

# Gardendale Partnership: 2021-22 Results

Presented to:  
The Early Childhood Education  
Municipal Development Corporation  
Board

Presented by:  
Emily Diaz, Ph.D.  
Lauren Decker-Woodrow, Ph.D.

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# Agenda



## Pre-K 4 SA and Gardendale partnership evaluation results

- Classroom quality
- Kindergarten and first grade readiness
- Early literacy and numeracy

# Children and classroom samples

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- **307 children served**
  - 53.8% boys and 46.3% girls
  - 17.6% pre-K, 29.6% kindergarten, 26.1% first grade, and 26.7% second grade
- **17 classrooms observed**
  - 7 (41.1%) in Fall
  - 10 (58.8%) in Winter
  - 17 (100%) in Spring





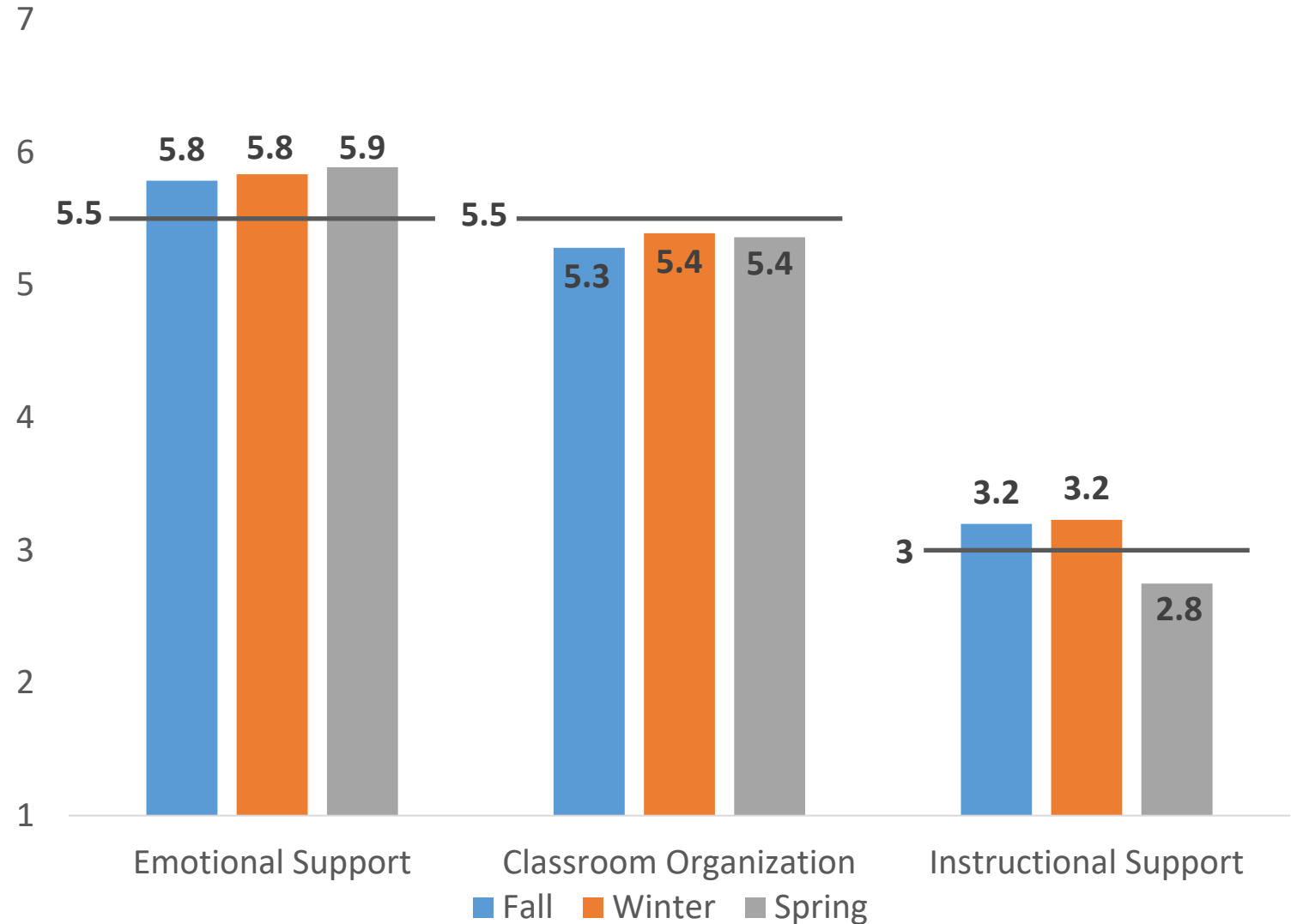
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# Classroom Quality



