



Camp Fire

SCHOOL *Readiness*
2017-2018 Outcomes Brief



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INTRODUCTION

The purpose of the Camp Fire School Readiness Program 2017-2018 Outcomes Brief is to summarize the key findings from the Camp Fire School Readiness Program Evaluation Report, which includes a detailed description of the methodology and findings.

Program Description

School readiness is a multi-faceted concept that refers to the early skills, knowledge, behaviors, and developmental milestones that prepare children to enter and succeed in school.^{1,2} For decades, research has shown that low-income children, compared to their more affluent counterparts, are at greater risk of starting kindergarten with significantly lower levels of vocabulary, reading skills, and other cognitive skills that are crucial for success in school.^{3,4} Longitudinal research has shown that low-income children who enter kindergarten behind their more affluent peers tend to stay behind and do not progress academically at the same rate.¹ The academic achievement gap between low-income children and their peers in higher income groups has important societal and economic implications. Children who enter kindergarten behind are more likely to have lower levels of academic achievement, higher school dropout rates, and higher special education placement rates, which in turn impacts later social and economic outcomes in adulthood. Empirical studies suggest that children enrolled in high-quality early education and development programs tend to be more prepared with the skills and knowledge needed to enter and succeed in school.^{5,6}



- 1 Karoly, L.A., Kilburn, M.R., Cannon, J. (2005). Children at risk: Consequences for school readiness and beyond (Research Brief). Santa Monica, CA: RAND Corporation. Retrieved from http://www.rand.org/pubs/research_briefs/RB9144.html.
- 2 Texas Early Learning Council. (2011). Defining school readiness: National trends in school readiness definitions. Retrieved from <http://earlylearningtexas.org/media/10138/trends%20in%20school%20readiness%20final%2011-1.pdf>.
- 3 Lee, V.E. & Burkam, D.T. (2002). Inequality at the starting gate: Social background differences in achievement as children begin school. Washington, DC: Economic Policy Institute.
- 4 Welsh, J.A., Nix, R.L., Blair, C., Bierman, K.L., & Nelson, K.E. (2010). The development of cognitive skills and gains in academic school readiness for children from low-income families. *Journal of Educational Psychology*, 102(1), 43-53.
- 5 Pears, K.C., Fisher, P.A., Kim, H.K., Bruce, J., Healey, C.V., & Yoerger, K. (2013). Immediate effects of a school readiness intervention for children in foster care. *Early Education and Development*, 24(6), 771-791.
- 6 Barnett, W.S., & Yarosz, D.J. (2007). Preschool policy brief: Who goes to preschool and why does it matter? Retrieved from <http://nieer.org/policy-issue/policy-brief-who-goes-to-preschool-and-why-does-it-matter-updated>.



Research demonstrates that children, especially children from low-income households, benefit from center-based, high-quality early learning programs.⁷ Therefore, Camp Fire focuses on providing professional development for early childhood educators as the most effective means for improving quality of early education and development. This focus is key considering that the average early childhood professional is not adequately prepared for the array of responsibilities, knowledge, and skills they are expected to demonstrate in their work with young children and their families. Moreover, a long-term professional development focus on child development is necessary to achieve positive changes in the quality of early education.

Table 1. Description of CFSRP Participation Levels

Professional Development Level	Description
Level 1	Relationship building between CFSRP and the center (does not include professional development).
Level 2	Basic (Center participates for one year)
Level 3	Intense (Center participates for three years)
Level 4	Sustainability (Center participation begins after the third intensity-level year and continues as long as the center remains in the program)

Program Theory of Change

A theory of change provides an illustration of a program’s impact pathway—the logical causal change that is expected to occur as a result of program activities. As shown in Figure 1, the CFSRP provides classes focused on increasing knowledge and skills in child development to directors and teachers throughout the program year. In addition, CFSRP mentors, with specialized training in child development and business management, provide on-site coaching for directors and teachers. Finally, the program’s family engagement component focuses on reciprocal communication between families and center staff, as well as family support and involvement focusing on their child’s development. The intended first-order outcomes include improvements in teachers’ classroom practices, directors’ business management and leadership practices, and overall improved center quality. With improvements

7 Klein, L. & Knitzer, J. (2006). Pathways to early school success: Effective preschool curricula and teaching strategies. New York, NY: National Center for Children in Poverty. Retrieved from <http://files.eric.ed.gov/fulltext/ED522728.pdf>.



in classroom and center quality, the program expects to observe improvements in children’s language and social emotional development, ensuring they are prepared for school and continue to demonstrate academic success once they enter elementary school.

Figure 1. Camp Fire School Readiness Program Theory of Change





CHILD OUTCOMES

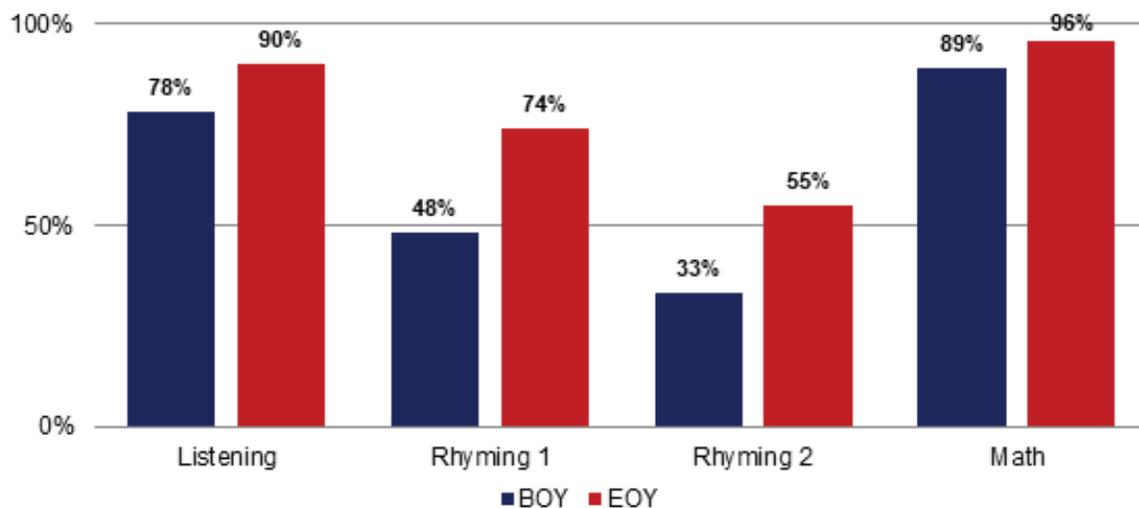
LANGUAGE AND LITERACY DEVELOPMENT

➔ **Math skills were strongest amongst preschool-age children, but Rhyming 1 and Rhyming 2 showed the most growth from beginning-of-year (BOY) to end-of-year (EOY)**

The CFSRP administered the CPALLS+ assessment to preschool-age children to assess their Listening skills, Rhyming 1 skills (i.e., children’s ability to determine if two words rhyme), Rhyming 2 skills (i.e., children’s ability to independently present a word that rhymes with a given word), and Early Math skills. Rhyming 2 is one of the most challenging skills to master, and many children may not master Rhyming 2 skills until they turn five or six years old.

