KIDS

Kindergarten Individual Development Survey
Every Illinois Child Ready for Kindergarten

KIDS Data Use Webinar

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REL MIDWEST
Regional Educational Laboratory
at American Institutes for Research

Meet the Presenters

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* The Pacific Region contains Hawaii, pictured on the map, and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau, not pictured on the map.

What does REL Midwest do?

Applied research, technical assistance, and engagement activities to help partners understand research and evidence.

Webinar Goals

- Understand the uses and misuses of kindergarten readiness assessments

- Interpret and analyze KIDS results

- Create goals and action steps

Agenda

Kindergarten Readiness Assessments and KIDS: Application and Utility

Interpreting KIDS Results: An Example

Setting Educational Goals & Developing Action Steps: An Example
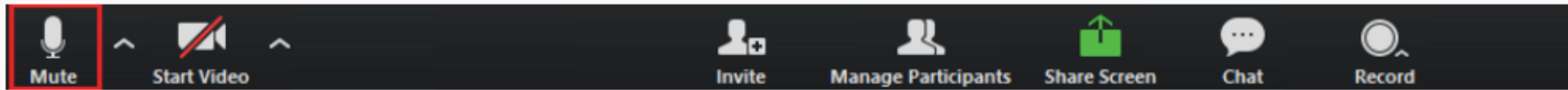
Interpreting Your KIDS Data and Setting Goals

Thinking Ahead

Feedback Form

Logistics

Audio controls

You can mute and unmute yourself by clicking on the microphone icon.

If you are participating via telephone,
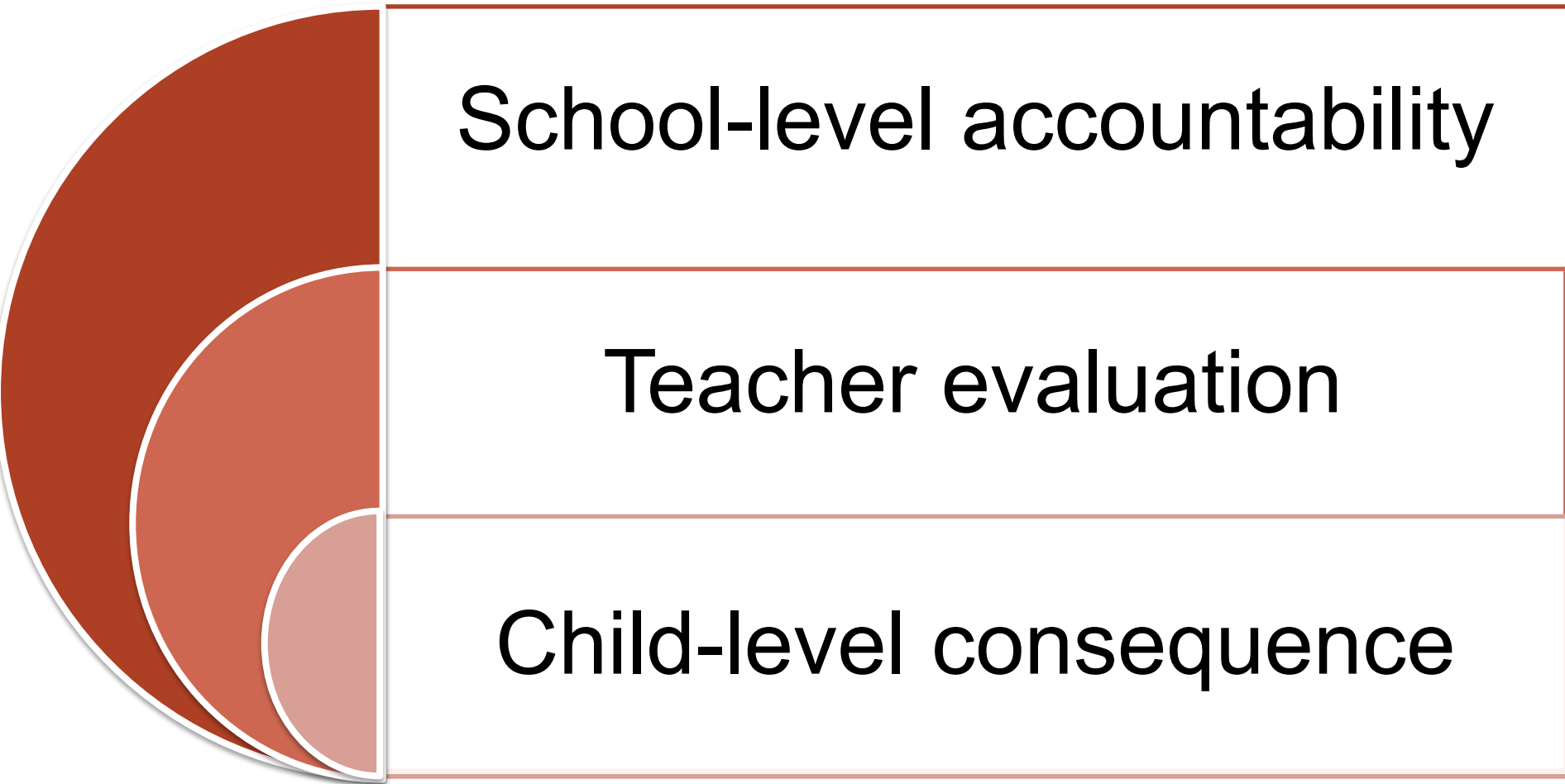
*please mute your line by pressing *6.*

