



Goal I Dynamic Indicators of Basic Literacy Skills (DIBELS) Key Performance Indicators Baseline Presentation

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Mission

Guilford County students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice.*

*This mission was adopted by the Guilford County Board of Education on December 12, 2000.



Components of Early Literacy Instruction



(National Reading Panel, 2000)

Foundational Reading Skills Matter





Success in foundational skills needed to read and write well during the primary grades is indicative of later achievement in literacy. Seventy-four percent of children who perform poorly in reading in third grade continue to do so into high school.

National Early Literacy Panel



Parameters of the Data Analysis and the DIBELS Assessment

- These analyses use 2017-18 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) beginning-of-year (BOY) data for Kindergarten students and 2016-17 DIBELS end-of-year (EOY) data for Grade 3 students.
- The DIBELS assessment is administered to all K-3 students three times each year.
- The DIBELS Composite score is a combination of multiple DIBELS scores and provides the best overall estimate of each student’s early literacy skills and/or reading proficiency.
- Beginning in 2017-18, composite scores are categorized into four benchmark levels:

Benchmark Status Level		Overall likelihood of achieving subsequent early literacy or reading goals
	Above Benchmark	90% to 99%
	At Benchmark	80% to 90%
	Below Benchmark	40% to 60%
	Well Below Benchmark	10% to 20%

- In prior years, there were only three benchmark levels – no “Above Benchmark”.

(DIBELS Next Manual, 2014)

GCS Board Goal

Goal I lists Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a Key Performance Indicator

Goal I: By 2022, the percentage of students who will read proficiently by the end of third grade will increase to 63%.



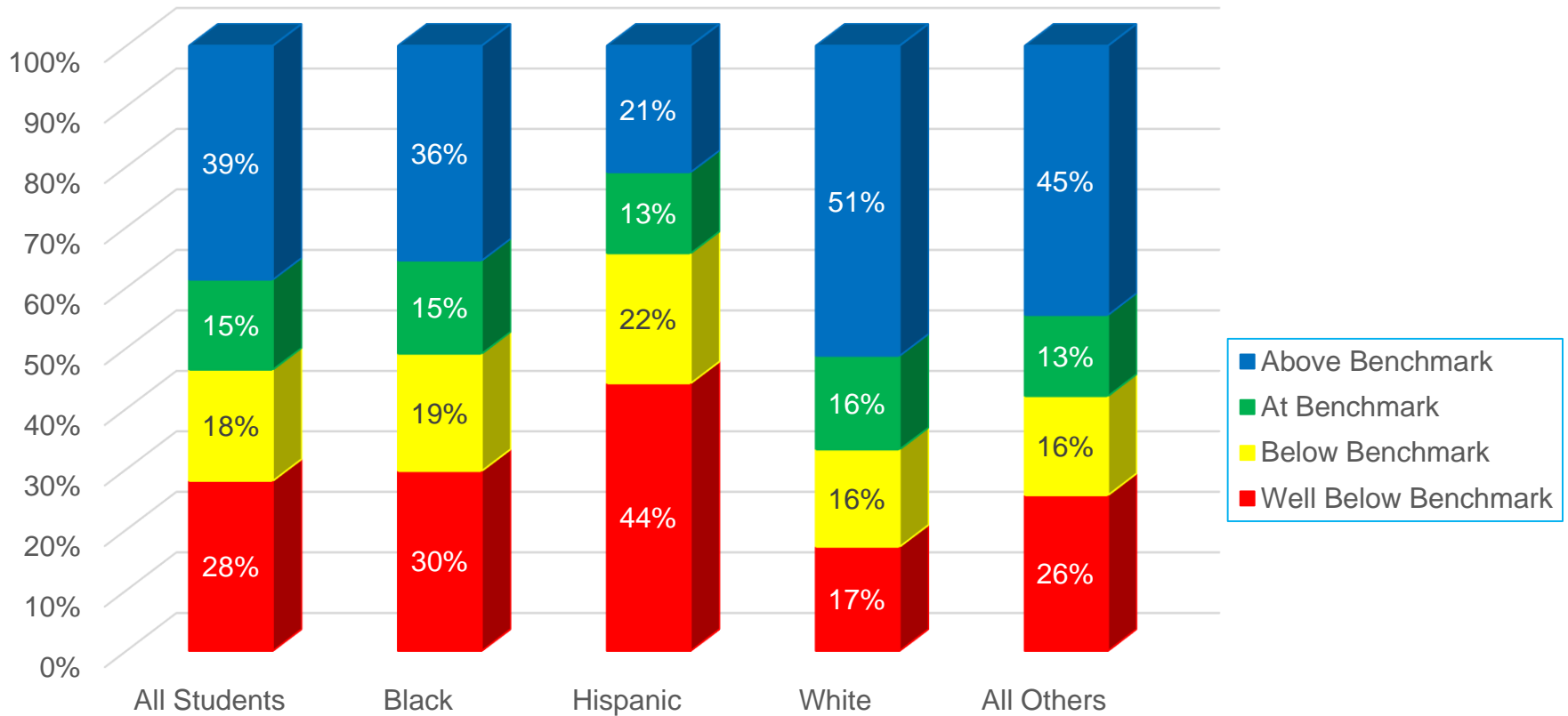
Goal I DIBELS Key Performance Indicators

