2015-16 Data Analysis for PRIME TIME Participating Students and Teachers

<u>Student and Teacher Data</u>

Below are results of the Developmental Skills Checklist (DSC) and STEP scores for our participating ReNEW PRIME TIME students as compared to ReNEW students at-large. Also included are the average test scores for the teachers that received PRIME TIME training and facilitated the program. The DSC assesses students' language as well as early reading behaviors, while STEP assesses students on early reading behaviors such as name writing, letter identification, letter sound knowledge, spelling, concepts of print and comprehension.

Students that participated in PRIME TIME in the 2015-16 school year showed more growth in their language and print abilities (124 points of growth) and placed higher on national percentile rankings on the DSC language components than the ReNEW average (86 points of growth). They also had higher rates of achieving their end of year goal of being on-level for STEP. This trend was also true in the 2013-14 and 2014-15 school year.

When students with high rates of attendance at Prime Time (measured as five or more sessions) were looked at separately, their average national percentile rank and the percent of students on or above level were even higher than those attending a lesser number of Prime Time sessions.

2015-16 National DSC Language Spring Percentile Rank	
Non-PRIME TIME Students (network average)	55%
Students who attended PRIME TIME	68%
Students attending **5+** PRIME TIME sessions	72%
2015-16 STEP Results (% of students on or above grade level at end of year)	
Non-PRIME TIME Students (network average)	71%
Students who attended PRIME TIME	77%
Students attending **5+** PRIME TIME sessions	**88%**

Additionally, teachers that participated in PRIME TIME training and actually facilitated the program came close to or exceeded the network average of DSC gains and for the percentage of their students that met the end of year STEP goal, which is a clear indication of their incorporation of STEP-based centers into their PRIME TIME programming, and having additional time to discuss STEP goals and to model early reading behaviors for our parents. This also was a repeated trend from 2013-14 and 2014-15.

2015-16 Average DSC Gains (Composite Score Growth)	
Teacher 1	140
Teacher 2	105
Teacher 3	97
Teacher 4	90
Teacher 5	81
Teacher 6	80
Teacher 7	79
Network average	**86**

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2015-16 STEP Results (% of students on or above level at end of year)	
Teacher 2	100%
Teacher 1	95%
Teacher 6	90%
Teacher 4	80%
Teacher 3	80%
Teacher 5	79%
Teacher 7	60%
Network average	**68%**

In 2015-16 and 2016-17, an emphasis was placed on growing students' print awareness through Prime Time reinforcement of such skills as text orientation, one to one matching, and letter vs. word recognition. For students of the teachers who participated in Prime Time as facilitators or coordinators in 2015-16, the end of the year mastery of print awareness objectives (as measured by STEP) was on average **96%** compared to a ReNEW network average of **86%**.