

MEMORANDUM**TO:** Members, Utah State Board of Education**FROM:** Jennifer Throndsen
Literacy Coordinator**DATE:** November 5-6, 2015**INFORMATION/
ACTION:** High Quality School Readiness Initiative (HB96)**Background:**

The High Quality School Readiness Initiative (HB 96), passed during the 2014 Legislative Session, authorizes the State Board of Education to solicit proposals from qualifying public school early childhood education programs for high quality school readiness grants.

Board Rule R277-402-4 states, "LEAs that receive school readiness grants shall report annually to the Board and the School Readiness Board." Gretchen Anderson, the Director of the School Readiness Board, will give a brief overview of HB 96. Dr. Mark Innocenti, HB 96 Independent Evaluator, will present the LEA and private preschool FY 15 results of the Peabody Picture Vocabulary (PPVT) and the CLASS assessments.

Key Points:

The purposes of the Utah School Readiness Initiative are to increase school readiness, improve academic outcomes, and reduce remediation costs associated with poor academic outcomes.

1. The grants are available to existing early childhood programs that serve economically disadvantaged three- and four-year-old children who are not receiving special education services.
2. Four LEAs were funded in FY 15—Canyons District, Davis District, Salt Lake City District, and Washington District.

Anticipated Action:

The Standards and Assessment Committee will receive information on school readiness.

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USOE Board Meeting
Classroom Quality Results
October 20, 2015

Mark S. Innocenti, Ph.D.



UtahStateUniversity

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Classroom Assessment Scoring System

CLASS; Pianta, LaParo, & Hamre, 2008)

- Quality of classroom interactional processes
- Three domains

Emotional Support

- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspective

Classroom Organization

- Behavior Management
- Productivity
- Instructional Learning Formats

Instructional Support

- Concept Development
- Quality of Feedback
- Language Modeling
- Literacy Focus

Classroom Assessment Scoring System

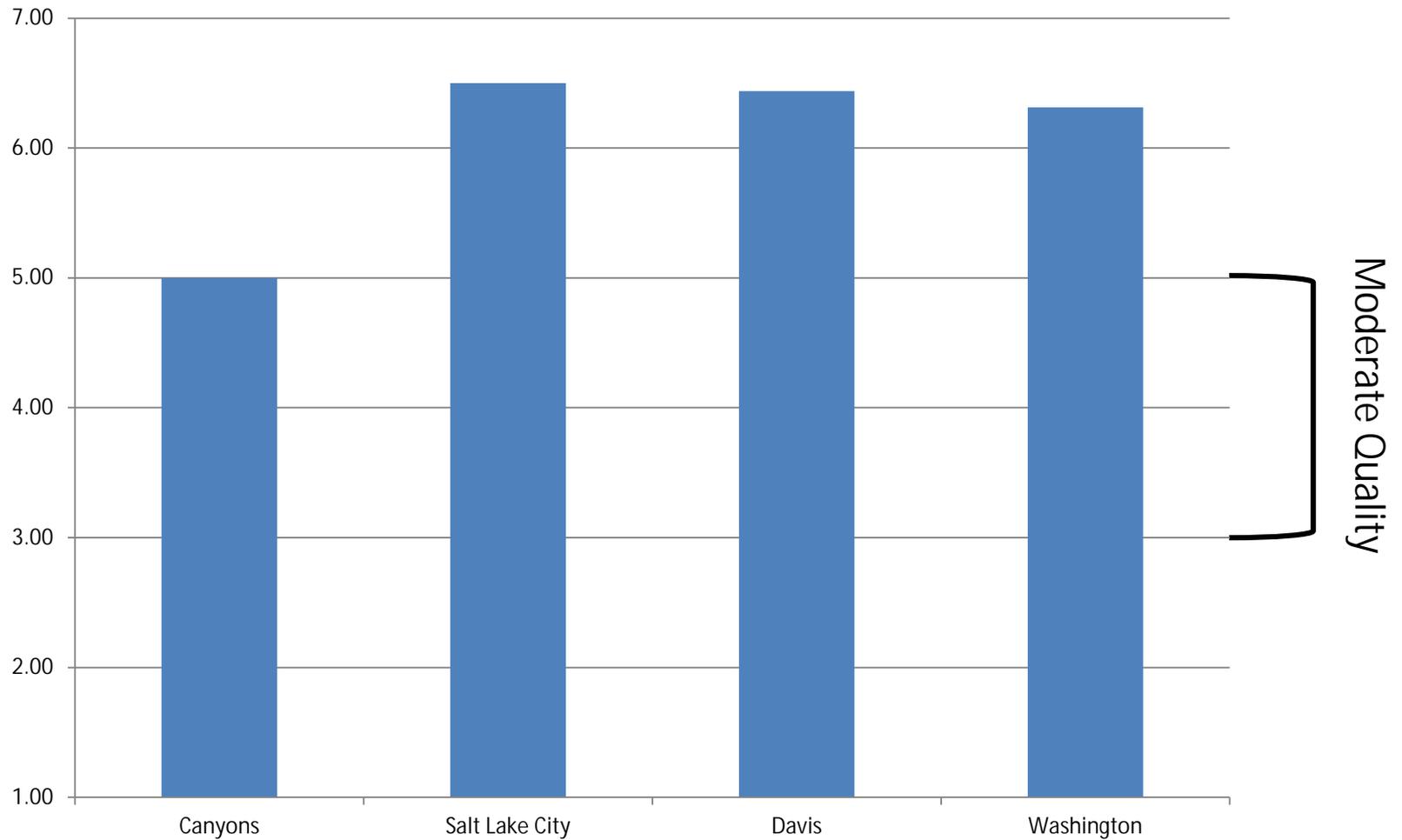
- Developed on 700 classrooms; now over 3000
- 7-point scale
 - Scores from 3 to 5 = moderate quality
- National sample means
 - Emotional Support = 5.0
 - Classroom Organization = 4.6
 - Instructional Support = 1.2
- Higher emotional support = improved social and behavioral outcomes*
- Higher instruction support = improved language, reading, and math skills*

