



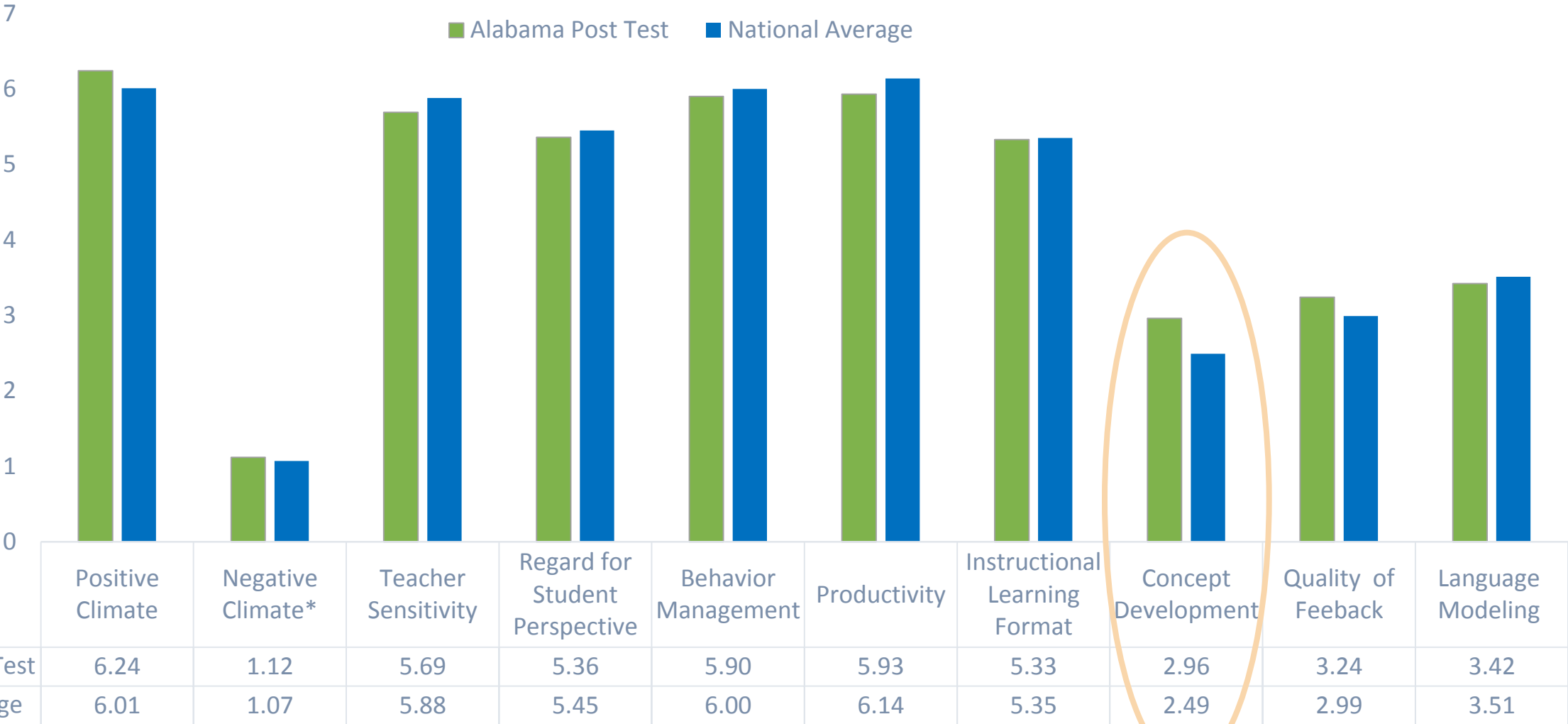
Alabama's First Class Pre-K Program

Outcomes and Impacts: A Summary of Most Recent Results

Prepared by the First Class Pre-K Research Evaluation Team
October 2018

Quality of Teacher-Child Interactions in First Class Pre-K Classrooms, 2018

CLASS (Classroom Assessment Scoring System)

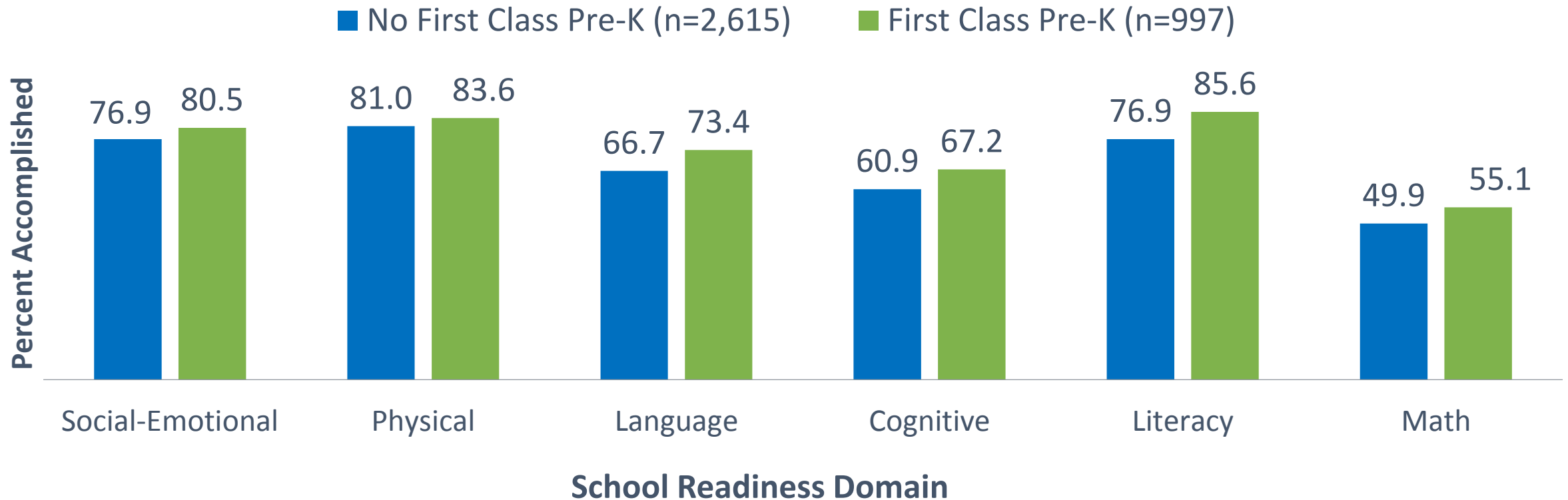


*Want lower score

Kindergarten Readiness: At Kindergarten Entry

Children who completed First Class Pre-K were more likely to test as “ready” at the beginning of Kindergarten than were children who did not receive First Class Pre-K.

