

La Peninsula School Readiness Outcomes 2020-2021 School Year

La Peninsula Community Organization provides early childhood education services to children ages 3-5 in the Bronx community. We provide comprehensive Head Start services, in collaboration with the NYC Department of Education.

La Peninsula School Readiness Goals

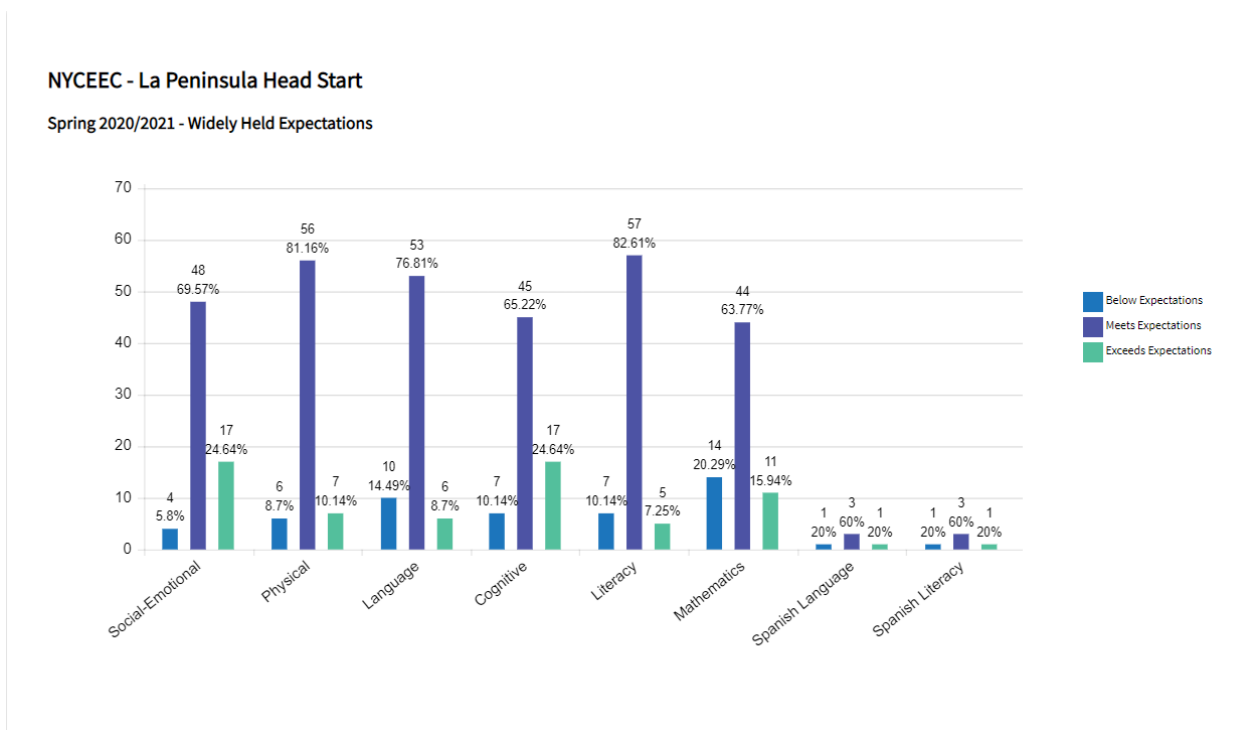
1. Our students will be able to independently navigate the learning environment according to their potential.
2. Our students will be able to explore and engage with learning according to their potential.
3. Our students will be able to communicate their needs and have the skills to respond in an acceptable manner and according to their potential.
4. Our students will be prepared with the foundation social and emotional competencies needed to move into the next learning environment.
5. Our students will be equipped with the foundation level of knowledge across domains and according to their potential to move into the next level of learning.

La Peninsula's school readiness goals were developed in collaboration with school leadership and education staff, and are fully aligned with the Head Start Early Learning Outcomes Framework (HSELOF), New York State Early Learning Standards (NYSELS), and our research-based early childhood curriculum, The Creative Curriculum. Our school readiness goals address each of the early learning outcomes:

- Approaches to Learning
- Social and Emotional Development
- Language and Literacy
- Cognition
- Perceptual, Motor, and Physical Development

Each week, teachers create lesson plans aligned with the school readiness goals, and differentiate instruction based on the needs of the students in their classrooms. We utilize the Teaching Strategies online platform (TSGOLD), to assess students and analyze data. La Peninsula has four early childhood locations, 711 Manida St. (site 1), 1054 Intervale Ave. (site 2), 1717 Fulton St. (site 3), and 490 E 143 St. (site 4). Due to Covid-19, and its impact on the communities we serve, La Peninsula provided both in-person and remote educational services throughout the school year. We are pleased to provide the information below for our student learning outcomes for the 2020-2021 school year. Social-emotional development, Language, Literacy, Cognition (including Mathematics) and Perceptual, Motor and Physical development are all highlighted individually. Approaches to Learning is embedded in these learning areas.

Site 1-711 Manida Street



At Site 1, we serve 117 students in seven classrooms, ages 3-5. In 2020-21, we served 69 students at Site 1. There were five students that were strictly English Language learners, and 64 whose dominant language was English. As per the data above, please note the following:

-In Social-Emotional development, 94.2% of all students met or exceeded our school readiness goals

