

Kindergarten Readiness

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Measuring School Readiness



- Developed by broad set of early childhood education stakeholders, including teachers, child care providers, advocates, and researchers from the University of Texas at Austin and Texas State University
- Helps teachers organize what they know about individual students
- Leads to individualized teaching and instruction

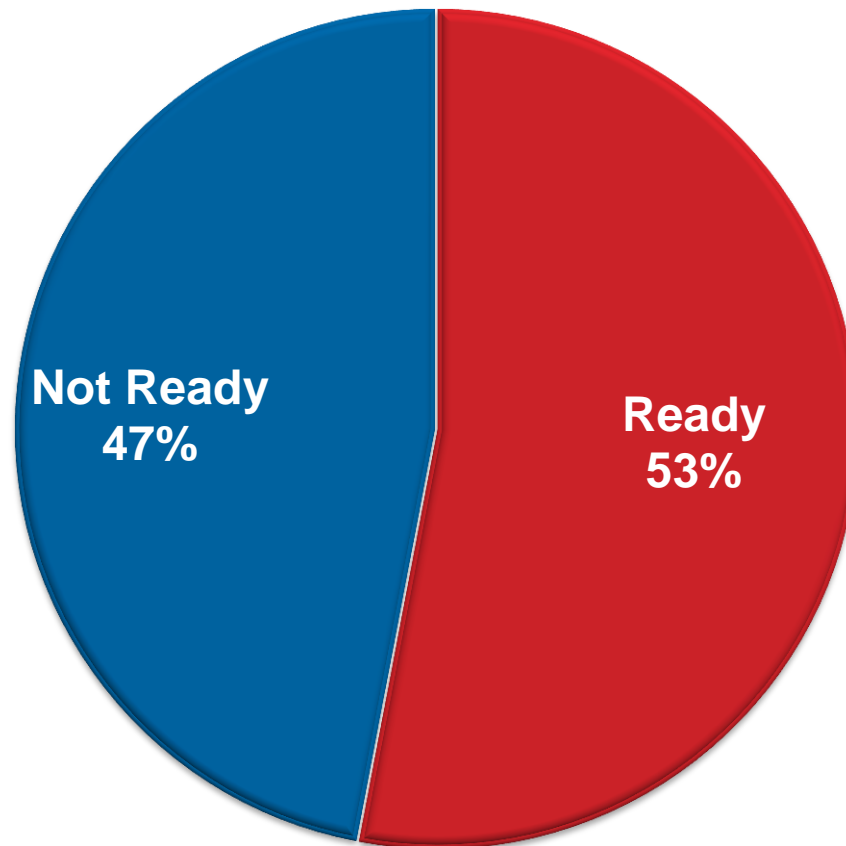


Kindergarten Readiness Assessment

- Representative of the *2008 Texas Pre-K Guidelines*
- Aligned to Texas Essential Knowledge and Skills
- Developmentally appropriate and measurable
- Multidimensional
- Validated