*Burchinal et al., 2010 – 11 state preschool evaluation

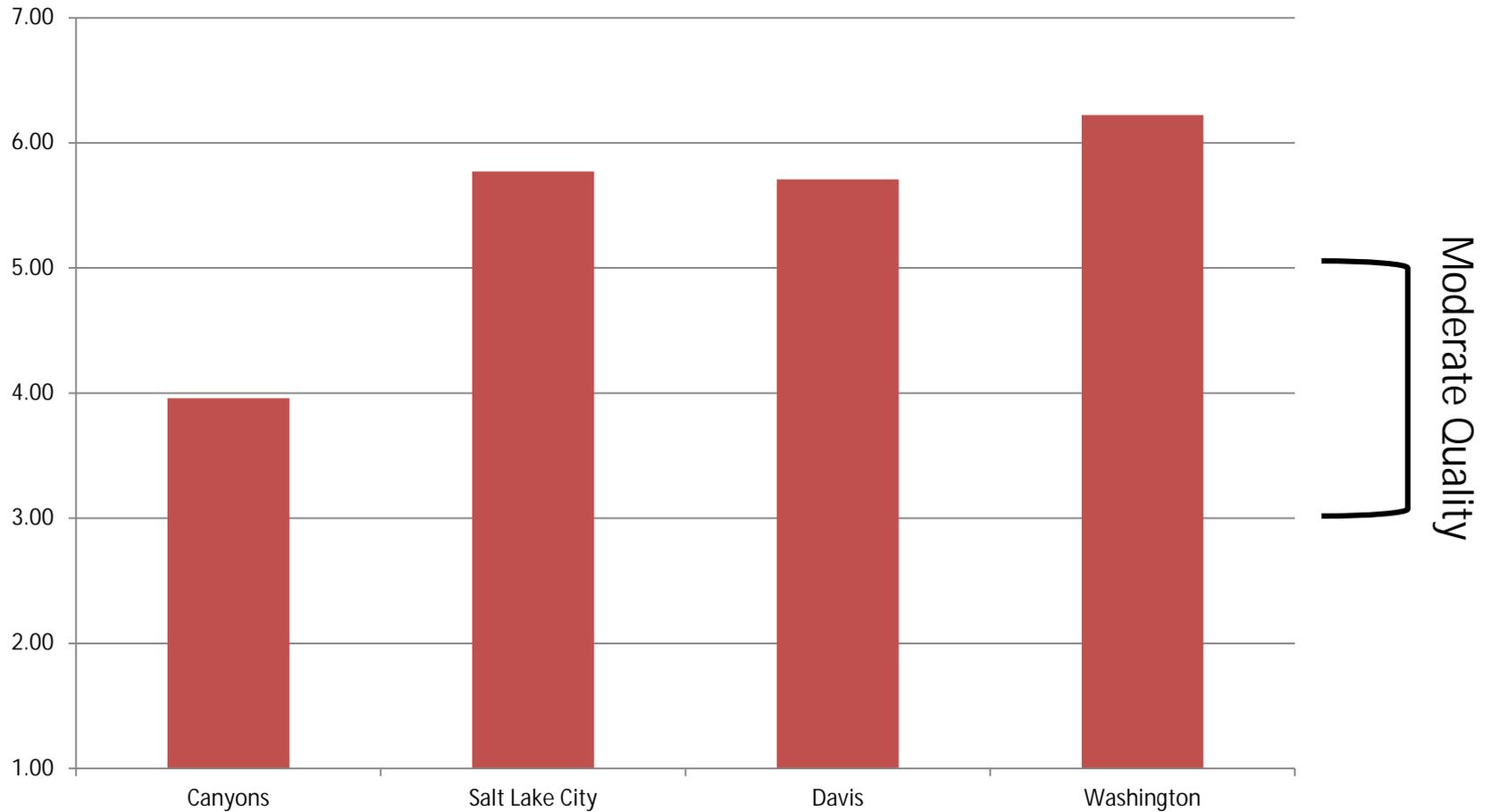
Classroom Identification

- Observed classrooms randomly selected
- Districts (classrooms available/selected)
 - Canyons: 8/2
 - Davis: 16/2
 - Salt Lake City SD: 32/4
 - Washington SD: 22/3
- Averaged scores across classrooms

