

Alaska Pre-Kindergarten Grants

Child Pre-Elementary Growth during School Year

School Year 2015 -2016

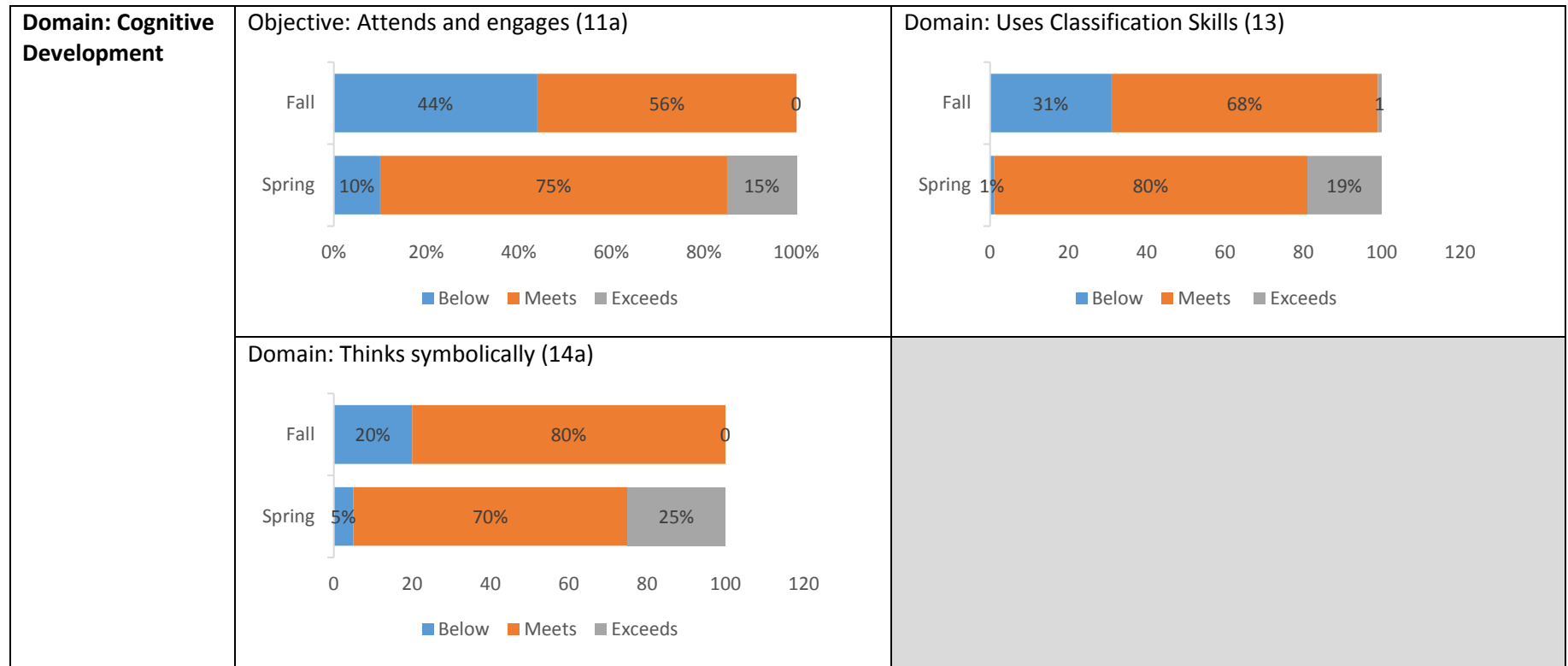
Teaching Strategies GOLD® is an authentic, observational assessment system for young children birth through Kindergarten. Teaching Strategies *GOLD*® blends ongoing authentic, observational assessment for all areas of development and learning with performance-assessment tasks selected as predictors of school success. It is designed for use as part of meaningful everyday experiences in the classroom or program setting. It can be used across classrooms and is not linked to a particular curriculum. The Teaching Strategies *GOLD*® assessment is aligned to the *2007 State of Alaska Early Learning Guidelines* and has been cross-walked with the *Alaska Standards for Literacy and Mathematics*.

