

**Creative Curriculum Developmental Areas Report: UCAN Head Start Outcomes Report**

Class Level	3-4 year-olds 4-5 year-olds
Seasons	Fall Winter
Generated On	February 24, 2010

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# Creative Curriculum Developmental Areas

## Overview

This report combines assessment information so it can be used to benefit children and improve the quality of teaching and learning. The children represented in this report were assessed using **The Creative Curriculum® Developmental Continuum**. The Continuum assesses children's growth in four areas of development: social/emotional, physical, cognitive, and language. Teachers observe children as they participate in everyday activities and then assess their progress on objectives three or four times a year as "Forerunner," "Step I," "Step II," or "Step III." "Forerunner" level offers teachers a way to identify children who are not yet at the initial level of typical preschool development but show beginning evidence of developing the skill. Step I approximates a beginning level of typical preschool development. Steps II and II represent higher levels in acquiring the particular skill. In order to understand these steps, please see the Developmental Continuum and the examples that describe each step.

## How to Read the Reports

This report provides you with a profile of children in the program and bar graphs to document children's progress three or four times a year. Each graph shows the percentage of those children included in the report who were at the level of "Forerunner," "Step I," "Step II," or "Step III" in the fall, winter, and spring.

If an objective is left blank when entering assessment information, it will be recorded as "not observed." This information will appear in the Profile of Children section of the report. Therefore, take care when entering data and make sure that you are intentionally leaving an objective blank only in cases where a behavior has not been observed.

The profile of the children represented in the report will affect the results. If, for example, there were large numbers of younger children (3-4 year old children) included, then the results will likely be different than if the group was primarily older (4-5 years old children).

In the fall, baseline information is established. By the end of the year, this tool will give you a picture of the growth made by comparing the percentages of children who were at the "Forerunner," "Step I," "Step II," or "Step III" levels. So, what should teachers and administrators look for when examining these reports? Because this assessment system is based on how children progress across two years, you can expect to see slow movement across the levels. For example, many three year olds might move only one level during a year, while some will show more movement in that same year. In general though, we do not expect that children will be able to "complete" the continuum, or move across the entire continuum in a oneyear period.

When teachers and administrators are examining this data they should look to see how groups of children developed on a single objective or group of objectives. Interpreting these charts is not simple because we cannot simply look to see where the majority of children fall. The reason for this is because the tool is designed to help teacher planning. Therefore, teachers and administrators need to look to see the entire distribution of levels at a specific checkpoint and create a picture of children at that time. At the next checkpoint, teachers need to look at the distribution of levels again, and create a new picture of what their children look like. Once doing this, a teacher is then able to see how the picture of children changed from checkpoint 1 to checkpoint 2. Here is an example:

A teacher sees that they have 5% children at Forerunner, 70% at Step I, and 25% at Step II, and 0% at Step III at the first checkpoint.

At checkpoint 2, there are 5% at Forerunner, 45% at Step I, and 50% at Step II, and 0% at Step III.

The picture that the teacher first creates is that at checkpoint 1, most of her children are at Step I, but few are at Forerunner and one quarter are at Step II. This teacher should use this information to plan intentional learning experiencing for children at each of those levels.

The picture at checkpoint 2 is that there are a few Forerunners again and, this time, a few at Step III, but for the most part, children are at Steps I and II. What this tells this teacher is that many children progressed on this objective from Step I to Step II, but that a large number still remain at Step I. This teacher should not be discouraged. Again, because this is a two-year continuum, it should be expected that sometimes children remain at the same level at consecutive checkpoints. What is quite encouraging about this data is that many children did move across levels.

In summary, look for group movement across the levels rather than group movement at each level.

