PROGRESS OF KINDERGARTEN STUDENTS

Acquisition of Reading Skills
2000 – 2001 Study
THE KINDERGARTEN READING ASSESSMENTS

- Foundational Reading Skills
  - Letter Identification
  - Print Concepts
  - Word Recognition
  - Hearing and Recording Sounds

- Text Reading
  - Running Records of Oral Reading Behaviors
KINDERGARTEN STUDENTS MAKE SIGNIFICANT PROGRESS IN FOUNDATIONAL READING SKILLS

% of Students Achieving Foundational Skills

- Letter ID
  - Fall 2000: 41%
  - Spring 2001: 90%

- Print Concepts
  - Fall 2000: 20%
  - Spring 2001: 82%

- Word Recognition
  - Fall 2000: 12%
  - Spring 2001: 85%

- Hearing & Recording Sounds
  - Fall 2000: 26%
  - Spring 2001: 82%
69% of kindergarten students move from basic skills to reading text by spring 2001.

31% not yet reading

69% reading text

33% reading above book level 5 (grade 1*)

20% reading book level 4 or 5

15% reading book level 2 or 3

33% reading book level 1

*Book Levels 1 through 5 are increasingly difficult texts in the kindergarten assessments; Book Levels above 5 are in Grade 1 assessments.
ALL STUDENTS MAKE SIGNIFICANT PROGRESS IN FOUNDATIONAL READING SKILLS

![Bar chart showing progress in foundational reading skills across different categories.]

- **ESOL & FARMS**
  - Fall 2000: 4%
  - Spring 2001: 65%

- **FARMS Only**
  - Fall 2000: 13%
  - Spring 2001: 77%

- **Non-ESOL / Non-FARMS**
  - Fall 2000: 30%
  - Spring 2001: 89%

Average % of Students Achieving Skills Across Four Foundational Areas
FULL-DAY K HAS GREATEST BENEFIT FOR HIGHEST-RISK STUDENTS

Average % of Students Achieving Skills Across Four Foundational Areas

- ESOL & FARMS
  - Half-day K: 4%
  - Full-day K: 54%
  - Half-day K: 5%
  - Full-day K: 71%

- Non-ESOL / Non-FARMS
  - Half-day K: 31%
  - Full-day K: 89%
  - Half-day K: 25%
  - Full-day K: 91%

Fall 2000 | Spring 2001
HEAD START COMBINED WITH FULL-DAY K RESULTS IN MAXIMUM BENEFIT TO HIGH-RISK STUDENTS

Average % of Students Achieving Skills Across Four Foundational Areas

<table>
<thead>
<tr>
<th></th>
<th>Fall 2000</th>
<th>Spring 2001</th>
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<tbody>
<tr>
<td>Half-day K</td>
<td>4%</td>
<td>49%</td>
</tr>
<tr>
<td>Full-day K</td>
<td>6%</td>
<td>76%</td>
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ESOL & FARMS
Head Start Graduates
Average % of Students Achieving Skills Across Four Foundational Areas – Spring 2001
AGE HAS AN IMPACT: 4 YEAR-OLDS LAG BEHIND FROM BEGINNING TO END

% of Students Achieving Foundational Skills in 3 or 4 Areas (out of 4)

- **Fall 2000**: Age 4 - 7%, Age 5 - 15%
- **Winter 2001**: Age 4 - 45%, Age 5 - 58%
- **Spring 2001**: Age 4 - 73%, Age 5 - 83%