



Meets ESSA “DEMONSTRATES A RATIONALE” Evidence Criteria

The Every Student Succeeds Act (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA levels of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study.

PROGRAM OVERVIEW

Grounded in responsive, integrated instruction, *Big Day for PreK*[®] prepares preschool-aged children for kindergarten and beyond through intentional and engaging learning opportunities that build the necessary foundations in essential learning domains. *Big Day for PreK* provides a comprehensive curriculum for full or half day; an extensive collection of classic and contemporary children’s literature and nonfiction text in a variety of formats; intensive language and early literacy development; technology that connects children, teachers, and families; and 100 percent equity in English and Spanish.



DISTRICT: New Haven Public Schools, Head Start[®] Program
STUDY YEAR: 2011–2012
STUDY CONDUCTED BY: Education Development Center (EDC)

EVIDENCE CRITERIA

Provides a well-specified logic model informed by research or evaluation

Relevant research or an evaluation that suggests that the intervention is likely to improve student outcomes or other relevant outcomes; an effort to study the effects is underway at the higher evidence levels

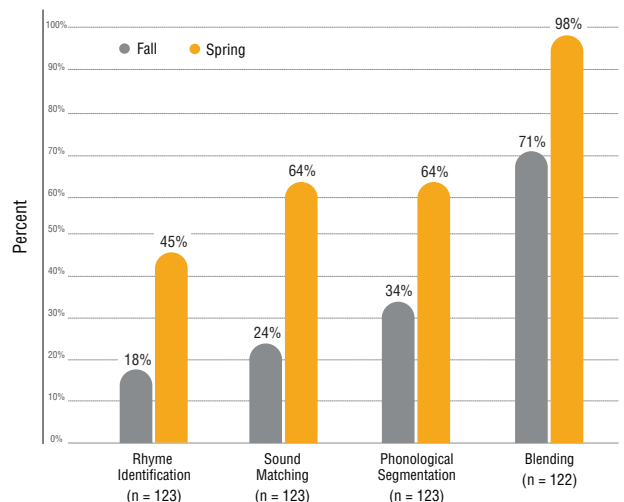
STUDY EVIDENCE & HIGHLIGHTS

Development of *Big Day for PreK* was informed by a team of expert researchers and practitioners. *Big Day for PreK*’s approach to learning is grounded in cognitive research and builds on young children’s knowledge of and curiosity about the world around them. Designed to ensure that children acquire new knowledge, skills, and understanding each day through hands-on experience, purposeful play, and teacher-led instruction, *Big Day for PreK*’s learning experiences integrate all domains, including social-emotional development, oral language, literacy, mathematics, science, social studies, art, and physical development.

EDC conducted a yearlong study of *Big Day for PreK* in 17 classrooms in two Head Start programs. Teachers received upfront and ongoing professional learning support throughout the study.

The program’s efficacy was evaluated using a pretest–posttest design. The analytic sample included 123 four-year-old students. The results indicate that *Big Day for PreK* had a positive impact on the quality of teachers’ language and literacy instruction and on children’s school readiness. Specifically, statistically significant improvements in the quality of language and literacy instruction and children’s progress toward kindergarten readiness were made after one year of program implementation.

New Haven Public Schools Head Start, *Big Day for PreK* Students
Percentage of Students Who Attained the Developed Stage on the Early Childhood Inventory



To learn more about the research behind *Big Day for PreK*, visit hmhco.com/bigdayforprek

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