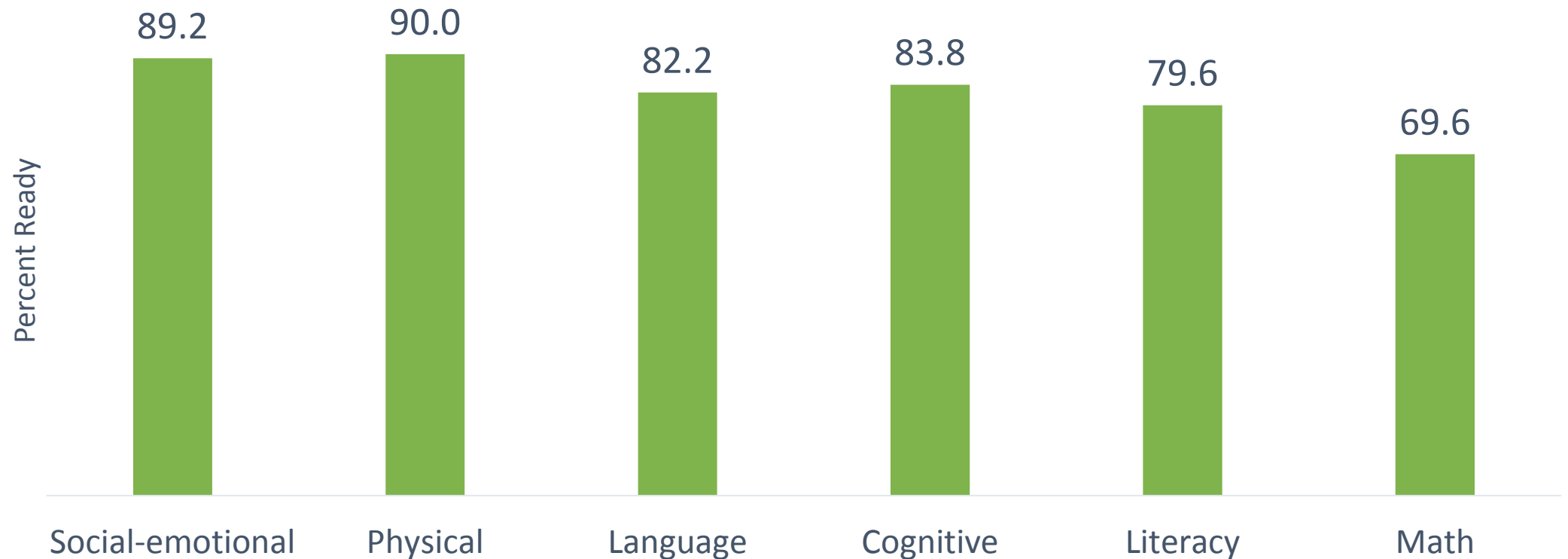
Teaching Strategies GOLD Kindergarten Entry Assessment; Fall 2017



Kindergarten Readiness: At First Class Pre-K Graduation

By the end of the year, the majority of children in First Class Pre-K tested “ready” for Kindergarten in each domain – 70% of children were kindergarten ready in at least 5 of 6 domains.

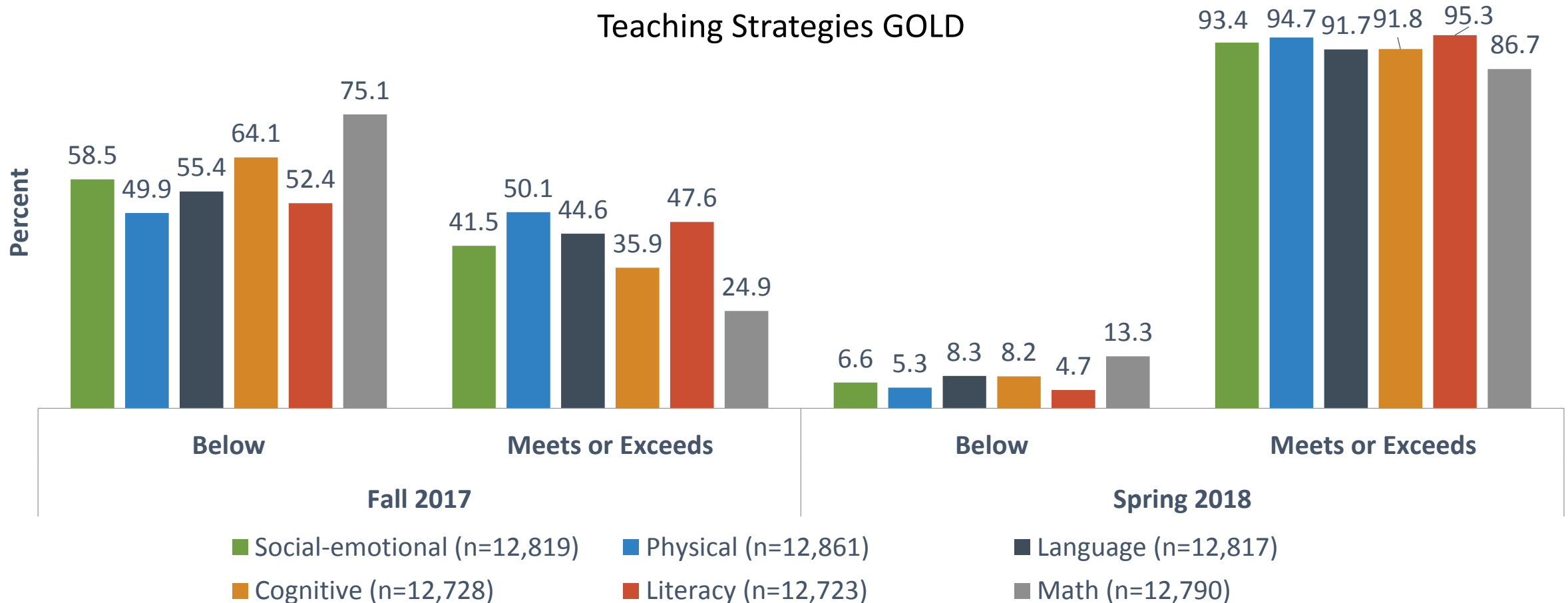
Kindergarten Readiness, Spring 2018; Teaching Strategies GOLD



