



VPK Accountability: Readiness Rate & Improvement Process

State Board of Education
August 15, 2006

Readiness Rate: Background

Section 1002.69, F.S., requires DOE to:

- ❖ Adopt a statewide kindergarten screening that assesses the readiness of each student for kindergarten **based upon the adopted Voluntary Prekindergarten (VPK) education program performance standards.**
- ❖ Require each **school district** to administer the statewide screening **to each kindergarten student** in the school district **within the first 30 days of each school year.**

Readiness Rate: Background

- ❖ Subset of the Early Childhood Observation System (ECHOS)
- ❖ Two measures of Dynamic Indicators of Basic Early Literacy Skills (DIBELS)



Readiness Rate: Background

Section 1002.69(5), F.S., requires:

- ❖ State Board of Education adoption of procedures to annually calculate each provider's readiness rates which must be expressed as the percentage of the provider's students ready for kindergarten.
- ❖ The kindergarten readiness rates **must be based exclusively upon the results of the statewide kindergarten screening for students completing the Voluntary Prekindergarten Education Program.**

Readiness Rate: Background

Section 1002.69(6), F.S., requires:

- ❖ State Board of Education adoption of a minimum kindergarten readiness rate that, **if achieved by a provider would demonstrate the provider's satisfactory delivery of the VPK program.**
- ❖ The minimum rate may not exceed the rate at which more than 15 percent of all providers would fall below the minimum rate.

