



First 5 Butte County Children and Families Commission 2010 Kindergarten Teacher Survey Survey Results Report

Gloria J. Wyeth, M.A., Wyeth Consulting

Introduction

In 2005 the First 5 Butte County Children and Families Commission conducted a survey of kindergarten teachers throughout the county designed to assess and monitor the level of school readiness among incoming kindergarten students. In 2008 the Commission conducted the survey for a second time, with very minimal changes other than to redesign the format to make it more easily completed by the teachers. The survey was conducted again in Fall 2010 with no additional changes. This report provides the results of the 2010 survey, and Appendix 1 provides a comparison of the 2005, 2008, and 2010 results.

The purpose of the survey is to provide the Commissioners with information that enables them to make the best possible decisions about investing in programs and services for young children so that they will be well-prepared for kindergarten.

Survey Components

The 2010 Kindergarten Survey (Appendix 2) consisted of 26 questions concerning each student. Ten questions addressed **school readiness** in the areas of academics, social skills, language development, behavior, and attitude. Four questions addressed home and preschool **support for school readiness**, four addressed **health concerns**, and the others addressed **English language learners** and children who have **special needs**. The final questions asked for an overall assessment of the child's transitional **adjustment to kindergarten**.

Methodology

The survey was conducted during September and October 2010 by Gloria Wyeth of Wyeth Consulting, Chico, California. Wyeth contacted all district superintendents and school principals to explain the survey and ask for support. E-mail was the primary means of contact with the teachers, supported with phone calls as needed. Batched e-mails were initially sent to all kindergarten teachers explaining the survey and requesting participation. Upon a positive response and request, an electronic copy of the survey was sent via e-mail or a paper copy was mailed to the participating teacher. Surveys were returned via email or mail. Follow-up requests via phone or email were made weekly for four weeks, then as indicated thereafter through October.



Responses

Of 91 kindergarten teachers in Butte County, 33 (36%) responded to the survey; 20 of them (61%) also responded in 2010. Their responses included information about 773 students. Among this sample, the average number of students per class was 23.4. They represented 8 of 10 districts that provide kindergarten (80%), and 18 of 29 schools (62%). Of these:

- 10.2% had special needs,
- 17% were English language learners,
- 55% were known to have attended preschool; 17.1% were known not to have attended preschool; and teachers were unsure about preschool attendance for 27.9% of the children.

Report Components

The 2010 Kindergarten Teacher Survey results provide a wealth of information; only the most pertinent information has been included in this written report, which includes the following components:

- 2010 Kindergarten Survey Results
- Appendix 1: Comparison of Kindergarten Survey Results from 2005, 2008, and 2010
- Appendix 2: 2010 Kindergarten Survey tool
- Appendix 3: Results for Target Schools Compared to Results for All Schools

In addition to this report, the Commission staff has been provided with the following electronic data:

- raw data results for all questions for all students
- specific results for all English Language Learners
- specific results for Children with Special Needs
- specific results for children who did and did not attend preschool
- specific results for each school district

Wyeth Consulting is able provide additional specific data and/or written reports upon request.



2010 Kindergarten Survey Results

Results for School Readiness Skills

The survey asked teachers to assess each child's level of preparedness for ten separate School Readiness Skills indicators. Please refer to the table on page 5, which illustrates the levels of preparedness among all children, among those who are English Language Learners, and among Children with Special Needs.

Significant findings include:

- Overall, 88.2% of kindergarten students were either Adequately (67.9%) or Minimally (20.3%) prepared for kindergarten; 11.8% were Not Prepared.
- Overall, 80.8% of English Language Learners were either Adequately (55.9%) or Minimally (24.9%) prepared for kindergarten; 19.3% were Not Prepared.
- Overall, 66.2% of Children with Special Needs were either Adequately (35.4%) or Minimally (30.8%) prepared for kindergarten; 33.8% were Not Prepared.

In all three populations, children were least prepared in the areas of **Emergent Literacy Skills**. Only 49.2% of All Children, 26.6% of English Language Learners, and 26.3% of Children with Special Needs were Adequately Prepared in this important area. This indicator also received the highest number of Not Prepared responses, with 27.1% of All Children, 44.5% of English Language Learners, and 56.6% of Children with Special Needs being Not Prepared in Emergent Literacy Skills.

Children were also less prepared in the areas of **Pre-Academic Skills** which includes “knows colors, shapes, shows emerging numeracy and completes sequential tasks” and **Small Motor Skills**, which includes “uses scissors, draws, holds crayon, stays within lines, and buttons clothes.” In the **Pre-Academic Skills** area, 56.9% of All Children, 38.3% of English Language Learners, and 28.9% of Children with Special Needs were Adequately Prepared. The Not Prepared responses for Pre-Academic Skills were 18.1% of All Children, 30.5% of English Language Learners, and 44.7% of Children with Special Needs.

In the **Small Motor Skills** area, 56.5% of All Children, 44.5% of English Language Learners, and 17.1% of Children with Special Needs were Adequately Prepared. The Not Prepared responses for Small Motor Skills were 18.2% of All Children, 25% of English Language Learners, and 52.6% of Children with Special Needs.

Scores were highest for all three populations in the categories of **Large Motor Skills** (walks, runs, climbs, balances) and **Hygiene** (toileting, washing hands, and wiping nose). Understandably, Children with Special Needs have a higher incidence of being Not Prepared in all areas. Result patterns were similar in the areas of **Social Skills**, which included the areas of cooperation and getting along well with others, and **Behavioral Skills**, which included taking turns, following directions, and appropriate group behavior, and **Attention Span**. In each of these categories, Adequately Prepared results were lower than average, and Minimally Prepared results were higher than average.



School Readiness Skills Preparation		Adequately Prepared			Minimally Prepared			Not Prepared		
All: All children in survey										
ELL: English Language Learners										
Sp. N.: Children with Special Needs		All	ELL	Sp. N.	All	ELL	Sp. N.	All	ELL	Sp. N.
Pre-Academic Skills	Knows colors, shapes, shows emerging numeracy, completes multi-task sequences	56.9%	38.3%	28.9%	24.9%	28.1%	23.7%	18.1%	30.5%	44.7%
Emergent Literacy Skills	Demonstrates letter recognition, pre-reading skills, comprehension, book knowledge	49.2%	26.6%	26.3%	23.7%	28.9%	17.1%	27.1%	44.5%	56.6%
Speech	Has age-appropriate skill in speaking and understanding language, speech is not hard to understand	65.8%	30.5%	21.1%	22.0%	38.3%	31.6%	12.2%	31.3%	47.4%
Outlook/Attitude	Is generally enthusiastic and interested in many different things	78.6%	68.0%	56.6%	16.9%	24.2%	28.9%	4.5%	7.8%	14.5%
Small Motor Skills	Uses scissors, draws, holds crayon, stays within lines, buttons clothes	56.5%	44.5%	17.1%	25.3%	30.5%	30.3%	18.2%	25.0%	52.6%
Large Motor Skills	Walks, runs, climbs, balances	88.3%	84.4%	59.2%	9.4%	14.1%	31.6%	2.3%	1.6%	43.8%
Small Motor Skills	Has age-appropriate attention span, generally not sleepy or tired in class	61.9%	53.1%	18.4%	24.7%	25.0%	39.5%	13.4%	21.9%	42.1%
Behavioral Skills	Takes turns, follows directions, responds to authority appropriately, not overly aggressive or withdrawn	66.5%	61.7%	28.9%	22.3%	25.8%	39.5%	11.2%	12.5%	31.6%
Hygiene	Is able to take care of toileting, washing hands, wiping nose (with prompting)	89.6%	85.9%	64.5%	8.4%	9.4%	26.3%	1.9%	4.7%	9.2%
Social Skills	Cooperative, works/plays with others, participates in groups, recognizes rights and feelings of others, uses language to solve problems or to meet wants and needs	66.1%	64.1%	31.6%	25.1%	24.2%	39.5%	8.8%	11.7%	28.9%
All School Readiness Skills combined		67.9%	55.9%	35.4%	20.3%	24.9%	30.8%	11.8%	19.3%	33.8%

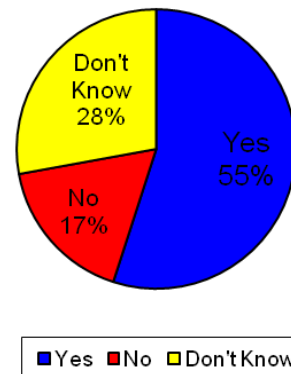


Impact of Preschool on School Readiness

This survey continues to overwhelmingly support the assumption that attending preschool has a powerfully positive impact on School Readiness.

Among All Children in the survey for which a response was provided (#=764), the teachers were aware that 420 (55%) had what they considered a “quality preschool experience,” and that 131 (17%) did not. Given the importance of preschool in school success, it seems significant that the teachers did not know the preschool history for the remaining 28% of the children (see chart at right).

Preschool Attendance among All Children
(#=764)



The table on the following page illustrates the differences in School Readiness Skills between those children who attended preschool and those who did not. Children who attended preschool were often many times more prepared for school in every category. Highlights are:

- Overall, among those children who attended preschool, 7.7% were assessed as Not Prepared, compared to 23.2% of children who did not attend preschool.
- Very significantly, the most striking differences are seen in the areas of **Emergent Literacy Skills** and **Pre-Academic Skills**, the areas that showed the lowest overall preparedness. Among those children who did not attend preschool, 55% were Not Prepared in the area of Emergent Literacy, and 38.5% were Not Prepared in Pre-Academic Skills. Conversely, among the children who did attend preschool, 14.3% were Not Prepared in the area of Emergent Literacy, and 8.4% were Not Prepared in the area of Pre-Academic Skills.
- In the area of Small Motor Skills, 32.9% of those who did not attend preschool were Not Prepared, while 15% of those who did attend were Not Prepared.
- Likewise, there were wide margins in the areas addressing Behavioral Skills, Attention Span, and Social Skills:
 - Children who did not attend preschool were over three times more likely to be Not Prepared in taking turns, following directions, responding to authority appropriately, and not being aggressive or withdrawn (26% to 8.1%).
 - Children who did not attend preschool were nearly three times more likely to be Not Prepared in having an age-appropriate attention span and not being sleepy or tired (25.2% to 9%)
 - Children who did not attend preschool were more than three times more likely to be Not Prepared in the areas of cooperation, understanding the rights and feelings of others, and using language to solve problems (17.6% to 5.7%).

