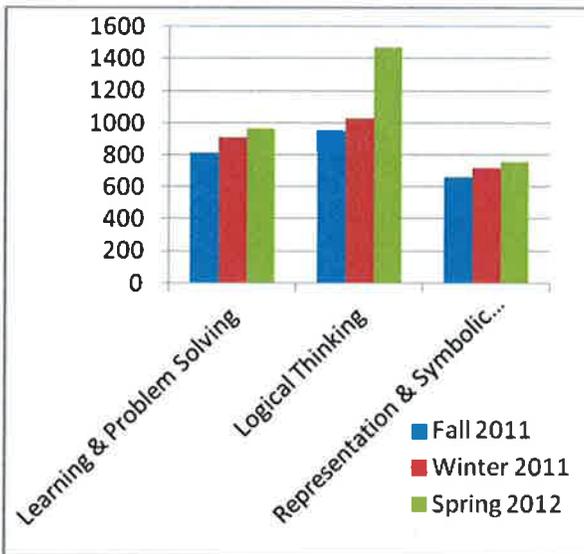
Gross Motor Development = 5 Skills

**11% increase winter/12% increase spring**

Fine Motor Development = 3 Skills

**12% increase winter/13% increase spring**

## Cognitive Development



Problem Solving = 5 Skills

**10% increase winter/5% increase spring**

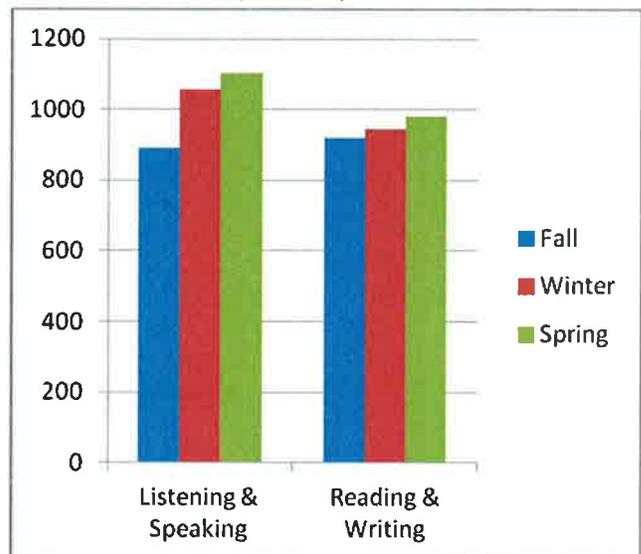
Logical Thinking = 8 Skills

**9% increase winter/7% increase spring**

Symbolic Thinking = 3 Skills

**8% increase winter/6% increase spring**

## Language & Literacy Development



Listening and Speaking = 6 Skills

**11% increase winter/16% increase spring**

Reading and Writing = 7 Skills

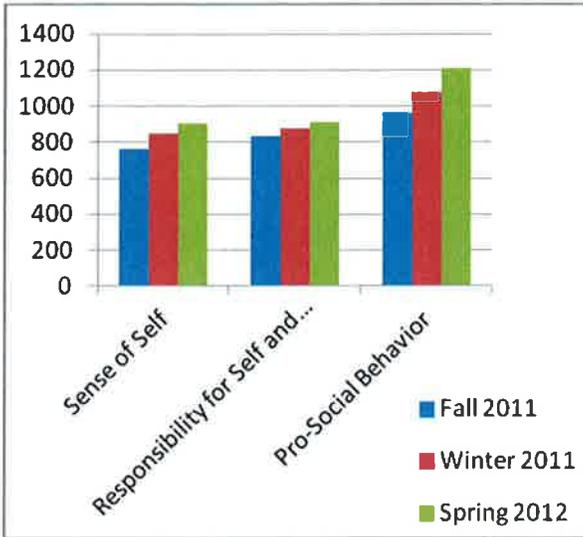
**10% increase winter/6% increase spring**

