

Washington Kindergarten Inventory of Developing Skills

- Purpose:** 2SSB 5427 (Full-day Kindergarten – Assessment) states that beginning with the 2011-12 school year on a voluntary basis, schools must identify the skills, knowledge, and characteristics of kindergarten students at the beginning of the school year in order to support social-emotional, physical, and cognitive growth and development of individual children; support early learning provider and parent involvement; and inform instruction.

Kindergarten teachers shall administer the Washington Kindergarten Inventory of Developing Skills (WaKIDS) at the beginning of the school year to all students enrolled in state-funded full-day kindergarten programs under RCW 28A.150.315, as directed by the Superintendent of Public Instruction, in consultation with the Department of Early Learning, and report the results to the superintendent. The superintendent shall share the results with the director of the Department of Early Learning. School districts shall provide an opportunity for parents and guardians to excuse their children from participation in WaKIDS.

A second piece of legislation, ESHB 2586, requires that WaKIDS replace administration of other assessments being required by school districts or that other assessments only be administered if they seek to obtain information not covered by WaKIDS.

To the extent funds are available, additional support in the form of implementation grants shall be offered to schools on a schedule to be determined by the Office of Superintendent of Public Instruction (OSPI), in consultation with the Department of Early Learning.

- Description of services provided:** OSPI provides leadership and administration of the WaKIDS kindergarten entry transition process, which includes three components: Family Connection, Whole Child Assessment and Early Learning Collaboration. OSPI coordinates a regional network of Educational Service Districts (ESDs) to provide training and technical assistance to teachers and administrators in schools implementing WaKIDS.

- Number of staff associated with this program/service (indicate where applicable):**
Fiscal Year 2017

of OSPI staff associated with this funding (FTEs): 3.0

FY17 Funding: **State Appropriation:** \$2,984,000

- Is continued funding needed in the next biennium?** Yes
- What is the current status of this program's implementation?** The program was piloted in 2010-2011 and implemented in volunteer schools in 2011-2012. Beginning in 2012-2013, WaKIDS was required in all state-funded full-day kindergarten schools unless the district received a waiver from the Superintendent of Public Instruction. In 2016-17, 1,097 schools, 266 districts, 4,372 kindergarten teachers and 77,314 students participated in WaKIDS.
- When will the project be completed?** On-going

7. **First year funded:** 2012

8. **State funding since inception:**

Fiscal Year	Amount
FY17	\$2,984,000
FY16	\$2,654,000
FY15	\$1,400,000
FY14	\$2,112,000
FY13	\$1,400,000
FY12	\$500,000

9. **Major challenges faced by the program:** Continued funding, as the legislature provided for the 2017-19 biennium, is essential to scale up to full implementation, continue support for quality implementation and strengthen the linkage of WaKIDS with other state PreK – 3rd grade efforts.

- What is unique about the WaKIDS observational assessment is that, unlike other state assessments, it is conducted by individual teachers with the students in their classrooms. Every teacher must be trained. No other individuals (fellow teachers or administrators) can step in and assess the students. As a result, when teachers turn over, their replacements must be trained. As documented in previous provisos, teacher turnover, which remains high at 22-24%, continues to be a problem.
- On July 1, 2017, Teaching Strategies GOLD®, the tool used for the whole-child assessment component of WaKIDS, converted to a new, upgraded platform. Considerable program resources were expended coordinating with the vendor, Teaching Strategies, in preparation. Training and other support materials had to be revised to reflect changes to the user interface and expanded progressions of development.
- Beginning in 2017-18, all schools in Washington State will receive funding for full-day kindergarten. Level funding is needed for the second year of the biennium to provide regional trainings for early learning coordinators and teacher-leaders around the state in order to increase the capacity of school districts to fully access the new assessment system and understand the data.

10. **Statutory and/or Budget language:** ESSB 6052 – Chapter 501 (30) - \$2,654,000 of the general fund-state appropriation for fiscal year 2016 and \$2,984,000 of the general fund-state appropriation for fiscal year 2017 are provided solely for the Washington kindergarten inventory of developing skills. State funding shall support the statewide administration of the inventory under RCW 28A.655.080 (1) and the one-time implementation and training grants under RCW 28A.655.080 (3) for schools implementing the inventory for the first time in the 2017-2019 fiscal biennium.

11. **Program Contact Information:**

Karma Hugo
Director of Early Learning
Learning and Teaching
Office of Superintendent of Public Instruction (OSPI)

600 Washington St. SE | Olympia, WA 98504-7200
P.O. Box 47200 | Olympia, WA 98504-7200
Office: 360-725-6153 | Email karma.hugo@k12.wa.us
[Office of Superintendent of Public Instruction](#)