

Early School Readiness

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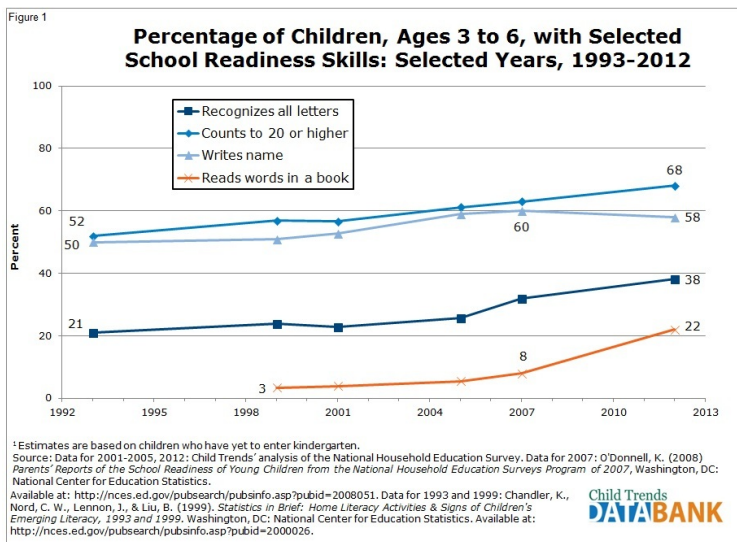
Compared with white or black children, Hispanic children are less likely to be able to recognize the letters of the alphabet, count to 20 or higher, or write their names before they start kindergarten. Black children are similar to white children on these measures, but are more likely than white children to be reading words in books.

Importance

School readiness, a multi-dimensional concept,^[1] conveys important advantages. Children who enter school with early skills, such as a basic knowledge of math and reading, are more likely than their peers to experience later academic success,^{[2],[3]} attain higher levels of education, and secure employment.^[4] Absence of these and other skills may contribute to even greater disparities down the road. For example, one study found that gaps in math, reading, and vocabulary skills evident at elementary school entry explained at least half of the racial gap in high school achievement scores.^[5]

As conceptualized by the National Education Goals Panel, school readiness encompasses five dimensions: (1) physical well-being and motor development; (2) social and emotional development; (3) approaches to learning; (4) language development (including early literacy); and (5) cognition and general knowledge.^[6] The school readiness indicator reported on here includes four skills related to early literacy and cognitive development: a child's ability to recognize letters, count to 20 or higher, write his or her first name, and read words in a book. While cognitive development and early literacy are important for children's school readiness and early success in school, other areas of development, like health, social development, and engagement, may be of equal or greater importance.^{[7],[8],[9]} However, although experts agree that social-emotional skills are critically important for school readiness, to date there are no nationally representative data in this area.

Trends



The proportion of pre-

kindergarten three- to six-year-old children able to demonstrate cognitive and early literacy skills has increased over time. Between 1993 and 2012, the share of children able to recognize all the letters of the alphabet increased from 21 to 38 percent; those able to count to 20 or higher increased from 52 to 68 percent; and the proportion able to write their names increased from 50 to 58 percent. While there are no data available before 1999, between 1999 and 2007 the proportion of young children who read words in a book more than doubled, from three to eight percent. By 2012, it had grown to 22 percent, although some of this increase may be due to a change in the survey wording.^[1] (Figure 1)

