



PreK-4 SA Program Assessment

WORK PLAN – YEAR 2

September 1, 2014 – August 31, 2015

Report prepared September 1, 2014 for

San Antonio Early Childhood Education Municipal Development Corporation

Kathy Bruck, CEO



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YEAR 2 WORK PLAN

Edvance Research, Inc. signed the professional services agreement between the San Antonio Early Childhood Education Municipal Corporation and Edvance Research, Inc. on September 23, 2013. Edvance has prepared the Year 2 Work Plan for the PreK-4-SA for performance between September 1, 2014 and August 31, 2015.

The following information is included in the Year 2 Work Plan:

- Overview of Program Assessment
- Program Assessment Task and Activity Descriptions
- Deliverables and Reports
- Timeline

Overview of Program Assessment

Edvance and research partner, the National Institute for Early Education Research (NIEER), completed an alignment study in Year 1, which included a 1) content and standards alignment, 2) concurrent validity study, and 3) pre-K classroom quality analysis. Also in Year 1 a program assessment was completed for the first year of programming which included the development of a theory of change and logic model as well as information related to the demographic information of children who attended Pre-K 4 SA in Year 1, information about Pre-K 4 SA attendance and family engagement events. The Year 1 assessment also provided information on classroom quality, time spent in various activities during the school day and a comparison of kindergarten readiness outcome results of Pre-K 4 SA children to a nationally normed sample of children on the *Teaching Strategies Gold* assessment.

Year 2 will include two cohorts of children: 1) Cohort 1 children who attended Pre-K 4 SA during Year 1 (2013-2014) who are now in kindergarten and 2) Cohort 2 children who are in Pre-K 4 SA during Year 2 (2014-2015). In Year 1, Cohort 1 completed Pre-K 4 SA programming and in Year 2, Cohort 1 will be moving on to Kindergarten while Cohort 2 begin Pre-K 4 SA.

In Year 2, the Pre-K 4 SA program assessment will consist of an evaluation to measure the effect of Pre-K 4 SA on student kindergarten achievement as well as a replication of the Year 1 assessment information for Cohort 2 children. More specifically, Year 2 of the program assessment will include:

- Task 1. Fidelity of implementation measure
- Task 2. Cohort 2 teacher-student interaction descriptive analysis
- Task 3. Cohort 2 parent engagement descriptive analysis
- Task 4. Cohort 2 comparison of kindergarten readiness scores with a nationally normed sample
- Task 5. Cohort 1 matched comparison group using district collected student data

Task purpose and benefits of proposed Year 2 work

Task 1. Fidelity of implementation measure

By the end of Year 1, a logic model for the Pre-K 4 SA program was completed. With the completion of the logic model, Edvance has the necessary information to develop the fidelity of implementation measure, which will be conducted in Year 2.

Fidelity of implementation measure development will assist evaluators in gathering important information about program implementation and provide information on the extent to which Pre-K 4 SA was implemented as intended during Year 2. This process includes intensive item development and pilot testing of the measure in pre-K classrooms, as well as analysis of data obtained from pilot testing in the fall, to revise the measure. The development efforts will occur in the fall and the measure will be ready for use in spring. Currently, the fidelity of implementation data collection is set to occur in 24 randomly selected classrooms (roughly 6 per center).

To understand Pre-K 4 SA's acceptable levels of implementation fidelity meetings will occur with the Pre-K 4 SA CEO and Center Directors from which such information will be obtained and used as the standard from which to calculate fidelity.

It is important to note that assessing a program's fidelity of implementation is an important dimension of a program evaluation because it provides evidence that the program was implemented, as intended, over time, and across settings. This is critical because if there is no evidence that the program was implemented as intended "with fidelity", then, even if future evaluations resulted in positive findings, there would be little confidence that those findings were due to participation in the program rather than other factors that may have influenced the program, the staff, the implementation, or the children.

Task 2. Cohort 2 teacher-student interaction descriptive analysis

As in Year 1, a descriptive analysis of teacher-student interaction data will provide information about the level of classroom quality and the quality of teacher-student interactions during the second year of Pre-K 4 SA implementation. This is accomplished by analyzing the classroom quality data collected during classroom observations utilizing the CLASS. These observations will take place during the spring classroom observations in 24 randomly selected classrooms. It is important to note that the original RFP response suggested observations occur twice a year for 12 randomly selected classrooms; however, Pre-K 4 SA directors and the CEO shared that they would find information from one time point on more teachers as more beneficial.

