KIDS

Kindergarten Individual Development Survey

Illinois State Board of Education
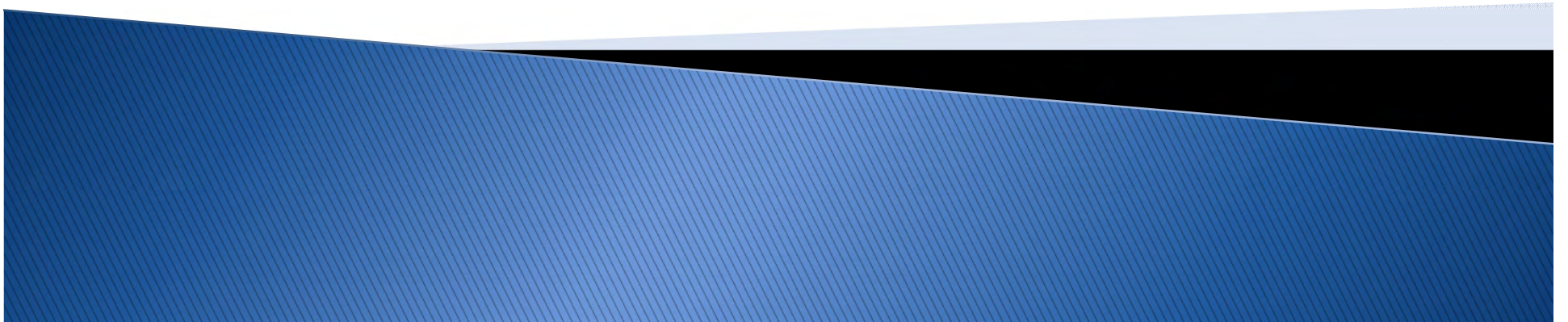
KIDS Advisory Meeting
June 2, 2014

Overview of Presentation

- Teacher Feedback

- Key Decisions for KIDS Implementation in 2014-15

Feedback Surveys and Webinars

Types of Feedback

- Feedback Survey 1: What's working and not working for KIDS Training and Support
  - Feedback Webinars: Reasons why training and support may or may not work

- Feedback Survey 2: Gather information to inform ISBE's decisions for instrument domains for each KIDS assessment cycle beginning 2014–15

Feedback Response Rates

Feedback Source	Participation Rates
Survey 1 (Winter)	51.9% (383/738)*
Feedback Webinars (Spring)	10.7% (70/653)**
Survey 2 (Spring)	53.4% (349/653)**

*738 teachers attended KIDS Training in years 1 and 2

**653 teachers currently implementing KIDS

- 85 teachers no longer implementing KIDS (e.g., district opted out, teacher no longer teaching Kindergarten)

Method for Obtaining Feedback

- Feedback Surveys 1 and 2
  - Individualized links provided via email
  - Coverage across all three IASA Super Regions

- Feedback Webinars
  - 10 one-hour webinars
    - 118 teachers registered; 70 teachers participated
    - 2 to 11 teachers participated in each webinar
  - Recruitment Efforts
    - Emails sent to KIDS teachers, district contacts, and administrators
    - WestEd and ISBE individualized outreach

Feedback Survey 1- Winter 2013

- Sub-group analysis:
  - By region
  - Half-day vs full-day classrooms
  - Bilingual vs English-instruction classrooms
  - Research vs implementation
- Identified few differences between sub-groups

Feedback Survey 1– Winter 2013

▸ **Teachers Responding to Survey 1**
- ◦ Research study participants (60 of 71; 85% response rate)
- ◦ Implementation teachers (323 of 667; 48% response rate)

- ◦ Participation from all IASA Super Regions

- ◦ Majority taught full-day kindergarten (implementation respondents: 92%; research respondents: 83%)
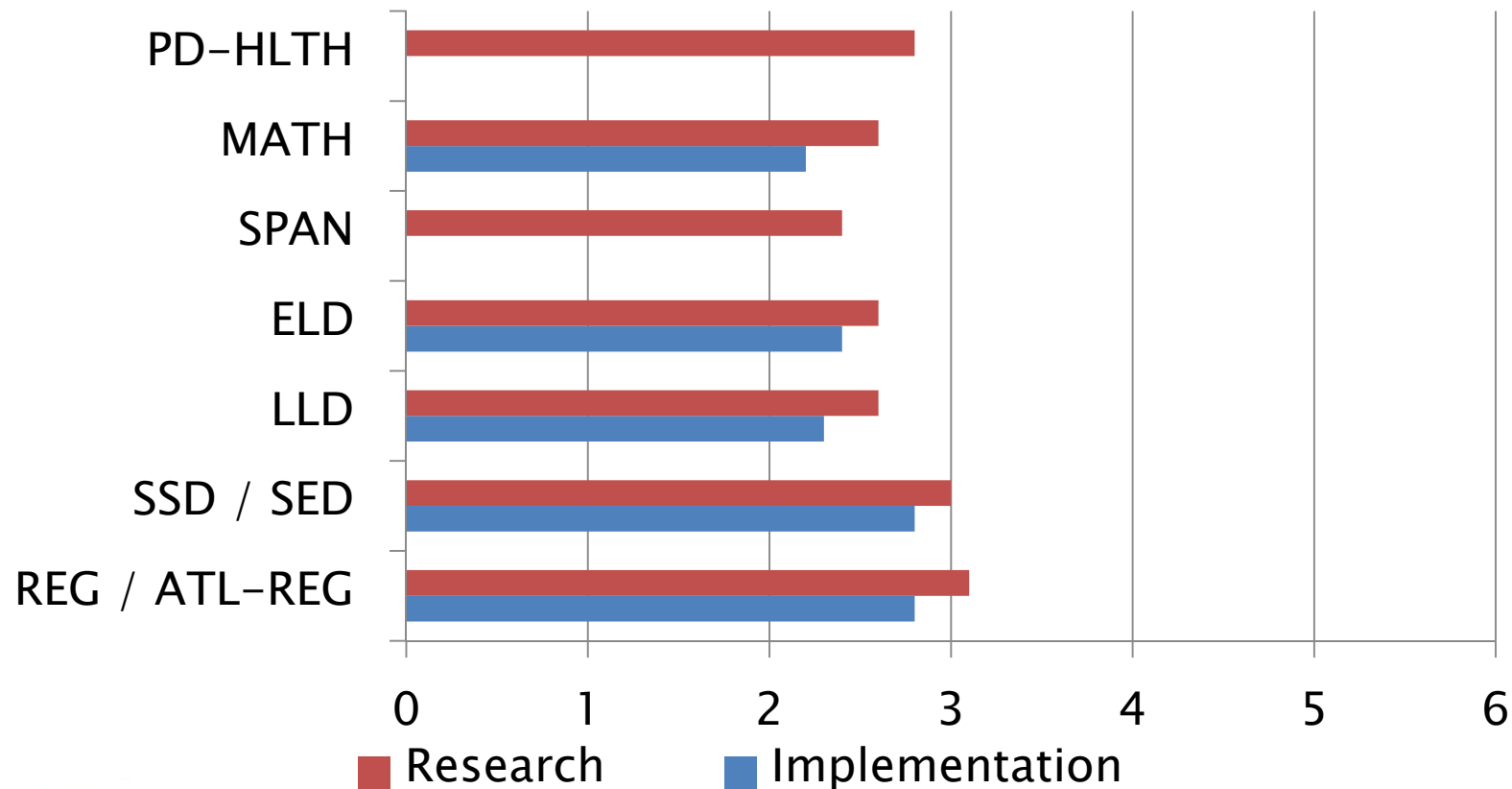
Understanding Purpose of KIDS

