

**Pocono Services for Families and Children
Monroe County Head Start/PreK Counts
Child Outcomes Spring - 2017**

Children were assessed using the Teaching Strategies GOLD during the period of October 17, 2016 to May 9, 2017. The data reflects the growth of 236 children – 80 three year olds and 156 four year olds (this includes children who were assessed during both the Fall and the Winter 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 Early Learning Framework*.

Program Wide Results of GOLD (Based on 12 classrooms)

- Growth was noted in all 6 areas of development. This growth met or exceeded expectations determined by GOLD Growth Reports and are in the high range of the National Normative Samples of other preschoolers across the nation.
- The most growth was in the areas of Literacy, Social Emotional, and Cognitive.
- The least amount of growth was in the areas of Mathematics, Language and Physical (note: even though these areas were the least amount of growth they met expectations for age level growth)
- There is an 91% growth range of children meeting or exceeding expectations for their age level

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	89%	91%	92%
Physical /Fine Motor/Gross Motor	94%	92%	93%
Language	91%	91%	91%
Cognitive /Science/Technology/The Arts	94%	92%	93%
Literacy	88%	84%	86%
Mathematics	91%	86%	89%
Average Totals	91%	89%	91%

Note: The program outcomes include outcomes for 35 (13%) children with Individual Education Plans (IEP), 14 (5%) children with behavior treatment plans from a Provider 50 agency or Child Development Services, and 139 (50%) children being monitored for social emotional/behavioral concerns. Of the 28 children with IEP's 15 (5%) have speech delays, 14 (6%), have developmental delays, 3 (1%) have PDD/Autism, 1(.5%) have Spina Bifida, and 2 (1%) have a Social Emotional diagnosis. The 14 children with behavior treatment plans include

diagnoses of disruptive behavior disorder, ADHD, adjustment disorder, autism disorder mild, unspecified disruptive impulse control and conduct disorder, oppositional defiant disorder, and global developmental delay. 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, 2016) it was determined that the percentage of three and four year olds meeting or exceeding expectations for their age level was 46%. At the winter period, there were 92% of children meeting or exceeding expectations (a 46% increase from base line data in the Fall, 2016). In the Spring reporting period children maintained a high percentage of growth at 01%.

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. The grant provided new computer systems, scanners, interactive white boards, and training on how to integrate technology into the curriculum. Many resources and classroom materials were purchased to support the domain areas of Literacy, Technology, Math, and Science. The grant will continue to support the domain areas identified as the weaker areas until August 30, 2017 at which time the grant will expire.

Comment: The restructuring of the supervision of teaching staff, providing more supervision ratio per teaching staff, and beginning to implement a new coaching model had a significant impact on quality teaching strategies which resulted in substantial growth and above age level outcomes for children. Also, the improved outcomes correlates with improved classroom CLASS scores. Other program improvements that contributed to these outcomes were: ongoing support and quality of the Child Well Being System, teaching staff training and regular 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. The continued partnership with the Center for Developmental Disabilities, an agency that provides one on one classroom support and in home support for families of children diagnosed with autism, also contributed to these outcomes.

Strengths:

Three Year Olds:

- Language (91%)
- Cognitive/Science/Technology and the Arts (95%)
- Math (91%)
- Physical/Fine Motor/Gross Motor (94%)

Four Year Olds:

- Social/Emotional (91%)
- Language (91%)
- Physical (92%)
- Cognitive (92%)

Program Wide:

- Social/Emotional (92%)
- Language (91%)
- Cognitive/Science/Technology/The Arts (93%)
- Physical/Fine Motor/Gross Motor (93%)

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

Three Year Olds:

- Literacy (88%)

Four Year Olds:

- Mathematics (86%)
- Literacy (84%)

Program Wide:

- Literacy (86%)
- Mathematics (89%)

Recommendations for Improvement (as determined by the School Readiness Leadership Team, (2/20/17):

- Continue to support teachers in improving CLASS skills, especially in the Instructional Support area
- Provide training to all teaching staff on STEM; especially math and science.
- Continue to monitor and improve individualized coaching for all teaching staff
- Take a closer look at IGDI data and support Teachers in planning individualized literacy activities
- Train teachers in the use of interactive white boards to enhance literacy development.