



**Rhode Island Department of Education  
Findings from Kindergarten Teacher Data Use Survey**

**Submitted by Education Development Center, Inc.  
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## Table of Contents

<b>Introduction.....</b>	<b>3</b>
<b>Findings by Section .....</b>	<b>6</b>
<b>Sources of Kindergarten Transition Data .....</b>	<b>6</b>
Data Consistency (percent of students served) .....	6
Level of Information/Detail .....	8
Timing .....	10
Utility of Information .....	12
<b>Kindergarten Transition Data Sharing and Use .....</b>	<b>19</b>
Means of Communication .....	19
Data Use and Frequency .....	21
Importance and Adequacy of Data .....	23
Support for Using Kindergarten Transition Data .....	28
Attitudes and Opinions about Data .....	30
Self-Assessment of Data Skills .....	32
<b>Conclusions.....</b>	<b>34</b>
<b>Appendix A: Table of Response Rates by Item and Group.....</b>	<b>36</b>
<b>Utility of Information.....</b>	<b>36</b>
Group differences: State PreK Funding .....	36
<b>Means of Communication.....</b>	<b>43</b>
Group differences: State PreK Funding .....	43
<b>Data Use and Frequency .....</b>	<b>44</b>
Group differences: State PreK Funding .....	44
<b>Importance and Adequacy of Data .....</b>	<b>45</b>
Group differences: State PreK Funding .....	45
<b>Support for Using Kindergarten Transition Data .....</b>	<b>47</b>
Group differences: State PreK Funding .....	47
<b>Attitudes and Opinions about Data .....</b>	<b>48</b>
Group differences: State PreK Funding .....	48
<b>Self-Assessment of Data Skills .....</b>	<b>49</b>
Group differences: State PreK Funding .....	49
<b>Appendix B: PDF of RIDE Kindergarten Teacher Data Use Survey .....</b>	<b>50</b>

## Introduction

This report presents findings from a survey of Rhode Island Kindergarten teachers about their access to and use of Kindergarten transition data. Data were collected through an online Qualtrics survey distributed to all public Kindergarten teachers in the state of Rhode Island. A survey link was shared on November 9, 2019 and the survey remained open until December 11, 2019. A total of 208 teachers accessed the survey, with 155 teachers responding to all survey questions. Evaluators excluded surveys from teachers who did not respond to any questions or who only responded to questions related to background information (e.g., years of experience as a teacher), resulting in an analytic sample of 194 teachers.

We present findings for each of the sections of the Kindergarten teacher survey:

### Sources of Kindergarten Transition Data:

- Data Consistency (percent of students served)
- Level of Information/Detail
- Timing
- Utility of Information

### Kindergarten Transition Data Sharing and Use:

- Means of Communication
- Data Use and Frequency
- Importance and Adequacy of Data
- Support for Using Kindergarten Transition Data
- Attitudes and Opinions about Data
- Self-assessment of Data Skills

We further analyzed the survey data to compare the responses of teachers from state funded PreK districts to teachers from districts that do not have state funded PreK. A breakdown of the sample by district is shown in Table 1. In order to protect the district-level anonymity of respondents, values between 0 and 4 are suppressed in Table 1 but all responses that met the criteria described above are included in the analytic sample.

**Table 1. Response rate and frequency by district**

District	% of respondents	Number of respondents
Achievement First Illuminar Mayoral Academy Elementary	*	*
Achievement First Providence Mayoral Academy Elementary	*	*
Barrington	*	*
Blackstone Valley Prep Mayoral Academy Elementary School 1	2%	5
Blackstone Valley Prep Mayoral Academy Elementary School 2	*	*
Blackstone Valley Prep Mayoral Academy Elementary School 3	*	*
Bristol Warren	3%	6

District	% of respondents	Number of respondents
Burrillville	*	*
Central Falls	*	*
Chariho	*	*
Coventry	8%	17
Cranston	14%	29
Cumberland	3%	7
Davies Career and Technical High School	*	*
Department of Children Youth & Families	*	*
East Greenwich	*	*
East Providence	5%	11
Exeter-West Greenwich	2%	5
Foster	*	*
Foster-Glocester	*	*
Glocester	*	*
Highlander Charter Lower School	*	*
International Charter School	*	*
Jamestown	*	*
Johnston	7%	14
Kingston Hill Academy	*	*
Lincoln	3%	6
Little Compton	*	*
Metropolitan Regional Career and Technical Center	*	*
Middletown	*	*
Narragansett	*	*
Newport	*	*
New Shoreham	*	*
North Kingstown	3%	7
North Providence	3%	7
North Smithfield	*	*
Paul Cuffee Charter Lower School	*	*
Pawtucket	11%	22
Portsmouth	*	*
Providence	4%	9
Rhode Island School for the Deaf	*	*
RISE Prep Mayoral Academy	*	*
Scituate	*	*
Smithfield	4%	8

District	% of respondents	Number of respondents
South Kingstown	*	*
SouthSide Elementary Charter School	*	*
The Compass School	*	*
The Hope Academy	*	*
The Learning Community	*	*
Times2 Academy	*	*
Tiverton	*	*
Urban Collaborative	*	*
Warwick	7%	14
Westerly	3%	7
West Warwick	*	*
Woonsocket	3%	6
Total	100%	207

The analytic sample includes 131 teachers from state funded PreK districts and 63 teachers from districts that do not have state funded PreK. We categorized charter schools and independent schools based on their geographic location. The sample includes responses from the following state funded PreK districts:

- Central Falls
- Coventry
- Cranston
- East Providence
- Johnston
- Newport
- North Providence
- Pawtucket
- Providence
- Warwick
- Woonsocket

## Findings by Section

### Sources of Kindergarten Transition Data

In the first half of the survey teachers answered a series of questions about the following data sources:

- Teaching Strategies Gold (TS Gold)
- Kindergarten screening data
- Parent survey data
- Kindergarten intake/registration data
- Assessments or summary data from PreK, preschool or other early childhood education program

### Data Consistency (percent of students served)

In this section, teachers reported the approximate number/percent of incoming Kindergarten students for whom they receive data from each data source using the following scale:

- None of their students (0%)
- A few students (1-25%)
- Some students (25-50%)
- Most students (51-75%)
- Almost all students (76% or more)
- Uncertain/Don't know

### Key Findings

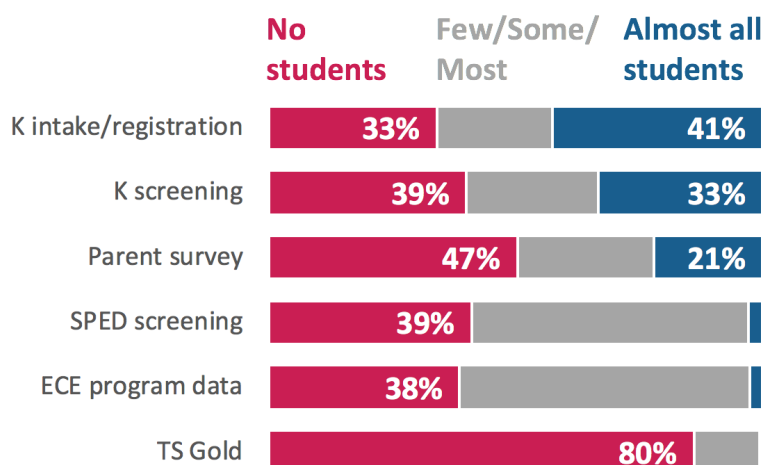
Teachers report that their most consistent source of data is Kindergarten intake or registration data, with 41% of respondents indicating that they receive data from this source for almost all of their students. This was followed by Kindergarten screening data (33%) and parent survey data (21%).

For each of the data sources at least a third of all respondents indicated that they receive no data. This percentage increases to 47% for parent surveys and 80% for TS Gold.

**Figure 1. This year, how many (roughly what percentage of) incoming Kindergarten students did you receive data about from the following sources?**

Response options: none (0%); a few students (1-25%); some students (26-50%); most students (51-75%); almost all students (76% or more)

N = 194



*Responses for full survey sample, by item*

Teacher response rates for each question in this section of the survey are presented below.

**Table 2. This year, how many (roughly what percentage of) incoming Kindergarten students did you receive data about from the following sources?**

	None (0%)	A few students (1-25%)	Some students (26-50%)	Most students (51-76% or more)	Almost all students (76% or more)	Uncertain or don't know	Number of responses
Teaching Strategies GOLD (TS GOLD) reports	80%	9%	3%	1%	1%	7%	194
Kindergarten screening data	39%	11%	7%	8%	32%	2%	194
Parent survey data	47%	11%	7%	8%	21%	6%	194
Kindergarten intake/registration data	32%	6%	7%	9%	41%	5%	194
Assessments or summary data from PreK, preschool, or other early childhood education program	38%	38%	15%	5%	3%	2%	194
Special education screening documents	39%	39%	9%	5%	3%	5%	194

*Group Differences: State PreK Funding*

Teachers from state funded PreK districts were:

- More likely to report that they receive TS Gold data for at least “a few students” (12% compared to 2% for teachers in districts that do not have state funded PreK), but less likely to report that they receive TS Gold data for “almost all students” (1% compared to 5% for teachers in districts that do not have state funded PreK).
- Less likely to report that they receive Kindergarten screening data, Kindergarten intake data, and parent survey data for “most” or “almost all” of their students.

*See Appendix A for table of response rates by item and group.*

## Level of Information/Detail

Teachers rated the level of information they received for each data source on the following scale:

- Not enough information/detail
- Just the right amount of information/detail
- Too much information/detail

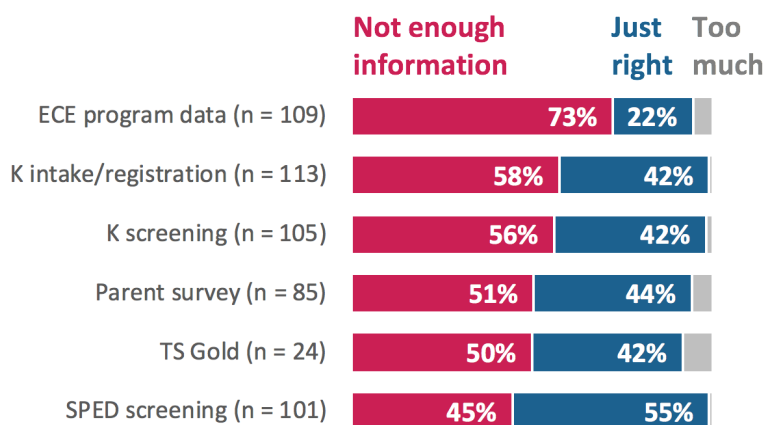
Teachers were not asked to rate any data sources for which they indicated that they received data for “none of their students (0%).”

### Key Findings

Teachers were divided in their opinions about the level of detail provided by the data sources. Between 40% and 50% of respondents indicated that most data sources provided either just the “right” amount of detail or “not enough” detail. The exception to this is “Assessments or summary data from PreK, preschool or other early childhood education program” (labeled in Figure 2 as ECE program data); 73% of respondents indicated that this source of data does not provide enough information or detail.

**Figure 2. How would you describe the amount of information and detail provided by each data source you received this year?**

Response options: not enough information/detail; just the right amount of information/detail; too much information/detail.





*Responses for full survey sample, by item*

Teacher response rates for each question in this section of the survey are presented below.