- Percentage of students demonstrating reading readiness when entering kindergarten as measured by DIBELS.
- Percentage of students demonstrating reading proficiency by end of third grade (as measured by DIBELS).

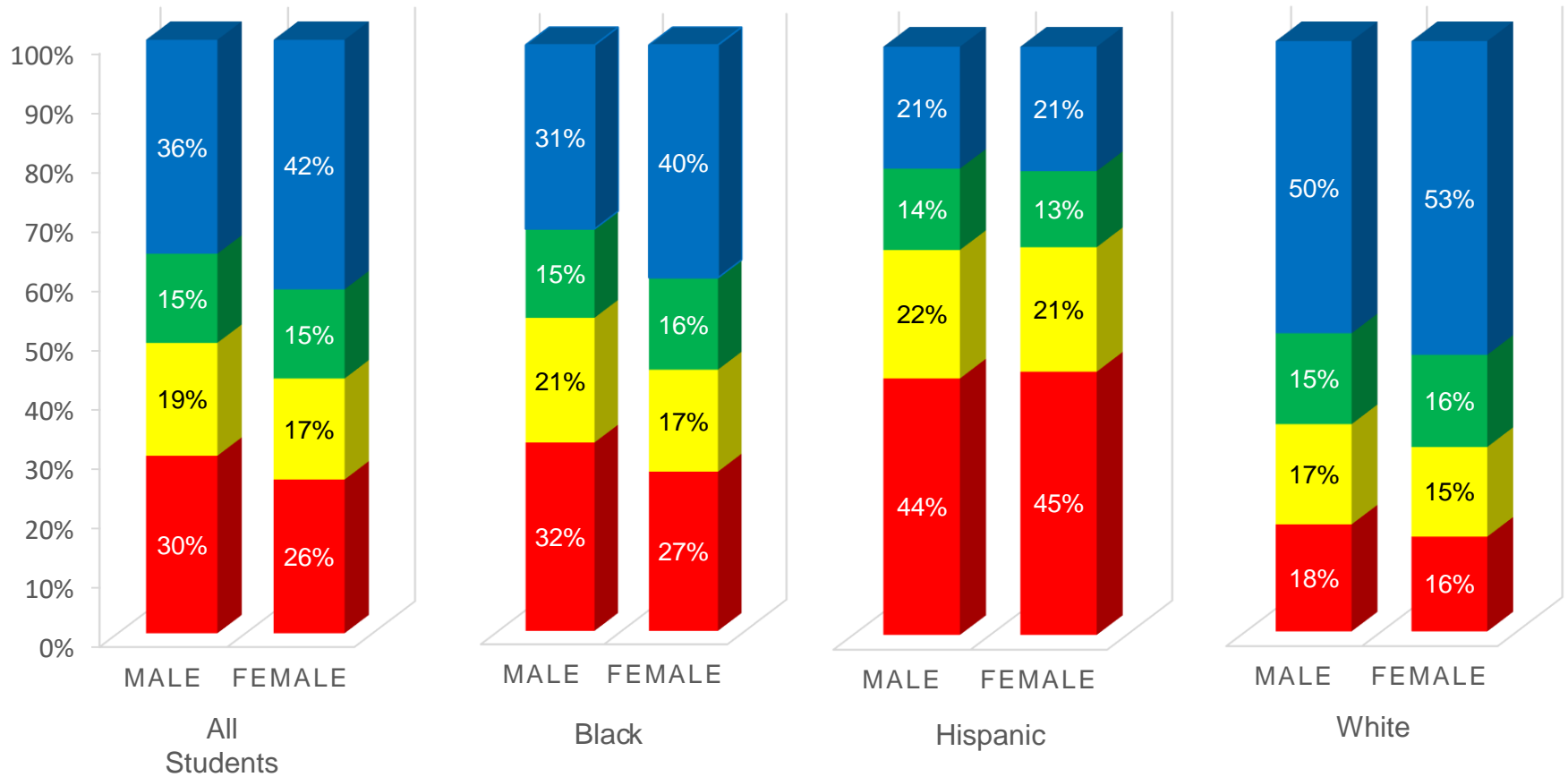