Kindergarten Readiness Assessments (KRAs) and KIDS: Application and Utility

Appropriate Uses of KRAs

State Policymakers	• Provide indicators related to later school success
District Leaders	• Inform local planning and school readiness efforts
Teachers	• Guide classroom planning • Strengthen teacher-parent partnerships • Inform individualized instruction strategies • Screen for special needs assessment

Regenstein, E., Connors, M., Romero-Jurado, R. I. O., & Weiner, J. (2017). Uses and misuses of kindergarten readiness assessment results. *The Ounce, 6.*

Misuses of KRAs

School-level accountability

Teacher evaluation

Child-level consequence

Regenstein, E., Connors, M., Romero-Jurado, R. I. O., & Weiner, J. (2017). Uses and misuses of kindergarten readiness assessment results. *The Ounce, 6.*

KIDS Assessment

Information you can gain about students varies depending on **how many measures are collected** and **the frequency** of the assessment.

14
State Readiness Measures
→ **State snapshot**

+
3–5
additional measures
→ **Domain reports for ATL-REG and SED**

29
(5 Readiness Domains)
→ **5 domain reports**

55
(11 Domains)
→ **Comprehensive picture of kindergarten readiness**

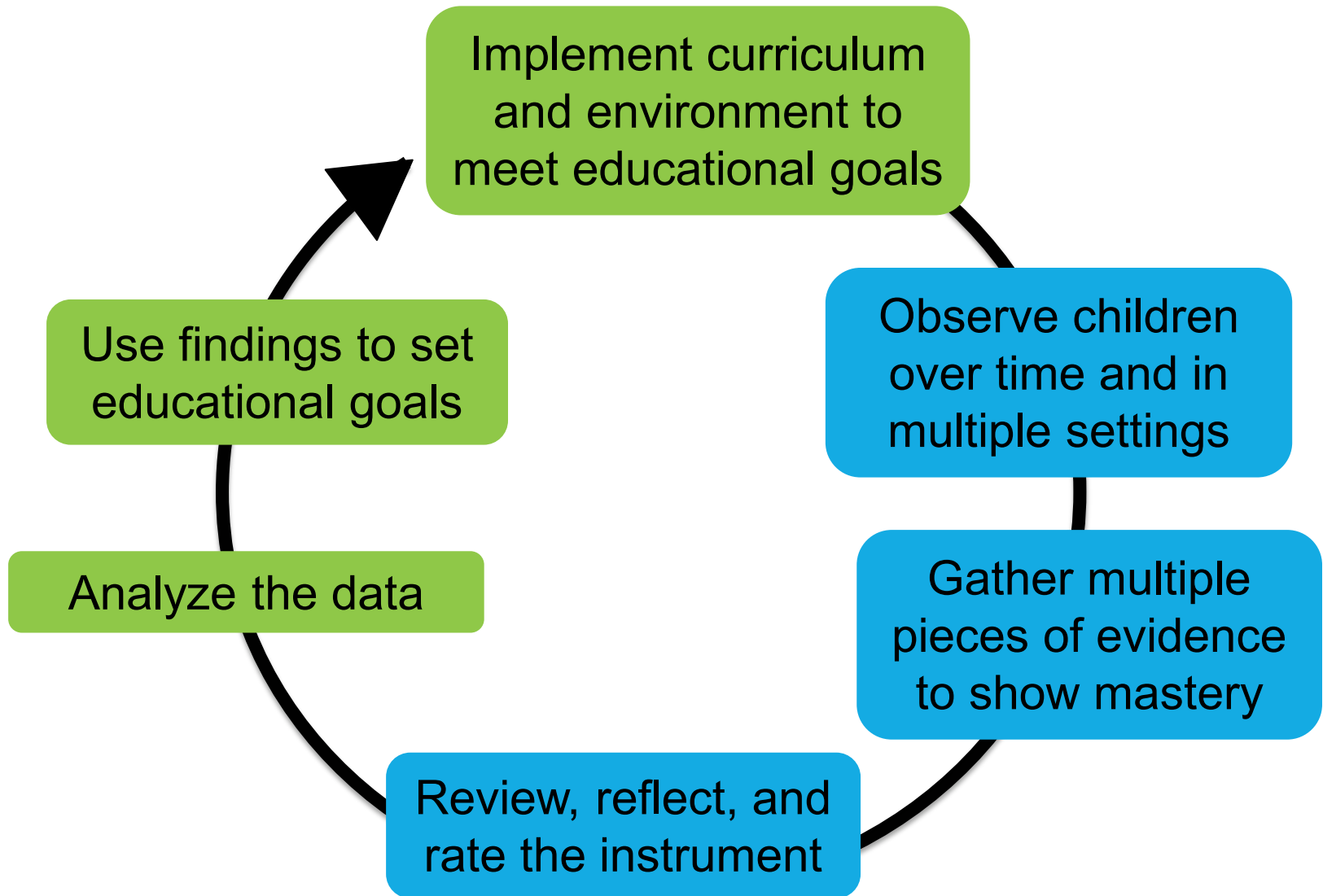# Questions KIDS Can Help Answer About Kindergarten Readiness in Illinois

