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Key Findings

- 51% of kindergarteners entering the District were considered kindergarten ready based on Fall MAP Reading results, and 33% met the 2017-18 benchmarks for kindergarten readiness in both Reading and math—an increase of 8 percentage points from 2016-17.
- 38% of kindergarteners who attended an SCS pre-k in 2016-17 were considered kindergarten ready.
- 26% of Critical Focus School kindergarteners met the fall kindergarten readiness benchmarks.
- 29 schools had fewer than 25% of incoming kindergarteners at *kindergarten ready* in both Reading and Math for fall 2017-18.
- 69% (609) of Tier 2 and 3 students currently have an intervention plan logged in EdPlan.
- Pre-K enrollment increased by 298 students from 2016-17 to 2017-18 (5212 and 5510, respectively).

Evaluating Kindergarten Readiness

SCS *kindergarten readiness* is measured using kindergartener NWEA-MAP Fall RIT scores to determine the preparedness of students for Reading and Math at the kindergarten level. Based on the national averages of Fall kindergarten RIT scores for Reading and Math, students that scored both a RIT of at least 141 for Reading are considered *kindergarten ready*. Compared to 2016-17, the percentage of kindergarteners reaching the Reading benchmark increased by 9 percentage points. The percentage of students meeting both cut scores for Reading and Math (RIT score of 140 or
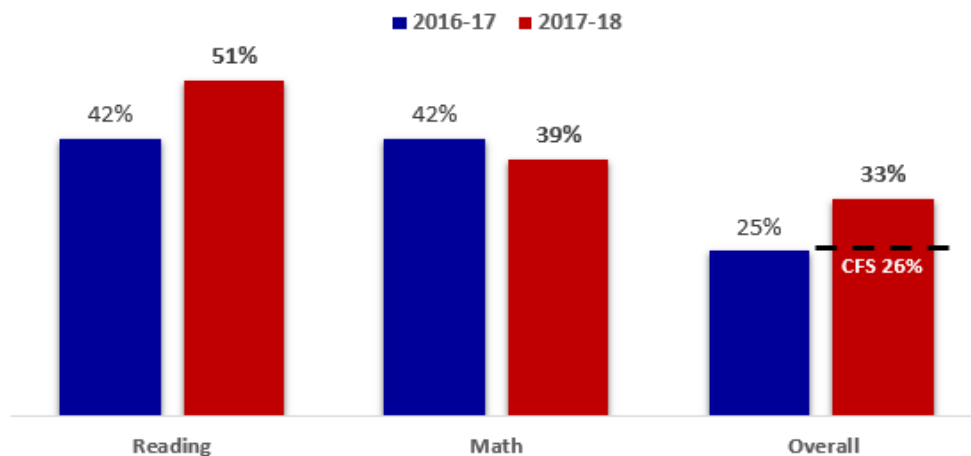

Figure 1: Percentage of Students Kindergarten Ready in Fall 2016-17 & 2017-18 (NWEA MAP)

higher) increased by eight points from 2016-17 to 2017-18, 25% and 33%, respectively. 26% of students enrolled at Critical Focus Schools arrived at what is considered *kindergarten ready* in both subjects—seven points lower than the District average.

Understanding the readiness level of students entering Shelby County Schools allows District decision makers to take proactive, student support-focused actions not only to increase early identification

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This brief contains data provided by the Department of Early Childhood Programs.

for intervention pathways, but also to support SCS Pre-K rigor and enrollment. Schools receiving fewer students prepared for kindergarten will need greater support for targeted intervention.

Kindergarten Readiness by Location

Figu...7-18

29 SCS elementary schools had less than 25% of their incoming kindergarteners reaching the NWEA-MAP Kindergarten Readiness benchmarks in both Reading and Math for Fall 2017-18. While there are small pockets of geographic clusters, the low percentages of kindergarten readiness are relatively dispersed throughout the District. Schools receiving fewer students prepared for kindergarten require greater resource allocation for early intervention and targeted support at the District level.

Schools with fewer than 25% of entering kindergarteners meeting the NWEA-MAP Kindergarten Readiness benchmarks in both Reading and Math include:

- Alcy Elementary
- Alton Elementary
- Berclair Elementary
- Bethel Grove Elementary
- Charjean Elementary
- Cummings School
- Delano Elementary
- Douglass School
- Goodlett Elementary
- Hamilton Elementary
- Hickory Ridge Elementary
- Jackson Elementary
- Knight Road Elementary
- LaRose Elementary
- Lucy Elementary
- Manor Lake Elementary
- Riverview School
- Robert R. Church Elementary
- Shady Grove Elementary
- Sheffield Elementary
- South Park Elementary
- Springdale Elementary
- Treadwell Elementary
- Vollentine Elementary
- Wells Station Elementary
- Westhaven Elementary
- Westside Elementary
- William Herbert Brewster Elementary
- Winridge Elementary

Growth from Fall to Winter 2017-18

While students were more prepared for school this year based on the Kindergarten readiness NWEA-MAP RIT scores, the median growth percentile from Fall to Winter decreased from 2016-17 to 2017-18 by about 10 percentile points for Reading and Math on the NWEA-MAP assessment. Overall, kindergarteners showed an average eight points of growth in RIT scores from Fall to Winter 2017-18.