Differences by Poverty Status

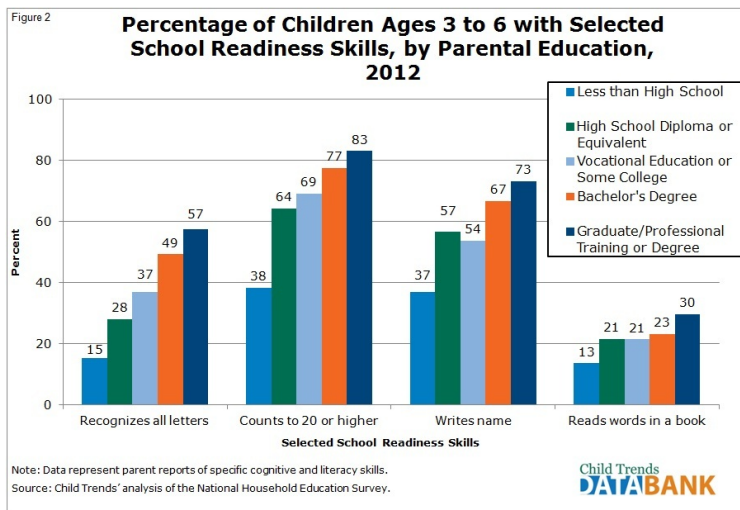
Young pre-kindergarten children living in poverty are much less likely to have cognitive and early literacy readiness skills than are children living above the poverty threshold. In 2007 (the latest data available), 21 percent of poor children ages three to six were able to recognize all 26 letters of the alphabet, compared with 35 percent living above the poverty threshold. (Appendix 1) While 49 percent of poor young children were able to count to 20 or higher, 67 percent of those living above poverty could do so. (Appendix 2) In the same year, 46 percent of poor children were able to write their names, compared with 64 percent of those living above poverty. (Appendix 3) In all measures of early school readiness, disparities by income level were greatest in 1999, but narrowed in 2007. For the measures, “recognizing all letters” and “counting to 20 or higher,” these disparities were narrower in 2007 than they were in 1993. For the measure “ability to write name,” the gap was greater in 2007 than in 1993. (Appendix 1, Appendix 2, and Appendix 3)

Differences by Gender

Although in 1999 young girls were significantly more likely than young boys to achieve on all measures except reading, by 2012, there were no significant differences by gender.

([Appendix 1](#), [Appendix 2](#), [Appendix 3](#) and [Appendix 4](#))

Differences by Parent's Education Level



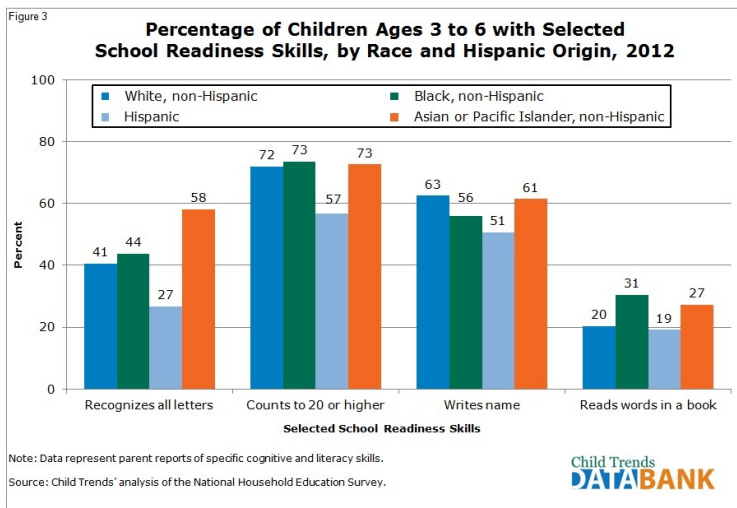
In general, children with

more educated parents have better cognitive/literacy readiness skills. In 2012, among three- to six-year-old children (not yet enrolled in kindergarten) whose parents had not completed high school, 15 percent could recognize all letters of the alphabet, 38 percent could count to 20 or more, 37 percent could write their name, and 13 percent could read words in a book. These figures are between 46 and 142 percent lower than those for children whose parents had completed some college or a vocational program, and between 66 and 224 percent lower than for those whose parents obtained a bachelor's degree. The gaps were greatest in letter recognition, and lowest in the child's ability to write their name. ([Figure 2](#))

Differences by Parent's Home Language

In 2012, young children who had at least one parent whose home language was English were more likely to demonstrate school readiness skills than those who had no parents whose home language was English. For example, 48 percent of children whose parents did not speak English could count to 20 or higher, compared with 71 percent of those children who lived in a household with either two English-speaking parents, or with a single parent who was English-speaking, and 52 percent of children in households with two parents, only one of whom speaks English. ([Appendix 2](#))

Differences by Race and Hispanic Origin[10]



Overall, Hispanic children

are less likely to demonstrate cognitive/literacy readiness skills than are white, black, or Asian/Pacific Islander children. For example, in 2012, 27 percent of Hispanic three- to six-year-olds could recognize all 26 letters of the alphabet, compared with 41 and 44 percent, respectively, of white and black children. Asian/Pacific Islander children had the highest rate of recognizing all the letters, at 58 percent. The abilities to count to 20 and to write their name showed a similar pattern by race, although on these measures of school readiness Asian and Pacific Islander children were similar to their white and black counterparts. ([Figure 3](#))