What are the **learning and support needs** of an incoming class of kindergarten children, including social and emotional needs?

What are **state trends** in a given year and across years?

In what specific areas of development can the Illinois State Board of Education **provide support**?
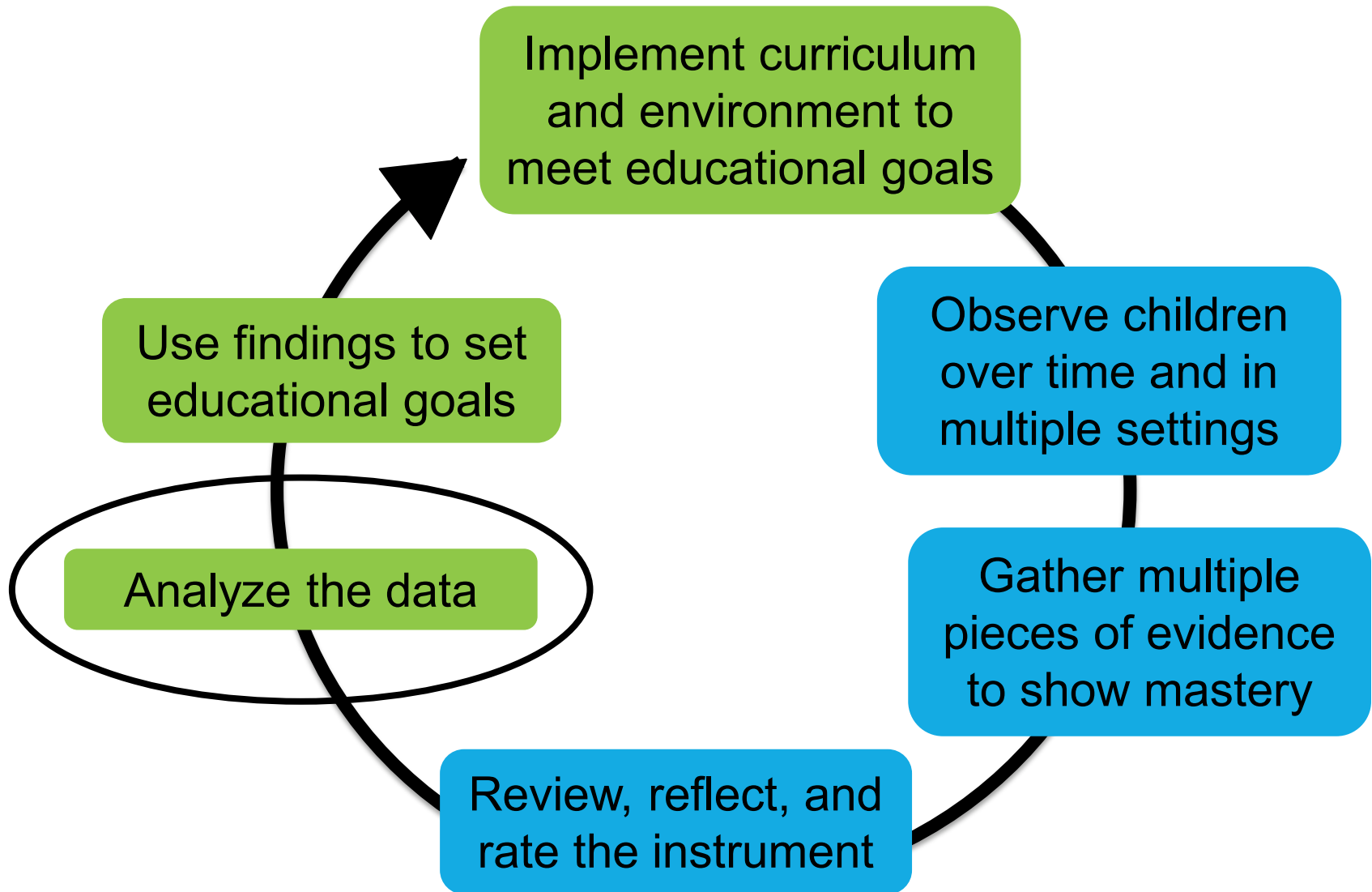
KIDS Assessment Cycle

