Recommendations of the Washington Kindergarten Inventory of Developing Skills (WaKIDS) Workgroup

2014

Authorizing legislation: ESHB 2586

Early Learning Office
Robert Butts, Assistant Superintendent

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Executive Summary

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a transition process that helps to ensure a successful start to the K–12 experience and connect the key adults in a child’s life. Starting in the fall of 2012, WaKIDS is required in all state-funded full-day kindergarten classrooms.

Currently, almost 44 percent of Washington’s kindergarten students attend state-funded full-day programs. The Legislature intends for all kindergarten programs to be state-funded and full-day by the 2017–18 school year.

This report includes the findings and recommendations of the WaKIDS workgroup. This workgroup was created by the Washington Legislature through Engrossed Substitute House Bill 2586 (ESHB 2586, 2011) to develop recommendations regarding the implementation of WaKIDS as the number of state-funded full-day kindergarten classrooms increases across the state. Some issues they address include how to implement WaKIDS in half-day classrooms and reduce the number of other tests administered in kindergarten classrooms.


The workgroup’s 2014 recommendations were developed after reviewing the current status of the 2013 recommendations (see appendix), the results of the implementation survey, and input from workgroup members and stakeholders. These recommendations are intended to highlight and restate actions in the earlier recommendations that the workgroup found to be a high priority and/or where more progress is needed.

Recommendations include:

- Provide legislative funding for implementation grants.
- Explore the possibility of reducing the length of the assessment.
- Do not require WaKIDS in half-day classrooms.
- Districts and schools should examine the relationship of their current kindergarten assessments with Teaching Strategies GOLD® to determine which assessments might be eliminated and whether evidence collected in one assessment could inform another.
- Districts and schools should eliminate or postpone the administration of assessments other than Teaching Strategies GOLD during the WaKIDS whole-child assessment window (through October 31).

For additional information regarding this report, please contact Robert Butts, Assistant Superintendent of Early Learning, at (360) 725–0420 or Bob.Butts@k12.wa.us.
Introduction

The development of WaKIDS began in the 2009 session when the Legislature appropriated funds to the Department of Early Learning (DEL) to work with stakeholders and the Office of Superintendent of Public Instruction (OSPI) to identify and evaluate a kindergarten assessment process and tools in geographically diverse school districts. A pilot was conducted that analyzed three different “whole-child” assessments and ways to connect the kindergarten teachers with families and early learning providers.

Based on the pilot, Teaching Strategies GOLD® (TS GOLD) was selected as the whole-child assessment and two additional components of WaKIDS were developed: the Family Connection and Early Learning Collaboration.

TS GOLD is an observational assessment that was developed initially for use in early learning programs. The assessment provides a "developmental continuum" for each of the dimensions that are measured from birth through kindergarten. The kindergarten teacher indicates where on the continuum each child is at during the time of the observation using an online tool managed by Teaching Strategies.

A voluntary TS GOLD pilot was conducted in the 2011–12 school year. WaKIDS was required to be administered in all state-funded full-day kindergarten classrooms beginning in fall 2012.

In fall 2013, WaKIDS was administered to 38,443 students, which is 47 percent of all kindergarten students. The assessment was administered by 1,800 teachers in 506 schools located in 187 school districts. In addition to students in schools with state-funded full-day kindergarten, approximately four percent of students assessed were in schools that volunteered to participate.

Race to the Top (RTTT) Timeline Legislation and the WaKIDS Legislative Workgroup

During the 2012 legislative session, legislation (HB 2586) was requested by DEL and OSPI to modify the WaKIDS implementation timeline to reflect the Race to the Top (RTTT) Early Learning Challenge grant application so that the Superintendent of Public Instruction would have the authority to require schools to participate in WaKIDS, statewide, beginning in the 2014–15 school year. The final version of the bill did not authorize this accelerated timeline, but instead established a workgroup to address a number of issues that were raised during legislative deliberations on the bill.

These issues included the difficulty of administering WaKIDS in half-day kindergarten classrooms because of the time it takes to administer the assessment, the large number of other district-required assessments that kindergarten teachers are required to administer, and other implementation issues, including time for family visits, data entry, alignment with state standards (including the Common Core), and instructional impacts.
Workgroup Responsibilities

The final version of the bill (ESHB 2586) required that OSPI, in consultation with DEL, convene a workgroup to develop recommendations in three major areas:

1. Input and recommendations with respect to implementation of the Washington Kindergarten Inventory of Developing Skills;

2. Recommendations regarding the optimum way to administer the Washington Kindergarten Inventory of Developing Skills to children in half-day kindergarten while ensuring that they receive the maximum instruction as required in RCW 28A.150.205; and

3. Recommendations with respect to achieving the goal of replacing assessments currently required by school districts with the Washington Kindergarten Inventory of Developing Skills.

