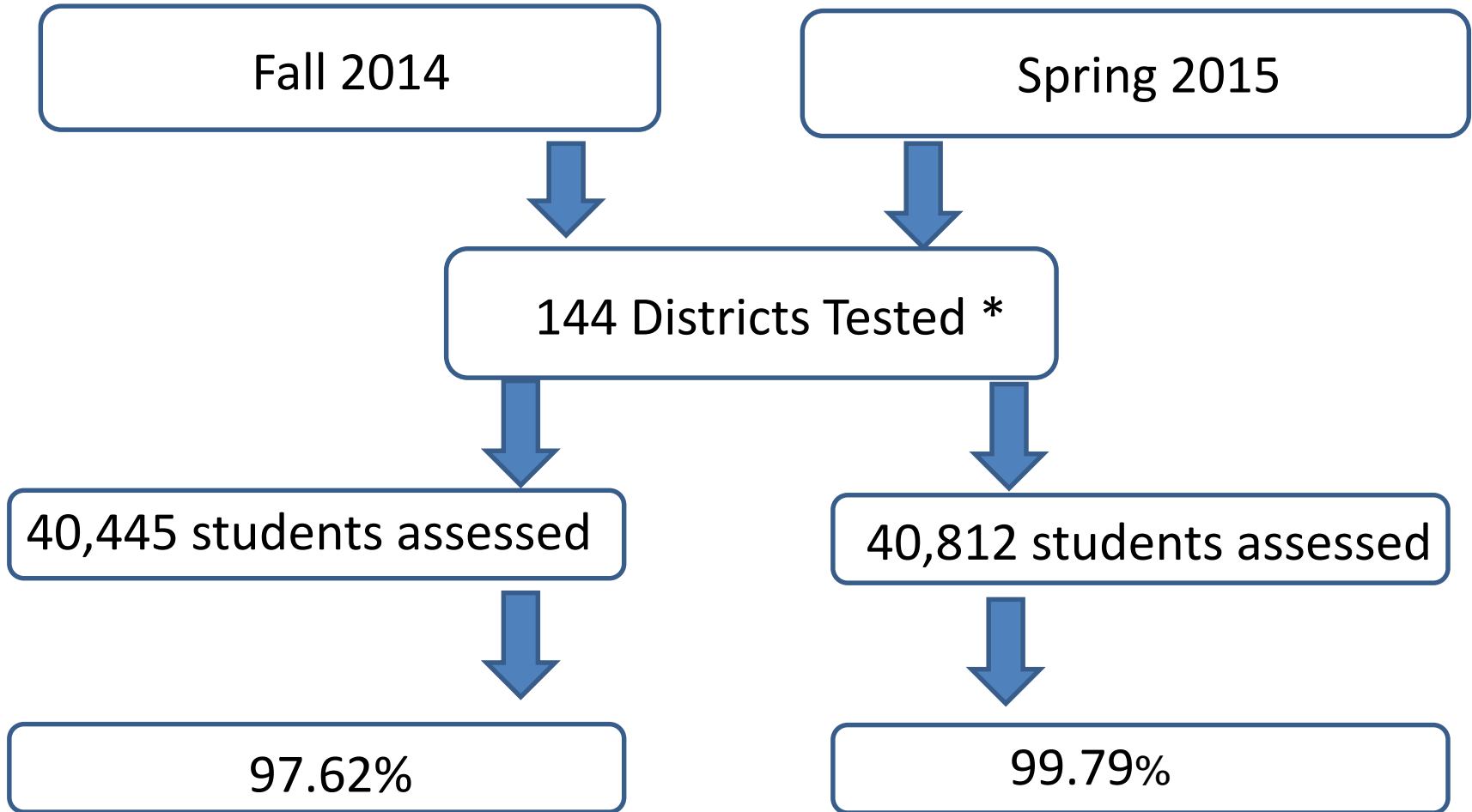


MKAS² Kindergarten Readiness Assessment Update



Kindergarten Readiness Assessment



* Excludes agricultural high schools

Kindergarten Readiness Assessment

- The Kindergarten Readiness Assessment is a computer-based adaptive assessment that distinguishes student performance into one of four levels.
- The Kindergarten Readiness Assessment takes no more than 30 minutes which includes pre-test instructions and the practice tutorial.

