



# 2019 Lake County Kindergarten Entry Developmental Profile

December 2019



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

This report documents the methodology and limitations of the analysis and includes a descriptive profile of the population of children assessed. This is followed by results of the analysis of “school readiness” assessment data, and a deeper look at the skill areas and indicators that make up readiness for this cohort of students.

## Methodology

The KEDP study follows a similar process and timeline each year. Kindergarten and transitional kindergarten (TK) teachers are contacted and provided packets of forms in September. In 2019, teachers received training via recorded webinar. The teachers are then asked to complete the assessment of their students and submit their forms during October and November. Beginning in 2019, parents, rather than teachers, were asked to complete the demographic information collected on each child. Training was offered to teachers to increase understanding of the process and the value of the information for identifying the needs of children prior to entering kindergarten. All completed forms were sent to First 5 Lake who entered the data into an Excel spreadsheet 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 late 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 reflects the following changes from prior years:

- 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 previous reports (prior to this year), the majority of analyses were split into kindergarten and TK students. In 2019, the decision was made to limit the comparisons made between kindergarten and TK students, and instead focus more on the readiness of kindergarten students. This is because there is a large developmental difference between TK students, who are predominantly four years old, when compared to kindergarten students who are primarily five and six years old.

## Limitations

- The data collection form was updated in 2019, changing the way in which TK participation was assessed. Students analyzed in this report were categorized as “No” TK experience, “Current” TK experience, and “Previous” TK experience. Children marked as current were counted as current TK students; “No” and “Previous” were marked as current kindergarten students. There were 59 students with no data for this question. However, due to linkages to teachers and the composition of their classrooms, it was possible to determine that all blanks were current kindergarten students. No assumptions were made on the TK experience of these 59 children.
- Updating the data collection form also changed the demographic reporting process from previous years, asking parents, rather than teachers, to complete this section. Beginning in 2019, the method of assessing age was also changed from current “age” to birthdate. Age at assessment was then estimated using the date of October 3, 2019, which was the average date of assessments reported by those teachers who provided this information. It is possible that this method of calculating age could impact age-related analyses, especially when compared to previous years.
- In some instances, teachers opted not to assess particular indicators. In those cases, the average of indicators that had been assessed within a skill area for that child was used to determine an average rating of that skill area as “kindergarten ready” or “not ready”.
- The methodology used in previous reports aggregated the number of indicators rated as “school ready”. The current methodology includes this analysis for comparative purposes, as well as additional analyses to show the percentage of children that are in the Building and Integrating stages of development.

## Demographics of KEDP Participants

In 2019, 12 schools participated in the KEDP with 31 teachers<sup>1</sup> completing assessments of a total of 637 TK and K children. This was 74% of all children enrolled in a TK or kindergarten class, out of a total of 862 TK or kindergarten students. All but one public elementary school with a kindergarten class participated in the KEDP. Figure 1 on the following page shows a ten-year trend of participation in the KEDP.

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<sup>1</sup> Teachers that “co-teach” a class are both counted as participating.

**Figure 1. Participation in the KEDP, 2010-2019**

	<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>	<u>2019</u>
# of Elementary Schools	6	3	9	11	11	10	10	12	13	12
# of Teachers Reporting	15	10	23	27	29	29	23	31	33	31
# of Children Assessed	338	246	495	562	636	615	500	664	684	637 <sup>2</sup>
Average # of Children per Teacher	22.5	24.6	21.5	20.8	21.9	21.2	21.7	21.4	20.7	20.5
% of Kindergarten or TK Enrollment Included in the KEDP	56%	35%	70%	77%	80%	75%	60%	75%	78%	74%

Of the 637 children included in the 2019 KEDP, 520 (82%) were in kindergarten and 117 (18%) were in transitional kindergarten. Figure 2 provides the age profile of these children.

### Gender and Age of Participants

Children that participated in the KEDP were almost evenly divided by gender; 46.3% were male and 49.1% were female (4.6% were gender unknown).

Compared to previous years, a higher proportion of children were noted as age “not reported” (2% in 2018 compared to 7.5% in 2019). This could have been missed by parents or teachers when filling out the demographics portion of the form. However, greater confidence can be placed in the accuracy of this data due to it being provided with actual birthdates as reported by parents.

**Figure 2. Age of Children at Time of KEDP Assessment<sup>3</sup>, 2019**

	4	5	6	Not Reported	Total
Kindergarten students	6	416	54	44	520
Transitional Kindergarten students	72	41	0	4	117
<b>Total</b>	<b>78</b>	<b>457</b>	<b>54</b>	<b>48</b>	<b>637</b>

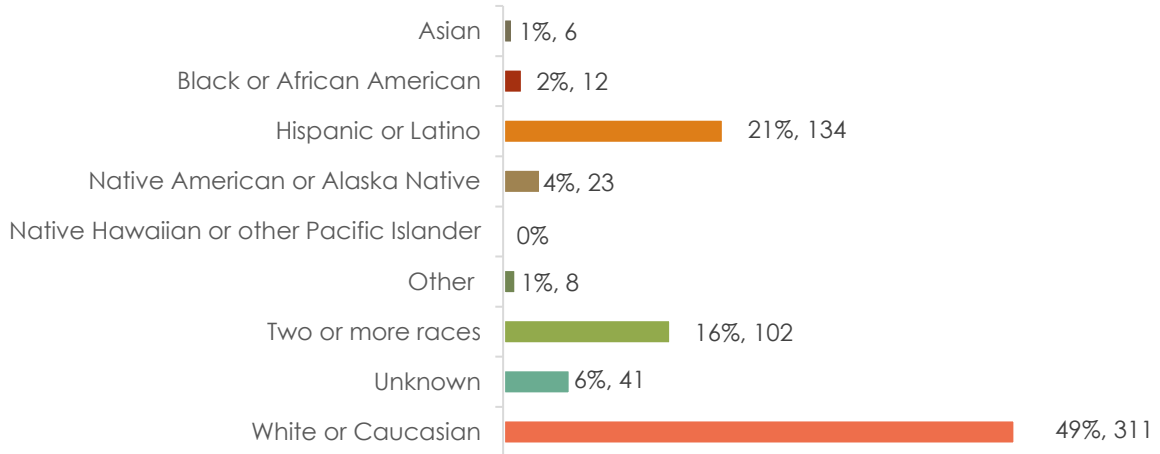
<sup>2</sup> An additional 25 forms were completed but were not submitted by the deadline and are not included in the analysis. Two additional students for whom KEDP data was collected were removed from the analysis due to data validation issues.

<sup>3</sup> Age was based on estimated assessment date of October 3, 2019.

## Ethnicity and Primary Language of Participants

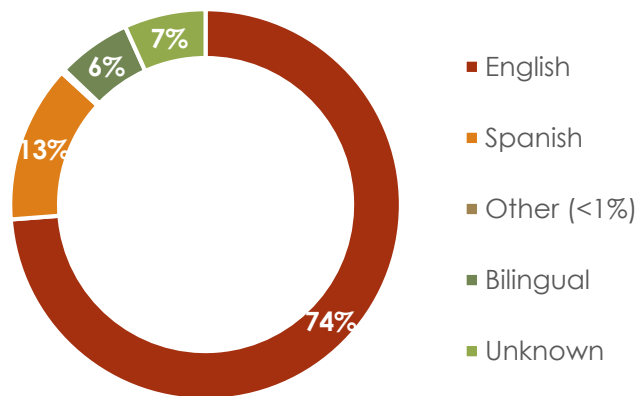
The majority of KEDP-assessed children were Caucasian, followed by Hispanic or Latino.

**Figure 3. Ethnicity of Children, 2019**



English was the primary language spoken by the majority of children assessed, followed by Spanish. Of the 39 children that were reported as being bilingual, the majority (35) spoke both English and Spanish.

**Figure 4. Primary Language of Children, 2019**

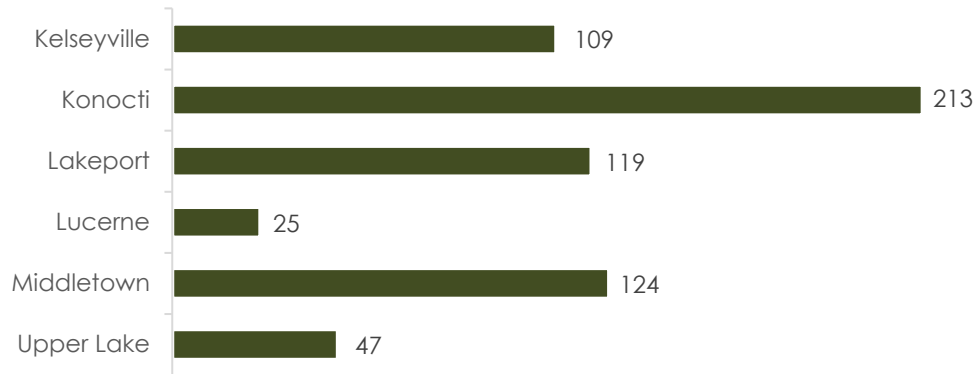


## School Location and IEP Status of Assessed Students

Figure 5 on the following page presents the distribution of children in the KEDP based on the location of the school where the assessment was conducted. The Kelseyville area includes Kelseyville and Riviera; Konocti encompasses Burns Valley, East Lake, Lower Lake, and Pomo; and Middletown includes Cobb Mountain, Coyote Valley, Minnie Cannon, and Lake County International Charter School, however, Cobb Mountain Elementary School did not participate this year. Lakeport, Lucerne, and Upper Lake each have one elementary school.