WaKIDS Legislative Workgroup Members

The workgroup consists of teachers, principals, an early learning provider, and representatives from OSPI, DEL, and Thrive by Five Washington.

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Amy Blondin</td>
<td>Department of Early Learning</td>
<td>Government &amp; Community Relations Manager</td>
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<tr>
<td>Robert Butts</td>
<td>Office of Superintendent of Public Instruction</td>
<td>Assistant Superintendent of Early Learning</td>
</tr>
<tr>
<td>Richard Dunn</td>
<td>Beverly Park Elementary, Highline School District</td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>Julie Forslin</td>
<td>Encompass</td>
<td>Early Learning Manager</td>
</tr>
<tr>
<td>Dan Torres</td>
<td>Thrive by Five Washington</td>
<td>Policy and Community Partnerships Manager</td>
</tr>
<tr>
<td>Nicole Rose</td>
<td>Department of Early Learning</td>
<td>PreK–3/ECEAP Administrator</td>
</tr>
<tr>
<td>Midori Tanaka</td>
<td>Van Asselt Elementary, Seattle School District</td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>Tammy Whipple</td>
<td>Hawthorne Elementary, Everett School District</td>
<td>Elementary School Teacher</td>
</tr>
<tr>
<td>Bonnie Wong</td>
<td>Meadow Ridge Elementary, Kent School District</td>
<td>Principal</td>
</tr>
<tr>
<td>Daniel Yarbrough</td>
<td>Madrona Elementary, Highline School District</td>
<td>Principal</td>
</tr>
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</table>

Support to the workgroup was provided by Dr. Kathe Taylor, Early Learning Assessment Director, at the Office of Superintendent of Public Instruction.
Findings Related to Workgroup Responsibilities

Implementation surveys were distributed to teachers and principals who administered WaKIDS in fall 2013. Similar surveys were administered in the past two years.

Responses were received from 398 teachers (22%) and 130 principals (26%). Slightly more than half of the teachers (57%) and principals (51%) were participating in WaKIDS for the first year. Twenty-eight percent (28%) of all respondents were participating in WaKIDS for the second year.

Both teacher and principal surveys included questions about implementation of the three components of WaKIDS (Family Connection, Whole-Child Assessment, and Early Learning Collaboration). In addition, as a way of understanding the impact of WaKIDS on other assessment practices, the principal survey asked principals if they had made any changes to other kindergarten assessments that they would typically administer because the school was engaged in WaKIDS.

WaKIDS Implementation

Major findings of the fall 2013 survey regarding implementation of the three components of WaKIDS included:

Family Connection

1. The new state policy allowing up to three full school days for the Family Connection meetings was considered very beneficial. More than 80 percent of the principals and teachers rated the benefits as a “4” or “5” on a five point scale, with “5” being the most beneficial. More than half of the principals (59%) said they used all three days; 72 percent used one to three days.

2. Most teachers were able to meet with 90 percent to 100 percent of their students’ families during the Family Connection meetings. The percentage of teachers reporting this level of contact increased from 76 percent in 2012 to 83 percent in 2013.

3. Teachers cited the most important benefit of the Family Connection meetings was getting a good understanding of their students and families very early in the year (86% endorsed this choice).

4. More teachers in 2013 (54% vs. 43% in 2012) stated that they used information from the Family Connection meetings to individualize instruction.

Whole-Child Assessment

1. Teachers reported that the assessment added an average of 18 additional hours to their workload.
   a. This was a decrease from the average of 23 additional hours reported in 2012.

2. First-time WaKIDS teachers reported that it required more time to implement WaKIDS than teachers who had participated for two or more years.
   a. Sixty percent of teachers participating for the first time reported that WaKIDS added 21 or more additional hours to their workload, compared to 47 percent of those returning to WaKIDS.
3. The types of support teachers said would be most helpful to them in implementing WaKIDS next year included:
   - Receiving pay for time to do data entry outside of contracted time (69%)
   - Having their districts enter their class rosters for them (57%)
   - Providing substitutes so teachers could plan or enter data (53%)
   - Providing paraprofessional supports (45%)

A higher percentage of teachers in 2013 than in 2012 reported receiving these types of support, perhaps with the assistance of implementation grant funding provided by the Bill and Melinda Gates Foundation to support 2013 WaKIDS implementation. The grants could be used for all of the above purposes except to pay for time to do data entry outside of contracted time.

