Making a Difference

2016-17
Dayton-Montgomery County
Preschool Promise
Demonstration
The Dayton-Montgomery County Preschool Promise significantly expanded this year! We ramped up quickly in anticipation of making Preschool Promise available throughout Dayton in the 2017-18 school year.

- We partnered with 35 sites, helping them to improve their programs that collectively serve more than 2,500 children in Northwest Dayton and Kettering. All providers are continuing with us in 2017-18.

- An estimated 800 4-year-olds were in Preschool Promise classrooms. Their teachers received free coaching and professional development opportunities, and, if their families weren’t already receiving free or subsidized childcare, they were eligible to receive tuition assistance to help them afford quality Preschool.

Preschool Promise is committed to rigorous evaluation of the initiative and to publicly reporting the results. With that in mind, this report is a look-back at what we learned and accomplished in 2016-17.

Our priorities were:

- Educating families about the importance of Preschool and helping them find quality and convenient options.
- Improving the quality of programming at participating Preschools by providing intensive, personalized and research-proven professional development to teachers and staff.
- Increasing the number of Star Rated Preschools in our community.
- Helping families afford Preschool by offering sliding-scale tuition assistance to those with 4-year-olds, while also educating families about free and subsidized programs.
- Developing ways to collect and analyze data to understand the difference Preschool Promise is making.

If we get these things right, we will improve children’s Readiness for Kindergarten!

This report is largely focused on data. We’ve broken out our findings into three focus areas:

- Child Outcomes
- Access to High Quality Preschool
- Quality Improvement

A summary of the changes we are making based on all that we’ve learned this year is on Page 17.

We want to thank our hard-working and dedicated Preschool partners and our Preschool Promise families for their support. They have been tremendously helpful in sharing how we can keep improving and meet our community goal of doubling the number of Montgomery County children who attend quality Preschool by 2025.

We remain immensely grateful to our funders, most notably the Montgomery County Commission, the Dayton City Commission, Dayton Public Schools, Kettering City Schools, CareSource Foundation and the Virginia B. Toulmin Fund of The Dayton Foundation, as well as other private funders. Their commitment to young learners is making Preschool Promise possible!

Thank you for reading about the difference the Dayton-Montgomery County Preschool Promise is making.

Sincerely,

Robyn Lightcap
Executive Director
Executive Summary

What we learned about improving Child Outcomes:

1. Preschool had a positive impact. Children enrolled in Preschool Promise classrooms made gains in all skills – slightly more than expected according to national norms.

2. Improving classroom instruction and interaction, and investing in teacher training are critical. Not surprisingly, the better the classroom quality, the more children improved their skills.

3. Our boys need more intense attention. We must help them develop specific skills that will help them succeed in the classroom, especially their self-regulation and their social-emotional skills.

4. We have to find ways to improve children’s attendance. Only 50% of our children attended 90% or more of their scheduled Preschool time. This benchmark is an important target because national research suggests that children must have at least a 90% attendance rate to get the most benefit from Preschool.

What we learned about improving Access to Preschool:

1. We are reaching a fair number of our children. An estimated 46% of all 4-year-olds in Northwest Dayton and Kettering were in Preschool Promise classrooms.

2. Many of our children were enrolled in programs that are dedicated to improving their quality. Fifty-five percent of 4-year-olds participating in Preschool Promise attended a 5-Star program. Three in 4 attended programs that are rated 3-5 Stars – the distinction that Ohio considers “high quality.”

3. We are leveraging state and federal funding for Preschool by using all available Head Start, state Publicly Funded Child Care, state Early Childhood Expansion and local school district funds to serve children in Montgomery County before tapping Preschool Promise dollars.

What we learned about Quality Improvement:

1. Teachers uniformly told us that “Conscious Discipline” training positively influenced their teaching practices.

2. Seven Preschool Promise programs earned a Star Rating or increased their Star Rating under Ohio’s Step Up to Quality initiative. (Four programs had decreases in their ratings.)

