

Hidalgo County Head Start Program

Policy Council Consent Agenda

DATE: November 16, 2016

SUBJECT: Approval of the Learning Accomplishment Profile Diagnostic (LAP-D) - Pre Assessment Report

RATIONALE/NEED: The Learning Accomplishment Profile Diagnostic (LAP-D) is administered three (3) times during the school year. These are the pre assessment results.

RECOMMENDATION: Administration recommends approval.

COST: N/A

RELATED INFORMATION INCLUDES: LAP-D Report - Pre Assessment Report

INITIATED BY: Nora S. Munoz, Assistant Director for Programmatic Services

REVIEWED BY: Teresa Flores, Executive Director

EXECUTIVE DIRECTOR'S APPROVAL: *Teresa Flores*

NSM



Summary report of child outcomes based on The Head Start Early Learning Outcomes Framework (2015)

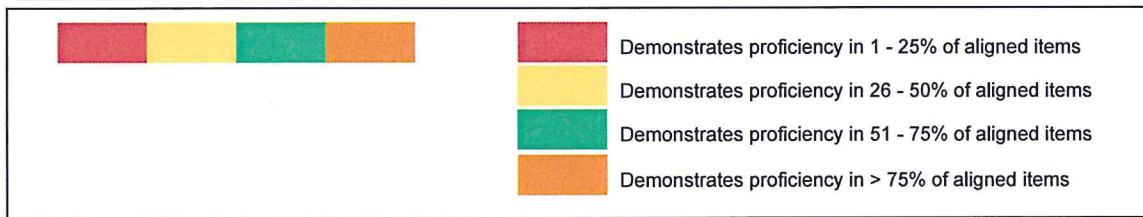
View: Organization

Group name: Hidalgo County Head Start

School Year - 2016 / 2017

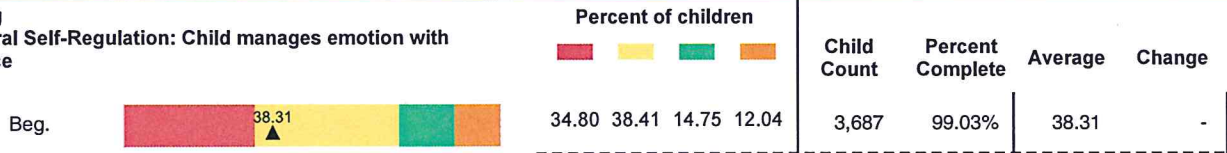
Total Child Ct.	3,723	ELL Ct.	12	IFSP Ct.	85	FRL Ct.	4
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Birth to 9 mos.	0
9 - 16 mos.	0
16 - 24 mos.	0
24 - 36 mos.	17
36 - 48 mos.	2,192
48 - 60 mos.	1,503
> 60 mos.	6



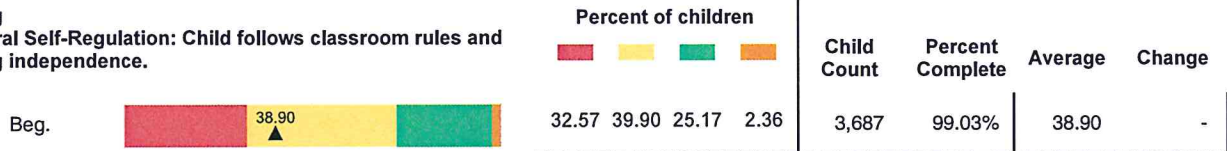
Approaches to Learning

Emotional and Behavioral Self-Regulation: Child manages emotion with increasing independence



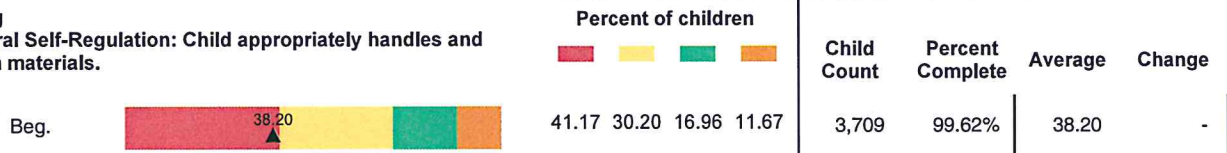
Approaches to Learning

Emotional and Behavioral Self-Regulation: Child follows classroom rules and routines with increasing independence.