**Figure 5. School Location for Children in the KEDP, 2019**

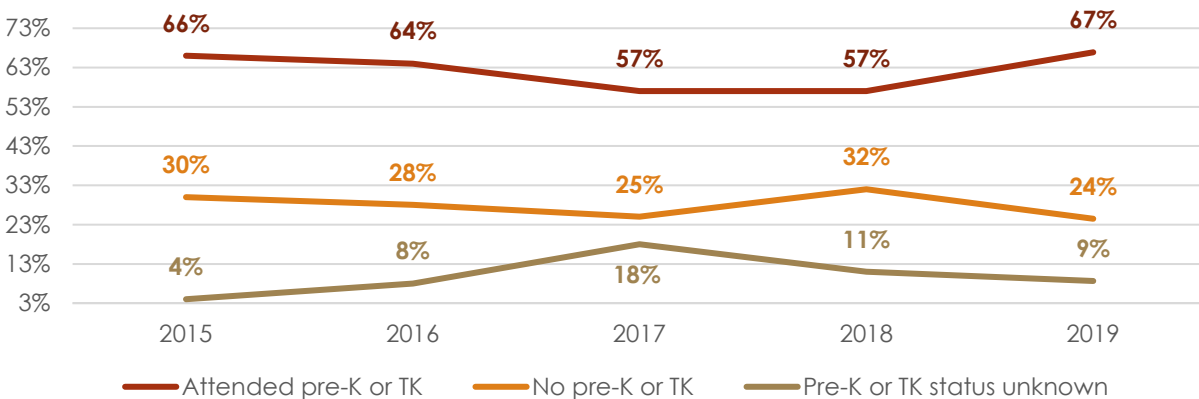


Of the 637 children in the KEDP, 38 children (6%) have an Individualized Education Program (IEP) for participating in special education programs, 576 children (90%) do not have an IEP, and the IEP status was not recorded for 23 children (4%). This is similar to 2018, which saw percentages of 6%, 93%, and 1%, respectively.

### Early Education Participation of Assessed Children

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 center-based, family child care, or another preschool program, and whether they were previously enrolled in a transitional kindergarten class.<sup>4</sup> Figure 6 shows the five-year trend of ECE participation by students in the KEDP, however, caution should be used when comparing 2019 data with previous years due to a change in data collection methodology. Parents who filled out the demographic portion of the assessment provided data on the location and frequency of attendance in a preschool program. This provides more accurate and targeted data in 2019 than was available in previous years and may explain some of the increase in the rate of participation.

**Figure 6. Previous Early Childhood Education Experiences for Children in the KEDP, 2015-2019**

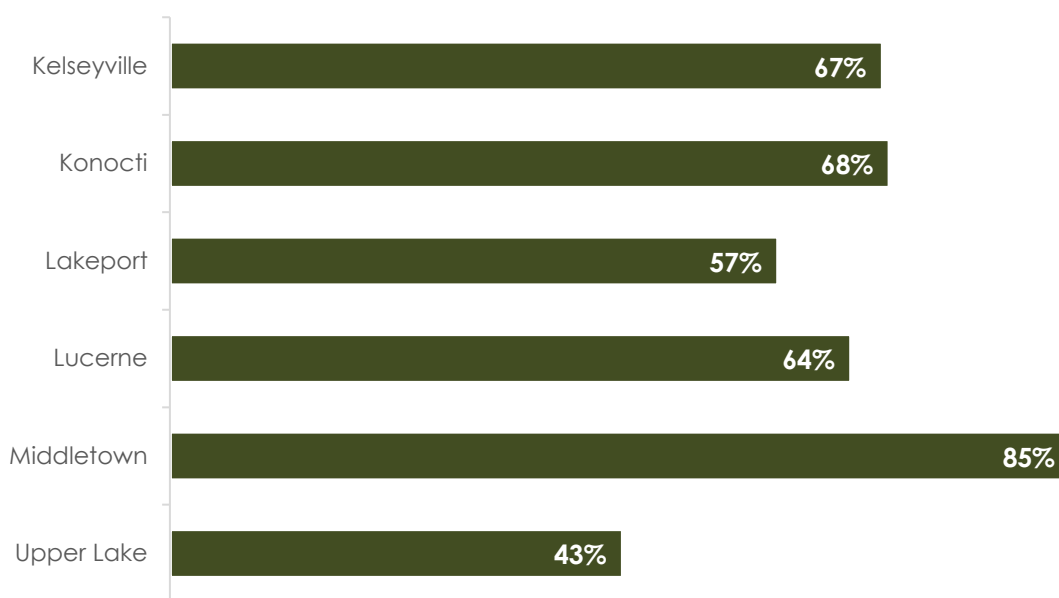


<sup>4</sup> Children currently in a TK class for which no other ECE data was available were marked as “unknown”, otherwise they were grouped based on their pre-k participation only.



ECE participation rates amongst KEDP participants varied widely by the location of the student's school, with participation rates ranging from a low of 43% for students at Upper Lake to a high of 85% for those at Middletown. It should be noted that this chart only analyzes the percentage of KEDP participants in each location that indicated prior ECE experience and should not be extrapolated across the entire student body in each location.

**Figure 7. Percent of KEDP Participants with Prior ECE Experience by District, 2019**



## Results and Findings

This section presents the results of the analysis of the KEDP data related to teacher assessments of the developmental status of children in their classrooms. The analysis was designed to answer several major questions such as:

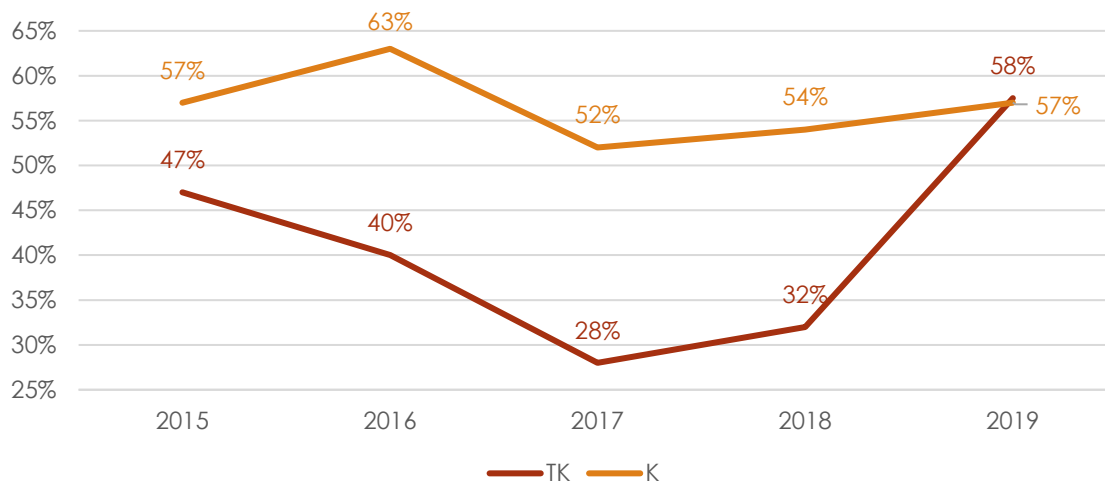
- What is the overall developmental status of students?
- How are KEDP results changing over time?
- What portion of students have reached the Building or Integrating stages, indicating a higher level of development across four or all five skill areas?
- What are the characteristics of the students who have reached the Building or Integrating stages students based on variables such as age, pre-k/TK experience, primary language, and gender?
- Are there trends in how children are progressing across development in different skill areas (i.e. are children more likely to become “school ready” in one skill area over another)? What portion of students is at the earlier Exploring or Developing stages across four or all five skill areas?

## Overall Results

### Readiness by Kindergarten/TK status

Reports of KEDP results prepared in previous years defined being “ready for school” as having ratings of developmental status, on average, which 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.

**Figure 8. Overall Percent of Developmental Indicators Rated as “School Ready”, 2015-2019**



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 8. As the graph shows, the 2019 percentages were slightly higher than in 2018 for kindergarten students and noticeably higher for TK students, continuing the trend seen in 2018 of increased readiness in TK students. Also of note is the similarity in “school readiness” between kindergarten students and TK students.

