

PEER Initial Research Aims

Aim 1: To understand children's school readiness as measured by the Connecticut Kindergarten Entrance Inventory (KEI)

Preliminary Findings

Michael Strambler, Ph.D.
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Leir Center
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KEI Initial Research Questions

- What is the overall performance of children on the Connecticut KEI?
- Are there group differences in performance for gender, socio-economic status (SES), English as a second language status, and race/ethnicity?
- Are there district differences in performance?

The Kindergarten Entry Inventory

- State-developed tool to assess students' skills at kindergarten entry
- Teacher ratings of student skills in six areas
 - (1) Language Skills; (2) Literacy Skills; (3) Numeracy Skills;
 - (4) Physical/Motor Skills; (5) Creative/Aesthetic Skills; and (6) Personal/Social Skills
- Each domain rated at one of three levels:
 - Level 1: Students at this level demonstrate emerging skills in the specified domain and require a large degree of instructional support.
 - Level 2: Students at this level inconsistently demonstrate the skills in the specified domain and require some instructional support.
 - Level 3: Students at this level consistently demonstrate the skills in the specified domain and require minimal instructional support

KEI Sample Item

Literacy Skills

PL Rating

At what level does the student:

- Hold a book and turn pages from the front to the back
- Understand that print conveys meaning
- Explore books independently
- Recognize printed letters, especially in their name and familiar printed words
- Match/connect letters and sounds
- Identify some initial sounds
- Demonstrate emergent writing

First, Some Caveats

- KEI scores represent teachers' ratings of students' skills, not direct assessments of students' abilities
- The KEI is not designed to be an accountability tool
- For analysis purposes, we treat the KEI like interval data, but we have yet to test how consistent the data are with interval assumptions
- National reference points for gaps in KEI scores are rough comparisons, not precise benchmarks

