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March 24, 2005

TO: District School Superintendents

FROM: John L. Winn

SUBJECT: Results of 2004 Administration – School Readiness Uniform Screening System (SRUSS)

Consistent with the Department of Education's strategic imperative to improve student rates of learning, we are pleased to provide you with the SRUSS website link to the *Florida School Readiness Uniform Screening System: 2004 State Report of District Results*: <http://www.firn.edu/doe/sas/srushome.htm>. This information represents the outcome of the third year of implementation of this screening system. Two Florida laws, Sections 411.01 and 1008.21, Florida Statutes (F.S.), require that the Department of Education implement a statewide system of developmental screening for all children entering public school kindergarten for the first time. This was accomplished through the administration of the *Early Screening Inventory-Kindergarten (ESI-K)* and the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* to all of Florida's kindergarten children.

READINESS CATEGORIES USED FOR REPORTING

The results of the *ESI-K* were calculated by using the ratings teachers assigned to 19 activities performed by the children screened. Scores are reported in the following readiness categories:

- Ready Now** - the development and abilities of these children were within the range of what is expected for this age group
- Getting Ready** - the results of the screening were inconclusive; there may have been other factors that influenced the student's performance on the day of screening
- Not Ready Yet** - age appropriate development was not evidenced during the screening

The results of the *DIBELS* are based on two measures of the instrument that were administered by local school staff. Scores were calculated based on kindergarten students' performance on *Initial Sound*

Fluency (ISF) and *Letter Naming Fluency (LNF)*. Scores for both measures are reported in the following categories:

- ❑ **Above Average** - the child's performance was at or above the 60th percentile
- ❑ **Low Risk** - the child's performance was at grade level
- ❑ **Moderate Risk** - the child's performance was moderately below grade level and additional intervention is needed
- ❑ **High Risk** - the child's performance was seriously below grade level and substantial intervention is needed

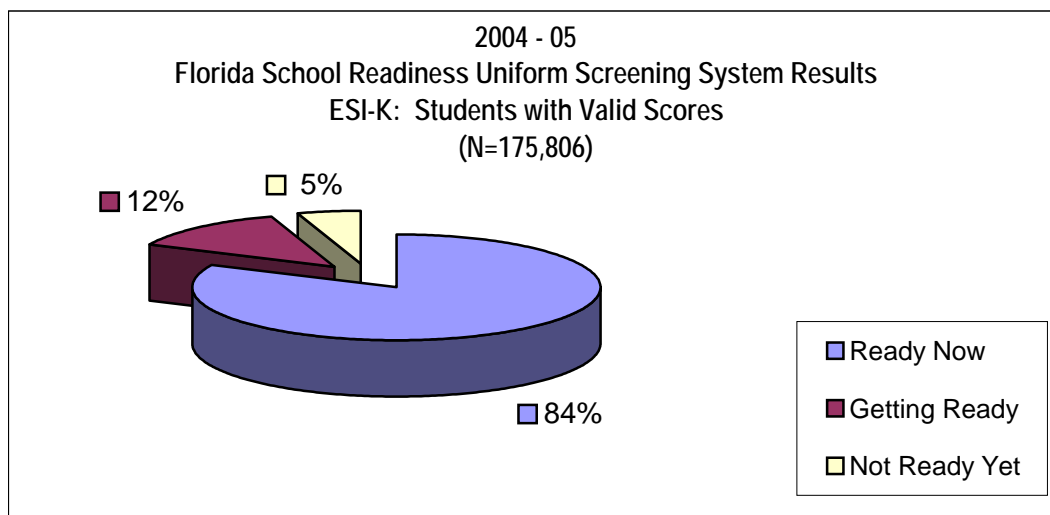
2004-05 RESULTS OF THE *ESI-K*

For the kindergarten children with valid results on the *ESI-K*, (175,806) teacher ratings indicated the following:

- ❑ **84 percent were considered "Ready Now."** This means that the development and abilities of these children were within the range of what was expected for this age group.
- ❑ **12 percent were considered to be "Getting Ready."** This means that the results of the screening were inconclusive and that there may have been other factors that influenced the child's performance on the day of screening. Some schools and districts may have elected to re-screen these children at a later date. (Re-screening results are not reported to the state.)
- ❑ **5 percent were considered "Not Ready Yet."** This means that age-appropriate development was not evidenced during the screening.

These findings are important for establishing baseline information about students upon their entry into kindergarten. Figure 1 illustrates the 2004-05 results.

Figure 1



2004-05 Results of the *DIBELS*

For the kindergarten children with valid results on the *DIBELS*, the following scores were attained on the two measures.

Letter Naming Fluency

- ❑ **48% were considered “Above Average.”** This means that these children scored at or above the 60th percentile.
- ❑ **15% were considered “Low Risk.”** This means that these children scored at grade level.
- ❑ **17% were considered “Moderate Risk.”** This means that these children scored below grade level and are in need of additional intervention.
- ❑ **20% were considered “High Risk.”** This means that these children scored seriously below grade level and are in need of substantial intervention.

Initial Sound Fluency

- ❑ **39% were considered “Above Average.”** This means that these children scored at or above the 60th percentile.
- ❑ **19% were considered “Low Risk.”** This means that these children scored at grade level.
- ❑ **20% were considered “Moderate Risk.”** This means that these children scored below grade level and are in need of additional intervention.
- ❑ **22% were considered “High Risk.”** This means that these children scored seriously below grade level and are in need of substantial intervention.

The information described above is also found in the *Florida School Readiness Uniform Screening System State Report of District Results* distributed to all districts by the Department of Education’s contractor and is illustrated in the Figures 2 and 3 below. This is the first year of available *DIBELS* data on a statewide basis.

