

**Semcac Head Start**

*This Institution is an Equal Opportunity Provider Serving Birth to Five Years*



**Child Outcomes Report for 2018-2019**

Semcac Head Start offers two generational, comprehensive approach to child development and family well-being towards school readiness of the child and family as a whole. 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.

Semcac Head Start 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, attendance, family strengths and challenges and health status play a part in our analysis and efforts toward continuous quality improvement.

**1. Alignment**

TSG is closely aligned with our Toddler and Preschool curricula. Early Head Start children enrolled in the home based option are assessed using TSG as well. We recognize that this tool is not as sensitive as we would like to see clear picture of development in the first year. Therefore, we have included ASQ-3 Learning Activities to enhance data collection for children in the home based option. We have aligned our school readiness goals with TSG goals and objectives in order to give a better picture of progress toward individual goals and program progress toward our stated goals. TSG is also aligned closely with our chosen curricula, Creative Curriculum.

**2. Outcomes Data**

The following chart shows percentage of EHS and HS children who meet/exceed widely held expectations by school readiness goals.

School Readiness Goal	TSG Goal/objective	Meet/Exceed Widely Held Expectations	
		EHS	HS
<b>Approaches to Learning</b>			
1. Children will manage emotions and follow classroom rules and routines with increasing independence.	#1 Regulates own emotions and behaviors <i>a. manages feelings</i> <i>b. follows limits and expectations</i>	98%	96%
2. Children will increasingly demonstrate self-control including controlling impulses, maintaining attention, persisting with activities, and using flexible thinking.	#11 Demonstrates positive approaches to learning <i>a. attends and engages</i> <i>b. persists</i> <i>e. shows flexibility and independence in thinking</i>	100%	96%
3. Children will demonstrate initiative, independence, interest, and curiosity in interactions and explorations of objects and people in their environment.	#11 Demonstrates positive approaches to learning <i>d. shows curiosity and motivation</i>	100%	97%
<b>Social/Emotional Development</b>			

4. Children will engage in and maintain positive, cooperative relationships and interactions with adults and peers.	#2 Establishes and sustains positive relationships <i>a. forms relationships with adults</i> <i>b. responds to emotional cues</i> <i>c. interacts with peers</i> <i>d. makes friends</i>	100%	96%
	#3 Participates cooperatively and constructively in group situations <i>a. balances needs and rights of self and others</i> <i>b. solves social problems</i>	99%	84%
5. Children will appropriately express and respond to a broad range of emotions, including concern for others.	#1 Regulates own emotions and behaviors <i>a. manages feelings</i>	96%	98%
	#2 Establishes and sustains positive relationships <i>b. responds to emotional cues</i> <i>c. interacts with peers</i>	100%	97%
	#3 Participates cooperatively and constructively in group situations <i>a. balances needs and rights of self and others</i> <i>b. solves social problems</i>	99%	84%
<b>Language, Communication, Literacy</b>			
7. Children will demonstrate increasing ability to comprehend and use oral and written language.	#8. Listens to and understands increasingly complex language <i>a. Comprehends language</i> <i>b. Follows directions</i>	99%	81%
	#9. Uses language to express thoughts and needs. <i>a. Uses an expanding expressive vocabulary.</i> <i>b. Speaks clearly</i> <i>c. Uses conventional grammar</i>	91%	75%
8. Children will use and comprehend an increasingly complex and varied vocabulary	#9. Uses language to express thoughts and needs. <i>a. Uses an expanding expressive vocabulary.</i> <i>b. Speaks clearly</i> <i>c. Uses conventional grammar</i>	91%	75%
9. Children will demonstrate they understand how print is used and how print works	#17 Uses and appreciates books. <i>a. Uses and appreciates books</i> <i>b. Uses print concepts</i>	90%	75%
	# 18 Comprehends and responds to books and other texts <i>a. interacts during read-alouds and book conversations</i> <i>b. Uses emergent reading skills</i> <i>c. Retells stories</i>	85%	80%
	#19 Demonstrates Writing Skills <i>a. Writes name</i> <i>b. Writes to convey meaning</i>	96 %	71%
9a. Children will identify most upper and lower case letters and produce corresponding sounds in some of them.	#16. Demonstrates knowledge of the alphabet <i>a. identifies and names letters</i> <i>b. uses letter-sound knowledge</i>	100%	95%
<b>Cognition</b>			
10. Children will demonstrate understanding of number, numeral order, size order, number in a set,	#20. Uses number concepts and operations <i>a. counts</i> <i>b. quantifies</i>	90%	67%

