

Fall 2012 WaKIDS Baseline Data Release

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) helps ensure that children in Washington get a great start in kindergarten. WaKIDS became mandatory in state-funded, full-day kindergartens in 2012–13, after being piloted in volunteer school districts in 2011–12. The program will expand to more students as more kindergarten classrooms receive state-funding to implement a full-day format.

WaKIDS is a way to:

- Welcome families to school by having teachers meet with them one-on-one before or just after the school year begins.
- Learn about students' strengths through an observational assessment in the first seven weeks of school.
- Share information with pre-kindergarten communities that will help improve the transition for students and families into kindergarten.

This new data can help teachers tailor instruction to the needs of individual students and begin meaningful conversations in communities to prioritize next steps and help inform state-level decisions about education policy and investments.

	WaKIDS	Statewide K
Amer. Indian or Alaska Native	1.8%	1.3%
Asian	4.7%	6.2%
Black/African Amer.	6.9%	4.4%
Hispanic	38.4%	24.2%
Native Hawaiian/Pacific Islander	1.2%	1.0%
White	34.2%	54.9%
Two or more races	5.7%	7.9%
Not provided	7.1%	0.0%
Male	51.5%	51.8%
Female	48.5%	48.2%
Special education	8.3%	9.2%
Bilingual	30.3%	18.5%
Free-reduced lunch	68.9%	48.3%
Total students	21,811	83,255

Fall 2012 Participation Data *FAST FACTS*

21,811 kindergartners (*18,766 of them had complete records in all six areas assessed by WaKIDS: social emotional, physical, language and cognitive development; literacy and math.*)

102 school districts, **308** schools (*83 districts and 208 schools housed state-funded, full-day kindergartens.*)

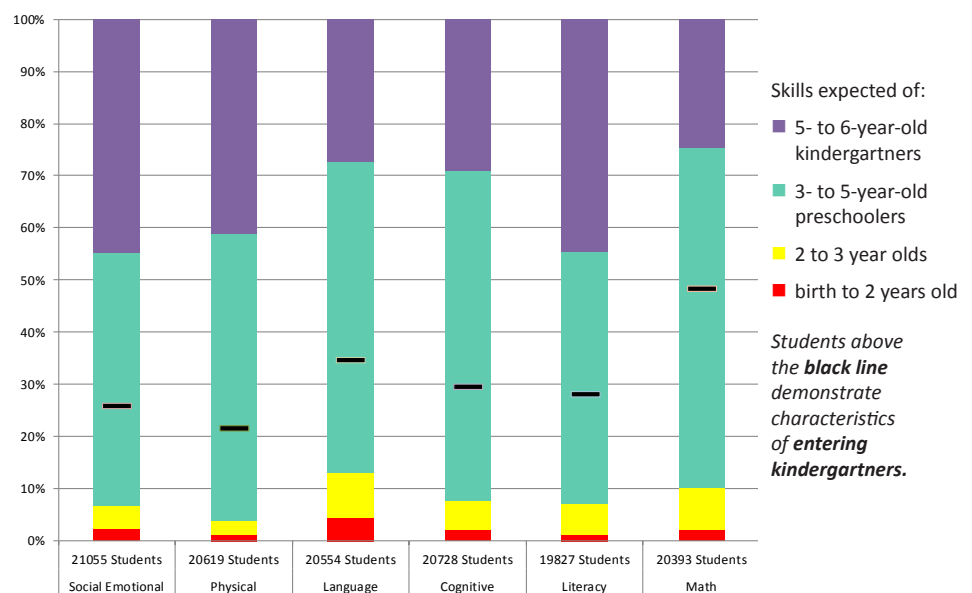
1,003 teachers

New data show the wide range of skill levels students have in the first few weeks of kindergarten.

In the Teaching Strategies GOLD® assessment system, students whose skill levels appear in the *top band* in the chart to the right demonstrate skill levels that are widely expected by the *end* of kindergarten.

Students whose skill levels appear at or above the *black line* in the chart demonstrate skill levels that are widely expected of students as they *enter* kindergarten.

