

Review of 2020-2021 Head Start Middle of the Year (MOY) 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 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 enrolled in the Head Start Prekindergarten Program. 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 a 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. 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 2020-2021 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 to kindergarten.



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		
	BOY	MOY	EOY
RLN	25%	41%	-
Rapid Vocabulary	32%	56%	-
PA	55%	56%	-
Math	70%	71%	-
Letter-Sound Correspondence	-	68%	-
Story Retell & Comp.	47%	71%	-
Book & Print Knowledge	66%	69%	-
Science	75%	79%	-
Social Studies	77%	73%	-
Social & Emotional Dev.	97%	89%	-
Early Writing	94%	81%	-
Approaches To Learning	89%	85%	-
Physical Health & Dev.	86%	84%	-
Speech Production & Sentence Skills	92%	87%	-
Motivation to Read	92%	86%	-



Student Outcome Data



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		
	BOY	MOY	EOY
RLN	15%	42%	-
Rapid Vocabulary	48%	72%	-
PA	47%	56%	-
Math	64%	68%	-
Letter-Sound Correspondence	-	99%	-
Story Retell & Comp.	38%	67%	-
Book & Print Knowledge	68%	70%	-
Science	73%	79%	-
Social Studies	70%	76%	-
Social & Emotional Dev.	95%	88%	-
Early Writing	90%	83%	-
Approaches To Learning	85%	81%	-
Physical Health & Dev.	81%	85%	-
Speech Production & Sentence Skills	93%	88%	-
Motivation to Read	93%	85%	-



Student Outcome Data



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

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

Data Analysis

The DHS Head Start Program began using the CIRCLE Progress Monitoring System Pre-K during the 2020-2021 school year. Year over year comparison data is not available. Student outcome data for the End of the Year (EOY) is pending.

At the Beginning of the Year (BOY), the percentage of children identified as *PROFICIENT* is lowest for Rapid Letter Naming (RLN) and 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 Year (MOY), the percentage of children identified as *PROFICIENT* is lowest for Rapid Letter Naming and highest for Social & Emotional Development for both non-transitioning three-year olds and transitioning four-year olds. Letter-Sound Correspondence and Speech Production and Sentence Skills also has the highest percentage of children identified as *PROFICIENT* for non-transitioning three-year olds. The percentage of children identified as *PROFICIENT* decreased in five areas for non-transitioning three-year olds and nine areas for transitioning four-year olds. The greatest increase in the percentage of



Student Outcome Data



children identified as *PROFICIENT* from BOY to MOY occurred in Story Retell and Comprehension for non-transitioning three-year olds and Rapid Vocabulary for transitioning four-year olds.

Rapid Letter Naming, Rapid Vocabulary, and Phonological Awareness areas of focus across the program. Additionally, fidelity to the assessment and assessment protocols for children enrolled in remote and in-person instruction are also areas of focus for the program.

	Average N BOY	Average N MOY		Rapid Letter Naming				Rapid Vocabulary Naming		
				BOY	MOY	EOY		BOY	MOY	EOY
CARDENAS	163	179		27%	40%			25%	53%	
LOMA PARK	53	59		20%	41%			27%	62%	
STAFFORD	205	205		27%	43%			31%	50%	
EISD	420	443		26%	42%			28%	52%	

ARNOLD	24	22		26%	56%			58%	73%	
BOWDEN	11	18		33%	44%			45%	56%	
CARROLL ECEC	144	159		18%	27%			37%	56%	
CARVAJAL	67	62		24%	42%			22%	50%	
GRAEBNER	29	24		46%	64%			59%	54%	
DE ZAVALA	31	24		18%	45%			27%	48%	
FOSTER	48	49		28%	59%			35%	69%	
GONZALES ECEC	8	9		14%	57%			25%	56%	
HIRSCH	54	50		38%	60%			34%	54%	
HUPPERTZ	34	39		34%	51%			21%	90%	
J T BRACKENRIDGE	68	59		13%	39%			24%	63%	
KNOX ECEC	125	115		21%	38%			32%	60%	
MADISON	50	50		27%	55%			29%	58%	
MAVERICK	36	26		55%	83%			61%	77%	
NEAL	44	40		40%	52%			53%	63%	
NELSON ECEC	107	98		19%	29%			33%	53%	
SARAH KING	51	44		6%	17%			15%	34%	
SCHENCK	56	55		33%	48%			34%	55%	
TYNAN ECEC	120	115		23%	31%			32%	59%	
SAISD	1105	1058		25%	41%			34%	58%	

CoSA	1525	1500		25%	41%			32%	56%	
------	------	------	--	-----	-----	--	--	-----	-----	--

	Phonological Awareness				Mathematics				Letter-Sound Correspondence				Story Retell & Comprehension			
	BOY	MOY	EOY		BOY	MOY	EOY		BOY	MOY	EOY		BOY	MOY	EOY	
	58%	56%			75%	71%			-	71%			54%	63%		
	67%	67%			64%	72%			-	67%			35%	63%		
	45%	53%			71%	70%			-	76%			43%	61%		
	53%	57%			71%	71%			-	71%			46%	63%		

