The NBCS Readiness Program

Evaluating Student Outcomes

Presentation to the School Board

10-28-2026

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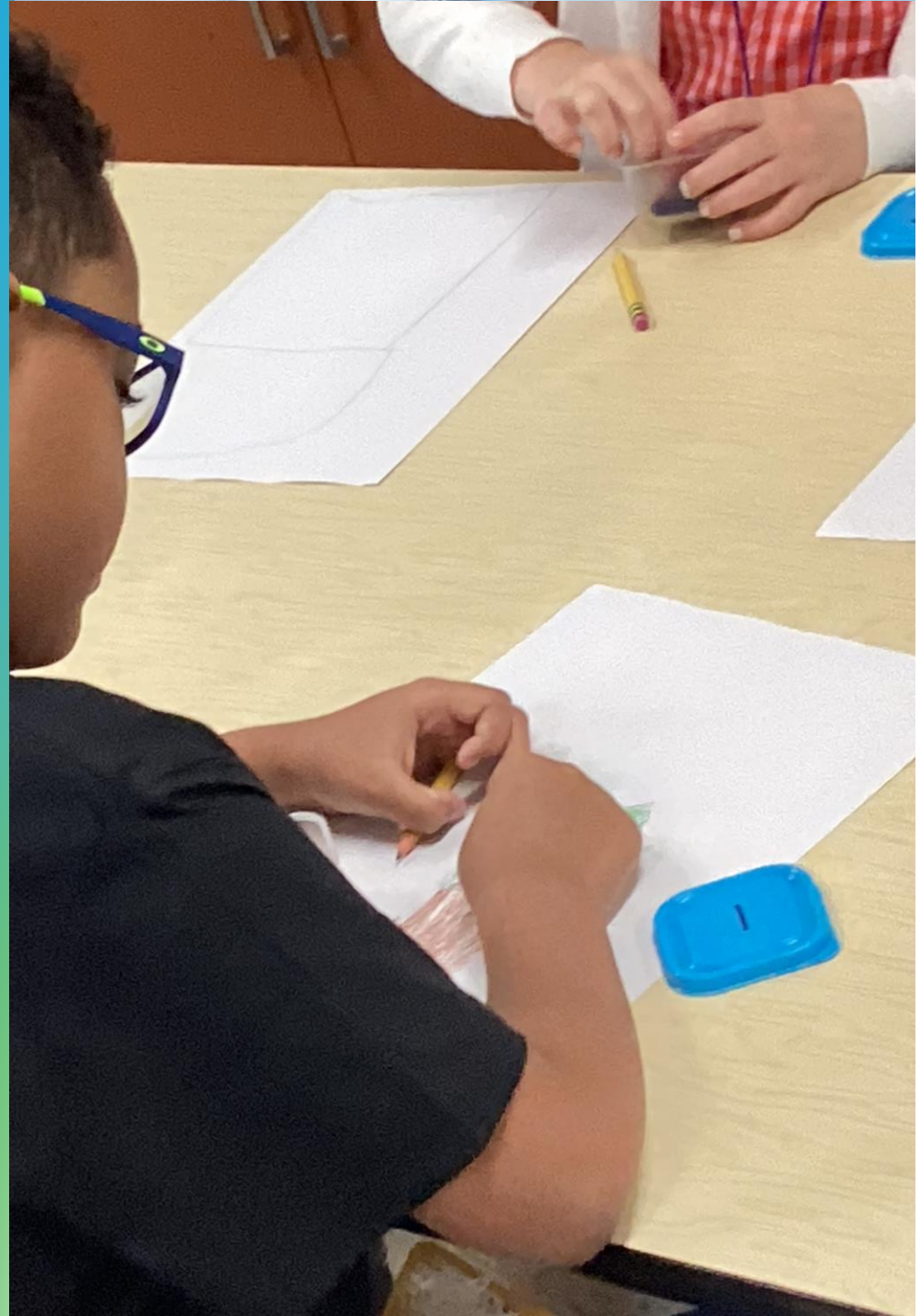
New Boston Central School

SAU #19

Why the data deep dive?

Readiness should be evaluated as an intervention model

- NBCS has operated Readiness as a transition year for students scheduled for first grade entrance that demonstrate unfinished learning in academic or social learning.
- Full Day Kindergarten Implementation.
- Readiness represents a significant educational decision for students and families.
- The decision has academic, developmental, social, staffing, enrollment, and financial implications for the school district.



What is Readiness

- **Definition:** A Readiness program is a developmental bridge between kindergarten and first grade for students who have completed kindergarten but would benefit from additional time with focus on social, emotional, successful learner characteristics and academic skills.

Readiness Historical Timeline

1920s-1960s

Dr. Arnold Gesell's developmental theory and developmental assessment establish the idea that chronological age and developmental age may differ.

1970s-1980s

Developmental kindergarten, Readiness, transition, and pre-first programs become increasingly used as schools attempt to provide the "gift of time" to children considered developmentally young.

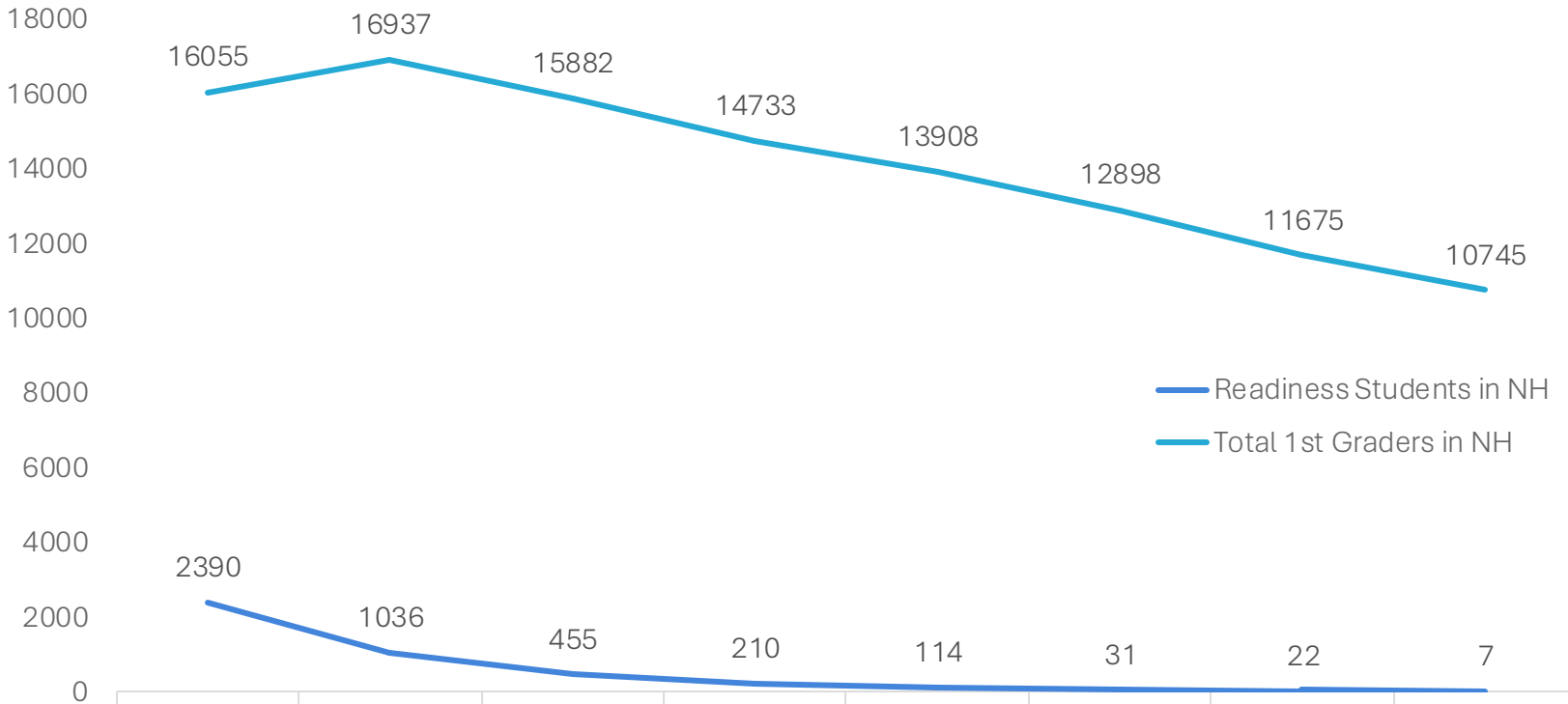
Late 1980s–1990s

The model comes under increasing research scrutiny.

Early 2000s

The national conception of readiness begins shifting away from determining whether an individual child is "ready" for school toward recognizing multidimensional development and schools' responsibility to accommodate developmental differences.

NH Enrollment in Readiness & First Grade



	1990-1991	1995-1996	2000-2001	2005-2006	2010-2011	2015-2016	2020-2021	2025-2026
Readiness Students in NH	2390	1036	455	210	114	31	22	7
Total 1st Graders in NH	16055	16937	15882	14733	13908	12898	11675	10745

*Highbridge Elementary School in New Ipswich sunset their Readiness Program at the end of the 2022-23 school year.

