

2015 – 2016 Head Start/Early Head Start School Readiness Goals End-of-Year Report



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Broward County Public Schools**

2015 - 2016 Head Start/Early Head Start School Readiness Goals Mid-Year Report

Regulation 45 CFR Chapter XIII Part 1307 requires all agencies to establish school readiness goals, defined as "the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals" (Part 1307.2).

The regulations require that agencies establish school readiness goals that "align with the Head Start Child Development and Early Learning Framework, State early learning guidelines, and the requirements and expectations of the schools, to the extent that they apply to the ages of children, birth to five, participating in the program and at a minimum address the domains of language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development" (45 CFR XIII 1307.3 (b)(1)(ii), as amended).

The purpose of the Head Start (HS)/Early Head Start (EHS) School Readiness Goals Report is to articulate and measure the program's expectations of children's progress across the five essential domains of child development and early learning and parent engagement. The report provides data aligned to the HS/EHS School Readiness Goals for Broward County Public School students participating in the HS/EHS program during the 2015 – 2016 school year and is used to link school readiness goals outcomes with strategic program planning, resources, and support.

The school readiness goals and age-appropriate benchmarks were developed with input from HS/EHS parents, teachers, and staff. The goals focus and measure the following essential domains of early learning:

- Approaches to Learning
- Cognition and General Knowledge
- Language Development (Including English Language Acquisition)
- Literacy Development
- Physical Development
- Social-Emotional Development

The seven components of the Parent, Family and Community Engagement Framework are measured through the development, progress, and completion of family goals. Health-related goals were reviewed, approved, and added in 2015 in conjunction with Head Start Staff and Policy Council.

Data Collection

Ongoing, authentic assessments take place throughout the school year and are documented in Teaching Strategies GOLD (TSG) for all children Birth - 5. At three checkpoints, student progress is leveled and finalized. Each checkpoint provides insight into how a child is progressing according to the developmental objectives. In addition, the HS program utilizes district-emulated assessments for letter and sound knowledge as well as concepts of print with three- and four-year-olds. A phonological awareness assessment is given to four-year-olds during the mid-year and end-of-year checkpoint periods.

Interpretation and Analysis of the Data

The HS/EHS School Readiness Goals Baseline Report (Fall) represents students' information collected between August 24, 2015 and November 6, 2015. A District Snapshot Report is generated once all students have been finalized at a given checkpoint period. The report shows the number of children at a particular developmental level for each objective and dimension.

Data is again aggregated at the mid-year (November 7, 2015 – February 12, 2016) and end-of-year (February 15, 2016 – May 20, 2016) checkpoints. At the end of these two checkpoint periods, in addition to the Snapshot Report, the HS/EHS program looks at the Growth Report and Comparative Report (once available) to determine gains in development and learning. The Growth Report is generated to examine movement between the two checkpoint periods and shows change made by children over time. The Comparative Report presents data for each area of development and compares the student's scores to either widely held expectations or to a nationally representative sample of children. The program is able to determine the percentage of students below, meeting, or exceeding widely held expectations or in comparison to other children being assessed with the TSG system.

The HS/EHS Program's goal is to have at least 80% of students demonstrating age appropriate skills in each of the developmental domains by the end of the school year.

Presentation of the Data

For HS classes (three- and four-year-olds), the developmentally appropriate levels for each targeted skill are provided followed by the percentage of students meeting or exceeding the range of levels at that checkpoint period. In EHS classes (birth – three-year-olds), students move more fluidly through the levels. As these early years are characterized by rapid growth and development, the TSG system makes automatic adjustments based upon each child's chronological age. The benchmarks for our youngest learners are set to measure their development based upon the developmentally appropriate skills for each age. The percentages provided indicate the number of students who are on-target or beyond standard developmental and learning expectations.

The HS/EHS School Readiness Team met to review and analyze program data and selected benchmark levels within the developmentally appropriate range for the program to meet by the end of the year. The Appendix includes the benchmark criteria and percentage of students expected to reach the selected level for three- and four-year-old students in the HS program.

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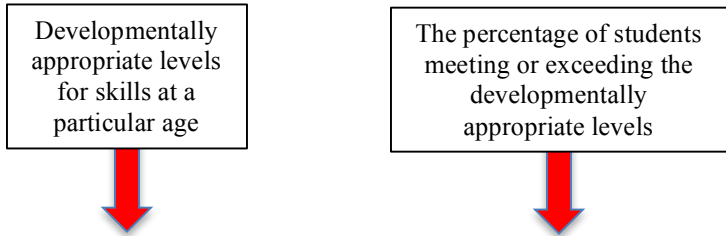
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Explanation of Charts

The following diagram shows the presentation of data for three- and four-year-old students with an explanation for each of the data sets provided.

Head Start



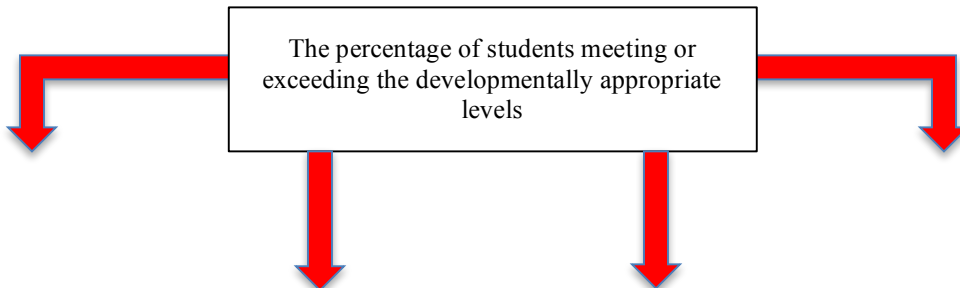
Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Attends and Engages (TSG 11a)	4 – 5	73%		
Persists (TSG 11b)	4 – 6	68%		

The chart below provides the percentage of gains made between Checkpoint Period 1 (Fall) and Checkpoint Period 3 (Spring) for each age and objective. This chart will only appear in the End-of-Year Report.

Approaches to Learning Summary – Fall to Spring % Increases		
	Three-Year-Olds	Four-Year-Olds
Attends and Engages	25%	32%
Persists	28%	44%

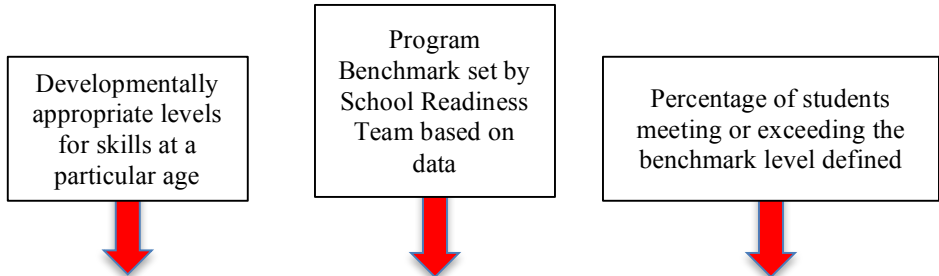
The following diagram shows the presentation of data for infants and toddlers (birth – three-year-old students) with an explanation for each of the data sets provided.

Early Head Start



Objectives	Birth to 1			1 to 2			2 to 3			3-year-olds		
	F	W	S	F	W	S	F	W	S	F	W	S
Attends and engages (11a)	100%			92%			75%			N/A		
Persists (11b)	100%*			84%			79%			N/A		
Shows curiosity and motivation (11d)	95%			100%			92%			N/A		

Appendix A: Head Start Benchmark Progress



Benchmark	Developmental Expectation Levels	Program Benchmark Criteria (End-of-Year)	3-Year-Olds Meeting/Exceeding Benchmark Levels		
			F	W	S
Attends and engages (TSG 11a)	4 – 5	50% at Level 5 or higher	17%		
Persists (TSG 11b)	4 – 6	50% at Level 5 or higher	12%		

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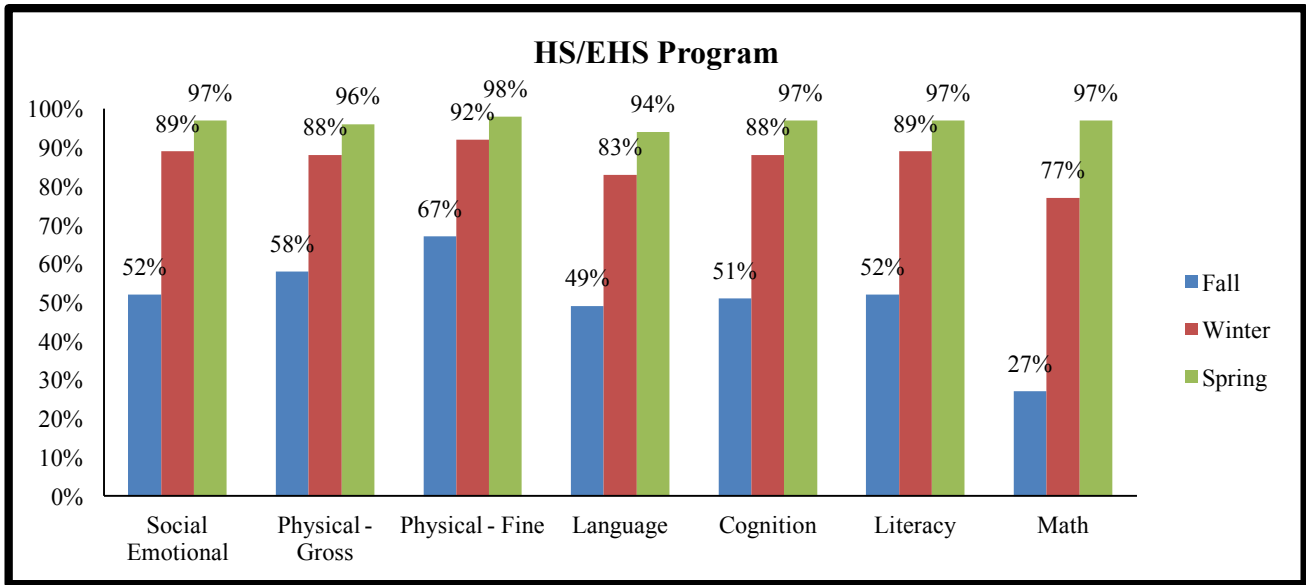


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2015 – 2016 Overall Head Start/Early Head Start Program Performance



Overall program performance is determined by the number of students meeting or exceeding widely held expectations for their age/grade at each checkpoint period.

Head Start School Readiness Goals and Progress

Approaches to Learning

Approaches to Learning refers to observable behaviors that indicate ways children become engaged in social interactions and learning experiences.

