

## **New Directions Early Head Start Child Assessment Report Spring 2022**

All teachers from 11 classes in 3 childcare partnering sites and 10 home visitors from New Castle (5) and Kent (5) counties used the *Teaching Strategies GOLD* online assessment system.

### **Teaching Strategies GOLD**

*Teaching Strategies GOLD* allows New Directions Early Head Start (NDEHS) to examine each child's development and growth in accordance with research-based, widely held expectations. As a program, we are able to ascertain and report the data at the classroom, site and program level. Moreover, we are able to learn about the growth of each child from the previous to current assessment period. Teachers and home visitors are able to use their ongoing observations to individually plan for each child using reports and suggested activities generated from the *MyTeachingStrategies* system and based on the child's current abilities and next steps.

### **COVID-19**

The 2021-2022 Spring assessment period (March 16 – June 30, 2022) took place during the COVID-19 pandemic crisis. Though the virus continues to exist in our communities, NDEHS home visiting services are once again fully in person. NDEHS's partner childcare centers continue to experience a slight decline in enrollment. However, this is more due to the workforce shortage than fear of COVID-19. One of our partner centers has had to temporarily close a classroom until they can hire more staff.

### **General Assessment Data**

*A note on assessment data: The outcomes in the following tables are presented in percentages of all the children in the data set. These are calculated by rounding to the nearest whole number. Due to the rules of rounding, there are instances where the parts of a data set will equal 99 or 101, rather than an even 100%.*

During the 2021-2022 spring assessment period 158 children were assessed using the *Teaching Strategies GOLD* online assessment system. Of the 158 children assessed, 155 children had enough data to be included in the data analysis. Children who left the program between March 16 and June 30 had their observations finalized by their teachers/home visitors and transferred to *Archives*. Their portfolios were also used in the data presented here.

The table below represents the overall ratings (Below, Meeting, or Exceeding Widely Held Expectations as defined by *Teaching Strategies GOLD*) for NDEHS children in the areas of development and learning for Spring 2021-2022.

### Demographics of the children:

**Gender:** Male: 54%, Female: 46%

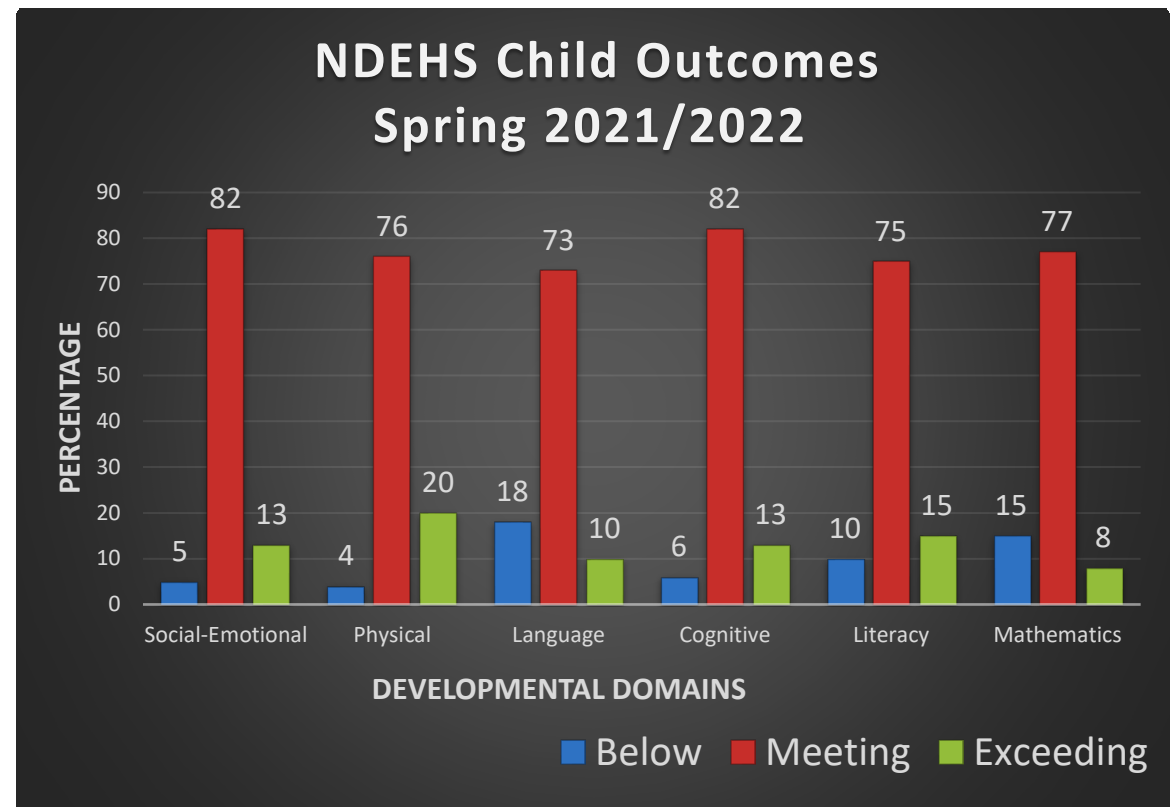
**Race:** White: 29%, Black or African American: 41%, No Response: 26%

**Ethnicity:** Not Hispanic or Latino: 55%, Hispanic or Latino: 15%, Mexican: 13%, Puerto Rican: 1%, Dominican: 1% Guatemalan: 2%, Honduran: 6%, Salvadoran: 1%, Other Central American: 1%, Unknown Hispanic: 1%, Other Hispanic: 1%, No Response: 4%

**IFSP Status:** Children Without IFSP: 90%, Children With IFSP: 10%

**Age or Class/Grade:** Birth to 1 year: 17%, 1 to 2 years: 27%, 2 to 3 years: 55%

**Primary Language:** English: 61%, Spanish: 35%, Arabic: 3%



### Age

The next three tables show NDEHS child outcomes by age group: 0-1 year olds, 1-2 year olds, and 2-3 year olds.

#### Demographics of 0-1 year olds

(27 of 29 children):

