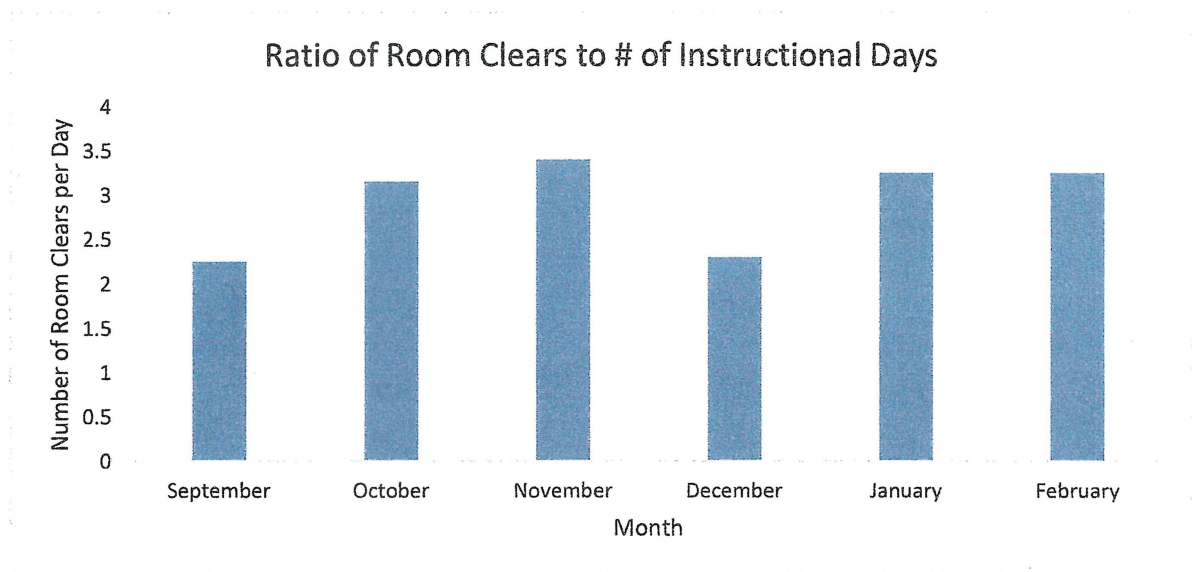
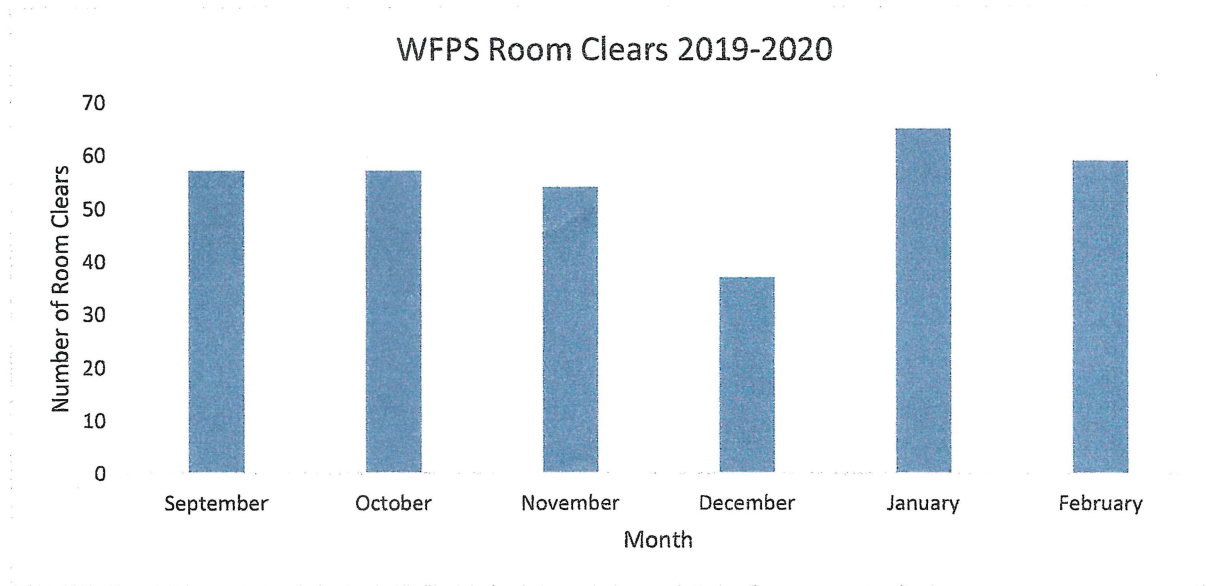
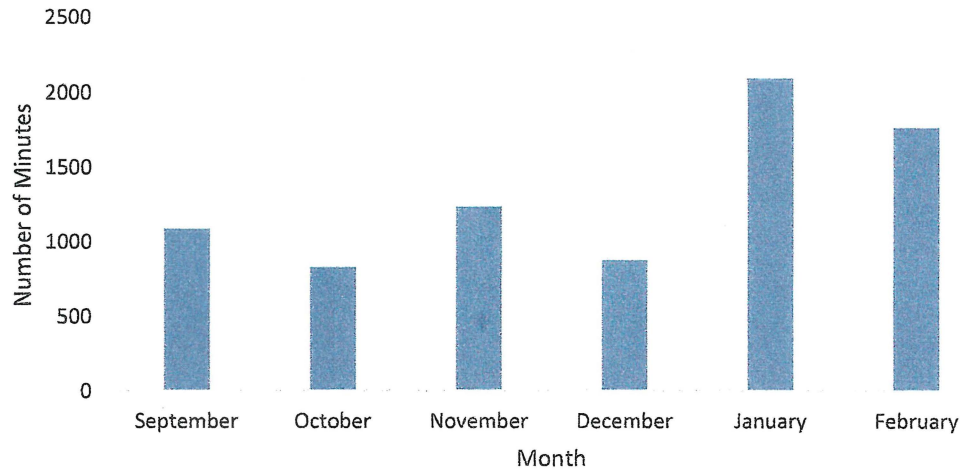