Black children are more likely to read words in books than are white or Hispanic children. In 2012, 31 percent of black children, ages three to six, were reading, compared with 20 and 19 percent, respectively, of white and Hispanic children. No other differences by race or Hispanic origin were statistically significant. ([Figure 3](#))

Differences by Age

As expected, the percentage of young children displaying these school readiness skills increases with age. In 2012, 25 percent of three-year-olds could recognize letters, 53 percent could count to 20 or more, 31 percent could write their name, and 12 percent could read words, compared to 58, 89, 87, and 39 percent, respectively, for five- to six-year-olds. While there have been gains on all measures since 1993, increases have been greater for younger children. ([Appendix 1](#), [Appendix 2](#), [Appendix 3](#) and [Appendix 4](#))

State and Local Estimates

While there are no strictly comparable state and local estimates for these indicators, many states have been tracking statewide school readiness. The recent National School Readiness Indicators Initiative assisted 17 states in selecting indicators to inform state-level public policy decisions, track progress and address issues affecting young children.^[11] Key indicators of readiness for this initiative included the percent of children recognizing basic shapes at kindergarten entry, and the percent of children with age-

appropriate fine motor skills, in addition to other indicators identified by the states. As of 2012, 15 states had defined the skills and abilities children should have at school entry, and implemented kindergarten entry assessments for the purpose of determining statewide levels of school readiness.[\[12\]](#) States implementing school readiness assessments evaluate children's developmental progress across multiple domains and utilize measures that align with the states' early learning guidelines.[\[13\]](#)

International Estimates

A number of countries are exploring indicators of school readiness. However, there are no comparable international estimates for the indicators identified here. Canada and Australia measure school readiness nationwide using the Early Development Instrument (EDI). This teacher-administered assessment instrument collects information about children's developmental progress across multiple domains. Data can be disaggregated not only by region and community, but also by neighborhood, and can be used to map against demographic characteristics.[\[14\]](#) England uses the Early Years Foundation Stage assessment, for which teachers rate children in the three prime areas which are most essential for children's healthy development: communication and language; physical; and personal, social and emotional development, as well as literacy, mathematics, understanding the world, and expressive arts and design.[\[15\]](#)

National Goals

School readiness has been a part of the national education dialogue since 1990, when the National Education Goals Panel established its first National Education Goal: "By the year 2000, all children in America will start school ready to learn."[\[16\]](#) To reach this goal, the Goals Panel created three objectives for families and communities: (1) children will have access to high quality preschool programs; (2) every parent will be a child's first teacher; and (3) children will receive the health care, nutrition, and physical activities that they need to arrive at school healthy.[\[17\]](#) The Goals Panel also recognized that school readiness is about more than just the readiness of children; it also includes the readiness of schools to receive children with different backgrounds and capabilities, and community supports for children and families.[\[18\]](#)

In 2009, the Race to the Top Early Learning Challenge set goals for the improvement of early childhood education, including developing and using high-quality standards, effectively using assessment systems, and understanding the status of children at kindergarten entry.

Over the past 20 years, states have worked to meet the National Education and Race to the Top Goals. In the 2012-13 school year, 40 states and D.C. collectively invested 5.4 billion dollars in preschool programs for just 1.3 million three- and four-year-old children.[\[19\]](#) All states have established early learning guidelines for children ages birth to five.[\[20\]](#) In 2010, only seven states collected kindergarten readiness information, but

in 2012 it had increased to 15, with more promised as part of the Race to the Top Early Learning Challenge grant.[\[21\]](#)

What Works to Make Progress on This Indicator

The following research briefs provide summaries of interventions that are known to be effective:

- [School Readiness: Helping Communities Get Children Ready for School and Schools Ready for Children](#). Child Trends Research Brief, 2001.
- [Improving the Readiness of Children for School: Recommendations for State Policy](#). Center for the Study of Social Policy, 2003.

