

Monitoring Student Achievement, Spring 2023

Education Quality Committee
April 5, 2023

STUDENT LEARNING OUTCOMES

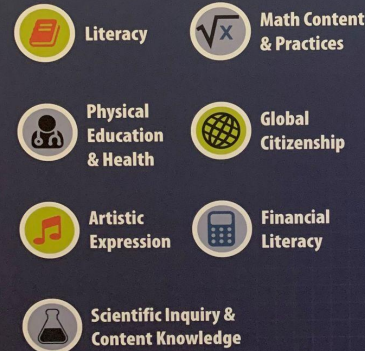


WCSU exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.

Our students will meet or exceed rigorous standards for:

CORE KNOWLEDGE

of essential academic subjects



TRANSFERABLE SKILLS AND BEHAVIORS

that prepare them for life-long learning and success



Education Quality Committee Goal 2022-2023

School board adopt a system for monitoring student achievement by June 2023.

Specific	<ul style="list-style-type: none"> • What will be accomplished? <i>Board will have a system monitoring student achievement that reflects our values and is understandable, replicable, effective and sustainable</i> • What actions will we take? <ul style="list-style-type: none"> ◦ <i>Education Quality Committee (EQC) will propose system components for board's consideration</i> ◦ <i>Board will provide feedback, practice during this year's monitoring opportunities and formally adopt a system</i> • Who needs to be involved to achieve the goal? <i>Board, EQC, Jen and Meagan, plus others</i> • Why is this a goal? <i>Student achievement is central to our mission, monitoring is an essential board function that a good system will help us fulfill</i>
Measurable	<ul style="list-style-type: none"> • What data will measure the goal? <i>Development of system components including a reporting process, guidance for assessing evidence, shared priorities and a timetable</i> • What will success look like? <i>Board members agree on the components and overall system for monitoring student achievement</i>
Achievable	<ul style="list-style-type: none"> • Is the goal doable? <i>Yes</i> • Do we have the necessary skills and resources? <i>For the most part, though we will likely benefit from external resources</i> • If not, can we attain the skills and resources? <i>Possible resources: VSBA, VSA, other districts</i> • What is the motivation for this goal? <i>Student achievement is why we exist and we want to support systematic improvement</i>
Relevant	<ul style="list-style-type: none"> • How does the goal align with the broader goals of the school district? <i>Supports progress with our Mission, Continuous Improvement Plan, Proficiency Based Graduation policy and board's budget parameter for supporting student achievement.</i> • Why is the result important? <i>Will help the Board understand and clarify expectations for student learning which is central to our Mission, plus a good system will help us use our time efficiently</i> • Why are we setting this goal now? <i>Next step in our journey to understanding and positively impacting student learning</i>
Time-Bound	<ul style="list-style-type: none"> • What is the timeframe for accomplishing the goal? <i>EQC propose components for November and March monitoring reports, Board adoption June 2023</i> • How will we know that we are making progress? <i>As we reach agreements on components</i> • Is the deadline realistic? <i>yes</i>

Focus Questions

- Does this presentation serve the board's goal?
- Does this data provide evidence of progress toward our mission?
- What might be the implications of the information in this report?

I-Ready Diagnostic

- Measures proficiency
- Measures growth
- Reading:
 - Currently administered in Grades 3-10
 - Fall, Winter, Spring
- Math:
 - Currently administered in Grades K-10
 - K is optional in Fall
 - Fall, Winter, Spring
 - Personalized instruction in My Path



What is *i-Ready*?

***i-Ready* is an online program for reading and/or mathematics that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year.**

i-Ready allows your teacher(s) to meet your student exactly where they are and provides data to increase your student's learning gains. *i-Ready* consists of two parts: Diagnostic and Personalized Instruction.

The *i-Ready Diagnostic* is an adaptive assessment that adjusts its questions to suit your student's needs. Each item a student sees is individualized based on their answer to the previous question. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier questions.

i-Ready Personalized Instruction provides students with lessons based on their individual skill level and needs, so your student can learn at a pace that is just right for them. These lessons are fun and interactive to keep your student engaged as they learn.



