

PROFILES OF CHILDREN'S KINDERGARTEN READINESS IN OREGON

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Portland State
UNIVERSITY



THE KINDERGARTEN TRANSITION

- ◆ Moving into kindergarten is a qualitative shift for children
 - Goals, demands, and nature of evaluation change
- ◆ Some children are more “ready” than others to meet the new goals of kindergarten
- ◆ Assessing children's readiness for kindergarten is a new goal at the state and national level



OREGON KINDERGARTEN

ASSESSMENT (Oregon Department of Education, 2015)

- ◆ Early Academic Skills
 - ◆ *Early literacy*
 - ◆ *Early math*
- ◆ Approaches to Learning Skills
 - ◆ *Self-regulation*
 - ◆ *Interpersonal skills*



GOALS OF TODAY'S STUDY

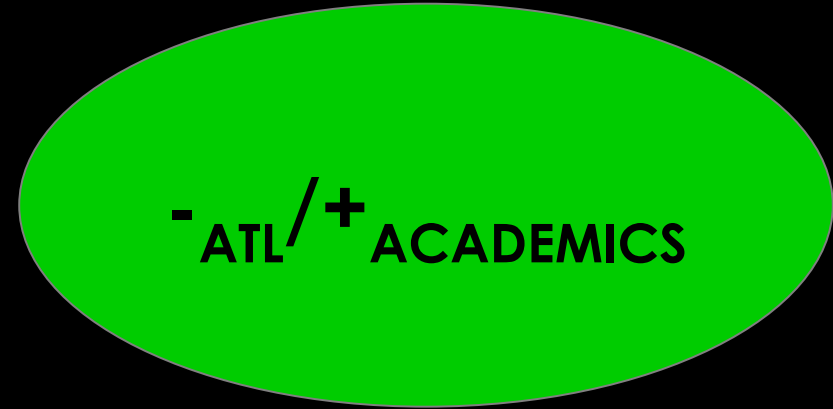
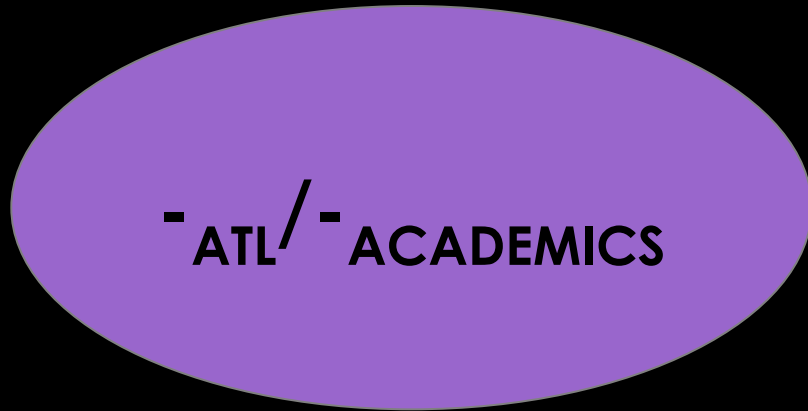
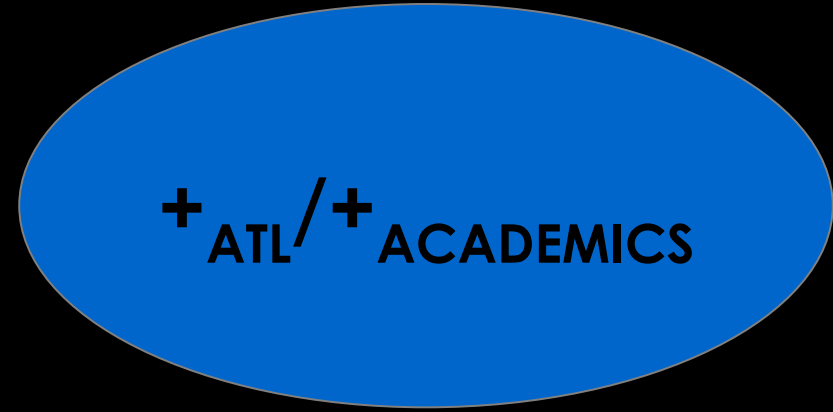
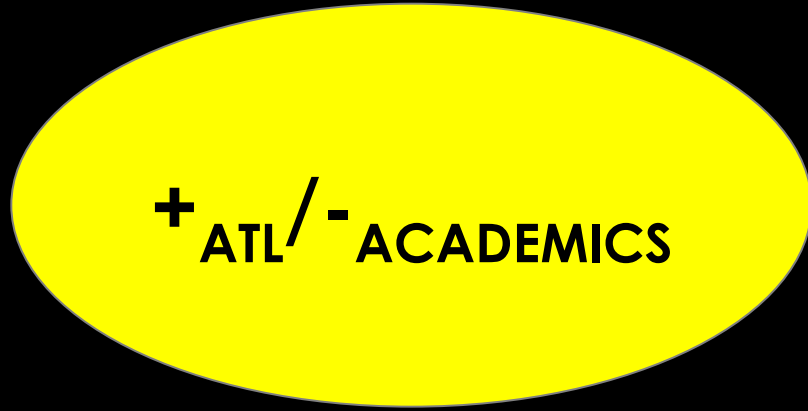
- 1) Use the OKA data to describe entering kindergarteners
 - ◆ Determine **profiles** that are intuitive and practical to researchers, practitioners, and policy makers alike

- 2) Explore the developmental implications of these profiles
 - ◆ Compare the academic and social **development** of students in these profiles across the kindergarten year



