Using the Kindergarten Readiness Assessment: What Do Teachers and Principals Think?
Online Supplementary Information

Background information, mean (M) and standard deviation (SD)

Question	All participants (n = 150)		Teachers (n = 120)		Principals (n = 25)	
	M	*SD*	*M*	*SD*	*M*	*SD*
How many years have you been a teacher/principal?			15.15 (9.43)		7.08 (5.03)	
How many years have you taught/been a principal in Ohio?			14.4 (9.02)		7.08 (5.03)	
How many students were in your class/ you kindergarten?	40.60	36.83	29.91 (12.23)		102.92 (62.96)	

Percent of responses on survey item questions

Question	All participants (n = 150)	Teachers (n = 120)	Principals (n = 25)
KRA items			
What kind of training did you receive about the KRA?			
Received in person training	75%	79%	54%
Received web-based training	40%	44%	19%
Participation in an online learning community	15%	17%	8%
Use of simulation activities	31%	33%	15%
How many hours of KRA training did you receive?			
Under 4 hours	19%	13%	54%
4 to 8 hours	50%	58%	8%
8 to 16 hours	23%	24%	19%
More than 16 hours	3%	2%	2%

Percent of responses on survey item questions (cont'd.)

Question	All participants (n = 150)	Teachers (n = 120)	Principals (n = 25)
KRA items			
How many hours of follow-up training on the KRA did you receive?			
None	82%	84%	73%
Up to 1 hour	9%	9%	12%
1.25 - 2.75 hours	4%	3%	4%
On average, how long did it take you/ a teacher to administer the KRA to a single student?			
Under 1 hour	14%	15%	8%
Up to 1 hour	28%	33%	0%
1.25 - 2 hours	28%	30%	19%
2 hours	23%	18%	50%
How many total hours did the KRA take to administer?			
Up to 15 hours	6%	6%	4%
15.25 - 20 hours	7%	8%	0%
20.25 - 25 hours	16%	18%	4%
25.25 - 30 hours	15%	15%	15%
More than 30 hours	49%	48%	54%
Please check off all the ways that you or your kindergarten teacher(s) used the KRA to inform instruction in each content area.			
Planning - Physical/Motor	8%	8%	15%
Planning - Language/Literacy	34%	31%	38%
Planning – Math	27%	23%	31%
Planning – Science	2%	3%	0%

Percent of responses on survey item questions (cont'd.)

Question	All participants (n = 150)	Teachers (n = 120)	Principals (n = 25)
KRA items			
Planning - Social Studies	2%	3%	0%
Planning - Social Skills	16%	16%	19%
During Teaching - Physical/Motor	7%	6%	12%
During Teaching - Language/Literacy	40%	40%	31%
During Teaching – Math	19%	6%	27%
During Teaching – Science	4%	5%	4%
During Teaching - Social Studies	3%	6%	0%
During Teaching - Social Skills	9%	14%	4%
Integrated with Other Assessments - Physical/Motor	11%	4%	12%
Integrated with Other Assessments - Language/Literacy	34%	33%	39%
Integrated with Other Assessments – Math	27%	4%	39%
Integrated with Other Assessments - Science	5%	5%	27%
Integrated with Other Assessments - Social Studies	3%	4%	4%
Integrated with Other Assessments - Social Skills	18%	21%	4%
KRA-L items			
Do you have experience administering the KRA-L?	73%	79%	64%
What kind of training on the KRA-L did you receive?			
Received in person training	53%	57%	31%
Received web-based training	8%	8%	8%
Participation in an online learning community	3%	4%	0%
Use of simulation activities	9%	11%	0%

Percent of responses on survey item questions (cont'd.)

Question	All participants (n = 150)	Teachers (n = 120)	Principals (n = 25)
KRA-L items			
How many hours of KRA-L training did you receive?			
Under 4 hours	71%	70%	80%
4 to 8 hours	18%	18%	20%
8 to 16 hours	9%	10%	0%
More than 16 hours	2%	2%	0%
On average how long did it take you/a teacher to administer the KRA-L?			
Under 1 hour	77%	77%	70%
Up to 1 hour	12%	13%	30%
1.25 - 2 hours	5%	6%	0%
2 hours	7%	5%	0%

Participant responses on Likert Scale Items; mean (M), standard deviation (SD), % agree, % neutral, and % disagree

