

# Pre-K 4 SA Evaluation: Year 5 Results

Presented to: The Early Childhood Education Municipal Development Corporation Board

Presenter: Dr. Lauren Decker-Woodrow

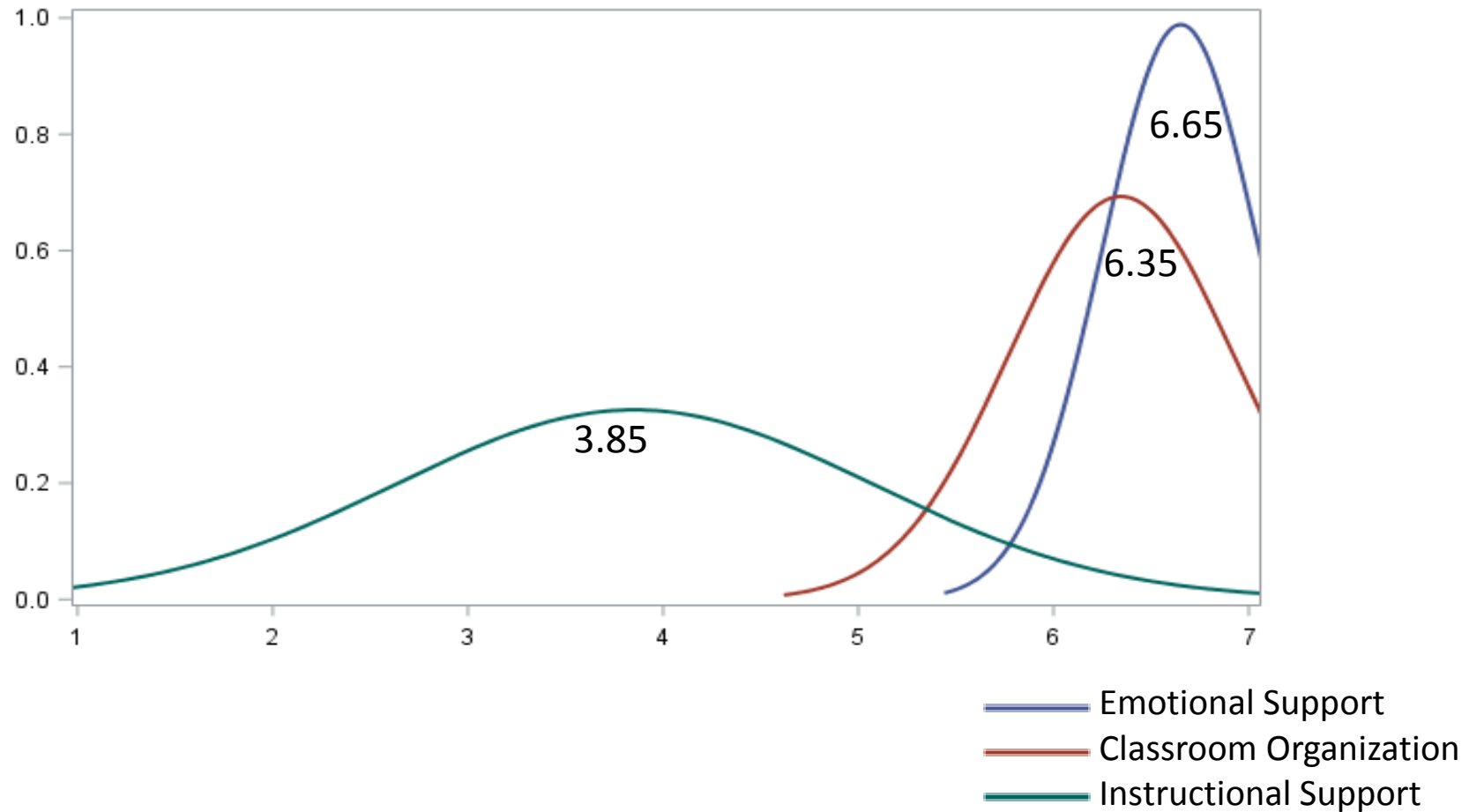
November 13, 2018

# Overview

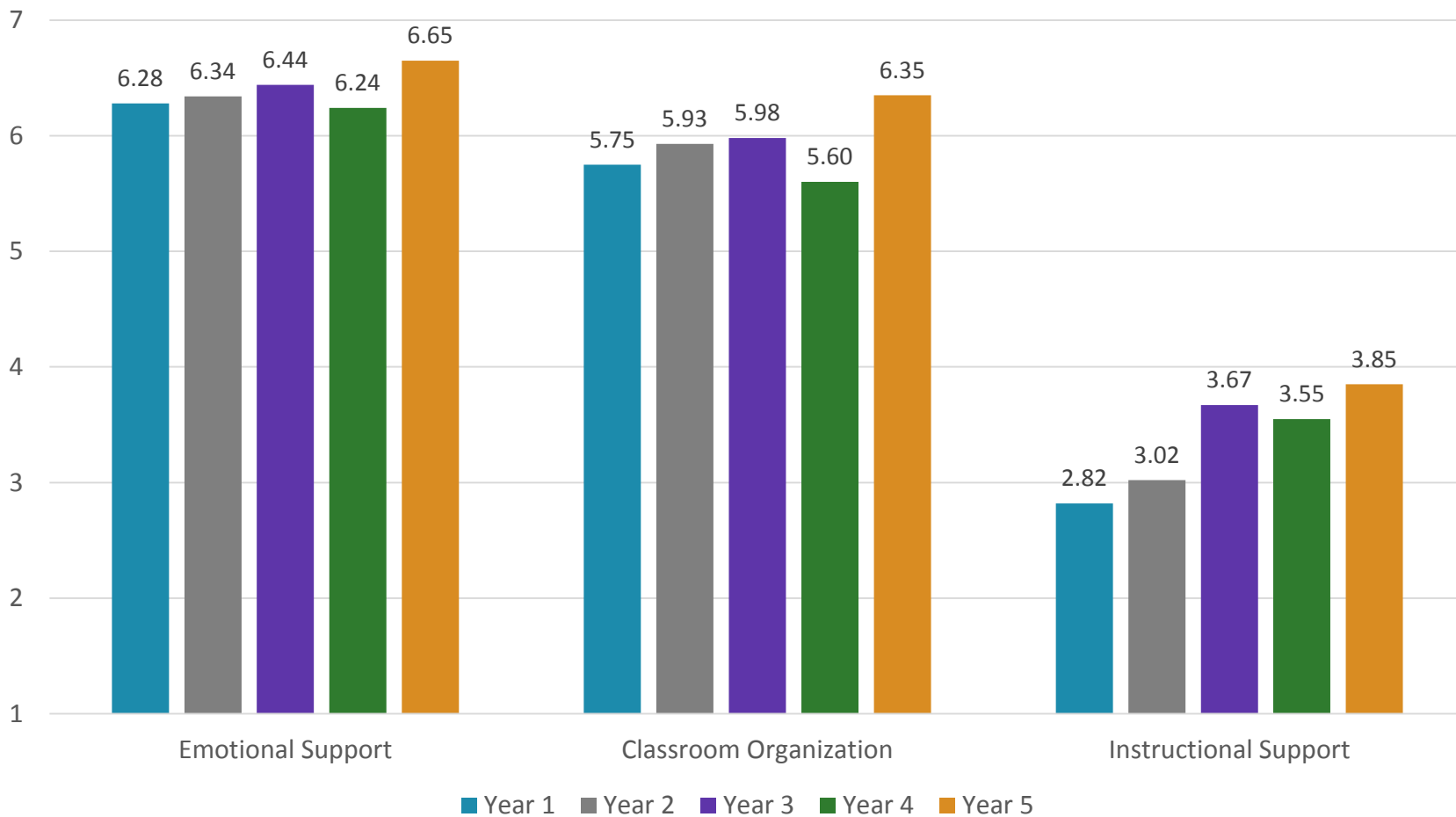
- Standard program evaluation results
