

## School Readiness Project: 2005

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### The School Readiness Project

- In collaboration with other state agencies and organizations, KSDE has developed a model for school readiness
- A 3 year longitudinal study of readiness and teacher practices began in fall 2005.
- The Kansas Children's Cabinet and Trust Fund is a primary supporter of this project.

## School Readiness Project: Goals

- To collect data on a random selection of entering kindergarten children from EACH one of the 105 counties in Kansas
- To collect data on kindergarten classroom practices—a self-assessment for kindergarten teachers
- To examine the growth in development and learning across the kindergarten year

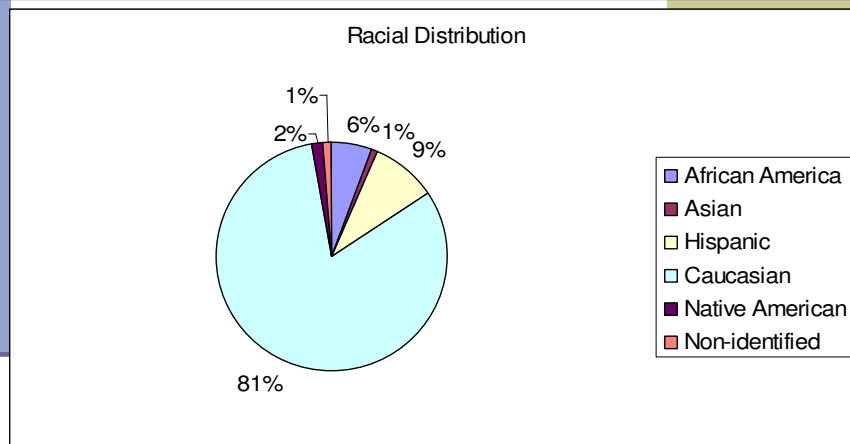
## Teacher Demographics

- 232 Kindergarten Teachers
  - Ave length teacher 16.85 years
    - Range 0-39
  - Ave length in Kindergarten 10.62 years
    - Range 0-35
  - 65% hold Bachelor's Degrees
  - 34% hold Master's Degrees
  - 1% hold Doctoral Degrees

## Child Demographics

- 47.7% Female, 52% Male
- 44.9% on Free or Reduced Price Lunches
- 13.8% have an IEP
- 3.1% Migrant
- 6.6% ESL Learners

## Child Demographics: Race



## Selected Data Measures

- **Kindergarten Teacher Practices**
  - Measures classroom practices in 3 domains
- **Parent Report**
  - Measures family indicators such as literacy in the home
- **Kansas Early Learning Inventory (KELI)**
  - Measures children's skills upon entering and exiting kindergarten in 9 domains

## Teacher Practices

Based upon the Assessment of Practices in Early Elementary Classrooms (APEEC)

## Kindergarten Teacher Practices: KTP

- A measure of strategies and resources found or used in kindergarten classrooms
- Based upon teacher description of typical classroom practices and resources available in the classroom
- Teachers were asked to complete based upon what was ACTUALLY happening in their classrooms.

## KTP: Physical Context

- Measures
  - Physical Environment
  - Materials, equipment
- Results
  - Strategies and resources were typically present
  - Some that were not present:
    - Updated CPR training
    - In-class access to computers
    - Multiple centers that included a relaxation center

## KTP: Social Context

### ■ Measures

- The ability of the teacher to provide opportunities for social interaction between child and child; child and adult;
- Opportunities for child choice
- Opportunities for child participation

### ■ Results

- Majority of strategies are employed often or at least on a weekly basis

## KTP: Instructional Practices

### ■ Measures

- Instructional practices that promote academic achievement
- Developmentally appropriate practices
- Collaboration with other school staff

### ■ Results

- Majority are implemented on at least a weekly basis; often daily

## RESULTS: Full vs. Half Day

- Teachers teaching in a full day Kindergarten class scored significantly higher on
  - Social Context Scale (p. > .01)
  - Instructional Context Scale (p. = .001)
- Level of degree, length of experience or early childhood certification did not predict differences in scores of teaching practices on any scale.

