

**Request for Qualifications
Elementary Social, Emotional, Behavioral and Family Support**

COVER SHEET

Organization Information:

Organization name: Denise Louie Education Center

Organization address: 606 Maynard Ave S. #101, Seattle WA 98104

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship):

Washington State non-profit corpotation

Application Components and Checklist (submit in this order)

- Cover Sheet
- Key People
- Previous Experience
- Tracking to Success
- Women and Minority Inclusion; Non-discrimination

Contact Information:

Contact person: Janice Deguchi
(please print clearly)

Title: Executive Director

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Signature: 

Date: 2/13/12

Additional information is provided in Attachment 3.

Cover Sheet, Legal Status and Format

Yes, all sections of the RFQ are complete and within the required parameters.

Key People

Key leaders who will assist with Denise Louie Education Center's (DLEC) preschoolers with Kindergarten transition to Seattle Public Schools (SPS) include: Sylvia LeRahl, the Director of Child Development and Disabilities and Susan Valdez, the Director of Family and Community Partnerships. Key staff includes the teachers and family service specialists.

Sylvia LeRahl oversees three Center Supervisors which in turn oversee all classroom teachers. Sylvia received a Masters of Sciences in Education and previously was the Program Director at Kids Co. Preschool where she oversaw the program budget, supervised program staff and volunteers, and ensured compliance to standards. She was also a teacher for six years.

A Lead Teacher and a Teaching Assistant are in each of our 11 classrooms, with 19 children in a class. Our Lead Teachers are required to have an Associates of Art, Bachelor of Arts, or advanced degree in Early Childhood Education (ECE), development or related field. Our Teaching Assistants are required to have a minimum of a high school diploma with at least experience working with preschoolers and complete 10 hours of STARS training. Currently, we have three Lead teachers with advanced degrees, six teachers with baccalaureate degrees, and two associate degrees in ECE or related field.

Susan Valdez has a Bachelor's degree in Political Science and has worked for DLEC for 24 years with 13 years of that being the Director of Family and Community Partnerships. Each school year, she has prepared her FSS to engage our families with enrollment into Kindergarten with assistance with the Seattle Public School District. All FSS are bilingual in the languages of our families and have prior experience providing family support services. Two FSS and the Family Service Manager have baccalaureate degrees, one has a Classroom Development Accreditation (CDA), and three are high school graduates.

Previous Experience

Data has shown that more than half of Washington's children are not ready to succeed when they enter kindergarten. Children arriving at kindergarten who have been in the safe care of nurturing adults who spent time talking and playing with them, who have had their physical and emotional needs responded to, who have been given adequate nutrition and medical/dental care, who have had social experiences with other young children, who have been read and sung to and told stories, and who have been stimulated by and interacted with the world around them are prepared to succeed in school and beyond. DLEC understands that children's earliest days and years has enormous influence on their lives--on their personal relationships, their ability to work with others, their emotional resilience, their academic success, and more. Much of this achievement gap is really a "preparedness gap" that already exists when children begin kindergarten. Those who do well in kindergarten tend to continue that success throughout their school careers, whereas children who struggle in kindergarten typically

continue to struggle to catch up with their better-prepared peers. These children are more likely to fail or repeat grades, to need special support, and to drop out of school.

DLEC provides comprehensive, high quality early learning and family support services to Seattle's immigrant and refugee communities to at-risk, low-income children (prenatal to 5 years old) and families. We serve single-family households, teen parents, English language learners, families with multiple children under than age of five, children with special needs, and families with incomes below the federal poverty-guidelines. Our preschool program serving the International District, Beacon Hill and Rainier Beach communities, encourages developmentally appropriate socio-emotional development, literacy, language development, mathematics, physical health, science, creative arts, and approaches to learning through a play-based curriculum. Teachers individualize curriculum based on child observations, parent input, and assessment data. FSS continue to help families and ensured children have proper medical and dental care, are up-to-date on all "well child" exams, conduct sensory screenings and follow-up with all identified concerns. In 2010-2011, we served 217 eligible children with 96.8% of families fell less than 130% of the Federal Poverty Guidelines. According to the data, the preschool program has a majority of Asian (47%), Hispanic/Latino (28%), and Black or African American (17%) children with 44% speaking a Far Eastern Asian Language (Chinese and Vietnamese), 26% Spanish, 18% English, and 11% African Languages (e.g., Somali).

Each school year, DLEC ensures the success of children we serve. In the Spring of 2011, on average 66% of our 4 year old Head Start children scored at Step III (highest level) on the Creative Curriculum Developmental Continuum, a reflective tool on developmental milestones to be Kindergarten Ready. We identified several indicators to monitor closely as they align with our school readiness outcomes, including: understanding increasingly complex and varied vocabulary (70%), uses language to communicate information (69%), book knowledge (62%), associates sounds with written words (69%), identifies ten letters of the alphabet (61%), mathematics (64%), science (67%), creative arts (71%), emotional development (70%), and approaches to learning (63%). This represents an average increase of 44% in each domain from the beginning of the school year to the end. In addition, our FSS assisted 149 families with health services, 127 families with adult education services, 108 families with English as a second language classes, 84 with parent education services, 40 with emergency crisis assistance, 13 with job training, and 12 with housing assistance.

With the assistance of Seattle Public School, DLEC makes sure every child enrolled into Kindergarten on time. We provide a setting for parents to learn about the enrollment process and bilingual SPS staff members are able to answer any questions about the process. Last year, we were able to enroll 113 children into Kindergarten on time. We also identified 18 children that need extra help after transitioning into kindergarten. We referred these children to Seattle Public Schools' family support program where children and families receive extra help in the early grades to get them on off to a strong start.

