

# BSACAP Road to School Readiness

The Big Sandy Area Community Action Program - Head Start serves 1,164 children in 5 counties of Eastern Kentucky. Services are provided directly by BSACAP as well as through delegate agreements with 6 local school systems. It is our goal to assure that children leave our program ready for school. We have developed 16 School Readiness Goals and are dedicated to helping our children achieve those goals during their Head Start experience.

Within this EXCEL document, you will see multiple tabs at the bottom of the page. Each one is part of our overall School Readiness Plan. We will briefly discuss each tab and it's purpose:

## **Alignment Plan**

The Alignment Plan was the primary starting point for our School Readiness Plan. It shows the following information:

- \* *Identifies our 16 School Readiness Goals*
- \* *Identifies how our SR Goals are aligned with the Head Start Child Development and Early Learning Framework*
- \* *Identifies how our SR Goals are aligned with the KY Early Childhood Standards and Benchmarks*
- \* *Identifies the child assessment used in our program and the individual objectives and dimensions that will be used to measure our success*
- \* *Identifies some of the additional tools that are being used to measure our success in meeting each of the SR Goals*

## **GOLD Check 1-3**

Each of these tabs are designed to show the child assessment results and how children scored in regards to each SR Goal. The 16 SR Goals are listed with the individual GOLD objectives and dimensions that used to measure success toward each goal. There is an overall % identified for each goal that represents how many of our children showed scores that met or exceeded expectations. You will also notice that there is a section called "BSACAP Expectation for Meeting or Exceeding the Goal". There are no percentages listed for these expectations at this time. The reason for this is that our School Readiness Committee has yet to determine what our expectation should be. We expect this to be decided soon.

Each of the three tabs represents a different assessment period.

## **ECERS Scores**

The "ECERS Scores" tab shows the scores that were recorded in our classrooms during the previous year using the Early Childhood Environmental Rating Scale. The ECERS is broken down into 43 scoring items that the observer uses to evaluate a classroom. Each of our SR Goals have been aligned with the appropriate item(s) of ECERS. The document not only shows the overall average score for each goal, but the individual averages from each Grantee Manager that contributed to the overall score.

## **CLASS Scores**

Under the "CLASS Scores" tab, just like the other tabs, you will see that the related items from the assessment have been aligned with SR Goals. The information shows the overall average that was obtained from combining all of the CLASS scores (both Pre & Post) from our program. In addition, it shows the baseline of expected scores that we are using based on the national research scores.

## **SR Goals 1-16**

You will see that each of the 16 SR Goals has an individual tab. This allows us to see the scores GOLD, ECERS, CLASS, and the family survey on one sheet. Using this sheet, our School Readiness Committee can determine if there are weaknesses or concerns related to a goal and plan additional program goals that can help our children progress. After each assessment period (Fall, Winter, Spring), additional program goals will be developed for some of the SR Goals.

### **What Did We Learn?**

In June, our newly created School Readiness Committee met for the first time. Our purpose was to review all relevant assessment tools and information in order to determine whether our SR Goals were met and if not, develop additional goals and strategies to strengthen any areas of concern. Our committee determined that our children had shown significant gains in multiple domains of school readiness including Approaches to Learning, Physical Development & Health, and Social & Emotional Development. However, it was evident that there were two of our overall School Readiness Goals that showed a lower level of child performance than the others. They were as follows:

- I. Language & Literacy - Children will be able to utilize language to express their wants and needs.
- II. Cognition & General Knowledge - Children will engage in exploring their environments through observations, manipulation, asking questions, making predictions and developing hypotheses.

Though we have multiple goals listed under each of the SR domains, these two particular goals were determined by our SR Committee to need additional planning for our children to achieve success. Staff have been made aware of this information and asked to focus on these two areas at the beginning of the school year. Assessment information will be reviewed again following the Fall period and compared to the previous year. At that time, program goals will be developed based on strengths and weaknesses of the data.

### **How Did We Share What We Learned?**

All staff in our program were contacted by the Grantee Office through e-mail with information about overall assessment scores. However, individual program directors also met with staff in meetings and individually, if needed, to discuss the information.

Parents and others in the community were given access to the information by posting the results on our agency website. Parents are told at the beginning of the school year about the website and then reminded throughout the year.

*Note: Parents and governing board members also receive information regarding School Readiness and child assessment results at meetings and director reports.*

# BSACAP School Readiness Alignment

**Alignment for School Readiness Goals to: The Head Start Child Dev. and Early Learning Framework, KY Early Childhood Standards and Agency's Assessment Measures**

School Readiness Essential Domain: <b>Perceptual, Motor and Physical Development</b>						
	BSACAP School Readiness Goal	HS Child Dev. and Early Learning Framework	KY Early Childhood Standard	KY ECS Benchmarks	GOLD Developmental Assessment Objectives	Additional Evaluation Techniques (other than GOLD objectives)
<b>Goal #1:</b>	<b>Children will demonstrate control, strength and coordination of large muscles for movement, navigation, and balance</b>	<b>Domain:</b> Perceptual Motor and Physical Development <b>Sub Domain:</b> Gross Motor	<b>Physical Education Standard 1:</b> <i>Demonstrates Basic gross and fine motor development</i>	1.1, 1.2, 1.3	4, 5, 6	CLASS Items: N/A
<b>Goal #2:</b>	<b>Children will demonstrate increasing control of small muscles for such purposes as using utensils, self-care, building, writing, and exploring.</b>	<b>Domain:</b> Perceptual Motor and Physical Development <b>Sub Domain:</b> Fine Motor	<b>Physical Education Standard 1:</b> <i>Demonstrates basic gross and fine motor development</i> <b>English/Language Arts Standard 4:</b> <i>Demonstrates Competence in the beginning skills and strategies of the writing process.</i>	Physical Education Standard 1.4 English Language Art Standard 4 BM 4.3	7a, 7b, 19a, 19b	CLASS Items: N/A
<b>Goal #3:</b>	<b>Children and families will practice healthy and safe habits.</b>	<b>Domain:</b> Perceptual Motor and Physical Development <b>Sub Domain:</b> Health, Safety and Nutrition	<b>Health/Mental Wellness Standard 1:</b> <i>Demonstrates Health/mental wellness in individual and cooperative social environments</i> <b>Social Studies Standard 1:</b> <i>Demonstrates basic understanding of the world in which he/she lives.</i>	Health/Mental Wellness 1.1, 1.2, 1.3 Social Studies 1.2, 1.4	1b, 1c, 3a	CLASS Items: N/A
<b>Goal #4</b>	<b>Creative Arts Expression - Children will demonstrate an interest in and participate in a variety of visual arts, dance, music and dramatic experiences.</b>	<b>Domain:</b> Approaches to Learning <b>Sub Domain:</b> Creativity	<b>Arts and Humanities Standard 1:</b> <i>Develops Skills in and appreciation of visual arts</i>	1.1, 1.2, 1.3, 1.4	30, 33, 34 , 35, 36	CLASS Items: Regard for Student Perspectives, Instructional Learning Format, Concept Development
School Readiness Essential Domain: <b>Social &amp; Emotional Development</b>						
	BSACAP School Readiness Goal	HS Child Dev. and Early Learning Framework	KY Early Childhood Standard	KY ECS Benchmarks	GOLD Developmental Assessment Objectives	Additional Evaluation Techniques
<b>Goal #5</b>	<b>Children will develop and demonstrate positive interactions and relationships, as well as a sense of belonging with adults and peers.</b>	<b>Domain:</b> Social and Emotional Development <b>Sub Domain:</b> Relationships with Other Children , Relationship with Adults, Sense of Identity and Belonging	<b>Health/Mental Wellness Standard 1:</b> <i>Demonstrates health/mental wellness in individual and cooperative social environments</i> <b>Social Studies Standard 1:</b> <i>Demonstrates basic understanding of the world in which he/she lives..</i>	Health/Mental Wellness 1.2, 1.3, 1.4 Social Studies 1.5	1b, 2c, 2d, 3a, 9a	CLASS Items: Positive Climate, Negative Climate, Teacher Sensitivity

