

# Alabama's Pre-K – 3rd Grade Early Learning Continuum

## Year 2 Outcomes and Impacts: A Summary of Results

Prepared by a subcommittee of the First Class Pre-K Research Evaluation Team  
UAB School of Public Health  
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October 2019



# P-3 Framework



## LEADERSHIP

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- Embrace the pre-k-3 early learning continuum
- Ensure developmentally appropriate practice
- **Participate** in a year long leadership academy and a community of practice

## ASSESSMENT

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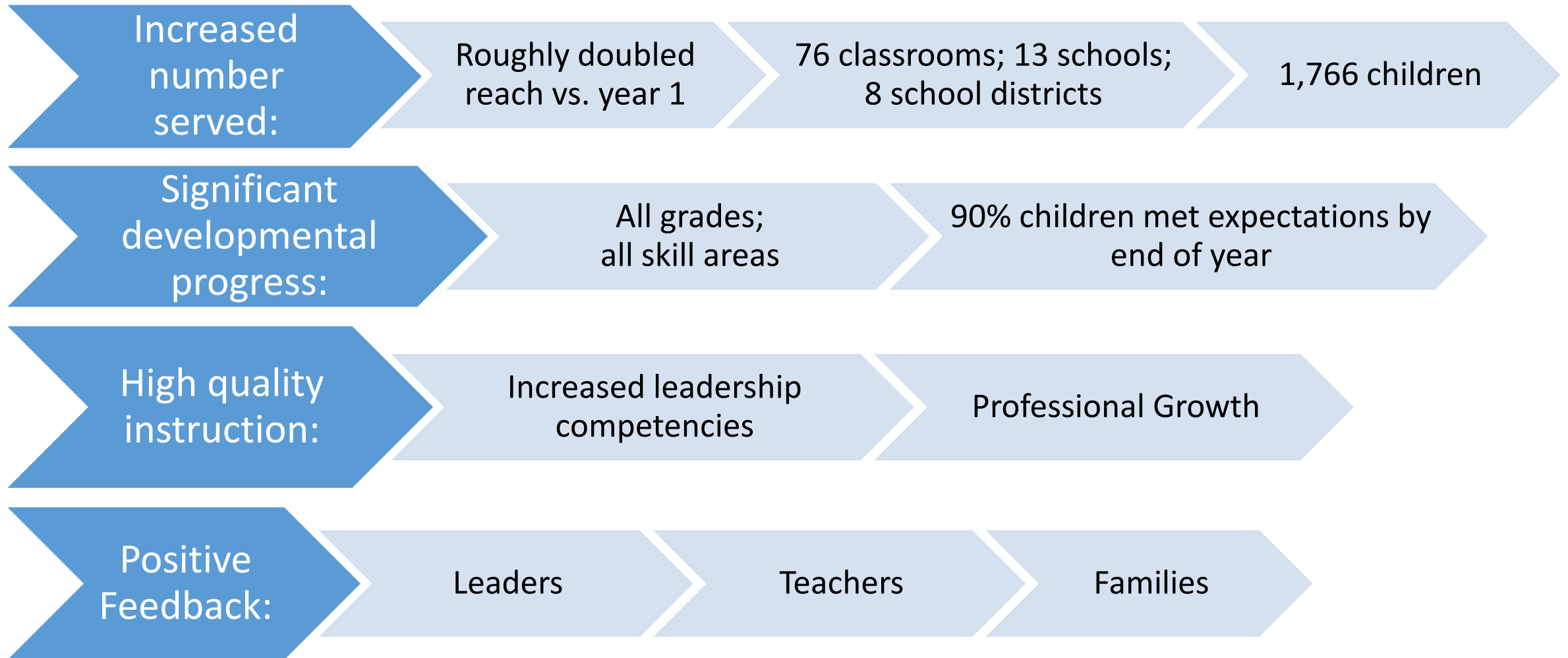
- Ongoing, observation, standards based
- **Include all domains of development:** social emotional, language, physical, cognitive, literacy, mathematics social studies, science and technology