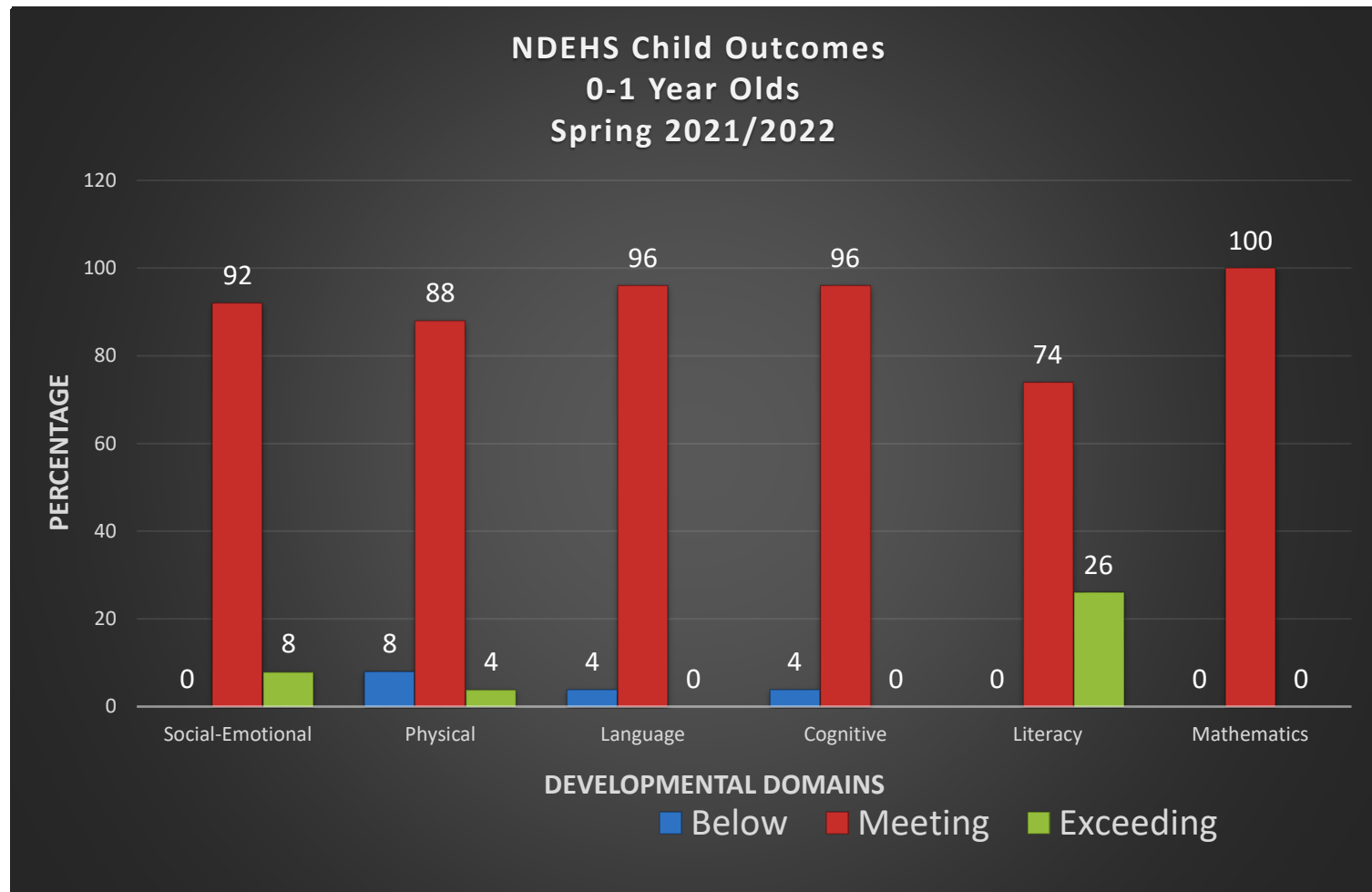
**Gender:** Male: 44%, Female: 56%

**Race:** White: 22%, Black or African American: 33%, No Response: 41%

**Ethnicity:** Not Hispanic or Latino: 48%, Hispanic or Latino: 26%, Mexican: 11%, Puerto Rican: 7%, Guatemalan: 4%, Honduran: 4%

**IFSP Status:** Children Without IFSP: 96%, Children With IFSP: 4%

**Primary Language:** English: 48%, Spanish: 52%



**Demographics of 1-2 year olds (42 children):**

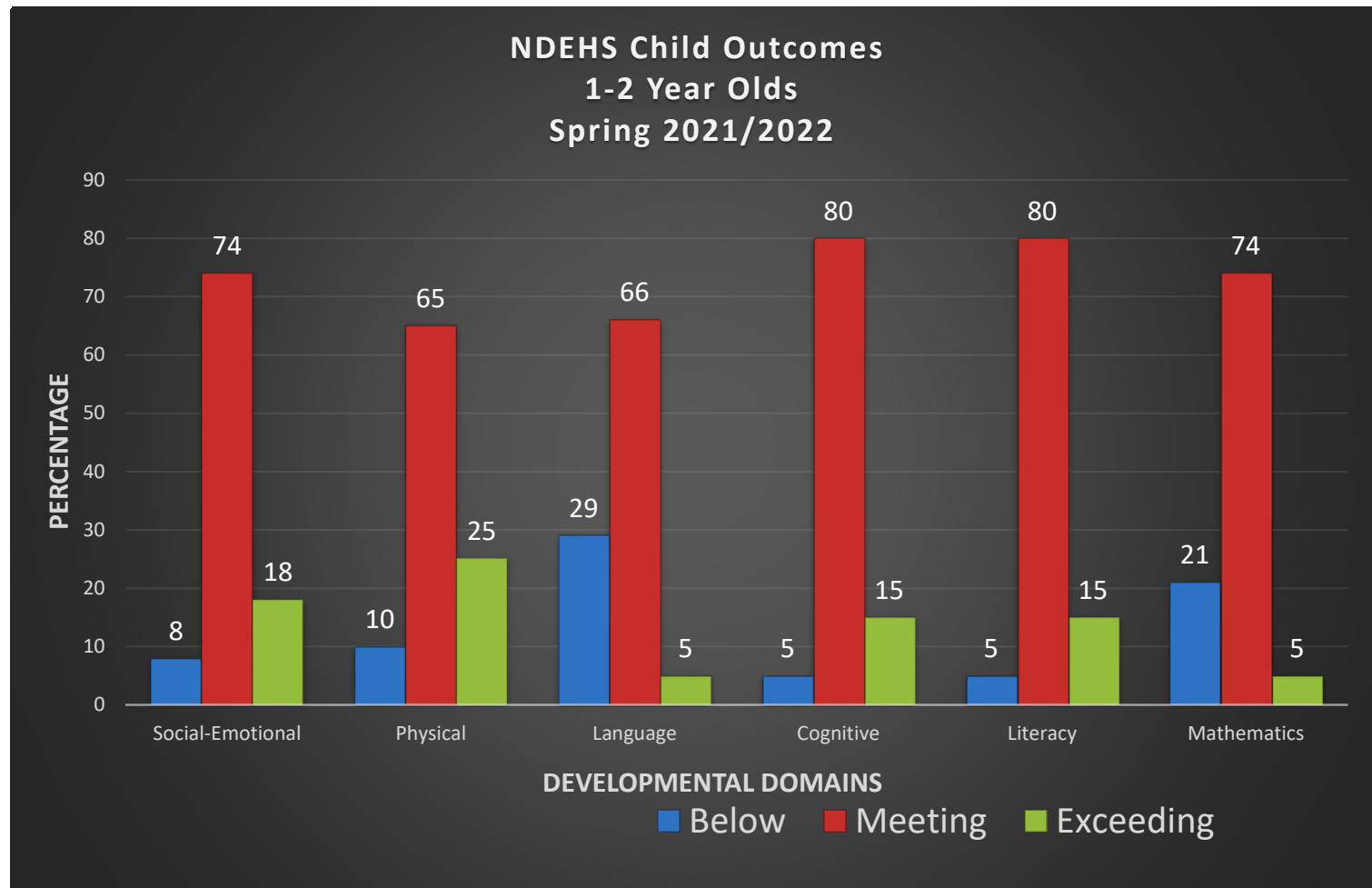
**Gender:** Male: 52%, Female: 48%

**Race:** White: 17%, Black or African American: 45%, No Response: 36%

**Ethnicity:** Not Hispanic or Latino: 40%, Hispanic or Latino: 19%, Mexican: 19%, Guatemalan: 2%, Honduran: 10%, Unknown Hispanic: 2%, No Reponse: 7%

