

Texas Kindergarten Early Assessment (Texas KEA) Performance, Fall 2017

Comparing Students With or Without Prior Prekindergarten Experience

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TX-KEA

Texas KEA (TX-KEA) was administered to Texas kindergartners for the first time in Fall 2017. It is one optional tool school staff can use to screen children's school readiness upon entry to kindergarten. University of Texas Health Science Center's Children's Learning Institute developed the test with a research award from the U.S. Department of Education.

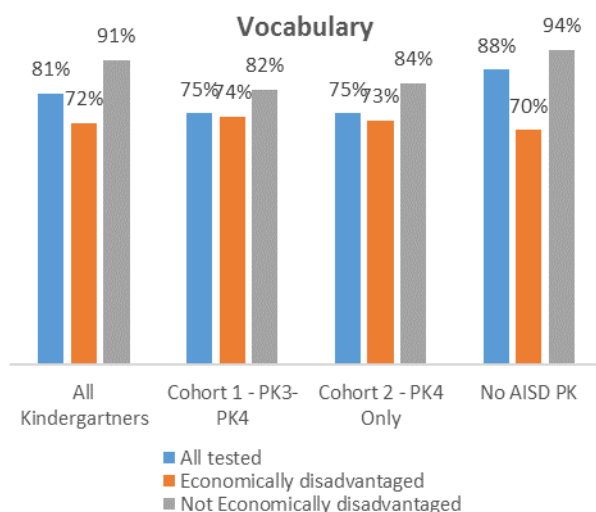
TX-KEA is a criterion-referenced screening tool to help school staff determine whether students meet specific academic standards and development levels across six domains of school readiness: language, literacy, math and science, executive functioning, social emotional skills, and academic motor skills. Test results are used to guide instruction so that all kindergartners attain these skills, and they help teachers identify students in need of further diagnostic assessment.

The test is available in both English and Spanish. Results presented in this report represent the best performance for a student at the time of testing. Thus, if a student took the test in both English and Spanish, the higher performance of the two would be the data included in this analysis. For more information on TX-KEA, see <https://www.texaskea.org>

The Texas statewide kindergarten readiness assessment, Texas KEA (TX-KEA), was administered to Austin Independent School District's (AISD) kindergartners for the first time in Fall 2017. Of interest to AISD staff and others supporting the district's early education programs were on-track (on-grade) performance levels of those kindergarten students who had attended 1 or more years of AISD's prekindergarten (PK) programs: prekindergarten for 3 year-olds (PK3) and prekindergarten for 4 year-olds (PK4). Thus, separate cohorts of students with test data who had experienced AISD PK were defined as those who had attended the PK3 program in 2015–2016 and returned to AISD for PK4 (cohort 1) and those who had attended only the PK4 program in 2016–2017 (cohort 2). An additional group of kindergarten students who did not have prior AISD PK experience (no AISD PK) was included in the analysis. All kindergartners' results (All kindergartners) also are reported. For all groups except those with no prior AISD PK, a larger percentage of students were economically disadvantaged (e.g., 53% all kindergartners, 84% cohort 1, 78% cohort 2) than were not economically disadvantaged (23% of those with no prior PK).

Figures 1 through 7 show percentages of students on grade level in several subtests from the Fall 2017 TX-KEA results for all kindergarten students, cohort 1, cohort 2, and those who had not experienced AISD PK. In addition, results are shown for students in each group who were economically disadvantaged and those who were not. **In most cases, regardless of student group, smaller percentages of students who were economically disadvantaged than of students who were not economically disadvantaged were on grade level in each subtest. The exceptions were in blending for cohort 2 and in socioemotional for cohort 1, where larger percentages of economically disadvantaged students were on grade level.**

Figure 1. Percentages of AISD Kindergartners on Grade Level, TX-KEA Vocabulary, Fall 2017



Source. AISD TX-KEA student records, Fall 2017

Note. All kindergartners, $n = 6,260$; Cohort 1, $n = 347$; Cohort 2, $n = 3,357$; No AISD PK, $n = 2,542$

Figure 2. Percentages of AISD Kindergartners on Grade Level, TX-KEA Listening Comprehension and Blending, Fall 2017

