

# ***Review of Head Start 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 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 2021-2022 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						
<u>CIRCLE Assessment Areas</u>	2020-2021			2021-2022 (n=1524)		
	BOY	MOY	EOY	BOY	MOY	EOY
RLN	25%	41%	55%	32%		
Rapid Vocabulary	32%	56%	67%	53%		
PA	55%	56%	64%	60%		
Math	70%	71%	88%	74%		
Letter-Sound Correspondence	NA	68%	76%	NA		
Story Retell & Comp.	47%	71%	84%	51%		
Book & Print Knowledge	66%	69%	69%	79%		
Science	75%	79%	78%	83%		
Social Studies	77%	73%	77%	85%		
Social & Emotional Dev.	97%	89%	86%	98%		
Early Writing	94%	81%	81%	93%		
Approaches To Learning	89%	85%	85%	92%		
Physical Health & Dev.	86%	84%	83%	88%		
Speech Production & Sentence Skills	92%	87%	86%	89%		
Motivation to Read	92%	86%	89%	93%		



## Student Outcome Data



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

Non-Transitioning three year old children Percentage of children PROFICIENT						
<u>CIRCLE Assessment Areas</u>	2020-2021			2021-2022(n=610)		
	BOY	MOY	EOY	BOY	MOY	EOY
RLN	15%	42%	58%	20%		
Rapid Vocabulary	48%	72%	77%	60%		
PA	47%	56%	64%	53%		
Math	64%	68%	72%	69%		
Letter-Sound Correspondance	NA	100%	100%	NA		
Story Retell & Comp.	38%	67%	82%	47%		
Book & Print Knowledge	68%	70%	69%	77%		
Science	73%	79%	76%	81%		
Social Studies	70%	76%	75%	86%		
Social & Emotional Dev.	95%	88%	88%	98%		
Early Writing	90%	83%	83%	92%		
Approaches To Learning	85%	81%	85%	90%		
Physical Health & Dev.	81%	85%	86%	84%		
Speech Production & Sentence Skills	93%	88%	85%	91%		
Motivation to Read	93%	85%	90%	93%		



## Student Outcome Data



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

Transitioning four year old children Percentage of children PROFICIENT						
<u>CIRCLE Assessment Areas</u>	2020-2021			2021-2022 (n=946)		
	BOY	MOY	EOY	BOY	MOY	EOY
RLN	29%	41%	53%	38%		
Rapid Vocabulary	22%	46%	59%	49%		
PA	60%	58%	63%	66%		
Math	74%	73%	74%	79%		
Letter-Sound Correspondence	NA	60%	68%	NA		
Story Retell & Comp.	53%	73%	85%	54%		
Book & Print Knowledge	65%	68%	68%	81%		
Science	76%	78%	80%	85%		
Social Studies	80%	71%	78%	84%		
Social & Emotional Dev.	98%	90%	84%	98%		
Early Writing	95%	79%	80%	94%		
Approaches To Learning	92%	88%	85%	93%		
Physical Health & Dev.	89%	82%	81%	92%		
Speech Production & Sentence Skills	91%	86%	86%	87%		
Motivation to Read	91%	87%	88%	93%		



## Student Outcome Data

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### 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 BOY for the 2021-2022 program year.

At the Beginning of the Year (BOY), the percentage of children identified as *PROFICIENT* is lowest for Rapid Letter Naming (RLN) for both non-transitioning three-year olds and 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. Additionally, fidelity to the assessment and assessment protocols to ensure all children receive an assessment are areas of focus for the program.