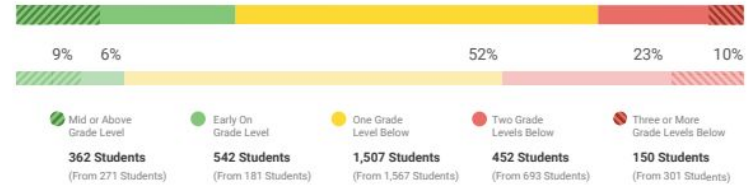
Placement Levels

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

What are the definitions of each of the five levels?

Overall Placement

Students Assessed/Total: 3,013/3,013



● Mid or Above Grade Level

- **Definition:** 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.

- **Implications for Instruction:** This level consists of students who are Mid, Late, and Above Grade Level:

- **Mid Grade Level** students will benefit from instruction in late on-grade level topics.
- **Late Grade Level** students will benefit from late on-grade level enrichment and will be ready for instruction focused on topics typically covered in the beginning of the subsequent grade level.
- **Above Grade Level** students in this category will benefit from above-grade level instruction.

- **Implications for Intervention:** Students likely do not need specialized intervention.

● Early On Grade Level

- **Definition:** Students at this level have partially met grade-level expectations. They will benefit from continued on-grade level instruction.

- **Implications for Instruction:** These students will benefit from on-grade level instruction to help them meet the expectations of college- and career-ready standards for their grade level.

- **Implications for Intervention:** Students likely do not need specialized intervention.

● One Grade Level Below

- **Definition:** Students at this level are approaching grade-level expectations. They will benefit from continued on-grade level instruction.

- **Implications for Instruction:** Students who are One Grade Level Below on their:

- Beginning-of-year Diagnostic are performing consistently with students who have just begun their academic year
- Midyear or end-of-year Diagnostic may need intensive intervention

- **Implications for Intervention:** Students may benefit from review or remediation of material that is one grade

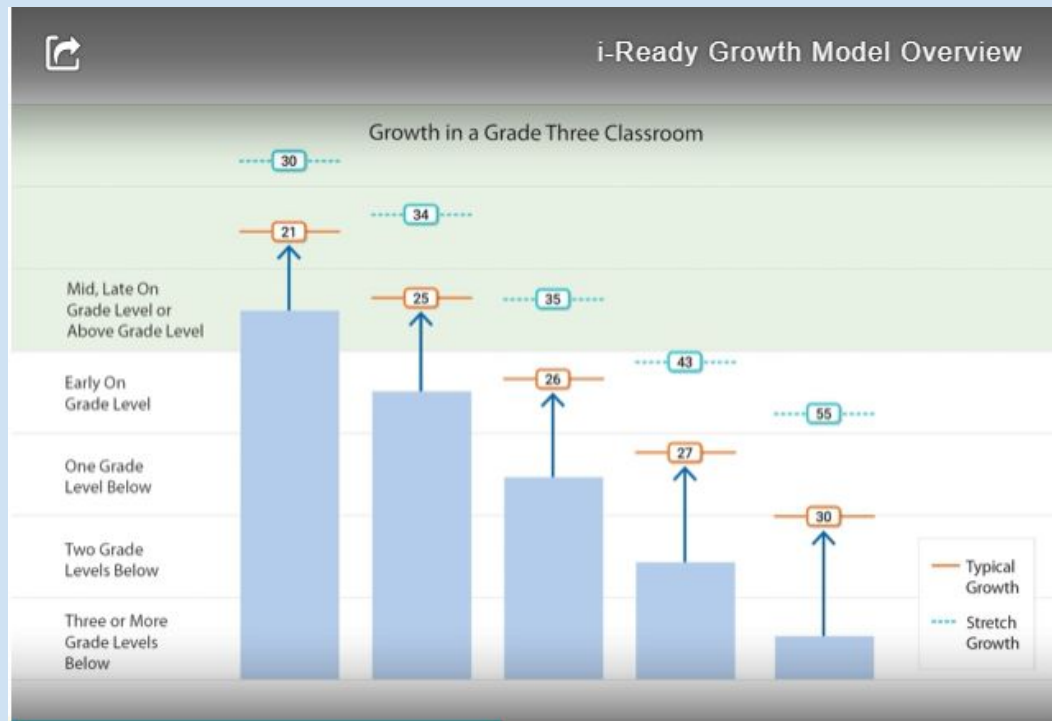
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Growth Model