<b>Goal #6</b>	<b>Children will develop and demonstrate the ability to recognize and regulate emotions, attention, impulses, and behavior.</b>	<b>Domain:</b> Social and Emotional Development <b>Sub Domain:</b> Emotional Functioning, Relationships with Adults and Relationships with Other Children and Emotional Function	<b>Health/Mental Wellness Standard 1:</b> <i>Demonstrates health/mental wellness in individual and cooperative social environment</i> <b>Social Studies Standard 1:</b> <i>Demonstrates basic understanding of the world in which he/she lives.</i>	Health/Mental Wellness 1.1, 1.2, 1.3, 1.4 Social Studies 1.4	1a, 1b,1c, 2b, 2c, 2d, 3a, 9a, 11a	CLASS Items: Regard to Student Perspectives, Behavior Management, Productivity
<b>Goal #7</b>	<b>Children will develop and demonstrate the ability to recognize the emotions of others and respond positively.</b>	<b>Domain:</b> Social and Emotional Development <b>Sub Domain:</b> Emotional Functioning, Relationships with Adults, Relationships with Other Children and Emotional Function	<b>Health/Mental Wellness Standard 1:</b> <i>Demonstrates health/mental wellness in individual and cooperative social environment</i>	Health/Mental Wellness 1.1, 1.2, 1.3, 1.4	3a, 9a,1b, 11c, 2d	CLASS Items: Positive Climate, Negative Climate, Teacher Sensitivity

**School Readiness Essential Domain: Approaches to Learning**

	<b>BSACAP School Readiness Goal</b>	<b>HS Child Dev. and Early Learning Framework</b>	<b>KY Early Childhood Standard</b>	<b>KY ECS Benchmarks</b>	<b>GOLD Developmental Assessment Objectives</b>	<b>Additional Evaluation Techniques</b>
<b>Goal #8</b>	<b>Children will demonstrate flexibility, inventiveness, curiosity, motivation, persistence and engagement in learning.</b>	<b>Domain:</b> Approaches to Learning <b>Sub Domain:</b> Cognitive Self Regulation,, Initiative, Curiosity <b>Domain:</b> Scientific Reasoning <b>Sub Domain:</b> Reasoning and Problem Solving	<b>Art and Humanities Standard 1:</b> <i>Participates and shows interest in a variety of visual art, dance, music and drama experiences</i> <b>Science Standard 1:</b> <i>Demonstrates Scientific ways of thinking and working with wonder and curiosity</i>	Arts & Humanities 1.1, 1.2, 1.3, 1.4 Science: 1.1, 1.2, 1.3, 1.4	11 a, 11b, 11c, 11d, 11e, 12a, 12b, 14a	CLASS Items: Regard to Student Perspectives, Instructional Learning Formats, Concept Development, Language Modeling

**School Readiness Essential Domain: Language and Literacy**

	<b>BSACAP School Readiness Goal</b>	<b>HS Child Dev. and Early Learning Framework</b>	<b>KY Early Childhood Standard</b>	<b>KY ECS Benchmarks</b>	<b>GOLD Developmental Assessment Objectives</b>	<b>Additional Evaluation Techniques</b>
<b>Goal #9</b>	<b>Children will be able to utilize language to express their wants and needs, both verbally and nonverbally.</b>	<b>Domain:</b> Language and Communication <b>Sub Domain:</b> Attending and Understanding, Communicating and Speaking, Vocabulary, Emergent Literacy	<b>English/Language Arts Standard 1:</b> <i>Demonstrate s general skills and strategies of the communication process</i>	1.1, 1.2 & 1.3	9a, 9b, 9c, 10a, 10b, 11d, 14a,	CLASS Items: Regard to Student Perspectives, Language Modeling
<b>Goal #10</b>	<b>Children will engage in conversations, follow directions, and comprehend language.</b>	<b>Domain:</b> Language and Communication <b>Sub Domain:</b> Attending and Understanding, Communicating and Speaking, Vocabulary, <b>Domain:</b> Approaches to Learning <b>Sub Domain:</b> Emotional, Behavioral and Self Regulation	<b>English/Language Arts Standard 1:</b> <i>Demonstrate s general skills and strategies of the communication process</i> <b>English/Language Arts Standard 2:</b> <i>Demonstrates general skills and strategies of the listening and observing process</i>	1.1, 1.2, 1.3, 2.1, 2.2	8a, 8b, 9b, 1c, 9c, 10a, 14a	CLASS Items: Behavior Management, Productivity, Instructional Learning Format, Concept Development, Language Modeling
<b>Goal #11</b>	<b>Children will be able to demonstrate knowledge (age appropriate emergent literacy skills) of print and develop the awareness that</b>	<b>Domain:</b> Literacy <b>Sub Domain:</b> Phonological Awareness & Print and	<b>English/Language Arts Standard 3:</b> <i>Demonstrates General skills and strategies of the reading process</i>	3.1, 3.2, 3.3, 3.4, 3.5,	15a- 15b- 15c- 16a- 17a- 17b- 18a- 18b-	CLASS Items: Instructional Learning Format

Goal #11	Emergent literacy skills) of print and develop the awareness that print conveys meaning.	Alphabet Knowledge, Comprehension and Text Structure, Writing	<b>English/Language Arts Standard 4:</b> <i>Demonstrates competence in the beginning skills and strategies of the writing process</i>	4.1, 4.2, 4.3	19a, 19b, 19c, 19a, 17a, 17b, 18a, 18b, 18c, 18d, 18e, 18f, 18g, 18h, 18i, 18j, 18k, 18l, 18m, 18n, 18o, 18p, 18q, 18r, 18s, 18t, 18u, 18v, 18w, 18x, 18y, 18z	CLASS Items: Instructional Learning Format
Goal #12	Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English.	<b>Domain:</b> Language and Communication <b>Sub Domain:</b> Communicating and Speaking, Vocabulary <b>Domain:</b> Literacy <b>Sub Domain:</b> Phonological Awareness <b>Domain:</b> Social and Emotional Development <b>Sub Domain:</b> Relationships with Adults	<b>English/Language Arts Standard 1:</b> <i>Demonstrates General skills and strategies of the communication process</i> <b>English/Language Arts Standard 3:</b> <i>Demonstrates General skills and strategies of the reading process</i> <b>English Language Arts Standard 4:</b> <i>Demonstrates competence in the beginning skills and strategies of the writing process</i>	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3	9a, 9b, 9c, 10a, 10b, 11d, 14a, 15a, 15b, 15c, 16a, 17a, 17b, 18a, 18b	CLASS Items: Quality of Feedback, Language Modeling

**School Readiness Essential Domain: Cognition and General Knowledge**

	BSACAP School Readiness Goal	HS Child Dev. and Early Learning Framework	KY Early Childhood Standard	KY ECS Benchmarks	GOLD Developmental Assessment Objectives	Additional Evaluation Techniques
Goal #13	Children will find multiple solutions utilizing symbolic representation to questions, tasks, problems and challenges by using reasoning skills.	<b>Domain:</b> Cognition <b>Sub Domain:</b> Reasoning and Problem Solving <b>Domain:</b> Scientific Reasoning <b>Sub Domain:</b> Scientific Inquiry & Reasoning and Problem Solving <b>Domain:</b> Approaches to Learning <b>Sub Domain:</b> Initiative and Curiosity	<b>Science Standard 1:</b> <i>Demonstrates scientific ways of thinking and working with wonder and curiosity</i>	1.1, 1.2, 1.3, 1.4, 1.5	11d, 14a, 22	CLASS Items: Instructional Learning Format, Concept Development, Quality of Feedback, Language Modeling
Goal #14	Children will use math in every day routines to count, compare, relate, pattern and problem solve.	<b>Domain:</b> Mathematics Development <b>Sub Domain:</b> Counting and Cardinality, Operations and Algebraic Thinking, Measurement and Geometry and Spatial Sense	<b>Mathematics Standard 1:</b> <i>Demonstrates general skills and uses concepts of mathematics</i>	1.1, 1.2, 1.3, 1.4	13, 19b, 20a, 20b, 20c, 21a, 21b, 22, 23	CLASS Items: Productivity, Instructional Learning Format, Concept Development, Quality of Feedback
Goal #15	Children will engage in exploring their environments through observations, manipulation, asking questions, making predictions and development hypotheses.	<b>Domain:</b> Scientific Reasoning <b>Sub Domain:</b> Reasoning and Problem Solving, Scientific Enquiry, <b>Domain:</b> Language and Communication <b>Sub Domain:</b> Communicating and Speaking <b>Domain:</b> Approaches to Learning <b>Sub Domain:</b> Cognitive Self Regulation, Initiative and Curiosity	<b>Science Standard 1:</b> <i>Demonstrates scientific ways of thinking and working with wonder and curiosity</i>	1.1, 1.2, 1.3, 1.4, 1.5	11d, 14a	CLASS Items: Instructional Learning Format, Concept Development, Quality of Feedback, Language Modeling