Implement curriculum and environment to meet educational goals

Observe children over time and in multiple settings

Gather multiple pieces of evidence to show mastery

Review, reflect, and rate the instrument

Analyze the data

Use findings to set educational goals

Interpreting KIDS Results: An Example

Up Next…

Describing Distributions

Let's start by describing distributions. What do you notice about the distribution below?

Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle
0%	55%	45%	0%	0%

Total Children: 20

Share your comments and questions in the chat box.

Describing Distributions

Let's start by describing distributions. What do you notice about the distribution below?

Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle
0%	20%	40%	20%	0%

Total Children: 20

Share your comments and questions in the chat box.

Describing Distributions

Let's start by describing distributions. What do you notice about the distribution below?

Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle
50%	30%	10%	10%	0%

Total Children: 20

Share your comments and questions in the chat box.

We will practice interpreting KIDS data with a sample report.

We'll look for:

- Anything that stands out at first glance
- Students' strengths and areas of need

Turn to…

KIDS DATA USE WEBINAR: INTERPRETING SAMPLE REPORTS

INTERPRETING KIDS RESULTS (pg. 2)

Don't have these handouts? Download the files in the chat box.

Your Turn

Take a deep breath and spend a few minutes looking across the 14 measures.

Share what stands out to you in the chat box.

Strengths and Areas of Need

What **strengths** do you notice?

What **areas of need** do you notice?

Share your responses in the chat box.

Other Questions to Consider

What **other questions or hypotheses** would you want to consider?

Example: On average, are my male students at different developmental levels compared to my female students in the ATL-REG domain?

