

2018 Lake County Kindergarten Entry Developmental Profile

December 2018



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About the KEDP

First 5 Lake has partnered with the Lake County Office of Education (LCOE) since 2008 to conduct a Kindergarten Entry Developmental Profile (KEDP) study. The KEDP is valuable in several ways.

- It shows the extent to which children are entering kindergarten with the skills needed to succeed in school. This, in turn, can help preschools and other early childhood development programs to focus on skill areas that need more attention in order for a higher proportion of children to be ready for kindergarten.
- Factors that may influence children’s readiness for school, and important trends over time, can be identified and reflected in the design of early childhood development programs.
- Kindergarten teachers that participate in the study get additional insights about their students’ current state of development.
- LCOE obtains a clearer overall view of the developmental status of each kindergarten cohort and can use that information to better serve students.

The KEDP is a structured process where kindergarten teachers observe the students in their classroom and then rate each child’s current development level for 15 indicators across five skill areas: Social/Interpersonal, Language Comprehension and Expression, Cognitive Competence, Math Skills and Literacy Skills. It is based on the Desired Results Developmental Profile (DRDP), an evidence-informed tool developed by the California Department of Education to support instruction and inform program development.

The KEDP is not a test. Rather, each teacher uses a standardized rubric that lists the 15 indicators and describes four stages of development for each indicator: Exploring (least developed), Developing, Building, and Integrating (most developed). Teachers observe the skills and behaviors of each child, and then select the stage of development they believe most closely fits the child.

KEDP Skill Areas and Indicators	
Skill Area	Indicators
Social/Interpersonal	<ol style="list-style-type: none"> 1. Cooperative relationships with adults 2. Conflict negotiation 3. Impulse control
Language	<ol style="list-style-type: none"> 4. Comprehends meaning 5. Follows increasingly complex instructions 6. Expresses self through language
Cognitive Competence	<ol style="list-style-type: none"> 7. Understands cause and effect 8. Engages in problem solving
Math	<ol style="list-style-type: none"> 9. Understands & uses numbers 10. Knowledge of shapes 11. Able to classify objects
Literacy	<ol style="list-style-type: none"> 12. Interest in literacy 13. Letter and word knowledge 14. Emerging writing ability 15. Awareness of phonetics

2018 KEDP Process

The KEDP study follows a similar process and timeline each year. Kindergarten and Transitional Kindergarten teachers are contacted, trained on the KEDP methodology and provided packets of forms in September. The teachers are then asked to complete the assessment of their students and submit their forms during October and November. In 2018, the completed forms were sent to First 5 Lake which entered the data into an Excel database created by Social Entrepreneurs, Inc. (SEI), the evaluation consultants for First 5 Lake. First 5 Lake staff followed up with teachers to clarify data or fill-in missing data. Data entry was completed in early December. SEI then compiled and analyzed the data in December in order to produce this report.

From 2008 through 2017, analysis of the KEDP data and reporting of results was performed by Cathy Ferron of Ferron & Associates. SEI obtained the detailed data from Ms. Ferron for 2015, 2016 and 2017, and re-analyzed those years in conjunction with the new 2018 data. In this report, all figures presented for the years 2015-2018 are from SEI's analysis. Figures for 2014 and earlier years were taken from previous KEDP reports prepared by Ms. Ferron.

The SEI analysis for 2015-2018 reflects the following changes from prior years:

- Transitional Kindergarten (TK) students are separated from Kindergarten (K) students in all charts and graphs unless otherwise indicated, with no developmental assessment results presented that combine TK and kindergarten students. This is because there is a large developmental difference between TK students, who are predominantly four years old, compared to kindergarten students that are primarily five and six years old.
- The descriptions for charts and graphs have been refined to be consistent with the nature of the calculations that underpin the charts/graphs.
- More emphasis has been placed on analyzing and presenting the continuum of development from the Exploring to Developing to Building to Integrating stages. This included identifying the characteristics of children at the higher Building and Integrating stages compared to children at the earlier Exploring and Developing stages.

In 2018, 13 schools participated in the KEDP with 33 teachers completing assessments of a total of 684 TK and K children. This was 78% of all children enrolled in a TK or K class. Every public elementary school with a kindergarten class participated. In addition, the Lake County International Charter School was included for the first time. Figure 1 shows a ten-year trend of participation in the KEDP.

Figure 1. Participation in the KEDP, 2009-2018

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
# of Elementary Schools	4	6	3	9	11	11	10	10	12	13
# of Teachers Reporting	15	15	10	23	27	29	29	23	31	33
# of Children Assessed	299	338	246	495	562	636	615	500	664	684
Average # of Children per Teacher	19.9	22.5	24.6	21.5	20.8	21.9	21.2	21.7	21.4	20.7
% of Kindergarten Enrollment Included in the KEDP	44%	56%	35%	70%	77%	80%	75%	60%	75%	78%

Of the 684 children included in the 2018 KEDP, 568 (83%) were in Kindergarten, 110 (16%) were in Transitional Kindergarten and 6 (1%) did not have their K/TK status noted on the assessment form. Figure 2 provides the age profile of these children.

Figure 2. Age of Children in the KEDP, 2018

	Age at Time of Assessment				Total
	<u>4</u>	<u>5</u>	<u>6</u>	<u>Unknown</u>	
Kindergarten students	3	458	97	10	568
Transitional Kindergarten students	69	37	1	3	110
K/TK status unknown	<u>1</u>	<u>4</u>	<u>1</u>	<u>0</u>	<u>6</u>
Total	73	499	99	13	684

Children in the KEDP were evenly divided by gender; 51% were male and 49% were female. Figures 3 and 4 show the ethnicity and primary language of the children for which teachers recorded this information.

Figure 3. Ethnicity of Children, 2018

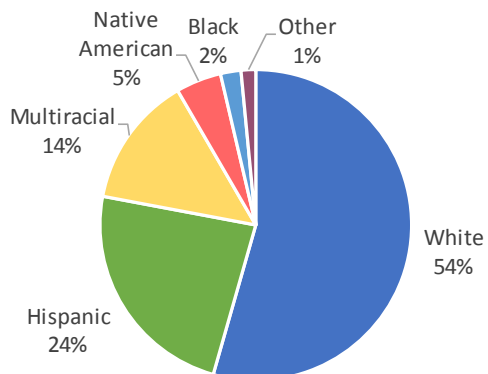


Figure 4. Primary Language of Children, 2018

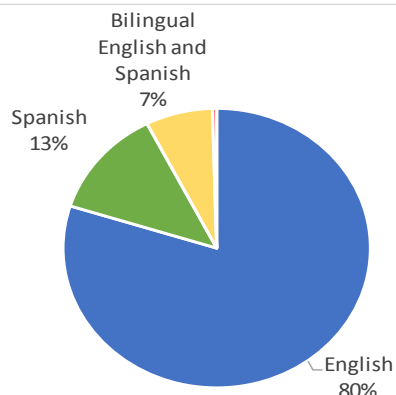
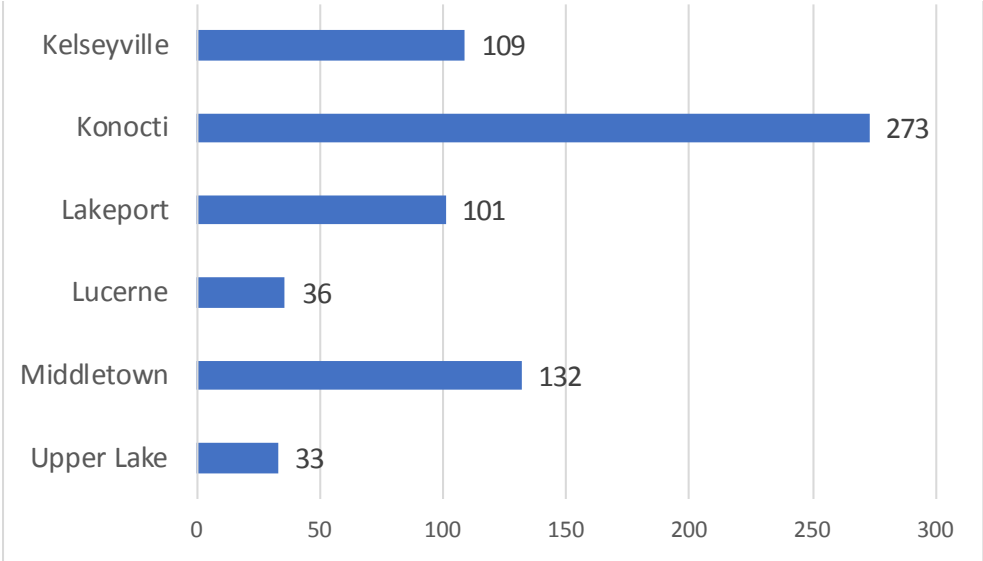


Figure 5 presents the distribution of children in the KEDP based on the location of the school where the assessment was conducted. Kelseyville includes Kelseyville and Riviera Elementary Schools; Konocti encompasses Burns Valley, East Lake, Lower Lake and Pomo; and Middletown includes Cobb, Coyote Valley, Minnie Cannon and Lake County International Charter School. Lakeport, Lucerne and Upper Lake each have one elementary school.

