

i-Ready Update



History of Adoption



- In 2002-3, the desire for a system capable of providing:
 - Individual student performance data, aligned to standards, in order to identify areas of need and areas of strength
 - Personalized learning content to address those areas of need and accelerate in areas of strength
 - Progress monitoring
 - A predictor of performance on CAASPP
- Limitations of the MAP/Compass combination.
- Two year evaluation of products on the market.

i-Ready Claimed Correlations to CAASPP



2018:

- Reading 0.86
- Math 0.88

2019:

- Reading 0.85
- Math 0.89

Correlation Between i-Ready and CAASPP



- RSF Correlation of Spring i-Ready Diagnostic to CAASPP (2018-19 data, grades 3-8, sample size 413)

i-Ready Reading to CAASPP ELA - **0.86**

i-Ready Math to CAASPP Math - **0.91**

Commonly Accepted Strength Ranges

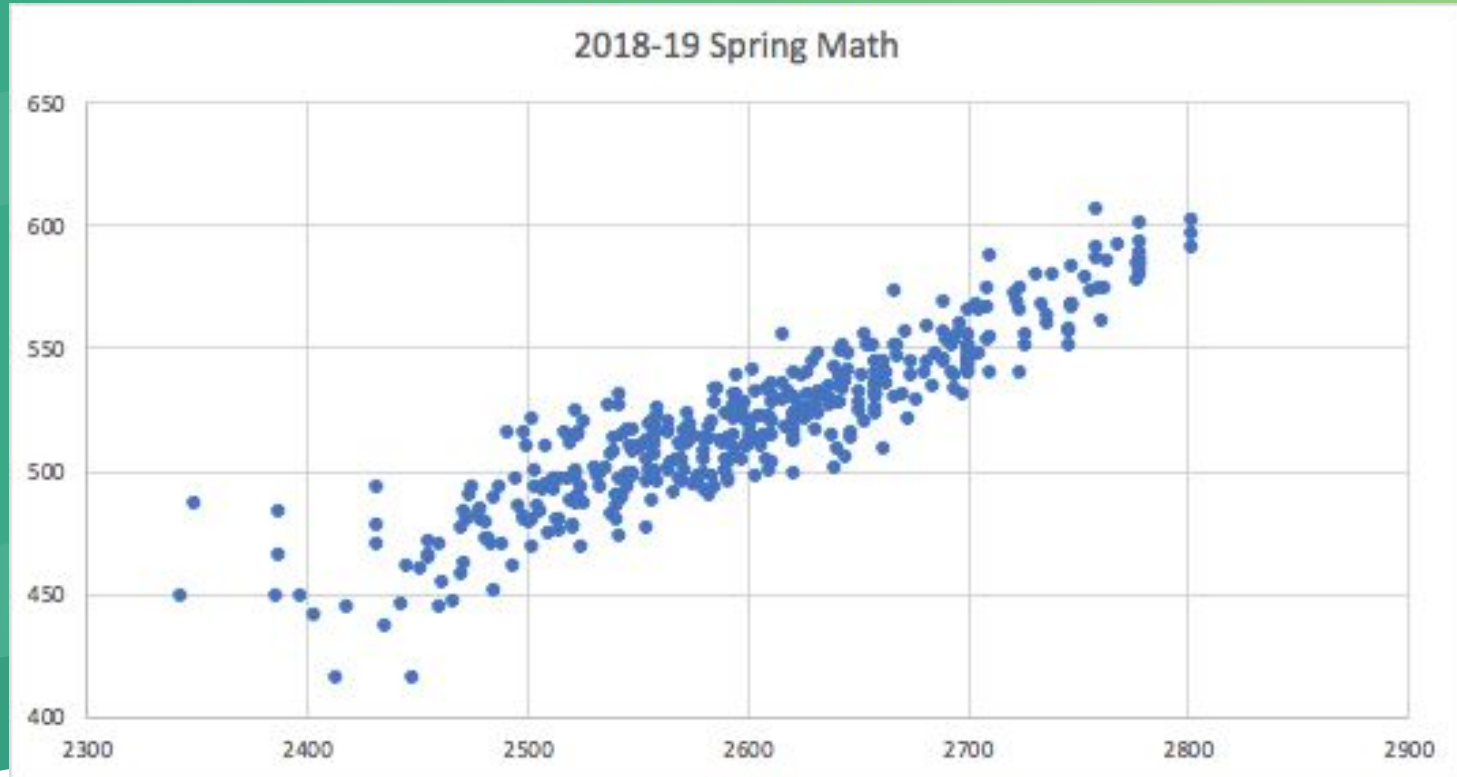
$r < 0.3$ - None or very weak

$0.3 < r < 0.5$ - Weak

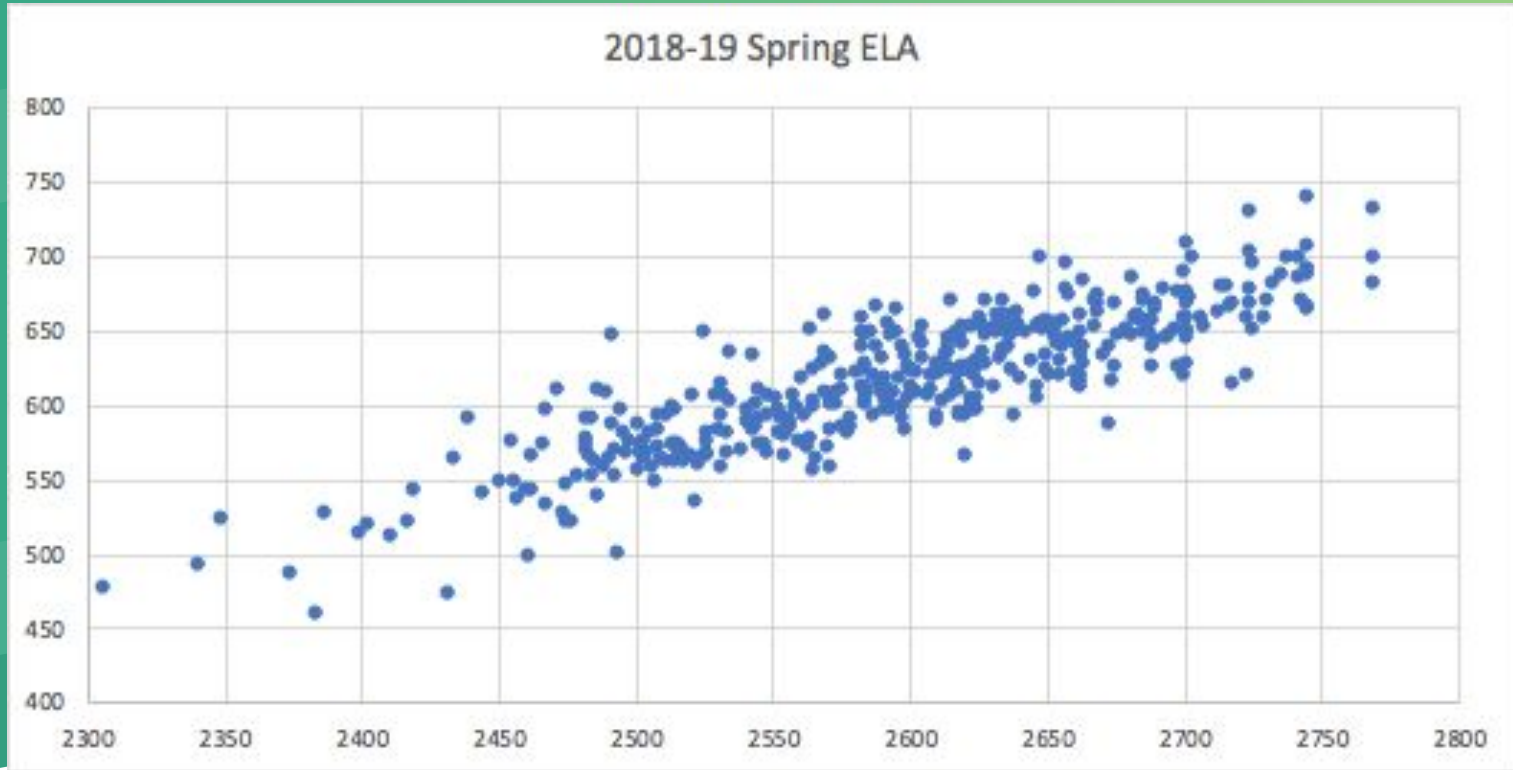
$0.5 < r < 0.7$ - Moderate

$r > 0.7$ - Strong

Math Correlation



Reading/ELA Correlation



Limitations of MAP Testing



- Norm Referenced
- Provided overall RIT score and individual RIT scores for each instructional goal
- Expected growth only based on Norm growth
- No specific lessons or next steps for each goal
- [Student Report](#)



