

Northeast Tennessee Consortium of School Districts

2024 Regional School Readiness Data

The Niswonger Foundation

School Readiness Definition

Progress toward readiness begins at birth and is influenced by families and friends, early care and education providers, and the community.

A ready child is prepared physically, emotionally, socially, and intellectually. This means that each child enters school ready to participate in and benefit from early learning experiences that best promote the child's success so that they are eager and excited to learn.

There are five developmental areas for readiness: approaches to learning; physical development; language and literacy; social and personal competency; and cognition/math.

Examples of these areas include but are not limited to:

1. Approaches to learning: Concepts of print, letter recognition, and number sense, phonological and sound awareness, problem solving and critical thinking
2. Physical development: Taking care of personal needs (restroom, eating, etc), monitoring personal space and risks, fine motor skills
3. Language and literacy: Conversation skills and the ability to build relationships, listening, speaking, reading and writing
4. Social and personal competency: Emotional control, self-awareness, and empathy for others, Endurance, perseverance, and cooperative play
5. Cognition/math: Sustained attention, information processing, working memory, and pattern recognition

Brigance Early Childhood Screens III

The selected screener is the Brigance Early Childhood Screens III. It is used to accurately screen skills that are critical predictors of school success, including physical development, language, academic/cognitive, self-help, and social-emotional skills. The assessments are aligned to early learning standards and TN State Standards for children from birth to age 6. Results provide both norm and criterion referenced outcomes. Online data management allows for meeting reporting requirements with normed data and include parent observation forms and involvement resources for early learning.

Screening can serve as the first step in assessing a child's school readiness, providing a snapshot of a child's mastery of early developmental and academic skills. Screening also enables educators to readily identify children who may be developmentally delayed and children who may be developmentally advanced and, therefore, can support any intervention that might be needed.



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The Screens III offer:

- Norms and cutoffs, ensuring highly accurate results
- Quick results (just 10–15 minutes per child)
- Strong reliability and validity data
- Additional content, including new Self-help and Social-Emotional Scales

Assess skills in the following key domains:

- Physical Development
- Language Development
- Academic Skills/Cognitive Development
- Adaptive Behavior





Using the **Screens III OMS**,
you can report results from the
Early Childhood Screens III and inform
instruction with the Readiness Activities.

BRIGANCE Screens III Online Management System (OMS)

Generate user-friendly reports and simplify your data management
for the Early Childhood Screens III.



Screen

Easily enter your screening
data from the Screens III.



Report



Instruct



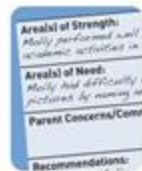
Download and use
the many instructional
resources provided in
the Screens III OMS to
drive instruction based
on screening results.

Individual Student Reports



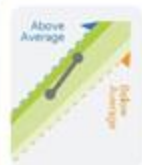
Screening Summary Report

Quickly identifies a student's overall score compared to cutoffs and provides domain-level performance



Parent Report

Informs parents of their child's overall performance, strengths, and needs



Screening Progress Report

Plots a child's progress across multiple screening sessions

Class/District Reports



Screened/Not Screened Report

Provides class-/program-level information to show the percentage of children who have not yet been screened



Group Screening Summary Report

Provides an overview of screening results compared to cutoff scores

Total # of Risk Factors	At-Risk Score
2	NA
5	15
6	30

At-Risk Report

Provides detailed information to guide decisions about at-risk children

Instructional Resources



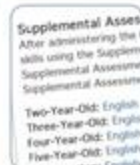
Readiness Activities

Offers quick and easy access to a wealth of instructional activities across key domains



Family Connections

Strengthens school-home connections with hundreds of take-home materials in English and in Spanish



Additional Assessment

Provides supplemental assessment resources to probe mastery of higher-level skills

