



DUERR
EVALUATION
RESOURCES

Sutter County Children & Families Commission
Smart Start Program
2018 Annual Evaluation Report
by Duerr Evaluation Resources

PROGRAM OVERVIEW

The summer 2018 Smart Start program, now in the seventeenth year, sponsored six classrooms at six schools and was attended by 123 students. Classes were held four hours per day over two different date periods:

- *June 14-July 12 for 20 days at Lincoln and Butte Vista schools in Yuba City*
- *July 5-August 1 for 20 days at Karperos, Park Avenue, Riverbend and April Lane schools in Yuba City*

Smart Start specifically targets and primarily serves students who have no preschool experience and may never have been without parent or family supervision in an educational setting. Research indicates that many of these students will have difficulty transitioning into the kindergarten environment and are more likely to be academically behind students who have had a rich preschool experience. Smart Start allows students to enter a controlled school experience in a classroom environment with teachers and aides who are not their parents or family members and be introduced to the basic school readiness skills that are crucial to a smooth kindergarten transition. A small number of students accepted to the program—to assure that all classrooms are full—have had a short or otherwise limited preschool experience. Smart Start begins with the hiring and training of staff. Each classroom has a kindergarten teacher, preschool teacher and two child-care aides. Training for the Smart Start staff included the following:

- Engage in team building activities.
- Define roles of staff members.
- Review goals and objectives.
- Become familiar with the curriculum box (provided for each team).

- Review preschool and kindergarten standards as well as lessons in literacy, math, science and art, all integrated into a garden theme.
- Establish a Smart Start schedule that incorporates outside and inside physical activity, whole group circle time, small group stations, breakfast and lunch.
- Develop plans for the first days of Smart Start.
- Learn about Sutter County Children & Families Commission resources for parents. These include Bright Futures, Child Development Behavioral Specialist, Family SOUP counseling for special needs students and low or no cost dental services.
- Learn about community resources such as speech services and school district student services.
- Learn about the enrollment process which includes making first contacts with parents interested in Smart Start, setting appointments to enroll students, filling out enrollment forms with parents, determining need and eligibility for Sutter Smiles Mobile Dental van services and other special needs of the students.
- Receive training on Preschool Learning Foundations, Language and Math Games.

The staffing of Smart Start provides an opportunity for interaction between preschool staff and kindergarten teachers. The Program Coordinator provides administrative assistance, a Curriculum Coordinator handles development and dissemination of the curriculum, and, if needed, additional staff aid in parent workshops and other tasks.

When a parent agrees to enroll his or her child in Smart Start, a one-on-one visit with the family is held to complete the necessary program enrollment paperwork and to meet the child so that he/she has a familiar face to see on the first day of Smart Start.

During the course of Smart Start, students are exposed to early literacy activities (including chants, songs, letters and name recognition); numeracy activities (including numbers, counting, shapes and patterns); familiarization with the classroom setting and rules; the roles of teachers and aides; socialization skills with their peers in a classroom setting and separation from their parents. All of the school readiness activities are geared to preparing the children for a smooth transition into kindergarten.

In addition to one-on-one intake, parents in the program benefit from a California State Standards for Reading/Language Arts and Mathematics workshop as well as being offered a Bright Futures event specifically for parents whose students attended Smart Start.

EVALUATION COMPONENTS

Each of the program goals is measured by the following evaluation components:

Implementation Data

Data collected by program staff includes demographic information about the child enrollment and school and level of preschool prior to attending Smart Start.

Ages & Stages Questionnaire

The Ages and Stages Questionnaires (ASQ-3), a parent-completed child monitoring system, is a screening tool that provides a quick check of a child's development. The information supplied can help reveal the child's strengths, uncover any areas of concern, and determine if there is a need to seek professional assistance. The evaluators score the ASQ-3 s, and parents are given a copy of the results, which they take to the Bright Futures event.

Preschool Skills Assessment

The Preschool Skills Assessment (created by YCUSD Child Development Programs) is given to each child at the start of the program and then again at the end of the program. The assessment measures basic school readiness skills that are the focus of Smart Start such as identifying shapes, counting, letter recognition, etc. Pre-to-post scores are averaged overall for each skill category, and the change is calculated to show improvement in students' skills.

