



**KIDS Data Use workshop:**  
Workbook and resources



October 2018

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This Workbook and Resources document is available on the Regional Educational Laboratory Midwest website at <https://ies.ed.gov/ncee/edlabs/regions/midwest>.

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# Workbook

## Agenda

**Meeting outcome:** The goal of this workshop is to provide opportunities for Illinois kindergarten teachers to interpret and analyze Kindergarten Individual Development Survey (KIDS) data to set educational goals.

### **Welcome and introductions**

Presenters explain the agenda and goals for the meeting.

### **Kindergarten entry assessments and KIDS: Application and utility**

Presenters provide a video overview of kindergarten entry assessments (KEAs) in the United States, review the three views of the KIDS assessment, and review the KIDS Data Use assessment cycle.

### **Using KIDS reports to inform practice**

Presenters discuss the three types of reports that can be created in KIDStech, the system used to enter KIDS data. Participants are encouraged to ask questions about reports and share the types of reports they have created or want to create.

### **Interpreting KIDS data and setting educational goals: An example**

Participants interpret and analyze the classroom data in a sample report. Participants discuss what stands out to them and what strengths and areas of need they notice.

Participants use the same sample report and guiding questions to set goals, develop action steps, and discuss how they would monitor progress. Participants have a chance to share goals as a full group.

### **Interpreting KIDS data and setting educational goals: Your KIDS data**

Participants engage with their own KIDS data to set goals and action steps, and participants have opportunities to share insight and goals as a full group.

### **Thinking ahead and closing**

Participants discuss what went well and where there is room for growth in KIDS data collection and data use processes.

## Interpreting a sample KIDS report

Use the sample report below to answer the questions on pp. 3–5.

### Sample report A

Group summary by count for fall 2018

Approaches to Learning Self Regulation (ATL REG)	Total children	Building earlier	Building middle	Building later	Integrating earlier	Integrating middle	Integrating later	Unable to rate
<b>ATL-REG 1:</b> Curiosity and Initiative in Learning	20	4	15	1	0	0	0	0
<b>ATL-REG 2:</b> Self-Control of Feelings and Behavior	20	15	2	3	0	0	0	0
<b>ATL-REG 3:</b> Engagement and Persistence	20	14	3	3	0	0	0	0

Social and Emotional Development (SED)	Total children	Building earlier	Building middle	Building later	Integrating earlier	Integrating middle	Integrating later	Unable to rate
<b>SED 3:</b> Relationships and Social Interactions with Familiar Adults	20	4	13	3	0	0	0	0
<b>SED 4:</b> Relationships and Social Interactions with Peers	20	16	4	0	0	0	0	0

Language and Literacy Development (LLD)	Total children	Building earlier	Building middle	Building later	Integrating earlier	Integrating middle	Integrating later	Unable to rate
<b>LLD 3:</b> Communication and Use of Language (Expressive)	20	10	8	2	0	0	0	0
<b>LLD 4:</b> Reciprocal Communication and Conversation	20	11	7	2	0	0	0	0
<b>LLD 6:</b> Comprehension of Age-Appropriate Text	20	2	13	5	0	0	0	0
<b>LLD 8:</b> Phonological Awareness	20	12	7	1	0	0	0	0
<b>LLD 9:</b> Letter and Word Knowledge	20	9	10	1	0	0	0	0

Cognition: Math (COG MATH)	Total children	Building earlier	Building middle	Building later	Integrating earlier	Integrating middle	Integrating later	Unable to rate
<b>COG-MATH 1:</b> Classification	20	15	3	1	1	0	0	0
<b>COG-MATH 2:</b> Number Sense of Quantity	20	1	17	1	1	0	0	0
<b>COG-MATH 3:</b> Number Sense of Math Operations	20	2	15	2	1	0	0	0
<b>COG-MATH 6:</b> Shapes	20	15	4	0	1	0	0	0