- Growth targets are unique to each student based on their diagnostic results

- [i-Ready Growth Model Overview](#)

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Growth Measures

Typical

- Average amount of growth we can expect a student to make by the end of the year.
- Based on the average student of the same grade level based on their initial placement level
- A yearlong measure
- We would like to see student at least 50% of the way toward typical growth at mid-year.

Stretch

- More ambitious path to proficiency
- Stretch growth doesn't guarantee that they will get to grade level by the end of the year
- If students are below grade level, they should be at 50% stretch growth at mid-year.
- Nationally, 20-30% of students make stretch growth.

Student Example, Grade 7 Math, Winter 2023

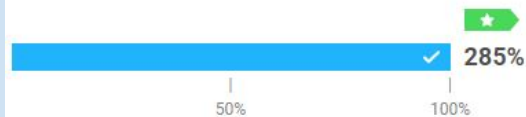
Subject

Math

Year-to-Date Growth

Progress to Annual Typical Growth

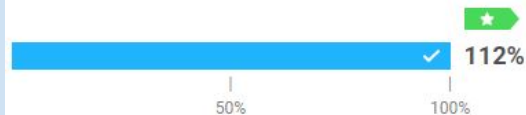
Scale Points: 37/13



This student has made 285% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Progress to Annual Stretch Growth®

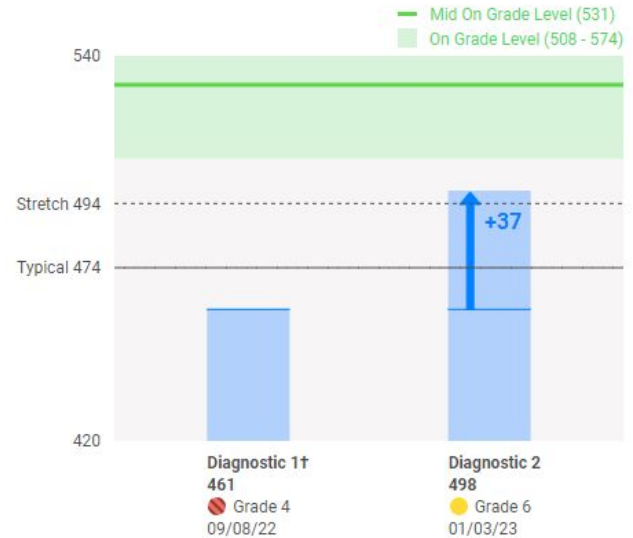
Scale Points: 37/33



This student has made 112% progress toward Stretch Growth. For students who are below grade level on their baseline Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.