Walker Assessment Scale (WAS)

The WAS is used to measure students' levels of school adjustment behaviors. The WAS is given to all students during the first week of Smart Start (pre) and again during the last week (post) to gauge change within the program timeframe as a direct result of program participation. Teachers observe the child's behavior in the classroom and complete the assessment. The child's scores are then scaled into the following three categories: teacher-preferred social behaviors, peer-preferred social behaviors and classroom adjustment behaviors. These scores can then be compared with valid California norms.

Smart Start Staff Online Survey

An online staff survey is conducted with Smart Start staff at the conclusion of the program to obtain feedback about the program and obtain feedback on barriers and program improvement.

Parent Attendance and Workshop Evaluation

Parents in the program benefited from a workshop regarding California State Standards in Reading, Language Arts, and Mathematics. For the fifth year, parents were also invited to attend a Bright Futures event in the evening at Andros Karperos Elementary School. Parents were asked to provide feedback regarding their experiences with the parent workshop.

EVALUATION RESULTS

Student Recruitment

When parents enroll their children for kindergarten (usually between March and June preceding the start of Smart Start), the forms include questions about preschool experience and whether the parents might be interested in the Smart Start program. When parents return the forms, program staff divides them based on whether the child has had no preschool experience (the primary program audience), up to six months of experience or more than six months of experience. Staff members contact the group with no preschool experience first, then those with six months, and lastly those with more. The program always gives priority to those students with the least preschool experience. This year, parents were offered either of the two sessions, the one starting June 14 and the other on July 5. Quite a few families planned to be gone at least one week during each of the four-week sessions, and, consequently, were not enrolled. This is done purposefully because research shows that students who attend fewer than 16 days do not achieve as much as those who attend 19 or 20.

Even with these careful approaches, there were not enough children with little or no preschool experience to fill the planned eight classrooms, so the number of classrooms was reduced to six. This is a pattern that has developed in recent years, with fewer and fewer preschool children identified with little or no preschool. This is a positive factor for the children given the importance of preschool but is making it more difficult to run a large Smart Start program. One of the reasons a greater number of children are attending preschool is the robust economy. When the economy is stronger, families who do not qualify for free preschool are more likely to pay for private preschool. For an example of this, the two best enrollment years for the Smart Start program were in 2009 and 2010, the years following the 2008 recession. In addition to the greater percentage of children attending private pre-school, the region also has very strong public preschool offerings.

However, project staff noted that quite a large number of families (largely immigrants) did not register their children for kindergarten until after the Smart Start program ended this year, and many of these children had no preschool experience. These children could clearly have benefited from Smart Start if they could have been identified prior to the program. In the 2019 contract year, staff members will develop new outreach and recruiting strategies to identify these families prior to Smart Start in an effort to increase enrollment.

Student Enrollment

Over the course of the seventeen program years, Smart Start has served 3,082 students at 15 different schools. The program has served as many as 250 students per year. This year, six

classes were provided, lasting 20 days, serving 123 students. Table 1 provides a summary of program sites and attendance over the past three years.

Table 1 Participation Summary by Year 2016-2018		
Program Year	Number of Sites	Total Students
2016	9	185
2017	8	166
2018	6	123

Historically, the program enrolls 19-25 students per classroom; this year, the average was a very typical 21. Twenty-five percent of the students had perfect attendance, and another 14 percent were absent only one day, well within historical norms for this program. The six schools hosting Smart Start were specifically selected to ensure that preschool students in the county, even in the more rural areas, have reasonable access to a Smart Start school. Detailed information about the locations and attendance can be viewed in Appendix Table A.

Level of Preschool Experience Prior to Smart Start

Smart Start is designed to primarily serve students with little or no preschool experience who may otherwise have trouble adapting to kindergarten. Table 2 shows that 68 (55%) of the 123 students had no prior preschool experience. This represents a decrease from last year’s 63 percent but is only slightly lower than in 2015/16.