<table>
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<tr>
<th>District Support Reported by Teachers</th>
<th>Provided in 2012</th>
<th>Provided in 2013</th>
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<tbody>
<tr>
<td>Entering class lists for teachers</td>
<td>77%</td>
<td>81%</td>
</tr>
<tr>
<td>Providing substitutes so teachers could plan or enter data</td>
<td>24%</td>
<td>48%</td>
</tr>
<tr>
<td>Providing paraprofessional support</td>
<td>13%</td>
<td>22%</td>
</tr>
<tr>
<td>Pay for time to do data entry outside of contracted time</td>
<td>20%</td>
<td>29%</td>
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</table>

4. More principals (62%) than teachers (35%) perceived the non-competitive implementation grant funding to be very helpful in providing support for WaKIDS implementation. (Districts received $300 for each teacher implementing WaKIDS. A total of $536,400 was provided to 164 districts with a total of 529 schools and 1,788 teachers.)

5. Of the six areas of development and learning assessed, cognitive development continued to be the area that teachers found most difficult to assess, either because they had difficulty creating activities to assess the objectives (52%) or the curriculum does not ordinarily address this area (49%).

6. For about one-third (30%) of the teachers, approximately the same percentage as in 2012, the observation-based approach of the whole-child assessment does not align with the set-up of their classroom learning environment.

7. Among the ways teachers reported using the data, the three most common responses were:
   a. Inform instruction (51%)
   b. Individualize learning (38%)
   c. Sharing what they learned about individual students during fall parent conferences (34%)

One-third (34%) said they were not really using the data. Of these teachers, 60 percent (20% of all teachers) indicated that they had enough information from other assessments.
8. Principals reported that their buildings were using a variety of strategies to provide feedback to parents about the WaKIDS data, including:
   a. Using Teaching Strategies GOLD reports as part of fall conferences (57%)
   b. Sending a Teaching Strategies GOLD report home to parents (18%)
   c. Looking at ways to incorporate Teaching Strategies GOLD data into the report card (24%)

   20 percent said they were not providing parents with feedback on the data.

9. Principals reported that the leading benefits of implementing WaKIDS were:
   a. Providing formal opportunities for teachers to welcome families to school (87%)
   b. Providing common assessment information across districts to inform policy and decision making (57%)
   c. Helping teachers tailor their instruction to individual children's needs (55%)

10. Principals reported that the most challenging aspects of implementing WaKIDS were:
    a. Managing demands on teachers' time (91%)
    b. Getting personnel resources to help teachers (43%)
    c. Helping teachers understand how to use Teaching Strategies GOLD data to inform their instruction and individualize learning (41%)
    d. Communicating with early learning partners about WaKIDS (40%)

**Early Learning Collaboration**

1. Principals reported that their most common outreach activities with early learning providers in their area were reviewing transition forms from pre-K programs together (45%) and working together on kindergarten readiness events (44%). Only 11 percent said they were not doing much in this area.

2. Teachers (88%) expressed interest in reviewing children’s pre-kindergarten assessment data collected from the state’s Early Childhood Assistance and Education Programs (ECEAP) and some Head Start Programs.

3. Asked to identify their preferred outcomes for meetings with early learning providers, teachers prioritized the opportunity to:
   a. Review WaKIDS data and discuss strategies for preparing children for school (55%)
   b. Understand early learning curriculum and how it supports state standards (33%)
   c. Get to know early learning providers in their area (31%)

4. At the time the survey was administered (early December), 42 percent of the teachers said they were not currently engaging with early learning providers. More than one-third (37%), however, identified shared professional development as the most common way they were currently engaging with early learning providers.

**Half-Day Kindergarten**

The workgroup did not pursue additional information regarding the implementation of WaKIDS in half-day kindergarten. Although a very small number of schools with part-day kindergarten volunteered to participate in WaKIDS in 2013, the work group stands by its January 2013 recommendation that half-day teachers not be required to administer WaKIDS.
Replacing Assessments
About one-third of the principals reported that their schools had made changes to other kindergarten assessments they would typically administer because the school was participating in WaKIDS. Specifically, 18 percent of the principals said that they postponed other assessments, and 13 percent indicated that they discontinued using at least one assessment.