	Average N BOY	Average N MOY	Average N EOY	Average N BOY	Rapid Letter Naming (RLN)			
	2020-2021			2021-2022	2020-2021			2021- 2022
	BOY	MOY	EOY	BOY	BOY	MOY	EOY	BOY
CARDENAS	163	179	175	211	27%	40%	55%	33%
LOMA PARK	53	59	52	107	20%	41%	58%	30%
STAFFORD	205	205	207	268	27%	43%	63%	28%
EISD	420	443	434	586	26%	42%	51%	31%
ARNOLD	24	22	21	70	26%	56%	61%	40%
BOWDEN	11	18	16	14	33%	44%	53%	42%
CARROLL ECEC	144	159	156	154	18%	27%	30%	28%
CARVAJAL	67	62	67	78	24%	42%	55%	23%
GRAEBNER	29	24	23	39	46%	64%	77%	47%
DE ZAVALA	31	24	20	71	18%	45%	50%	33%
FOSTER	48	49	39	57	28%	59%	63%	28%
GONZALES ECEC	8	9	92	20	14%	57%	73%	40%
HIRSCH	54	50	43	70	38%	60%	66%	29%
HUPPERTZ	34	39	46	36	34%	51%	64%	40%
J T BRACKENRIDGE	68	59	61	48	13%	39%	53%	26%
KNOX ECEC	125	115	115	117	21%	38%	56%	38%
MADISON	50	50	51	43	27%	55%	67%	38%
MAVERICK	36	26	27	59	55%	83%	77%	33%
NEAL	44	40	41	74	40%	52%	67%	35%
NELSON ECEC	107	98	98	151	19%	29%	49%	34%
SARAH KING	51	44	60	72	6%	17%	17%	19%
SCHENCK	56	55	54	62	33%	48%	59%	33%
TYNAN ECEC	120	115	114	110	23%	31%	43%	32%
SAISD	1105	1058	1143	1345	25%	41%	45%	21%
CoSA	1525	1500	1577	1931	25%	41%	48%	32%

	Rapid Vocabulary					Phonological Awareness (PA)					MATH			
	2020-2021			2021-2022		2020-2021			2021-2022		2020-2021			2021-2022
	BOY	MOY	EOY	BOY		BOY	MOY	EOY	BOY		BOY	MOY	EOY	BOY
CARDENAS	25%	53%	70%	54%		58%	56%	71%	54%		75%	71%	74%	74%
LOMA PARK	27%	62%	66%	53%		67%	67%	77%	78%		64%	72%	73%	70%
STAFFORD	31%	50%	69%	55%		45%	53%	66%	41%		71%	70%	74%	69%
EISD	28%	52%	68%	54%		53%	57%	67%	52%		71%	71%	72%	71%
ARNOLD	58%	73%	86%	68%		92%	95%	81%	83%		96%	86%	81%	85%
BOWDEN	45%	56%	73%	50%		45%	32%	67%	86%		64%	78%	81%	93%
CARROLL ECEC	37%	56%	55%	51%		56%	53%	57%	63%		60%	56%	56%	70%
CARVAJAL	22%	50%	67%	35%		53%	52%	64%	51%		71%	67%	81%	69%
GRAEBNER	59%	54%	57%	51%		86%	54%	65%	69%		79%	92%	87%	90%
DE ZAVALA	27%	48%	50%	54%		67%	68%	52%	69%		80%	78%	75%	89%
FOSTER	35%	69%	62%	54%		33%	69%	79%	40%		71%	82%	90%	84%
GONZALES ECEC	25%	56%	84%	55%		13%	44%	80%	50%		50%	89%	89%	85%
HIRSCH	34%	54%	71%	46%		57%	42%	60%	43%		75%	75%	68%	77%
HUPPERTZ	21%	90%	77%	61%		59%	51%	57%	69%		87%	74%	74%	72%
J T BRACKENRIDGE	24%	63%	63%	51%		28%	35%	32%	38%		54%	67%	67%	54%
KNOX ECEC	32%	60%	75%	54%		60%	55%	68%	62%		69%	70%	70%	74%
MADISON	29%	58%	68%	54%		22%	49%	53%	62%		62%	76%	70%	74%
MAVERICK	61%	77%	83%	64%		75%	68%	70%	68%		86%	96%	89%	85%
NEAL	53%	63%	64%	62%		89%	93%	79%	92%		69%	73%	76%	74%
NELSON ECEC	33%	53%	70%	55%		61%	51%	61%	69%		63%	70%	75%	78%
SARAH KING	15%	34%	38%	33%		50%	53%	38%	54%		71%	60%	68%	76%
SCHENCK	34%	55%	53%	49%		83%	65%	73%	65%		88%	76%	71%	59%
TYNAN ECEC	32%	59%	64%	53%		46%	56%	55%	59%		66%	70%	73%	76%
SAISD	34%	58%	67%	41%		56%	56%	61%	63%		69%	71%	73%	75%
CoSA	32%	56%	33%	53%		55%	56%	63%	60%		70%	71%	72%	74%



