

Our second longitudinal analysis again shows DPP GRADUATES OUTPERFORM THEIR PEERS ON THIRD-GRADE TCAP ASSESSMENTS

INTRODUCTION

The Denver Preschool Program (DPP) makes high quality preschool possible for every Denver 4-year-old regardless of their family income or neighborhood through tuition support to families and quality investments in preschool programs.

The DPP conducts annual evaluations of DPP students beginning in the fall of their preschool year and continuing on through their early elementary years to ensure the program is fulfilling its promise to prepare students for kindergarten and measure the progress of those students over time to determine how those results persist. This report focuses primarily on how well DPP students are doing in reading, writing and math on Colorado's third-grade Transitional Colorado Assessment Program (TCAP) and touches on what we know about how ready they are to learn in kindergarten. [i]

- Kindergarten readiness assessments consistently show that DPP children are at or above average on literacy and math assessments, 98 and 99 percent respectively. [ii]
- In 2013 DPP's first cohort of preschoolers took the third-grade TCAP. Results show that 64 percent of third-graders that participated in DPP posted advanced or proficient reading scores compared to 58 percent of non-DPP students.
- Results of the second class of preschoolers to take the third-grade TCAP in spring of 2014 are consistent with the 2013 results: 64 percent of third-graders that participated in DPP posted advanced or proficient reading scores compared to 56 percent of non-DPP students.

Third-grade reading is a critical indicator of a student's academic future. Students who have not learned to read by the end of third grade are more likely to fall behind peers who are reading to learn by fourth grade. Research shows these students are "four times more likely to leave school without a diploma than proficient readers." The risk for poor Black and Hispanic students is greater than for White students but "the racial and ethnic graduation gaps disappear when students master reading by the end of third grade and are not living in poverty." [iii]

STUDENTS IN THE 2014 ANALYSIS — DEFINED

Just over 3,500 third-grade students in the Denver Public Schools (DPS) who previously participated in DPP took at least one of Colorado's TCAP reading, writing or math assessments during the spring of 2014. Overall, these students accounted for 51 percent of DPS third-grade test takers.

- The racial/ethnic makeup of third-graders taking the 2014 TCAP in reading was nearly identical for DPP and non-DPP students. (see chart)
- A slightly higher proportion (2 percent) of students eligible for Free or Reduced-Price Lunch (FRPL) did not participate in DPP.
- A larger proportion of DPP students (46 percent) identified as English Language Learners (ELLs) than non-DPP students (43 percent).
- The 2014 student population was similar to the 2013 test takers; with the exception in 2013 when there was a higher percentage of Hispanic students receiving DPP, slightly higher percentage of DPP children eligible for FRPL.

3rd Grade TCAP Students Distribution

Ethnic Group	DPP	Non-DPP
Black	13.3%	13.4%
Hispanic	53.0%	52.8%
White	27.9%	24.8%
Other Race	5.7%	8.9%

FINDINGS

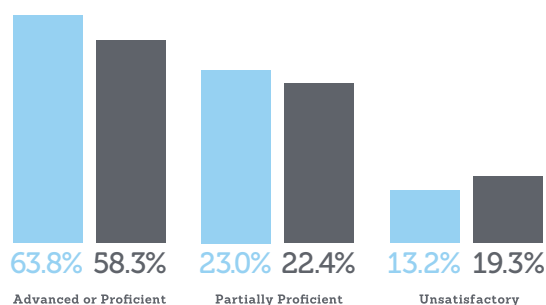
2013 Third-Grade TCAP Reading Assessment Results

Looking back on the 2013 TCAP scores provides context for the 2014 results and shows that results for the 2014 third-grade students are consistent with results for the 2013 third-grade students. Last year, 64 percent of third-graders that participated in DPP four years ago posted advanced or proficient reading scores compared to 58 percent of non-DPP students. Just as significant, participation in DPP reduced the proportion of unsatisfactory reading scores by 6 percentage points; 13 percent of DPP enrollees logged unsatisfactory scores compared to 19 percent for non-DPP third-graders. These gains occurred despite the demographic profile of DPP graduates that puts them at slightly greater risk of serious academic problems.

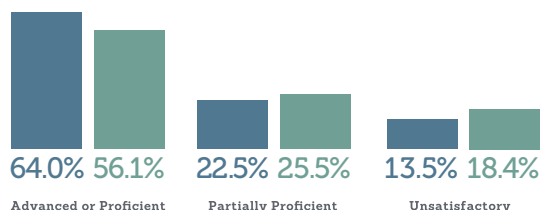
Similar results were seen in TCAP math and writing scores: DPP students were more likely to score advanced or proficient than their non-DPP peers.

2013 distribution of students by DPP status and TCAP reading proficiency level

■ DPP GRADUATES
 ■ NON-DPP GRADUATES



2014 Third-Grade TCAP Reading, Writing and Math Assessment Results

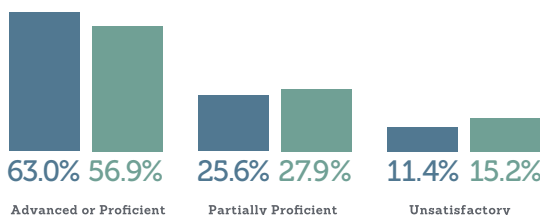
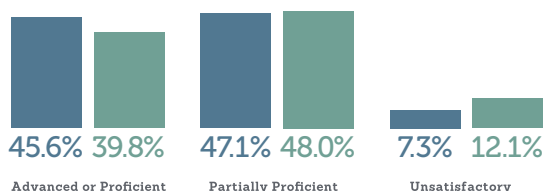


2014 Third-Grade TCAP Reading

Sixty-four percent of third-graders that participated in DPP four years ago posted advanced or proficient reading scores compared to 56 percent of non-DPP students. Just as significant and consistent with 2013 results, participation in DPP reduced the proportion of unsatisfactory reading scores by 5 percentage points.