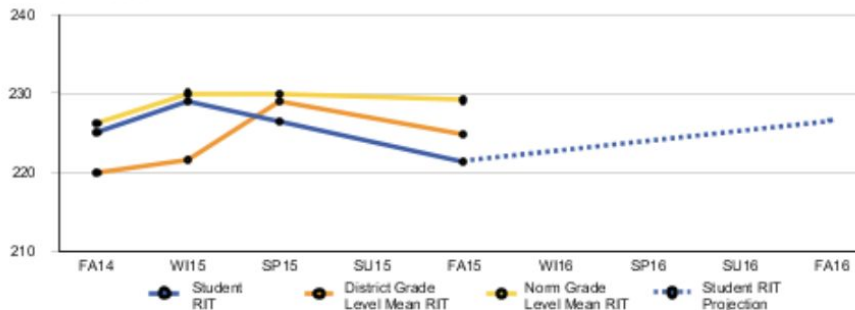
Student Progress Report

McRay, Marcus
Student ID: 100023123

District: NWEA Sample
School: Mt. Bachelor Middle School
Term Rostered: Fall 2015-2016

Norms Reference Data: 2015
Growth Comparison Period: Fall to Fall

Mathematics



Mathematics Goals Performance - Fall 2015-2016

Real and Complex Number Systems 224-238

Geometry 226-241

Statistics and Probability 194-211

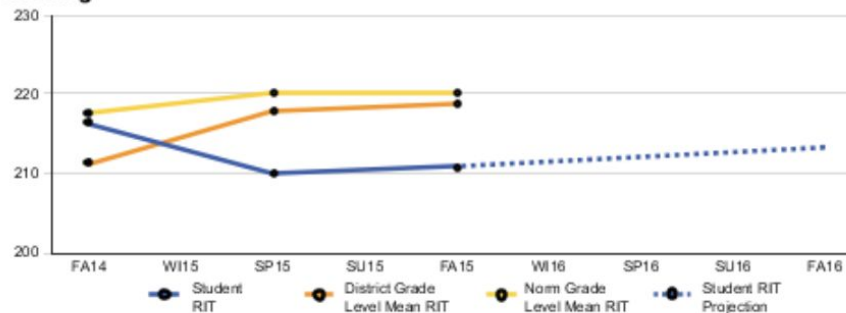
Algebraic Thinking 217-231

194-211

217-231

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA15	9	219-222-225	-3	4	28-34-40
SP15	8	223-226-229			34-40-46
WI15	8	225-228-231			41-48-54
FA14	8	222-225-228	3	6	41-47-54
SP14	7	218-221-223			27-33-39
FA13	7	219-222-225	8	7	41-48-55
SP13	6	222-225-228			41-49-56
WI13	6	212-215-218			26-32-39
FA12	6	212-214-217	2	6	33-40-48
SP12	5	212-215-218			28-34-41
FA11	5	209-212-215	8	10	43-51-59
SP11	4	205-208-211			28-36-43
FA10	4	201-204-207	9	11	47-56-65
WI10	3	190-193-196			27-34-43
FA09	3	192-195-198			55-63-72

Reading



Reading Goals Performance - Fall 2015-2016

Literature 207-219

Vocabulary Acquisition and Use 210-222

Informational Text 199-210

Lexia® Range 699-849L

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA15	9	208-211-214	-5	3	23-29-36
SP15	8	206-210-213			20-26-32
FA14	8	212-216-219	6	4	39-47-54
SP14	7	208-211-214			25-31-39
FA13	7	207-210-213	6	5	31-38-46
SP13	6	213-217-220			45-53-61
WI13	6	201-205-208			20-26-33
FA12	6	201-204-207	13	6	25-32-39
SP12	5	199-202-205			19-25-32
FA11	5	188-191-195	-4	7	12-16-22
SP11	4	191-195-198			17-23-30
FA10	4	192-195-198	14	10	34-42-49
WI10	3	180-183-186			12-16-22
FA09	3	179-181-184			23-29-36

Benefits of i-Ready



Criteria Referenced

3 Diagnostic tests per year

- Fall, Winter, Spring
- Typical and Stretch Growth

Teacher is provided with:

- Student's present level, areas of strength, areas of need
- Lessons/strategies for targeted instruction (Intervention & Acceleration)
- Suggested groups based on individual performance
- Progress monitoring
- [Link to Teacher View](#)

Benefits of i-Ready



Student is provided with:

- Personalized learning path
- Lessons that mirror lessons on SBAC
- Instant online lesson feedback

Parent is provided with:

- Diagnostic results
- Progress between diagnostics
- [Link to Parent view](#)

Year 1 Results



- Celebrations:
 - Two professional development sessions
 - Understanding Diagnostic reporting
 - Monitoring growth
 - Utilizing classroom instructional components
 - Additional six hours of professional development for 2019-2020
 - Adjustments were made mid-year
 - Middle school: One lesson per week during their tutorial time, alternating between math and ELA
 - Students learned importance of diagnostic test

Year 1 Results



- What we learned:
 - The importance of consistent use of system
 - At least 1 lesson per week in math and ELA requirement at the elementary level - clear expectations for students and easier monitoring for teachers
 - Continue work in the same way at the middle school level
 - Focus on using information to inform classroom instruction