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Growing Children, One by One...

MEMO

TO: Dr. Vicki L. Barber, Superintendent, El Dorado County Office of Education
District Superintendents and Elementary School Principals

FROM: Kathleen Walker, Executive Director
Rick Alford, Contracts & Evaluation Coordinator

DATE: December 22, 2011

SUBJECT: 2011 School Readiness Reporting: Pre-K Observation Form & Kindergarten Student Entrance Profile Data

RECOMMENDATION: Include the first page of the Pre-K Observation Form for fall 2012 in Kindergarten registration packets and continue to utilize the KSEP as a tool for measuring school readiness in kindergarten children

Background:

Over the past 5 years First 5 El Dorado has worked with the County Office of Education and local school districts to collect information about children's readiness for school through Pre-K Observation Forms distributed to parents with kindergarten enrollment packets (Attachment 1). Data for 2011-12 kindergarten students was collected through both Pre K Observation forms completed by parents and Kindergarten Student Entrance Profiles (KSEP) completed by kindergarten teachers (Attachment 2). This data provides an opportunity to reflect on how early childhood system partners (parents and other primary caregivers, health, early education, family support providers, and elementary education partners) are working together to develop school readiness in our children.

Discussion:

Fall 2011 PreK Observation Forms showed that:

- **A majority of schools participate in school readiness protocols:** Pre K Observation Form data has been collected for 23 of 34 elementary schools (68%) in the County.
- **Parents participate in completing the Pre K Observation Form:** A total of 1,216 Pre K Observation Forms were collected, representing approximately 58% of the incoming kindergartners.
- **Most children are ready for school:** On average, 74% of incoming kindergartners had fully mastered the 13 school readiness skill areas on the Pre K Observation Form.
- **Children participate in early care and education programs prior to school entry:** A high percentage of parents (85%) reported their child participated in early care and education programs including preschool, day care, Head Start, parent participation programs.

- **Children receive health and oral health services prior to school entry:** Ninety percent (90%) of parents reported their child had a physical or well child exam in the last year, and eighty-one percent (81%) reported that their child had received a cleaning or oral health exam in the last year.
- **Most children with special needs are identified prior to school entry:** Six percent (6%) of parents reported having a child with special needs. Almost nine percent (8.9%) of kindergarten students were identified as having a special need according to Special Education Local Plan Area data (2010).
- **Parents gain a better understanding of their child’s development prior to school entry:** Schools are working with “Together We Grow” Early Childhood Specialists to provide developmental screens for children. Fifty-four (54%) of parents reported having a developmental screen like Ages & Stages for their child in the last year.

Although the information gathered through the PreK Observation Form provides us with valuable data about parents’ perceptions of their child’s readiness for school, we recognize the Form is not a valid or reliable method of measuring school readiness. To provide a more valid and reliable measure of school readiness, First 5 El Dorado partnered with the County Office of Education in the implementation of the Santa Barbara Kindergarten Student Entrance Profile (KSEP). The KSEP is conducted by the child’s Kindergarten teacher and provides an assessment of the child’s social/emotional and cognitive readiness for school, and supplemental assessments to assist teachers in the Response to Intervention (RTI) process.

Fall 2011 KSEP Data showed that:

- **Most children were ready for school:** 75% of children scored 33 or higher on the KSEP indicating they were ready for Kindergarten, 36% of children scored 40 or higher, indicating that they could benefit from curriculum augmentations.
- **Most children have had some preschool experience prior to Kindergarten:** 84% of children had some preschool experience and half (50%) of all students had attended preschool for one year or more. Children with preschool experience were more likely to score 33 or higher on the KSEP (79%), especially those with 1 year or more (82%), than those who had not attended preschool (60%).
- **Age and Social-Emotional development are important factors impacting a child’s school readiness:** Children that had turned 5 years of age by September 1 were more likely to score 33 or higher on the KSEP (79%) than those that were not yet 5 by that date (60%). Overall, a lower percentage of students demonstrated mastery of the Social-Emotional skills (45%) than the Cognitive skills (51%) on the KSEP.