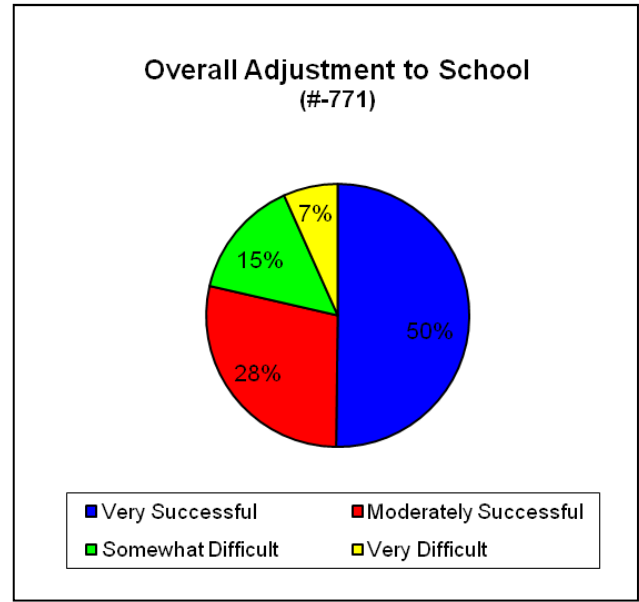


Impact of Preschool on School Readiness Skills (All Children)		Adequately Prepared	Minimally Prepared	Not Prepared	
Pre-Academic Skills	Knows colors, shapes, shows emerging numeracy, completes multi-task sequences	preschool	71.6%	19.5%	8.9%
		no preschool	26.9%	34.6%	38.5%
Emergent Literacy Skills	Demonstrates letter recognition, pre-reading skills, comprehension, book knowledge	preschool	64.0%	21.7%	14.3%
		no preschool	19.1%	26.0%	55.0%
Speech	Has age-appropriate skill in speaking and understanding language, speech is not hard too understand	preschool	73.1%	18.1%	8.8%
		no preschool	41.2%	35.9%	22.9%
Outlook/ Attitude	Is generally enthusiastic and interested in many different things	preschool	84.3%	12.1%	3.6%
		no preschool	61.1%	31.3%	7.6%
Small Motor Skills	Uses scissors, draws, holds crayon, stays within lines, buttons clothes	preschool	66.7%	18.3%	15.0%
		no preschool	32.1%	35.1%	32.8%
Large Motor Skills	Walks, runs, climbs, balances	preschool	92.1%	6.0%	1.9%
		no preschool	73.8%	23.8%	2.3%
Attention Span	Has age-appropriate attention span, generally not sleepy or tired in class	preschool	70.7%	20.2%	9.0%
		no preschool	38.9%	35.9%	25.2%
Behavioral Skills	Takes turns, follows directions, responds to authority appropriately, not overly aggressive or withdrawn	preschool	73.1%	18.8%	8.1%
		no preschool	49.6%	24.4%	26.0%
Hygiene	Is able to take care of toileting, washing hands, wiping nose (with prompting)	preschool	93.8%	4.8%	1.4%
		no preschool	77.1%	19.1%	3.8%
Social Skills	Cooperative, works/plays with others, participates in groups, recognizes rights and feelings of others, uses language to solve problems or to meet wants and needs	preschool	71.2%	23.1%	5.7%
		no preschool	51.9%	30.5%	17.6%
Whole Group		preschool	76.0%	16.3%	7.7%
		no preschool	47.2%	29.7%	23.2%



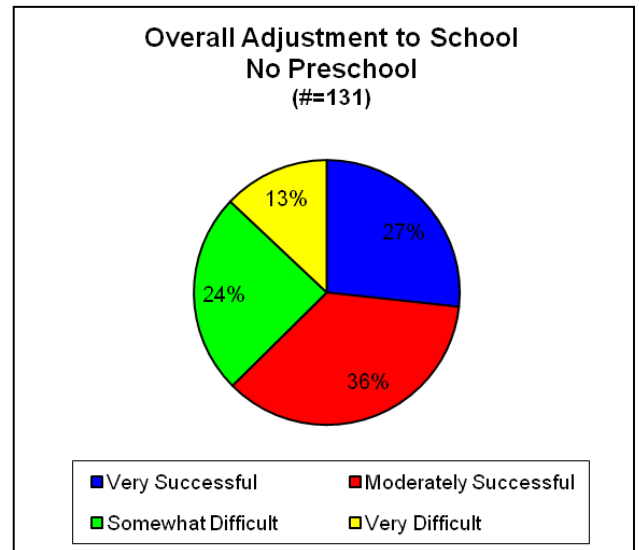
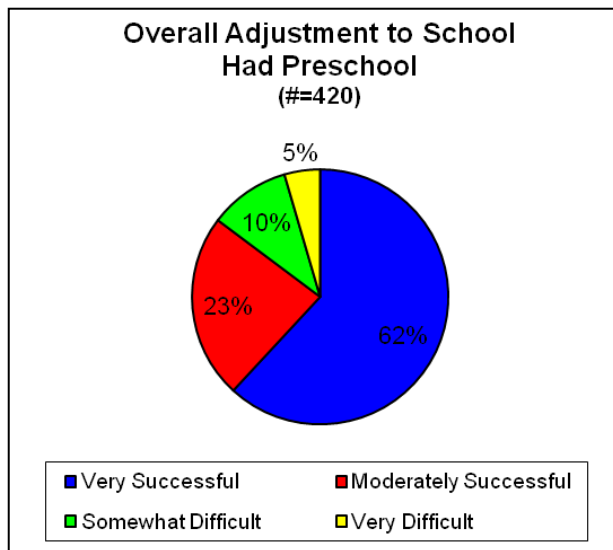
Overall Adjustment to School

The majority of children assessed in the survey had a Very Successful or Moderately Successful transition to school, with 78% having a Very or Moderately Successful transition. Overall, 22% of all children had a Somewhat Difficult or Very Difficult adjustment to school. However, when subpopulations are looked at individually, it is evident that successful transition to school is significantly impacted by preschool attendance, English language skills, and special needs.



Impact of Preschool on Adjustment to School

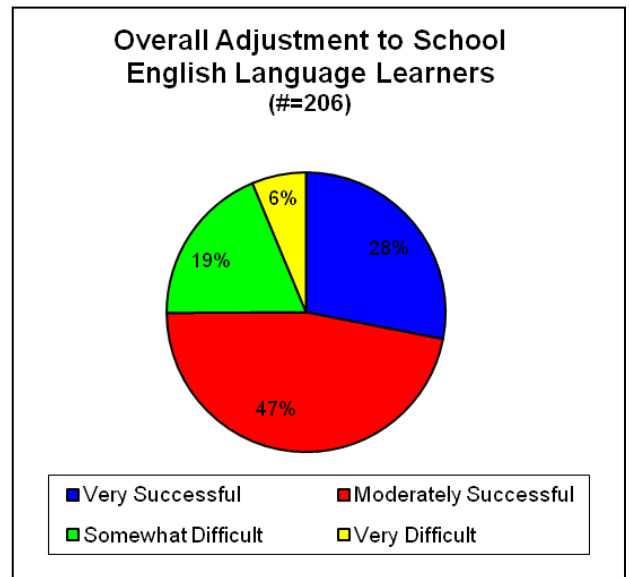
However, once again there is a significant difference in overall adjustment to school between children who had a quality preschool experience and those who did not. Of those who attended preschool, 85% had a successful transition, compared to 59% of those who did not attend preschool.





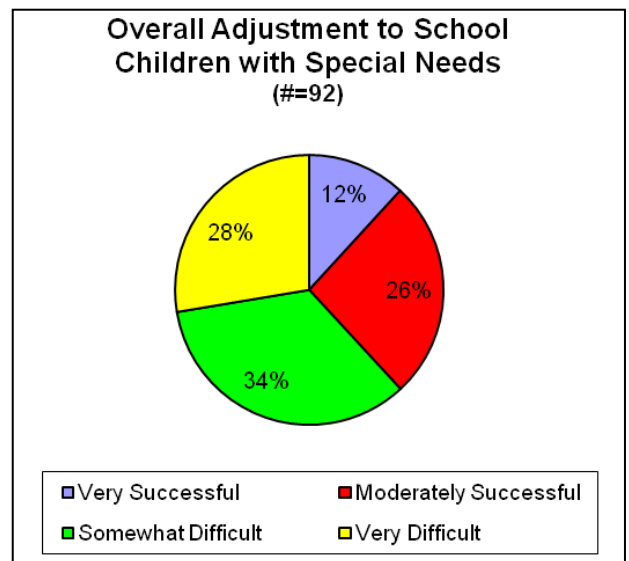
Adjustment among Children who are English Language Learners

Transition to school was slightly more difficult for children who are English Language Learners than for the general population. The majority of English Language Learners had a successful transition; however, when compared to the general population, fewer had a Very Successful adjustment (28% among ELL compared to 50% among the general population), and more had a Successful or Moderately Successful transition (47% among ELL compared to 28% among the general population).