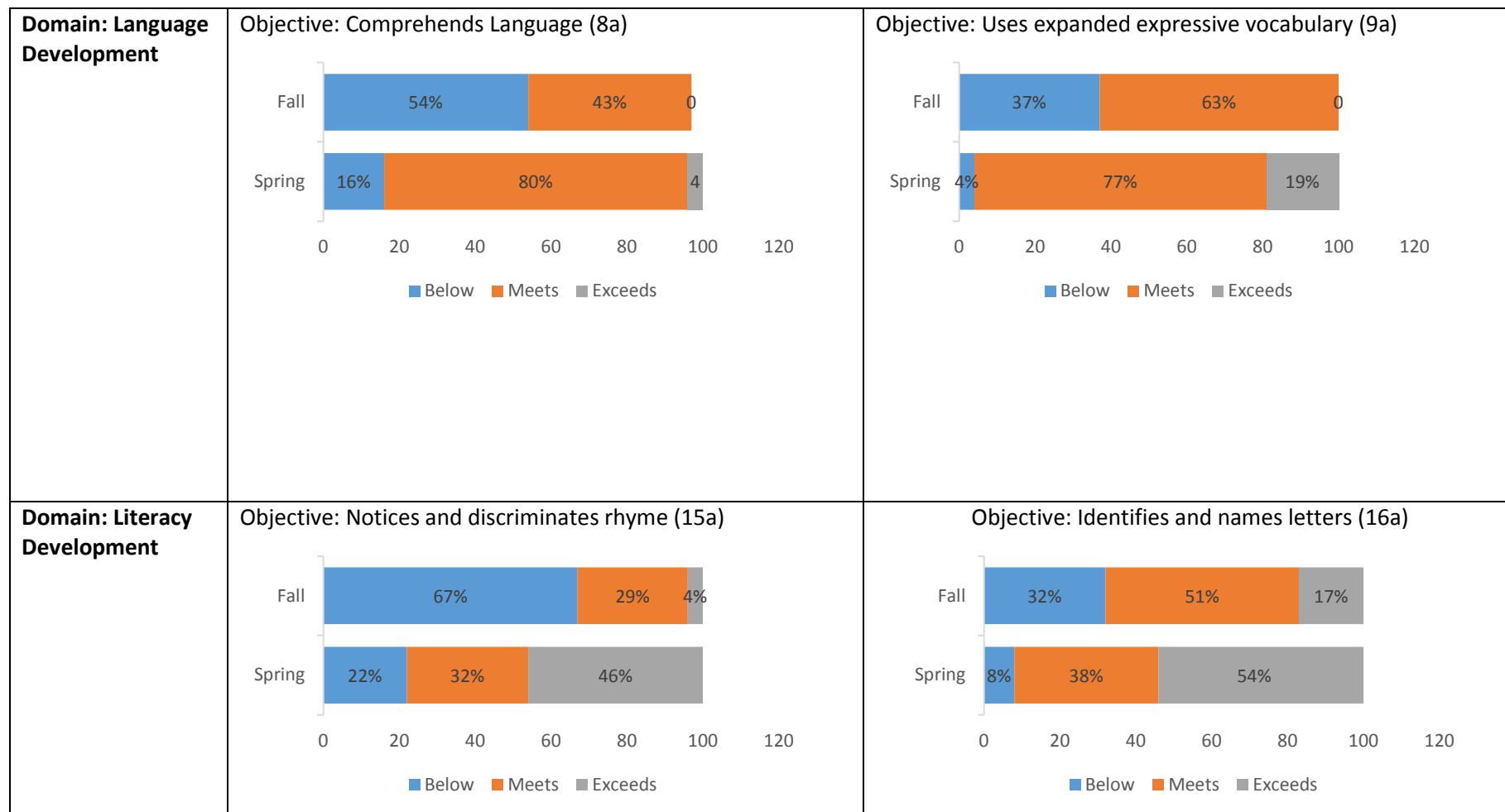
Alaska Pre-Kindergarten grantees in seven districts used the **Teaching Strategies GOLD®** observational assessment system as the primary method of growth measurement. Districts included in this report are:

- Anchorage School District
- MatSu School District
- Juneau School District
- Yukon-Kuskokwim School District
- Lower Kuskokwim School District
- Nome School District
- Lower Yukon School District

Educators in the seven districts observed children in the following four developmental areas: Cognitive, Language, Literacy and Mathematics. Each developmental domain was further broken down into objective goals. Teachers observed children based on “Widely Held Expectations”. Widely Held Expectations is a term from **Teaching Strategies GOLD®** that defines a set of expectations that are criterion referenced and research-based for where we typically see children’s skills, knowledge and behaviors for each grade/class. Teachers record data during three checkpoint periods, Fall, Winter and Spring. Only **Fall 2015** and **Spring 2016** are presented in this report. Only children who were enrolled in Pre-Elementary for at least two checkpoint periods are included in this report.