**Table 3. How would you describe the amount of information and detail provided by each data source you received this year?**

	Not enough information/ detail	Just the right amount of information/ detail	Too much information/ detail	Number of responses
Teaching Strategies GOLD (TS GOLD) reports	50%	42%	8%	24
Kindergarten screening data	56%	42%	2%	105
Parent survey data	51%	44%	6%	85
Kindergarten intake/registration data	58%	42%	1%	113
Assessments or summary data from PreK, preschool, or other early childhood education program	72%	22%	6%	109
Special education screening documents	45%	54%	1%	101

*Group Differences: State PreK Funding*

While the reporting sample for TS Gold data is too small to make accurate comparisons, for all other data sources teachers from state funded PreK districts were more likely than other teachers to indicate that a data source did not provide enough information/detail. See *Appendix A* for table of response rates by item and group.

## Timing

Teachers indicated when they received each data source this year by choosing from the following options:

- At the end of the previous school year
- In the summer/before the start of this school year
- At the start of this school year
- One month or more after the start of the school year

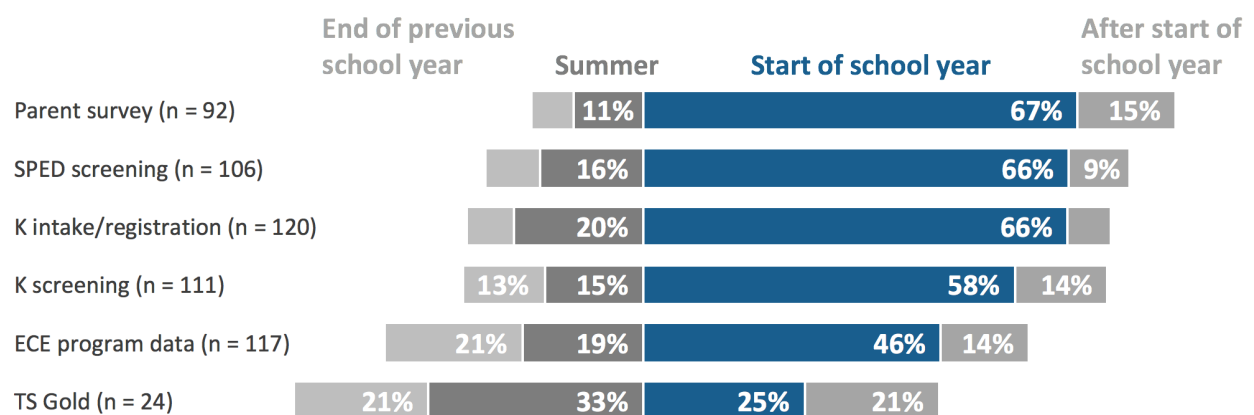
Teachers were not asked to rate any data sources for which they indicated that they received data for “none of their students (0%).”

## Key Findings

For most data sources roughly 30-40% of respondents received data at the start of the school year, while the majority of the responses were distributed across the remaining answer options. There was no clear trend of when teachers received TS Gold data, although this lack of pattern might be due in part to the smaller sample of teachers who received this data (n=24).

### Figure 3. When did you receive each data source this year?

Response options: at the end of the previous school year; in the summer/before the start of the school year; at the start of the school year; one month or more after the start of the school year. Percentages may sum to more than 100% because respondents could select multiple options.



*Responses for full survey sample, by item*

Teacher response rates for each question in this section of the survey are presented below.

**Table 4. When did you receive each data source this year?**

	At the end of the previous school year	In the summer/ before the start of this school year	At the start of this school year	One month or more after the start of the school year	Number of responses
Teaching Strategies GOLD (TS GOLD) reports	21%	33%	25%	21%	24
Kindergarten screening data	13%	15%	58%	14%	111
Parent survey data	7%	11%	67%	15%	92
Kindergarten intake/registration data	8%	20%	66%	7%	120
Assessments or summary data from PreK, preschool, or other early childhood education program	21%	19%	46%	14%	117
Special education screening documents	8%	16%	66%	9%	106

*Group Differences: State PreK Funding*

For almost all of the data sources, teachers from state funded PreK districts were less likely to report that they receive data prior to the start of the school year. Findings from the two groups were comparable for TS Gold. *See Appendix A for table of response rates by item and group.*

## Utility of Information

For each data source that teachers indicated they received for at least some of their students, they responded to a series of statements about the relevance and usefulness of the information provided by that data source on the following scale:

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree

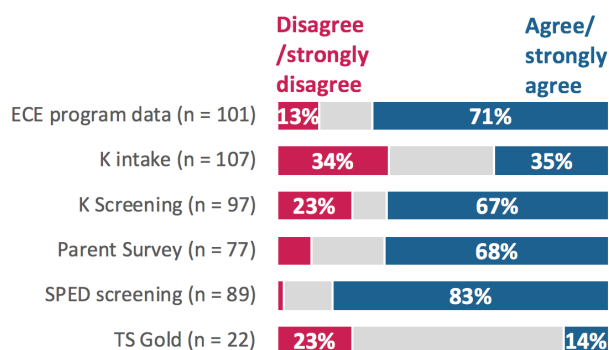
Teachers were not asked to rate any data sources for which they indicated that they received data for “none of their students (0%).”

### Key Findings

A comparison of responses across items related to the utility of information provided by each data source shows that teachers were most likely to agree on the usefulness and relevance of SPED screening data compared to other data sources, followed by Kindergarten screening data and assessment data from early childhood programs. Teachers responded least favorably to the usefulness and relevance of Kindergarten intake data.

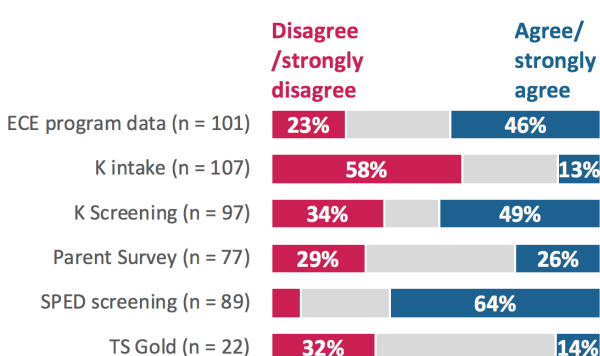
**Figure 4. Relevance of data sources to practice as a Kindergarten teacher.**

Response options: strongly disagree; disagree; neutral; agree; strongly agree  
Responses based on survey item: “[Data source] is relevant to my practice as a Kindergarten teacher.”



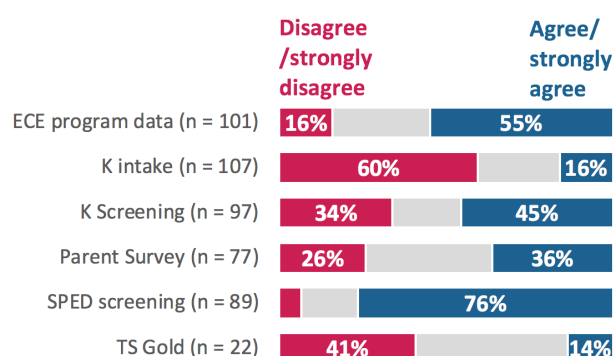
**Figure 5. Relevance of data sources to the Kindergarten curriculum.**

Response options: strongly disagree; disagree; neutral; agree; strongly agree  
Responses based on survey item: “The information reported by [data source] reports is relevant to the Kindergarten curriculum.”



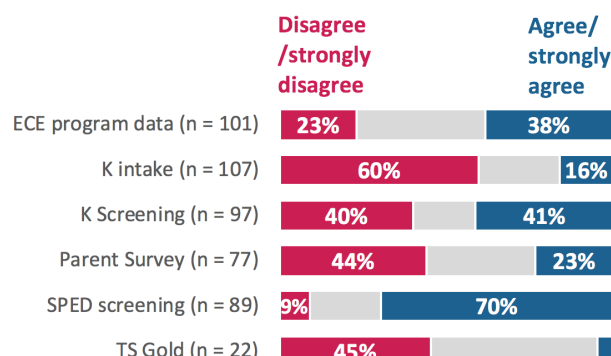
**Figure 6. Usefulness of data sources for identifying students' learning needs.**

Response options: strongly disagree; disagree; neutral; agree; strongly agree  
Responses based on survey item: "[Data source] reports help me identify students' learning needs."



**Figure 7. Usefulness of data sources to inform instruction.**

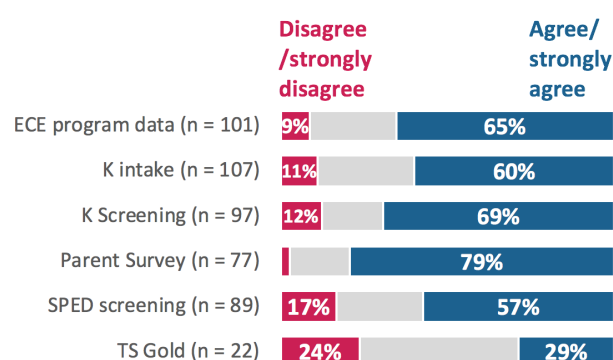
Response options: strongly disagree; disagree; neutral; agree; strongly agree  
Responses based on survey item: "[Data source] reports inform my instruction."



For questions related to ease of use and access, teachers responded most favorably to parent survey data and Kindergarten screening data and least favorably to TS Gold, assessment data from early childhood programs, and SPED screening data.

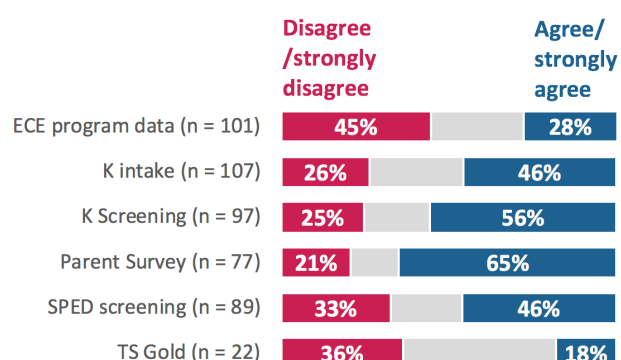
**Figure 8. Ease of understanding data sources.**

Response options: strongly disagree; disagree; neutral; agree; strongly agree  
Responses based on survey item: "[Data source] is easy to understand."



**Figure 9. Ease of accessing data sources.**

Response options: strongly disagree; disagree; neutral; agree; strongly agree  
Responses based on survey item: "It's easy for me to access [data source] reports."



*Responses for full survey sample, by item*

Teacher response rates for each question in this section of the survey are presented below.