Approaches to Learning

Emotional and Behavioral Self-Regulation: Child appropriately handles and takes care of classroom materials.





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Approaches to Learning	Percent of children	Child Count	Percent Complete	Average	Change
Emotional and Behavioral Self-Regulation: Child manages actions, words, and behavior with increasing independence. Beg.	17.41 43.70 16.58 22.31	3,698	99.33%	49.48	-
Cognitive Self-Regulation (Executive Functioning): Child demonstrates an increasing ability to control impulses. Beg.	27.10 45.97 26.93 0.00	3,687	99.03%	35.06	-
Cognitive Self-Regulation (Executive Functioning): Child maintains focus and sustains attention with support. Beg.	43.83 33.84 16.18 6.14	3,714	99.76%	35.86	-
Cognitive Self-Regulation (Executive Functioning): Child persists in tasks. Beg.	43.83 33.84 16.18 6.14	3,714	99.76%	35.86	-
Cognitive Self-Regulation (Executive Functioning): Child holds information in mind and manipulates it to perform tasks. Beg.	39.10 40.17 16.29 4.44	3,714	99.76%	34.67	-



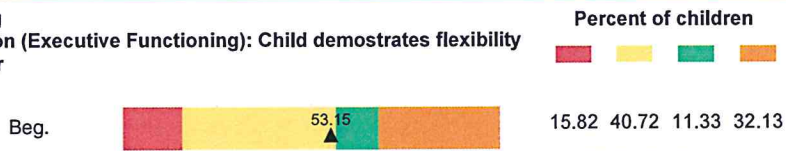
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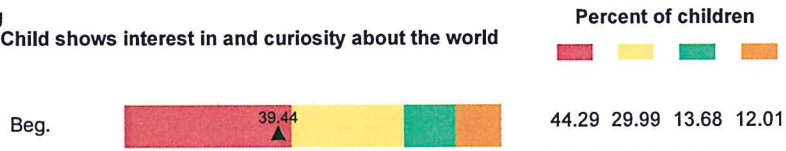
Approaches to Learning
Cognitive Self-Regulation (Executive Functioning): Child demonstrates flexibility in thinking and behavior



Approaches to Learning
Initiative and Curiosity: Child demonstrates initiative and independence.



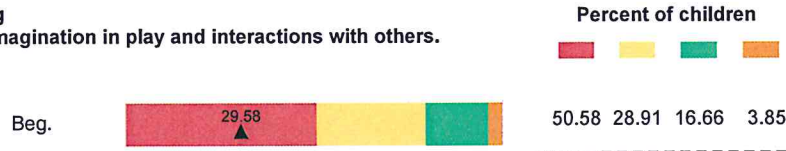
Approaches to Learning
Initiative and Curiosity: Child shows interest in and curiosity about the world around them.



Approaches to Learning
Creativity: Child expresses creativity in thinking and communication.



Approaches to Learning
Creativity: Child uses imagination in play and interactions with others.





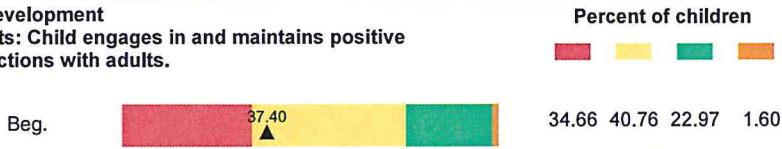
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Social and Emotional Development
Relationships with Adults: Child engages in and maintains positive relationships and interactions with adults.