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.



Transitional Reader (675 – 774)



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.

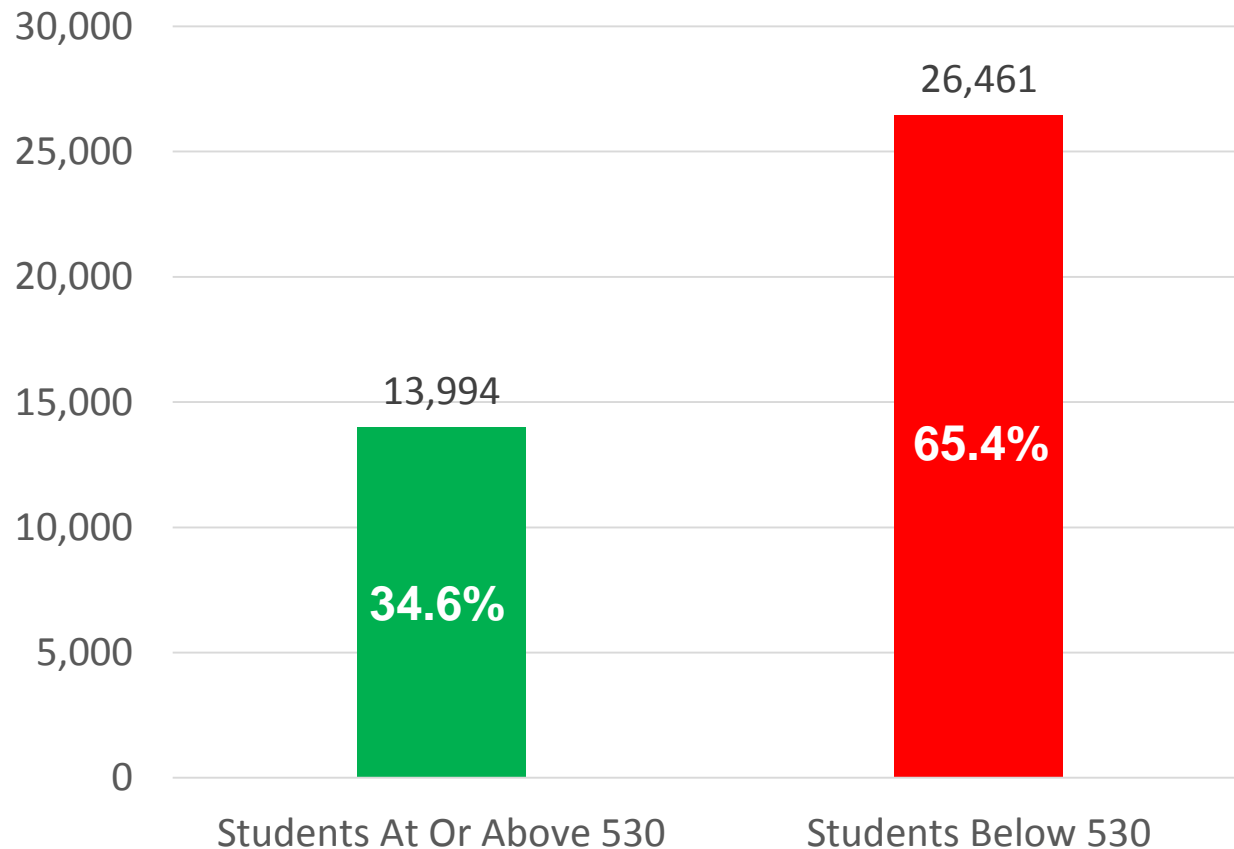
Probable Reader (775 – 900)

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.

K-Readiness Fall 2014 Results

K-Readiness Benchmark Score 530

State Average Scale Score 501



What does a score of 530 mean?