Selection Process

- The Determination Process has been varied
- Shifts in the selection of students
  - Students are screened using the Gesell Assessment
    - Some years every student was assessed through the Gesell Assessment
    - Some years every outside student / NBCS Kindergarten Teacher selected
    - Some years students were assessed based on teacher recommendation
    - Some years everyone was screened using the Gesell Early Screener – then called back for full Gesell assessment
- Consistent
  - Students determined to be in one of three categories
    - Recommend Readiness
    - Borderline (could be Readiness or First Grade)
    - Solidly First Grade
  - Parent/Family Consultation
    - Family makes placement decision

Gesell Assessment System

- The Gessell Assessment system helps :
  - Designed for children 3-6 year old
  - Domains Assessed (cognitive, language, motor, social-emotional and adaptive skills)
  - Identify what children know
  - Identify children's special needs
  - Determine appropriate placement
  - Select appropriate curricula to meet children's individual needs
  - Refer children and, as appropriate, their families for additional services to programs and agencies

Cost

GDO Bundle $170

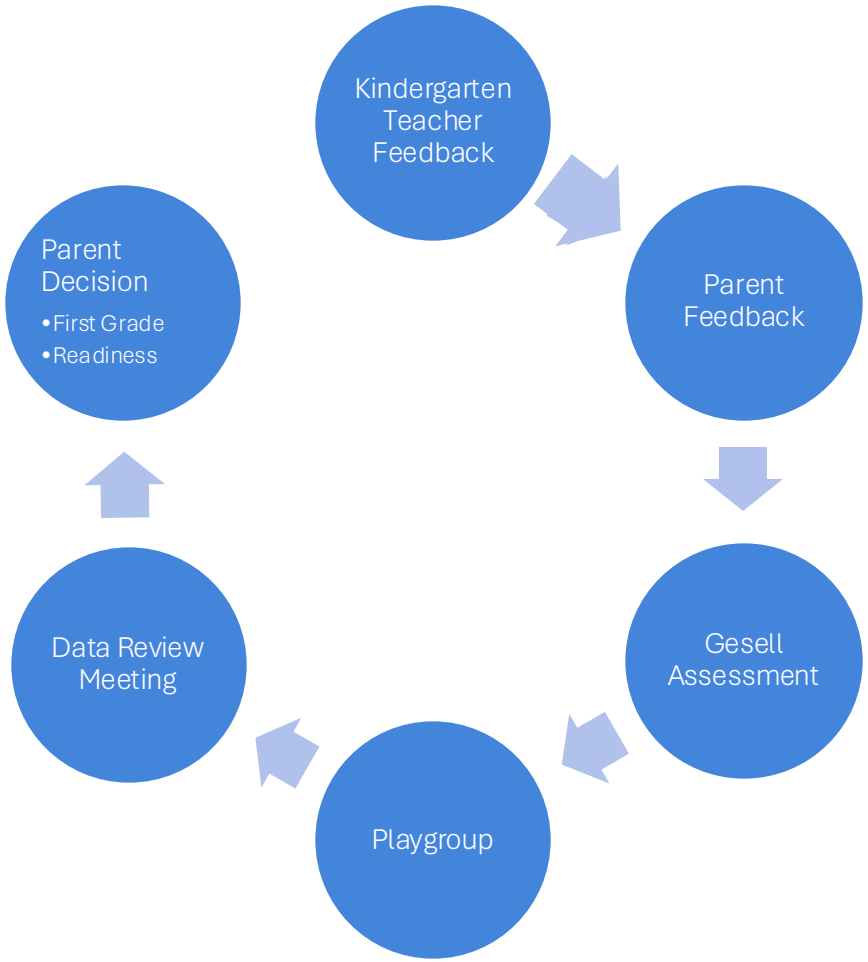
- 30 GDO-R Forms
- 30 Parent Questionnaires
- 30 Teacher Questionnaires

GES $90

- 30 Early Screener Child Recording Forms

- It consists of the following assessment tools :
  - Gesell Early Screener (20 mins)
    - " A short screening instrument that can "flag" any child who may benefit from further diagnostic evaluation with a tool like the Gesell Developmental Observation (GDO-R). It can identify if a child may be at risk for developmental or learning delays. The GES is intended for use with children ages 3 to 6."
  - Gesell Developmental Observation (1hr)
    - "A comprehensive, multi-dimensional assessment that assists educators and other professionals in understanding characteristics of child behavior in relation to typical growth patterns between 2½ to 9 years of age. It uses direct observation to evaluate a child's cognitive, language, motor and social-emotional responses. A child's natural behavior will be assessed against three levels of age-appropriate norms (Age Appropriate, Emerging or Concern) and result in a Developmental Age."

What is the Gesell Developmental Scale



Time Commitment per Assessment

- Assessment
  - 1 Hour for assessment
    - Mixed between during school hours and non-school hours
  - 1 Hour for scoring assessment
- Post Assessment
  - 30 minutes – 1 hour parent conference

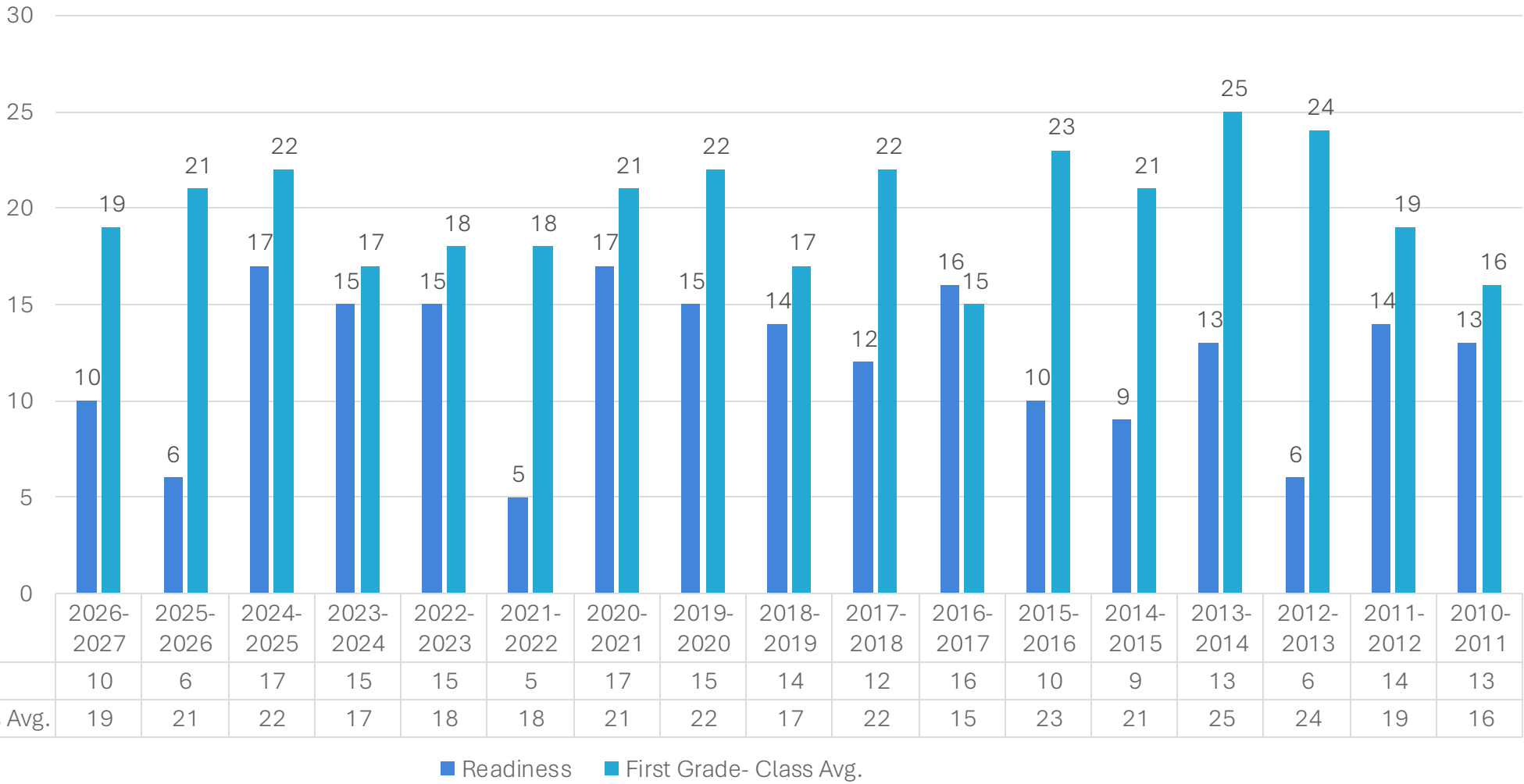
Additional Time Commitments

- Assessment
  - Play Group (typically done during school hours)
- Post Assessment
  - 3-4 hour annual placement meeting for full cohort (3-5 staff members)

Comparison

Kindergarten	Traditional Retention	Readiness year:
• Addresses academic and social-emotional growth. -Building foundational knowledge - Math & You Curriculum -Into Reading -Handwriting Without Tears • Play Based Learning • Exposure to the Integrated Arts	• Student repeats the same grade. • Curriculum and instructional experience may remain largely unchanged. • The primary focus may be unmet benchmarks.	• Uses a tailored curriculum based on a blend of kindergarten and first grade standards. - Building foundational knowledge - uses more experienced, real-world examples (i.e cooking, calendar skills) -Foundational Executive Functioning skills with time management. • Provides targeted instruction and intervention. - embedded occupational therapy, speech development, and Zones of Regulation. • Maintains a small learning environment.

Historical Class Sizes
(Based on October 1st)