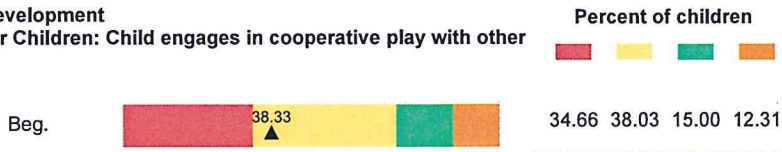
Social and Emotional Development
Relationships with Adults: Child engages in prosocial and cooperative behavior with adults.



Social and Emotional Development
Relationships with Other Children: Child engages in and maintains positive interactions and relationships with other children.



Social and Emotional Development
Relationships with Other Children: Child engages in cooperative play with other children.



Social and Emotional Development
Relationships with Other Children: Child uses basic problem-solving skills to resolve conflicts with other children.





Summary report of child outcomes based on The Head Start Early Learning Outcomes Framework (2015)

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School Year - 2016 / 2017

		Percent of children				Child Count	Percent Complete	Average	Change
		Red	Yellow	Green	Orange				
Social and Emotional Development Emotional Functioning: Child expresses a broad range of emotions and recognizes these emotions in self and others.									
Beg.		34.47	41.12	15.70	8.71	3,687	99.03%	37.57	-
Social and Emotional Development Emotional Functioning: Child expresses care and concern toward others.									
Beg.		34.47	41.12	15.70	8.71	3,687	99.03%	37.57	-
Social and Emotional Development Emotional Functioning: Child manages emotions with increasing independence.									
Beg.		34.80	38.19	18.31	8.71	3,687	99.03%	38.24	-
Social and Emotional Development Sense of Identity and Belonging: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.									
Beg.		14.73	27.83	23.51	33.92	3,679	98.82%	59.98	-
Social and Emotional Development Sense of Identity and Belonging: Child expresses confidence in own skills and positive feelings about self.									
Beg.		14.73	27.83	23.51	33.92	3,679	98.82%	59.98	-



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Social and Emotional Development
Sense of Identity and Belonging: Child has sense of belonging to family, community, and other groups.



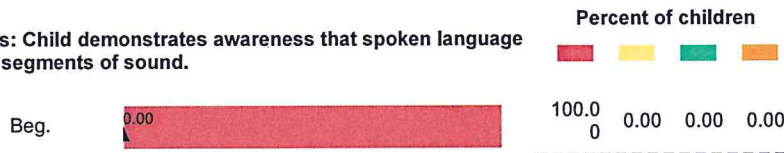
Child Count	Percent Complete	Average	Change
3,679	98.82%	59.98	-

Language and Communication
Attending and Understanding: Child understands and responds to increasingly complex communication and language from others.



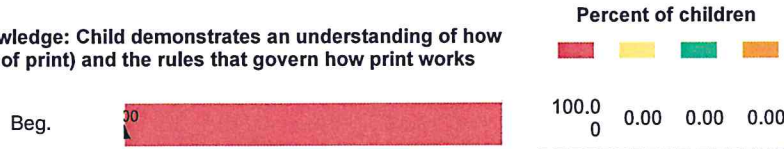
Child Count	Percent Complete	Average	Change
3,706	99.54%	19.50	-

Literacy
Phonological Awareness: Child demonstrates awareness that spoken language is composed of smaller segments of sound.



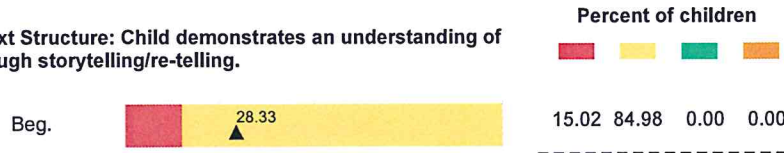
Child Count	Percent Complete	Average	Change
1,915	51.44%	0.00	-

Literacy
Print and Alphabet Knowledge: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works



Child Count	Percent Complete	Average	Change
1,979	53.16%	0.00	-

Literacy
Comprehension and Text Structure: Child demonstrates an understanding of narrative structure through storytelling/re-telling.



