



Kindergarten Individual Development Survey  
Every Illinois Child Ready for Kindergarten

## SUGGESTED MESSAGING POINTS TO FRAME KIDS DATA

Please contact Terri Lamb at the Illinois State Board of Education at [tlamb@isbe.net](mailto:tlamb@isbe.net) or (217) 524-4835 if you have any questions about how to frame the KIDS data locally. Please note: The 2018 KIDS statewide and district-level data is under an official review period and not available to the public until June 25, 2019.

### DATA TRENDS YEAR OVER YEAR

- The 2019 KIDS report includes data collected in fall 2018. This was the second year that KIDS data was collected statewide.
- The statewide data show modest improvements on most key data points, but it is important to note that each year teachers are observing a different students. Therefore, comparing groups and ratings across years may be inappropriate or misleading.
- KIDS technical advisers – and research as a whole – suggest that two years of data is not sufficient to identify trends.
- Data provides information for the state and for districts to identify where more resources may need to be allocated to increase local understanding of and opportunities for quality early learning experiences.
- The 2018 data set includes more districts and students than 2017 and may offer a more representative indication of statewide “readiness” for the students observed.

### DEMONSTRATING READINESS

- Demonstrating readiness means that during the first 40 days of school, students displayed the skills, knowledge, and behaviors for all three developmental areas: language and literacy, math, and social and emotional development.
- The state average for students demonstrating readiness in fall 2018 is 26 percent.
- Should a district wish to share this information with its community, ISBE suggests language like the following: *“The district average for students demonstrating readiness is XX percent.”*
- The majority of students in most districts across Illinois need additional support.
- Districts with students demonstrating readiness above the state average in one or more developmental areas might highlight specific programs, services, or investments that are working well.
- Districts with students demonstrating readiness lower than the state average in one or more developmental areas may want to highlight the inadequacy of funding sources or other barriers children face in accessing strong early childhood education programs.

## DEVELOPMENTAL AREAS

- Students statewide showed the lowest levels of readiness in the math. Of the students rated on the required 14 State Readiness Measures:
  - 53 percent demonstrated readiness in social-emotional development;
  - 46 percent demonstrated readiness in literacy and language development; and
  - 33 percent demonstrated readiness in math.
- This developmental area data will vary by district.
- Should a district wish to share this information with its community, ISBE suggests language like the following: *“Students in our district showed the highest levels of readiness in [development area].”*
- KIDS data provides an opportunity for districts to better understand the developmental needs of students in the aggregate and at the school and classroom levels. They are able to make more informed decisions about resource allocation and individual learning supports for students.
- KIDS also offers a great opportunity to engage parents in supporting children with specific areas of developmental needs. ISBE offers resources and suggested activities for families to engage in at home to support their children’s development in language and literacy, math, and social and emotional development at [www.isbe.net/KIDS](http://www.isbe.net/KIDS).
- Districts may want to connect with early childhood programs in their area to coordinate on curriculum alignment and target specific areas of student development.

## RACE

- The data show early gaps between students of different races, reinforcing the need for equitable supports in school. Of the students whom teachers observed on the required 14 State Readiness Measures:
  - Latino students entered kindergarten with a readiness rate of 15 percent.
  - Black students entered kindergarten with a readiness rate of 22 percent.
  - White students entered kindergarten with a readiness rate of 32 percent.
  - Asian students entered kindergarten with a readiness rate of 33 percent.
- The reasons why students of color are entering kindergarten behind their White peers are complex.
- The reasons for disparities also tend to be most prevalent among households with children under the age of 5, the most critical years for human brain development.
- Districts with students of color entering above the state average or ahead of their White peers may consider highlighting what might be contributing to the success (e.g., strong early childhood programs, collaboration across community systems, or a focus on early intervention).

## PRE-K

- Children enter kindergarten with a wide range of prior child care and education experiences, including in-home care, child care centers, family care, Head Start, prekindergarten and privately run programs.
- Decades of evidence has documented the important role quality early childhood programs play in children’s life-long academic success and in providing strong economic value to communities.
- Investing in early childhood programs typically costs less than interventions and support needed

to help students catch up later in life.

- Districts with access to comprehensive data on students' experiences prior to kindergarten may want to highlight readiness based on those indicators.

#### **AVAILABLE SUPPORTS AND RESOURCES**

- Regardless of circumstances and resources, all districts must be prepared to meet families and children where they are at and support children's learning needs as they enter kindergarten.
- Take advantage of KIDS coaches to establish and reach district-specific goals, based on results. Find your regional KIDS coach at [www.isbe.net/Pages/KIDS-Coach-Map.aspx](http://www.isbe.net/Pages/KIDS-Coach-Map.aspx).
- KIDS can help districts open the lines of communication with the community at large, including the early childhood community.
- KIDS can help schools build stronger relationships with parents and families and provide them with additional information, tools, and resources to support their child's developmental needs outside the classroom. A family toolkit is available at [www.isbe.net/KIDS](http://www.isbe.net/KIDS).