Figure 5. School Location for Children in the KEDP, 2018

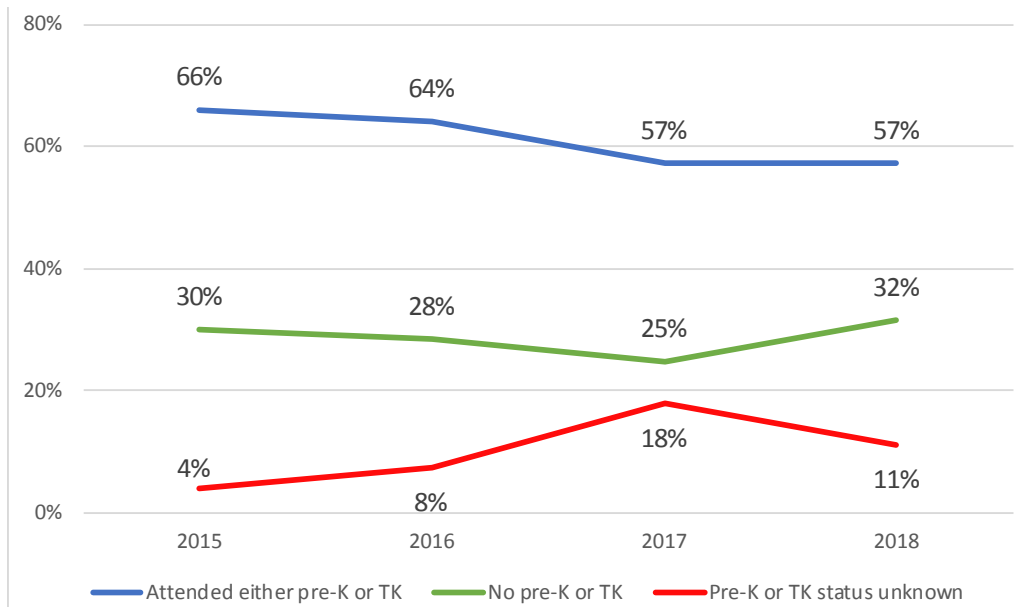


Of the 684 children in the KEDP, 39 children (6%) have an Individualized Education Program (IEP) for participating in special education programs, 638 children (93%) do not have an IEP, and the IEP status was not recorded for 7 children (1%).

Data was also captured on the early childhood education (ECE) experiences of children included in the KEDP – more specifically, whether they had previously attended a licensed center-based, family child care, or other preschool program and whether they were previously in a Transitional Kindergarten class. Figure 6 shows the four-year trend of ECE participation by students in the KEDP. Key observations about this data are:

- Although the graph shows a steady decline in ECE participation, from 66% in 2015 to 57% in 2017 and 2018, caution is needed because of the much higher percentage of students for which complete ECE participation data was not captured. A better indicator may be the noticeable uptick, from 25% in 2017 to 32% in 2018, in the percentage of students that were explicitly identified as not having attended either TK or a licensed ECE program.
- The KEDP captured the name of the preschool or ECE site for 87% of children who previously attended an ECE program. Although a significant majority of the names are identifiable licensed ECE sites in Lake County, some may be unlicensed day care sites that are not subject to the same standards as licensed sites.

Figure 6. Early Childhood Education Experiences for Children in the KEDP, 2015-2018



Results and Findings

This section presents the results of SEI’s analysis of the KEDP data related to teacher assessments of the developmental status of children in their classroom. The analysis was designed to answer several major questions:

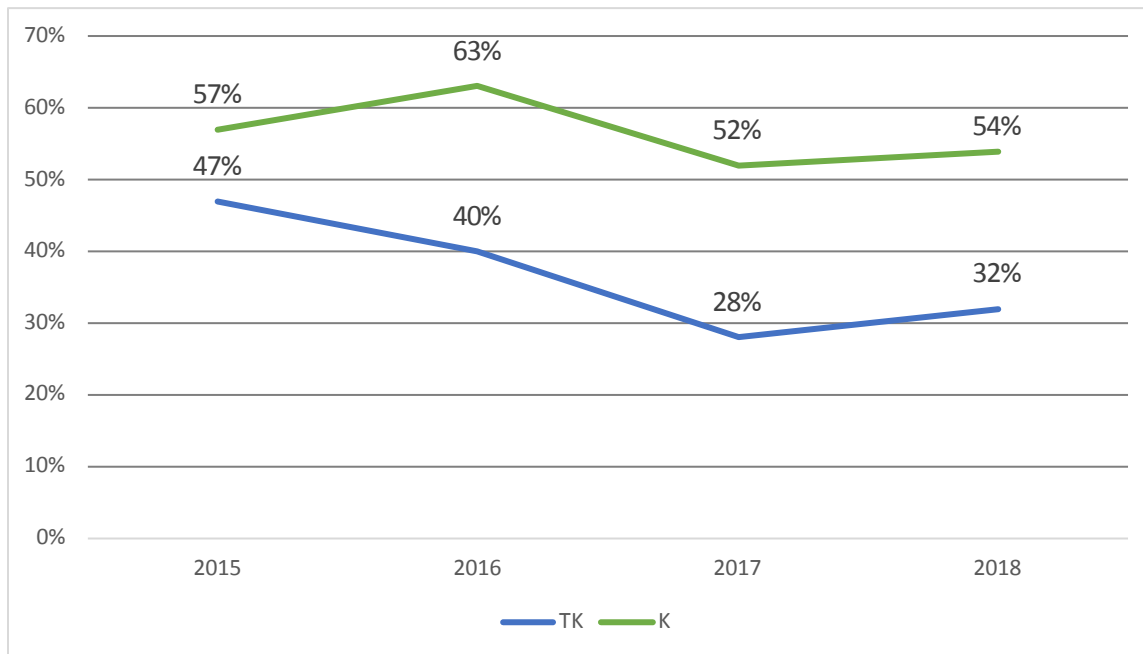
- What is the overall developmental status of students?
- What portion of students have reached the Building or Integrating stages indicating a higher level of development across four or all five skill areas, and what are the characteristics of those students based on variables such as age, pre-K/TK experience, ethnicity, primary language and location?
- For children that might be considered “somewhat ready” for school upon entering kindergarten based on having reached the Building or Integrating stages in two or three of the five skill areas while being at the less-developed Exploring or Developing stages in other skill areas, which skill areas are being rated at a less-developed level?
- What portion of students are at the earlier Exploring or Developing stages across four or all five skill areas, and what are the characteristics of those students?
- How are KEDP results changing over time?

Overall Results

Reports of KEDP results prepared in previous years defined being “ready for school” as having ratings of development status, on average, that are at the Building or Integrating stages. These average ratings can be viewed overall, across all 15 indicators covered in the KEDP, and for each of the five skill areas.

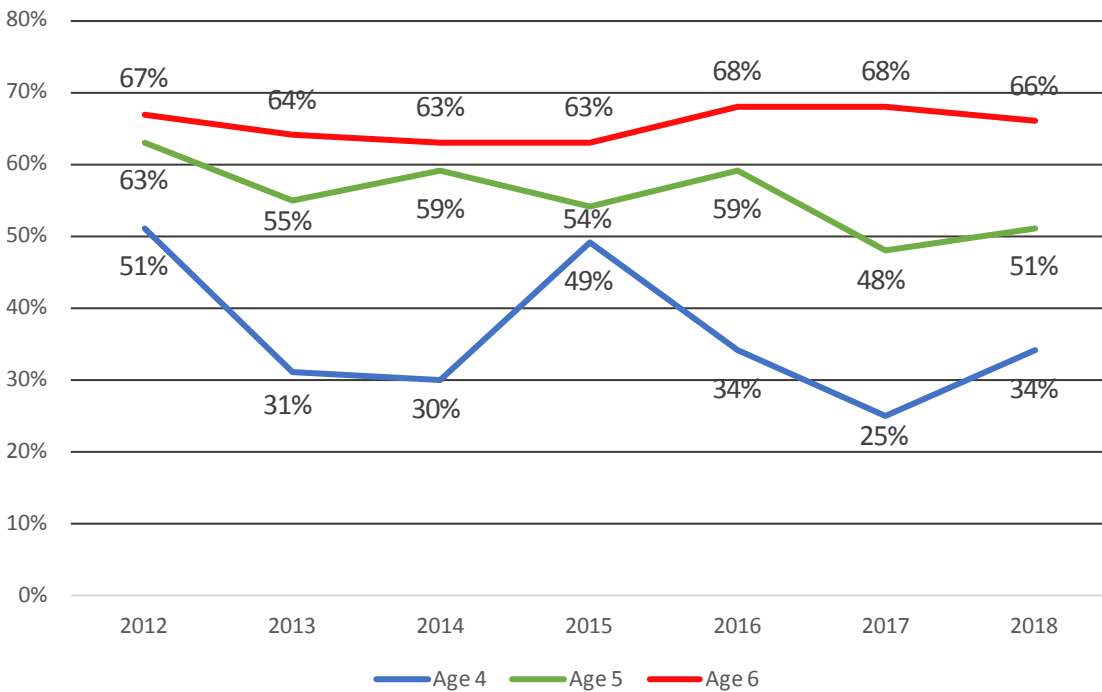
A four-year trend of the overall percentage of developmental indicators that were rated at a “school ready” level of Building or Integrating, across all 15 indicators, is shown in Figure 7. The methodology used to compute these percentages is identical to the methodology from past KEDP reports prepared by Ferron & Associates. As the graph shows, the 2018 percentages were slightly higher than 2017 for kindergarten students and noticeably higher for TK students, reversing a three-year downward trend for TK students.

