



Monthly Board KPIs: April 2022
Prepared by the Department of Research & Performance Management

Author: Mariah Green

Key Findings

- MSCS enrolled 4,496 students in Pre-K in 2021-22, up slightly from last year.
- In 2021-22, more economically disadvantaged, or Direct Certified (DC), students enrolled in Kindergarten (5,644) than participated in Pre-K the previous year (4,430 in 20-21).
- Kindergarten reading, math and overall readiness has decreased over time since 2020 as measured by Fall Illuminate Fastbridge assessment scores.
- MSCS students who attended an MSCS Pre-K program scored significantly higher in reading, math and overall readiness in comparison to students who have not attended an MSCS Pre-K program.
- The percentage of Direct Certified Kindergarten students who are Kindergarten ready is higher across all categories for students who attended an MSCS Pre-K program in comparison to students that do attend an MSCS Pre-K program.

Pre-K Enrollment

MSCS Pre-K programs are an essential part of the District’s priority to strengthen early literacy. Therefore, it is essential to examine Pre-K enrollment patterns over the last several years. The total number of students participating in Pre-K programs has largely decreased since the 2018-2019 school year. Most notably, the total number of Pre-K students decreased from 6,142 in 2019-2020 to 4,430 students in 2020-2021—a difference of 1,712 students or a 27 percent decrease in students participating in MSCS Pre-K programs. Enrollment remained constant in the 2021-2022 school year with 4,496 students enrolled—an increase of 66 students.

MSCS prioritizes economically disadvantaged (Direct Certified) students for Pre-K enrollment because early education produces positive academic outcomes for students of all economic backgrounds. During the 2021-2022 school year, more Direct Certified students enrolled in Kindergarten than in Pre-K the previous year. There was a total of 5,644 Direct Certified Kindergartners enrolled this year—a difference of 1,214 potential MSCS students who could have participated in a District Pre-K program but did not.

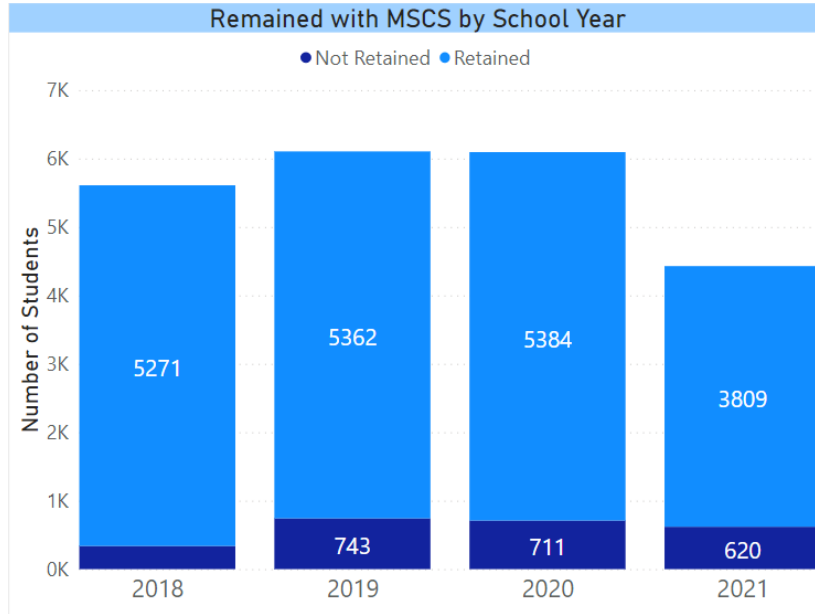
	2018-19	2019-20	2020-21	2021-22
# Students Participating in Pre-K	6,210	6,142	4,430	4,496
# Direct Certified Kindergartners Enrolled the Following School Year	6,356	5,426	5,644	
Difference Between Pre-K Seats Filled and Potential MSCS Students	-146	716	-1,214	

