

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

Children were assessed using the Teaching Strategies GOLD during the period of October 17, 2016 to February 6, 2017. The data reflects the growth of 247 children – 83 three year olds and 164 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 92% 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	99%	93%	96%
Physical /Fine Motor/Gross Motor	91%	87%	89%
Language	98%	93%	96%
Cognitive /Science/Technology/The Arts	95%	87%	91%
Literacy	94%	87%	91%
Mathematics	88%	87%	87.5%
Average Totals	94%	89%	92%

Note: The program outcomes include outcomes for 28 (11%) 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 11 (2%) have speech delays, 12 (4%), have developmental delays, 3 (1%) have PDD/Autism, and 2 (1%) have a Social Emotional diagnosis. There is one referral in process. 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 this reporting period, there are 92% of children meeting or exceeding expectations (a 46% increase from base line data in the Fall, 2016).

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, scanners, 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.

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 more growth and higher 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.

Three Year Olds:

- Social Emotional (99%)
- Language (98%)
- Cognitive/Science/Technology and the Arts (95%)
- Literacy (94%)
- Physical/Fine Motor/Gross Motor (91%)

Four Year Olds:

- Social/Emotional (93%)
- Language (93%)

Program Wide:

- Social/Emotional (96%)
- Language (96%)
- Literacy (91%)
- Cognitive/Science/Technology/The Arts (91%)

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

Three Year Olds:

- Mathematics (83%)

Four Year Olds:

- Cognitive/Science/Technology and the Arts (87%)
- Mathematics (87%)
- Physical/Fine Motor/Gross Motor (87%)
- Literacy (87%)

Program Wide:

- Physical/Fine Motor/Gross Motor (89%)
- Mathematics (87.5%)

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.
- Provide ES teachers in the use of the newly installed white boards and projectors to assure for integration into the curriculum.
- Continue to monitor and improve individualized coaching for all teaching staff