



**2014-2015**  
**Results of the RE-1/Canon City Schools**  
**Partnership Assessment of Readiness for College and Careers (PARCC)**  
**For**  
**Students Previously Receiving Colorado Preschool Program Support (CPP)**

**HIGHLIGHTS**

- ✚ Follow-up in elementary school indicates that the previously supported preschool students, deemed to be at-risk, continue to be proficient in acquiring new skills well beyond their preschool years. For example, 3rd and 6th grade previously supported CPP children have obtained at or above the average scores of other children throughout the school district in mandated Language Arts tests for as many as 12 out of 16 years. Longitudinal successes over multiple years present a compelling argument on the efficacy of preschool intervention for at-risk children.
- ✚ During the 2014-2015 PARCC Assessments, students previously receiving CPP support scored higher than district grade level averages in two of the four grade level ELA tests (3rd and 6th).
- ✚ During the 2014-2015 PARCC Assessments, students previously receiving CPP support scored at or above district grade level averages in the 3rd and 6th grade level Math skills tests and one point below the level at 5th grade.
- ✚ State Scores across the 3rd through 6th grade levels were higher than ELA and Math Scores at the CPP and District levels.
- ✚ All CPP, District and State results were significantly below last year's CTAP results for 3rd through 6th grades.

## Introduction to PARCC results for Former CPP Children

Previously to the 2014-2015 school year, third through 10th grade students in the RE-1 School District were administered selected portions of the Transitional Colorado Assessment Program (TCAP) between March and April of each year. The TCAP is a standards-based assessment designed to provide a picture of student performance in reading comprehension, writing skills, mathematical skills and science. Depending on their competence, a student can attain a score anywhere on a continuum from unsatisfactory to advanced. A proficient or advanced score indicates that a student is performing at or above expectancy levels for their grade. Reading, writing and math skills were each addressed by separate tests.

For the past several years Colorado has been moving to implement a new assessment system. Phase 1 began in 2012 with the introduction of the TCAP. It was the school district's intent in coming years to replace the TCAP with a new assessment system that would be fully aligned with the Colorado Academic Standards.

For the first time this year, 2014-2015, third through 11th grade students in the RE-1 School District were administered selected portions of the **Partnership Assessment of Readiness for College and Careers (PARCC)**, instead of the TCAP. The PARCC evaluates a Student's progress based on Common Core State Standards for English language arts/literacy and Math and provides information for teachers and parents to identify student strengths and weaknesses in order to enhance instruction to meet individual student's needs. Subjects include: English Language Arts (ELA grades 3-11), Math (grades 3-8) and upper level mathematics. The current test no longer divides English reading and writing skills, but rather, measures them together in a test referred to as the English language arts/literacy assessment (ELA). Previously, Fremont RE-1 always performed better on the Reading than the Writing tests. The fact that both tests were paired together in the new assessment may have resulted in lower scores during the current measure.

The current PARCC results (2014-2015) demonstrated a significant decline in scores at the State, Fremont RE-1 and (previously CPP) children's level. Reading and language Arts scores dropped from the upper 60th to 70th percentiles in reading and 50th percentiles in writing to 30th percentiles in combined reading and writing in 3rd through 6th grades.

PARCC performance-level descriptors in ELA/literacy and math are delineated as "what it takes for students to succeed in entry-level, college courses and relevant technical courses, and the knowledge, skills and practices students performing at a given level are able to demonstrate at any grade."

Students have a range of possible responses suggesting either on track or below track performance from least to most proficient:

**Below Track:** Did Not Meet Partially Met Approached      **On track:** Met Exceeded

A "Met" or "Exceeded" score indicates that a student is performing at or above expectancy levels for their grade.

## The Purpose of the Current Evaluation

The purpose of the current evaluation is to rate how a select group of students, children previously identified in preschool as CPP students, performed on the new PARCC assessment. The Colorado Preschool Program (CPP) is one of the support programs available to preschool children. A child is selected to participate in the CPP as a result of having a combination of several risk factors which make school progress more difficult than it would be for their less challenged peers. CPP offers a child a 10 hour/week preschool scholarship to one of the community preschools or child care centers, two home visits per year, free developmental screening and a monthly Child Development Newsletter. The intent of this evaluation is to track special preschool students into their elementary school years and determine how they are doing when compared with their elementary peers.

