

Semcac Head Start
An Equal Opportunity Provider

Child Outcomes Report for 2017-2018

Semcac Head Start offers a two generational, comprehensive approach to child development and family well-being towards school readiness of the child and family. Our School Readiness Goals are:

- Program Goal: Each child will grow and develop to his/her full potential. 100% of children will make progress toward “full proficiency” across all domains of learning.
- Child Outcome Goal: 85% of enrolled preschoolers will meet/exceed widely held expectations for their age range

Our program uses several data sources to measure child outcomes and identify program improvements that contribute to the school readiness of our students. The assessment tool, Teaching Strategies Gold (TSG), provides data on children’s progress at periodic checkpoints throughout the year and is the main source of data on developmental progress. Data on screening results, children with special needs, dual language learners, attendance, parent/guardian input, family strengths and challenges, health status, etc. play a part in our analysis and efforts toward continuous quality improvement.

I. Alignment

Our specific school readiness goals (see Charts 1 and 2) are aligned with TSG goals and objectives in order to give a clear picture of progress toward individual birth to age 5 years goals, along with program progress toward our stated goals. TSG is aligned closely with our chosen curricula, Toddler and Preschool Creative Curriculum for center-based services. For home-based services, parent-child socializations include activities from our Infant and Toddler curricula to align with TSG.

Children enrolled in the Early Head Start (EHS) home based option are assessed using TSG. We learned during our first years using TSG, that it is not as sensitive to the first year of child development as we would like. Therefore, we included ASQ-3 Learning Activities to enhance data collection for children in the home based option. In 2018-19, we also will use ASQ-3 Ages and Stages Questionnaires developmental screening tool to align with the ASQ- 3 Learning Activities.

II. Outcomes Data

The following shows percentage of Birth to Five year old children who meet/exceed widely held expectations by school readiness goal. Chart 1 shows EHS for birth to 3 year olds, and it is based on 43 out of 67 enrolled children, due to a system TSG glitch. Chart 2 shows Head Start (HS) for 3 and 4 year olds and is based on 254 children.

Chart 1.

Learning Domain	Early Head Start School Readiness Goals	% Met or Exceeded Widely Held Expectations for Age
Approaches to Learning	1. Children will manage feelings, emotions, actions and behavior with support of familiar adults.	98%
	2. Children will attend, persist, and demonstrate flexibility in learning, making discoveries, and problem solving.	100%
	3. Children will demonstrate interest and curiosity in interactions with others and exploration of objects and people in the environment.	95%
Social Emotional Development	4. Children will engage in positive interactions and relationships with responsive adults and peers.	96%
	5. Children will begin to manage emotions and to understand and express emotions.	96%
	6. Children will begin to develop a sense of identity and a sense of belonging to a family and a group of peers.	94%
Language Communication Literacy	7. Children will attend to, understand, respond to, and learn through communication and language experiences.	99%
	8. Children will increase their use of oral language or other communication system to express needs and wants and engage others.	98%
	9. Children will engage with books for stories and information.	99%
Cognition	10. Children will use beginning math concepts during daily routines and experiences, including sense of number and quantity, spatial awareness, and classification.	96%
	11. Children will actively explore their environment to discover what objects and people do, how things work and how they can make things happen.	96%
Perceptual, Motor, and Physical Development	12. Children will develop control of large muscles for movement, exploration and self-help.	97%
	13. Children will develop control of small muscles for exploration, play and daily routines.	100%
	14. Children will begin to demonstrate healthy and safe behaviors and to make healthy food choices with support of adults.	98%

Chart 2.

Learning Domain	Head Start School Readiness Goals	Meet/Exceed Widely Held Expectations	
		3 year olds	4 year olds
Approaches to Learning	1. Children will manage emotions and follow classroom rules and routines with increasing independence.	92%	95%
	2. Children will increasingly demonstrate self-control including controlling impulses, maintaining attention, persisting with activities, and using flexible thinking.	93%	95%
	3. Children will demonstrate initiative, independence, interest, and curiosity in interactions and explorations of objects and people in their environment.	96%	93%

Social Emotional Development	4. Children will engage in and maintain positive, cooperative relationships and interactions with adults and peers.	95%	92%
	5. Children will appropriately express and respond to a broad range of emotions, including concern for others.	98%	94%
	6. Children will express confidence and positive feelings about self and demonstrate a sense of belonging to family and community.	58%	61%
Language Communi- cation Literacy	7. Children will demonstrate increasing ability to comprehend and use oral and written language.	93%	96%
	8. Children will use and comprehend an increasingly complex and varied vocabulary.	89%	95%
	9. Children will demonstrate they understand how print is used and how print works.	85%	93%
	9a. Children will identify most upper and lower case letters and produce corresponding sounds in some of them.	89%	88%
Cognition	10. Children will demonstrate understanding of number, numeral order, size order, number in a set, and use math concepts and language in everyday experience.	81%	89%
	10a. Children will demonstrate understanding of math operations, addition, subtraction, patterns and measurement.	88%	89%
	11. Children will use reasoning and problem solving as they ask questions, gather information, make predictions, and conduct investigations.	36%	73%
Perceptual, Motor, and Physical Development	12. Children will demonstrate increasing control of large muscles for movement, navigation and balance.	94%	95%
	13. Children will demonstrate control of small muscles for purposes such as manipulation, self-care, writing, building and using utensils.	94%	98%
	14. Children will identify and practice healthy and safe habits.	94%	97%

