



On My Way Pre-K

KINDERGARTEN READINESS INDICATORS (KRI)

SPRING 2021 RESULTS OVERVIEW / FINAL REPORT



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Office of Early
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Research by NORC at the University of Chicago

Introduction

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On My Way Pre-K Overview:

On My Way Pre-K is Indiana’s State Funded pre-k program that was signed into law in 2014 to provide four-year-old children from low-income families with access to high quality pre-kindergarten opportunities. It initially started as a pilot and has since expanded across the state. In the 2020-2021 academic year, 2,476 students were enrolled in the program. Eligible families may use the grant at any approved On My Way Pre-K program. Approved programs may be located in a public or private school, licensed child care center, licensed home or registered ministry, as long as that program meets the quality requirements and is registered as an On My Way Pre-K program. Families may choose from a program that is full- or part-day, as well as from programs that end with the school year or continue through the summer.

Kindergarten Readiness Indicators (KRI) Overview:

The Kindergarten Readiness Indicators (KRI) is an assessment meant to measure selected foundational academic skills needed for success in kindergarten. The KRI assessment is only required for children enrolled in On My Way Pre-K but can also be used for other pre-k students prior to kindergarten entry. It was adopted by the Indiana State Board of Education in 2019 to collect aggregated data on kindergarten readiness.

The goal of the KRI is to assess children’s understanding of six oral language and literacy, and math skills in the spring prior to kindergarten entry. Previous research has shown that the six skills assessed in the KRI contribute to a student’s future academic success. Results from the KRI can help educators and policymakers understand how students who have participated in On My Way Pre-K are entering kindergarten in comparison to national norms established for higher-income children.

The KRI assessment was administered to a sample of preschoolers in Vanderburgh and Marion counties as part of a Pilot Study in the spring of 2019. In the Spring of 2021, the KRI was administered to most students in On My Way Pre-K programs state-wide. The purpose of this report is to summarize results from the state-wide administration conducted in Spring of 2021.



Spring 2021 Assessment

1,608 students of the 2,476 students enrolled in On My Way Pre-K programs across the state of Indiana were assessed in the Spring of 2021. As expected in the first year of a program, implementation challenges were experienced and therefore not every site was eligible to participate. Students in this sample come from 320 programs in 55 counties. The following information analyzes their results within two domains: oral language and literacy and math.

NORC and the University of Chicago developed the Kindergarten Readiness Indicators. NORC also provided training for pre-k providers administering the assessment.

Kindergarten Readiness Indicator Skills and Target Categories

The KRI measures a student’s development in oral language and literacy, and math skills in comparison to their high income peers. Within these skillsets, students scores for each skill are classified into three categories: “At or Above Target,” “Below Target,” and “Far Below Target.” Students performing at “Far Below Target” did not demonstrate the easiest skill in the category.

Table 1: KRI Skills

Domain and Skill	Easiest Item	Target/Goal
Oral Language and Literacy		
Letter ID	Identifies uppercase letter “B”	Identifies less common uppercase and lowercase letters
Letter-Sound Correspondence	Produces sounds that correspond to lowercase letter “s”	Produces sounds corresponding to less common letters
Rhyming	Produces a word that rhymes with “bat”	Produces rhymes for words that do not have as many rhyming words
Sentence Comprehension	Identifies a pictures that matches a sentence (ex: “the girl is not running”)	Identifies sentences with multiples subjects and prepositions
Math		
Numerical Thinking	Gives five objects from a larger set	Understands the cardinal meaning of number words and can order small sets of objects by size
Spatial Thinking	Finds curve embedded in the bottom of a larger shape	Reasons about shapes and shape features, simple spatial relationships, and repeating patterns

Figure 1: Student KRI Performance, Skill-specific

Figure 1 illustrates student performance on each KRI skill. Students in green are at or above target scores; students in yellow are below target scores; and students in red are far below target scores.