Exceeding Developmental Expectations

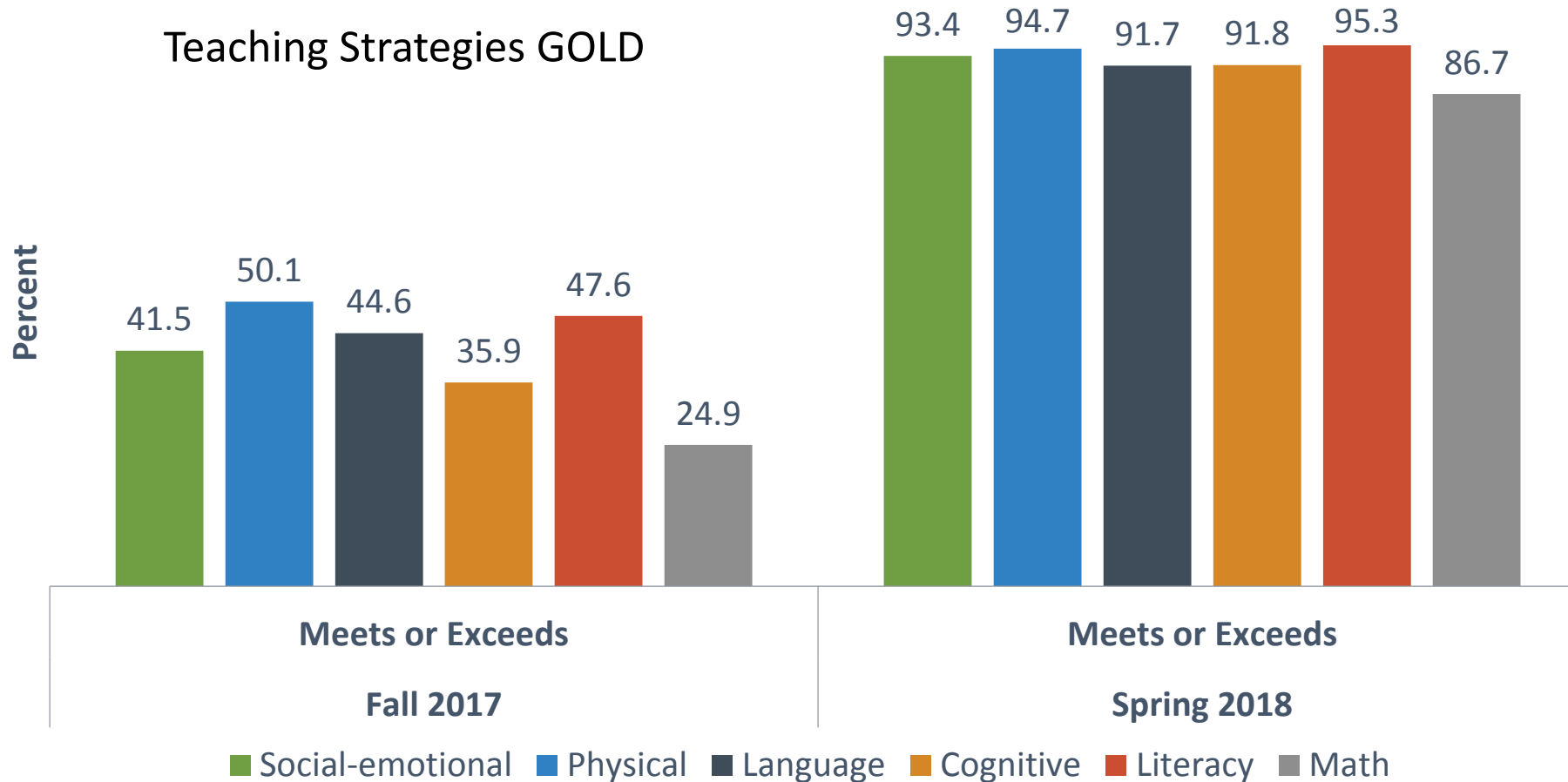
Though half or more of children arrived in First Class Pre-K below developmental expectations, nearly all were meeting or exceeding by the end of the year.

Teaching Strategies GOLD



Gains in Developmental Skills

The largest gains in percent meeting or exceeding by the end of the First Class Pre-K year were for math, cognitive, and social-emotional skills.

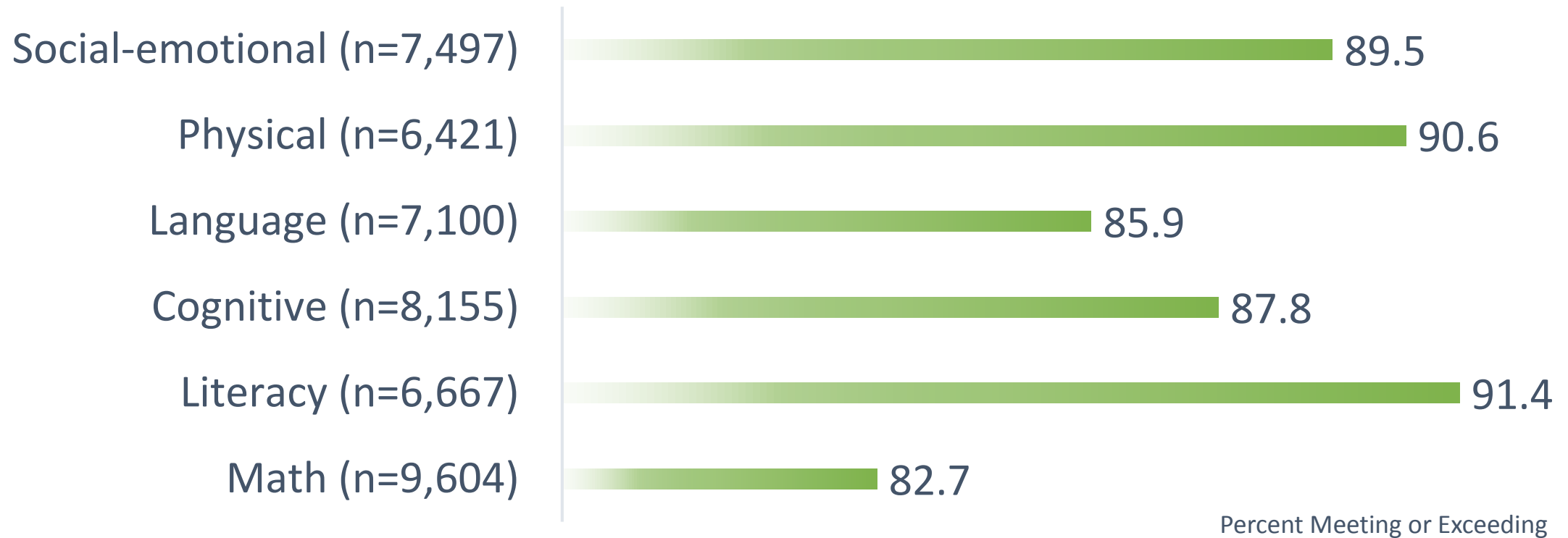


Skill	Percentage Point Gains
Social-emotional	51.9
Physical	44.6
Language	47.1
Cognitive	55.9
Literacy	47.7
Math	61.8

Improving Developmental Outcomes

Among children who arrived in First Class Pre-K below developmental expectations for their age, over 80% were meeting or exceeding by the end of the year.