CONCLUSION:

The PreK Observation form should continue to be utilized to collect information about parent-child interactions, health and early learning practices prior to Kindergarten entry. The Form is not a valid measure of whether a child is ready for kindergarten, therefore there is little use for the data collected from the second page, other than to inform us about parents’ perceptions of their child’s skills and abilities at the time of Kindergarten registration. The Pre-K

Observation Form is a useful tool for collecting information about parent & child engagement in services and behaviors that lead to school readiness in children: well child exams, dental visits, developmental screenings, reading to/with children and preschool participation. The 2012 Pre-K Observation Form (Attachment 3) should focus on gathering this information, and also continue to gather important background information and parent permissions (i.e. preschool participation and contact information) to be utilized by Kindergarten teachers in planning their classes. Data collected by Kindergarten teachers through the KSEP would inform early childhood system partners as to the readiness of children as they begin Kindergarten. First 5 El Dorado and the County Office of Education would continue to share the results from these tools with our partners to inform the planning of parent outreach and education, and professional development and technical assistance opportunities for educators and service providers supporting parents in preparing our young children to be ready for school. It is our hope that, together, these tools will provide a systematic process to assess, report and improve school readiness for all children in the county.

2011 PRE-K OBSERVATION FORM
Child's Demographic Information-Parent or Guardian to Complete

1. Child's Name		2. Today's Date	
3. School Name		4. Birthday __/__/____	5. <input type="checkbox"/> Male <input type="checkbox"/> Female

Family Questions:	
6. How many hours of sleep does your child get each night?	<input type="checkbox"/> 0-7 <input type="checkbox"/> 8-10 <input type="checkbox"/> 11-15
7. How many days a week do you read with your child?	<input type="checkbox"/> 0-3 <input type="checkbox"/> 4-5 <input type="checkbox"/> 6-7
8. What is your child's primary language?	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other: _____
9. Siblings (Name/Age):	Name: _____ Age: _____
Name: _____ Age: _____	Name: _____ Age: _____
10. What does your child do when she/he is:	
Angry:	_____
Happy:	_____
Frustrated:	_____
Sad:	_____
11. How do you discipline your child? _____	

Health Questions:	Yes	No
12. Does your child eat breakfast?		
13. Has your child had a physical or well child exam in the last 12 months?		
14. Has your child had a cleaning or oral health exam in the last 12 months?		
15. Has your child had a developmental screen (Like Ages and Stages) in the last 12 months?		
16. Do you have any concerns about your child's speech, hearing, or learning? Please describe: _____		
17. Does your child have any special needs or disabilities? Please describe: _____		

Education Care and Education Questions:	Yes	No
18. Has your child attended preschool?		
If attended, name of program: _____		
If attended, how long? __ 0-6 months __ 7-12 months __ 1+ years		
If attended, type of preschool attended? __ Head Start __ State Preschool __ Pre K Program __ Other __ Unknown		

Transition Questions:	Yes	No
20. <i>I give my permission for the kindergarten teacher to exchange pertinent educational information with my early care and education teacher.</i>		
Parent Signature: _____		
Early Care and Education Teacher's Name:		
Program Name:	Phone Number:	

Child's Name _____

How would you rate your child's skill, knowledge, and behaviors in terms of the following:

Fully Mastered -Demonstrates skill, knowledge, behavior consistently and competently.

Almost Mastered – Demonstrates skill, knowledge, and behavior occasionally and somewhat competently but has room for improvement.

Emerging – Child is just beginning to demonstrate skill, knowledge, and behavior.

Not Yet – Child does not demonstrate skill, knowledge, or behavior.

Not observed

	Fully Mastered	Almost Mastered	Emerging	Not Yet	Not Observed
Listens to a story for more than 10 minutes					
Likes to play with other children					
Other children like to play with your child					
Can follow rules and directions					
Shows an interest in new situations, such as toys, books, people					
Shows concerns for others feelings					
Moves from one activity to another without difficulty, such as from playing to meal time					
Can count to 20 or more					
Knows basic shapes					
Knows most letters of the alphabet					
Identifies primary colors					
Can toilet and wash hands by self					
Uses words to describe feelings and communicates needs and wants, verbally in child's primary language					

Thank you for completing this information. Please return all forms to the elementary school with your child's kindergarten enrollment materials.