## INSTRUCTION

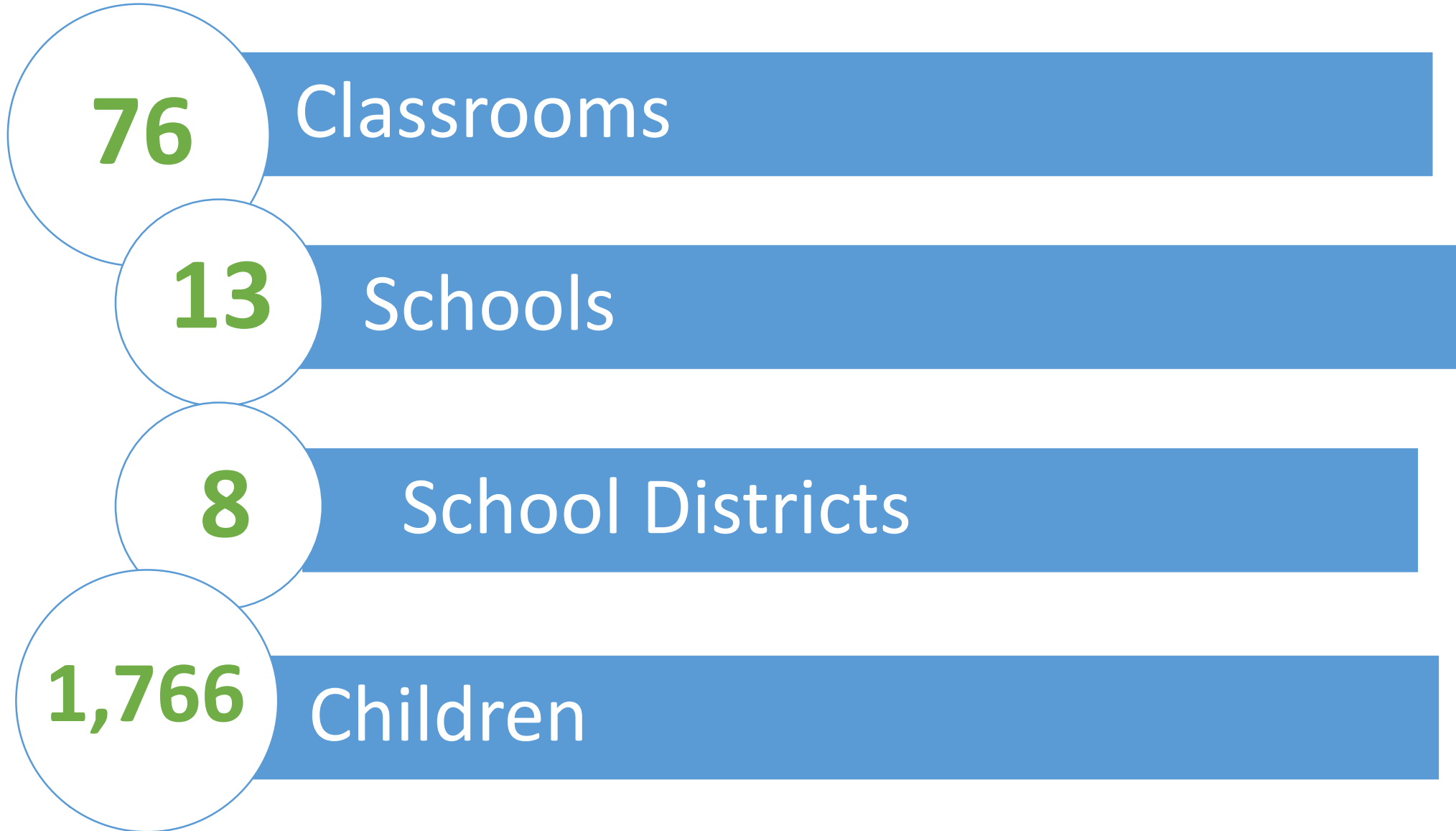
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- **Align** and coordinate standards
- Use **consistent instructional approaches** across grades
- **Family engagement**
- Horizontal and vertical **team meetings**
- Active Participatory Learning Approach/ project based
- **Builds on the success** of Alabama First Class Pre-K

# Overall Summary of Results: Preschool to 3<sup>rd</sup> Grade Initiative Pilot Year 2



# Reach of Preschool to 3<sup>rd</sup> Grade Initiative, Year 2



# Students in P-3 Classrooms: First Class Pre-K and K-2<sup>nd</sup> Grade

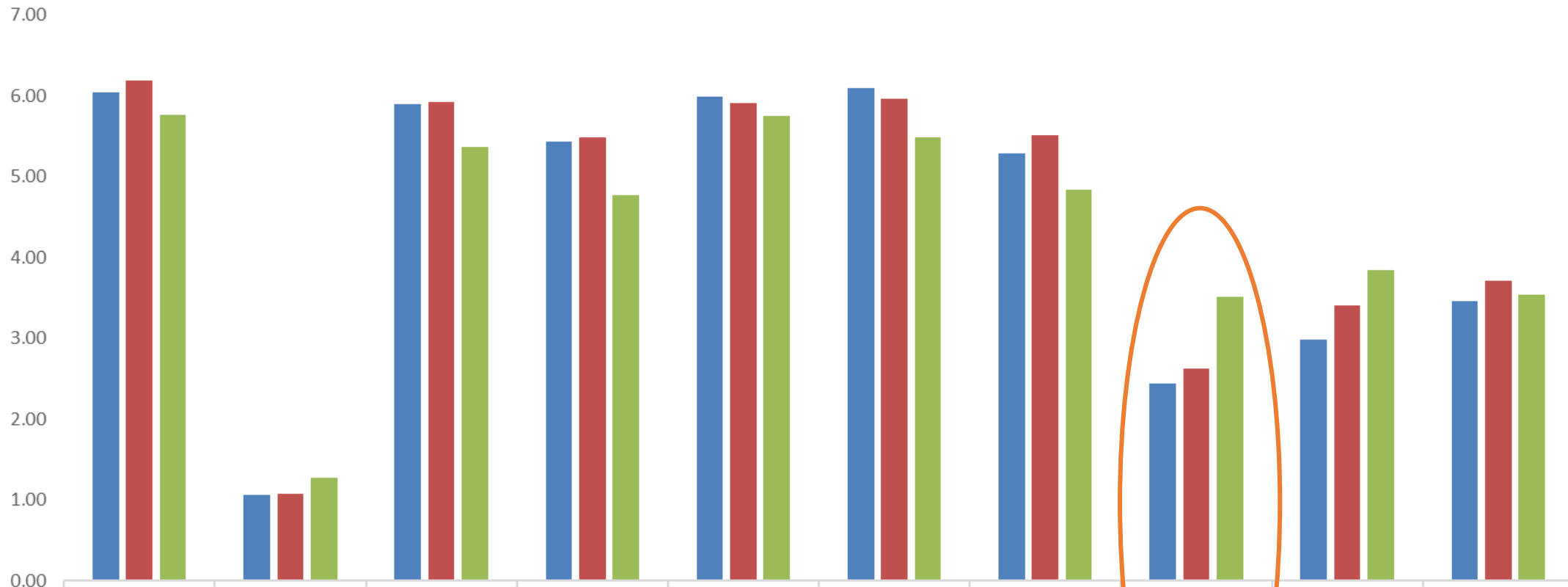
Characteristic	First Class Pre-K (n=443)		K-2 <sup>nd</sup> Grade (n=1,323)	
	n	%	n	%
Grade				
Kindergarten	--	--	713	53.9
1 <sup>st</sup> Grade			421	31.8
2 <sup>nd</sup> Grade*			189	14.3
Gender				
Male	225	50.8	653	50.6
Female	218	49.2	670	49.4
Race**				
Black	36	8.1	55	4.2
White	363	81.9	1,036	78.3
Other	30	6.8	32	2.4
Ethnicity**				
Hispanic	10	2.3	61	4.6
Not Hispanic	433	97.7	1,240	93.7
Has IEP	11	2.5	52	3.9
Gets Free or Reduced Lunch	138	<b>31.1</b>	80	6.0