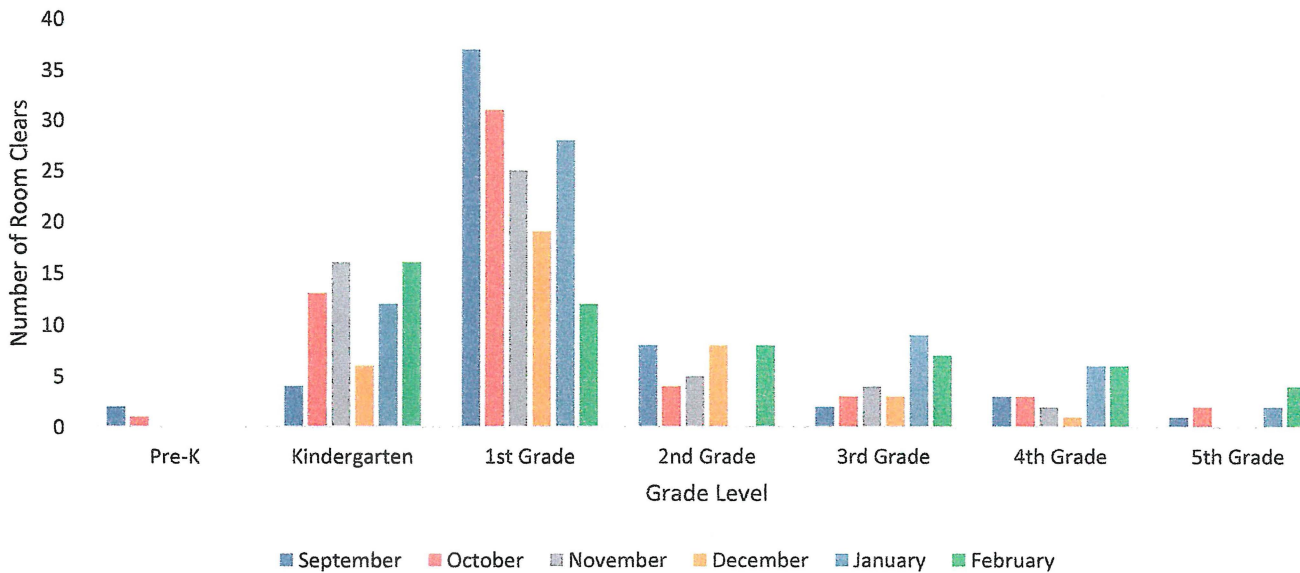
February 2020 Room Clear Update



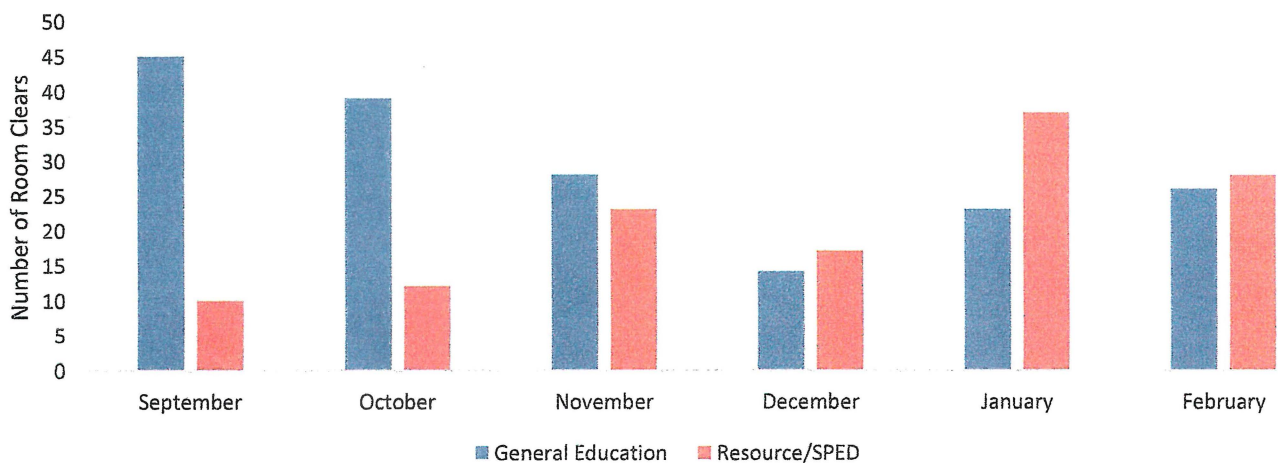
WFPS Total Duration of Room Clears Fall 2019



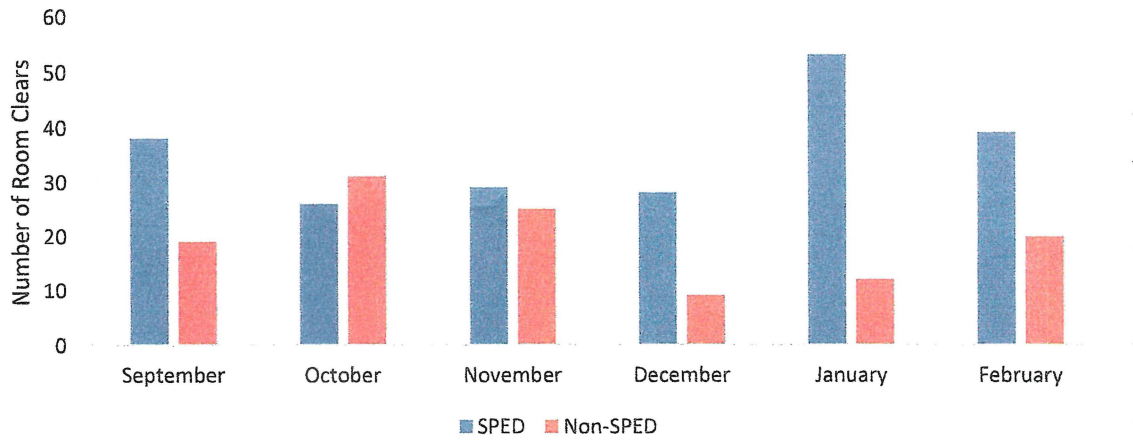
Frequency of Room Clears by Grade Level Sept 2019 -Feb 2020



