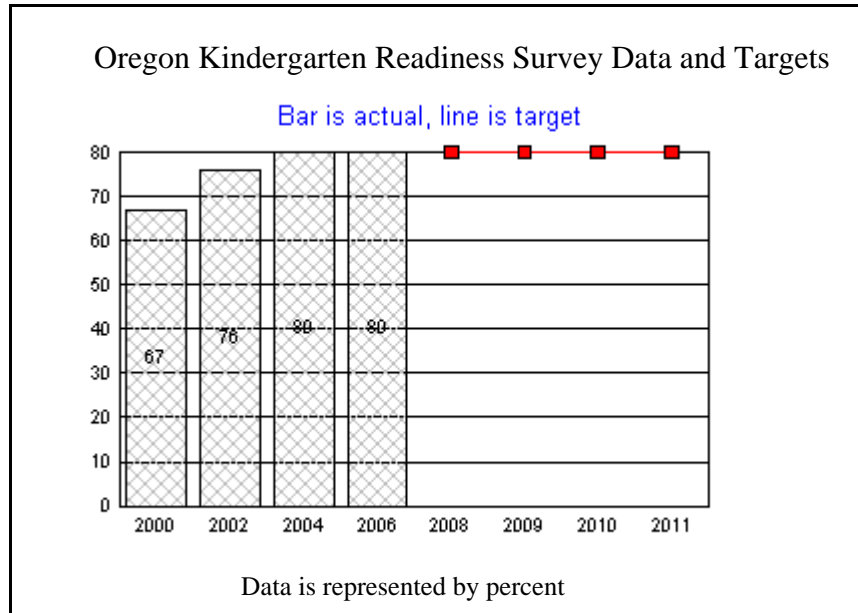


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| KPM #2 | KINDERGARTEN READINESS— Percentage of kindergarten children demonstrating readiness criteria. | 2000 |
| Goal | STUDENT SUCCESS: Each young child is ready for kindergarten. | |
| Oregon Context | STUDENT SUCCESS: Young children are successful in kindergarten programs. | |
| Data Source | Oregon Kindergarten Readiness Survey, a teacher perception survey, is administered in December with results available in April. | |
| Owner | Office of Student Learning and Partnerships (OSLP) Catherine Heaton 503-947-5714 | |



1. OUR STRATEGY

ODE influences Oregon Head Start Pre-Kindergarten programs and services through its leadership and accountability roles. ODE contributes to the quality of programs and services by interpreting federal and state legislation and rules; by monitoring program quality and reporting the results; and by training service providers on child development, care, family services, and research-based practices.

ODE contributes to a body of knowledge about the value of early learning experiences for young children. Since 2000, ODE has administered the Oregon Kindergarten Readiness Survey on a biennial basis, analyzed the data, and prepared the Oregon Kindergarten Readiness Survey Report – Readiness to Learn (available at www.ode.state.or.us/search/page/?id=1356). Beginning in 2008, the Oregon Kindergarten Readiness Survey will be conducted annually in districts across Oregon.

Key Partners

Federal Region X Head Start Office, Administration for Children and Families (ACF) (Region X), Training and Technical Assistance for Head Start (Region X), Oregon Commission on 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, State Advisory Council for Special Education (SACSE), State Interagency Coordinating Council (SICC), Oregon Education Association (OEA), Oregon School Boards Association (OSBA), Confederation of Oregon School Administrators (COSA), Office of Special Education Programs (OSEP), Children’s Institute

2. ABOUT THE TARGETS

The 80% targets for 2009-2011 are based on Oregon Kindergarten Readiness Survey data through 2006. With input from kindergarten teachers and other stakeholders, ODE has updated the survey content and rating codes to provide more accurate survey results. Baseline data will be collected from the updated survey in December 2008. Targets for future years will be based on 2008 baseline data and subsequent 2009 and 2010 data.

