



**First 5 Butte County Children and Families Commission
2008 Kindergarten Teacher Survey
Survey Results Report**

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January 5, 2009

Introduction

In 2005 the Butte County Children and Families Commission conducted a survey of kindergarten teachers 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. This report provides the results of the 2008 survey, and Appendix 1 provides a comparison of the 2005 and 2008 results.

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

Survey Components

The 2008 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 October and November 2008 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 (37%) or mail (63%). Follow-up requests via phone or email were made weekly for four weeks, then as indicated thereafter.



Responses

Of 123 kindergarten teachers in Butte County, 60 (49%) responded to the survey. They represented 10 of 13 districts (77%), and 24 of 32 schools (80%). Their responses included information on 1105 of Butte County's 2285 kindergarten students (48%). Of these,

- 8.9% had special needs,
- 22.2% were English language learners,
- 53.7% were known to have attended preschool (teachers were unsure about preschool attendance for 27.4% of the children).

Report Components

The 2008 Kindergarten Teacher Survey results provide a wealth of information; only the most pertinent information has been included in this written report, which includes:

- 2008 Kindergarten Survey Results
- Summary
- Appendix 1: Comparison of Kindergarten Survey Results from 2005 and 2008
- Appendix 2: 2008 Kindergarten Survey tool

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. For more information contact Gloria Wyeth at 530-899-7962 or email gloriawyeth@comcast.net.



2008 Kindergarten Survey Results

Results in 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 the following page, 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, 92.3% of kindergarten students are either Adequately (73.6%) or Minimally (18.7%) prepared for kindergarten
- Overall, 89.3% of English Language Learners are either Adequately (67%) or Minimally (22.3%) prepared for kindergarten
- Overall, 79.4% of Children with Special Needs are either Adequately (53.3%) or Minimally (26.1%) prepared for kindergarten

In all three populations, children were least prepared in the areas of **Emergent Literacy Skills**. Only 53.8% of All Children, 37.9% of English Language Learners, and 39.1% of Children with Special Needs were Adequately Prepared in this area. This indicator also received the highest number of Not Prepared responses, with 20.8% of All Children, 34% of English Language Learners, and 33.7% of Children with Special Needs being unprepared in Emergent Literacy Skills.

Children were also less prepared in the area of **Pre-Academic Skills**, which includes “knows colors, shapes, shows emerging numeracy and completes sequential tasks.” In this area, 62.2% of All Children, 45.6% of English Language Learners, and 47.8% of Children with Special Needs were Adequately Prepared in this area. The Not Prepared responses were 13.9% of All Children, 24.3% of English Language Learners, and 29.3% 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.

In general, the School Readiness Skills results indicate that while children in Butte County are fairly well-prepared for kindergarten overall, they are less prepared in the academic and behavioral/social skills categories that in other areas, and English Language Learners and Children with Special Needs are somewhat less prepared than the general population.

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	62.2%	45.6%	47.8%	23.9%	30.1%	22.8%	13.9%	24.3%	29.3%
Emergent Literacy Skills	Demonstrates letter recognition, pre-reading skills, comprehension, book knowledge	53.8%	37.9%	39.1%	25.3%	28.2%	27.2%	20.8%	34.0%	33.7%
Speech	Has age-appropriate skill in speaking and understanding language, speech is not hard to understand	75.3%	52.9%	42.4%	15.7%	27.7%	21.7%	9.0%	19.4%	35.9%
Outlook/Attitude	Is generally enthusiastic and interested in many different things	84.8%	73.8%	73.9%	13.0%	22.3%	21.7%	2.2%	3.4%	4.3%
Small Motor Skills	Uses scissors, draws, holds crayon, stays within lines, buttons clothes	65.5%	60.7%	39.1%	24.8%	27.2%	32.6%	9.7%	11.7%	28.3%
Large Motor Skills	Walks, runs, climbs, balances	94.3%	93.2%	84.8%	4.9%	4.9%	13.0%	0.8%	0.5%	2.2%
Attention Span	Has age-appropriate attention span, generally not sleepy or tired in class	71.7%	73.8%	47.8%	21.9%	22.3%	32.6%	6.3%	3.9%	19.6%
Behavioral Skills	Takes turns, follows directions, responds to authority appropriately, not overly aggressive or withdrawn	68.2%	71.8%	43.5%	24.0%	22.8%	34.8%	7.8%	5.3%	21.7%
Hygiene	Is able to take care of toileting, washing hands, wiping nose (with prompting)	95.4%	93.2%	89.1%	4.2%	4.9%	8.7%	0.5%	0.5%	2.2%
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	65.3%	66.0%	29.3%	28.2%	29.1%	45.7%	6.4%	4.9%	25.0%
All School Readiness Skills combined		73.6%	67.0%	53.3%	18.7%	22.3%	26.1%	7.8%	10.7%	20.7%