Conclusion and Next Steps
The workgroup’s 2014 recommendations were developed after reviewing the current status of the 2013 recommendations, the results of the implementation survey, and input from workgroup members and stakeholders. These recommendations are intended to highlight and restate actions in the earlier recommendations that the workgroup found to be a high priority and/or where more progress is needed.

Implementation of WaKIDS
- Provide Legislative funding for implementation grants.
  As a result of the workgroup’s 2013 recommendations and recognition of the additional time and actions required to administer WaKIDS, the Bill and Melinda Gates Foundation provided one-time funding for noncompetitive implementation grants for the 2013–14 school year. A total of $550,000 was available to all school districts at a rate of $300 per kindergarten teacher. The Gates Foundation also provided $100,000 in competitive grant funding to implement WaKIDS.

  Based on conversations with officials from the Gates Foundation, additional funds for this purpose will not be available in future years. The foundation has a policy of assisting initial implementation of initiatives, but does not fund long-term implementation costs.

  As recommended in the 2013 workgroup recommendations and the legislative intent to fund implementation grants (RCW 28A.655.080(3)), the workgroup recommends that the Legislature appropriate funding for implementation grants for the 2014–15 school year and beyond. At a rate of $300 per teacher (assuming 1,800 teachers), a total of $540,000 will be needed for the 2014–15 school year.

  These funds should be available for the purposes recommended in 2013. In addition, the workgroup recommends that the funds also be available for the training of specialists and others (e.g., physical education and special education teachers) in making observations in TS GOLD.

  The workgroup also recommends that school districts collaborate with teachers and principals when determining how the implementation funds will be used in the district.
• **Explore the possibility of reducing the length of the assessment.**  
Teachers continue to express concern about the additional time it requires to integrate the WaKIDS activities into their workload. OSPI, in consultation with the Department of Early Learning and Thrive by Five, should review assessment items to determine whether the Teaching Strategies GOLD assessment can be customized any further to reduce the number of items. Any changes to the assessment would still need to maintain correspondence to state K–12 standards and early learning guidelines, the “whole-child” focus, and the technical adequacy of the assessment.

**Administration of WaKIDS in Half-Day Classrooms**

• **Do not require WaKIDS in half-day classrooms.**  
As recommended in January 2013, the workgroup continues to recommend that half-day teachers not be required to administer WaKIDS because of the significant time it takes to administer the assessment and the small amount of available instruction time.

**Replacing Other Assessments Required by School Districts**

• **Districts and schools should examine the relationship of their current kindergarten assessments with Teaching Strategies GOLD in order to determine which assessments might be eliminated and whether evidence collected in one assessment could inform another.**  
Until WaKIDS is part of every school within a district, districts may prefer to maintain their current assessment menu in order to achieve consistency of student data across the district. Because assessments are valid for different purposes, districts should review their current assessments to see if they serve a purpose in addition to those served by WaKIDS.

• **Districts and schools should eliminate or postpone the administration of assessments other than Teaching Strategies GOLD during the WaKIDS whole-child assessment window (through October 31).**  
This would not preclude the assessment of individual children for other purposes, such as special education, language proficiency, or assessments that inform TS GOLD.
APPENDIX

Status of 2013 Recommendations

Presented below are the recommendations made by the workgroup in January 2013 and the current status of each recommendation.

<table>
<thead>
<tr>
<th>2013 Legislative Workgroup Recommendation</th>
<th>Current Status</th>
<th>Summary of Status</th>
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<tr>
<td>1. The Legislature should consider adopting legislation that would allow schools to use up to five days at the beginning of the school year for purposes of the Family Connection component. This would eliminate the necessity that school districts obtain a waiver from the 180 school day requirement from the State Board of Education. The time taken from instruction is more than compensated by the benefits of meeting individually with parents, children, and families. In addition, this option would be available to all schools without the paperwork and complications required to apply for a waiver.</td>
<td>HB 1723 was signed into law, allowing schools to use up to three days for the Family Connection component of WaKIDS.</td>
<td>Achieved</td>
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In winter/spring 2013, ESD WaKIDS Coordinators met with 2012–13 principals and district staff to review WaKIDS data. For 2013–14 implementation, WaKIDS staff developed four briefs for principals; more are in the works. Presentations on WaKIDS were part of the June 2013 AWSP/WASA conference and the FDK Symposium at the August 2013 Starting Strong Conference. OSPI conducted a webinar for District Assessment Coordinators (October 2013). Presentations occurred at the Washington Educators’, WSSDA, and WERA Conferences. | In Progress |