Data has been accumulated as the CPP children move from preschool into grade school indicating how children previously served through the CPP program performed on the CSAP/TCAP tests in the grades 3rd through 6th, and currently how they perform on the PARCC tests. By tracking previous CPP participants through their test results in elementary school, it was hoped that more information as to the long-term effects of early CPP intervention would be provided. This year, the CPP children will be measured by their response to the PARCC assessment. Previously, over as many as 16 years, the CPP children have performed ably when

compared to their elementary peers. During the last CTAP year, 2013-2014, they had better group scores in reading in the 3rd, 4th, 5th and 6th grades than their elementary peers in Fremont RE-1.

Throughout the following report, the Language Arts and Math results of children previously served by CPP will be compared with both School District and State results to provide information as to how these formerly at-risk preschool students are currently performing in elementary school.

The reader is cautioned that the number of children having been tracked into elementary school is relatively small and becomes smaller each year as these children proceed onto higher grades and natural attrition takes its toll (e.g., children move out of district). The reader should also be aware that when the CPP group becomes smaller than 30 students per grade level, it is increasingly risky to draw statistical conclusions; and yet general trends can still be observed. For example, longitudinal data over as many as 16 years presents a substantial population of previous students and a more compelling argument on the efficacy of early childhood intervention and its effect on success in later school years. This year there was a larger number of former preschool CPP students captured during the current, 2014-15 PARCC tests than in recent years:

- 69 total 3rd grade CPP students recovered
- 38 total 4th grade students recovered
- 34 total 5th grade students recovered
- 28 total 6th grade students recovered.

PARCC data used for analysis at the district and state levels also include children formerly receiving CPP or currently under special education support, so there is not a direct comparison between CPP and non-CPP students. Finally, the data reported in this report will be confined to the percentage of students achieving either a "Met" or "Exceeded" score on the PARCC.

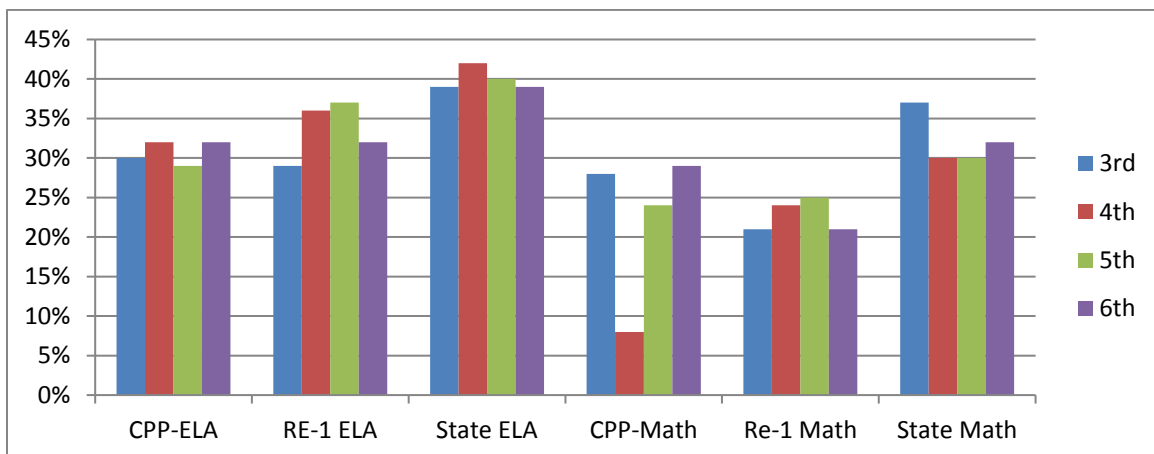
### **Current (2014-2015) PARCC Results for Former CPP Supported Students**

This year's results (2014-2015) from former CPP students in the 3rd through 6th grades indicate several trends:

- CPP ELA scores were at or above District level scores in two out of the four grades reviewed (3rd and 6th).
- CPP Math Scores were higher than District level scores in two of the four years reviewed (3rd and 6th grades).
- All CPP and District results were below State results in both ELA and Math scores.
- All CPP, District and State PARCC results were significantly below last year's CTAP results for 3rd through 6th grades.

Overall the results suggest that children formerly identified with significant risk factors in preschool and provided additional support through the CPP, were competitive with other children throughout their District in the areas of ELA and Math in the 3rd and 6th grade.

