



End of Year Data and Implementation Review

*SHORELINE SCHOOL DISTRICT 412
2021-2022*

Your *i-Ready* Partners Team



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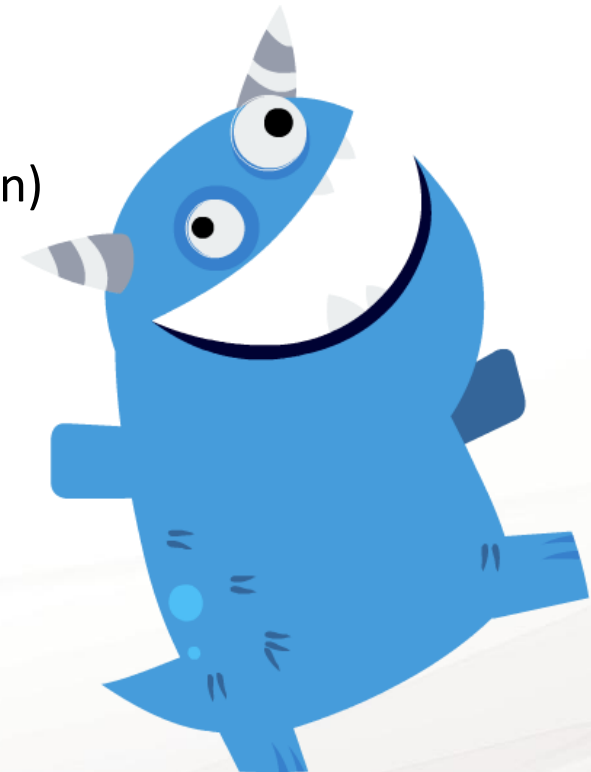
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Agenda

- Revisit 21-22 Implementation
 - Available data
 - District fall performance
 - National and state spring year-to-date benchmarks (not shown)
- Fall to spring growth
- BTS Professional Development scheduling for new teachers
- Planning for the year ahead



Students who completed a Math Diagnostic



.....
Math Performance Review

Fall	Winter	Spring
5,086	5,869	5,282
56% Completion	65% Completion	59% Completion

Students who completed a Reading Diagnostic



.....
Reading Performance Review

Fall	Winter	Spring
1,949	2,101	2,144
22% Completion	23% Completion	24% Completion

*Includes HS

Gathering the information needed to inform instruction

? Critical assessment dates

When are state tests scheduled for your district? Are there other mandated planned assessments scheduled during the school year?

? Students to assess

K-8 Math + Algebra I and Geometry students in 9-12

3-5 ELA (DIBELS for K-2)

? Testing windows

D1: 9/12 – 10/7

D2: 1/9 – 2/3

D3: 5/15 – 6/6

? Additional assessment needs

Are there other data gathering needs that can be satisfied with available i-Ready assessments?



Best Practices:

- A comprehensive calendar that includes 3 Diagnostics per year, 12-18 weeks apart
- Limited diagnostic windows where all students are tested
- Timing of diagnostic windows helps maximize impact of data analysis on instructional planning
- School leaders and teachers follow best practices for motivating and monitoring to ensure reliable results

Who Is Included in the Analysis?

Math

4,883 students
5,071 students



Fall Performance
Spring Performance



Growth

4,756 students

Reading

1,939 students
2,110 students

1,883 students

Diagnostic Duration

Guidance on Diagnostic Duration

Grades	Average Duration (min)	
	Reading (No K)	Math
Primary (K-2)	42	41
Intermediate (3-5)	66	76
Middle School (6-8)	-	70
High School (9-12)	-	77

i-Ready Diagnostic Scheduling Information and Duration Guidance

Grade(s)	When to Schedule the First Diagnostic*	How Long to Schedule for Each Diagnostic (per Subject)*	Estimated Total Active Testing Time**	
K	Four to six weeks into the school year	Three 20-minute sessions	<ul style="list-style-type: none"> An average student takes 25–35 minutes of active testing time to complete the Diagnostic for each subject. 	<ul style="list-style-type: none"> Vast majority of students complete in fewer than 45 minutes.
1	Start as soon as possible.†	Two 20- to 30-minute sessions		
2–5	Start as soon as possible.†	Two 40- to 50-minute sessions	<ul style="list-style-type: none"> An average student takes 40–60 minutes of active testing time to complete the Diagnostic for each subject. 	<ul style="list-style-type: none"> Vast majority of students complete in fewer than 80 minutes.
6–8	Start as soon as possible.†	Plan number and length of testing session based on your schedule.††	<ul style="list-style-type: none"> An average student takes 60–75 minutes of active testing time to complete the Diagnostic for each subject. 	<ul style="list-style-type: none"> Vast majority of students complete in fewer than 90 minutes.
9–12	Start as soon as possible.†	Plan number and length of testing session based on your schedule.††	<ul style="list-style-type: none"> In general, high school students take approximately the same amount of time as middle school students. 	<ul style="list-style-type: none"> Note that students with lower proficiency tend to take somewhat less time than students with higher proficiency.

Understanding i-Ready's Relative Placement Levels

i-Ready's placement levels are criterion-referenced, reflecting what students are expected to know at each grade level and in each content area. In the following analyses, student performance is described using the following five relative placement levels:

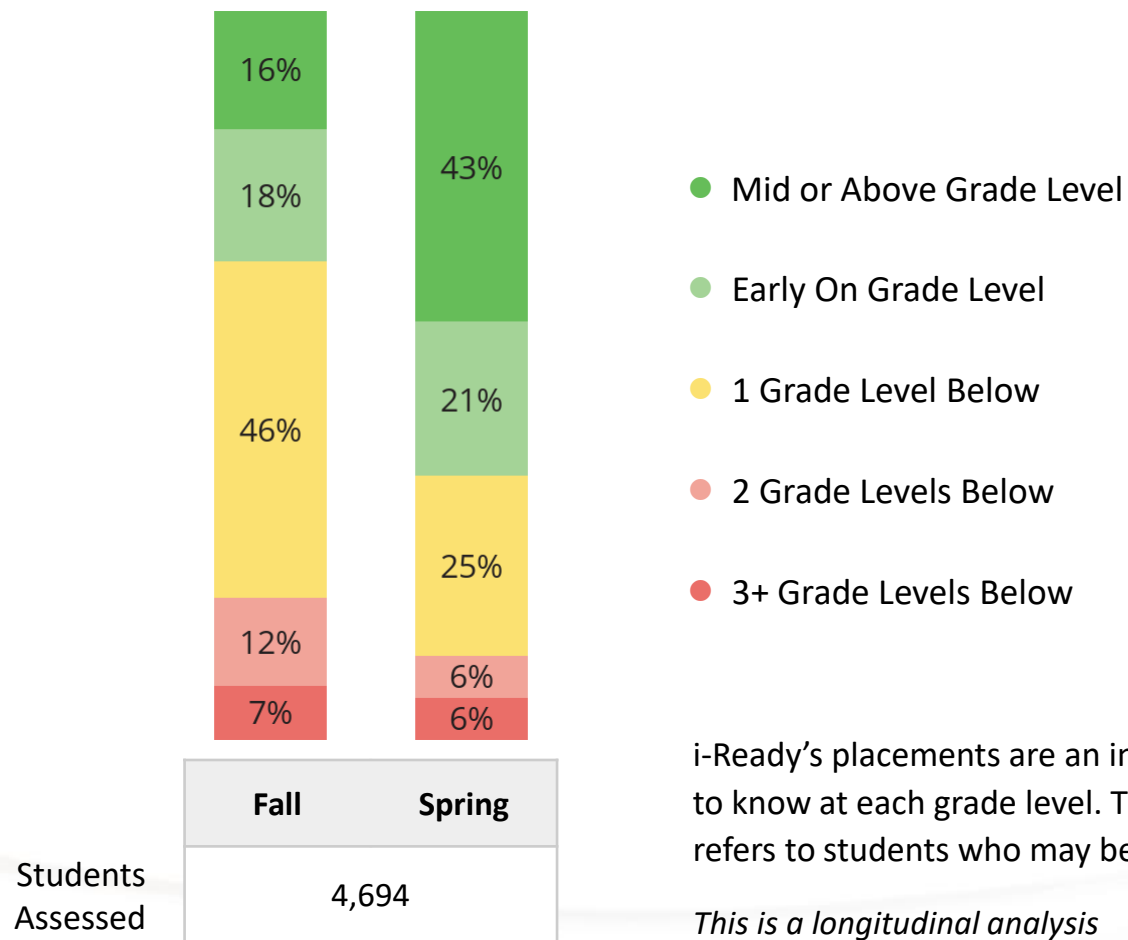
<ul style="list-style-type: none">● Mid or Above Grade Level	Students at this level have met or surpassed the minimum requirements for the expectations of college- and career-ready standards in their grade level. Students will benefit from instruction in late on-grade level topics, or above-grade level instruction.
<ul style="list-style-type: none">● Early On Grade Level	Students at this level have only partially met grade-level expectations. They will benefit from continued grade-level instruction.
<ul style="list-style-type: none">● 1 Grade Level Below	Students placing one level below are approaching grade level expectations and can be ready for grade-level instruction with targeted support.
<ul style="list-style-type: none">● 2 Grade Levels Below● 3+ Grade Levels Below	Students placing two or more grades below level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.



Change from Fall to Spring

How Have Relative Placements Changed From Fall to Spring?

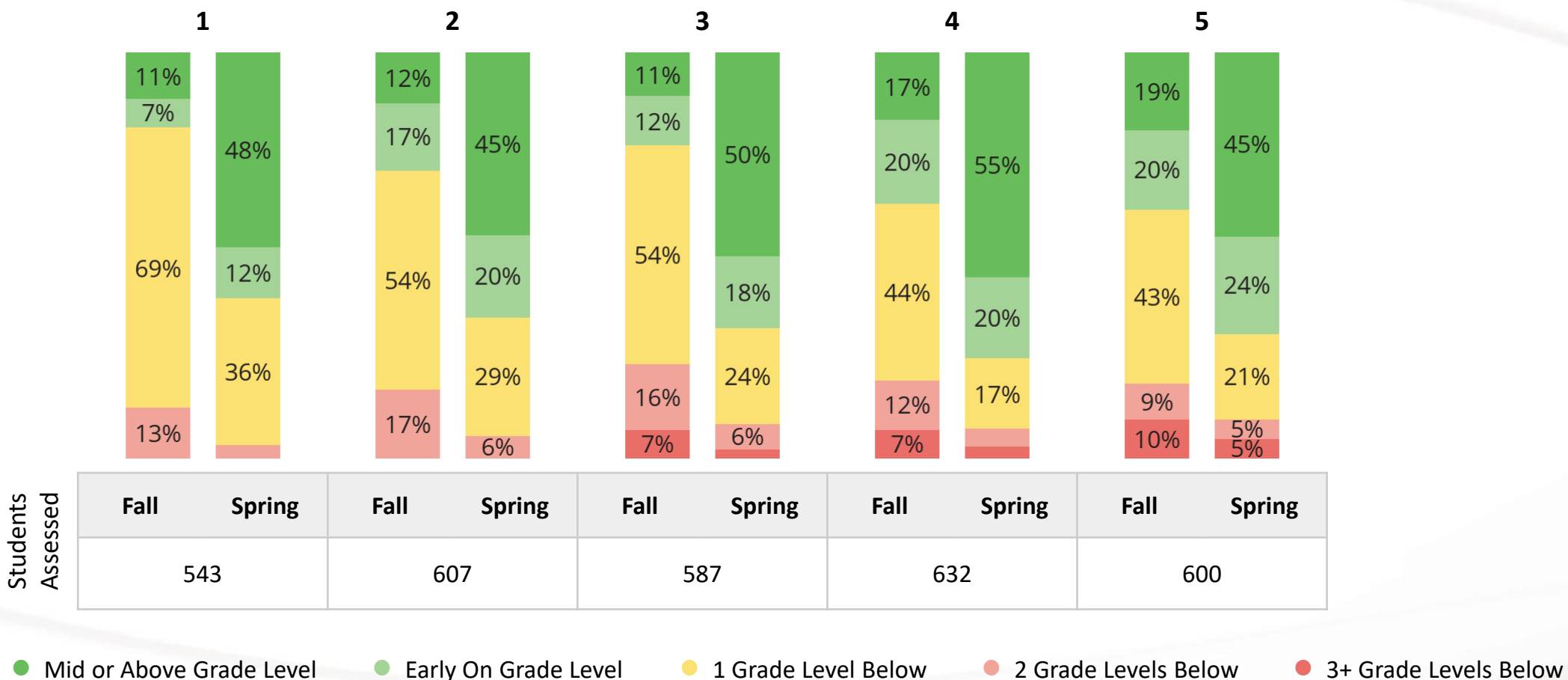
Placement Distribution, Fall 21-22 to Spring 21-22



i-Ready's placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

How Have Relative Placements Changed From Fall to Spring?

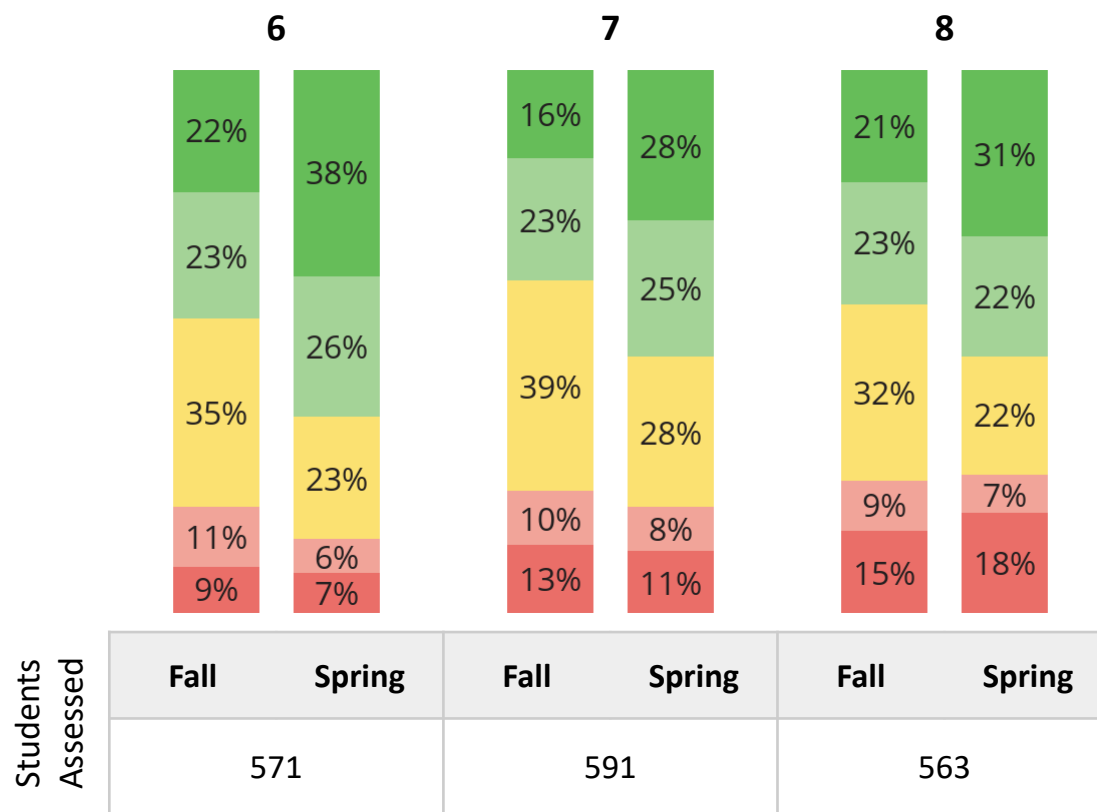
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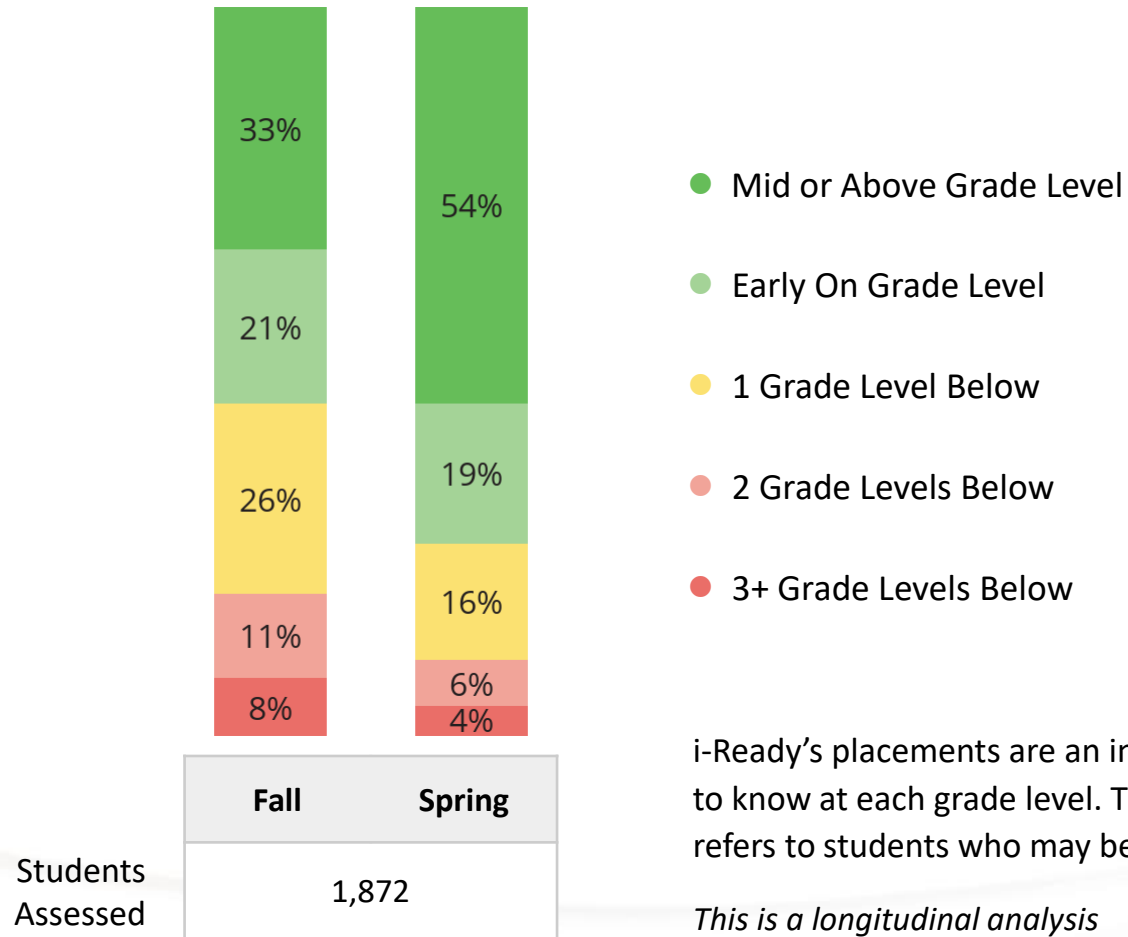