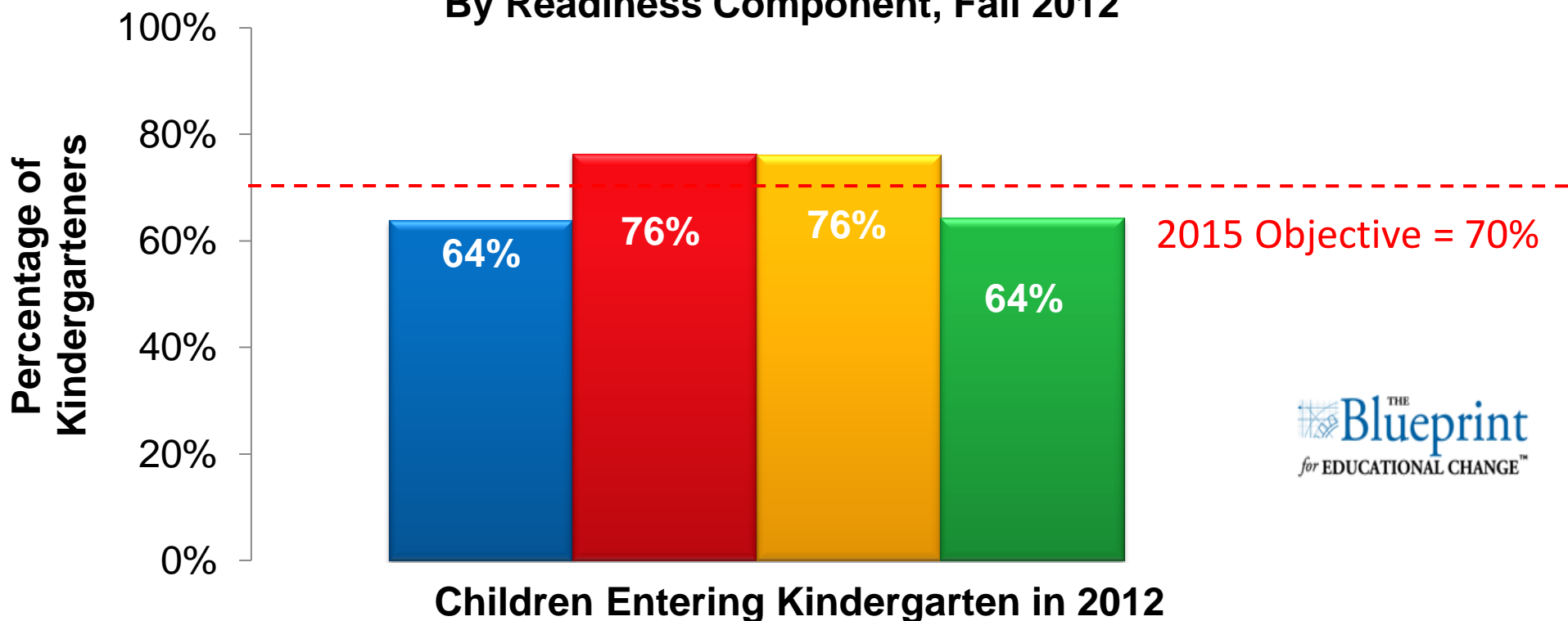
Just Over Half of Central Texas Students Are Ready to Succeed in School

Kindergarten Readiness, Central Texas 2010 to 2012



Students Were Below the 2015 Blueprint Objective on 2 of 4 Components of *Ready Set K!*

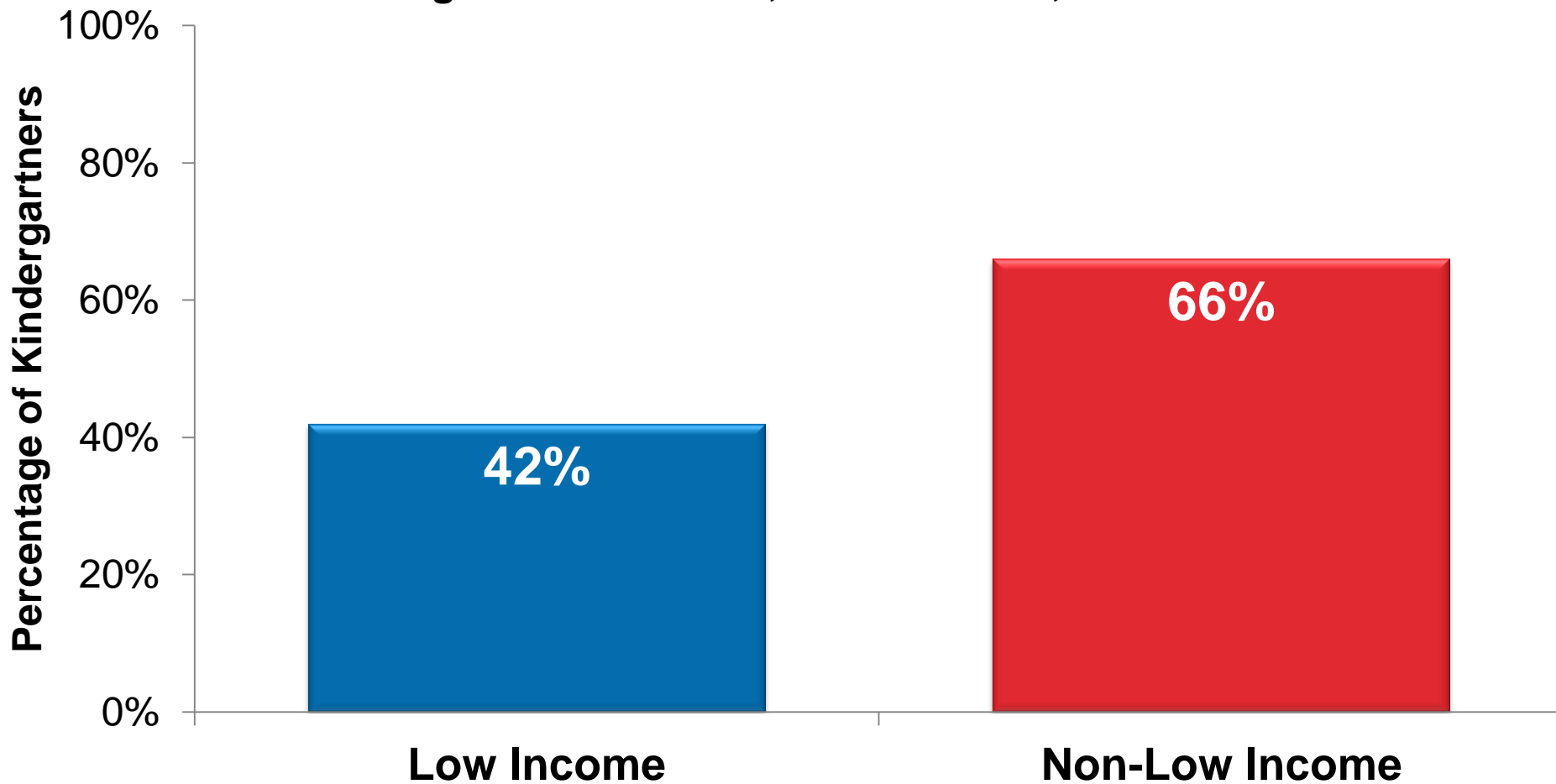
Central Texas Children Entering Kindergarten School Ready, By Readiness Component, Fall 2012



