



Common Kindergarten Entry Screener Update



Office of Next Generation Learners



Next Generation Learners: Early Learning Strategy

Theory of Action:

IF schools/districts and early childhood providers collaborate to ensure all children experience effective transitions from birth to school entry;

and if schools/districts appropriately assess all students with a common kindergarten entry assessment at school entry;

and if schools/districts and early childhood providers receive support through Leadership Networks;

then, more students enter kindergarten ready to learn and achieve proficiency in reading and math by 3rd grade.



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School Readiness Strategic Activities

- Dissemination of School Readiness Definition
- Common Kindergarten Entry Screener
- Early Learning Leadership Networks (ELLNs)
- Preschool and K-3 Program Reviews



Kindergarten Readiness - Opportunities

- ❖ Begin the road to college and career readiness through high-quality early childhood environments and services
- ❖ Understand and ensure the data is not used as criteria for school entry
- ❖ Analyze and evaluate local kindergarten readiness using several measures (i.e., readiness of students, readiness of schools, readiness of families, readiness of communities, etc.)
- ❖ Engage early childhood partners and community leaders in support of high-quality early childhood environments and services to ensure all children arrive ready to learn and ready to succeed



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Kindergarten Readiness - BRIGANCE

PURPOSE of Screening

- ❖ Provides districts with data at school entry about what children know and can do, helping to close achievement gaps
- ❖ Helps determine school readiness of all children across five developmental domains (e.g., cognitive and general knowledge, language and communication, physical well-being, social/emotional, and approaches to learning)
- ❖ Identifies students with potential delays at school entry, so interventions can begin as soon as possible
- ❖ Identifies information to strengthen communication and collaboration between schools, families, child care, Head Start and other early childhood providers



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Kindergarten Readiness 2013-14 State Results

Table 1: Kindergarten Readiness by Group

Group	Enrollment	Number Tested	Participation Rate	Not Ready	Kindergarten Ready
All Students	51,556	50,532	98.0	51.0%	49.0%
Male	26,254	25,707	97.9	56.4%	43.6%
Female	25,302	24,825	98.1	45.5%	54.5%
White (Non-Hispanic)	39,493	38,735	98.1	48.8%	51.2%
African American	5,299	5,196	98.1	55.8%	44.2%
Hispanic	3,685	3,595	97.6	72.0%	28.0%
Asian	754	731	96.9	38.4%	61.6%
American Indian/Alaska Native	66	63	95.5	50.8%	49.2%
Native Hawaiian/Pacific Islander	70	70	100.0	48.6%	51.4%
Two or more races	2,188	2,141	97.9	49.5%	50.5%
Limited English Proficiency	2,968	2,890	97.4	73.9%	26.1%
Free/Reduced-Price Meals	31,788	31,145	98.0	62.4%	37.6%
Students with Disabilities	6,605	6,405	97.0	71.8%	28.2%

Table 2: Kindergarten Readiness by Prior Setting

Prior Setting ¹	Enrollment	Number Tested	Participation Rate	Not Ready	Kindergarten Ready
State Funded	15,158	14,987	98.9	55.1%	44.9%
Head Start	5,874	5,822	99.1	57.6%	42.4%
Child Care	9,657	9,562	99.0	30.0%	70.0%
Home	10,590	10,468	98.8	62.6%	37.4%
Other	5,196	5,152	99.2	39.7%	60.3%
Unknown	10,434	9,857	94.5	54.8%	45.2%

¹Note: Students can be included in multiple prior settings.

Kindergarten Readiness 2013-14

Prior Setting Disaggregated Results

Students Not Ready

Prior Setting ¹	Number Tested	All students	Limited English Proficiency	Free/ Reduced-Price Meal	Students with Disabilities
Child Care	9,562	30%	44.3%	49.2%	56.9%
Head Start	5,822	57.6%	72.9%	60.4%	77.1%
Home	10,468	62.6%	82.3%	72.8%	80.3%
State-funded preschool	14,987	55.1%	74.7%	59.6%	71.3%
All students	50,532	51%	2,890	31,145	6,405

¹ Students may be included in multiple prior settings





High-Quality Early Childhood

- ❖ The **cognitive, social, emotional, and motor development** of every child receives active attention. Curriculum is well planned and integrated across all domains, so children learn more and are prepared to master school demands.
- ❖ **Responsive interpersonal relationships with teachers** nurture young children's dispositions to learn and to develop their emerging abilities.
- ❖ The quality of the program is directly related to **professional development** of teachers/care providers.
- ❖ Highly effective programs actively engage teachers and **provide high-quality supervision.**

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