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?