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LEGISLATIVE EDUCATION STUDY COMMITTEE

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December 17, 2012 (revised December 19, 2012)

MEMORANDUM

TO: Legislative Education Study Committee

FR: LaNysha Adams

RE: STAFF REPORT: K-3 PLUS PROGRAM EVALUATION REPORT

Introduction

Toward the end of the 2011 interim, the Legislative Education Study Committee (LESC) heard testimony from two of the leaders of a five-year longitudinal study of the K-3 Plus Program. Called Start Smart K-3 Plus Project, this study examines the effect of the program on student achievement and the cost-benefit aspects of the program. Initial results, according to this testimony, indicated that the program is increasing student achievement in reading, math, and writing and that it has the potential of reducing the need for and cost of remediation in later grades. In brief, the data indicated that 23.4 percent more third graders (or 234 of 1,000) achieved reading proficiency because of their participation in K-3 Plus for at least one year.

To address the cost-benefit implications of the K-3 Plus program, this testimony focused on those 234 third graders, noting that:

- to serve 1,000 students for one year in K-3 Plus costs \$800,000; \$1.6 million for two years; and \$2.4 million for three years;
- one year of third grade retention costs \$6,858 per student, and one year of third grade retention for 234 students costs \$1,604,722;

- the summer school cost savings for 234 third grade students is \$122,148, not including transportation or instructional materials; and
- preventing one year of retention, remediation, and summer school for 234 third grade students saves \$2.2 million.

This testimony also included a number of observations and recommendations:

- the data from the evaluation study clearly support the continuation and expansion of the K-3 Plus program in New Mexico;
- evidence from the evaluation does not support a program change suggested by the Secretary-designate of Public Education to deviate from the model that is working and to allow K-3 Plus funds to be used during the school year;
- the Public Education Department (PED) changes in application, timeline, and funding for school year 2011-2012 did not benefit the program;
- the allowable 4.0 percent for professional development and administrative costs is apparently being used elsewhere and not for the intended purpose;
- the K-3 Plus program does not have sufficient state level support;
- different per student funding for K-3 Plus in schools and districts where class sizes are small should be considered; and
- there should be state funding for additional K-3 Plus slots to allow more families to participate in the program.

As informational items, this staff report includes:

- an overview of state funding for the K-3 Plus Program; and
- background.

Presenter

For this presentation, Dr. Damon M. Cann, Project Co-Investigator Statistical Lead for Start Smart K-3 Plus at Utah State University, will provide an update on the status of the program and report preliminary randomized controlled trial data on the effect of K-3 Plus on kindergarten readiness and the effect K-3 Plus through the beginning of the first grade year.

An Overview of State Funding for the K-3 Plus Program

K-3 Plus is currently funded as a flow-through appropriation to PED. According to PED's Technical Assistance Guide, because some school districts begin K-3 Plus in June before the fiscal year ends, funding for the remaining months of summer is computed using a daily student rate based on 30 percent of the next fiscal year initial unit value divided by the 25 days of the program (see Attachment 1). In other words, because the new fiscal year begins in July, K-3 Plus programs are funded across two fiscal years.

Since 2008, the Legislature has appropriated a total of approximately \$45 million in General Fund revenue to fund the K-3 Plus program:

- \$7.2 million for expenditure in FY 08:
 - for school year 2007-2008, PED allocated \$7,145,809; and
 - approved 54 programs serving 5,069 students in 17 school districts.
- \$7.2 million for expenditure in FY 09:
 - for school year 2008-2009, PED allocated \$5,613,848;
 - approved 92 programs serving 6,996 students in 25 school districts; and
 - in addition, the Legislature appropriated \$3.0 million in Temporary Assistance for Needy Families funds, which were vetoed.
- \$8.5 million for expenditure in FY 10:
 - as a result of the special session in October 2009, however, this appropriation was reduced by 6.5 percent to \$7.9 million;
 - for school year 2009-2010, PED allocated \$5,613,848; and
 - approved 93 programs serving 8,053 students in 25 school districts.
- \$5.5 million for expenditure in FY 11:
 - in the 2010 special session, the appropriation was reduced by 0.544 percent to \$5,470,100. After the 3.244 percent reduction in August 2010, \$5,292,600 was available for K-3 Plus;
 - for school year 2010-2011, PED allocated \$5,121,992; and
 - approved 62 programs serving 5,816 students in 19 districts, plus one state-chartered charter school.
- \$5.3 million for expenditure in FY 12:
 - for school year 2011-2012, PED allocated \$3,702,615; and
 - approved 50 programs serving 4,564 students in 14 districts, plus one state-chartered charter school.
- \$11.0 million for expenditure in FY 13¹:
 - for school year 2012-2013, PED allocated \$8,902,829; and
 - approved 75 programs serving 7,163 students in 20 districts and one state-chartered charter school.

Background

In 2007, legislation endorsed by the LESC was enacted to create K-3 Plus, a six-year pilot project that extends the school year in kindergarten through third grade by at least 25 instructional days, starting up to two months earlier than other classes.

¹ Refer to the staff report for Agenda Item 5, FY 13 Recurring and Nonrecurring Appropriations to PED.

Patterned after Kindergarten Plus², a K-3 Plus pilot project was designed to demonstrate that increased time in kindergarten and the early grades narrows the achievement gap between disadvantaged students and other students, increases cognitive skills, and leads to higher test scores for all participants. K-3 Plus, which is administered by PED, provides additional time on literacy, numeracy, and social skills development of the participants.

In 2012, the K-3 Plus provisions in current law were amended to convert K-3 Plus from a pilot project to an established program in PED (see Attachment 2). As a permanent program, the provisions in law:

- affirm that the K-3 Plus pilot project has demonstrated that additional instructional days in the regular school year in kindergarten through third grade narrow the achievement gap between disadvantaged students and other students, increase cognitive skills, and lead to higher test scores for all participants;
- require the program to begin up to two months earlier than the regular school year;
- require PED to grant priority to schools with research-based, scientific reading strategies;
- require that K-3 Plus programs be funded at no less than 30 percent of the unit value per student;
- require the funded school district to use up to 2.0 percent of the money received for student recruitment and to ensure regular attendance by K-3 Plus students;
- require that schools that are awarded funding be notified by April 15;
- require PED to report annually to the Legislature and the Governor on the efficacy of the project;
- require PED to develop and disseminate information on best practices in student recruitment, retention, and academic success of early learners;
- require the Secretary of Public Education to appoint the K-3 Plus Advisory Committee, comprising representatives of participating school districts and other stakeholders;
- require the advisory committee to meet twice yearly to advise PED on the implementation of K-3 Plus;
- create a non-reverting K-3 Plus Fund, administered by PED;
- require the money in the fund to be used for K-3 Plus programs, K-3 Plus-related professional development and department administrative costs; and
- require that unexpended or unencumbered balance of the FY 12 appropriation for K-3 Plus shall not revert to the General Fund and shall be transferred to the K-3 Plus Fund.

² Kindergarten-Plus was a program piloted in four New Mexico school districts that extended the school year 40 days for kindergarteners in 2003.

**State of New Mexico
Public Education Department**



**Kindergarten through Third Grade Plus
Pilot Project
Extended School Year Opportunity**

JULY - AUGUST, 2012

Technical Assistance

**Hanna Skandera
Secretary-Designate of Education**

**New Mexico Public Education Department
300 Don Gaspar Avenue
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INTRODUCTION

The K-3 Plus pilot project provides funding for approved full-day kindergarten and grades one through three to be extended by at least twenty-five days beginning up to two months prior to the start of the school year. To align with Governor Martinez’s education priorities, districts should place an increased emphasis and time on literacy instruction in the K-3 Plus Program. This program should be an integral part of your district/charter’s program to ensure that all children read by third grade. It is important to prioritize data-driven literacy instruction and interventions to the lowest 25% of students in each grade level.