DIBELS Analyses: Kindergarten Beginning-of- Year (BOY) 2017-18

DIBELS Composite Scores in Kindergarten by Race/Ethnicity: BOY 2017-18

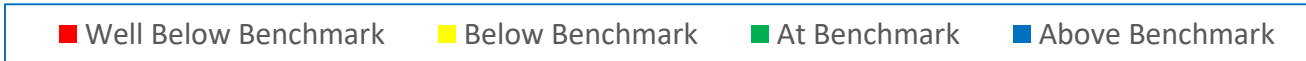
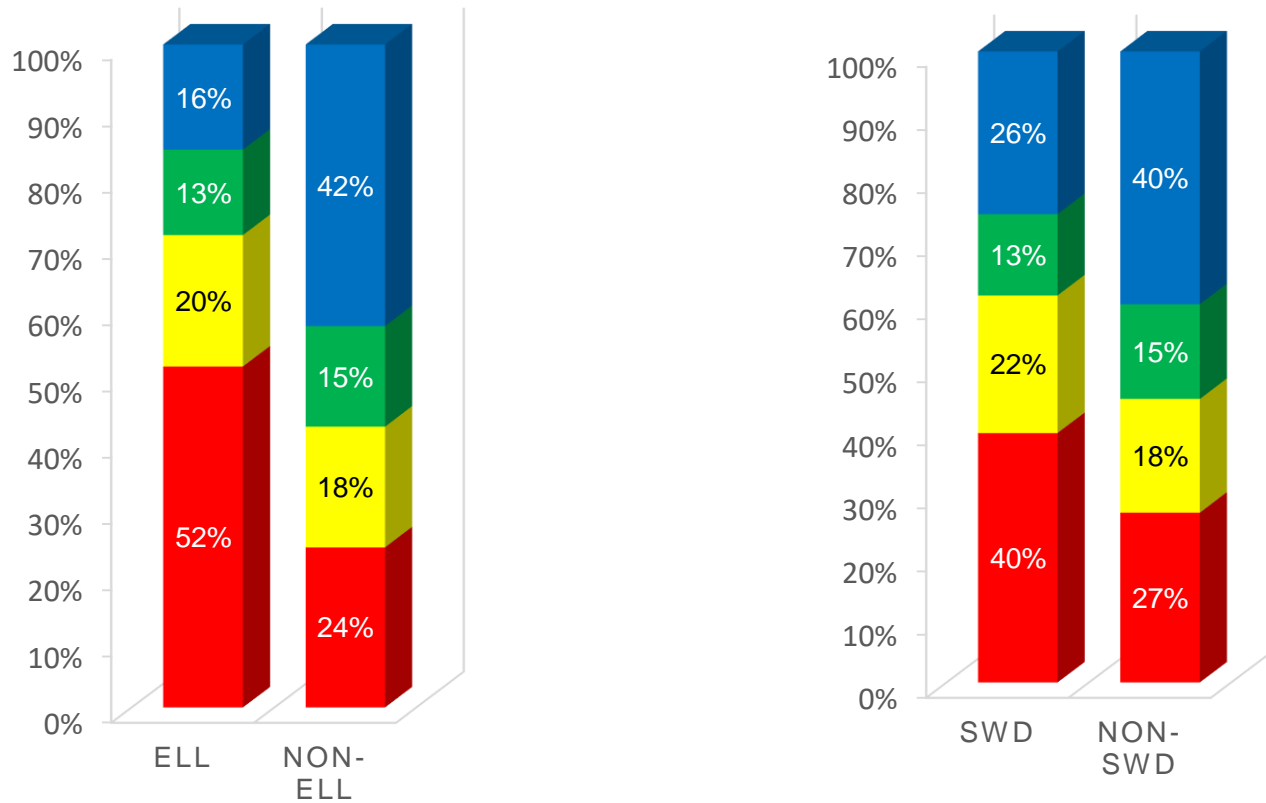


DIBELS Composite Scores in Kindergarten by Race/Ethnicity and Gender: BOY 2017-18