**Table 5. [Data source] is relevant to my practice as a Kindergarten teacher.**

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Number of responses
Teaching Strategies GOLD (TS GOLD) reports	5%	18%	64%	14%	0%	22
Kindergarten screening data	11%	11%	10%	42%	25%	97
Parent survey data	3%	8%	22%	60%	8%	77
Kindergarten intake/registration data	7%	26%	32%	27%	7%	107
Assessments or summary data from PreK, preschool, or other early childhood education program	3%	10%	16%	60%	11%	101
Special education screening documents	0%	2%	15%	64%	19%	89

**Table 6. [Data source] is easy to understand.**

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Number of responses
Teaching Strategies GOLD (TS GOLD) reports	0%	24%	48%	24%	5%	21
Kindergarten screening data	4%	8%	19%	55%	14%	14
Parent survey data	1%	1%	18%	70%	9%	77
Kindergarten intake/registration data	5%	7%	29%	57%	3%	107
Assessments or summary data from PreK, preschool, or other early childhood education program	1%	8%	26%	62%	3%	101
Special education screening documents	0%	17%	26%	53%	4%	89

**Table 7. [Data source] is an accurate reflection of students' knowledge and skills.**

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Number of responses
Teaching Strategies GOLD (TS GOLD) reports	0%	18%	64%	18%	0%	22
Kindergarten screening data	10%	19%	32%	32%	7%	97
Parent survey data	5%	22%	47%	25%	1%	77
Kindergarten intake/registration data	20%	36%	33%	10%	1%	107
Assessments or summary data from PreK, preschool, or other early childhood education program	1%	12%	43%	42%	3%	101
Special education screening documents	3%	10%	26%	52%	8%	88

**Table 8. It's easy for me to access [data source].**

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Number of responses
Teaching Strategies GOLD (TS GOLD) reports	23%	14%	45%	18%	0%	22
Kindergarten screening data	10%	14%	20%	41%	14%	97
Parent survey data	5%	16%	14%	58%	6%	77
Kindergarten intake/registration data	7%	19%	28%	44%	2%	107
Assessments or summary data from PreK, preschool, or other early childhood education program	13%	32%	28%	25%	3%	101
Special education screening documents	7%	26%	22%	43%	3%	89

**Table 9. The information reported by [data source] is relevant to the Kindergarten curriculum.**

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Number of responses
Teaching Strategies GOLD (TS GOLD) reports	5%	27%	55%	14%	0%	22
Kindergarten screening data	13%	22%	17%	36%	13%	96
Parent survey data	8%	21%	45%	21%	5%	77
Kindergarten intake/registration data	23%	35%	29%	11%	2%	107
Assessments or summary data from PreK, preschool, or other early childhood education program	3%	20%	32%	42%	4%	101
Special education screening documents	1%	8%	27%	56%	8%	89

**Table 10. [Data source] helps me identify students' learning needs.**

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Number of responses
Teaching Strategies GOLD (TS GOLD) reports	9%	32%	45%	14%	0%	22
Kindergarten screening data	11%	23%	21%	32%	13%	97
Parent survey data	3%	23%	38%	34%	3%	77
Kindergarten intake/registration data	27%	32%	25%	13%	3%	106
Assessments or summary data from PreK, preschool, or other early childhood education program	1%	15%	29%	48%	7%	100
Special education screening documents	0%	7%	17%	63%	13%	89



**Table 11. [Data source] informs my instruction.**

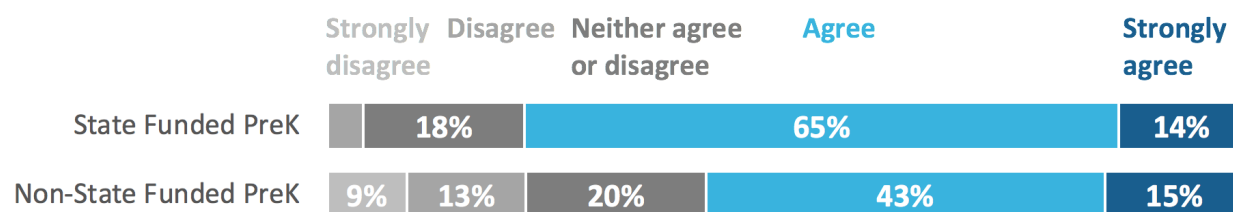
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Number of responses
Teaching Strategies GOLD (TS GOLD) reports	23%	23%	50%	5%	0%	22
Kindergarten screening data	18%	23%	19%	29%	12%	97
Parent survey data	10%	34%	32%	21%	3%	77
Kindergarten intake/registration data	27%	33%	24%	13%	3%	107
Assessments or summary data from PreK, preschool, or other early childhood education program	3%	20%	38%	35%	3%	99
Special education screening documents	1%	8%	21%	56%	13%	89

*Group Differences: State PreK Funding*

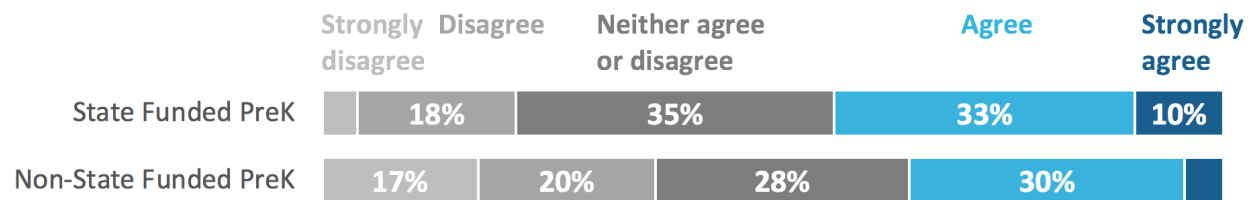
For a number of items in this section, teachers from state funded PreK districts had a higher opinion of the utility of information provided by Kindergarten screening data than other teachers. More teachers from state funded PreK districts reported that these data are “easy to understand,” “an accurate reflection of students’ knowledge and skills,” “relevant to the Kindergarten curriculum,” “help identify student needs,” and “inform my instruction.” Only two teachers from districts that do not receive state PreK funding indicated that they receive TS Gold data. This sample size is too small to draw any comparisons between groups for this data source. *See Appendix A for table of response rates by item and group.*

**Figure 10. Utility of Kindergarten screening data, comparison of Kindergarten teachers from state funded PreK districts vs. teachers from non-state-funded PreK districts**

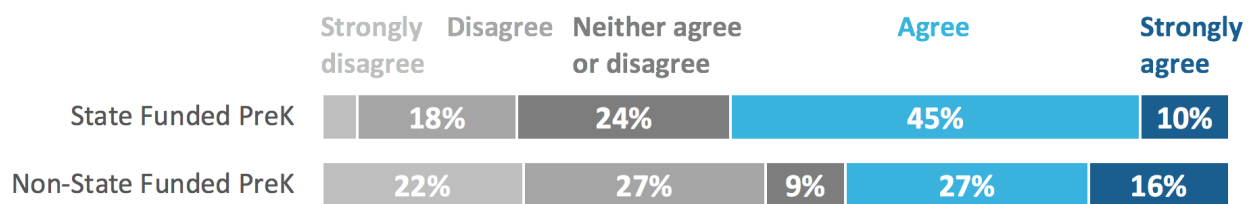
*Kindergarten screening data are easy to understand.*



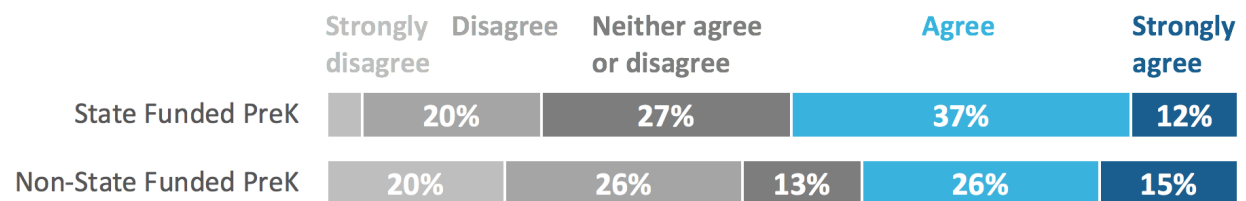
*Kindergarten screening data are an accurate reflection of students' knowledge and skills.*



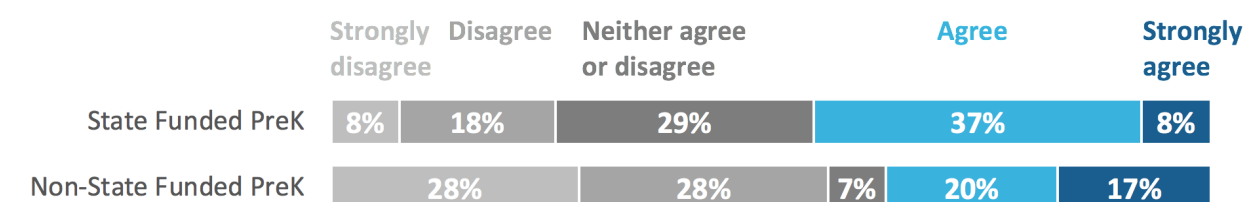
*Kindergarten screening data are relevant to the Kindergarten curriculum.*



*Kindergarten screening data helps me identify student needs.*



*Kindergarten screening data inform my instruction.*



## Kindergarten Transition Data Sharing and Use

The second half of the survey asked more general questions about the ways in which teachers access and use data, the support they receive in data use, and their beliefs and attitudes about the use of data in their instructional practice.

### Means of Communication

This section asked teachers a series of questions related to how and from whom they typically receive Kindergarten transition data. Teachers responded to these questions using the following scale:

- Never
- Rarely
- Sometimes
- Often
- Consistently

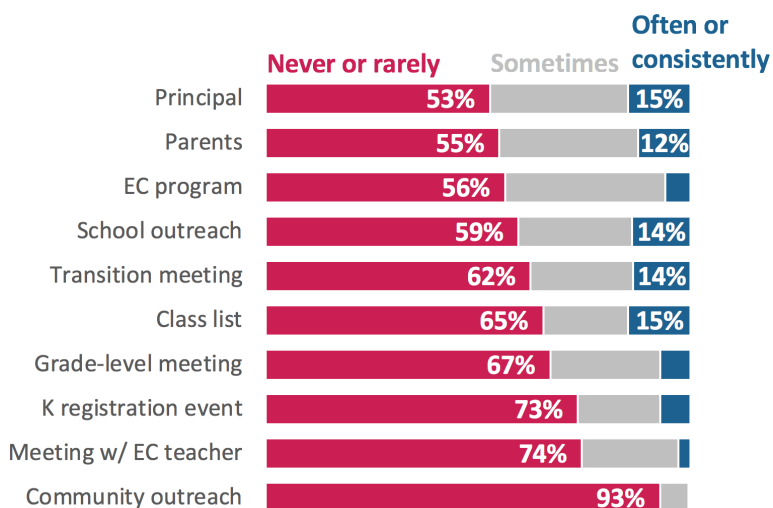
### Key Findings

Teacher responses varied, with about 15% of respondents indicating that they consistently or often receive Kindergarten transition data from a range of sources that includes class lists, principals, school outreach events and transition meetings. While there was no clear consensus about where data is coming from, teachers were in agreement about where data is NOT coming from, with 75% or more of respondents indicating that they rarely or never receive data from community outreach events, meetings with early childhood teachers, or Kindergarten registration events.

**Figure 11. From whom and/or how do you typically receive Kindergarten transition data?**

Response options: never; rarely; sometimes; often; consistently

N = 162-165



*Responses for full survey sample, by item*

Teacher response rates for each question in this section of the survey are presented below.