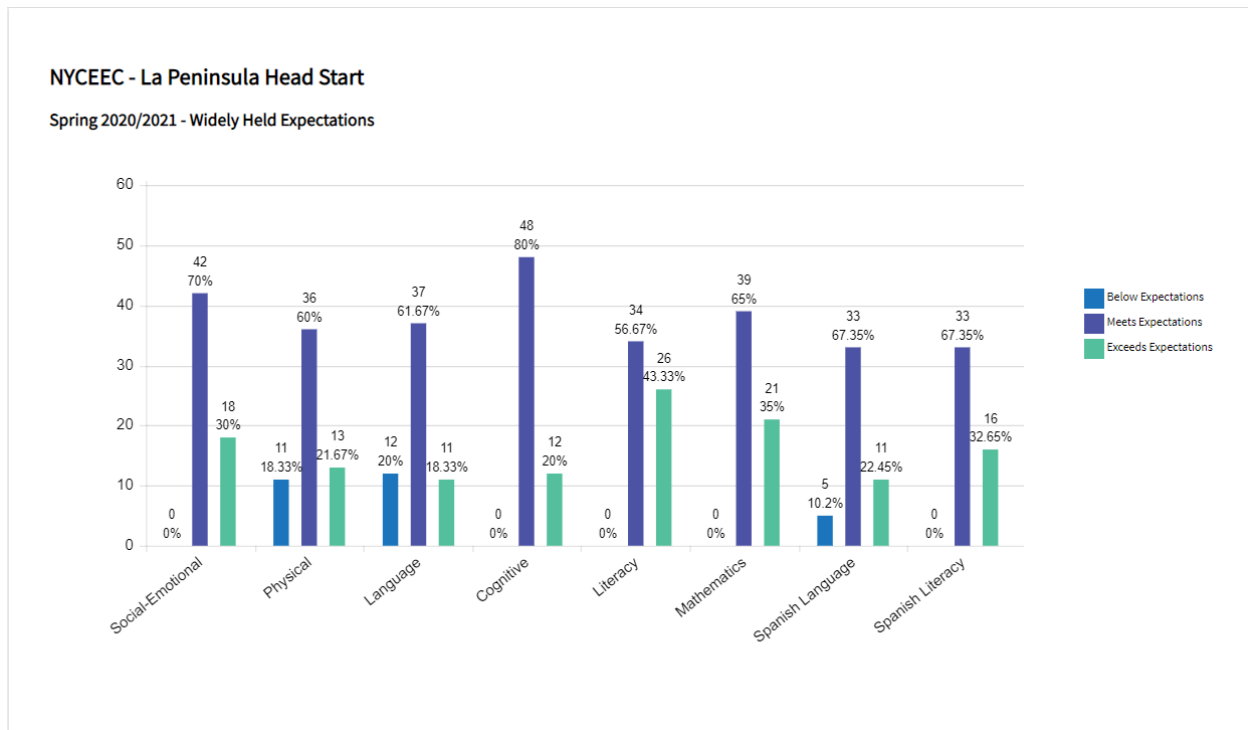
-In Language and Literacy, 85.51% of all students met or exceeded our school readiness goals in Language, and 89.86% in Literacy; 80% of English language learners met or exceeded school readiness goals in Language and Literacy, respectively.

-In Cognition and Mathematics, 79.71% of all students met or exceeded school readiness goals

-In Physical development, 91.3% of all students met or exceeded school readiness goals

Analysis: our overall data suggests that the majority of students are ready for kindergarten in all early learning areas once they leave us. This is due to having highly qualified staff, implementation of a research-based curriculum, ongoing assessment, and educational support.

Site 2-1054 Intervale Avenue



At Site 2, we serve 99 students in six classrooms, ages 3-5. In 2020-21, we served 60 students at Site 2. There were 49 students that were English Language learners, and eleven whose dominant language was English. As per the data above, please note the following:

-In Social-Emotional development, 100% of all students met or exceeded our school readiness goals

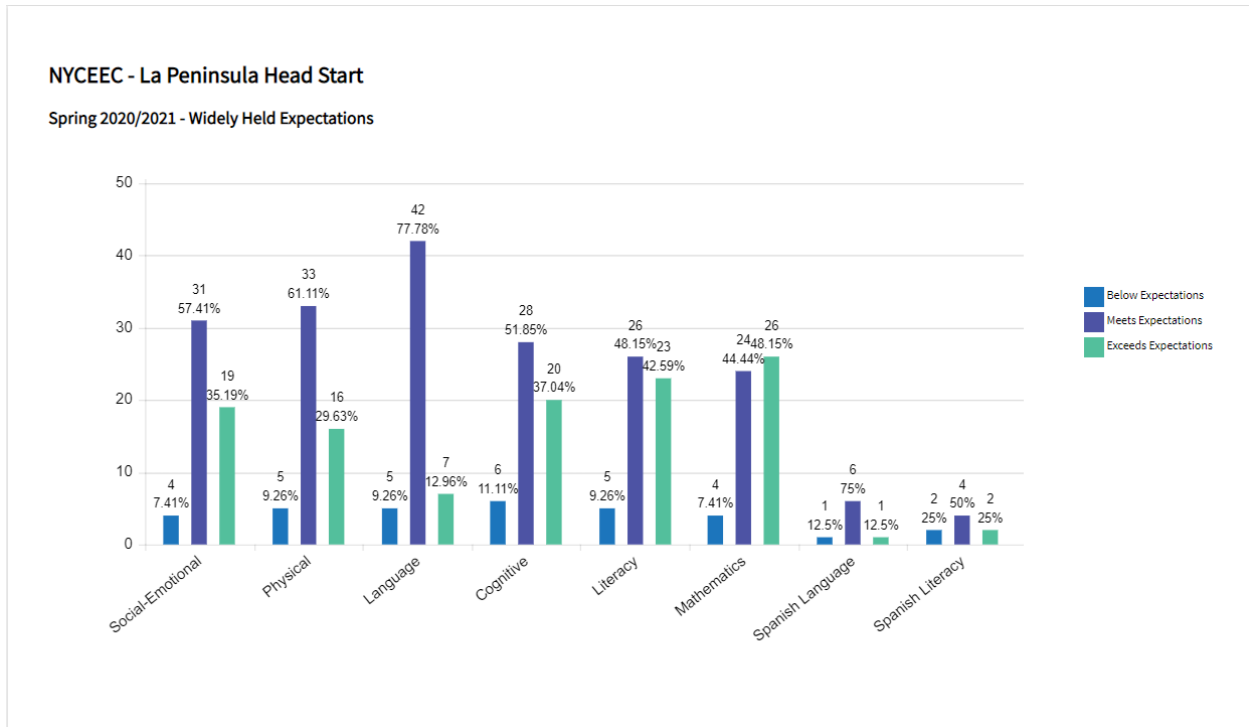
-In Language and Literacy, 80% of all students met or exceeded our school readiness goals in Language, and 100% of students met or exceeded our school readiness goals in Literacy; 89.8% of English language learners met or exceeded school readiness goals in Language and Literacy, respectively.