*Maybe I should look at **group reports** for gender.*
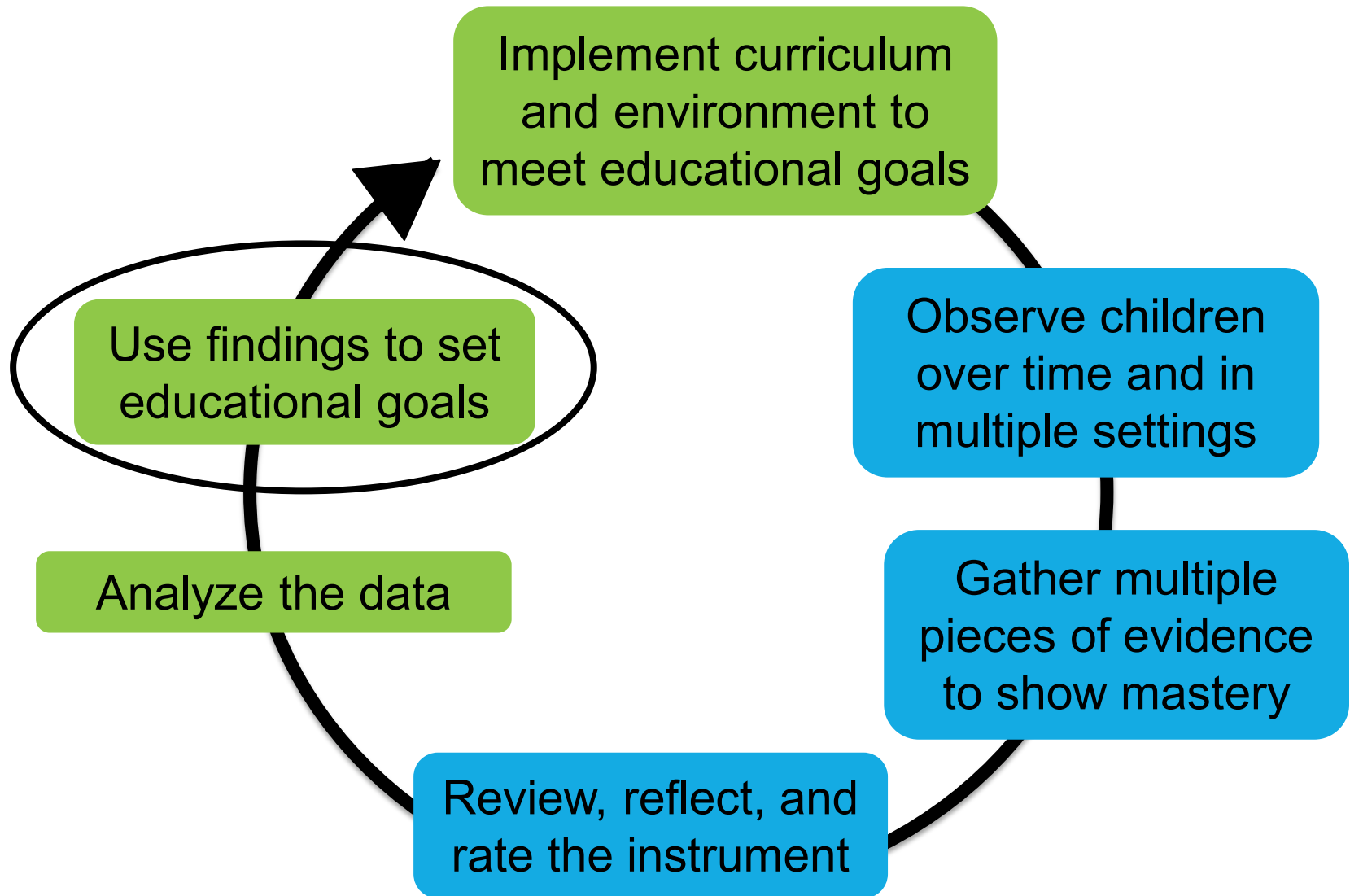
Share your response in the chat box.

About KIDStech Reports:
Student Characteristics Available

- Age
- Birth Date
- Date of Enrollment
- Date of Assessment
- Languages Spoken at Home
- Native Languages
- Gender
- Ethnicity/Race
- Individualized Education Plan
- DPDR Status (Unlocked or Locked)

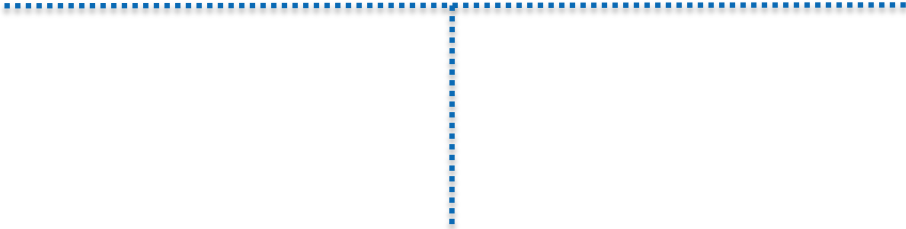**Refer to the "Creating Group Reports in KIDStech" handout for more information.**

Up Next…

Implement curriculum and environment to meet educational goals

Observe children over time and in multiple settings

Gather multiple pieces of evidence to show mastery

Review, reflect, and rate the instrument

Analyze the data

Use findings to set educational goals

Setting Educational Goals & Developing Action Steps:
An Example

Turn to…

KIDS DATA USE WEBINAR: INTERPRETING SAMPLE REPORTS

DEVELOPING ACTION STEPS (pg. 4)

Interpreting Sample Reports

What **goal(s)** would you recommend for the teacher of the class in the sample report?

