

**Pocono Services for Families and Children
Monroe County Head Start/PreK Counts
Child Outcomes Spring - 2018**

Children were assessed using the Teaching Strategies GOLD during the period of October 15, 2017 to May 9, 2018. The data reflects the growth of 275 children – 28 Infant and Toddlers, 102 three year olds, and 145 four year olds (this includes children who were assessed during both the Fall and the 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 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 physical (89% increase) and Social/Emotional (36% increase).
- The least amount of growth was in the area of Literacy (24% increase) (note: even though this area showed the least amount of growth literacy scores met expectations for national age level growth)
- There is a 39% growth range program wide 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	Infant/Toddlers	3 Year Olds	4 Year Olds	Program
Social/Emotional/Social Studies	95%	92%	79%	89%
Physical /Fine Motor/Gross Motor	100%	98%	87%	95%
Language	94%	87%	90%	90%
Cognitive /Science/Technology/The Arts	95%	85%	85%	88%
Literacy	95%	74%	84%	84%
Mathematics	94%	91%	82%	89%
Average Totals	96%	88%	85%	91%

Note: The program outcomes include outcomes for 39 (16%) preschool children with Individual Education Plans (IEP), 14 (6%) children with behavior treatment plans from a Provider 50 agency or Child Development Services, and 108 (44%) children being monitored for social emotional/behavioral concerns. Of the 39 (16%) children with IEP's 17 (7%) have speech delays, 14 (6%), have developmental delays, 1(.4%) orthopedic, 3 (12%) cognitive delays, and 4 (2%) have a Social Emotional diagnosis. The 14 children with behavior treatment plans include diagnoses of unspecified Disruptive Impulse-Control and Conduct Disorder; Adjustment Disorder; Unspecified Trauma and Stressor-Related Disorder; Oppositional Defiant Disorder; Global Developmental Delay; and Autism 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, 2017) it was determined that the percentage of three and four year olds meeting or exceeding expectations for their age level was 60%. At the Spring period, there were 91% of the children program wide that were meeting or exceeding expectations (a 31 % increase from base line data in the Fall, 2017).

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

Strengths:

Infant/Toddlers:

- Physical/Fine Motor/Gross Motor (100%)
- Social/Emotional (89%)
- Cognitive (89%)
- Literacy (89%)

Three Year Olds:

- Physical/Fine Motor/Gross Motor (98%)
- Social Emotional (92%)
- Math (91%)

Four Year Olds:

- Language (90%)
- Physical (87%)
- Cognitive (85%)

Program Wide:

- Physical/Fine Motor/Gross Motor (95%)
- Language (95%)
- Social/Emotional (89%)
- Math (89%)

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

Infant/Toddlers:

- Math (88%)
- Language (88%)

Three Year Olds:

- Cognitive (85%)

Four Year Olds:

- Social/Emotional (79%)
- Math (82%)
- Literacy (84%)

Program Wide:

- Literacy (84%)
- Cognitive (88%)

Comment: Even though Math is still a lower area children's skills have increased by 31% and is scoring higher than in the last 3 years that the program has been working on increasing teacher math development skills.

Recommendations for Improvement (as determined by the School Readiness Leadership Team):

- Continue to support teachers in improving CLASS skills, especially in the Instructional Support area – this should improve cognitive and math skills.
- 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.
- Review present resources and resources to enhance PSFC's literacy curriculum.
- Provide families with workshops on literacy activities to do at home