

Review of 2020-2021 EHS and EHS-CCP Beginning of the Year (BOY) and Middle of the Year (MOY) 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.

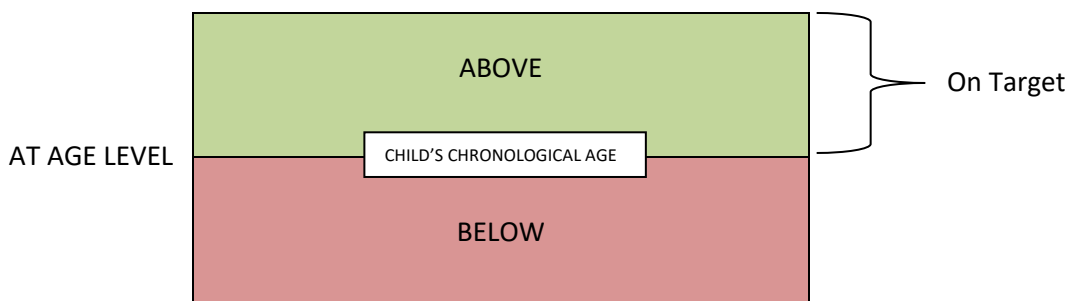
The City of San Antonio Department of Human Services (DHS) Head Start Program utilizes the Early Learning Accomplishments Profile (E-LAP) for children birth – 35 months old and the Learning Accomplishments Profile – 3rd Edition (LAP-3) for children 36 – 72 months old. Both the E-LAP and LAP-3 are criterion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



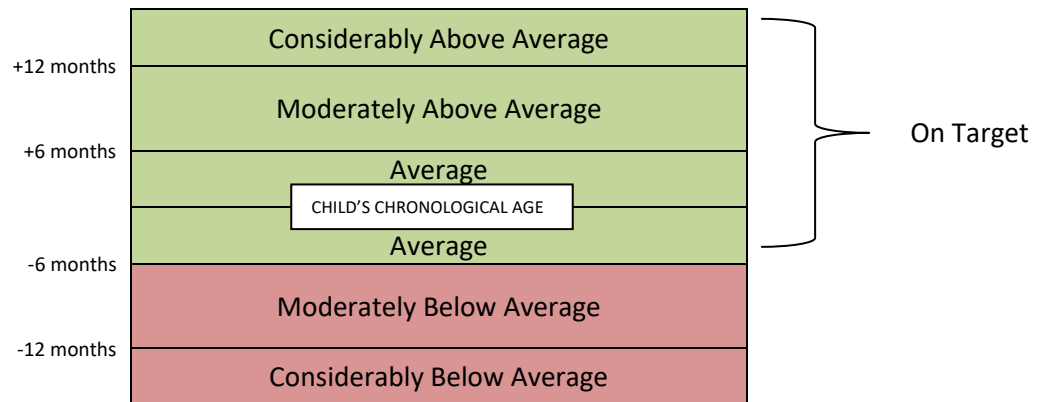
The LAP-3 assessment also provides a comparison between a child's chronological age and their developmental age. *Figure 2* provides the age range descriptions for this comparison. Children are described as scoring ON TARGET. ON TARGET is defined as a developmental age that is +/- six months of a child's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

The tables below provide student outcome data for the E-LAP and LAP-3 Assessment for the 2018-2019, 2019-2020 and 2020-2021 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	2018-2019			2019-2020			2020-2021		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Gross Motor	62	69	74	75	51	-	98	97	-
Fine Motor	37	47	59	53	44	-	94	93	-
Cognitive	38	35	47	54	43	-	94	91	-
Language	34	46	48	47	45	-	92	86	-
Self-Help	51	65	71	59	47	-	98	93	-
Personal/Social	51	74	83	64	63	-	96	95	-
% ON TARGET in all 6 domains	24	15	21	19	10	-	84	76	-



Student Outcome Data



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

LAP-3 % of children ON TARGET									
LAP-3 Domains	2018-2019			2019-2020			2020-2021		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Gross Motor	94	74	99	100	99	-	100	100	-
Fine Motor	93	62	95	98	93	-	90	94	-
Pre Writing	84	77	94	92	91	-	71	83	-
Cognitive	82	69	93	90	88	-	88	85	-
Language	86	69	89	84	88	-	86	87	-
Self-Help	88	78	96	88	89	-	90	96	-
Personal/Social	93	44	96	96	92	-	85	96	-
% ON TARGET in all 7 domains	29	40	84	70	76	-	60	72	-

EHS-CCP Data Analysis

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

All children assessed with the LAP-3 assessment are children who will transition to Pre-K programs in the 2020-2021 program year. The percentage of transitioning 3 year olds who are ON TARGET in individual domains is at or above the previous year across several domains and lower in others. In addition, the percentage who are ON TARGET in all seven domains of the LAP-3 is somewhat lower compared to the previous year.

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 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.