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Key Findings

Pre-Kindergarten KPIs

- The median percentile score for students entering pre-K was low in both the Language Development domain and the Academic/Cognitive domain of the Brigance Inventory of Early Development (median percentiles range from 12 -23). Upon exiting pre-K at the end of the year, the median percentile for Language Development (63rd percentile) surpassed the national median percentile; the median percentile for the Academic/Cognitive domain (39-46th percentile) also increased but did not quite reach the national average (50th percentile). This pattern was true for both 2021-22 and 2022-23.

Transition to Kindergarten KPIs

- The percentage of pre-K students who subsequently enrolled in MSCS Kindergarten the next year decreased from 74.0% in fall 2022 to 66.8% in fall 2023.
- The percentage of all incoming Kindergarten students who met the Kindergarten readiness threshold was approximately 34% for fall 2022 and 35% for fall 2023, while the subset of students who had attended MSCS pre-K who met the threshold was approximately 40% for both years.

Grades K-3 KPIs

- The median percentile on i-Ready ELA increased for Grades K-3 from spring 2022 to spring 2023, although no median percentile reached the national average (50th percentile).
- The percentage of students meeting their individual i-Ready growth target in ELA increased from 2021-22 to 2022-23 for all grade levels. Over half the students met their growth target in Grades K, 2 and 3 both years, while just under 50% of students in Grade 1 met their growth target each year.
- The percentage of students who scored at or above the 65th percentile on i-Ready ELA increased from fall to spring for 2022-23 for all grade levels, although the overall percentage of students who met this threshold is low, ranging from approximately 21-29%.
- The percentage of students scoring in the bottom quartile on i-Ready ELA decreased for all grade levels from fall to spring for 2022-23; however, the percentage of students scoring in this category is high. Approximately 38% of Grade K students scored in the bottom quartile in spring 2023 and between 43-47% of students in Grades 1-3 scored in this quartile during the same assessment window.
- The percentage of students scoring in the Met or Exceeded Expectations categories on Grade 2 TCAP increase from 15.9% to 17.8% from spring 2022 to spring 2023, while the percentage of students in those categories on Grade 3 TCAP increased from 23.6% to 24.1%.

Introduction

The October key performance indicators (KPIs) focus on early literacy in the District. KPIs for this month cover three areas — Pre-Kindergarten, Transition to Kindergarten, and Grades K-3 — and aim

to provide a status update for each. Early literacy data for Grades pre-K to 3 come from the Brigance Developmental Inventory administered to pre-K students, the i-Ready formative assessment taken by students in Grades K-3, and the TCAP achievement test for Grades 2 and 3.

The KPIs included in this report are listed in the table below.

Pre-Kindergarten
Median percentiles for Brigance Language Development Domain
Median percentiles for Brigance Academic/Cognitive Domain
Percentage of students at or above 50th percentile on Brigance Language Development Domain (spring)
Percentage of students at or above 50th percentile on Brigance Academic/Cognitive Domain (spring)
Transition to Kindergarten
Percentage of MSCS Pre-K students who enrolled in Kindergarten in MSCS schools
Percentage of all Kindergarten students who met ELA Kindergarten Readiness Criterion (50th percentile on fall i-Ready)
Percentage of substantially served Pre-K students who met ELA Kindergarten Readiness Criterion (50th percentile on fall I-Ready)
Grades K-3
Median Percentiles on spring i-Ready ELA
Percentage of students who met their annual growth target in ELA
Percentage of students at or above 65th percentile on i-Ready ELA
Percentage of students in bottom quartile (25th percentile) on i-Ready ELA
Percentage of students who Met or Exceeded Expectations on TCAP ELA (Grade 2)
Percentage of students who Met or Exceeded Expectations on TCAP ELA (Grade 3)

Some of the early literacy KPIs are also being tracked as goals by other programs. The KPIs that overlap with tracked goals are listed in the table below along with a status update were applicable.

AMOs	2023 EOY Target	2023 Outcome	Diff.	2024 EOY Target
Percentage of students who Met or Exceeded Expectations on TCAP ELA (Grade 2)	21.7%	17.8%	-3.9%	21.2%
Percentage of students who Met or Exceeded Expectations on TCAP ELA (Grade 3)	28.8%	24.8%	-4.0%	29.4%
SPL Goals				
Percentage of all incoming Kindergartners meeting Kindergarten Readiness criterion (50th percentile)	N/A	35.5%	N/A	41.7%
Percentage of substantially served PK students meeting Kindergarten Readiness criterion (50th percentile)	N/A	40.0%	N/A	50.5%
Percentage of grade K students at or above the 65th percentile on i-Ready ELA	29.2%	29.6%	0.4%	35.6%
Percentage of grade 1 students at or above the 65th percentile on i-Ready ELA	25.7%	24.0%	-1.7%	30.1%
Percentage of grade 2 students at or above the 65th percentile on i-Ready ELA	25.0%	20.7%	-4.3%	26.8%
Percentage of grade 3 students at or above the 65th percentile on i-Ready ELA	26.1%	21.0%	-5.1%	30.1%
Percentage of grade 2 students proficient on TCAP ELA	23.0%	17.8%	-5.2%	21.6%
Percentage of grade 3 students proficient on TCAP ELA	30.0%	24.7%	-5.9%	29.0%
Departmental Goals				
Percentage of students at or above 50th percentile on Brigance Domain Academic/Cognitive (spring)	70.0%	47.8%	-22.2%	70.0%
Percentage of all grade K students who attended MSCS Pre-K who met Kindergarten readiness criterion on i-Ready ELA	80.0%	24.8%	-55.2%	80.0%