■ Emerging Literacy ■ Language & Communication ■ Mathematics ■ Social Emotional

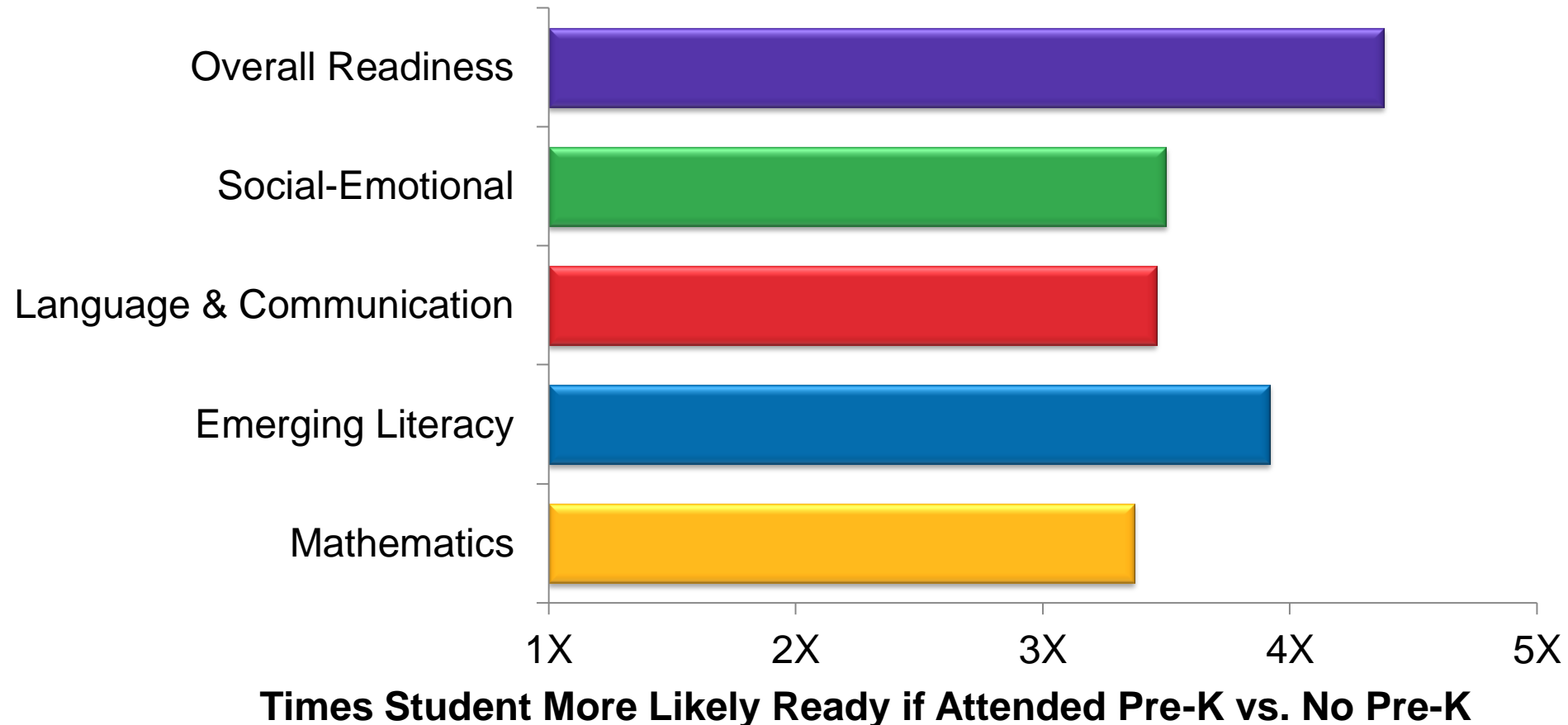
Fewer Low Income Students Kindergarten Ready

