



Harrison County Community Foundation

Pre-K Pilot

Pre-Assessment Data Summary

2019-2020



**APPLIED RESEARCH AND  
EDUCATION CENTER**

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INDIANA UNIVERSITY SOUTHEAST



# APPLIED RESEARCH AND EDUCATION CENTER

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The Applied Research and Education Center (AREC) is a community engagement project of Indiana University (IU) Southeast. The AREC provides research, consulting and technical assistance to nonprofit organizations, foundations, government agencies and local businesses. The student staff enhances classroom learning through applied research projects as it actively participates in every stage of each community-engaged project. The AREC combines learning, teaching and doing to support and empower community organizations in the IU Southeast service region.



# Harrison County Community Foundation Pre-Kindergarten Pilot

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## Pre-Survey Data Summary

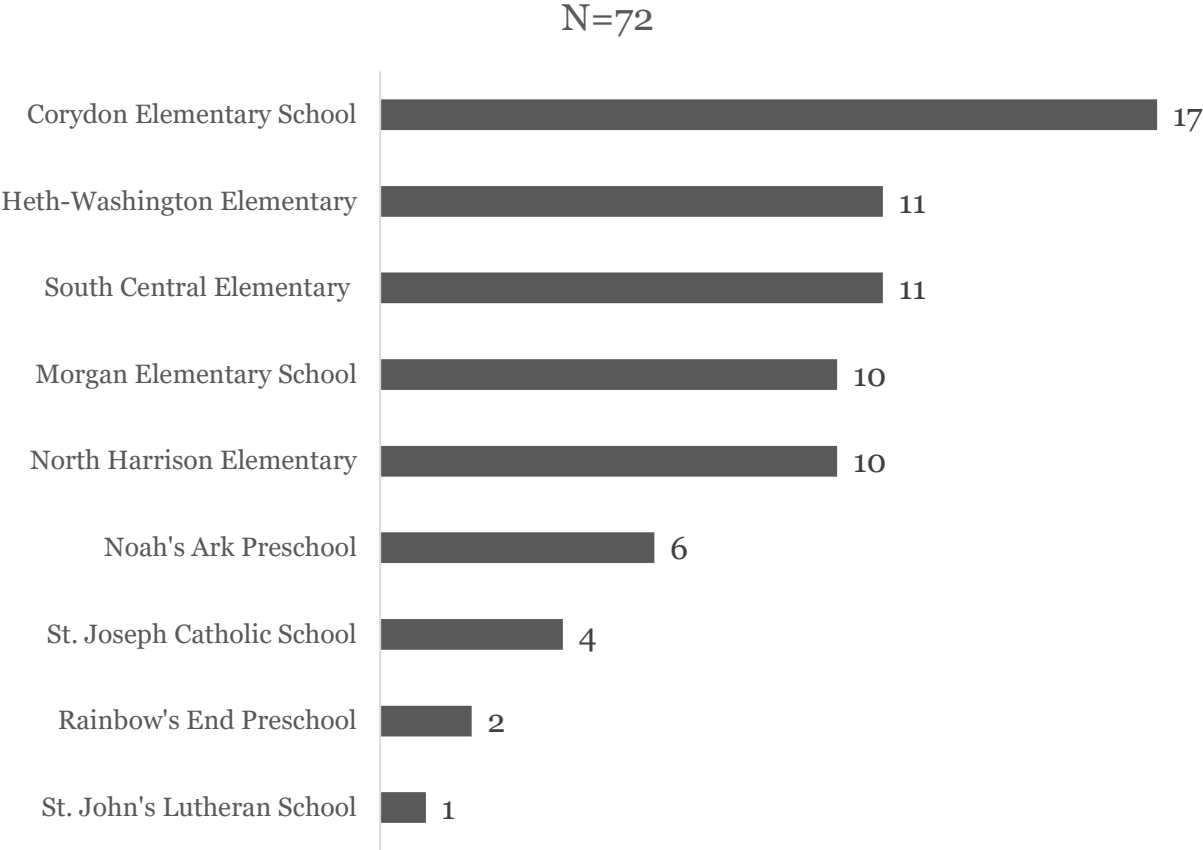
- Figure 1: Distribution of Pre-K Pilot Students Across Participating Programs ..... 4
- Figure 2: Race (n=72) ..... 5
- Figure 3: Hispanic Origin (n=72) ..... 5
- Figure 4: Gender (n=72) ..... 6
- Figure 5: Qualify for Free and Reduced Lunch (n=72) ..... 6
- Figure 6: Household Composition (n=69) .....7
- Figure 7: ISTAR KR Reading and Language Subject Mean Scores ..... 8
- Figure 8: ISTAR KR Phonological Awareness ..... 8
- Figure 9: ISTAR KR Print Concepts, Phonics, and Word Recognition ..... 9
- Figure 10: ISTAR KR Informational Texts ..... 9
- Figure 11: ISTAR KR Literature Texts ..... 9
- Figure 12: ISTAR KR Writing Standards .....10
- Figure 13: ISTAR KR Language Conventions .....10
- Figure 14: ISTAR KR Comprehension and Collaboration .....10
- Figure 15: ISTAR KR Presentation of Knowledge and Ideas ..... 11
- Figure 16: ISTAR KR Math and Quantitative Reasoning Subject Mean Scores .....12
- Figure 17: ISTAR KR Counting and Quantity .....12
- Figure 18: ISTAR KR Algebraic Thinking .....13
- Figure 19: ISTAR KR Time .....13
- Figure 20: ISTAR KR Location .....13
- Figure 21: ISTAR KR Length, Capacity, Weight, and Temperature .....14
- Figure 22: ISTAR KR Geometry .....14
- Figure 23: ISTAR KR Social and Emotional Development Subject Mean Scores .....15
- Figure 24: ISTAR KR Sense of Self and Others .....15
- Figure 25: ISTAR KR Manages Emotions .....16
- Figure 26: ISTAR KR Interpersonal Skills .....16
- Figure 27: ISTAR KR Responsibility .....16
- Figure 28: ISTAR KR Problem Solving .....17
- Figure 29: ISTAR KR Approaches to Learning .....17



