MKAS² Kindergarten Readiness Assessment Update

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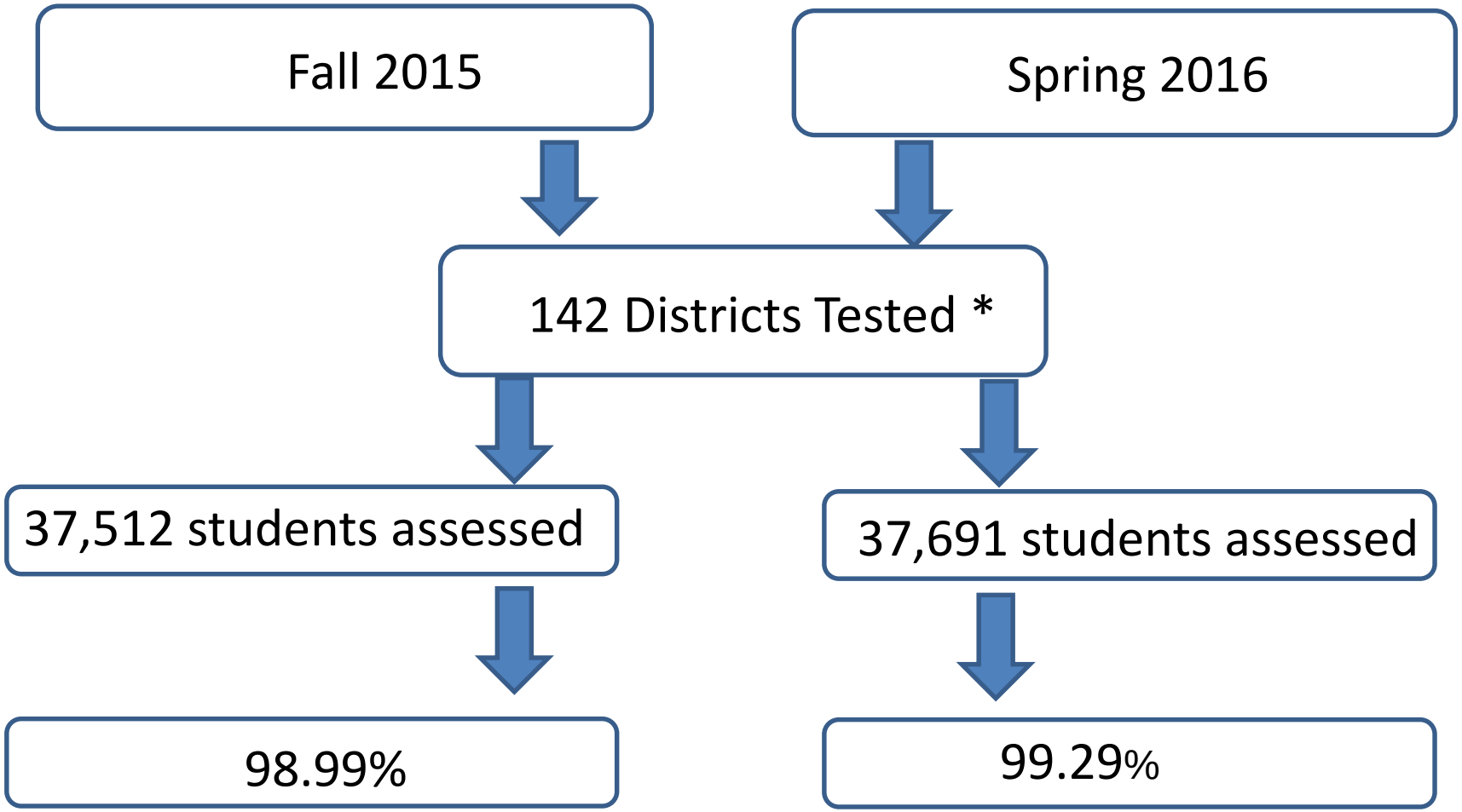
Kindergarten Readiness Assessment



* Excludes agricultural high schools.

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Kindergarten Readiness Assessment

- Computer adaptive assessment
- 27 questions (literacy and numeracy)
- Less than 30 minutes to administer
- End-of-year target score for four-year-old students = **498**
- Beginning of year target score for kindergarten = **530**
- End-of-year target score for kindergarten = **681**

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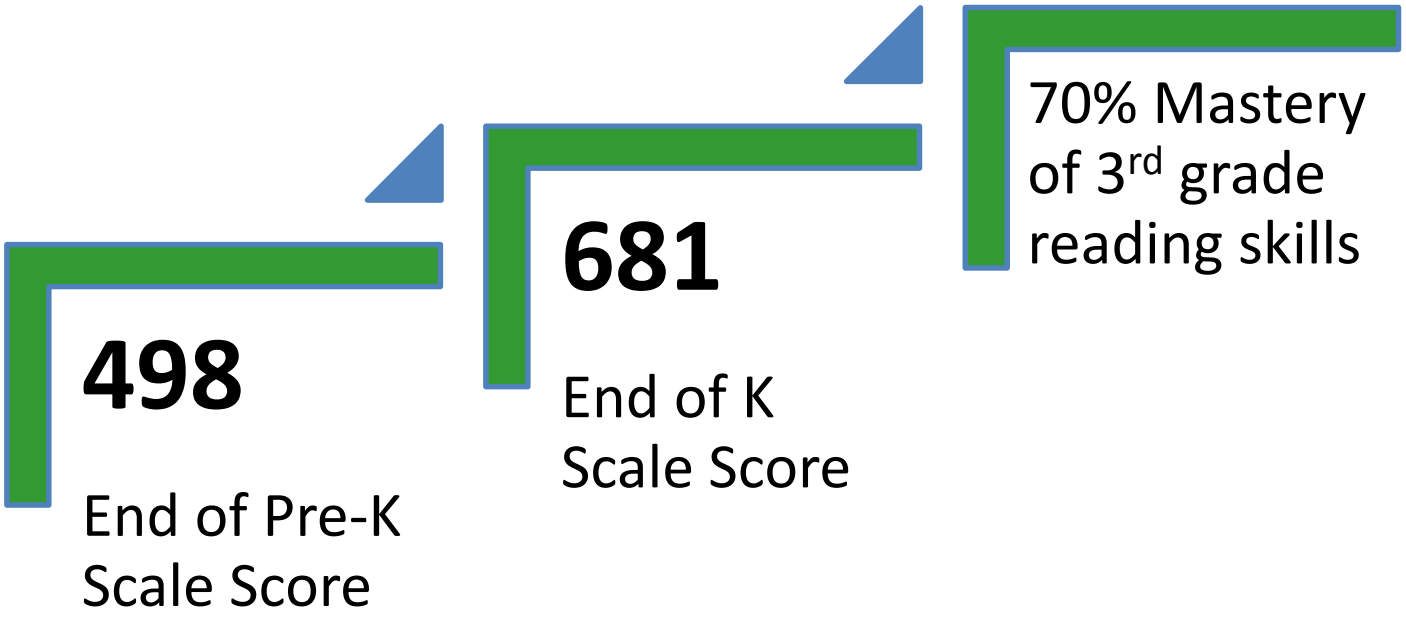
End-of-Year Trajectory to Success