## Parent Practices

Results of Parent Surveys

## Home Literacy Activities

- Adults reading to a child in the home
  - 69.5% report daily
- Parent talks with child about daily activities
  - 97% report daily
- Child pretends to read/reads alone/to others
  - 56.9% report daily
- Adult takes child to museum, library, learning/activity center, or zoo
  - 47.1% report monthly
- Adult takes child to sport/sporting event
  - 45.4% report weekly

## Child Care and PAT Experiences

- 89% of parents reported that their child attended some form of childcare prior to Kindergarten
  - Of those receiving childcare (59%) spend 1- 2 years in childcare prior to Kindergarten
- 28% of parents reported that they participated in Parents as Teachers (PAT)
  - Of those participating, the majority (40%) spend more than 2 years in the program

## Child care (cont.)

- Of those who obtained care
  - 30% report childcare fees are well within their budget
  - 38% do without other things to afford childcare
  - 22% report childcare is barely affordable
  - 10% receive supplementary funding to afford childcare

## Continued...

- 33% of parents reported that they have not had to obtain childcare for their children
  - Of the remainder who needed to find care
    - 17% have had great difficulty finding quality care
    - 40% have had some difficulty finding quality care
    - 43% have had no difficulty

## Transition to Kindergarten

- 47.8% Contacted the school to determine who their child's teacher would be
- 64.8% Met with the Kindergarten teacher in person prior to the start of school
- 67.9% Took child to visit school prior to first day of classes
- 65.8% Participated in Kindergarten Round-up
- 90.5% Talked with their child about Kindergarten

## Child Outcomes

KELI RESULTS

## KELI—Kansas Domains

- Physical Health and Development
  - Hold pencil, hop on one foot, cut out shapes
- Social-Emotional Development
  - Follow routines, accept changes, work with others, cope well with frustration
- Symbolic Development
  - Represent ideas through construction, identify words that rhyme, phonemic awareness,

## KELI—National Domains

- General Knowledge
  - Basic shapes, colors, personal information
- Oral communication
  - Speaking, recall facts from a story
- Written Language
  - Write letters, name match words with pictures
- Math Concepts
  - Count orally, value of coins, patterns
- Work Habits
  - Ask for help, work independently (as appropriate)
- Attentive Behavior
  - Stay on task, listen, follow directions

## Average Scale Scores

- Average scores on each scale (total children sampled)
- Kansas Scales:
  - *Physical Development*
    - 11.51 out of 14
  - *Social/Emotional Development*
    - 10.88 out of 16
  - *Symbolic Development*
    - 6.52 out of 12

## Average Scale Scores (National)

- *General Knowledge* 9.53 out of 13
- *Oral Communication* 16.62 out of 24
- *Written Language* 8.97 out of 20
- *Math Concepts* 6.24 out of 25
- *Work Habits* 16.74 out of 21
- *Attentive Behavior* 16.38 out of 21

## Group Differences

**All of the following group differences are significant at the .05 level**

- In general, Females outperformed males in all areas
- Migrant children performed as well as their peers in:
  - Physical development, Social/Emotional Development, Work Habits and Attentive Behavior
  - All other areas were lower (academic)

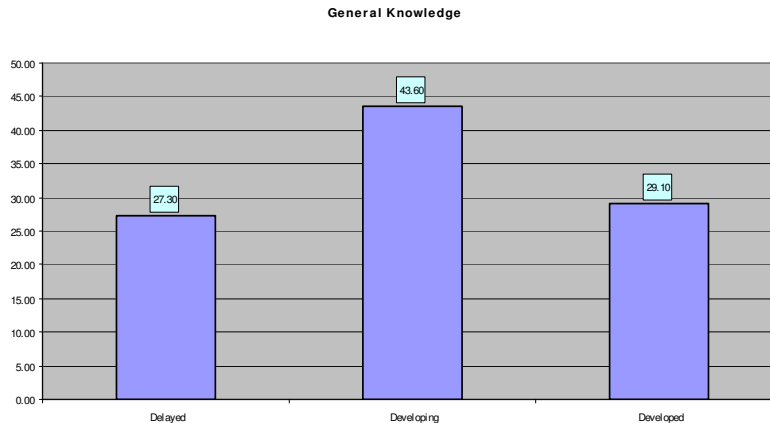
## Group Differences (cont.)