**IFSP Status:** Children Without IFSP: 98%, Children With IFSP: 2%

**Primary Language:** English: 55%, Spanish: 43%, Arabic: 2%



**Demographics of 2-3 year olds (86 of 87 children):**

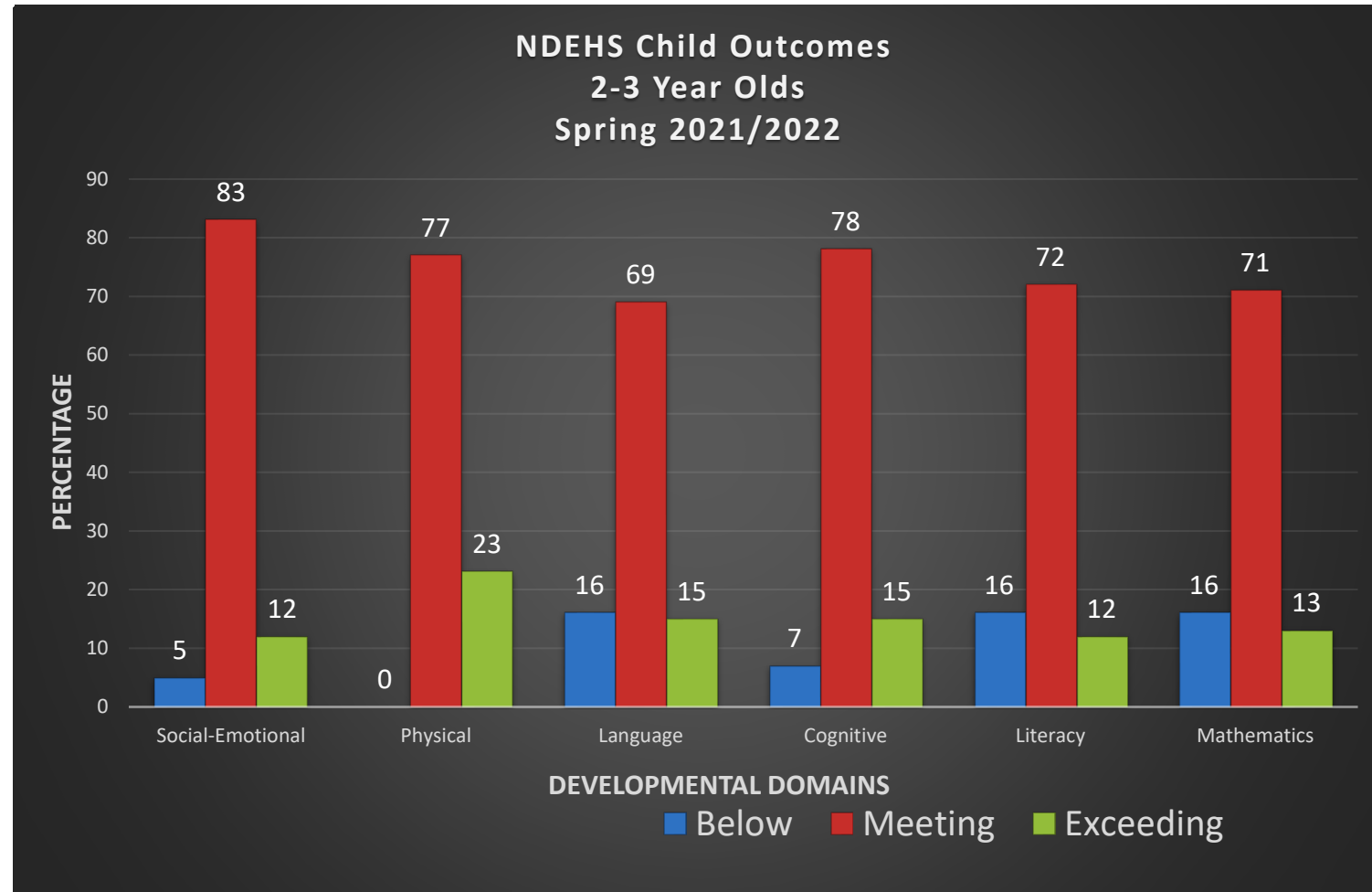
**Gender:** Male: 57%, Female: 43%

**Race:** White: 37%, Black or African American: 41%, No Response: 17%

**Ethnicity:** Not Hispanic or Latino: 65%, Hispanic or Latino: 10%, Mexican: 10%, Dominican: 1%, Guatemalan: 1%, Honduran: 5%, Salvadoran: 1%, Other Central American: 1%, Other Hispanic: 1%, No Response: 3%

**IFSP Status:** Children Without IFSP: 85%, Children With IFSP: 15%

**Primary Language:** English: 69%, Spanish: 27%, Arabic: 5%



### Time in Program

The following tables demonstrate the outcomes for children who enrolled in NDEHS during the Spring 2021-2022 checkpoint period as compared to children who were enrolled in NDEHS before the Spring 2021-2022 checkpoint period.

#### Demographics of new children

(11 of 12 children):

**Gender:** Male: 55%, Female: 45%

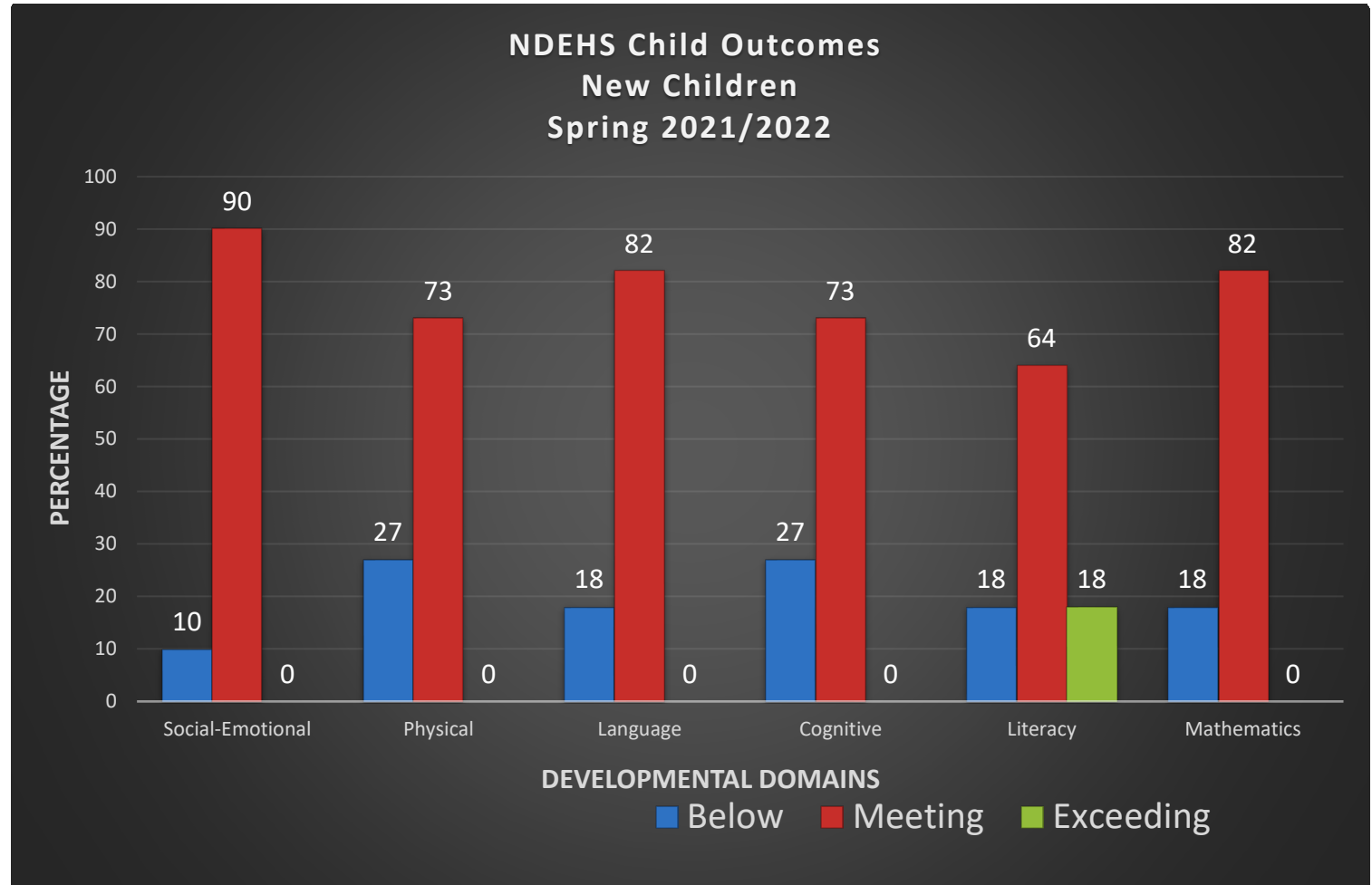
**Race:** White: 27%, Black or African American: 27%, No Response: 45%