2015- 2016 Child Growth in Developmental Areas and Objectives





	<p>Writes Name (19a)</p> <table><thead><tr><th>Season</th><th>Below</th><th>Meets</th><th>Exceeds</th></tr></thead><tbody><tr><td>Fall</td><td>17%</td><td>80%</td><td>3%</td></tr><tr><td>Spring</td><td>2%</td><td>59%</td><td>39%</td></tr></tbody></table>	Season	Below	Meets	Exceeds	Fall	17%	80%	3%	Spring	2%	59%	39%													
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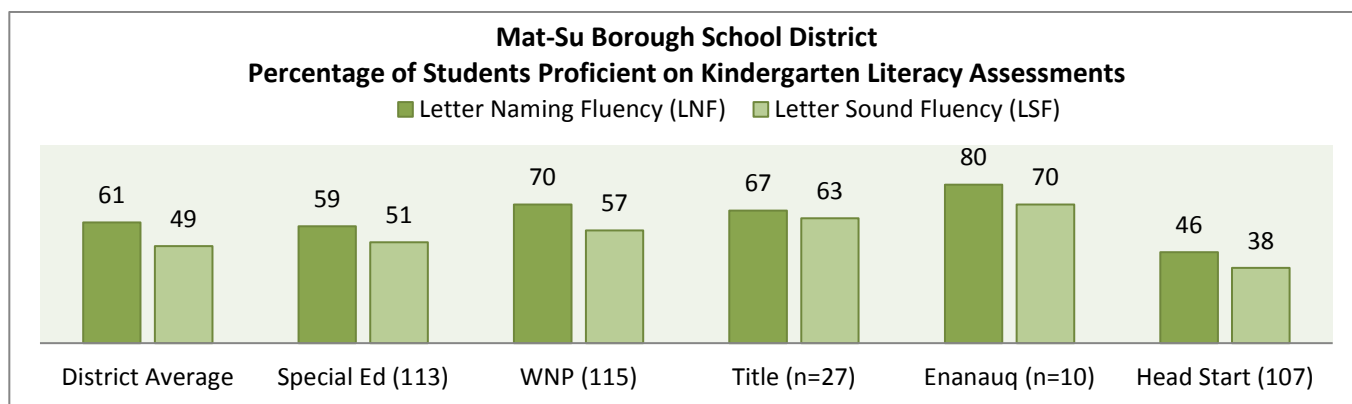
Performance of Pre-elementary Children in the Later Grades

DEED is able to show longitudinal results for a sample of some of the grantee districts. Each district tracks student outcomes using a variety of measures. The charts below show outcome data for Matanuska-Susitna Borough School District, Anchorage School District and Lower Kuskokwim School District.

Matanuska –Susitna Borough School District

The Matanuska-Susitna Borough School District serves 365 pre-elementary children ages 3-5 leveraging state and federal dollars. There are several preschool programs in the district; Special Education, Title I (Title), Indian Education (Enanaug) and CCS Head Start. In addition to the aforementioned programs, DEED provides a grant to support 73 children in state funded pre-elementary called, **Widening the Net (WNP)**.

The district used the MAP Assessment to measure the kindergarten literacy skills of children who had attended the preschool programs within the district. The district averages and the percentage scores for children in each program were provided.



Anchorage School District

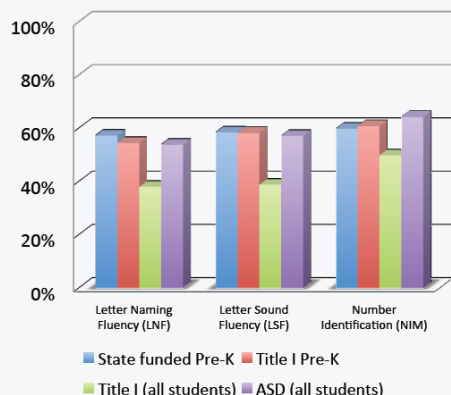
The Anchorage School District serves 440 pre-elementary children ages 3-5 leveraging state and federal dollars. In addition to Title I, Head Start and Special Education funds, DEED provides a grant to support 48 children in a shared partnership pre-elementary Kids Corps Head Start.

The district used **AimsWeb** to measure the kindergarten literacy skills of children who had attended the preschool programs within the district. The district averages and the percentage scores for children in each program were provided.



Anchorage School District

**AIMSweb Data
Kindergarten Student Proficiency %
Fall 2016-2017**



Note: On this graphic, children in the blue attended ASD State Funded PreK Programs. The children eligible for those programs are typically at a federal poverty rate of below 150% and considered at risk. Children in Title I schools (green) who did not have preschool are far below their peers when entering kindergarten. The graphic shows the impact the state funded and Title I preK programs have on child growth in order to ensure those children are closing the achievement gap.

Lower Kuskokwim School District

Lower Kuskokwim School District (LKSD) serves 144 preschool children in programs across the region. LKSD uses state grant funds to support 81 4 year old students.

LKSD used MAP test data to show 3rd grade performance for only those children who attended the state funded preschool classrooms.

