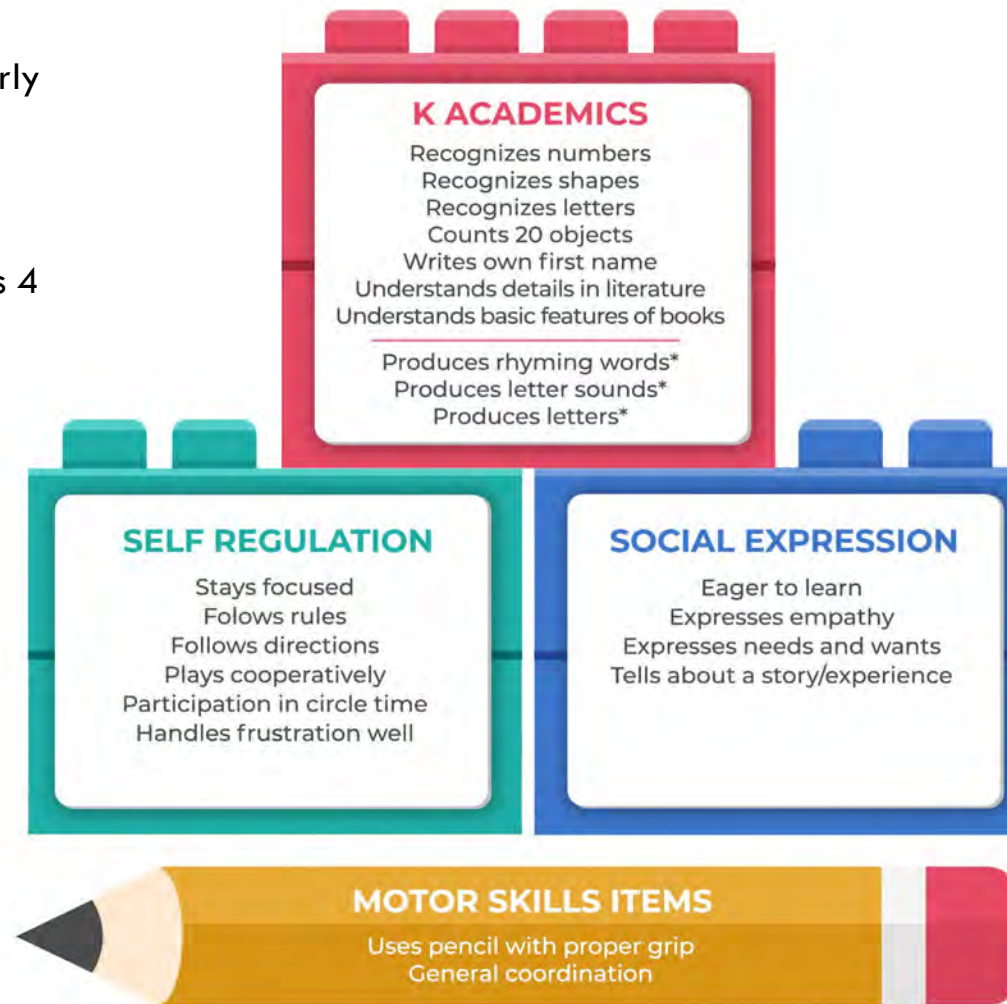




KINDERGARTEN OBSERVATION FORM: 2023-2024 MONO COUNTY RESULTS

MEASURING SCHOOL READINESS USING THE KINDERGARTEN OBSERVATION FORM (KOF)

- Developed in partnership with early childhood and K-12 experts
- “Whole child” view of readiness
- 19 essential readiness skills across 4 areas



* Formative items

- Validated against standardized measures of child development
- KOF independently predicted 3rd grade test scores in six longitudinal studies

ABOUT THE ASSESSMENT TOOL: KINDERGARTEN OBSERVATION FORM

The tool includes 3 domains and 3 levels of school readiness:

School Ready	Proficient in all three domains
Partially School Ready	Proficient in 1-2 domains
Not School Ready	Not yet proficient in all three domains

- Data based on county-wide results from kindergarten teachers' assessments in the first month of school using the Kindergarten Observation Form.
- N=101; 64% of the kindergarten population assessed in Mono County in Fall 2023.
- Language-specific items were omitted for 5 English Learners who lacked English fluency and the teacher reported the student was not assessed in their preferred language.
- 8 children had special needs (4 were also English Language Learners).

KINDERGARTEN READINESS

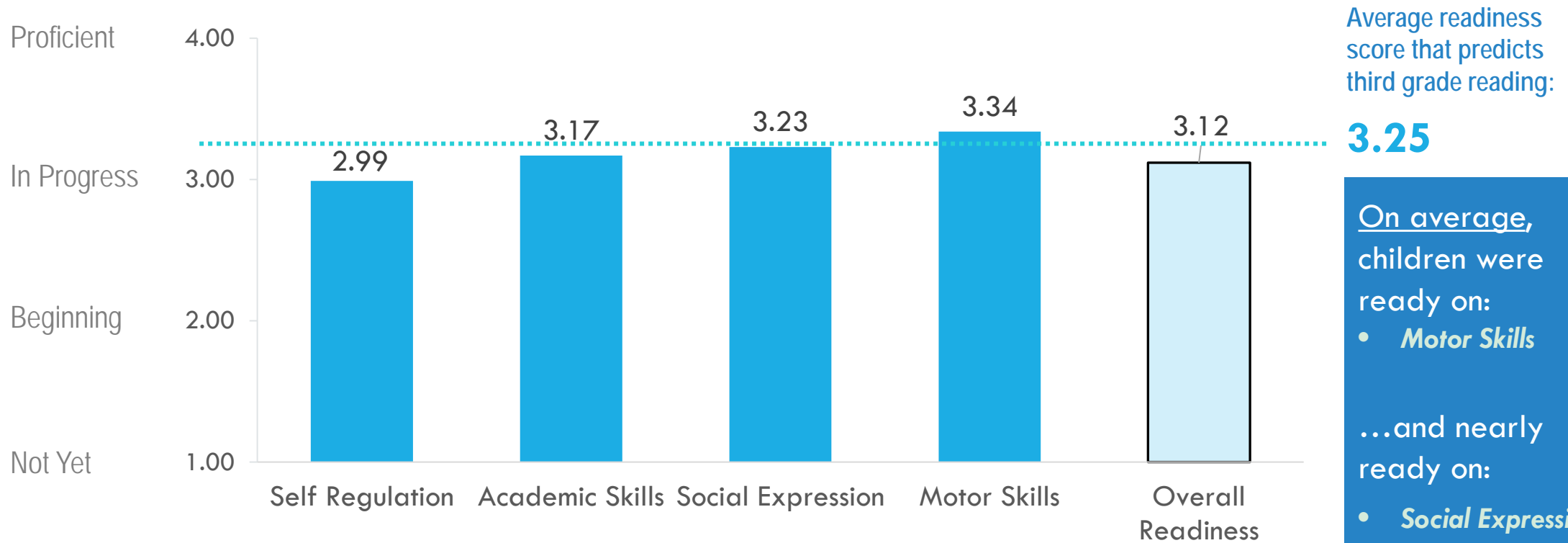
County Level

District Level

- Mammoth Unified
- Eastern Sierra Unified

MONO COUNTY: MEAN KOF SCORES BY DOMAIN

N=96-101



On average,
children were
ready on:

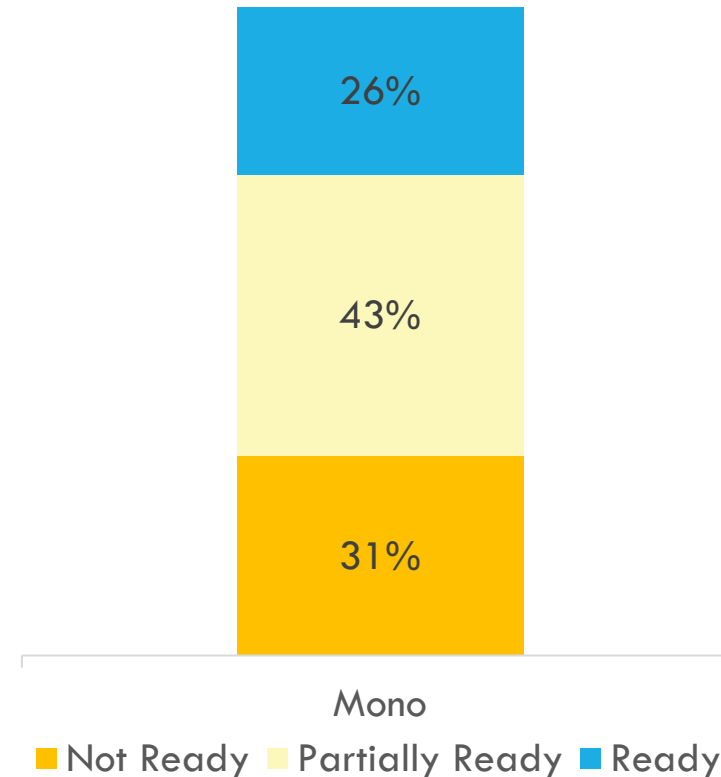
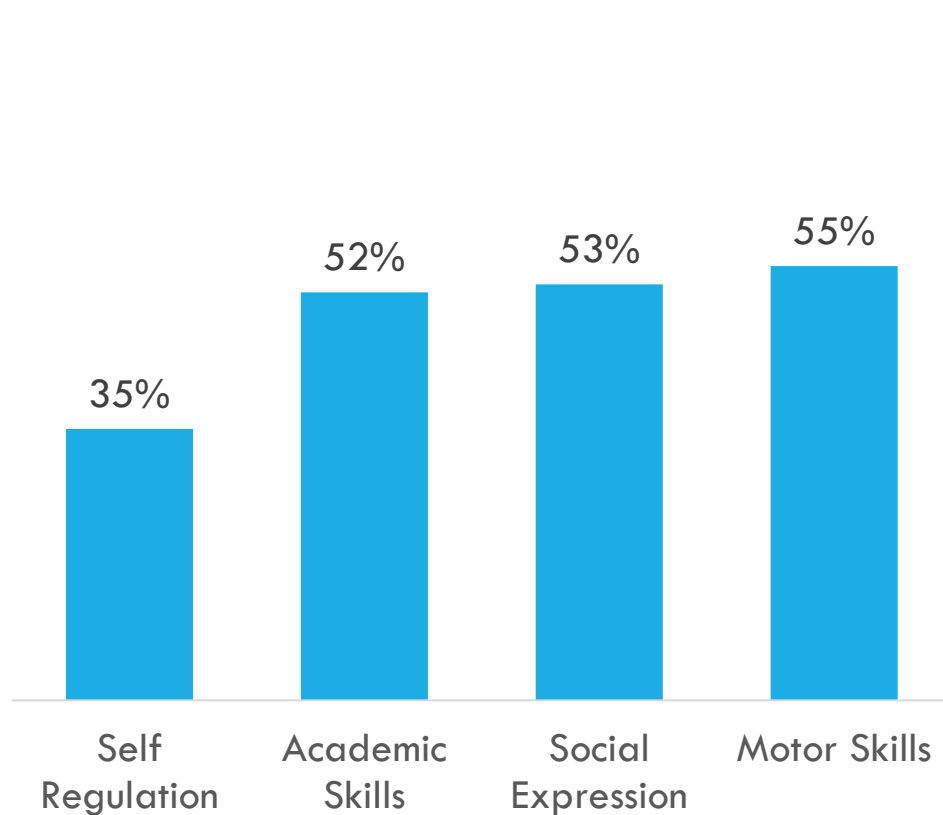
- *Motor Skills*

...and nearly
ready on:

- *Social Expression*
- *Academic Skills*
- *Overall Readiness*

MONO COUNTY: OVERALL PERCENT READY

N=96-101



Over half of children were ready on these individual domains:

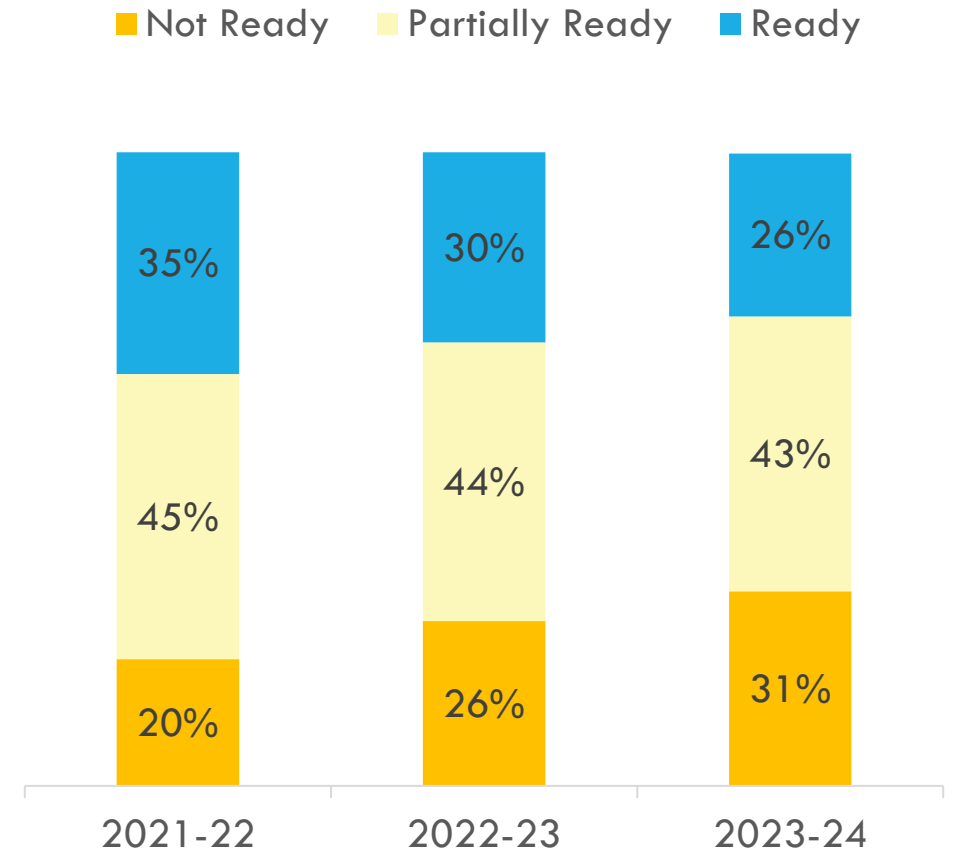
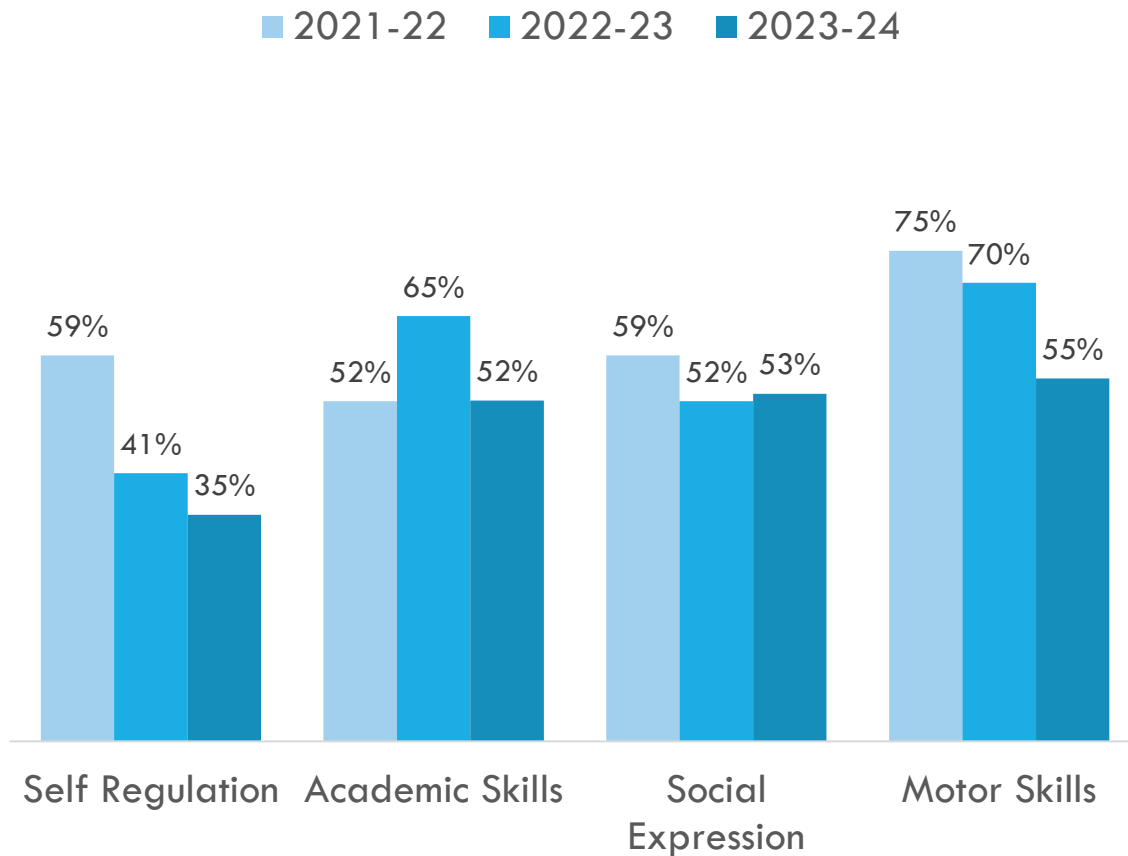
- *Motor Skills*
- *Social Expression*
- *Academic Skills*

...and 26% were ready across all 3 primary domains:

- *Self-Regulation*
- *Social Expression*
- *Academic Skills*

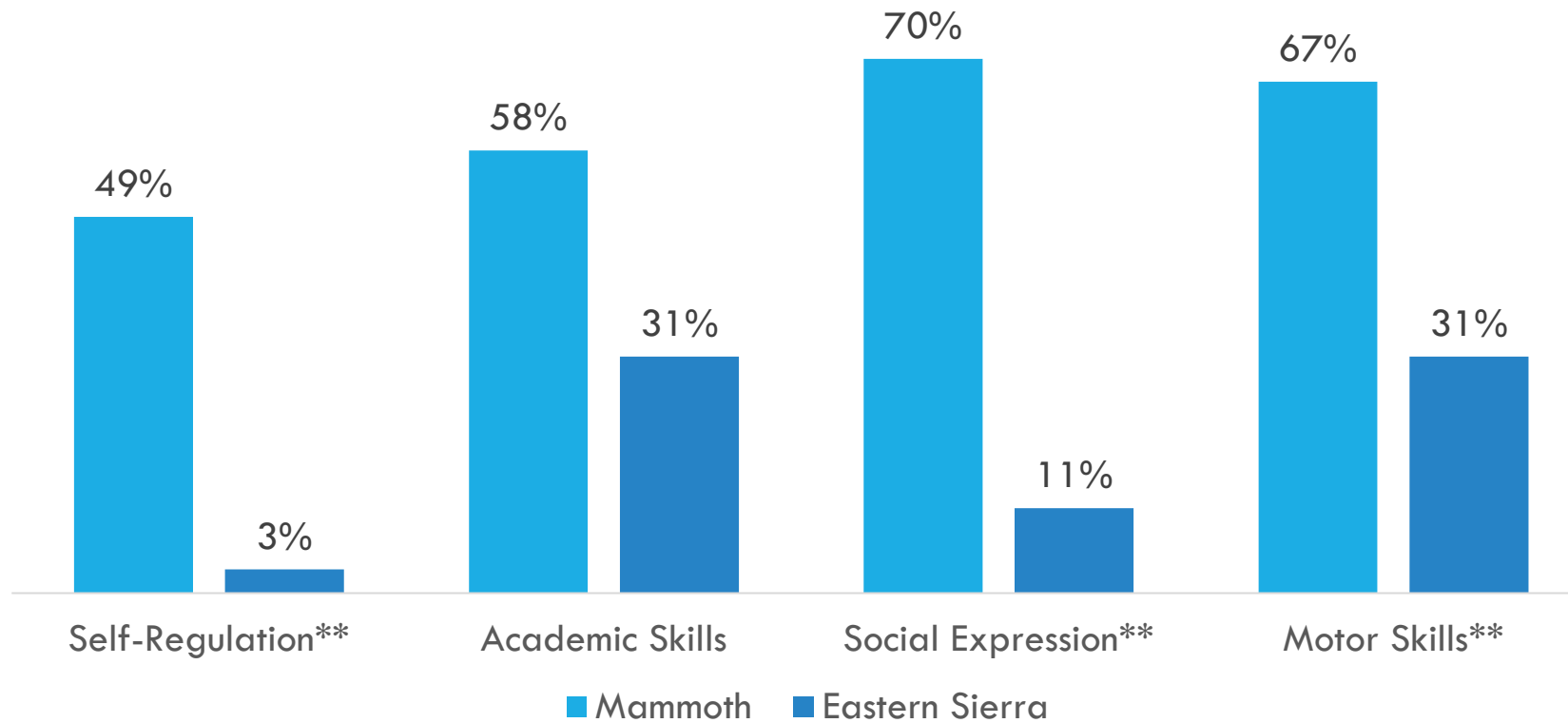
MONO COUNTY: OVERALL PERCENT READY, BY YEAR