What immediate **action steps** might you take to begin making progress?

- Modify classroom practices and/or classroom setup.

- Develop an individualized instruction strategy.

- Share findings and collaborate with parents, other teachers, and school administrators.

Interpreting Sample Reports

What will the **outcome** look like?

How would you plan to **monitor progress**?

- Divide actions steps into smaller to-dos for weekly or monthly checklists.
- Administer KIDS again to keep track of changes in student development.
- Check in regularly with other kindergarten teachers to stay on top of goals, to celebrate successes, and to discuss challenges.
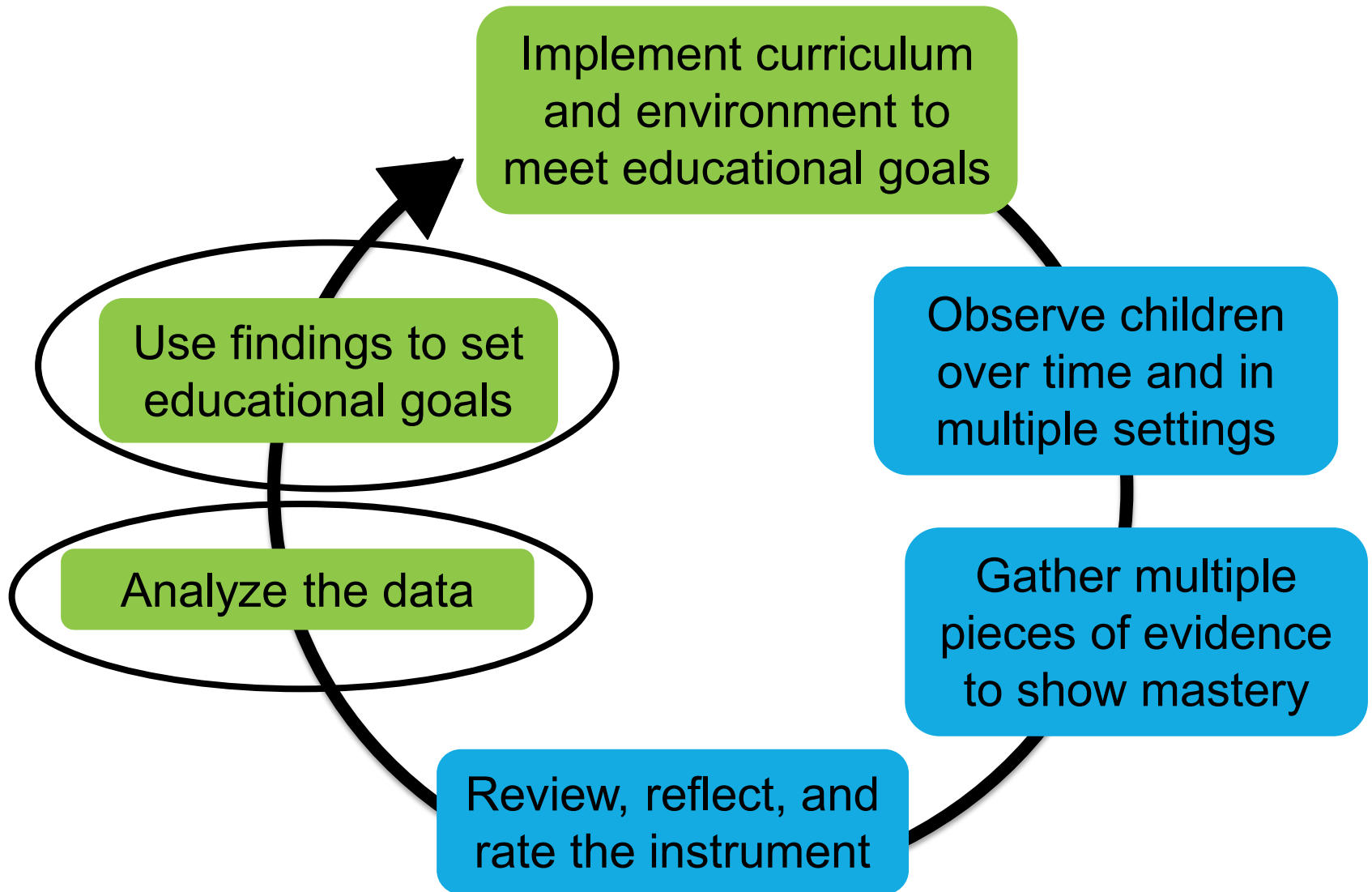
Interpreting Sample Reports

Share at least one goal and monitoring strategy in the chat box.