Goal: *Students will demonstrate an increase in the ability to concentrate and persist in learning.*

Three-Year-Olds

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Attends and Engages (TSG 11a)	4 – 5	72%	95%	97%
Persists (TSG 11b)	4 – 6	74%	93%	96%

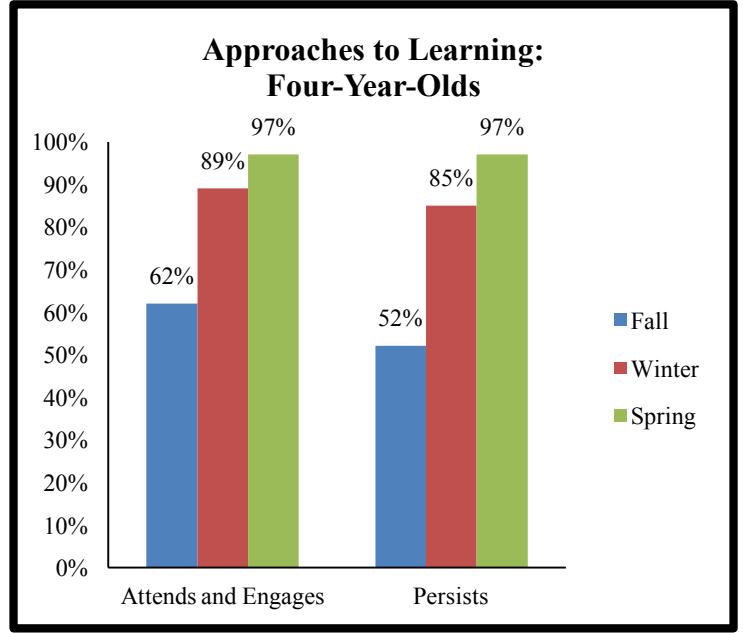
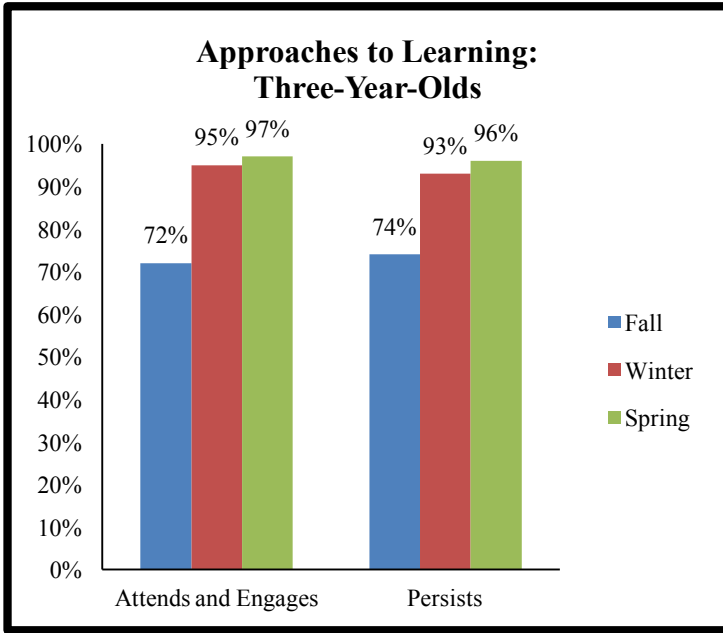
Four-Year-Olds

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Attends and Engages (TSG 11a)	5 – 7	62%	89%	97%
Persists (TSG 11b)	5 – 6	52%	85%	97%

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Cognition and General Knowledge

Mathematics

Mathematics Knowledge & Skills refers to the conceptual understanding of numbers, their relationships, combinations, and operations. Mathematics also includes shapes and their structure; reasoning; measurement; classification; and patterns.

Goal: Students will demonstrate an increase in early math concepts.

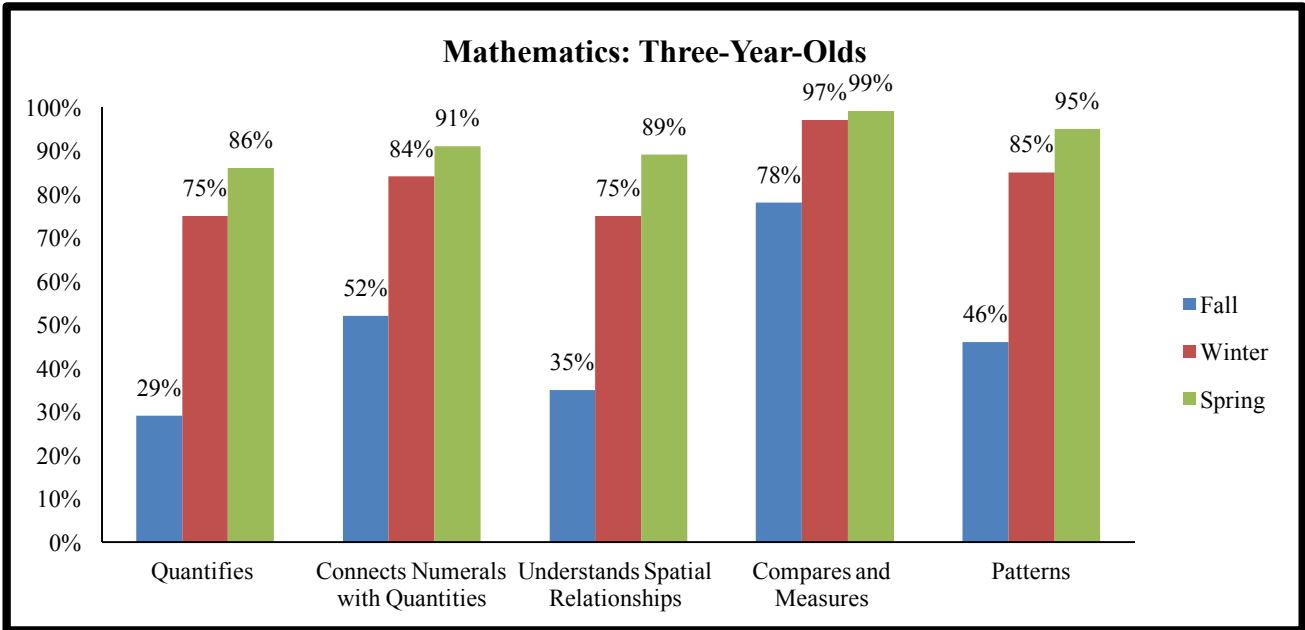
Three-Year-Olds

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Quantifies (TSG 20b)	3 – 4	29%	75%	86%
Connects Numerals with Quantities (TSG 20c)	2 – 4	52%	84%	91%
Understands Spatial Relationships (TSG 21a)	4 – 5	35%	75%	89%
Compares and Measures (TSG 22)	2 – 5	78%	97%	99%
Patterns (TSG 23)	3 – 4	46%	85%	95%

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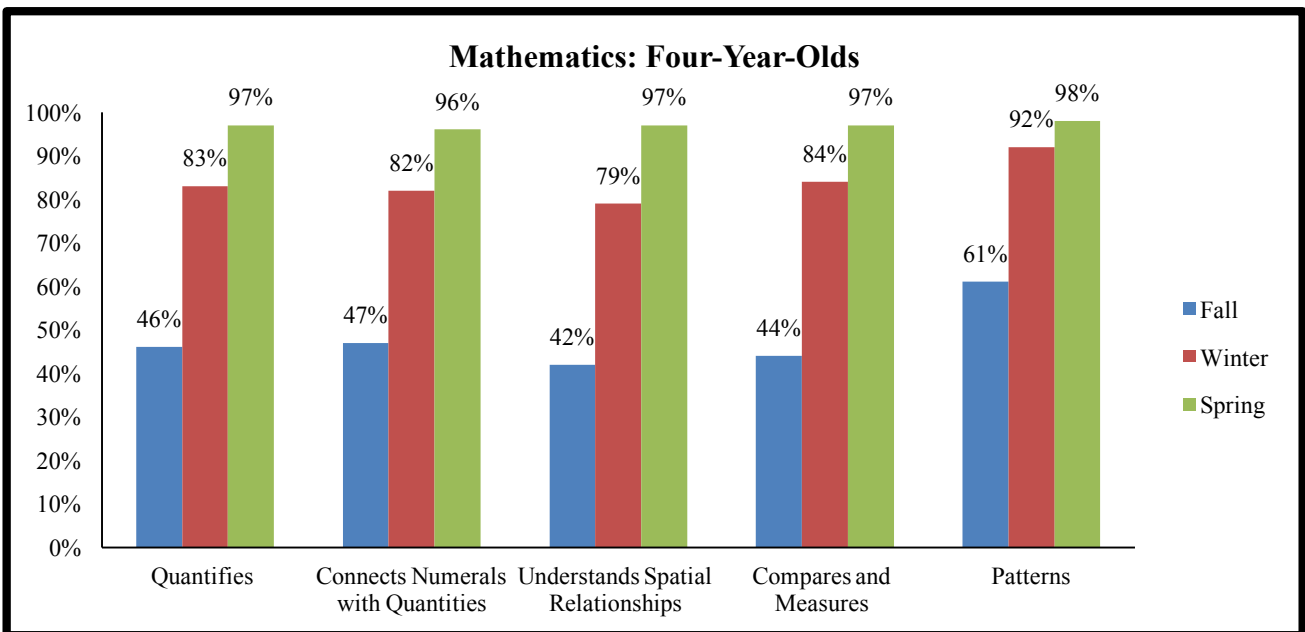
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Four-Year-Olds

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Quantifies (TSG 20b)	4 – 6	46%	83%	97%
Connects Numerals with Quantities (TSG 20c)	4 – 6	47%	82%	96%
Understands Spatial Relationships (TSG 21a)	5 – 7	42%	79%	97%
Compares and Measures (TSG 22)	4 – 7	44%	84%	97%
Patterns (TSG 23)	4 – 7	61%	92%	98%



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Logic and Reasoning

Logic & Reasoning refers to the ability to think through problems and apply strategies for solving them.

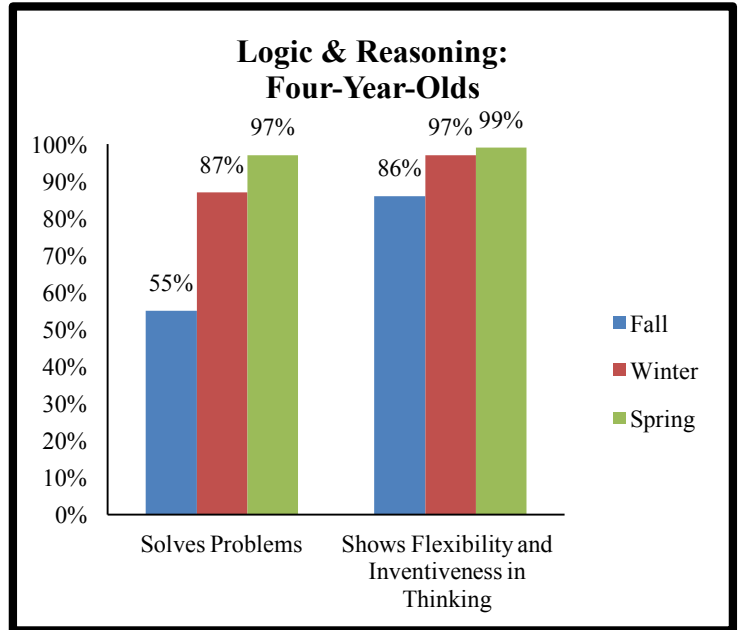
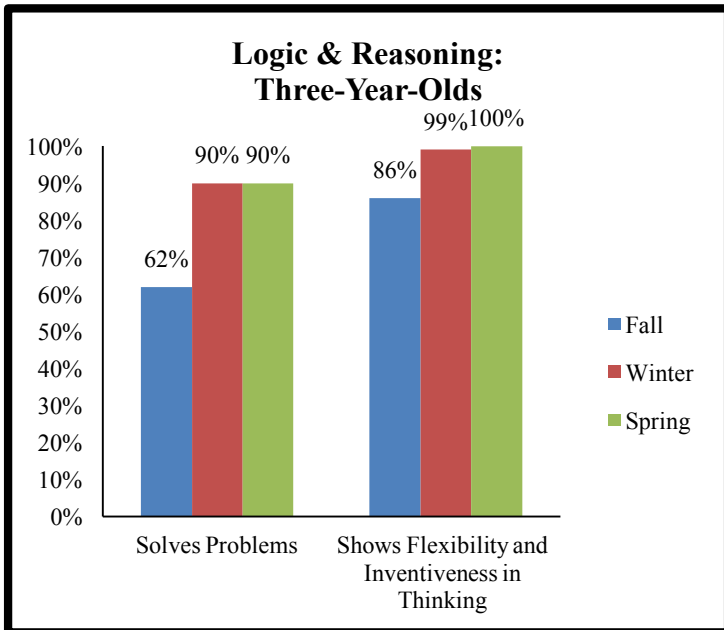
Goal: Students will think critically and solve problems.