Kindergarten Readiness, Central Texas, 2010 to 2012



Students Who Attended Any Pre-K are Over 4x More Likely To Be Ready

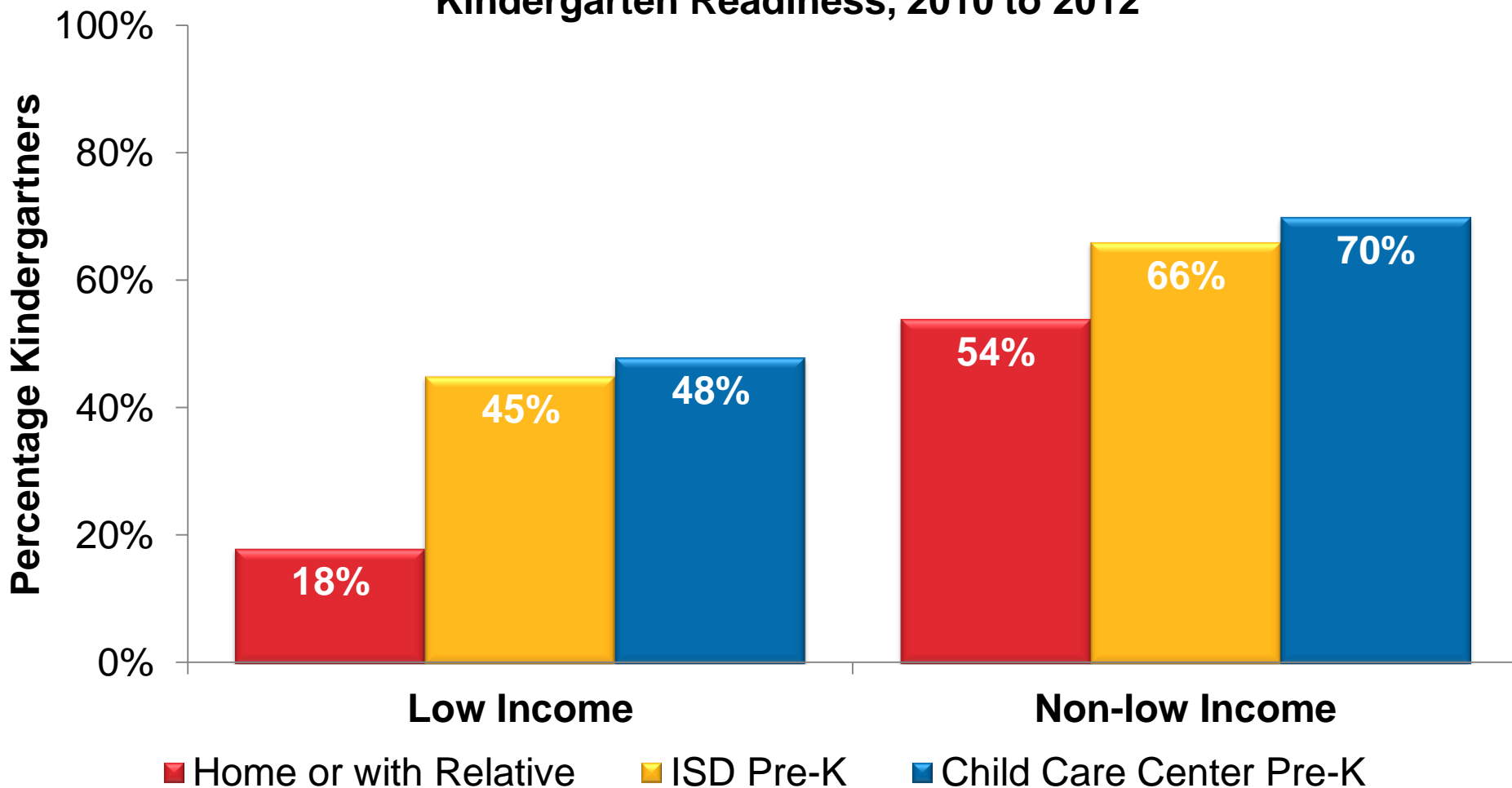
Likelihood of Kindergarten Readiness With Pre-K, 2010 to 2012