**Ethnicity:** Not Hispanic or Latino: 64%, Hispanic or Latino: 18%, Puerto Rican: 18%

**IFSP Status:** Children Without IFSP: 100%, Children With IFSP: 0%

**Age or Class/Grade:** Birth to 1 year: 64%, 1 to 2 years: 9%, 2 to 3 years: 27%

**Primary Language:** English: 64%, Spanish: 36%



**Demographics of returning children (144 of 146 children):**

**Gender:** Male: 53%, Female: 47%

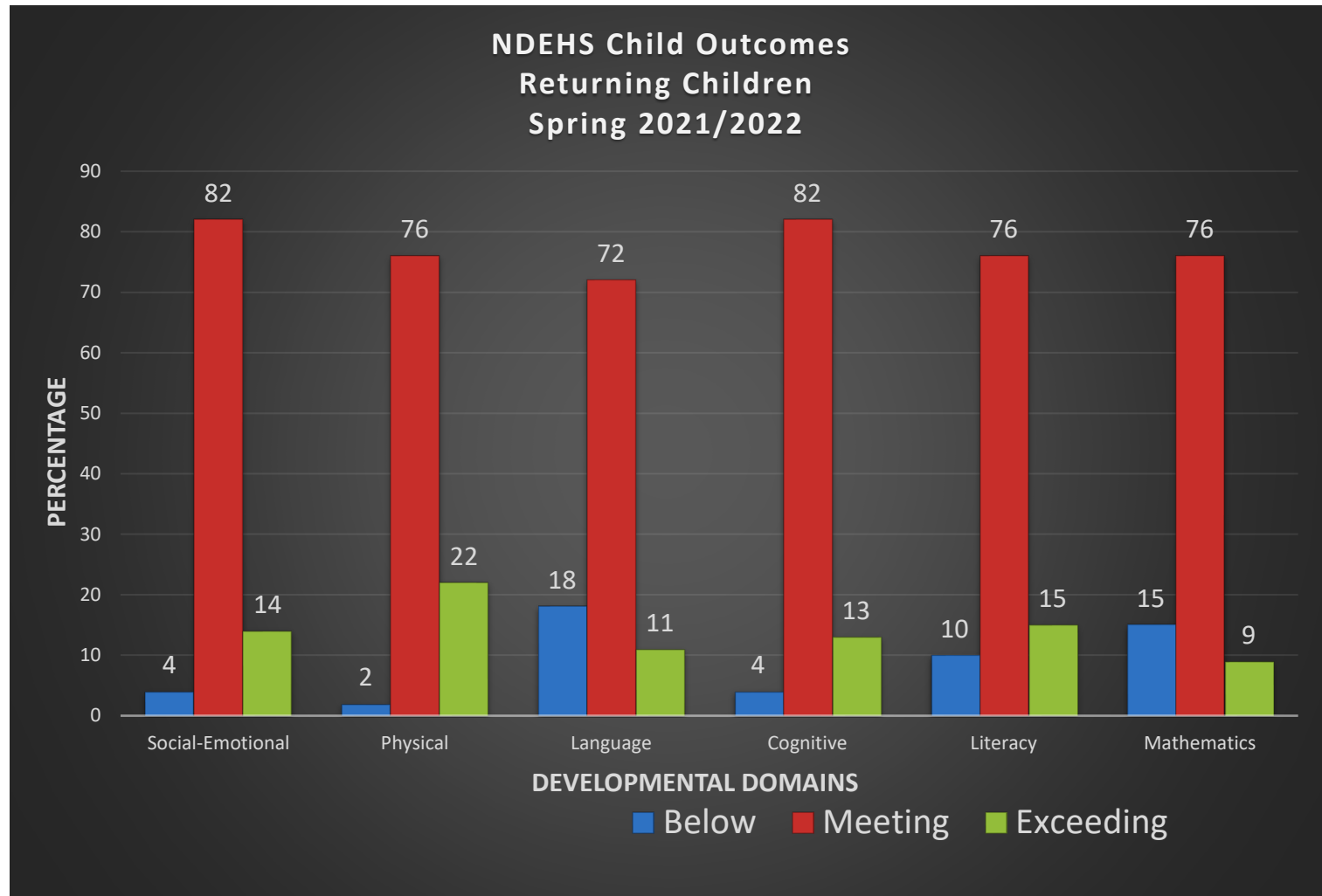
**Race:** White: 29%, Black or African American: 42%, No Response: 25%

**Ethnicity:** Not Hispanic or Latino: 55%, Hispanic or Latino: 15%, Mexican: 14%, Dominican: 1%, Guatemalan: 2%, Honduran: 6%, Salvadoran: 1%, Other Central American: 1%, Unknown Hispanic: 1%, Other Hispanic: 1%, No Response: 4%

**IFSP Status:** Children Without IFSP: 90%, Children With IFSP: 10%

**Age or Class/Grade:** Birth to 1 year: 14%, 1 to 2 years: 28%, 2 to 3 years: 58%

**Primary Language:** English: 61%, Spanish: 35%, Arabic: 3%



## IFSP Status

The following tables demonstrate NDEHS's Spring 2021/2022 outcome data by IFSP status.

