

## Statewide KEA Data Collection and Reporting in RTT-ELC States

This document was written in response to a request from a Race to the Top – Early Learning Challenge (RTT-ELC) State for information about issues that need to be considered in planning and implementing a statewide Kindergarten Entry Assessment (KEA) data collection and reporting system. ELC TA reviewed publicly available information for all 20 RTT-ELC States to identify States that collect and report KEA data on a statewide level. The ELC TA team also reviewed relevant assessment materials and posted them on its [Comprehensive Assessment Systems](#) topical page. The following summary includes a [definition](#) of KEA, [key considerations](#) related to KEA data use, and a summary of typical [reporting features](#) found among the States that were reviewed. It includes information on practices in five RTT-ELC states (Kentucky, Maryland, [Oregon](#), [Pennsylvania](#), Vermont and [Washington](#)). It is important to note that this brief does not cover the use of data by principals and teachers at the school and classroom levels for the purposes of informing instruction or family engagement.

### KEA Defined

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Federal guidance for Race to the Top – Early Learning Challenge defines a KEA as an assessment that is:

- Administered to children during the first few months of their admission into kindergarten.
- Covers all the essential domains of school readiness.<sup>1</sup>
- Used in conformance with the recommendations of the National Research Council reports on early childhood.<sup>2</sup>
- Valid and reliable for its intended purposes and for the target populations and is aligned to the State’s early learning and development standards.

Results of the assessment should be used to provide information to help close the school readiness gap at kindergarten entry, to inform instruction in the early elementary school grades, and to notify parents about their children’s status and involve them in decisions about their children’s education. KEAs should not be used to prevent children’s entry into kindergarten or as a single measure for high-stakes decisions.

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## Key Considerations for KEA State-Level Data Reporting

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The work of developing and implementing a KEA typically involves significant attention to the use and reporting of assessment data at different levels, including data use at the classroom, school, district and statewide levels. The 2008 report by the National Research Council, [Early Childhood Assessment: Why, What and How](#), emphasizes that an assessment system should enable stakeholders to be purposeful when interpreting and communicating assessment data and enable them to understand the questions that assessment results are designed to answer.

Reporting assessment results is an important feature of an assessment system that should be designed with careful deliberation to provide assessment information that is designed to meet the specific needs of different types of stakeholders and to support the sound use of that information. Decisions about the scope and targets of reporting should be made before assessment design or selection begins, and, most importantly, before the assessment data are collected. The system should provide key stakeholders – e.g., parents, teachers, instructional leaders, policy makers, and the public - with comprehensible and timely assessment information that is appropriate for their specific needs. Thus, very early in the process of system design, questions need to be asked about how various types of information will be accessed and reported to different stakeholders and how that reporting process can support valid interpretations. The reporting of assessment information can take on many forms that range from graphical representations to descriptive text and from raw data to detailed analysis and interpretation of the data. When designing reports, States should consider the need for including important background information and interpretive materials that explain the relevance, importance and limitations of the assessment information. Research has indicated that users' preference for a data display and their comprehension of it do not always coincide.<sup>3</sup> Different reporting formats should be evaluated through usability studies to determine which are best understood and most likely to be used accurately by typical audiences.

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## Summary of Statewide Reporting Features

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ELC TA initially reviewed all of the 20 RTT-ELC States. Five States were reviewed in more detail because they had both web-based reporting tools and KEA initiatives that were either in the advanced pilot or implementation phases. ELC TA found that these five States are using a variety of approaches to make aggregate KEA data available on the web through either static reports and dynamic reports that can be generated based on a menu of options. Among the States that have developed data reporting tools, users are variably able to:

- **Disaggregate Data by Different Geographic Units** – Each of the States that were reviewed are able to disaggregate KEA data by different geographic units in varying levels of detail. Each State can report data at the State and district levels. In some States, reports may show data at the county level or for legislative districts. Pennsylvania's Early Learning Network is able to produce reports for individual early learning providers and provider sites that show KEA data, and other outcome data, on children who were formerly in their programs.