▸ Used a 6-point rating scale (1="not at all well"; 6="very well")

- Implementation teachers
  - 34% understood the various purposes of KIDS before training
  - 53% understood various purposes after training

- Research teachers
  - 36% understood the various purposes of KIDS before training
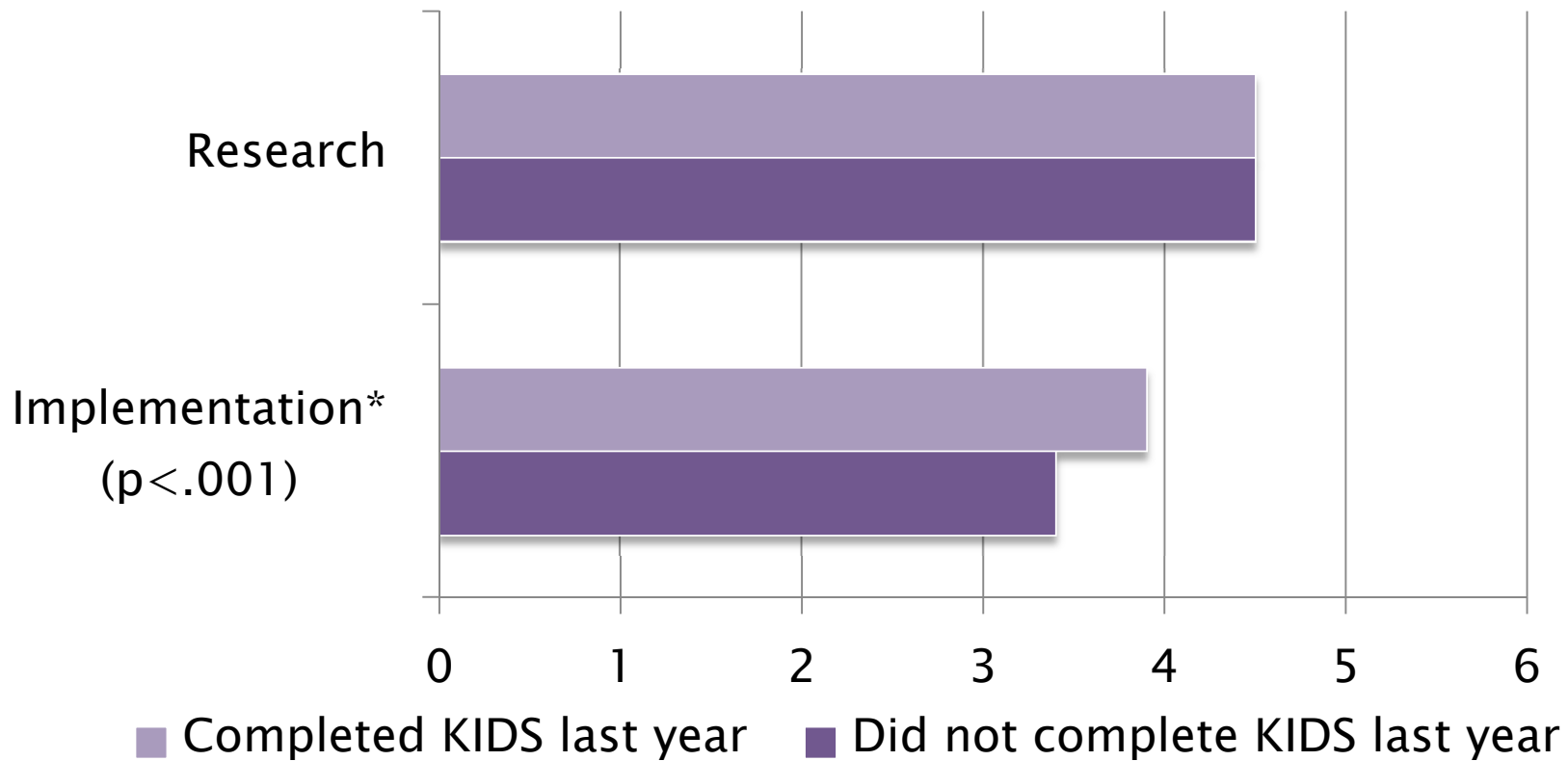 - 75% understood various purposes after training

KIDS Provides New Information about Children's Learning and Development

(average ratings: 1 = no new information; 6 = information I would not have gotten elsewhere)

Teacher Confidence in Using KIDS (Spring 2014)

Bar chart with vertical axis categories "Research" and "Implementation* (p<.001)" and horizontal axis from 0 to 6.

