



Harrison County Community Foundation
Pre-K Pilot
Pre-Assessment Data Summary
2017-2018



**APPLIED RESEARCH AND
EDUCATION CENTER**

INDIANA UNIVERSITY SOUTHEAST



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Harrison County Community Foundation Pre-Kindergarten Pilot

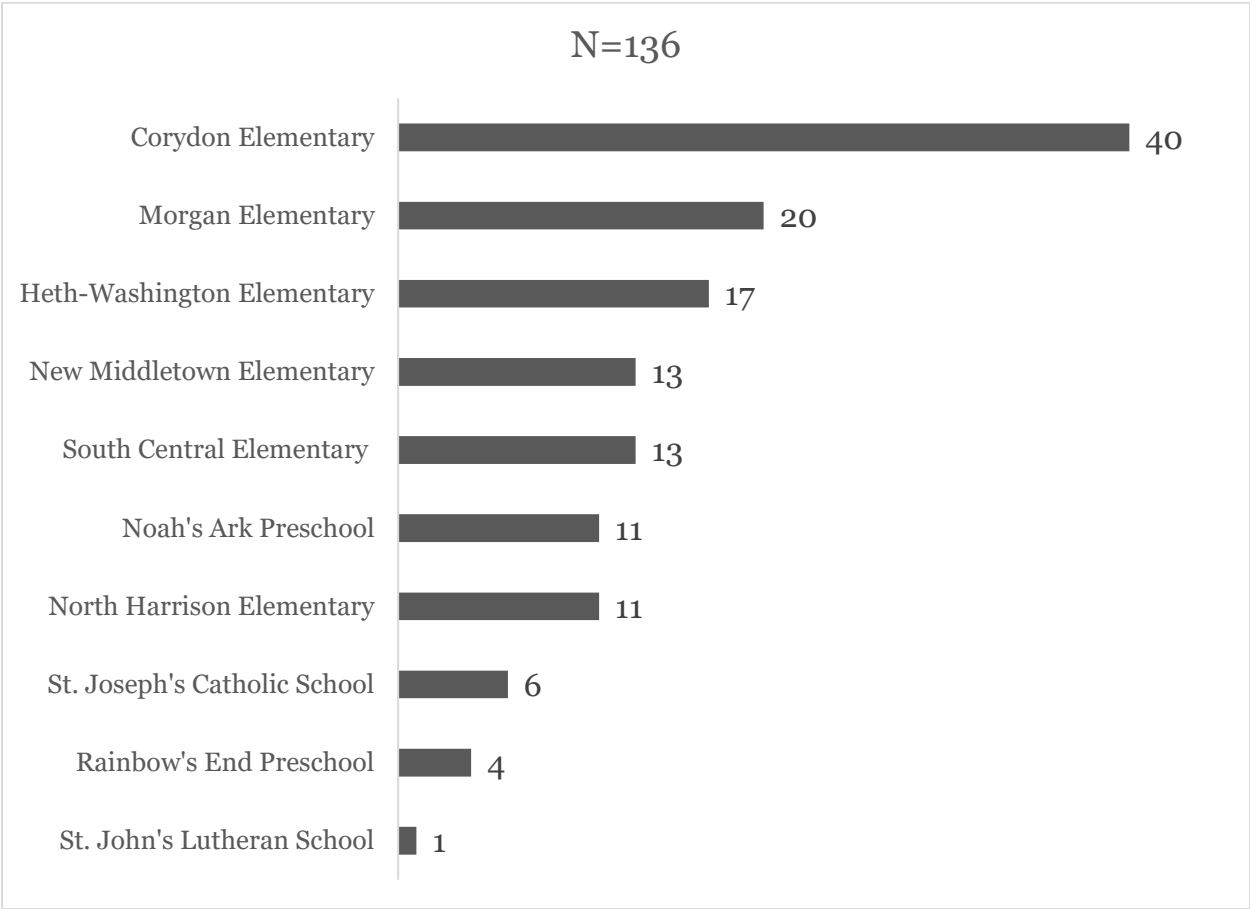
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Demographics

Figure 1: Distribution of Pre-K Pilot Students Across Participating Programs



The Harrison County Pre-Kindergarten Pilot includes 136 children across 10 programs at the start of the 2017-2018 academic school year. The students are predominately White and teachers report 0.7 percent as Hispanic. The median age of the students was 55 months at their time of assessment.