Also, see Child Trends' LINKS database ("Lifecourse Interventions to Nurture Kids Successfully"), for reviews of many rigorously evaluated programs, including the following which have been shown to be effective at improving early school readiness:

- [Ready, Set, Leap!](#)
- [High/Scope Perry Preschool Program](#)
- [Job Opportunities And Basic Skills Training Program \(JOBS\)](#)
- [Ready to Learn](#)
- [Home Instruction Program For Preschool Youngsters \(HIPPY\)](#)
- [Head Start](#)

Related Indicators

- [Child Care](#)
- [Early Childhood Program Enrollment](#)
- [Reading to Young Children](#)
- [Learning Disabilities](#)
- [Dual Language Learners](#)
- [Preschool and Prekindergarten Programs](#)
- [Head Start](#)
- [Full-day Kindergarten](#)
- [Kindergartners' Social Interaction Skills](#) (archived)
- [Public schools with Prekindergarten and Special Education Prekindergarten Programs](#) (archived)

Definition

This report looks at parent reports of children's competence in four cognitive and early literacy school readiness skills: (1) recognizing all letters; (2) counting to 20 or higher; (3) writing his or her name; and (4) reading words in books. Children ages three to six who are not yet in kindergarten are included in the analysis. In 2012, the question

determining whether children were reading was modified slightly, limiting comparability with earlier data. (See [footnote 1](#) for more details)

Data Sources

All data for 2001-2005, 2012; parental language, race/Hispanic origin, and maternal employment for 1999; and family type for 2007: Child Trendsâ€™ analysis of the National Household Education Survey.

All other data for 2007: O'Donnell, K. (2008) *Parentsâ€™ Reports of the School Readiness of Young Children from the National Household Education Surveys Program of 2007*, Washington, DC: National Center for Education Statistics. Available at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008051>

All other data for 1993 and 1999: Chandler, K., Nord, C. W., Lennon, J., & Liu, B. (1999). *Statistics in Brief: Home Literacy Activities & Signs of Children's Emerging Literacy, 1993 and 1999*. Washington, DC: National Center for Education Statistics. Available at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000026>

Raw Data Source

National Household Education Survey

<http://nces.ed.gov/nhes/>

[Appendix 1 - Among 3- to 6-Year-Old Children1 Not Yet Enrolled in Kindergarten, Percentage Who Can Recognize all Letters of the Alphabet: Selected Years, 1993-2012](#)

	1993	1999	2001	2005	2007	2012
Total	21	24	23	26	32	38
Age						
3 years old	11	15	12	16	17	25
4 years old	28	28	29	31	38	46
5-6 years old¹	36	44	39	45	59	58
Sex						
Male	19	21	19	26	31	39
Female	23	27	27	26	33	38
Race/Hispanic origin						
White, non-Hispanic	23	26	24	29	36	41
Black, non-Hispanic	18	25	22	24	38	44

Hispanic	10	15	13	16	15	27
Asian or Pacific Islander, non-Hispanic	-	37	46	42	43	58
Other	22	27	27	25	35	38
Parent's language at home						
Parents speak English²	22	26	25	27	35	41
One of two parents speak English	-	-	-	-	52	29
Not English	9	7	5	15	11	24
Parent's highest education⁴						
Less than High School	8	7	10	-	11	15
High School Diploma or Equivalent	17	17	14	16	19	28
Vocational Education or Some College	23	25	23	28	28	37
Bachelor's Degree	31	35	31	34	39	49
Graduate/Professional Training or Degree	39	40	37	34	48	57
	1993	1999	2001	2005	2007	2012
Mother's employment status³						
Employed⁴	23	24	24	27	33	42
Employed less than 35 hours per week	-	25	22	28	36	41
Unemployed	17	16	17	18	16	35
Not in labor force	18	25	23	24	31	35
Family Type						
Two parents⁵	22	26	25	27	33	40
None or one parent	18	19	17	21	27	34
Poverty status						
Above poverty threshold	24	28	-	-	35	-
Below poverty threshold	12	10	-	-	21	-
Locale of child's household						
City	-	-	-	-	31	37
Suburban	-	-	-	-	36	42
Town	-	-	-	-	26	32
Rural	-	-	-	-	29	35

- Data not available or based on fewer than 20 cases.

¹1993 and 1999 estimates do not include 6-year-olds.

³1993 estimates refer to Mother's home language. Later estimates refer to both parents or a single parent.

³Excludes those children did not have a mother (birth, adoptive, step, or foster) residing in their household) and also did not have a female respondent on the telephone. In 2012,

when the child had two mothers, the employment status refers to the first one mentioned.

⁴1993 estimates do not distinguish whether the mother works full or part time.

⁵Includes same-sex parents in 2007 and 2012.

