

Purpose: To identify the current Kindergarten Readiness Assessment (KRA) practices of Indiana school corporations through an online survey administered to Corporation Testing Coordinators by the Indiana Department of Education (IDOE).

Rationale: Kindergarten Readiness Assessments provide a snapshot of children's skills as they enter into Kindergarten. Assessments differ in their purpose and delivery as well as in the specific skills they measure. As we consider the availability of data on child outcomes, KRAs can provide valuable information about children as they transition from early childhood programs into elementary school. As there is not currently a standard assessment used across school corporations, this survey provides information about the current landscape of KRA practices.

Responses: There were a total of 227 responses with 76 counties represented. Out of the 289 total public school corporations in Indiana, 139 responded (48% response rate). There were 88 Nonpublic/Charter/Choice respondents, respectively.

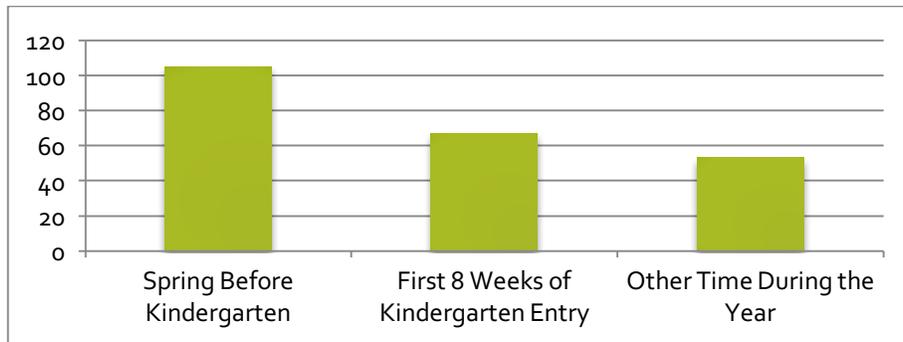
Highlights

1. 59% of all respondents, and 74% of public school corporations, had some form of KRA in place.
2. Many corporations gave a KRA at more than one time during the year, and the majority (78%) of corporations that have a KRA give the KRA during the spring before Kindergarten.
3. The domains of language & literacy and numeracy were the most regularly assessed.
4. The majority of KRAs were locally-developed, only a few corporations used commercial assessment tools.
5. Assessments were mainly conducted by a Kindergarten teacher or other school personnel.

Important Figures

Figure 1

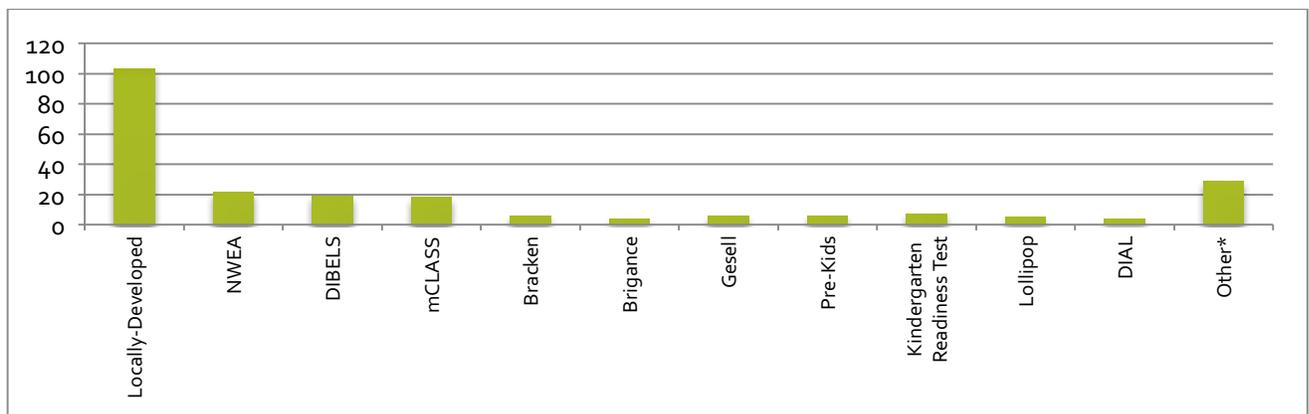
Timing of the Assessment



Number of Corporations that conduct a KRA during each time period

Figure 2

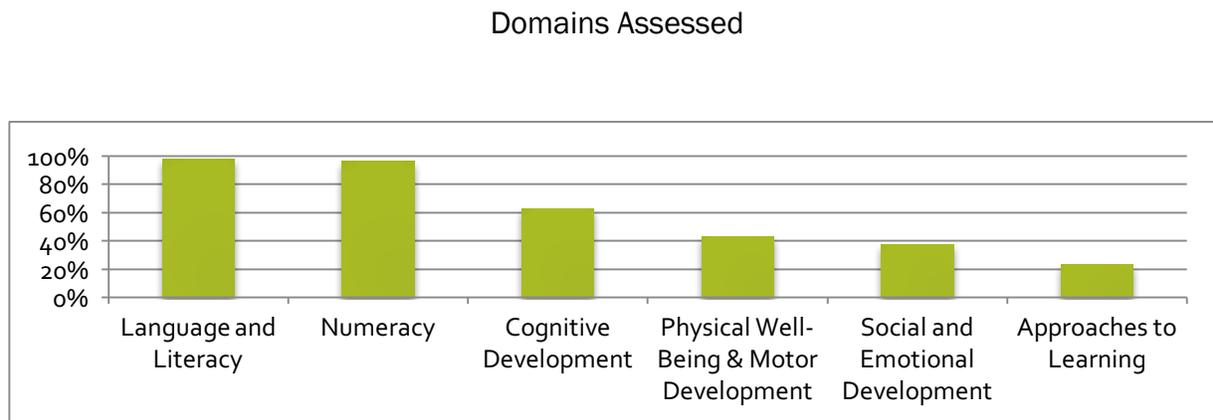
Type of Assessment



Number of Corporations that conduct each type of KRA

*Other includes over 15 other types of assessments that were named by 3 or fewer corporations each

Figure 3



Percentage of KRAs that include each of the domains of readiness

Survey Implications

1. The high percentage of public school corporations that currently use some form of KRA suggests that having better information about children as they come into the school system is recognized as valuable for schools.
2. The current landscape of kindergarten readiness assessments across the state highlights the use of locally-developed assessments, meaning there is very little consistency in the data currently being collected. School corporations are developing assessments that align with local needs and purposes, but these types of assessments will not be able to provide data that can inform the assessment of outcomes of Pre-Kindergarten programs at a state level.
3. The definition of Kindergarten Readiness approved by ELAC encompasses all domains of readiness, including social, emotional, physical, cognitive and academic, and emphasizes the equal importance of growth in each of these domains for children's development. Currently, the assessments of domains outside of the academic and cognitive domains are very limited.
4. The definition of Kindergarten Readiness approved by ELAC also identifies the important role of multiple partners in preparing children for Kindergarten. The report of current assessment practices identifies limited inclusion of individuals outside of the school (particularly parents) in assessing children's readiness. Including multiple voices in the assessment process can provide a more complete picture of readiness.