Three-Year-Olds

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Solves Problems (TSG 11c)	4 – 6	62%	90%	90%
Shows Flexibility and Inventiveness in Thinking (TSG 11e)	3 – 6	86%	99%	100%

Four-Year-Olds

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Solves Problems (TSG 11c)	5 – 7	55%	87%	97%
Shows Flexibility and Inventiveness in Thinking (TSG 11e)	4 – 7	86%	97%	99%



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Physical Development

Physical Development refers to physical well-being, use of the body, and muscle control.

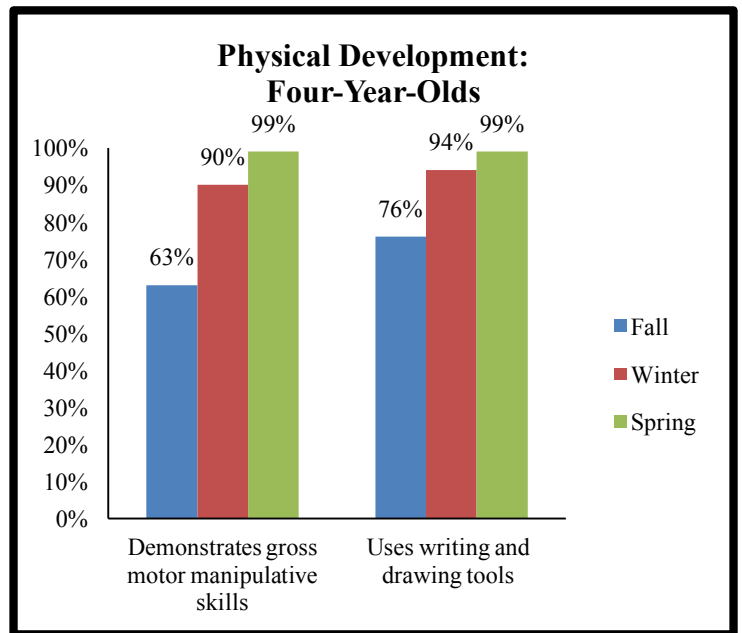
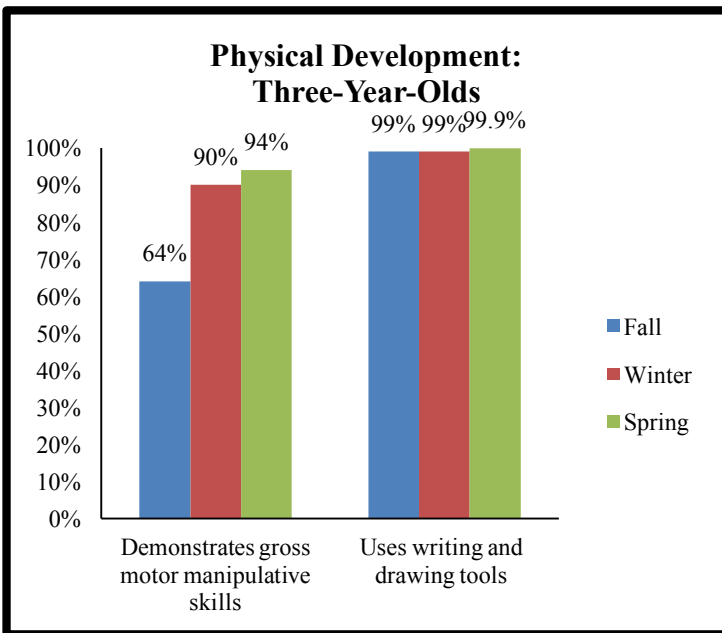
Goal: Students will demonstrate developmentally appropriate gross and fine motor skills.

Three-Year-Olds

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Demonstrates gross motor manipulative skills (TSG 6)	5 – 6	64%	90%	94%
Uses writing and drawing tools (TSG 7b)	3 – 6	99%	99%	100%

Four-Year-Olds

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Demonstrates gross motor manipulative skills (TSG 6)	6 – 8	63%	90%	99%
Uses writing and drawing tools (TSG 7b)	5 – 7	76%	94%	99%



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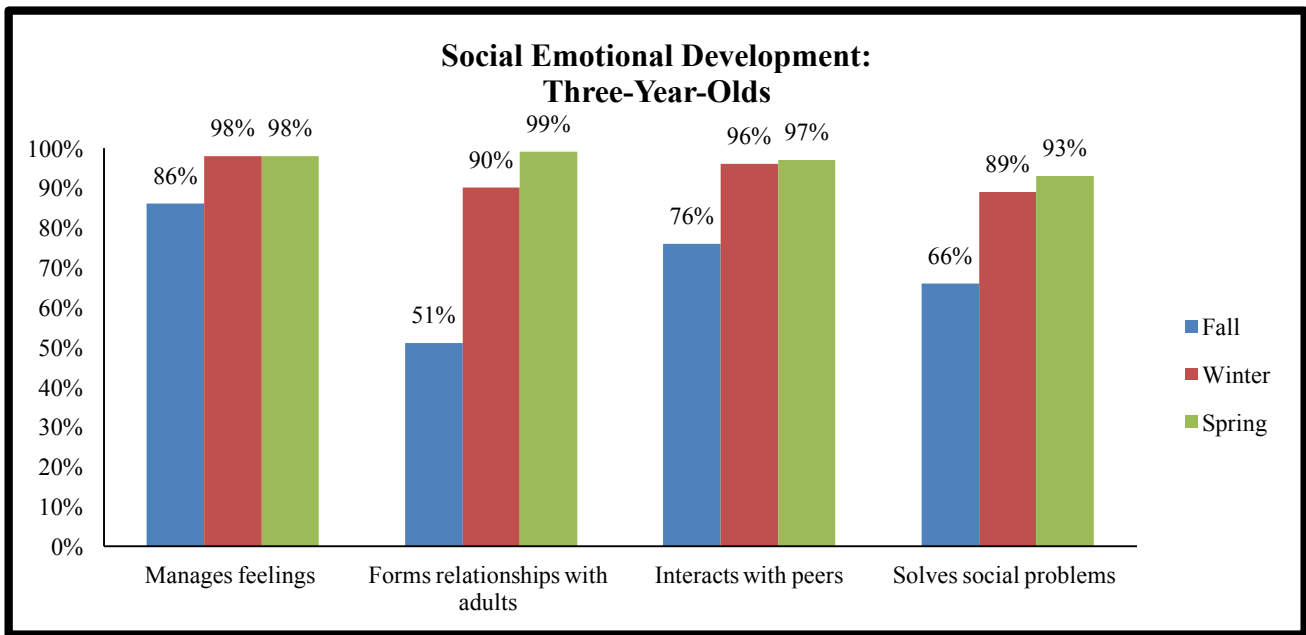
Social-Emotional Development

Social & Emotional Development refers to the skills necessary to foster secure attachment with adults, maintain healthy relationships, regulate one’s behavior and emotions, and develop a healthy concept of personal identity.

Program Goal: Students will regulate their own emotions and behaviors and sustain positive relationships.

Three-Year-Olds

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Manages feelings (TSG 1a)	3 – 6	86%	98%	98%
Forms relationships with adults (TSG 2a)	6 – 7	51%	90%	99%
Interacts with peers (TSG 2c)	3 – 4	76%	96%	97%
Solves social problems (TSG 3b)	4 – 6	66%	89%	93%



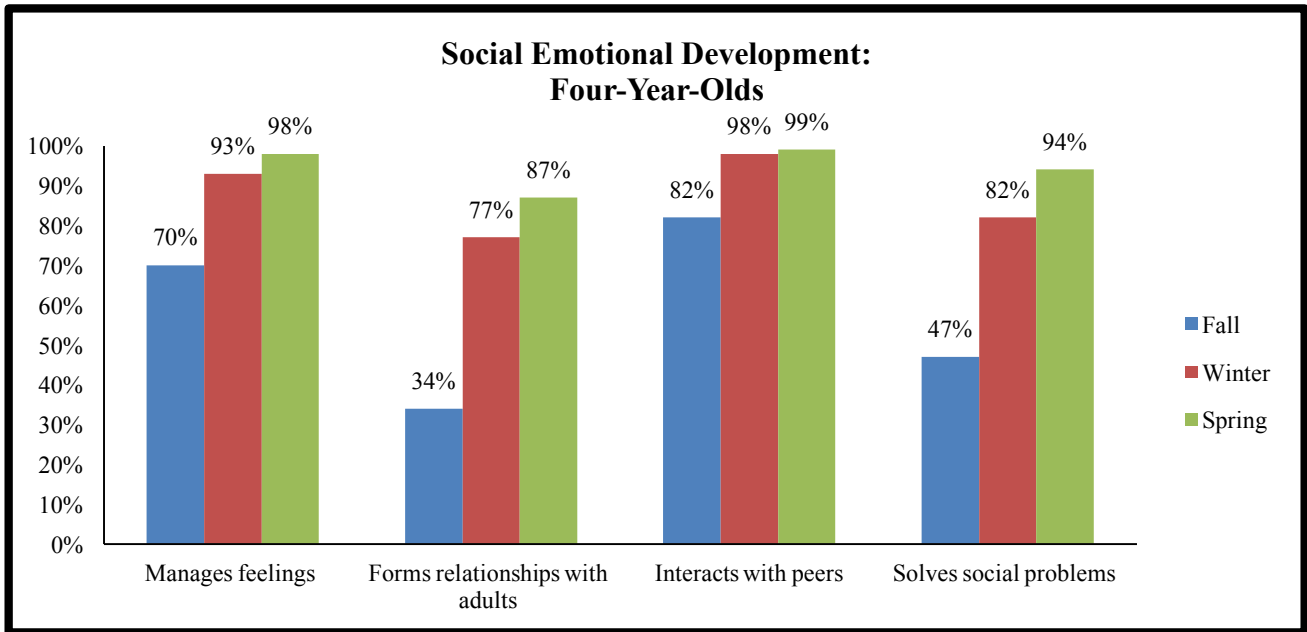
Four-Year-Olds

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Manages feelings (TSG 1a)	5 – 8	70%	93%	98%
Forms relationships with adults (TSG 2a)	7 – 8	34%	77%	87%
Interacts with peers (TSG 2c)	4 – 6	82%	98%	99%
Solves social problems (TSG 3b)	5 – 7	47%	82%	94%

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Language

Language Development refers to emerging abilities in receptive and expressive language.

Goal: Students will be able to comprehend complex language and use expanding expressive language.