- ESL Learners performed as well as their peers in:
  - Physical Development and Work Habit
  - all other areas were lower
- Children with disabilities tended to perform less well in all areas
- Overall, those receiving full priced lunches tended to outperform those receiving free lunches

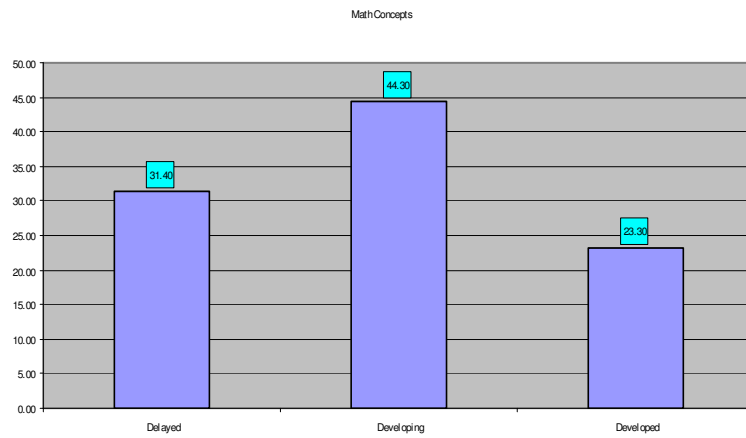
## Developmental Categories

- Each scale (domain) that is found on the nationally normed tool has ranges for the following developmental categories:
  - Delayed
  - Developing
  - Developed.
- The Kansas Scales are currently being normed.