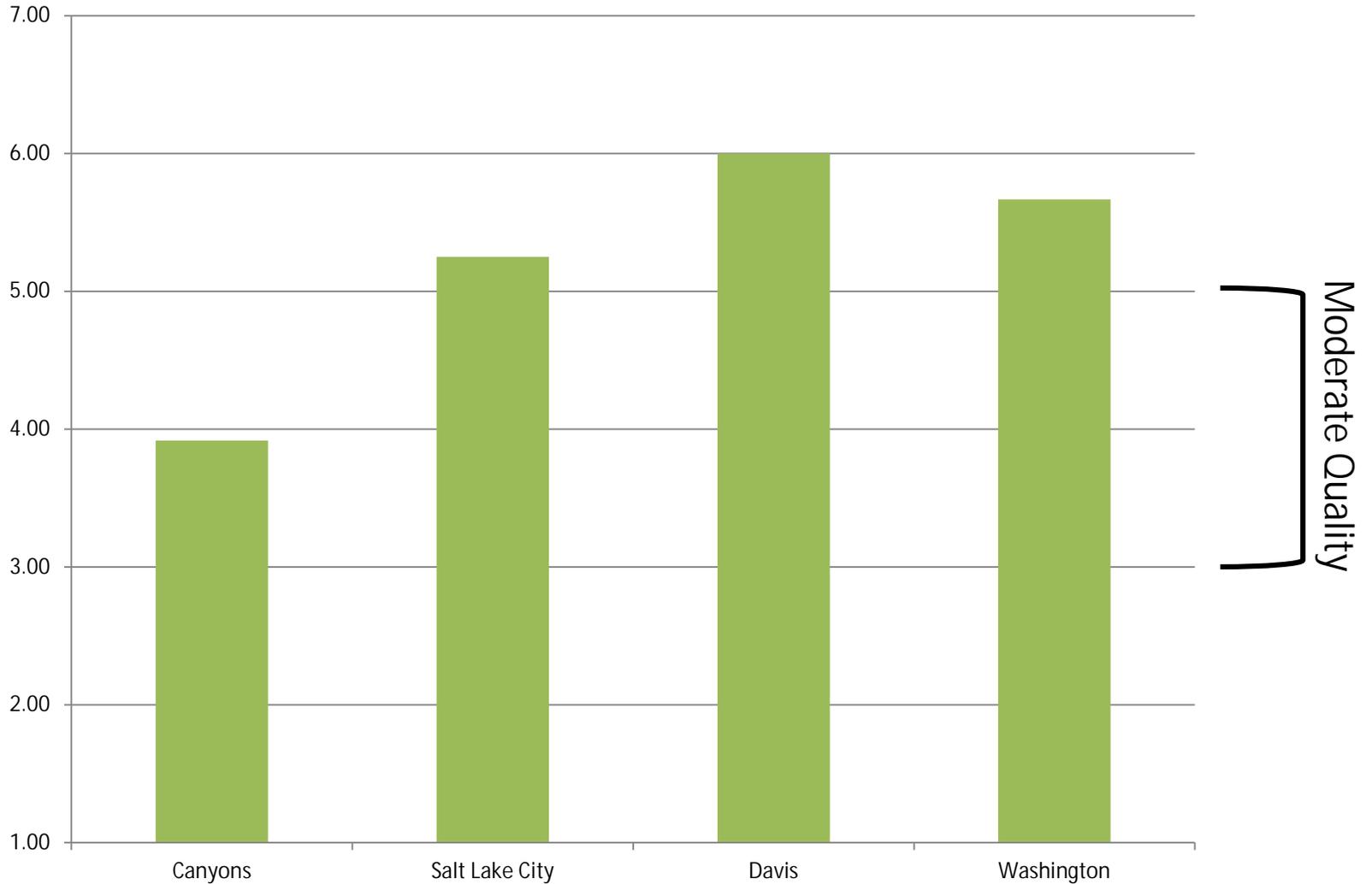
CLASS: Emotional Support



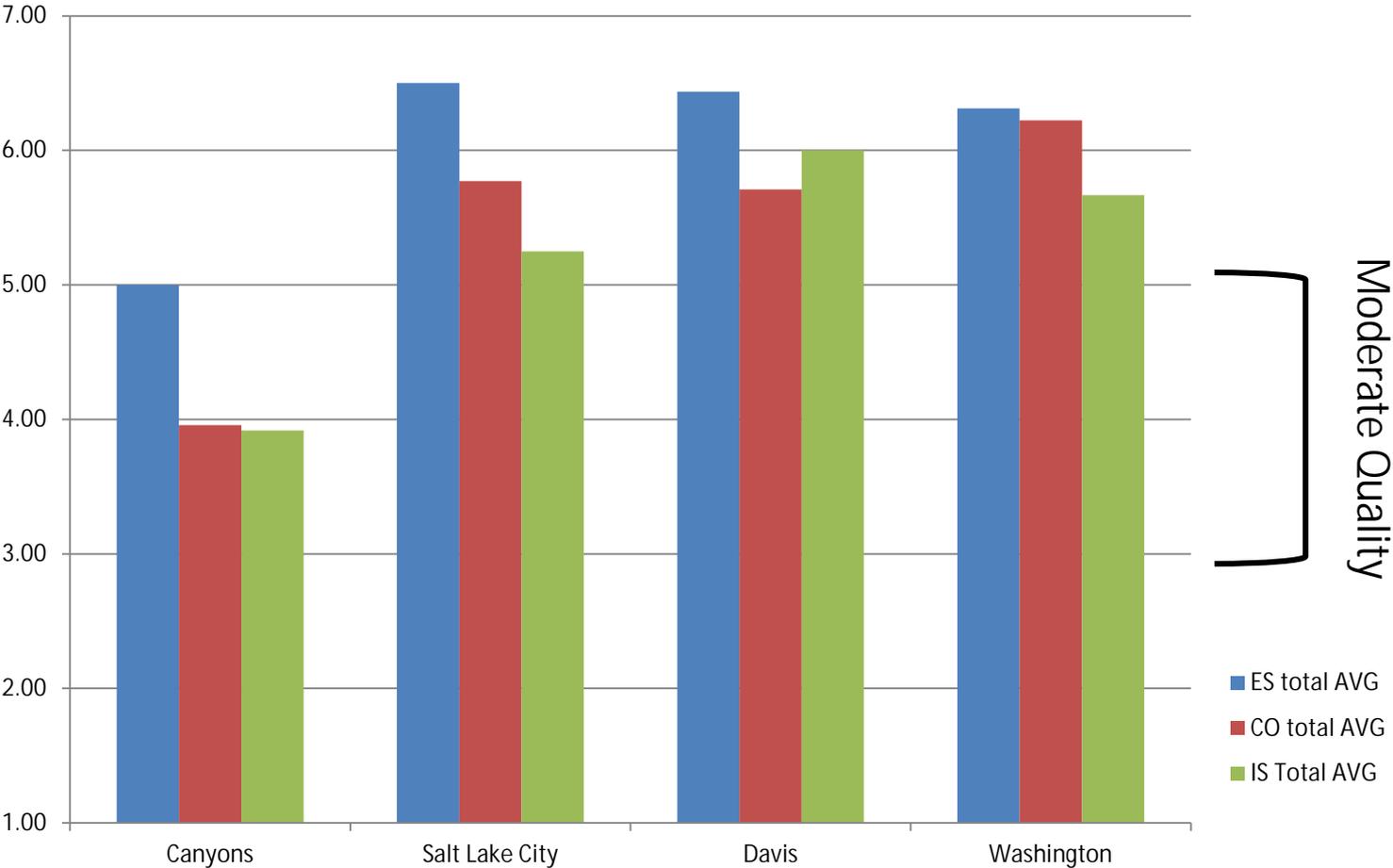
CLASS: Classroom Organization



CLASS: Instructional Support



CLASS: All Domains



CLASS Summary

- Three of the four programs– high quality
- One program needs more support

Recommendations from CLASS

- Focus on intentional teaching for gains in academic skills (CLASS Instructional Support)
 - Small groups or one-to-one
- Social emotional and executive functioning associated with teacher directed and child initiated activities (CLASS emotional support)
- Examine role of professional development in programs (e.g., coaching)

Utah High Quality School Readiness Program: Year 1 Preschool Quality Report for School Districts (2014/15)

