



First 5 Butte County Children and Families Commission 2014 Kindergarten Teachers Survey Results Report

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Introduction

In 2005 the First 5 Butte County Children and Families Commission conducted a survey of kindergarten teachers throughout the county 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 2010 and 2012 with no additional changes. No changes were made to the 2014 survey other than to ask teachers to indicate whether a child had attended Transitional Kindergarten during the 2013-14 school year. This report provides the results of the 2014 survey, and Appendix 1 provides a comparison of the 2005, 2008, 2010, 2012 and 2014 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. The longitudinal comparisons provide information that can be used to help evaluate the efficacy of past and continuing investments.

Survey Components

The 2014 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 with Special Needs**. The final questions asked for an overall assessment of the child's **adjustment to kindergarten**.

Methodology

The survey was conducted during September and October 2014 by Gloria Wyeth of Wyeth Consulting, now in Henderson, Nevada, but previously in Chico, California. Wyeth contacted all district superintendents and school principals via e-mail 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. E-mails were initially sent to all kindergarten teachers explaining the survey and requesting participation, with an electronic copy of the survey and instructions attached. Paper copies were mailed upon request. Surveys were returned via e-mail or mail, and participants received a monetary gift card for their participation. Follow-up requests to those who had not responded were made via e-mail weekly through October.



Responses

Of 127 kindergarten teachers in Butte County in Fall 2014, 56 (44%) responded to the survey. Their responses included information about 1,011 students. Among this sample, the average number of students per class was 19. They represented 9 of 10 districts that provide kindergarten (90%), plus one class through the Butte County Office of Education, and 27 of 44 schools (61%). Among the 1011 children:

- 7.64% (73) had special needs,
- 13.43% (140) were English Language Learners,
- 54% (544) attended preschool, 21% (210) did not attend preschool, and teachers were unsure about preschool attendance for 25% (257), and
- 3.7% (38) attended Transitional Kindergarten in 2013-2014.

Report Components

The 2014 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:

- 2014 Kindergarten Teachers Survey Results
- Appendix 1: Comparison of Kindergarten Teachers Survey Results from 2005, 2008, 2010, 2012, and 2014
- Appendix 2: 2014 Kindergarten Teachers 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 children who attended Transitional Kindergarten in 2013-14
- specific results for each school district

Wyeth Consulting is able provide additional specific data and/or written reports upon request. Contact Gloria Wyeth at wyethconsulting@comcast.net or phone 530-514-0645.



2014 Kindergarten Teachers Survey Results

Results for School Readiness Skills

The Kindergarten Teachers 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, among Children with Special Needs, and among Children who attended Transitional Kindergarten (TK).

It is important to note the differences in expectations among these populations. While English Language Learners and Children with Special Needs may face more challenges than the general population and therefore may be less prepared or have a more difficult adjustment to school, the opposite is true of Children who Attended Transitional Kindergarten; it is reasonable to expect that they would have an advantage over the general population. Not surprisingly, therefore, the 2014 survey results indicate that those who attended TK were far better prepared overall for kindergarten than the general population or either of the other two subpopulations.

Significant findings include:

- 90.7% of all kindergarten students were either Adequately (74%) or Minimally (16.8%) prepared for kindergarten; 9.26% were Not Prepared.
- 88.2% of English Language Learners were either Adequately (70%) or Minimally (18.2%) prepared for kindergarten; 11.8% were Not Prepared.
- 72.2% of Children with Special Needs were either Adequately (43.6%) or Minimally (28.6%) prepared for kindergarten; 27.8% were Not Prepared.
- 97.4% of Children who Attended Transitional Kindergarten were either Adequately (88.7%) or Minimally (8.7%) prepared for kindergarten; only 2.6% were Not Prepared.

As in previous survey results, children were least prepared in the area of **Emergent Literacy Skills** (demonstrates letter recognition, pre-reading skills, comprehension, book knowledge). Only 52.8% of All Children, 42.1% of English Language Learners, 24.7% of Children with Special Needs, and 81.6% of Children who Attended TK were Adequately Prepared in this important area. This indicator also received the highest number of Not Prepared responses among all populations, with 23% of All Children, 35% of English Language Learners, 50.7% of Children with Special Needs, and 10.5% of Children who Attended TK being Not Prepared in Emergent Literacy Skills.

In the **Pre-Academic Skills** area (knows colors, shapes, shows emerging numeracy, completes multi-task sequences), 62.8% of All Children, 46.4% of English Language Learners, 32.9% of Children with Special Needs, and 79% of Children who attended TK were Adequately Prepared. The Not Prepared responses for Pre-Academic Skills were 15.5% of All Children, 28.6% of English Language Learners, 43.8% of Children with Special Needs, and 5.3% of Children who Attended TK.

In the area of **Speech** (has age appropriate skill in speaking and understanding language; speech is not hard to understand), 73.2% of All Children, 55% of English Language Learners, 27.4% of Children with Special Needs, and 81.6% of Children who Attended TK were Adequately Prepared. The Not Prepared responses in the area of Speech were 9.5% of All Children, 18.6%



of English Language Learners, 37% of Children with Special Need, and 10.5% of Children who Attended TK (note that more TK children were Not Prepared in the area of Speech than in the area of Pre-Academic Skills).

In the **Small Motor Skills** area (uses scissors, draws, holds crayon, stays within lines, and buttons clothes), 64.7% of All Children, 66.4% of English Language Learners, and 30.1% of Children with Special Needs were Adequately Prepared. All the Children who Attended TK were either Adequately (92.1%) or Minimally (7.9%) Prepared in the area of Small Motor Skills. The Not Prepared responses for Small Motor Skills were 13.9% of All Children, 16.4% of English Language Learners, and 34.3% of Children with Special Needs.

Result patterns were similar in the areas concerned with interpersonal skills:

- **Outlook/Attitude** (is generally enthusiastic and interested in many different things),
- **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),
- **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), with

In all these areas, Not Prepared percentages are under 10% for All Children and English Language Learners, and 0% for Children who Attended TK. For Children with Special Needs, the Not Prepared percentage is significantly higher in all these categories.

In all populations, children were again best prepared in the categories of **Large Motor Skills** (walks, runs, climbs, balances) and **Hygiene** (toileting, washing hands, and wiping nose).

English Language Learners Results

While English Language Learners continue to have significantly lower Adequately Prepared percentages in the categories of Pre-Academic Skills, Emergent Literacy Skills, and Speech, it is interesting to note that for the first time they had higher Adequately Prepared results (and correspondingly lower Not Prepared results) than those for All Children in the categories of Small Motor Skill, Large Motor Skills, Attention Span, Behavior Skills, and Social Skills. The survey results do not provide an obvious explanation for this change from previous years. Of the English Language Learners, 12.7% attended preschool or TK, compared to about 55% of All Children.

Children with Special Needs Results

Of concern is that in the categories of Pre-Academic Skills, Emergent Literacy Skills, and Attention Span, the Not Prepared results among Children with Special Needs are considerably higher than in past years. This will be addressed in more detail in Appendix I.



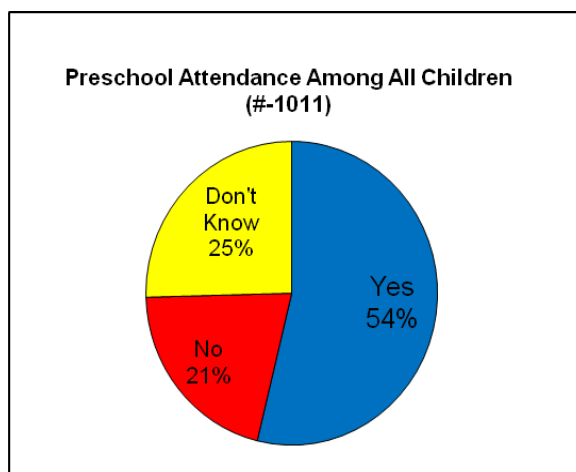
School Readiness Skills Preparation		Adequately Prepared				Minimally Prepared				Not Prepared			
	All: All children in survey												
	ELL: English Language Learners												
	Sp. N.: Children with Special Needs												
	TK: Children who Attended Transitional Kindergarten	All	ELL	Sp. N.	Had TK	All	ELL	Sp. N.	Had TK	All	ELL	Sp. N.	Had TK
Pre-Academic Skills	Knows colors, shapes, shows emerging numeracy, completes multi-task sequences	62.81%	46.43%	32.88%	78.95%	21.66%	25.00%	23.29%	15.79%	15.53%	28.57%	43.84%	5.26%
Emergent Literacy Skills	Demonstrates letter recognition, pre-reading skills, comprehension, book knowledge	52.82%	42.14%	24.66%	81.58%	24.23%	22.86%	24.66%	7.89%	22.95%	35.00%	50.68%	10.53%
Speech	Has age-appropriate skill in speaking and understanding language, speech is not hard to understand	73.19%	55.00%	27.40%	81.58%	17.31%	26.43%	35.62%	7.89%	9.50%	18.57%	36.99%	10.53%
Outlook/Attitude	Is generally enthusiastic and interested in many different things	82.29%	77.14%	57.53%	97.37%	14.54%	18.57%	31.51%	2.63%	3.17%	4.29%	10.96%	0.00%
Small Motor Skills	Uses scissors, draws, holds crayon, stays within lines, buttons clothes	64.69%	66.43%	30.14%	92.11%	21.46%	17.14%	35.62%	7.89%	13.85%	16.43%	34.25%	0.00%
Large Motor Skills	Walks, runs, climbs, balances	93.57%	95.00%	73.97%	100.00%	4.95%	4.29%	19.18%	0.00%	1.48%	0.71%	6.85%	0.00%
Attention Span	Has age-appropriate attention span, generally not sleepy or tired in class	72.90%	73.57%	42.47%	94.74%	18.00%	20.00%	26.03%	5.26%	9.10%	6.43%	31.51%	0.00%
Behavioral Skills	Takes turns, follows directions, responds to authority appropriately, not overly aggressive or withdrawn	73.10%	77.86%	38.36%	84.21%	18.40%	17.86%	35.62%	15.79%	8.51%	4.29%	26.03%	0.00%
Hygiene	Is able to take care of toileting, washing hands, wiping nose (with prompting)	95.44%	93.53%	76.71%	100.00%	3.47%	6.47%	15.07%	0.00%	1.09%	0.00%	8.22%	0.00%
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	68.74%	73.57%	31.51%	76.32%	23.84%	22.86%	39.73%	23.68%	7.42%	3.57%	28.77%	0.00%
All School Readiness Skills combined		73.95%	70.04%	43.56%	88.68%	16.79%	18.17%	28.63%	8.68%	9.26%	11.79%	27.81%	2.63%



Impact of Preschool on School Readiness

The 2014 survey results continue to overwhelmingly support the assumption that attending preschool very significantly impacts School Readiness.

