Understanding the New Hampshire Birth through Five System

Kindergarten Teacher Survey Summary Report

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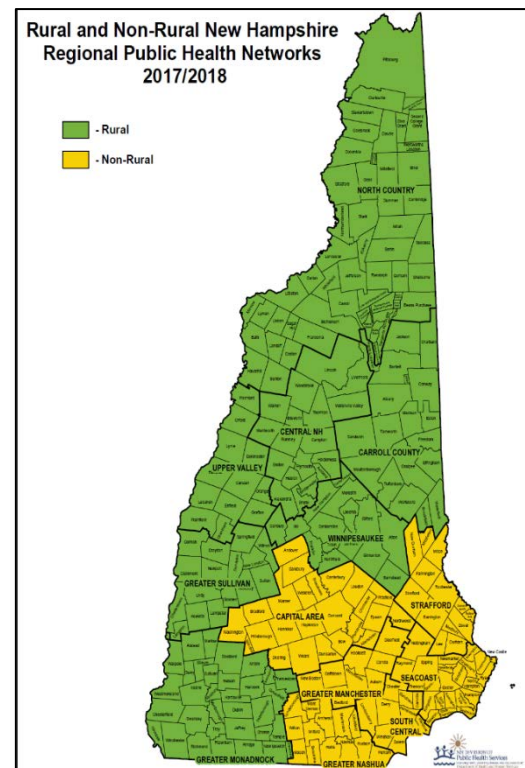New Hampshire Department of Health and Human Services

Preface

In December 2018, New Hampshire was one of 45 states that received a federal Preschool Development Grant (PDG) Birth-to-Five (B–5) grant. The one-year planning grant provided federal funds of $3.8 million for New Hampshire stakeholders to conduct a needs assessment and develop a strategic plan. The University of New Hampshire (UNH) is the PDG grantee. UNH in turn contracted with the RAND Corporation to support analytic aspects of the PDG Needs Assessment in collaboration with UNH and other state partners, including Spark NH, the New Hampshire Department of Health and Human Services (NHDHHS) and the New Hampshire Department of Education (NHDOE). Guidance for the Needs Assessment was provided by the PDG Needs Assessment Subcommittee and the PDG Leadership Advisory Team.

The Kindergarten Teacher Survey analysis is based on responses from 209 individuals age 18 or older who reported teaching kindergarten during the 2018-2019 academic school year. Originally there were 256 cases, but through analysis, 12 cases were excluded that did not provide consent, 21 cases were excluded that provided questionable data, and 14 cases with little to no data were excluded for a total of 47 invalid or incomplete survey responses. In addition, some respondents who completed the survey left responses to specific questions blank. Tabulations exclude cases with no response, either because of an incomplete survey or item nonresponse.

The summary is organized by themes. Reference is made to the question(s) that provide the basis for the summary points (i.e., Q3, Q4, etc.). The survey is attached to the end of this document.

Results by subgroups are reported separately for:
- **Rural Status**. Consistent with the definition adopted for the PDG Needs Assessment, respondents were classified into two groups based on their school districts New Hampshire Regional Public Health Networks designation of zip codes as rural (31%) or nonrural (69%).

- **Free and Reduced-price Lunch (FRPL) eligibility**. Respondents were classified into one of two groups based on the school district's percentage of students eligible for FRPL. The split was based on the whether a school district was above the state average for FRPL eligibility, which is 27.16%. Districts designated as above state FRPL average (districts that have more children who qualify, 50%) or below state FRPL average (districts that have fewer children that qualify, 50%).

Rural and Non-Rural New Hampshire Regional Public Health Networks 2017/2018

Summary

1. Demographic and Other Characteristics of the Kindergarten Teacher Respondents (Q11-Q13)

- Overall, respondents were predominantly female (96%), white (100%), and not Latinx (98.5%).

- Demographics did not vary across non-rural and rural districts, nor across districts above and below the state average FRPL eligibility rate.

- 26.6% of respondents were from non-rural districts that were above the state average FRPL eligibility, 42.4% were from non-rural districts below the state average FRPL eligibility, 23.2% were from rural districts above the state average FRPL eligibility, and 7.9% were from rural districts below the state average FRPL eligibility. Non-rural districts were more likely to be below the state FRPL average (i.e., higher-income district) and rural districts were more likely to be above the state FRPL average (i.e., lower-income districts).

2. Teaching Experience, Training, and Education (Q3-Q8)

- All respondents reported teaching kindergarten during the 2018-2019 academic school year. The bulk of the teachers reported having more than 10 years' experience teaching in some capacity (36% reported 11-19 years of teaching, 35% reported over 20 years of teaching). Of the years reported teaching kindergarten specifically, a quarter each reported teaching kindergarten for 11-19 years (24%) and 1-3 years (25%). Other respondents taught kindergarten for 4-5 years (19%), 6-10 years (18%), over 20 years (12%), and less than one year (<3%).

- On average, most teachers reported working an in early childhood environment other than a public school classroom: 34% worked in center-based child care, 31% in a private preschool, 14% in a private or parochial school, 12% in a home child care setting, 10% in a laboratory school, 8% in Early Head Start or Head Start, and 4% in a different setting not otherwise already reflected. Over 25% reported working only in a public-school classroom.

- Over half of the respondents held a NH Credentialing Endorsement in Elementary Education either K-6 (31%) or K-8 (49%). 24% of respondents reported certification in Early Childhood Education (N-3), 7% in Early Childhood Special Education (N-3), and 18% in General Special Education. Another 8% reported "other" NH teaching endorsements. These percentages reflect individuals with more than one endorsement.

- 39% of respondents reported receiving their primary bachelor's degree in elementary education (39%) while 28% reported an undergraduate degree in early childhood education

(including Family Studies and Human Growth and Development Majors). Other responses included general Liberal Arts (13%), Science (13%), and "other" (unrelated) degree (8%).

- 57% of the teachers reported holding a master's degree while 41% reported no master's degree, and less than 2% reported current enrollment in a master's program in elementary education.

- The primary discipline of master's degrees was elementary education (68%), while 15% were early childhood education (ECE), 9% special education (including either early childhood or general special education), and 7% an "other" option.

Differences by rurality

- More teachers were located in non-rural school districts (68%) compared to rural (32%); however, results were fairly similar for years teaching in public school, teaching credentials held, and educational experience.

- The majority of teachers in both groups reported overall teaching for more than 11 years in a public-school setting.

- Differences emerged in years teaching kindergarten specifically: in non-rural districts more teachers had taught kindergarten from 1-3 years while the highest grouping of years taught in a rural district was 11-19 years.

- As for previous settings worked, most teachers in a rural district reported working in a center-based child care program or private preschool; one third of non-rural teachers reported not working in any other setting.

- In rural school districts, more teachers held early childhood education and special education credentials, but elementary education endorsements were equal between the two groups.

- Only a slightly higher percentage of kindergarten teachers in a non-rural area hold degrees in early childhood education or elementary education but many more teachers in rural districts hold science-related or liberal arts degrees at the baccalaureate level.

- About 10% more teachers in non-rural districts held master's degrees than in rural districts. Of the kindergarten teachers reporting a master's degree, more teachers in non-rural districts had degrees in ECE (18%) than in rural districts (10%), and more teachers in rural districts had degrees in elementary education (81%) compared to 63% in a non-rural district.

Differences by above and below state average FRPL rates

- Generally, the teachers in more affluent school districts (below the state average for FRPL eligibility) had been teaching kindergarten longer, held master's degrees, and were more likely to have early childhood or elementary education (K-6) credentials as well as special education endorsements compared to their peers in less affluent school districts (above the state average for FRPL eligibility).

- The majority of teachers in both groups reported overall teaching for more than 11 years in a public-school setting. More teachers in districts below the state FRPL average had been teaching kindergarten for 11-19 years whereas in districts above the state FRPL average, most had been teaching kindergarten for 1-3 years.