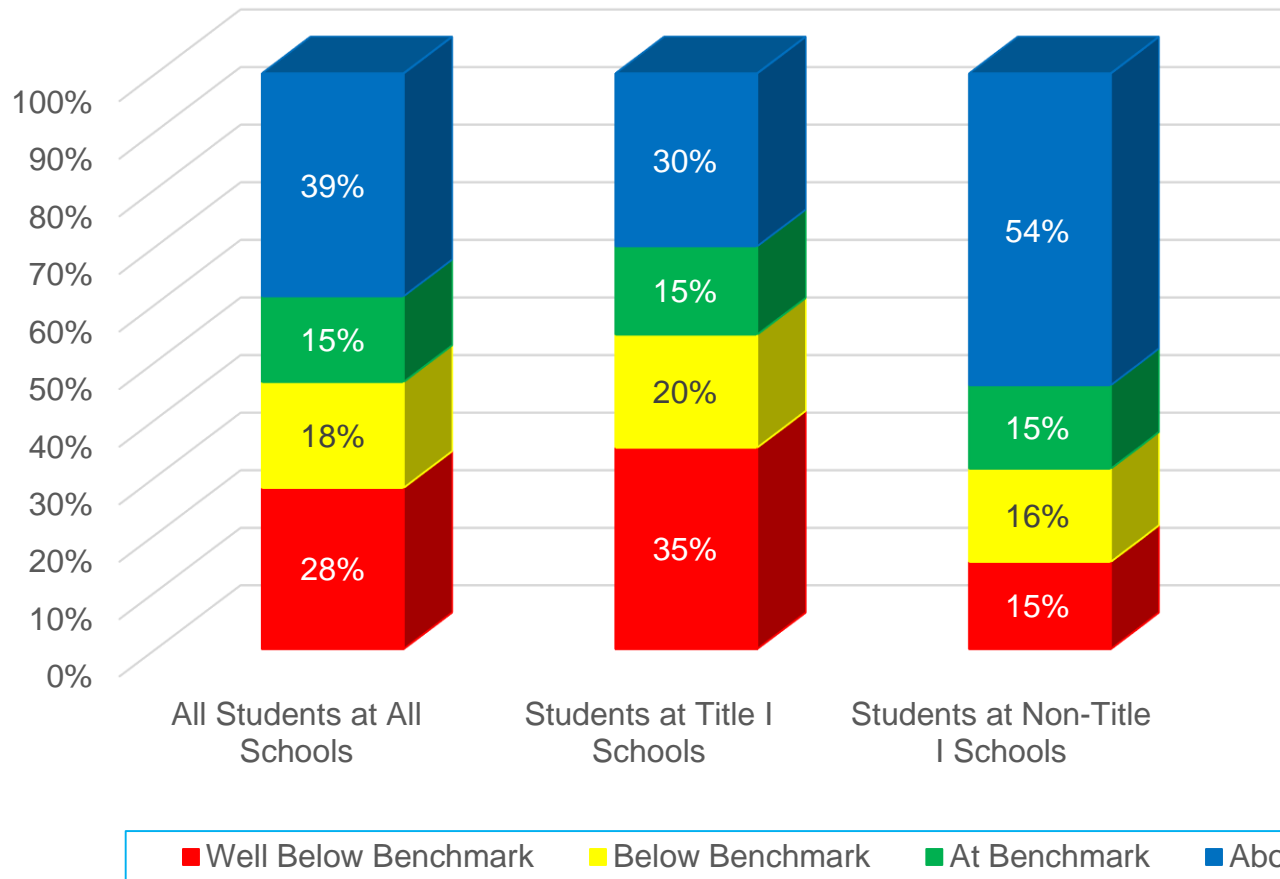


■ Well Below Benchmark
 ■ Below Benchmark
 ■ At Benchmark
 ■ Above Benchmark

DIBELS Composite Scores in Kindergarten English Language Learners (ELL) and Students With Disabilities (SWD): BOY 2017-18