Legend: ■ Completed KIDS last year ■ Did not complete KIDS last year
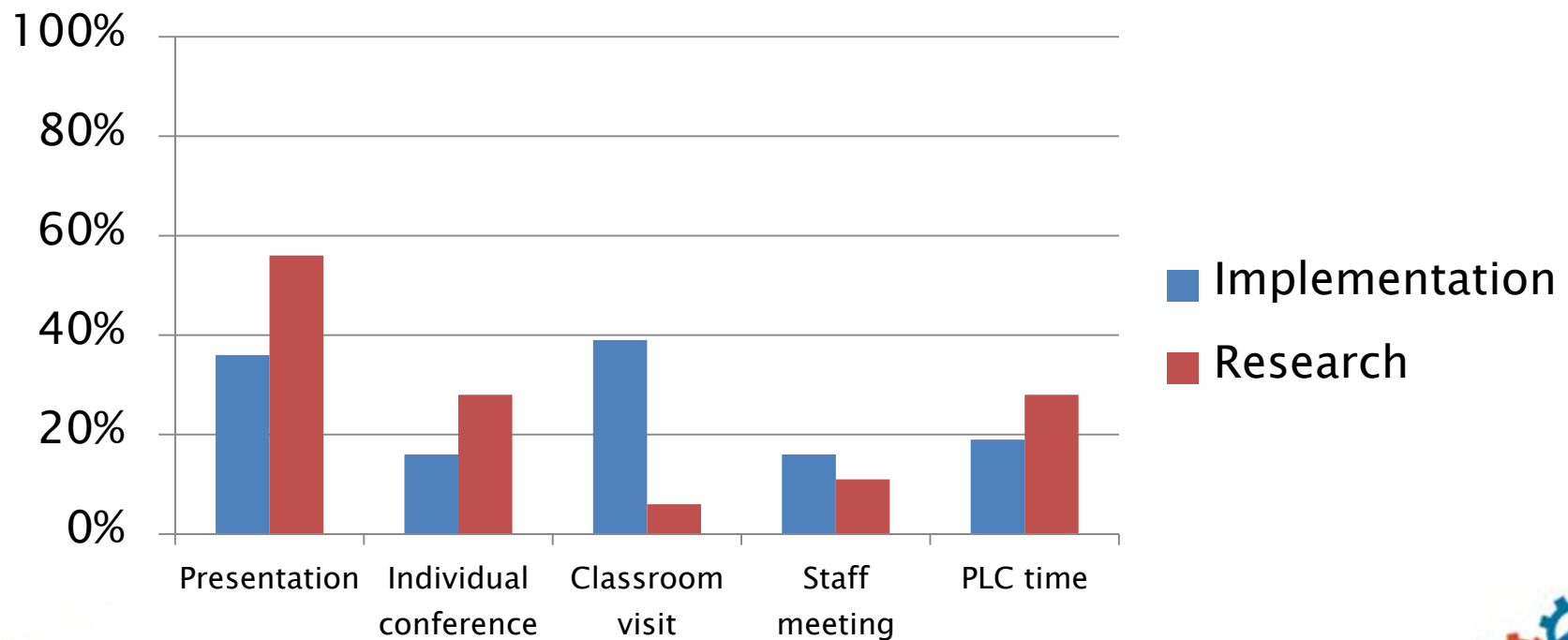
Desired Topics for Future Webinars

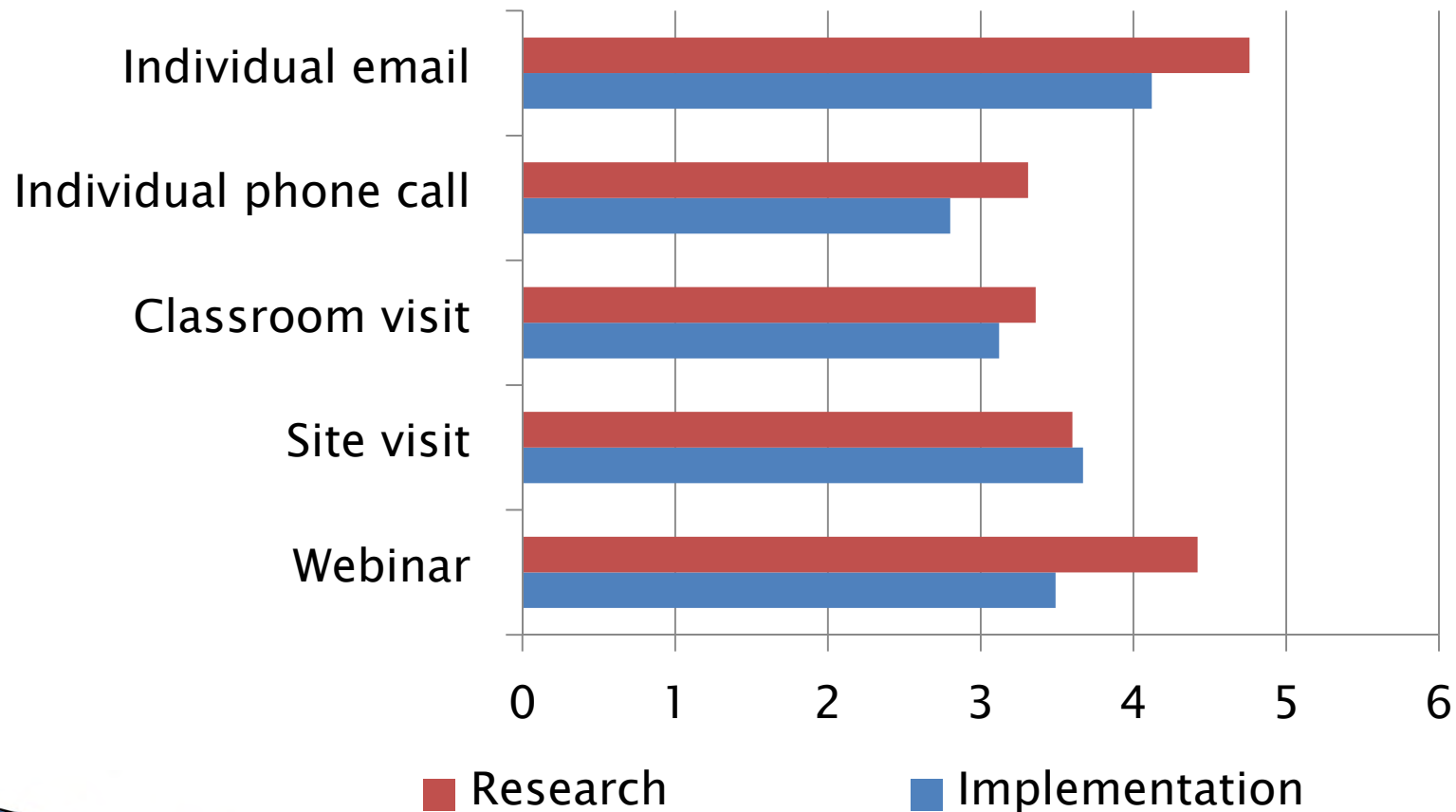(average ratings: 1= least helpful; 6 = most helpful)
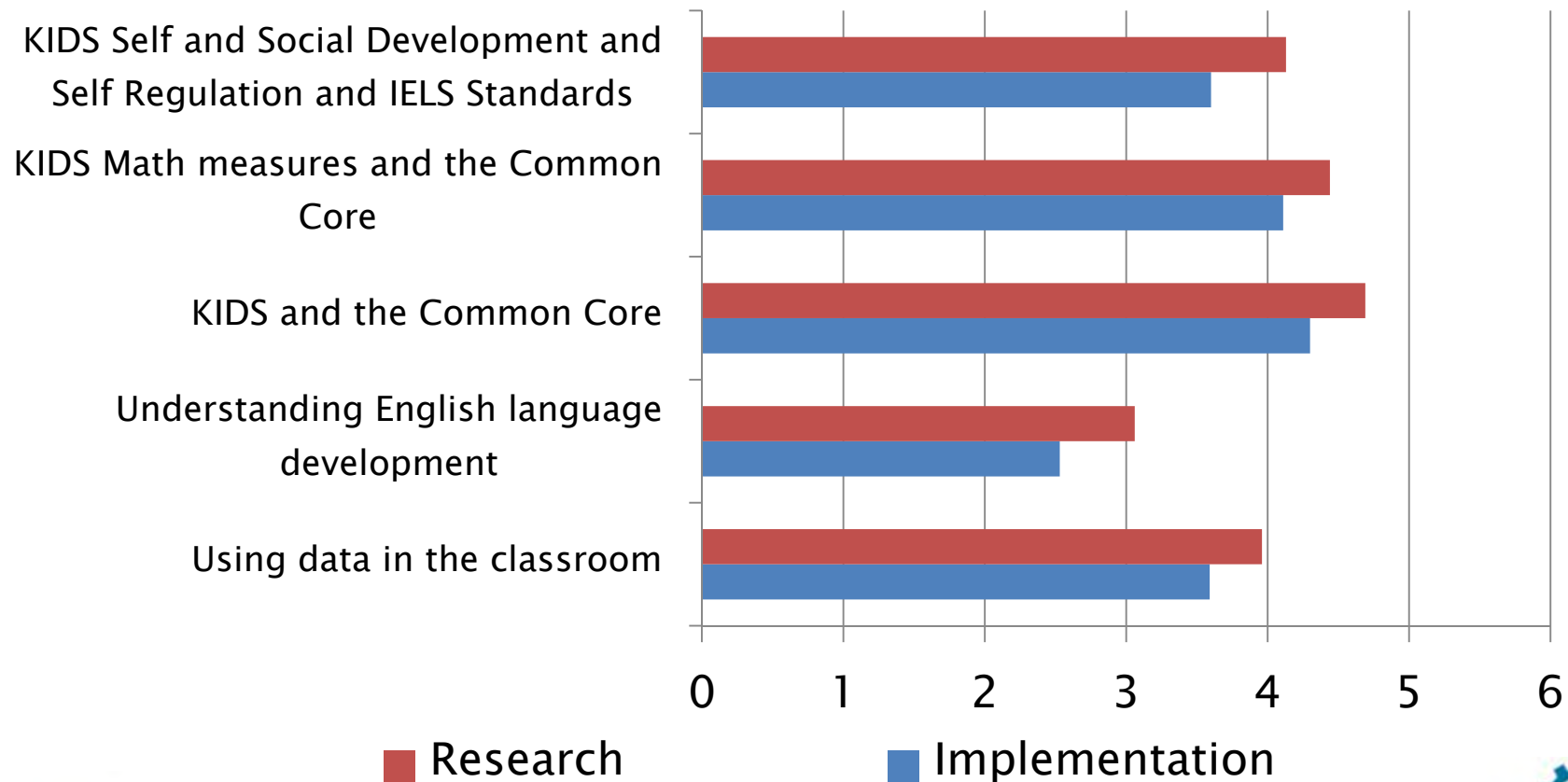
Type of Site Visit Received