Figure 2: Race (n=136)

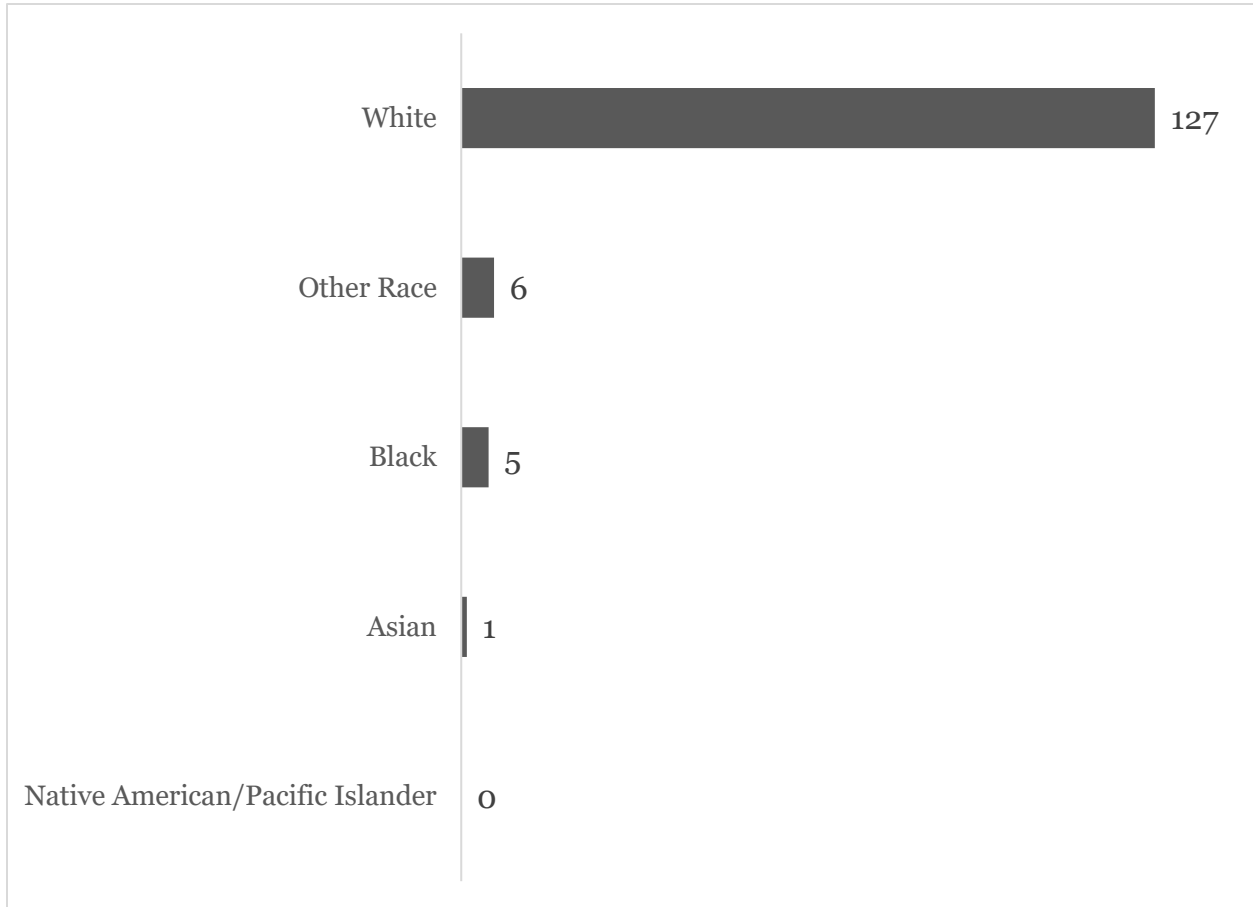


Figure 3: Hispanic Origin (n=136)

Hispanic	0.7%
Non-Hispanic	99.3%

Participating programs include public and parochial elementary schools with pre-kindergarten classes, private secular programs, and private faith-based organizations.



