



Metric Deep Dive for Transitions

This document offers additional details about how to measure the STEP Forward with Data metrics, organized by each essential question associated with the Transitions step of the Framework (Questions 15 and 16). This metric deep dive allows preschool systems leaders to take concrete steps toward measuring the metrics through recommended metrics and suggested measurements for each metric, including the level collected (i.e., child, family, program site, program, workforce, or system) and example data sources (i.e., administrator documentation, administrative data, program documentation or survey item, community family survey items, preschool family survey items, and/or workforce member survey items). For more detailed information, see [System Transformation for Equitable Preschools \(STEP Forward with Data\) Framework](#).

Question 15. Do transition activities meet the needs of families from focal populations?

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Percentage of families from focal populations who report that their program offers transition supports that meet their needs.	The number of families from focal populations who report that transition supports offered by programs meet their needs divided by the total number of families from focal populations. To the extent possible, these data should be disaggregated by different types of transition supports or for the different events when transitions may occur.	Family	Preschool family survey item: Question about families' participation in and satisfaction with transition supports; question about whether these supports meet their needs.
Percentage of programs that minimize the number of transitions when supporting children with learning accommodations.	The number of programs that minimize the number of transitions when supporting children with learning accommodations divided by the total number of programs supporting children with learning accommodations.	Program	Administrative data: Data on the number of transitions experienced by children who have learning accommodations, including transitions that happen within a day or total transitions that occurred for a child in a year. Program documentation/survey: Policies or guidebook detailing the process programs will take to minimize transitions for children with learning accommodations to ensure continuity of care or full participation of the child. Preschool family survey item: Question about whether the number of transitions a child with learning accommodations experienced was minimized.

Question 16. Are children from focal populations reaching developmental and learning milestones when transitioning to kindergarten?

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Percentage of children from focal populations meeting benchmarks across all developmental domains (language/literacy; cognition; social emotional development; approaches to learning; and physical development).*	The number of children from focal populations who are meeting the expected benchmarks across developmental domains divided by the total number of children from focal populations.	Child	Administrative data: Data on children's development across and by each developmental domain that take into account a host of evidences and sources to inform whether a child is or is not meeting benchmarks (accounting for various approaches to defining benchmarks), such as workforce member, family, or child input, kindergarten readiness assessment, formative assessment, or direct child assessment data that include all developmental domains. • Example direct child assessments that include all developmental domains include Woodcock-Johnson IV Tests of Early Cognition and Academic Development (ECAD) Letter Word and Writing subtests or the Individual Growth and Development Indicators (IGDIs) Early Literacy assessment. • Example teacher-reported assessments that include all development domains include Desired Results Developmental Profile (DRDP) Language and Literacy Development domain; Ready 4 Kindergarten Early Learning Assessment (R4K ELA) Language and Literacy domain; or Teaching Strategies GOLD (TS GOLD) Language and Literacy subscales. Program documentation/survey: Policies or guidebook on how a child's development is understood and what may be meaningful benchmarks that align with children and families' expectations. Preschool family survey item: Question about whether families believe their child is meeting developmental expectations across developmental domains.

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