- In districts below the state FRPL average, more teachers held early childhood, early childhood special education, elementary education (K-6), general special education, as well as "other" credentials/endorsements than their counterparts in districts above state FRPL average. Teachers from districts above the state FRPL average were more likely to hold elementary education K-8 endorsements.

- Teachers from districts below the state FRPL average were more likely to have a baccalaureate degree in early childhood education than teachers in districts above the state FRPL, but both groups had an equal percentage of teachers with elementary education degrees.

- More teachers in districts below the state FRPL average held master's degrees and those degrees were more likely to be in elementary education than early childhood or any other specialization which also appeared to be the trend for teachers in districts above the state FRPL who held master's degrees.

3.   Classroom Location and Makeup (Q9, Q14-Q17)

- Teachers are not identified by name or school, but over 200 respondents provided the School Administrative Unit (SAU) in which they taught during the 2018-2019 school year. Each SAU (around 100 in NH offering kindergarten, with 55 represented in this sample) was organized by county (10 counties in NH, with each county represented in this survey) and then further defined by whether the location was rural or non-rural and by FRPL eligibility (https://www.education.nh.gov/data/documents/sau18-19.pdf).

- The majority of teachers taught kindergarten in a full-day program (84%); 16% reported teaching in half-day kindergarten programs, with a small number describing two sessions (morning and afternoon) or an on-site before-/after-care arrangement option.

- The most typical class size for kindergarten teachers was 16-20 children (61%). 19% reported 11-15 children in a classroom, 11% had 21-25 children, 5% reported fewer than 10 children, and less than 5% reported more than 26 children in a classroom.

- It is unclear how many kindergarten teachers taught during the 2018-2019 year but according to The New Hampshire Department of Education's "District Enrollments in New Hampshire Public Schools" report 11,691 children were enrolled in kindergarten as of October 1, 2018 (https://www.education.nh.gov/data/documents/att_rate_dis18-19.pdf). With the majority of teachers reporting between 16 and 20 children in a classroom, the total enrollment number was divided by 20 to yield an average of 584 kindergarten teachers in NH, suggesting a response rate of about 36%.

Differences by rurality

- 80% of teachers in a non-rural setting and over 90% in a rural setting taught a full day of kindergarten.

- In both non-rural and rural settings, 16-20 was the average number of students in a kindergarten classroom. A few districts in non-rural settings reported more than 30 students in a classroom, and 14% of districts in rural settings had fewer than 10 students.

Differences by above and below state average FRPL rates

- More teachers from districts above the state FRPL average taught in full-day programs (95%) compared to teachers from districts below the state FRPL average (74%)

- In general, there were the same amount of classroom teachers, paraprofessionals, and volunteers in schools above and below the state FRPL but there were more assistant teachers in kindergarten classrooms in districts below the state FRPL average.

4.   Kindergarten Entry Assessment Process (Q19-Q27)

- 53% of teachers used a formal screening or assessment tool upon kindergarten entry. Of those using a formal screening tool, 30% used PALS (Phonological Awareness Literacy Screening), 12% used ASQ:SE (Ages & Stages Questionnaire: Social-Emotional), 9% used DIAL (Developmental Indicators for Assessment of Learning), 6% used ASQ (Ages & Stages Questionnaire) and 10% reported using "other" screening tools.   Of those using a formal assessment tool, 5% used TS Gold (Teaching Strategies Gold), 5% used BSRA (Bracken School Readiness Assessment), 4% used Brigance, 3% used COR (Child Observation Record) and 2% used WSS (Work Sampling System) while 10% reported using "other" assessment tools.

- The majority of teachers (63%) reported screening children upon kindergarten entry using a checklist developed by their school, district, or teacher while 15.8% reported that they did not use a screening tool during the kindergarten entry process. In comparison, 17% reported using a non-standardized assessment tool developed by their school, district or teacher and 30% reported not using a formal assessment tool during the kindergarten entry process. The most common domains of learning that were assessed included literacy, mathematics, fine motor development, and language development. Other domains

(gross motor, approaches to learning, creative expression, social skills and emotional development) were reported as less frequently assessed or not assessed (social studies, science).

- More than half of the kindergarten teachers participated in the kindergarten entry assessment process with another staff member or as a member of a team, while 10% were solely responsible and 12% were not involved in the process at all.

- Entry assessment took place most often during registration days (57%) but were also conducted during the summer, the spring, before school or after school and could take more than 30 minutes (29%), between 16 and 30 minutes (39%), 11-15 minutes (23%) or less than 10 minutes (9%).

- Over half of the kindergarten teachers perceived their kindergarten entry assessment process as either "acceptable" (40%) or "good" (32%) with 13% rating their process as "very good", 11% poor, and 4% very poor.

- Most teachers reported that the kindergarten entry assessment process did not affect their classroom schedule (34%) or only somewhat affected it (34%).

Differences by rurality

- Of the formal tools, non-rural districts were most likely to use the PALS (32%); the other most common option was a teacher-made/non-standardized screening tool (30%).

- Rural districts were more likely to use a non-standardized screening tool (e.g., teacher-made checklists, 55%) but more than a third of rural districts reported using either the ASQ:SE (25%) and/or ASQ (12%).

- 18% of non-rural districts reported not using a screening tool at all compared to 11% for rural districts.

- The BSRA was more widely used by teachers from rural districts (12%) than non-rural districts (less than 2%).

Differences by above and below state average FRPL rates

- Teachers from school districts below the state FRPL average were less likely to use a formal screening tool (22%, compared to 10% in districts above the FRPL average) but those above and below the state FRPL average reported using teacher-developed checklists fairly equally (approximately 40%).

- Teachers from school districts above the state FRPL average were more likely to use the ASQ (8%) and/or the ASQ: SE (20%). Only 3% of teachers from districts below the state average used either screener.

- The PALS was more widely used by teachers from districts above the state FRPL average (39%, compared to 18% in districts below the state FRPL average).

- The DIAL was the only screening tool teachers from districts below the state FRPL average reported higher use compared to the above state FRPL average districts (13% vs 6%).

- Teachers from districts below the state FRPL average were less likely to report use of a formal assessment tool (37%) compared to teachers from districts above the state FRPL (25%).

5.   Kindergarten Transition Practices (Q28-Q36)

- Almost all kindergarten teachers (95%) received some information about children and families prior to the school year, such as general information or Individualized Education Plan (IEP) records (both over 90%). Fewer received a family questionnaire (59%) or records from the early childhood care and education (ECCE) setting, such as assessment data (38%).

- The majority of teachers reported building partnerships with families between 1 and 3 times prior to the start of the kindergarten year (80%) but 14% of teachers reported no contact with families during the kindergarten transition.

- Building partnerships with local child care programs occurred seldomly or only occasionally (65%). While more than 65% of children were reported to transition from a prior ECCE setting, 24% of teachers never had contact with the previous setting.

- Building partnerships with community-based settings such as mental health agencies and family resource centers was less common than with ECCE, with only 13% of teachers contacting settings for mutual referrals (29%), shared information (48%), shared resources (52%), or other purposes (38%).

Differences by rurality

- All kindergarten teachers reported receiving some general information about children and families before the school year began.

- There was a notable difference between the rural and non-rural districts regarding the use of family questionnaires:79% of teachers in a rural district received a family questionnaire while only 50% received one in a non-rural setting.

- Just over 10% of teachers in non-rural settings reported not receiving any IEP data prior to the school year, whereas all teachers in the rural settings received this information.

- Generally, non-rural and rural districts were not connecting with community partners outside of ECCE. The few non-rural districts that were connecting with community partners did so by way of shared resources (57% in non-rural versus 43% in rural). Rural districts made those connections by way of mutual referrals (43% versus 21% in non-rural).