Figure 7. Overall Percent of Developmental Indicators Rated as “School Ready”, 2015-2018



The trend of developmental indicators rated as “school ready” must be viewed by age, since children continue to learn and improve their developmental status as they get older. Figure 8 clearly supports this common sense notion. Over the past seven years, six-year-old children were consistently assessed at a much higher overall development level than five-year-olds, who in turn were rated at a much higher level than four-year-olds. While the long-term trend has been relatively stable for six-year-olds, the percentage of developmental indicators rated as “school ready” had been trending downward for five-year-olds before rising in 2018. For four-year-olds, who are almost entirely TK students, the 2018 level of 34% was in line with the levels noted in 2013, 2014 and 2016.

Figure 8. Percent of Developmental Indicators Rated as “School Ready” by Age, 2012-2018



Figures 9 and 10 show the trends for the percentage of developmental indicators within each of the five skill areas that were rated as “school ready”. Figure 9 includes all kindergarten students in the KEDP, while Figure 10 focuses on just TK students. Observations from analysis of these trends:

- 2018 ratings were higher than 2017 across virtually all skill areas for both kindergarten and TK students. The only exception was a slight decline in Language skill ratings for kindergarten students. The jump in 2018 ratings compared to 2017 was especially significant for TK students, with Cognitive skill ratings jumping 46% (from 23.7% in 2017 to 34.5% in 2018) and Language skill ratings improving by 31% (from 21.8% in 2017 to 28.6% in 2018). That being said, 2018 ratings are still generally lower than those recorded in 2015-2016 for both K and TK groups.
- Math and Literacy skills were rated at a higher developmental level across all four years for kindergarten students, and were generally the highest-rated skills for TK students as well. Conversely, Social/Interpersonal and Language skills were consistently rated at a lower developmental level for both kindergarten and TK students.
- No clear explanations were found for the year-to-year fluctuations seen in these trends. The same KEDP rubric was used in all four years and many of the same teachers participated each year.

Figure 9. Percent of Developmental Indicators Rated as “School Ready” by Skill Area, All Kindergarten Students in the KEDP, 2015-2018

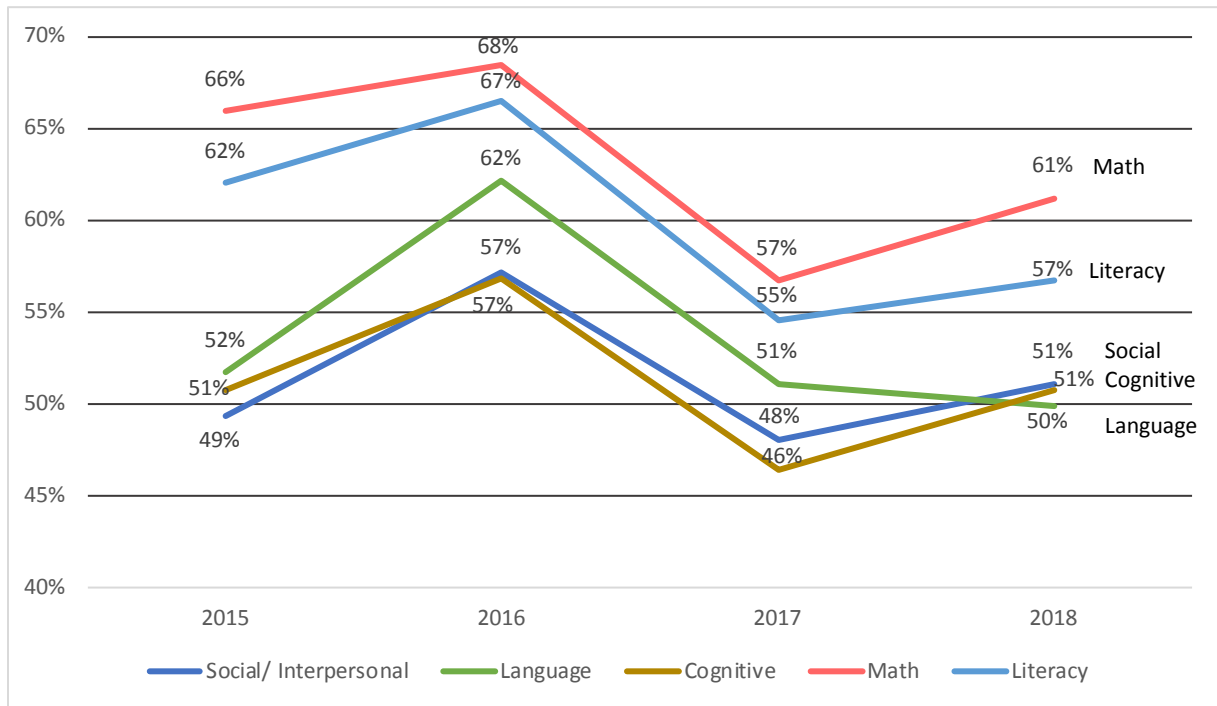
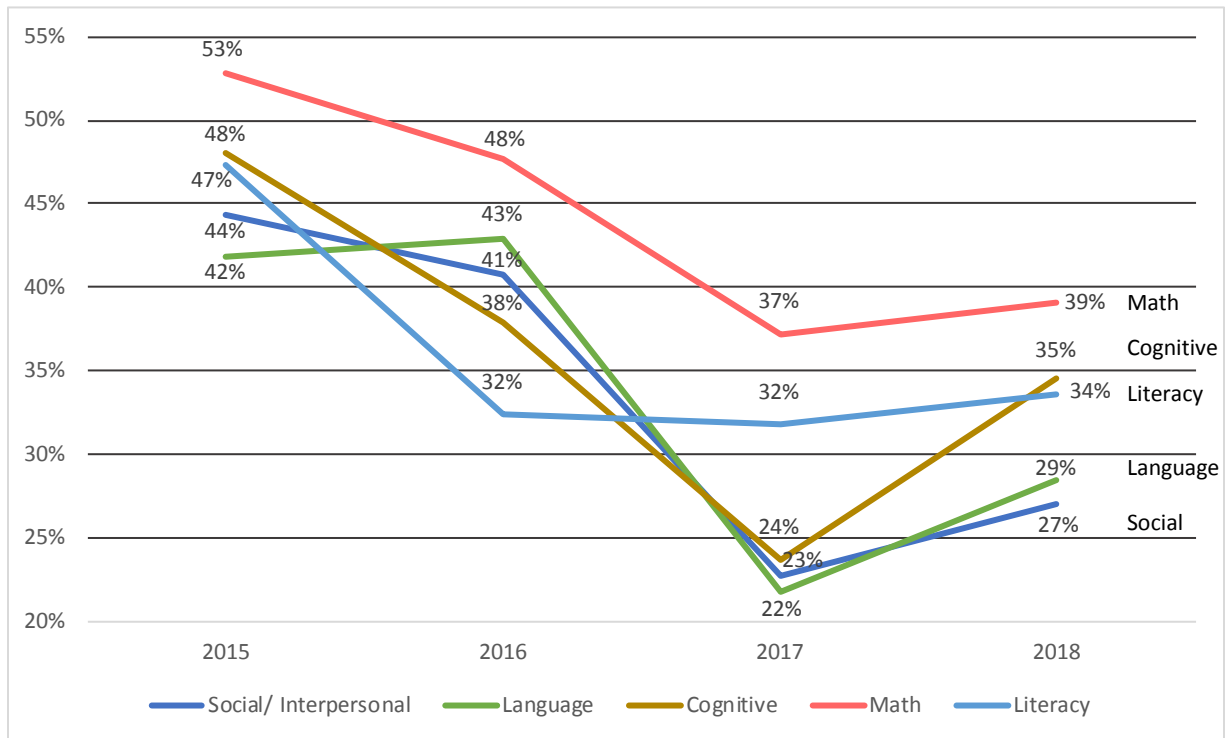


Figure 10. Percent of Developmental Indicators Rated as “School Ready” by Skill Area, All Transitional Kindergarten Students in the KEDP, 2015-2018



A different way to look at the overall developmental status of recent kindergarten and TK cohorts is to assess the number of skill areas that were rated as “school ready”. Using the same definition of “school ready” as the previous charts, the 2015-2018 data was analyzed to determine the percentage of students that were rated as school ready in all five skill areas, the percentage rated as school ready in four of the five skill areas, and so on down to the percentage that were not rated as school ready in any skill areas.

Figure 11 presents the distribution for kindergarten students across the last four years. In 2018, 45% of kindergarten students included in the KEDP were rated as school ready in one or fewer of the five skill areas, with fully one-third of students not rated as school ready in any skill area. At the other end of the spectrum, one-third of kindergarten students had reached the Building stage of development in four or more skill areas, indicating a solid overall level of school readiness. The 2018 figures are definite improvements over 2017 levels, while being substantively lower than 2015-2016 levels.

