



2015-2016 Fremont RE-2 School District GOLD Evaluation Outcomes: 4-Year/Pre-Kindergarten Children

Highlights:

- ❖ When considering the total Re-2 community, the average number of students obtaining or exceeding widely held expectations in all six developmental areas (Social, Physical, Language, Cognitive, Literacy and Mathematics) ranged from a low in Mathematical development of 72% proficient to a high in Literacy development of 93% proficient, by the spring assessment. The overall average performance on all six developmental levels was 83% of the children within or above widely held expectations. All areas were seen as relatively strong performances with no areas of significant weakness being noted.
- ❖ The average group scores for the overall Re-2 Preschool community, and children receiving special funding supports (IEP, CPP or Head Start) were within the Widely Held Expectations range in all developmental areas by the spring reporting period.
- ❖ The CPP children held the highest WHE Spring exit scores and Growth scores.
- ❖ The Head Start and IEP children generally had the lowest percentage of children meeting or exceeding Widely Held Expectations in the Spring assessment. They did perform very well in Literacy development.
- ❖ 87% of the children from the overall RE-2 preschools met the **anticipated guidelines for growth** throughout the school year. In addition, all three groups (Head Start, CPP and IEP) met the **anticipated guidelines** for growth during the school year in all developmental areas. The CPP group recorded outstanding growth during the year.
- ❖ The Re-2 Preschools as a whole generally recorded an average of 79% of the students meeting benchmarks indicating kindergarten readiness in all six skill areas (Social, Physical, Language, Cognitive, Literacy and Mathematics). Mathematical skills were a low point for all groups. The highest overall Kindergarten Readiness scores were obtained by the CPP group (average 88% ready for kindergarten across all six developmental levels).

Introduction to Teaching Strategies GOLD

The *Teaching Strategies GOLD* assessment system measures the knowledge, skills and behaviors that are most predictive of school success. The current report focuses on six areas of development and learning in a population of 4-year old, pre-kindergarten children attending preschools in the Fremont County area. The developmental and learning areas included in this evaluation are as follows:

- Social-Emotional Development
- Physical Development
- Language Development
- Cognitive Development
- Literacy
- Mathematics

Teachers using the *Teaching Strategies GOLD* assessment tool follow a systematic process, or cycle in order to collect the data needed for all reports. An important part of this cycle is evaluating scores by comparing them to research-based indicators of development and learning (Widely Held Expectations).

Widely Held Expectations are a range of scores depicting the expected developmental levels of children according to their age in each of six domains: Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics. Children who perform within the target range of Widely Held Expectations are considered to be displaying developmentally appropriate growth in each of the skill levels measured. The score ranges constituting *Widely Held Expectations* at each age level were determined by a consortium of child developmental experts after an extensive review and update of the literature in the field. *Widely Held Expectations* standards are the same for state, national and international regions. Information will be presented comparing the children in Fremont County to the overall results from Colorado and the nation as a whole.

Table 1 presents data on the approximate number of **GOLD** student result profiles gathered in both the fall and spring **from all children** (both special program supported and non-supported) from the 3 Fremont Community preschools (referred to in this report as **All Preschool/Supports**) that flow into the RE-2 School District. The table also breaks out the number of children receiving preschool services and special program support from each preschool through either Special Education (IEP), Colorado Preschool Program (CPP) or Head Start.

Fremont RE-2 Preschool/Child Care Sites	Total 4-year old Children		IEP (Special Education)		CPP (Colorado Preschool Program)	
	Fall	Spring	Fall	Spring	Fall	Spring
All RE-2 preschools	26	54	1	7	13	22
Fremont County Head Start	10	19	0	1	0	0
KinderHaus Preschool	04	16	0	5	3	7
Penrose SPIN Preschool	12	19	1	1	10	15