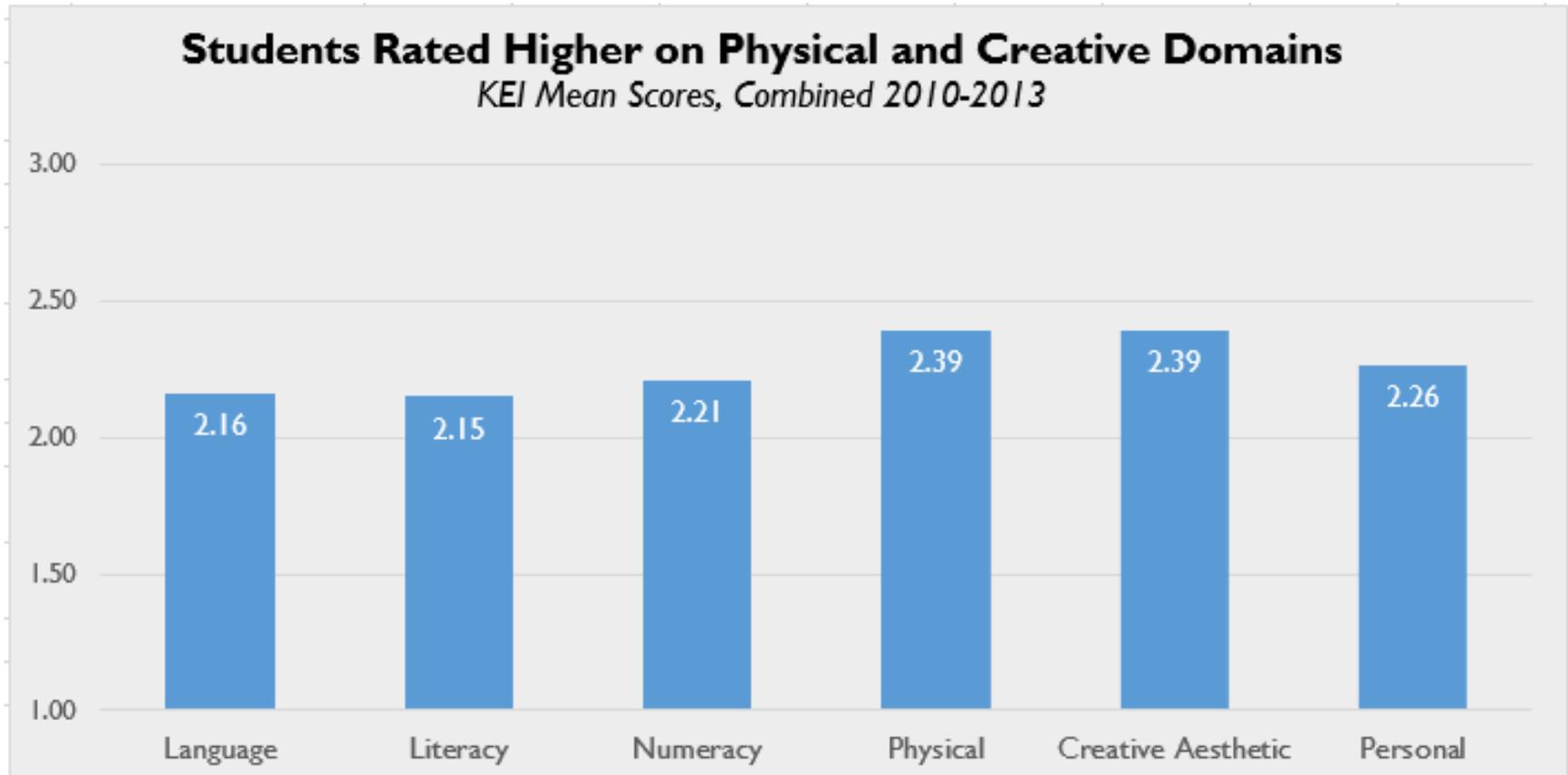
Kindergarten Entry Ratings

Overall Trends

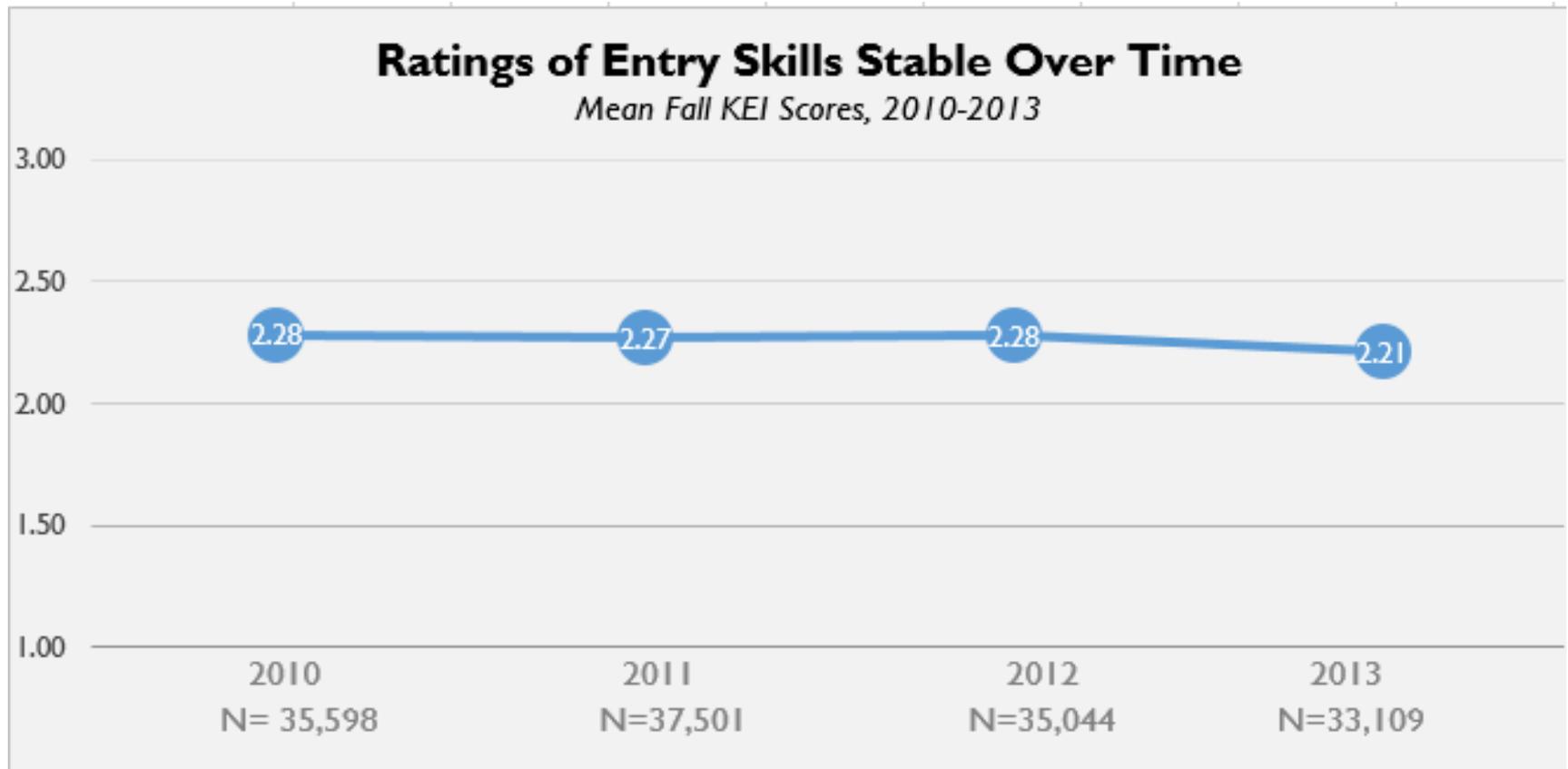
Distribution of KEI Ratings 2010-2013

KEI Domain	Level 1	Level 2	Level 3
Language	22%	40%	38%
Literacy	23%	39%	38%
Numeracy	20%	41%	40%
Physical	11%	40%	50%
Creative/Aesthetic	11%	40%	50%
Personal/Social	16%	41%	43%

