

2022 Lake County Kindergarten Entry Developmental Profile



LAKE COUNTY OFFICE OF EDUCATION

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Report prepared by Social Entrepreneurs, Inc.
6548 S. McCarran Blvd, Suite B
Reno, NV 89509
Phone: (775) 324-4567
Web: www.socialent.com



I. About the KEDP

First 5 Lake County (hereafter First 5 Lake) has partnered with the Lake County Office of Education (LCOE) since 2008 to conduct a Kindergarten Entry Developmental Profile (KEDP) study. Annual data collection over that time has been consistent, with the exception of 2020 when the KEDP was not conducted due in part to the COVID-19 public health crisis. In 2021, First 5 Lake reinstated the KEDP to understand the status of kindergartners who may have experienced disruptions in their early care and education attendance due to the pandemic.¹ The KEDP represents a consistent effort by First 5 Lake to better understand how families and education systems can support children’s academic and social-emotional school readiness.

The KEDP is valuable in several ways.

- It shows the extent to which children are entering transitional kindergarten (TK) and 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 for a higher proportion of children to be ready for kindergarten.
- It can help to identify factors that may influence children’s readiness for school and important trends over time.
- The First 5 Lake Commission can use the information to build partnerships and fill gaps to improve readiness and serve families in the first five years of a child’s life.

Gathering data for the KEDP is a structured process where TK/kindergarten teachers observe the students in their classroom and then rate each child’s current development level according to the 15 indicators across five skill areas shown in the table below: **Social/Interpersonal, Language Comprehension and Expression, Cognitive Competence, Math, and Literacy skills.**

The KEDP tool was developed by Ferron & Associates in consultation with First 5 Lake County and 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.²

KEDP Skill Areas and Indicators

Skill Area	Indicators
Social/ Interpersonal	1. Cooperative relationships with adults 2. Conflict negotiation 3. Impulse control
Language Comprehension & Expression	4. Comprehends meaning 5. Follows increasingly complex instructions 6. Expresses self through language
Cognitive Competence	7. Understands cause and effect 8. Engages in problem-solving
Math	9. Understands and uses numbers 10. Knowledge of shapes 11. Able to classify objects
Literacy	12. Interest in literacy 13. Letter and word knowledge 14. Emerging writing ability 15. Awareness of phonetics

¹ Data from the 2021 report is referenced throughout although not always presented. To review the 2021 KEDP Report visit: www.First5Lake.org.

² Information on the DRDP can be found at: <https://www.desiredresults.us/about-desired-results>

I. About the KEDP

The KEDP is not a test students take. Rather, each teacher uses a standardized rubric that lists the 15 indicators and describes four stages of development for each indicator:



In order to complete the KEDP, teachers observe the skills and behaviors of each child and then select the stage of development they believe most closely fits the child for each of the 15 indicators noted in the table on the previous page. Indicators are then combined to provide a stage of development for the corresponding skill area as a whole.

For the 2022 KEDP, parents were also asked to indicate in which areas they believe their child had the skills to be ready for kindergarten based on one question from each skill area (total of five). The questions were based on similar questions used in the rubric the teachers used to assess the students. More information on the purpose and outcome of this analysis is in the Parent Assessment Data section on page 19.

Purpose and Structure of this Report

The KEDP Report is exploratory and is intended to provide information that allows for a better understanding of the status of kindergarten readiness for the current population of Lake County transitional kindergarteners (TK) and kindergartners, rather than providing conclusive results. Data on children in TK is provided in some areas; however, the focus for much of the analysis is on kindergarten students because “school readiness”³ – 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 and insights about children who have recently entered kindergarten can be valuable for both ECE and primary education. Similar insights are useful as they relate to TK students, but it should be noted that “school readiness” expectations for TK students are likely different from students in kindergarten.

This report documents the methodology and limitations of the KEDP data collection process. This is followed by an analysis of “school readiness” data and a deeper look at the skill areas and indicators that make up readiness for this cohort of students. Analysis was also performed to compare parent ratings of select student skills with teacher assessments. Finally, conclusions and recommendations based on the 2022 data are provided, along with an update on the status of recommendations made in prior reports (which can be found in [Appendix A](#)).

Special attention should be paid to the sample sizes of each presented analysis; given the sample size of completed assessments, caution should be taken when generalizing the information presented.

³ “School readiness” is viewed in different ways throughout this report, including overall readiness by skill area and readiness along a continuum. Due to the different ways school readiness is presented and, given that it has yet to be collectively defined, quotes are used.

II. Methodology

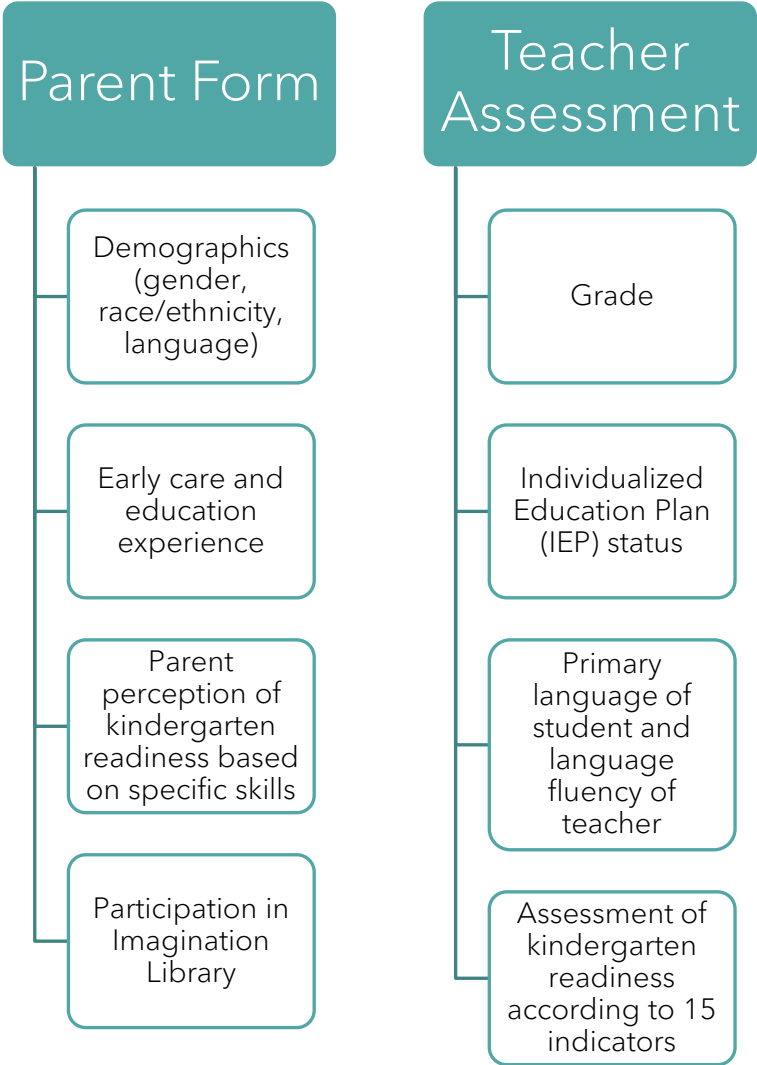
The KEDP study follows a similar process and timeline each year, with relevant data being collected from both teachers and parents of kindergarten and transitional kindergarten (TK) students attending Lake County Office of Education schools. The data collected from each group are summarized in the figure below. Kindergarten and TK teachers are contacted and provided instructions for how to conduct the KEDP in September. Teachers are asked to complete and submit the assessment for their students in October. During the same time period, information about the survey and the survey are provided to parents. Teacher participation is voluntary but incentivized by First 5 Lake County; parent participation is voluntary and not incentivized.