# Progress Road Head Start

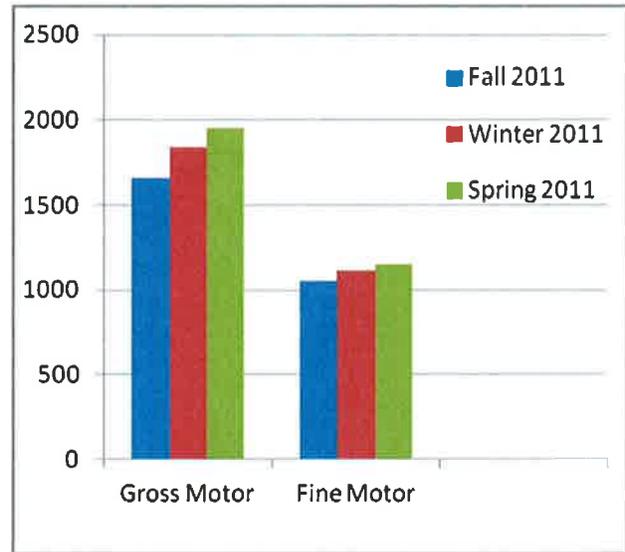
**Number of children tracked: 160**

Social / Emotional Development

Physical Development

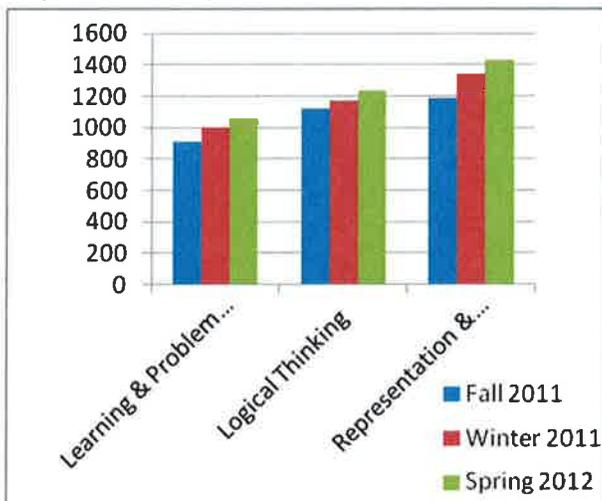


Sense of Self=4 Skills  
**7% increase winter/2% increase spring**  
 Responsibility for Self and Others=5 Skills  
**6% increase winter/4% increase spring**  
 Pro-Social Behavior=4 Skills  
**11% increase winter/13% increase spring**



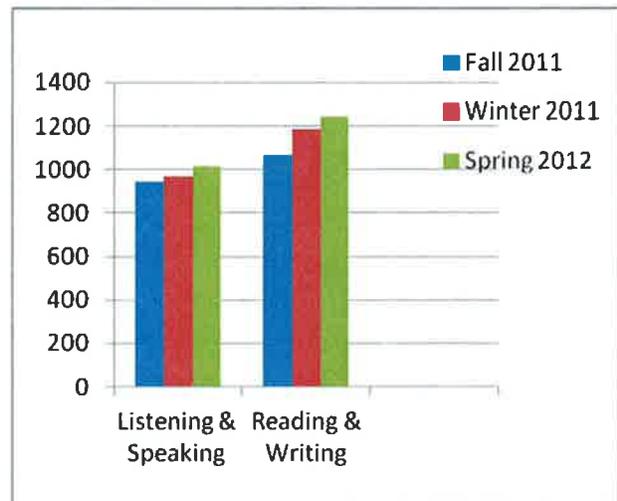
Gross Motor Development = 5 Skills  
**11% increase winter/6% increase spring**  
 Fine Motor Development = 3 Skills  
**6% increase winter/3% increase spring**

### Cognitive Development



Problem Solving = 5 Skills  
**11% increase winter/35% increase spring**  
 Logical Thinking = 8 Skills  
**9% increase winter/4% increase spring**  
 Symbolic Thinking = 3 Skills  
**13% increase winter/6% increase spring**