Renaissance Learning reading proficiency indicators map a trajectory of student achievement in reading across grade levels.

MKAS² Kindergarten Readiness Assessment Results

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Reading Level Classifications

Emergent Reader (300 – 674)

- **Early Emergent Reader** (300 – 487): Student is beginning to understand that printed text has meaning. The student is learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. The student is also beginning to identify colors, shapes, numbers, and letters.
- **Late Emergent Reader** (488 – 674): Student can identify most of the letters of the alphabet and can catch most of the letters to their sounds. The student is also beginning to "read" picture books and familiar words around the home. Through repeated reading of favorite books with an adult, students at this stage are building their vocabularies, listening skills, and understandings of print.

Fall K

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Reading Level Classifications

Transitional Reader (675 – 774)

Spring K

Student has mastered alphabet skills and letter-sound relationships. The student can identify many beginning and ending consonant sounds and long and short vowel sounds, and is probably able to blend sounds and word parts to read simple words. The student is also likely using a variety of strategies to figure out words, such as pictures, story patterns, and phonics.

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Reading Level Classifications

Probable Reader (775 – 900)

Student is becoming proficient at recognizing many words, both in and out of context. The student spends less time identifying and sounding out words, and more time understanding what was read. Probable readers can blend sounds and word parts to read words and sentences more quickly, smoothly, and independently than students in the other stages of development.

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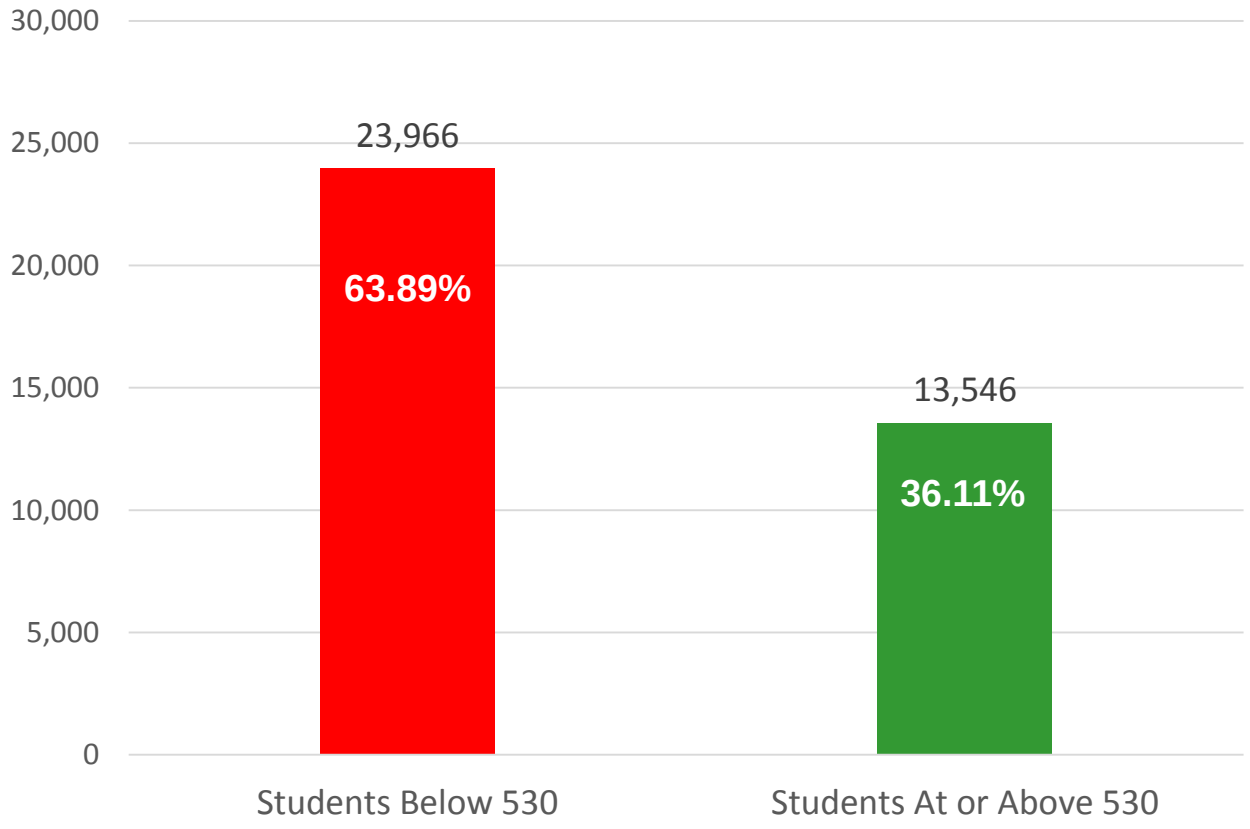
K-Readiness Fall 2015 Results

K-Readiness Fall Benchmark Score	530
Fall 2014 State Average Scale Score	501
Fall 2015 State Average Scale Score	**502**