Task 3. Cohort 2 parent engagement descriptive analysis

Descriptive analysis of parent engagement data will provide information about the level of parent/family engagement during the second year of Pre-K 4 SA implementation across the centers. This is accomplished by analyzing the parent/family engagement data that is collected by the Pre-K 4 SA centers. It is likely that this analysis will be somewhat more intensive than that provided in Year 1 due to improvements in data collection currently underway by Pre-K 4 SA. In addition to descriptive analysis of

the number of events and total number of participants from Year 1, Year 2 analysis will include the descriptive identification of unique event participants as well as link to student readiness outcomes as a potential explanation of greater change through the course of the year for children with respect to readiness (if the appropriate data is made available by Pre-K 4 SA).

Task 4. Cohort 2 comparison with nationally normed sample

Results for Pre-K 4 SA *Teaching Strategies Gold* assessment outcomes will provide the extent to which Pre-K 4 SA children’s kindergarten readiness scores (six outcomes) changed over the course of the Pre-K 4 SA year compared to a nationally normed sample of children. Results from this comparison will be characterized as “evidence of promise” that participation in Pre-K 4 SA can “move the needle” in children’s kindergarten readiness by the end of the pre-K year. This is accomplished by analyzing data that are collected at each of the Pre-K 4 SA centers that includes demographic information as well as assessment data administered at three time points per year by Pre-K 4 SA teachers. It is important to note that normed comparison data is currently available for only six Gold outcomes (cognitive, literacy, mathematics, oral language, physical, and social-emotional). Other potential outcomes that may be collected by Pre-K 4 SA teachers include arts, science, social studies and Spanish language outcomes. If these data are available descriptive information will be provided but no comparisons will be possible.

Task 5. Cohort 1 matched comparison group using district collected data

During Year 2, children from Cohort 1 (those that attended Pre-K 4 SA during the 2013-2014 school year) are expected to be in kindergarten. To follow-up with these children, data will be requested from partnering school districts to obtain not only data on former Pre-K 4 SA children but also from other kindergarten children within the district. This request will be made to gather demographic information, attendance during the kindergarten year as well as kindergarten readiness scores collected by the district as well as any other available academic and behavioral information about the children. If available, any information included in files concerning the pre-K experience children received will also be requested. This data will be requested to form demographically similar comparison groups with which to compare the Cohort 1 Pre-K 4 SA children.

Data sharing agreements (DSAs) will be created and revised in conjunction with Pre-K 4 SA. Once school districts approve the DSA, information will be shared with the district concerning secure transport of data. All information will be presented in aggregate so that no child, school, or district is identified in public documentation.

It is important to note that existing MOUs with districts only request Pre-K 4 SA child data with no request for comparison data. There is potential risk to completion of this task if partner school districts do not agree to 1) sign the DSA and 2) provide adequate comparison data for comparative analysis. There are potential additional options for collection of this data; however, additional cost is associated with such options and is out of the scope of the current contract.

Benefits of Year 2 proposed evaluation work

Benefits of the proposed Year 2 evaluation activities are presented in three areas; benefits to Pre-K 4 SA, benefits to partnering school districts and benefits to the city of San Antonio.

The benefits of program assessment to Pre-K 4 SA

The developed fidelity measure will be used in to provide Pre-K 4 SA centers with annual feedback on the level of implementation of Pre-K 4 SA. Also, with the quality and interaction information as well as the descriptive information on parent/family engagement, Pre-K 4 SA centers will gain an understanding of the overall quality occurring in Pre-K 4 SA classrooms as well as the amount and type of engagement from parents and families in Year 2 of the program. Finally, kindergarten readiness outcome information will provide “evidence of promise” that participation in Pre-K 4 SA may be related to increased kindergarten readiness for children by the end of the pre-K year. Finally, if significant differences in success in kindergarten is identified for Cohort 1 children now in kindergarten (in comparison to demographically similar children within the same district) this will further suggest “promise” that the Pre-K 4 SA program is related to sustained success for children in the kindergarten year.

The benefits of program assessment to participating districts

As districts will begin receiving Pre-K 4 SA students in Year 2, it is important for all city districts to understand how children are being prepared for kindergarten. To this end, the normative comparison for Cohort 2 and comparison to demographically similar children for Cohort 1 children, may be the most helpful portion of the program assessment for districts.