- Mid or Above Grade Level
- Early On Grade Level
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- 3+ Grade Levels Below

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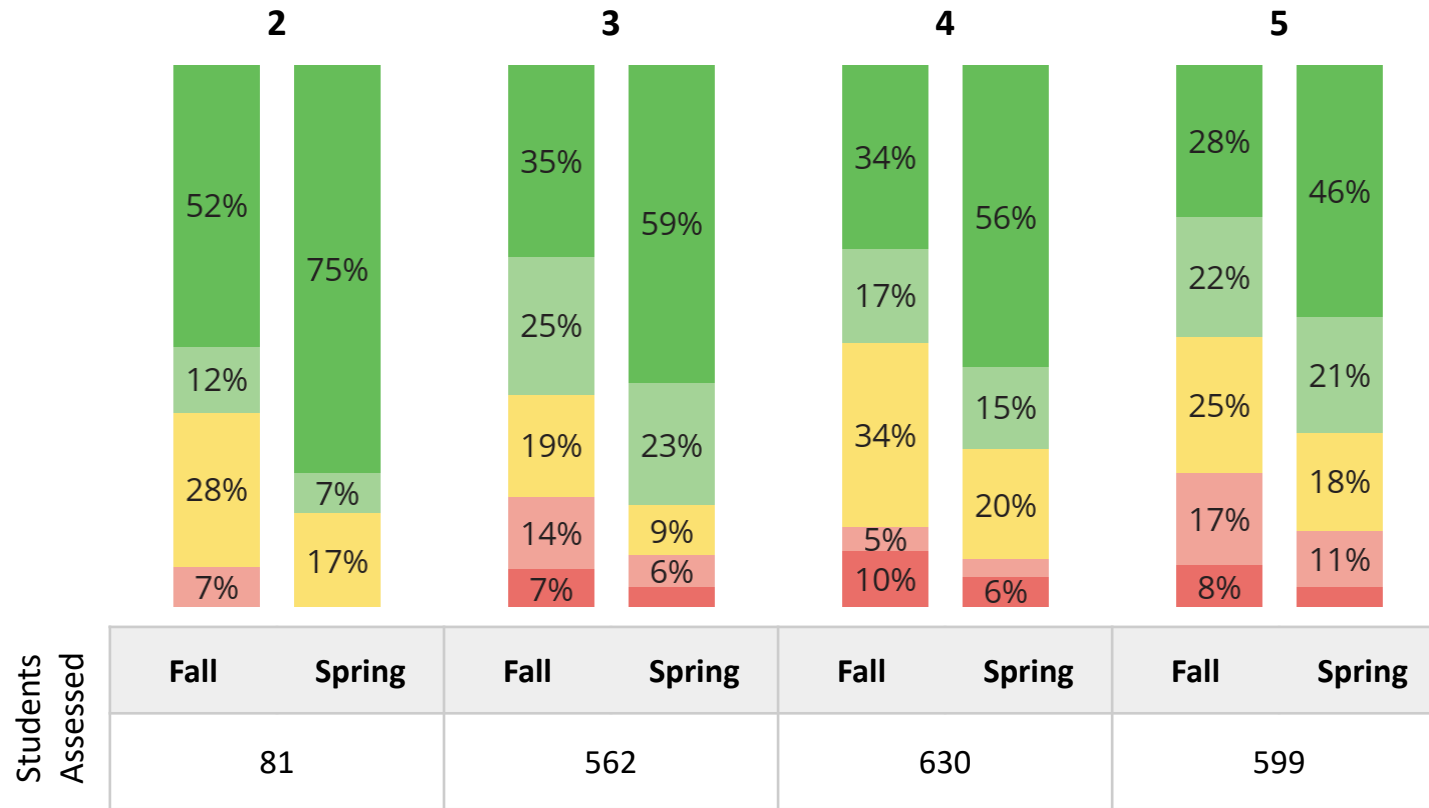
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How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 21-22 to Spring 21-22



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i-Ready's placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.



Change from Spring to Spring

Who is Included in the Analysis?

Cross-Sectional Analysis

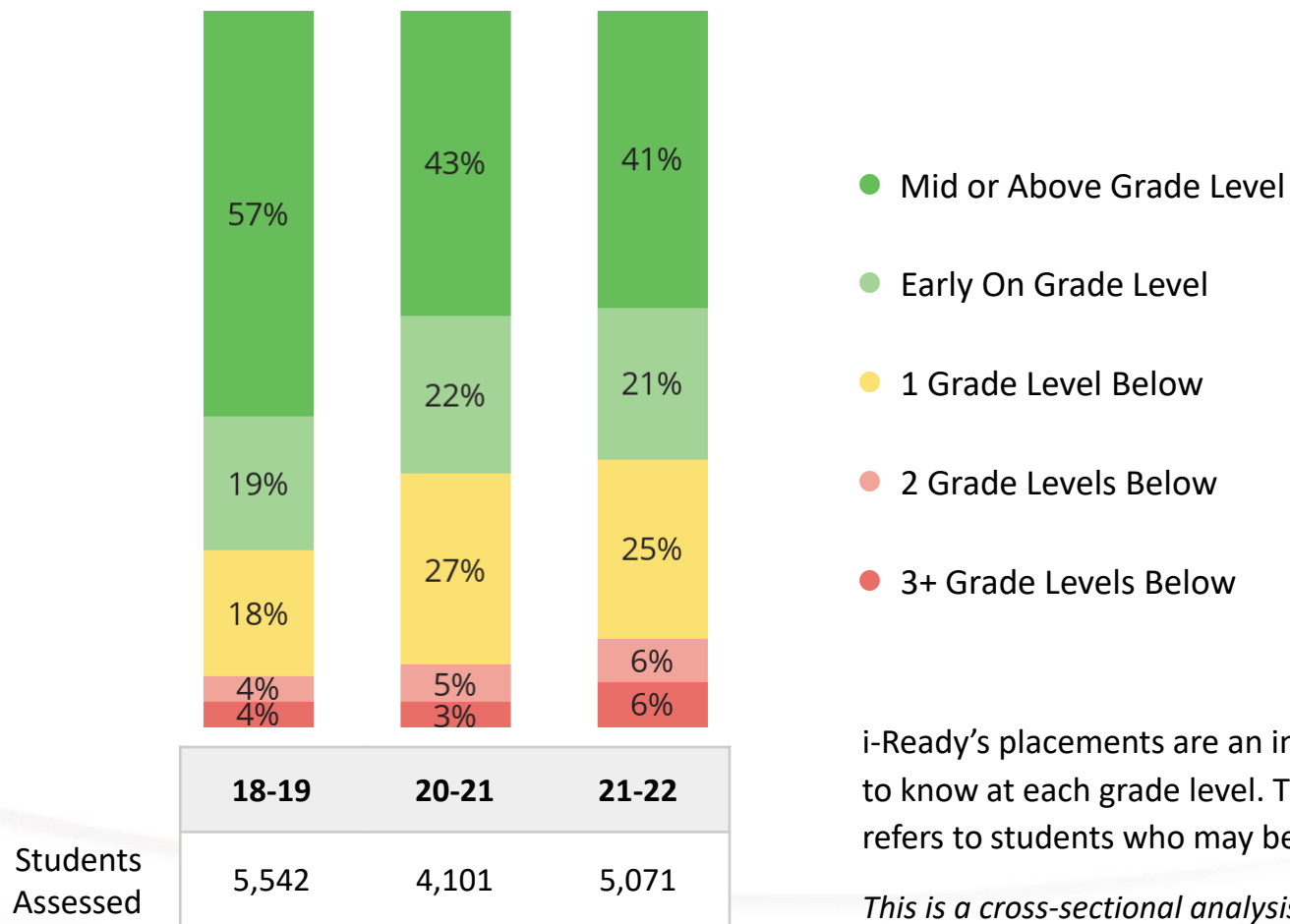
Students who completed a Diagnostic in any of the testing windows examined. The numbers of students assessed in each window are provided in the corresponding analyses.

Longitudinal Cohort Analysis

Students who completed a Diagnostic in all testing windows examined across years. The numbers of students matched across all windows are provided in the corresponding analyses.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 18-19 to Spring 21-22

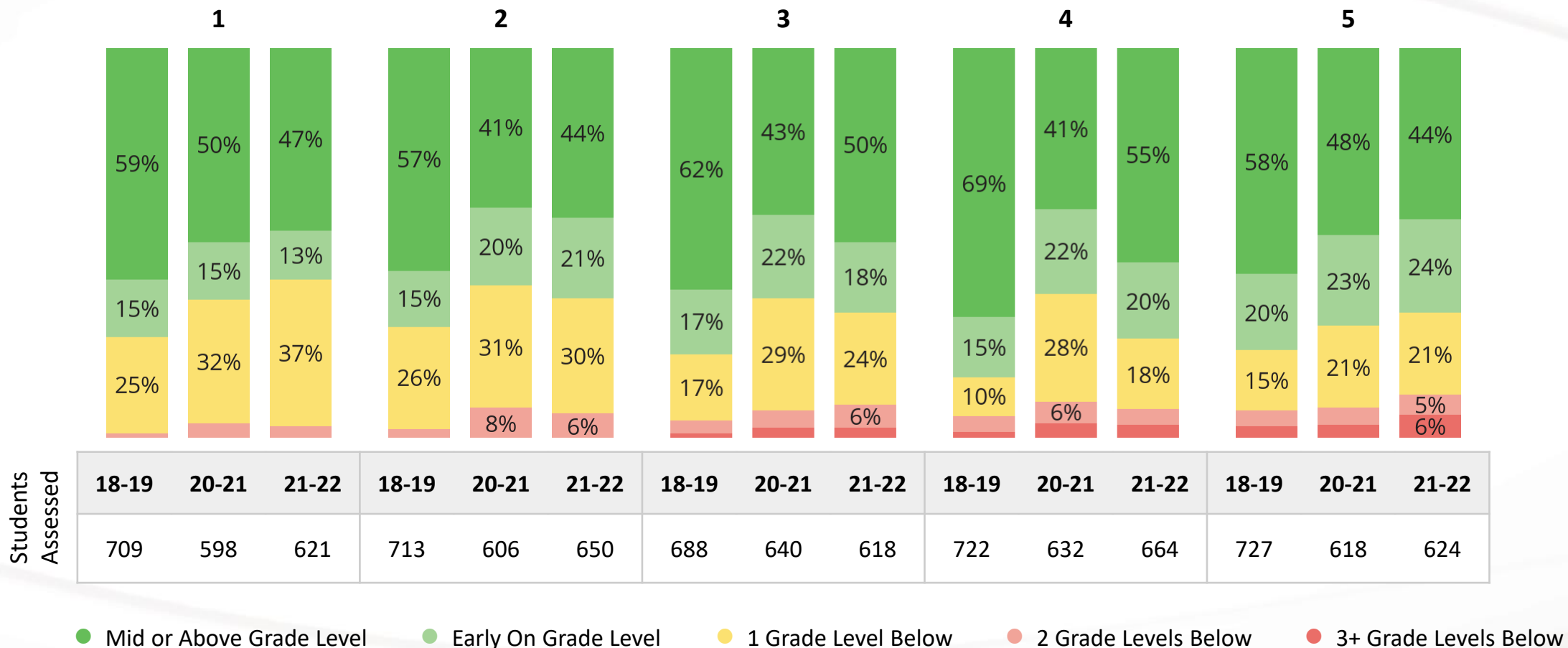


i-Ready’s placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a cross-sectional analysis

How Have Relative Placements Changed From Spring to Spring?

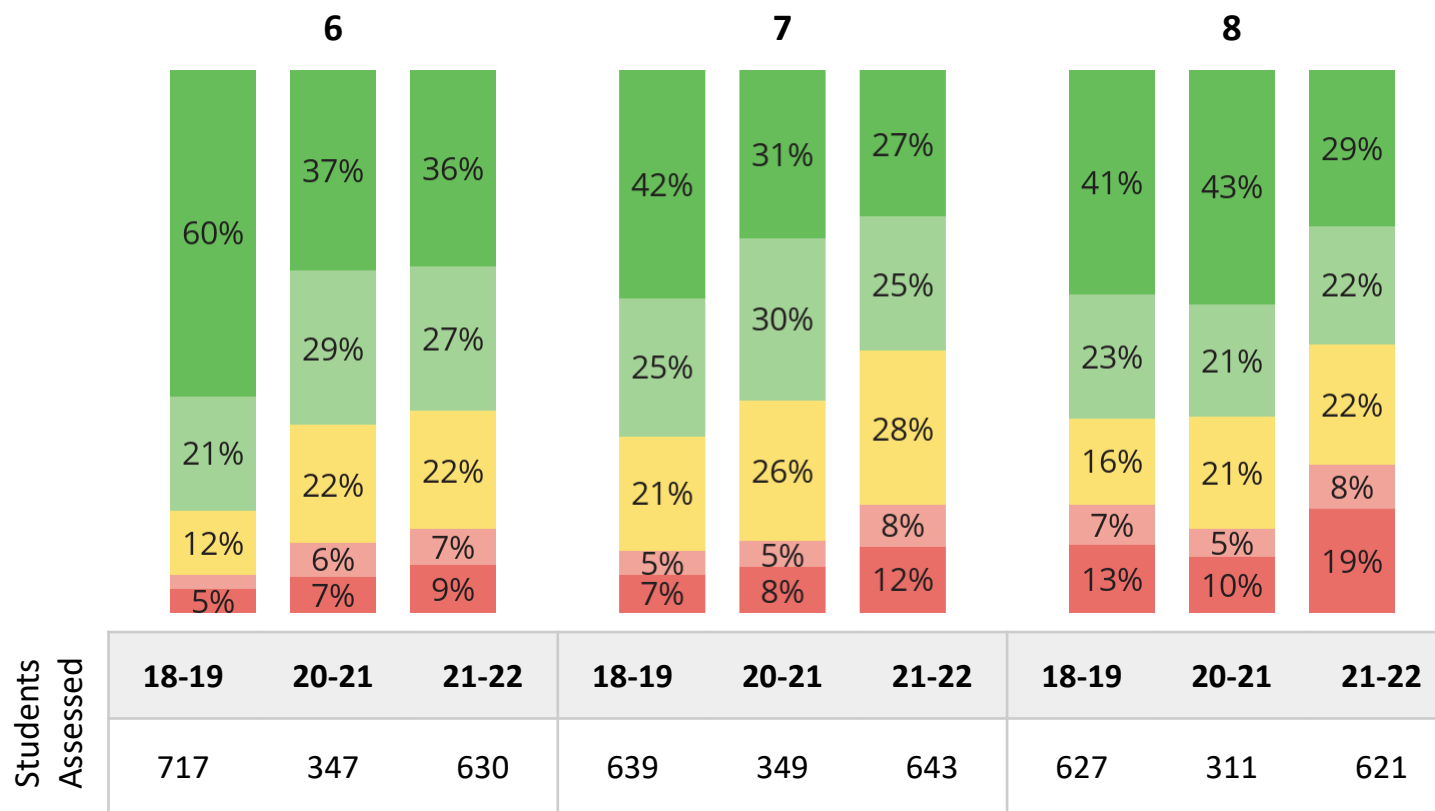
Placement Distribution, Spring 18-19 to Spring 21-22



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How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 18-19 to Spring 21-22

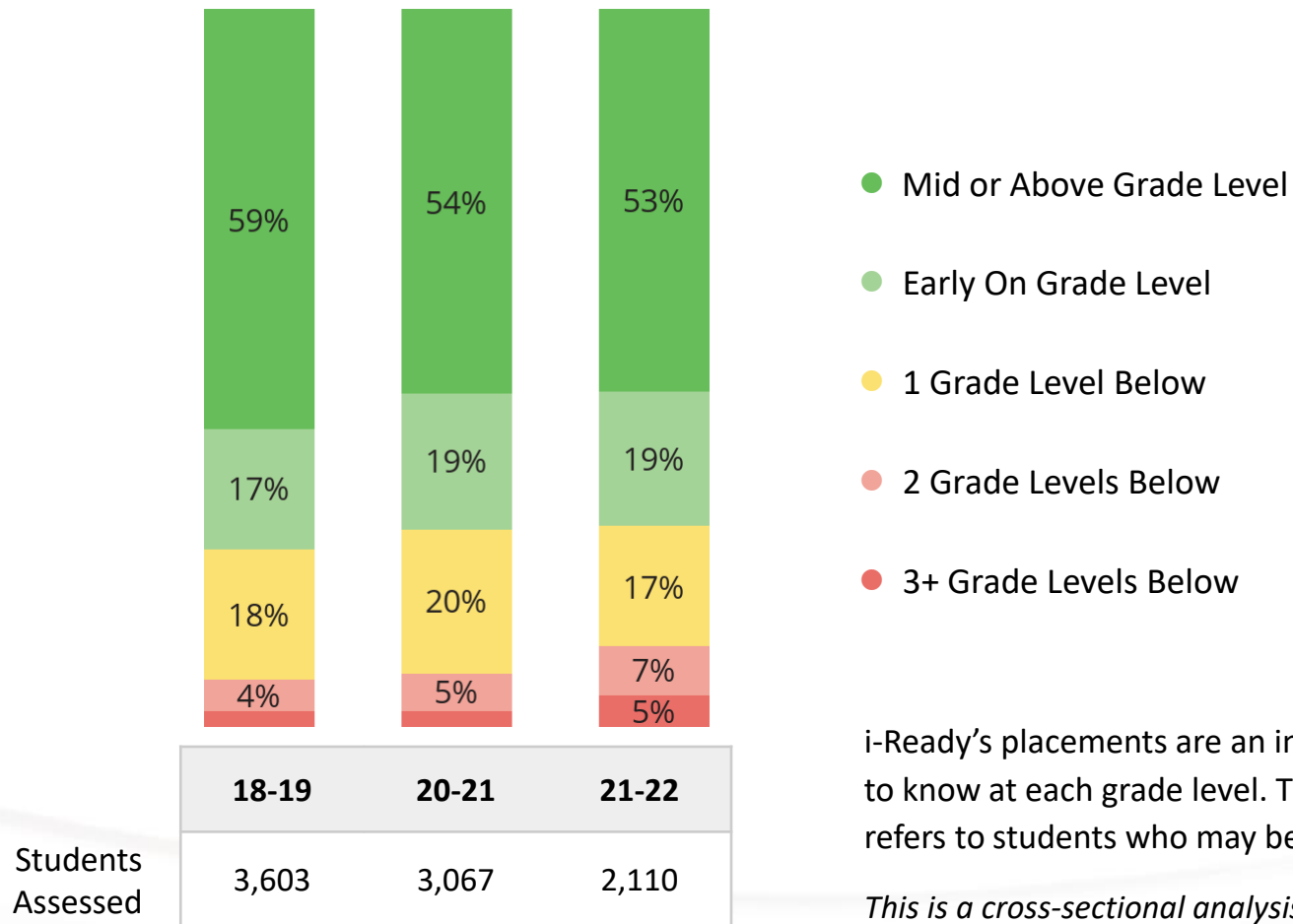


● Mid or Above Grade Level
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How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 18-19 to Spring 21-22