Mark S. Innocenti, Ph.D.



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USOE Board
November 20, 2015

Preschool Quality 2014/15

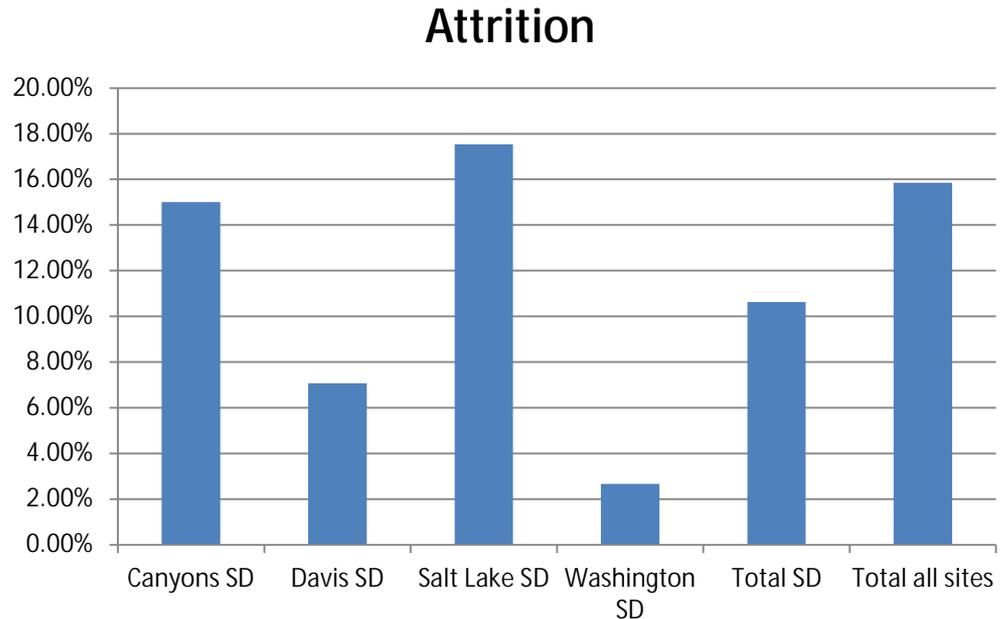
Purpose

- Improve the quality of preschool programs receiving funding under HB96
 - Focus on children at-risk for school failure, defined as eligibility for free/reduced lunch
- Examine student outcomes using the Peabody Picture Vocabulary Test (PPVT)
 - PPVT is a norm-referenced measure of receptive language skills with strong predictive validity with school success
 - Mean = 100; standard deviation = 15
- Assumption: Improvement in PPVT outcomes are an indicator of preschool quality
 - Examine outcomes by levels of risk

