

# SCHOOL READINESS

**GOAL:** Children entering Lincoln Elementary School will be at or above standards for Kindergarten Readiness as defined by early childhood success standards.



Springfield  
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**MAJOR INDICATOR:** Percentage of students entering Kindergarten at or above standards for Kindergarten Readiness and percentage of students leaving kindergarten at grade level.

**STAGED MARKERS:** Percentage of students with sustained attendance in approved pre-school education centers; Percentage of parents participating parent education events and classes; Percentage of students indicating social and academic gains as defined by provider data.

There is no one understanding of what Kindergarten Readiness encompasses. There are many different methods of measuring what it means for a Kindergartener to be ready, some of which are formal tests and others that are based on informal interactions in the classroom. In addition, there are many questions regarding the predictive power certain measures have on academic success. Because of its availability, the default measure is often the KRA-L or Kindergarten Readiness Assessment – Literacy.

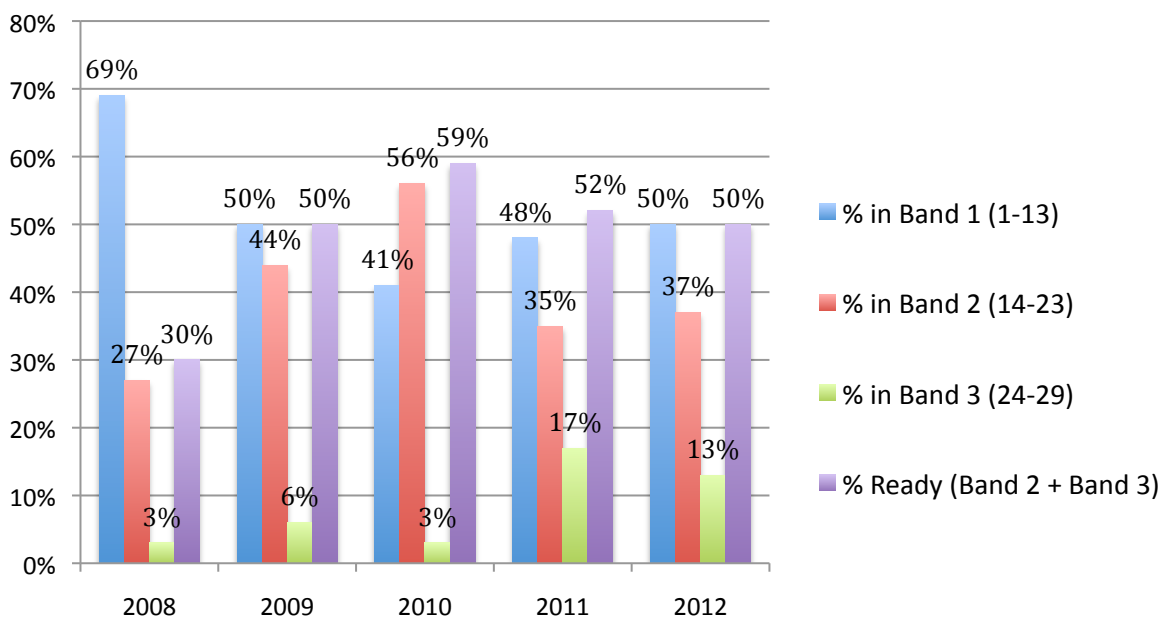
The KRA-L was developed by the Ohio Department of Education to assess pre-literacy skills. It is administered to in-coming kindergarteners at the start of the school year. Scores range from 0-29 and are divided into three bands as follows:

Band 1: 0-13 – Assess Broadly for Intense Instruction/Not Ready

Band 2: 14-23 – Assess for Targeted Instruction/Ready

Band 3: 24-29 – Assess for Enriched Instruction/Ready

**KRA-L Scores 2008-2012**



The sum of the percentage of students scoring in Band 2 and the percentage of students scoring in Band 3 can be used to determine the percentage of students that are “Ready,” as they should be assessed for targeted or enriched instruction.

## The Third Grade Reading Guarantee

In 2012, legislation was passed in Ohio that strengthens the provisions of the Third Year Reading Guarantee and places an even greater emphasis on reading instruction and intervention in the early grades. The legislation requires the KRA-L to be administered to all kindergarten students. The ODE-developed diagnostics identify students as on-track and not on-track. On-track means any student who is reading at grade level based on previous end-of-year standards/expectations by September 30. Not on-track means any student who is not reading at grade level based on previous end-of-year standards/expectations by September 30. All students that are not on-track must have a reading improvement and monitoring plan and their parents will be notified.

*Beginning with the 2013-2014 school year, all students in the third grade scoring below the designated level must be retained (with some special exceptions).*

## Do KRA-L scores predict academic success at Lincoln Elementary School?

Regression models developed from KRA-L scores dating back to 2008 show they do.

KRA-L scores have consistent predictive power on Diagnostic Reading Assessment (DRA) scores in grades K-4, ranging from a 43.5% to 65.4% better prediction of DRA scores when the KRA-L score is known. This is a strong positive relationship.

In a regression utilizing the 2008 KRA-L scores and 2012 Fall DRA scores for the cohort that is currently in the fourth grade, a one point increase in KRA-L score resulted in a 5.8% increase in grade level for their DRA scores. Utilizing the data in this analysis, it could be predicted that a child scoring at the top of Band 2 on his 2008 KRA-L would score more than a half grade level higher on his 2012 Fall DRA test than a child scoring at the top of Band 1.

Currently, the data to concretely predict individual DRA scores from individual KRA-L scores is not available. However, we are able to predict the difference in reading level (determined by DRA score) based on the difference in KRA-L scores. That is, we can calculate the difference between two student's DRA scores based on a comparison of their KRA-L scores, but we lack the complete data set to be able to actually predict individual DRA scores from individual KRA-L scores. The test score parameters will always limit this type of analysis.

**The strong positive relationship between KRA-L and DRA scores shows that an increase in KRA-L scores predicts an increase in DRA score. This provides strong evidence that early childhood engagement strategies and approaches that improve KRA-L scores can impact the long-term success of students. This leads Springfield Promise Neighborhood's core strategy of School Readiness to focus on pre-literacy skills and parent engagement that encourages literacy building in the home.**



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