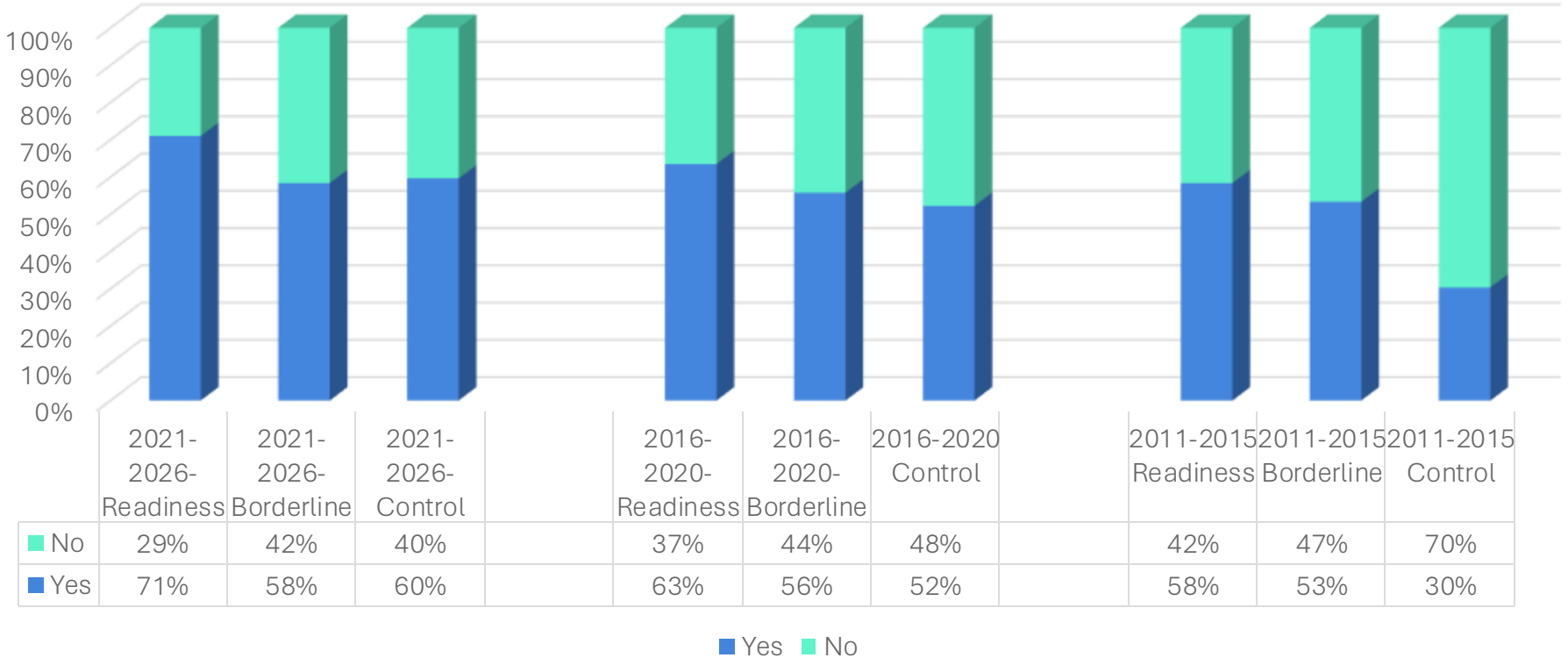


	2026-2027	2025-2026	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Readiness	10	6	17	15	15	5	17	15	14	12	16	10	9	13	6	14	13
First Grade- Class Avg.	19	21	22	17	18	18	21	22	17	22	15	23	21	25	24	19	16

Our Groups

	2021-2025	2016-2020	2011-2015
Current Gades	2nd Grade – 6th Grade	7th Grade – 11th Grade	12th Grade – Class of 2023
Readiness Students	51	63	48
Borderline Students	24	52	13*
Control Group	270	222	389
			*Limited data available for borderline recommendations
Covid Years	Not in School	Kindergarten – 4th Grade	5th Grade – 9th Grade

Did the students receive any form of intervention from IEP, 504 or reading / math intervention ?



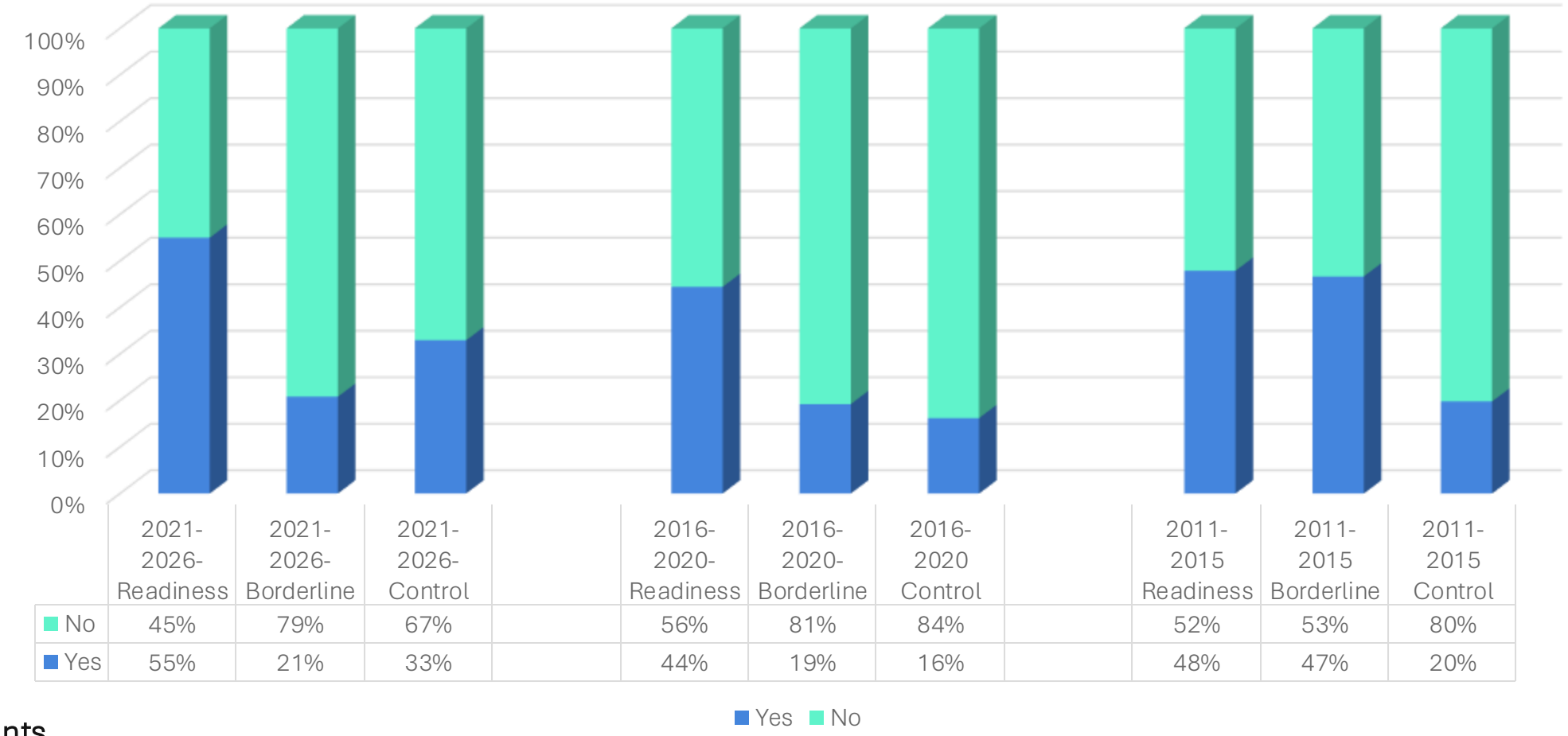
	2021-2026-Readiness	2021-2026-Borderline	2021-2026-Control	2016-2020-Readiness	2016-2020-Borderline	2016-2020 Control	2011-2015 Readiness	2011-2015 Borderline	2011-2015 Control
No	29%	42%	40%	37%	44%	48%	42%	47%	70%
Yes	71%	58%	60%	63%	56%	52%	58%	53%	30%

*Some data incomplete 2011-2015 support not fully documented

Key Points

- In the most recent cohort, 71 % of readiness students received at least one form of intervention post readiness year.
- Historical selection process identified students with enduring developmental or academic vulnerabilities.

Did the Student have an IEP in their school career?

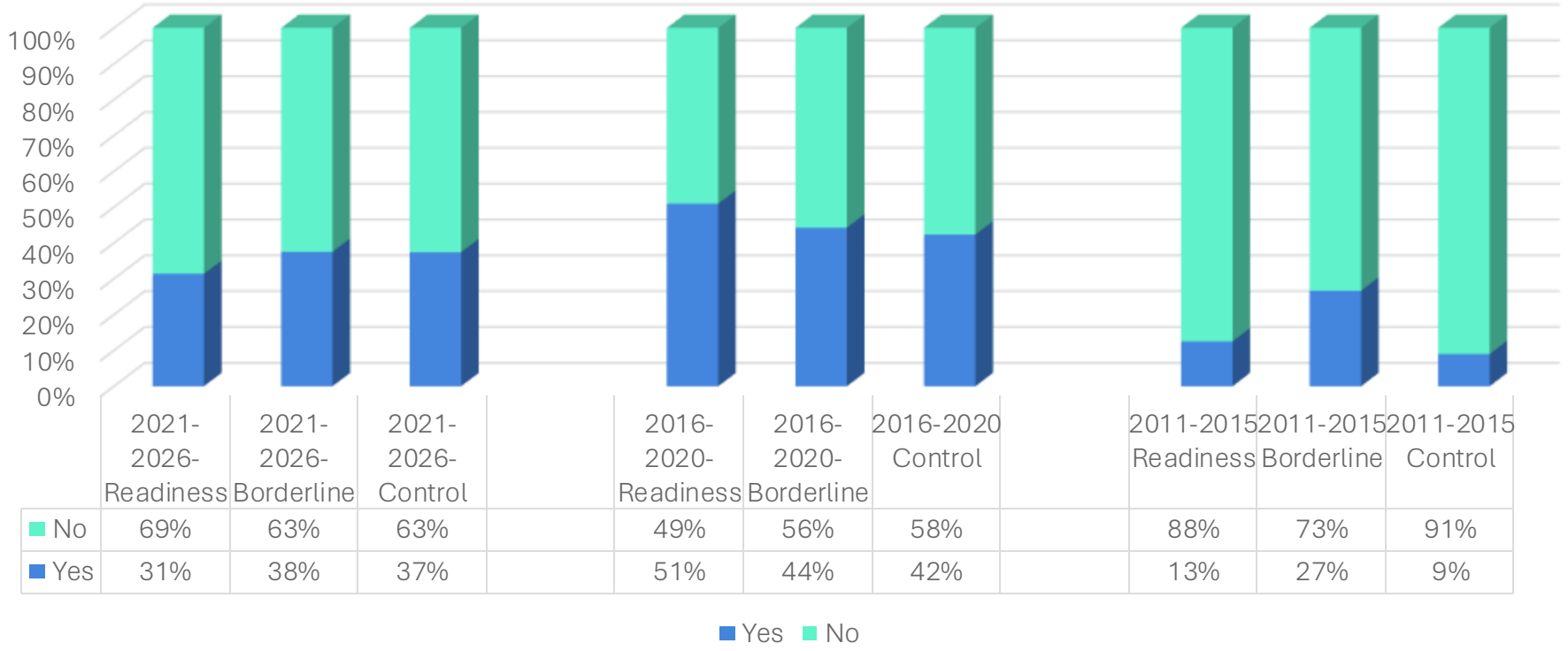


	2021-2026-Readiness	2021-2026-Borderline	2021-2026-Control	2016-2020-Readiness	2016-2020-Borderline	2016-2020 Control	2011-2015 Readiness	2011-2015 Borderline	2011-2015 Control
No	45%	79%	67%	56%	81%	84%	52%	53%	80%
Yes	55%	21%	33%	44%	19%	16%	48%	47%	20%

<u>Key Points</u>

- Readiness is not a special education placement. This data describe services students received in their school careers.
- Increased percentage in Readiness IEP students, may be do to preexisting needs in the Readiness population.

Did the student receive intervention services?