	Letter-Sound Correspondence			Story Retell Comp				Book Print			
	2020-2021			2020-2021			2021-2022	2020-2021			2021-2022
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	BOY	MOY	EOY	BOY
CARDENAS	-	71%	76%	54%	63%	84%	59%	78%	64%	75%	76%
LOMA PARK	-	67%	81%	35%	63%	83%	51%	71%	65%	81%	85%
STAFFORD	-	76%	84%	43%	61%	79%	45%	64%	67%	65%	70%
EISD	-	71%	79%	46%	63%	80%	51%	70%	66%	69%	75%
ARNOLD	-	83%	76%	75%	82%	100%	64%	92%	82%	76%	96%
BOWDEN	-	81%	62%	55%	78%	100%	93%	55%	72%	73%	93%
CARROLL ECEC	-	41%	41%	44%	79%	86%	41%	76%	74%	73%	91%
CARVAJAL	-	63%	82%	50%	78%	87%	44%	51%	60%	65%	60%
GRAEBNER	-	83%	81%	48%	79%	78%	45%	76%	67%	65%	75%
DE ZAVALA	-	65%	57%	47%	62%	65%	58%	68%	52%	50%	77%
FOSTER	-	78%	84%	47%	71%	82%	63%	55%	73%	74%	84%
GONZALES ECEC	-	67%	96%	63%	78%	90%	85%	50%	56%	73%	75%
HIRSCH	-	86%	91%	63%	75%	94%	67%	46%	72%	71%	71%
HUPPERTZ	-	63%	77%	50%	77%	85%	44%	89%	79%	80%	75%
J T BRACKENRIDGE	-	63%	66%	29%	60%	76%	49%	39%	62%	53%	88%
KNOX ECEC	-	71%	77%	52%	73%	81%	47%	70%	64%	68%	72%
MADISON	-	69%	85%	39%	78%	94%	47%	56%	80%	58%	72%
MAVERICK	-	85%	88%	58%	76%	88%	46%	53%	76%	48%	86%
NEAL	-	93%	90%	38%	83%	93%	46%	82%	88%	69%	85%
NELSON ECEC	-	64%	76%	44%	74%	85%	55%	55%	64%	74%	80%
SARAH KING	-	52%	42%	63%	67%	74%	38%	57%	58%	48%	82%
SCHENCK	-	81%	82%	42%	82%	78%	40%	88%	83%	64%	71%
TYNAN ECEC	-	60%	65%	45%	65%	84%	47%	64%	73%	74%	82%
SAISD	-	66%	71%	48%	74%	84%	51%	64%	70%	68%	80%
CoSA	-	68%	58%	47%	71%	83%	51%	66%	69%	68%	79%