# Demographics

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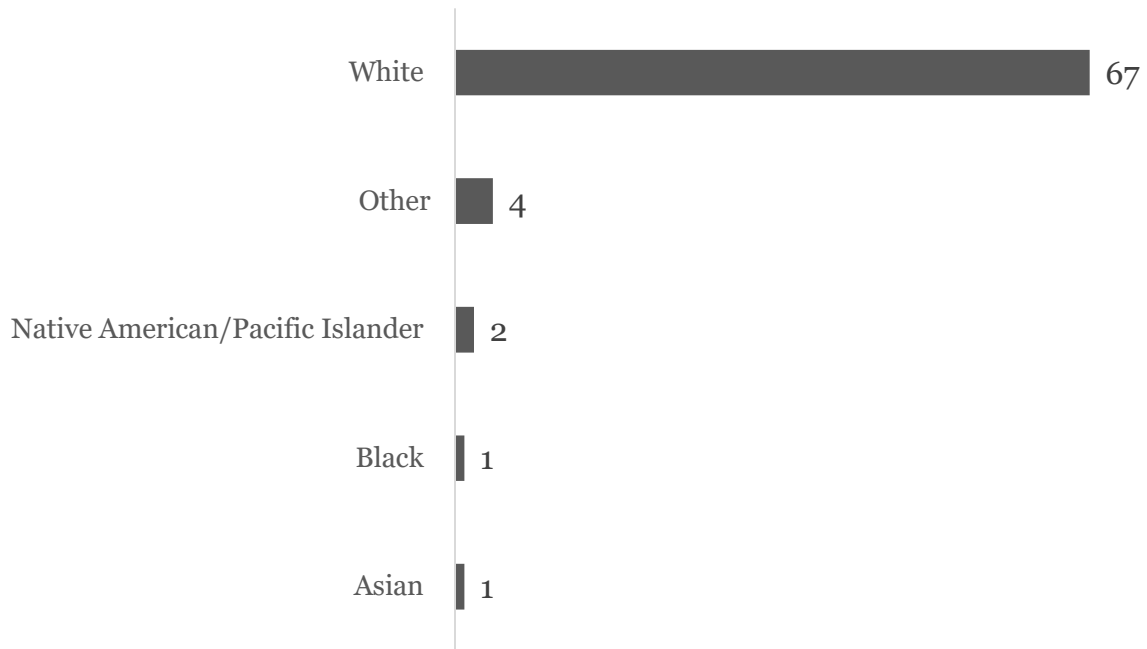
**Figure 1: Distribution of Pre-K Pilot Students Across Participating Programs**



The Harrison County Pre-Kindergarten Pilot includes 72 children across 9 programs at the start of the 2019-2020 academic school year. The students are predominately white and teachers report 5.6 percent as Hispanic. The median age of the students was 53 months (four years and five months) at the time of initial assessment.