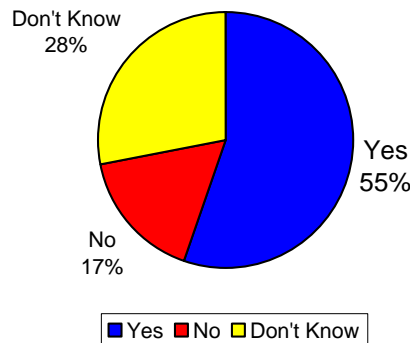


Impact of Preschool on School Readiness

This survey overwhelmingly supports the commonly held assumption that attending preschool has a powerfully positive impact on School Readiness.

Among All Children (#=1105) in the survey, the teachers were aware that 610 (55.3%) had what they considered a “quality preschool experience,” and that 183 (16.6%) 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 28.2% of the children.

Preschool Attendance among All Children



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, only 3.5% were assessed as Not Prepared, compared to 18.3% 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, 46.4% were Not Prepared in the area of Emergent Literacy, and 39.3% were Not Prepared in Pre-Academic Skills. Conversely, among the children who did attend preschool, 7.7% were Not Prepared in the area of Emergent Literacy, and 3.4% were Not Prepared in the area of Pre-Academic Skills.
- In the area of Small Motor Skills, 27.9% of those who did not attend preschool were Not Prepared, while 3.3% 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 three times more likely to be Not Prepared in taking turns, following directions, responding to authority appropriately, and not being aggressive or withdrawn.
 - Children who did not attend preschool were three times more likely to be Not Prepared in having an age-appropriate attention span and not being sleepy or tired.



- Children who did not attend preschool were nearly four 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.

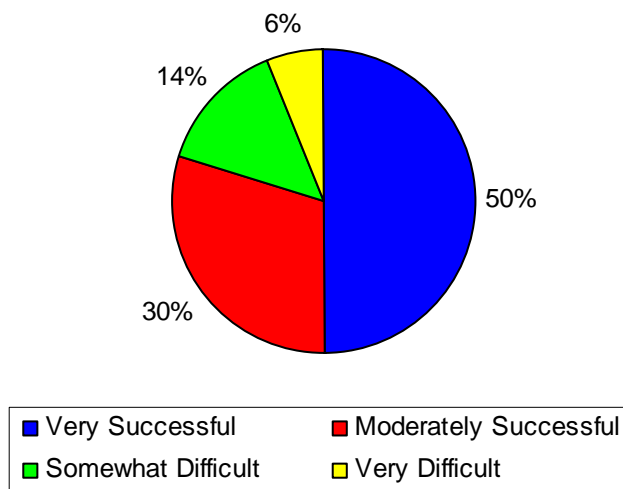
Impact of Preschool on School Readiness Skills (All Children)			Adequately Prepared	Minimally Prepared	Not Prepared
Pre-Academic Skills	Knows colors, shapes, shows emerging numeracy, completes multi-task sequences	preschool	77.5%	19.0%	3.4%
		no preschool	30.6%	30.1%	39.3%
Emergent Literacy Skills	Demonstrates letter recognition, pre-reading skills, comprehension, book knowledge	preschool	71.0%	21.3%	7.7%
		no preschool	20.8%	32.8%	46.4%
Speech	Has age-appropriate skill in speaking and understanding language, speech is not hard too understand	preschool	82.8%	12.5%	5.2%
		no preschool	63.9%	19.1%	16.9%
Outlook/Attitude	Is generally enthusiastic and interested in many different things	preschool	90.8%	7.9%	1.3%
		no preschool	74.3%	20.8%	4.9%
Small Motor Skills	Uses scissors, draws, holds crayon, stays within lines, buttons clothes	preschool	76.8%	19.9%	3.3%
		no preschool	37.7%	34.4%	27.9%
Large Motor Skills	Walks, runs, climbs, balances	preschool	96.3%	3.3%	0.3%
		no preschool	89.0%	8.3%	2.8%
Attention Span	Has age-appropriate attention span, generally not sleepy or tired in class	preschool	79.0%	17.1%	3.9%
		no preschool	58.5%	30.6%	10.9%
Behavioral Skills	Takes turns, follows directions, responds to authority appropriately, not overly aggressive or withdrawn	preschool	72.9%	22.0%	5.1%
		no preschool	53.6%	29.5%	16.9%
Hygiene	Is able to take care of toileting, washing hands, wiping nose (with prompting)	preschool	98.0%	1.8%	0.2%
		no preschool	86.7%	11.0%	2.2%
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	preschool	71.7%	24.5%	3.8%
		no preschool	47.0%	38.3%	14.8%
Whole Group		preschool	81.5%	15.0%	3.5%
		no preschool	56.2%	25.5%	18.3%