Table 2 2018 Level of Preschool Experience Prior to Smart Start	
Level of Preschool Experience	Percent
No Preschool Experience	55%
1- 6 Months of Preschool	10%
7-11 Months of Preschool	22%
1 Year or More of Preschool	12%

Table 3 shows the percentage of students with no preschool experience for the past three years. As described earlier, it is getting more difficult to find greater numbers of students with no preschool experience.

Table 3 Three-Year Comparison Level of Preschool Experience Prior to Smart Start	
Level of Preschool Experience by Year	Percent
No Preschool Experience	%
2015/16	59%
2016/17	63%
2017/18	55%

Ages and Stages Questionnaire

The Ages and Stages Questionnaires (ASQ-3), a parent-completed child monitoring system, is a screening tool that provides a quick check of a child’s development. The parents complete the ASQ-3, which makes them partners in assessing their children’s development along with Smart Start Staff. The information supplied can help reveal children’s strengths, uncover any areas of concern, and determine if there is a need to seek professional assistance. There are 21 questionnaires that contain 30 items that cover five developmental sub domains, and an additional set of questions about children’s overall health and development. The ASQ-3 can be used to assess children from two months up to five-and-a-half years of age. Each questionnaire contains the following sub domains: communication, gross motor, fine motor, problem solving, and personal-social. Parents assessed their children near the beginning of the program. The children’s scores on the five sub domains fall into one of the three following categories:

- **Above cutoff:** Child’s development appears to be on schedule.
- **Close to cutoff:** Child’s development appears to be on schedule but may benefit from practicing skills in a specific area of development. Provide learning activities and monitor.
- **Below cutoff:** Child’s development needs further assessment and referral based on the sub domain(s) of concern.

The Smart Start Staff collected ASQ-3s for 113 students. Over 50 percent of students scored above cutoff on all five domains, which means their development was on schedule. Parents had the opportunity to attend a Bright Futures event specifically for parents with students attending

Smart Start. Bright Future events provide an opportunity for parents to have their parenting and child development questions answered in a fun and relaxed environment, and, if there is a need for additional services, Bright Futures staff can provide help accessing the recommended service. Parents received the results of the ASQ-3 at the Bright Futures event and were able to discuss specific issues with experts in early childhood health and education.

Generally and on average over the past three years, over 50 percent of students scored above cutoff on all five domains, which means their development was on schedule.

Preschool Skills Assessment (PSA) Results

Preschool skills were rated using the PSA on a six-point scale where zero represents an absent skill and a score of five represents knowledge that far exceeds the norm for kindergarten entry. Program staff and the evaluator agreed that a score of three (“Moderate”) and above demonstrates a desirable skill level for kindergarten entry. Table 4 lists each skill category and *the percentage of students* who were at or above the PSA desirable level, with the overall average PSA scores at the bottom. A statistical test was performed comparing the pre and post scores, and they were all “extremely” statistically significant.

Table 4 2018 Pre-to-Post Smart Start Preschool Skills Assessment Percent of Students with Desirable Skills for Kindergarten Entry			
Skills <i>(111 matched pre/post assessments*)</i>	Percent at Moderate Skill Level and Above		Change
	Pre	Post	
Ability to write name	54%	72%	+18
Ability to count	72%	88%	+16
Lower case letter recognition	41%	56%	+15
One-to-one correspondence	85%	99%	+14
Shape recognition	75%	87%	+12
Numbers recognition	52%	63%	+11
Upper case letter recognition	52%	62%	+10
Identify letter sounds	20%	27%	+7
Color recognition	93%	96%	+3
Average	60%	72%	+12

**Some test items were left blank on either the pre or post and are not included.*

The skill category with the largest increase was the ability to *write name*, with an additional 18 percent of children showing kindergarten readiness. *Ability to count* was second, with 16 percent more students showing competence. Overall, the students increased their skill level by 12 percentage points. This level of improvement was a percentage higher than last year and the same as 2015/16.

Table 5 is a three-year comparison of PSA success. The Change scores (gains) made were extremely similar each year, in spite of varying pre-test levels.

