

Review of 2022-2023 Head Start End-Of-Year (EOY) Data





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 across 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 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 CIRCLE Progress Monitoring System Pre-K (CIRCLE), a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time for children ages 3-5 years old. The results of CIRCLE are used to generate a detailed picture of each child's growth and development across 15 areas so that individualized, developmentally appropriate activities can be planned and implemented. The 15 areas are listed below in *Table 1*. Students are assessed three times during the program year, Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY).

Table 1: *CIRCLE Dimensions*

Assessment Areas		
Rapid Letter Naming (RLN)	Book & Print Knowledge	Speech Production & Sentence Skills
Rapid Vocabulary Naming	Story Retell & Comprehension	Motivation to Read
Phonological Awareness (PA)	Science	Early Writing
Mathematics (Math)	Social Studies	Approaches to Learning
Letter-Sound Correspondence	Social & Emotional Development	Physical Health & Development

Proficiency

The CIRCLE Progress Monitoring System provides a score for each area assessed. Children are described as *PROFICIENT* if they score at or above the cut point, or threshold, listed in accordance with their age, and indicates if the child is on track and has a developed understanding of the measure. Children are described as *NOT PROFICIENT* if they score below the cut point, or threshold, listed in accordance with their age and indicates an underdeveloped understanding of the measure and a need for more skill development or intensive intervention. The threshold, or cut point, increases at each assessment. Children may be described as *OUT OF RANGE* if they are not within the specified age range for the measure, or if there are no established cut points or thresholds for the area assessed.

Student Outcome Results

The tables below provide student outcome data for CIRCLE for the 2022-2023 school year. The three tables show the percentage of children identified as *PROFICIENT* in each assessment area. *Table 2* provides data for all children enrolled in the program. *Table 3* provides data for non-transitioning three-year-olds. *Table 4* provides data for four-year-old children transitioning into kindergarten. The percentage of students identified as *OUT OF RANGE* are not included in percentage.



Student Outcome Data



Table 2: All Children enrolled in the program - Percentage identified as PROFICIENT

Program Total - Non-transitioning and Transitioning children Percentage of children PROFICIENT									
CIRCLE Assessment Areas	2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
RLN	25%	41%	55%	32%	53%	68%	35%	63%	77%
Rapid Vocabulary	32%	56%	67%	53%	68%	69%	48%	66%	70%
PA	55%	56%	64%	60%	65%	70%	59%	74%	77%
Math	70%	71%	88%	74%	77%	73%	69%	79%	81%
Letter-Sound Correspondence	NA	68%	76%	NA	81%	82%	NA	86%	87%
Story Retell & Comp.	47%	71%	84%	51%	75%	83%	47%	86%	81%
Book & Print Knowledge	6%	69%	69%	79%	77%	71%	74%	71%	74%
Science	75%	79%	78%	83%	84%	79%	57%	83%	82%
Social Studies	77%	73%	77%	85%	80%	77%	79%	80%	77%
Social & Emotional Dev.	97%	89%	86%	98%	90%	85%	95%	89%	84%
Early Writing	94%	81%	81%	93%	85%	85%	87%	85%	84%
Approaches To Learning	89%	85%	85%	92%	88%	85%	88%	88%	85%
Physical Health & Dev.	86%	84%	83%	88%	87%	85%	84%	86%	84%
Instruction & Sentence Skills	92%	87%	86%	89%	86%	85%	86%	85%	84%
Motivation to Read	92%	86%	89%	93%	87%	90%	91%	87%	88%