- **Disaggregate Data by Population Demographics** – Kentucky, Maryland, Oregon and Washington are able to disaggregate data by various population demographic criteria. Most of these States can report data broken out by gender, ethnicity/race, limited English proficiency, disability or special education. Three States can also report data broken out by some type of poverty indicator – e.g., Free or Reduced Lunch.
- **View Data at the Domain Level** – Each of the six States that were reviewed are able to report data on each of the domains included in their KEA – e.g., social-emotional development, language, mathematics, etc.
- **Link KEA Data with Other Early Learning Data** – Pennsylvania was the only State reviewed that is able to make some data linkages between KEA data and the previous early learning programs that children attended. Pennsylvania can generate “Student Outcomes Reports” for individual early learning programs and program sites that show subsequent performance on the State’s Kindergarten Entry Inventory, performance on third grade assessments, later participation in an Individualized Educational Program (IEP), and grade retention.
- **Develop Dynamic Reports** – Two States have on-line reporting systems that allow stakeholders to generate dynamic reports based on various reporting criteria. Washington’s school reporting system is available to the general public and allows the user to generate reports for different school years, different geographic levels and different demographic categories. The users can also opt to view the information in a tabular or graphic format. Pennsylvania gives early learning providers and other users password-protected access to the Early Learning Network to generate comparative reports for different school years, different geographic levels and different types of outcome data – e.g., Kindergarten Entry Inventory, third grade assessments and grade retention. The remaining three States publish static Excel and PDF reports online.

## Examples of Statewide KEA Data Reporting

State	Statewide Reporting Tools Allow Users to.....					
	Instrument(s) Used for KEA	Disaggregate Data by Geographic Areas	Disaggregate Data by Population Characteristics	View Data at the Domain Level	Link KEA Data with Early Learning Data	Develop Dynamic Reports
<u>Kentucky</u>	Brigance Early Childhood Kindergarten Screen	State School District School	Gender Ethnicity/Race English Proficiency Disability Free/Reduced Meals	Yes	No	No
<u>Maryland</u>	State Developed Tool	State County/City	Gender Ethnicity/Race English Proficiency Disability Income Prior Care Settings	Yes	No	No
<u>Oregon</u>	Child Behavior Rating Scale and Easy CBM	State School District School	Gender Ethnicity/Race English Proficiency Disability Economically Disadvantaged	Yes	No	No
<u>Pennsylvania</u>	State Developed Tool	State Legislative County School District ECE Program ECE Site	No	Yes	Yes	Yes
<u>Vermont</u>	State Developed Tool	State School District	No	Yes	No	No
<u>Washington</u>	Teaching Strategies Gold - Customized	State Service District School District School	Gender Ethnicity/Race English Proficiency Special Education Income	Yes	No	Yes

## Linking Pennsylvania's Kindergarten Entry Inventory Data with Early Learning Data

## Background

The Kindergarten Entry Inventory offers teachers an instructional strategy for understanding and tracking students' proficiency across both cognitive and non-cognitive domains at kindergarten entry. The Kindergarten Entry Inventory is aligned to the Pennsylvania Early Learning Standards and Pennsylvania Core, and therefore it complements and can help improve existing assessments and teaching practices.

Through the State's Early Learning Network (an on-line repository of early learning data), early learning providers and other authorized users have the ability to view outcomes data, including data from the State's [Kindergarten Entry Inventory](#), for children who currently attend or who formerly attended their early learning programs and make comparisons to outcomes data for children at the program, school district, county and State levels. Providers also have the ability to view outcomes based on legislative districts.

### Types of Data Reports Available

- [Early Learning Outcomes Reports](#) – These reports enable early learning providers to view aggregate early learning outcomes proficiencies for infants, young toddlers, older toddlers and preschool children (fall and spring outcome data) attending their early learning programs and make comparisons to outcomes for children in at the program, legislative district, county and State levels.
- [Student Outcomes Reports](#) – These reports enable early learning providers to view aggregate data for children who have formerly attended their early learning programs, with options to display Kindergarten Entry Inventory proficiencies for children in kindergarten and Pennsylvania System of Student Assessment (PSSA) data for all children once they complete grade three. Also, percent of population with IEPs for children in kindergarten through grade three and grade retention for children from kindergarten through grade three. These reports will enable providers to make comparisons to outcomes for children at the school district, legislative district, county and State levels.

**Student Outcomes Report - Location**

Please be advised that enrollment data for the current school year may not be available until June 1st (the end of the school year) and assessment data for the current school year may not be available until December 1st (of the next school year).

**Report Parameters**

School Year of Kindergarten Entry: \* 2008-09

Lead Agency: \* Gettysburg Child Care Center, Inc.

Partner: \*

Location(s): \* Select... All

Program(s): \* Select... All Other PA Pre-K Counts Head Start

Outcome(s): \* Select... Kindergarten Entry Inventory Individualized Education Program PSSA Grade Retention

Name of Request: \* Location 2008-09 - KEI PSSA

[GENERATE REPORT](#) [CANCEL](#)

UserID: b-trainz01 System Acceptance Test for PA Pre-K Counts | Version 1.0.0.0

## Including Kindergarten Assessment Data in Washington’s State Reports Cards

### Background

The [Washington Kindergarten Inventory of Developing Skills \(WaKIDS\)](#) is a customized version of the commercial assessment Teaching Strategies GOLD. The [customized KEA includes 21 objectives and dimensions](#) in the following six domains: social and emotional development; physical development; language development; cognitive development; literacy; and mathematics. The information is available to the general public in an open format.