Fall 2011 Pre-K Observation Form Results

Overall Results

10-11 K Enrollment
2,097 58%

1,216 Pre-K Observation Forms

	n*	Fully Mastered		Almost Mastered		Emerging		Not Yet		No Response & Not Observed
		#	%	#	%	#	%	#	%	#
1 Listens to a story	1,178	886	75%	239	20%	46	4%	7	0.6%	38
2 Likes to play with other children	1,186	1,015	86%	142	12%	28	2%	1	0.1%	30
3 Other children like to play	1,177	988	84%	162	14%	25	2%	2	0.2%	39
4 Can follow rules	1,183	704	60%	410	35%	63	5%	6	0.5%	33
5 Interest in new situations	1,177	980	83%	174	15%	23	2%	0	0.0%	39
6 Concern for others feelings	1,179	794	67%	312	26%	65	6%	8	0.7%	37
7 Moves from one activity to another	1,174	718	61%	372	32%	71	6%	13	1.1%	42
8 Count to 20 or more	1,175	665	57%	325	28%	125	11%	60	5.1%	41
9 Basic Shapes	1,158	873	75%	204	18%	59	5%	22	1.9%	58
10 Most letters of alphabet	1,168	682	58%	277	24%	145	12%	64	5.5%	48
11 Primary colors	1,174	994	85%	130	11%	39	3%	11	0.9%	42
12 Toilet and wash hands	1,184	1,071	90%	99	8%	10	1%	4	0.3%	32
13 Communicates needs & wants in primary language	1,179	919	78%	220	19%	35	3%	5	0.4%	37
Avg.	1,176	868	74%	236	20%	56	5%	16	1.3%	

*does not include No Response and Not Observed

Attended Preschool	85%
Well Child Exam	90%
Oral Health Exam	81%
Developmental Screening	54%
Concerns About Speech, Hearning or Learning	14%
Special Needs	6%
Eats Breakfast	99%
Read to 6-7 days per week	37%

2011 Pre-K Observation Form Results

Pre-K v. No Pre-K

1,216 Pre-K Observation Forms
 1,017 Yes PreK 85%
 174 No PreK 15%
 25 No Response 2%

1,191 Total Responses to PreK Question

		Pre-K Experience					Almost Mastered		Emerging		Not Yet		No Response & Not Observed
		Yes - 85% (n=1,017)											
		Fully Mastered											
		n*	#	%	Upper 95% CI	Lower 95% CI	#	%	#	%	#	%	#
1	Listens to a story	1,010	770	76%	82%	71%	195	19%	41	4%	4	0.4%	7
2	Likes to play with other children	1,017	880	87%	92%	81%	117	12%	20	2%	0	0.0%	0
3	Other children like to play	1,012	861	85%	91%	79%	129	13%	22	2%	0	0.0%	5
4	Can follow rules	1,013	616	61%	66%	56%	340	34%	53	5%	4	0.4%	4
5	Interest in new situations	1,010	841	83%	89%	78%	149	15%	20	2%	0	0.0%	7
6	Concern for others feelings	1,009	679	67%	72%	62%	274	27%	49	5%	7	0.7%	8
7	Moves from one activity to another	1,008	619	61%	66%	57%	320	32%	60	6%	9	0.9%	9
8	Count to 20 or more	1,007	612	61%	66%	56%	258	26%	97	10%	40	4.0%	10
9	Basic Shapes	997	776	78%	83%	72%	165	17%	43	4%	13	1.3%	20
10	Most letters of alphabet	1,000	618	62%	67%	57%	236	24%	109	11%	37	3.7%	17
11	Primary colors	1,006	868	86%	92%	81%	103	10%	28	3%	7	0.7%	11
12	Toilet and wash hands	1,014	918	91%	96%	85%	85	8%	7	1%	4	0.4%	3
13	Communicates needs & wants in primary language	1,012	783	77%	83%	72%	192	19%	32	3%	5	0.5%	5
Avg.		1,009	757	75%	80%	70%	197	20%	45	4%	10	1.0%	