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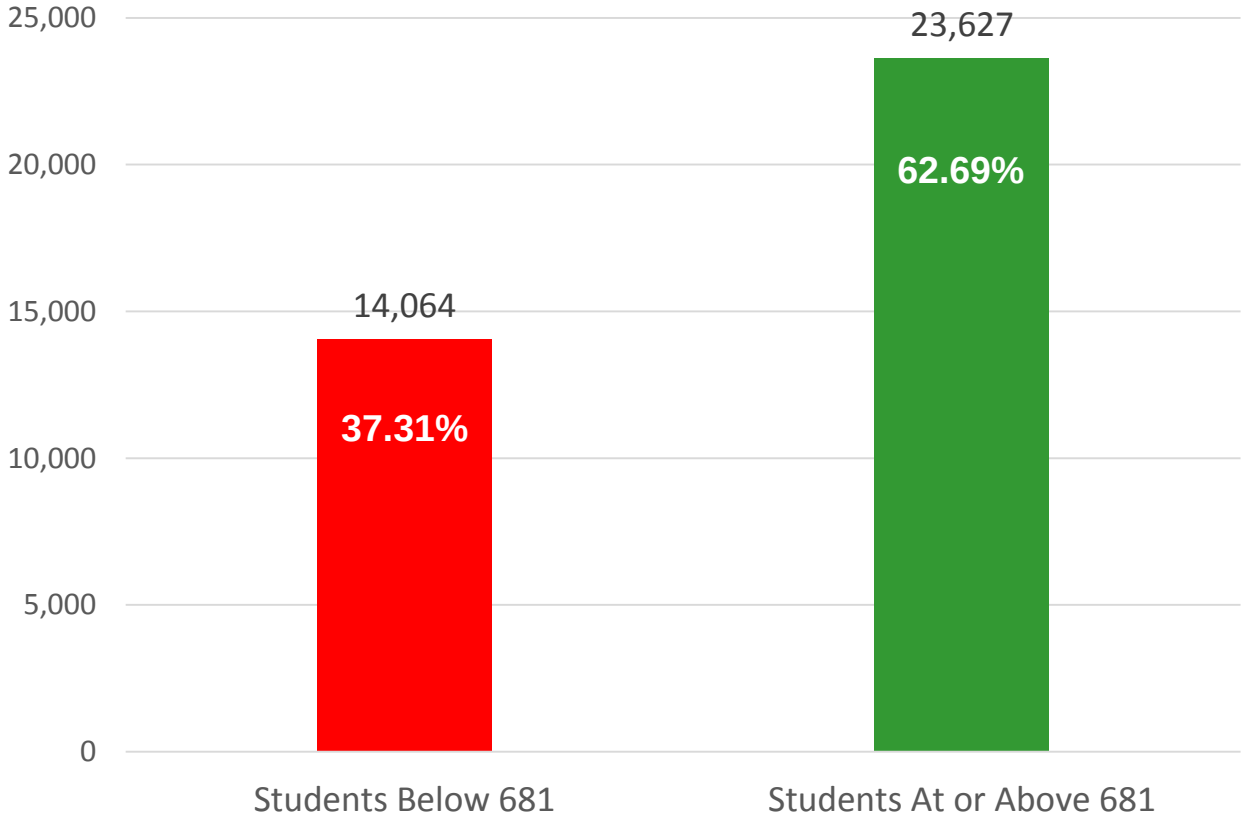
K-Readiness Spring 2016 Results

K-Readiness Spring Benchmark Score	681
Spring 2015 State Average Scale Score	680
Spring 2016 State Average Scale Score	**703**



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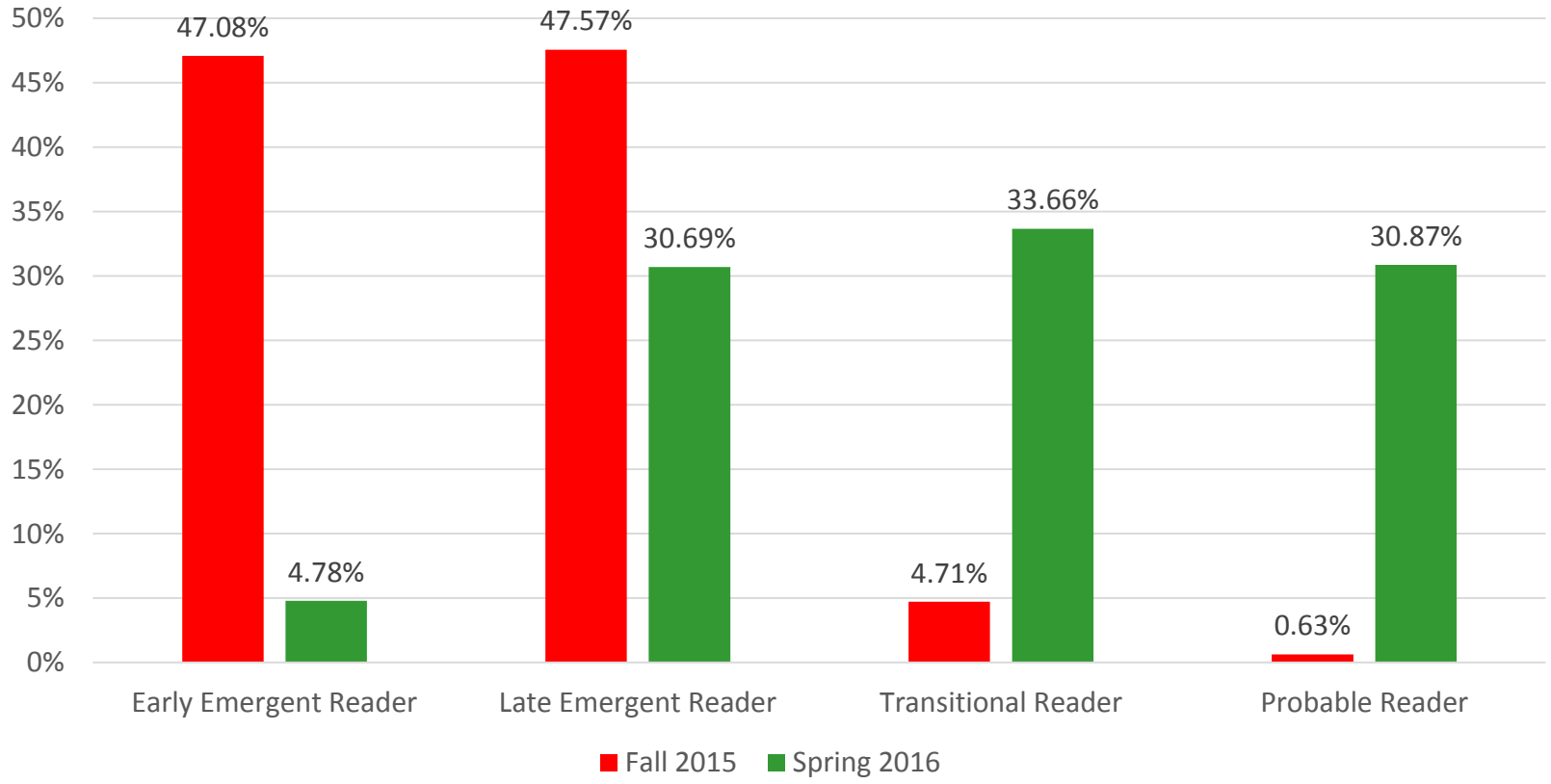
Literacy Classification By Kindergarten Students