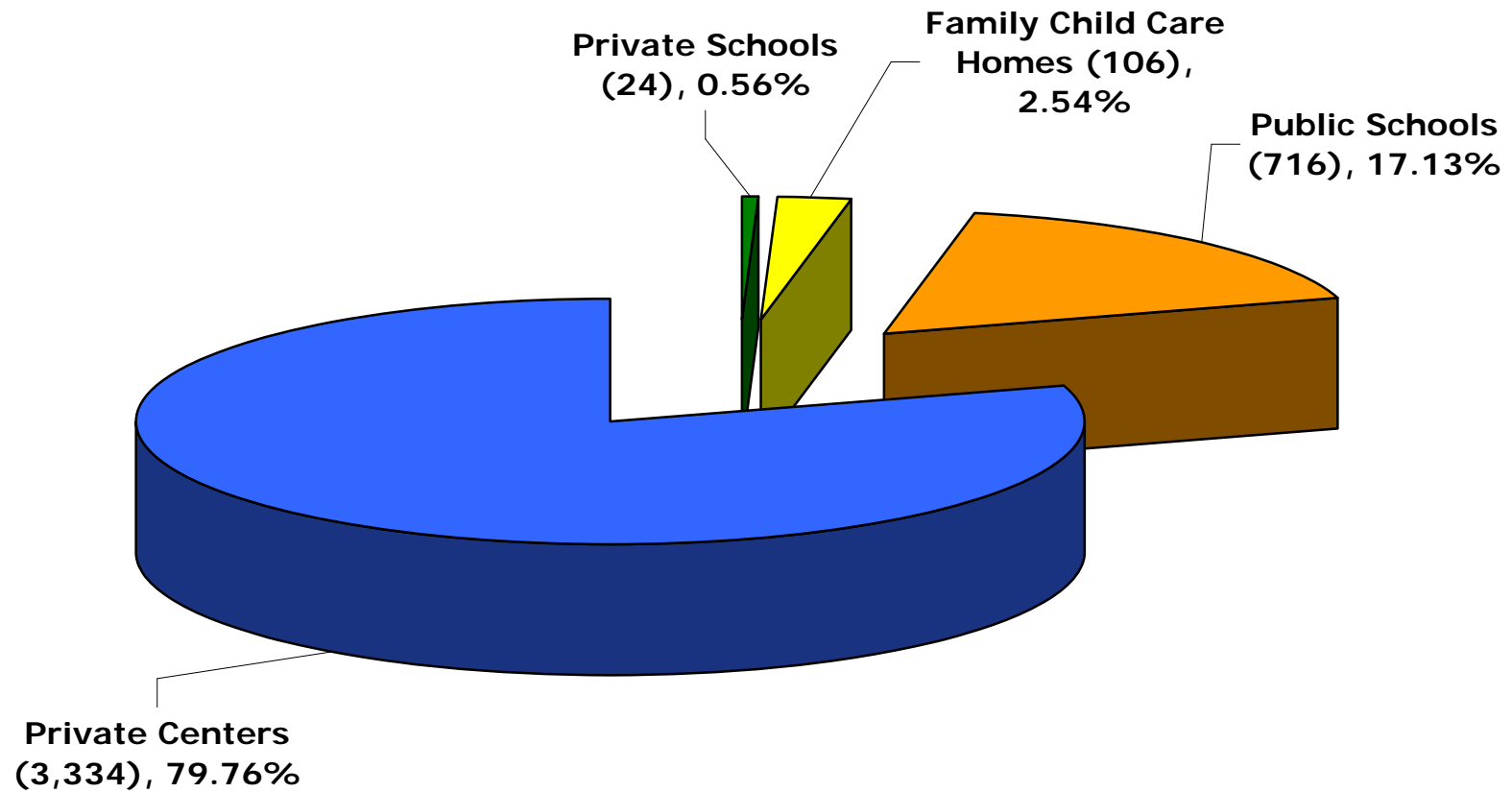
Policy Issue for Concurrence

1. What is sufficient time in a VPK program (completion rate) to expect progress in mastering the VPK standards?

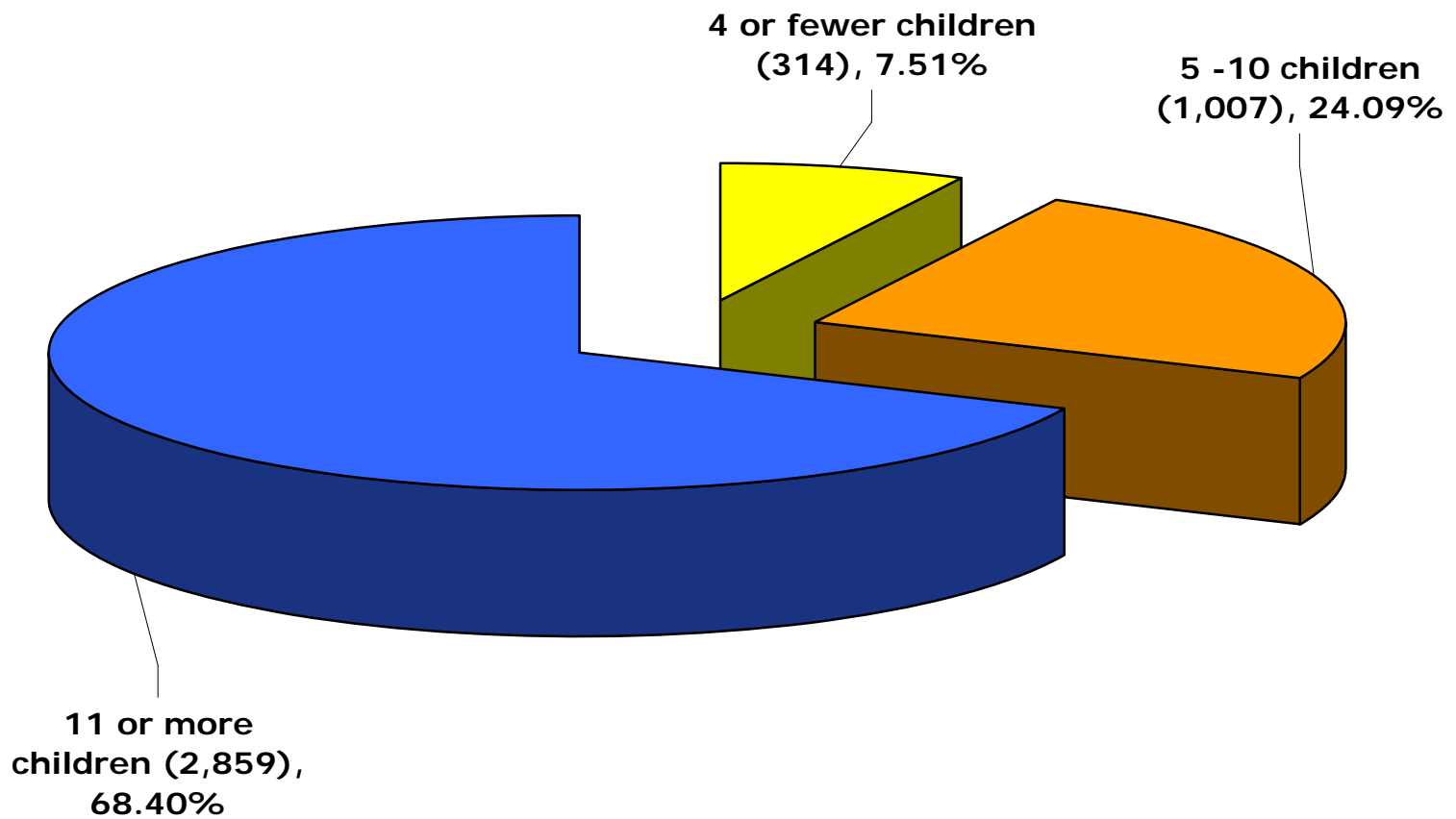
Related Information

- ❖ Type of providers
- ❖ AWI's policy on "substantial completion"

2005-06 Voluntary Prekindergarten Providers by Provider Type for the School-Year Program



2005-06 Voluntary Prekindergarten Providers by Number of Children Served in School-Year Program



VPK Completion Rates for School-Year Program

Program	School-Year	School-Year
Days	180	90
Hours/Day	3	6
Total Days - 4 Start-up	176	86
15% of Total Days	26	13
Total Days - Absences	150	73
Completion Rates	Minimum Attendance	Minimum Attendance
60% Completion Rate	90	44
65% Completion Rate	97	48
70% Completion Rate	105	51
75% Completion Rate	112	55
80% Completion Rate	120	58

Providers & Completion Rates

180-Day School-Year Program	60% - 100% Completion (90-180 days)		65% - 100% Completion (97-180 days)		70% - 100% Completion (105-180 days)		75% - 100% Completion (112-180 days)		80% - 100% Completion (120-180 days)	
	#	%	#	%	#	%	#	%	#	%
Providers with No Students Meeting Rate	437	10.45%	468	11.20%	503	12.03%	536	12.82%	582	13.92%
Providers with 1-10 Students At or Above Rate	1,150	27.51%	1,172	28.04%	1,197	28.64%	1,213	29.02%	1,250	29.90%
Providers with More than 10 Students At or Above Rate	2,593	62.03%	2,540	60.77%	2,480	59.33%	2,431	58.16%	2,348	56.17%
TOTAL	4,180	100%	4,180	100%	4,180	100%	4,180	100%	4,180	100%

Policy Issue for Concurrence

What is sufficient time in a VPK school-year Program (completion rate) to expect progress in mastering the VPK standards?