Kindergarten Entry Skills by Domain



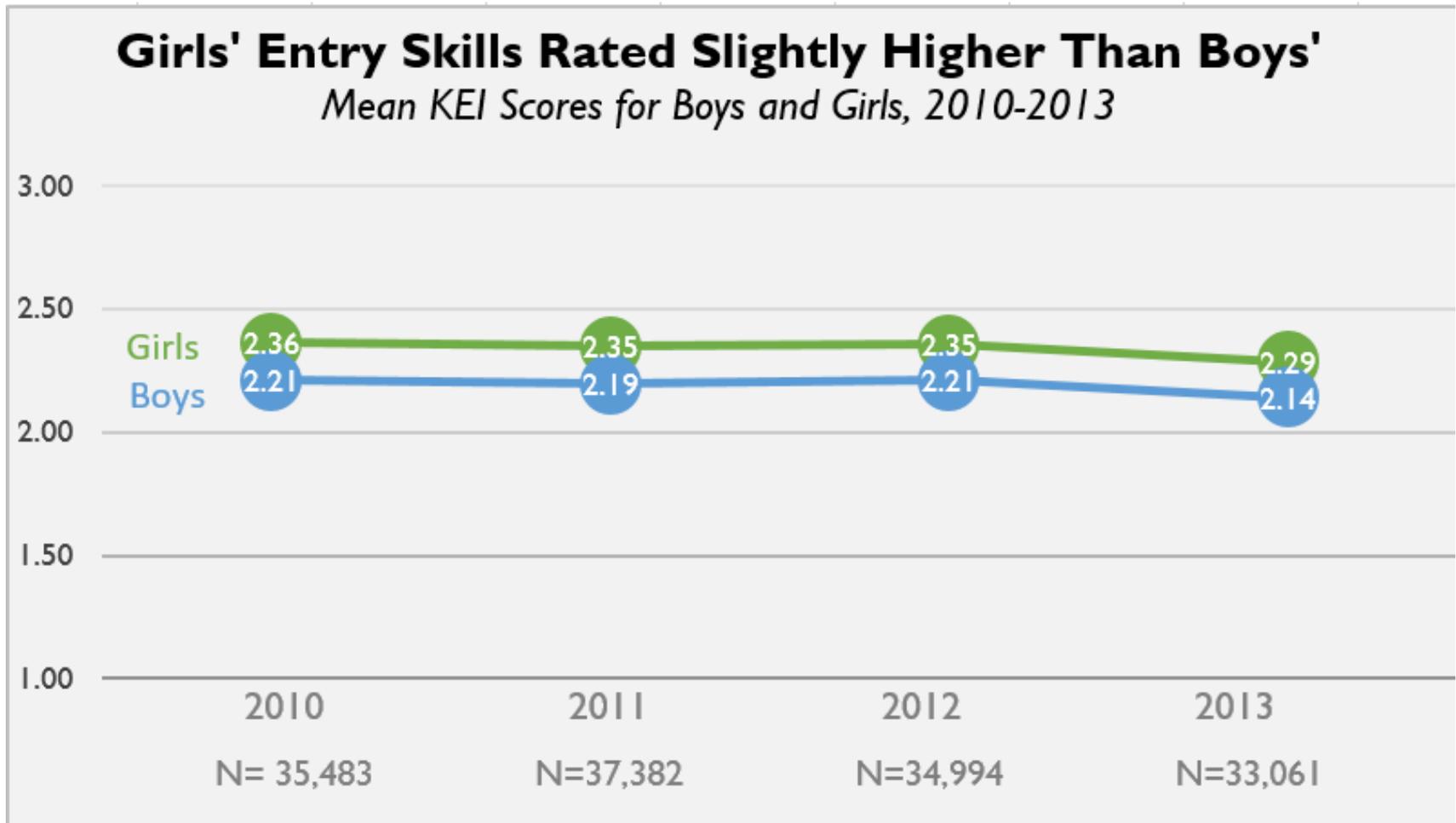
Kindergarten Entry Skills Over Time



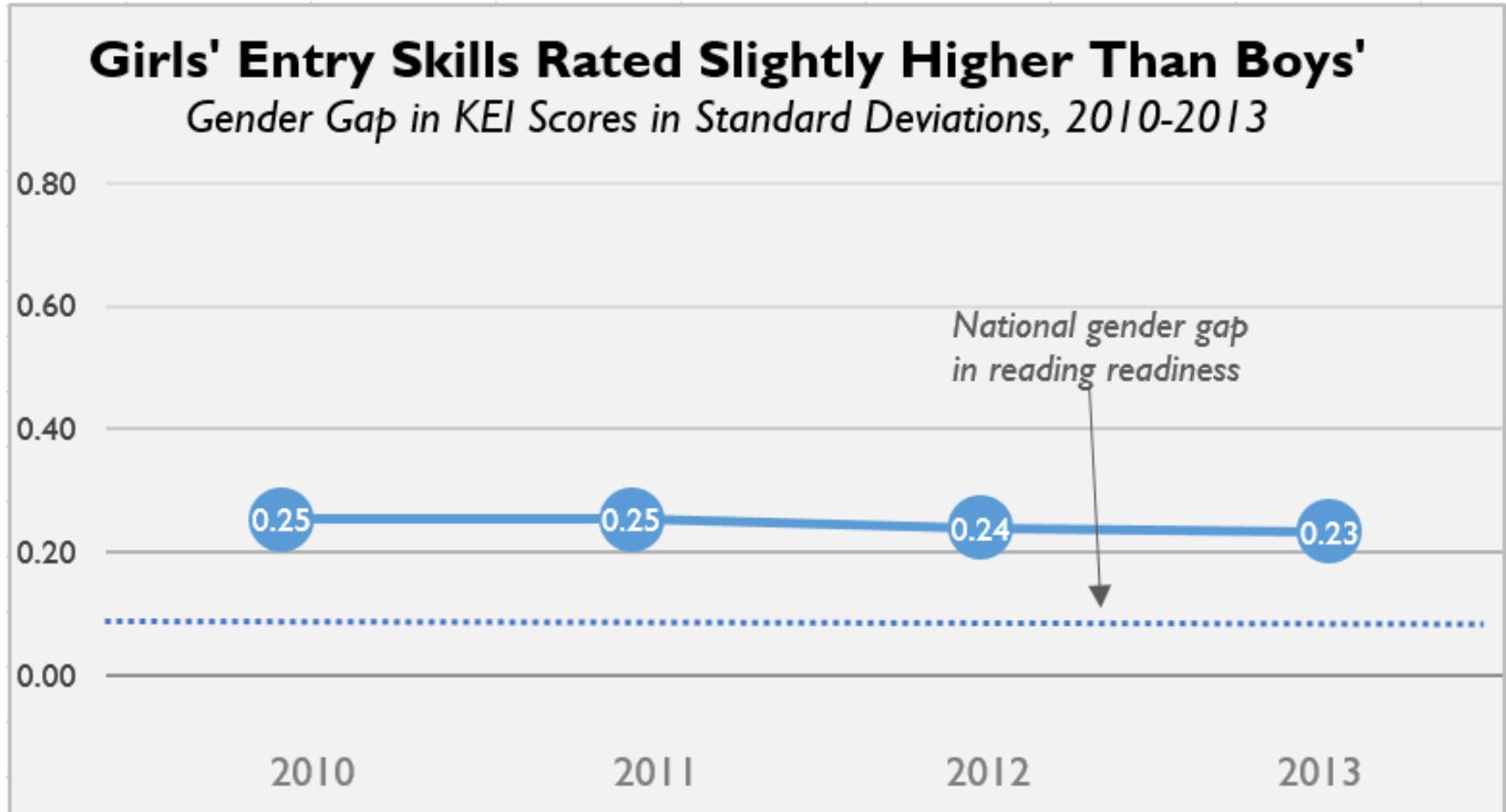