As an approved district, the following components are required:

ASSESSMENT REQUIREMENTS

1. Students participating in K-3 Plus shall be evaluated at the beginning of K-3 Plus, and their progress shall be measured through standardized assessments as follows:
 - a. In literacy, the state adopted assessment for K-3 Plus (DIBELS Next) in kindergarten and in grades one through three for progress monitoring and three benchmark dates
 - b. Numeric Evaluation in grades three and four with the New Mexico Standards Based Assessment (NMSBA).

DIBELS Next: Week 1 & 2 of K-3 Plus Extended School Year:	Week 3 of K-3 Plus	Week 5 of K-3 Plus	1 st 10 Days Of Regular School Year	4th Week of Regular School Year and Continuing Throughout the School Year
Progress Monitoring Measures: administer the same measures that appear on the Beginning of the Year (BOY) Benchmark with the exception of Letter Naming Fluency (LNF) in Kindergarten in the <u>1st five (5) days</u> of the K-3 Plus Extended School Year & upload to Wireless Generation by 09/14/2012	Progress Monitoring for Intensive students to monitor instructional success & influence instruction	Progress Monitoring for Intensive & Strategic level students to monitor instructional success & influence instruction	Beginning of Year (BOY) Benchmark for K-3 Plus students	Begin Progress Monitoring Cycle for all students scoring at Intensive & Strategic levels to monitor instructional success & influence instruction. Schedule: Every TWO weeks for students scoring at Intensive level and every FOUR weeks for students scoring at Strategic level Middle of Year Benchmark (MOY): January 7-18, 2013 End of Year Benchmark (EOY): April 29-May 10, 2013

2. Because the Kindergarten through Third Grade Plus Project is designed as a longitudinal study, assessment data is required for participating students. Consequently, a participating school must plan for the administration of the state adopted assessment for K-3 Plus, including the use of the progress monitoring tool, to all participating students as they progress through kindergarten, first, second, and third grades. **For FY12 and 13**, schools administering the state-approved assessment must contract with

the PED approved vendor, *Wireless Generation*, to gather and report the assessment data.

3. The daily schedule for each classroom must show more time devoted to literacy instruction for all students than during the regular school year. Kindergarten should have at least 90 minutes and Grades 1 through 3 should have 120 minutes of instruction throughout the day using evidence-based programs and tools. The writing process must be included. This instruction should be developmentally appropriate and intentional using a balance of instructional strategies, including learning centers. Kindergarten activities must include time in learning centers.
4. Programs should use the adopted core curriculum or evidence-based intervention and supplemental programs. If an intervention or supplemental program that was delivered with fidelity was unsuccessful in increasing student achievement during the regular school year, consider replacing it with another evidence-based program that is tailored to meet your students' needs.
5. The district/school agrees to provide intervention services in Reading and Mathematics during the K-3 Plus extended school year program for students who are not meeting grade level requirements and to particularly target the lowest 25% of students.
6. All K-12 public schools in New Mexico are required to implement the state's Response to Intervention (Rtl) framework known as *The Three-Tier Model of Student Intervention*. (See **Subsection D of 6.29.1.9 NMAC.**) **Thus**, the school must continue to implement the state's Rtl framework during **the 25 days of K-3 Plus. In addition, state rule requires that the state guidance manual** entitled *The Student Assistance Team and the Three-Tier Model of Student Intervention* shall be the guiding document for districts/schools to use in the implementation of student intervention for academics and behavior for each tier. You will be required to report this information in STARS.
5. The schedule must include time for all students to practice independent reading.
6. Schools must comply with annual and interim reports as required by the Public Education Department for student and program assessments. This may require input of assessment data into the STARS system and/or a K-3 Plus database.