Pre-Kindergarten KPIs

The Brigance Inventory of Early Development provides information on a child's progress in five developmental domains. Two of those domains, the Language Development domain and the Academic/Cognitive domain, assess skills and knowledge that underlie early literacy. The Language Development domain assesses both receptive language and expressive language, while the

Academic/Cognitive domain measures early literacy and numeracy skills. KPIs using students' Brigance scores will analyze these two domains, as they both provide information on the foundation of early literacy.

Median Percentiles on the Brigance Inventory

A median percentile provides the cut point at which half of a group of students score above and half score below. Median percentiles also allow for comparisons between the performance of a group of students and the national average, which is the 50th percentile. A median percentile below the 50th percentile would mean that, as a whole, the group of students is performing less well than the national average and a median percentile above the 50th percentile would mean the group is performing better than the national average.

The two graphs below show the median percentiles from fall and spring for MSCS's pre-K students from the 2021-22 and 2022-23 school years. The graph on the left shows the median percentiles for the Language Development domain. The columns on the left of the graph display the fall median percentiles, or students' skill level when they entered the program. The bars on the right side of the graph show their spring median percentiles, or their scores from assessments as the school year is ending. The green line, for comparison, depicts the 50th percentile, which is the national average.
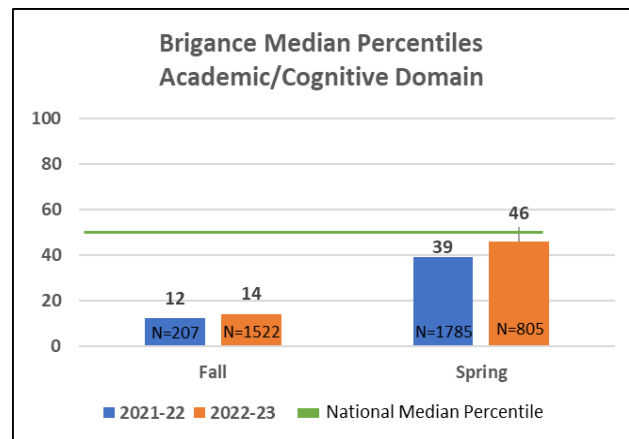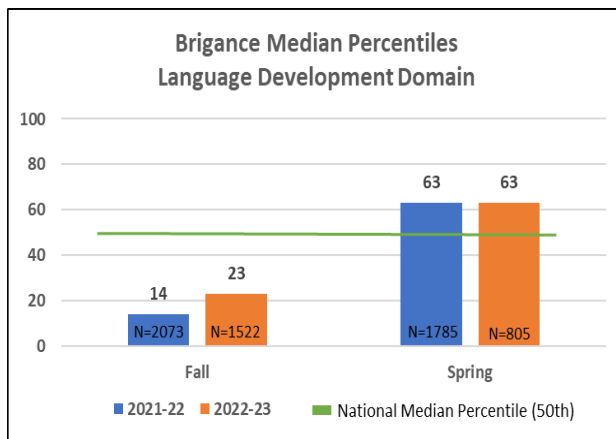
Students who entered pre-K in fall 2021 (blue bar, left side) had a median percentile of 14 in the Language Development domain, meaning that half the students scored above the 14th percentile and half the students entering pre-K scored below. By the time that same group of students left the program in spring 2022 (blue bar, right side), their median percentile in the Language Development domain was 63. As a group, these students surpassed the national average. The same pattern occurred for students during the 2022-23 school year (orange bars). Their fall Brigance scores had a median percentile of 23 and their spring Brigance scores had a median percentile of 63.

The graph on the right above shows the data for the Academic/Cognitive domain. Again, there was an increase in median percentiles from fall to spring for both school years; although, the gain in 2022-23 was greater than in 2021-22. In spring 2022 (blue bar, right side) the median percentile was 39. In spring 2023, the median percentile was 46. Despite gains in this domain over the year, neither median percentile reached the national average.