Pre-K Retention

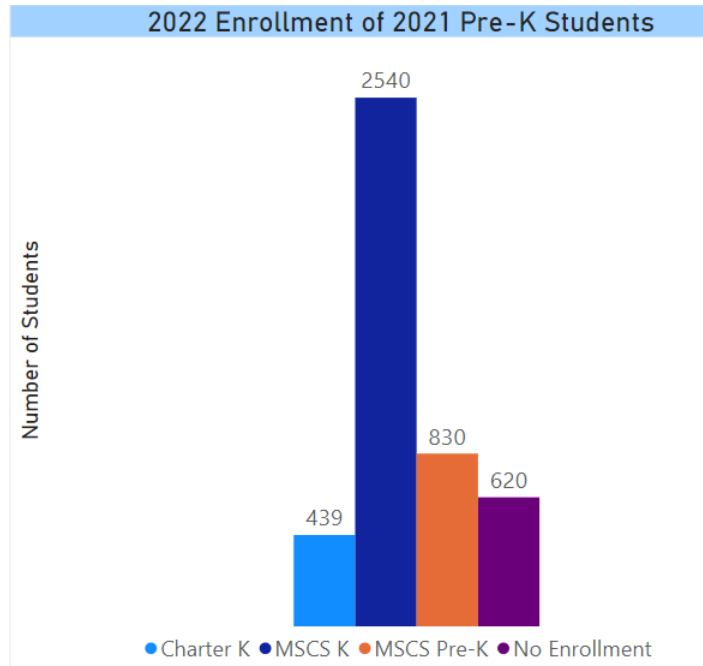
MSCS retained 86% of students enrolled in Pre-K in 2020-21 school year with continued MSCS enrollment in 2021-22, down 2 points from last year.



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The chart below shows the 2021-2022 enrollment of the 2020-2021 Pre-K cohort. 24 percent of students who entered kindergarten (1,059 students) either did not enroll in an MSCS school or were enrolled in a charter school. 19 percent of students (831 students) enrolled again in MSCS Pre-K.





Evaluating Kindergarten Readiness

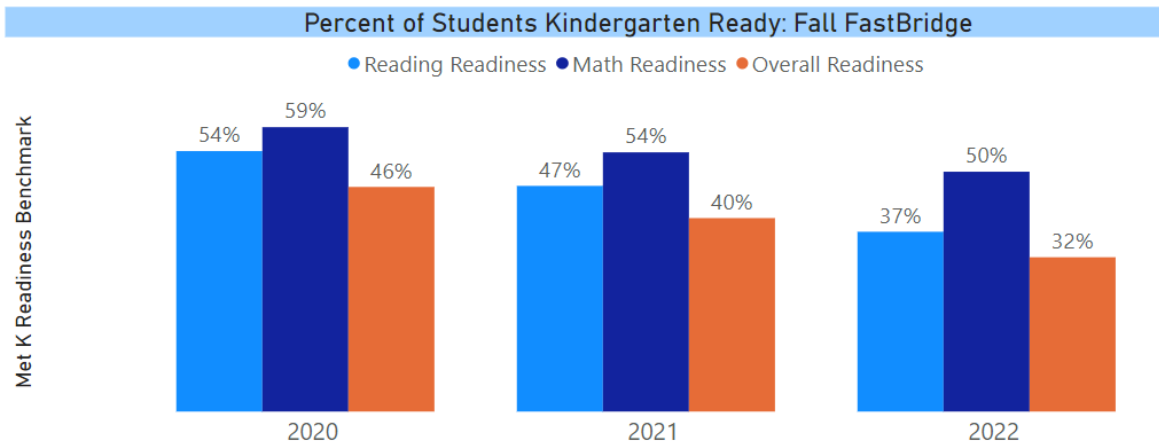
During the 2019-2020 school year, the District began using the Fastbridge Early Reading and Early Math Assessments to measure academic levels for Kindergarten and First Grade students. Fastbridge uses national comparison data to rank student scores on each assessment, and SCS uses the 50th percentile rank on Early Reading as a benchmark for students to be considered *Kindergarten ready*. The same 50th percentile rank is also used as a benchmark for math. Understanding the readiness level of students entering Memphis-Shelby County Schools allows District decision makers to take actions not only to increase early identification for intervention pathways, but also to support MSCS Pre-K rigor and enrollment.

Kindergarten Readiness

Since the start of the pandemic in 2020, Kindergarten reading, math, and overall readiness has decreased. In 2019-2020, 54 percent of MSCS Kindergarteners were ready based on reading benchmarks. By 2020-2021, reading readiness dropped 7 percentage points (47 percent) and an additional 10 percentage points (37 percent) in 2021-2022.

In 2019-2020, 59 percent of MSCS Kindergarteners were ready based on math benchmarks. The percent of Kindergarteners ready in math has been consistently higher in math than in reading. However, the percentage of students ready in math has been on a steady decline going from 59 percent in 2019-2020 to 50 percent in 2021-2022.

With regards to overall readiness, in 2021-2022, 32 percent of Kindergarteners met both the math and reading benchmarks. Overall readiness is down 8 percentage points from 2020-2021 to 2021-2022 and down 14 percentage points from 2019-2020.