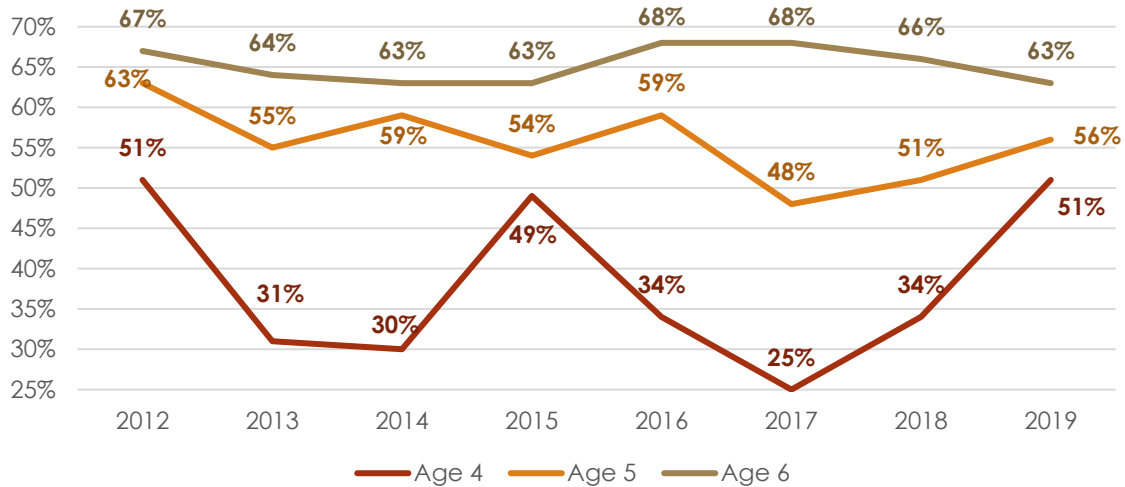
### Readiness by Age

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 9 on the following page clearly supports this common-sense notion. Over the past eight years, six-year-old children were consistently assessed at a higher overall development level than five-year-olds, who in turn were rated at a 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 and again in 2019. Readiness in four-year-olds has fluctuated substantially since 2012 but has been trending upward for the past two years.

In 2019, there was a notable increase in readiness indicators for four-year-olds. There are various possible reasons for this increase. There were many more children for whom age was not reported than in previous years (48 in 2019 in comparison to 13 in 2018), which could also

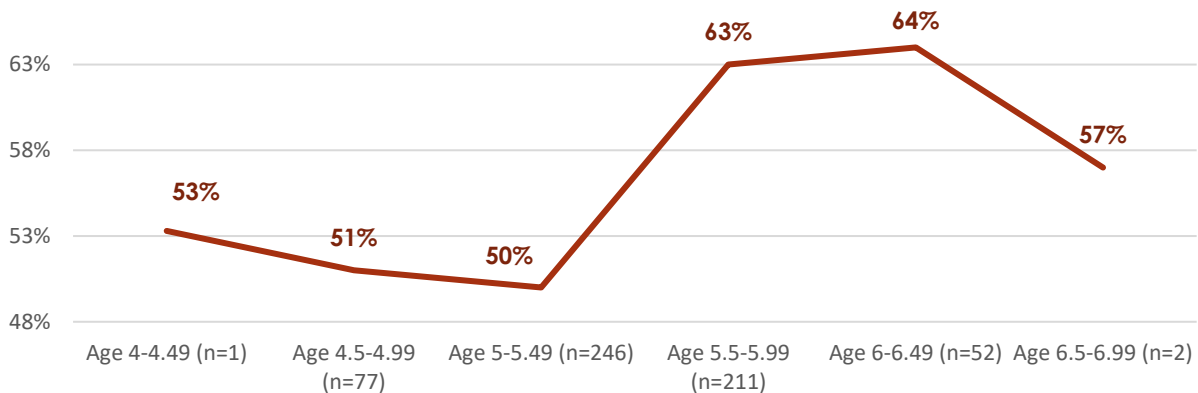
impact the results below. Finally, with the change in methodology, it is possible to see that all but one of the assessed four-year-olds were very close to their fifth birthday (most were within 1-2 months), which could explain why their scores are more similar to the expected rates of five-year-olds.<sup>5</sup>

**Figure 9. Percent of Developmental Indicators Rated as “School Ready” by Age, 2012-2019**



In 2019, the change in data collection methodology, with regard to children’s age, allowed for a more nuanced analysis of differences in scores by age. Figure 10 shows the score breakdown by age at 6-month intervals. The largest increase in the percentage of developmental indicators considered “school ready” is seen in children around the 5.5-6-year-old range. The off-trend results seen at the far ends of the age spectrum should be considered carefully given the small “n”s.

**Figure 10. Percent of Developmental Indicators Rated as “School Ready” by Six-Month Age Intervals, 2019**



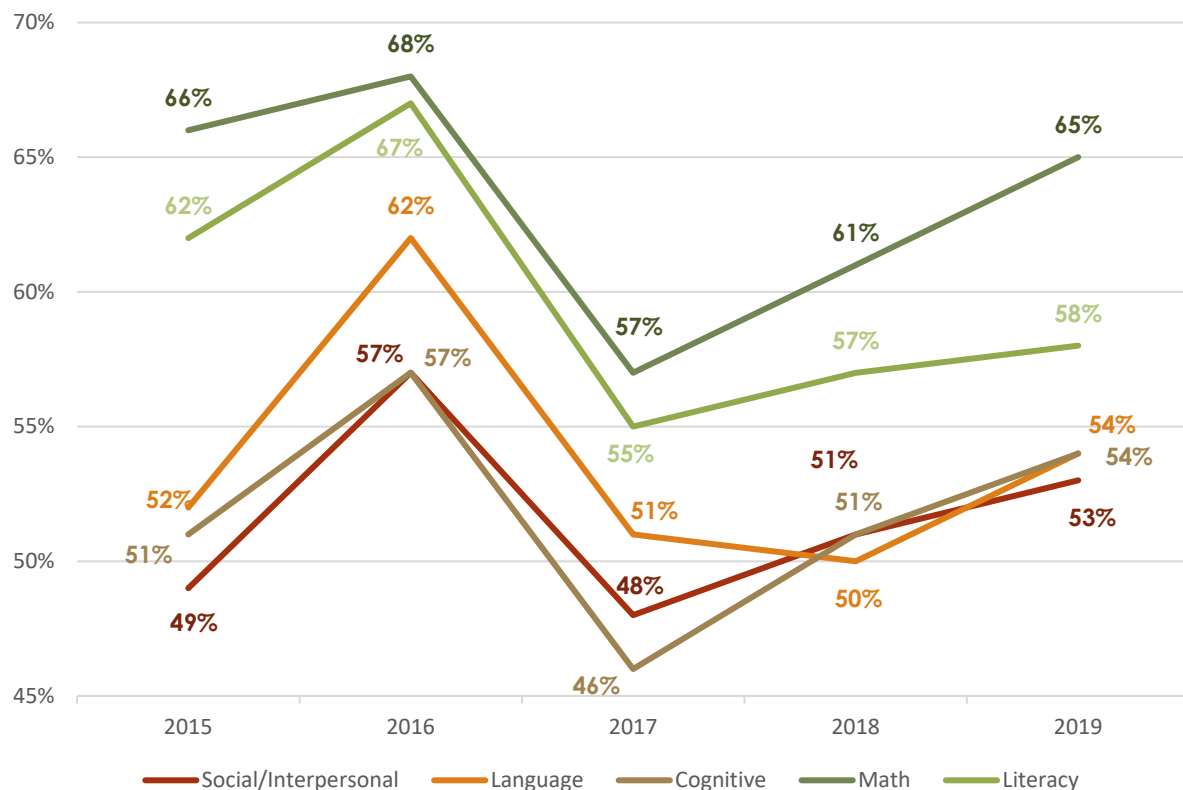
<sup>5</sup> This inference cannot be confirmed without doing a similar comparison of the age breakdown for the data in previous years.