Spring Performance of Children who were Below Developmental Expectations at First Class Pre-K Entry, 2017-2018, Teaching Strategies GOLD



Assessing Impact for All Alabama Students

Using advanced statistical methods to “control” for all other characteristics* that might influence school performance,

Children who received First Class Pre-K were:

- **More likely to be proficient in reading**
- **More likely to be proficient in math**
- **Less likely to be retained in grade**
- **Less likely to be chronically absent**

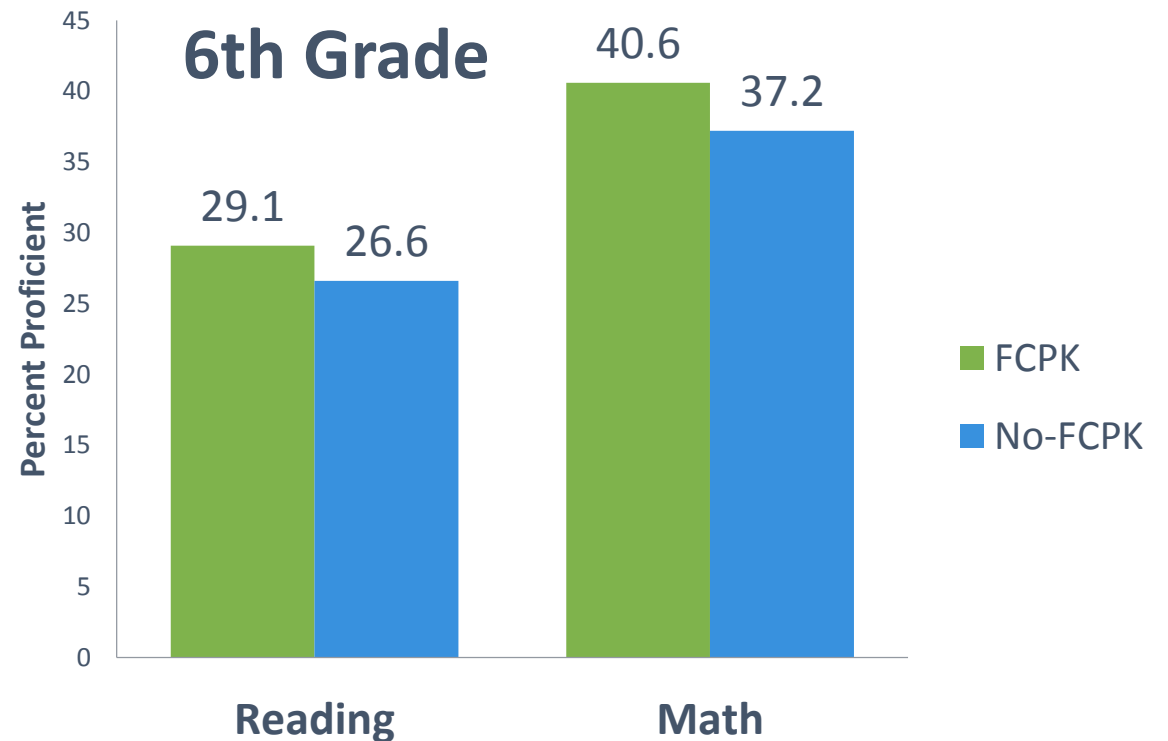
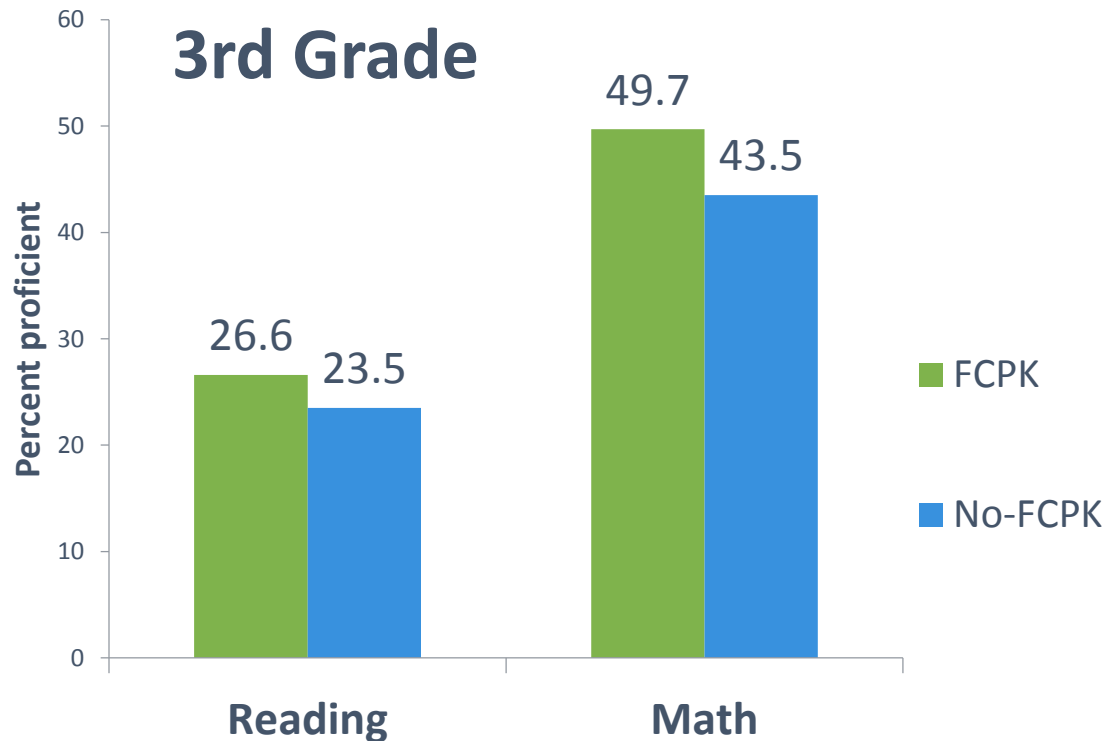
Compared to children who did not receive First Class Pre-K.