Three-Year-Olds

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Comprehends language (TSG 8a)	5 – 6	52%	86%	89%
Uses expanding expressive language (TSG 9a)	5 – 6	46%	82%	89%
Engages in conversations (TSG 10a)	5 – 6	42%	83%	86%

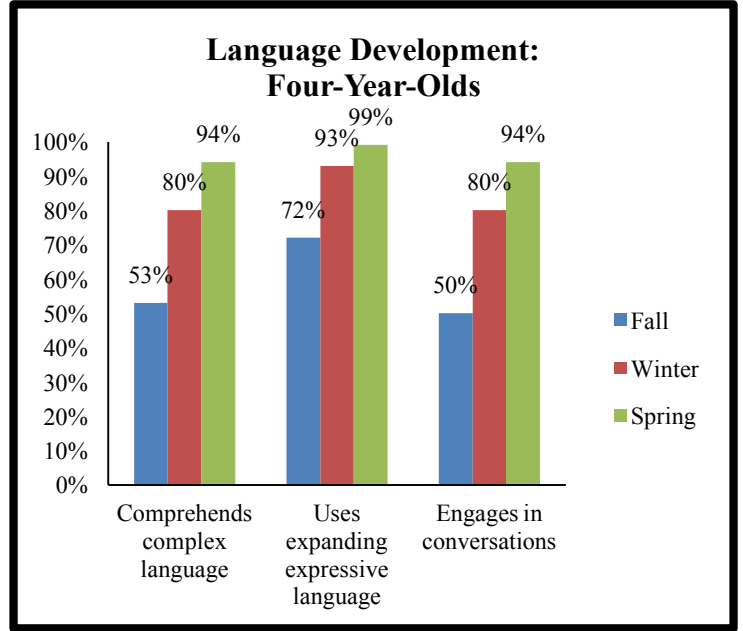
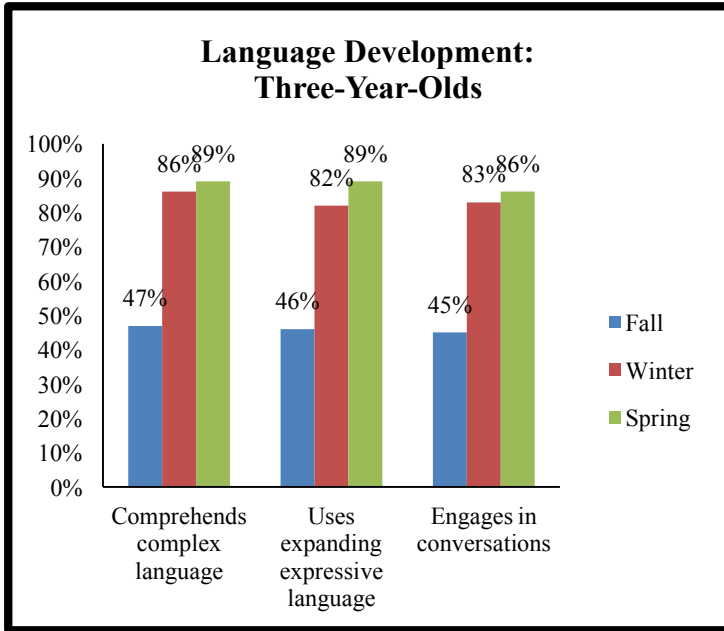
Four-Year-Olds

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Comprehends language (TSG 8a)	6 – 8	49%	80%	94%
Uses expanding expressive language (TSG 9a)	5 – 7	71%	93%	99%
Engages in conversations (TSG 10a)	6 – 7	52%	80%	94%

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Literacy

Literacy Development refers to the knowledge and skills that lay the foundation for reading and writing, such as understanding basic concepts about books or other printed materials, the alphabet, and letter-sound relationships.

Goal: Students will demonstrate an increase in early literacy skills.

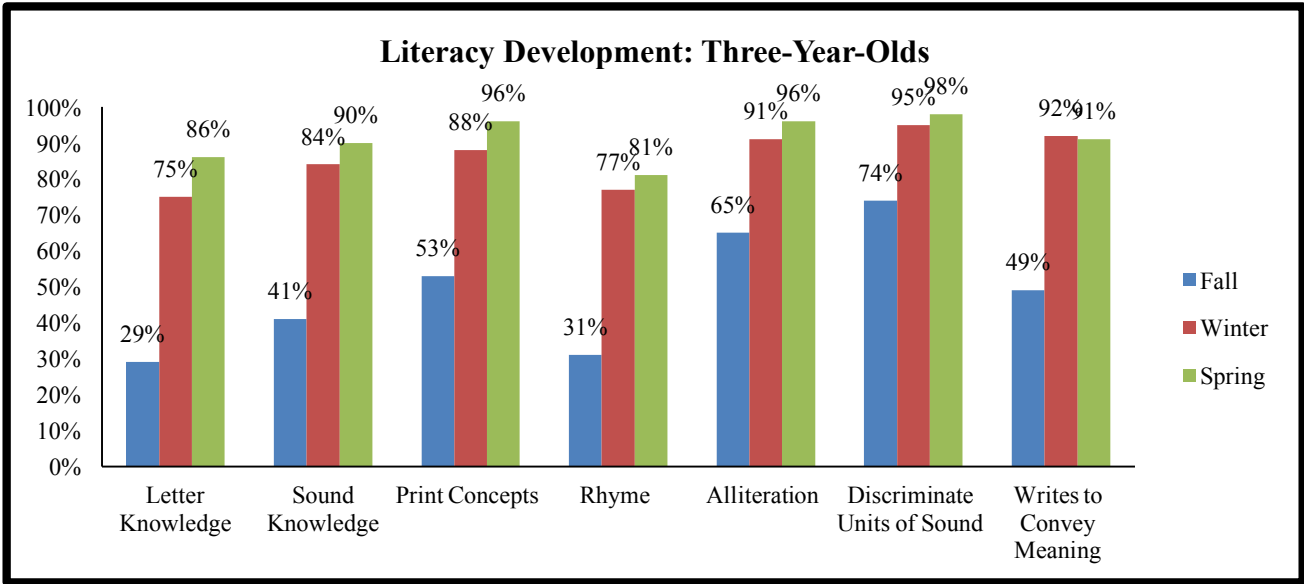
Three-Year-Olds

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Letter Knowledge (TSG 16a)	2 – 4	29%	75%	86%
Sound Knowledge (TSG 16b)	1 – 2	41%	84%	90%
Print Concepts (TSG 17b)	2 – 3	53%	88%	96%
Rhyme (TSG 15a)	3 – 5	31%	77%	81%
Alliteration (TSG 15b)	2 – 3	65%	91%	96%
Discriminate Units of Sound (TSG 15c)	1 – 3	74%	95%	98%
Writes to Convey Meaning (TSG 19b)	2 – 4	49%	92%	91%

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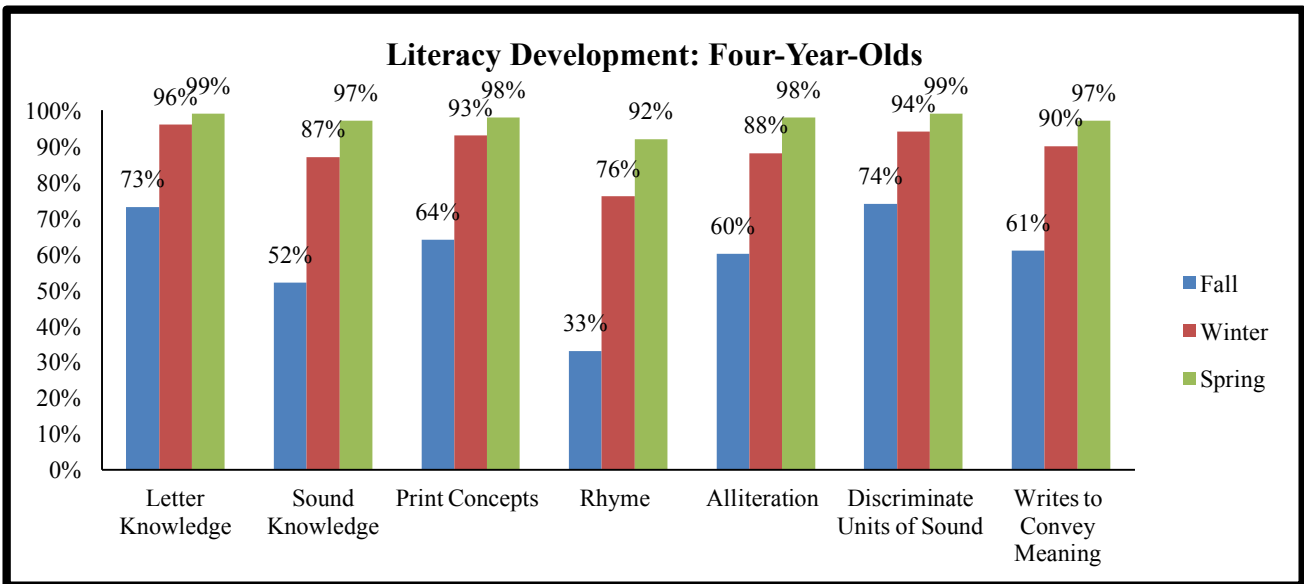
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Four-Year-Olds

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Letter Knowledge (TSG 16a)	2 – 5	73%	96%	99%
Sound Knowledge (TSG 16b)	3 – 6	52%	87%	97%
Print Concepts (TSG 17b)	3 – 6	64%	93%	98%
Rhyme (TSG 15a)	4 – 6	33%	76%	92%
Alliteration (TSG 15b)	3 – 6	60%	88%	98%
Discriminate Units of Sound (TSG 15c)	2 – 5	74%	94%	99%
Writes to Convey Meaning (TSG 19b)	3 – 5	61%	90%	97%



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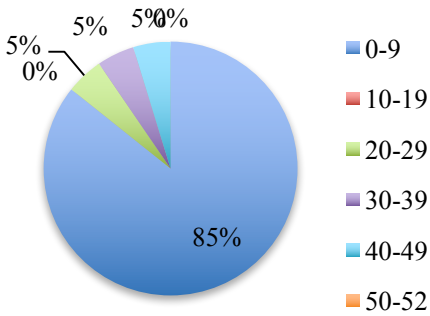
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Additional Supporting Data:

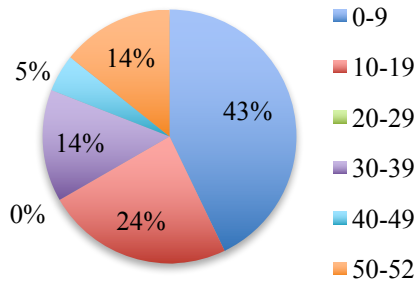
Letter Names: Three-Year-Olds

Range of Letters	EHS Transition Three-Year-Olds			Three-Year-Olds		
	Baseline	Mid-Year	End-of-Year	Baseline	Mid-Year	End-of-Year
0-9	18	9	7	457	285	192
10-19	-	5	5	22	89	52
20-29	1	-	4	15	48	66
30-39	1	3	1	14	20	60
40-49	1	1	3	11	35	87
50-52	-	3	4	5	28	52

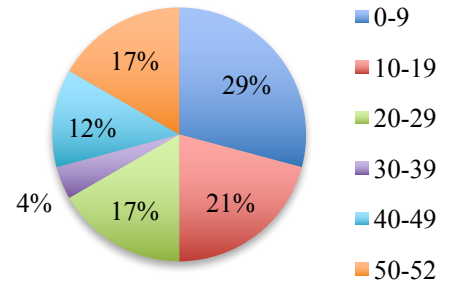
**Letter Names Baseline:
Transition Three-Year-Olds**



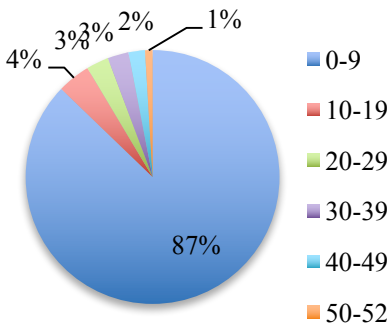
**Letter Names Mid-Year:
Transition Three-Year-Olds**



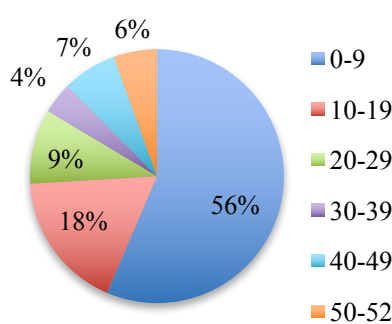
**Letter Names End-of-Year:
Transition Three-Year-Olds**



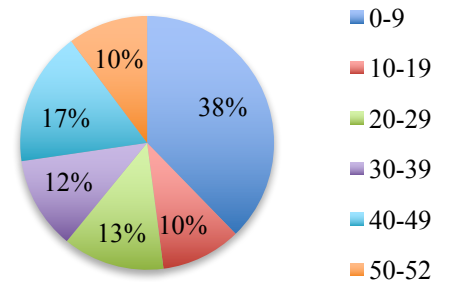
**Letter Names Baseline:
Three-Year-Olds**