-In Cognition and Mathematics, 100% of all students met or exceeded school readiness goals

-In Physical development, 81.67% of all students met or exceeded school readiness goals

Analysis: our overall data suggests that the majority of students are ready for kindergarten in all early learning areas once they leave us. This is due to having highly qualified staff, implementation of a research-based curriculum, ongoing assessment, and educational support.

Site 3-1717 Fulton Avenue



At Site 3, we serve 99 students in six classrooms, ages 3-5. In 2020-21, we served 54 students at Site 3. There were eight students that were strictly English Language learners, and 46 whose dominant language was English. As per the data above, please note the following:

-In Social-Emotional development, 92.59% of all students met or exceeded our school readiness goals

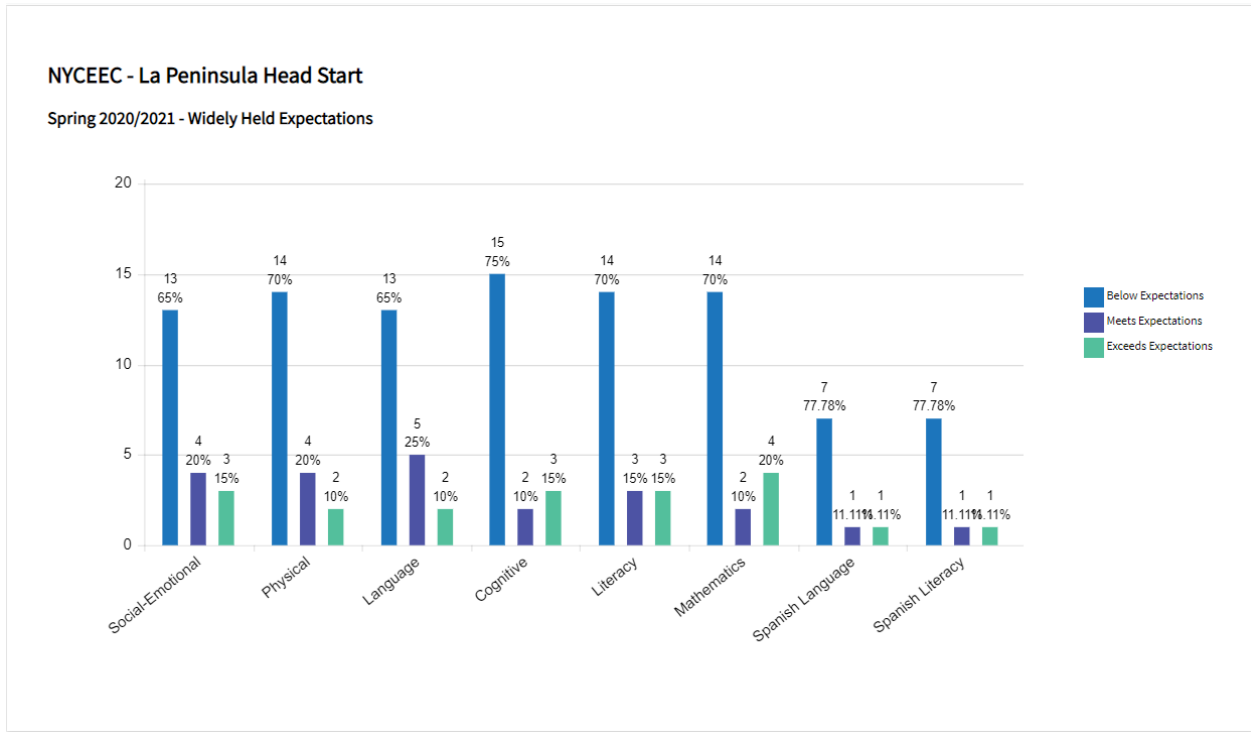
-In Language and Literacy, 90.74% of all students met or exceeded our school readiness goals in Language, and 92.74% in Literacy; 87.5% of English language learners met or exceeded school readiness goals in Language, and 75% in Literacy

-In Cognition and Mathematics, 89.89% and 92.59% of all students met or exceeded school readiness goals, respectively

-In Physical development, 90.74% of all students met or exceeded school readiness goals

Analysis: our overall data suggests that the majority of students are ready for kindergarten in all early learning areas once they leave us. This is due to having highly qualified staff, implementation of a research-based curriculum, ongoing assessment, and educational support.

Site 4-490 E 143 Street



At Site 4, we serve 54 students in three classrooms, ages 3-5. In 2020-21, we served 20 students at Site 4. Due to Covid-19, this site was fully remote for the 2020-21 school year. There were nine students that were strictly English Language learners, and eleven whose dominant language was English. As per the data above, please note the following:

-In Social-Emotional development, 35% of all students met or exceeded our school readiness goals

-In Language and Literacy, 35% and 30% of all students met or exceeded our school readiness goals, respectively; 22.22% of English language learners met or exceeded school readiness goals in Language and Literacy

-In Cognition and Mathematics, 30% and 25% of all students met or exceeded school readiness goals, respectively

