

A Proven Success in Preparing Pre-K Children for Kindergarten

This quantitative research study demonstrates the efficacy of the Get Set for School curriculum. Get Set for School is a Pre-K curriculum based on research about how young children learn best using lessons that address a wide variety of Pre-K learning and developmental standards. The curriculum uses hands-on, playful teaching strategies and

materials to make learning fun and engaging for children. Through active participation, Pre-K students acquire and retain knowledge easily and effectively. In the study, Get Set for School was found to be highly successful in preparing children for their kindergarten year.

Get Set for School: The Basics

The Get Set for School curriculum features three complete programs: Readiness & Writing, Language & Literacy, and Numbers & Math.

The Readiness & Writing Program was used to teach:

- Social-emotional foundation skills
- Alphabet and number recognition
- Pre-writing, motor, and cognitive skills

The Language & Literacy Program was used to teach:

- Phonological awareness
- Alphabet knowledge and print awareness
- Oral language and vocabulary skills
- Pre-reading skills

The Numbers & Math Program was used to teach:

- Number and operations
- Measurement and time
- Geometry and spatial relationships
- Problem solving

Student Sample & Characteristics

This study followed students from six Pre-K classrooms in four schools. An experimental group of 36 children were taught using the Get Set for School curriculum. A group of 37 children from three other classrooms served as the control group. The control group had no formal curricula in place. The student sample consisted of children of different nationalities, native languages, and spoken languages spread throughout the six classrooms.

Method

The study was conducted to evaluate the efficacy of the Get Set for School curriculum by comparing students' base knowledge at the beginning of their kindergarten readiness year to their knowledge set at the end of the year. Children were first administered five standardized tests by a team of trained assessors to measure their baseline skills (TOLD-P:4, TOPEL, PPVT-4, TERA-3, Beery™ VMI, and Woodcock-Johnson). At the end of a seven-month period, the same standardized tests were administered post-instruction to all children attending the full year of school. The absolute and relative growth in progress of the experimental group, as well as the absolute differences in abilities of the experimental and control groups, were used to demonstrate the efficacy of the Get Set for School curriculum in key Pre-K domains where students demonstrated skill mastery. The statistical analyses from the results of each of the standardized tests are detailed by assessment.



Results & Outcomes

Test of Language Development-Primary, Fourth Edition (TOLD-P:4)

The TOLD-P:4 assesses spoken language in young children. Nine subtests measure different components of oral language: Picture Vocabulary, Relational Vocabulary, Oral Vocabulary, Syntactic Understanding, Sentence Imitation, Morphological Completion, Word Discrimination, Word Analysis, and Word Articulation.

Figure 1a: TOLD Control and Get Set for School

Those who scored above average or higher on the TOLD are substantially stronger across all domains among the Get Set for School group versus the control group.

Figure 1b: TOLD Get Set for School Before and After

At the end of the school year testing, the Get Set for School group showed very impressive growth across all TOLD domains.

Figure 1a: TOLD
(Control vs. GSS)