By the end of the 2017-2018 program year, the percentage of four- and five-year-old children demonstrating age-appropriate Listening skills, Rhyming 1 skills, and Rhyming 2 skills increased by at least 12 percentage points (See Figure 2).

Figure 2. Beginning- and End-of-Year Comparison: Percentage of Preschool-Age Children Demonstrating Age-Appropriate Early Literacy and Math Skills, 2017-2018



Note: Percentages are rounded up to the nearest tenth.



Table 1 presents the percentage of four- and five-year-old children with improved early literacy skills by the end of the 2017-2018 program year. Almost one-third of children demonstrated improved Rhyming 1 skills and 23% demonstrated improved Rhyming 2 skills by the end of the 2017-2018 program year.

Table 1. Percentage of Preschool-Age Children Demonstrating Beginning- to End-of-Year Growth in Early Literacy and Math Skills, 2017-2018

Developmental Domain (N= 55 Four- and five- year-old children)	Percentage of children demonstrating improved developmental skills
Listening	15%
Rhyming 1	30%
Rhyming 2	23%
Early Math	7%

Note: Percentages are rounded up to the nearest tenth.



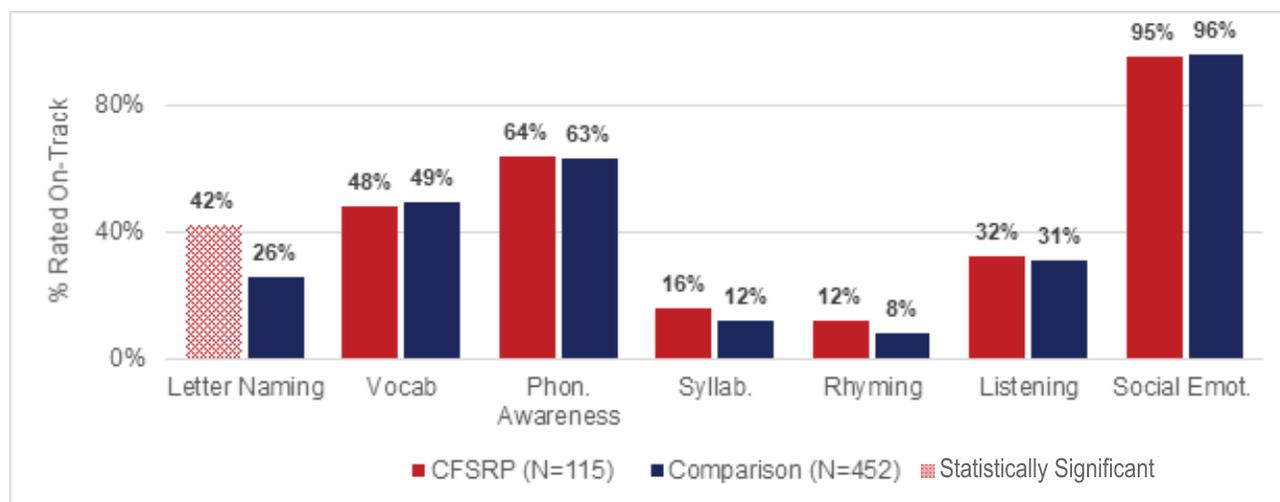


➔ CFSRP children entered school better prepared in language and literacy

FWISD assesses pre-kindergarten and kindergarten children at the beginning of each year to identify specific skills that they have (or have not) developed and to plan instruction accordingly. The CFSRP evaluation compares these ratings for the children who attended one of the program facilities and a demographically similar group of children who did not.

As shown in Figure 3, children who attended one of the CFSRP centers in the prior year (2017-2018) entered pre-kindergarten with higher ratings than their counterparts in the early literacy skill Letter Naming. The two groups were similar in the other literacy skills and both groups had high social emotional skills as assessed by the CIRCLE tool.

Figure 3. Fall 2018 Comparisons of Pre-Kindergarten Literacy and Social Competence Ratings (CIRCLE Assessment)

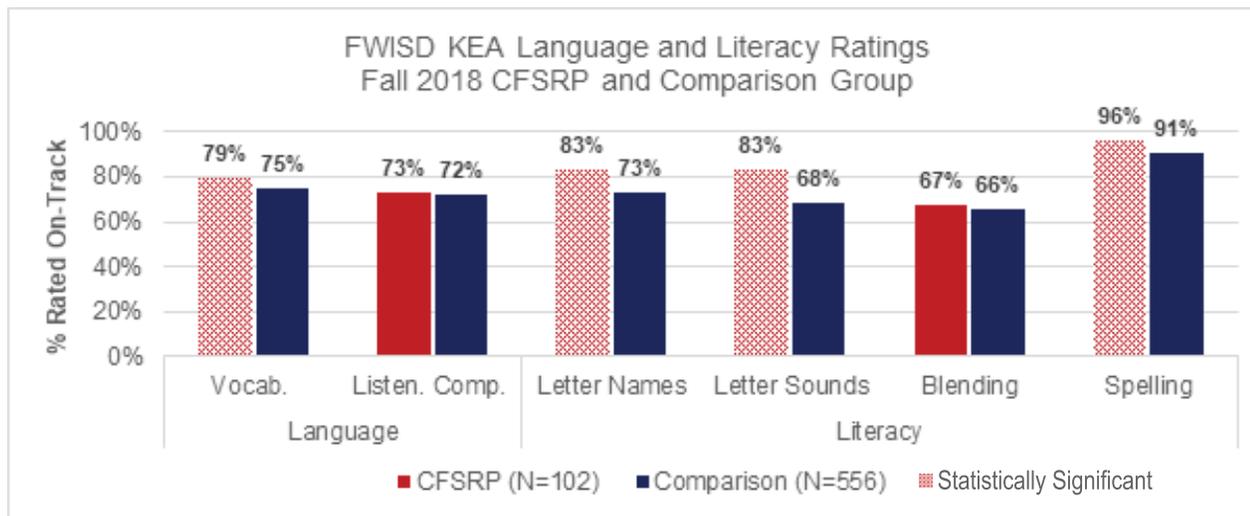


Note: Percentages are rounded up to the nearest tenth.



FWISD students who attended a CFSRP center had higher levels of language and literacy skills when they entered kindergarten than the comparison group. The differences were statistically significant in four of the six skills assessed (Figure 4).

Figure 4. Fall 2018 Comparisons of FWISD Kindergarten KEA Language and Literacy Ratings



Note: Percentages are rounded up to the nearest tenth.

