Pyramid Model
Annual Data Report
2022

Contents

Data Descriptions
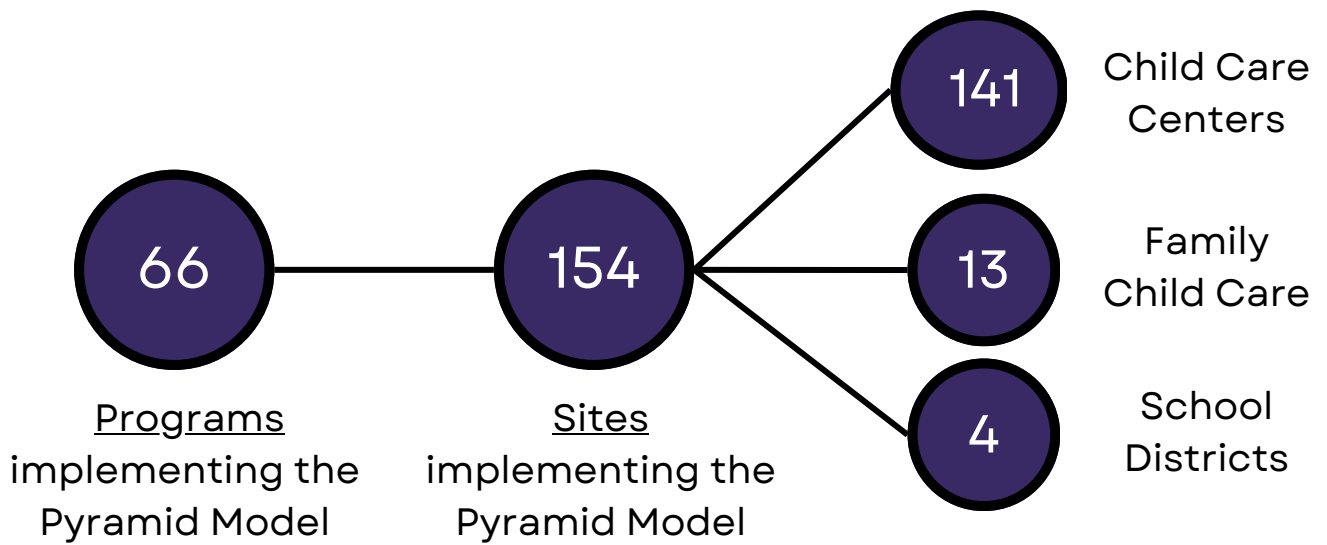
| Item	Description
Regions	Regions in New York State.
Dates	Data indicated as "Fall" or "Spring" is from a six-month time period. The <u>Fall is July-December</u> and <u>Spring is January-June</u>.
Sites	Pyramid Model programs can have multiple child care sites. This data accounts for all sites implementing the Pyramid Model. **Note:** Program BOQ data is of the program, not individual sites.
Program Level BOQ	The program BOQ Data included in this report is from the BOQ 2.0 which indicates all sites within a program. The Family Child Care BOQ is also included as a separate section in this report as its Critical Elements are specific to Family Child Care settings. See Appendix for further information on the program level BOQ.
BOQ Average Rating	Average Rating: Assigns "Not in Place", "Partially in Place", or "In Place" a score of 0, 1, and 2, respectively. It then takes the average of the scores for each <u>Critical Element</u>. An average rating of 2 represents 100% In Place for that critical element.
TPOT & TPITOS Red Flags	Red Flags may represent issues related to teacher training and support or to program policies and procedures. To be scored Yes, the red flag should signify a problematic practice in need of immediate attention. Each red flag practice is contraindicated in the Pyramid Model.

Pyramid Model Trainings

January-December 2022

Trainings	Total
Preschool Module 1 Provided	75
Preschool Module 2 Provided	57
Preschool Module 3 Provided	42
Family Child Care Module 1 Provided	8
Family Child Care Module 2 Provided	9
PIWI Provided	2
TotaL	193

Trainings	Total
Preschool Module 1 Attended	1549
Preschool Module 2 Attended	1047
Preschool Module 3 Attended	837
Family Child Care Module 1 Attended	91
Family Child Care Module 2 Attended	81
PIWI Attended	27
TotaL	3632