Percentage of Pre-K Students At or Above the 50th Percentile on the Spring Brigance Inventory

Analyzing the percentage of students who scored at or above the 50th percentile in spring provides a picture of how many individual students who are on par with the national average by the time they leave the program at the end of the year. The analyses for this metric are limited to students who were substantially served by the pre-Kindergarten program. Substantially served is defined as the student having enrolled in pre-K by spring break.[1]

The graphs below show the percentage of students who met the 50th percentile criterion in spring 2022 and spring 2023. The graph on the left displays data for the Language Development domain. For both years, over 59% of substantially served pre-K students scored at or above the 50th percentile by the time they exited the program. The graph on the right shows data for the Academic/Cognitive Domain. Just over 46% (46.2%) of students met the 50th percentile criterion in spring 2022 and 47.8% of students met it in spring 2023.
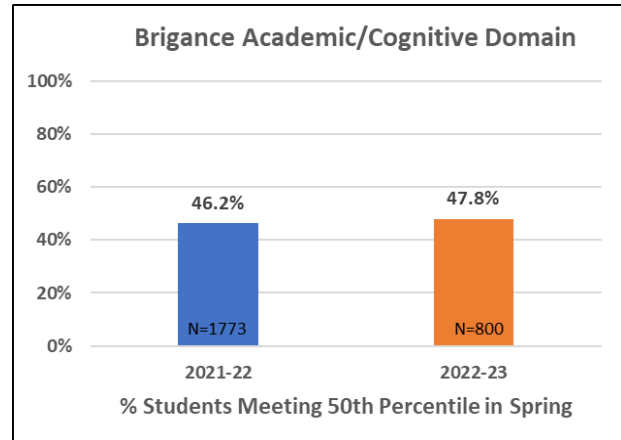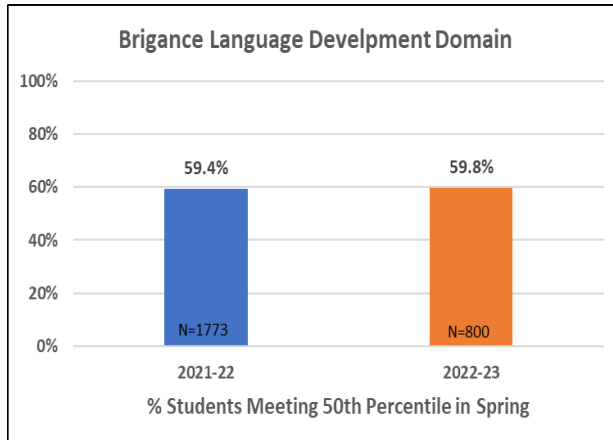
Transition to Kindergarten KPIs

The KPIs covered in this section focus students as they transition into MSCS Kindergarten, looking specifically at retaining pre-K students as Kindergartners and the level of Kindergarten readiness of the incoming students.
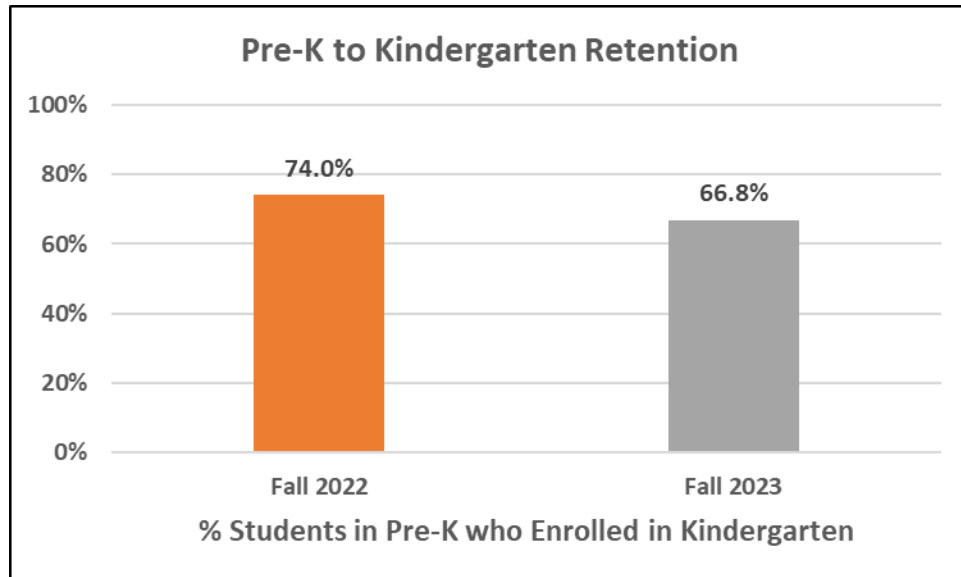
Percentage of Pre-Kindergarten Students who Enroll in MSCS Kindergarten

This KPI reports on the percentage of students who attended a District pre-K classroom who subsequently enrolled in MSCS Kindergarten the following year. This analysis is limited to student enrollment in Kindergarten at District-managed schools. The graph below shows that in fall 2022, 74.0% of pre-K students from the year before attended MSCS Kindergarten. In fall 2023, 66.8% of the previous year's pre-K students enrolled in the District as Kindergarteners.