DLEC has experience and results that align with preparing our children for school. We are currently partnered with Seattle Early Education Collaborative (SEEC) and aligning the Kindergarten readiness guidelines with WaKIDS and Teaching

Strategies Gold (TS Gold). We also have implemented the Raising a Reader program in order to help children meet grade-level standards in reading. Through this, we've provided training for parents to effectively 'read' with their child regardless of their own literacy and language skills. It helps bridge the home-school connection, while increasing children's excitement for literacy. Moreover, we have partnered with the Seattle Public Libraries in order to encourage family story time, read alouds, and help children obtain library cards. Our preliminary data confirms that this is a significant need in our community; however, our follow-up data collection to demonstrate results is scheduled for March. Early results have indicated that children and parents are thrilled to have this program in place, and library familiarity has increased significantly since implementation.

Furthermore, we've determined that our curriculum needs further refinement to help students meet age-level and grade-level expectations after analyzing initial 2010-2011 data results. Consequently, we've hosted five Curriculum Committee meetings for teachers and supervisors during the 2011-2012 year and will continue throughout the school year. We've also hosted three parent meetings in order to review our current curriculum and Kindergarten-Readiness goals. We've been working in tandem with Seattle Public Schools ECE program, the University of Washington's ECE program, and local elementary schools to improve upon our Kindergarten-Readiness goals and curriculum development. Results have been measured by staff and family involvement, both of which has been strong, and preliminary development of a book written by staff that highlights how we are meeting math, reading, science, and writing goals.

DLEC has multiple community partners that would ensure Kindergarten-readiness including Seattle Schools Preschool Assessment Team, lead psychologist Rhonda Gardner, Childcare Resources, Family Friend and Neighbor Care, Paula Stienke, Seattle Public Library, SPS Developmental Preschools including: Dunlap, Madrona, Lowell, Bailey Gatzert, Thurgood Marshall, and TOPS, Kindergarten Coordinator for Madrona, Aquanetta Washington, Seattle Tilth, University of Washington, Experimental Education Unit, ACRS (Asian Counseling Referral Service), Souchinda Khampradith, and University of Washington's JumpStart.

There are major challenges and barriers hindering the success of the children we serve. Researchers have repeatedly found that socioeconomic status is one of the most powerful indicators of a child's academic performance. In addition to lacking basic necessities, the students in our program often face challenging and stressful home environments. A significant portion of our population has a first language other than English, making the transition into school even more difficult. We are also committed to recruiting and helping special needs children, including maintaining a population of at least 10% of our students with special needs/disabilities.

Consequently, we approach these challenges and barriers in a multi-prong approach. Home visits are conducted by our teachers and FSS as a way to show support learning, develop family and child goals, help reinforce importance of school, show that many adults care about the family's success. We employ diverse staff that reflects our student population with variety of languages, ethnic background, and cultural experiences. We provide parent trainings like Health Institute, Literacy Night, Nutrition Workshops, and Making the Home-School Connection where we offer educational information with translated materials and an interpreter to ensure

information is not misunderstood. We are empowering our families to invest in their child's education through Policy Council and rallies in Olympia. In the classroom, we place students in classrooms where at least one teacher is fluent in the child's home language, dual language plans for every classroom, and teaching families ways to increase literacy even if the parent is illiterate.

Specifically to Kindergarten transition, DLEC's current challenge is consistent partnerships and open information sharing (due to confidentiality rules) of children with Seattle Public School branches as well as the Kindergarten classrooms. Therefore, this Levy would provide instantaneous working partnerships with the schools. Each year, we have one classroom that consistently visits one of the classrooms at Beacon Hill International School on a monthly basis; however we would like more partnerships with Kindergarten classrooms. We anticipate the partnership with Beacon Hill International Schools to involve a Meet and Greet with future Kindergarten teachers, sharing of TS Gold data, visiting the classrooms throughout the year, having our teachers talk with Kindergarten teachers to align necessary Kindergarten expectations, and assisting with targeted incoming Kindergarteners who need extra help, especially at those that have an Individualized Education Plan and English Language Learners.

Tracking to Success

Head Start teachers track outcomes and indicators three times per year through a web-based outcomes tracking system, TS Gold. TS Gold has over 37 indicators for the following developmental domains: literacy, language, social emotional, physical health, and approaches to learning. The results are available for parents' review online. Twice per year, outside evaluators conduct the Peabody Picture Vocabulary Test to determine children's receptive and expressive English language ability. We also track parent referrals and health outcomes using our web-based Child Outcome Planning & Assessment (COPA) data system. In the fall of 2010, only 15% of 4-5 year olds started out at Kindergarten benchmarks for all developmental areas. By the end of the year, 70% of our children met these standards. We are striving to increase that number to closer to 90%.

In addition to TS Gold, DLEC uses other assessments to determine Kindergarten-readiness including the Devereux Early Childhood Assessment (DECA), a nationally normed assessment of within-child protective factors in preschool children aged two to five; Ages and Stages Questionnaire (ASQ) is a screening tool to measure personal-social skills of our children (e.g., self-regulation, compliance, communication, adaptive functioning, autonomy, affect, and interaction with people); Creative Curriculum assessment tool allows us to measure Kindergarten-Readiness skills & abilities; The Classroom Assessment Scoring System (CLASS) is an observational tool that gauges classroom interactions that boost children's academic learning (2-3 per year); and Early Childhood Environment Rating Scales (ECERS) is an environmental rating scale that helps teachers improve their classroom milieu in order to better support children's learning. For our Raising a Reader program, preliminary data collected that measures time spent at home reading with children, quality of literacy interactions, visits to the library; qualitative data will be collected three times a year.