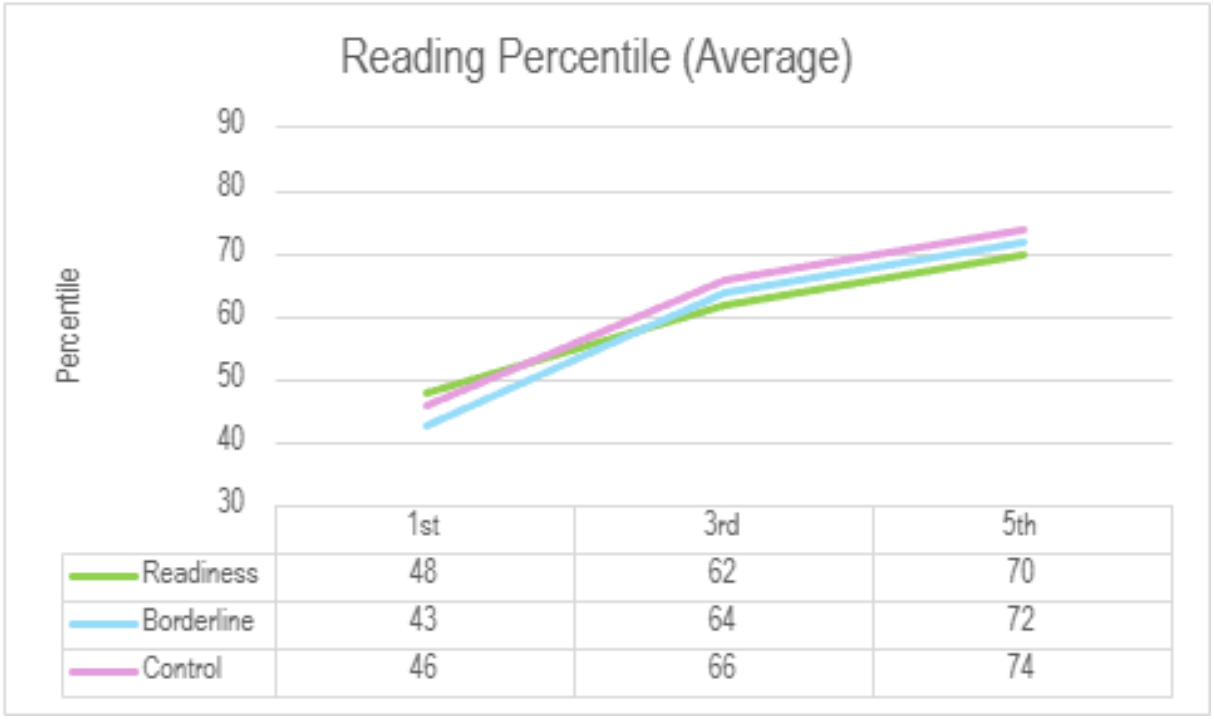
	2021-2026-Readiness	2021-2026-Borderline	2021-2026-Control	2016-2020-Readiness	2016-2020-Borderline	2016-2020 Control	2011-2015 Readiness	2011-2015 Borderline	2011-2015 Control
No	69%	63%	63%	49%	56%	58%	88%	73%	91%
Yes	31%	38%	37%	51%	44%	42%	13%	27%	9%

*Some data incomplete 2011-2015 support not fully documented

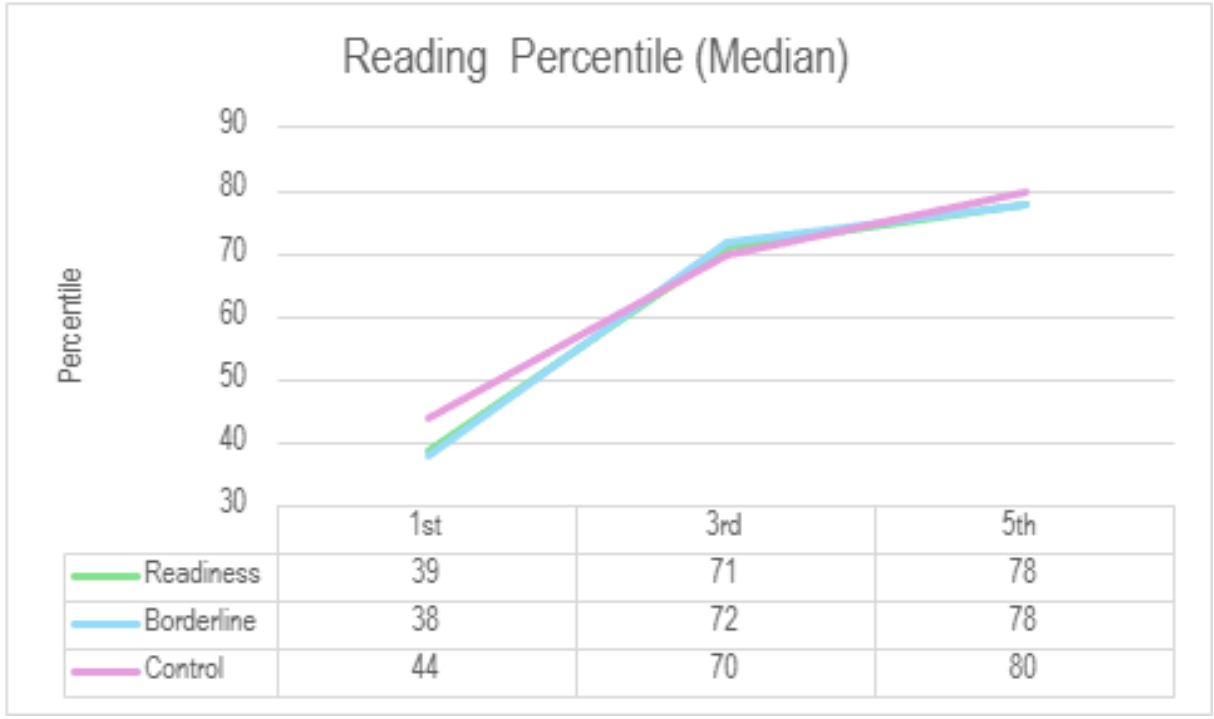
<u>Key Points</u>

- Better and increased documentation of need and support through MTSS support system.
  - 2 Reading Teachers
  - 1 Math Interventionists (position added in middle of 2016-2020 cohort of students)
  - Intervention Paraeducator