Table 5 Three-Year Comparison of Smart Start Preschool Skills Assessment Total Scores: Percent of Students with Desirable Skills for Kindergarten Entry			
Year	Percent at Moderate Skill Level and Above		
	Pre	Post	Change
2015-16	55%	67%	+12%
2016-17	64%	75%	+11%
2017-18	60%	72%	+12%
Three-Year Average Skills Assessment Scores	59%	71%	+12%

Overall, the percent of students with desirable skills for kindergarten entry increased by 12 percentage points this year. Almost three-fourths of students over the three-year period completed the program with the skills needed to start kindergarten.

Walker Assessment Scale Results

The Walker Assessment Scale (WAS) is used to measure a child’s level of school adjustment behaviors. The child’s scores are scaled into the following categories:

- Teacher-preferred social behaviors,
- Peer-preferred social behaviors, and
- Classroom adjustment behaviors.

WAS scores are normed for California kindergarten students at school entry, such that the average score is at the 50th percentile. That is, half of California’s kindergartners score above 50 and half score below.

The WAS is completed by the teachers of Smart Start students during the first week of the program (pre) and again during the last week of the program (post). Changes from pre-to-post can be assumed to be a direct result of program participation, as other outside interventions during the four-week period would be minimal. Matched pre-to-post WAS forms were completed for 109 of the 123 students at the six schools for an 89 percent completion rate. Table 6 shows WAS results by subscale for Smart Start students.

Table 6 2018 Pre-to-Post WAS Results – Average Percentile Ranking Compared To Normative California Data				
Categories	Pre	Post	Change	Kinder State Average
Teacher-Preferred Social Behaviors	12%	67%	+55%	48%
Peer-Preferred Social Behaviors	16%	61%	+45%	52%
Classroom-Adjustment Behaviors	33%	62%	+29%	49%
Total Percentile Score	14%	61%	+47%	50%

Note that the pre scores for Smart Start students were dramatically lower than the state average, at the 14th percentile. This demonstrates conclusively that the students selected for Smart Start were appropriate for the program as being minimally ready for kindergarten. After the program, students were rated at the 61st percentile, a huge, 47-percentile point increase. Even more importantly, the post scores were well above state average for students entering kindergarten.

In short, these students were well below state averages when they started Smart Start, which is predictable given their lack of, or limited, pre-schools experiences prior to Smart Start. By the end of the program, they were prepared for kindergarten entry at a level above the average California student entering kindergarten. This evidence strongly supports the conclusion that the program strongly impacts school adjustment behaviors.

Table 7 displays a three-year comparison of post WAS results. On average, Smart Start students ranked in the 62nd percentile for post WAS results over the past three years, far above the state average of the 50th percentile of California kindergarten students at school entry.

Table 7 Three-Year Comparison of Post WAS Results: Overall Average Percentile Ranking Compared To Normative California Data		
Year	Post	Kinder State Average
2015-16	62%	48%
2016-17	63%	52%
2017-18	61%	49%
Total Percentile Score	62%	50%

Table 8 shows the WAS change in scores for students by level of preschool experience in 2017/18.

Table 8 2018 Pre-to-Post WAS Percentile Scores by Level of Preschool Experience Prior to Smart Start			
Level of Preschool Experience	Percentile Score		
	Pre	Post	Change
No Preschool Experience	18%	61%	+43%
1- 6 Months of Preschool	29%	77%	+48%
7-11 Months of Preschool	8%	59%	+51%
1 Year or More of Preschool	22%	71%	+49%

Students with 7-11 months of preschool experience (about one-fourth of the students with matching pre and post scores) had a very low pre score, landing in the eighth percentile of all California children. Their change score shows that students with 7-11 months of preschool increased their scores by the largest amount (51%), but they still scored only 9 percent above the state average of 50 percent on their post scores. Students with no preschool experience (over half with matching pre and post data) had the lowest increase in scores (43%) but still scored 61 percent at post, well above the state average of 50 percent. The highest post score (77%) was by children with 1-6 months of preschool, followed by those with one year or more (71%).

