KIDS:
Kindergarten Individual Development Survey
Every Illinois Child Ready for Kindergarten

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BACKGROUND

- Result of years of collaboration among advocates, educators, philanthropists and content experts.
  - 11 Domains
  - 55 Measures
  - 3 Rating Periods

Starting in fall 2017, ISBE required all school districts to implement 14 state readiness measures from four developmental domains. The full KIDS Instrument remains available to teachers and districts.

- Successful pilots over five year period helped inform KIDS.
  - 4 Domains deemed most crucial in predicting later success
  - 14 State Required Measures
  - 1 Rating Period to determine kindergarten readiness
BACKGROUND

KIDS is at the core of the Illinois State Board of Education’s goal that every child in Illinois deserves to attend a school wherein all kindergartners are assessed for readiness.

Research shows key areas of development in kindergarten promote **long-term school success:**
- Social-Emotional
- Self-Regulation and Approaches to Learning
- Language and Literacy
- Math/Cognitive

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PURPOSE

• KIDS provides a consistent way to measure developmental readiness across the state
  • Assists in identifying strengths and challenges in early childhood development at the district and state level.
  • Enables the districts and the state to respond to identified needs.
• Informs instructional practice by building from what children already know and can do.
• Integrates information from other required assessments with observation and documentation to create a developmental profile of each child.
OVERVIEW

• KIDS is an observation-based tool, not a one-time readiness test.
• KIDS provides valid, reliable measures in multiple key areas of child development.
• KIDS enables teachers to document development upon entering kindergarten and growth over time, if using multiple data collection points.
• KIDS is not designed to hold kindergarten teachers accountable for students’ readiness upon entry. Teachers should not be evaluated based on student readiness.
• KIDS is intended to determine what skills and knowledge students have and areas in which they need to grow for long-term educational success.
## BENEFITS

| Illinois will have **consistent data**, for the first time, on student development before third grade. | Students go about their daily routines, **without interruption**, while teachers make KIDS observations. | Teachers will have valuable information to **improve instruction**. | KIDS can be a powerful **bridge between the pre-k and kindergarten communities**. | Advocates and districts can make informed decisions about **resource allocation** to ensure children get the support they need. |
RESOURCES

• **KIDS website is** [www.isbe.net/KIDS](http://www.isbe.net/KIDS)

• Provides implementation support for administrators, teachers and families

• Family materials are available in multiple languages
This is a page from a document discussing kindergarten readiness. The text mentions the importance of drama tic play time and how it helps children learn. It also highlights the role of teachers in supporting this kind of play and the benefits it brings for early childhood education. The page includes a section on how kindergarten readiness is key to a child's long-term success and provides information on the Illinois State Board of Education's KIDS initiative. The overall message emphasizes the importance of play-based learning for young children.

**OVERVIEW for Kindergarten Families**

Kindergarten Readiness is key to a child's long-term success. Learn more at [www.istaeducation.org](http://www.istaeducation.org).

**OVERVIEW for Administrators & Teachers**

 HOW KIDS WORKS

Kindergarten Readiness is key to a child's long-term success. Learn more at [www.istaeducation.org](http://www.istaeducation.org).

**THE IMPORTANCE OF PLAY IN KINDERGARTEN**

IT'S DRAMATIC PLAY TIME, and the 27 kindergarteners in Michelle Lewis's classroom are going about the business of being children. KIDS helps West Chicago Teachers improve instruction.

**KIDS Districts Embracing KIDS: West Chicago**

KIDS helps West Chicago Teachers learn new ways to support their students and encourages them to apply these strategies in their classrooms. Teachers find this approach beneficial.

**NON-ANSWERS EASILY COLLECTED**

KIDS encourages students to share their ideas, thoughts, and feelings with others. This approach helps children learn to express themselves effectively.

**IT'S DRAMATIC PLAY TIME**

"Children learn as they play. Most importantly, children learn how to learn." - J.D. Bruner, Key Movement.
HIGHLIGHTS FROM THE FIELD

Michelle Lewis easily collects KIDS observations on her iPad while interacting with children during independent play.