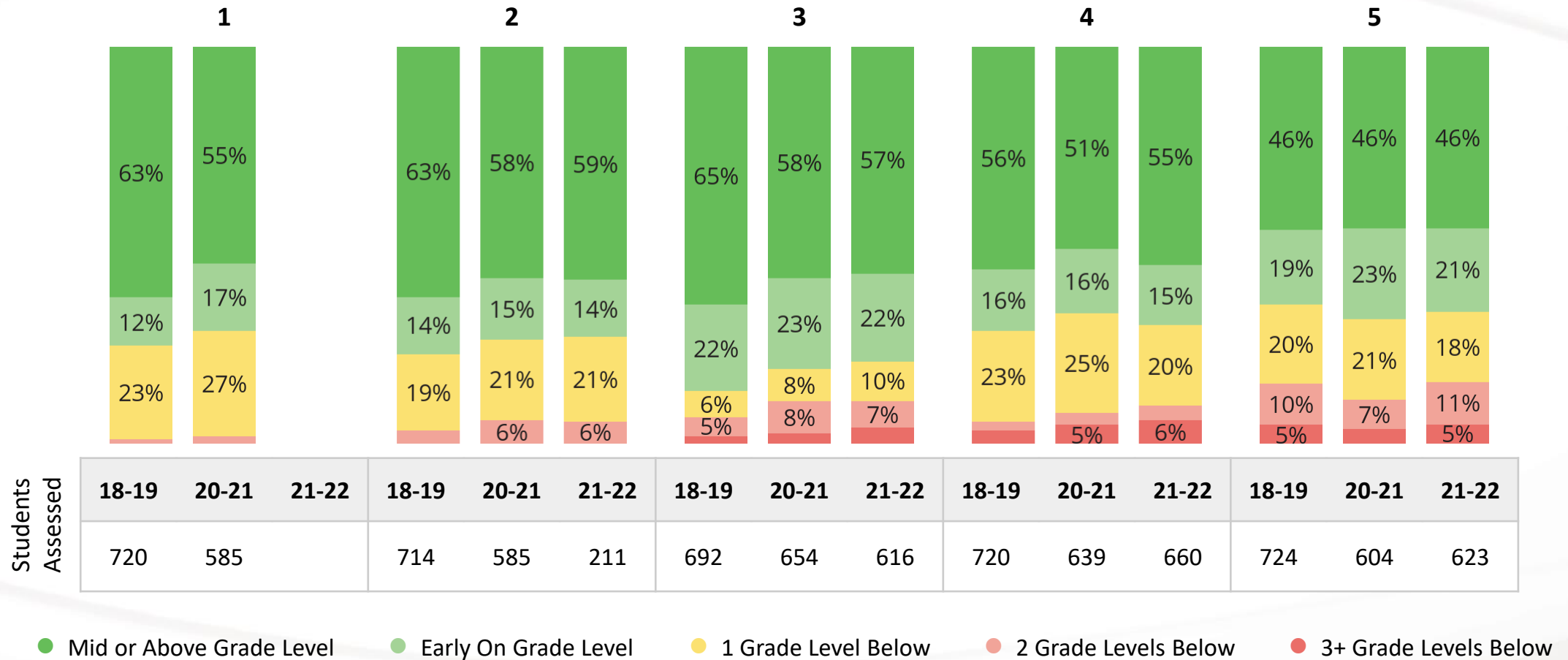


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This is a cross-sectional analysis

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 18-19 to Spring 21-22



This is a cross-sectional analysis.



National/Benchmark Data

Who is Included in the Benchmark Data?

i-Ready Spring 18-19 National Norms

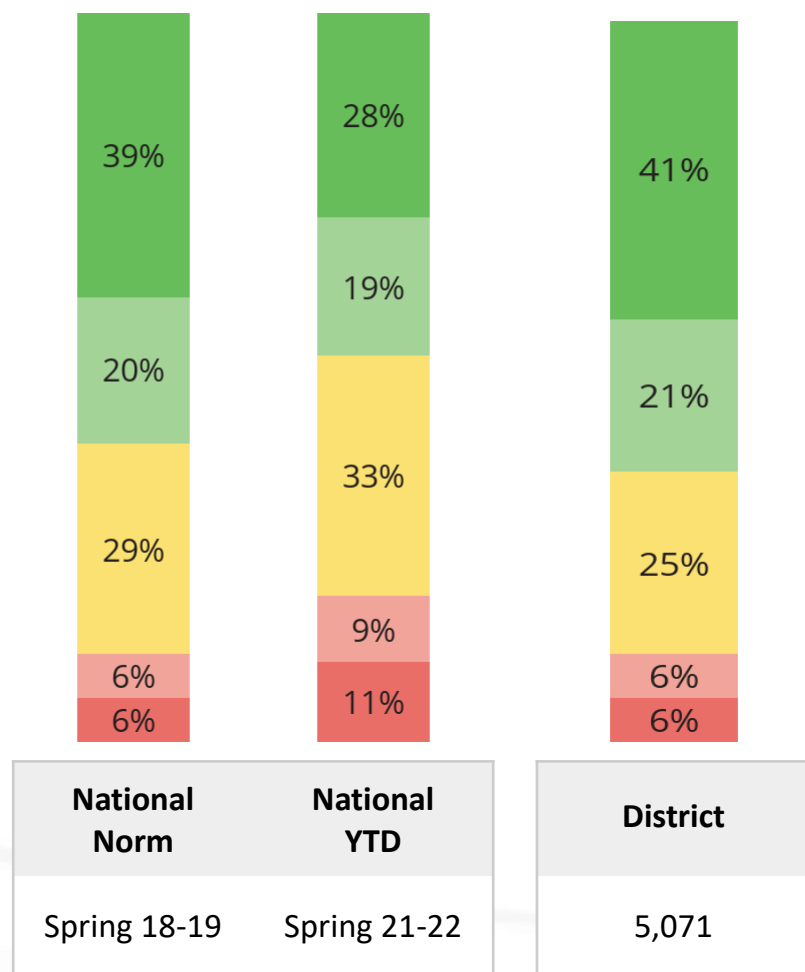
The i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

National Spring 21-22 Year-to-Date

This population includes all students who completed a Diagnostic from March 2 to June 30. This data may not be representative of the student population.

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



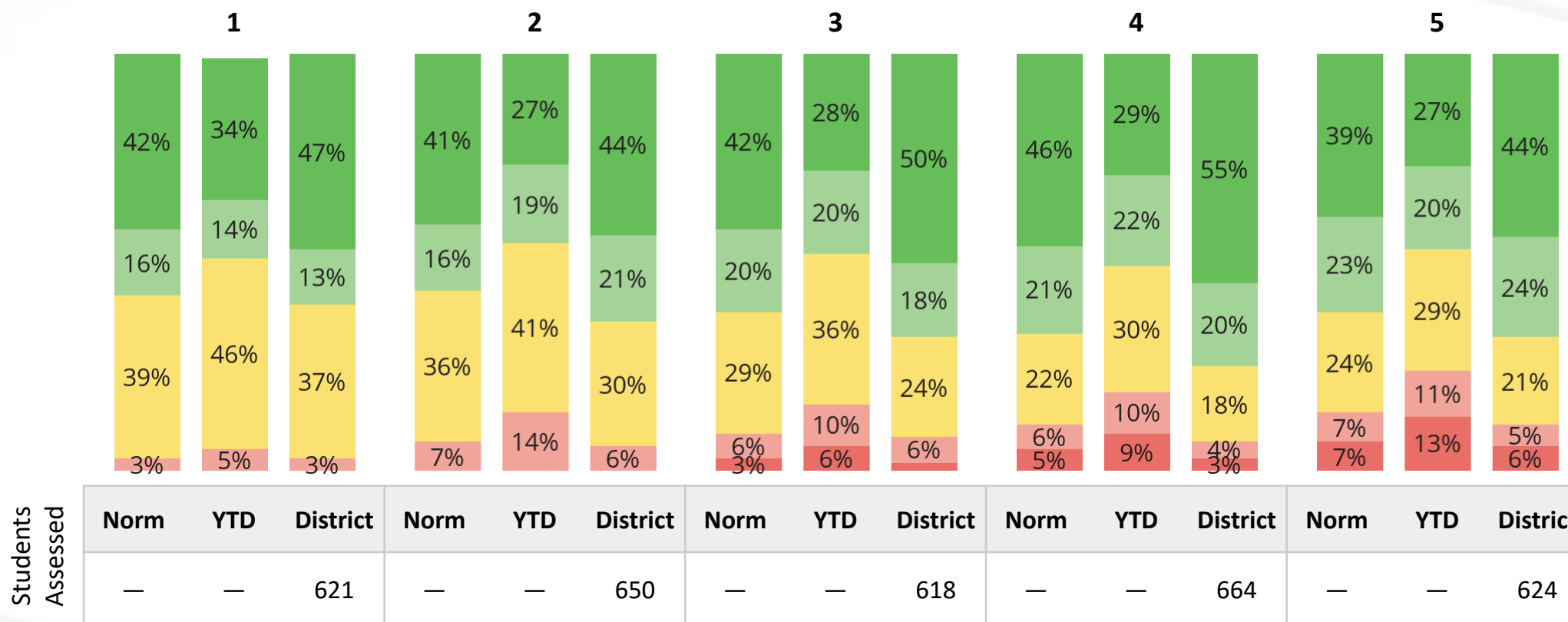
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- 3+ Grade Levels Below

i-Ready Spring 18-19 National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The National Spring 21-22 year-to-date population includes 8,104,055 students who completed a Diagnostic from March 2 to June 30. This data may not be representative of the student population.

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



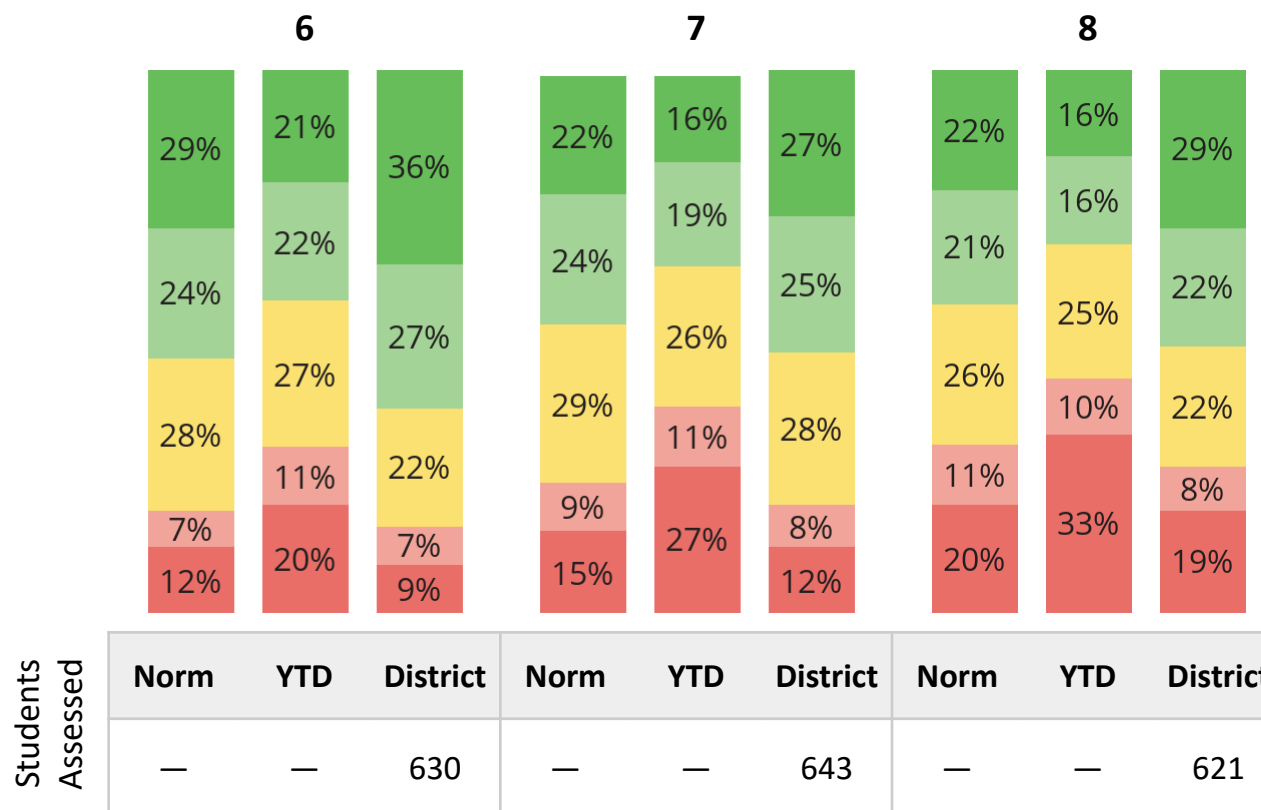
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Norm: i-Ready Spring 18-19 National Norms

YTD: National Spring 21-22 population year-to-date

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



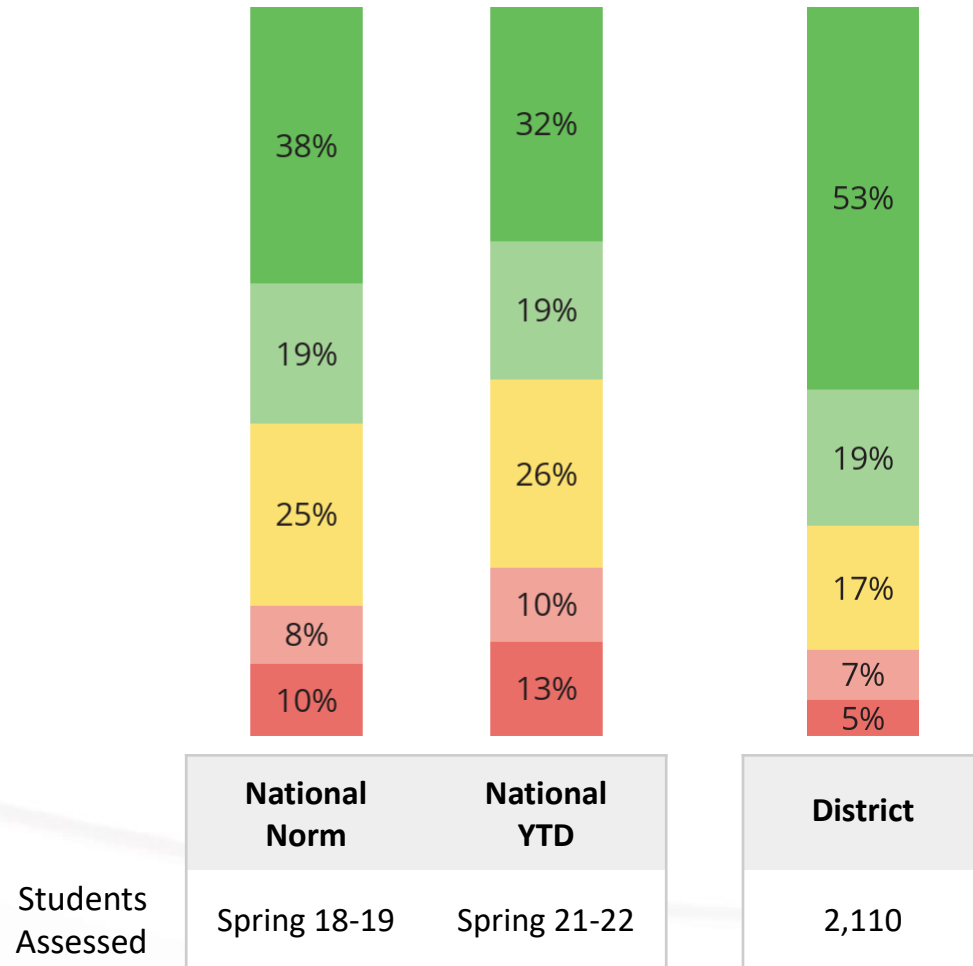
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Norm: i-Ready Spring 18-19 National Norms

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How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



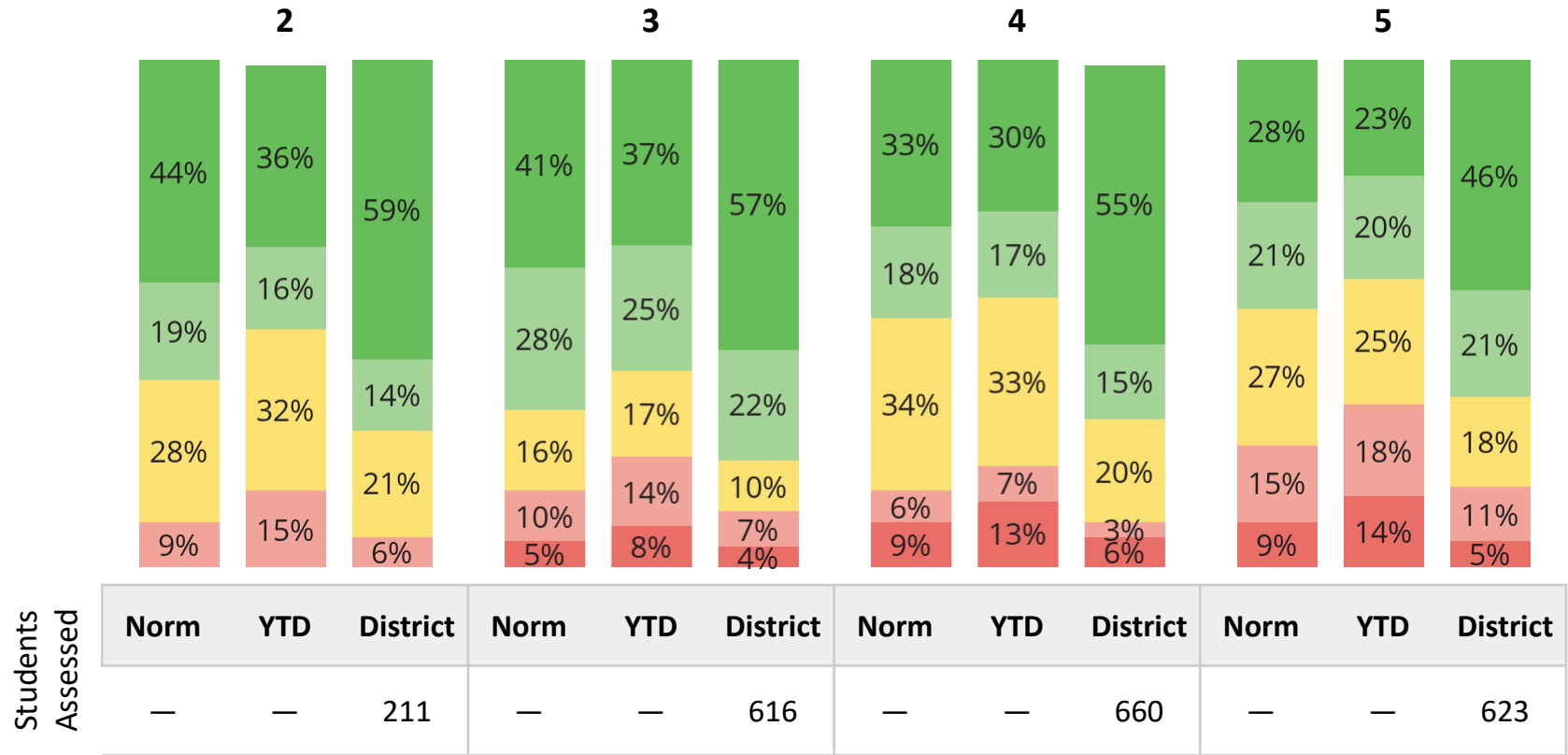
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i-Ready Spring 18-19 National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The National Spring 21-22 year-to-date population includes 7,145,286 students who completed a Diagnostic from March 2 to June 30. This data may not be representative of the student population.