**Figure 2: Race (n=72)**



\*Note: Racial categories will total to more than 72 because individuals may identify as more than one race.

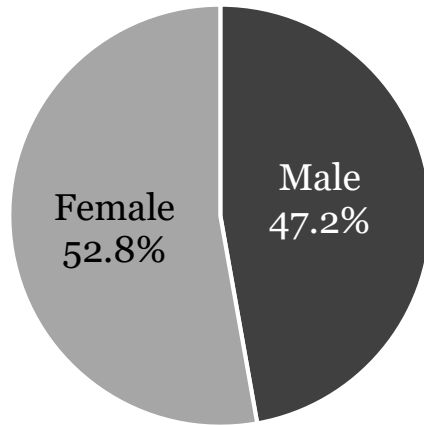
**Figure 3: Hispanic Origin (n=72)**

<b>Hispanic</b>	5.6%
<b>Non-Hispanic</b>	94.4%

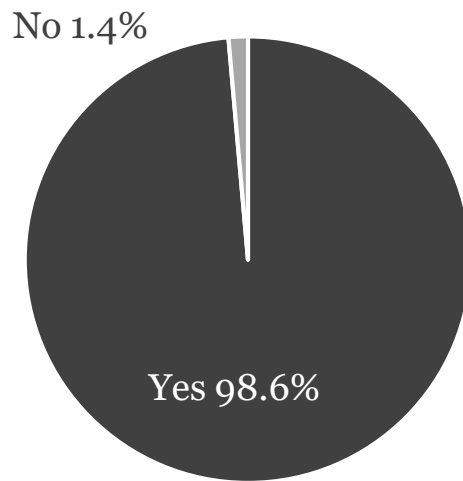
Participating programs include public and parochial elementary schools with pre-kindergarten classes, private secular programs, and private faith-based organizations.



**Figure 4: Gender (n=72)**



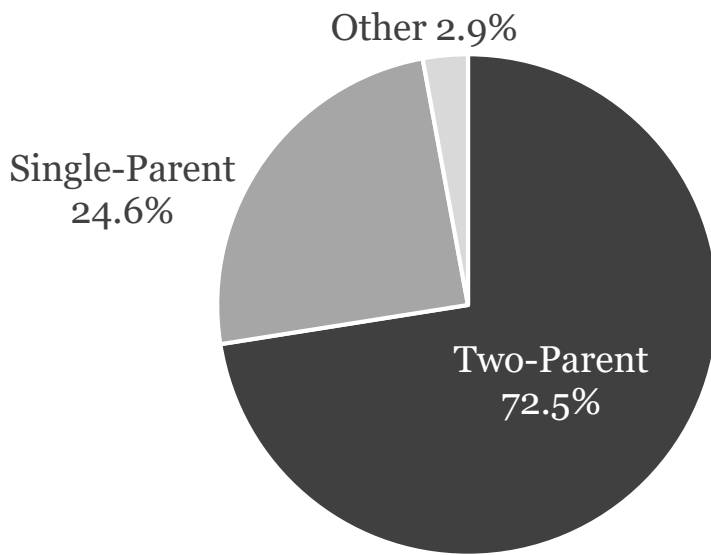
**Figure 5: Qualify for Free and Reduced Lunch (n=72)**



Of students evaluated, 47.2 percent are male and 52.8 percent are female. Jump Start targets low-income children. A full 98.6 percent of the students reflected in these data qualify for free or reduced lunch. Of the 69 students for whom we have responses, 72.5 percent come from two-parent households, 24.6 percent come from single-parent households, and 2.9 percent come from a household type other than single- or two-parent.



**Figure 6: Household Composition (n=69)**



## ISTAR KR Assessment

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All programs that participate in the pilot complete a Pre-Survey assessment of each child’s skills at the beginning of the year, using the ISTAR 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 assess the effectiveness of the participating pre-kindergarten programs in preparing children for kindergarten.