FUNDING REQUIREMENTS

1. All funds will be paid on a reimbursement basis. Services will be reimbursed once delivered and reimbursement is requested. **Final requests for reimbursements for the June 2012 program MUST be entered by July 6, 2012.**
2. For July-August 2012, programs will be funded on a daily rate of \$44.00 "per student" due to some district/schools starting the summer 2012 program in June. *Funding is based on 30% of the FY13 initial unit value of \$3668.18 divided by the 25 days.*
3. The June 2013 program application will be issued in March, 2013.
4. Funding granted under this application will be available upon notification by award letter. "Carryover" of K-3 Plus funds is not allowed. The funds awarded for July - August, 2012 must be "fully expended" by June 30, 2013. This has been required by law since the General Appropriation Act of 2004.
5. The amount of funding in any subsequent award period will be subject to appropriation by the New Mexico State Legislature.

6. The expectation is that the school will make every effort to meet the same mandatory class size requirements as during the school year.
7. The school will make every effort to keep the classroom of students with the K-3 Plus teacher in the regular school year. K-3 PLUS classrooms that are not staffed by the same teacher during the regular school year must be identified and prior permission must be obtained in writing from the K-3 PLUS Program Manager to be eligible for reimbursement.

USE OF FUNDS

Kindergarten through Third Grade Plus Pilot Project funding may be used to support the following:

- a. Teacher salaries (including Instructional Coaches and Interventionists) paid at the same district rate and under the same terms for Kindergarten through Third Grade Plus as for regular education programs;
- b. Educational assistant salaries paid at the same district rate and under the same terms for Kindergarten through Third Grade Plus as for regular educational programs;
- c. Supplies and materials to support extending the instructional program including evidence-based intervention programs for reading and math;
- d. Recruitment activities and incentives for attendance (up to 2% of the award amount); and
- e. Transportation of students.

EVALUATION AND REPORTING REQUIREMENTS

1. The Public Education Department (PED) will evaluate to determine the effectiveness of the Kindergarten through Third Grade Plus pilot program. All school sites receiving funding must agree to participate in all evaluation activities.
2. As part of the evaluation, a school-level Kindergarten through Third Grade Plus class roster file report may be requested by PED.
3. All K-3 PLUS students must be reported to PED through the STARS system. Required fields will include demographic information, services rendered under the Rtl Framework, assigned teacher and number of years participating in K-3 Plus.
4. Site visits by evaluators and/or PED may also be conducted.
5. Assessment data from the state adopted assessment and NMSBA must be available to the department through a department approved process.
6. Assessment information will be required in report format to include demographic data. The state may request additional information regarding staffing, endorsements, and licensure levels; program elements; professional development activities; parent involvement activities; implementation challenges, obstacles, and suggested modifications.

APPLICATION REVIEW PROCESS

The Public Education Department will review K-3 Plus plans as set forth in House Bill 198 of the Regular Session of 2007 and House Bill 14 of the Regular Session of 2012 detailing the program requirements for the Kindergarten through Third Grade Plus Pilot Project. Budgets will be negotiated to facilitate the delivery of the K-3 Plus program at each approved site.

Kindergarten through Third Grade Plus Pilot Project

Frequently Asked Questions

1. Is K-3 Plus another name for summer school?

K-3 Plus is not summer school, but is an extended school year program.

- *K-3 Plus classrooms provide 25 additional days of instruction and operate as a 205 day school year.*
- *K-3 Plus may start up to 2 months prior to the beginning of the regular school year. K-3 Plus is not added on to the end of the school year.*
- *The group of students in each K-3 Plus classroom AND their teacher should remain together for the entire school year.*
- *The teacher must begin using the core curriculum or intervention or supplemental program from the first day of the K-3 Plus program.*
- *Students must receive at least 90 minutes of literacy instruction in kindergarten and at least 120 minutes of literacy instruction in grades one through three.*
- *K-3 Plus is open to all students, not just those who are achieving below grade level.*
- *The K-3 Plus extended school year must be clearly identified on the school calendar.*
- *Teachers and educational assistants must be paid at the same rate as during the regular school year.*

2. What assessment is required?

For reading assessment, the district/school must contract with Wireless Generation and administer DIBELS Next. The schedule for administration is on page 2 of this document.