### Readiness by Skill Area

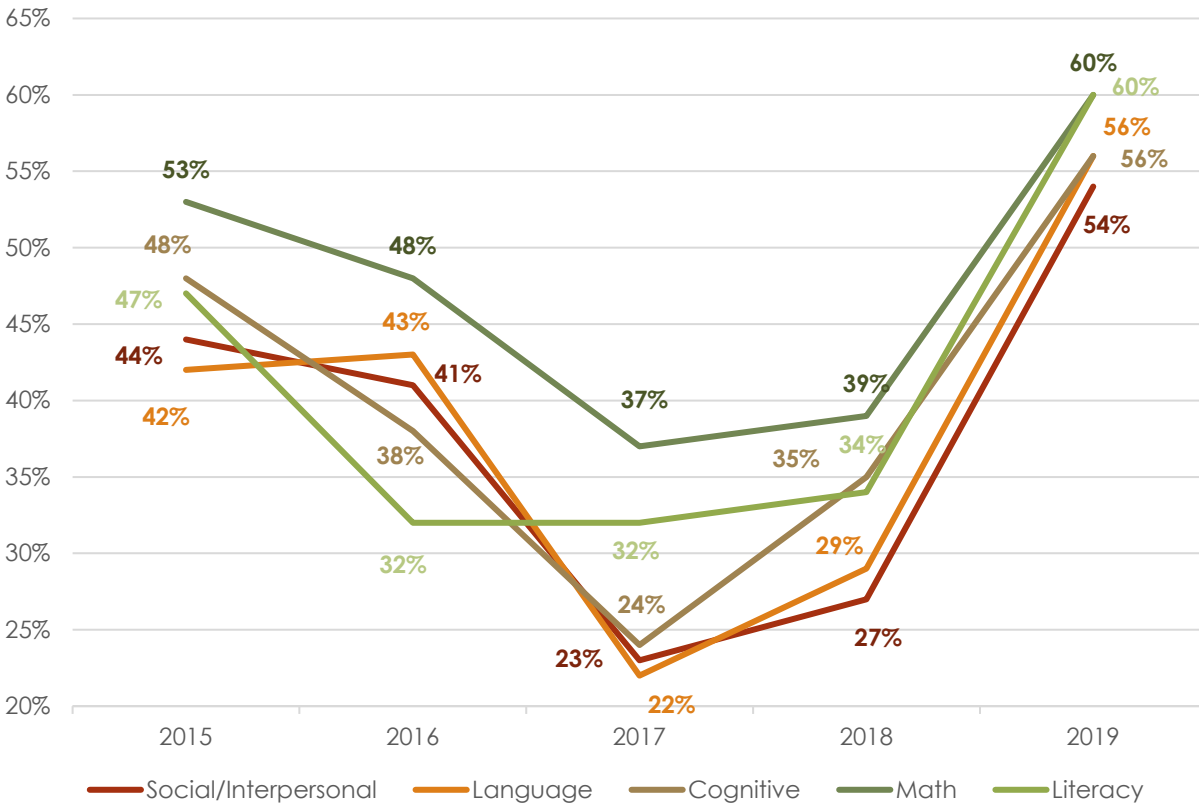
Figures 11 and 12 show the trends for the percentage of developmental indicators within each of the five skill areas that were rated as “school ready”. Figure 11 includes all kindergarten students in the KEDP, while Figure 12 focuses on just TK students. Observations from the analysis of these trends include:

- 2019 ratings continued the trend seen in 2018, with increases in percentages of “school readiness” 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 in 2018. The jump in 2019 ratings when compared to previous years is especially notable for TK students, with percentages of indicators rated as “school ready” almost doubling for some skill areas.
- Math and Literacy skills were rated at a higher developmental level across all five years for kindergarten students, and Math was rated similarly for TK students.
- No clear explanations were found for the year-to-year fluctuations seen in these trends. There were no changes made to the KEDP rubric used throughout the five years and many of the same teachers participated each year.

**Figure 11. Percent of Developmental Indicators Rated as “School Ready” by Skill Area, All Kindergarten Students in the KEDP, 2015-2019**



**Figure 12. Percent of Developmental Indicators Rated as “School Ready” by Skill Area, All Transitional Kindergarten Students in the KEDP, 2015-2019**

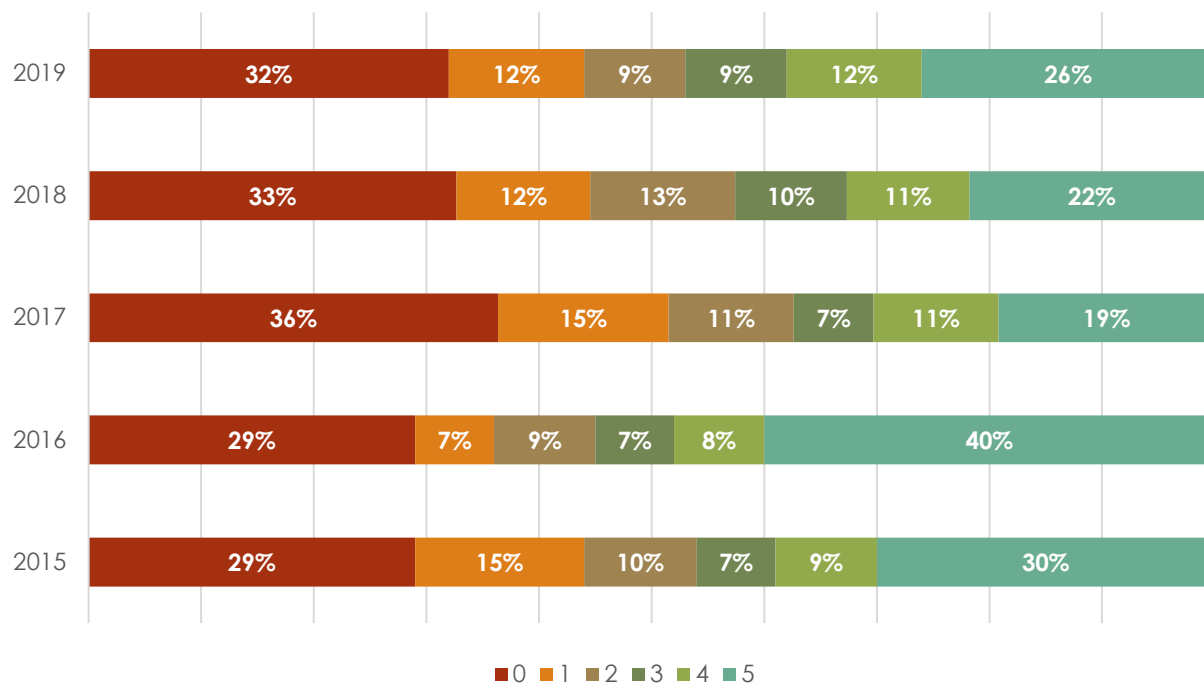


A different way to look at the overall developmental status of this cohort of kindergarten students is to assess the number of skill areas that were rated as “school ready”. Using the same definition of “school ready” as the previous charts, the 2015-2019 data was analyzed to determine the percentage 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.<sup>6</sup>

Figure 13 presents the distribution of kindergarten students by the number of skill areas rated as “school ready” across the last five years. In 2019, 44% of kindergarten students included in the KEDP were rated as “school ready” in one or fewer of the five skill areas, with almost one-third of students not rated as “school ready” in any skill area. At the other end of the spectrum, over one-third of kindergarten students (38%) had reached the Building stage of development in four or more skill areas, indicating a solid overall level of “school readiness”. The 2019 results continue the trend seen in 2018 of increased percentages of children being “school ready” in four or more skill areas.

<sup>6</sup> One kindergarten student was not rated for all skills areas (i.e. was not rated on the Language skill area). That individual was removed from the analysis presented in Figure 13.

**Figure 13. Distribution of Kindergarten Students by the Number of Skill Areas Rated as “School Ready”, 2015-2019**



The 2018 and 2019 KEDP data was further analyzed 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 each 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

Figure 14 on the following page shows the results of this analysis for kindergarten students included in the 2019 KEDP. Social/Interpersonal and Language skills have the lowest overall levels of development, with 48% and 46% of kindergarten students being assessed at the Exploring or Developing stages for these skill areas, respectively. Math, Literacy, and Cognitive skills all show higher, albeit slightly in some cases, levels of development. Math was the most developed skill area for kindergarten students, with 66% at the Building or Integrating stages.