Question (*n*)	All participants					Teachers					Principals				
	M	*SD*	% agree	% neutral	% disagree	*M* (*n*)	*SD*	% agree	% neutral	% disagree	*M* (*n*)	*SD*	% agree	% neutral	% disagree
KRA items	(n = 110)					(n = 125)					(n = 25)				
The KRA is simple to use	3.62 (*143*)	1.23	29%	9%	62%	3.63 (*125*)	1.24	29%	10%	61%	3.45 (*18*)	0.95	33%	0%	67%
The KRA administration technology was easy to use	4.04 (*142*)	1.38	20%	15%	65%	4.10 (*124*)	1.40	21%	13%	66%	3.61 (*18*)	1.04	17%	28%	55%
The KRA data entry progress was *difficult*	2.19 (*140*)	1.40	69%	12%	18%	2.13 (*123*)	1.40	73%	10%	17%	2.67 (*17*)	1.37	50%	22%	28%
Data from the KRA helps improve instruction	4.13 (*142*)	1.10	13%	13%	74%	4.19 (*124*)	1.10	12%	11%	77%	3.67 (*18*)	1.03	17%	22%	61%
The KRA does *not* ensure growth opportunities for students	2.13 (*143*)	1.23	67%	19%	14%	2.03 (*125*)	1.23	73%	19%	8%	2.83 (*18*)	0.99	45%	22%	33%
The KRA ensures growth opportunities for very low achieving students	3.87 (*142*)	1.15	14%	22%	64%	3.91 (*124*)	1.20	15%	20%	65%	3.61 (*18*)	0.70	6%	33%	61%

Participant responses on Likert Scale Items (cont'd.)

Question (*n*)	All participants					Teachers					Principals				
	M	*SD*	% agree	% neutral	% disagree	*M* (*n*)	*SD*	% agree	% neutral	% disagree	*M* (*n*)	*SD*	% agree	% neutral	% disagree
The KRA ensures growth opportunities for very high achieving students	4.16 (*143*)	1.00	5%	20%	75%	4.20 (*125*)	1.02	5%	18%	77%	3.83 (*18*)	0.86	6%	28%	66%
The KRA does *not* increase student learning	1.97 (*144*)	1.14	74%	14%	12%	1.89 (*125*)	1.16	77%	12%	11%	2.53 (*19*)	0.84	58%	26%	16%
The KRA does *not* help teachers be more effective	1.93 (*142*)	1.19	74%	11%	15%	1.86 (*124*)	1.20	77%	8%	15%	2.47 (*18*)	0.96	53%	31%	16%
KRA-L items	(n = 110)					(n = 100)					(n = 10)				
The KRA-L was simple to use	1.95 (*110*)	1.19	82%	4%	14%	1.94 (*100*)	1.20	82%	5%	13%	2.10 (*10*)	1.10	80%	0%	20%
The KRA-L helped improve instruction	2.63 (*110*)	1.36	59%	15%	26%	2.60 (*100*)	1.38	62%	12%	26%	2.90 (10)	1.10	20%	50%	30%

Participant responses on Likert Scale Items (cont'd.)

Question (*n*)	All participants					Teachers					Principals				
	M	*SD*	% agree	% neutral	% disagree	*M* *(n)*	*SD*	% agree	% neutral	% disagree	*M* *(n)*	*SD*	% agree	% neutral	% disagree
The KRA-L did *not* increase student learning	2.94 (*110*)	1.26	38%	23%	39%	2.94(*100*)	1.30	39%	20%	41%	2.90 (*10*)	0.74	30%	50%	20%
Overall, the KRA-L was beneficial to me as a teacher/to teachers	2.77 (*109*)	1.45	58%	11%	31%	2.69 (*100*)	1.43	61%	8%	31%	3.70 (*9*)	1.50	20%	40%	40%
Overall, the KRA-L was beneficial to my school	3.30 (*108*)	1.44	29%	16%	55%	3.34 (*98*)	1.46	19%	14%	57%	2.80 (*10*)	1.14	30%	40%	30%

Note: Participants responded to these fixed-response items using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Responses of 1 and 2 (disagree) and 4 and 5 (agree) were collapsed for ease of presentation. Responses of 3 indicated neither agreeing nor disagreeing (i.e., neutral).

Open-comment questions (*Note: Comments could receive multiple codes, therefore the percentages will not add up to 100%*):

Do you have any additional comments about the KRA?

Themes in comments	Percentage of responses reflecting the theme
Administration issues	71.7%
Took away from the beginning of the year activities	43.4%
KRA should be given in preschool	15.1%
Pre-existing assessments are more informative or at least cover the same material	15.1%
KRA does not capture "readiness" as students are learning simultaneously	8.5%
Liked the iPad application	7.5%
Generally not useful	4.7%
Had something positive to say about the KRA	2.8%

What is the purpose of the KRA?

Themes in comments	Percentage of responses reflecting the theme
Gauge preschool experiences/evaluate preschool programs	37.0%
To provide baseline data about students	34.3%
Assess if children are ready for kindergarten	33.3%
For "state purposes"	12.0%
Gatekeeping (to allow children into kindergarten)	9.3%
To inform instruction	8.3%
To show growth but there is no post-test	4.6%
The purpose is unclear	1.9%

How does the KRA improve instruction?

Themes in comments	Percentage of responses reflecting the theme
It does not	29.2%
Provides a "snapshot" of skills	25.7%
The information provided was incomplete	18.6%
There was limited access to the data so they were unable to use it	11.5%
That data is redundant with assessments already being used	10.6%
It actually takes away from instruction	9.7%
The data is outdated by the end of administration	4.4%
Unsure	2.7%
Unable to understand/interpret the data	1.8%