In 2022, parents and teachers were encouraged to complete the form via an online survey, which was provided in English to teachers and in both English and Spanish to parents. The majority of forms were completed electronically. All completed physical forms and online surveys were entered by First 5 Lake staff into a password-protected spreadsheet created by Social Entrepreneurs, Inc. (SEI), the evaluation consultants for First 5 Lake. First 5 Lake staff matched parent and teacher data and LCOE staff followed-

up with teachers to clarify or fill in missing data.

The child’s first name and the first initial of their last name, teacher’s name, and child’s date of birth were included on both the parent and teacher forms to assist with matching forms.

Data entry was completed in mid-November. SEI then compiled and analyzed the data in December to produce this report.



II. Methodology

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 utilizing an updated approach beginning in 2018. In this report, all data for years prior to 2018 are from SEI's analysis of the data provided by Ms. Ferron; all figures for years 2018 to 2022 are for data provided by First 5 Lake directly to SEI.

The SEI analysis reflects the following changes from prior years (prior to 2018):

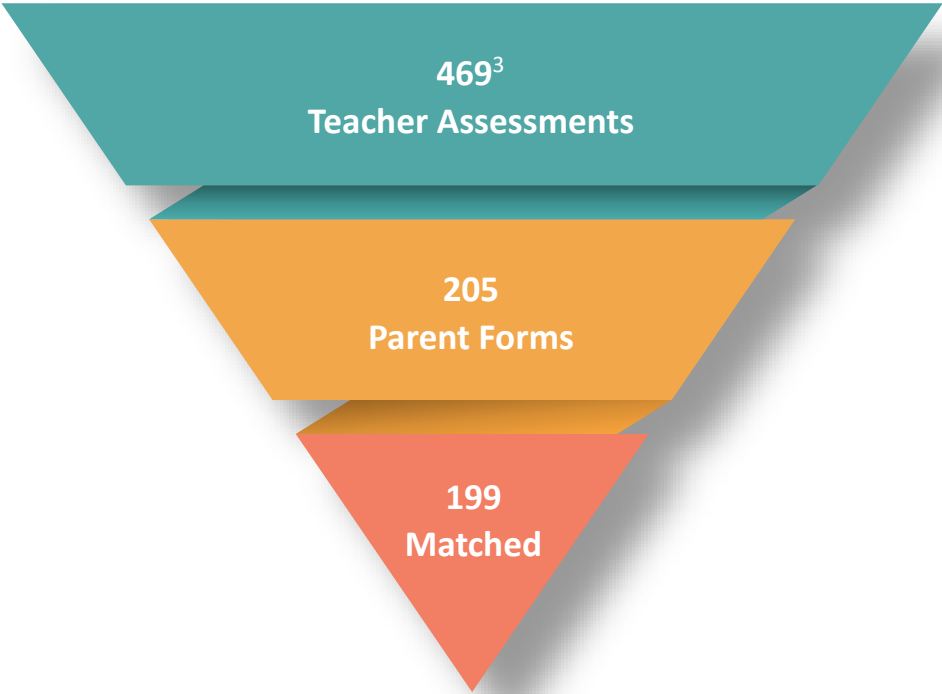
- For most charts and figures, data was analyzed using the percentage of students rated as ready as opposed to the percent of developmental indicators rated as ready, as has been included in the past.
- More emphasis has been placed on analyzing and presenting the continuum of development from the Exploring to Developing to Building to Integrating stages.
- Prior to 2019, the majority of analyses were split into kindergarten and TK students. In 2019, the decision was made to limit the comparisons between kindergarten and TK students and instead focus more on the readiness of kindergarten students. This was done because the same levels of school readiness are not expected for TK students compared to kindergarten students. There are differences in the development and expectations for TK students, who are predominantly four years old, compared to kindergarten students, who are primarily five and six years old. The 2022 report only includes the percentage of TK students rated as “school ready” which is shown in Figure 6.



III. Considerations and Limitations

The information provided in this report should be considered with the following methodological and data limitations in mind.

- 1. Continuing the trend seen in 2021, the response rate for both teachers and parents was lower than in prior years, with data available for only an estimated 54 percent of the LCOE kindergarten and TK population (see figure 2 on page 8 for a comparison of participation numbers since 2011).⁴ The amount of data available for children currently in kindergarten is further limited given the percentage of children assessed in 2022 that were in TK; 144 out of 469 children (31 percent) for whom teacher surveys were returned were TK students. As noted on the previous page, much of the analysis focuses on kindergarten students; the number for whom data is available is lower than in prior years. As such, caution should be taken when generalizing results and conclusions within this report given the sample sizes (“n” values).⁵



- 2. Due to the difference in the number of forms returned and response rates to questions asked, figures throughout the report have different sample sizes (i.e., “n”s); the sample size for each analysis conducted is provided for each figure.
- 3. The KEDP is optional for teachers to complete. This means the 2022 cohort likely represents a skewed sampling based on teachers who opted to complete the assessment, which could introduce bias regarding who is and is not included in the KEDP. It is unknown what factors contribute to a teacher

⁴ Six parent submissions were removed because they did not match any of the teacher assessments submitted.

⁵ One student was determined to be in 1st grade and was removed from the analysis.

III. Considerations and Limitations

completing the assessment. For example, teachers with smaller class sizes may be more likely to complete the assessments.

4. Age at the time of assessment was calculated using the child's date of birth as collected on parent forms and the date the teacher completed the assessment. If the date of birth was not provided or available via a parent form, the date of birth provided by the teacher was used instead. Ages for all students were rounded down to the nearest whole age; for example, a student born on October 25, 2017 and assessed on September 2, 2022 would be included in the four-year-old sample.
5. As noted previously, parent forms were only returned for 199 students for whom teacher assessments were also completed; of these, parent forms were returned for only 150 kindergarten students. This limited the amount of data available on students' participation in early education and demographic data, such as race/ethnicity and gender identity of children. Given the limited number of students for whom the data was available, analyses were not conducted on the kindergarten readiness of students based on these personal characteristics. Information on parent perceptions of readiness compared to teacher perceptions of readiness is included; however, this analysis illustrates how the data could be used in future years if more robust data sets are available and should not be used to extrapolate the findings related to that analysis across all students in the 2022 TK and kindergarten cohort.
6. Percentages in figures throughout the report may not total 100 percent due to rounding.
7. As illustrated in the graphic at the top of page two, each stage of development within the KEDP tool is given a numerical value, with Exploring=1, Developing=2, Building=3, and Integrating=4. A higher score indicates a more advanced level of development for either the indicator or skill area being assessed. For purposes of this report, a score of either 3 or 4 is considered "school ready." Teachers provide a single value which is used to describe readiness by indicator (e.g., as provided in Figure 9).