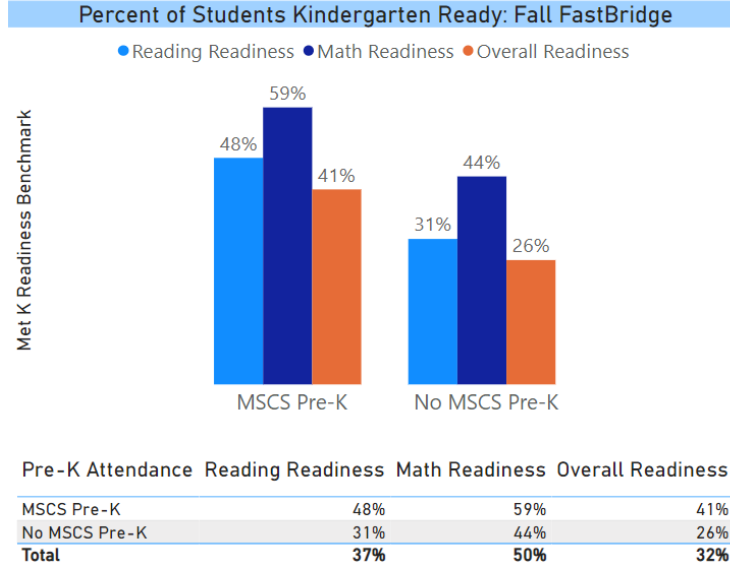
Kindergarten readiness can also be used as an indicator of MSCS Pre-K effectiveness. MSCS students who attended an MSCS Pre-K program scored significantly higher in reading, math and overall readiness in comparison to students who have not attended an MSCS Pre-K program. Students who did attend an MSCS Pre-K program scored 17 percentage points higher on reading readiness than students who did not attend Pre-K with 48 percent of Pre-K participants being ready for Kindergarten.

In math, there were 59 percent of Kindergarten students who attended an MSCS Pre-K program and met the math readiness benchmark, 44 percent of students who did not attend a MSCS Pre-K program were ready in math, down 15 percentage points from students who did attend an MSCS



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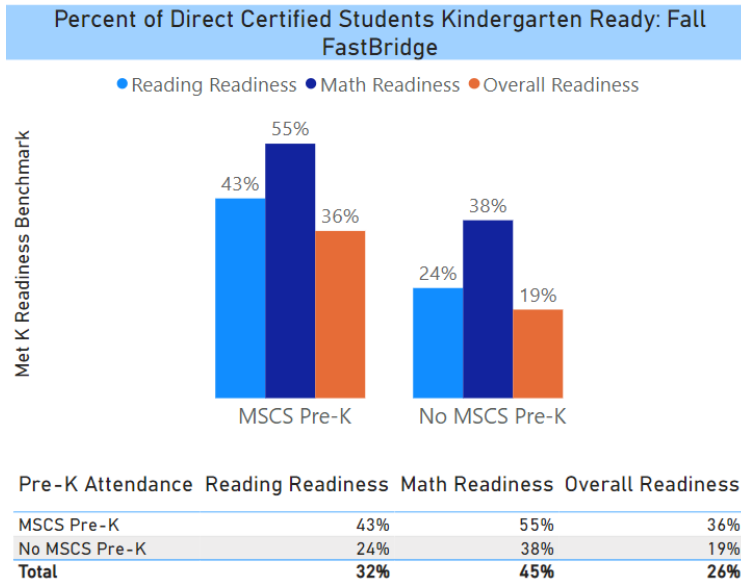
Pre-K program. Math continues to be higher than reading and overall readiness even if students did not attend a Pre-K program.



Kindergarten Readiness by Direct Certified Status

There percentage of Direct Certified (economically disadvantaged) students who are Kindergarten ready is higher across all categories for students who attended an MSCS Pre-K program.

43 percent of students who attended an MSCS Pre-K program met the benchmark for reading readiness—19 percentage points higher than those that did not attend Pre-K. Similarly, for math readiness, MSCS students who attended an MSCS Pre-K program scored 16 percentage points higher in math than those with no Pre-K experience and 17 points higher overall (meeting both math and reading readiness benchmarks).

