

Early Education Impacts to 3rd Grade

Measuring the Benefit of Early Education

Since 2010, E3 Alliance has annually conducted the most comprehensive multi-dimensional, student-centered assessment of Kindergarten Readiness ever in the state: *Ready, Set, K!* Nine years of data have provided insight school readiness overall as well as what factors are associated with greater school readiness for our students and their later educational outcomes.

Children with Pre-K Experience More Likely To Be Ready For School

Both low income and non-low income children who attend public or private Pre-K are significantly more likely to be ready for school when they enter Kindergarten than children who stayed at home or with a relative. In fact, when accounting for income and gender in a logistic regression analysis, **Kindergarten students who attended Public School Pre-K were two times more likely to be ready for school.** This presents a dual agenda: the need to support enrollment in Pre-K, especially for students who are eligible to attend, and the need to improve the quality and consistency of Pre-K instructional practice of public and private providers to ensure all children get the most out of this first step of the education system.

Enrollment increases with Full day Pre-K

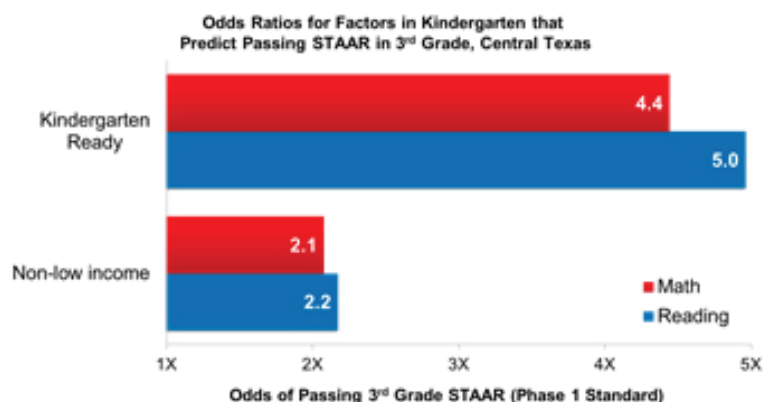
Districts with full day Pre-K programs had significantly higher rates of enrollment for eligible children (85%) as compared to districts with half day Pre-K programs (73%). In addition, districts with a full-day program had students in attendance 5 days more per year on average compared to districts with a half day program. With this significant difference in attendance, as well as the longer instructional day, **children in full day pre-k have over 370 more hours of instruction** during their pre-k year on average than their peers who attend a half day program. We also found that **students who had full day Pre-K and a low student-teacher ratio** (district policy of 15 or fewer students per teacher) **had the highest likelihood of entering school ready.**

School Readiness Highly Predictive of Third Grade Performance

Using *Ready,Set,K!*, students are rated by their teachers in Pre-K and Kindergarten, and ratings are longitudinally matched to student scores into third grade. This has given us critical information about the relationship between being ready for Kindergarten and how that impacts later school success:

- **Kindergarten Assessment results are highly predictive of both reading and math success in 3rd grade**
- **Kindergartners are 4.4 to 5 times more likely to pass their 3rd grade STAAR if they were entered Kindergarten school ready**
- **Kindergarten readiness was far more predictive of third grade success than any demographic factor, such as income status.**

Based on many years of data from *Ready, Set, K!*, a multi-competency assessment tool now sanctioned by the state of Texas as proven way to assess readiness, it is clear that funding full-day, low ratio Pre-K for all eligible students will provide much greater probability of students being on grade level in both reading and math at third grade, a critical juncture for student success.



E3 Alliance analysis of *Ready,Set,K!* and data at the Education Research Center at UT Austin; odds ratios from model with income, ELL, gender, ethnicity, Kinder ready status as predictors, Kindergarten in 2011-12

E3 Alliance analysis of *Ready,Set,K!* weighted data 2010-11 & 2013-14 to 2017-18; odds ratios from logistic regression by income status with ISD Pre-K enrollment and gender as predictors