	Science					Social Studies					Social-Emotional			
	2020-2021			2021-2022		2020-2021			2021-2022		2020-2021			2021-2022
	BOY	MOY	EOY	BOY		BOY	MOY	EOY	BOY		BOY	MOY	EOY	BOY
CARDENAS	81%	78%	81%	83%		75%	69%	81%	84%		89%	87%	84%	99%
LOMA PARK	72%	72%	74%	87%		72%	65%	72%	92%		100%	88%	62%	96%
STAFFORD	73%	75%	81%	77%		75%	74%	82%	79%		98%	84%	85%	97%
EISD	76%	76%	79%	91%		75%	72%	79%	93%		95%	86%	81%	98%
ARNOLD	92%	86%	86%	87%		88%	82%	76%	93%		92%	100%	81%	97%
BOWDEN	80%	78%	75%	93%		80%	63%	94%	93%		100%	100%	89%	100%
CARROLL ECEC	74%	74%	64%	81%		79%	69%	64%	84%		99%	98%	87%	99%
CARVAJAL	82%	79%	89%	81%		78%	68%	91%	78%		97%	90%	92%	99%
GRAEBNER	90%	92%	78%	93%		76%	71%	83%	90%		100%	92%	78%	100%
DE ZAVALA	67%	81%	70%	89%		70%	75%	65%	83%		100%	92%	80%	100%
FOSTER	76%	88%	95%	89%		94%	84%	87%	88%		98%	92%	100%	100%
GONZALES ECEC	75%	89%	89%	90%		100%	44%	85%	85%		100%	89%	98%	95%
HIRSCH	89%	80%	78%	80%		89%	92%	78%	83%		100%	92%	89%	99%
HUPPERTZ	92%	67%	77%	83%		97%	69%	68%	92%		100%	92%	92%	89%
J T BRACKENRIDGE	63%	82%	63%	73%		63%	63%	66%	79%		88%	73%	73%	94%
KNOX ECEC	68%	84%	82%	88%		73%	73%	79%	85%		98%	85%	86%	97%
MADISON	67%	82%	75%	88%		69%	73%	83%	85%		100%	96%	88%	97%
MAVERICK	81%	93%	96%	85%		94%	93%	96%	90%		94%	93%	81%	100%
NEAL	82%	73%	83%	82%		89%	68%	81%	82%		100%	88%	88%	99%
NELSON ECEC	75%	83%	91%	91%		76%	82%	82%	92%		95%	95%	92%	97%
SARAH KING	61%	76%	48%	85%		61%	64%	48%	87%		100%	96%	81%	100%
SCHENCK	83%	89%	80%	86%		84%	78%	73%	87%		100%	98%	4%	98%
TYNAN ECEC	68%	74%	72%	78%		77%	74%	73%	86%		99%	79%	78%	98%
SAISD	75%	80%	77%	84%		78%	74%	75%	86%		98%	91%	87%	98%
CoSA	75%	79%	78%	83%		77%	73%	76%	85%		97%	89%	85%	98%