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3. Prior to the administration of TS GOLD in fall 2013, OSPI should continue to take steps to reduce the amount of time it takes for kindergarten teachers to administer TS GOLD. Specifically, additional actions should be taken to reduce the time it takes to enter data, additional information should be provided in how to observe the different dimensions, and OSPI should consider reducing the number of TS GOLD dimensions being observed. However, if the number of observations is reduced, it is important that the “whole child” continue to be observed and that the reliability and validity of the assessment results be maintained.

In addition to reducing the time it takes to administer TS GOLD, OSPI should analyze the dimensions observed in TS GOLD to ensure they are aligned with kindergarten state standards, including the Common Core State Standards. This review, however, should not preclude the assessment of dimensions that are not in state standards, such as the social-emotional dimensions in TS GOLD. This review should be conducted in collaboration with DEL, Thrive by Five Washington, curriculum and assessment experts, kindergarten teachers, elementary school principals, and early learning providers.

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<tr>
<td>WaKIDS staff continue to work with Teaching Strategies to improve administration of GOLD. More changes will be available in 2014 than in 2013, as TS is piloting several improvements in fall 2013.</td>
<td>In Progress</td>
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<td>WaKIDS has worked with OSPI Teaching and Learning staff to establish the connections of WaKIDS objectives and dimensions with state learning standards, including the CCSS. A handout describing those connections was part of the teacher training materials distributed this summer. Although the total number of objectives and dimensions has not been reduced, changes were made to the math objectives in spring 2013 to focus teachers’ attention on the objectives most closely related to the CCSS.</td>
<td>Substantially Achieved</td>
<td></td>
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4. The Legislature should provide an additional allocation of resources to school districts in the form of “WaKIDS Implementation grants” that can be used for such purposes as:
   a. Providing substitutes for releasing teachers to plan and administer WaKIDS.
   b. Purchasing hand-held devices to input data.
   c. Paying paraprofessionals to enter the data.
   d. Paying districts for translators for the Family Connection.
   e. Aligning curriculum and other assessments with WaKIDS.
   f. Administering the assessment and meeting with parents prior to the beginning of the school year.
   g. Providing compensation for the extra time it takes to plan and administer the assessment.
   h. Providing release time for inter-and intra-district collaboration.
   i. Analyzing the assessment results.
   j. Determining how to modify instruction based on TS GOLD results.

These funds would be allocated to school districts based on the number of teachers in the district administering WaKIDS and decisions about how the funds will be used would be made at the district-level in collaboration with their teachers. These would not be competitive grants, but would be allocated specifically for the implementation of WaKIDS. The amount of the funding allocated to districts for the grants should be calculated by OSPI and submitted to the Legislature for its consideration.

In response to an OSPI proposal, the Bill and Melinda Gates Foundation awarded OSPI $670,000 to provide noncompetitive and competitive implementation grants. Of this amount, $550,000 was designated for one-time noncompetitive grants ($300 per kindergarten teacher), $100,000 for competitive grants, and $20,000 for convening districts to share strategies and lessons learned through the competitive grants.

OSPI has distributed noncompetitive grants to 152 of the 188 districts implementing WaKIDS in 2013.

For the competitive grants, OSPI received 47 applications totaling more than $600,000 in requests, far exceeding the $100,000 available to distribute. The WaKIDS work team reviewed the grants and awarded nine: three each to large (Bellingham, Quincy, Spokane) medium (Colville, Riverside, Rochester), and small districts (Carbonado, Lopez, and White Pass). Size categories were defined by the number of kindergartners in the district.