Adjustment to School among Children with Special Needs

Understandably, Children with Special Needs experienced the most difficult transitions to school. This group, which was 10.2% of the general population, was the only subpopulation in which the minority had a successful adjustment to school. Just 12% had a Very Successful transition, and 26% had a Moderately Successful transition. Most had a more difficult time adjusting; 12% had a Somewhat Difficult transition, and 34% had a Very Difficult transition to school. A total of 62% of children with special needs had a difficult transition, compared to 19% of the general population.



Home and Family Support for School Readiness

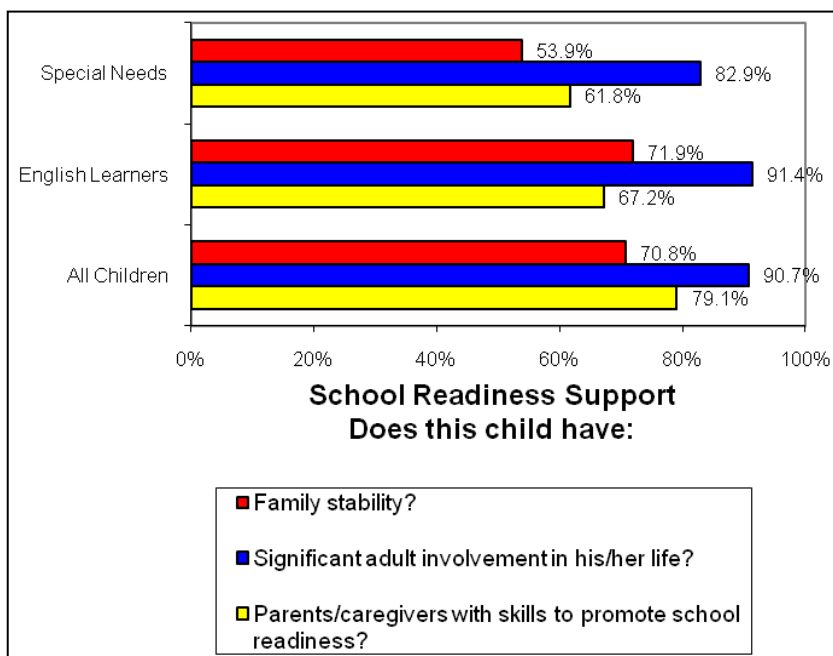
The survey asked teachers three questions to assess whether each child had the home and family support that is an important indicator for school readiness:

- Does this child have parents or caregivers with skills to promote school readiness?
- Does this child have significant adult involvement in his or her life?
- Does this child have family stability?

The results are illustrated in the chart below, which shows the responses for All Children as well as for English Language Learners and Children with Special Needs.



A large majority of children in all three categories have significant adult involvement in their lives, with those results ranging from 91.4% of English Language Learners to 82.9% for Children with Special Needs. Somewhat fewer children in each of the categories have parents with skills to promote school readiness, with 79.1% of All Children, 61.9% of Children with Special Needs, and 67.2% of English Language Learners. Family stability results are somewhat lower in all three populations, ranging from 53.9% of Children with Special Needs, to 71.9% of English Language Learners, and 70.8% of All Children.

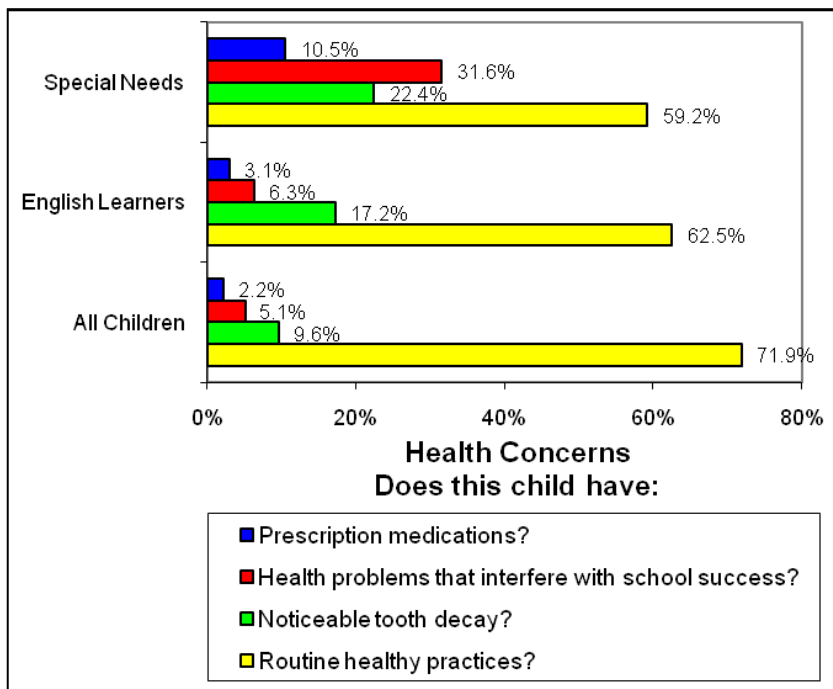


Health Concerns

In addition to asking whether the child has health problems that interfere with school success (i.e., special needs), the survey also addressed three other health-related questions:

- Does this child have noticeable tooth decay?
- Does this child have routine healthy practices?
- Does this child take prescription medications?

The results are illustrated in the chart to the right, which shows the responses for All Children as well as for English Language Learners and Children with Special Needs.



As the chart illustrates, a large majority of children in all three groups has routine healthy practices. The results for “prescription medications” are very low in the All Children and English Language Learners groups; this is due to the fact that, for the most part, teachers answered “Don’t Know” to this question for those two groups. Among Children with Special Needs, 10.5% were on prescription medications.



The results for “noticeable tooth decay” range from 9.6% among all children to 22.4% for Children with Special Needs, and up to 17.2% for English Language Learners.

Results by School Districts

The Commission was provided a full data set for each district. However, the chart on the following page contains a list of the most pertinent survey results broken out by school districts, including the number of All Children from each district, the percentages of English Language Learners and Children with Special Needs, adjustment to school figures, the number who attended or did not attend preschool, and their levels of school readiness/preparedness.

School districts ranged in the **number of All Children** from Manzanita Elementary School District’s 20 to Chico Unified’s 285. Five districts had responses about fewer than 100 students, two had 100-200 students, and only Chico had more than 200 students. There were no responses from the Durham or Biggs districts.

The number of **English Language Learners** differed dramatically. Paradise Unified School District had only 2% of students who were English Language Learners, while 35% of Gridley Unified’s 62 students were in this category. Chico Unified had 16.5% English Language Learners. The average among all districts was 18.8%.

The number of **Children with Special Needs** also varied significantly, with 3.1% in the Bangor district Unified School District to 21% in the Thermalito district, well above the average of 10%. Chico Unified had 9.2% of children identified as having special needs.

To facilitate reporting of the rates of **Adjustment to School**, the chart combines data for the “Very Successful” and “Moderately Successful” adjustment categories and, likewise, for the “Somewhat Difficult” and “Very Difficult” categories. Results range from 58% Successful in the Palermo Union Elementary District to 90% in the Manzanita Unified School District. The average successful adjustment rate was 78.3%. On the Difficult Adjustment end, the results range from a high of 37.4% in the Palermo District to a low of 10% in the Manzanita district. The average for all districts was 21.7%. For Chico Unified, 82.8% had a successful adjustment, and 17.2% had a difficult adjustment.

The results for **Preschool Attendance** are compelling, with vastly more children attending preschool in some districts than in others, with a range from 18.8% in the Bangor Elementary School District to 72.1% in the Paradise Elementary School District. In Chico Unified, 54% attended preschool. On average, 48.4% of children in each district attended preschool.

It is important to note that the teachers were offered the answer “Don’t Know” to the question of whether a child had a quality preschool experience. It is evident from the survey results that teachers in some districts are much more aware of their students’ preschool histories than in others. As a result, **any considerations of the data addressing preschool attendance must take into account the number and percentages of “Don’t Know” responses.** These ranged from a low of 5% in the Manzanita district to 57.5% in the Gridley district. The average was 27.4%, and for Chico Unified it was 34.4%.



Indicators by School District									
School District:	Bangor	Chico	Gridley	Manzanita	Oroville	Palermo	Paradise	Thermalito	Average
1. # of children included in survey	32	285	40	20	59	123	147	62	
2. English Language Learners	9.4%	16.5%	20.0%	35.0%	10.2%	28.5%	2.0%	29.0%	18.8%
3. Children who have Special Needs	3.1%	9.2%	10.3%	5.0%	11.9%	11.5%	8.2%	21.0%	10.0%
Adjustment									
4. Successful Adjustment to School	75.0%	82.8%	85.0%	90.0%	88.1%	62.6%	85.1%	58.1%	78.3%
5. Difficult Adjustment to School	25.0%	17.2%	15.0%	10.0%	11.9%	37.4%	14.9%	41.9%	21.7%
Preschool									
6. Attended preschool	18.8%	54.0%	25.0%	55.0%	67.8%	61.8%	72.1%	32.7%	48.4%
7. Did not attend preschool	40.6%	11.6%	17.5%	40.0%	10.2%	20.3%	9.5%	43.6%	24.2%
8. Not known if attended preschool	40.6%	34.4%	57.5%	5.0%	22.0%	17.9%	18.4%	23.6%	27.4%
School Readiness Preparation									
9. Overall were Adequately Prepared	68.4%	75.4%	69.7%	54.5%	75.1%	54.4%	75.2%	47.4%	65.0%
10. Overall were Minimally Prepared	24.1%	15.6%	19.0%	25.5%	10.1%	27.8%	17.6%	25.5%	20.7%
11. Overall were Not Prepared	7.5%	9.0%	11.3%	20.0%	7.8%	17.8%	7.3%	27.1%	13.5%



The percentages of those who **did not attend preschool** ranged from 9.5% in the Oroville district to 43.6% in the Thermalito district, with an average of 24.2%. In the Chico District, 11.6% did not attend preschool.

