



School Readiness Child Outcomes Report

Comparison of winter and spring progress checkpoints 2015

At Yeled V'Yalda all HeadStart and Early HeadStart children are assessed three times a year to assure that they are making progress in all areas of development described in the Head Start Child Development and Early Learn Framework. Teachers and Education directors review data from many reports to ensure progress and alignment to School Readiness goals. The Class Profile Report enables teachers to see where children are along each progression and helps teachers with day to day planning. The Snapshot Report offers teachers and Education Directors an overarching look at classroom and program performance, and whether the skills of children are below, meeting or exceeding expectations. In addition, teachers use the Development and Learning reports to share important information with families on progress, next step goals and activities for families to do at home to support further learning.

Children were assessed in fall upon entry into the program, during the winter for their second assessment period and now in spring for the final assessment period. An analysis of the data from the TSG reports validates that all students have made great strides in meeting or exceeding expectations in all six domains of learning and development covered by the TSG assessment tool.

In social emotional domain, the data shows continued growth for all children in both the Federal HeadStart and HeadStart II programs with over 85% of the children meeting or exceeding expectations. Our three-year olds, who for most of them their first school experience, have shown the greatest levels of progress within this domain with gains of 50 percentage points. Our teachers intense focus on teacher sensitivity, positive affect, and support for autonomy and leadership have all supported the growth and progress in this area.

Data in the area of physical development shows 88% of the children from all age groups meeting or exceeding expectations. Children have mastered balancing skills, fine-motor skills, gross-motor skills as well as coordination.

In language and cognitive skills, the data again indicates the greatest growth patterns for our three-year old children. Our three-year olds in the Federal HeadStart program have made gains of 20 percentage points in both areas while our three-year old HeadStart II children have made gains of 8 to 11 percentage points with 85% to 91% of all three-year old children meeting or exceeding expectations in language with 85% to 87% meeting or exceeding in cognitive skills. Our four-year olds too have demonstrated growth in these domains with major accomplishments for Federal HeadStart program but an overall 90% of all children meeting or exceeding expectations in the language and cognitive domain. Our two-year old children too have mastered their cognitive and language skills with 87% to 90% of them meeting or exceeding expectations.

Significant gains have been noted in the domains of literacy and math. Our two-year and three-year olds who may have had their first introduction to literacy and math upon entry to the program had a hard time mastering these concepts to start, however, with problem solving techniques, analysis, reasoning, predictions, classification and comparison skills these children have mastered these skills quite well. Data shows 88% of our two-year olds meeting or exceeding expectations in both domains, while our three-year olds had gains of 25 to 29 percentage points in literacy and 13 to 22 percentage points of growth in math. Our four-year olds have shown considerable growth in both literacy and math with 97% of our Federal HeadStart children meeting or exceeding in literacy and 90% meeting or exceeding in math.

In conclusion, we have a noted reduction in scores for our two-year old home-based program which reflects our open-enrollment with new children entering the program reflecting on the skills and learning goals that they have not yet been introduced to, however, we are confident with continued support these home-based children will master all areas of school readiness.

Our three year in the Federal HeadStart program had higher scores upon entry into the program specifically in physical development, literacy and math. However, the data in the winter and now the spring checkpoints reflect that the children in the HSII program have excelled and continued to surpass the FHS program in all areas but math with them having a slight lead of 4 percentage points.

Upon entry into the program, our four year olds in FHS program have demonstrated higher levels of competency in literacy and math while our HSII program children held an upper edge in language and cognitive skills. During our winter checkpoint, the FHS program continued to excel in literacy and math with noted growth in social emotional domains. Finally, our data in our spring checkpoint reflects our FHS children holding an upper edge with larger growth patterns in all areas of development.

Overall, the data demonstrates that Yeled V'Yalda teachers have successfully facilitated the skills needed for achieving the widely held expectation for their age group. The children have progressed and the data validates growth in the six domains of development and learning.

School Readiness Child Outcomes Report
Comparison of Winter (2nd) and Spring (3rd) Progress Checkpoints 2014-2015
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		Winter (2nd) FHS/EHS^A					Winter (2nd) HS II^B				Spring (3rd) FHS/EHS^A					Spring (3rd) HS II^B	
AGES	N=	0-2^(A)	2-3	3-4	4-5	N=	3-4	4-5	N=	0-2^(A)	2-3	3-4	4-5	N=	3-4	4-5	
	821	(167) ^C	(121)	(287)	(246)	902	(431)	(471)	816	(124) ^C	(133)	(319)	(240)	894	(443)	(451)	
Areas of Development	Social – Emotional	98.2%	92.6%	63.4%	81.7%		72.0%	79.7%		96.7%	94.7%	86.7%	90.8%		91.0%	87.5%	
	Physical	93.4%	84.3%	73.8%	81.3%		79.6%	79.2%		88.7%	91.6%	91.5%	92.8%		91.6%	89.8%	
	Language	86.2%	87.6%	65.8%	79.8%		80.2%	84.7%		80.6%	87.2%	85.8%	92.0%		91.3%	89.9%	
	Cognitive	98.2%	85.1%	65.7%	83.7%		79.1%	85.1%		92.7%	90.9%	85.8%	94.0%		87.1%	91.0%	
	Literacy	89.8%	76.7%	54.4%	90.4%		53.5%	83.8%		87.9%	87.9%	79.8%	97.8%		82.5%	91.0%	
	Mathematics	81.4%	83.5%	63.9%	70.5%		69.3%	67.5%		66.1%	89.4%	86.2%	90.3%		82.5%	85.4%	

SOURCE: Teaching Strategies GOLD

A- FHS/EHS- funded capacity is 560 Head start and 292 Early Head Start, exclusive of 74 expectant mothers, to total 926

B- HS 2-funded capacity is 959 Head Start

C- For the 0-2 age group, in the fall 71 children were 0-1 and 117 children were 1-2 years old; in the winter 60 children were 0-1 and 107 children were 1-2 years old.