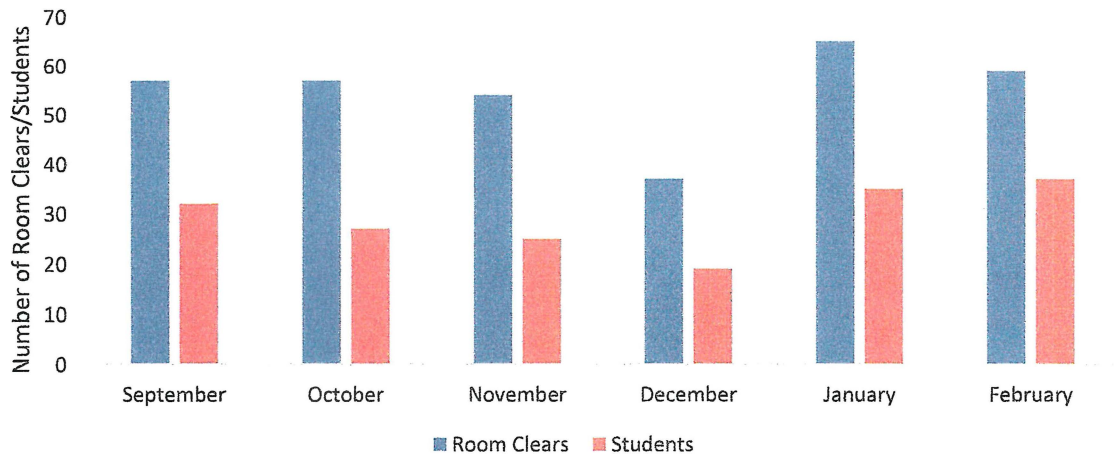
Room Clears by Setting Fall 2019



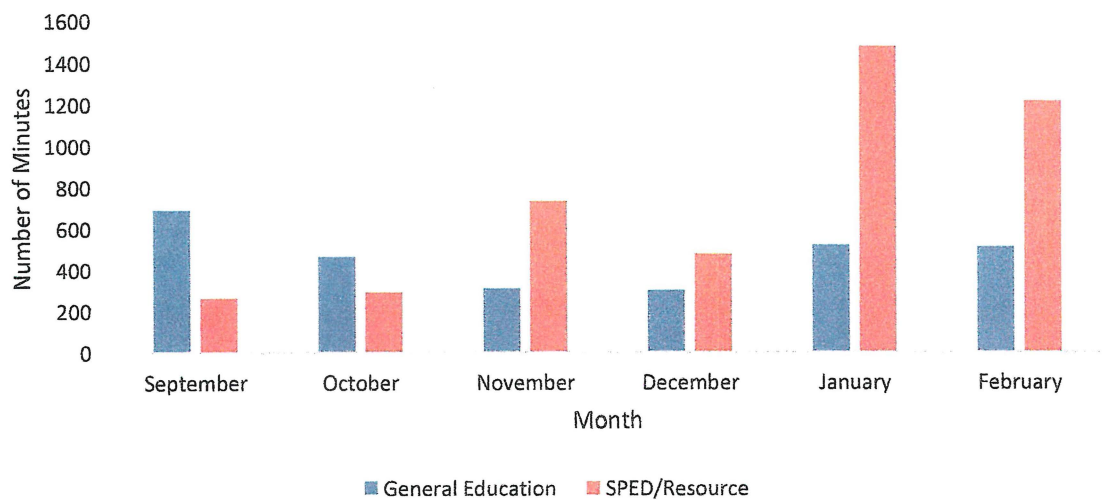
WFPS Room Clears by Eligibility



WFPS Number of Room Clears vs Number of Students Fall 2019



Total Duration of Room Clears Across Settings Sept 2019 - Feb 2020



on the proportions of children receiving special education under the following federal disability categories³:

Developmental Delay (DD)

DD is a term that can only be used until a child is 8 years old. These children are then classified as having a different disability or are no longer eligible for services.

Speech Language Impairment (SLI)

SLI is the largest and most common category of young children with disabilities. With early identification and intervention, children often develop such that they no longer need to receive special education services.

Specific Learning Disabilities (SLD)

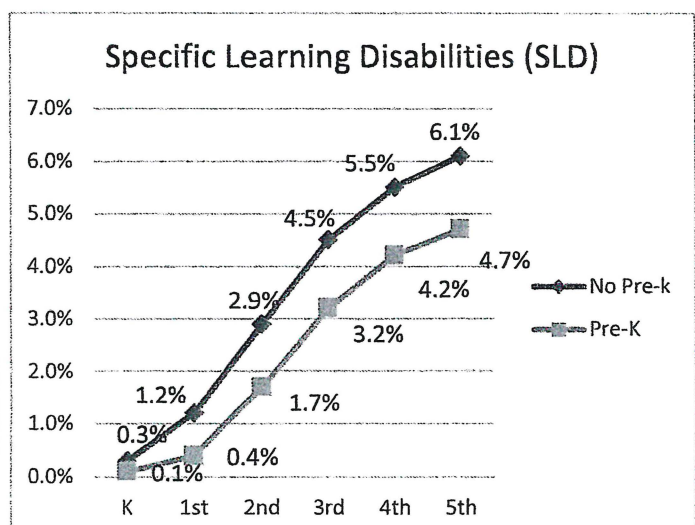
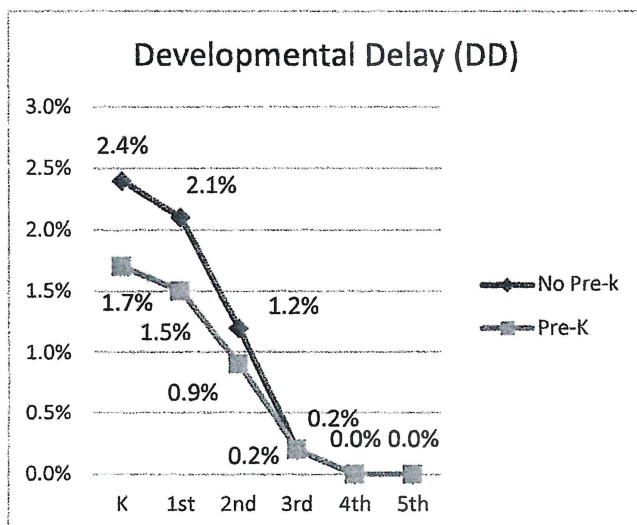
SLD includes disabilities such as dyslexia, dyscalculia, and auditory processing and are not typically diagnosed until children are older. SLD is the most common category of special education among all children – more than half of all children with disabilities have SLD.