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[1] The pre-K program is required by funders to engage in continuous enrollment. If a space becomes available during the year, it is filled with a student on the waiting list regardless of the date.

Percentage of All Kindergarten Students who Met the ELA Kindergarten Readiness Criterion

Percentage of Kindergarten Students who Attended MSCS pre-K who Met the ELA Kindergarten Readiness Criterion
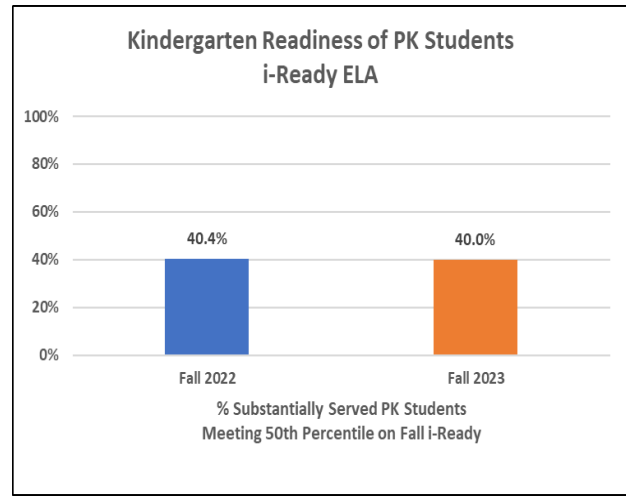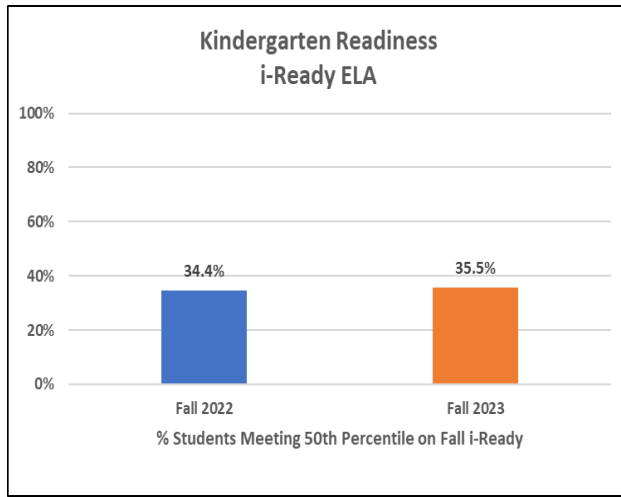
The next two KPIs both examine Kindergarten readiness in ELA for the incoming Kindergarten students. The first looks at the incoming class overall, while the second examines only the students who attended MSCS pre-K the prior year and were substantially served by that program. For these KPIs, ELA Kindergarten readiness is defined as scoring at or above the 50th percentile on the fall i-Ready diagnostic assessment. i-Ready is the District's formative assessment that provides a snapshot of how students are performing compared to their grade level at a given point during the school year. The i-Ready assessment administered in fall measures where students are when they enter Kindergarten. The 50th percentile is the criterion that the District has traditionally used to determine Kindergarten readiness.

The two graphs below show the Kindergarten readiness data for the two groups of students. The graph on the left shows the percentage of students who met the 50th percentile criterion for the incoming Kindergarten class overall and the graph on the right shows the percentage of substantially served pre-Kindergarten students who met the criterion as incoming Kindergarten students. In fall 2022, 34.4% of all incoming Kindergarten students scored at or above the 50th percentile in ELA. In fall 2023, the percentage was slightly higher at 35.5%. The subset of students substantially served by the pre-K program fared slightly better with approximately 40% reaching the 50th percentile both years in ELA (40.4% in fall 2022 and 40.0% in fall 2023).