Differences by above and below state average FRPL rates

- Teachers in districts below the state FRPL average (fewer children eligible than the state average) generally received less information prior to kindergarten entry, with the exception of IEP records/special education information and ECCE program information (e.g., strengths/needs, likes/dislikes, approach to learning in classroom setting). These differences were fairly low, however, with the equivalent of only 3-5 more teachers receiving this information than in districts above the state average.

- Differences between the two subgroups were notable in the sources of transitional data: 45% of teachers in districts above the state FRPL average reported receiving ECCE program assessment results versus 29% of districts below the state FRPL average. 63% of teachers in districts above the state FRPL average reported receiving data from family questionnaires versus 52% for teachers in districts below the state FRPL average.

6. Student Readiness and Success (Q37-Q40)

- Teachers rated the following skills as the most important for success in kindergarten: social skills, emotional development, approaches to learning (e.g., attention, engagement, and persistence), and language; more academic areas (e.g., science, social studies, or math) were rated much lower. Literacy, creative expression and fine and gross motor fell in the middle.

- Language, gross motor skills, creative expression and fine motor development were the areas that students were the most "ready" for kindergarten.

- Over 75% of teachers perceived the academic expectations of kindergarten as somewhat or mostly appropriate for children.

Differences by rurality

- Teachers from both non-rural and rural groups valued the same skills as important for success in kindergarten in the following order: emotional skills, social skills, approaches to learning, language development, fine motor, gross motor, literacy, creative expression, and math. Science and social studies were reversed in the groups but were still considered "moderately important."

- Gross motor and language development were rated as the two categories that children were most "ready" for kindergarten by both teachers from non-rural and rural school districts. In non-rural districts, the children were rated higher ("more ready") in most areas compared to children in rural districts (all skills were above 50% except for social studies). In rural areas, more academic categories were below 50% (math, literacy, science and social studies).

- Teachers from both non-rural and rural districts believed that the expectations of kindergarten students were "somewhat appropriate" in their schools although the mean rating of the rural districts was slightly higher, close to "mostly appropriate."

Differences by above and below state average FRPL rates

- Teachers from districts both above and below the state FRPL average valued emotional development and social skills as the most important skills for success in kindergarten, although schools above the state FRPL average scored them as slightly more important.

- Teachers from districts below the state FRPL average reported higher percentages of children as ready for kindergarten in all areas of development/academic categories (over 50%).

- Teachers from districts both above and below the state FRPL average believed that the expectations of kindergarten students were "somewhat appropriate" at their schools, with almost the exact same mean rating.

7. Access to Resources and Professional Development (Q41-Q42, Q62-Q63)

- About 30% of teachers were familiar with NH Kindergarten Readiness Standards (32.8%) and the Early Learning Standards (29.8%) but far fewer with Head Start documents: Head Start Framework (19.6%) and Dual Capacity-Building Framework (9%).

- More than 85% of teachers were receptive to mentoring or coaching around play-based kindergarten practices, but 55% had not previously attended play-based K professional development opportunities. Only 10% had utilized the NH DOE Kindergarten Toolkit and 15% had accessed the National Association for the Education of Young Children (NAEYC). Other play-based kindergarten resources reported included books (46%) or articles (58%).

Differences by rurality

- Teachers in rural districts had slightly more familiarity with statewide and Head Start resources including: NH Kindergarten Readiness Indicators, NH Early Learning Standards, Head Start Framework, and Head Start Dual Capacity-Building Framework.

- There were only slight differences in how teachers gathered information on play-based kindergarten: most teachers utilized articles/books, trainings/professional development, NAEYC, and NH DOE K Toolkit.

Differences by above and below state average FRPL rates

- Teachers in districts above the state FRPL average had slightly more familiarity overall with statewide and Head Start resources including: NH Kindergarten Readiness Indicators, NH Early Learning Standards, Head Start Framework, and Head Start Dual Capacity-Building Framework.

- Teachers in districts below the state FRPL average reported accessing more resources pertaining to play-based kindergarten (i.e., articles, books, trainings/professional development, and NAEYC) than teachers in less affluent schools.

8.   Play-based Classroom Principles (Q43-Q49)

- 59% of teachers reported that their classroom was play-based, and 89% agreed that it was "moderately practical," "practical," or "very practical" to implement play-based learning.

- 34% of teachers felt only "moderately supported" by their administration to implement a play-based classroom, but 59% reported feeling "supported" or "very supported." Interestingly, the same percentages were found in asking about teachers' comfort level with play-based learning: 34% were "moderately comfortable," and 59% reported feeling either "comfortable" or "very comfortable." Teachers believed that a play-based classroom was either "important" (27%) or "very important" (63%) for student success in kindergarten.

Differences by rurality

- Around 60% of classroom teachers in both non-rural and rural districts described their classrooms as play-based.

- Teachers in both non-rural and rural districts believed that the implementation of a play-based classroom was "moderately practical" and felt "moderately supported" in their implementation.

- Teachers in both non-rural and rural districts felt "moderately comfortable" implementing a play-based classroom, although teachers in non-rural districts were slightly more comfortable.

- Teachers in both non-rural and rural districts felt that a play-based classroom was "important" to the success of the children in their classrooms, although the mean score of teachers in non-rural districts was slightly higher.

Differences by above and below state average FRPL rates

- Teachers from districts below the state FRPL average were slightly more likely to indicate that they had a play-based classroom (62%) compared to teachers from districts above the state FRPL average (57%).

- Teachers in districts both above and below the state average believed that the implementation of a play-based classroom was "moderately practical."

- Teachers in districts both above and below the state FRPL average felt "moderately supported" and "moderately comfortable" with providing a play-based classroom, although teachers in schools below the state FRPL average felt slightly more supported.

- Teachers in districts both above and below the state FRPL average felt that a play-based classroom was "important" to the success of the children in their classrooms, although the mean rating by teachers in schools below the state FRPL average was slightly higher.

9.   Classroom Instruction and Engagement (Q50-Q61)

- Teachers reported approximately equal distribution of whole group, small groups, and centers as instructional settings. The predominant mode of teaching was direct instruction, though teachers also described children's experiences as generally cooperative in nature, compared to associative, parallel, or solitary types of play.

- Teachers reported the allocation of their daily schedules as focused on social and emotional activities, followed by literacy, approaches to learning, language, and fine motor activities. Less time was spent on mathematics, creative expression, or gross motor skills, and the least amount of time was spent on science or social studies activities.

- Teachers rated children's engagement during the daily schedule as "high" during small group activities (68%) or center time (64%), and "medium" during whole group instruction (70%) or specials (62%).

- Within the domains for learning, teachers rated the highest engagement during science, gross motor, and creative expression, and the lowest engagement during approaches to learning, fine motor, and social studies. It should be noted that children spent the least amount of time in science even though teachers rated children's engagement levels highest in this domain.

- With respect to participation, children were "highly engaged" during free play (91%) and guided play (61%) and showed "medium engagement" during direct instruction (68%).

- When considering type of interaction, teachers reported "high engagement" during cooperative play (67%) and "medium engagement" during parallel, associative, and solitary play.

- Children had "little" or "some" associative and cooperative interactions during all domains of learning but had the most opportunities during social skills, science, mathematics, literacy, and emotional development.

- Overall, teachers reported that teachers and children spent approximately the same percentage of the day talking (approximately 40%). When considered by content area, however, teachers reported that children were the predominant speaker during creative expression (92%), social skills (75%), gross motor (73%), emotional development (66%), language (59%), and science (48%). The teacher was the predominant speaker during approaches to learning (79%), literacy (66%), mathematics (60%), and social studies (49%) Fine motor was almost equal between the two (49% teacher, 48% child).

Differences by rurality

- Teachers from non-rural districts reported less time in whole group instruction and more time in centers compared to teachers in rural districts, whereas time for small groups and specials did not differ between groups.