2021=96
 2022=125-128
 2023=96-101



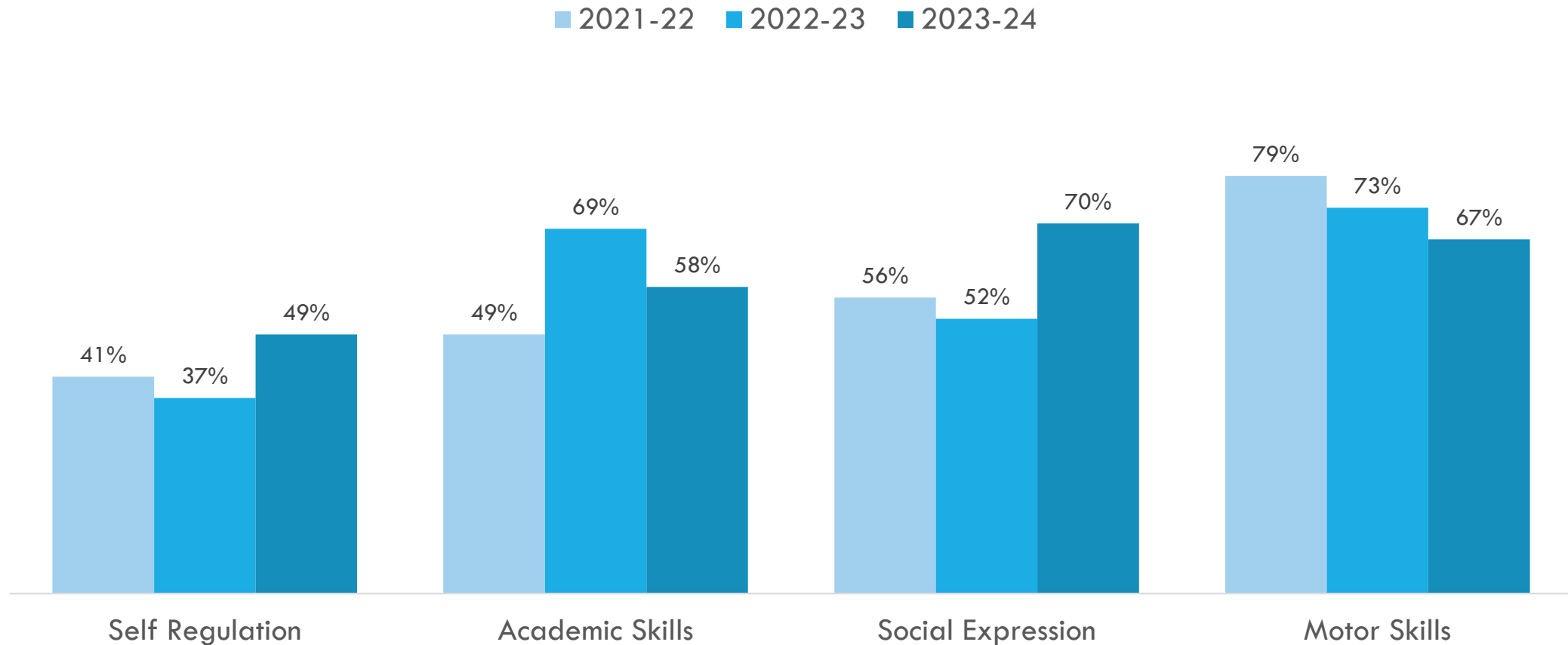
PERCENT READY, BY DISTRICT

N (MAMMOTH UNIFIED)=69;
N (EASTERN SIERRA UNIFIED)=27-32



MAMMOTH: PERCENT READY BY YEAR

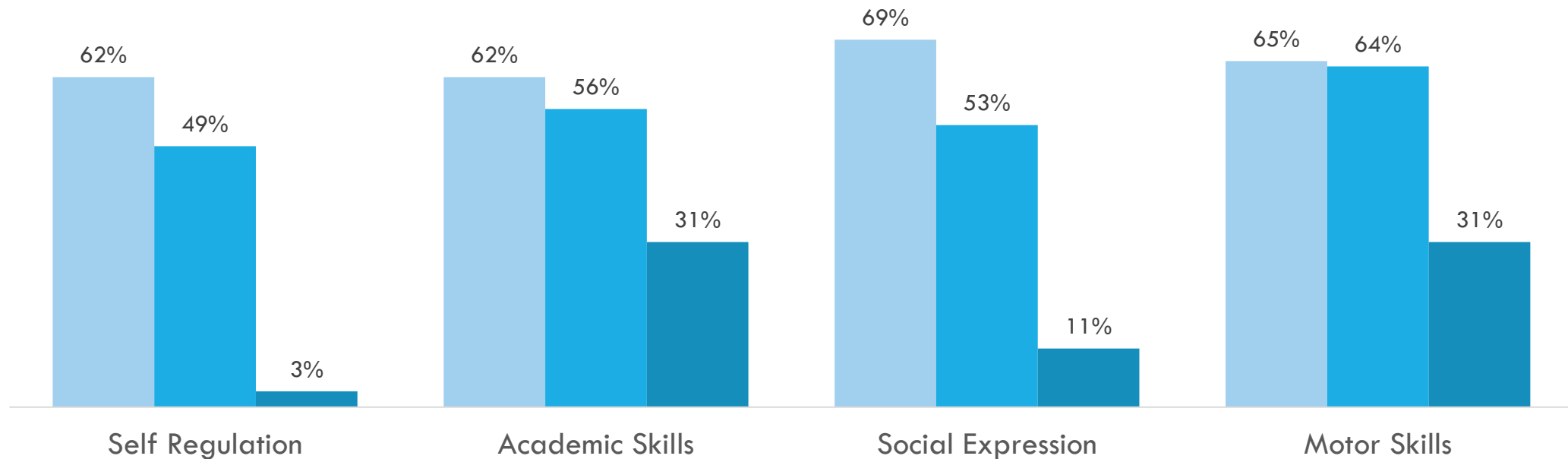
2021=70;
2022=88-89;
2023=69



EASTERN SIERRA: PERCENT READY, BY YEAR

2021=26;
2022=36-39;
2023=27-32

■ 2021-22 ■ 2022-23 ■ 2023-24



SCHOOL-LEVEL: OVERALL PERCENT READY

	Eastern Sierra Unified				Mammoth Unified
	Antelope Elementary N=16	Bridgeport Elementary N=2	Edna Beaman Elementary N=3	Lee Vining Elementary N=11	Mammoth Elementary N=69
Self-Regulation	0.0%	0.0%	0.0%	9.1%	49.3%
Academics Skills	33.3%	0.0%	66.7%	42.9%	58.0%
Social Expression	0.0%	0.0%	33.3%	28.6%	69.6%
Motor Skills	0.0%	0.0%	33.3%	81.8%	66.7%
Overall Readiness	12.5%	0.0%	0.0%	18.2%	56.5%