In the category of **School Readiness Preparation**, results for “Adequately Prepared” differed markedly from district to district, with a low in the Thermalito district of 47.4% to a high in Chico Unified of 75.2%. The average was 65%. Results in the “Minimally Prepared” category ranged from 10.1% in the Chico Unified to 27.8% in the Gridley District. In the “Not Prepared” category, results ranged from 7.3 % in the Paradise district to 27.1% in the Thermalito district. Chico District’s results were 9%, and the average was 13.5%.



Comparison of Kindergarten Survey Results from 2005, 2008, and 2010 First 5 Butte Children and Families Commission

The results of the 2010 Kindergarten Survey compared to the 2005 and 2008 results were, unfortunately, a disappointing surprise. As the charts on the following pages below show, for each indicator except Social Skills, results showed a decline in School Readiness from 2008 to 2010.

Adequately Prepared

The survey result show that the percentage of children who were Adequately Prepared for school decreased in every category except Social Skills, which had a very slight increase of 0.8%. In the areas of Speech, Small Motor Skills, and Attention Span, the declines since 2008 were from 9% to 9.8%. In the areas of Pre-Academic Skills, Emergent Literacy Skills, Outlook and Attitude, Large Motor Skills, and Hygiene, the declines ranged from 4.6% to 6.2%. The decrease in Behavior Skills was 1.7%.

Minimally Prepared

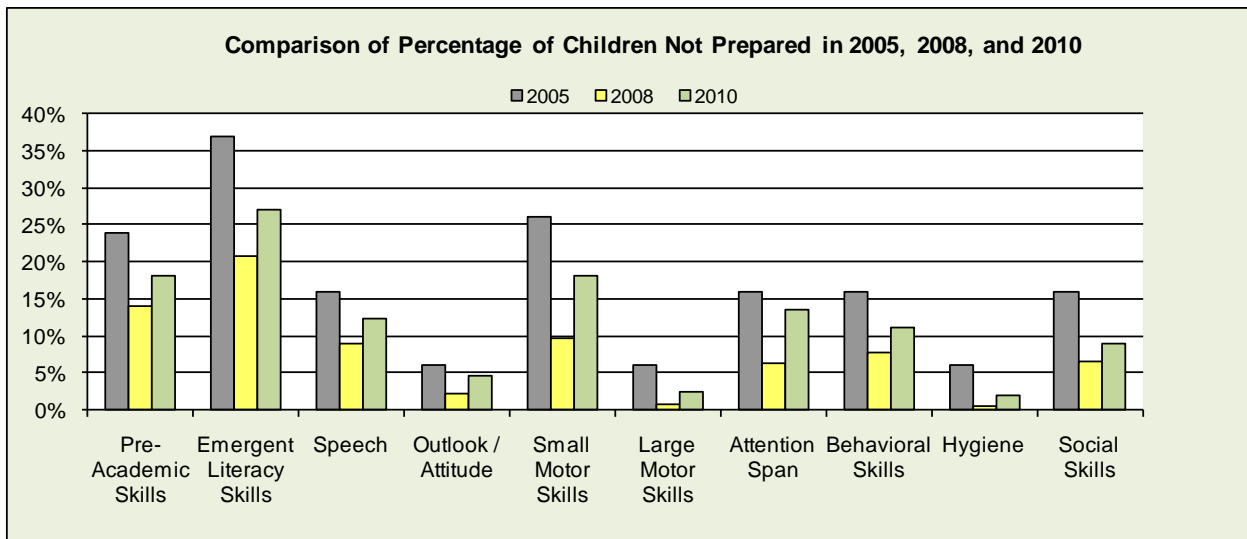
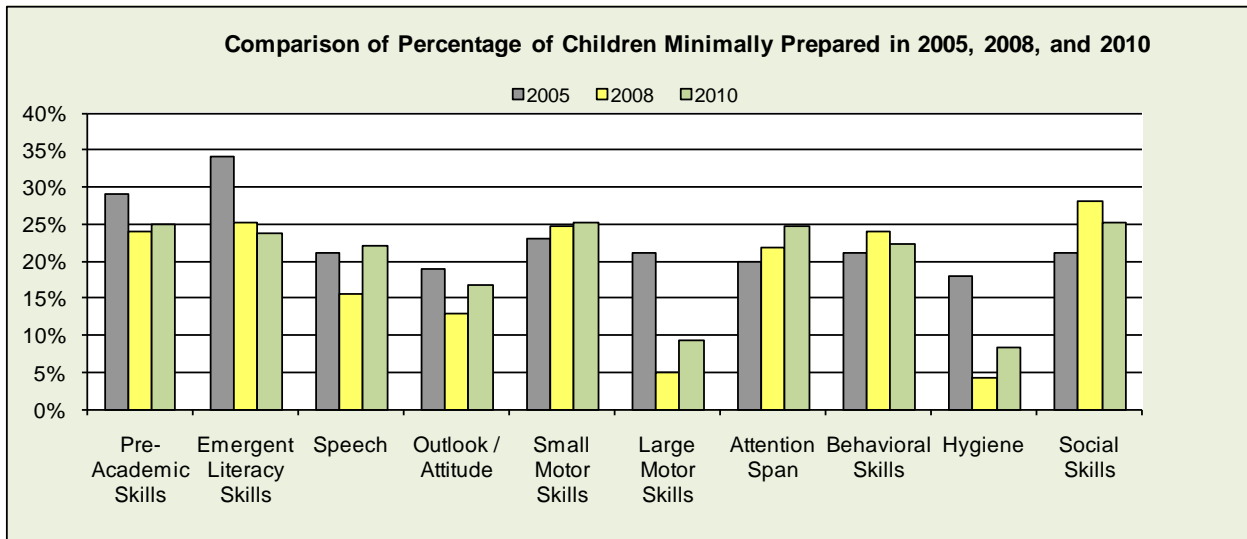
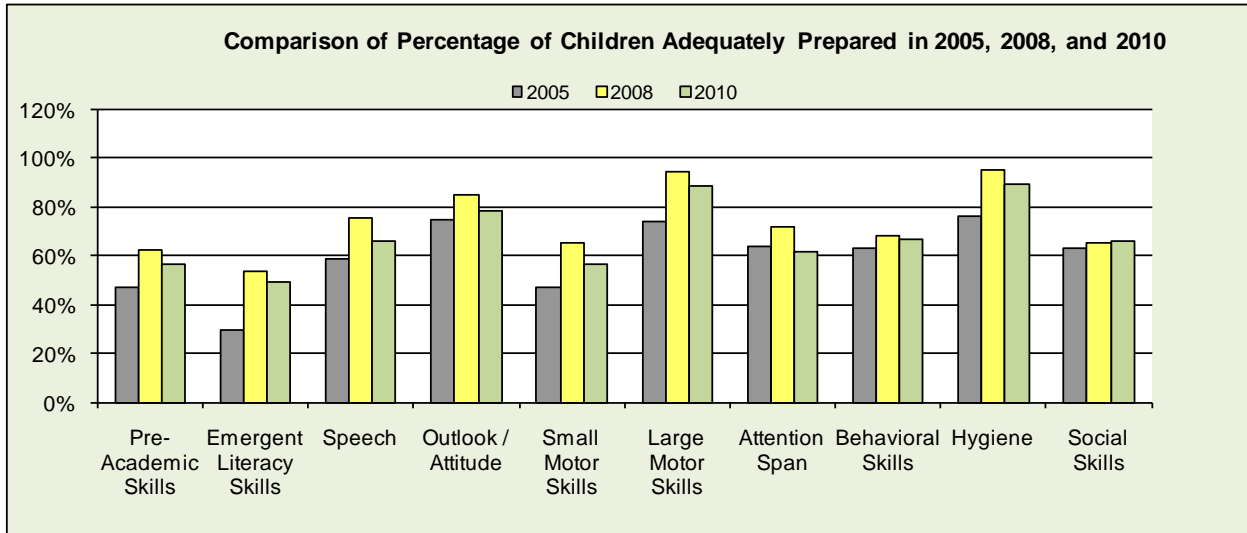
For most indicators (Pre-Academic Skills, Speech, Outlook and Attitude, Small and Large Motor Skills, Attention Span and Hygiene) the decline in the numbers of children who were Adequately Prepared is reflected in an increase in the numbers of children rated as Minimally Prepared. This would indicate that teachers in 2010 see children as less prepared for school overall than in 2008. In the categories of Emergent Literacy Skills and Behavioral Skills there were declines in the numbers of both Adequately and Minimally Prepared children. The small increase in the number of children Adequately Prepared in the category of Social Skills was offset by a larger decrease in the number of children who were Minimally Prepared (3.7%), so that the number of children rated as Adequately or Minimally Prepared in Social Skills decreased overall.

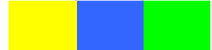
Not Prepared

As would be expected based on the results above, there were increases in the number of children rated as Not Prepared in every one of the ten categories. The percentage of increase for each indicator in the Not Prepared category was:

Increase in Number of Children who were Not Prepared for School	
Pre-Academic Skills	+4.2%
Emergent Literacy Skills	+6.3%
Speech	+3.2%
Outlook / Attitude	+2.3%
Small Motor Skills	+8.5%
Large Motor Skills	+1.5%
Attention Span	+7.1%
Behavioral Skills	+3.4%
Hygiene	+1.4%
Social Skills	+2.4%

In addition to the discussion above, the charts on the following pages provide comprehensive details regarding the percentages of children who were Adequately Prepared, Minimally Prepared and Not Prepared for each of the ten School Readiness Skills indicators.





