



Child Outcomes Report

Comparison of Fall and Winter Progress checkpoints 2014 - 2015

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 NCQTL videos have supported staff in this domain, helping children develop autonomy and independence. A growth of approximately 30% was recorded for our three and four-year-olds across both Federal HS and HSII programs, which during our fall checkpoint had less than 43% of these children meeting or exceeding developmental expectations.

In the area of physical development, which includes gross and fine motor, approximately 75% of all children from all age groups are meeting or exceeding expectations.

In language and cognitive skills, the data demonstrates growth within all age groups, covering language and cognitive development. Although the zero to two-year olds and two to three-year-olds had higher scores upon entry during our fall assessment, the three and four-year-olds have made noticeable progress with more than 65% 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 domains of both literacy and math. Our three-year-olds in both FHS and our HSII programs are struggling with their literacy skills, with only 50% of these children meeting and exceeding expectations. Emphasis on repetition and extension, advanced language, scaffolding as well as prompting thought process will all be further enhanced in the classroom. We will monitor students accordingly to ensure that these skills are being addressed in the classroom. Our four-year-olds, however, have certainly mastered their skills in these domains with approximately 85% meeting or exceeding expectations.

In summation, the TSG data from fall shows that the three-year-olds in our FHS program scored higher in physical development, literacy and math during our first checkpoint. However, the data of our winter checkpoint reflects that the HSII programs had greater leads in all areas of development, marking noticeable progress.

Our fall data for our four-year olds demonstrates that the FHS programs did noticeably better in the domains of literacy and math, our HSII superior in language and cognitive skills, with both achieving similar outcomes in social emotional and physical development. In the winter checkpoint, the FHS program showed larger growth patterns in the social emotional and physical domains, as well as keeping the upper edge in literacy and math, while the HSII program continued to excel and progress in language and cognitive skills.

Our two – three year old children who needed extra support in language and math have made noticeable strides and are now within the 20% growth rate along with other areas of development and growth.

Overall, the 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.

School Readiness Child Outcomes Report
Comparison of Fall (1st) and Winter (2nd) 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		FALL (1st) FHS/EHS^A					FALL (1st) HS II^B				WINTER (2ND) FHS/EHS^A					WINTER (2ND) HS II^B	
AGES	N=	0-2	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	
	817	(188) ^C	(106)	(301)	(222)	849	(419)	(430)	821	(167) ^C	(121)	(287)	(246)	902	(431)	(471)	
Areas of Development	Social – Emotional	94.5%	71.4%	30.9%	43.6%		40.3%	43.6%		98.2%	92.6%	63.4%	81.7%		72.0%	79.7%	
	Physical	85.6%	75.5%	49.6%	56.4%		45.3%	56.4%		93.4%	84.3%	73.8%	81.3%		79.6%	79.2%	
	Language	76.9%	64.8%	42.3%	51.8%		51.9%	64.8%		86.2%	87.6%	65.8%	79.8%		80.2%	84.7%	
	Cognitive	92.4%	67.6%	35.1%	48.6%		40.3%	59.5%		98.2%	85.1%	65.7%	83.7%		79.1%	85.1%	
	Literacy	83.8%	51.4%	28.1%	65.2%		22.5%	46.8%		89.8%	76.7%	54.4%	90.4%		53.5%	83.8%	
	Mathematics	73.4%	61.5%	29.6%	40.6%		26.0%	33.0%		81.4%	83.5%	63.9%	70.5%		69.3%	67.5%	

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.