Kindergarten Entry Ratings

Gender Differences

Gender: Mean Scores



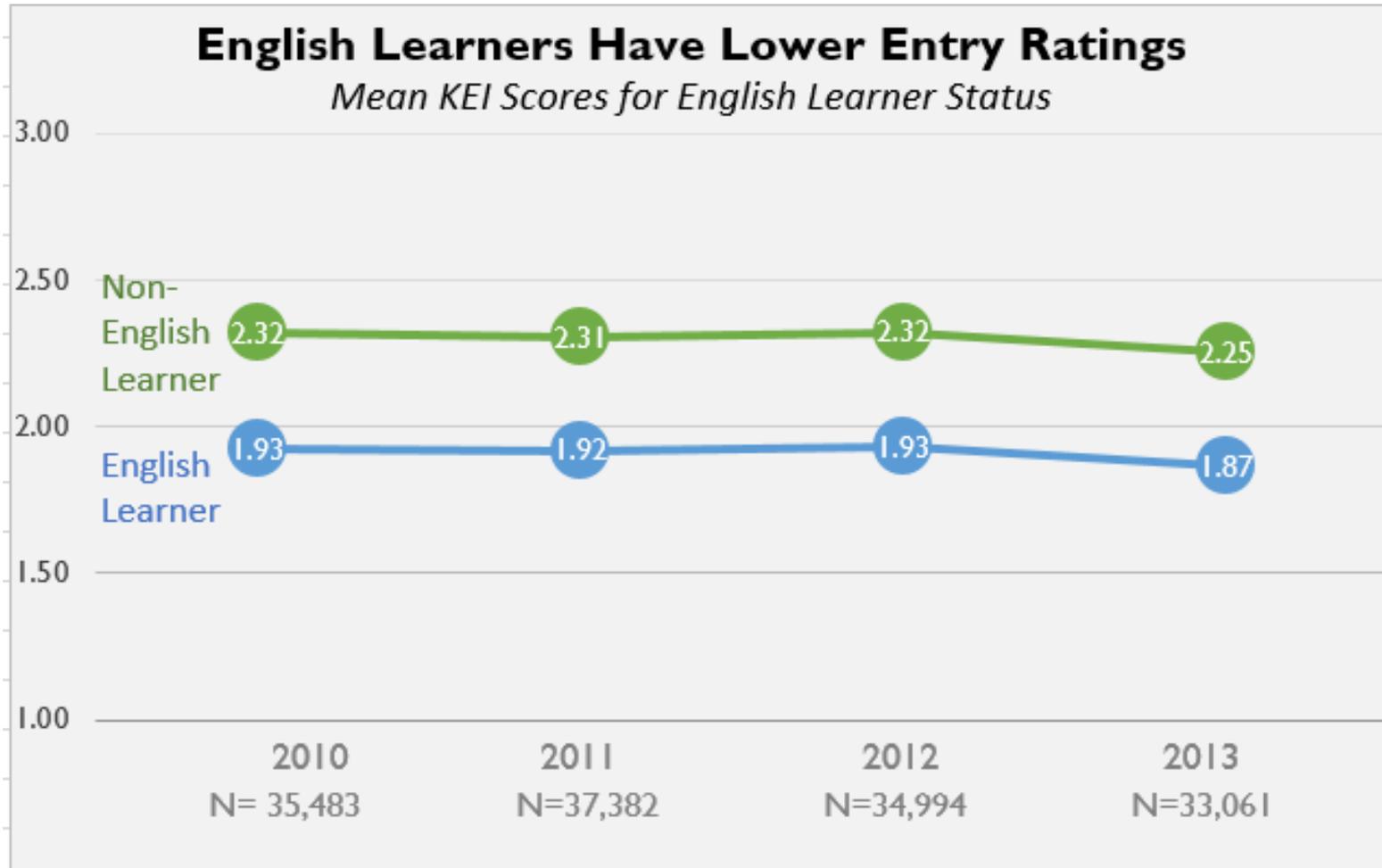
Gender: Gaps



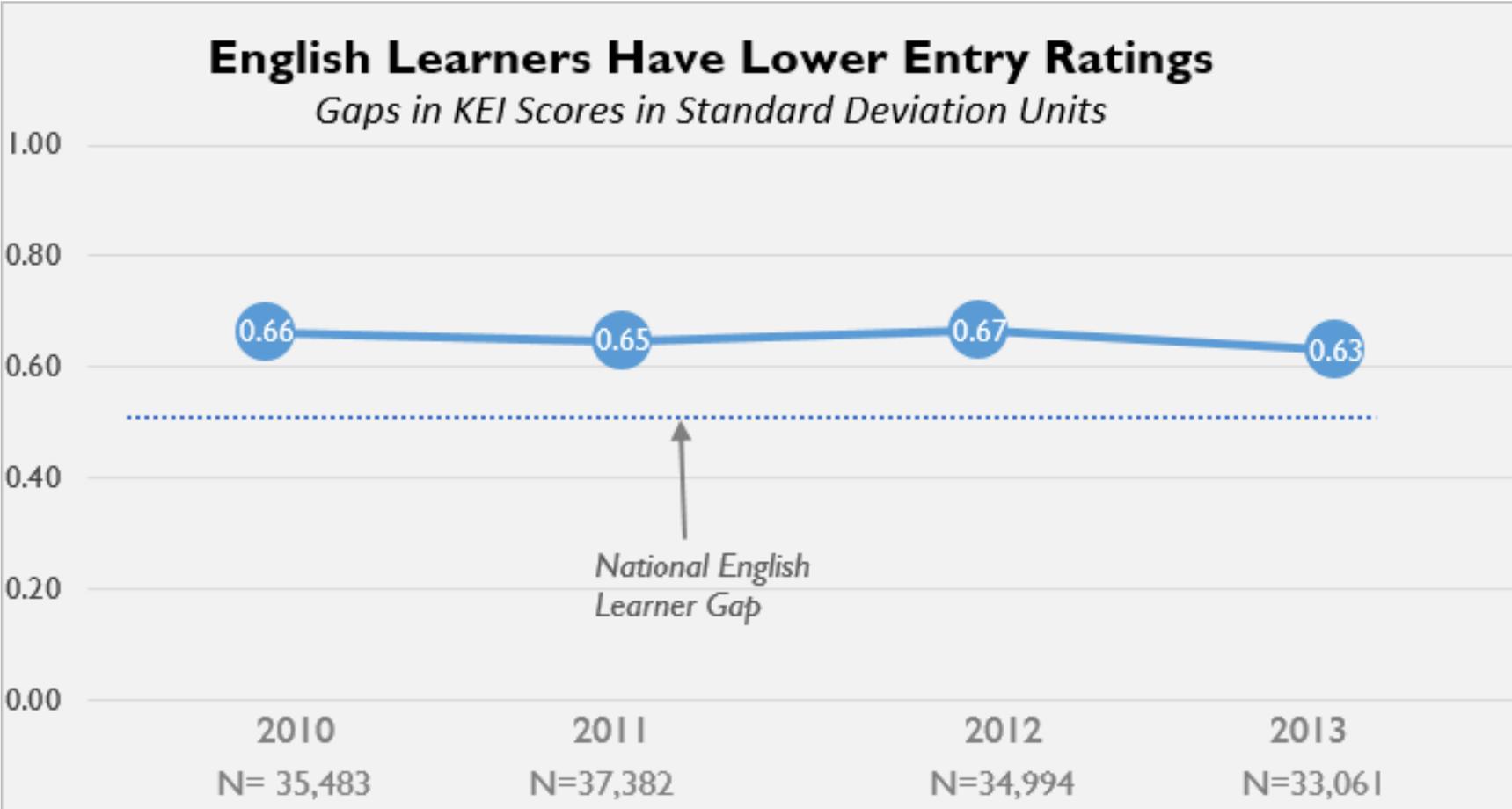
