

i-Ready Data: Mid-year Benchmarks



Presentation:

Bonnie Antkowiak, Kevin Higginbottom, and Kate Lally

Agenda

1. Overview of Data: *Bonnie Antkowiak, Chief of Teaching, Learning and Leading*
2. How are we implementing the data for instruction?:
Kate Lally, Supervisor of Mathematics
3. How the Data influences PD?: *Kevin Higginbottom, Supervisor of Science*
4. How we proceed?: *Bonnie Antkowiak, Chief of Teaching, Learning and Leading*

What's the Plan? Where are we at?

Your Year with *i-Ready*

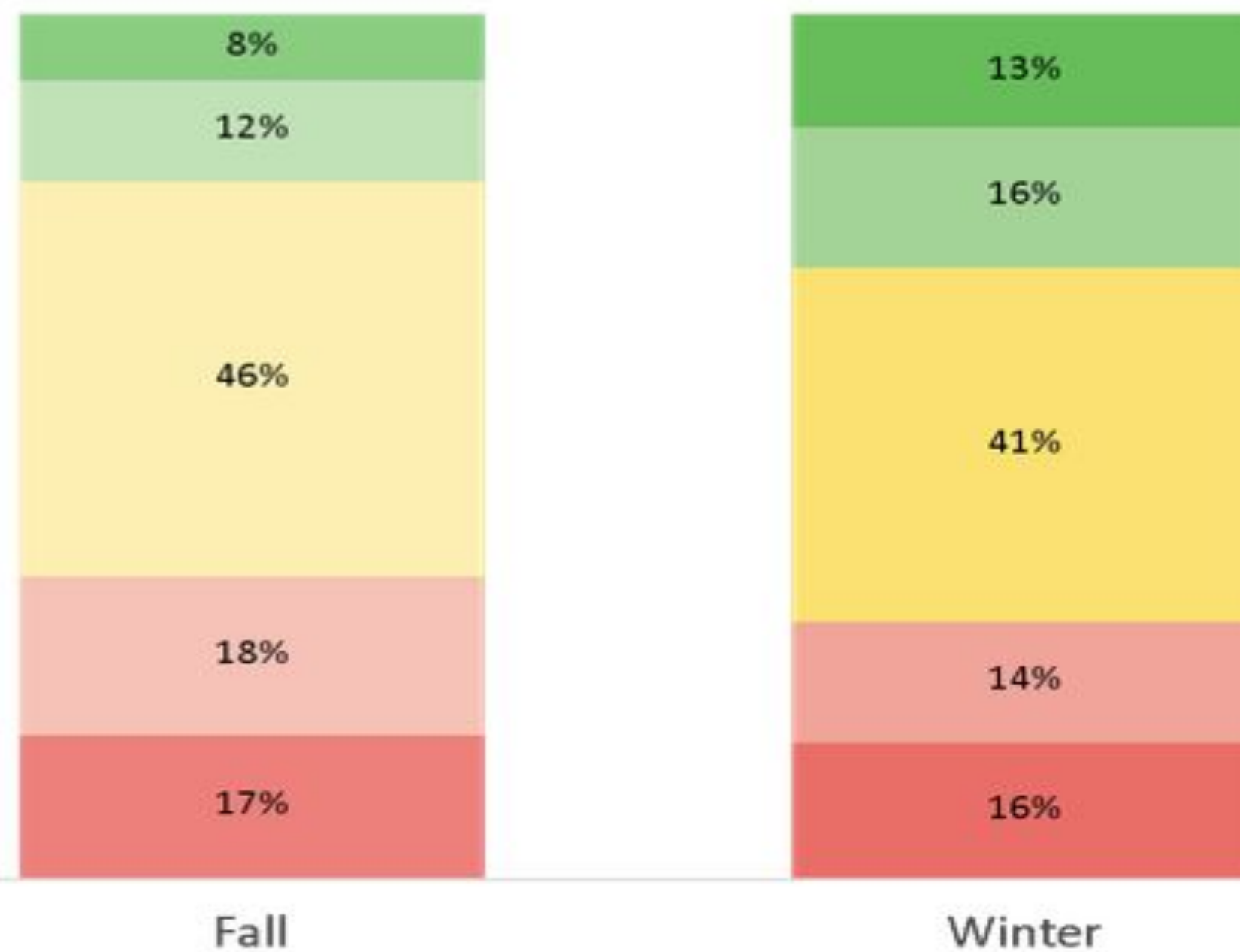
We Have What You Need to Make This Happen!
For tools, templates, and resources, visit i-ReadyCentral.com/Leaders.