### Types of Data Reports Available

The State has integrated WaKIDS data into the [Washington State Report Card](#), which allows the general public to develop dynamic reports on demand for an individual school, school district, education service district or the entire State. Users are able to develop reports that provide data for a specific school year and for different population demographics, including gender, race/ethnicity, English proficiency, special education and income.

**OSPI** Office of Superintendent of Public Instruction  
**Washington State Report Card**

District: Non-District | ESD | P-20 High School Feedback | Tools: Compare My School go

Summary | MSP/HSPE | EOC | AYP | WAAS PORT | NAEP | CTE | WELPA | AMO | **WaKIDS** | HS Dual Credit

WaKIDS: Washington State | Detail go | Search: School District go

District > Washington State | Print Friendly

### Washington Kindergarten Inventory of Developing Skills (WaKIDS)

This displays student information for the Washington Kindergarten Inventory of Developing Skills (WaKIDS). You can view details for an individual school, school district, Educational Service District, or the entire state. For information on WaKIDS, click on the WaKIDS web site ([more info](#)).

Caution: WaKIDS is required only in state-funded full-day kindergartens. Absence of data for schools with enrolled kindergarten students may indicate that full-day kindergarten students in these schools are not state-funded. For this same reason, student totals at district and state levels may appear smaller than their actual enrollments. In districts where only some of the kindergartners took part in WaKIDS, the results do not represent all of the kindergartners in the district.

Select a category of students: All | 2014-15 | Numbers go

Range of Skills of Entering Kindergartners – Social-Emotional		
	Number	Percent
Skills typical of birth-2 year old children	778	1.8%
Skills typical of 2-3 year old children	1,854	4.4%
Skills typical of 3-5 year old preschool children	21,294	50.2%
Skills typical of 5-6 year old kindergartners	18,466	43.6%
<b>Total</b>	<b>42,392</b>	<b>100.0%</b>

Range of Skills of Entering Kindergartners – Physical		
	Number	Percent
Skills typical of birth-2 year old children	319	0.8%
Skills typical of 2-3 year old children	1,089	2.6%
Skills typical of 3-5 year old preschool children	23,641	56.1%
Skills typical of 5-6 year old kindergartners	17,077	40.5%
<b>Total</b>	<b>42,126</b>	<b>100.0%</b>

Range of Skills of Entering Kindergartners – Language		
	Number	Percent
Skills typical of birth-2 year old children	1,480	3.6%
Skills typical of 2-3 year old children	3,069	7.4%
Skills typical of 3-5 year old preschool children	25,013	60.2%
Skills typical of 5-6 year old kindergartners	11,992	28.9%
<b>Total</b>	<b>41,554</b>	<b>100.0%</b>

Range of Skills of Entering Kindergartners – Cognitive		
	Number	Percent
Skills typical of birth-2 year old children	751	1.8%
Skills typical of 2-3 year old children	1,912	4.6%
Skills typical of 3-5 year old preschool children	26,230	62.5%
Skills typical of 5-6 year old kindergartners	13,070	31.1%
<b>Total</b>	<b>41,963</b>	<b>100.0%</b>

Range of Skills of Entering Kindergartners – Literacy		
	Number	Percent
Skills typical of birth-2 year old children	282	0.7%
Skills typical of 2-3 year old children	1,665	4.1%
Skills typical of 3-5 year old preschool children	17,811	43.6%
Skills typical of 5-6 year old kindergartners	21,049	51.6%
<b>Total</b>	<b>40,807</b>	<b>100.0%</b>

Range of Skills of Entering Kindergartners – Math		
	Number	Percent
Skills typical of birth-2 year old children	641	1.5%
Skills typical of 2-3 year old children	2,656	6.4%
Skills typical of 3-5 year old preschool children	28,256	67.8%
Skills typical of 5-6 year old kindergartners	10,133	24.3%
<b>Total</b>	<b>41,686</b>	<b>100.0%</b>

## Releasing KEA Data for Public Use in Oregon

### Background

The results of the [Oregon Kindergarten Assessment](#) are published on-line by the Oregon Division of Early Learning, providing information to policymakers, communities, schools and families about the literacy, math, self-regulation and interpersonal skills of children entering kindergarten. Stakeholders are using the information to identify opportunity gaps and inform decisions about resource allocation in communities with the greatest need and to measure progress over time. School districts and communities in the state have begun to use the data to examine [Kindergarten Assessment Results](#) in relation to the types of early learning and kindergarten transition experiences that children have, and are using the data to facilitate collaborations between schools, early learning providers, and families to increase access to high-quality early learning opportunities for children.