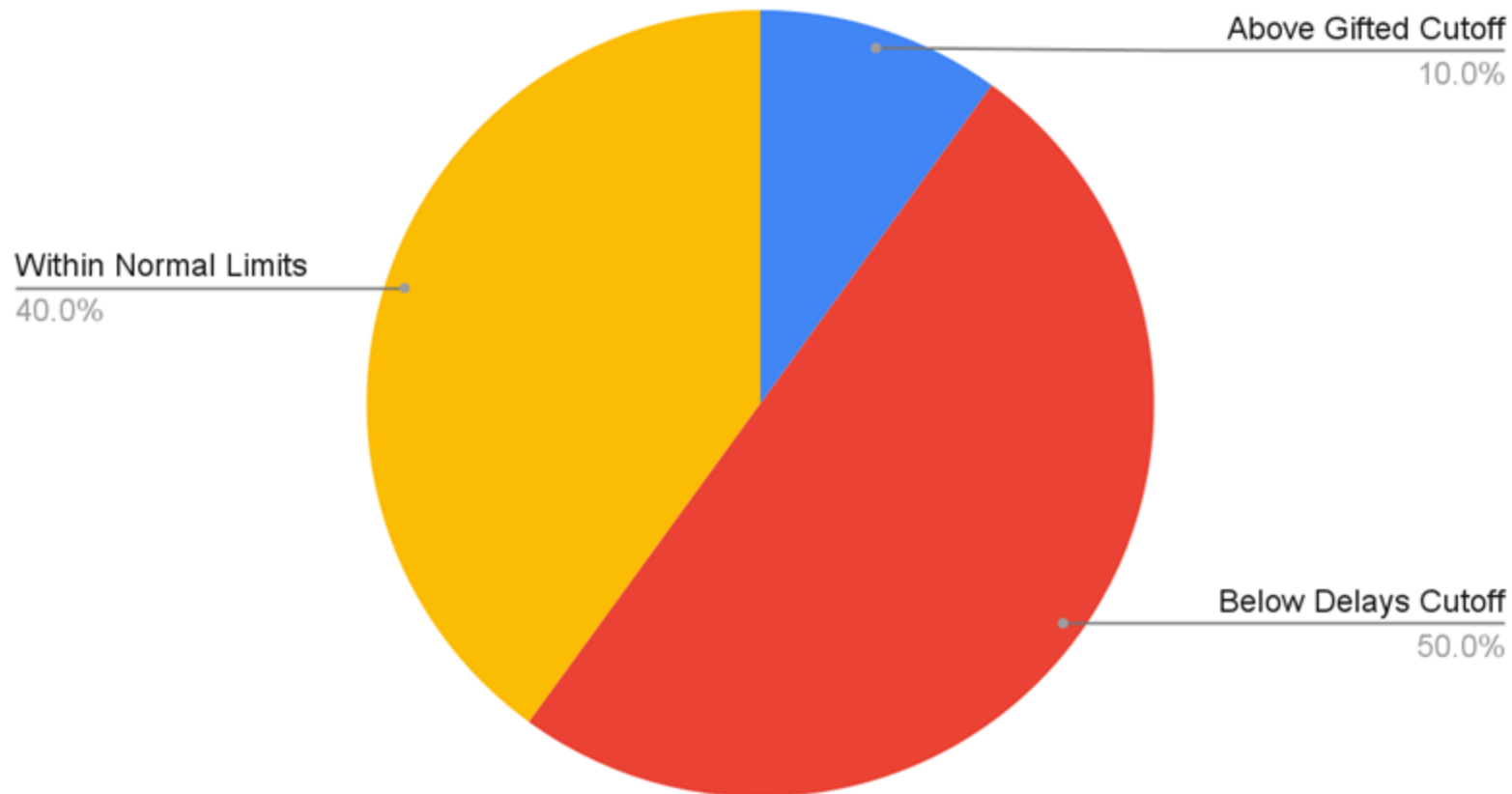
Overall Numbers for Fall 2024 Screening

- School Districts Participating=17
- Schools Participating=105
- Number of Students Screened=5,011

Noticings

- Gender, race, language, free/reduced data was spotty
 - We need to improve entering this data
- Adaptive behavior, self-help, and social-emotional data was scarce
 - We need to be more intentional about including these assessments

Total Performance



Total Performance

Performance Category	Number	Percentage
Above Gifted Cutoff	513	11%
Below Delays Cutoff	2381	49%
Within Normal Limits	1920	40%

All Data in tables represents only the 5 year old tests (N=4814)