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

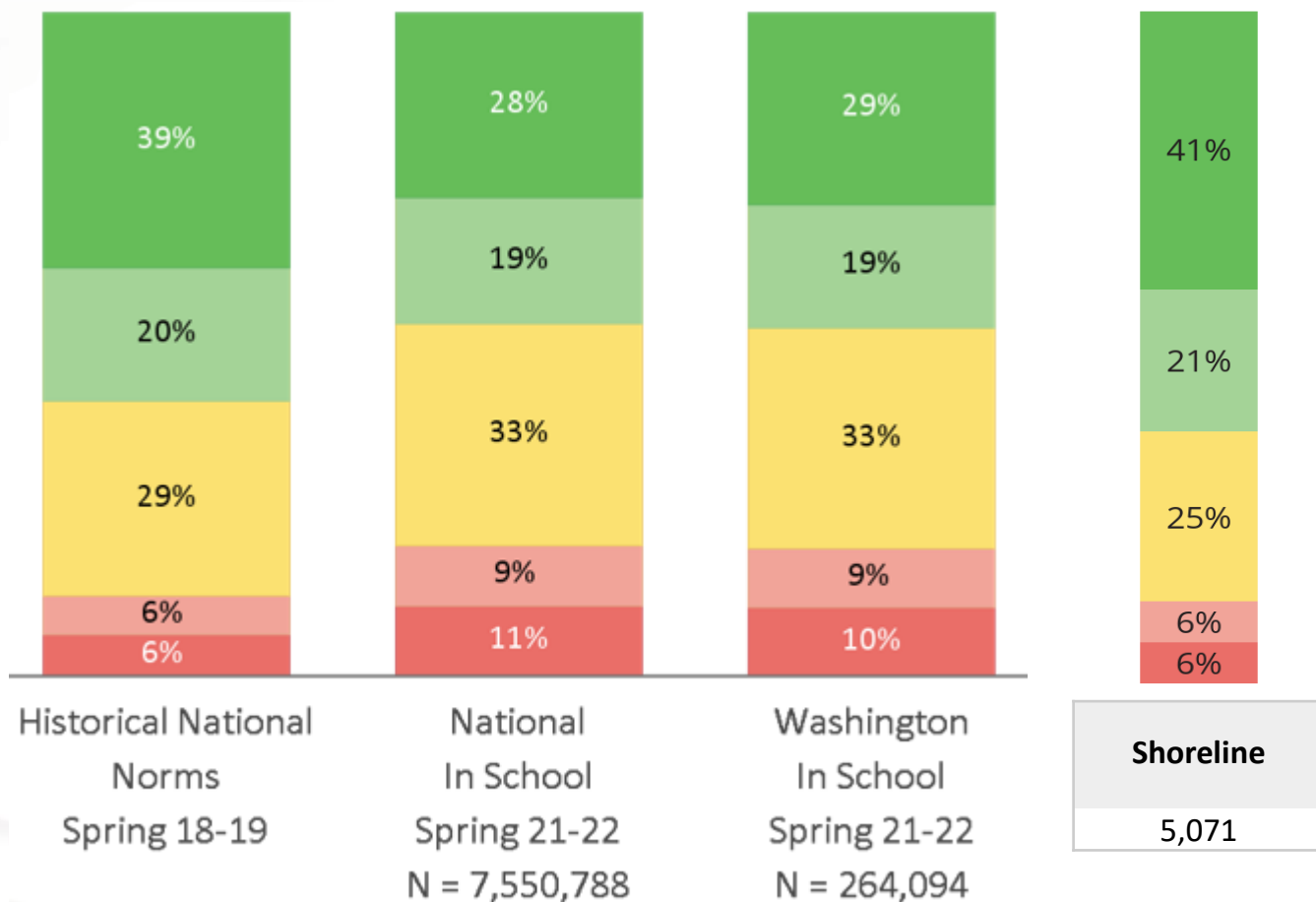
Norm: i-Ready Spring 18-19 National Norms

YTD: National Spring 21-22 population year-to-date



Washington State Data Spring 2021-2022

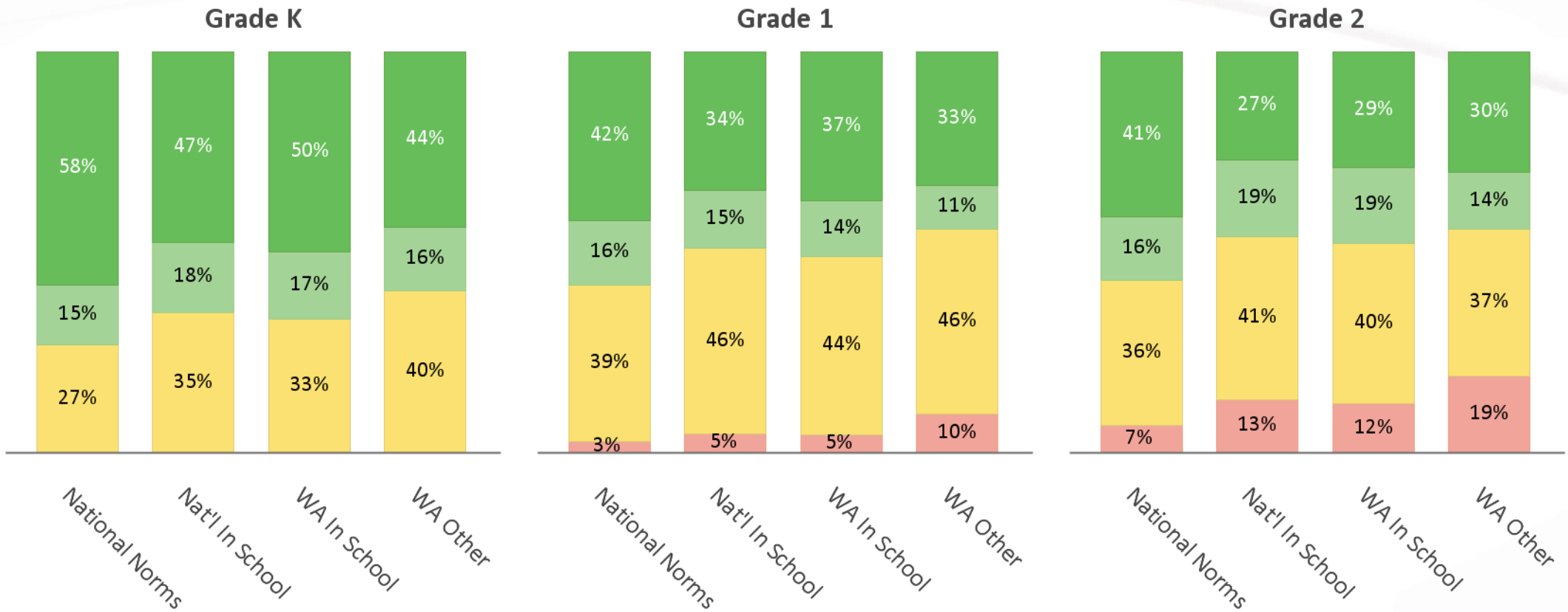
National Norms and Washington Placement Distribution as of 07-03



Students who took a Spring Diagnostic: **Mid on-grade level** or above spring distribution in Mathematics is 12% **higher** than the Washington in-school tested through July 3

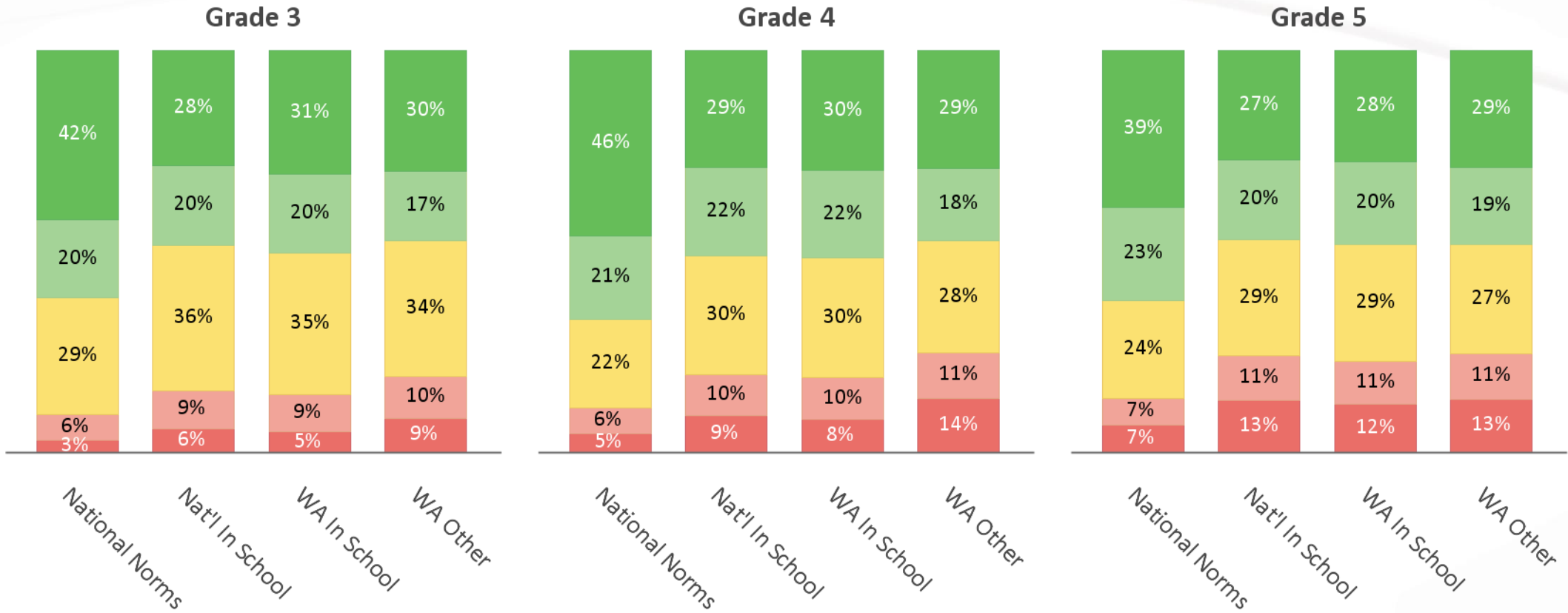
i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade.

National Norms and Washington Placement Distribution By Grade as of 07-03



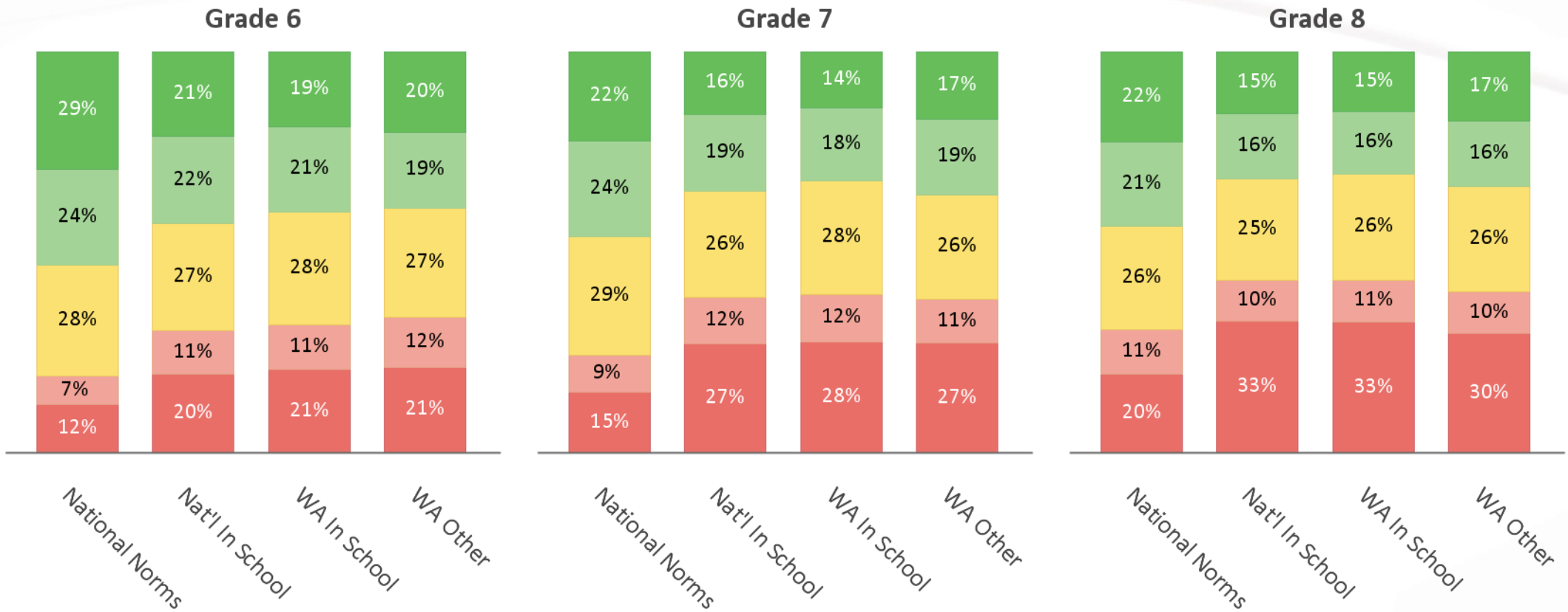
	Grade K	Grade 1	Grade 2
National In School	808,147	897,976	949,947
Washington In School	28,365	31,619	34,018
Washington Other	3,173	2,654	2,268

National Norms and Washington Placement Distribution By Grade as of 07-03



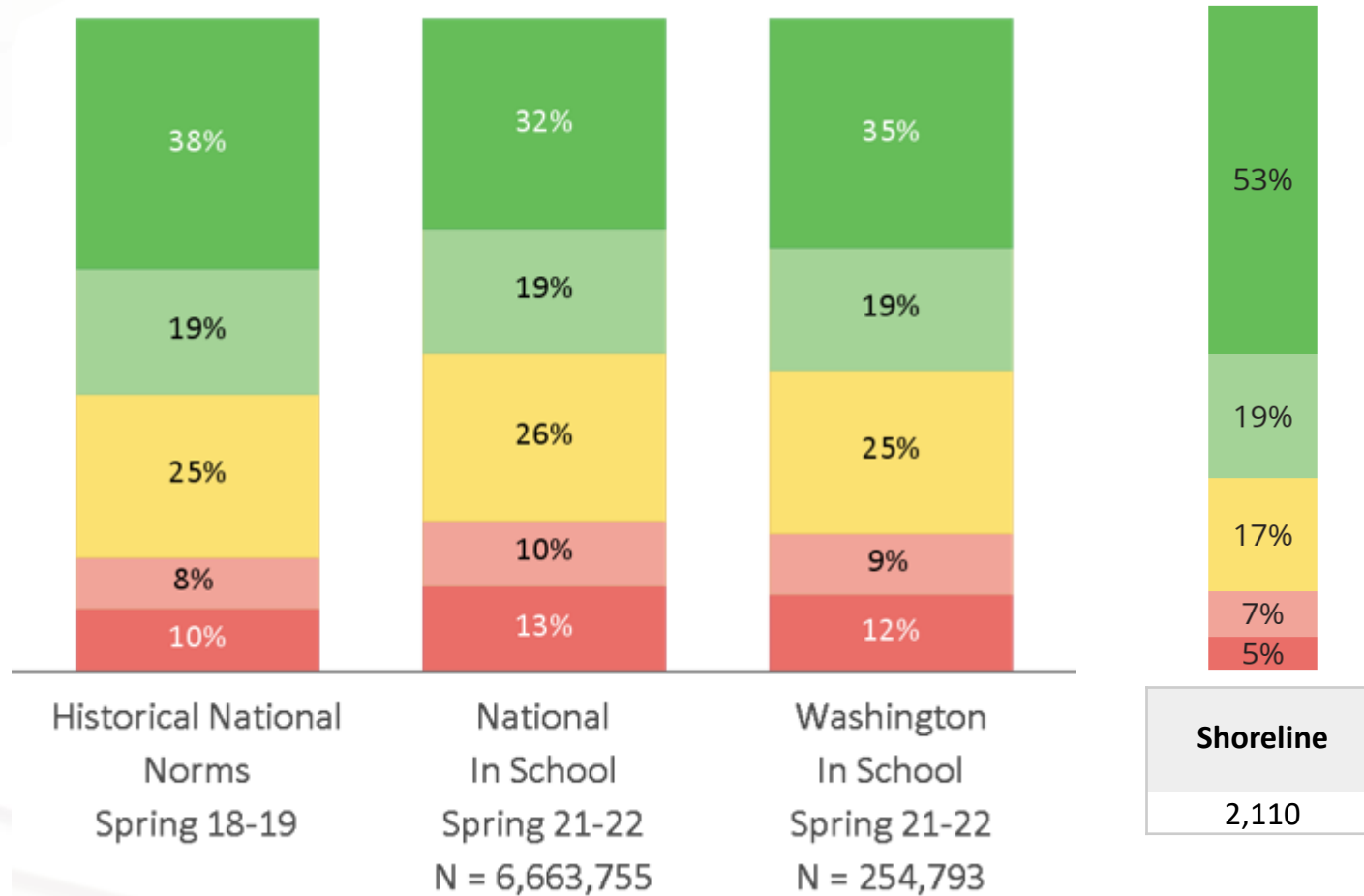
	Grade 3	Grade 4	Grade 5
National In School	957,111	937,915	936,401
Washington In School	33,932	33,370	33,283
Washington Other	1,926	2,055	2,320