Among All Children in the survey for which a response was provided (#=1011), teachers were aware that 544 (54%) had what they considered a “quality preschool experience,” and that 210 (21%) did not. The teachers did not know the preschool history for the remaining 257 (25%) of the children (see chart at right).



The table on the following page illustrates the differences in School Readiness Skills between those children who attended preschool and those who did not (these figures do not include data concerning Children who Attended Transitional Kindergarten). Children who attended preschool were often many times more prepared for school in every category. Highlights are:

- Overall, among those children who attended preschool, 5.2% were assessed as Not Prepared, compared to 19.4% of children who did not attend preschool.
- 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, 44.8% were Not Prepared in the area of Emergent Literacy, and 36.7% 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 11.4% were Not Prepared in the area of Pre-Academic Skills.
- In the area of **Small Motor Skills**, 30.5% of those who did not attend preschool were Not Prepared, while 7.7% of those who did attend were Not Prepared. For **Large Motor Skills**, the Not Prepared gap was 4.8% for those who did not attend preschool to 0.6% for those who did.
- Likewise, there were wide margins in the areas addressing **Outlook/Attitude, Behavioral Skills, Attention Span, and Social Skills**:
 - Although the percentages of children who were Not Prepared in the category of **Outlook/Attitude** were small, children who did not attend preschool were nearly six times more likely to be Not Prepared in this category (7.7% to 1.7%).
 - Children who did not attend preschool were nearly three times more likely to be Not Prepared in area of **Behavioral Skills** (16.2% to 5.7%).
 - Children who did not attend preschool were over three times more likely to be Not Prepared in the area of **Attention Span** (18.6% to 5%).
 - Children who did not attend preschool were nearly three times more likely to be Not Prepared in the area of **Social Skills** (14.8% to 5%).



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	77.0%	15.3%	7.7%
		no preschool	30.5%	32.9%	36.7%
Emergent Literacy Skills	Demonstrates letter recognition, pre-reading skills, comprehension, book knowledge	preschool	68.6%	20.0%	11.4%
		no preschool	21.9%	33.3%	44.8%
Speech	Has age-appropriate skill in speaking and understanding language, speech is not hard too understand	preschool	78.5%	15.3%	6.3%
		no preschool	57.6%	24.3%	18.1%
Outlook/ Attitude	Is generally enthusiastic and interested in many different things	preschool	88.1%	10.3%	1.7%
		no preschool	75.7%	17.1%	7.1%
Small Motor Skills	Uses scissors, draws, holds crayon, stays within lines, buttons clothes	preschool	77.2%	15.1%	7.7%
		no preschool	36.7%	32.9%	30.5%
Large Motor Skills	Walks, runs, climbs, balances	preschool	96.0%	3.5%	0.6%
		no preschool	85.7%	9.5%	4.8%
Attention Span	Has age-appropriate attention span, generally not sleepy or tired in class	preschool	82.2%	12.9%	5.0%
		no preschool	52.4%	29.1%	18.6%
Behavioral Skills	Takes turns, follows directions, responds to authority appropriately, not overly aggressive or withdrawn	preschool	78.7%	15.6%	5.7%
		no preschool	59.1%	24.8%	16.2%
Hygiene	Is able to take care of toileting, washing hands, wiping nose (with prompting)	preschool	96.9%	2.4%	0.7%
		no preschool	89.5%	7.7%	2.9%
Social Skills	Cooperative, works/plays with others, participates in groups, recognizes rights and feelings of others, uses language to solve	preschool	77.4%	17.7%	5.0%
		no preschool	53.3%	31.9%	14.8%
	Whole Group	preschool	82.0%	12.8%	5.2%
		no preschool	56.2%	24.4%	19.4%

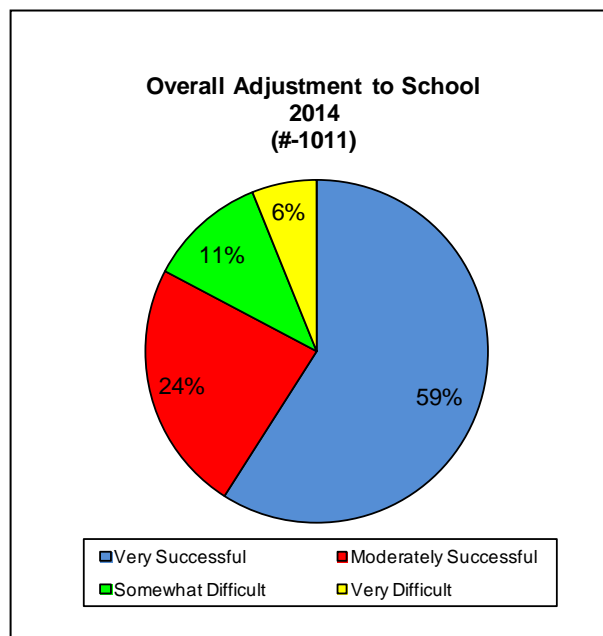


Overall Adjustment to School

The survey asked the teachers to consider each child's adjustment to school as:

- Very successful, virtually no problems
- Moderately successful, with some problems
- Somewhat difficult, with moderate concerns or problems
- Very difficult, with serious concerns or problems

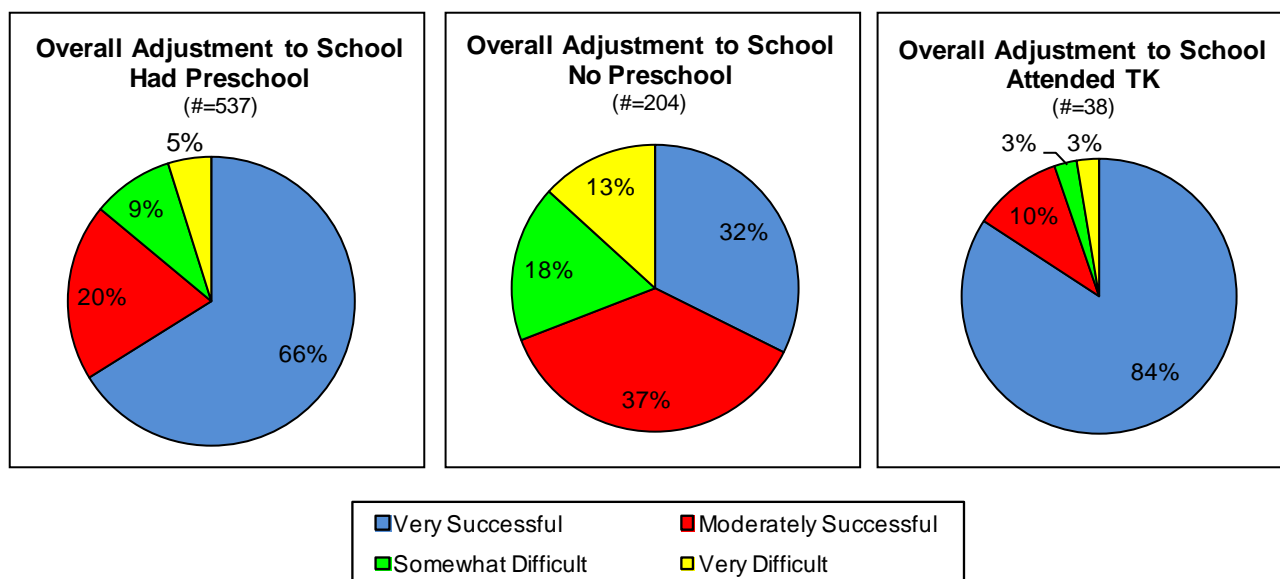
The majority of children (83%) assessed in the 2014 survey had a Very Successful (59%) or Moderately Successful (24%) transition to school, while 17% had a Somewhat Difficult (11%) or Very Difficult (6%) adjustment to school.



However, when subpopulations are looked at individually, it is evident that successful transition to school is significantly impacted by preschool attendance, English language skills, special needs, and Transitional Kindergarten.

Impact of Preschool on Adjustment to School

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. Among those children represented in the survey who attended preschool, 86% had a Very or Moderately Successful adjustment, compared to 69% of those who did not attend preschool. Transitional Kindergarten attendance had an even more striking impact, with 94% of those children having a Very or Moderately Successful adjustment.

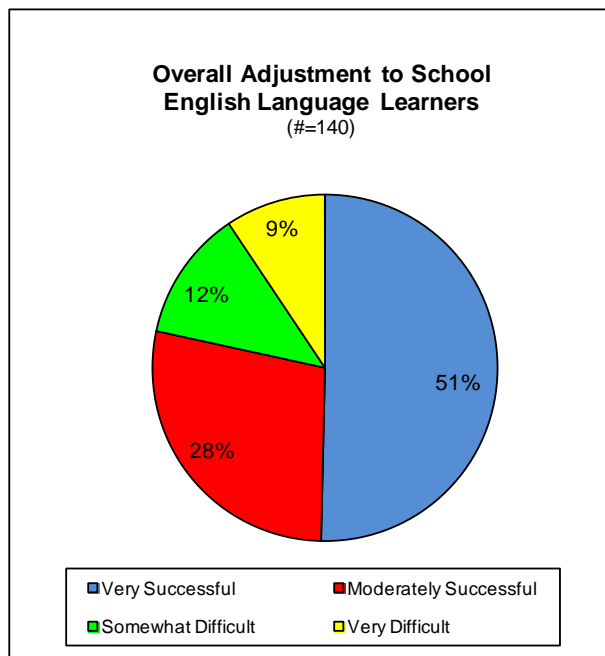




Adjustment among Children who are English Language Learners

Transition to school was only slightly more difficult for children who are English Language Learners than for the general population. The majority of them (79%) had a Very Successful (51%) or Moderately Successful (28%) transition, which is very similar to the general population figures of 59% and 24%, respectively.

It is interesting to note that English Language Learners adjusted to kindergarten about as well as the general population (79% Successful compared to 83% Successful), and that those English Learners who did not attend preschool had a somewhat higher percentage of Successful transition to school (total 74%) than the general population of children who did not attend preschool (total 69%). This may be due in part to the higher social and behavioral skills percentages seen among the English Language Learners group.