Kindergarten Readiness
i-Ready ELA

% Students Meeting 50th Percentile on Fall i-Ready

- Fall 2022: 34.4%
- Fall 2023: 35.5%

Kindergarten Readiness of PK Students
i-Ready ELA

% Substantially Served PK Students
Meeting 50th Percentile on Fall i-Ready
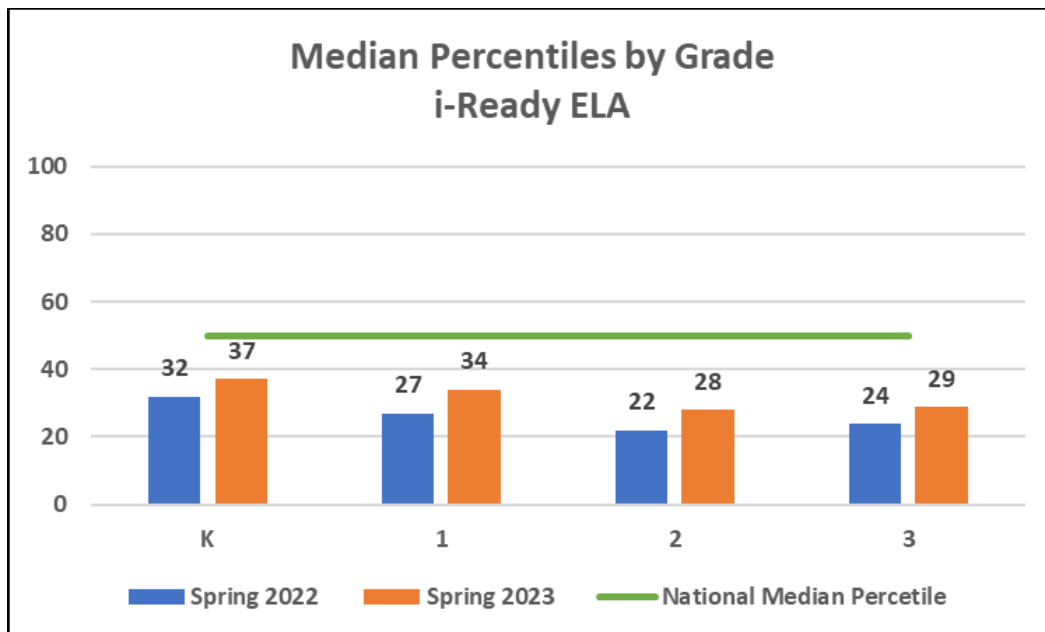
- Fall 2022: 40.4%
- Fall 2023: 40.0%

Grades Kindergarten through Three KPIs

The data for the Grades K-3 KPIs mainly come from the i-Ready diagnostic assessment that is administered to District students three times per year. These assessments provide information on how students are performing compared to the expected level for their grade and the time of the year. Additional KPIs in this section report on student scores in ELA on TCAP for grades 2 and 3.

Median Percentiles in ELA

This KPI reports the spring median percentiles for Grades K-3 over the past two years. The graph below shows that year-end median percentiles increased for all grade levels from 2022 to 2023; however, the median percentiles for all grade levels fall well below the national average (50th percentile).
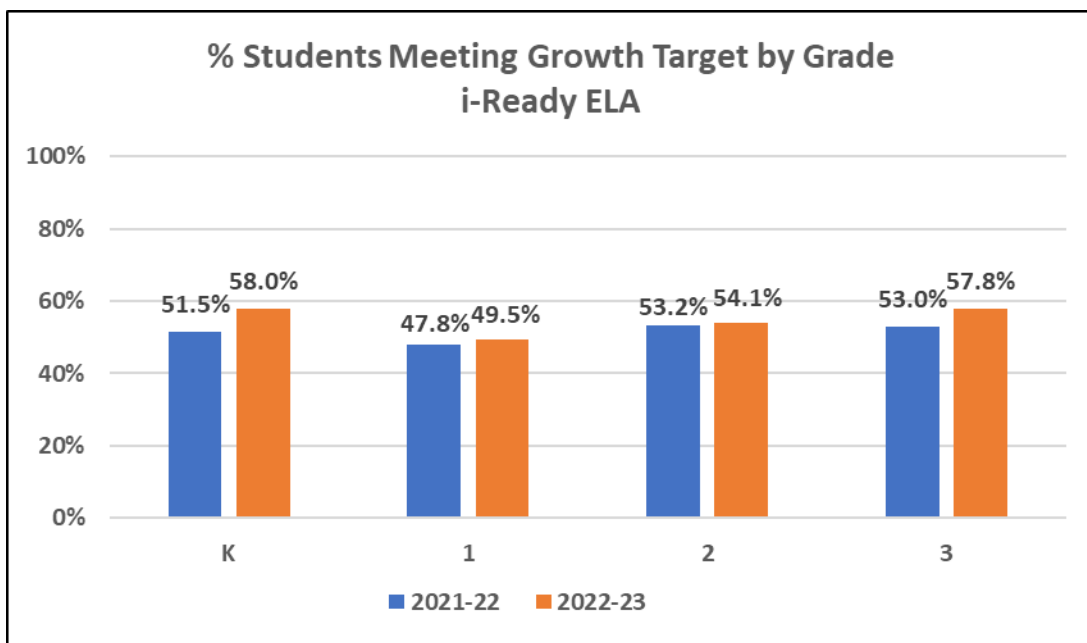
Median Percentiles by Grade
i-Ready ELA