We have used all of the above-referenced data to track, report, and continuously improve student outcomes. Utilizing the assessment data, we have restructured

classrooms to make higher-functioning teaching teams; we have improved professional development opportunities to help teachers with specific concerns demonstrated through data; we have tailored parent trainings according to data outcomes; we have utilized coaches through the City of Seattle to help teachers improve student outcomes; and we have provided on-site assistance for children who are struggling/not meeting developmentally appropriate standards (according to the data). All of these efforts combined have increased student outcomes, as evidence through the various assessment tools.

Also, we annually analyze our staff turnover, fiscal, health data to look for trends and areas of concern. We conduct an annual self-assessment where we solicit feedback from our families to meet their evolving needs. Staff, parents, and board members participate in reviewing certain systems using the latest EHS/HS monitoring protocol or other relevant tools. Last year, we used the Strengthening Families Self Assessment which looks at how early learning programs can reduce child abuse and neglect by improving families resilience.

One example of where we have improved our programs based on data collection was our child's outcome data from last year. Twenty-one percent of our children at the beginning of the year showed Knowledge and Appreciation for Books and by the end of the year, 62% of our kids were "Kindergarten Ready" by this standard. To improve, we expanded our Raising a Reader program (a national program that helps families build and sustain literacy routines in the home). We also hired a Solid Ground Washington Reading Corps VISTA who would increase the amount of volunteers in one-on-one or small group reading in the classroom. Through the VISTA member, we have increased the number of classroom volunteer readers and have already logged 120 hours of additional reading to children in the classroom from October to December. Our VISTA is also planning several Literacy Nights geared toward making reading enjoyable for families and children.

Another way to monitor child outcomes is through monthly attendance records using COPA. Attendance data is used to increase family connections and student success, as FSS and teachers contact families when attendance drops below 85%. FSS discuss with the families the importance of having children attend class and problem-solve any issues that may affect attendance. The more opportunities children are present in the classroom allows an increased opportunity for learn, which in turn affects student outcomes. Weekly observations are inputted into TS Gold then reviewed in order to differentiate learning and provide professional development. Scaffolding teaching based on such data has increased our student outcomes by tailoring learning to best meet children's individual needs.

Women and Minority Inclusion; Non-discrimination

If our program is selected by the school district, no additional employees would be hired as all the work can be done within our program to strengthen our relationship with SPS. However, DLEC does have a non-discrimination policy and to better serve our children and families, we do hire staff that reflects our community's language, ethnic, and cultural backgrounds.

City of Seattle

Teaching Strategies GOLD[®] Snapshot Report

December 01, 2011

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Overview

The Snapshot Report shows the scores of an individual child or group of children at one point in time, like a photograph. You can generate one graph to show that a child is or a group of children are below, meeting, or exceeding expectations for an area of development and learning; an objective; a dimension; or another outcome, such as a Head Start performance standard or state early learning standard. Another graph shows each child's developmental level for only a particular objective or dimension. These graphs enable a teacher or administrator to see at a glance the status of each child or group of children.

This report helps you understand how you can best support children. Consider whether a child is younger or older than most of the children in the group or grade, whether the child recently entered the program or school, whether the child has a disability, or whether there are family or language issues to explore.

The Data in this Report

This report presents the assessment data gathered for 197 children in City of Seattle for the Fall 2011/2012 checkpoint period. Teachers at City of Seattle used 64 objectives in *Teaching Strategies GOLD*[®] to report the children's skill levels for the selected criteria. The data in this report includes both unfinalized and finalized checkpoint levels.

Teaching Strategies GOLD[®]

The *Teaching Strategies GOLD*[®] assessment system measures the knowledge, skills, and behaviors that are most predictive of school success. The tool has 38 objectives, including 2 objectives related to English language acquisition.

Thirty-six objectives are organized into nine areas of development and learning. The first four are major areas of child development: social-emotional, physical, language, and cognitive.

The content learning that is usually identified in early learning standards is organized into the following five areas: literacy, mathematics, science and technology, social studies, and the arts.

The objectives in a tenth area, English language acquisition, help teachers follow a child's progress in acquiring receptive and expressive skills in English.

How Teachers Collect Data Included in this Report

Teachers using the *Teaching Strategies GOLD*[®] assessment tool follow a systematic process, or cycle in order to collect the data needed for all reports. An important part of this cycle is evaluating scores by comparing them to research-based indicators of development and learning. This is accomplished by looking at the 38 objectives.

Many of these objectives include dimensions that guide teacher's thinking about various aspects of an objective.

To assess a child's skill level, the teacher reads a progression to determine which indicator best describes a child's knowledge, skills, and/or behaviors based on what she has observed in everyday experiences. The teacher seeks to answer questions: what does the child know, what is he or she able to do?

Profile of Children

Out of **197** possible children, 197 children have enough *GOLD* data in **Fall 2011/2012** to be included in this report.

The **197** children included in this report are in **11** classes in **3** sites and have the following demographics:

Gender:	Male: 55% Female: 45%
Race:	White: 4% Black or African American: 9% Chinese: 40% Filipino: 2% Laotian: 2% Vietnamese: 11% Other Asian: 1% Other Pacific Islander: 1% Some Other Race: 25% White and Asian: 2% Black or African American and Asian: 2% All other combinations: 2% Unknown: 1%
Ethnicity:	Not Spanish/Hispanic/Latino: 73% Mexican: 4% Unknown Hispanic: 7% Other Hispanic: 16% Unknown: 1%
IFSP/IEP Status:	Children Without IFSP: 100% Children With IFSP: 0% Children Without IEP: 90% Children With IEP: 10%
Funding Source(s)":	Child Care: 33 Head Start: 188 Pre-K: 2 Private: 12
Age or Class/Grade:	Preschool 3 class/grade (Green): 41% Pre-K 4 class/grade (Blue): 59%
Primary Language:	English: 16% Spanish: 27% Chinese (all dialects): 40% Vietnamese: 10% Amharic: 2% Laotian: 1% Somali: 4% Other: 1%

Snapshot by Dimension

These graphs are designed to show data at the dimension level. For those objectives without dimensions, the data can be displayed at the objective level. In this graph you can see each child's developmental level for a particular objective or dimension. The color coding enables you to see the widely held expectations for each age-group or class. In this way you can see how many children and the percentage of children in the group that are below, meeting, or exceeding expectations at one checkpoint.