<p><b>Goal #16</b></p>	<p><b>Children will engage in exploring their family and community, its history and events, and interacting with people and the environment.</b></p>	<p><b>Domain:</b> Social and Emotional Development  <b>Sub Domain:</b> Sense of Identity and Belonging  <b>Domain:</b> Approaches to Learning  <b>Sub Domain:</b> Initiative and Curiosity  <b>Domain:</b> Social and Emotional Development  <b>Sub Domain:</b> Relationships with adults and Relationships with Other Children  <b>Domain:</b> Perceptual, Motor and Physical Development  <b>Sub Domain:</b> Health, Safety and Nutrition</p>	<p><b>Social Studies Standard 1:</b> <i>Demonstrates basic understanding of the world in which he/she lives</i></p>	<p>1.1, 1.2, 1.3, 1.4 1.5, 1.6</p>	<p>27, 29, 30, 31,</p>	<p>CLASS Items: Concept Development, Language Modeling</p>
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# BSACAP School Readiness Measurement:

Scoring Results for the TS GOLD Child Developmental Assessment - Checkpoint 1 in 2025-2026

SR Goal #1	<i>Children will demonstrate control, strength and coordination of large muscles for movement, navigation and balance</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Scoring Percentages Based on Widely Held Expectations of GOLD Assessment		
		Below	Meeting	Exceeding
#4	Demonstrates traveling skills (Runs, gallops, skips, etc.)	34%	63%	4%
#5	Demonstrates balancing skills (Walks on beam, jumps, hops, etc.)	32%	63%	3%
#6	Demonstrates gross motor manipulative skills (Throws, catches, kicks, etc.)	41%	57%	2%
<b>Total</b>		<b>36%</b>	<b>61%</b>	<b>3%</b>

BSACAP Expectation for Meeting or Exceeding Goal **64%**  
 Actual Percentage Meeting or Exceeding Goal **64%**

<u>Family Outcome</u>	<u>Measure</u>	<u>Score</u>	<u>Program Rank</u>
Positive Parent-Child Relationship	Developmental Screenings		

SR Goal #2	<i>Children will demonstrate increasing control of small muscles for such purposes as using utensils, self-care, building, writing, and exploring</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#7a	Uses fingers and hands	42%	57%	1%
#7b	Uses writing and drawing tools	32%	62%	6%
#19a	Writes name	45%	50%	6%
#19b	Writes to convey meaning	50%	49%	0%
<b>Total</b>		<b>42%</b>	<b>55%</b>	<b>3%</b>

BSACAP Expectation for Meeting or Exceeding Goal **63%**  
 Actual Percentage Meeting or Exceeding Goal **58%**

<u>Family Outcome</u>	<u>Measure</u>	<u>Score</u>	<u>Program Rank</u>
Positive Parent-Child Relationship	Developmental Screenings		

SR Goal #3	<i>Children and families will practice healthy and safe habits</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#1b	Follows limits and expectations	34%	62%	4%
#1c	Takes care of own needs appropriately	41%	58%	1%
#3a	Balances needs and rights of self and others	20%	68%	12%
<b>Total</b>		<b>32%</b>	<b>63%</b>	<b>6%</b>

BSACAP Expectation for Meeting or Exceeding Goal **74%**  
 Actual Percentage Meeting or Exceeding Goal **68%**

<u>Family Outcome</u>	<u>Measure</u>	<u>Score</u>	<u>Program Rank</u>
Family Well-Being	Nutrition Awareness		
Family Well-Being	Health/Medical		
Family Well-Being	Stress and Resilience		

SR Goal #4	<i>Creative Arts Expression - Children will demonstrate an interest in and participate in a variety of visual arts, dance, music and dramatic experiences</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Emerging	Meeting Program Expectations	
#30	Shows basic understanding of people and how they live	91%	9%	
#33	Explores the visual arts	93%	7%	
#34	Explores musical concepts and expression	93%	7%	

BSACAP Expectation for Meeting or Exceeding Goal **8%**  
 Actual Percentage Meeting or Exceeding Goal **7%**

#35	Explores dance and movement concepts	93%	7%
#36	Explores drama through actions and language	93%	7%
	<b>Total</b>	<b>93%</b>	<b>7%</b>

Family Outcome	Measure	Score	Program Rank
Positive Parent-Child Relationship	Family Relationships		
Positive Parent-Child Relationship	Head Start Involvement/Engagement		
Connections to Peers & Community	Connections in School & Community		

SR Goal #5	<i>Children will develop and demonstrate positive interactions and relationships, as well as a sense of belonging with adults and peers</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#1b	Follows limits and expectations	34%	62%	4%
#2c	Interacts with peers	24%	63%	13%
#2d	Makes friends	43%	49%	9%
#3a	Balances needs and rights of self and others	20%	68%	12%
#9a	Uses an expanding expressive vocabulary	33%	62%	5%
	<b>Total</b>	<b>31%</b>	<b>61%</b>	<b>9%</b>

BSACAP Expectation for Meeting or Exceeding Goal	<b>73%</b>
Actual Percentage Meeting or Exceeding Goal	<b>69%</b>

Family Outcome	Measure	Score	Program Rank
Positive Parent-Child Relationship	Family Relationships		
Positive Parent-Child Relationship	Head Start Involvement/Engagement		
Connections to Peers & Community	Connections in School & Community		
Families as Learners	Family Interest/Goals		

SR Goal #6	<i>Children will develop and demonstrate the ability to recognize and regulate emotions, attention, impulses, and behavior</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#1a	Manages feelings	30%	67%	3%
#1b	Follows limits and expectations	34%	62%	4%
#1c	Takes care of own needs appropriately	41%	58%	1%
#2b	Responds to emotional cues	39%	54%	7%
#2c	Interacts with peers	24%	63%	13%
#2d	Makes friends	43%	49%	9%
#3a	Balances needs and rights of self and others	20%	68%	12%
#9a	Uses an expanding expressive vocabulary	33%	62%	5%
#11a	Attends and engages	38%	55%	6%
	<b>Total</b>	<b>32%</b>	<b>60%</b>	<b>7%</b>

BSACAP Expectation for Meeting or Exceeding Goal	<b>70%</b>
Actual Percentage Meeting or Exceeding Goal	<b>66%</b>

Family Outcome	Measure	Score	Program Rank
Family Well-Being	Stress and Resilience		
Positive Parent-Child Relationship	Family Relationships		
Positive Parent-Child Relationship	Head Start Involvement/Engagement		

SR Goal #7	<i>Children will develop and demonstrate the ability to recognize the emotions of others and respond positively</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#1b	Follows limits and expectations	34%	62%	4%
#2d	Makes Friends	43%	49%	9%

BSACAP Expectation for Meeting or Exceeding Goal	<b>70%</b>
Actual Percentage Meeting or Exceeding Goal	<b>65%</b>



#8a	Comprehends language	46%	49%	5%
#8b	Follows directions	33%	70%	2%
#9b	Speaks clearly	37%	58%	5%
#1c	Takes care of own needs appropriately	41%	58%	1%
#9c	Uses conventional grammar	32%	63%	5%
#10a	Engages in conversations	43%	49%	8%
#14a	Thinks symbolically	23%	68%	9%
<b>Total</b>		<b>36%</b>	<b>59%</b>	<b>5%</b>

<u>Family Outcome</u>	<u>Measure</u>	<u>Score</u>	<u>Program Rank</u>
Positive Parent-Child Relationship	Family Relationships		
Positive Parent-Child Relationship	Head Start Involvement/Engagement		
Connections to Peers & Community	Connections in School & Community		

SR Goal #11	<i>Children will be able to demonstrate knowledge (age appropriate emergent literacy skills) of print and develop the awareness that print conveys meaning</i>			
<b>GOLD Scoring Item</b>	<b>GOLD Scoring Item Description</b>	<b>Below</b>	<b>Meeting</b>	<b>Exceeding</b>
#15a	Notices and discriminates rhyme	42%	53%	5%
#15b	Notices and discriminates alliteration	34%	55%	11%
#15c	Notices and discriminates smaller and smaller units of sound	21%	67%	11%
#16a	Identifies and names letters	20%	72%	8%
#17a	Uses and appreciates books	25%	70%	5%
#17b	Uses print concepts	31%	59%	10%
#18a	Interacts during read-alouds and book conversations	16%	72%	5%
#18b	Uses emergent reading skills	31%	60%	9%
<b>Total</b>		<b>28%</b>	<b>64%</b>	<b>8%</b>

BSACAP Expectation for Meeting or Exceeding Goal	<b>79%</b>
Actual Percentage Meeting or Exceeding Goal	<b>72%</b>

<u>Family Outcome</u>	<u>Measure</u>	<u>Score</u>	<u>Program Rank</u>
Positive Parent-Child Relationship	Head Start Involvement/Engagement		
Families as Lifelong Educators	Current & Futher Education Status		
Connections to Peers & Community	School Readiness		