	Early Writing					Approaches To Learning					Physical Dev Health			
	2020-2021			2021-2022		2020-2021			2021-2022		2020-2021			2021-2022
	BOY	MOY	EOY	BOY		BOY	MOY	EOY	BOY		BOY	MOY	EOY	BOY
CARDENAS	91%	77%	81%	95%		83%	77%	83%	90%		84%	79%	79%	80%
LOMA PARK	92%	80%	81%	98%		93%	85%	70%	90%		93%	92%	72%	92%
STAFFORD	94%	81%	84%	92%		95%	79%	87%	91%		89%	84%	79%	82%
EISD	93%	79%	80%	94%		90%	80%	83%	90%		88%	83%	79%	83%
ARNOLD	13%	86%	86%	94%		92%	91%	81%	94%		92%	91%	81%	93%
BOWDEN	17%	89%	100%	100%		91%	100%	95%	100%		92%	58%	95%	100%
CARROLL ECEC	94%	85%	78%	94%		88%	96%	89%	96%		92%	96%	91%	98%
CARVAJAL	93%	84%	89%	97%		87%	84%	86%	90%		87%	80%	85%	90%
GRAEBNER	100%	88%	78%	94%		97%	96%	83%	89%		100%	60%	74%	100%
DE ZAVALA	94%	92%	75%	99%		94%	88%	85%	97%		91%	35%	70%	99%
FOSTER	91%	84%	97%	98%		94%	92%	100%	98%		92%	98%	100%	98%
GONZALES ECEC	100%	89%	88%	89%		88%	100%	91%	95%		100%	78%	95%	70%
HIRSCH	95%	92%	67%	91%		98%	96%	89%	90%		98%	83%	88%	91%
HUPPERTZ	100%	72%	73%	88%		100%	92%	85%	94%		100%	97%	94%	64%
J T BRACKENRIDGE	89%	63%	60%	89%		67%	64%	67%	85%		68%	85%	67%	79%
KNOX ECEC	93%	78%	81%	94%		87%	82%	81%	85%		83%	76%	79%	78%
MADISON	82%	76%	58%	94%		92%	96%	85%	85%		81%	82%	83%	78%
MAVERICK	97%	93%	78%	91%		94%	85%	70%	97%		86%	81%	74%	100%
NEAL	98%	93%	86%	96%		93%	70%	90%	88%		89%	83%	86%	89%
NELSON ECEC	91%	83%	87%	94%		86%	94%	92%	91%		85%	89%	90%	91%
SARAH KING	98%	84%	86%	96%		98%	84%	81%	96%		90%	89%	80%	97%
SCHENCK	100%	84%	84%	79%		96%	96%	93%	89%		84%	98%	96%	84%
TYNAN ECEC	94%	74%	79%	86%		82%	76%	76%	89%		65%	75%	71%	85%
SAISD	94%	82%	81%	87%		89%	87%	85%	92%		85%	84%	84%	90%
CoSA	94%	81%	81%	93%		89%	85%	84%	92%		86%	84%	83%	88%

	Language Communication					Motivation to Read			
	2020-2021			2021-2022		2020-2021			2021-2022
	BOY	MOY	EOY	BOY		BOY	MOY	EOY	BOY
CARDENAS	94%	83%	82%	90%		90%	80%	90%	96%
LOMA PARK	98%	95%	87%	93%		90%	83%	74%	91%
STAFFORD	90%	84%	81%	83%		96%	83%	90%	89%
EISD	93%	86%	80%	88%		93%	81%	85%	92%
ARNOLD	8%	91%	90%	90%		4%	91%	86%	94%
BOWDEN	82%	95%	95%	77%		92%	84%	89%	93%
CARROLL ECEC	93%	89%	89%	95%		96%	91%	88%	92%
CARVAJAL	95%	87%	84%	87%		90%	87%	88%	91%
GRAEBNER	86%	88%	83%	91%		96%	100%	96%	68%
DE ZAVALA	97%	100%	90%	94%		100%	96%	95%	97%
FOSTER	94%	86%	97%	95%		93%	98%	100%	98%
GONZALES ECEC	100%	78%	94%	88%		88%	78%	94%	95%
HIRSCH	100%	96%	89%	91%		96%	98%	100%	94%
HUPPERTZ	83%	79%	81%	82%		92%	59%	71%	85%
J T BRACKENRIDGE	82%	73%	73%	89%		75%	81%	82%	93%
KNOX ECEC	89%	85%	88%	87%		89%	85%	91%	97%
MADISON	91%	88%	77%	87%		91%	84%	79%	97%
MAVERICK	94%	93%	96%	84%		86%	96%	89%	93%
NEAL	98%	83%	83%	85%		89%	90%	100%	100%
NELSON ECEC	91%	91%	89%	88%		91%	88%	91%	90%
SARAH KING	90%	96%	90%	92%		96%	93%	50%	96%
SCHENCK	96%	98%	96%	90%		93%	91%	96%	95%
TYNAN ECEC	84%	81%	82%	91%		90%	86%	89%	94%
SAISD	91%	87%	87%	86%		91%	88%	90%	90%
CoSA	92%	87%	85%	89%		92%	86%	88%	93%