Table 1: Social-Emotional

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
1a. Manages feelings	Preschool 3 class/grade		2 2.47%	19 23.46%	15 18.52%	25 30.86%	12 14.81%	4 4.94%	2 2.47%	2 2.47%	
	Pre-K 4 class/grade		2 1.72%	8 6.90%	11 9.48%	28 24.14%	21 18.10%	20 17.24%	13 11.21%	13 11.21%	
1b. Follows limits and expectations	Preschool 3 class/grade	1 1.23%	4 4.94%	11 13.58%	20 24.69%	17 20.99%	8 9.88%	13 16.05%	4 4.94%	3 3.70%	
	Pre-K 4 class/grade		1 0.86%	1 0.86%	20 17.24%	11 9.48%	15 12.93%	34 29.31%	14 12.07%	20 17.25%	
1c. Takes care of own needs appropriately	Preschool 3 class/grade		3 3.70%	10 12.35%	9 11.11%	24 29.63%	13 16.05%	10 12.35%	5 6.17%	7 8.64%	
	Pre-K 4 class/grade			2 1.72%	9 7.76%	18 15.52%	9 7.76%	30 25.86%	16 13.79%	32 27.59%	
2a. Forms relationships with adults	Preschool 3 class/grade	3 3.70%		9 11.11%	10 12.35%	13 16.05%	14 17.28%	23 28.40%	4 4.94%	5 6.17%	
	Pre-K 4 class/grade			1 0.86%	5 4.31%	16 13.79%	12 10.34%	28 24.14%	36 31.03%	18 15.53%	
2b. Responds to emotional cues	Preschool 3 class/grade	3 3.70%	4 4.94%	15 18.52%	26 32.10%	22 27.16%	4 4.94%	4 4.94%	2 2.47%	1 1.23%	
	Pre-K 4 class/grade	1 0.86%		8 6.90%	15 12.93%	28 24.14%	24 20.69%	19 16.38%	9 7.76%	12 10.34%	
2c. Interacts with peers	Preschool 3 class/grade	1 1.23%	3 3.70%	23 28.40%	24 29.63%	11 13.58%	3 3.70%	14 17.28%		2 2.48%	
	Pre-K 4 class/grade		1 0.86%	7 6.03%	20 17.24%	21 18.10%	9 7.76%	35 30.17%	9 7.76%	14 12.08%	
2d. Makes friends	Preschool 3 class/grade	11 13.75%	3 3.75%	18 22.50%	13 16.25%	13 16.25%	10 12.50%	8 10.00%	1 1.25%	3 3.75%	
	Pre-K 4 class/grade	3 2.59%	2 1.72%	5 4.31%	11 9.48%	23 19.83%	13 11.21%	29 25.00%	12 10.34%	18 15.52%	
3a. Balances needs and rights of self and others	Preschool 3 class/grade	6 7.41%	9 11.11%	19 23.46%	20 24.69%	8 9.88%	5 6.17%	9 11.11%		5 6.17%	
	Pre-K 4 class/grade	2 1.72%	4 3.45%	7 6.03%	13 11.21%	25 21.55%	20 17.24%	20 17.24%	9 7.76%	16 13.80%	
3b. Solves social problems	Preschool 3 class/grade	6 7.41%	7 8.64%	9 11.11%	15 18.52%	29 35.80%	5 6.17%	5 6.17%		5 6.18%	
	Pre-K 4 class/grade		2 1.72%	7 6.03%	7 6.03%	39 33.62%	30 25.86%	14 12.07%	5 4.31%	12 10.36%	

Table 2: Physical - Gross Motor

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
4. Demonstrates traveling skills	Preschool 3 class/grade			3 3.70%	4 4.94%	24 29.63%	16 19.75%	27 33.33%	3 3.70%	4 4.95%	
	Pre-K 4 class/grade				3 2.59%	16 13.79%	7 6.03%	45 38.79%	19 16.38%	25 21.55%	1 0.87%
5. Demonstrates balancing skills	Preschool 3 class/grade		1 1.23%	4 4.94%	7 8.64%	19 23.46%	13 16.05%	27 33.33%	3 3.70%	7 8.65%	
	Pre-K 4 class/grade			1 0.86%	2 1.72%	19 16.38%	11 9.48%	39 33.62%	23 19.83%	21 18.11%	
6. Demonstrates gross motor manipulative skills	Preschool 3 class/grade			3 3.70%	5 6.17%	26 32.10%	20 24.69%	19 23.46%	4 4.94%	4 4.94%	
	Pre-K 4 class/grade				3 2.59%	20 17.24%	11 9.48%	55 47.41%	16 13.79%	11 9.49%	

Table 3: Physical - Fine Motor

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
7a. Uses fingers and hands	Preschool 3 class/grade			4 4.94%	7 8.64%	20 24.69%	19 23.46%	20 24.69%	4 4.94%	7 8.64%	
	Pre-K 4 class/grade				3 2.59%	19 16.38%	11 9.48%	35 30.17%	21 18.10%	27 23.28%	
7b. Uses writing and drawing tools	Preschool 3 class/grade	1 1.23%	1 1.23%	7 8.64%	13 16.05%	15 18.52%	20 24.69%	15 18.52%	2 2.47%	7 8.65%	
	Pre-K 4 class/grade	1 0.86%		3 2.59%	8 6.90%	15 12.93%	5 4.31%	52 44.83%	16 13.79%	16 13.79%	