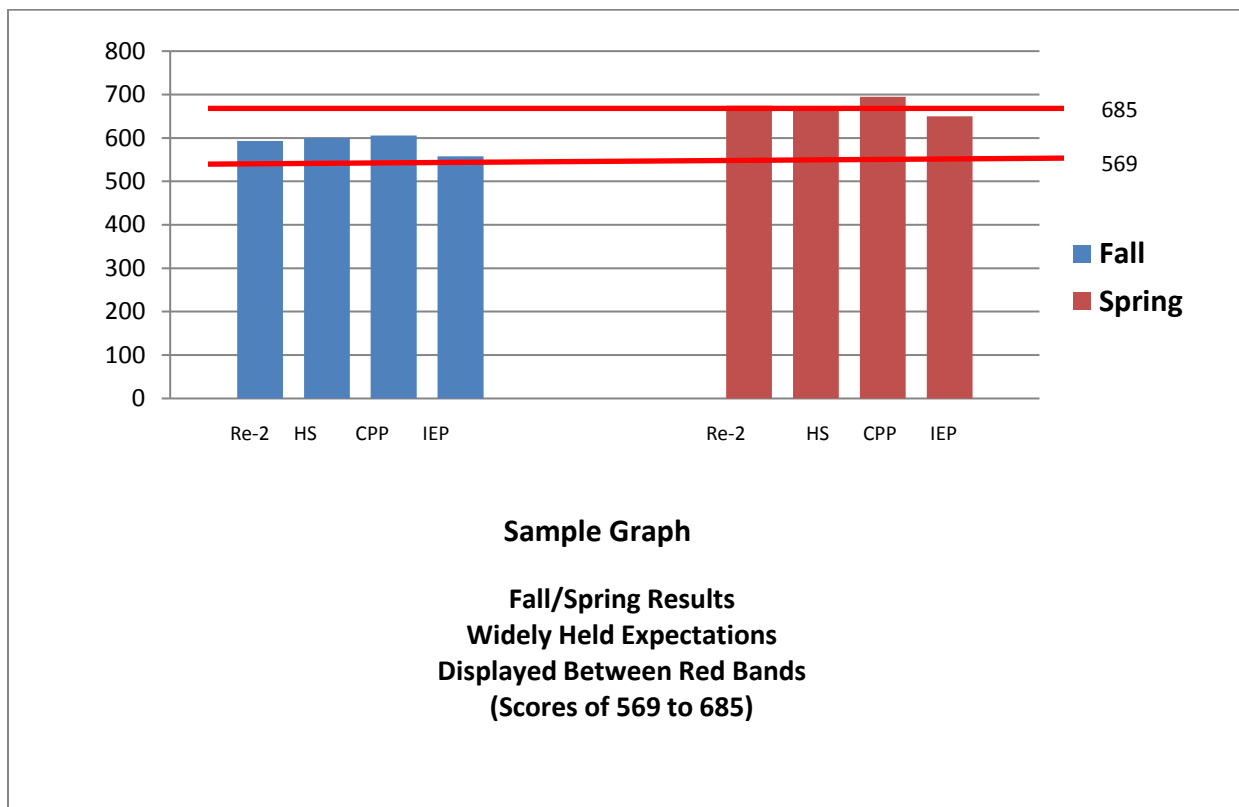
Table 1

The Results of Widely Held Expectation's Assessment with the 4-Year Old Pre-Kindergarten Community

Six graphs are presented on the following pages that display gains in each area of development for the total ECHO community and each of three special funding groups (Head Start, CPP and IEP). The **Sample Graph** below will be used to help explain how the following six graphs will be presented. The graphs are divided into Fall and Spring assessment periods. The Fall scores are presented in blue and the spring scores in red.

All graphs are using the concept of *Widely Held Expectations*. The horizontal red bands denote the upper and lower thresholds of Widely Held Expectations at the state and national levels. The lower red band indicates the lower threshold of Widely Held Expectations for Colorado and the nation as a whole. The upper red band indicates the upper threshold of Widely Held Expectations for Colorado and the nation as a whole. Thus, at a glance, the reader is able to determine the relative standing of a particular Fremont County preschool program from both a state and national perspective. Scores below the lower red band indicate that the group has not yet attained *Widely Held Expectations*. Scores above the upper red band indicate that the group has exceeded *Widely Held Expectations*.

All six graphs will be presenting using this red banded format.



The following six charts will present the current 2015-2016 results from the six areas reported in the *Teaching Strategies GOLD* assessment. Again, results will be reported from profiles gathered in both the fall and spring **from all 3 Fremont Community preschool children** (both special program supported and non-supported) under the RE-2 umbrella referred to in this report as the **Re-2 Total Community or Re-2 Preschools**. The table also breaks out the number of children receiving preschool services and special program support from each preschool through either Special Education (IEP), Colorado Preschool Program (CPP) or Head Start. The first **GOLD** results discussed will be in the area of Social-Emotional Development.

Social-Emotional Development



Graph 1: Social-Emotional Developmental Progress Between Fall & Spring Assessments

Graph 1 above presents the average scores from each group for **Social-Emotional** development between the Fall and Spring assessment periods. The result of Social-Emotional assessment indicates that the overall RE-2 community population (ALL preschools), the CPP population, the Head Start and the IEP population were all below Widely Held Expectations in the Fall assessments. These four groups showed significant gains in their overall level of performance between Fall and Spring and were all within or above widely held expectations in the Spring. They were displaying low WHE performance in the Fall (below the lower red band) and high WHE performance in the spring (closer to upper red band). The results from the CPP group actually exceeded WHE in the spring. Social-emotional development was one of the three strongest areas in Re-2 preschool performance.

