

**School Readiness Survey
of Kindergarten Teachers in Shasta County
Results of the Fifth Administration**



**Conducted for
First 5 Shasta,
The Shasta Children and Families First Commission**

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April 2007

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Why Was the School Readiness Survey Conducted?

One of First 5 Shasta's goals is to ensure that children and families are safe, and children are physically, mentally, emotionally, socially, and spiritually healthy, and ready to learn. To monitor school readiness of incoming kindergarten students, the First 5 Shasta Evaluation Team designed the *School Readiness Survey for Kindergarten Teachers in Shasta County*. The survey has been administered every year between 2001 and 2004. A biennial administration started in 2006.

How Was the School Readiness Survey Conducted?

The following steps were taken to ensure all educational agencies were informed about the survey:

- Superintendents serving kindergarten students were contacted and asked permission to administer the survey to their teachers. Increasingly, districts are requiring that surveys be approved by the superintendent or the school board before administration. Superintendents received a copy of the survey, past countywide results, and information about First 5 Shasta and its goals.
- Principals were contacted by phone to explain the survey and gather their support.
- Teachers received the survey, countywide results, and information about First 5 Shasta.

The table below displays the number of teachers in the county, how many responded to the survey, the response rate, and percent of participating schools for each year. Alternative education sites and charter schools were not included in the mailing.

	2001	2002	2003	2004	2006
Number of teachers in Shasta County	115	115	115	112	105
Number of teachers returning surveys	65	66	77	67	61
Response rate	57%	57%	67%	60%	58%
Percent of schools participating	83%	86%	86%	83%	85%

Note: The reduction in the number of teachers between 2004 and 2006 was due in most part to the closing of one school and another school that didn't have kindergarten students.

What Are the 2006 Primary Survey Findings?

SKILLS:

Teachers reported that students were most adequately prepared in four categories; outlook/attitude (80%), large motor skills (78%), hygiene (77%), and language (70%).

Teachers ranked the preparedness of the following skills as neither the highest nor lowest; attention span (61%), behavioral skills (58%), socials skills (58%), and small motor skills (53%).

Preparedness was rated lowest on emergent literacy (37%), and pre-academic skills (48%).

Overall, teachers indicated that 58 percent of students were adequately prepared to begin kindergarten.

SUPPORT:

Teachers were asked about five types of support that contribute to school success and what percentage of their students had these supports in their lives. Teachers indicated that 75 percent of their students had parents that were involved in their child's life, 69 percent of their students had parents with skills to promote school readiness, 70 percent routinely practiced healthy behaviors, and 65 percent had a stable family life. The fifth support was attending a quality preschool. Fifty-nine percent of teachers thought their students had had a quality preschool experience.

TRANSITION INTO KINDERGARTEN:

Teachers indicated that three-quarters of their students either had a very successful (50%) or moderately successful (25%) transition into kindergarten.

SPECIAL EDUCATION:

On average, teachers had one special needs student in their class. They indicated that 62 percent of these students had their needs identified early and 54 percent had their needs addressed by services in the district.

Teachers, on average, had two students with Individual Education Plans (IEPs). Teachers indicated that 76 percent of these students received adequate special education services.

L A N G U A G E :

On average, teachers had two students in their class that were English learners. However, the number of English learners ranged from zero to 20 students per classroom. Teachers indicated that 70 percent of their English learners had age-appropriate skills in speaking and understanding their primary language.

H E A L T H :

Averaged across the classrooms, it was found that 11 percent of students had noticeable untreated tooth decay.

Teachers estimated that five percent of their entering kindergartners had health problems that interfered with learning.

On average, six percent of students were taking prescription medication.

In previous years, teachers were asked about health issues that interfered with learning. The wording of the 2004 question asked about health and mental health issues. In 2006, 45 teachers indicated their students had health or mental health issues that interfered with their ability to learn. The most common issues mentioned were mental health or behavioral issues (mentioned 24 times) and attention-deficit disorders (mentioned 12 times).

What Are the Longitudinal Findings?

The results over the five administrations have been very consistent. Students' outlook/attitude, large motor skills, hygiene, and language skills have consistently been the areas in which students have been the most prepared. Likewise, students were consistently unprepared in the areas of emergent literacy (37%), and pre-academic skills (48%). The question about emergent literacy has only been on the survey for two years.