  - CLASS quality
  - Pencil Tap
  - GOLD readiness
- New Year 5 evaluation component results
  - Wolf Trap
  - 1<sup>st</sup> grade literacy using Woodcock-Johnson

# Program Evaluation Results – Year 5

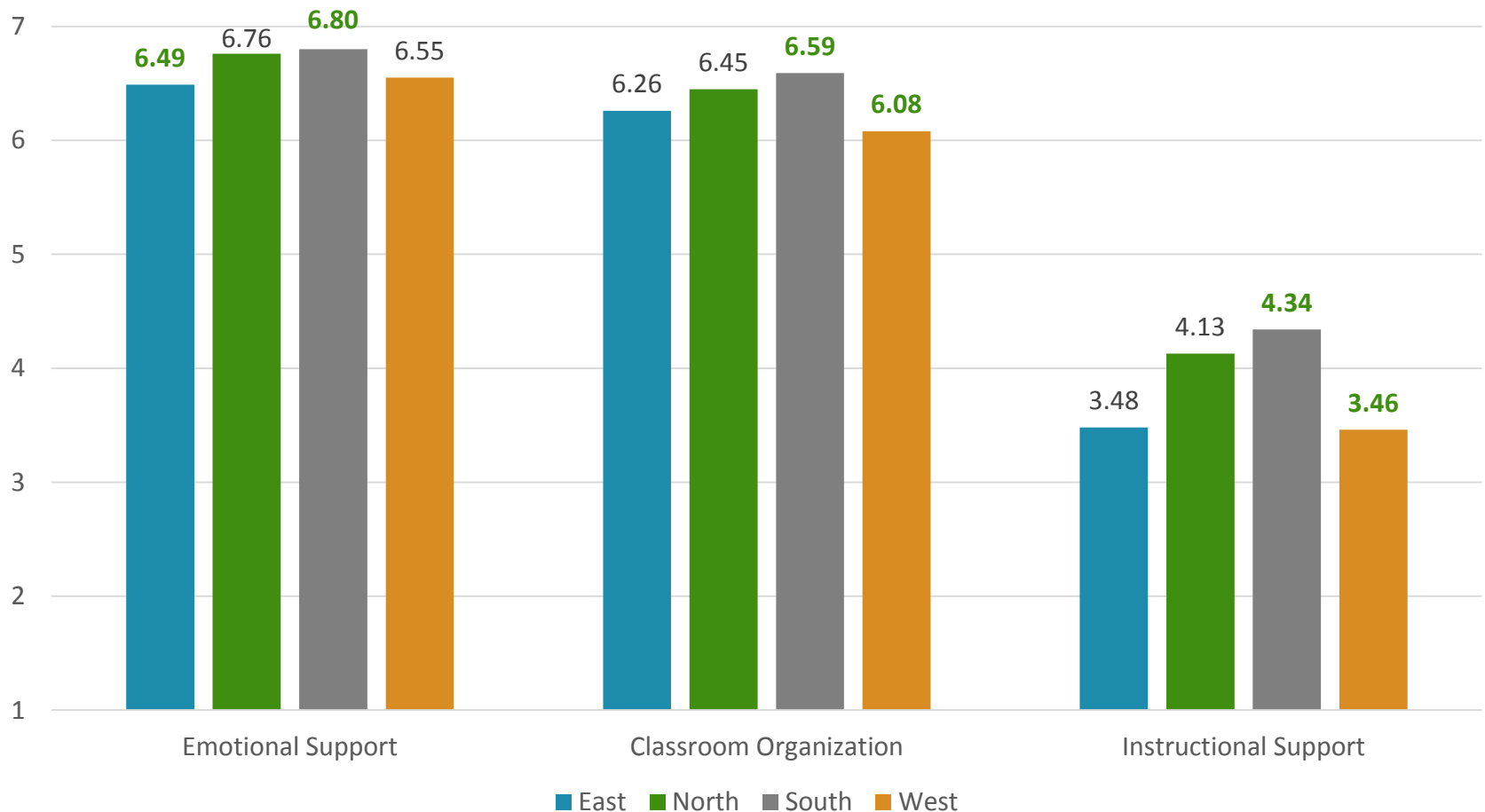
# Year 5 Classroom Quality (CLASS)