Pyramid Model Sites

141 Child Care Centers

66 **154** **13** Family Child Care

Programs implementing the Pyramid Model

Sites implementing the Pyramid Model

4 School Districts

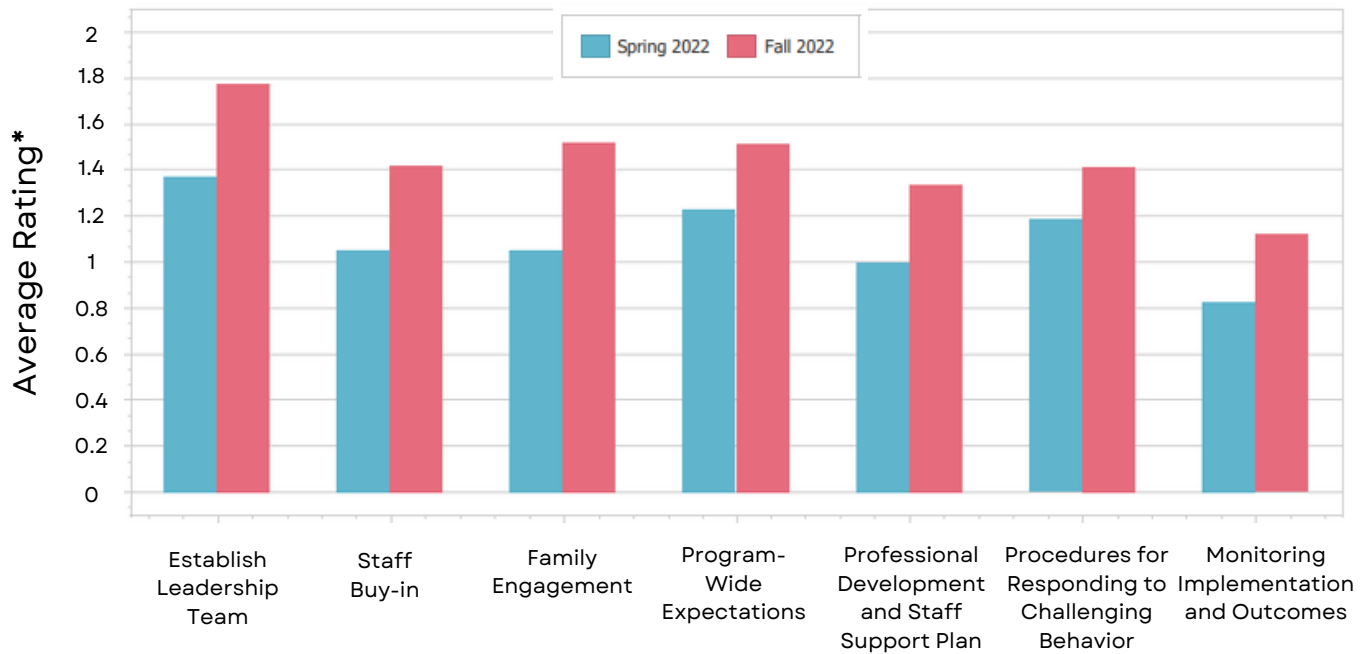## Programs Implementing the Pyramid Model by Region
