

# 2018-2019 Head Start/Early Head Start School Readiness Goals Progress Report Spring 2019



## **2018-2019 Head Start/Early Head Start School Readiness Goals Progress Report**

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 six 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 2018 – 2019 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 six 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

### **Data Collection**

Ongoing, authentic assessments take place throughout the school year and are documented in Teaching Strategies GOLD (TSG) for all children Birth - 5. Each checkpoint provides insight into how a child is progressing according to the developmental objectives. In addition, the HS program utilizes District-approved literacy assessments for letter and sound knowledge as well as concepts of print with three- and four-year-olds.

### **Interpretation and Analysis of the Data**

The HS/EHS School Readiness Goals Progress Report (Spring) represents students' information collected between February 4<sup>th</sup> through May 15<sup>th</sup>. The report shows the number of children at a particular developmental level for each objective and dimension.

**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 SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

Academics

Head Start/Early Intervention Department

**Head Start School Readiness Goals and Progress**

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

**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	% Meeting/Exceeding Developmental Expectations		
	Fall	Winter	Spring
Attends and Engages (TSG 11a)	33%	79%	89%
Persists (TSG 11b)	58%	74%	84%

**Four-Year-Olds**

Objectives	% Meeting/Exceeding Developmental Expectations		
	Fall	Winter	Spring
Attends and Engages (TSG 11a)	62%	82%	94%
Persists (TSG 11b)	56%	81%	94%

**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	% Meeting/Exceeding Developmental Expectations		
	Fall	Winter	Spring
Quantifies (TSG 20b)	52%	60%	72%
Connects Numerals with Quantities (TSG 20c)	39%	71%	84%
Understands Spatial Relationships (TSG 21a)	32%	56%	75%
Measures Objects (TSG 22a)	55%	82%	89%
Measures Time and Money (TSG 22b)	64%	100%	100%
Demonstrates Knowledge of Patterns (TSG 23)	37%	70%	83%

**Four-Year-Olds**

Objectives	% Meeting/Exceeding Developmental Expectations		
	Fall	Winter	Spring
Quantifies (TSG 20b)	49%	81%	92%
Connects Numerals with Quantities (TSG 20c)	53%	80%	90%
Understands Spatial Relationships (TSG 21a)	44%	73%	87%
Measures Objects (TSG 22a)	40%	76%	89%
Measures Time and Money (TSG 22b)	77%	87%	95%
Demonstrates Knowledge of Patterns (TSG 23)	72%	89%	96%

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

Academics

Head Start/Early Intervention Department

**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	% Meeting/Exceeding Developmental Expectations		
	Fall	Winter	Spring
Solves Problems (TSG 11 c)	44%	72%	79%
Shows flexibility and inventiveness in thinking (TSG 11e)	61%	84%	89%

**Four-Year-Olds**

Objectives	% Meeting/Exceeding Developmental Expectations		
	Fall	Winter	Spring
Solves Problems (TSG 11 c)	58%	80%	91%
Shows flexibility and inventiveness in thinking (TSG 11e)	77%	94%	98%

**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	% Meeting/Exceeding Developmental Expectations		
	Fall	Winter	Spring
Demonstrates gross motor manipulative skills (TSG 6)	61%	89%	95%
Uses writing and drawing tools (TSG 7b)	79%	94%	93%

**Four-Year-Olds**

Objectives	% Meeting/Exceeding Developmental Expectations		
	Fall	Winter	Spring
Demonstrates gross motor manipulative skills (TSG 6)	67%	85%	96%
Uses writing and drawing tools (TSG 7b)	74%	89%	97%

**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.

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

**Three-Year-Olds**

Objectives	% Meeting/Exceeding Developmental Expectations		
	Fall	Winter	Spring
Manages feelings (TSG 1a)	81%	93%	96%
Forms relationships with adults (TSG 2a)	66%	81%	90%
Interacts with peers (TSG 2c)	63%	86%	91%
Solves social problems (TSG 3b)	58%	77%	91%

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

Academics

Head Start/Early Intervention Department

**Four-Year-Olds**

Objectives	% Meeting/Exceeding Developmental Expectations		
	Fall	Winter	Spring
Manages feelings (TSG 1a)	79%	92%	98%
Forms relationships with adults (TSG 2a)	61%	84%	97%
Interacts with peers (TSG 2c)	83%	93%	98%
Solves social problems (TSG 3b)	55%	82%	91%