FALL 2015 STATE TOTALS	
Early Emergent Reader	17,662
Late Emergent Reader	17,846
Transitional Reader	1,767
Probable Reader	237
Total Students	37,512

Literacy Classification Percentages Fall 2015 and Spring 2016

SPRING 2016 STATE TOTALS	
Early Emergent Reader	1,803
Late Emergent Reader	11,566
Transitional Reader	12,688
Probable Reader	11,634
Total Students	37,691



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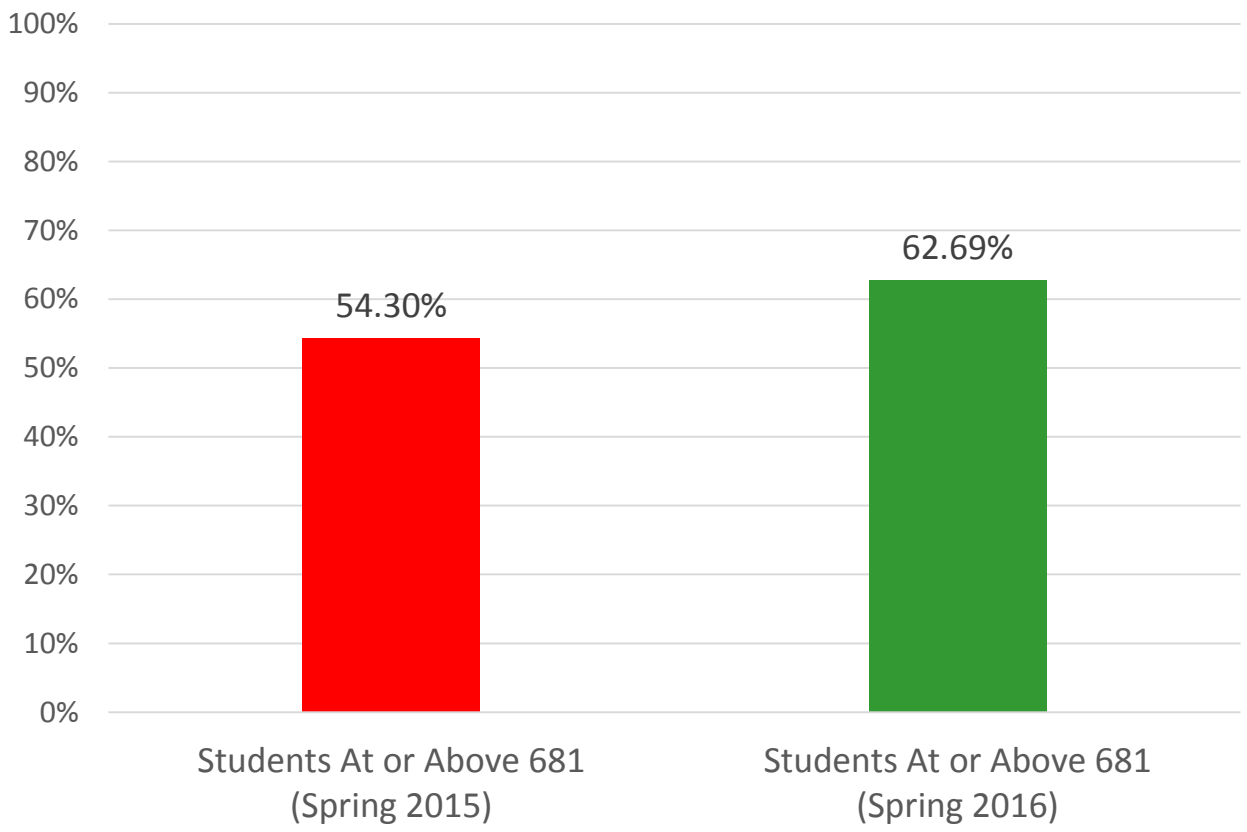
K-Readiness Comparison: Spring 2015 – Spring 2016



MKAS² Kindergarten Readiness Assessment Top Performers

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Districts with the Greatest Gain

School District	Scale Score Gain
Stone County Schools	275
Kosciusko School District	266
Union Public School District	264
Houston School District	261
Pearl Public Schools	258
Baldwyn School District	256
Pearl River County Schools	255
Enterprise School District	253
Yazoo County School District	249
Sunflower Consolidated School District	245