**Figure 14. Kindergarten Students Continuum of Development by Skill Area, 2019**

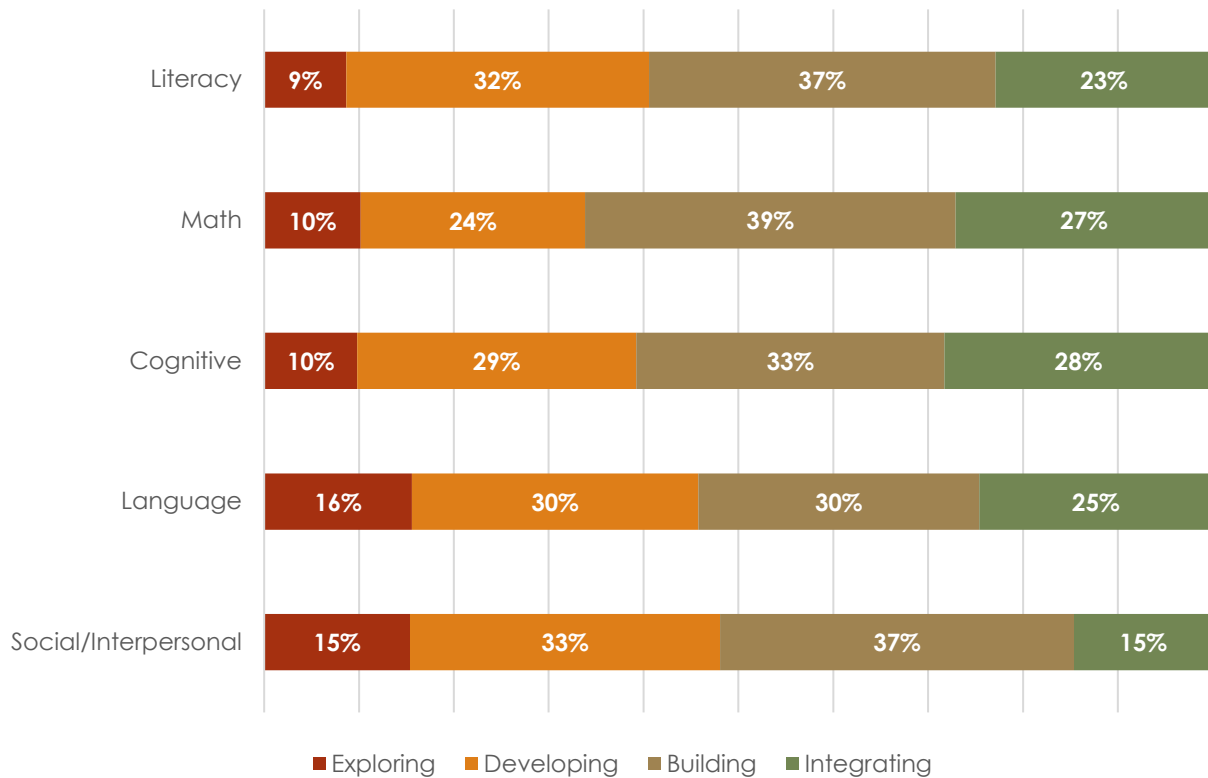
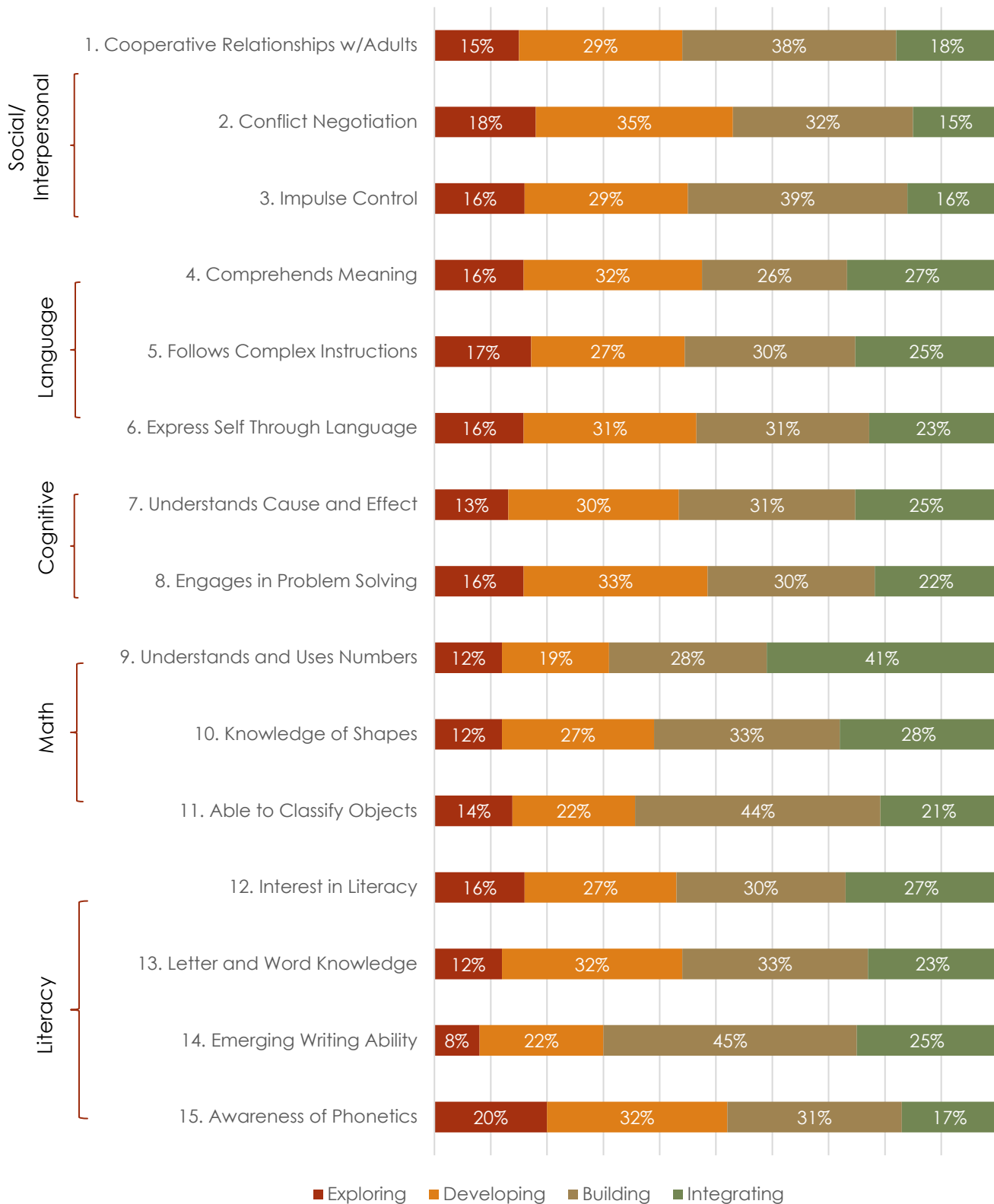


Figure 15 on the following page gives a breakdown of the continuum of development for each of the 15 indicators assessed in the KEDP, offering more detailed insights. For example, in Figure 14 it is possible to see Literacy is one of the strongest skill areas overall, however, Figure 15 illustrates that an indicator within Literacy (Awareness of Phonetics) is the second weakest indicator across all 15. The weakest indicator overall is Conflict Negotiation, within the Social/Interpersonal domain.



**Figure 15. Kindergarten Students Continuum of Development by KEDP Indicator, 2019<sup>7</sup>**



## Results by Child Characteristics

The 2019 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 the 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. Thus, insights about children who have recently entered kindergarten 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 on the following pages, followed by other analyses by characteristics that do not show such substantial differences between subgroups. 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 causality exists between the two.

### Participation in ECE Programs Before Entering Kindergarten

Kindergarteners who had participated in an ECE program before entering kindergarten were compared to those who had not. The group that had ECE experience was further subdivided into three groups<sup>8</sup>:

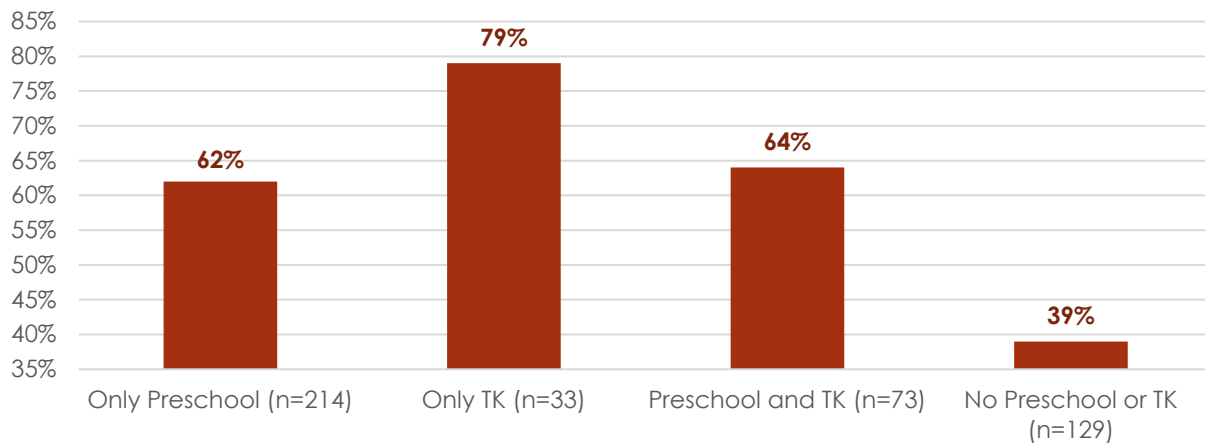
- had both preschool (previously attended a licensed center-based, family childcare, or another preschool program) and TK class experience,
- had preschool experience but no TK, and
- had TK experience but no preschool.

71 kindergarten students were removed from the analysis because they had missing data for either previous preschool, previous TK, or both.

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<sup>8</sup> This analysis differs from 2018, which included students with unknown ECE experience in the analysis.