Figure 11. Distribution of Kindergarten Students by the Number of Skill Areas Rated as “School Ready”, 2015-2018

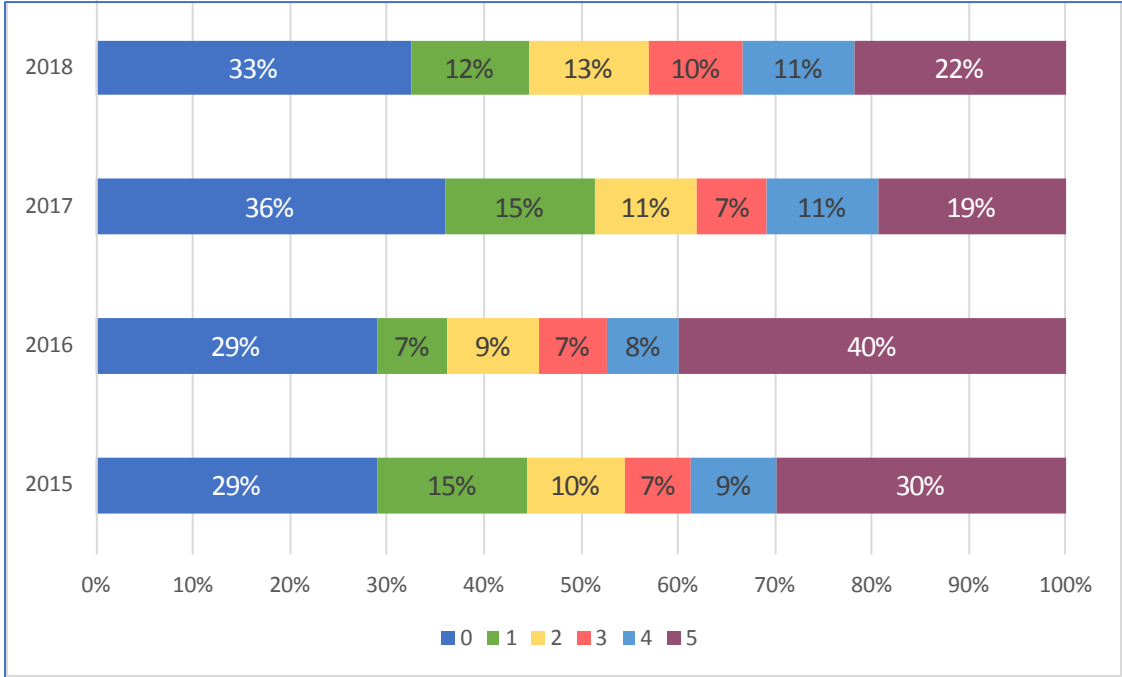
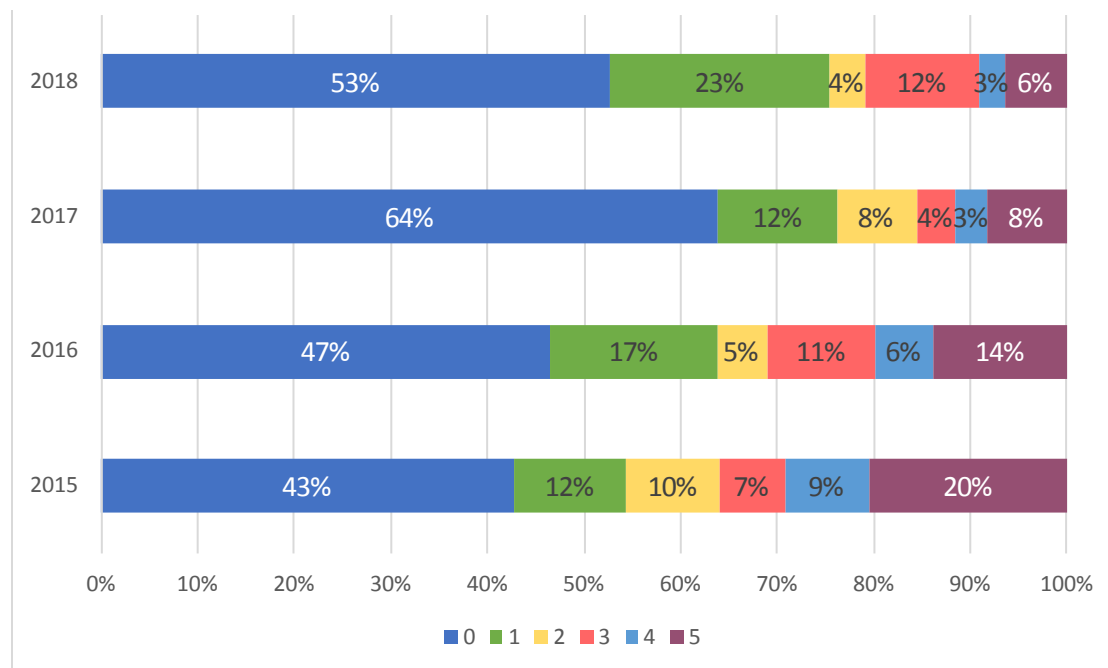


Figure 12 shows the same distribution for TK students. As would be expected, the overall developmental level of TK students is well below kindergarten students. In 2018, three-fourths of TK students were rated as school ready in either zero or one skill area, while just 9% had reached the Building stage in four or more skill areas. This underscores the importance of TK programs in helping children to be better prepared to succeed in school once they reach kindergarten.

Figure 12. Distribution of TK Students by the Number of Skill Areas Rated as “School Ready”, 2015-2018



The 2018 KEDP data was analyzed further to better understand where children were at on the continuum of development from the Exploring to Developing to Building to Integrating stages. As in all past KEDP reports, a four-point numeric scale was used for the stages of development with Exploring = 1, Developing = 2, Building = 3 and Integrating = 4. For each child, these scores were averaged across the indicators in a skill area in order to derive an overall score for each skill area. The overall skill area score was then used to determine the stage of development that a child was closest to for that skill area, according to the following method:

- Exploring Average score under 1.5 for the skill area
- Developing Average score from 1.5 to under 2.5
- Building Average score from 2.5 to under 3.5
- Integrating Average score of 3.5 or more

Figures 13 and 14 show the results of this analysis for kindergarten and TK students included in the 2018 KEDP. Social/Interpersonal and Language skills have the lowest overall levels of development, with 50% of kindergarten students and 71% of TK students at the Exploring or Developing stages for both of these skill areas. Math, Literacy and Cognitive skills all show higher levels of development. Math was the most developed skill area for kindergarten students, with 63% at the Building or Integrating stages, while Cognitive skills were strongest among TK students.

Of particular note is the substantially higher level of Math and Literacy skills for kindergarten students compared to TK students. This suggests that learning activities occurring in the year

before kindergarten are having a particularly significant effect on child development in these skill areas.