3. Preschool Promise teachers are highly satisfied with the professional development they received.

4. The average CLASS™ scores for Preschool Promise classrooms stayed consistent from Fall to Spring. However, “Instructional Support” CLASS™ scores for Preschool Promise classrooms are higher than national averages. Strong performance on this portion of the CLASS™ assessment is most closely linked to increased student achievement in national studies.
2016-17 Preschool Promise Budget in Brief

The progress our young children made during the Preschool Promise Demonstration was made possible with anchor funding provided by Montgomery County and generous support from additional public and private entities.

 Expenses totaled just over $2 million for the 2016-17 school year, with the largest portion of the budget (37%) being spent on the critical work of increasing the quality of teaching and programming for our youngest learners.

Preschool Promise expenses, 2016-17

They come in (to Kindergarten) and they have those pre-reading skills and those pre-writing skills and pre-math skills. They’re confident, and that confidence opens the door for them to be able to learn more.

— Kindergarten teacher speaking about children who attend a high quality Preschool
The Preschool Promise difference
The proof is in the numbers

Child Outcomes

To understand the impact Preschool is having on children’s learning, Preschool Promise did the following assessments* at the start of the 2016-17 Preschool year and again at the end**:

- Head-Toes-Knees-Shoulders Task (a game designed to measure children’s self-regulation skills)
- Bracken School Readiness Assessment (a two-part standardized school readiness evaluation for Preschool children that tests both academic and social skills)

In addition to these child assessments, an outside observer evaluated the quality of teacher-child interactions in our classrooms using the CLASS™ Scoring System. (This tool is used to help guide teachers in improving the classroom environment and their instruction.)

Finally, Ohio’s Kindergarten Readiness Assessment (KRA) scores will be collected for children who participated in Preschool during 2016-17 to determine if those children tested more ready for Kindergarten. This analysis will be done once this year’s KRA scores are available in 2018.

*Child assessments were conducted for all children whose families signed consent forms, using trained independent evaluators.

**To understand the limits of the findings from this Demonstration Year (due to lack of comparison data, population bias, child absences, etc.), contact Dr. Mary Fuhs, Assistant Professor of Psychology, University of Dayton, or Dr. Richard Stock, Director of the Business Research Group at the University of Dayton. Because this was a Demonstration year, our data collection processes are still being created. Technical reports by Dr. Stock and Dr. Fuhs can be viewed at PreschoolPromise.org/research-and-results.

What are ‘self-regulation’ skills?

All young children need to learn what educators call “self-regulation” skills. For example, children need to be able to focus their attention, control their emotions and manage their behaviors and feelings, especially when they’re frustrated, disappointed or angry. Mastering these skills takes practice and intentional teaching from caring adults — both families and teachers. Quality Preschool instruction leads to documentable improvement in these skills.
Outcomes

What did we learn this year?

1) Attending Preschool had a positive impact. Children enrolled in Preschool Promise classrooms made gains in all skills – slightly more than expected according to national norms.

Specifically Preschool Promise children’s math/literacy and social skills (according to Bracken assessments) improved at a rate that was higher than national averages.

In addition, the children’s gains in self-regulation skills (as measured by the HTKS assessment) were similar to those of young learners in an independent study.

The Bracken School Readiness Composite tasks assess children’s knowledge of numbers, shapes, sizes, colors and letters, and the Bracken Social Awareness task assesses children’s social skills and control of their emotions. Both of these assessments are nationally normed, meaning children’s scores can be compared to national averages for children who are similar in age at each time point. The average national normed standard score for this assessment is 10. In other words, if children are testing average as compared to other children their age, they should score about a 10 in the Fall and again in the Spring.

In both Bracken assessments, when Preschool Promise children started school, their average scores were about 1.5 points below the average nationally normed standard score. By Spring, children had made significant gains. Their average school readiness skills were much closer to the average nationally normed standard score of 10 (9.88 for the school readiness composite and 9.90 for the social awareness skills).