LANGUAGE PROFICIENCY

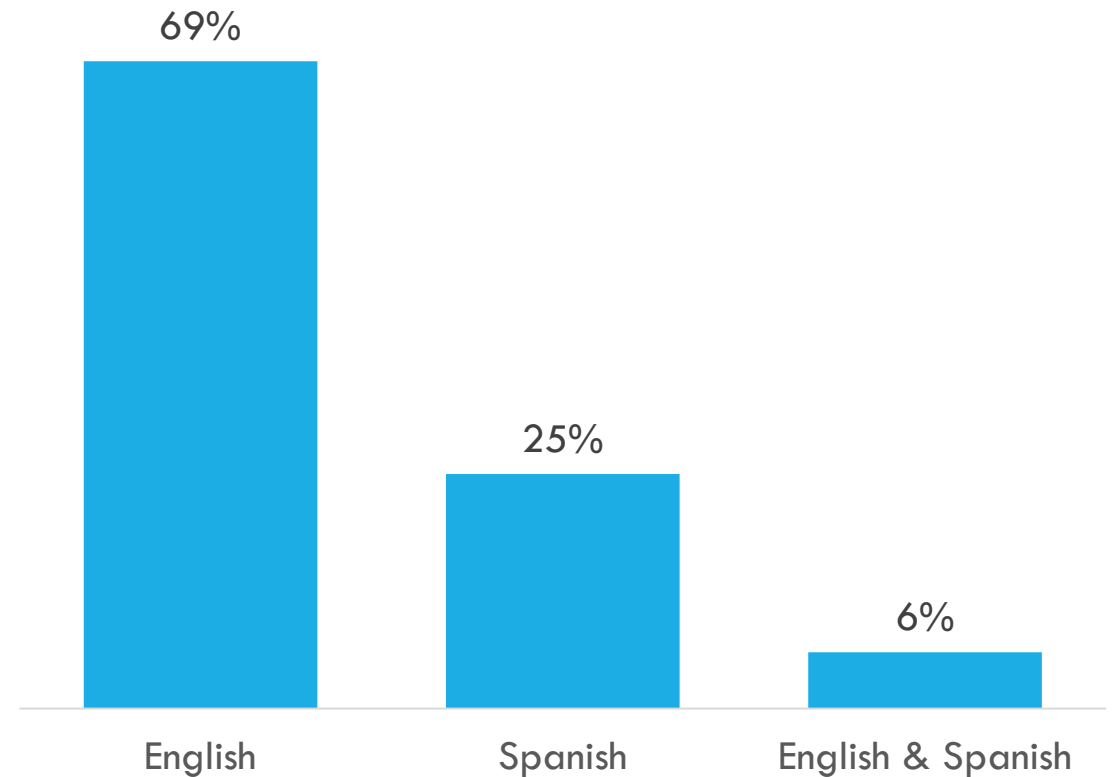
N=101

English Language Learners (N=22)

Non-English Language Learners (N=78)

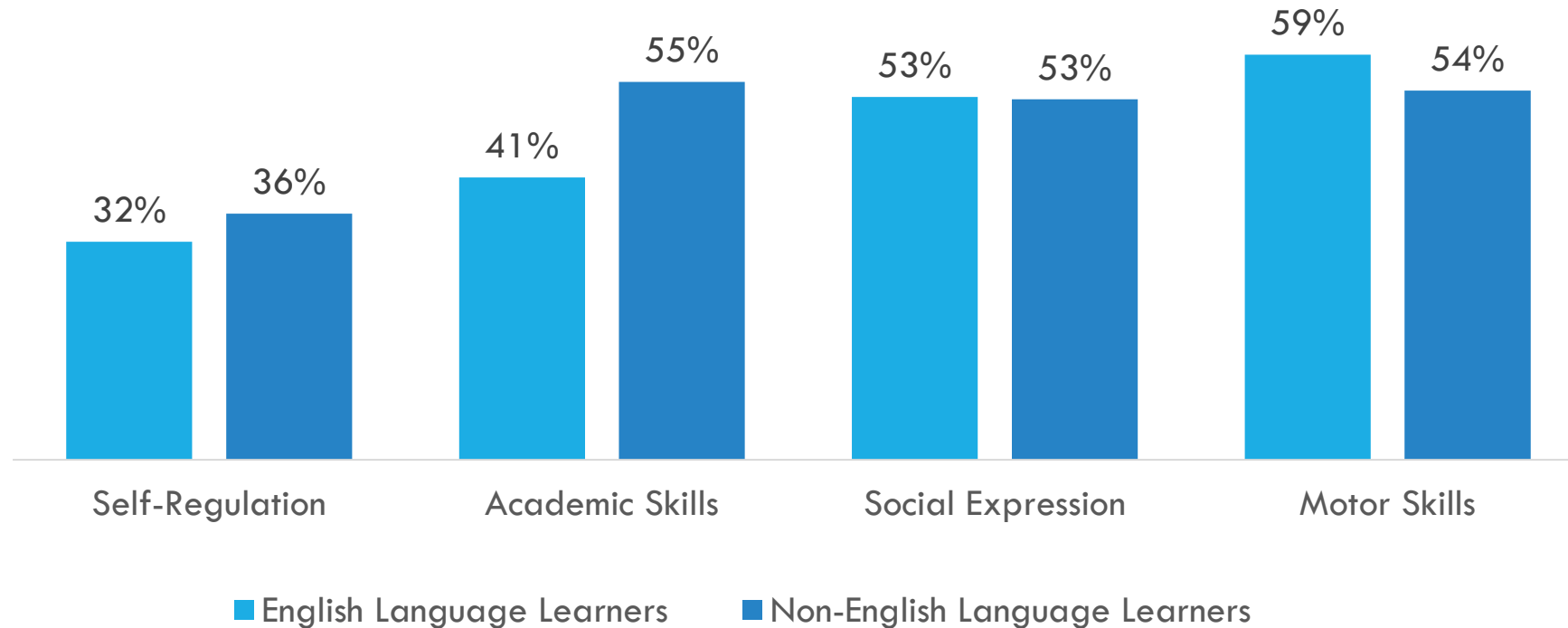
Assessed in a preferred language?	No	Yes	Total
English Language Learners <u>not fluent</u> in English	5	17	22
English Language Learners <u>fluent</u> in English	0	4	4
Native English Speakers	N/A	74	74

