



Pre-K 4 SA

Program Assessment

Overview: Year 1

- Alignment Study
- Program Evaluation – Year 1
- Questions and Discussion

ALIGNMENT STUDY

Alignment Study

- Addressed:
 - Validity of kindergarten readiness assessments (KEAs) administered in San Antonio
 - How well KEAs align with Revised Texas Prekindergarten Guidelines (RTPG) and classroom practice in Pre-K 4 SA
- Reports:
 - How well assessments, standards, and practices align
 - Content and concurrent validity evidence on standardized assessments and Teaching Strategies *GOLD*.

Alignment Study: Extent of Alignment

- Three KEAs reviewed for Language/Literacy align to 5 of 13 skill areas in 2 of 3 domains
 - Language and Communication (2)
 - Emergent Literacy Reading (3)
 - Emergent Literacy Writing (0)
- Two KEAs reviewed for Mathematics align to 2 of 23 skill areas in 1 of 5 domains
 - Counting Skills (2)
 - Adding To/Taking Away Skills (0)
 - Geometry and Spatial Sense Skills (0)
 - Measurement Skills (0)
 - Classification and Patterns Skills (0)
- Across all skill areas, the KEAs covered mostly literacy, some language, no writing, very little mathematics; no other domains were covered

Alignment Study: Concurrent Validity

- 4 of 5 KEAs were included: TejasLee, TPRI, WMLS-R, and Aimsweb Math
 - Strong evidence of validity with other standardized measures and with GOLD
- Instruments are generally well-designed and provide a strong look at a limited number of standards

Alignment Study: Limitation/Recommendations

- Limitation
 - Only six districts shared KEA information (only two provided a mathematics KEA)
 - No KEAs shared for science, physical, social-emotional
- Recommendations
 - Include more content domains in KEAs
 - Beyond literacy and mathematics
 - Consider an alternative assessment approach in KEAs
 - Evaluate a broader range of competencies to provide a better picture of readiness for schools and districts
 - Consider further alignment work to better understand how RTPG compare nationally



