

Agency Mission: To lead the Pre-kindergarten through grade 12 education enterprise to give all Oregon students a valuable, first-rate education.

KPM #2	KINDERGARTEN READINESS—Percentage of kindergarten children demonstrating readiness criteria	Measure since: 1999/00
<b>Goal</b>	STUDENT SUCCESS: Each young child is ready for kindergarten.	
<b>Oregon Context</b>	OBM #18 – Ready to Learn; STUDENT SUCCESS: Young children are successful in kindergarten programs.	
<b>Data source</b>	The Kindergarten Readiness Survey, a teacher observation survey, is <u>administered bi-annually</u> in November, results available in March.	
<b>Owner</b>	Office of Student Learning and Partnerships (OSLP), Early Childhood Section, Catherine Heaton 503-947-5714	

**6. OUR STRATEGY**

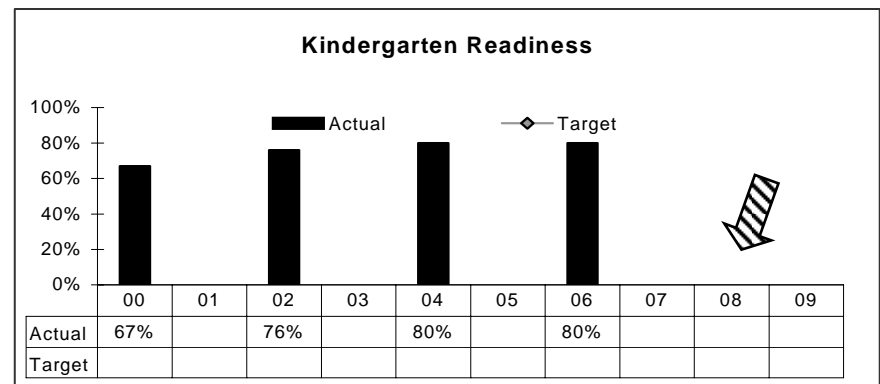
The ODE influences Head Start / Oregon Pre-K programs and services through its leadership and accountability roles.

The Department contributes to the likelihood that young children benefit from high-quality, best practice programs and services by:

- Providing training on child development and care, and family services, and research-based practices,
- Interpreting federal and state legislation and rules, and
- Monitoring program quality and reporting the results.

The ODE also contributes to a body of knowledge about the value of early learning experiences for young children including those living in high poverty and those with developmental delays. The ODE administers the *Kindergarten Readiness Survey*, analyzes the data and prepares the *Kindergarten Results Report – Readiness to Learn*.

[www.ode.state.or.us/search/page/?id=1356](http://www.ode.state.or.us/search/page/?id=1356)



Key Partners

- Federal Region 10 Head Start Office
- Administration for Children and Families (ACF) (Region 10)
- Training and Technical Assistance for Head Start (Region 10)
- Early Childhood Special Education (ECSP) programs
- Oregon Commission for Children and Families (OCCF)
- Oregon Child Development Coalition (OCDC)
- Migrant and Tribal Head Start
- Advisory Team on Underrepresented and Minority Student Achievement
- Schools and Kindergarten Teachers
- Leaders Roundtable

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State Advisory Council for Special Education (SACSE)  
Oregon Education Association (OEA)  
Oregon School Boards Association (OSBA)  
Confederation of Oregon School Administrators (COSA)  
Office of Special Education Programs (OSEP)  
Children's Institute  
State Interagency Coordinating Council (SICC)

#### **7. ABOUT THE TARGETS – Higher is better**

The former targets were 100%; however, targets for 2009 and subsequent years will be based on 2008 baseline data and a consideration for what is “reasonable” to expect. Based on input from kindergarten teachers and other stakeholders, enhancements to the survey content are expected to be included in the 2008 Kindergarten Readiness Survey. Baseline data will be collected from the enhanced survey and will inform the new performance targets.

#### **8. HOW WE ARE DOING**

Based on the Kindergarten Readiness Survey, the percentage of children that attended pre-school programs and met all six of the developmental domains has been consistent for two data points (2004 and 2006). The data represent a snapshot of teacher perceptions about their students at a point in time. This snapshot in time is positive because 80% (N=26,618) kindergarten children met the criteria for six developmental domains (physical well-being, language and literacy, approach to learning, cognitive/general knowledge, motor development, and social/emotional development) based on the perception of kindergarten teachers.

#### **9. HOW WE COMPARE**

Because of differences in method, it is difficult to make comparisons from “ready to learn” or “school readiness” measures. An analysis of the methods used for Washington State’s Pre-K survey and Oregon’s *Kindergarten Readiness Survey* demonstrated this. Although there were similarities between the surveys, the method differed in the unit of analysis (perceptions of individual children vs. ratings of the overall classroom or group of children) and the rating scale (5-point scale from “always” to “never” vs. percentage ranges, “0-20%”, 41-60%, etc.). In addition, the comparability between the groups of children is highly questionable making comparative statements risky.

#### **10. FACTORS AFFECTING RESULTS**

There are at least three methodological factors that affect the results:

- Kindergarten teachers volunteer to complete the *Kindergarten Readiness Survey* and it’s difficult to know the degree of time or effort that goes into their work on completing the survey.
- The survey is administered every two years and the teachers might be different from time to time.
- The groups of children from survey to survey are different in size and composition and the survey outcomes are not adjusted to account for group differences.

#### **11. WHAT NEEDS TO BE DONE**

The work has started. The ODE has been working with a group of kindergarten teachers and other stakeholders to identify enhancements for the survey.

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12. **ABOUT THE DATA** -- OR FY Reporting Cycle

The survey method affects how data should be interpreted. The *Kindergarten Readiness Survey* is a voluntary survey of kindergarten teachers' perceptions about one of their classes of kindergarten students. In 2006, 1,294 teachers gave their impressions of 26,618 children. The data represent a snapshot of these teachers' perceptions and these students at a point in time and survey results have not been adjusted for group size. Caution should be used when comparing results (percentages) from group to group and from year to year.