GOAL 1

Approaches to Learning
Composite Score



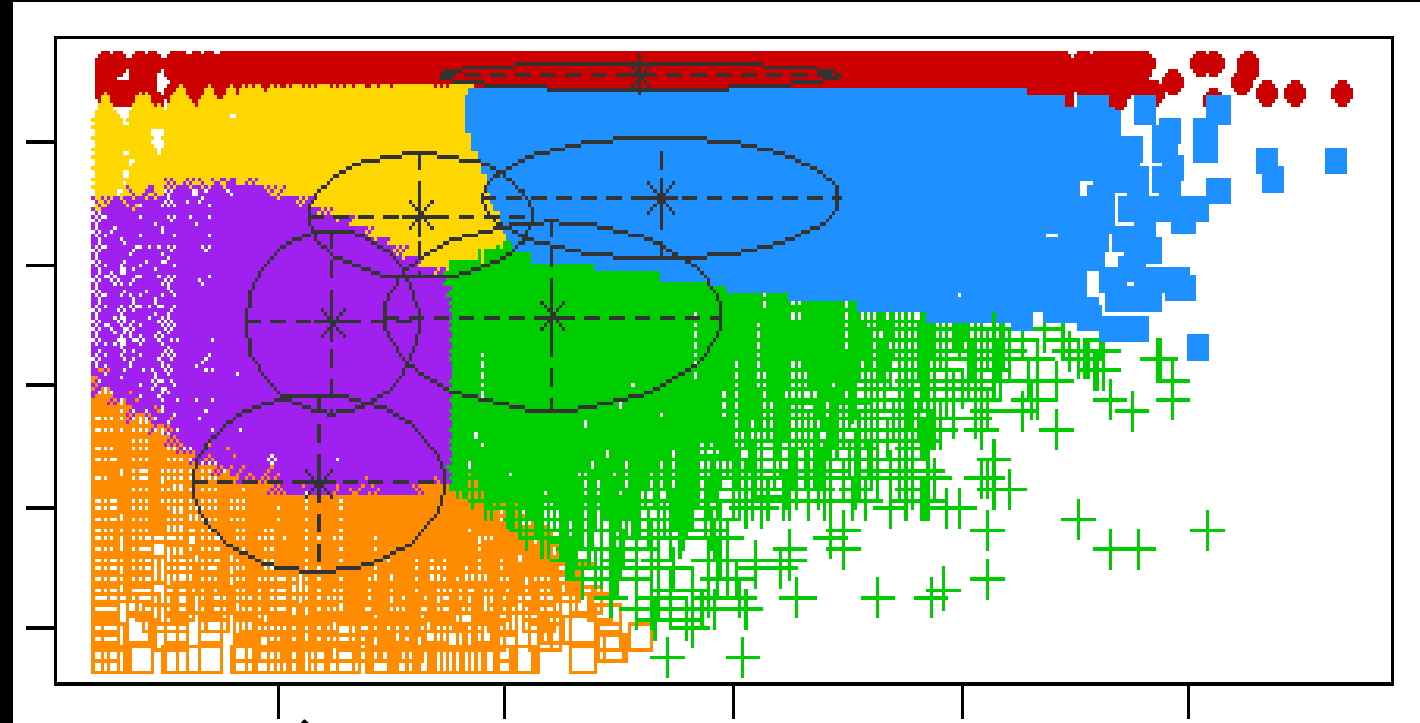
Early Academics Composite Score



GOAL 1: OKA PROFILES

Approaches to Learning
Composite Score

+ 1 SD
Mean
- 1 SD



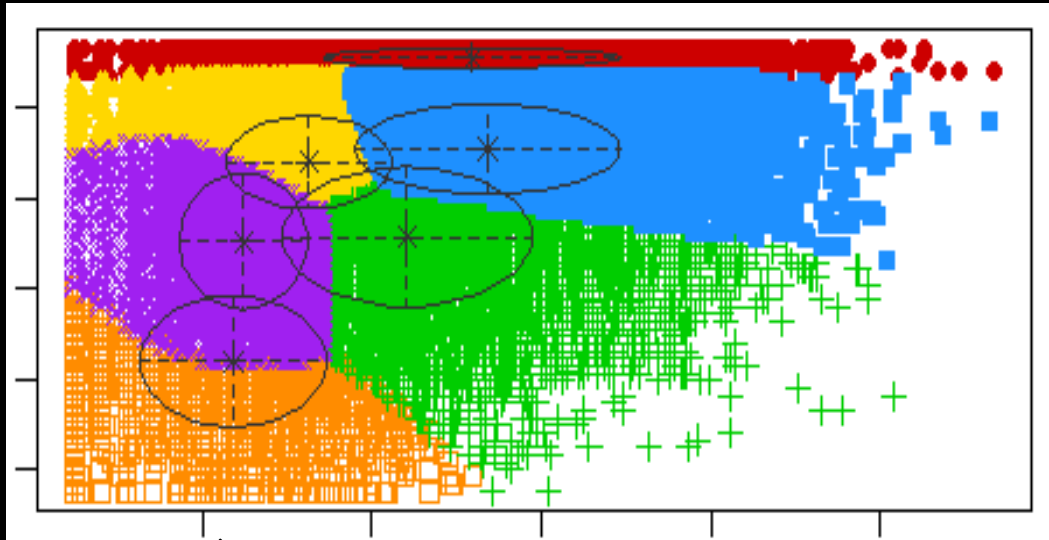
Early Academics Composite Score



GOAL 1: OKA PROFILES

Approaches to Learning
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-1 SD
Mean
+1 SD