Before 1st Diagnostic	1st Diagnostic Window (≤ 4 weeks)	Between Diagnostic Windows (12–18 weeks)	2nd Diagnostic Window (≤ 4 weeks)	Between Diagnostic Windows (12–18 weeks)	3rd Diagnostic Window (≤ 4 weeks)	End of Year
Before School Year Begins	Months 1–2	Months 3–4	Months 5–6	Months 7–8	Months 9–10	
<p><i>Your Dates:</i></p> <ul style="list-style-type: none"> ● Engage Stakeholders <ul style="list-style-type: none"> <input type="checkbox"/> Get to know the program and share why it's being adopted with teachers and families. <input type="checkbox"/> Make a plan to share updates with your school community throughout the year. ● Establish Structures and Schedules <ul style="list-style-type: none"> <input type="checkbox"/> Create a testing calendar that includes three Diagnostic Windows. <input type="checkbox"/> Create school and class schedules that allow usage goals for Personalized Instruction to be met. <input type="checkbox"/> Set up your professional development calendar. 	<ul style="list-style-type: none"> ● Engage Stakeholders <ul style="list-style-type: none"> <input type="checkbox"/> Share your district, school, and grade-level goals with your school community. <input type="checkbox"/> Build excitement with your teachers, students, and families for using <i>i-Ready</i>! ● Get Good Data <ul style="list-style-type: none"> <input type="checkbox"/> Organize testing schedules, technology, and materials. <input type="checkbox"/> Help teachers understand best practices for preparing students for the Diagnostic. <input type="checkbox"/> Encourage teachers to motivate students by using the <i>Getting Students Ready for the Diagnostic</i> presentation, Pledge Sheets, and other activities to motivate students. <input type="checkbox"/> Monitor Diagnostic completion and rushing using the Diagnostic Status report. 	<ul style="list-style-type: none"> ● Use Data and Foster a Data-Driven Culture <ul style="list-style-type: none"> <input type="checkbox"/> Review your Diagnostic Results reports to help make data-informed decisions. <input type="checkbox"/> Talk to teachers, students, and families about their data. <input type="checkbox"/> Help teachers understand the bright spots and areas for improvement in their data. ● Actively Monitor and Adjust <ul style="list-style-type: none"> <input type="checkbox"/> Review Personalized Instruction data regularly and provide support as needed. <input type="checkbox"/> Celebrate successes with teachers and students and identify next steps that support your implementation. ● Support Teachers <ul style="list-style-type: none"> <input type="checkbox"/> Actively participate in ongoing teacher learning that focuses on Top Teacher Actions. <input type="checkbox"/> Observe <i>i-Ready</i> and data use in the classroom to provide teachers with action-oriented feedback. 	<ul style="list-style-type: none"> ● Get Good Data <ul style="list-style-type: none"> <input type="checkbox"/> Organize testing schedules, technology, and materials. <input type="checkbox"/> Remind teachers to continue to use best practices for preparing students for the second Diagnostic. <input type="checkbox"/> Encourage teachers to motivate students by using the <i>Getting Students Ready for a Subsequent Diagnostic</i> presentation, Pledge Sheets, and other activities. <input type="checkbox"/> Monitor Diagnostic completion and rushing using the Diagnostic Status report. ● Engage Stakeholders <ul style="list-style-type: none"> <input type="checkbox"/> Communicate and celebrate progress toward goals with teachers, students, and families. 	<ul style="list-style-type: none"> ● Use Data and Foster a Data-Driven Culture <ul style="list-style-type: none"> <input type="checkbox"/> Review your Diagnostic Results and Diagnostic Growth reports to help make data-informed decisions. <input type="checkbox"/> Talk to teachers, students, and families about their data. <input type="checkbox"/> Communicate and celebrate progress toward goals with a focus on both growth and proficiency. ● Actively Monitor and Adjust <ul style="list-style-type: none"> <input type="checkbox"/> Review Personalized Instruction data regularly and provide support as needed. <input type="checkbox"/> Celebrate successes with teachers and students, and identify next steps that support your implementation. ● Support Teachers <ul style="list-style-type: none"> <input type="checkbox"/> Observe <i>i-Ready</i> and data use in the classroom to provide teachers with action-oriented feedback. 	<ul style="list-style-type: none"> ● Get Good Data <ul style="list-style-type: none"> <input type="checkbox"/> Organize testing schedules, technology, and materials. <input type="checkbox"/> Remind teachers to continue to use best practices for preparing students for the final Diagnostic. <input type="checkbox"/> Encourage teachers to motivate students by using the <i>Getting Students Ready for a Subsequent Diagnostic</i> presentation, Pledge Sheets, and other activities. <input type="checkbox"/> Monitor Diagnostic completion and rushing using the Diagnostic Status report. ● Use Data and Foster a Data-Driven Culture <ul style="list-style-type: none"> <input type="checkbox"/> Review your Diagnostic Results and Diagnostic Growth reports to help you plan priorities for the next school year. <input type="checkbox"/> Engage with teachers, students, and families in reflecting on their data. <input type="checkbox"/> Communicate and celebrate accomplishment of goals with teachers, students, and parents. 	