- The Kindergarten Readiness Benchmark of 530 is the scale score associated with 70 percent mastery of the assessed early literacy skills.
- Based on a four-year longitudinal study, 84% of students at the beginning of Kindergarten with a scale score of 530 or above on *STAR Early Literacy* meet or exceed the criterion for proficient reading at the end of third grade, which was set by a national standard setting committee.
- Based on the fall 2014 results, two out of every three students entered Kindergarten lacking prerequisite skills.

K-Readiness Spring 2015 Results

State Average Scale Score Fall 2014 501

State Average Scale Score Spring 2015 680

Transitional Reader Classification: 675-774

Transitional readers are generally starting to apply basic concepts about print and books. Students are beginning to read unfamiliar words and easy reader material, but are not yet fluent, independent readers.

Literacy Classification By Kindergarten Students

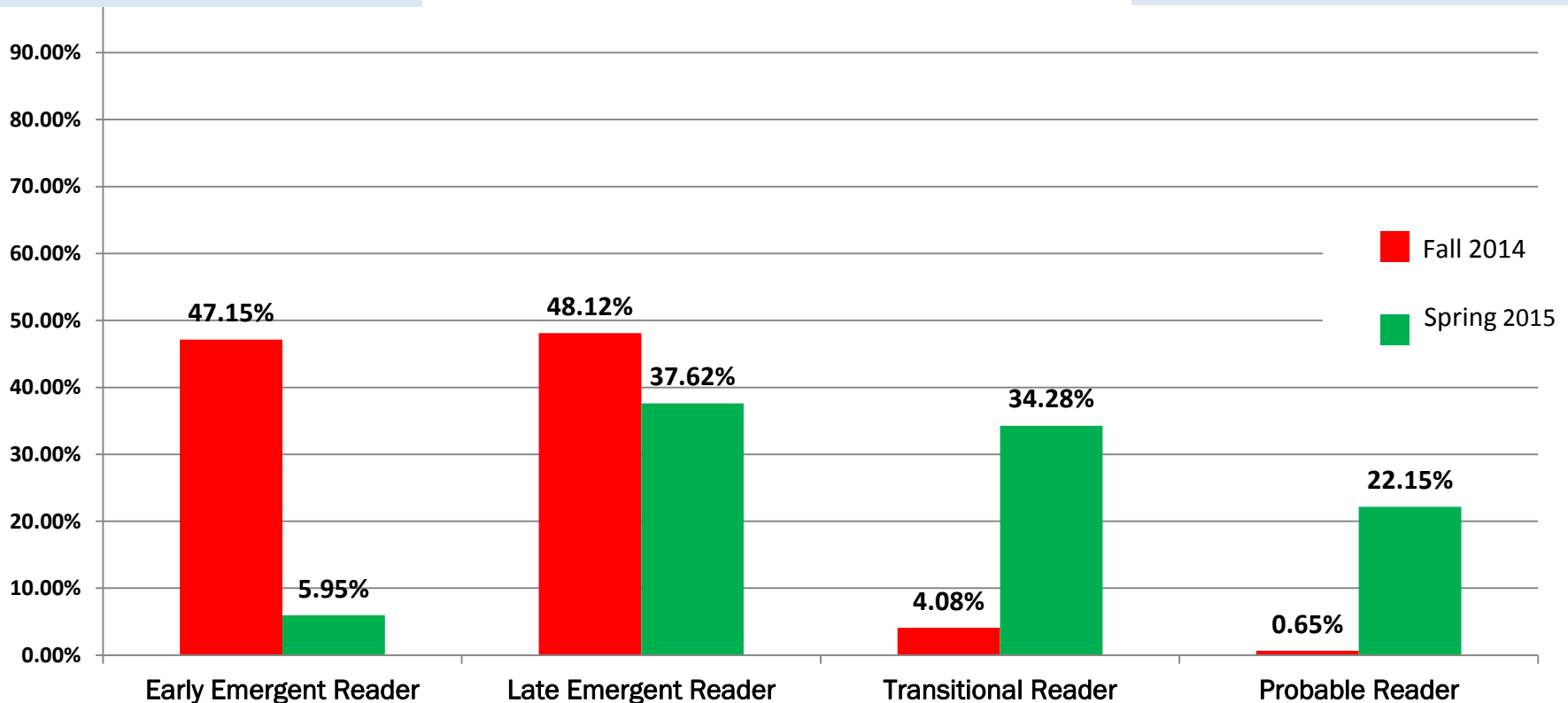
State Literacy Classifications Fall 2014 and Spring 2015