Preschool Quality 2014/15

Participating Programs, Numbers of Children Pre to Post, Attrition

	# Pretest	# Posttest
Canyons SD	80	68
Davis SD	184	171
Salt Lake SD	348	287
Washington SD	263	256
Total SD	875	782
Total all sites	1463	1231



Total number of sites: 10
Total number of school districts: 4

Preschool Quality 2014/15

	All Children		3-Year Olds		4-Year Olds	
	N	%	N	%	N	%
Canyons SD	68	5.5%	0	0%	68	6.7%
Davis SD	171	13.9%	8	3.9%	163	15.9%
Salt Lake SD	287	23.3%	13	6.4%	274	26.7%
Washington SD	256	20.8%	1	0.5%	255	25.0%
Total SD	782	63.5%	22	10.8%	760	73.9%
Total all sites	1231	100.0%	203	100.0%	1028	100.0%

Mean number of months between pre and post assessment: 4.7 months

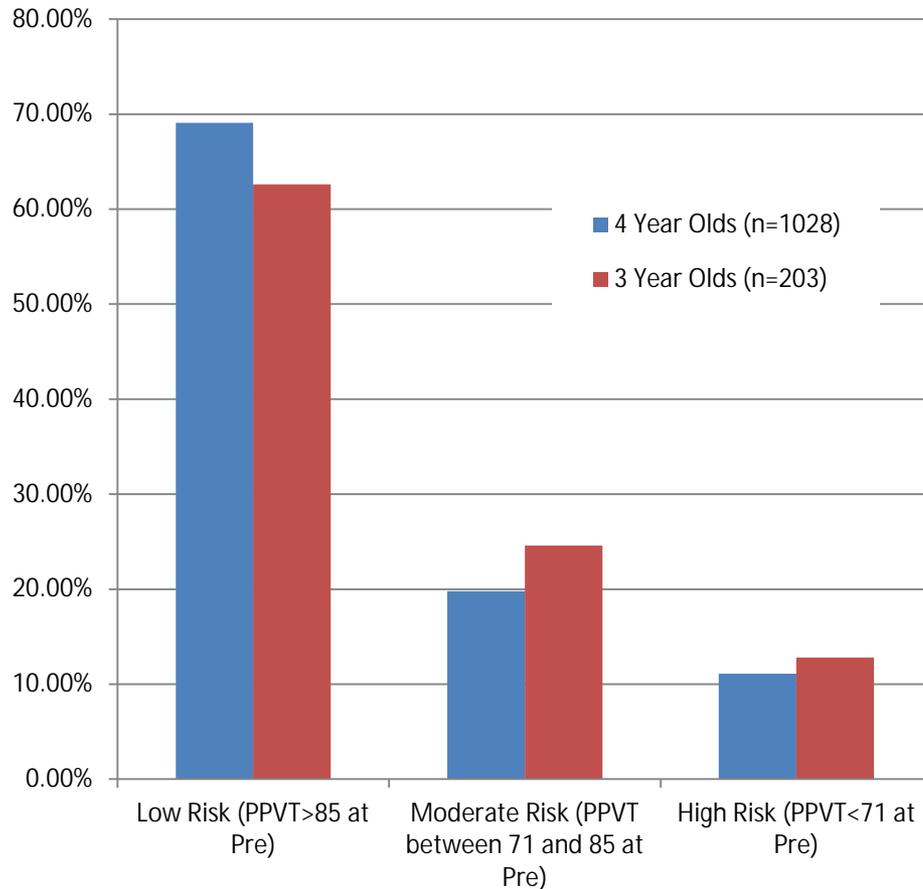
Preschool Quality 2014/15

3-Year and 4-Year Old Children with PPVT Standard Scores at or Below 70 at Pretest (High Risk)

	Three Year Olds			Four Year Olds		
	All 3-Yr Old Children	# PPVT<71 Pre	% PPVT<71 Pre	All 4-Yr Old Children	# PPVT<71 Pre	% PPVT<71 Pre
Canyons SD	0	0	0%	68	8	11.8%
Davis SD	8	0	0%	163	5	3.1%
Salt Lake SD	13	0	0%	274	60	22.7%
Washington SD	1	0	0%	255	12	4.7%
Total SD	22	0	0%	760	85	11.2%
Total all sites	203	26	12.8%	1028	114	11.2%