\*Only four schools included 2<sup>nd</sup> grade classrooms in pilot year 2

\*\*Does not add to 100% due to missing data

**Instruction**

Quality in Alabama P-3 Initiative, 2018-2019; Alabama dimension averages compared to national norms; CLASS



	Positive Climate	Negative Climate (want to be low)	Teacher Sensitivity	Regard for Student Perspective	Behavior Management	Productivity	Instructional Learning Format	Concept Development	Quality of Feedback	Language Modeling
■ National Sample	6.04	1.06	5.90	5.44	5.99	6.10	5.29	2.44	2.98	3.46
■ Alabama First Class Pre-K	6.18	1.08	5.92	5.48	5.92	5.96	5.52	2.63	3.40	3.71
■ Alabama K-2nd	5.77	1.28	5.37	4.77	5.75	5.49	4.84	3.51	3.84	3.54

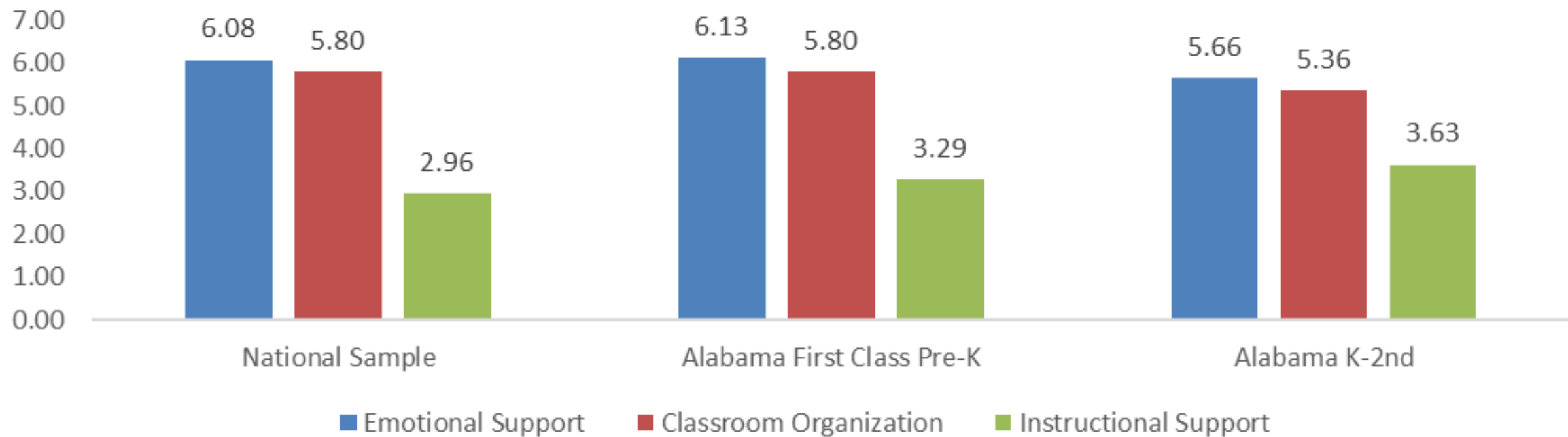
■ National Sample    ■ Alabama First Class Pre-K    ■ Alabama K-2nd

## Alabama P-3 Initiative, 2018-2019; Classroom Quality, Pre (Fall 2018) to Post (Spring 2019) Comparison; CLASS

Domain	Dimension	Alabama First Class Pre-K		Alabama K-2nd	
		Pre	Post	Pre	Post
Emotional Support	Positive Climate	6.20	6.17	5.47	<b>6.08</b>
	Negative Climate (want to be low)	1.12	<b>1.03</b>	1.29	<b>1.27</b>
	Teacher Sensitivity	5.89	<b>5.94</b>	5.11	<b>5.63</b>
	Regard for Student Perspective	5.30	<b>5.67</b>	4.41	<b>5.13</b>
Classroom Organization	Behavior Management	5.97	5.86	5.54	<b>5.96</b>
	Productivity	5.92	<b>6.00</b>	5.25	<b>5.72</b>
	Instructional Learning Format	5.37	<b>5.67</b>	4.54	<b>5.14</b>
Instructional Support	Concept Development	2.45	<b>2.81</b>	3.20	<b>3.83</b>
	Quality of Feedback	3.40	<b>3.86</b>	3.37	<b>4.32</b>
	Language Modeling	3.47	<b>3.94</b>	3.03	<b>4.05</b>
	Emotional Support	6.07	<b>6.19</b>	5.42	<b>5.89</b>
	Classroom Organization	5.76	<b>5.84</b>	5.11	<b>5.61</b>
	Instructional Support	3.05	<b>3.54</b>	3.20	<b>4.06</b>



