



Results of the RE-1/Canon City Schools ECHO Kindergarten 2015-16 Dynamic Indicators of Basic Early Literacy (DIBELS)

HIGHLIGHTS

- ✚ 78% to 100% of all previously supported preschool children (CPP, Head Start and IEP) reached developmentally appropriate reading benchmarks by the spring kindergarten assessment.
- ✚ Children who attended previously supported programs in preschool showed the following changes:
 - The children previously supported by CPP and Head Start displayed the highest percentage of benchmarks achieved during the spring DIBELS reading assessment.
 - All children previously supported by Head Start, CPP or an IEP showed greater *percentage* improvement in reading fundamentals than children who were not previously supported.
 - All previously supported children (CPP, Head Start and IEP) displayed a superior learning curve or trajectory to that of the "No Special Programs" children by the spring assessment

Results of the **RE-1/Canon City Schools ECHO** Kindergarten 2015/16
Dynamic Indicators of Basic Early Literacy (DIBELS)

Kindergarten children in the RE-1 School District are administered selected portions of the DIBELS three times during the year beginning in the fall and ending in the spring. The DIBELS measures the specific components that underlie reading proficiency, such as letter naming skills and identifying initial letter sounds. A child who is at or above specific benchmarks during each assessment is considered to have mastered developmentally appropriate reading skills at that time.

As part of an ongoing assessment of preschool programs, children who have been provided services through the Colorado Preschool Program (CPP), Head Start (HS) and Special Education (IEP) are tracked once they enter kindergarten to determine if any effect may have occurred as a result of their having previously experienced a supported preschool experience.

Approximately 67% of the supported children (CPP, IEP or Head Start) previously attending preschool during the 2014-15 school year were tracked into kindergarten for the purposes of this study (a total of 112 supported children in the spring). 200 children overall (supported children and children with no special preschool supports) were included from the fall assessment (2015), with 256 children included from the spring testing (2016). A breakdown of how many students received (or did not receive) assistance through programs such as Head Start, CPP or special education is presented in table 1 below.

Percent of Children Reaching 2015-2016 Kindergarten DIBELS Fall/Spring Benchmarks					
Programs	Number of Children: Fall	Fall Benchmarks	Number of Children: Spring	Spring Benchmarks	% Improvement
No Special Programs	91	74%	144	96%	22%+
CPP	47	53%	49	100%	47% +
Head Start	24	42%	23	100%	58%+
Special Education	38	42%	40	78%	36% +

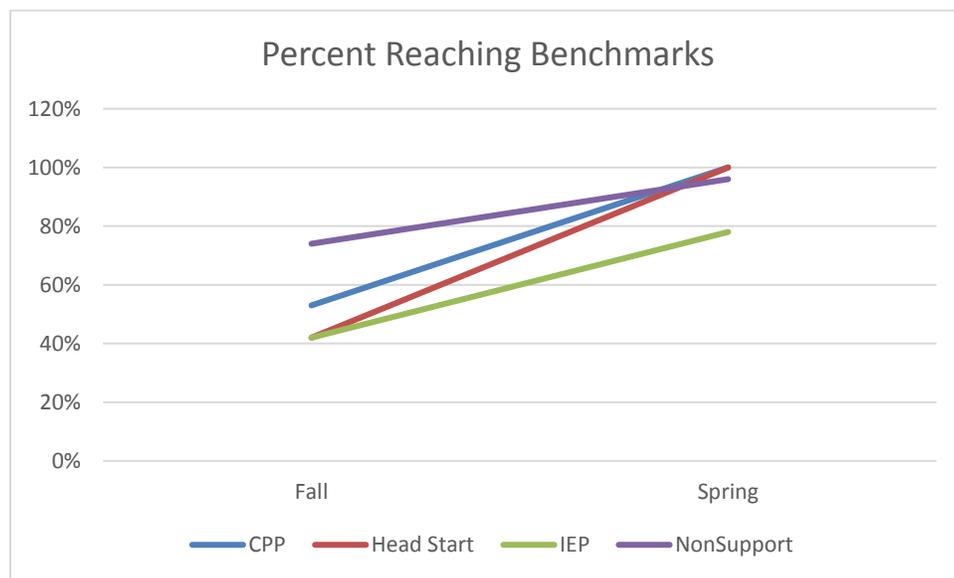
Table 1

As noted in Table 1, the children labeled as "No Special Programs", while starting out with the higher percentage of benchmarks in the fall, made less of a percentage improvement than the other three groups by the spring assessment. Children previously supported by the Head Start made the greatest overall gains (58% improvement), followed by the CPP children (47%

improvement) and the IEP children (36%). Overall, the Head Start and CPP children ended up with the highest overall number of children reaching spring benchmarks in reading (100%).

As noted in **Graph 1** below, children receiving special program services and considered to be at risk in preschool (CPP, Head Start and Special Education) compared favorably in their overall reading skills improvement to those children who did not receive or require special program assistance (No Special Programs).

It is also noteworthy to consider the graph's trajectory from fall to spring for all four groups. Visual inspection indicates that the trajectory of all three supported groups (CPP, HS, and IEP) displays greater improvement in the learning curve (a steeper learning curve) than those achieved by the students who did not receive supported programming (Non Support).



Percent Reaching Benchmarks
Graph 1

During the fall assessment, children who had not received special programs or possibly had not attended a preschool, started out with a significant edge in reading skills when compared to the at-risk children who had previously received CPP, Head Start or IEP support.

By the time the kindergarten spring assessment was conducted, children previously attending preschool with program support (CPP, HS, and IEP) were noted to have made the greatest percentage gains when compared to their peers who had not received the supported programs.

The children receiving Head Start support in preschool, while starting their kindergarten year significantly behind the other groups in reading skills made significant progress throughout the year (Head Start children displayed 58% improvement).