Preschool Quality 2014/15

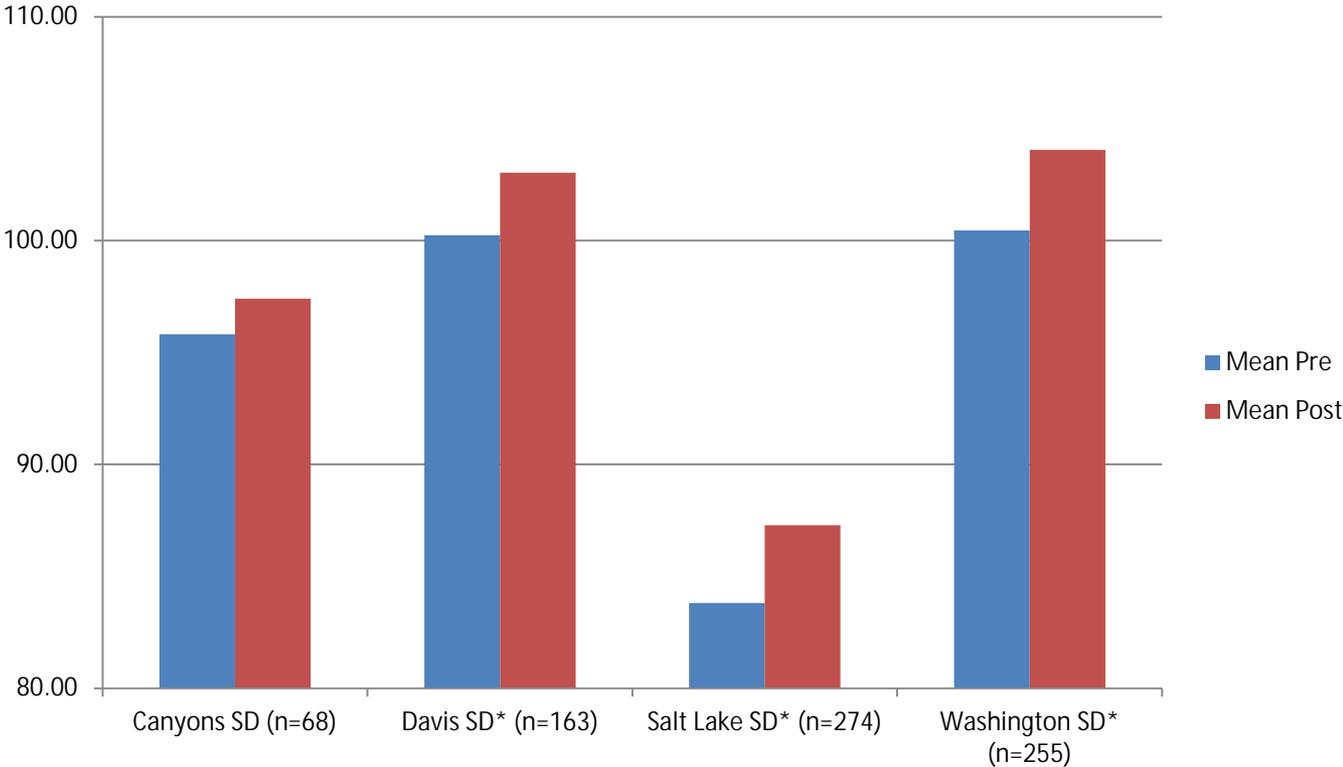
Percent and Number of Children by Risk Level for 3- and 4-Year Old Children – All Sites



	# 4 Year Olds	# 3 Year Olds
Low Risk (PPVT > 85 at Pre)	710	127
Moderate Risk (PPVT between 71 and 85 at Pre)	204	50
High Risk (PPVT < 71 at Pre)	114	26

Preschool Quality 2014/15

Mean Pre to Post PPVT Standard Score for Four Year Old Children



* Statistically significant change from pre to post at $p < .00$

Preschool Quality 2014/15

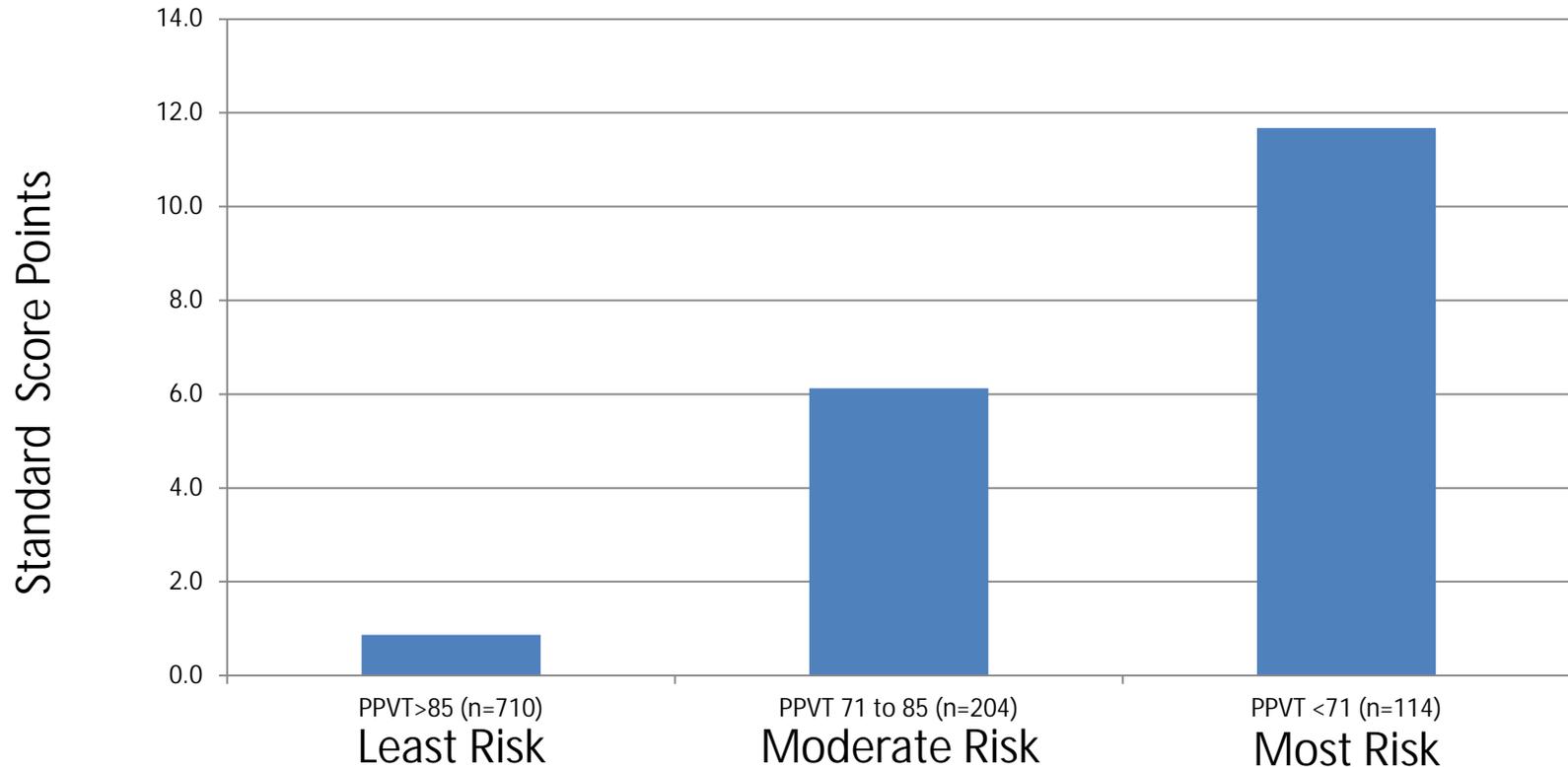
Statistically Significant Pre to Post Differences* for 4-Year Olds by Program and Child Risk Level