**Table 12. From whom and/or how do you typically receive Kindergarten transition data?**

	Never	Rarely	Sometimes	Often	Consistently	Number of responses
From principal	42%	11%	33%	9%	6%	163
From early childhood programs	35%	22%	38%	4%	2%	165
From parents	32%	23%	33%	11%	1%	162
From school outreach program	41%	19%	27%	10%	4%	165
From class list	46%	20%	20%	10%	4%	164
At grade-level meetings	50%	17%	26%	6%	2%	163
At transition meetings	48%	15%	24%	9%	4%	162
At meetings with previous teacher/early childhood teacher	55%	20%	23%	3%	0%	164
At community outreach events	79%	13%	7%	1%	0%	164
At Kindergarten registration events	58%	16%	19%	4%	3%	165

*Group Differences: State PreK Funding*

Teachers from state funded PreK districts were more likely than other teachers to report that they “Never” or “Rarely” receive Kindergarten transition data from the following sources:

- parents (state funded PreK: 60%, other: 43%),
- school outreach (state funded PreK: 66%, other: 45%)
- grade-level meetings (state-funded PreK: 74%, other: 53%)
- transition meetings (state funded PreK: 69%, other: 49%)

*See Appendix A for table of response rates by item and group.*

## Data Use and Frequency

In this section teachers responded to a series of questions regarding how often they use data about incoming Kindergarten students for a range of purposes. Teachers answered these questions using the following scale:

- Never
- Rarely (one or twice since the start of the school year)
- Occasionally (about once per month)
- Often (about once per week)

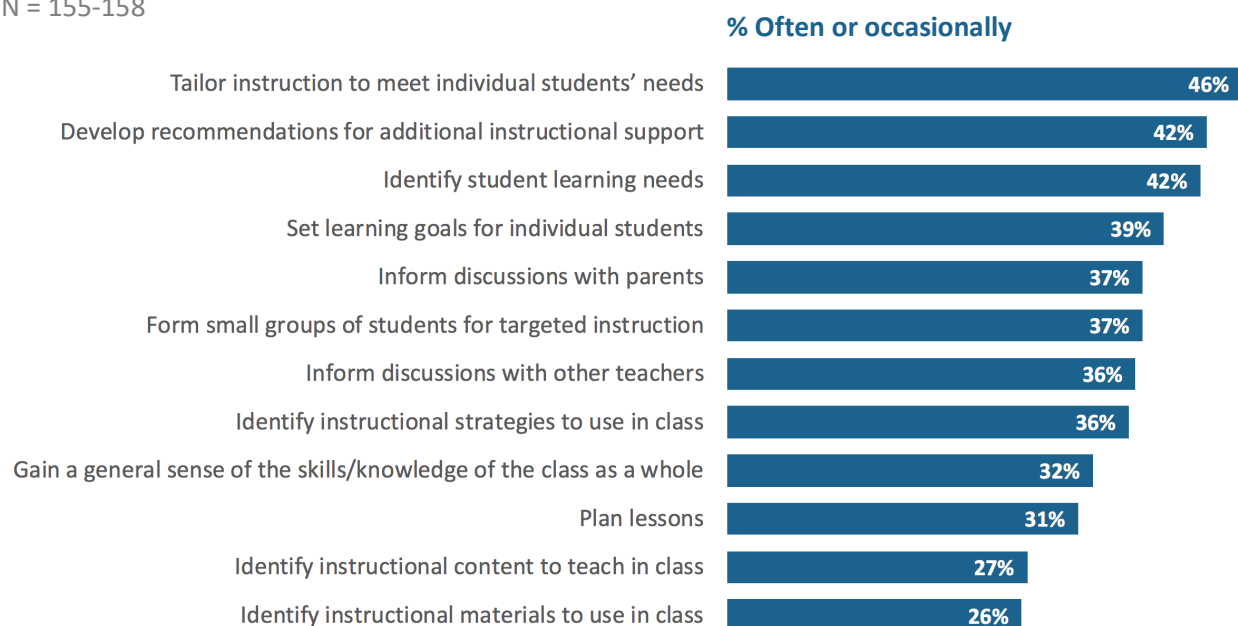
### Key Findings

Respondents most often use data about incoming Kindergarten students to “tailor instruction to meet individual students’ needs” (46% occasionally or often), “develop recommendations for additional instructional support,” or “identify student learning needs (both 42% occasionally or often). Fewer teachers regularly use data to “identify instructional materials to use in class” (26% occasionally or often), “identify instructional content to teach in class” (27% occasionally or often) or “plan lessons” (31% occasionally or often).

**Figure 12. Since the beginning of the current school year, how often have you used the data you received about incoming Kindergarten students for any of the following purposes?**

Response options: never; rarely (once or twice since the start of this school year); occasionally (about once per month); often (about once per week).

N = 155-158



*Responses for full survey sample, by item*

Teacher response rates for each question in this section of the survey are presented below.

**Table 13. Since the beginning of the current school year, how often have you used the data you received about incoming Kindergarten students for any of the following purposes?**

	Never	Rarely (once or twice since the start of the school year)	Occasionally (about once per month)	Often (about once per week)	Number of responses
Identify instructional content to teach in class	48%	25%	16%	10%	159
Identify instructional materials to use in class	47%	27%	13%	13%	158
Identify instructional strategies to use in class	38%	27%	20%	15%	158
Gain a general sense of the skills/knowledge of the class as a whole	39%	29%	16%	16%	158
Tailor instruction to meet individual students' needs	32%	23%	20%	26%	158
Develop recommendations for additional instructional support	34%	24%	26%	16%	158
Form small groups of students for targeted instruction	42%	22%	16%	21%	158
Plan lessons	47%	22%	14%	17%	158
Set learning goals for individual students	41%	21%	19%	20%	158
Identify student learning needs	32%	27%	20%	22%	158
Inform discussions with parents	36%	27%	23%	14%	158
Inform discussions with other teachers	39%	25%	22%	14%	155

*Group Differences: State PreK Funding*

Data for the two groups were comparable for most of the items in this section of the survey, but teachers from state funded PreK districts were more likely than other teachers to report that they “Occasionally” or “Often” use Kindergarten transition data to:

- develop recommendations for additional instructional support (state funded PreK: 45%, other: 37%)
- form small groups of students for targeted instruction (state funded PreK: 40%, other: 31%)
- plan lessons (state funded PreK: 34%, other 25%)

*See Appendix A for table of response rates by item and group.*

## Importance and Adequacy of Data

Teachers responded to a series of questions about importance of receiving data on a range of knowledge or skills for incoming Kindergarten students. They rated each item on the following scale:

- Not at all important
- Somewhat important
- Moderately important
- Very important
- Essential

Teachers also responded to a series of questions about the adequacy of the data they received for the same range of knowledge /skills. They rated each item on the following scale:

- Not at all adequate
- Less than adequate
- Neither adequate nor inadequate
- Adequate
- More than adequate

This section also included the following open-ended question: “What data or information would you like to have about incoming Kindergarten students in your classroom that you currently do not receive?”

## *Key Findings*

Overall, the majority of teachers indicated that it is “very important” or “essential” to receive data for each item listed in this section. The items rated “very important” or “essential” by the most respondents were social-emotional skills (91%), English language knowledge/other language spoken in the home (91%), and verbal communication skills (90%). Fewer teachers considered it “very important” or “essential” to receive data on writing skills (56%), gross motor skills (58%) or independent skills (60%).

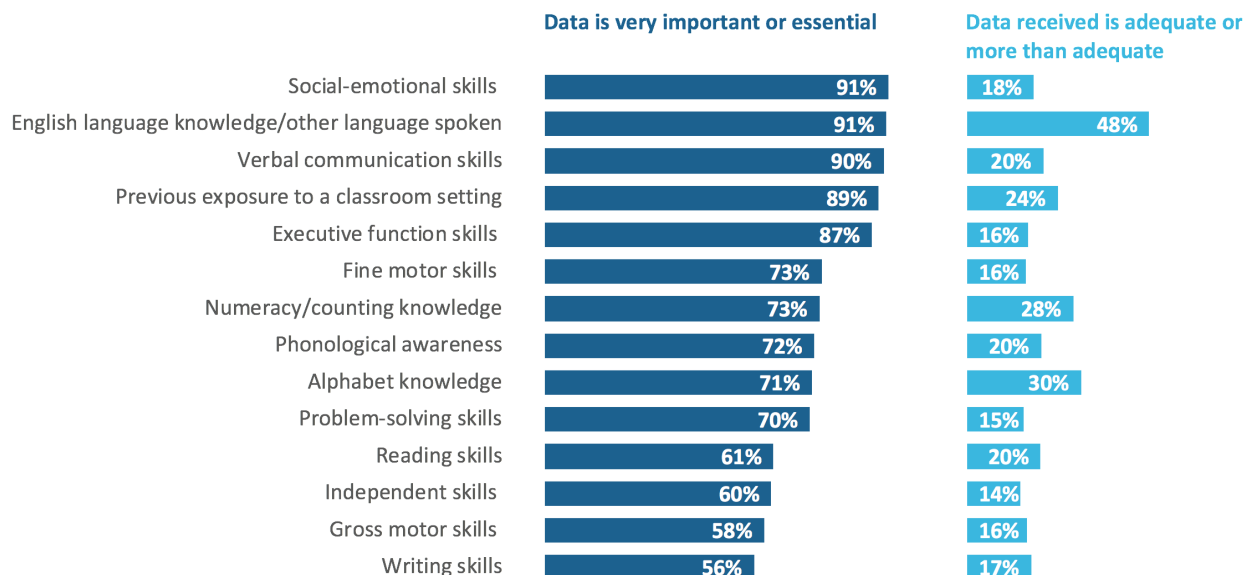
While teachers overwhelmingly indicated that it is important to receive data on almost all of the knowledge and skills listed, relatively few teachers report that they are receiving adequate data in any of these areas. The items that the largest percentage of teachers rated “adequate” or “more than adequate” were English language knowledge (48%), Alphabet knowledge (30%), and Numeracy/counting knowledge (28%). For the remaining items fewer than one-quarter of respondents rated the data they receive as “adequate” or “more than adequate.”

**Figure 13. Importance of and adequacy of information about incoming Kindergarten students' knowledge and skills**

Response options for importance: not at all important; somewhat important; moderately important; very important; essential

Response options for adequacy: not at all adequate; less than adequate; neither adequate nor inadequate; adequate; more than adequate

N = 153-158



In their responses to the open-ended question ***“What data or information would you like to have about incoming Kindergarten students in your classroom that you currently do not receive?”*** many teachers noted some of the same content and skill areas listed above (e.g., social emotional, assessments from preschool programs, etc.), with a number of teachers indicating that they would like data on all of the areas listed, or any data at all. Below are some illustrative quotes:

*“Any data! We receive only the parent survey that we have created as a k staff - and this is after the school year has begun and is already underway.”*

*“All of it. At this time the only data we receive is the students name, gender and date of birth. We only receive additional data if the child has received special services provided by the district in preschool or if the child has been identified as an ELL student. And we never know what the extent of the child's language development as an ELL student is until we meet them on the 1st day. We need much more information than what we are given.”*

*“I would like to receive any data about incoming K students. I would like all K students to have a screening prior to entry. I believe that should be mandatory for every child. I feel this would provide valuable information about the students. Basically, we have nothing on the students who come to Kindergarten unless they*



*have been identified by our pre-k program. Many incoming children have not had any school experience. Data would allow us to place students in classrooms to fit their needs. I feel like something better needs to be put in place to have more information about incoming students in Kindergarten.”*

*“We currently receive NO information about incoming students unless they already have an IEP. We receive minimal information from students who attend state funded pre-k programs, but it is difficult to interpret.”*

One notable response included a suggestion for how data might be shared and additional information to include:

*“I'd like to receive info about the child's development and current operating status in a spreadsheet that has a key to follow like beginning, developing, secure. There are piles of folders sent after the school year starts. We are discouraged at looking at them ... so we don't "judge" a student. Any data that is sent I can't figure out the results because I don't know what the task was. I'd love to know if there were any delays in walking, crawling, and especially speech!!! Speech, or having tubes or ear infections usually indicate a difficult time with phonics. I'd also love to know if a child has been seen for speech in preschool or any other services. I receive nothing....”*

While the vast majority of teachers agree on the importance and utility of data, one teacher expressed a different opinion that provides some insight into why a teacher might not value data:

*“K students come from too many varied prior experiences to really make any incoming data useful or relevant. It would be more helpful to provide parents/preK settings with tips, suggestions, strategies for building independence, problem solving skills, and social-emotional skills in incoming K kids.”*

*Responses for full survey sample, by item*

Teacher response rates for each of the closed-ended questions in this section of the survey are presented below.