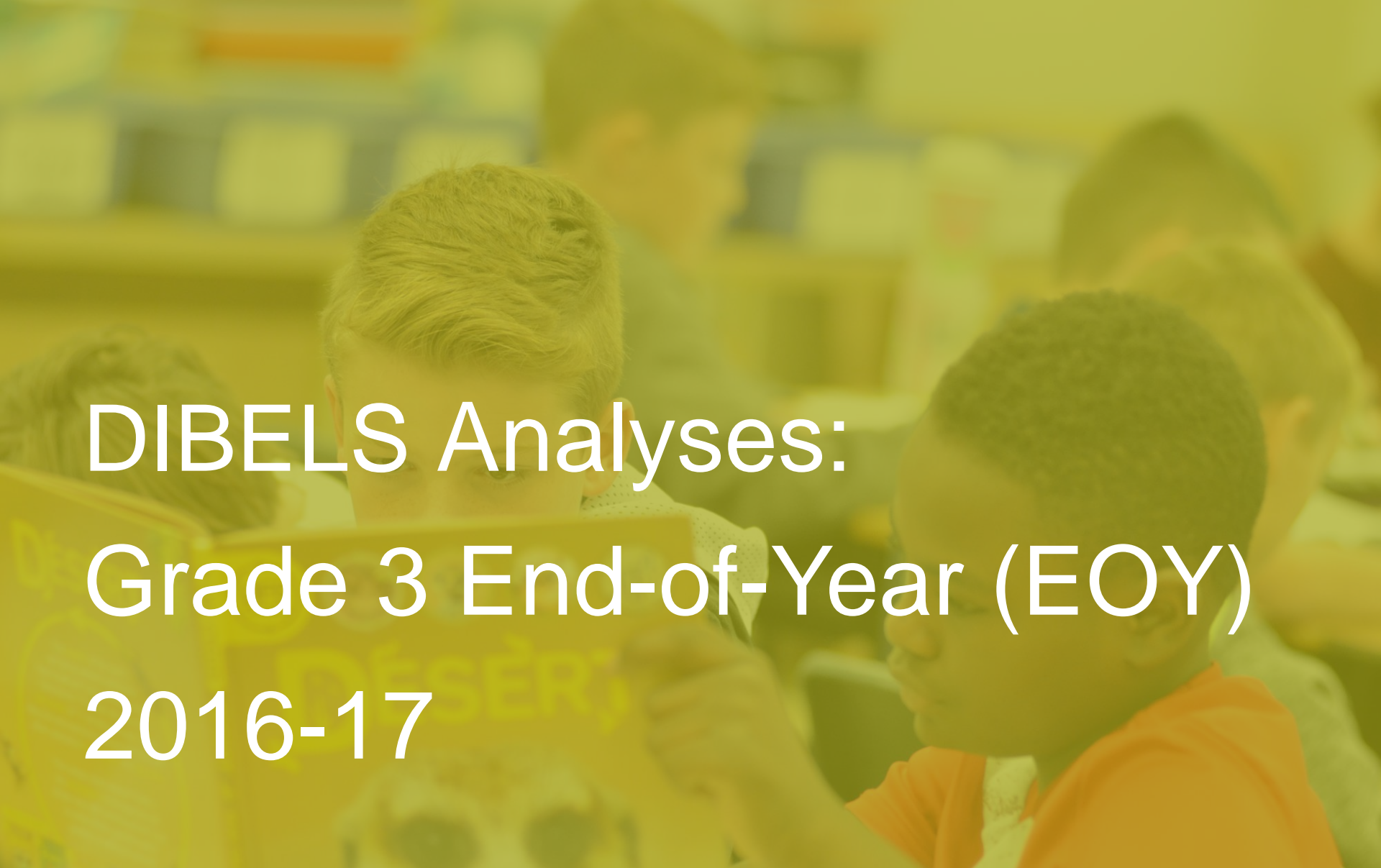
DIBELS Composite Scores in Kindergarten by Title I School Status: BOY 2017-18