Times Student More Likely Ready if Attended Pre-K vs. No Pre-K

Any Pre-K Better Than No Pre-K For Both Low and Non-Low Income Students

Kindergarten Readiness, 2010 to 2012



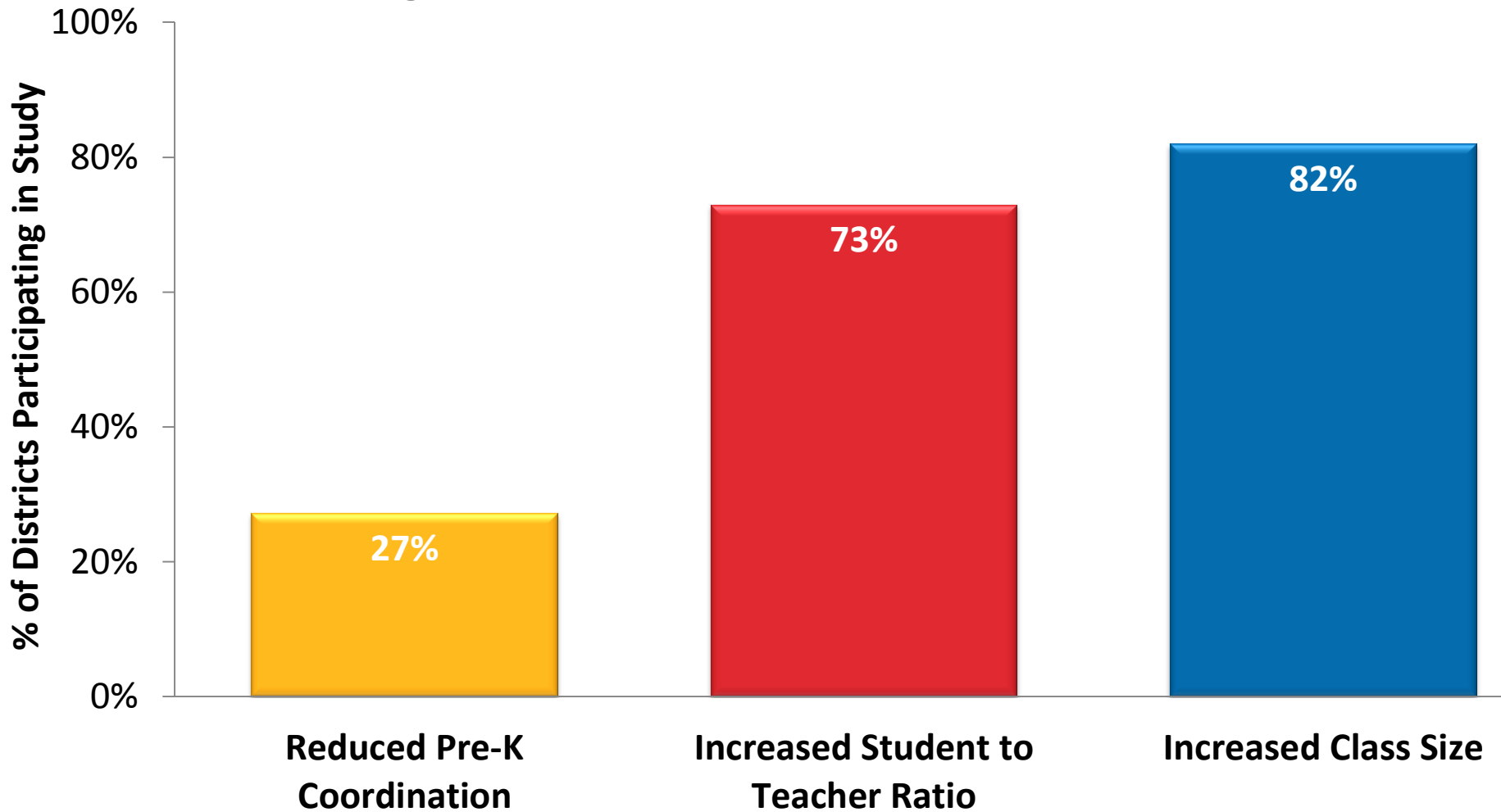
Prekindergarten Early Start Grant 2009-2011