Table 4: Language

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
8a. Comprehends language	Preschool 3 class/grade	5 6.17%	3 3.70%	8 9.88%	12 14.81%	23 28.40%	11 13.58%	16 19.75%	3 3.71%		
	Pre-K 4 class/grade	2 1.72%		4 3.45%	3 2.59%	25 21.55%	16 13.79%	39 33.62%	14 12.07%	13 11.21%	
8b. Follows directions	Preschool 3 class/grade		5 6.17%	18 22.22%	18 22.22%	18 22.22%	7 8.64%	13 16.05%	2 2.48%		
	Pre-K 4 class/grade		1 0.86%	6 5.17%	9 7.76%	20 17.24%	16 13.79%	38 32.76%	16 13.79%	10 8.63%	
9a. Uses an expanding expressive vocabulary	Preschool 3 class/grade	1 1.23%	2 2.47%	15 18.52%	12 14.81%	30 37.04%	10 12.35%	10 12.35%	1 1.23%		
	Pre-K 4 class/grade		3 2.59%	2 1.72%	4 3.45%	27 23.28%	18 15.52%	46 39.66%	6 5.17%	10 8.61%	
9b. Speaks clearly	Preschool 3 class/grade	2 2.47%	1 1.23%	14 17.28%	11 13.58%	25 30.86%	12 14.81%	13 16.05%	1 1.23%	2 2.49%	
	Pre-K 4 class/grade	1 0.86%	1 0.86%	2 1.72%	8 6.90%	24 20.69%	18 15.52%	44 37.93%	13 11.21%	5 4.31%	
9c. Uses conventional grammar	Preschool 3 class/grade	6 7.41%	5 6.17%	18 22.22%	20 24.69%	13 16.05%	4 4.94%	10 12.35%	3 3.70%	2 2.47%	
	Pre-K 4 class/grade	3 2.59%	2 1.72%	9 7.76%	6 5.17%	26 22.41%	12 10.34%	35 30.17%	10 8.62%	13 11.22%	
9d. Tells about another time or place	Preschool 3 class/grade	12 14.81%	8 9.88%	23 28.40%	14 17.28%	14 17.28%	5 6.17%	3 3.70%	2 2.48%		
	Pre-K 4 class/grade	7 6.03%	2 1.72%	10 8.62%	12 10.34%	26 22.41%	24 20.69%	20 17.24%	5 4.31%	10 8.64%	
10a. Engages in conversations	Preschool 3 class/grade	12 14.81%	7 8.64%	10 12.35%	9 11.11%	22 27.16%	6 7.41%	11 13.58%		4 4.94%	
	Pre-K 4 class/grade	6 5.17%	1 0.86%	7 6.03%	5 4.31%	19 16.38%	17 14.66%	38 32.76%	13 11.21%	10 8.62%	
10b. Uses social rules of language	Preschool 3 class/grade	5 6.17%	7 8.64%	17 20.99%	13 16.05%	20 24.69%	4 4.94%	10 12.35%	4 4.94%	1 1.23%	
	Pre-K 4 class/grade	1 0.86%	2 1.72%	11 9.48%	8 6.90%	22 18.97%	7 6.03%	42 36.21%	10 8.62%	13 11.21%	

Table 5: Cognitive

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
11a. Attends and engages	Preschool 3 class/grade	6 7.41%		12 14.81%	18 22.22%	20 24.69%	9 11.11%	11 13.58%	4 4.94%	1 1.24%	
	Pre-K 4 class/grade		1 0.86%	9 7.76%	5 4.31%	21 18.10%	11 9.48%	47 40.52%	14 12.07%	8 6.90%	
11b. Persists	Preschool 3 class/grade		1 1.23%	18 22.22%	22 27.16%	20 24.69%	11 13.58%	7 8.64%	1 1.23%	1 1.25%	
	Pre-K 4 class/grade			7 6.03%	11 9.48%	21 18.10%	35 30.17%	26 22.41%	7 6.03%	9 7.78%	
11c. Solves problems	Preschool 3 class/grade	2 2.47%	4 4.94%	23 28.40%	21 25.93%	15 18.52%	7 8.64%	7 8.64%	2 2.46%		
	Pre-K 4 class/grade		1 0.86%	7 6.03%	10 8.62%	25 21.55%	32 27.59%	26 22.41%	11 9.48%	4 3.46%	
11d. Shows curiosity and motivation	Preschool 3 class/grade			12 14.81%	20 24.69%	23 34.57%	9 11.11%	11 13.58%	1 1.24%		
	Pre-K 4 class/grade		1 0.86%	5 4.31%	10 8.62%	25 21.55%	30 25.86%	32 27.59%	10 8.62%	3 2.59%	
11e. Shows flexibility and inventiveness in thinking	Preschool 3 class/grade	2 2.47%	3 3.70%	27 33.33%	19 23.46%	17 20.99%	5 6.17%	8 9.88%			
	Pre-K 4 class/grade			10 8.62%	12 10.34%	30 25.86%	16 13.79%	38 32.76%	7 6.03%	3 2.60%	
12a. Recognizes and recalls	Preschool 3 class/grade	2 2.47%	2 2.47%	27 33.33%	21 25.93%	15 18.52%	7 8.64%	6 7.41%	1 1.23%		
	Pre-K 4 class/grade	1 0.86%	1 0.86%	11 9.48%	10 8.62%	30 25.86%	34 29.31%	22 18.97%	6 5.17%	1 0.87%	
12b. Makes connections	Preschool 3 class/grade	1 1.23%	1 1.23%	18 22.22%	19 23.46%	19 23.46%	11 13.58%	11 13.58%	1 1.24%		
	Pre-K 4 class/grade			5 4.31%	6 5.17%	32 27.59%	31 26.72%	31 26.72%	3 2.59%	8 6.90%	
13. Classifies	Preschool 3 class/grade	8 9.88%	5 6.17%	26 32.10%	18 22.22%	11 13.58%	10 12.35%	2 2.47%	1 1.23%		
	Pre-K 4 class/grade	7 6.03%	2 1.72%	6 5.17%	8 6.90%	43 37.07%	26 22.41%	17 14.66%	4 3.45%	3 2.59%	
14a. Thinks symbolically	Preschool 3 class/grade		3 3.70%	30 37.04%	17 20.99%	21 25.93%	7 8.64%	2 2.47%	1 1.23%		
	Pre-K 4 class/grade			9 7.76%	11 9.48%	51 43.97%	22 18.97%	16 13.79%	3 2.59%	4 3.44%	
14b. Engages in sociodramatic play	Preschool 3 class/grade	3 3.70%	3 3.70%	24 29.63%	20 24.69%	18 22.22%	2 2.47%	10 12.35%		1 1.24%	
	Pre-K 4 class/grade			14 12.07%	8 6.90%	38 32.76%	14 12.07%	23 19.83%	10 8.62%	9 7.75%	