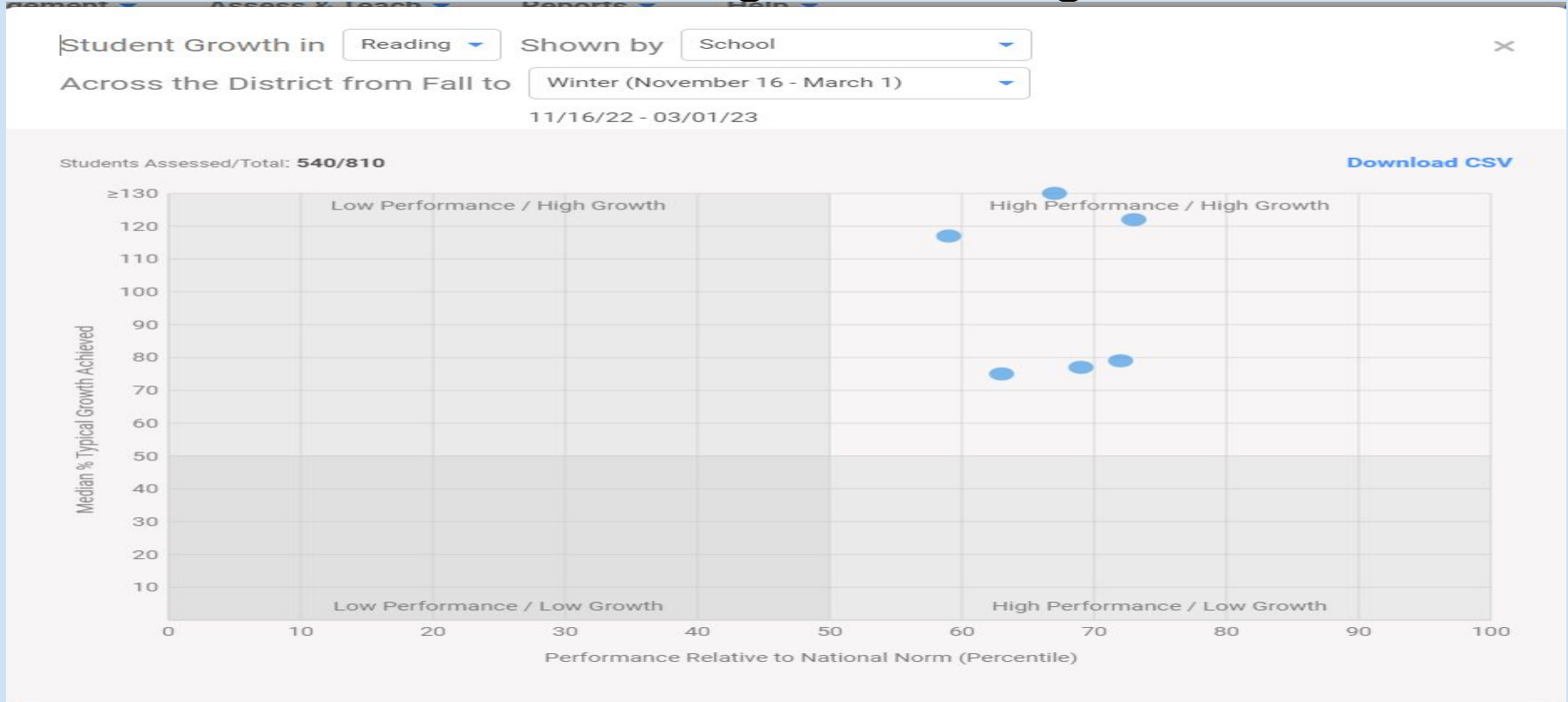
This student will likely need to meet or exceed their Annual Stretch Growth target for at least 3 years to be proficient if the student is not proficient already. This is based on students with the same baseline placement who eventually achieved proficiency. Proficient for Grade 7 is a Mid On-Grade Level scale score of 531.

Overall Diagnostic Growth



†This Diagnostic is considered the baseline and is used to establish Growth Measures for this student.