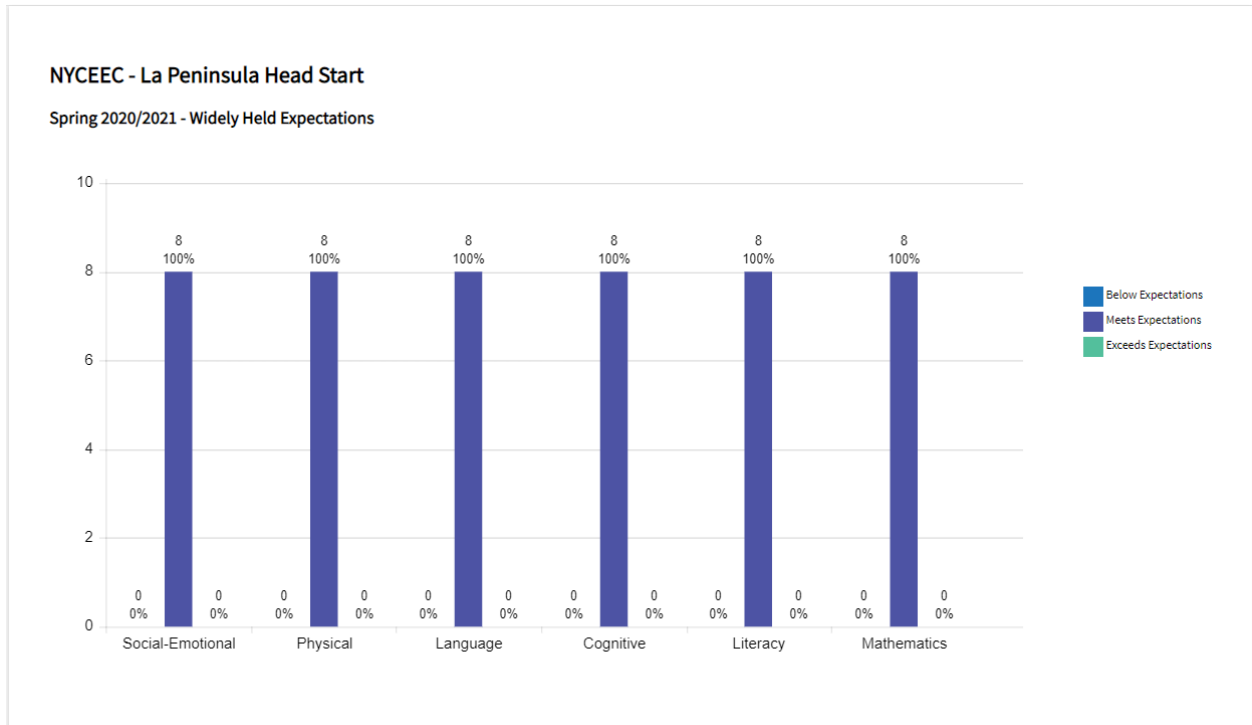
-In Physical development, 30% of all students met or exceeded school readiness goals

Analysis: our overall data suggests that the majority of students at this site fell below widely held expectations for kindergarten readiness. Due to Covid-19 concerns, this site was fully remote for the entire school year, which may be a key indicator in student learning outcomes. To

support these students, we provided an additional eight-week summer readiness program in July and August.

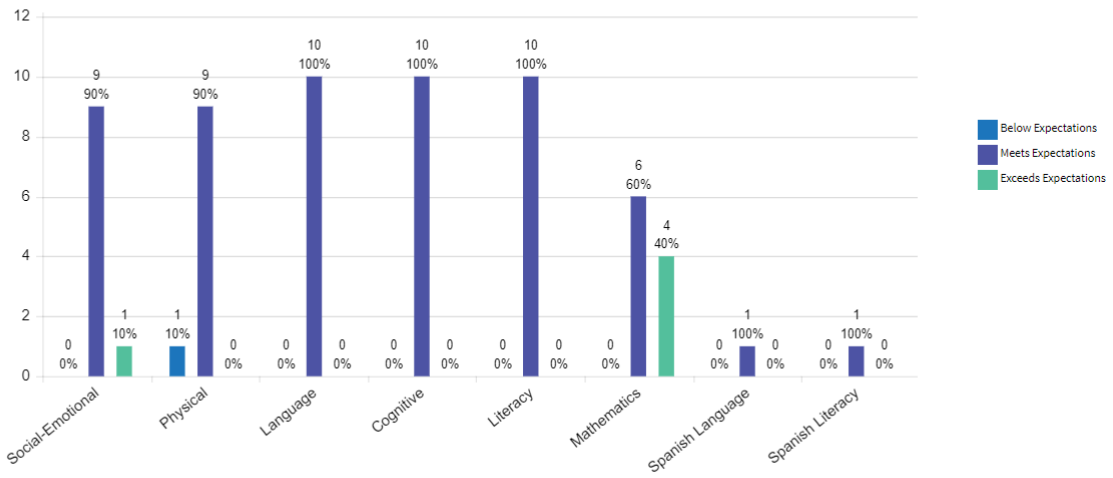
Site 1 Remote/Hybrid Classrooms

Throughout the school year, we offered fully remote, Hybrid (both on-site and remote), and fully on-site educational services to our children and families, based on their needs. At Site 1 (Manida), three of our classrooms were fully remote during the school year.



