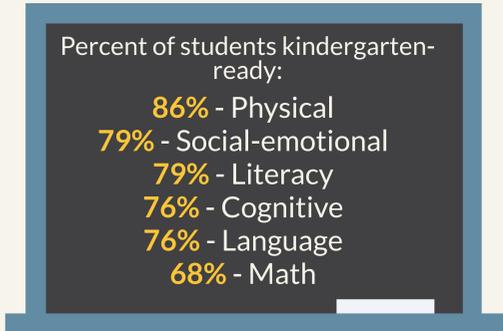




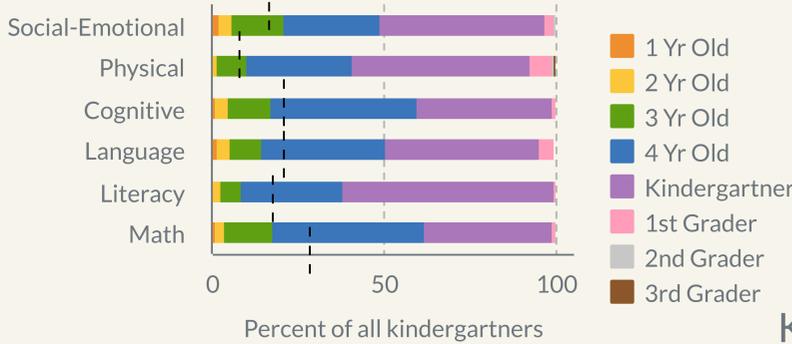
WaKIDS 2019-2020 Results

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a kindergarten transition process that includes an observational assessment that assesses incoming kindergartners' readiness in six domains: social emotional, physical, language, cognitive, literacy and math. Kindergarten-readiness is based on readiness in all six domains.

Results from the 2019-2020 school year are consistent with trends from previous years. This year, 79,326 students participated.



Range of Development Skill Levels of All Kindergartners



Key Findings

Entering kindergartners continued to display a range of skill levels.

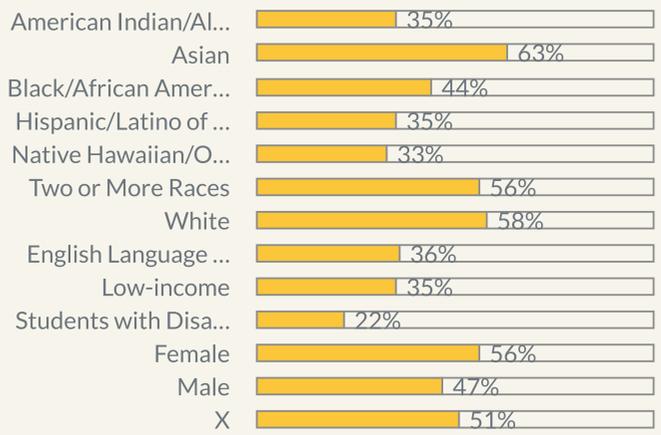
How can classrooms and educators adapt practices to accommodate different skill levels?

Over half of incoming kindergartners were kindergarten-ready.

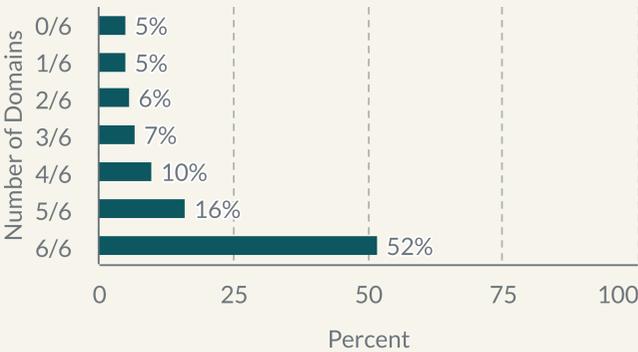
Fewer students from historically under-served student groups were kindergarten-ready.

More female students were kindergarten-ready than male students.

Kindergarten-Ready in All Domains



Kindergarten-Ready in Multiple Domains



Differences in race/ethnicity, gender, and eligibility for federal programs were significantly associated with kindergarten-readiness in each domain and readiness in all 6 domains. Federal programs include English Language Learners, low-income students, and Students with Disabilities. However, there was no significant difference in kindergarten readiness by gender in math.

Learn more about WaKIDS results at: <https://washingtonstatereportcard.ospi.k12.wa.us/>



Close Gaps Early

Given emerging trends between WaKIDS and 3rd grade assessment data and the importance of ensuring students are on track prior to 3rd grade, OSPI invites districts to review their own assessment data to consider what more can be done to close opportunity and achievement gaps early.

Build on Family Strengths after the Family Connection:

- Do schools ask families about their experiences in transitions? DCYF and OSPI research found that families are not asked for feedback on their child's transition systematically, except for families of children with disabilities.
- How do families demonstrate leadership in schools, and do districts have cultural leaders supporting new families?
- Have schools learned from families how their children love to learn outside the classroom? Use photos, videos, and notes from family to learn about the child's development.
- Does the district partner with cultural organizations and tribes to support families prior to, and after, kindergarten entry?
- Do kindergarten teachers have regular face-to-face conversations with families or use technology to increase frequency of communication?
- Many districts use the GOLD® report card or family conference form to share data with families and to prompt further investigation about children's strengths and needs, including consideration for highly capable, or special education services.

Partner with the Community to Eliminate the Opportunity Gap:

- Does the district measure its own readiness to serve all five-year-old children?
- Are kindergarten classrooms/playgrounds ready to serve a wide range of typical and atypical development levels including culturally diverse measures of growth?
- How is the district reaching out to prekindergarten children and early learning partners in the neighborhood and/or community?
- In what ways does the district partner and build relationships with families, friends, and neighbors caring for children ages 0-5 in the community?
- Does the district conduct home visits to families of young children, including entering kindergartners?

Program Staff:

Karma Hugo
Director

Ellen Matthews
Administrative Assistant

wakids@k12.wa.us

About the WaKIDS Data

WaKIDS was piloted in 2010-11 and implemented in volunteer schools in 2011-12. It became mandatory in state-funded full-day kindergarten in 2012-13, and was scaled up incrementally each succeeding year, prioritizing schools with the highest percentages of students who were reduced lunch. As of 2017-18, full-day kindergarten and WaKIDS is statewide. Statistically significant findings were based on chi-square tests for student subgroups and kindergarten readiness in each domain and in all six. Figure percentages rounded to nearest whole number.

Learn more about WaKIDS results at: <https://washingtonstatereportcard.ospi.k12.wa.us/>

