

# ***Review of EHS & EHS- CCP Beginning of the Year (BOY) Student Outcome Data***





The Office of Head Start requires programs to conduct standardized and structured assessments for each child that provide ongoing information to evaluate the child’s developmental level and progress in outcomes aligned to the goals described in the *Head Start Early Learning Child Outcomes Framework (HSELOF): Ages Birth to Five*. Such assessments must result in usable information for teachers, program staff, and parents and be conducted with sufficient frequency to allow for individualization within the program year.

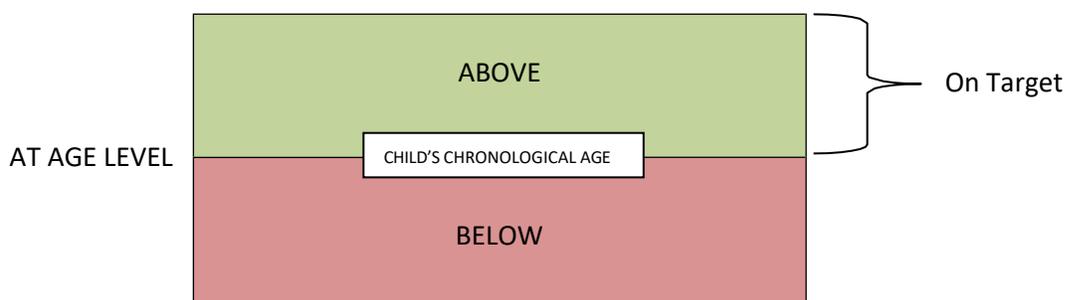
The City of San Antonio Department of Human Services (DHS) Head Start Program utilizes the Early Learning Accomplishments Profile (E-LAP) for children birth – 35 months old and the Learning Accomplishments Profile – 3<sup>rd</sup> Edition (LAP-3) for children 36 – 72 months old. Both the E-LAP and LAP-3 are criterion referenced assessments and provide a systematic method for observing the skill development of children. The results of the E-LAP and LAP-3 are used to generate a detailed picture of a child’s developmental progress across various domains so that individualized, developmentally appropriate activities can be planned and implemented. Students are assessed three times a year, Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY).

The E- LAP contains a hierarchy of 414 developmental skills arranged in chronological order within six domains of development: Gross Motor, Fine Motor, Cognition, Language, Self-help, and Social-emotional. The LAP-3 contains a hierarchy of 383 developmental skills arranged in chronological sequence in seven domains of development including Gross Motor, Fine Motor, Pre-Writing, Cognitive, Language, Self-Help, and Personal/Social.

### **Chronological Age and Developmental Age**

The E-LAP assessment provides a comparison between a child’s chronological age and their developmental age. *Figure 1* provides the descriptions for this comparison. Children are described as scoring *AT or ABOVE* their chronological age or *BELOW* their chronological age. *ON TARGET* is defined as *AT or ABOVE* the chronological age.

Figure 1: *E-LAP Age Level Comparison*



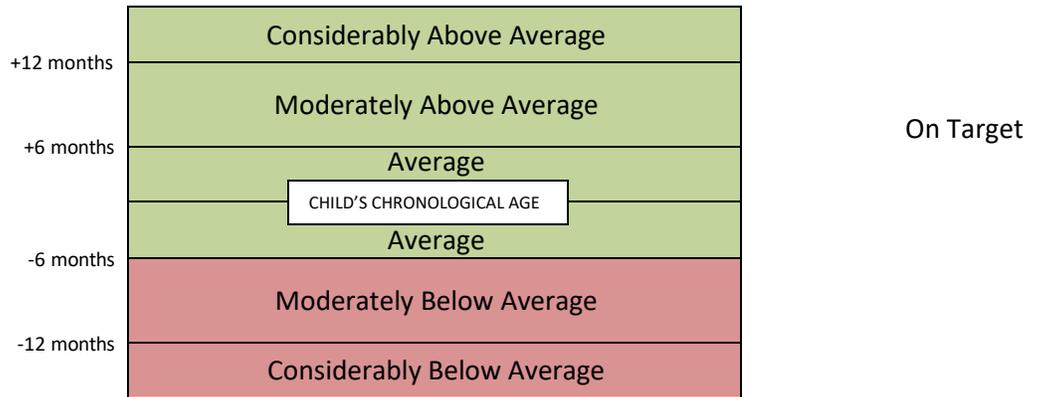
The LAP-3 assessment also provides a comparison between a child’s chronological age and their developmental age. *Figure 2* provides the age range descriptions for this comparison. Children are described as scoring *ON TARGET*. *ON TARGET* is defined as a developmental age that is +/- six months of a child’s chronological age. The DHS Head Start Program defines school readiness as children transitioning to kindergarten that score *ON TARGET* in all seven domains of development.



# Student Outcome Data



Figure 2: LAP-3 Age Level Comparison





## Student Outcome Data



### EHS-CCP Student Outcome Data

The tables below provide student outcome data for the E-LAP and LAP-3 Assessment for the 2020-2021, 2021-2022, and 2022-2023 program years for the EHS-CCP Program. *Table 1* shows the percentage of children that scored ON TARGET in each domain and the percentage of children that scored ON TARGET in all six domains for the E-LAP assessment. *Table 2* shows the percentage of children that scored ON TARGET in each domain and the percentage of children that scored ON TARGET in all seven domains for the LAP-3 assessment.