National Norms and Washington Placement Distribution By Grade as of 07-03



	Grade 6	Grade 7	Grade 8
National In School	772,912	672,813	617,566
Washington In School	24,086	23,165	22,256
Washington Other	3,957	3,981	3,927

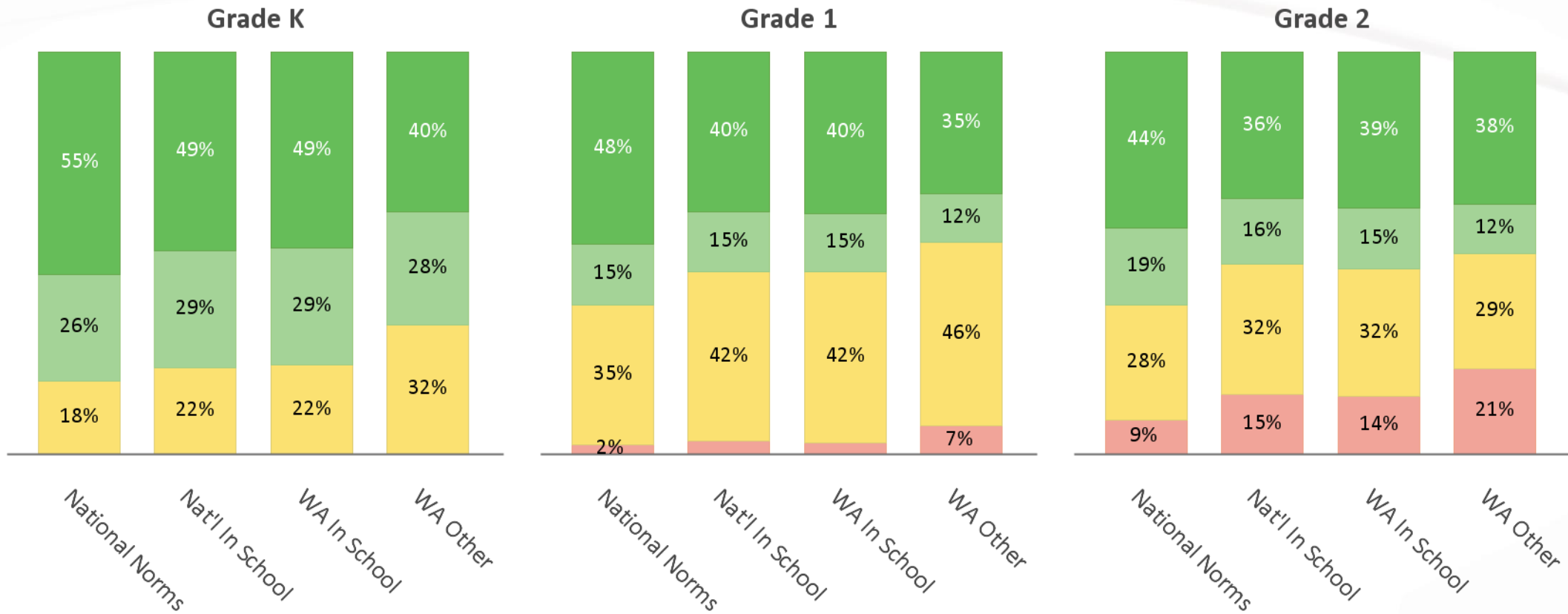
National Norms and Washington Placement Distribution as of 07-03



Students who took a Spring Diagnostic: **mid on-grade level or above** spring distribution in Reading is 18% points **higher** than the Washington in-school tested through July 3.

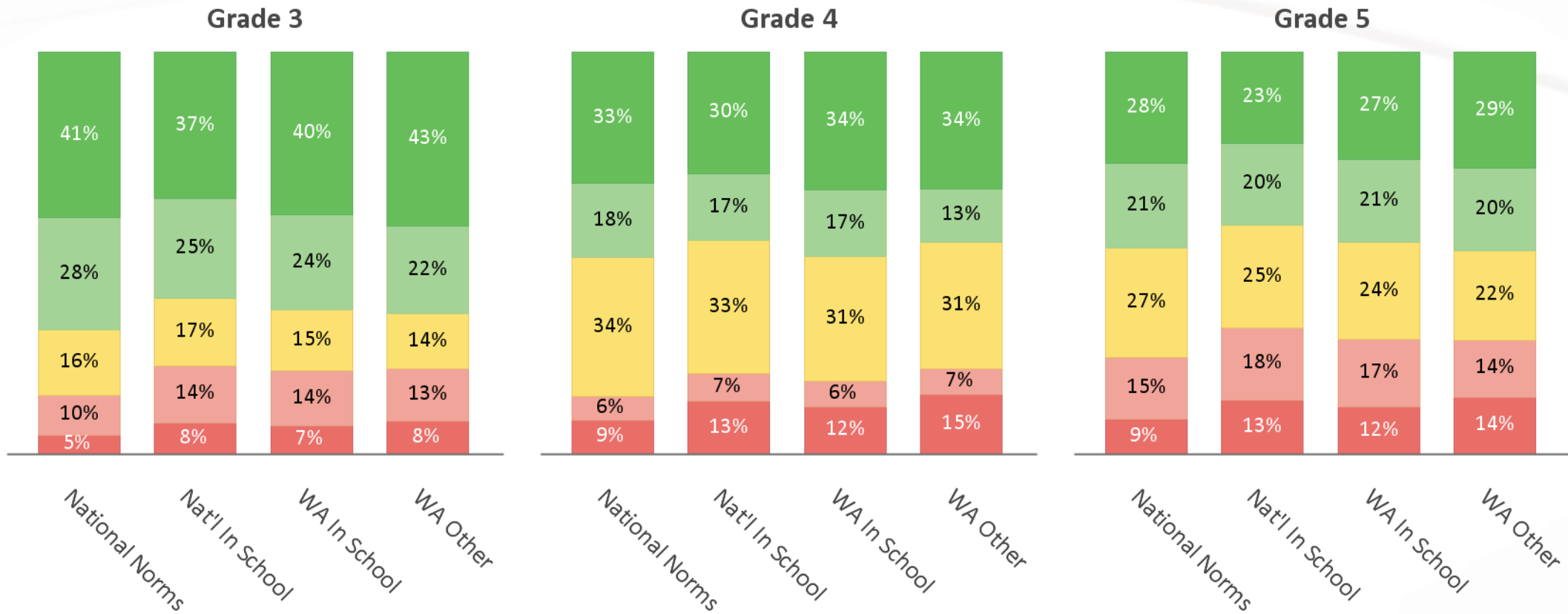
i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade.

National Norms and Washington Placement Distribution By Grade as of 07-03



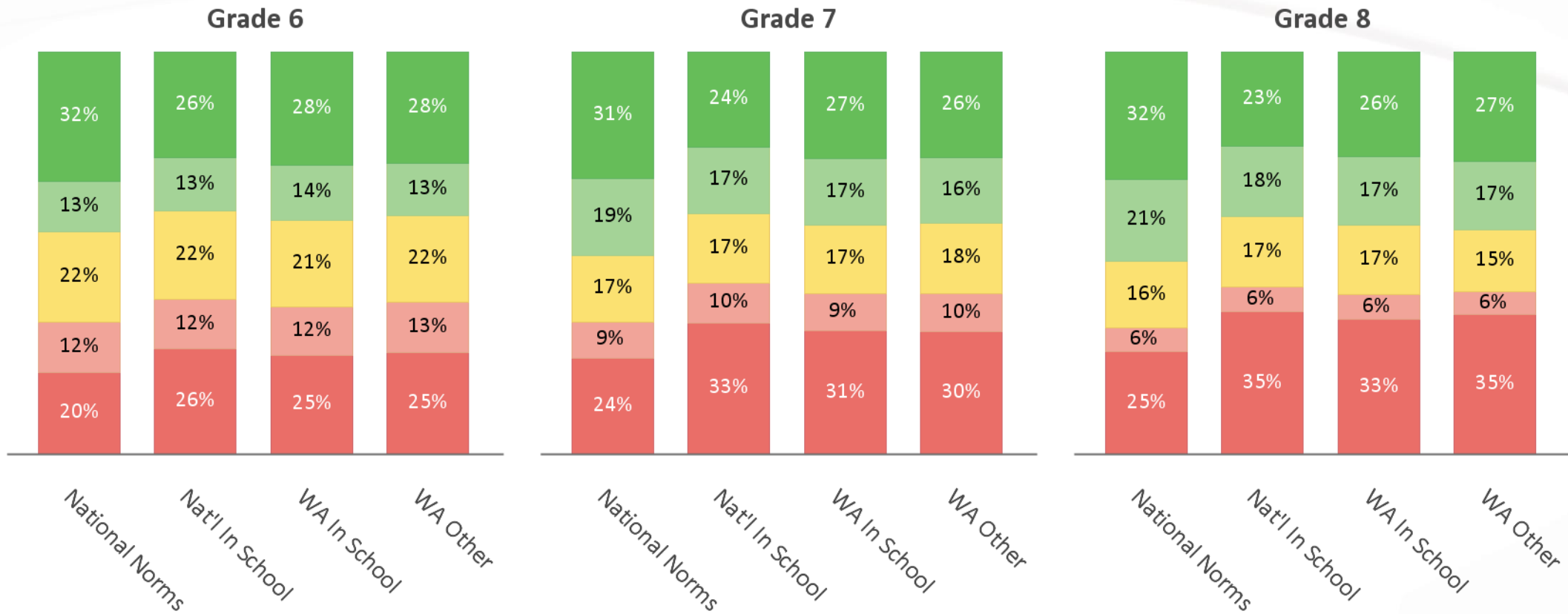
	Grade K	Grade 1	Grade 2
National In School	671,649	753,643	813,485
Washington In School	27,791	29,584	32,575
Washington Other	3,088	2,311	1,990

National Norms and Washington Placement Distribution By Grade as of 07-03



	Grade 3	Grade 4	Grade 5
National In School	856,830	832,733	829,225
Washington In School	32,943	31,933	31,328
Washington Other	1,874	1,992	2,152

National Norms and Washington Placement Distribution By Grade as of 07-03



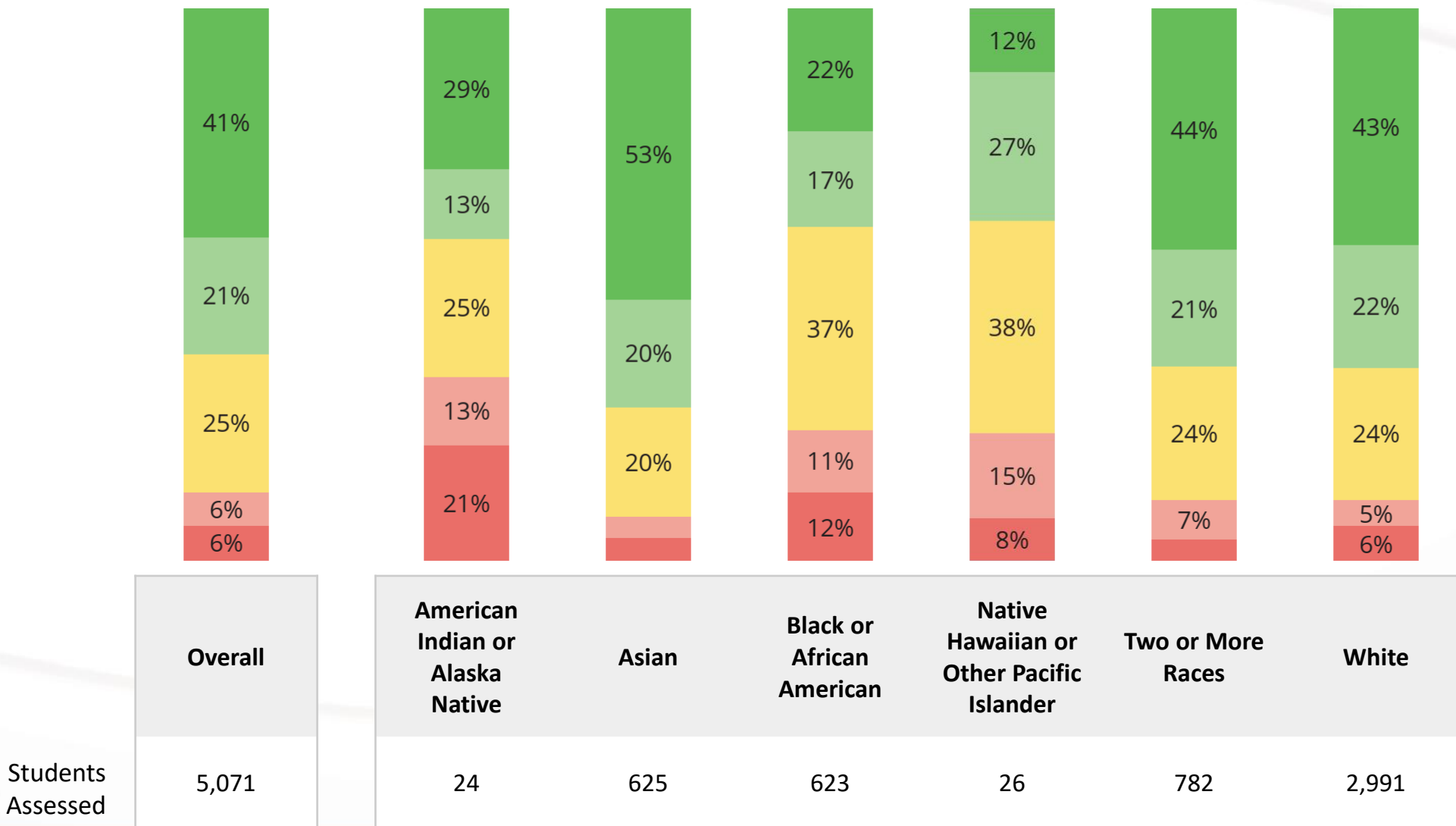
	Grade 6	Grade 7	Grade 8
National In School	693,054	617,022	596,114
Washington In School	23,638	23,069	21,932
Washington Other	3,637	3,656	3,530



Demographic Data

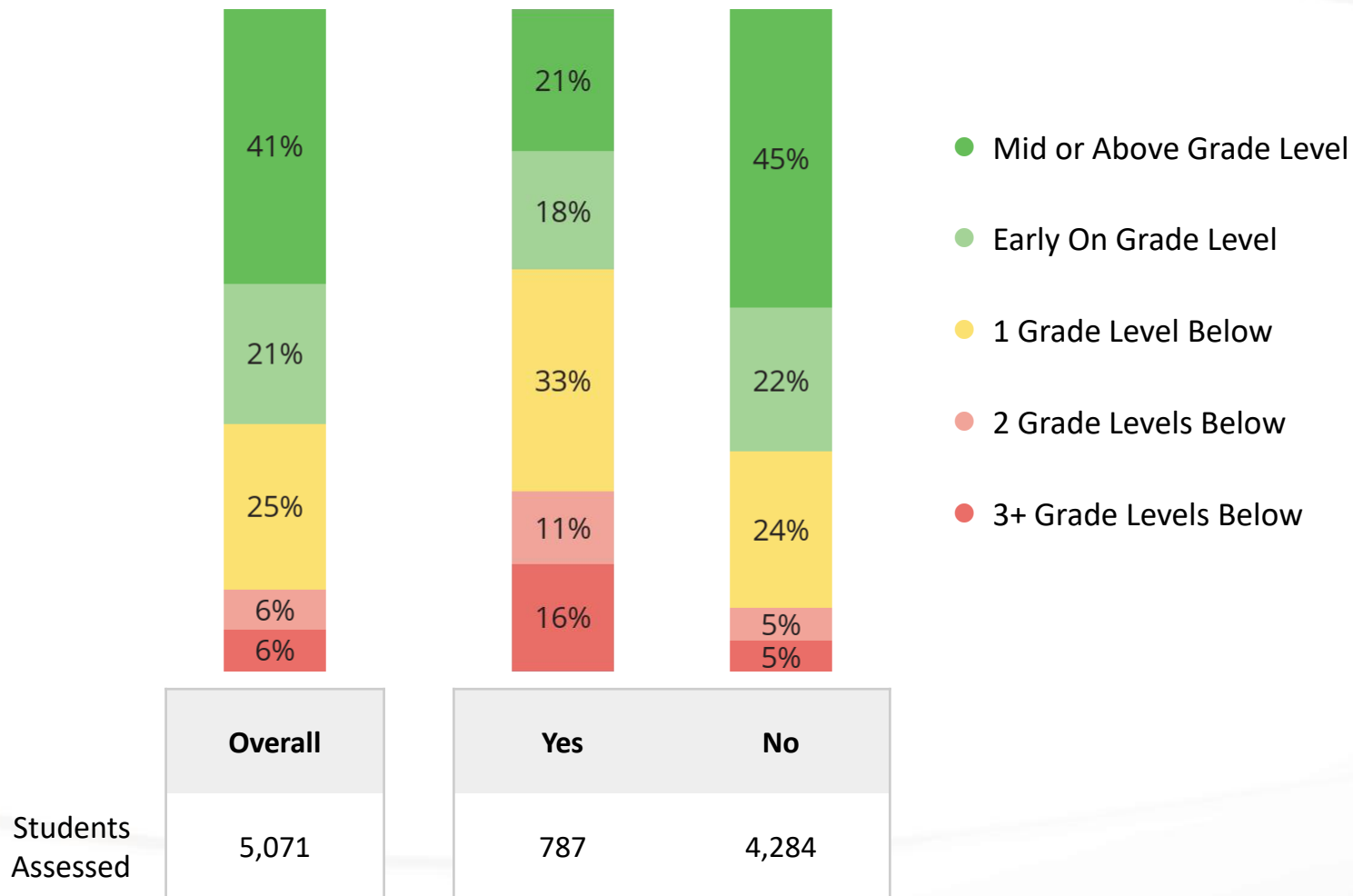
What Are the Relative Placements by Race?