School Readiness Skills Among Entering Kindergartners in 2005, 2008, 2010		Adequately Prepared			Minimally Prepared			Not Prepared		
		2005	2008	2010	2005	2008	2010	2005	2008	2010
Pre-Academic Skills	Knows colors, shapes, shows emerging numeracy, completes multi-task sequences	47.0%	62.2%	56.9%	29.0%	23.9%	24.9%	24.0%	13.9%	18.1%
Emergent Literacy Skills	Demonstrates letter recognition, pre-reading skills, comprehension, book knowledge	30.0%	53.8%	49.2%	34.0%	25.3%	23.7%	37.0%	20.8%	27.1%
Speech	Has age-appropriate skill in speaking and understanding language, speech is not hard to understand	59.0%	75.3%	65.8%	21.0%	15.7%	22.0%	16.0%	9.0%	12.2%
Outlook/Attitude	Is generally enthusiastic and interested in many different things	75.0%	84.8%	78.6%	19.0%	13.0%	16.9%	6.0%	2.2%	4.5%
Small Motor Skills	Uses scissors, draws, holds crayon, stays within lines, buttons clothes	47.0%	65.5%	56.5%	23.0%	24.8%	25.3%	26.0%	9.7%	18.2%
Large Motor Skills	Walks, runs, climbs, balances	74.0%	94.3%	88.3%	21.0%	4.9%	9.4%	6.0%	0.8%	2.3%
Attention Span	Has age-appropriate attention span, generally not sleepy or tired in class	64.0%	71.7%	61.9%	20.0%	21.9%	24.7%	16.0%	6.3%	13.4%
Behavioral Skills	Takes turns, follows directions, responds to authority appropriately, not overly aggressive or withdrawn	63.0%	68.2%	66.5%	21.0%	24.0%	22.3%	16.0%	7.8%	11.2%
Hygiene	Is able to take care of toileting, washing hands, wiping nose (with prompting)	76.0%	95.4%	89.6%	18.0%	4.2%	8.4%	6.0%	0.5%	1.9%
Social Skills	Cooperative, works/plays with others, participates in groups, recognizes rights and feelings of others, uses language to solve problems or to meet wants and needs	63.0%	65.3%	66.1%	21.0%	28.2%	25.1%	16.0%	6.4%	8.8%
All School Readiness Skills combined			73.6%	67.9%		18.7%	20.3%		7.8%	11.8%



Contributing Factors

In considering the factors that may have contributed to these decreases in the numbers of children prepared for school, it is important to keep in mind that the student-teacher ratio increased significantly. At nearly every school there was at least one fewer kindergarten teacher in 2010, no doubt due to severe cuts to school budgets and related teacher layoffs. The average number of students per class among the 2010 respondents was 23.4, while in 2008 it was 18.4, and in 2005 it was 18.

The lower number of teachers who responded in 2010 (33 compared to 60) is most likely due to two factors. The first is increased class size and work load. In 2010, many more teachers who either responded that they were unable to find time to complete the survey (“I just can’t do one more thing”) or they simply ignored or didn’t have time to respond to multiple email and phone attempts to elicit a response. The second is that there are fewer teachers overall. In 2008, 60 of 123 teachers responded (49% percent) compared to 33 of 91 (36%) in 2010.

The survey, which focuses on the individual kindergarten students, doesn’t provide enough information to determine any particular cause for the decline in overall School Readiness preparedness. However, contributing factors may include the following possibilities:

Teachers’ perspective

- There is perhaps more emphasis on meeting state standards; standards may have increased or become more of a controlling factor, and expectations on the part of administrators and/or teachers may have elevated since 2008.
- It is possible the larger class sizes make it more difficult for teachers to get to know the individual children as well as when there are fewer children per class and are, therefore, more inclined to rate them as less prepared.

Children’s perspective

The increased stress and distraction that often results from higher class sizes might create environments in which the children cannot perform at their best.

Social and economic factors

It is possible that families are under considerably more stress, either emotionally or financially, and are not able to spend as much time preparing their preschoolers for school, or that other social or economic factors are impacting families in ways that translate into a less prepared pre-kindergarten population.

Preschool as a possible factor

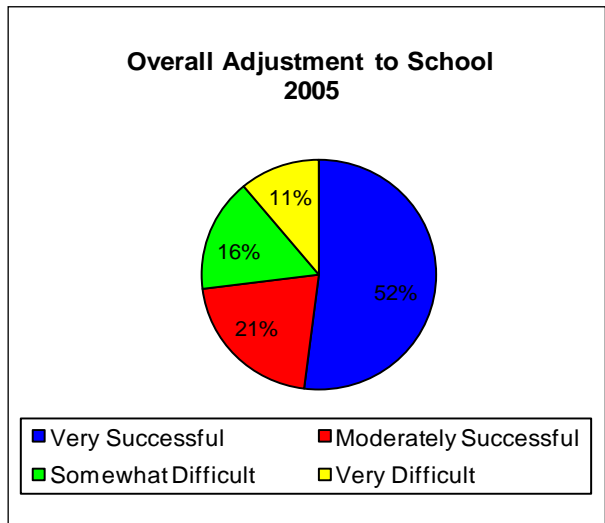
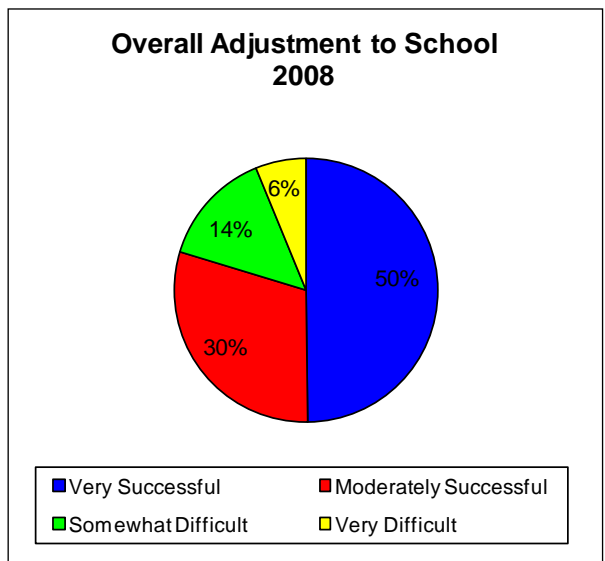
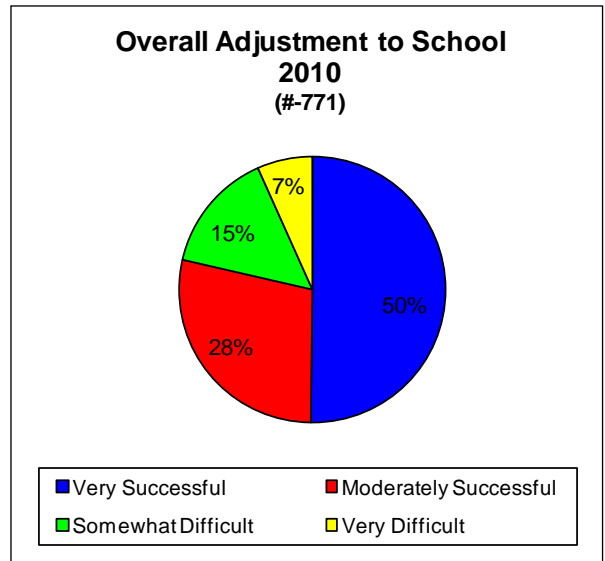
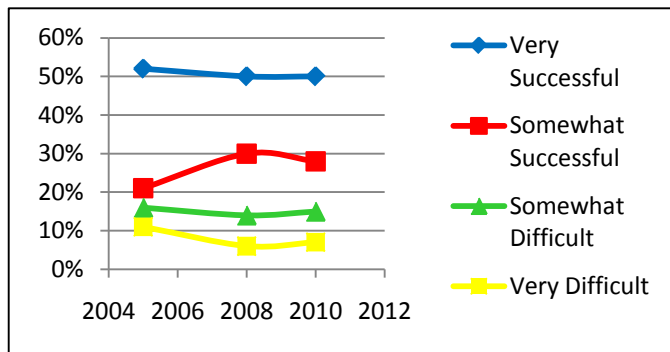
While the survey continues to show that a preschool experience makes a powerful difference to school readiness levels, the 2010 results among children who attended preschool are consistent with the decline in school readiness since 2008. It is possible that preschools are also serving increased numbers of children and not being quite as effective as they were in 2008 in preparing children for kindergarten, or that they, too, have experienced budget and staff cuts so children or curricula are not receiving the same level of attention.



Transition to School

There has been remarkably little change in the Overall Adjustment to School over the three surveys. In fact, the results from 2008 and 2010 are nearly identical, with the decreases in the numbers of children who were not as prepared for school reflected in the slight increases of percentages of children who had a more difficult time adjusting to school. Unfortunately, the Adjustment to School ratings, once again, do not show the improvement in school readiness that was anticipated.

The percentage of children who had a Very Successful transition to school remained nearly identical in 2010 compared to 2008, at 50% both years. There was a small decrease in the Moderately Successful category, which decreased to 28% in 2010 from 30% in 2008. The two percent difference shows up as a percentage point each in the Somewhat Difficult and Very Difficult categories.