		No Pre-K Experience					Almost Mastered		Emerging		Not Yet		No Response & Not Observed
		No - 15% (n=174)											
		Fully Mastered											
		n*	#	%	Upper 95% CI	Lower 95% CI	#	%	#	%	#	%	#
1	Listens to a story	168	116	69%	82%	56%	44	26%	5	3%	3	1.8%	6
2	Likes to play with other children	169	135	80%	93%	66%	25	15%	8	5%	1	0.6%	5
3	Other children like to play	165	127	77%	90%	64%	33	20%	3	2%	2	1.2%	9
4	Can follow rules	170	88	52%	63%	41%	70	41%	10	6%	2	1.2%	4
5	Interest in new situations	167	139	83%	97%	69%	25	15%	3	2%	0	0.0%	7
6	Concern for others feelings	170	115	68%	80%	55%	38	22%	16	9%	1	0.6%	4
7	Moves from one activity to another	166	99	60%	71%	48%	52	31%	11	7%	4	2.4%	8
8	Count to 20 or more	168	53	32%	40%	23%	67	40%	28	17%	20	11.9%	6
9	Basic Shapes	161	97	60%	72%	48%	39	24%	16	10%	9	5.6%	13
10	Most letters of alphabet	168	64	38%	47%	29%	41	24%	36	21%	27	16.1%	6
11	Primary colors	168	126	75%	88%	62%	27	16%	11	7%	4	2.4%	6
12	Toilet and wash hands	170	153	90%	104%	76%	14	8%	3	2%	0	0.0%	4
13	Communicates needs & wants in primary language	167	136	81%	95%	68%	28	17%	3	2%	0	0.0%	7
Avg.		167	111	67%	79%	54%	39	23%	12	7%	6	3.4%	

*does not include No Response and Not Observed

Fall 2011 Pre-K Observation Forms Received by School and District

District	School(s)	Fall 2011 Pre-K Obs. Forms	2010-2011 K Enrollment	School %	District %
Black Oak Mine	American River Charter	0	25	0%	67%
	Georgetown	41	47	87%	
	Northside	36	44	82%	
	Otter Creek	5	7	71%	
Buckeye	Blue Oak	82	87	94%	40%
	Buckeye	35	88	40%	
	CA Montessori Project	0	50	0%	
	Charter Montessori (Blue Oak)	50	50	100%	
	Oak Meadows	0	125	0%	
	Silva Valley	69	97	71%	
	William Brooks	0	93	0%	
Camino	Camino	18	48	38%	38%
EDCOE	Charter Community & Other	0	13	0%	0%
	Special Ed	0	11	0%	
Gold Oak Union	Gold Oak	44	47	94%	94%
Gold Trail	Sutters Mill	45	79	57%	57%
Indian Diggings	Indian Diggings	2	2	100%	100%
Lake Tahoe	Bijou Community	101	115	88%	81%
	Lake Tahoe Environmental	57	62	92%	
	Sierra House	76	83	92%	
	Tahoe Valley	55	97	57%	
Latrobe	Latrobe	15	14	107%	107%
Mother Lode Union	Indian Creek	150	142	106%	106%
Pioneer	Walt Tyler	0	7	0%	37%
	Pioneer	11	23	48%	
Placerville	Louisiana Schnell	77	92	84%	81%
	Sierra School	58	74	78%	
Pollock Pines	Pinewood School	50	89	56%	56%
Rescue	Green Valley	65	94	69%	36%
	Jackson	0	54	0%	
	Lake Forest	0	61	0%	
	Lakeview	0	103	0%	
	Rescue	74	74	100%	
Silver Fork	Silver Fork	0	0	#DIV/0!	#DIV/0!
Totals		1,216	2,097	58%	



Kindergarten Student Entrance Profile



Overview

The Kindergarten Student Entrance Profile (KSEP) was developed and evaluated over six years as part of a school, community, and university action research collaboration involving the Santa Maria-Bonita School District, First 5 of Santa Barbara County, and the Gevirtz Graduate School of Education at the University of California Santa Barbara. The main sections of the KSEP include content consistent with the essential school readiness indicators of National Association for the Education of Young Children (NAEYC) and the California Desired Results Developmental Profile (DRDP). It includes sections for physical & health readiness, social-emotional readiness, and school ready knowledge. A teacher who has had sufficient time to observe the child in their everyday naturalistic settings completes these sections. In addition, the KSEP also includes two supplement sections with suggestions for more individualized direct assessment that the Santa Barbara consortium has been using as part of a longitudinal study of the preschool to grade 3 transition. These supplemental assessments can be used as part of a broader multi-gating assessment process to support a school district's early response to intervention efforts.