Grade	Spring 2022	Spring 2023
K	32	37
1	27	34
2	22	28
3	24	29

National Median Percentile: 50

Percentage of Students who Meet Their Annual Growth Target in ELA

The fall i-Ready diagnostic assessment calculates a growth target for each student who completes the assessment that is based on the student's score and grade level. The growth target is the average gain students who have scored at the same level typically make on i-Ready over the course of the year. The graph below shows the percentage of students who met their calculated annual growth target from fall to spring in each grade level for two years. For all grade levels, there was an increase in the percentage of students meeting their growth target. This increase was more marked for grades K and 3 than for grades 1 and 2. In all grades except grade 1, more than 50% of students met their growth target for both the 2021-22 and the 2022-23 school years.

% Students Meeting Growth Target by Grade
i-Ready ELA

Grade	2021-22	2022-23
K	51.5%	58.0%
1	47.8%	49.5%
2	53.2%	54.1%
3	53.0%	57.8%

## Percentage of Students At or Above the 65th Percentile in ELA

This KPI reports the percentage of students who score at or above the 65th percentile in ELA on i-Ready for all grade levels across two years. The District tracks the percentage of students at the 65th percentile as students performing at this level on i-Ready who are more likely to Meet or Exceed Expectations on the year-end TCAP achievement test. The blue and orange bars represent fall and spring 2021-22, respectively. The gray and purple bars display data for fall and spring 2022-23. In 2021-22, there was a decrease in the percentage of students meeting the threshold in Kindergarten and Grade 1 and an increase for Grades 2 and 3. In 2022-23, however, there was an increase from fall to spring for all four grade levels. Again, although there was an increase, the overall percentage rates are low.

**% Students Meeting 65th Percentile by Grade i-Ready ELA**
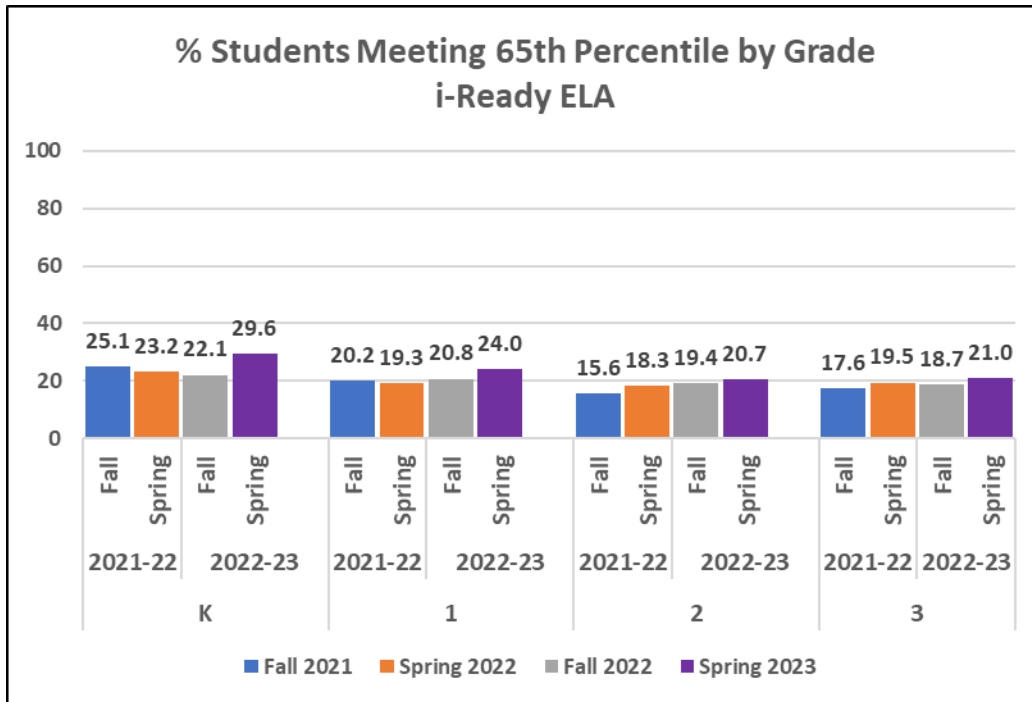
Percentage of Students Scoring in the Bottom Quartile in ELA