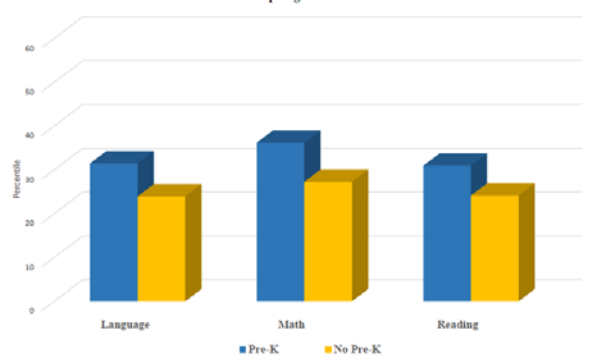
Note: Children attending the state funded preK programs (blue), out performed the children who did not receive any preschool on 3rd grade Language, Math and Reading Assessments.

**LKSD has more outcome data but DEED was unable to include that data in this report due to time constraints.*



Lower Kuskokwim School District

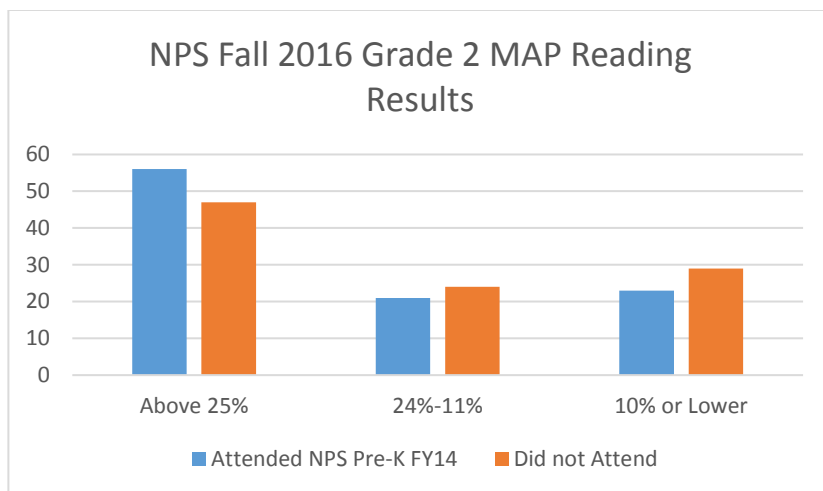
**MAP test Data
3rd Grade %
Spring 2016**



Nome Public Schools

Nome Public Schools (NPS) serves 36 children. 13 of those children receive direct state funding for to provide preschool in a partnership classroom with Kawerak Head Start.

NPS used MAP data to show Grade 2 reading results for students who attended Nome Public Preschool and those that did not attend.



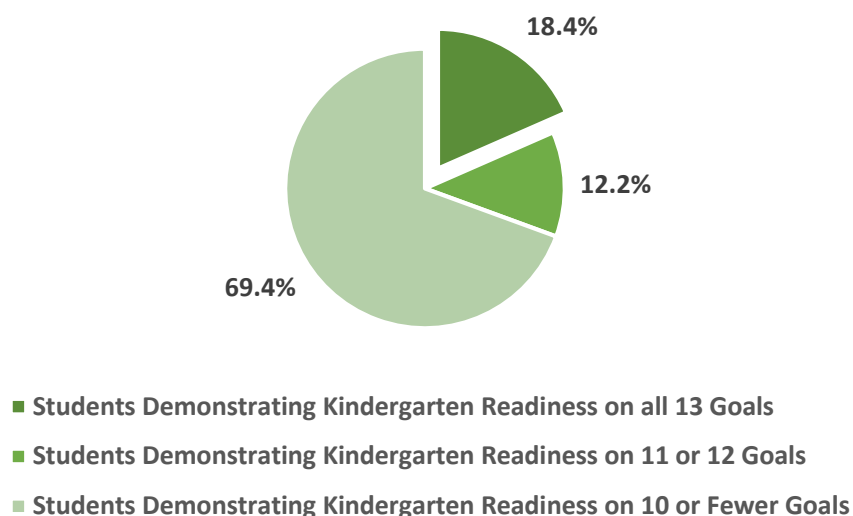
Note: Children attending the state funded preK programs (blue), were above the 25 percentile in Grade 2 MAP Reading Assessments. Children in the orange did not attend preschool.

Alaska Developmental Profile (ADP) Data

An observational tool administered by teachers to all kindergarten students during the first four weeks of the school year. During the fall of 2016 **9,707** Alaska Developmental Profiles were given to kindergarten students. Teachers provide a ratings for each student for 13 goals within five domain areas. There are 3 possible ratings

- 0 = Student does not demonstrate the goal.
- 1= Student demonstrates the goal at least 50% of the time.
- 2= Student demonstrates the goal consistently or at least 80% of the time.

DEED considers a child who receives a **2** on at least **11/13 goals**, as demonstrating kindergarten readiness skills. Statewide results for 2016/2017 are below:



The chart above shows that 69.4% of students entering kindergarten are not able to meet developmental goals that would be considered age appropriate for kindergarten entry.