Where are we in MATH?

How Have Relative Placements Changed From Fall to Winter?

Placement Distribution, Fall 20-21 to Winter 20-21



N = 4,885

Mid On-Grade or Above

Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.

Early On-Grade

Students who have only partially met these grade-level expectations.

1 Grade Below

Students placed one year below grade level.

2 Grades Below

Students placed two years below grade level.

3+ Grades Below

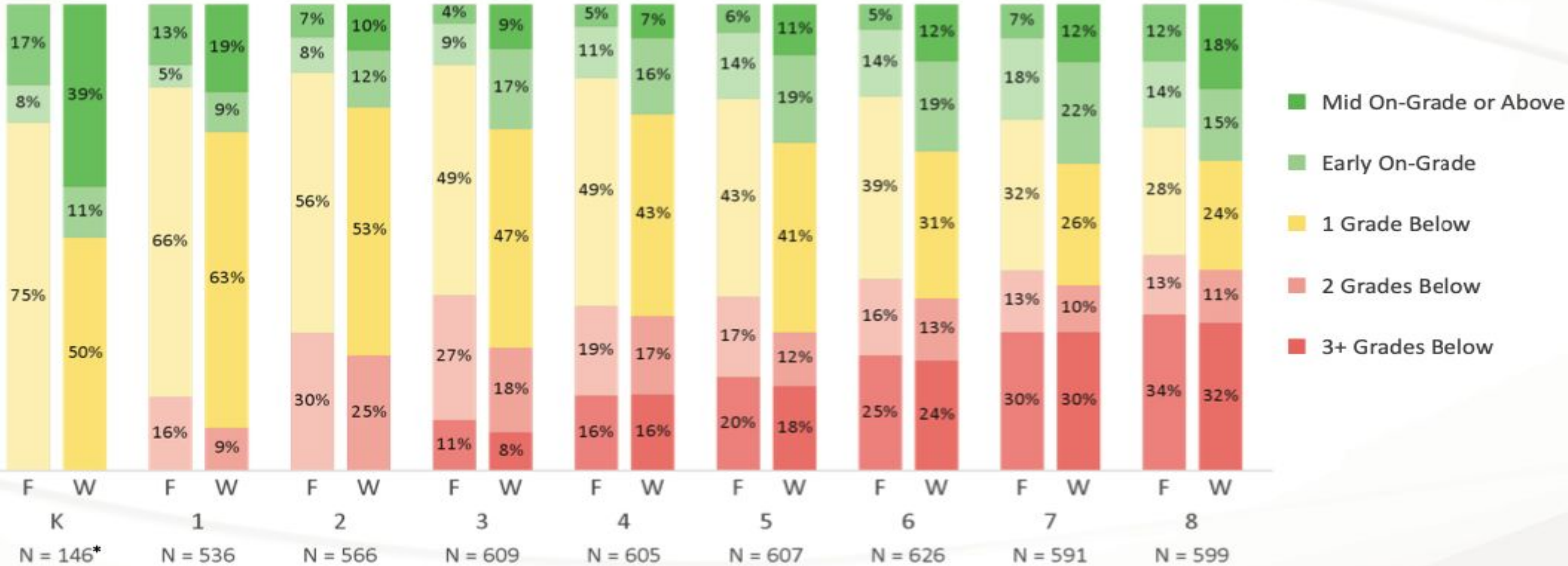
Students placed three or more years below grade level.