AimsWeb ELA
2022-2026



	1st	3rd	5th
Readiness	48	62	70
Borderline	43	64	72
Control	46	66	74

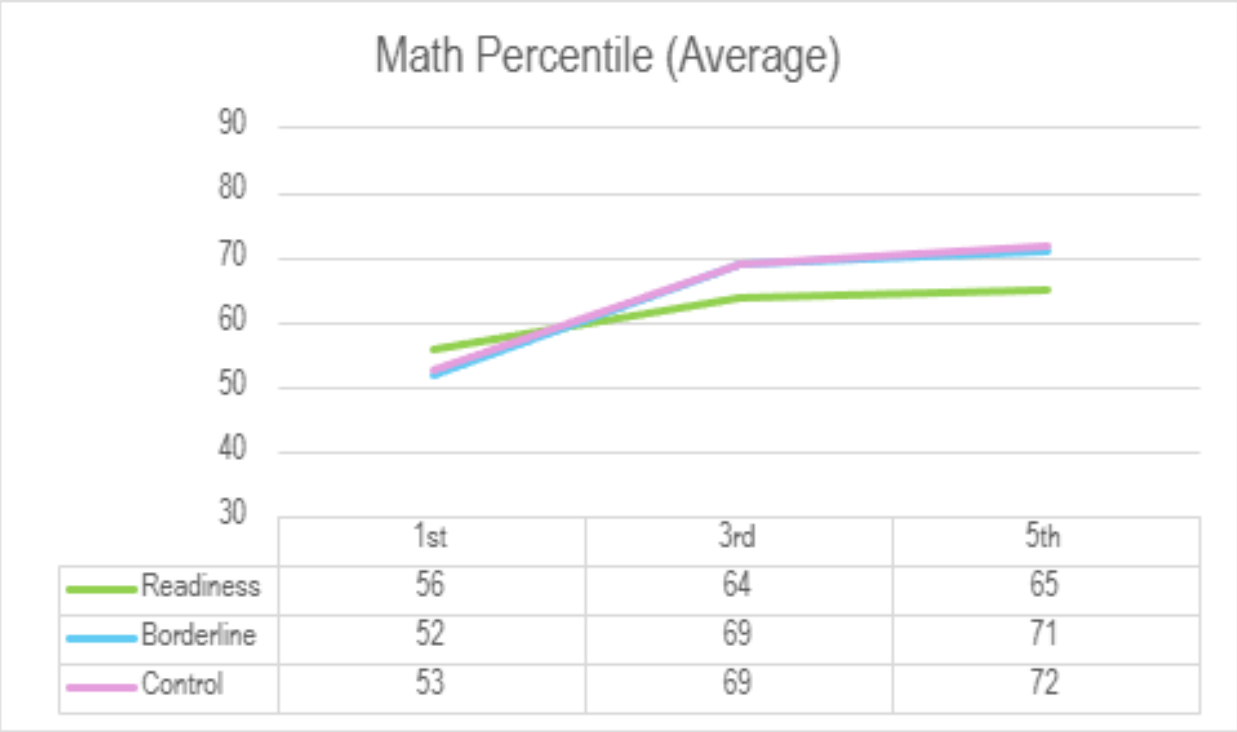


	1st	3rd	5th
Readiness	39	71	78
Borderline	38	72	78
Control	44	70	80

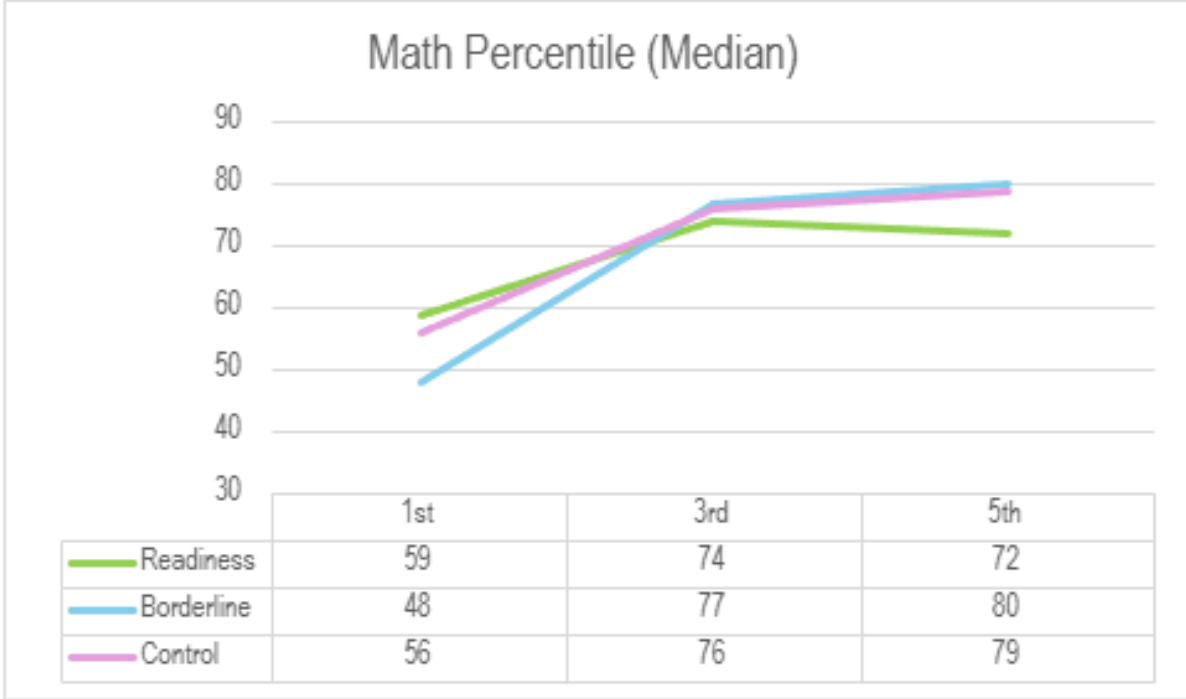
<u>Key Points</u>

- Readiness students demonstrate a sustained literacy growth and later converge with their peers.
- The median lines become similar in the later elementary grades.

AimsWeb+ Math



	1st	3rd	5th
Readiness	56	64	65
Borderline	52	69	71
Control	53	69	72

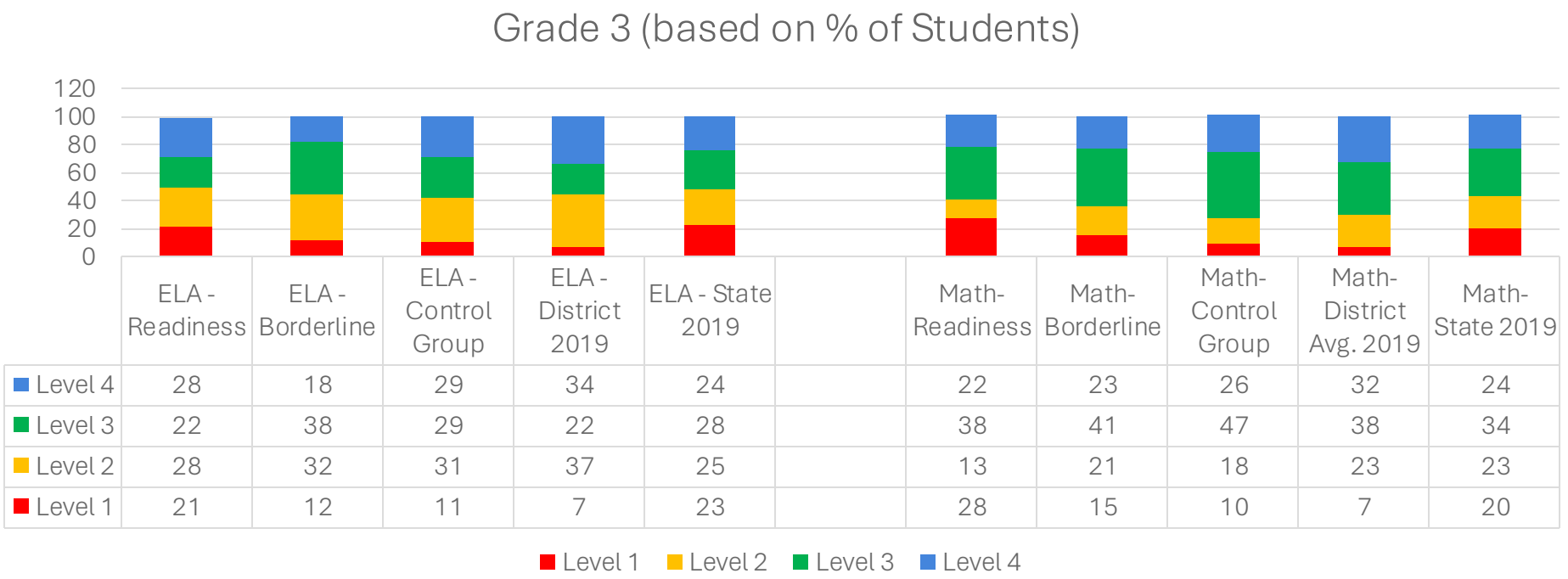


	1st	3rd	5th
Readiness	59	74	72
Borderline	48	77	80
Control	56	76	79

<u>Key Points</u>

- All groups demonstrate an upward trend, a gap remains between Borderline, Readiness, and the Control Group.
- Mathematics growth continues, but some group differences remain.

NH Statewide Assessment Cohort (2016-2020)



	ELA - Readiness	ELA - Borderline	ELA - Control Group	ELA - District 2019	ELA - State 2019		Math-Readiness	Math-Borderline	Math-Control Group	Math-District Avg. 2019	Math-State 2019
Level 4	28	18	29	34	24		22	23	26	32	24
Level 3	22	38	29	22	28		38	41	47	38	34
Level 2	28	32	31	37	25		13	21	18	23	23
Level 1	21	12	11	7	23		28	15	10	7	20

Notes

- NH SAS
  - 2019-2023

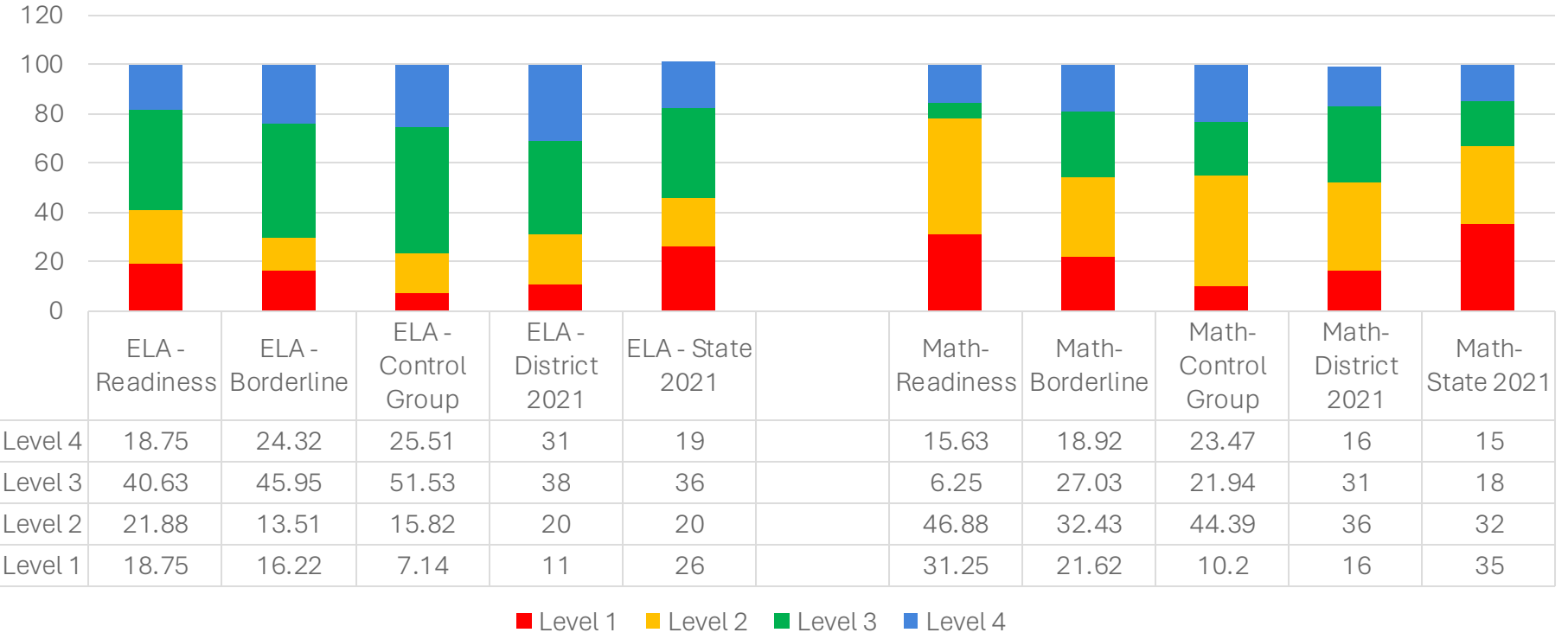
-No SAS in 2020
-No results
- Readiness (31)
- Borderline (24)
-Control (91)

<u>Key Points</u>

- At third grade, ELA readiness is evenly split in their level of proficiency.
- Strength in mathematical concepts.