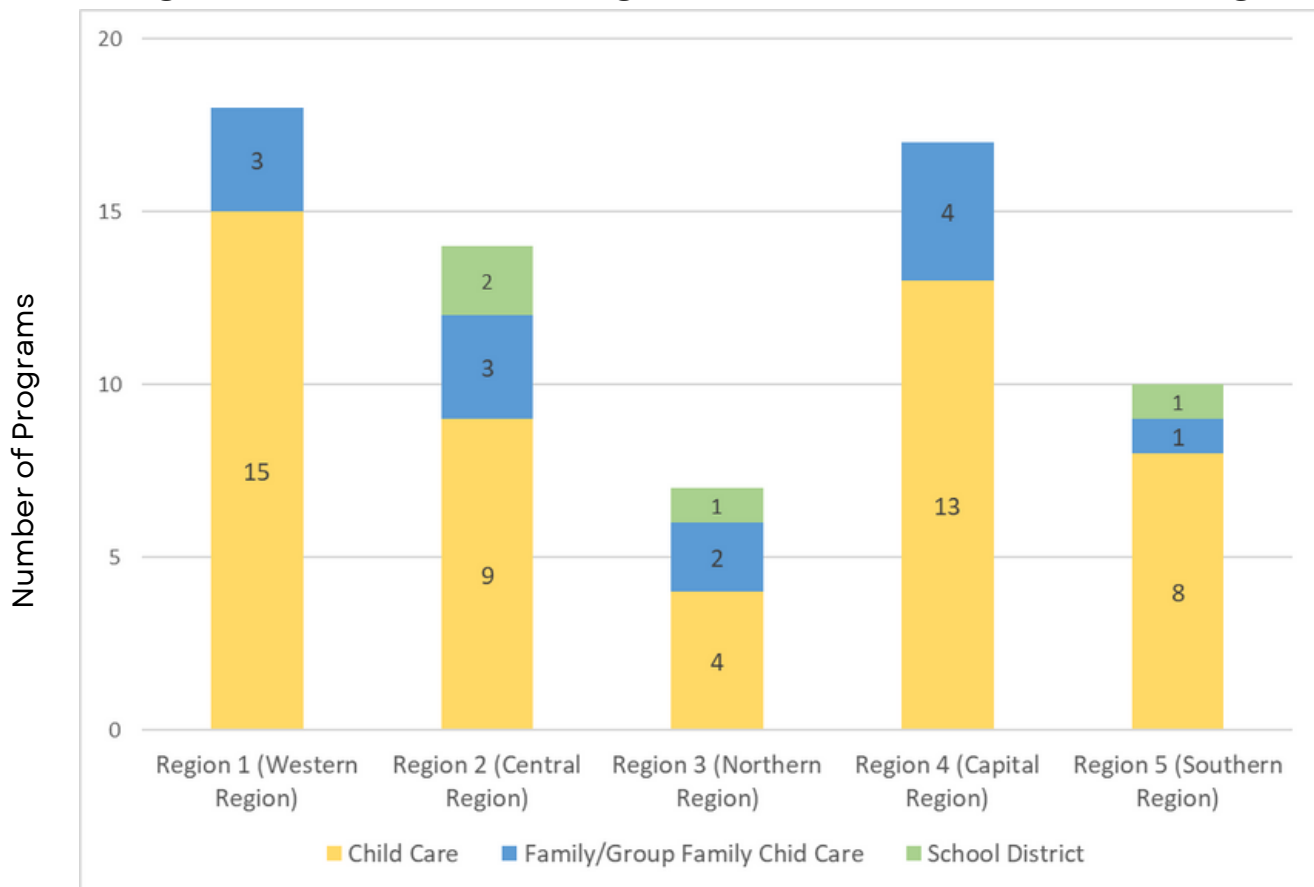
*Day Care Centers includes Early Head Start, Head Start, 4410, and State Funded Pre-k programs. Family Child Care does not include Group Family Child Care as there were none implementing at this time.
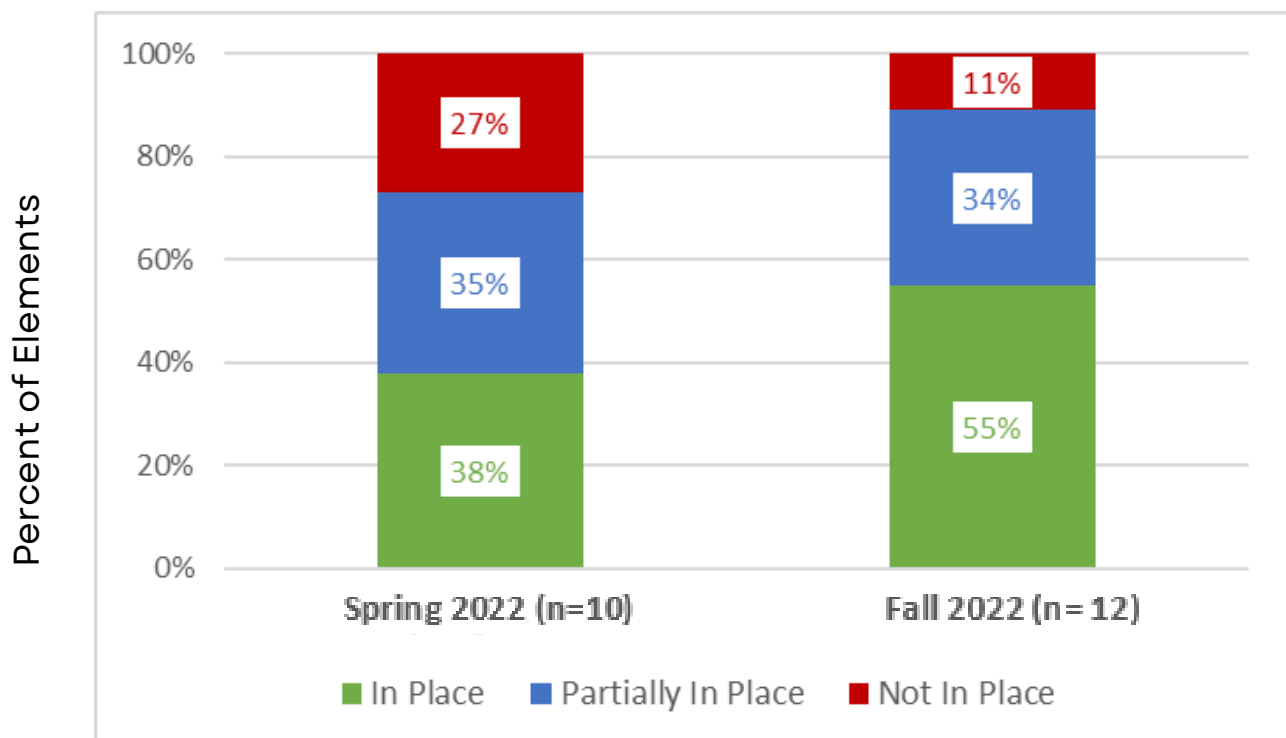
Benchmarks of Quality