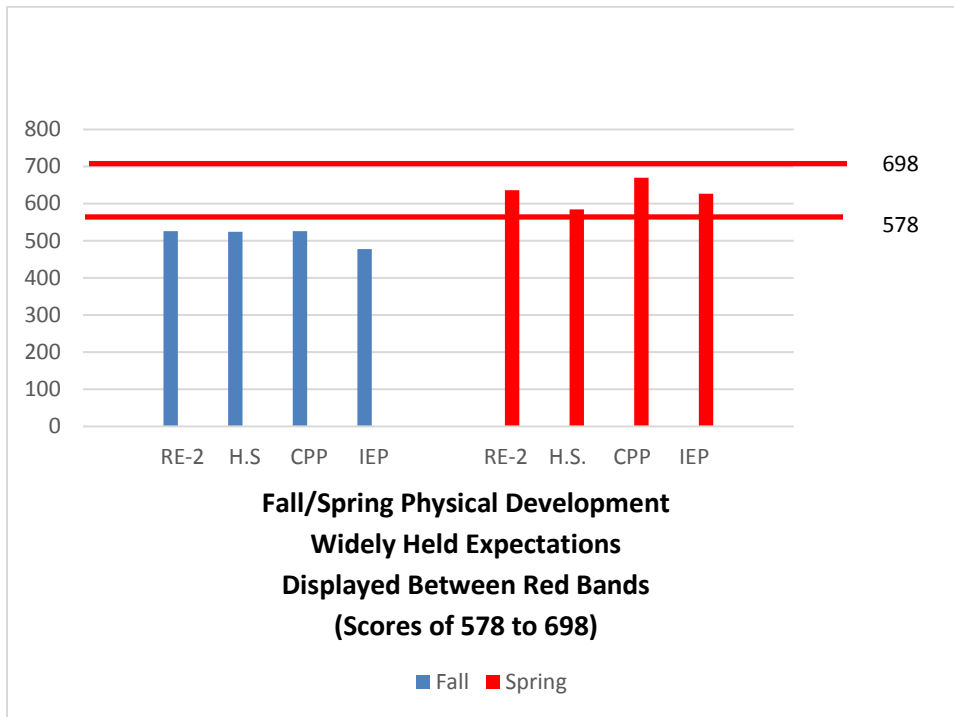
Table 2 presents the **GOLD** data compiled over the past two years comparing the percentage of ECHO (total community), Head Start, CPP and IEP students obtaining or exceeding Widely Held Expectations during the spring assessment.

Student Groups	2014-2015	2015-2016
Re-2 ALL preschools	73%	89%
Head Start	50%	76%
CPP	100%	96%
IEP	56%	71%

Table 2: Percentage of students meeting Widely Held Expectations in Social-Emotional Development over the past two years.

In general, this year's achievement (2015-2016) was significantly stronger during the Spring Assessment than Last year's (2014-2015).

Physical Development



Graph 2: Physical Developmental Progress Between Fall & Spring Assessments

Graph 2 above presents data for *Physical* development between the Fall and Spring assessment periods. This graph may be read in exactly the same manner as **Graph 1**.

All four of the groups were unable to meet Widely Held Expectations at the lower end of the threshold during the fall (Re-2, Head Start, CPP and IEP). By the Spring Assessment, all four groups (RE-2 community, CPP, IEP and Head Start) met the WHE's for Physical development, with the CPP group at the upper levels of the threshold.