Sources: All data for 2001-2005, 2012; parental language, race/Hispanic origin, and maternal employment for 1999; and family type for 2007: Child Trends[™] analysis of the National Household Education Survey. All other data for 2007: O'Donnell, K. (2008) *Parents[™] Reports of the School Readiness of Young Children from the National Household Education Surveys Program of 2007*, Washington, DC: National Center for Education Statistics. Available at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008051>. All other data for 1993 and 1999: Chandler, K., Nord, C. W., Lennon, J., & Liu, B. (1999). *Statistics in Brief: Home Literacy Activities & Signs of Children's Emerging Literacy, 1993 and 1999*. Washington, DC: National Center for Education Statistics. Available at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000026>

[Appendix 2 - Among 3- to 6-Year-Old Children¹ Not Yet Enrolled in Kindergarten, Percentage Who Can Count to 20 or Higher: Selected Years, 1993-2012](#)

	1993	1999	2001	2005	2007	2012
Total	52	57	57	61	63	68
Age						
3 years old	37	41	39	46	47	53
4 years old	62	67	68	71	73	78
5-6 years old¹	78	81	83	82	85	89
Sex						
Male	49	54	53	59	61	67
Female	56	60	61	64	65	69
Race/Hispanic origin						
White, non-Hispanic	56	61	61	65	69	72
Black, non-Hispanic	53	60	58	69	69	73
Hispanic	32	41	39	42	42	57
Asian or Pacific Islander, non-Hispanic	-	64	61	66	76	73
Other	49	57	61	64	64	68
Parent's language at home						
Parents speak English²	55	60	60	65	68	71
One of two parents speak English	-	38	36	50	77	52
Not English	24	24	26	35	29	48

	1993	1999	2001	2005	2007	2012
Parent's highest education⁴						
Less than High School	30	36	29	31	31	38
High School Diploma or Equivalent	48	48	47	50	50	64
Vocational Education or Some College	59	60	59	66	62	69
Bachelor's Degree	68	73	70	68	71	77
Graduate/Professional Training or Degree	68	73	72	74	80	83
Mother's employment status³						
Employed ⁴	57	60	40	64	67	75
Employed less than 35 hours per week	-	60	39	67	66	71
Unemployed	41	53	53	49	44	59
Not in labor force	49	54	48	57	60	60
Family Type						
Two parents ⁵	54	58	58	63	65	68
None or one parent	49	54	51	56	58	67
Poverty status						
Above poverty threshold	57	62	-	-	67	-
Below poverty threshold	41	39	-	-	49	-
Locale of child's household						
City	-	-	-	-	60	67
Suburban	-	-	-	-	67	71
Town	-	-	-	-	64	64
Rural	-	-	-	-	61	67

- Data not available or based on fewer than 20 cases.

¹1993 and 1999 estimates do not include 6-year-olds.

³1993 estimates refer to Mother's home language. Later estimates refer to both parents or a single parent.

³Excludes those children did not have a mother (birth, adoptive, step, or foster) residing in their household) and also did not have a female respondent on the telephone. In 2012, when the child had two mothers, the employment status refers to the first one mentioned.

⁴1993 estimates do not distinguish whether the mother works full or part time.

⁵Includes same-sex parents in 2007 and 2012.

Sources: All data for 2001-2005, 2012; parental language, race/Hispanic origin, and maternal employment for 1999; and family type for 2007: Child Trends's™ analysis of the National Household Education Survey. All other data for 2007: O'Donnell, K. (2008)

Parents' Reports of the School Readiness of Young Children from the National Household Education Surveys Program of 2007, Washington, DC: National Center for Education Statistics. Available at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008051>. All other data for 1993 and 1999: Chandler, K., Nord, C. W., Lennon, J., & Liu, B. (1999). *Statistics in Brief: Home Literacy Activities & Signs of Children's Emerging Literacy, 1993 and 1999*. Washington, DC: National Center for Education Statistics. Available at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000026>

Appendix 3 - Among 3- to 6-Year-Old Children¹ Not Yet Enrolled in Kindergarten, Percentage Who Can Write Their Own Name: Selected Years, 1993-2012