Based on analyses of Spring 2016 ACT Aspire and 2015-2016 school year data for 3rd, 4th, 5th, and 6th grades

*Multivariable fixed effects models control for receipt of First Class Pre-K, year received/could have received First Class Pre-K, race/ethnicity, gender, poverty, IEP status (excludes gifted), and school attended.

Impact for Low-Income Students: Reading & Math Proficiency at 3rd and 6th Grades

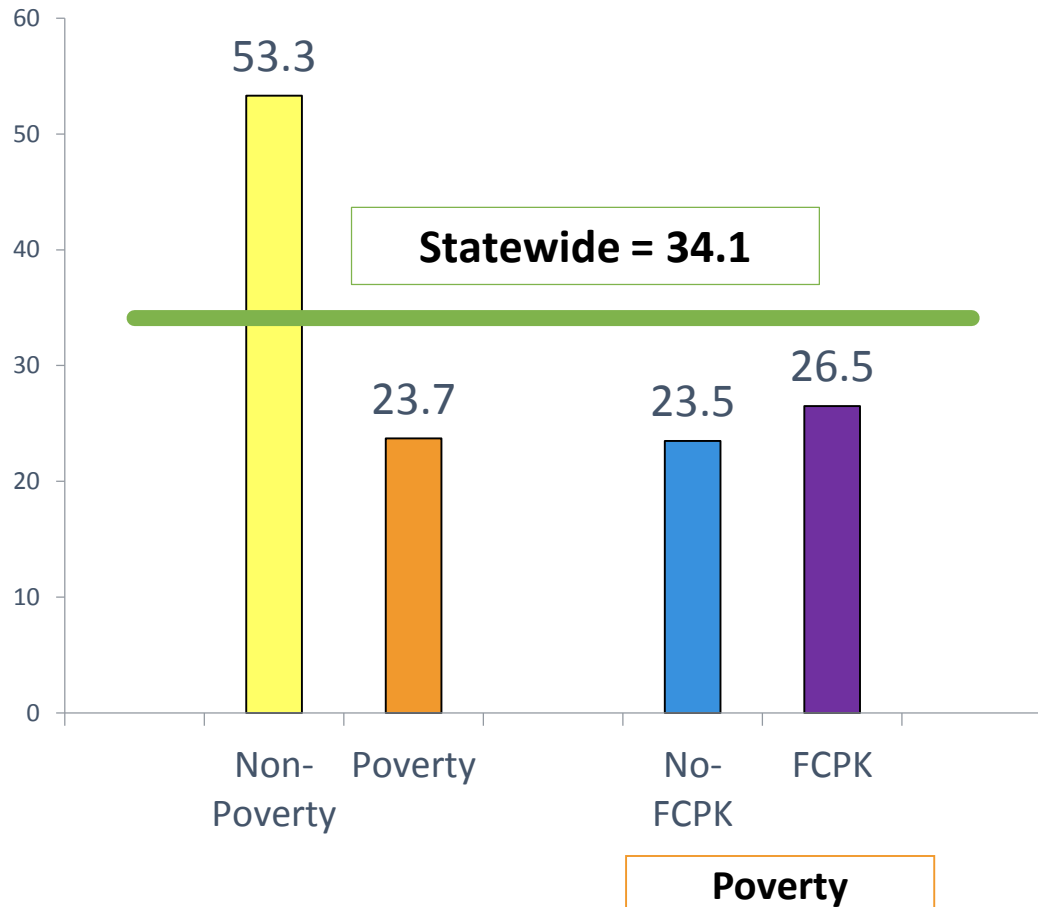
Statewide analysis among Alabama's most vulnerable 3rd and 6th grade children shows that children who received First Class Pre-K were **more likely to be proficient in reading and math** compared with children who did not receive First Class Pre-K.



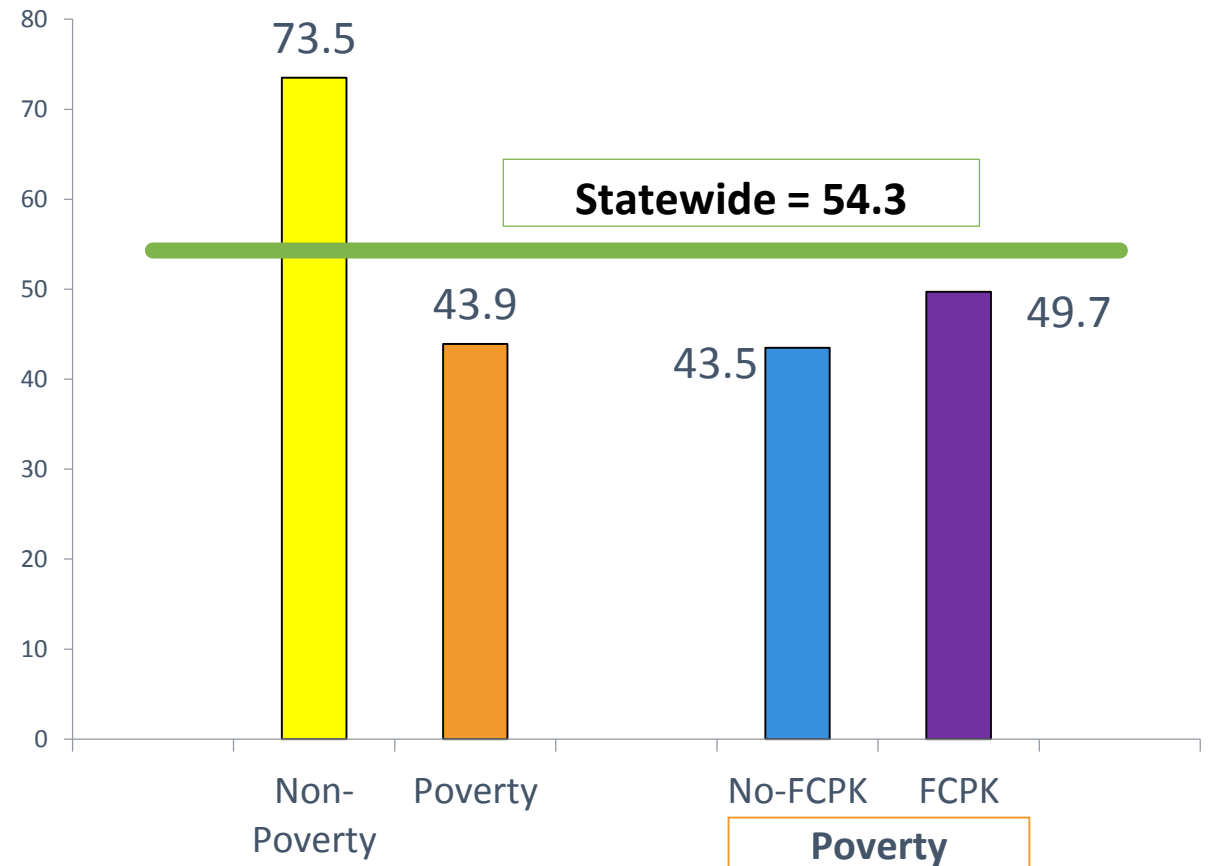
3rd Grade Achievement Gap Based on Income

