

## Washington Kindergarten Inventory of Developing Skills

1. **Purpose:** 2SSB 5427 (All-Day Kindergarten – Assessment) states that beginning with the 2011-12 school year on a voluntary basis, schools must identify the skills, knowledge, and characteristics of kindergarten students at the beginning of the school year in order to support social-emotional, physical, and cognitive growth and development of individual children; support early learning provider and parent involvement; and inform instruction. Kindergarten teachers shall administer the Washington Kindergarten Inventory of Developing Skills (WaKIDS), as directed by the Superintendent of Public Instruction in consultation with the Department of Early Learning, and report the results to the superintendent. The superintendent shall share the results with the director of the Department of Early Learning.

School districts shall provide an opportunity for parents and guardians to excuse their children from participation in the Washington Kindergarten Inventory of Developing Skills.

To the extent funds are available, beginning in the 2012-13 school year, the Washington Kindergarten Inventory of Developing Skills shall be administered at the beginning of the school year to all students enrolled in state-funded full-day kindergarten programs with the exception of students who have been excused from participation by their parents or guardians.

A second piece of legislation, ESHB 2586, is relevant, as well. The purpose of ESHB 2586 is to require that the Washington Kindergarten Inventory of Developing Skills (WaKIDS) replace administration of other assessments being required by school districts or that other assessments only be administered if they seek to obtain information not covered by the Washington Kindergarten Inventory of Developing Skills.

To the extent funds are available, beginning in the 2012-13 school year, the Washington Kindergarten Inventory of Developing Skills shall be administered at the beginning of the school year to all students enrolled in state-funded full-day kindergarten programs under RCW 28A.150.315 with the exception of students who have been excused from participation by their parents or guardians.

To the extent funds are available, additional support in the form of implementation grants shall be offered to schools on a schedule to be determined by the Office of Superintendent of Public Instruction, in consultation with the Department of Early Learning.

2. **Description of services provided:** OSPI provides leadership and administration of the WaKIDS kindergarten entry transition process, which includes three components (Family Connection, Whole Child Assessment and Early Learning Collaboration). OSPI coordinates a regional network of ESDs to provide training and technical assistance to teachers in schools implementing WaKIDS. OSPI also coordinates the legislative workgroup established by ESHB 2586.
3. **Number of staff associated with this program/service (indicate where applicable):**

# of OSPI staff associated with this funding (FTEs):	<u>Fiscal Year 2016</u>
	3.85

<b># of contractors/other staff associated with this funding:</b>	<b>1</b>
Teaching Strategies LLC	\$719,945.00
<b>FY 16 Funding:</b>	<b>\$2,654,000.00</b>

4. **Is continued funding needed in the next biennium?** Yes
5. **What is the current status of this program's implementation?** The program was piloted in 2010-2011 and implemented in volunteer schools in 2011-2012. Beginning in 2012-2013, WaKIDS was required in all state-funded, full-day kindergarten schools unless the district received a waiver from the Office of Superintendent of Public Instruction. In 2015-16, 887 schools, 257 districts, 2,974 kindergarten teachers and 58,656 students participated in WaKIDS. Most schools (812) were state-funded, full-day kindergartens; 75 were volunteers.
6. **When will the project be completed?** On-going
7. **First year funded:** 2012
8. **State funding since inception:**

<b>Fiscal Year</b>	<b>Amount</b>
FY 16	\$2,654,000
FY 15	\$1,400,000
FY 14	\$2,112,000
FY13	\$1,400,000
FY 12	\$500,000

9. **Major challenges faced by the program:** Continued funding, as the legislature provided for the 2015-17 biennium, is essential to scale up to full implementation and maintain the program. For three years, federal funding from the Department of Early Learning's Race to the Top (RTT) grant supported teacher training on the assessment component of WaKIDS, but the agreement ended December 31, 2015. What is unique about the WaKIDS observational assessment is that, unlike other state assessments, it is conducted by individual teachers with the students in their classrooms. Every teacher must be trained. No other individuals (fellow teachers or administrators) can step in and assess the students. As a result, when teachers turn over, their replacements must be trained. In 2015-16, 24% of teachers participating in WaKIDS required training because 464 teachers who participated in 2013-*did not return* in 2016-17. Accounting for turnover would reflect more accurately the actual training costs needed to maintain the program.
10. **Statutory and/or Budget language:** ESSB 6052 – Chapter 501 (30) - \$2,654,000 of the general fund-state appropriation for fiscal year 2016 and \$2,984,000 of the general fund-state appropriation for fiscal year 2017 are provided solely for the Washington kindergarten inventory of developing skills. State funding shall support the statewide administration of the inventory under RCW 28A.655.080 (1) and the one-time implementation and training grants under RCW 28A.655.080 (3) for schools implementing the inventory for the first time in the 2015-2017 fiscal biennium.