WHO IS ON THE WEBINAR?

WHO ARE YOU?
WHAT DO YOU HOPE TO GET OUT OF THIS WEBINAR?
WHAT WILL YOU LEARN FROM THIS WEBINAR?

• Basics of the KIDS tool
• Findings from 2017 data
• Findings from 2018 data
• How to access & examine the KIDS data
• Ways for your collaboration to use the KIDS data
  • Profiling Elgin Partnership for Early Learning
WHAT DO YOU KNOW ABOUT KIDS?

For more information please visit ISBE.net/KIDS
## WHAT IS KIDS?

<table>
<thead>
<tr>
<th>14 STATE READINESS MEASURES</th>
<th>4 KEY LEARNING DOMAINS</th>
<th>3 KEY DEVELOPMENTAL AREAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curiosity and Initiative in Learning</td>
<td>Approaches to Learning &amp; Self-Regulation (ALT-REG)</td>
<td>SOCIAL AND EMOTIONAL DEVELOPMENT (SED &amp; ALT-REG)</td>
</tr>
<tr>
<td>Self-Control of Feelings and Behavior</td>
<td>Assesses a child’s development of persistence, curiosity, and ability to self-regulate.</td>
<td></td>
</tr>
<tr>
<td>Engagement and Persistence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationships and Social Interactions with Familiar Adults</td>
<td>Social and Emotional Development (SED)</td>
<td></td>
</tr>
<tr>
<td>Relationships and Social Interactions with Peers</td>
<td>Assesses a child’s development of feelings, behavior, and relationships with nurturing adults and peers.</td>
<td></td>
</tr>
<tr>
<td>Communication and Use of Language (Expressive)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reciprocal Communication and Conversation</td>
<td>Language and Literacy Development (LLD)</td>
<td>LANGUAGE AND LITERACY DEVELOPMENT (LLD)</td>
</tr>
<tr>
<td>Comprehension of Age-Appropriate Text</td>
<td>Assesses a child’s progress in developing foundational language and literacy skills by observing communication, conversation, awareness of text, and letter and word knowledge. These skills can be demonstrated in any language and in any mode of communication.</td>
<td></td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter and Word Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Sense of Quantity</td>
<td>Math (COG: MATH)</td>
<td>MATH (COG: MATH)</td>
</tr>
<tr>
<td>Number Sense of Math Operations</td>
<td>Assesses a child’s number sense, knowledge of shapes, and ability to classify objects through observation, exploration of people and objects, and objects and concepts.</td>
<td></td>
</tr>
<tr>
<td>Shapes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WHO PARTICIPATED?

• 2017: 106,670 (81%) Kindergarten students

• 2018: 115,920 (89%) Kindergarten students were

• 30% of kindergartners were previously enrolled in state-funded pre-K
WHAT DID THE DATA SHOW?

- **Demonstrated readiness in all 3 developmental areas**
  - Fall 2017: 24%
  - Fall 2018: 26%

- **Demonstrated readiness in 2 developmental areas**
  - Fall 2017: 18%
  - Fall 2018: 17%

- **Demonstrated readiness in 1 developmental area**
  - Fall 2017: 17%
  - Fall 2018: 18%

- **Demonstrated readiness in 0 developmental areas**
  - Fall 2017: 42%
  - Fall 2018: 39%
WHAT DID THE DATA SHOW?

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Emotional Development</td>
<td>49%</td>
<td>53%</td>
</tr>
<tr>
<td>Language &amp; Literacy</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>Math</td>
<td>30%</td>
<td>33%</td>
</tr>
</tbody>
</table>
WHAT DID THE DATA SHOW?

- Native American: Fall 2017 - 18%, Fall 2018 - 32%
- Asian: Fall 2017 - 19%, Fall 2018 - 33%
- Black: Fall 2017 - 22%, Fall 2018 - 19%
- Hispanic or Latino: Fall 2017 - 13%, Fall 2018 - 15%
- Pacific Islander: Fall 2017 - 25%, Fall 2018 - 28%
- Multiracial: Fall 2017 - 29%, Fall 2018 - 32%
- White: Fall 2017 - 34%
WHAT DID THE DATA SHOW?

IEP
- Fall 2017: 11%
- Fall 2018: 12%

FRPL
- Fall 2017: 16%
- Fall 2018: 18%

EL
- Fall 2017: 15%
- Fall 2018: 17%
HOW SHOULD THE DATA BE USED?

• Provide at an aggregate level an understanding of the developmental needs of students in a classroom, school, and district levels

• Reinforce the need statewide for increased investments in our early learners, particularly those impacted by years of systemic inequity in funding and opportunity
HOW DO WE ACCESS & EXAMINE THE DATA?