Graph 1 presents data showing the results in ELA and Math proficiency across CPP, District and State results for the 2014-2015 school year. In each case, the ELA scores are higher than the Math scores.



Graph 1 - Comparison of ELA & Math Scores across CPP, District & State

The 2014-2015 results from the previously CPP supported preschool children suggest that former CPP students are performing ably in two of the four grades (3rd and 6th) when compared to the RE-1 District results for ELA, and three out of the four grades (3rd, 5th and 6th) in Math. Tables 1 through 4 below presents a comparison between CPP, District and State results on the percentage of students attaining either a proficient or advanced score in ELA and Math at the 3rd through 6th grades during 2014-2015.

<b>3rd grade 2014 to 2015</b>	<b>Total Number</b>	<b>ELA Scores (2014-15)</b>	<b>Total Number</b>	<b>Math Scores (2014-15)</b>
3rd grade students w/CPP in Preschool	69	30%	69	28%
RE-1 - 3rd grade students	280	29%	279	21%
State 3rd grade students	62675	39%	63766	37%

Table 1 Comparison between the PARCC ELA and Math "Met & Exceeded" Scores for **3rd Grade** Students

<b>4th grade 2014 to 2015</b>	<b>Total Number</b>	<b>ELA Scores (2014-15)</b>	<b>Total Number</b>	<b>Math Scores (2014-15)</b>
4th grade students w/CPP in Preschool	38	32%	38	8%
RE-1 - 4th grade students	288	36%	288	24%
State 4th grade students	62329	42%	62329	30%

Table 2 Comparison between the PARCC ELA and Math "Met & Exceeded" Scores for **4th Grade** Students

<b>5th grade 2014 to 2015</b>	<b>Total Number</b>	<b>ELA Scores (2014-15)</b>	<b>Total Number</b>	<b>Math Scores (2014-15)</b>
5th grade students w/CPP in Preschool	34	29%	34	24%
RE-1 - 5th grade students	244	37%	244	25%
State 5th grade students	61954	40%	61917	30%

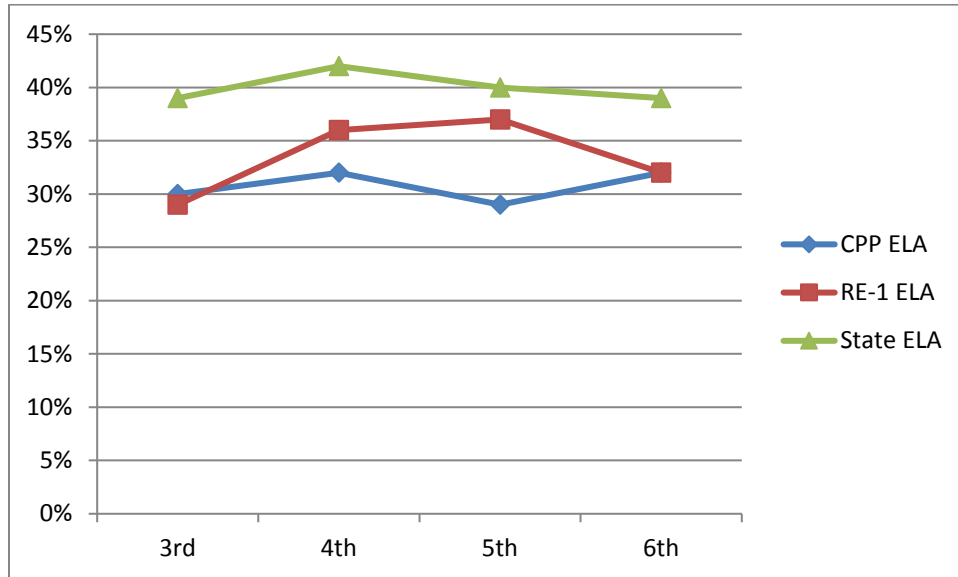
Table 3 Comparison between the PARCC ELA and Math "Met & Exceeded" Scores for **5th Grade** Students

<b>6th grade 2014 to 2015</b>	<b>Total Number</b>	<b>ELA Scores (2014-15)</b>	<b>Total Number</b>	<b>Math Scores (2014-15)</b>
6th grade students w/CPP in Preschool	28	32%	28	29%
RE-1 - 6th grade students	287	32%	287	21%
State 6th grade students	60844	39%	60750	32%