Figure 13. Kindergarten Students Continuum of Development by Skill Area, 2018

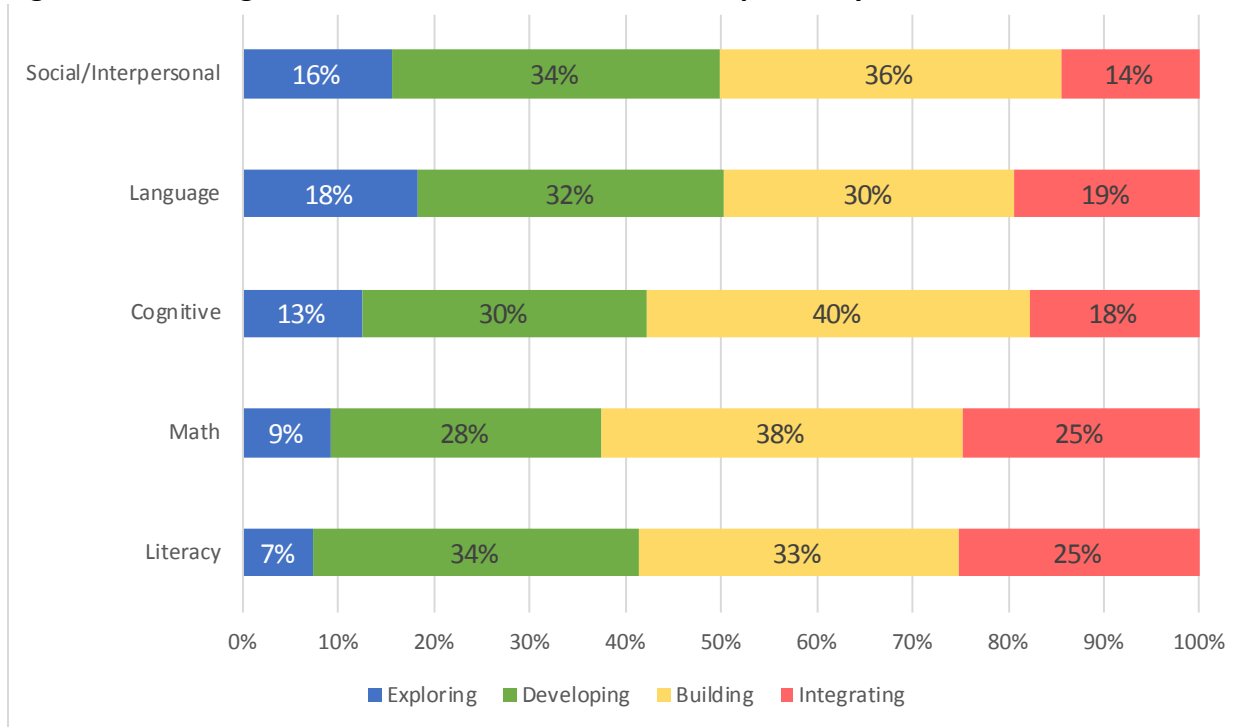
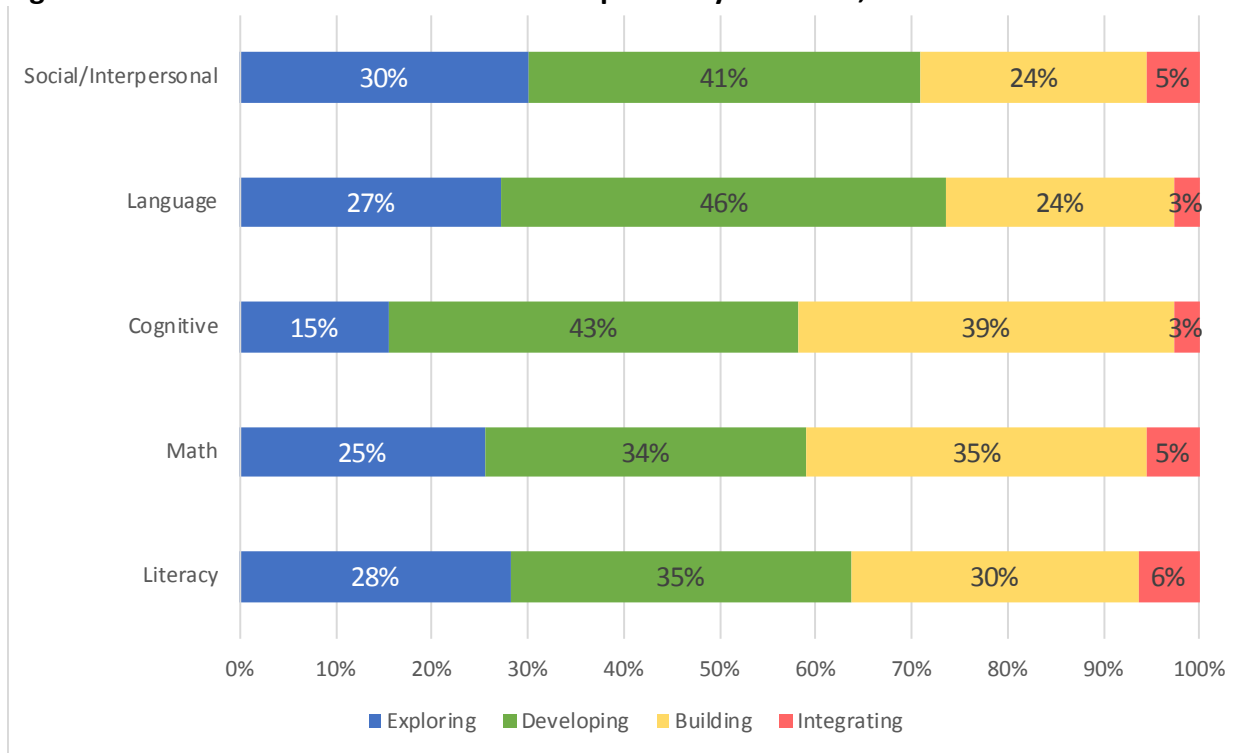


Figure 14. TK Students Continuum of Development by Skill Area, 2018



Figures 15 and 16 give a breakdown of the continuum of development for each of the 15 indicators assessed in the KEDP. These charts offer more detailed insights. For example, although Literacy is one of the strongest skill areas overall, phonological awareness (awareness of the sounds that make up language) was the least developed of all 15 indicators for both K and TK students. Understands/Uses Numbers and Writing Ability were the most developed.

Figure 15. Kindergarten Students Continuum of Development by KEDP Indicator, 2018

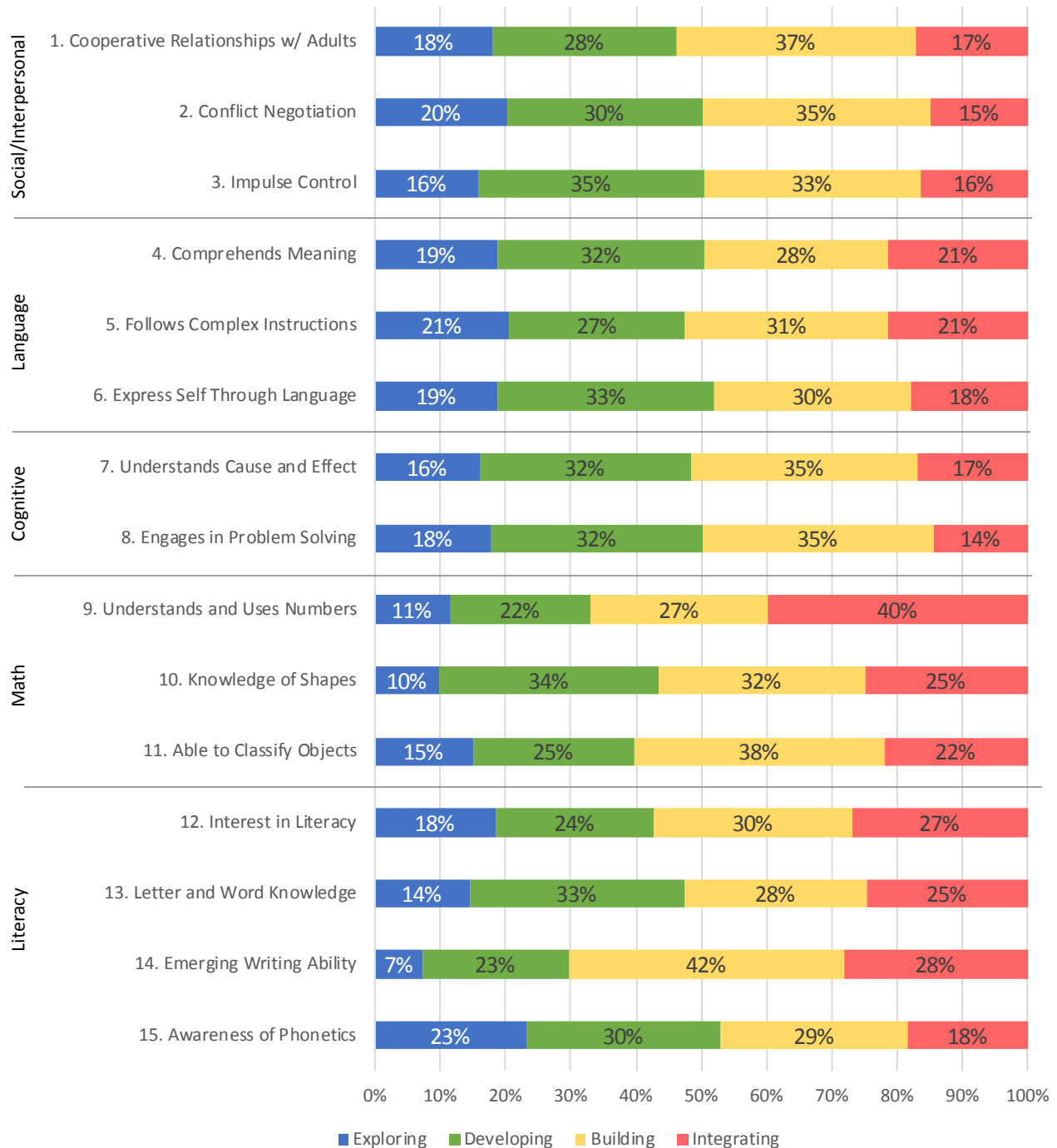
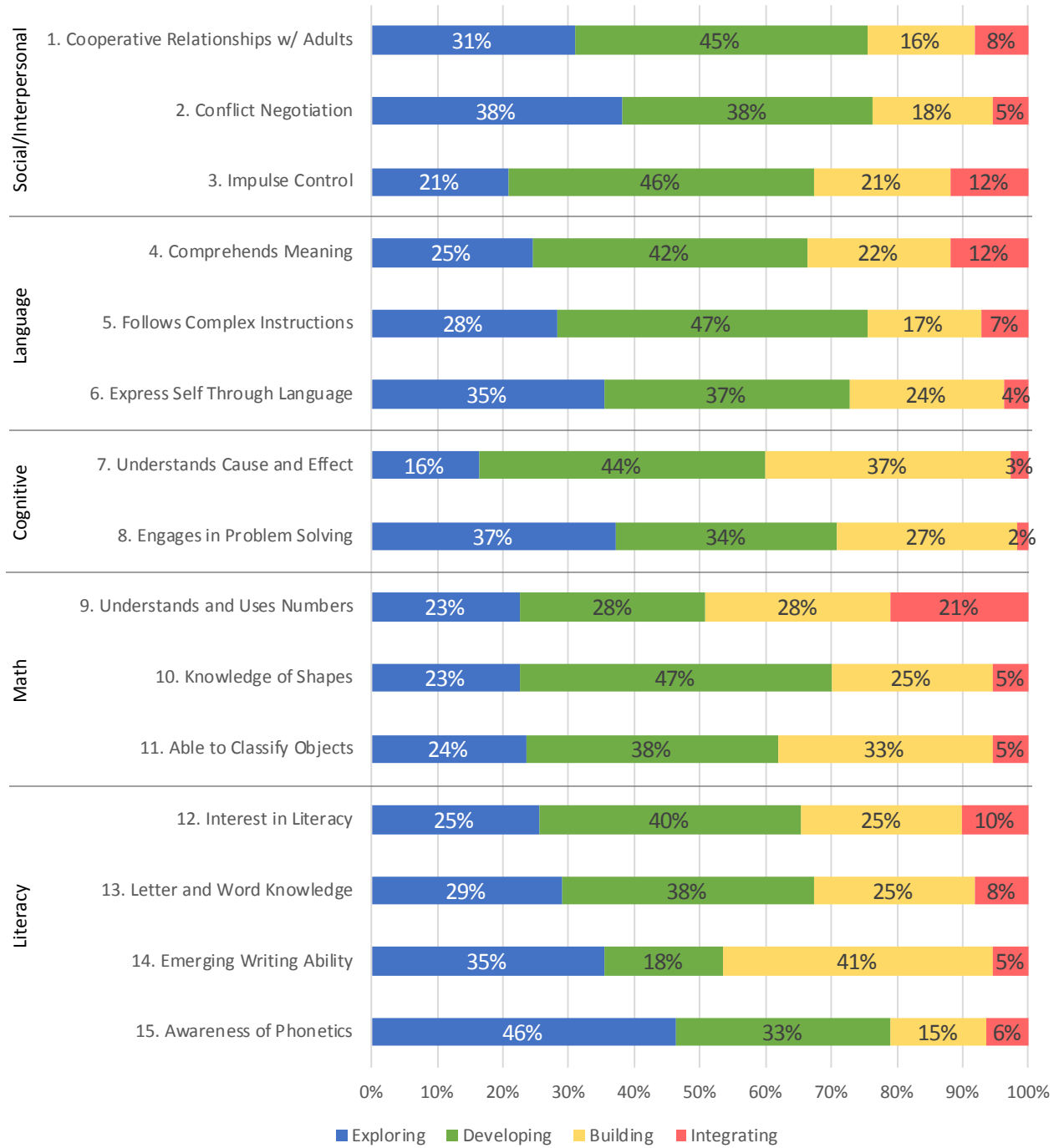