In addition, districts may also benefit by gaining knowledge about the quality of Pre-K 4 SA classrooms as well as the extent to which Pre-K 4 SA has been implemented as intended. This information can be found in the quality and interaction as well as the fidelity portions of the program assessment. Finally, it is also reasonable that districts may benefit from learning more about the level of parent/family engagement within Pre-K 4 SA and any connection of this engagement with kindergarten readiness findings which will also be available as described above.

The benefits of program assessment to San Antonio

As the city and its citizens have invested into the Pre-K 4 SA program, the normative comparison for Cohort 2 and comparison to demographically similar children for Cohort 1 children may be of most interest, however, the other portions of the program assessment will also yield benefits to the city. First, the city will also benefit from the fidelity portion by having more information about how the program is being implemented across the four centers. In addition, knowledge on how and to what extent parents and families are being engaged in their children’s education as well as the quality of that education will also most likely be of high interest to San Antonio. Such information may be used to continue to make changes, improve or expand Pre-K 4 SA.

Program Assessment Task and Activity Descriptions

Task 1. Fidelity of implementation measure

- Develop fidelity of implementation measure. The fidelity of implementation measure will be based on logic model and will measure (in Year 2) the degree to which the PreK-4 SA key components were put in place and occurred with fidelity in randomly selected classrooms.
- Review fidelity of implementation measure with PreK-4 SA and receive feedback. Revise if necessary.
- Pilot the fidelity of implementation measure.
 - Piloting the measure will provide necessary feedback on the utility of the measure in the classroom setting.
- Revise fidelity of implementation measure. The measure will be revised based on pilot test data.
- Fidelity of implementation measure approved for use by the end of the fall, in Year 2.

Task 2. Cohort 2 teacher-student interaction descriptive analysis

- Conduct CLASS observations. Classroom observation data collected and used to provide descriptive information on the quality of teacher-student interactions, in randomly selected Pre-K 4 SA classrooms in Year 2 of the program.
- Complete analysis of observation data. This analysis will focus on presenting descriptive information on Year 2 Pre-K 4 SA classroom quality.

Task 3. Cohort 2 parent engagement descriptive analysis

- Verify updates and improvements the Pre-K 4 SA program has made with regard to data collection as part of parent/family engagement activities.
- Acquire the parent engagement data from the Pre-K SA program through secure means.
- Clean parent engagement data to ensure all variables have been entered and coded correctly. All parent engagement data provided will be combined into a final data set.
- Analyze data. The analysis will provide descriptive information concerning the reported levels of parent engagement during the pre-K year. If possible, analysis will also be conducted to assess a potential relationship between family engagement and children’s kindergarten readiness outcomes.

Task 4. Cohort 2 comparison with nationally normed sample

- Acquire PreK-4 SA *Teaching Strategies Gold* child level data (both raw and scale scores) through secure means.
- Analyze data. This analysis will provide “evidence of promise” information concerning the change in pre-K child achievement after one year in Pre-K 4 SA compared to a nationally normed sample of children using data from the Gold administered by Pre-K 4 SA teachers.

Task 5. Cohort 1 matched comparison group using district collected data

- Draft data sharing agreements (DSAs) with Pre-K 4 SA; share with partner districts
 - Requested data will include PEIMS data (i.e., student ID, demographic information, pre-K and K information including attendance, disciplinary information and kindergarten readiness scores. Information will also be requested on basic teacher demographics.)
- Finalize DSAs and share information concerning secure transfer of data
- Request data from partner districts
- Acquire available kindergarten data from all partner districts; potential for phone calls or meetings to clarify data received
- Analyze data. This analysis will provide “evidence of promise” that the Pre-K 4 SA program is related to sustained success for children in the kindergarten year.

Deliverables and Reports

- Year 2 Work plan
- Monthly Progress Reports
- Final Report
 - Results of fidelity measure development and initial use
 - Results of the Cohort 2 teacher-child interaction descriptive analysis
 - Results of Cohort 2 Pre-K 4 SA parent/family engagement descriptive analysis
 - Results of Cohort 2 kindergarten readiness comparison with normed sample
 - Descriptive comparison of Cohort 1 and Cohort 2 results from pre-K year
 - Sustainability results at the end of the kindergarten year for Cohort 1

Timeline

See attached MS Project schedule.