35% of implementation teachers and 38% of research teachers had received a site visit to support KIDS implementation

Preferred Delivery System for KIDS Support
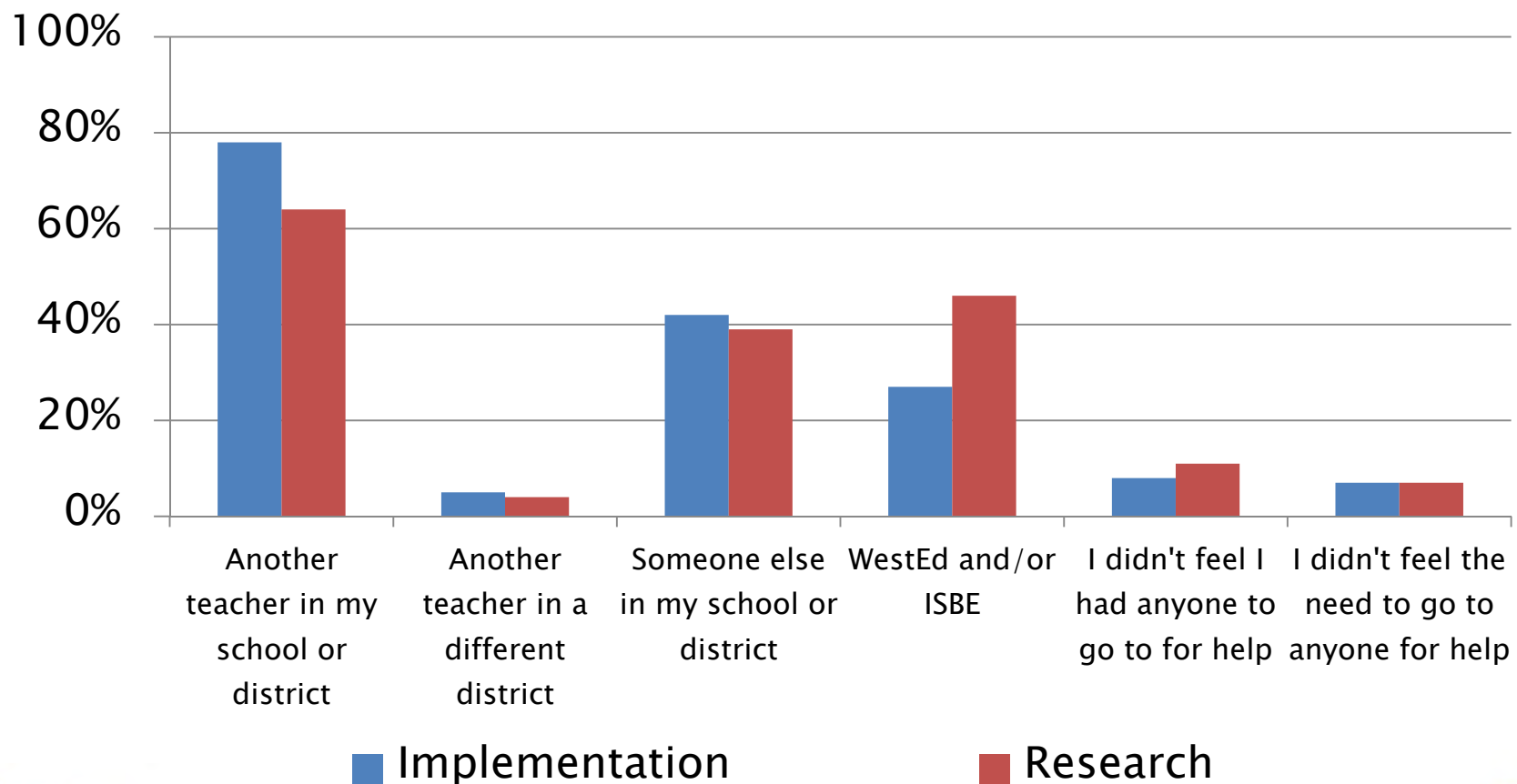(average ratings: 1= least prefer; 6 = most prefer)

