

Review of EHS and 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.

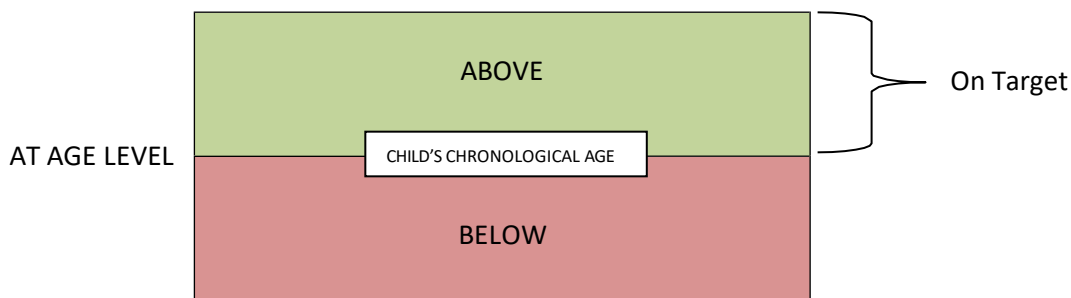
The City of San Antonio Department of Human Services (DHS) Head Start Program utilizes the Early Learning Accomplishments Profile (E-LAP) for children birth – 35 months old and the Learning Accomplishments Profile – 3rd Edition (LAP-3) for children 36 – 72 months old. Both the E-LAP and LAP-3 are criterion 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



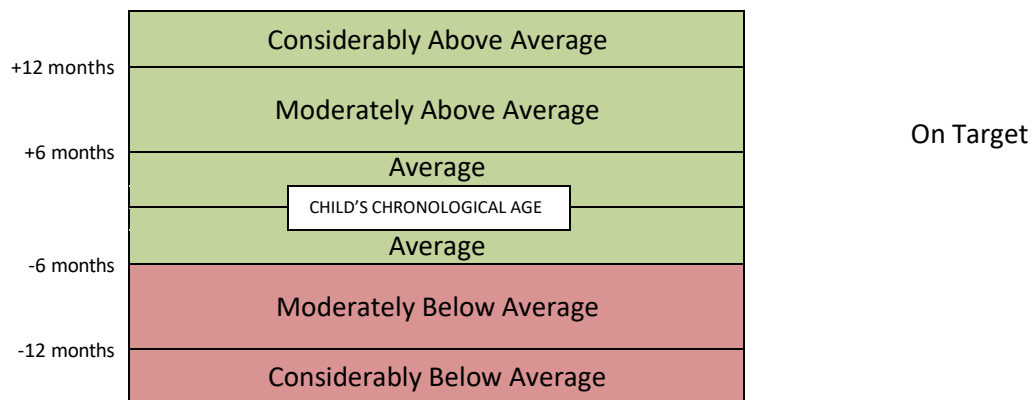
The LAP-3 assessment also provides a comparison between a child's chronological age and their developmental age. *Figure 2* provides the age range descriptions for this comparison. Children are described as scoring ON TARGET. ON TARGET is defined as a developmental age that is +/- six months of a child's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



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												
E-LAP Domains	2020-2021			2021-2022			2022-2023			2023-2024		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Gross Motor	98	97	95	52	54	52	90	82	81	92	-	-
Fine Motor	94	93	92	55	45	49	83	82	100	84	-	-
Cognitive	94	91	88	47	45	40	74	64	66	83	-	-
Language	92	86	82	33	39	51	73	64	60	74	-	-
Self-Help	98	93	93	47	46	50	86	73	64	89	-	-
Personal /Social	96	95	100	46	49	57	71	82	83	75	-	-
% ON TARGET in all 6 domains	84	76	75	10	10	10	51	*	44	56	-	-

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



Student Outcome Data



LAP-3 % of children ON TARGET												
	2020-2021			2021-2022			2022-2023			2023-2024		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Gross Motor	100	100	96	86	88	100	79	89	91	94	-	-
Fine Motor	90	94	87	84	87	93	76	89	95	84	-	-
Pre Writing	71	83	85	73	81	88	73	78	90	76	-	-
Cognitive	88	85	94	83	91	92	75	100	93	85	-	-
Language	86	87	87	71	76	78	71	78	83	81	-	-
Self-Help	90	96	95	74	81	92	78	100	93	80	-	-
Personal /Social	85	96	96	81	88	93	78	100	94	85	-	-
% ON TARGET in all 7 domains	60	72	76	49	61	72	50	*	79	62	-	-

EHS-CCP Data Analysis

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 2024-2025 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 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 Domains	E-LAP % of children ON TARGET								
	2021-2022			2022-2023			2023-2024		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Gross Motor	48	64	76	92	83	76	81	-	-
Fine Motor	59	53	61	100	73	100	52	-	-
Cognitive	48	45	49	73	70	45	50	-	-
Language	33	36	46	62	63	50	40	-	-
Self-Help	43	47	54	82	80	74	67	-	-
Personal/Social	37	51	61	79	80	74	57	-	-
% ON TARGET in all 6 domains	7	10	20	44	*	29	21	-	-



Student Outcome Data



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			2023-2024		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Gross Motor	91	94	100	92	100	98	97	-	-
Fine Motor	78	85	97	90	94	94	91	-	-
Pre Writing	66	82	86	73	79	79	63	-	-
Cognitive	66	84	95	79	85	91	81	-	-
Language	63	67	73	62	67	70	72	-	-
Self-Help	69	83	95	93	96	94	79	-	-
Personal/Social	69	83	89	79	89	91	78	-	-
% ON TARGET in all 7 domains	28	50	68	44	*	58	38	-	-

EHS-Stafford 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 2023-2024 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.