Table 3: Non-Transitioning three-year olds - Percentage identified as PROFICIENT

Non-Transitioning three year old children Percentage of children PROFICIENT									
CIRCLE Assessment Areas	2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
RLN	15%	42%	58%	20%	53%	70%	20%	63%	75%
Rapid Vocabulary	48%	72%	77%	60%	76%	77%	55%	80%	63%
PA	47%	56%	64%	53%	65%	69%	56%	67%	76%
Math	64%	68%	72%	69%	74%	71%	65%	77%	83%
Letter-Sound Correspondence	NA	100%	100%	NA	96%	100%	NA	100%	100%
Story Retell & Comp.	38%	67%	82%	47%	74%	83%	42%	65%	84%
Book & Print Knowledge	68%	70%	69%	77%	78%	71%	73%	75%	77%
Science	73%	79%	76%	81%	81%	79%	74%	83%	84%
Social Studies	70%	76%	75%	86%	78%	76%	80%	79%	76%
Social & Emotional Dev.	95%	88%	88%	98%	89%	86%	95%	90%	84%
Early Writing	90%	83%	83%	92%	87%	87%	89%	86%	83%
Approaches To Learning	85%	81%	85%	90%	88%	84%	88%	83%	88%
Physical Health & Dev.	81%	85%	86%	84%	87%	84%	89%	85%	85%
Speech Production & Sentence Skills	93%	88%	85%	91%	86%	82%	89%	84%	87%
Motivation to Read	93%	85%	90%	93%	90%	91%	92%	87%	89%



Student Outcome Data



Table 4: Transitioning four-year olds - Percentage identified as *PROFICIENT*

Transitioning four year old children Percentage of children <i>PROFICIENT</i>									
<u>CIRCLE Assessment Areas</u>	2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
RLN	29%	41%	53%	38%	53%	66%	43%	63%	79%
Rapid Vocabulary	22%	46%	59%	49%	50%	61%	43%	63%	77%
PA	60%	58%	63%	66%	65%	72%	66%	76%	77%
Math	74%	73%	74%	79%	80%	76%	76%	79%	79%
Letter-Sound Correspondence	NA	60%	66%	NA	52%	72%	NA	84%	81%
Story Retell & Comp.	53%	73%	85%	54%	76%	83%	53%	72%	78%
Book & Print Knowledge	65%	68%	68%	81%	77%	71%	76%	80%	71%
Science	76%	78%	80%	85%	86%	79%	80%	83%	79%
Social Studies	80%	71%	78%	84%	81%	78%	81%	80%	75%
Social & Emotional Dev.	98%	90%	84%	98%	91%	84%	97%	89%	84%
Early Writing	95%	79%	80%	94%	83%	83%	92%	85%	85%
Approaches To Learning	92%	88%	85%	93%	88%	86%	92%	88%	82%
Physical Health & Dev.	89%	82%	81%	92%	87%	87%	90%	86%	84%
Speech Production & Sentence Skills	91%	86%	86%	87%	86%	88%	87%	85%	81%
Motivation to Read	91%	87%	88%	93%	88%	88%	91%	87%	87%

Data Analysis

The DHS Head Start Program began using the CIRCLE Progress Monitoring System Pre-K during the 2020-2021 school year. The information provided below includes program outcomes for BOY and MOY for the 2022-2023 program year.

At the Beginning of the Year (BOY), the percentage of children identified as *PROFICIENT* is lowest for Rapid Letter Naming (RLN) for non-transitioning three-year olds and transitioning four-year-olds and Rapid Letter Naming (RLN) and Rapid Vocabulary for transitioning four-year-olds. The percentage of children identified as *PROFICIENT* is highest for Social & Emotional Development for both non-transitioning three-year olds and transitioning four-year-olds. There is not an established BOY cut-point, or threshold, for Letter-Sound Correspondence for BOY.

At the Middle of the Year (MOY), the percentage of children identified as *PROFICIENT* is lowest for Rapid Letter Naming (RLN) for non-transitioning three-year olds and Rapid Letter Naming (RLN) and Rapid Vocabulary for transitioning four-year-olds. The percentage of children identified as *PROFICIENT* is highest for Social & Emotional Development for both non-transitioning three-year olds and transitioning four-year-olds.

At the End of the Year, the percentage of children identified as *PROFICIENT* is lowest for Rapid Vocabulary for non-transitioning three-year olds and Book & Print Knowledge for transitioning four-year-olds. The percentage of children identified as *PROFICIENT* is highest for Letter-Sound Correspondence for non-transitioning three-year olds and Motivation to Read for transitioning four-year-olds.

The greatest changes in the percentage of children identified as *PROFICIENT* from BOY-EOY is Rapid Letter Naming (RLN) for both non-transitioning three-year olds and for transitioning four-year-olds.

Additionally, fidelity to the assessment and assessment protocols to ensure all children receive an assessment are areas of focus for the program.