Helpfulness of Calls or Emails with WestEd/ISBE to Complete KIDS

- Used a 6-point rating scale (1="not at all helpful"; 6="very helpful")

  - Implementation teachers
    - 67% helpful or very helpful
      - 30% very helpful

  - Research teachers
    - 79% helpful or very helpful
      - 37% very helpful

Other Teacher Support for Completing KIDS

Feedback Webinars: Improvement Suggestions

▶ **Documenting Children's Development**

  ◦ Strategies: anecdotal notes, work samples, pictures, checklists, video
  ◦ Suggested supports: release time, resources for organizing evidence, administrative support

▶ **KIDS Support: Suggestions**

  ◦ Open forum or blog where teachers could share experiences with and strategies for using KIDS
  ◦ Updates on changes to KIDS, how teacher feedback was used, what's next

Feedback Webinars: Overall Concerns

- Some key concerns expressed by participants about implementing KIDS
  - Time-consuming to document children's development and complete ratings
  - Overwhelming to do KIDS in addition to district-required assessments and other mandates

Feedback Survey 2 – Spring 2014

- **Teachers Responding to Survey 2**
  - 70 teachers (20%) reported participating in the research study in 2013-14

  - Participation from all IASA Super Regions

  - Majority taught full-day kindergarten: 93%

Survey 2 – What comes to mind when you think about 'readiness' for…

Kindergarten

- Social Skills (63, 19.8%)
- Able…to take turns, tie shoes, listen and share, cut with scissors, count, write first name, write some numbers, use bathroom, share, hold pencil (60, 18.8%)
- Letter Recognition (56, 17.6%)
- Follow…directions, rules, routines (51, 16.0%)
- Knowledge…letter/sound, alphabet, number, print concepts (48, 15.1%)
- Listen…for 10–15 minutes, to a story, to directions, during lessons (46, 14.4%)

First Grade

- Math (78, 24.5%)
- Sight Words (71, 22.3%)
- Count to 100 (60, 18.9%)
- Able…to write letters and simple words, work independently, read and comprehend, convey ideas in a drawing, blend and segment words, stay on task, make friends, spell words, sit in group for 20 minutes (47, 14.8%)
- Social Skills (36, 11.32%)
- Addition and Subtraction (33, 10.4%)

6 most frequent words and phrases in teachers' open-ended responses

Feedback Survey 2 – Spring 2014

Kindergarten

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Specific Responses

- "Foundational skills (letters, numbers, shapes, colors, positional terms) and Social emotional skills (play skills, turn taking, self regulation)."

- "Knowledge of some of the alphabet, recognizing numbers, emotionally ready, developing fine motor skills."

- "We take the students where they are socially and academically. It would be great if incoming students had some readiness skills to communicate their wants and needs, listen and be quiet for 5 minutes, hold a pencil, write their name."

Feedback Survey 2 – Spring 2014

Specific Responses:

- "Academic–knowing letters and sounds, phonemic awareness, math skills; handwriting–fine motor; Social emotional–attending to a lesson, following directions, getting along with others as well as problem solving."

- "Mastery of Kindergarten Common Core Standards for Reading and Math."

- "Myself I believe that we still should be looking at the whole child. Unfortunately, I don't think our system or philosophically opens us up to look at a child's social readiness for first grade."

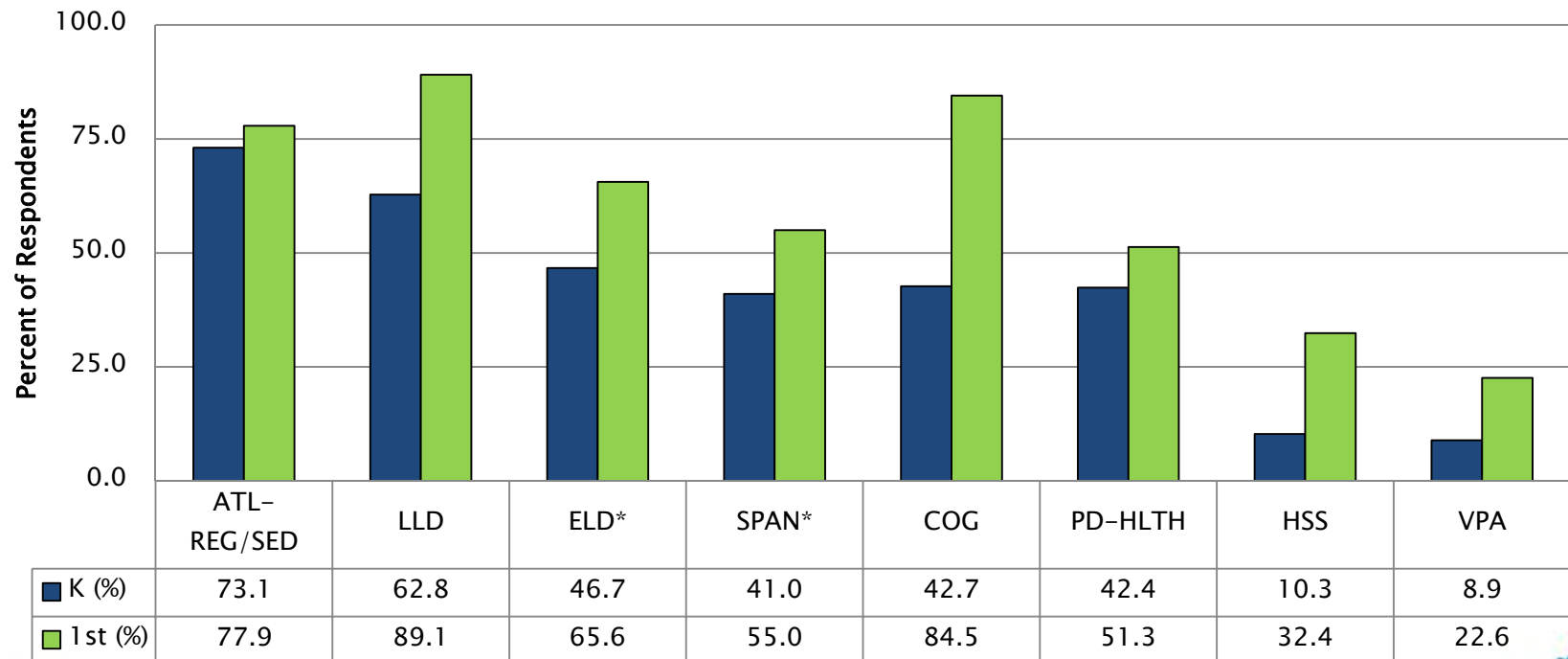### First Grade

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- **Addition and Subtraction** (33, 10.4%)

Feedback Survey 2 – Spring 2014

Of the learning areas below, which do you see as most essential for children's readiness? (at beginning of Kindergarten, at beginning of First Grade)