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Schools with Greatest Gain

School (School District)	Scale Score Gain
Perkinston Elementary (Stone County)	328
Pope Elementary (South Panola)	286
West Elementary (Gulfport)	276
Leake County Elementary (Leake County)	274
A.W. James Elementary (Sunflower Consolidated)	273
Carver Elementary (Jefferson Davis County)	272
West Oktibbeha Elementary (Starkville-Oktibbeha Consolidated)	269
Kosciusko Lower Elementary (Kosciusko)	267
Falkner Elementary (North Tippah)	267
Union Elementary (Union Public)	264

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Districts with the Highest Average Scale Score

School District	Average Scale Score
Kosciusko School District	769
Union Public School District	767
Stone County Schools	765
Enterprise School District	762
Clinton Public Schools	760
Pearl River County Schools	757
Franklin County Schools	756
Pearl Public Schools	751
Jackson County Schools	749
Union County School District	745

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Schools with the Highest Average Scale Score

School	Average Scale Score
Perkinston Elementary School (Stone County)	814
Weir Elementary School (Choctaw County)	788
French Camp Elementary School (Choctaw County)	786
Davis Magnet School (Jackson Public)	776
Itawamba Attendance Center (Itawamba County)	774
Smithville High School (Monroe County)	772
Pope Elementary School (South Panola)	770
Kosciusko Lower Elementary (Kosciusko)	769
West Wortham Elementary And Middle School (Harrison County)	768
Pineville Elementary School (Harrison County)	768

Pre-Kindergarten Assessment Results for Early Learning Collaboratives and Other Four-Year-Old Classrooms

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Reading Level Classifications

Emergent Reader (300 – 674)

Fall Pre-K

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Spring Pre-K

- **Late Emergent Reader** (488 – 674): Student can identify most of the letters of the alphabet and can match most of the letters to their sounds. The student is also beginning to "read" picture books and familiar words around the home. Through repeated reading of favorite books with an adult, students at this stage are building their vocabularies, listening skills, and understandings of print.

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Reading Level Classifications

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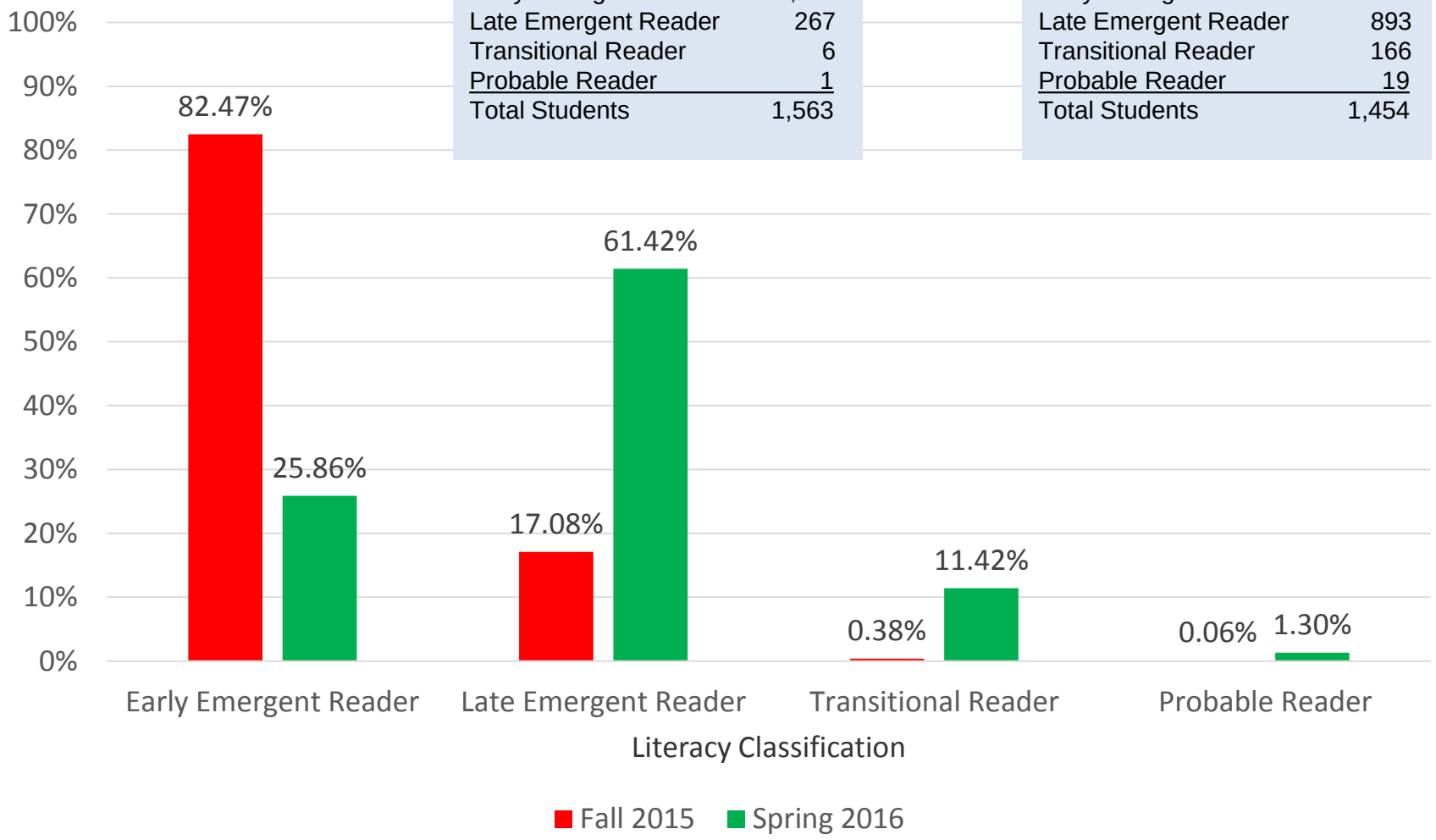
2015-2016 ELC MKAS² Results

FALL 2015 STATE TOTALS	
Early Emergent Reader	1,289
Late Emergent Reader	267
Transitional Reader	6
Probable Reader	1
Total Students	1,563

SPRING 2016 STATE TOTALS	
Early Emergent Reader	376
Late Emergent Reader	893
Transitional Reader	166
Probable Reader	19
Total Students	1,454