Overall Adjustment to School

The majority of children assessed in the survey had a Very Successful or Moderately Successful transition to school, with 80% having a Very or Moderately Successful transition. Overall, only 20% 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.

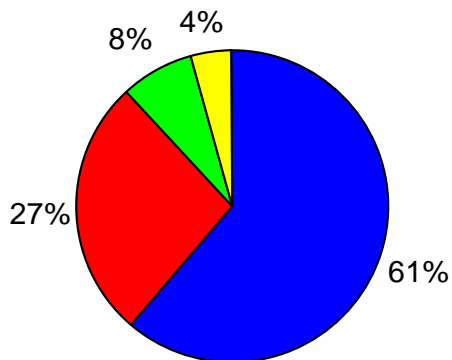
Overall Adjustment to School (#-1105)



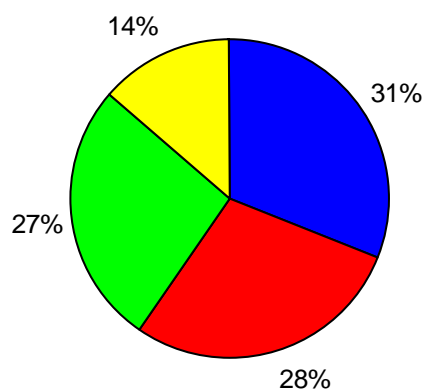
Impact of Preschool on Adjustment to School

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, 88% had a successful transition, compared to 59% of those who did not attend preschool.

Overall Adjustment to School Had Preschool



Overall Adjustment to School No Preschool

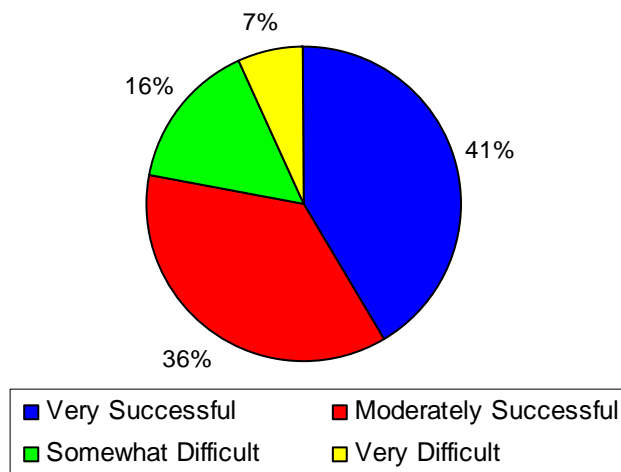




Adjustment among children who are English Language Learners

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 (41% among ELL compared to 50% among the general population), and more had a or Moderately Successful transition (36% among ELL compared to 30% among the general population).

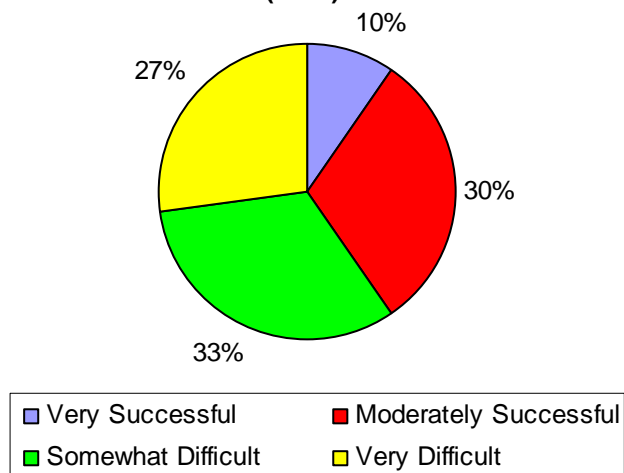
Overall Adjustment to School English Language Learners (#=206)



Adjustment to School among children with Special Needs

Understandably, Children with Special Needs experienced the most difficult transitions to school. This group, which was 8.9% of the general population, was the only subpopulation in which the minority had a successful adjustment to school. Just 10% had a Very Successful transition, and 30% had a Moderately Successful transition. Most had a more difficult time adjusting; 33% had a Somewhat Difficult transition, and 27% had a Very Difficult transition to school. A total of 60% of children with special needs had a difficult transition, compared to 20% of the general population.

