

Review of 2020-2021 Head Start End of Year (EOY) 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. 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 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%	55%
Rapid Vocabulary	32%	56%	67%
PA	55%	56%	64%
Math	70%	71%	88%
Letter-Sound Correspondence	--	68%	76%
Story Retell & Comp.	47%	71%	84%
Book & Print Knowledge	66%	69%	69%
Science	75%	79%	78%
Social Studies	77%	73%	77%
Social & Emotional Dev.	97%	89%	86%
Early Writing	94%	81%	81%
Approaches To Learning	89%	85%	85%
Physical Health & Dev.	86%	84%	83%
Speech Production & Sentence Skills	92%	87%	86%
Motivation to Read	92%	86%	89%



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%	58%
Rapid Vocabulary	48%	72%	77%
PA	47%	56%	64%
Math	64%	68%	72%
Letter-Sound Correspondance	NA	100%	100%
Story Retell & Comp.	38%	67%	82%
Book & Print Knowledge	68%	70%	69%
Science	73%	79%	76%
Social Studies	70%	76%	75%
Social & Emotional Dev.	95%	88%	88%
Early Writing	90%	83%	83%
Approaches To Learning	85%	81%	85%
Physical Health & Dev.	81%	85%	86%
Speech Production & Sentence Skills	93%	88%	85%
Motivation to Read	93%	85%	90%



Student Outcome Data



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

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

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. The information below provides information related to student outcomes for BOY, MOY, and EOY.

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 the 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 from BOY to MOY for non-transitioning three-year olds and nine areas for transitioning four-year olds. The greatest increase in the percentage of children identified as *PROFICIENT* from BOY to MOY occurred in Story Retell and



Student Outcome Data



Comprehension for non-transitioning three-year olds and Rapid Vocabulary for transitioning four-year olds.

At the End of the Year (EOY), the percentage of children identified as *PROFICIENT* is lowest for Rapid Letter Naming and highest for Motivation to Read for both non-transitioning three-year olds and transitioning four-year olds. The percentage of children identified as *PROFICIENT* decreased in four areas for non-transitioning three-year olds and six areas for transitioning four-year olds from BOY to EOY. The greatest increase in the percentage of children identified as *PROFICIENT* from BOY to EOY occurred in Rapid Letter Naming (RLN) for non-transitioning three-year olds and Rapid Vocabulary for transitioning four-year olds.

Rapid Letter Naming, Rapid Vocabulary, Phonological Awareness, and Math 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	Average N EOY		Rapid Letter Naming				Rapid Vocabulary Naming			
					BOY	MOY	EOY		BOY	MOY	EOY	
CARDENAS	163	179	175		27%	40%	55%		25%	53%	70%	
LOMA PARK	53	59	52		20%	41%	58%		27%	62%	66%	
STAFFORD	205	205	207		27%	43%	63%		31%	50%	69%	
EISD	420	443	434		26%	42%	51%		28%	52%	68%	

ARNOLD	24	22	21		26%	56%	61%		58%	73%	86%	
BOWDEN	11	18	16		33%	44%	53%		45%	56%	73%	
CARROLL ECEC	144	159	156		18%	27%	30%		37%	56%	55%	
CARVAJAL	67	62	67		24%	42%	55%		22%	50%	67%	
GRAEBNER	29	24	23		46%	64%	77%		59%	54%	57%	
DE ZAVALA	31	24	20		18%	45%	50%		27%	48%	50%	
FOSTER	48	49	39		28%	59%	63%		35%	69%	62%	
GONZALES ECEC	8	9	92		14%	57%	73%		25%	56%	84%	
HIRSCH	54	50	43		38%	60%	66%		34%	54%	71%	
HUPPERTZ	34	39	46		34%	51%	64%		21%	90%	77%	
J T BRACKENRIDGE	68	59	61		13%	39%	53%		24%	63%	63%	
KNOX ECEC	125	115	115		21%	38%	56%		32%	60%	75%	
MADISON	50	50	51		27%	55%	67%		29%	58%	68%	
MAVERICK	36	26	27		55%	83%	77%		61%	77%	83%	
NEAL	44	40	41		40%	52%	67%		53%	63%	64%	
NELSON ECEC	107	98	98		19%	29%	49%		33%	53%	70%	
SARAH KING	51	44	60		6%	17%	17%		15%	34%	38%	
SCHENCK	56	55	54		33%	48%	59%		34%	55%	53%	
TYNAN ECEC	120	115	114		23%	31%	43%		32%	59%	64%	
SAISD	1105	1058	1143		25%	41%	45%		34%	58%	67%	

