Key Findings

Entering kindergartners continued to display a range of skill levels.

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

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.

Range of Development Skill Levels of All Kindergartners

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 Multiple Domains

Different domains of kindergarten readiness were measured, including social-emotional, physical, language, literacy, and math. Kindergarten-readiness is based on readiness in all six domains.

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 percentage of students on free and reduced lunch. As of 2019-2020, 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 domains. Figure percentages rounded to nearest whole number.

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 kindergarten readiness 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? DCYP 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?
- 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 children who are entering kindergartners?

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