

Appendix C

Analysis of the Relationship Between the School Readiness Levels and Demographic Variables

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Using statistical tests to interpret the data

A series of statistical tests were performed to analyze the relationship of race/ethnicity, gender, prior early care, children with disabilities and special education, designation as having limited English proficiency (LEP), or children who receive free or reduced priced meals with the three school readiness levels. Chi-square tests compared the actual frequencies of students in the three readiness categories to the frequencies expected if there were no relationship between the demographic variables. The statistical tests were done on the statewide WSS composite scores.

School readiness and race/ethnicity

There was a significant relationship between race/ethnicity and the three readiness levels. Asian and white students showed less than 7.1% expected in "developing readiness" with 5.2% and 4.7%, respectively. African American and Hispanic students exceed expectations in "developing readiness" with 10.5% and 12.2%, respectively.

For the rating of "full readiness," the expectation is 49.4% of the students. By ethnic group this rating was given to 44.6% of the American Natives, 55.4% Asian, 37% African American, 57.6% white, and 39.4% Hispanic.

School readiness and gender

The results between males and females was significant. Girls perform above expectations with 55.2% at "full readiness," 39.5% "approaching readiness," and 5.2% "developing readiness." Boys perform below expectations with 43.8% fully ready, 47.2% "approaching readiness," and 9% "developing readiness."

School readiness and prior early care

The categories of readiness for Head Start, public school prekindergarten, child care centers, and family child care look very much like the distribution of readiness categories for the total group.

Two types of prior early care stand out. Sixty-eight percent (68%) of the non-public school nursery students were fully ready for kindergarten, 29.9% were approaching, and 2.2% had "developing readiness." This performance is significant.

The kindergarteners who come from a home or informal care with a relative were rated less ready than the expected values. At "full readiness" were 39.9% of these students, 48.7% were rated "approaching readiness," and 11.4% were "developing readiness." These results showed a significant difference from the expected values.

School readiness and students who receive special education services and have an Individual Education Plan (IEP)

Individual Education Plans (IEP) are developed for students with disabilities. Many of these students are placed in regular classrooms with their peers as part of including them in the regular instructional program. The relationship between students with and without these special services and their school readiness levels indicated significant differences. Those students with IEP's were rated at 30.8% "full readiness," 50.4% were approaching, and 18.8% were developing. Slightly more than 50 percent (50.4%) of the students without special education services were rated at "full readiness," 43.1% approaching, and 6.5% developing.

School readiness and children with and without limited English proficiency (LEP)

Children with limited English proficiency (LEP) are identified by the local school system as they enroll in public school prekindergarten and kindergarten. When comparing school readiness results for these groups of children, a significant difference has been identified. While 51 % of the students without the LEP designation were rated as fully ready, 36.7% of the LEP students received the same rating. For "approaching readiness," 42.2% of the non-LEP students received this rating compared to 50.7% of the LEP students. Almost thirteen percent (12.6%) of the LEP students were rated as "developing readiness," while 6.7% of the non-LEP students received those ratings.

School readiness and children who receive free and reduced priced meals (FARM) and those who do not

The same pattern that emerged for other areas is evident when comparing students who are eligible for free and reduced meals (i.e., a proxy for their household income) and those who are not eligible. Fifty-four percent (54%) of the non-FARM students were rated fully ready, 40.2% were approaching, and 5.8% were developing. Only 34.9% of the FARM students were rated as fully ready for kindergarten while 53.8% were rated approaching, and 11.3% were rated developing.