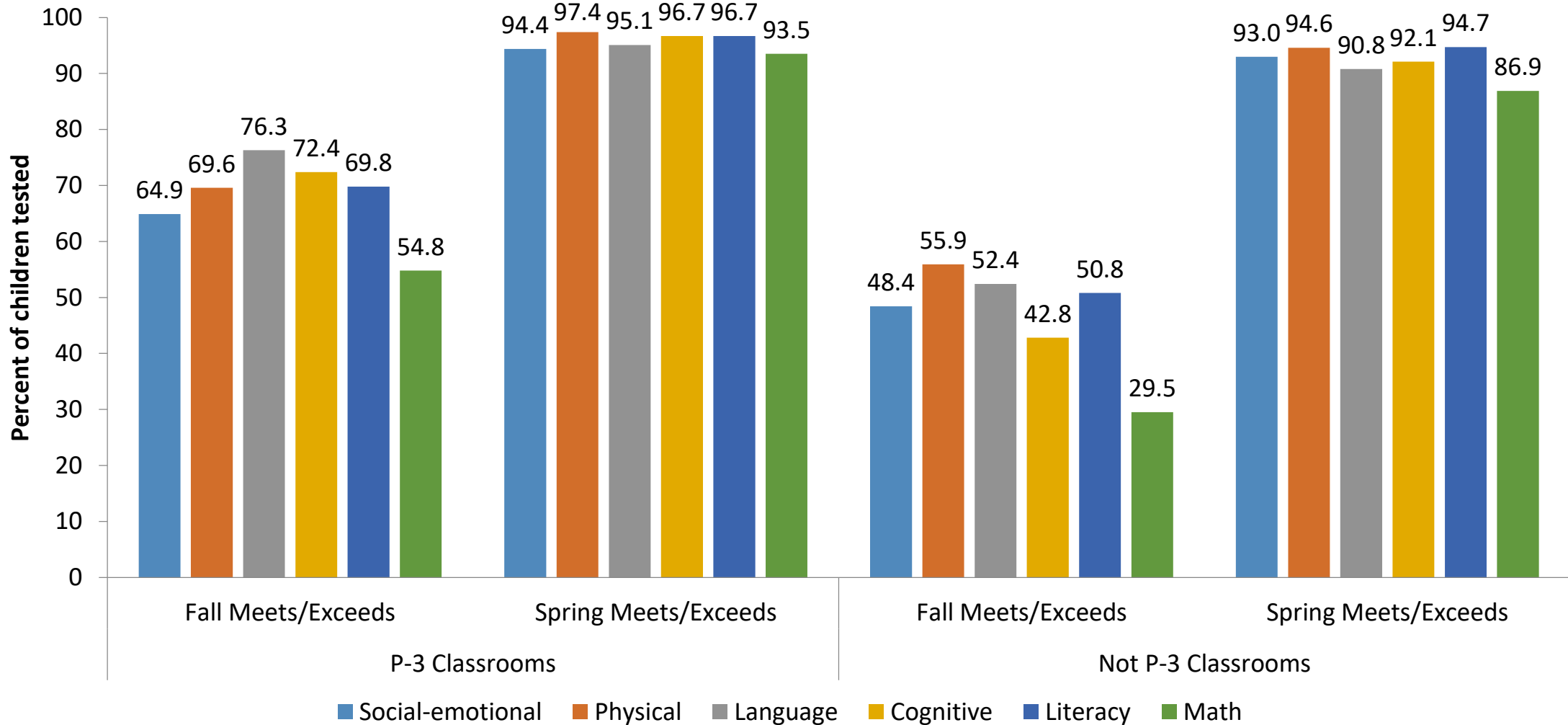
## Quality in Alabama P-3 Initiative, 2018-2019; Alabama domain averages compared to national norms; CLASS



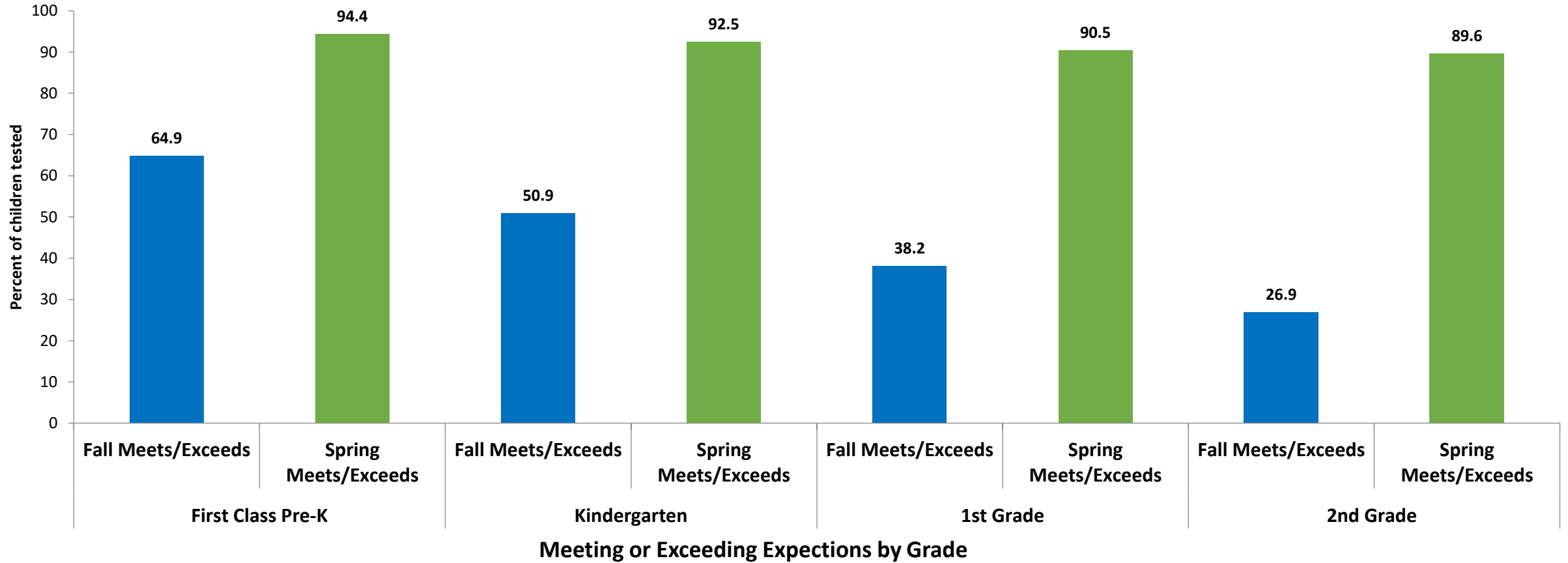
# Assessment

# Performance Compared to Widely-Held Expectations, FCPK 2018/2019 (Teaching Strategies GOLD)

Classrooms that were a part of the P-3 Pilot started with higher percentages of Meets/Exceeds in Fall compared to classrooms that were not part of the P-3 Pilot, but all had similar percentages in Spring.