### Demographics of children with IFSP (15 children):

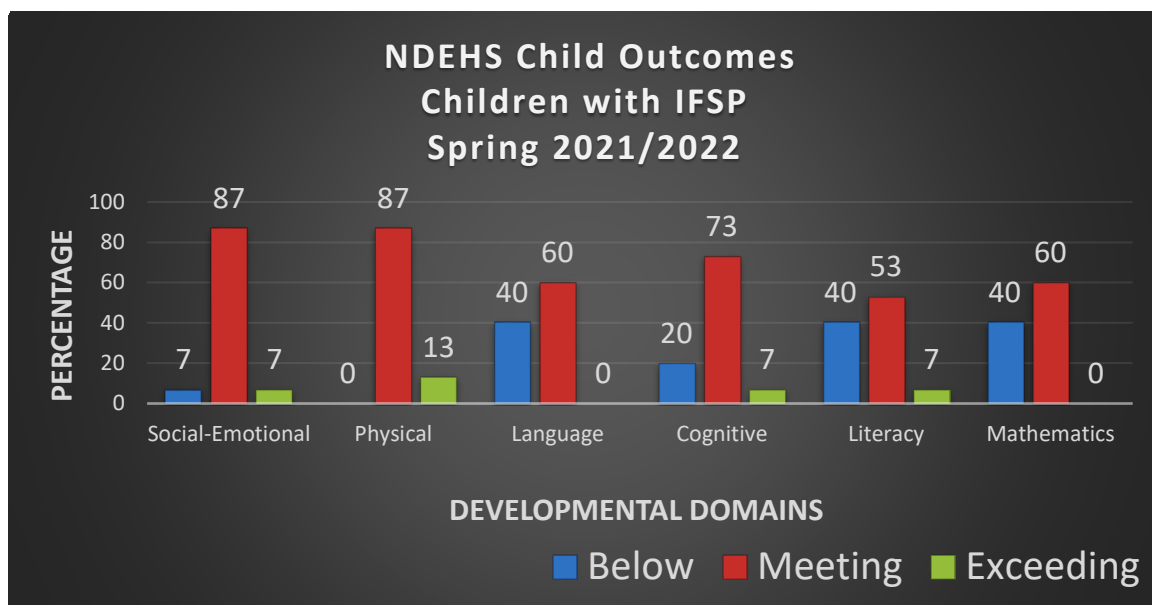
**Gender:** Male: 87%, Female: 13%

**Race:** White: 27%, Black or African American: 60%, No Response: 13%

**Ethnicity:** Not Hispanic or Latino: 60%, Hispanic or Latino: 7%, Mexican: 20%

**Age or Class/Grade:** Birth to 1 year: 7%, 1 to 2 years: 7%, 2 to 3 years: 87%

**Primary Language:** English: 80%, Spanish: 20%



### Demographics of children without IFSP (140 of 143 children):

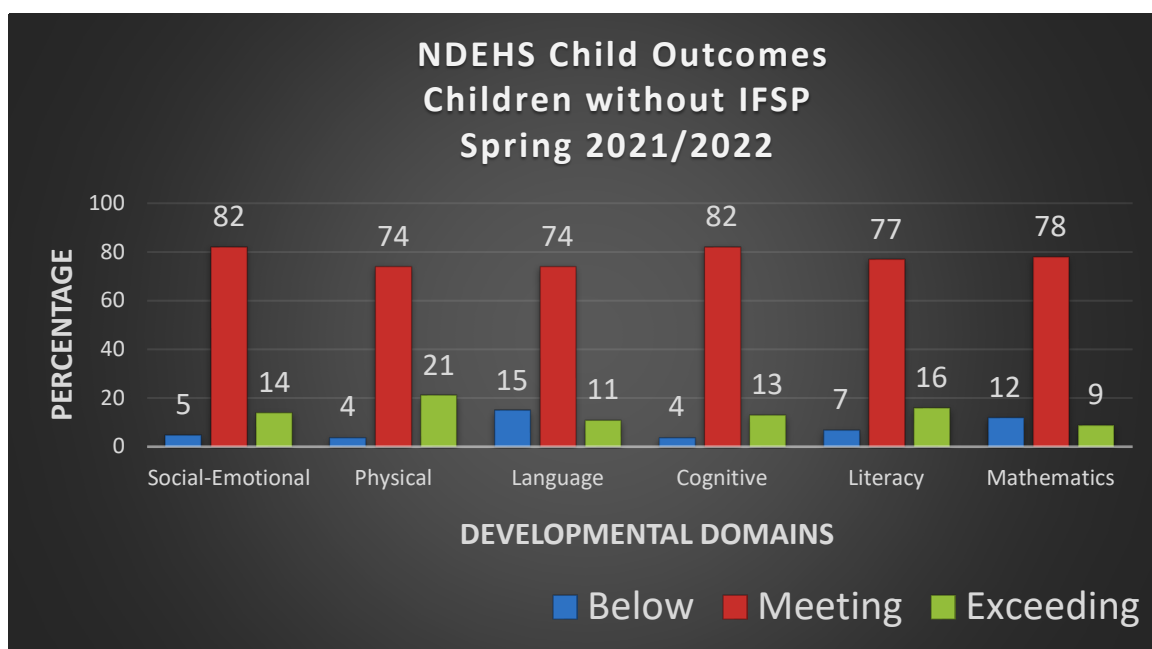
**Gender:** Male: 50%, Female: 50%

**Race:** White: 29%, Black or African American: 39%, No Response: 28%

**Ethnicity:** Not Hispanic or Latino: 55%, Hispanic or Latino: 16%, Mexican: 12%, Puerto Rican: 1%, Dominican: 1%, Guatemalan: 2%, Honduran: 6%, Salvadoran: 1%, Other Central American: 1%, Unknown Hispanic: 1% Other Hispanic: 1%, No Response: 3%

**Age or Class/Grade:** Birth to 1 year: 19%, 1 to 2 years: 29%, 2 to 3 years: 52%

**Primary Language:** English: 59%, Spanish: 37%, Arabic: 4%





## Primary Language

The following tables demonstrate NDEHS's Spring 2021/2022 outcome data by primary language.

### Demographics of children whose primary language is English

(95 of 98 children):

**Gender:** Male: 60%, Female: 40%

**Race:** White: 25%, Black or African American: 66%, No

Response: 2%

**Ethnicity:** Not Hispanic or Latino: 85%, Hispanic or Latino: 5%,

Mexican: 2%, Unknown Hispanic: 1%, No Response: 6%

**IFSP Status:** Children Without IFSP: 87%, Children With IFSP: 13%

**Age or Class/Grade:** Birth to 1 year: 14%, 1 to 2 years: 24%, 2 to 3 years: 62%

### Demographics of children whose primary language is Spanish

(55 children):

**Gender:** Male: 44%, Female: 56%

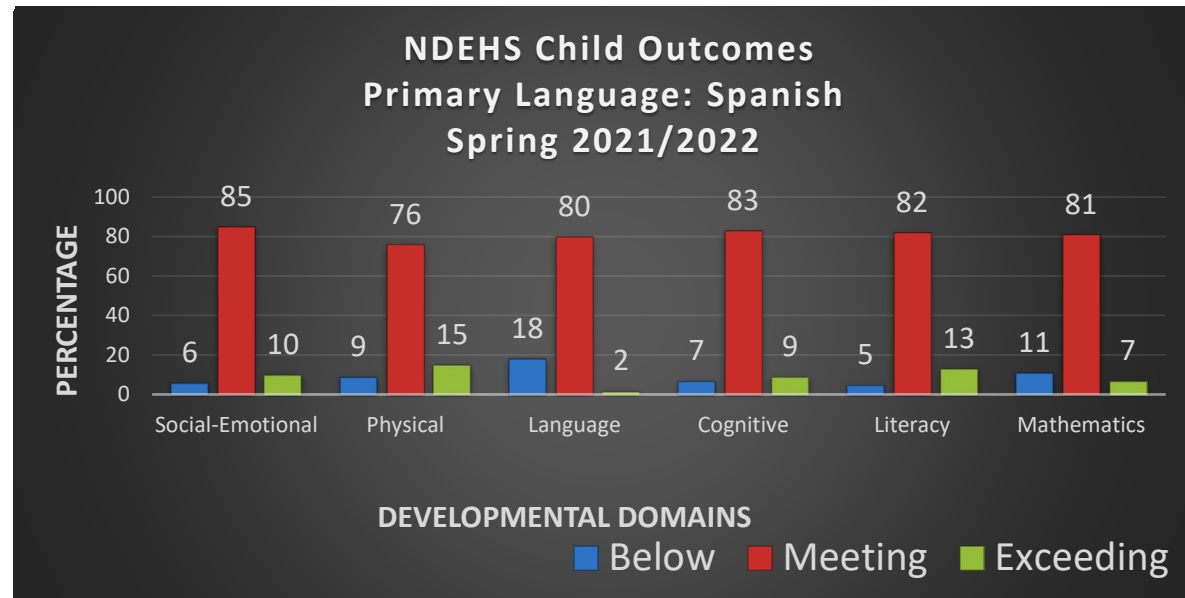
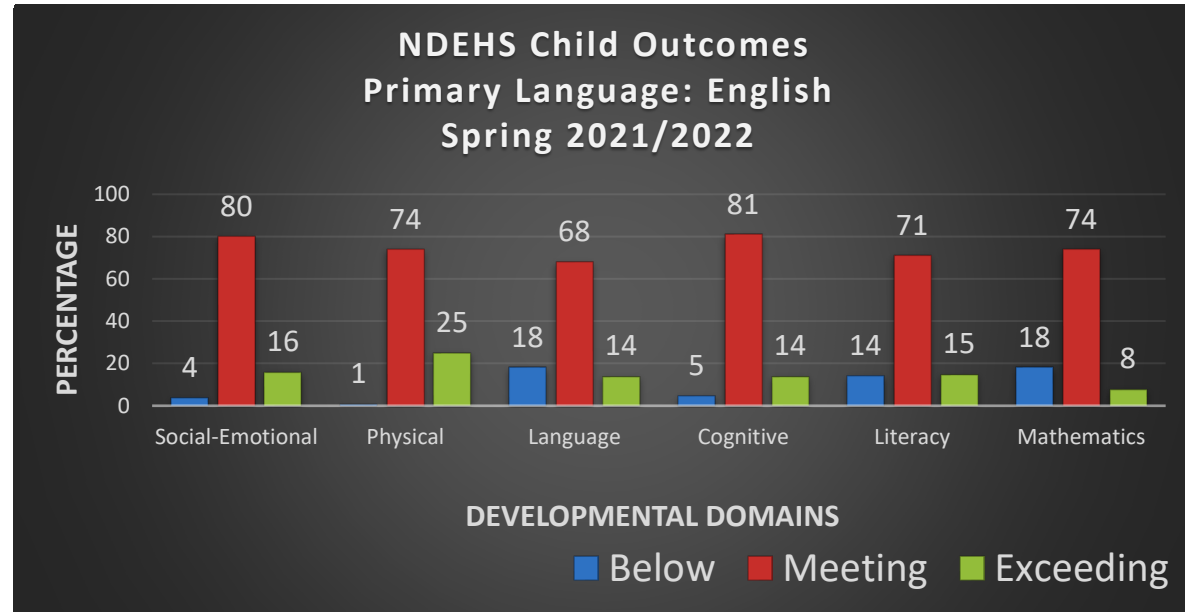
**Race:** White: 29%, No Response: 71%