Table 6: Literacy

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
15a. Notifies and discriminates rhyme	Preschool 3 class/grade	15 18.75%	13 16.25%	36 45.00%	9 11.25%	5 6.25%		2 2.50%			
	Pre-K 4 class/grade	5 4.31%	16 13.79%	24 20.69%	31 26.72%	24 20.69%	8 6.90%	7 6.03%	1 0.87%		
15b. Notifies and discriminates alliteration	Preschool 3 class/grade	16 20.00%	24 30.00%	26 32.50%	7 8.75%	3 3.75%	3 3.75%	1 1.25%			
	Pre-K 4 class/grade	11 9.48%	14 12.07%	21 18.10%	37 31.90%	21 18.10%	1 0.86%	10 8.62%		1 0.87%	
15c. Notifies and discriminates smaller and smaller units of sound	Preschool 3 class/grade	25 31.25%	21 26.25%	21 26.25%	8 10.00%	3 3.75%	1 1.25%	1 1.25%			
	Pre-K 4 class/grade	14 12.07%	15 12.93%	33 28.45%	25 21.55%	20 17.24%	5 4.31%	1 0.86%	2 1.72%	1 0.87%	
16a. Identifies and names letters	Preschool 3 class/grade	9 11.25%	28 35.00%	33 41.25%	4 5.00%	3 3.75%		2 2.50%		1 1.25%	
	Pre-K 4 class/grade	4 3.45%	12 10.34%	31 26.72%	18 15.52%	23 19.83%	6 5.17%	13 11.21%	4 3.45%	5 4.31%	
16b. Uses letter-sound knowledge	Preschool 3 class/grade	29 36.25%	27 33.75%	16 20.00%	4 5.00%	2 2.50%	1 1.25%	1 1.25%			
	Pre-K 4 class/grade	18 15.52%	27 23.28%	31 26.72%	16 13.79%	14 12.07%	1 0.86%	8 6.90%		1 0.86%	
17a. Uses and appreciates books	Preschool 3 class/grade	5 6.25%	2 2.50%	25 31.25%	12 15.00%	29 36.25%	6 7.50%	1 1.25%			
	Pre-K 4 class/grade		2 1.72%	11 9.48%	8 6.90%	56 48.28%	28 24.14%	8 6.90%	2 1.72%	1 0.86%	
17b. Uses print concepts	Preschool 3 class/grade	7 8.75%	19 23.75%	30 37.50%	5 6.25%	16 20.00%	3 3.75%				
	Pre-K 4 class/grade	2 1.72%	7 6.03%	16 13.79%	20 17.24%	43 37.07%	23 19.83%	5 4.32%			
18a. Interacts during read-alouds and book conversations	Preschool 3 class/grade	16 20.00%	16 20.00%	20 25.00%	12 15.00%	12 15.00%	1 1.25%	3 3.75%			
	Pre-K 4 class/grade	8 6.90%	6 5.17%	15 12.93%	10 8.62%	44 37.93%	15 12.93%	11 9.48%	2 1.72%	5 4.32%	
18b. Uses emergent reading skills	Preschool 3 class/grade	15 18.75%	18 22.50%	28 35.00%	6 7.50%	8 10.00%	5 6.25%				
	Pre-K 4 class/grade	6 5.17%	8 6.90%	19 16.38%	17 14.66%	42 36.21%	14 12.07%	9 7.76%	1 0.85%		
18c. Retells stories	Preschool 3 class/grade	20 25.00%	21 26.25%	22 27.50%	5 6.25%	6 7.50%	3 3.75%	1 1.25%	2 2.50%		
	Pre-K 4 class/grade	14 12.07%	7 6.03%	17 14.66%	23 19.83%	27 23.28%	11 9.48%	14 12.07%	3 2.58%		
19a. Writes name	Preschool 3 class/grade	2 2.50%	22 27.50%	16 20.00%	23 28.75%	5 6.25%	7 8.75%	5 6.25%			
	Pre-K 4 class/grade		7 6.03%	9 7.76%	22 18.97%	24 20.69%	23 19.83%	31 26.72%			
19b. Writes to convey meaning	Preschool 3 class/grade	3 3.75%	23 28.75%	18 22.50%	21 26.25%	10 12.50%	5 6.25%				
	Pre-K 4 class/grade	7 6.03%	8 6.90%	6 5.17%	32 27.59%	48 41.38%	13 11.21%	2 1.72%			