NH Statewide Assessment Cohort (2016-2020)

Grade 5(based on % of Students)



	ELA - Readiness	ELA - Borderline	ELA - Control Group	ELA - District 2021	ELA - State 2021		Math- Readiness	Math- Borderline	Math- Control Group	Math- District 2021	Math- State 2021
Level 4	18.75	24.32	25.51	31	19		15.63	18.92	23.47	16	15
Level 3	40.63	45.95	51.53	38	36		6.25	27.03	21.94	31	18
Level 2	21.88	13.51	15.82	20	20		46.88	32.43	44.39	36	32
Level 1	18.75	16.22	7.14	11	26		31.25	21.62	10.2	16	35

Notes

- NH SAS
  - 2021-2025

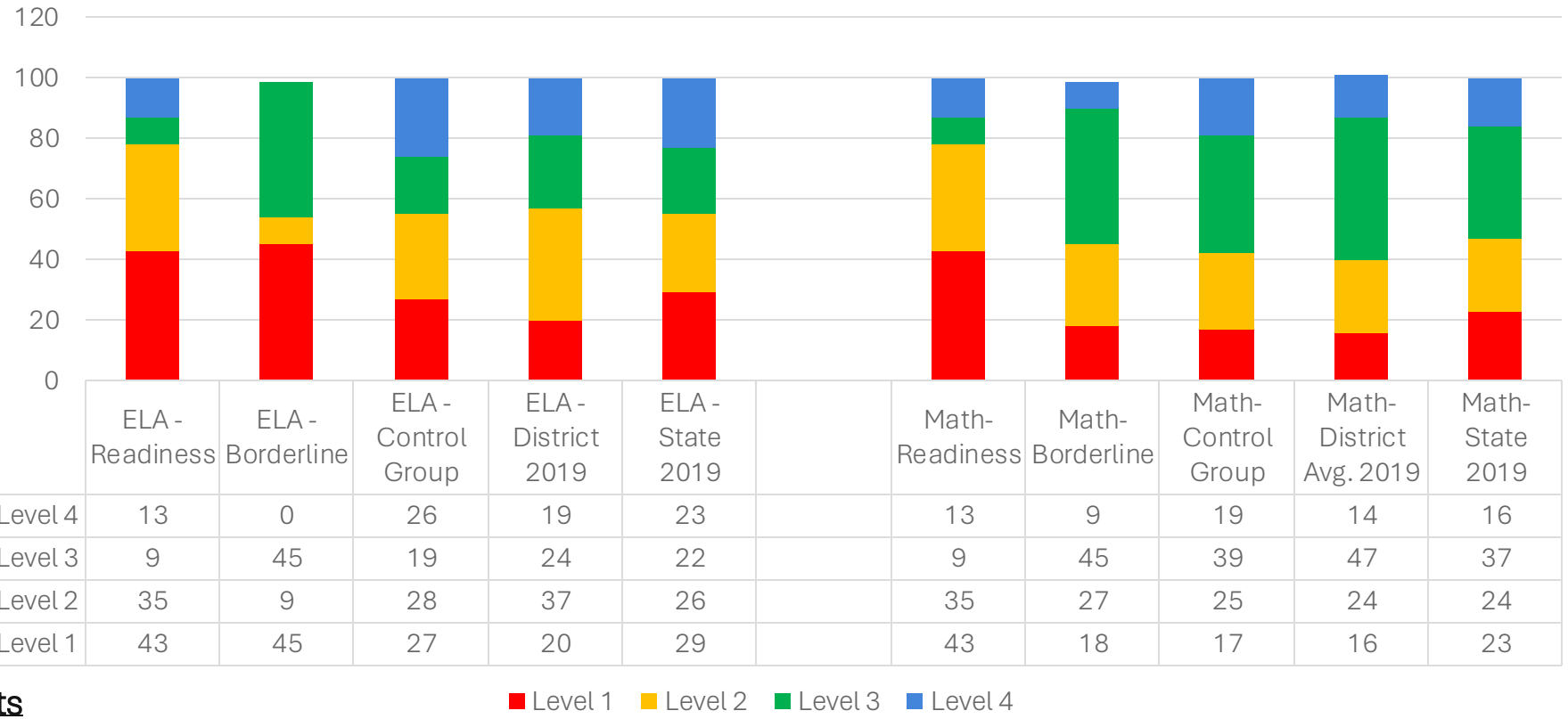
-No SAS in 2020
-No results
- Readiness (37)
- Borderline (15)
-Control (64)

<u>Key Points</u>

- At Fifth Grade, mixed results with 59% of Readiness students proficient in ELA, with 78% of the control group demonstrating proficiencies.
- The Fifth Grade, mathematical distribution suggest continued academic risks for fifth grade readiness students.

Grade Statewide Assessment

Grade 8 (based on % of Students)



	ELA - Readiness	ELA - Borderline	ELA - Control Group	ELA - District 2019	ELA - State 2019		Math- Readiness	Math- Borderline	Math- Control Group	Math- District Avg. 2019	Math- State 2019
Level 4	13	0	26	19	23		13	9	19	14	16
Level 3	9	45	19	24	22		9	45	39	47	37
Level 2	35	9	28	37	26		35	27	25	24	24
Level 1	43	45	27	20	29		43	18	17	16	23

Notes

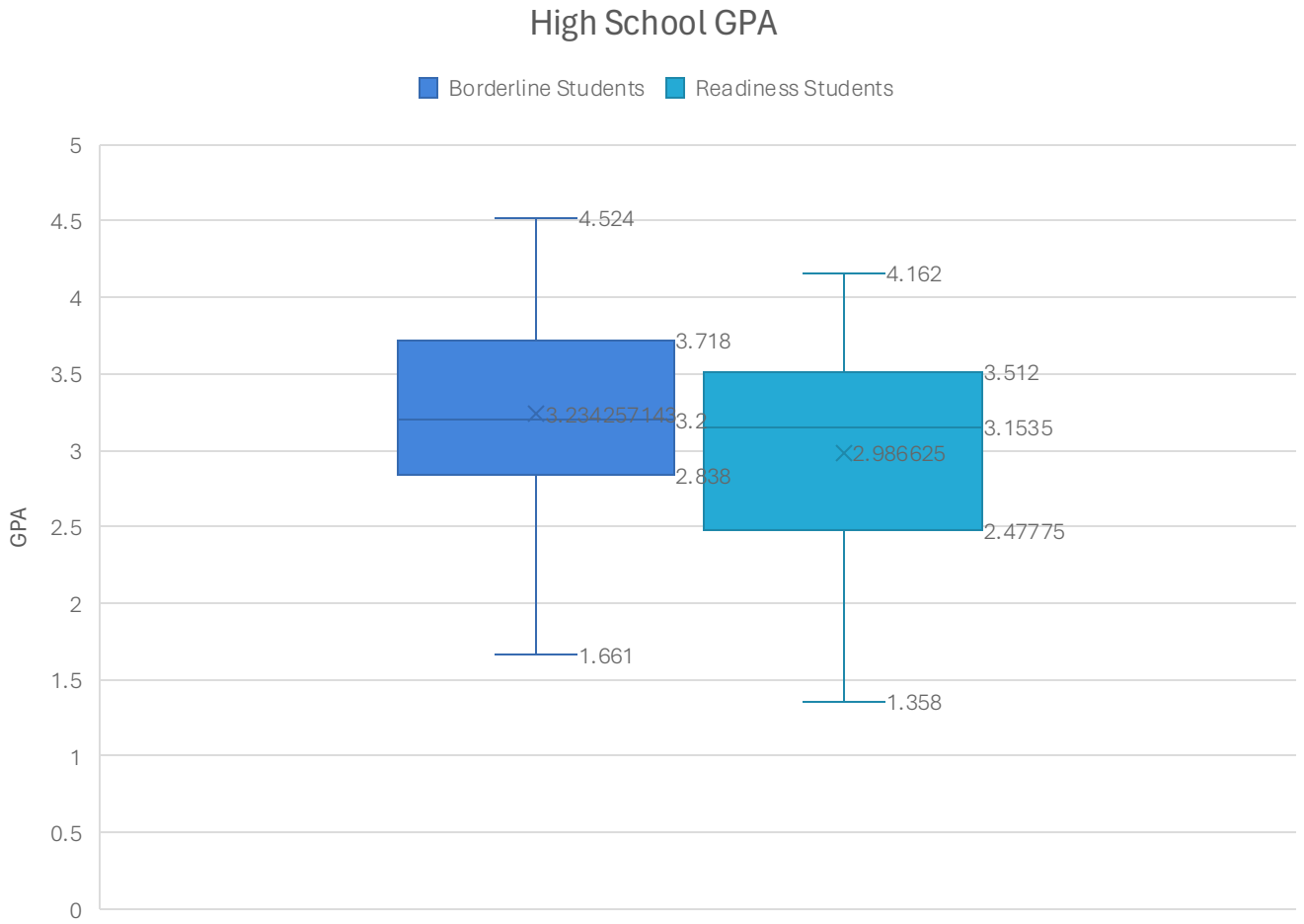
- -NH SAS
  - 2019-2023

-No SAS in 2020
-No results
- Readiness (22)
- Borderline (4)
-Control (169)

<u>Key Points</u>

- COVID interrupted results.
- Readiness groups demonstrate a wider gap in their proficiency levels.

High School Data



Measure	Borderline	Readiness
N	35	24
Minimum	1.661	1.358
Maximum	4.524	4.162
Median	~3.20	~3.23
Range	2.86	2.80
Data Not Available	13	13

Key Points

- Available high-school GPA outcomes are similar for readiness and borderline students.
- Medians are very similar

Summary

What the data suggest

- Readiness students demonstrate academic growth over time.
- Readiness students continue to access support at substantial rates.
- Long-term outcomes support growth and similar achievement levels.
- The data do not establish a clear academic advantage of attendance for readiness students.
- Smaller class size, targeted instruction, and embedded services are intertwined with the additional year.
- Inconsistent selection practices and incomplete historical records limit the strength of the conclusions.

Data does not suggest

- How did students grow from kindergarten entry to the end of Readiness?
- How did comparable borderline students perform when they entered first grade?
- Were later services less intensive than they would otherwise have been?
- How did attendance, behavior, confidence, and self-regulation change?
- Which students benefited most?
- Are current selection criteria applied consistently?
- What is the full per-student program cost?
- How does full-day kindergarten affect the continuing need for the model?

Essential Question

How to provide the most consistent, equitable, evidence-informed, and sustainable support for students entering the primary grades with unfinished learning?