SR Goal #12	<i>Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English</i>			
<b>GOLD Scoring Item</b>	<b>GOLD Scoring Item Description</b>	<b>Below</b>	<b>Meeting</b>	<b>Exceeding</b>
#9a	Uses an expanding expressive vocabulary	33%	62%	5%
#9b	Speaks clearly	37%	58%	5%
#9c	Uses conventional grammar	32%	63%	5%
#10a	Engages in conversations	43%	49%	8%
#10b	Uses social rules of language	34%	63%	3%
#11d	Shows curiosity and motivation	42%	57%	1%
#14a	Thinks symbolically	23%	68%	9%
#15a	Notices and discriminates rhyme	42%	53%	5%
#15b	Notices and discriminates alliteration	34%	55%	11%
#15c	Notices and discriminates smaller and smaller units of sound	21%	67%	11%
#16a	Identifies and names letters	20%	72%	8%
#17a	Uses and appreciates books	25%	70%	5%
#17b	Uses print concepts	31%	59%	10%
#18a	Interacts during read-alouds and book conversations	16%	72%	5%
#18b	Uses emergent reading skills	31%	60%	9%
<b>Total</b>		<b>31%</b>	<b>62%</b>	<b>7%</b>

BSACAP Expectation for Meeting or Exceeding Goal	<b>74%</b>
Actual Percentage Meeting or Exceeding Goal	<b>69%</b>

<u>Family Outcome</u>	<u>Measure</u>	<u>Score</u>	<u>Program Rank</u>
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Positive Parent-Child Relationship  
 Positive Parent-Child Relationship  
 Positive Parent-Child Relationship

Family Relationships  
 Head Start Involvement/Engagement  
 Attendance

SR Goal #13	<i>Children will find multiple solutions utilizing symbolic representation to questions, tasks, problems and challenges by using reasoning skills</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#11d	Shows curiosity and motivation	42%	57%	1%
#14a	Thinks symbolically	23%	68%	9%
#22	Compares and measures	53%	44%	3%
<b>Total</b>		<b>39%</b>	<b>56%</b>	<b>4%</b>

BSACAP Expectation for Meeting or Exceeding Goal 69%

Actual Percentage Meeting or Exceeding Goal 61%

Family Outcome                      Measure                      Score                      Program Rank  
 Family Well-Being                      Stress and Resilience  
 Positive Parent-Child Relationship                      Head Start Involvement/Engagement  
 Connections to Peers & Community                      Connections in School & Community

SR Goal #14	<i>Children will use Math in every day routines to count, compare, relate, pattern and problem solve</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#13	Uses classification skills	28%	64%	8%
#19b	Writes to convey meaning	50%	49%	0%
#20a	Counts	49%	46%	5%
#20b	Quantifies	36%	58%	6%
#20c	Connects numerals with their quantities	31%	61%	8%
#21a	Understands spatial relationships	56%	41%	3%
#21b	Understands shapes	48%	48%	4%
#22	Compares and measures	53%	44%	3%
#23	Demonstrates knowledge of patterns	31%	62%	7%
<b>Total</b>		<b>42%</b>	<b>53%</b>	<b>5%</b>

BSACAP Expectation for Meeting or Exceeding Goal 66%

Actual Percentage Meeting or Exceeding Goal 57%

Family Outcome                      Measure                      Score                      Program Rank  
 Connections to Peers & Community                      School Readiness

SR Goal #15	<i>Children will engage in exploring their environments through observations, manipulation, asking questions, making predictions and development of hypotheses</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#11d	Shows curiosity and motivation	42%	57%	1%
#14a	Thinks symbolically	23%	68%	9%
<b>Total</b>		<b>33%</b>	<b>63%</b>	<b>5%</b>

BSACAP Expectation for Meeting or Exceeding Goal 75%

Actual Percentage Meeting or Exceeding Goal 68%

Family Outcome                      Measure                      Score                      Program Rank  
 Family Well-Being                      Transportation  
 Positive Parent-Child Relationship                      Head Start Involvement/Engagement  
 Connections to Peers & Community                      Connections in School & Community  
 Families as Learners                      Family Interest/Goals

SR Goal #16	<i>Children will engage in exploring their family and community, its history and events, and interacting with people and the environment</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Emerging	Meeting Program Expectations	

BSACAP Expectation for Meeting or Exceeding Goal 8%

Actual Percentage Meeting or Exceeding Goal 8%

#27	Demonstrates knowledge of the Earth's environment	94%	6%
#29	Demonstrates knowledge about self	91%	9%
#30	Shows basic understanding of people and how they live	91%	9%
#31	Explores change related to familiar people or places	93%	7%
	<b>Total</b>	<b>92%</b>	<b>8%</b>

**Family Outcome**

Positive Parent-Child Relationship  
 Positive Parent-Child Relationship  
 Connections to Peers & Community  
 Families as Learners

**Measure**

Family Relationships  
 Head Start Involvement/Engagement  
 Connections in School & Community  
 Family Interest/Goals

**Score**

**Program Rank**

# BSACAP School Readiness Measurement:

Scoring Results for the TS GOLD Child Developmental Assessment - Checkpoint 2 in 2025-2026

SR Goal #1	<i>Children will demonstrate control, strength and coordination of large muscles for movement, navigation and balance</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Scoring Percentages Based on Widely Held Expectations of GOLD Assessment		
		Below	Meeting	Exceeding
#4	Demonstrates traveling skills (Runs, gallops, skips, etc.)	21%	71%	9%
#5	Demonstrates balancing skills (Walks on beam, jumps, hops, etc.)	20%	72%	8%
#6	Demonstrates gross motor manipulative skills (Throws, catches, kicks, etc.)	23%	68%	9%
<b>Total</b>		<b>21%</b>	<b>70%</b>	<b>9%</b>

BSACAP Expectation for Meeting or Exceeding Goal **76%**

Actual Percentage Meeting or Exceeding Goal **79%**

<u>Family Outcome</u>	<u>Measure</u>	<u>Score</u>	<u>Program Rank</u>
Positive Parent-Child Relationship	Developmental Screenings		

SR Goal #2	<i>Children will demonstrate increasing control of small muscles for such purposes as using utensils, self-care, building, writing, and exploring</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#7a	Uses fingers and hands	23%	72%	5%
#7b	Uses writing and drawing tools	22%	68%	10%
#19a	Writes name	29%	54%	17%
#19b	Writes to convey meaning	36%	61%	3%
<b>Total</b>		<b>28%</b>	<b>64%</b>	<b>9%</b>

BSACAP Expectation for Meeting or Exceeding Goal **75%**

Actual Percentage Meeting or Exceeding Goal **73%**

<u>Family Outcome</u>	<u>Measure</u>	<u>Score</u>	<u>Program Rank</u>
Positive Parent-Child Relationship	Developmental Screenings		

SR Goal #3	<i>Children and families will practice healthy and safe habits</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#1b	Follows limits and expectations	16%	72%	12%
#1c	Takes care of own needs appropriately	21%	74%	6%
#3a	Balances needs and rights of self and others	11%	67%	22%
<b>Total</b>		<b>16%</b>	<b>71%</b>	<b>13%</b>

BSACAP Expectation for Meeting or Exceeding Goal **82%**

Actual Percentage Meeting or Exceeding Goal **84%**

<u>Family Outcome</u>	<u>Measure</u>	<u>Score</u>	<u>Program Rank</u>
Family Well-Being	Nutrition Awareness		
Family Well-Being	Health/Medical		
Family Well-Being	Stress and Resilience		

SR Goal #4	<i>Creative Arts Expression - Children will demonstrate an interest in and participate in a variety of visual arts, dance, music and dramatic experiences</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Emerging	Meeting Program Expectations	
			Meeting	Exceeding
#30	Shows basic understanding of people and how they live	92%	8%	
#33	Explores the visual arts	90%	10%	
#34	Explores musical concepts and expression	90%	10%	

BSACAP Expectation for Meeting or Exceeding Goal **9%**

Actual Percentage Meeting or Exceeding Goal **10%**

#35	Explores dance and movement concepts	90%	10%
#36	Explores drama through actions and language	90%	10%
	<b>Total</b>	<b>90%</b>	<b>10%</b>

Family Outcome	Measure	Score	Program Rank
Positive Parent-Child Relationship	Family Relationships		
Positive Parent-Child Relationship	Head Start Involvement/Engagement		
Connections to Peers & Community	Connections in School & Community		