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.

Where are we in MATH?

How Have Relative Placements Changed From Fall to Winter?

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*n-count does not reflect district population

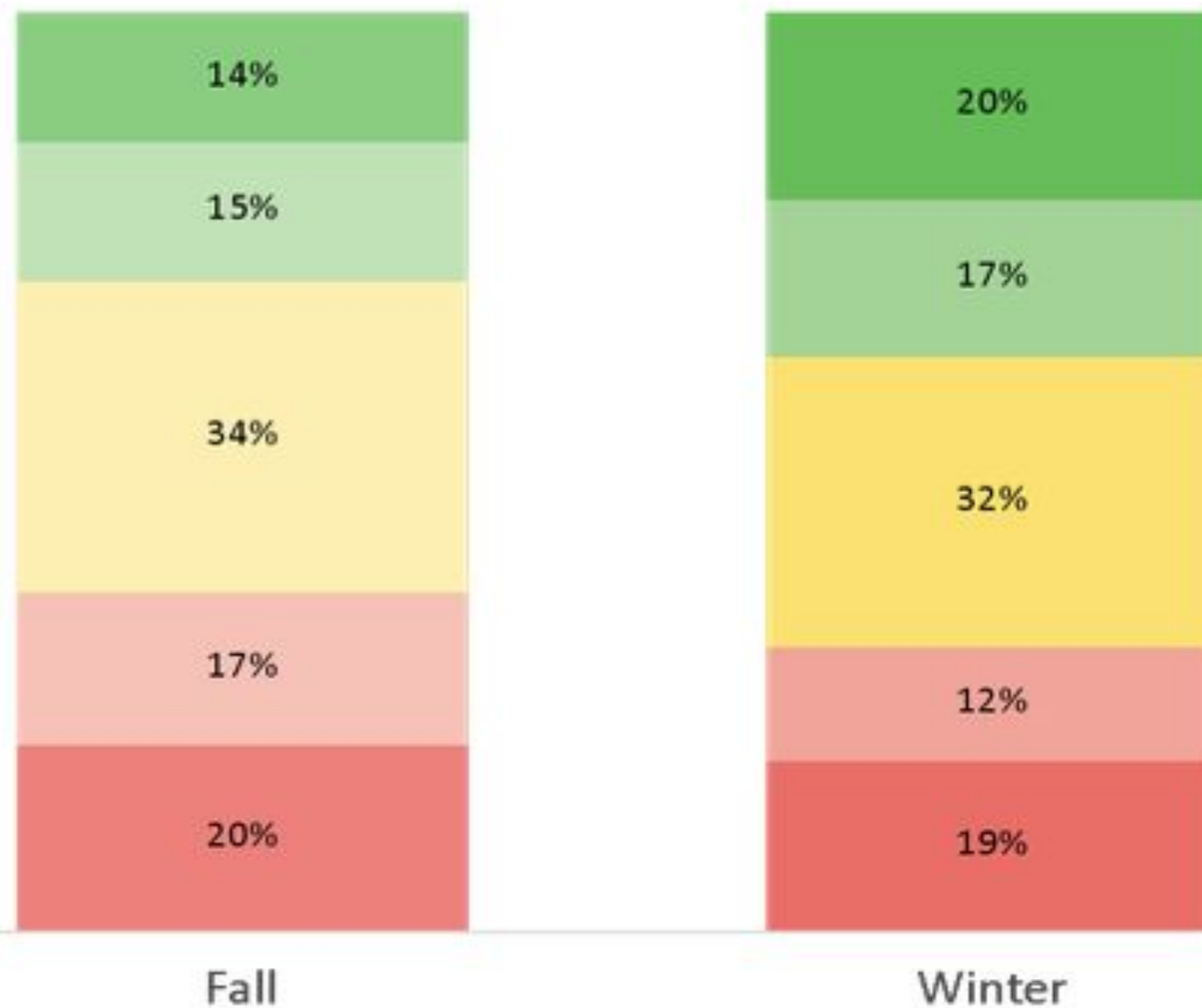
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Where are we in Reading?