Overall Adjustment to School Children with Special Needs (#=92)



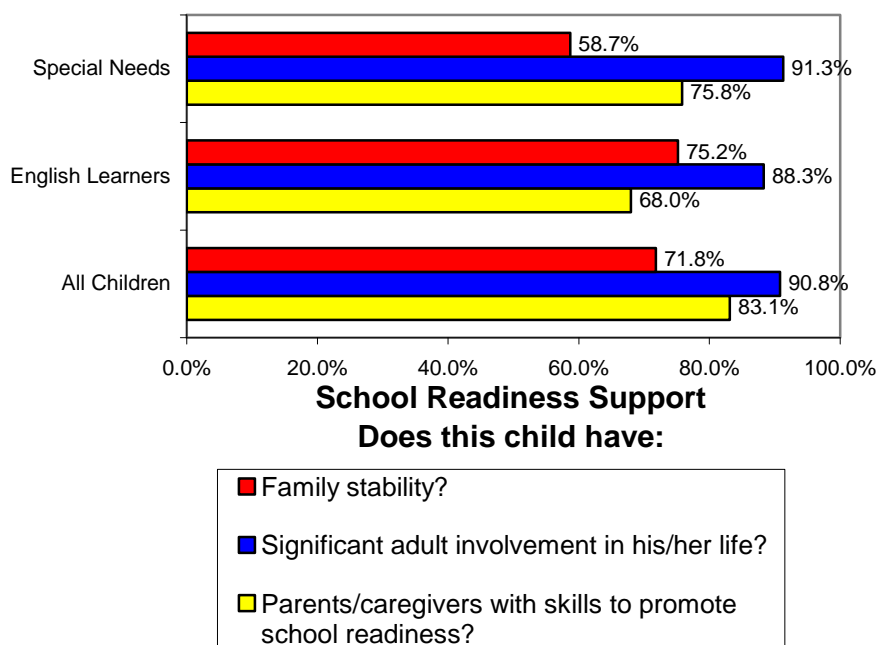


Home and Family Support for School Readiness

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.



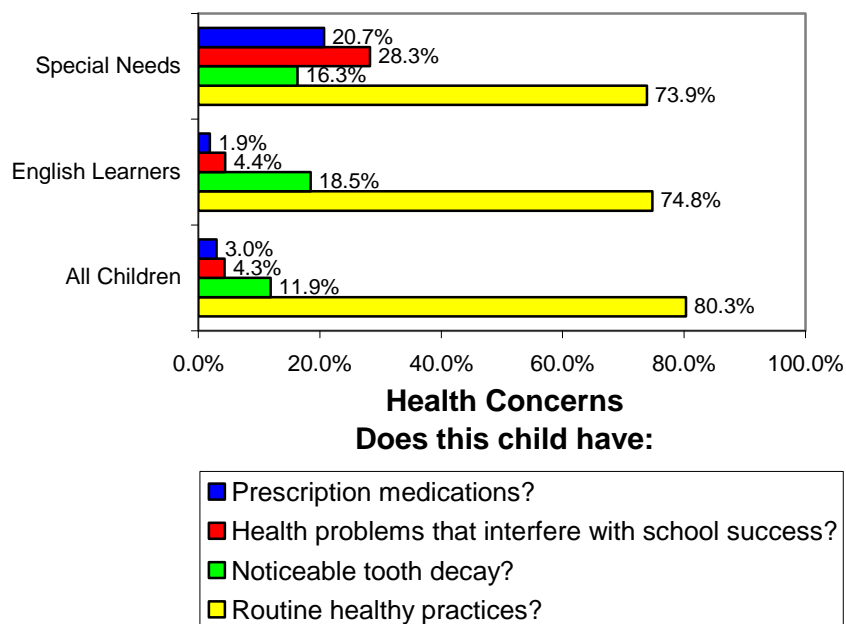
A large majority of children in all three categories have significant adult involvement in their lives, with those results ranging from 88.3% of English Language Learners to 91.3% for Children with Special Needs. Somewhat fewer children in each of the categories have parents with skills to promote school readiness, with 83.1% of All Children, 75.8% of Children with Special Needs, and 68% of English Language Learners. Family stability results are somewhat lower in all three populations, ranging from 58.7% of Children with Special Needs, to 75.2% of English Language Learners, and 71.8% 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 below, 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, 20.7% were on prescription medications.