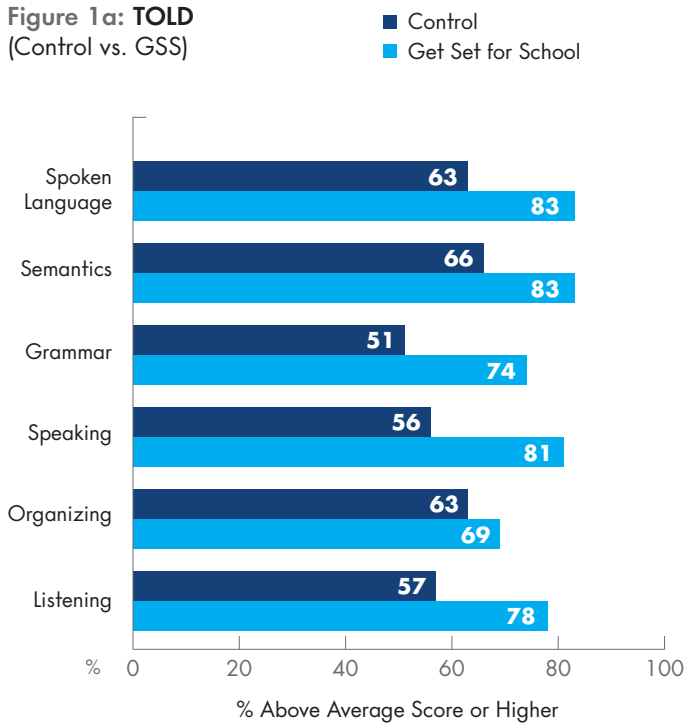
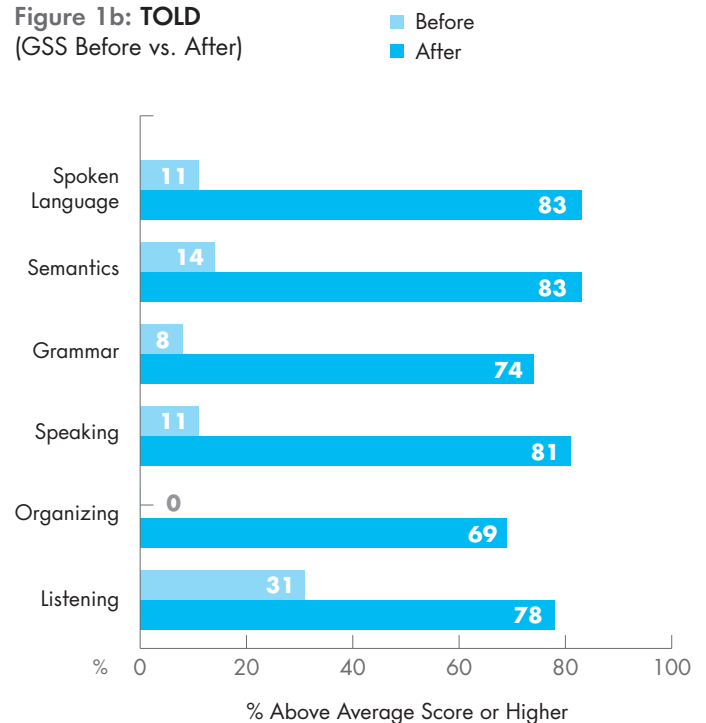


Figure 1b: TOLD
(GSS Before vs. After)



The Test of Preschool Early Literacy (TOPEL)

The TOPEL identifies Pre-K children who are at risk for literacy problems. The three subtests for print knowledge, definitional vocabulary, and phonological awareness combine to determine a composite score that represents a child's emergent literacy skills.

Figure 2a: TOPEL Control and Get Set for School

Those who scored above average or higher on the TOPEL are significantly higher among the Get Set for School group versus the control group, 69% versus 35%, respectively.

Figure 2b: TOPEL Get Set for School Before and After

At the end of the school year testing, 69% of the students exposed to the Get Set for School curriculum had scored above average or higher on the TOPEL test versus 14% at the beginning of the school year.

Figure 2a: TOPEL
(Control vs. GSS)

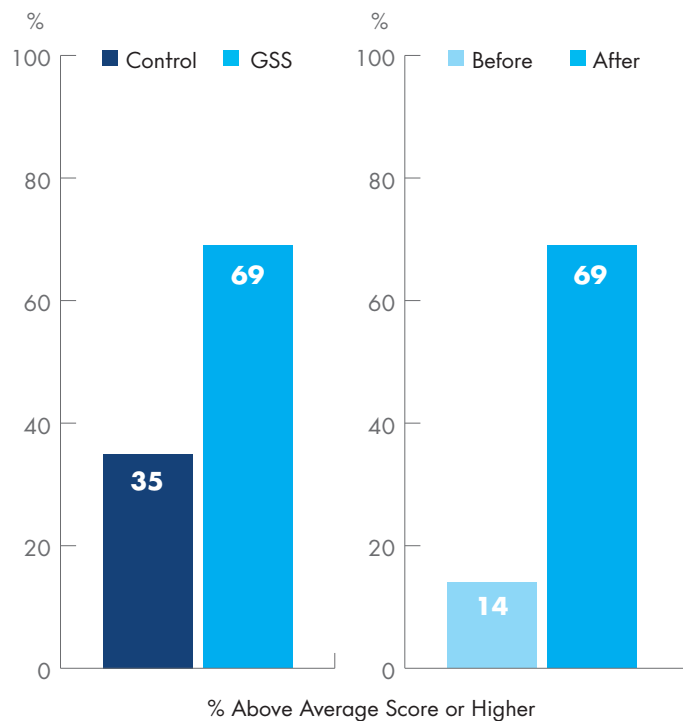


Figure 2b: TOPEL
(GSS Before vs. After)