Figure 4: Gender (n=136)

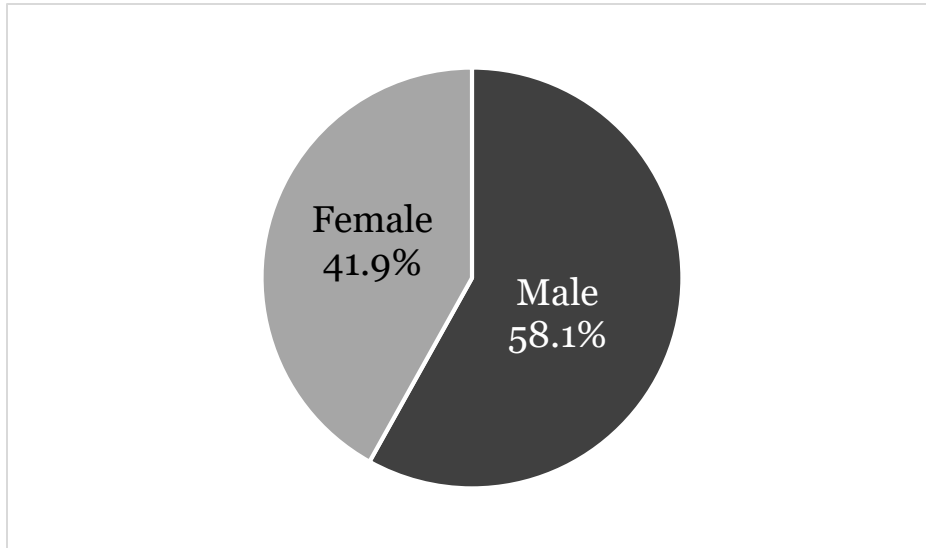
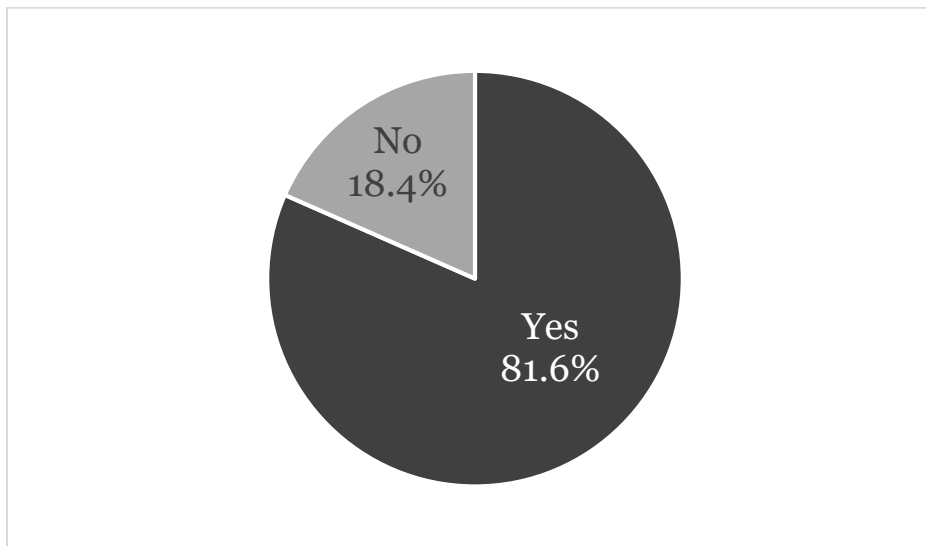


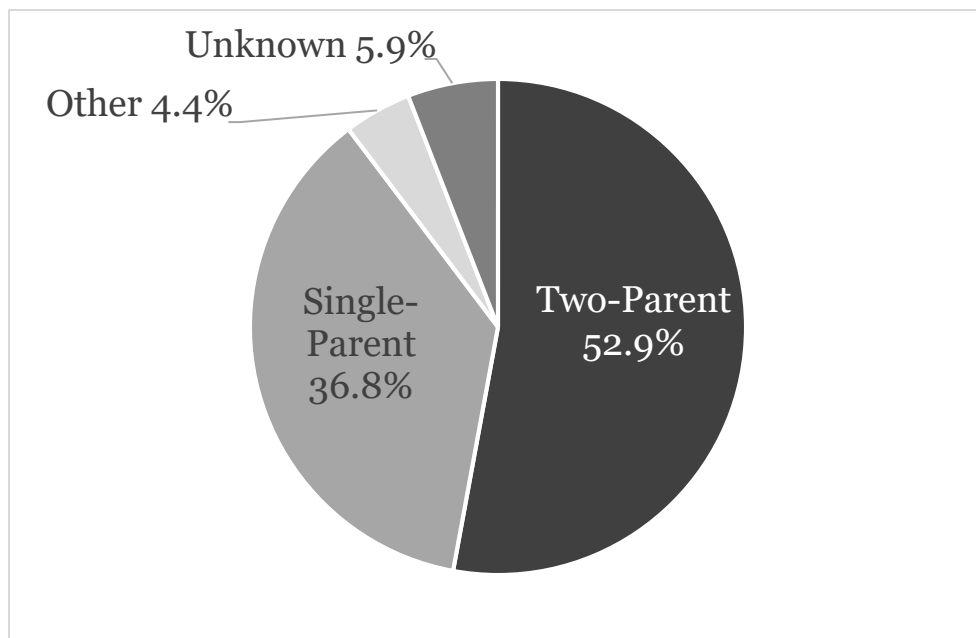
Figure 5: Qualify for Free and Reduced Lunch (n=136)