PERCENT OF CHILDREN, BY PREFERRED LANGUAGE

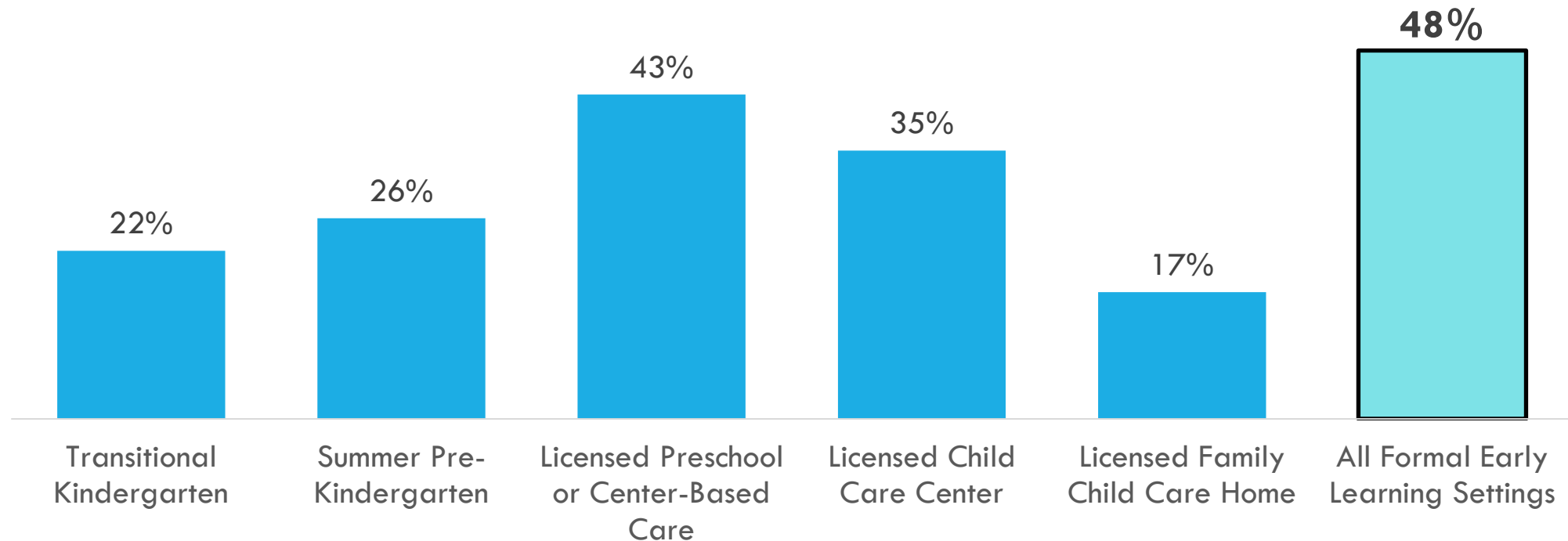


PERCENT READY, BY LANGUAGE PROFICIENCY

N (ENGLISH LANGUAGE LEARNERS)=17-22;
N (NON-ENGLISH LANGUAGE LEARNERS)=78



PERCENT OF CHILDREN, BY FORMAL LEARNING EXPERIENCE



■ Formal Learning (N=47)

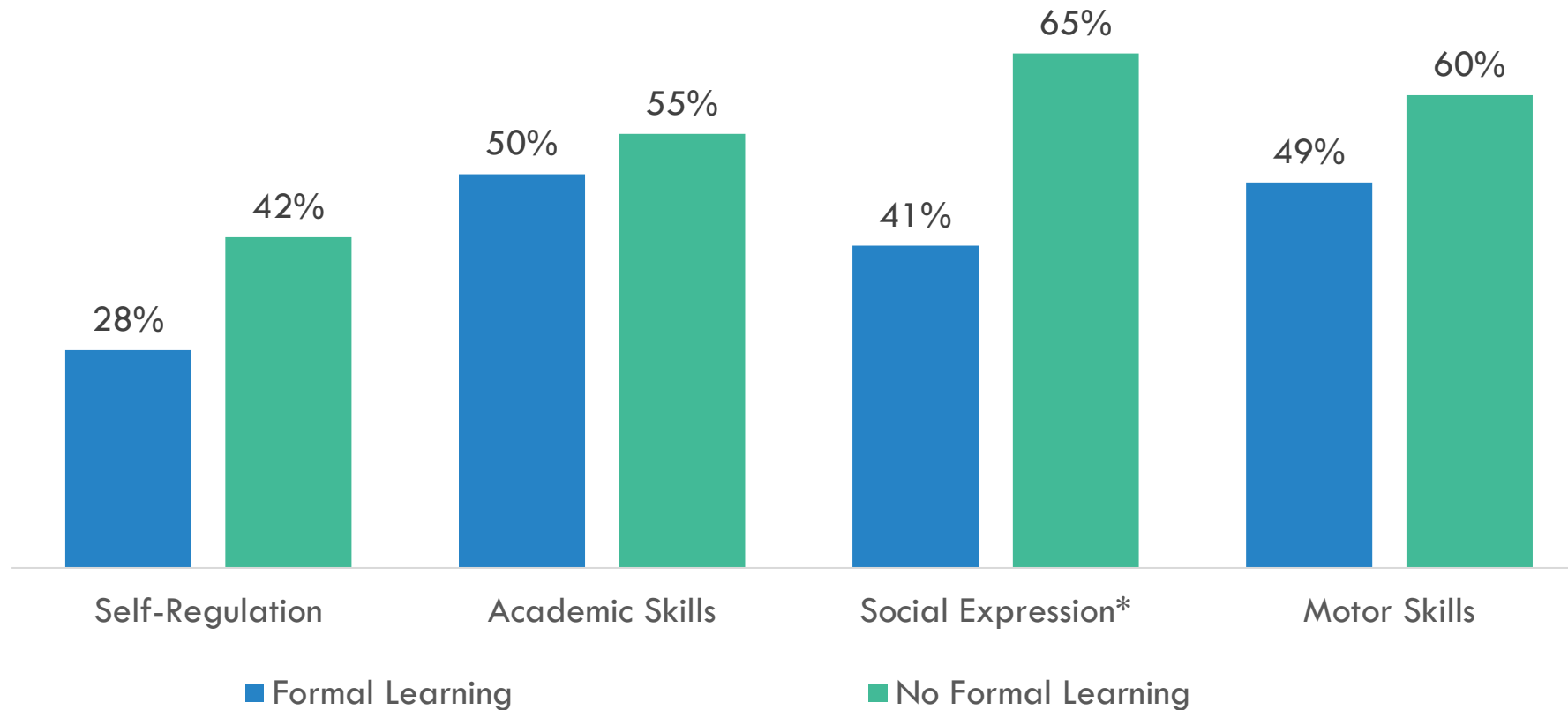
Transitional Kindergarten, Head Start, Licensed Child Care Center, Licensed Family Child Care Home, or Other Licensed Preschool.

■ No Formal Learning (N=50)