Kindergarten Entry Ratings

English Learner Differences

English Learners: Mean Scores



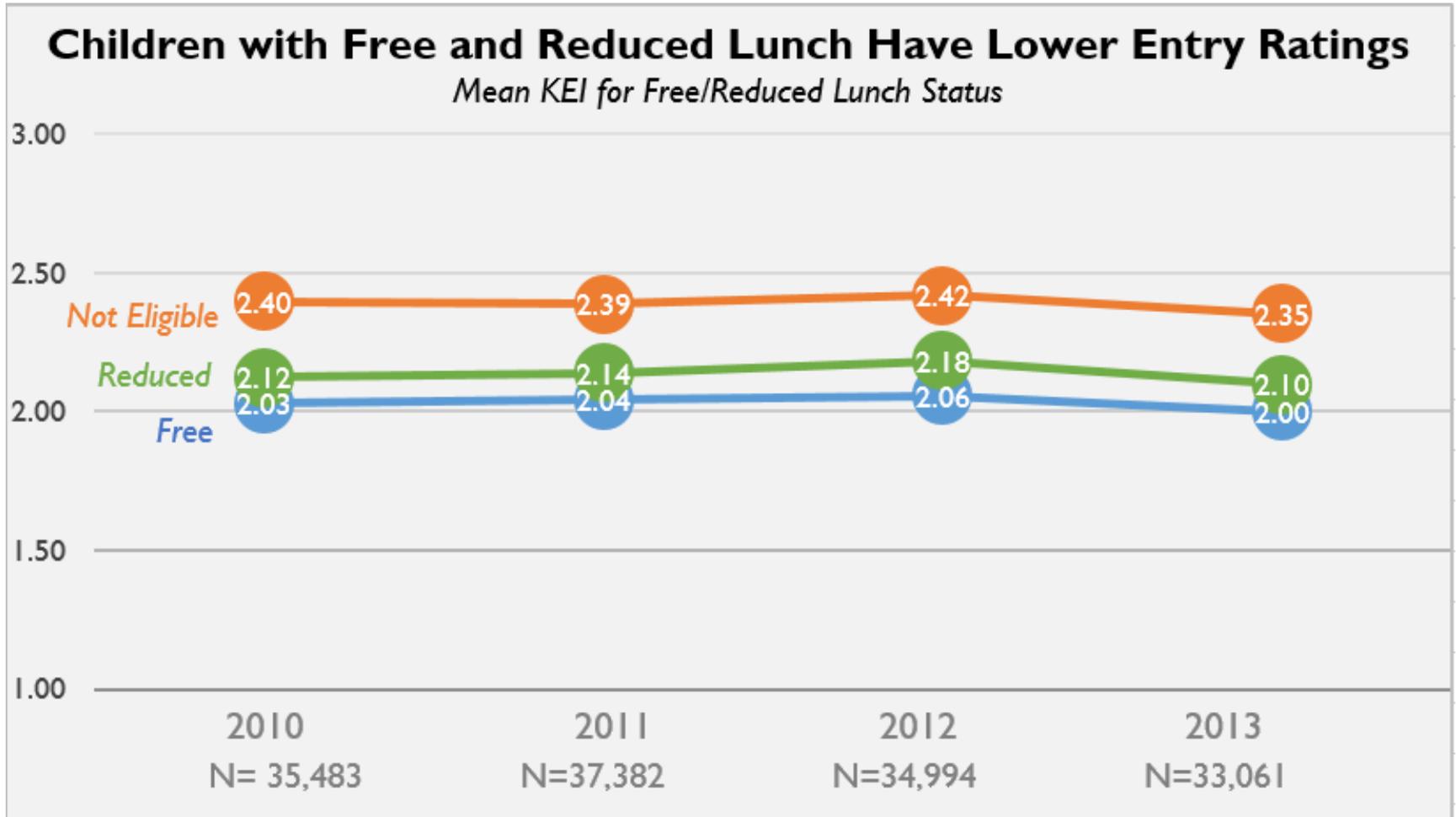
English Learners: Gaps



