MKAS² Kindergarten Readiness Assessment Update
Kindergarten Readiness Assessment

Fall 2015

142 Districts Tested *

37,512 students assessed

98.99%

Spring 2016

37,691 students assessed

99.29%

* Excludes agricultural high schools.
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
Renaissance Learning reading proficiency indicators map a trajectory of student achievement in reading across grade levels.
MKAS\textsuperscript{2} Kindergarten Readiness Assessment Results
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 2015 Results

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

<table>
<thead>
<tr>
<th>Students Below 530</th>
<th>Students At or Above 530</th>
</tr>
</thead>
<tbody>
<tr>
<td>23,966</td>
<td>13,546</td>
</tr>
</tbody>
</table>

63.89% of students are below 530, while 36.11% are at or above 530.
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

- Students Below 681: 14,064 (37.31%)
- Students At or Above 681: 23,627 (62.69%)
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

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

Literacy Classification Percentages
Fall 2015 and Spring 2016

Fall 2015
Spring 2016

Early Emergent Reader 47.08% 47.57%
Late Emergent Reader 30.69% 33.66%
Transitional Reader 4.78% 0.63%
Probable Reader 10% 15%

Fall 2015
Spring 2016

Early Emergent Reader 47.08% 47.57%
Late Emergent Reader 30.69% 33.66%
Transitional Reader 4.78% 0.63%
Probable Reader 10% 15%

Students At or Above 681 (Spring 2015) - 54.30%

Students At or Above 681 (Spring 2016) - 62.69%
MKAS$^2$ Kindergarten Readiness Assessment Top Performers
## Districts with the Greatest Gain

<table>
<thead>
<tr>
<th>School District</th>
<th>Scale Score Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stone County Schools</td>
<td>275</td>
</tr>
<tr>
<td>Kosciusko School District</td>
<td>266</td>
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<tr>
<td>Union Public School District</td>
<td>264</td>
</tr>
<tr>
<td>Houston School District</td>
<td>261</td>
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<tr>
<td>Pearl Public Schools</td>
<td>258</td>
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<tr>
<td>Baldwyn School District</td>
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<tr>
<td>Pearl River County Schools</td>
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<tr>
<td>Enterprise School District</td>
<td>253</td>
</tr>
<tr>
<td>Yazoo County School District</td>
<td>249</td>
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<tr>
<td>Sunflower Consolidated School District</td>
<td>245</td>
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### Schools with Greatest Gain

<table>
<thead>
<tr>
<th>School (School District)</th>
<th>Scale Score Gain</th>
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</thead>
<tbody>
<tr>
<td>Perkinston Elementary (Stone County)</td>
<td>328</td>
</tr>
<tr>
<td>Pope Elementary (South Panola)</td>
<td>286</td>
</tr>
<tr>
<td>West Elementary (Gulfport)</td>
<td>276</td>
</tr>
<tr>
<td>Leake County Elementary (Leake County)</td>
<td>274</td>
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<tr>
<td>A.W. James Elementary (Sunflower Consolidated)</td>
<td>273</td>
</tr>
<tr>
<td>Carver Elementary (Jefferson Davis County)</td>
<td>272</td>
</tr>
<tr>
<td>West Oktibbeha Elementary (Starkville-Oktibbeha Consolidated)</td>
<td>269</td>
</tr>
<tr>
<td>Kosciusko Lower Elementary (Kosciusko)</td>
<td>267</td>
</tr>
<tr>
<td>Falkner Elementary (North Tippah)</td>
<td>267</td>
</tr>
<tr>
<td>Union Elementary (Union Public)</td>
<td>264</td>
</tr>
</tbody>
</table>
## Districts with the Highest Average Scale Score