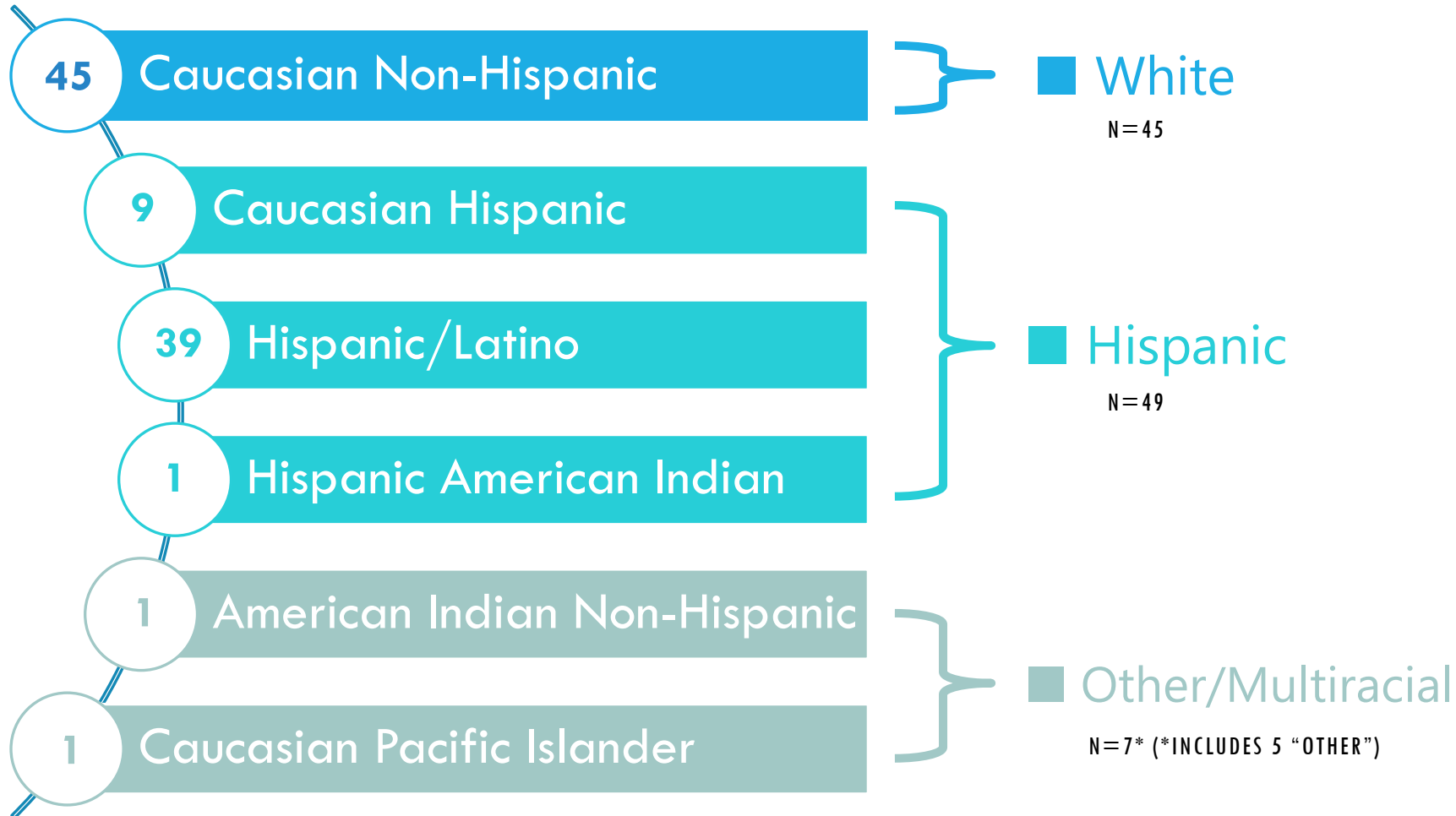
Informal (not licensed) child care, such as Summer Pre-K, child is watched at home by parents or grandparents or is cared for in informal settings, like Family, Friend, and Neighbor Providers.

