

Pre-K 4 SA Year 2 Evaluation Results

Presented to the Early Childhood
Education Municipal Development
Corporation Board
October 9, 2015

Overview: Year 2

- Program Evaluation Results – Year 2
 - Descriptive findings
 - Implementation findings
 - Outcome findings
 - Limitations and Recommendations
 - Update on 2014/15 kindergarten data for 2013/14 pre-K children
- Questions and Discussion

Summary of Findings

- Similar trend to Year 1 results
 - Engagement throughout the year by families
 - Professional development opportunities throughout the year (internal and to community)
 - Increased quality in Pre-K 4 SA classrooms
 - Continued work towards full implementation
 - Beginning of the year gaps across all GOLD outcomes were reduced or eliminated

PROGRAM EVALUATION: YEAR 2 DESCRIPTIVE FINDINGS

Y2 Descriptive Research Questions

- What were the reported levels of child **attendance** during the pre-K year?
- What were the reported levels of **family engagement** during the pre-K year? Who were the family members that engaged most often?
- What were the reported levels of **professional development** participation by Pre-K4 SA classroom teachers? Participation in externally offered professional development events?
- What were teacher reported **curriculum and classroom practices**?
- What was the overall observed **teacher-child interaction quality** in Pre-K 4 SA classrooms in Year 2? Did the interaction quality vary by second year versus first year implementing Centers?

Y2 Descriptive Results: Attendance and Family Engagement

- Child Attendance

- All children ($n=1,568$) = 91.3%
 - Did not withdraw ($n=1,394$) = 92.5%

- Family Engagement

- 93% ($n=1,460$) of children had at least one family member participate
- 13,009 engagement instances across 4,743 individuals

Y2 Descriptive Results: Professional Development

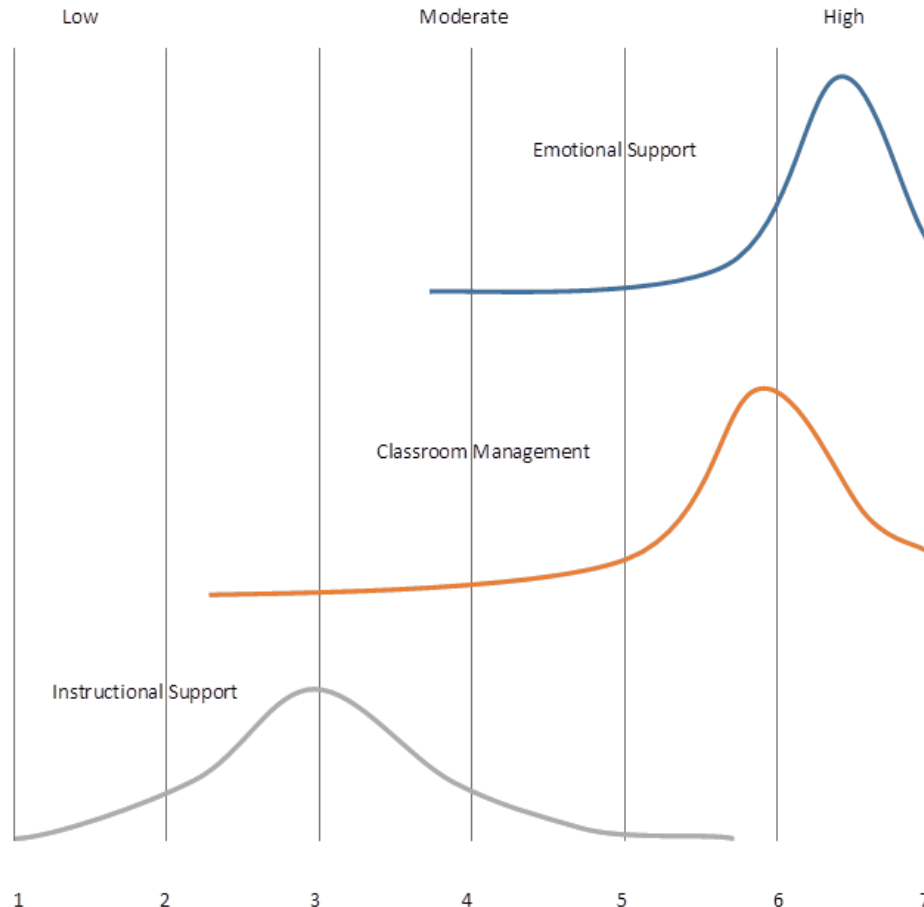
- Internal
 - 105 internal events (not including PLCs)
 - Teachers attended an average of 18 events based on data available
- External
 - 35 Saturday and Summer Academy events attended by 331 individuals – 55% ($n=182$) attended two or more events.
 - Participants represented all 7 partner districts, 9 non-partner districts, and 46 childcare/preschool locations