Please note, the MOY data from one EHS-CCP Center was excluded for the 2021-2022 program year. The EHS-CCP Center reverted to remote services during the MOY window due to facility renovations and maintenance.

Table 1: Percentage of EHS-CCP children scoring ON TARGET – E-LAP

E-LAP															
% of children ON TARGET															
	2020-2021			2021-2022			2022-2023			2023-2024			2024-2025		
	BOY	MOY	EOY												
Gross Motor	98	97	95	52	54	52	90	82	81	82	81	80	92		
Fine Motor	94	93	92	55	45	49	83	82	100	73	77	75	84		
Cognitive	94	91	88	47	45	40	74	64	66	70	65	64	81		
Language	92	86	82	33	39	51	73	64	60	63	57	55	79		
Self-Help	98	93	93	47	46	50	86	73	64	77	65	69	83		
Personal/Social	96	95	100	46	49	57	71	82	83	66	75	84	75		
% ON TARGET in all 6 domains	84	76	75	10	10	10	51	*	44	41	36	35	63		

Table 2: Percentage of EHS-CCP children scoring ON TARGET – LAP-3

LAP-3															
% of children ON TARGET															
	2020-2021			2021-2022			2022-2023			2023-2024			2024-2025		
	BOY	MOY	EOY												
Gross Motor	100	100	96	86	88	100	79	89	91	89	60	93	85		
Fine Motor	90	94	87	84	87	93	76	89	95	62	95	88	88		
Pre Writing	71	83	85	73	81	88	73	78	90	67	74	82	69		
ve	88	85	94	83	91	92	75	100	93	80	86	84	81		
ge	86	87	87	71	76	78	71	78	83	69	76	78	74		
lp	90	96	95	74	81	92	78	100	93	74	89	89	71		
Personal/Social	85	96	96	81	88	93	78	100	94	84	88	89	82		
% ON TARGET in all 7 domains	60	72	76	49	61	72	50	*	79	24	27	40	51		

### EHS-CCP Data Analysis



## Student Outcome Data

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The percentage of non-transitioning children, infants, and toddlers, who are ON TARGET in individual domains is comparable with the previous year across all six domains.

All children assessed with the LAP-3 assessment are children who will transition to Pre-K programs in the 2025-2026 program year. The percentage of transitioning 3-year-olds who are ON TARGET in individual domains is similar or slightly lower than the previous year across in all domains.

Fidelity to the assessment continues to be an area of concern for our EHS-CCP program. Technical assistance and coaching are being provided to all child care centers to support assessment administration and ensure the assessment tool is used to fidelity. Additional analyses of results are being conducted and will be reviewed with teachers and center staff to strengthen understanding of the assessment and student outcomes. Student outcome data will be used to guide coaching and plan individualized instruction and activities to meet children's needs.



## Student Outcome Data



### EHS Student Outcome Data

The tables below provide student outcome data for the E-LAP and LAP-3 Assessment for the 2021-2022 through 2024-2025 program year for the EHS Program. *Table 3* shows the percentage of children that scored ON TARGET in each domain and the percentage of children that scored ON TARGET in all six domains for the E-LAP assessment. *Table 4* shows the percentage of children that scored ON TARGET in each domain and the percentage of children that scored ON TARGET in all seven domains for the LAP-3 assessment.

Table 3: *Percentage of EHS children scoring ON TARGET – E-LAP*

E-LAP												
% of children ON TARGET												
	2021-2022			2022-2023			2023-2024			2024-2025		
	BOY	MOY	EOY									
<b>Gross Motor</b>	48	64	76	92	83	76	67	81	77	75		
<b>Fine Motor</b>	59	53	61	100	73	100	42	66	77	63		
<b>Cognitive</b>	48	45	49	73	70	45	38	31	57	57		
<b>Language</b>	33	36	46	62	63	50	34	50	45	52		
<b>Self-Help</b>	43	47	54	82	80	74	63	63	77	75		
<b>Personal/Social</b>	37	51	61	79	80	74	56	66	87	59		
<b>% ON TARGET in all 6 domains</b>	7	10	20	44	*	29	16	19	26	34		

Table 4: *Percentage of EHS children scoring ON TARGET – LAP-3*



## Student Outcome Data



LAP-3												
% of children ON TARGET												
	2021-2022			2022-2023			2023-2024			2023-2024		
	BOY	MOY	EOY									
Gross Motor	91	94	100	92	100	98	93	97	96	89		
Fine Motor	78	85	97	90	94	94	89	88	97	73		
Pre Writing	66	82	86	73	79	79	58	71	81	53		
ive	66	84	95	79	85	91	80	92	91	67		
age	63	67	73	62	67	70	72	76	73	61		
elp	69	83	95	93	96	94	74	90	91	70		
Personal/Social	69	83	89	79	89	91	76	89	88	64		
% ON TARGET in all 7 domains	28	50	68	44	*	58	15	30	28	27		

### EHS Data Analysis

The percentage of non-transitioning children, infants, and toddlers, who are ON TARGET in individual domains is lower than the previous year in all six domains.

All children assessed with the LAP-3 assessment are children who will transition to Pre-K programs in the 2025-2026 program year. The percentage of transitioning 3-year-olds who are ON TARGET in individual domains is comparable to prior years across domains.

Technical assistance and coaching are being provided to all the EHS center to support assessment administration and ensure the assessment tool is used to fidelity. Additional analyses of results are being conducted and will be reviewed with teachers to strengthen understanding of the assessment and student outcomes. Student outcome data will be used to guide coaching and plan individualized instruction and activities to meet children’s needs.