

# 2016 Pre-Kindergarten Academics Report

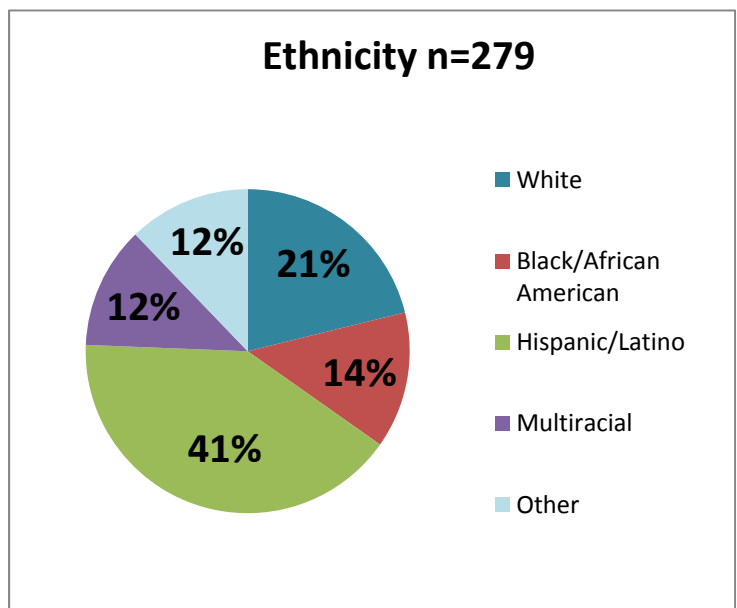
## Introduction

Pre-Kindergarten (Pre-K) Academies provide quality early childhood education for children entering Kindergarten who have not previously attended pre-school or can benefit from additional preparation prior to starting school. Organizations that received funds agreed to conduct the Kindergarten Student Entrance Profile (KSEP).

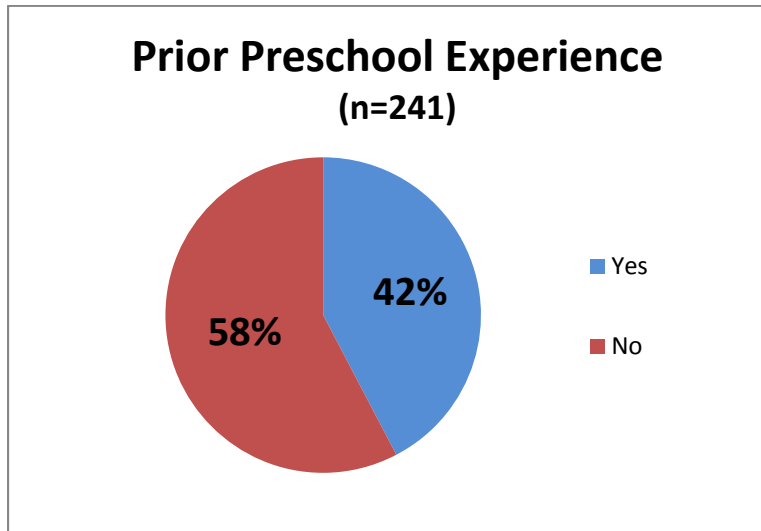
The KSEP is an evidenced-based assessment developed by UC Santa Barbara that measures social-emotional and cognitive elements of children’s readiness to enter kindergarten. The KSEP is not used as a direct assessment of the child, instead it allows teachers to complete the scale based on their observations of and interactions with the child in the classroom. The tool is used as children begin the program, and again as children complete the program. Of the 392 children who attended Pre-Kindergarten Academy, 345 had consent and both pre and post assessments were completed. The attendance rate for the 2016 KSEP is 88.4%. This is a decline over the 2014 attendance rate of 89% and the 2015 attendance rate of 92%. *\*Questions regarding ethnicity, language and prior preschool experience were not answered for every child attending the academy producing in different results for each category.*

