



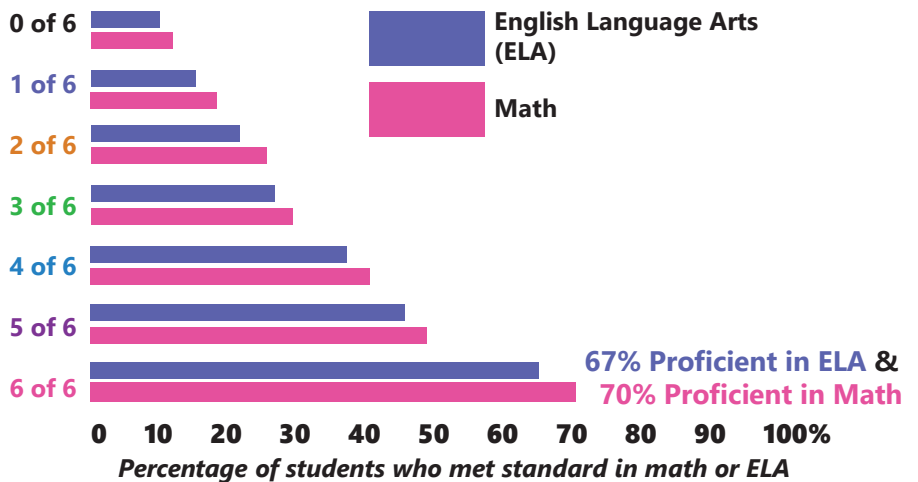
Linking Kindergarten & 3rd Grade Assessment Results Data Brief

Research has confirmed a relationship between high school graduation and meeting standards at 3rd grade. One out of six children not reading proficiently in 3rd grade will not graduate from high school on time.¹ Here in Washington State, data available through WaKIDS, the Washington Kindergarten Inventory of Developing Skills, is indicating a strong positive correlation between performance on 3rd grade English Language Arts (ELA) and math Smarter Balanced Assessments (SBA) and readiness at kindergarten.

WaKIDS is a kindergarten entry transition process that includes an assessment of objectives in six areas of development and learning: social-emotional, physical, language, cognitive development, literacy, and math. Kindergarten readiness is based on readiness in all six areas. When students enter with the skills expected of a kindergartner, they are substantially more likely to meet math and ELA standards at 3rd grade.

Percent of students who met standard on the 3rd grade ELA and math assessments by number of areas of development and learning

Development & Learning Standards



Early learning impacts:

Students who are ready for kindergarten in more areas of development are more likely to meet math and reading standards in 3rd grade.

Students who lack the skillset expected of a 5-year old in math and literacy are more than 30% less likely to meet standards on 3rd grade math and ELA SBA.

**The results presented above are based on students who participated in WaKIDS in the 2014-15 school year. This same analysis was done for a cohort that participated in WaKIDS in 2013-14. The results for the two cohorts are consistent, but please note that students who are eligible for free and reduced price lunch are overrepresented in both cohorts due to how full-day kindergarten and WaKIDS were implemented in Washington state.*



Close Gaps Early

Given emerging trends between WaKIDS and 3rd grade assessment data and the importance of assuring students are on track prior to 3rd grade, OSPI invites districts to review their own assessment data to consider what more can be done to close opportunity and achievement gaps early.



Washington
Kindergarten Inventory
of Developing Skills

Looking Back

- What proportion of incoming kindergartners have participated in preschool?
- What are some common academic characteristics that students who don't have the opportunity to attend preschool may share?
- How is the district reaching out to prekindergarten children in the community?

Looking Ahead

- How are kindergarten teachers using kindergarten entry data to inform instruction?
- How are kindergarten educators and administrators supporting historically marginalized student groups? What shifts in practice are needed?
- What can schools do to build alignment from kindergarten to 3rd grade?

Patterns to Examine

- Quality of preschool and kindergarten
- Results from formal and informal assessments
- Non-academic data
- Roadblocks/lack of progress during particular time periods or at specific benchmarks
- Extent of intervention referrals and supports
- Credentials of administrators and PreK to grade 3 staff
- Staff background in child development, classroom management, culturally responsive teaching, working with special populations
- Barriers that impede meaningful collaboration with early learning providers

About the WaKIDS Data

WaKIDS was piloted in 2010-2011 and implemented in volunteer schools in 2011-2012. It became mandatory in state-funded full-day kindergarten in 2012-13, and was scaled up incrementally each succeeding year, prioritizing schools with the highest percentages of students on free and reduced lunch. As of 2017-18, full-day kindergarten and WaKIDS is statewide.

This report is based on students who took the 3rd grade SBA during 2017-18 and who participated in WaKIDS during 2014-15. Fifty percent of kindergartners participated in WaKIDS in 2014-15; thus, not every student who participated in the 3rd grade SBA during the 2017-18 school year will have a WaKIDS score. Students without corresponding WaKIDS data are not included in this analysis.

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¹ Hernandez, Donald J. (2011). Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation. Baltimore, MD. Annie E. Casey Foundation