**Table 14. How important is it for you to receive data on the following knowledge or skills for each incoming Kindergarten student?**

	Not at all important	Somewhat important	Moderately important	Very important	Essential	Number of responses
Alphabet knowledge	5%	6%	18%	32%	39%	158
English language knowledge/other language spoken in the home	0%	4%	5%	27%	64%	158
Executive function skills	2%	5%	6%	38%	49%	158
Social-emotional skills	1%	4%	4%	38%	53%	158
Independent skills	4%	15%	21%	31%	29%	158
Fine motor skills	3%	6%	18%	37%	36%	158
Gross motor skills	5%	13%	23%	31%	27%	158
Numeracy/counting knowledge	3%	6%	18%	38%	35%	158
Phonological awareness	3%	8%	17%	35%	37%	158
Previous exposure to a classroom setting	2%	3%	7%	32%	57%	158
Problem-solving skills	3%	7%	20%	38%	32%	158
Reading skills	4%	15%	20%	33%	28%	158
Verbal communication skills	2%	4%	4%	37%	53%	158
Writing skills	6%	17%	22%	29%	27%	157

**Table 15. This year, how adequate was the data you received about incoming Kindergarten students for each of the following knowledge or skill areas?**

	Not at all adequate	Less than adequate	Neither adequate or inadequate	Adequate	More than adequate	Number of responses
Alphabet knowledge	33%	17%	20%	27%	3%	153
English language knowledge/other language spoken in the home	18%	14%	20%	41%	8%	153
Executive function skills	40%	25%	19%	15%	1%	154
Social-emotional skills	39%	25%	19%	16%	2%	153
Independent skills	39%	22%	25%	14%	1%	154
Fine motor skills	36%	29%	20%	14%	1%	154
Gross motor skills	35%	28%	21%	14%	1%	153
Numeracy/counting knowledge	33%	19%	20%	25%	3%	153
Phonological awareness	38%	22%	21%	17%	3%	153
Previous exposure to a classroom setting	30%	25%	21%	21%	3%	154
Problem-solving skills	40%	24%	22%	14%	1%	153
Reading skills	39%	19%	23%	18%	1%	154
Verbal communication skills	38%	21%	21%	19%	1%	154
Writing skills	40%	20%	23%	16%	1%	154

#### *Group Differences: State PreK Funding*

Data for the two groups were comparable for most of the items related to the importance of data. Teachers from state funded PreK districts were less likely than other teachers to report that it is “Very important” or “Essential” to receive data on social emotional skills (state funded PreK: 88%, other: 98%) but placed more emphasis than other teachers on the importance of receiving data on writing skills (state funded PreK: 61%, other: 46%)

Teachers from state funded PreK districts were less likely than other teachers to report that the data they receive in the following areas is “adequate” or “more than adequate”:

- English language knowledge (state funded PreK: 42%, other: 61%)
- Fine motor skills (state funded PreK: 14%, other: 20%)
- Verbal communication skills (state funded PreK: 17%, other: 25%)

*See Appendix A for table of response rates by item and group.*

## Support for Using Kindergarten Transition Data

Items in this section address the degree to which teachers agree or disagree with a series of statements about the support they receive in the use of Kindergarten transition data. Teachers rated each item using the following scale:

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree

### Key Findings

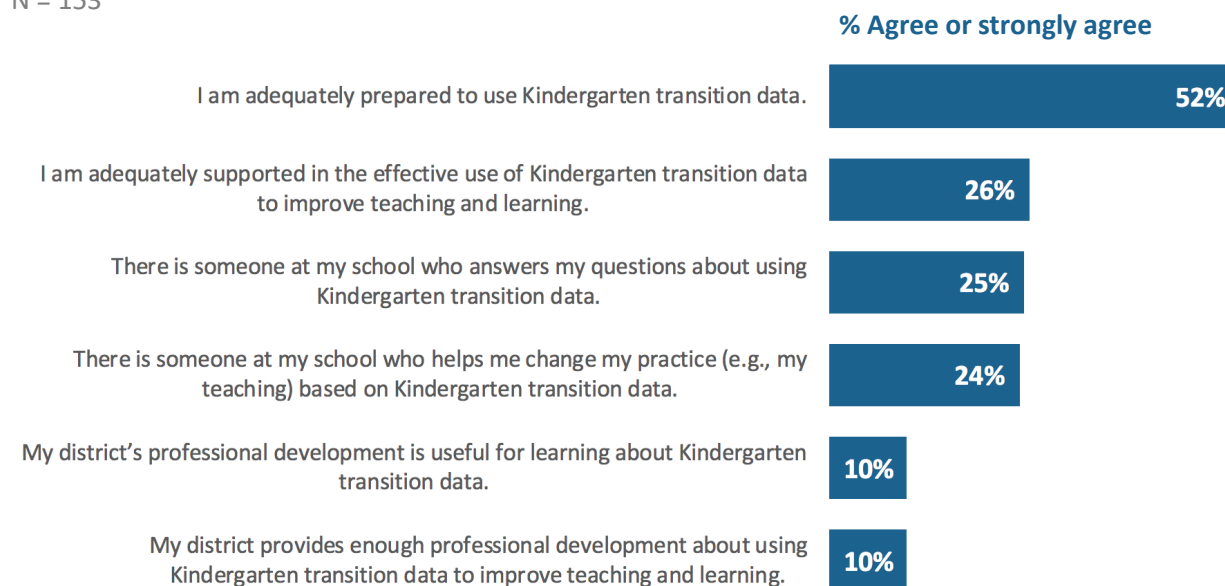
Roughly 50% of teachers indicated that they are adequately prepared to use Kindergarten transition data (52% agree or strongly agree). Only about half as many teachers indicated that they are adequately supported in the effective use of Kindergarten transition data to improve teaching and learning (26% agree or strongly agree), that they have someone at their school who answers questions about using Kindergarten transition data (25%) or who helps them change their practice based on this data (24%). Even fewer teachers reported that their district provides adequate and useful professional development about Kindergarten transition data (10%).

### Figure 14. Supports for using data to improve teaching and learning.

Response options: strongly disagree; disagree; neither agree or disagree; agree; strongly agree

Responses based on survey item: "Please indicate how much you agree or disagree with the following statements."

N = 153



*Responses for full survey sample, by item*

Teacher response rates for each question in this section of the survey are presented below.

**Table 16. These questions ask about supports for using data to improve teaching and learning. Please indicate how much you agree or disagree with the following statements.**

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Number of responses
I am adequately supported in the effective use of Kindergarten transition data to improve teaching and learning.	24%	20%	31%	20%	5%	153
I am adequately prepared to use Kindergarten transition data.	13%	12%	22%	39%	14%	153
There is someone at my school who answers my questions about using Kindergarten transition data.	20%	26%	29%	20%	5%	153
There is someone at my school who helps me change my practice (e.g., my teaching) based on Kindergarten transition data.	22%	27%	27%	23%	1%	153
My district provides enough professional development about using Kindergarten transition data to improve teaching and learning.	32%	31%	27%	10%	0%	153
My district's professional development is useful for learning about Kindergarten transition data.	31%	35%	24%	10%	0%	153

*Group Differences: State PreK Funding*

There were no notable differences between groups for the items in this section. *See Appendix A for table of response rates by item and group.*

## Attitudes and Opinions about Data

This section asks a series of questions about teachers' attitudes towards using data as part of their instructional practice. Teachers rated each item using the following scale:

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree

### Key Findings

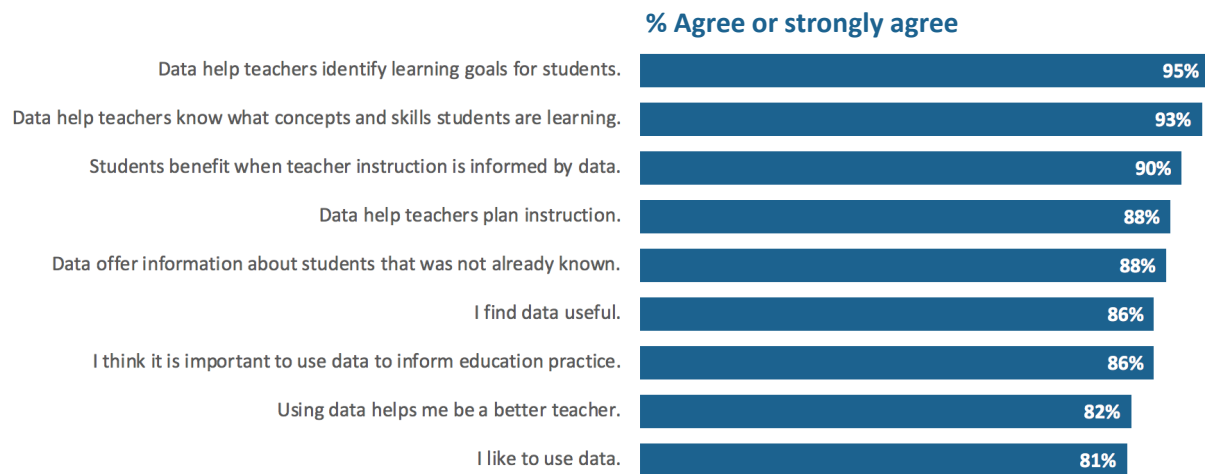
The vast majority of teachers responded favorably to each of the items in this section of the survey. The percent of teachers who “agree” or “strongly agree” ranged from a low of 81% for “I like to use data” to a high of 95% for “Data help teachers identify learning goals for students.”

### Figure 15. Teachers' ratings of data's effectiveness for pedagogy

Response options: strongly disagree; disagree; neither agree or disagree; agree; strongly agree

Responses based on survey item: “Please indicate how much you agree or disagree with the following statements.”

N = 151-152



*Responses for full survey sample, by item*

Teacher response rates for each question in this section of the survey are presented below.

