Outcome: Children Are Ready for School	**Indicator:** % of Children Who Are Ready for Kindergarten

Where Is Santa Fe Now?

🟡 Similar to State*

〜 No/Minimal Change
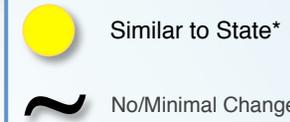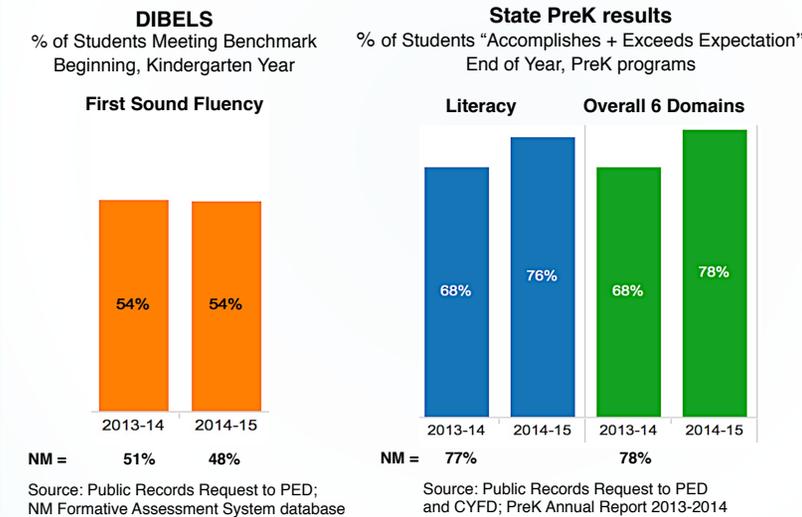
Why is this important?

Children who enter kindergarten unprepared – physically, socially, emotionally, developmentally, cognitively – typically fall further and further behind as they move through the K-12 system, putting them at higher risks of academic failure and potentially dropping out of school. Research has proven that children's brains are equipped for learning from birth, and that the first three years may be the most important time for setting in place a child's joy of learning. But the burden cannot be carried by children. School readiness is often described by the equation:
Ready Communities + Ready Families + Ready Services + Ready Schools = Ready Children
(*Bernalillo Early Childhood Accountability Partnership, part of Mission: Graduate*).

It is important to remember the entire ecology involved in 'school readiness' and advocate for families to have full access to needed resources and services, while keeping the focus on all the domains of child development.

How Are We Doing?

According to DIBELS assessment, only about 54% of students entering Kindergarten in Santa Fe currently meet the early literacy benchmark. State PreK results show more promising picture for students who participate in the program.

Proxy Indicator for Kindergarten Readiness: DIBELS vs. State PreK Results

DIBELS
% of Students Meeting Benchmark
Beginning, Kindergarten Year

First Sound Fluency

2013-14	2014-15
54%	54%

NM = 51% (2013-14), 48% (2014-15)

Source: Public Records Request to PED;
NM Formative Assessment System database

State PreK results
% of Students "Accomplishes + Exceeds Expectation"
End of Year, PreK programs

Literacy

2013-14	2014-15
68%	76%

Overall 6 Domains

2013-14	2014-15
68%	78%

NM = 77% (2013-14), 78% (2014-15)

Source: Public Records Request to PED
and CYFD; PreK Annual Report 2013-2014

The NM Public Education Department (PED) is in the process of implementing a **"Kindergarten Observation Tool" (KOT)** as a Kindergarten Entrance Assessment (KEA). It is to be used in 50% of the Districts including Santa Fe Public Schools, starting fall 2015, and to be fully implemented in fall 2016. Developed as part of NM's Race To The Top Early Learning Challenge federal grant, KOT is an authentic observational assessment of the whole child, rating 24 Essential Indicators. The KOT is constructed to reflect the state's Early Learning Guidelines and incorporate Common Core Standards.

The **DIBELS** (Dynamic Indicators of Basic Early Literacy Skills) **First Sound Fluency** evaluates phonological awareness and is currently being used as a proxy indicator for kindergarten readiness in Santa Fe. When measured at the beginning of the year, only about 54% of all kindergarten students at SFPS met or exceeded benchmark in the last two years.

In contrast to DIBELS, the Early Learning Guidelines (ELGs) used in the PreK Observation documentation tool measure broader domains of child development including:
1. Literacy
2. Numeracy and Spatial Relations
3. Scientific Conceptual Understandings
4. Self, Family and Community
5. Physical Development, Health and Well-Being
6. Approaches to Learning

State PreK results using ELGs show a substantially higher 76% of Santa Fe children meeting a literacy benchmark by the end of the program. The results also show an improving trend over the past year with 8-10 % point gains in both "Literacy" and "Overall".

📄 **Appendix 4.** Contrasting DIBELS "First Sound Fluency" assessment with PreK Results for "Literacy"

Appendix 4. Contrasting DIBELS "first sound fluency" assessment with Prek results for "literacy"

"DIBELS Next" beginning of Kindergarten year assessment

- Assessed beginning of Kindergarten year, with follow-on assessments in the middle and end of year
- In measuring **First Sound Fluency,** Administrator presents one word at a time (30 words); child is to produce the sound the word begins with. Example: Mouse. What sound does mouse begin with? Correct response: /m/
- **Composite Score** includes Letter Naming Fluency (not reported in this Baseline Report). Administrator presents a page of upper and lower case letters arranged in random order and the student is asked to name as many letters as they can in 1 minute

Source: https://dibels.uoregon.edu/assessment/dibels/index

State PreK Literacy assessment at end of year

- Teacher documents multiple observations of the child at play/learning and matches to the 5-point rubric, for multiple indicators.
  - Rubric:
    1. Not Yet Demonstrating
    2. First Steps
    3. Making Progress
    4. Accomplishing
    5. Exceeds Expectations

- **"Literacy" Essential Indicator** assessed at end of year uses the following outcomes and indicators
  - ❖ **Outcome: Child demonstrates development and expansion of listening skills**

(State PreK Literacy assessment at end of year - continued)

- Indicators:
  - ▪ Listens with understanding to directions and conversations
  - ▪ Hears and discriminates the sounds of language in words to develop phonological awareness
  - ▪ Recognizes rhyming sounds in spoken language
  - ▪ Knows and applies letter-sound correspondence and beginning-sound recognition
- ❖ **Outcome: Child communicates experiences, ideas, and feelings through speaking**
  - Indicators:
  - ▪ Converses effectively in his/her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences
- ❖ **Outcome: Child engages in activities that promote the acquisition of emergent reading skills**
  - Indicators:
  - ▪ Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text
  - ▪ Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments
  - ▪ Progresses in understanding and using concepts of print
- ❖ **Outcome: Child engages in activities that promote the acquisition of emergent writing skills**
  - Indicator:
  - ▪ Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing

Source:
https://www.newmexicoprek.org/Docs/PreKMaterials2011_2012/
FY12_NM_PreK_Early_Learning_Guidelines_webversion_20110830.pdf