

Kindergarten Readiness Fact Sheet



Why Kindergarten Readiness?

Early childhood experiences (birth – age 8) set the foundation for health, physical well-being, and the development of cognitive, communication, and social-emotional skills necessary for school success.

School readiness occurs within a broad context that includes the community, educational environment, family, and the individual child. These four components function as interdependent systems of supports that have multi-directional influences.

Effective policies, targeted and appropriate levels of funding, and collaborative systems of support enhance a child's ability to thrive in learning environments and create the foundation for school readiness that will extend throughout a child's lifetime.

What is a Kindergarten Entry Snapshot?

A developmental snapshot looks at a kindergartener's development in the areas of language and literacy, cognitive and problem solving, physical well-being and motor development, and social-emotional development. The snapshot uses observations of the children's skills and abilities by families and teachers. It also aligns with Kansas standards and tools already used in kindergarten settings.

What is the Difference Between a Snapshot and a Test?

Snapshot	Assessment/Test
Looks at developmental milestones	Looks at skills acquired
Provides a snapshot upon entry; not a pre/post measure	Is more comprehensive
Brief to administer	Administration can be lengthy
Largely observational in nature	Requires individual testing

How Can Snapshot Data Be Used?

Policymakers will consider targeted ways to increase readiness for kindergarten.

Families, teachers, administrators and leaders can use data-informed decision making to plan strategically in the home, classroom, district, and community.

The Data is Not:

- A gatekeeper to keep five-year-old children out of Kindergarten;
- An automatic referral for special education or
- Used for progress monitoring.

What are the Requirements for Kindergarten Entry in Kansas?

The only requirement for entry into kindergarten is that a child be 5 years old on or before August 31.

THE QUESTION IS NOT IS A CHILD READY FOR KINDERGARTEN, BUT RATHER IS THE KINDERGARTEN CLASSROOM READY FOR THE CHILD?



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Developmentally Appropriate Practice with Kindergarteners

According to NAEYC, <http://www.naeyc.org/dap/kindergarteners>

Kindergarten is a time of change, challenge, and opportunity. In many ways, kindergartners are still like preschoolers. Yet with the increasing focus on school readiness, many kindergarten classrooms unfortunately bow to pressures and begin to look more like a primary classroom than a kindergarten.

Five- and 6-year-olds make great intellectual leaps. They go through a major shift, allowing them to develop more

- *personal responsibility,*
- *self-direction, and*
- *logical thinking*

This growth affects development across physical, social and emotional, cognitive, and language domains. Kindergarten can shape a child's overall outlook on, and engagement in, lifelong learning.

Teachers must balance kindergartners' varying abilities and needs while making sure that the curriculum fits appropriately between preschool and first grade.

Kindergarten Readiness Snapshot Timeline

Fall 2016	ASQ3/ASQ:SE2 was piloted in various districts and schools across Kansas, engaging 2,200 Kindergarten students and 2,600 families.
Winter 2017	Pilot cohort provided survey feedback to KSDE to help inform planning of a statewide roll out.
*Spring 2017	KSDE and the Kansas State Board of Education will finalize details regarding the implementation of the kindergarten readiness snapshot. KSDE will engage in a Request for Proposal to develop a statewide training plan.
*Summer 2017	Snapshot materials will be provided to elementary schools in Kansas.
*Fall 2017	<ul style="list-style-type: none">• State Trainer of Trainers learn how to administer the tools and how to train colleagues.• Kindergarten teachers will receive training on snapshot administration.• Schools will have the opportunity to set up online components and use the snapshot tools with children and families.
*Spring 2018	Training on using the provided reports and parent resources at the local level.
*Fall 2018	Statewide data collection begins

*Items above are yet to be decided.

For more information:



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