

Pittsburgh Public Schools

Pittsburgh Public Schools | EXCELLENCE
The Pathway to the Promise.

Carol Barone-Martin,
Executive Director
Early Childhood Education

Education Committee
September 27, 2010

Pittsburgh Public Schools

Early Childhood Education

Research

Better academic and nonacademic school readiness skills at **kindergarten entry** were associated with higher mathematics and reading scores by fifth grade.

Rand Research Brief, *Can Full Day Kindergarten Level the Playing Field?* 12/13/07

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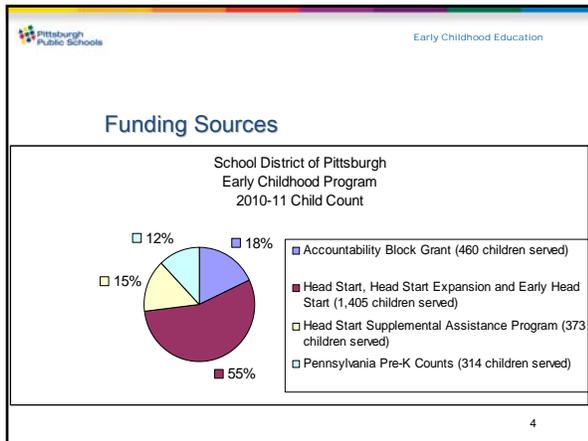
Early Childhood Education

PPS Early Education Program

- 102 Early Childhood classrooms
- 3 Early Head Start classrooms + 36 children in home visiting program
- 60 Early Care and Education Partners
- 2,500 Students
- 1,300 Early Intervention students



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Our Standard For All Children in all Classrooms Regardless of Funding Source

- Children are blended in classrooms
- Meet Head Start Performance Standards
- Use PA Early Learning Standards
- Curriculum is aligned with Kindergarten curriculum
- 95% of EI children are included in typical classrooms.

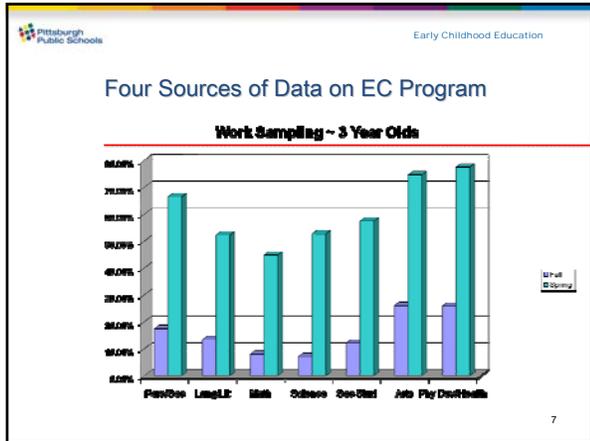
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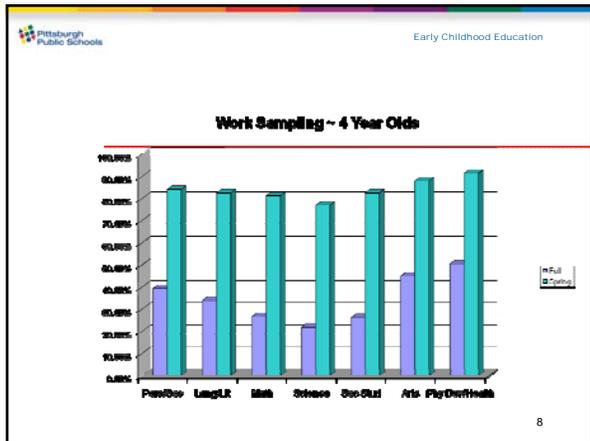
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Racial Composition of the PPS Early Childhood Classrooms 2009-10

- African American = 65%
- White = 22%
- Hispanic = .5%
- Asian = 2.5%
- Other = 2%
- Unspecified = 1%
- Multi-racial = 7%

