

# 2013 – 2014 Head Start/Early Head Start School Readiness Goals End-of-Year Report



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Broward County Public Schools**

## **2013 - 2014 Head Start (HS)/Early Head Start (EHS) School Readiness Goals End-of-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 parents' participation in the program. The data gathered 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 Head Start/Early Head Start parents, teachers, and staff. The goals focus and measure essential domains of early learning and parent engagement in the program:

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

This 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 2013 – 2014 school year.

### **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 21, 2013 and October 25, 2013. 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 (October 26, 2013 – January 31, 2014) and end-of-year (February 1, 2014 – May 15, 2014) 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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## 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

Developmentally appropriate levels for skills at a particular age

The percentage of students meeting or exceeding the developmentally appropriate levels

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.

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

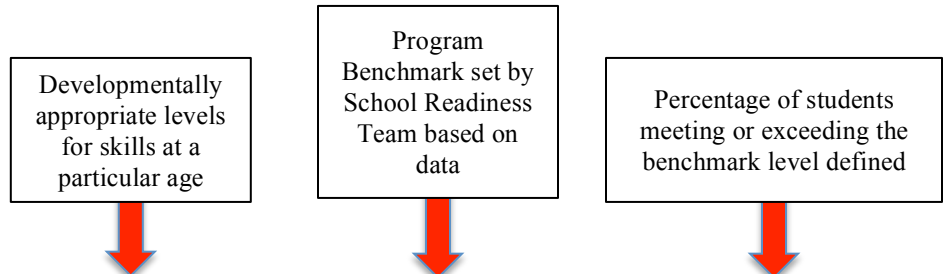
The percentage of students meeting or exceeding the developmentally appropriate levels

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		

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**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%		

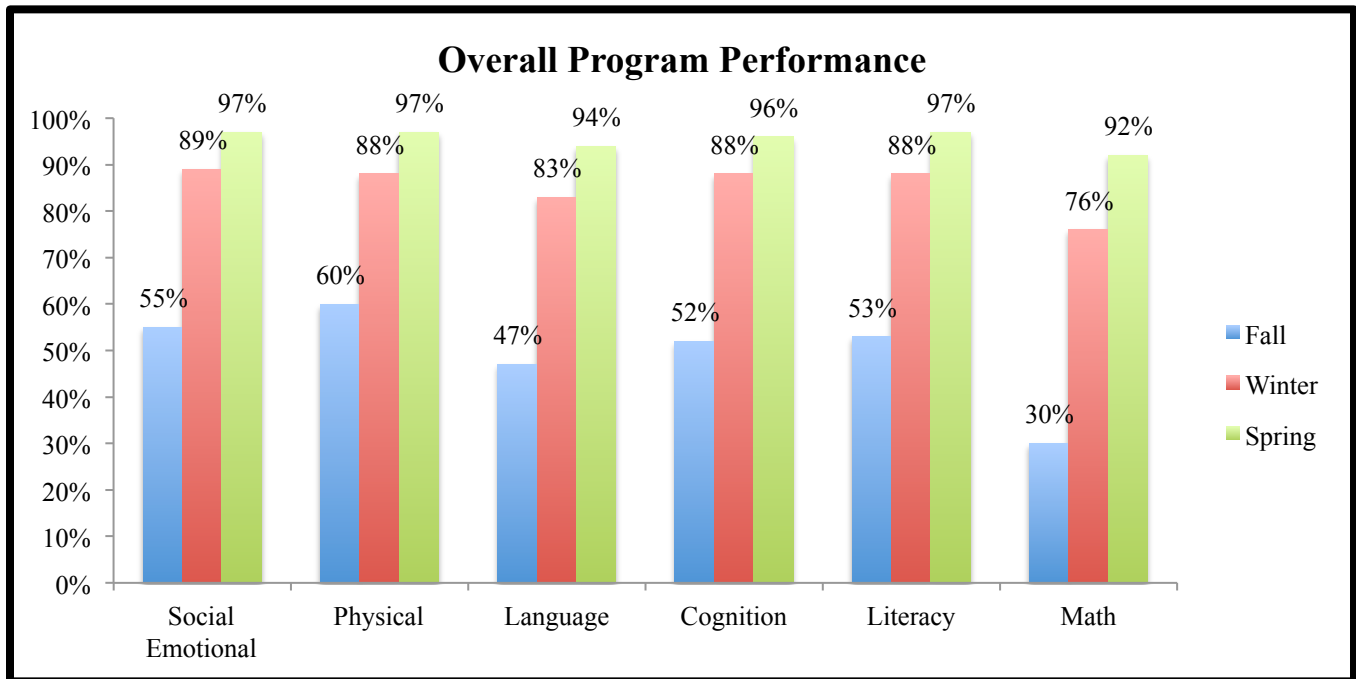
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**2013 – 2014 Overall Head Start/Early Head Start Program Performance\***



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

**Summary of Overall Program Progress**

	% Increase From Fall to Spring
<b>Social Emotional</b>	<b>42%</b>
<b>Physical</b>	<b>37%</b>
<b>Language</b>	<b>47%</b>
<b>Cognitive</b>	<b>44%</b>
<b>Literacy</b>	<b>44%</b>
<b>Math</b>	<b>62%</b>

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## 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.

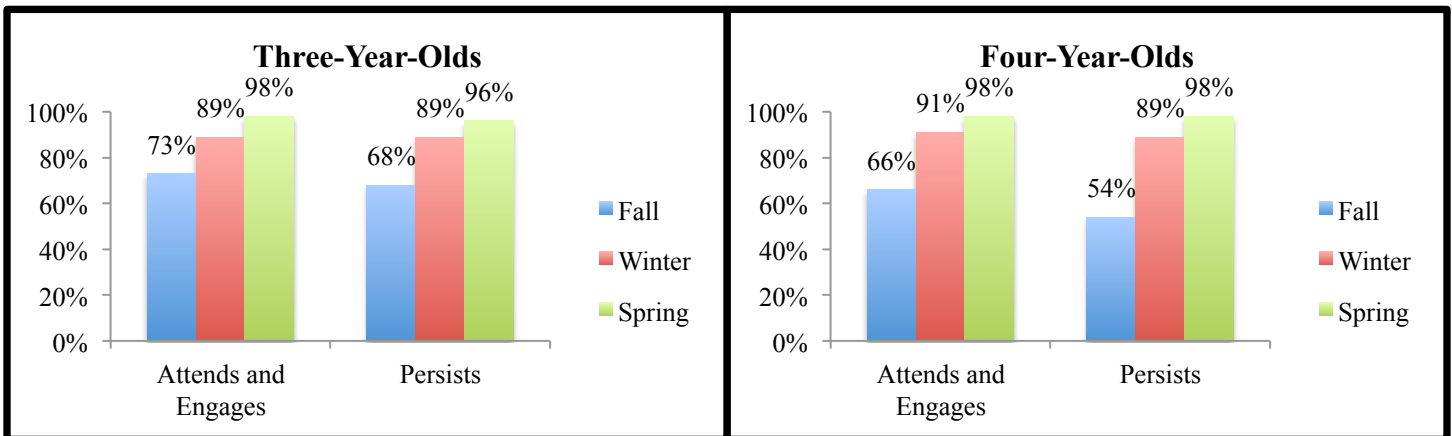
**Goal:** *Students will demonstrate an increase in the ability to concentrate and persist in learning.*

#### Three-Year-Olds

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Attends and Engages (TSG 11a)	4 – 5	73%	89%	98%
Persists (TSG 11b)	4 – 6	68%	89%	96%

#### Four-Year-Olds

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Attends and Engages (TSG 11a)	5 – 7	66%	91%	98%
Persists (TSG 11b)	5 – 6	54%	89%	98%



#### Approaches to Learning Summary – Fall to Spring % Increases

	Three-Year-Olds	Four-Year-Olds
Attends and Engages	25%	32%
Persists	28%	44%

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## Cognition and General Knowledge

