Can All-Day Pre-K Change Lives?

October 30, 2017
WARMUP

● www.todaysmeet.com/alldaypk
1. Share the background for implementing an All-Day Pre-K Program in a district
2. Hear celebrations and lessons learned from two campus principals’ experiences
3. Review two years of student growth and the data results
Presenters

Dr. Vickey Giles
Dr. Joan Bowman
Dr. Denise Mustin
Mr. Chris Dickson
Dr. Vickey Giles

Vision
Dr. Joan Bowman

First Steps:

1. Conversations with the principals
2. Develop the plan
3. Create the budget
4. Board Presentation
Elements of an All-Day Pre-K Program

Student progress monitoring tool and results

Kindergarten readiness

Teacher qualifications

Family Engagement Plan

Curriculum
Planning Data

Demographic data

Enrollment in half-day Pre-K will directly impact number of FTE

Sources of funding for Pre-K classrooms

Instructional staff-to-student ratio

Campus space allocation

Type of curriculum
Next Steps

Staffing

- Teacher Qualifications
- Teacher/Paraprofessional Ratio

Program Evaluation

- High-quality Prekindergarten Self-Assessment
Dr. Mustin & Mr. Dickson

Campus Implementation (schedules and logistics)

Gains and costs of the change on campus

Teacher needs (training and materials)

Student needs (early identification of academic, SEL needs)

Parent Learning (the purpose and learning of play)

2-year results
Data - Does it work?

Dr. Mustin and Mr. Dickson
The Moon Shot:
TPRI - Beginning of the year 2010 - 2017

Cravens ECA - TPRI (BOY)

Sheldon ECA - TPRI (BOY)
**The year following…**

**DRA2 Data - Middle of the Year**

<table>
<thead>
<tr>
<th>SECA MOY DRA</th>
<th>Feb 2015</th>
<th>Feb 2016</th>
<th>Feb 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER/Level 1</td>
<td>31%</td>
<td>26%</td>
<td>3%</td>
</tr>
<tr>
<td>Level 2/3</td>
<td>55%</td>
<td>50%</td>
<td>44% (27% on Level 3)</td>
</tr>
<tr>
<td>Level 4</td>
<td>10%</td>
<td>15%</td>
<td>34%</td>
</tr>
<tr>
<td>Level 6+</td>
<td>3%</td>
<td>4%</td>
<td>18%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CECA MOY DRA</th>
<th>Feb 2015</th>
<th>Feb 2016</th>
<th>Feb 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>41.44%</td>
<td>1%</td>
<td>6%</td>
</tr>
<tr>
<td>Level 2</td>
<td>44.59%</td>
<td>2%</td>
<td>20%</td>
</tr>
<tr>
<td>Level 3</td>
<td>9.91%</td>
<td>15%</td>
<td>23%</td>
</tr>
<tr>
<td>Level 4</td>
<td>1.35%</td>
<td>42%</td>
<td>32%</td>
</tr>
<tr>
<td>Level 6</td>
<td>0.45%</td>
<td>28%</td>
<td>20%</td>
</tr>
<tr>
<td>Level 8+</td>
<td></td>
<td>12%</td>
<td></td>
</tr>
</tbody>
</table>
The new “achievement gap”: TX KEA Data Fall 2017

<table>
<thead>
<tr>
<th>% Bilingual who went to Pre-K</th>
<th>89%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1: Listening Comp.</td>
<td>94%</td>
</tr>
<tr>
<td>Tier 1: Letter Names</td>
<td>98%</td>
</tr>
<tr>
<td>Tier 1: Letter Sounds</td>
<td>99%</td>
</tr>
</tbody>
</table>

![Bar chart](chart.png)
Questions?
A Day In Pre-K

https://animoto.com/play/rH3cisW1u1ZGk7Bfn8XDqg
References

*The Sandbox Investment* by Dr. David Kirp

https://tea.texas.gov/Academics/Early_Childhood_Education/Full_and_Half-Day_PreK_Program_FAQ/

http://www.raiseyourhandtexas.org/advocacy/key-issues/pre-kindergarten/
References

http://hechingerreport.org/preschools-hidden-value-may-combating-poverty/

Can All-Day Pre-K Change Lives?

THANK YOU!