## Demographics

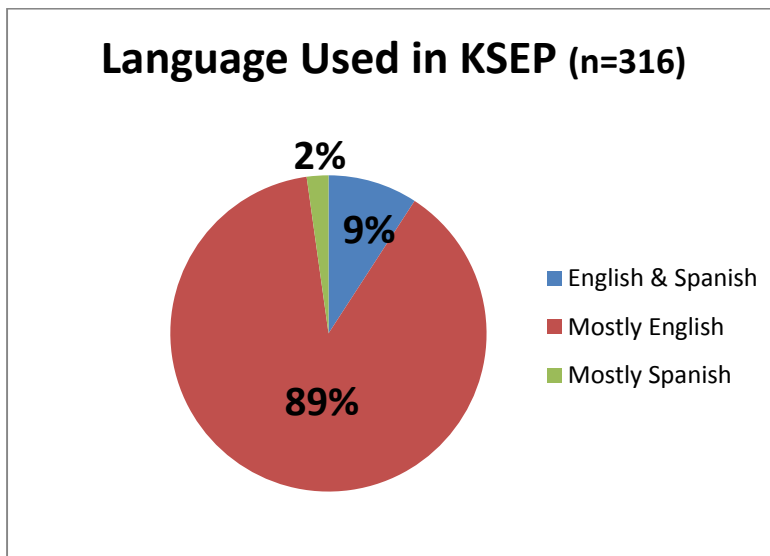
Solano County’s total population ethnicity percentages are 40.5% white, 23.8% Hispanic/Latino, 14% Black, 5.5% multiracial and 16.2% other. Pre-Kindergarten Academies reported 41% of students as being Hispanic/Latino, which is almost double the county’s total percentage of 23.8%. Pre-K Academies were provided to children who had not participated in prior preschool activities, are English Language Learners or considered “high-risk”. High-risk would be due to factors such as poverty, remoteness, substance abuse, family violence, child abuse or neglect, and special needs. A high number of ethnic minorities such as Hispanic/Latino was also one aim of the program.



Of the children attending 2016 Pre-Kindergarten Academies 58% had no prior preschool experience and 42% had some preschool experience. In comparison to previous years, having prior preschool experience has declined. From 2015 to 2016 prior preschool experience decreased by approximately 5%. Having no preschool experience increased by 6% for the 2016 Pre-Kindergarten Academies.



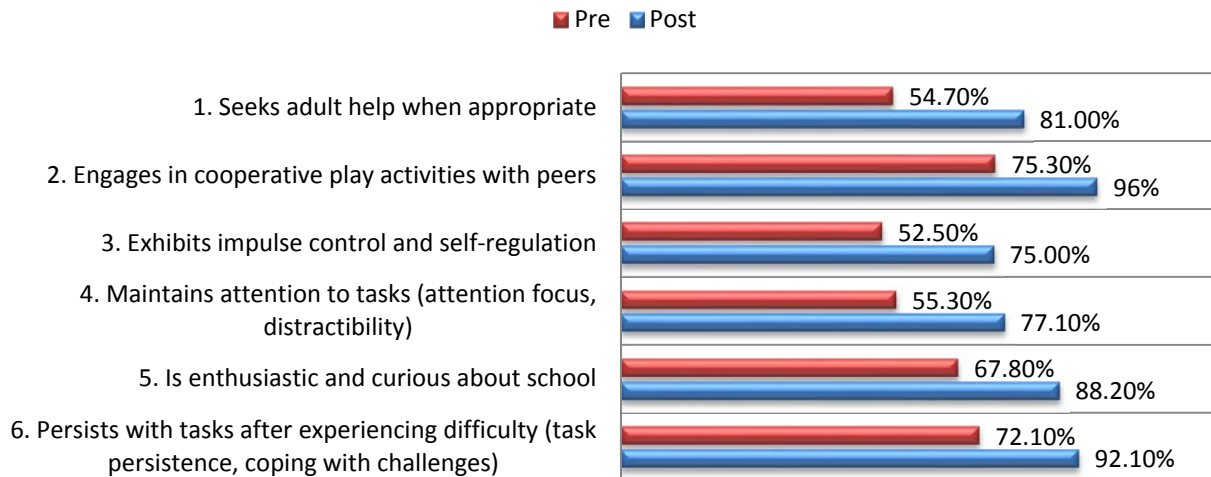
The KSEP does not include a direct question identifying an English Language Learner. Instead, the teacher indicates in which language the KSEP was administered. There was an increase in the percentage of children who were administered the KSEP in English only compared to previous years. In 2015, 86% of children were administered the KSEP in English only, compared to 89% in 2016. There was also a slight decrease in the percentage of children who were administered the KSEP in Spanish only. In 2015 4.3% of children were administered the KSEP in Spanish only, compared to 2% in 2016. There was no significant change in the KSEP being administered in both English and Spanish between 2015 and 2016.