FALL 2014 STATE TOTALS

| | |
|-----------------------|--------|
| Early Emergent Reader | 19,067 |
| Late Emergent Reader | 19,464 |
| Transitional Reader | 1,651 |
| Probable Reader | 262 |
| Total Students | 40,444 |

SPRING 2015 STATE TOTALS

| | |
|-----------------------|--------|
| Early Emergent Reader | 2,427 |
| Late Emergent Reader | 15,353 |
| Transitional Reader | 13,992 |
| Probable Reader | 9,040 |
| Total Students | 40,812 |



Number of Districts by Classification Based on Average Student Score

| Classification Level | Fall 2014 | Spring 2015 |
|--------------------------------------|-----------|-------------|
| Early Emergent Reader (300 - 487) | 46 | 0 |
| Late Emergent Reader (488 - 674) | 98 | 64 |
| Transitional Reader (675 - 774) | 0 | 80 |
| Probable Reader (775 - 900) | 0 | 0 |

Number of Schools by Classification Based on Average Student Score

| Classification Level | Fall 2014 | Spring 2015 |
|--------------------------------------|-----------|-------------|
| Early Emergent Reader (300 - 487) | 155 | 0 |
| Late Emergent Reader (488 - 674) | 271 | 194 |
| Transitional Reader (675 - 774) | 0 | 230 |
| Probable Reader (775 - 900) | 0 | 2 |

MKAS² K-Readiness Assessment Scaled Score Gains



Districts with the Greatest Gain

| School District | Fall 2014 | Spring 2015 | Scaled Score Gain |
|--------------------------------|-----------|-------------|-------------------|
| Kosciusko School District | 445 | 762 | 317 |
| Coffeeville School District | 459 | 713 | 254 |
| Pearl Public Schools | 471 | 714 | 243 |
| Stone County Schools | 501 | 739 | 238 |
| Poplarville School District | 485 | 720 | 236 |
| Pascagoula School District | 483 | 718 | 236 |
| Nettleton School District | 506 | 736 | 230 |
| Bay St. Louis-Waveland Schools | 499 | 729 | 230 |
| North Panola Schools | 458 | 687 | 229 |
| North Pike School District | 502 | 727 | 224 |
| Aberdeen School District | 513 | 736 | 224 |



Districts with the Least Gain

| School District | Fall 2014 | Spring 2015 | Scaled Score Gain |
|--------------------------------|-----------|-------------|-------------------|
| Okolona Municipal Sep. Schools | 472 | 614 | 142 |
| South Delta School District | 470 | 612 | 142 |
| Leake County Schools | 488 | 629 | 141 |
| Greenville Public Schools | 513 | 653 | 140 |
| Clarksdale Municipal Schools | 490 | 629 | 139 |
| Columbus Municipal Schools | 492 | 624 | 132 |
| Holly Springs School District | 498 | 630 | 132 |
| West Tallahatchie School | 473 | 595 | 122 |
| Noxubee County Schools | 495 | 605 | 110 |
| Union Public School District | 517 | 619 | 101 |
| Tunica County School District | 552 | 645 | 94 |

Next Steps for MDE and Districts

- 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.)
- Collaborate with Head Start, early childhood providers, and other state organizations and agencies
- Develop transition plan from Pre-K to Kindergarten and Kindergarten to 1st grade
- Provide 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

Next Steps for Parents

- Read to and with your child everyday
- Listen to your child read words and books
- Be patient and listen as your child 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

reads 20 minutes per night,
5 times per week



Travis

reads only 4 minutes per night
...or not at all



In one week:

100

minutes of reading



20

minutes of reading

In one month:

400

minutes of reading



80

minutes of reading

In one school year (9 months):

3600

minutes of reading



720

minutes of reading

By the end of sixth grade:

21,600

minutes of reading



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
ILLUSTRATION: SHARON L. HARRIS