The results for “noticeable tooth decay” ranges from 11.9% among all children, to 16.3% for Children with Special Needs, and up to 18.5% for English Language Learners. There is not enough information in this survey results to determine why the percentage is significantly higher among English Language Learners; it would be beneficial to determine whether this is a result of cultural differences, access to dental care, oral health practices, or other factors.

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 Bangor Union Elementary School District’s 15 Chico Unified’s 571. Five districts had from 15-54 students, four had 97-99 students, and only Chico had a larger number.

The number of **English Language Learners** differed dramatically. Paradise Unified School District had only 1% of students who were English Language Learners, while 48.5% of Gridley Unified’s 98 students were in this category. Chico Unified had 15.9% English Language Learners. The average among all districts was 22.2%.



Indicators by School District	Bangor	Biggs	Chico	Durham	Gridley	Manzanita	Oroville	Palermo	Paradise	Thermalito	Average
School District:											
1. # of children included in survey	15	34	571	20	98	18	99	99	97	54	1105
2. English Language Learners	13.3%	23.5%	15.9%	0.0%	48.5%	35.3%	15.2%	28.3%	1.0%	40.7%	22.2%
3. Children who have Special Needs	6.7%	17.6%	7.5%	0.0%	15.5%	11.1%	12.1%	9.2%	5.2%	3.7%	8.9%
Adjustment											
4. Successful Adjustment to School	73.3%	79.4%	78.9%	90.0%	87.5%	77.8%	89.7%	70.4%	77.3%	79.6%	80.4%
5. Difficult Adjustment to School	26.7%	20.6%	21.1%	10.0%	12.6%	22.3%	10.3%	29.6%	22.7%	20.4%	19.6%
Preschool											
6. Attended preschool	33.3%	41.2%	50.4%	55.0%	21.6%	33.3%	78.8%	77.8%	73.2%	72.2%	53.7%
7. Did not attend preschool	33.5%	20.6%	14.4%	15.0%	21.6%	16.7%	11.1%	21.2%	24.7%	11.1%	19.0%
8. Not known if attended preschool	33.5%	38.2%	35.2%	30.0%	56.7%	50.0%	10.1%	1.0%	2.1%	16.7%	27.4%
School Readiness Preparation											
9. Overall were Adequately Prepared	59.9%	70.6%	76.1%	72.5%	65.5%	58.9%	76.1%	67.7%	73.2%	79.2%	70.0%
10. Overall were Minimally Prepared	24.7%	17.9%	16.9%	18.5%	26.0%	17.8%	19.4%	20.0%	19.9%	17.7%	19.9%
11. Overall were Not Prepared	15.3%	11.5%	7.1%	9.0%	8.4%	23.3%	4.5%	12.3%	6.9%	3.1%	10.1%



The number of **Children with Special Needs** also varied significantly, with none in the Durham Unified School District (however, there was only data from one classroom) to 17.6% in Biggs Unified School District, well above the average of 8.9%. Chico Unified had 7.5% 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 70.4% successful in the Palermo Union Elementary District to 90% in the Durham Unified School District. The average successful adjustment rate was 80.4%. On the Difficult Adjustment end, the results range from a high of 29.6% in the Palermo District to a low of 10% in the Durham District. The average for all districts was 19.6%. For Chico Unified, 78.9% had a successful adjustment, and 21.1% 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 33.3% in the Manzanita Elementary School District to 78.8% in the Oroville City Elementary School District. In Chico Unified, 50.4% attended preschool. On average, 53.7% of children in each district attended preschool.

However, 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 obvious 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 1% in the Palermo District to 56.7% in the Gridley District. The average was 27.4%, and for Chico Unified it was 35.2%.