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2015-2016 ELC MKAS^2 Results

Pre-K Collaborative Program	Average Fall Scale Score	Average Spring Scale Score	Average Scale Score Gain
Clark County Early Learning Partnership	413	**568**	156
Coahoma County Pre-K Collaborative - Clarksdale Municipal Schools	439	**552**	114
Corinth-Alcorn-Prentiss Early Learning Collaborative	434	**597**	163
Desoto Early Learning Collaborative	429	500	70
McComb Community Collaborative for Early Learning Success	412	529	117
Monroe Early Learning Collaborative	416	**537**	121
Petal Early Learning Collaborative	431	**560**	129
Picayune School District Pre - K	436	**535**	98
Sunflower County Early Learning Collaborative	419	519	101
Tallahatchie Early Learning Alliance	409	**595**	185
The Lamar County Early Learning Collaborative	412	523	111
State of Mississippi	***424***	***555***	***130***

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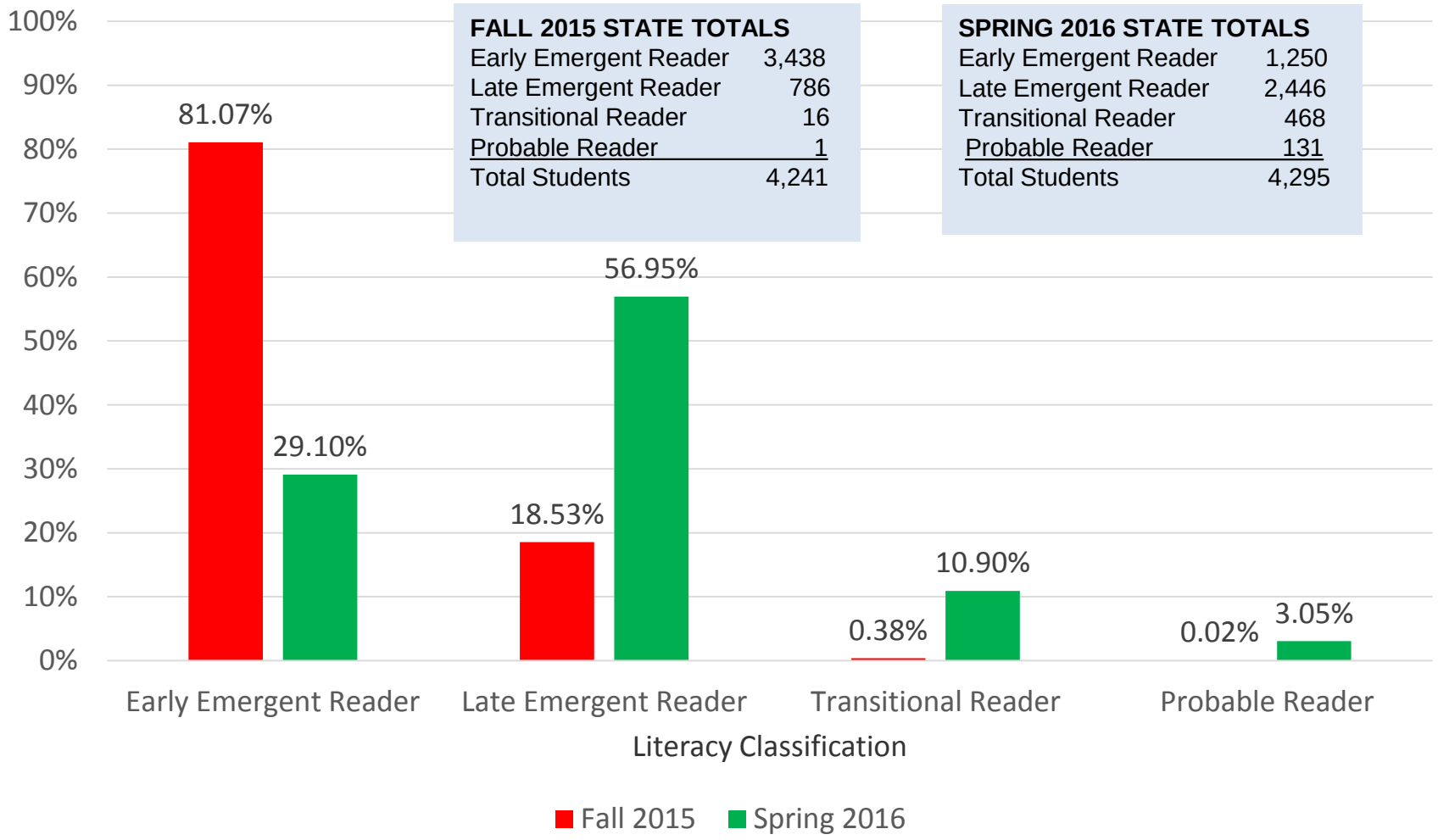
Other Pre-K Classrooms MKAS² Results



FALL 2015 STATE TOTALS	
Early Emergent Reader	3,438
Late Emergent Reader	786
Transitional Reader	16
Probable Reader	1
Total Students	4,241

SPRING 2016 STATE TOTALS	
Early Emergent Reader	1,250
Late Emergent Reader	2,446
Transitional Reader	468
Probable Reader	131
Total Students	4,295