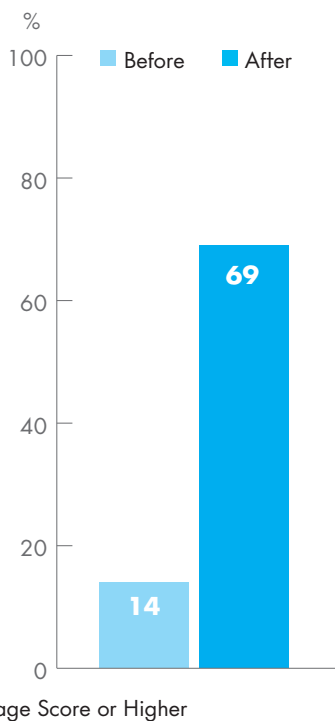
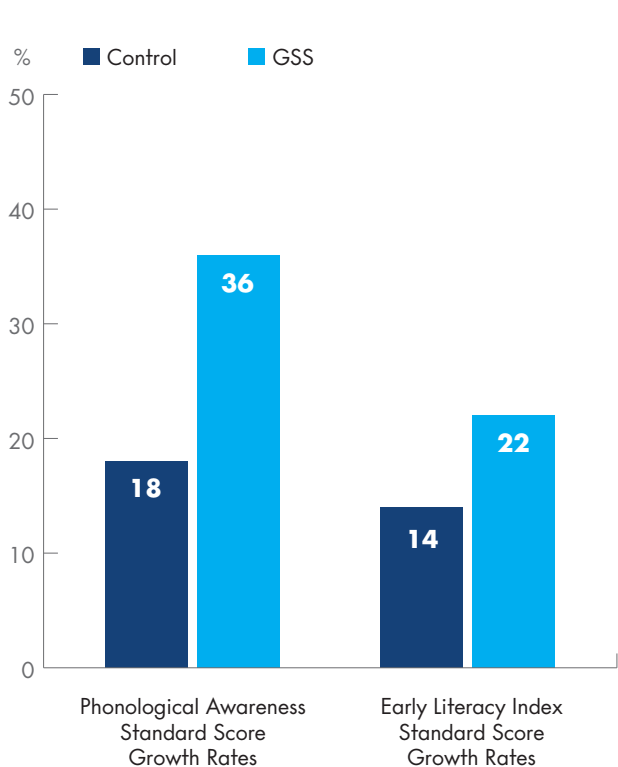


Figure 3: TOPEL Control and Get Set for School Growth Rates for Phonological Awareness and Early Literacy

In this assessment, the growth rates for key standard scores among the children from the Get Set for School test group showed to be significantly stronger than the control group in emergent literacy skills, especially in phonological awareness.

Figure 3: TOPEL Growth Rates
(Control vs. GSS)



Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4)

The PPVT-4 is an assessment of a student's receptive and expressive vocabulary and verbal ability. The PPVT-4 can also be used for assessing the English vocabulary of non-English-speaking individuals.

Figure 4a: PPVT-A Control and Get Set for School

For the PPVT-A, the percentage of high average scorers is larger among the experimental group who had been taught using Get Set for School than in the control group.

Figure 4b: PPVT-A Get Set for School Before and After

Within the Get Set for School test group, more than half of the children scored a high average score, representing an impressive 64% growth from first to last assessment.

Figure 4a: PPVT-A
(Control vs. GSS)