As for those who **did not attend preschool**, the percentages ranged from 11.1% in the Oroville and Thermalito Union Elementary School District to 33.5% in the Bangor District, with an average of 19%. In the Chico District, 14.4% 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 Manzanita District of 58.9% to a high in Thermalito of 79.2%. Chico Unified had an Adequately Prepared rate of 76.1%, and the average was 70%. Results in the “Minimally Prepared” category were very consistent across all districts, ranging from 16.9% in the Chico District to 26% in the Gridley District. In the “Not Prepared” category, results ranged from 3.1% in the Thermalito District to 23.3% in the Manzanita District. Chico District’s results were 7.1%, and the average was 10.1%.



Summary

The 2008 Kindergarten Survey yielded a wealth of important information pertaining to the school readiness of its 0-5 year old population. This information is valuable not only to the First 5 Commission, which conducted the survey so that it could have current data to inform its decisions as to how to best invest in further supporting school readiness endeavors, but to all programs and agencies that serve young children and their families, and to the schools that benefit so greatly from having all children enter school ready to learn.

When compared to the results of the 2005 Kindergarten Survey, it is obvious that great gains have been made in nearly all categories of School Readiness, indicating that system efforts to increase children's capacity for school success are having a positive impact. It can also be used to indicate those areas in which the gains have not been as pronounced and those populations where more attention and effort are indicated.

Almost half of the county's kindergarten teachers completed the survey, which is a very substantial sample. However, it took significant effort to illicit that number of responses, with several repeated pleas to the teachers and, in a few cases, the principals, before they agreed to participate. The results of this survey are compelling, and it would most likely support the success of future surveys if the results are released and distributed to all the schools and districts.

School Readiness Skills

Overall, children are best prepared in the areas of **Large Motor Skills** and **Hygiene**, not as well prepared in the areas of **Behavioral** and **Social Skills**, and least prepared in the **Pre-Academic** and **Emergent Literacy Skills** categories. When compared to the 2005 Kindergarten Survey results, the smallest gains were made in the **Behavioral Skills** and **Social Skills** categories, with only 5% and 2% gains, respectively.

The survey asked specific questions that would indicated school readiness among English Language Learners and Children with Special Needs, and the results indicate that these two subpopulations have very different school readiness profiles.

Interestingly, among **English Language Learners**, 53.9% were Adequately Prepared in the category of **Speech**, while only 38% were Adequately Prepared in the category of **Emergent Literacy Skills**, and 46% in the area of **Pre-Academic Skills**. ELLs are more often Minimally Prepared or Not Prepared in all of these areas than is the general population, This may indicate that ELLs are learning to speak English fairly well by the time they enter school, but they haven't caught up with the general population in letter recognition, book knowledge, pre-reading skills, and numeracy skills. It may also help explain why ELLs had a somewhat more difficult adjustment to school than the general population.

Results for **Children with Special Needs** indicate that while more than half (53.3%) are Adequately Prepared for school, they have the highest results for Not Prepared in every category, and they are more than twice as likely as the general population to be Not Prepared for kindergarten. Their needs for support are in the categories (highest to lowest need) of Speech, Emergent Literacy Skills, Pre-Academic Skills, Small Motor Skills, Social Skills, Behavioral Skills and Attention Span.



Another interesting result regarding subpopulations is in the area of Home and Family Support for School Readiness. Among All Children, 83% of parents had the skills to support school readiness. This decreased to 68% among parents of English Language Learners, and was 76% among parents among parents of Children with Special Needs. The results for family stability were about the same for All Children (72%) and ELLs (75%), but only 59% for Children with Special Needs. These results may indicate a need to continue efforts to increase parents' and families' capacities to support school readiness.

Impact of Preschool

The chart on page 6 makes it abundantly clear that preschool has a positive impact in every category of school readiness. A look at the Not Prepared percentages column of that chart shows the tremendous value of preschool in those areas where the overall population shows the lowest readiness scores, especially in the categories of Pre-Academic Skills and Emergent Literacy Skills. Likewise, the results for Overall Adjustment to School show that those who attend preschool are nearly twice as likely to have a Very Successful transition to school. Results clearly indicate that support for preschool attendance is one of the most effective means of increasing school readiness and supporting a successful school entry.

While the 2008 Kindergarten Survey results for preschool attendance indicate a great benefit to children who did attend preschool, it should be pointed out that the results are not optimal for two reasons.

First, there was no information in the 2005 Kindergarten Survey Results regarding the percentages of children who attended preschool for comparison to the 2008 survey. It would be beneficial to see if that information is available from another source so a reasonable comparison could be made. It will be important in future evaluation work to be sure that this information is included in the report.