i-Ready Reading Growth Winter 2023, Grades 3-10



i-Ready Math Growth

Winter 2023, Grades K/1-10

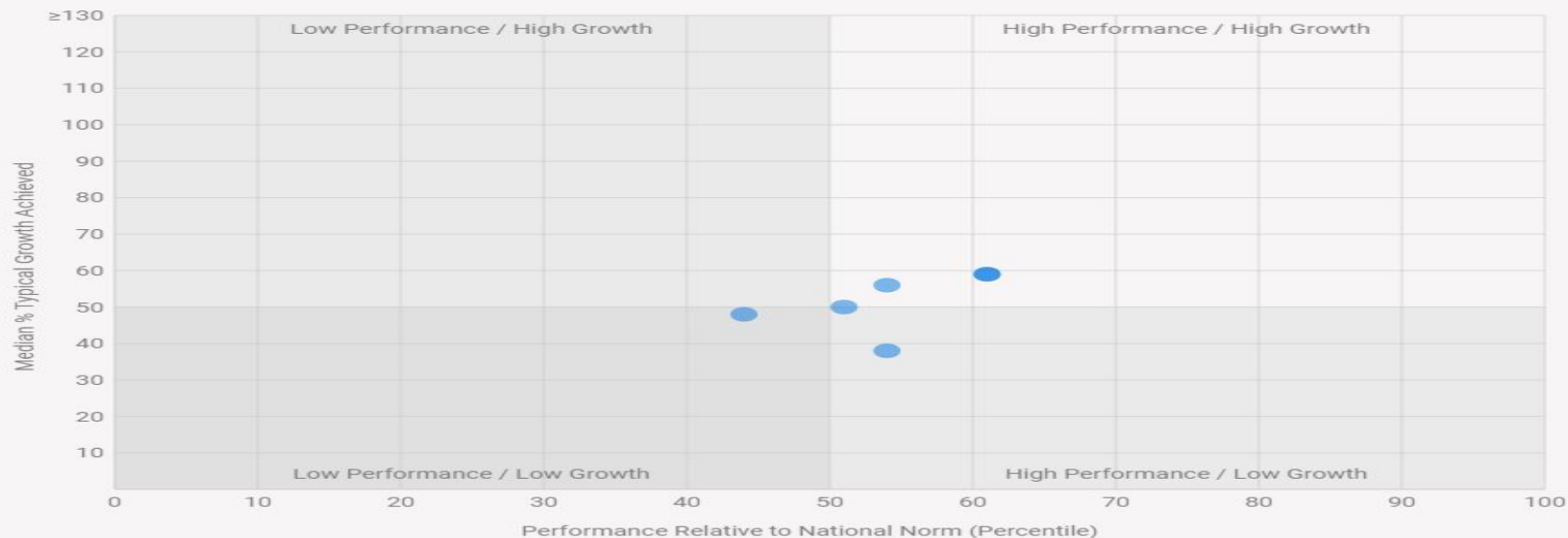
Student Growth in Math Shown by School

Across the District from Fall to Winter (November 16 - March 1)

11/16/22 - 03/01/23

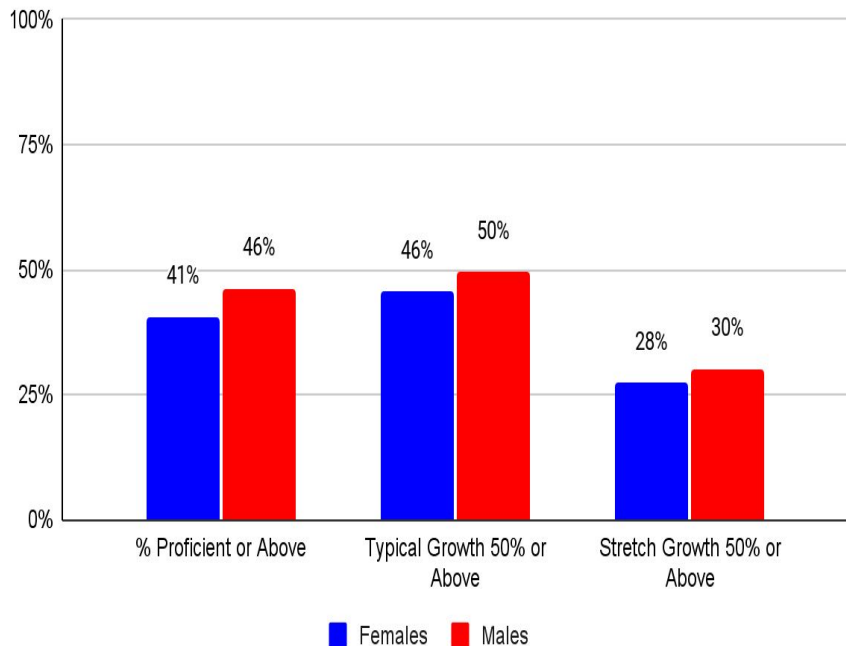
Students Assessed/Total: **760/812**

[Download CSV](#)