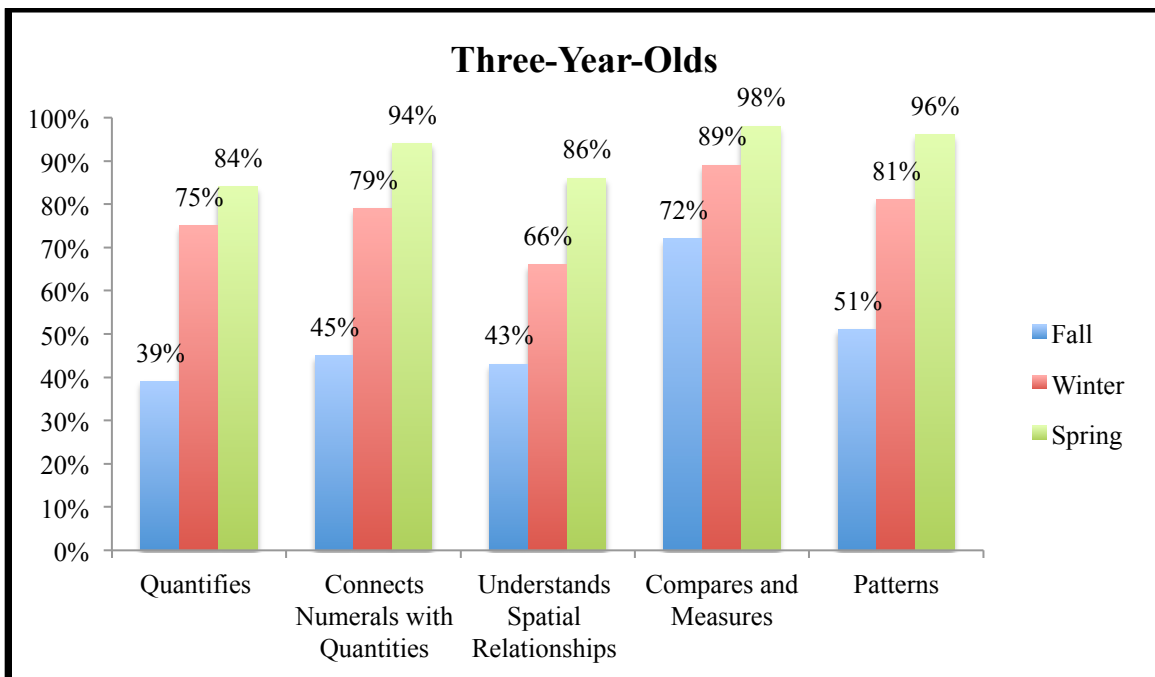
### Mathematics

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	39%	75%	84%
Connects Numerals with Quantities (TSG 20c)	2 – 4	45%	79%	94%
Understands Spatial Relationships (TSG 21a)	4 – 5	43%	66%	86%
Compares and Measures (TSG 22)	2 – 5	72%	89%	98%
Patterns (TSG 23)	3 – 4	51%	81%	96%

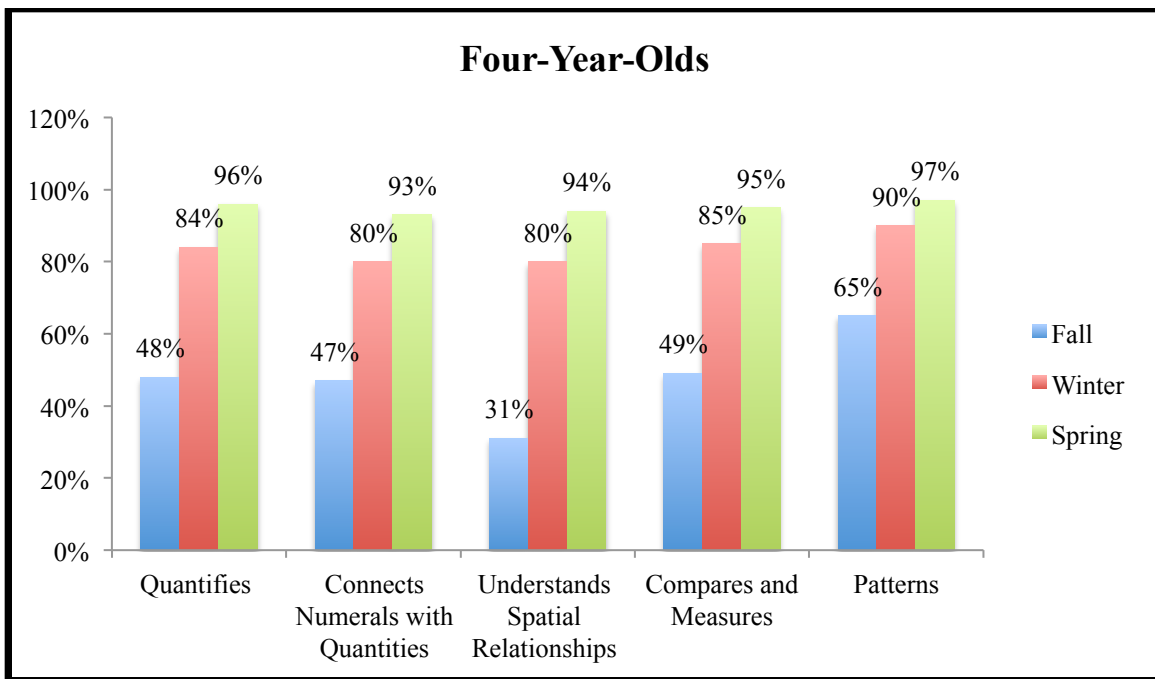


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**Four-Year-Olds**

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Quantifies (TSG 20b)	4 – 6	48%	84%	96%
Connects Numerals with Quantities (TSG 20c)	4 – 6	47%	80%	93%
Understands Spatial Relationships (TSG 21a)	5 – 7	31%	80%	94%
Compares and Measures (TSG 22)	4 – 7	49%	85%	95%
Patterns (TSG 23)	4 – 7	65%	90%	97%



Mathematics Summary – Fall to Spring % Increases		
	Three-Year-Olds	Four-Year-Olds
<b>Quantifies</b>	45%	48%
<b>Connects Numerals and Quantities</b>	49%	46%
<b>Understands Spatial Concepts</b>	43%	63%
<b>Compares and Measures</b>	26%	46%
<b>Patterns</b>	45%	32%

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***Logic and Reasoning***

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

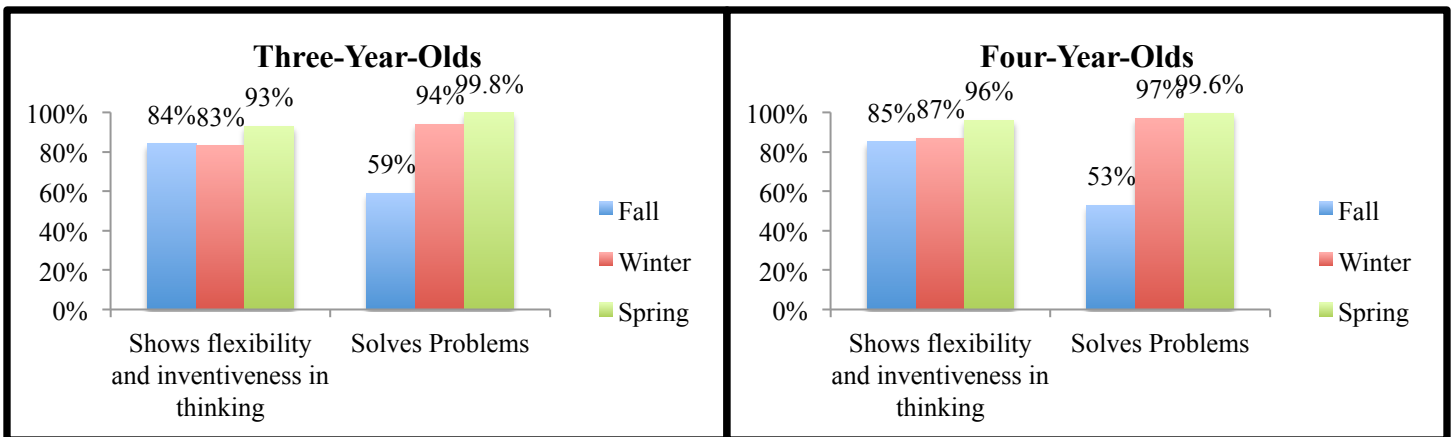
***Goal: Students will think critically and solve problems.***

**Three-Year-Olds**

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Shows flexibility and inventiveness in thinking (TSG 11c)	4 – 6	84%	83%	93%
Solves Problems (TSG 11e)	3 – 6	59%	94%	99.8%

**Four-Year-Olds**

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Shows flexibility and inventiveness in thinking (TSG 11c)	5 – 7	85%	87%	96%
Solves Problems (TSG 11e)	4 – 7	53%	97%	99.6%



Logic and Reasoning Summary – Fall to Spring % Increases		
	Three-Year-Olds	Four-Year-Olds
<b>Shows Flexibility and Inventiveness in Thinking</b>	9%	11%
<b>Solves Problems</b>	41%	47%