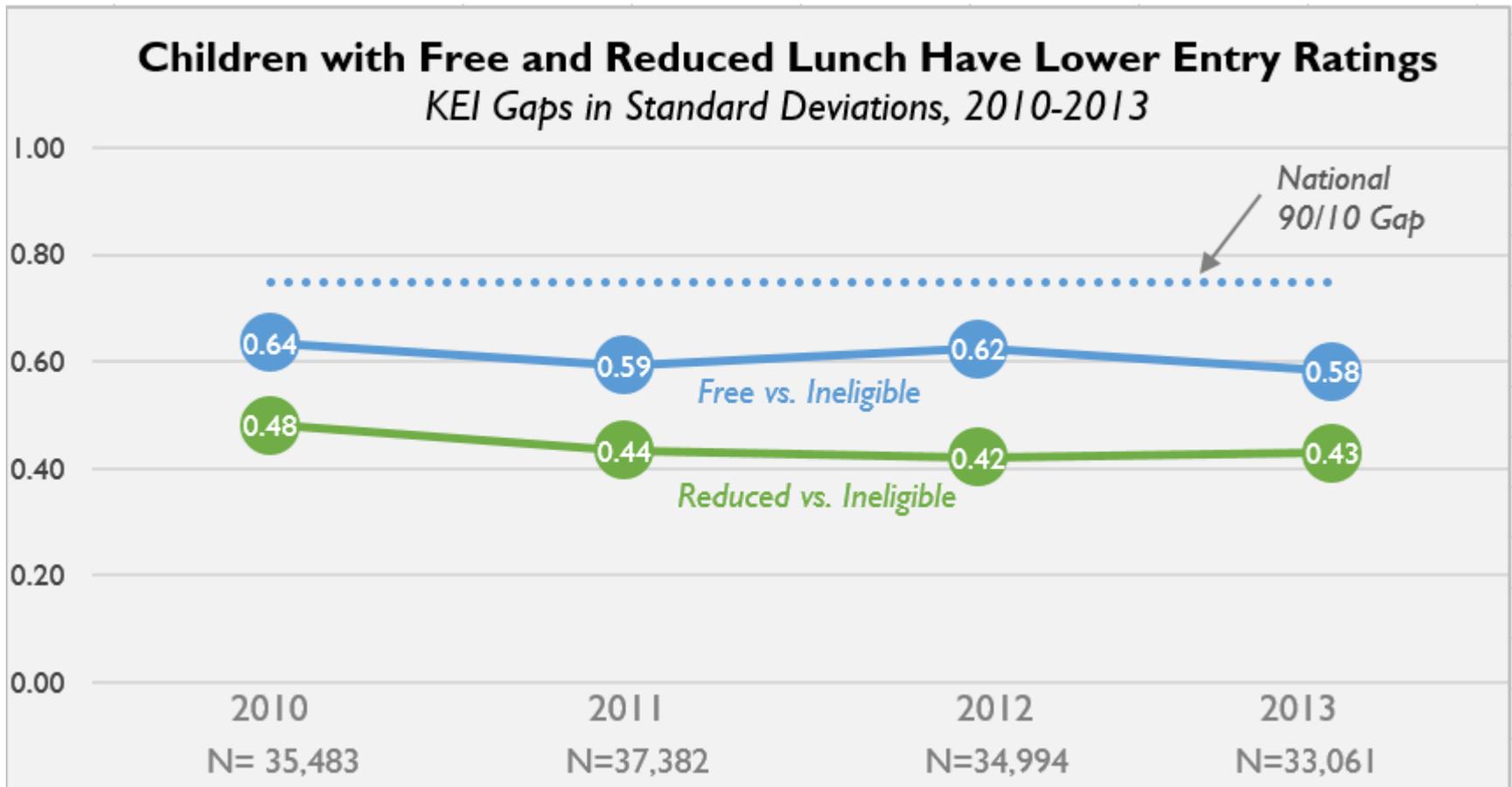
Kindergarten Entry Ratings

Free & Reduced Lunch Differences

Free & Reduced Lunch: Mean Scores



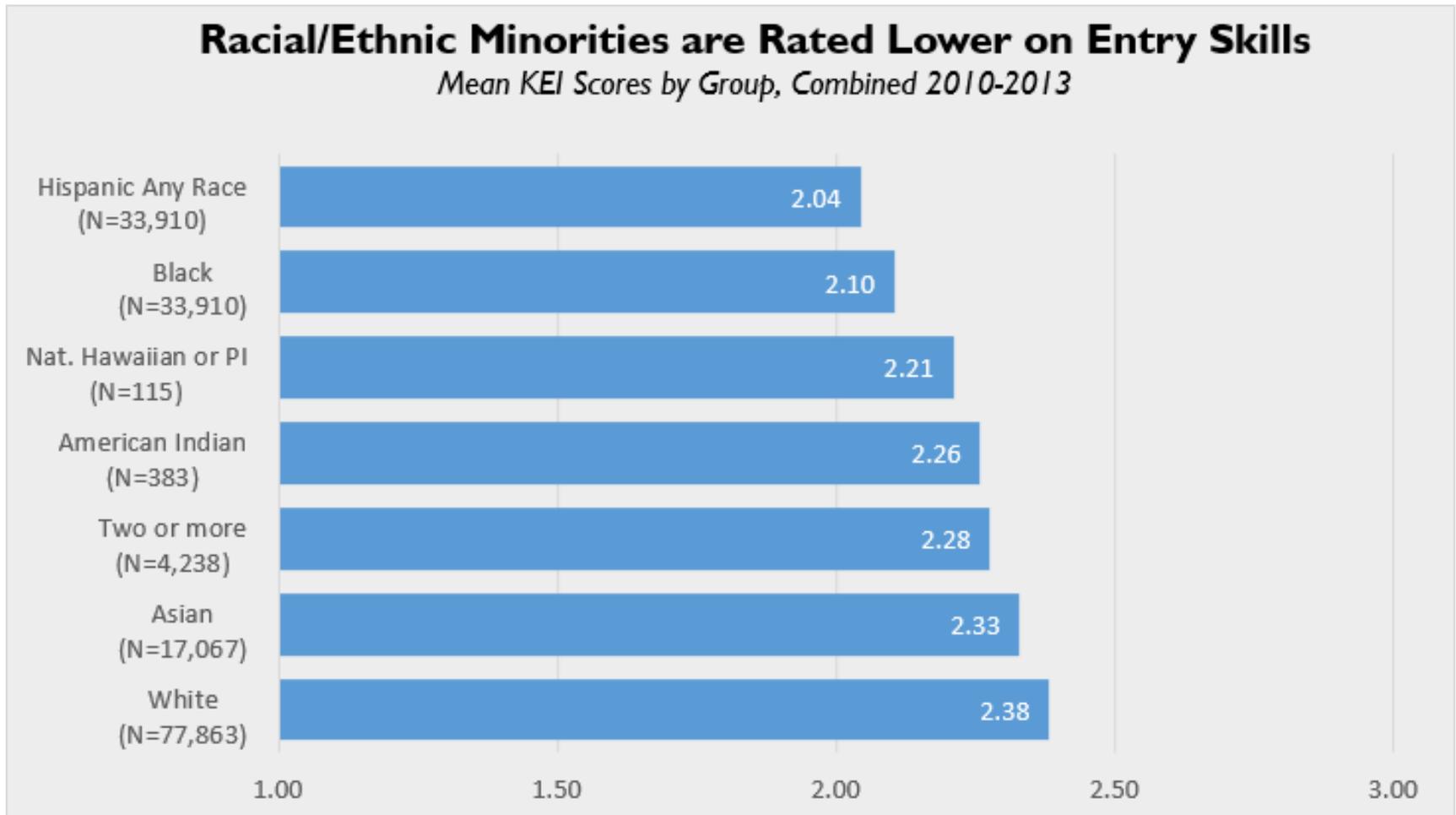