**Letter Names Mid-Year:
Three-Year-Olds**



**Letter Names End-of-Year:
Three-Year-Olds**



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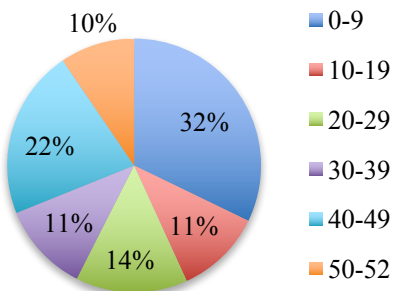
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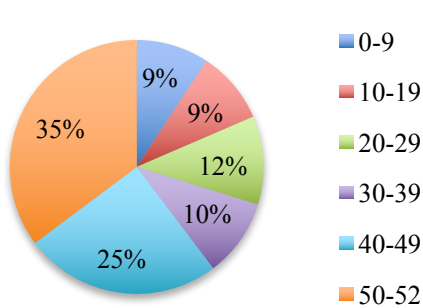
Letter Names: 4-Year-Olds

Range of Letters	Transition 4-Year-Olds			4-Year-Olds		
	Baseline	Mid-Year	End of Year	Baseline	Mid-Year	End of Year
0-9	149	41	16	765	208	69
10-19	51	41	18	178	187	83
20-29	66	50	42	149	192	154
30-39	53	44	35	111	169	123
40-49	100	111	80	201	285	272
50-52	44	156	257	88	401	746

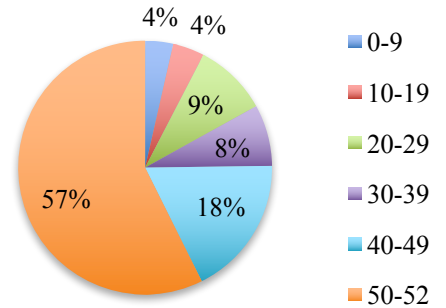
**Letter Names Baseline:
Transition Four-Year-Olds**



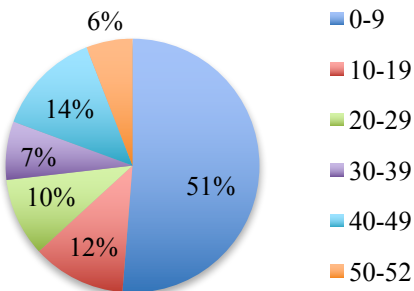
**Letter Names Mid-Year:
Transition Four-Year-Olds**



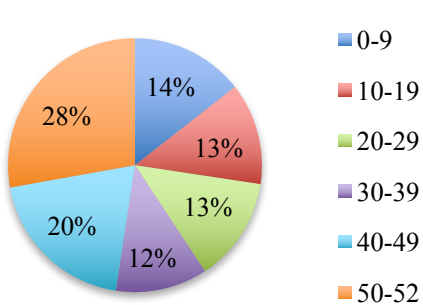
**Letter Names End-of-Year:
Transition Four-Year-Olds**



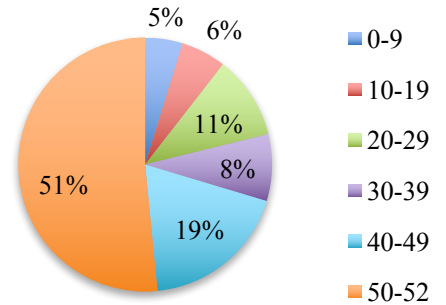
**Letter Names Baseline:
Four-Year-Olds**



**Letter Names Mid-Year:
Four-Year-Olds**



**Letter Names End-of-Year:
Four-Year-Olds**



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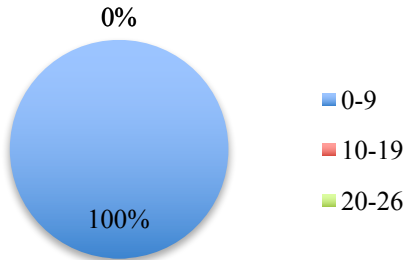
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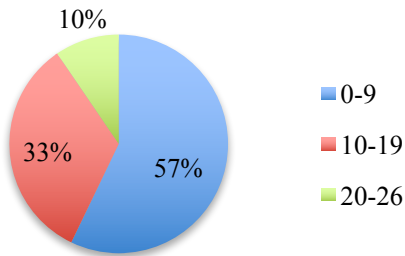
Letter Sounds: 3-Year-Olds

Range of Sounds	EHS Transition 3-Year-Olds			3-Year-Olds		
	Baseline	Mid-Year	End of Year	Baseline	Mid-Year	End of Year
0-9	19	12	11	482	414	306
10-19	-	7	6	5	53	119
20-26	-	2	6	4	26	77

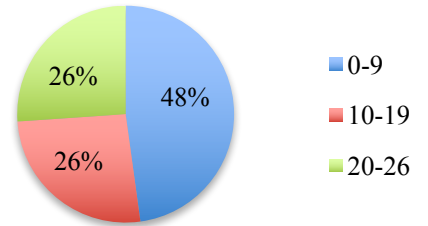
**Letter Sounds Baseline:
Transition Three-Year-Olds**



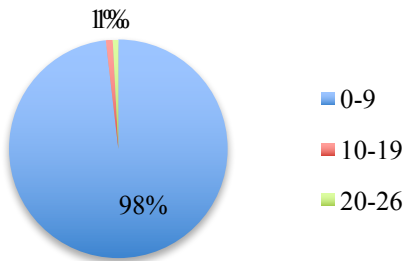
**Letter Sounds Mid-Year:
Transition Three-Year-Olds**



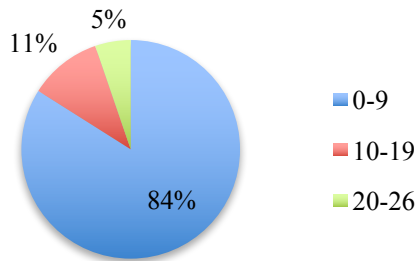
**Letter Sounds End-of-Year:
Transition Three-Year-Olds**



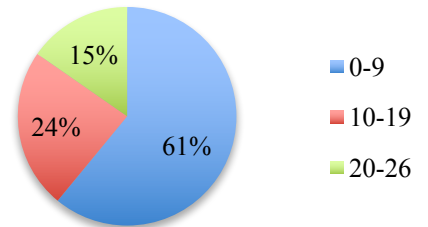
**Letter Sounds Baseline:
Three-Year-Olds**



**Letter Sounds Mid-Year:
Three-Year-Olds**



**Letter Sounds End-of-Year:
Three-Year-Olds**



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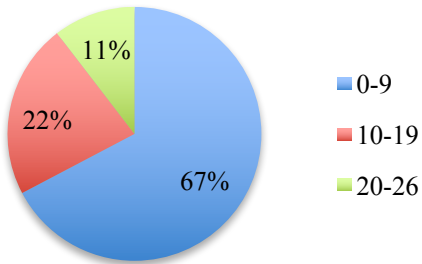
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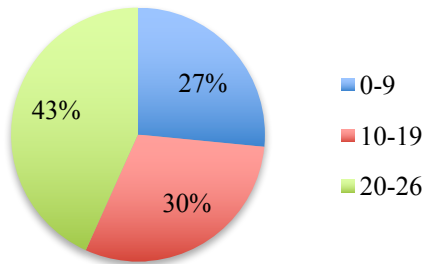
Letter Sounds: 4-Year-Olds

Range of Sounds	Transition 4-Year-Olds			4-Year-Olds		
	Baseline	Mid-Year	End of Year	Baseline	Mid-Year	End of Year
0-9	290	116	60	1,105	524	237
10-19	96	132	84	184	408	298
20-26	45	189	266	79	478	784

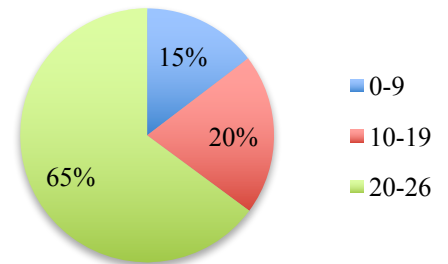
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Transition Four-Year-Olds**



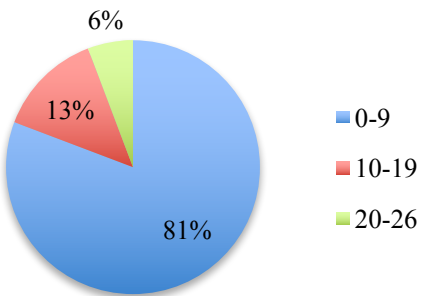
**Letter Sounds Mid-Year:
Transition Four-Year-Olds**



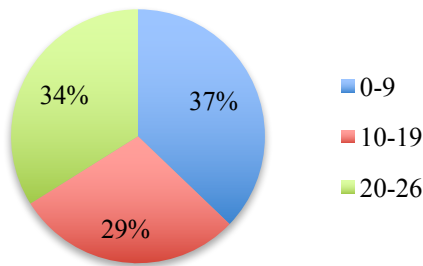
**Letter Sounds End-of-Year:
Transition Four-Year-Olds**



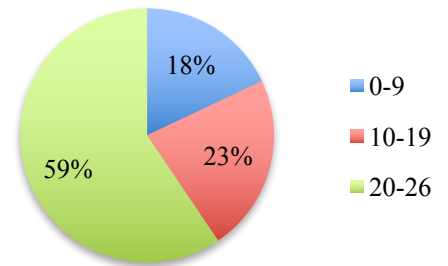
**Letter Sounds Baseline:
Four-Year-Olds**



**Letter Sounds Mid-Year:
Four-Year-Olds**



**Letter Sounds End-of-Year:
Four-Year-Olds**



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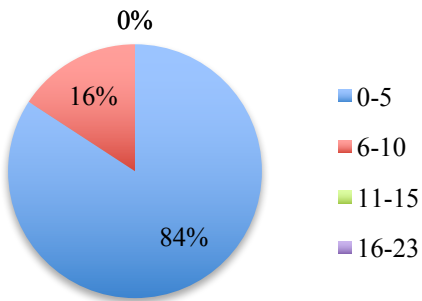
Academics

Head Start/Early Intervention Department

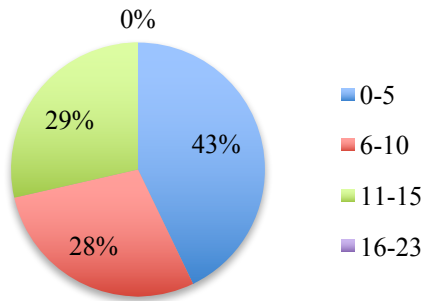
Concepts of Print: 3-Year-Olds

Number of Concepts	EHS Transition 3-Year-Olds			3-Year-Olds		
	Baseline	Mid-Year	End of Year	Baseline	Mid-Year	End of Year
0-5	16	9	10	457	245	147
6-10	3	6	5	32	190	187
11-15	-	6	5	-	53	124
16-23	-	-	4	-	16	50

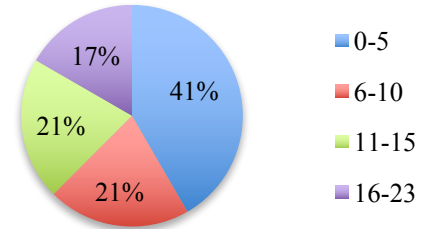
Concepts of Print Baseline: Transition Three-Year-Olds



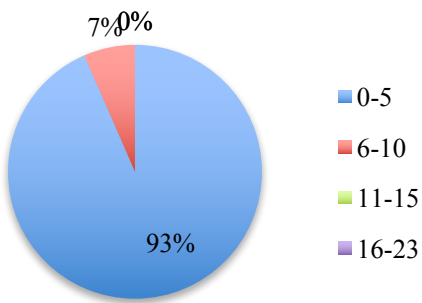
Concepts of Print Mid-Year: Transition Three-Year-Olds