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**Physical Development**

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

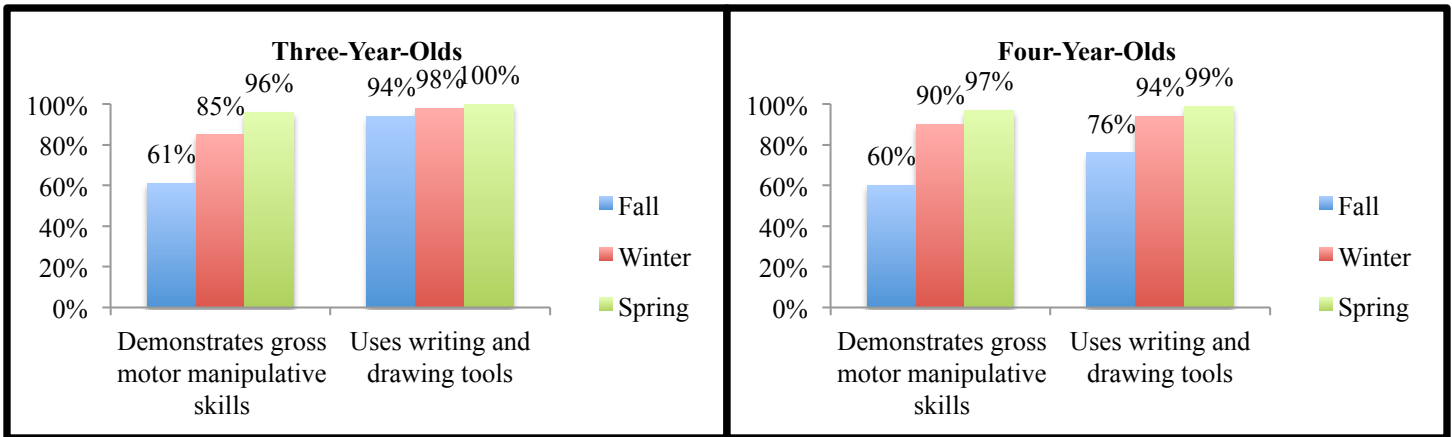
*Goal: Students will demonstrate developmentally appropriate gross and fine motor skills.*

**Three-Year-Olds**

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Demonstrates gross motor manipulative skills (TSG 6)	5 – 6	61%	85%	96%
Uses writing and drawing tools (TSG 7b)	3 – 6	94%	98%	100%

**Four-Year-Olds**

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Demonstrates gross motor manipulative skills (TSG 6)	6 – 8	60%	90%	97%
Uses writing and drawing tools (TSG 7b)	5 – 7	76%	94%	99%



**Physical Development Summary – Fall to Spring % Increases**

	Three-Year-Olds	Four-Year-Olds
<b>Demonstrates gross motor manipulative skills</b>	35%	37%
<b>Uses writing and drawing tools</b>	6%	23%

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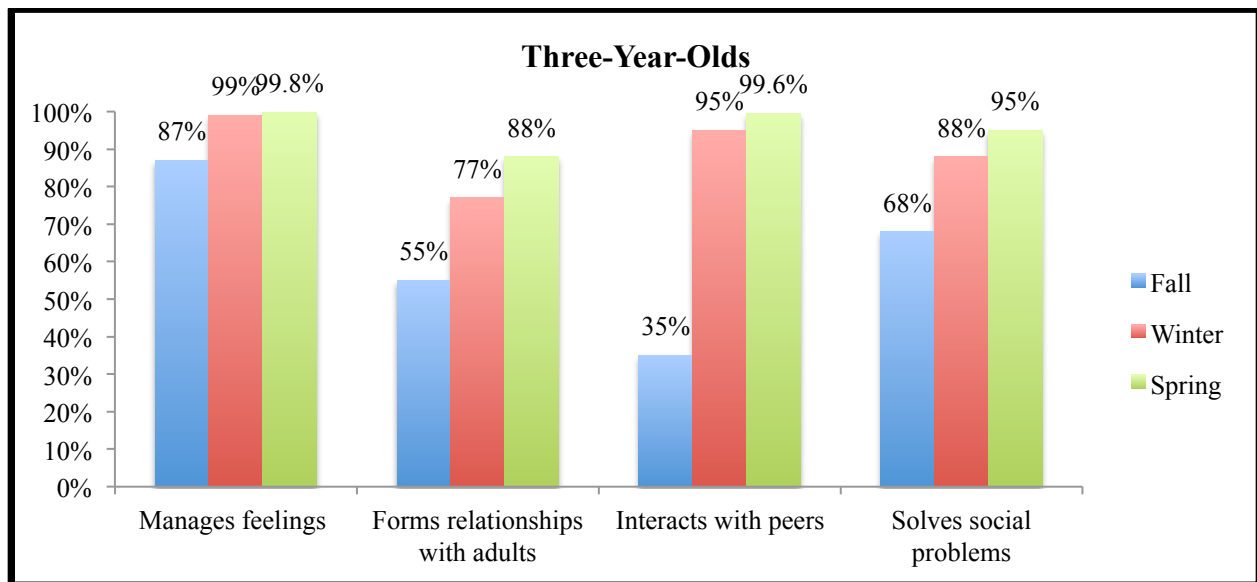
## Social-Emotional Development

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	87%	99%	99.8%
Forms relationships with adults (TSG 2a)	6 – 7	55%	77%	88%
Interacts with peers (TSG 2c)	3 – 4	35%	95%	99.6%
Solves social problems (TSG 3b)	4 – 6	68%	88%	95%



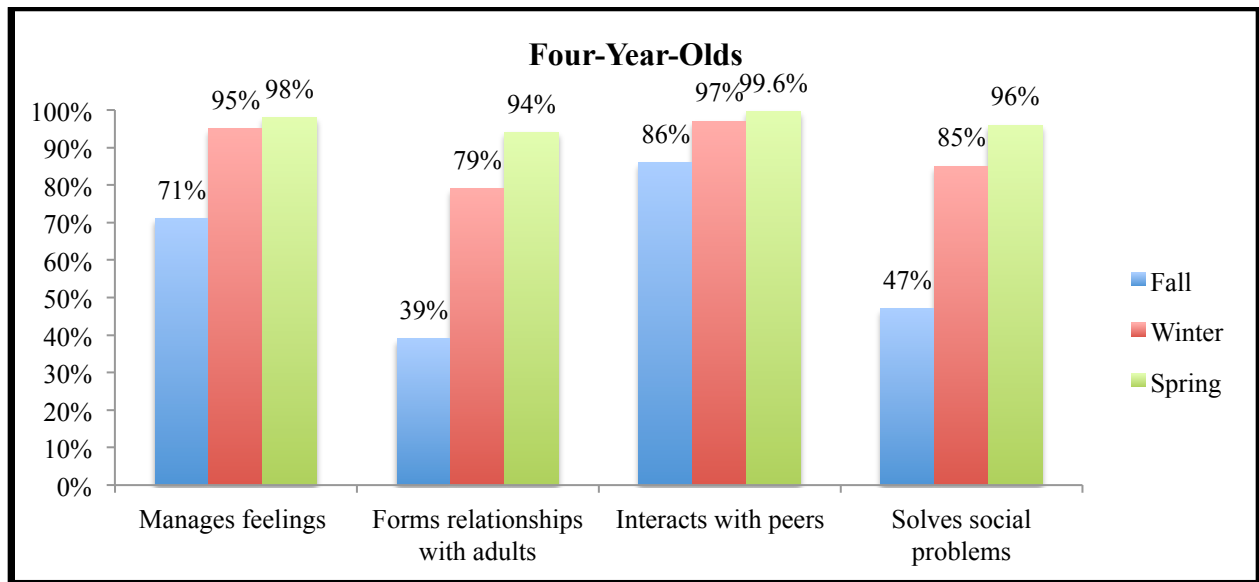
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**Four-Year-Olds**

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Manages feelings (TSG 1a)	5 – 8	71%	95%	98%
Forms relationships with adults (TSG 2a)	7 – 8	39%	79%	94%
Interacts with peers (TSG 2c)	4 – 6	86%	97%	99.6%
Solves social problems (TSG 3b)	5 – 7	47%	85%	96%



Social Emotional Development Summary – Fall to Spring % Increases		
	Three-Year-Olds	Four-Year-Olds
<b>Manages feelings</b>	45%	27%
<b>Forms relationships with adults</b>	49%	55%
<b>Interacts with peers</b>	43%	14%
<b>Solves social problems</b>	26%	49%

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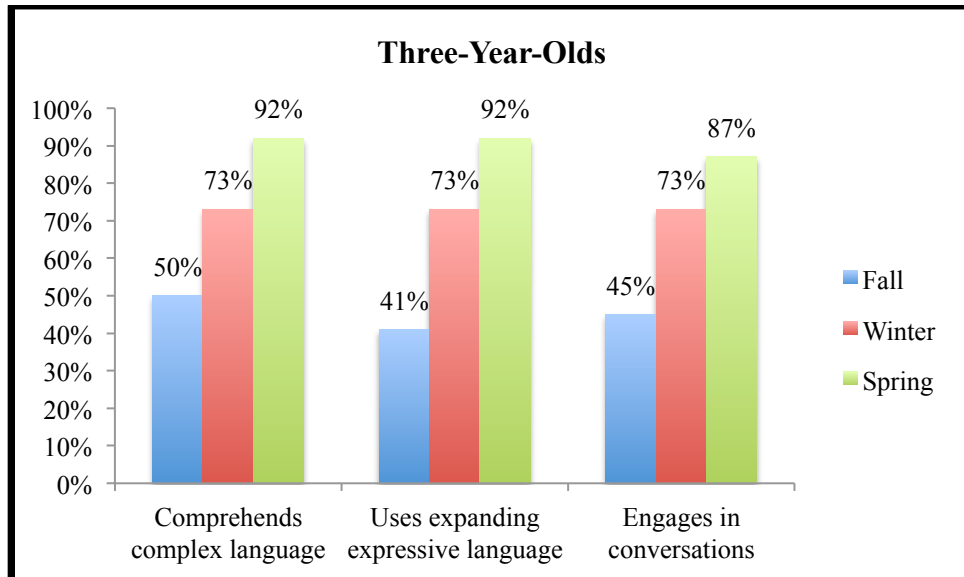
**Language**