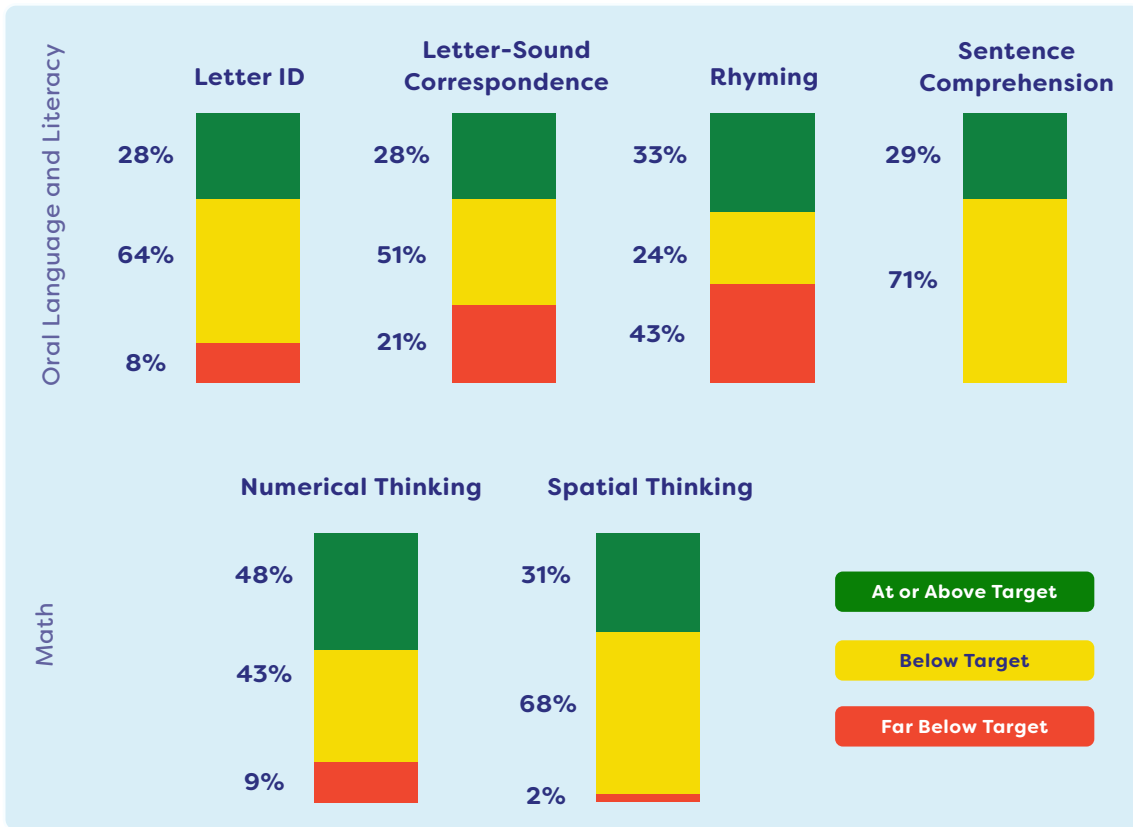


Figure 2: Students Performing Above Target

Figure 2 presents the percentage of students performing above the target score in Oral Language and Literacy (OLL) and math skills. For the OLL skills, 60% of students performed above the target score for at least one of the four skills. 55% of students performed above the target score for at least one of the two math skills.

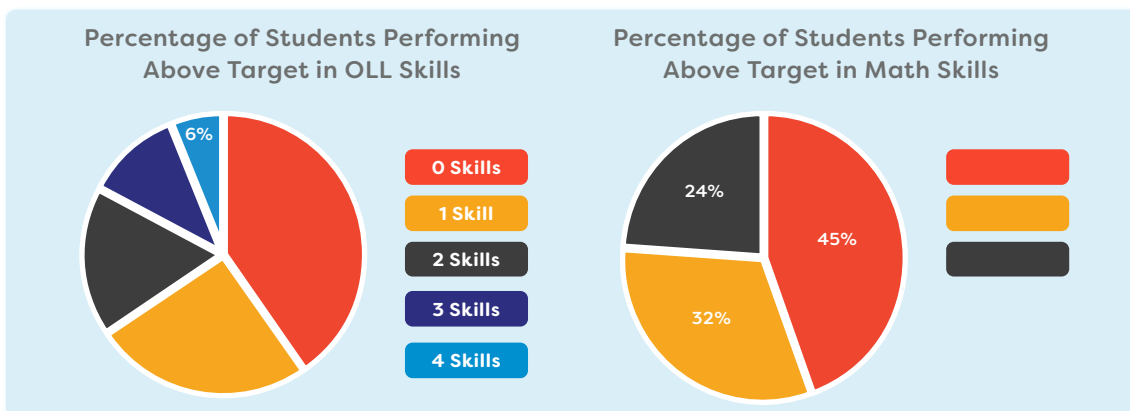


Table 2: Selected Demographics of On My Way Pre-K Student Sample

Table 2 shows the number and percentage of students in the sample disaggregated by demographic characteristics.

Characteristic	Classification	Number	Percentage
Gender	Male	804	50%
	Female	804	50%
Race/Ethnicity	White	776	48%
	Black/African American	403	25%
	Hispanic (Any Race)	163	10%
	Mixed (Bi-Racial/Multi-Racial)	163	10%
	Other	121	8%
Home Language (DLL Status)	English	1513	94%
	Other	92	6%
Urbanicity	Urban	1332	83%
	Rural	232	15%
Auspice	Center	766	48%
	School	619	38%
	Registered Ministry	94	6%
	Home	87	6%
Attendance	Less than 35 hours/week	640	75%
	At least 35 hours/week	209	25%



Table 3: Differences in Skill Scores Based on On My Way Pre-K Student Demographics

Analysis was performed to understand how students performed by demographic characteristics. Table 3 presents results for each evaluated OLL and Math skill. A dot indicates there were statistically significant differences among the demographic groups.

Skill	Gender	Race/Ethnicity	DLL Status	Urbanicity	Setting	Attendance
OLL						
Letter ID	•	•		•	•	
Letter Sound Correspondence	•				•	
Rhyming	•	•	•		•	
Sentence Comprehension	•	•	•		•	
Math						
Numerical Thinking		•			•	
Spatial Thinking	•	•			•	

Gender: Females had higher scores than males on all OLL skills and Spatial Thinking.

Race: Differences based on student race were found for all skills except Letter-Sound Correspondence. White students had higher scores than the following groups on certain skills: Hispanic students on Letter ID; Black and Hispanic students on Sentence Comprehension and Rhyming; and Black, Hispanic, and Mixed Race students on both Math skills.

DLL Status: Non-dual language learners (DLL) students had higher Rhyming and Sentence Comprehension scores than DLL students.

Urbanicity: Students attending programs in an urban area had higher letter ID scores than students attending programs in a rural area.



Table 4: Home Care Students Performed Better Than Students in...

Skill	Centers	Schools	Registered Ministries
OLL			
Letter ID	●		
Letter Sound Correspondence	●	●	
Rhyming	●		
Sentence Comprehension	●	●	●
Math			
Numerical Thinking	●	●	
Spatial Thinking	●	●	●

Setting: Differences based on setting type were found for all skills. Students attending home-based programs had higher scores in several areas than schools, centers, and registered ministries.

Attendance: No differences in KRI scores were found based on students' attendance hours. There was no difference in attendance hours regardless of whether students were attending their program full-time or less.