Early Academics Composite Score

+_{ATL} / +_{ACADEMICS}

10,051

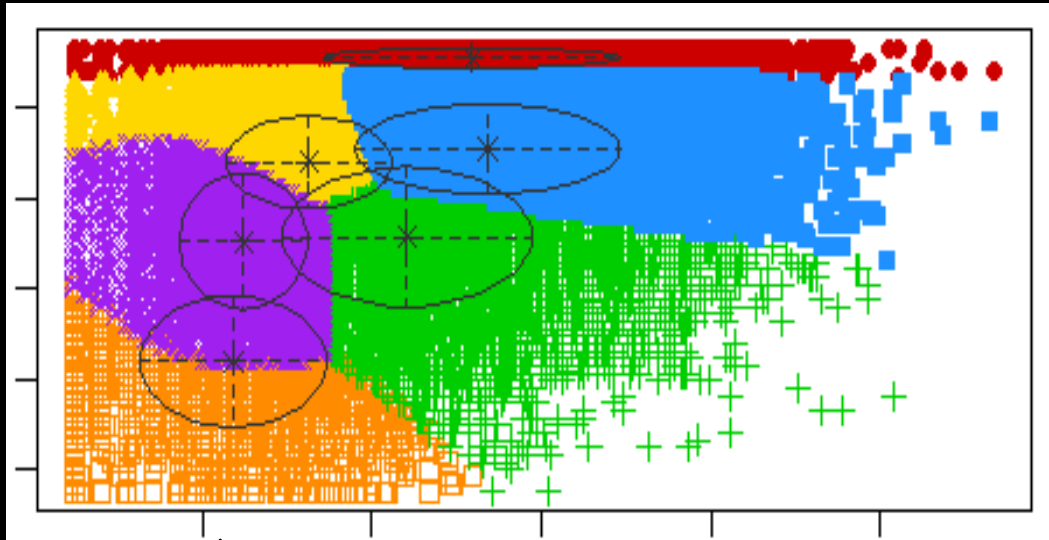
25%



GOAL 1: OKA PROFILES

Approaches to Learning
Composite Score

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Early Academics Composite Score

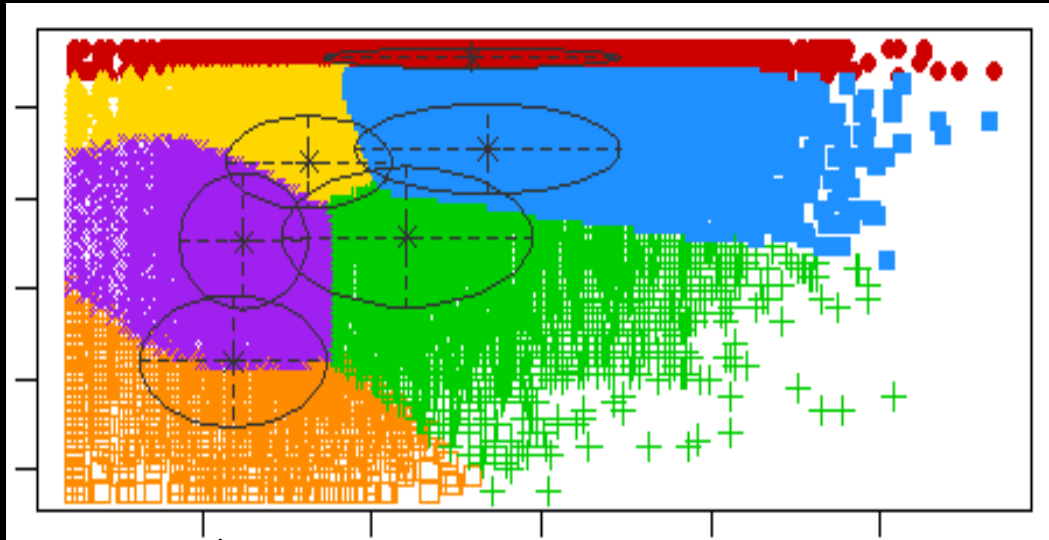
$+_{ATL}/+_{ACADEMICS}$	10,051	25%
$-_{ATL}/-_{ACADEMICS}$	10,197	25.5%



GOAL 1: OKA PROFILES

Approaches to Learning
Composite Score

+ 1 SD
Mean
- 1 SD



-1 SD Mean +1 SD

Early Academics Composite Score

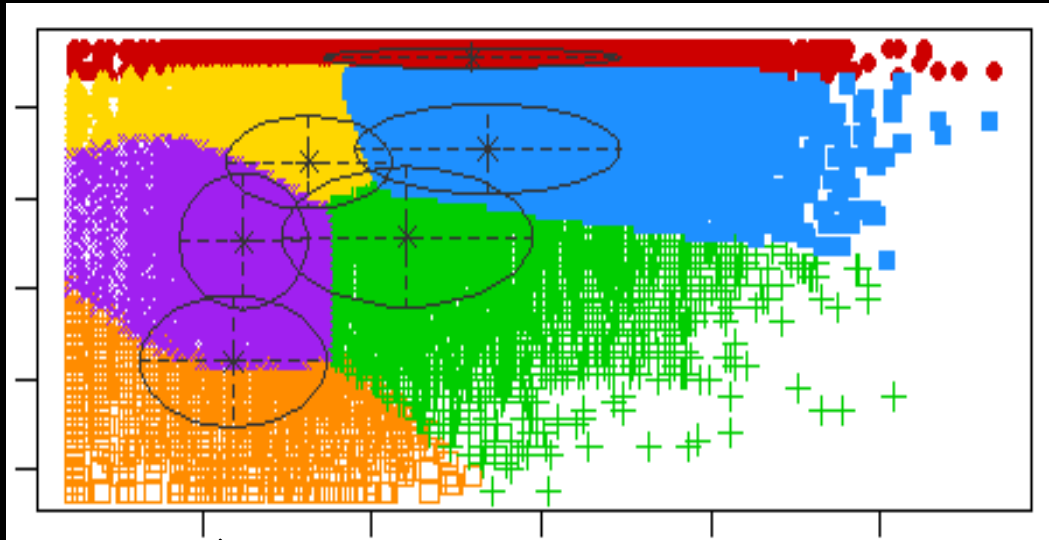
+ _{ATL} / ₊ ACADEMICS	10,051	25%
- _{ATL} / ₋ ACADEMICS	10,197	25.5%
- _{ATL} / ₊ ACADEMICS	7,381	18%



GOAL 1: OKA PROFILES

Approaches to Learning
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Early Academics Composite Score