### Types of Data Reports Available

The State makes aggregate KEA data available to the general public in an Excel-based format that includes information at different geographic levels, including school, school district, county or state level. Separate reports are available for each school year during which the KEA has been used and for different population demographics, including gender and race/ethnicity, English proficiency, disability status and income. Oregon also provides a [KEA Report Overview](#) that explains the KEA and scoring, appropriate uses of the data and precautions on interpreting the results.

#### Oregon Kindergarten Assessment

2014-2015

Aggregated Data

County	District ID	District Name	Institution ID	Institution Name	Institution Type	SubGroup Type	SubGroup	Approaches to Learning		
								Self Regulation	Interpersonal Skills	Total
								Average Rating (1-5)	Average Rating (1-5)	Average Rating (1-5)
All Counties	9999	Statewide	9999	Statewide	State	Total Population	Total Population	3.6	3.9	3.7
All Counties	9999	Statewide	9999	Statewide	State	Ethnicity-Race	Asian	3.7	4.1	3.9
All Counties	9999	Statewide	9999	Statewide	State	Ethnicity-Race	African American	3.4	3.7	3.5
All Counties	9999	Statewide	9999	Statewide	State	Ethnicity-Race	Hispanic	3.5	3.9	3.6
All Counties	9999	Statewide	9999	Statewide	State	Ethnicity-Race	American Indian/Alaskan Native	3.5	3.8	3.6
All Counties	9999	Statewide	9999	Statewide	State	Ethnicity-Race	Multi-Ethnic	3.6	3.9	3.7
All Counties	9999	Statewide	9999	Statewide	State	Ethnicity-Race	Pacific Islander	3.5	3.8	3.6
All Counties	9999	Statewide	9999	Statewide	State	Ethnicity-Race	White	3.6	3.9	3.7
All Counties	9999	Statewide	9999	Statewide	State	Gender	Female	3.8	4.1	3.9
All Counties	9999	Statewide	9999	Statewide	State	Gender	Male	3.4	3.8	3.5
Baker	1894	Baker SD 5J	1894	Baker SD 5J	District	Total Population	Total Population	3.4	3.8	3.6
Baker	1894	Baker SD 5J	1894	Baker SD 5J	District	Ethnicity-Race	Asian	*	*	*
Baker	1894	Baker SD 5J	1894	Baker SD 5J	District	Ethnicity-Race	African American	*	*	*
Baker	1894	Baker SD 5J	1894	Baker SD 5J	District	Ethnicity-Race	Hispanic	3.2	3.6	3.3
Baker	1894	Baker SD 5J	1894	Baker SD 5J	District	Ethnicity-Race	American Indian/Alaskan Native	*	*	*
Baker	1894	Baker SD 5J	1894	Baker SD 5J	District	Ethnicity-Race	Multi-Ethnic	*	*	*
Baker	1894	Baker SD 5J	1894	Baker SD 5J	District	Ethnicity-Race	Pacific Islander	*	*	*
Baker	1894	Baker SD 5J	1894	Baker SD 5J	District	Ethnicity-Race	White	3.4	3.8	3.6
Baker	1894	Baker SD 5J	1894	Baker SD 5J	District	Gender	Female	3.6	4.0	3.7
Baker	1894	Baker SD 5J	1894	Baker SD 5J	District	Gender	Male	3.3	3.7	3.4
Baker	1895	Huntington SD 16J	1895	Huntington SD 16J	District	Total Population	Total Population	*	*	*
Baker	1895	Huntington SD 16J	1895	Huntington SD 16J	District	Ethnicity-Race	Asian	*	*	*
Baker	1895	Huntington SD 16J	1895	Huntington SD 16J	District	Ethnicity-Race	African American	*	*	*

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- <sup>1</sup> Essential Domains of School Readiness means the domains of language and literacy development, cognition, and general knowledge (including early mathematics and early scientific development); approaches toward learning; physical well-being and motor development (including adaptive skills); and social and emotional development.
- <sup>2</sup> National Research Council. *Early Childhood Assessment: Why, What, and How*. Committee on Developmental Outcomes and Assessments for Young Children, C.E. Snow and S.B. Van Hemel, Editors. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. The National Academies Press, 2008. [www.nap.edu/catalog.php?record\\_id=12446](http://www.nap.edu/catalog.php?record_id=12446).
- <sup>3</sup> Wainer, H., R.K. Hambleton, and K. Meara. Alternative Displays for Communicating NAEP Results: A Redesign and Validity Study. *Journal of Educational Measurement*, 36: 301–335. 1999.