The California WAS norms have also been used to develop a scale of school adjustment, with the three categories shown in Table 9. The scale links a child’s score to the severity of their potential social skills adjustment. Note that, unlike Tables 6-8, which show percentile scores, the percentages in Table 9 represent the percent of students in each group.

As noted previously, Smart Start students are selected specifically because—not having had a pre-school experience—they may not have the social adjustment skills of their similar-aged peers who have had preschool experiences, which helps explain why 55 percent of them scored in the severe-to-moderate category at pre-assessment. However, by the end of the program, only four percent of students were still in the *severe-to-moderate* category. The percentage of students in the *few-to-none* category (the most desirable school adjustment category) improved substantially from 35 percent of students at pre to 84 percent of students at post.

Table 9 Percent of Students in each Risk Category 2018 WAS Assessment Pre-To-Post		
Adjustment Category	Pre	Post
Severe-To-Moderate	55%	4%
Moderate-To-Mild	10%	12%
Few-To-None	35%	84%

The following table displays the three-year comparison of the percent of children pre-to-post who scored in the “Few-to-None” risk category.

Table 10 Three-Year Comparison Percent of Students in Few-To-None Risk Category WAS Assessment Pre-To-Post		
Adjustment Category	Pre	Post
Few-To-None	%	%
2015-16	49%	76%
2016-17	35%	88%
2017-18	35%	84%
Average	40%	83%

The table shows that over the past three years, on average, 40 percent of students fell in the “Few-to-None” risk category at pre, and at post there were 83 percent of children in that category.

Smart Start Staff Survey

During the 2018 program year, DER conducted an online survey of all Smart Start staff by sending an Internet link to an anonymous online survey. Staff members answered a series of questions regarding their role in Smart Start, support of the staff, issues or problems they may have experienced, and how to improve the program. The online staff survey was well received by staff members, resulting in 24 (83%) completed surveys. Because the survey was completely anonymous—to both program leadership and to the evaluators—and due to the high response rate, the results can be trusted as being representative. The primary findings are shown below:

Program Infrastructure

- 83% of the staff reported having participated in the program in prior years.
- 67% of staff felt that the training they received was *very helpful*, down from 88% last year but up from 63% in 2015/16.
- 96% of staff rated support from program coordinators as *Excellent*. This rating was comparable to last year at 97%.
- 79% of staff rated support from school site staff as *Excellent* (same as last year) and higher than in 2015/16 (67%); the remaining 21% said *Good*.
- 92% of the teachers rated the support of their fellow teachers as *Excellent*, similar to the previous two years (90% and 88%, respectively).

- 91% of the staff reported having *a lot* better understanding of what the other teacher does and needs in the classroom, up from 81% last year and down slightly from 93% in 2015/16.

Program Materials/Parent Night

Teachers were asked if they felt that the curriculum and materials were appropriate for the age and development of the students and if they were appropriate for the four-week time period:

- 79% of the teachers reported *yes, a lot* regarding appropriateness of materials for the age and development level of the students, down from 88% last year and 100% in 2015/16.
- 92% said the covering of materials was *“just right”* for the course length, down some from 100% last year and 93% two years ago.

Preschool and Kindergarten Teacher Collaboration

Staff members were asked to comment on the relevance of having a kindergarten and preschool teacher working together. Every staff member reported that the experience was beneficial. Most staff members (about one-third) appreciated the opportunity to collaborate in the best interest of the children. Others appreciated learning from each other regarding students’ needs and how to best prepare them for kindergarten. Still others reported that the sharing of ideas and strategies was helpful. Some representative comments were:

- *“We were able to collaborate together and came up with some amazing lessons for the class.”*
- *“It was a great experience and I gained knowledge as to what goals in academic and social skills are needed with our students beginning kindergarten....”*
- *“It was great to have the insight of both a preschool and kindergarten teacher. I enjoyed sharing ideas and teaching tips with the preschool teachers. It is nice to have a second perspective in the classroom.”*

Additional comments and suggestions collected from the staff survey can be found in Appendix D.

Parent Attendance and Workshop Evaluations

Parents were offered one Smart Start-sponsored workshop and one Bright Futures event in 2018. There were 38 individuals from 37 Smart Start families in attendance at the workshop (Kindergarten Readiness and Expectations), representing 30 percent of all Smart Start families.

