Ready for Kindergarten?

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

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Team

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Early Grades in Chicago Public Schools
CPS Pre-K/Kindergarten Overview

CPS Pre-K & Kindergarten Students

- LatinX: 44.0%
- Black/African American: 33.8%
- Hawaiian/Pacific Islander: 0.1%
- Multiracial: 2.6%
- Native American/Alaskan: 1.0%
- N/A: 1.0%
- Asian: 5.0%
- White: 13.3%

38,822 # of CPS Pre-K & Kindergarten Students
## Universal Pre-K Expansion Overview

<table>
<thead>
<tr>
<th>School Year 2016-2017</th>
<th>School Year 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Day Pre-K Seats:</strong> 5,657</td>
<td><strong>Full Day Pre-K Seats:</strong> 15,440</td>
</tr>
<tr>
<td><strong>% of Elementary Schools with Full Day Pre-K:</strong> 40.48%</td>
<td><strong>% of Elementary Schools with Full Day Pre-K:</strong> 85.38%</td>
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<tr>
<td><strong>Program Models/Funding:</strong> Pre-K For All (State Funded) Child-Parent Centers (Federally Funded) Head Start (Federally Funded)</td>
<td><strong>Program Models/Funding:</strong> Pre-K For All (State Funded) Child-Parent Centers (Federally Funded) Local Dollars (District Funded)</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Teaching Strategies GOLD</th>
<th>KIDS</th>
<th>i-Ready</th>
</tr>
</thead>
</table>
| 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 |

<table>
<thead>
<tr>
<th>Pre-K</th>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>WINTER</td>
<td>SPRING</td>
<td>BOY</td>
</tr>
<tr>
<td>BOY</td>
<td>MOY</td>
<td>EOY</td>
<td>BOY</td>
</tr>
</tbody>
</table>

Teaching Strategies GOLD
- Pre-K: BOY, MOY, EOY
- Kindergarten: BOY, MOY, EOY
- 1st Grade: BOY, MOY, EOY
- 2nd Grade: BOY, MOY, EOY
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 i-Ready 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%).
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.
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!