Readiness Model	Recommended Model
Is the child ready for school?	Is the school ready for the child?
Developmental maturity	Development + environment
Give the child more time	Provide support within the regular setting
Transitional/pre-first classes	Differentiation and intervention
Developmental-age screening	Multiple sources of assessment
Placement decision	Instructional decisions

Considerations

- Potential Retention in Full Day Kindergarten or First Grade
- Look at our Play-based model of Kindergarten and expand concepts into first grade
- Response to Intervention in First Grade to support students in unfinished learning

Acknowledgements

- Rachael Spray, NBCS Admin Assistant
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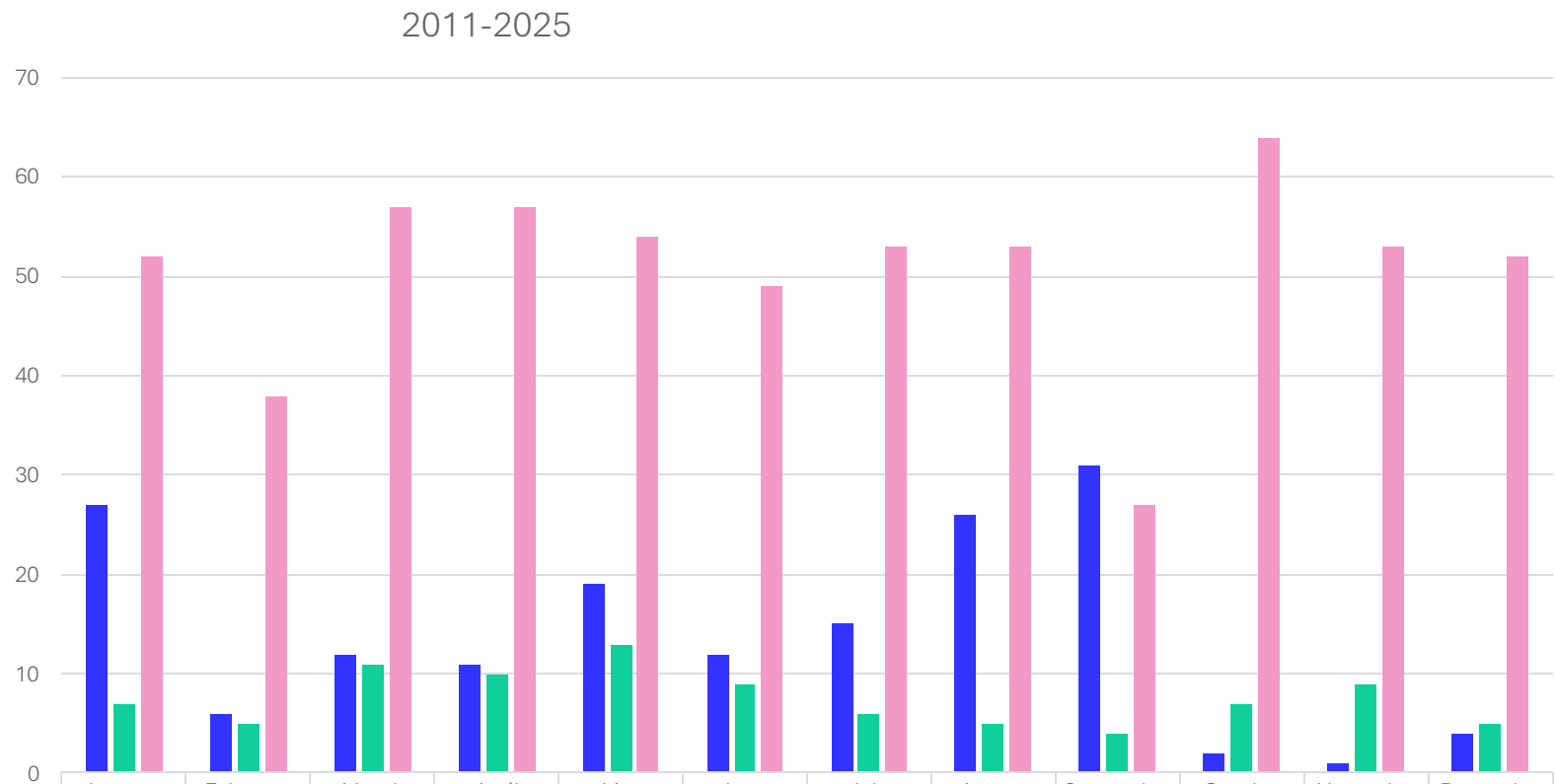
- Morgan Winchell, NBCS Physical Education Teacher
- Samantha Gorton, NBCS Readiness Teacher
- Lynn Wawrzyniak, NBCS Special Education Case Manager
- John Bridle, NBCS Principal

Appendix

Data Limitations and Challenges

- Powerschool adopted 2018-2019
  - All prior data was on Web2School
    - Lack of information on intervention services (reading, math and 504 services) received in the 2011 -2015 cohort at NBCS
- Readiness / 1st Grade Placement Sheets
  - Largely paper based for the 2011-2015, 2016-2020 cohorts
  - Missing placement sheets from 2011-12, 2012-2013 so borderline students unknown
  - No screenings performed for the 2020-21 cohort due to COVID
- Testing
  - SAS Test Scores Available from 2018
  - AIMS Web Test Scores available from 2018
  - Not all students take the tests
- Back tracked GHS New Boston students for 2011-2015 cohort
  - Utilized old Readiness class lists, yearbooks etc to get class lists

Student Population by Birth Month

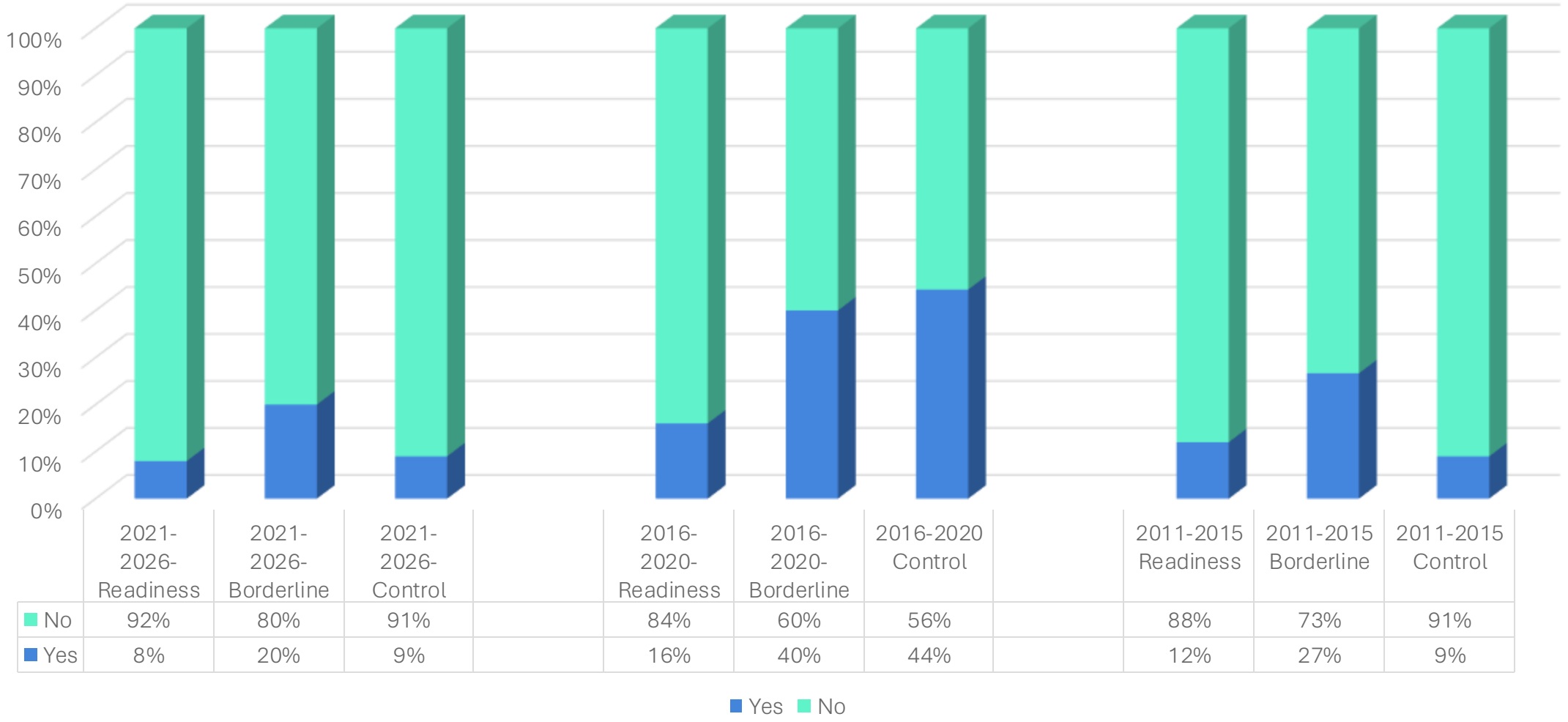


	January	February	March	April	May	June	July	August	September	October	November	December
Recommended and Accepted Readiness Placement	27	6	12	11	19	12	15	26	31	2	1	4
Borderline Students	7	5	11	10	13	9	6	5	4	7	9	5
Control Group (not considered for Readiness or placement)	52	38	57	57	54	49	53	53	27	64	53	52