Other Health Impaired (OHI)

OHI includes multiple disabilities, but frequently includes children with Attention Deficit Hyperactivity Disorder.

Findings:

Across all categories of disability included in this analysis, children who received First Class Pre-K were diagnosed and received services for special education at lower percentages compared to children who did not receive First Class Pre-K. Lower percentages of children who received First Class Pre-K were diagnosed with DD in Grades K-2nd. By 3rd grade, rates of DD were similar between the groups due to the age limitations associated with this disability category. Rates for SLD and OHI are similar between the groups at Kindergarten, but widen at later grades even as the overall percentages of these diagnoses increase – 30% fewer children were identified as having SLD and 17% fewer were identified as OHI by 5th grade. A larger percentage of children who received First Class Pre-K were identified as having SLI by Kindergarten, but by 3rd grade a lower percentage continued to require special education.



The 9th grade is a difficult transition year for many students, and the percentage of No First Class Pre-K students with infractions peaks in the 9th grade. In the 2014-2015 school year, about 31.8 percent of 9th-grade students who did not participate in First Class Pre-K were involved in disciplinary incidents, while only 15.4 percent of students who received First Class Pre-K were cited for an infraction.

Charts 3 and 4 show additional snapshots of student infraction rates across grade levels in the 2015-2016 and 2016-2017 school years. In 2015-2016, 33.6 percent of No First Class Pre-K students had an infraction, compared to 21.4 percent of First Class Pre-K students. In the 2016-2017, 32.4 percent of No First Class Pre-K students had an infraction, compared to 16.7 percent of First Class Pre-K students.

