



DISTRICT GUIDANCE FOR KIDS DATA RELEASE

Thank you to all of the districts in Illinois for outstanding participation in the statewide implementation of the Kindergarten Individual Development Survey (KIDS). More than 99 percent of districts implemented KIDS in 2018, which was the second year of mandatory data collection across the state. ISBE deeply appreciates the effort made by the state’s teachers and administrators. We are committed to making the data widely available so that we can collectively better support the learning needs of young children. The following guidance is intended to help districts plan and execute a smooth public release of KIDS data locally.

If you have any questions regarding KIDS data, please contact Terri Lamb at tlamb@isbe.net or (217) 524-4835.

TIMING

KIDS 2018 data is considered preliminary and in a review period under embargo until the statewide data and report are finalized and made publicly available on June 25, 2019. Districts will have the opportunity during this time to review the data for accuracy and share any concerns with ISBE prior to its finalization and public release in the statewide KIDS report. **In addition, districts are encouraged to consider how to use local KIDS data internally for the purposes of planning and resource allocation.**

Districts may share their preliminary KIDS data only with individuals whom they determine to have legitimate educational interests with the express understanding that the data are not to be shared publicly until after the official statewide release in June. The embargo extends to local school boards due to the fact that information shared with school boards becomes subject to the Illinois Freedom of Information Act. Informal conversations with individual board members – only when necessary – are acceptable. Publicly available discussions, presentations, and reports based upon embargoed data may not occur during the embargo period. ISBE has provided the statutory reference below:

This preliminary KIDS data is exempt from disclosure under the Illinois Freedom of Information Act (FOIA) as preliminary drafts or notes in which opinions are expressed or policies are formulated; as such, it should not be disclosed in public meetings, to members of the media, or via social media until it is finalized. FOIA’s “preliminary materials and drafts” exemption, found at 5 ILCS 140/7 (1) (f), protects such preliminary materials in which opinions are expressed, or policies or actions are formulated. Unless the head of the governmental body (i.e., local school board) publicly identifies and cites the preliminary material, it will not need to be made available for inspection.



ACCESSING KIDS DATA

Data in **Ed360** can be viewed from an **Adminview** (district and school summary plus drill down to student details) or from a **Teacherview**. (Teachers can see classroom summary and student details.) Find information about granting user access to Ed360 on pages 3-6 in the Ed360 [Opt-in Guide](#) and in this [Ed360 + EIS video](#) module. The District Administrator must grant appropriate access to the KIDS data in **SIS**. Please ensure that the KIDS Coordinator in your district receives all the necessary information by reviewing and, if necessary, updating your KIDS Coordinator role in the Entity Profile System in IWAS.

AN OVERVIEW ON MEASURES AND DATA REPORTING

KIDS is an observational tool designed to help teachers, administrators, families, and policymakers better understand the developmental readiness of children entering kindergarten. KIDS is aligned to the Illinois Early Learning and Development Standards (IELDS) and Illinois Early Learning Standards—Kindergarten (IELS-K). IELDS are the state’s expectations for children’s learning and development at kindergarten entry. IELS-K are the state’s expectations for children’s learning and development at the end of kindergarten.

KIDS was designed to fully cover the breadth and content of the IELDS and IELS-K with a relatively small number of measures in each domain. Each KIDS domain was carefully constructed to represent a distinct area of children’s learning and development defined by child development research and practice. The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain’s developmental constructs. Each domain contains multiple measures, and each measure consists of a sequence of developmental levels or a progression along which a child’s observed behavior is assessed. Measures represent the individual assessment items in the KIDS instrument. Teachers assess children at a developmental level for each measure, which represents a point along the developmental progression. The levels are organized in a sequence by two categories: Building (Earlier, Middle, Later) and Integrating (Earlier, Middle, Later).

The Illinois minimum requirement of 14 State Readiness Measures, is a smaller, validated sample of measures from the four most critical learning domains in the KIDS tool—Approaches to Learning and Self-Regulation, Social and Emotional Development, Language and Literacy, and Math. This subset of **14 measures provide a proxy of readiness at the beginning of kindergarten** and are organized into three developmental areas—language and literacy, math, and social and emotional development. Each developmental area is assigned a numeric range and threshold associated with kindergarten learners. Students are demonstrating readiness if they reach the



threshold in all three developmental areas. They need additional support if they reach the threshold in zero, one, or two developmental areas.