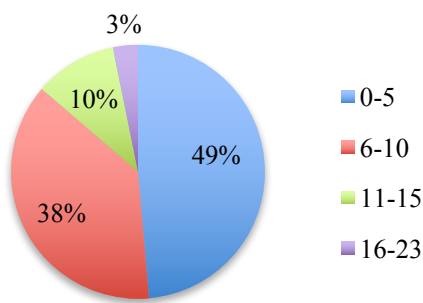
Concepts of Print End-of-Year: Transition Three-Year-Olds



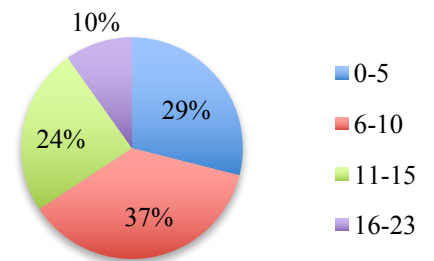
Concepts of Print Baseline: Three-Year-Olds



Concepts of Print Mid-Year: Three-Year-Olds



Concepts of Print End-of-Year: Three-Year-Olds



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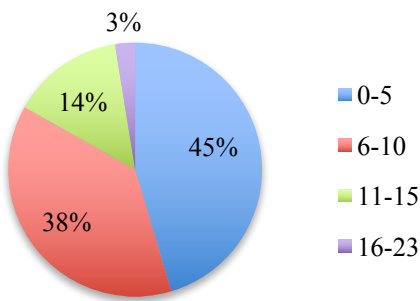
Academics

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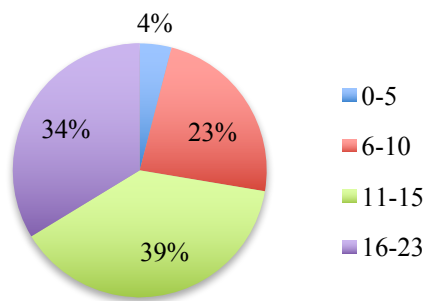
Concepts of Print: 4-Year-Olds

Number of Concepts	Transition 4-Year-Olds			4-Year-Olds		
	Baseline	Mid-Year	End of Year	Baseline	Mid-Year	End of Year
0-5	197	18	7	783	129	40
6-10	164	105	28	441	393	117
11-15	62	172	111	125	542	402
16-23	11	150	299	24	382	867

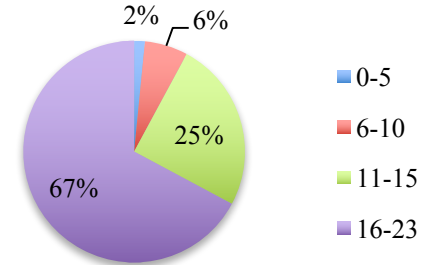
**Concepts of Print Baseline:
Transition Four-Year-Olds**



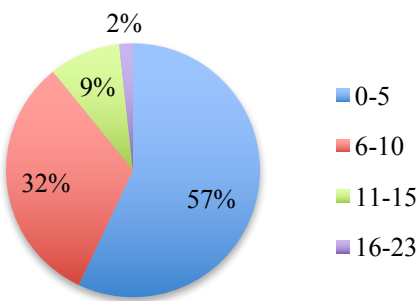
**Concepts of Print Mid-Year:
Transition Four-Year-Olds**



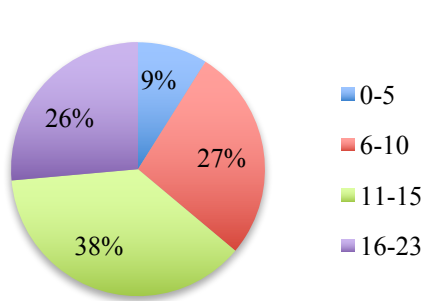
**Concepts of Print End-of-Year:
Transition Four-Year-Olds**



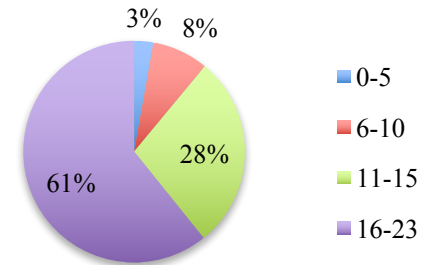
**Concepts of Print Baseline:
Four-Year-Olds**



**Concepts of Print Mid-Year:
Four-Year-Olds**



**Concepts of Print End-of-Year:
Four-Year-Olds**



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Academics

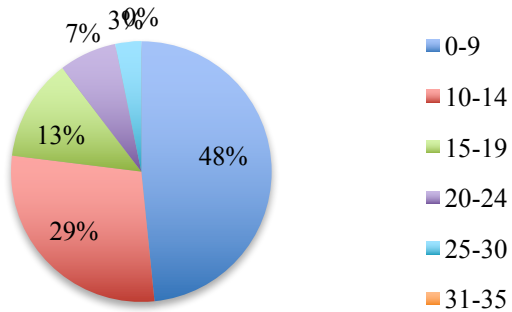
Head Start/Early Intervention Department

Phonological Awareness (PA)

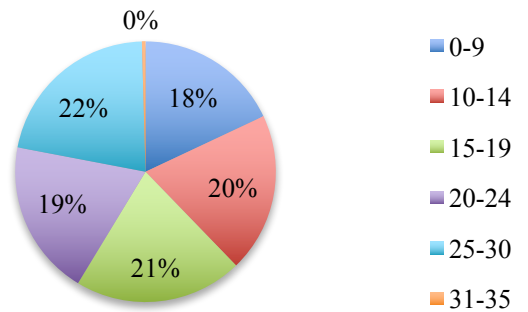
Only given to four-year-olds mid-year and end-of-year.

Number of Skills	Transition 4-Year-Olds			4-Year-Olds		
	Baseline	Mid-Year	End of Year	Baseline	Mid-Year	End of Year
0-9		210	81		788	352
10-14		124	89		374	327
15-19		55	94		156	289
20-24		31	87		79	235
25-30		14	97		39	231
31-35		-	2		-	3

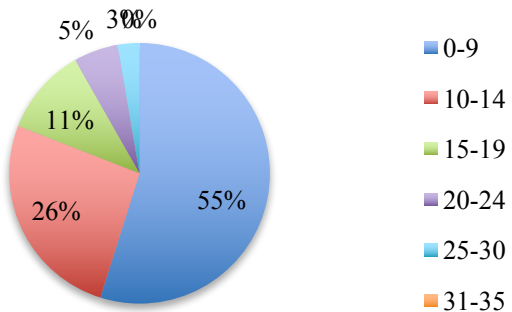
**Phonological Awareness Mid-Year:
Transition Four-Year-Olds**



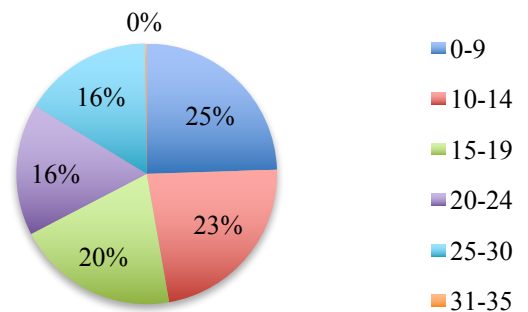
**Phonological Awareness End-of-Year:
Transition Four-Year-Olds**



**Phonological Awareness Mid-Year:
Four-Year-Olds**



**Phonological Awareness End-of-Year:
Four-Year-Olds**



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Academics

Head Start/Early Intervention Department

English Language Acquisition

English Language Acquisition is the development of receptive and expressive English language skills for children who speak a home language other than English.

Goal: English Language Learners will demonstrate progress in understanding and speaking English (2 = Beginning, 4 = Progressing, 6 = Increasing, 8 = Advancing).

Benchmark		Not Yet	1	2	3	4	5	6	7	8	9
Demonstrates progress in listening to and understanding English	3 Yr Olds					13.04%	10.87%	10.87%	28.26%	34.78%	2.18%
	4 Yr Olds			.40%	.81%	.81%	4.84%	22.18%	18.55%	46.77%	5.64%
Demonstrates progress in speaking English	3 Yr Olds				4.35%	13.04%	13.04%	21.74%	23.91%	21.74%	2.18%
	4 Yr Olds			.40%		3.23%	11.69%	19.35%	20.16%	41.53%	3.64%

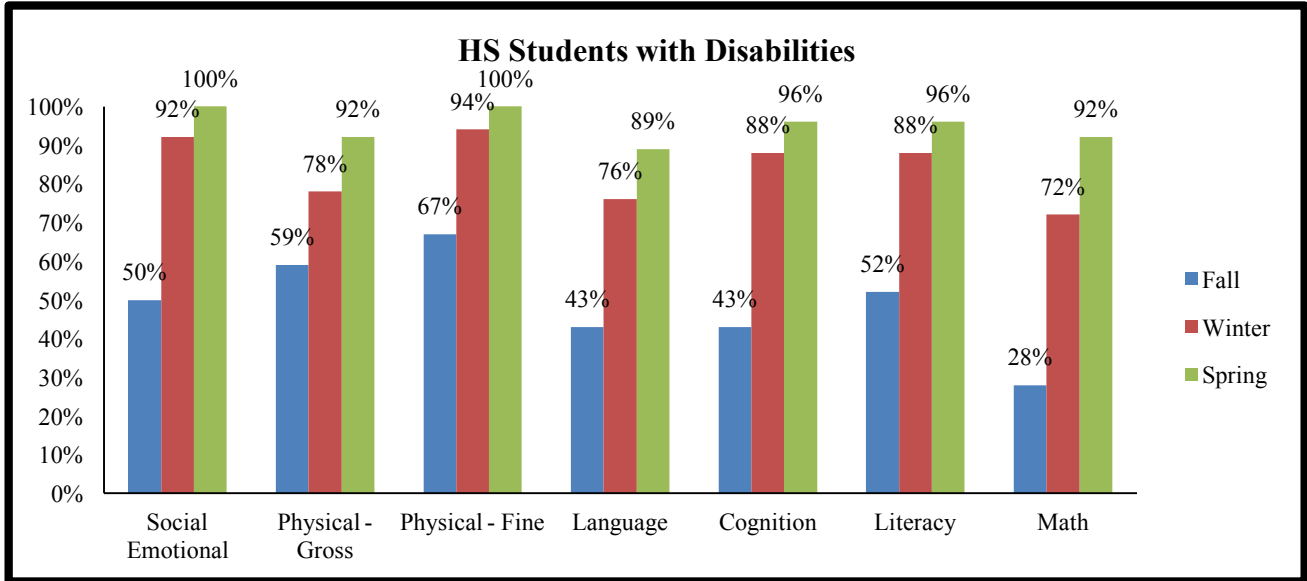
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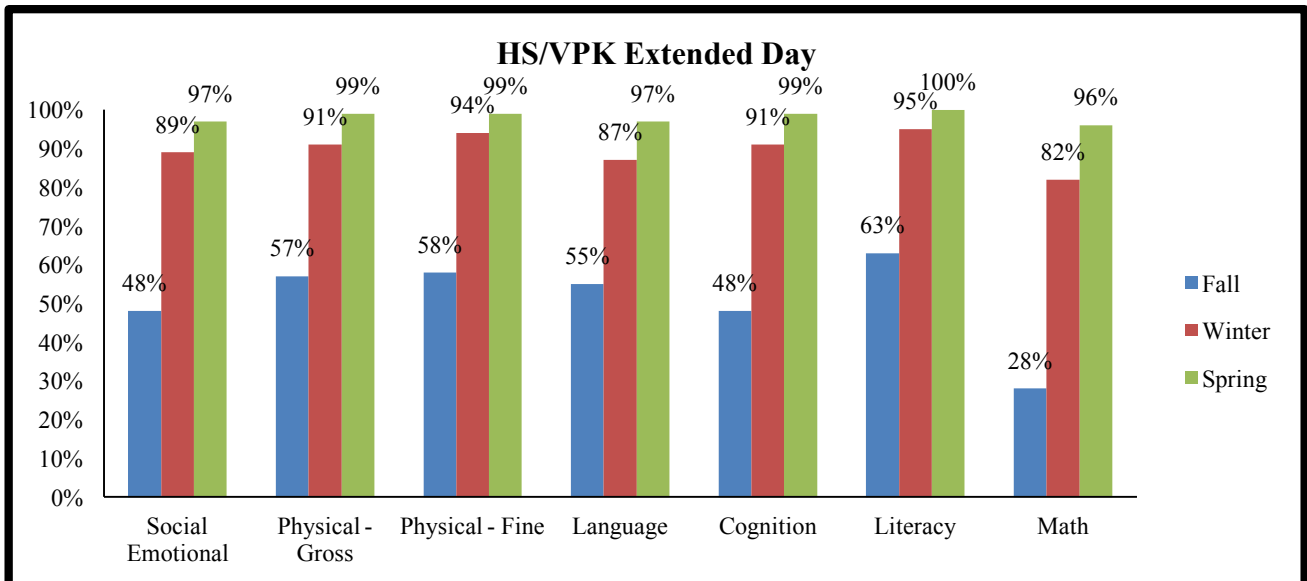
Academics