IEP / Support Services

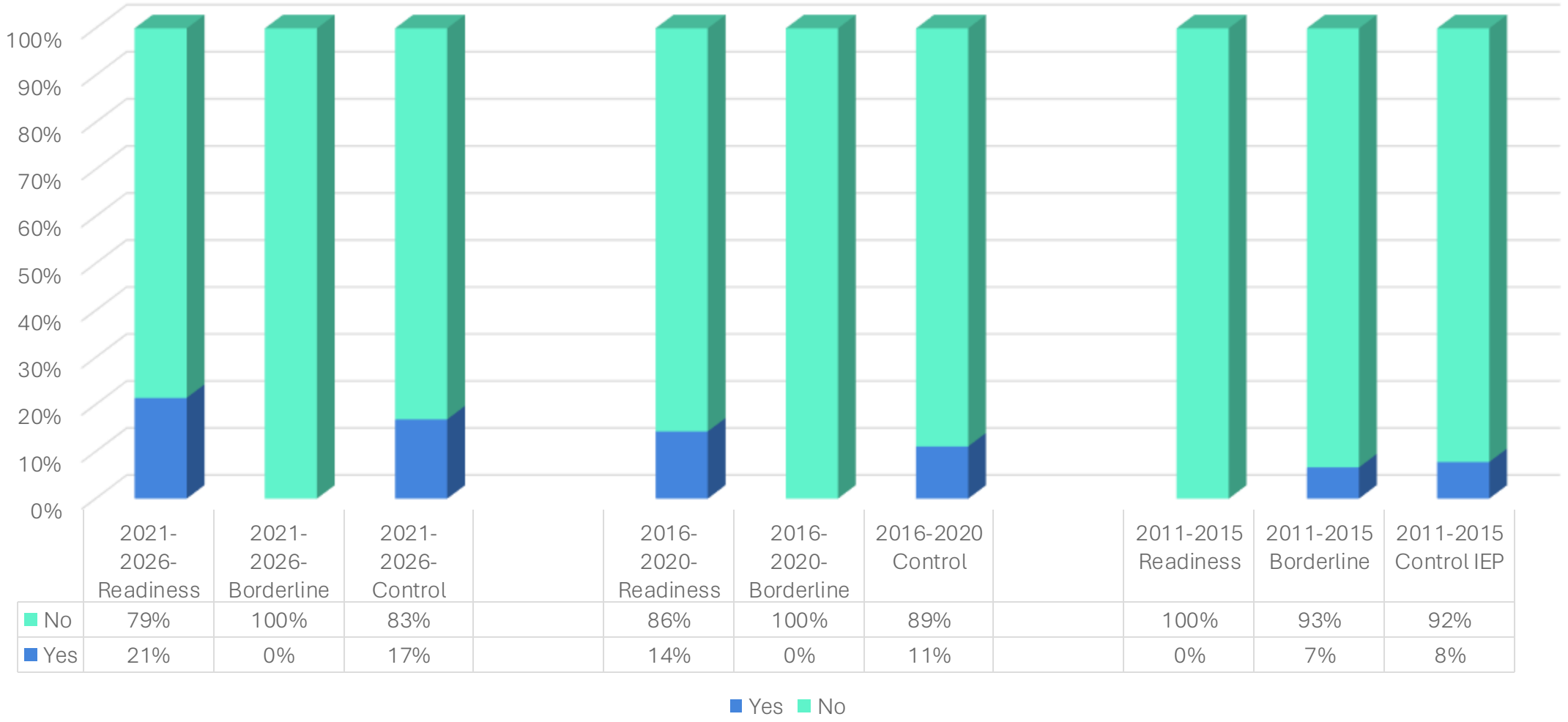
	2021-2026						2016-2020						2011-2015					
	Recommended and Accepted Readiness Placement		Borderline Students		Control Group (not considered for Readiness or placmeent)		Recommended and Accepted Readiness Placement		Borderline Students		Control Group (not considered for Readiness or placmeent)		Recommended and Accepted Readiness Placement		Borderline Students		Control Group (not considered for Readiness or placmeent)	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Did the student have an IEP at any point ?	28	23	5	19	89	181	28	35	10	42	36	186	23	25	7	8	77	312
Did the student receive 1:1 or 1:2 Para Support ?	6	22	0	5	15	74	4	24	0	10	4	32	0	23	1	14	6	71
Did the student receive group para support ?	14	14	1	4	29	60	14	14	4	6	16	20	10	13	4	11	30	47
Did the Student have a 504 at any point ?	4	47	3	21	24	246	10	53	7	45	22	200	6	42	4	11	35	354
Did the student receive interventionist support ?	16	35	9	15	101	169	27	36	23	29	94	128	6	42	N/A	N/A	19	370
Did the students receive any form of intervention from IEP, 504 or reading / math intervention ?	36	15	14	10	161	109	40	23	29	23	116	106	28	20	8	7	118	271

Did the student need a 504 in their schooling?



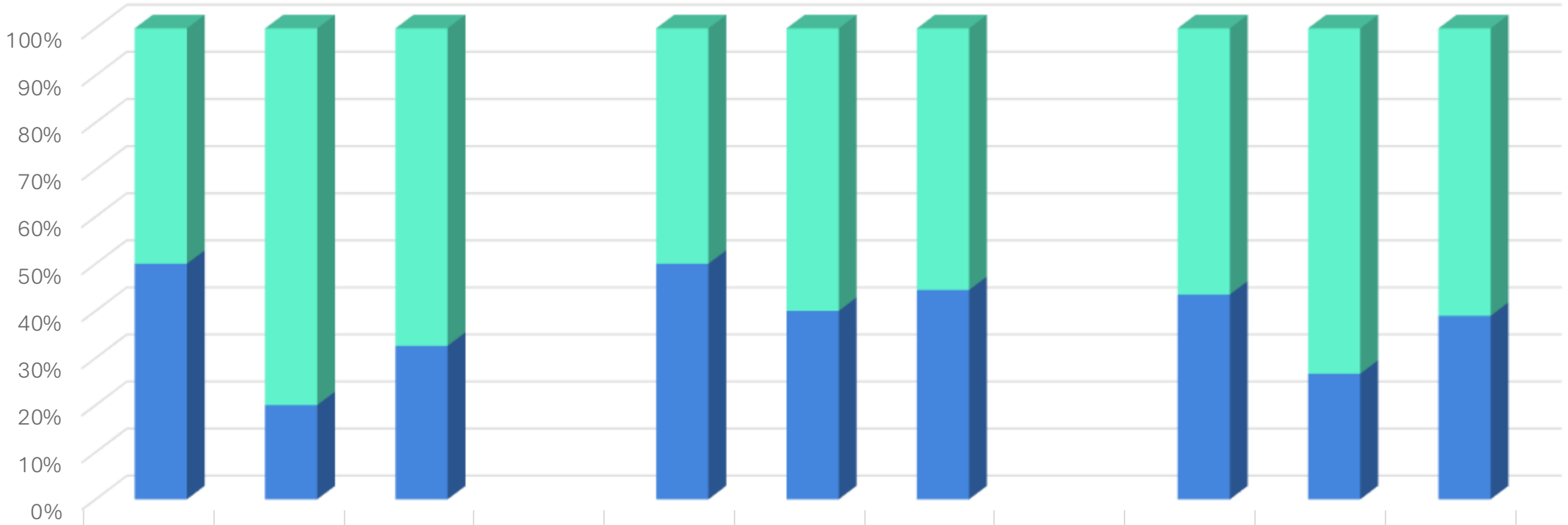
	2021-2026-Readiness	2021-2026-Borderline	2021-2026-Control		2016-2020-Readiness	2016-2020-Borderline	2016-2020 Control		2011-2015 Readiness	2011-2015 Borderline	2011-2015 Control
No	92%	80%	91%		84%	60%	56%		88%	73%	91%
Yes	8%	20%	9%		16%	40%	44%		12%	27%	9%

Did the student receive 1:1 or 1:2 paraeducator Support



	2021-2026-Readiness	2021-2026-Borderline	2021-2026-Control		2016-2020-Readiness	2016-2020-Borderline	2016-2020 Control		2011-2015 Readiness	2011-2015 Borderline	2011-2015 Control IEP
No	79%	100%	83%		86%	100%	89%		100%	93%	92%
Yes	21%	0%	17%		14%	0%	11%		0%	7%	8%

Did the student receive group para support ?



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No	50%	80%	67%		50%	60%	56%		57%	73%	61%
Yes	50%	20%	33%		50%	40%	44%		43%	27%	39%

3rd Grade SAS Data

2011-2015 Cohort

	Recommended and Accepted Readiness Placement					Borderline Students					Control Group (not considered for Readiness or placmeent)					Total#	Website Enrollment #
	Level1	Level 2	Level 3	Level 4	N/A	Level1	Level 2	Level 3	Level 4	N/A	Level1	Level 2	Level 3	Level 4	N/A		
	Below Proficient	Approching Proficient	Proficient	Above Proficient	N/A	Below Proficient	Approching Proficient	Proficient	Above Proficient	N/A	Below Proficient	Approching Proficient	Proficient	Above Proficient	N/A		
ELA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

2016-2020 Cohort

	Recommended and Accepted Readiness Placement					Borderline Students					Control Group (not considered for Readiness or placmeent)					Total#	Website Enrollment #
	Level1	Level 2	Level 3	Level 4	N/A	Level1	Level 2	Level 3	Level 4	N/A	Level1	Level 2	Level 3	Level 4	N/A		
	Below Proficient	Approching Proficient	Proficient	Above Proficient	N/A	Below Proficient	Approching Proficient	Proficient	Above Proficient	N/A	Below Proficient	Approching Proficient	Proficient	Above Proficient	N/A		
ELA	7	9	7	9	31	4	11	13	6	24	18	52	48	49	91	379	
Math	9	4	12	7	31	5	7	14	8	24	16	30	78	43	91	379	
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

2021-2026 Cohort

	Recommended and Accepted Readiness Placement					Borderline Students					Control Group (not considered for Readiness or placmeent)					Total#	Website Enrollment #
	Level1	Level 2	Level 3	Level 4	N/A	Level1	Level 2	Level 3	Level 4	N/A	Level1	Level 2	Level 3	Level 4	N/A		
	Below Proficient	Approching Proficient	Proficient	Above Proficient	N/A	Below Proficient	Approching Proficient	Proficient	Above Proficient	N/A	Below Proficient	Approching Proficient	Proficient	Above Proficient	N/A		
ELA	4	1	2	4	56	2	5	7	7	10	9	12	28	29	151	327	
Math	4	2	1	4	56	3	2	11	5	10	5	17	29	27	151	327	
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

5th Grade SAS Scores

5th Grade Sas Testing

2011-2015 Cohort

	Recommended and Accepted Readiness					Borderline Students					Control Group (not considered for Readiness or						
	Level1	Level 2	Level 3	Level 4	N/A	Level1	Level 2	Level 3	Level 4	N/A	Level1	Level 2	Level 3	Level 4	N/A		
	Below Proficient	Approching Proficient	Proficient	Above Proficient	N/A	Below Proficient	Approching Proficient	Proficient	Above Proficient	N/A	Below Proficient	Approching Proficient	Proficient	Above Proficient	N/A	Total#	Website Enrollment #
ELA	4	2	5	2	20	1	1	2	0	11	14	20	51	37	279	449	
Math	5	4	3	1	20	1	2	1	0	11	17	41	28	34	279	447	
Science	4	3	3	3	20	1	2	1	0	11	26	30	31	33	279	447	

2016-2020 Cohort

	Recommended and Accepted Readiness					Borderline Students					Control Group (not considered for Readiness or						
	Level1	Level 2	Level 3	Level 4	N/A	Level1	Level 2	Level 3	Level 4	N/A	Level1	Level 2	Level 3	Level 4	N/A		
	Below Proficient	Approching Proficient	Proficient	Above Proficient	N/A	Below Proficient	Approching Proficient	Proficient	Above Proficient	N/A	Below Proficient	Approching Proficient	Proficient	Above Proficient	N/A	Total#	Website Enrollment #
ELA	6	7	13	6	37	6	5	17	9	15	14	31	101	50	61	378	
Math	10	15	2	5	37	8	12	10	7	15	20	87	43	46	61	378	
Science	10	9	7	6	37	11	6	11	9	15	32	57	64	43	61	378	