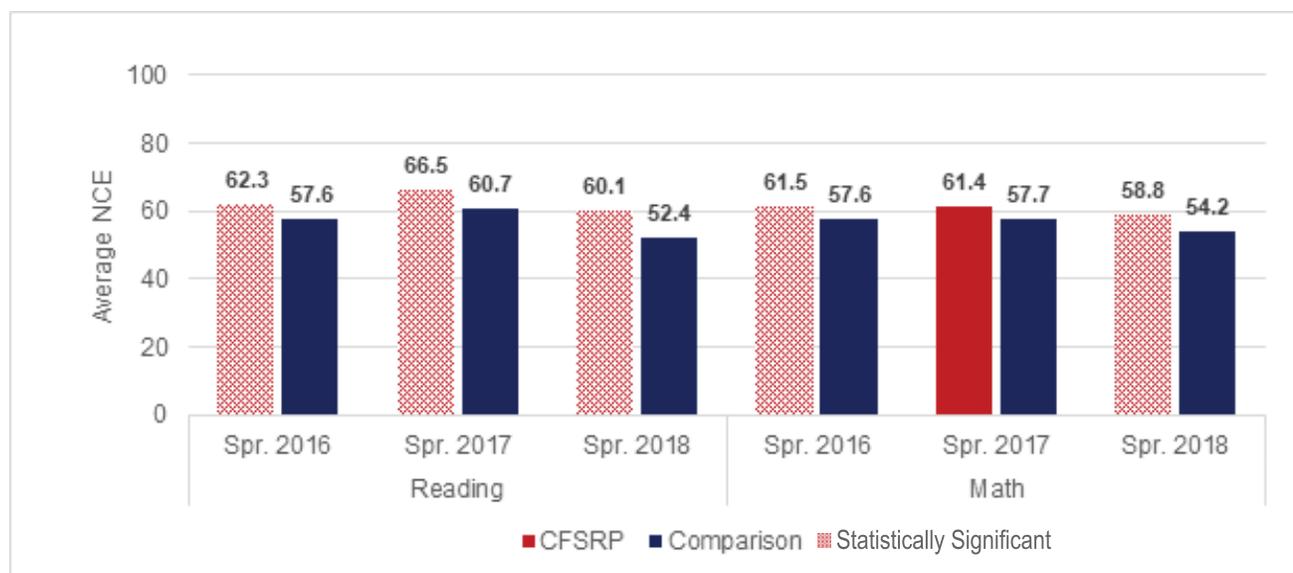


➔ **CFSRP children demonstrated success in language, literacy, and math through kindergarten, first grade, and second grade**

The evaluation continues to assess CFSRP children’s academic success as they progress through school with comparisons of end-of-year SAT10 and ITBS scores of CFSRP students and a demographically similar comparison group in kindergarten, first and second grade. In third grade, similar comparisons are made with the students’ STAAR reading scores.

FWISD students who attended one of the CFSRP centers had higher reading and math scores at the end of their kindergarten year than the comparison group (Figure 5). The differences were statistically significant in reading for each year and in math for two of the three years. These results continue a six-year trend of higher kindergarten reading achievement for the CFSRP children, starting with SAT 10 scores in Spring 2013.

*Figure 5. Kindergarten Reading and Math Achievement, CFSRP and Comparison Groups (Iowa Test Basic Skills Spring 2016-Spring 2018)*⁸

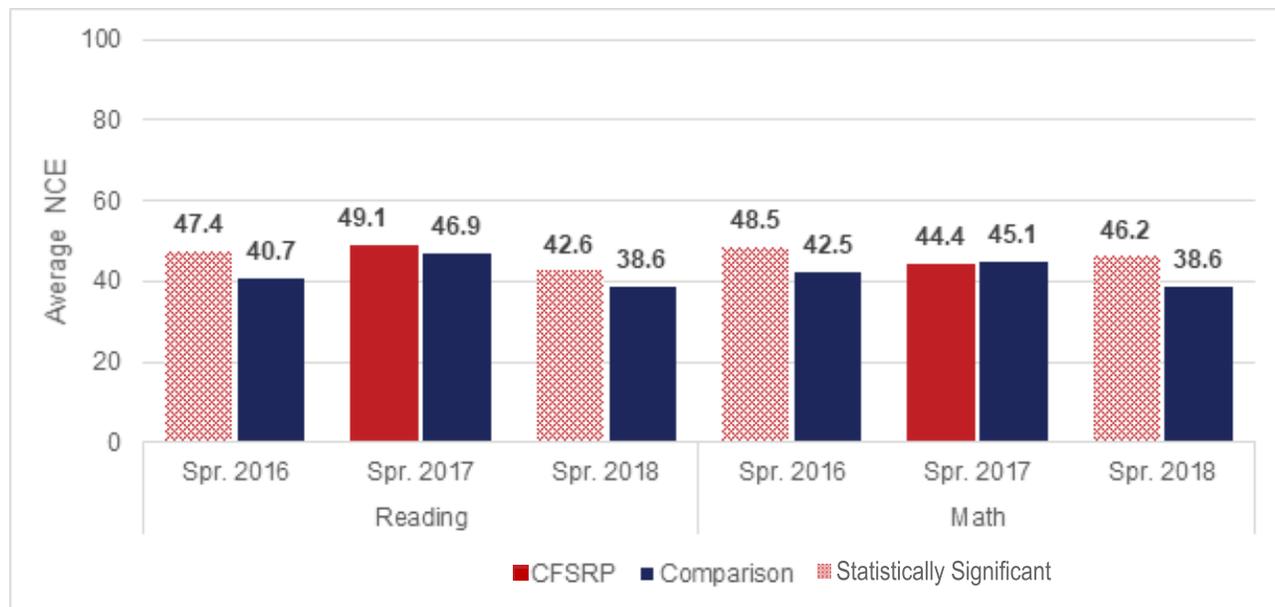


8 The ITBS is administered in the Spring of each school year. The shaded columns show where the higher ratings are statistically significant CFSRP kindergarten students included in these analyses would have attended a CFSRP center either one year earlier as 4-year olds or two years earlier as 3-year olds. CFSRP N=150 in 2016, 107 in 2017, 108 in 2018; COMP N= 552 in 2016, 739 in 2017, 553 in 2018.



First grade students who attended a CFSRP center in prior years had higher reading and math scores than their comparison group with statistically significant differences for two of the past 3 years in both reading and math (Figure 6). These results also continue a trend from earlier years when the SAT10 was used to assess student achievement.