	92%	95%			96%	86%			-	83%			75%	82%		
	45%	32%			64%	78%			-	81%			55%	78%		
	56%	53%			60%	56%			-	41%			44%	79%		
	53%	52%			71%	67%			-	63%			50%	78%		
	86%	54%			79%	92%			-	83%			48%	79%		
	67%	68%			80%	78%			-	65%			47%	62%		
	33%	69%			71%	82%			-	78%			47%	71%		
	13%	44%			50%	89%			-	68%			63%	78%		
	57%	42%			75%	75%			-	86%			63%	75%		
	59%	51%			87%	74%			-	63%			50%	77%		
	28%	35%			54%	67%			-	63%			29%	60%		
	60%	55%			69%	70%			-	71%			52%	73%		
	22%	49%			62%	76%			-	69%			39%	78%		
	75%	68%			86%	96%			-	85%			58%	76%		
	89%	93%			69%	73%			-	93%			38%	83%		
	61%	51%			63%	70%			-	64%			44%	74%		
	50%	53%			71%	60%			-	52%			63%	67%		
	83%	65%			88%	76%			-	81%			42%	82%		
	46%	56%			66%	70%			-	60%			45%	65%		
	56%	56%			69%	71%			-	66%			48%	74%		

	55%	56%			70%	71%			-	68%			47%	71%		
--	-----	-----	--	--	-----	-----	--	--	---	-----	--	--	-----	-----	--	--

Book & Print Knowledge				Science				Social Studies				Social & Emotional Development			
BOY	MOY	EOY		BOY	MOY	EOY		BOY	MOY	EOY		BOY	MOY	EOY	
78%	64%			81%	78%			75%	69%			89%	87%		
71%	65%			72%	72%			72%	65%			100%	88%		
64%	67%			73%	75%			75%	74%			98%	84%		
70%	66%			76%	76%			75%	72%			95%	86%		

92%	82%			92%	86%			88%	82%			92%	100%		
55%	72%			80%	78%			80%	63%			100%	100%		
76%	74%			74%	74%			79%	69%			99%	98%		
51%	60%			82%	79%			78%	68%			97%	90%		
76%	67%			90%	92%			76%	71%			100%	92%		
68%	52%			67%	81%			70%	75%			100%	92%		
55%	73%			76%	88%			94%	84%			98%	92%		
50%	56%			75%	89%			100%	44%			100%	89%		
46%	72%			89%	80%			89%	92%			100%	92%		
89%	79%			92%	67%			97%	69%			100%	92%		
39%	62%			63%	82%			63%	63%			88%	73%		
70%	64%			68%	84%			73%	73%			98%	85%		
56%	80%			67%	82%			69%	73%			100%	96%		
53%	76%			81%	93%			94%	93%			94%	93%		
82%	88%			82%	73%			89%	68%			100%	88%		
55%	64%			75%	83%			76%	82%			95%	95%		
57%	58%			61%	76%			61%	64%			100%	96%		
88%	83%			83%	89%			84%	78%			100%	98%		
64%	73%			68%	74%			77%	74%			99%	79%		
64%	70%			75%	80%			78%	74%			98%	91%		

66%	69%			75%	79%			77%	73%			97%	89%		
-----	-----	--	--	-----	-----	--	--	-----	-----	--	--	-----	-----	--	--

Early Writing			Approaches To Learning			Physical Health & Development			Language Communication			Motivation to Read		
BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
91%	77%		83%	77%		84%	79%		94%	83%		90%	80%	
92%	80%		93%	85%		93%	92%		98%	95%		90%	83%	
94%	81%		95%	79%		89%	84%		90%	84%		96%	83%	
93%	79%		90%	80%		88%	83%		93%	86%		93%	81%	

13%	86%		92%	91%		92%	91%		8%	91%		4%	91%	
17%	89%		91%	100%		92%	58%		82%	95%		92%	84%	
94%	85%		88%	96%		92%	96%		93%	89%		96%	91%	
93%	84%		87%	84%		87%	80%		95%	87%		90%	87%	
100%	88%		97%	96%		100%	60%		86%	88%		96%	100%	
94%	92%		94%	88%		91%	35%		97%	100%		100%	96%	
91%	84%		94%	92%		92%	98%		94%	86%		93%	98%	
100%	89%		88%	100%		100%	78%		100%	78%		88%	78%	
95%	92%		98%	96%		98%	83%		100%	96%		96%	98%	
100%	72%		100%	92%		100%	97%		83%	79%		92%	59%	
89%	63%		67%	64%		68%	85%		82%	73%		75%	81%	
93%	78%		87%	82%		83%	76%		89%	85%		89%	85%	
82%	76%		92%	96%		81%	82%		91%	88%		91%	84%	
97%	93%		94%	85%		86%	81%		94%	93%		86%	96%	
98%	93%		93%	70%		89%	83%		98%	83%		89%	90%	
91%	83%		86%	94%		85%	89%		91%	91%		91%	88%	
98%	84%		98%	84%		90%	89%		90%	96%		96%	93%	
100%	84%		96%	96%		84%	98%		96%	98%		93%	91%	
94%	74%		82%	76%		65%	75%		84%	81%		90%	86%	
94%	82%		89%	87%		85%	84%		91%	87%		91%	88%	

94%	81%		89%	85%		86%	84%		92%	87%		92%	86%	
-----	-----	--	-----	-----	--	-----	-----	--	-----	-----	--	-----	-----	--