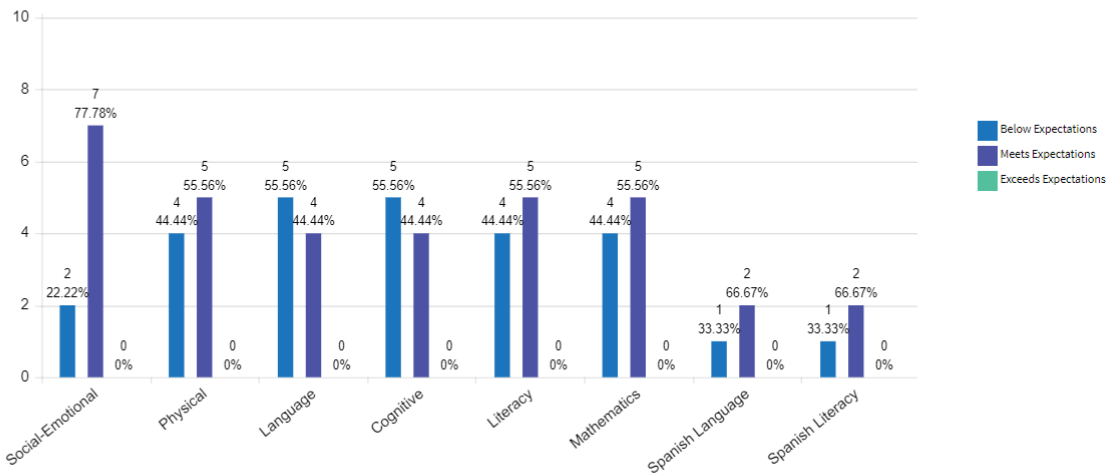
NYCEEC - La Peninsula Head Start

Spring 2020/2021 - Widely Held Expectations



NYCEEC - La Peninsula Head Start

Spring 2020/2021 - Widely Held Expectations



At Site 1, in our remote classrooms, students achieved the following school readiness goals:

-In Social-Emotional development, 92.6% of all students met or exceeded our school readiness goals

-In Language and Literacy, 81.48% and 85.18% of all students met or exceeded our school readiness goals, respectively; 75% of English language learners met or exceeded school readiness goals in Language and Literacy

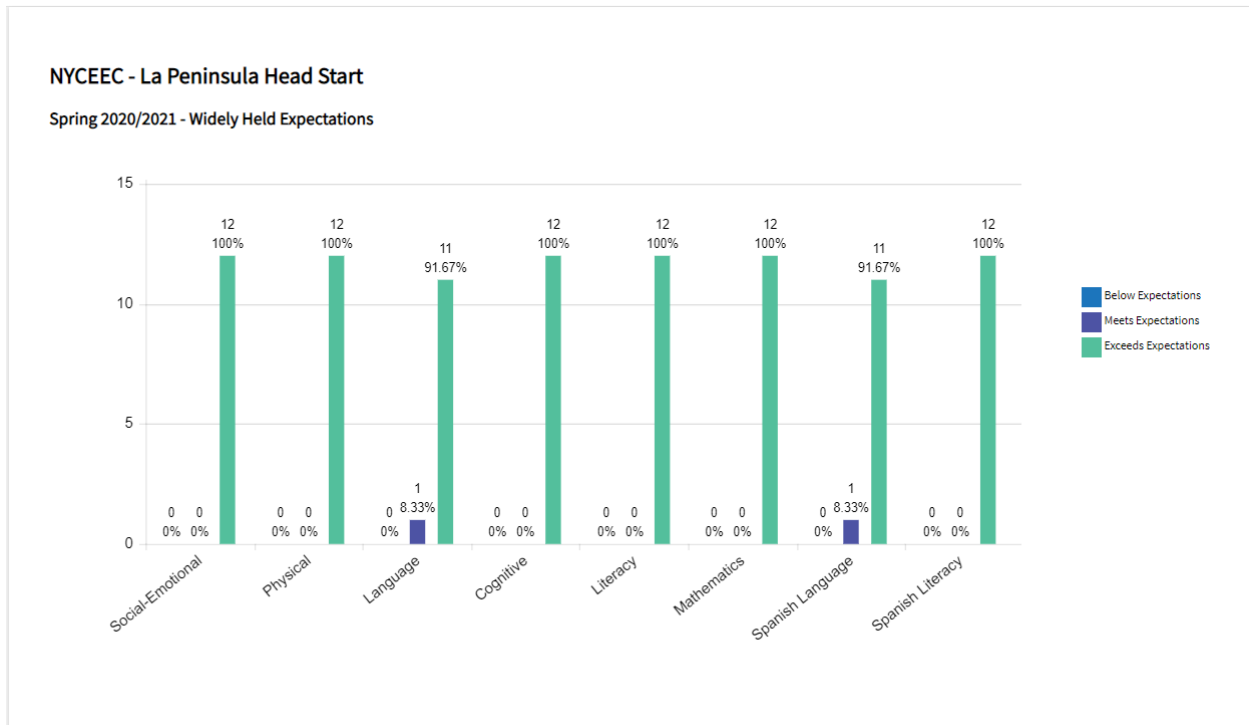
-In Cognition and Mathematics, 81.48% and 85.19% of all students met or exceeded school readiness goals, respectively

-In Physical development, 81.48% of all students met or exceeded school readiness goals

Analysis: For Site 1, our overall data suggests that, while the majority of students learning remotely did meet or exceed our school readiness goals, they did not perform as well in any of the early learning domains as students who were on-site receiving in-person instruction

Site 2-Remote/Hybrid Classrooms

At Site 2 (Intervale), there were both hybrid and fully remote classrooms. The Hybrid model classroom data is as follows:



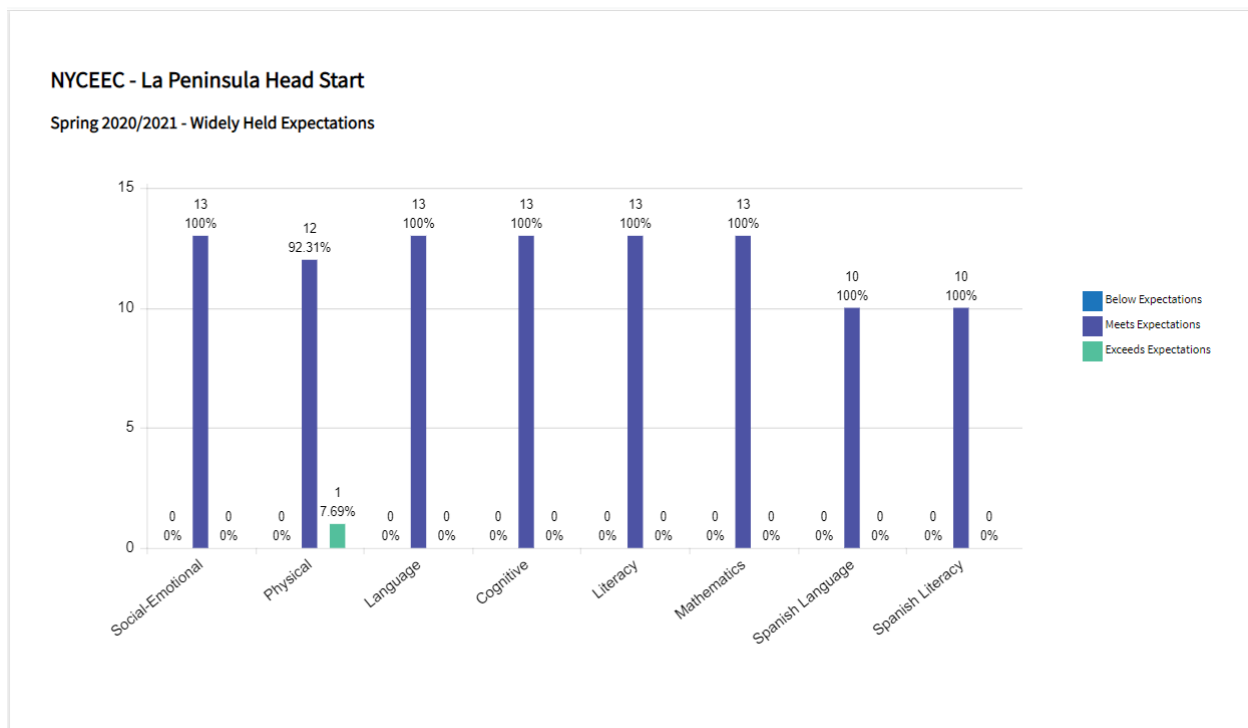
-In Social-Emotional development, 100% of all students met or exceeded our school readiness goals

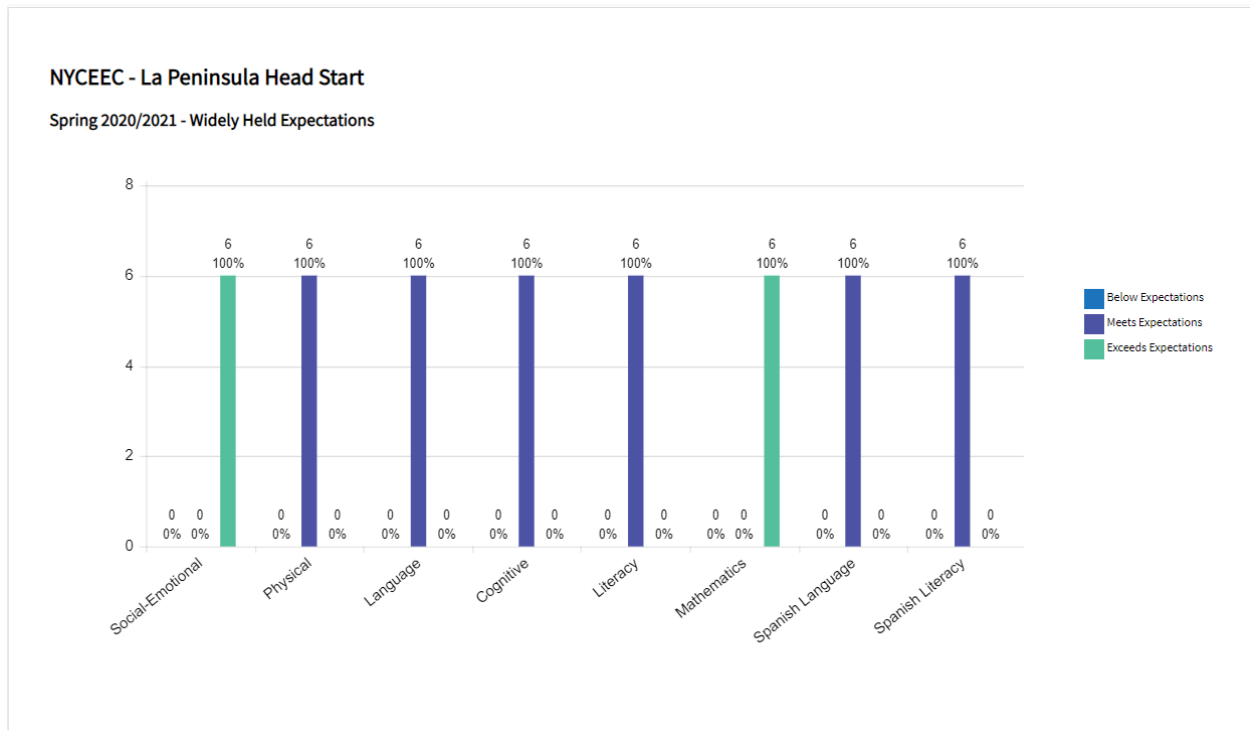
-In Language and Literacy, 91.67% and 100% of all students met or exceeded our school readiness goals, respectively; 91.67% and 100% of English language learners met or exceeded school readiness goals in Language and Literacy, respectively, as well

-In Cognition and Mathematics, 100% of all students met or exceeded school readiness goals, respectively

-In Physical development, 100% of all students met or exceeded school readiness goals

Fully Remote Classrooms





-In Social-Emotional development, 100% of all students met or exceeded our school readiness goals