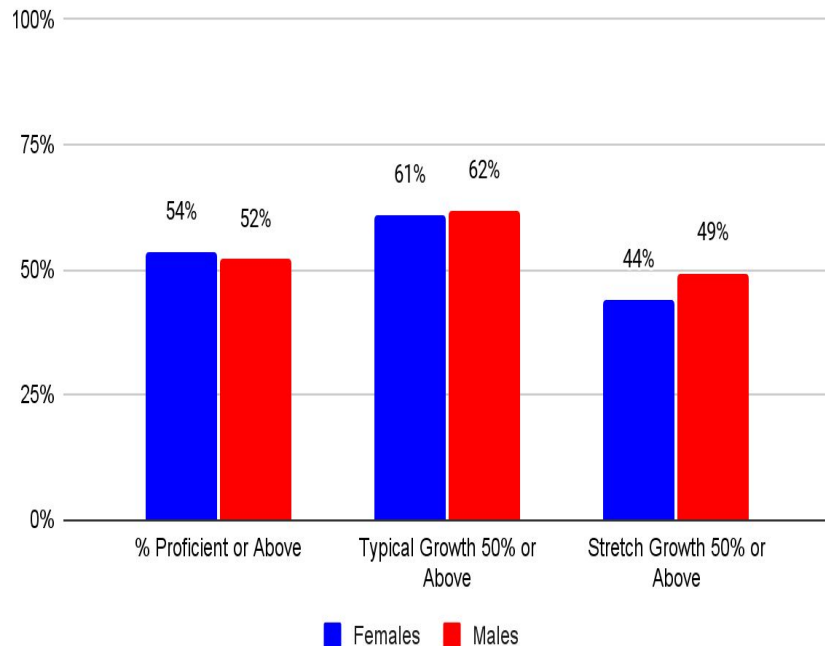


i-Ready by Gender: Winter 2023

iReady Math

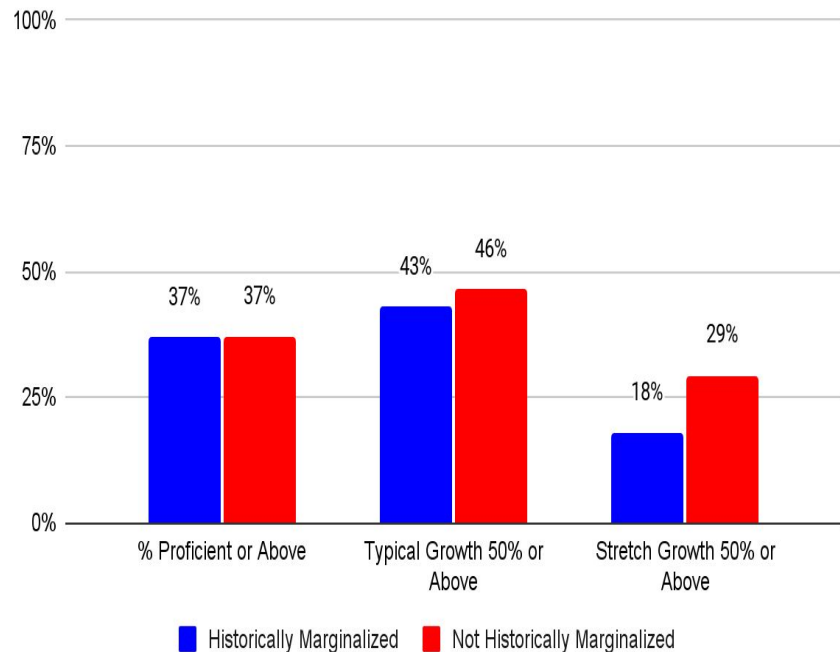


iReady Reading

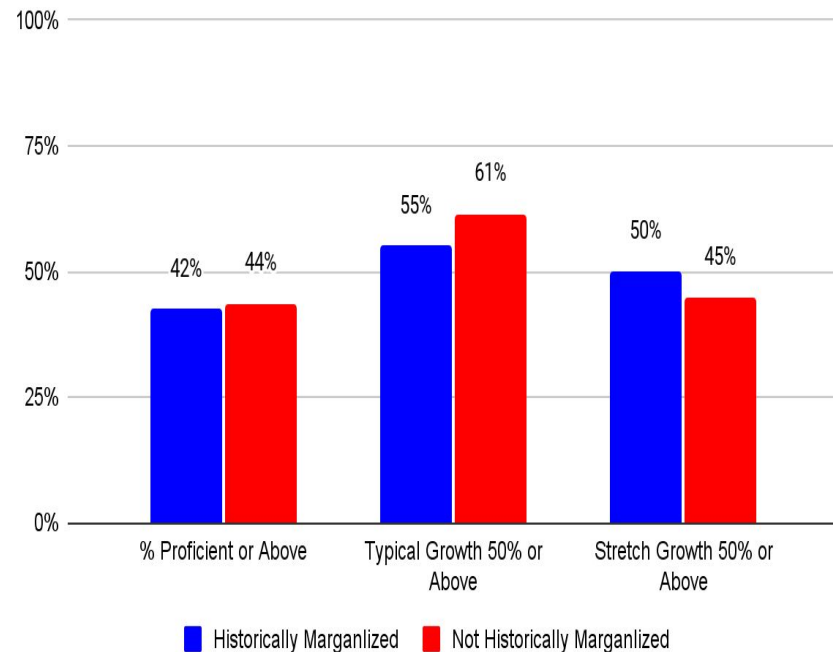