	ATL–REG/SED	LLD	ELD*	SPAN*	COG	PD–HLTH	HSS	VPA
■ K (%)	73.1	62.8	46.7	41.0	42.7	42.4	10.3	8.9
■ 1st (%)	77.9	89.1	65.6	55.0	84.5	51.3	32.4	22.6

Percent of Respondents

Feedback Survey 2 – Spring 2014

If you could assess no more than five areas of development, which would you pick? (at beginning of Kindergarten, at beginning of First Grade)

	ATL-REG	SED	LLD	ELD*	SPAN*	COG: MATH	COG: SCI	PD	HLTH	HSS	VPA
K (%)	77.1	82.2	90.8	31.5	11.7	75.1	7.2	52.7	6.6	5.4	3.7
1st (%)	74.8	75.4	90.8	28.9	10.9	87.7	20.1	43.3	4.3	12	4.9
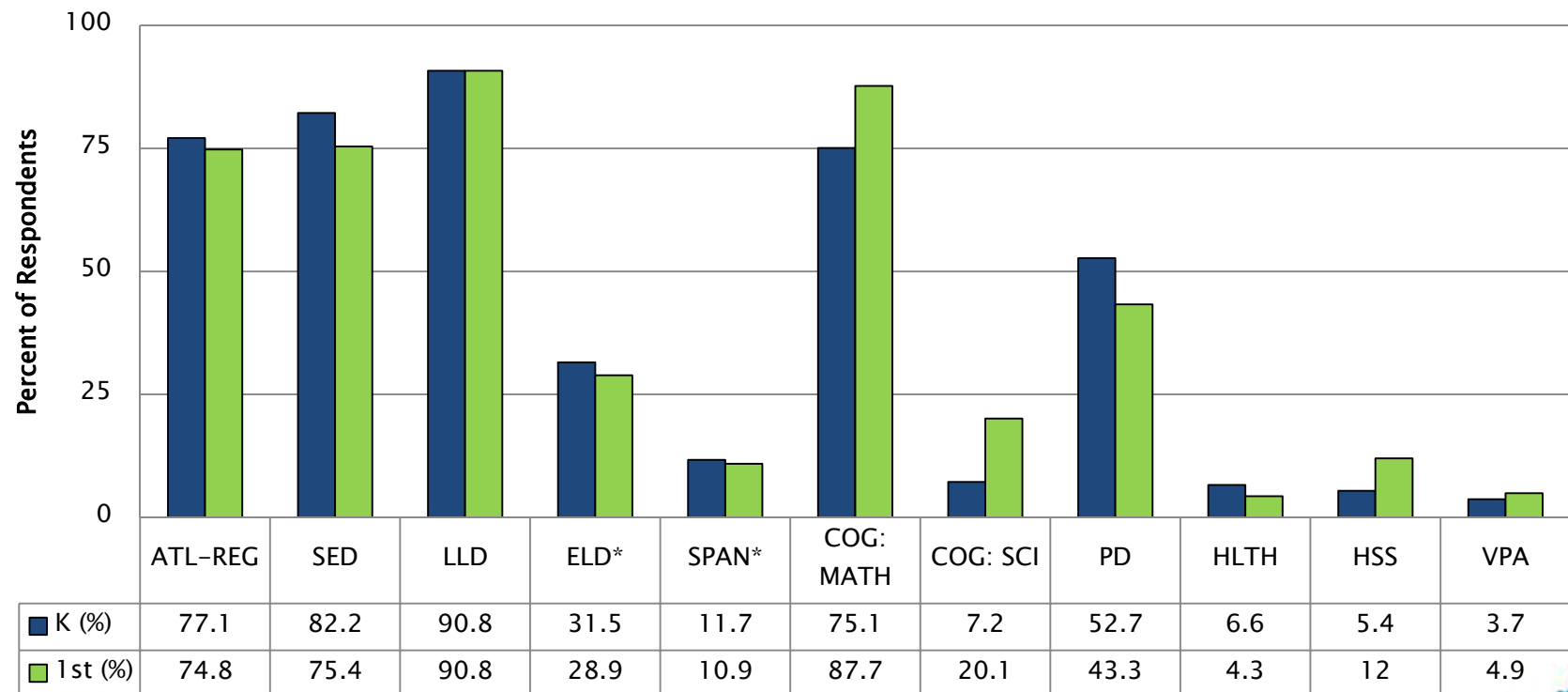
Feedback Survey 2 – Spring 2014

In thinking about children you have had in your kindergarten class, which scenarios indicate that children are "ready" to learn at the beginning of kindergarten?

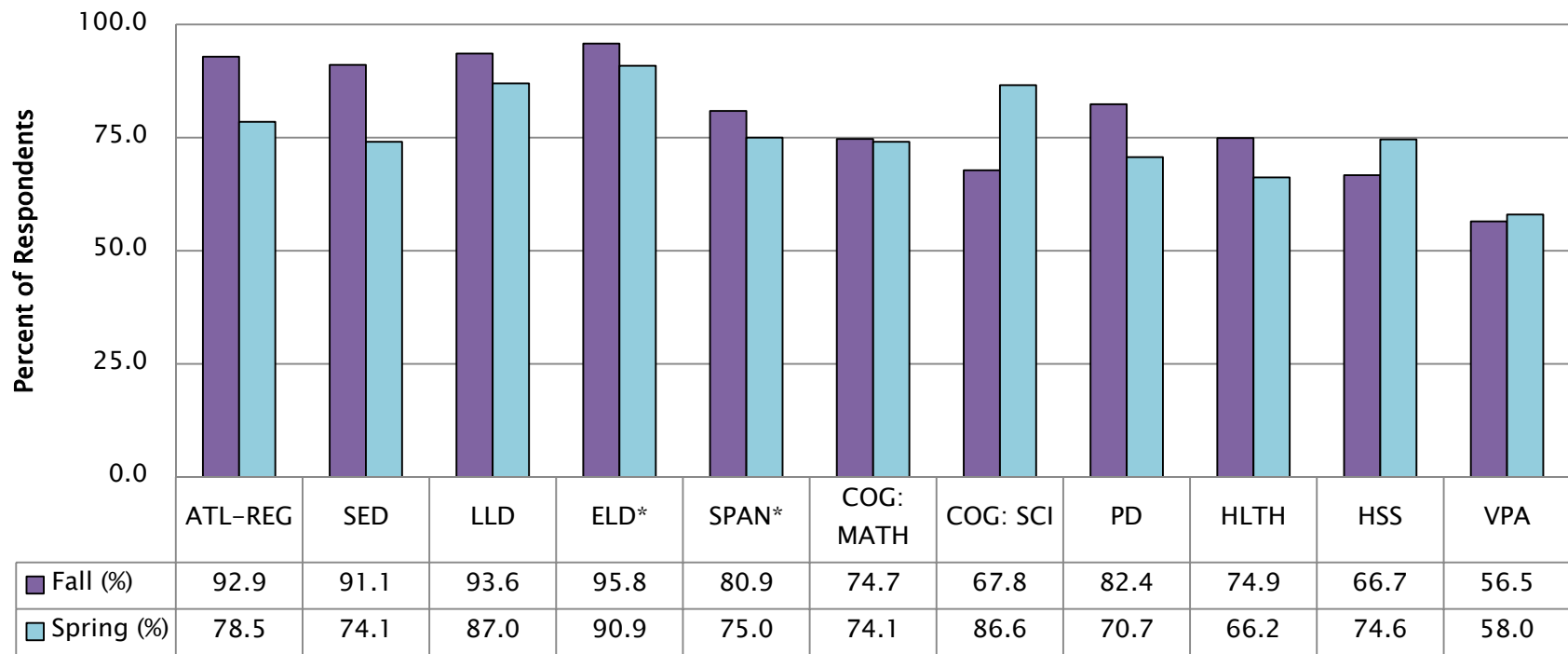| Scenario	Value
Meet all standards except in social studies	94.1
Meet all standards, on average, but above or below on some	93.9
Meet all standards except in physical development	84.9
Meet all standards except in math	83.2
Meet all standards except in language, including English and home language	56.5
Meet all standards except in language arts and math	45.9
Meet all standards except in social-emotional development	40.3

