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## MEMORANDUM

**TO:**                                      Members, Utah State Board of Education

**FROM:**                                  Diana Suddreth, Director  
Teaching and Learning

**DATE:**                                  October 6-7, 2016

**INFORMATION:**                      High Quality School Readiness Report

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### **Background:**

The *High Quality School Readiness Initiative*, R277-402, is aimed at supporting local education agency (LEA) preschools in becoming high quality. The State statute, 53A-1b-111, requires an annual review of the data by the Board. Data will be presented from the 2015-16 school year on the implementation and student outcomes associated with the initiative.

### **Board Strategic Plan:**

This item supports the following imperative(s) and strategies in the Board's Strategic Plan:

- Imperatives                      Quality Learning,
- Strategies                        Educational Options, Oversight

### **Anticipated Action:**

The High Quality School Readiness report will be presented to the Standards and Assessment Committee for review.

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# Utah High Quality School Readiness Program: Utah Board of Education 2014/15 and 2015/16 Report

Mark S. Innocenti, Ph.D.



**UtahState**University

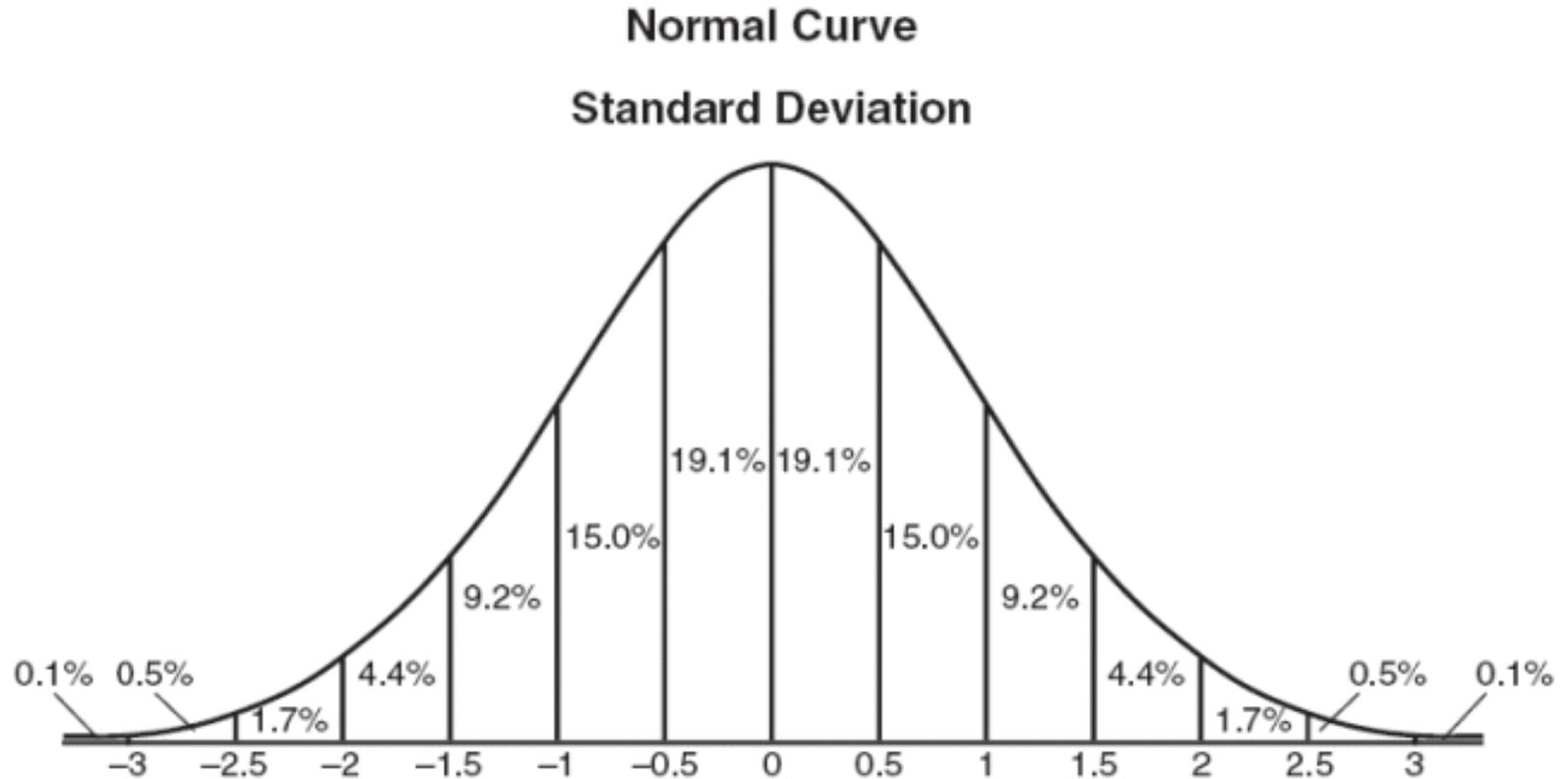
EMMA ECCLES JONES  
COLLEGE OF EDUCATION & HUMAN SERVICES

Utah Board of Education  
October 7, 2016

# HQSR: 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) and the Phonological Awareness Literacy Screening (PALS; 2015/16 only)
  - PPVT is a norm-referenced measure of receptive language skills with strong predictive validity with school success
    - Mean = 100; standard deviation = 15
  - PALS-PreK is a criterion-referenced measure of preschoolers' developing knowledge of important literacy fundamentals
    - Measures name writing, alphabet knowledge, letter sounds, sound awareness, print and word awareness, rhyme awareness