	1993	1999	2001	2005	2007	2012
Total	50	51	53	59	60	58
Age						
3 years old	22	24	23	32	34	31
4 years old	70	70	73	78	76	77
5-6 years old¹	84	87	90	92	89	87
Sex						
Male	47	47	47	57	56	56
Female	53	56	58	61	64	60
Race/Hispanic origin						
White, non-Hispanic	52	54	55	60	64	63
Black, non-Hispanic	45	50	52	62	58	56
Hispanic	42	43	43	51	50	51
Asian or Pacific Islander, non-Hispanic	-	61	61	69	66	61
Other	52	51	53	60	56	54
Parent's language at home						
Parents speak English²	51	54	55	60	62	60
One of two parents speak English	-	36	46	55	62	56
Not English	38	33	33	51	46	45
Parent's highest education⁴						
Less than High School	40	32	35	48	41	37
High School Diploma or Equivalent	48	49	47	53	44	57
Vocational Education or Some College	51	52	57	60	60	54
Bachelor's Degree	58	61	58	62	68	67
Graduate/Professional Training or Degree	59	64	60	67	72	73

	1993	1999	2001	2005	2007	2012
Mother's employment status³						
Employed ⁴	52	54	56	63	64	62
Employed less than 35 hours per week	-	54	55	62	60	59
Unemployed	46	41	47	53	42	54
Not in labor force	47	50	48	55	58	52
Family Type						
Two parents ⁵	51	53	54	60	62	58
None or one parent	47	48	48	57	53	57
Poverty status						
Above poverty threshold	53	56	-	-	64	-
Below poverty threshold	41	37	-	-	46	-
Locale of child's household						
City	-	-	-	-	55	56
Suburban	-	-	-	-	63	60
Town	-	-	-	-	60	56
Rural	-	-	-	-	62	58

- Data not available or based on fewer than 20 cases.

¹1993 and 1999 estimates do not include 6-year-olds.

³1993 estimates refer to Mother's home language. Later estimates refer to both parents or a single parent.

³Excludes those children did not have a mother (birth, adoptive, step, or foster) residing in their household) and also did not have a female respondent on the telephone. In 2012, when the child had two mothers, the employment status refers to the first one mentioned.

⁴1993 estimates do not distinguish whether the mother works full or part time.

⁵Includes same-sex parents in 2007 and 2012.

Sources: All data for 2001-2005, 2012; parental language, race/Hispanic origin, and maternal employment for 1999; and family type for 2007: Child Trends[™] analysis of the National Household Education Survey. All other data for 2007: O'Donnell, K. (2008) *Parents[™] Reports of the School Readiness of Young Children from the National Household Education Surveys Program of 2007*, Washington, DC: National Center for Education Statistics. Available at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008051>. All other data for 1993 and 1999: Chandler, K., Nord, C. W., Lennon, J., & Liu, B. (1999). *Statistics in Brief: Home Literacy Activities & Signs of Children's Emerging Literacy, 1993 and 1999*. Washington, DC: National Center for Education Statistics. Available at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000026>

Appendix 4 - Among 3- to 6-Year-Old Children¹ Not Yet Enrolled in Kindergarten, Percentage Who Read Words in Books: Selected Years, 1999-2012

	1999	2001	2005	2007	2012 ⁶
Total	3	4	5	8	22
Age					
3 years old	2	1	2	2	12
4 years old	5	5	6	9	27
5-6 years old ¹	5	11	17	23	39
Sex	Â	Â	Â	Â	Â
Male	3	3	5	9	21
Female	3	5	6	7	23
Race/Hispanic origin					
White, non-Hispanic	3	4	6	8	20
Black, non-Hispanic	5	5	6	16	31
Hispanic	3	-	3	3	19
Asian or Pacific Islander, non-Hispanic	-	-	-	8	27
Other	-	-	-	6	23
Parent's language at home					
Parents speak English ²	3	4	6	9	24
One of two parents speak English	-	-	-	-	-
Not English	-	-	-	3	13
Parent's highest education⁴					
Less than High School	-	-	-	4	13
High School Diploma or Equivalent	2	-	3	-	21
Vocational Education or Some College	3	5	7	8	21
Bachelor's Degree	4	4	5	10	23
Graduate/Professional Training or Degree	7	7	8	12	30
	1999	2001	2005	2007	2012⁶
Mother's employment status³					
Employed ⁴	4	5	6	9	21
Employed less than 35 hours per week	4	-	6	8	25
Unemployed	-	-	-	-	21
Not in labor force	2	5	5	8	20

Family Type					
Two parents⁵	4	4	6	8	21
None or one parent	3	3	4	9	24
Poverty status					
Above poverty threshold	-	-	-	9	-
Below poverty threshold	-	-	-	6	-
Locale of child's household					
City	-	-	-	7	24
Suburban	-	-	-	8	21
Town	-	-	-	9	19
Rural	-	-	-	10	22

- Data not available or based on fewer than 20 cases.