On the HTKS assessment, Preschool Promise children’s average scores were 11.84 in the Fall and 19.49 in the Spring. This gain of 7.65 points translates to about 1.63 points per month of school. Children in Preschool Promise classrooms progressed slightly more than the average of 1.44 points per month that was gained in another similar study of Preschoolers.
Another way of evaluating the HTKS data is that when we look at children’s scores by level – HTKS has 3 levels of difficulty – only 49% of children scored high enough on the first level at the start of the school year to continue to the second level. By Spring, 75% scored high enough to move on to the second level. Scoring at the second level is an appropriate goal for a child completing Preschool.

It’s, of course, possible that children would have made similar gains in non-Preschool Promise classrooms or had they not attended Preschool. But these baseline scores are encouraging and will be important in making future Child Outcomes comparisons.

2) Improving classroom instruction and interaction, and investing in teacher training are critical. Not surprisingly, the better the classroom quality, the more children improved their skills. This was especially true regarding self-regulation skills (such as young learners’ ability to focus their attention, control their emotions and manage their behavior).

Preschool Promise used the CLASS™ tool to measure the quality of teacher instruction. While CLASS™ looks at multiple so-called “domains,” researchers who have analyzed teachers’ CLASS™ scores nationally find that strong scores in the domain of “instructional support” are closely linked to gains in children’s self-regulation skills. When rating teachers’ “instructional support,” evaluators look at whether teachers ask open-ended questions, use complex language and help children understand new concepts.

It’s this kind of research that is driving Preschool Promise to make significant investments in personalized coaching and intensive teacher training.

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We want to close the achievement gap and make sure that every child has access to high quality education.

– Director at a participating Preschool Promise program
Outcomes, continued

3) Our boys need more intense attention. Boys came to Preschool with poorer skills than girls, and that gap, which can compound as children progress through school, was not closed during Preschool.

The following charts show the disparity in boys’ and girls’ achievement on all three child assessments. Though boys and girls made similar gains during the year, boys started well behind, and their progress significantly lags girls in self-regulation. We must find better ways to help boys improve their social-emotional skills, which will help them experience early success in school.

Moreover, judging from parent surveys of Preschool Promise children, we also have work to do with our families to persuade them of the importance of teaching boys at home. Parents of girls rated engaging in learning activities at home as more important than parents of boys. Parents of girls also reported doing more learning activities at home than did parents of boys.

The differences in scores for boys and girls was about 4.9 points in the Fall and Spring, meaning boys scored about three months behind girls at both time points.
As previously noted, the average national normed standard score for these assessments is 10. If children are scoring similarly to other children their age, they should score about 10 in the Fall and again in the Spring. On average, Preschool Promise boys scored below the national normed standard score in both the Fall and the Spring, while Preschool Promise girls began the year closer to the national normed standard score and surpassed a score of 10 on the Spring assessments.

4) **We have to find ways to improve children’s attendance. Only 50% of our children attended 90% or more of their scheduled Preschool time, while more than a quarter (27%) attended less than 80% of the time. The 90% benchmark is an important target because national research suggests that children must have at least a 90% attendance rate to get the most benefit from Preschool.**

We must impress on families the importance of strong school attendance, which is a habit children can learn starting in Preschool. *Children with strong attendance showed the most growth, especially in their self-regulation skills.*

Our new Star Attendance program, which provides a $25 monthly stipend to Dayton families whose children have attendance rates of 90% or better, is one way Preschool Promise is addressing this issue in the 2017-18 school year.
In Dayton Public Schools Preschools, 85% of students had an attendance rate of 90% or above, while in Kettering Public Schools, 62% met this important bar. The rates for students at private, community-based providers and Head Start sites was 41% and 29%, respectively. (National research on attendance rates suggests that attendance rate differences observed between children attending public school Preschools vs. Head Start sites are closely tied to the much higher poverty rates of the Head Start children.)