- Assumption: Improvement in PPVT and PALS outcomes are an indicator of preschool quality

# PPVT Scores and the Normal Curve



PPVT Scores

70

85

100

115

130

# HQSR Sample

- 2014/15 School Districts: Canyons, Davis, Salt Lake, and Washington
- 2015/16 School Districts: Canyons, Davis, Salt Lake, Washington, Grand and Logan

	2014/15			2015/16		
Site	N= Post	N=Post 4Yrs	N=Post 3Yrs	N= Post	N=Post 4Yrs	N=Post 3Yrs
<i>Canyons</i>	68	68	0	34	34	0
<i>Davis</i>	171	163	8	95	93	2
<i>Grand</i>				21	21	0
<i>Logan</i>				145	145	0
<i>Salt Lake</i>	287	274	13	195	187	8
<i>Washington</i>	256	255	1	189	187	2
<b>TOTAL</b>	<b>782</b>	<b>760</b>	<b>22</b>	<b>679</b>	<b>667</b>	<b>12</b>

- 16% attrition in 2014/15, 11% attrition in 2015/16 from pre to post
- 3 year olds represent 3% of sample in 2014/15 and 2% of sample in 2015/16

## Focus analyses on 4-year olds

# HQSR: PPVT Pre and Post Scores for 4-Year Olds

	2014/15			2015/16		
Site	N	<u>PPVT mean pre</u>	<u>PPVT mean post</u>	N	<u>PPVT mean pre</u>	<u>PPVT mean post</u>
Canyons	68	<u>95.8</u>	<u>97.4</u>	34	<u>85.4</u>	<u>89.9*</u>
Davis	163	<u>100.2</u>	<u>103.0**</u>	93	<u>102.3</u>	<u>103.5</u>
Grand				21	<u>100.5</u>	<u>101.5</u>
Logan				145	<u>88.7</u>	<u>95.3**</u>
Salt Lake	274	<u>83.8</u>	<u>87.3**</u>	187	<u>85.6</u>	<u>91.7**</u>
Washington	255	<u>100.4</u>	<u>104.1**</u>	187	<u>102.4</u>	<u>108.0**</u>

*\*Significant at  $p < 0.05$  ; \*\* Significant at  $p < 0.01$  level*

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# HQSR: PALS Ready for Kindergarten (4-year olds)

<u>Site</u>	<u>Total PALS mean post</u>	<u>% PALS 4 Yrs Old above cutoff *</u>
<i>Canyons</i>	<u>41.5**</u>	29.4%
<i>Davis</i>	<u>62.3**</u>	54.8%
<i>Grand</i>	<u>65.7**</u>	57.1%
<i>Logan</i>	<u>69.8**</u>	62.1%
<i>Salt Lake</i>	<u>54.8**</u>	49.7%
<i>Washington</i>	<u>91.7**</u>	89.8%

\*The PALS developers provide a cutoff score that indicates readiness for Kindergarten. This cutoff is 47 based on the test sections administered.