## Profile of Children Included in the Program

Number of Children:	<b>303</b>
Number of Classes:	<b>18</b>
Number of Schools/Centers:	<b>9</b>

### Gender

Male:	<b>50%</b>
Female:	<b>50%</b>
Unknown:	<b>0%</b>

### Race

White:	<b>91%</b>
Black or African American:	<b>1%</b>
Other Asian:	<b>0%</b>
Some Other Race:	<b>1%</b>
White and Black or African American:	<b>0%</b>
White and Asian:	<b>1%</b>
All other combinations:	<b>0%</b>
Unknown:	<b>5%</b>

### Ethnicity

Not Spanish/Hispanic/Latino:	<b>89%</b>
Mexican:	<b>8%</b>
Unknown Hispanic:	<b>1%</b>
Other Hispanic:	<b>1%</b>
Unknown:	<b>1%</b>

### Primary Language Spoken

English:	<b>94%</b>
Spanish:	<b>5%</b>
French:	<b>1%</b>
Unknown:	<b>1%</b>

### Class Level

3-4 year olds:	<b>31%</b>
4-5 year olds:	<b>69%</b>

### IEP

Children without IEP:	<b>90%</b>
Children with IEP:	<b>10%</b>

Please note that this report does not include children excluded from program reporting. To manage report exclusions, access the "Manage Child Exclusions for Administrative Reports" screen under the Manage Site tab.

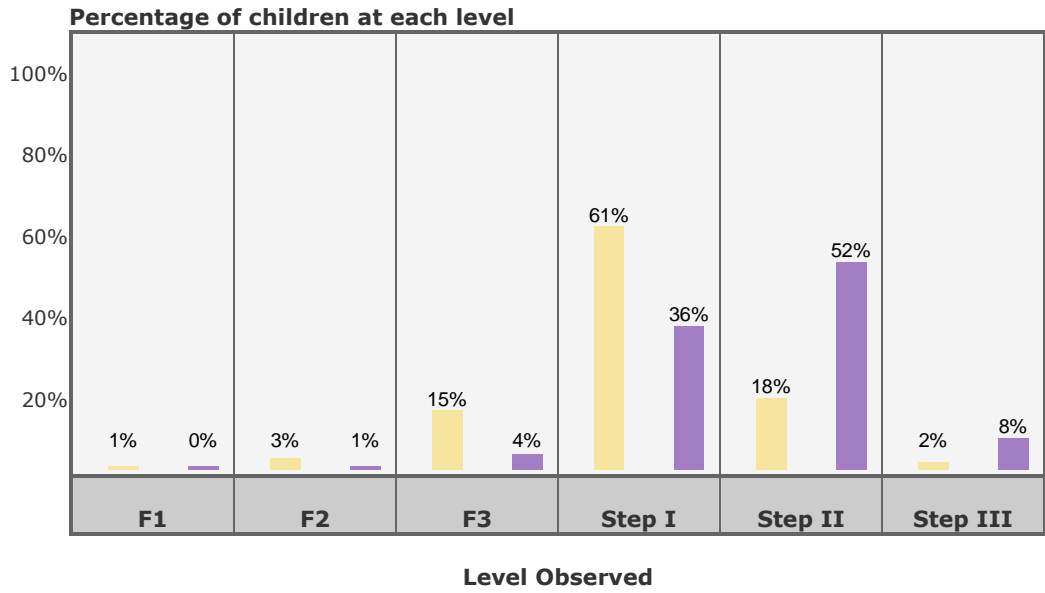
## Understanding the Completion Rate for This Report

There are a different number of objectives included in each developmental area in the Developmental Continuum. For example, in the area of Social/Emotional Development, there are 13 objectives, and for Physical Development, there are 8 objectives. The teacher records a checkmark for each objective observed for each child. Sometimes, however, a teacher may not have marked a response for a given objective for a child.

This chart shows the percentage of objectives that are checked in each area for the group as a whole. The figures do not represent percentages of children; rather they are percentages of responses completed. Administrators can use this chart as a means of quality control.