Section 1: KSEP Physical & Health Readiness Section

Purpose of Section 1: Physical and health readiness is a key element of school readiness and refers to the general health and well-being of a student at school entry and the physical environment the child may have been exposed to that could influence school readiness. Several broad health issues are related to a child's learning including: nutrition, weight, hunger, physical environment, and ongoing medical conditions. Health and environmental concerns that influence a child's physical readiness for school strongly impact a student's cognitive, social-emotional, and behavioral readiness. The first section of the KSEP asks the teacher to summarize important information about the child's physical development.

Who completes section 1? This information is collected as part of a preschool to kindergarten transition program or during the first weeks of kindergarten if the child has not had a formal preschool experience.

Sections 2 and 3: KSEP Social-Emotional & Cognitive Readiness

Purpose of Section 2 and 3: Children's ability to regulate emotions improves their ability to successfully navigate through the transition to kindergarten and acquire academic information. The ability to plan, regulate, problem solve, and attend to a task in kindergarten is positively related to school achievement at the end of the first grade. Fostering social-emotional and behavioral readiness is correlated with developing cognitive readiness in preschool students.

In addition, cognitive readiness (e.g., phonological development and number sense) is an important predictor of later academic achievement. For example, early literacy skills predict later reading fluency, writing fluency, and more extensive language development. Academic performance in the

classroom is correlated highly with scores on standardized assessments for early literacy and math.

Who Complete Sections 2 and 3? A teacher who has been able to observe the child in a naturalistic school setting for at least three weeks completes sections 2 and 3.

KSEP Multi-gating Assessment

KSEP Supplement A

Purpose of KSEP Supplement A: Our research shows that on the California Standards English Language Arts Test at the end of grade 2, only 7% and 24% of students with KSEP scores in the Immediate Follow-up (11–22) or Monthly Monitor (23–32) ranges, respectively, scored at the Proficient or Advanced levels. We have developed the items for Supplement A to further evaluate the readiness of students with low KSEP ratings. The aim Supplement A is to identify those one-in-four students who may later do well in school and may not need additional support. This will help to make targeted academic supports available to those students with the greatest needs. This also helps to use available resources in an efficient manner. These procedures are being used in ongoing research with additional information available by August 2010.

Content of Supplement A: This supplement is a direct assessment of children’s school ready knowledge and includes additional content to understand better the child’s phonemic awareness skills and early number knowledge. These assessments can be done in 10 minutes and can be repeated over the first three months of school as part of an early progress monitoring procedure. The goal of this additional assessment is to gather more information about those children who had a total KSEP rating of 23–32 during the first few weeks of kindergarten. This information can also be used to direct additional instructional supports to the children who are in greatest need.

Who Should Administer Supplement A? Supplement A items can be administered by kindergarten teachers or by appropriate assessment support staff at the school.

KSEP Supplement B

Purpose of Supplement B: No single school readiness assessment has the sensitivity and specificity required to identify all students in need of supplemental instructional supports. In addition to the assessments listed in Supplement A, there should be a systematic assessment framework that links the KSEP with a district’s benchmarking, progress monitoring, and more formal assessments. Supplement B can be used immediately with students who have KSEP ratings of 11–22, because our research shows that 50% of them had second-grade CST English–Language Arts scores at the Far Below Basic or Below Basic levels. One in two of these students will not close the achievement gap and require immediate and focused educational interventions and ongoing monitoring of their academic progress. In addition, Supplement B could be used as a next step with students who had KSEP ratings of 23–32 and who did not show improvement in the skills assessed by Supplement A between the beginning of the school year and November–December.

Content of Supplement B: Supplement B includes a list of efficient standardized measures that could be used to provide additional baseline information about a child’s early literacy and numeracy skills, and behavioral adjustment. Many options are available, but in Santa Barbara County, we have used the Peabody Picture Vocabulary Test-4 (English and Spanish), the Number Knowledge Test (English and Spanish), and the Behavioral Emotional Screening System (Teacher and Parent forms).