### Language & Literacy Development



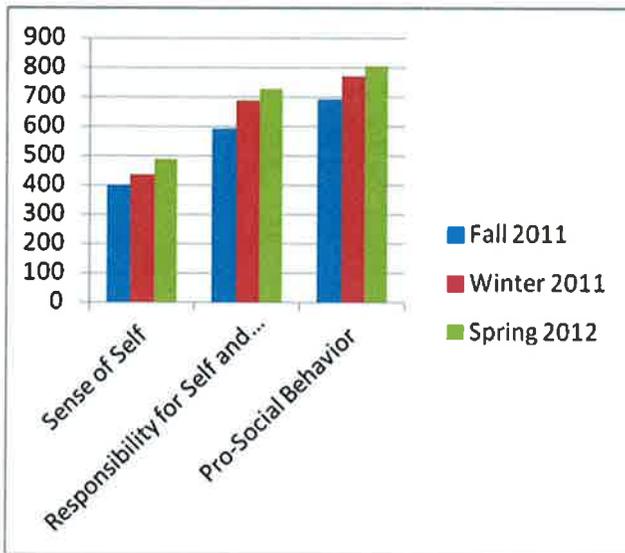
Listening and Speaking = 6 Skills  
**7% increase winter/3% increase spring**  
 Reading and Writing = 7 Skills  
**11% increase winter/14% increase spring**

## Southern University Head Start

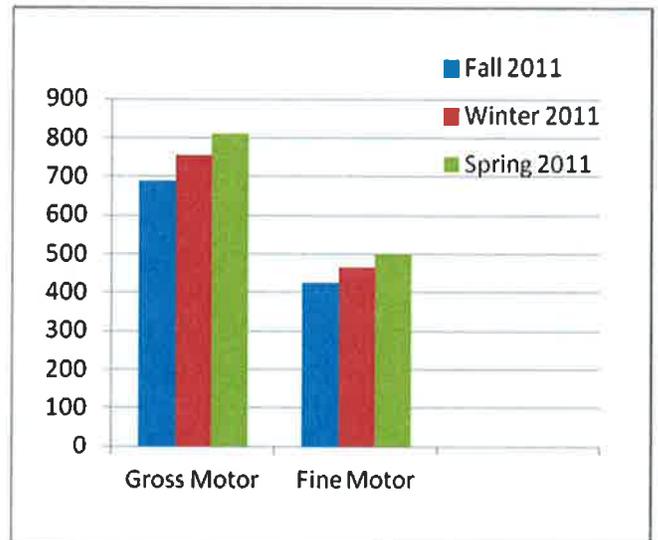
**Number of children tracked: 56**

Social / Emotional Development

Physical Development

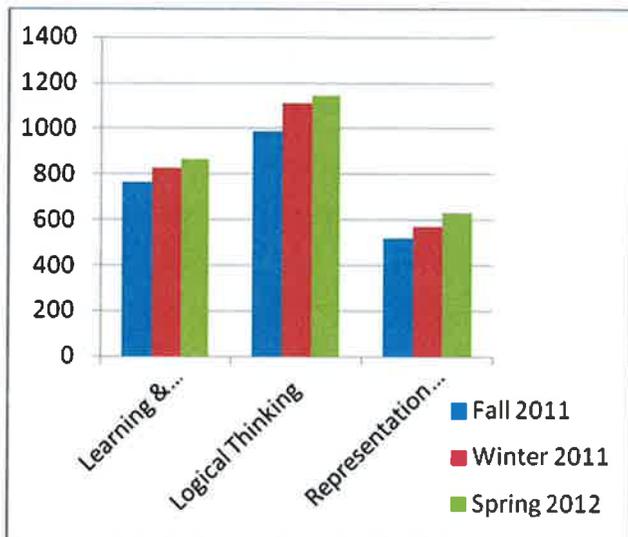


Sense of Self=4 Skills  
**9% increase winter/12% increase spring**  
 Responsibility for Self and Others=5 Skills  
**16% increase winter/6% increase spring**  
 Pro-Social Behavior=4 Skills  
**12% increase winter/4% increase spring**