Y2 Descriptive Results: Classroom Practices

- Teacher Survey for Early Education Quality (TSEEQ; Hallam, Rous, Riley-Ayers, & Epstein, 2012)
- Similar to Year 1 results – Teachers reported:
 - High frequency assessment activities
 - Resources and materials reported in good condition; environments conducive to learning
 - Working relationships with most, if not all, families
 - Create developmentally appropriate learning environments
 - Know and receive appropriate support, often attend training or receive resources to support children in their classrooms

Y2 Descriptive Results: Classroom Quality

- Classroom Assessment Scoring System (CLASS; Pianta, LaParo & Hamre, 2008)
- Average domain scores in the mid (3-5) and high (6-7) ranges of scale
 - High range Emotional Support (6.34)
 - Mid range Classroom Organization (5.93)
 - Mid range Instructional Support (3.02)



Y2 Descriptive Results:

Classroom Quality by Program Maturity

- Centers in start-up year similar to Year 1 classroom quality findings
- Centers past start-up year significantly score significantly higher
 - Negative Climate only exception

CLASS outcome	2 nd year Centers <i>M (SD)</i>	1 st year Centers <i>M (SD)</i>
Emotional Support Domain	6.56 (0.55)	6.09 (0.65)
Positive Climate	6.57 (0.69)	6.16 (0.88)
Negative Climate	6.89 (0.36)	6.74 (0.38)
Teacher Sensitivity	6.40 (0.75)	5.89 (0.81)
Regard for Student Perspectives	6.37 (0.66)	5.56 (1.05)
Classroom Organization Domain	6.21 (0.93)	5.60 (0.93)
Behavior Management	6.34 (1.00)	5.75 (1.07)
Productivity	6.30 (1.05)	5.77 (1.02)
Instructional Learning Formats	6.00 (0.95)	5.30 (1.06)
Instructional Support Domain	3.46 (1.13)	2.53 (0.94)
Concept Development	3.23 (1.14)	2.42 (0.96)
Quality of Feedback	3.45 (1.36)	2.45 (1.15)
Language Modeling	3.71 (1.09)	2.71 (0.94)

PROGRAM EVALUATION: YEAR 2 IMPLEMENTATION FINDINGS

Y2 Implementation Research Question

- Was the Pre-K 4 SA program implemented with fidelity in the two Centers which were in their second year of operation (North and South Centers)?

Y2 Implementation Results

- Three of seven critical components
 - Family Engagement Support
 - Intentional Quality Standards
 - Internal Professional Development
- Others still under development or expectations and data collection currently being finalized
- Implementation results indicate Pre-K 4 SA is working towards or meeting expectations across all three components

PROGRAM EVALUATION: YEAR 2 OUTCOME FINDINGS

Y2 Outcome Research Questions

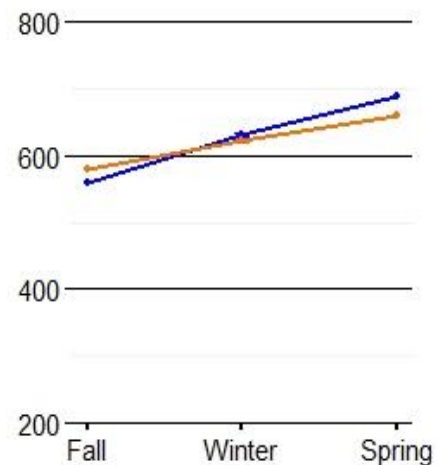
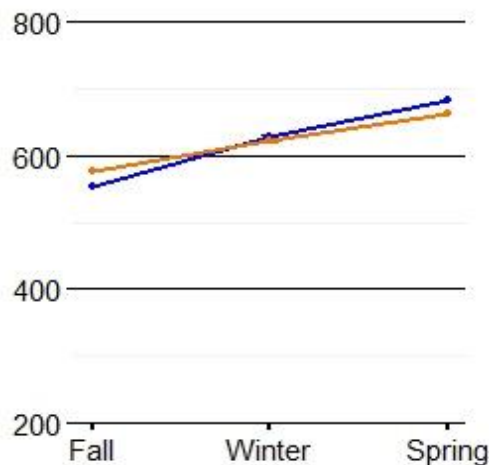
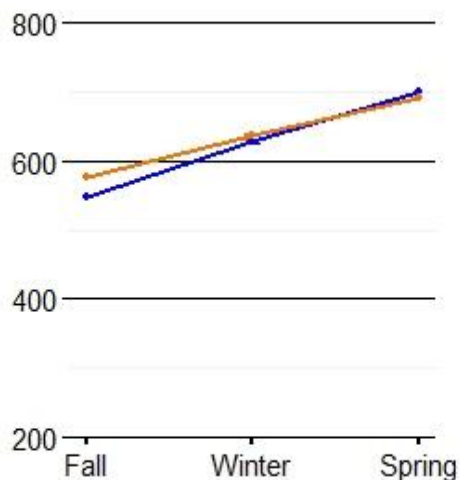
- Is the Pre-K 4 SA program associated with a change in Pre-K 4 SA children's' GOLD outcomes at the end of Pre-K 4 SA?
 - How do Pre-K 4 SA children compare to a nationally representative normed sample of children?
- Do differences in GOLD spring outcomes vary significantly
 - Based on center program maturity or
 - When amount/level of family engagement is taken into account?