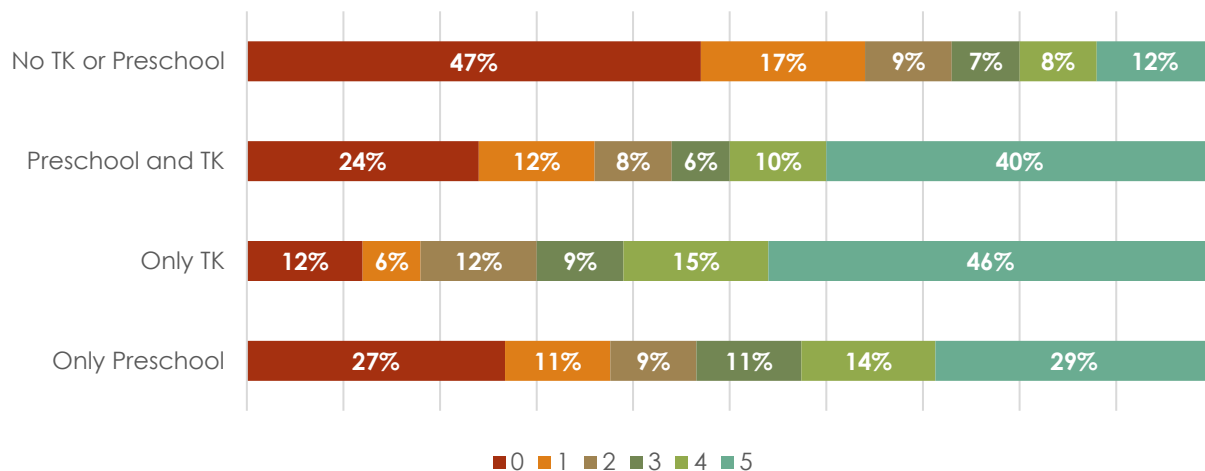
**Figure 16. Percent of Developmental Indicators Rated as “School Ready” by Prior ECE Participation, 2019**



The analysis showed that kindergarten students with any type of ECE experience were rated as being at a much higher developmental stage overall in comparison to students with no prior preschool or TK experience. The highest percentage of developmental ratings rated as ready was noted among children who had attended TK, regardless of whether or not they had also attended a pre-k program. The highest percentage of developmental indicators being seen in the “TK only” group should not be interpreted to mean that preschool participation will reduce readiness, given the comparably small sample size within the “TK only” group.

Additional analysis was conducted to determine if the number of skill areas rated as “school ready” differed by presence and type of ECE experience. Again, students with ECE experience of any kind had more skill areas rated as “school ready” than their peers with no ECE experience.

**Figure 17. Distribution of the Number of Skill Areas Rated as “School Ready” According to Type of ECE Experience, 2019**



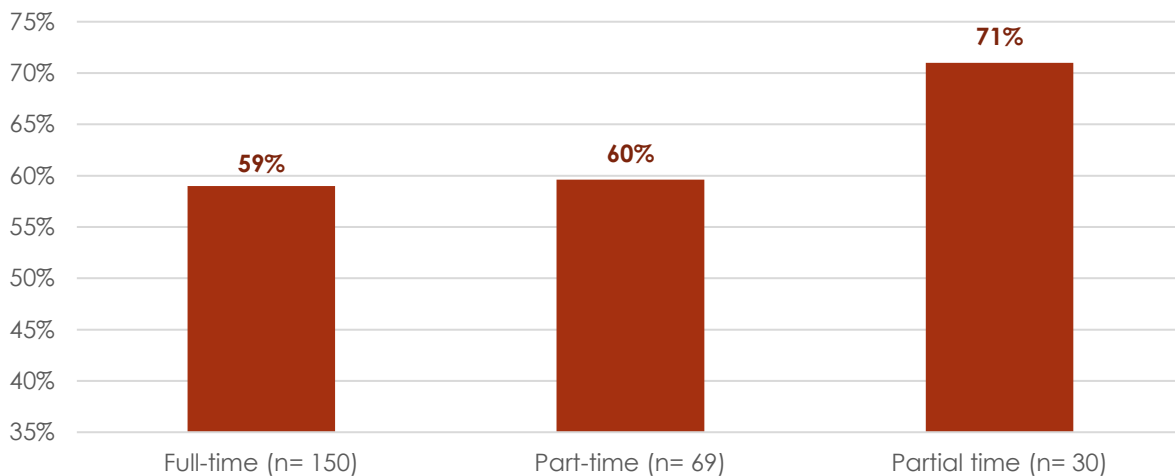
### ***Frequency of Preschool Experience***

Data on the readiness of kindergarteners was analyzed by the frequency of preschool experience as well. Data on the frequency of preschool participation was available for 249 students; students without frequency noted were not included in the analysis. The frequency was broken out as follows:

- Full-time: 5 days a week
- Part-time: 2 or 3 full days a week or 5 half days a week
- Partial time: 2 or 3 half days a week

The group of students who participated in an ECE program on a “partial time” basis appears to have the most developmental indicators rated as “school ready”. However, this group includes substantially fewer students than the other groups, making comparisons challenging.

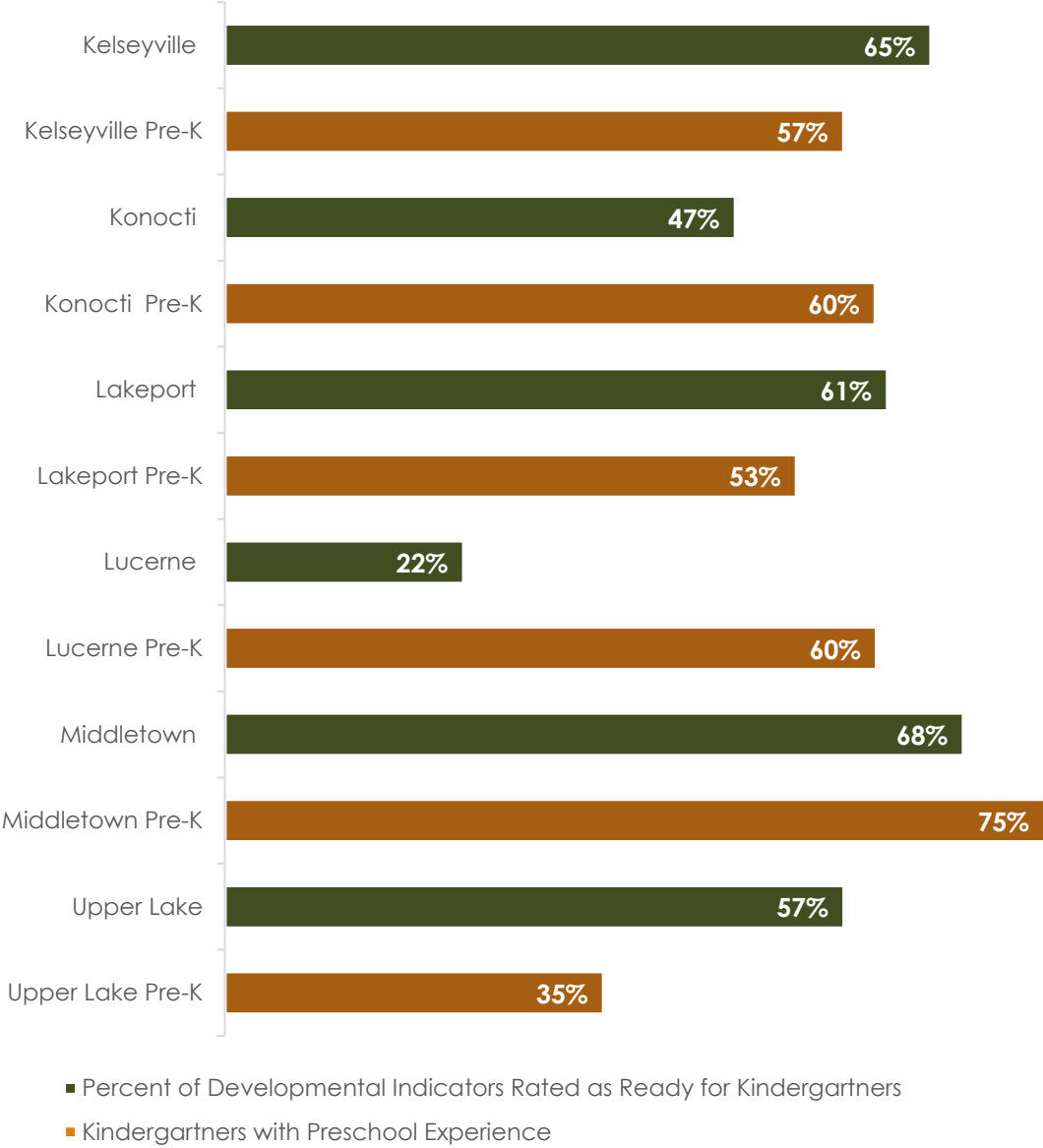
**Figure 18. Percent of Developmental Indicators Rated as “School Ready” by ECE Experience Frequency, 2019**



### ***School Location and ECE Experience***

The readiness of kindergarteners was also analyzed by school location, as shown in Figure 19 on the following page. Given the extent to which preschool experience is correlated with readiness, we would expect the bars in Figure 19 to cluster (i.e. the greater percentage of preschool experience, the greater percentage of “ready” developmental indicators). This is true in some areas, but not for all of them. There are likely intervening factors such as socioeconomic conditions influencing this data. Note that the green bars do not equate to the percentage of children, but to percentage of indicators, rated as ready, and comparisons between the bars should be done with this understanding.