3. How will programs be funded for July – August, 2012?

*Since some districts/schools will begin their summer 2012 program in June 2012, using FY12 funds, the July-August funding is computed using a daily student rate. The July-August 2012 funding is based on 30% of the FY13 initial unit value of \$3668.18 divided by the 25 days of K-3 Plus. This calculation results in a daily rate of \$44.00 per enrolled student. **Final funding is based on the number of K-3 Plus students entered into STARS during the STARS K-3 Plus data entry window. All funds will be paid on a reimbursement basis.***

4. Are students with IEPs eligible to participate in K-3 Plus? How are these students funded?

Students with IEPs may participate in K-3 Plus. If the student's IEP includes Extended School Year (ESY) services, those services are funded by special education. Any supports required for the student to access the general curriculum, including ancillary staff, should be included in the IEP.

5. What are the requirements for principals (site administrators) during K-3 Plus?

- *Principals must work with teachers to develop and implement a plan for recruitment of students and staff.*
- *Principals must work with teachers to develop and implement an incentive plan for student attendance.*
- *Principals must ensure that teachers complete all required K-3 Plus staff development, including the online modules developed by REC IX.*
- *Principals must ensure that instruction in K-3 Plus classrooms is data-driven. This includes scheduling planning time for teachers meeting with teachers to analyze student data and develop instructional plans.*
- *Principals must ensure that instruction in K-3 Plus classrooms is developmentally appropriate through review of lesson plans, “Walk-throughs”, and classroom observations.*
- *Principals must ensure that the DIBELS schedule is followed.*
- *Principals must ensure that each classroom of students that begins the K-3 Plus program will progress with the same teacher until the end of the regular school year.*
- *Principals must cost allocate their time if not exclusively serving the K-3 Plus Program. For example, if the school is also holding summer school for students in grades 4 and 5, the principal may not be paid exclusively using K-3 Plus funds.*
- *Principals must provide some direct services to students during the 25 days of the K-3 Plus summer session. (providing reading intervention or assessing individuals or small groups, covering classrooms for planning, etc.)*

FREE Parent and Educator Literacy Resources

Florida Center for Reading (FCRR) Research

<http://www.fcrr.org/science/science.shtm>

This website provides information on current reading research and recommendations for reading about reading, grades K-12.

Student Center Activities/Empowering Teacher Routines

<http://www.fcrr.org/curriculum/SCAindex.shtm>

This website provides Student Center Activities and instructional routines for use in kindergarten through fifth grade classrooms.

IRIS

<http://iris.peabody.vanderbilt.edu/index.html>

This website provides a variety of evidence-based topics for educators, including behavior, RTI, learning strategies, and progress monitoring.

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

The What Works Clearinghouse was created in 2002 by the U.S. Department of Education to be a central and trusted source of scientific evidence for what works in education.

Doing What Works

<http://dww.ed.gov/>

This website provides videos, slideshows, and tools for using proven teaching practices. Based on findings from the U.S. Department of Education's What Works Clearinghouse.

Tennessee Teacher's Reading Toolkit

http://www.readtennessee.org/teachers/teacher_toolkit.aspx

The Teacher Toolkit website connects users to the vast array of materials available through Reading and Language Arts resource networks. It provides teachers with an access to research-based resources.

Great Ideas!

<http://www.justreadfamilies.org/greatideas/>

This website provides summer reading activities, reading tips publications and websites for parents to build children's reading skills.