**Table 17. These questions ask about your attitudes and opinions regarding data. Please indicate how much you agree or disagree with the following statements.**

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Number of responses
Data help teachers plan instruction.	4%	2%	6%	51%	38%	152
Data offer information about students that was not already known.	5%	2%	6%	58%	30%	152
Data help teachers know what concepts and skills students are learning.	3%	1%	2%	61%	32%	151
Data help teachers identify learning goals for students.	2%	1%	3%	62%	33%	152
Students benefit when teacher instruction is informed by data.	1%	0%	9%	58%	32%	152
I think it is important to use data to inform education practice.	1%	1%	13%	51%	34%	152
I like to use data.	1%	1%	17%	49%	32%	152
I find data useful.	1%	0%	13%	53%	33%	152
Using data helps me be a better teacher.	1%	1%	16%	47%	34%	152

*Group Differences: State PreK Funding*

Teachers from state PreK funded districts were slightly less positive in their attitudes toward data compared to other teachers. Fewer teachers from state funded PreK districts “agree” or “strongly agree” that it is “important to use data to inform instructional practice” (state funded PreK: 82%, other 92%) or that “data offer information about students that was not already known” (state funded PreK: 84%, other: 94%). *See Appendix A for table of response rates by item and group.*

Self-Assessment of Data Skills

This section asks teachers to rate a series of statements about their ability to use data for a range of instructional purposes. Teachers rated each item using the following scale:

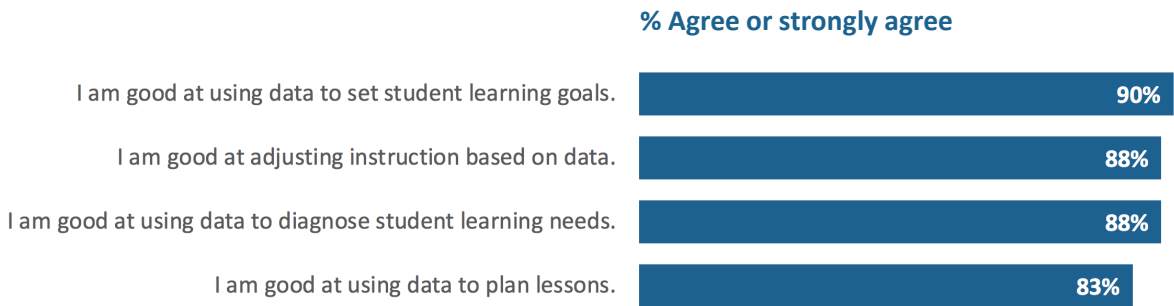
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree

Key Findings

Over 80% of teachers responded favorably to each of the items in this section of the survey. The percent of teachers who “agree” or “strongly agree” ranged from a low of 83% for “I am good at using data to plan lessons” to a high of 90% for “I am good at using data to set student learning goals.”

**Figure 16. Teachers’ self-perception of data competence**

Response options: strongly disagree; disagree; neither agree or disagree; agree; strongly agree  
Responses based on survey item: “Please indicate how much you agree or disagree with the following statements.”  
N = 151-152





*Responses for full survey sample, by item*

Teacher response rates for each question in this section of the survey are presented below.

**Table 18. These questions ask about your attitudes and opinions regarding data. Please indicate how much you agree or disagree with the following statements.**

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Number of responses
I am good at using data to diagnose student learning needs.	1%	0%	12%	62%	26%	152
I am good at adjusting instruction based on data.	1%	0%	12%	62%	26%	152
I am good at using data to plan lessons.	1%	1%	16%	59%	24%	151
I am good at using data to set student learning goals.	1%	0%	10%	65%	25%	152

*Group Differences: State PreK Funding*

Teachers from state PreK funded districts were slightly less positive in their attitudes toward their own data skills compared to other teachers. Fewer teachers from state funded PreK districts “agree” or “strongly agree” that they are “good at using data to set student learning goals” (state funded PreK: 87%, other 96%) or are “good at using data to diagnose student learning needs” (state funded PreK: 85%, other 92%). *See Appendix A for table of response rates by item and group.*

## Conclusions

**Limited sample size.** While the findings from the survey are informative, any conclusions drawn from these survey findings must be made with caution due to the low survey response rate (see Table 1). If RIDE chooses to administer this survey again, we would recommend exploring alternative means of survey distribution. One possibility is to make a more direct appeal to teachers by having school principals share the survey link with an explanation of the survey's importance and how the information will be used.

**Teachers recognize the importance of data and are confident in their ability to interpret and use data to inform their instruction.** A clear positive finding from the survey is that teachers value data as an important component of instructional practice and believe in their own ability to use data effectively. It is encouraging that these essential building blocks to the meaningful use of data appear to be firmly in place in Rhode Island.

**Teachers expressed a clear need for more data.** It is also evident that teachers want more data than they currently receive. Less than one-quarter of teachers indicated that they receive adequate information for the vast majority of the domains listed in the Importance and Adequacy of Data section of the survey. The need for more data was also voiced by many of the responses to the open-ended question *“What data or information would you like to have about incoming Kindergarten students in your classroom that you currently do not receive?”*

**Teachers most often use data to identify additional support needed by individual students.** Teachers rated SPED screening data, Kindergarten screening data and assessment data from early childhood programs as their most useful sources of information. They also report that they are most likely to use data to tailor instruction to meet individual student needs, or develop recommendations for additional instructional support. While teachers seem to value the use of data for identifying and addressing individual student needs, they are less likely to use data to plan lessons or instruction for the class as a whole. This suggests that teachers might have a somewhat narrow view of how data can be used to inform their practice. It is also interesting to note that while teachers report SPED screening data to be their most useful source of data, they rate this data source low for ease of understanding. This suggests an opportunity to review how SPED screening data are reported and shared, as well as an opportunity for professional development around interpreting these data.

**TS Gold: no opinion or low opinion.** Of the small sample of teachers who receive TS Gold data (n=22), one-quarter to one-third do not think it is relevant to their practice or to the curriculum. Furthermore, teachers rated TS Gold lower than other data sources on items that measure usefulness of data and ease of use and access. It is also interesting to note that teachers often chose the neutral answer option (e.g., neither agree nor disagree) for questions related to TS Gold. This was true for the full sample as well as for teachers in state funded PreK districts. This may suggest a lack of familiarity with TS Gold and how to interpret and use the data it provides.

RIDE may want to consider targeted interviews or focus groups with recipients of TS Gold to gather more in-depth information about teachers' opinions of this data.

**Mixed findings for teachers from state funded PreK districts.** A comparison of data from teachers who work in districts with state funded PreK (n=131) and teachers from districts that do not have state funded PreK (n=63) yielded mixed results. While teachers from state funded PreK districts were more likely to report that they receive TS Gold data for at least "a few students", they also report that they receive certain data less consistently than other teachers. Specifically, they are less likely to report that they receive Kindergarten screening data, Kindergarten intake data, and parent survey data for "most" or "almost all" of their students; less likely to report that they receive data prior to the start of the school year; and more likely to report that they "never" or "rarely" receive data from parents, school outreach, grade level meetings, transition meeting. Teachers from state funded PreK districts were also slightly less positive in their attitudes toward data compared to other teachers, with a smaller percentage of teachers indicating that they "agree" or "strongly agree" that it is "important to use data to inform instructional practice" or that "data offer information about students that was not already known."

On a positive note, teachers from state funded PreK districts had a higher opinion of the utility of information provided by Kindergarten screening data than other teachers. More teachers from state funded PreK districts reported that Kindergarten screening data are "easy to understand," "an accurate reflection of students' knowledge and skills," "relevant to the Kindergarten curriculum," "help identify student needs," and "inform my instruction." Teachers from state funded PreK districts were also more likely to report that they "occasionally" or "often" use Kindergarten transition data to develop recommendations for additional instructional support, form small groups of students for targeted instruction and plan lessons.

Finally, certain findings suggest that teachers from state funded PreK districts might have higher expectations than other teachers. For example, they were more likely than other teachers to indicate that a data source did not provide enough information/detail and less likely that other teachers to report that the data they receive about English language knowledge, fine motor skills, and verbal communication skills is "adequate" or "more than adequate."

## Appendix A: Table of Response Rates by Item and Group

### Utility of Information

Group differences: State PreK Funding

Teacher response rates for each question in this section of the survey are presented below.

**Table A1. [Data source] is relevant to my practice as a Kindergarten teacher.**

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree		Number of responses	
	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK
Teaching Strategies GOLD (TS GOLD) reports	5%	0%	20%	0%	60%	100%	15%	0%	0%	0%	20	2
Kindergarten screening data	6%	17%	10%	13%	14%	7%	53%	30%	18%	33%	51	46
Parent survey data	2%	3%	9%	6%	24%	19%	58%	63%	7%	9%	45	32
Kindergarten intake/registration data	6%	10%	22%	33%	35%	26%	27%	28%	10%	3%	68	39
Assessments or summary data from PreK, preschool, or other early childhood education program	3%	3%	10%	9%	16%	16%	59%	63%	12%	9%	69	32
Special education screening documents	0%	0%	2%	3%	21%	3%	55%	81%	22%	13%	58	31

**Table A2. [Data source] is easy to understand.**

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree		Number of responses	
	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK
Teaching Strategies GOLD (TS GOLD) reports	0%	0%	26%	0%	42%	100%	26%	0%	0%	0%	19	2
Kindergarten screening data	0%	9%	4%	13%	18%	20%	65%	44%	14%	15%	51	46
Parent survey data	2%	0%	2%	0%	16%	22%	73%	66%	7%	13%	45	32
Kindergarten intake/registration data	3%	8%	9%	3%	31%	26%	53%	64%	4%	0%	68	39
Assessments or summary data from PreK, preschool, or other early childhood education program	1%	0%	4%	16%	23%	31%	67%	53%	4%	0%	69	32
Special education screening documents	0%	0%	12%	26%	29%	19%	53%	52%	5%	3%	58	31

**Table A3. [Data source] is an accurate reflection of students' knowledge and skills.**

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree		Number of responses	
	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK
Teaching Strategies GOLD (TS GOLD) reports	0%	0%	20%	0%	60%	100%	20%	0%	0%	0%	20	2
Kindergarten screening data	4%	17%	18%	20%	35%	28%	33%	30%	10%	4%	51	46
Parent survey data	7%	3%	31%	9%	40%	56%	22%	28%	0%	3%	45	32
Kindergarten intake/registration data	18%	23%	35%	39%	37%	26%	9%	13%	2%	0%	68	39
Assessments or summary data from PreK, preschool, or other early childhood education program	1%	0%	7%	22%	44%	41%	44%	38%	4%	0%	69	63
Special education screening documents	4%	3%	5%	19%	26%	26%	58%	42%	7%	10%	57	31

**Table A4. It's easy for me to access [data source].**

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree		Number of responses	
	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK
Teaching Strategies GOLD (TS GOLD) reports	25%	0%	15%	0%	40%	100%	20%	0%	0%	0%	20	2
Kindergarten screening data	6%	15%	16%	13%	28%	11%	39%	44%	12%	17%	51	46
Parent survey data	9%	0%	11%	22%	16%	13%	58%	59%	7%	6%	45	32
Kindergarten intake/registration data	6%	10%	22%	13%	27%	31%	44%	44%	2%	3%	68	39
Assessments or summary data from PreK, preschool, or other early childhood education program	12%	16%	35%	25%	26%	31%	23%	28%	4%	0%	69	32
Special education screening documents	10%	0%	21%	36%	24%	16%	41%	45%	3%	3%	58	31

**Table A5. The information reported by [data source] is relevant to the Kindergarten curriculum.**

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree		Number of responses	
	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK
Teaching Strategies GOLD (TS GOLD) reports	5%	0%	30%	0%	50%	100%	15%	0%	0%	0%	20	2
Kindergarten screening data	4%	22%	18%	27%	24%	9%	45%	27%	10%	16%	51	45
Parent survey data	7%	9%	24%	16%	44%	47%	22%	19%	2%	9%	45	32
Kindergarten intake/registration data	25%	21%	29%	44%	32%	23%	10%	13%	3%	0%	68	39
Assessments or summary data from PreK, preschool, or other early childhood education program	3%	3%	16%	28%	30%	34%	46%	31%	4%	3%	69	32
Special education screening documents	2%	0%	7%	10%	33%	16%	52%	65%	7%	10%	58	31