ID	Task Name	Start	Finish
1	Pre-K 4 SA Year 2 Work Plan Program Evaluation	Tue 9/2/14	Mon 8/31/15
2	Task 1. Fidelity of Implementation Measure	Tue 9/2/14	Fri 6/26/15
3	Development of Fidelity of Implementation Observation Checklist	Tue 9/2/14	Fri 10/31/14
4	Develop Fidelity of Implementation Measure	Tue 9/2/14	Fri 10/31/14
5	Pilot Fidelity of Implementation Measure	Tue 11/4/14	Mon 1/5/15
6	Edvance collects pilot data with Fidelity of Implementation Measure	Tue 11/4/14	Fri 11/7/14
7	Edvance analyses the pilot data on the Fidelity of Implementation Measure	Mon 11/10/14	Thu 11/13/14
8	Edvance revises Fidelity of Implementation Measure based on findings and meeting	Mon 11/17/14	Wed 11/26/14
9	Revised Fidelity of Implementation Measure reviewed and approved by Pre-K 4 SA	Mon 12/1/14	Mon 1/5/15
10	Fidelity of Implementation Data Collection	Tue 1/6/15	Fri 6/26/15
11	Schedule Fidelity of Implementation data collection site visits (24: 6 per site)	Tue 1/6/15	Thu 3/12/15
12	Complete Fidelity of Implementation data collection	Fri 3/13/15	Thu 4/30/15
13	Draft Fidelity of Implementation section of report	Fri 5/1/15	Fri 6/26/15
14	Task 2. Cohort 2 Teacher/child interaction descriptive analysis	Fri 3/13/15	Fri 6/26/15
15	During fidelity data collection site visit, complete classroom observations with CLASS (24: 6 per site)	Fri 3/13/15	Thu 4/30/15
16	Edvance complete teacher/child interaction analysis	Fri 5/1/15	Fri 6/26/15
17	Task 3. Cohort 2 Parent/Family Engagement Descriptive Analysis	Tue 9/2/14	Fri 7/24/15
18	Work with Pre-K 4 SA to refine Parent/Family Engagement data collection processes	Tue 9/2/14	Mon 9/29/14
19	Acquire data from 1st semester from Pre-K 4 SA on Parent/Family Engagement	Mon 1/12/15	Fri 1/30/15
20	Acquire data from Pre-K 4 SA on Parent/Family Engagement	Fri 6/5/15	Thu 6/25/15
21	Clean data on Parent/Family Engagement	Fri 6/26/15	Fri 7/10/15
22	Analyze data on Parent/Family Engagement	Mon 7/13/15	Fri 7/24/15
23	Task 4. Cohort 2 Comparison of Kindergarten readiness scores with Nationally Normed Sample (GOLD)	Fri 11/14/14	Mon 7/27/15
24	GOLD assessment data entry completed and uploaded by Pre-K 4 SA (for Fall)	Fri 11/14/14	Fri 11/14/14
25	GOLD assessment data entry completed and uploaded by Pre-K 4 SA (for Winter)	Tue 3/31/15	Tue 3/31/15
26	GOLD assessment data entry completed and uploaded by Pre-K 4 SA (for Spring)	Fri 6/12/15	Fri 6/12/15
27	Pre-K 4 SA coordinator works with Edvance to upload data files to secure server	Mon 6/15/15	Fri 6/26/15
28	Edvance cleans and analyzes student level data	Mon 6/29/15	Mon 7/27/15
29	Task 5. Cohort 1 Matched Comparison Group Using District Collected Student Data	Tue 9/2/14	Fri 7/31/15
30	Draft district MOU	Tue 9/2/14	Mon 11/3/14
31	Collected signed district MOU	Fri 1/30/15	Fri 1/30/15
32	Collect student level data from district	Fri 6/5/15	Tue 6/30/15
33	Clean student level data from district	Wed 7/1/15	Wed 7/15/15
34	Analyze student level data from district	Thu 7/16/15	Fri 7/31/15
35	Final Report	Mon 8/3/15	Mon 8/31/15
36	Edvance Year 2 draft report	Mon 8/3/15	Wed 8/19/15
37	Edit Year 2 draft report	Thu 8/20/15	Mon 8/24/15
38	Finalize and Submit Year 2 report	Tue 8/25/15	Mon 8/31/15