Using Pennsylvania's Kindergarten Entry Inventory to Improve Student Achievement

pennsylvania
DEPARTMENT OF EDUCATION

Pennsylvania's Kindergarten Entry Inventory is a reliable reporting tool that provides a consistent statewide measure to identify a child's cognitive and non-cognitive skill levels and evaluate aggregate data for better P-3 alignment. As part of the Race to the Top Early Learning Challenge grant, the Inventory is available to all Pennsylvania school districts at no cost. The Kindergarten Entry Inventory is not designed as a high stakes assessment for comparison among early childhood programs, of teacher effectiveness or for placement of children.

Children have many different early learning experiences.

At home, with family, friends or neighbors

In early learning programs

In quality early learning programs

In high quality early learning programs
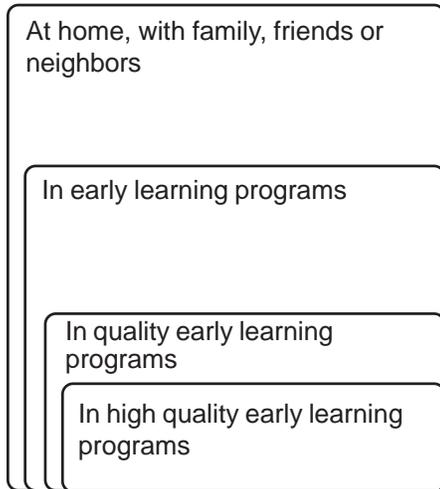
Some children will have the skills expected for kindergarten. Many will not.

Teachers in high quality pre-kindergarten programs like Pennsylvania Pre-K Counts, Head Start Supplemental Assistance Program, and Keystone STAR 3 and 4 programs observe a child's skills and report them into the standards-based **Pennsylvania Early Learning Outcomes Framework.**

Teachers use multiple sources such as input from classroom assessments, families, paraprofessionals and content area specialists to inform their reporting.

As children enter kindergarten, teachers need to understand a child's skill level to provide effective instruction.

Using the **Kindergarten Entry Inventory**, teachers observe and report a child's skills in the first 45 calendar days on 30 standards-based indicators that address cognitive and non-cognitive skills. These indicators directly align with the **Early Learning Outcomes Framework.**

Having a comprehensive picture of the strengths and needs of students and classroom trends, teachers can adjust their instruction, access resources and professional development, and partner with families to meet the unique needs of their class.

This touchpoint of a child's skills when they enter kindergarten provides an opportunity for families, teachers, schools and communities to work together to improve student achievement.

- Identify specific needs of children and demographic trends.
- Pinpoint and expand early learning best practices.

- Align pre-kindergarten and kindergarten curriculum to meet expectations at kindergarten entry.
- Target education and resources for families.

- Access professional development for early childhood and kindergarten teachers to prepare them to meet the needs of students.

The Result:

- **Children, families, teachers and schools ready for kindergarten**

- **Fewer costs for special education and grade retention**

- **Improved student achievement**