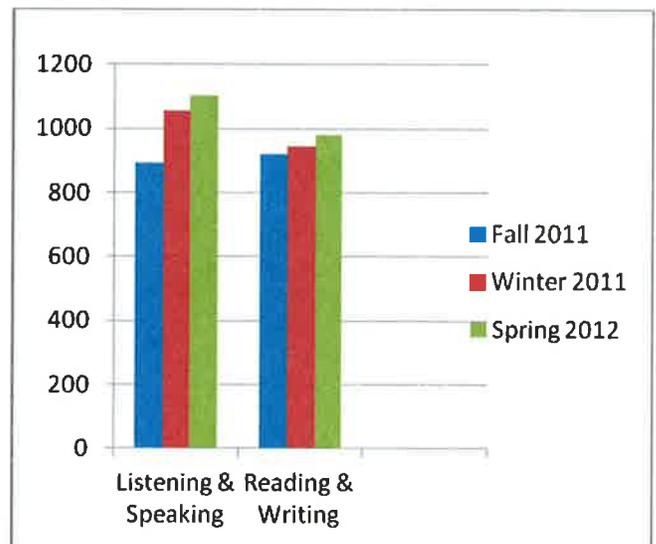
Gross Motor Development = 5 Skills  
**10% increase winter/7% increase spring**  
 Fine Motor Development = 3 Skills  
**16% increase winter/9% increase spring**

### Cognitive Development



Problem Solving = 5 Skills  
**8% increase winter/5% increase spring**  
 Logical Thinking = 8 Skills  
**12% increase winter/3% increase spring**  
 Symbolic Thinking = 3 Skills  
**9% increase winter/11% increase spring**

### Language & Literacy Development



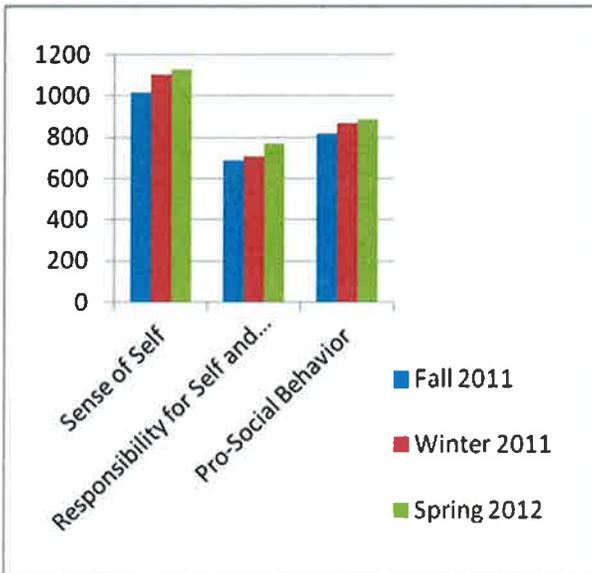
Listening and Speaking = 6 Skills  
**18% increase winter/5% increase spring**  
 Reading and Writing = 7 Skills  
**3% increase winter/4% increase spring**