	All Children	Low Risk Children (PPVT>85 at pre)	Moderate and High Risk Children (PPVT <86 at pre)	High Risk Children (PPVT<71 at pre)
Canyons SD			$P<.00$	$p<.05$
Davis SD	$p<.00$	$p<.05$	$P<.00$	NA
Salt Lake SD	$P<.00$		$P<.00$	$P<.00$
Washington SD	$P<.00$	$P<.00$	$P<.00$	$P<.00$

* Based on Paired t-Test

Preschool Quality 2014/15

Mean Pre to Post PPVT Standard Score Difference for 4-Year Old Children by Risk Group- All Sites



Each group is different from the other two groups ($p < .00$) based on MANOVA with post hoc tests using a Bonferroni procedure

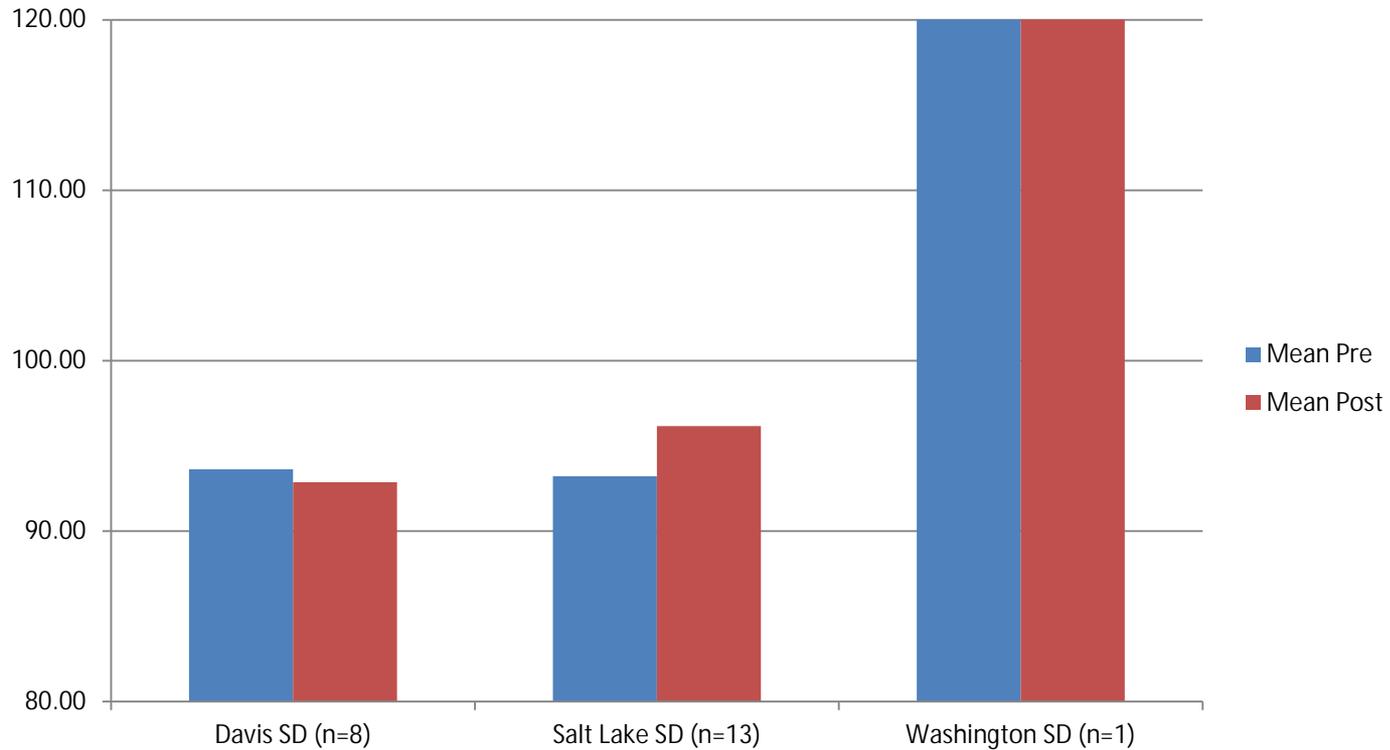
Preschool Quality 2014/15

4-Year Old Summary

- Children in the Davis SD and Washington SD made statistically significant progress across all risk groups
- Children in the Canyons SD and Salt Lake SD made statistically significant progress for the moderate and high risk groups
- The greatest progress was made by children in the most risk group followed by the moderate risk group
- The majority of children (69%) began in the low risk group

