

Results from the School Readiness Project: Learning in Kindergarten

As part of the School Readiness Project, kindergarten teachers have been providing data to KSDE for three years: 2005-2008. Teachers have provided data on:

- Entry and exiting skills of children in their classes
- Classroom practices (the Kindergarten Teacher Practices survey)

They have also facilitated collecting data from parents on home practices.

Child Data

The School Readiness Project examines child skill levels in several domains (oral communication, written language, math, general knowledge, symbolic development, physical development, social-emotional development, attentive behavior, and work habits). This information provides a snapshot of the 'whole child: what he or she looks like at entry into kindergarten and what he or she learns through the year.

Classroom practices

Teachers also provide data on their classroom practices so that teachers and administrators can begin to see what works best for different children, what kind of day format (all day, half day) helps children learn, and what kinds of professional development might help teachers better support student learning.

Home Practices

Parents provided data on home literacy practices, preschool experiences, and other family supports that may prove to support their child's success in school.

Results over the past three years (2005-08) indicate that:

- ✓ Children are entering kindergarten with good oral language skills
- ✓ Children have adequate social skills.
- ✓ Children who were read to every day had higher reading scores (2005-08) and scored higher on all academic achievement areas. (2007-08).
- ✓ Written language was the lowest area of skill.
- ✓ Children who are considered 'at-risk' (low income, ELL, IEP) do not have as high a level of skill in all domains.
- ✓ Children who attended preschool for a greater number of years prior to K scored higher on many of the more academic areas and lower in Attentive Behavior (2007-08).
- ✓ A significant proportion of parents have a difficult time finding quality child care.
- ✓ All domains of learning showed improved scores across the kindergarten year.
- ✓ Children in full-day kindergarten classrooms had higher spring scores in academic areas.