Between the first and last administration, teachers reported an increase in overall school readiness from 52 and 58 percent. Other increases over time were in the areas of pre-academic skills (40 to 48%), attention span (55 to 61%), quality preschool experience (53 to 59%), and students with IEPs that were adequately supported by special education services (67 to 76%).

When it came to health issues, there was little change in the number of students with noticeable tooth decay (14 to 11%), students with significant health problems (7 to 5%), or students taking prescribed medication (3 to 6%).

What Are the Detailed Survey Findings?

Detailed survey results are provided below for all four years of administration.

			Administration Year				
			2001	2002	2003	2004	2006
1.	How many teachers participated?	<i>Number:</i>	65 of 115	66 of 115	77 of 115	67 of 112	61 of 105
2.	How many kindergarten students are in your class?	<i>Average:</i>	17	18	17	17	18
		<i>Range:</i>	1 to 25	1 to 25	1 to 22	1 to 23	1 to 22
3.	How many years have you taught at this school?	<i>Average:</i>	13	12	11	12	12
		<i>Range:</i>	3 to 30	1 to 40	1 to 30	1 to 33	1 to 32

SKILLS:

	What percentage of children (excluding children with special needs or IEPs) entered kindergarten adequately prepared, minimally prepared, or not prepared in each of the following categories:	Percent Adequately Prepared				
		2001	2002	2003	2004	2006
4.	Pre-Academic Skills Knows colors, shapes, shows emerging numeracy, completes multi-task sequences, shows emerging literacy (letter recognition, sound recognition)	40%	48%	47%	56%	48%
5.	Emergent Literacy Skills Demonstrates letter recognition, sound recognition, pre-reading skills, comprehension, book knowledge	^	^	^	42%	37%
6.	Language Age appropriate skill in speaking and understanding language, speech is not hard to understand	71%	73%	75%	74%	70%
7.	Outlook/Attitude Is generally enthusiastic and interested in many different things	*	81%	83%	82%	80%
8.	Small Motor Skills Uses scissors, draws, holds crayon, stays within lines, buttons clothes	51%	59%	52%	60%	53%
9.	Large Motor Skills Walks, runs, climbs, balances	77%	81%	82%	81%	78%
10.	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	54%	56%	57%	58%	58%
11.	Attention span Has age-appropriate attention span, generally not sleepy or tired in class	55%	65%	62%	64%	61%
12.	Behavioral Skills Takes turns, follows directions, responds to authority appropriately, not overly aggressive or withdrawn	56%	63%	60%	58%	58%
13.	Hygiene Able to take care of toileting, washing hands, wiping nose (with prompting)	76%	81%	78%	82%	77%
14.	Overall Preparedness Upon Kindergarten Entry	52%	61%	57%	60%	58%

*Not asked on 2001 survey. ^Asked for the first time in 2004

SUPPORT:

	What percentage of your students have the following types of support in their lives?*	2002	2003	2004	2006
15.	Parents/caregivers with skills to promote school readiness	70%	67%	67%	69%
16.	Significant adult involvement in the child's life	72%	73%	70%	75%
17.	Family stability	66%	66%	62%	65%
18.	Quality preschool experience	53%	51%	55%	59%
19.	Routine healthy practices (such as good nutrition and physical activity)	70%	68%	64%	70%

*Not asked on 2001 survey.

TRANSITION INTO KINDERGARTEN:

	Approximately how many students currently in your kindergarten class were in the following categories when they entered kindergarten? Please consider children's development and overall adjustment.**	2003	2004	2006
20a.	Very successful entry, virtually no problems	50%	52%	50%
20b.	Moderately successful entry, some problems	18%	22%	25%
20c.	Somewhat difficult entry, moderate concerns or problems	19%	13%	14%
20d.	Very difficult entry, serious concerns or many problems	13%	12%	11%

**Not asked on 2001 or 2002 survey

SPECIAL EDUCATION:

		2001	2002	2003	2004	2006
21.	How many of your students have any type of special need that prevents them from being successful in school?	*	2.3	1.9	1.8	2.0
21a.	What percentage of students with special needs have had their needs identified early?	*	58%	58%	54%	62%
21b.	What percentage of students with special needs had their needs addressed by services in the district?	*	55%	60%	63%	54%
22.	How many of your students had IEPs this year?	1.4	1.8	1.5	1.6	1.3
22a.	What percentage of students with IEPs were adequately supported by special education services?	67%	64%	73%	68%	76%

*Not asked on 2001 survey.