To estimate skill area readiness, an average score of all indicators included in that skill area is calculated and the student is considered "ready" in that skill area if the average is 3 or higher. Note that this methodology varies from prior years, which explored continuums of readiness based on the stage that a student was closest to (e.g., a student with an average score of 2.67 was 'closest' to a 3 and was placed in the Building stage); beginning in 2022, a student must have an average score that reached the threshold for a stage to be placed within in (e.g., the student with an average score of 2.67 had not reached the threshold for Building and was instead placed in the Developing stage). In some instances, teachers opted not to assess all 15 indicators of school readiness included on the KEDP. 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."

8. The methodology used in previous reports aggregated the number of indicators rated as "school ready." Charts and tables in prior reports displayed this analysis for comparative purposes; however, given the number of years for which data has been analyzed using a different approach (i.e., focusing on the percentage of children at different stages of readiness rather than the percent of developmental indicators rated as "school ready"), data prior to 2018 is not included.

IV. Community Context

For the last two years, First 5 Lake has surveyed families with young children to understand their needs and interests. In 2021, the survey focused on how families were impacted by the COVID-19 pandemic, which provided context for the cohort of students assessed as part of the 2021 KEDP. In 2022, the First 5 Lake Commission opted to survey families on habits that support school readiness, including inquiries into the extent that parents understood what is considered important as well as the time spent within the family unit to nurture their child(ren)’s development within these areas. This information is reported in detail separately and available from First 5 Lake. In brief, most parents responding to the survey knew specific elements were important to school readiness and the majority of families are engaging in these activities most of the time or regularly. The area in which the largest number of parents indicated they never engage in the activity is also where most parents suggested they could use help—playing with other children.

Figure 1. Child Development Activities: Awareness, Frequency, Support Needed

Activity	<u>Awareness</u> <i>Did you know this activity supports kindergarten readiness?</i>	<u>Frequency</u> <i>How frequently do you do this with your child?</i>	<u>Support</u> <i>Could you use help to support you child(rens)’s development in this area?</i>
 Read stories or look at picture books with your child	97% (150/155) indicated they did know 3% did not know	42% (58/139) everyday 36% 3-6x per week 22% 1-2x per week 0% never	24% (25/105) indicated they could use help 76% don’t need help
 Recite the alphabet or practice letter sounds	99% (152/154) indicated they did know 1% did not know	30% (42/139) everyday 35% 3-6x per week 32% 1-2x per week 3% never	29% (30/105) indicated they could use help 71% don’t need help
 Practice counting or doing activities that involve numbers	97% (149/154) indicated they did know 3% did not know	47% (65/138) everyday 36% 3-6x per week 16% 1-2x per week 1% never	26% (27/104) indicated they could use help 74% don’t need help
 Play with your child (sing songs, play games, build things, play dress-up, or use his/her toys)	97% (148/153) indicated they did know 3% did not know	68% (94/138) everyday 24% 3-6x per week 8% 1-2x per week 0% never	25% (26/104) indicated they could use help 75% don’t need help
 Take your child outdoors to participate in activities like sports, bicycle riding, or playing at the park	92% (142/154) indicated they did know 8% did not know	37% (51/139) everyday 40% 3-6x per week 22% 1-2x per week 1% never	28% (29/102) indicated they could use help 72% don’t need help
 Play with other children his/her age	96% (150/156) indicated they did know 4% did not know	21% (29/140) everyday 24% 3-6x per week 44% 1-2x per week 11% never	42% (43/103) indicated they could use help 58% don’t need help
 Follow a regular routine like getting up and going to bed at the same time	95% (146/154) indicated they did know 5% did not know	66% (92/140) everyday 21% 3-6x per week 12% 1-2x per week 1% never	20% (21/103) indicated they could use help 80% don’t need help

V. Demographics of KEDP Participants

Participation

In 2022, 11 schools participated in the KEDP with 26 teachers⁶ completing assessments of 469 TK and kindergarten children. This accounted for an estimated 54 percent of all children enrolled in TK or kindergarten at LCOE schools. Figure 2 shows an eleven-year participation trend in the KEDP; in general, the percentage of TK and K enrollment included in the KEDP has been declining year over year.

Figure 2. Participation in the KEDP, 2011-2022⁷

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2021	2022
# of Elementary Schools	3	9	11	11	10	10	12	13	12	11	11
# of Teachers Reporting	10	23	27	29	29	23	31	33	31	25	26
# of Children Assessed	246	495	562	636	615	500	664	684	637	459	469
Average # of Children Assessed per Teacher	24.6	21.5	20.8	21.9	21.2	21.7	21.4	20.7	20.5	18.4	18.0
Estimated Total Enrollment	702	707	730	795	820	833	885	877	861	822	868
% of Kindergarten or TK Enrollment Included in the KEDP	35%	70%	77%	80%	75%	60%	75%	78%	74%	56%	54%
% of Kindergarten Enrollment Included in the KEDP	-	-	-	-	-	-	-	-	-	-	47%
% of TK Enrollment Included in the KEDP	-	-	-	-	-	-	-	-	-	-	83%

Age of Participants

Between parent surveys and teacher assessments, the date of birth was available for all students in the 2022 cohort. Compared to 2021, a larger percentage of returned assessments were for transitional kindergarten students (18 percent in 2021 compared to 31 percent in 2022), the majority of whom were only four years old at the time of the 2022 assessment.

Figure 3. Age of Children at Time of KEDP Assessment, 2022 (n=469)

	4	5	6	7	Not Reported	Total
Kindergarten students	4	273	48	0	0	325
Transitional Kindergarten (TK) students	99	45	0	0	0	144
Total	103	318	48	0	0	469

IEP Status of Assessed Students

Of the 469 children assessed by teachers, 44 children (9.4 percent) had an Individualized Education Program (IEP) for participating in special education programs, 422 children (90 percent) did not have an IEP, and the IEP status was not provided or not known for 3 children (0.6 percent).

⁶ Teachers that “co-teach” a class are both counted as participating.

⁷ Total enrollment across and within LCOE schools was provided to SEI by LCOE staff as an estimate.