The ISTAR 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 ISTAR 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 35.1, which means that the average child enrolled in one of these programs performed in ways expected of a child age 35.1 months.

**Figure 7: ISTAR KR Reading and Language Subject Mean Scores**

ISTAR KR Reading and Language Subject Scores	Pre Means
<b>Reading and Language (n=71)</b>	<b>35.1</b>
Phonological Awareness	22.9
Print Concepts, Phonics, and Word Recognition	37.5
Informational Texts	30.2
Literature Texts	34.6
Writing Standards	41.2
Language Conventions	41.8
Comprehension and Collaboration	30.7
Presentation of Knowledge and Ideas	41.9
<b>Median Age (months)</b>	<b>53.0</b>

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

**Figure 8: ISTAR KR Phonological Awareness**

Phonological Awareness	Pre Survey (n=71)	Development (in months) when commonly demonstrated
<b>Mean</b>	22.9	
No evidence	NA	4
Responds to sounds in the environment	100.0%	10
Produces a variety of sounds	80.3%	22
Produces and blends the sounds of letter patterns into recognizable words	11.3%	46
Compares sounds of different words	2.8%	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**

<b>Print Concepts, phonics, and word recognition</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	37.5	
No evidence	NA	7
Responds to familiar pictures	100.0%	25
Labels familiar pictures	54.9%	37
Recognizes familiar symbols	23.9%	61
Compares, combines, and orders letters and letter sounds	2.8%	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**

<b>Informational Texts</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	30.2	
No evidence	1.4%	7
Engages with a book	98.6%	16
Imitates proper handling of books	70.4%	34
Distinguishes print from pictures	14.1%	46
Orients to print in books	0.0%	61
KG Standard: Chooses reading activities for Meaning (to be mastered by end of KG)	0.0%	72

**Figure 11: ISTAR KR Literature Texts**

<b>Literature Texts</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	34.6	
No evidence	1.4%	16
Reacts to a story or event	98.6%	22
Identifies details from a story or picture	70.4%	37
Talks about characters and settings	16.9%	49
Retells familiar stories	1.4%	58
KG Standard: Comprehends and responds to stories (to be mastered by end of KG)	0.0%	72



**Figure 12: ISTAR KR Writing Standards**

<b>Writing Standards</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	41.2	
No evidence	NA	13
Intentionally makes marks or scribbles	100.0%	28
Associates writing with purpose	66.2%	43
Creates writing with the intention of communicating	15.5%	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**

<b>Language Conventions</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	41.8	
No evidence	NA	13
Grasps writing tools	100.0%	31
Imitates specific writing strokes to make a picture	74.7%	37
Copies specific writing marks	32.4%	52
Approximates writing strings of letters	9.9%	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**

<b>Comprehension and Collaboration</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	30.7	
No evidence	NA	4
Responds to cues in the environment	100.0%	13
Responds to familiar gestures and words	84.4%	25
Follows a familiar verbal or signed direction	45.0%	40
Follows unfamiliar direction	7.0%	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**

<b>Presentation of Knowledge and Ideas</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	41.9	
No evidence	NA	10
Uses gestures or sounds to communicate	100.0%	19
Uses single words to communicate	98.5%	28
Uses two-word phrases or signs	78.8%	37
Uses simple phrases and sentences with simple grammatical rules	39.4%	52
Uses varied grammar in expression	5.6%	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 38.1, meaning that average demonstrated skill by the surveyed children is consistent with that expected of a child at 38.1 months of age.

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

<b>ISTAR KR Math and Quantitative Reasoning Subject Scores</b>	<b>Pre Means</b>
<b>Math and Quantitative Reasoning (n=71)</b>	<b>38.1</b>
Counting and Quantity	39.2
Algebraic Thinking	49.3
Time	31.6
Location	33.0
Length, Capacity, Weight, and Temperature	36.7
Geometry	38.6
<b>Median Age (months)</b>	<b>53.0</b>

**Figure 17: ISTAR KR Counting and Quantity**

<b>Counting and Quantity</b>	<b>Pre Survey (n=71)</b>	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	39.2	
No evidence	NA	4
Demonstrates awareness of the presence of objects	100.0%	22
Identifies more	81.7%	40
Uses numbers to compare	18.3%	49
Names and orders quantities	7.0%	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**