Free & Reduced Lunch: Gaps



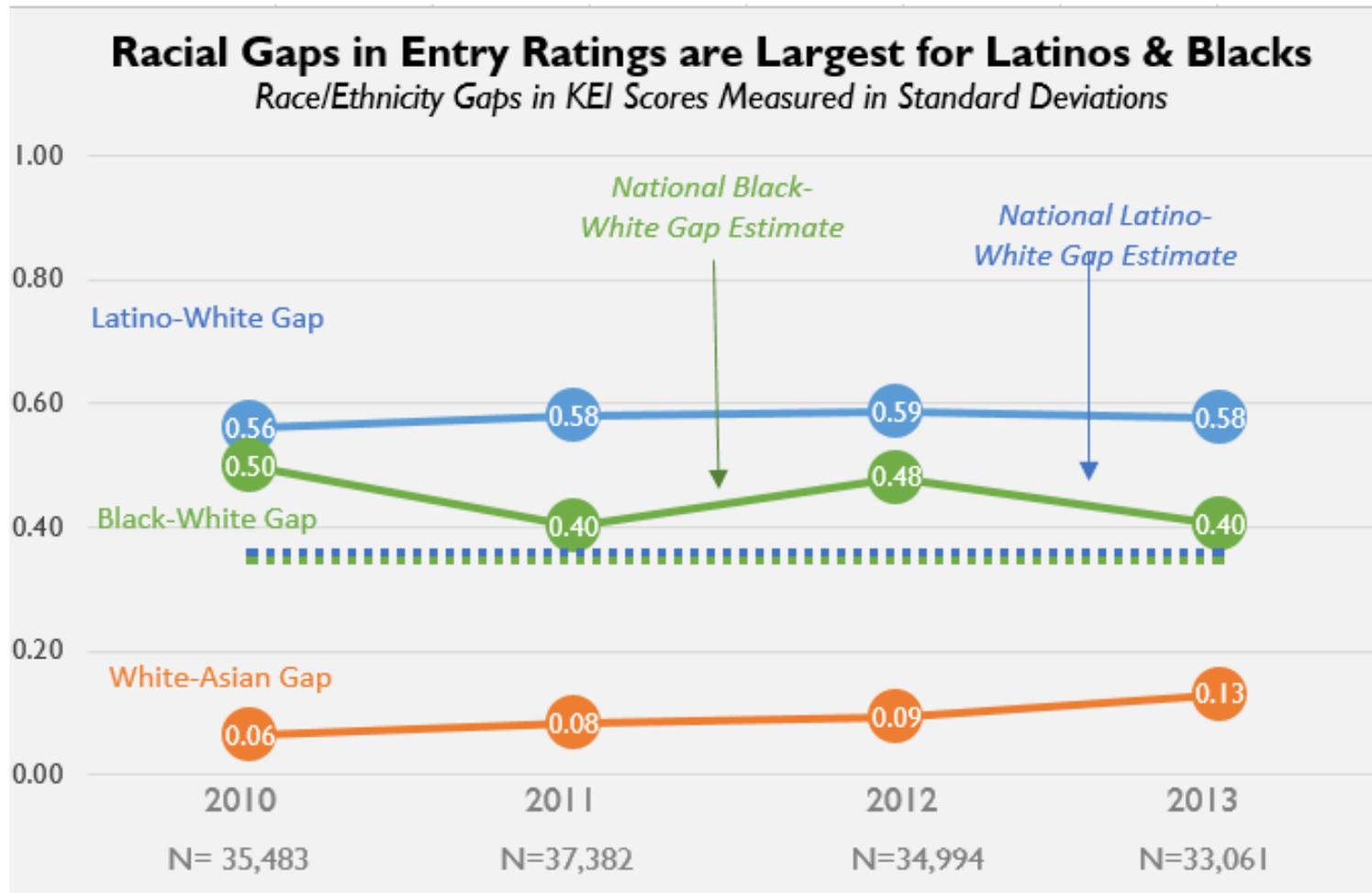
Kindergarten Entry Ratings

Racial/Ethnic Differences

Race/Ethnicity: Mean Scores