III. What We Learned and Quality Improvement Efforts

EARLY HEAD START

Individual Child Profiles show that all children made progress across domains. Toddler Teachers indicated, during Spring/Summer meetings with coordinators to evaluate child/family strengths and needs, that 18 age-eligible children were ready and eager to transition to Head Start. Home Based Educators, based on individual child assessment, indicated that infants and toddlers were on track developmentally and that children transitioning to Head Start were prepared. There was an increase over prior years in infants and toddlers being referred for evaluation of special needs. Of the approximately 17 referrals, 11 qualified for special education services. It was determined that monitoring and rescreen in fall was most appropriate action based on cultural and other factors.

HEAD START

Considering our goal that 85% of enrolled preschoolers will meet/exceed widely held expectations for their age range, our results clearly show the need to strengthen our efforts in the areas of Social-Emotional and Cognition:

- 6. Children will express confidence and positive feelings about self and demonstrate a sense of belonging to family and community.

- 11. Children will use reasoning and problem solving as they ask questions, gather information, make predictions, and conduct investigations.

We have adopted a methodology “Conscious Discipline” which will support staff to enhance the children’s social emotional experience. And, at this time, we are exploring if the outcomes for reasoning and problem solving are related to staff’s assessment skills, and training will follow.

Chart 3 below shows the average amount of growth for 3 and 4 year olds in learning domains and a comparison to growth in 2016-17.

Chart 3.

Average amount of growth from Fall to Spring				
	3yr olds		4 yr olds	
Domain TSG	16/17	17/18	16/17	17/18
Social/Emotional	8.9	8.8	9.8	9.3
Physical	4	4.6	4.1	4.8
Language	8.1	9.8	8.6	9
Cognitive	9.8	10.4	11.3	12
Literacy	12.1	14.7	17	19.6
Mathematics	8.7	11.4	9.4	11

The outcomes for both ages improved from the prior year, except in social-emotional, yet, our staff work very intently on social-emotional skills. We continue to explore the variables that produced these outcomes. For example, interestingly, patterning skills are exceptionally strong, while other math concepts are not. We hypothesize that teachers are focused on patterning, perhaps to the exclusion of other math concepts.

BOTH EHS and HS, BIRTH TO FIVE YEARS

Math scores show excellent growth, however, it continues to be the area with the least percentage of children meeting/exceeding widely held expectations in Head Start and Early Head Start programs. And, for 3 year olds, we did not reach our goal of 85%. For the 2018-19 year, instructional materials were added to the classrooms and the home based option to enhance the development of math skills. Classroom lesson plans and home base socialization plans have a designated area for teaching practices that target specific math awareness among all children. Our home base option will be using intently our TSG Creative Curricula for Infants - Toddlers to assist with math development skills.

Demographic data shows that Dual Language Learners (DLL) whose first language is Karen, Karenni or similar language lag in all domains. By nature, these children are quiet and reserved in classroom and home settings. At the site where these DLLs are, we have a native speaking classroom para to support cultural understanding and language development. Our local Welcome Center interpreter supports staff providing home based services. Our data on family demographics shows a progressive increase in different cultures entering our program. We will

structure training for our staff to strengthen their cultural competences for work with children and families. For example, we currently have material available in English and Spanish, and are in the process of adding more languages, next year.

In a similar vein, language development continued to be stronger in rural, single sites than the more diverse sites in small cities. “Data Digs” will be implemented during the program year as part of our professional development Learning Communities. Through the reflective exercise, staff will gain a better understanding of the child/family demographics in correlation to child development. And, plans to individualize for each child will be enhanced.

We recognize that meeting or exceeding widely held expectations is not a precise indicator of children’s progress or developmental needs. A point-based system gives a more accurate picture and allows teachers to zero in on what children need. Staff need accurate data and understanding of how to use data to guide planning and instruction. During the 2017-18 program year, we enlisted the services of a data consultant to work through a point system. She also worked with staff as part of our Learning Communities to strengthen their skills in using data effectively.

We recognize that our collection of meaningful, accurate, and measurable data in Early Head Start needs further improvement. As noted above, under Alignment, we enhanced our system by incorporating data from screening and emphasizing the detailed developmental progression information in Head Start Early Learning Outcomes Framework (HSELOF). Our program included additional learning activities to help capture detailed developmental progression. And, in the next year, we will implement the new ASQ developmental screening tool to provide more quality data for home-based educators to use in their assessment.

We met our goal of 85 % meeting/exceeding widely held expectations in all areas except math. We will continue efforts to strengthen as mentioned above.

In conclusion, we achieved our goal of 100% of children making progress. We make every effort to individualize services to children based on their development, and on what they need to be successful in kindergarten and beyond. We recognize that families are integral to children’s readiness and support them in their readiness as well. We are committed to continuous improvement in the services we provide to children and families.