<table>
<thead>
<tr>
<th>School District</th>
<th>Average Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kosciusko School District</td>
<td>769</td>
</tr>
<tr>
<td>Union Public School District</td>
<td>767</td>
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<tr>
<td>Stone County Schools</td>
<td>765</td>
</tr>
<tr>
<td>Enterprise School District</td>
<td>762</td>
</tr>
<tr>
<td>Clinton Public Schools</td>
<td>760</td>
</tr>
<tr>
<td>Pearl River County Schools</td>
<td>757</td>
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<tr>
<td>Franklin County Schools</td>
<td>756</td>
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<tr>
<td>Pearl Public Schools</td>
<td>751</td>
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<tr>
<td>Jackson County Schools</td>
<td>749</td>
</tr>
<tr>
<td>Union County School District</td>
<td>745</td>
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</table>
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<th>School</th>
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</thead>
<tbody>
<tr>
<td>Perkinston Elementary School (Stone County)</td>
<td>814</td>
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<tr>
<td>Weir Elementary School (Choctaw County)</td>
<td>788</td>
</tr>
<tr>
<td>French Camp Elementary School (Choctaw County)</td>
<td>786</td>
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<tr>
<td>Davis Magnet School (Jackson Public)</td>
<td>776</td>
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<tr>
<td>Itawamba Attendance Center (Itawamba County)</td>
<td>774</td>
</tr>
<tr>
<td>Smithville High School (Monroe County)</td>
<td>772</td>
</tr>
<tr>
<td>Pope Elementary School (South Panola)</td>
<td>770</td>
</tr>
<tr>
<td>Kosciusko Lower Elementary (Kosciusko)</td>
<td>769</td>
</tr>
<tr>
<td>West Wortham Elementary And Middle School (Harrison County)</td>
<td>768</td>
</tr>
<tr>
<td>Pineville Elementary School (Harrison County)</td>
<td>768</td>
</tr>
</tbody>
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Pre-Kindergarten Assessment Results for Early Learning Collaboratives and Other Four-Year-Old Classrooms
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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

![Bar chart showing literacy classification for Fall 2015 and Spring 2016](chart.png)

- Early Emergent Reader: Fall 2015 = 82.47%, Spring 2016 = 61.42%
- Late Emergent Reader: Fall 2015 = 25.86%, Spring 2016 = 17.08%
- Transitional Reader: Fall 2015 = 0.38%, Spring 2016 = 11.42%
- Probable Reader: Fall 2015 = 0.06%, Spring 2016 = 1.30%
# 2015-2016 ELC MKAS² Results

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

- Early Emergent Reader: 81.07% (Fall 2015) 29.10% (Spring 2016)
- Late Emergent Reader: 18.53% (Fall 2015) 56.95% (Spring 2016)
- Transitional Reader: 0.38% (Fall 2015) 10.90% (Spring 2016)
- Probable Reader: 0.02% (Fall 2015) 3.05% (Spring 2016)
ELC Comparison:
Spring 2015 – Spring 2016

Students At or Above 498
(Spring 2015) 58.89%

Students At or Above 498
(Spring 2016) 71.39%
Other Pre-K Comparison: Spring 2015 – Spring 2016

- Students At or Above 498 (Spring 2015): 63.60%
- Students At or Above 498 (Spring 2016): 68.50%
### ELC and Other Classroom Results Comparison

<table>
<thead>
<tr>
<th>Data Point</th>
<th>Early Learning Collaboratives</th>
<th>Other Four-Year-Old Classrooms</th>
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</thead>
<tbody>
<tr>
<td>Fall 2015 Scale Score Average</td>
<td>424</td>
<td>426</td>
</tr>
<tr>
<td>Spring 2016 Scale Score Average</td>
<td>555</td>
<td>552</td>
</tr>
<tr>
<td>Average Scale Score Gain</td>
<td>131</td>
<td>126</td>
</tr>
<tr>
<td>Percent of Students At or Above 498</td>
<td>71.39%</td>
<td>68.50%</td>
</tr>
</tbody>
</table>
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
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  
reads 20 minutes per night,  
5 times per week  

20 minutes of reading  

In one week:  
100 minutes of reading  

In one month:  
400 minutes of reading  

In one school year (9 months):  
3600 minutes of reading  

By the end of sixth grade:  
21,600 minutes of reading

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

20 minutes of reading  

In one week:  
100 minutes of reading  

In one month:  
80 minutes of reading  

In one school year (9 months):  
720 minutes of reading  

By the end of sixth grade:  
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?