



Child Outcomes Report

Comparison of Winter and Spring Progress Checkpoints (2012-2013)

Teaching Strategies Gold

YVY children are assessed three times during the school year on all the domains of development using the Teaching Strategies Gold Child Assessment Portfolio. The domains covered by TSG correspond to the necessary components of school readiness as described in the Head Start Child Development and Early Learning Framework. This, the final assessment for the year, provides a snapshot of the children's standing vis a vis the widely-held expectations for children in their age group and demonstrates, as well, the growth achieved during this period compared to the achievement documented at the last checkpoint. As the final checkpoint of the year, it also summarizes the children's accomplishments, reflecting the targeted work done by teachers over the course of this last period in response to the previous assessment.

Previous data comparing fall and winter 2012-2013 demonstrated substantial growth in all areas for children in all age groups. At years' end, a comparison of the last two checkpoints of the school year shows that these gains held and were surpassed, as greater numbers of children either met or exceeded the widely held expectations for their age by the end of the school year. Overall percentages demonstrate that, at the end of this school year, children in YVY Head Starts and Early Head Starts are well prepared to learn the next set of skills that will be required of them in the coming year. Children entering kindergarten are ready for elementary school and are prepared to undertake the more complex tasks that await them.

Broken down by age group, these data show consistent improvement in all areas. This includes the 0-2 group, where 16 children moved from 0-1 group to the 1-2 group in the time span between the two assessments, which placed them in a new TSG color band with increased expectations. At most 100% of these children met the widely-held expectations in the social emotional and cognitive domains, with physical development at almost that level, at 96.1%. In the Language and Literacy domains, the number of children who reached or exceeded expectations increased by 7 and 13 percentage points, respectively. The Mathematics domain for this age group showed the smallest increase, reflecting the fact that, for the youngest children, widely-held expectations are in the "not yet" area. Nonetheless, there was an increase of 3%, despite the above-mentioned fact that 16 of the children were in the low end of the 1-2-year-old spectrum.

In the two to three-year-old age group, gains were steady, bringing the percentages to well above 90% in four of the domains tested (social-emotional, physical, language and cognitive), with the Literacy domain close to 90% (89.5%). The Mathematics domain showed a substantial increase (11 percentage points), bringing the percentage of children who achieved widely-held expectations to a respectable 83.9%.

The greatest gains were registered in the three to four-year-old age group, reflecting the substantial increases in knowledge and experience for this group of children, for many of whom this was their first school experience. The Literacy domain showed the greatest gain (28 percentage points), followed closely by 20 and 21 percentage-point gains, respectively, in the Social-Emotional and Cognitive areas. In terms of Language, there was a 15-percentage point gain, and the gain in Mathematics was 16 percentage points. A 10 percentage- point gain in the Physical area brought to 90.7% the number of children who met or exceeded widely-held expectations in this domain.

The four to five-year-old age group gained in all areas as well. Overall, about 85% of the children in this group met or exceeded the widely-held expectations for their age group, with the greatest gain in the area of mathematics, where data show that 85.3% of the children met or exceeded expectations, a gain of 16 percentage points over the last assessment period. The weakest area, Social-Emotional at 83.4%, showed a substantial 12 percentage-point gain over the last assessment period. Similar gains were demonstrated in the other areas. Both these areas demonstrate teachers intentionally targeting these areas for attention and growth.

All in all, YVY is pleased to report that its teachers' efforts have succeeded in moving the children under their care to gain in substantial ways in all domains of development.



School Readiness Child Outcomes Report
Comparison of winter (2nd) and spring (3rd) Progress Checkpoints 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		winter (2 nd) FHS/EHS					/	winter (2 nd) HS II			/	spring (3 rd) FHS/EHS				/	spring (3 rd) HS II	
AGES	N=733	0-2 ^(A) (137)	2-3 (136)	3-4 (230)	4-5 (230)	N= 894	3-4 (408)	4-5 (486)	N= 756	0-2 ^(A) (112)	2-3 (131)	3-4 (280)	4-5 (233)	N= 898	3-4 (411)	4-5 (487)		
Areas of Development	Social – Emotional	92.3%	89.7%	69.6%	75.0%		74.5%	66.5%		97.35%	94.6%	89.3%	85.9%		92. %	85.4%		
	Physical	86.1%	91.6%	77.9%	75.5%		85.1%	71.5%		86.2%	93.9%	93.5%	87.1%		93.2%	85.4%		
	Language	77.4%	80.1%	70.4%	70.3%		79.0%	73.5%		78.85%	89.3%	91%	83.7%		91%	87.3%		
	Cognitive	92.7%	85.3%	67.0%	75.0%		83.6%	74.3%		89.9%	93.2%	88.5%	89.7%		94.1%	88.1%		
	Literacy	84.7%	78.0%	53.9%	86.3%		64.2%	73.8%		88.4%	86%	80.7%	96.5%		85.9%	88.5%		
	Mathematics	61.3%	77.8%	55.1%	70.4%		68.8%	60.9%		74.7%	82.4%	82.1%	86.7%		88.3%	82.4%		

SOURCE: Teaching Strategies GOLD

For the 0-2 age group, in the winter 27 children were 0-1 and 110 children were 1-2 years old; in the spring 17 children were 0-1 and 95 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