

Caring for Kids Initiative

2012-2013 Follow-up Study

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Aligned with District Goals

- **CfKI Perspective and Mission Excerpts**
 - Every child will enter kindergarten ready to benefit from the educational opportunities offered by the Wayzata Public Schools
 - Set kids on a path for success in school
- **Read Well by Third Grade - MN Statute 120B.12 (2013)**
 - District K-3 Literacy Plan
 - Every child reading at or above grade level no later than the end of third grade
- **World's Best Work Force (WBWF) - MN Statute 120B.11 (2013)**
 - Closing achievement gap(s)
 - All students ready for kindergarten
 - All students in third grade achieving grade level literacy
 - All students attaining career and college readiness before graduating from high school
 - All students graduating from high school

2012-13 CfKI Evaluation Design

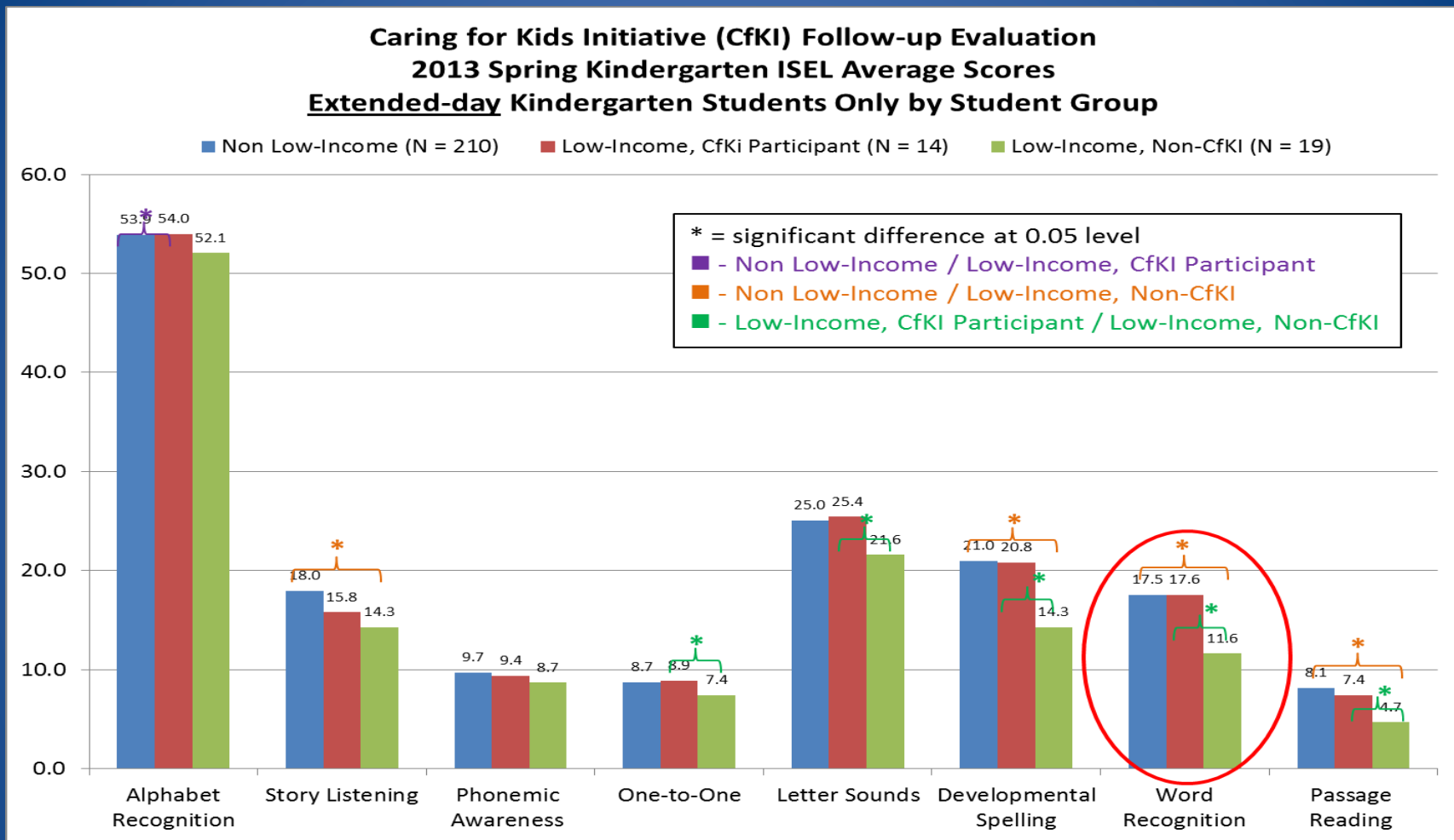
Kindergarten

- Graduating Class of 2025
- CfKI Participants in 2011-12
- Measure: Illinois Snapshots of Early Literacy (ISEL)
 - District Kindergarten Spring Reading Assessment

First Grade

- Graduating Class of 2024
- CfKI Participants in 2010-2011
- Measure: Developmental Reading Assessment (DRA)
 - District First Grade Spring Assessment - linked to MCA Reading Proficiency in Grade 3
 - Wayzata Public Schools K-3 Literacy Plan (Read Well by Third Grade)