SR Goal #5	<i>Children will develop and demonstrate positive interactions and relationships, as well as a sense of belonging with adults and peers</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#1b	Follows limits and expectations	16%	72%	12%
#2c	Interacts with peers	13%	63%	24%
#2d	Makes friends	25%	55%	20%
#3a	Balances needs and rights of self and others	11%	67%	22%
#9a	Uses an expanding expressive vocabulary	23%	68%	9%
	<b>Total</b>	<b>18%</b>	<b>65%</b>	<b>17%</b>

BSACAP Expectation for Meeting or Exceeding Goal	<b>81%</b>
Actual Percentage Meeting or Exceeding Goal	<b>82%</b>

Family Outcome	Measure	Score	Program Rank
Positive Parent-Child Relationship	Family Relationships		
Positive Parent-Child Relationship	Head Start Involvement/Engagement		
Connections to Peers & Community	Connections in School & Community		
Families as Learners	Family Interest/Goals		

SR Goal #6	<i>Children will develop and demonstrate the ability to recognize and regulate emotions, attention, impulses, and behavior</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#1a	Manages feelings	18%	74%	8%
#1b	Follows limits and expectations	16%	72%	12%
#1c	Takes care of own needs appropriately	21%	74%	6%
#2b	Responds to emotional cues	21%	61%	18%
#2c	Interacts with peers	13%	63%	24%
#2d	Makes friends	25%	55%	20%
#3a	Balances needs and rights of self and others	11%	67%	22%
#9a	Uses an expanding expressive vocabulary	23%	68%	9%
#11a	Attends and engages	20%	64%	14%
	<b>Total</b>	<b>32%</b>	<b>66%</b>	<b>15%</b>

BSACAP Expectation for Meeting or Exceeding Goal	<b>81%</b>
Actual Percentage Meeting or Exceeding Goal	<b>81%</b>

Family Outcome	Measure	Score	Program Rank
Family Well-Being	Stress and Resilience		
Positive Parent-Child Relationship	Family Relationships		
Positive Parent-Child Relationship	Head Start Involvement/Engagement		

SR Goal #7	<i>Children will develop and demonstrate the ability to recognize the emotions of others and respond positively</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#1b	Follows limits and expectations	16%	72%	12%
#2d	Makes Friends	25%	55%	20%

BSACAP Expectation for Meeting or Exceeding Goal	<b>80%</b>
Actual Percentage Meeting or Exceeding Goal	<b>80%</b>





Positive Parent-Child Relationship  
 Positive Parent-Child Relationship  
 Positive Parent-Child Relationship

Family Relationships  
 Head Start Involvement/Engagement  
 Attendance

SR Goal #13	<i>Children will find multiple solutions utilizing symbolic representation to questions, tasks, problems and challenges by using reasoning skills</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#11d	Shows curiosity and motivation	20%	73%	7%
#14a	Thinks symbolically	13%	66%	21%
#22	Compares and measures	55%	33%	3%
<b>Total</b>		<b>29%</b>	<b>57%</b>	<b>10%</b>

BSACAP Expectation for Meeting or Exceeding Goal	<b>83%</b>
Actual Percentage Meeting or Exceeding Goal	<b>68%</b>

Family Outcome	Measure	Score	Program Rank
Family Well-Being	Stress and Resilience		
Positive Parent-Child Relationship	Head Start Involvement/Engagement		
Connections to Peers & Community	Connections in School & Community		

SR Goal #14	<i>Children will use Math in every day routines to count, compare, relate, pattern and problem solve</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#13	Uses classification skills	16%	68%	16%
#19b	Writes to convey meaning	36%	61%	6%
#20a	Counts	27%	57%	16%
#20b	Quantifies	25%	61%	14%
#20c	Connects numerals with their quantities	20%	63%	17%
#21a	Understands spatial relationships	35%	56%	9%
#21b	Understands shapes	30%	56%	14%
#22	Compares and measures	55%	33%	3%
#23	Demonstrates knowledge of patterns	15%	71%	14%
<b>Total</b>		<b>29%</b>	<b>58%</b>	<b>12%</b>

BSACAP Expectation for Meeting or Exceeding Goal	<b>78%</b>
Actual Percentage Meeting or Exceeding Goal	<b>71%</b>

Family Outcome	Measure	Score	Program Rank
Connections to Peers & Community	School Readiness		

SR Goal #15	<i>Children will engage in exploring their environments through observations, manipulation, asking questions, making predictions and development of hypotheses</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#11d	Shows curiosity and motivation	20%	73%	7%
#14a	Thinks symbolically	14%	66%	21%
<b>Total</b>		<b>17%</b>	<b>70%</b>	<b>14%</b>

BSACAP Expectation for Meeting or Exceeding Goal	<b>84%</b>
Actual Percentage Meeting or Exceeding Goal	<b>84%</b>

Family Outcome	Measure	Score	Program Rank
Family Well-Being	Transportation		
Positive Parent-Child Relationship	Head Start Involvement/Engagement		
Connections to Peers & Community	Connections in School & Community		
Families as Learners	Family Interest/Goals		

SR Goal #16	<i>Children will engage in exploring their family and community, its history and events, and interacting with people and the environment</i>		
GOLD Scoring Item	GOLD Scoring Item Description	Emerging	Meeting Program Expectations

BSACAP Expectation for Meeting or Exceeding Goal	<b>9%</b>
Actual Percentage Meeting or Exceeding Goal	<b>8%</b>

#27	Demonstrates knowledge of the Earth's environment	92%	8%
#29	Demonstrates knowledge about self	91%	9%
#30	Shows basic understanding of people and how they live	92%	8%
#31	Explores change related to familiar people or places	93%	7%
	<b>Total</b>	<b>92%</b>	<b>8%</b>

Family Outcome

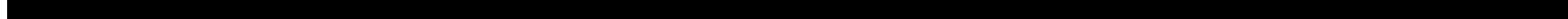
*Positive Parent-Child Relationship*  
*Positive Parent-Child Relationship*  
*Connections to Peers & Community*  
*Families as Learners*

Measure

*Family Relationships*  
*Head Start Involvement/Engagement*  
*Connections in School & Community*  
*Family Interest/Goals*

Score

Program Rank



# BSACAP School Readiness Measurement:

## Scoring Results for the TS GOLD Child Developmental Assessment - Checkpoint 3 in 2025-26

SR Goal #1	<i>Children will demonstrate control, strength and coordination of large muscles for movement, navigation and balance</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Scoring Percentages Based on Widely Held Expectations of GOLD Assessment		
		Below	Meeting	Exceeding
#4	Demonstrates traveling skills (Runs, gallops, skips, etc.)	15%	64%	21%
#5	Demonstrates balancing skills (Walks on beam, jumps, hops, etc.)	14%	71%	15%
#6	Demonstrates gross motor manipulative skills (Throws, catches, kicks, etc.)	2%	63%	17%
<b>Total</b>		<b>10%</b>	<b>66%</b>	<b>18%</b>

BSACAP Expectation for Meeting or Exceeding Goal **84%**

Actual Percentage Meeting or Exceeding Goal **84%**

Family Outcome	Measure	Score	Program Rank
Positive Parent-Child Relationship	Developmental Screenings	2.53	3

SR Goal #2	<i>Children will demonstrate increasing control of small muscles for such purposes as using utensils, self-care, building, writing, and exploring</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#7a	Uses fingers and hands	20%	68%	12%
#7b	Uses writing and drawing tools	14%	62%	22%
#19a	Writes name	21%	51%	28%
#19b	Writes to convey meaning	28%	65%	7%
<b>Total</b>		<b>21%</b>	<b>62%</b>	<b>17%</b>

BSACAP Expectation for Meeting or Exceeding Goal **83%**

Actual Percentage Meeting or Exceeding Goal **79%**

Family Outcome	Measure	Score	Program Rank
Positive Parent-Child Relationship	Developmental Screenings	2.53	3

SR Goal #3	<i>Children and families will practice healthy and safe habits</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#1b	Follows limits and expectations	12%	63%	25%
#1c	Takes care of own needs appropriately	18%	69%	13%
#3a	Balances needs and rights of self and others	8%	55%	37%
<b>Total</b>		<b>13%</b>	<b>62%</b>	<b>25%</b>

BSACAP Expectation for Meeting or Exceeding Goal **88%**

Actual Percentage Meeting or Exceeding Goal **87%**

Family Outcome	Measure	Score	Program Rank
Family Well-Being	Nutrition Awareness	2.33	11
Family Well-Being	Health/Medical	2.59	2
Family Well-Being	Stress and Resilience	2.45	5

