SSKIDS Evaluation Findings: Highlights from Year 1 to Year 2

1. How widespread is TSG use?

	Year 1 (2013-2014)	Year 2 (2014-2015)
# of districts/programs	6 school districts; 6 other programs	6 school districts; 6 other programs
# of total sites	267 sites	346 sites
# of K classrooms	42 classes at 12 sites	23 classes at 16 sites

2. How has TSG Gold increased in consistent and standardized use?

The number of IRR certified users increased from year 1 to year 2; however, overall IRR certification level was still very low in year 2 at just 98. The mean number of documentations per child increased in both IRR and no-IRR certified classes in year 2.

IRR Certification Status	Year 1	Year 2
Total Number of Participants Who Have Not Yet Started	24	191
Total Number of Participants Who Are in Process	8	37
Total Number of Participants Who Have Passed	*13*	*98*

Comparison of TSG Documentation for IRR Certified and Non-IRR Certified Teachers				
	Year 1		Year 2	
	Non-IRR certified N=1 class	IRR certified N=1 class	Non-IRR certified N=933 classes	IRR certified N=42 classes
Average # of documentations per child	5.4	7.4	14.4	17.7
# areas documented	2	8	6.5	7.2

3. How robust and consistent has Training and TA been and from whom?

- Mean hours of training TSG teachers received
  - 5 hours prior to August 2014
  - 3.5 hours between August 2014-December 2014
  - 4 hours between January 2015 and April 2015
- The majority received training from a school district trainer or staff member (79% December 2014 Survey and 73% April 2015 survey).

4. How valuable is training to sustaining ongoing use of assessment and system?

- Administrators and principals most frequently mentioned the need for ongoing TSG training and training for new staff

- Teacher survey respondents reported needing the most additional training related to:
  - How to align TSG with the Nevada Academic Content Standards (NVACS);
  - How to use the assessment results to support instruction; and,
  - Time management skills.

5. How has TSG been used (use of assessment tool? Use to alter instruction? Communicate findings?)

How teachers have used TSG results to alter instruction	Year 1	Year 2
To share with parents and to help at home	58%	59%
To help with IEP's	55%	48%
To target more individualized areas	54%	47%
To develop/plan curriculum, lesson plans, activities	49%	43%
To set goals	41%	38%
To group children according to needs	32%	22%
To bring in new materials to support new activities	29%	22%
I have not used results for instruction	14%	16%

Less than one third of respondents (28%) indicated that TSG results had been used to determine children's readiness for kindergarten at their site. Even fewer (17%) indicated that, at their site, Pre-K TSG results had been shared with kindergarten teachers as children' move into kindergarten.

6. What does TSG tell us about how prepared children are for kindergarten?

Kindergarten Readiness at End of Pre-K (Spring 2014) Compared to Beginning of K (Fall 2015)
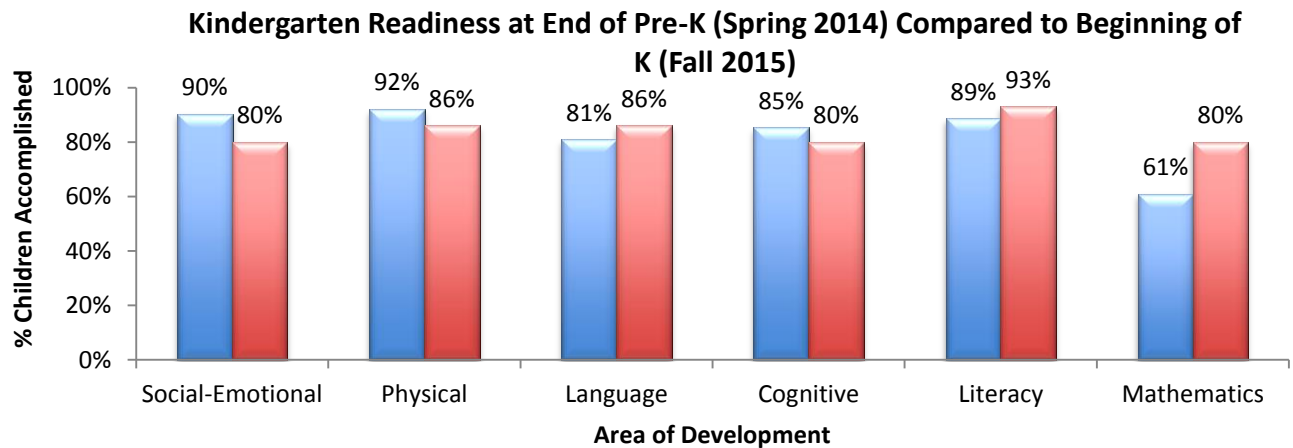
7. When do key stakeholders recommend use of the TSG?

Would you consider ongoing use of TSG assessment tool?	Pre-K/ECE admin/coordinators N=15	Principals N=63
Yes, for Pre-K and Kindergarten	60%	6%
Yes, for Pre-K only	27%	76%
Yes, for Kindergarten only	0%	0%
No	13%	17%

Teachers' willingness to continue using TSG was similar at the ends of Years 1 and 2, with more Pre-K teachers mostly or completely willing than K teachers.
- K teachers: 22% (Year 1) and 23% (Year 2) "mostly" or "completely" willing (4 or 5 on a 5-point scale)
- Pre-K teachers: 38% (both in Year 1 and Year 2) "mostly" or "completely" willing (4 or 5 on a 5-point scale)

8. What does parent engagement look like and why is it important?

- 86% of teachers reported sharing results with parents (year 2)
- 10% of teachers said the parent portal is enabled at their school (55% didn't know)

Parent survey (n=79)
- 61% of parent survey respondents reported receiving information about TSG from their child's teacher
- Of those who had received information, 76% had received results from TSG from the teacher; 69% found it helped them understand their child's growth and learning "quite a bit" or "a great deal"; 96% had received suggested activities to do at home from their child's teachers and 93% did some of the activities at home.

9. How would schools (principals and Pre-K/ECE administrators and coordinators) be able to sustain ongoing use of TSG?

Conditions that would need to be in place to sustain use of tool	Pre-K/ECE admin/coordinators N=14	Principals N=62
Funding from the district or state	86%	66%
Ongoing training	79%	81%
District-level person available to support schools with TSG implementation	64%	77%
Reduction of other required assessments	50%	61%
Elimination of other required assessments	50%	39%