LANGUAGE:

		2001	2002	2003	2004	2006
23.	How many children in your class are English learners? (EL)	^	^	1.8	2.0	2.1
23a.	What percentage of your EL students have age-appropriate skills in speaking and understanding their home language?	^	^	77%	63%	70%

^The wording of these two questions was changed in 2003 to the wording used on the statewide School Readiness survey.

HEALTH

		2001	2002	2003	2004	2006
24.	What percentage of children entered your class with noticeable untreated tooth decay?	14%	17%	11%	16%	11%
25.	What percentage of children in your current class had health problems when they entered kindergarten, which have interfered with their success in school?	7%	8%	6%	5%	5%
26.	What percentage of children in your current class are on prescription medication?	3%	5%	5%	5%	6%

27.	What health issues have you dealt with in your class this year that have prevented children from being successful in school?	Number of times issues were mentioned				
		2001	2002	2003	2004	2006
	Respiratory illness (colds, flu, asthma, allergies, sinus infections)	15	14	26	13	8
	Head lice	19	8	14	1	1
	Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder	6	6	13	10	12
	Mental/Behavioral issues (Depression, Autism, aggression, defiance)	5	3	8	16	24
	<i>Number of teachers who answered this question:</i>	43	35	51	45	45

Which Districts Participated?

<i>School District</i>	<i>School Name</i>	Year of Administration				
		2001	2002	2003	2004	2006
Bella Vista	Bella Vista Elementary	3	3		3	
Black Butte Union	Black Butte Elementary				3	3
Cascade Union	Anderson Heights	3	3	3	3	3
Cascade Union	Meadow Lane Elementary	3	3	3	3	3
Cascade Union	Verde Vale Elementary	3	3	3	3	
Castle Rock Union	Castle Rock Elementary		3	3	3	3
Columbia	Columbia Elementary	3	3	3	3	3
Cottonwood Union	East Cottonwood Elementary	3	3	3	3	3
Enterprise	Alta Mesa Elementary	3	3	3	3	3
Enterprise	Boulder Creek Elementary	3	3	3	3	3
Enterprise	Lassen View Elementary	3	3	3	3	3
Enterprise	Mistletoe Elementary	3	3	3		3
Enterprise	Rother Elementary	3	3	3	3	3
Enterprise	Shasta Meadows Elementary	3	3	3	3	3
Fall River Joint Unified	East Burney Elementary	3		3		3
Fall River Joint Unified	Fall River Elementary		3	3	3	3
French Gulch-	French Gulch-	3	3	3	3	3

<i>School District</i>	<i>School Name</i>	Year of Administration				
		2001	2002	2003	2004	2006
Whiskeytown	Whiskeytown Elem.					
Gateway Unified	Buckeye Elementary	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
Gateway Unified	Canyon Elementary	<i>3</i>			<i>3</i>	
Gateway Unified	Grand Oaks Elementary	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
Gateway Unified	Toyon Elementary	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	~
Gateway Unified	Shasta Lake					<i>3</i>
Grant Elementary	Grant Elementary		<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
Happy Valley Union	Happy Valley Primary	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
Igo, Ono, Platina Union	Igo-Ono Elementary	<i>3</i>	<i>3</i>	<i>3</i>		
Igo, Ono, Platina Union	Platina Elementary		<i>3</i>	<i>3</i>		<i>3</i>
Indian Springs	Indian Springs	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	*
Junction Elementary	Junction Elementary	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
Millville	Millville Elementary	<i>3</i>	<i>3</i>	<i>3</i>		<i>3</i>
Mountain Union	Cedar Creek Elementary	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
North Cow Creek	North Cow Creek Elementary	<i>3</i>				
Oak Run	Oak Run Elementary	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
Pacheco Union	Prairie Elementary	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
Redding	Bonny View Elementary	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>

<i>School District</i>	<i>School Name</i>	Year of Administration				
		2001	2002	2003	2004	2006
Redding	Cypress Elementary	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
Redding	Juniper Academy	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
Redding	Manzanita Elementary	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
Redding	Sycamore Elementary	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
Redding	Turtle Bay Elementary	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
Shasta Union	Shasta Union Elementary					
Whitmore Union	Whitmore Elementary		<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>

*There were zero kindergarten students enrolled in 2006

~ School closed

APPENDIX

School Readiness Survey for Kindergarten Teachers in Shasta County