Figure 6. First Grade Reading and Math Achievement, CFSRP and Comparison Groups (Spring 2016-Spring 2018)⁹

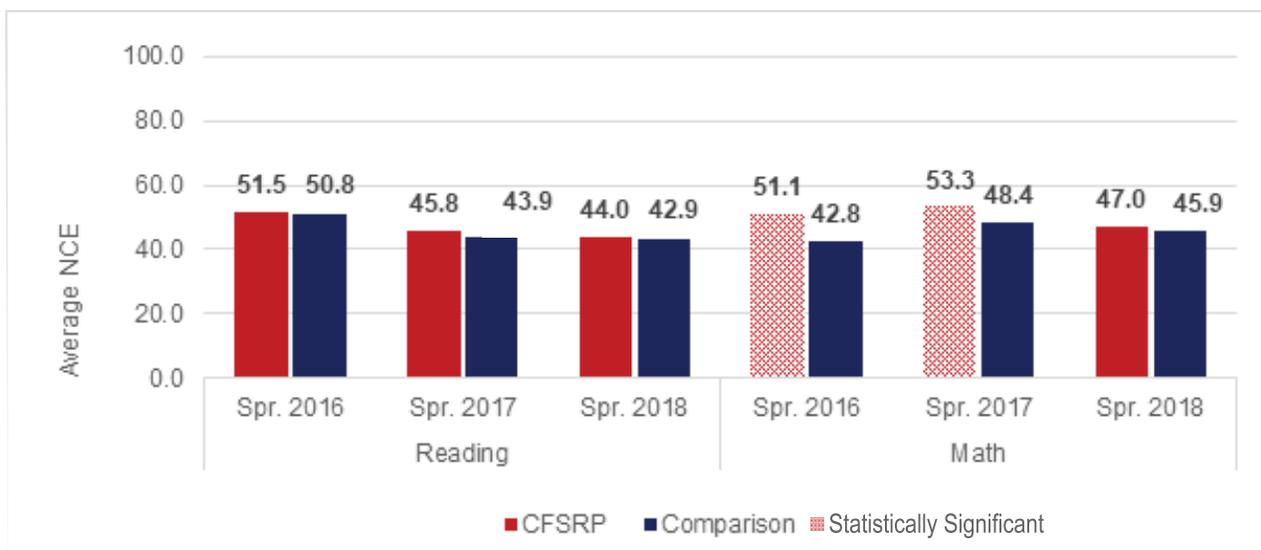


⁹ CFSRP first grade student included in these analyses would have attended a CFSRP center either two years earlier as 4-year olds or 3 years earlier as 3-year olds. CFSRP N= 105 in 2016; 103 in 2017, 98 in 2018; COMP N=463 in 2016, 746 in 2017, 431 in 2018.



Sufficient data for analyses of second grade achievement have been available for three years. In each year, the ITBS reading scores of the CFSRP and comparison groups have been similar. For math, the CFSRP group had statistically significant higher scores than the comparison group for two of the three years (Figure 7).

Figure 7. 2nd Grade Reading and Math Achievement, CFSRP and Comparison Groups³⁰



10 CFSRP 2nd grade children included in these analyses would have attended a CFSRP center either three years earlier as 4-year olds or four years earlier as 3-year olds. CFSRP N=61 in 2016, 80 in 2017, 126 in 2018; COMP N=227 in 2016, 473 in 2017, 648 in 2018.



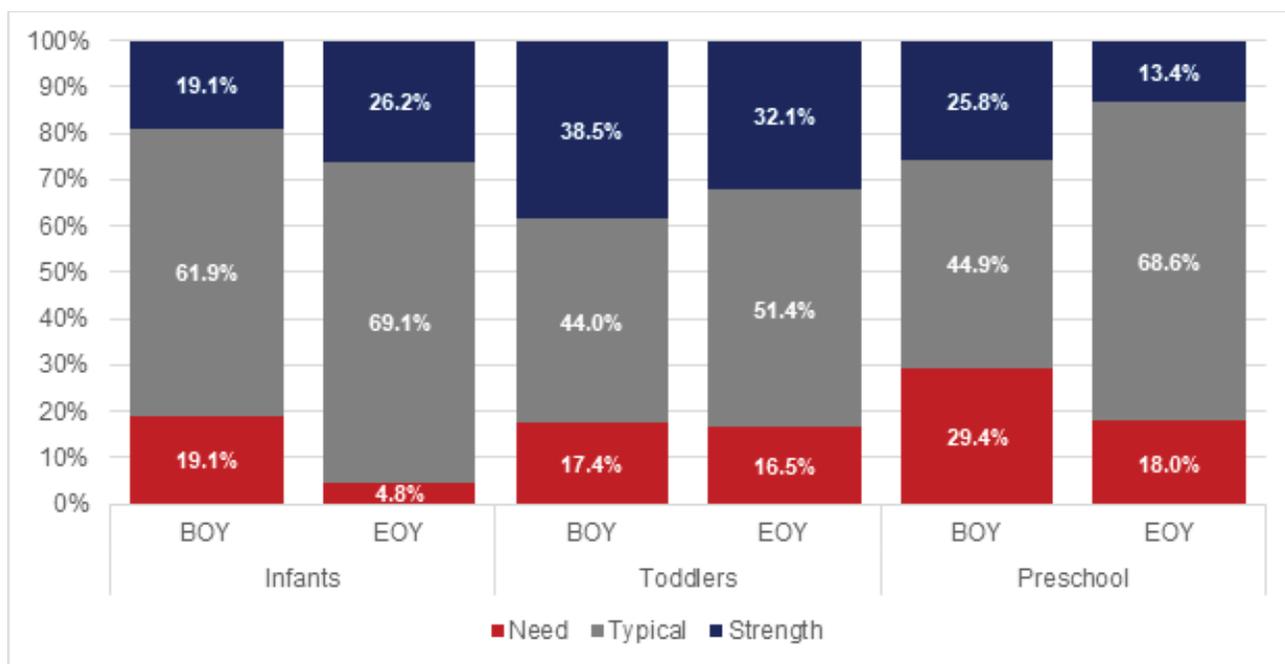
SOCIAL-EMOTIONAL DEVELOPMENT

Teachers administered the Devereux Early Childhood Assessment (DECA) to infants, toddlers, and preschool-age children at CFSRP-supported centers participating at Level 3 and 4. The DECA identifies whether children’s social-emotional skills need intervention (need), are within typical range for their age (typical), or exceed the typical range (strength).

➔ CFSRP improved children’s social-emotional skills

There was a decline in the percentage of children in all three age groups in the "need" category from beginning of year to end of year (Figure 8).

