

***Review of EHS and EHS-CCP
Beginning of the Year
(BOY) Student Outcome 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 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.

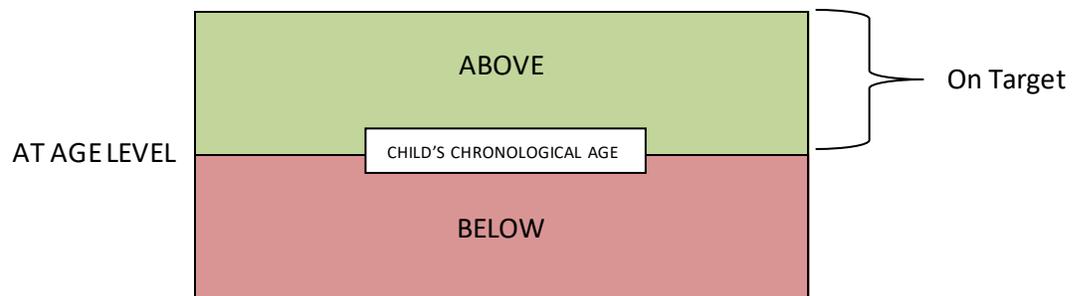
The City of San Antonio Department of Human Services (DHS) Head Start Program utilizes the Early Learning Accomplishments Profile (E-LAP) for children birth – 35 months old and the Learning Accomplishments Profile – 3rd Edition (LAP-3) for children 36 – 72 months old. Both the E-LAP and LAP-3 are criterion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



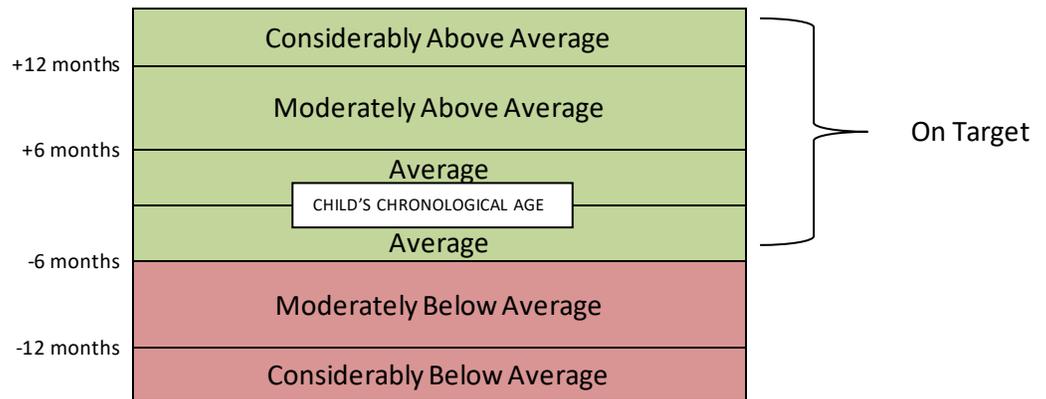
The LAP-3 assessment also provides a comparison between a child's chronological age and their developmental age. *Figure 2* provides the age range descriptions for this comparison. Children are described as scoring ON TARGET. ON TARGET is defined as a developmental age that is +/- six months of a child's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



EHS Student Outcome Data

The tables below provide student outcome data for the E-LAP and LAP-3 Assessment for the 2019-2020, 2020-2021, and 2021-2022 school 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.

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

E-LAP									
% of children ON TARGET									
E-LAP Domains	2019-2020			2020-2021			2021-2022		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Gross Motor	75	51	-	98	97	95	52		-
Fine Motor	53	44	-	94	93	92	55		-
Cognitive	54	43	-	94	91	88	47		-
Language	47	45	-	92	86	82	33	-	-
Self-Help	59	47	-	98	93	93	47		-
Personal/Social	64	63	-	96	95	100	46		-
% ON TARGET in all 6 domains	19	10	-	84	76	75	10		-



Student Outcome Data



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

LAP-3 % of children ON TARGET									
LAP-3 Domains	2019-2020			2020-21			2021-2022		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Gross Motor	100	99	-	100	100	96	86	-	-
Fine Motor	98	93	-	90	94	87	84	-	-
Pre Writing	92	91	-	71	83	85	73	-	-
Cognitive	90	88	-	88	85	94	83	-	-
Language	84	88	-	86	87	87	71	-	-
Self-Help	88	89	-	90	96	95	74	-	-
Personal/Social	96	92	-	85	96	96	81	-	-
% ON TARGET in all 7 domains	70	76	-	60	72	76	49	-	-

EHS Data Analysis

The percentage of non-transitioning children, infants and toddlers, who are ON TARGET in individual domains is somewhat lower across nearly all six domains than the previous year; and the percentage who are ON TARGET in all six domains of the E-LAP is lower as compared to the previous years.

All children assessed with the LAP-3 assessment are children who will transition to Pre-K programs in the 2021-2022 program year. The percentage of transitioning 3 year olds who are ON TARGET in individual domains is below the previous year across all seven domains. In addition, the percentage who are ON TARGET in all seven domains of the LAP-3 is considerably lower compared to the previous years.

Fidelity to the assessment continues to be an area of concern for our EHS program. BOY data for one child care center is not included in the data set due to inaccuracies. Technical assistance and coaching is 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 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.