

**Pocono Services for Families and Children
Monroe County Head Start/Keystones to Learning
Child Outcomes Spring – 2015**

Children were assessed using the Teaching Strategies GOLD during the period of October 12, 2014 to May 15, 2015. The data reflects the growth of 170 children – 108 three year olds and 62 four year olds (this includes all 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 12 classrooms)

- Significant growth was noted in all 6 areas of development for both 3 and 4 year olds. This growth met or exceeded expectations determined by GOLD Growth Reports.
- The most growth was in the areas of literacy, cognitive, and social emotional (literacy was our lowest area of strength in the in Fall reporting period)
- The least amount of growth was in the areas of physical, language, and mathematics (note: even though these areas were the least amount of growth they exceeded expectations for age level growth)

Even though the results show 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 | 80% | 90% | 85% |
| Physical /Fine Motor/Gross Motor | 93% | 90% | 92% |
| Language | 86% | 85% | 86% |
| Cognitive /Science/Technology/The Arts | 85% | 90% | 88% |
| Literacy | 89% | 90% | 90% |
| Mathematics | 84% | 87% | 86% |

Note: The program outcomes include outcomes for 43 (25%) children with Individual Education Plans (IEP), 13 (8%) children with behavior treatment plans from a Provider 50 agency, and 121 (55%) children being monitored for social emotional/behavioral concerns over the course of the program year. Of the 45 children with IEP's 20 have speech delays, 15 developmental delays, and 8 are diagnosed with an Autism Disorder. The 13 children with behavior treatment plans include diagnoses of Autism Disorder, Unspecified Disruptive Impulse Control and Conduct Disorder, Attention Deficit Hyperactivity Disorder, and Adjustment Disorder. 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 meeting these challenges as reflected in the high percentage of children meeting or exceeding expectations.

Conclusions:

In the first quarter (Fall, 2014) it was determined that the percentage of three and four year olds meeting or exceeding expectations for their age level was at 53% . At this reporting period there are 88% of children meeting or exceeding expectations as compared to the winter assessment at 71%. This represents **significant** progress and improvement in children's 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. The grant also provided new computer systems and training on how to integrate technology into the curriculum. Many resources and classroom materials were purchased to support the domain areas of Literacy, Math and Science. The grant will continue to support the domain areas identified as the weaker areas.

Other program improvements that contributed to these outcomes were ongoing support and quality of the Child Well being System, teaching staff training and feedback on CLASS instructional support strategies, providing more quality materials in the weaker domain areas, support to teachers in providing many visuals for classroom use, and individual support and guidance. In December the program entered into a partnership with Cornerstones, an agency that provides one on one classroom support and in home support for families of children diagnosed with autism. The strengthening of Family Engagement information and support to families could be responsible for more children meeting expectations then last year.

Three Year Olds:

- Physical/Fine Motor (93%)
- Literacy (89%)
- Language (86%)

Four Year Olds:

- Literacy (90%)
- Social Emotional/Social Studies (90%)
- Physical/Fine Motor/Gross Motor (90%)
- Cognitive/Science/Technology/The Arts (90%)

Program Wide:

- Physical/Fine Motor (92%)
- Literacy (90%)
- Cognitive/Science/Technology/The Arts (88%)

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

There were no areas under 85%. This high level of growth reflects the quality of the classroom teaching strategies and individualizing.

Recommendations for Improvement (as determined by the School Readiness Leadership Team on 6/9/15):

- In Teachers Meetings have teachers share classroom strategies/activities that promote children's natural curiosity and problem solving
- Analyze individual child data to determine which skills/knowledge areas are not met so teachers can intentionally plan activities for individual children and small groups of children. (utilize GOLD reports)
- Arrange for teachers to visit the Fab Lab in Bethlehem in the Fall to get teachers enthused about science and technology.
- Train teachers on integration of STEM (Science, Math, Engineering and Mathematics) into the early literacy learning process.
- Continue to intentionally provide parents with at-home activities to foster problem solving and exploration of STEM concepts.
- Provide opportunities for parents to participate in hands on activities to foster an understanding of STEM concepts and how to foster those concepts in the home environment.
- Enrich teacher curriculum resources to include more Teacher Study Guides from the Creative Curriculum
- Assist teachers to meet expectations of ECERS – E and provide needed materials to meet standards.
- Reach out to vendors to bring in kind materials in to utilize with training for teachers.