

# NEXT STEPS FOR DISTRICTS

## Your district has administered the Kindergarten Readiness Assessment, now what?

The Kindergarten Readiness Assessment (MKAS<sup>2</sup>) measures what children know and should be able to do upon entering school. The primary purpose of the Kindergarten Readiness Assessment is to improve the quality of classroom instruction and other services provided to students. The Kindergarten Readiness Assessment results should be used to establish a baseline in which academic performance may be measured. Utilizing the results will aid districts, schools, and teachers in developing growth goals for students based on their individual needs.

### GET OFF TO A "SMART" START - Use Your Data to Gain Momentum

In order to increase student outcomes, "SMART" goals should be developed to guide efforts as well as define expected achievement within a specified time frame. SMART goals are Specific, Measurable, Attainable, Results-oriented, and Time-bound. Kindergarten Readiness Assessment disaggregated data, combined with established SMART goals, may be used to identify district needs of a school, a teacher, or a student. Your identified SMART goals should be aligned with the district and school mission and vision for increasing student achievement.

### DISTRICT ADMINISTRATORS

The district should utilize Kindergarten Readiness Assessment data to identify specific areas of strengths and weaknesses as well as opportunities and barriers that deter sustainable growth. These primary indicators should be analyzed when determining instructional supports, resource allocation, and vital needs for professional development.

### SCHOOL ADMINISTRATORS

Based on Kindergarten Readiness Assessment data, school administrators should establish growth objectives and grade-level goals. To bolster academic performance, these goal-oriented objectives should be used to guide the development lessons. In addition, administrators should use Kindergarten Readiness Assessment data to identify teachers with a disproportionate number of early and late emergent readers. Teachers identified may be provided additional resources and supports needed to improve instructional practices. Furthermore, school administrators should utilize enrollment data, transitional folders, and available assessment data to:

- determine staffing decisions,
- allocate resources,
- recognize effective teaching strategies,
- identify opportunities for professional development,
- select instructional materials,
- facilitate collaboration between teachers and community based programs, and
- ensure smooth transitions between grade levels.

### TEACHERS

Teachers should use the Kindergarten Readiness Assessment data to determine classwide and individual student deficits specific to content-area skills to inform the development of lesson plans. Analyzing emergent, transitional, and probable readers' performance data from the prior year as well as the current year will guide the establishment of specific interventions or differentiated instruction necessary to enhance student achievement.

Kindergarten Readiness scores can also be used to:

- develop learning centers,
- measure progress, group students, and allocate classroom resources, and
- determine activities needed by parents to assist their children with specific skills (Family Guides for Student Success).