Head Start/Early Intervention Department

**HS Three- and Four-Year-Old Students with Disabilities
Overall Developmental Performance**



**HS/Voluntary Prekindergarten (VPK) Extended Day Four-Year-Old Students
Overall Developmental Performance**

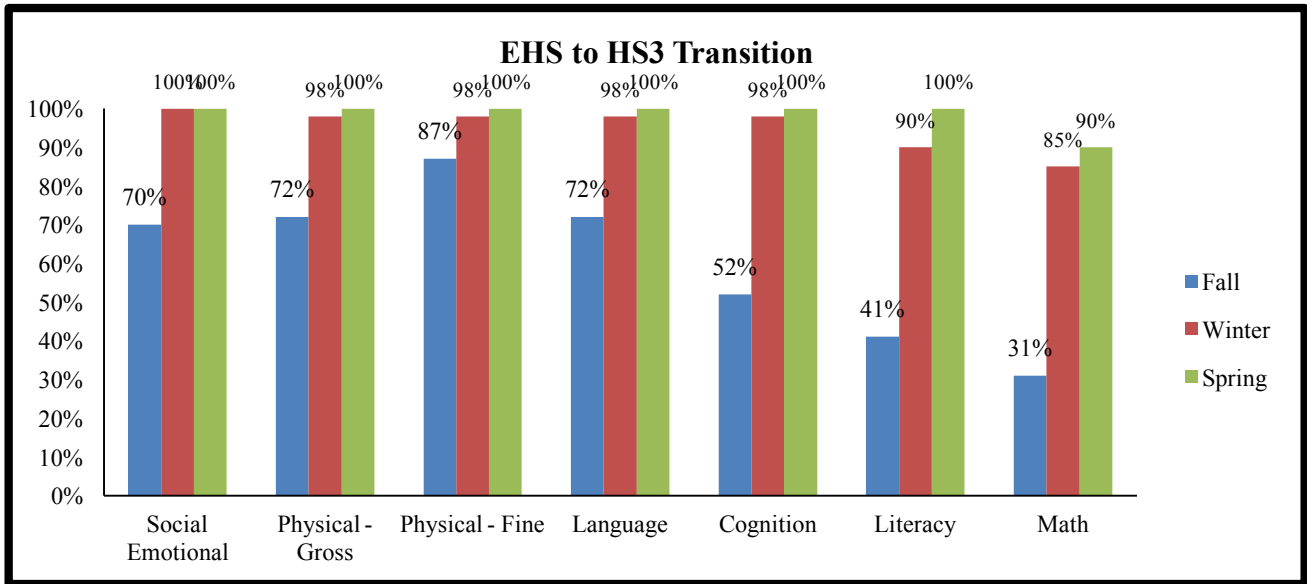


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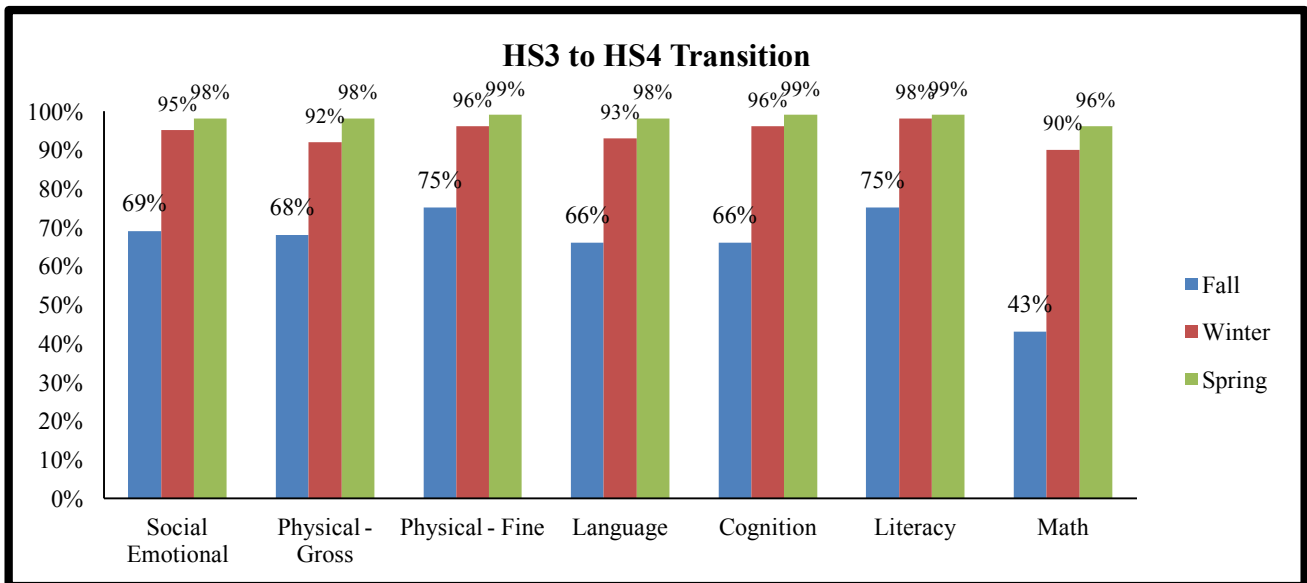
Academics

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EHS to HS3 Transition Students Overall Performance



HS3 to HS4 Transition Students Overall Performance



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Academics
Head Start/Early Intervention Department

Early Head Start School Readiness Goals and Progress

(* This area includes “not yet” as an age-appropriate level for this age range.)

Approaches to Learning

Goal: Students will demonstrate an increase in ability to concentrate and persist in learning.

Benchmark: 80% of children will demonstrate age-appropriate levels on TSG in attention, curiosity, cooperation, and motivation. (TSG 11 a/b/d)

Evidence	Birth to 1			1 to 2			2 to 3			3-year-olds		
	F	W	S	F	W	S	F	W	S	F	W	S
Attends and engages (11a)	100%	100%	100%	100%	100%	100%	80%	91%	97%	N/A	73%	85%
Persists (11b)	100%*	100%*	100%*	100%	100%	100%	91%	79%	97%	N/A	82%	92%
Shows curiosity and motivation (11d)	100%	89%	100%	100%	100%	100%	88%	88%	92%	N/A	64%	85%

Cognition and General Knowledge

Goal: Students will demonstrate an increase in early math concepts.

Benchmark: 80% of children will demonstrate age-appropriate levels on TSG in the following early math concepts. (TSG 20b, 21a, 22)

Evidence	Birth to 1			1 to 2			2 to 3			3-year-olds		
	F	W	S	F	W	S	F	W	S	F	W	S
Understands spatial relationships and shapes (21a)	100%*	100%*	100%*	95%	77%	91%	80%	64%	97%	N/A	82%	54%
Quantifies (20b)	100%*	100%*	100%*	95%	55%	77%	74%	64%	89%	N/A	55%	69%
Compares and measures (22)	100%*	100%*	100%*	90%	67%	73%	97%	97%	97%	N/A	100%	92%

Benchmark: 80% of children will demonstrate age-appropriate levels on TSG in the following early math concept. (TSG 20a)

Evidence	Birth to 1			1 to 2			2 to 3			3-year-olds		
	F	W	S	F	W	S	F	W	S	F	W	S
Counts (20a)	100%*	100%*	100%*	86%	77%	77%	80%	85%	89%	N/A	55%	92%

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Academics

Head Start/Early Intervention Department

Goal: Students will think critically and solve problems.

Benchmark: 80% of children will demonstrate age-appropriate levels on TSG in the ability to think critically and solve problems. (TSG 11c, 12a)

Evidence	Birth to 1			1 to 2			2 to 3			3-year-olds		
	F	W	S	F	W	S	F	W	S	F	W	S
Solves problems (11c)	100%*	100%*	100%*	95%	100%	100%	80%	82%	89%	N/A	73%	85%
Recognizes and recalls (12a)	100%*	100%*	100%*	100%	100%	100%	88%	91%	94%	N/A	55%	61.5%

Physical Development

Goal: Students will demonstrate developmentally appropriate gross and fine motor skills.

Benchmark: 80% of children will demonstrate age-appropriate levels on TSG in gross and fine motor skills. (TSG 5, 6, 7a)

Evidence	Birth to 1			1 to 2			2 to 3			3-year-olds		
	F	W	S	F	W	S	F	W	S	F	W	S
Demonstrates balancing skills (5)	100%	89%	100%	100%	95%	100%	80%	82%	97%	N/A	64%	85%
Demonstrates gross motor manipulative skills (6)	100%	89%	80%	100%	100%	95%	77%	85%	100%	N/A	64%	85%
Uses fingers and hands (7a)	100%	78%	60%	100%	100%	100%	94%	88%	97%	N/A	64%	100%

Social-Emotional Development

Goal: Students will regulate their own emotions and behaviors and sustain positive relationships.

Benchmark: 80% of children will demonstrate age-appropriate levels on TSG in self-regulating and sustaining positive relationships. (TSG 1b, 2a)

Evidence	Birth to 1			1 to 2			2 to 3			3-year-olds		
	F	W	S	F	W	S	F	W	S	F	W	S
Follows limits and expectations (1b)	100%	89%	100%	100%	100%	100%	85%	91%	92%	N/A	73%	100%
Forms relationships with adults (2a)	100%	100%	100%	90%	95%	100%	82%	79%	94%	N/A	45%	69%

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Academics
Head Start/Early Intervention Department

Benchmark: 80% of children will demonstrate age-appropriate levels on TSG in self-regulating and sustaining positive relationships. (TSG 2c, 3b)

Evidence	Birth to 1			1 to 2			2 to 3			3-year-olds		
	F	W	S	F	W	S	F	W	S	F	W	S
Interacts with peers (2c)	100%*	100%*	100%*	100%	95%	95%	91%	88%	100%	N/A	82%	85%
Solves social problems (3b)	100%*	100%*	100%*	95%	100%	100%	83%	70%	89%	N/A	82%	92%

Language

Goal: Students will be able to comprehend complex language and use expanding expressive language.

Benchmark: 80% of children will demonstrate age-appropriate levels on TSG in their understanding and use of language. (TSG 8a, 9a)

Evidence	Birth to 1			1 to 2			2 to 3			3-year-olds		
	F	W	S	F	W	S	F	W	S	F	W	S
Comprehends language (8a)	100%	100%	100%	100%	100%	95%	94%	82%	97%	N/A	54%	85%
Uses an expanding expressive vocabulary (9a)	100%*	100%*	100%*	81%	86%	95%	68%	70%	94%	N/A	55%	69%

Literacy

Goal: Students will demonstrate an increase in early literacy skills.