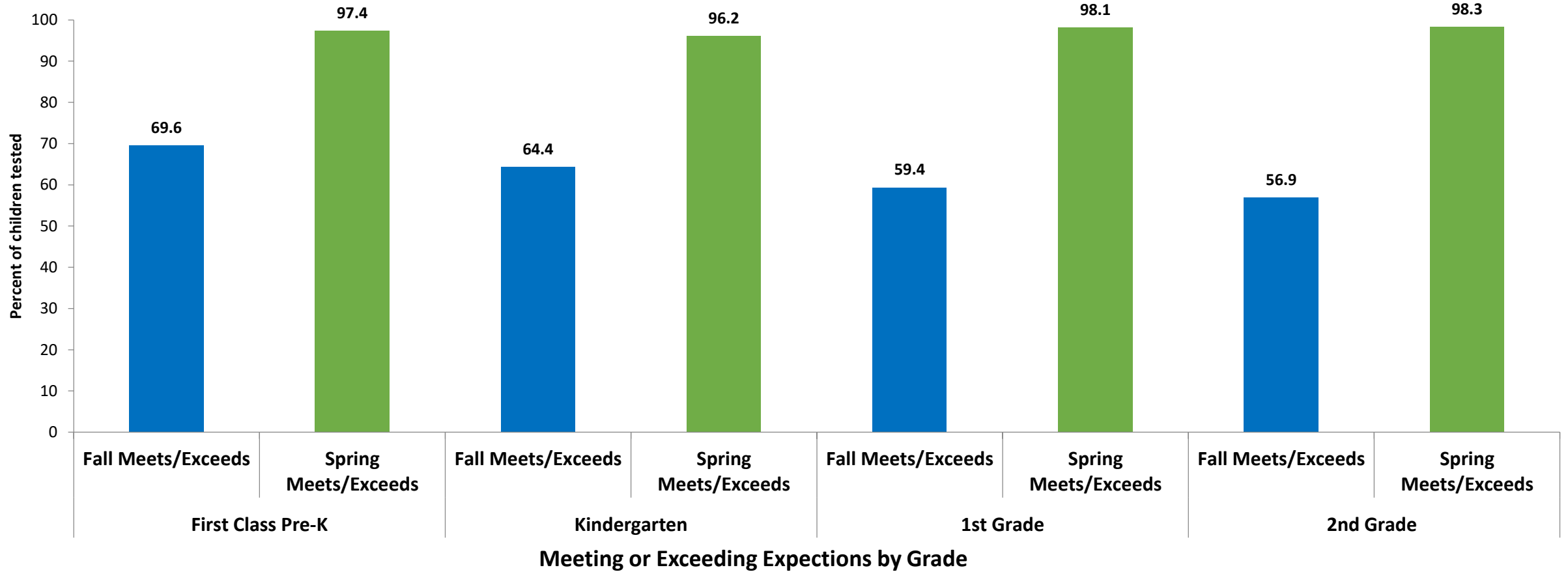


## Social-Emotional Performance in P-3 classrooms, 2018-2019 (Teaching Strategies GOLD)

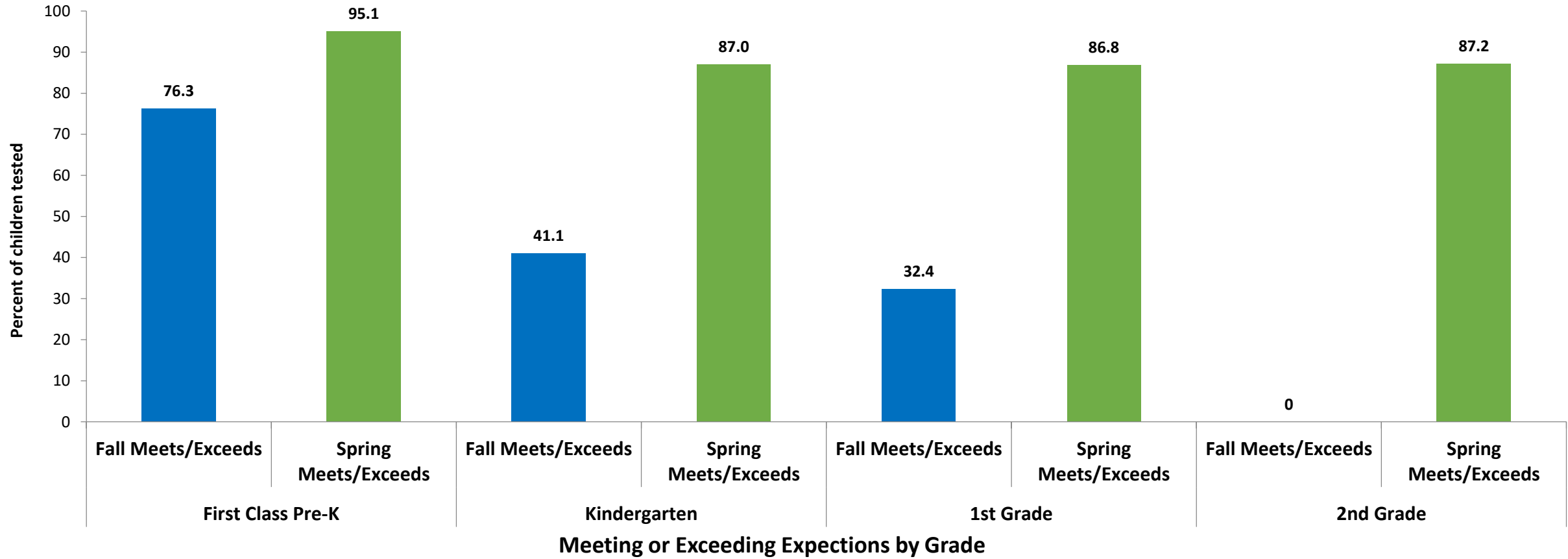


# Physical Performance in P-3 classrooms, 2018-2019

*(Teaching Strategies GOLD)*