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	50%	73%	92%
Uses expanding expressive language (TSG 9a)	5 – 6	41%	73%	92%
Engages in conversations (TSG 10a)	5 – 6	45%	73%	87%



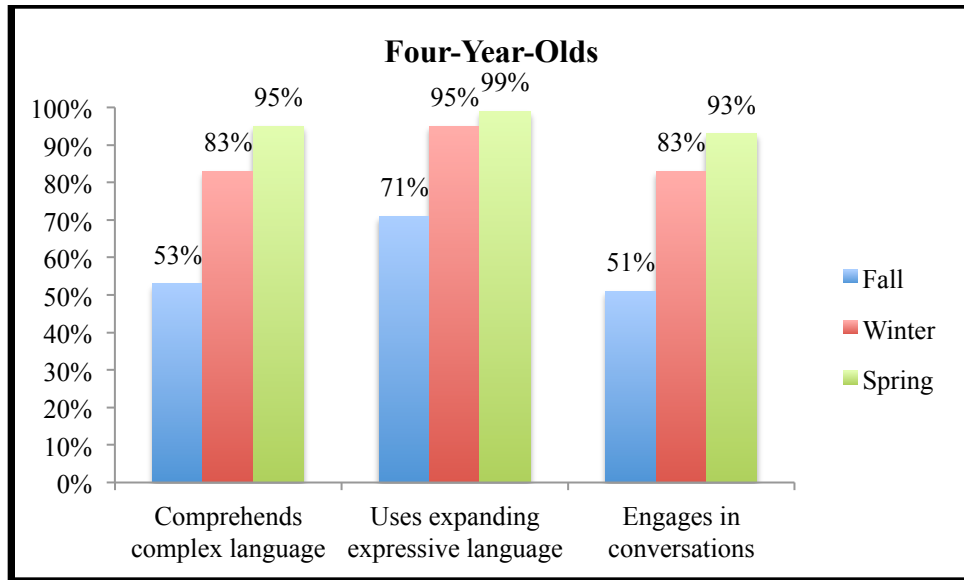
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**Four-Year-Olds**

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Comprehends language (TSG 8a)	6 – 8	53%	83%	95%
Uses expanding expressive language (TSG 9a)	5 – 7	71%	95%	99%
Engages in conversations (TSG 10a)	6 – 7	51%	83%	93%



Language Development Summary – Fall to Spring % Increases		
	Three-Year-Olds	Four-Year-Olds
Comprehends language	42%	42%
Uses expanding expressive language	51%	28%
Engages in conversations	42%	42%

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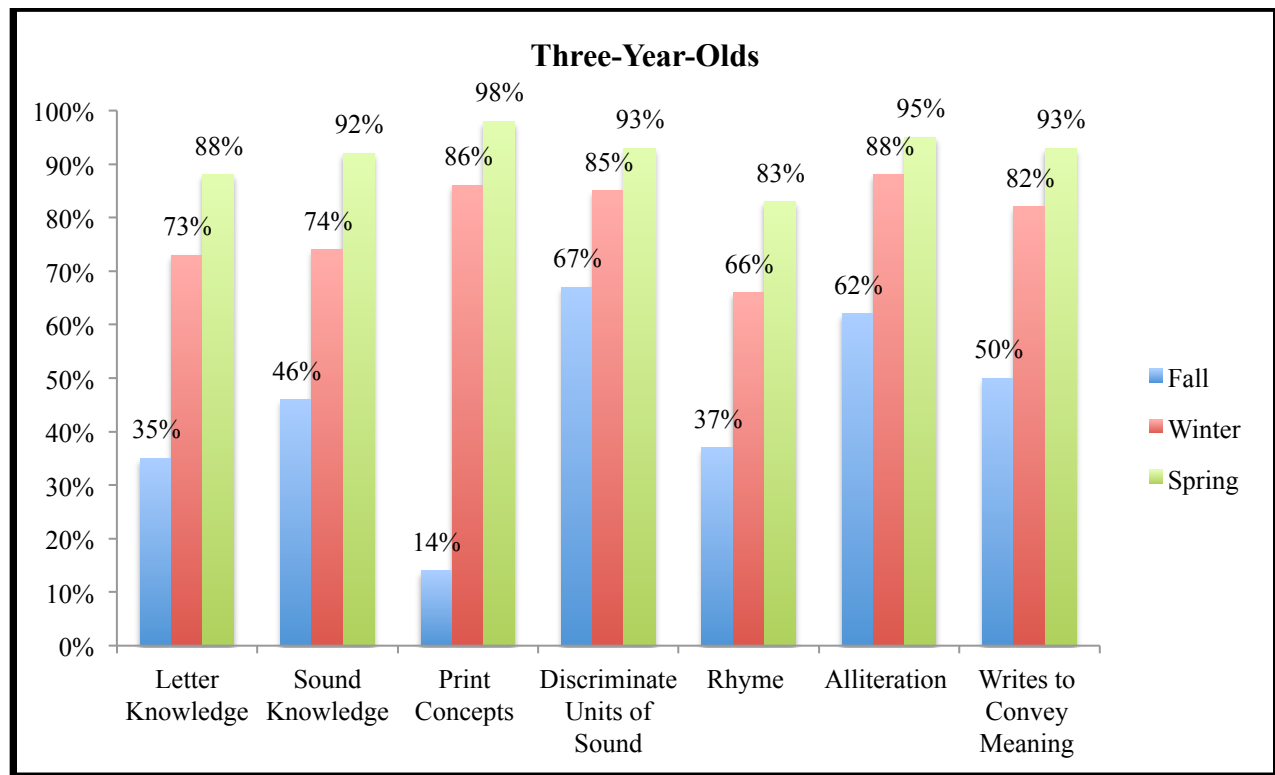
## Literacy

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	35%	73%	88%
Sound Knowledge (TSG 16b)	1 – 2	46%	74%	92%
Print Concepts (TSG 17b)	2 – 3	14%	86%	98%
Discriminate Units of Sound (TSG 15c)	1 – 3	67%	85%	93%
Rhyme (TSG 15a)	3 – 5	37%	66%	83%
Alliteration (TSG 15b)	2 – 3	62%	88%	95%
Writes to Convey Meaning (TSG 19b)	2 – 4	50%	82%	93%

