

# Inequity in the Early Years

## Kindergarten Readiness in Illinois Series Part 2

Children enter kindergarten with different knowledge, skills, and behaviors, which are shaped by early learning experiences and opportunities. But what happens as students move through the education system? Do disparities grow, shrink, or remain stable? Because kindergarten readiness predicts later achievement, it is important to identify and address systemic inequity early on.

## Disparities appear larger in Grade 3 than in kindergarten

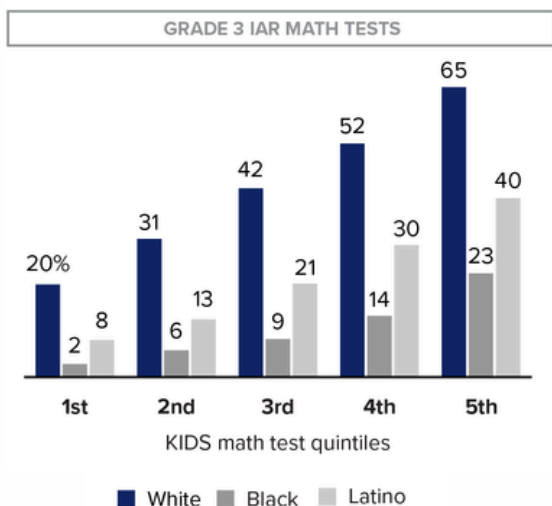
### KIDS predicts Grade 3 test scores:

- Kindergarten ready students are more than **twice** as likely to be proficient in Grade 3.
- Teachers can use information from KIDS to tailor instruction to their students' development.

### Kindergarten readiness alone does not guarantee academic success:

- Even among students with similar KIDS scores, Black, Latino, and FRPL-eligible students are less likely to score at or above proficiency in Grade 3.

Relationship between KIDS & Grade 3 Proficiency  
Percent proficient, %



### What percent of White, Black, and Latino kindergarteners were proficient in Grade 3 Math?

- Among the **top scoring** kindergarteners (5th quintile or top 20%), the following percentages went on to be proficient:  
**65% White** **23% Black** **40% Latino**
- Among the **lowest scoring** (1st quintile, or bottom 20%):  
**20% White** **2% Black** **8% Latino**

**Why do these disparities exist?** The next reports address this by exploring the role of early childhood education and school effectiveness.