Chart 3: Percent of Students with Infractions: 2015-2016 School Year

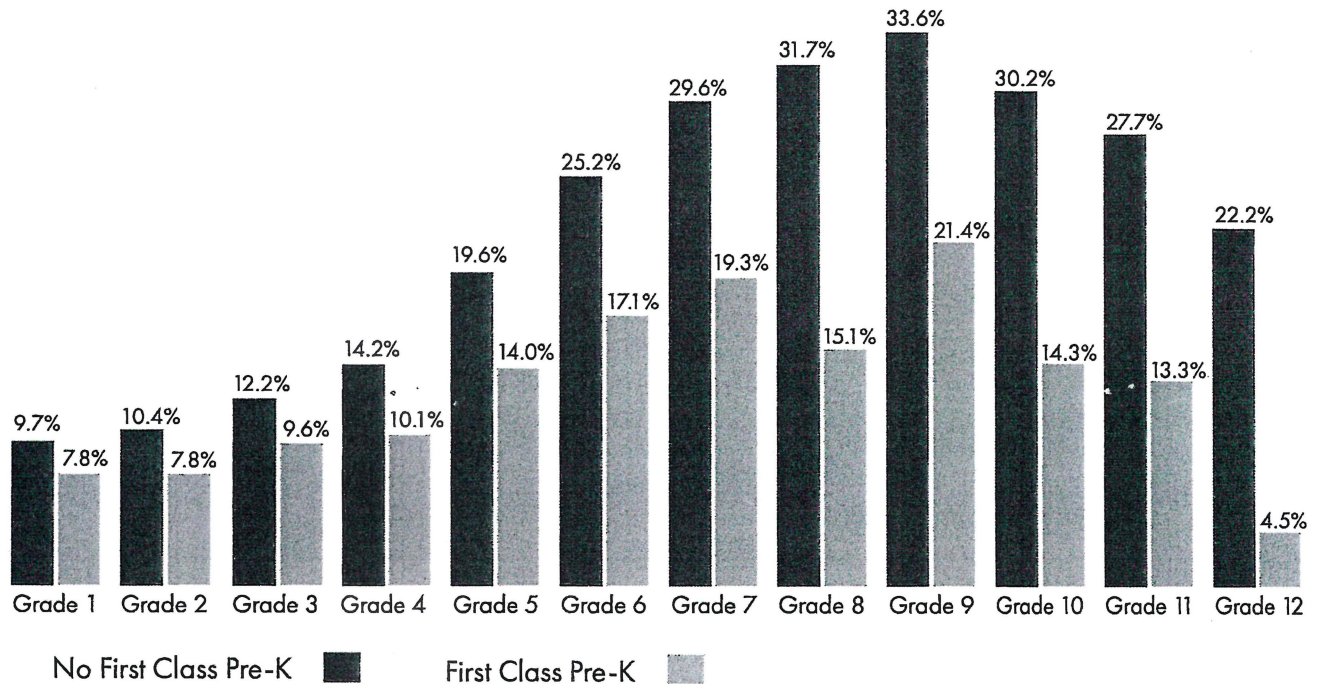


Chart 4: Percent of Students with Infractions: 2016-2017 School Year

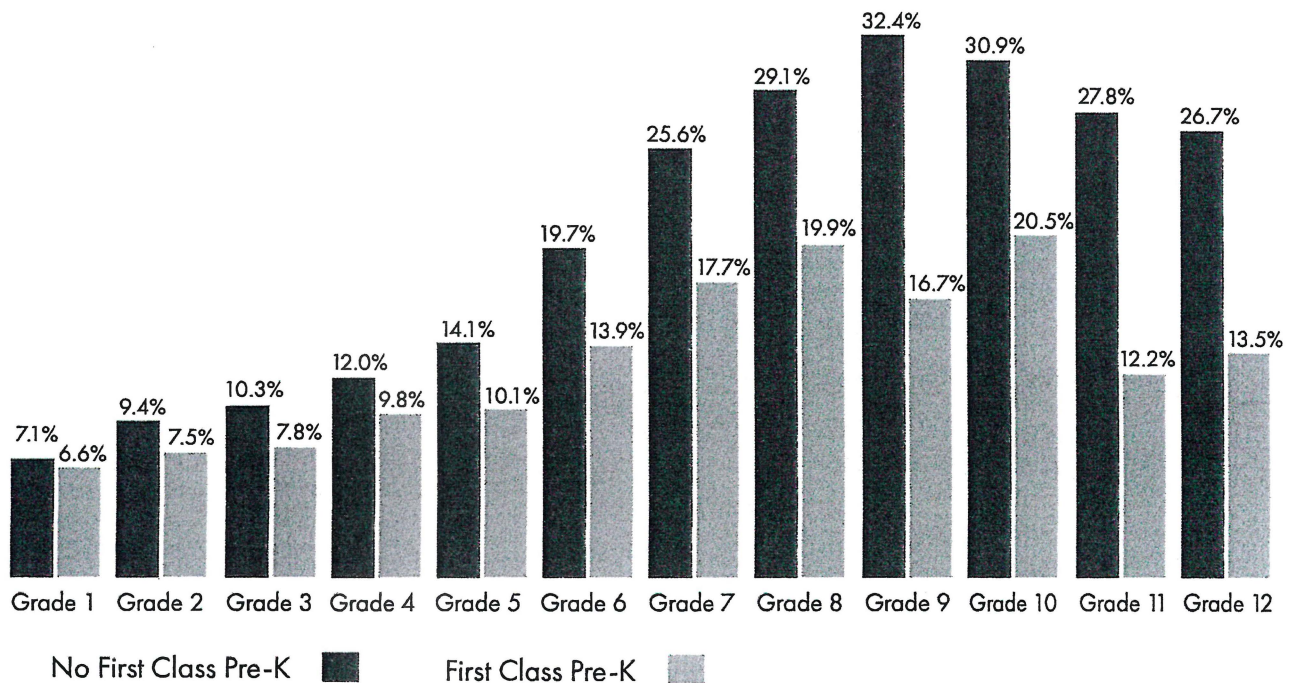
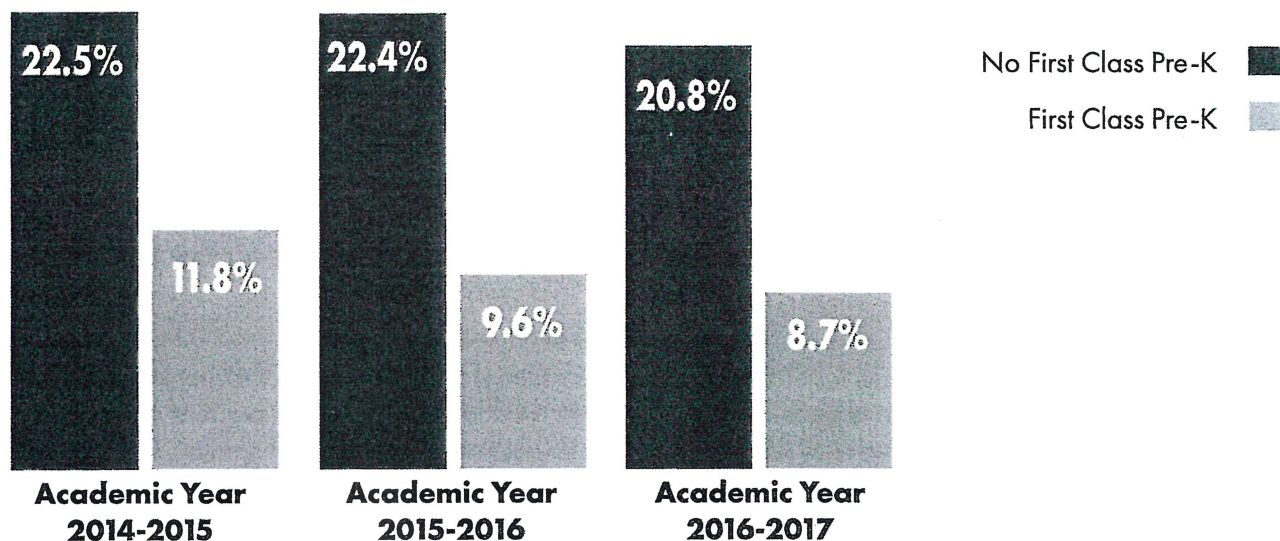