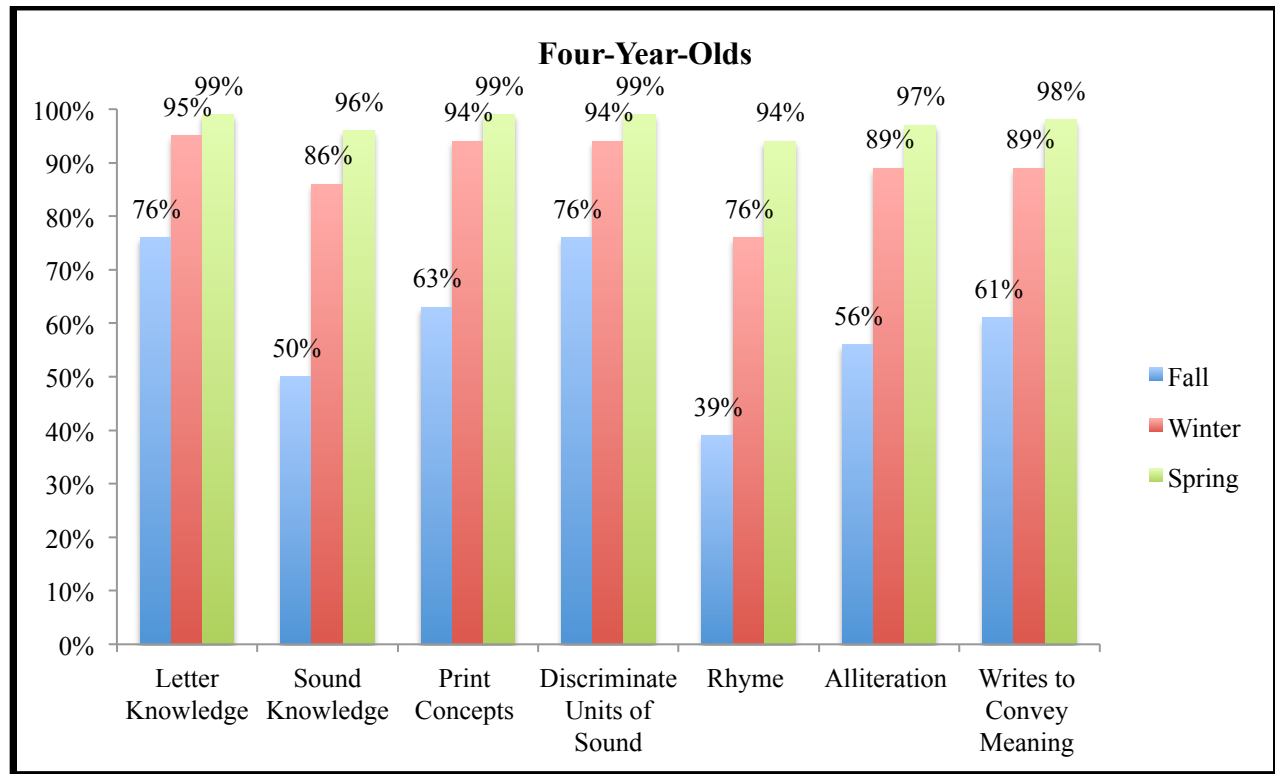


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**Four-Year-Olds**

Objectives	Developmental Expectation Levels	% Meeting/Exceeding Developmental Expectations		
		Fall	Winter	Spring
Letter Knowledge (TSG 16a)	2 – 5	76%	95%	99%
Sound Knowledge (TSG 16b)	3 – 6	50%	86%	96%
Print Concepts (TSG 17b)	3 – 6	63%	94%	99%
Discriminate Units of Sound (TSG 15c)	2 – 5	76%	94%	99%
Rhyme (TSG 15a)	4 – 6	39%	76%	94%
Alliteration (TSG 15b)	3 – 6	56%	89%	97%
Writes to Convey Meaning (TSG 19b)	3 – 5	61%	89%	98%



Literacy Development Summary – Fall to Spring % Increases		
	Three-Year-Olds	Four-Year-Olds
<b>Letter Knowledge</b>	53%	23%
<b>Sound Knowledge</b>	46%	46%
<b>Print Concepts</b>	84%	36%
<b>Discriminate Units of Sound</b>	26%	23%
<b>Rhyme</b>	46%	55%
<b>Alliteration</b>	33%	41%
<b>Writes to Convey Meaning</b>	43%	37%

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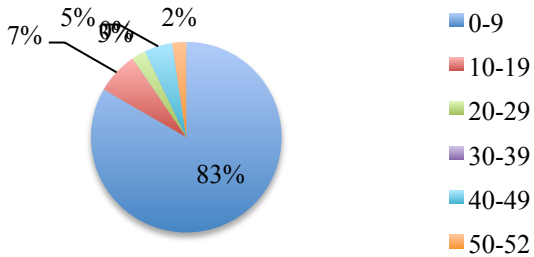
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## Additional Supporting Data:

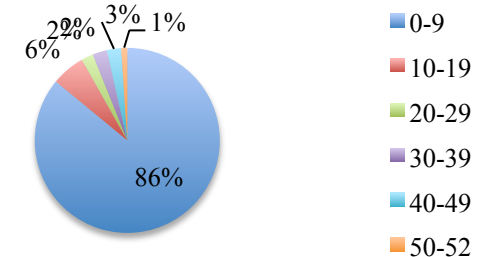
### Letter Names: 3-Year-Olds

Range of Letters	EHS Transition 3-Year-Olds			3-Year-Olds		
	Baseline	Mid-Year	End-of-Year	Baseline	Mid-Year	End-of-Year
0-9	35	18	6	411	277	177
10-19	3	8	6	28	67	86
20-29	1	6	2	10	39	47
30-39	-	5	12	12	33	53
40-49	2	2	6	12	37	67
50-52	1	3	7	5	25	70

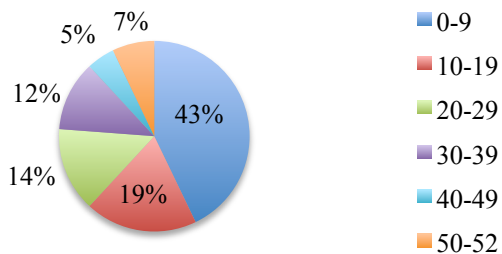
Letter Names: EHS Transition 3-Year-Olds  
Baseline



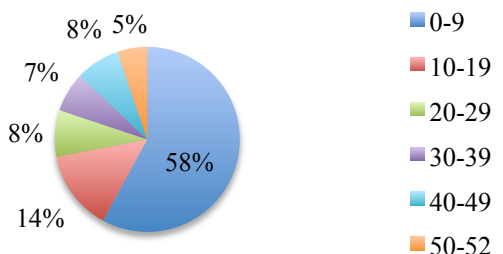
Letter Names: 3-Year-Olds  
Baseline



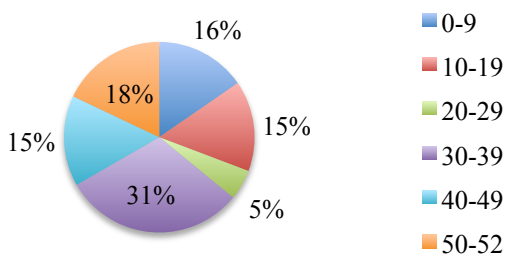
Letter Names: EHS Transition 3-Year-Olds  
Mid-Year



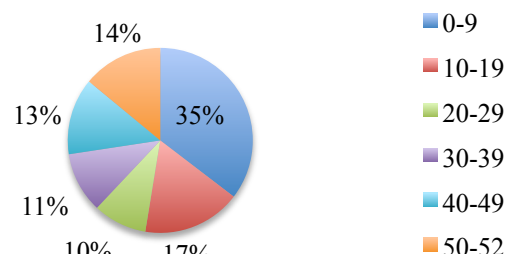
Letter Names: 3-Year-Olds  
Mid-Year



Letter Names: EHS Transition 3-Year-Olds  
End-of-Year



Letter Names: 3-Year-Olds  
End-of-Year



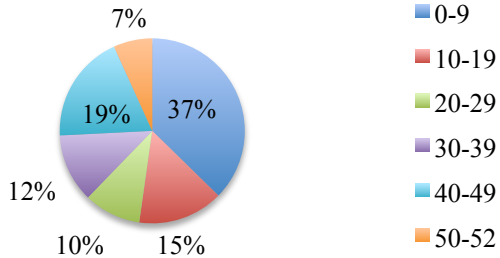
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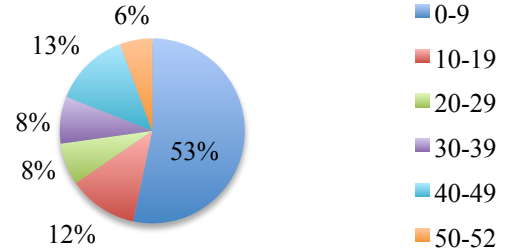
## Letter Names: 4-Year-Olds

Range of Letters	Transition 4-Year-Olds			4-Year-Olds		
	Baseline	Mid-Year	End of Year	Baseline	Mid-Year	End of Year
0-9	165	39	17	778	207	67
10-19	66	51	18	177	220	84
20-29	44	44	38	107	180	16
30-39	53	54	30	120	173	107
40-49	84	102	78	194	329	287
50-52	30	136	234	83	387	765

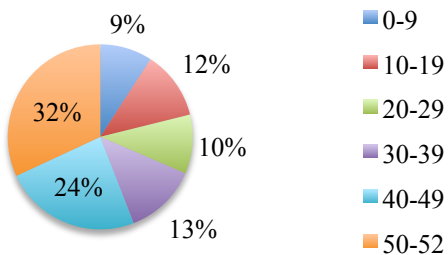
Letter Names: Transition 4-Year-Olds  
Baseline



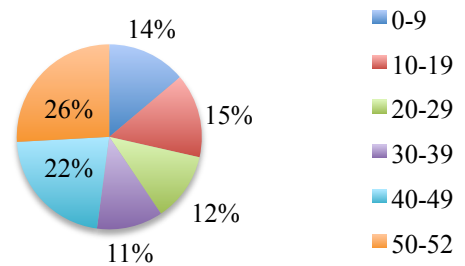
Letter Names: 4-Year-Olds  
Baseline



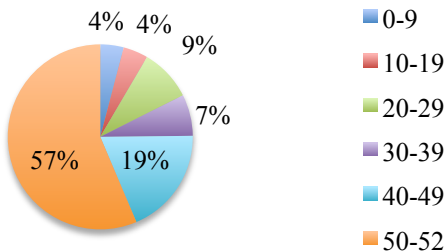
Letter Names: Transition 4-Year-Olds  
Mid-Year