Figure 2

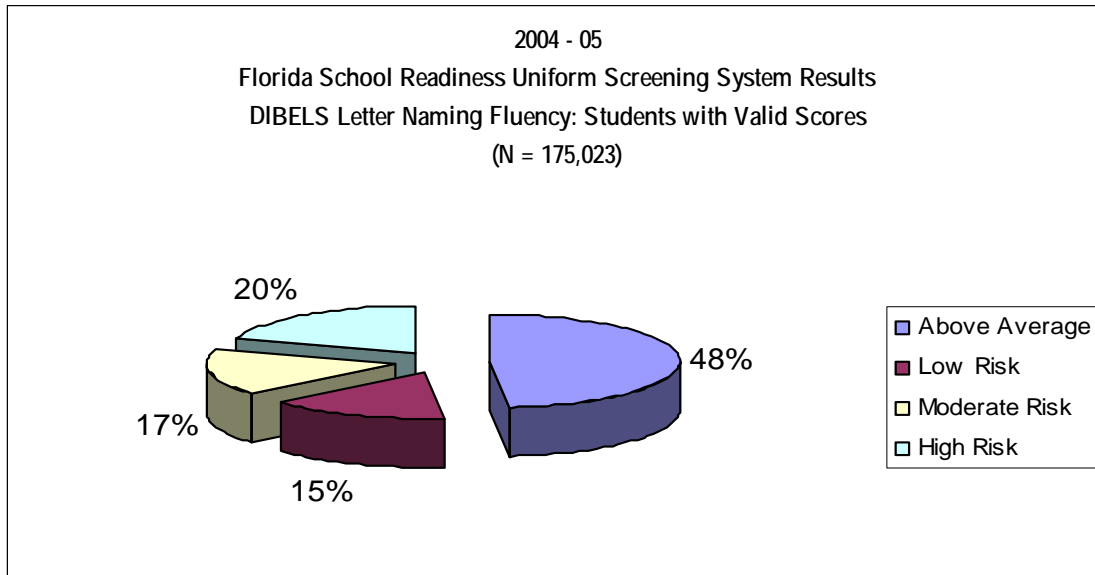
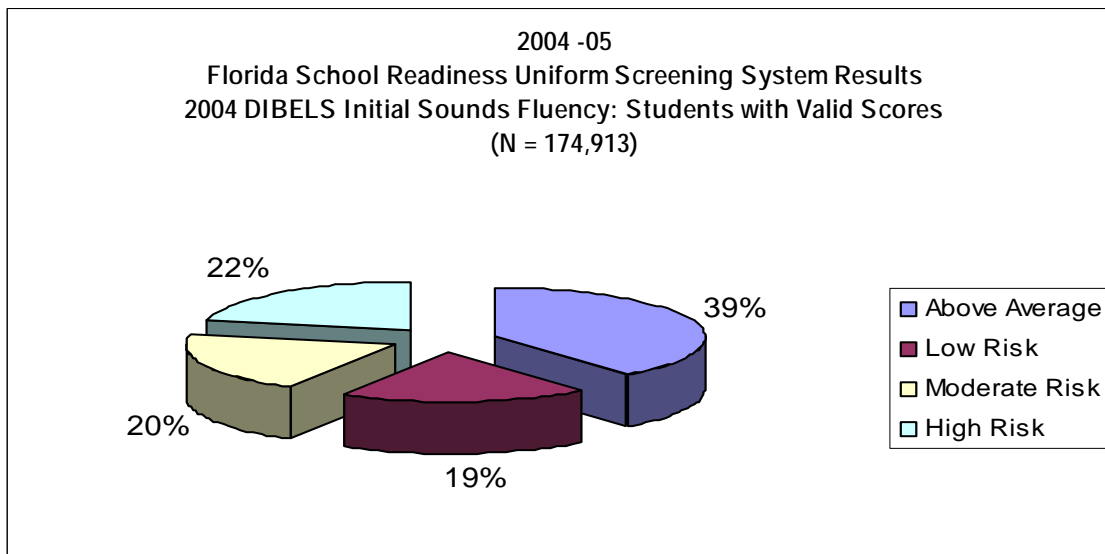


Figure 3



Scannable response sheets were received for 191,944 kindergarten students. This represents 97% of the 197,429 kindergarten students in membership during the fall 2004 FTE reporting period. In addition to the results of the screening, teachers provided a reason when a child could not be screened. The

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Department uses this information to track the status of as many children as possible. Screening is not valid or appropriate if:

- The child began school after the 30th day of school.
- The child was retained from the previous year.
- The child has limited English proficiency.
- The child has significant disabilities.
- Valid scores could not be determined because of coding or gridding problems.

DISTRICT REPORT OF SCHOOL RESULTS

School districts have received copies of the *District Report of School Results* directly from the Department of Education's contractor. These data may be used in the development of local School Improvement Plans.

Copies of the *District Report of School Results* will be provided to the Office of Early Learning, Agency for Workforce Innovation, the Florida Center for Reading Research, the Just Read! Florida Office and the contact persons for the local Early Learning coalitions. The Department of Education will be using these data for additional analysis.

We continue to learn much from our experience with the statewide administration of these instruments, and we will use this information to implement additional improvements for the 2005-06 administration.

If you have additional questions regarding the School Readiness Uniform Screening System, please contact Cathy Bishop, 850/245-0478, or via email at cathy.bishop@fldoe.org; or Wanda Akisanya, 850/245-0513, or via email at wanda.akisanya@fldoe.org.

We appreciate your support, collaboration, and ongoing commitment to young children and their families.

JW/cbm

cc: District Coordinators of Assessment
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Pat Howard, Director of Assessment, Florida Center for Reading Research