# CLASS quality over time

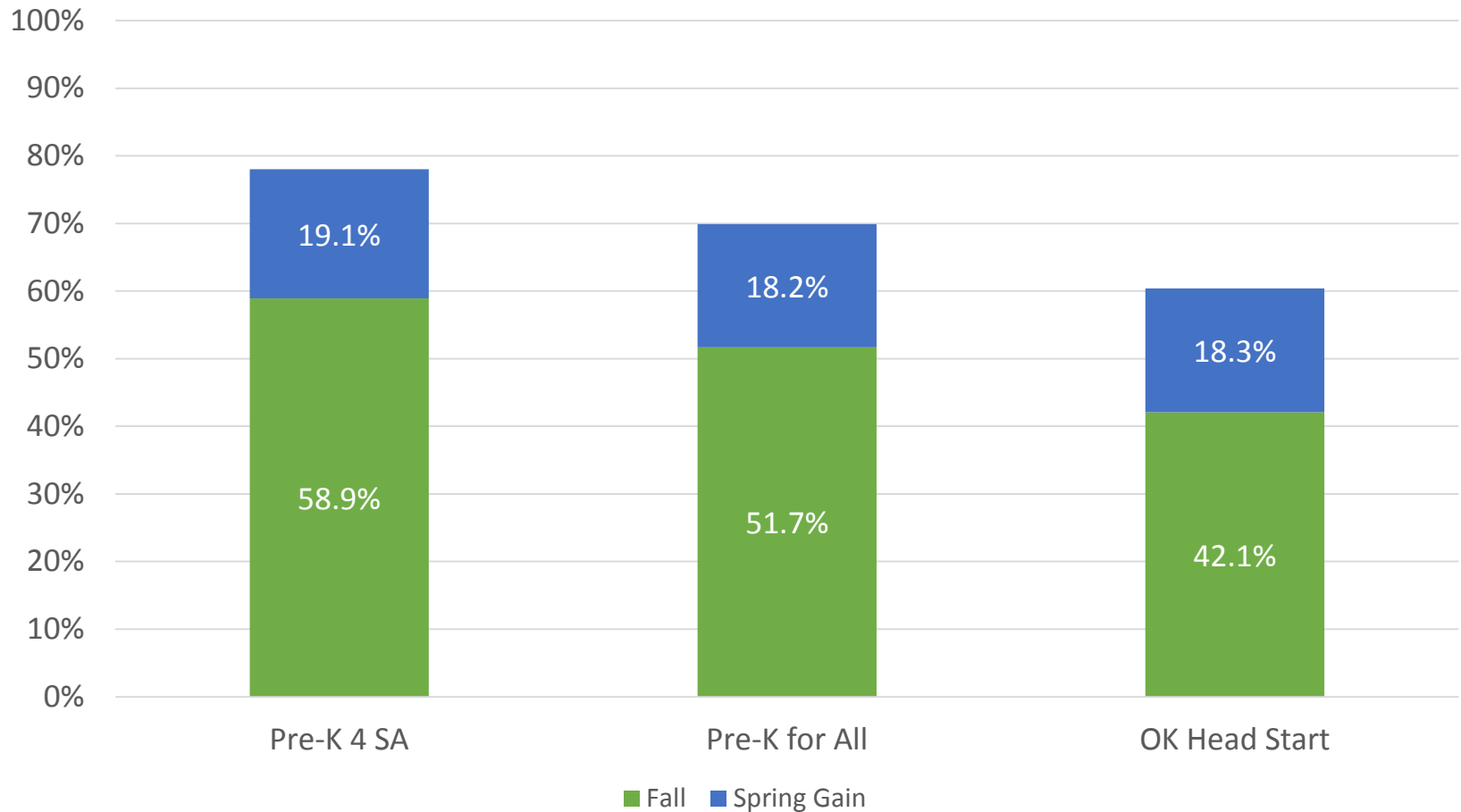


# Center differences in Year 5 CLASS scores



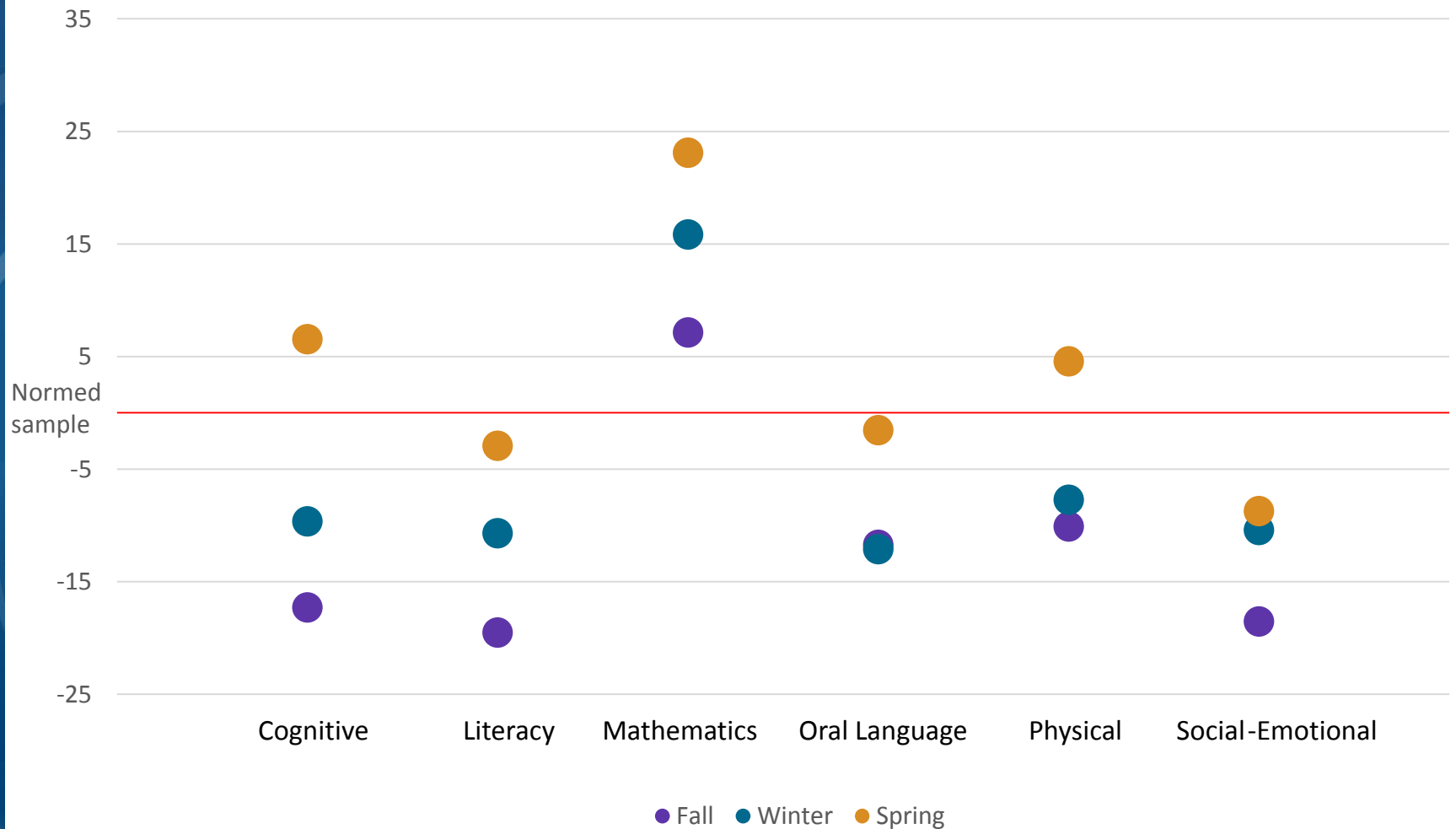
**Note.** Values in green are those that were significantly different from one another. All center averages are above the most recent Texas Head Start and National Head