Even though we had less data for our young learners who were chronically absent, we still found that there was a meaningful link between children’s attendance and growth in their self-regulation and social skills (see charts below). **Children who attended more days made more gains in skills that are critical to helping children focus, persist and work well with others.**

Our data, incidentally, most likely **understate** the importance of strong attendance because of the lack of data for our young learners who were chronically absent.

> **It’s only natural that if these kids are coming from great Preschools, they’re going to have to go to great Kindergartens, so that’s only going to force our schools to do better.**
> – Preschool Promise Parent Advisory Board member
Access to High Quality Preschool

While we have to make Preschool affordable for our families, we also have to provide them with convenient and sufficient quality choices. We are monitoring our progress year-to-year to ensure more families have the option of selecting a program that works for them.

What did we learn this year?

1) **We are reaching a fair number of our children.**

- We touched 2,568 children between the ages of birth to school-age at Preschool Promise provider sites: 1,601 in Northwest Dayton; 967 in Kettering.
  
  We say “touched” because community-based and family childcare providers do not just serve Preschool Promise 4-year-olds. When Preschool Promise provides training and coaching to teachers at a program, or helps a program increase its Star Rating, all children at the Preschool benefit.

- Including 3-year-olds and “young” 5-year-olds, 1,604 children were enrolled in Preschool Promise classrooms; 992 in Northwest Dayton; 612 in Kettering.

- 811 4-year-olds were enrolled at Preschool Promise programs: 527 in Northwest Dayton; 284 in Kettering.

<table>
<thead>
<tr>
<th>4-year-old enrollment at Preschool Promise sites in relation to population, 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>NW Dayton</td>
</tr>
<tr>
<td>Kettering</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

2,568
All ages served at Preschool Promise sites

1,604
3- & 4-year-olds at Preschool Promise sites

811
Estimated # of 4-year-olds
2) Many of our children were enrolled in programs that are dedicated to improving their quality. Fifty-five percent of 4-year-olds participating in Preschool Promise attended a 5-Star program. Three in 4 attended programs that are rated 3-5 Stars – the distinction that Ohio considers “high quality.”

Forty-six percent of Preschool Promise 4-year-olds in Northwest Dayton attended a 5-Star program; 80% attended a 3- to 5-Star program.

In Kettering, 70% of 4-year-olds attended a 5-Star program.*

Though a total of 77% of Preschool Promise children were in 3-5 Star programs, which are considered “high quality” by the State of Ohio, about 1 in 4 Preschool Promise children enrolled in programs that are not yet “high quality.” An important priority is enrolling more children in 3- to 5-Star programs, which will require assisting programs both to increase their Star Rating and then to keep that distinction.

Enrollment in Preschool Promise programs by initial Star Rating

<table>
<thead>
<tr>
<th>Quality rating</th>
<th>NW Dayton</th>
<th>Kettering</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrated</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>1 and 2 Star</td>
<td>44</td>
<td>9%</td>
<td>40</td>
</tr>
<tr>
<td>3 Star</td>
<td>17</td>
<td>3%</td>
<td>0</td>
</tr>
<tr>
<td>4 Star</td>
<td>166</td>
<td>31%</td>
<td>0</td>
</tr>
<tr>
<td>5 Star</td>
<td>244</td>
<td>46%</td>
<td>199</td>
</tr>
</tbody>
</table>

* Kettering City Schools are assumed to be 5-Star Rated although not all sites have completed the rating process due to the State’s delay.

Preschool Promise allowed me to put my son in Preschool to help with his speech delay. I would not have been able to put him in Preschool otherwise. In a few short months, I have seen such an improvement in his speech and in other areas as well.

— Preschool Promise mother
Where are the 4-year-olds?

As noted in the Executive Summary, 7 Preschool Promise providers increased their Star Ratings, while 4 saw decreases. (Two of 4 of the reductions in rating occurred because of a change in state policy; the centers had not increased their rating from 2 Stars to 3 Stars in the allotted time.) Notwithstanding these reductions, a greater number of Preschool Promise children ended the year at providers whose ratings increased than at a provider whose rating decreased.

