



Prekindergarten Program Impact Analysis

The KRS analysis does not use percent of students who are found to be school ready. That approach fails to recognize differences in student populations served by a program and also fails to account for the natural differences in the instruments used. Instead, this analysis accounts for the student population being served and the instrument used and allows us to determine the degree to which a student's outcome has been impacted by the Pre-K program.

Let's imagine a group of students and we were to administer two different evaluation instruments to each of those students. One of these instruments is known to have a relatively high rate of school readiness (the "easy" test) and the other is known to have a relatively low rate of school readiness (the "hard" test). For this one group of students we would likely have different rates of school readiness depending on which instrument's results we used.

So which instrument is used is clearly a factor in the outcome of this group of students. However, which instrument is used is not something that is in the control of the Pre-K program. So a Pre-K program's designation should not be subject to which instrument was used. The KRS analysis recognizes this so that the Pre-K impact Index for this group of students would be the same no matter which instrument was used.

Similarly, if there are two groups of students. One group has all of the factors associated with a high rate of school readiness. The other group has all of the factors associated with a low rate of school readiness. If we administer the same instrument to both groups we would not be surprised to find that the first group has a higher rate of school readiness than the second group.

That is true based on the characteristics of the students in the two populations. A Pre-K program's designation should not be based on how "easy" or "hard" their student population is. Since those student factors are not something that the Pre-K program instills in their students (they come to the program with those) those should not be what determines a Pre-K program's designation.

The KRS analysis incorporates those factors so that the expected of outcome accounts for those factors that did not come from the Pre-K program. If both of these groups of students were found to have the same school readiness rate the impact of the Pre-K on the second group would be greater than the impact on the first group.