Figure 8. Percentage of Infants, Toddlers, and Preschool Children Demonstrating Social-Emotional Skills by Domain and Rating (DECA: 2017-2018)



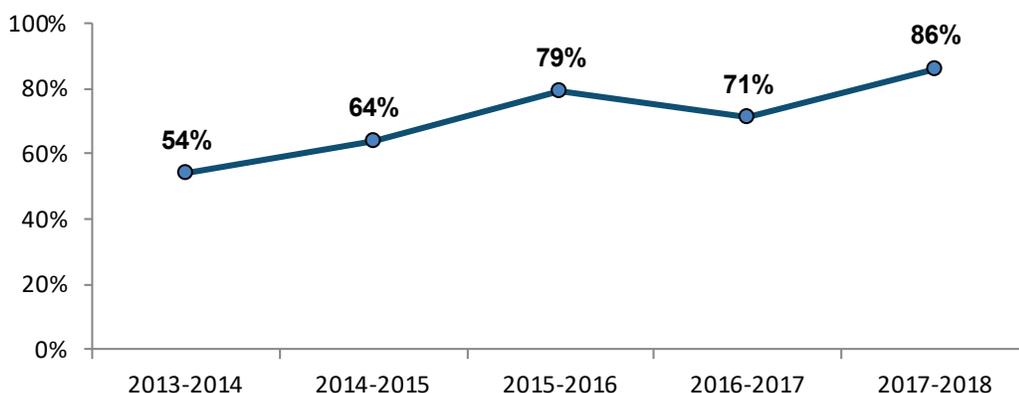


PROGRAM QUALITY OUTCOMES

Staff Retention

A 2013 Texas Early Learning Council report found that child care professionals are paid wages lower than the national average and have few benefits, which has been directly associated with high staff turnover.¹¹ During the 2017-2018 program year, 78% of child care staff (n = 162) earned hourly wages of \$7.25 to \$13.00 per hour. The turnover rates of early childhood teachers at child development centers are four times higher than the rates observed among elementary school teachers.¹² The annual retention rate for center-based child care professionals is estimated to be between 60% and 70%.^{12,13} CFSRP teacher retention is presented in Figure 9.

Figure 9. Trends in Teacher Retention at CFSRP-supported Centers, 2013-2018



- 11 Texas Early Learning Council. (2013). Texas Early Childhood Workforce Compensation Study. Retrieved from <https://www.earlylearningtexas.org/media/23683/texas%20early%20childhood%20workforce%20compensation%20study.pdf>.
- 12 Whitebook, M. & Sakai, L. (2003). Turnover begets turnover: An examination of job and occupational instability among child care center staff. *Early Childhood Research Quarterly*, 18, 273-293).
- 13 Baumgartner, J.J., Carson, R.L., Apavaloaie, L., & Tsouloupas, C. (2009). Uncovering common stressful factors and coping strategies among child care providers. *Child and Youth Care Forum*, 38, 239-251.



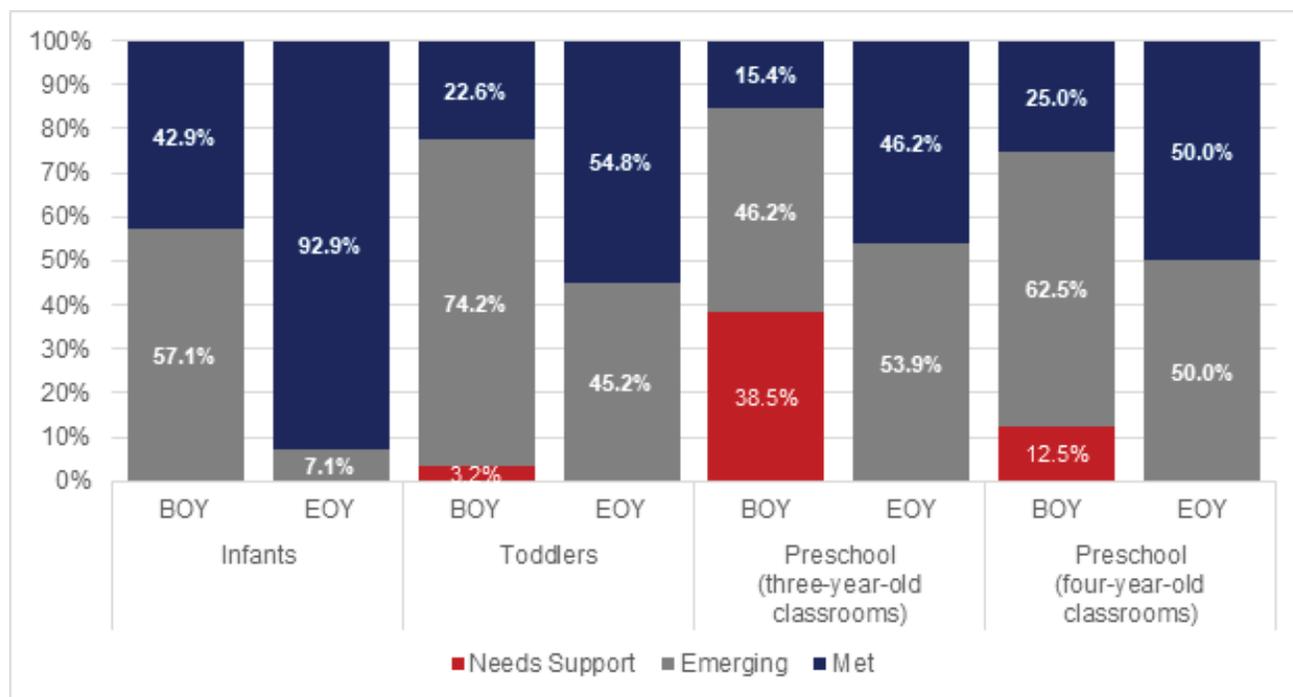
Teacher Skill Development

⇒ The CFSRP increased teachers' use of best practice teaching strategies

A total of 67 teachers were observed at the beginning and end of the program year using the Best Practices Observation Tool (BPOT) assessment. Based on the number of best-practice strategies observed and the consistency of use, teachers were grouped into three categories: needs support (lowest rating), emerging, and met (highest rating).

Figure 10 shows BPOT ratings at beginning of year and end of year for end of year for infant, toddler, and preschool classrooms. There was an increase in the percentage of classrooms in the "met" category from BOY to EOY for all four groups.

Figure 10. Beginning- and End-of-Year Comparisons of Overall Best Practice Teaching Strategies in Classrooms by Age Group; 2017-2018



Note: Infant classrooms=15 teachers, toddler classrooms=31 teachers, three-year-old classrooms=13 teachers, and four-year-old classrooms=8 teachers.