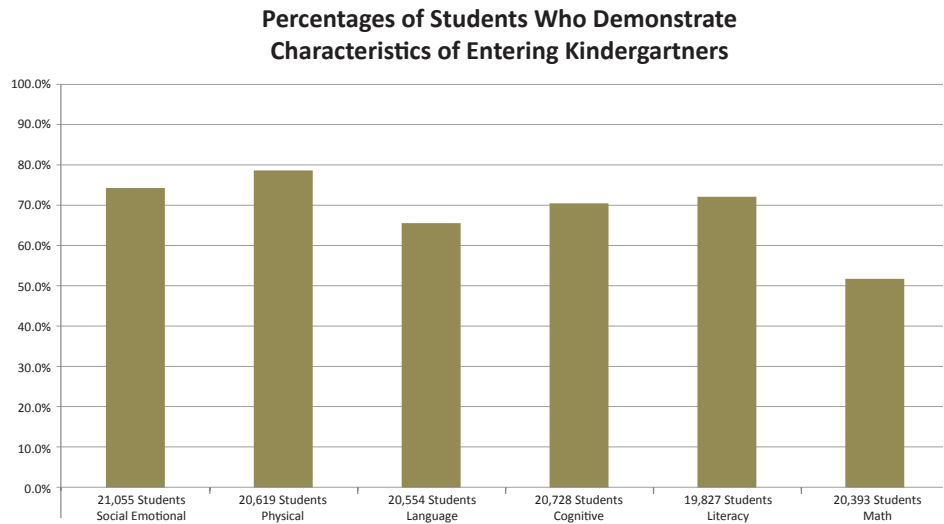
Percent of Entering Kindergartners by Range of Demonstrated Skills



Skill levels vary across areas of development and learning, and the opportunity gap is evident in the first few weeks of kindergarten.

The percentage of students demonstrating the characteristics of entering kindergartners ranged from 52% (math) to 79% (physical development). In descending order, among the six areas assessed, the percentages represented in the chart below are as follows:

- Physical Development (79%)
- Social Emotional Development (74%)
- Literacy (72%)
- Cognitive Development (71%)
- Language (66%)
- Math (52%)



Number of areas in which students were observed demonstrating the characteristics of entering kindergartners:

- 5 to 6 areas (55%)
- 2 to 4 areas (30%)
- 0 to 1 area (15%)

The percentages of students demonstrating characteristics of entering kindergartners varied by race and gender in each of the six areas assessed in WaKIDS. For instance, while the chart above shows that 71% of students statewide demonstrated characteristics of entering kindergartners in cognitive development, the percentages in the table to the right range from 62% to 80% in cognitive development, depending on the racial group or gender.

	Number	Soc. Emo. Devel.	Physical Devel.	Language Devel.	Cognitive Devel.	Literacy	Math
Amer. Indian or Alaska Native	376–386	68%	72%	56%	62%	66%	42%
Asian	904–988	79%	80%	60%	72%	79%	65%
Black/African Amer.	1,369–1,464	73%	75%	71%	71%	79%	57%
Hispanic	7,496–8,102	70%	79%	53%	62%	59%	36%
Nat. Hawaiian/Pacific Islander	230–247	75%	81%	62%	65%	67%	44%
White	6,921–7,211	78%	79%	78%	80%	84%	66%
Two or More Races	1,139–1,202	76%	79%	75%	76%	79%	62%
Not Provided	1,392–1,470	75%	78%	62%	70%	69%	46%
Male	10,158–10,813	69%	75%	62%	68%	70%	51%
Female	9,632–10,208	80%	82%	69%	73%	75%	53%
Total		21,055	20,619	20,554	20,728	19,827	20,393

NOTES:

Although 21,811 students participated in the Fall 2012 WaKIDS implementation, not all students had complete data. This table includes only students for whom data was complete for a given area of development and learning (e.g., complete data within the area of social and emotional development or within the area of physical development).

For WaKIDS, in all areas except language and literacy, children may demonstrate their abilities in their home languages. For example, if a student is able to count to 20 in Spanish or Russian, it is fine for the teacher to evaluate this math ability in the child's home language.

Learn more about WaKIDS and see complete data.



www.k12.wa.us/WaKIDS