

# Summary of the Minnesota 2010 School Readiness Study:

## *Developmental Assessment at Kindergarten Entrance*

### Results 2010 School Readiness Study

- Children from disadvantaged backgrounds are less likely to be fully prepared for kindergarten than their more advantaged peers.
- Kindergarteners were most proficient in the areas of physical development (70%) and language and literacy (59%).
- Kindergarteners were least proficient in the areas of mathematical thinking (52%), followed by personal and social development (56%) and the arts (56%).

***“Children’s proficiency at kindergarten entrance is predictive of achievement at third grade as measured by the Minnesota Comprehensive Assessments (MCAs).”***

### Analysis Reliably Predicts Achievement by Grade 3

An analysis by the Human Capital Research Collaborative, a partnership between the University of Minnesota and the Federal Reserve Bank of Minneapolis led by Dr. Arthur J. Reynolds and Dr. Art Rolnick, was conducted. The report, *Assessing the Validity of Minnesota School Readiness Indicators* :

- Concludes that the results of the School Readiness Study are predictive of the Minnesota Comprehensive Assessment (MCA) proficiency outcomes at grade three, especially in reading and math, and that:
  - Kindergarteners attaining overall proficiency were at least twice as likely to exceed standards on both MCA reading and math scores in 3rd grade compared to kindergarteners who did not attain overall proficiency.
  - Kindergarteners not attaining overall proficiency were more than twice as likely to have been in special education or retained by 3rd grade, even when holding constant gender, race/ethnicity, parent education, income or Individual Education Program (IEP) status compared to kindergarteners who did attain overall proficiency.
- Establishes overall school-ready proficiency standard as 75 percent or more of the total points across all indicators.

## What is School Readiness?

The skills, knowledge, behaviors and accomplishments that children should know and be able to do as they enter kindergarten in the following areas of child development:

- \* personal and social development
- \* language and literacy
- \* mathematical thinking
- \* physical development
- \* the arts

***“Forty percent of Minnesota kindergartners did not reach the 75 percent achievement level for overall school readiness, with the largest readiness deficits showing up in students of color.”***

## The School Readiness Study:

- \* Assesses the school readiness of Minnesota’s children during the first 8 weeks of kindergarten by classroom teachers with a statewide representative sample of entering kindergarteners.
- \* Uses a 32-indicator modified version of the Work Sampling System®, referred to as the Minnesota Work Sampling System (MWSS)
- \* Employs a scoring method of “proficient,” “in process,” and “not yet”

Proficient - child reliably and consistently demonstrates the skill or knowledge

In process - child intermittently demonstrates the skill or knowledge but not reliably or consistently

Not yet - child cannot yet demonstrate the skill or knowledge

For the complete ***Minnesota School Readiness Study: Developmental Assessment at Kindergarten Entrance Fall 2010***, visit the Minnesota Department of Education website. <http://education.state.mn.us>

For the complete ***Assessing the Validity of Minnesota School Readiness Indicators: Summary Report***, visit: [http://humancapitalrc.org/mn\\_school\\_readiness\\_indicators.pdf](http://humancapitalrc.org/mn_school_readiness_indicators.pdf)