91 4-year-old children were enrolled at the 7 centers that improved their Star Rating; 69 4-year-old children were enrolled at the 4 centers where their Star Rating decreased.

The changes in Star Rating underscore the need to support programs in improving licensing and business practices to ensure Star Ratings can be earned and maintained.

Access: Comparing enrollment at sites where Star Ratings increased and decreased

<table>
<thead>
<tr>
<th>Name</th>
<th>4-year-old estimate</th>
<th>Initial Star Rating</th>
<th>Final Star Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment at sites with INCREASED Star Rating</strong></td>
<td>91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dayton Christian</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Growing Seeds</td>
<td>8</td>
<td>Unrated</td>
<td>4</td>
</tr>
<tr>
<td>MVCDC-Dayton View</td>
<td>25</td>
<td>Unrated</td>
<td>5</td>
</tr>
<tr>
<td>Youthland</td>
<td>15</td>
<td>Unrated</td>
<td>1</td>
</tr>
<tr>
<td>Kindercare Stroop</td>
<td>6</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Learning Tree</td>
<td>18</td>
<td>Unrated</td>
<td>4</td>
</tr>
<tr>
<td>South YMCA</td>
<td>14</td>
<td>Unrated</td>
<td>1</td>
</tr>
</tbody>
</table>
Access, continued

3) We are leveraging state and federal funding for Preschool by using all available Head Start, state Publicly Funded Child Care, state Early Childhood Expansion and local school district funds to serve children before tapping Preschool Promise dollars.

More than 80% of families participating in Preschool Promise are enrolled in Head Start, receiving Ohio’s Publicly Funded Child Care assistance, or benefitting from the state’s Early Childhood Expansion Preschool funding. By leveraging these funds first, Preschool Promise is maximizing other Preschool public support.

Of course, not all families qualify for federal or state Preschool assistance programs. These middle-income families struggle to afford quality Preschool. To make Preschool affordable to them, Preschool Promise provided sliding-scale tuition assistance. About 20% of Preschool Promise families (179) received tuition assistance.

We anticipate that this number will grow in 2017-18, as more families learn about the initiative and as our providers become better informed about who is eligible for help. In 2016-17, many families receiving Publicly Funded Child Care did not realize that by joining Preschool Promise, they were eligible for tuition assistance toward their mandatory co-payments.

Both of us work. We don’t have a lot of money for daycare. We’re starting out again because my husband and I got laid off.

— Preschool Promise mother
Quality Improvement

Preschool Promise is committed to investing in the teachers and administrators who are entrusted with getting our children ready for Kindergarten. Significant resources are being dedicated to providing customized and intensive coaching and training.

What did we learn this year?

1) Teachers uniformly tell us that “Conscious Discipline” training positively influenced their teaching practices.

There is significant demand for help learning to better manage children’s social-emotional development and difficult behaviors in the classroom. Teachers are eager for hands-on training in this area. “Conscious Discipline” is a nationally recognized and highly effective strategy to help teachers create a positive classroom environment. More than 46 Preschool teachers requested the training.

Conscious discipline coaching by provider type

<table>
<thead>
<tr>
<th>Provider Type</th>
<th>Total hours</th>
<th>Average hours</th>
<th>Number of classrooms</th>
<th>Number of visits</th>
<th>% of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dayton Public Schools</td>
<td>81</td>
<td>0.9</td>
<td>24</td>
<td>89</td>
<td>19%</td>
</tr>
<tr>
<td>Kettering City Schools</td>
<td>27.3</td>
<td>2.0</td>
<td>5</td>
<td>13</td>
<td>6%</td>
</tr>
<tr>
<td>Community based provider NW Dayton</td>
<td>194</td>
<td>2.4</td>
<td>10</td>
<td>81</td>
<td>46%</td>
</tr>
<tr>
<td>Community based provider Kettering</td>
<td>119</td>
<td>2.1</td>
<td>7</td>
<td>56</td>
<td>28%</td>
</tr>
<tr>
<td>Total</td>
<td>422</td>
<td>1.8</td>
<td>46</td>
<td>239</td>
<td>100%</td>
</tr>
</tbody>
</table>

From January to May 2017

“My coach taught me to take interruptions and conflicts and turn them into opportunities for me to teach life skills.”