Figure 16. TK Students Continuum of Development by KEDP Indicator, 2018



Results by Child Characteristics

The 2018 KEDP data was analyzed in more depth to understand the characteristics of kindergarten students who were assessed at higher levels of development compared to children who were assessed to be at earlier stages of development, as well as variations in developmental status between different demographic groups. The focus was on kindergarten students because “school readiness” – the extent to which children reach kindergarten with sufficient knowledge and skills to be able to succeed in school – is one of the overall outcomes of the early childhood development and education system. Insights about children who have recently entered kindergarten thus can be valuable for both ECE and primary education.

The analysis found two variables – whether children had participated in ECE/TK programs before entering kindergarten and the primary language of children – to have the strongest correlations with developmental status. Each of these factors is presented below, followed by other key findings. However, caution is needed when interpreting these findings. They are based on analyzing the KEDP data from numerous perspectives, looking for correlations between demographic variables and developmental assessment results that appear to be significant, but they do not prove that a cause-and-effect relationship exists.

Participation in ECE Programs Before Entering Kindergarten

Children who had participated in a licensed ECE program before entering kindergarten were compared to those who had not. The group that had ECE experience was further subdivided into three groups: had both preschool (previously attended a licensed center-based, family child care, or other preschool program and noted as “pre-K” in the rest of this section) and TK class experience, had pre-K experience but either no TK or the TK status was unknown, and had TK experience but either no pre-K or the pre-K status was unknown. Previous ECE experience could not be determined for 64 out of the 568 kindergarten students included in the KEDP; these students were excluded from the analysis.

The analysis found that kindergarten students with ECE experience were rated as being at a much higher developmental stage, overall and for each of the five skill areas, compared to students with no pre-K/TK experience. The highest developmental ratings were noted among children who had attended TK, regardless of whether or not they had also attended a pre-K program. Over 40% of students with TK experience were assessed to be “school ready” in all five skill areas, compared to 22% of students with pre-K experience but no TK or TK status was unknown and only 11% of students without prior ECE experience.

Figure 17 shows the distribution of the number of skill areas rated as “school ready” based on the presence and type of ECE experience. Figure 18 then presents a comparison of children with ECE experience to those without, showing for each skill area the percent of developmental indicators rated as being at the Building or Integrating stage.

Figure 17. Distribution of the Number of Skill Areas Rated as “School Ready” According to Type of ECE Experience, 2018

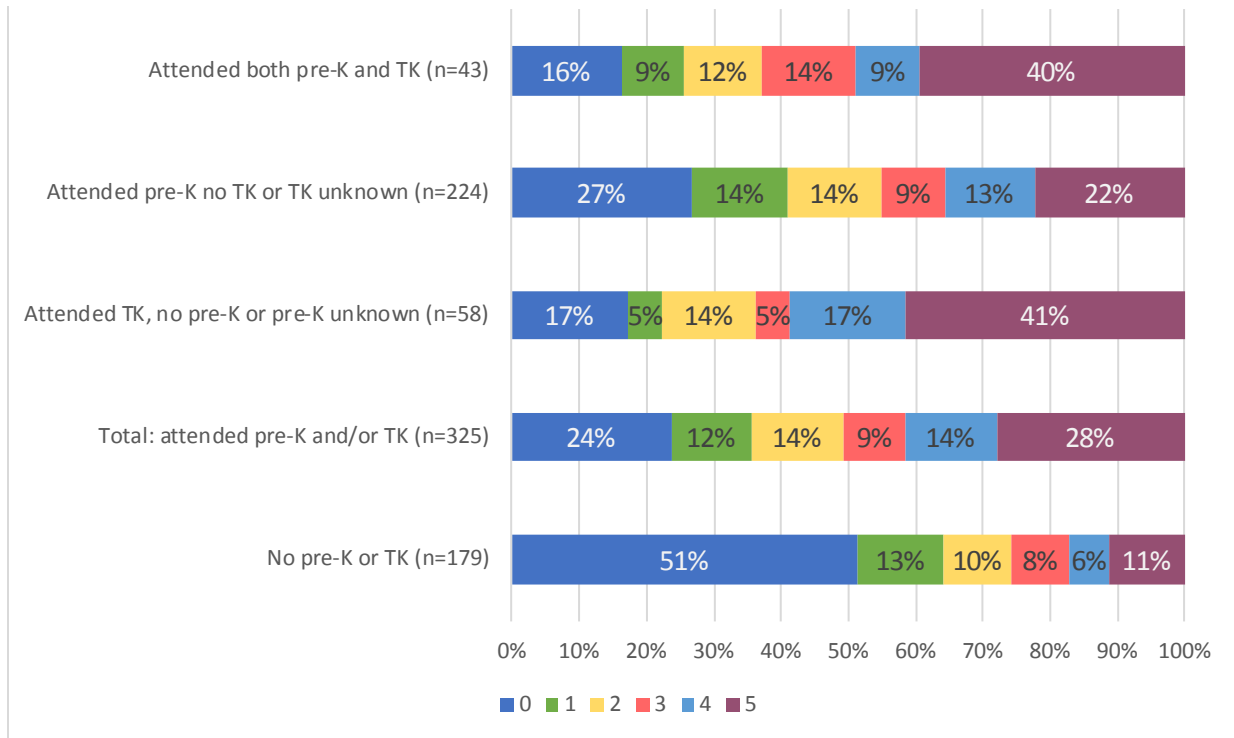
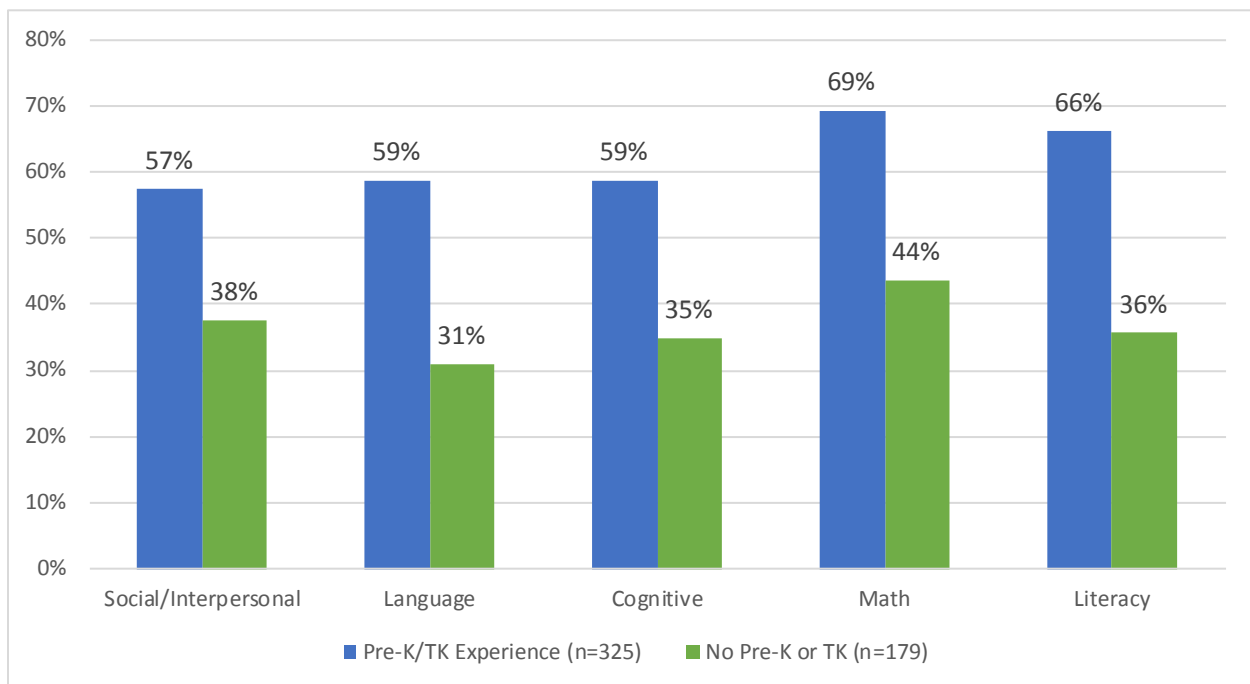