Parents were asked to provide feedback regarding the workshop. Table 12 shows the results of the parent feedback from 36 attendees at the Kindergarten Readiness and Expectations Workshop held on July 26. Appendix E contains parent comments.

The overall workshop evaluation score was 5 on a scale of 1 to 5 with 5 being the highest score. The large majority (about 80%) of parents found the handouts on California Standards and Kindergarten Expectations very helpful. About 90 percent found the information on Kindergarten Expectations very helpful, and about 80 percent thought the same of the California Standards information. About 90 percent rated the presenter very high on being well informed on the topics, and nearly everyone who had questions had them all answered. Overall, 95 percent rated the workshop “above average” or “excellent,” about the same as last year and up from 87 percent the previous year.

Table 12 Kindergarten Readiness and Expectations Workshop Parent Feedback				
Were the handouts helpful?				
A great deal 81%	Quite a bit 16%	Somewhat 3%	Very Little 0%	Not at all 0%
How helpful was the California Standards information?				
A great deal 78%	Quite a bit 14%	Somewhat 5%	Very Little 3%	Not at all 0%
How helpful was the Kindergarten Expectations information?				
A great deal 91%	Quite a bit 9%	Somewhat 0%	Very Little 0%	Not at all 0%
Was the presenter well informed about the topics?				
A great deal 89%	Quite a bit 5%	Somewhat 3%	Very Little 0%	Not at all 3%
Did the presenter answer all your questions?				
Yes, all 84%	Most 5%	Some 0%	Few 0%	I didn't ask any questions 11%
Overall, how would you rate this workshop?				
Excellent 92%	Above average 3%	Average 5%	Below average 0%	Poor 0%
OVERALL WORKSHOP EVALUATION SCORE				5*

*Scale: 1 to 5 with 5 being the highest score

Table 13 shows the three-year comparison of average scores.

Table 13 Three-Year Comparison of Average Scores Kindergarten Readiness and Expectations Workshop Parent Feedback	
Year	Average Workshop Score*
2016	4.6
2017	4.8
2018	4.9

*On a scale of 1 to 5 with 5 being the highest score

The table shows that the workshops were rated high each year, with the highest rating (4.9) in 2018.

Parents had the opportunity to also attend a Bright Futures event specifically for parents with students attending Smart Start. A total of 113 Smart Start parents attended, representing 112 families (93% of all Smart Start families).

EVALUATION SUMMARY

The 2018 program year marked the seventeenth time Smart Start has been offered in Sutter County. Six classes were held at six schools and attended by 123 students, with an average attendance of 21. Classes were held in Yuba City. Over the seventeen years of the program, 3,082 students have participated.

- **Program Design:** This year, classes were provided for 20 days. There were four adults in each classroom, as in the previous two years.
- **Preschool Experience:** The program seeks to serve primarily students with no prior preschool experience. This year, 55 percent of the students came to the program with no prior preschool experience, the lowest percentage in the last three years. The availability of State Preschool in recent years has decreased the percentage of children with no preschool experience, which was historically about 20 percent higher before 2015/16.
- **Ages and Stages Questionnaire (ASQ-3):** The Smart Start Staff collected ASQ-3s for 113 students. Over 50 percent of students, as last year, scored above cutoff on all five domains, which means their development was on schedule. Parents received the results

of the ASQ-3s at the Bright Futures event and were able to discuss specific issues with experts in early childhood health and education. Overall, almost three-fourths of students over the three-year period completed the program with the skills needed to start kindergarten.