Who Should Administer Supplement B? Supplement B measures can be used by appropriate assessment support staff at the school. The BESS includes a parent and teacher version.

Teacher _____ Teacher's Ph. # _____ School _____ Date _____

Student's Name _____	Nickname _____		
Primary Home Language _____	Birth date _____	<input type="radio"/> Male	<input type="radio"/> Female

SECTION 1: KSEP PHYSICAL/HEALTH READINESS SECTION:

A. Did this child attend preschool? Yes No Unknown

If attended, name of preschool _____

If attended preschool, for how long? 0-6 months 7-12 months 1+ year

If attended, type of preschool attended

Head Start State Preschool PreK Camp Other Unknown

B. Does the child have an active IEP? Active Inactive Never had an IEP

C. Is child's speech easy to understand? Yes Marginal No

D. Is child usually rested: Yes No

E. Is child toileting and has other self-help skills: Independent Needs assistance

F. Does child appear to be properly nourished: Yes No

G. Child has adequate gross motor skills (e.g., coordination): Yes No

H. Child has adequate fine motor skills (e.g., can hold and use a pencil): Yes No

I. Child has appropriate sense of his/her own body in relation to others: Yes No

Comments

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Section 2 and 3: KSEP Report of Teacher Observations

Student's Name _____ Date: _____

KSEP Social-Emotional Readiness Section		Not Yet	Emerging	Almost Mastered	Mastered
1.	Seeks adult help when appropriate	1	2	3	4
2.	Engages in cooperative play activities with peers	1	2	3	4
3.	Exhibits impulse control and self-regulation	1	2	3	4
4.	Maintains attention to tasks	1	2	3	4
5.	Is enthusiastic and curious about school	1	2	3	4
*6.	Persists with a task after experiencing difficulty	1	2	3	4
KSEP School Ready Knowledge Section		Not Yet	Emerging	Almost Mastered	Mastered
7.	Recognizes own name	1	2	3	4
8.	Demonstrates expressive verbal abilities	1	2	3	4
9.	Understands that numbers represent quantity	1	2	3	4
10.	Child writes own name	1	2	3	4
11.	Color Recognition	1	2	3	4
12.	Shape recognition	1	2	3	4
See Tables 1, 2, and 3	Total score (a + b + c + d) = _____ * DO NOT INCLUDE ITEM 6 IN TOTAL SCORE 11-22: Immediate Follow-up—Follow up with Supplement B 23-32: Monthly Monitor—Follow with Supplement A 33-39: Quarterly Monitor—Follow with district benchmark assessments 40-44: Ready to Go—May benefit from curriculum augmentations	_____ x 1 =	_____ x 2 =	_____ x 3 =	_____ x 4 =
		a. _____	b. _____	c. _____	d. _____

Note. For each column, enter the number of items circled and multiply by the corresponding number. Sum the numbers for all 4 columns to obtain total score (range 11-44). Item 6 was recently added to KSEP and should

NOT be included in the total score. This item assesses task persistence. There is strong research evidence showing that task persistence is associated with later academic success. As more information is collected, we will evaluate how this item adds to the KSEP's predictive validity. In the meantime, please use the other 11 items, which our research shows predict later academic achievement.

Comments

KSEP Social-Emotional Items Rubric

KSEP Item	Not Yet (1)	Emerging (2)	Almost Mastered (3)	Mastered (4)
1. Seeks adult help when appropriate	When unable to complete tasks, does not seek and will not accept adult assistance	When unable to complete tasks, does not seek but will accept adult assistance	When unable to complete tasks, asks for assistance without being able to express a specific need	When unable to complete tasks, seeks adult assistance and can express specific needs related to the tasks
2. Engages in cooperative play activities with peers	Rarely engages with other children and/or may use aggression to disrupt others' cooperative play	Plays alongside other children, but does not engage in interactions with them	Plays next to other children and may initiate conversations or share toys but actions are not part of an ongoing shared activity	Engages with other children in ongoing shared activities (e.g., imaginative play, tag, blocks, etc.)
3. Exhibits impulse control and self-regulation	Unable to delay having wants and needs met	Distracted by getting wants and needs met, yet able to be redirected by others	Distracted by getting wants and needs met but redirects self	Able to delay wants and needs until appropriate time
4. Maintains attention to tasks (attention focus, distractibility)	Does not sustain attention to tasks; is frequently distracted by external stimuli	Stays with tasks for a short time but becomes easily distracted by external stimuli	Distracted from tasks by external stimuli but can redirect self back to tasks after becoming distracted	Consistently attends to tasks without becoming distracted by external stimuli