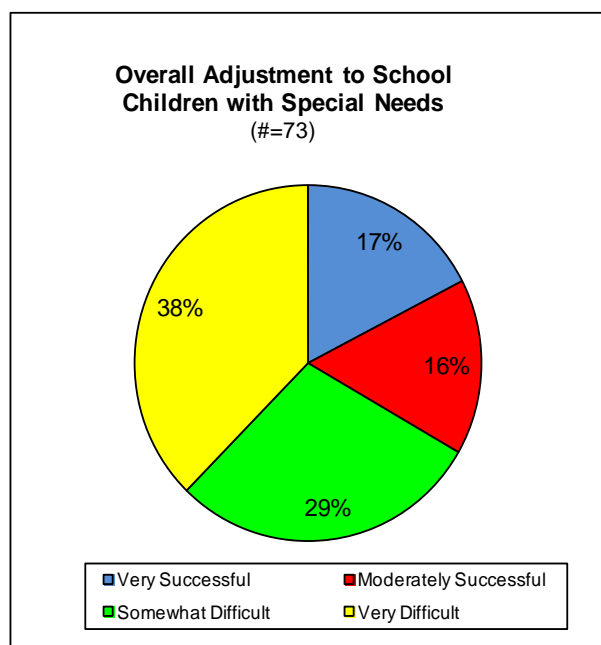
However, there is a significant difference: those who did not attend preschool were twice as likely to have a Moderately Successful rather than a Very Successful adjustment (50% compared to 24%).

Adjustment Level	General Population	All ELL	General No Preschool	ELL No Preschool
Very Successful	59%	51%	31%	24%
Moderately Successful	24%	28%	38%	50%
Somewhat Difficult	12%	12%	19%	15%
Very Difficult	5%	9%	12%	12%

Adjustment to School among Children with Special Needs

Children with Special Needs continued to experience the most difficult transitions to school, and, unfortunately, much more so in 2014 than in 2012. Among this group, which was 7.2% of the general population, 12% had a Very Successful transition, and 16% had a Moderately Successful transition in 2014. This was the only subpopulation in which the minority had a successful adjustment to school (total 33%). In 2012, 51% had a successful adjustment.

Most had a difficult adjustment; 29% had a Somewhat Difficult transition (compared to 21% in 2012), and 38% had a Very Difficult transition to school (compared to 8% in 2012). A total of 67% of children with special needs had a difficult transition (a 5% increase from the 2012 results), compared to 17% of the general population (a 2% decrease from 2012).



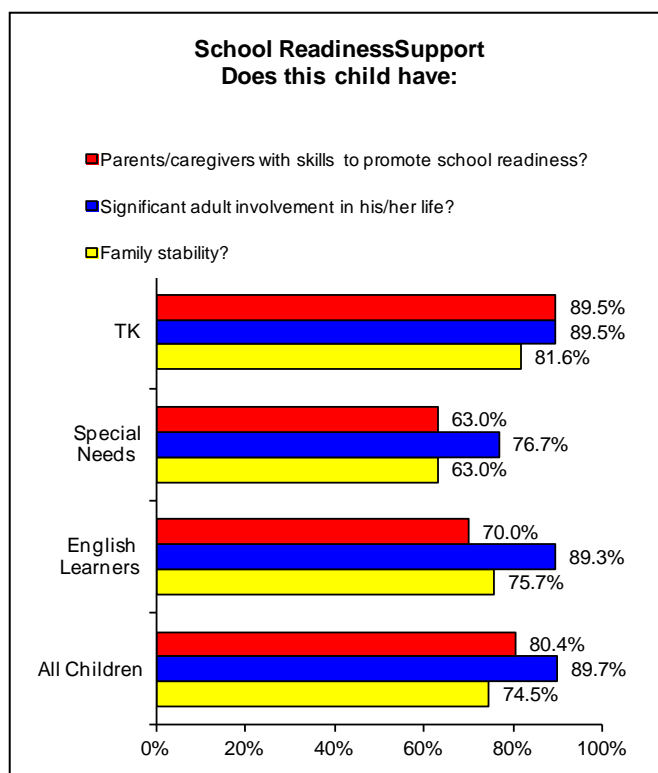


Home and Family Support for School Readiness

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 chart to the right shows the responses for All Children as well as for English Language Learners, Children with Special Needs, and Children who Attended Transitional Kindergarten.



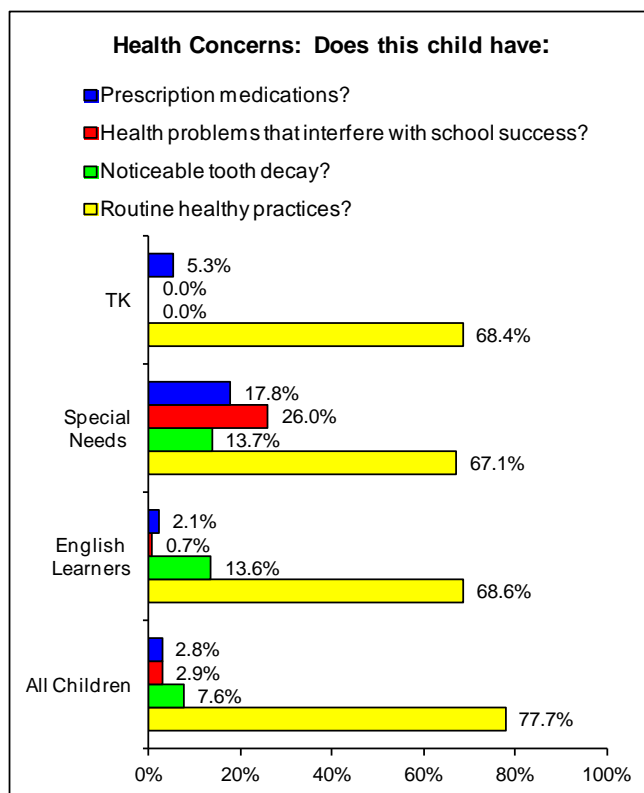
A large majority of children in all four categories have significant adult involvement in their lives, with those results ranging from 89.5% of TK children to 76.7% for Children with Special Needs. Somewhat fewer children in each of the categories have parents with skills to promote school readiness, with 89.5% of TK children, 63% of Children with Special Needs, and 70% of English Language Learners. Family stability results are somewhat lower in all three populations, ranging from 63% of Children with Special Needs, to 89.5% of TK children, with 75.7% of English Language Learners and 74.5% of All Children. It is interesting to note that in all categories, the TK children had the highest percentages of Home and Family Support for School Readiness.

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 at right, which shows the responses for All Children as well as for English Language Learners, Children with Special Needs, and Children who Attended Transitional Kindergarten.





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, English Learners, and TK 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, 17.8% were known to be on prescription medications, up from 12.8% in 2012.

The result for “noticeable tooth decay” was 7.6% among All Children (an increase from 6% in 2012), and ranged from 0% among TK children, to 13.6% for English Learners (8.5% in 2012) and 13.7% for Children with Special Needs (2.1% in 2012).

School Readiness Support	All Children	English Learners	Special Needs	TK
Routine healthy practices?	77.7%	68.6%	67.1%	68.4%
Noticeable tooth decay?	7.6%	13.6%	13.7%	0.0%
Health problems that interfere with school success?	2.9%	0.7%	26.0%	0.0%
Prescription medications?	2.8%	2.1%	17.8%	5.3%
Family stability?	74.5%	75.7%	63.0%	81.6%
Significant adult involvement in his/her life?	89.7%	89.3%	76.7%	89.5%
Parents/caregivers with skills to promote school readiness?	80.4%	70.0%	63.0%	89.5%

Results by School Districts

The Commission was provided a full data set for each district. However, the chart page 13 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 Elementary School District’s 13 to Chico Unified’s 486. One teacher from a Butte County Office of Education (BCOE) kindergarten class (Four Winds School) provided information about 8 children, so BCOE is included in the chart. Five districts had responses about fewer than 100 students, two had 100-200 students, and only Chico Unified School District had more than 200 students. There were no responses from the Durham teachers.

The number of **English Language Learners** differed dramatically. Bangor and BCOE had no English Language Learners. Paradise Unified School District had 2.27% of students who were English Language Learners, while 47.6% of Gridley Unified’s 21 students were in this category. Chico Unified had 16% English Language Learners. The average among all districts was 17.7%.

The number of **Children with Special Needs** also varied significantly, with 0% in the Bangor District to 25% in Manzanita (4 of 16 students) and BCOE (2 of 8 students) well above the district average of 17.17%. Chico Unified had 6.93% 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 62.5% Successful in BCOE to 87.5% in the Paradise Unified School District. The average successful adjustment rate was 78.3%. On the Difficult Adjustment end, the results range from a high of 37.5% at BCOE to a low of 12.5% in the Paradise District. The average for all districts was 21.7%. For Chico Unified, 86.84% had a successful adjustment, and 13.16% had a difficult adjustment.

The results for **Preschool Attendance** show that widely ranging results, in part because teachers have a “Don’t Know” option with this question. The range is from 7.69% in the Bangor Elementary School District (however, 84.62% were Don’t Know) to 72.55% in Thermalito Elementary School District (with only 10.78% Don’t Know). In Chico Unified, 55.14% attended preschool, 18.72% did not, and 26.13% were Don’t Know. On average, 44.25% of children in were known to have attended preschool.

In the category of **School Readiness Preparation**, results for “Adequately Prepared” differed markedly from district to district, with a low in the Bangor district of 55.38% to a high in Chico Unified of 78.39%. The average percentage of students who were Adequately Prepared across all districts was 67.11%.

Results in the “Minimally Prepared” and “Not Prepared” categories were skewed to a small extent because a teacher at BCOE (with 8 students) answered only Adequately Prepared and Not Prepared to all questions. Among the other districts, results for the Minimally Prepared category ranged from 13.57% in Chico district to 31.94% in the Thermalito district. The average percentage of Minimally Prepared was 20.27%.

In the “Not Prepared” category (again excluding the BCOE figures), results ranged from 7.5% in the Manzanita district to 15.38 in the Bangor district. In Chico, 8.05% were Not Prepared, and the average for all districts was 12.35%.