Offer advice and **ask questions** about the goals you hear.
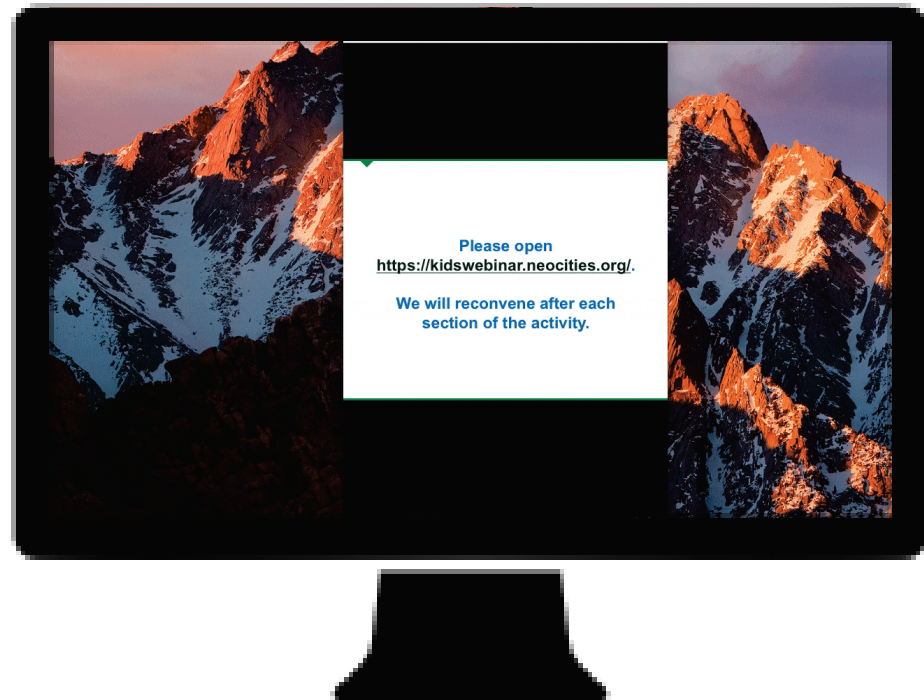
Interpreting Your KIDS Data and Setting Goals

Up Next…

Implement curriculum and environment to meet educational goals

Observe children over time and in multiple settings

Gather multiple pieces of evidence to show mastery

Review, reflect, and rate the instrument

Analyze the data

Use findings to set educational goals

Your Turn

You'll have a chance to answer some questions online to **interpret your own** KIDStech report (or a sample report).

We suggest keeping the webinar window and website window open together.

- Make sure the webinar is NOT in full screen.
- Click the link to the website.
- Resize both windows so that you can see them at the same time.

The website works best in Chrome and Safari.

Please open
https://kidswebinar.neocities.org/.

We will reconvene after each
section of the activity.

Please open https://kidswebinar.neocities.org/.

You'll have a chance to share responses after each section of the website.

Activity Setup

KIDS Data Use Webinar

Interpreting Your KIDS Data

This part of the webinar requires access to an electronic device, such as a laptop, desktop, or tablet.

Do you have your own device to use, or are you sharing a device with others?

| I have my own device. | I am sharing a device with others. |

Do you have your **own device** to use, or are you **sharing a device** with others?

Please answer the prompts to continue setup. Stop when you see "Interpreting Your KIDS Data" at the top of the screen.

Section 1: Initial Observations

What stands out to you?

Share your response in the chat box.

Section 2: Distribution

Distribution

Restart

2. Looking across all of the domains, are there notable differences in ratings?

3. Looking within each individual domain, are there notable differences in ratings?

Strengths and Areas of Need

Pick one question from the two and **share your response to that question in the chat box.**

Please do not click "Strengths and Areas of Need" until the presenter changes slides.

Section 3: Strengths and Areas of Need

What strengths and/or areas of need did you notice?

Share your responses in the chat box.

Please do not click "Further Questions" until the presenter changes slides.

Section 4: Further Questions

Further Questions

6. Would you benefit from pulling any other KIDStech reports? If so, which reports might help?

7. Are there other data you have that would help you understand what you are seeing?

8. Are there individual students you want to keep in mind when setting goals?

Done

This section is optional but may be helpful to consider.

Please do not click "Done" until the presenter changes slides.