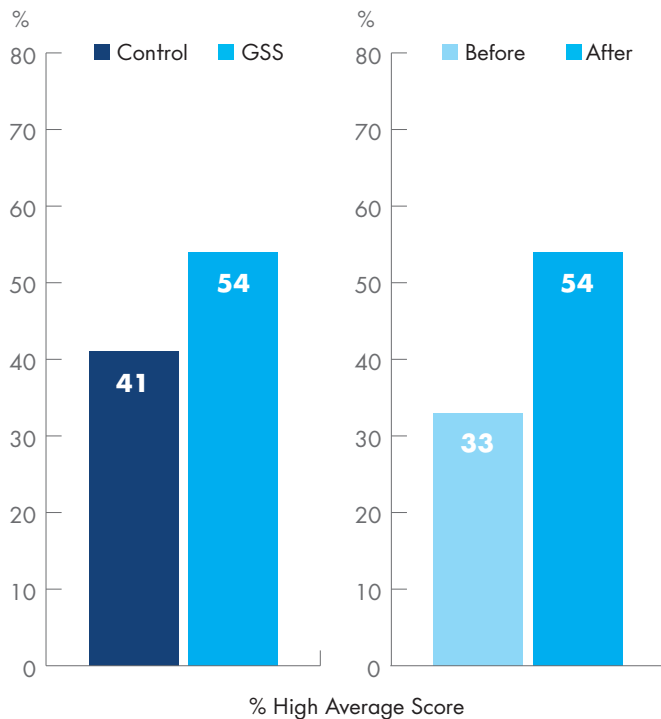


Figure 4b: PPVT-A
(GSS Before vs. After)

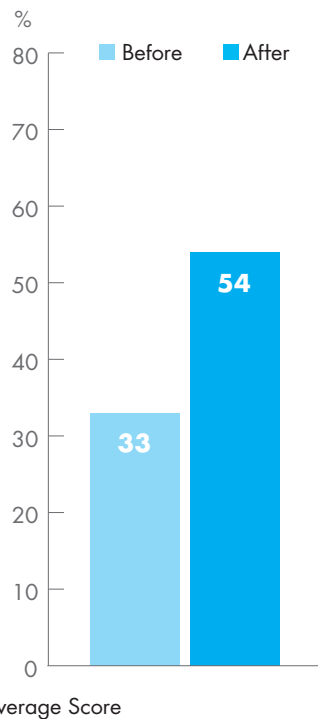


Figure 5a: PPVT-B Control and Get Set for School

For the PPVT-B, substantially more students scored a high average or above among the Get Set for School group (83%) than the control group (65%).

Figure 5b: PPVT-B Get Set for School Before and After

Within the Get Set for School test group, more than three quarters (83%) of the children earned a high average score or above, representing an impressive 51% growth from first to last assessment.

Figure 5a: PPVT-B
(Control vs. GSS)

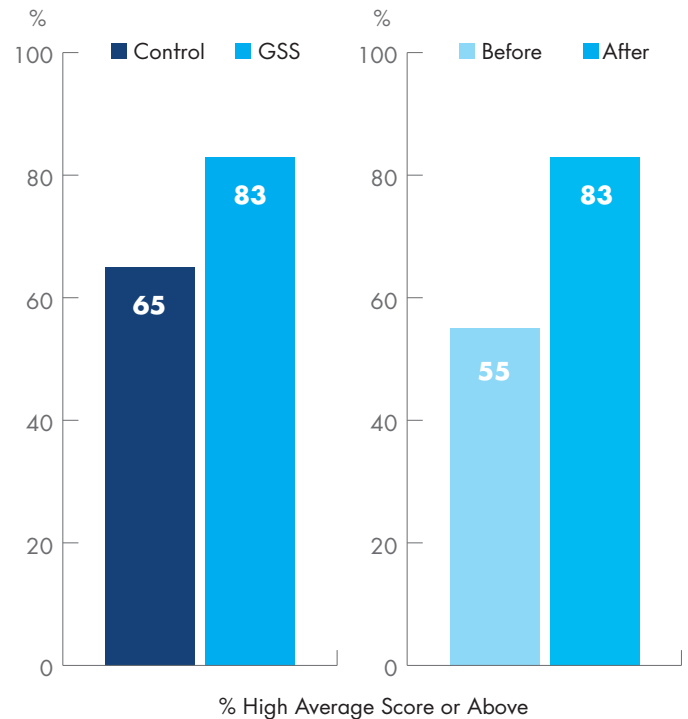
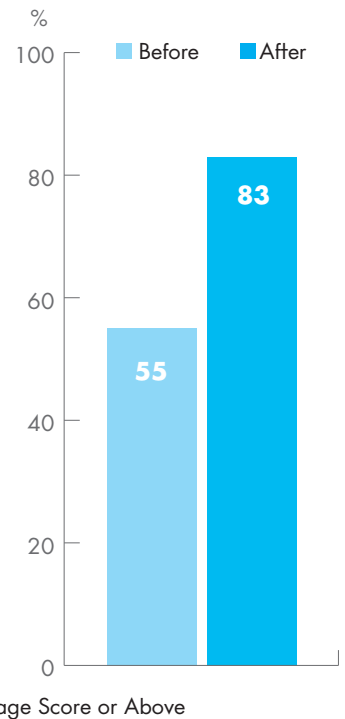


Figure 5b: PPVT-B
(GSS Before vs. After)



Test of Early Reading Ability, Third Edition (TERA-3)

The TERA-3 is a direct measure of the reading ability of young children ages three to six. Rather than assessing children’s readiness for reading, the TERA-3 assesses their mastery of early developing reading skills including alphabet, print conventions, and meaning.

