

SCHOOL READINESS AND LATER ACHIEVEMENT BY GREG J. DUNCAN, CHANTELLE J. DOWSETT, AMY CLAESSENS, KATHERINE MAGNUSON, ALETHA C. HUSTON, PAMELA KLEBANOV, LINDA S. PAGANI, LEON FEINSTEIN, MIMI ENGEL, JEANNE BROOKS-GUNN, HOLLY SEXTON, KATHRYN DUCKWORTH, AND CHRISTA JAPEL.

A longitudinal study looking at the three key elements of school readiness: academic preparedness, ability to pay attention and socioemotional skills. Early math skills proved the strongest predictor of all three.

This longitudinal study examined the relationships between three known and key elements of school readiness, academic preparedness, ability to pay attention and socioemotional skills. Throughout all aspects of the study, the strongest predictors of later academic achievement are school-entry math, reading, and attention skills, with early math skills holding the greatest predictive power. Measures of socioemotional behaviors were generally insignificant predictors of later academic performance, even among children with relatively high levels of problem behavior.

Duncan, Greg J., Chantelle J. Dowsett, Amy Claessens, Katherine Magnuson, Aletha C. Huston, Pamela Klebanov, Linda S. Pagani, Leon Feinstein, Mimi Engel, Jeanne Brooks-Gunn, Holly Sexton, Kathryn Duckworth, and Christa Japel. (2007). "School Readiness and Later Achievement." *Developmental Psychology*, 43 vol. 6. 1428-1446. <http://dx.doi.org/10.1037/0012-1649.43.6.1428>



Thanks to generous support from the Carnegie Corporation of New York, *Our Neighborhood*, is a compilation of stories and research from the family engagement field. It is intended to be a living repository and guide for STEM Learning Ecosystems and other communities interested in cultivating strong community partnerships to prepare the next generation.

This annotated bibliography was compiled by TIES for *Our Neighborhood*.