Program BOQs in PIDS

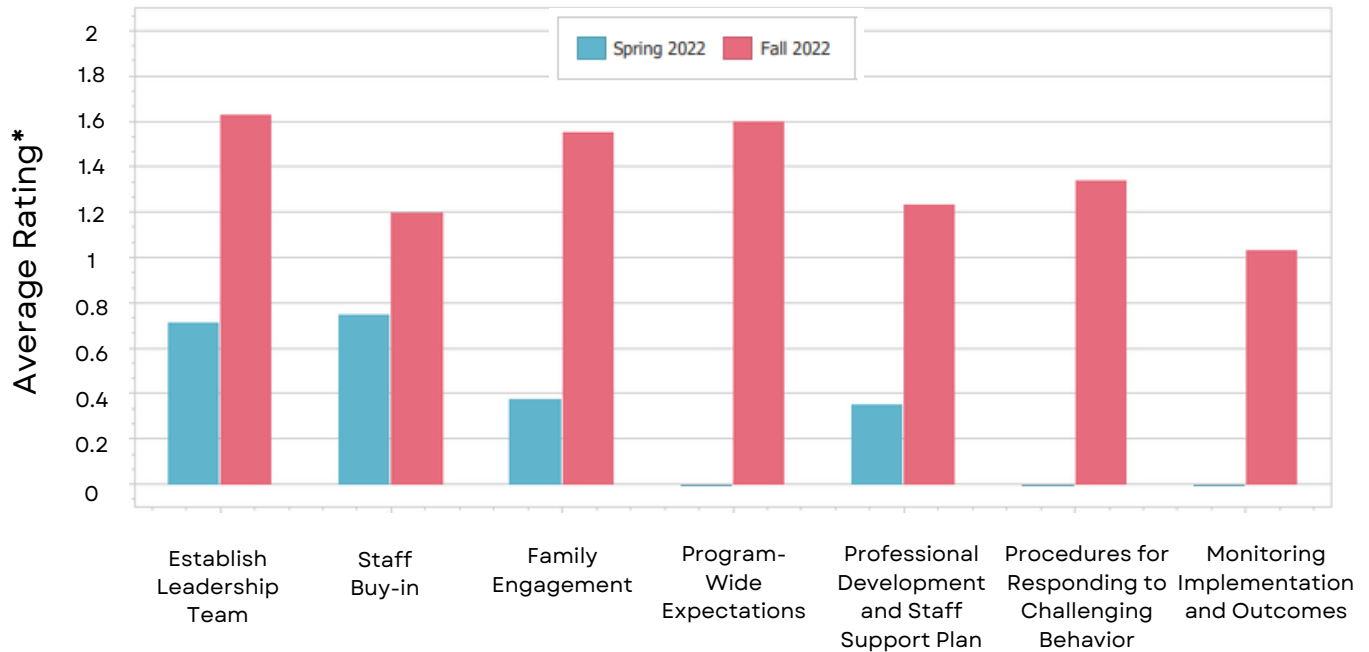### Average Rating by Critical Element for 22 Programs

All Critical Elements by Percentage

Region 1 (Western Region)