Spring Placement Distribution



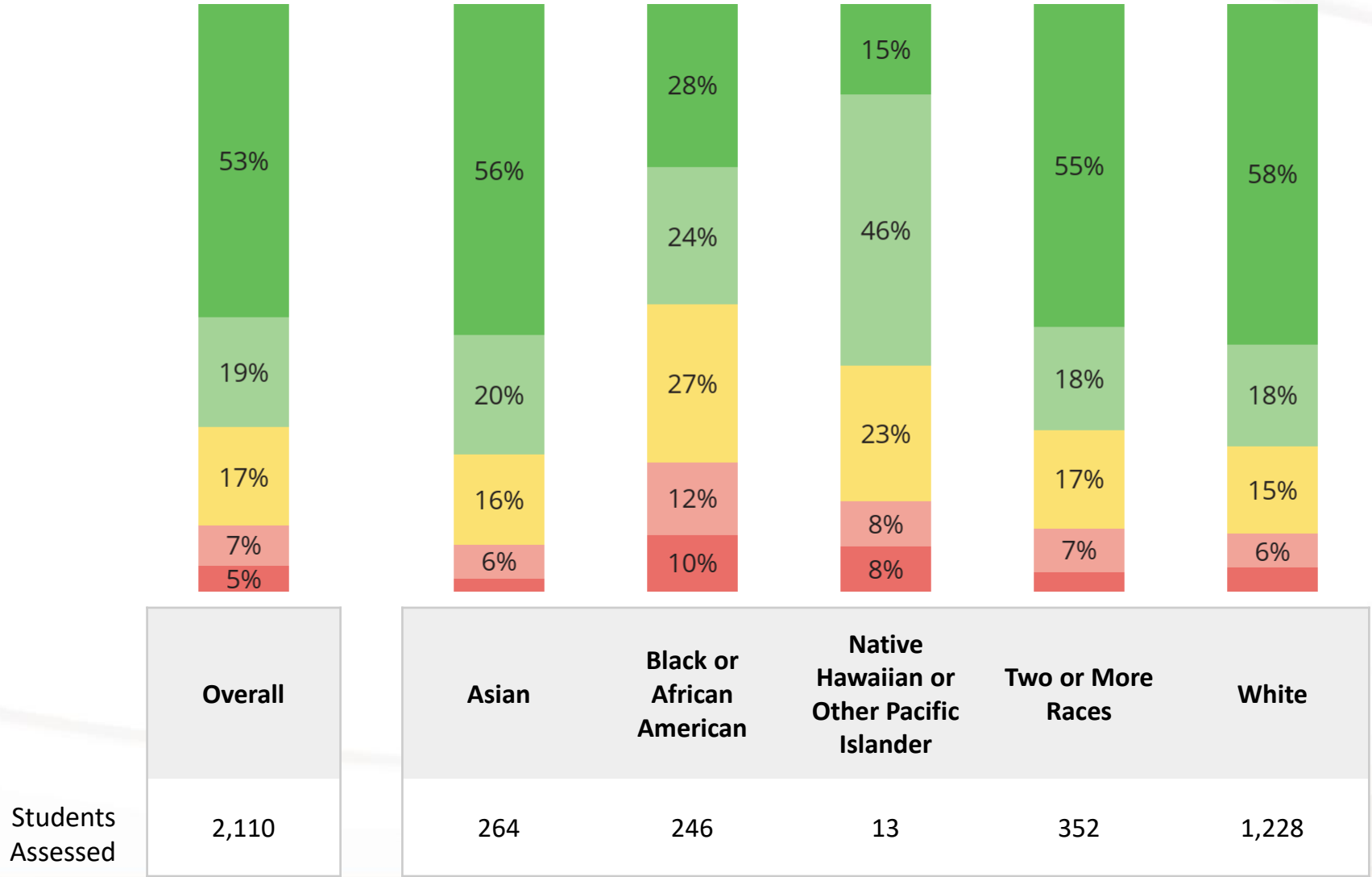
What Are the Relative Placements by Hispanic or Latino?

Spring Placement Distribution



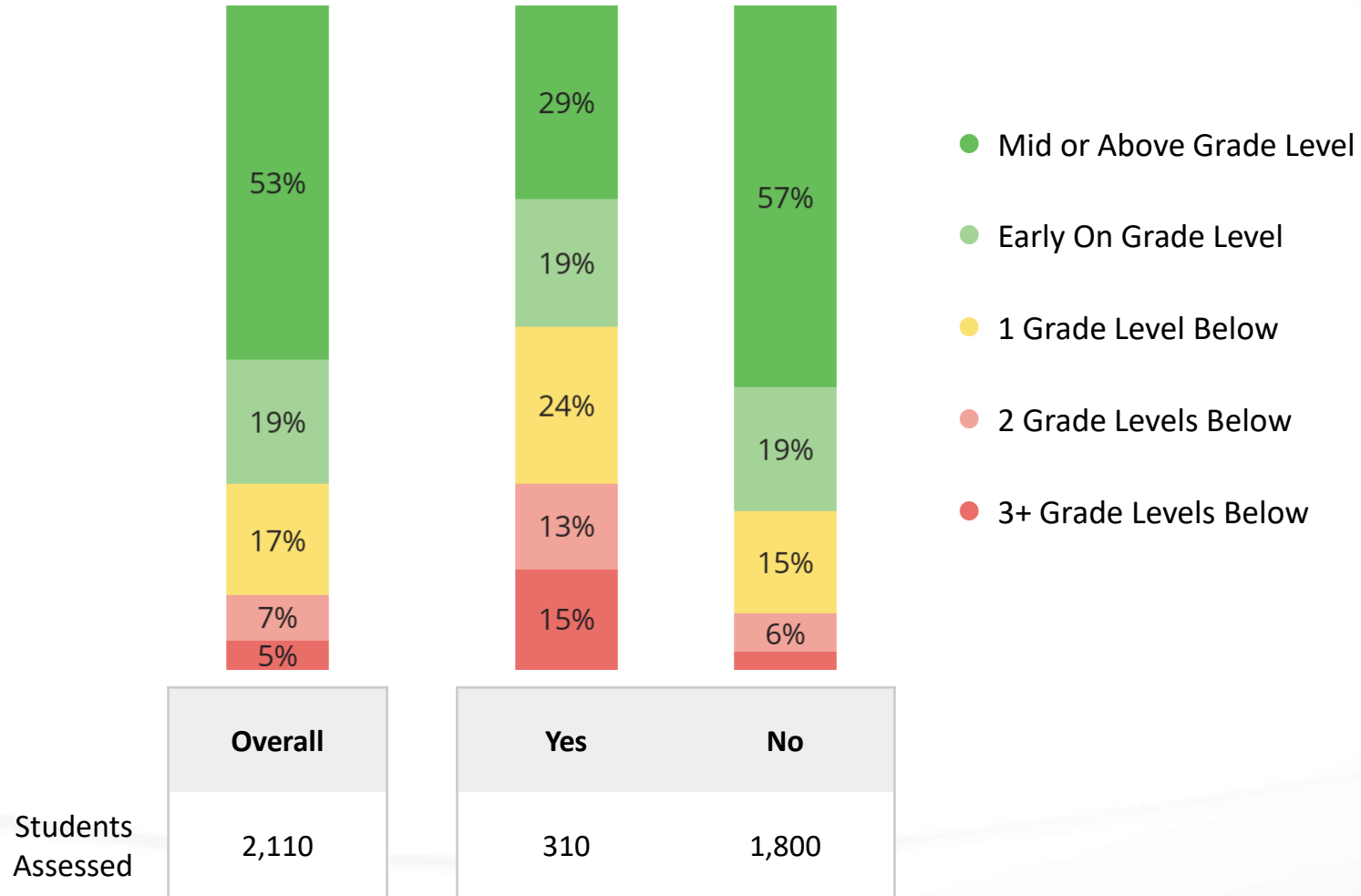
What Are the Relative Placements by Race?

Spring Placement Distribution



What Are the Relative Placements by Hispanic or Latino?

Spring Placement Distribution



19–20

- Sudden move to remote learning in the Spring
- No end-of-year data

20–21

- Adjusting to Assessing and Teaching Remotely
- Identifying and addressing Unfinished Learning

21–22

- Return to in-person teaching and learning
- Ongoing difficulties (*i.e., intermittent absences, staffing shortages, teacher fatigue*)
- Finding ways to Accelerate Learning

What are your top priorities, goals and concerns going into the 22–23 school year?

Gearing up for 22–23

- Focus on scaffolding students to grade level success
- Use data to support prioritization and planning
- Focus on getting best use of limited instructional time and resources
- Support staff and consider their needs and capacity
- Keep students engaged in learning

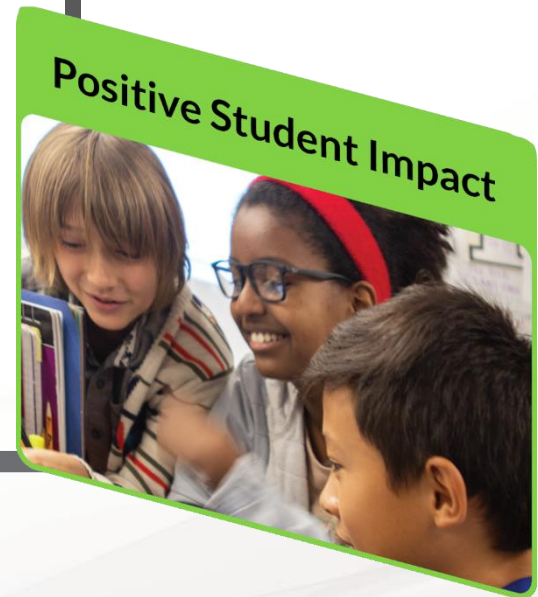
How are your teachers planning and implementing instruction to scaffold for grade level success?



Do you have the data you need and are you maximizing its use to inform priorities and instructional plans?



How are you engaging teachers, students and families?



Empowering Students and Engaging Teachers and Families

? Increasing students' investment in their learning

How will teachers setting individual goals and have data chats with students to discuss their progress?

? Re-invigorating Teachers and Staff

How will leaders communicate throughout the year to promote commitment and enthusiasm?

? Involving Families

How will leaders and/or teachers help families understand student's progress and how to support at home?



Best Practices:

- Teachers share data and set goals with students, having Data Chats regularly to reflect on progress
- Leaders cultivate a caring, collaborative culture among teachers and staff throughout the year
- Families receive orientation to i-Ready programs
- Students' progress and goals are shared with families along with suggestions for at home support

Maximizing the Use of Data

- ❓ How do leaders review key reports and use the data to collaboratively plan and prioritize?
- ❓ How will leaders share data and use the data to set goals?



Best Practices:

- There is dedicated time set in school calendars to review data after each Diagnostic
- Leaders are reviewing key reports and collaboratively planning (i.e., amongst each other, with their own leadership staff, with teachers)

Planning and Delivering Instruction

? Planning with Data

How will teachers use key reports to plan both their grade-level and tailored instruction?

? Supports

*How are you organizing the school day to maximize instructional time?
What supports do teachers have to help plan their instruction?*

? Instructional Resources

How will you ensure teachers are fully leveraging i-Ready instructional resources?



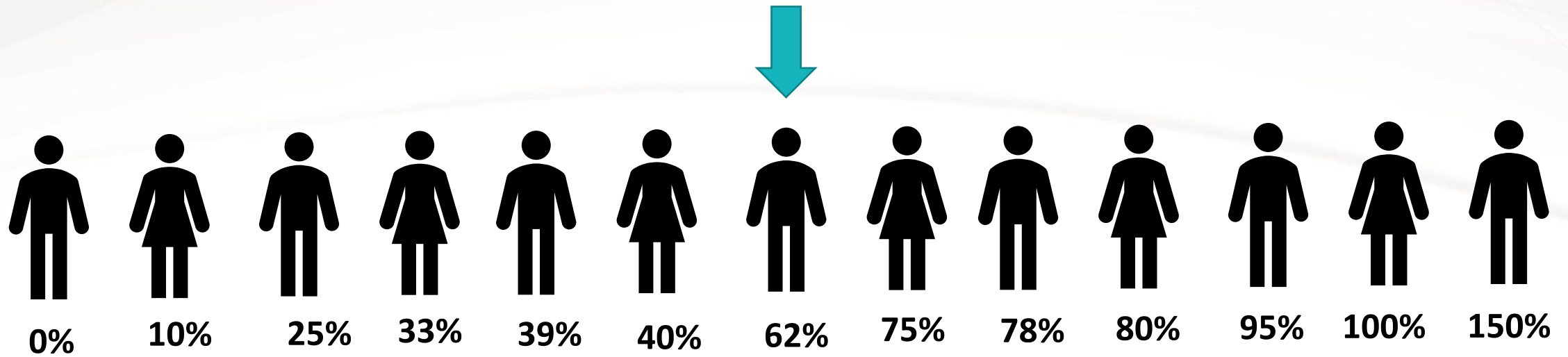
Best Practices:

- All teachers are familiar with the reports and use the data regularly
- Teachers have dedicated time to review reports and meet with school leader and/or coach to set goals and review plans regularly
- There is sufficient time in the schedule for both grade level and tailored instruction
- Teachers are only using aligned, proven instructional resources

*Professional Learning
and Support*

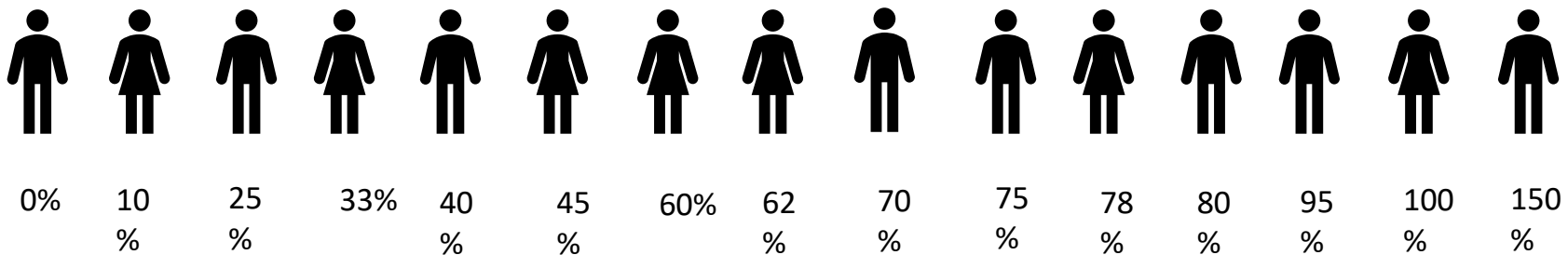


Growth



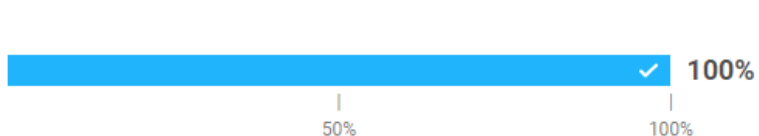
Median represents the middle student so about half of students show a greater percent progress towards their growth goal and about half of students have shown a lower percent progress towards their growth goal. Why median and not mean? Mean is an appropriate measure in many circumstances, but can be susceptible to being distorted by outliers.

Median Growth



Students Assessed/Total: **4,638/4,810**

Progress to Annual Typical Growth (Median)

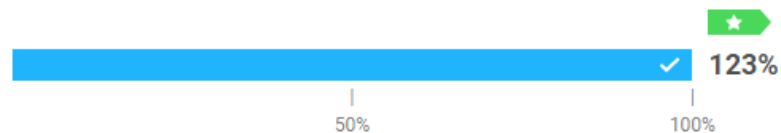


The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Math

Students Assessed/Total: **4,574/4,813**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 123%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

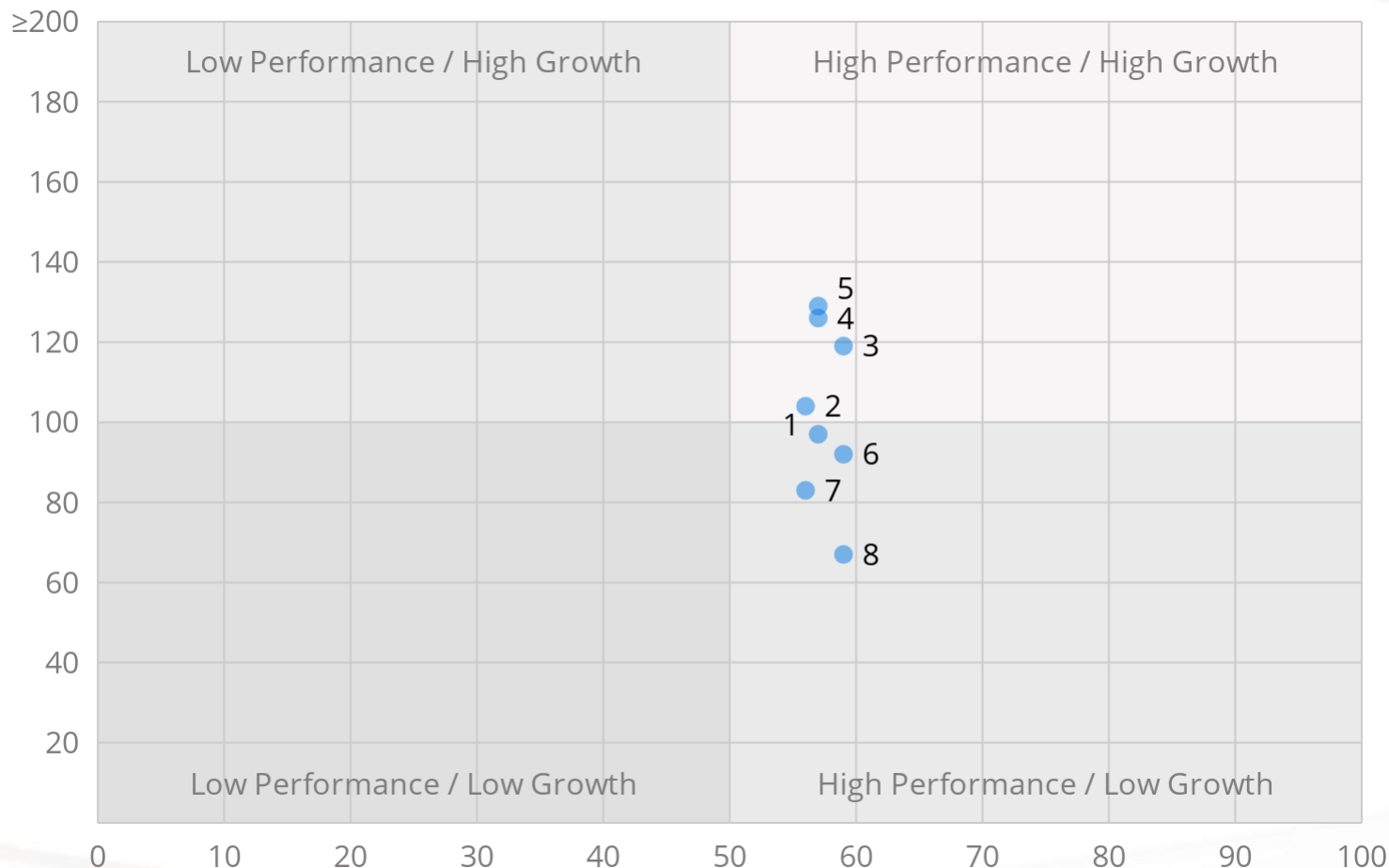
Reading

How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels



Performance

Median student performance relative to historical 18-19 norms
(50th percentile is the national median)

How Much Did Growth Vary Across Fall Placement Levels?