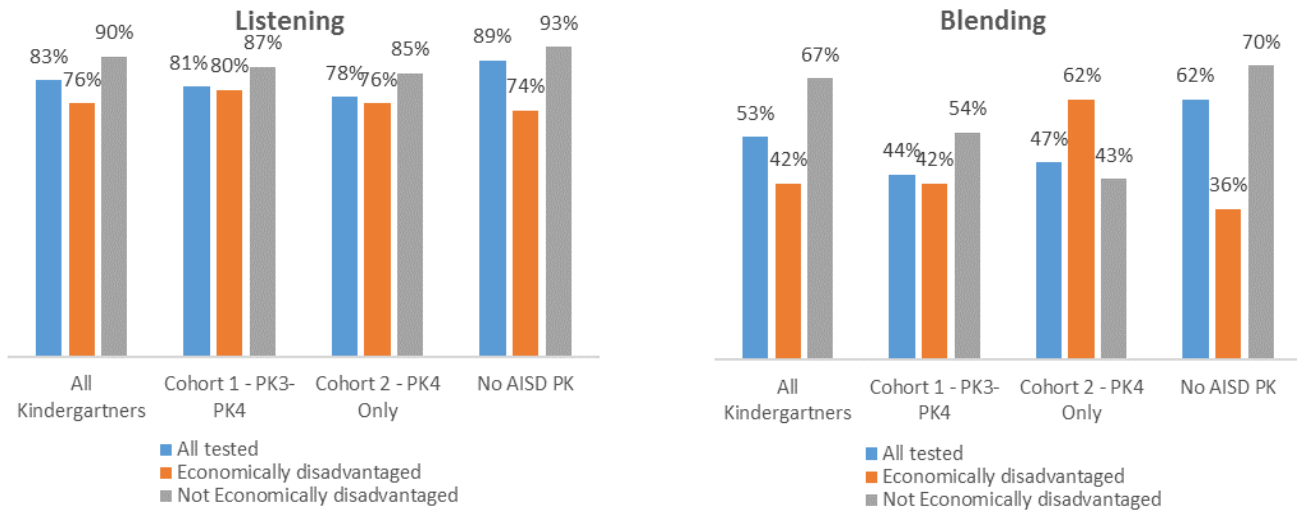
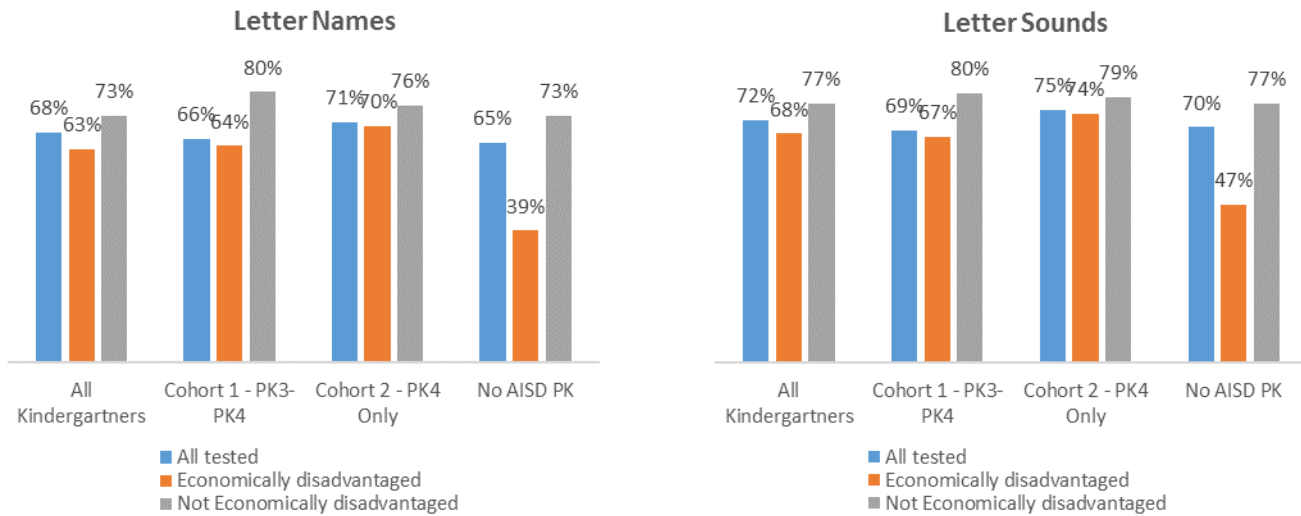


