Ready for Kindergarten?

An Analysis of Pre-K and Kindergarten Early Literacy Data from Chicago Public Schools

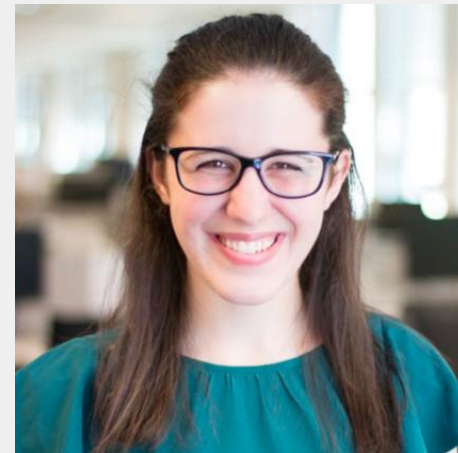October 26, 2023

Chicago Public Schools

Team

Leslie McKinily
Chief Officer,
Office of Early Childhood Education

Jamie Bright
Director of Pre-K Programs,
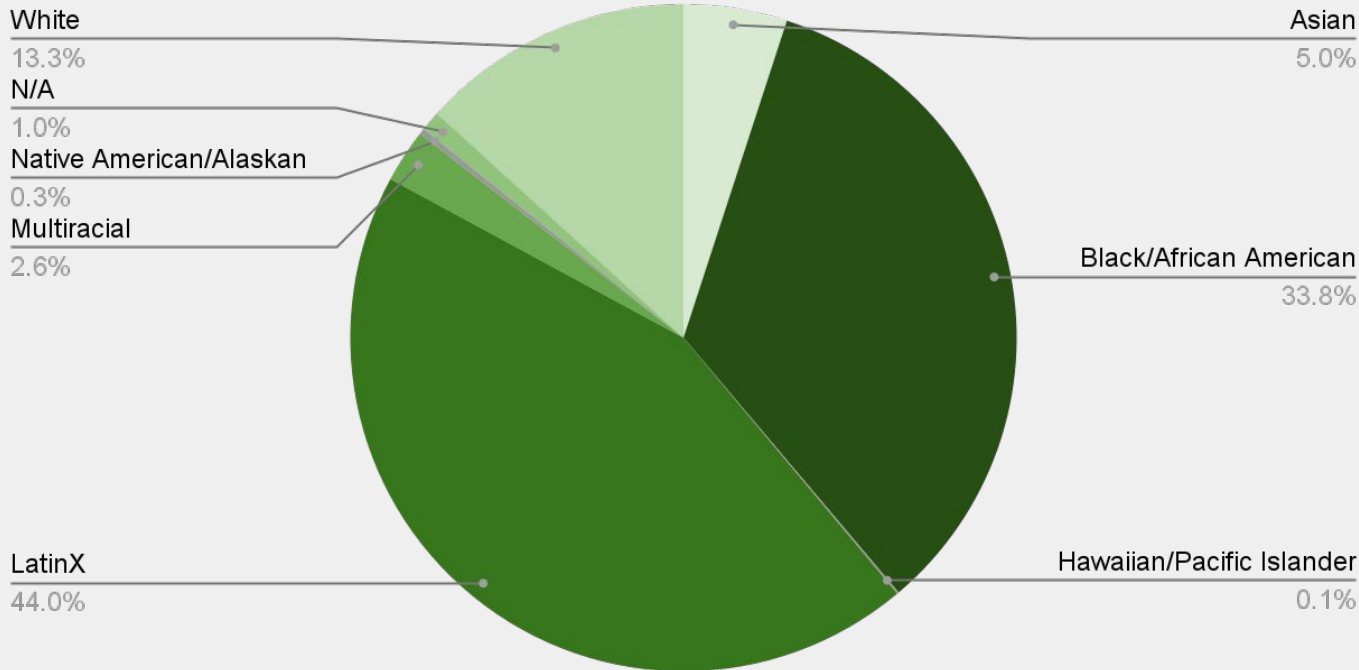Office of Early Childhood Education

Rachel Mayo
P-2 Program Manager
Office of Early Childhood Education

Chicago Public Schools

Early Grades in Chicago Public Schools

CPS Pre-K/Kindergarten Overview

CPS Pre-K & Kindergarten Students

White
13.3%

N/A
1.0%

Native American/Alaskan
0.3%

Multiracial
2.6%

LatinX
44.0%

Asian
5.0%

Black/African American
33.8%

Hawaiian/Pacific Islander
0.1%

38,822

# of CPS Pre-K & Kindergarten Students

Universal Pre-K Expansion Overview

School Year 2016-2017

Full Day Pre-K Seats: 5,657

% of Elementary Schools with Full Day Pre-K: 40.48%

Program Models/Funding:
Pre-K For All (State Funded)
Child-Parent Centers (Federally Funded)
Head Start (Federally Funded)

School Year 2023-2024

Full Day Pre-K Seats: *15,440*

% of Elementary Schools with Full Day Pre-K: 85.38%

Program Models/Funding:
Pre-K For All (State Funded)
Child-Parent Centers (Federally Funded)
Local Dollars (District Funded)