PROGRAM EVALUATION: YEAR 1

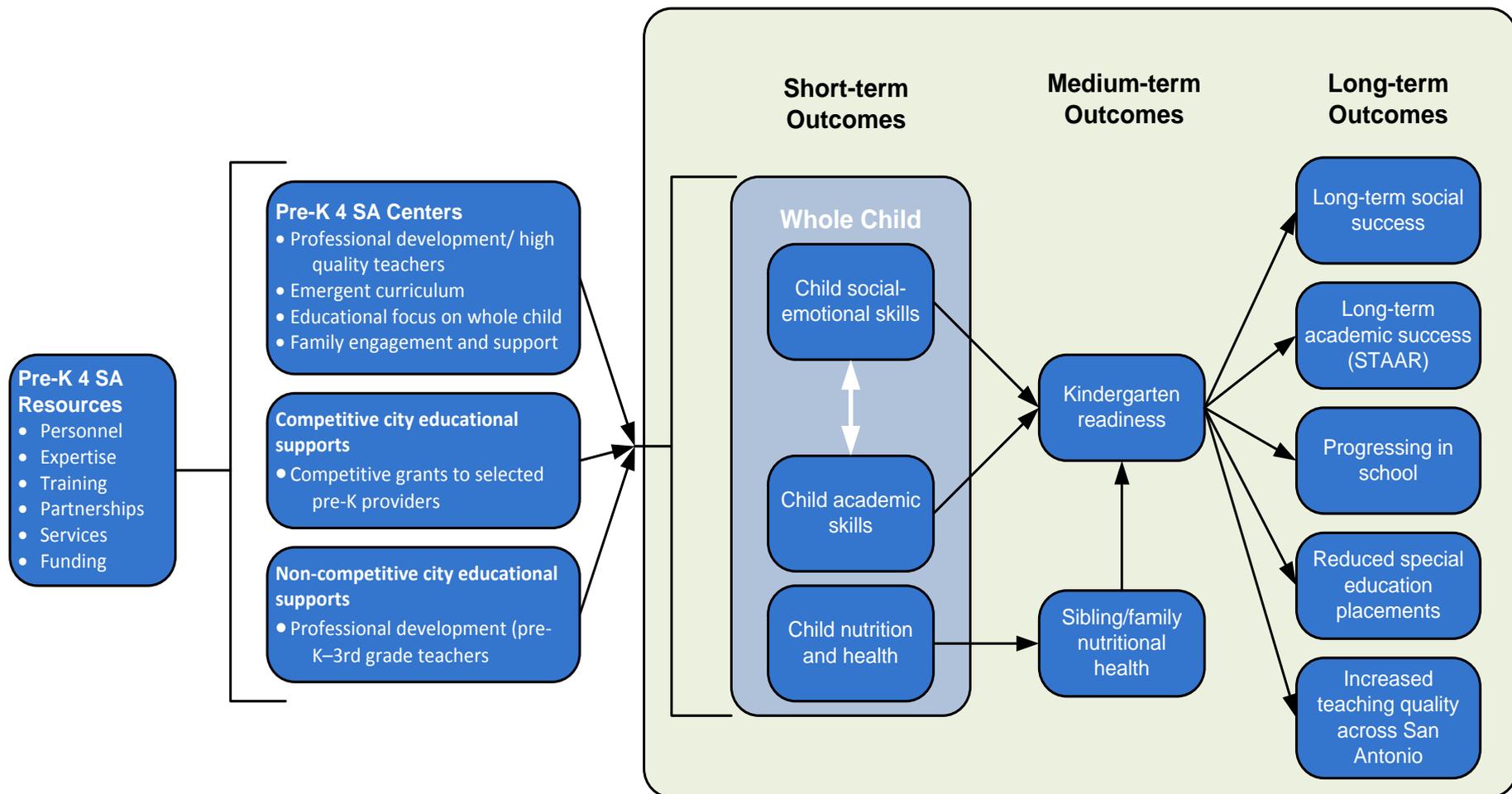
Y1 Program Evaluation

- Addressed questions in five areas
 - Program Theory
 - Participating Children – Demographics
 - Child Attendance and Family Engagement
 - Teacher and Classroom Information
 - Kindergarten Readiness