Table 4 Comparison between the PARCC ELA and Math "Met & Exceeded" Scores for **6th Grade** Students

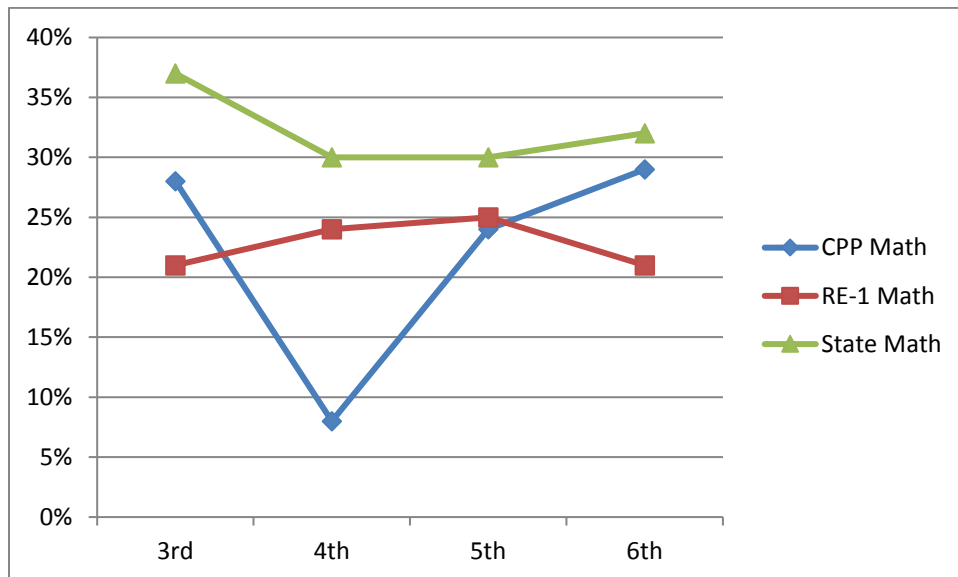
## PARCC Proficiency Results Comparing Former CPP Supported Students with District & State Peers during the 2014-2015 School Year

On average, 3rd, 4th, 5th and 6th grade students previously supported through CPP have performed at or above the State results in reading skills over a 4 to 16 year period and at or above ELA District results in the 3rd and 6th grades this current year. Graph 2 shows the comparative average scores over this year's PARCC ELA results (2014-2015) for 3rd, 4th, 5th and 6th grade CPP, District and State students.



Graph 2 - 3rd, 4th, 5th & 6th grade ave. scores for ELA Skills during the 2014-2015 school year

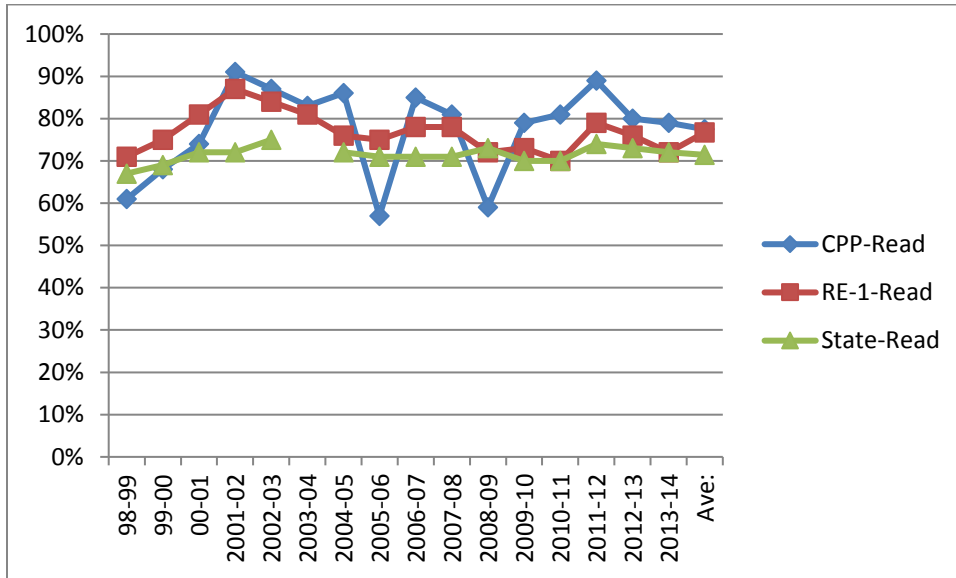
Graph 3 shows the comparative average scores over the 2014-2015 school year on the PARCC Math results for 3rd, 4th, 5th and 6th grade CPP, District and State students.