V. Demographics of KEDP Participants

School Location

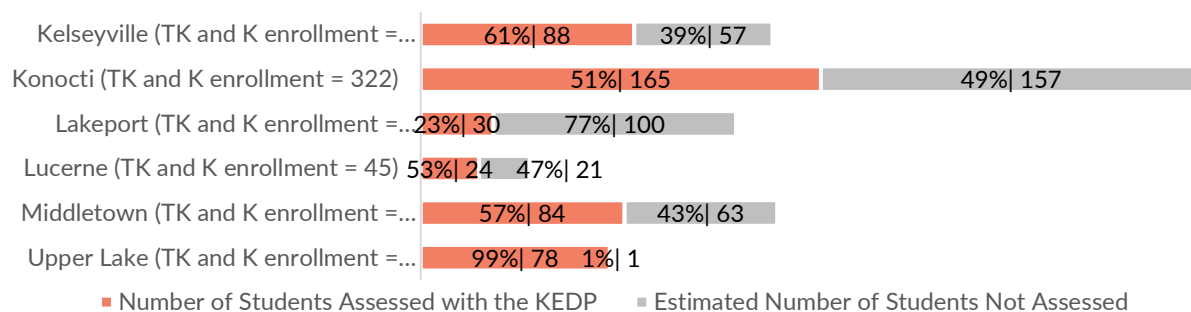
Participation in the KEDP is voluntary for kindergarten and TK teachers in Lake County Office of Education schools. Figure 4 provides a summary of schools by district that provide instruction to TK and kindergarten students, as well as the number of eligible schools and classrooms that participated in the KEDP. As illustrated, 11 out of 14 eligible schools and 26 out of 47 eligible classrooms participated in the KEDP.

Figure 4. KEDP Participating Districts and Schools⁸

District	Schools in District (schools with a check mark participated in the 2022 KEDP)	Number of Classrooms Participating
Kelseyville	✓ Kelseyville Elementary	2 out of 5
	✓ Riviera Elementary	2 out of 2
Konocti	✓ Burns Valley Elementary	3 out of 3
	✓ East Lake Elementary	1 out of 3
	Lewis Independent Study	0 out of 1
	✓ Lower Lake Elementary	2 out of 5
	✓ Pomo Elementary	4 out of 6
Lakeport	✓ Lakeport Elementary	2 out of 8
Lucerne	✓ Lucerne Elementary	1 out of 2
Middletown	Cobb Mountain Elementary	0 out of 1
	✓ Coyote Valley Elementary	3 out of 4
	✓ Minnie Cannon Elementary	2 out of 2
	Lake County International Charter School	0 out of 1
Upper Lake	✓ Upper Lake Elementary	4 out of 4

Figure 5 presents the percentage of students assessed with the KEDP out of the total estimated TK and kindergarten enrollment for each district. The greatest number of children assessed with the KEDP came from the Konocti School District (165), followed by the Kelseyville School District (88). Upper Lake School District had the highest percentage of assessments completed for eligible students in the KEDP (99 percent), while Lakeport had the lowest percentage of eligible students that were assessed (23 percent).

Figure 5. KEDP Participation by School District, 2022



⁸ Total enrollment across and within LCOE schools was provided to SEI by LCOE staff as an estimate.

VI. 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 is designed to answer several major questions, including:

- What is the overall developmental status of students assessed with the KEDP in 2022?
- 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 all indicators and across four or all five skill areas?
- Does “school readiness” increase with age (i.e., are older children, on average, more “school ready”)?
- 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)?
- How do parents perceive their child's readiness in specific skills within the KEDP domains, and how does this compare to how teachers assessed the children?



The following analyses are grouped by question(s), as indicated by this symbol.

For the purposes of this report, being “ready for school” is defined as having ratings of development status at the Building or Integrating stages. These ratings can be applied to any of the 15 indicators independently or averaged together to estimate readiness within each of the five skill areas. A summary of the 15 indicators and related skill areas is presented on page one of this report.

VI. Results and Findings



What is the overall developmental status of students included in the 2022 cohort?

How are KEDP results changing over time?

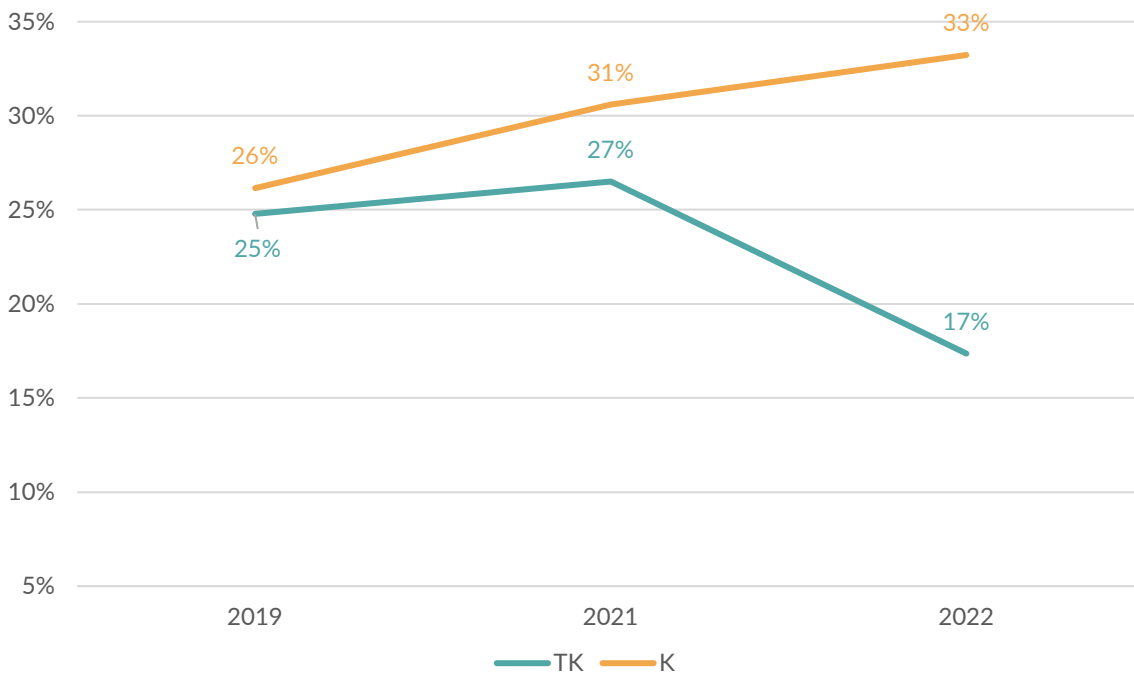
What portion of students have reached the Building or Integrating stages, indicating a higher level of development, across all indicators and across four or all five skill areas?

School Readiness

Overall Readiness

A three-year trend of overall readiness is shown in Figure 6. For this analysis, students were considered ready if they reached the Building or Integrating levels in all five skill areas. As the figure illustrates, the 2022 cohort improved slightly from 2021 for kindergarten students. However, the percentage of TK students who had reached these stages for all five skill areas was lower (27 percent in 2021 versus 17 percent in 2022).