**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	% Meeting/Exceeding Developmental Expectations		
	Fall	Winter	Spring
Comprehends language (TSG 8a)	46%	67%	84%
Uses an expanding expressive vocabulary (TSG 9a)	47%	66%	81%
Engages in conversations (TSG 10a)	50%	70%	86%

**Four-Year-Olds**

Objectives	% Meeting/Exceeding Developmental Expectations		
	Fall	Winter	Spring
Comprehends language (TSG 8a)	58%	78%	90%
Uses an expanding expressive vocabulary (TSG 9a)	76%	88%	96%
Engages in conversations (TSG 10a)	64%	87%	95%

**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.** All dimensions reflecting 80% or above are highlighted in green.

**Three-Year-Olds**

Objectives	% Meeting/Exceeding Developmental Expectations		
	Fall	Winter	Spring
Identifies and Names Letter (TSG 16a)	34%	66%	84%
Identifies Letter Sound/Correspondences (TSG 16b)*	100%	100%	100%
Uses Print Concepts (TSG 17b)	37%	67%	79%
Notices and Discriminates Rhyme (TSG 15a)	32%	51%	66%
Notices and Discriminates Alliteration (TSG 15b)	51%	70%	77%
Notices and Discriminates Discrete Units of Sound (TSG 15c)*	100%	100%	100%
Writes to Convey Ideas and Information (TSG 19b)	32%	53%	70%

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

Academics

Head Start/Early Intervention Department

**Four-Year-Olds**

Objectives	% Meeting/Exceeding Developmental Expectations		
	Fall	Winter	Spring
Identifies and Names Letter (TSG 16a)	79%	96%	98%
Identifies Letter Sound/Correspondences (TSG 16b)*	57%	86%	96%
Uses Print Concepts (TSG 17b)	65%	91%	96%
Notices and Discriminates Rhyme (TSG 15a)	31%	71%	88%
Notices and Discriminates Alliteration (TSG 15b)	53%	82%	93%
Notices and Discriminates Discrete Units of Sound (TSG 15c)*	68%	84%	91%
Writes to Convey Ideas and Information (TSG 19b)	49%	70%	91%

**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).**

**Fall 2018**

Benchmark		Not Yet	1	2	3	4	5	6	7	8	9
Demonstrates progress in listening to and understanding English (TSG 37)	3 Yr Olds	3%	3%	31%	8%	35%	4%	14%	1%	1%	
	4 Yr Olds			13%	8%	25%	10%	20%	8%	14%	2%
Demonstrates progress in speaking English (TSG 38)	3 Yr Olds	5%	7%	32%	4%	27%	7%	10%	3%	5%	
	4 Yr Olds	0.5%	0.5%	9%	5%	27%	16%	20%	9%	9%	4%

**Winter 2019**

Benchmark		Not Yet	1	2	3	4	5	6	7	8	9
Demonstrates progress in listening to and understanding English (TSG 37)	3 Yr Olds		1%	22%	7%	25%	12%	17%	10%	5%	1%
	4 Yr Olds			1%	2%	9%	13%	24%	27%	22%	2%
Demonstrates progress in speaking English (TSG 38)	3 Yr Olds	1%	1%	20%	6%	33%	15%	8%	4%	10%	2%
	4 Yr Olds			2%	2%	14%	12%	18%	34%	14%	2%

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

Academics

Head Start/Early Intervention Department

**Spring 2019**

<b>Benchmark</b>		<b>Not Yet</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Demonstrates progress in listening to and understanding English (TSG 37)	3 Yr Olds			4%	1%	32%	4%	21%	12%	17%	9%
	4 Yr Olds				2%	5%	4%	16%	11%	45%	15%
Demonstrates progress in speaking English (TSG 38)	3 Yr Olds		1%	3%	5%	23%	21%	17%	6%	18%	6%
	4 Yr Olds				2%	9%	9%	17%	10%	40%	14%