Start averages as well as suggested research thresholds.

# Year 5 Executive Function results



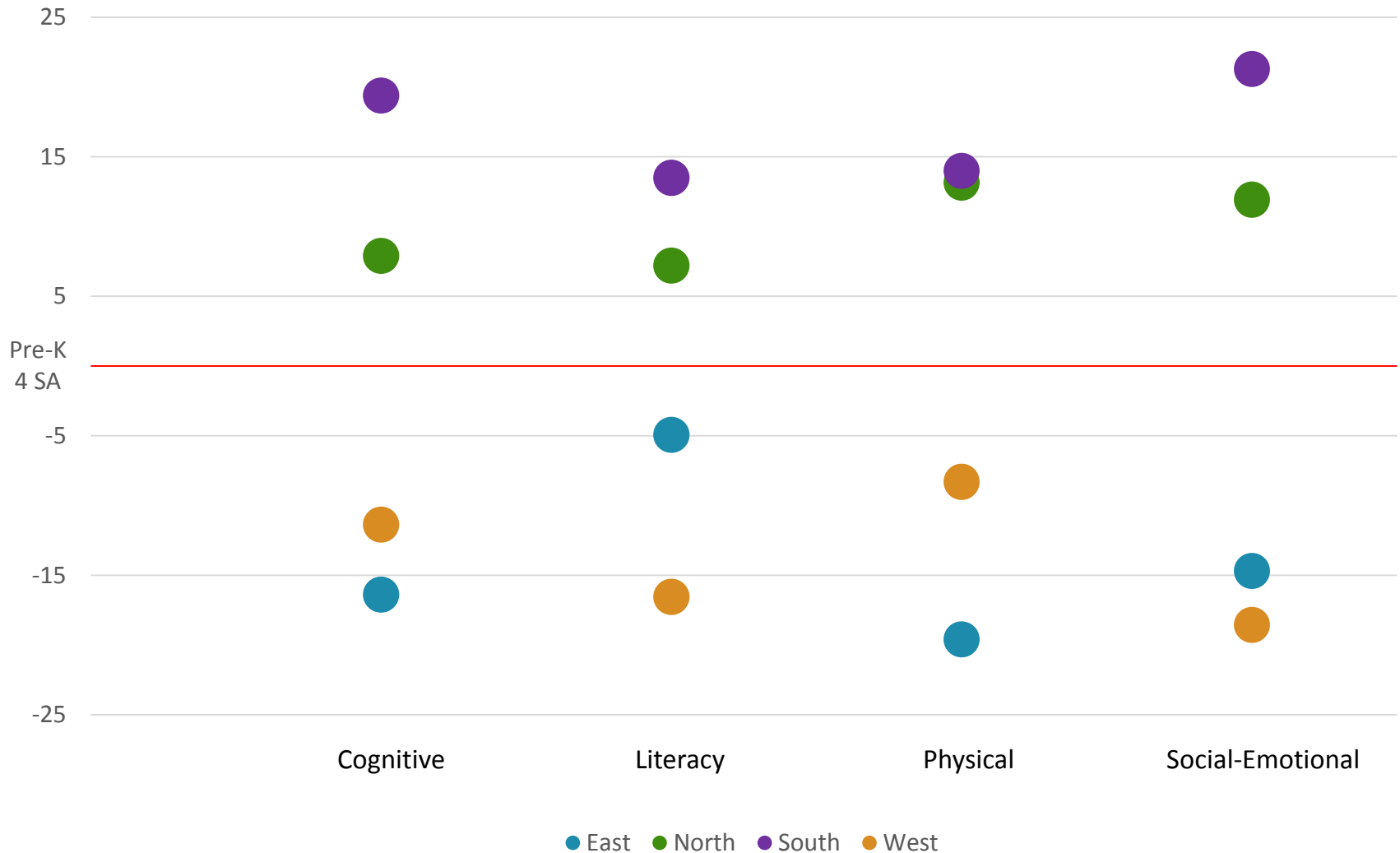
**Note:** This visual representation is for descriptive purposes only; no statistical tests have been conducted between the Pre-K 4 SA, New York, and Oklahoma samples for this evaluation.