Chart 1: Percent of Students with Infractions in Grades 1-12



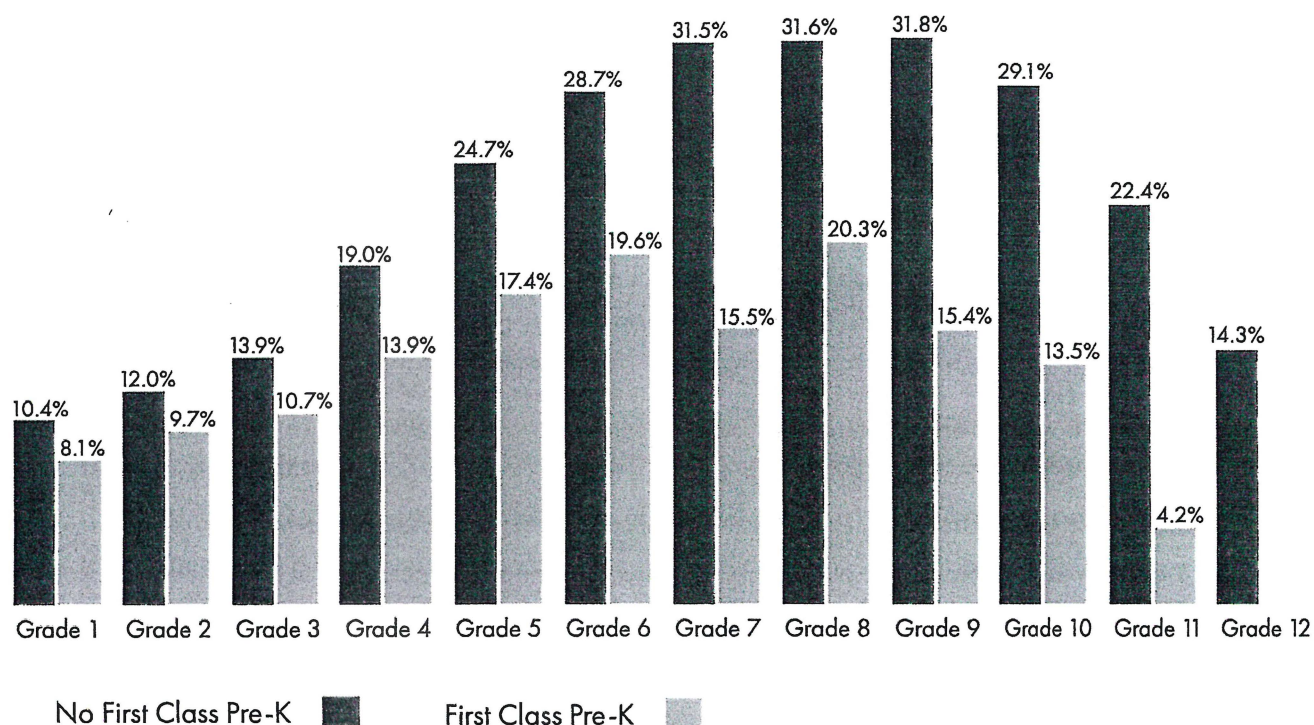
2. The discipline rate differences between students who received First Class Pre-K and those who did not are higher in middle school and high school.

Chart 2 depicts those contrasting rates of involvement in disciplinary issues across grades 1 to 12 in the 2014-2015 school year.

A general pattern has emerged where we see a relatively low percentage of students with infractions in the elementary grades, increasing through middle school and junior high school, peaking around the 9th grade, then dropping off in the later grades of high school.

As the rate of disciplinary actions rises, so does the rate difference between the First Class Pre-K students and No First Class Pre-K students. The divergence between the two sets of students is most pronounced in the upper grades, where the highest number of infractions occurs.

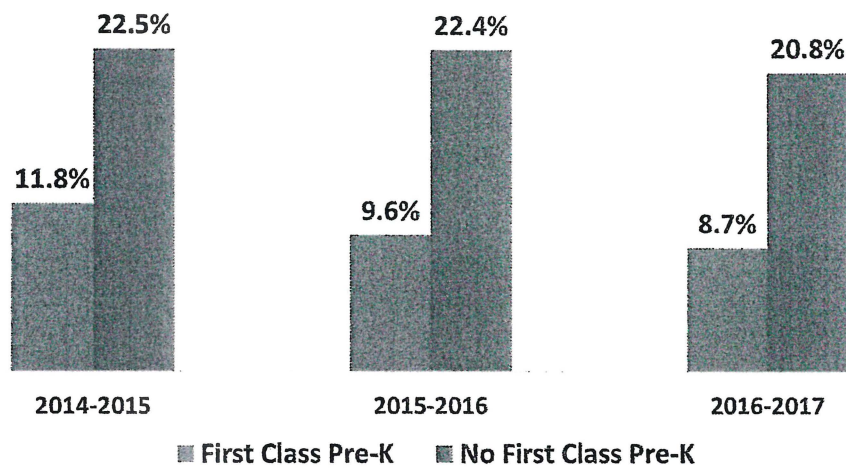
Chart 2: Percent of Students with Infractions: 2014-2015 School Year



Impact: Disciplinary Issues

Children who attended First Class Pre-K have lower discipline rates compared to those who did not attend.

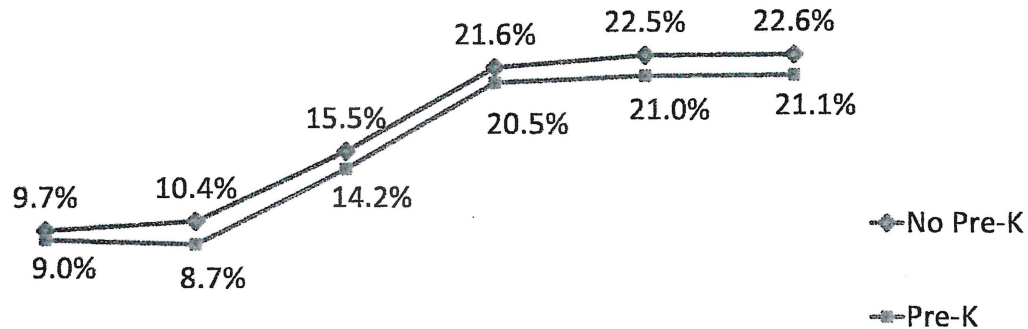
Percentage of Students with Disciplinary Infractions, Grades 1st – 12th, by School Year



Impact: Special Education for All Students

In an analysis of children who began Kindergarten in 2010, at each grade children who received First Class Pre-K needed special education services at lower percentages compared with children who did not receive First Class Pre-K.

Percentage of Children Receiving Special Education



These differences result in a cost savings of \$4,374,400 over this group's K-12 experience

K (2010) 1st (2011) 2nd (2012) 3rd (2013) 4th (2014) 5th (2015)

Analyses through 2015-2016 school year

Impact: Special Education for All Students

Children who received First Class Pre-K are less likely to need special education services than children who did not attend.