Indicators by School District												
2014	School District:	Bangor	Biggs	BCOE	Chico	Gridley	Manzanita	Oroville	Palermo	Paradise	Thermalito	Average
1. # of children included in survey		13	28	8	486	21	16	65	96	176	102	
2. English Language Learners		0.00%	25.00%	0.00%	15.92%	47.62%	31.25%	12.31%	16.67%	2.27%	25.49%	17.65%
3. Children who have Special Needs		0.00%	0.00%	25.00%	6.93%	4.76%	25.00%	10.77%	7.29%	5.14%	11.88%	17.17%
Adjustment												
4. Successful Adjustment to School		76.92%	85.72%	62.50%	86.84%	76.19%	81.25%	86.16%	75.00%	87.50%	64.71%	78.27%
5. Difficult Adjustment to School		23.08%	14.28%	37.50%	13.16%	23.81%	18.75%	13.84%	25.00%	12.50%	35.29%	21.72%
Preschool												
6. Attended preschool		7.69%	32.14%	50.00%	55.14%	42.86%	37.50%	32.31%	57.29%	55.11%	72.55%	44.25%
7. Did not attend preschool		7.69%	28.57%	50.00%	18.72%	14.29%	50.00%	18.46%	30.21%	21.02%	16.67%	25.53%
8. Not known if attended preschool		84.62%	39.29%	0.00%	26.13%	42.86%	12.50%	49.23%	12.50%	23.86%	10.78%	30.17%
School Readiness Preparation												
9. Overall were Adequately Prepared		55.38%	74.29%	61.25%	78.39%	69.50%	63.13%	63.31%	58.51%	74.77%	72.65%	67.11%
10. Overall were Minimally Prepared		29.23%	17.50%	0.00%	13.57%	21.90%	29.37%	24.46%	31.94%	16.02%	18.73%	20.27%
11. Overall were Not Prepared		15.38%	8.21%	38.75%	8.05%	9.05%	7.50%	9.23%	9.55%	9.20%	8.63%	12.35%



Comparison of Kindergarten Teachers Survey Results 2005, 2008, 2010, 2012, and 2014 First 5 Butte Children and Families Commission

The results of the 2014 Kindergarten Teachers Survey, when compared to the 2005, 2008, 2010, and 2012 results, show that the gains made from 2010 to 2012 held fairly consistently for the general population of All Children. However, there were some significant differences in the results for the subpopulations. The most notable are:

- Results for English Language Learners showed that for many indicators this group is becoming more prepared to enter school, and for some indicators, particularly Social and Behavioral Skills, they are surpassing the results for All Children for the first time. This group has also seen increased percentages in several support indicators.
- The opposite, however, is true for Children with Special Needs. For many indicators, most notably Pre-Academic, Emerging Literacy, and Speech Skills, this group showed declines, sometimes significant ones, in their readiness for school.

Because of these changes from previous years, new data and charts have been included in this report to provide more specific longitudinal information about the subpopulations' School Readiness Skills, Family Support, and Health-related indicators.

A new subpopulation was added in the 2014 report. Since 2012, some Butte County schools have begun providing Transitional Kindergarten (TK) classes for those children whose fifth birthday falls between the old cut-off date of December 2 and the new date of September 1. It is important to note this subpopulation of 38 students includes only those children who currently attend a regular kindergarten class and attended a TK class last year (in 2013-2014). The survey did not include children currently in a TK classroom. Because there is no longitudinal data for this subgroup, their results are included only as part of the All Children group.

Survey Responses

After two cycles of decline in the survey response rate, it increased to 44% in 2014, primarily due to a new incentive structure that increased amount based on the number of students included in the survey response. Corresponding increases were seen in the number of districts (10), schools (27), and students (1011) represented.

	2005	2008	2010	2012	2014
Response rate	59%	49%	36%	32%	44%
Districts	9	10	8	8	10
Schools	30	24	18	23	27
Students	est. 1242	1105	771	837	1011
Avg. students per class	18	18	23	22	19
Special Needs	5%	9%	10%	5.6%	8%
English Learners	22%	22%	17%	19.7%	13%
Known Preschool	na	54%	55%	55.2%	54%



School Readiness Skills Indicators

In the 2010 survey, results were disappointing in that they showed a decrease from 2008 in School Readiness across all indicators. However, the 2012 results indicated a reversal of that trend, with improvement from 2010 to 2012 in nearly all School Readiness indicators. For the most part, these higher percentages held in 2014 for All Children, but there were some notable differences in the subpopulations.

The School Readiness Skills table on page 3 includes detailed results for All Children for each indicator, at each preparedness level, and for each of the five survey years. That data is further presented for All Children, then for English Language Learners and Children with Special Needs in more easily read line graphs on subsequent pages that show the Adequately Prepared and Not Prepared results for each of the School Readiness indicators.

Adequately Prepared and Minimally Prepared

The 2014 survey results show little change in overall results from 2012 to 2014. 74% of the children were Adequately Prepared, compared to 74.7% in 2012. There were, however, some disconcerting changes in the individual skills results. The primary factor to look at among those who were Minimally Prepared is whether the changes related to the results in the Adequately or the Not Prepared categories (see the line graphs on page 4 for illustration). The 2014 survey results show the following:

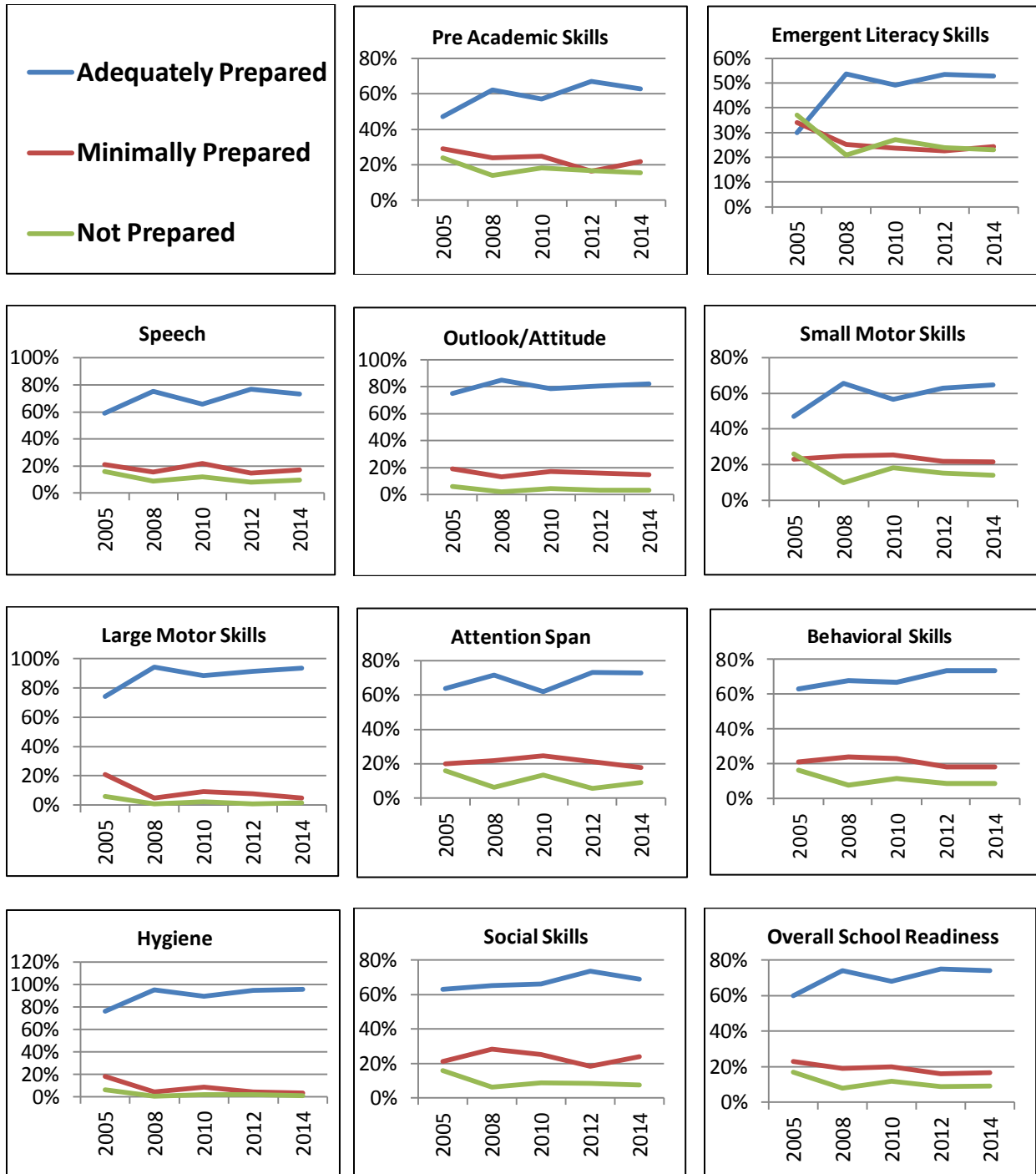
- **Pre-Academic Skills:** 4.3 percentage point decrease in Adequately Prepared from 2012; change primarily shown in 5.4 percentage point increase in Minimally Prepared.
- **Emergent Literacy:** continues to have the lowest percentage of children who are Adequately or Minimally Prepared, and highest of Not Prepared.
- **Speech:** 3.7 percentage point decrease in Adequately Prepared that corresponds to increases in both Minimally and Not Prepared.
- **Attention Span:** slight decreases in Adequately and Minimally Prepared, resulting in 3.4 percentage point increase in Not Prepared.
- **Social Skills:** 4.8 percentage point decrease in Adequately Prepared; 5.6 percentage point increase in Minimally Prepared.