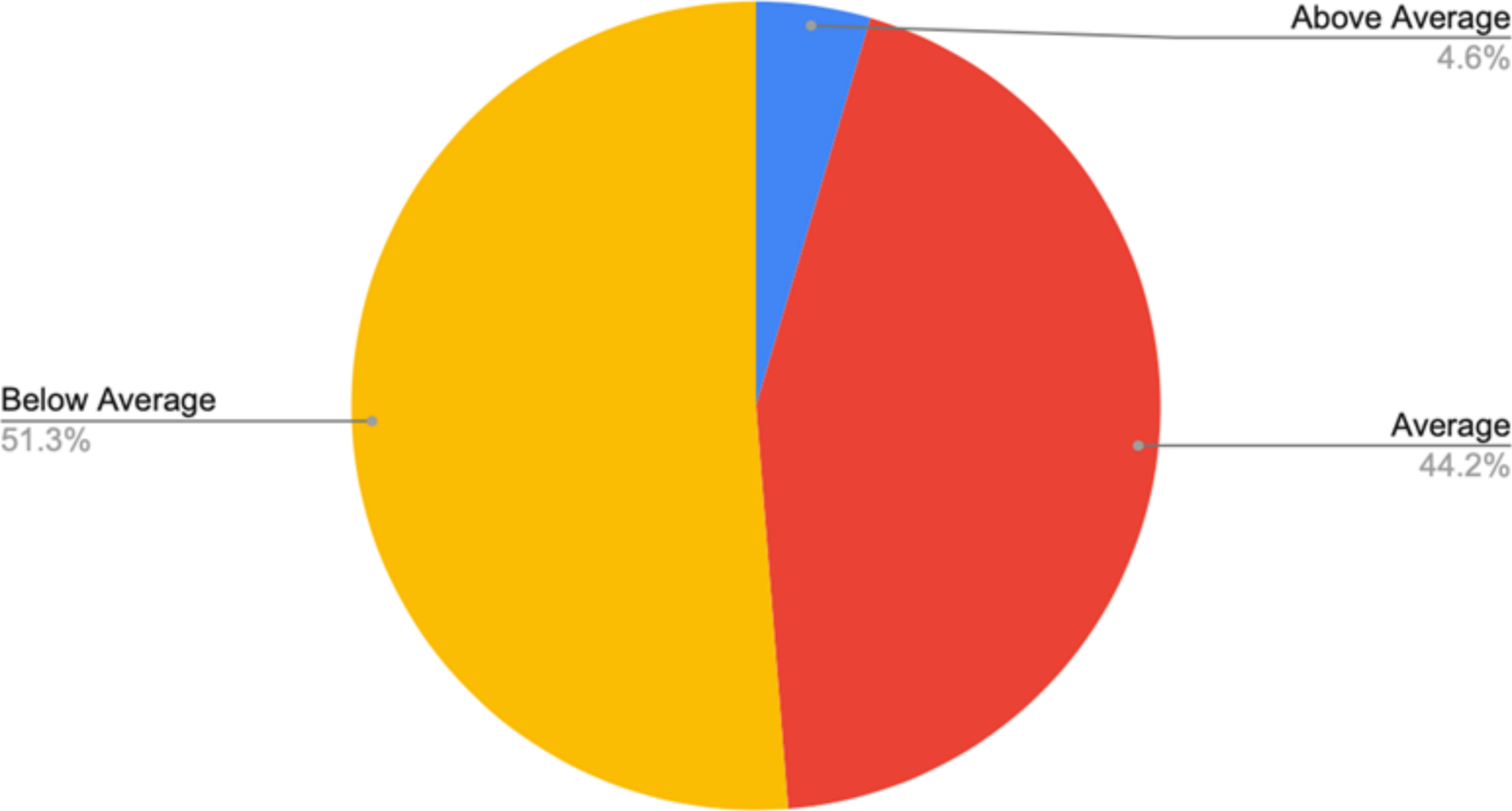
Raw Score Average=62.9%

Physical Development

Physical Development - the growth and development of both the brain and the body.

Strategies for Parents/Guardians: Work on gross motor skills by standing on one foot for ten seconds, walking backwards, and using their hands to build things with building blocks, Legos, and Play-dough. Practice drawing shapes such as: an X, square, rectangle, triangle, and diamond. Practice printing their first and last name.