\*\* Significant at  $p < 0.01$

# HQSR: Percentage of 4-Year Olds in the Different Risk Groups at Pretest

	2014/15				2015/16			
Site	N	% PPVT<71 Pre	% PPVT >71 to 85 Pre	% PPVT>85 Pre	N	% PPVT<71 Pre	% PPVT >71 to 85 Pre	% PPVT>85 Pre
Canyons	68	11.8%	13.2%	75.0%	34	26.5%	23.5%	50.0%
Davis	163	3.1%	13.5%	83.4%	93	2.2%	8.6%	89.2%
Grand					21	9.5%	9.5%	81.0%
Logan					145	8.3%	32.4%	59.3%
Salt Lake	274	22.7%	30.6%	46.7%	187	23.5%	27.8%	48.7%
Washington	255	4.7%	8.3%	87.0%	187	2.1%	8.6%	89.3%
Total	760	11.2%	18.7%	70.1%	667	10.9%	19.9%	69.1%

Most Risk = PPVT <71, Moderate Risk = PPVT 71 to 85, Low Risk = PPVT >85

# HQSR: Statistically Significant Pre to Post PPVT Differences\* for 4-Year Olds by Program and Child Risk Level

	2014/15				2015/16			
Site	All Children	Most Risk	Mod Risk	Low Risk	All Children	Most Risk	Mod Risk	Low Risk
Canyons	NS	$p < .05$	$P < .00$	NS	$p < .05$	$p < .00$	$p < .05$	NS
Davis	$p < .00$	NA	$P < .00$	$p < .05$	NS	NA	NA	NS
Grand					NS	NA	NA	NS
Logan					$p < .00$	$p < .00$	$p < .00$	$p < .00$
Salt Lake	$P < .00$	$P < .00$	$P < .00$	NS	$p < .00$	$p < .00$	$p < .00$	NS
Washington	$P < .00$	$P < .00$	$P < .00$	$P < .00$	$p < .00$	NA	$p < .00$	$p < .00$

\*Based on Paired t-Test; NA - Cell size less than ten, not appropriate for statistical analysis; NS – Not statistically significant.

Most Risk = PPVT <71, Moderate Risk = PPVT 71 to 85, Low Risk = PPVT >85

# HQSR: PALS Ready for Kindergarten by Risk Group for 2015/16

Site	N for Most Risk	% Ready	N for Mod Risk	% Ready	N for Low Risk	% Ready
Canyons	9	44.4	8	12.5	17	29.4
Davis	2	0	8	0	83	61.4
Grand	2	0	2	0	17	70.6
Logan	12	33.3	47	40.4	86	77.9
Salt Lake	44	25	52	30.8	91	72.5
Washington	4	100	16	75.0	167	91.0

Most Risk = PPVT <71, Moderate Risk = PPVT 71 to 85, Low Risk = PPVT >85

# HQSR: PPVT & PALS Pre to Post 4-Year Olds

## Change in Scores by Risk Level

	2014/15	2015/16	2015/16
Group Risk Level	PPVT mean Pre-Post Standard Score Difference	PPVT mean Pre-Post Standard Score Difference	PALS Total Pre-Post Item Difference
Most Risk	9.7	12.5	19.8
Moderate Risk	5.4	8.9	22.6
Low Risk	1.6	2.9	28.2
All Children	3.2	4.4	26.2

Most Risk = PPVT <71, Moderate Risk = PPVT 71 to 85, Low Risk = PPVT >85

# HQSR: Two Year Summary

- School districts are primarily enrolling 4-year olds
- The outreach to the most at-risk students is uneven across school districts
- Progress on the PPVT from beginning to end of the school year is also uneven
  - 75% of district in 2014/15 and 66% of districts in 2015/16 made statistically significant progress
- PALS scores indicate only one school district had more than 70% of children ready for K
- Need to determine the relation between a quality designation and student progress by risk group

**HQSR**

**CLASSROOM ASSESSMENT  
SCORING SYSTEM (CLASS)**

# High Quality School Readiness: CLASS Observations

## 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

## High Quality School Readiness: CLASS Observations

# 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\*

# Classroom Identification

- Observed classrooms randomly selected
- Averaged scores across classrooms when more than one classroom observed
- Data collected in March and April