**Table A6. [Data source] helps me identify students' learning needs.**

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree		Number of responses	
	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK
Teaching Strategies GOLD (TS GOLD) reports	10%	0%	35%	0%	40%	100%	15%	0%	0%	0%	20	2
Kindergarten screening data	4%	20%	20%	26%	28%	13%	37%	26%	12%	25%	51	46
Parent survey data	2%	3%	29%	16%	31%	47%	38%	28%	0%	6%	45	32
Kindergarten intake/registration data	25%	31%	30%	36%	25%	23%	16%	8%	3%	3%	67	39
Assessments or summary data from PreK, preschool, or other early childhood education program	1%	0%	12%	23%	28%	32%	51%	42%	9%	3%	69	31
Special education screening documents	0%	0%	7%	7%	19%	13%	59%	71%	16%	10%	58	31

**Table A7. [Data source] informs my instruction.**

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree		Number of responses	
	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK
Teaching Strategies GOLD (TS GOLD) reports	25%	0%	25%	0%	45%	100%	5%	0%	0%	0%	20	2
Kindergarten screening data	8%	28%	18%	28%	29%	7%	37%	20%	8%	17%	51	46
Parent survey data	11%	9%	38%	28%	27%	41%	24%	16%	0%	6%	45	32
Kindergarten intake/registration data	25%	31%	29%	39%	27%	21%	16%	8%	3%	3%	68	39
Assessments or summary data from PreK, preschool, or other early childhood education program	4%	0%	16%	29%	41%	32%	34%	39%	4%	0%	68	31
Special education screening documents	0%	3%	7%	10%	28%	10%	52%	65%	14%	13%	58	31

## Means of Communication

Group differences: State PreK Funding

Teacher response rates for each question in this section of the survey are presented below.

**Table A8. From whom and/or how do you typically receive Kindergarten transition data?**

	Never		Rarely		Sometimes		Often		Consistently		Number of responses	
	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK
From principal	46%	33%	7%	19%	34%	29%	7%	12%	5%	8%	111	52
From early childhood programs	37%	30%	21%	23%	38%	38%	2%	9%	3%	0%	112	53
From parents	35%	26%	25%	18%	32%	35%	7%	20%	1%	2%	111	51
From school outreach programs	47%	26%	19%	19%	28%	25%	5%	23%	2%	8%	112	53
From class list	48%	42%	20%	19%	18%	25%	12%	8%	3%	8%	111	53
At grade-level meetings	58%	34%	16%	19%	22%	34%	4%	9%	1%	4%	110	53
At transition meetings	54%	34%	15%	15%	17%	40%	10%	8%	5%	4%	109	53
At meetings with previous teacher/early childhood teacher	58%	49%	17%	25%	23%	21%	2%	6%	0%	0%	111	53
At community outreach events	81%	76%	14%	13%	5%	9%	0%	2%	0%	0%	111	53
At kindergarten registration events	56%	60%	15%	17%	21%	15%	5%	4%	3%	4%	112	53

## Data Use and Frequency

### Group differences: State PreK Funding

Teacher response rates for each question in this section of the survey are presented below.

**Table A9. Since the beginning of the current school year, how often have you used the data you received about incoming Kindergarten students for any of the following purposes?**

	Never		Rarely (once or twice since the start of the school year)		Occasionally (about once per month)		Often (about once per week)		Number of responses	
	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK
Identify instructional content to teach in class	47%	51%	27%	21%	14%	21%	11%	8%	106	53
Identify instructional materials to use in class	44%	52%	31%	19%	11%	17%	13%	12%	106	52
Identify instructional strategies to use in class	36%	42%	27%	25%	22%	17%	15%	15%	106	52
Gain a general sense of the skills/knowledge of the class as a whole	40%	37%	28%	31%	16%	15%	16%	17%	106	52
Tailor instruction to meet individual students' needs	31%	33%	24%	21%	21%	17%	25%	29%	106	52
Develop recommendations for additional instructional support	34%	33%	21%	31%	26%	25%	19%	12%	106	52
Form small groups of students for targeted instruction	40%	46%	21%	23%	19%	10%	21%	21%	106	52
Plan lessons	44%	54%	22%	21%	15%	12%	19%	14%	106	52
Set learning goals for individual students	41%	40%	20%	23%	22%	14%	18%	23%	106	52
Identify student learning needs	30%	35%	27%	25%	18%	23%	25%	17%	106	52
Inform discussions with parents	35%	39%	29%	23%	24%	21%	12%	17%	106	52
Inform discussions with other teachers	38%	40%	27%	22%	24%	18%	11%	20%	105	50

Importance and Adequacy of Data  
Group differences: State PreK Funding

Teacher response rates for each question in this section of the survey are presented below.

**Table A10. How important is it for you to receive data on the following knowledge or skills for each incoming Kindergarten student?**

	Not at all important		Somewhat important		Moderately important		Very important		Essential		Number of responses	
	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK
Alphabet knowledge	6%	4%	5%	10%	19%	16%	31%	33%	40%	37%	107	51
English language knowledge/other language spoken in the home	0%	0%	6%	2%	6%	4%	25%	29%	64%	65%	107	51
Executive function skills	3%	0%	8%	0%	6%	8%	39%	35%	45%	57%	107	51
Social-emotional skills	1%	0%	7%	0%	5%	2%	36%	43%	52%	55%	107	51
Independent skills	6%	0%	16%	14%	17%	29%	30%	33%	32%	24%	107	51
Fine motor skills	4%	0%	8%	4%	14%	26%	36%	39%	38%	31%	107	51
Gross motor skills	8%	0%	10%	20%	23%	24%	30%	33%	29%	24%	107	51
Numeracy/counting knowledge	4%	2%	8%	4%	14%	26%	39%	35%	36%	33%	107	51
Phonological awareness	5%	0%	9%	6%	14%	24%	36%	31%	36%	39%	107	51
Previous exposure to a classroom setting	3%	0%	3%	2%	8%	6%	32%	31%	55%	61%	107	51
Problem-solving skills	4%	0%	8%	4%	21%	20%	35%	45%	33%	31%	107	51
Reading skills	4%	6%	14%	16%	20%	22%	32%	35%	31%	22%	107	51
Verbal communication skills	3%	0%	6%	2%	3%	6%	36%	41%	53%	51%	107	51
Writing skills	5%	8%	17%	18%	19%	28%	30%	26%	30%	20%	107	50

**Table A11. This year, how adequate was the data you received about incoming Kindergarten students for each of the following knowledge or skill areas?**

	Not at all adequate		Less than adequate		Neither adequate or inadequate		Adequate		More than adequate		Number of responses	
	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK
Alphabet knowledge	36%	26%	12%	28%	21%	18%	29%	24%	2%	4%	103	50
English language knowledge/other language spoken in the home	16%	22%	17%	10%	26%	8%	36%	49%	6%	12%	102	51
Executive function skills	43%	35%	17%	41%	24%	8%	16%	14%	1%	2%	103	51
Social-emotional skills	40%	35%	18%	39%	23%	12%	18%	12%	2%	2%	102	51
Independent skills	41%	35%	16%	35%	27%	20%	16%	10%	1%	0%	103	51
Fine motor skills	41%	26%	21%	43%	24%	12%	13%	18%	1%	2%	103	51
Gross motor skills	38%	29%	23%	39%	24%	16%	15%	14%	1%	2%	102	51
Numeracy/counting knowledge	37%	26%	15%	28%	22%	16%	24%	28%	3%	4%	102	51
Phonological awareness	41%	31%	16%	33%	25%	14%	17%	18%	2%	4%	102	51
Previous exposure to a classroom setting	33%	24%	19%	35%	25%	14%	20%	24%	2%	4%	103	51
Problem-solving skills	40%	39%	19%	33%	27%	12%	14%	14%	1%	2%	102	51
Reading skills	40%	37%	16%	26%	23%	22%	20%	14%	1%	2%	103	51
Verbal communication skills	40%	33%	18%	28%	24%	14%	17%	24%	1%	2%	103	51
Writing skills	40%	41%	18%	26%	27%	14%	15%	18%	1%	2%	103	51

## Support for Using Kindergarten Transition Data

Group differences: State PreK Funding

Teacher response rates for each question in this section of the survey are presented below.

**Table A12. These questions ask about supports for using data to improve teaching and learning. Please indicate how much you agree or disagree with the following statements.**

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree		Number of responses	
	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK
I am adequately supported in the effective use of Kindergarten transition data to improve teaching and learning.	25%	22%	17%	28%	35%	22%	18%	26%	6%	4%	102	51
I am adequately prepared to use Kindergarten transition data.	15%	10%	8%	22%	27%	14%	37%	41%	14%	14%	102	51
There is someone at my school who answers my questions about using Kindergarten transition data.	24%	12%	19%	41%	32%	24%	22%	16%	4%	8%	102	51
There is someone at my school who helps me change my practice (e.g., my teaching) based on Kindergarten transition data.	25%	16%	21%	39%	29%	24%	24%	22%	2%	0%	102	51
My district provides enough professional development about using Kindergarten transition data to improve teaching and learning.	35%	26%	26%	43%	30%	20%	9%	12%	0%	0%	102	51
My district's professional development is useful for learning about Kindergarten transition data.	33%	26%	30%	45%	27%	20%	10%	10%	0%	0%	102	51

Attitudes and Opinions about Data  
Group differences: State PreK Funding

Teacher response rates for each question in this section of the survey are presented below.

**Table A13. These questions ask about your attitudes and opinions regarding data. Please indicate how much you agree or disagree with the following statements.**

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree		Number of responses	
	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK
Data help teachers plan instruction.	5%	2%	3%	0%	5%	8%	48%	57%	40%	33%	101	51
Data offer information about students that was not already known.	7%	0%	1%	4%	8%	2%	54%	67%	31%	28%	101	51
Data help teachers know what concepts and skills students are learning.	4%	2%	1%	2%	1%	4%	60%	63%	34%	29%	100	51
Data help teachers identify learning goals for students.	3%	0%	0%	2%	2%	4%	63%	59%	32%	35%	101	51
Students benefit when teacher instruction is informed by data.	2%	0%	0%	0%	10%	6%	56%	61%	32%	33%	101	51
I think it is important to use data to inform education practice.	2%	0%	1%	0%	15%	8%	49%	57%	34%	35%	101	51
I like to use data.	2%	0%	0%	2%	19%	14%	51%	47%	29%	37%	101	51
I find data useful.	2%	0%	0%	0%	14%	12%	54%	51%	31%	37%	101	51
Using data helps me be a better teacher.	2%	0%	2%	0%	17%	14%	48%	47%	32%	39%	101	51
I am good at using data to diagnose student learning needs.	1%	0%	0%	0%	14%	8%	59%	67%	26%	26%	101	51



## Self-Assessment of Data Skills

Group differences: State PreK Funding

Teacher response rates for each question in this section of the survey are presented below.