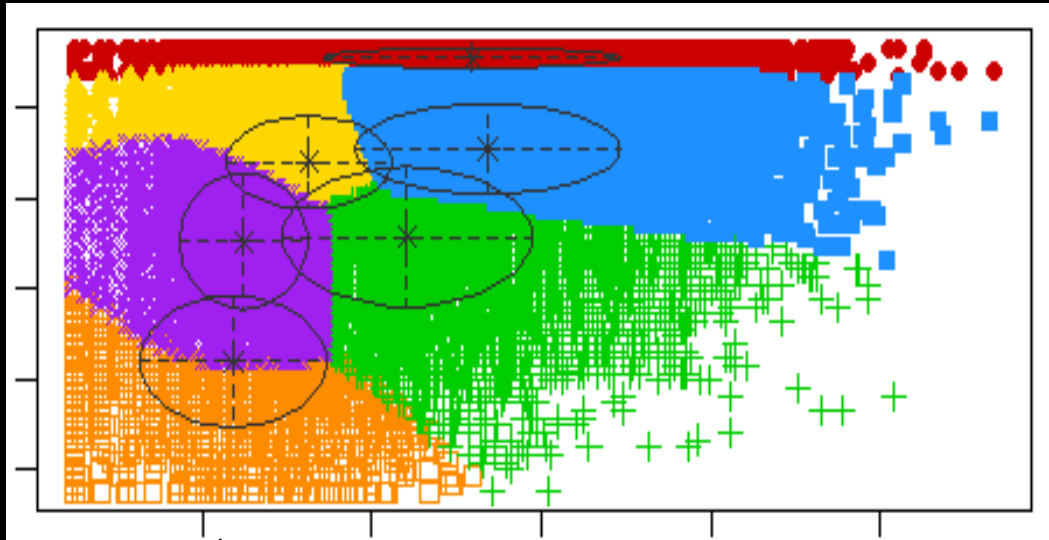
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$-_{ATL}/+_{ACADEMICS}$	7,381	18%
$+_{ATL}/-_{ACADEMICS}$	6,724	17%



GOAL 1: OKA PROFILES

Approaches to Learning
Composite Score

+ 1 SD
Mean
- 1 SD



Early Academic Composite Score

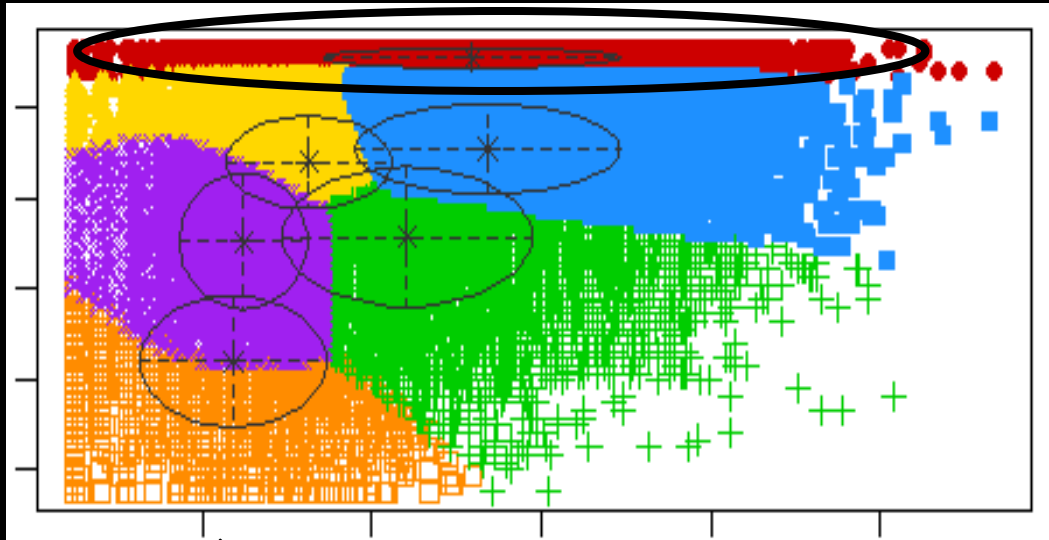
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$+_{ATL}/-_{ACADEMICS}$	6,724	17%
Very Lows	1,796	4.5%



GOAL 1: OKA PROFILES

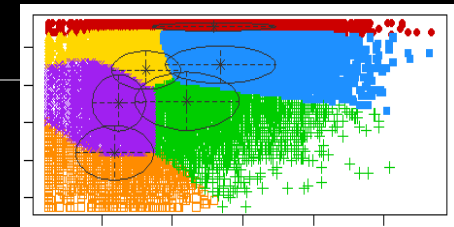
Approaches to Learning
Composite Score

+ 1 SD
Mean
- 1 SD



-1 SD Mean +1 SD
Early Academic Composite Score

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Very Lows	1,796	4.5%
Super Regulators	3,918	10%