# High Quality School Readiness: CLASS Observations

## Classroom Identification

### Number of Classrooms Observed by Program and Year

#### 2014/15

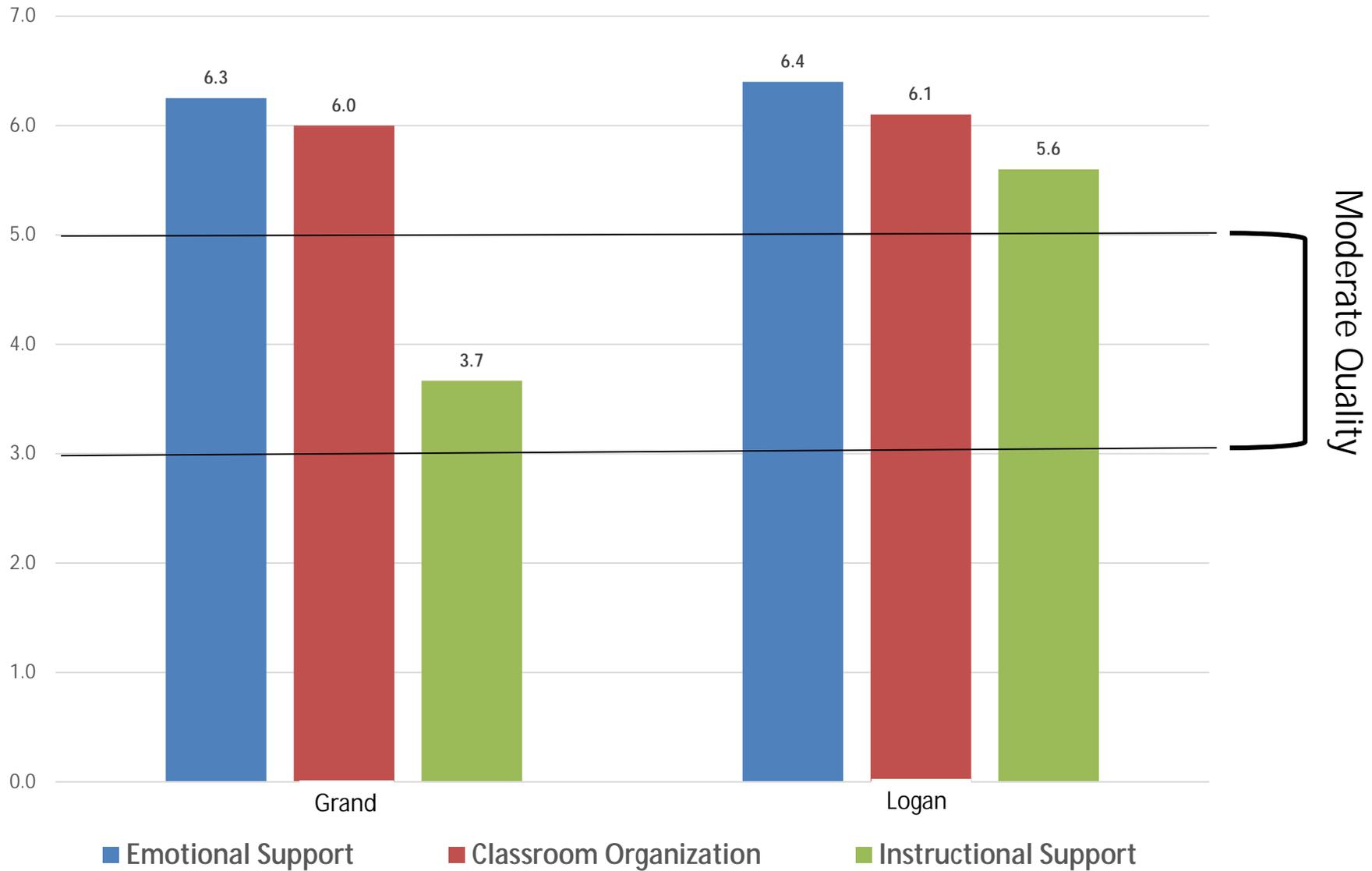
- Canyons: 2
- Davis: 2
- Salt Lake: 4
- Washington: 3