CoSA	1525	1500	1577		25%	41%	48%		32%	56%	33%	
------	------	------	------	--	-----	-----	-----	--	-----	-----	-----	--

	Phonological Awareness				Mathematics				Letter-Sound Correspondence		
	BOY	MOY	EOY		BOY	MOY	EOY		BOY	MOY	EOY
CARDENAS	58%	56%	71%		75%	71%	74%		-	71%	76%
LOMA PARK	67%	67%	77%		64%	72%	73%		-	67%	81%
STAFFORD	45%	53%	66%		71%	70%	74%		-	76%	84%
EISD	53%	57%	67%		71%	71%	72%		-	71%	79%

ARNOLD	92%	95%	81%		96%	86%	81%		-	83%	76%
BOWDEN	45%	32%	67%		64%	78%	81%		-	81%	62%
CARROLL ECEC	56%	53%	57%		60%	56%	56%		-	41%	41%
CARVAJAL	53%	52%	64%		71%	67%	81%		-	63%	82%
GRAEBNER	86%	54%	65%		79%	92%	87%		-	83%	81%
DE ZAVALA	67%	68%	52%		80%	78%	75%		-	65%	57%
FOSTER	33%	69%	79%		71%	82%	90%		-	78%	84%
GONZALES ECEC	13%	44%	80%		50%	89%	89%		-	68%	96%
HIRSCH	57%	42%	60%		75%	75%	68%		-	86%	91%
HUPPERTZ	59%	51%	57%		87%	74%	74%		-	63%	77%
J T BRACKENRIDGE	28%	35%	32%		54%	67%	67%		-	63%	66%
KNOX ECEC	60%	55%	68%		69%	70%	70%		-	71%	77%
MADISON	22%	49%	53%		62%	76%	70%		-	69%	85%
MAVERICK	75%	68%	70%		86%	96%	89%		-	85%	88%
NEAL	89%	93%	79%		69%	73%	76%		-	93%	90%
NELSON ECEC	61%	51%	61%		63%	70%	75%		-	64%	76%
SARAH KING	50%	53%	38%		71%	60%	68%		-	52%	42%
SCHENCK	83%	65%	73%		88%	76%	71%		-	81%	82%
TYNAN ECEC	46%	56%	55%		66%	70%	73%		-	60%	65%
SAISD	56%	56%	61%		69%	71%	73%		-	66%	71%

CoSA	55%	56%	63%		70%	71%	72%		-	68%	58%
------	-----	-----	-----	--	-----	-----	-----	--	---	-----	-----

	Story Retell & Comprehension				Book & Print Knowledge				Science			
	BOY	MOY	EOY		BOY	MOY	EOY		BOY	MOY	EOY	
CARDENAS	54%	63%	84%		78%	64%	75%		81%	78%	81%	
LOMA PARK	35%	63%	83%		71%	65%	81%		72%	72%	74%	
STAFFORD	43%	61%	79%		64%	67%	65%		73%	75%	81%	
EISD	46%	63%	80%		70%	66%	69%		76%	76%	79%	