To prepare students to enter kindergarten on or above grade level by:

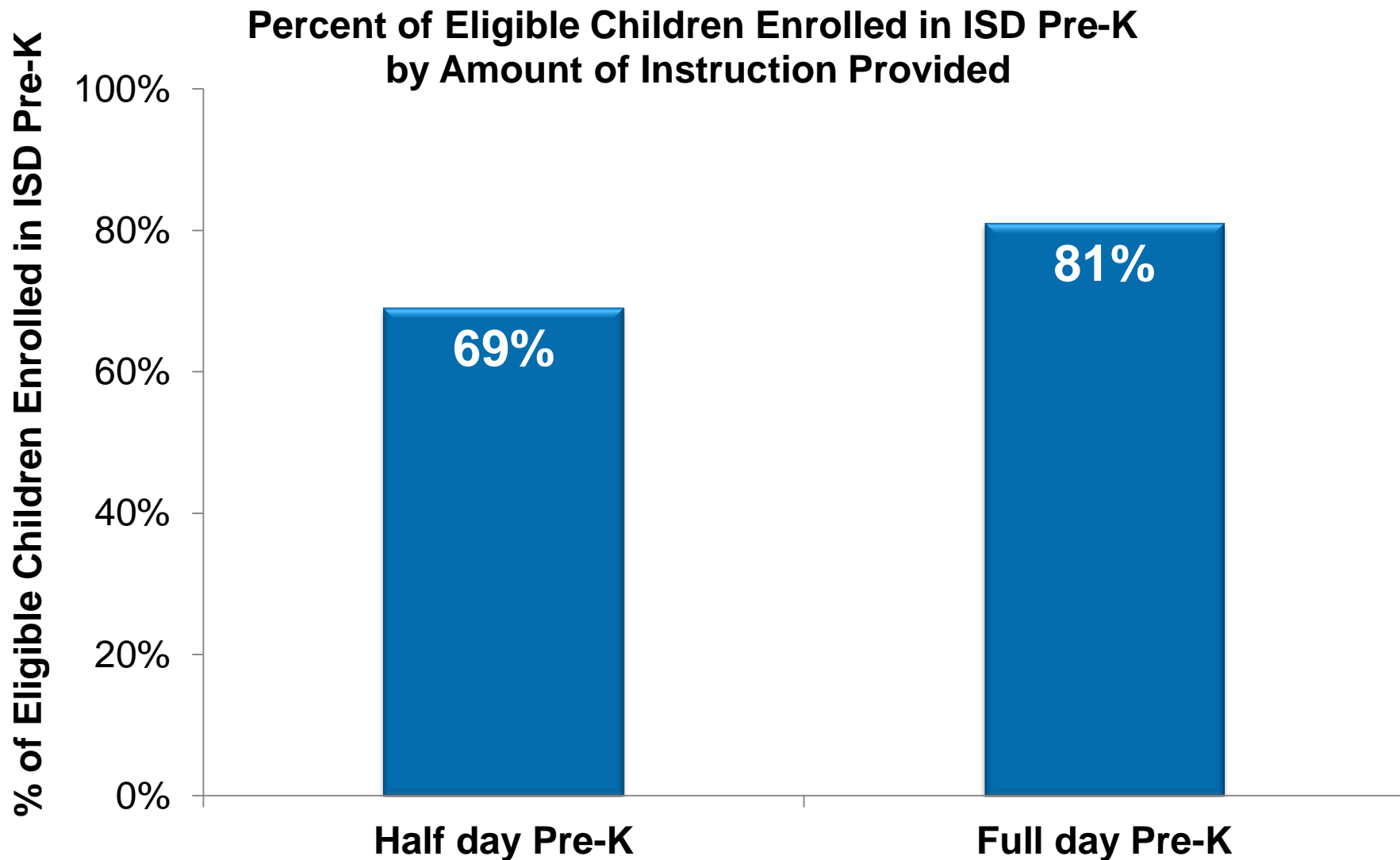
- Outreach to eligible prekindergarten students
- Providing quality prekindergarten services
 - high quality, developmentally appropriate and rigorous curriculum
 - continuous student progress monitoring
 - professional development for teachers
- Creating and implementing a School Readiness Integration Partnership