Of students evaluated, 58.1 percent are male and 41.9 percent are female. The Pilot program targets low-income children, but some children completing the assessments do not qualify for free and reduced lunch. A full 81.6 percent of the students reflected in these data qualify for free and reduced lunch. Of the 136 students, 52.9 percent come from two-parent households, 36.8 percent come from single-parent households, 4.4 percent come from a household type other than single- or two-parent, and teachers do not know the household composition of 5.9 percent of students.



Figure 6: Household Composition (n=136)



I-STAR KR Assessment

All programs who participate in the pilot complete a Pre-Survey assessment of each child's skills at the beginning of the year, using the I-STAR Kindergarten Readiness tool. Teachers will complete the same assessment in the middle and at the end of the school year. Improvements from Pre-Survey to Post-Survey will be used to assess the effectiveness of the participating pre-kindergarten programs in preparing these children for kindergarten. To the extent possible, we will also compare students that participated in a pre-kindergarten program to those that did not in terms of their performance on public school administered kindergarten readiness assessments.

The I-STAR-KR assessment is not a test and is not based on performance of a particular task at a particular time, but rather, is based on observation of the child over the course of several weeks. The I-STAR KR assessment tool is a comprehensive observational record of a child's functional capacities across the following areas of development: reading, English, math, social, emotional, physical, and personal care. Teachers observe students carefully to determine function level. For the Harrison County pilot, programs completed reading and language, math, and social and emotional assessments.



Reading and Language

The assessment includes eight English and Language Arts modules. The average score across all eight modules during the Pre-Survey evaluation is 32.5, which means that the average child enrolled in one of these programs performed in ways expected of a child age 32.5 months.

Figure 7: ISTAR KR Reading and Language Subject Mean Scores

ISTAR KR Reading and Language Subject Scores	Pre Means
Reading and Language (n=132)	32.5
Phonological Awareness	25.1
Print Concepts, Phonics, and Word Recognition	35.2
Informational Texts	31.7
Literature Texts	28.4
Writing Standards	34.6
Language Conventions	39.5
Comprehension and Collaboration	26.8
Presentation of Knowledge and Ideas	38.8
Median Age (months)	55.0

The frequency percentages in the tables below represent the percent of students who achieved mastery of that skill.

Figure 8: ISTAR KR Phonological Awareness

Phonological Awareness	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	25.1	
No evidence	NA	4
Responds to sounds in the environment	100.0%	10
Produces a variety of sounds	81.8%	22
Produces and blends the sounds of letter patterns into recognizable words	22.0%	46
Compares sounds of different words	0.0%	67
KG Standards: Distinguishes sounds within words (to be mastered by end of KG)	0.0%	72



Figure 9: ISTAR KR Print Concepts, Phonics, and Word Recognition

Print Concepts, phonics, and word recognition	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	35.2	
No evidence	1.5%	7
Responds to familiar pictures	98.5%	25
Labels familiar pictures	61.4%	37
Recognizes familiar symbols	12.9%	61
Compares, combines, and orders letters and letter sounds	0.8%	67
KG Standard: Recognizes that letters make words and words make sentences (to be mastered by the end of KG)	0.0%	72

Figure 10: ISTAR KR Informational Texts

Informational Texts	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	31.7	
No evidence	1.5%	7
Engages with a book	98.5%	16
Imitates proper handling of books	75.0%	34
Distinguishes print from pictures	13.6%	46
Orients to print in books	4.5%	61
KG Standard: Chooses reading activities for Meaning (to be mastered by end of KG)	0.0%	72