Figure 6a: TERA-A Control and Get Set for School

The average or above scorers for the TERA-A final assessment scores were substantially higher among the Get Set for School test group.

Figure 6b: TERA-A Get Set for School Before and After

Within the Get Set for School test group, more than three quarters (84%) of the children scored an average score or higher, representing an impressive 50% growth from first to last assessment.

Figure 6a: TERA-A (Control vs. GSS)

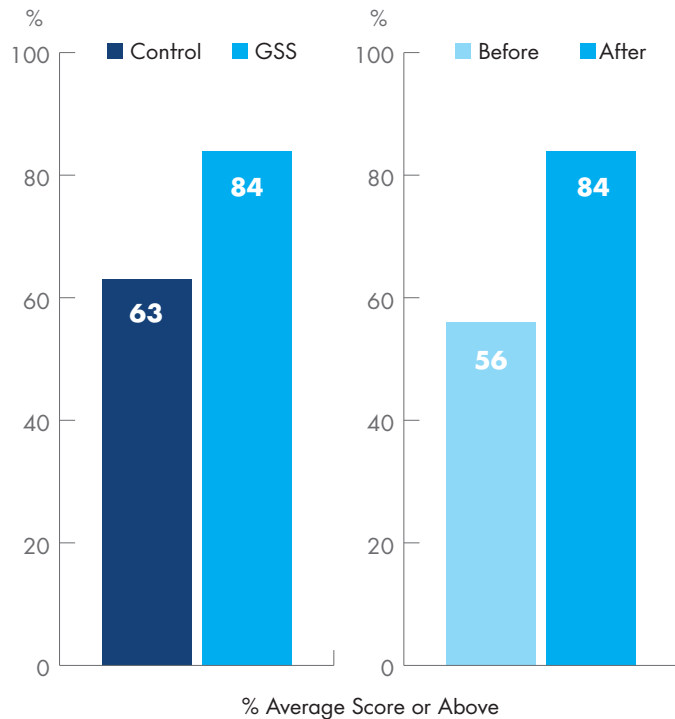


Figure 6b: TERA-A (GSS Before vs. After)

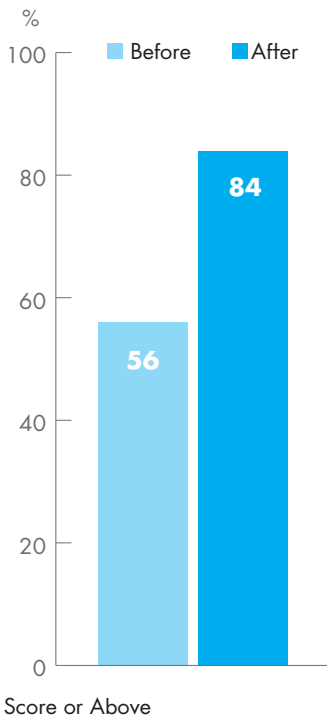


Figure 7a: TERA-B Control and Get Set for School

For TERA-B, the average or higher scorers were substantially stronger among the Get Set for School group versus the control group, 77% and 60% respectively.

Figure 7b: TERA-B Get Set for School Before and After

Within the Get Set for School test group, three quarters (77%) of the children scored an average score or higher, representing an impressive 80% growth from first to last assessment.

Figure 7a: TERA-B (Control vs. GSS)

