

Appendix B

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Introduction to Scoring

The scoring of the 30 selected Work Sampling System (WSS) indicators for kindergarten, representing 7 curricular domains, was done by classroom teachers assigning one of three ratings, *Proficient*, *In Process* or *Needs Development*, in each of 4 indicators within six domains and 6 indicators within the domain, Language and Literacy. Thus a student would be evaluated as to readiness in 30 specific behaviors that are aggregated into the domains of Social and Personal, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts and Physical Development. In addition, a composite score, representing all seven domains, was created. The follow steps were taken to create a new scale that would allow some fluctuation in the scoring reliability and make the data easier to interpret.

1. Each of the scores at the indicator level was given the following values.
 - Proficient = 3
 - In Process = 2
 - Needs Development = 1
2. The sum is calculated for the values of 4 indicators from 6 of the domains and the values of 6 indicators from the domain *Language and Literacy*.
3. The sums were then divided into three readiness levels.

For *Language and Literacy* with 6 indicators:

 - Full Readiness = sums of 18, 17, 16 & 15
 - Approaching Readiness = 14, 13, 12, 11 & 10
 - Developing Readiness = 9, 8, 7 & 6

For each of the 6 domains with 4 indicators:

 - Full Readiness = sums of 12, 11 & 10
 - Approaching Readiness = sums of 9, 8 & 7
 - Developing Readiness = 6, 5 & 4
4. The following definitions were developed for the readiness levels.
 - **Full Readiness:** Students consistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully.
 - **Approaching Readiness:** Students inconsistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require targeted instructional support in specific domains or specific performance indicators.
 - **Developing Readiness:** Students do not demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require considerable instructional support in several domains or many performance indicators.
5. A similar process allows for all indicator values to be summed across domains to create composite values. Three readiness levels are defined using the following values:
 - Full Readiness = sums of 71 through 90
 - Approaching Readiness = sums of 50 through 70
 - Developing Readiness = sums of 30 through 49

The school baseline information is being reported in terms of full, approaching, and developing readiness levels.

Presentation of School Readiness Baseline Information

The baseline information for the State of Maryland¹ and each of the local school systems as well as the Edison Schools are provided on three charts and one table. In addition, local school systems received school readiness baseline information for each of their elementary schools.

The first chart provides the percentage of students for each readiness level in each of the seven domains as well as the composite of the domains. The bar graphs describe the percentages of entering kindergarten students whose scores fall into any of the three readiness levels (i.e., full, approaching, or developing readiness levels).

The second page with the table provides the disaggregation of the baseline information for each of the seven domains and the composite of the domains by the following demographic variables:

- Race/ethnicity
- Gender
- Prior care
- Students with disabilities in special education
- Students with limited English proficiency
- Students enrolled in the free and reduced priced meals program

The two charts on the third and fourth pages describe the *composite scores*, which appear on the right hand side of the previous table, and present them as bar graphs.

Appendix C provides the results of statistical tests analyzing the relationship between the school readiness levels and the demographic variables.

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¹ Harford County Public Schools information was not included in the baseline information for the State of Maryland.

Definitions

- **Composite Score.** The ratings for the seven domains are combined to give an overall measure of school readiness.
- **Prior Care.** The categories of early care and education are considered as they impact on school readiness. The prior care types are as follows:
 1. **Head Start.** A federal pre-school program for 2 to 5 year olds from low income families; funded by the US Department of Health and Human Services and licensed by the Maryland Department of Human Resources/Child Care Administration and/or local boards of education.
 2. **Prekindergarten.** Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).
 3. **Child Care Center.** Child care provided in a facility, usually non-residential, for part or all of the day that provides care to children in the absence of the parent. The centers are licensed by the Maryland Department of Human Resources/Child Care Administration.
 4. **Family Child Care.** Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Family child care is regulated by the Maryland Department of Human Resources/Child Care Administration.
 5. **Non-Public Nursery School.** Pre-school programs with an "education" focus for 3 and 4 year olds; approved or exempted by the MSDE; usually part-day, nine months a year.
 6. **Home/Informal Care.** Care by parent(s) or a relative.
- **Students Receiving Special Services.** The following categories of special services are reported for the Kindergarten students.
 - **Limited English Proficient (LEP).** Students who are not born in the United States (US) or whose native language is a language other than English or no age appropriate ability to understand, speak, read, or write English.
 - **Special Education.** Students with disabilities who receive special education services and have a current Individualized Education Plan (IEP).
 - **Free or Reduced Priced Meals.** Students whose applications meet family size and income guidelines for receiving free or reduced priced meals based on the United State Department of Agriculture (USDA) guidelines.