SR Goal #4	<i>Creative Arts Expression - Children will demonstrate an interest in and participate in a variety of visual arts, dance, music and dramatic experiences</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Emerging	Meeting Program Expectations	
			Meeting	Exceeding
#30	Shows basic understanding of people and how they live	69%	31%	
#33	Explores the visual arts	66%	34%	
#34	Explores musical concepts and expression	67%	33%	
#35	Explores dance and movement concepts	67%	33%	

BSACAP Expectation for Meeting or Exceeding Goal **38%**

Actual Percentage Meeting or Exceeding Goal **33%**

#36	Explores drama through actions and language	67%	33%
	<b>Total</b>	<b>67%</b>	<b>33%</b>

Family Outcome	Measure	Score	Program Rank
Positive Parent-Child Relationship	Family Relationships	2.43	6
Positive Parent-Child Relationship	Head Start Involvement/Engagement	2.22	13
Connections to Peers & Community	Connections in School & Community	2.36	9

SR Goal #5	<i>Children will develop and demonstrate positive interactions and relationships, as well as a sense of belonging with adults and peers</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#1b	Follows limits and expectations	12%	63%	25%
#2c	Interacts with peers	8%	54%	38%
#2d	Makes friends	16%	47%	37%
#3a	Balances needs and rights of self and others	8%	55%	37%
#9a	Uses an expanding expressive vocabulary	16%	62%	22%
	<b>Total</b>	<b>12%</b>	<b>56%</b>	<b>32%</b>

BSACAP Expectation for Meeting or Exceeding Goal 88%

Actual Percentage Meeting or Exceeding Goal 88%

Family Outcome	Measure	Score	Program Rank
Positive Parent-Child Relationship	Family Relationships	2.43	6
Positive Parent-Child Relationship	Head Start Involvement/Engagement	2.22	13
Connections to Peers & Community	Connections in School & Community	2.36	9
Families as Learners	Family Interest/Goals	2.28	12

SR Goal #6	<i>Children will develop and demonstrate the ability to recognize and regulate emotions, attention, impulses, and behavior</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#1a	Manages feelings	11%	67%	22%
#1b	Follows limits and expectations	12%	63%	25%
#1c	Takes care of own needs appropriately	18%	69%	13%
#2b	Responds to emotional cues	18%	50%	32%
#2c	Interacts with peers	8%	54%	38%
#2d	Makes friends	16%	47%	37%
#3a	Balances needs and rights of self and others	8%	55%	37%
#9a	Uses an expanding expressive vocabulary	16%	62%	22%
#11a	Attends and engages	14%	60%	26%
	<b>Total</b>	<b>13%</b>	<b>59%</b>	<b>28%</b>

BSACAP Expectation for Meeting or Exceeding Goal 88%

Actual Percentage Meeting or Exceeding Goal 87%

Family Outcome	Measure	Score	Program Rank
Family Well-Being	Stress and Resilience	2.45	5
Positive Parent-Child Relationship	Family Relationships	2.43	6
Positive Parent-Child Relationship	Head Start Involvement/Engagement	2.22	13

SR Goal #7	<i>Children will develop and demonstrate the ability to recognize the emotions of others and respond positively</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#1b	Follows limits and expectations	12%	63%	25%
#2d	Makes Friends	16%	47%	37%

BSACAP Expectation for Meeting or Exceeding Goal 87%

Actual Percentage Meeting or Exceeding Goal 86%

#3a	Balances needs and rights of self and others	8%	55%	37%
#9a	Uses an expanding expressive vocabulary	16%	62%	22%
#11c	Solves problems	16%	70%	14%
<b>Total</b>		<b>14%</b>	<b>59%</b>	<b>27%</b>

Family Outcome	Measure	Score	Program Rank
Positive Parent-Child Relationship	Family Relationships	2.43	6
Positive Parent-Child Relationship	Head Start Involvement/Engagement	2.22	13
Connections to Peers & Community	Connections in School & Community	2.36	9

SR Goal #8	<i>Children will demonstrate flexibility, inventiveness, curiosity, motivation, persistence and engagement in learning</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#11a	Attends and engages	14%	60%	26%
#11b	Persists	19%	54%	27%
#11c	Solves problems	16%	70%	14%
#11d	Shows curiosity and motivation	15%	69%	16%
#11e	Shows flexibility and inventiveness in thinking	7%	79%	14%
#12a	Recognizes and recalls	15%	66%	19%
#12b	Makes connections	15%	70%	15%
#14a	Thinks symbolically	9%	60%	31%
<b>Total</b>		<b>14%</b>	<b>66%</b>	<b>20%</b>

BSACAP Expectation for Meeting or Exceeding Goal **86%**

Actual Percentage Meeting or Exceeding Goal **86%**

Family Outcome	Measure	Score	Program Rank
Positive Parent-Child Relationship	Attendance	2.43	6
Families as Lifelong Educators	Current & Futhering Education Status	2.41	7
Connections to Peers & Community	Connections in School & Community	2.36	9
Family Engagement in Transitions	School Readiness	2.46	4
Families as Advocates/Leaders	Leading & Advocating	2.17	14

SR Goal #9	<i>Children will be able to utilize language to express their wants and needs, both verbally and nonverbally</i>			
GOLD Scoring Item	GOLD Scoring Item Description	Below	Meeting	Exceeding
#9a	Uses an expanding expressive vocabulary	16%	62%	22%
#9b	Speaks clearly	36%	56%	24%
#9c	Uses conventional grammar	13%	62%	25%
#10a	Engages in conversations	21%	48%	31%
#10b	Uses social rules of language	15%	65%	20%
#11d	Shows curiosity and motivation	15%	69%	16%
#14a	Thinks symbolically	9%	60%	31%
<b>Total</b>		<b>18%</b>	<b>60%</b>	<b>24%</b>

BSACAP Expectation for Meeting or Exceeding Goal **85%**

Actual Percentage Meeting or Exceeding Goal **84%**

Family Outcome	Measure	Score	Program Rank
Family Well-Being	Health/Medical	2.59	2
Positive Parent-Child Relationship	Head Start Involvement/Engagement	2.22	13
Connections to Peers & Community	Connections in School & Community	2.36	9

SR Goal #10	<i>Children will engage in conversations, follow directions, and comprehend language</i>			
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BSACAP Expectation for Meeting or Exceeding Goal **86%**



#18b	Uses emergent reading skills	14%	61%	25%
	<b>Total</b>	<b>14%</b>	<b>63%</b>	<b>24%</b>

<u>Family Outcome</u>	<u>Measure</u>	<u>Score</u>	<u>Program Rank</u>
Positive Parent-Child Relationship	Family Relationships	2.43	6
Positive Parent-Child Relationship	Head Start Involvement/Engagement	2.22	13
Positive Parent-Child Relationship	Attendance	2.43	6

SR Goal #13	<i>Children will find multiple solutions utilizing symbolic representation to questions, tasks, problems and challenges by using reasoning skills</i>			
<b>GOLD Scoring Item</b>	<b>GOLD Scoring Item Description</b>	<b>Below</b>	<b>Meeting</b>	<b>Exceeding</b>
#11d	Shows curiosity and motivation	15%	69%	16%
#14a	Thinks symbolically	9%	60%	31%
#22	Compares and measures	56%	40%	4%
	<b>Total</b>	<b>27%</b>	<b>56%</b>	<b>17%</b>

BSACAP Expectation for Meeting or Exceeding Goal **88%**

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Actual Percentage Meeting or Exceeding Goal **73%**

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<u>Family Outcome</u>	<u>Measure</u>	<u>Score</u>	<u>Program Rank</u>
Family Well-Being	Stress and Resilience	2.45	5
Positive Parent-Child Relationship	Head Start Involvement/Engagement	2.22	13
Connections to Peers & Community	Connections in School & Community	2.36	9

SR Goal #14	<i>Children will use Math in every day routines to count, compare, relate, pattern and problem solve</i>			
<b>GOLD Scoring Item</b>	<b>GOLD Scoring Item Description</b>	<b>Below</b>	<b>Meeting</b>	<b>Exceeding</b>
#13	Uses classification skills	9%	64%	27%
#19b	Writes to convey meaning	28%	65%	7%
#20a	Counts	22%	48%	30%
#20b	Quantifies	17%	60%	23%
#20c	Connects numerals with their quantities	14%	56%	30%
#21a	Understands spatial relationships	23%	60%	17%
#21b	Understands shapes	20%	56%	24%
#22	Compares and measures	56%	40%	4%
#23	Demonstrates knowledge of patterns	11%	66%	23%
	<b>Total</b>	<b>22%</b>	<b>57%</b>	<b>21%</b>

BSACAP Expectation for Meeting or Exceeding Goal **84%**

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Actual Percentage Meeting or Exceeding Goal **78%**