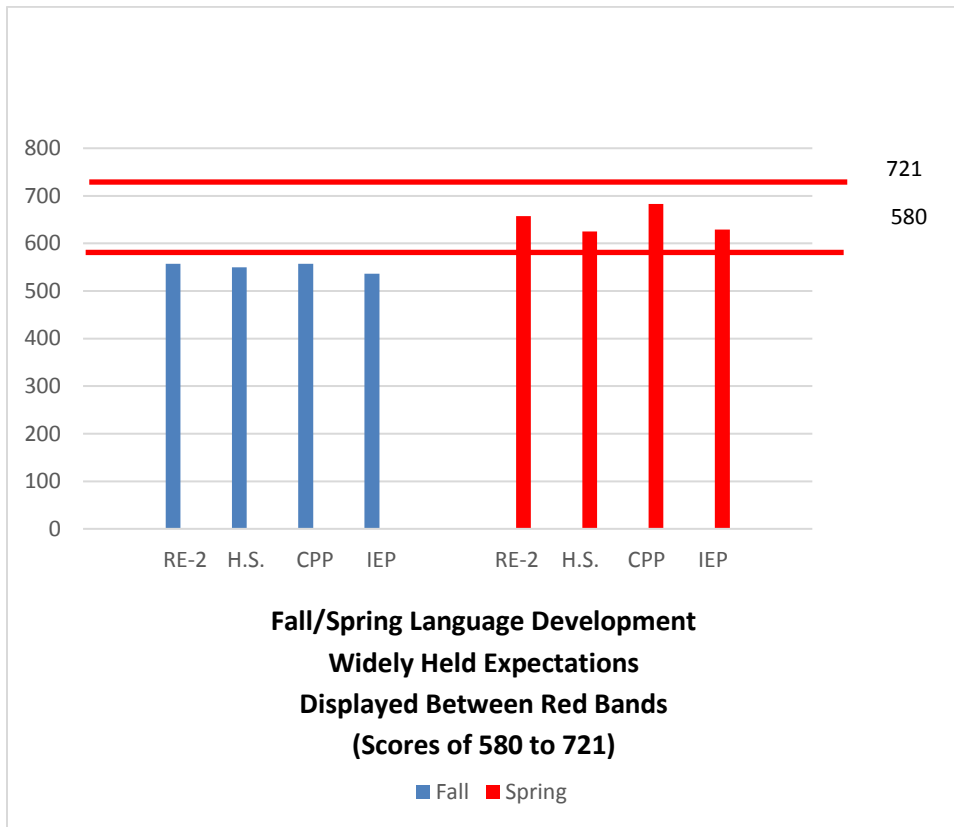
Table 3 presents the **GOLD** data compiled over the past two years comparing the percentage of the total RE-2 preschool population, CPP, IEP and Head Start students obtaining or exceeding Widely Held Expectations in Physical development during the spring assessment.

Student Groups	2014-2015	2015-2016
ALL Re-2 Preschools	68%	77%
Head Start	42%	59%
CPP	96%	91%
IEP	61%	71%

Table 3: Percentage of students meeting Widely Held Expectations in Physical Development over the past two years.

In general, this year's achievement (2015-2016) was stronger during the Spring Assessment than Last year's (2014-2015).

Language Development



Graph 3: Language Developmental Progress Between Fall & Spring Assessments

Graph 3 above presents data for *Language* development between the Fall and Spring assessment periods. The results suggest that all four of the groups failed to meet Widely Held Expectations during the fall assessment. However, by the spring assessment, all four groups were well within the WHE's framework, with the CPP group making a significant growth interval of 55% points

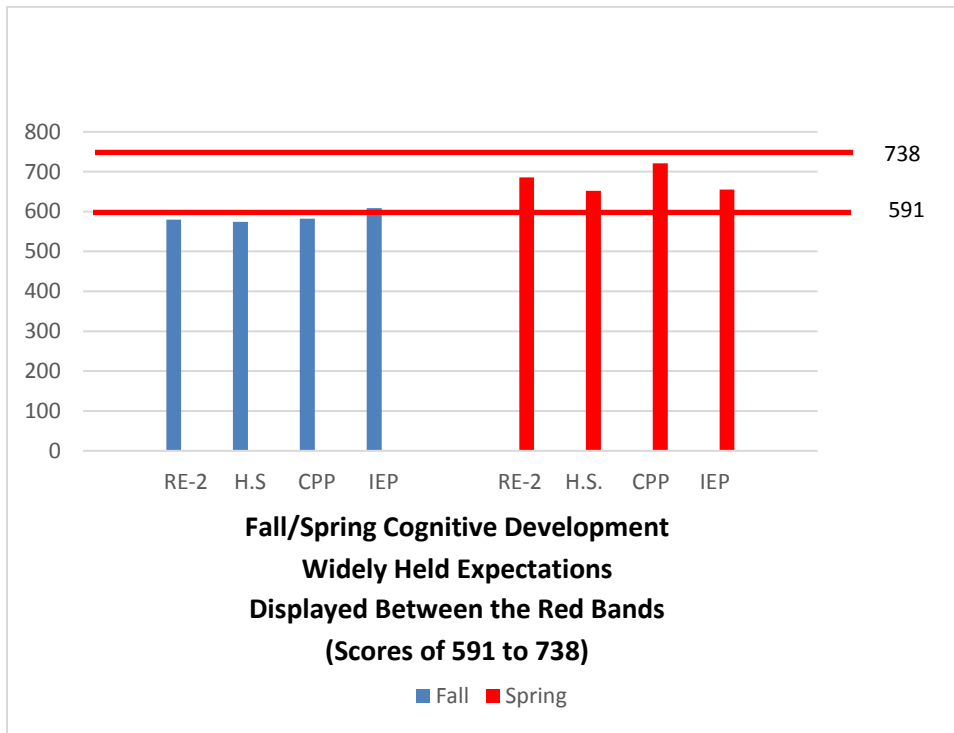
Table 4 presents the **GOLD** data compiled over the past two years comparing the percentage of ALL Re-2 preschools, Head Start, CPP and IEP students obtaining or exceeding Widely Held Expectations in Language development during the spring assessment.