PROGRAM THEORY

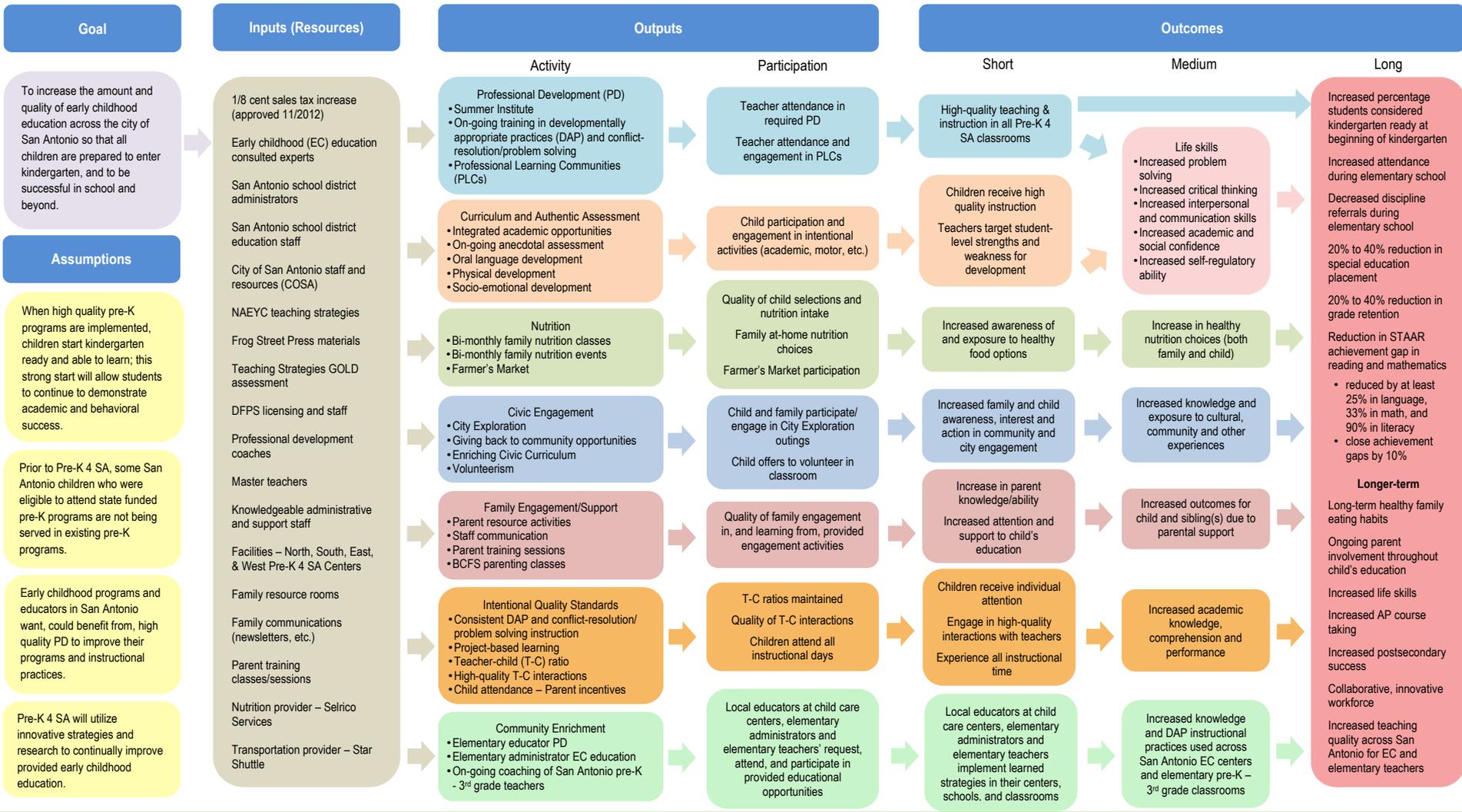


Y1 Program Evaluation Results: Program Theory





Y1 Program Evaluation Results: Pre-K 4 SA Logic Model





PARTICIPATING CHILDREN

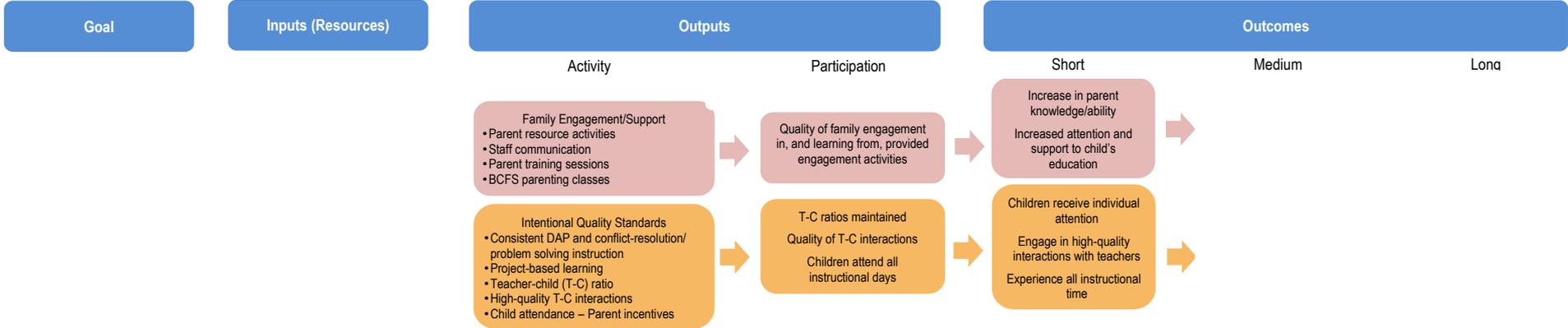
Y1 Program Evaluation Results: Participating Children

- 85.2% Hispanic children
- 53.2% boys
- 81.1% attended for free

Children who attended Pre-K 4 SA for free by Eligibility Criteria

Eligibility criteria	Number of children	Percentage of total eligible children
English language learner	72	12.0%
Foster care	17	2.8%
Homeless	23	3.8%
Income	456	75.9%
Military	33	5.5%
Eligible total	601	100%

Note. Children may have been eligible by more than one criteria but only one was identified; eligibility information was missing for 0.3% of children. Children were removed from eligibility criteria counts in this table if they were identified as tuition children.



CHILD ATTENDANCE AND FAMILY ENGAGEMENT



Y1 Program Evaluation Results: Attendance and Engagement



- **Child Attendance**

- 69% of children began their attendance at the beginning of the school year
- Average attendance
 - All children ($n=741$) = 92.3%
 - Did not withdraw ($n=639$) = 93.7%

- **Family Engagement**

- Pre-K 4 SA held 152 family events across school year
- Attendance across family events totaled 3,571