- Teachers from rural districts reported higher levels of engagement in whole group and small group instruction, while teachers from non-rural districts reported higher levels of engagement in centers.

- Teachers in both non-rural and rural districts reported spending the most amount of time on social and emotional activities, with slightly higher percentages in rural districts for each domain. Teachers from non-rural districts, compared to rural districts, reported more time in literacy, language, and approaches to learning and fine motor activities

Differences by above and below state average FRPL rates

- For the most part, minimal differences were reported between teachers from districts above or below the state FRPL eligibility average except for students' level of engagement. Teachers from districts below the state average FRPL eligibility reported higher levels of engagement in small groups, centers, and specials, but not for whole group activities.

Detailed Tabulations

Tabulations from the PDG Kindergarten Survey are shown in the attached tables for all respondents and for two subgroups based on rural/nonrural status and district's free and reduce price lunch eligibility. The subgroups are defined as follows:

- **Rural Status**. Consistent with the definition adopted for the PDG Needs Assessment, respondents were classified into two groups based on their school districts New Hampshire Regional Public Health Networks designation of zip codes as rural (31%) or nonrural (69%).

- **Free and Reduced-price Lunch (FRPL) eligibility**. Respondents were classified into one of two groups based on the school district's percentage of students eligible for FRPL. The split was based on the whether a school district was above the state average for FRPL eligibility, which is 27.16%. Districts designated as above state FRPL average (districts that have more children who qualify, 50%) or below state FRPL average (districts that have fewer children that qualify, 50%).

The distribution of the respondents by the subgroups is shown in Table B.1, both for the total respondents and for the subgroup analyses.

In B.2 to B.26, results are shown for survey respondents disaggregated by rural and FRPL eligibility status. The results for all respondents are recorded in the last column of each table. Unless noted in the table, results are either percentage distributions (summing to 100 percent) when only one response was allowed or percentages when respondents could select all response options that applied. Estimates by subgroups only include respondents for which district was provided, while the total includes all respondents.

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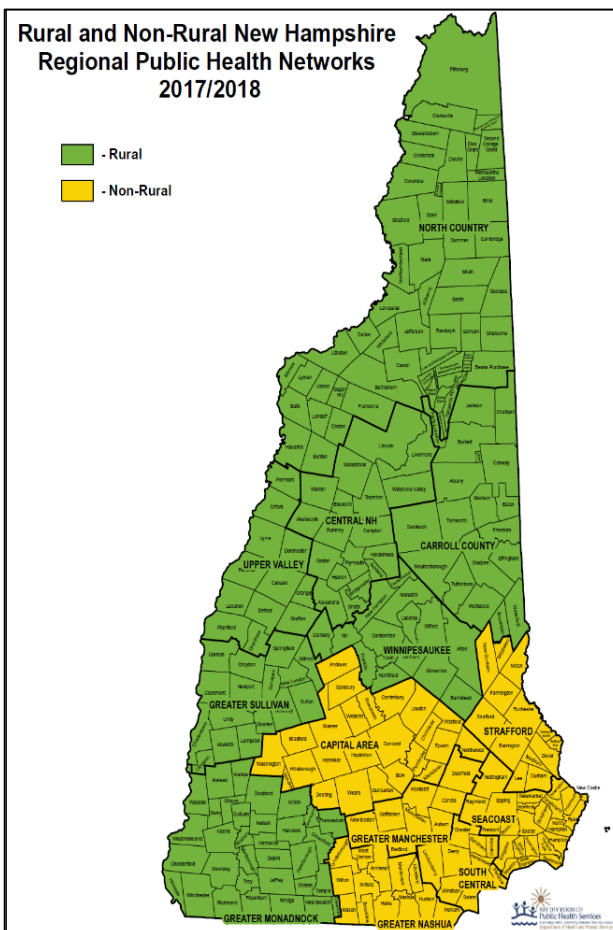
Table B.1. Distribution of Teacher Survey Respondents by Subgroups

Indicator	Number	Percentage Distribution: All Cases	Percentage Distribution: Valid Cases
All respondents	209	100.0	100.0
By rural status			
Nonrural	140	67.0	69.0
Rural	63	30.1	31.0
No response	6	2.9	--
By FRPL status			
Above state average	101	48.3	49.8
Below state average	102	48.8	50.2
No response	6	2.9	--

Table B.2. Characteristics of Respondents

	By Rural Status		By FRPL Status		
Indicator	Nonrural	Rural	Below	Above	Total
Respondent gender (percentage distribution)					
Male	5.0	1.6	5.0	3.0	3.9
Female	95.0	98.4	95.0	97.0	96.1
Nonbinary/other	0.0	0.0	0.0	0.0	0.0
Prefer not to say	0.0	0.0	0.0	0.0	0.0
Identify as Hispanic or Latinx (percentage distribution)					
Yes	0.7	3.2	1.0	2.0	1.5
No	99.3	96.8	99.0	98.0	98.5
Race (percentage distribution)					
White	100.0	100.0	100.0	100.0	100.0
Nonwhite	0.0	0.0	0.0	0.0	0.0
District County					
Coos	0.0	14.3	0.0	8.9	4.4
Grafton	0.0	42.9	8.8	17.8	13.3
Carroll	0.0	9.5	0.0	5.9	2.9
Belknap	0.7	9.5	1.0	5.9	3.4
Sullivan	0.7	12.7	3.9	5.0	4.4
Merrimack	20.7	4.8	23.5	7.9	15.8
Strafford	20.0	0.0	5.9	21.8	13.8
Cheshire	0.0	6.3	0.0	4.0	2.0
Hillsborough	29.3	0.0	21.6	18.8	20.2
Rockingham	28.6	0.0	35.3	4.0	19.7

Table B.3. Teaching Experience

Indicator	By Rural Status		By FRPL Status		Total
	Nonrural	Rural	Below	Above	
Years Teaching					
Less than 1 year	0.0	0.0	0.0	0.0	0.5
1-3 years	2.9	9.5	2.9	6.9	4.8
4-5 years	6.4	4.8	3.9	7.9	7.2
6-10 years	15.0	19.0	16.7	15.8	16.3
11-19 years	39.3	33.3	41.2	33.7	36.4
20+ years	36.4	33.3	35.3	35.6	34.9
Years Teaching Kindergarten					
Less than 1 year	0.7	4.8	1.0	3.0	2.9
1-3 years	28.6	19.0	25.5	25.7	25.0
4-5 years	18.6	19.0	16.7	20.8	18.8
6-10 years	16.4	20.6	18.6	16.8	17.8
11-19 years	25.0	22.2	32.4	15.8	24.0
20+ years	10.7	14.3	5.9	17.8	11.5
Early Childhood education settings worked					
Private preschool	27.3	37.7	27.6	33.7	30.8
Private/Parochial elementary school	12.9	16.4	16.3	11.6	14.1
Center-based childcare	30.3	41.0	31.6	35.8	33.8
Home/family-based childcare	9.8	14.8	8.2	14.7	12.1
Early Head Start/Head Start classroom	4.5	14.8	8.2	7.4	7.6
Laboratory school	10.6	9.8	8.2	12.6	10.1
Other	4.5	1.6	2.0	5.3	3.5
None	31.8	21.3	29.6	27.4	27.8