Reading

How Have Relative Placements Changed From Fall to Winter?

Placement Distribution, Fall 20-21 to Winter 20-21



N = 4,917

Mid On-Grade or Above

Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.

Early On-Grade

Students who have only partially met these grade-level expectations.

1 Grade Below

Students placed one year below grade level.

2 Grades Below

Students placed two years below grade level.

3+ Grades Below

Students placed three or more years below grade level.

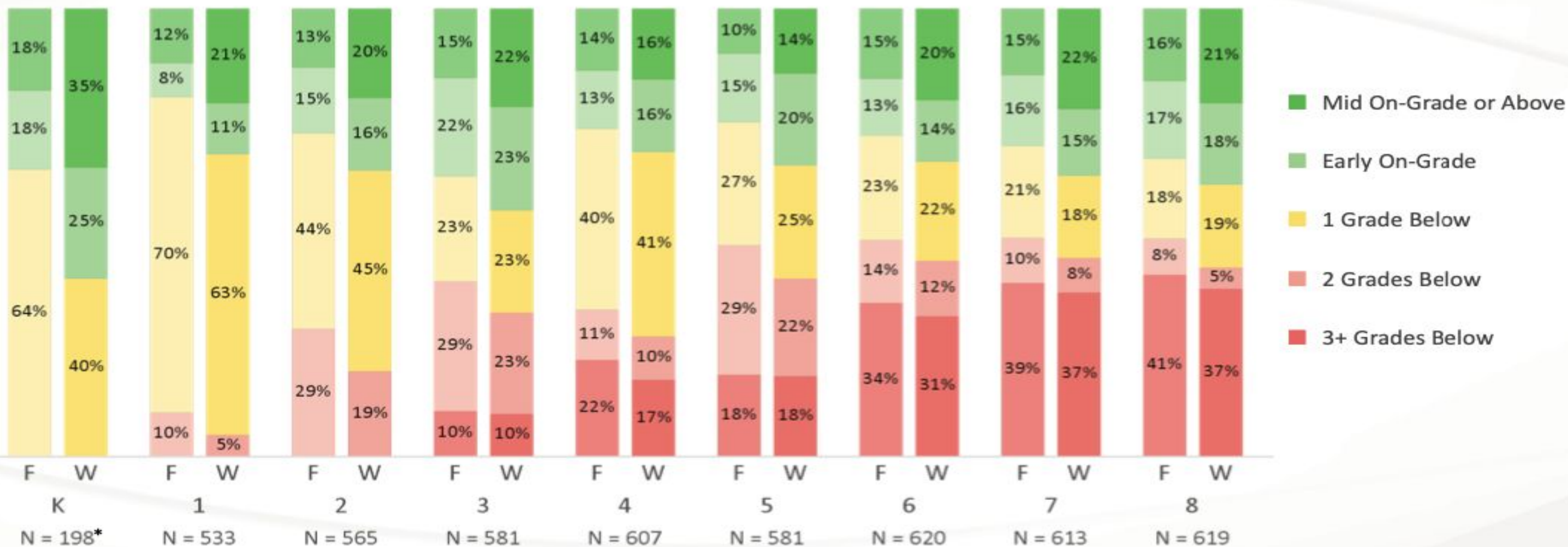
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Where are we in Reading?