# Year 5 GOLD Results





# Child differences in entry skills by center



# **New Year 5 Evaluation Components**

# Wolf Trap analysis

- Arts-infused professional development and classroom residency program
- Existing evidence links use of Wolf Trap to outcomes includes mathematics learning (Ludwig & Song, 2015)



**WOLF  
TRAP**

FOUNDATION FOR THE PERFORMING ARTS

# Wolf Trap results

- 19 participating teachers (either 2016-17 or 2017-18) and 31 matched comparison teachers included in analyses
  - Gains in CLASS scores (prior year to participating year)
  - 887 children's GOLD scores
- No significant results – Possible reasons include
  - Small sample size
  - Timing of implementation in relation to outcomes
  - Alignment of outcomes to theory of change

# Woodcock-Johnson 1<sup>st</sup> grade literacy analysis

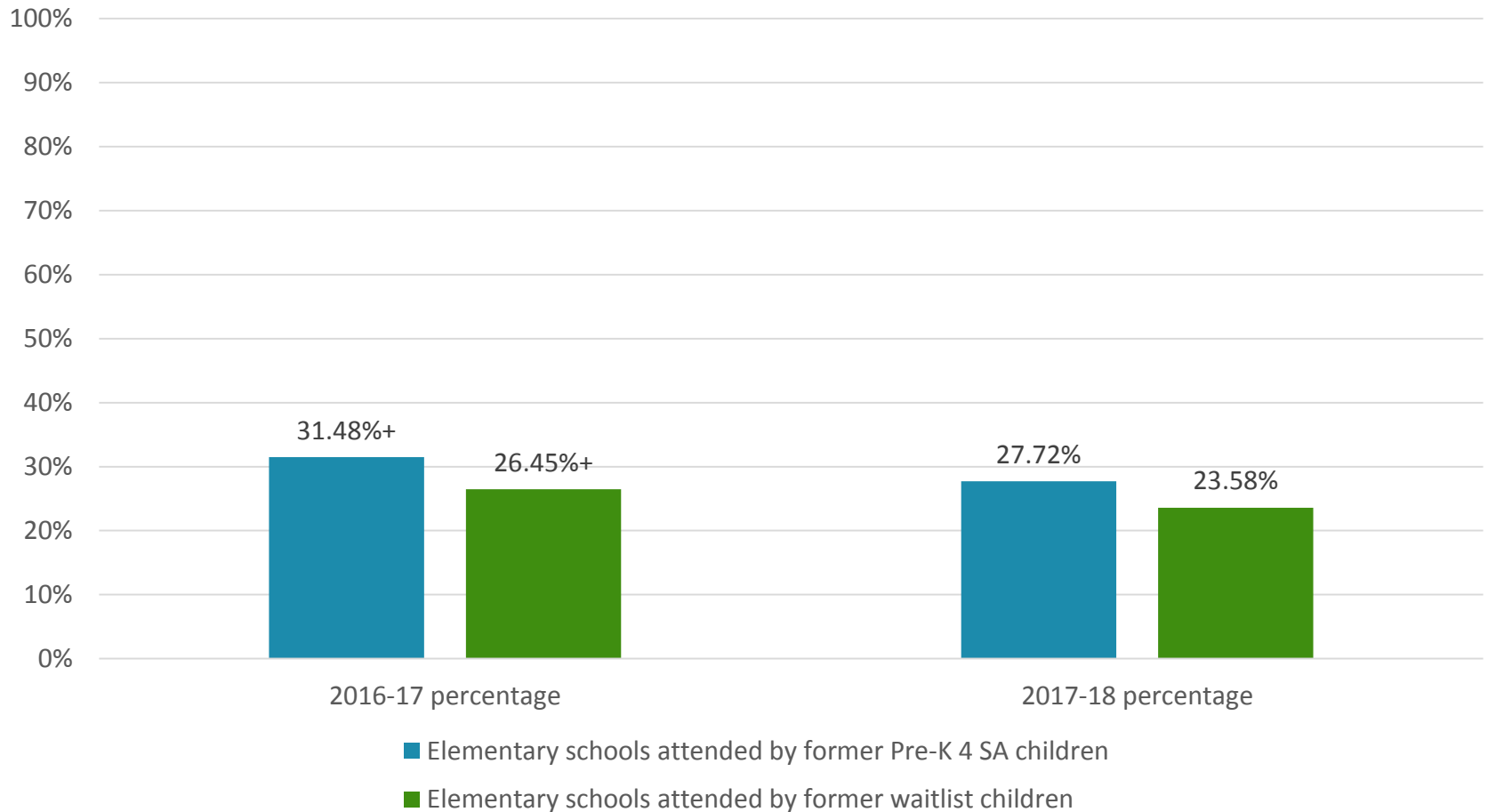
- Utilized waitlist from Year 3 (2015-16 pre-k year)
- 92 former Pre-K 4 SA children and 24 former waitlist children
- Two subtests:
  - Letter-Word Identification
  - Passage Comprehension