**Table A14. These questions ask about your attitudes toward your own use of data. Please indicate how much you agree or disagree with the following statements.**

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree		Number of responses	
	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK	State PreK	No State PreK
I am good at using data to diagnose student learning needs.	1%	0%	0%	0%	14%	8%	59%	67%	26%	26%	101	51
I am good at adjusting instruction based on data.	1%	0%	0%	0%	12%	12%	63%	59%	24%	29%	101	51
I am good at using data to plan lessons.	1%	0%	0%	2%	17%	14%	58%	61%	24%	24%	101	51
I am good at using data to set student learning goals.	1%	0%	0%	0%	13%	4%	62%	69%	24%	28%	101	51

## Appendix B: PDF of RIDE Kindergarten Teacher Data Use Survey

The following pages include the RIDE Kindergarten Teacher Data Use Survey as it appeared in Qualtrics.

## Introduction and Instructions

**Thank you** for participating in this survey! Your responses will help the Rhode Island Department of Education (RIDE) understand what types of data you receive about incoming Kindergarten students and how you use the data. RIDE wants to support all Kindergarten teachers in fully understanding their students' needs and making use of available data to improve teaching and learning. By participating in this survey, you will help RIDE make changes that improve Kindergarten teachers' access to and use of data regarding incoming Kindergarten students.

Education Development Center (EDC) is the organization conducting this survey. Your responses to each question in this survey are **100% confidential**. Only EDC staff will see your individual responses. Your individual responses will not be shared with your school or any agency. A summary of the results gathered from all teachers who participate in the survey will be shared with the Rhode Island Department of Education.

Please complete this survey if you are a Kindergarten teacher employed by a public school in the state of Rhode Island.

The survey will take approximately 15 minutes to complete. **You may complete this survey on a mobile phone, but some questions may be easier to answer on a computer.** If you have any questions about the survey or this study, please contact Louisa Anastasopoulos at 617-618-2117 or [lanastasopoulos@edc.org](mailto:lanastasopoulos@edc.org).

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Please select the school district where you currently work. (If you work at a charter school, please select the name of your school.)

How many years have you worked as an elementary or secondary school teacher, including this school year? (Do not include time spent as a student teacher.)

- ☐ Less than 1 year
- ☐ 1-2 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-20 years
- ☐ 21 or more years

How many years have you worked as a *Kindergarten* teacher, including this school year? (Do not include time spent as a student teacher.)

- ☐ Less than 1 year
- ☐

- ☐ 1-2 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-20 years
- ☐ 21 or more years

## Data by Source

This year, how many (roughly what percentage of) incoming Kindergarten students did you receive data about from the following sources?

	None (0%)	A few students (1-25%)	Some students (26-50%)	Most students (51-75%)	Almost all students (76% or more)	Uncertain or don't know
Teaching Strategies GOLD (TS GOLD) reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindergarten screening data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent survey data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindergarten intake/registration data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessments or summary data from PreK, preschool, or other early childhood education program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special education screening documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you describe the amount of information and detail provided by each data source you received this year?

	Not enough information/detail	Just the right amount of information/detail	Too much information/detail
Teaching Strategies GOLD (TS GOLD) reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindergarten screening data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent survey data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindergarten intake/registration data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessments or summary data from PreK, preschool, or other early childhood education program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special education screening documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
\$(q://QID5/ChoiceTextEntryValue/7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
\$(q://QID5/ChoiceTextEntryValue/8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When did you receive each data source this year? (Check all that apply.)

	At the end of the previous school year	In the summer/before the start of this school year	At the start of this school year	One month or more after the start of the school year
Teaching Strategies GOLD (TS GOLD) reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kindergarten screening data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent survey data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kindergarten intake/registration data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessments or summary data from PreK, preschool, or other early childhood education program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special education screening documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$(q://QID5/ChoiceTextEntryValue/7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$(q://QID5/ChoiceTextEntryValue/8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These questions ask about **Teaching Strategies GOLD (TS GOLD) reports**. Please indicate how much you agree or disagree with the following statements about Teaching Strategies GOLD (TS GOLD) reports.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
TS GOLD reports are relevant to my practice as a Kindergarten teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TS GOLD reports are easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TS GOLD reports are an accurate reflection of students' knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's easy for me to access TS GOLD reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information reported by TS GOLD reports is relevant to the Kindergarten curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TS GOLD reports help me identify students' learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TS GOLD reports inform my instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These questions ask about **Kindergarten screening data**. Please indicate how much you agree or disagree with the following statements about Kindergarten screening data.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Kindergarten screening data are relevant to my practice as a Kindergarten teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindergarten screening data are easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindergarten screening data are an accurate reflection of students' knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's easy for me to access Kindergarten screening data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information reported by Kindergarten screening data is relevant to the Kindergarten curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindergarten screening data helps me identify					

students' learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindergarten screening data informs my instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These questions ask about **parent survey data**. Please indicate how much you agree or disagree with the following statements about parent survey data.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Parent survey data are relevant to my practice as a Kindergarten teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent survey data are easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent survey data are an accurate reflection of students' knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's easy for me to access parent survey data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information reported by parent survey data is relevant to the Kindergarten curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent survey data helps me identify students' learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent survey data informs my instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These questions ask about **Kindergarten intake/registration data**. Please indicate how much you agree or disagree with the following statements about Kindergarten intake/registration data.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Kindergarten intake/registration data are relevant to my practice as a Kindergarten teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindergarten intake/registration data are easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindergarten intake/registration data are an accurate reflection of students' knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's easy for me to access Kindergarten intake/registration data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information reported by Kindergarten intake/registration data is relevant to the Kindergarten curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindergarten intake/registration data helps me identify students' learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindergarten intake/registration data informs my instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These questions ask about **assessments or summary data from PreK, preschool, or other early childhood education programs**. Please indicate how much you agree or disagree with the following statements about assessments or summary data from PreK, preschool, or other early childhood education programs.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessments or summary data from PreK, preschool, or other early childhood education programs are relevant to my practice as a Kindergarten teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessments or summary data from PreK, preschool, or other early childhood education programs are easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessments or summary data from PreK, preschool, or other early childhood education programs are an accurate reflection of students' knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's easy for me to access assessments or summary data from PreK, preschool, or other early childhood education programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information reported by assessments or summary data from PreK, preschool, or other early childhood education programs is relevant to the Kindergarten curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessments or summary data from PreK, preschool, or other early childhood education programs helps me identify students' learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessments or summary data from PreK, preschool, or other early childhood education programs informs my instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These questions ask about **special education screening documents**. Please indicate how much you agree or disagree with the following statements about special education screening documents.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Special education screening documents are relevant to my practice as a Kindergarten teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special education screening documents are easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special education screening documents are an accurate reflection of students' knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's easy for me to access special education screening documents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information reported by special education screening documents is relevant to the Kindergarten curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special education screening documents help me identify students' learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special education screening documents inform my instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These questions ask about **§{q://QID5/ChoiceTextEntryValue/7}**. Please indicate how much you agree or disagree with the following statements about **§{q://QID5/ChoiceTextEntryValue/7}**.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
§{q://QID5/ChoiceTextEntryValue/7} is/are relevant to my practice as a Kindergarten teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
§{q://QID5/ChoiceTextEntryValue/7} is/are easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
§{q://QID5/ChoiceTextEntryValue/7} is/are an accurate reflection of students' knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's easy for me to access §{q://QID5/ChoiceTextEntryValue/7}.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information reported by §{q://QID5/ChoiceTextEntryValue/7} is relevant to the Kindergarten curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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These questions ask about **QID5/ChoiceTextEntryValue/8**. Please indicate how much you agree or disagree with the following statements about **QID5/ChoiceTextEntryValue/8**.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
QID5/ChoiceTextEntryValue/8 is/are relevant to my practice as a Kindergarten teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QID5/ChoiceTextEntryValue/8 is/are easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QID5/ChoiceTextEntryValue/8 is/are an accurate reflection of students' knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's easy for me to access QID5/ChoiceTextEntryValue/8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information reported by QID5/ChoiceTextEntryValue/8 is relevant to the Kindergarten curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QID5/ChoiceTextEntryValue/8 help(s) me identify students' learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QID5/ChoiceTextEntryValue/8 inform(s) my instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

From whom and/or how do you typically receive Kindergarten transition data?

	Never	Rarely	Sometimes	Often	Consistently
From principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From early childhood programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From school outreach program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From class list	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At grade-level meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At transition meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At meetings with previous teacher/early childhood teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At community outreach events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At Kindergarten registration events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Since the beginning of the current school year, how often have you used the data you received about incoming Kindergarten students for any of the following purposes?

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	Never	since the start of the school year)	(about once per month)	(about once per week)
Identify instructional content to teach in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify instructional materials to use in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify instructional strategies to use in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gain a general sense of the skills/knowledge of the class as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tailor instruction to meet individual students' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop recommendations for additional instructional support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Form small groups of students for targeted instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set learning goals for individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify student learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inform discussions with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inform discussions with other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How important is it for you to receive data on the following knowledge or skills for each incoming Kindergarten student?

	Not at all important	Somewhat important	Moderately important	Very important	Essential
Alphabet knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language knowledge/other language spoken in the home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Executive function skills (e.g., follow directions and classroom routines)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social-emotional skills (e.g., taking turns, managing emotions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent skills (e.g., zipping coat, opening milk carton)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine motor skills (e.g., hold a pencil, cut with scissors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gross motor skills (e.g., run, jump, throw, catch)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numeracy/counting knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phonological awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Previous exposure to a classroom setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verbal communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This year, how adequate was the data you received about incoming Kindergarten students for each of the following knowledge or skill areas?

	Not at all adequate	Less than adequate	Neither adequate nor inadequate	Adequate	More than adequate
Alphabet knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language knowledge/other language spoken in the home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Executive function skills (e.g., follow directions and classroom routines)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social-emotional skills (e.g., taking turns, managing emotions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent skills (e.g., zipping coat, opening milk carton)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine motor skills (e.g., hold a pencil, cut with scissors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gross motor skills (e.g., run, jump, throw, catch)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numeracy/counting knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phonological awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Previous exposure to a classroom setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verbal communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What data or information would you like to have about incoming Kindergarten students in your classroom that you currently do not receive?

The remainder of the survey asks general questions about the use of data to inform your educational practice.

These questions ask about supports for using data to improve teaching and learning. Please indicate how much you agree or disagree with the following statements.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
I am adequately supported in the effective use of Kindergarten transition data to improve teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am adequately prepared to use Kindergarten transition data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is someone at my school who answers my questions about using Kindergarten transition data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is someone at my school who helps me change my practice (e.g., my teaching) based on Kindergarten transition data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My district provides enough professional development about using Kindergarten transition data to improve teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My district's professional development is useful for learning about Kindergarten transition data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These questions ask about your attitudes and opinions regarding data. Please indicate how much you agree or disagree with the following statements.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Data help teachers plan instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data offer information about students that was not already known.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data help teachers know what concepts and skills students are learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data help teachers identify learning goals for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students benefit when teacher instruction is informed by data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think it is important to use data to inform education practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to use data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find data useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using data helps me be a better teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These questions ask about your attitudes toward your own use of data. Please indicate how much you agree or disagree with the following statements.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
I am good at using data to diagnose student learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at adjusting instruction based on data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at using data to plan lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am good at using data to set student learning goals.

