

ECS 2021 Annual Report, School Readiness Goals information

Last year, we reported about the changed ways and differences in School Readiness Goals data due to the interruption to learning due to the global pandemic COVID19. Once again, this year we see the impacts of COVID19 on children's learning and development, in a different way than the results we saw last year.

Almost all children were enrolled in our onsite programs, with only a couple of children who were enrolled fully virtual for the entire school year. The program schedule was a hybrid learning schedule this year with four onsite full days and one virtual learning day on Wednesdays.

All children enrolled were assessed at the Fall Baseline, Winter Midpoint, and Spring Final Progress Checkpoints this year. Teachers' curriculum heavily emphasized lessons and experiences in Social and Emotional Development, Language and Literacy, and Approaches to Learning, as part of the School Readiness goals. In general, enrolled children this year showed the lowest incoming baseline data than we have ever seen at the program level this year. Children did make good amounts of progress, but for most domain areas of learning, we would like to see additional progress before school transition for our four-year-olds; as the children most impacted by the pandemic, it cannot yet be determined how long it will take for children to make up the loss of learning. Furthermore, there is a greatly increased number of enrolled children Disabilities services than in previous years. Twenty-five percent of enrolled preschoolers have an active Individualized Education Plan (IEP), and fifty-five percent of enrolled infants and toddlers have an active Individualized Family Support Plan/ Vermont One Plan this year.

Final Progress in June 2021 showed:

- Social and Emotional Development: % of children meeting/ exceeding age-level expectation:
 - 96% of Infants and Toddlers
 - 87% of Three-year-olds
 - 62% of Four-year-olds; increased 30% from Fall
- Language Development: % of children meeting/ exceeding age-level expectation:
 - 75% of Infants and Toddlers
 - 88% of Three-year-olds
 - 77% of Four-year-olds; increased 24% from Fall
- Literacy Development: % of children meeting/ exceeding age-level expectation:
 - 95% of Infants and Toddlers
 - 73% of Three-year-olds

- 71% of Four-year-olds; increased 42% from Fall
- Mathematics: % of children meeting/ exceeding age-level expectation:
 - 87% of Infants and Toddlers
 - 78% of Three-year-olds
 - 57% of Four-year-olds; increased 32% from Fall
- Approaches to Learning: % of children meeting/ exceeding age-level expectation:
 - 95% of Infants and Toddlers
 - 82% of Three-year-olds
 - 57% of Four-year-olds; increased 14% from Fall
- Physical Development: % of children meeting/ exceeding age-level expectation:
 - 98% of Infants and Toddlers
 - 89% of Three-year-olds
 - 93% of Four-year-olds; increased 68% from Fall
- 99% of preschoolers emerging or meets program expectation in Scientific Reasoning