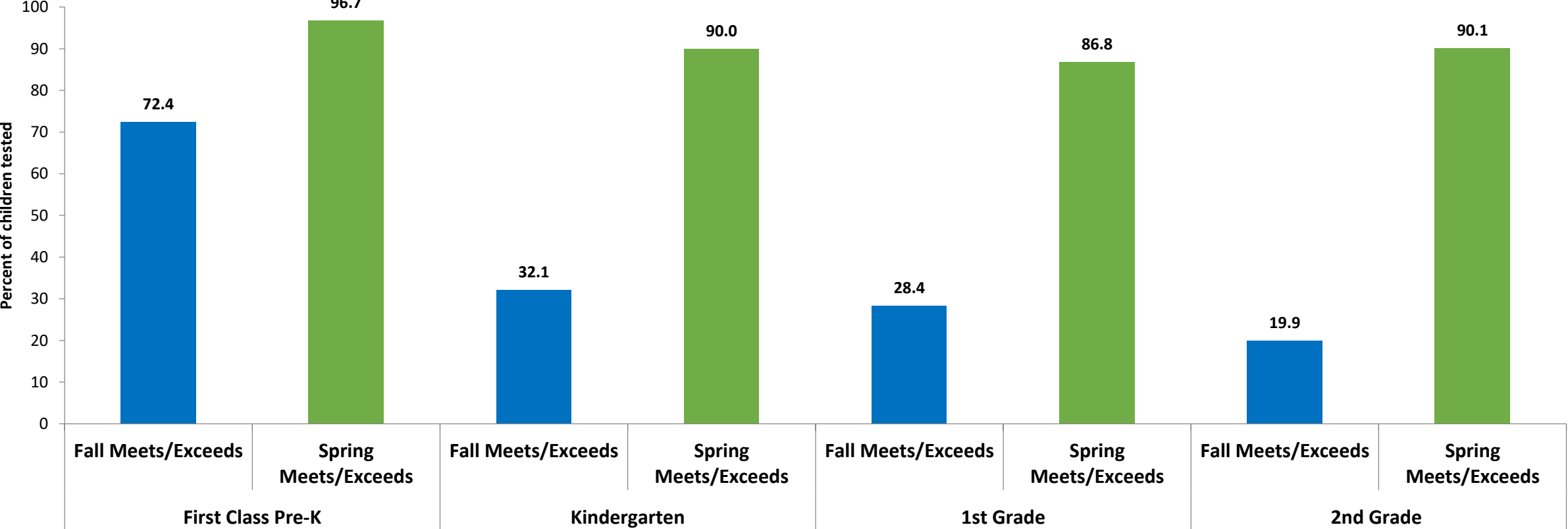


## Language Performance in P-3 classrooms, 2018-2019 (Teaching Strategies GOLD)



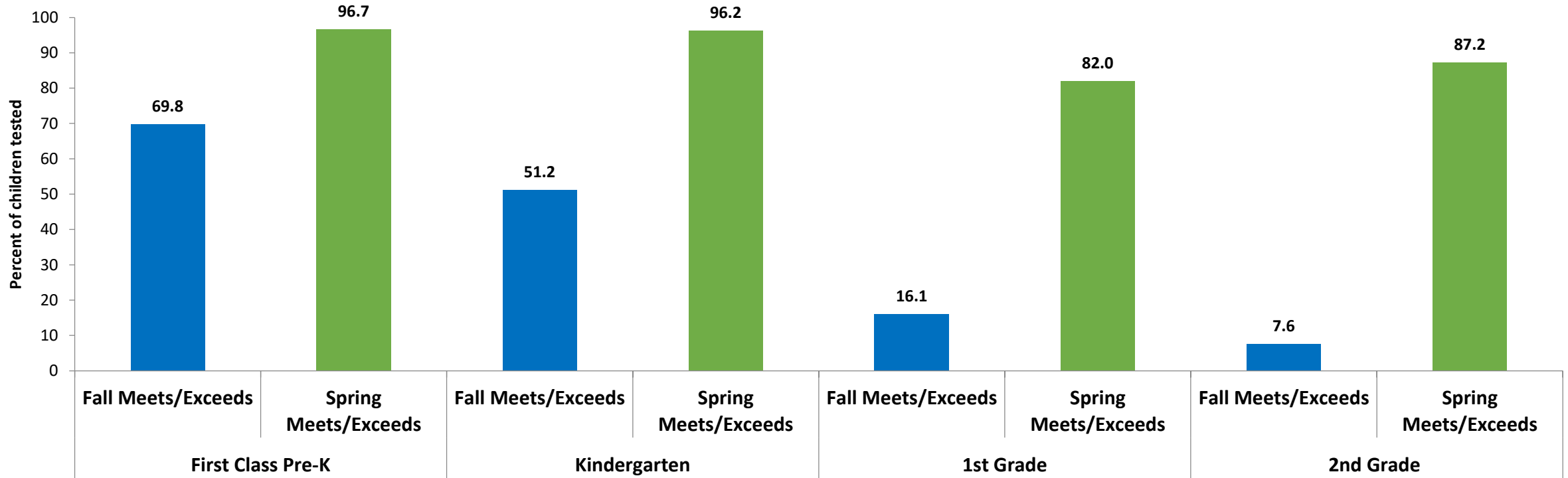
# Cognitive Performance in P-3 classrooms, 2018-2019