School Readiness Skills Among Entering Kindergartners in 2005-2014	Adequately Prepared					Minimally Prepared					Not Prepared				
	2005	2008	2010	2012	2014	2005	2008	2010	2012	2014	2005	2008	2010	2012	2014
Pre-Academic Skills	47.0%	62.2%	56.9%	67.1%	62.8%	29.0%	23.9%	24.9%	16.3%	21.7%	24.0%	13.9%	18.1%	16.6%	15.5%
Emergent Literacy Skills	30.0%	53.8%	49.2%	53.4%	52.8%	34.0%	25.3%	23.7%	22.7%	24.2%	37.0%	20.8%	27.1%	23.9%	23.0%
Speech	59.0%	75.3%	65.8%	76.9%	73.2%	21.0%	15.7%	22.0%	14.8%	17.3%	16.0%	9.0%	12.2%	8.2%	9.5%
Outlook/ Attitude	75.0%	84.8%	78.6%	80.7%	82.3%	19.0%	13.0%	16.9%	16.0%	14.5%	6.0%	2.2%	4.5%	3.4%	3.2%
Small Motor Skills	47.0%	65.5%	56.5%	63.0%	64.7%	23.0%	24.8%	25.3%	21.7%	21.5%	26.0%	9.7%	18.2%	15.3%	13.9%
Large Motor Skills	74.0%	94.3%	88.3%	91.4%	93.6%	21.0%	4.9%	9.4%	7.9%	5.0%	6.0%	0.8%	2.3%	0.7%	1.5%
Attention Span	64.0%	71.7%	61.9%	73.1%	72.9%	20.0%	21.9%	24.7%	21.2%	18.0%	16.0%	6.3%	13.4%	5.7%	9.1%
Behavioral Skills	63.0%	68.2%	66.5%	73.1%	73.1%	21.0%	24.0%	22.3%	18.4%	18.4%	16.0%	7.8%	11.2%	8.5%	8.5%
Hygiene	76.0%	95.4%	89.6%	94.7%	95.4%	18.0%	4.2%	8.4%	4.2%	3.5%	6.0%	0.5%	1.9%	1.8%	1.1%
Social Skills	63.0%	65.3%	66.1%	73.5%	68.7%	21.0%	28.2%	25.1%	18.2%	23.8%	16.0%	6.4%	8.8%	8.4%	7.4%
All School Readiness Skills combined	59.8%	73.7%	67.9%	74.7%	74.0%	22.7%	18.6%	20.3%	16.1%	16.8%	16.9%	7.7%	11.8%	9.3%	9.3%



For ease of illustration, the changes from year to year for each of the School Readiness indicators, and for each preparedness level, are represented graphically in the charts below, which make evident how changes in one level impact the other two levels.



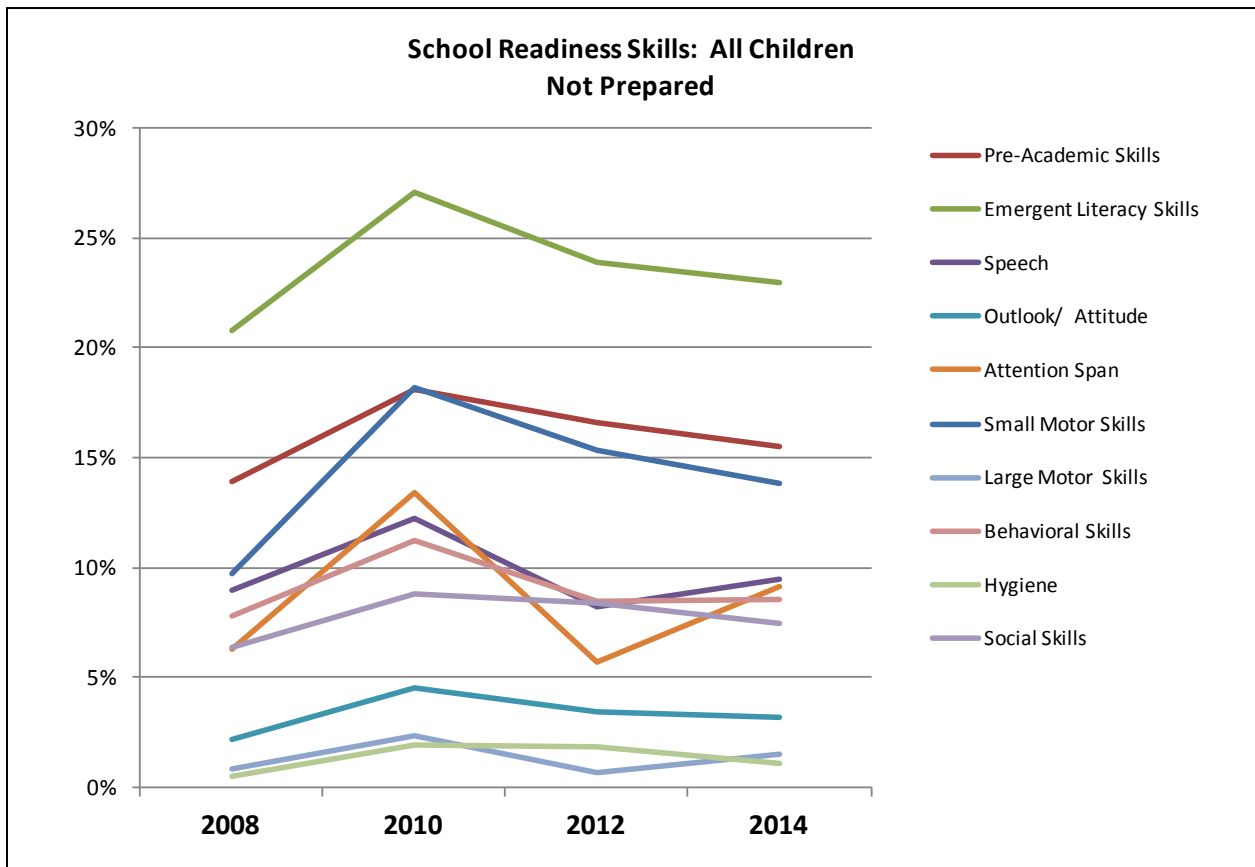


Not Prepared

To better understand where the greatest need still exists for School Readiness investment, it is important to look at the Not Prepared category apart from the two levels of preparedness above. The table and chart below show the following results:

- **Emergent Literacy Skills:** at 23% Not Prepared, this skill area continued to have the highest number of children who are Not Prepared, although that is a very slight decline from 2012's 23.9% in this skill category.
- **Speech and Large Motor Skills:** each showed small increases in the Not Prepared category.
- **Attention Span:** 3.4 percentage point increase from 2012.

School Readiness Skills Preparation	NOT PREPARED			
	2008	2010	2012	2014
All Children				
Pre-Academic Skills	13.9%	18.1%	16.6%	15.5%
Emergent Literacy Skills	20.8%	27.1%	23.9%	23.0%
Speech	9.0%	12.2%	8.2%	9.5%
Outlook/ Attitude	2.2%	4.5%	3.4%	3.2%
Attention Span	6.3%	13.4%	5.7%	9.1%
Small Motor Skills	9.7%	18.2%	15.3%	13.9%
Large Motor Skills	0.8%	2.3%	0.7%	1.5%
Behavioral Skills	7.8%	11.2%	8.5%	8.5%
Hygiene	0.5%	1.9%	1.8%	1.1%
Social Skills	6.4%	8.8%	8.4%	7.4%
All Skills	7.7%	11.8%	9.3%	9.3%



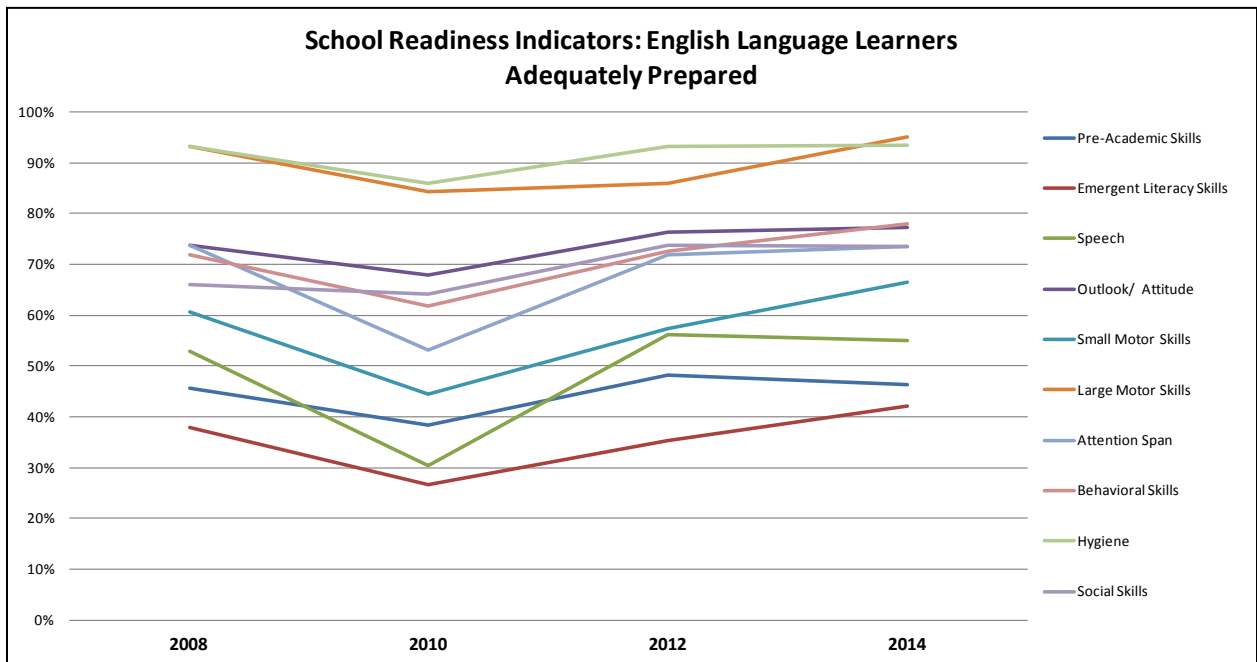


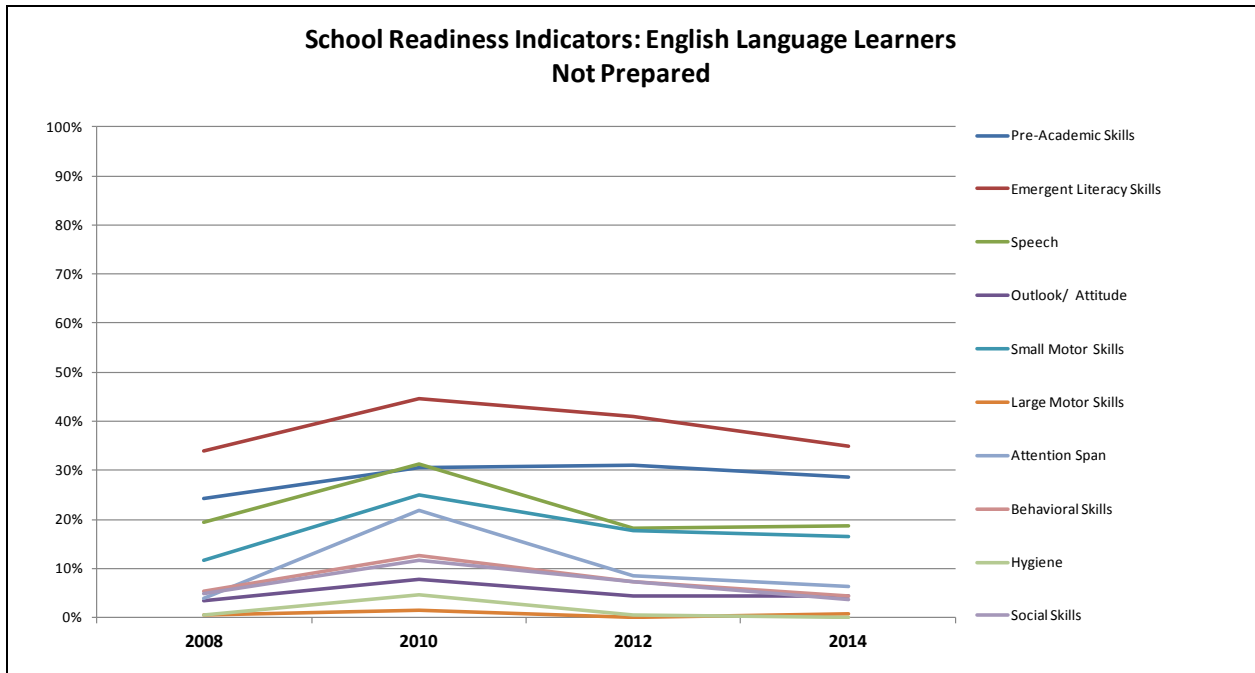
School Readiness Skills: English Language Learners