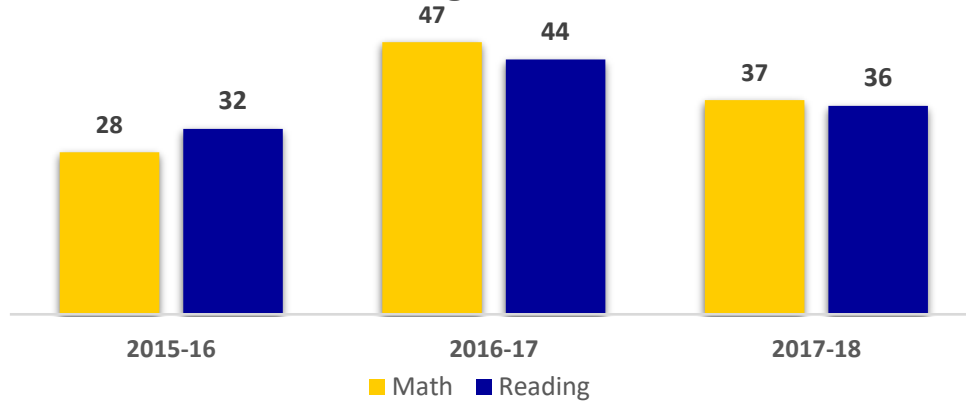**Median Winter MAP Growth Percentile for Kindergarteners**

Figure 3: Median Winter MAP Growth Percentile for Kindergarteners 2015-16 to 2017-18

Winter RTI² Process - Kindergarten Throughput

Students scoring in the bottom 15% of their school at each NWEA-MAP testing window (Fall, Winter, and Spring) are flagged for additional benchmarking through EasyCBM in their area of greatest need (Reading, Math, or both). Benchmark testing determines the intervention tier of each student. Tier 2 and 3 students require intervention plans so that schools can monitor academic services received and student growth through the RTI² process.

Of the 1,495 kindergarten students flagged during the Winter MAP assessment, 75% (1,119) were benchmarked in all areas of need. Of the benchmarked students, 79% (886) were identified as at a Tier 2 or 3 level of intervention. 69% (609) of tier 2 or 3 students currently have an intervention plan logged in EdPlan. 66% of plans indicate that students are receiving Tier 3 level support and 34% indicate Tier 2 level of support for students.

Figure 4: The RTI2 Process for SCS Kindergarteners Winter 2017-18

Currently, 277 Tier 2 and 3 kindergarteners do not have an intervention plan logged in EdPlan which may indicate they are not receiving appropriate services. This may however be an indication that these plans have been created on paper but have not been logged in EdPlan.

Prior Enrollment in a Pre-K Program

As of 2017-18, 5,510 students are enrolled in an SCS Pre-K program, an increase of 298 students from 2016-17 and 745 students from 2015-16. The average percentage of students entering SCS *kindergarten ready* in fall 2017-18 was higher in Reading and Math for students that had attended an SCS Pre-K the year before compared to all SCS kindergarteners.
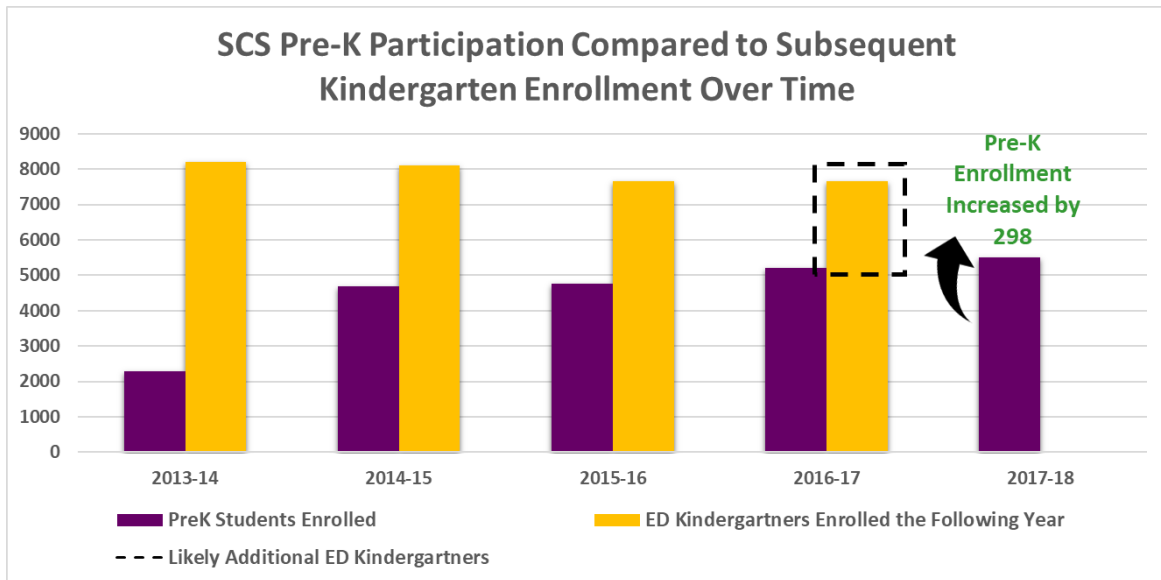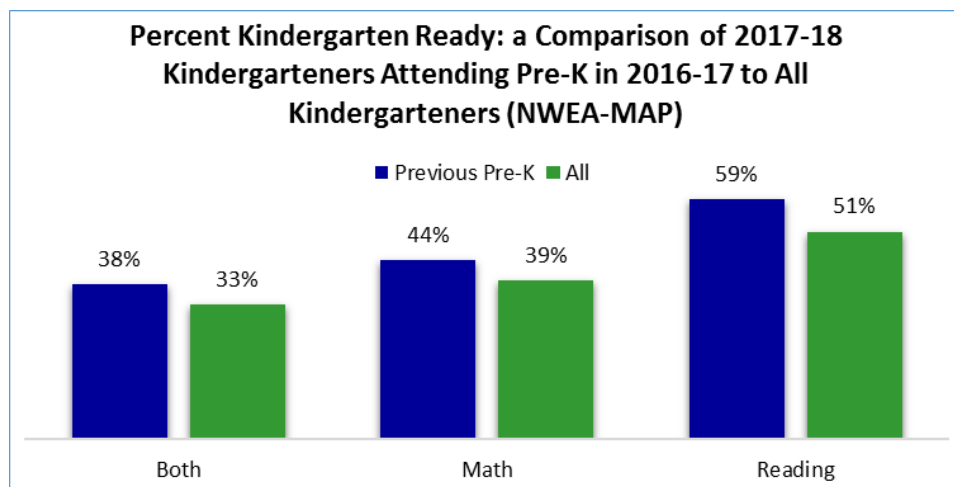

