Initial Research Projects

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 KEI scores by gender, socio-economic status (SES), English as a second language status, and race/ethnicity?

(1c)   Are there district differences in KEI scores?

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

(2a)   How are assessments used in early childhood education classrooms in the southwest region of Connecticut?

(2b)   Are there community and setting differences in how assessments are used in early childhood education classrooms in the southwest region of Connecticut?

(3b)   What is the level of alignment between teacher-reported use of assessments and the intended uses of the assessments, as stated by the publishers?

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

(3a)   How do student factors such as English learner status, special education status, free or reduced-price lunch status, gender, and race/ethnicity predict kindergarten performance in literacy?

(3b)   How do teacher factors such as level of education, teacher certification endorsement area, and years of teaching experience predict kindergarten performance in literacy?

(3c)   How do classroom factors such as class size, percentage of students eligible for free or reduce-price lunch, and percentage of English learner students predict kindergarten performance in literacy?

Research briefs related to these studies are available at
https://peer.yale.edu/publications