To get a full picture of the status of early literacy, it also helps to examine the percentage of students scoring in the bottom quartile. If the distribution of scores for a group of students is mirroring a normal distribution of test scores, only 25% of students would be in the bottom quartile. Therefore, this measure can identify the full scope of the situation by identifying the number of students who are struggling in ELA. The graph below displays the percentage of students in the bottom quartile by grade level for fall and spring for two years. While there was an uptick in the percentage of students in the bottom quartile in grades K and 1 in 2021-22, in general the data depicted here are moving in the right direction for all grade levels across the two years. Despite the decreasing numbers, there is still a very high percentage of students in the bottom quartile.
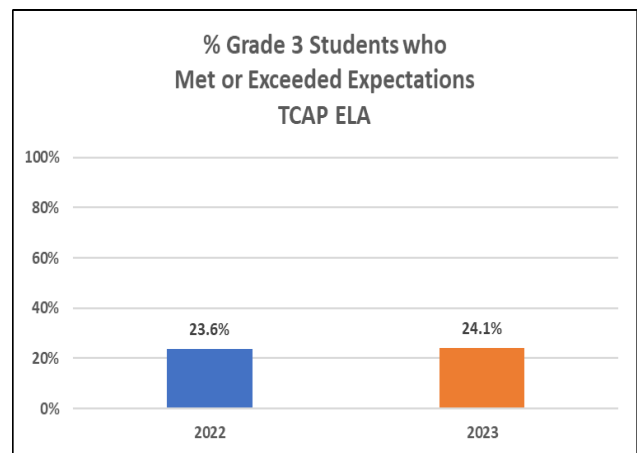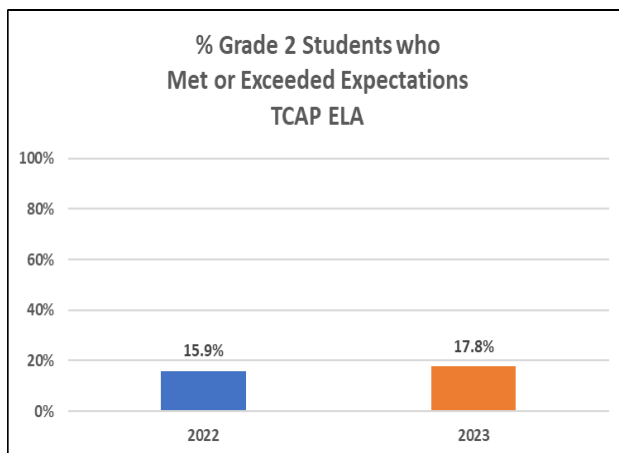
% Students in Bottom Quartile by Grade
i-Ready ELA
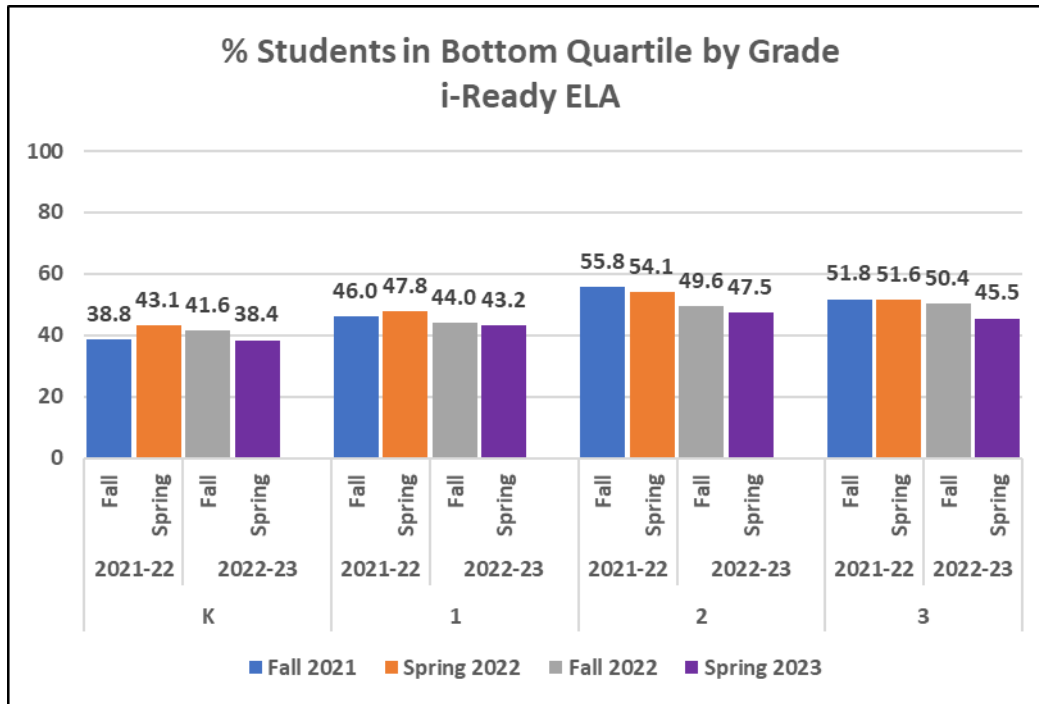
Percentage of Grade 2 Students who Met Expectations or Exceeded Expectations on TCAP

Percentage of Grade 3 Students who Met Expectations or Exceeded Expectations on TCAP

Students in Grades 2 and 3 take the year-end TCAP achievement test. The graph below shows the percentage of students who scored in the Met or Exceeded Expectations categories in spring 2022 and spring 2023. Grade 2 student data are represented in the graph on the left and Grade 3 on the right. For both grade levels, there was a minimal increase in the percentage of students who Met or Exceeded Expectations from 2022 to 2023.