Teaching All Students to Read in Elementary School: A Guide for Principals

<http://www.centeroninstruction.org/files/Principals%20Guide%20Elementary.pdf>

This quick start guide for elementary school-level instructional leaders is based on scientific research on reading and reading instruction as well as on studies of successful schools and interviews with successful principals.

Center on Instruction

<http://www.centeroninstruction.org/>

The Center provides free resources that state, district, and local educators can use in their pursuit of high quality instruction.

22-13-28. K-3 plus; eligibility; application; reporting and evaluation.

A. The six-year K-3 plus pilot project has demonstrated that increased time in kindergarten and the early grades narrows the achievement gap between disadvantaged students and other students and increases cognitive skills and leads to higher test scores for all participants.

B. The "K-3 plus" program is created in the department to provide funding for additional educational time for disadvantaged students in kindergarten through third grade. K-3 plus shall be administered by the department and shall provide the funding for approved full-day kindergarten and grades one through three to be extended by at least twenty-five instructional days, beginning up to two months earlier than the regular school years.

C. K-3 plus shall be conducted in high-poverty public schools. For the purposes of K-3 plus, "high-poverty public school" means a public school in which eighty-five percent or more of the students are eligible for free or reduced-fee lunch at the time the public school applies for the program.

D. The department shall promulgate rules for application requirements and procedures and criteria for evaluating applications. In evaluating applications for K-3 plus, the department shall grant priority to those schools with research-based, scientific reading strategies and programs. An applicant shall demonstrate that its K-3 plus program will meet all department standards and employ only qualified teachers and other staff.

E. K-3 plus programs shall be funded at no less than thirty percent of the unit value per student. Up to two percent of the money received by a school district shall be used for student recruitment and to ensure regular attendance by K-3 plus students.

F. Schools that are awarded funding for K-3 plus for the next school year shall be notified by April 15 of the calendar year.

G. The department shall provide additional professional development for K-3 plus teachers in how young children learn to read. Teachers and educational assistants shall be paid at the same rate and under the same terms for K-3 plus as teachers and educational assistants are paid for regular educational programs.

H. Students participating in K-3 plus shall be evaluated at the beginning of K-3 plus, and their progress shall be measured through standardized assessments as follows:

(1) in literacy, an assessment approved and provided by the department that measures the acquisition of reading skills, including phonological awareness, phonics, spelling, reading fluency, vocabulary and comprehension in kindergarten and in grades one through three; and

(2) in numeracy, in grades three and four.

I. The department shall establish reporting and evaluation requirements for participating schools, including student and program assessments. The department shall report annually to the legislature and the governor on the efficacy of K-3 plus.

J. The department may use up to four percent of any appropriation made by the legislature for K-3 plus for professional development for participating educators and department administrative costs.

K. The department shall develop and disseminate information on best practices in the areas of student recruitment, retention and academic success of early learners.

L. The secretary shall appoint a "K-3 plus advisory committee" composed of representatives of school districts that participate in K-3 plus and other stakeholders. The advisory committee shall meet twice a year to advise the department on K-3 plus implementation.

History: Laws 2007, ch. 12, § 1; 2012, ch. 21, § 1.

22-13-28.1. K-3 plus fund; created; administration; current appropriation.

The "K-3 plus fund" is created as a nonreverting fund in the state treasury. The fund consists of appropriations, gifts, grants and donations. The department shall administer the fund and money in the fund is appropriated to the department for K-3 plus programs, K-3 plus-related professional development and department administrative costs as provided in Section [22-13-28](#) NMSA 1978. Any unexpended or unencumbered balance of the fiscal year 2012 appropriation for K-3 plus in Subsection I of Section 4 of Chapter 179 of Laws 2011 shall not revert to the general fund and shall be transferred to the K-3 plus fund.

History: Laws 2012, ch. 21, § 2.