Table B.4. Respondent Education

Indicator	By Rural Status		By FRPL Status		
	Nonrural	Rural	Below	Above	Total
NH Credentialing Endorsement					
Early Childhood (N-3)	24.5	19.0	27.7	17.8	23.6
Early Childhood Special Education (N-3)	5.8	6.3	6.9	5.0	6.7
Elementary Education (K-6)	31.7	31.7	33.7	29.7	31.3
Elementary Education (K-8)	49.6	49.2	43.6	55.4	49.0
General Special Education	20.1	14.3	24.8	11.9	17.8
Other	7.9	7.9	10.9	5.0	7.7
Baccalaureate Degree Discipline					
Early Childhood	28.6	26.4	31.8	24.2	27.9
Elementary Education	40.5	37.7	39.8	39.6	38.8
Liberal Arts	10.3	18.9	10.2	15.4	13.1
Science	11.1	17.0	11.4	14.3	12.6
Other	9.5	0.0	6.8	6.6	7.7
Master's Degree					
Does not have a master's degree	38.6	47.6	29.4	53.5	41.3
Pursuing Master's degree	1.4	1.6	2.0	1.0	1.4
Has a master's degree	60.0	50.8	68.6	45.5	57.2
Master's Degree Discipline					
Early Childhood	18.1	9.7	20.3	8.9	15.4
Elementary Education	62.7	80.6	55.1	86.7	68.4
Special Education	12.0	3.2	15.9	0.0	9.4
Other	7.2	6.5	8.7	4.4	6.8

Table B.5. Kindergarten Classroom Characteristics

Indicator	By Rural Status		By FRPL Status		
	Nonrural	Rural	Below	Above	Total
Program Type					
Full-day	79.9	93.7	74.3	94.1	83.6
Half-day	18.7	6.3	23.8	5.9	15.5
Half-day with established before/aftercare	1.4	0.0	2.0	0.0	1.0
Number of students in the classroom					
Less than 10	0.0	14.3	1.0	7.9	4.9
11-15	17.3	22.2	21.8	15.8	19.4
16-20	66.2	50.8	63.4	59.4	60.7
21-25	12.2	7.9	9.9	11.9	10.7
26-30	2.2	4.8	1.0	5.0	2.9
More than 30	2.2	0.0	3.0	0.0	1.5

Table B.6. Kindergarten Classroom Adults in Classroom

| | By Rural Status | | By FRPL Status | | |
| | Nonrural | Rural | Below | Above | Total |
Indicator	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Teachers	1.03 (0.21)	1.05 (0.22)	1.03 (0.17)	1.04 (0.24)	1.04 (0.22)
Assistant teachers	0.23 (0.42)	0.22 (0.55)	0.32 (0.54)	0.13 (0.33)	0.17 (0.48)
Paraprofessionals	0.82 (0.77)	0.72 (0.81)	0.78 (0.66)	0.80 (0.90)	0.80 (0.80)
Volunteers	0.03 (0.17)	0.06 (0.30)	0.04 (0.24)	0.04 (0.20)	0.05 (0.24)

Table B.7. Kindergarten Readiness Tools

| | By Rural Status | | By FRPL Status | | |
Indicator	Nonrural	Rural	Below	Above	Total
Formal Screening or Assessment Used					
Yes	52.6	50.9	36.2	67.7	53.3
No	47.4	49.1	63.8	32.3	46.7
Screening Tools					
DIAL	7.5	14.0	12.8	6.3	9.2
ASQ	2.9	11.7	3.0	8.2	5.9
ASQ: SE	5.8	25.0	3.0	20.4	11.9
PALS	32.8	18.3	18.2	38.8	29.7
Non-standard, Teacher-created	30.7	55.0	36.4	39.8	37.1
None	18.2	11.7	22.2	10.2	15.8
Other	10.4	8.3	14.3	5.2	10.0
Assessment Tools					
TS Gold	3.0	8.6	4.3	5.2	4.6
WSS	1.5	3.4	2.1	2.1	2.0
BSRA	1.5	12.1	3.2	6.2	4.6
COR	2.3	3.4	2.1	3.1	3.1
Brigance	5.3	1.8	3.2	5.2	4.1
Non-standard, Teacher-created	15.8	22.8	17.0	18.8	17.4
None	30.8	31.0	37.2	24.7	30.1
Other	9.8	10.3	11.7	8.2	9.7
Rating of Kindergarten Entry Process					
Very Poor	4.6	1.8	6.5	1.1	3.7
Poor	13.1	7.1	12.9	9.7	11.0
Acceptable	41.5	39.3	30.1	51.6	40.3
Good	30.8	33.9	35.5	28.0	31.9
Very Good	10.0	17.9	15.1	9.7	13.1

Table B.8. Domains in Kindergarten Entry Assessment

Indicator	By Rural Status		By FRPL Status		Total
	Nonrural	**Rural**	**Below**	**Above**	
Approaches to Learning	36.2	42.9	46.8	31.1	39.0
Literacy	97.9	85.7	95.2	93.2	92.9
Language	54.3	81.0	69.4	56.8	63.1
Mathematics	72.3	71.4	75.8	68.9	70.9
Science	1.1	0.0	1.6	0.0	0.7
Social Studies	0.0	0.0	0.0	0.0	0.0
Social Skills	38.3	42.9	48.4	32.4	40.4
Emotional Development	14.9	40.5	25.8	20.3	23.4
Creative Expression	8.5	4.8	11.3	4.1	9.2
Fine Motor Skills	64.9	83.3	74.2	67.6	70.9
Gross Motor Skills	27.7	69.0	41.9	39.2	41.1

Table B.9. Implementation of the Kindergarten Entry Assessment

Indicator	By Rural Status		By FRPL Status		Total
	Nonrural	**Rural**	**Below**	**Above**	**Total**
Responsible Party for Implementation					
Kindergarten Teacher	80.9	90.5	83.9	83.8	82.3
Curriculum Specialist	9.6	11.9	14.5	6.8	11.3
Special Education Teacher/Administrator	36.2	45.2	46.8	32.4	38.3
ESOL Teacher	9.6	4.8	9.7	6.8	7.8
Reading/Literacy Specialist	51.1	28.6	43.5	44.6	43.3
Assessment Team	18.1	31.0	22.6	21.6	22.0
SLP	19.1	31.0	30.6	16.2	22.0
OT/PT	13.8	28.6	24.2	13.5	17.7
School Nurse	1.1	7.1	0.0	5.4	2.8
Guidance Counselor	3.2	7.1	8.1	1.4	4.3
Title 1 Coach/Tutor	11.7	0.0	3.2	12.2	7.8
Time of Assessment					
During scheduled registration days	53.2	65.9	41.9	69.9	57.1
During a drop-in prior to the start year	24.5	19.5	17.7	27.4	22.9
After your typical school day	8.5	4.9	11.3	4.1	7.1
Before your typical school day	4.3	0.0	6.5	0.0	3.6
During the summer months	21.3	14.6	14.5	23.3	18.6
Beginning of school year during day	17.0	7.3	17.7	11.0	13.6
Spring prior to kindergarten	13.8	9.8	21.0	5.5	12.9
Other	6.4	9.8	8.1	6.8	7.9
Length of Assessment					
Less than 5 minutes	2.2	2.6	3.4	1.4	2.2
5-10 minutes	6.5	7.7	5.1	8.2	6.6
11-15 minutes	25.8	15.4	25.4	20.5	23.4
16-30 minutes	36.6	46.2	28.8	47.9	39.4
30 + minutes	29.0	28.2	37.3	21.9	28.5
Impact on Classroom Schedule	2.10 (1.04)[1]	2.29 (1.10)	2.02 (1.06)	2.27 (1.05)	2.14 (1.05)
Not at all (1)	36.2	26.8	41.0	27.0	33.6
Somewhat	30.9	39.0	29.5	36.5	34.3
Moderately	20.2	12.2	16.4	18.9	17.1
Significantly (4)	12.8	22.0	13.21	17.6	15.0

Note. [1]Mean (Standard Deviation)