In both Reading and Math, we observe a **29.6 percentage point gap** in proficiency between poverty and non-poverty students. First Class Pre-K closes that gap for children in poverty.

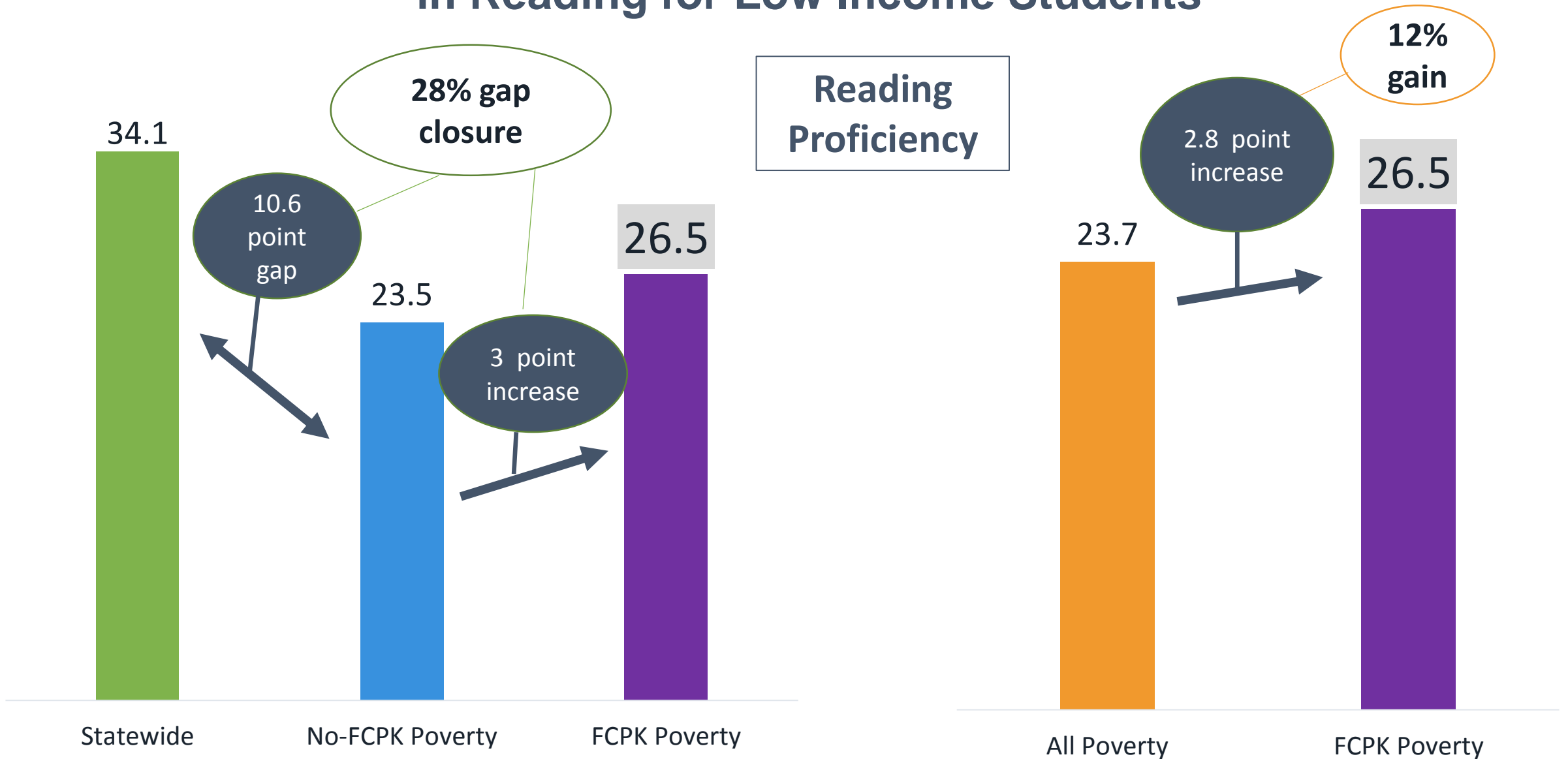
Reading Proficiency



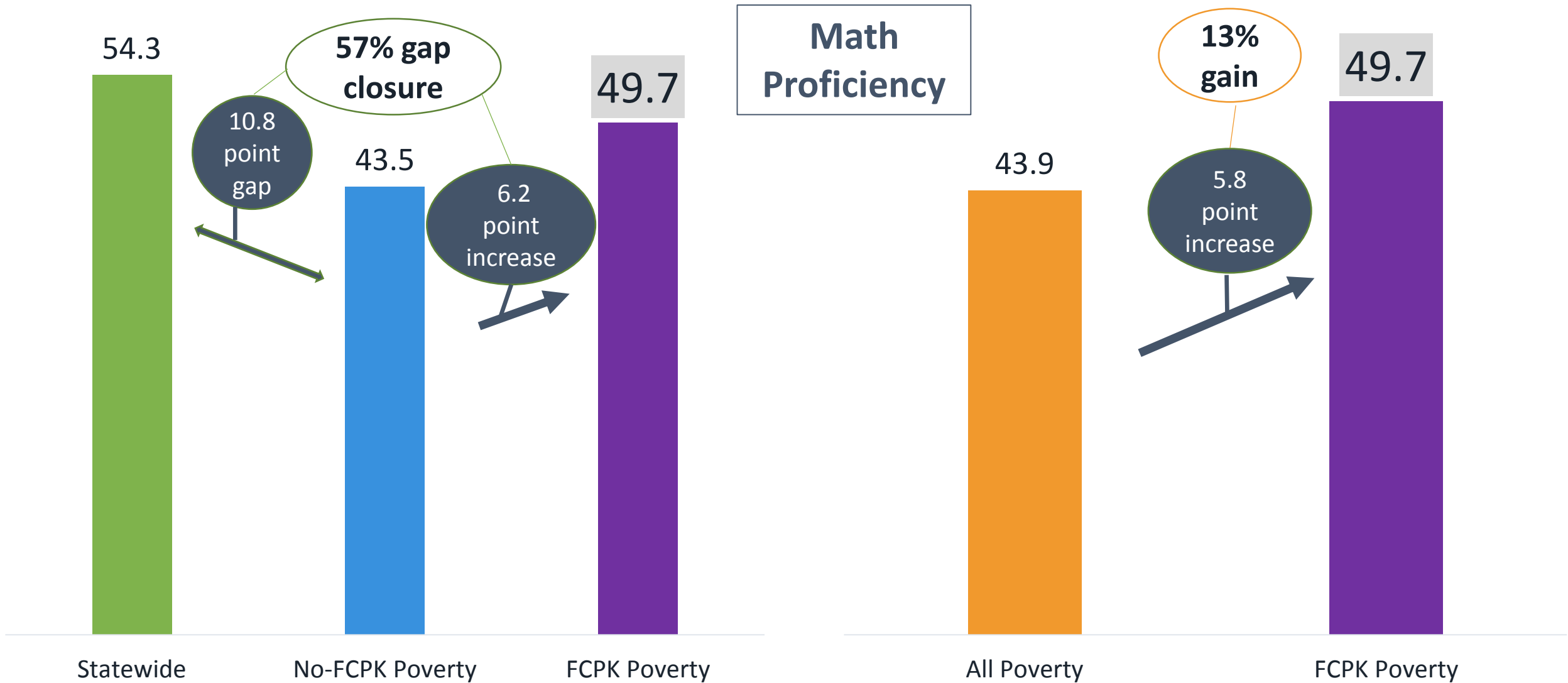
Math Proficiency



Impact: Narrowing the 3rd Grade Achievement Gap in Reading for Low Income Students