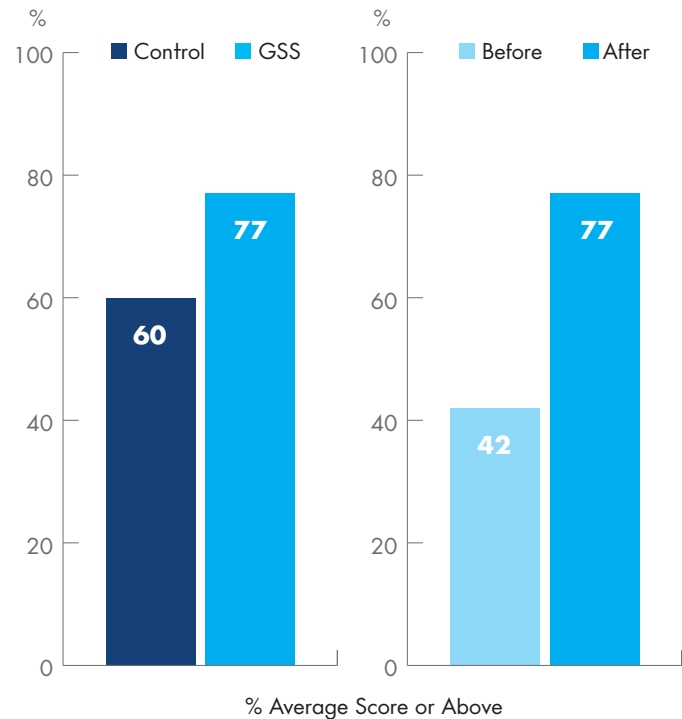
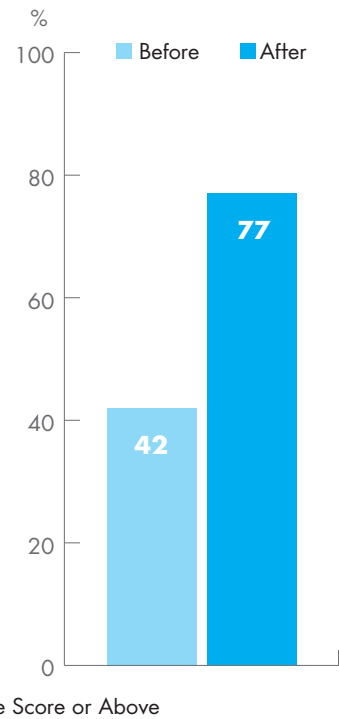


Figure 7b: TERA-B (GSS Before vs. After)



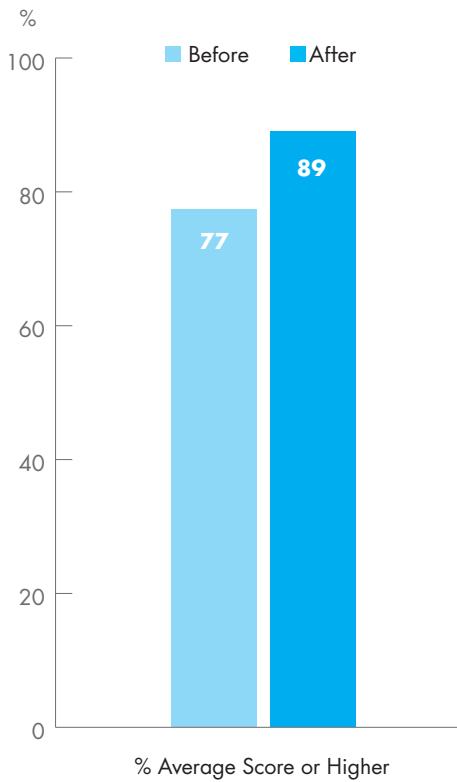
The Beery VMI

The Beery VMI tests age-specific norms for basic gross motor, fine motor visual, and visual fine motor development.

Figure 8: Beery Get Set for School Before and After

The test group showed strong growth from first application to second application with 77% versus 89% scoring above average or higher.

Figure 8: Beery VMI
(GSS Before vs. After)



Overheard in the Classroom

The teachers using Get Set for School shared their personal observations as well:

"It was very effective. It had great results in children's learning."

"I have been teaching at the Pre-K level for many years. The moment we started using Get Set for School, I saw great positive change in literacy development. Children were enthusiastic about letters, sounds, and how easy it was to follow the program."

"The teacher's guides are very specific and easy to follow."

Woodcock-Johnson III NU

The Woodcock-Johnson provides a comprehensive system for measuring general intellectual ability, specific cognitive abilities, oral language, and academic achievement.

Within the Get Set for School test group all categories yielded positive growth rates. Meaning, there was growth in all subtests in the Woodcock-Johnson for those exposed to Get Set for School.

Figure 9: Woodcock-Johnson Growth Rate in Standard Score Subtests within Get Set for School

The Get Set for School group had strong growth in all Pre-K readiness skills. They had substantially higher growth than the control group for key mathematic subtests.