Percent of Children with Individualized Education Program within Past Two Years,
Grades 3rd – 8th, as of Fall 2019



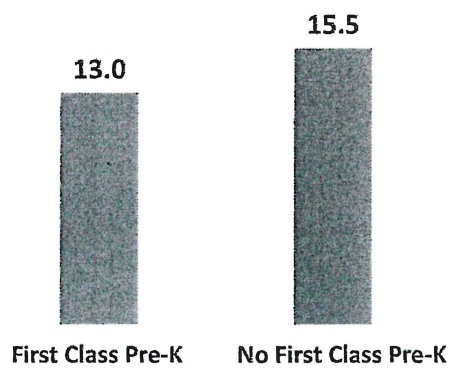
Results statistically significant by Chi square analyses at $p < 0.0001$

Does not include IEP for gifted exceptionality

Impact: Chronic Absenteeism for All Students

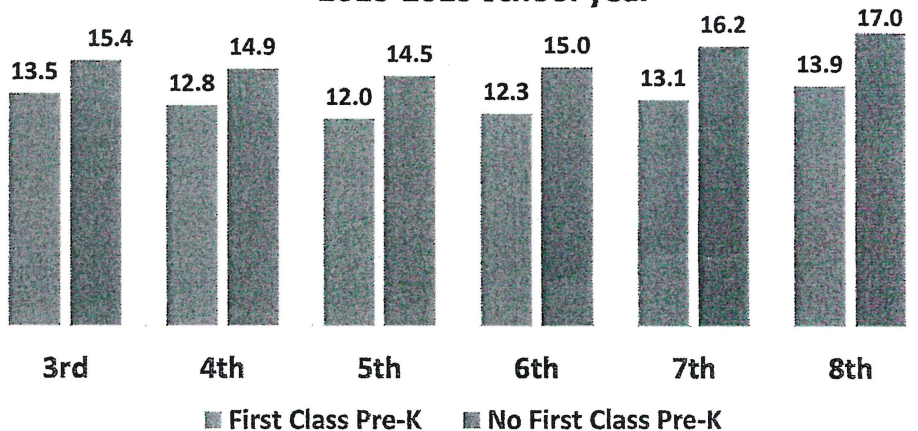
Children who attended First Class Pre-K are less likely to be chronically absent overall and consistently across grades.

Percentage Chronically Absent,
Overall 3rd-8th Grades,
2018-2019 school year



Results statistically significant by Chi square analyses at $p < 0.0001$.

Percentage Chronically Absent by Grade,
2018-2019 school year

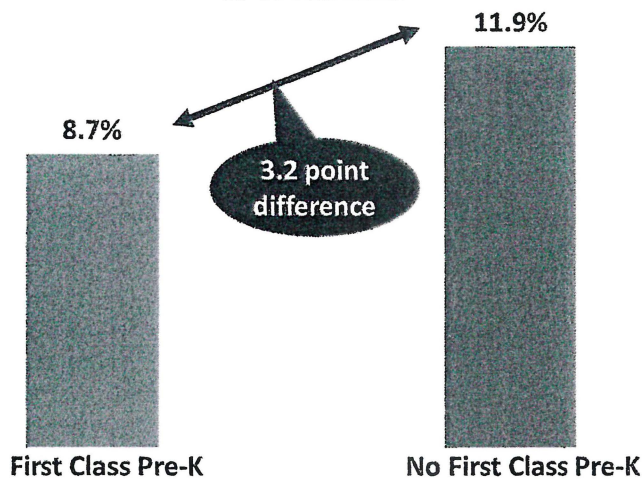


Chronically absent students missed 15 or more days per year

Impact: Grade Retention for All Students

Children who received First Class Pre-K are less likely to be retained in grade than children who did not attend.

Percent Children Retained At Least Once in K -7th Grade,
as of Fall 2019



The 3.2 percentage point difference represents a $\frac{1}{4}$ reduction in retention.

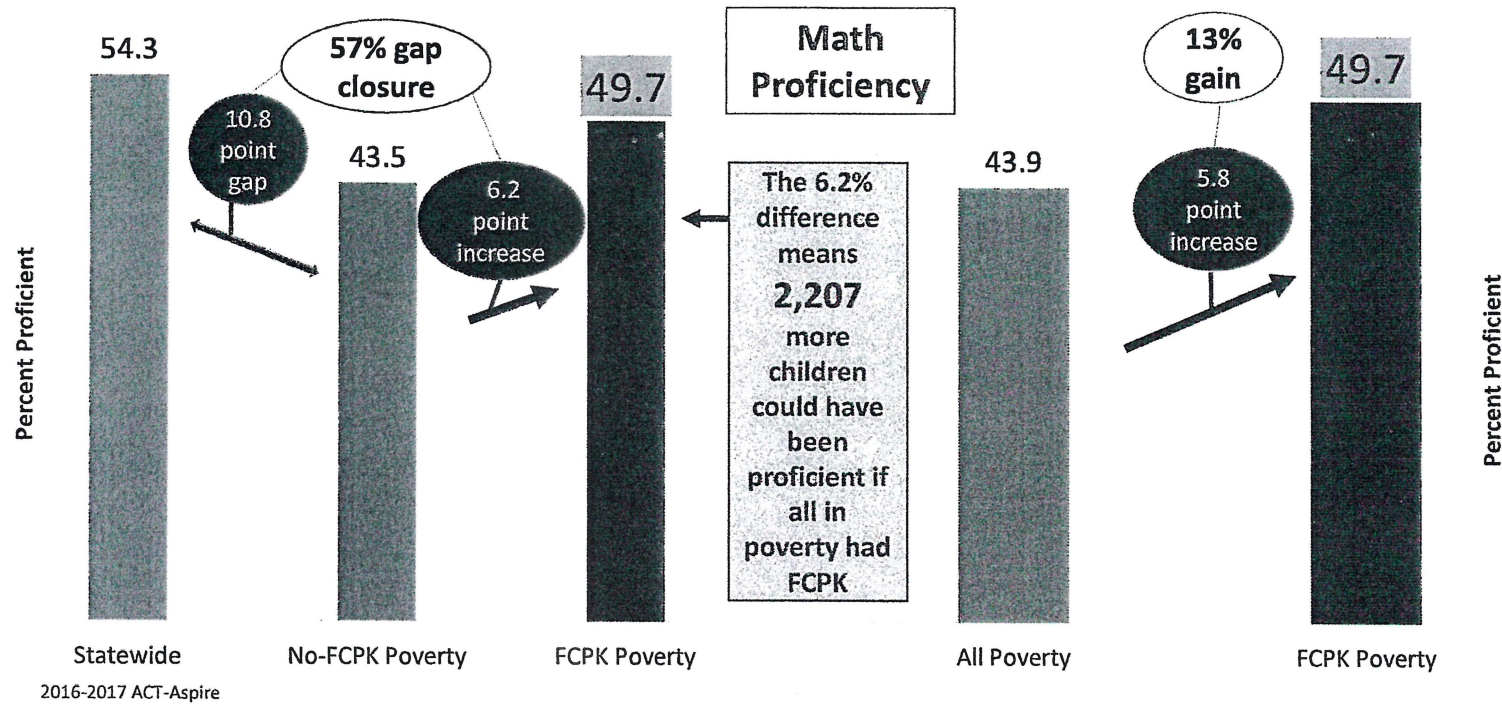
The difference means that **13,763** fewer children would have been retained if all in these grades had received FCPK.