<b>Creative Curriculum Developmental Areas</b>	<b>Number of Objectives</b>	<b>Potential Total Responses</b>	<b>Number of Responses Recorded</b>	<b>% of Total Responses</b>
Social/Emotional	13	7878	7672	97%
Physical	8	4848	4777	99%
Cognitive	16	9696	9453	97%
Language	13	7878	7805	99%

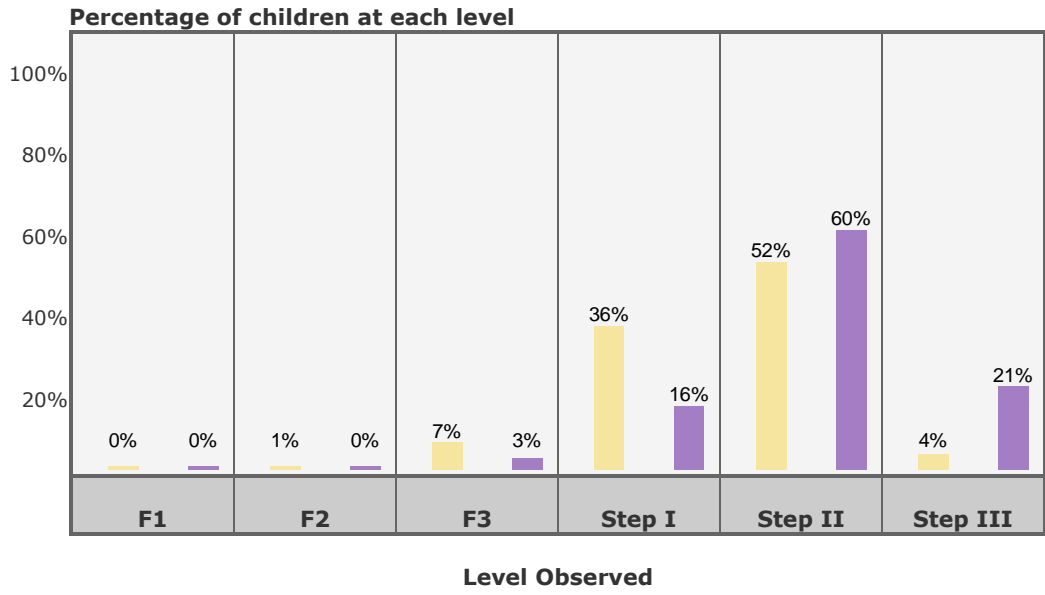
# Social/Emotional



<span style="color: yellow;">■</span>	<b>Fall</b>
<b>N=301</b>	
<span style="color: purple;">■</span>	<b>Winter</b>
<b>N=303</b>	