**Figure 19. Percent of Developmental Indicators Rated as “School Ready” for Kindergarteners by School District and Preschool Experience, 2019**



**Primary Language of Children**

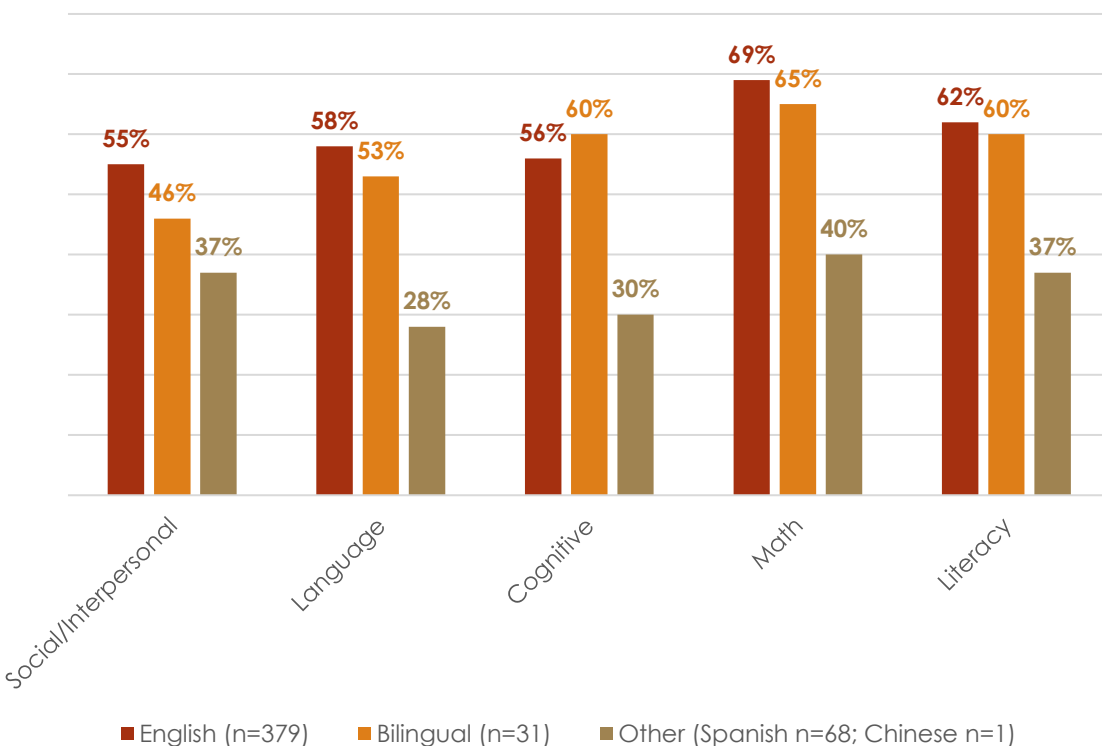
In 2018, analysis showed a strong correlation between KEDP developmental ratings and whether or not the child’s primary language was English. A comparison of developmental ratings was conducted on Hispanic or multiracial children that were primarily Spanish-speaking or bilingual, and Hispanic or Latino children that were primarily English-speaking. This analysis found that language, more so than ethnicity, was correlated with developmental ratings.<sup>9</sup>

In 2019, a similar analysis was performed on the 520 kindergarteners to look for correlations

<sup>9</sup> See the 2018 KEDP Report at <http://www.firstfivelake.org/reports.php> for more information on this analysis.

between primary language and developmental ratings. For this analysis, only primary language and not ethnicity was considered. All bilingual children noted English as one of their primary languages. Children for whom this data was not available (n=41) were not included. Figure 20 shows a higher percentage of “school ready” developmental indicators for children who speak English as one of their primary languages. Students who did not speak English as a primary language had substantially lower percentages of indicators rated as “school ready”, in some cases at half the rate of their English-speaking peers.<sup>10</sup>

**Figure 20. Percent of Developmental Indicators by Skill Area Rated as “School Ready” According to Primary Language, 2019**



Teachers filling out the assessment are asked whether or not they speak a child’s primary language. In 2019, as in previous years, there was a fair amount of variation in how teachers responded was noted (for example, responding “No” to speaking the child’s primary language for children marked as bilingual English and Spanish).

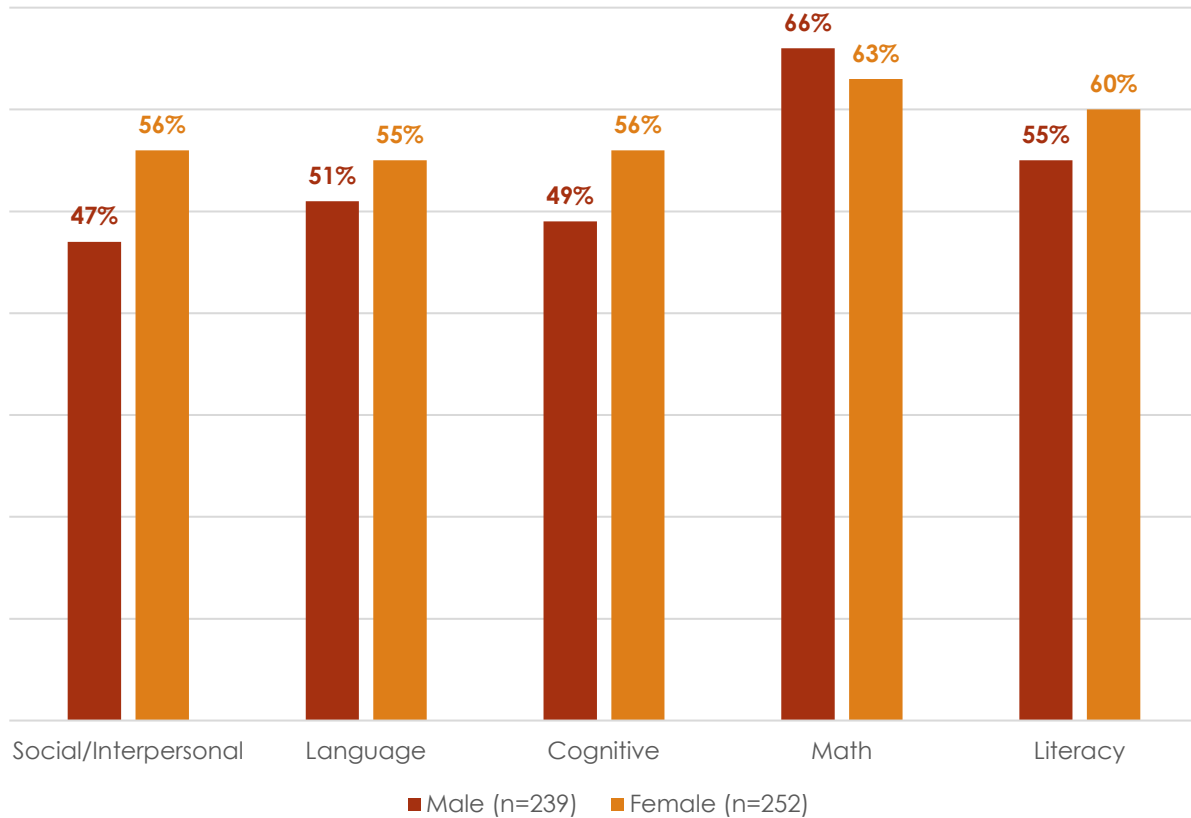
### Gender of Children

Minor differences in “school readiness” by developmental indicator were seen between male and female kindergarten students. As shown in Figure 21 on the following page, female students showed higher readiness than males in four of the five skill areas. Female students

<sup>10</sup> Future analysis will consider whether the teacher speaking the child’s primary language is correlated with developmental ratings, but inconsistencies in how that data was reported in 2019 as well as in previous years has made it inappropriate for consideration in this report.

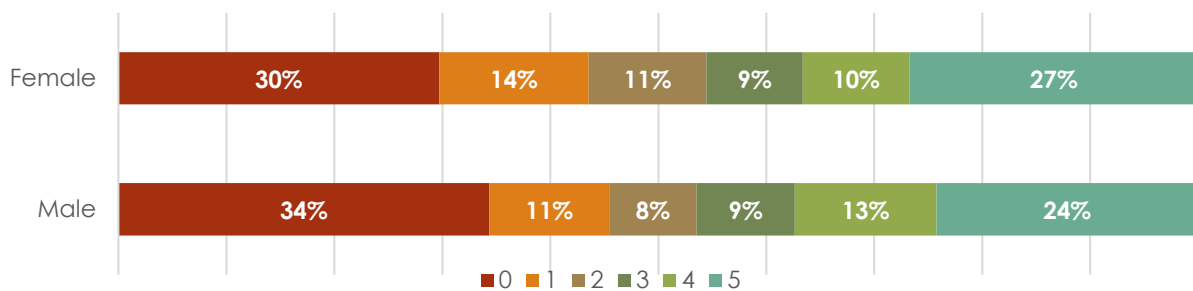
also showed more consistency across percentages of readiness by skill area, with a range of 55-63%, while males showed higher variation, with a range of 47-66%.