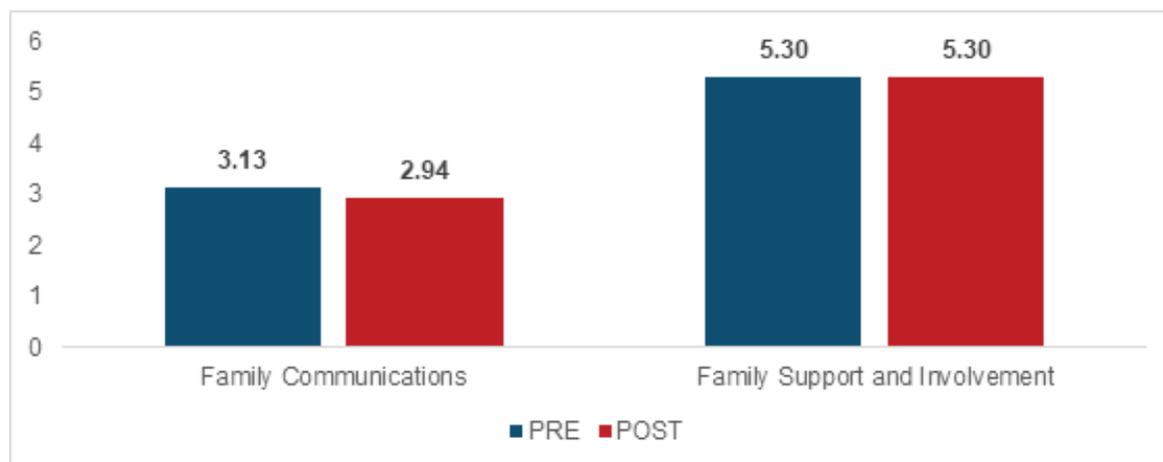
Center and Director Development

➔ The CFSRP maintained centers' ratings on leadership and management practices

At the beginning and end of the 2017-2018 program year, a CFSRP Director Mentor used the Program Administration Scale (PAS) to measure leadership and management quality in centers. PAS measures center quality on a 7-point scale and has the following benchmarks: 1 = inadequate, 3 = minimal quality, 5 = good quality and 7 = excellent quality. Although centers are assessed across ten domains, the CFSRP places an emphasis on two family partnership measures. The Family Communications domain assesses how families are oriented to the center, the variety of methods used to communicate with families, and the frequency of formal conferences. The Family Support and Involvement domain measures the variety of ways that staff support enrolled families and involve them in the life of the center.

During the 2017-2018 program year, centers' average score related to the promotion of family communication practices declined slightly by the end of the program year. Centers' average score related to the promotion of family support and involvement remained the same from the beginning to the end of the program year (See Figure 11).

Figure 11. Quality of Family Communication and Family Support and Involvement Practices, 2017-2018



After a review of individual center scores, some explanations for the decrease from beginning of year to end of year became apparent. Poor attendance at the Director's Institute in one center as well as not following the proper parent orientation process at another center contributed to the decline in scores. Also, in 2017-2018 the Director's Institute was split into Entry Level (for Directors new to the program) and Next Level (for Directors who had been part of the program for at least a year). The Entry Level institute focused on basics such as family engagement through communication, support, and involvement activities. The Next Level focused on "higher level" Director topics. It appears that not having that reminder and focus on basics caused some of the Next Level Directors to let go of some of the basics rather than maintain them. As a result, the 2018-2019 Director's Institute will not be split by levels. All Directors will meet together and focus on implementing or maintaining the basics while adding in the higher-level skills such as checking teacher lesson plan implementation and using data to inform decision making.



CONCLUSION

The CFSRP continues to contribute to children’s school readiness. Children currently enrolled in CFSRP centers are showing improvements in early literacy and math skills and are becoming more resilient with regards to social-emotional development. The findings from the Fort Worth ISD analysis support the CFSRP theory of change; the program outcomes indicate children who attend CFSRP are entering kindergarten better prepared and those results are holding through first grade. Results indicate the CFSRP program effects may lessen over time. The CFSRP has improved the use of best practice teaching strategies in their classrooms and are continuing to focus on the professional development of center teachers and directors. In addition, staff retention at CFSRP centers has continued to increase over time.

RECOMMENDATIONS

Based on the evaluation findings, the following recommendations are proposed.

▶▶ Use evaluation results to enhance professional development curriculum

Evaluation results suggest potential focus areas for professional development curriculum. In terms of children’s developmental skills, the multi-year results indicate that there is a need for increased attention on teachers’ skills that promote infants’ communication and problem-solving skills. As expected, the percentage of preschool-age children demonstrating age-appropriate Rhyming 2 skills remains lower compared to Rhyming 1 skills. It is well established in the literature that Rhyming 2 skills are difficult for preschool-age children. Yet, CFSRP will take advantage of additional opportunities in the EEL course to provide intentional focus on Rhyming 2 strategies for teachers to build this skill in children.

▶▶ Focus on efforts to enhance the training and implementation of the Devereux Early Childhood Assessment (DECA)

The DECA is one of the most recent assessments to be implemented in the program. As the CFSRP moves into its third year of administering the DECA, it will be important to focus on additional training and learning opportunities for CFSRP mentors. It will be especially important to ensure that teachers at CFSRP-supported centers have the capacity and accountability to use this assessment as intended. The DECA is intended to evaluate children’s social-emotional skills and recommend teaching strategies that support children’s progress. One recommendation is to convene with staff at CFSRP-supported centers to understand the potential facilitators and barriers to the implementation of the DECA.

▶▶ Continue to enhance the program’s alignment of assessment tools and curriculum

Starting in 2015, the CFSRP began the process of developing and building on alignment between its assessment tools and curriculum. The alignment of assessment areas and curriculum was largely evident in the 2017-2018 results. For example, there were clear linkages between children’s assessment results, teachers’ best practice teaching results, and classroom quality results. The CFSRP staff should continue the practice of using the alignment process for programmatic development and improvement.



▶▶ Implement additional trainings or tools for child development centers that increase their capacity for ensuring assessment fidelity

CFSRP staff should consider additional trainings or tools that improve the fidelity of the administration of ASQ-3 and CPALLS+. In the last two years, the CFSRP has clarified age cutoffs for its assessments and has successfully tracked the number of assessments that are administered to children within the appropriate age range. The adoption of the Enterprise database during the 2018-2019 program year may help to improve assessment fidelity for ASQ-3. Still, there will be more training focused on the administration of CPALLS+. For example, the program will create a quick and easy reference guide that will help center staff identify the appropriate age cut-off for administering each assessment. Improvements in this area will not only improve the number of child assessment matches for the program evaluation, but also maximize the utility of the assessment scores for planning and intervention purposes.

▶▶ Continue to strengthen the program's capacity to track and evaluate program processes and outputs

Since 2009, the CFSRP has improved its tracking, and subsequently, its ability to effectively and consistently measure program outcomes. The effectiveness of the program on children's developmental outcomes in general has been consistently shown. As the CFSRP matures, it will be important to track and report on the program processes and outputs that are believed to contribute to the program's effectiveness. During the 2018-2019 program year, the CFSRP should consider honing in on critical process measures that can help to understand what factors make the program successful. This information will be critical for the program to eventually scale up or replicate its efforts.

2017-2018 NEXT STEPS

This section presents a brief list of next steps related to the CFSRP's approach to addressing the recommendations presented in the 2017-2018 evaluation report.

1. Implement the first stage of process evaluation to determine factors that most affect outcomes.
2. Improve sustainability of quality in higher-level centers by collapsing the Director Institute cohorts into one class, insuring long-term focus on foundational management and leadership concepts and tasks. Introduce level 4 director and teacher incentive programs.
3. Deepen focus on social-emotional learning by engaging families with the DECA strategies while also using them in the classroom.
4. Deepen early literacy focus by improving tracking of developmental concerns and referrals through use of the ASQ Enterprise data-base system.