# Woodcock-Johnson 1<sup>st</sup> grade literacy results

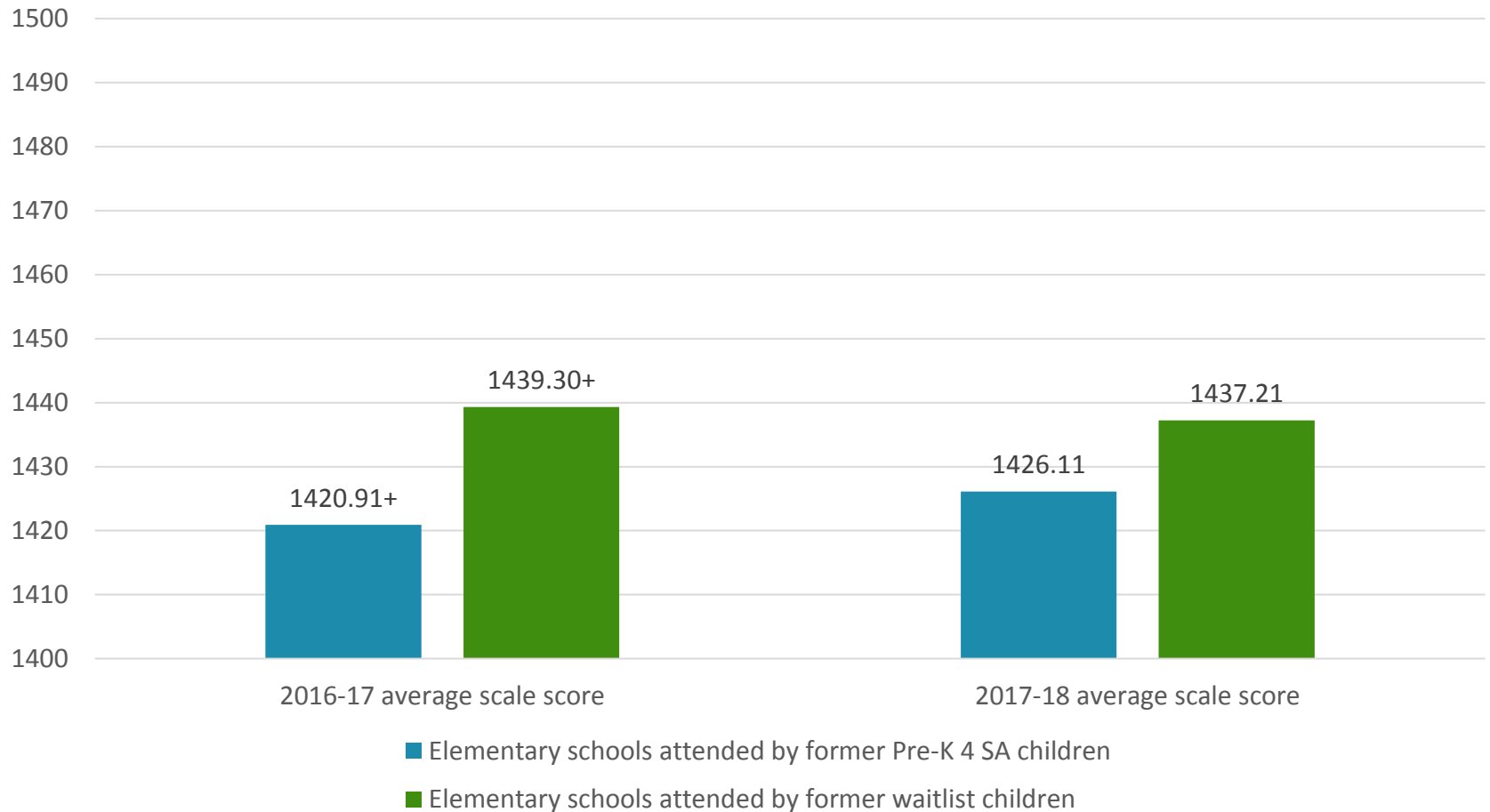
- Average Letter-Word subtest score equivalent of 8-year-old child (more than halfway through 2<sup>nd</sup> grade)
- Average Passage Comprehension subtest score equivalent of child not yet 7 years old (beginning of 1<sup>st</sup> grade)
- No significant difference between groups on either subtest; potential differences in elementary school quality