2014 Third-Grade TCAP Writing

DPP third-grade students were 6 percent more likely than non-DPP students to score advanced or proficient levels on TCAP writing in 2014 and 5 percent less likely to write at the unsatisfactory level.



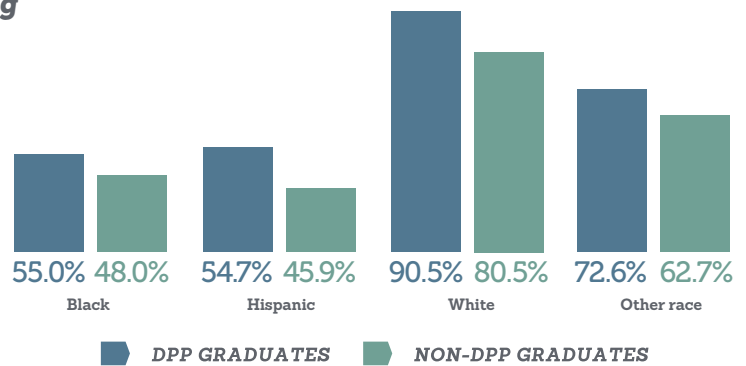
2014 Third-Grade TCAP Math

The proportion of third-graders scoring advanced or proficient in math in 2014 was 63 percent of DPP students and 57 percent of non-DPP, a 6 percent difference. DPP students were 4 percent less likely to score at unsatisfactory levels.

■ DPP GRADUATES
 ■ NON-DPP GRADUATES

Every Racial/Ethnic Category of DPP Students Outperformed non-DPP Students in 2014 third-grade reading

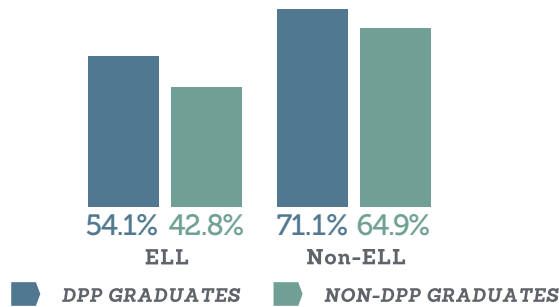
- More Hispanic children who participated in DPP (55 percent) were proficient readers than non-DPP students (46 percent).
- Fifty-five percent of Black third-graders participating in DPP reached proficiency compared to 48 percent of non-DPP students.
- The White third-graders who participated in DPP were 90.5 percent proficient compared to 80.5 percent of non-DPP students.



Economically Disadvantaged DPP Students Are More Proficient Readers Than Non-DPP Peers

Although low-income students continue to lag behind their more advantaged peers, DPP third-grade students who qualified for Free or Reduced-Price Lunch (FRPL) in 2014 were 9 percent more likely to read proficiently than their non-DPP counterparts.

English Language Learners Did Better Overall



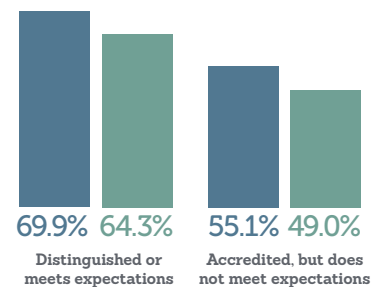
DPP students who identified as English Language Learners (ELLs) were 11 percent more likely to attain proficient or advanced levels on the third-grade TCAP in reading than their non-DPP peers in 2014.

DPP Benefit Seen at Lower-Performing Elementary Schools

While DPP children who went on to attend higher-performing elementary schools (as assessed by Denver Public Schools' School Performance Framework) did better overall, third-grade students who attended lower-performing schools still saw a benefit to DPP participation. The math TCAP results illustrate that of all children enrolled in lower-performing elementary schools, DPP students outperformed their non-DPP counterparts by 6 percentage points.



Math TCAP Results





DENVER PRESCHOOL PROGRAM

Since voters approved a dedicated sales tax to fund preschool in 2006, the Denver Preschool Program (DPP) has made high quality preschool possible for nearly 32,000 young children. Tuition support, available to all Denver families with a 4-year-old, is scaled to family income and the quality of the school selected. Families with lower incomes who choose higher quality programs receive more tuition support.

High quality programs are key to giving children a solid start. Since its beginning, DPP has invested in measuring and improving the quality of Denver's preschool programs. DPP rates all classrooms for quality and funds quality improvement activities that include coaching for teachers, professional development opportunities, including college coursework, and classroom learning materials.

Families can choose from more than 250 licensed preschool programs that comprise more than 570 classrooms located across the city. These include faith- and community-based centers and family child care homes as well as Denver Public Schools classrooms.

[i] A copy of the full report conducted on behalf of the Denver Preschool Program by Augenblick, Palaich and Associates (APA) can be viewed at dpp.org.

[ii] Klute, M. (2010). Denver Preschool Program: Report on Child Outcomes, 2009-10 School Year. Clayton Early Learning Institute, Denver, Colorado.

[iii] Hernandez, Donald J. (2011) Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. Annie E. Casey Foundation.

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