Average Rating by Critical Element for 7 Programs

All Critical Elements by Percentage
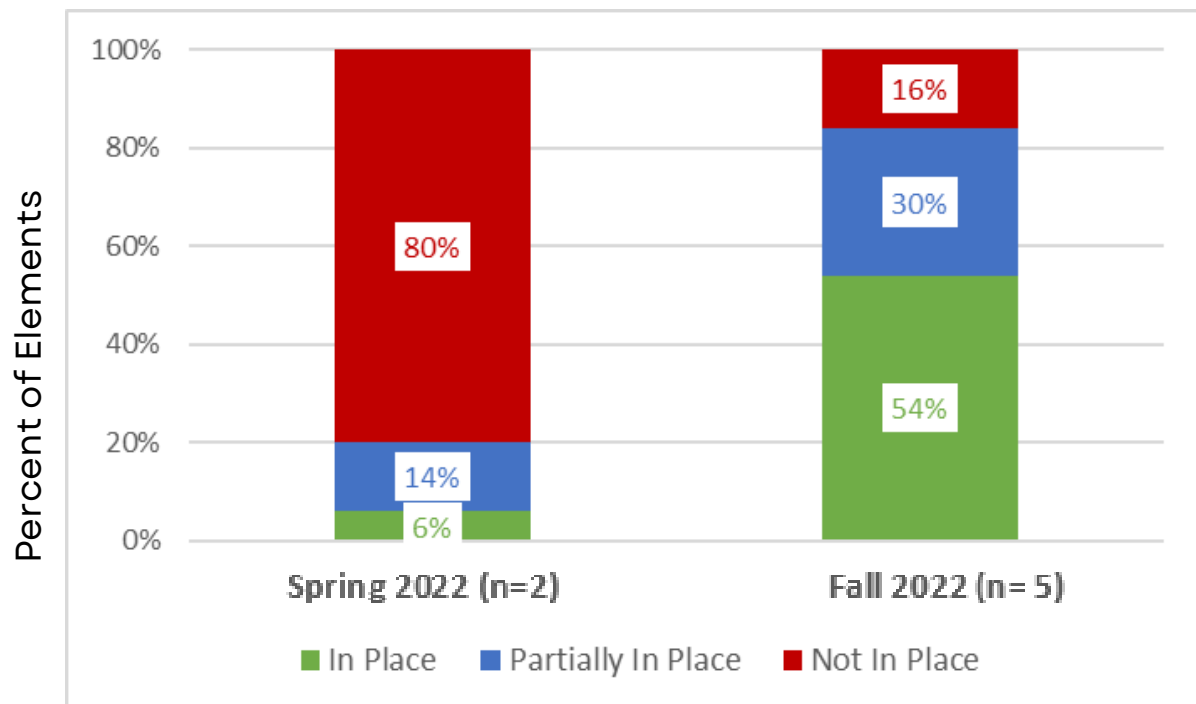
Region 4 (Capital Region)

Average Rating by Critical Element for 8 Programs

Legend: Spring 2022 — Fall 2022

Y-axis: Average Rating*

Categories: Establish Leadership Team, Staff Buy-in, Family Engagement, Program-Wide Expectations, Professional Development and Staff Support Plan, Procedures for Responding to Challenging Behavior, Monitoring Implementation and Outcomes

All Critical Elements by Percentage

Y-axis: Percent of Elements

Spring 2022 (n=6): Not In Place 37%, Partially In Place 46%, In Place 18%

Fall 2022 (n= 2): Partially In Place 6%, In Place 94%

Legend: In Place — Partially In Place — Not In Place

Behavior Incident Reports

BIR by The Numbers

- 9,331 BIRs submitted across 21 sites.
- 668 children with at least one BIR.

Incidents by Hour

January - December 2022

This chart shows the number of BIRs in each hour of the day.
- 54% of BIRs between 9:00 AM and 12:00 PM
- 24% of BIRs after 1:00 PM