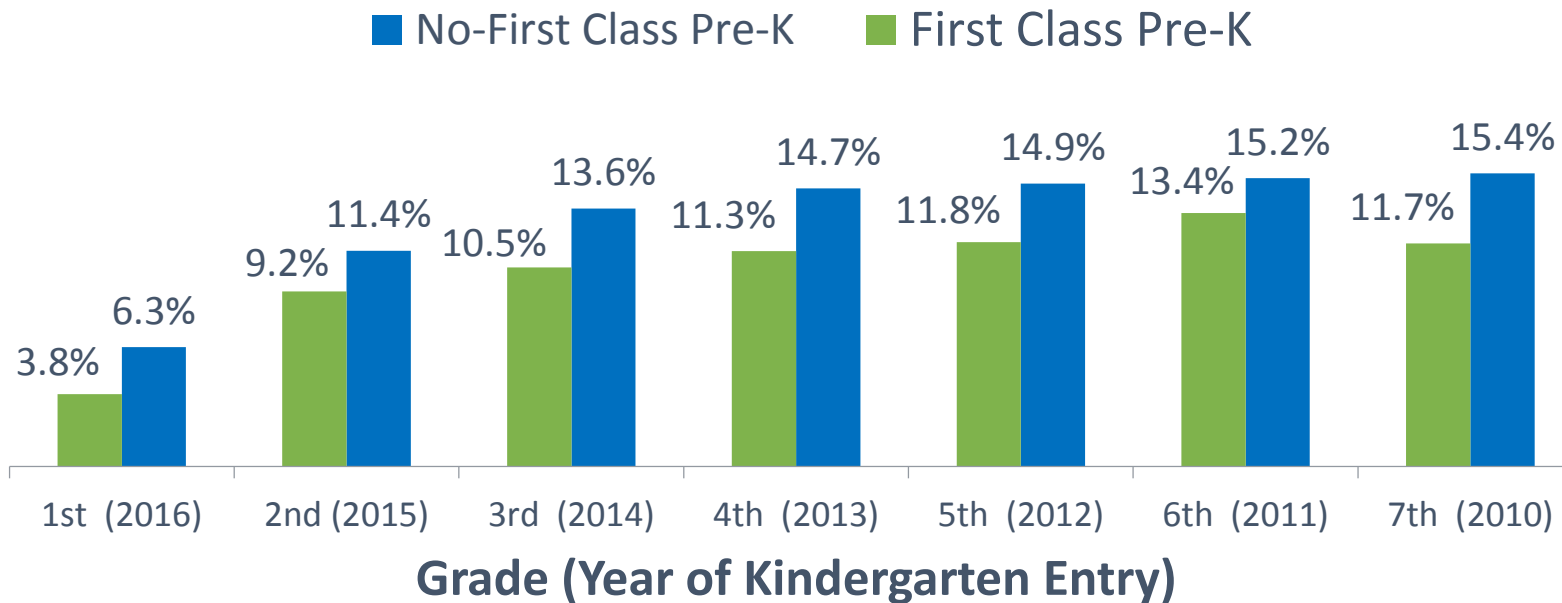
Impact: Narrowing the 3rd Grade Achievement Gap in Math for Low Income Students



Impact: Grade Retention for All Alabama Students

Children who received First Class Pre-K are less likely to be retained in grade than children who did not attend.

Percent of All Students Retained as of Fall 2017



The differences in grade retention are even larger among more vulnerable low-income children.

