Review of 2022-2023 EHS & EHS-CCP End of Year (EOY) Data

HEAD START
City of San Antonio
Department of Human Services

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 – 3rd 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*
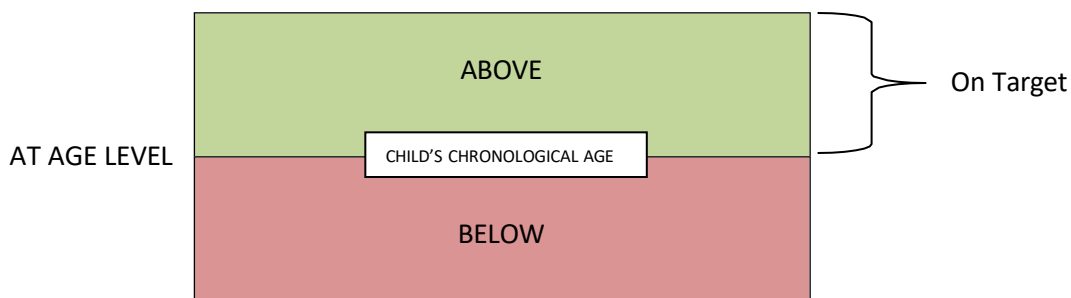
The LAP-3 assessment also provides a comparison between a child's chronological age and their developmental age. *Figure 2* provides the age range descriptions for this comparison. Children are described as scoring ON TARGET. ON TARGET is defined as a developmental age that is +/- six months of a child's 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.

Figure 2: L*AP-3 Age Level Comparison*
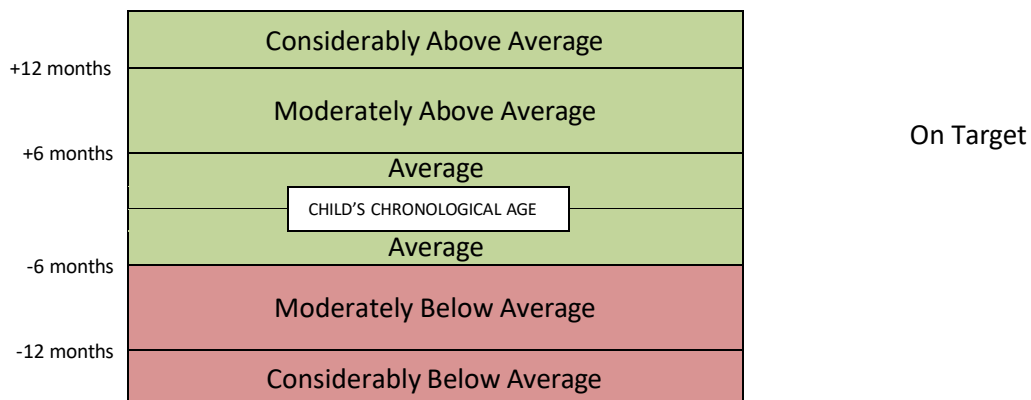
EHS-CCP Student Outcome Data

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

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

LAP-3 % of children ON TARGET									
LAP-3 Domains	**2020-2021**			**2021-2022**			**2022-2023**		
	BOY	**MOY**	**EOY**	**BOY**	**MOY**	**EOY**	**BOY**	**MOY**	**EOY**
Gross Motor	100	100	96	86	88	100	79	89	91
Fine Motor	90	94	87	84	87	93	76	89	95
Pre Writing	71	83	85	73	81	88	73	78	90
Cognitive	88	85	94	83	91	92	75	100	93
Language	86	87	87	71	76	78	71	78	83
Self-Help	90	96	95	74	81	92	78	100	93
Personal/Social	85	96	96	81	88	93	78	100	94
% ON TARGET in all 7 domains	60	72	76	49	61	72	50	*	79

Pending Data

EHS-CCP Data Analysis

The percentage of non-transitioning children, infants, and toddlers, who are ON TARGET in individual domains is significantly higher than 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 2023-2024 program year. The percentage of transitioning 3-year-olds who are ON TARGET in individual domains is above the previous year across in five 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.

EHS Student Outcome Data

The tables below provide student outcome data for the E-LAP and LAP-3 Assessment for the 2021-2022 and 2022-2023 program year for the EHS-Stafford 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-Stafford children scoring ON TARGET – E-LAP*

E-LAP % of children ON TARGET						
E-LAP Domains	**2021-2022**			**2022-2023**		
	BOY	**MOY**	**EOY**	**BOY**	**MOY**	**EOY**
Gross Motor	48	64	76	92	83	76
Fine Motor	59	53	61	100	73	100
Cognitive	48	45	49	73	70	45
Language	33	36	46	62	63	50
Self-Help	43	47	54	82	80	74
Personal/Social	37	51	61	79	80	74
% ON TARGET in all 6 domains	7	10	20	44	*	29

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

LAP-3 % of children ON TARGET						
LAP-3 Domains	**2021-2022**			**2022-2023**		
	BOY	**MOY**	**EOY**	**BOY**	**MOY**	**EOY**
Gross Motor	91	94	100	92	100	98
Fine Motor	78	85	97	90	94	94
Pre Writing	66	82	86	73	79	79
Cognitive	66	84	95	79	85	91
Language	63	67	73	62	67	70
Self-Help	69	83	95	93	96	94
Personal/Social	69	83	89	79	89	91
% ON TARGET in all 7 domains	28	50	68	44	*	58

*Pending Data

EHS-Stafford Data Analysis

The percentage of non-transitioning children, infants, and toddlers, who are ON TARGET in individual domains is higher 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 2023-2024 program year. The percentage of transitioning 3-year-olds who are ON TARGET in individual domains is showing increases in four 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.