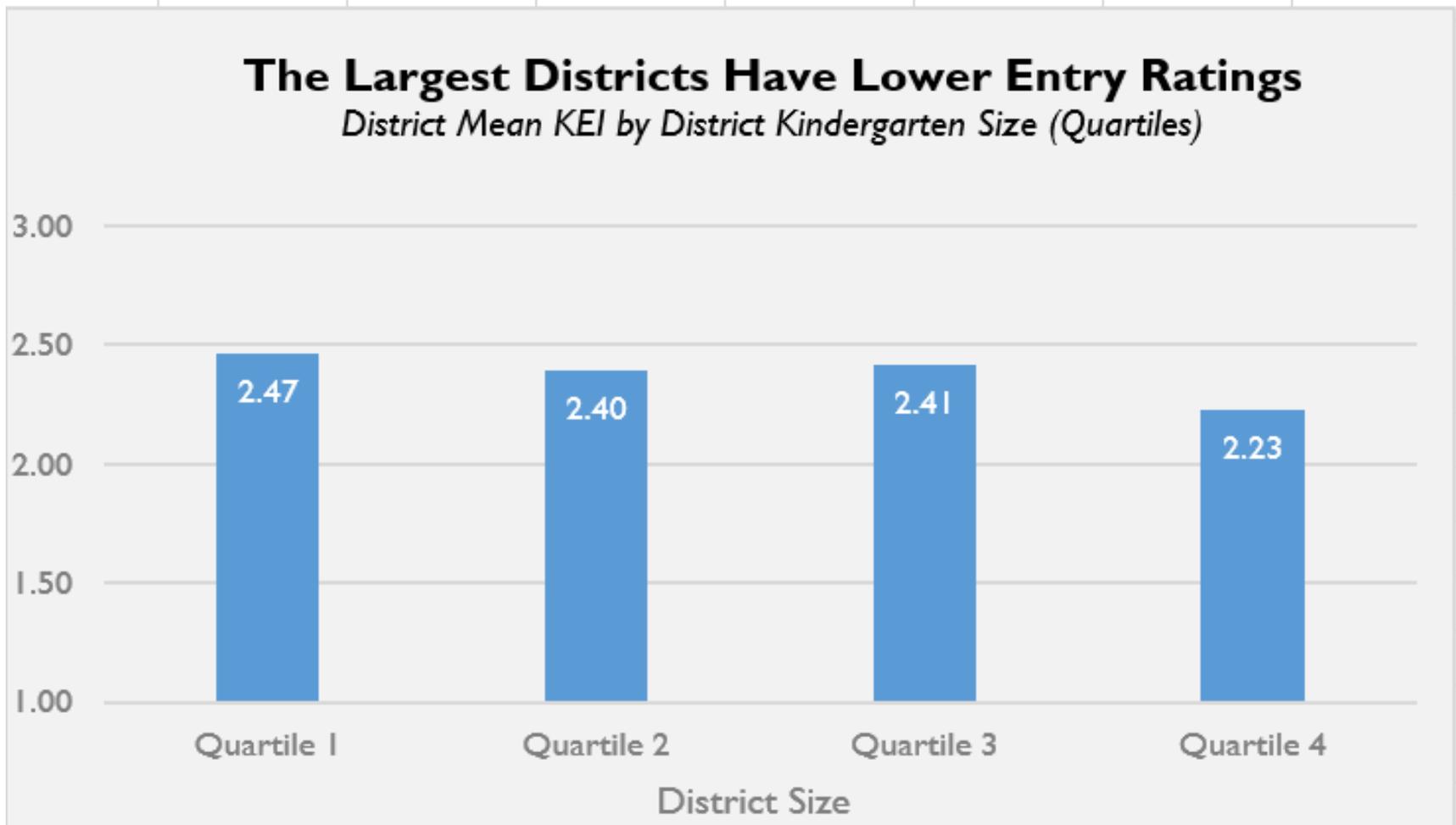
Race/Ethnicity: Gaps



Kindergarten Entry Ratings

District Factors

District Size



Free Lunch Status