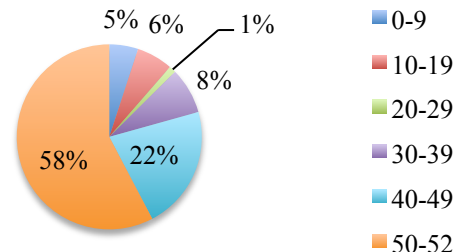
Letter Names: 4-Year-Olds  
Mid-Year



Letter Names: Transition 4-Year-Olds  
End-of-Year



Letter Names: 4-Year-Olds  
End-of-Year



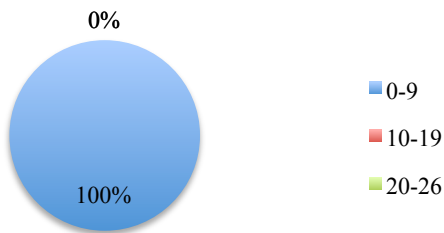
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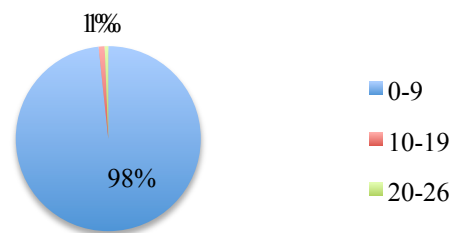
## Letter Sounds: 3-Year-Olds

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	42	33	19	470	406	317
10-19	-	6	10	5	58	87
20-26	-	2	9	3	22	90

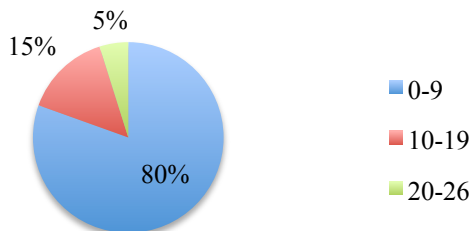
Letter Sounds: EHS Transition 3-Year-Olds  
Baseline



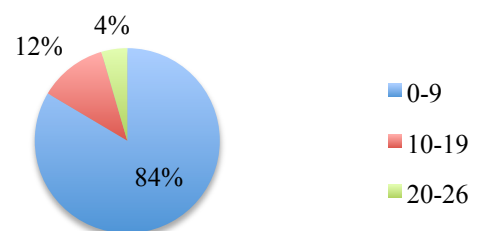
Letter Sounds: 3-Year-Olds  
Baseline



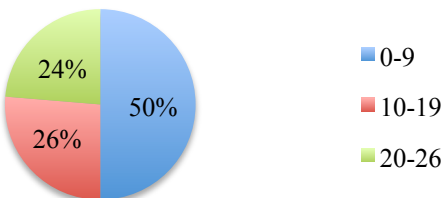
Letter Sounds: EHS Transition 3-Year-Olds  
Mid-Year



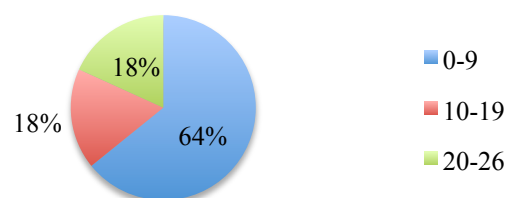
Letter Sounds: 3-Year-Olds  
Mid-Year



Letter Sounds: EHS Transition 3-Year-Olds  
End-of-Year



Letter Sounds: 3-Year-Olds  
End-of-Year



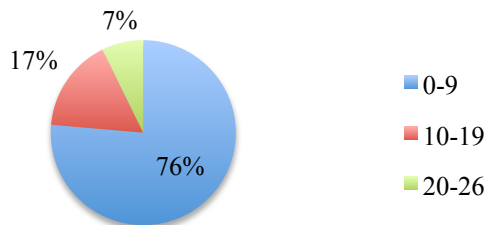
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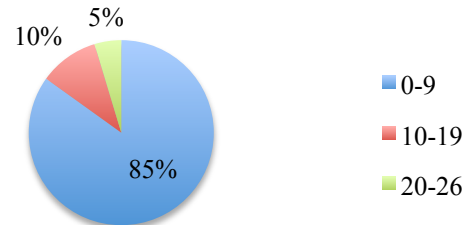
## Letter Sounds: 4-Year-Olds

Range of Sounds	Transition 4-Year-Olds			4-Year-Olds		
	Baseline	Mid-Year	End of Year	Baseline	Mid-Year	End of Year
0-9	336	134	54	1233	582	256
10-19	72	130	90	151	429	315
20-26	32	159	267	68	468	824

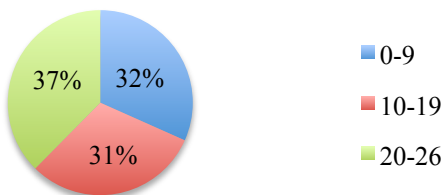
Letter Sounds: Transition 4-Year-Olds  
Baseline



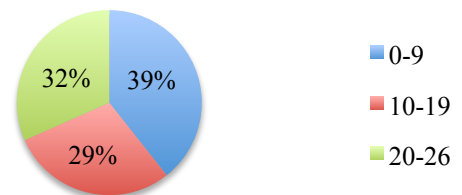
Letter Sounds: Four-Year-Olds  
Baseline



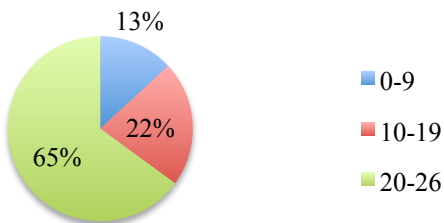
Letter Sounds: Transition 4-Year-Olds  
Mid-Year



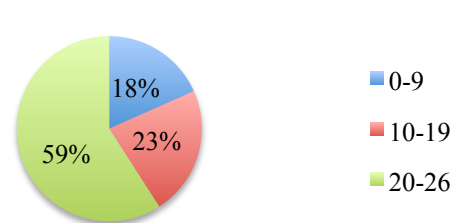
Letter Sounds: 4-Year-Olds  
Mid-Year



Letter Sounds: Transition 4-Year-Olds  
End-of-Year



Letter Sounds: 4-Year-Olds  
End-of-Year



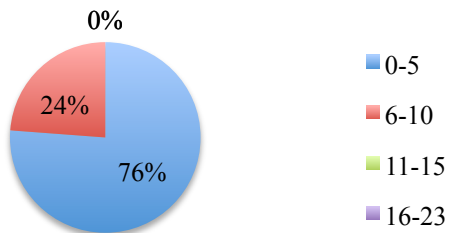
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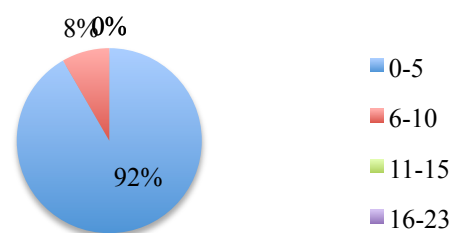
## Concepts of Print: 3-Year-Olds

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	32	17	9	440	245	119
6-10	10	17	13	40	178	202
11-15	-	8	9	-	62	114
16-23	-	-	8	-	8	66

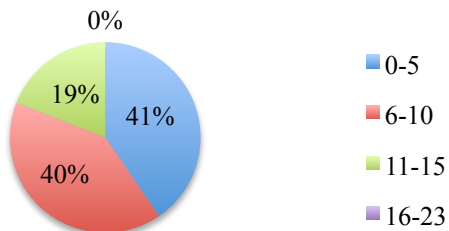
Concepts of Print: EHS Transition 3-Year-Olds  
Baseline



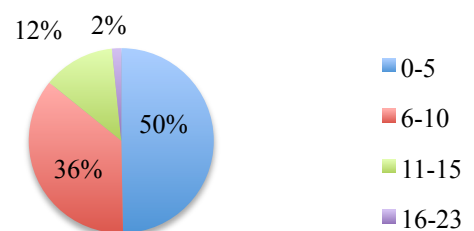
Concepts of Print: 3-Year-Olds  
Baseline



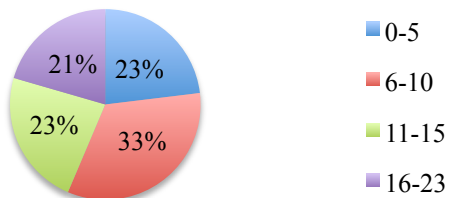
Concepts of Print: EHS Transition 3-Year-Olds  
Mid-Year