**Ethnicity:** Hispanic or Latino: 35%, Mexican: 33%, Puerto Rican: 4%, Dominican: 2%, Guatemalan: 5%, Honduran: 16%,

Salvadoran: 2%, Other Central American: 2%, Other Hispanic: 2%

**IFSP Status:** Children Without IFSP: 95%, Children With IFSP: 5%

**Age or Class/Grade:** Birth to 1 year: 25%, 1 to 2 years: 33%, 2 to 3 years: 42%



## Program Option

The following tables represent NDEHS's Spring 2021/2022 outcomes by program option.

### Demographics of the children in the center-based option (55 of 56 children):

**Gender:** Male: 62%, Female: 38%

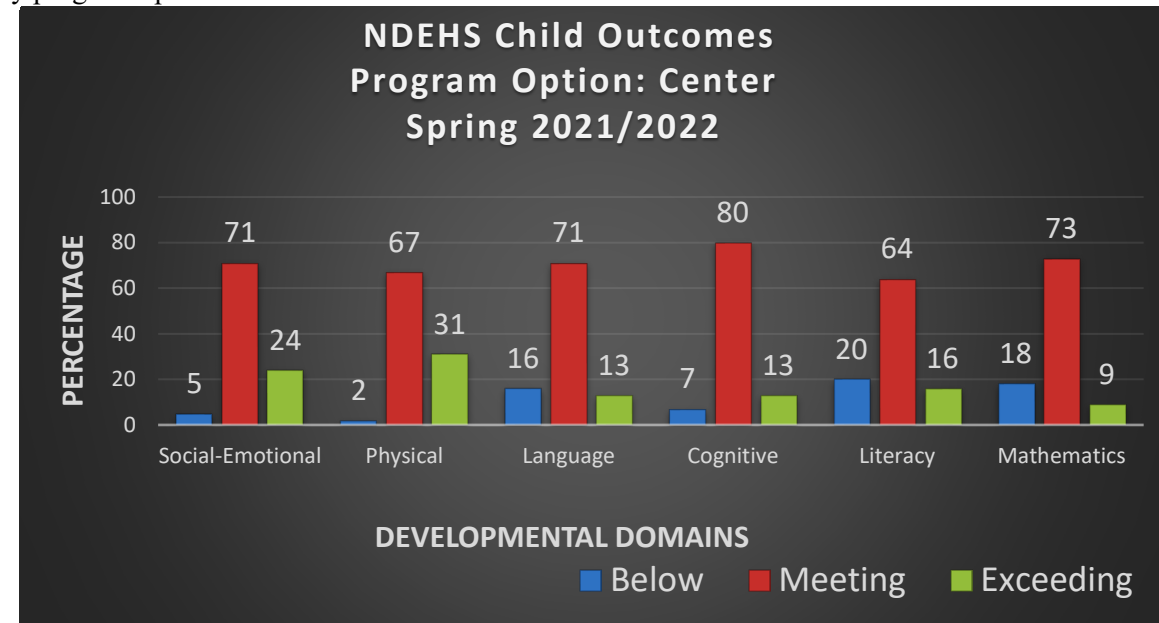
**Race:** White: 9%, Black or African American: 78%, No Response: 9%

**Ethnicity:** Not Hispanic or Latino: 75%, Hispanic or Latino: 9%, Mexican: 2%, Other Hispanic: 2%, No Response: 11%

**IFSP Status:** Children Without IFSP: 82%, Children With IFSP: 18%

**Age or Class/Grade:** Birth to 1 year: 11%, 1 to 2 years: 27%, 2 to 3 years: 62%

**Primary Language:** English: 91%, Spanish: 9%



### Demographics of children in the home-based option (100 of 102 children):

**Gender:** Male: 49%, Female: 51%

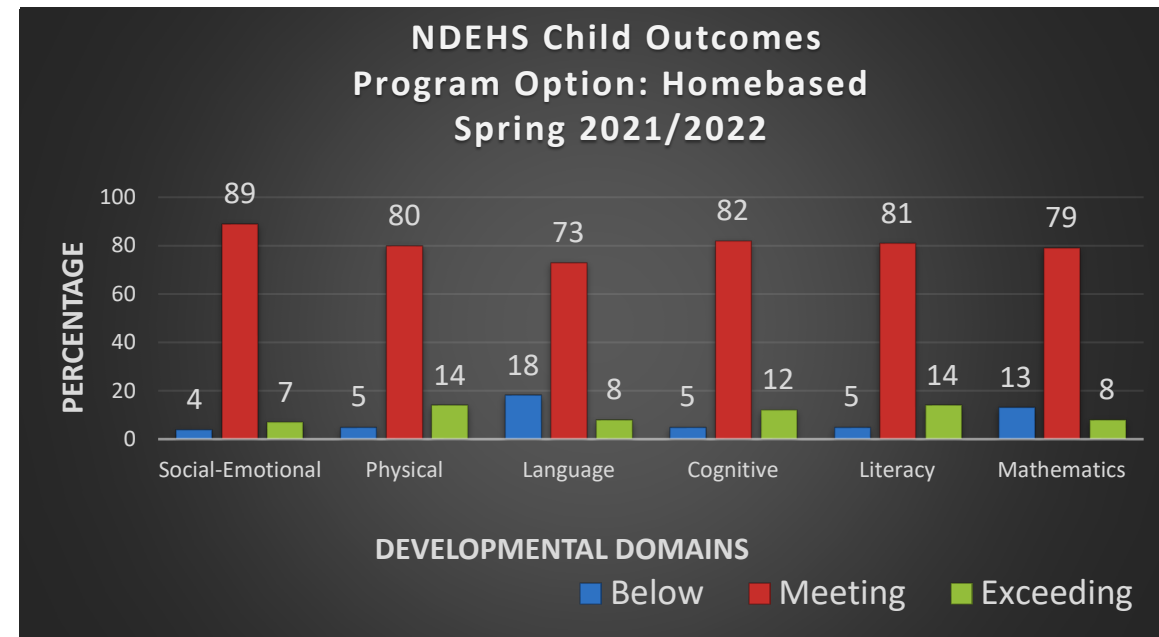
**Race:** White: 40%, Black or African American: 20%, No Response: 36%

**Ethnicity:** Not Hispanic or Latino: 45%, Hispanic or Latino: 19%, Mexican: 19%, Puerto Rican: 1%, Dominican: 1%, Guatemalan: 3%, Honduran: 9%, Salvadoran: 1%, Other Central American: 1%, Unknown Hispanic: 1%

