Close the Achievement Gap with Better PreK and Stronger K-3 Education

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Goals for 2020

1. All Children will be Ready for School at K Entry (MN World’s Best Workforce).

2. “We will reach across systems, cultures, and geography to provide equal access...for all children and families, especially our most vulnerable..” (ELC Guiding Principles)

3. “Increase the proportion of children who are ready of school in all five domains of healthy development.” (CDC Healthy People)
1. School Readiness Challenges

1. Half of all children begin Kindergarten sufficiently ready in multiple domains.

2. 25 points is the readiness gap by family income.

3. Insufficient number of highly effective programs, and that are affordable.

4. Sustaining preschool gains requires much greater effectiveness and stronger K-3 education.

Sources. MDE (2013) and HCRC (2010, 2012) reports.
To Accelerate Improvements

Requires Strategies and Initiatives that will Address the School Readiness and Third-Grade Achievement Gaps Together and in a Coordinated Way Using the Best Available Evidence of Good Outcomes.
2. Effective Investments

1. The best evidence is that highly effective programs for 3- and 4-year-olds show a public return of $7 per dollar invested.

2. Programs with good outcomes deserve the largest share of resources. A tiered system ensures that the promising is supported.

3. Comprehensive, intensive, and longer-duration services in 6 core areas improve effectiveness.

4. Community collaborations will increase capacity to serve more children.

5. Co-location of services accelerates reform in meeting 3rd grade benchmarks.
JAMA Study of Full-Day PreK in Child-Parent Centers
(Reynolds et al., Nov. 2014)

First study of evidence-based program comparing 7 vs 3 hours per day, 5 days per week.

936 vs. 418 hours

School readiness skills in all domains and attendance at the end of preschool year.

11 Chicago Public Schools (co-located or close by)
Year 1 School Readiness Outcomes: Full-Day Prek, Chicago

<table>
<thead>
<tr>
<th>Domain</th>
<th>Full-Day CPC</th>
<th>Part-Day CPC</th>
<th>Percent Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met Norm, Language</td>
<td>81%</td>
<td>62%</td>
<td>31%</td>
</tr>
<tr>
<td>Met Norm, Total Readiness</td>
<td>81%</td>
<td>59%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Note. Adjusted for baseline differences. 808 children are from the same 11 schools offering full-day Prek. Readiness norm is from Teaching Strategies GOLD, Spring 2013.
HCRC Study of CPC
Preschool vs. Existing PreK

First year of the Midwest CPC expansion.

Chicago and Saint Paul Public Schools.

School readiness at the end of preschool using district assessments.
## Year 1 Gain in Language Skills: CPC vs. Usual PreK

<table>
<thead>
<tr>
<th>District</th>
<th>Effect Size</th>
<th>Months Gain</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saint Paul</td>
<td>.38</td>
<td>4 mo.</td>
<td>47%</td>
</tr>
<tr>
<td>(279 ch.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicago</td>
<td>.59</td>
<td>6 mo.</td>
<td>80%</td>
</tr>
<tr>
<td>(1880 ch.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Adjusted for baseline differences and school & demographic factors. Measures include Teaching Strategies Gold and PALS, Spring 2013. 5 & 16 schools, respectively.
Leading Effectiveness Indicators

1. Small classes: Preschool 17 to 2; K-3 is 25 to 2.
2. Equitable balance of instructional activities.
3. Collaborative leadership team.
Leading Effectiveness Indicators

5. Curriculum & parent plans continuously improved.

6. Professional development modules and coaching.

7. High student continuity (stability) from PreK-3rd.
Studies Showing Positive Impacts at Scale

1. Recent findings from Boston and Tulsa show benefits on achievement across income levels.

2. New findings from North Carolina also show reductions in 3rd grade special education.

3. Many State PreK programs show sustained effects (e.g., Michigan, New Jersey, Texas)

4. RAND study of universal access in California estimated a $3-$5 return per dollar.
3. Priority Steps

1. Increase the number full-day PreK slots to as many children as possible to 400% FPL.

2. Serve 4- and 3-year olds in collaborative agreements with schools and community providers.

3. Use standards of effectiveness that maximize effective learning experiences with both structural and interactive elements (e.g., small classes).

4. Effective, outcome-based programs with local flexibility warrant high funding priority. The best and most cost-effective programs far exceed the Parent Aware Star Rating System.

5. K-3 services that strengthen and help sustain gains should be built-in to PreK expansion efforts.
Midwest CPC

Collaborative Leadership
Aligned Curriculum
Continuity and Stability

Early Ed

P

K

1-3

Effective Learning Experiences
Professional Development
Parent Involvement & Engagement

Achievement

Excellence
Effectiveness Elements are Being Implemented in/with:

- School Readiness Funds
- Scholarship Funds
- Head Start
- State PreK
- District & City-funded programs
- Title I funding
Conclusion

Integrate the Best of Universal Access and Targeted Strategies in a Unified System Linked to K-3 Reforms for More Sustained Effects.
Extra Slides Not Included
Drop-off in Early Gains in Reading Achievement

Lower SES
Higher SES
Common pattern
Reading Advantage of CPC-PK3

Graph showing the comparison of test scores for CPC P+K, CPC Pk-3, and Nat. Norm across ages 5 to 10.
Paths to Sustaining Achievement

Continuity in Early Learning Environments
Prek -- 3rd

A. Early Childhood Experience, Ages 3-4
   - School & Community Context
   - Leadership
   - Effective Learning
   - Curric. Alignment
   - Parent Involve.
   - Prof. Develop.
   - Continuity

B. School-Ready Proficiency
   - Language
   - Math
   - Social-emotional
   - Physical health
   - Creative arts

C. Early School Achievement, Performance, & Adjustment
   - Leadership
   - Effective Learning
   - Curric. Alignment
   - Parent Involve.
   - Prof. Develop.
   - Continuity

High School Graduation