As the table and charts below illustrate, the 2014 survey showed very positive results for the English Language Learners group. The Adequately Prepared results were higher than other years in every category except Pre-Academic, Speech and Social Skills, where they were only slightly lower than 2012's high results. There were correspondingly lower percentages of ELLs who were Not Prepared in Pre-Academic and Emergent Literacy Skills. Not Prepared results were similar or slightly lower in all other skill areas.

The ELL subgroup has historically had lower Adequately Prepared percentages in every School Readiness Skill. It is very interesting to note that while that held true in 2014 for Pre-Academic, Emergent Literacy, Speech, and Outlook/Attitude, **results for ELLs were for the first time higher than All Children in Small Motor, Large Motor, Attention Span, Behavioral, and Social Skills.** (See the School Readiness Skills chart on page 5 of the 2014 Survey Report for details.)

School Readiness Skills	Adequately Prepared				Minimally Prepared				Not Prepared			
	2008	2010	2012	2014	2008	2010	2012	2014	2008	2010	2012	2014
English Language Learners												
Pre-Academic Skills	45.6%	38.3%	48.2%	46.43%	30.1%	28.1%	20.7%	25.00%	24.3%	30.5%	31.1%	28.57%
Emergent Literacy Skills	37.9%	26.6%	35.4%	42.14%	28.2%	28.9%	23.8%	22.86%	34.0%	44.5%	40.9%	35.00%
Speech	52.9%	30.5%	56.1%	55.00%	27.7%	38.3%	25.6%	26.43%	19.4%	31.3%	18.3%	18.57%
Outlook/ Attitude	73.8%	68.0%	76.2%	77.14%	22.3%	24.2%	19.5%	18.57%	3.4%	7.8%	4.3%	4.29%
Small Motor Skills	60.7%	44.5%	57.3%	66.43%	27.2%	30.5%	25.0%	17.14%	11.7%	25.0%	17.7%	16.43%
Large Motor Skills	93.2%	84.4%	86.0%	95.00%	4.9%	14.1%	14.0%	4.29%	0.5%	1.6%	0.0%	0.71%
Attention Span	73.8%	53.1%	72.0%	73.57%	22.3%	25.0%	19.5%	20.00%	3.9%	21.9%	8.5%	6.43%
Behavioral Skills	71.8%	61.7%	72.6%	77.86%	22.8%	25.8%	19.5%	17.86%	5.3%	12.5%	7.3%	4.29%
Hygiene	93.2%	85.9%	93.3%	93.53%	4.9%	9.4%	6.1%	6.47%	0.5%	4.7%	0.6%	0.00%
Social Skills	66.0%	64.1%	73.8%	73.57%	29.1%	24.2%	18.9%	22.86%	4.9%	11.7%	7.3%	3.57%
Overall Preparedness	67.0%	55.9%	67.1%	70.04%	22.3%	24.9%	19.3%	18.17%	10.7%	19.3%	13.6%	11.79%





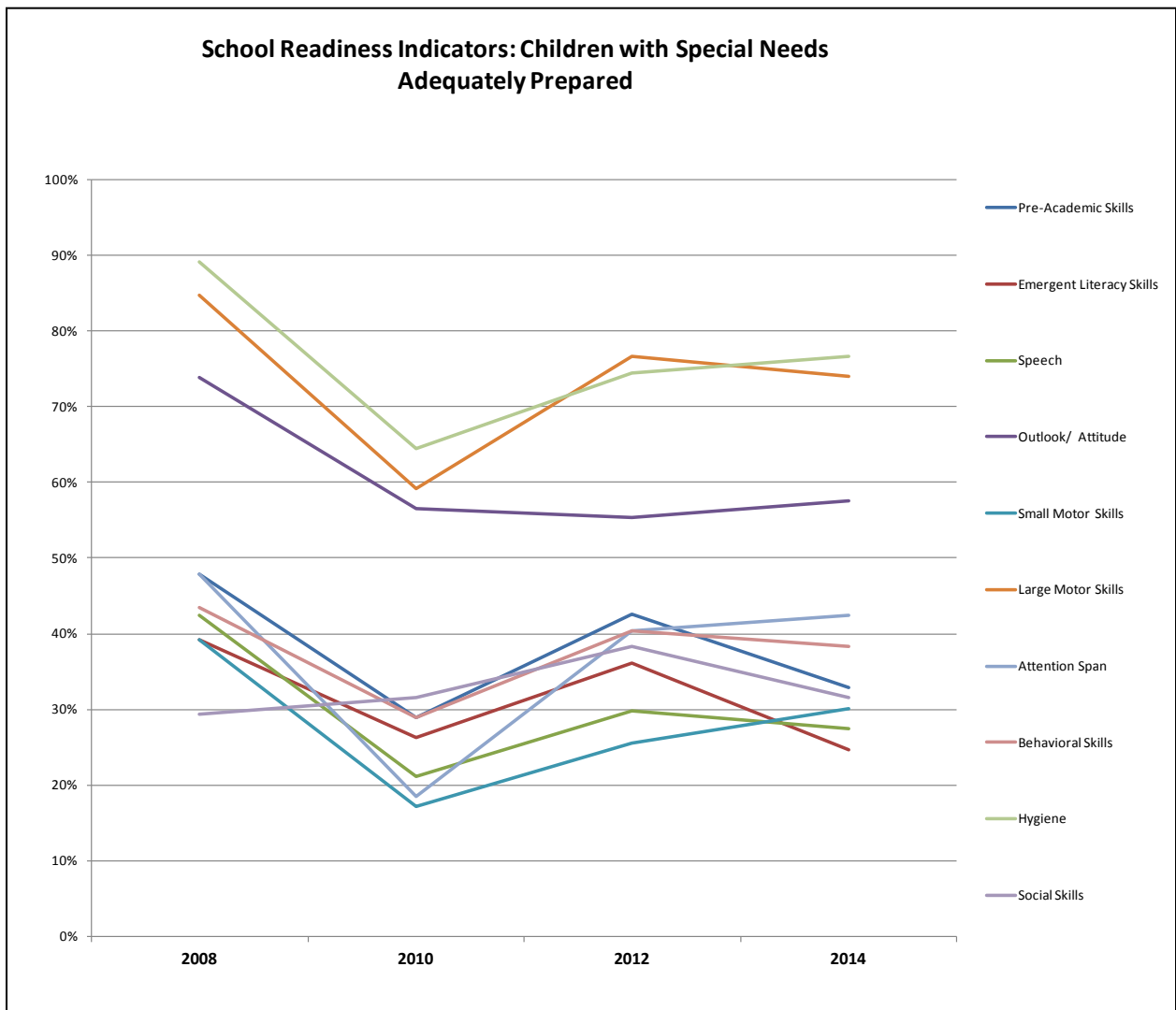
School Readiness Skills: Children with Special Needs

Unlike the positive results for English Language Learners, 2014 results for Children with Special Needs showed declines in several School Readiness Skills areas (see table and charts on page 8 and the individual skills line graphs on 9). Notable results in the categories include:

- **Pre-Academic:** a 9.7 percentage point decline from 42.6% Adequately Prepared in 2012 to 32.9% in 2014. Importantly, this loss corresponds to a 9.8 percentage point increase in those who were Not Prepared.
- **Emergent Literacy:** a 11.5 percentage point decline from 36.2% Adequately Prepared in 2012 to 24.7% in 2014. The difference is split between Minimally Prepared (5.6%) and Not Prepared (5.4%).
- **Speech:** a small 2.4 percentage point decline in Adequately Prepared; however, more positively, the difference showed as a 10 percentage point increase in those who were Minimally Prepared, and a 7.7 percentage point decrease in those who were Not Prepared.
- **Small Motor Skills:** an increase of 4.6 percentage points in Adequately Prepared, corresponding to a 4.8 point decrease in Minimally Prepared.
- Much smaller declines in the Adequately Prepared percentages were seen in the areas of **Large Motor Skills** (which showed an increase in those Not Prepared) and **Behavioral Skills** (which showed an increase in Minimally Prepared and a decrease in Not Prepared).
- **Overall:** Children with Special Needs showed a 6.8 point decline in the percentage of children who were Adequately Prepared in the School Readiness Skills; this difference was split between a 3.5 point increase in those who were Minimally Prepared and a 3.3 point increase in those who were Not Prepared.