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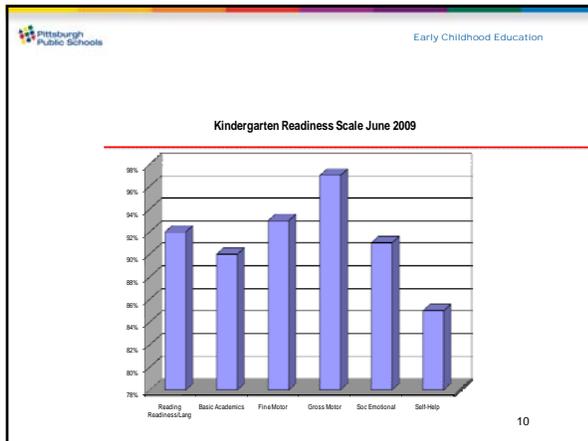
Kindergarten Readiness Scale

Given to children transitioning into kindergarten:

Proficiency scores are as follows:

- Reading Readiness/ Language Comprehension 92%
- Basic Academics 90%
- Fine Motor 93%
- Gross Motor 97%
- Social Emotional 91%
- Self-Help 85%

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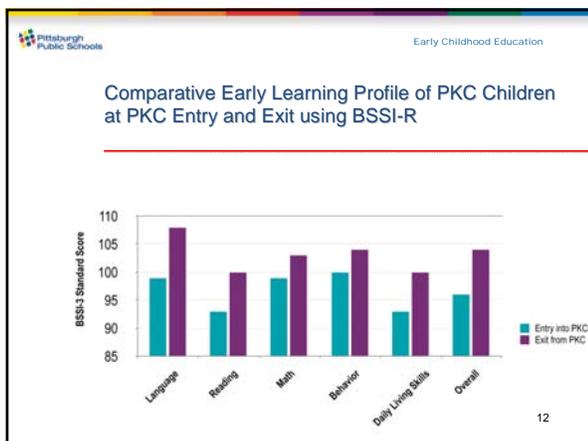
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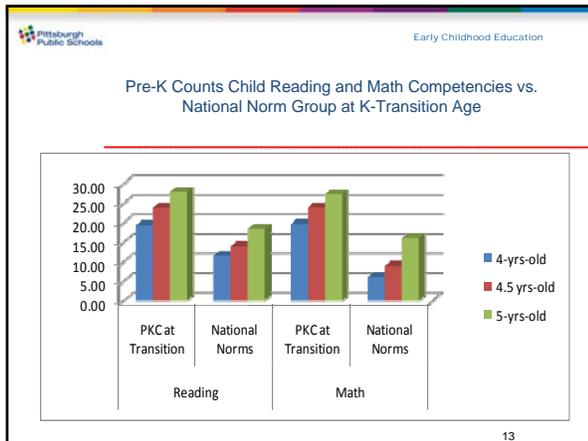
Pre-K Counts Research Study Using Basic School Skills Inventory Revised

912 children in 32 classrooms
 African American-24%
 Caucasian-57%
 Multi-Race and other-19%

- OUTCOME 1: High-Risk Preschool Children Beat the Odds and Succeeded in Pre-K Counts by Gaining Critical Early Learning Competencies.
- OUTCOME 2: Improved Program Quality Through Mentoring Promoted Children's Early School Success
- OUTCOME 3: Children in PKC Programs Beat Local and National Norms to Achieve Success at Kindergarten Transition

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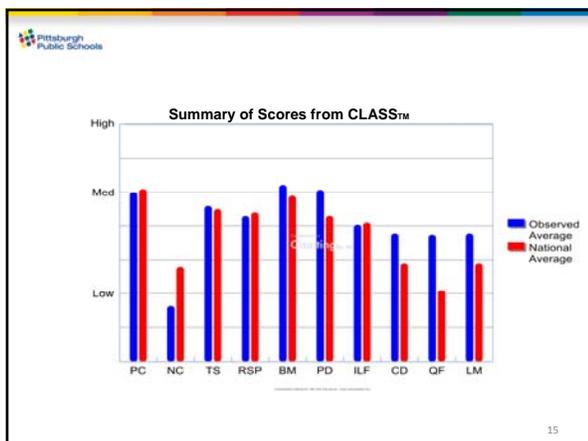
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CLASS* Observations
27 classrooms observed during Head Start Review in Nov. 2009

Positive Climate (PR)	Productivity (PD)
Negative Climate (NC)	Instructional Learning Formats (ILF)
Teacher Sensitivity (TS)	Concept Development (CD)
Regard for Student Perspectives (RSP)	Quality of Feedback (QF)
Behavior Management (BM)	Language Modeling (LM)

* Classroom Assessment Scoring System, Pianta et al 2008

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What is being said....