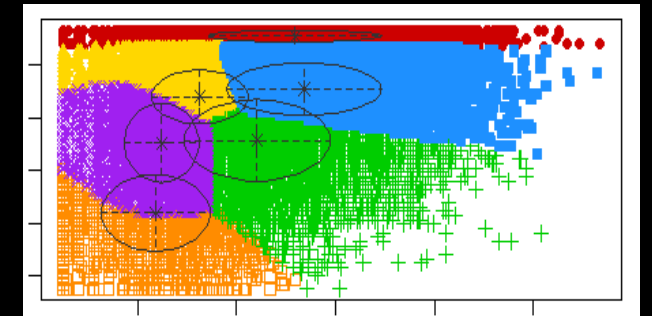
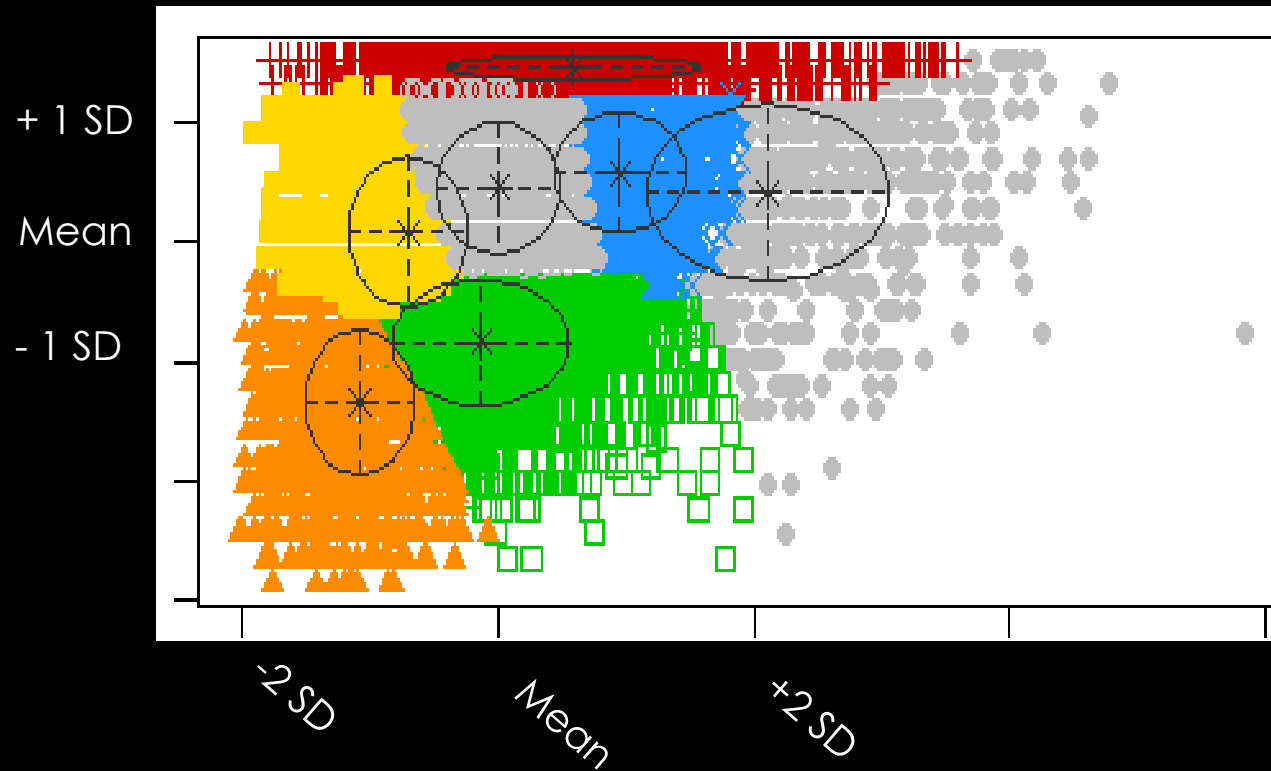
Profile Name	N	Percent of entering kindergarteners	Distinguishing Characteristics
+ _{ATL} / ₊ ACADEMICS	10,051	25%	35% Economically Disadvantaged*; 6% English Language Learners*
- _{ATL} / ₋ ACADEMICS	10,197	25.5%	72% Economically Disadvantaged**; 33% English Language Learners**
- _{ATL} / ₊ ACADEMICS	7,381	18%	38% Female; 10% English Language Learners
+ _{ATL} / ₋ ACADEMICS	6,724	17%	57% Female; 25% English Language Learners
Very Lows	1,796	4.5%	71% Economically Disadvantaged; 37% Special Education Referrals**; 26% Females*
Super Regulators	3,918	10%	67% Female**; 3% Special Education Referrals

* Lowest Percentage
 **Highest Percentage

GOAL 2: EXPLORING DEVELOPMENT

- ◆ Caveat: Early Childhood Longitudinal Study (Kindergarten Class of 2011)