Student Groups	2014-2015	2015-2016
ALL Re-2 Preschools	74%	78%
Head Start	52%	53%
CPP	96%	86%
IEP	67%	71%

Table 4: Percentage of students meeting Widely Held Expectations in Language Development over the past two years.

In general, this year's achievement (2015-2016) was about the same during the Spring Assessment with all the RE-2 preschools, Head Start and IEP children as Last year's performance (2014-2015).

Cognitive Development



Graph 4: Cognitive Developmental Progress Between Fall & Spring Assessments

Graph 4 above presents data for *Cognitive* development between the Fall and Spring assessment periods. The results suggest that three of the four groups failed to meet Widely Held Expectations during the fall (ALL Re-2 Preschools, Head Start and CPP). The IEP group was the only group to achieve widely held expectations for Cognitive development in the fall. All four groups were within WHE's in the spring, with the CPP group making another strong push up to 91% achieving widely held expectations.

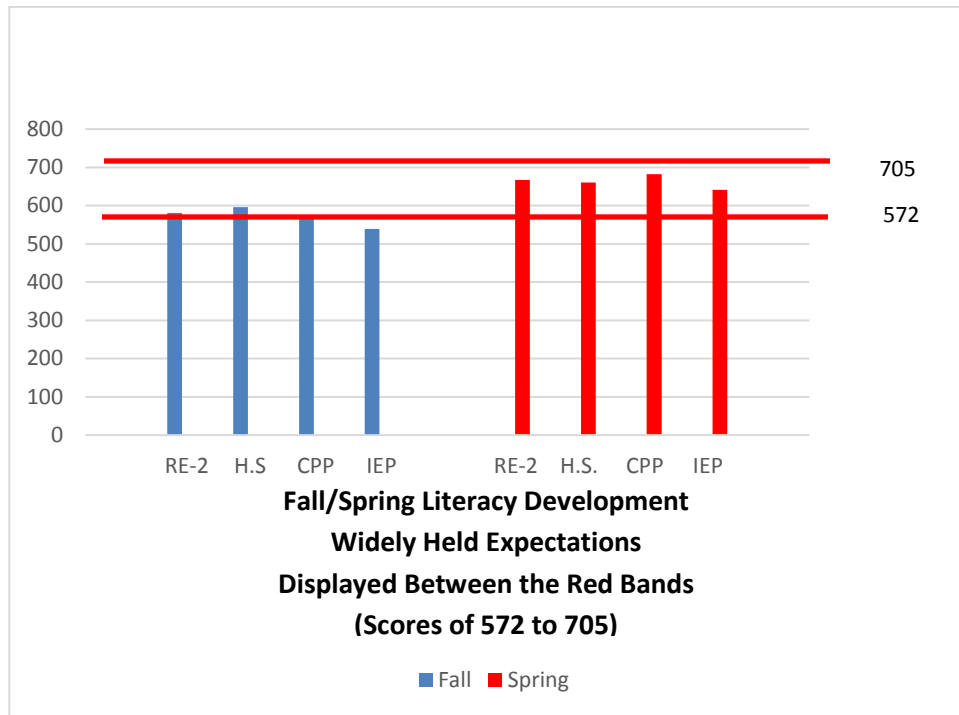
Table 5 presents the **GOLD** data compiled over the past two years comparing the percentage of All Re-2 Preschools, Head Start, CPP and IEP students obtaining or exceeding Widely Held Expectations in Cognitive development during the spring assessment. Cognitive development was one of the three strongest areas in Re-2 preschool performance.

Student Groups	2014-2015	2015-2016
ALL Re-2 Preschools	91%	87%
Head Start	86%	82%
CPP	96%	91%
IEP	89%	71%

Table 5: Percentage of students meeting Widely Held Expectations in Cognitive Development over the past two years.

In general, this year's achievement (2015-2016) was not quite as strong during the Spring Assessment as Last year's (2014-2015) performance.