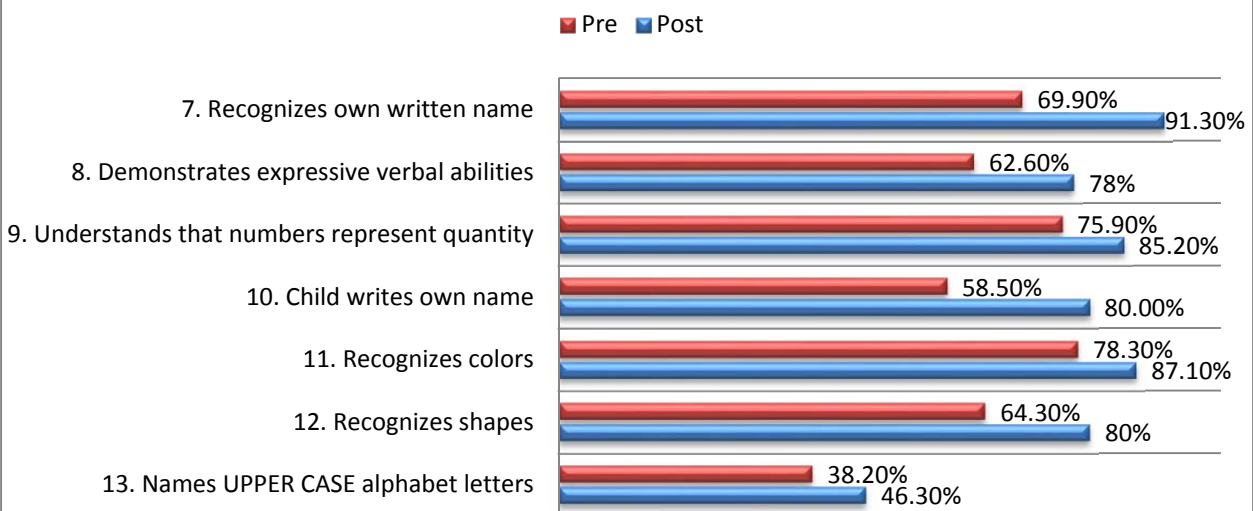
## Results

On average children attending Pre-Kindergarten Academies saw an increase in both social emotional and cognitive items assessed by the KSEP. This shows that Pre-Kindergarten Academies are effective in helping prepare children for kindergarten. The most significant increase for social emotional items was number 1 “seeks help when appropriate”. The most significant increase for cognitive items was number 10 “child writes own name”.