Table 7: Mathematics

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
20a. Counts	Preschool 3 class/grade	4 4.94%	9 11.11%	35 43.21%	13 16.05%	13 16.05%	5 6.17%	2 2.47%			
	Pre-K 4 class/grade	5 4.31%	3 2.59%	11 9.48%	15 12.93%	36 31.03%	20 17.24%	19 16.38%	7 6.04%		
20b. Quantifies	Preschool 3 class/grade	4 4.94%	12 14.81%	38 46.91%	13 16.05%	9 11.11%	2 2.47%	3 3.71%			
	Pre-K 4 class/grade	3 2.59%	5 4.31%	16 13.79%	23 19.83%	37 31.90%	11 9.48%	16 13.79%	4 3.45%	1 0.86%	
20c. Connects numerals with their quantities	Preschool 3 class/grade	16 19.75%	18 22.22%	25 30.86%	9 11.11%	7 8.64%	4 4.94%	2 2.48%			
	Pre-K 4 class/grade	8 6.90%	7 6.03%	10 8.62%	17 14.66%	37 31.90%	12 10.34%	14 12.07%	9 7.76%	2 1.72%	
21a. Understands spatial relationships	Preschool 3 class/grade	2 2.47%	15 18.52%	41 50.62%	7 8.64%	5 6.17%	4 4.94%	7 8.64%			
	Pre-K 4 class/grade	4 3.45%	6 5.17%	12 10.34%	19 16.38%	27 23.28%	19 16.38%	25 21.55%	2 1.72%	2 1.73%	
21b. Understands shapes	Preschool 3 class/grade	15 18.52%	9 11.11%	23 28.40%	12 14.81%	10 12.35%	9 11.11%	3 3.70%			
	Pre-K 4 class/grade	12 10.34%	3 2.59%	6 5.17%	11 9.48%	39 33.62%	32 27.59%	11 9.48%	1 0.86%	1 0.87%	
22. Compares and measures	Preschool 3 class/grade	14 17.28%	14 17.28%	28 34.57%	10 12.35%	10 12.35%	3 3.70%	1 1.23%	1 1.24%		
	Pre-K 4 class/grade	11 9.48%	6 5.17%	10 8.62%	18 15.52%	44 37.93%	17 14.66%	10 8.62%			
23. Demonstrates knowledge of patterns	Preschool 3 class/grade	19 23.46%	6 7.41%	26 32.10%	8 9.88%	13 16.05%	5 6.17%	4 4.93%			
	Pre-K 4 class/grade	10 8.62%	5 4.31%	8 6.90%	13 11.21%	32 27.59%	23 19.83%	21 18.10%	4 3.44%		

Table 8: Science and Technology

Objectives/Dimensions	Age or Class/Grade	Not Yet Observed	Emerging	Meets Program Expectation
24. Uses scientific inquiry skills	Preschool 3 class/grade	34 41.98%	41 50.62%	6 7.40%
	Pre-K 4 class/grade	23 19.83%	80 68.97%	13 11.20%
25. Demonstrates knowledge of the characteristics of living things	Preschool 3 class/grade	21 25.93%	54 66.67%	6 7.40%
	Pre-K 4 class/grade	15 12.93%	77 66.38%	24 20.69%
26. Demonstrates knowledge of the physical properties of objects and materials	Preschool 3 class/grade	26 32.10%	50 61.73%	5 6.17%
	Pre-K 4 class/grade	22 18.97%	71 61.21%	23 19.82%
27. Demonstrates knowledge of the earth's environment	Preschool 3 class/grade	31 38.27%	44 54.32%	6 7.41%
	Pre-K 4 class/grade	25 21.74%	67 58.26%	23 20.00%
28. Uses tools and other technology to perform tasks	Preschool 3 class/grade	27 33.33%	43 53.09%	11 13.58%
	Pre-K 4 class/grade	21 18.10%	70 60.34%	25 21.56%

Table 9: Social Studies

Objectives/Dimensions	Age or Class/Grade	Not Yet Observed	Emerging	Meets Program Expectation
29. Demonstrates knowledge about self	Preschool 3 class/grade	9 11.11%	64 79.01%	8 9.88%
	Pre-K 4 class/grade	6 5.17%	82 70.69%	28 24.14%
30. Shows basic understanding of people and how they live	Preschool 3 class/grade	15 18.52%	61 75.31%	5 6.17%
	Pre-K 4 class/grade	15 12.93%	74 63.79%	27 23.28%
31. Explores change related to familiar people or places	Preschool 3 class/grade	17 20.99%	61 75.31%	3 3.70%
	Pre-K 4 class/grade	17 14.66%	79 68.10%	20 17.24%
32. Demonstrates simple geographic knowledge	Preschool 3 class/grade	44 54.32%	35 43.21%	2 2.47%
	Pre-K 4 class/grade	35 30.17%	66 56.90%	15 12.93%

Table 10: The Arts

Objectives/Dimensions	Age or Class/Grade	Not Yet Observed	Emerging	Meets Program Expectation
33. Explores the visual arts	Preschool 3 class/grade	4 4.94%	64 79.01%	13 16.05%
	Pre-K 4 class/grade	3 2.59%	77 66.38%	36 31.03%
34. Explores musical concepts and expression	Preschool 3 class/grade	11 13.58%	61 75.31%	9 11.11%
	Pre-K 4 class/grade	11 9.48%	83 71.55%	22 18.97%
35. Explores dance and movement concepts	Preschool 3 class/grade	7 8.64%	65 80.25%	9 11.11%
	Pre-K 4 class/grade	5 4.31%	89 76.72%	22 18.97%
36. Explores drama through actions and language	Preschool 3 class/grade	18 22.22%	55 67.90%	8 9.88%
	Pre-K 4 class/grade	13 11.21%	82 70.69%	21 18.10%

Appendices

Appendix A: Completion Rate

Each development and learning area includes related objectives. Reports for developmental areas, or other categories are based on data for one or more objectives and dimensions. For each checkpoint period, the teacher identifies the level that best describes a child's knowledge, skill or behavior for each objective or dimension. A teacher may omit a particular objective or dimension for a child by oversight, or a teacher might mark an objective as "Not Observed." Note that the area of physical development is always divided into gross-motor and fine-motor development and never combined.