Child Count	Percent Complete	Average	Change
3,689	99.09%	28.33	-



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		Percent of children				Child Count	Percent Complete	Average	Change
Literacy Comprehension and Text Structure: Child asks and answers questions about a book that was read aloud.									
Beg.	0.00	100.00	0.00	0.00	0.00	1,979	53.16%	0.00	-
Literacy Writing: Child writes for a variety of purposes using increasingly sophisticated marks.									
Beg.	0.00	100.00	0.00	0.00	0.00	1,963	52.73%	0.00	-
Mathematics Development Counting and Cardinality: Child knows number names and the count sequence.									
Beg.	27.11	49.38	37.63	9.81	3.18	3,712	99.7%	27.11	-
Mathematics Development Counting and Cardinality: Child recognizes the number of objects in a small set.									
Beg.	28.62	47.36	39.66	9.81	3.18	3,712	99.7%	28.62	-
Mathematics Development Counting and Cardinality: Child understands the relationship between numbers and quantities.									
Beg.	28.62	47.36	39.66	9.81	3.18	3,712	99.7%	28.62	-



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		Percent of children				Child Count	Percent Complete	Average	Change
		Red	Yellow	Green	Orange				
Mathematics Development Counting and Cardinality: Child compares numbers.									
Beg.		48.07	38.95	9.95	3.02	3,707	99.57%	30.71	-
Mathematics Development Counting and Cardinality: Child associates a quantity with written numerals up to 5 and begins to write numbers.									
Beg.		46.82	40.22	9.94	3.02	3,712	99.7%	28.84	-
Mathematics Development Operations and Algebraic Thinking: Child understands addition as adding to and understands subtraction as taking away from.									
Beg.		47.41	39.71	9.51	3.38	3,702	99.44%	29.00	-
Mathematics Development Operations and Algebraic Thinking: Child understands simple patterns.									
Beg.		21.66	49.65	19.26	9.43	3,702	99.44%	39.19	-
Mathematics Development Measurement: Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make									
Beg.		37.12	48.60	10.26	4.02	3,702	99.44%	32.40	-



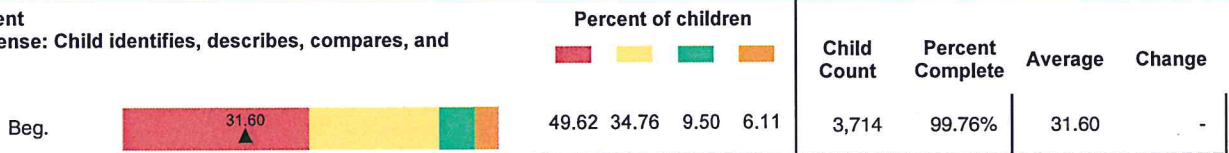
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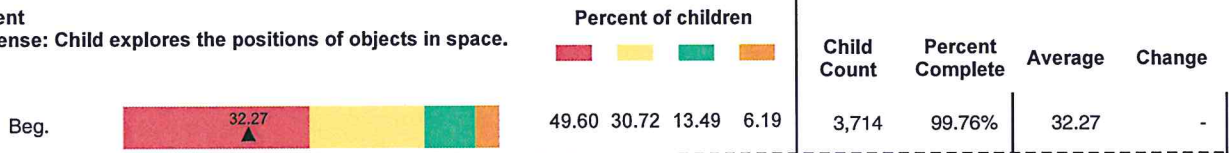
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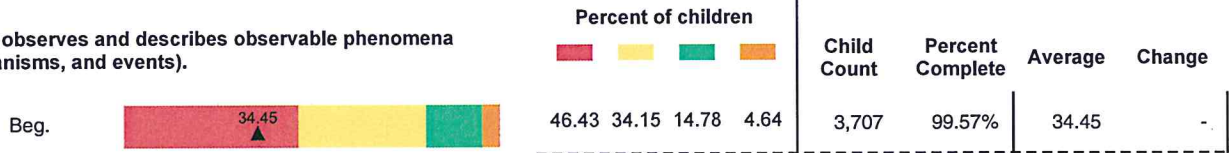
Mathematics Development
Geometry and Spatial Sense: Child identifies, describes, compares, and composes shapes.



