EXECUTIVE SUMMARY

July 18, 2022

TO: School Board Members

THROUGH: Michael J. Burke, Superintendent

FROM: John-Anthony Boggess, Chief of Staff
             Adam Miller, Ph.D., Assistant Superintendent, Performance Accountability

SUBJECT: RESULTS OF FY22 KINDERGARTEN READINESS: I-READY READING (SPRING)

The Spring administration of the i-Ready Diagnostic Assessment provides a final look at the literacy readiness of our Kindergarten students for FY22. Research and Evaluation has created a *Kindergarten Readiness i-Ready* dashboard, to be used for exploration of the data from the most recent four school years for student subgroups and schools.[1] This document provides some high-level findings from the dashboard report.

Table 1 displays the Kindergarten (KG) i-Ready participation and readiness rates as measured by percent on grade level. Participation rate for the Spring assessment was 88%, a decrease of 2 percentage points compared to the Spring of FY21. Overall, 60% scored on grade level, a decrease of 5 percentage points from the prior year. On grade level performance increased by 32 percentage points from Fall to Spring in FY22; this increase was less than the 40 percentage point increase in FY19 prior to the pandemic.

Table 1. I-Ready Reading Participation and Percent on Grade Level from FY19 to FY22[2]

School Year	KG Enrolled	Number of Test Participants			Percent Participation			Percent on Grade Level		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
FY22	11,538	10,091	10,128	10,206	87	87	88	28	31	60
FY21	10,993	9,974	10,045	9,849	92	92	90	58	44	65
FY20	12,081	10,828	10,831	6,003	90	90	50	24	26	86
FY19	12,138	11,119	11,130	11,055	93	93	91	24	31	64

---

[1] The Kindergarten Readiness I-Ready dashboard can be found at: http://l.sdpbc.net/e4a99
[2] In each table data for Spring FY20 are presented in grey, indicating unreliable data due to low participation with students participaing remotely during the COVID-19 pandenmic. Comparisons should be made with caution.

Table 2 summarizes the i-Ready literacy classifications for the Spring tests. Students who scored in the "Mid K" and "Late K or Later" classifications account for 61%, a decrease from 66% in FY21. The higher performance in the prior year may be partially due to students completing the assessment remotely during the COVID pandemic for FY21. Students made progress in comparison with early years.

Table 2. I-Ready Literacy Classification FY19-FY22

School Year	Emerging K			Early K			Mid K			Late K or Later		
	Fall %	Winter %	Spring %	Fall %	Winter %	Spring %	Fall %	Winter %	Spring %	Fall %	Winter %	Spring %
FY22	72	37	15	20	32	24	6	23	34	2	8	27
FY21	42	26	13	25	30	22	15	25	32	18	19	34
FY20	76	44	4	17	31	10	5	19	16	2	7	70
FY19	76	38	13	17	32	24	5	23	34	2	8	30

The i-Ready assessment provides information on student performance relative to six literacy domains (see Table 3a and b). Across the four-year comparison of the percent on-grade level for the six domains, students tended to show stronger performance in the areas of Phonological Awareness, Comprehension Literature and High Frequency Words.

Table 3a. Literacy Domain Performance

School Year	Phonological Awareness			Phonics			High Frequency Words		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
FY22	40	67	83	29	27	53	25	41	68
FY21	64	73	86	49	39	58	49	51	71
F020	33	61	94	27	26	81	24	41	88
FY19	35	65	85	26	28	59	24	44	74

Table 3b. Literacy Domain Performance Continued

School Year	Vocabulary			Comprehension Informational			Comprehension Literature		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
FY22	33	31	54	38	40	59	40	45	65
FY21	58	42	59	63	50	65	66	56	70
FY20	31	25	82	32	33	83	37	36	87
FY19	31	28	56	35	38	61	36	42	66

Staff are encouraged to use the *Kindergarten Readiness i-Ready* dashboard to explore trends, strengths, and opportunities for support among student groups.

MJB/JB/AM/PH/RC/DX:wl

c: Academic and Operating Chiefs
       Regional/Instructional Superintendents
       Assistant Superintendents
       Academic Directors
       Principals