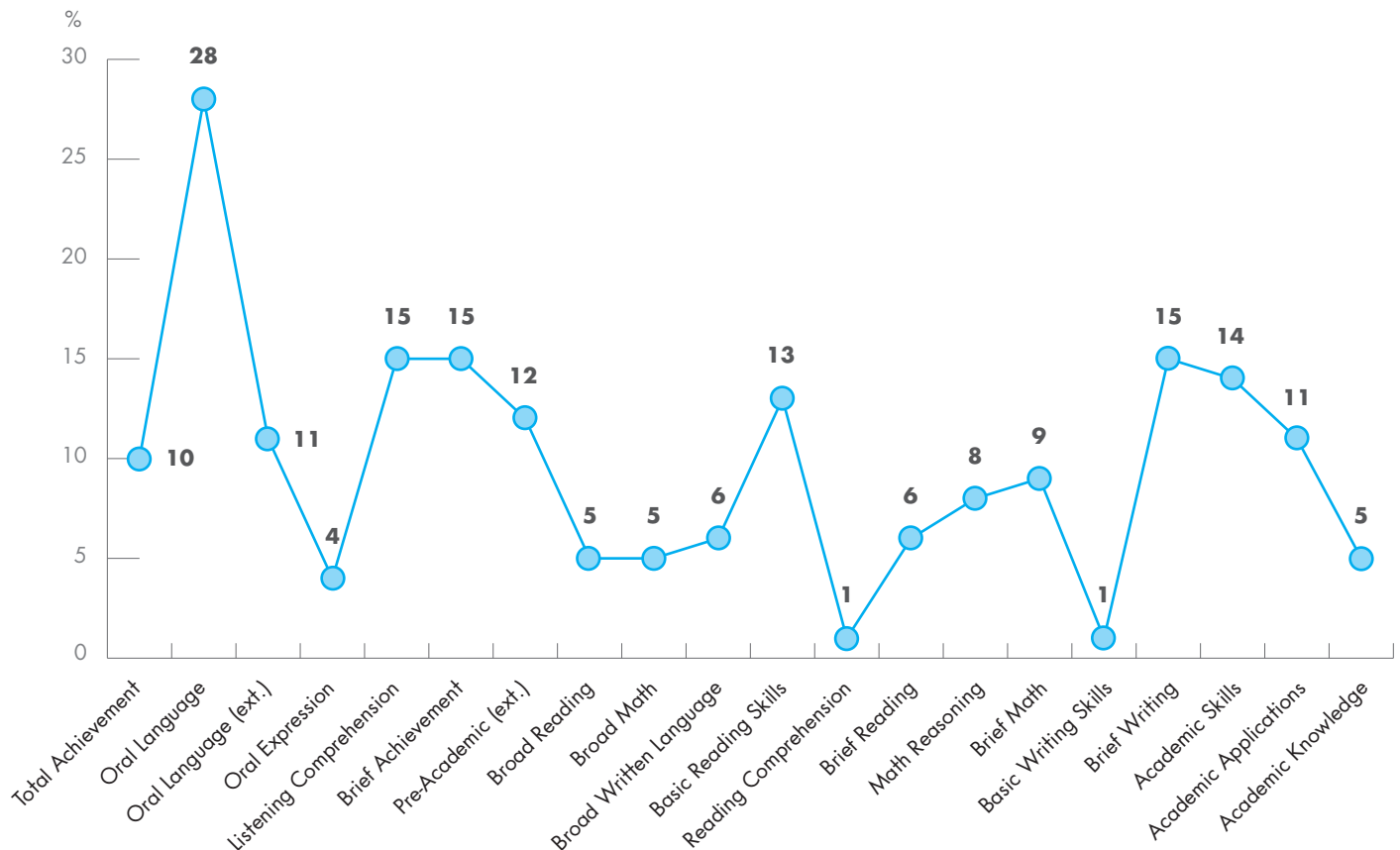
Summary

Get Set for School was a proven success. Children who were taught with the Get Set for School curriculum consistently demonstrated mastery of key skills at the end of the Pre-K year. They also scored higher and showed more growth than the control group of students.

In summary, this study shows the success and growth of children after receiving instruction in the Get Set for School curriculum. The curriculum's explicit, modeled instruction with hands-on, multisensory materials and active teaching strategies delivered improved results in Pre-K classrooms.

The result: Children are better prepared for kindergarten and future academic success.

Figure 9: Woodcock-Johnson Get Set for School





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