i-Ready by Race/Ethnicity: Winter 2023

iReady Math

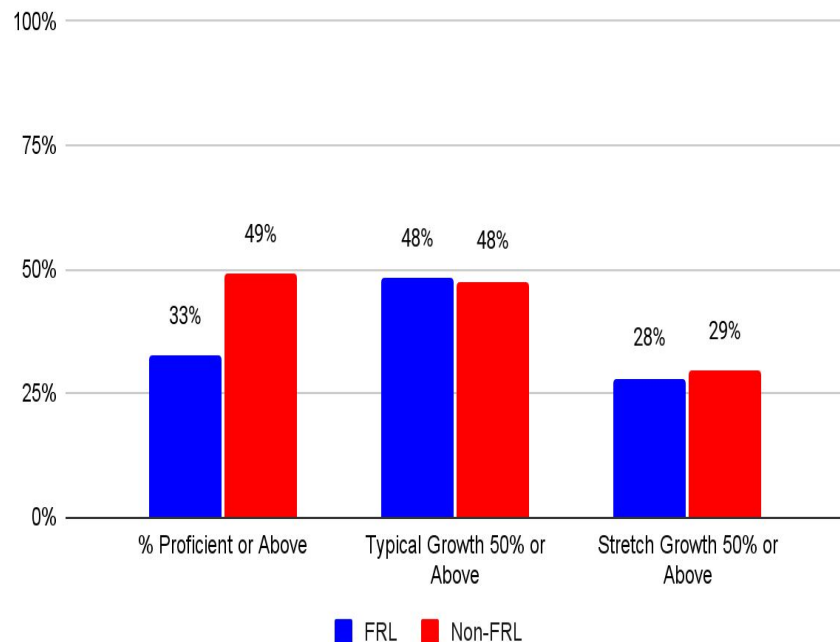


iReady Reading

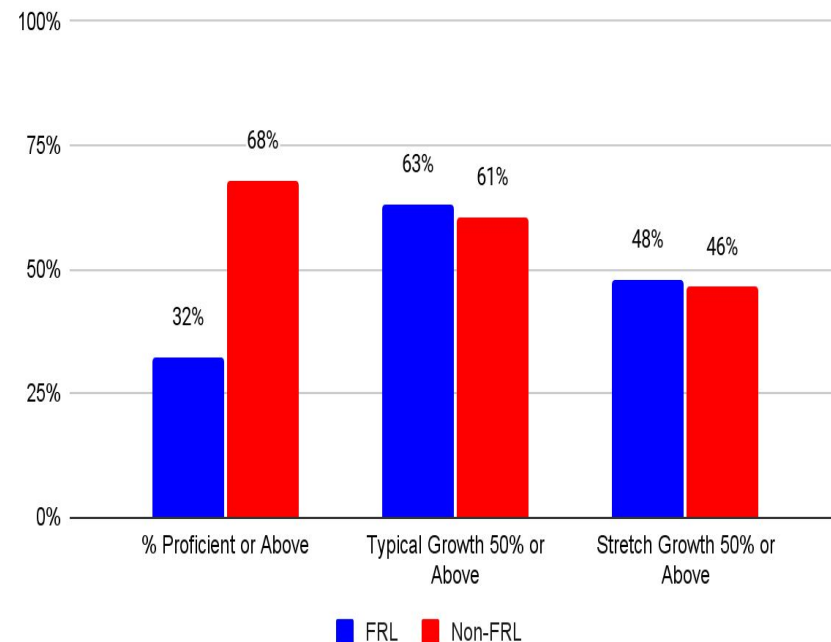


i-Ready by FRL Eligibility: Winter 2023

iReady Math