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<u>Family Outcome</u>	<u>Measure</u>	<u>Score</u>	<u>Program Rank</u>
Connections to Peers & Community	School Readiness	2.46	4

SR Goal #15	<i>Children will engage in exploring their environments through observations, manipulation, asking questions, making predictions and development of hypotheses</i>			
<b>GOLD Scoring Item</b>	<b>GOLD Scoring Item Description</b>	<b>Below</b>	<b>Meeting</b>	<b>Exceeding</b>
#11d	Shows curiosity and motivation	15%	69%	16%
#14a	Thinks symbolically	9%	60%	31%
	<b>Total</b>	<b>12%</b>	<b>65%</b>	<b>24%</b>

BSACAP Expectation for Meeting or Exceeding Goal **89%**

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Actual Percentage Meeting or Exceeding Goal **88%**

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<u>Family Outcome</u>	<u>Measure</u>	<u>Score</u>	<u>Program Rank</u>
Family Well-Being	Transportation	2.65	1
Positive Parent-Child Relationship	Head Start Involvement/Engagement	2.22	13
Families as Learners	Family Interest/Goals	2.28	12

SR Goal #16	<i>Children will engage in exploring their family and community, its history and events, and interacting with people and the environment</i>		
<b>GOLD Scoring Item</b>	<b>GOLD Scoring Item Description</b>	<b>Emerging</b>	<b>Meeting Program Expectations</b>
#27	Demonstrates knowledge of the Earth's environment	67%	33%
#29	Demonstrates knowledge about self	68%	32%
#30	Shows basic understanding of people and how they live	69%	31%
#31	Explores change related to familiar people or places	69%	31%
	<b>Total</b>	<b>68%</b>	<b>32%</b>

BSACAP Expectation for Meeting or Exceeding Goal 37%  
 Actual Percentage Meeting or Exceeding Goal 32%

<u>Family Outcome</u>	<u>Measure</u>	<u>Score</u>	<u>Program Rank</u>
Positive Parent-Child Relationship	Family Relationships	2.43	6
Positive Parent-Child Relationship	Head Start Involvement/Engagement	2.22	13
Connections to Peers & Community	Connections in School & Community	2.36	9
Families as Learners	Family Interest/Goals	2.28	12

# BSACAP Head Start School Readiness Results

Program Year: 2014-15

Assessment Period: Fall

## School Readiness Goal #1

*Children will demonstrate control of large muscles for movement, navigation, and balance.*

### 1. Results of Child Assessment (GOLD)

Expected Score: 1st 

76%
-----

  
Actual Score: 1st 

79%
-----

Expected Score: 2nd 

--

  
Actual Score: 2nd 

#REF!
-------

Expected Score: 3rd 

TBD
-----

  
Actual Score: 3rd 

#REF!
-------

### 3. Results of CLASS Observations

Expected Score: Pre 

NA
----

  
Actual Score: Pre 

NA
----

Expected Score: Post 

NA
----

  
Actual Score: Post 

NA
----

### 2. Results of ECERS Observations

Expected Score 

--

  
Actual Score 

--

### 4. Results of Family Surveys

Expected Score 

TBD
-----

  
Actual Score 

--

### Continuous Program Goal Based on Assessment Results:

Program will .....

### Objective #1:

--

### Expectation of Objective #1

--

### Objective #2:

--

### Expectation of Objective #2

--

### Results:

--



# BSACAP Head Start School Readiness Results

Program Year: 2014-15

Assessment Period: **Fall**

## School Readiness Goal #2

*Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing, and exploring.*

### 1. Results of Child Assessment (GOLD)

Expected Score: 1st 

75%
-----

  
Actual Score: 1st 

73%
-----

Expected Score: 2nd 

--

  
Actual Score: 2nd 

#REF!
-------

Expected Score: 3rd 

TBD
-----

  
Actual Score: 3rd 

#REF!
-------

### 2. Results of ECERS Observations

Expected Score 

--

  
Actual Score 

--

### 3. Results of CLASS Observations

Expected Score: Pre 

NA
----

  
Actual Score: Pre 

NA
----

Expected Score: Post 

NA
----

  
Actual Score: Post 

NA
----

### 4. Results of Family Surveys

Expected Score 

TBD
-----

  
Actual Score 

83%
-----

### Continuous Program Goal Based on Assessment Results:

Program will .....

### Objective #1:

#### Expectation of Objective #1

### Objective #2:

#### Expectation of Objective #2

### Results:

# BSACAP Head Start School Readiness Results

Program Year: 2014-15

Assessment Period: Fall

## School Readiness Goal #3

*Children and families will practice healthy and safe habits.*

### 1. Results of Child Assessment (GOLD)

Expected Score: 1st 

82%
-----

  
Actual Score: 1st 

84%
-----

Expected Score: 2nd 

--

  
Actual Score: 2nd 

#REF!
-------

Expected Score: 3rd 

TBD
-----

  
Actual Score: 3rd 

#REF!
-------

### 3. Results of CLASS Observations

Expected Score: Pre 

NA
----

  
Actual Score: Pre 

NA
----

Expected Score: Post 

NA
----

  
Actual Score: Post 

NA
----

### 2. Results of ECERS Observations

Expected Score 

--

  
Actual Score 

--

### 4. Results of Family Surveys

Expected Score 

TBD
-----

  
Actual Score 

67%
-----

### Continuous Program Goal Based on Assessment Results:

Program will .....

### Objective #1:

### Expectation of Objective #1

### Objective #2:

### Expectation of Objective #2

### Results:

# BSACAP Head Start School Readiness Results

Program Year: 2014-15

Assessment Period: **Fall**

## School Readiness Goal #4

*Children will develop and demonstrate positive interactions and relationships with adults and peers.*

### 1. Results of Child Assessment (GOLD)

Expected Score: 1st   
Actual Score: 1st

Expected Score: 2nd   
Actual Score: 2nd

Expected Score: 3rd   
Actual Score: 3rd

### 2. Results of ECERS Observations

Expected Score   
Actual Score

### 3. Results of CLASS Observations

Expected Score: Pre   
Actual Score: Pre

Expected Score: Post   
Actual Score: Post

### 4. Results of Family Surveys

Expected Score   
Actual Score

### Continuous Program Goal Based on Assessment Results:

Program will .....

### Objective #1:

### Expectation of Objective #1

### Objective #2:

### Expectation of Objective #2

### Results:

# BSACAP Head Start School Readiness Results

Program Year: 2014-15

Assessment Period: Fall

## School Readiness Goal #5

*Children will develop and demonstrate the ability to recognize and regulate emotions, attention, impulses, and behavior.*

### 1. Results of Child Assessment (GOLD)

Expected Score: 1st 

81%
-----

  
Actual Score: 1st 

82%
-----

Expected Score: 2nd 

--

  
Actual Score: 2nd 

#REF!
-------

Expected Score: 3rd 

TBD
-----

  
Actual Score: 3rd 

#REF!
-------

### 2. Results of ECERS Observations

Expected Score 

--

  
Actual Score 

--

### 3. Results of CLASS Observations

Expected Score: Pre 

--

  
Actual Score: Pre 

--

Expected Score: Post 

--

  
Actual Score: Post 

--

### 4. Results of Family Surveys

Expected Score 

TBD
-----

  
Actual Score 

50%
-----

### Continuous Program Goal Based on Assessment Results:

Program will .....

### Objective #1:

--

### Expectation of Objective #1

--

### Objective #2:

--

### Expectation of Objective #2

--

### Results:

--

# BSACAP Head Start School Readiness Results

Program Year: 2014-15

Assessment Period: Fall

## School Readiness Goal #6

*Children will demonstrate an interest in and participate in a variety of visual arts, dance, music and dramatic experiences.*

### 1. Results of Child Assessment (GOLD)

Expected Score: 1st 

81%
-----

  
Actual Score: 1st 

81%
-----

Expected Score: 2nd 

--

  
Actual Score: 2nd 

#REF!
-------

Expected Score: 3rd 

TBD
-----

  
Actual Score: 3rd 

#REF!
-------

### 2. Results of ECERS Observations

Expected Score 

--

  
Actual Score 

--

### 3. Results of CLASS Observations

Expected Score: Pre 

NA
----

  
Actual Score: Pre 

NA
----

Expected Score: Post 

NA
----

  
Actual Score: Post 

NA
----

### 4. Results of Family Surveys

Expected Score 

TBD
-----

  
Actual Score 

--

### Continuous Program Goal Based on Assessment Results:

Program will .....