ARNOLD	75%	82%	100%		92%	82%	76%		92%	86%	86%	
BOWDEN	55%	78%	100%		55%	72%	73%		80%	78%	75%	
CARROLL ECEC	44%	79%	86%		76%	74%	73%		74%	74%	64%	
CARVAJAL	50%	78%	87%		51%	60%	65%		82%	79%	89%	
GRAEBNER	48%	79%	78%		76%	67%	65%		90%	92%	78%	
DE ZAVALA	47%	62%	65%		68%	52%	50%		67%	81%	70%	
FOSTER	47%	71%	82%		55%	73%	74%		76%	88%	95%	
GONZALES ECEC	63%	78%	90%		50%	56%	73%		75%	89%	89%	
HIRSCH	63%	75%	94%		46%	72%	71%		89%	80%	78%	
HUPPERTZ	50%	77%	85%		89%	79%	80%		92%	67%	77%	
J T BRACKENRIDGE	29%	60%	76%		39%	62%	53%		63%	82%	63%	
KNOX ECEC	52%	73%	81%		70%	64%	68%		68%	84%	82%	
MADISON	39%	78%	94%		56%	80%	58%		67%	82%	75%	
MAVERICK	58%	76%	88%		53%	76%	48%		81%	93%	96%	
NEAL	38%	83%	93%		82%	88%	69%		82%	73%	83%	
NELSON ECEC	44%	74%	85%		55%	64%	74%		75%	83%	91%	
SARAH KING	63%	67%	74%		57%	58%	48%		61%	76%	48%	
SCHENCK	42%	82%	78%		88%	83%	64%		83%	89%	80%	
TYNAN ECEC	45%	65%	84%		64%	73%	74%		68%	74%	72%	
SAISD	48%	74%	84%		64%	70%	68%		75%	80%	77%	

CoSA	47%	71%	83%		66%	69%	68%		75%	79%	78%	
------	-----	-----	-----	--	-----	-----	-----	--	-----	-----	-----	--

	Social Studies				Social & Emotional Development				Early Writing			
	BOY	MOY	EOY		BOY	MOY	EOY		BOY	MOY	EOY	
CARDENAS	75%	69%	81%		89%	87%	84%		91%	77%	81%	
LOMA PARK	72%	65%	72%		100%	88%	62%		92%	80%	81%	
STAFFORD	75%	74%	82%		98%	84%	85%		94%	81%	84%	
EISD	75%	72%	79%		95%	86%	81%		93%	79%	80%	

ARNOLD	88%	82%	76%		92%	100%	81%		13%	86%	86%	
BOWDEN	80%	63%	94%		100%	100%	89%		17%	89%	100%	
CARROLL ECEC	79%	69%	64%		99%	98%	87%		94%	85%	78%	
CARVAJAL	78%	68%	91%		97%	90%	92%		93%	84%	89%	
GRAEBNER	76%	71%	83%		100%	92%	78%		100%	88%	78%	
DE ZAVALA	70%	75%	65%		100%	92%	80%		94%	92%	75%	
FOSTER	94%	84%	87%		98%	92%	100%		91%	84%	97%	
GONZALES ECEC	100%	44%	85%		100%	89%	98%		100%	89%	88%	
HIRSCH	89%	92%	78%		100%	92%	89%		95%	92%	67%	
HUPPERTZ	97%	69%	68%		100%	92%	92%		100%	72%	73%	
J T BRACKENRIDGE	63%	63%	66%		88%	73%	73%		89%	63%	60%	
KNOX ECEC	73%	73%	79%		98%	85%	86%		93%	78%	81%	
MADISON	69%	73%	83%		100%	96%	88%		82%	76%	58%	
MAVERICK	94%	93%	96%		94%	93%	81%		97%	93%	78%	
NEAL	89%	68%	81%		100%	88%	88%		98%	93%	86%	
NELSON ECEC	76%	82%	82%		95%	95%	92%		91%	83%	87%	
SARAH KING	61%	64%	48%		100%	96%	81%		98%	84%	86%	
SCHENCK	84%	78%	73%		100%	98%	4%		100%	84%	84%	
TYNAN ECEC	77%	74%	73%		99%	79%	78%		94%	74%	79%	
SAISD	78%	74%	75%		98%	91%	87%		94%	82%	81%	

CoSA	77%	73%	76%		97%	89%	85%		94%	81%	81%	
------	-----	-----	-----	--	-----	-----	-----	--	-----	-----	-----	--