Figure 6. Overall Percent of Students Rated as “School Ready” in All Skill Areas, 2018-2022

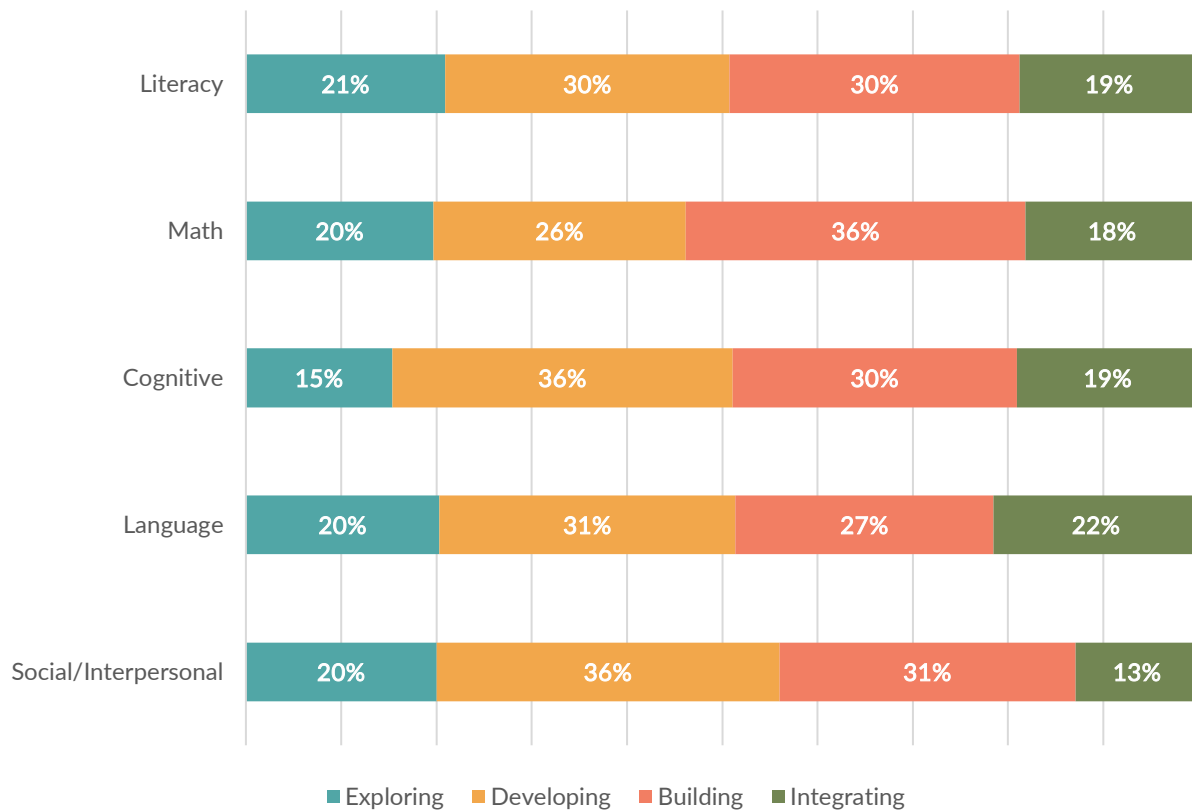


VI. Results and Findings

Continuum of Development by Skill Area for Participating Kindergarten Students

Figure 7 shows the distribution of readiness within each skill area for the 2022 kindergarten cohort exclusively. Math was the most developed skill area for kindergarten students, with 54 percent reaching the Building or Integrating stages based on an average of indicators within that skill area. This is followed by Literacy, Cognitive, and Language development, all with 49 percent.

Figure 7. Kindergarten Students' Continuum of Development by Skill Area, 2022 (n=325)



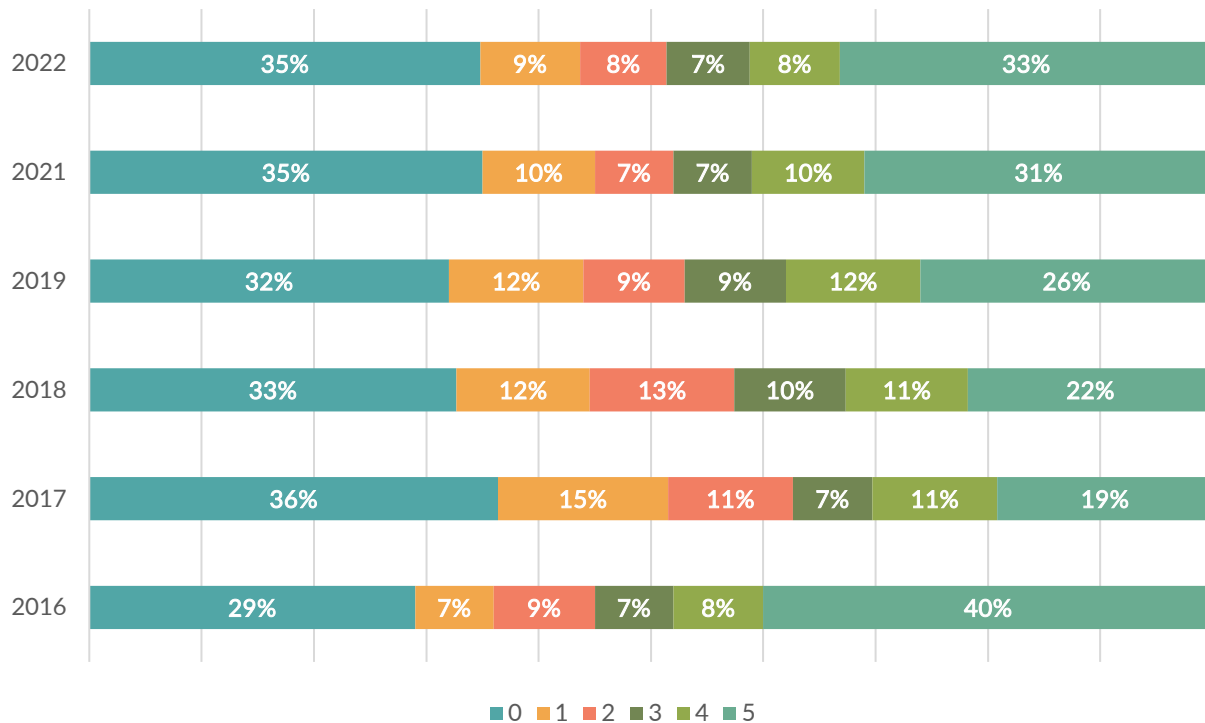
Skill Area Readiness by Number of Skill Areas

A different way to look at the overall developmental status of the 2022 cohort of kindergarten students is to assess the number of skill areas rated as “school ready” for each child. Figure 8 presents the distribution of kindergarten students by the number of skill areas each was rated as “school ready” across the last five years.

In 2022, the same percentage of kindergarten students were not ready in any skill area compared to the previous year (35 percent). While the percentage of students not ready in any skill area was the same, the percentage of children rated as school ready in all five skill areas was slightly higher (33 percent in 2022 compared to 31 percent in 2021).