¹1993 and 1999 estimates do not include 6-year-olds.

²1993 estimates refer to Mother's home language. Later estimates refer to both parents or a single parent.

³Excludes those children did not have a mother (birth, adoptive, step, or foster) residing in their household) and also did not have a female respondent on the telephone. In 2012, when the child had two mothers, the employment status refers to the first one mentioned.

⁴1993 estimates do not distinguish whether the mother works full or part time.

⁵Includes same-sex parents in 2007 and 2012.

⁶Questions to determine reading were changed slightly in 2012, so they are not strictly comparable to previous years.

Sources: All data for 1999-2005, 2012, and family type for 2007: Child TrendsTM analysis of the National Household Education Survey. All other data for 2007: O'Donnell, K. (2008) *ParentsTM Reports of the School Readiness of Young Children from the National Household Education Surveys Program of 2007*, Washington, DC: National Center for Education Statistics. Available at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008051>.

Endnotes

[1] Before 2012, respondents were asked "Is (CHILD) able to read story books on (his/her) own now?" with a follow-up question "Does (CHILD) actually read the words written in the book, or does (he/she) look at the book and pretend to read?" While the follow-up question remained the same in 2012, it was asked of all respondents who answered "yes" to "Does this child ever read or pretend to read storybooks on

his/her own?â€

[1]Ackerman, D. J., and Barnett, W. S. (2005). *Prepared for kindergarten: What does "school readiness" mean?* New Brunswick, NJ: National Institute for Early Education Research. Available at <http://nieer.org/resources/policyreports/report5.pdf>.

[2]Duncan, G. J., Dowsett, C. J., and Claessens, A. (2007). School readiness and later achievement. *Developmental Psychology*, 43(6), 1428-1446. Available at: <http://www.apa.org/journals/releases/dev4361428.pdf>

[3]Hair, E., Halle, T., Terry-Humen, E., Lavelle, B., and Calkins, J. (2006). Children's school readiness in the ECLS-K: Predictions to academic, health, and social outcomes in first grade. *Early Childhood Research Quarterly*, 21(4), 431-454. Available at: http://www.childtrends.org/Files//Child_Trends-2006_09_12_OP_ECLSKReadiness.pdf

[4]Rouse, C., Brooks-Gunn, J., and McLanahan, S. (2005). School readiness: Closing racial and ethnic gaps: Introducing the issue. *Future of Children*, 15(1). Available at: http://www.princeton.edu/futureofchildren/publications/docs/15_01_FullJournal.pdf

[5]Phillips, M., Crouse, J., and Ralph, J. (1998). Does the black-white test score gap widen after children enter school? in C. Jencks and M. Phillips, (eds.) *The Black-White Test Score Gap*, Washington, DC: The Brookings Institute, pp. 229-272.

[6]National Education Goals Panel.(1995). *Reconsidering children's early development and learning: Toward common views and vocabulary*. Washington, DC: National Education Goals Panel. Available at: <http://govinfo.library.unt.edu/negp/reports/child-ea.htm>

[7]Snow, K.L. (2007). Integrative Views of the domains of child function. in Pianta, R.C., Cox, M.J., & Snow, K.L. (Eds.) *School readiness and the transition to kindergarten in the era of accountability*. Baltimore, MD: Paul H. Brookes Publishing Company.

[8]Blair, C. (2002). School readiness: integrating cognition and emotion in a neurobiological conceptualization of children's functioning at school entry. *American Psychologist*, 57(2), 111-127.

[9]Vandivere, S., Pitzer, L., Halle, T., & Hair, E. (2004). Indicators of early school success and child well-being. Published in *Ready Schools Reference Guide*. W. K. Kellogg Foundation. Available at: <http://www.wkkf.org/default.aspx?tabid=101&CID=3&CatID=3&ItemID=5000284&NID=20&LanguageID=0>

[10]Hispanic children may be any race. Estimates for whites, blacks, and Asians or Pacific Islanders in this report do not include Hispanics.

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