# Overall Gardendale quality across the year

- Near-high *Emotional Support*
- Mid-level *Classroom Organization*
- Variation in *Instructional Support*
  - Mid-level in Fall and Winter
  - Low-level in Spring



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# Kindergarten and First Grade Readiness



# Kindergarten readiness (Pre-K) growth over the year

GOLD Outcome	Fall	Spring
Mathematics	↑	↑
Cognitive	↑	-
Oral Language	↑	-
Physical	↑	-
Social-Emotional	↑	-
Literacy	-	-

**Note:** ↑ indicates a **positive significant** result; - indicates a non-significant result

# First grade readiness (Kindergarten) growth over the year

GOLD Outcome	Fall	Spring
Cognitive	↑	↑
Mathematics	↑	↑
Physical	↑	-
Social-Emotional	↑	-
Literacy	-	-
Oral Language	-	-

**Note:** ↑ indicates a **positive significant** result; - indicates a non-significant result



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# Early Literacy and Numeracy

Woodcock Johnson Letter-  
Word and Applied Problems



# Gardendale children (all grades) are performing below age level

## › Significant growth in four months

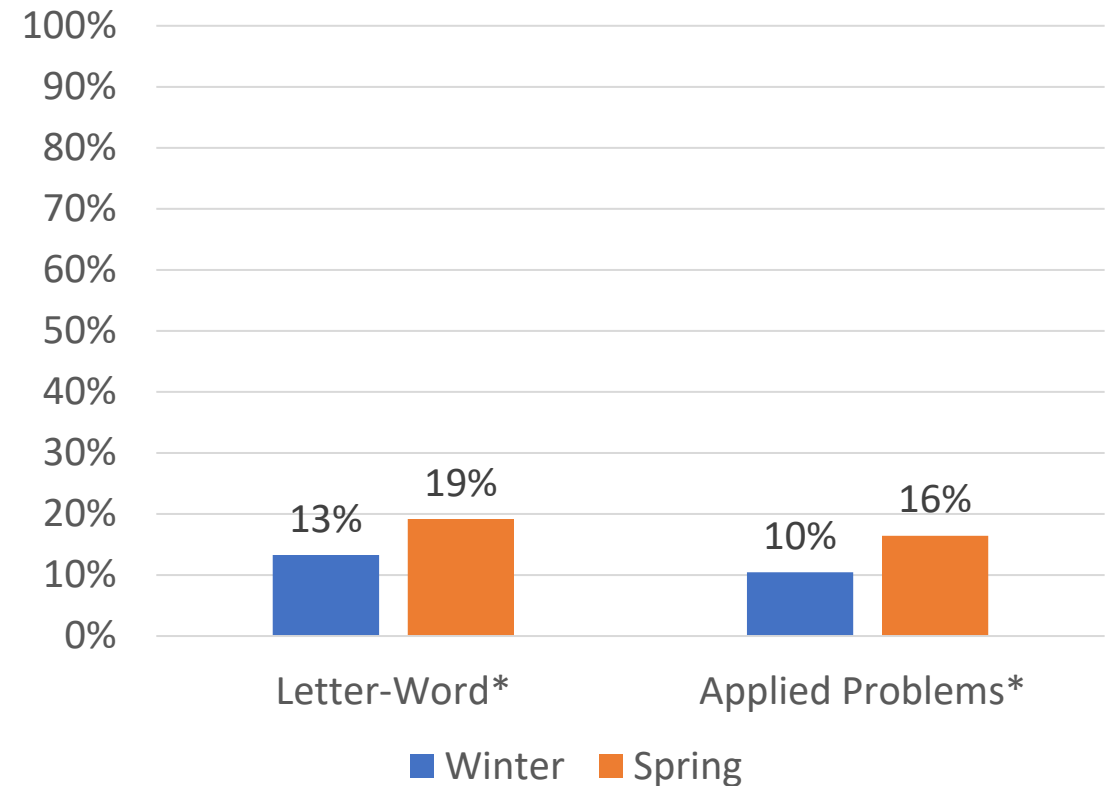
- 8 months in early literacy
- 6 months in early numeracy

## › Pandemic influence

- Mirror national trends (Socol, 2022)

## › The 2022-23 evaluation includes Fall and Spring data

Proportion of Gardendale children meeting age equivalency by assessment and time point