VI. Results and Findings

Figure 8. Percentage of Assessed Kindergarten Students by the Number of Skill Areas Rated as “School Ready,” 2016-2022



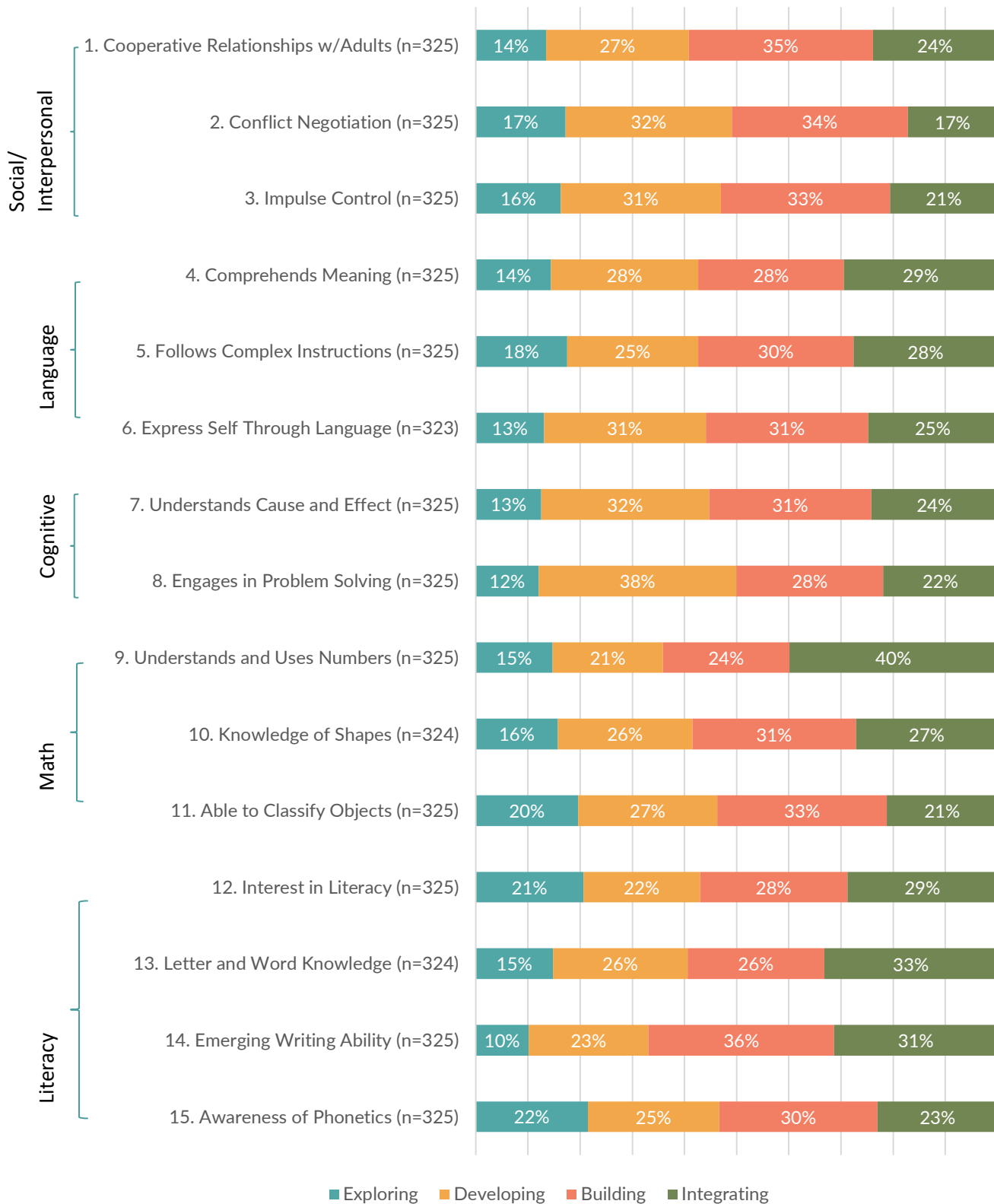
Continuum of Development by Developmental Indicator for Kindergarten Students

Figure 9 gives a breakdown of the continuum of development for each of the 15 indicators assessed in the KEDP. The indicator with the greatest percentage of children at the Exploring stage of development (lower end of the continuum) is Awareness of Phonetics within the Literacy skill area (22 percent); a similar percentage of students were at the Exploring stage in 2021 (20 percent). When combining children at the Exploring and Developing stages of development (i.e., assessed as not “school ready”), the weakest indicator overall is Engages in Problem Solving within the Cognitive skill area, with 50 percent of students assessed in the Exploring or Developing stages. Conflict Negotiation within the Social/Interpersonal skill area is the next weakest indicator when combining children at the Exploring and Developing stages (49 percent).

Indicators within the Math and Literacy skill areas show the highest development; however, specific indicators within each show lower levels of development (e.g., Able to Classify Objects within the Math skill area and Awareness of Phonetics in the Literacy skill area).

VI. Results and Findings

Figure 9. Kindergarten Students Continuum of Development by KEDP Indicator, 2022



VI. Results and Findings

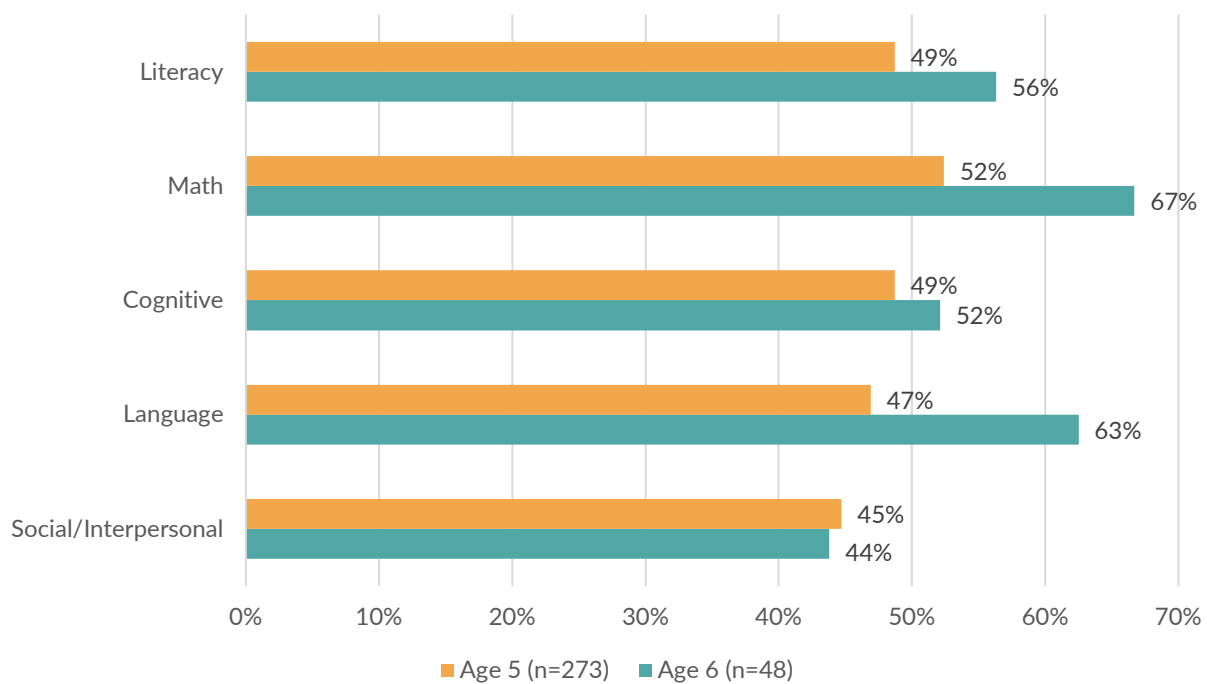


Does “school readiness” increase with age (i.e, are older children, on average, more “school ready”)?