- **Preschool Skills Assessment (PSA):** PSA results demonstrated a 12 percent growth, about the same as the previous two years. Again, students' average pre assessment score was high (60%), making it somewhat more difficult to obtain higher change scores. Overall, 72 percent of the students completed the program with the skills needed to start kindergarten, slightly lower than last year but five percent higher than in 2015/16.
- **Walker Assessment Scale (WAS) Results:** The WAS measures children's level of social and school adjustment behaviors. The WAS gains during the 2018 program were commensurate with past years. The pre Total Percentile Scores for Smart Start students were dramatically lower than the state average, at the 14th percentile. After the program, students were rated at the 61st percentile, a significant 47-percentile point increase, and above state average for students entering kindergarten.
- **Staff Survey:** Of 29 Smart Start staff members, 24 (83%) completed an online questionnaire. Over 80% of staff had prior Smart Start experience. Generally, the ratings were the same or a bit lower this year than last year. Nearly all rated the support from program coordinators and fellow teachers as "excellent", and over 90% of the staff reported having *a lot* better understanding of what the other teacher does and needs in the classroom. About two-thirds of respondents rated the helpfulness of the training as *very helpful*, down from last year. As in the past, the cooperative nature of the work between preschool and kindergarten teachers in the same classroom has important side benefits that may positively impact their work during the regular school year.
- **Parent Events:** The large majority of parents and caregivers rated the workshops high, although not as high as in the previous two years.

Overall, the results of the program indicated positive cognitive and social-emotional growth for nearly all participants, with students much better prepared to enter Kindergarten.

APPENDIX

Appendix Table A
Participation Summary By School and Year
Summer 2002-2018

School	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
A. Karperos	0	0	0	0	0	0	0	0	24	20	26	25	24	17	21	20	23
April Lane	22	23	23	20	23	0	0	0	0	0	0	0	0	0	0	21	19
Barry	0	0	0	0	23	24	26	26	0	0	0	0	0	0	0	0	19
Bridge Street	22	23	23	22	22	26	0	0	0	0	30	0	0	0	19	0	0
Brittan	0	0	19	24	23	24	20	24	25	24	21	20	22	0	0	0	0
Butte Vista	0	0	0	0	0	0	0	0	0	0	0	0	0	23	20	21	0
C. Gaither	0	0	0	0	0	17	17	20	22	17	18	17	0	0	0	0	0
King Avenue	0	0	22	24	22	49~	27	27	26	20	26	24	20	19	21	0	0
Lincoln	0	0	0	0	0	27	28	25	24	20	27	23	26	20	21	24	19
Lincrest	0	0	0	0	0	0	0	0	0	0	0	22	18	15	21	20	0
Luther^	22	24	47^	43^	47^	47^	51^	50^	51^	20	22	27	26	22	21	19	0
Park Avenue	0	0	24	24	23	0	24	26	26	18	0	0	0	0	21	22	22
Riverbend	0	0	0	0	0	0	0	0	23	24	27	22	27	15	20	19	21
T. Buena	0	0	0	0	0	0	24	26	24	22	26	23	23	0	0	0	0
W. Walton	0	0	25	24	22	25	24	26	0	0	0	0	0	0	0	0	0
Total Students	66	70	183	181	205	239	241	250	245	185	223	203	186	131	185	166	123
Average per Classroom	22	23	23	23	23	24	24	25	24	21	25	23	23	19	21	21	21

**Per school attendance was not reported in 2002 or 2003 report, so total attendance was evenly split by school for this table.*

~Two classrooms 2007

^Two classrooms 2004-10

Appendix Table B	
Level of Preschool Experience Prior to Smart Start	
Level of Preschool Experience	Percent
No Preschool Experience	
<i><5 years old by 9/1/18</i>	29
<i>aged 5 by 9/1/18</i>	71
1- 6 Months of Preschool	
<i><5 years old by 9/1/18</i>	20
<i>aged 5 by 9/1/18</i>	80
7-11 Months of Preschool	
<i><5 years old by 9/1/18</i>	40
<i>aged 5 by 9/1/18</i>	60
1 Year or More of Preschool	
<i><5 years old by 9/1/18</i>	25
<i>aged 5 by 9/1/18</i>	75
TOTAL	100%