LESSONS FROM WEST CHICAGO

- KIDS allows districts to move away from multiple assessments measuring specific skills, increasing instructional and learning time.
- KIDS helps teachers avoid mistaking age-appropriate, everyday challenges among dual language learners for disabilities.
- Even short, small exchanges between children can yield multiple KIDS observations for teachers.
<table>
<thead>
<tr>
<th>Day One of Student Attendance</th>
<th>40th Day of School Attendance</th>
<th>School and District Data Availability</th>
<th>Statewide Data Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers begin collecting KIDS observations and evidence.</td>
<td>• Ratings are entered into KIDSTech within a two week window—7 days before through 7 days after the 40th day of school attendance.</td>
<td>• Teachers can pull individual student reports and classroom summaries. • Districts can pull district wide reports.</td>
<td>• ISBE plans to issue the first statewide &quot;kindergarten readiness&quot; data in Fall of 2018, based on data collected in Fall 2017.</td>
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# SUMMARY OF DATA AND REPORTS

<table>
<thead>
<tr>
<th>Benefit of Reports</th>
<th>14 State Readiness Measures</th>
<th>Five Domains of Readiness</th>
<th>11 Domains of Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Helps guide classroom planning, communication with parents and strengths-based support for children.</td>
<td>Aggregate subset summary reports and school/district measure-level summary reports.</td>
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<td><strong>Administrators</strong></td>
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YEAR 1 HIGHLIGHTS
### KIDS TRAINING

#### Districts which provide kindergarten classes

<table>
<thead>
<tr>
<th>Have had teachers attend a KIDS training</th>
<th>Still need to have teachers attend a KIDS Training</th>
<th>Total number of districts which provide kindergarten classes</th>
<th>Percentage of districts that have attended a KIDS training</th>
</tr>
</thead>
<tbody>
<tr>
<td>744</td>
<td>17</td>
<td>761</td>
<td>97.77%</td>
</tr>
</tbody>
</table>

#### Number of participants that have completed an Illinois KIDS Training

<table>
<thead>
<tr>
<th>Participant Type</th>
<th>SY12/13</th>
<th>SY13/14</th>
<th>SY14/15</th>
<th>SY15/16</th>
<th>SY16/17</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Teachers</td>
<td>371</td>
<td>771</td>
<td>2,115</td>
<td>1,034</td>
<td>2,054</td>
<td>6,345</td>
</tr>
<tr>
<td>School Administrators and Other District Personnel</td>
<td>120</td>
<td>277</td>
<td>582</td>
<td>303</td>
<td>761</td>
<td>2,043</td>
</tr>
</tbody>
</table>
More than 95% of all districts with kindergarten participated in KIDS.

6,276 Teachers from 1,876 Schools in 745 Districts Completed Ratings Completed on 125,800 students.
The inaugural “Mastering KIDS Summit” drew nearly 300 educators from across Illinois, including administrators, principals, kindergarten teachers and other district staff. Participants joined in conversations at the Hyatt Regency in Rosemont about how to ensure that every child in Illinois arrives to kindergarten ready to thrive.
Advancing Readiness in Illinois

Robin Steans, from the Steans Family Foundation, moderated a discussion with ISBE Chief Education Officer Libi Gil, Charles Johns, Superintendent of West Chicago District #66, Roy Calkins, Principal of Rock Falls Elementary School #13, and Mindy Holesigner and Barbara McKenna, kindergarten teachers at Rock Falls Elementary School #13.

Gil highlighted the need for KIDS to be immediately actionable and beneficial for students, and not just an exercise of “checking the box.” She encouraged everyone working on KIDS to stay focused on the “why”—to ensure that every Illinois child arrives to school ready to learn and that schools are prepared for students when they arrive. ISBE plans to use KIDS data, Gil said, to target resources across the state and to advocate for stronger policies to support access to quality education.
Goals

• Maintain more than **95% ratings** for KIDS statewide.
• **Improve the perception and value of KIDS for kindergarten students** among teachers, principals and superintendents.
• Support districts in leveraging KIDS as a tool to improve student outcomes and translate KIDS into developmentally practice.
• **Influence ISBE** in key decisions regarding data, reporting and policy.
• Continue to engage partners with influence on key stakeholder groups in KIDS.
Coaching can include, but is not limited to:

• District-wide training
• Policy recommendations
• 1:1 Coaching
• Best Practice Sharing
• Ongoing training opportunities for teachers to translate data into improving instruction

Districts can request KIDS Coaching support through:

• Interactive Coaching Map
• Contact the KIDS Coaching and Training Coordinator, Michelle Escapa at mescapa@roe51.org; or
• Contact the ISBE Early Childhood Division at 217.524.4835 or kids@isbe.net
IMPROVED DATA COLLECTION:

LESSONS LEARNED FROM THIS FIRST YEAR OF MANDATED, STATEWIDE DATA COLLECTION

- Start Early
  - Reminders
  - Reinforce Purpose
  - Continuous Introductory Training for New Teachers
  - Offer Multiple Supports
- Ensure Districts have Current SIS Information
- Offer Individualized Supports for Teachers, Administrators and Districts
- System Upgrades
PEER-TO-PEER LEARNING

- Collect Feedback from District, Administrators and Teacher

- Create district “environmental peer learning groups” for KIDS based on like criteria:
  - Number of students,
  - Number of teachers,
  - Number of classrooms

- Creation of a KIDS Community of Practice and a KIDS Newsletter
QUESTIONS?

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