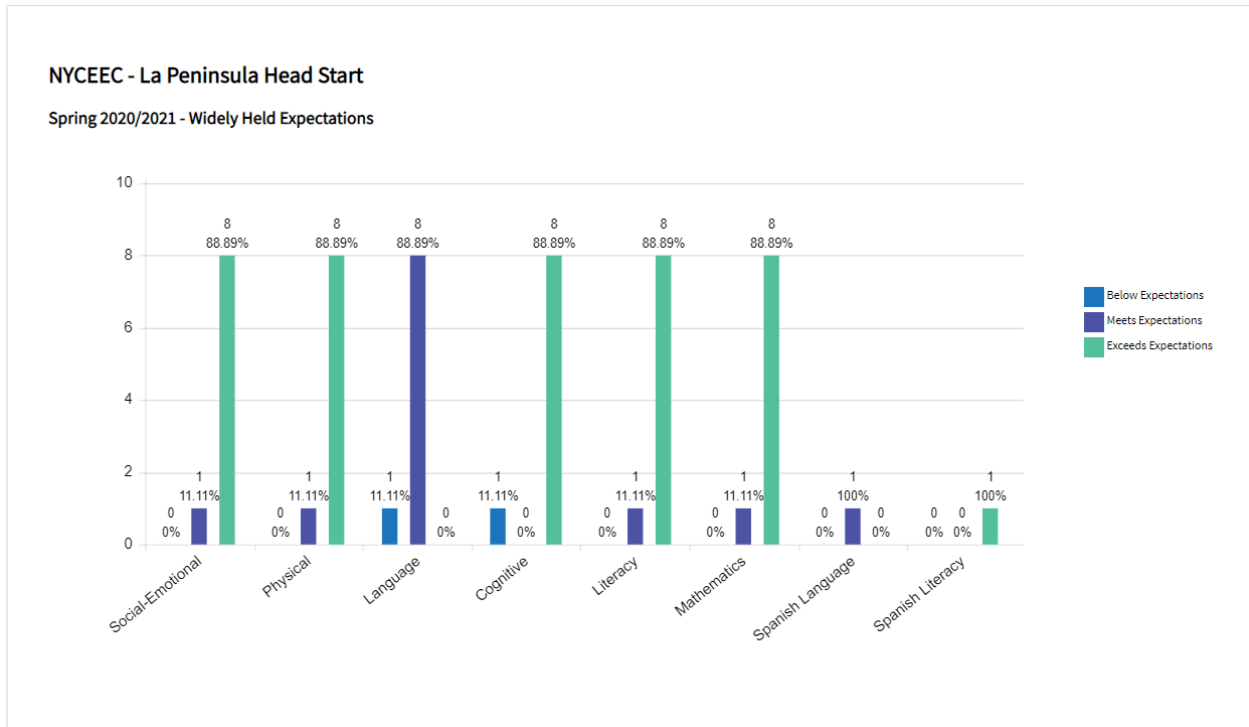
-In Language and Literacy, 100% of all students met or exceeded our school readiness goals, respectively; 100% of English language learners met or exceeded school readiness goals in Language and Literacy, respectively, as well

-In Cognition and Mathematics, 100% of all students met or exceeded school readiness goals, respectively

-In Physical development, 92.31% of all students met or exceeded school readiness goals

Analysis: Based on the data above, students in both the hybrid and fully remote classrooms did well in all early learning domains, achieved school readiness goals, and are ready for kindergarten. It is important to note that the head teachers in these classrooms are highly qualified, certified, and/or with many years of experience teaching early childhood education.

Site 3-Hybrid/Remote Classrooms



At Site 3, there was one hybrid model classroom. Their school readiness data is as follows:

-In Social-Emotional development, 89.89% of all students met or exceeded our school readiness goals

-In Language and Literacy, 88.89% of all students met or exceeded our school readiness goals, respectively; 100% of English language learners met or exceeded school readiness goals in Language and Literacy, respectively, as well

-In Cognition and Mathematics, 88.89% of all students met or exceeded school readiness goals, respectively

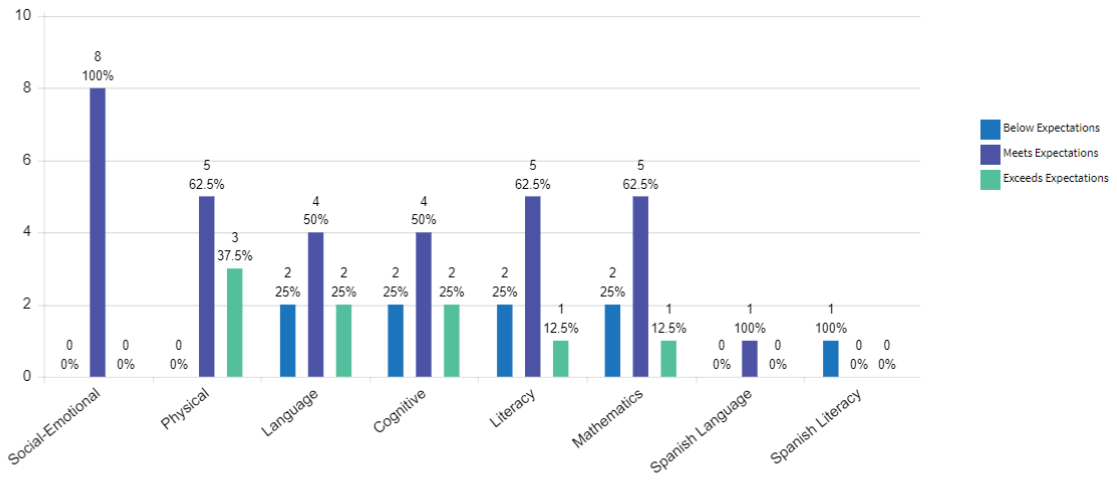
-In Physical development, 88.89% of all students met or exceeded school readiness goals

Analysis: While this is a small sample size (one classroom), the majority of students in the hybrid classroom achieved our school readiness goals. They did not, however, score as well as the on-site students in any of the domains.

