



2014-2015 Fall Child Outcomes Report

Teaching Strategies Gold provides Yeled v'Yalda teachers and administrators with valuable data that is collected and reported three times a year to track each child's progress as well as to assess progress in each classroom and each site. Amassing and analyzing 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.

Results for the fall checkpoint 2014-2015 are provided in the data table provided, both for Early Head Start and Head Start, which shows children's performance level by age in each of the six areas of development. In addition, we have created a comparison table for our first year four-year old children and second year four-year old children. Our analysis of this four year old data shows a large gap for our first year four-year old children in comparison to our second year four-year old children who were given instruction in all domains of school readiness and thus have scored noticeably higher in all domain areas.

In the social emotional domain, the data shows our Early Head Start children are meeting the widely held expectations while our three and four year olds are below expectations. Training using the CLASS tool and the NCQTL videos targeting in on the Emotional Support domain are shared with our staff to help children develop warm, supportive relationships, feel comfortable in the classroom and experience appropriate levels of autonomy and independence. With continued support in this domain, we project that this gap will be addressed and narrowed over the course of the year.

In the in the area of physical development, the Early Head Start children, and the three-year old and four-year old Head Start children scored the highest in this domain which includes gross motor skills and fine motor skills.

In the area of language and cognitive skills, our Early Head Start children are meeting or exceeding the widely held expectations for their age group. Our Head Start II programs are meeting widely held expectations while our Federal Head Start programs scored just below the widely held expectations. Our teachers all received training on best practices in the Head Start classroom focusing on transition and Behavioral Expectations to maximize children's learning time and prepare children for success. Special attention was given to routines, transitions and teacher preparation to provide a consistent level of learning throughout the day. Accordingly, Yeled v'Yalda will monitor the progress of the Federal Head Start programs.

In the area of Literacy and Math, our Early Head Start programs are meeting the widely held expectations while our three and four-year old Head Start children are below widely held expectations. However, there is a remarkable difference in the scores for our first and second year four-year old children, with our second four year old children scoring 15 – 30 percent higher in math and 20 – 25 percent higher in Literacy. Both literacy and math are areas where the teachers will be working intensely with the children which will be noted in our comparison data at our winter checkpoint.



School Readiness Child Outcomes Report
Fall (1st) Progress Checkpoint 2014-2015
Head Start / Early Head Start Grantee – Brooklyn & Staten Island
All Classrooms / Centers – Including Home Based

| % Children Meeting/Exceeding Widely Held Expectations: All Children | | | | | | | | | |
|---|---------------------------|----------------------|---------------------------|--------------|--------------|--------------------|----------------|--------------|--------------|
| Grant | | FHS/EHS ^a | | | | HS II ^b | | | |
| | | AGES N= 817 | 0-2 (188) ^c | 2-3 (106) | 3-4 (301) | 4-5 (222) | AGES N= 849 | 3-4 (419) | 4-5 (430) |
| Areas of Development | Social – Emotional | | 94.5% | 71.4% | 30.9% | 43.6% | | 40.3% | 43.6% |
| | Physical | | 85.6% | 75.5% | 49.6% | 56.4% | | 45.3% | 56.4% |
| | Language | | 76.9% | 64.8% | 42.3% | 51.8% | | 51.9% | 64.8% |
| | Cognitive | | 92.4% | 67.6% | 35.1% | 48.6% | | 40.3% | 59.5% |
| | Literacy | | 83.8% | 51.4% | 28.1% | 65.2% | | 22.5% | 46.8% |
| | Mathematics | | 73.4% | 61.5% | 29.6% | 40.6% | | 26.0% | 33.0% |

SOURCE:

Teaching Strategies GOLD

- a) FHS/EHS- funded capacity is 560 Head start and 294 Early Head Start, exclusive of 72 expectant mothers, to total 926
- b) HS II-funded capacity is 959 Head Start
- c) For the 0-2 age group, in the fall 69 children were 0-1 and 113 children were 1-2 years old.



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| % Children Meeting/Exceeding Widely Held Expectations: All Children | | | | | | | | | | | |
|---|--------------------|----------------------|---------------------------|--------------|--------------|---|--|----------------|--------------|---|--|
| Grant | | FHS/EHS ^a | | | | | HS II ^b | | | | |
| | | AGES N= 814 | 0-2 (188) ^c | 2-3 (106) | 3-4 (301) | 4 years 1 st year (74) | 4 years 2 nd year (145) | AGES N= 845 | 3-4 (419) | 4 years 1 st year (84) | 4 years 2 nd year (342) |
| Areas of Development | Social – Emotional | | 94.5% | 71.4% | 30.9% | 23.0% | 53.1% | | 40.3% | 38.1% | 53.2% |
| | Physical | | 85.6% | 75.5% | 49.6% | 35.1% | 67.6% | | 45.3% | 33.3% | 61.5% |
| | Language | | 76.9% | 64.8% | 42.3% | 31.1% | 62.8% | | 51.9% | 50.0% | 67.7% |
| | Cognitive | | 92.4% | 67.6% | 35.1% | 31.0% | 57.6% | | 40.3% | 48.8% | 61.5% |
| | Literacy | | 83.8% | 51.4% | 28.1% | 48.6% | 74.5% | | 22.5% | 31.7% | 50.3% |
| | Mathematics | | 73.4% | 61.5% | 29.6% | 18.9% | 52.1% | | 26.0% | 19.3% | 36.0% |

SOURCE:

Teaching Strategies GOLD

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- c) For the 0-2 age group, in the fall 69 children were 0-1 and 113 children were 1-2 years old.