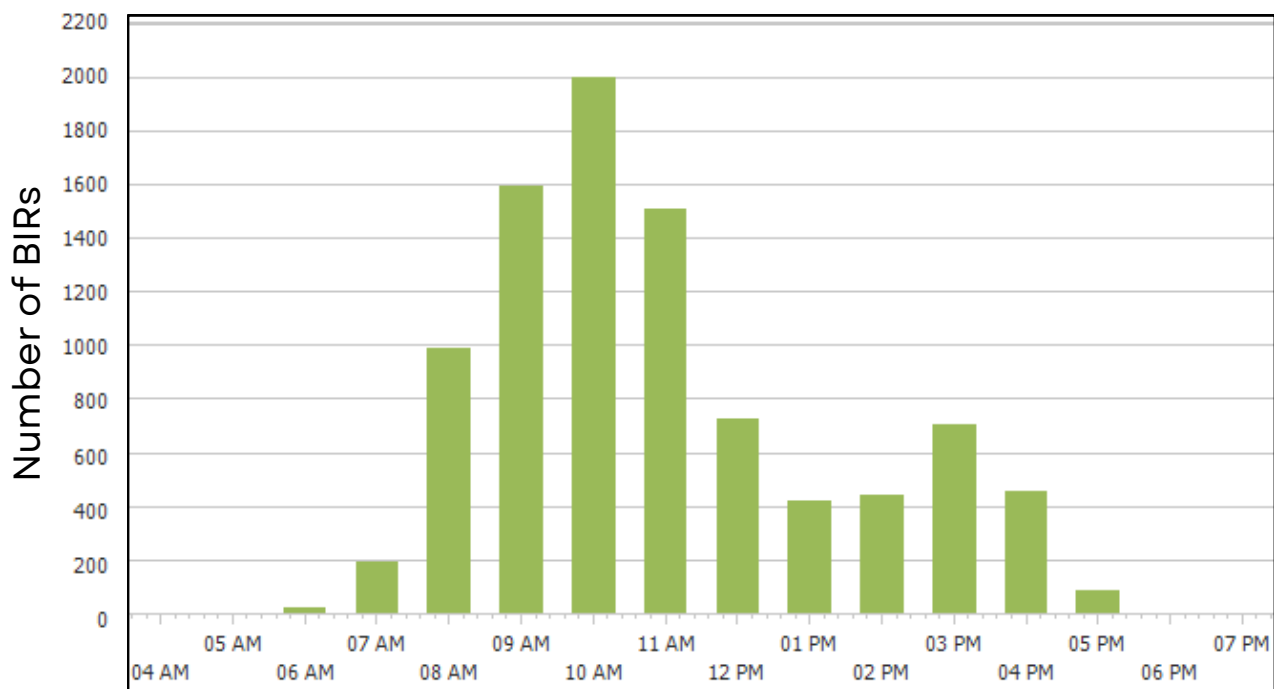| 5 Most Frequent Behaviors		
PA	Physical aggression	4801 (51%)
DT	Disruption/ Tantrums	1146 (12%)
NC	Non-Compliance	916 (10%)
UB	Unsafe behaviors	834 (9%)
RA	Running away	339 (4%)
Other Behaviors		
RB	Repetitive behaviors	290 (3%)
Other	Other	207 (2%)
BD	Braking/Distorting other objects or items	196 (2%)
IC	Inconsolable crying	177 (2%)
VA	Verbal aggression	170 (2%)
IL	Inappropriate language	168 (2%)
HS	Hurting self	59 (1%)
SWI	Social withdrawal/isolation	23 (0%)
TFA	Trouble falling asleep	5 (0%)

5 Most Frequent Activities		
CIP	Centers/ Indoor play	2651 (28%)
TR	Transition	1210 (13%)
CLG	Circle/ Large group activity	861 (9%)
ME	Meals	735 (8%)
OP	Outdoor Play	697 (7%)
Other Activities		
Other	Other	615 (7%)
QT	Quiet time/Nap	517 (6%)
SG	Small group activity	467 (5%)
CU	Clean-up	434 (5%)
IA	Individual activity	340 (4%)
SCB	Self-care/ Bathroom	240 (3%)
AR	Arrival	226 (2%)
DI	Diapering	120 (1%)
DE	Departure	91 (1%)
SA	Special activity	87 (1%)
TRA	Transportation	20 (0%)
TH	Therapy	10 (0%)
FT	Field trip	10 (0%)

TPOT and TPITOS Observations and Fidelity

TPOT by The Numbers

- 126 preschool classrooms had TPOT observations submitted.
- 37 (29%) classrooms at Fidelity.
- Out of 2,018 Red Flags, 73 were reported.

TPITOS by The Numbers

- 48 infant/toddler classrooms had TPITOS observations submitted.
- 27 (56%) classrooms at Fidelity.
- Out of 480 Red Flags, 3 were reported.

*Red Flags are items that are counterproductive to positive learning environments for children, such as when most of the day is spent in teacher-directed activities or children are reprimanded for engaging in disruptive or challenging behavior.