Kindergarten Transition Overview

88%

of CPS Pre-K students matriculate to CPS Kindergarten

Data Alignment

Feedback from Stakeholders

"I love meeting my new Kindergarten students- they are curious, excited, and eager to learn. But they are still learning the pre-reading skills I wish they came in with from Pre-K. I feel like we are playing catch up."
–CPS Kindergarten Teacher

"End of Year Pre-K data suggests students are ready to learn to read in Kindergarten, but beginning of year Kindergarten data does not match. What is going on?"
–CPS School Leader

CPS P-2 Student Data Journey

	Pre-K			Kindergarten			1st Grade			2nd Grade		
	FALL	WINTER	SPRING	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Teaching Strategies GOLD	▲	▲	▲									
KIDS				▲								
i-Ready				▲	▲	▲	▲	▲	▲	▲	▲	▲

Teaching Strategies GOLD *Observational Assessment*	**KIDS** *Observational Assessment*	**i-Ready** *Criterion-Referenced Assessment*
10 Domains *SEL, Physical, Language, Cognitive, Literacy, Math, Social Studies, Science, The Arts, English Language Acquisition*	3 Domains *Literacy/Language, Math, Approaches to Learning/SEL*	2 Domains *Literacy & Math*

9

Pre-K EOY Data vs. Kindergarten BOY Data

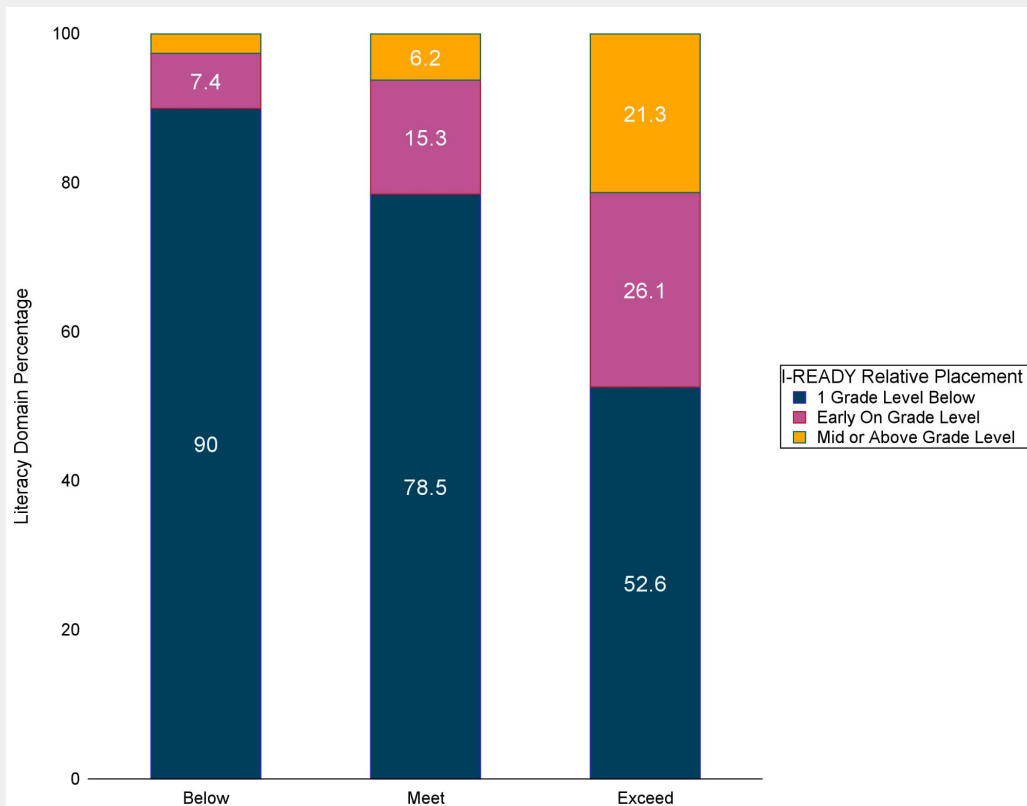## 86%

of Pre-K students meet or exceed widely held expectations in literacy (TSG) at the end of Pre-K.

44%

of Kindergarteners demonstrate kindergarten readiness in literacy (KIDS) at the beginning of Kindergarten.

Initial Cohort Analysis (Comparing TSG/iReady)

- **Most** Pre-K students who **met** widely held expectations for literacy in TSG were **1 grade level below** on iReady in kindergarten (78.5%).

- **More than half** of Pre-K students who **exceeded** widely held expectations on TSG were **1 grade level below** on i-Ready in kindergarten (52.6%).

Problem of Practice

Differing curricula, assessments, pedagogies, and systems limit the acceleration of early literacy growth and development to ensure all students are prepared for early grades and beyond.

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Looking Ahead

Now What?

CPS P-2 Systems & Structures

- Increase capacity of CPS data analytics teams to integrate, analyze and visualize the PK-2 data at the district, network, and school levels
- Develop and socialize alignment tools and resources to support use of PK-2 data sources
- Consistent cross-department engagement in PK-2 data and assessment review
- Analyze Pre-K data at a level of granularity that matches K-2 analysis

CPS Instructional Core

- Design and launch the Pre-K Foundational Skills Curriculum to supplement Creative Curriculum and align to K-2 early literacy practices
- Increase aligned P-2 professional learning offerings focused on early literacy content, curriculum, and instruction
- Build capacity of district coaches and school leaders to coach and support P-2

Thank You!