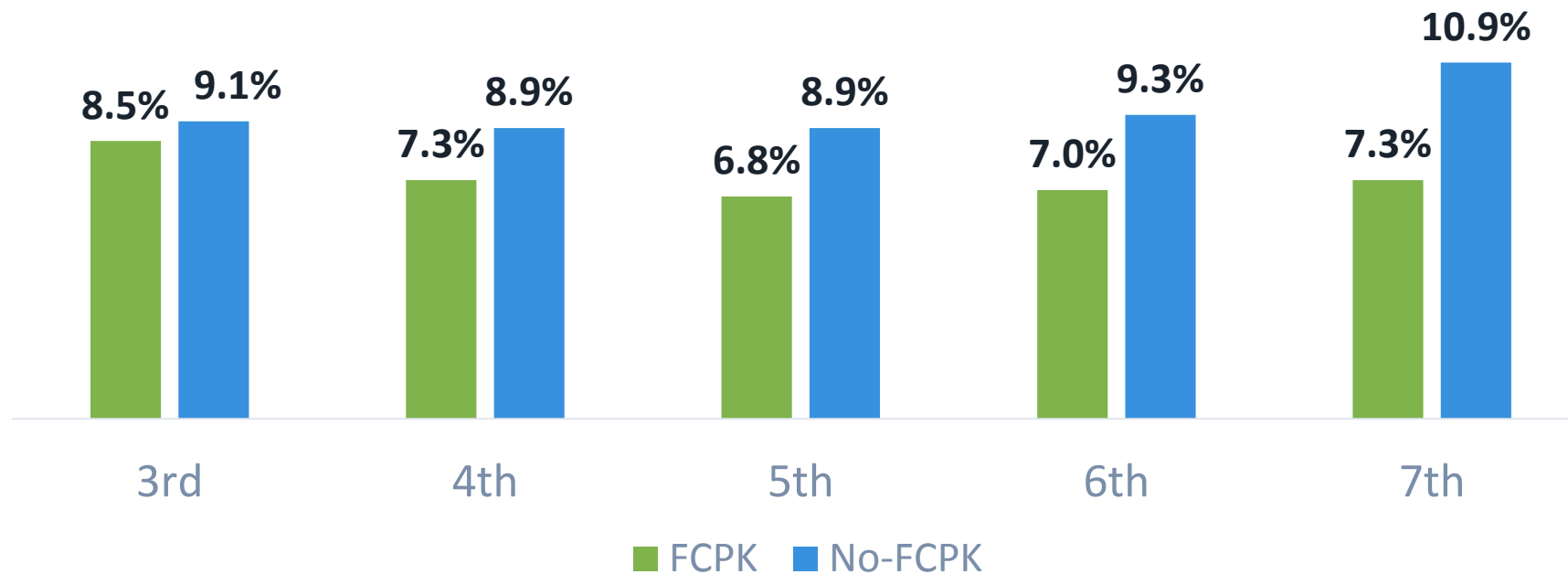
Reducing retention = Fewer “extra years” → cost savings

A study of 4 groups of low income children estimated potential cost savings of \$11.1M to \$17.3M per year.

Impact: Attendance for Low Income Students

Alabama First Class Pre-K children consistently over time and across grades miss fewer days of school. Low income children who received First Class Pre-K are less likely to be chronically absent.

Percentage of Low Income Children who were Chronically Absent by Grade, 2015-2016 school year



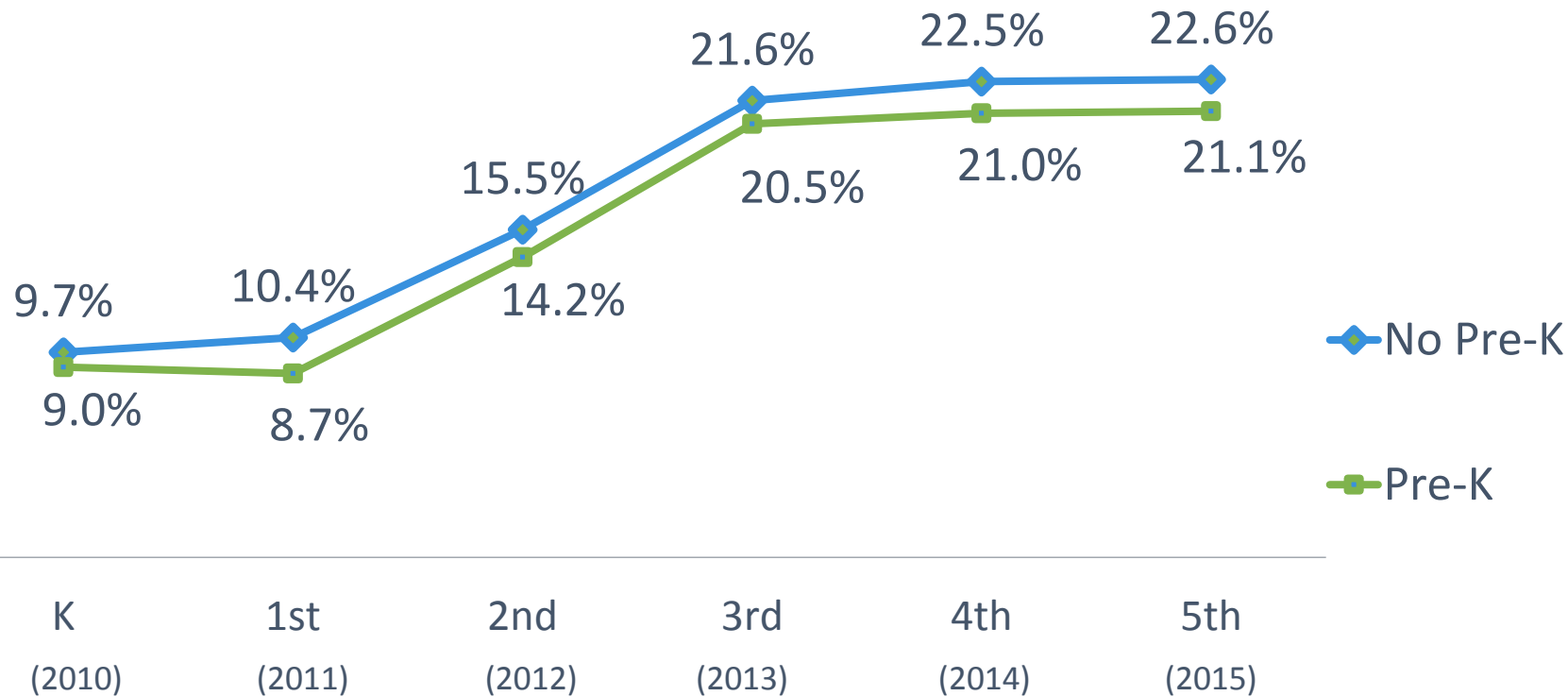
These differences result in an estimated \$5,403,655 in cumulative "lost cost" avoided

Chronically absent students missed 18 or more days per year

Impact: Special Education for All Alabama Students

In an analysis of children who began Kindergarten in 2010, at each grade children who received First Class Pre-K needed special education services at lower percentages compared with children who did not receive First Class Pre-K.

Percentage of Children Receiving Special Education



These differences result in a cost savings of \$4,374,400 over this group's K-12 experience