Investing in Innovation
i3
investing in innovation fund



StartSmart
K3Plus



Utah State University

NEW MEXICO STARTSMART K-3 PLUS VALIDATION STUDY

Year 2 Report to the
Legislative Education Study Committee

The contents of this presentation were developed under a grant from the U.S. Department of Education, Investing in Innovation (i3) Program. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal government.

THE NEW MEXICO STATE K-3 PLUS PROGRAM

- Provides an additional 25 days of school to children in at risk schools (85% or higher FRL)
 - Focuses on Literacy & Numeracy
 - Includes Class sizes no larger than regular school year
 - Provides Breakfast, Lunch & Transportation
 - Provides Professional Development for K3+ Teachers
 - Includes Parent Involvement Component
- Currently serves about 7,000 students statewide



WHAT IS STARTSMART K-3 PLUS?

- Utah State University received funding through the Innovation in Innovation Fund (i3) program to evaluate the effectiveness of NM State K-3 Plus. The project includes funding from:

- | | |
|-----------------------------|----------------------------------|
| * U.S. Dept. of Education | * Kellogg Foundation |
| * JP Morgan | * Innovate Education NM |
| * Annie E. Casey Foundation | * Rural School & Community Trust |
| * Sandia National Labs | * Pearson & Riverside Publishers |

WHY A RANDOMIZED CONTROLLED TRIAL?

- Comparing K-3 Plus with non-K-3 Plus = *selection bias* because:
 - More ELL students
 - More FRL students
 - Parents/students with different levels of motivation
- The StartSmart K-3 Plus Randomized Controlled Trial compares students randomly assigned to...
 - *Intervention Group*
 - *Control Group*

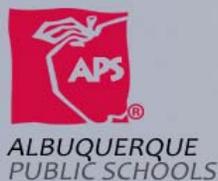


WHO DOES STARTSMART K-3 PLUS SERVE?

- StartSmart includes schools that were not offering state-funded K-3 Plus
- Serves about 850 additional students statewide (for the next 3 summers) in 8 districts (Intervention group)
- About 850 additional students statewide are included in the project as part of the Control group.
- Both groups of students and their families are assessed/surveyed each Spring and Fall.

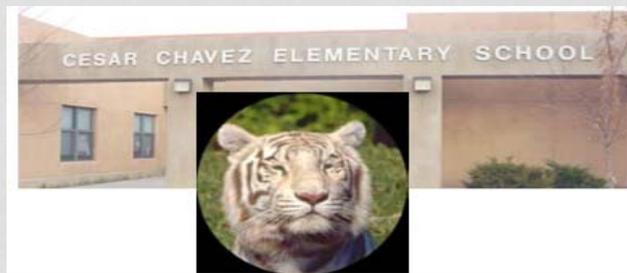
WHAT ARE WE STUDYING

- Differences between intervention & control groups on academic achievement & social skills
- Cost-effectiveness of the program
- Qualitative evaluations of perceptions of family members and teachers



GOALS FOR TODAY

- Provide an update on the status of the program
- Provide information about data gathered to date
- Discuss lessons learned



STATUS OF STARTSMART RCT

- SY 2011-2012 : Recruited about 600 incoming Kinder students, with about 350 attending summer services in 2011 (now in 1st grade)—Cohort 1
- SY 2012-2013: Recruited about 1100 *new* incoming Kinder students beginning (still in Kinder)—Cohort 2
- Total: About 1700 participants, with about half in the intervention group and about half in the control group.