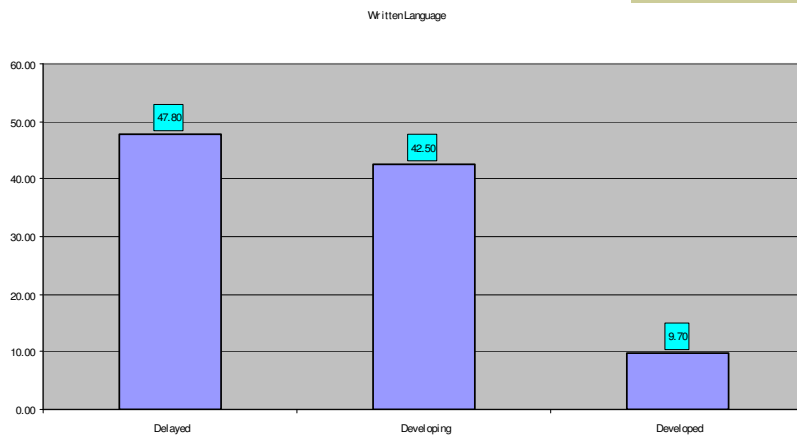
## General Knowledge



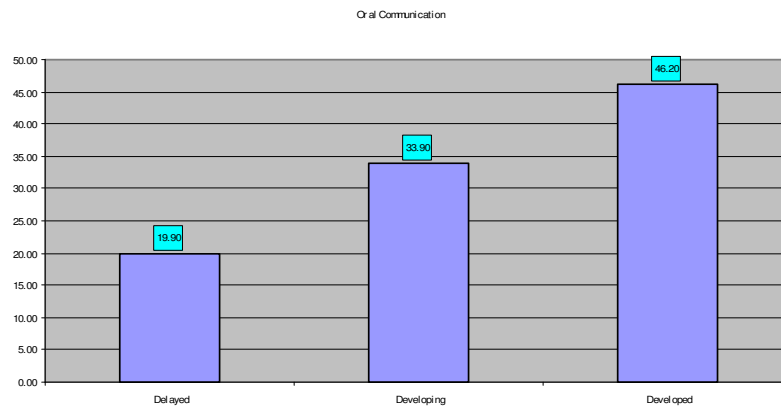
# Math Concepts



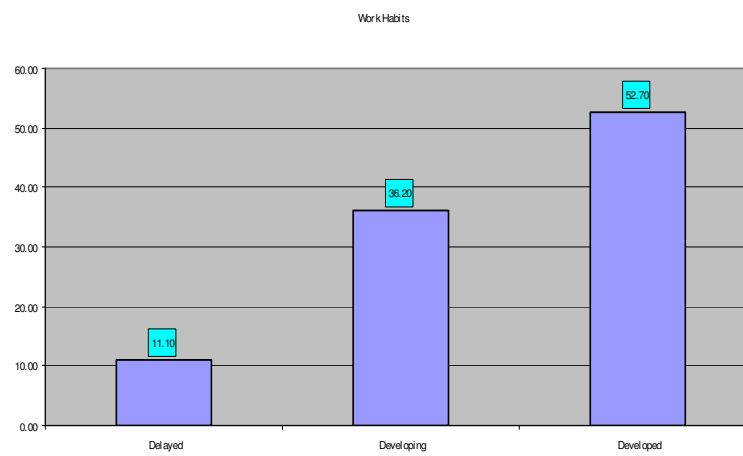
# Written Language



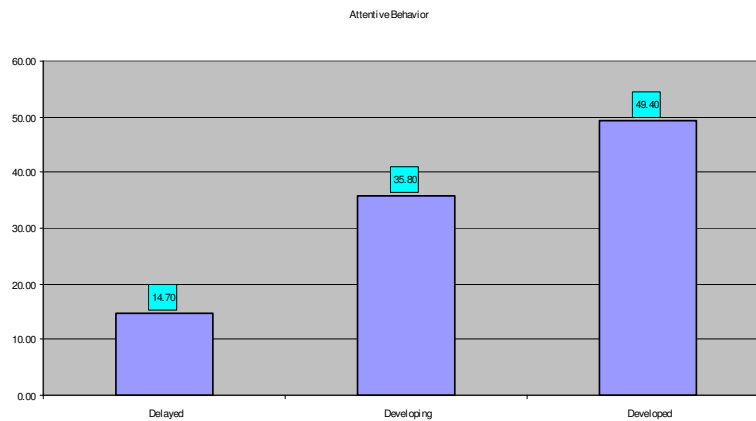
## Oral Communication



## Work Habits



## Attentive behavior



## What this tells us...

- Areas that teachers may want to center their focus include..
  - Written Language
  - Math Concepts
  - Symbolic Development (Kansas Domain)
- And for some students they may also want to focus on...
  - Oral Communication
  - General Knowledge

## Children with Disabilities: Summary

- The largest disability categories:
  - Speech Impaired 58.6%
  - Developmentally Delayed: 33.4%
- Children who have IEP's have skills in all levels and all domains on the KELI.
- Children who have an IEP are somewhat lower in overall skill level than children who do not have an IEP.

## Children with an IEP

- A higher proportion of children with IEP's exhibit a "developing" level of skills than the general population in:
  - Work Habits
- The same proportion of children with IEP's exhibit a "developing" level of skills as the general population in:
  - Attentive behavior
  - Math Concepts
  - Oral Communication;
  - General Knowledge

## Interpretations

- Children with delays as measured by the KELI may or may not need an Individual Education Plan
- Clearly, children who have IEP's do have skills in some areas. These data can assist teachers in focusing in on students' individual strengths.
- Results help teachers focus their efforts for children with disabilities as well as those children in the general education population.

## Results & Impacts

Using results to make a difference

## Parent – Child Comparisons

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- 1611 parent forms were matched with child outcomes
- Parents who scored high on total home literacy practices had children who scored higher on all scales of the KELI ( $p. < .001$ )

## Parent-Child Comparisons

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- Parents who scored high on total pre-Kindergarten school contacts had children who scored higher on all scales of the KELI ( $P. < .001$ )

Note: Correlations were somewhat smaller in this comparison

## Preschool Experiences

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- Children who attended preschool had higher average scale scores on the following scales ( $p. < .05$ )
  - Physical Development
  - Math Skills
  - Oral Communication
  - Written Language
  - General Knowledge

## Preschool Experiences

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Strongest effects were found for children attending preschool more than 4 years and then from 1-2 years.

Suggestion: the longer a child attended preschool, the higher they scored in these areas.

## PAT statistics:

- Participation in PAT did not make a statistical difference in scores.
- However, length of parent participation in PAT did have significant positive effects on the following scale scores at  $p. < .05$ 
  - Social/Emotional Development
  - Oral Communication

## Upcoming Data Collection and Analysis

- Relate Kindergarten teacher practices to end of Kindergarten outcomes and growth across the school year
- Relate Kindergarten outcomes to grade 3 assessment performance
- Comparisons of all outcomes based on Rural and Urban aggregates and interactions of these categories within concentrations of poverty
- Coordination and analysis of data from KU's study

## For Further Information:

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