Table B.10 Content of Information Received about Children and Families

Indicator	By Rural Status		By FRPL Status		Total
	Nonrural	Rural	Below	Above	
General information	97.8	100.0	97.9	99.0	98.5
Information for children with an IEP	88.9	100.0	93.8	90.6	90.9
Child assessment results from an early childhood program the child attended	34.8	41.4	28.9	44.8	37.9
Other child information from an early childhood Program the child attended	33.3	37.9	36.1	33.3	34.8
Family questionnaire	49.6	79.3	54.6	62.5	58.6
Other	5.9	6.9	5.2	7.3	6.1
No information received	0.0	0.0	0.0	0.0	0.0

Table B.11. Partnership Opportunities During Kindergarten Transition

Indicator	By Rural Status		By FRPL Status		Total
	Nonrural	Rural	Below	Above	
With Families					
0	14.8	12.1	17.5	10.4	13.6
1-3	83.0	75.9	79.4	82.3	79.8
4-5	2.2	6.9	3.1	4.2	4.5
6 +	0.0	5.2	0.0	3.1	2.0
With Local Childcare Programs					
Not at all	28.1	13.8	33.0	14.6	23.7
Seldom	37.8	25.9	40.2	28.1	33.8
Occasionally	28.1	37.9	20.6	41.7	31.3
To a Considerable Degree	5.2	13.8	5.2	10.4	8.1
Almost Always	0.7	8.6	1.0	5.2	3.0

Table B.12. Children Transitioning from ECCE

Indicator	By Rural Status		By FRPL		Total Mean (SD)
	Nonrural Mean (SD)	Rural Mean (SD)	Below Mean (SD)	Above Mean (SD)	
Percent of children transitioning from ECCE	69.77 (23.70)	62.44 (23.42)	76.78 (20.45)	57.85 (23.27)	66.76 (24.49)

Table B.13. Community Agency Partnerships

Indicator	By Rural Status		By FRPL Status		Total
	Nonrural	Rural	Below	Above	
Utilization of Partnerships					
Yes	12.7	13.8	8.2	17.9	12.7
No	87.3	86.2	91.8	82.1	87.3
Purpose of Partnerships					
Mutual Referrals	21.4	42.9	12.5	38.5	28.6
Share Information (With Family Consent)	50.0	42.9	50.0	46.2	47.6
Share Resources	57.1	42.9	50.0	53.8	52.4
Other	42.9	28.6	25.0	46.2	38.1

Table B.14. Importance of Skills for Kindergarten Success

Indicator	By Rural Status		By FRPL Status		Total Mean (SD)
	Nonrural Mean (SD)	Rural Mean (SD)	Below Mean (SD)	Above Mean (SD)	
Approaches to Learning	1.54 (0.67)	1.43 (0.57)	1.48 (0.67)	1.53 (0.62)	1.51 (0.65)
Literacy	2.15 (0.97)	2.20 (0.98)	2.36 (1.01)	1.96 (0.88)	2.15 (0.97)
Language	1.56 (0.66)	1.60 (0.63)	1.65 (0.68)	1.49 (0.60)	1.57 (0.65)
Mathematics	2.34 (0.88)	2.32 (1.03)	2.42 (0.97)	2.24 (0.86)	2.35 (0.92)
Science	3.02 (0.98)	3.18 (0.88)	3.14 (1.01)	3.00 (0.90)	3.07 (0.96)
Social Studies	3.04 (1.00)	3.07 (1.00)	3.15 (1.01)	2.94 (0.98)	3.05 (1.00)
Social Skills	1.26 (0.55)	1.25 (0.58)	1.29 (0.52)	1.22 (0.59)	1.28 (0.60)
Emotional Development	1.23 (0.48)	1.21 (0.41)	1.27 (0.52)	1.18 (0.38)	1.23 (0.46)
Creative Expression	2.19 (0.94)	2.25 (0.94)	2.23 (0.99)	2.18 (0.89)	2.21 (0.93)
Fine Motor Skills	1.93 (0.81)	1.93 (0.78)	2.07 (0.87)	1.78 (0.70)	1.92 (0.80)
Gross Motor Skills	1.93 (0.82)	2.02 (0.82)	2.08 (0.91)	1.82 (0.70)	1.95 (0.82)

Table B.15. Skill-specific Readiness for Kindergarten

| | By Rural Status | | By FRPL Status | | |
Indicator	Nonrural Mean (SD)	Rural Mean (SD)	Below Mean (SD)	Above Mean (SD)	Total Mean (SD)
Approaches to Learning	54.62 (21.17)	50.20 (19.44)	57.70 (21.97)	48.46 (18.14)	52.63 (21.24)
Literacy	52.18 (21.29)	48.60 (23.58)	58.32 (21.28)	43.22 (19.99)	50.35 (22.40)
Language	61.81 (20.55)	58.37 (19.70)	66.59 (19.33)	54.45 (19.55)	60.54 (20.76)
Mathematics	54.32 (21.60)	48.98 (21.72)	60.00 (20.70)	44.76 (20.01)	51.99 (22.18)
Science	51.57 (28.71)	47.13 (26.74)	55.62 (29.05)	44.50 (26.10)	50.09 (28.17)
Social Studies	49.30 (28.59)	44.57 (27.24)	54.03 (28.53)	41.31 (26.49)	47.75 (28.22)
Social Skills	50.92 (19.79)	51.67 (19.77)	54.95 (19.72)	46.96 (19.00)	50.64 (20.28)
Emotional Development	52.56 (20.50)	52.94 (20.05)	56.20 (19.83)	48.81 (20.26)	52.23 (20.53)
Creative Expression	58.40 (21.72)	52.24 (20.18)	60.38 (21.22)	52.37 (20.96)	56.34 (21.84)
Fine Motor Skills	54.25 (20.74)	55.71 (19.26)	57.48 (20.91)	51.50 (19.21)	54.28 (20.61)
Gross Motor Skills	64.48 (20.13)	63.67 (17.79)	66.42 (19.80)	61.79 (18.86)	63.71 (19.93)

Table B.16. Appropriateness of Kindergarten Academic Expectations

| | By Rural Status | | By FRPL Status | | |
Indicator	Nonrural	Rural	Below	Above	Total
Appropriateness	2.39 (0.81)[1]	2.80 (0.84)	2.51 (0.78)	2.53 (0.90)	2.53 (0.84)
Not at all (1)	10.2	7.1	7.5	11.1	9.0
Somewhat	50.4	25.0	44.1	41.1	42.6
Mostly	29.1	48.2	38.7	31.1	35.1
Completely (4)	10.2	19.6	9.7	16.7	13.3

Note. [1]Mean (Standard Deviation)

Table B.17. Resource/Document Familiarity

Indicator	By Rural Status		By FRPL Status		Total
	Nonrural	**Rural**	**Below**	**Above**	
NH Kindergarten Readiness Indicators	2.67(1.14)[1]	2.93(1.19)	2.69(1.08)	2.81(1.24)	2.78 (1.17)
Not at all (1)	18.0	12.5	14.9	17.8	15.9
Somewhat	25.8	25.0	28.7	22.2	25.4
Familiar	34.4	30.4	33.0	33.3	32.8
Very Familiar	14.8	21.4	19.1	14.4	16.9
Extremely Familiar (5)	7.0	10.7	4.3	12.2	9.0
NH Early Learning Standards	2.84(1.29)	3.07(1.12)	2.72(1.20)	3.10(1.26)	2.93 (1.25)
Not at all (1)	19.5	5.5	19.4	11.1	14.9
Somewhat	21.1	27.3	23.7	22.2	22.9
Familiar	28.1	36.4	30.1	31.1	29.8
Very Familiar	18.8	16.4	19.4	16.7	19.1
Extremely Familiar (5)	12.5	14.5	7.5	18.9	13.3
Head Start Parent, Family, Community Engagement Framework	1.92(0.91)	2.16(1.11)	1.84(0.88)	2.16(1.05)	2.02 (0.99)
Not at all (1)	36.7	37.5	41.5	32.2	36.0
Somewhat	41.4	23.2	38.3	33.3	36.5
Familiar	16.4	26.8	16.0	23.3	19.6
Very Familiar	3.9	10.7	3.2	8.9	12.8
Extremely Familiar (5)	1.6	1.8	1.1	2.2	2.1
Dual Capacity-Building Framework for Family-School Partnerships	1.43(0.73)	1.61(0.99)	1.41(0.73)	1.55(0.91)	1.50 (0.83)
Not at all (1)	70.1	64.3	70.2	66.3	67.0
Somewhat	18.9	19.6	20.2	18.0	20.2
Familiar	9.4	8.9	7.4	11.2	9.0
Very Familiar	1.6	5.4	2.1	3.4	3.2
Extremely Familiar (5)	0.0	1.8	0.0	1.1	0.5