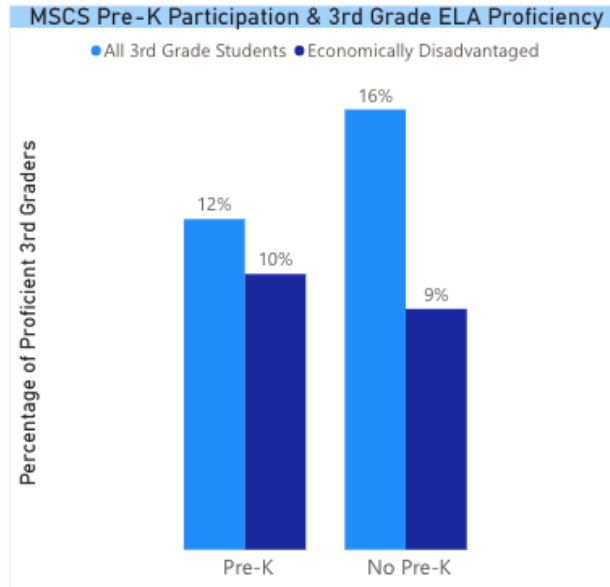




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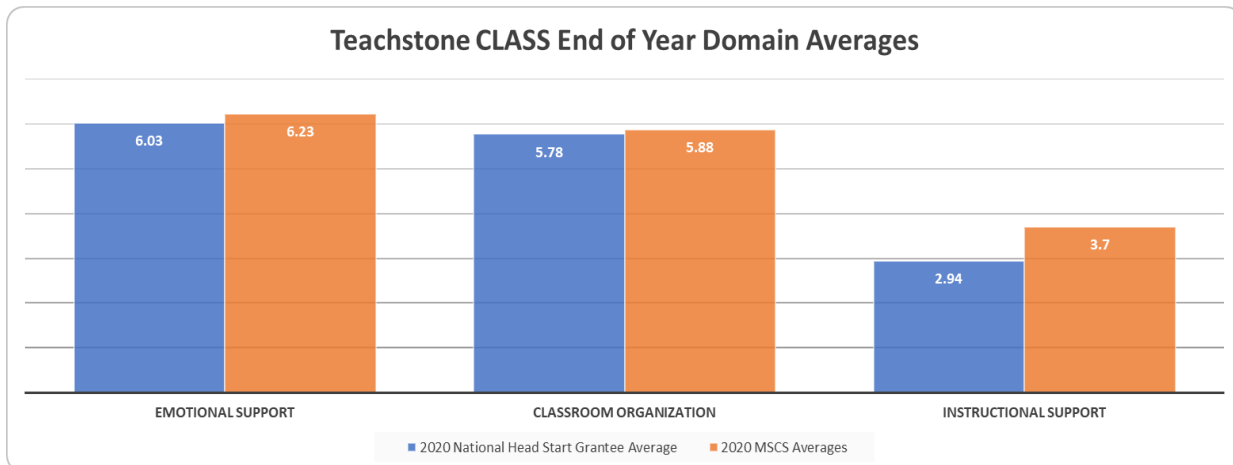
Third Grade ELA Proficiency

MSCS students that are Direct Certified (economically disadvantaged) are slightly more likely to be proficient in 3rd grade ELA if they have participated in the Pre-K program in comparison to students that did not participate in the Pre-K program.



Pre-K 2020-2021 CLASS Data

The Division of Early Childhood is working to continuously improve quality while expanding its reach. Research has shown that quality interactions between teachers and children are critical to a child’s achievement and development in all areas. The Division of Early Childhood utilizes the Classroom Assessment Scoring System (CLASS) by Teachstone to measure the quality of teacher-child interactions in the following domains: Emotional Support, Classroom Organization, and Instructional Support. MSCS Early Childhood classrooms have exceeded the National Head Start average across all categories. In Instructional Support, MSCS classrooms are scoring nearly 1 point above the national average in Instructional Support.





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District Strategies: Pre-K Early Childhood Initiatives

Pre – K Family Support Partnerships:

- Providing support for Pre-K families that are experiencing homelessness and other family crisis with the Salvation Army Purdue Residential Facility
- Support Pre-K families with the Shelby County Division of Corrections
- Partnership with Excel Center to support Pre-K Parents furthering education and work skills
- Support includes; on-site registration for Early Childhood programs, Pre-K to Kindergarten transition, training and skills presentations
- 1st Annual Daddy Daughter Dance held at Shelby Farms Fed-Ex Center
- Over 275 parents have been trained using the Ready Kindergarten Social and Emotional Support Curriculum
- Ready Rosie Parenting Curriculum - Since inception: 11,767 parents have enrolled in curriculum and continue to use the program through 3rd grade

Pre-K Online Registration:

- Screening and Recruitment online
- Application completed online. Appointments made online to submit necessary documents
- Parents without online access can get in-person support at the Bayer Office facility
- On-site registration will be held in center/school sites in various regions within the District

Pre-K Partners and Libraries Partnerships:

- Homewood Suites by Hilton provided resources for Lewis the Duck Pre-K Libraries
- We have a total 115 M-SCS Central Office men who volunteer to read to the Pre-K classes
- Real Men Read (M-SCS Central Office Men) have pre-recorded ten books for parents to have access to the Scholastic book of the month