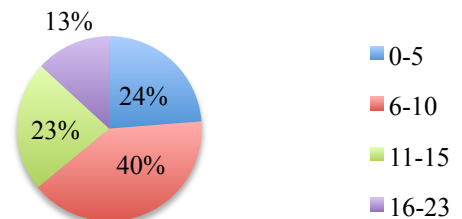
Concepts of Print: 3-Year-Olds  
Mid-Year



Concepts of Print: EHS Transition 3-Year-Olds  
End-of-Year



Concepts of Print: 3-Year-Olds  
End-of-Year



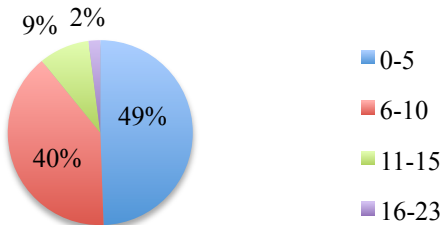
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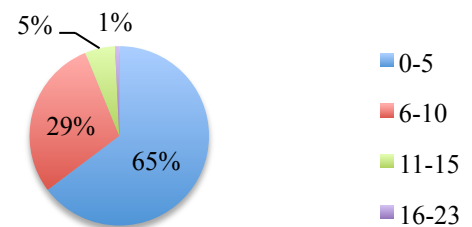
## Concepts of Print: 4-Year-Olds

Number of Concepts	Transition 4-Year-Olds			4-Year-Olds		
	Baseline	Mid-Year	End of Year	Baseline	Mid-Year	End of Year
0-5	218	19	7	939	125	34
6-10	175	110	30	422	482	174
11-15	39	185	133	79	601	493
16-23	9	113	245	11	283	771

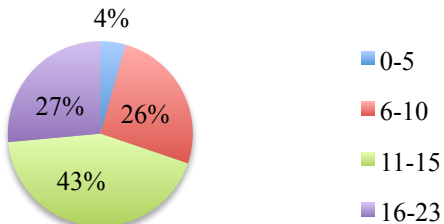
Concepts of Print: Transition 4-Year-Olds  
Baseline



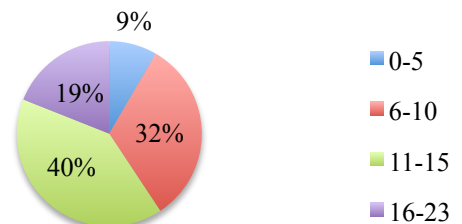
Concepts of Print: 4-Year-Olds  
Baseline



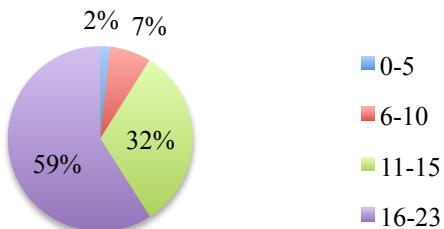
Concepts of Print: Transition 4-Year-Olds  
Mid-Year



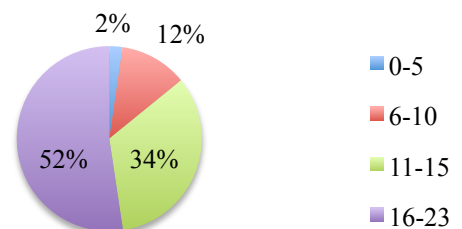
Concepts of Print: 4-Year-Olds  
Mid-Year



Concepts of Print: Transition 4-Year-Olds  
End-of-Year



Concepts of Print: 4-Year-Olds  
End-of-Year



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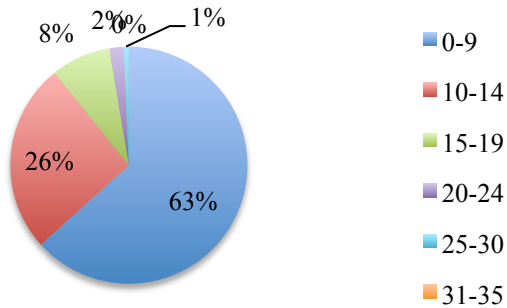
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## Phonological Awareness (PA)

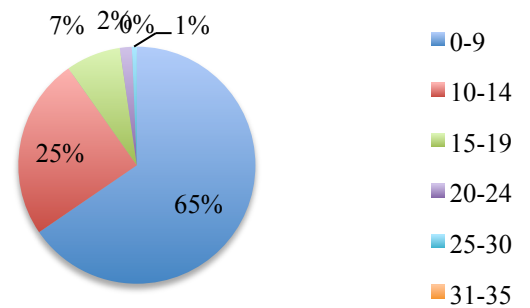
*Only administered to 4-year-olds mid-year and end-of-year.*

Number of Skills	Transition 4-Year-Olds			4-Year-Olds		
	Baseline	Mid-Year	End of Year	Baseline	Mid-Year	End of Year
0-9		264	97		962	388
10-14		108	97		364	335
15-19		34	92		110	288
20-24		8	62		24	222
25-30		3	69		10	244
31-35		-	-		-	-

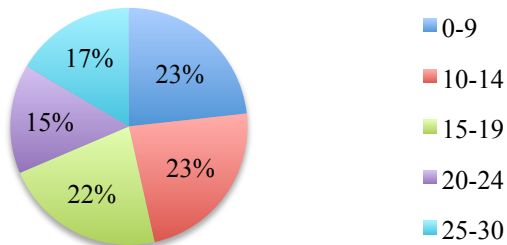
PA: Transition 4-year-Olds  
Mid-Year



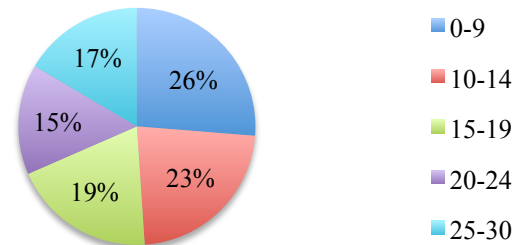
PA: 4-Year-Olds  
Mid-Year



PA: Transition 4-year-Olds  
End-of-Year



PA: 4-Year-Olds  
End-of-Year



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**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).***

<b>Benchmark</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	3 Yr Olds	0%	0%	0%	9%	13%	20%	21%	29%	9%
	4 Yr Olds	0%	0%	0%	.3%	3%	15%	21%	52%	8%
Demonstrates progress in speaking English	3 Yr Olds	2%	0%	5%	7%	14%	18%	21%	29%	4%
	4 Yr Olds	0%	0%	0%	2%	6%	12%	27%	47%	6%

**Summary:** English Language Learners are demonstrating an increase in listening to, understanding, and speaking English.

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**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%	N/A	92%	91%	100%	75%	88%	96%	N/A	62%	94%
Persists (11b)	100%*	100%*	N/A	84%	86%	94%	79%	88%	96%	N/A	75%	87%
Shows curiosity and motivation (11d)	95%	100%	N/A	100%	100%	100%	92%	92%	96%	N/A	87%	100%

**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%*	N/A	84%	83%	83%	84%	88%	88%	N/A	62%	94%
Quantifies (20b)	100%*	100%*	N/A	44%	58%	66%	72%	76%	68%	N/A	62%	75%
Compares and measures (22)	100%*	100%*	N/A	64%	50%	69%	96%	88%	92%	N/A	87%	100%

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%*	N/A	40%	58%	74%	72%	84%	76%	N/A	75%	94%

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**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%*	N/A	96%	100%	100%	74%	76%	84%	N/A	75%	87%
Recognizes and recalls (12a)	100%*	100%*	N/A	100%	91%	94%	100%	96%	100%	N/A	62%	75%

**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)	90%	100%	N/A	72%	86%	94%	88%	96%	96%	N/A	100%	94%
Demonstrates gross motor manipulative skills (6)	85%	100%	N/A	76%	81%	91%	76%	84%	96%	N/A	87%	87%
Uses fingers and hands (7a)	90%	100%	N/A	64%	91%	100%	76%	96%	100%	N/A	75%	94%

**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)	95%	100%	N/A	72%	90%	94%	76%	91%	88%	N/A	85%	81%
Forms relationships with adults (2a)	100%	100%	N/A	60%	93%	88%	64%	91%	92%	N/A	71%	94%

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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%*	N/A	92%	100%	100%	96%	100%	96%	N/A	100%	100%
Solves social problems (3b)	100%*	100%*	N/A	96%	96%	94%	64%	78%	80%	N/A	85%	75%

**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)	95%	100%	N/A	84%	97%	100%	96%	92%	96%	N/A	87%	80%
Uses an expanding expressive vocabulary (9a)	100%*	100%*	N/A	40%	59%	71%	64%	80%	68%	N/A	75%	87%

**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
Notifies and discriminates rhyme (15a)	100%*	100%*	N/A	68%	86%	91%	72%	88%	88%	N/A	87%	81%
Uses and appreciates books (17a)	100%*	100%	N/A	52%	86%	91%	88%	100%	100%	N/A	100%	94%
Writes to convey meaning (19b)	100%*	100%*	N/A	100%*	100%*	100%*	76%	92%	92%	N/A	75%	87%