School Readiness by Age

Figure 10 illustrates readiness within each skill area by age.⁹ As with other similar analyses, students are considered “ready” if their average score within the skill area is a 3 or higher. As expected, readiness within each skill area increases with age, with six-year-olds showing more readiness across most skill areas compared to five-year-olds except for Social/Interpersonal, which is slightly lower for six-year-olds. Five-year-olds trended higher across all skill areas in 2022 relative to 2021. Aside from Language, six-year-olds’ “school readiness” trended to be lower compared to 2021.

Figure 10. “School Readiness” by Skill Area and Age, 2022 (n=321)



⁹ This analysis was conducted only on five and six-year-olds, as the n’s for four-year-old kindergarteners with data were small enough to possibly be identifiable (n=4).

VI. Results and Findings



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)?

Readiness by Number of Skill Areas

Since 2018, data has been analyzed to identify any trends in the order in which most students become “school ready” with regard to the five skill areas. This analysis for the 2022 cohort is presented in Figure 11, along with a comparison of the previous two years.

Figure 11. Profile by Number of Skill Areas Rated as “School Ready” for Kindergarteners, 2022

# of “School Ready” Skill Areas	% of Children Rated as “School Ready” in the Skill Area														
	Social/Interpersonal			Language			Cognitive			Math			Literacy		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
0	0%														
1	18%	11%	10%	8%	3%	10%	6%	21%	21%	60%	58%	52%	8%	8%	7%
2	31%	48%	32%	35%	15%	24%	33%	52%	36%	67%	44%	60%	33%	41%	48%
3	40%	36%	54%	58%	79%	71%	65%	68%	54%	85%	71%	54%	52%	46%	67%
4	51%	49%	42%	79%	84%	92%	97%	97%	89%	85%	92%	92%	89%	78%	85%
5	100%														

As with the previous two years, children who are ready in only one skill area are most likely to be ready in Math (i.e., have reached the Building or Integrating stage of development). Children who are ready in two skill areas are most likely to be ready in the Math and Literacy skill areas. Children were less likely to be ready in the Social/Interpersonal skill area until they had reached readiness in the other four areas.

VI. Results and Findings



How do parents perceive their child's readiness in specific skills within the KEDP domains?

How does this compare to how teachers assessed children?

Parent Assessment Data

A new analysis was performed in 2021 to better understand parents' assessment of readiness and how this compared to teachers' assessments. This approach was refined in 2022, with parents being asked to indicate if their child had attained specific skills that demonstrated they were at the Integrating level (highest level of development) for one indicator within each skill area. The questions asked of parents for each indicator aligned with the rubric¹⁰ provided to teachers for assessing each child with the KEDP tool and are summarized in the table below.

Skill Area	Social Interpersonal	Language	Cognitive	Math	Literacy
Indicator	Conflict Negotiation	Follows Complex Instructions	Engages in Problem Solving	Understands and Uses Numbers	Letter and Word Knowledge
Question	Can your child do the following most of the time?				
	Consider the needs or interests of another child when there is a conflict and accepts or suggests some mutually acceptable solutions. <i>For example, "OK. I can use the trike for five minutes, then you can use it for five minutes."</i>	Understand three-step instructions and requests that are about a new or unfamiliar situation. <i>For example, "Please find Liam and give this box to him. Then you may go outside to play."</i>	Try out a set of actions to develop a strategy for solving problems. <i>For example, looks at a picture to figure out how to build something.</i>	Counts at least ten objects correctly	Recognize most letters of the alphabet and reads familiar sight words such as, "to, the, and."

¹⁰ To support parent understanding of the questions, some wording was changed. The largest change was to the Literacy question, which on the teacher rubric asks if the child "knows more of the letters by sight and by names, and recognizes some familiar whole written words."

VI. Results and Findings

The figures below include only kindergarteners and display the percentage of parents indicating their child could perform a skill at the Integrating level and the percentage of teachers marking a student as at the Integrating level for that question (Figure 12). The percentage of students who had matching assessments from both their parents and teachers (i.e., both parents and teachers indicated the student had reached the Integrating level of development for that particular skill) is shown in Figure 13.

These parent- and teacher-provided data points were available for 147 kindergarten students (45 percent of the 2022 kindergarten cohort). Parents were more likely to indicate that their child had reached the Integrating level for all skills described. For example, as shown in Figure 12, 95 percent of parents responded that their child could perform the language-related skill of understanding “complex instructions” at an Integrating level, while only 35 percent of teachers assessed these same students as being able to perform this skill at the Integrating level. Parents and teachers were most aligned when assessing children’s ability to understand and use numbers (see Figure 13).

For this analysis, it is important to note that teachers’ ratings are much more nuanced. Teachers observed children in a classroom setting, which provided different opportunities to test skills than parents may experience at home.

Figure 12. Percent of Kindergarteners Assessed as Having Reached the Integrating Stage by Parents and Teachers for Select Indicators, 2022 (n=147)

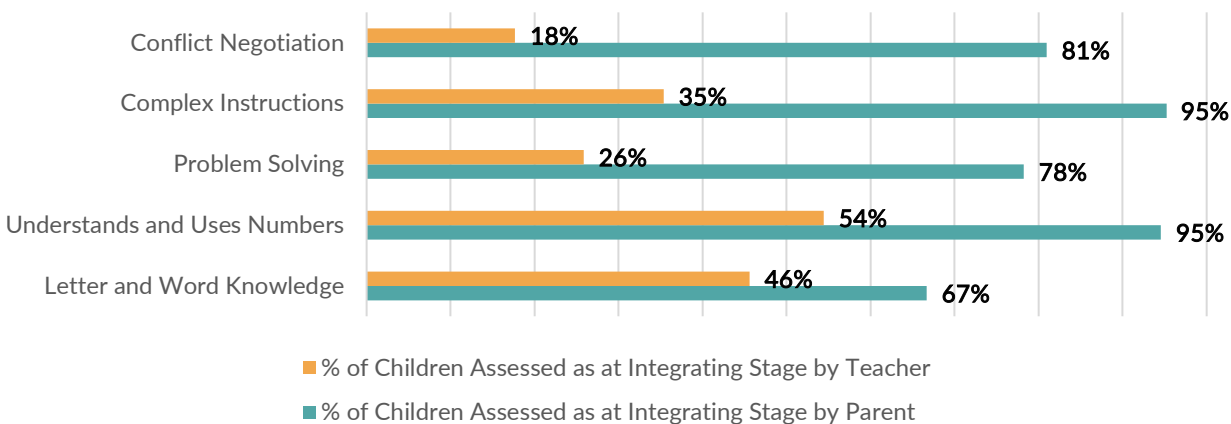
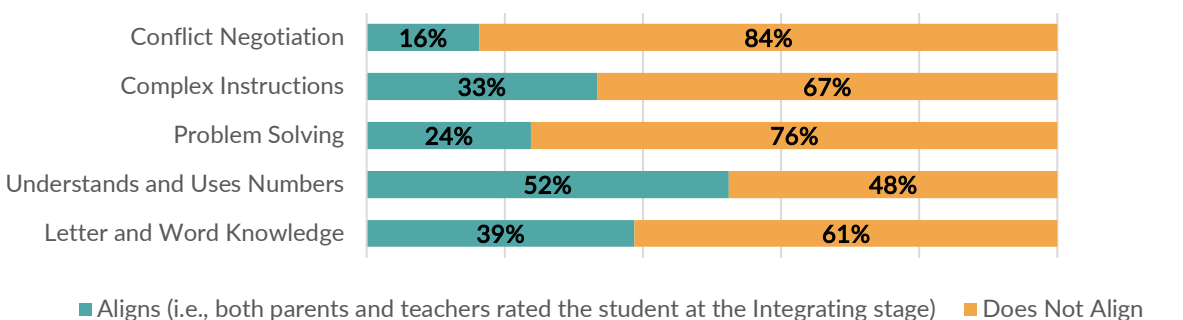