A second issue is that the results of the 2008 survey indicate that for 28% of the students, the teachers did not know whether the child attended preschool. Since the data for children who did or did not attend preschool omits all the data on those children represented in the "Don't Know" category, it becomes somewhat compromised. While it is still valid to compare the results of those known to have attended preschool to those known to have not (as in the chart on page 6), it becomes somewhat less valid to compare those results to the entire population. For future surveys, it will be important to address this issue with the schools so that the teachers are able to be more aware of the students' preschool history.

Health Concerns

Overall, children are entering kindergarten in Butte County with good routine health practices, few health problems that interfere with their schoolwork, and little need for prescription medications (with the exception of Children with Special Needs, 21% of whom require medications). However, it is significant that teachers report that 12% of the general population, 19% of English Language Learners, and 28% of Children with Special Needs have noticeable tooth decay. These results support the Commission's efforts to improve children's oral health and can serve as an indicator of their progress in that area.



Comparison of Kindergarten Survey Results from 2005 and 2008

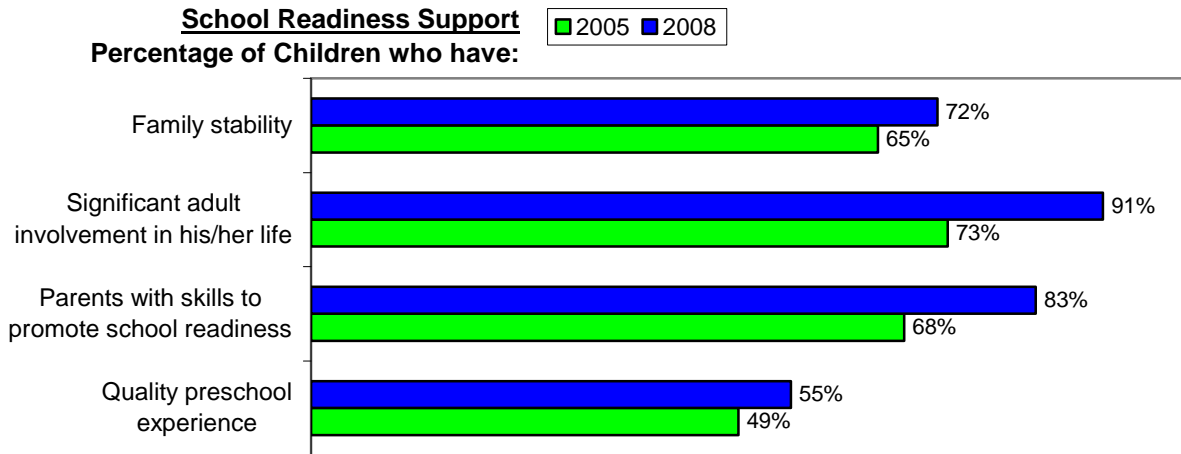
First 5 Butte Children and Families Commission

In general, a comparison of the results from the 2005 Kindergarten Survey and the 2008 Kindergarten Survey show significant improvements in most aspects of School Readiness. As the chart below shows, teachers who responded to the survey reported that kindergarten students were better prepared in all ten areas of School Readiness Skills. The biggest gains were in the areas of Emergent Literacy Skills (24% more were Adequately Prepared); however, this area still had the smallest percentage who were Adequately Prepared and the highest who were Not Prepared. Similarly, there was a 15% gain in Adequately Prepared students in the area of Pre-Academic Skills, even though this area still had the second-highest percentage (13.9%) of children who were Not Prepared. Other areas which saw high gains were Large Motor Skills and Hygiene, in which about 20% more were Adequately Prepared. The smallest gains were in Behavioral Skills and Social Skills; however, the Not Prepared percentages in these skill categories dropped significantly.

