When children enter Kindergarten in HCPS, they are assessed on the district-created Kindergarten Reading Test (KRT) (Pre-Test). All students do not take every component, but students who master higher-level components are given credit for the lower-level components they did not take.

### KRT Component Points Possible

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Identification and Sounds</td>
<td>83</td>
</tr>
<tr>
<td>Concepts of Print</td>
<td>18</td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>15</td>
</tr>
<tr>
<td>High Frequency Words</td>
<td>25</td>
</tr>
<tr>
<td>Developmental Reading Assessment (DRA)</td>
<td>18</td>
</tr>
</tbody>
</table>

**NOTE:** All students do not take every component, but students who master higher-level components are given credit for the lower-level components they did not take.

Ready for KG = 80 or more points on the 5 components combined

### Percent of Students Ready for Kindergarten

#### All Students
- 58% N=14593

#### Race/Ethnicity
- Hispanic 46% N=5027
- Black 57% N=3223
- Multiracial 66% N=894
- White 67% N=4882
- American Indian 68% N=28
- Asian 81% N=539

#### English Language Learner (ELL) Status
- ELL 37% N=2981
- Non-ELL 63% N=11612

#### Free or Reduced Lunch (FRL) Status
- Direct Certification 48% N=9308
- Free Lunch 56% N=584
- Reduced-Price Lunch 64% N=556
- Non-FRL 80% N=4145

### While 58% of all students entered HCPS Kindergarten classrooms ready to read, percentages varied greatly by subgroup, with less than half of Hispanic, ELL, and Direct Certification students ready. These subgroups overlap, with many students in all three.

NOTES: (1) Direct Certification = Students who automatically qualify for free lunch due to family participation in certain federal assistance programs; (2) Race/Ethnicity categories are based on district definitions and may not represent federally defined categories (e.g., Pacific Islanders are included in the Asian subgroup); (3) DRA is an individually administered assessment that measures a student’s reading level, accuracy, fluency, and comprehension.
Students who leave KG with a DRA ≥ 6 are 3 times more likely to reach the 40th %ile on SAT 10 R at the end of 1st grade.

Of those who were proficient on 3rd Grade FCAT (N=5753)
91% Graduated on time

More than 9 out of 10 students who are on grade level in 3rd grade graduate on time.

Of those who were not proficient on 3rd Grade FCAT (N=1879)
66% Graduated on time

Of those with a SAT 10 R ≥ 40th %ile in 1st Grade (N=7429)
83% Were proficient on 3rd Grade FCAT

Students who score ≥ 40th %ile on 1st Grade SAT 10 R are almost 3 times as likely to be proficient on 3rd Grade FCAT Reading.

Of those with a SAT 10 R < 40th %ile in 1st Grade (N=5656)
29% Were proficient on 3rd Grade FCAT

Students who leave KG with a DRA ≥ 6 are 3 times more likely to reach the 40th %ile on SAT 10 R at the end of 1st grade.

Of those with a DRA 2 ≥ 6 at the end of KG (N=6453)
86% Reached SAT 10 R 40th %ile

Students who enter KG ready to read (N=7865)

Of those who entered KG not ready to read (N=5504)

Students who enter KG ready to read are 3 times more likely to reach a DRA2 Level 6 at the end of KG.

Of those who were proficient on 3rd Grade FCAT (N=7429)
83% Were proficient on 3rd Grade FCAT

Of those who entered KG ready to read (N=7865)

Of those who entered KG not ready to read (N=5504)

58% Ready to Read
42% Not Ready to Read

Just over half of students enter kindergarten ready to read, as measured by the Kindergarten Reading Test (KRT) (See reverse for more details).

DRA2 is an individually administered assessment that measures a student’s reading level, accuracy, fluency, and comprehension.

J. McLeod, 813-272-4445, Dec. 2015
# Growing Up Great in Town ‘n’ Country - Theory of Change 2019-20

**Mission:** Growing Up Great in Town ‘n’ Country’s mission is to serve children birth to 5th grade through a collective impact model engaging parents, preschools, schools and social service providers to improve social emotional and academic outcomes.

**Vision:** Children from Town ‘n’ Country neighborhoods will graduate from high school ready for a successful post-secondary experience and career.

## Population Focus
- Children from birth to 5th grade living in the predominantly Hispanic school zones for Morgan Woods and Town ‘n’ Country Elementary Schools.

## Systems Partners
<table>
<thead>
<tr>
<th>Early Learning Coalition</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Children’s Nest Day School</td>
<td>• Champions for Children</td>
</tr>
<tr>
<td>• La Petite Academy</td>
<td>• Morgan Woods Elementary</td>
</tr>
<tr>
<td>• Boys &amp; Girls Clubs of Tampa Bay</td>
<td></td>
</tr>
</tbody>
</table>

## Goals
- Social emotional learning and academic achievement that leads to Kindergarten Readiness and 3rd Grade Reading success.
- Increase the number of families choosing neighborhood public schools to improve quality of life and community wellbeing.

## Guiding Principles
- Programs are culturally and linguistically appropriate
- Empower individuals and organizations
- Collaborate purposefully
- Strengthen community assets
- Support replicable systemic change
- Measure impact with data-driven strategies and increases

## Strategies
### Birth to 3 Years of Age
- Caregiver/Child Together Programs:
  - Champions for Children
- Preschools:
  - Children’s Nest Day School
  - La Petite Academy

### 3 and 4 Year Olds
- Private/Public Preschool collaboration focused on Kindergarten Readiness and Kindergarten Transition:
  - Children’s Nest Day School
  - La Petite Academy
  - District preschool programs

### Kindergarten to 5th Grade
- Morgan Woods Elementary School
- Town ‘n’ Country Elementary School

### Out of School Time & School Based Mentoring
- Boys & Girls Clubs of Tampa Bay

## Outcomes
- Improved Parent Engagement
- Improved School Stability
- Improved Attendance
- Improved Social Emotional Learning
- Improved Kindergarten Readiness and Transition
- Improved 3rd Grade Reading Success