Appendix Table C Pre-to-Post WAS Percentile Scores by Level of Preschool Experience Prior to Smart Start			
Level of Preschool Experience	Percentile Score		
	Pre	Post	Change
No Preschool Experience	18	59	+41
<5 years old by 9/1/18	16	47	+31
aged 5 by 9/1/18	18	65	+47
1- 6 Months of Preschool	29	77	+48
<5 years old by 9/1/18*	—	—	—
aged 5 by 9/1/18	43	80	+37
7-11 Months of Preschool	8	59	+51
<5 years old by 9/1/18	4	40	+36
aged 5 by 9/1/18	11	67	+56
1 Year or More of Preschool	22	71	+49
<5 years old by 9/1/18*	—	—	—
aged 5 by 9/1/18	20	75	+55

*Only 2 respondents

Appendix D
Comments from Staff Survey
Suggestions for Program Improvement
2018

- *“Align assessments with the way we teach the writing of the numbers and letters.”*
- *“Calendar and weather”*
- *“I believe that having two kindergarten teachers that co-teach in English and Spanish simultaneously at Park Avenue would be extremely beneficial to the students.”*
- *“It would be nice to have two sets of certain learning games. That way there are enough materials for a group of 6 children to play together during small group learning time (example: Bug Sorting Game by Lakeshore).”*
- *“Making sure the supplies are at the site and ready before program starts.”*
- *“More advertisement and earlier on for the program so there is no stress to close sites.”*
- *“More advertisement for our parents and guardians.”*
- *“Perhaps running all sessions in June or July so we don't lose any sites at the last minute, thus, also allowing all parent meetings to run at the same time when all sites are in session.”*
- *“We didn't have all of the supplies we needed in the beginning of the program because of a mix up in shipping, so maybe having a different delivery of supplies.”*

Additional Comments from Staff Survey

- *“This is an excellent program with an ultimate experience in collaboration. It's rare to have this many professionals working together and focused on a group of students.”*
- *“I personally love this program and the goals we have for these students. It is my very first year, but I've enjoyed every single day of this program and I could not have been happier to have had the chance to be a part of this. It definitely opened my sight to see how important it is to help ensure that these students are ready for the upcoming school year and the curriculum that they are expected to meet.”*
- *“It was a very nice program. It was my first year and I definitely plan on applying again next year if it's available. The staff was wonderful. No one spent their time texting, checking Facebook, etc. The staff was definitely more professional than in other programs I've worked for. AND more professionally dressed; not expensive clothing, but modest clothing for the kids. Thanks!”*
- *“I've enjoyed 8 years of working in the Smart Start program and hope this program will continue for many more.”*
- *“Another great summer with Smart Start. I am excited to send off a great batch of eager learners to JK and Kinder.”*
- *“Great program!!”*
- *“Great program to get the kids ready for kindergarten!!”*
- *“The smart start program is such a tremendous help for our future kindergarteners.”*
- *“It was another great year!!!!”*
- *“A great year...”*
- *“I enjoyed the program, enjoyed working with the other teachers, and hope to do it again next year!”*

- *“This is a great program. I hope this program continues in our district for many years to come. As a kindergarten teacher, I see first-hand the benefits of students attending this program that have not had any preschool.”*
- *“I enjoy working for Smart Start. I look forward to it every year.”*
- *“This was a great Smart Start STAFF!! Lots of fun and we all worked very well together. Thanks again for allowing me to be a part of this program.”*
- *“Grateful for being able to work with nice families, kids and staff! I think it was great having people share their ‘contracts’ with others who lost their site.”*
- *“I feel very fortunate that I was part of the 2018 team and would love to be a team player again next year.”*
- *“Loved being a part of the program, and my team was amazing!!”*

Appendix E
Parent Workshop Comments
2018

- *“Amazing program! Thanks again!”*
- *“Excellent, this information.”*
- *“Good job. Keep educating parents ...”*
- *“Great speaker. Explained very well. Thank you!”*
- *“It was helpful.”*
- *“Keep up the great job. Thank you for everything you do!!”*
- *“Smart Start is a great program. My child has learned so much. Thank you!”*
- *“Thank you very much for your help with our kids.”*
- *“Very good and informative presentation. Presenter did a good job speaking and providing examples. Very interesting also.”*
- *“Very good presentation.”*
- *“Very informational.”*
- *“Was very enjoyable.”*
- *“Everything is good. Thanks to all teachers.”*