Attendance and Engagement: Limitations/Recommendations

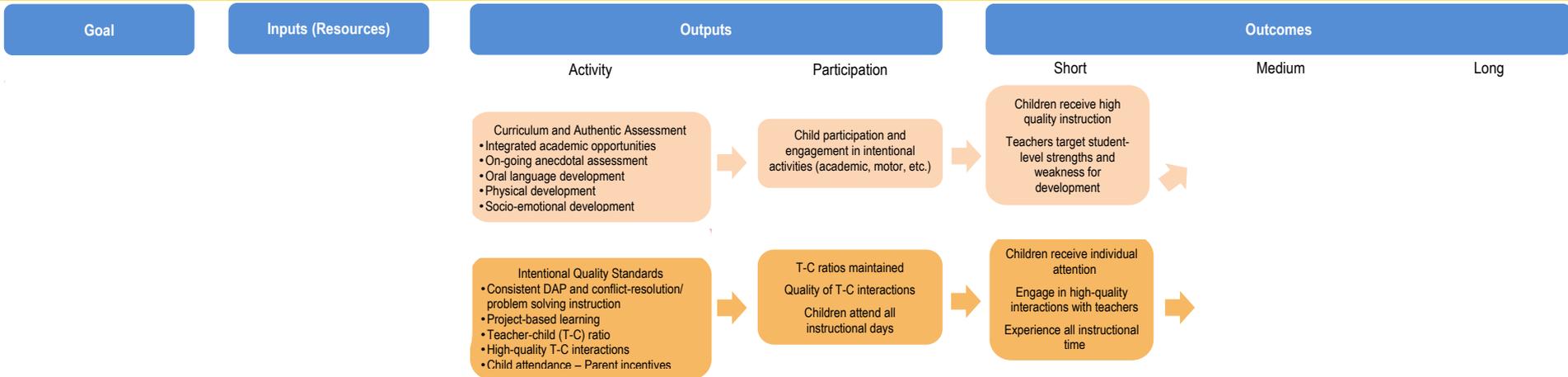
- Family Engagement

- Limitations

- No data available to link family engagement to child outcomes
 - Data not collected in a way to understand unique family engagement or amount of family engagement

- Recommendation

- Revise data collection strategy to improve utility of data
 - Maintain in database for program and evaluation use



TEACHERS AND CLASSROOMS

Y1 Program Evaluation Results: Teachers and Classrooms

- Teacher Survey for Early Education Quality (TSEEQ; Hallam, Rous, Riley-Ayers, & Epstein, 2012)
 - Teachers reported:
 - High frequency of participation in assessment activities
 - Resources/materials in good condition; environments conducive to learning
 - Having working relationships with most, if not all, families
 - Creating developmentally appropriate learning environments and participatory situations for children
 - Creating supportive emotional climates and positive teacher-child interactions in classroom
 - Being supported by leadership and adequately prepared to work with children and families

Y1 Program Evaluation Results: Teachers and Classrooms

- Emerging Academic Snapshot (Snapshot; Ritchie, Howes, Kraft-Sayre, & Weiser, 2001)
 - Time sampled measure across the morning of how time is spent in classrooms

Content area	Percentage of time spent
Language/Literacy	45%
Social Studies	24%
Mathematics	15%
Science	12%

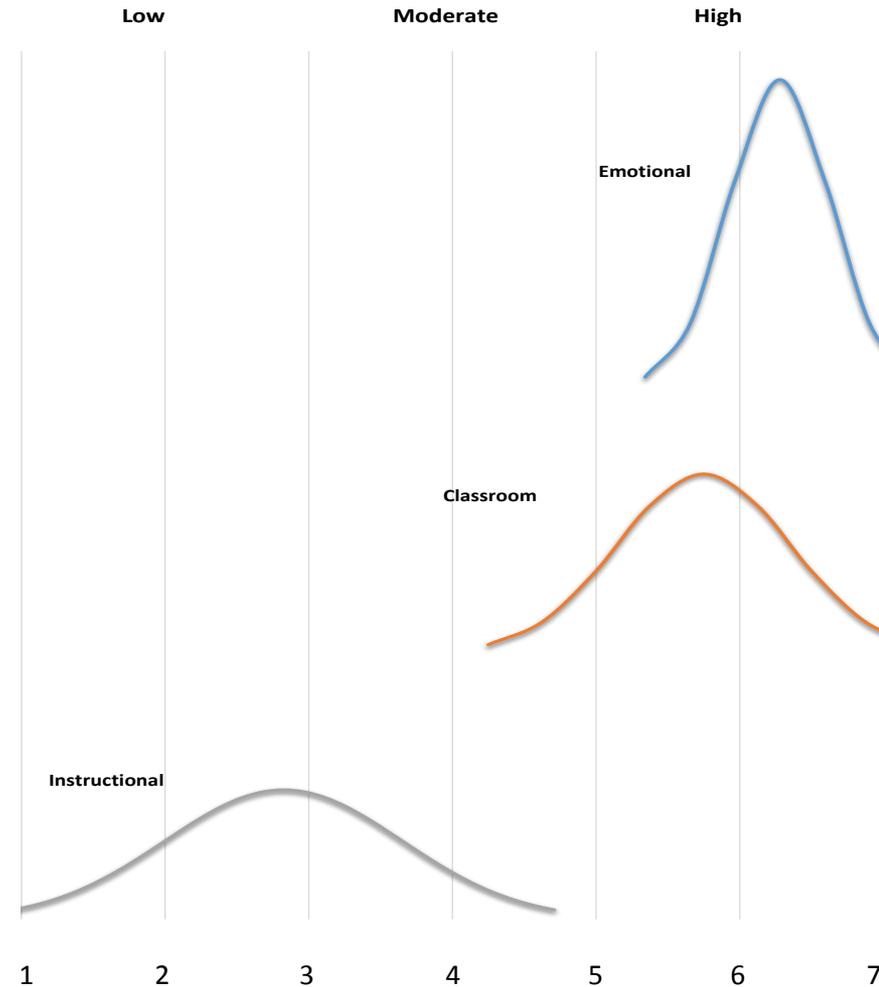
- Majority of time spent in whole group (32%) and free choice time (28%)