Figure 11: ISTAR KR Literature Texts

Literature Texts	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	28.4	
No evidence	15.2%	16
Reacts to a story or event	84.8%	22
Identifies details from a story or picture	39.4%	37
Talks about characters and settings	9.1%	49
Retells familiar stories	3.8%	58
KG Standard: Comprehends and responds to stories (to be mastered by end of KG)	0.0%	72



Figure 12: ISTAR KR Writing Standards

Writing Standards	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	34.6	
No evidence	1.5%	13
Intentionally makes marks or scribbles	98.5%	28
Associates writing with purpose	40.9%	43
Creates writing with the intention of communicating	3.0%	64
Produces recognizable writing that conveys Meaning	0.0%	70
KG Standard: Gathers ideas for writing for a purpose (to be mastered at the end of KG)	0.0%	72

Figure 13: ISTAR KR Language Conventions

Language Conventions	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	39.5	
No evidence	NA	13
Grasps writing tools	100.0%	31
Imitates specific writing strokes to make a picture	53.8%	37
Copies specific writing marks	27.3%	52
Approximates writing strings of letters	7.6%	67
KG Standard: Writes from left to right spacing letters correctly (to be mastered by end of KG)	0.0%	72

Figure 14: ISTAR KR Comprehension and Collaboration

Comprehension and Collaboration	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	26.8	
No evidence	0.8%	4
Responds to cues in the environment	99.2%	13
Responds to familiar gestures and words	74.3%	25
Follows a familiar verbal or signed direction	28.8%	40
Follows unfamiliar direction	5.3%	52
KG Standard: Follows directions with steps and descriptors (to be mastered by end of KG)	0.0%	72



Figure 15: ISTAR KR Presentation of Knowledge and Ideas

Presentation of Knowledge and Ideas	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	38.8	
No evidence	0.0%	10
Uses gestures or sounds to communicate	100.0%	19
Uses single words to communicate	95.4%	28
Uses two-word phrases or signs	79.5%	37
Uses simple phrases and sentences with simple grammatical rules	21.2%	52
Uses varied grammar in expression	4.5%	70
KG Standard: Shares information and ideas to describe, explain, predict (to be mastered by end of KG)	0.0%	72



Math and Quantitative Reasoning

Six modules measure kindergarten readiness in the Mathematics category. The average score across all six modules during the Pre-Survey evaluation is 31.7, meaning that average demonstrated skill is consistent with that expected of a child at 31.7 months of age.

Figure 16: ISTAR KR Math and Quantitative Reasoning Subject Mean Scores

ISTAR KR Math and Quantitative Reasoning Subject Scores	Pre Means
Math and Quantitative Reasoning (n=132)	31.7
Counting and Quantity	33.1
Algebraic Thinking	38.7
Time	28.8
Location	26.2
Length, Capacity, Weight, and Temperature	31.6
Geometry	31.9
Median Age (months)	55.0

Figure 17: ISTAR KR Counting and Quantity

Counting and Quantity	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	33.1	
No evidence	3.8%	4
Demonstrates awareness of the presence of objects	96.2%	22
Identifies more	60.7%	40
Uses numbers to compare	8.4%	49
Names and orders quantities	0.8%	61
KG Standard: Describes relationships between numbers and quantity (to be mastered by end of KG)	0.0%	72



Figure 18: ISTAR KR Algebraic Thinking

Algebraic Thinking	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	38.7	
No evidence	10.6%	13
Manipulates objects for a purpose	89.4%	31
Matches objects and sets	59.1%	46
Makes a set of objects smaller or larger	3.8%	64
Follows models of addition or subtraction situations	0.8%	70
KG Standard: Describes the application of addition and subtraction to situations (to be mastered by end of KG)	0.0%	72

Figure 19: ISTAR KR Time

Time	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	28.8	
No evidence	6.8%	13
Anticipates a routine	93.2%	22
Uses vocabulary to identify events in a routine	53.8%	34
Sequences events	8.3%	46
Uses measuring vocabulary for time	0.0%	64
KG Standard: Uses measuring units for time (to be mastered by end of KG)	0.0%	72