Benchmark: 80% of children will demonstrate age-appropriate levels on TSG in pre-literacy skills. (TSG 15a, 17a, 19b)

Evidence	Birth to 1			1 to 2			2 to 3			3-year-olds		
	F	W	S	F	W	S	F	W	S	F	W	S
Notices and discriminates rhyme (15a)	100%*	100%*	100%*	85%	82%	95%	80%	70%	89%	N/A	91%	85%
Uses and appreciates books (17a)	100%*	100%*	100%*	100%	86%	91%	100%	94%	100%	N/A	100%	92%
Writes to convey meaning (19b)	100%*	100%*	100%*	100%*	100%*	100%	97%	85%	94%	N/A	100%	92%

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Academics
Head Start/Early Intervention Department

HS/EHS Health-Related Data

1. Early Identification - Identify health concerns early to promote healthy development. Developmental, sensory and behavior screenings offer children’s data that help staff identify and address concerns quickly.

Number of Screenings Completed for Early Identification			
	Baseline	Mid-Year	End-of-Year
Dental	1878	1919	2078
Hearing	1983	1989	2095
Height and Weight	1992	1999	2089
Vision	1978	1990	2094
Physical Exams Reviewed	1914	2005	2114
Immunization Records Reviewed	1916	2005	2114

2. Treatment - Refer children for appropriate follow-up and guide families through the screening, referral, and treatment process.

Number of Families/Students Referred for Treatment or Follow-up			
	Baseline	Mid-Year	End-of-Year
Vision Referrals	203	207	210
Nutritional Counseling and information	167	168	173
Audiologist	159	159	163
Medical Referrals	75	86	88
<i>Every family is contacted to remind of health requirements needing to be updated.</i>			

3. Health Promotion - Help families access ongoing, continued health care for their child and promote healthy, safe behaviors in school and at home.

Number of Families Referred for Ongoing Health Care and Health Promotion			
	Baseline	Mid-Year	End-of-Year
Florida Kid Care Program	104	114	114
Household Smoking and Smoking Cessation	64	68	69
“What To Do When Your Child Is Sick” Program	144	201	252
Information and Nutritional Counseling on Anemia	12	12	12
Information on Asthma	201	204	209

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HS/EHS Family Engagement Data

Goal: *Families will be supported as lifelong educators for their children.*

Benchmark: By the end of the 2015-2016 school year, 75% (1,530) of family goals will have been met.

Number of goals established for families in the Fall 2015: 1228

Number of goals established for families in the Winter 2016: 1976

Total Number of goals established for families in 2015-2016: 2003

Mid-Year Data:

Number of goals met by Winter 2016: 111 (6%)

Status of remaining goals in Winter 2016: Started: 585 (30%) In Progress: 1,252 (63%)

End-of-Year Data:

Number of goals met by Spring 2016: 704 (35%)

Status of remaining goals in Spring 2016: Started: 769 (38%) In Progress: 530 (26%)

Gains were made in all 7 areas of the *Parent, Family, and Community Engagement (PFCE) Framework* that drive established goals.

- ✓ Family Well-being
- ✓ Parent-Child Relationships
- ✓ Families as Lifelong Learners
- ✓ Families as Lifelong Educators
- ✓ Family Engagement in Transitions
- ✓ Family Connections to Peers and Community
- ✓ Families as Advocates and Leaders

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Academics
Head Start/Early Intervention Department

**Appendix:
Head Start Benchmark Data for End-of-Year Performance**

Approaches to Learning

Three-Year-Olds

Benchmark	Developmental Expectation Levels	Program Benchmark Criteria (End-of-Year)	3-Year-Olds Meeting/Exceeding Benchmark Levels		
			F	W	S
Attends and engages (TSG11a)	4 – 5	50% at Level 5 or higher	13%	57%	68%
Persists (TSG 11b)	4 – 6	50% at Level 5 or higher	13%	55%	70%

Four-Year-Olds

Benchmark	Developmental Expectation Levels	Program Benchmark Criteria (End-of-Year)	4-Year-Olds Meeting/Exceeding Benchmark Levels		
			F	W	S
Attends and engages (TSG11a)	5 – 7	75% at Level 6 or higher	30%	64%	87%
Persists (TSG 11b)	5 – 6	75% at Level 6 or higher	17%	50%	86%

Cognitive and General Knowledge: Mathematics

Three-Year-Olds

Benchmark	Developmental Expectation Levels	Program Benchmark Criteria (End-of-Year)	3-Year-Olds Meeting/Exceeding Benchmark Levels		
			F	W	S
Quantifies (TSG 20b)	3 – 4	80% at Level 3 or higher	29%	75%	86%
Connects Numerals with Quantities (TSG 20c)	2 – 4	55% at Level 3 or higher	14%	58%	66%
Understands Spatial Relationships (TSG 21a)	4 – 5	80% at Level 4 or higher	35%	75%	89%
Compares and Measures (TSG 22)	2 – 5	55% at Level 3 or higher	19%	71%	79%
Patterns (TSG 23)	3 – 4	55% at Level 4 or higher	24%	57%	75%

Four-Year-Olds

Benchmark	Developmental Expectation Levels	Program Benchmark Criteria (End-of-Year)	4-Year-Olds Meeting/Exceeding Benchmark Levels		
			F	W	S
Quantifies (TSG 20b)	4 – 6	65% at Level 5 or higher	18%	58%	83%
Connects Numerals with Quantities (TSG 20c)	4 – 6	65% at Level 5 or higher	23%	62%	86%
Understands Spatial Relationships (TSG 21a)	5 – 7	65% at Level 6 or higher	14%	46%	81%
Compares and Measures (TSG 22)	4 – 7	65% at Level 6 or higher	3%	21%	52%
Patterns (TSG 23)	4 – 7	65% at Level 6 or higher	10%	48%	78%

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Cognitive and General Knowledge: Logic and Reasoning

Three-Year-Olds

Benchmark	Developmental Expectation Levels	Program Benchmark Criteria (End-of-Year)	3-Year-Olds Meeting/Exceeding Benchmark Levels		
			F	W	S
Solves problems (TSG 11c)	3 – 6	50% at Level 5 or higher	5%	40%	63%
Shows flexibility and inventiveness in thinking (TSG 11e)	4 – 6	50% at Level 5 or higher	12%	54%	61%

Four-Year-Olds

Benchmark	Developmental Expectation Levels	Program Benchmark Criteria (End-of-Year)	4-Year-Olds Meeting/Exceeding Benchmark Levels		
			F	W	S
Solves problems (TSG 11c)	4 – 7	70% at Level 6 or higher	19%	47%	85%
Shows flexibility and inventiveness in thinking (TSG 11e)	5 – 7	70% at Level 6 or higher	23%	54%	80%

Physical Development

Three-Year-Olds

Benchmark	Developmental Expectation Levels	Program Benchmark Criteria (End-of-Year)	3-Year-Olds Meeting/Exceeding Benchmark Levels		
			F	W	S
Demonstrate gross motor manipulative skills (TSG 6)	5 – 6	75% at Level 6 or higher	23%	54%	72%
Uses writing and drawing tools (TSG 7b)	3 – 6	75% at Level 5 or higher	76%	66%	83%

Four-Year-Olds

Benchmark	Developmental Expectation Levels	Program Benchmark Criteria (End-of-Year)	4-Year-Olds Meeting/Exceeding Benchmark Levels		
			F	W	S
Demonstrate gross motor manipulative skills (TSG 6)	6 – 8	80% at Level 7 or higher	11%	45%	86%
Uses writing and drawing tools (TSG 7b)	5 – 7	80% at Level 6 or higher	45%	78%	94%

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Head Start/Early Intervention Department

Social-Emotional Development

Three-Year-Olds

Benchmark	Developmental Expectation Levels	Program Benchmark Criteria (End-of-Year)	3-Year-Olds Meeting/Exceeding Benchmark Levels		
			F	W	S
Manages feelings (TSG 1a)	3 – 6	80% at Level 5 or higher	26%	58%	71%
Forms relationships with adults (TSG 2a)	6 – 7	80% at Level 6 or higher	51%	90%	87%
Interacts with peers (TSG 2c)	3 – 4	80% at Level 4 or higher	39%	74%	82%
Solves social problems (TSG 3b)	4 – 6	55% at Level 5 or higher	8%	44%	58%

Four-Year-Olds

Benchmark	Developmental Expectation Levels	Program Benchmark Criteria (End-of-Year)	4-Year-Olds Meeting/Exceeding Benchmark Levels		
			F	W	S
Manages feelings (TSG 1a)	5 – 8	80% at Level 6 or higher	38%	75%	92%
Forms relationships with adults (TSG 2a)	7 – 8	80% at Level 7 or higher	34%	77%	92%
Interacts with peers (TSG 2c)	4 – 6	80% at Level 6 or higher	35%	65%	89%
Solves social problems (TSG 3b)	5 – 7	80% at Level 6 or higher	15%	48%	76%

Language

Three-Year-Olds

Benchmark	Developmental Expectation Levels	Program Benchmark Criteria (End-of-Year)	3-Year-Olds Meeting/Exceeding Benchmark Levels		
			F	W	S
Comprehends complex language (TSG 8a)	5 – 6	80% at Level 5 or higher	52%	86%	89%
Uses expanding expressive language (TSG 9a)	5 – 6	80% at Level 5 or higher	46%	82%	88%
Engages in conversations (TSG 10a)	5 – 6	80% at Level 5 or higher	42%	83%	86%

Four-Year-Olds

Benchmark	Developmental Expectation Levels	Program Benchmark Criteria (End-of-Year)	4-Year-Olds Meeting/Exceeding Benchmark Levels		
			F	W	S
Comprehends complex language (TSG 8a)	6 – 8	80% at Level 6 or higher	49%	80%	94%
Uses expanding expressive language (TSG 9a)	5 – 7	80% at Level 6 or higher	34%	72%	92%
Engages in conversations (TSG 10a)	6 – 7	80% at Level 6 or higher	52%	80%	94%

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Literacy

Three-Year-Olds

Benchmark	Developmental Expectation Levels	Program Benchmark Criteria (End-of-Year)	3-Year-Olds Meeting/Exceeding Benchmark Levels		
			F	W	S
Letter Knowledge (TSG 16a)	2 – 4	65% at Level 3 or higher	13%	53%	68%
Sound Knowledge (TSG 16b)	1 – 2	65% at Level 2 or higher	8%	49%	62%
Print Concepts (TSG 17b)	2 – 3	60% at Level 3 or higher	12%	53%	72%
Rhyme (TSG 15a)	3 – 5	80% at Level 3 or higher	31%	77%	81%
Alliteration (TSG 15b)	2 – 3	80% at Level 2 or higher	65%	91%	96%
Discriminate Units of Sound (TSG 15c)	1 – 3	65% at Level 2 or higher	40%	72%	83%
Writes to Convey Meaning (TSG 19b)	2 – 4	65% at Level 3 or higher	10%	53%	64%

Four-Year-Olds

Benchmark	Developmental Expectation Levels	Program Benchmark Criteria (End-of-Year)	4-Year-Olds Meeting/Exceeding Benchmark Levels		
			F	W	S
Letter Knowledge (TSG 16a)	2 – 5	70% at Level 5 or higher	33%	70%	90%
Sound Knowledge (TSG 16b)	3 – 6	70% at Level 5 or higher	8%	30%	69%
Print Concepts (TSG 17b)	3 – 6	60% at Level 5 or higher	15%	56%	87%
Rhyme (TSG 15a)	4 – 6	70% at Level 5 or higher	11%	52%	84%
Alliteration (TSG 15b)	3 – 6	70% at Level 4 or higher	32%	71%	92%
Discriminate Units of Sound (TSG 15c)	2 – 5	70% at Level 4 or higher	23%	56%	85%
Writes to Convey Meaning (TSG 19b)	3 – 5	70% at Level 4 or higher	26%	66%	87%

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