Literacy Development



Graph 5: Literacy Developmental Progress Between Fall & Spring Assessments

Graph 5 above presents data for *Literacy* development between the Fall and Spring assessment periods. The results suggest that three of the four groups met Widely Held Expectations during both the fall and spring (All Re-2 Preschools, Head Start, and CPP), with significant improvement being noted over the school year. The IEP group was below qualifying for WHE in the fall, but made it convincingly in the spring.

Table 6 presents the **GOLD** data compiled over the past two years comparing the percentage of All Re-2 Preschools, Head Start, CPP and IEP students obtaining or exceeding Widely Held Expectations in Literacy development during the spring assessment. Literacy was the strongest performance out of the six developmental areas for the RE-2 preschools this past year.

Student Groups	2014-2015	2015-2016
ALL Re-2 Preschools	97%	93%
Head Start	97%	100%
CPP	100%	91%
IEP	94%	86%

Table 6: Percentage of students meeting Widely Held Expectations in Literacy Development over the past year.

In general, this year’s achievement (2015-2016) was slightly weaker than last year’s performance (2014-2015) during the Spring Assessment.

Mathematics Development



Graph 6: Mathematics Developmental Progress Between Fall & Spring Assessments

Graph 6 above presents data for **Mathematics** development between the Fall and Spring assessment periods. The results suggest all four groups were below Widely Held Expectations during the fall (Re-2 ALL Preschools, CPP, Head Start and IEP). However, by the spring assessment, all four groups (Re-2 community, Head Start, CPP and IEP) had achieved the Widely Held Expectation range.

Table 7 presents the **GOLD** data compiled over the past two years comparing the percentage of Re-2 All Preschools, Head Start, CPP and IEP students obtaining or exceeding Widely Held Expectations in Math development during the spring

This was area for the ALL program.

Student Groups	2014-2015	2015-2016
ALL Re-2 Preschools	84%	72%
Head Start	77%	59%
CPP	91%	86%
IEP	72%	57%

assessment. the weakest overall Re-2 preschool

Table 7: Percentage of students meeting Widely Held Expectations in Mathematics Development over the past year.

In general, this year’s achievement (2015-2016) was weaker than last year’s performance (2014-2015) during the Spring Assessment.

Average Overall Widely Held Expectations Development

When the results of the **GOLD** six developmental areas (Social, Physical, Language, Cognitive, Literacy and Mathematics) are averaged together for each of the four groups of children (ECHO community, Head Start, CPP and IEP), the following average scores are indicated during the Spring Assessment:

Student Groups	Number of Students (Spring)	2015-2016 Average Developmental Scores (Spring)
All RE-2 Preschools	54	83%
Head Start	19	72%
CPP	22	90%
IEP	07	71%

Table 8 Average Widely Held Expectation Score on 6 Developmental Areas for all groups

The results suggest that the average percentage of children meeting or exceeding widely held expectations in all areas was at least 83% for all six developmental skills in the RE-2 All Preschool sample. In the CPP group, the average score was 90%.

Conclusion of Results on GOLD Widely Held Expectations:

When considering the spring results of the total RE-2 All Preschool community, the average number of students obtaining or exceeding Widely Held Expectations in all six developmental areas (Social, Physical, Language, Cognitive, Literacy and Mathematics) ranged from a low in Mathematics of 72% proficient to a high in Literacy development of 93% proficient. All areas were seen as relatively strong performances with no areas of significant weakness being noted in the spring. The six tables below (Tables 9 through 14) display the percentage of students meeting or exceeding Widely Held Expectations in both the Fall and Spring assessment periods and the resultant growth throughout the school year. Growth rates for the children were quite good in all areas, with the CPP group making exceptional progress between Fall and Spring. (*The IEP group only had **one** child in the Fall and 7 children in the Spring and was not considered for growth comparisons)

SOCIAL DEVELOPMENT: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth
ALL Re-2 Preschools	35%	89%	53%
Head Start	33%	76%	43%
CPP	31%	96%	65%
IEP*	0%	71%	71%

Table 9: Social Growth

PHYSICAL DEVELOPMENT: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth

ALL Re-2 Preschools	31%	77%	46%
Head Start	33%	59%	26%
CPP	31%	91%	60%
IEP*	0%	71%	71%

Table 10: Physical Growth

LANGUAGE DEVELOPMENT: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth
ALL Re-2 Preschools	35%	78%	43%
Head Start	33%	53%	20%
CPP	31%	86%	55%
IEP*	0%	71%	71%

Table 11: Language Growth

COGNITIVE DEVELOPMENT: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth
ALL Re-2 Preschools	42%	87%	45%
Head Start	33%	82%	49%
CPP	46%	91%	45%
IEP*	100%	71%	-29%