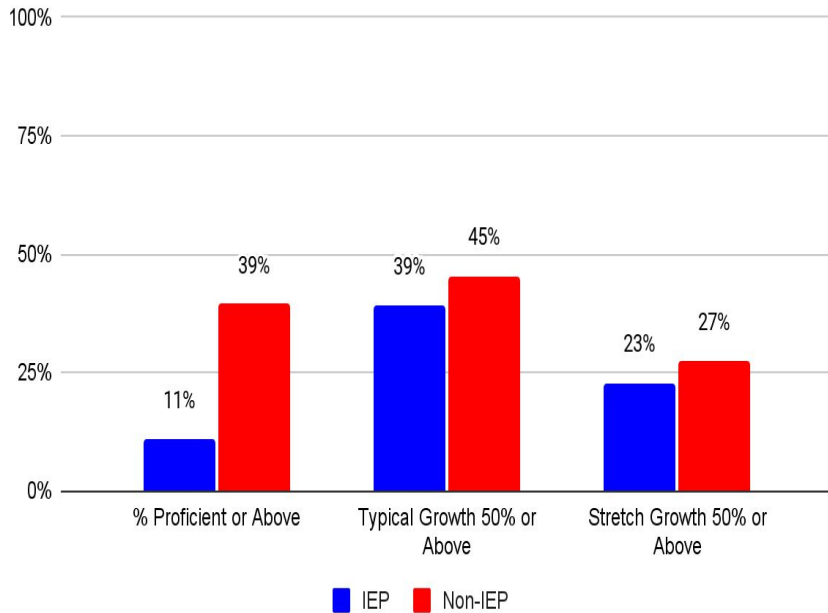


iReady Reading

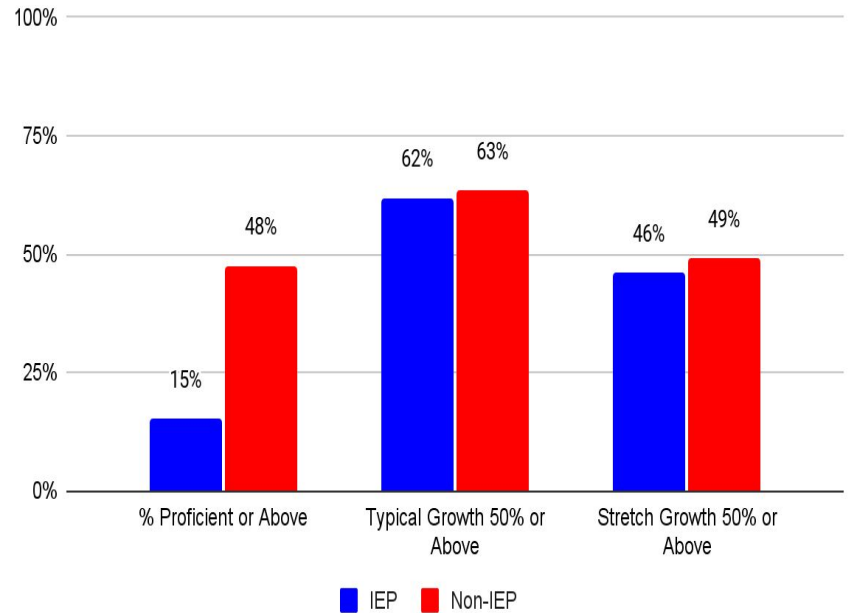


i-Ready by IEP Eligibility: Winter 2023

iReady Math



iReady Reading



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