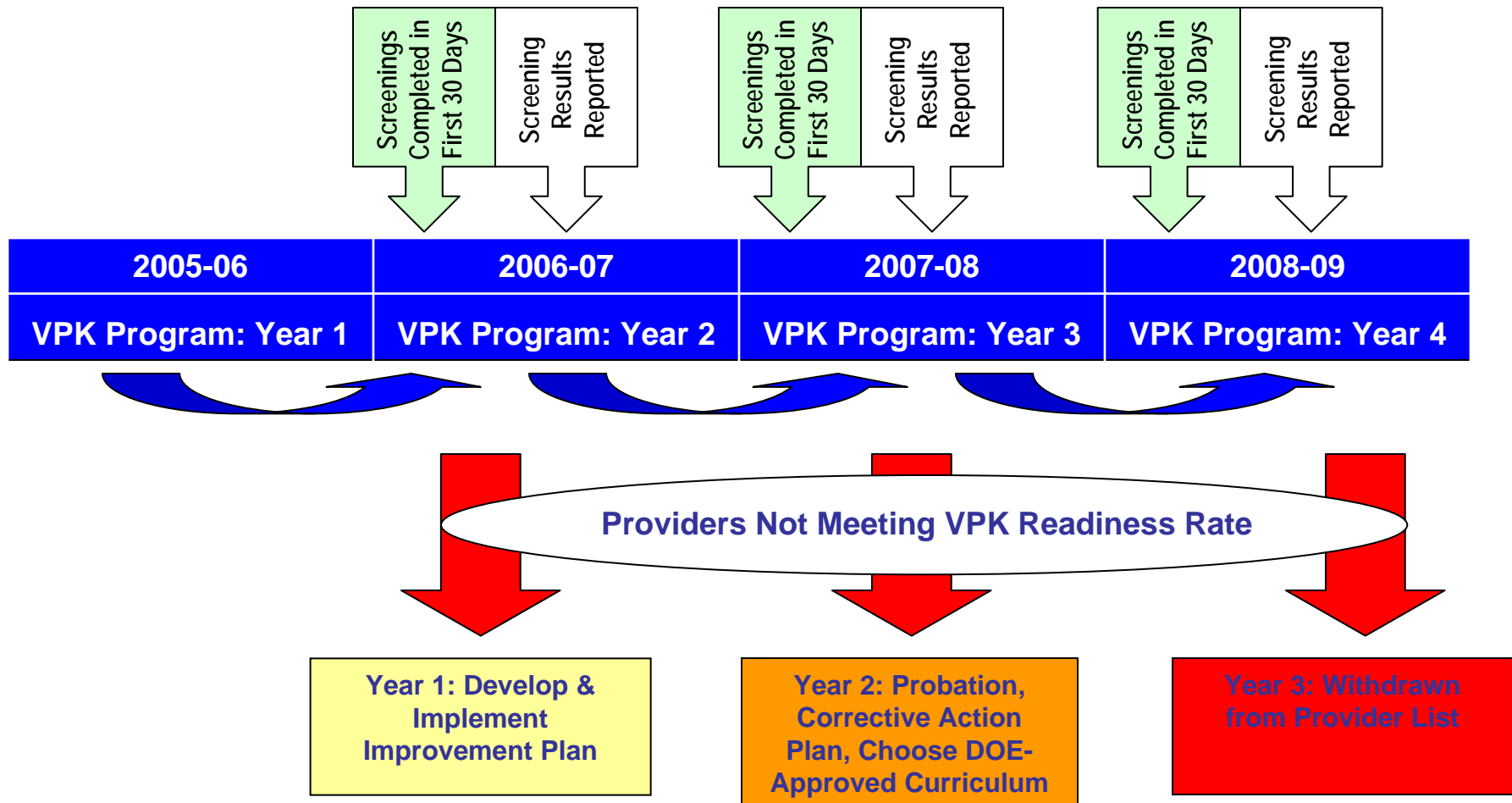
- ❖ 60-100% = 90-180 days
 - 10 % providers with 0 students; 28% with 1-10
- ❖ 65-100% = 97-180 days
 - 11% providers with 0 students; 28% with 1-10
- ❖ 70-100% = 105-180 days
 - 12% of providers with 0 students; 29% with 1-10
- ❖ 75-100% = 112-180 days
 - 13% of providers with 0 students; 29% with 1-10
- ❖ 80-100% = 120-180 days
 - 14% of providers with 0 students; 30% with 1-10

VPK Completion Rates for Summer Program

Program	Summer	Summer
Days	38	30
Hours/Day	8	10
Total Days - 4 Start-up	34	26
15% of Total Days	5	4
Total Days - Absences	29	22
Completion Rates	Minimum Attendance	Minimum Attendance
60% Completion Rate	17	13
65% Completion Rate	19	14
70% Completion Rate	20	15
75% Completion Rate	22	17
80% Completion Rate	23	18

Voluntary Prekindergarten (VPK) Accountability

Section 1002.67(3)(c)1-4, Florida Statutes



Parameters for Development of Improvement Process

- ❖ There may be as many as 600 providers.
- ❖ Approximately 80% are private providers.
- ❖ All coalitions provide some level of support through existing quality initiatives (school readiness providers).
- ❖ Participation in state-supported improvement activities is voluntary.
- ❖ All providers received “equal” VPK funding.
- ❖ DOE did receive some funds from the Legislature for VPK accountability activities.