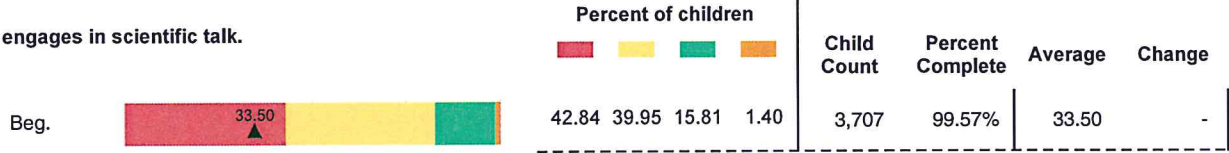
Mathematics Development
Geometry and Spatial Sense: Child explores the positions of objects in space.



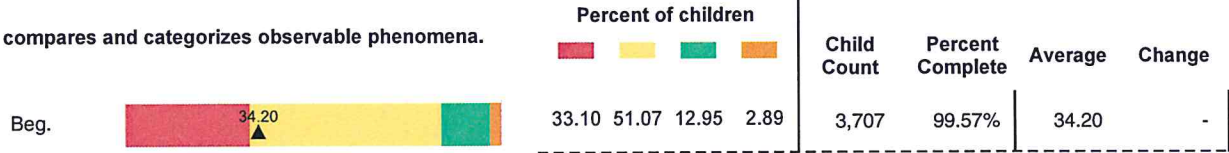
Scientific Reasoning
Scientific Inquiry: Child observes and describes observable phenomena (objects, materials, organisms, and events).



Scientific Reasoning
Scientific Inquiry: Child engages in scientific talk.



Scientific Reasoning
Scientific Inquiry: Child compares and categorizes observable phenomena.





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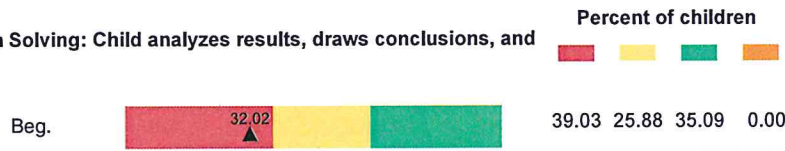
Scientific Reasoning
Reasoning and Problem Solving: Child asks a question, gathers information, and makes predictions.



Scientific Reasoning
Reasoning and Problem Solving: Child plans and conducts investigations and experiments.



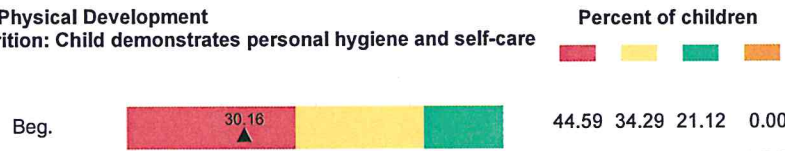
Scientific Reasoning
Reasoning and Problem Solving: Child analyzes results, draws conclusions, and communicates results.



Perceptual, Motor, and Physical Development
Fine Motor: Child demonstrates increasing control, strength, and coordination of small muscles.



Perceptual, Motor, and Physical Development
Health, Safety, and Nutrition: Child demonstrates personal hygiene and self-care skills.





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Perceptual, Motor, and Physical Development
 Health, Safety, and Nutrition: Child develops knowledge and skills that help promote nutritious food choices and eating habits.

Percent of children
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Child Count	Percent Complete	Average	Change
3,698	99.33%	30.16	-



Perceptual, Motor, and Physical Development
 Health, Safety, and Nutrition: Child demonstrates knowledge of personal safety practices and routines.

Percent of children
 ■ ■ ■ ■

Child Count	Percent Complete	Average	Change
3,698	99.33%	28.47	-