Table 12: Cognitive Growth

LITERACY: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth
ALL Re-2 Preschools	62%	93%	31%
Head Start	78%	100%	22%
CPP	46%	91%	45%
IEP*	0%	86%	86%

Table 13: Literacy Growth

MATH: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING WHE			
Student Groups	2015-2016 Fall	2015-2016 Spring	Growth
ALL Re-2 Preschools	33%	72%	39%
Head Start	33%	59%	26%
CPP	36%	86%	50%
IEP*	0%	57%	57%

Table 14: Math Growth

The following conclusions were noted:

- The ALL RE-2 preschools had an average of 83% of the students obtaining widely held expectations in all six developmental areas.
- The ALL RE-2 Preschools displayed an average of 43% growth between the Fall and Spring assessments, ranging from a low of 31% in Literacy Skill development to a high of 53% growth in Social-Emotional development.

- The group being supported by CPP generally showed the greatest overall growth during the school year. This was true in part because the CPP Spring assessment results were generally so much higher than the children in the other groups. The IEP group made significant growth gains, but was not considered because only one child was available in the Fall and was generally below widely held expectations in each area assessed.
- The Head Start and IEP children generally had the lowest percentage of children meeting or exceeding Widely Held Expectations in the Spring assessment. They did perform very well in Literacy development.

Analysis of Anticipated Growth from Fall to Spring for the 4-Year-Old Pre-Kindergarten Community

When children begin school in the fall it is reasonable to expect that they will be demonstrating skills at the lowest end for their age, grade or class. As the year progresses, these skills should also progress for each child or group of children. By the last checkpoint of the year, it is reasonable to expect groups should be demonstrating skills at the highest level for their age, grade or class. The growth report analyzes student data related to whether or not individual students or groups of students were able to reach their **anticipated** growth throughout the school year.

When analyzing growth data it is important to consider that some children start out the school year at a disadvantage due to special challenges such as those students supported by Head Start, CPP or IEP programs. A larger portion of these children are likely to be performing below expectancy levels at the beginning of the year, but can still make progress as the year proceeds. Conversely, some students could be performing above expectancy levels at the beginning of the year and may have fewer skills to attain in order to be performing at the top levels by the end of the year.

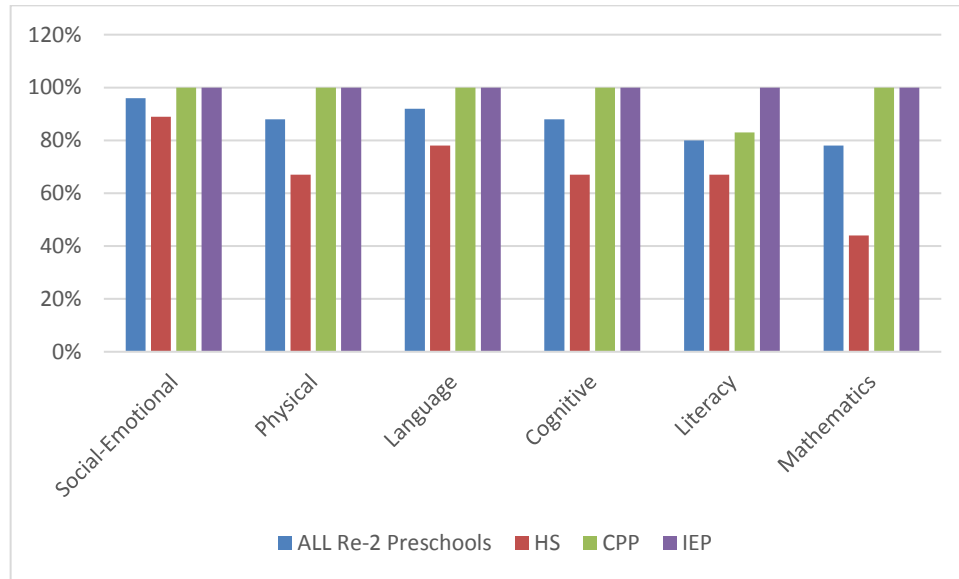
The **GOLD** Growth reports present data from the point of view of the **anticipated** growth a child or group of students should be making from the beginning to the end of the school year. Table 14 below presents a comparison between the ALL Re-2 Preschools as a whole and individual support programs (HS, CPP, IEP) as to the percentage of students meeting or above their anticipated growth range during the school year in each skill area. The IEP group only had 1 child in it for comparison and is not indicative of a group trend.