Possible Characteristics of Low-Performing Providers

- ❖ Meeting minimal health and safety requirements may be an issue (DCF licensing requirements)
- ❖ High staff turn-over and low levels of literacy
- ❖ Classrooms may not have sufficient supplies or materials
- ❖ Lack of purposeful planning and activities focused on VPK standards
- ❖ Parents may not be informed of ways to reinforce new skills/concepts
- ❖ May serve low- socioeconomic children
- ❖ Probably also school readiness providers
- ❖ May be the “only” child care provider in the area

VPK Accountability: Improvement Process

Provider Inventory

Provider
Self-Assessment

Program Evaluation

Development of
Improvement Plan

Resource Mapping



Improvement Process...

❖ Provider Inventory

- Data analysis (student, staff, & provider-level)

❖ Provider Self-Assessment

- Participation in VPK-related training
- Identification of areas of need
- Participation in quality initiatives
- Resources

Improvement Process...

❖ Program Evaluation

- Standardized instrument and process using a broad-based definition of quality
- Obtained at provider's expense

❖ Development of Improvement Plan

- In collaboration with DOE, AWI, coalition and district
- Automated and standardized

Improvement Process...

❖ Resources

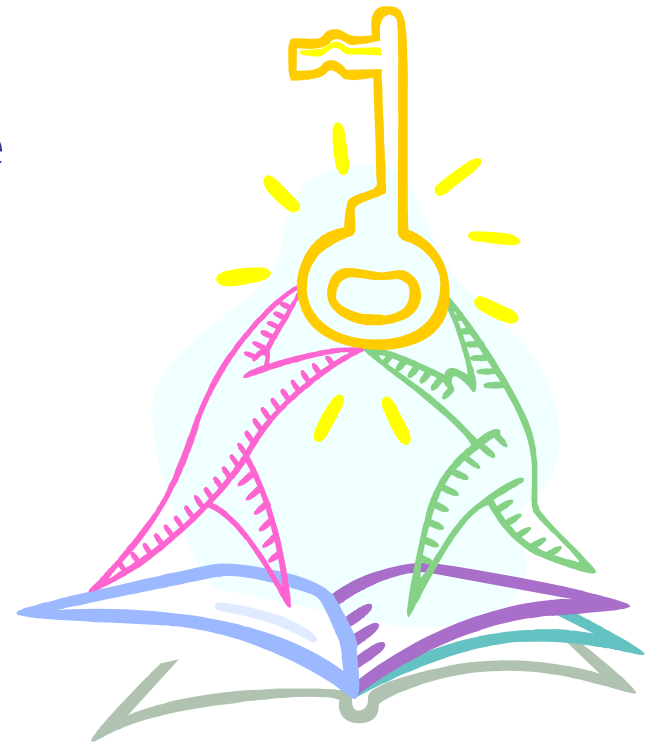
- Professional development for instructors and director
- VPK coach
- Mentor provider network

❖ Resource Mapping

- Match needs as identified in improvement plan with resources available from coalitions, DOE, AWI, or DCF

Improvement Process...

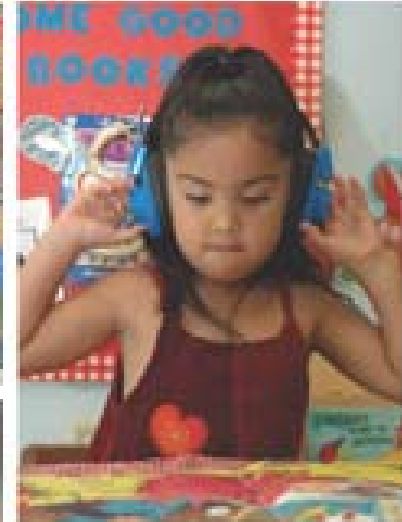
- ❖ Progress Monitoring
 - Review readiness rate
 - Annual program evaluation
 - Revise improvement plan
 - ...



Improvement Process Guiding Principles

To be effective, the process must:

- ❖ have commitment/buy-in from participating providers
- ❖ build on existing supports provided by coalitions
- ❖ be systematic
- ❖ offer a tiered-level of supports through the coalitions
- ❖ include a system to monitor progress.



Florida Voluntary Prekindergarten Education Program Standards

Florida Department of Education

2005