## Wonderland Head Start

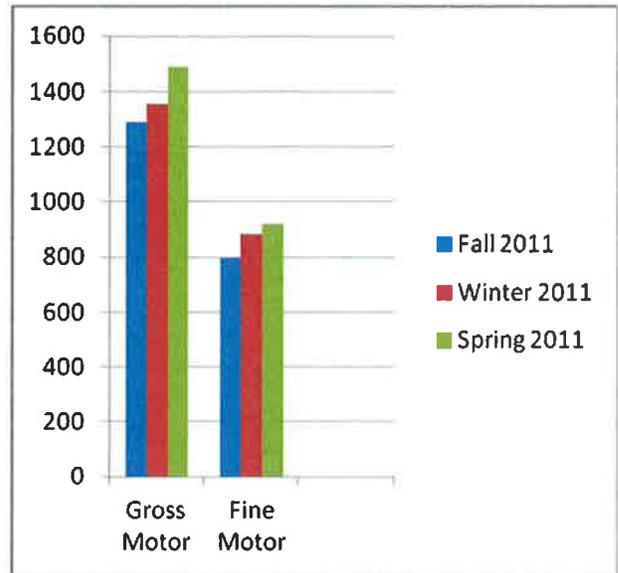
**Number of children tracked: 120**

Social / Emotional Development

Physical Development

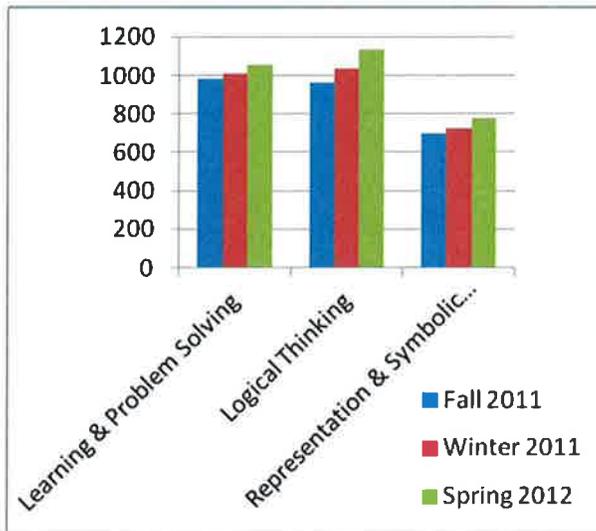


Sense of Self=4 Skills  
**9% increase winter/2% increase spring**  
 Responsibility for Self and Others=5 Skills  
**3% increase winter/8% increase spring**  
 Pro-Social Behavior=4 Skills  
**9% increase winter/2% increase spring**



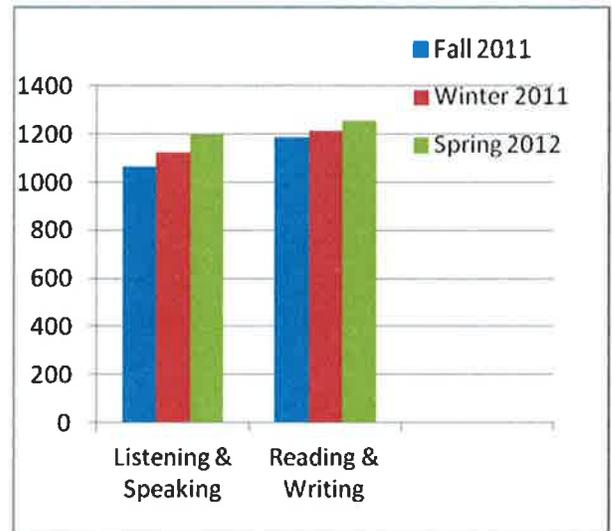
Gross Motor Development = 5 Skills  
**5% increase winter/10% increase spring**  
 Fine Motor Development = 3 Skills  
**11% increase winter/4% increase spring**

### Cognitive Development



Problem Solving = 5 Skills  
**3% increase winter/4% increase spring**  
 Logical Thinking = 8 Skills  
**7% increase winter/10% increase spring**  
 Symbolic Thinking = 3 Skills  
**4% increase winter/8% increase spring**

### Language & Literacy Development



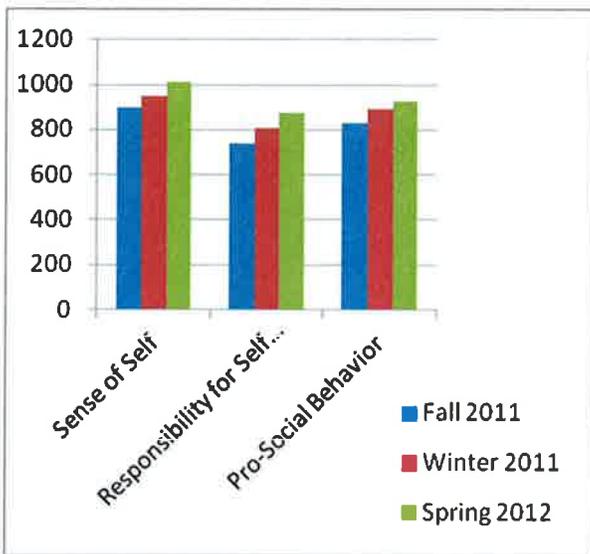
Listening and Speaking = 6 Skills  
**5% increase winter/7% increase spring**  
 Reading and Writing = 7 Skills  
**2% increase winter/5% increase spring**