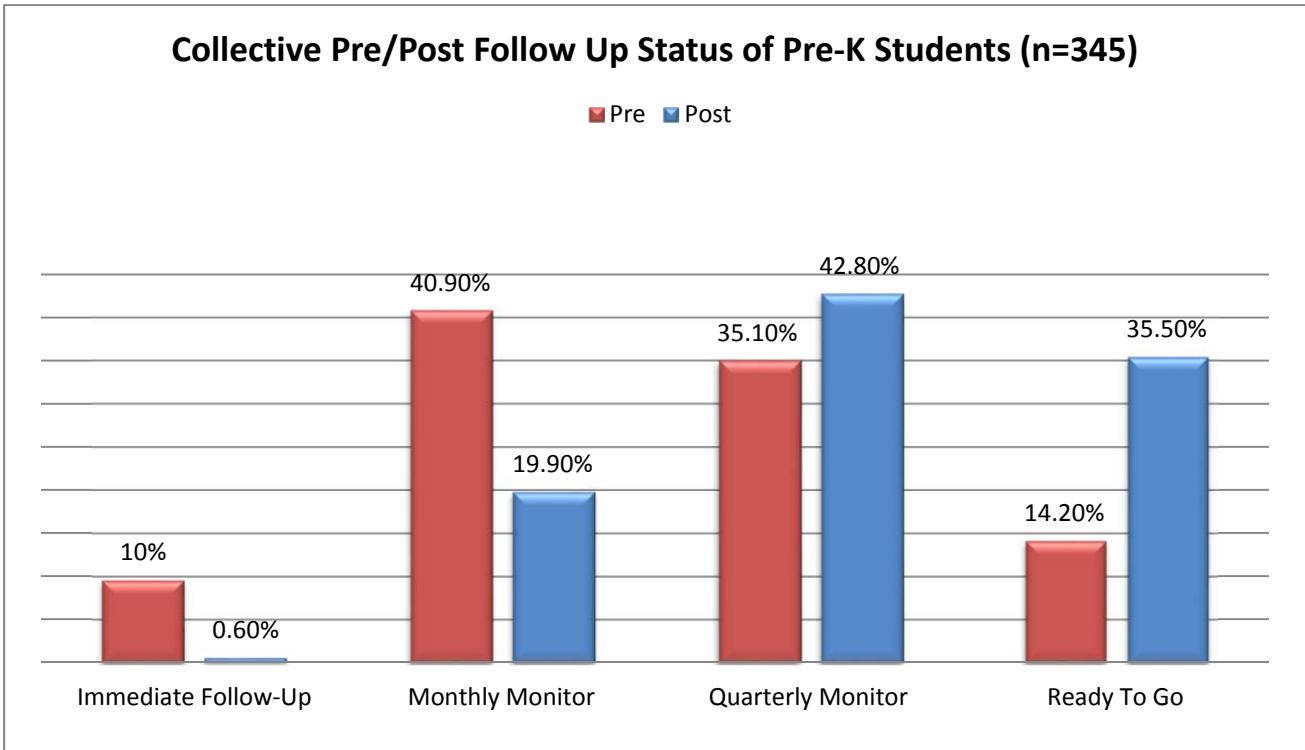
### Percentage of Pre-K Children who Fully or Almost Mastered *Social Emotional Items (n=345)*



### Percentage of Pre-K Children who Fully or Almost Mastered *Cognitive Items (n=345)*



The chart below shows the comparison of overall assessments between the Pre and the Post KSEP. Ready to go indicates that the child has mastered all or most of the items on the KSEP and is ready for Kindergarten. Quarterly monitoring indicates a child has mastered fewer than 8 items but has almost mastered the remaining items. Monthly monitoring indicates a child is emerging or almost mastered most of the KSEP items. Immediate follow-up indicates the child has no emergence of the skill or some emergence but no mastering of the item.



At the end of the 2016 Pre-Kindergarten Academies, 78.3% of students were ready to go or nearly ready to go for Kindergarten. In comparison to the end of the 2015 Pre-K Academies, 77% of students were ready to go or nearly ready to go for Kindergarten. Therefore there was a 1.3% improvement between 2015 and 2016 Academies. At the beginning of the Pre-K academy only 14.2% of students were ready to go for Kindergarten. By the end of the academy 35.5% of students were ready to go for Kindergarten, which is a 21.3% improvement in comparison to the beginning of the Academy.

