



Results of the RE-2/Fremont Schools Kindergarten 2015-16 Dynamic Indicators of Basic Early Literacy (DIBELS)

HIGHLIGHTS

- ✚ 94% to 100% of all previously supported preschool children (CPP and Head Start) 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 Head Start and CPP displayed a minimum of 94% benchmarks achieved during the spring DIBELS reading assessment.
 - All children previously supported by Head Start or CPP showed significant *percentage* improvement in reading fundamentals, very similar to children who were not previously supported.
 - All previously supported children (CPP and Head Start) displayed a positive learning curve or trajectory along with that of the "No Special Programs" children by the spring assessment

Results of the RE-2/Fremont Schools Kindergarten 2014/15
Dynamic Indicators of Basic Early Literacy (DIBELS)

Kindergarten children in the RE-2 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 58% 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 18 supported children). 92 children overall (supported children and children with no special preschool programs) were included from the fall assessment (2015), with 101 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. Only 3 IEP children were reported in preschool (2014-15) and none of these were able to be tracked into kindergarten (2015-16).

Percent of Children Reaching 2012-2013 Kindergarten DIBELS Fall/Spring Benchmarks					
Programs	Number of Children: Fall	Fall Benchmarks	Number of Children: Spring	Spring Benchmarks	% Improvement
No Special Programs	74	62%	83	95%	33% +
CPP	2	100%	2	100%	0%
Head Start	16	69%	16	94%	25% +
Special Education	0	N/A	0	N/A	N/A

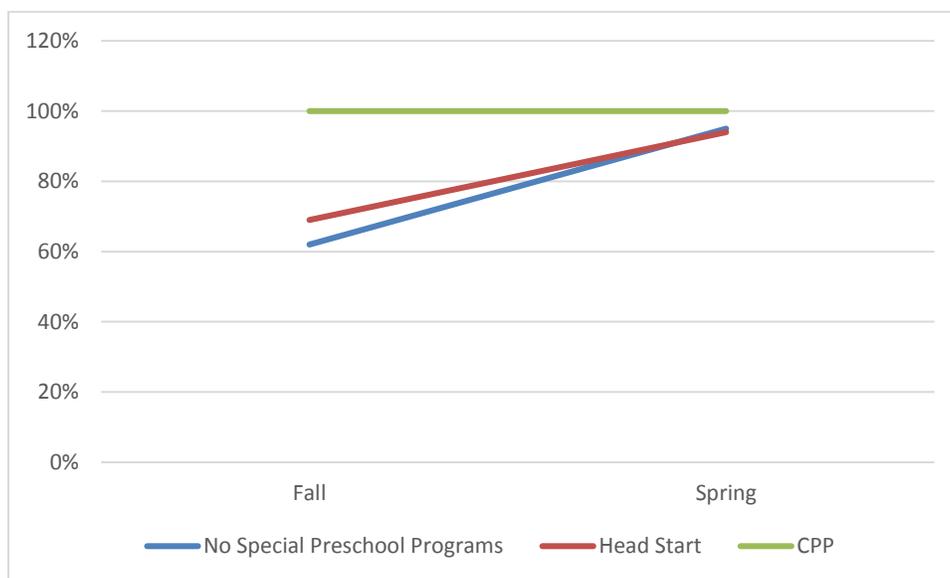
Table 1

As noted in Table 1, the children labeled as "No Special Programs", while starting out with the least percentage of benchmarks in the fall, made greater percentage improvement than the other two groups by the spring assessment (*No IEP group data was recorded). Children previously supported by the Head Start program made the next greatest overall gains (25% improvement), followed by the CPP children. Overall, the CPP children (only two tracked into

kindergarten) 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 and Head Start) compared favorably in their overall reading skills 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 three groups. Visual inspection indicates that the trajectory of the Head Start group displays good improvement in the learning curve (a steep learning curve), while the CPP group shows 100% benchmarks in both Fall and Spring Assessments.



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 slight to significant decline in reading skills when compared to the at-risk children who had previously received CPP or Head Start support.

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

The children receiving Head Start and CPP support in preschool, while starting their kindergarten year slightly ahead of the "No Special Programs" group in reading skills made

progress throughout the year (Head Start and CPP children displayed 25% and 0% improvements respectively).