



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

James T. Meeks  
Chairman

Tony Smith, Ph.D.  
State Superintendent of Education

## FACT SHEET

# KINDERGARTEN INDIVIDUAL DEVELOPMENT SURVEY (KIDS)

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**Kindergarten is a critical link** between a child's first five years, when 90 percent of brain development occurs, and the beginning of the K-12 educational journey toward college and career readiness. Kindergartners continue to develop the cognitive and social-emotional skills they first acquired in early childhood programs. These skills are necessary for doing well in school, interacting well with others, and becoming productive members of the community and workforce.

**Children enter kindergarten from different backgrounds** and with a variety of early childhood education experiences. Research shows that the achievement gap is already present by kindergarten and often only widens as time progresses. The Illinois State Board of Education (ISBE) recognizes that school readiness in kindergarten plays a crucial role in putting children on track for academic success throughout elementary school, high school, college, and beyond.

**To help ease the transition** from early childhood programs to kindergarten and from kindergarten to first grade for all children, ISBE launched the Kindergarten Individual Development Survey (KIDS). The survey is a new kind of assessment that will help identify each individual kindergartner's strengths and needs and enhance our understanding of their abilities and learning during their first year of school. KIDS will also enable teachers to focus more time and attention on areas where students are struggling before they fall too far behind. This timely intervention can ensure all students are on track in school and have a solid foundation for building more advanced skills in later grades.

**KIDS is based on observations** of the student in typical, everyday activities with familiar people. Teachers monitor kindergartners' progress across different developmental domains over time, knowing full well that young children develop at different rates and that a single observation cannot provide an accurate portrayal of a student's capabilities. Observations are ongoing throughout the year, and teachers

### KIDS Implementation Timeline

#### 2015-16: Awareness, Planning & Training

- Districts plan for survey implementation and have all teachers and administrators trained by the end of the year.
- Districts may choose to begin partial implementation with some teachers.

#### 2016-17 – Partial Implementation

- Districts can choose one of the two flexibility models to administer KIDS – to a subset of students using the readiness domains or to all students using a smaller subset of readiness domains.
- Districts may choose to begin full implementation.

#### 2017-18 – Full Implementation

- Districts collect and report school readiness data for all kindergartners.
- Districts train new teachers and continue supporting teachers who are already implementing.

will use the observation data to rate students up to three times during the school year. The first KIDS rating period is the first 40 days of kindergarten, with additional ratings made by the 105th and 170th days of enrollment. Teachers will be required to rate students during the first and third rating periods, while the second rating period will be optional.

**ISBE has worked with piloting school districts** and education organizations over the past three years to review, analyze, and develop a strategy to implement KIDS in all schools. ISBE first began developing a kindergarten readiness survey in early 2010. A planning committee of early childhood and elementary school teachers and administrators, early childhood development specialists, ISBE staff members, and others was formed to examine the feasibility of adopting a uniform, statewide assessment to determine kindergarten readiness. This committee recommended the KIDS process, and ISBE partnered with the WestEd Center for Child and Family Studies and the Berkeley Evaluation and Assessment Research Center at the University of California-Berkeley's Graduate School of Education to develop and administer KIDS. In 2012 Illinois districts began participating in a voluntary pilot program, which included helping teachers understand the survey process and gathering their input on how the survey works.

**In response to feedback from piloting districts** and education professionals involved in the process, ISBE has decided to extend the timeframe for implementation over the next three school years, with all schools collecting and reporting school readiness data for all kindergartners during the 2017-18 school year. This new implementation plan is the next step in tailoring KIDS to meet the needs of our state. The pilot process has also helped improve the survey itself and how teachers use it.

**KIDS rates children's development** across multiple domains, or areas, that address students' acquisition of core knowledge, skills, or behaviors. By 2017-18, Illinois schools will collect data on five readiness domains: Cognition in Math, Physical Development, Approaches to Learning – Self-Regulation, Social and Emotional Development, and Language and Literacy Development. The survey will also be used to collect data on English-language development for English language learners. Examples of school readiness measures within the domains include relationships and social interactions with peers, curiosity and initiative in learning, shared use of space and materials, phonological awareness, and problem solving. Districts can use additional domains as they deem necessary.

**All kindergarten teachers must undergo** KIDS implementation training. During the 2015-16 school year, districts should be training administrators and teachers so they may become familiar with KIDS and practice and strengthen their observational skills. Training is free and regional coaches as well as online tutorials, webinars, and training modules are available to help familiarize teachers with the KIDS process.

**KIDS is part of a data-driven educational pipeline** being developed by ISBE to support each and every child in achieving college and career readiness. The data from KIDS will be used to promote the success of every child, guide professional development for teachers, support alignment of early childhood and elementary school systems, and enable the state to respond to district, school, teacher, and student needs over time.

For more information, visit [www.illinoiskids.org](http://www.illinoiskids.org).