PERCENT READY, BY FORMAL LEARNING STATUS

N (FORMAL LEARNING)=44-47;
N (NO FORMAL LEARNING)=49-50



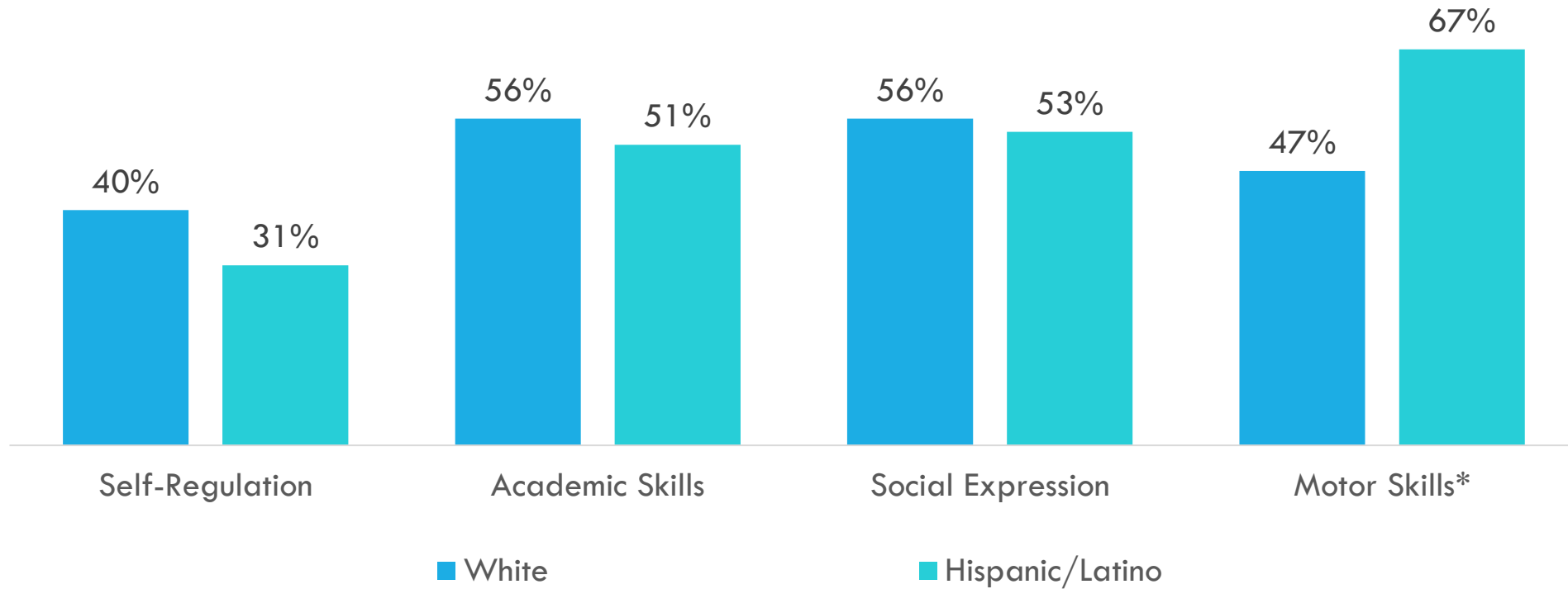
RACE/ETHNICITY



PERCENT READY, BY RACE/ETHNICITY

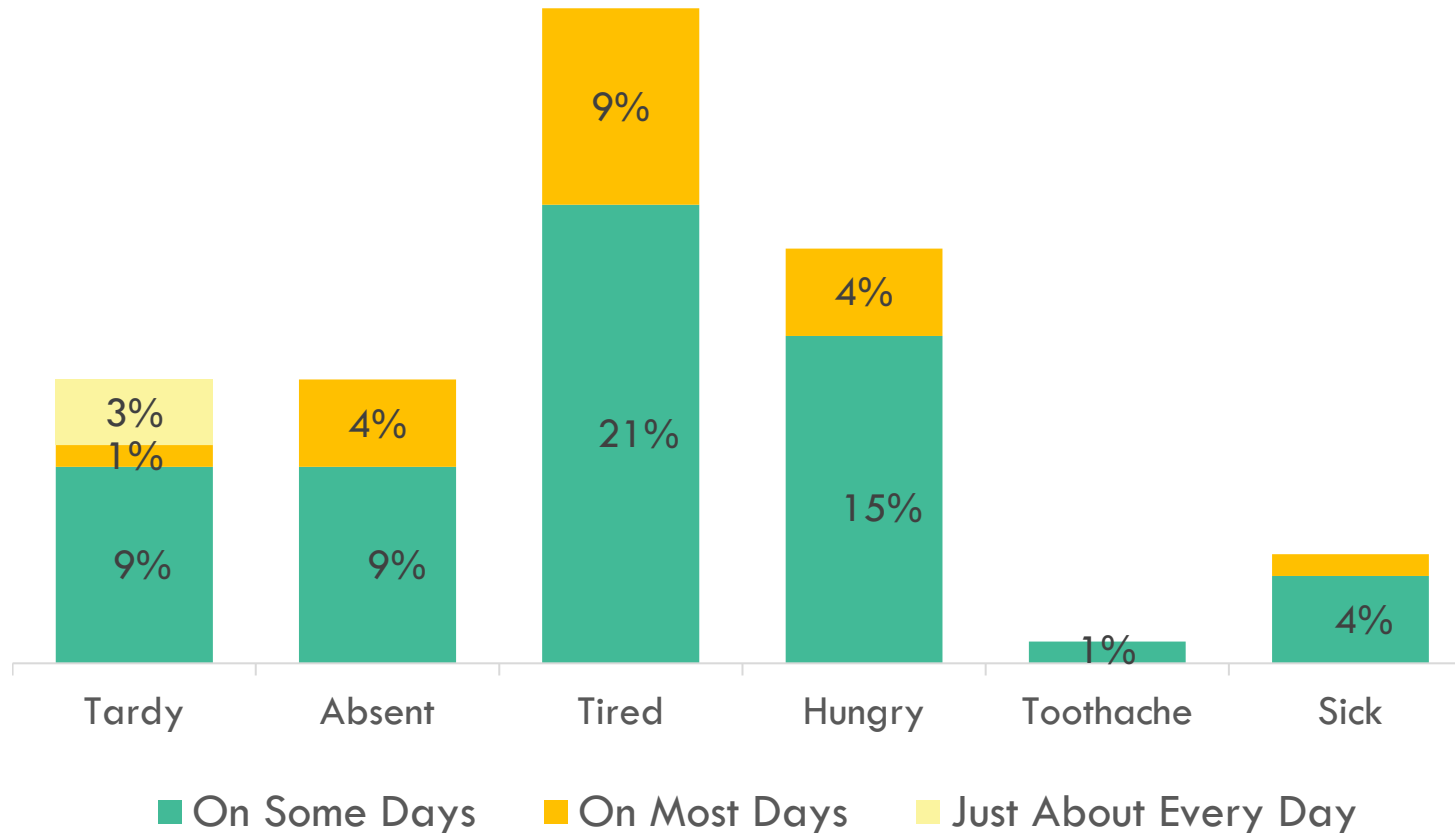
N (WHITE)=45;

N (HISPANIC/LATINO)=VARIES BY DOMAIN BETWEEN 45-49



CHILD WELLBEING

N=101



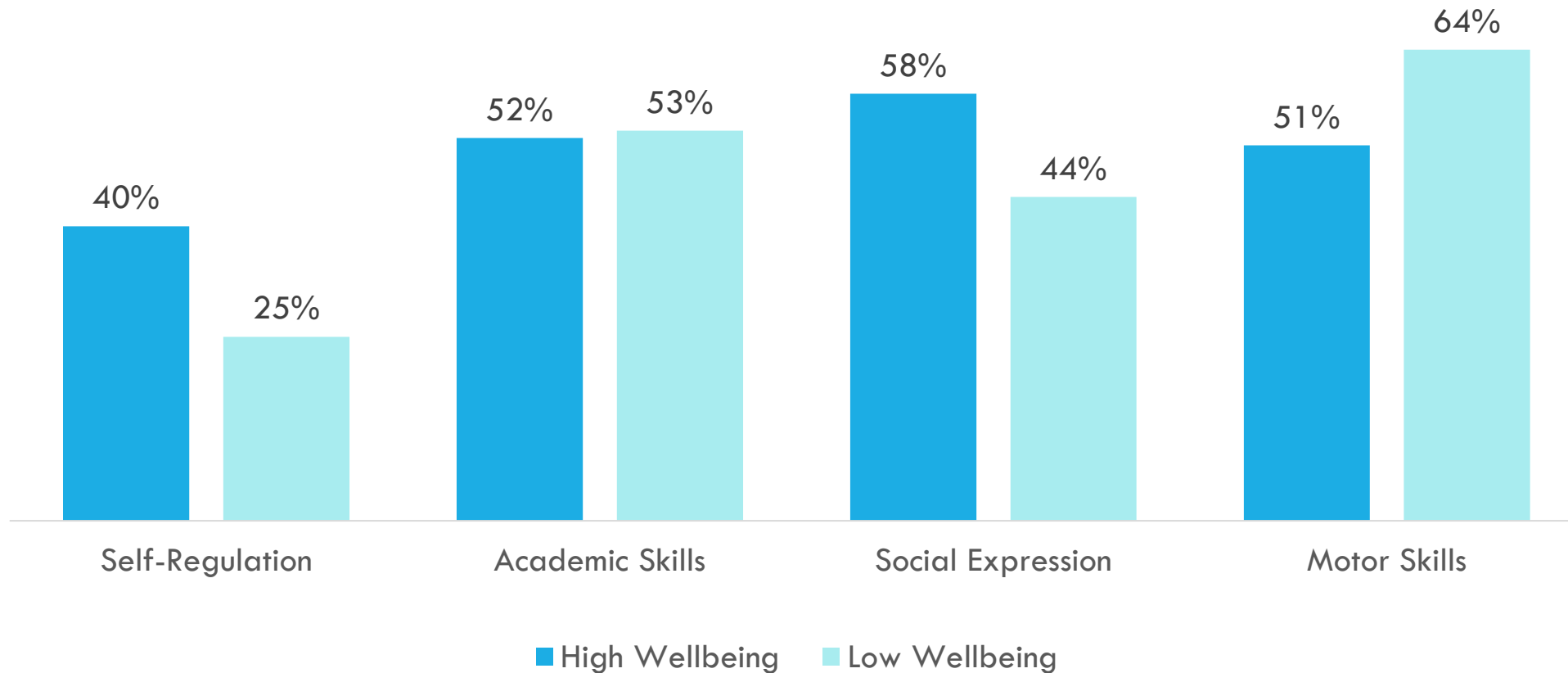
■ **High Wellbeing (N=65)** is defined as coming to class on time, not missing school days, and not coming in hungry, tired, or sick on most days.

■ **Low Wellbeing (N=36)** is defined as being tardy or missing school or coming to school hungry, tired, or sick on most days.

PERCENT READY, BY CHILD WELLBEING STATUS

N (HIGH WELLBEING)=VARIES BY DOMAIN BETWEEN 64-65;

N (LOW WELLBEING)=VARIES BY DOMAIN BETWEEN 32-36



CHILD CHARACTERISTICS PREDICTING ASSESSMENT RESULTS, CONTROLLING FOR OTHER FACTORS

N=101

	Self-Regulation	Academic Skills	Social Expression	Motor Skills	Overall Readiness
District	✓		✓		✓
Language Proficiency		✓			
Formal Learning					
Race/Ethnicity			✓		
Child Well-Being	✓		✓		✓

SUMMARY:

A regression model with child characteristics showed:

- **District** and **Child Well-Being** predicted self-regulation, social expression, and overall readiness scores.
- **Language Proficiency** predicted academic skill readiness scores.
- **Race** predicted social expression readiness scores.

TAKE-AWAYS

1. Continue to invest in accessibility of quality early learning settings across the county
2. Continue to support child well-being initiatives at schools and prior to school entry
3. Continue to identify English Learners and provide language supports at schools and prior to school entry
4. Continue evaluating children on early school readiness at kindergarten entry, to identify areas across academic and social-emotional domains of development that may require additional supports.