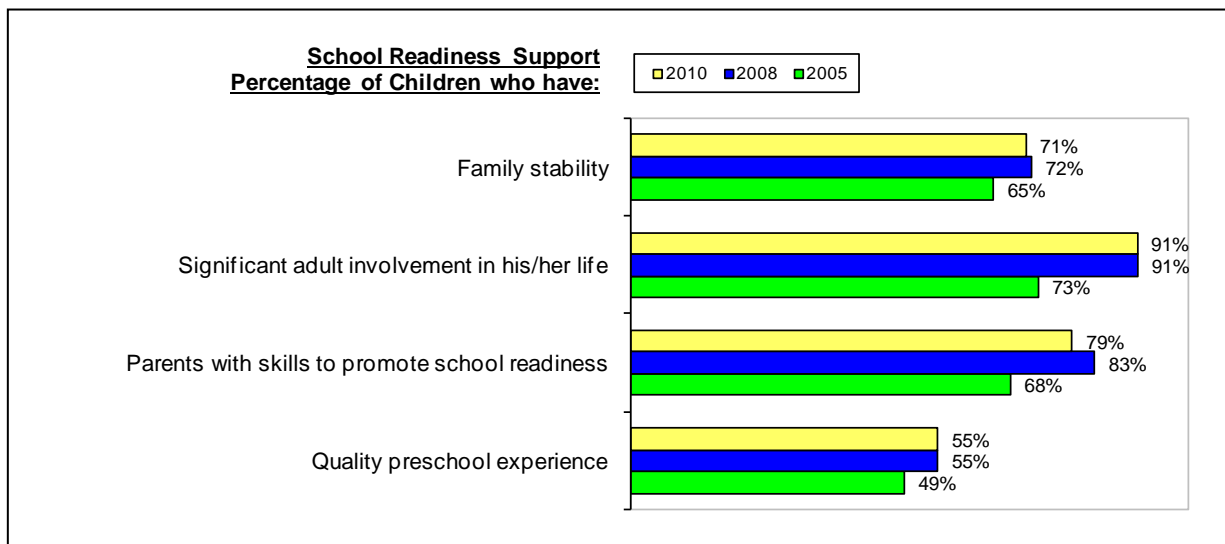




School Readiness Support

School Readiness Support	All Children			English Learners		Special Needs	
	2005	2008	2010	2008	2010	2008	2010
Good routine health practices	69.0%	80.3%	71.9%	74.8%	62.5%	73.9%	59.2%
Noticeable tooth decay	10.0%	11.9%	9.6%	18.5%	17.2%	16.3%	22.4%
Health problems that interfere with school success	5.0%	4.3%	5.1%	4.4%	6.3%	28.3%	31.6%
Prescription medications	6.0%	3.0%	2.2%	1.9%	3.1%	20.7%	10.5%
Parents with skills to promote school readiness	68.0%	83.1%	79.1%	68.0%	67.2%	75.8%	61.8%
Significant adult involvement in his/her life	73.0%	90.8%	90.7%	88.3%	91.4%	91.3%	82.9%
Family stability	65.0%	71.8%	70.8%	75.2%	71.9%	58.7%	53.9%

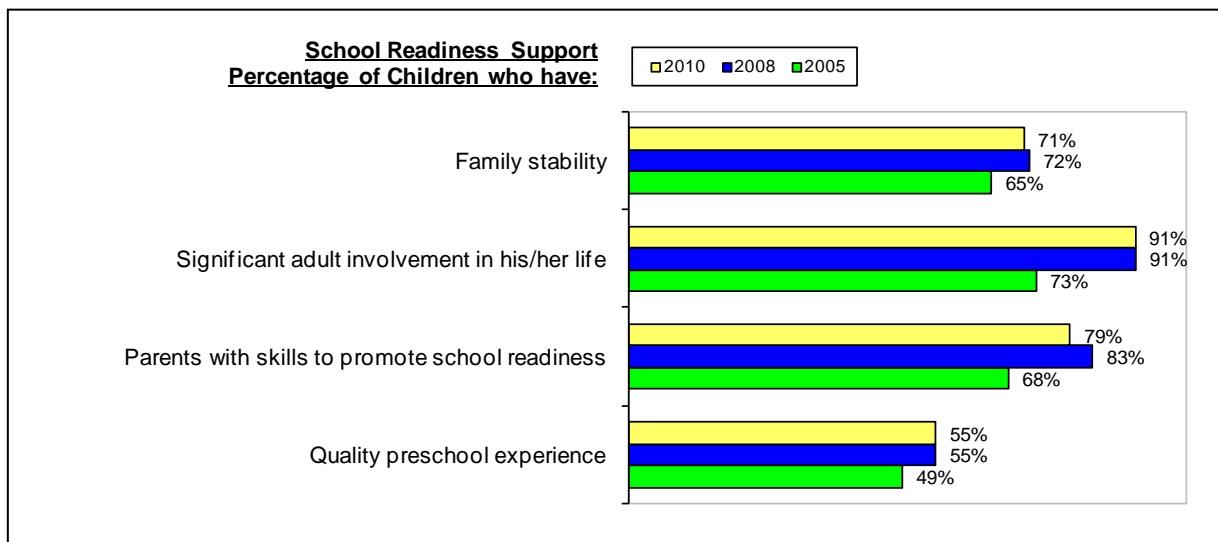
The results on the accompanying charts indicate that in 2010 fewer children had the kinds of support that increase School Readiness. There was no increase in any of these areas, with Significant Adult Involvement and Quality Preschool Experience nearly identical to 2008 levels, and Family Stability and Parents with Skills to Promote School Readiness somewhat decreased from 2008 to 2010. The greatest decrease is in the category of Parents with Skills to Promote School Readiness, with a 4% decrease. These results may provide further evidence that socio-economic factors have impacted families' abilities to help prepare children for school.





Health Related Indicators

The 2010 results are mixed for the health-related indicators (see chart on following page) when compared to 2008 and 2005 results. It is difficult to determine the meaning of a steady decrease in prescription drug usage from 6% in 2005 to 3% in 2008 and 2% in 2010, which could be due to a medical trend toward prescribing fewer medications for young children, or to an increasing inability to afford medications or have access to health insurance. There was a slight, though probably not significant, increase in the number of children who have health problems that interfere with school success (generally considered to be children who have special needs).



One bright spot in the survey is that there was a 2.3% decrease in the percentage of all children who have Noticeable Tooth Decay and a 1.3% decrease in the percentage of English Learners with Noticeable Tooth Decay. Unfortunately this decrease was not evident among Children with Special Needs; that group showed a 5.9 increase in Noticeable Tooth Decay.

Conclusion and Recommendations

The results of the 2010 First 5 Butte County Kindergarten Teachers' Survey revealed that the task of improving school readiness continues to pose challenges. The survey was not designed to provide the information that would help the Commission determine which factors have caused the overall decline, or perceived decline, in School Readiness among Butte County's kindergarten students. Rather than take these results at face value and use them as a basis for decision-making, it would be beneficial to conduct follow-up evaluation activities to help determine the factors that contributed to these results. Those activities should include conducting focus interviews and discussions with groups of kindergarten teachers, parents, pre-school teachers and other stakeholders. The additional information would allow the Commissioners to make better-informed decisions.

commission use only		For your convenience, use this row to enter each student's first name or initials. To protect confidentiality, please remove student identifiers before returning.																								
Teacher		DIRECTIONS: Fill in one column for each student. (If you have more than 25 students in one class, please make a copy. If you teach more than one class, please use a separate survey for each class.) For each of the Categories in the left column, please indicate the level of preparation that the child had when s/he ENTERED kindergarten, by writing/typing an A, M, or N into the box, according to the following key:																								
School																										
# of Students																										
CATEGORIES		A = Adequately Prepared							M = Minimally Prepared							N = Not Prepared										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Pre-Academic Skills	Knows colors, shapes, shows emerging numeracy, completes multi-task sequences																									
Emergent Literacy Skills	Demonstrates letter recognition, pre-reading skills, comprehension, book knowledge																									
Speech	Has age-appropriate skill in speaking and understanding language, speech is not hard to understand																									
Outlook/ Attitude	Is generally enthusiastic and interested in many different things																									
Small Motor Skills	Uses scissors, draws, holds crayon, stays within lines, buttons clothes																									
Large Motor Skills	Walks, runs, climbs, balances																									
Attention Span	Has age-appropriate attention span, generally not sleepy or tired in class																									
Behavioral Skills	Takes turns, follows directions, responds to authority appropriately, not overly aggressive or withdrawn																									
Hygiene	Is able to take care of toileting, washing hands, wiping nose (with prompting)																									
Social Skills	Cooperative, works/plays with others, participates in groups, recognizes rights and feelings of others, uses language to solve problems or to meet wants and needs																									



Results for Target Schools Compared to Results for All Schools

The information in Appendix 3 provides overall information about particular schools that First 5 Butte County has targeted for specific interventions. First 5's targeted schools are:

- **Oakdale Heights Elementary School** in the Oroville City Elementary School District
- **Rosedale Elementary School** in the Chico Unified School District
- **Chapman Elementary School** in the Chico Unified School District
- **Poplar Avenue Elementary School** in the Thermalito Union Elementary School District
- **Berry Creek Elementary School** in the Pioneer Union Elementary School District

Data is available for both 2008 and 2010 from Oakdale Heights, Rosedale, and Chapman Schools, and from Poplar Avenue School in 2008. There were no respondents from Berry Creek School kindergarten teachers in either year.

Results for Target Schools Among Children who were Adequately Prepared for School

The available data does indicate that the students in the target schools are somewhat better prepared in most school readiness areas than the average student in the county. The chart below and the graphs on the following page illustrate the results among students who were Adequately Prepared for school.