# Percentage of 3<sup>rd</sup> grade elementary school students not meeting grade level reading



+ p<0.10

# 3<sup>rd</sup> grade average reading scale score



+ p<0.10



# Woodcock-Johnson 1<sup>st</sup> grade literacy results (within Pre-K 4 SA sample)

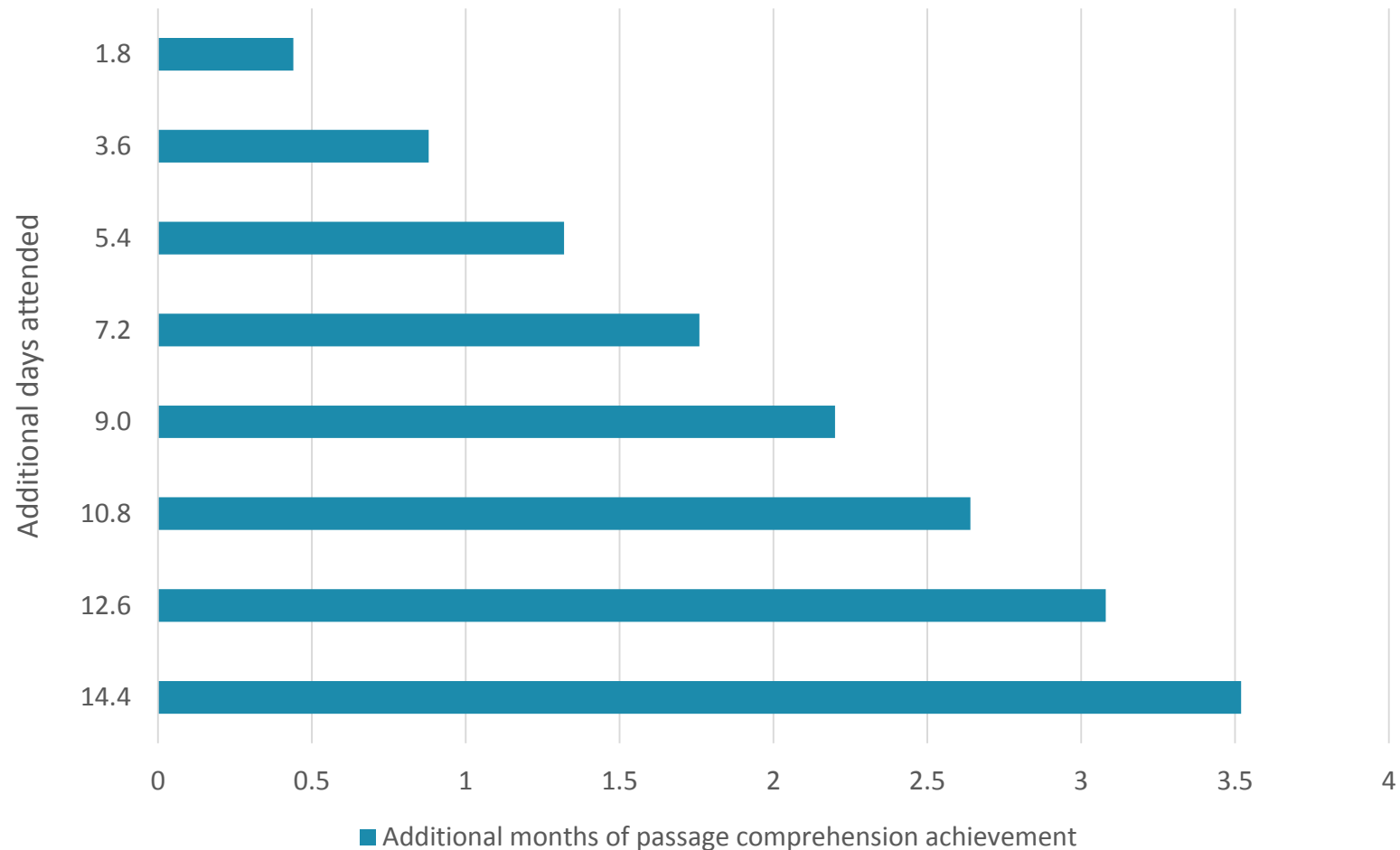
- Passage comprehension  
(PC) scores



two years later  
when children:

- Attended more days of Pre-K 4 SA

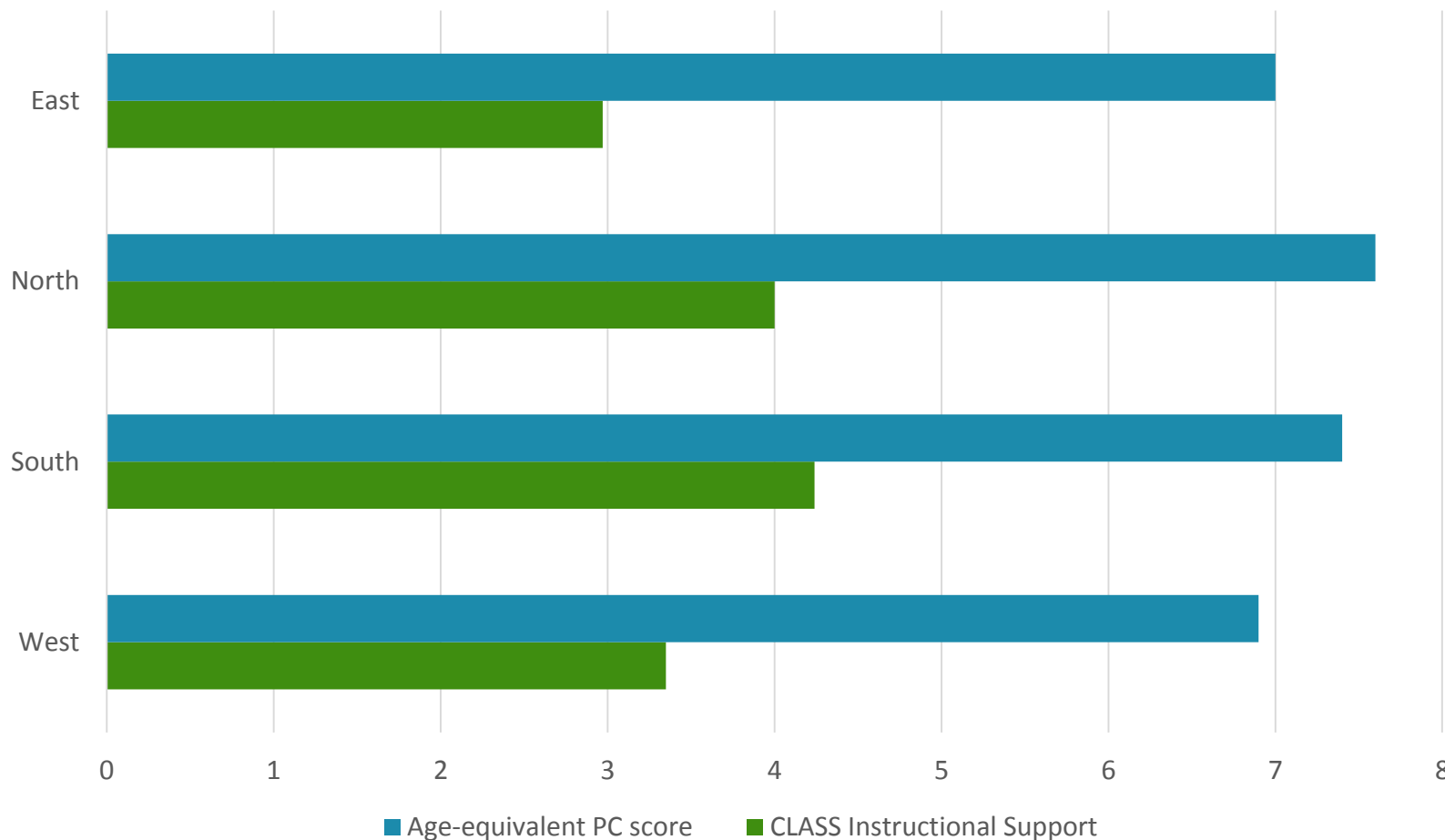
## Passage comprehension scores were higher – 2 years later – when children had higher Pre-K 4 SA attendance