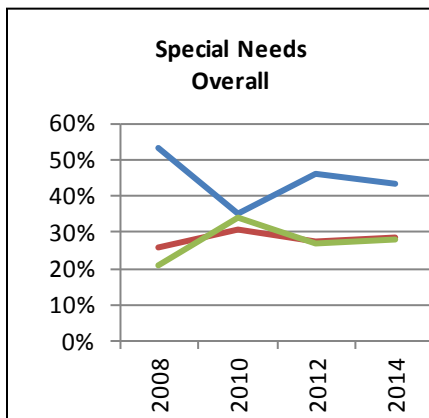
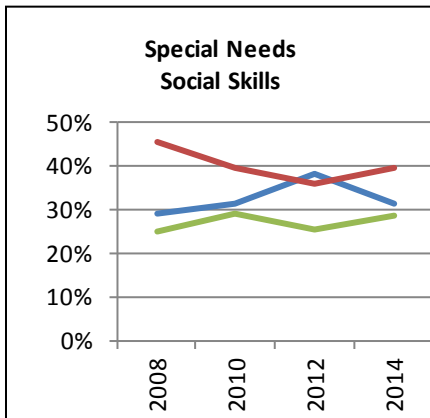
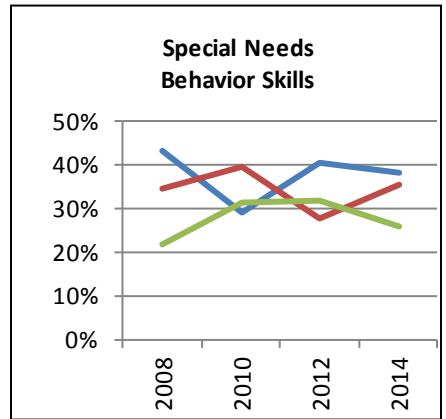
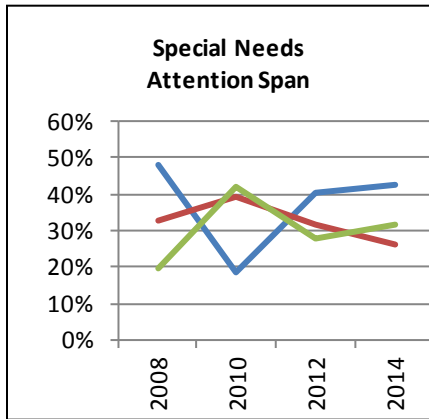
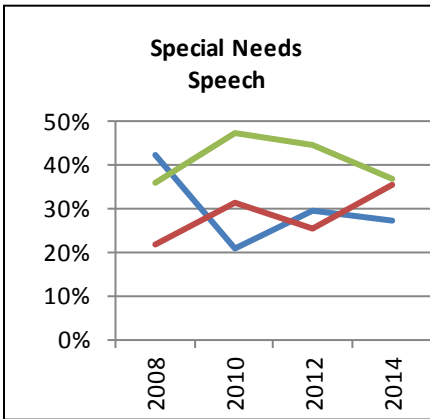
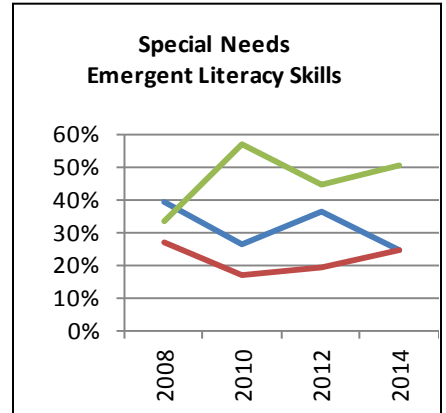
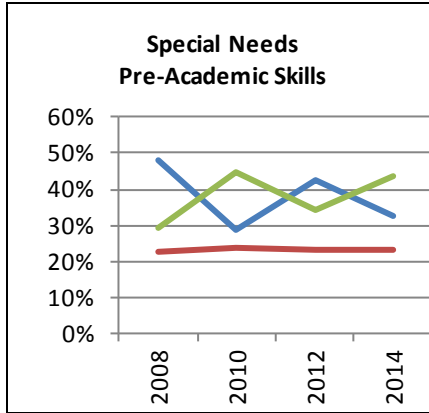


School Readiness Skills Children with Special Needs	Adequately Prepared				Minimally Prepared				Not Prepared			
	2008	2010	2012	2014	2008	2010	2012	2014	2008	2010	2012	2014
Pre-Academic Skills	47.8%	28.9%	42.6%	32.88%	22.8%	23.7%	23.4%	23.29%	29.3%	44.7%	34.0%	43.84%
Emergent Literacy Skills	39.1%	26.3%	36.2%	24.66%	27.2%	17.1%	19.1%	24.66%	33.7%	56.6%	44.7%	50.68%
Speech	42.4%	21.1%	29.8%	27.40%	21.7%	31.6%	25.5%	35.62%	35.9%	47.4%	44.7%	36.99%
Outlook/ Attitude	73.9%	56.6%	55.3%	57.53%	21.7%	28.9%	31.9%	31.51%	4.3%	14.5%	12.8%	10.96%
Small Motor Skills	39.1%	17.1%	25.5%	30.14%	32.6%	30.3%	40.4%	35.62%	28.3%	52.6%	34.0%	34.25%
Large Motor Skills	84.8%	59.2%	76.6%	73.97%	13.0%	31.0%	19.1%	19.18%	2.2%	9.2%	4.3%	6.85%
Attention Span	47.8%	18.4%	40.4%	42.47%	32.6%	39.5%	31.9%	26.03%	19.6%	42.1%	27.7%	31.51%
Behavioral Skills	43.5%	28.9%	40.4%	38.36%	34.8%	39.5%	27.7%	35.62%	21.7%	31.6%	31.9%	26.03%
Hygiene	89.1%	64.5%	74.5%	76.71%	8.7%	26.3%	17.0%	15.07%	2.2%	9.2%	8.5%	8.22%
Social Skills	29.3%	31.6%	38.3%	31.51%	45.7%	39.5%	36.2%	39.73%	25.0%	28.9%	25.5%	28.77%





For clearer illustration, the line graphs below show the results from year to year for Children with Special Needs in those skill categories where there was a decrease in those who were Adequately Prepared, an increase in those who were Not Prepared, or both.





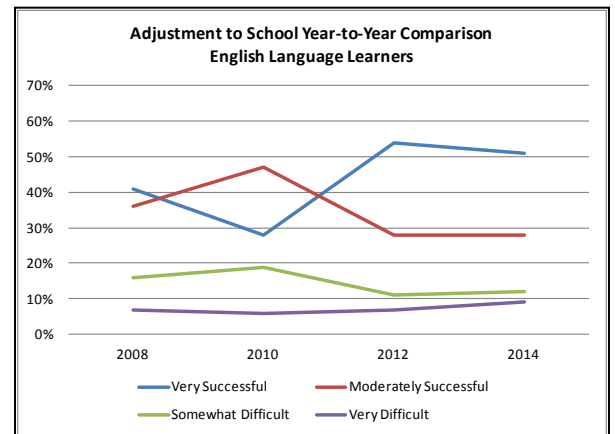
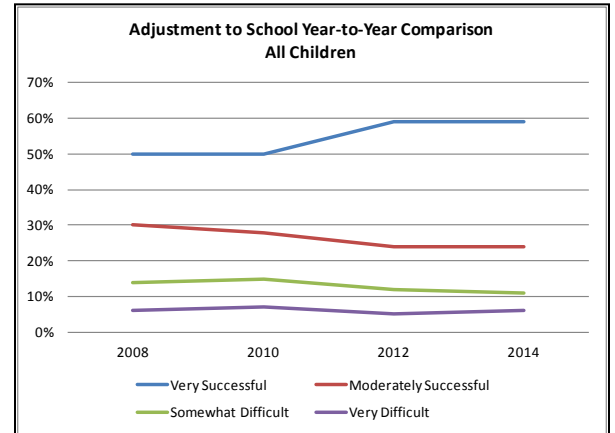
Adjustment to School

As the charts below illustrate, among All Children, survey results pertaining to how well children adjusted to school in 2014 were nearly identical to the 2012 results, maintaining the markedly higher percentage of children who had a Very or Moderately Successful transition adjustment and lower percentages of those who had a difficult adjustment compared to the previous years.

School Adjustment All Children	2005	2008	2010	2012	2014
Very Successful	52%	50%	50%	59%	59%
Moderately Successful	21%	30%	28%	24%	24%
Somewhat Difficult	16%	14%	15%	12%	11%
Very Difficult	11%	6%	7%	5%	6%

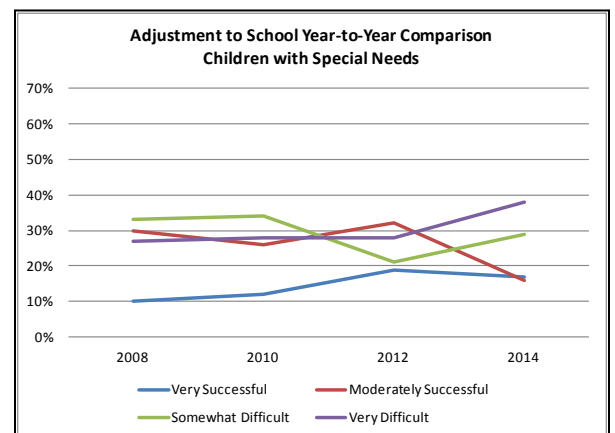
However, adjustment results among the subpopulations show some important differences. The percentage of **English Learners** who have had a Very or Moderately Successful adjustment to school has remained fairly consistent through the years; however, 2012 results show a switch from 2010. In 2010, more were Moderately Successful, and in 2012 and 2014 most were Very Successful. The number of English Learners who had a Somewhat Difficult adjustment declined significantly from 2010 to 2012 and climbed only slightly in 2014. 2012 and 2014 show a slight increase in those English Learners who had a Very Difficult adjustment.

English Learners Adjustment	2008	2010	2012	2014
Very Successful	41%	28%	54%	51%
Moderately Successful	36%	47%	28%	28%
Somewhat Difficult	16%	19%	11%	12%
Very Difficult	7%	6%	7%	9%



Adjustment results for **Children with Special Needs** are troubling for a number of reasons. Survey results have consistently shown that this group of children in general has a more difficult adjustment to school, which is understandable. However, the 2014 survey indicates significant decreases in Successful adjustments from previous years, especially in the Moderately Successful category, and corresponding increases in both the Somewhat and Very Difficult categories. For the first time, the majority had a Very Difficult adjustment, with a 10 percentage point increase over all the past years in that category.