Feedback Survey 2 – Spring 2014

When do you emphasize each learning area in your kindergarten curriculum?

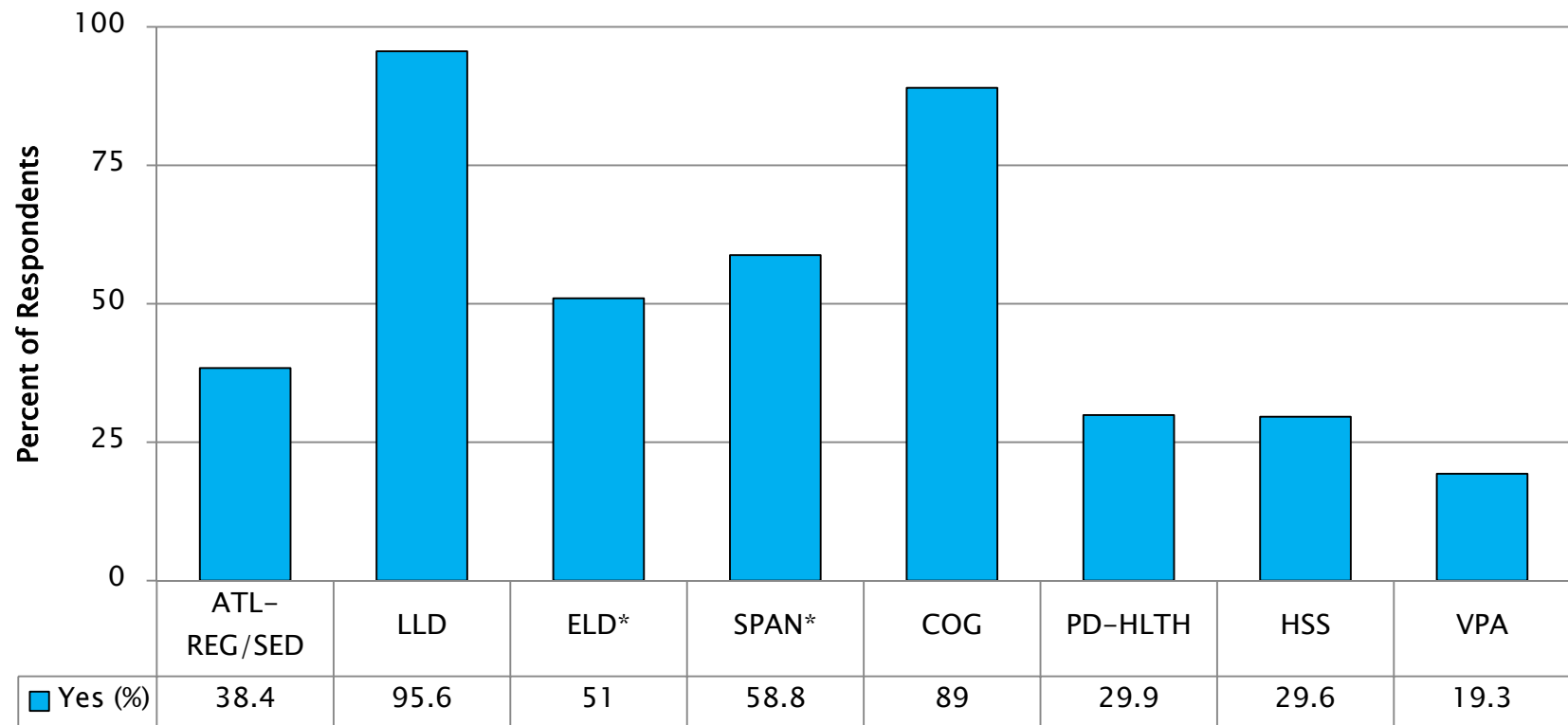|	ATL–REG	SED	LLD	ELD*	SPAN*	COG: MATH	COG: SCI	PD	HLTH	HSS	VPA
■ Fall (%)	92.9	91.1	93.6	95.8	80.9	74.7	67.8	82.4	74.9	66.7	56.5
■ Spring (%)	78.5	74.1	87.0	90.9	75.0	74.1	86.6	70.7	66.2	74.6	58.0

*Based on responses ONLY from teachers with dual-language learners or in bilingual classrooms

Feedback Survey 2 – Spring 2014

Other than KIDS, do you complete assessments in the following learning areas?

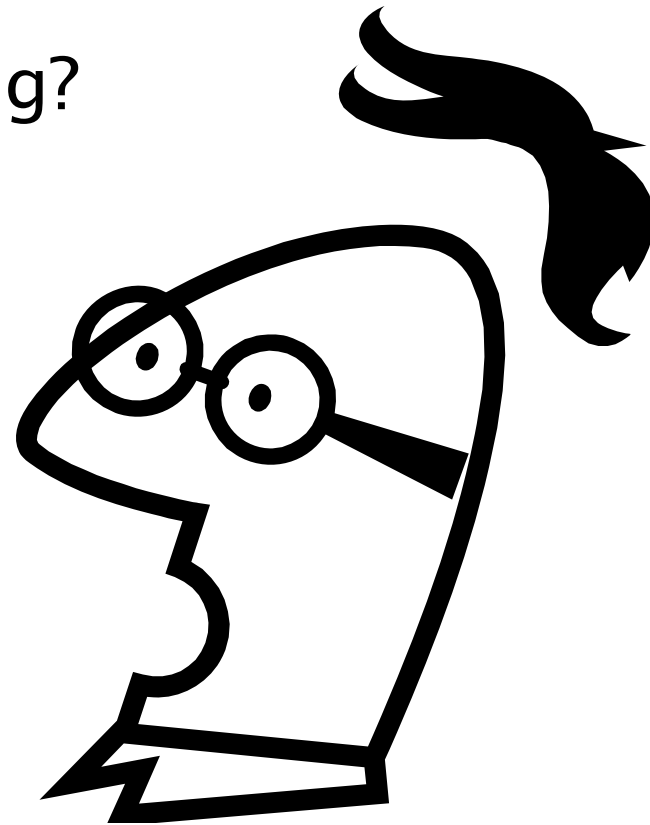|	ATL–REG/SED	LLD	ELD*	SPAN*	COG	PD–HLTH	HSS	VPA
■ Yes (%)	38.4	95.6	51	58.8	89	29.9	29.6	19.3