Physical Development



Physical Development Performance

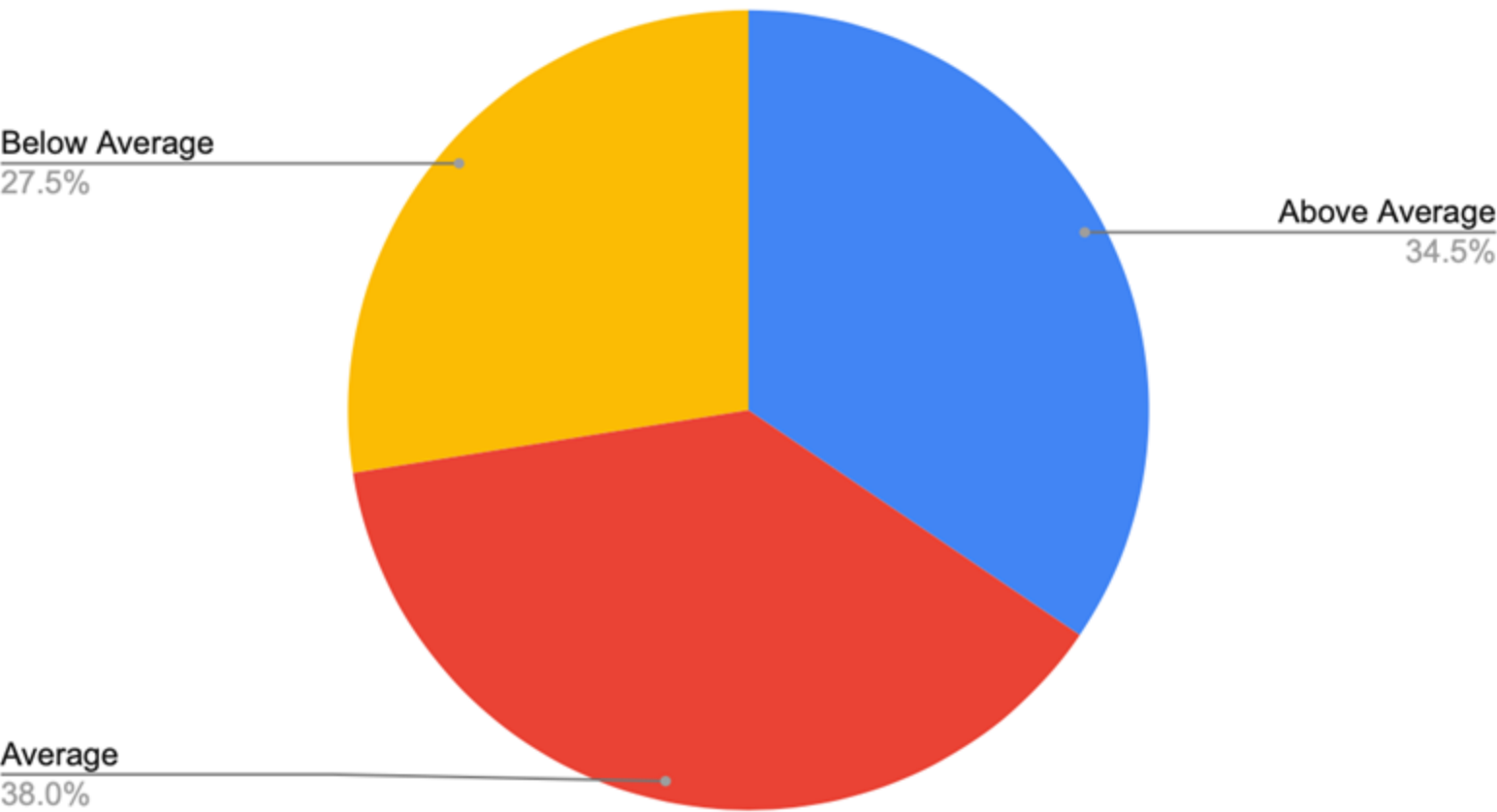
Categories	All	Above	Below	Normal
Above Average	220	155	7	7
Average	2127	354	466	192
Below Average	2469	4	1908	1721

Language Development

Language Development - the process by which children learn to understand and communicate using language.

Strategies for Parents/Guardians: Discuss things they see, hear, and touch. Encourage them to speak in complete sentences that are at least five words. Practice identifying things around them such as: objects in the home, cooking utensils, and parts of the body (thumbs, fingernails, chin, chest, elbows, and shoulders).