– Preschool teacher

“Conscious Discipline” is a strategy that helps teachers better manage their classroom. They learn how to nurture children’s problem-solving skills and to reduce power struggles, while increasing children’s resilience and ability to control their emotions.
2) **Seven Preschool Promise programs earned a Star Rating or increased their Star Rating under Ohio’s Step Up to Quality initiative. Four programs had decreases in their ratings.**

Of the 7 programs that earned a Star Rating or increased their Star Ratings, 4 are in Dayton, 3 are in Kettering.

Four programs (3 community-based providers and 1 family care provider) had decreases in their ratings. Two of the programs went from a 2-Star distinction to a 1-Star because of a change in state policy, and two programs lost their Star Ratings.

We must evaluate how to provide support to childcare programs to ensure the investment in their Star Rating can be maintained and increased.

3) **Preschool Promise teachers are highly satisfied with the professional development they received.**

Providers appreciated the coaching and training they received. The large number of coaching hours that Preschool Promise offered programs (12-15 hours per month) follows national best practices and is more than most Preschool programs had ever been able to provide their teachers.

In total, more than 2,600 hours of individualized free coaching was provided in 2016-17 to Preschool Promise teachers by 4C for Children and the University of Dayton’s Early Learning professionals. Coaches also helped administrators develop Continuous Improvement Plans and assisted programs in increasing their Star Rating.

The nature of the coaching provided varied by type of Preschool. In Dayton Public Schools, for instance, teachers received coaching linked to ACCESS Curriculum. Private community-based providers received coaching from 4C for Children to support earning and maintaining their Star Ratings and that aligned with the program’s Continuous Improvement Plan. Meanwhile, Kettering City Schools teachers received training in “Conscious Discipline,” while Miami Valley Child Development Center staff were involved in a variety of professional development opportunities, including “Conscious Discipline” training.

In addition, almost 200 teachers and administrators received free professional development training.

- A 3-Day “Conscious Discipline” training attracted 41 participants the first day; 124 each of the next two days.
- 36 participants attended a 3-day Creative Curriculum® Overview.
- 22 participants attended a 1-day Implicit Bias Training.
- 8 participants joined a 2-day CLASS™ Reliability Training.
We made an intentional decision to provide the greatest number of coaching hours at programs that need to be on a path to earning at least a 3-Star Rating, Ohio’s distinction for a “high quality” program.

4C Coaching total encounter hours by Star Ratings

<table>
<thead>
<tr>
<th>Star Rating</th>
<th>Hours</th>
<th>Percent of hours</th>
<th># of providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrated</td>
<td>680</td>
<td>45%</td>
<td>7</td>
</tr>
<tr>
<td>1 Star</td>
<td>221</td>
<td>14%</td>
<td>2</td>
</tr>
<tr>
<td>2 Star</td>
<td>398</td>
<td>26%</td>
<td>6</td>
</tr>
<tr>
<td>3 Star</td>
<td>188</td>
<td>12%</td>
<td>2</td>
</tr>
<tr>
<td>4 Star</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5 Star</td>
<td>38</td>
<td>2%</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>1525</td>
<td>100%</td>
<td>19</td>
</tr>
</tbody>
</table>

In addition to free coaching and training, Preschool Promise also awarded Preschool Promise providers Quality Improvement Subsidies that were linked to their Continuous Improvement Plans. For example, $12,000 was used to purchase Creative Curriculum® for six providers. Kettering’s Greenmont Elementary School received $11,840 to assist in opening a new classroom. Two providers used funds to increase wages to keep qualified staff needed to earn Star Ratings. Other providers improved their classroom environments.