Y1 Program Evaluation Results: Teachers and Classrooms

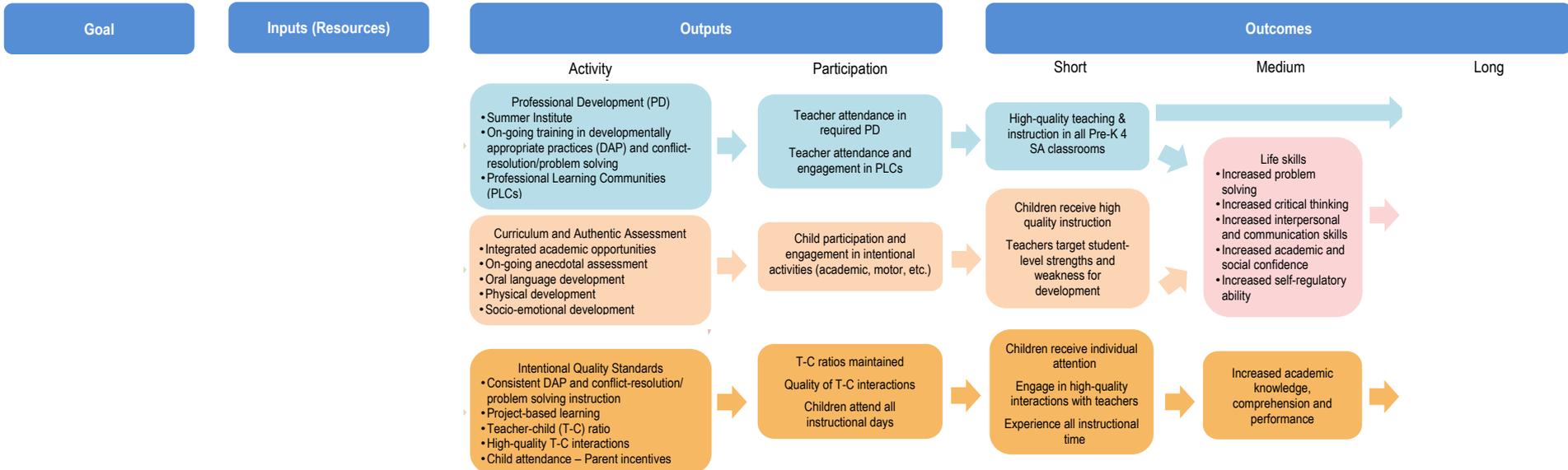


- Classroom Assessment Scoring System (CLASS; Pianta, LaParo & Hamre, 2008)
 - Classroom observations of teacher-child interactional quality during the morning
- Typical ranges compared to other studies across the country
- Average scores
 - Emotional Support = 6.28
 - Classroom Organization = 5.75
 - Instructional Support = 2.82



Teachers and Classrooms: Limitation/Recommendations

- Classroom observations
 - Limitation
 - Only one observation per classroom in spring
- Recommendations
 - Consider additional observations to understand change in quality throughout the year
 - Increase time spent on content areas other than literacy in Pre-K 4 SA classrooms
 - Include professional development focused on instructional support
 - Concept Development
 - Quality of Feedback
 - Language Modeling