ADDENDUM TO THE CFSRP 2017-2018 OUTCOMES BRIEF

Frequently Asked Questions

- 1. Regarding the child assessments (e.g., ASQ, CPALLS+), why is the analytic sample smaller than the total number of children assessed?**

The primary reason for a smaller number of children in the analytic sample is that the evaluation team applies inclusion criteria to determine which child assessment data to include in the analyses (refer to the full report to read the inclusion criteria). For example, only children in classrooms in which the teacher remained the same throughout the year are included in the sample. This helps the evaluation team control the effects of differences in teachers on child outcomes. Evaluators must establish inclusion criteria to ensure a high-quality evaluation with valid results.
- 2. What does it mean when the report indicates that CFSRP students were compared with a demographically similar group?**

The FWISD comparison group was chosen using a method called propensity score matching. Propensity matching is a systematic technique used to identify a control group of demographically similar children for statistical comparison. This technique allowed the evaluation team to control for difference in children's demographic backgrounds, which could potentially skew the results. In using this technique, the evaluation team was able to make valid comparisons of the CFSRP children's academic outcomes with the outcomes of their Fort Worth ISD peers.
- 3. What are the strengths and limitations of propensity matching?**

Although this process provides valid comparisons between the CFSRP student group and the FWISD comparison group, there are some limitations to the comparisons. First, and likely due to mobility, the CFSRP groups get smaller as the children progress from kindergarten through the first, second, and third grade. Necessarily, the comparison groups also get smaller. With smaller sample sizes, it is more difficult to make inferences. Therefore, interpret results from the higher grade-level comparisons with caution.
- 4. What evaluation design is used for the Camp Fire School Readiness Program?**

The evaluation team uses a cross-sectional design rather than a longitudinal design to evaluate the Camp Fire School Readiness Program. A cross-sectional design involves analyzing data from a sample at a specific time point (e.g., year-by-year snapshot) and a longitudinal design involves analyzing trends in data gathered from a sample over time. For the evaluation of children's school readiness and academic success in FWISD, a cross-sectional design is used because the CFSRP groups get smaller each year, the demographic make-up of the group changes, and a different comparison group is necessary. With the different comparison groups, the evaluation team cannot measure changes over time reliably.
- 5. What is statistical significance and why is it used in the evaluation?**

Statistical significance is a calculation that compares two or more results measures to determine if a difference or relationship truly exists. It is used in the evaluation when comparing the FWISD outcomes of the CFSRP children and the control group in order to ensure that any identified differences between the groups are reliable. The statistically significant differences identified with these analyses provide evidence that the differences between CFSRP children's scores and the comparison group scores are likely the result of the CFSRP program rather than random chance.



CAMP FIRE ASSESSMENTS

Assessment	Area Assessed	Data Analysis
<p>Ages and Stages Questionnaire, Version 3 (ASQ-3)</p> <p>A standardized, screening tool designed to identify infants and young children who are and are not displaying typical age-appropriate development. CFSRP recommends that children ages three years and five months or younger receive the ASQ-3 assessment.</p>	<p>Cognitive and Physical Development</p> <p>Language and Literacy Development</p>	<p>The evaluation team calculated the percentage of children meeting the cut-off for developmental skills in five domains at the beginning and end of the year. The results were disaggregated by age group and center professional development levels.</p> <p>The percentage of children demonstrating improvement in developmental skills from the beginning to the end of the year was also calculated.</p>
<p>Circle Phonological Awareness, Language and Literacy Screener plus Math (CPALLS+)</p> <p>A standardized, criterion-referenced assessment designed to measure children’s literacy and language skills. CPALLS+ recommends that children ages three years and six months or older receive the CPALLS+ assessment.</p>	<p>Cognitive and Physical Development</p>	<p>The evaluation team calculated the percentage of children meeting the cut-off for language and literacy skills at the beginning and end of the year. Separate analyses were conducted for three-year-old children (MOY-EOY comparisons) and four- and five-year-old children (BOY-EOY). The results were disaggregated by age group and center professional development levels.</p> <p>The percentage of four- and five-year old children demonstrating improvement in developmental skills from the beginning to the end of the year was also calculated.</p>
<p>Devereux Early Childhood Assessment (DECA)</p> <p>A strengths-based, standardized assessment and planning system that supports educators in promoting children’s social and emotional development, thus promoting resilience.</p>	<p>Social Emotional Development</p>	<p>The evaluation team calculated the percentage of children who scored in the Typical or Strength category in social-emotional/resilience at the beginning and the end of the year.</p> <p>Excelling level centers and three elementary schools are included in the DECA analysis.</p>



Assessment	Area Assessed	Data Analysis
<p>Classroom Assessment Scoring System (CLASS)</p> <p>A standardized, observation-based assessment designed to assess classroom management and quality on a 7-point scale. The Infant CLASS™ measures the quality of responsive caregiving in infant classrooms. The Toddler CLASS™ measures the quality of emotional and behavioral support and engaged support for learning in toddler classrooms. The Pre-K CLASS™ measures the quality of emotional support, classroom organization, and instructional support. For Pre-K CLASS™, the quality threshold is set at 5 for the Emotional Support and Classroom Organization domains, and at 3.25 for the Instructional Support domain.</p>	<p>Classroom Management and Quality</p>	<p>The evaluation team included only teachers with matched pre- and post-assessment scores in the analysis. The average CLASS™ pre- and post-assessment scores were compared.</p>
<p>Best Practices Observation Tool (BPOT)</p> <p>A research-based observational checklist that measures the presence or absence of research-based teaching practices that align with CFSRP professional development curriculum. This tool is intended for professional development purposes. Teachers in infant classrooms are rated on 105 best-practice teaching strategies, and teachers in toddler classrooms are rated on 110 best-practice teaching strategies. The BPOT for three-year-old classrooms and four-year-old classrooms includes 110 and 120 best-practice teaching strategies, respectively.</p>	<p>Quality in Teaching Practices</p>	<p>Based on the design of the BPOT assessments, the evaluation team calculated the total observations and created a weighted system that categorized scores as 'needs support', 'emerging', and 'consistently meets'. The results were disaggregated by domain.</p>
<p>Program Administration Scale (PAS)</p> <p>A 25-item research-based instrument that measures the quality of leadership and management practices of early childhood programs. PAS measures quality on a 7-point scale (1 = inadequate, 3 = minimal, 5 = good, 7 = excellent).</p>	<p>Center Leadership and Management Quality</p>	<p>The evaluation team used each center's individual score to calculate an overall average for each of the 10 domains.</p>



FWISD ASSESSMENTS

➔ Data Analysis: The evaluation team compares results for Camp Fire supported children and a demographically similar group of children from the same schools.