% Grade 2 Students who
Met or Exceeded Expectations
TCAP ELA

% Grade 3 Students who
Met or Exceeded Expectations
TCAP ELA

District Updates

The Early Childhood and Early Literacy departments offer the following District updates and plans for 2023-24.

Pre-K Updates and Plans for 2023-24

<u>Retention of PK students as Kindergartners</u>

- The early childhood Department has structured a Transitional Services Unit. This unit ensures collaboration and coordination in the District's Pre-K, K-12 leadership, parents, and the SEED Department.

- Pre-K Registration Events are scheduled twice a year in collaboration with SEED Department.

- Transition Meetings are held within our centers and schools to provide parents with information on surrounding MSCS Schools.

<u>Pre-K Instructional Strategies</u>

- Designed and facilitated professional learning aligned to the science of reading, curriculum, trend data, and TN Best for All Foundational Skills Curriculum Supplement for Pre-K.

- Assigned an educational advisor and literacy coach to every Pre-K teacher to support (1) ongoing job-embedded professional learning, (2) observation and collaborative planning, (3)Model/demonstrate best practices, and assist with assessment implementation.

- Developed a model Pre-K classroom at the Bayer Central Office to define attributes of teaching excellence.

- Hired a full-time Senior Professional Development advisor to provide targeted instructional support to classroom teams.

- Employed six Educational Support Assistants to coach and support teacher assistants in using best practices to help the classroom teacher daily.

- Collaborated with Lakeshore Learning Foundations team to provide a full-day training on tiered instruction, small group planning, and effectively using the materials to support learning.

- Designed the Pre-K curriculum pacing, and maps aligned with the kindergarten instructional expectations.

Grades K-2 Updates and Plans for 2023-24

<u>Building Teacher Knowledge & Capacity to Teach Foundational Literacy</u>

Design and facilitate professional learning aligned to the science of reading and connected to Wonders curriculum during Teacher Development Week

- Build the capacity of Foundational Literacy Laureates (one per ES & K8 school) to help support K-2 colleagues around evidence-based literacy practices

- Provide early literacy professional learning to SEAs to support teachers and students within the classroom
- Employ three Early Literacy Coaches to aid in supporting K-2 teachers
- Utilize Foundational Literacy PLC Planning Protocols to ensure intentional focus on foundational skills instruction in K-2 classes
- Leverage District literacy advisors, coaches, and Laureates (1) facilitate collaborative planning and deliberate practice sessions; (2) co-plan and model literacy lessons; (3) observe and provide actionable feedback on K-2 literacy instruction; and arrange co-observations of exemplary K-2 colleagues

Grades K-3 Updates and Plans for 2023-24

<u>Continue Getting Better</u>

- **Literacy is *everyone's* business –**Foster student love for and success in reading and writing by continuing to provide Science of Reading professional learning, highlighting literacy strategies across all content areas, leveraging community partnerships, and providing engaging at-home literacy activities.

- **Focus on the *whole* child –**Wraparound student supports focused on academics and social-emotional health continue to be priorities. These supports include tutoring, tiered instruction, and social-emotional learning.

- ***Making Meaning* in reading –**Continuing implementation of an evidence-based foundational literacy curriculum and supporting teachers through foundational literacy professional development focused on phonics instruction, so students are able to successfully *make meaning* when reading.

Additional Pre-K District Updates

- Model School Grant Recipient as part of Tennessee's ongoing commitment to bring Innovative Preschool Programs to Tennessee, the Tennessee Department of Education has awarded Memphis Shelby County Schools Pre-K the Model Schools Grant.

- Gold Award Recipient for the 2nd Year. Award Medals were awarded by City Health, an initiative of the de Beaumont Foundation and Kaiser Permanente, based on an analysis by the National Institute for Early Education Research (NIEER). NIEER is part of the Rutgers Graduate School of Education. To win a gold medal, a city had to meet at least eight of NIEER's benchmarks and have at least 30 percent of a city's 4-year-old children enrolled in a locally- or state-funded pre-K program.

- Over 200+ teachers participated in after school professional development provided by the Division of Early Childhood to strengthen learning strategies and received additional tools for achieving high-quality instruction.

- The Real Men Read Program continue to promote the joy of reading to children that we serve in the Division of Early Childhood. The program also provides a male role model who reads culturally sensitive books provided by the Division of Early Childhood, about children like themselves. The Real Men Read are men from various departments in the MSCS District.