<table>
<thead>
<tr>
<th>RCDT</th>
<th>District Name</th>
<th>District City</th>
<th>% of Kindergartners Rated on Required 14 Measures</th>
<th>In 0 Developmental Areas</th>
<th>In 1 Developmental Area</th>
<th>In 2 Developmental Areas</th>
<th>In All 3 Developmental Areas</th>
<th>Social and Emotional Development</th>
<th>Language and Literacy Development</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>05016070002</td>
<td>Morton Grove SD 70</td>
<td>Morton Grove</td>
<td>97%</td>
<td>89%</td>
<td>39%</td>
<td>18%</td>
<td>17%</td>
<td>26%</td>
<td>53%</td>
<td>46%</td>
</tr>
<tr>
<td>40056005026</td>
<td>Mount Olive CUSD 5</td>
<td>Mount Olive</td>
<td>100%</td>
<td>99%</td>
<td>23%</td>
<td>18%</td>
<td>27%</td>
<td>56%</td>
<td>42%</td>
<td>54%</td>
</tr>
<tr>
<td>05016057002</td>
<td>Mount Prospect SD 57</td>
<td>Mt Prospect</td>
<td>99%</td>
<td>92%</td>
<td>49%</td>
<td>21%</td>
<td>34%</td>
<td>23%</td>
<td>5%</td>
<td>41%</td>
</tr>
<tr>
<td>13041080002</td>
<td>Mount Vernon SD 80</td>
<td>Mount Vernon</td>
<td>92%</td>
<td>54%</td>
<td>13%</td>
<td>0%</td>
<td>8%</td>
<td>71%</td>
<td>5%</td>
<td>60%</td>
</tr>
<tr>
<td>17054023026</td>
<td>Mt Pulaski CUSD 23</td>
<td>Mt Pulaski</td>
<td>54%</td>
<td>54%</td>
<td>13%</td>
<td>0%</td>
<td>7%</td>
<td>80%</td>
<td>51%</td>
<td>43%</td>
</tr>
<tr>
<td>30055003026</td>
<td>Mt Zion CUSD 3</td>
<td>Mt Zion</td>
<td>54%</td>
<td>54%</td>
<td>13%</td>
<td>0%</td>
<td>7%</td>
<td>80%</td>
<td>51%</td>
<td>43%</td>
</tr>
<tr>
<td>03003001026</td>
<td>Mulberry Grove CUSD 1</td>
<td>Mulberry Grove</td>
<td>100%</td>
<td>83%</td>
<td>74%</td>
<td>10%</td>
<td>15%</td>
<td>11%</td>
<td>16%</td>
<td>53%</td>
</tr>
<tr>
<td>34040075002</td>
<td>Mundelein ESD 75</td>
<td>Mundelein</td>
<td>83%</td>
<td>94%</td>
<td>55%</td>
<td>13%</td>
<td>15%</td>
<td>17%</td>
<td>37%</td>
<td>38%</td>
</tr>
<tr>
<td>30035186026</td>
<td>Murphysboro CUSD 186</td>
<td>Murphysboro</td>
<td>94%</td>
<td>94%</td>
<td>55%</td>
<td>13%</td>
<td>15%</td>
<td>17%</td>
<td>37%</td>
<td>38%</td>
</tr>
<tr>
<td>58090102026</td>
<td>N Pekin &amp; Marquette Heights SD 102</td>
<td>N Pekin &amp; Marquette Heights</td>
<td>98%</td>
<td>98%</td>
<td>47%</td>
<td>25%</td>
<td>19%</td>
<td>9%</td>
<td>36%</td>
<td>40%</td>
</tr>
<tr>
<td>19022023026</td>
<td>Naperville CUSD 203</td>
<td>Naperville</td>
<td>97%</td>
<td>97%</td>
<td>53%</td>
<td>11%</td>
<td>12%</td>
<td>25%</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>13095049004</td>
<td>Nashville CUSD 49</td>
<td>Nashville</td>
<td>97%</td>
<td>97%</td>
<td>53%</td>
<td>11%</td>
<td>12%</td>
<td>25%</td>
<td>42%</td>
<td>42%</td>
</tr>
</tbody>
</table>

Illinois State Board of Education
Kindergarten Individual Development Survey (KIDS) Results for Fall 2018
June 24, 2019
HOW ARE COLLABORATIONS USING THIS DATA?

• EPEL formed in 2011
• 1 Full-time employee
• 8-13 board members and 4 committees

Mission: Elgin Partnership for Early Learning is building a connected community dedicated to helping young children thrive.
“Not everything that counts can be counted, and not everything that can be counted counts.”

Sir George Pickering
HOW ARE COLLABORATIONS USING THIS DATA?

KIDS DATA +

- EPEL Data Committee digs deeper into KIDS data
- Partners’ data e.g. Library data
- Give Me 5 survey
- Number of attendees at events
- Number of products distributed (books, calendars, baskets)
- Risk and Reach Report
MEETING FAMILIES WHERE THEY ARE

• Getting Ready for Kindergarten Calendar
• Collaboration Meetings
• Learning in the Laundromat Programs
• Community Bilingual Book Baskets While Families Wait
MEETING FAMILIES CONTINUED

• Pipeline-Quarterly Meetings with Home Visitors and Case Management

• While You Wait Flipcharts

• Directors/Family Care Providers Meetings

• Summer Park/Free Lunch Outreach Program

• Food pantries
HOW DO YOU SEE YOURSELVES USING THE DATA?
WHERE CAN I FIND MORE INFORMATION OR RESOURCES?

• KIDS website: [https://www.isbe.net/Pages/EarlyChildhoodKIDS.aspx](https://www.isbe.net/Pages/EarlyChildhoodKIDS.aspx)
• Illinois Early Childhood Asset Map (IECAM): [https://iecam.illinois.edu/](https://iecam.illinois.edu/)
• Census: [https://data.census.gov/cedsci/](https://data.census.gov/cedsci/)
WHERE CAN I FIND MORE INFORMATION OR RESOURCES?

**Partner • Plan • Act**

*About Partner Plan Act and Illinois Action for Children*

Welcome to the Partner Plan Act website – a central place for early childhood education professionals to learn more about how to expand, deepen, or build new local early childhood collaborations in your community.

**Learn More**

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**Partner Together**
Communities can have a greater impact by working together and incorporating diverse perspectives.

**Plan Together**
When communities plan together, they are better able to address complex community needs.

**Act Together**
Communities engage in a continuous learning process to improve outcomes for children.
ANY QUESTIONS?
WANT TO CONTACT US?

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