KSEP Item	Not Yet (1)	Emerging (2)	Almost Mastered (3)	Mastered (4)
5. Is enthusiastic and curious about school	Is lethargic, unenthusiastic, and/or indifferent towards school activities and rarely responds to prompting	Is not self-initiating to participate in school activities but will participate when prompted	Shows some excitement and interest in school activities, but only for selected activities	Expresses excitement and interest in participating in a wide range of school activities
6. Persists with tasks after experiencing difficulty (task persistence, coping with challenges)	Easily becomes visibly frustrated and quits with tasks when difficulty is encountered	Persists with tasks for a short amount of time but quits when difficulty is encountered AND child does not respond to teacher's attempts at redirection	Persists with tasks for a short amount of time but quits when difficulty is encountered BUT child does respond to teacher's attempts at redirection	Usually persists with tasks until completed even after difficulty is encountered; no teacher redirection is needed

KSEP Ready Knowledge-Cognitive Items Rubric

KSEP Item	Not Yet (1)	Emerging (2)	Almost Mastered (3)	Mastered (4)
7. Recognizes own written name	Child cannot read or locate name	Child can find name after several attempts (recognizes first letter)	Child identifies own name in routine settings	Child can consistently find name even in new situations
8. Demonstrates expressive verbal abilities	Communicates primarily in a nonverbal way or using one word utterances	Expresses self in simple 3–4 word phrases	Expresses self in 5–6 word sentences	Child clearly communicates using fuller, more complex sentences
9. Understands that numbers represent quantity	Does not know numbers	Knows numbers but does not associate numbers to objects in a one-to-one fashion	Demonstrates number-object correspondence when counting objects, assigning one number per object	Can select an accurate amount of objects upon request (e.g., can provide you with 4 blocks upon request)
10. Child writes own name	Unable to do	Scribble-write first name with some letter-like form	Writes first name	Writes first and last name
11. Recognizes colors	Correctly identifies 0–4 colors	Correctly identifies 5–8 colors	Correctly identifies 9–10 colors	Correctly identifies 11 colors

KSEP Item	Not Yet (1)	Emerging (2)	Almost Mastered (3)	Mastered (4)
12. Recognizes shapes	Correctly identifies 0–1 of the primary shapes	Correctly identifies 2 primary shapes	Correctly identifies 3 primary shapes	Correctly identifies all 4 primary shapes (circle, square, triangle, rectangle)

Fall 2011 KSEP Results

1,885 Completed KSEPs
 36.0 Avg. Score
 5.37 Avg. Age (n=1,767) Turned 5 by April 20

	Overall			5 by 9/1/11		5 after 9/1/11		PreK	
	#	%	Avg. Age	#	%	#	%	#	%
Group A (11-22)	54	2.9%	5.19	31	2.2%	16	4.7%	26	1.8%
Group B (23-32)	425	22.5%	5.27	273	19.2%	121	35.2%	283	19.6%
Group C (33-39)	732	38.8%	5.38	565	39.7%	119	34.6%	558	38.6%
Group D (40-44)	674	35.8%	5.44	554	38.9%	88	25.6%	580	40.1%
Total KSEPs	1,885			1,423		344		1,447	
Avg. Score	36.0			36.6		34.1		36.7	
Total 33+	1,406	74.6%	5.40	1,119	78.6%	207	60.2%	1,138	78.6%

	1+ Year PreK		No PreK		5 Yrs Old & Any PreK		5 Yrs Old by Sept. 1 & 1+ Year PreK	
	#	%	#	%	#	%	#	%
Group A (11-22)	9	1.0%	20	7.5%	12	1.1%	6	0.9%
Group B (23-32)	142	16.5%	87	32.7%	189	17.0%	95	14.2%
Group C (33-39)	333	38.7%	100	37.6%	432	38.8%	257	38.5%
Group D (40-44)	376	43.7%	59	22.2%	479	43.1%	309	46.3%
Total KSEPs	860		266		1,112		667	
Avg. Score	37.3		33.5		37.2		37.7	
Total 33+	709	82.4%	159	59.8%	911	81.9%	566	84.9%