Reducing retention =
Fewer "extra years" →
cost savings

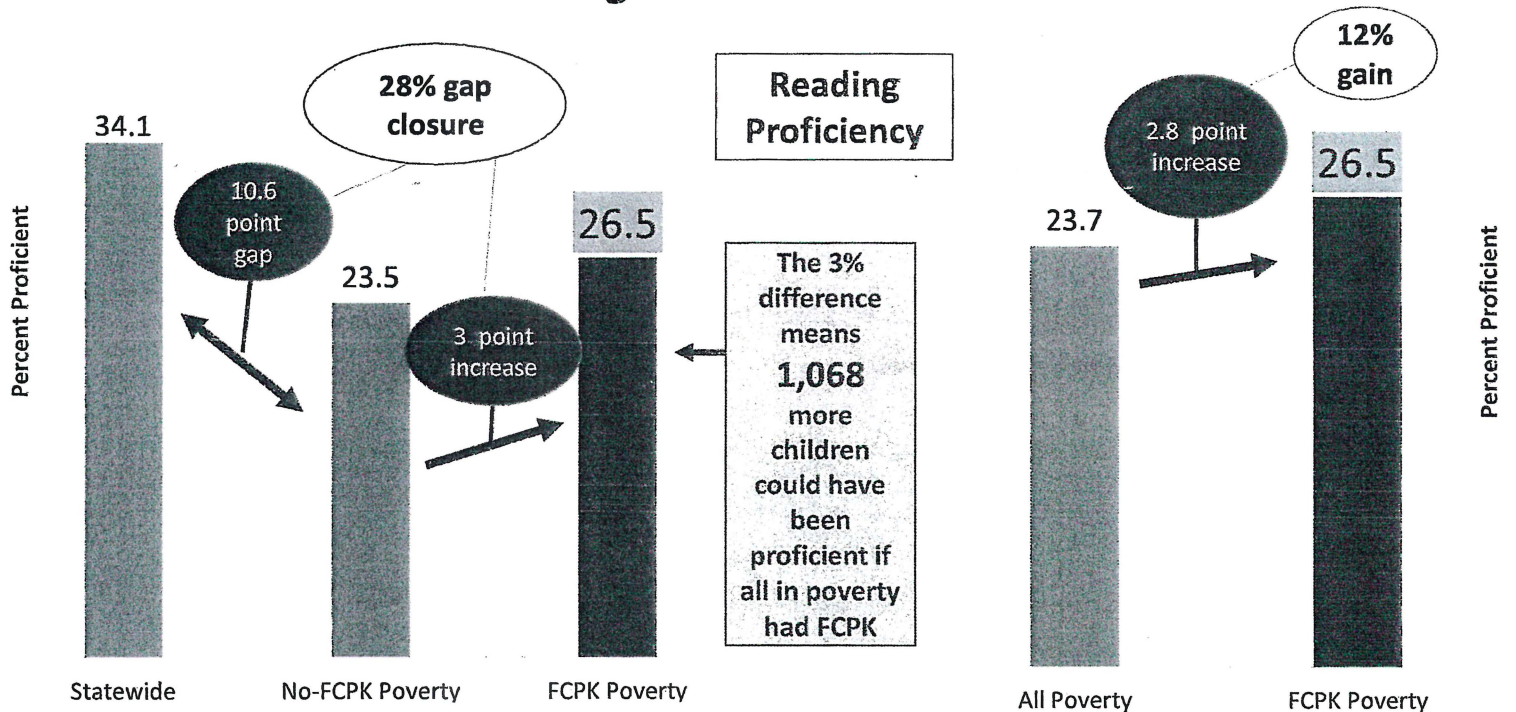
Estimated potential cost savings of
\$126,798,519.

Results statistically significant by Chi square analyses at $p < 0.0001$

Impact: Narrowing the 3rd Grade Achievement Gap in Math for Low Income Students



Impact: Narrowing the 3rd Grade Achievement Gap in Reading for Low Income Students



2016-2017 ACT-Aspire

Impact: Reading and Math Proficiency for All Students

Using advanced statistical methods to “control” for all other characteristics* that might influence school performance,

Children who received First Class Pre-K were:

- **More likely to be proficient in reading**
- **More likely to be proficient in math**

Compared to children who did not receive First Class Pre-K.

❖ **We see no evidence of fade out of benefits over time.**

Based on analyses of ACT Aspire results from Spring 2015, 2016, and 2017 for children in 3rd through 7th grades.

*Multivariable linear probability fixed effects models control for receipt of First Class Pre-K, year received/could have received First Class Pre-K, race/ethnicity, gender, poverty, and school attended.

Gains in Developmental Skills

The **largest gain** in percent meeting or exceeding by the end of the First Class Pre-K year was for **math** skills.

Teaching Strategies GOLD, Fall 2018 and Spring 2019

Skill	Fall Percent Meet/Exceed	Spring Percent Meet/Exceed	Percentage Point Gains, Fall to Spring
Social-emotional	48.4	93.0	44.2
Physical	56.3	94.7	38.4
Language	53.1	90.9	37.8
Cognitive	43.6	92.2	48.6
Literacy	51.3	94.7	44.4
★ Math	30.2	87.1	56.9 ★