My (Preschool Promise) coach has changed my whole outlook on things. She holds me accountable (for my children’s learning).
– Teacher at a Preschool Promise program
Quality Improvement, continued

4) The average CLASS™ scores (Classroom Assessment Scoring System) for Preschool Promise classrooms stayed consistent from Fall to Spring. However, “Instructional Support” CLASS™ scores for Preschool Promise classrooms are higher than national averages. Strong scores on this portion of the CLASS™ assessment are most closely linked to increased student achievement in national studies.

In addition to the child assessments that were done to measure the impact of Preschool Promise, Preschool Promise classroom teachers were evaluated in both the Fall and Spring using CLASS™. This tool was used to identify areas that Preschool Promise coaches could focus on when promoting improvement in classroom instruction and climate. Expert observers rated teacher-student interactions in three focus areas: Emotional Support, Classroom Organization and Instructional Support.

Initial Preschool Promise CLASS™ scores in the Fall and Spring were similar to national averages in the Emotional Support and Classroom Organization domains, but slightly above national averages in Instructional Support. There was some improvement in CLASS™ scores when the same assessor was used for Fall and Spring but not when the assessor differed.

In the 2017-18 school year, Preschool Promise will focus on ensuring adequate training in inter-rater reliability for the CLASS™ measure and evaluate how to use CLASS™ to inform coaching.

Preschool Promise is providing resources for teachers who want to go back and get their CDAs, or to even go back and get their associate’s or bachelor’s or a higher degree.

— Preschool Promise coach
Preschool Promise’s Continuous Improvement Plan

Key changes for 2017-18

As we had hoped, we learned a great deal with our Demonstration. Like our Preschool Promise Preschools, we, too, are dedicated to continuously improving.

Among the changes we will make in the 2017-18 Preschool Promise School Year:

**Data Collection**

1. We are making procedural changes to minimize missing data and to increase access to scores related to Child Outcomes. Next year the University of Dayton will conduct all child assessments for all Preschools except Dayton Public Schools.

2. We have added more demographic questions to our application to allow us to disaggregate all data by race and gender.

3. We will use a new self-regulation assessment to better measure children's skill levels, and to better compare children's scores to national norms.

4. We will improve the process for collecting research consent forms from families to ensure more children can be included in the assessments.

5. The reliability of CLASS™ scores was a concern, and we will address this by ensuring appropriate training and consistency in administration of CLASS™ evaluations.

**Quality Improvement**

1. Even more training will be offered to teachers. We will provide more professional development opportunities related to effective curriculum, “Conscious Discipline,” Bridges out of Poverty, CLASS™ and child assessments.

2. We will offer more intensive, ongoing training and support to teachers who commit to learning research-based new practices by organizing Professional Learning Communities (PLCs). The PLCs will meet for nine months and focus on a specific topic. We will organize PLCs for “Conscious Discipline”, Creative Curriculum®, Business Systems for Child Care Providers, CLASS™ and Equity.

3. We’ll provide more and better resources to help families understand how they can work with their child at home to ensure he or she is ready for Kindergarten.

4. Attendance will be a key focus. We will implement a Star Attendance incentive program that will be piloted in Dayton and that will encourage children to have a 90% or better attendance rate.

5. Additional resources will be provided to teachers. Consultants will be available to assist Preschool teachers with children who exhibit challenging behavior to ensure all children have the support they need to learn and grow.

**Access to High Quality Preschool**

1. We will expand our marketing efforts by creating a campaign team that will attend more community events and connect with community partners to create greater public awareness about Preschool Promise.

2. We will improve the application process for families, so they better understand the benefits of Preschool Promise and how to apply.

3. We’ll analyze which of our neighborhoods have insufficient quality Preschool options for families and explore the possibility of opening new classrooms.
Thank you to our funders!

Montgomery County Commission, the Dayton City Commission, Dayton Public Schools, Kettering City Schools, CareSource Foundation and the Virginia B. Toulmin Fund of The Dayton Foundation, as well as other private funders.

I can see a big difference between what my son got from daycare providers, compared to childcare providers who are pretty much preparing him for Kindergarten.
– Preschool Promise Parent Advisory Board member