



Child Outcomes Report

Comparison of Fall and Winter Progress Checkpoints 2013-2014

Teaching Strategies Gold provides Yeled teachers and administrators with valuable data three times a year to track each individual child's progress as well as to assess progress in each classroom and each site. Aggregating the data provides an overall snapshot of performance agency wide. The domains covered by TSG are designed to assess all of the domains of school readiness in the Head Start Child Development and Early Learning Framework.

A comparison of data gleaned from the TSG assessments shows that Yeled children, both Head Start and Early Head Start, made marked progress in meeting or exceeding widely held expectations for their age group in the second, winter, assessment period when compared with the first, fall, period – when children were assessed close to their date of entry in to the program.

The first area assessed is the **Social Emotional** domain. In this domain, all age groups showed improvement over the assessment period. The EHS group had a substantial shift in population from one age group to another during this period, as children aged out of one group and into the other. Nonetheless, almost all children in both EHS age groups reached widely-held expectations for their age group. Even though the 2-3 age group added 35 new children, the gains amounted to over twenty percent. In Head Start, the gains were even greater, as the number of three-year olds who reached widely-held-expectations increased by more than 50%, and the number of four-year-olds by more than 60%.

In the **physical** domain, most of the children in EHS entered the program already meeting the widely-held expectations for their age. There were, however, substantial gains, especially in the 2-3 age group, where more than 90% of the children attained the widely-held expectations for their age, despite the aforementioned increase in this group. In the Head Start group, the gains amounted to more than 20 percentage points, with about three-fourths of the children having attained widely-held expectations for their age.

In the area of **Language**, the greatest gains were achieved in the 2-3 year old group, with a 60% increase in the number of children achieving the widely-held expectations, followed by the three-year-olds, most of them new to the school experience, who gained by about the same amount. Four-year-olds, too, demonstrated substantial gains. At this checkpoint, more than 70% of children have achieved the widely held expectations for their age group in this domain; we fully expect this number to increase substantially by the next checkpoint. In the **cognitive** domain, there was growth by about thirty percentage points for all age groups. The youngest children, who mostly enter the program having

achieved their milestones, showed less growth, but 92% of them have already reached their expected cognitive milestones at this point.

The **Literacy** and **Mathematics** domains clearly demonstrate that YVY EHS and HS teachers have had an important impact on the children. The overall scores at entry were lowest in these two domains, and the gains were impressive. At this, the second checkpoint of the year, there was a 100% increase in the number of three year olds who achieved the expected milestones in literacy and a gain of approximately 60% in the four-year-old numbers, with almost 80% of four-year-olds at the expected milestones. The **mathematics** scores reflect intensive intervention on both site and classroom levels in response to the initial assessment scores, as there are substantial gains in this area at the second assessment period. This is an area where teachers will be working intensively with the children during the next assessment period.

Overall, the data demonstrates that YVY EHS and HS teachers are successfully facilitating the children's achieving the widely-held expectations for their age group. We fully expect that the final checkpoint of the year will demonstrate even further achievement.



School Readiness Child Outcomes Report
Comparison of Fall (1st) and Winter (2nd) Progress Checkpoints 2013-2014
Head Start / Early Head Start Grantee – Brooklyn & Staten Island
All Classrooms / Centers – Including Home Based

% Children Meeting or Exceeding Widely Held Expectations: All Children																	
Grant		FALL (1 st) FHS/EHS				/	FALL (1 st) HS II			/	WINTER (2 ND) FHS/EHS				/	WINTER (2 ND) HS II	
AGES	N= 717	0-2 ^(A) (161)	2-3 (101)	3-4 (224)	4-5 (231)	N= 869	3-4 (404)	4-5 (465)	N= 742	0-2 ^(A) (137)	2-3 (136)	3-4 (233)	4-5 (236)	N= 907	3-4 (415)	4-5 (492)	
Areas of Development	Social – Emotional	90.7%	72.3%	39.7%	43.3%		49.7%	38.5%		92.3%	89.7%	69.6%	75.0%		74.5%	66.5%	
	Physical	82.6%	71.0%	55.4%	52.4%		58.2%	45.8%		86.1%	91.6%	77.9%	75.5%		85.1%	71.5%	
	Language	80.1%	56.0%	40.1%	46.8%		51.1%	48.4%		77.4%	80.1%	70.4%	70.3%		79.0%	73.5%	
	Cognitive	90.7%	53.5%	37.1%	47.4%		48.0%	43.7%		92.7%	85.3%	67.0%	75.0%		83.6%	74.3%	
	Literacy	80.7%	34.0%	24.0%	60.0%		27.7%	42.8%		84.7%	78.0%	53.9%	86.3%		64.2%	73.8%	
	Mathematics	57.8%	42.7%	30.7%	36.0%		37.1%	34.2%		61.3%	77.8%	55.1%	70.4%		68.8%	60.9%	

SOURCE: Teaching Strategies GOLD

For the 0-2 age group, in the fall 51 children were 0-1 and 110 children were 1-2 years old; in the winter 27 children were 0-1 and 110 children were 1-2 years old.

A- FHS/EHS- funded capacity is 492 Head start and 284 Early Head Start, exclusive of 70 expectant mothers, to total 776

B- HS 2-funded capacity is 925 Head Start