Preschool Quality 2014/15

Mean Pre to Post PPVT Standard Score for Three Year Old Children



Canyons SD had no 3-year olds

Preschool Quality 2014/15

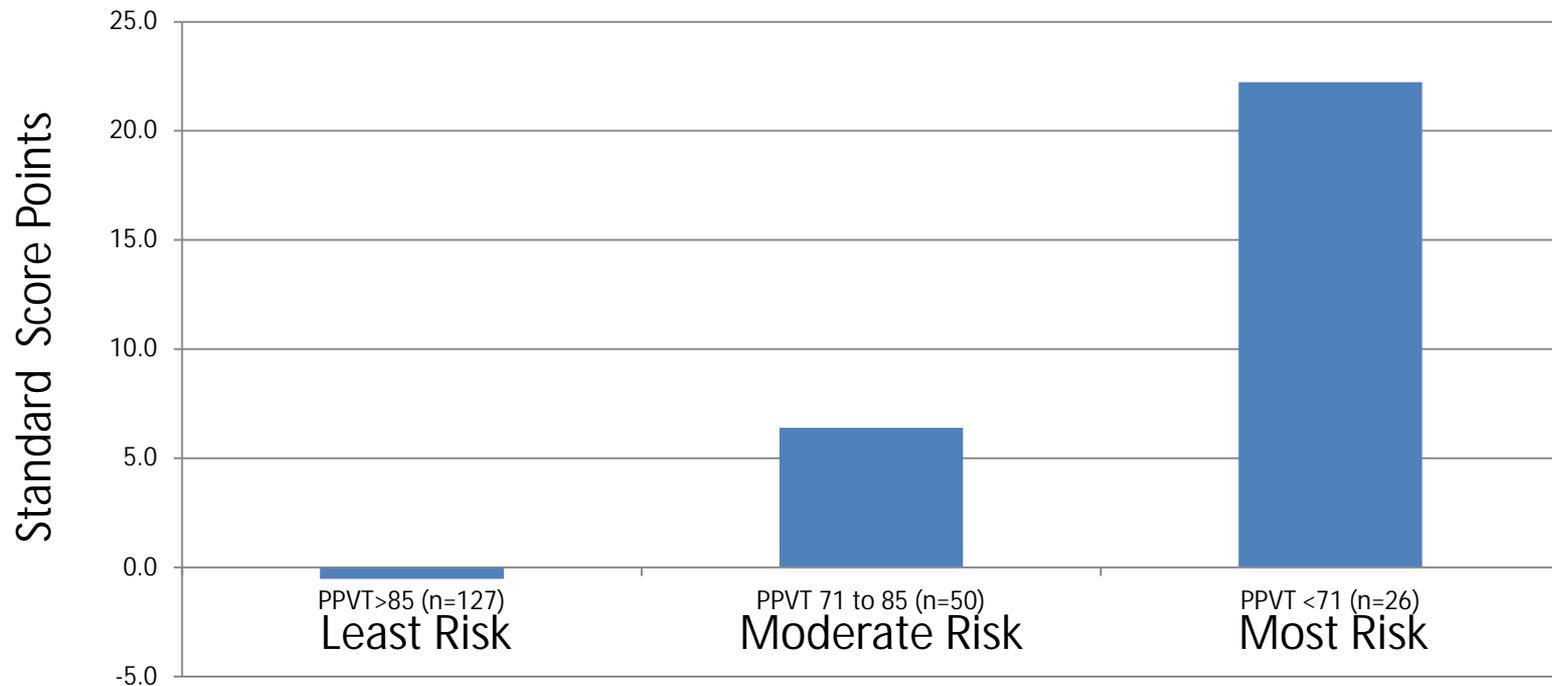
Statistically Significant Pre to Post Differences* for 3-Year Olds by Program and Child Risk Level

	All Children	Low Risk Children (PPVT>85 at pre)	Moderate and High Risk Children (PPVT <86 at pre)	High Risk Children (PPVT<71 at pre)
Canyons SD	NA*	NA	NA	NA
Davis SD			NA	NA
Salt Lake SD				NA
Washington SD	NA	NA	NA	NA

* NA = Cell size less than five, no results reported

Preschool Quality 2014/15

Mean Pre to Post PPVT Standard Score Difference for 3-Year Old Children by Risk Group – All Sites



Each group is different from the other two groups ($p < .00$) based on MANOVA with post hoc tests using a Bonferroni procedure

Preschool Quality 2014/15

3-Year Old Summary

- There were few 3-year olds from the school districts
- None of the school district 3-year old children, in any risk category, made statistically significant progress
- There were few 3-year olds in the sample which made sample sizes too small to be valid for many analyses
- Across all sites, the greatest progress was made by children in the most risk group followed by the moderate risk group

Preschool Quality 2014/15

Limitations

- Period from pre to post was only 5 months due to delayed start
- Majority of children sampled were in the low risk group
- Majority of children sampled were 4-year olds