% of Children with No Data or Not Observed	
Fall	1%
Winter	0%

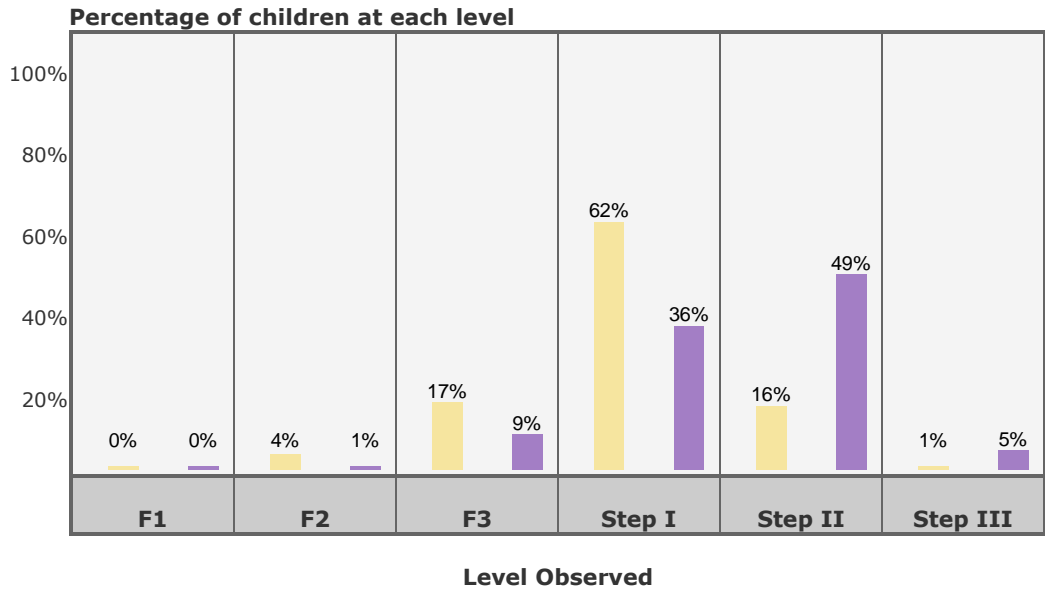
# Physical





	<b>Fall</b>
<b>N=301</b>	
	<b>Winter</b>
<b>N=303</b>	

% of Children with No Data or Not Observed	
Fall	1%
Winter	0%

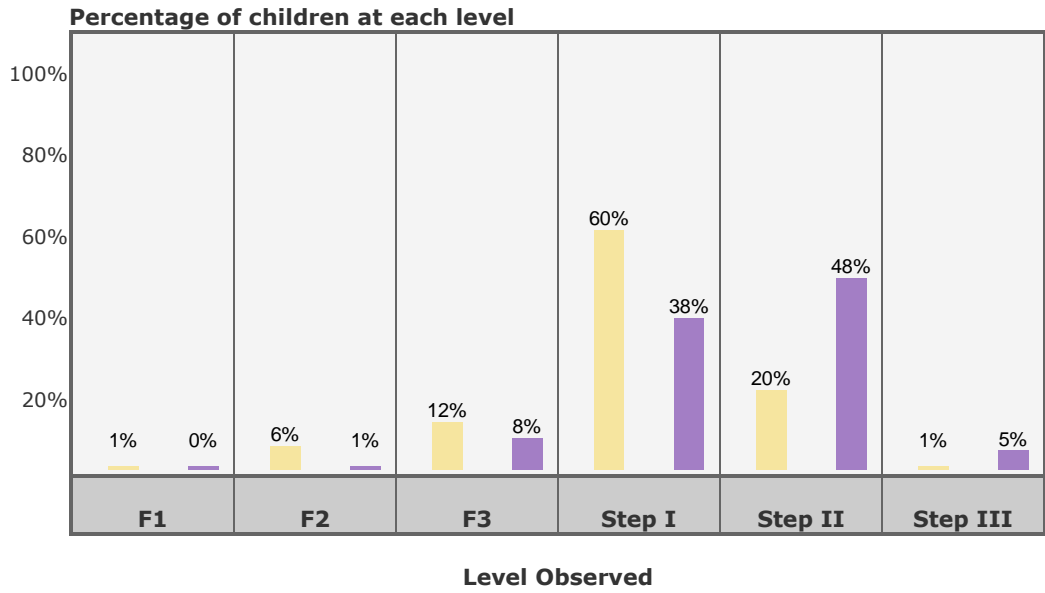
# Cognitive



	<b>Fall</b>
<b>N=301</b>	
	<b>Winter</b>
<b>N=303</b>	

% of Children with No Data or Not Observed	
Fall	1%
Winter	0%

# Language



	<b>Fall</b>
<b>N=302</b>	
	<b>Winter</b>
<b>N=303</b>	

<b>% of Children with No Data or Not Observed</b>	
Fall	0%
Winter	0%

## Conclusion

By analyzing the information contained in this report, teachers and administrators can determine what aspects of the program are effective and which need attention. Analysis of program outcome data may lead program administrators or managers to pose questions such as the following:

- Do we need to provide a greater variety of materials for children? (Do we have enough books, writing materials, math manipulatives, puzzles, art supplies?)
- Do teachers need training and support in specific areas? (Do they know how to observe and individualize? Do they need to know more about literacy development based on recent research or the revised math standards?)
- Are there ways that we can use volunteers and community partners in our program to meet our goals for children? (Do we want adults to come in to read with children?)
- Do we need to shift resources to accomplish our program goals? (Do we need money for training, materials, or planning time?)

Using the information included in this report to benefit children is the most important aspect of this report.