Reading

How Have Relative Placements Changed From Fall to Winter?

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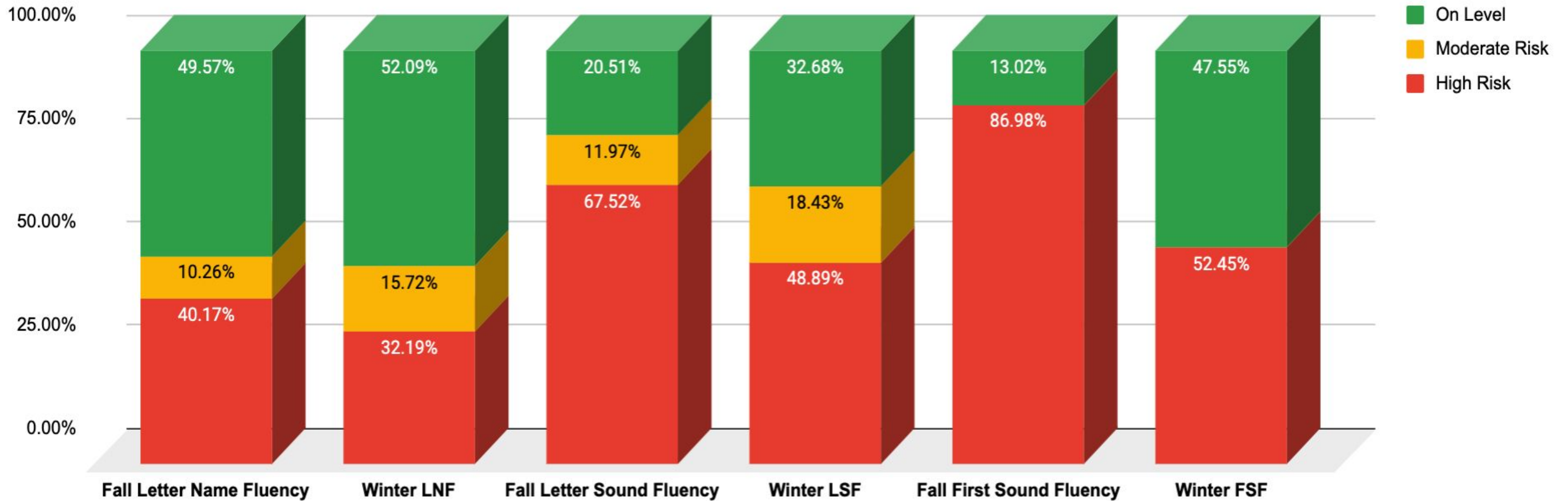
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Kindergarten Letterland Data

Kindergarten Letterland Data

Fall to Winter School Year 2020-2021



Presenter : Kate Lally

**How are we implementing the Data for
instruction with Coaches and Lead
Teachers in schools?**

Coaches

- Monitor domain shut-offs weekly
 - Provide details and supports for intervention including materials and/or small group
 - This can be done inside the classroom, during Math instructional time.
- Record priority standards data and compare to data obtained from ST Math, enVisions, and grade level benchmarks
 - This will assist in intervention planning on standards students have not mastered.
- Create report groups allowing support teachers to access student data for progress monitoring and reporting
- Review usage and lessons passed data during grade level PLCs
- Review growth information with grade levels and individual teachers
- Assist with learning path adjustments if necessary

Coaches Cont.