*(Teaching Strategies GOLD)*



Meeting or Exceeding Expectations by Grade

## Literacy Performance in P-3 classrooms, 2018-2019 (Teaching Strategies GOLD)

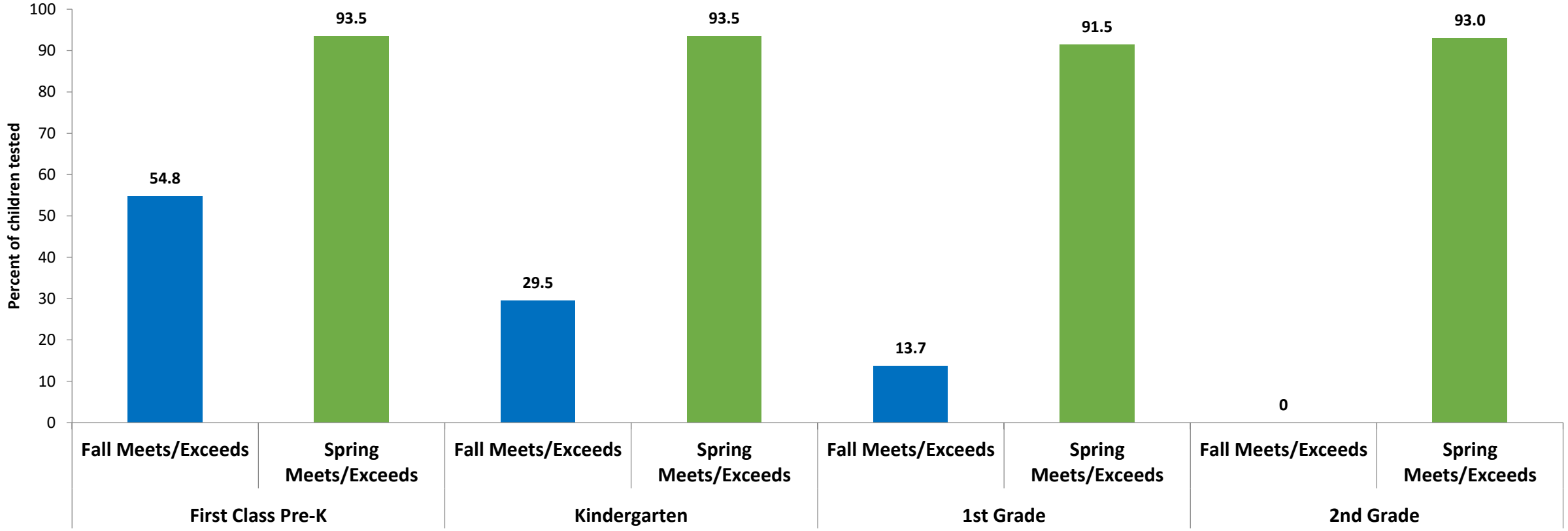


Meeting or Exceeding Expectations by Grade




# Math Performance in P-3 classrooms, 2018-2019

*(Teaching Strategies GOLD)*



Meeting or Exceeding Expectations by Grade

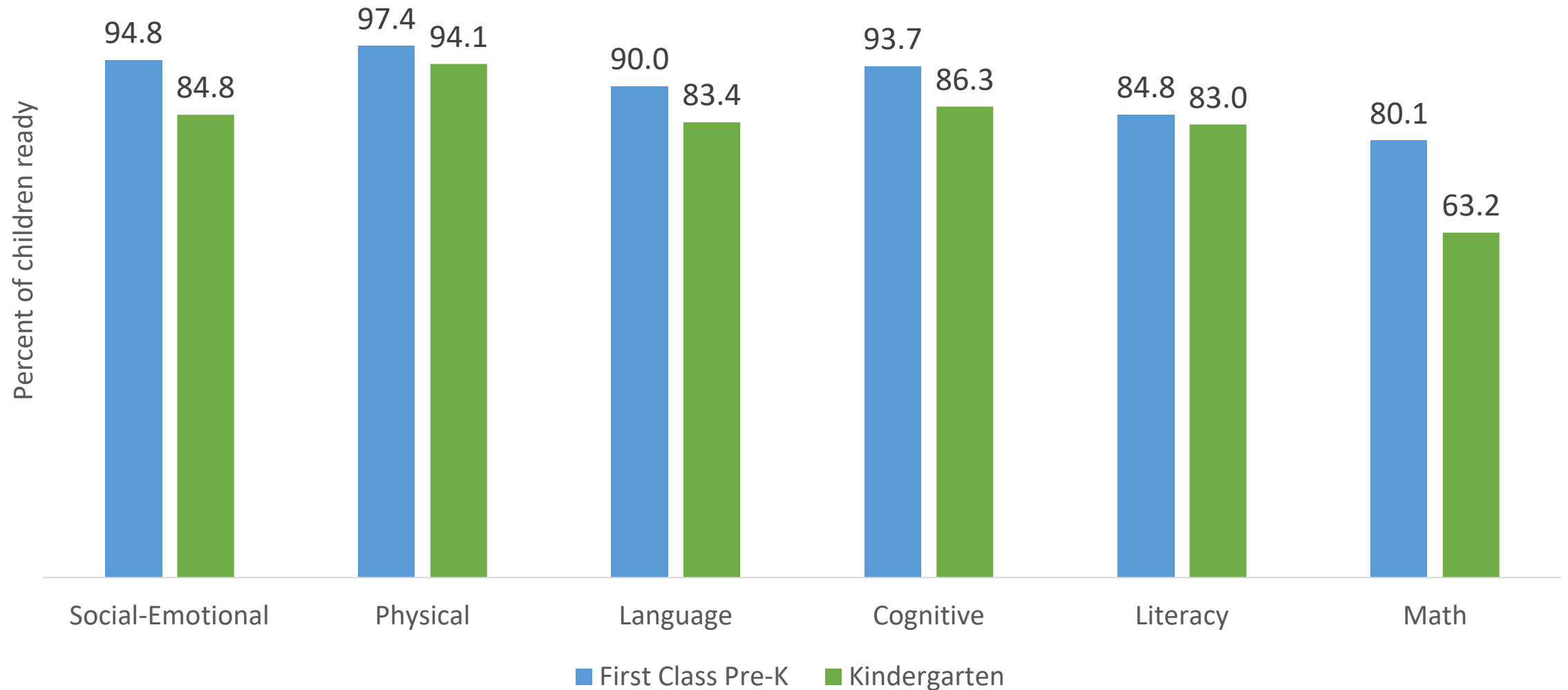
## Percentage Point Increases by Domain (Fall 2018 to Spring 2019), Teaching Strategies GOLD