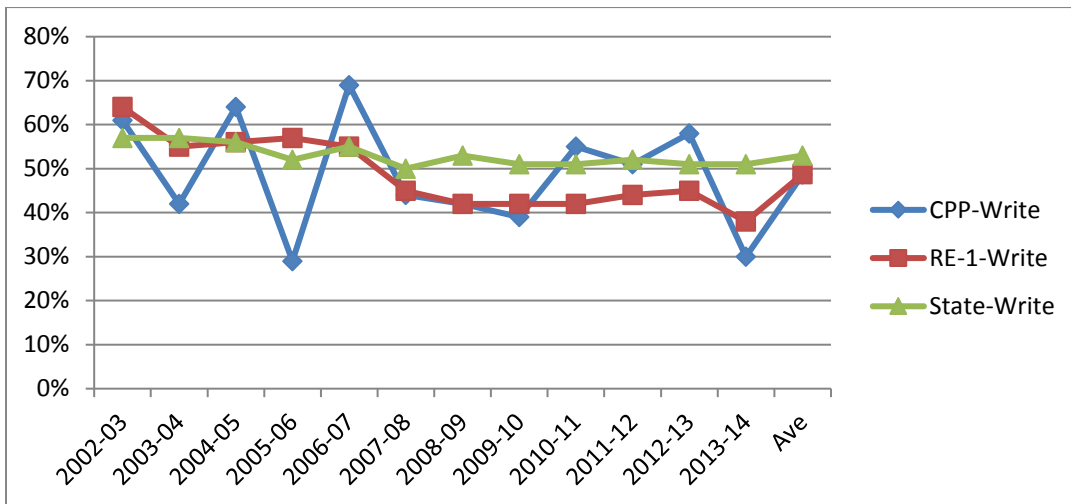
Graph 3 - 3rd, 4th, 5th and 6th ave. scores for Math Skills across the current (2014-2015) school year

## Individual Grade Level Performance over Multiple Years

The following graphs (4 through 11) present multiple year data in reading and writing scores for each year data was accumulated for CPP, District and State 3rd grade students from the 1998-99 to 2013-14 school years using the CSAP and CTAP assessment. This data refers to testing that was completed before the new PARCC testing results of 2014-2015. Notice that the average scores are very similar over the multiple year period in reading and writing results (no math scores were obtained). The CSAP and CTAP scores are also significantly higher on the average than this year's PARCC results.

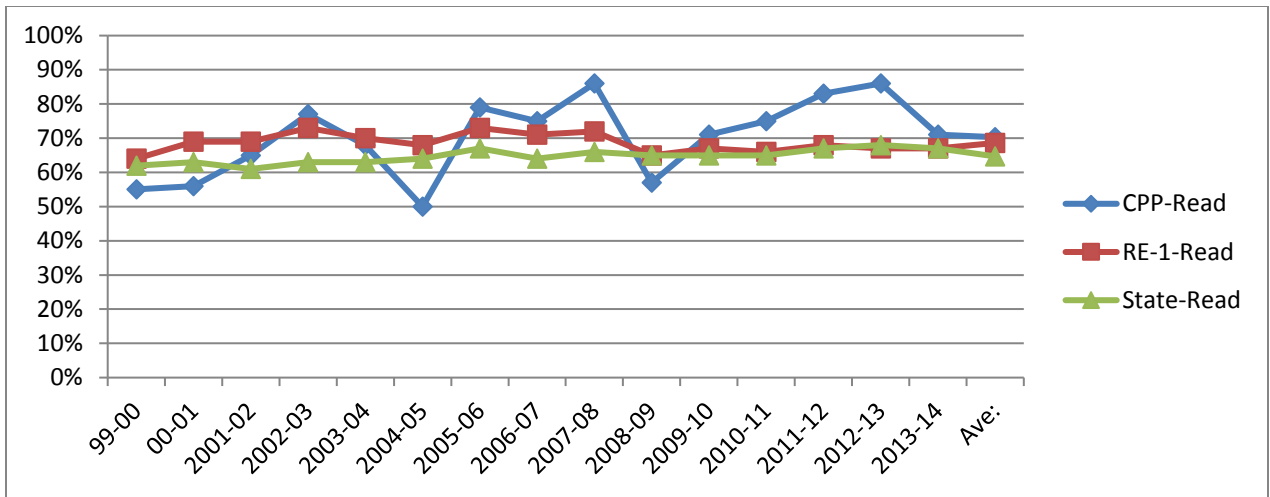


Graph 4 - 3rd Grade CSAP/CTAP Reading Skill Comparisons between CPP, District and State for 16 Years