APPROPRIATE USES OF KIDS DATA

ISBE currently requires districts to collect the **14 State Readiness Measures** for each kindergartner within the first 40 days of school. Districts have the option to collect up to the full 55 measures and have the option to perform the assessment again in the winter and the spring.

- The 14 State Readiness Measures are select metrics that **provide a population-based proxy** about the overall readiness of a group of children at the beginning of kindergarten.
- The 14 State Readiness Measures are not intended to be a comprehensive indicator of an individual child's "kindergarten readiness" as they are a summary of the total measures needed to provide a complete snapshot of a child's full development.

The 14 State Readiness Measures represent a sampling of areas of learning that kindergarten teachers routinely identify as key to children's success in kindergarten. Evidence for the 14 measures is collected within the first 40 days of instruction to document children's development and learning at kindergarten entry. The 14 measures provide a means, at an aggregate level, to begin to understand in a general way the learning and support needs of an incoming cohort of kindergarten children.

Information from the three subsets is useful for providing the state with an annual snapshot that gives an overall indication of children's development across the state at the beginning of kindergarten. The three subsets for the KIDS 14 State Readiness Measures provide common indicators that can be used in all districts throughout Illinois. The primary value of a statewide indicator is to have a common assessment of children's readiness that is collected via the same rubric for all kindergarten children across the state. Looking at these trends within a given year, as well as how the trends change across years, will help ISBE understand where children, schools, and districts may benefit from additional support in specific areas of development. This information can also guide the provision of additional strengths-based support for children and teachers from school and district-level administrators.

Aggregate subset ratings (or developmental areas) provide population-level data points to schools, districts, and the state to inform school readiness efforts in a general way and can guide local conversations about supporting children's learning and development within communities, including early learning communities, and with families. ISBE will prepare aggregate subset ratings and provide them annually to district and school administrators.



INAPPROPRIATE USES OF KIDS DATA

KIDS is intended to determine the skills and knowledge of a group of students upon entering Kindergarten (class, school, district, state) and identify areas in which they need to grow for long-term educational success. KIDS data should **not** be used for the following purposes:

- **School Accountability:** A child’s skills and development upon kindergarten entry are not reflective of the performance of the school and/or district in the child’s community. Using KIDS results to determine school performance would be both inaccurate and unwarranted. In cases where districts are interested in publicly releasing school-level data, ISBE recommends sharing the data in the context of ranges, quartiles or other means that provide a “readiness range.” For example, “of the students entering kindergarten in the school year 2017, X percent demonstrated kindergarten readiness during the initial screening conducted within the first 40 days of instruction. School averages range from X to X percent.”
- **Teacher Performance or Evaluation:** Just as a school or district is not responsible for a child’s development and skills prior to kindergarten entry, KIDS results should never be used to hold kindergarten teachers accountable for readiness. Teachers also should not be evaluated based on student readiness.
- **Student Placement and/or Retention Determinations:** Student level KIDS data can provide teachers and districts with preliminary information regarding potential areas of strength and areas of focus for a particular child across the kindergarten year, but student ratings should never be used to determine whether a child is enrolled in kindergarten or placed in another grade.

FINAL STATEWIDE AND DISTRICT DATA AVAILABILITY

ISBE will release final district- and state-level summary of KIDS data on June 25, 2019. The summary will include data based on students who were rated on the state-required 14 Measures of Readiness. The public summary will include the percentage of students who were demonstrating readiness, the percentage of students reaching readiness in each developmental area—language and literacy, math, and social and emotional development – and the percentage of students reaching readiness by race and other demographics.

SUPPRESSION RULES

ISBE will suppress KIDS data for districts with fewer than 10 students rated on the 14 State Readiness Measures in data available to the public in an effort to mitigate risks of personally identifiable information. Districts with fewer than 10 students rated on the 14 State Readiness Measures also should refrain from releasing KIDS data to the public at the local level.