# Adequately Prepared School Readiness Categories	2008					2010			
	All Schools	Oakdale #=58	Rosedale #=43	Chapman #=20	Poplar #=34	All Schools	Oakdale #=30	Rosedale #=27	Chapman #=19
Pre-Academic Skills	62.2%	58.6%	62.8%	60.0%	55.9%	56.9%	66.7%	74.1%	64.1%
Emergent Literacy Skills	53.8%	46.6%	65.1%	55.0%	55.9%	49.2%	46.7%	70.4%	48.7%
Speech	75.3%	74.1%	93.0%	75.0%	61.8%	65.8%	73.3%	85.2%	79.5%
Outlook / Attitude	84.8%	84.5%	88.4%	85.0%	70.6%	78.6%	76.7%	88.9%	87.2%
Small Motor Skills	65.5%	67.2%	60.5%	70.0%	79.4%	56.5%	56.7%	92.6%	53.8%
Large Motor Skills	94.3%	96.6%	93.0%	100.0%	94.1%	88.3%	96.7%	92.6%	100.0%
Attention Span	71.7%	65.5%	72.1%	80.0%	82.4%	61.9%	46.7%	63.0%	74.4%
Behavioral Skills	68.2%	70.7%	55.8%	75.0%	76.5%	66.5%	83.3%	66.7%	76.9%
Hygiene	95.4%	100.0%	97.7%	100.0%	97.1%	89.6%	100.0%	100.0%	97.4%
Social Skills	65.3%	65.5%	65.1%	100.0%	82.4%	66.1%	76.7%	74.1%	92.3%

School Readiness Indicators

In 2010 kindergarten students in **Oakdale Heights** were better prepared than average in the areas of Pre-Academic Skills, Speech, Large Motor Skills, Behavioral Skills, Hygiene, and Social Skills. However, they were below the average in the areas of Emergent Literacy Skills and Attention Span, and were even with the average in the area of Small Motor Skills.

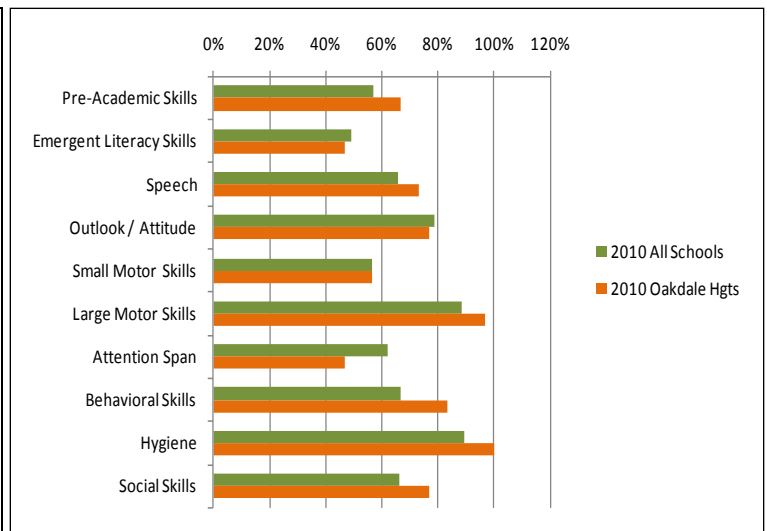
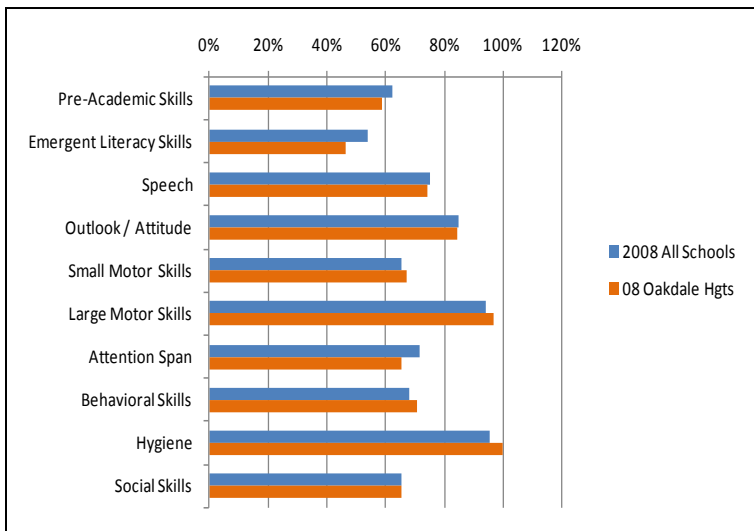
The results for **Rosedale Elementary** show that by 2010 the kindergarten students there were better prepared than average in all of the school readiness categories, usually by significant margins, though they were very close to average in the areas of Attention Span and Behavioral Skills.



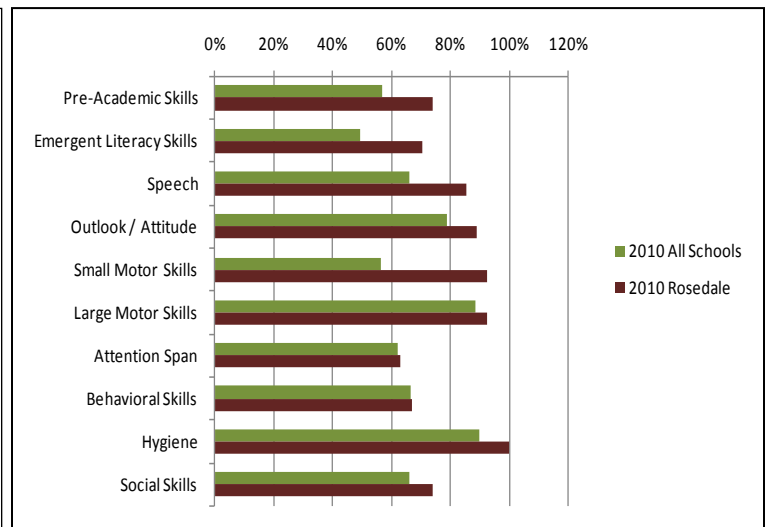
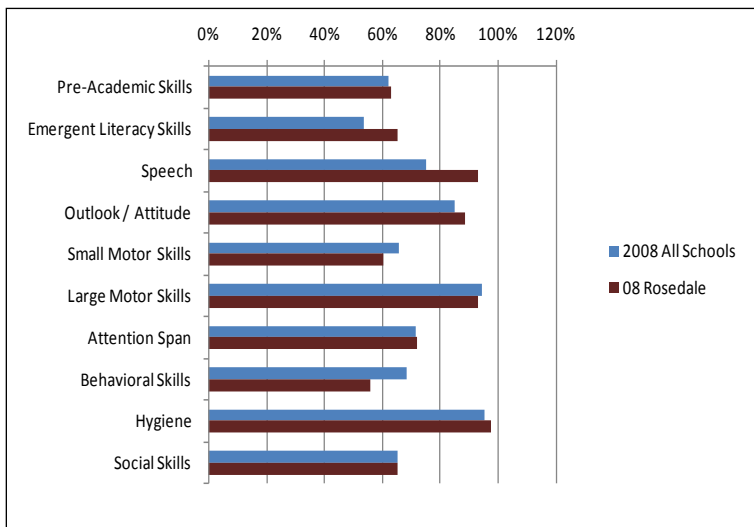
The 2010 results for **Chapman School** in 2010 indicate that the kindergarten students there were better prepared in all areas except Emergent Literacy Skills and Small Motor Skills. In those two areas, however, they were within a few percentages of the average.

The **Poplar Avenue School** 2008 results (the only year for which there is data) show that children there were better prepared than average in the areas of Emergent Literacy Skills, Small Motor Skills, Attention Span, Behavioral Skills, Hygiene and Social Skills, below the average in Pre-Academic Skills, Speech, and Attitude, and just at the average for Large Motor Skills.

Oakdale Heights Elementary School

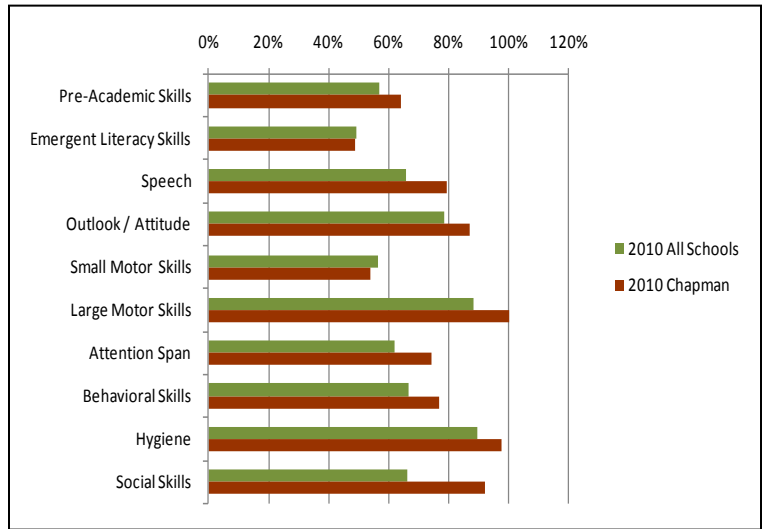
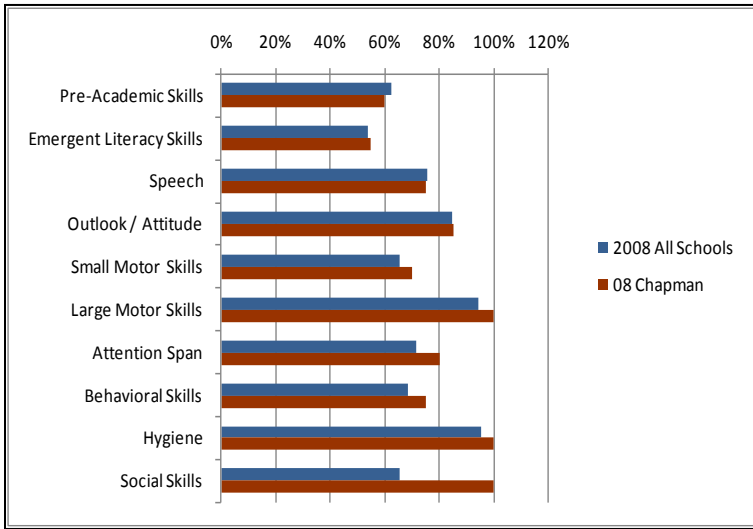