Pyramid Model Implementing Programs

Program name	Start Date	Region	Modality	Location
A Child's Place at Unity House	12/01/2016	Region 2	DCC	Troy
ACAP, Inc Head Start	06/01/2019	Region 3	DCC	Elizabethtown
Achievements & Kids Express	12/01/2016	Region 4	DCC	Latham
BGCCA UPK Albany	08/01/2021	Region 4	DCC	21 Delaware Avenue Albany New York 12201
BGCCA UPK Watervliet	08/01/2021	Region 4	DCC	Watervliet
Blossom Home Day Care	06/01/2019	Region 1	FCC	Rochester
Buffalo Hearing & Speech Center - Olmsted	03/01/2018	Region 1	DCC	Amherst
Capital District Beginnings	03/01/2018	Region 2	DCC	East Greenbush
CEO	03/01/2018	Region 4	DCC	Troy
Cohen's Bundles Of Love Family DayCare	01/01/2022	Region 4	FCC	2304 10th Avenue Watervliet, NY 12189
Cohoes UPK	08/01/2021	Region 4	DCC	26 James St Cohoes, NY 12047
Columbia Opportunities Inc. Head Start	12/01/2018	Region 4	DCC	Hudson
Committee for Early Childhood Development	01/01/2022	Region 5	DCC	Hollis
Corning Children's Center	12/01/2018	Region 2	DCC	Corning

Program name	Start Date	Region	Modality	Location
Cortland Community Action Program Inc.	12/01/2016	Region 2	DCC	Cortland
Country Kids Day Care	08/01/2021	Region 4	FCC	Schuylerville
Cullman Child Development Center	08/01/2021	Region 2	DCC	Sidney
Delhi Campus Child Care Center, Inc.	12/01/2018	Region 2	DCC	Delhi
Expressive Beginnings Child Care (Greece)	12/01/2016	Region 1	DCC	Rochester
Expressive Beginnings Child Care (Henrietta)	03/01/2018	Region 1	DCC	Rochester
Expressive Beginnings Child Care (Webster)	08/01/2021	Region 1	DCC	Rochester
Family Enrichment Network	12/01/2018	Region 2	DCC	Johnson City
Family Help Center	03/01/2018	Region 1	DCC	Buffalo
Five Towns Early Learning Center	01/01/2022	Region 5	DCC	Inwood
Forever Friends Childcare	03/01/2018	Region 1	DCC	Rochester
Friendship Children's Center	03/01/2018	Region 1	DCC	Rochester
Garden of Hope Day Care Center	01/01/2022	Region 5	FCC	West Babylon
Greater Amsterdam School District	03/01/2018	Region 3	DCC	Amsterdam
Harpursville Central School	12/01/2018	Region 2	DCC	Harpursville
Head Start of Rockland, Inc.	06/01/2019	Region 5	DCC	Rockland

Program name	Start Date	Region	Modality	Location
Hearts Happy Family Child Care	06/01/2019	Region 2	FCC	Rochester
Imagination Childcare Academy	12/01/2016	Region 1	DCC	Rochester
JLU Child Care	12/01/2018	Region 1	DCC	Spencerport
JLU Childcare Brockport	01/01/2022	Region 1	DCC	122 West Ave Brockport, NY 14420
Kids' BASE and The Little School	03/01/2018	Region 5	DCC	Scarsdale
Kids First Childcare, Inc.	12/01/2018	Region 1	DCC	Webster
Kinderpark Early Steps to Learning Childcare	06/01/2019	Region 1	FCC	Hamlin
Koala T Daycare	08/01/2021	Region 4	FCC	Rensselaer
Little Harvard	01/01/2022	Region 4	DCC	83 East Main Street Washingtonville, NY 10992
Little Treasures Happy Home Day Care	07/01/2020	Region 3	FCC	Constable
Parsons Early Learning Center	12/01/2016	Region 4	DCC	Schenectady
Pooh's Corner Inc.	12/01/2016	Region 4	DCC	Schenectady
ProAction of Steuben & Yates, Inc. Head Start/Early Head Start	08/01/2021	Region 2	DCC	Steuben
Ripen With Us Child Care Center	07/01/2020	Region 1	DCC	Buffalo
Robyn's Nest Day Care	08/01/2021	Region 3	FCC	Plattsburgh
Rome City School District	06/01/2019	Region 2	DCC	Rome
Saint Regis Mohawk Tribe Early Learning Center	06/01/2019	Region 3	DCC	Akwesasne
SCAP Early Learning Program	06/01/2019	Region 4	DCC	Schenectady
Schuyler Head Start, Inc.	03/01/2018	Region 2	DCC	Montour Falls