<b>Algebraic Thinking</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	49.3	
No evidence	NA	13
Manipulates objects for a purpose	100.0%	31
Matches objects and sets	80.3%	46
Makes a set of objects smaller or larger	33.8%	64
Follows models of addition or subtraction situations	2.8%	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**

<b>Time</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	31.6	
No evidence	NA	13
Anticipates a routine	100.0%	22
Uses vocabulary to identify events in a routine	64.8%	34
Sequences events	15.5%	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**

<b>Location</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	33.0	
No evidence	NA	7
Demonstrates an awareness of location of objects	100.0%	19
Identifies location	88.8%	25
Follows directions involving location	55.0%	37
Communicates with location words	9.9%	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**

<b>Length, Capacity, Weight and Temperature</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	36.7	
No evidence	2.8%	13
Explores measurement attributes	97.3%	25
Distinguishes between big and little, hot and cold	88.8%	37
Differentiates gradients of size and weight	11.3%	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**

<b>Geometry</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	38.6	
No Evidence	NA	10
Explores attributes (e.g. shape, size, color)	100.0%	22
Matches same attributes	80.3%	40
Matches opposites	16.9%	46
Sorts and patterns by one attribute	9.9%	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 35.1, meaning the average child demonstrates social and emotional development commonly demonstrated by children at 35.1 months of age.

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**

<b>ISTAR KR Social and Emotional Development Subject Scores</b>	<b>Pre Means</b>
<b>Social and Emotional Development (n=71)</b>	<b>35.1</b>
Sense of Self and Others	42.1
Manages Emotions	33.1
Interpersonal Skills	34.1
Responsibility	35.3
Problem Solving	32.5
Approaches to Learning	33.5
<b>Median Age (months)</b>	<b>53.0</b>

**Figure 24: ISTAR KR Sense of Self and Others**

<b>Sense of Self and Others</b>	<b>Pre Survey (n=71)</b>	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	42.1	
No Evidence	NA	4
Demonstrates self-awareness	100.0%	22
Demonstrates independence	95.7%	34
Engages with others	45.0%	52
Demonstrates respect for self and others	5.6%	60
Uses strategies consistent with children over the age of 5	0.0%	



**Figure 25: ISTAR KR Manages Emotions**

<b>Manages Emotions</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	33.1	
No Evidence	NA	4
Expresses a variety of emotions	100.0%	10
Responds to a variety of emotions	88.7%	28
Manages emotions with adult assistance	35.2%	46
Uses strategies to manage emotions	5.6%	60
Uses strategies consistent with children over the age of 5	0.0%	

**Figure 26: ISTAR KR Interpersonal Skills**

<b>Interpersonal Skills</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	34.1	
No Evidence	NA	7
Interacts with caregiver	100.0%	13
Engages in parallel play	98.7%	25
Interacts with others	55.0%	40
Engages in cooperative interactions	8.5%	52
Uses strategies consistent with children over the age of 5	0.0%	

**Figure 27: ISTAR KR Responsibility**

<b>Responsibility</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	35.3	
No Evidence	NA	7
Recognizes steps in familiar routines	100.0%	19
Follows familiar routines	84.5%	34
Follows rules	29.6%	46
Applies rules to situations	4.2%	48
Uses strategies consistent with children over the age of 5	0.0%	





**Figure 28: ISTAR KR Problem Solving**

<b>Problem Solving</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	35.5	
No Evidence	NA	7
Initiates an action to get a desired effect	100.0%	22
Uses trial and error to manipulate objects	47.8%	40
Searches for possible solutions	9.8%	58
Finds alternative strategies and solutions	4.2%	60
Uses strategies consistent with children over the age of 5	0.0%	

**Figure 29: ISTAR KR Approaches to Learning**

<b>Approaches to Learning</b>	<b>Pre Survey</b> (n=71)	<b>Development (in months) when commonly demonstrated</b>
<b>Mean</b>	33.5	
No Evidence	NA	4
Demonstrates curiosity	100.0%	22
Sustains attention to preferred activities	55.0%	40
Sustains attention to a challenging activity	11.3%	52
Applies creativity to activities	2.8%	60
Uses strategies consistent with children over the age of 5	0.0%	