I just wanted to let you know how super, super pleased we are with Jamie's preschool education at Murray – and the program in general. I just had a conference with his teacher and I was just blown away by how organized and thoughtful she is about his learning and how much he can do as a result of the program and her teaching. Amazing. – Carey Harris, parent

(My son) would have never been ready to make the transitional leap to kindergarten without all of your help. The staff at Early Intervention is phenomenal with children who are in dire need of these programs. I really don't know what my child would have been like without the interventions. – Kimberly Murphy, parent

Your Pre-K teachers need commended on what a fine job they are doing in preparing the students for entering Kindergarten. Each year my students are coming to me with more skills and abilities than the year before. More students can write their names and know their colors, letters, numbers, and shapes. The children in the Pre-K see familiar letter and picture cards in the Pre-K and Kindergarten classes, and become familiar with the rituals and routines of the daily operations of a school classroom. – Erin Bellinger, Kindergarten Teacher, Pittsburgh Allegheny

Children come to school absolutely better prepared for Kindergarten...and having that easy transition from preschool/Head Start to Kindergarten is very important. – Dr. Regina Holley, retired principal

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Early Admittance into Kindergarten

Explore regional and national trends of early admittance elsewhere

How do students do that were enrolled into Kindergarten through early admittance?

What else should we consider?



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What do other school districts do?

78% of Districts in PA have a September 1 cut off date

85% of districts in Allegheny County have a September 1 cut off date

50% of districts in Allegheny County allow early admittance
24% of districts require parents to pay for private testing

Philadelphia School District does not allow for Early admittance testing for Kindergarten



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Kindergarten Enrolled 09-10

Early Entry = 39	District = 1944
8% left the district	7.6% left the district
3% retained in grade	3% retained in grade
90% proficient in math (standards based assessment)	83% proficient in math (standards based assessment)
89% proficient in literacy (Dibels)	77% proficient in literacy (Dibels)

First Grade Enrolled 08-09

Early Entry = 44	District = 2050
16% left the district	16% left the district
20.5% retained in grade	7% retained in grade
85% proficient in math (standards based assessment)	71.5% proficient in math (standards based assessment)
85% proficient in literacy (Dibels)	78% proficient in literacy (Dibels)

Second Grade Enrolled 07-08

Early Entry = 45	District = 2297
36% left the district	24% left the district
16% retained in grade	11% retained in grade
61.5% proficient in math (standards based assessment)	45% proficient in math (standards based assessment)
70% proficient in literacy (Dibels)	56% proficient in literacy (Dibels)

Third Grade Enrolled 06-07

Early Entry = 39	District = 2194
38.5% left the district	31% left the district
26% retained in grade	11.5% retained in grade
54.5% proficient in literacy (Dibels)	53% proficient in literacy (Dibels)

Fourth Grade Enrolled 05-06

Early Entry = 96	District = 2480
52% left the district	35% left the district
16% retained in grade	12% retained in grade
80% proficient in literacy (Dibels)	40% proficient in literacy (Dibels)

Summary

Some children are able to succeed that were admitted early while a large number of children (20%) are retained by 1st grade.

Early admittance students with the highest level of proficiency are those born in September.

Also need to consider the perspective of the parents.

Recommendations



Narrow the window for early admittance testing to those children born between September 2 -September 31.

Reduce focus on purely academics. Identify other items that indicate readiness for the student; such as a parent and preschool teacher (if applicable) checklist.

Provide parents with more information about the early admittance process; use this opportunity to work with parents about Kindergarten readiness skills.