Please click Done **now.**
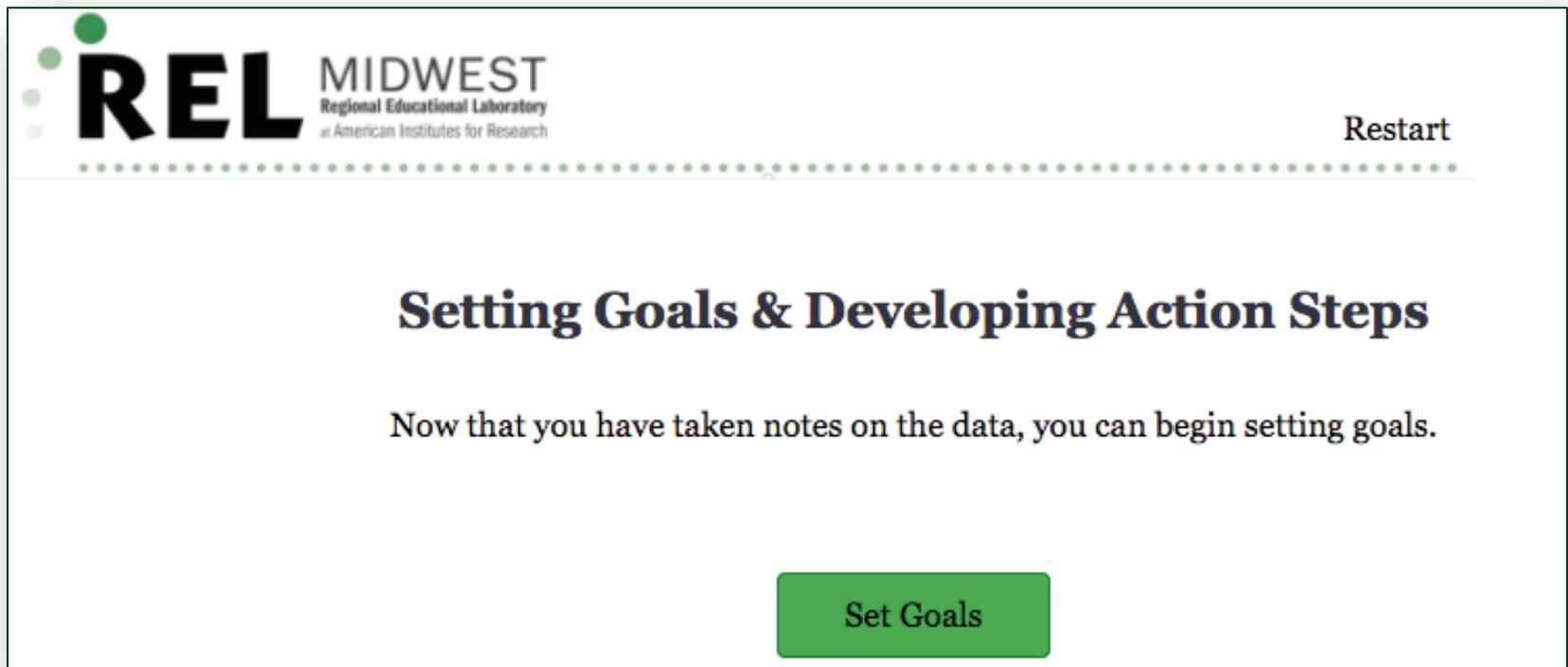

Save your responses!

Print

Email

Setting Goals & Developing Action Steps

Click "Setting Goals and Developing Action Steps" at the bottom of the page.

Setting Goals and Developing Action Steps

You should now see the screen below.

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Restart

Setting Goals & Developing Action Steps

Now that you have taken notes on the data, you can begin setting goals.

Set Goals

Setting Goals and Developing Action Steps

Reflect on the insights you gained about the KIDS data from the previous section of the module.

Click here to view guiding questions and example action steps in this window.

Click here to view guiding questions and example action steps in a pop-up window.

What goal(s) do you want to set?

What steps do you need to take to complete the goal?

How will you measure progress?

Done

Share at least one goal you set in the chat box.

Please click Done **now.**

Save your responses!

Print

Email

Thinking Ahead

Thinking Ahead

Reflect on what you learned about your students during the most recent KIDS observation and reporting processes.

Evaluate the potential of **collecting more measures** and **adding another round of data collection.**

Share your response in the chat box.

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