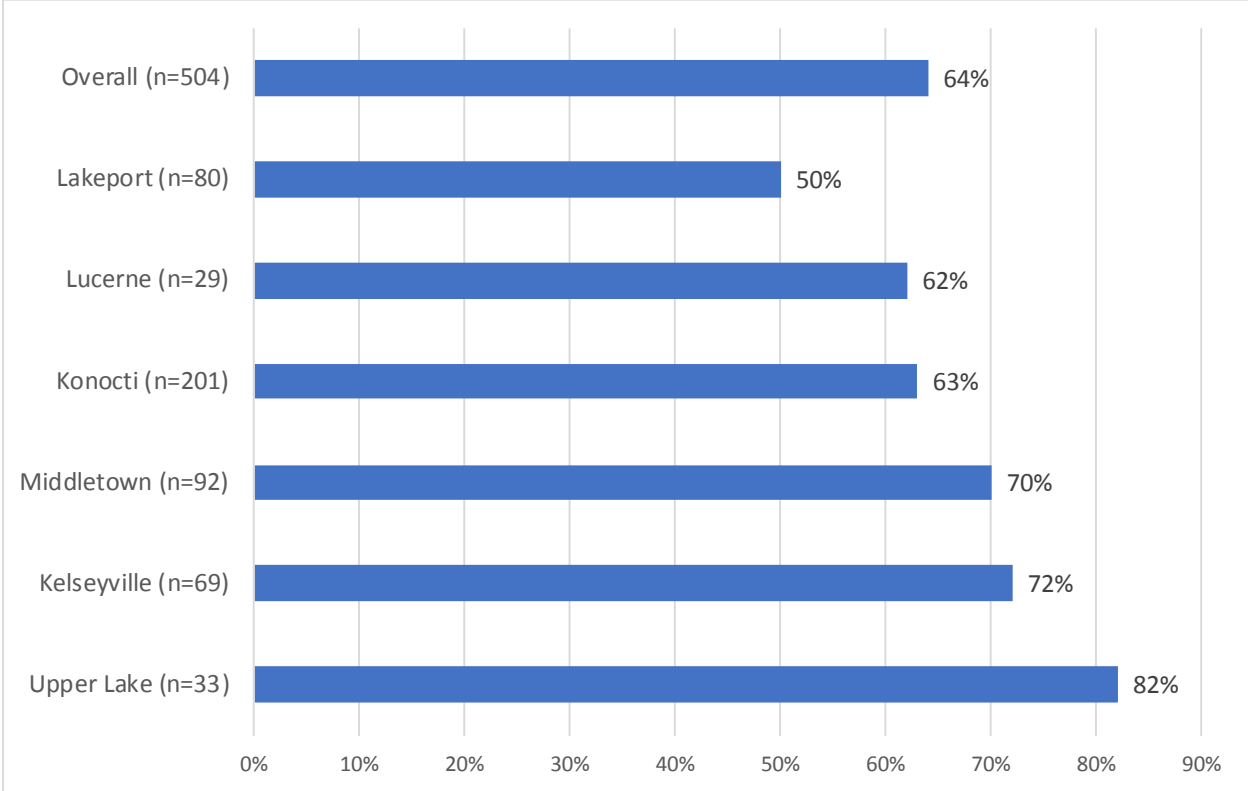
Figure 18. Percent of Developmental Indicators By Skill Area Rated as “School Ready”, Kindergarten Students with Prior ECE Experience Compared to No Prior ECE Experience, 2018



Of the 28 kindergarten students with an IEP where their prior ECE experience was identified, 22 (79%) had prior ECE experience compared to 6 without. Children with an IEP were assessed to be at a much lower developmental level than children without an IEP. If children with an IEP were excluded from the analysis, the developmental gap between the group with ECE experience and the group without would be even more pronounced.

The analysis also found that ECE participation rates varied significantly by the location of the student’s school, with participation rates ranging from a low of 50% for kindergarten students at Lakeport Elementary to a high of 82% for those at Upper Lake Elementary. The average ECE participation rate across all kindergarten students in the KEDP was 64%.

Figure 19. Percent of Kindergarten Students with Prior ECE Experience by Location, 2018



Primary Language of Children

The other variable found to have the strongest correlation with KEDP developmental ratings was whether or not the child’s primary language was English. Of the 568 kindergarten students included in the KEDP, the primary language noted by the teacher was English for 464 children (82%) and Spanish for 59 children (10%). Forty children (7%) were reported to be Bilingual English and Spanish. Three children had Other marked for primary language, and primary language was not reported for two children.

Of the total of 99 children with Spanish or Bilingual listed as their primary language, 95% had their ethnicity listed as Hispanic or Multiracial. The other 5% were listed as other ethnicities or the ethnicity was not reported. To better isolate the effect of primary language on the developmental indicator ratings, three groups of kindergarten students were compared: Hispanic or Multiracial children whose primary language was listed as Spanish or Bilingual, Hispanic or Multiracial children whose primary language was listed as English, and All Other children.

This analysis showed that children whose primary language is Spanish or listed as Bilingual were assessed to be at a much lower developmental stage overall and for each skill area. Almost half of these children did not have “school ready” developmental ratings for any of the five skill areas. As a group, the Spanish/Bilingual group was one-sixth as likely as Hispanic or Multiracial children whose primary language is English to have “school ready” developmental ratings in all five skill areas.

Figure 20 shows the distribution of the number of skill areas rated as “school ready” for each of the three ethnic/language groups. Hispanic and Multiracial children whose primary language is English had a comparable profile to all other English speaking children, and in fact had a higher percentage of children assessed to be “school ready” in four or all five skill areas.

Figure 20. Distribution of the Number of Skill Areas Rated as “School Ready” According to Ethnicity and Primary Language, 2018

