

Ready or Not?

Assessing Kindergarten Readiness in Central Texas

EXECUTIVE SUMMARY

This study of Kindergarten Readiness was designed and implemented by E³ Alliance to determine what portion of Central Texas children entered kindergarten ready for school. Over 900 students from eight school districts were assessed using the Central Texas Guide to School Readiness (CTGSR). Four competency domains were assessed: social-emotional development, language and communications, emerging literacy, and mathematics.

Key findings:

- Overall, 52% of Central Texas children were school-ready when they entered kindergarten.
- Overall, 42% of the economically disadvantaged children who attended PK were Kindergarten Ready, which was three and a half times the rate for those who did not attend PK (12%).
- The Kindergarten Readiness of economically disadvantaged children who attended PK was statistically equal to their more affluent peers who did not attend PK.
- Children who attended PK were Kindergarten Ready at higher rates in the Emerging Literacy and Mathematics domains than their non-PK peers, and this finding was observed for both economically disadvantaged and non-economically disadvantaged children.
- Children who attended PK were Kindergarten Ready at higher rates in the Social-Emotional Development and Language and Communication domains than their non-PK peers, but this finding was observed only for economically disadvantaged children and not for non-economically disadvantaged children.
- Children who were eligible to attend PK attended full-day PK programs at a higher rate than they did half-day programs (18 percentage points higher).



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