Language Development



Language Development Performance

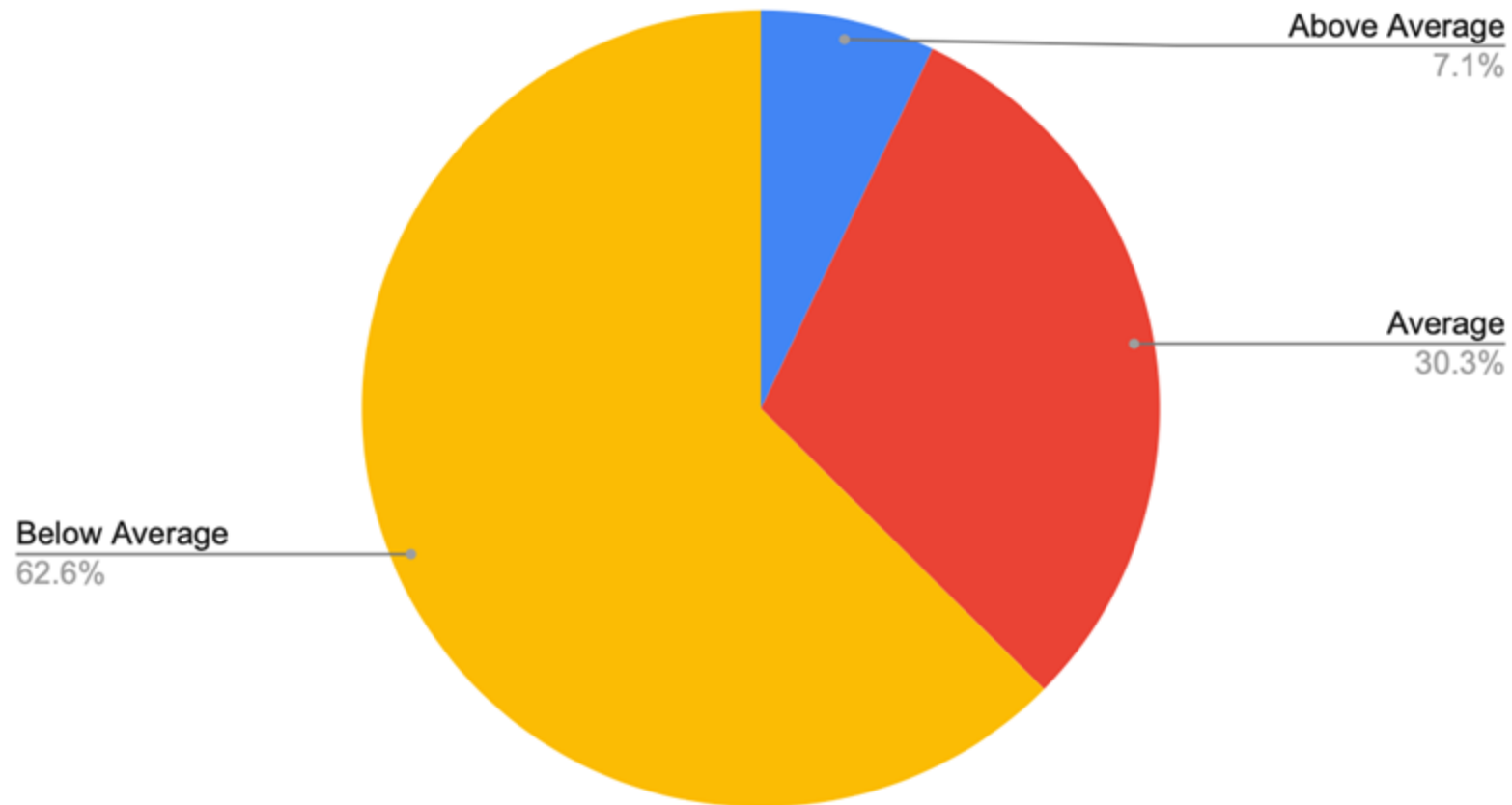
Categories	All	Above	Below	Normal
Above Average	1639	379	416	116
Average	1805	130	836	130
Below Average	1307	249	1129	1674

Cognitive Development

Cognitive Development - the process by which children learn, think, and solve problems.

Strategies for Parents/Guardians: Practice knowing personal information (first/last name, age, birthday (month/day), telephone number, and address). Practice reciting and identifying the alphabet (in and out of letter order), sort objects by color, size, and shape, count from 1-30, and immerse them in books by reading to them, identifying front/back of the book, and showing them that text progresses from left to right and top to bottom.

Academic/Cognitive Performance



Academic/Cognitive Performance

Categories	All	Above	Below	Normal
Above Average	341	306	0	35
Average	1461	207	15	1238
Below Average	3012	0	2366	647