## Initial observations

1. What initially stands out to you?

## Distribution

2. Looking at the **measures within each individual domain**, what similarities and differences do you see in ratings?

**Approaches to Learning–  
Self-Regulation**

**Social and Emotional Development**

**Language and Literacy Development**

**Cognition: Math**

3. Looking **across all the domains**, what similarities and differences do you see?

**Similarities**

**Differences**

## Strengths and areas of need

4. What **strengths** do you notice?

5. What **areas of need** do you notice?

## Follow-up questions

6. What other KIDS reports could this teacher generate to better understand the data?

7. What other information could help you understand what you see?

8. Are there individual student reports that the teacher might want to examine?

## Sample report goals and action steps

<p><b>Goal</b></p> <p>What goal(s) could the teacher set?</p>	<p><b>Action steps</b></p> <p>What steps could the teacher take to complete the goal?</p>	<p><b>Progress</b></p> <p>How could the teacher monitor progress?</p>
		<p>The teacher could monitor progress by:</p> <p>Outcomes:</p>
		<p>The teacher could monitor progress by:</p> <p>Outcomes:</p>
		<p>The teacher could monitor progress by:</p> <p>Outcomes:</p>

## Examples of educational goals and action steps

### Examples of educational goals

- Provide more opportunities for students to demonstrate ATL-REG 3: Engagement and Persistence in the classroom.
- Provide more opportunities for students to interact with familiar adults in the school day to develop skills in SED 3: Relationships and Social Interactions with Familiar Adults.
- Work with a student's parents to plan additional ways to practice words and syllables at home to develop LLD 8: Phonological Awareness.

### Examples of action steps<sup>1</sup>

- Modify classroom practices or the setup for individuals or groups of students based on their learning needs, and adjust or adapt practices as needed to differentiate classroom-level needs.
- Identify practices that have shown the most positive effect on student development.
- Identify students demonstrating signs of engagement or disengagement and how it affects their behavior and performance.
- Collaborate with (and learn from) other teachers.
- Communicate effectively with parents, school administrators, district leaders, and peers in other classrooms.

### Examples of monitoring progress

- Divide actions steps into smaller to-dos for weekly or monthly checklists.
- Administer KIDS again to keep track of changes in student development.
- Set deadlines for each goal and action step, and keep track of these in a planner.
- Check in regularly with other kindergarten teachers to stay on top of goals, celebrate successes, and discuss challenges.

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<sup>1</sup> Examples of action steps were adapted from National Forum on Education Statistics. (2012). *Forum guide to taking action with education data* (NFES 2013-801). Washington, DC: National Center for Education Statistics.

## Interpreting your KIDS report

Please use your KIDS report for this activity. If you do not have a KIDS report, please use sample report B on page 17.

### Initial observations

1. What initially stands out to you?

### Distribution

2. Looking at the **measures within each individual domain**, what similarities and differences do you see in ratings?

**Approaches to Learning–  
Self-Regulation**

**Social and Emotional Development**

**Language and Literacy Development**

**Cognition: Math**

3. Looking **across all the domains**, what similarities and differences do you see?

**Similarities**

**Differences**

## Strengths and areas of need

4. What **strengths** do you notice?

5. What **areas of need** do you notice?

## Follow-up questions

6. What other KIDS reports could you generate to help you understand the data?

7. What other information could help you understand what you see?

8. Are there individual student reports that you might want to examine?

## Your educational goals and action steps

<b>Educational goal</b> What goal(s) do you want to set?	<b>Action steps</b> What steps do you need to take to complete the goal?	<b>Monitoring progress</b> How will you monitor progress?
		I will monitor progress by:  Outcomes:
		I will monitor progress by:  Outcomes:
		I will monitor progress by:  Outcomes:
		I will monitor progress by:  Outcomes:

## Guiding questions and examples

### Guiding questions

1. What does the information tell you about how you can support your students?
2. How can you use this information to help your students build and integrate the skills reflected in the measures?
3. How do you want to use this information to change what you are doing in the classroom?
4. How do you want to use this information to build better relationships with your students and their families?

### Examples of action steps<sup>2</sup>

- Modify classroom practices or the setup for individuals or groups of students based on their learning needs, and adjust or adapt practices as needed to differentiate classroom-level needs.
- Identify practices that have shown the most positive effect on student development.
- Identify students demonstrating signs of engagement or disengagement and how it affects their behavior and performance.
- Collaborate with (and learn from) other teachers.
- Communicate effectively with parents, school administrators, district leaders, and peers in other classrooms.

### Examples of monitoring progress

- Divide action steps into smaller to-dos for weekly or monthly checklists.
- Administer KIDS again to keep track of changes in student development.
- Set deadlines for each goal and action step and keep track in a planner.
- Check in regularly with other kindergarten teachers to stay on top of goals, to celebrate successes, and to discuss challenges.

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<sup>2</sup> Adapted from National Forum on Education Statistics. (2012). *Forum guide to taking action with education data* (NFES 2013-801). Washington, DC: National Center for Education Statistics.