KINDERGARTEN READINESS



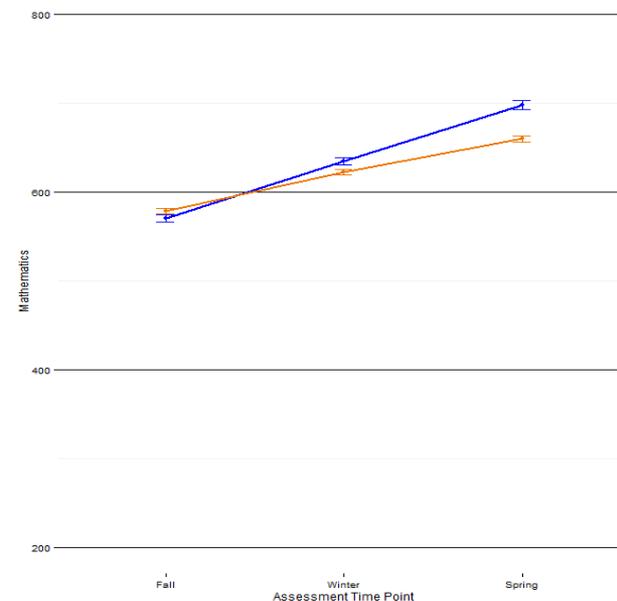
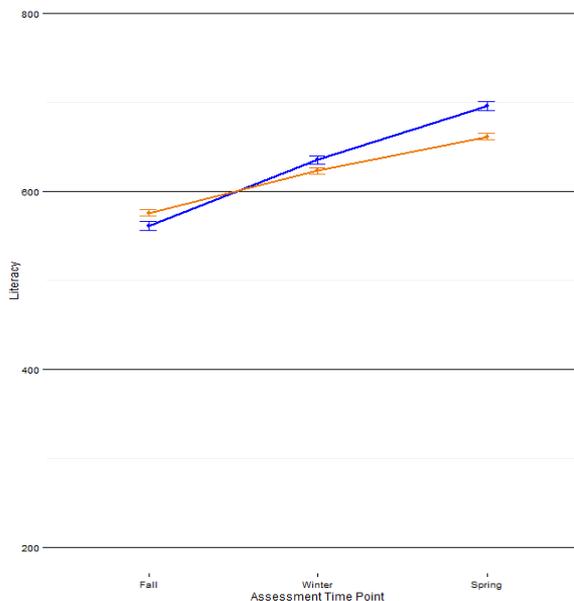
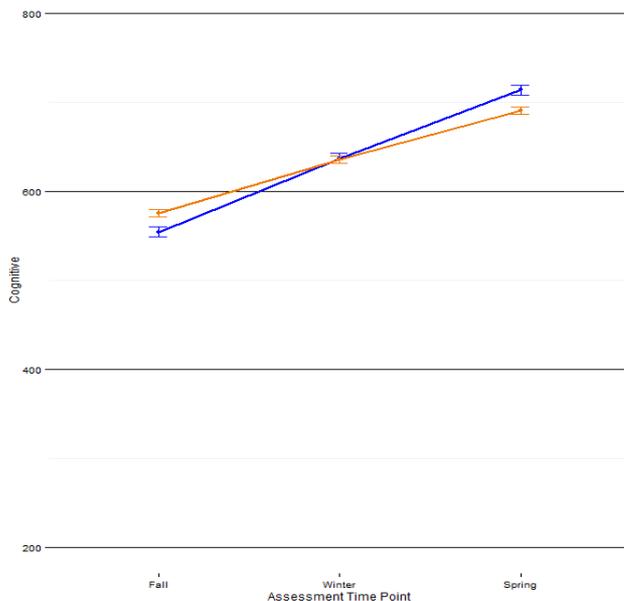
Y1 Program Evaluation Results: Kindergarten Readiness



- *Teaching Strategies GOLD* assessment system administered by teachers
 - Six outcomes
 - Cognitive
 - Literacy
 - Mathematics
 - Oral Language
 - Physical
 - Social-Emotional
 - Comparisons to nationally representative normed sample
 - 3-month age band matching average age at Fall assessment ($n = 773$)

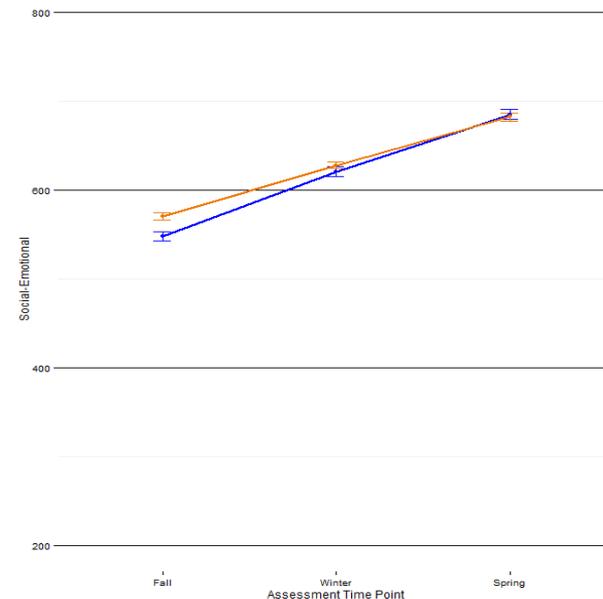
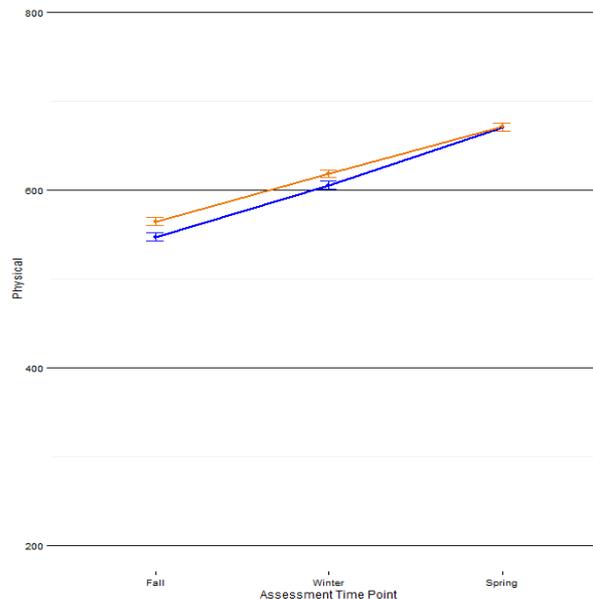
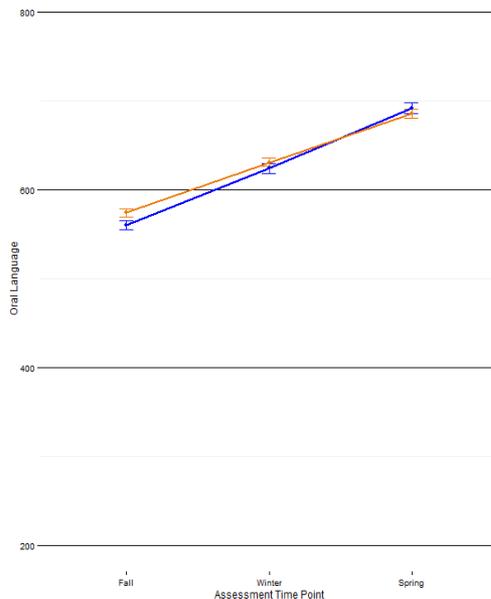
Y1 Program Evaluation Results: Kindergarten Readiness

