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Action By:
For Information Only

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TO: Elementary Principals

FROM: Glenda Sheffield, Ed.D., Chief Academic Officer *G.S.*

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

The i-Ready Diagnostic Assessment is administered to kindergarten students three times a year as part of the District’s monitoring of literacy acquisition. The Department of Research & Evaluation has created a [Kindergarten Readiness i-Ready](#) dashboard to support staff monitoring of these data. Interested persons are encouraged to explore data from the most recent four years for student subgroups and schools. This document provides a summary of 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. The percent of students on grade level in FY22 was 28% at the Fall Administration and 31% at the Winter Administration. Participation has decreased by 5% compared to the winter of the prior year. On-grade level rate is also down by about 13%, but is in alignment with FY19 and better than FY20.¹

Table 1. i-Ready Reading Participation and Percent on Grade Level from FY19 to FY22

School Year	Number of Test Participants		Percent Participation		Percent on Grade Level	
	Fall	Winter	Fall	Winter	Fall	Winter
FY2022	10,091	10,128	88	87	28	31
FY2021	9,899	9,974	92	92	58	44
FY2020	11,149	10,828	92	90	24	26
FY2019	11,439	11,119	95	93	24	31

¹FY2021 performance is an anomaly as students participated in their home environment during the COVID-19 pandemic.

Table 2 summarizes the i-Ready Literacy Classifications relative to Kindergarten Grade Level Placement for the Fall and Winter test Administrations.² Students in FY21 tended to perform better than students in the current year of FY22 and the prior years, potentially due to students completing the assessment remotely during the COVID pandemic.

Table 2. i-Ready Literacy Classification FY19-FY22

School Year	Emerging K		Early K		Mid K		Late K or Later	
	Fall %	Winter %	Fall %	Winter %	Fall %	Winter %	Fall %	Winter %
FY2022	72	37	20	32	6	23	2	9
FY2021	42	26	25	30	15	25	18	19
FY2020	76	44	17	31	5	19	1	7
FY2019	76	38	17	32	5	23	2	8

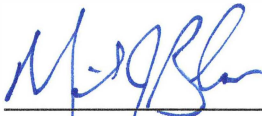
The i-Ready assessment provides information on student performance relative to six literacy domains (see Table 3). Across the four-year comparison of the percent on-grade level for the six domains, students tended to show stronger performance in the areas of Phonological Awareness, Comprehension Literature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

Table 3. Literacy Domain Performance

School Year	Phonological Awareness		Phonics		High Frequency Words		Vocabulary		Comprehension Informational		Comprehension Literature	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
FY2022	40	67	29	27	25	41	33	31	38	40	40	45
FY2021	64	73	49	39	49	51	58	42	63	50	66	56
FY2020	33	61	27	26	24	41	31	25	32	33	37	36
FY2019	35	65	26	28	24	44	31	28	35	38	36	42

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

MJB/GS/AM/PH/RC/DX:wI

Approved: 
 Michael J. Burke, Superintendent

² Literacy classifications denote performance relative to grade level expectation: Emerging K = below Kindergarten Level Performance; Early K = Fall Kindergarten Level Performance; Mid K = Winter Kindergarten Level Performance; Late K or Later = End-of-year Kindergarten or higher Grade Level Performance.