Site 3-Fully Remote Classrooms

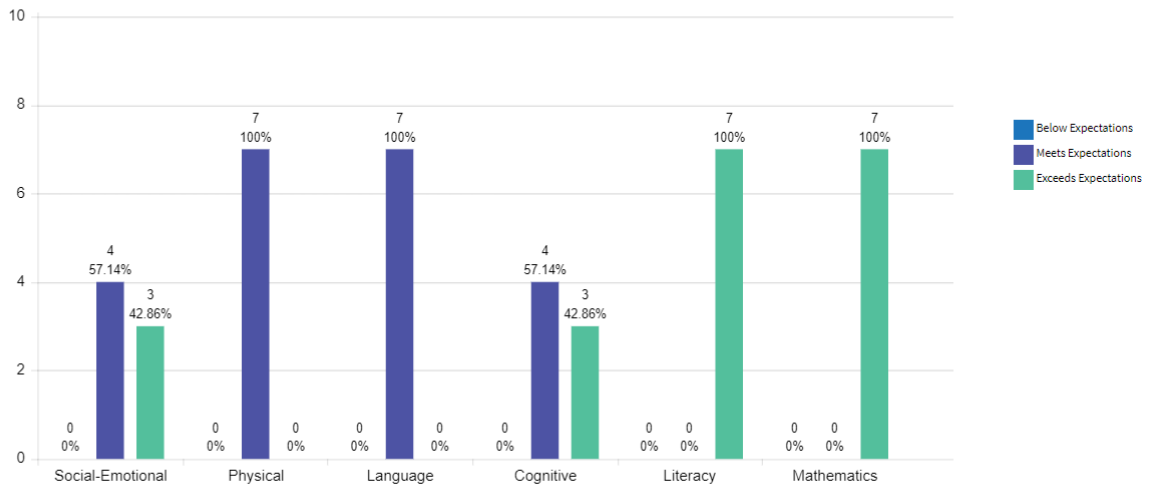
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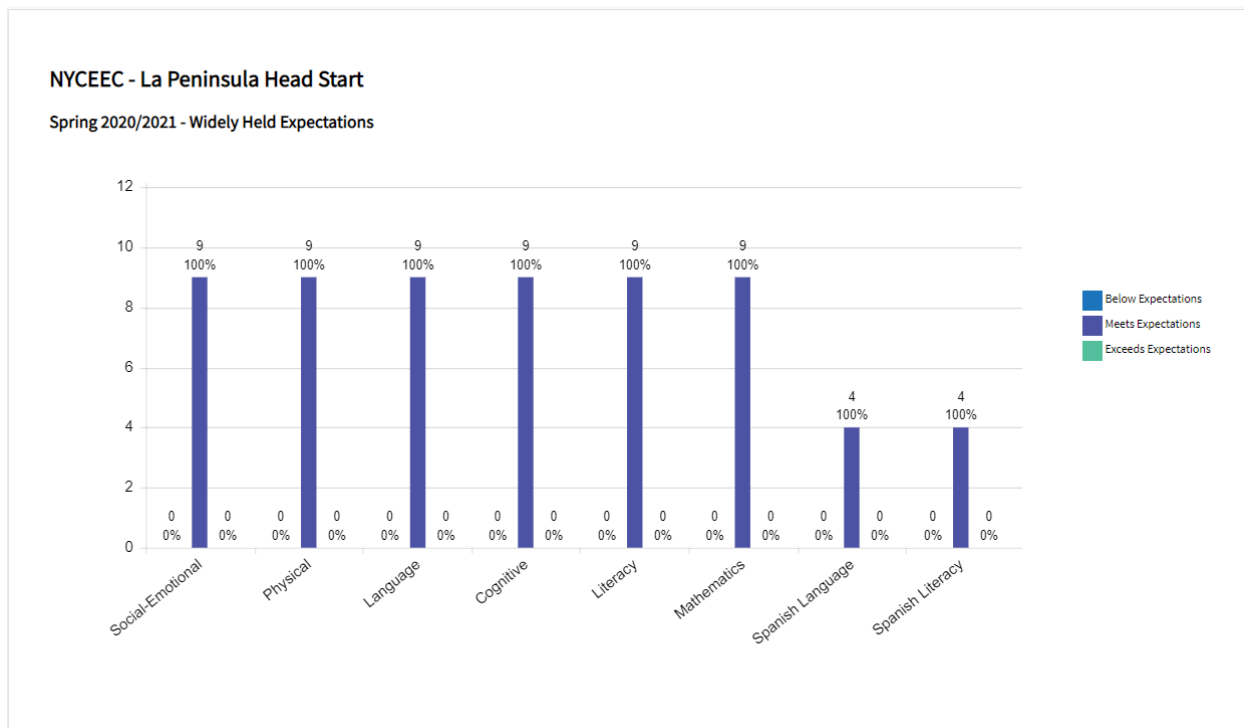
Spring 2020/2021 - Widely Held Expectations



NYCEEC - La Peninsula Head Start

Spring 2020/2021 - Widely Held Expectations





There were three fully remote classrooms at Site 3 this year. Their school readiness outcomes are as follows:

- In Social-Emotional development, 100% of all students met or exceeded our school readiness goals

- In Language and Literacy, 91.67% of all students met or exceeded our school readiness goals, respectively; 80% of English language learners met or exceeded school readiness goals in Language and Literacy, respectively, as well

- In Cognition and Mathematics, 91.67% of all students met or exceeded school readiness goals, respectively

- In Physical development, 100% of all students met or exceeded school readiness goals

Analysis: Based on the data above, students in the fully remote classrooms achieved school readiness goals, at or above the percentages of overall students at Site 3. This is due to returning students and highly qualified teachers in each classroom.

Conclusion and Next Steps:

We are pleased that the majority of our students, whether they were on-site, in a hybrid model, or fully remote, achieved our school readiness goals in all early learning domains. Students that were on-site at all three sites fared better overall academically than students that were in hybrid and/or remote settings. However, students at Sites 1, 2 and 3 in remote classrooms achieved school readiness at much higher rates than at Site 4. We will continue to review data and create

action plans for improvement, including professional development, training and technical assistance, coaching, performance-based objectives, and ongoing monitoring.