The completion rate table shows the number and percentage of objectives and dimensions in each development and learning area that were completed for the group of children included in this report. Administrators can use this chart for quality control purposes.

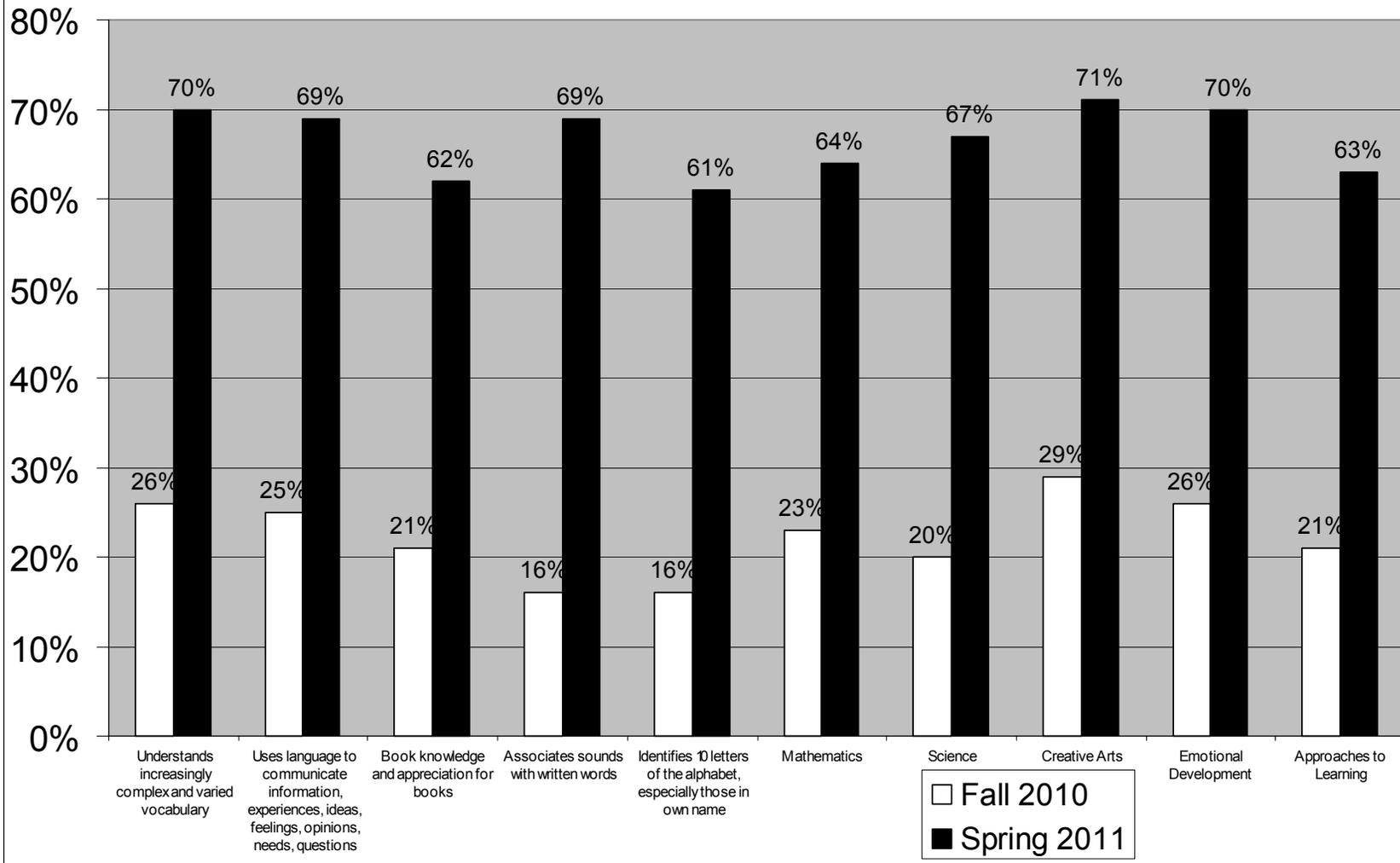
	Number of Objectives	Potential Responses	Responses Recorded	% of Total Responses
Social-Emotional	3	1773	1772	100%
Physical - Gross Motor	3	591	591	100%
Physical - Fine Motor	1	394	394	100%
Language	3	1576	1576	100%
Cognitive	4	1970	1970	100%
Literacy	5	2364	2352	99%
Mathematics	4	1379	1379	100%
Science and Technology	5	985	984	100%
Social Studies	4	788	788	100%
The Arts	4	788	788	100%

Appendix B: Report Criteria

The criteria used to generate this report are summarized in the Profile of Children. This Appendix shows all of the criteria that were selected to run this report.

Checkpoint Period:	Fall 2011/2012
Gender:	Unknown Male Female
Primary Language:	All
Race:	All
Ethnicity:	All
Funding Source(s):	All
Show results for:	Social-Emotional, Physical - Gross Motor, Physical - Fine Motor, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts
Generated on":	12/01/2011

Denise Louie Education Center
2010-2011 Outcomes for 4-5 year olds
% of children at Step III on Creative Curriculum



**Denise Louie Education Center
2009-2010 Outcomes for 4-5 year olds
% of children at Step III on Creative Curriculum**