Figure 20: ISTAR KR Location

Location	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	26.2	
No evidence	1.5%	7
Demonstrates an awareness of location of objects	98.5%	19
Identifies location	65.9%	25
Follows directions involving location	18.2%	37
Communicates with location words	6.1%	58
KG Standard: Uses prepositions to describe location (to be mastered by end of KG)	0.0%	72



Figure 21: ISTAR KR Length, Capacity, Weight, and Temperature

Length, Capacity, Weight and Temperature	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	31.6	
No evidence	14.4%	13
Explores measurement attributes	85.6%	25
Distinguishes between big and little, hot and cold	65.1%	37
Differentiates gradients of size and weight	4.5%	49
Uses common measuring tools in correct context	0.0%	70
KG Standard: Makes direct measurement comparisons (to be mastered by end of KG)	0.0%	72

Figure 22: ISTAR KR Geometry

Geometry	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	31.9	
No Evidence	16.7%	10
Explores attributes (e.g. shape, size, color)	83.3%	22
Matches same attributes	62.1%	40
Matches opposites	6.0%	46
Sorts and patterns by one attribute	3.0%	58
KG Standard: Sorts and patterns by more than one attribute (to be mastered by end of KG)	0.0%	72



Social and Emotional Development

Six modules measure kindergarten readiness in the Social Emotional Skills category. The average score across all six modules during the Pre-Survey evaluation is 32.3, meaning the average child demonstrates social and emotional development commonly demonstrated by children at 32.3 months.

Indiana does not have a Common Core Standard for Social and Emotional Development, so this category of the ISTAR kindergarten readiness tool does not describe when students have mastered skills that prepare them for kindergarten schooling. Instead this category measures social and emotional skills expected to be mastered by children over the age of 5.

Figure 23: ISTAR KR Social and Emotional Development Subject Mean Scores

ISTAR KR Social and Emotional Development Subject Scores	Pre Means
Social and Emotional Development (n=132)	32.3
Sense of Self and Others	38.4
Manages Emotions	30.7
Interpersonal Skills	31.8
Responsibility	32.2
Problem Solving	30.7
Approaches to Learning	29.9
Median Age (months)	55.0

Figure 24: ISTAR KR Sense of Self and Others

Sense of Self and Others	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	38.4	
No Evidence	0.0%	4
Demonstrates self-awareness	100.0%	22
Demonstrates independence	84.1%	34
Engages with others	32.6%	52
Demonstrates respect for self and others	6.1%	60
Uses strategies consistent with children over the age of 5	0.0%	



Figure 25: ISTAR KR Manages Emotions

Manages Emotions	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	30.7	
No Evidence	3.0%	4
Expresses a variety of emotions	97.0%	10
Responds to a variety of emotions	78.0%	28
Manages emotions with adult assistance	34.1%	46
Uses strategies to manage emotions	5.3%	60
Uses strategies consistent with children over the age of 5	0.0%	

Figure 26: ISTAR KR Interpersonal Skills

Interpersonal Skills	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	31.8	
No Evidence	0.0%	7
Interacts with caregiver	100.0%	13
Engages in parallel play	93.2%	25
Interacts with others	47.7%	40
Engages in cooperative interactions	3.8%	52
Uses strategies consistent with children over the age of 5	0.0%	

Figure 27: ISTAR KR Responsibility

Responsibility	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	32.2	
No Evidence	0.0%	7
Recognizes steps in familiar routines	100.0%	19
Follows familiar routines	64.4%	34
Follows rules	28.8%	46
Applies rules to situations	2.3%	48
Uses strategies consistent with children over the age of 5	0.0%	



Figure 28: ISTAR KR Problem Solving

Problem Solving	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	30.7	
No Evidence	15.2%	7
Initiates an action to get a desired effect	84.8%	22
Uses trial and error to manipulate objects	53.9%	40
Searches for possible solutions	6.9%	58
Finds alternative strategies and solutions	0.8%	60
Uses strategies consistent with children over the age of 5	0.0%	

Figure 29: ISTAR KR Approaches to Learning

Approaches to Learning	Pre Survey (n=132)	Development (in months) when commonly demonstrated
Mean	29.9	
No Evidence	9.8%	4
Demonstrates curiosity	90.2%	22
Sustains attention to preferred activities	49.2%	40
Sustains attention to a challenging activity	5.3%	52
Applies creativity to activities	2.3%	60
Uses strategies consistent with children over the age of 5	0.0%	