Kindergarten: ISEL Average Scores

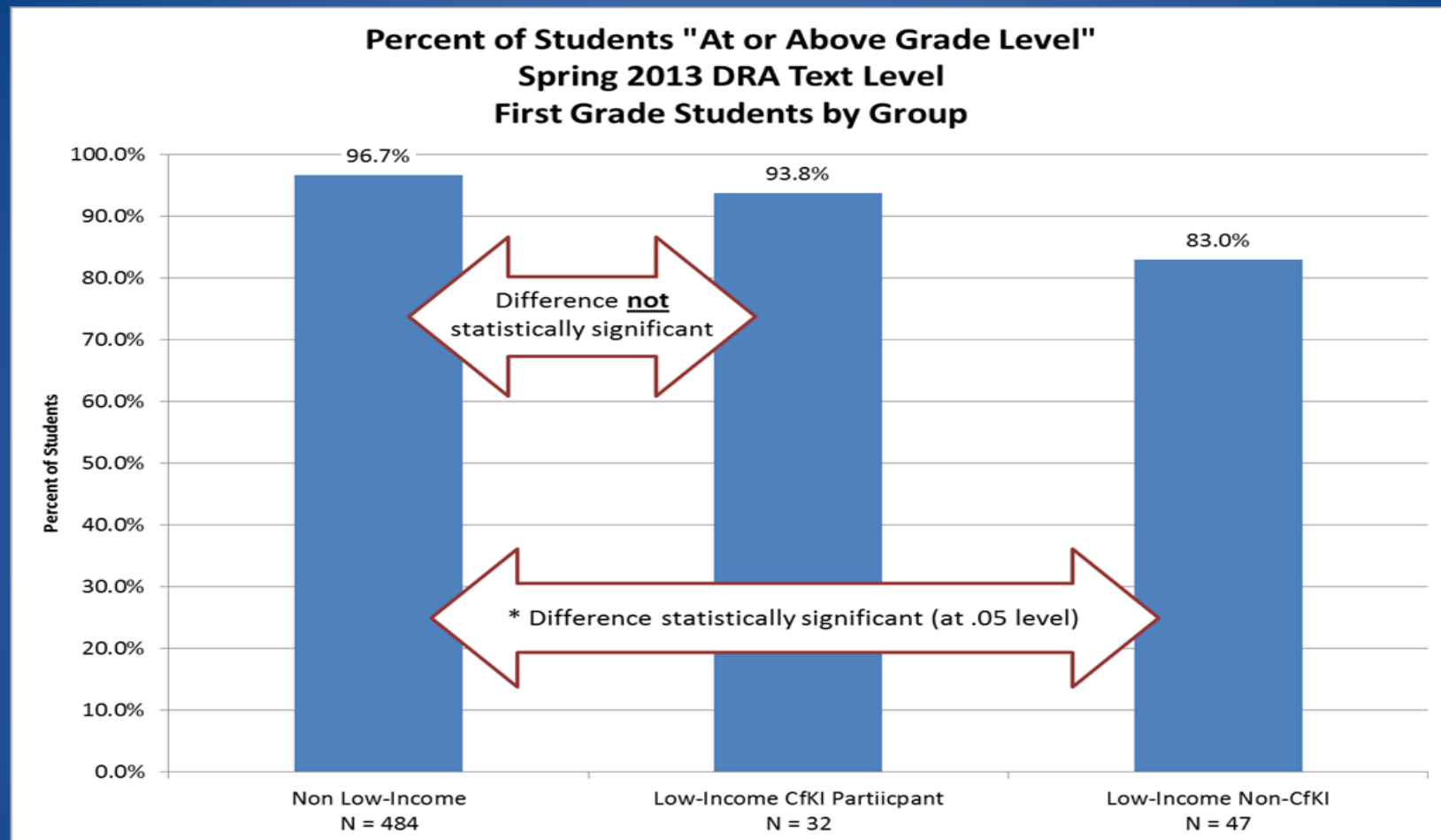


- Focusing only on students who received Extended-Day Kindergarten programming, there were many statistically significant positive effects for CfKI participation on spring ISEL subtest scores.

Kindergarten ISEL Word Recognition

- Word Recognition is highly correlated with general reading proficiency and can be used as a measure of total reading performance. (ISEL manual)
- Of all the ISEL subtests, Word Recognition had the highest correlation with 1st Grade Spring reading level (Wayzata Public Schools K-3 Literacy Study, 2012)
- In Extended-day Kindergarten Classrooms, Low-Income CfKI Participants scored significantly higher on Word Recognition (17.6) than Low-Income Non-CfKI Participants (11.6). (The red bar is higher than the green bar.)

First Grade: DRA Text Level



- “At Grade Level” = Spring DRA Text Level of 14 or higher
- Goal: Reading scores of CfKI Participants will be higher than Low-Income Non-CfKI Participants

First Grade Spring Percent Reading “At or Above Grade Level”

- There was a significant difference in the percent of students performing “At or Above Grade Level” between Non Low-Income students (96.7%) and Low-Income students who did not participate in CfKI (83.0%).
- There was no significant difference in the percent “At or Above Grade Level” between the Non Low-Income group (96.7%) and the Low-Income, CfKI Participant group (93.8%).

NOTE: All students in the First Grade Follow-up Study attended Wayzata Public Schools for kindergarten and first grade.

2012-13 Evaluation Summary

- Significant positive effect of CfKI participation on end-of-year district kindergarten reading measure among low-income students who attended extended-day kindergarten
- Results indicated that the percentage of CfKI participants, who finished first grade “At or Above Grade Level,” was similar to their Non Low-Income peers

Next Steps

- Continue annual evaluation of CfKI academic outcomes
 - Kindergarten, First Grade, and Second Grade
- Include non-academic outcomes
 - Referrals to special education for social, emotional, and /or behavioral concerns
 - Attendance and discipline referrals
- Monitor the effect of district implementation of All-Day Kindergarten in 2014-15 on CfKI outcomes

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