#### 2015/16

- Canyons: 2
- Davis: 2
- Grand: 1
- Logan: 2
- Salt Lake: 3
- Washington: 3

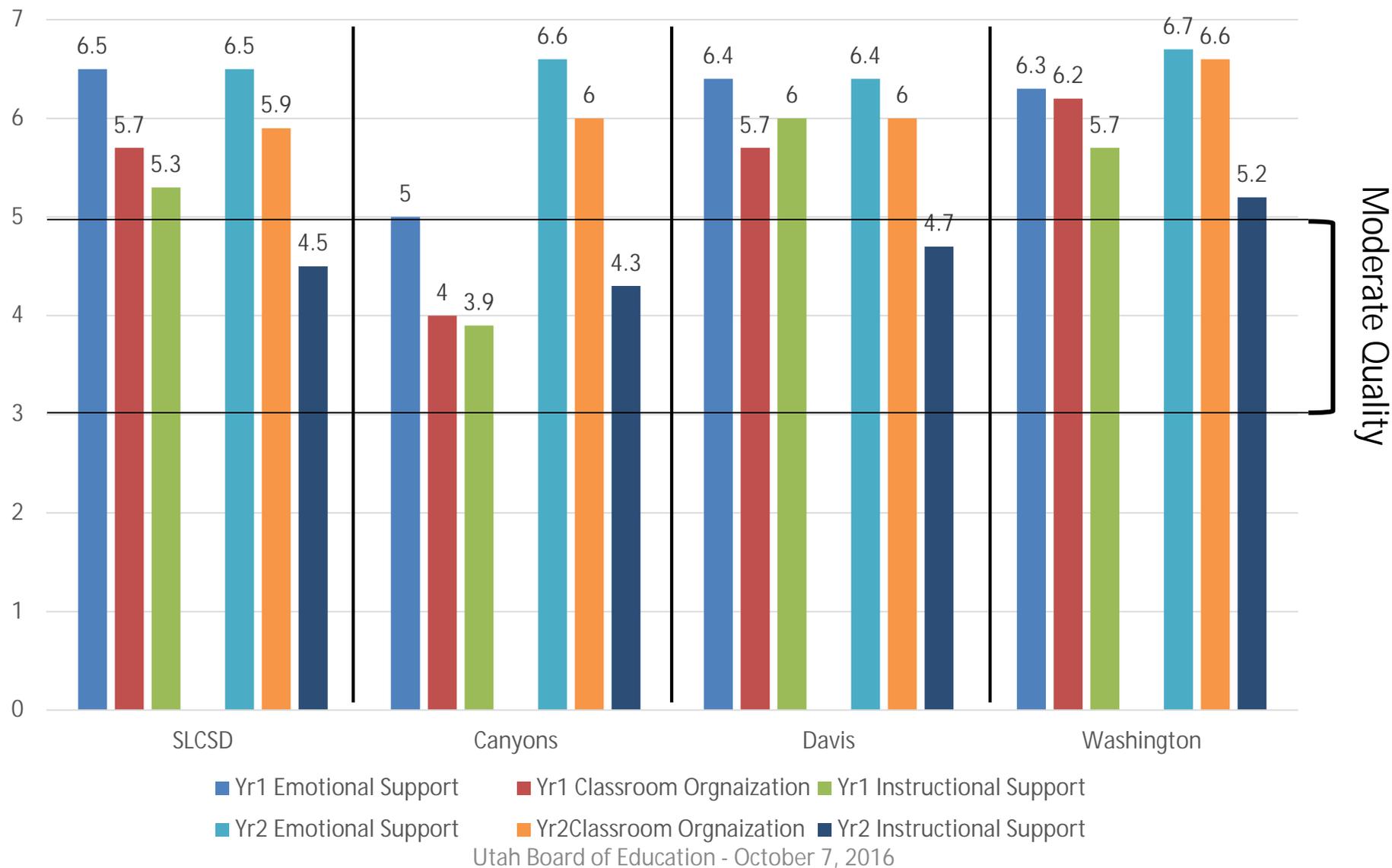
# High Quality School Readiness: CLASS Observations

2015/16 Only School Districts



# High Quality School Readiness: CLASS Observations

## Comparison of Sites with Two Years of CLASS Scores



## CLASS Summary

- For the 2015/16 only districts, Logan was high quality in all domains
  - Grand high quality in 2 of 3 domains
- For the districts with two years of data
  - Washington high quality all domains both years
  - Salt Lake and Davis high quality in year 1 but instructional support moderate quality for both in year 2
  - Canyons made the most progress from year 1 to year 2 and were high quality in 2 of 3 domains in year 2
- Limitation: Classrooms are randomly selected and observed only once