3. HOW WE ARE DOING

Results of the Oregon Kindergarten Readiness Survey show that the percentage of children that attended pre-school programs and met all six developmental domains increased since 2000, but the percentage has been relatively uniform for the last two data points (2004 and 2006). The 2006 data, the most recent year for which data are available, show that 80% (N=26,618) of 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. The data represent a snapshot of kindergarten teachers’ perceptions about their students at a point in time.

4. HOW WE COMPARE

Although there may be similarities between the “ready to learn” or “school readiness” surveys of different states, methods and content vary

fundamentally, making comparisons risky. The fundamental differences may be, for example, in the unit of analysis (perceptions about individual children vs. ratings of the overall classroom or groups of children); or in the rating scale (4-point scale vs. percentage ranges); or in comparability between the groups of children included in the survey. Further compromising true comparison is the fact that some states require kindergarten observational assessments rather than perception surveys. Because of variations in method, survey content, and rating codes, data are not comparable across states.

Oregon currently uses five one-word descriptors for its rating scale, and children are rated on twelve indicators of readiness. In the newly-revised 2008 Oregon Kindergarten Survey, teachers will rate children on sixteen indicators using a four-point scale with levels of observed behavior quantified by percentages of time. Year-to-year comparisons within Oregon will be possible after 2008 baseline data have been collected.

5. FACTORS AFFECTING RESULTS

There are at least three notable methodological factors that affect the results of the Oregon Kindergarten Readiness Survey:

- 1) Kindergarten teachers volunteer to complete the Kindergarten Readiness Survey.
- 2) The survey has been administered every two years, and the teachers differ from survey to survey.
- 3) 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.

6. WHAT NEEDS TO BE DONE

ODE has worked with kindergarten teachers and stakeholders to update the survey content and rating codes. Beginning in 2008, the survey will be conducted annually in December with results due in April. However, participation will continue to be voluntary. Because the survey results are critical to ODE's Key Performance Measures, the Oregon Progress Board's Oregon Shines Benchmark Report, and the reports of numerous agencies, ODE needs to require participation.

Beginning in 2008, there will be a complete break in data comparability due to the implementation of the updated Oregon Kindergarten Readiness Survey. The targets for 2008-2011 were set based on data obtained under the old survey design and methodology. With the changes in design and methodology beginning with the 2008 survey, ODE expects that data collected using the new survey may not match the targets that were based on the old survey. ODE plans to adjust the targets for 2012 and beyond based on data obtained under the new survey design.

As part of its 2009-11 Budget Request, ODE is proposing Policy Option Package # 110 - Oregon Pre-Kindergarten. ODE believes that passage of POP # 110 will improve ODE's ability to meet its targets for KPM 2 - Kindergarten Readiness during the 2009-11 biennium. ODE is still in the

process of identifying the expected degree of POP # 110's impact on future performance for this KPM.

7. ABOUT THE DATA

The survey method affects how data should be interpreted. The Kindergarten Readiness Survey is a voluntary, student-level survey of kindergarten teachers' perceptions about the children in one of each teacher's classes of kindergarten students and all of the students who participated in Early Childhood Special Education during the year prior to entering kindergarten. In 2006, 1,294 teachers gave their impressions of 26,618 children. The data represent a snapshot of these teachers' perceptions about these students at a point in time. Survey results have not been adjusted for group size or composition. Caution should be used when comparing results (percentages) from group to group and from year to year.

Beginning in 2008, there will be a complete break in comparability due to the implementation of the new Oregon Kindergarten Readiness Survey. ODE's goals for updating the survey were to provide clarity to the indicators and rating codes. Currently, Oregon uses five one-word descriptors for its rating scale, and children are rated on twelve indicators of readiness. In the newly-revised 2008 Oregon Kindergarten Survey, teachers will rate children on sixteen indicators using a four-point scale with levels of observed behavior quantified by percentages of time. See the newly revised Oregon Kindergarten Readiness Survey (located at <http://www.ode.state.or.us/search/page/?id=1356>) for more information.