Percent of Respondents

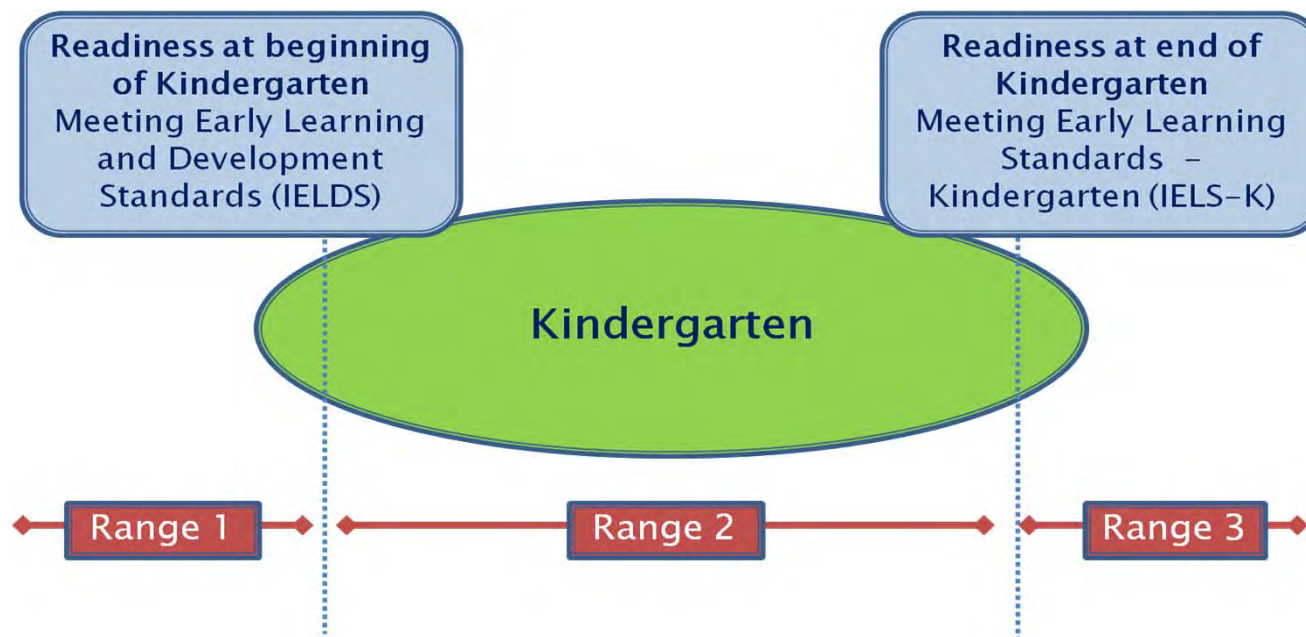*Based on responses ONLY from teachers with dual-language learners or in bilingual classrooms

Feedback Results

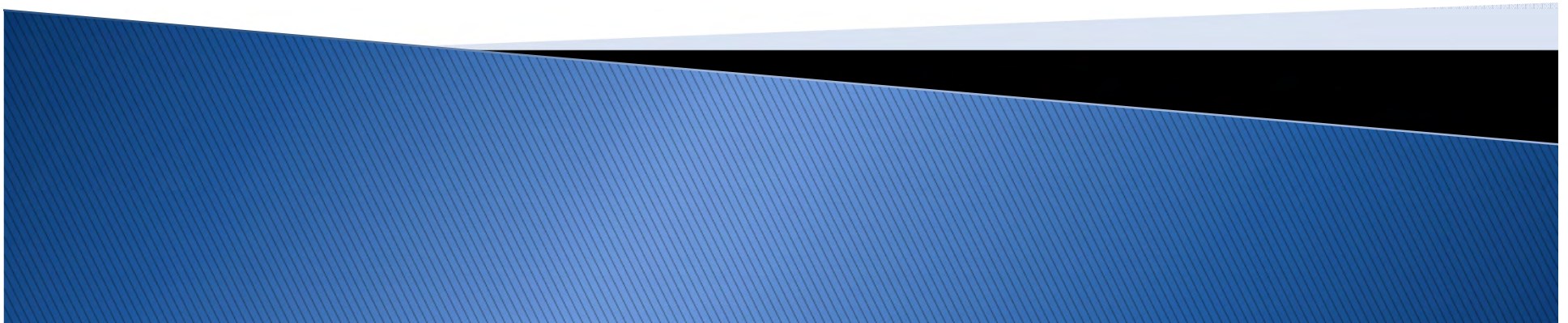- Surprising or confirming?

- Looming questions

- Next steps

Determining a Readiness Indicator

▸ Future task for ISBE and KIDS Advisory Committee: how to determine "readiness"

Readiness at beginning of Kindergarten
Meeting Early Learning and Development Standards (IELDS)

Readiness at end of Kindergarten
Meeting Early Learning Standards – Kindergarten (IELS–K)

Kindergarten

Range 1 — Range 2 — Range 3

Proposal for 2014-15 KIDS: Domains by Rating Period

- Responsive to reducing the number of domains that teachers use

- While not losing valuable information about children's learning and development

Domain	Fall	Winter	Spring
ATL/REG	4		4
SED	5		5
LLD	10		10
ELD*	4*		4*
SPAN*	4*		4*
COG: MATH	6		6
COG: SCI		4	
PD	4		4
HLTH		5	
HSS		5	
VPA		4	
TOTAL	29 33*/ 37*	18	29 33*/ 37*

Denotes "conditional" domains

Considerations for 2014-15 Implementation

- Districts were notified about participation in 2014-15
  - Districts not required to participate until 2015-16
- Incentive for districts to participate in 2014-15 to leverage training and support from coaches
- Strategies to encourage implementation in 2014-15
  - Outreach by ISBE to individual school districts and Regional Offices of Education
  - KIDS Advisory Committee support?