- Pre-K 4 SA children started significantly behind the normed sample in all six outcomes
 - Ended the year significantly ahead in three outcomes; cognitive, literacy, and mathematics



Y1 Program Evaluation Results: Kindergarten Readiness

- Pre-K 4 SA children started significantly behind the normed sample in all six outcomes
 - Ended the year on par with the normed sample in three outcomes; oral language, physical, and social-emotional

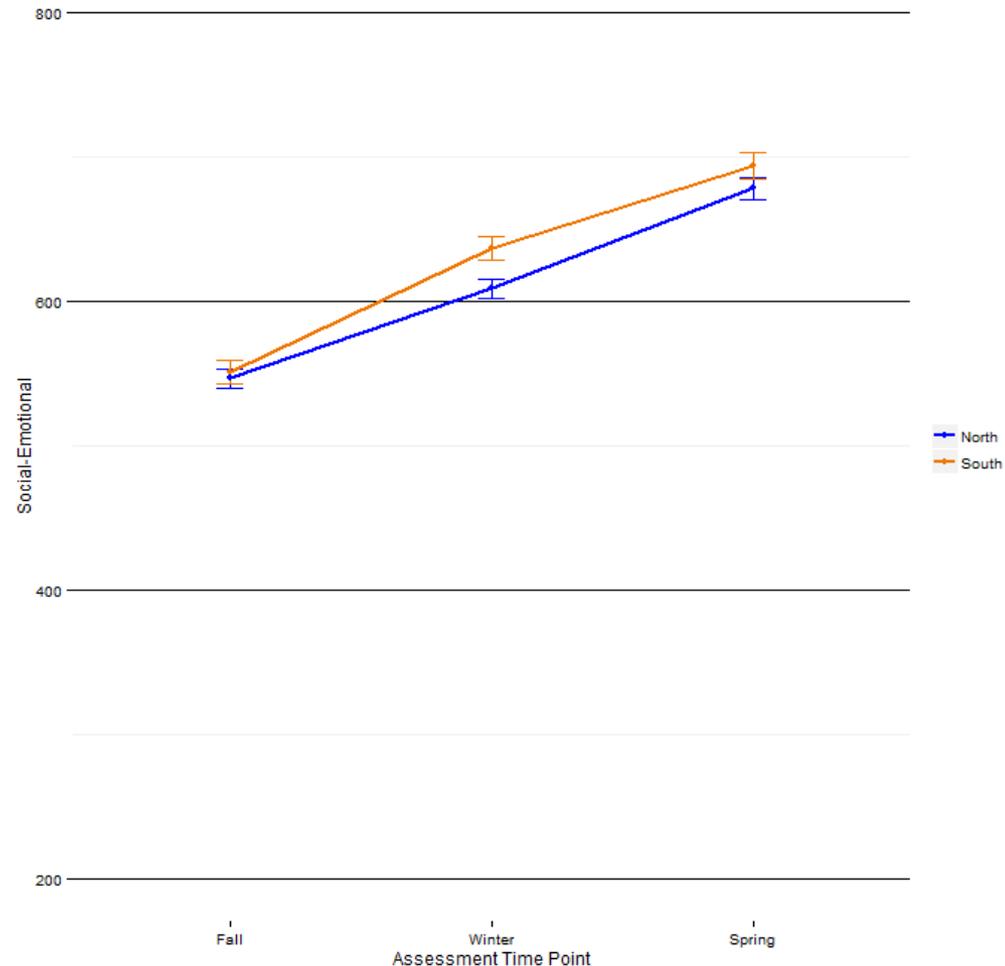




Y1 Program Evaluation Results: Kindergarten Readiness

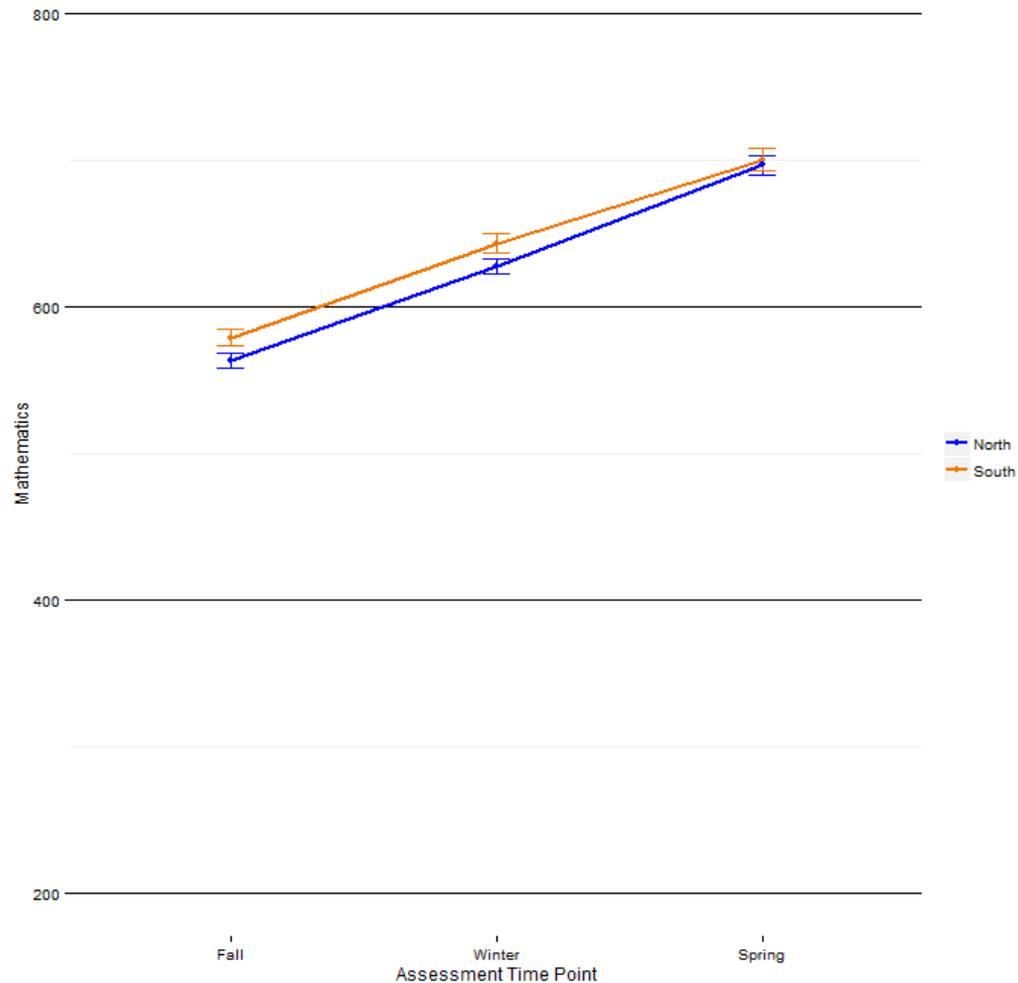


- Within the Pre-K 4 SA sample, South center children increased in social-emotional compared to North center children



Y1 Program Evaluation Results: Kindergarten Readiness

- Within the Pre-K 4 SA sample, North center children overcame a deficit to be on par with South center children in mathematics





Kindergarten Readiness: Limitations/Recommendations



- Comparison group
 - Limitations
 - Comparison group is not the same as program group
 - Extended day attendance
 - Recommendations
 - Form control group from lottery selection
 - Proposal submitted for Institute of Education Sciences grant award to conduct a RCT
 - Revise data collection strategy to improve utility of extended day data
 - Maintain in database for program and evaluation use
 - Discuss strategies for social-emotional and mathematics development between centers
 - Also continued work towards oral language, physical, and social-emotional outcomes more generally

QUESTIONS AND ANSWERS