Decrease of \$7.93 Million to Region for Pre-K

Changes in District Pre-K Practices Between 2010 and 2012

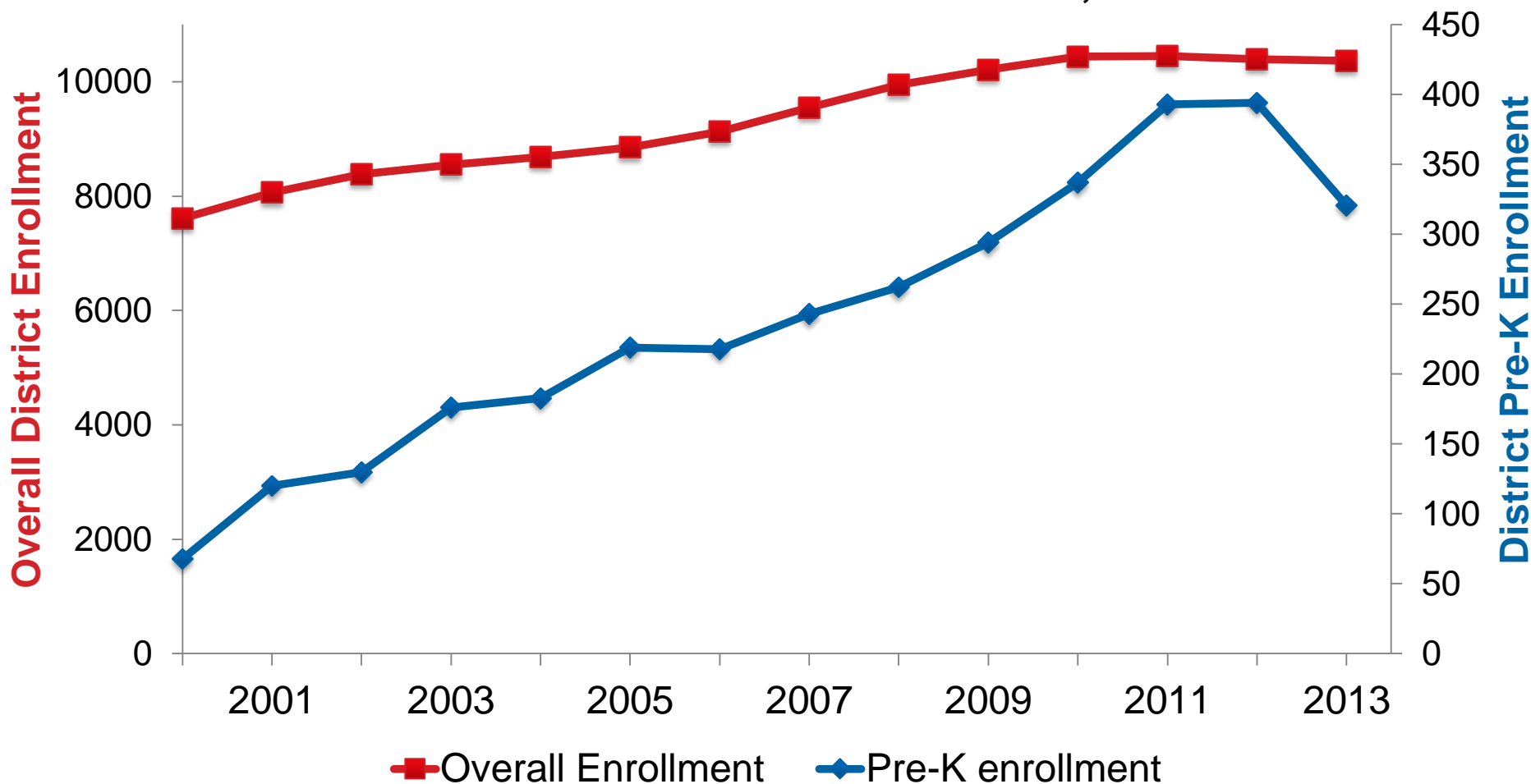


Greater Pre-K Utilization in Districts with Full Day Pre-K



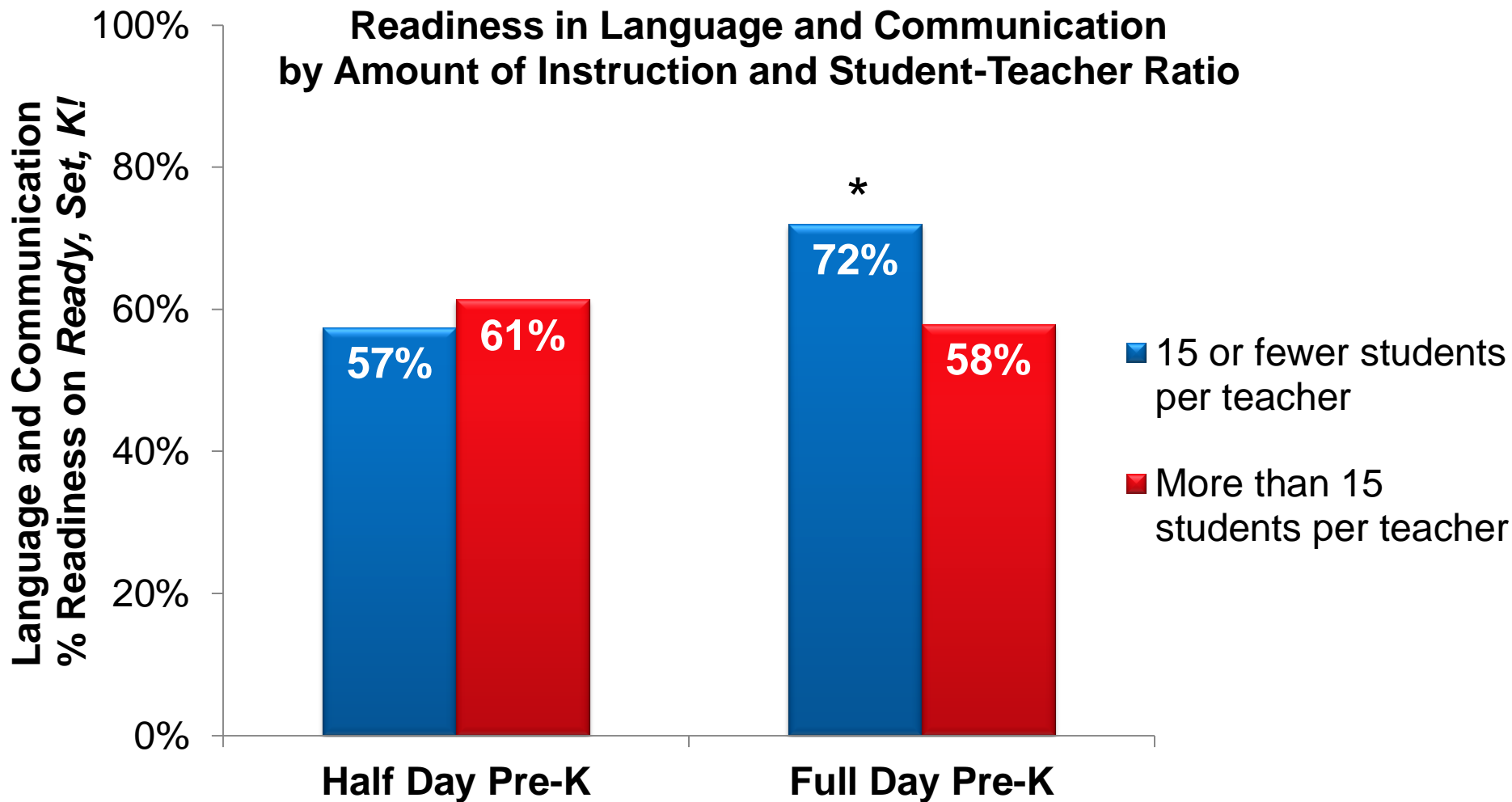
Pre-K enrollment dropped when District Changed from Full to Half Day Pre-K; Overall Enrollment Flat

Overall and Pre-K Enrollment for CTX District, 2000 - 2013



Greatest Language Readiness with Full Day Pre-K and Low Student-Teacher Ratio

Readiness in Language and Communication by Amount of Instruction and Student-Teacher Ratio



* Greater readiness than the other groups, $p < .001$

Thank You

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