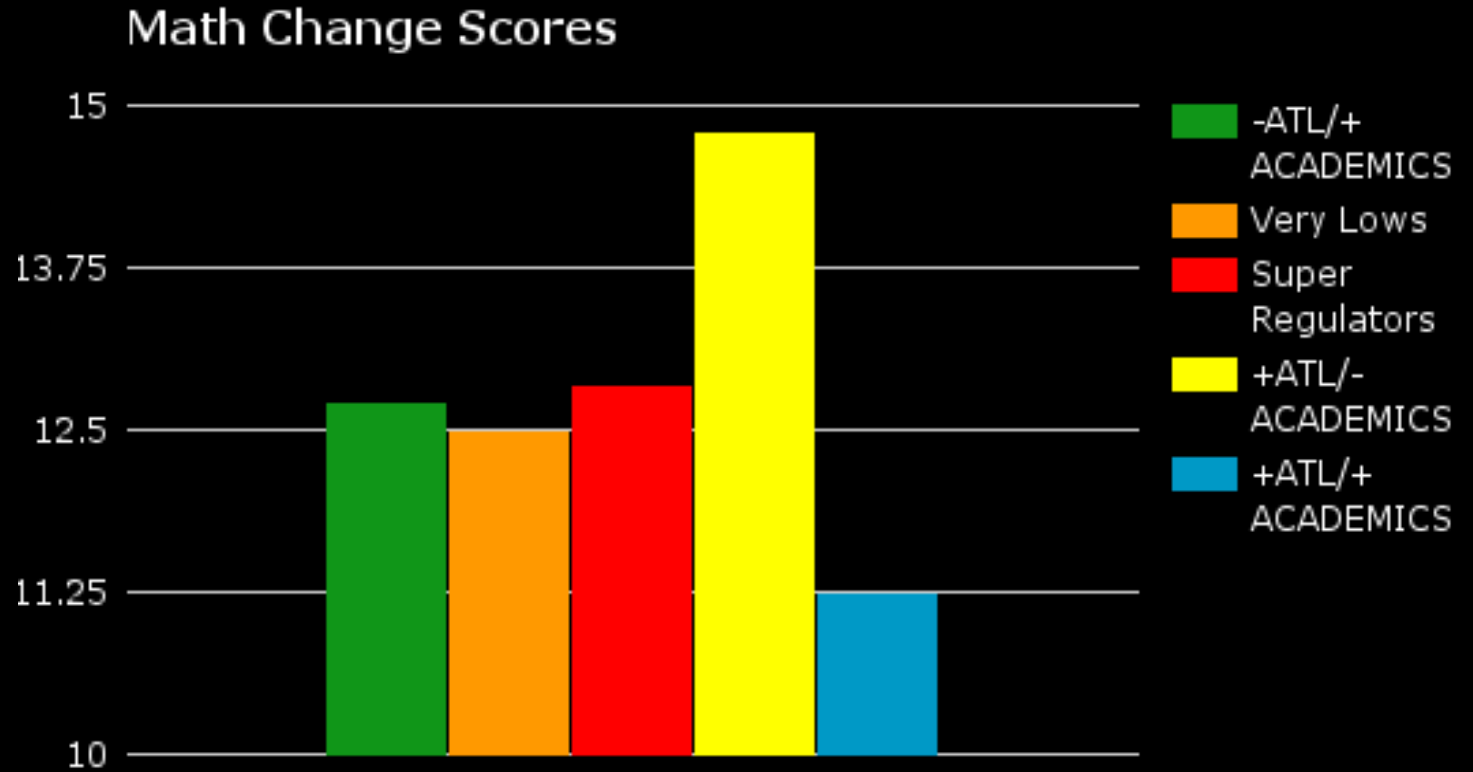
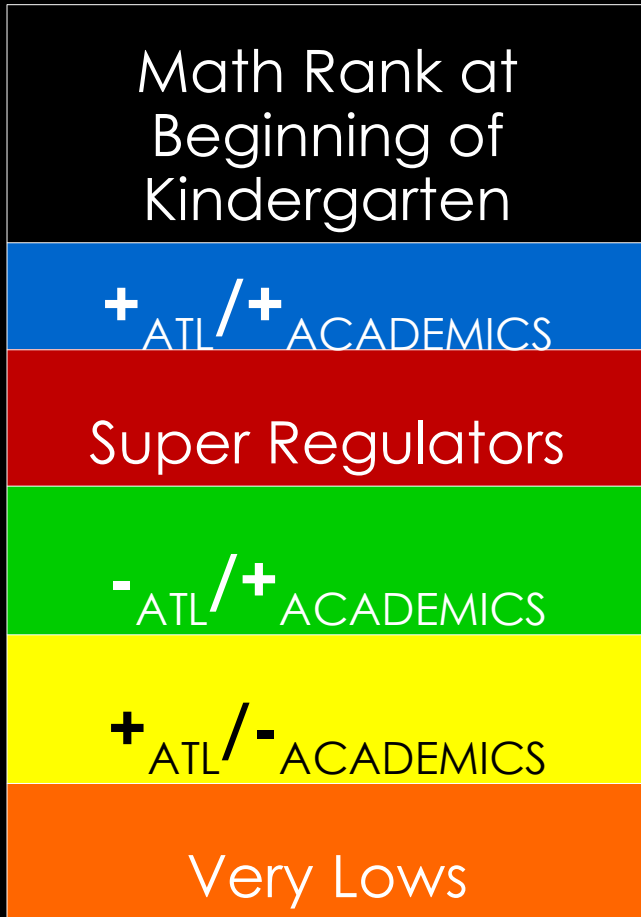
Approaches to Learning