**Note:** \* = statistically significant increase ( $p < 0.05$ ).

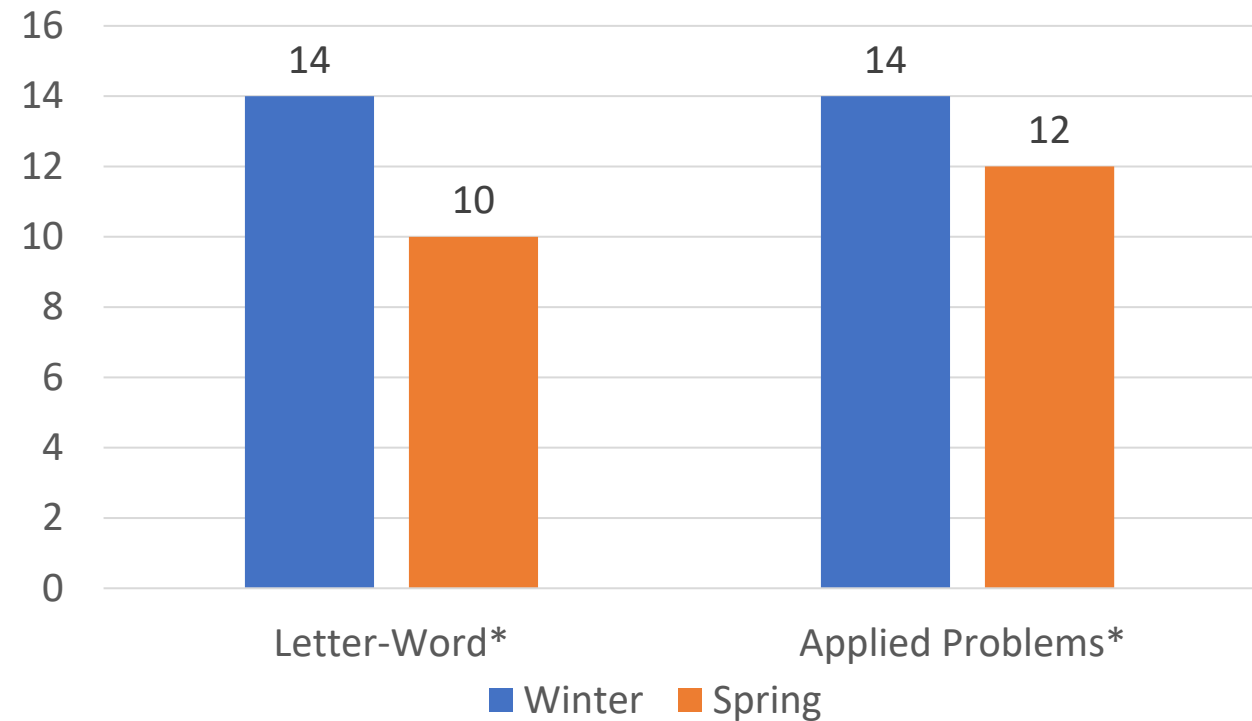
# Gardendale children demonstrated significant accelerated learning

## ➤ Significant reduction in achievement gaps

- 4 months in early literacy
- 2 months in early numeracy

## ➤ More educational supports are needed

Size of achievement gap (in months) between Gardendale and normed sample by assessment and time point



Note: \* = statistically significant increase ( $p < 0.05$ ).

# Reasons for Different Early Literacy and Numeracy Findings

## › Content

- Literacy
  - GOLD: Phonological awareness, phonetics, and word recognition
  - LW: Symbolic learning and identification of letters and words
- Numeracy
  - GOLD: Number concepts and operations, spatial relationships and shapes, and compare and knowledge of patterns
  - AP: Apply simple number concepts and solve math problems

## › Scoring Method

- Single normative average (GOLD) and Age-specific in months (LW and AP)

# Gardendale Literacy Progress

## › Kindergarten

- At the beginning of the year, 46% of Kindergarteners were 1 year below grade level.
- Currently, 75% are on or above grade level.

## › First Grade

- At the beginning of the year, all 1st graders were below grade level: 43% were 2 years below grade level and 57% were one grade level below in reading.
- Currently, 48 % are on or above first grade reading level.

## › Second Grade

- At the beginning of the year, 72% of our 2nd graders were 2 years below grade level.
- Currently, 56% have made a least one year's growth, 11% have made two year's grow
- 43% are at or above grade level.



# Questions/ Discussion



# Thank You

Emily Diaz

[emilydiaz@westat.com](mailto:emilydiaz@westat.com)

Lauren Decker-Woodrow

[laurenwoodrow@westat.com](mailto:laurenwoodrow@westat.com)

# References

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