Rosedale Elementary School

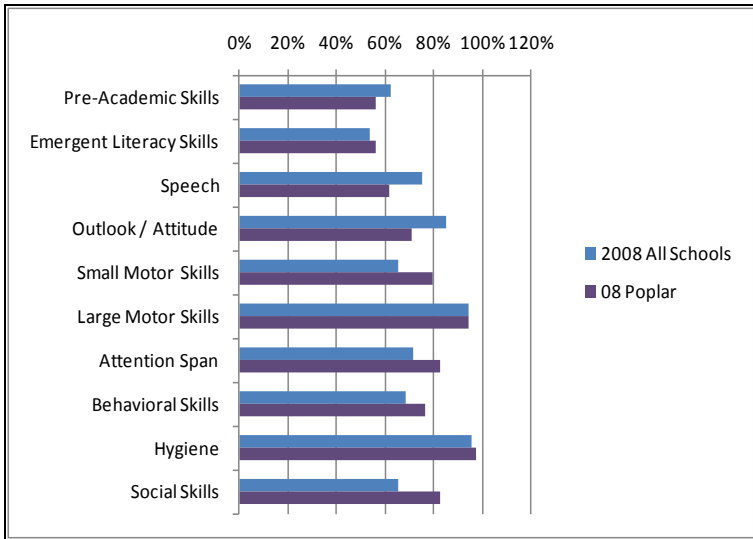




Chapman Elementary School



Poplar Avenue School



(no data available for 2010)



Results for Target Schools for School Readiness Support Indicators

The chart below and graphs on the following pages show the results for the School Readiness Support Indicators for Oakdale Heights School, Rosedale, and Chapman Schools for both 2008 and 2010, and for Poplar Avenue School for 2010. The figures represent the number of teachers who answered “yes” when asked whether the child had each of the listed indicators.

In 2008 **Oakdale Heights** showed above average results in the areas of routine health practices, noticeable tooth decay, health problems that interfere with school success, prescription medications, and significant adult involvement in their lives. Oakdale was below the average results in the areas of parents with the skills to promote school readiness and family stability. By 2010, there were some significant differences. Routine healthy practices jumped to 100%, and noticeable tooth decay dropped to just 3.3%. The incidence of children with health problems that interfered with school and were taking prescription medications was 0%. It is striking that 100% of the children in the responses from Oakdale Heights had parents with skills to promote school readiness and significant adult involvement, while only 33.3% had family stability.

The results for **Rosedale School** show that in 2008 the biggest difference from the averages was that 60.5% of the children had routine healthy practices, significantly lower than the average of 80.3%. In 2010, this trend continues, with 59.3% of children having routine healthy practices, compared to 71.9% overall average. However, Rosedale, unlike Oakdale Heights, had lower than average results for having parents with skills to promote school readiness (70.4%) but higher than average significant adult involvement (100%). Like Oakdale, Rosedale teachers reported that 100% of the children had family stability.

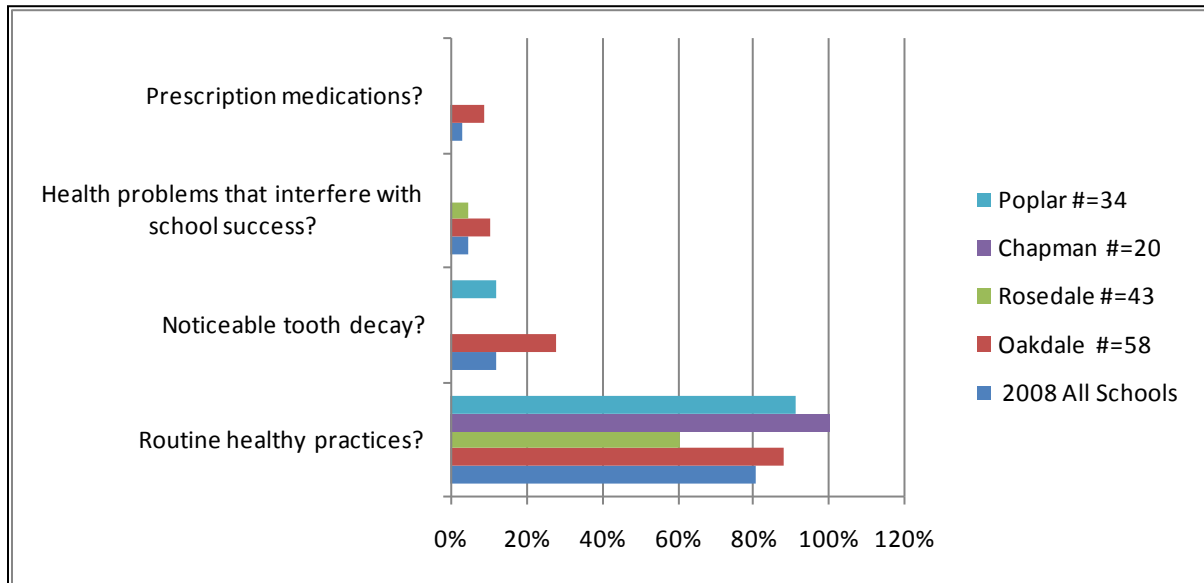
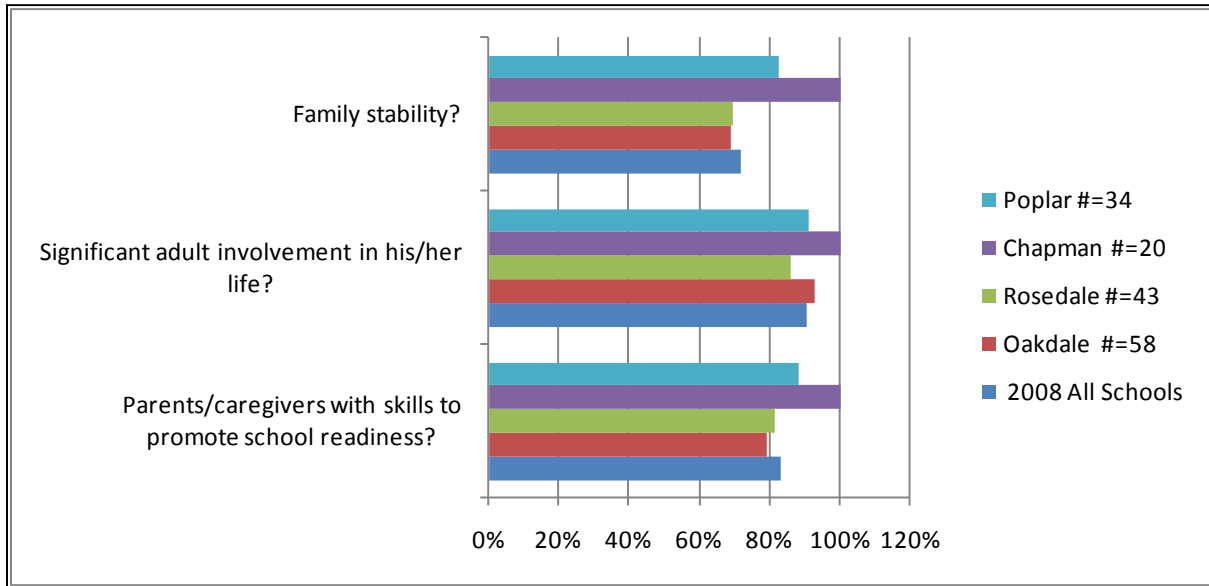
The results from **Chapman School** in both years indicate that most likely the respondent (who was the same teacher each year) was not highly engaged in this section of the survey. Unfortunately, the data, a series of 0% or 100% offers little for thought or discussion.

The data from **Poplar Avenue School** in 2008 show higher than average results in all areas except noticeable tooth decay, which was right at the average at 11.8%. They significantly higher than average in the areas of family stability and routine healthy practices.

School Readiness Support	2008					2010			
	2008 All Schools	Oakdale #=58	Rosedale #=43	Chapman #=20	Poplar #=34	2010 All Schools	Oakdale #=30	Rosedale #=27	Chapman #=39
Routine healthy practices?	80.3%	87.9%	60.5%	100.0%	91.2%	71.90%	100.0%	59.3%	97.4%
Noticeable tooth decay?	11.9%	27.6%	0.0%	0.0%	11.8%	9.60%	3.3%	0.0%	0.0%
Health problems that interfere with school success?	4.3%	10.3%	4.7%	0.0%	0.0%	5.10%	0.0%	3.7%	0.0%
Prescription medications?	3.0%	8.6%	0.0%	0.0%	0.0%	2.20%	0.0%	0.0%	0.0%
Parents/caregivers with skills to promote school readiness?	83.1%	79.3%	81.4%	100.0%	88.2%	79.10%	100.0%	70.4%	94.9%
Significant adult involvement in his/her life?	90.8%	93.1%	86.0%	100.0%	91.2%	90.70%	100.0%	100.0%	100.0%
Family stability?	71.8%	69.0%	69.8%	100.0%	82.4%	70.80%	33.3%	51.9%	100.0%



Target Schools School Readiness Support Indicators 2008 – Target Schools





Target Schools School Readiness Support Indicators 2010

