



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

Child Outcomes Report for 2025-2026

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

- Language and Literacy Development: Children will build their skills in communication, beginning reading and writing.
- Physical Well-Being and Motor Development: Children will build their perception, motor, personal care, and safe behavior skills.
- Approaches to Learning: Children will build their skills in self-regulation, creativity, independence, persistence and curiosity.
- Social and Emotional Development: Children will build and strengthen positive relationships with adults and their peers while managing their emotions.
- Cognition and General Knowledge: Children will build their skills in exploration, discovery, memory, reasoning, and problem solving.

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 a 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
Language and Literacy			
1. Children will build their skills in communication, beginning reading and writing.	8. Listens to and understands increasingly complex language a) Comprehends language b) Follows directions 9. Uses language to express thoughts and needs	85%	91%

	a) Uses an expanding expressive vocabulary b) Speaks clearly c) Uses conventional grammar d) Tells about another time and place 10. Uses appropriate conversational and other communication skills a) Engages in conversations b) Uses social rules of language 15. Demonstrates phonological awareness a) Notices and discriminates rhyme b) Notices and discriminates alliteration c) Notices and discriminates smaller and smaller units of sound 16. Demonstrates knowledge of the alphabet a) Identifies and names letters b) Uses letter-sound knowledge 17. Demonstrates knowledge of print and its uses a) Uses and appreciates books b) Uses print concepts 18. Comprehends and responds to books and other texts a) Interacts during read-alouds and book conversations b) Uses emergent reading skills c) Retells stories d) Uses context clues to read and comprehend texts e) Reads fluently 19. Demonstrates emergent writing skills a) Writes name b) Writes to convey meaning		
Physical Well-Being and Motor Development			

2. Children will build their perception, motor, personal care, and safe behavior skills.	4. Demonstrates traveling skills a) Walks b) Runs c) Gallops and skips 5. Demonstrates balancing skills a) Sits and stands b) Walks on beam c) Jumps and hops 6. Demonstrates gross-motor manipulative skills a) Throws b) Catches c) Kicks 7. Demonstrates fine-motor strength and coordination	86%	98%
--	--	-----	-----

	a) Uses fingers and hands b) Uses writing and drawing tools		
Approaches to Learning			
3. Children will build their skills in self-regulation, creativity, independence, persistence and curiosity.	3. Participates cooperatively and constructively in group situations a) Balances needs and rights of self and others b) Solves social problems 11. Demonstrates positive approaches to learning a) Attends and engages b) Persists c) Solves problems d) Shows curiosity and motivation e) Shows flexibility and inventiveness in thinking 12. Remembers and connects experiences a) Recognizes and recalls b) Makes connections 13. Uses classification skills 14. Uses symbols and images to represent something not present a) Thinks symbolically b) Engages in sociodramatic play	91%	95%
Social and Emotional Development			
4. Children will build and strengthen positive relationships with adults and their peers while managing their emotions.	2. Establishes and sustains positive relationships a) Forms relationships with adults b) Responds to emotional cues c) Interacts with peers d) Makes friends 3. Participates cooperatively and constructively in group situations a) Balances needs and rights of self and others b) Solves social problems	91%	92%
Cognition and General Knowledge			
5. Children will build their skills in exploration, discovery, memory, reasoning, and problem solving	20. Uses number concepts and operations a) Counts b) Quantifies c) Connects numerals with their quantities	86%	93%

	21. Explores and describes spatial relationships and shapes a) Understands spatial relationships b) Understands shapes 22. Compares and measures a) Measures objects b) Measures time and money c) Represents and analyzes data 23. Demonstrates knowledge of patterns 24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment 28. Uses tools and other technology to perform tasks 33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language		
--	---	--	--

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 are some areas of concern for EHS, including early math skills and physical development. Home based services are substantially different from Center based services and our assessment tool does not always provide accurate measurement for the younger children that we serve. Additionally, Early Head Start sees numerous transitions of students through each program year. This affects the accuracy of outcomes data over the course of the year because there are children who are included in Fall data but not in Summer and vice versa. One effort to rectify this is continued training with Home Based Educators to address these areas of concern and reviewing how we assess EHS children, determining if changes are needed.

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. Continued efforts to build team member skills in Conscious Discipline helps to create supportive, nurturing environments where we see children building strong relationships with adults and learning to interact constructively with their peers.

3. What We Learned and Quality Improvement Efforts

Students in Head Start have shown similar growth in all areas of development this program year, with the highest being language and the lowest being physical. This is significantly different from years past, when math and literacy have been our lower areas and we've seen higher rates of growth in areas like social-emotional. Lower rates of growth in the physical domain may indicate the need for more intentional gross motor play in classrooms.



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

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 to be in a new environment with new people. We do our best 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 at possible changes to the assessment tool used for our home-based children. An ideal tool would be one that has been designed specifically for very young children and for the unique structure of home-based services.

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.

Over 90% of Head Start children were meeting/exceeding widely held expectations in all areas overall by Spring. There are apparent challenges with the collection of data about students in Early Head Start. This will be addressed by the program during program year 26-27, including but not limited to continued training for team members and researching new assessment tools for home-based children. We will also be digging into our data to determine if there is a better way to analyze it when it comes to EHS.

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 2025-2026.

	Average % of children meeting or exceeding WHE from Fall to Spring 2025-2026 school year					
	EHS			HS		
Domain (TSG)	Fall 2025	Summer 2026	Growth	Fall 2025	Spring 2026	Growth
Social/Emotional	95	90	-5%	82	93	11%
Physical	100	99	-1%	91	97	6%
Language	88	81	-7%	80	94	14%
Cognitive	94	92	-2%	85	96	11%
Literacy	94	92	-2%	81	92	11%
Mathematics	92	90	-2%	82	92	10%