EXEMPTIONS

ISBE released a list of possible KIDS exemptions to districts for fall 2018 data collection. If a district provided ISBE with a valid exemption code for a student, the student is excluded from the data file. Students who were not enrolled in the same district for at least 30 of the first 40 days of school are generally excluded from the data set. However, in both of these cases, if a teacher submitted ratings for a student on all of the 14 State Readiness Measures, ISBE included the student's data in the final calculations.

CLASSROOM DATA AVAILABILITY

Ensuring that KIDS data are collected and available to districts in the same academic year provides the greatest value to teachers and administrators. ISBE hope the earlier release of the preliminary district-level KIDS data encourages more districts to administer KIDS again during the spring rating period — at the 170th day of attendance— to track developmental progress of students in this current kindergarten class and provide data about student development as they approach first grade. Your specific district data entry window for spring will be determined based on your district calendar; however, KIDStech will be available for spring ratings in mid to late April. Conducting a second administration of KIDS in the spring is not a state requirement, but is highly encouraged to add utility for teachers, schools, and districts.

Statewide data provides districts with comparative data and perspective on how children are doing in one community compared to others and the state at-large. However, teachers need real-time data to immediately support their students' learning needs and communicate with parents about their child's strengths and areas for growth throughout the year.

Once data are entered and ratings locked into KIDStech, teachers can download a summary of their raw measure ratings for individual children in the "Review Ratings Report." Classroom summary reports provide domain and measure-level information for classroom planning and reporting purposes. Teachers who complete the 14 measures at both the beginning and end of the year will be able to print the individual child and group level reports at both time points and can see children's progress on those specific measures over the academic year. Once spring ratings are entered, teachers and administrators can produce classroom-, school- and district-level reports to gauge student and group developmental progress across the school year.

COMMUNICATING WITH PARENTS AND FAMILIES

Teachers should exercise caution in using the data to communicate with parents because the 14 State Readiness Measures are a proxy for kindergarten readiness and do not encompass all the



measures needed to determine a child’s overall development. The 14 State Readiness Measures provide teachers with information and insights that should be helpful in completing a student’s report card in the areas of math, language and literacy and social and emotional development.

Teachers are also encouraged to share a high-level summary of KIDS with parents and families during conferences as a supplement to a report card and any other tools the school uses. It is important to note that the 14 State Readiness Measures do not include ALL of the measures necessary to evaluate a child’s full development. (Note: If **districts are using the 29 KIDS measures in the five Readiness Domains**, they **can** use KIDS data as a report card as the measures cover all of the areas needed to determine a child’s development.)

ISBE has provided additional tools and resources at www.isbe.net/KIDS to support teachers in communicating KIDS information to parents.

FRAMING THE DATA

The purpose of KIDS is to provide districts and the state with a snapshot of the skills and development students demonstrate when they begin kindergarten. In turn, districts and teachers will have a realistic picture to guide classroom focus and instruction and can better prepare for the needs of the children they serve.

It is possible that KIDS data will look different than administrators and teachers anticipate. Here are some points to keep in mind when exploring KIDS data:

- Learning experiences prior to kindergarten greatly impact classroom-, school-, and district-level data.
- It is likely that most, if not all, students require targeted learning experiences in one or more developmental areas when they enter kindergarten.
- A quality preschool experience may not be enough to offset barriers to success that many children face in their everyday lives, including food insecurity, higher rates of unemployment, income disparity, housing instability, and poor health.
- KIDS results are based on teacher input. If teachers need additional support or training, now is the time to get that...for FREE!
- All kindergarten teachers were required to attend KIDS training where they learned how to use the KIDS tool. This training included guides on how to collect evidence and observations, determine ratings, and use information from KIDS for developmentally appropriate practice. Implementation tips, tools, and resources also were available throughout the school year for administrators and teachers on www.isbe.net.



DEMONSTRATING READINESS

There are many factors that determine a child’s “readiness” for kindergarten. The 14 Readiness Measures provide a proxy of “kindergarten readiness” as they include a narrow set of specific skills assessed by a small number of selected measures. This does not provide comprehensive coverage of the IELDS, IELS-K, or research-based developmental constructs that are represented in all of the KIDS domains. It does provide a directional indicator of children’s strengths and developmental areas that need more support. In addition, the KIDS tool measures Social and Emotional Development, which is not currently evaluated in the upper grades and is essential to a child’s lifetime learning.