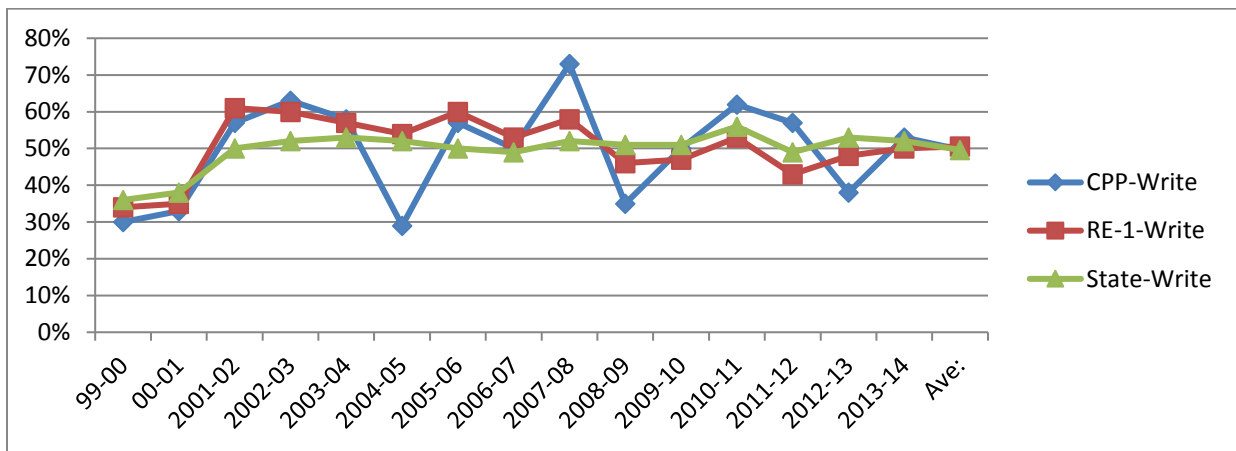


Graph 5 - 3rd Grade CSAP/CTAP Writing Skill Comparisons between CPP, District and State for 12 Years

Graphs 6 and 7 present multiple year data in reading and writing scores for each year data was accumulated for CPP, District and State 4th grade students on the CSAP/CTAP. This data refers to testing that was completed before the new PARCC testing results of 2014-2015. Again, the average scores over multiple years are quite similar.