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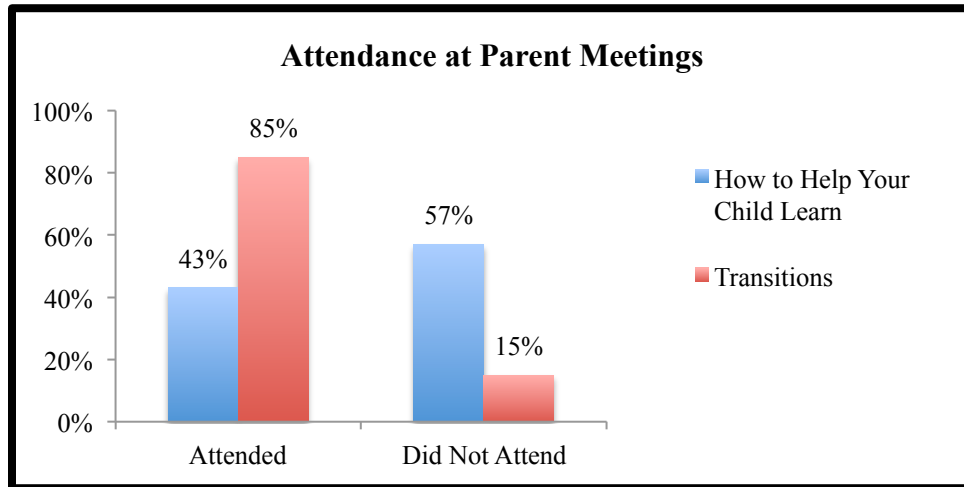
**HS/EHS Family Engagement Data**

***Goal: Families will be supported as lifelong educators for their children. (Baseline/End-of-Year Only)***

Benchmark: By the end of the 2013-2014 school year, 75% (1,590) of parents will attend parent meetings related to the education of their child.

Attendance at first parent meeting in the Fall 2013 *How to Help Your Child Learn*: 43% (920)

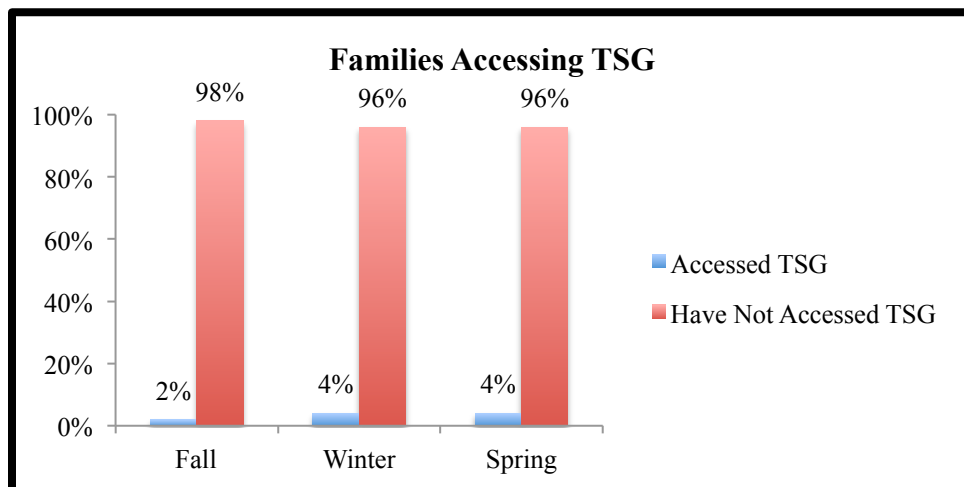
Attendance at last parent meeting in the Spring 2014 *Transitions*: 85% (1796)



***Goal: Families use the Teaching Strategies GOLD (TSG) online assessment system to access information about their child's development and learning.***

Benchmark: By the end of the 2013-2014 school year, 30% (636) of parents will access TSG to view information related to their child's development and learning.\*

Families who accessed TSG in the Fall 2013: 2% (45) Winter 2014: 4% (85) Spring 2014: 4% (90)



\*School Readiness Team will revise/select more appropriate goal for 2014-2015.

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**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	17%	57%	70%
Persists (TSG 11b)	4 – 6	50% at Level 5 or higher	12%	48%	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	29%	68%	90%
Persists (TSG 11b)	5 – 6	75% at Level 6 or higher	18%	59%	84%

**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	39%	75%	84%
Connects Numerals with Quantities (TSG 20c)	2 – 4	55% at Level 3 or higher	14%	46%	73%
Understands Spatial Relationships (TSG 21a)	4 – 5	80% at Level 4 or higher	43%	66%	86%
Compares and Measures (TSG 22)	2 – 5	55% at Level 3 or higher	22%	60%	88%
Patterns (TSG 23)	3 – 4	55% at Level 4 or higher	15%	53%	80%

**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	15%	75%	84%
Connects Numerals with Quantities (TSG 20c)	4 – 6	65% at Level 5 or higher	23%	62%	85%
Understands Spatial Relationships (TSG 21a)	5 – 7	65% at Level 6 or higher	11%	47%	81%
Compares and Measures (TSG 22)	4 – 7	65% at Level 6 or higher	3%	18%	58%
Patterns (TSG 23)	4 – 7	65% at Level 6 or higher	8%	46%	79%

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**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
Shows flexibility and inventiveness in thinking (TSG 11c)	4 – 6	50% at Level 5 or higher	9%	45%	63%
Solves Problems (TSG 11e)	3 – 6	50% at Level 5 or higher	11%	42%	64%

**Four-Year-Olds**

Benchmark	Developmental Expectation Levels	Program Benchmark Criteria (End-of-Year)	4-Year-Olds Meeting/Exceeding Benchmark Levels		
			F	W	S
Shows flexibility and inventiveness in thinking (TSG 11c)	5 – 7	70% at Level 6 or higher	18%	58%	85%
Solves Problems (TSG 11e)	4 – 7	70% at Level 6 or higher	19%	57%	82%

**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	20%	47%	79%
Uses writing and drawing tools (TSG 7b)	3 – 6	75% at Level 5 or higher	39%	71%	87%

**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	13%	47%	81%
Uses writing and drawing tools (TSG 7b)	5 – 7	80% at Level 6 or higher	43%	76%	93%

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**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	19%	52%	80%
Forms relationships with adults (TSG 2a)	6 – 7	80% at Level 6 or higher	55%	76%	88%
Interacts with peers (TSG 2c)	3 – 4	80% at Level 4 or higher	35%	70%	90%
Solves social problems (TSG 3b)	4 – 6	55% at Level 5 or higher	5%	34%	62%

**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	36%	79%	93%
Forms relationships with adults (TSG 2a)	7 – 8	80% at Level 7 or higher	39%	78%	94%
Interacts with peers (TSG 2c)	4 – 6	80% at Level 6 or higher	34%	70%	89%
Solves social problems (TSG 3b)	5 – 7	80% at Level 6 or higher	14%	51%	77%

**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	50%	73%	92%
Uses expanding expressive language (TSG 9a)	5 – 6	80% at Level 5 or higher	41%	74%	92%
Engages in conversations (TSG 10a)	5 – 6	80% at Level 5 or higher	45%	74%	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	53%	82%	96%
Uses expanding expressive language (TSG 9a)	5 – 7	80% at Level 6 or higher	29%	73%	91%
Engages in conversations (TSG 10a)	6 – 7	80% at Level 6 or higher	51%	82%	93%

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

Academics  
Early Childhood Education 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%	42%	70%
Sound Knowledge (TSG 16b)	1 – 2	65% at Level 2 or higher	16%	41%	72%
Print Concepts (TSG 17b)	2 – 3	60% at Level 3 or higher	14%	54%	77%
Discriminate Units of Sound (TSG 15c)	1 – 3	65% at Level 2 or higher	29%	55%	79%
Rhyme (TSG 15a)	3 – 5	80% at Level 3 or higher	37%	66%	83%
Alliteration (TSG 15b)	2 – 3	80% at Level 2 or higher	62%	88%	95%
Writes to Convey Meaning (TSG 19b)	2 – 4	65% at Level 3 or higher	13%	40%	67%

**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	32%	72%	90%
Sound Knowledge (TSG 16b)	3 – 6	70% at Level 5 or higher	6%	35%	67%
Print Concepts (TSG 17b)	3 – 6	60% at Level 5 or higher	13%	56%	85%
Discriminate Units of Sound (TSG 15c)	2 – 5	70% at Level 4 or higher	19%	56%	85%
Rhyme (TSG 15a)	4 – 6	70% at Level 5 or higher	13%	53%	85%
Alliteration (TSG 15b)	3 – 6	70% at Level 4 or higher	28%	69%	89%
Writes to Convey Meaning (TSG 19b)	3 – 5	70% at Level 4 or higher	26%	64%	86%

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