and use math concepts and language in everyday experience.	<i>c. connects numerals with their quantities</i>		
10a.Children will demonstrate understanding of math operations, addition, subtraction, patterns and measurement	#21.Understand spatial relationships and shapes <i>a. Understands spatial relationships</i> <i>b. Understands shapes</i>	91%	52%
	# 22. Compares and measures	96%	88%
	# 23. Demonstrates knowledge of patterns	76%	91%
11.Children will observe and manipulate materials, ask questions, make predictions, and develop hypotheses to describe and understand phenomena in their environment	#11c. Solves problems #11 d. Shows curiosity and motivation	100%	87%
<b>Perceptual, Motor and Physical Development</b>			
12. Children will demonstrate increasing control of large muscles for movement, navigation and balance	#4. Demonstrates traveling skills #5. Demonstrates balancing skills #6. Demonstrates gross-motor manipulative skills.	94%	83%
		91%	97%
		97%	100%
13. Children will demonstrate control of small muscles for purposes such as manipulation, self-care, writing, building and using utensils	#7. Demonstrates fine-motor strength and coordination. <i>a. Uses fingers and hands,</i> <i>b. Uses writing and drawing tools</i>	99%	90%
14. Children will identify and practice healthy and safe habits	#1 c. Takes care of own needs	94%	97%

#### EARLY HEAD START

The Individual Child Profiles show that all children made continuous progress across all domains. Home Based Educators, based on individual child assessment, indicated that infants and toddlers were on track developmentally. There was an increase in infants and toddlers being referred for evaluation. Of approx. 23 concerns noted only 1 thus far has qualified for special education services. It was determined that early monitoring and rescreens in the fall were the most appropriate action for early intervention purposes.

#### HEAD START

Considering our goal that 85% of enrolled preschoolers will meet/exceed widely held expectations for their age range, our overall results show that we have met that goal yet there is also the need to strengthen our efforts in the individual domains of Language, Literacy and Cognition. Our efforts last year in implementing our second year of Conscious Discipline has made great progress in helping children recognize and manage their feelings as well as how to develop positive relationships with adults and peers which has shown in most of the Social Emotional data from last year to present. Staff are working very hard at building relationships and making connections with children and families which in turn lend the way for more healthy environments and increased learning opportunities.

### **3. What We Learned and Quality Improvement Efforts**

As in previous years, students show the most growth from fall to spring in literacy and physical domains. Cognitive domain showed strong growth as well. Math shows excellent growth but continues to be the area with the least percentage of children meeting/exceeding widely held expectations in the individual domains. Interestingly, patterning continues to be exceptionally strong. CoCos who mentor staff in curriculum fidelity will continue to widen math focus and present as a possibility for more learning communities as topics. Education Coordinator will continue to support the math focus in classrooms as well and provide support and trainings in other areas as needed.

Demographic data shows that Dual Language Learners whose first language is not English lag in some domains due to the language barrier. For many of our Dual Language Learners this is their first school experience away from home and they are in their listening and observation period while taking in all the new language they are hearing. Which can be a difficult time for the child being in a new environment with new people. At all costs we try to have a native speaking classroom support person to help make connections with those children and families as well as to help with cultural understanding and language development in the classroom.

We recognize that our collection of meaningful, accurate, and measurable data in Early Head Start needs improvement. We are looking to enhance our system by incorporating data from screening and emphasizing the detailed developmental progression information in Head Start Early Learning Outcomes Framework (HSELOF).

We also 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. We hope to enlist the services of a data consultant to work through a point system and to work with teachers to strengthen their skills in using classroom data effectively.

We met our goal of 85 % meeting/exceeding widely held expectations in all areas overall but support needed in math continues to be an area of concern. 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.

The chart below shows the average amount of growth for EHS and HS across all learning domains and a comparison to growth in 2018-2019.

Average % amount of children meeting or exceeding WHE from Fall to Spring 2018-2019 school year						
Domain (TSG)	EHS			HS		
	Fall 2018	Spring 2019	Growth	Fall 2018	Spring 2019	Growth
Social/Emotional	81	96	15%	75	87	12%
Physical	59	74	15%	56	90	34%
Language	78	93	15%	70	90	20%
Cognitive	85	96	11%	72	89	17%
Literacy	73	96	23%	56	88	32%
Mathematics	82	96	14%	62	89	27%