**Figure 21. Percent of Developmental Indicators by Skill Area Rated as “School Ready” According to Gender, 2019**



Kindergarten students did not show much variation in the distribution of skill areas rated as “school ready” by gender (Figure 22), with 37% of female students and 37% of male students being in the Building or higher stage for more than four areas.

**Figure 22. Distribution of Kindergarten Students by the Number of Skill Areas Rated as “School Ready” and Gender, 2019**

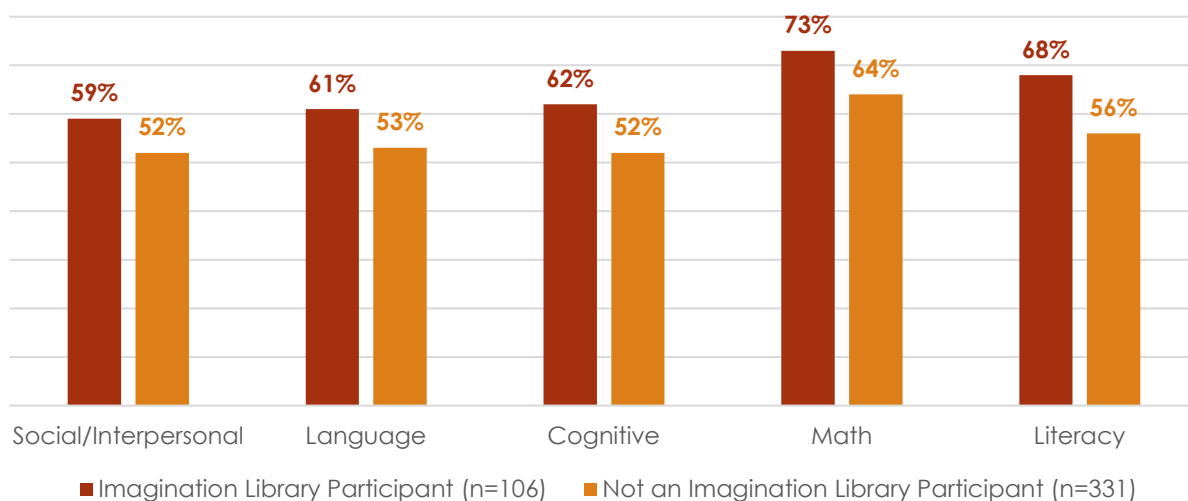




### Imagination Library Participation

The Imagination Library program distributes books to children from birth to their fifth birthday. First 5 Lake County has funded this program for several years to increase early literacy and provide opportunities for parents to read and bond with their children. In 2019, 106 of the 520 assessed kindergarteners were known to be participating in this program (331 were known not to be participating, and data on 83 children was unknown). Figure 23 compares the percentage of developmental indicators rated as “school ready” for students participating in Imagination Library and those who are not. Although children who participate in Imagination Library had higher percentages of developmental indicators rated as “school ready”, caution should be taken when interpreting these results. For example, families that are interested in enrolling may also enroll their children in other activities or engage in more educational activities at home. Surveys of parents participating in the Imagination Library program typically show a high amount of time spent reading in the home prior to receiving books and this increases with participation in the program.

**Figure 23. Percent of Developmental Indicators by Skill Area Rated as “School Ready” According to Imagination Library Participation, 2019**



### Other Key Findings

A new research question was introduced in 2018, which was specifically concerned with identifying any trends in the order in which most students become “school ready” with regard to the five skill areas. The 2018 report detailed the findings around this question, but in summary, found that children who were assessed to be “school ready” in only one skill area were most likely to reach the Building stage (3) or higher in Math. Social/Interpersonal was the skill area that most “lagged”, with children being less likely to be rated as “school ready” on this skill area prior to being rated “school ready” in other skill areas. This trend continued in 2019, as shown in Figure 24 on the following page.

**Figure 24. Profile by Number of Skill Areas Rated as “School Ready” for Kindergarteners, 2019<sup>11</sup>**

# of “School Ready” Skill Areas	% of Children Rated as “School Ready” in the Skill Area									
	Social/Inter-personal		Language		Cognitive		Math		Literacy	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
0 (n=164)	0%									
1 (n=63)	18%	18%	10%	8%	15%	6%	49%	60%	9%	8%
2 (n=48)	39%	31%	28%	35%	25%	33%	62%	67%	45%	33%
3 (n=48)	49%	40%	60%	58%	69%	65%	65%	85%	56%	52%
4 (n=61)	57%	51%	85%	79%	94%	97%	83%	85%	82%	89%
5 (n=136)	100%									

<sup>11</sup> The provided n’s are for 2019

## Recommendations

### Status of Prior Recommendations

The 2018 KEDP report included recommendations. The progress towards those recommendations is summarized below.

**Figure 25. Status of Prior Recommendations**

Recommendation	Status
Capture the date of birth for each child rather than age at the time of assessment.	Implemented
Review the training and support provided to teachers.	Implemented
Gather prior preschool/ECE data in a more structured way to capture site names.	Implemented
Remove specific variables (e.g., number of months as a child's teacher).	Implemented
Improve how data on Imagination Library is collected.	Implemented
Get input from additional stakeholders.	Partially implemented

First 5 Lake County coordinated efforts to follow each of these recommendations in order to increase the value of information available from the KEDP.

### Current Year Recommendations

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

1. Continue to offer training and additional support to teachers, especially new teachers, before asking them to complete KEDP assessments. A consistent understanding among all teachers, those teaching transitional and regular kindergarten, regarding how to interpret the KEDP rubric is essential to collecting reliable data. Increased outreach and support will hopefully increase participation as well.
2. To improve the reliability of data related to teachers speaking a student's primary language, it may be valuable to be clearer when training and communicating with teachers about how to capture reliable data and what the information's intended use is.

Given the results for children whose primary language is something other than English it may also be useful to convene a group of teachers to discuss the broader issue of how best to prepare children for kindergarten when their primary language is not English, and how to assess and support them once they are in kindergarten.

3. More fields were left blank and had to be coded as “unknown” in 2019 than in previous years across several demographic areas. It is recommended that outreach is conducted to increase parent completion of the demographic portion, and that teachers feel empowered to complete the demographic forms if needed. Providing the form at kindergarten roundup and with registration packets may improve reporting.
4. For the first time, rates of readiness were equal between TK and kindergarten students. Additional context that could account for this should be discussed. For example, how is TK being used and has this changed over time; or what differences are there in the expectations of TK teachers versus kindergarten teachers. Data collection could also be modified to investigate potential factors contributing to this similar result in the next year.
5. Clarify TK enrollment (current and past) in the demographic section of the form.
6. Continue to gather input from stakeholders such as kindergarten teachers, school administrators, and parents about what they feel contributes to kindergarten readiness, how it can be measured within the KEDP framework (i.e., is it a certain number of indicators rated at the Building and Integrating stages; certain indicators specifically, or something else), and how to use the results to improve readiness for children in the county.
7. Include selected, publicly available data in the report in order to view readiness in the context of other conditions in the county, such as socioeconomic status or food security. Alternatively, these factors could be addressed directly by including them in demographic forms sent to parents. In addition, it is important to discuss this data as part of other efforts going on within the county such as the State of Our Children project spearheaded by First 5 Lake County. In 2020, partners who have collaborated on the State of Our Children hope to hold town hall meetings. These events will provide opportunities to disseminate information on school readiness and gather feedback from the community.
8. Consistent with 2018 findings, Social/Interpersonal was the skill area that most “lagged”, with children being less likely to be rated as “school ready” on this skill area prior to being rated “school ready” in other skill areas. Parents may need additional support in reinforcing social interpersonal skills at home and additional lessons may need to be incorporated into early education experiences and TK classrooms, in addition to being reinforced throughout kindergarten and beyond.

9. First 5 Lake County has funded programming in LCOE preschools for several years. A review of LCOE preschool data is recommended to see how programs can be improved. Investments in this area may have a substantial effect on improving school readiness.
10. Gather additional data on at-home behaviors and practices that contribute to “school readiness”, such as identifying parents’ needs related to improving readiness. Measuring behaviors that contribute to readiness is one way to get this information. Another may be to ask parents if they feel that their child is ready and if not, what would help them to prepare their child for kindergarten. As noted in the discussion of frequency of ECE attendance the KEDP does not currently account for at-home behaviors or other educational experiences provided by parents, with the exception of Imagination Library participation.

## Conclusions

The 2019 KEDP was very successful, continuing the trend of engaging teachers across Lake County’s school districts. Additional data was gathered from parents in order to improve the accuracy of the data. All of this was possible because of the time and commitment of the teachers and parents 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 and facilitated the analysis and recommendations that contribute to positive developments in “school readiness” for Lake County students. It is hoped that the insights gained from the KEDP continue to be a valuable resource in efforts to prepare Lake County’s children to be ready for school by the time they reach kindergarten and to succeed throughout their educational career.