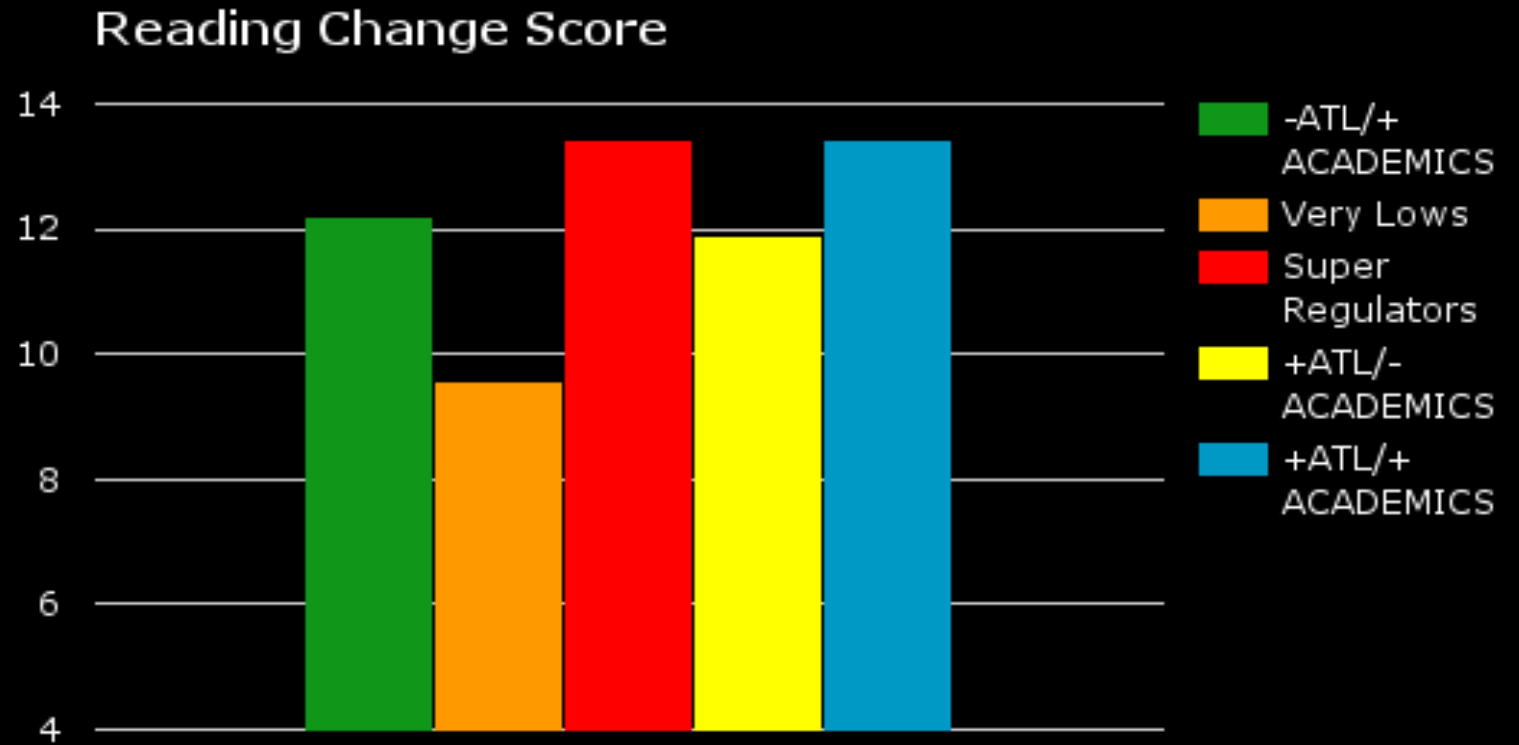
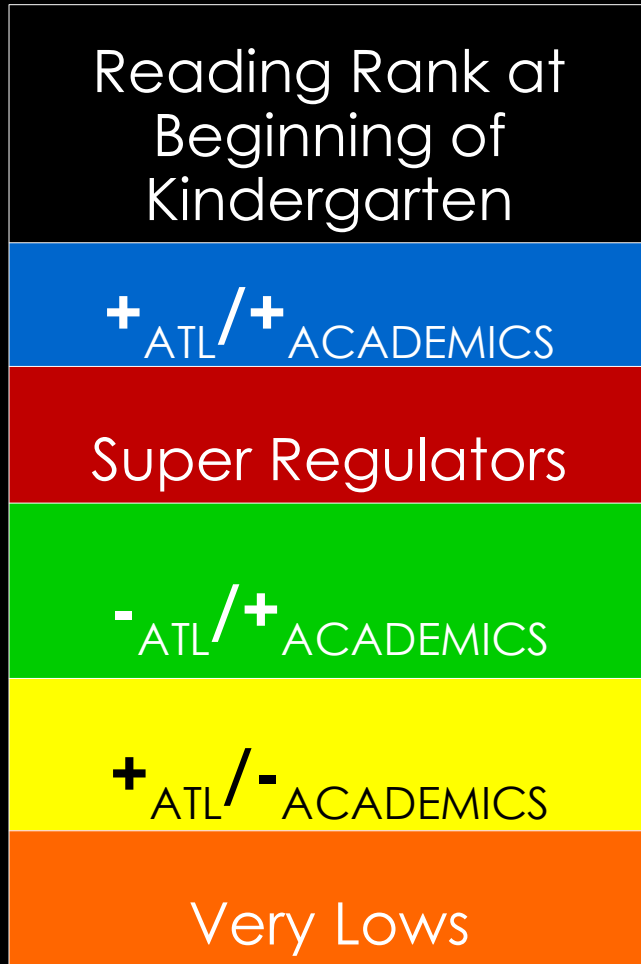
Early Academic Composite Score