Area of Development	ALL Re-2 Preschools	HS	CPP	IEP
Social-Emotional	96%	89%	100%	100%
Physical	88%	67%	100%	100%
Language	92%	78%	100%	100%
Cognitive	88%	67%	100%	100%
Literacy	80%	67%	83%	100%
Mathematics	78%	44%	100%	100%
Average	87%	69%	97%	100%

Table 15: Comparison Between the Percentage of the overall preschool Pre-K community (ECHO) and HS, CPP and IEP Students Demonstrating Anticipated Growth during the School Year

The overall Re-2 Programs made an average of 87% of their students who either made anticipated or greater growth levels throughout the school year. The CPP group made the greatest gains from their initial beginning point in performance and demonstrated an average of 97% of their students who made or exceeded expected growth intervals. The Head Start group made the least growth gains in performance throughout the school

year, with an average of 68% of their students making expected gains. All four of the groups (ALL Re-2 Preschools, Head Start, CPP and IEP) met the anticipated guidelines for growth during the school year in all developmental areas. Graph 7 presents the same comparison between the total ALL Re-2 Preschools preschool community and each of the specially funded programs (HS, CPP and IEP).



Graph 7: Comparison Between Percent of ECHO, HS, CPP and IEP Students Demonstrating Anticipated Yearly Growth

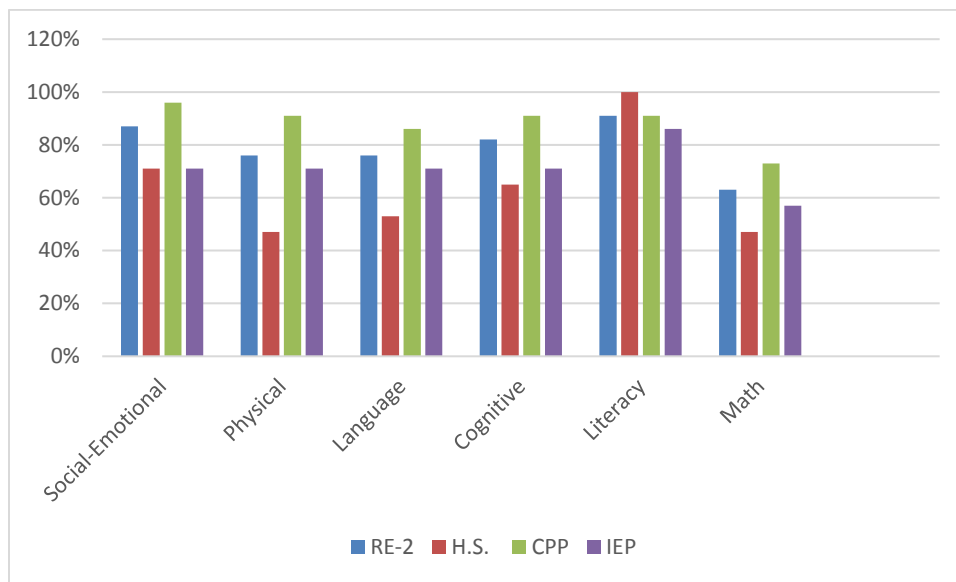
Kindergarten Readiness

The State Board of Education defined school readiness in 2008 as both the preparedness of a child to engage in and benefit from learning experiences, and the ability of the school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. Information gathered from school readiness assessments is to be used for supportive and instructional purposes and cannot be used to deny a student admission or progression to kindergarten.

The current kindergarten readiness data is limited to the skill development noted in the six skill area of the **GOLD** program and only provides additional information on a child's readiness to transition from pre-kindergarten towards kindergarten entry.

% Kindergarten Readiness	RE-2	H.S.	CPP	IEP
Social-Emotional	87%	71%	96%	71%
Physical	76%	47%	91%	71%
Language	76%	53%	86%	71%
Cognitive	82%	65%	91%	71%
Literacy	91%	100%	91%	86%
Math	63%	47%	73%	57%
Average	79%	64%	88%	71%

Graph 8 provides information as to the percentage of students attaining benchmarks indicative of kindergarten readiness in six different skill areas for the ECHO, Head Start, CPP and IEP programs.



Graph 8: Percentage of Students Meeting Kindergarten Benchmarks for ECHO, HS, CPP, and IEP programs

The ALL Re-2 Preschools as a whole generally recorded an average from 79% of the students meeting benchmarks indicating kindergarten readiness in all of the six skill areas (Social, Physical, Language, Cognitive, Literacy and Math). Mathematical skills were a low point for all groups with scores ranging from 47% to 73% readiness in the four Math groups (RE-2, H.S., CPP, IEP). The highest overall Kindergarten Readiness scores were obtained by the CPP group (average 88% ready for kindergarten across all six developmental levels). The lowest overall kindergarten readiness scores were recorded by the Head Start group (64% ready for kindergarten across all six developmental levels).