**IFSP Status:** Children Without IFSP: 95%, Children With IFSP: 5%

**Age or Class/Grade:** Birth to 1 year: 21%, 1 to 2 years: 27%, 2 to 3 years: 52%

**Primary Language:** English: 45%, Spanish: 50%, Arabic: 5%



### **Growth Data – Fall to Spring 2021/2022**

The following tables include overall summary data of average growth in Teaching Strategies’ Objectives for Development and Learning during the 2021/2022 program year. The raw scores in each developmental domain represent a range of Widely Held Expectations for each age group, as defined by Teaching Strategies. This established range of potential scores allows us to examine the growth of children’s skills, knowledge and behavior over a designated time period. Note: As is true of the comparative data, the number of children assessed varies by domain, as some children have had specific objectives/dimensions scored as “Not Observed” for a variety of reasons.

| <b>Overall Program Growth Summary for Birth to 1 yr. olds<br/>(Fall 2021 to Spring 2022)</b> |                                    |  |    |                               |                                 |  |                       |
|--|------------------------------------|--|----|-------------------------------|---------------------------------|--|-----------------------|
| <b>Domain</b>  | <b>Number of children assessed</b> | <b>Widely Held Expectations Raw Scores</b> |    | <b>Fall Raw Score Average</b> | <b>Spring Raw Score Average</b> | <b>Average/Actual Amount of Growth</b> | <b>Type of Growth</b> |
| <i>Social-Emotional</i>  | 29                                 | 4  | 16 | 10.6                          | 17.0                            | 6.4                                    | Meeting               |
| <i>Physical</i>  | 30                                 | 4  | 12 | 7.6                           | 13.7                            | 6.1                                    | Meeting               |
| <i>Language</i>  | 30                                 | 3  | 15 | 7.9                           | 14.5                            | 6.6                                    | Meeting               |
| <i>Cognitive</i>   | 31                                 | 2  | 12 | 7.0                           | 14.4                            | 7.4                                    | Meeting               |
| <i>Literacy</i>  | 31                                 | 0  | 2  | 1.5                           | 4.8                             | 3.3                                    | Meeting               |
| <i>Mathematics</i>   | 32                                 | 0  | 2  | 0.4                           | 2.7                             | 2.3                                    | Meeting               |

| <b>Overall Program Growth Summary for 1-2 yr. olds<br/>(Fall 2021 to Spring 2022)</b> |                                    |  |    |                               |                                 |  |                       |
|---|------------------------------------|--|----|-------------------------------|---------------------------------|--|-----------------------|
| <b>Domain</b>   | <b>Number of children assessed</b> | <b>Widely Held Expectations Raw Scores</b> |    | <b>Fall Raw Score Average</b> | <b>Spring Raw Score Average</b> | <b>Average/Actual Amount of Growth</b> | <b>Type of Growth</b> |
| <i>Social-Emotional</i>   | 44                                 | 14   | 30 | 21.6                          | 29.8                            | 8.2                                    | Meeting               |
| <i>Physical</i>   | 47                                 | 12   | 19 | 17.0                          | 21.4                            | 4.4                                    | Meeting               |
| <i>Language</i>   | 48                                 | 14   | 29 | 18.9                          | 26.3                            | 7.4                                    | Meeting               |
| <i>Cognitive</i>  | 47                                 | 9  | 27 | 20.1                          | 27.9                            | 7.8                                    | Meeting               |
| <i>Literacy</i>   | 47                                 | 2  | 13 | 8.1                           | 13.9                            | 5.8                                    | Meeting               |
| <i>Mathematics</i>  | 47                                 | 2  | 12 | 6.0                           | 11.3                            | 5.3                                    | Meeting               |

**Overall Program Growth Summary for 2-3 yr. olds**  
**(Fall 2021 to Spring 2022)**

| Domain                  | Number of children assessed | Widely Held Expectations Raw Scores |    | Fall Raw Score Average | Spring Raw Score Average | Average/Actual Amount of Growth | Type of Growth |
|-------------------------|-----------------------------|-------------------------------------|----|------------------------|--------------------------|---------------------------------|----------------|
| <i>Social-Emotional</i> | 42                          | 24                                  | 39 | 30.4                   | 35.8                     | 5.4                             | Meeting        |
| <i>Physical</i>         | 45                          | 18                                  | 26 | 21.9                   | 25.2                     | 3.3                             | Meeting        |
| <i>Language</i>         | 45                          | 25                                  | 39 | 29.3                   | 34.7                     | 5.4                             | Meeting        |
| <i>Cognitive</i>        | 45                          | 23                                  | 39 | 30.4                   | 37.1                     | 6.7                             | Meeting        |
| <i>Literacy</i>         | 44                          | 12                                  | 28 | 17.2                   | 23.0                     | 5.8                             | Meeting        |
| <i>Mathematics</i>      | 44                          | 10                                  | 24 | 13.8                   | 19.0                     | 5.2                             | Meeting        |

**Percentage of NDEHS Children Meeting Growth Expectations by Age Range**  
**(Fall 2021 – Spring 2022)**

| Area of Development     | Birth to 1 yr. olds<br>Below Growth Expectations |               | Birth to 1 yr. olds<br>Meeting or Exceeding Growth Expectations |               | 1 – 2 year olds<br>Below Growth Expectations |               | 1 – 2 year olds<br>Meeting or Exceeding Growth Expectations |               | 2 – 3 year olds<br>Below Growth Expectations |               | 2 – 3 year olds<br>Meeting or Exceeding Growth Expectations |               |
|-------------------------|--|---------------|---|---------------|--|---------------|---|---------------|--|---------------|---|---------------|
|                         | # of children                                    | % of children | # of children   | % of children | # of children                                | % of children | # of children   | % of children | # of children                                | % of children | # of children   | % of children |
| <b>Social-emotional</b> | 1  | 3%            | 28  | 97%           | 4  | 9%            | 40  | 91%           | 11   | 26%           | 31  | 74%           |
| <b>Physical</b>         | 0  | 0%            | 30  | 100%          | 4  | 9%            | 43  | 91%           | 7  | 16%           | 38  | 84%           |
| <b>Language</b>         | 1  | 3%            | 29  | 97%           | 9  | 19%           | 39  | 81%           | 2  | 4%            | 43  | 96%           |
| <b>Cognitive</b>        | 3  | 10%           | 28  | 90%           | 6  | 13%           | 41  | 87%           | 5  | 11%           | 40  | 89%           |
| <b>Literacy</b>         | 3  | 10%           | 28  | 90%           | 3  | 6%            | 44  | 94%           | 5  | 11%           | 39  | 89%           |
| <b>Mathematics</b>      | 10   | 31%           | 22  | 69%           | 5  | 11%           | 42  | 89%           | 10   | 23%           | 34  | 77%           |

### **Outcomes Summary**

Overall, the majority of children enrolled in NDEHS are meeting or exceeding widely held developmental expectations, as defined by *Teaching Strategies GOLD*. The highest percentages of children falling below widely held developmental expectations continue to be in the language and math domains. The following are notable outcomes regarding different groups of NDEHS children:

- Outcomes analyzed by age group show that 1-2 year olds have the highest percentages of children falling below widely held expectations. An interesting outcome in the 0-1 year old group is the high percentage (24%) of children exceeding widely held expectations in literacy. The outcome is unique to this domain and prompted the question of whether it was the result of how a particular teacher or home visitor was scoring. A further examination of this outcome determined that the 24% represented 7 individual children and that those children were evenly distributed across sites.
- When analyzing outcomes by time in program (new vs. returning), the group of children who were new to NDEHS during this checkpoint period demonstrated lower outcomes than those who have been enrolled in the program for longer periods of time. This suggests an expected outcome – that NDEHS services have a positive impact on children’s development. Nearly all of the outcomes exceeding widely held expectations are in the returning group.
- Regarding children with IFSPs, there are higher percentages of children’s outcomes falling below widely held expectations in all areas. As a group, the children with IFSPs demonstrate lower outcomes in the language, literacy, and math domains while their outcomes in social-emotional, physical, and cognitive are more comparable to the group of children without IFSPs. Given the small group size of children with IFSPs, these outcomes are most significant at the classroom and individual level. An interesting demographic of the group of children with IFSPs is that 87% of them are boys.
- Analysis of the outcomes by primary language demonstrate that outcomes are similar between the two groups. Children whose primary language is Spanish are doing slightly better in the language, math, and literacy domains. In addition to English and Spanish, there is a small group of NDEHS children (5) whose primary language is Arabic. Due to the small size of this group, their outcomes are not statistically significant in the context of program-wide data analysis. These data will also be considered at the site and class/caseload level as well as individual.