## World of Learning Head Start

**Number of children tracked: 125**

Social / Emotional Development

Physical Development



Sense of Self=4 Skills

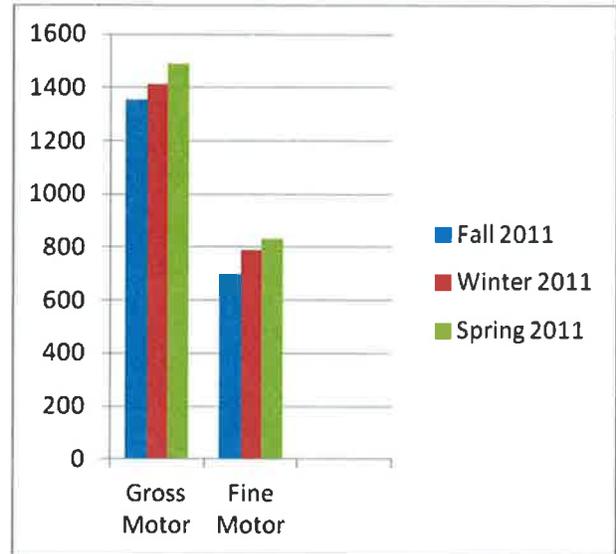
**6% increase winter/2% increase spring**

Responsibility for Self and Others=5 Skills

**10% increase winter/8% increase spring**

Pro-Social Behavior=4 Skills

**8% increase winter/4% increase spring**

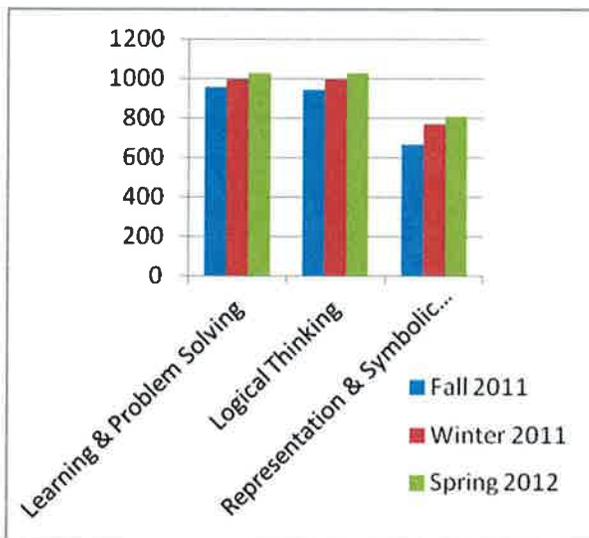


Gross Motor Development = 5 Skills

**4% increase winter/6% increase spring**

Fine Motor Development = 3 Skills

**13% increase winter/6% increase spring**



Cognitive Development

Problem Solving = 5 Skills

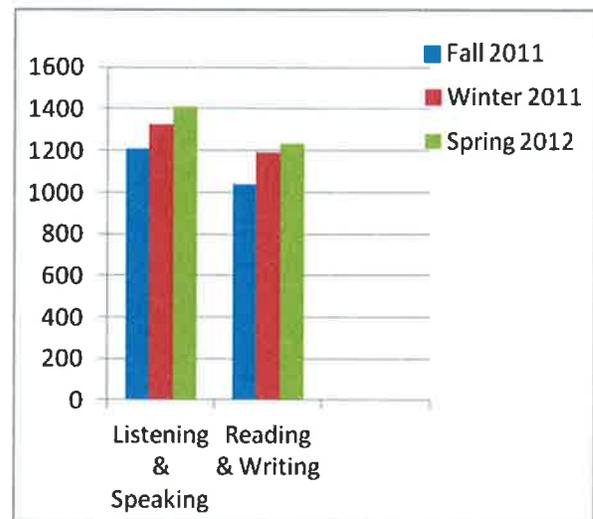
**8% increase winter/14% increase spring**

Logical Thinking = 8 Skills

**6% increase winter/3% increase spring**

Symbolic Thinking = 3 Skills

**16% increase winter/5% increase spring**



Language & Literacy Development

Listening and Speaking = 6 Skills

**10% increase winter/7% increase spring**

Reading and Writing = 7 Skills

**15% increase winter/3% increase spring**