

LAP-3 – Reports for Administrators



Administrative Reports provide a summarized view of how children are progressing in meeting development and learning objective goals. These reports may be used to help plan, to monitor progress, to meet reporting requirements, and to set program objectives.



Alignment Reporting:

Alignment reports enable administrators to review how groups of children meet important early learning standards such as the Head Start Child Development and Early Learning Framework or the School Readiness Report. Alignment reports may be generated at the site, and/or program levels.

Reports show the actual or average score along with any change between checkpoint periods when the report includes multiple checkpoints.

Alignment reports may be generated at the site and program levels.

Scores reflect the actual or average score for a group of children. Group scores also include the high and low scores as well as the average score for the group.

When multiple checkpoints are included reports calculate the change between checkpoint periods.

Graphs reflect the number of milestones achieved for a particular domain as a percentage of the total milestones correlated to that domain.

LAP-3 Child Head Start Outcomes Report for Flora P.

Report Date: 03/19/2012

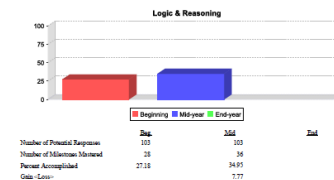
The following table summarizes the progress of Flora P. based on the Head Start Child Development and Early Learning Framework for the selected checkpoints. Each score represents the number of milestones achieved expressed as a percentage of the total number of milestones correlated to each domain. Gains and/or losses are based on the difference between the percentage scores at each checkpoint. Information on how the LAP-3 is correlated to the Head Start Child Development and Early Learning Framework may be found in the documents section of the application.

Domain	Checkpoint			Change		
	Beginning	Mid-year	End-year	Begin/Mid	Mid/End	Begin/End
Physical Health & Development	61.73	65.62		4.08		
Social & Emotional Development	69.74	71.06		1.32		
Approaches to Learning	46.27	49.28		2.99		
Logic & Reasoning	27.16	34.36		7.77		
Language Development	19.86	25.34		5.46		
Literacy Knowledge & Skills	27.27	29.67		2.60		
Mathematics Knowledge & Skills	15.00	20.00		5.00		
Science Knowledge & Skills	3.70	7.41		3.70		
Creative Arts Expression	46.43	46.43		0.00		
Social Studies Knowledge & Skills	37.84	40.54		2.70		
English Language Development	22.22	44.44		22.22		

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The following graph reflects the progress of Flora P. based on the Head Start Child Development and Early Learning Framework. Graphs and the numbers represented by the graphs are based on the number of milestones achieved for that domain divided by the number of potential milestones for that domain.



Analytic Reporting:

The Evaluation and Planning Report enables the user to decide how much or how little information is included in the report and what format to use when displaying the data. The report can be generated at the Classroom, Site or Program levels and assessment results can be aggregated based on selected LAP-3 Domains or on selected

domains from Head Start's Child Development and Early Learning Framework. Users decide which sites, classrooms and domains are included in the report. After selecting the reporting format administrators can decide which children are included in the report.

Report variables include:

Gender Language
Ethnicity Disability
Child date of birth
Children with selected checkpoints only
Family demographics
Child User Defined Fields
Family User Defined Fields
Classroom User Defined Fields
Teacher User Defined Fields

When generated the report is expressed in terms of numbers and graphical representation. Graphs are segmented by domains with separate entries for each entity (classroom or site) included in the report or as a single entry by domain when the program level is selected. Numerical information includes the number of entities included (children in classroom, classrooms in site, sites in program) the percentage and number breakdown of male and female children, and finally the high, low and average percentages for each checkpoint period.