Median Percentage of Typical Growth Achieved by Fall Placement Level

		1	2	3	4	5	6	7	8	All Students Assessed
Mid or Above Grade Level	Median % Typical Growth	79%	139%	148%	137%	164%	92%	100%	89%	116%
	Students Assessed	66	75	63	106	114	130	95	117	766
Early On Grade Level	Median % Typical Growth	102%	84%	124%	126%	133%	100%	108%	100%	111%
	Students Assessed	40	102	72	130	118	136	136	129	863
One Grade Level Below	Median % Typical Growth	100%	106%	119%	126%	128%	97%	67%	56%	108%
	Students Assessed	389	336	317	277	259	198	231	187	2,194
Two Grade Levels Below	Median % Typical Growth	89%	93%	111%	122%	122%	79%	69%	55%	97%
	Students Assessed	69	103	95	76	53	63	60	54	573
Three or More Grade Levels Below	Median % Typical Growth			78%	100%	100%	67%	89%	17%	75%
	Students Assessed			42	45	60	51	76	86	360

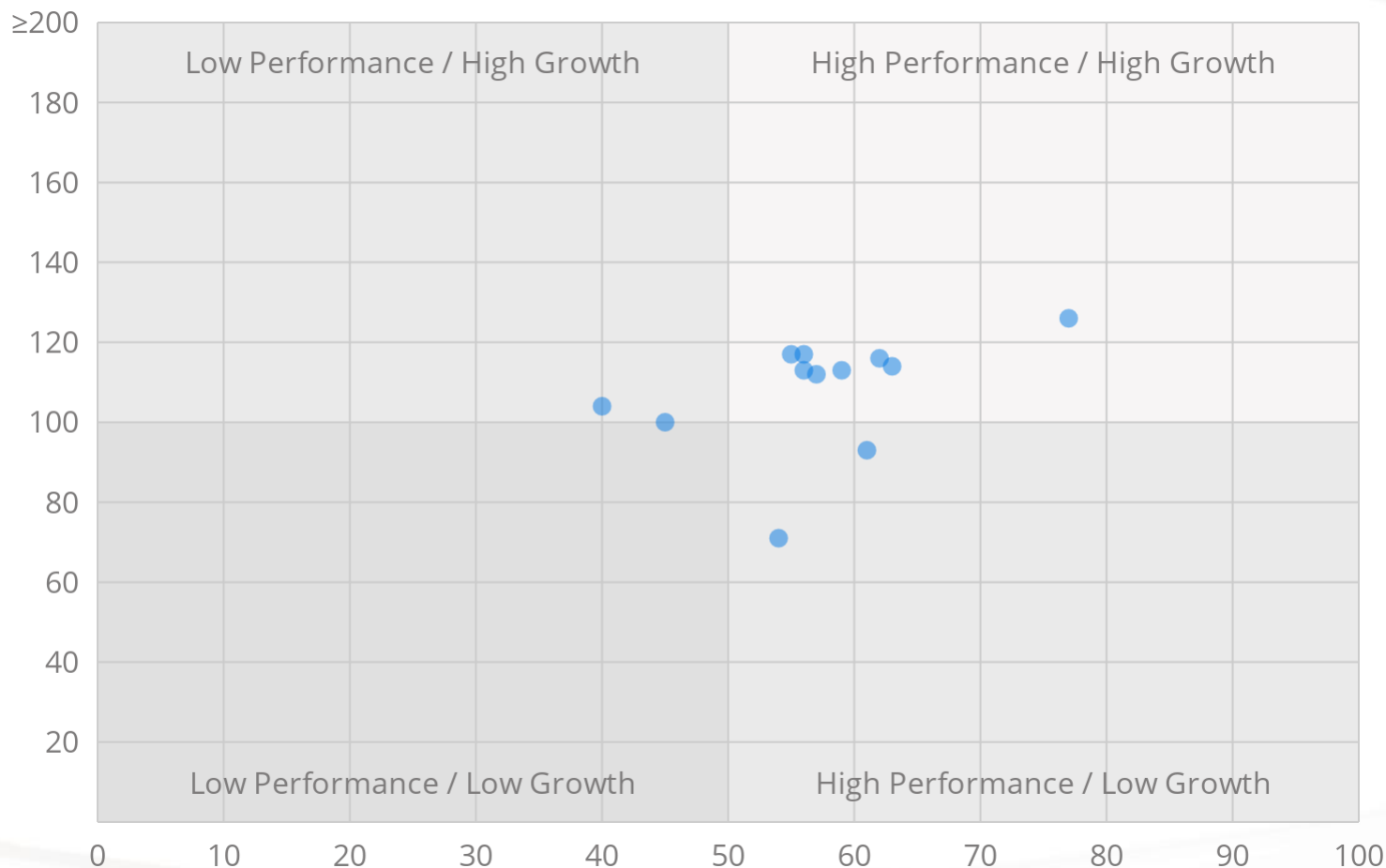


How Did Students in Schools Across the District Grow from Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels



See excel doc:
Quadrant by
School – Math
(attached to
email)

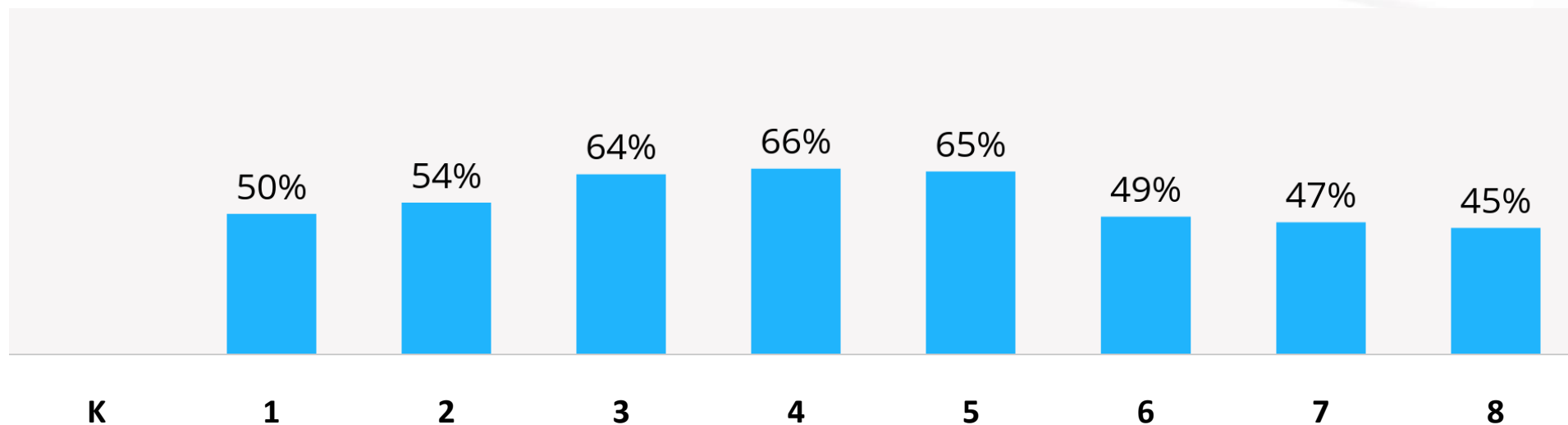
Performance

Median student performance relative to historical 18-19 norms
(50th percentile is the national median)

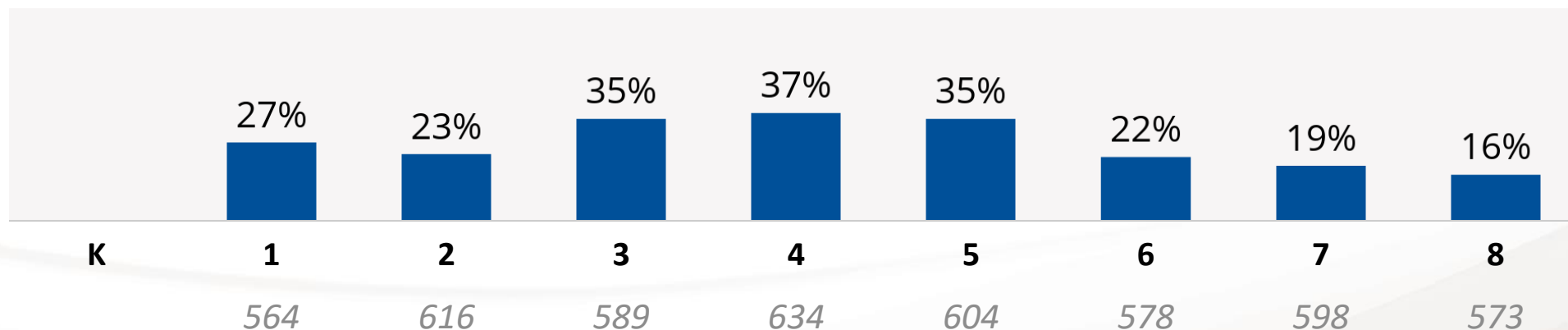
How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Typical and Stretch Growth

● % Students Met *Typical* Growth



● % Students Met *Stretch* Growth

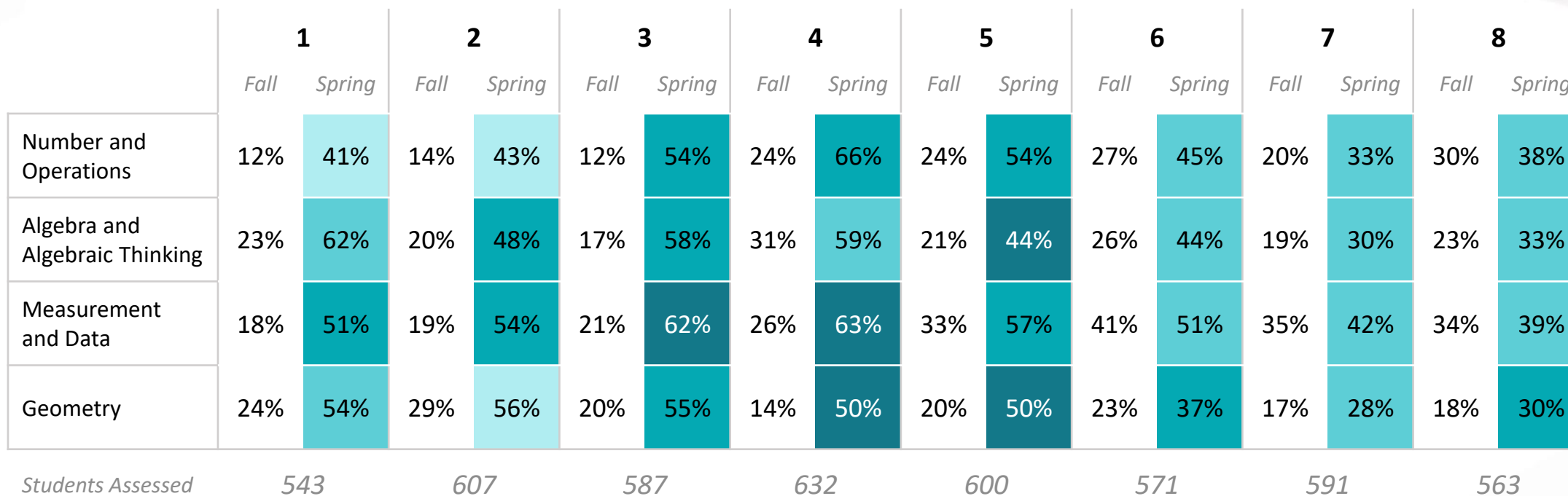


Students Included:

K 564 1 616 2 589 3 634 4 604 5 578 6 598 7 573

How Does Domain-Level Performance Compare to Fall?

Percent of Students Placing **Mid or Above Grade Level**, from Fall 21-22 to Spring 21-22



● Increased **More** than National
Fall to Spring >5% pts

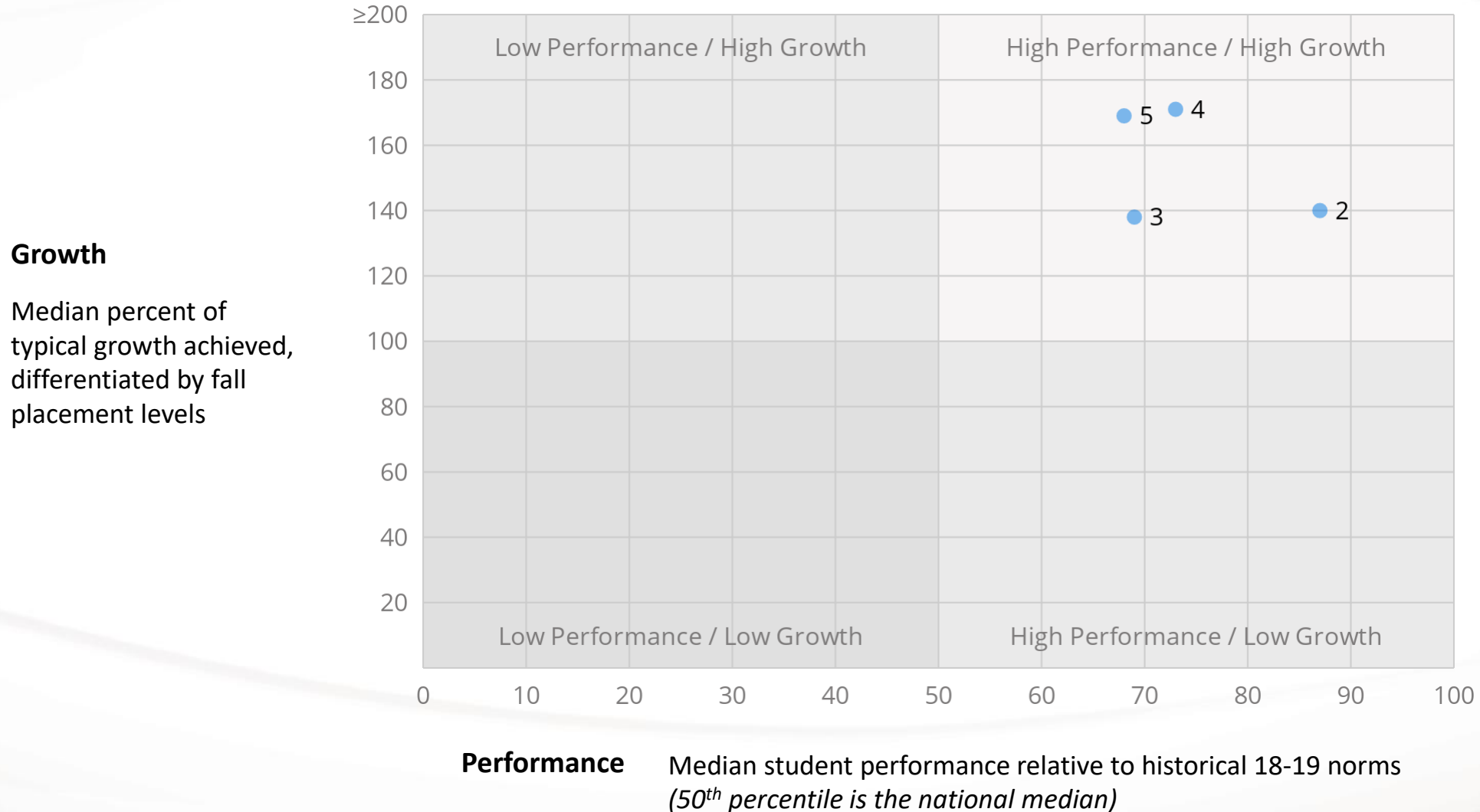
● Increased **More** than National
Fall to Spring 0-5% pts

● Increased **Less** than National
Fall to Spring 1-5% pts

● Increased **Less** than National
Fall to Spring >5% pts

How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth



How Much Did Growth Vary Across Fall Placement Levels?