DIBELS Key Findings

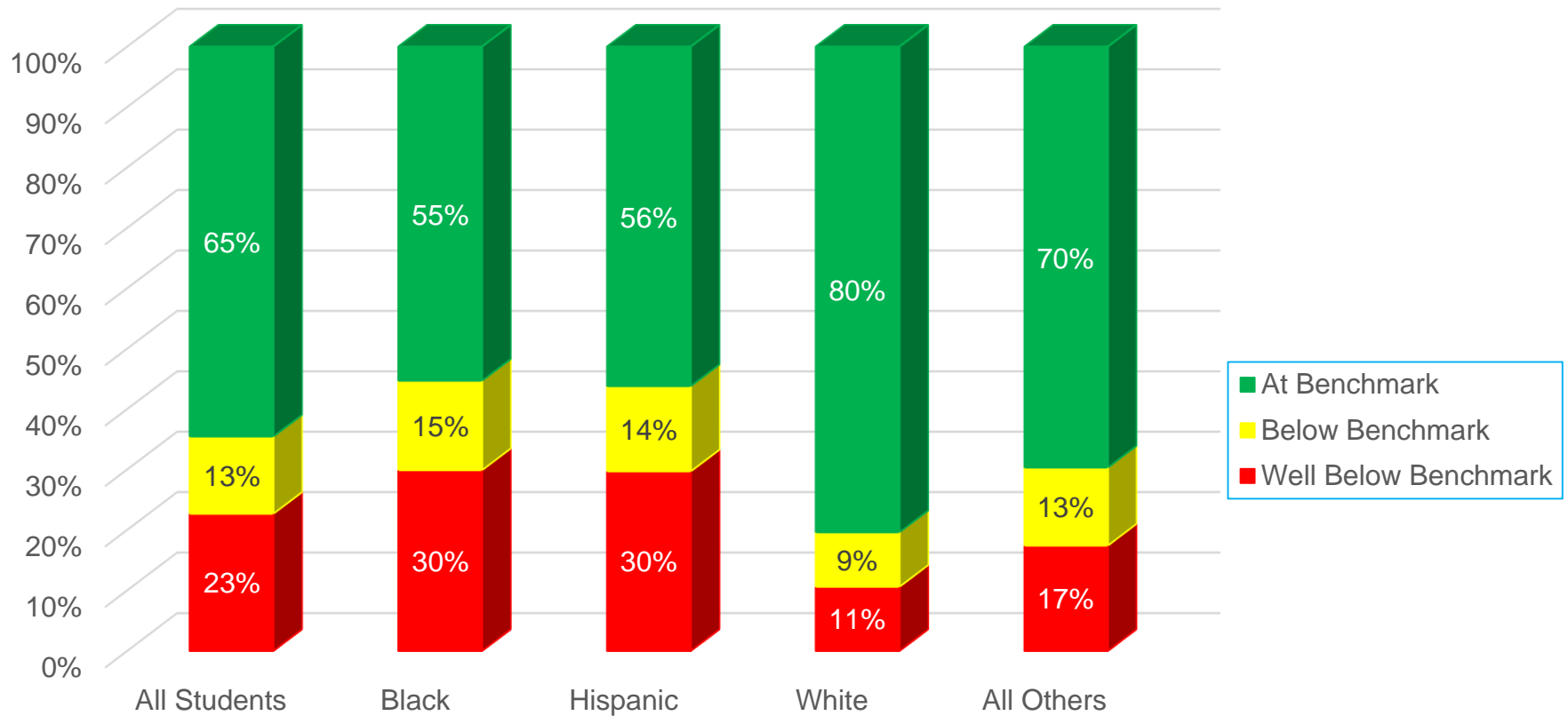
Kindergarten BOY 2017-18

- 54% of Kindergarten students in GCS for 2017-18 were at or above benchmark on the beginning-of-year DIBELS assessment.
- Only 34% of Hispanic students entered Kindergarten at or above benchmark compared with half of Black students and 67% of White students with Hispanics females scoring the lowest of all groups..
- A lower percentage of Black male students achieved at or above benchmark when compared to Black female students.
- A larger percentage of students with disabilities (SWD) scored well below benchmark when compared to their non-disabled peers.
- A larger percentage of English Languages Learners (ELL) scored well below benchmark when compared to their non-ELL peers.
- A smaller percentage of students at Title I schools (45%) were at or above benchmark than students at Non-Title I schools (69%).