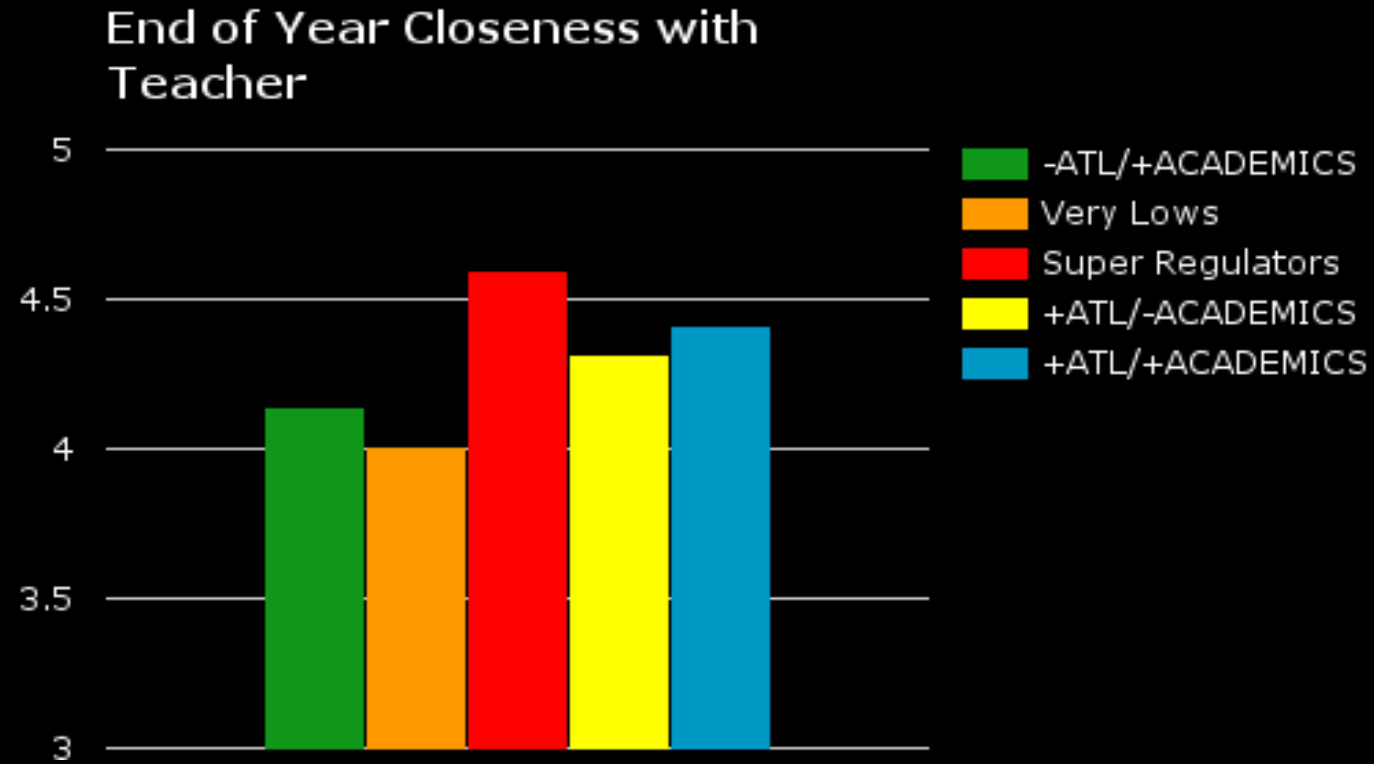
GOAL 2: ACADEMIC DEVELOPMENT



GOAL 2: ACADEMIC DEVELOPMENT

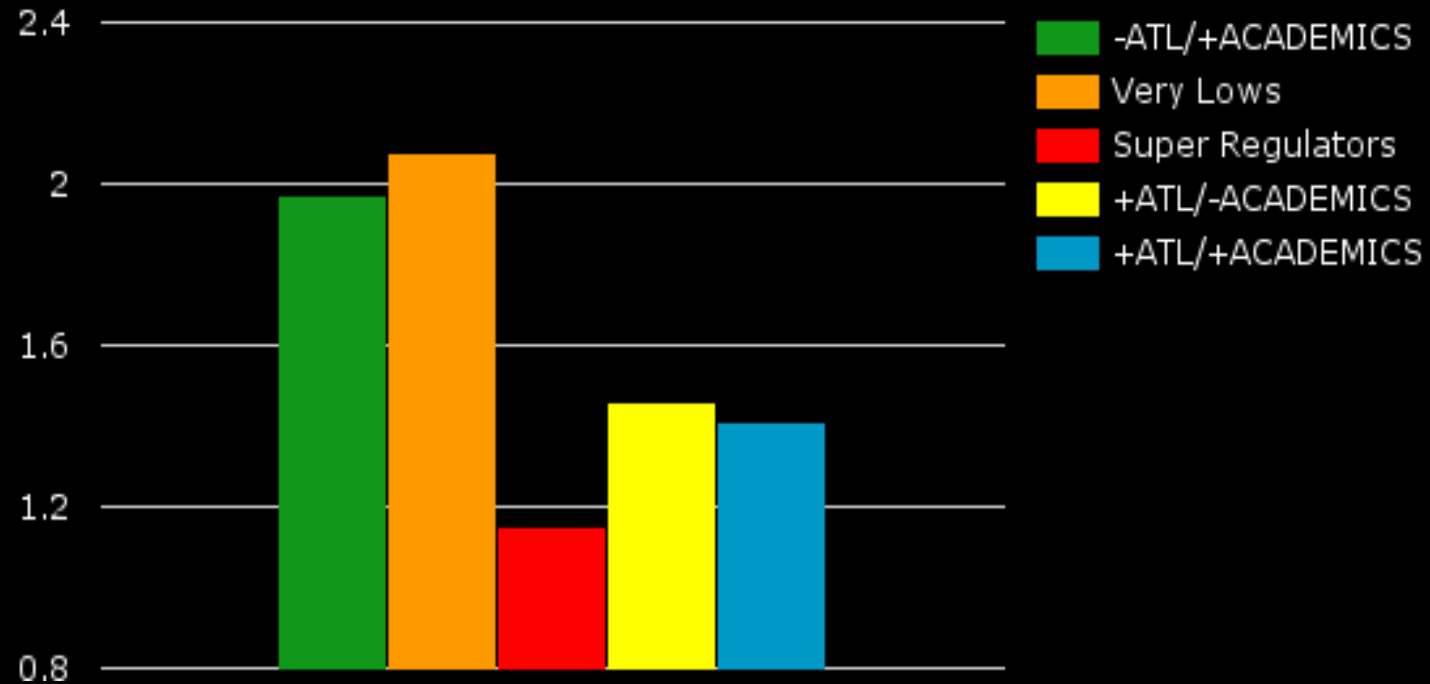


GOAL 2: SOCIAL DEVELOPMENT



GOAL 2: SOCIAL DEVELOPMENT

End of Year Conflict with Teacher





TAKEAWAYS

1) 6 profiles of entering kindergarteners in Oregon

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- _{ATL} / ₋ ACADEMICS	25.5%	72% Economically Disadvantaged**; 33% English Language Learners**
- _{ATL} / ₊ ACADEMICS	18%	38% Female; 10% English Language Learners
+ _{ATL} / ₋ ACADEMICS	17%	57% Female; 25% English Language Learners
Very Lows	4.5%	71% Economically Disadvantaged; 37% Special Education Referrals**; 26% Females*
Super Regulators	10%	67% Female**; 3% Special Education Referrals

TAKEAWAYS

2) There are suggestions of differential academic and social development within these readiness profiles

- ◆ The **Very Lows** are starting behind academically and developing more slowly across the kindergarten year.
- ◆ The **+_{ATL}/₋ACADEMICS** and **Very Lows** start at similar places academically, but the **+_{ATL}/₋ACADEMICS** develop more across the year than the **Very Lows**.
- ◆ **-_{ATL}/₊ACADEMICS** and **Very Lows** show the lowest levels of closeness and highest levels of conflict with their teachers at the end of the year.



NEXT STEPS

1) Continue developmental analysis of these clusters using OKA pilot data

- ◆ Project to 3rd grade outcomes
- ◆ Explore how classroom experiences may differentially facilitate development of children in certain profiles

2) Aggregate profiles to the school level

- ◆ Characterize schools by their composition of these kindergarten entry profiles
- ◆ Use community level factors to predict school-level composition of kindergarten entry profiles
- ◆ Target relevant resources to schools and communities with certain needs



SPECIAL THANKS TO...

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Jessica Robbeloth, Emily Weiss

OREGON SCHOOL READINESS
RESEARCH CONSORTIUM



THANK YOU