	First Class Pre-K	Kindergarten	1st Grade	2nd Grade
<b>Social-Emotional</b>	29.5	41.6	52.3	62.7
<b>Physical</b>	27.8	31.8	38.7	41.4
<b>Language</b>	18.8	45.9	54.4	87.2
<b>Cognitive</b>	24.3	57.9	58.4	70.2
<b>Literacy</b>	26.9	45.0	65.9	79.6
<b>Math </b>	38.7	64.0	77.8	93.0

# Kindergarten Readiness, P-3 Pilot, 2017-2018

## 4 year olds in First Class Pre-K Classrooms (Spring 2018) and Kindergarteners (Fall 2017)

(Teaching Strategies GOLD)



Leadership

# Alabama Pre-K-3 Leadership Academy: Excelling Innovation in Leadership of Pre-K-3 Learning Communities

- Partnership with Council for Leaders in Alabama Schools (CLAS) and the National Association of Elementary School Principals (NAESP)
- Series of high-quality professional learning experiences designed to promote and build the capacity of principals and program directors to lead Pre-K-3 communities

**Average Participant and Advisor Ratings of Knowledge and Skills by NAESP Leadership Competency, Before and After Participation in Leadership Academy (1-6 scale, 1=low-6=high), Alabama P-3 Initiative**

Competency	Participant Rating		Advisor Rating	
	Before/Pre	After/Post	Before/Pre	After/Post
1: Embrace the Pre-K-3 early learning continuum	2.5	5.0	3.1	5.4
2: Ensure developmentally appropriate teaching	3.0	5.1	2.4	5.0
3: Provide personalized learning environments	3.2	5.1	2.6	5.1
4: Use multiple measures of assessment to guide student learning growth	3.4	5.0	2.7	4.7
5: Build professional learning capacity across the learning community	3.3	5.2	3.1	5.6
6: Make schools the hub of Pre-K-3 learning for families and communities	3.2	4.8	3.1	5.0

\*All differences are statistically significant based on paired t-test.

# Positive Feedback

# Surveys of Leaders, Teachers, and Families

- Families, teachers, and leaders report:
  - growth in child academic performance, problem-solving skills, communication, and behavioral/social-emotional regulation
  - decreased office referrals
- Teachers and leaders both report:
  - professional growth in classroom and leadership skills
  - job satisfaction
  - excitement in watching children be engaged in learning



# Family Survey

**8 of 10 parents:**

- believed that their child would be better prepared for success in the next school year because he or she was in the P-3 classroom

**Parents reported most extensive progress in:**

- Math/Pre-Math Skills
- Literacy/Pre-Literacy and Reading Skills
- Science and Technology Skills
- Fine Motor Skills
- Love of learning, motivation to learn

**7 of 10 parents:**

- preferred active participatory learning approaches over traditional/direct learning approaches

**“I think this program has proven to be successful for our family. We have family members in neighboring school systems which did not use the “play based” learning system and I can honestly say our child is leaps and bounds ahead and much more excited about learning.” –parent**

# Teacher Survey

## Teachers reported:

- extensive professional growth as a result of participation in the P-3 Pilot project

## Most significant areas of growth:

- teacher-child interactions
- knowledge of active participatory approaches to learning
- knowledge of developmentally appropriate practice

**“I feel like the biggest success story is my growth as a teacher. I feel like I have learned a lot by using the active participatory learning approach this year. I have enjoyed watching my students play, learn, & interact more with each other.” –teacher**

# Teachers and Leaders Observed Positive Differences in their Schools and Classrooms

Student engagement, participation in learning, and eagerness to learn

Student interaction, growth in problem-solving, and conflict resolution

Student confidence and creativity

Fewer behavioral problems

# Teacher and Leader-Identified Needs

- More/enhanced coaching
- Professional development
- Observation opportunities to support the implementation of developmentally-appropriate/active participatory learning approaches in the classroom, especially in the higher grades
- Alignment of state educational standards, grading, and reporting requirements with student-led, participatory approaches

# Selected Quotes

“I have noticed that students are more excited about coming to school and are more excited about learning about different topics. They are more invested in their learning because they actually are a part of the learning process.” –teacher

“The classrooms that have participated in the active participatory learning approaches have less discipline issues. The children are given time to be active, while learning, and that has made a world of difference in discipline issues. We also participated in Conscious Discipline training and that has helped tremendously.” –leader

“By using the active learning even students with learning difficulties are able to participate and be successful. It levels the playing field.” –teacher