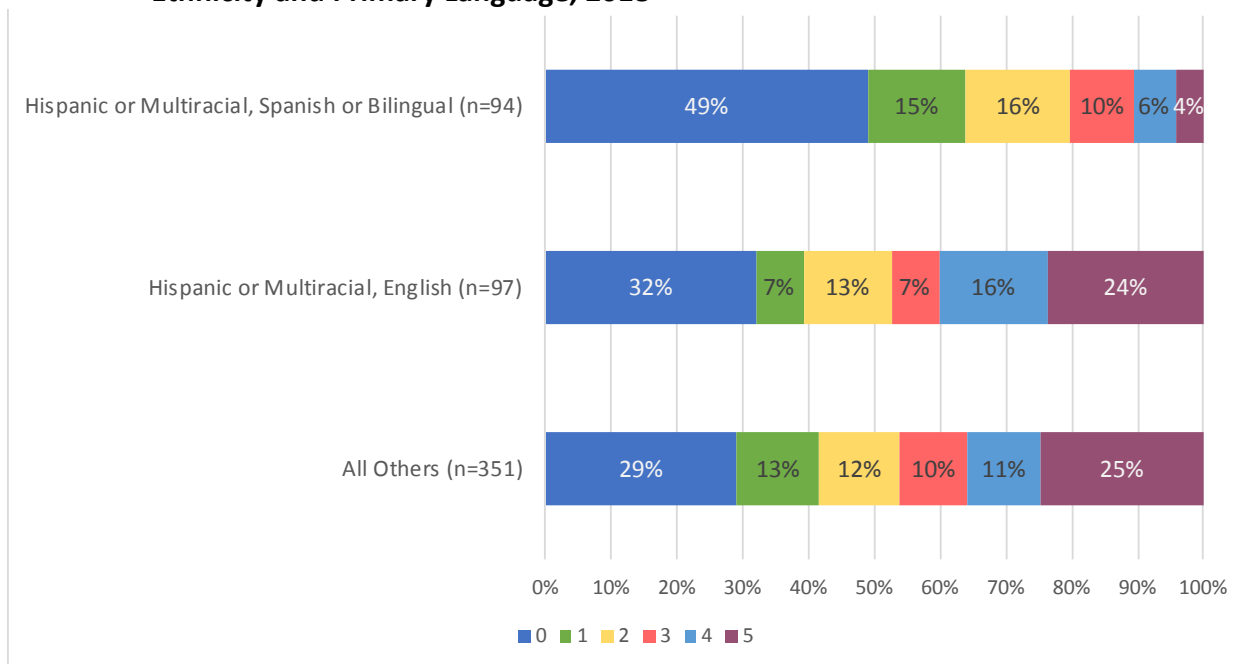
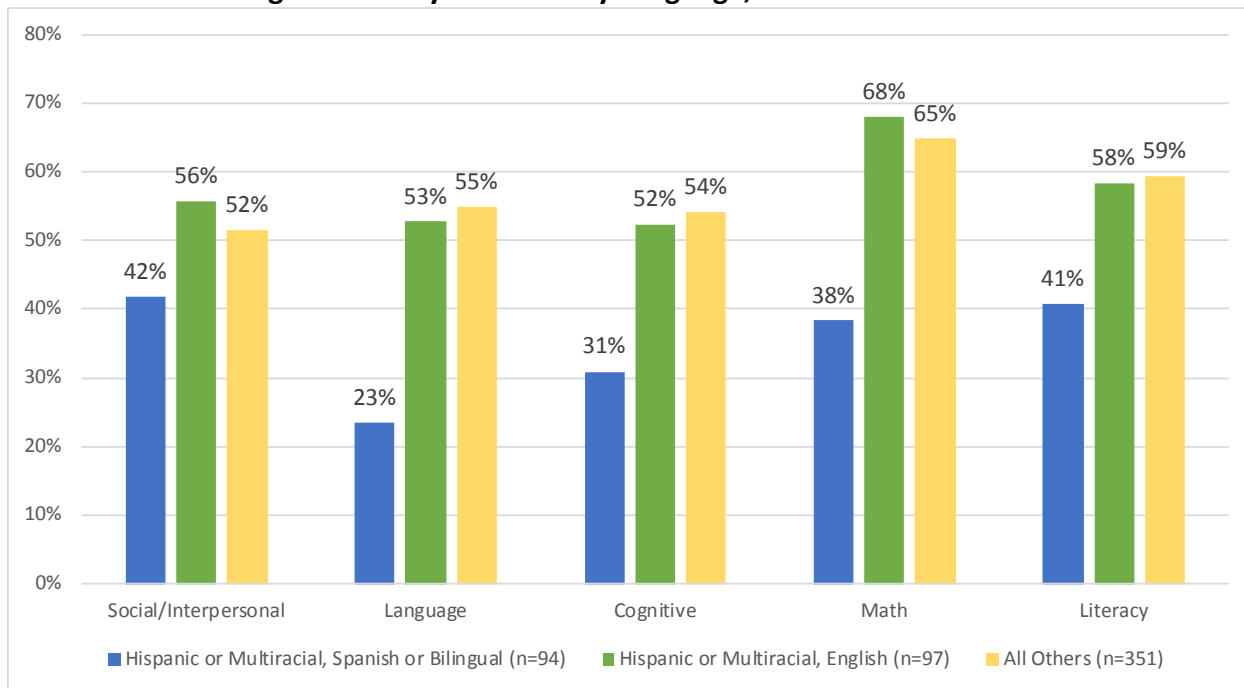


Figure 21 gives the percent of developmental indicators rated as being at the Building or Integrating stage for each skill area and each of the three ethnic/language groups. The Spanish/Bilingual group had the lowest ratings in the Language skill area, with ratings in Cognitive, Math and Literacy also considerably below the two English-speaking groups.

Figure 21. Percent of Developmental Indicators By Skill Area Rated as “School Ready” According to Ethnicity and Primary Language, 2018



The presence of an IEP was not a factor in these results. Children with an IEP were proportionately distributed across the three groups analyzed, with 5 children with an IEP in the Spanish or Bilingual group, 6 in the Hispanic or Multiracial English-speaking group, and 17 in the All Others group.

The Spanish-speaking and Bilingual children were geographically concentrated, with 93% of them attending school in either the Konocti (52% of this group), Kelseyville (29%) or Lakeport (12%) School District.

Other Key Findings

One of the questions studied was, for children that might be considered “somewhat ready” for school upon entering kindergarten based on having reached the Building or Integrating stages in two or three of the five skill areas while being at the less-developed Exploring or Developing stages in other skill areas, which skill areas are being rated at a less-developed level? To answer this question, students were grouped according to the number of skill areas rated as “school ready” and then the developmental ratings by skill area within each group were analyzed.

Figure 22 presents the results of this analysis. It shows the distribution of students according to the number of skill areas with developmental ratings, on average, that are at the Building or Integrating stages and, for each group, the percentage of those children reaching the Building stage or higher for each of the skill areas.

Figure 22. Profile by Number of Skill Areas Rated as “School Ready”, 2018

# of “School Ready” Skill Areas	% of Children Rated as “School Ready” in the Skill Area				
	Social Inter-personal	Language	Cognitive	Math	Literacy
0 (n=185)	0%	0%	0%	0%	0%
1 (n=68)	18%	10%	15%	49%	9%
2 (n=71)	39%	28%	25%	62%	45%
3 (n=55)	49%	60%	69%	65%	56%
4 (n=65)	57%	85%	94%	83%	82%
5 (n=124)	100%	100%	100%	100%	100%

The yellow boxes indicate the areas with the lowest percentage of children reaching the Building stage. Green circles represent the areas with the highest percentage of children reaching the Building stage.

The main observations from this analysis are:

- For children that were assessed to be “school ready” in only one skill area, Math was overwhelmingly the skill that had reached the Building stage or higher. Language and Literacy were the skill areas with the lowest percentage of children reaching the Building stage. This is consistent with earlier findings in this report that a high percentage of children in this category are Spanish-speaking or Bilingual who have low developmental ratings for Language skills in particular.
- For children reaching the Building stage or higher in two skill areas, Cognitive skills (understanding of cause and effect relationships and engaging in problem solving) had the lowest ratings with only one-quarter of students reaching the Building stage. Language skills were rated only slightly higher. Math was by far the strongest skill area for this group.
- When children reached the Building stage or higher in three skill areas, Social/ Interpersonal skills had the lowest developmental ratings with less than half of the children reaching the Building stage for this skill area. Literacy was the skill area with the next-lowest ratings.
- When children reached the Building stage in four skill areas, the one skill area most likely to still be at a lower level of development was Social/Interpersonal with 43% of students rated below the Building stage for this skill area. Literacy and Math skills were next most likely to be at a lower developmental stage.

- Developmental ratings varied significantly by gender. Of the children who had “school ready” ratings in zero or one skill area, 57% were male and 43% female. Conversely, 58% of the children who were assessed to be “school ready” in all five skill areas were female and 42% were male.

Participation in the Imagination Library (IL) program was included on the KEDP cover sheet with the intent of comparing developmental ratings for participants versus non-participants. However, the data was too incomplete to perform this analysis. 41 children were noted to be past IL participants, 246 were marked as not having participated in IL, and this item was not recorded for 281 children.

Conclusions

The 2018 KEDP was very successful, with more schools and children included than ever before. This was only possible because of the time and commitment of the teachers who completed the assessments, administrators and LCOE staff who prepared and distributed the assessment packets, and First 5 Lake staff who entered data and provided other support. Their contributions are greatly appreciated.

As the KEDP is an annual process, the following recommendations are presented for consideration for next year’s KEDP.

1. Capture the date of birth for each child rather than age at the time of assessment. This would enable a much more nuanced look at developmental status by age, especially for kindergarten students.
2. Review the training and support provided to teachers, and especially new teachers, before asking them to complete KEDP assessments. A consistent understanding among all teachers regarding how to interpret the KEDP rubric and fill out child demographic information is essential to getting reliable data.
3. Data on pre-K education experience was missing for 95 children (14% of all children in the KEDP) and previous TK experience was missing for 18. This should be discussed to see how more complete and reliable data on pre-K/TK experience can be captured. On a related note, a more structured way to capture prior preschool/ECE site names, such as including a list on the KEDP cover sheet, could improve the accuracy of this information. It would also allow, over time, KEDP results to be correlated with past attendance at ECE sites participating in Lake County’s Quality Rating and Improvement System (QRIS).
4. The KEDP has historically asked teachers to report the number of months they have been a child’s teacher and whether they speak the child’s primary language. In SEI’s data review, it was noted that there was a fair amount of variation in how teachers reported these values and that responses were inconsistent at times (for example, responding “No” to speaking the child’s primary language for children marked as

Bilingual English and Spanish). SEI also did not find these variables to be particularly useful from an analysis perspective; they did not influence any of the key findings. Consideration should be given to removing these items from the KEDP or, if they are retained, to be clearer about how to capture reliable data and then how the information is intended to be used.

5. Data captured on Imagination Library participation was patchy at best; this information was missing for almost half of all children. A discussion with teachers about the challenges faced in recording this information could help determine whether to continue to include this in the KEDP and, if so, how more complete and accurate data can be obtained.
6. Get input from stakeholders such as kindergarten teachers, school administrators, and parents on what they feel contributes to kindergarten readiness and how it can be measured within the KEDP framework.

It is hoped that the insights gained from the KEDP continue to be valuable in efforts to prepare Lake County's children to be ready for school by the time they reach kindergarten and succeed throughout their educational career.