Fall 2011 KSEP Results
Overall Results by Skill/Behavior

1,885 KSEPs

		n	Mastered		Almost Mastered		Emerging		Not Yet	
			#	%	#	%	#	%	#	%
Social-Emotional	1	1,885	889	47%	577	31%	376	20%	43	2%
	2	1,883	1,246	66%	451	24%	156	8%	30	2%
	3	1,884	723	38%	563	30%	483	26%	115	6%
	4	1,883	528	28%	786	42%	469	25%	100	5%
	5	1,884	1,038	55%	611	32%	213	11%	22	1%
	6	1,883	690	37%	936	50%	194	10%	63	3%
Knowledge	7	1,885	1,203	64%	523	28%	124	7%	35	2%
	8	1,884	941	50%	655	35%	244	13%	44	2%
	9	1,882	1,069	57%	479	25%	242	13%	92	5%
	10	1,884	267	14%	1304	69%	229	12%	84	4%
	11	1,882	1,157	61%	507	27%	179	10%	39	2%
	12	1,881	1,072	57%	481	26%	237	13%	91	5%
Avg.		1,883	902	48%	656	35%	262	14%	63	3%

	Yes		No		Responses (n)
	#	%	#	%	
Attended PreK:	1,448	84%	266	16%	1,714
Attended PreK 1+ Years:	860	66%	452	34%	1,312
Active IEP:	113	6%	1,759	93%	1,885
Speech Easy to Understand:	1,582	84%	94	5%	1,884
Usually Rested:	1,832	97%	53	3%	1,885
Toileting & Self-Help Skills:	1,845	98%	40	2%	1,885
Properly Nourished:	1,864	99%	21	1%	1,885
Adequate Gross Motor Skills:	1,815	96%	70	4%	1,885
Adequate Fine Motor Skills:	1,608	85%	277	15%	1,885
Appropriate Sense of Body:	1,693	90%	192	10%	1,885

Only students that attended PreK, 50% overall
 13 had an inactive IEP
 208 Marginal (11%)



Healthy

Caring

Growing

Learning

Connected

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Growing Children, One by One...

2012 PRE-K OBSERVATION FORM (DRAFT)

Child's Demographic Information-Parent or Guardian to Complete

1. Child's Name		2. Today's Date	
3. School Name		4. Birthday __/__/____	5. <input type="checkbox"/> Male <input type="checkbox"/> Female

Family Questions:

6. How many hours of sleep does your child get each night?	<input type="checkbox"/> 0-7	<input type="checkbox"/> 8-10	<input type="checkbox"/> 11-15
7. How many days a week do you read with your child?	<input type="checkbox"/> 0-3	<input type="checkbox"/> 4-5	<input type="checkbox"/> 6-7
8. What is your child's primary language?	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other: _____		

Health Questions:

	Yes	No
9. Has your child had a physical or well child exam in the last 12 months?		
10. Has your child had a cleaning or oral health exam in the last 12 months?		
11. Has your child had a developmental screen (like Ages & Stages) in the last 12 months?		
12. Do you have any concerns about your child's speech, hearing, or learning? Please describe: _____		
13. Does your child have any special needs or disabilities? Please describe: _____		

Education Care and Education Questions:

	Yes	No
14. Has your child attended preschool?		
If attended, name of program: _____		
If attended, how long? __ 0-6 months __ 7-12 months __ 1+ years		
If attended, type of preschool attended? __ Head Start __ State Preschool __ Pre K Program __ Other __ Unknown		

Transition Questions:

	Yes	No
15. <i>I give my permission for the kindergarten teacher to exchange pertinent educational information with my early care and education teacher.</i> Parent Signature: _____		
Early Care and Education Teacher's Name:		
Program Name:		Phone Number:

Thank you for completing this information. Please return all forms to the elementary school with your child's kindergarten enrollment materials.