



## Child Outcomes Report

### Comparison of Fall and Winter Progress checkpoints 2015 - 2016

Teaching Strategies Gold offers valuable data three times a year to Yeled v'Yalda teachers and administrators in order to evaluate and assess the progress of all students, classrooms and sites. TSG covers all domains of school readiness in the Head Start Child Development and Early Learning framework, thereby providing an overall snapshot of performance across the agency.

Head Start and Early Head Start children were assessed in the fall, close to their date of entry into the program, as well as during the winter for a second assessment period. A comparison of the data gleaned from the TSG assessment demonstrated that the students made great progress in meeting expectations or exceeding expectations for their designated age group.

Data in the social emotional domain reflects growth in all age groups from zero to two-year-olds through four-year-olds. Teacher trainings, CLASS assessment and CLASS exemplar videos have supported staff in this domain, helping children develop autonomy and independence. A growth of approximately 25% was recorded for our three and four-year-olds across both Federal HS and HSII programs.

In the area of physical development (includes gross and fine motor), approximately 78% of all children from all age groups are meeting or exceeding expectations, this is reflective of our centers with outdoor play areas.

In language and cognitive skills, the data demonstrates growth within most age groups, covering language and cognitive development. The three and four-year-olds have made noticeable progress with more than 68% of our children meeting or exceeding expectations. Continued support for best practices in the classroom, concept development and instructional support will allow further growth in these areas during our final marking period in the spring.

Substantial gains have been noted in the domain of literacy. Our three-year-olds in both FHS and our HSII programs were struggling with their literacy skills during their first checkpoint period. Emphasis on repetition and extension, advanced language, scaffolding as well as prompting thought process have been the reason for significant progress in this area. 62% of our three-year olds are now meeting or exceeding expectations. Our four-year-olds, are continuing to progress with approximately 86% meeting or exceeding expectations. Our EHS children, have also shown growth in the area of literacy which for them includes book appreciation, rhyming and knowledge of print.

Review of the data has shown that Dual Language Learners (DLL) are consistently making progress across all areas with little differentiation between DLL's and children from families whose home language is English. In addition, children with IEP's have shown significant progress in all areas with a noticeable improvement in math and cognitive.

Overall, the mid-year data demonstrates that Yeled V'Yalda 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.

### **PROGRAM ACTION PLAN**

Although Yeled v'Yalda children have made significant progress in math, it still remains overall our programs weakest area. In order to ensure near perfect growth levels during the spring checkpoint period, we plan to purchase new math materials to enhance all classrooms. Furthermore, we plan to offer specific training targeting spatial relationships and connecting numerals with their quantities, which were the specific objectives needing further attention.

Through review and comparison of all data from fall and winter checkpoints, all children in both FHS and HSII programs have shown least progress in the area of language. Through the use of the NCQTL suites pertaining to language development which will be used as a training tool in conjunction with coaching from the education team, we are confident of further progress.

**School Readiness Child Outcomes Report**  
**Comparison of Fall (1<sup>st</sup>) and Winter (2<sup>nd</sup>) Progress Checkpoints 2015-2016**  
**Head Start / Early Head Start Grantee – Brooklyn & Staten Island**  
**All Classrooms / Centers – Including Home Based**



<b>% Children Meeting or Exceeding Widely Held Expectations: All Children</b>																	
<b>Grant</b>		<b>FALL (1<sup>st</sup>) FHS/EHS<sup>A</sup></b>					<b>FALL (1<sup>st</sup>) HS II<sup>B</sup></b>				<b>WINTER (2<sup>ND</sup>) FHS/EHS<sup>A</sup></b>					<b>WINTER (2<sup>ND</sup>) HS II<sup>B</sup></b>	
<b>AGES</b>	<b>N=821</b>	<b>0-2 (204)<sup>C</sup></b>	<b>2-3 (123)</b>	<b>3-4 (286)</b>	<b>4-5 (208)</b>	<b>N= 895</b>	<b>3-4 (568)</b>	<b>4-5 (327)</b>	<b>N= 848</b>	<b>0-2<sup>(A)</sup> (158)<sup>C</sup></b>	<b>2-3 (160)</b>	<b>3-4 (268)</b>	<b>4-5 (262)</b>	<b>N= 903</b>	<b>3-4 (461)</b>	<b>4-5 (442)</b>	
<b>Areas of Development</b>	<b>Social – Emotional</b>	91.8%	76%	33.6%	45.7%		57.4%	53.2%		94.75%	90.6%	69.8%	76.3%		80.8%	71.7%	
	<b>Physical</b>	87.8%	78.2%	49.7%	44.2%		65.1%	59.0%		92.7%	97.5%	81.2%	81.3%		88.1%	78.3%	
	<b>Language</b>	78.8%	74.2%	43.9%	50.0%		64.8%	65.6%		87.85%	84.4%	71.2%	78.2%		81.8%	80.3%	
	<b>Cognitive</b>	92.9%	68.8%	34.2%	52.5%		58.3%	60.1%		96.95%	86.2%	68.6%	82.1%		80.4%	81.6%	
	<b>Literacy</b>	94.8%	59.0%	27.9%	66.5%		40.6%	61.6%		91.2%	71.2%	64.5%	87.7%		62.0%	86.4%	
	<b>Mathematics</b>	75.55%	64.6%	33.7%	38.4%		48.5%	42.6%		79.8%	83.7%	59.6%	74.0%		71.4%	76.0%	

**SOURCE: Teaching Strategies GOLD**

**A- FHS/EHS- funded capacity is 560 Head start and 366 Early Head Start, exclusive of 72 expectant mothers, to total 854**

**B- HS II-funded capacity is 959 Head Start**

**C- For the 0-2 age group, in the fall 75 children were 0-1 and 129 children were 1-2 years old; in the winter 44 children were 0-1 and 114 children were 1-2 years old.**