Special Needs Adjustment	2008	2010	2012	2014
Very Successful	10%	12%	19%	17%
Moderately Successful	30%	26%	32%	16%
Somewhat Difficult	33%	34%	21%	29%
Very Difficult	27%	28%	28%	38%

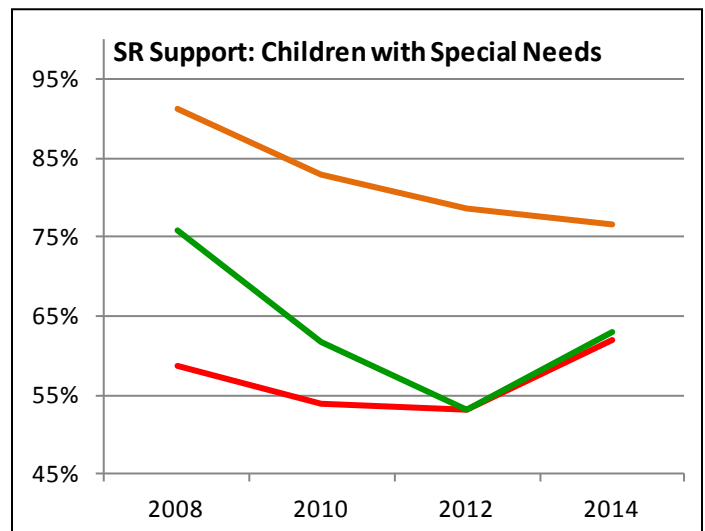
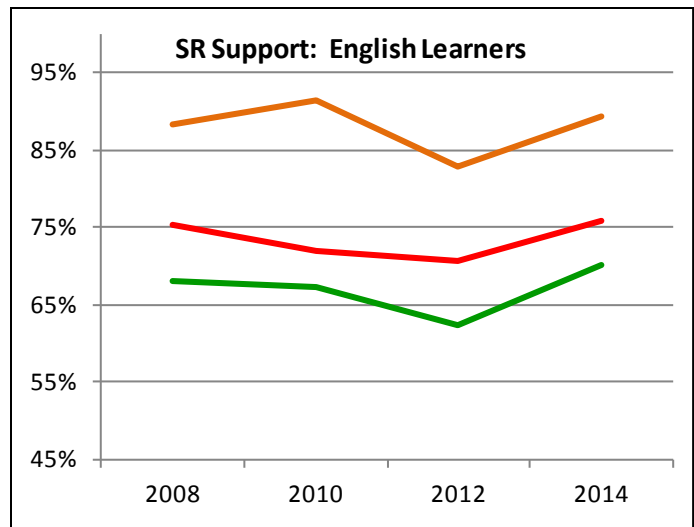
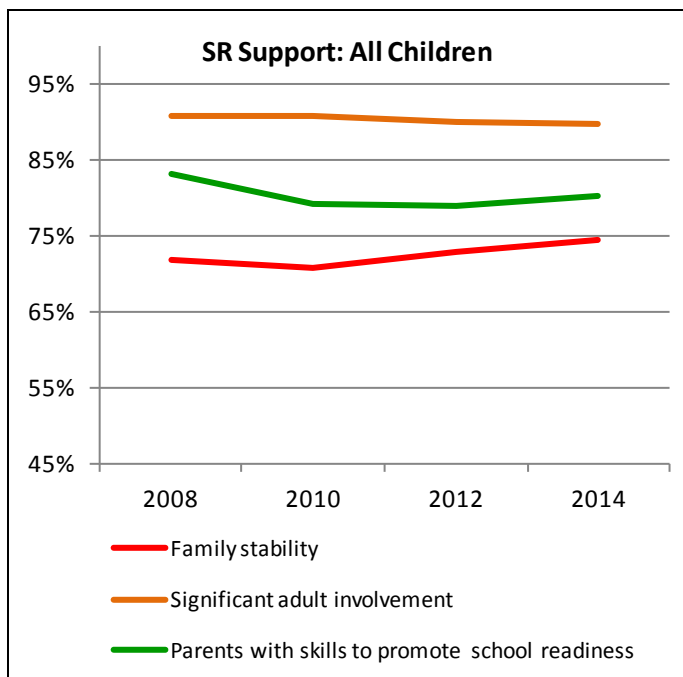




School Readiness Support

Among All Children, the 2014 results in the area of Family Support show only small increases for all three indicators; however, the increases were very significant among English Language Learners, where all three indicators saw 5-8 percentage point increase. Among Children with Special Needs, there were significant increases for “parents with skills to promote school readiness” and “family stability,” but a small decrease in the percentage of those who have “significant adult involvement in his/her life.”

School Readiness Support: Family	All Children					English Learners				Special Needs				TK
	2005	2008	2010	2012	2014	2008	2010	2012	2014	2008	2010	2012	2014	2014
Parents with skills to promote school readiness	68.0%	83.1%	79.1%	78.6%	80.4%	68.0%	67.2%	62.2%	70.0%	75.8%	61.8%	53.2%	63.0%	89.5%
Significant adult involvement in his/her life	73.0%	90.8%	90.7%	90.1%	89.7%	88.3%	91.4%	82.9%	89.3%	91.3%	82.9%	78.7%	76.7%	89.5%
Family stability	65.0%	71.8%	70.8%	72.6%	74.5%	75.2%	71.9%	70.7%	75.7%	58.7%	53.9%	53.2%	63.0%	81.6%



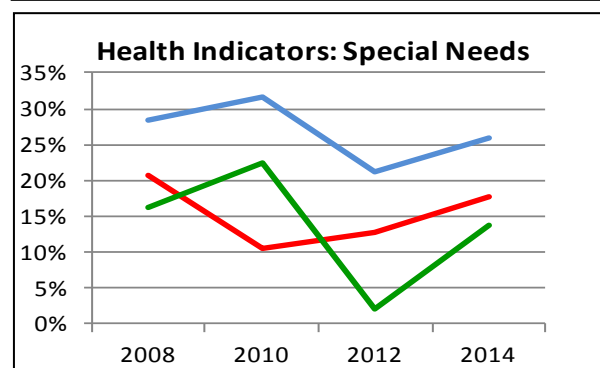
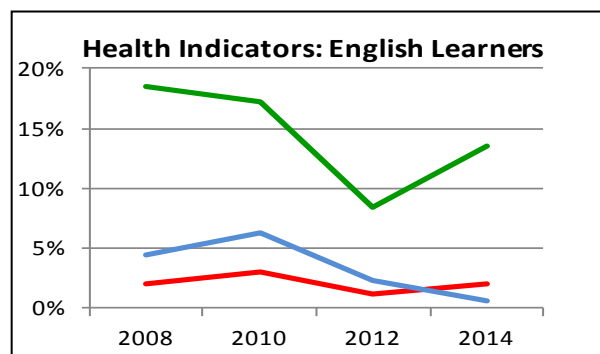
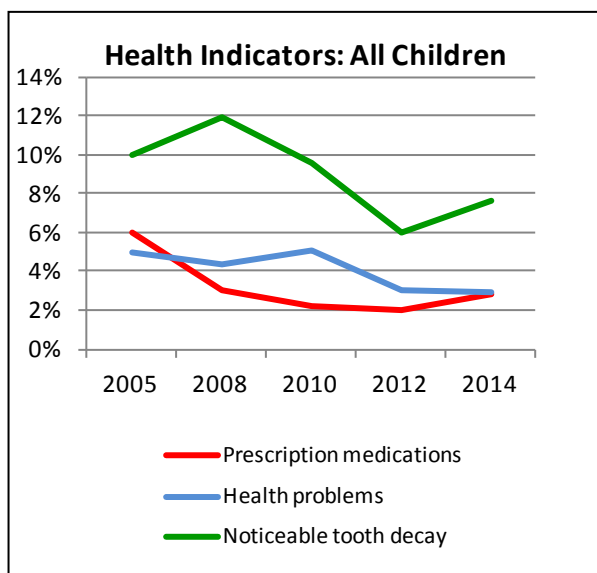


Health-Related Indicators

The survey includes four questions related to health issues that impact a child's school readiness. Results include:

- **Good routine health practices:** the percentage of All Children who have good routine health practices increased slightly, increased by over 10 percentage points among English Language Learners, and decreased 1 percentage point among Children with Special Needs.
- **Noticeable tooth decay:** increased slightly among All Children and increased by 5 percentage points among English Language Learners. There was an over 11 percentage points increase among Children with Special Needs from 2012 (which was uncharacteristically low; there was a significant decrease from 2010.)
- **Health problems that interfere with school success:** remained under 3% for All Children and English Language Learners, and increased 4.7 percentage points to 26% among Children with Special Needs.
- **Prescription Medications:** percentages increased but remained very low for All Children and English Language Learners. Among Children with Special needs, this figure has continued to increase each survey year since 2008, with a 5 percentage point increase from 2012 to 2014.

School Readiness Support: Health	All Children					English Learners				Special Needs				TK
	2005	2008	2010	2012	2014	2008	2010	2012	2014	2008	2010	2012	2014	2014
Good routine health practices	69.0%	80.3%	71.8%	75.6%	77.7%	74.8%	62.5%	57.9%	68.6%	73.9%	59.2%	68.1%	67.1%	68.4%
Noticeable tooth decay	10.0%	11.9%	9.6%	6.0%	7.6%	18.5%	17.2%	8.5%	13.6%	16.3%	22.4%	2.1%	13.7%	0.0%
Health problems that interfere with school success	5.0%	4.3%	5.1%	2.8%	2.9%	4.4%	6.3%	2.4%	0.7%	28.3%	31.6%	21.3%	26.0%	0.0%
Prescription medications	6.0%	3.0%	2.2%	1.9%	2.8%	1.9%	3.1%	1.2%	2.1%	20.7%	10.5%	12.8%	17.8%	5.3%



First 5 Kindergarten Survey 2014

For your convenience, use this row to enter each student's first name or initials. To protect confidentiality, please delete or erase student identifiers before returning. ➔																																	
CATEGORIES		Page 2 DIRECTIONS: Fill in one column for each student. For each of the Categories/Questions in the left column, please indicate your answer by entering a <i>Y, N, or D</i> into the box, according to the following key:																															
Does this child have:		Y = Yes N = No D = Don't know																															
		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	26	27	28	29	30	31	
Support	Parents/caregivers with skills to promote school readiness?																																
	Significant adult involvement in his/her life?																																
	Family stability?																																
	History of having a quality preschool experience?																																
	Routine healthy practices (such as good nutrition and physical activity)?																																
Health	Noticable tooth decay?																																
	Health problems that interfere with school success?																																
	Prescription medication(s)?																																
Does this child have special need(s) that prevents him/her from being successful in school?																																	
Special Education	If yes, were the needs identified early?																																
	If yes, were they addressed by the district?																																
	If yes, is there an IEP for this child?																																
	If yes, is this child adequately supported by special education services?																																
Language	Is this child an English language learner?																																
	If yes, does he/she have age-appropriate skills in speaking and understanding his/her home language?																																
Transition to Kindergarten		DIRECTIONS: Considering this child's development and overall adjustment to kindergarten, please indicate which statement 1-4 in the left column best describes his/her entry into kindergarten by putting a number 1, 2, 3, or 4 into each box.																															
1	Very successful entry, virtually no problems																																
2	Moderately successful entry, some problems																																
3	Somewhat difficult entry, moderate concerns or problems																																
4	Very difficult entry, serious concerns or many problems																																