Changes in School Readiness Skills At Kindergarten Entry 2005 to 2008		Adequately Prepared		Minimally Prepared		Not Prepared	
		2005	2008	2005	2008	2005	2008
Pre-Academic Skills	Knows colors, shapes, shows emerging numeracy, completes multi-task sequences	47%	62.2%	29%	23.9%	24%	13.9%
Emergent Literacy Skills	Demonstrates letter recognition, pre reading skills, comprehension, book knowledge	30%	53.8%	34%	25.3%	37%	20.8%
Speech	Has age-appropriate skill in speaking and understanding language, speech is not hard to understand	59%	75.3%	21%	15.7%	16%	9.0%
Outlook/Attitude	Is generally enthusiastic and interested in many different things	75%	84.8%	19%	13.0%	6%	2.2%
Small Motor Skills	Uses scissors, draws, holds crayon, stays within lines, buttons clothes	47%	65.5%	30%	24.8%	23%	9.7%
Large Motor Skills	Walks, runs, climbs, balances	74%	94.3%	21%	4.9%	6%	0.8%
Attention Span	Has age-appropriate attention span, generally not sleepy or tired in class	64%	71.7%	20%	21.9%	16%	6.3%
Behavioral Skills	Takes turns, follows directions, responds to authority appropriately, not overly aggressive or withdrawn	63%	68.2%	21%	24.0%	16%	7.8%
Hygiene	Is able to take care of toileting, washing hands, wiping nose (with prompting)	76%	95.4%	18%	4.2%	6%	0.5%
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%	65.3%	21%	28.2%	16%	6.4%

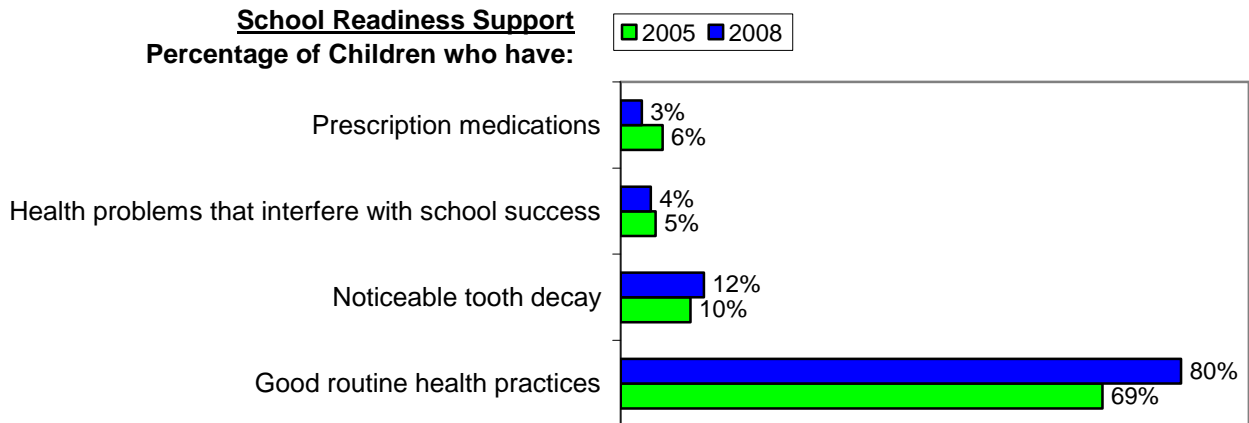
School Readiness Support

The following chart indicates that in 2008 more children had the kind of support that increases School Readiness, including adult and family supports and increased preschool experience than in 2005. In 2008, teachers were unsure whether 28% of students had attended preschool; therefore it is likely that significantly more children attended preschool. The number of “don’t know” responses in 2005 is unknown.



The chart below shows an increase from 2005 to 2008 in the percentage of kindergarten students who have good routine health practices and a slight increase in noticeable tooth decay. Health problems and prescription medications each had a small decrease.

Preschool
AttendanceP



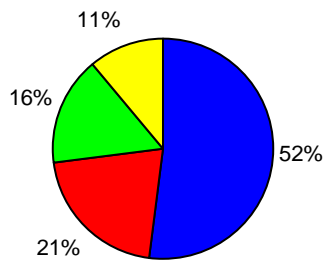
Preschool Attendance

Unfortunately, there was no information in the 2005 Kindergarten Survey Results regarding the percentages of children who attended preschool for comparison to the 2008 survey. It would be beneficial to see if that information is available from another source so a reasonable comparison could be made. It will be important in future evaluation work to be sure that this information is included in the report.

Transition to School

Although the percentage of children who had a Very Successful transition to school declined from 52% in 2005 to 50% in 2008, the most significant change in Overall Adjustment to School was in the category of Moderately Successful, which increased from 21% to 30%. This raised the combined successful adjustment percentage from 73% in 2005 to 80% in 2008. There were corresponding decreases in both the Somewhat Difficult category (from 15% to 14%) and the Very Difficult category (from 11% to 6%), which resulted in a decrease in combined difficult adjustments from 27% in 2005 to 20% in 2008.

**Overall Adjustment to School
2005**



**Overall Adjustment to School
2008**