- Analysis by program option shows slightly higher outcomes for center-based children in the social-emotional, physical, and language domains, while home-based outcomes are slightly higher in cognitive, literacy, and math.
- Growth data shows that, at the program level, NDEHS children are meeting growth expectations in all domains and across age groups.

### School Readiness Data: Spring 2021/2022

As specified in the Head Start Program Performance Standards, NDEHS has established school readiness goals that define our expectations of children's progress across developmental domains. These goals are defined by and aligned to the Head Start Early Learning Outcomes Framework: Birth to Age Five (HSELOF) and the Delaware Early Learning Foundations (DE ELF). To track children's progress toward meeting these goals, they are also aligned to Teaching Strategies' Objectives for Development and Learning.

The tables below represent NDEHS children's progress toward meeting school readiness goals during the Spring 2021/2022 checkpoint period. This data includes children whose portfolios have been transferred to *Archives*. School readiness goals are organized by their alignment to the HSELOF Essential Domains.

| HSELOF Developmental Domain | NDEHS School Readiness Goal   | Teaching Strategies Alignment                    | Percentage of children meeting or exceeding Widely Held Expectations (defined by <i>Teaching Strategies GOLD</i> ) | Comparison to Last Years' Checkpoint (Spring 2020/21) |
|-----------------------------|---|--|--|---|
| Approaches to Learning      | Children will manage emotions, actions, and behavior with the support of familiar adults. | 1a: Manages feelings                             | 97%  | +1%   |
|                             |   | 1c: Takes care of own needs appropriately        | 96%  | +6%   |
|                             |   | 3a: Balances needs and rights of self and others | 94%  | +4%   |
|                             |   | 3b: Solves social problems                       | 91%  | +6%   |
|                             | Children will attend, persist, and demonstrate flexibility in solving problems.           | 11a: Attends and engages                         | 94%  | -3%   |
|                             |   | 11b: Persists                                    | 98%  | -1%   |
|                             |   | 11c: Solves problems                             | 94%  | +1%   |
|                             | Children will demonstrate interest and curiosity in exploring their environment.          | 11d: Shows curiosity and motivation              | 98%  | +5%   |

|   |  |  |      |     |
|---|--|--|------|-----|
|   | Children will increasingly demonstrate creativity and imagination in play, learning, and interactions with others.   | 11e: Shows flexibility and inventiveness in thinking | 97%  | +5% |
|   |  | 14b: Engages in sociodramatic play                   | 95%  | --- |
| <b>Social and Emotional Development</b> | Children will engage in positive interactions through secure relationships with consistent, responsive adults.   | 2a: Forms relationships with adults                  | 98%  | +6% |
|   | Children will develop personal and playful relationships with other children.  | 2c: Interacts with peers                             | 99%  | +2% |
|   |  | 2d: Makes friends                                    | 100% | +2% |
|   |  | 3a: Balances needs and rights of self and others     | 94%  | +4% |
|   | Children will begin to understand, express, and manage emotions.   | 1a: Manages feelings                                 | 97%  | +1% |
|   |  | 1b: Follows limits and expectations                  | 96%  | +2% |
|   |  | 2b: Responds to emotional cues                       | 99%  | +3% |
|   | Children will begin to develop a sense of identity and a sense of belonging to a group.  | 13: Uses classification skills                       | 100% | +2% |
|   |  | 14a: Thinks symbolically                             | 97%  | +1% |
| <b>Language and Literacy</b>            | Children will demonstrate understanding of spoken language.  | 8a: Comprehends language                             | 98%  | +2% |
|   |  | 8b: Follows directions                               | 93%  | -3% |
|   | Children will use non-verbal communication and, increasingly, oral language or a communication system (e.g. sign language) to express needs and wants and engage others. | 9a: Uses an expanding expressive vocabulary          | 83%  | -7% |
|   |  | 10a: Engages in conversations                        | 85%  | --- |
|   |  | 10b: Uses social rules of language                   | 81%  | -5% |
|   | Children will engage with books for stories and information.   | 17a: Uses and appreciates books                      | 98%  | +3% |
|   |  | 18a: Interactions during reading experiences, book   | 96%  | +5% |



|           |  |  |      |     |
|-----------|--|--|------|-----|
|           | Children will make written marks and use them to represent objects or actions.   | conversations and text reflections                   |      |     |
|           |  | 18c: Retells stories                                 | 100% | --- |
|           |  | 19a: Writes name                                     | 97%  | +2% |
|           |  | 19b: Writes to convey ideas and information          | 96%  | +1% |
| Cognition | Children will actively explore their environment to discover what objects and people do, how things work, and how to make things happen.   | 12a: Recognizes and recalls                          | 98%  | --- |
|           |  | 12b: Makes connections                               | 100% | +2% |
|           | Children will use a variety of strategies to solve problems.   | 3b: Solves social problems                           | 91%  | +6% |
|           |  | 11c: Solves problems                                 | 94%  | +1% |
|           |  | 11d: Shows curiosity and motivation                  | 98%  | +5% |
|           |  | 11e: Shows flexibility and inventiveness in thinking | 97%  | +5% |
|           | Children will use beginning math concepts during daily routines and experiences.   | 13: Uses classification skills                       | 100% | +2% |
|           |  | 20a: Counts  | 90%  | +1% |
|           |  | 20b: Quantifies                                      | 84%  | -2% |
|           |  | 21a: Understands spatial relationships               | 98%  | +4% |
|           |  | 21b: Understands shapes                              | 94%  | +4% |
|           |  | 22a: Measures objects                                | 97%  | +1% |
|           | Children will use imitation and symbolic thinking to increase understanding of concepts, environment, daily experiences, and home culture. | 14a: Thinks symbolically                             | 97%  | +1% |
|           |  | 14b: Engages in sociodramatic play                   | 95%  | --- |

|  |  |   |      |     |
|--|--|---|------|-----|
| <b>Perceptual,<br/>Motor, &amp;<br/>Physical<br/>Development</b> | Children will develop control of large muscles for movement, exploration, and self-help.                                     | 4: Demonstrates traveling skills                | 96%  | -1% |
|  |  | 5: Demonstrates balancing skills                | 98%  | +1% |
|  |  | 6: Demonstrates gross motor manipulative skills | 97%  | +3% |
|  | Children will use sensory information and body awareness to understand and adjust their movements in the environment.        | 13: Uses classification skills                  | 100% | +2% |
|  |  | 21a: Understands spatial relationships          | 98%  | +4% |
|  | Children will develop control of small muscles for exploration, play, and daily routines.                                    | 1c: Takes care of own needs appropriately       | 96%  | +6% |
|  |  | 7a: Uses fingers and hands                      | 97%  | +3% |
|  |  | 7b: Uses drawing and writing tools              | 100% | +4% |
|  | Children will begin to demonstrate healthy and safe behaviors and to make healthy food choices with the support of an adult. | 1c: Takes care of own needs appropriately       | 96%  | +6% |
|  |  |   |      |     |

### **School Readiness Goals Data Summary**

NDEHS children's outcomes in the objectives/dimensions associated with our school readiness goals are meeting or exceeding widely held expectations the majority of the time. The outcomes that suggest the most room for growth continue to be around expressive language and the math concepts of counting and quantifying.

In comparison to last years' group of NDEHS children, outcomes are slightly higher, nearly across the board. The one notable exception is in the vocabulary use domain, where outcomes have gone down by 7%. Not only is this the largest difference for any domain, but it is also one of the domains where NDEHS children demonstrate the lowest outcomes in general.