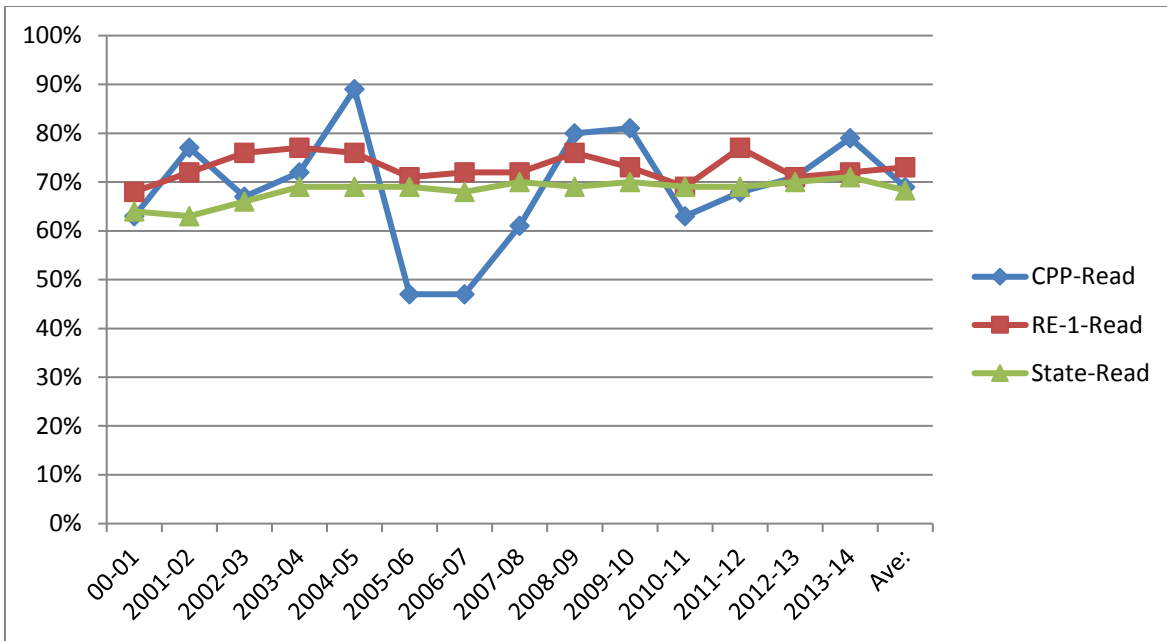


Graph 6 - 4th Grade CSAP/CTAP Reading Skill Comparisons between CPP, District and State for 15 Years

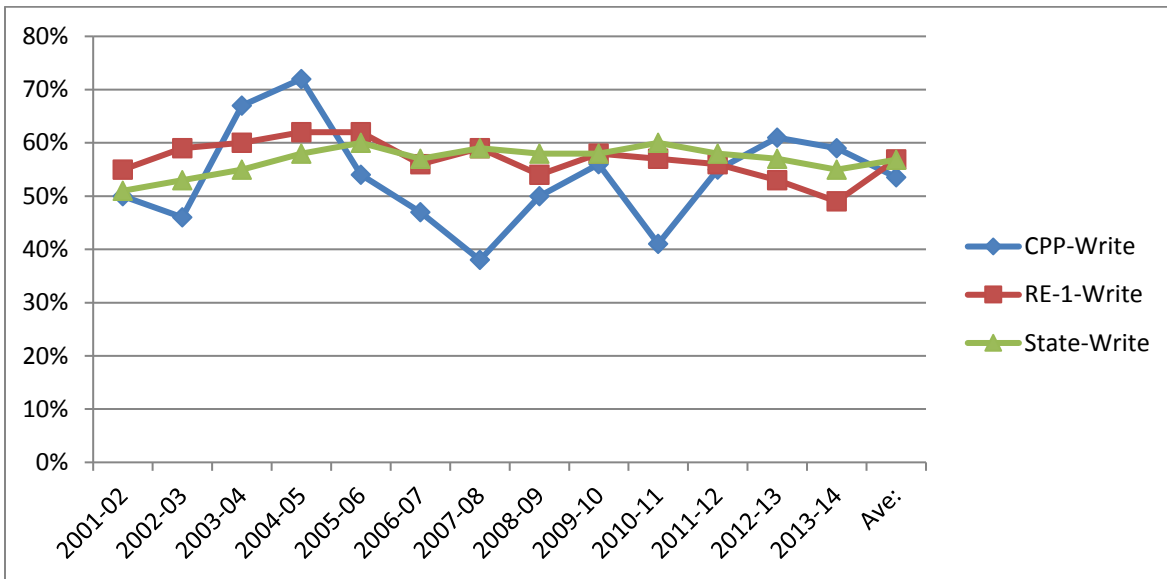


Graph 7 - 4th Grade CSAP/CTAP Writing Skill Comparisons between CPP, District and State for 15 Years

Graphs 8 and 9 present multiple year data in reading and writing scores for each year data was accumulated for CPP, District and State 5th grade students. This data refers to testing that was completed before the new PARCC testing results of 2014-2015. Average scores are very close for CPP, District and State children.