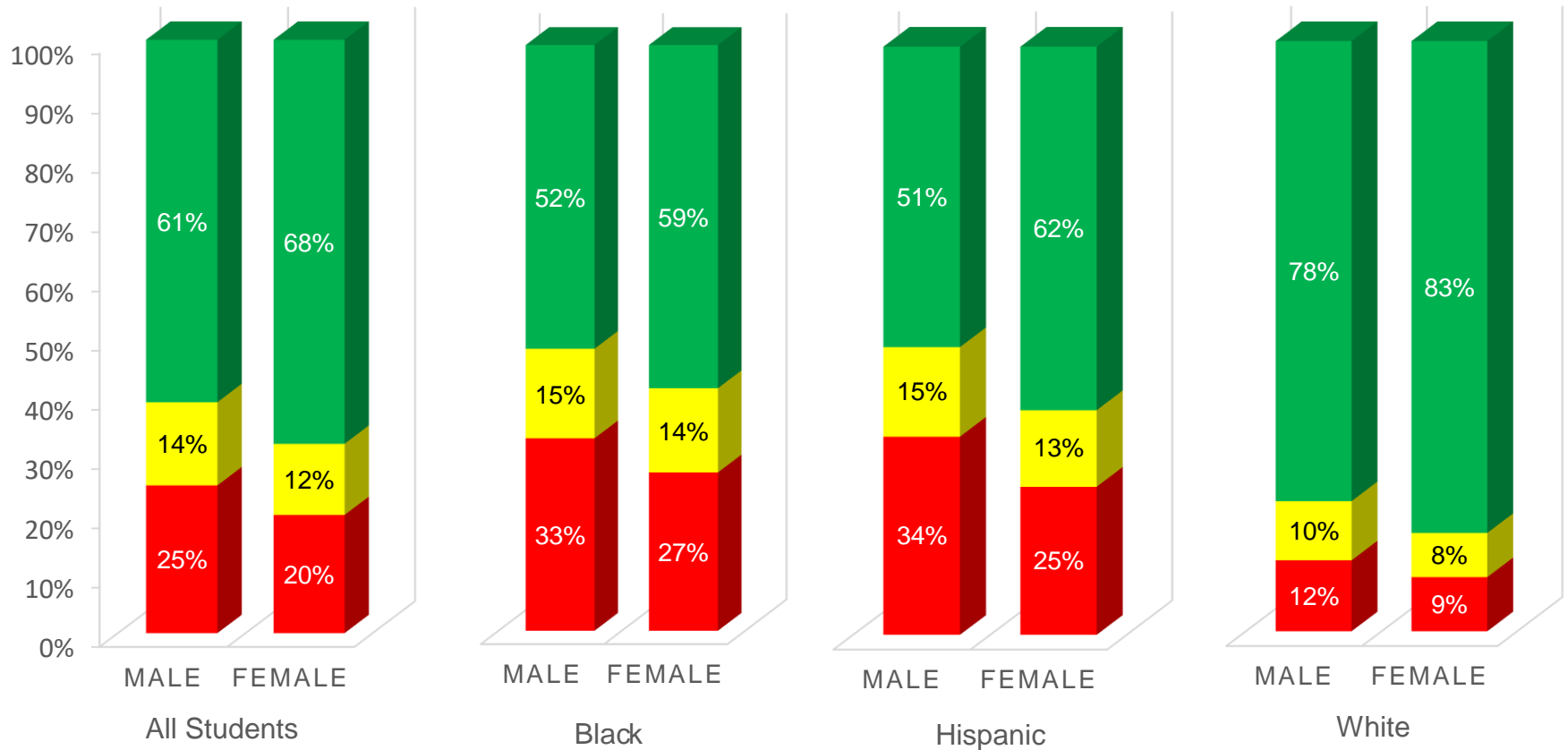


DIBELS Analyses: Grade 3 End-of-Year (EOY) 2016-17

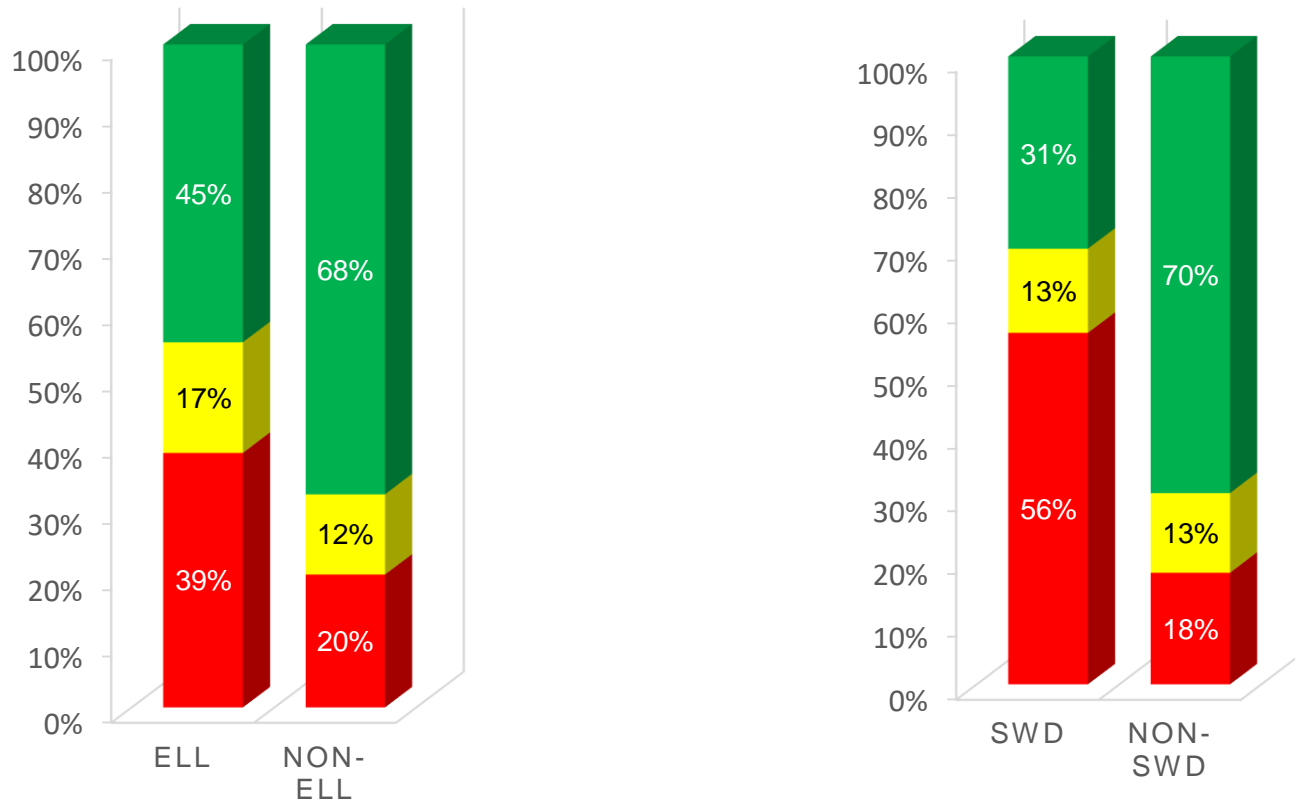
DIBELS Composite Scores in Grade 3 by Race/Ethnicity: EOY 2016-2017



