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.

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.

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.)

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

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1,003 teachers

Percent of Entering Kindergartners by Range of Demonstrated Skills

Skills expected of:
- 5- to 6-year-old kindergartners
- 3- to 5-year-old preschoolers
- 2 to 3 year olds
- birth to 2 years old

Students above the black line demonstrate characteristics of entering kindergartners.
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.

Learn more about WaKIDS and see complete data.

www.k12.wa.us/WaKIDS