Competitive grants will provide opportunities for districts to develop and pilot strategies that deepen the integration of WaKIDS into the district’s culture.
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<td>5. Specifically allow schools to use strategies that involve school-based teams to support and assist classroom teachers in making the observations.</td>
<td>WaKIDS staff continues to encourage schools to support school-based teams. However, only teachers trained in GOLD can evaluate levels of development. WaKIDS has drafted a presentation to train specialists to collect factual documentation for trained teachers to evaluate. By December 2013, WaKIDS will collaborate with Teaching Strategies to pilot an online webinar with a small team of representative specialists, teachers, and principals. Two WaKIDS school districts (Chimacum and Sumner) will pilot Team Central—a feature of TS GOLD that allows the principal to invite specialists to add documentation to a student's portfolio. The kindergarten teacher would have the means to review evidence from specialists and therapists for students with IEPs or other specific needs.</td>
<td>In Progress</td>
</tr>
<tr>
<td>6. If TS GOLD is administered in schools at the beginning and end of the school year, the results should not be used in teacher evaluations as a measure of “student growth.” The purposes of WaKIDS are to provide an inventory of skills that children have at the beginning of the school year and to inform instruction.</td>
<td>WaKIDS staff is clear that GOLD is not intended to be used in teacher evaluations and routinely includes that information in training and in conversations with principals (see Principal Series #4: Connecting WaKIDS, Learning Standards and TPEP).</td>
<td>Not Known</td>
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<tr>
<td>7. OSPI should analyze how WaKIDS is being implemented with English language learners and whether the results accurately reflect the skills of these students.</td>
<td>WaKIDS has four areas that will be the target for deeper thought once data has been finalized for 2013: English Language Learners, special education, specialist involvement in WaKIDS, and effective use of data. WaKIDS advised a few districts with a significant percentage of dual-language classrooms to implement both the Spanish and English versions of the literacy and language components, preferably more than once during the kindergarten year. In particular, WaKIDS will follow up with Evergreen School District as they pilot this approach and reach out to other dual-language and language immersion classrooms to learn from their experience. In addition, we aim to learn more from UW about their research on the use of TS GOLD with English Language Learners and more about implementation in other states.</td>
<td>In Progress</td>
</tr>
<tr>
<td>8. Fully fund full-day kindergarten statewide. Once full-day kindergarten is fully to scale, districts will have kindergarten assessment data district-wide and have less need for other district assessments.</td>
<td>The legislature funded 43.75% of the state’s kindergartners for both years of the 2013–15 biennium.</td>
<td>In Progress</td>
</tr>
<tr>
<td>9. Whenever feasible, school districts should eliminate the administration of other assessments during the first seven weeks of school. This would not preclude the assessment of individual children for other purposes, such as special education or language proficiency.</td>
<td>WaKIDS will continue to suggest that principals consider rethinking assessments implemented early in the school year. In addition, as part of the noncompetitive grant process, WaKIDS collected information about the assessments districts currently use in kindergarten.</td>
<td>In Progress</td>
</tr>
<tr>
<td>10. As noted earlier, OSPI should review the TS GOLD Dimensions being measured in WaKIDS for alignment with kindergarten state standards, including the Common Core State Standards, and the Washington State Early Learning and Development Guidelines.</td>
<td>Done, see above.</td>
<td>Achieved</td>
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<tr>
<td>11. After clarifying the alignment of TS GOLD with the state standards, OSPI should review the possibility of reducing the number of assessment items while still maintaining the technical adequacy of the assessment.</td>
<td>WaKIDS will continue to consider feedback from the field on the assessment items and is working with other states to learn how they have customized GOLD.</td>
<td>In Progress</td>
</tr>
<tr>
<td>12. OSPI should convene assessment and content specialists to develop crosswalks between TS GOLD and aligned common assessments in high-frequency areas (such as language, literacy, and mathematics) to reduce redundancy in the assessments.</td>
<td>WaKIDS included in teacher training materials guidance about ways evidence gathered through two of the most common assessments, the Math Benchmark Assessment and the DIBELS, can be applied to WaKIDS.</td>
<td>In Progress</td>
</tr>
<tr>
<td>13. Many districts have curriculum adoptions in place that include kindergarten assessments in their elementary (K–5/6) assessment plans. Provide additional professional development opportunities for teachers and district staff on aligning district required curriculum activities and assessments to inform TS GOLD, where applicable.</td>
<td>Several of the competitive grants are exploring these alignments.</td>
<td>In Progress</td>
</tr>
<tr>
<td>14. Half-day teachers should not be required to administer WaKIDS because of the significant time it takes to administer the assessment and the small amount of available instruction time. However, the administration of WaKIDS should continue to be available on a voluntary basis in half-day classrooms and the cost of training, the assessment, and other activities, including implementation grants, should be available as incentives to participate.</td>
<td>The 2013 Legislature did not require the assessment to be administered in half-day classrooms. Based on the survey results, a small number of part-day teachers with only one class administered the survey. We do not know if many, or any, teachers with two part-day classes administered the assessment.</td>
<td>Achieved</td>
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