RESULTS OF DATA GATHERED TO DATE

- Our report last year was based on non-RCT data that supported the effectiveness of K-3 Plus
- This year we report preliminary RCT data for:
 - The effect of K-3 Plus on Kindergarten readiness
 - The effect of K-3 Plus through the beginning of the 1st grade year
- Today's conclusions are *preliminary* because
 - They only cover our small-sample cohort 1 (600)
 - They only cover a short time frame (Spring 2011-Fall 2012)
 - 1st grade data have not been subject to the full regimen of data quality checks
- Final and conclusive results will take more time

KINDERGARTEN READINESS EFFECTS

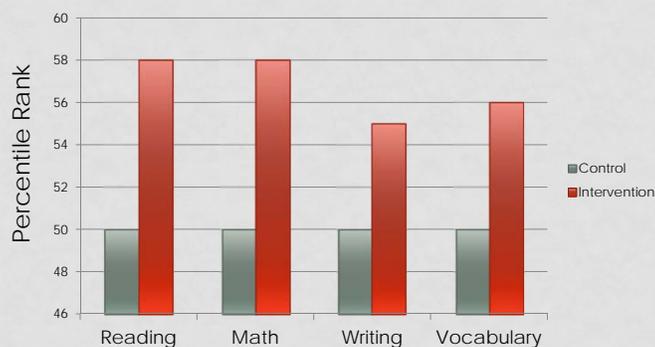
- Average Treatment Effects from multilevel model:

	Average Treatment Effect of Receiving K-3 Plus (Std. Err.)	Sample Size
Broad Reading	5.173* (1.125)	679
Broad Math	4.395* (1.557)	659
Basic Writing	5.668* (1.308)	672
Expressive Vocabulary	3.059* (1.247)	686

* Denotes statistical significance at the 95% Confidence Level

KINDERGARTEN READINESS EFFECTS

- The Effects: Percentile Ranks
 - Suppose a student in the control group scored at the median score on the tests (nationally). How much better would that student do if he/she had been in K-3 Plus?



BEGINNING OF FIRST GRADE EFFECTS

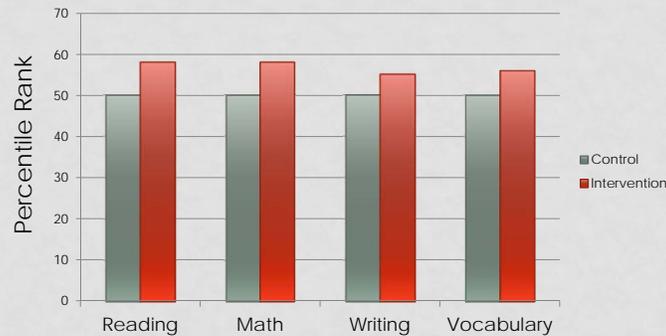
- Average Treatment Effects from multilevel model:

	Average Treatment Effect of Receiving K-3 Plus (Std. Err.)	Sample Size
Broad Reading	2.934 (1.724)	505
Broad Math	3.522 (1.557)	496
Basic Writing	2.496 (1.308)	495
Expressive Vocabulary	2.432 (1.315)	503

These effects are *not* statistically significant at the 95% level of confidence, but they are significant at the 90% level of confidence

BEGINNING OF FIRST GRADE

- The Effects: Percentile Ranks
 - Suppose a student in the control group scored at the median score on the test (nationally). How much better would that student do if he/she had been in K-3 Plus?



These effects are *not* statistically significant at the 95% level of confidence, but they are significant at the 90% level of confidence

WHAT DOES 90% CONFIDENT MEAN?

- The scientific standard for declaring a relationship as statistically significant is the 95% level of confidence
- At 90% confidence, we can't really conclude that the program does not work
- Nor can we conclude that it is, with the regular degree of confidence, that it is effective
- What will we do to address this issue?
 - Gather more data (cohort 2)—Low sample sizes decrease our confidence
 - Follow the students for a longer period of time
 - Examine whether certain subgroups may benefit more than others
 - This is a research project *in progress* and not a final conclusion!

RESEARCH LESSONS LEARNED

1. Early notification of families helps...
 - Get more families interested in the program
 - Improves participation rates of families
2. Student participation requires
 - Student & Family interest & availability
 - Schools that offer the program
 - Districts that support the program
 - Resources to run the program
3. Getting our full sample size from both cohorts is important to be able to detect effects.



QUESTIONS?

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