## **Classification by Site**

Listed below are the summary data classification identified by site. These data can be influenced by the type of curriculum used in the Pre-Kindergarten Academy, teaching style, the environment in which the assessment is administered, as well as the risk factors of the children. These data are shared with each site to enable them to make adjustments as necessary with future classes.

Site	Pre-Immediate Follow-up	Post-Immediate Follow-up	Pre-Monthly Monitor	Post-Monthly Monitor	Pre-Quarterly Monitor	Post-Quarterly Monitor	Pre-Ready to go	Post-Ready to go
Alamo	14.3%	0%	40.5%	23.1%	35.7%	41%	9.5%	35.9%
Anderson	0%	0%	50%	20%	30%	40%	20%	40%
Anna Kyle	12.5%	0%	50%	25%	29.2%	41.7%	8.3%	33.3%
Benicia	0%	0%	26.7%	13.3%	53.3%	20%	20%	66.7%
Center	4.9%	0%	46.3%	29.3%	17.1%	36.6%	19.5%	34.1%
Cleo Gordon	15.4%	0%	30.8%	15.4%	34.6%	42.3%	19.2%	42.3%
David A. Weir	0%	0%	42.9%	23.8%	52.4%	47.6%	9.5%	23.8%
DH White	0%	0%	28.6%	0%	42.9%	35.7%	28.6%	64.3%
E. Ruth Sheldon	0%	0%	36.8%	10.5%	42.1%	68.4%	21.1%	21.1%
Fairview	14.3%	0%	50%	21.4%	35.7%	64.3%	0%	14.3%
Foxboro	10.2%	4%	49%	16.3%	30.6%	49%	10.2%	30.6%
Suisun	10.5%	0%	31.6%	10.5%	47.4%	26.6%	10.5%	63.2%
Tolenas	16.7%	0%	44.5%	23.5%	22.3%	47.1%	16.7%	29.4%
Virginia Street	19%	0%	33.3%	38.1%	38.1%	38.1%	9.5%	23.8%

Benicia Pre-K Academy had the highest percentage of children in in the ready to go post assessment category. D.H. White and Suisun Elementary also showed a high percentage of children in the ready to go post assessment category. Fairview Elementary and E. Ruth Sheldon had the lowest percentage of children in the ready to go post assessment category.

## **Conclusion and Recommendations**

Data shows that Pre-K Academies have a positive impact on children entering Kindergarten. Based on the 2016 KSEP information staff recommends:

- Sites fill out entire form to the best of their ability, leaving as few blank responses as possible.
- Request all programs designate staff to follow up with parents of absent children daily.
- Revision of forms to streamline data collection.

## **Appendix A**

### Kindergarten Student Entrance Profile (KSEP)

The Kindergarten Student Entrance Profile (KSEP) is a 13-item screening tool designed to assess a child's school readiness through observational ratings of 6 social-emotional and 7 school-ready knowledge items in the following areas:

- Cognitive/academic/language ability.
- Social-emotional development and behaviors.
- Persistence and ability to focus.

The KSEP has 13 items linked to the social-emotional (items 1-6) and cognitive (items 7-13) domains. A four point rating rubric is associated with each item and provides a definition of the mastery level and an example of behavior of a child exhibiting that level of mastery. Levels of mastery are (1 = not yet, 2 = emerging, 3 = almost mastered, and 4 = mastered).

A total readiness score of 52 on all 13 items would indicate that a child has demonstrated mastery on all items. The KSEP uses the overall readiness score to describe the readiness levels of children and then suggest follow-up action appropriate for students. The KSEP classifications are as follows:

- Immediate Follow-Up (13-25): Students were rated a 1 (not yet) or 2 (emerging) on the majority of items.
- Monthly Monitor (26-37): Students were rated mostly 2 (emerging) and 3 (almost mastered) on the majority of items.
- Quarterly Monitor (38-46): Students were rated as mastering fewer than 8 items but were generally almost ready in a majority of areas.
- Ready to Go (47-52): Students were rated as mastering 8 or more items.