

**Pocono Services for Families and Children
Monroe County Head Start/Keystones to Learning
Child Outcomes Spring – 2014**

Children were assessed using the Teaching Strategies GOLD during the period of October 12, 2013 to May 15, 2014. The data reflects the growth of 166 children (this includes children who were assessed during the fall, winter, and spring assessment periods). The following report represents development in the areas of:

- Social-Emotional (includes Social Studies)
- Physical – Gross Motor/Fine Motor
- Language
- Cognitive (includes Science/Technology, and The Arts)
- Literacy
- Mathematics

These 6 areas of development and the 3 sub-areas are grounded in 38 research based objectives that include predictors of school success and are aligned with the *Common Core State Standards*, the *Pa Early Learning Standards*, and the *Head Start Child Development and learning Framework*.

Program Wide Results of GOLD (Based on 13 classrooms)

- Significant growth was noted in all 6 areas of development. This growth met or exceeded expectations determined by GOLD Growth Reports.
- The most growth was in the areas of social emotional, literacy, and cognitive
- The least amount of growth was in the areas of math, language, and physical (note: even though these areas were the least amount of growth they exceeded expectations for age level growth and the percentages were almost even with the strongest areas)

Even though the results show significant growth the program needs to also pay attention to whether children are meeting developmental expectations for their age level. This is especially important for 4 year olds who need to acquire the school readiness skills to be successful in Kindergarten.

Meeting or Exceeding Expectations for Age Level

Area of Development	3 Year Olds	4 Year Olds	Program
Social/Emotional/Social Studies	98%	91%	95%
Physical /Fine Motor/Gross Motor	96%	96%	96%
Language	98%	84%	91%
Cognitive /Science/Technology/The Arts	93%	95%	94%
Literacy	93%	99%	96%
Mathematics	89%	86%	88%

Note: The program outcomes include outcomes for 32 children with Individual Education Plans (IEPs), 6 children with pending IEPs, 13 children with behavior treatment plans from a Provider 50 agency, and (60%) 135 children program wide being monitored for social emotional/behavioral or developmental concerns. These special needs reflect additional challenges in developing children’s skills to meet expectations by their age level. These results show that the program is strong in meeting these challenges as reflected in the high percentage of children meeting or exceeding expectations.

Conclusions:

In the first quarter (October, 2013) it was determined that the percentage of three and four year olds meeting or exceeding expectations for their age level was 10% . At the second reporting period (February, 2014) there were 78.5% of children meeting or exceeding expectations. Presently at this reporting period (May, 2014) there are 93 % of children meeting or exceeding expectations. This represents **significant** progress and improvement in children's skills and growth towards gaining school readiness skills.

Domains of Strength based on objectives that were met or exceeded:

Note: These areas of strength can be attributed in part by the support of the East Stroudsburg School District's KTO Grant which provided a Literacy Coach and professional development opportunities for all teachers in the areas of Literacy and English as a Second Language. Many resources and classroom materials were purchased to support literacy success. The grant will continue to support the domain areas identified as the weaker areas.

Other program improvements that contributed to these outcomes were teaching staff training and feedback on CLASS instructional support strategies, more updated curriculum resources, support to teachers in providing many visuals for classroom use, and individualized mentoring and support.

Three Year Olds:

- Social Emotional (98%)
- Language (98%)
- Physical (96%)
- Literacy (93%)
- Cognitive (93%)

Four Year Olds:

- Literacy (99%)
- Physical (96%)
- Cognitive (95%)
- Social Emotional (90%)

Program Wide:

- Literacy (96%)
- Physical (96%)
- Social Emotional (94%)
- Cognitive (94%)
- Language (91%)

Areas to Intentionally Plan for to strengthen curriculum, teaching strategies, and individualizing for children:

Three Year Olds:

- Mathematics (89%)

Four Year Olds:

- Mathematics (85%)
- Language (82%)

Program Wide:

- Mathematics (87%)

Strategies for strengthening the weaker areas of mathematics and language will be developed by the School Readiness Leadership Team in June, 2014.