Figure 6: SCS Pre-K Enrollment Compared to Potential Need for Next Year (Economically Disadvantaged Kindergarteners)
Due to changes in how the State defines ED, the number of kindergartners identified as ED decreased dramatically in 2017-18. The above chart shows the potential number of ED students based on the previous year's ED rate.

iStation

SCS Pre-K programs use iStation as a measurement for literacy and it can be used as an indirect indicator of *kindergarten readiness* for incoming kindergarteners. In spring 2017-18, 74% of Pre-K students reached the benchmark for literacy—an increase of 23% from the winter iStation assessment. This percentage has shown growth from 2013-14 to 2015-16 and is now remaining stable at 74%. The Department of Early Childhood Programs has set a target of a 4-point increase from 2016-17 to 2017-18.
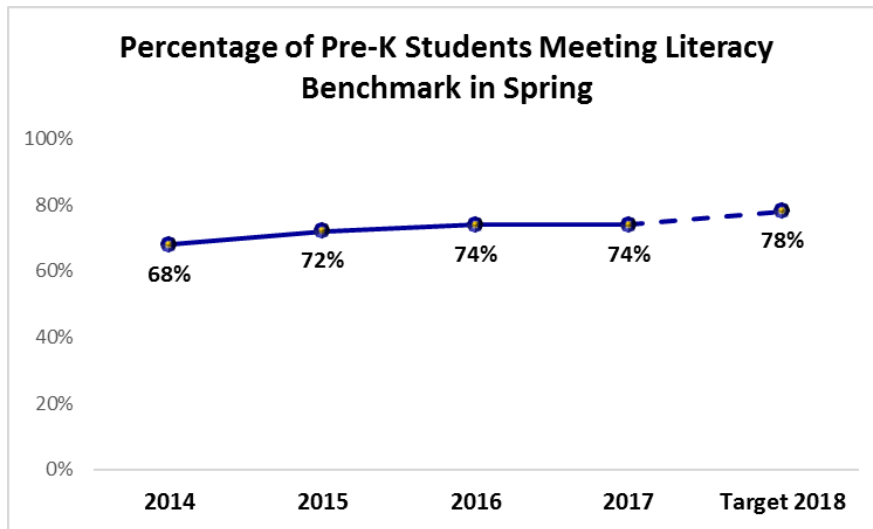

Figure 7: Percentage of Students Meeting Literacy Benchmark in Spring from 2014 to 2017

Recommendations

2017 KPI Recommendation	Progress Since Then
Increase the number of pre-K seats	Pre-K seats increased by 298.
Identify kindergarten students who need intervention early and enroll them in the appropriate Tier II or Tier III intervention courses.	69% of identified Tier 2 and 3 students have intervention plans logged.
Continue to monitor and track students' academic progress in pre-K programs, as well as kindergarten.	While iStation scores remained stable from 2016-17 to 2017-18, the percentage of students entering kindergarten ready increased 8 points.

New Recommendations for 2018:
- Ensure more eligible kindergarten students receive **federal direct-certified services** to address economically disadvantaged needs.