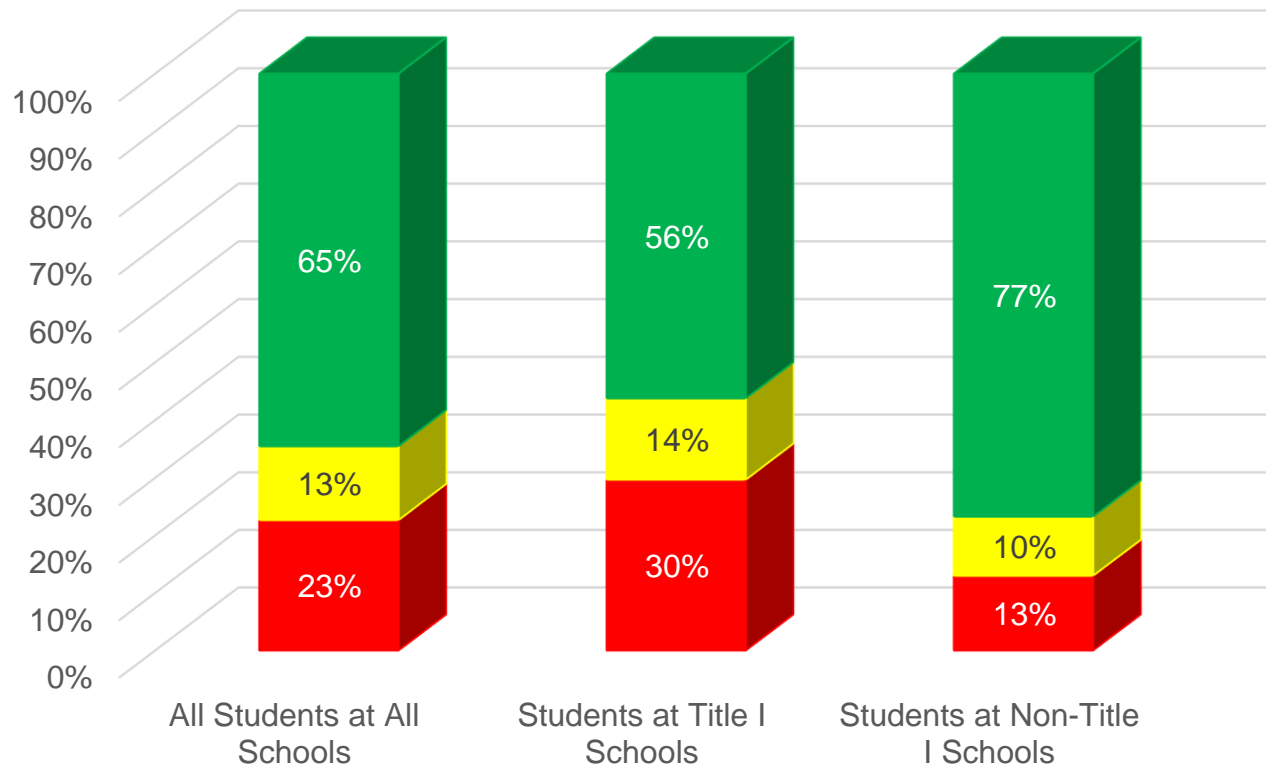
DIBELS Composite Scores in Grade 3 by Race/Ethnicity and Gender: EOY 2016-2017



DIBELS Composite Scores in Grade 3 English Language Learners (ELL) and Students With Disabilities (SWD): EOY 2016-17



DIBELS Composite Scores in Grade 3 by Title I School Status: EOY 2016-17



■ Well Below Benchmark ■ Below Benchmark ■ At Benchmark

DIBELS Key Findings

Grade 3 EOY 2016-17

- 65% of Grade 3 students in GCS for the year 2016-2017 were at benchmark on the end-of-year (EOY) DIBELS assessment.
- A much higher percentage of White third graders were at benchmark (80%) than Black and Hispanic students (56%).
- For all racial-ethnic groups, higher percentages of female students were at benchmark than male students.
- A lower percentage of students with disabilities scored at benchmark when compared to their non-disabled peers.
- A larger percentage of students with disabilities scored well below benchmark when compared to their non-disabled peers.
- A smaller percentage of students at Title I schools (56%) were at benchmark than students at Non-Title I schools (77%).

Next Steps

- End-of-Year (EOY) DIBELS data for Grade 3 students will be shared as progress towards Key Performance Indicators each July.
- Progress of the 2017-18 Kindergarten cohort and subsequent cohorts of Kindergarten students will be reported to the Board each July.
- Each October, we will report on the Kindergarten Beginning-of-Year DIBELS data to assess the Key Performance Indicator about Kindergarten readiness.



QUESTIONS?

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