Y2 Outcome 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 ($n = 773$)
 - Gaps existing in Fall were eliminated or reduced in all six outcomes

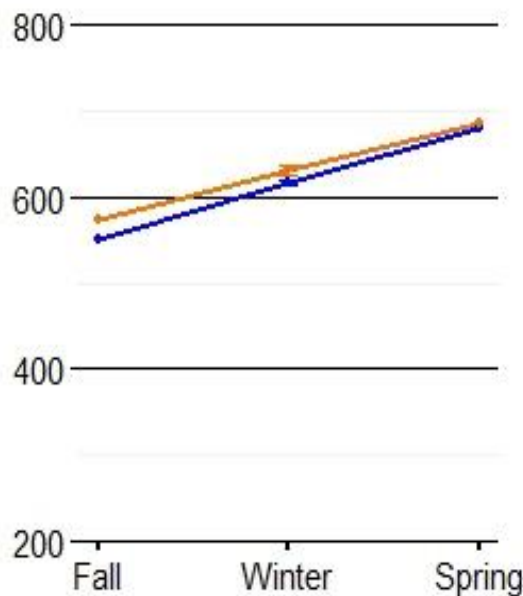
Y2 Program Evaluation Results: Kindergarten Readiness

- 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



Y2 Program Evaluation Results: Kindergarten Readiness

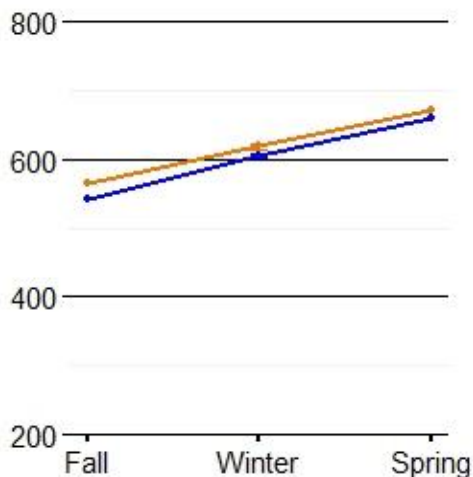
- Pre-K 4 SA children started significantly behind the normed sample in all six outcomes
 - Ended the year on par with the normed sample in oral language



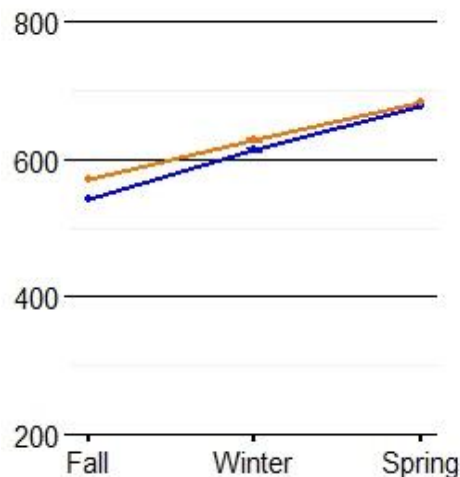
Y2 Program Evaluation Results: Kindergarten Readiness

- Pre-K 4 SA children started significantly behind the normed sample in all six outcomes
 - Closed the gap with the normed sample by:

40% for physical



76% for the social-emotional



Summary of Findings

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End of Presentation

QUESTIONS AND ANSWERS