Median Percentage of Typical Growth Achieved by Fall Placement Level

		2	3	4	5	All Students Assessed
Mid or Above Grade Level	Median % Typical Growth	146%	129%	192%	200%	172%
	Students Assessed	42	200	213	169	624
Early On Grade Level	Median % Typical Growth	195%	136%	176%	154%	149%
	Students Assessed	10	146	110	132	398
One Grade Level Below	Median % Typical Growth	134%	154%	165%	153%	155%
	Students Assessed	24	105	214	150	493
Two Grade Levels Below	Median % Typical Growth		164%	181%	170%	167%
	Students Assessed		77	30	104	211
Three or More Grade Levels Below	Median % Typical Growth		94%	136%	154%	123%
	Students Assessed		39	64	48	151

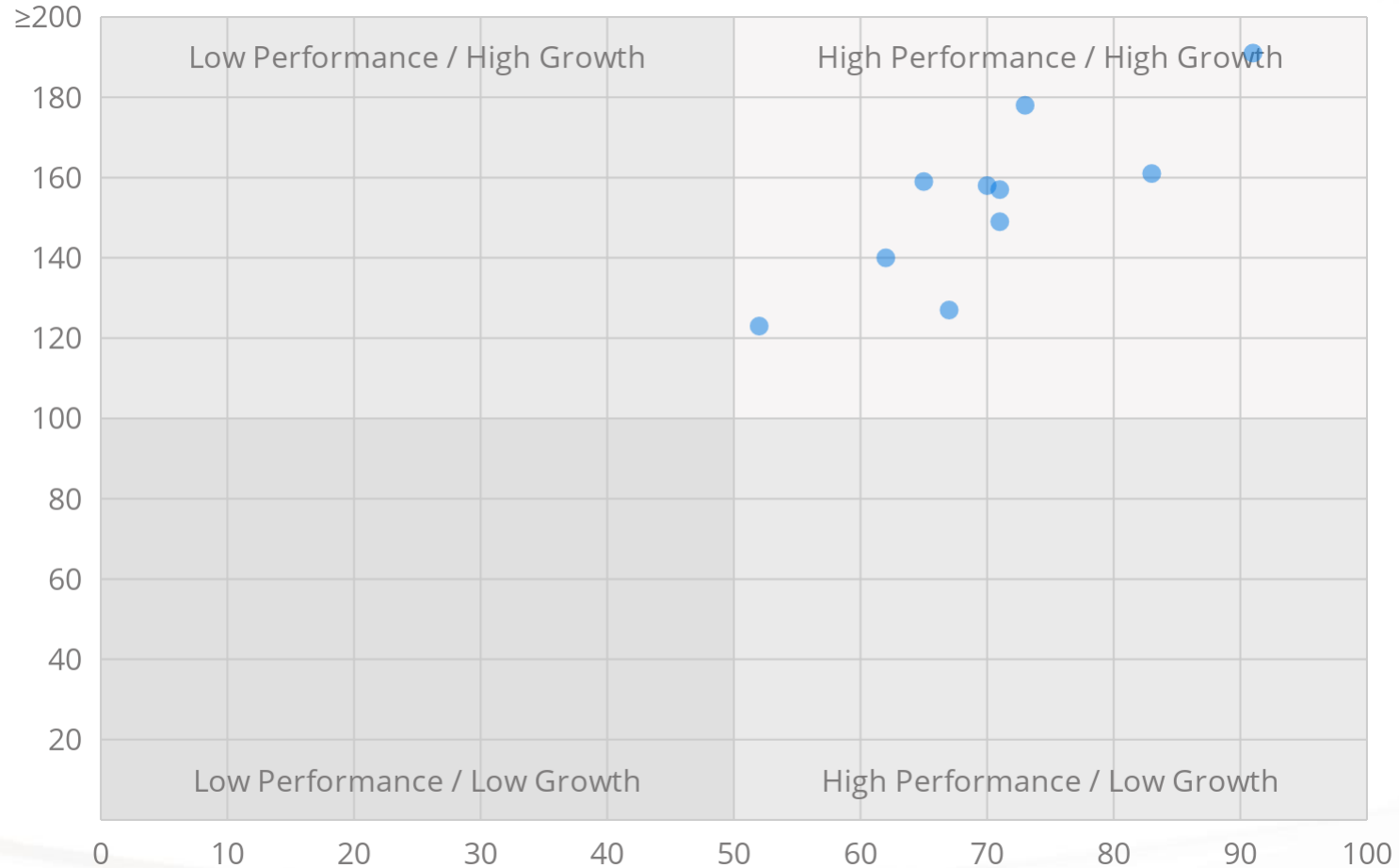
● >=100%
 ● 80-99%
 ● 60-79%
 ● 0-59%

How Did Students in Schools Across the District Grow from Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels



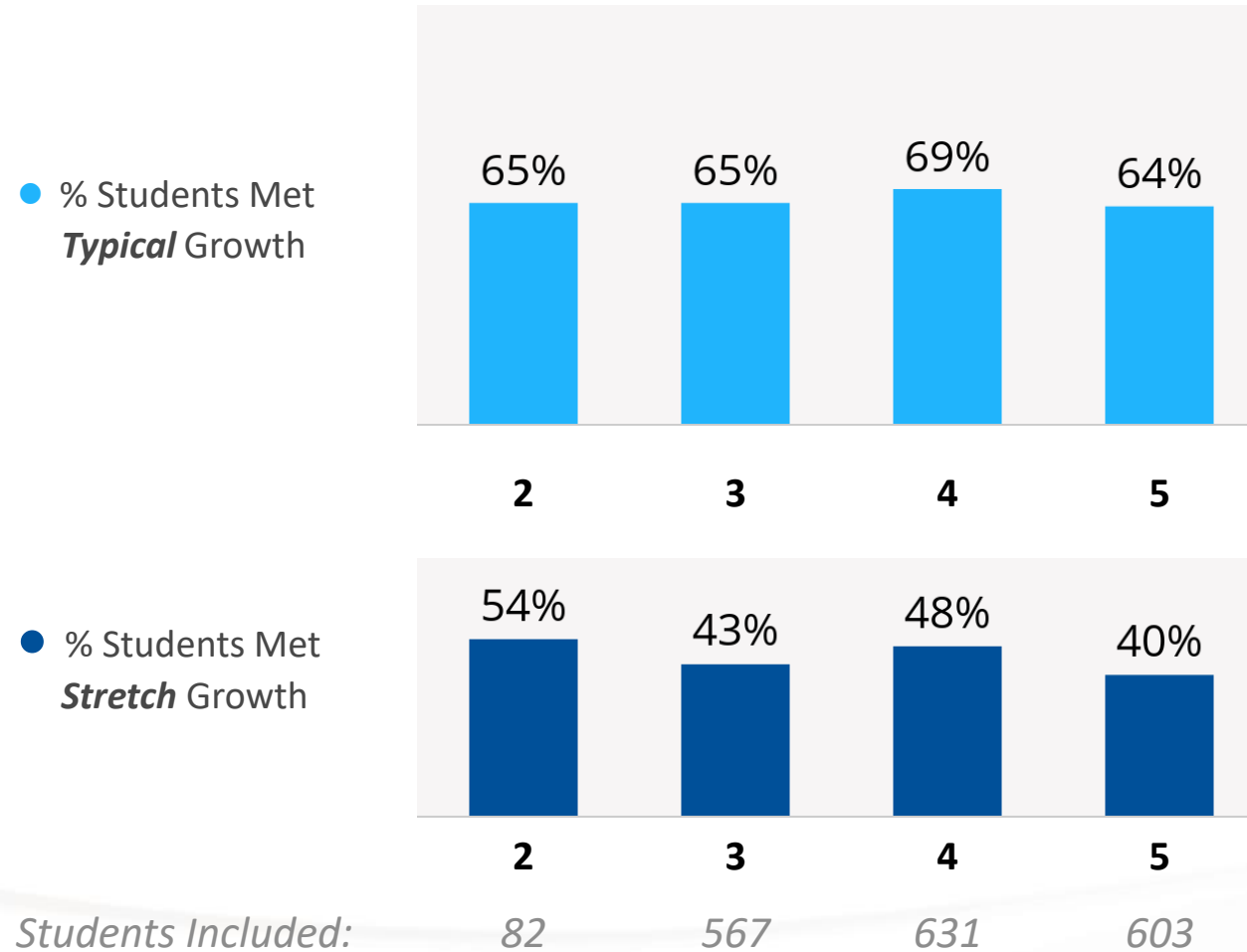
See excel doc:
 Quadrant by
 School – ELA
 (attached to email)

Performance

Median student performance relative to historical 18-19 norms
(50th percentile is the national median)

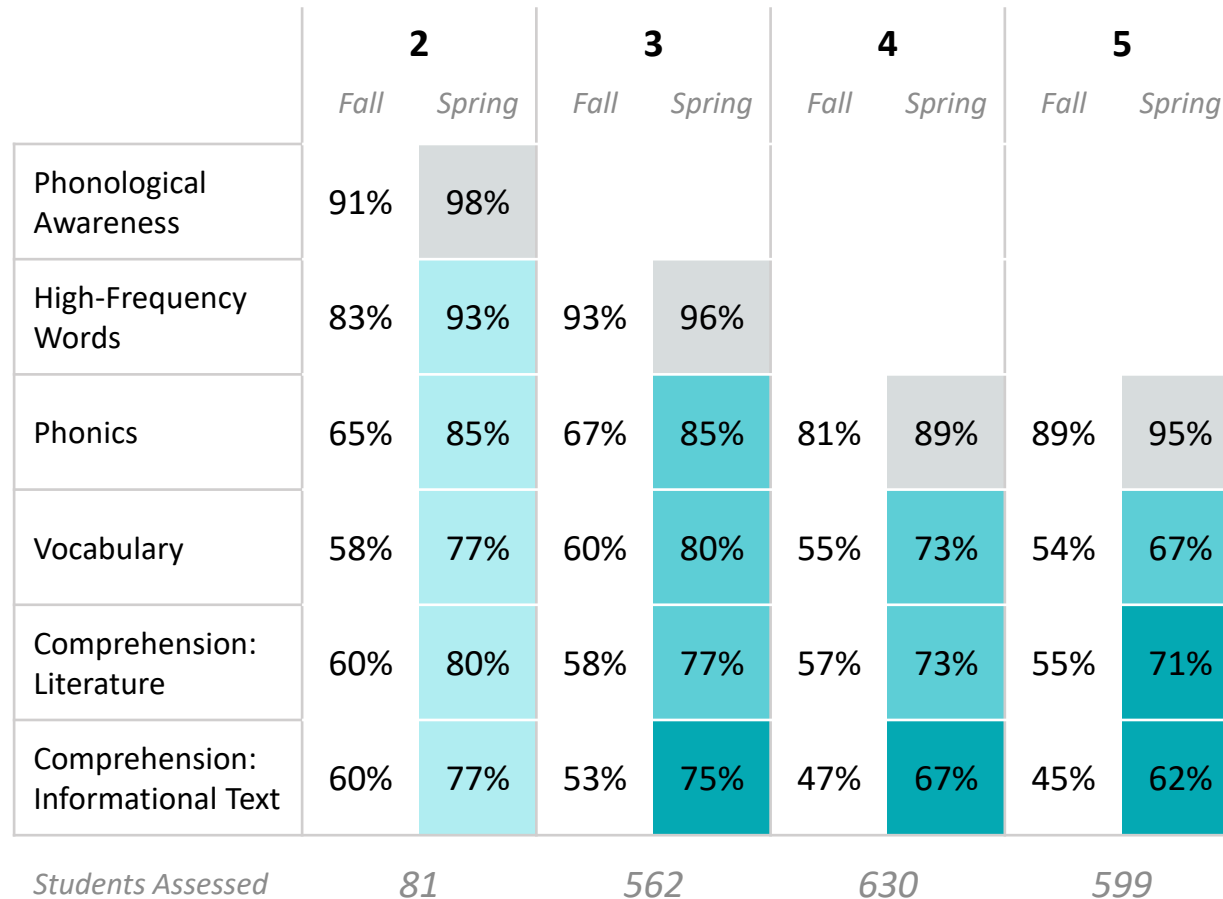
How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Typical and Stretch Growth



How Does Domain-Level Performance Compare to Fall?

Percent of Students Placing **Early or Above Grade Level**, from Fall 21-22 to Spring 21-22



● Increased **More** than National
Fall to Spring >5% pts

● Increased **More** than National
Fall to Spring 0-5% pts

● Increased **Less** than National
Fall to Spring 1-5% pts

● Increased **Less** than National
Fall to Spring >5% pts

● National Comparison
Not Available

Targeted Audience	Suggested Timing	Description	Timing
School Admin-Level Educators	September	What's New in <i>i-Ready</i> 2022-2023 • <i>i-Ready</i> updates specifically for leaders, coaches, or those with a School Admin dashboard who will be thinking about how to support teachers with i-Ready. View diseggregated data by demographic filters and identify next steps across the grade- and school-level	1.5hr Session
All Educators	September	What's New in i-Ready 2022-2023 • <i>i-Ready</i> updates for teachers! New lessons, new reports, & new instructional resources!	1hr Session
All Educators	September	Meeting Needs of Spanish-speaking Students using i-Ready's Spanish Assessment and Instructional Tools •Learn about the assessment of Spanish Reading and the instructional tools and resources you have to support Spanish-speaking students.	1.5hr Session
All Educators	October & November	Using the Math Prerequisites Report to Accelerate Grade Level Instruction •Use linked resources to identify Whole ClassTopic Support and Small Group Resources to provide access to grade level instruction while supporting essential prerequisite skills, based on data	1.5hr Session
2 nd -8 th Grade Educators	October & November	Standards Mastery •Learn about the components of the Standards Mastery assessment and engage in hands-on exploration of Standards Mastery Results by Test for class and student.	1.5hr Session
3-5 Grade Educators	October & November	NEW Reading Grade-Level Scaffolding Report •Use the new report in i-Ready to support differentiated Reading Instruction and ensure all students access grade level text.	1.5hr Session
All Educators	November	Formative and Benchmark Offline Assessments between Diagnostics (English and Spanish) •Learn about the offline Early Reading Tasks available for progress monitoring.	1.5hr Session

Pause and Reflect...

What's Going Well?

- Success 1
- Success 2
- Success 3

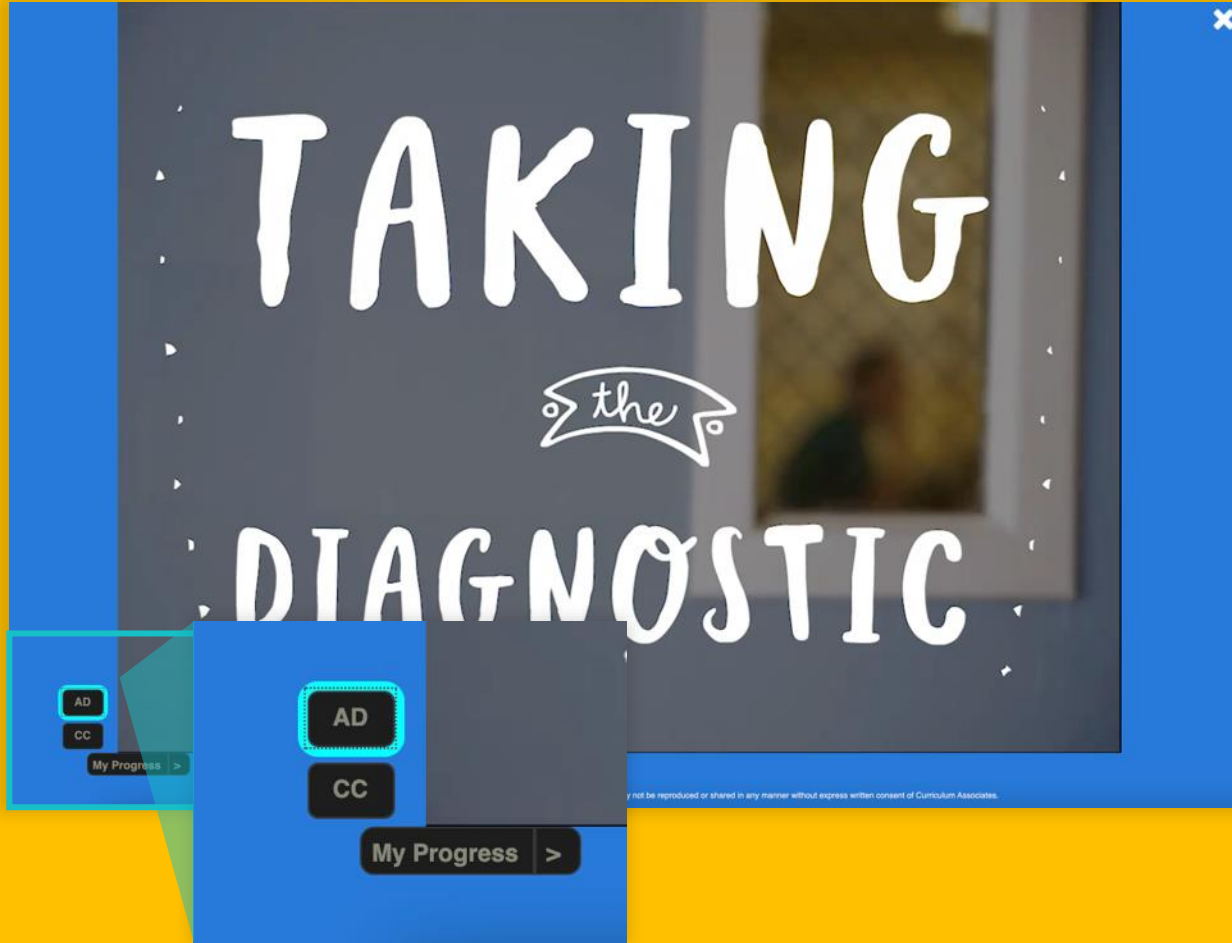
What concerns do I have? Are there areas to investigate?

- Concern
- Concern
- Area to investigate

Next Steps

- Next Step
- Next Step
- Next Step





Enhanced! More Coverage of WCAG 2.0 AA Criteria

Support all learners with our ongoing expansion of accessibility features.

- Audio descriptions in Diagnostic
- Audio descriptions in Develop Session Videos for *i-Ready Classroom Mathematics*
- Expanded keyboard navigation in lessons
- Screen-reader support in select Reading lessons

A watercolor splash graphic in shades of purple, pink, and orange. The words "COMING SOON" are written in a white, hand-drawn, sketchy font across the center of the splash.

COMING
SOON

ALL ABOUT ACCESSIBILITY!

AUGUST 30 2022

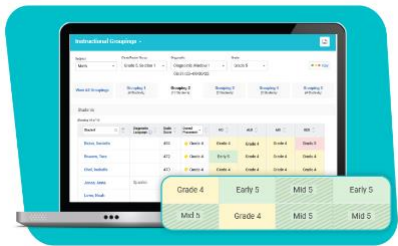
10:00AM - 11:00AM

FEATURING: ALLISON JOHNSON & TRISTAN PRICE

Join us!

What's New for Back to School

Webinars



Know Where to Focus

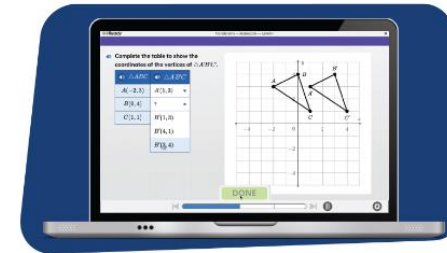


Support Acceleration to Grade-Level Work



Monitor Progress to Support Literacy Interventions

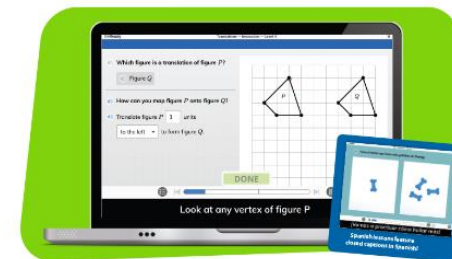
Motivate Your Middle Schoolers



Support Your Spanish Learners



Increase Access



September 7

12:00-12:30 pm PT

Presented by
Joe Cuprak and
Lloyd Jones

THANK YOU for all
your hard work!



You are appreciated!