



Initial Research Questions

*Based on 2014 application to
U.S. Department of Education, Institute of Education Sciences*

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

- (1a) What is the overall performance of children on the Connecticut KEI?
- (1b) Are there group differences in performance for gender, socio-economic status (SES), English as a second language status, and race/ethnicity?
- (1c) Are there district differences in performance?

Aim 2: To understand the use of assessment tools in early childhood education.

- (2a) How are assessment tools used in early childhood education?
- (2b) Are there city and setting differences in how assessment tools are used in early childhood education?

Aim 3: To understand which teacher- and school-level factors predict kindergarten performance.

- (3a) How do the teacher factors such as level of education, certification, number of years of teaching at the current level, and number of total years of teaching predict kindergarten performance?
- (3b) How do school factors such as class size, teacher-child ratio, and SES predict kindergarten performance?