Note. [1]Mean (Standard Deviation)

Table B.18. Benefit of Play-based Kindergarten Coaching or Training to Practice

Indicator	By Rural Status		By FRPL Status		Total
	Nonrural	**Rural**	**Below**	**Above**	
Yes	83.1	90.4	81.2	89.4	85.7
No	5.9	3.8	4.7	5.9	5.1
Maybe	11.0	5.8	14.1	4.7	9.1

Table B.19. Teacher-Accessed Play-based Kindergarten Resources

Indicator	By Rural Status		By FRPL Status		Total
	Nonrural	Rural	Below	Above	
Workshop/Training/Professional Development	46.6	42.0	48.2	42.2	45.1
NH DOE Kindergarten Toolkit	8.5	8.0	8.2	8.4	10.4
NAEYC	13.6	18.0	20.0	9.6	15.0
Books	44.1	50.0	48.2	43.4	45.7
Articles	60.2	58.0	65.9	53.0	58.4
Other	14.4	6.0	12.9	10.8	11.6
None	17.8	16.0	16.5	18.1	17.3

Table B.20. Designation of Play-based Classroom

Indicator	By Rural Status		By FRPL Status		Total
	Nonrural	Rural	Below	Above	
Yes	58.7	60.7	62.0	56.7	58.8
No	27.0	16.1	23.9	23.3	24.6
Not Sure	14.3	23.2	14.1	20.0	16.6

Table B.21. Implementation of Play-based Kindergarten

Indicator	By Rural Status		By FRPL Status		
	Nonrural	Rural	Below	Above	Total
Practicality	3.76 (1.21)[1]	3.79 (1.232)	3.85 (1.16)	3.69 (1.26)	3.77 (1.20)
Very Impractical (1)	8.7	10.7	7.4	11.2	9.0
Impractical	2.4	0.0	2.1	1.1	1.6
Moderately Practical	27.6	23.2	24.5	28.1	27.1
Practical	26.8	32.1	29.8	27.0	27.7
Very Practical (5)	34.6	33.9	36.2	32.6	34.6
School Supportiveness	2.75 (0.96)	2.93 (0.91)	2.88 (0.92)	2.73 (0.97)	2.81 (0.95)
Not Supported (1)	9.6	3.6	5.4	10.1	7.5
Moderately Supported	32.8	33.9	32.6	33.7	33.9
Supported	30.4	28.6	30.4	29.2	29.0
Very Supported (4)	27.2	33.9	31.5	27.0	29.6
Teacher Comfort Level	3.87 (0.99)	3.66 (1.13)	3.96 (0.99)	3.65 (1.07)	3.81 (1.03)
Very Uncomfortable (1)	1.6	5.4	2.2	3.4	2.7
Uncomfortable	4.0	7.1	2.2	7.9	4.8
Moderately Comfortable	34.1	32.1	31.2	36.0	33.7
Comfortable	26.2	26.8	26.9	25.8	26.7
Very Comfortable (5)	34.1	28.6	37.6	27.0	32.1
Importance to Student Success	3.54 (0.70)	3.46 (0.66)	3.61 (0.66)	3.43 (0.71)	3.52 (0.69)
Not Important (1)	0.8	0.0	1.1	0.0	0.5
Moderately Important	9.4	8.9	6.4	12.4	9.6
Important	24.4	35.7	23.4	32.6	27.1
Very Important (4)	65.4	55.4	69.1	55.1	62.8

Note. [1]Mean (Standard Deviation)

Table B.22. Organization of Classroom Day

Indicator	By Rural Status		By FRPL Status		Total Mean (SD)
	Nonrural Mean (SD)	Rural Mean (SD)	Below Mean (SD)	Above Mean (SD)	
Classroom Structure					
Whole Group	30.18 (15.20)	34.83 (18.49)	30.00 (15.05)	33.24 (17.55)	32.05 (16.84)
Small Group	26.73 (12.65)	27.37 (10.64)	27.07 (12.22)	26.76 (11.94)	27.12 (12.15)
Centers	30.49 (14.97)	23.04 (12.52)	28.16 (12.98)	28.32 (16.28)	28.18 (14.62)
Specials	12.40 (8.54)	13.17 (6.35)	12.35 (7.49)	12.93 (8.40)	12.56 (7.83)
Domain-Specific Activities					
Approaches to Learning	38.99 (34.01)	33.16 (33.43)	36.84 (33.13)	37.89 (34.82)	37.75 (33.84)
Literacy	40.05 (19.54)	36.18 (19.61)	37.40 (17.60)	40.46 (21.51)	39.17 (19.70)
Language	37.32 (30.17)	35.15 (33.68)	35.61 (29.87)	37.87 (32.58)	37.35 (31.45)
Mathematics	28.30 (13.87)	28.57 (12.63)	28.09 (12.89)	28.69 (14.14)	28.79 (13.63)
Science	11.12 (8.99)	9.95 (7.85)	11.71 (9.35)	9.73 (7.75)	10.86 (8.78)
Social Studies	12.52 (13.28)	11.85 (17.08)	11.64 (10.92)	13.09 (17.55)	12.37 (14.43)
Social Skills	49.73 (38.29)	55.34 (41.69)	50.39 (38.63)	52.40 (40.14)	50.36 (39.19)
Emotional Development	46.44 (38.55)	49.00 (41.62)	48.47 (39.23)	45.76 (39.66)	47.53 (39.16)
Creative Expression	28.30 (24.99)	28.95 (25.90)	27.81 (24.61)	29.23 (25.92)	28.99 (25.49)
Fine Motor Skills	34.01 (28.05)	29.50 (26.06)	31.29 (27.73)	34.24 (27.34)	32.92 (27.45)
Gross Motor Skills	23.75 (23.44)	26.68 (26.25)	24.78 (25.49)	24.43 (23.02)	25.07 (24.27)
Types of Play					
Free Play	20.60 (10.23)	21.11 (9.95)	21.68 (8.90)	19.81 (11.20)	20.85 (10.31)
Guided Play	27.14 (16.48)	26.26 (17.44)	28.12 (16.49)	25.59 (16.97)	27.24 (16.80)
Direct Instruction	47.55 (19.19)	44.44 (20.79)	45.41 (18.58)	47.86 (20.76)	45.97 (19.78)
Types of Interaction					
Solitary Interactions	10.31 (8.94)	9.28 (8.67)	9.16 (9.14)	10.86 (8.50)	11.01 (12.23)
Parallel Interactions	19.18 (12.12)	15.87 (12.57)	16.13 (11.61)	20.26 (12.73)	19.13 (14.27)
Associative Interactions	33.40 (14.73)	32.13 (17.09)	34.19 (17.08)	31.80 (13.55)	33.45 (15.60)
Cooperative Interactions	40.94 (18.58)	44.35 (21.33)	41.49 (18.95)	42.47 (20.06)	41.63 (19.40)