# Resources

## Additional resources and contacts

### Illinois State Board of Education KIDS site



**Illinois  
State Board of  
Education**

KIDS Admin and Teachers Page: [ISBE.net/kids](https://www.isbe.net/kids)

On this page, you will find information, tools, and resources to implement KIDS in your community.

### Contacts

**Illinois KIDS coach  
coordinator**

Michelle Escapa  
217-801-6566  
[mescapa@roe51.org](mailto:mescapa@roe51.org)

**Central region**

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**Northeast and South Cook  
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**Northeast and North Cook  
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**Cook region**

Patricia Dougherty  
312-371-0809  
[pdoughertykids@roe51.org](mailto:pdoughertykids@roe51.org)

**Southwest region**

Connie Barre  
618-978-4176  
[cbarrekids@roe51.org](mailto:cbarrekids@roe51.org)

**Southeast region**

Terry Montgomery  
618-985-3546  
[montgomerykids@roe51.org](mailto:montgomerykids@roe51.org)

**REL Midwest**

Billie Jo Day, PhD  
Researcher  
[bdays@air.org](mailto:bdays@air.org)

### Further reading

Bocala, C., Henry, S. F., Mundry, S., & Morgan, C. (2014). *Practitioner data use in schools: Workshop toolkit* (REL 2015–043). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory, Northeast & Islands.

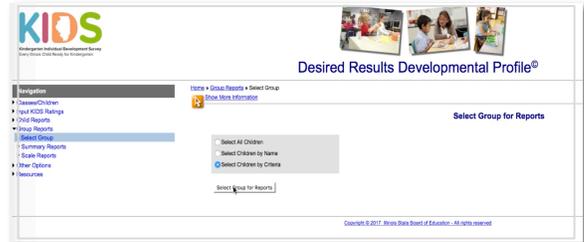
National Forum on Education Statistics. (2012). *Forum guide to taking action with education data* (NFES 2013-801). Washington, DC: National Center for Education Statistics.

# Creating KIDStech group reports

**Step 1.** Click “Group Reports” on the sidebar. Click “Select Group” in the list of options shown.

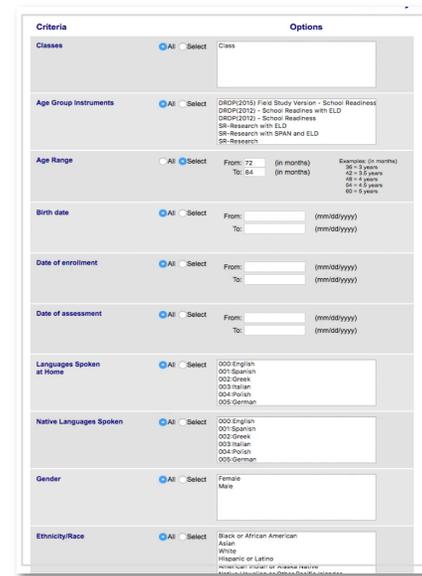


**Step 2.** Choose “Select Children by Criteria,” and click “Select Group for Reports.”



**Step 3.** Select from the following characteristics to specify your group:

- Age
- Birth date
- Date of enrollment
- Date of assessment
- Languages spoken at home
- Native languages spoken
- Gender
- Ethnicity/race
- Individualized education program
- DRDP status (unlocked or locked)



**Step 4.** At the bottom of the screen, click “Choose Group Report.”

**Step 5.** Select which report you want to view from the following choices: DRDP measures assessed, summary by percent, and summary by count.

You will be shown your group report on the resulting page.



## Sample report B

Group summary by count for fall 2018

Approaches to Learning Self Regulation (ATL REG)	Total children	Building earlier	Building middle	Building later	Integrating earlier	Integrating middle	Integrating later	Unable to rate
<b>ATL-REG 1:</b> Curiosity and Initiative in Learning	20	18	1	1	0	0	0	0
<b>ATL-REG 2:</b> Self-Control of Feelings and Behavior	20	5	15	0	0	0	0	0
<b>ATL-REG 3:</b> Engagement and Persistence	20	3	17	0	0	0	0	0

Social and Emotional Development (SED)	Total children	Building earlier	Building middle	Building later	Integrating earlier	Integrating middle	Integrating later	Unable to rate
<b>SED 3:</b> Relationships and Social Interactions with Familiar Adults	20	13	7	0	0	0	0	0
<b>SED 4:</b> Relationships and Social Interactions with Peers	20	5	15	0	0	0	0	0