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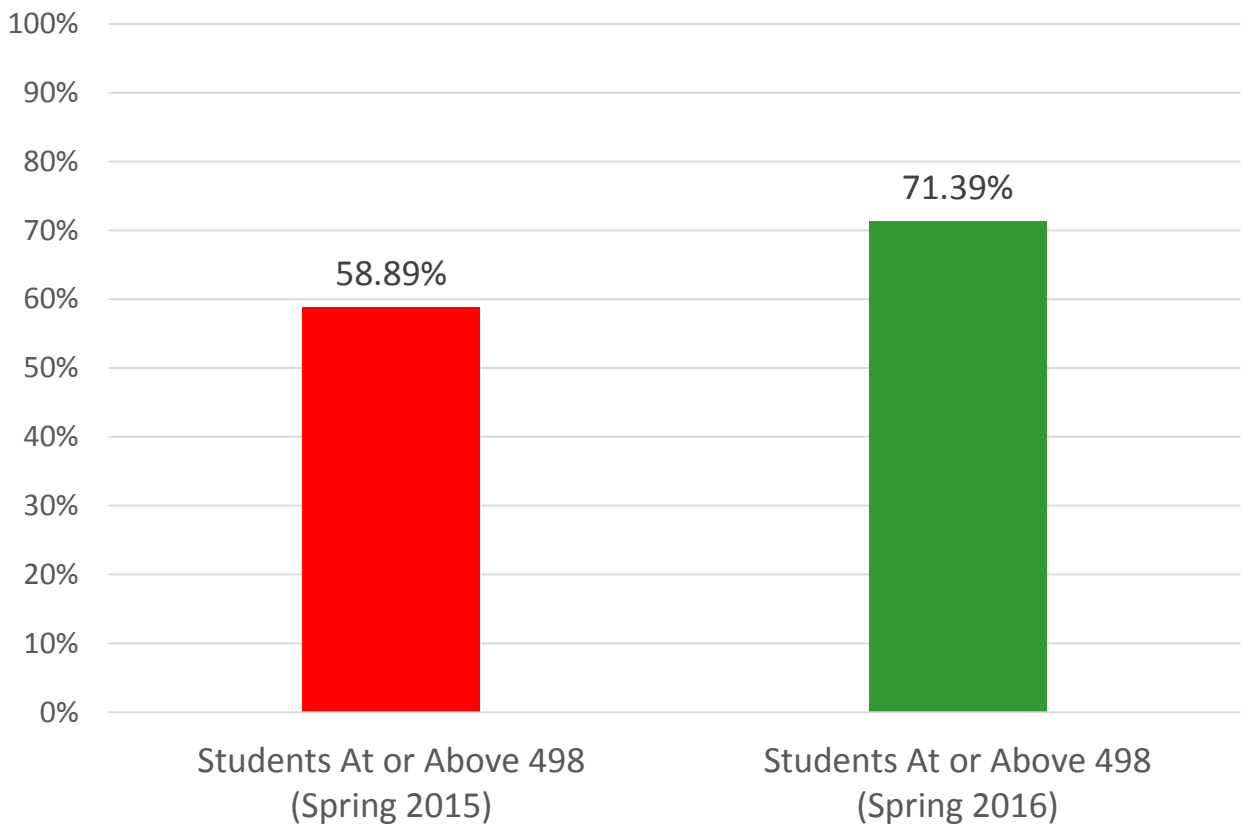
ELC Comparison: Spring 2015 – Spring 2016



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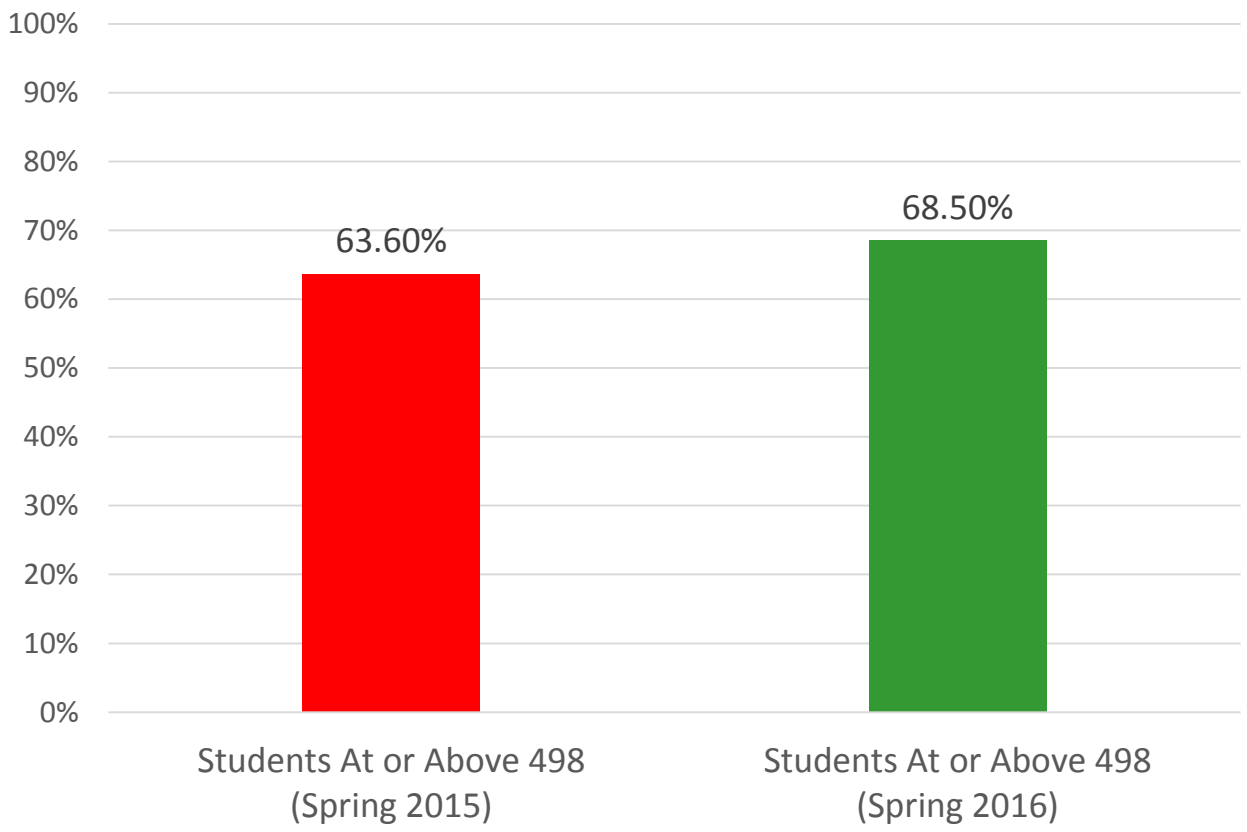
Other Pre-K Comparison: Spring 2015 – Spring 2016