Table B.23. Student Engagement Level

| Indicator | By Rural Status | | By FRPL Status | | Total |
	Nonrural Mean (SD)	Rural Mean (SD)	Below Mean (SD)	Above Mean (SD)	Mean (SD)
Classroom Structure					
Whole Group	3.13 (0.48)	3.25 (0.58)	3.16 (0.50)	3.18 (0.54)	3.18 (0.52)
Small Group	3.66 (0.49)	3.72 (0.49)	3.72 (0.45)	3.65 (0.53)	3.67 (0.50)
Centers	3.66 (0.51)	3.51 (0.61)	3.67 (0.47)	3.55 (0.61)	3.61 (0.54)
Specials	3.29 (0.56)	3.31 (0.54)	3.37 (0.51)	3.22 (0.59)	3.29 (0.56)
Domain-Specific Activities					
Approaches to Learning	3.03 (0.58)	3.10 (0.54)	2.98 (0.56)	3.13 (0.57)	3.05 (0.57)
Literacy	3.32 (0.56)	3.40 (0.53)	3.35 (0.53)	3.35 (0.57)	3.36 (0.55)
Language	3.22 (0.58)	3.23 (0.47)	3.15 (0.57)	3.30 (0.51)	3.22 (0.54)
Mathematics	3.39 (0.51)	3.33 (0.68)	3.40 (0.49)	3.34 (0.63)	3.37 (0.57)
Science	3.61 (0.57)	3.58 (0.64)	3.64 (0.53)	3.56 (0.65)	3.59 (0.60)
Social Studies	3.04 (0.64)	3.25 (0.72)	3.10 (0.66)	3.12 (0.68)	3.11 (0.67)
Social Skills	3.36 (0.58)	3.46 (0.58)	3.31 (0.60)	3.48 (0.55)	3.39 (0.58)
Emotional Development	3.18 (0.63)	3.35 (0.59)	3.13 (0.66)	3.33 (0.57)	3.22 (0.62)
Creative Expression	3.58 (0.55)	3.54 (0.58)	3.58 (0.52)	3.55 (0.59)	3.55 (0.56)
Fine Motor Skills	3.07 (0.49)	3.19 (0.60)	3.01 (0.47)	3.21 (0.56)	3.10 (0.53)
Gross Motor Skills	3.51 (0.57)	3.50 (0.64)	3.53 (0.57)	3.48 (0.61)	3.51 (0.59)
Types of Play					
Free Play	3.91 (0.36)	3.91 (0.30)	3.91 (0.40)	3.92 (0.28)	3.88 (0.42)
Guided Play	3.60 (0.54)	3.57 (0.67)	3.60 (0.56)	3.59 (0.61)	3.58 (0.58)
Direct Instruction	3.05 (0.52)	3.21 (0.65)	3.07 (0.48)	3.13 (0.64)	3.11 (0.57)
Types of Interaction					
Solitary Interactions	2.65 (0.75)	2.96 (0.85)	2.75 (0.78)	2.74 (0.81)	2.74 (0.78)
Parallel Interactions	2.90 (0.65)	3.10 (0.59)	2.90 (0.67)	3.03 (0.60)	2.96 (0.64)
Associative Interactions	3.42 (0.57)	3.41 (0.61)	3.40 (0.56)	3.44 (0.59)	3.41 (0.57)
Cooperative Interactions	3.65 (0.50)	3.70 (0.51)	3.68 (0.47)	3.65 (0.53)	3.65 (0.50)

Note. Engagement was rated on a 4-point scale (1 = no engagement, 4 = high engagement).

Table B.24. Frequency of Associative/Cooperative Interactions within Content Focus Areas

| Indicator | By Rural Status | | By FRPL Status | | |
	Nonrural Mean (SD)	Rural Mean (SD)	Below Mean (SD)	Above Mean (SD)	Total Mean (SD)
Approaches to Learning	2.76 (0.71)	2.96 (0.62)	2.67 (0.70)	2.99 (0.63)	2.82 (0.69)
Literacy	3.05 (0.56)	3.15 (0.59)	3.04 (0.57)	3.12 (0.57)	3.08 (0.56)
Language	2.92 (0.59)	3.00 (0.67)	2.83 (0.59)	3.05 (0.61)	2.95 (0.61)
Mathematics	3.14 (0.54)	3.17 (0.60)	3.11 (0.51)	3.19 (0.61)	3.14 (0.56)
Science	3.11 (0.54)	3.23 (0.70)	3.13 (0.52)	3.17 (0.67)	3.15 (0.60)
Social Studies	2.82 (0.66)	3.11 (0.70)	2.82 (0.70)	3.00 (0.66)	2.91 (0.68)
Social Skills	3.21 (0.55)	3.30 (0.51)	3.18 (0.50)	3.29 (0.56)	3.23 (0.54)
Emotional Development	2.97 (0.65)	3.23 (0.52)	2.94 (0.63)	3.17 (0.60)	3.05 (0.63)
Creative Expression	2.92 (0.66)	3.00 (0.72)	2.85 (0.65)	3.04 (0.71)	2.94 (0.67)
Fine Motor Skills	2.55 (0.72)	2.68 (0.76)	2.56 (0.66)	2.63 (0.80)	2.60 (0.72)
Gross Motor Skills	2.99 (0.64)	2.98 (0.80)	2.96 (0.69)	3.01 (0.69)	2.99 (0.68)

Note. Engagement was rated on a 4-point scale (1 = no associative/cooperative interactions, 4 = a lot of associative/cooperative interactions).

Table B.25. Frequency of Speaking during Instructional Time

| Indicator | By Rural Status | | By FRPL Status | | |
	Nonrural Mean (SD)	Rural Mean (SD)	Below Mean (SD)	Above Mean (SD)	Total Mean (SD)
Teacher	40.99 (14.35)	43.04 (16.79)	40.56 (14.97)	42.67 (15.71)	42.48 (15.85)
Children	44.14 (16.92)	41.10 (15.63)	46.06 (16.72)	40.35 (15.97)	43.40 (16.61)
Media	11.10 (7.37)	10.94 (8.01)	9.74 (6.29)	12.38 (8.47)	11.51 (8.51)
Silence	4.21 (4.32)	4.73 (7.51)	4.05 (4.36)	4.68 (6.41)	4.26 (5.42)

Table B.26. Predominant Speaker by Content Focus Area

	By Rural Status		By FRPL Status		
Indicator	Nonrural	Rural	Below	Above	Total
Approaches to Learning					
Teacher	80.0	75.6	76.3	81.3	78.8
Child	20.0	24.4	23.8	18.7	21.3
Literacy					
Teacher	68.4	66.0	63.0	72.5	66.3
Child	31.6	34.0	37.0	27.5	33.1
Language					
Teacher	42.9	35.4	39.0	42.3	40.6
Child	57.1	64.6	61.0	57.7	58.8
Mathematics					
Teacher	60.5	62.5	59.8	62.5	59.9
Child	36.8	33.3	36.6	35.0	36.5
Science					
Teacher	29.8	44.7	25.6	43.0	34.3
Child	52.6	38.3	53.7	43.0	48.2
Social Studies					
Teacher	47.7	52.2	46.8	51.3	48.8
Child	45.0	41.3	45.6	42.1	43.8
Social Skills					
Teacher	25.0	25.0	24.7	25.3	25.5
Child	75.0	75.0	75.3	74.7	74.5
Emotional Development					
Teacher	35.7	29.2	35.4	32.1	33.3
Child	63.4	70.8	64.6	66.7	66.1
Creative Expression					
Teacher	5.3	12.5	7.3	7.6	7.8
Child	94.7	87.5	92.7	92.4	92.2
Fine Motor Skills					
Teacher	49.6	46.8	51.2	46.2	48.5
Child	47.8	46.8	46.3	48.7	47.9
Gross Motor Skills					
Teacher	18.8	35.6	27.2	19.7	23.5
Child	75.9	64.4	67.9	77.6	72.8

Note: Percentages may not total 100% as teachers could also select "Media" and "Silence". Data on percentages are available from authors.