	Approaches To Learning				Physical Health & Development				Language Communication			
	BOY	MOY	EOY		BOY	MOY	EOY		BOY	MOY	EOY	
CARDENAS	83%	77%	83%		84%	79%	79%		94%	83%	82%	
LOMA PARK	93%	85%	70%		93%	92%	72%		98%	95%	87%	
STAFFORD	95%	79%	87%		89%	84%	79%		90%	84%	81%	
EISD	90%	80%	83%		88%	83%	79%		93%	86%	80%	

ARNOLD	92%	91%	81%		92%	91%	81%		8%	91%	90%	
BOWDEN	91%	100%	95%		92%	58%	95%		82%	95%	95%	
CARROLL ECEC	88%	96%	89%		92%	96%	91%		93%	89%	89%	
CARVAJAL	87%	84%	86%		87%	80%	85%		95%	87%	84%	
GRAEBNER	97%	96%	83%		100%	60%	74%		86%	88%	83%	
DE ZAVALA	94%	88%	85%		91%	35%	70%		97%	100%	90%	
FOSTER	94%	92%	100%		92%	98%	100%		94%	86%	97%	
GONZALES ECEC	88%	100%	91%		100%	78%	95%		100%	78%	94%	
HIRSCH	98%	96%	89%		98%	83%	88%		100%	96%	89%	
HUPPERTZ	100%	92%	85%		100%	97%	94%		83%	79%	81%	
J T BRACKENRIDGE	67%	64%	67%		68%	85%	67%		82%	73%	73%	
KNOX ECEC	87%	82%	81%		83%	76%	79%		89%	85%	88%	
MADISON	92%	96%	85%		81%	82%	83%		91%	88%	77%	
MAVERICK	94%	85%	70%		86%	81%	74%		94%	93%	96%	
NEAL	93%	70%	90%		89%	83%	86%		98%	83%	83%	
NELSON ECEC	86%	94%	92%		85%	89%	90%		91%	91%	89%	
SARAH KING	98%	84%	81%		90%	89%	80%		90%	96%	90%	
SCHENCK	96%	96%	93%		84%	98%	96%		96%	98%	96%	
TYNAN ECEC	82%	76%	76%		65%	75%	71%		84%	81%	82%	
SAISD	89%	87%	85%		85%	84%	84%		91%	87%	87%	

CoSA	89%	85%	84%		86%	84%	83%		92%	87%	85%	
------	-----	-----	-----	--	-----	-----	-----	--	-----	-----	-----	--

	Motivation to Read		
	BOY	MOY	EOY
CARDENAS	90%	80%	90%
LOMA PARK	90%	83%	74%
STAFFORD	96%	83%	90%
EISD	93%	81%	85%

ARNOLD	4%	91%	86%
BOWDEN	92%	84%	89%
CARROLL ECEC	96%	91%	88%
CARVAJAL	90%	87%	88%
GRAEBNER	96%	100%	96%
DE ZAVALA	100%	96%	95%
FOSTER	93%	98%	100%
GONZALES ECEC	88%	78%	94%
HIRSCH	96%	98%	100%
HUPPERTZ	92%	59%	71%
J T BRACKENRIDGE	75%	81%	82%
KNOX ECEC	89%	85%	91%
MADISON	91%	84%	79%
MAVERICK	86%	96%	89%
NEAL	89%	90%	100%
NELSON ECEC	91%	88%	91%
SARAH KING	96%	93%	50%
SCHENCK	93%	91%	96%
TYNAN ECEC	90%	86%	89%
SAISD	91%	88%	90%

CoSA	92%	86%	88%
------	-----	-----	-----

CARDENAS
LOMA PARK
STAFFORD
EISD

ARNOLD
BOWDEN
CARROLL ECEC
CARVAJAL
GRAEBNER
DE ZAVALA
FOSTER
GONZALES ECEC
HIRSCH
HUPPERTZ
J T BRACKENRIDGE
KNOX ECEC
MADISON
MAVERICK
NEAL
NELSON ECEC
SARAH KING
SCHENCK
TYNAN ECEC
SAISD

CoSA