Grade Level	Assessment Description
<p>Pre-Kindergarten Readiness</p>	<p>Circle Progress Monitoring Tool (CIRCLE)¹⁴</p> <p>CIRCLE is similar to the CPALLS+ assessment used in the CFSRP three and four-year old classrooms. It is a standardized, criterion-referenced assessment based on the Texas Education Agency (TEA) pre-kindergarten guidelines for literacy, math and social skills. Teachers use this assessment at the beginning of the school year to help identify children who meet or do not meet developmental benchmarks so they can plan individualized instruction.</p>
<p>Kindergarten Readiness</p>	<p>Texas Kindergarten Entry Assessment (TX-KEA)¹⁵</p> <p>TX-KEA is a screening tool designed to assess kindergarten children’s skills in six areas of school readiness. As with the CIRCLE assessment, the primary purpose of the TX-KEA is to identify children who may need additional support and to help teachers plan individualized instruction.</p> <p>Texas school districts and charter schools are now required to administer a Kindergarten assessment instrument for all students enrolled in Kindergarten. The TX-KEA is on the 2017-2021 Commissioner’s Approved List of Kindergarten Assessment Instruments for meeting this requirement. The 2017-18 school year is the first year FWISD administered the TX-KEA. The tool assesses a number of skills not assessed in prior years Appendix IV provides description of the measures used in the analyses for this evaluation.</p>
<p>Kindergarten, 1st and 2nd Grade Academic Achievement</p>	<p>Iowa Test of Basic Skills (ITBS)¹⁶</p> <p>The ITBS is a nationally norm-referenced test that assesses Reading and Math academic performance in relation to a normed sample of same-aged children. The 2017-18 school year is the third year FWISD has administered the ITBS. In prior years, and referenced in this report, FWISD administered the Stanford Achievement Test (SAT10)¹⁹, another norm-referenced measure of reading and math achievement.</p>

14 CLI Engage (2017). CIRCLE Progress Monitoring System. <https://cliengage.org/public/tools/assessment/circle-progress-monitoring/>.

15 Texas Kindergarten Entry Assessment (TX-KEA). <https://www.texaskea.org/>.

16 Houghton Mifflin Harcourt (2017). Iowa Test of Basic Skills (ITBS). <https://www.hmhco.com/programs/iowa-assessments/overview>.



Grade Level	Assessment Description
3rd Grade Reading and Math Achievement	State of Texas Assessment of Academic Readiness (STAAR) ¹⁷ STAAR is the state of Texas criterion-referenced accountability assessment that measures whether students have met and/or not met state-mandated curriculum standards, defined in the Texas Essential Knowledge and Skills (TEKS).

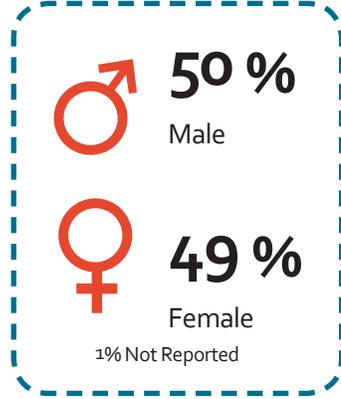
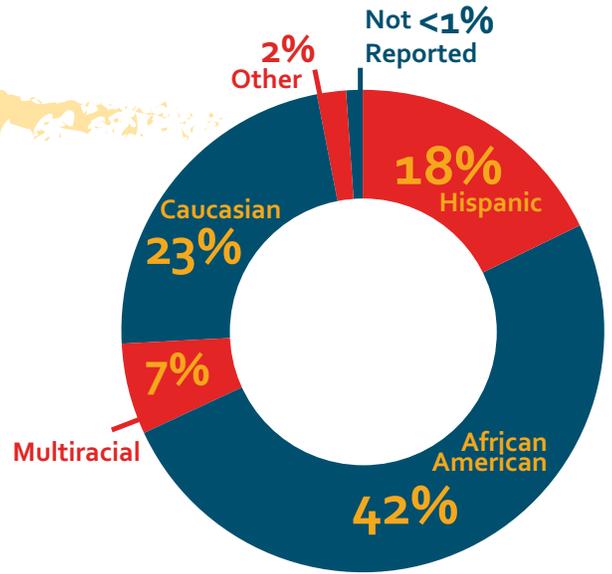
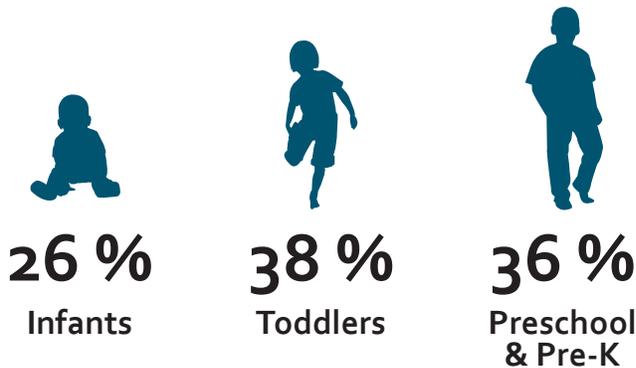
17 Texas Education Agency (2018). The State of Texas Assessments of Academic Readiness (STAAR). <https://tea.texas.gov/student.assessment/staar/>.



Participant Demographics

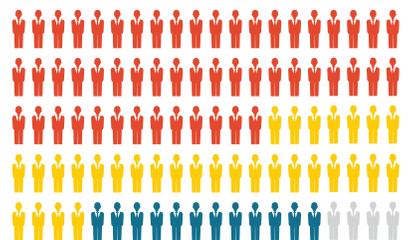
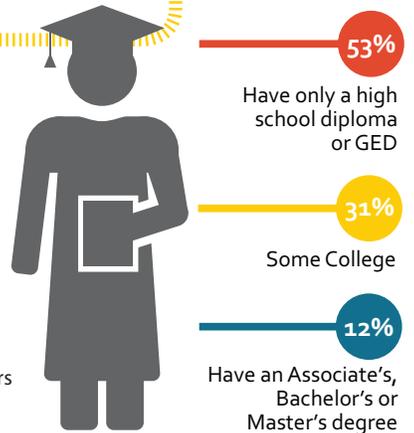
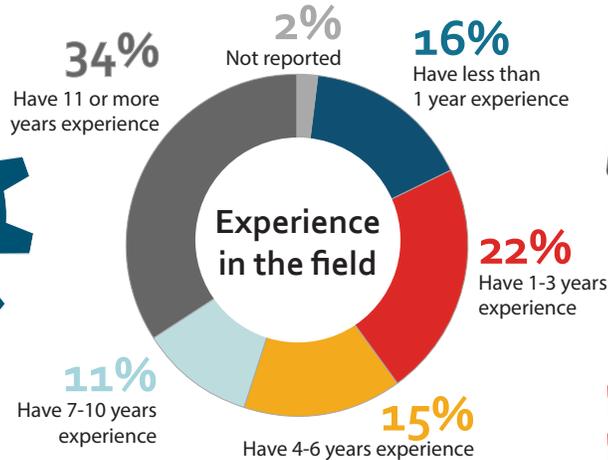
1,100 Children

80% were retained for the full program year



209 Directors & Teachers

86 %
Program teacher retention rate



* 4% Not Reported