Figure 13. Alignment Between Parent and Teacher Assessments for Select Indicators (n=147)



VII. Conclusions

The 2022 KEDP had the lowest response rate since 2011. It is important to take into consideration that the findings presented throughout this report only represent a portion of all kindergarten students in Lake County. The strongest conclusions are included below. Caution should be taken when generalizing these conclusions to students not included in the 2022 KEDP cohort.

➔ A slightly larger percentage of kindergarten students were assessed as being “school ready” for all five skill areas compared to 2019 and 2021, but increases were small. The number of TK students assessed as being “school ready” for all five skill areas declined from 2021; however, “school readiness” for transitional kindergartners has fluctuated from year to year which may be attributed to students’ age, changes to the transitional kindergarten programming, or other factors.

➔ When looking at the breakdown by skill area:

- Fewer children in 2022 had reached the Integrating stage for all skill areas compared to children in the 2021 cohort.
- While fewer students had reached the Integrating stage in 2022, trends year over year have been relatively consistent. For example, students for the most recent three years have consistently demonstrated the most readiness in the Math skill area and the least readiness in the Social/Interpersonal skill area.

➔ Data on demographic characteristics and early education participation was only available for a limited number of kindergarten students in the 2022 cohort, and as such, analyses were not conducted within these areas. Available age data showed that six-year-olds were more likely to be school ready in all skill areas, with the exception of the Social/Interpersonal skill area.

➔ Parents who provided data were more likely than teachers to assess their children as having reached the Integrating stage of development for specific indicators.

VIII. Recommendations

Status of Prior Recommendations

The primary recommendation included in the 2021 KEDP Report was to determine the value of the KEDP to the First 5 Lake Commission and LCOE teachers. The First 5 Lake Commission discussed the KEDP in August 2021 and notes from this discussion and other recommendations made in the 2021 KEDP Report are provided in [Appendix A](#).

Current Year Recommendations

Based on the processes used to complete the 2022 KEDP, the results presented above, and prior recommendations, the following recommendations are offered for consideration to strengthen future KEDP results and their usefulness in Commission and school district decision making. The first recommendation is similar to the primary recommendation from 2021 and should be prioritized prior to addressing the others.

1) **Determine if and how the KEDP aligns with the Commission’s Strategic Plan.**

In 2023, the Commission will begin the development of a new strategic plan. As part of that process, additional discussion around how the results of the KEDP are used throughout the county to improve programming for children aged 0 to 5 is needed. If the KEDP contributes to the Commission’s Strategic Plan goals, feedback from parents, teachers, administrators, and early care and education providers should be gathered to determine how it could be refined to collect and provide information most of use to these audiences. Strategic planning will also provide the opportunity to look at external data, such as data on third-grade reading levels, that the Commission may use to complement the KEDP reports and support data-driven decision-making.



A more immediate step that can be taken to action the results of the KEDP is to:

2) **Consider recommendations made across reports provided to the Commission.** Over the last two years, the KEDP, Commission Evaluation Report, and community surveys have indicated a need for and parent interest in social-emotional learning and opportunities for children to socialize. As the Commission considers requests for funding in the 2023-2024 fiscal year, this information can be used to identify programs that can provide these activities and supports to Lake County families.

IX. Appendices

Appendix A. Status of Prior Recommendations

Recommendation	Status
<p>Determine the functionality of the KEDP report to various audiences and determine the areas of inquiry that will facilitate data-driven decision making for each audience. As part of this recommendation, the Commission should examine other potential readiness assessment frameworks.</p>	<p>At the August 24, 2022 First 5 Commission meeting, attendees were asked to clarify what information could be gathered from parents and teachers that would be beneficial to them for future KEDP studies, (to begin after the 2022 study, which was already in process). The Commission was interested in the following:</p> <ul style="list-style-type: none"> • Differences in ratings by race and ethnicity. • The impact of socio-economic status on readiness. The Commission surmised that this could be generalized based on school demographics; however, very few schools have a large enough sample of students assessed to be representative. • Looking at other indicators (e.g., third-grade reading levels) when presenting the KEDP. An examination of third-grade reading levels is of interest; however, it cannot be correlated with KEDP results or cohorts using the current processes and should be viewed separately from an examination of KEDP data. • Beginning the process earlier to redesign the KEDP to be a more effective tool for teachers and the First 5 Lake Commission. The Executive Director indicated she would research options to begin the process earlier.
<p>Reconfigure the data collection forms and analyses (i.e., sections and figures included in the report) to best align with identified areas of inquiry.</p>	<p>This was achieved in the 2022 KEDP. With data collected going back to 2018, SEI included longitudinal data using an analysis of children rated as school ready, rather than developmental indicators rated as ready as was done in the past.</p>
<p>Consider removing TK students from the KEDP.</p>	<p>TK students were still assessed as part of the 2022 cohort, although only in limited analyses. With Universal Transitional Kindergarten having been implemented in the 2022-2023 school year, the First 5 Lake Commission may want to consider if or how it examines TK students as part of its KEDP redesign activities.</p>
<p>Increase the participation of parents and teachers of eligible students.</p>	<p>Rather than return to a paper version of the teacher assessment and parent survey, both an online and paper version was offered to teachers to complete assessments. Parents were provided with a link to an online survey. Despite both options being provided, the response rate continued to be low.</p>

IX. Appendices

Recommendation	Status
Provide education to parents and early childhood education and care providers to support kindergarten readiness, particularly as it aligns with Social/Interpersonal skills.	<p>Education to parents or early childhood education and care providers was not provided.</p> <p>A survey of families with children five years old and under was conducted in June 2022 to collect information on family habits that support school readiness, including inquiries into the extent that parents understood what is considered important as well as the time spent within the family unit to nurture their child(ren)'s development within these areas. This information can be used to support parent education programming.</p>