Program name	Start Date	Region	Modality	Location
Seneca Babcock Early Childhood Academy	07/01/2020	Region 1	DCC	Buffalo
Small World Early Childhood Center	03/01/2018	Region 5	DCC	Brooklyn
St. Agnes School	03/01/2018	Region 3	DCC	Lake Placid
Stars of Tomorrow Day Care	06/01/2019	Region 1	FCC	Rochester
Story Place Preschool, Inc.	12/01/2016	Region 4	DCC	Castleton
Tender Hearts	08/01/2021	Region 4	FCC	Ballston Spa
The Goddard School	12/01/2018	Region 5	DCC	Suffern
Theresa Allsopp Family Daycare	07/01/2020	Region 2	FCC	Elmira
TLC Adventures in Child Care	12/01/2018	Region 1	DCC	Hilton
Valley Early Childhood School	12/01/2018	Region 2	DCC	Cameron Mills
Variety Child Learning Center	12/01/2016	Region 5	DCC	Syosset
Wee Can Preschool & Childcare	12/01/2016	Region 1	DCC	Orchard Park
WestCOP	12/01/2018	Region 5	FCC	Elmsford
Whispering Pines Preschool	12/01/2016	Region 3	DCC	Delanson
White Plains City School District	03/01/2018	Region 5	DCC	White Plains
YMCA-Thelma P. Lally Early Learning Center	03/01/2018	Region 4	DCC	Scotia
YWCA of Schenectady	06/01/2019	Region 4	DCC	Schenectady

Pyramid Model Data Calendar

BOQ
The BOQ should be submitted **once a year**

Coaching Log
Classroom Coaching Logs are submitted **monthly** **every time** Coaches have sessions with Teachers.

TPOT/TPITOS
TPOT and TPITOS observations are submitted **twice a year**, 6-months apart.

BIR
BIRs are submitted **as soon as possible** after a child incident occurs.
Submit all BIR data **monthly**, to your data collector.

ASQ:SE2
ASQ:SE2 screenings are submitted for all children **at least once a year** or as the child ages to the next screening level.

New York Pyramid Model **State**

All Pyramid Model data is entered into the Pyramid Model Implementation Data System (PIDS). For more information please reach out to Ian.Suleski@ccf.ny.gov or your Pyramid Model Leadership Coach.

The New York State Pyramid Model Implementation Data System (PIDS) collects Pyramid Model Data from early childhood programs that are implementing the Pyramid Model in state-funded cohorts. The Pyramid Model data tools include:

- **Program Benchmarks of Quality (BoQ)**
  - This is a self-evaluation tool at the program level that measures a program's Pyramid Model implementation progress. The tool is a forced answer Likert scale that includes all of the Critical Elements needed for implementation either 1. "not in place", 2. "partially in place", or 3. "in place".

- Classroom Coaching Logs
  - This is a classroom level tool that collects data on coaching visits with teachers. Classroom coaches keep track of professional development strategies used during meetings to support teachers as they implement Pyramid Model practices. The number and duration of the meetings are also reported on a monthly basis.

- **Teaching Pyramid Observation Tool (TPOT)**
  - This is a classroom level observation tool used to measure the degree to which Pyramid Model practices are being implemented in a preschool classroom. The TPOT includes three subscales that the TPOT Observer uses to account for key practices, red flags, and responses to challenging behaviors in the classroom.

- **Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)**
  - This is a classroom level observation tool for infant/toddler classrooms. Key practices and red flags are the two subscales for TPITOS. Some of the observation is based on teacher instruction while other elements are based on classroom setup.

- Behavior Incident Reports (BIR)
  - This child level tool is used to document incidents of challenging behaviors that occur. Teachers can use BIR data to identify classroom trends to identify implicit biases, target supportive classroom practices, and tailor their teaching strategies and responses to prevent challenging behavior in the classroom. It can also be used to plan for an individual child, to provide support and change routines.

- **Ages and Stages Questionnaire: Social/Emotional-2** (or other social & emotional tools)
  - Child level screening tools measure the social and emotional development of children ages 2-60 months at various stages as the tool dictates. Screenings are used to determine if a child is on track in their development and helps identify areas that need support.