Figure 3. Percentages of AISD Kindergartners on Grade Level, TX-KEA Letter Naming and Letter Sounds, Fall 2017



Source. AISD TX-KEA student records, Fall 2017

Notes. Numbers tested in each subtest for each student group were as follows:

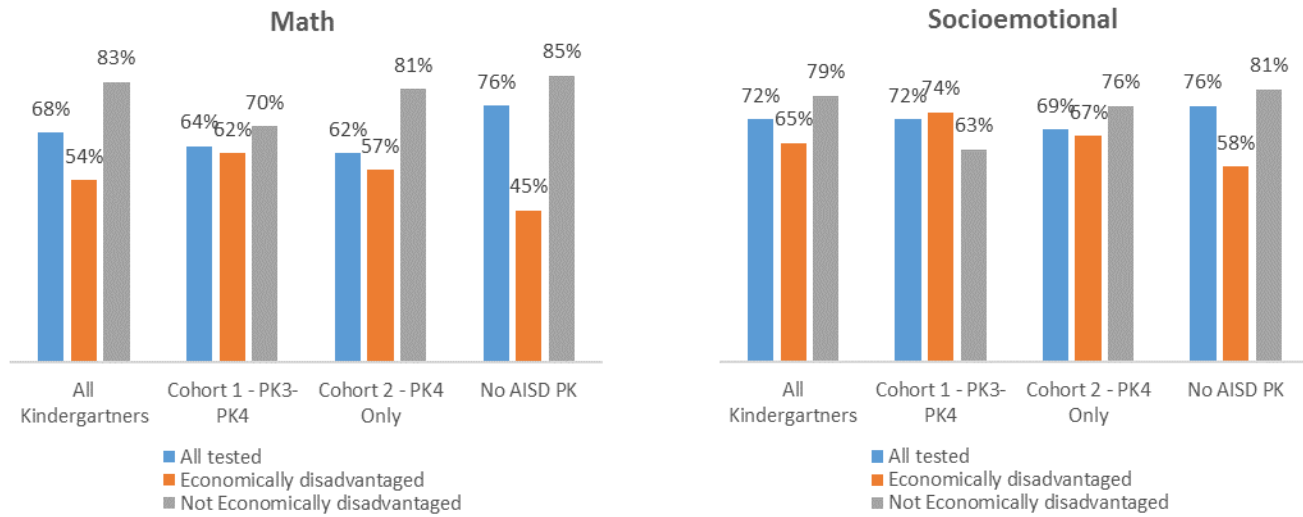
Listening: All Kindergartners, $n = 6,221$; Cohort 1, $n = 343$; Cohort 2, $n = 3,336$; No AISD PK, $n = 2,522$

Blending: All Kindergartners, $n = 6,193$; Cohort 1, $n = 342$; Cohort 2, $n = 3,322$; No AISD PK, $n = 2,508$

Letter Names: All Kindergartners, $n = 6,233$; Cohort 1, $n = 347$; Cohort 2, $n = 3,351$; No AISD PK, $n = 2,523$

Letter Sounds: All Kindergartners, $n = 6,219$; Cohort 1, $n = 343$; Cohort 2, $n = 3,339$; No AISD PK, $n = 2,518$

Figure 4. Percentages of AISD Kindergartners on Grade Level, TX-KEA Math and Socioemotional, Fall 2017



Source. AISD TX-KEA student records, Fall 2017

Notes. Numbers tested in each subtest for each student group were as follows:

Math: All Kindergartners, $n = 6,197$; Cohort 1, $n = 341$; Cohort 2, $n = 3,318$; No AISD PK, $n = 2,518$

Socioemotional: All Kindergartners, $n = 5,937$; Cohort 1, $n = 336$; Cohort 2, $n = 3,186$; No AISD PK, $n = 2,400$

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