# Woodcock-Johnson 1<sup>st</sup> grade literacy results (within Pre-K 4 SA sample)

- Passage comprehension (PC) scores  two years later  
when children:
  - Attended more days of Pre-K 4 SA
  - Attended centers who displayed higher CLASS scores and gains in GOLD

## Age-equivalent passage comprehension scores – 2 years later – by Pre-K 4 SA center attended



# Woodcock-Johnson 1<sup>st</sup> grade literacy results (within Pre-K 4 SA sample)

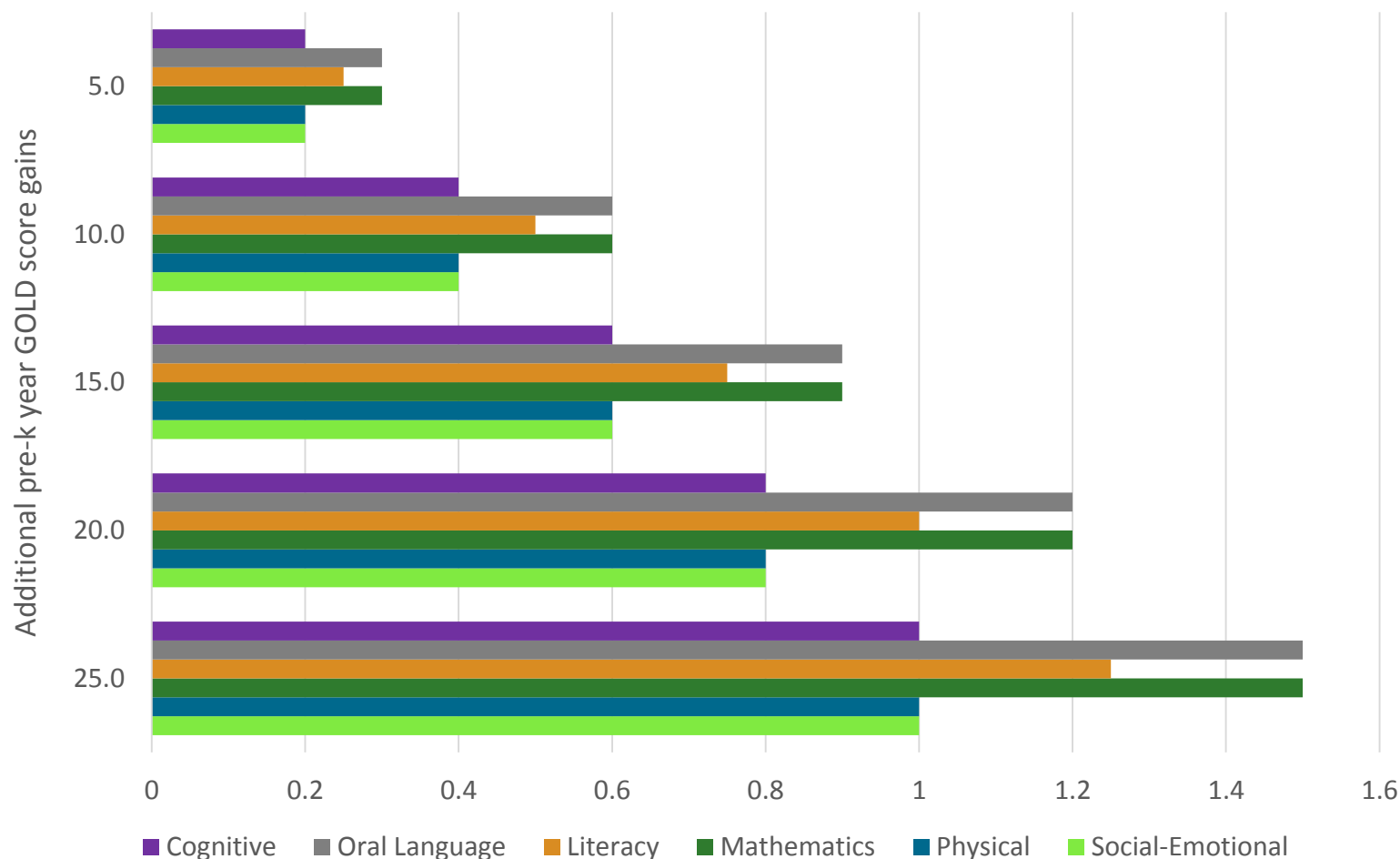
■ Passage comprehension  
(PC) scores



two years later  
when children:

- Attended more days of Pre-K 4 SA
- Attended centers who displayed higher CLASS scores and gains in GOLD
- Experienced higher growth in GOLD scores

## Passage comprehension scores were higher – 2 years later – when children had greater GOLD gains while attending Pre-K 4 SA



# Questions and Discussion