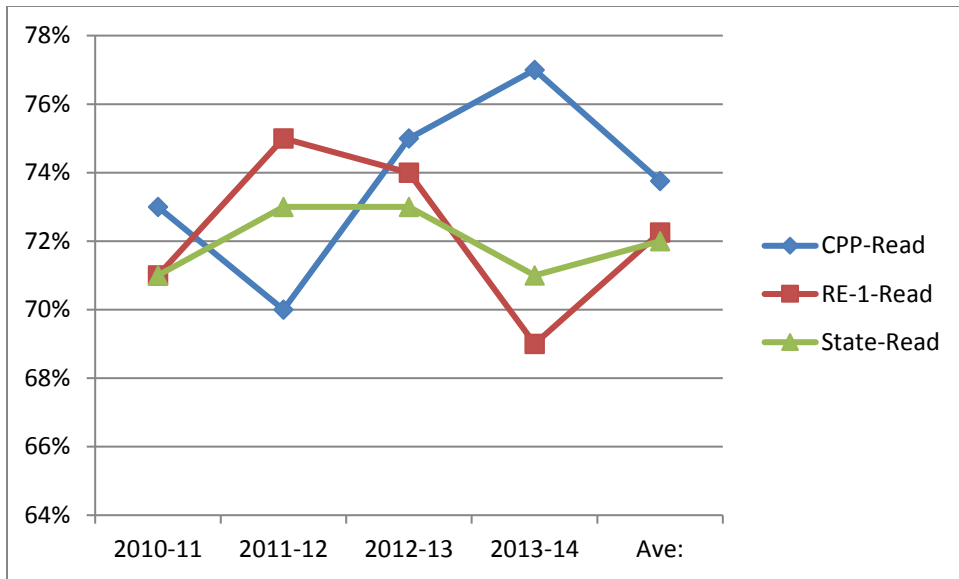
Graph 8 - 5th Grade CSAP/CTAP Reading Skill Comparisons between CPP, District and State for 14 Years



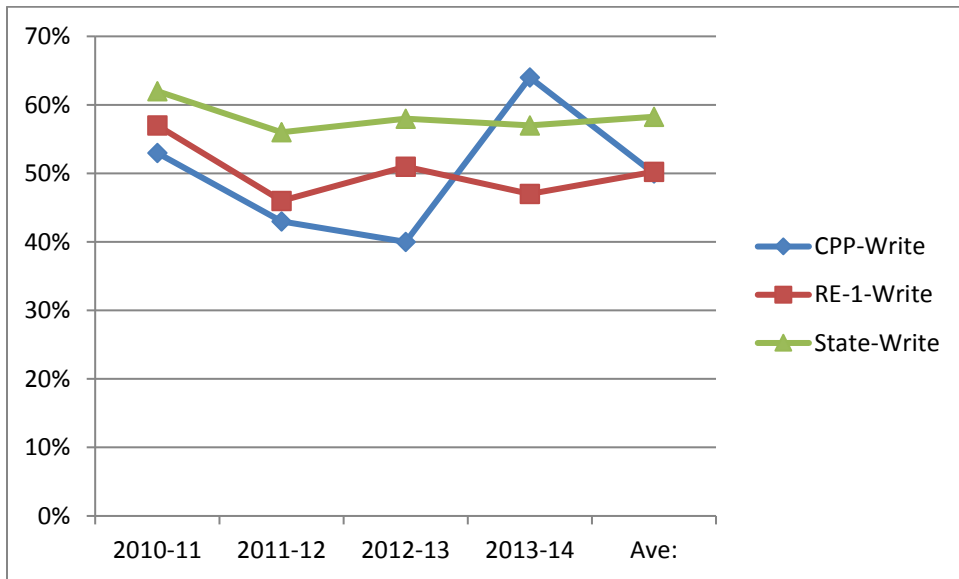
Graph 9 - 5th Grade CSAP/CTAP Writing Skill Comparisons between CPP, District and State for 13 Years

Graphs 10 and 11 present multiple year data in reading and writing scores for each year data was accumulated for CPP, District and State 6th grade students. This data refers to testing that was completed before the new PARCC testing results of 2014-2015. The District, State and CPP 6th grade reading scores fluctuate over time. The District and CPP writing scores are generally below the state average.





Graph 10 - 6th Grade CSAP/CTAP Reading Skill Comparisons between CPP, District and State for 4 Years



Graph 11 - 6th Grade CSAP/CTAP Writing Skill Comparisons between CPP, District and State for 4 Years

Follow-up in elementary school indicates that the previously supported preschool students, deemed to be at-risk, continue to be proficient in acquiring new skills well beyond their preschool years. For example, 3rd grade, previously supported CPP children have obtained higher scores on the average than other children throughout the state in mandated reading tests for as many as 12 out of 16 years on the CSAP and CTAP. Longitudinal successes over multiple years present a compelling argument on the efficacy of preschool intervention for children deemed to be at-risk.