**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)

<b>Evidence</b>	<b>Birth to 1</b>			<b>1 to 2</b>			<b>2 to 3</b>			<b>3-year-olds</b>		
	<b>F</b>	<b>W</b>	<b>S</b>	<b>F</b>	<b>W</b>	<b>S</b>	<b>F</b>	<b>W</b>	<b>S</b>	<b>F</b>	<b>W</b>	<b>S</b>
Attends and engages (11a)	100%	100%	100%	100%	100%	100%	88%	95%	100%	NA	NA	NA
Persists (11b)	100%	100%	100%	100%	100%	100%	72%	100%	100%	NA	NA	NA
Shows curiosity and motivation (11d)	100%	100%	100%	100%	100%	100%	58%	95%	100%	NA	NA	NA

**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 20a, 20b, 21a, 22a)

<b>Evidence</b>	<b>Birth to 1</b>			<b>1 to 2</b>			<b>2 to 3</b>			<b>3-year-olds</b>		
	<b>F</b>	<b>W</b>	<b>S</b>	<b>F</b>	<b>W</b>	<b>S</b>	<b>F</b>	<b>W</b>	<b>S</b>	<b>F</b>	<b>W</b>	<b>S</b>
Counts (20a)	100%	100%	100%	100%	100%	100%	86%	98%	96%	NA	NA	NA
Quantifies (20b)	100%	100%	100%	88%	100%	95%	72%	89%	94%	NA	NA	NA
Understands spatial relationships and shapes (21a)	100%	100%	100%	100%	100%	100%	88%	98%	100%	NA	NA	NA
Compares and measures (22a)	100%	100%	100%	100%	100%	100%	81%	100%	100%	NA	NA	NA

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

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%	100%	100%	100%	53%	97%	90%	NA	NA	NA
Recognizes and recalls (12a)	100%	100%	100%	100%	100%	100%	88%	100%	100%	NA	NA	NA

**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%	100%	100%	77%	95%	95%	70%	98%	87%	NA	NA	NA
Demonstrates gross motor manipulative skills (6)	100%	100%	100%	85%	95%	95%	72%	98%	87%	NA	NA	NA
Uses fingers and hands (7a)	100%	100%	100%	92%	100%	100%	67%	100%	90% *	NA	NA	NA

**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%	100%	100%	100%	100%	100%	79%	100%	98% *	NA	NA	NA
Forms relationships with adults (2a)	100%	100%	100%	88%	100%	95%	70%	100%	92% *	NA	NA	NA

\*It is not uncommon for scores to decrease as the skills become more challenging as children progress developmentally.



**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

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%	100%	100%	84%	98%	100%	NA	NA	NA
Solves social problems (3b)	100%	100%	100%	100%	100%	100%	65%	95%	98%	NA	NA	NA

**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)

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.

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%	100%	73%	100%	100%	NA	NA	NA
Uses an expanding expressive vocabulary (9a)	100%	100%	100%	73%	100%	95%	65%	95%	92%	NA	NA	NA

**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%	100%	100%	100%	77%	93%	100%	NA	NA	NA
Uses and appreciates books (17a)	100%	100%	100%	100%	86%	95%	93%	100%	100%	NA	NA	NA
Writes to convey meaning (19b)	100%	100%	100%	100%	100%	100%	65%	93%	96%	NA	NA	NA

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

Academics

Head Start/Early Intervention Department

Number of children in each checkpoint

Checkpoint	Birth- to 1- year olds	1-2- year olds	2-3-year olds	3-year olds	Total
Fall 2018	7	26	43	NA	*76 out of 80
Winter 2019	5	22	44	NA	*71 out of 80
Spring 2019	3	19	52	NA	*74 out of 80

**Summary and Next Steps:**

During the Spring 2019 checkpoint, there have been 6 transitions between Early Head Start to a Head Start 3-year old classroom that occurred close to the checkpoint, therefore data was reported under HS.

The Teachers and Teacher Assistants will continue to support children in all areas of development by providing a variety of opportunities based on individual needs and abilities. The Teacher Specialists will continue to work with and coach the Teacher and Teacher Assistants individually to meet and/or exceed developmental expectations. The Teacher Specialists will work one-on-one and in small groups with all staff in developing lesson plans and individual activities for each child to explore their environment and develop skills.

***END OF REPORT***

***Broward County Public Schools  
Head Start / Early Intervention Department***