Language and Literacy Development (LLD)	Total children	Building earlier	Building middle	Building later	Integrating earlier	Integrating middle	Integrating later	Unable to rate
<b>LLD 3:</b> Communication and Use of Language (Expressive)	20	6	14	0	0	0	0	0
<b>LLD 4:</b> Reciprocal Communication and Conversation	20	7	13	0	0	0	0	0
<b>LLD 6:</b> Comprehension of Age-Appropriate Text	20	18	2	0	0	0	0	0
<b>LLD 8:</b> Phonological Awareness	20	3	17	0	0	0	0	0
<b>LLD 9:</b> Letter and Word Knowledge	20	16	4	0	0	0	0	0

Cognition: Math (COG MATH)	Total children	Building earlier	Building middle	Building later	Integrating earlier	Integrating middle	Integrating later	Unable to rate
<b>COG-MATH 1:</b> Classification	20	3	15	2	0	0	0	0
<b>COG-MATH 2:</b> Number Sense of Quantity	20	4	14	2	0	0	0	0
<b>COG-MATH 3:</b> Number Sense of Math Operations	20	6	13	1	0	0	0	0
<b>COG-MATH 6:</b> Shapes	20	3	15	2	0	0	0	0

# Kindergarten Entry Assessments



## WHAT YOU NEED TO KNOW



Kindergarten entry assessments (or KEAs for short) capture a child's development across multiple areas, or domains, that have been shown to predict long-term student success.

Video link: <https://ies.ed.gov/ncee/edlabs/regions/midwest/blogs/kindergarten-entry-assessments-video.aspx>

## What are some uses and benefits of kindergarten entry assessments?

**TEACHERS** can use KEAs for individual and groups of students to

- Tailor instruction.
- Identify and target learning gaps.
- Flag students for further testing.
- Track children's progress by re-administering the tool.
- Share information about children's development with families.

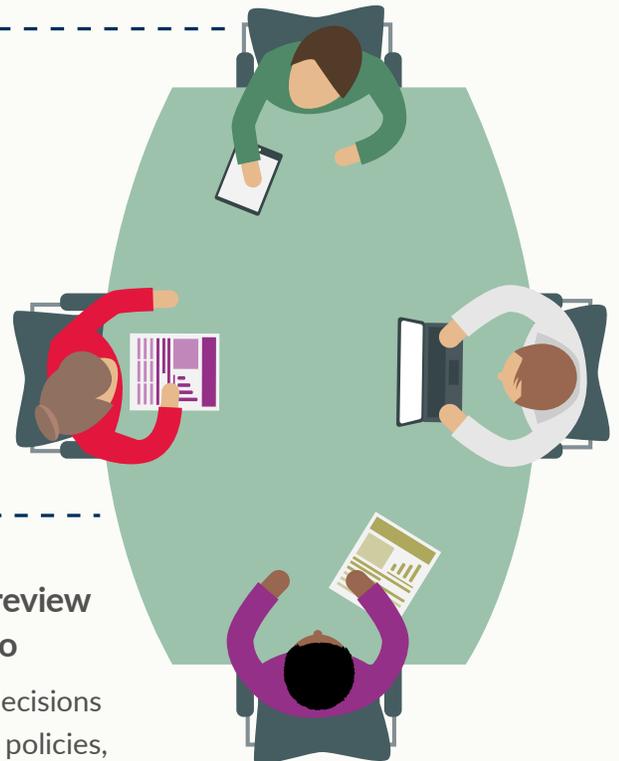


**PARENTS AND FAMILIES** can use KEAs to

- Better understand their child's development.
- Better support their child's development at home.

**ADMINISTRATORS** can use classroom-, school-, and district-level KEAs to

- Identify and plan needed supports.
- Guide early learning programs.
- Inform teacher professional development.
- Improve collaboration and alignment across grades.



**STATE LEADERS** can review KEA trends and data to

- Make well-informed decisions about state programs, policies, and resource allocations.





Visit the **Illinois State Board of Education website** to learn more about KIDS and related resources for teachers, administrators, and districts: <https://www.isbe.net/kids>



Visit **REL Midwest's website** to learn how we are partnering with state agencies in Illinois to improve early childhood education.



Visit these sites to learn how **states across the nation** are using KEAs:

- Center On Enhancing Early Learning Outcomes: <http://ceelo.org/ceelo-products/assessment/>
- Center on Standards & Assessment Implementation: <https://www.csai-online.org/sos>

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