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ELC and Other Classroom Results Comparison

Data Point	Early Learning Collaboratives	Other Four-Year-Old Classrooms
Fall 2015 Scale Score Average	424	426
Spring 2016 Scale Score Average	555	552
Average Scale Score Gain	131	126
Percent of Students At or Above 498	71.39%	68.50%

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Next Steps for MDE and Districts

- Continue to increase the quality and consistency of instruction in every K-3 classroom through the provision of quality professional development (model lessons, webinars, literacy coaches, professional development coordinators, etc.)
- Collaboration with Head Start, early childhood providers, and other state organizations and agencies
- Development of transition plan from Pre-K to Kindergarten
- Guidance on Pre-K program startup (funding options, space, personnel, etc.)
- Use Kindergarten Readiness Assessment data to support data driven decisions at the state and local level
  - Professional development on Early Learning Standards, Early Learning Guidelines, early childhood leadership, and related topics
  - Development and provision of resources
  - Review of Child Find processes

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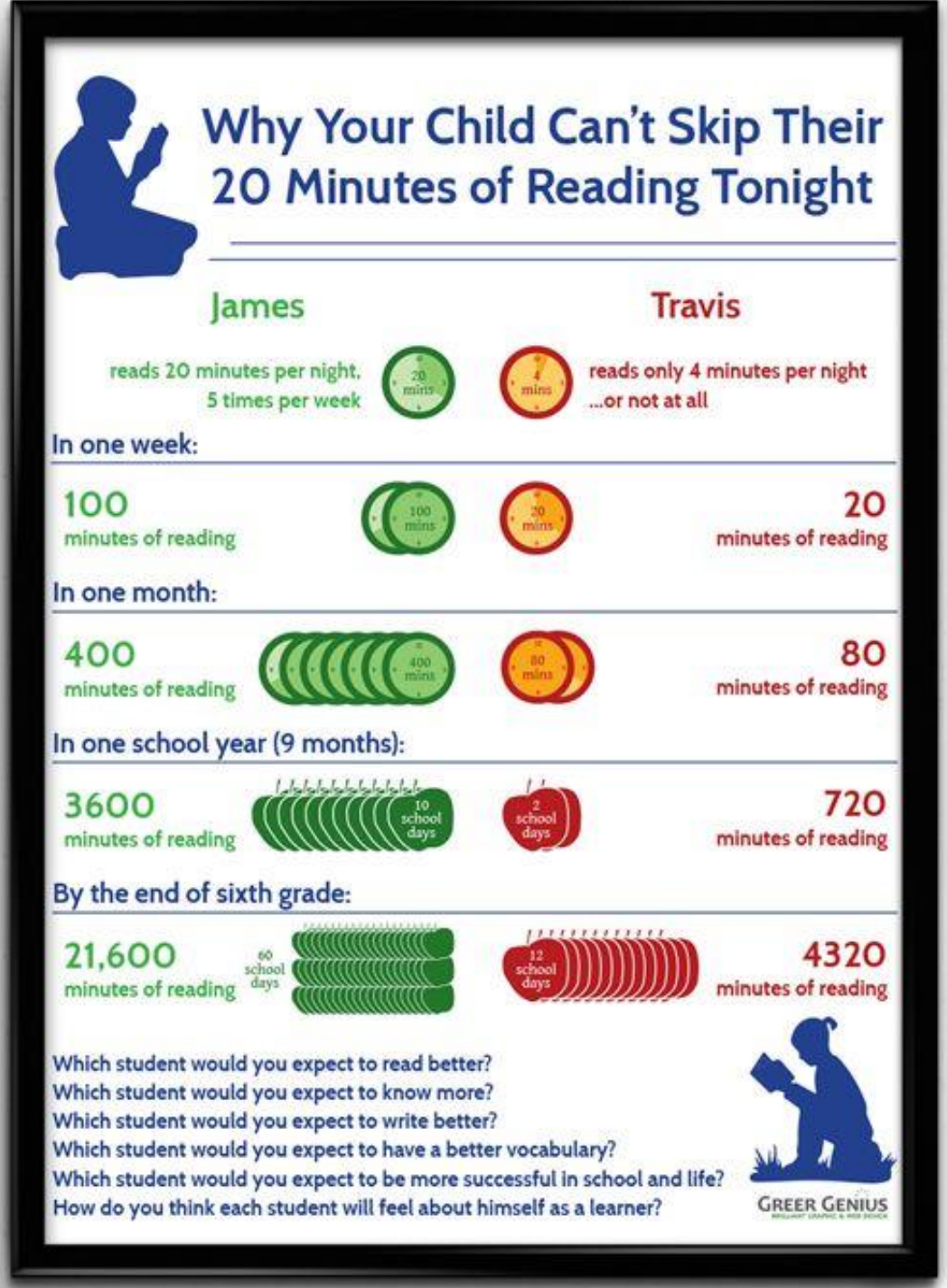
Next Steps for Parents

- Listen to your child read words and books
- Be patient and listen as he practices
- Participate in local library summer reading programs
- Refer to the Parent Read-at-Home Plan for additional activities


Why Your Child Can't Skip Their 20 Minutes of Reading Tonight
James
Travis
reads 20 minutes per night, 5 times per week
20 mins
4 mins
reads only 4 minutes per night ...or not at all
In one week:
100
minutes of reading
100 mins
20 mins
20
minutes of reading
In one month:
400
minutes of reading
400 mins
80 mins
80
minutes of reading
In one school year (9 months):
3600
minutes of reading
10 school days
2 school days
720
minutes of reading
By the end of sixth grade:
21,600
minutes of reading
60 school days
12 school days
4320
minutes of reading
Which student would you expect to read better?
Which student would you expect to know more?
Which student would you expect to write better?
Which student would you expect to have a better vocabulary?
Which student would you expect to be more successful in school and life?
How do you think each student will feel about himself as a learner?
GREER GENIUS

STRONG READERS = STRONG LEADERS
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