- Support implementation of teacher toolbox to assist teachers who are interested in using additional materials for intervention. Create report groups for SPED and ELL teachers so they can work with students and use the reports in their IEP meetings and also monitor student progress throughout the year.
 - Having access to all students in the grade also allows for them to pick up new students who are identified throughout the year.
- Developing knowledge about the **Prerequisite Report**.
 - This will be very useful for teachers after the first fall benchmark.
 - This sorts students by standards they have mastered, need more support on, or need intensive support on.
 - Knowing the gaps in learning is essential in supporting students in math and ELA.

Teacher Statements...

Very simple, but to help motivate the kids to use iReady at home, every Friday afternoon I do a “Shout Out” to all students who did the required amount of time, and they get a coin in our class bucket which leads to rewards. Parents say this motivates their kids as they want to hear their name called each week.

The number one thing I love to hear when I start a new topic is “OH I’ve seen this on iReady before.”

I readily check their progress with their lessons. I love the tracking part that allows me to tell how much and how long they have been working on it. I also love the way it send suggestions for lessons they need to work on to push them forward on their pathway.

You can tell who is doing their iReady minutes weekly, compared to those who are not - those who met their iReady minutes weekly, saw huge growth.

More Teacher Statements...

I like that iReady is filling the gaps for students, in a 4th grade classroom with abilities ranging from K-5th grade, having iReady is a nice tool to ensure that students are not only learning the 4th grade standards but also getting lessons on their levels and filling in any gaps in their learning.

In 5th grade we have students set individual goals along with a class goal each month. They have an iReady tracker that they fill out each week with their minutes, lessons passed, and whether they met their goal. It's great to see how their individual pathways are filling gaps and also introducing new topics before they are covered in class, so they already have background knowledge.

I have used iReady to help guide my intervention groups. I use the suggested groupings that iReady generates as well as the targeted skills that they need to work on. It has helped to close the gaps and strengthen their knowledge with previous skills that they otherwise have not mastered in previous grades.

Presenter: Kevin Higginbottom

How do the Data shape HPS Professional Development?

Professional Development Sessions (2020-2021)

iReady Specialist Facilitated PD

September 8, 9, or 10th	<i>Preparing for the Fall Diagnostic, Getting Good Data & Toolbox Intro</i>	3 hrs.	K - 8 Educators
November 2nd	<i>Understanding Data (Fall Diagnostic) Class/ Student Reports & Personalized Instruction</i>	2.5 hrs	K - 8 Educators
February 10th (Gr. 5-8) & 24th (K-4)	<i>Growth from Fall to Winter Diagnostic Monitoring & Planning Personalized Instruction</i>	1.5 hrs	K - 8 Educators
November 18 & March 3rd	<i>Diagnostic Data (Fall & Winter) Reporting, Student Groups, Monitoring Personalized Instruction</i>	3.0 hrs	District & School Leaders

One PD session remaining for 2020-2021

Post-PD Session Teacher Feedback

Survey Prompt	Strongly Agree + Agree
<i>The stated objectives of the workshop were met.</i>	>96%
<i>The activities and materials presented were relevant to my professional development.</i>	>91%

“The instructor was engaging and the 90 minutes went by quick. She taught us what to look for in terms of grouping the students and growth.”

“The information presented will help me to provide more targeted instruction for my students.”

“Having data collection forms sent ahead of time so teachers could print and use during training session.”

“The IReady trainings cover a lot of material in a short period of time. This can be overwhelming.”

How do we proceed?: Bonnie Antkowiak

- Curriculum Supervisors have partnered with principals to look at data.
- Buildings meet to discuss data as grade levels and vertically to look at needs of students.
- Ongoing PD- Year one focus was implementation, year two more on practice
- Tiered interventions
- Identifying students who need summer learning. Using iReady as a tool for consistency in summer school.

Shout outs/ Celebrate

Thank you to the Supervisors and Building Administrators to have supported this initiative.

To the teachers who are implementing and supporting students' learning using the data.

Shout out to the coaches and lead teachers who have created ways to remotely benchmark students so that we can track them through this very different year of instruction!

TEAMWORK