### Objective #1:

--

### Expectation of Objective #1

--

### Objective #2:

--

### Expectation of Objective #2

--

### Results:

--

# BSACAP Head Start School Readiness Results

Program Year: 2014-15

Assessment Period: **Fall**

## School Readiness Goal #7

*Children will demonstrate flexibility, inventiveness, curiosity, motivation, persistence and engagement in learning.*

### 1. Results of Child Assessment (GOLD)

Expected Score: 1st   
Actual Score: 1st

Expected Score: 2nd   
Actual Score: 2nd

Expected Score: 3rd   
Actual Score: 3rd

### 2. Results of ECERS Observations

Expected Score   
Actual Score

### 3. Results of CLASS Observations

Expected Score: Pre   
Actual Score: Pre

Expected Score: Post   
Actual Score: Post

### 4. Results of Family Surveys

Expected Score   
Actual Score

### Continuous Program Goal Based on Assessment Results:

Program will .....

### Objective #1:

#### Expectation of Objective #1

### Objective #2:

#### Expectation of Objective #2

### Results:

# BSACAP Head Start School Readiness Results

Program Year: 2014-15

Assessment Period: Fall

## School Readiness Goal #8

*Children will be able to utilize language to express their wants and needs.*

### 1. Results of Child Assessment (GOLD)

Expected Score: 1st   
Actual Score: 1st

Expected Score: 2nd   
Actual Score: 2nd

Expected Score: 3rd   
Actual Score: 3rd

### 2. Results of ECERS Observations

Expected Score   
Actual Score

### 3. Results of CLASS Observations

Expected Score: Pre   
Actual Score: Pre

Expected Score: Post   
Actual Score: Post

### 4. Results of Family Surveys

Expected Score   
Actual Score

### Continuous Program Goal Based on Assessment Results:

Program will .....

### Objective #1:

### Expectation of Objective #1

### Objective #2:

### Expectation of Objective #2

### Results:

# BSACAP Head Start School Readiness Results

Program Year: 2014-15

Assessment Period: **Fall**

## School Readiness Goal #9

*Children will engage in conversations, follow directions, and comprehend language.*

### 1. Results of Child Assessment (GOLD)

Expected Score: 1st 

79%
-----

  
Actual Score: 1st 

81%
-----

Expected Score: 2nd 

--

  
Actual Score: 2nd 

#REF!
-------

Expected Score: 3rd 

TBD
-----

  
Actual Score: 3rd 

#REF!
-------

### 2. Results of ECERS Observations

Expected Score 

--

  
Actual Score 

--

### 3. Results of CLASS Observations

Expected Score: Pre 

--

  
Actual Score: Pre 

--

Expected Score: Post 

--

  
Actual Score: Post 

--

### 4. Results of Family Surveys

Expected Score 

TBD
-----

  
Actual Score 

--

### Continuous Program Goal Based on Assessment Results:

Program will .....

### Objective #1:

--

### Expectation of Objective #1

--

### Objective #2:

--

### Expectation of Objective #2

--

### Results:

--

# BSACAP Head Start School Readiness Results

Program Year: 2014-15

Assessment Period: **Fall**

## School Readiness Goal #10

*Children will be able to demonstrate knowledge of print and develop the awareness that print conveys meaning.*

### 1. Results of Child Assessment (GOLD)

Expected Score: 1st   
Actual Score: 1st

Expected Score: 2nd   
Actual Score: 2nd

Expected Score: 3rd   
Actual Score: 3rd

### 3. Results of CLASS Observations

Expected Score: Pre   
Actual Score: Pre

Expected Score: Post   
Actual Score: Post

### 2. Results of ECERS Observations

Expected Score   
Actual Score

### 4. Results of Family Surveys

Expected Score   
Actual Score

### Continuous Program Goal Based on Assessment Results:

Program will .....

### Objective #1:

### Expectation of Objective #1

### Objective #2:

### Expectation of Objective #2

### Results:

# BSACAP Head Start School Readiness Results

Program Year: 2014-15

Assessment Period: Fall

## School Readiness Goal #11

*Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English.*

### 1. Results of Child Assessment (GOLD)

Expected Score: 1st 

TBD
-----

  
Actual Score: 1st 

0%
----

Expected Score: 2nd 

TBD
-----

  
Actual Score: 2nd 

#REF!
-------

Expected Score: 3rd 

TBD
-----

  
Actual Score: 3rd 

--

### 2. Results of ECERS Observations

Expected Score 

--

  
Actual Score 

--

### 3. Results of CLASS Observations

Expected Score: Pre 

NA
----

  
Actual Score: Pre 

NA
----

Expected Score: Post 

NA
----

  
Actual Score: Post 

NA
----

### 4. Results of Family Surveys

Expected Score 

TBD
-----

  
Actual Score 

NA
----

### Continuous Program Goal Based on Assessment Results:

Program will .....

### Objective #1:

--

### Expectation of Objective #1

--

### Objective #2:

--

### Expectation of Objective #2

--

### Results:

--

# BSACAP Head Start School Readiness Results

Program Year: 2014-15

Assessment Period: **Fall**

## School Readiness Goal #12

*Children will find multiple solutions utilizing symbolic representation to questions, tasks, problems and challenges by using reasoning skills.*

### 1. Results of Child Assessment (GOLD)

Expected Score: 1st   
Actual Score: 1st

Expected Score: 2nd   
Actual Score: 2nd

Expected Score: 3rd   
Actual Score: 3rd

### 2. Results of ECERS Observations

Expected Score   
Actual Score

### 3. Results of CLASS Observations

Expected Score: Pre   
Actual Score: Pre

Expected Score: Post   
Actual Score: Post

### 4. Results of Family Surveys

Expected Score   
Actual Score

### Continuous Program Goal Based on Assessment Results:

Program will .....

### Objective #1:

### Expectation of Objective #1

### Objective #2:

### Expectation of Objective #2

### Results:

# BSACAP Head Start School Readiness Results

Program Year: 2014-15

Assessment Period: **Fall**

## School Readiness Goal #13

*Children will use math in every day routines to count, compare, relate, pattern and problem solve.*

### 1. Results of Child Assessment (GOLD)

Expected Score: 1st 

0%
----

  
Actual Score: 1st 

0%
----

Expected Score: 2nd 

--

  
Actual Score: 2nd 

#REF!
-------

Expected Score: 3rd 

TBD
-----

  
Actual Score: 3rd 

#REF!
-------

### 2. Results of ECERS Observations

Expected Score 

--

  
Actual Score 

--

### 3. Results of CLASS Observations

Expected Score: Pre 

NA
----

  
Actual Score: Pre 

NA
----

Expected Score: Post 

NA
----

  
Actual Score: Post 

NA
----

### 4. Results of Family Surveys

Expected Score 

TBD
-----

  
Actual Score 

--

### Continuous Program Goal Based on Assessment Results:

Program will .....

### Objective #1:

#### Expectation of Objective #1

### Objective #2:

#### Expectation of Objective #2

### Results:

# BSACAP Head Start School Readiness Results

Program Year: 2014-15

Assessment Period: Fall

## School Readiness Goal #14

*Children will engage in exploring their environments through observations, manipulation, asking questions, making predictions and development hypotheses.*

### 1. Results of Child Assessment (GOLD)

Expected Score: 1st   
Actual Score: 1st

Expected Score: 2nd   
Actual Score: 2nd

Expected Score: 3rd   
Actual Score: 3rd

### 3. Results of CLASS Observations

Expected Score: Pre   
Actual Score: Pre

Expected Score: Post   
Actual Score: Post

### 2. Results of ECERS Observations

Expected Score   
Actual Score

### 4. Results of Family Surveys

Expected Score   
Actual Score

### Continuous Program Goal Based on Assessment Results:

Program will .....

### Objective #1:

#### Expectation of Objective #1

### Objective #2:

#### Expectation of Objective #2

### Results:

# BSACAP Head Start School Readiness Results

Program Year: 2014-15

Assessment Period: **Fall**

## School Readiness Goal #15

*Children will engage in exploring their family and community, its history and events, and interacting with people and the environment.*

### 1. Results of Child Assessment (GOLD)

Expected Score: 1st   
Actual Score: 1st

Expected Score: 2nd   
Actual Score: 2nd

Expected Score: 3rd   
Actual Score: 3rd

### 3. Results of CLASS Observations

Expected Score: Pre   
Actual Score: Pre

Expected Score: Post   
Actual Score: Post

### 2. Results of ECERS Observations

Expected Score   
Actual Score

### 4. Results of Family Surveys

Expected Score   
Actual Score

### Continuous Program Goal Based on Assessment Results:

Program will .....

### Objective #1:

### Expectation of Objective #1

### Objective #2:

### Expectation of Objective #2

### Results: