

Monitoring Student Achievement, Winter 2024 Data

Education Quality Committee
April 3, 2024

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



Literacy



Math Content
& Practices



Physical
Education
& Health



Global
Citizenship



Artistic
Expression



Financial
Literacy



Scientific Inquiry &
Content Knowledge

TRANSFERABLE SKILLS AND BEHAVIORS

that prepare them for life-long
learning and success



Creative
& Practical
Problem
Solving



Working
Independently &
Collaboratively



Informed,
Integrated
& Critical
Thinking



Effective &
Expressive
Communication



Engaged
Citizenship



Self-Awareness
& Self-Direction

WCUUSD Data Practices

Who	What	Why
School Board	Looks at district level data	To monitor student achievement in alignment with our values
Education Quality Committee	Looks more deeply at district level data	To inform aspects of the board's practice in service to student achievement
Leadership Team	Analyzes district and school level data	To make instructional leadership decisions regarding curriculum, instruction, assessment, and professional learning within and among schools
Principals	Analyze school level data (school, grade level, classroom)	To make instructional leadership decisions regarding curriculum, instruction, assessment, and professional learning within school
Teachers	Analyze grade level, classroom level, and individual student performance data	To make decisions regarding curriculum, instruction, and assessment practices at classroom and student levels
Students	Analyze individual performance data	To make decisions about their learning and next steps

i-Ready Diagnostic

- Measures proficiency
- Measures growth
- Reading:
 - Currently administered in Grades 3-10 (K-2 optional)
 - Fall, Winter, Spring (Fall and Winter only in Grades 9-10)
- Math:
 - Currently administered in Grades K-10
 - K is optional in Fall
 - Fall, Winter, Spring (Fall and Winter only in Grades 9-10)
 - 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

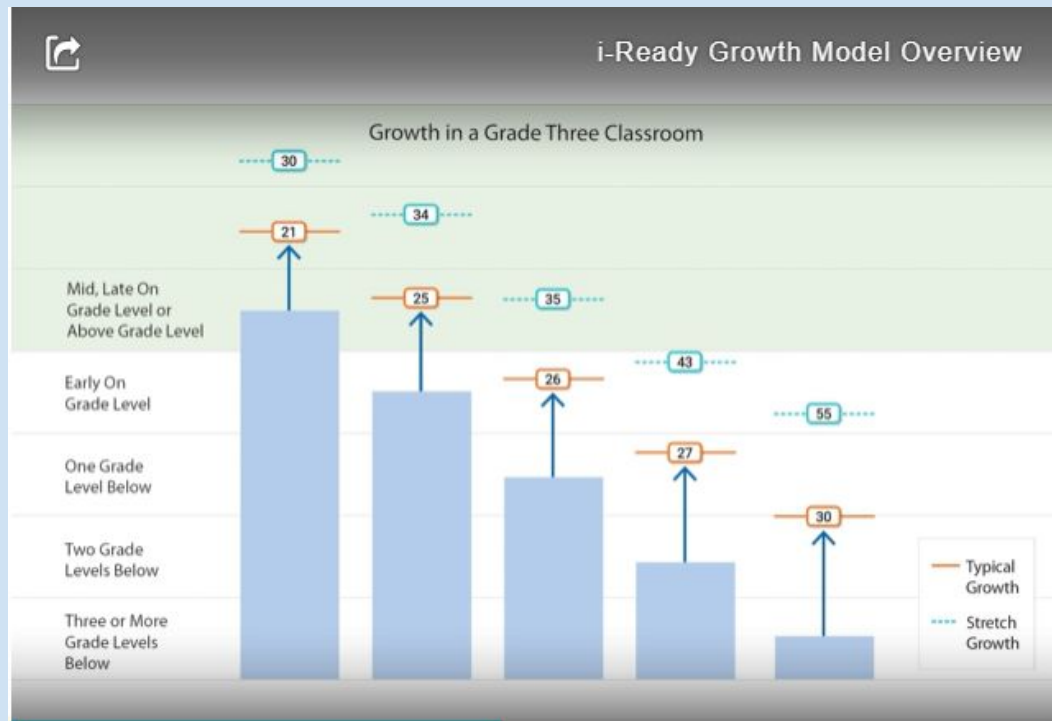
- **Implications for Intervention:** Students may benefit from review or remediation of material that is one grade

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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 students 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.

i-Ready Math Performance and Growth Grades K/1-8, Winter 2023 and 2024

Winter 2023

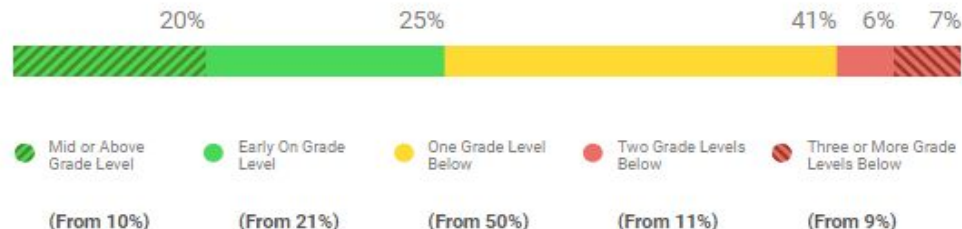
Students Assessed/Total: **756/809**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 49%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



Winter 2024

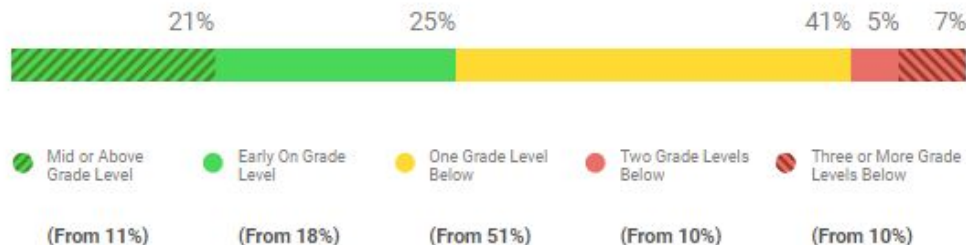
Students Assessed/Total: **771/801**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 54%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



i-Ready Math Performance and Growth Grades K/1-8, Winter 2023 and 2024

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

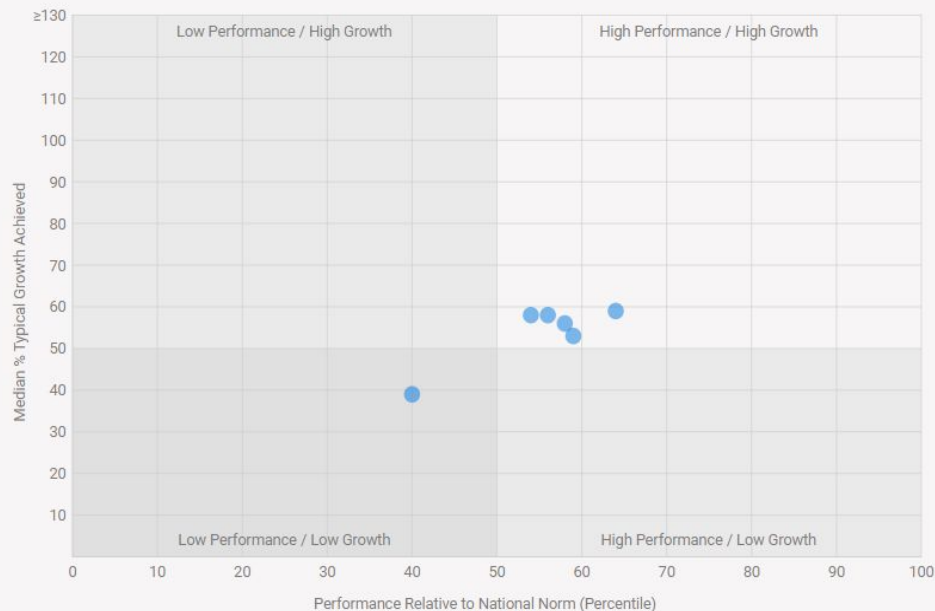
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Student Growth in Math Shown by School
Across the District from Fall to Winter (November 16 - March 1)
11/16/23 - 03/01/24

Students Assessed/Total: 771/801

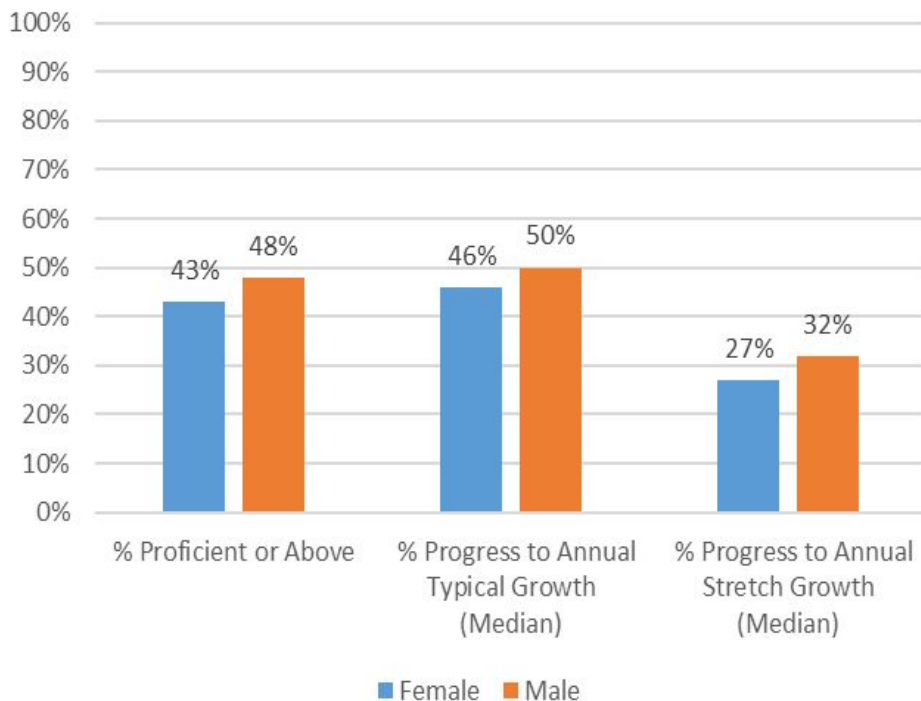
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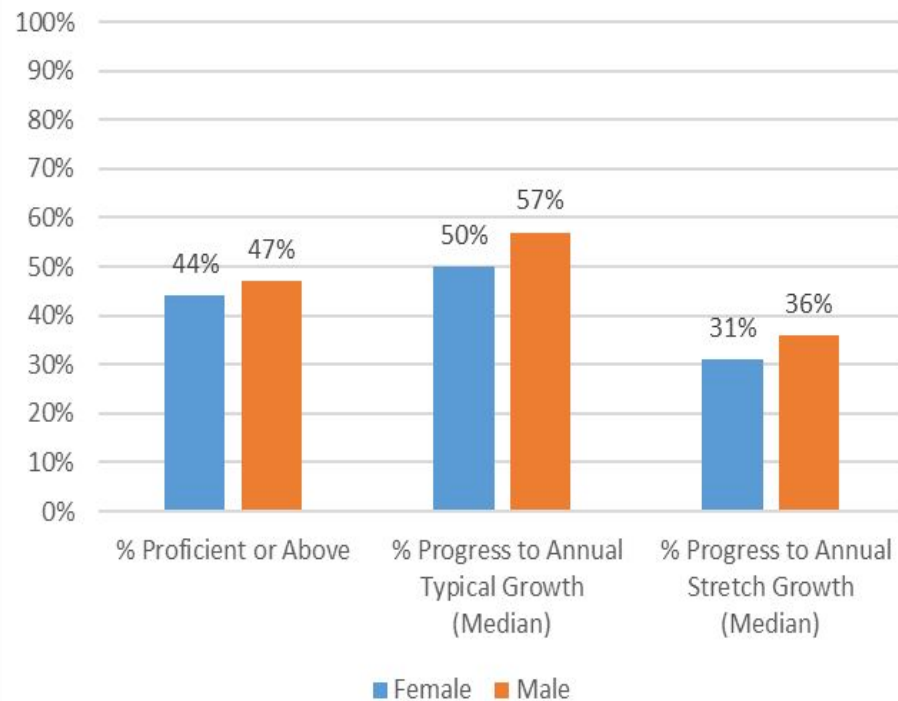
i-Ready **Math** by **Gender**

Winter 2023 and Winter 2024

i-Ready Math 2023



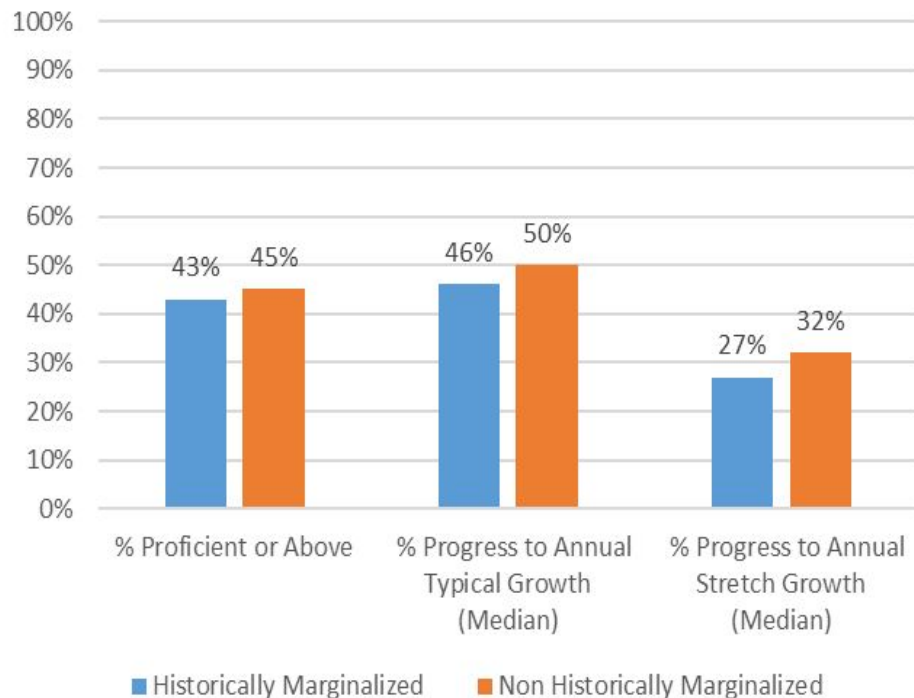
i-Ready Math 2024



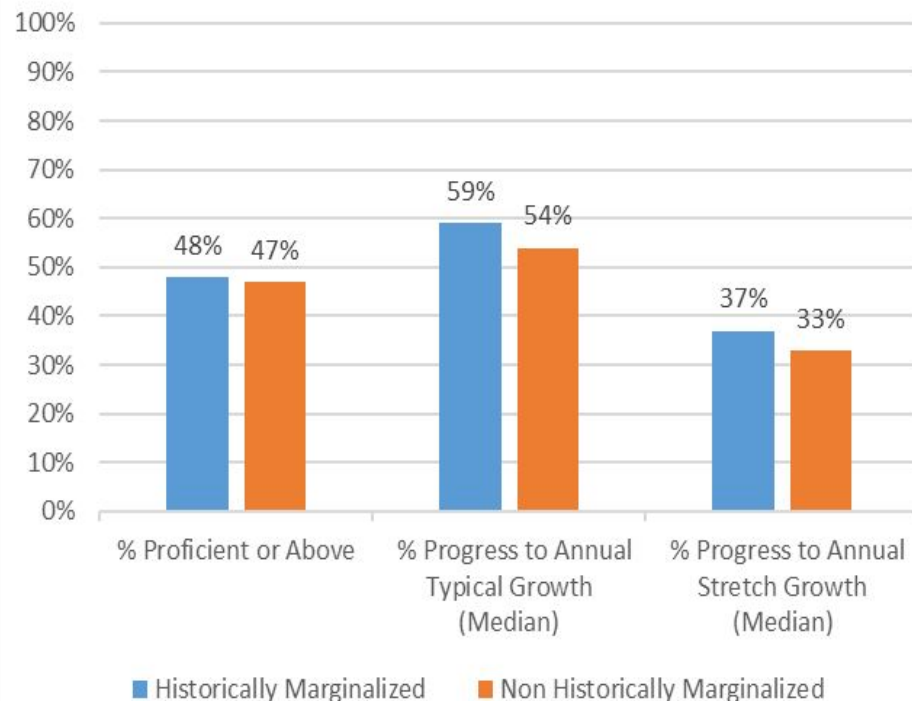
i-Ready **Math** by **Race/Ethnicity**

Winter 2023 and Winter 2024

i-Ready Math 2023



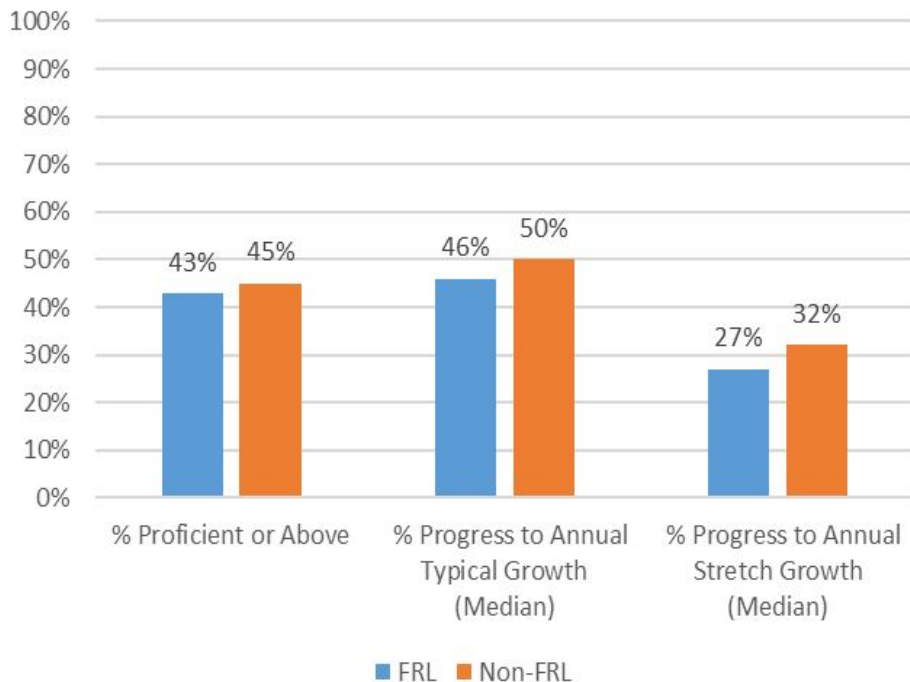
i-Ready Math 2024



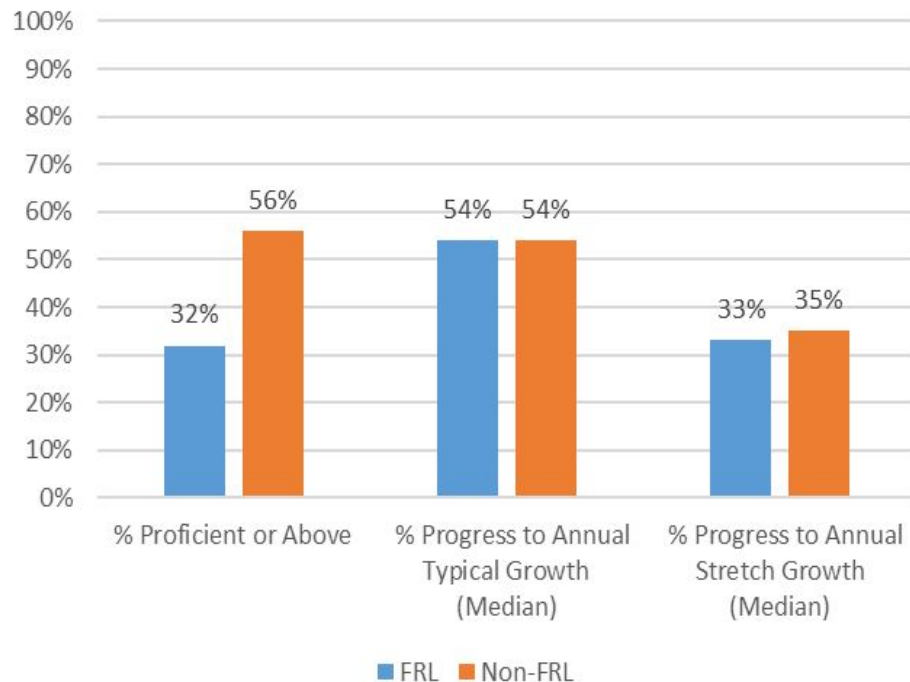
i-Ready **Math** by **FRL Eligibility**

Winter 2023 and Winter 2024

i-Ready Math 2023



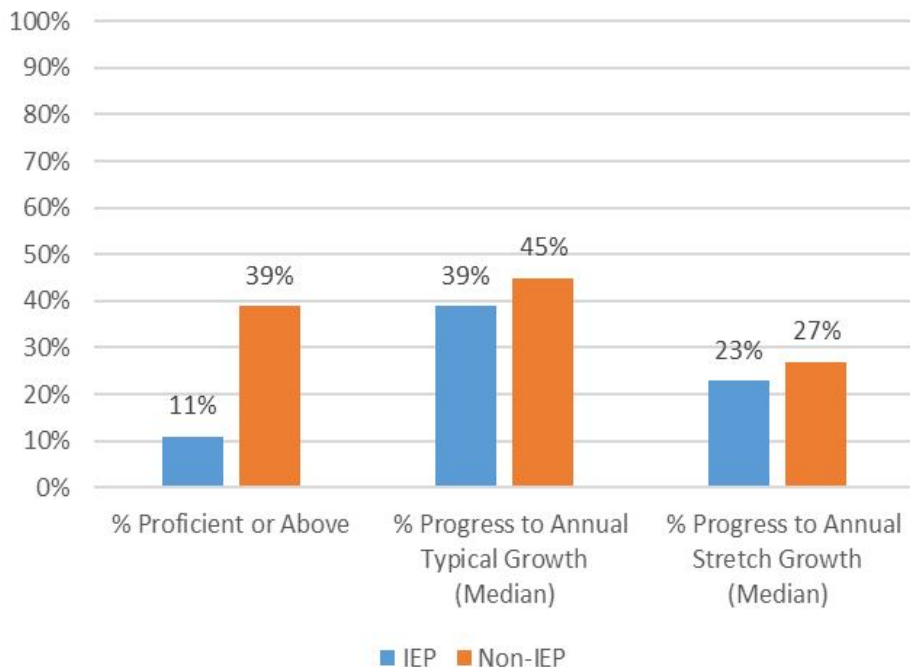
i-Ready Math 2024



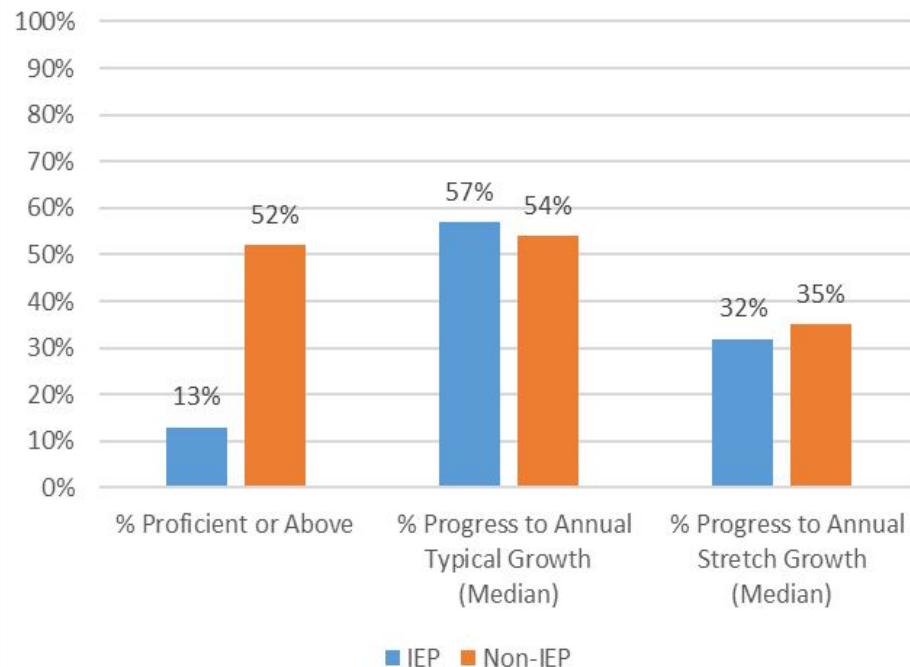
i-Ready **Math** by **IEP Eligibility**

Winter 2023 and Winter 2024

i-Ready Math 2023



i-Ready Math 2024



i-Ready Reading Performance and Growth Grades K/1-8, Winter 2023 and 2024

Winter 2023

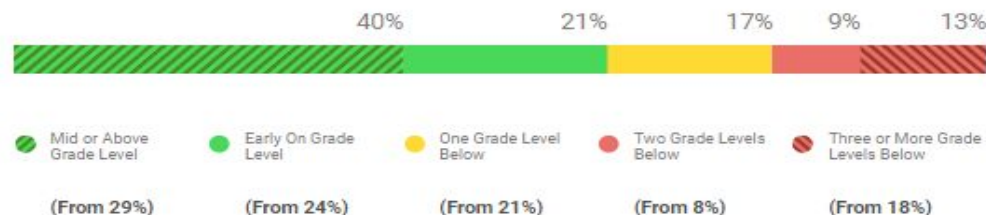
Students Assessed/Total: **536/807**

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.

Current Placement Distribution



Winter 2024

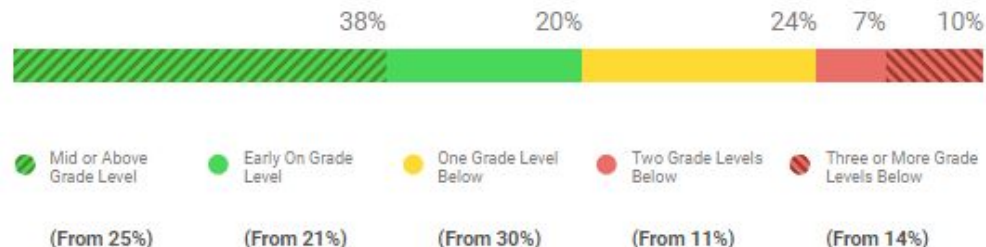
Students Assessed/Total: **657/802**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 75%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



i-Ready District Performance Summary: Reading Winter 22/23 Compared to Winter 23/24

Student Growth in Reading Shown by School
Across the District from Fall to Winter (November 16 - March 1)
11/16/22 - 03/01/23

Students Assessed/Total: 540/810

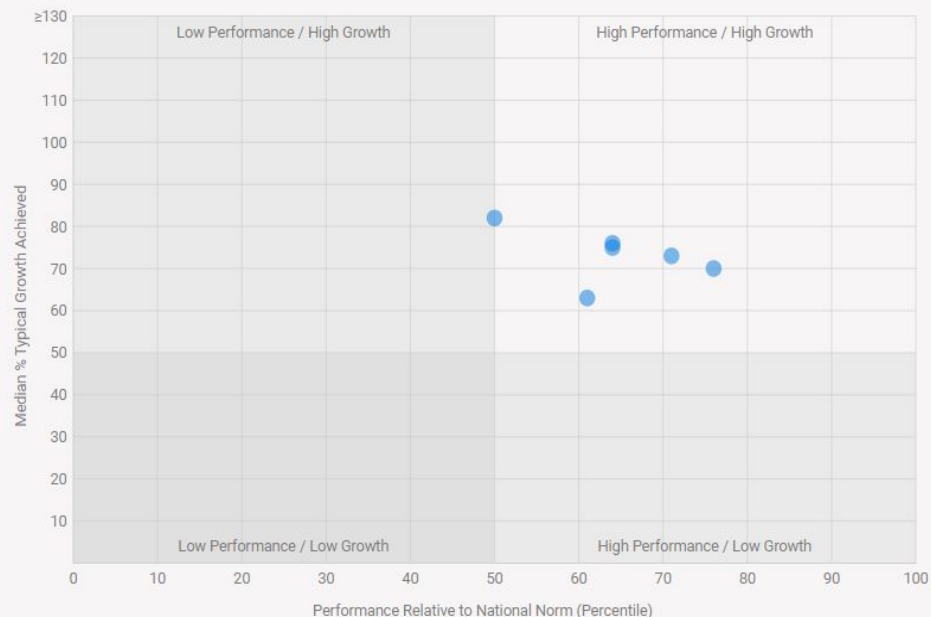
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Student Growth in Reading Shown by School
Across the District from Fall to Winter (November 16 - March 1)
11/16/23 - 03/01/24

Students Assessed/Total: 657/802

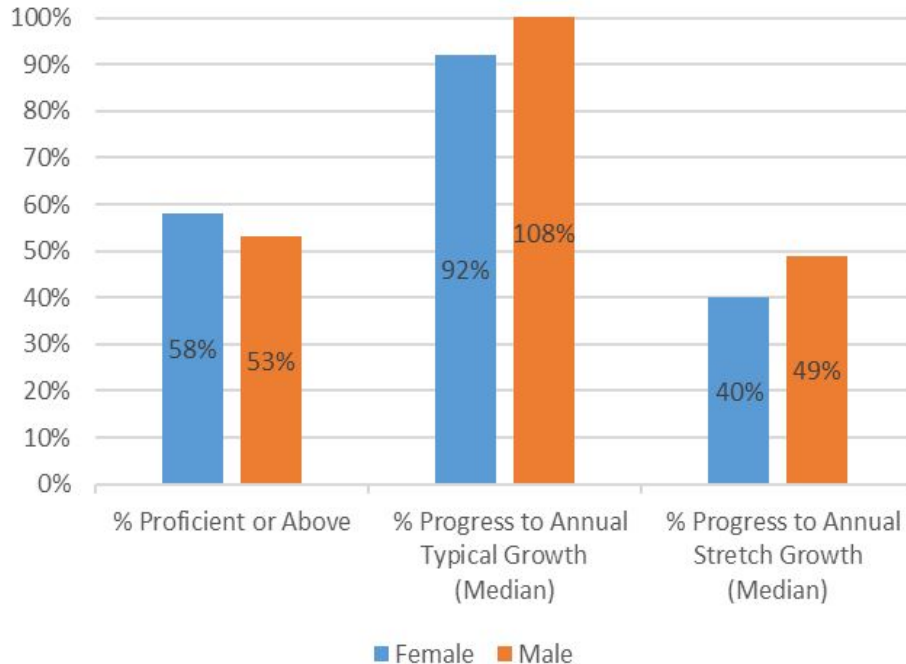
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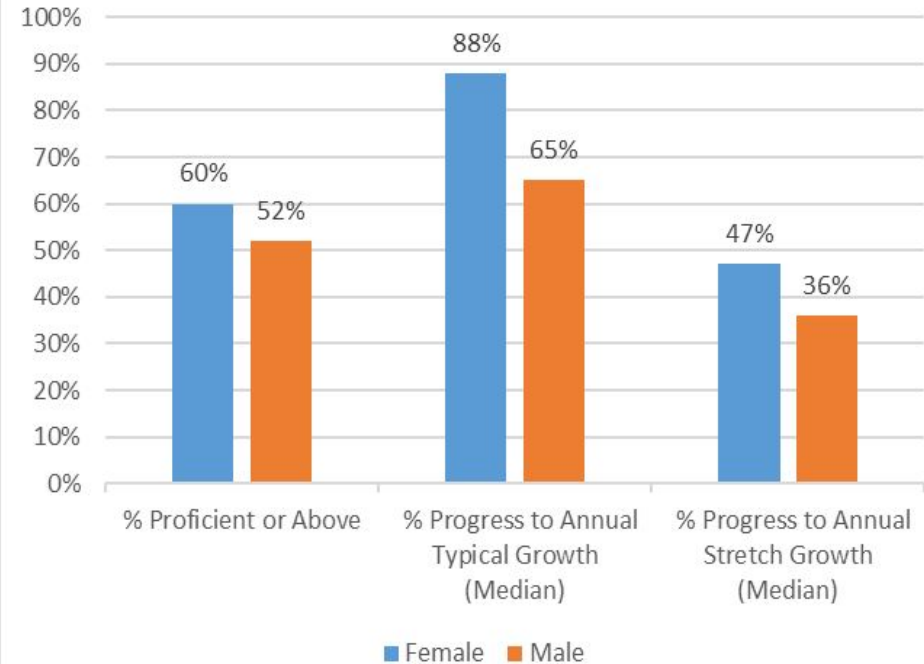
i-Ready **Reading** by **Gender**

Winter 2023 and Winter 2024

i-Ready Reading 2023



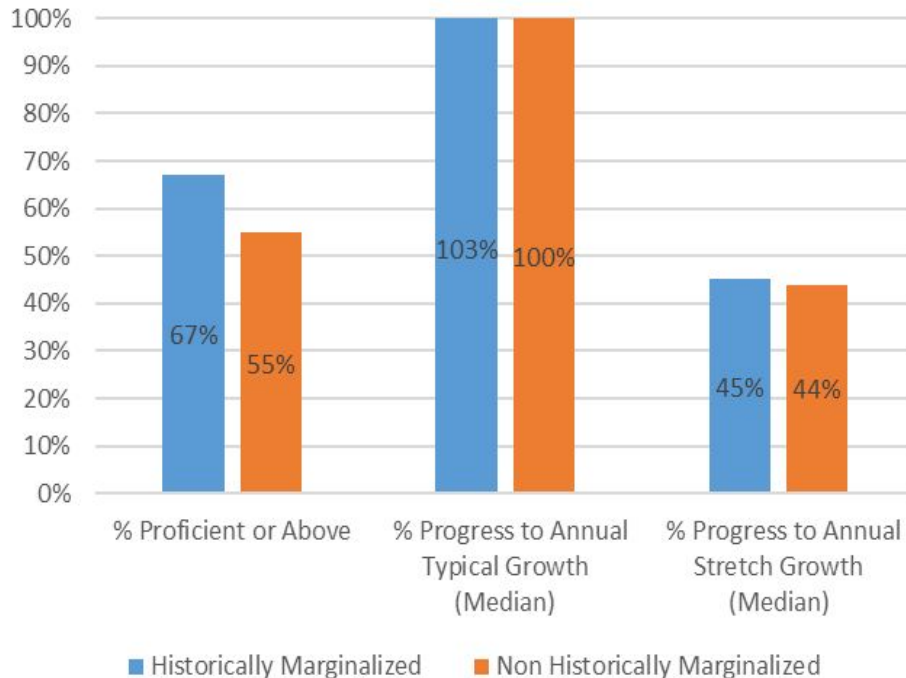
i-Ready Reading 2024



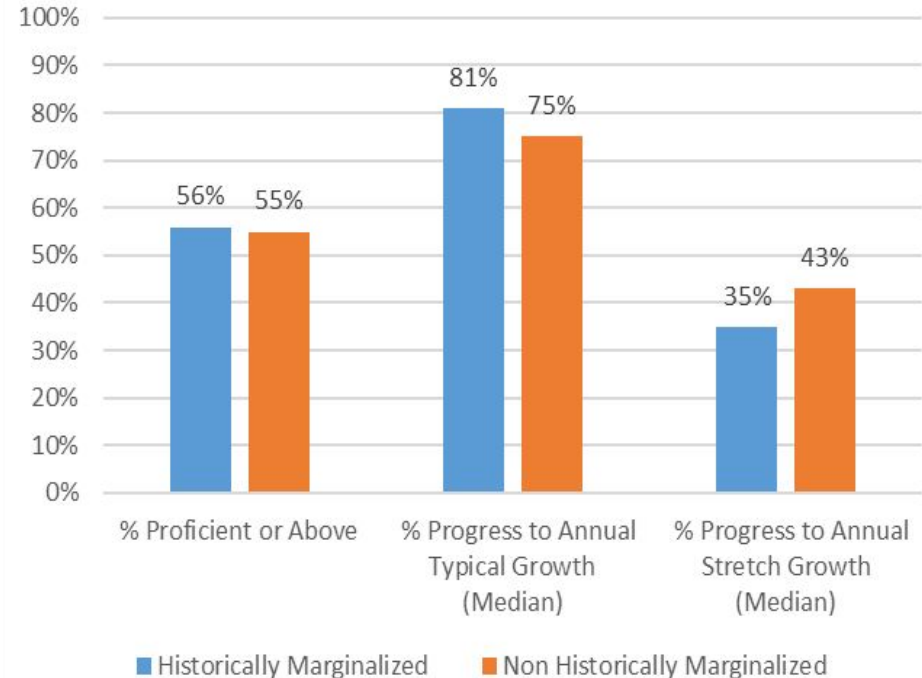
i-Ready **Reading** by **Race/Ethnicity**

Winter 2023 and Winter 2024

i-Ready Reading 2023



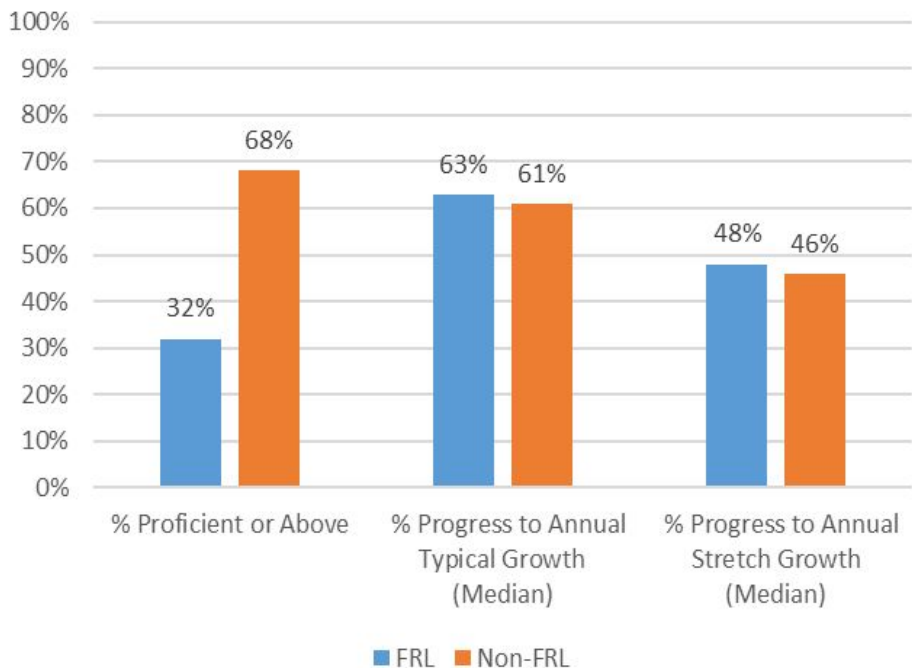
i-Ready Reading 2024



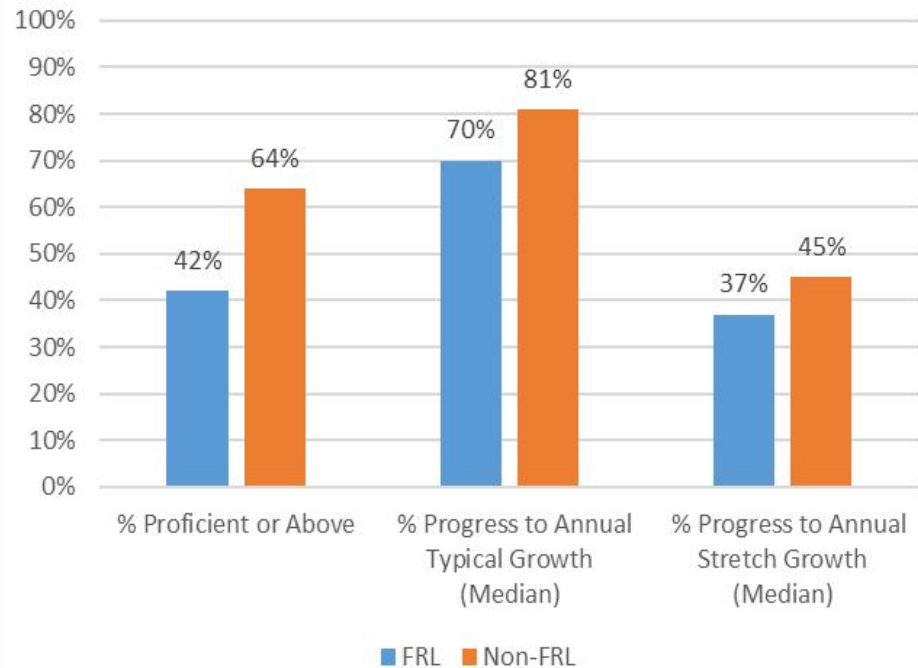
i-Ready **Reading** by **FRL Eligibility**

Winter 2023 and Winter 2024

i-Ready Reading 2023



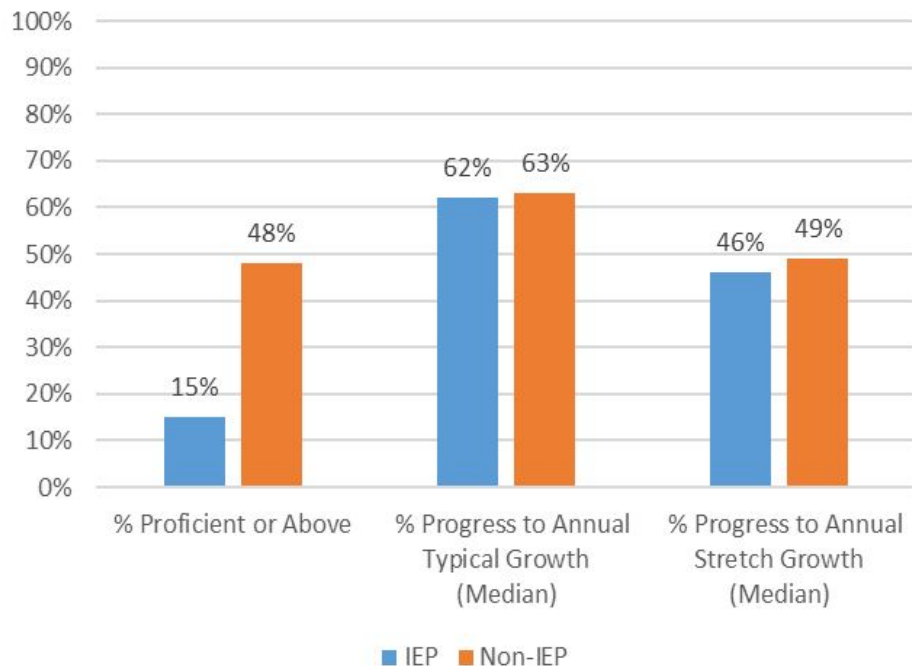
i-Ready Reading 2024



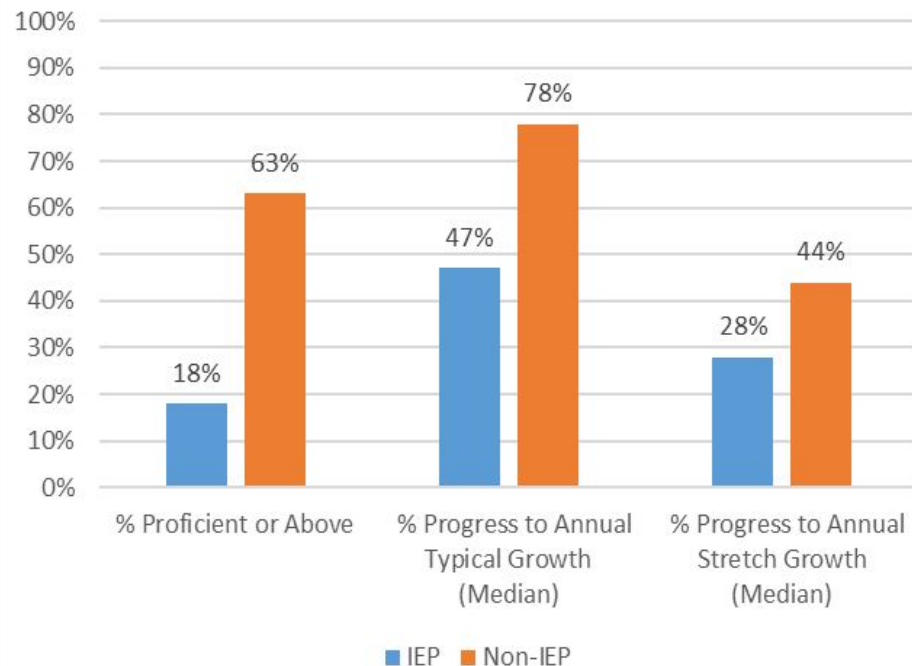
i-Ready **Reading** by **IEP Eligibility**

Winter 2023 and Winter 2024

i-Ready Reading 2023



i-Ready Reading 2024



Acadience Reading K-6

- Universal screener
- Identifies students who may be at risk for reading difficulties
- Identifies skills to target for instructional support
- 3x/year

These Acadience Reading Measures...	...Serve as Indicators of These Basic Early Literacy Skills	Method of Administration
First Sound Fluency (FSF)	• Phonemic Awareness	Individual
Phoneme Segmentation Fluency (PSF)	• Phonemic Awareness	Individual
Letter Naming Fluency (LNF)	• indicator of risk	Individual
Nonsense Word Fluency (NWF)	• The Alphabetic Principle and Basic Phonics	Individual
Oral Reading Fluency (ORF), including Retell	• Advanced Phonics and Word Attack Skills • Accurate and Fluent Reading of Text • Reading Comprehension	Individual
Maze	• Reading Comprehension	Group-Administered

Acadience Reading K-6

Benchmark. These levels are based on the overall likelihood of achieving specified goals on subsequent Acadience Reading assessments or external measures of reading achievement.

Benchmark Status	Overall Likelihood of Achieving Subsequent Early Literacy Goals	Likely Need for Support
Above Benchmark	90–99%	Likely to Need Core Support ^a
At Benchmark	70–85%	Likely to Need Core Support ^b
Below Benchmark	40–60%	Likely to Need Strategic Support
Well Below Benchmark	10–20%	Likely to Need Intensive Support

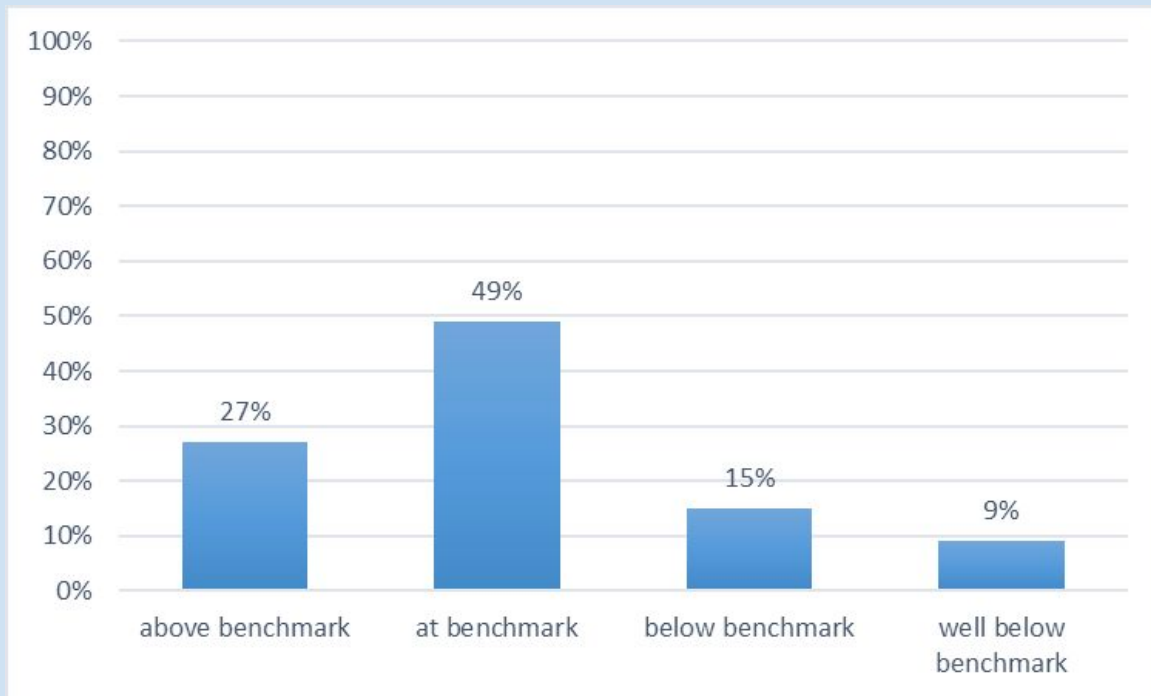
^a Some students may benefit from instruction on more advanced skills.

^b Some students may require monitoring and strategic support on component skills.

Extensive research on the reliability and validity of the Acadience Reading measures has been conducted by the authors of Acadience Learning and by other researchers.

Acadience District Summary, Winter 2024

Reading Composite Goal Status



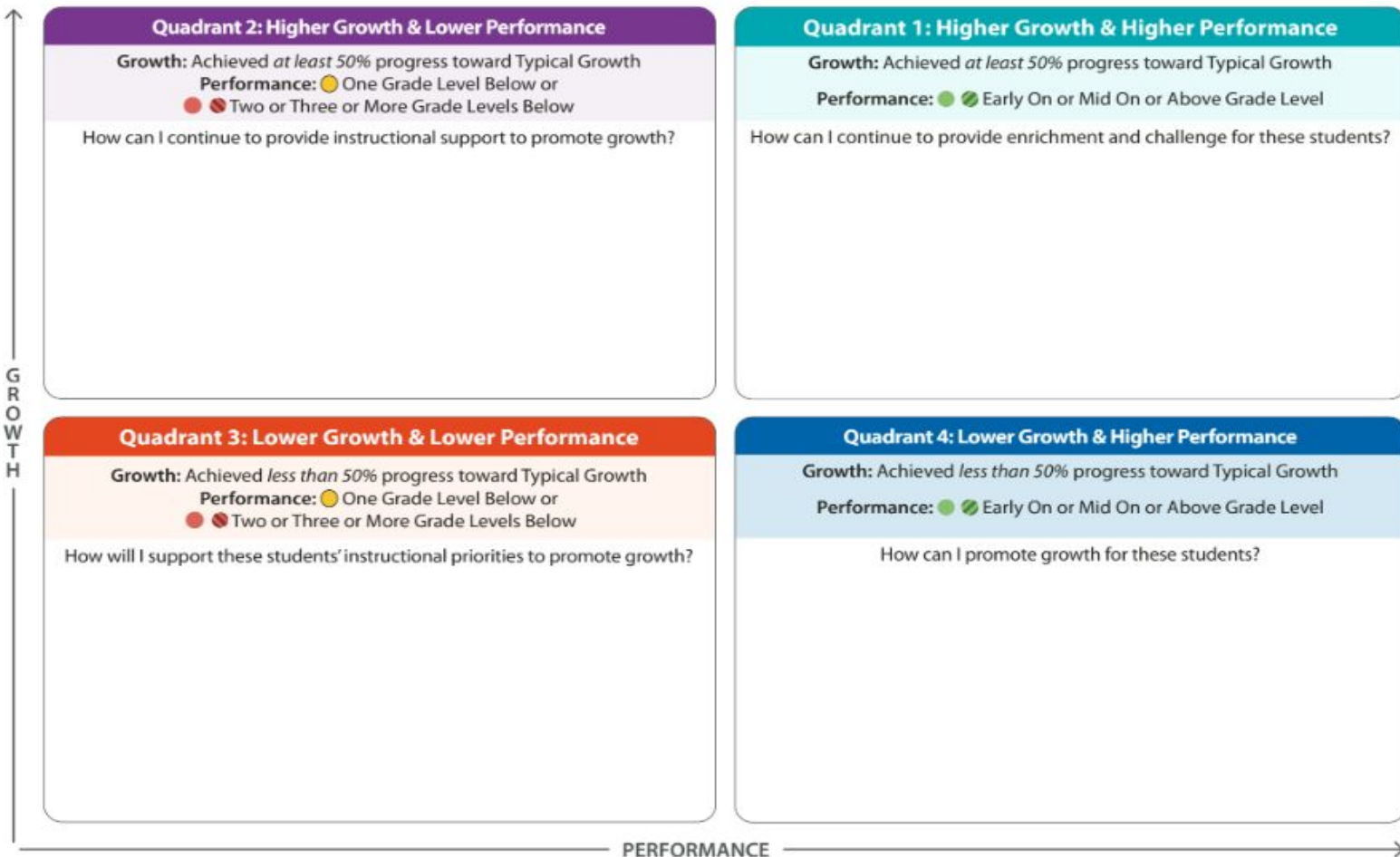
Data Analysis Examples

Class: _____

Date: _____

☐ Reading ☐ Mathematics

Median Class Progress to Annual Typical Growth: _____ %



Data Analysis Examples

 **Starring** 



Gillian F



Alicia L



Karoline M



Catherine F



Celia G



Steven D



Jenna H



Jenn I

Student Perspective about i-Ready
9th Grade

School Board Reflection

- What do you see?
- What questions does this presentation raise for you?
- What strikes you as significant?
- What are the implications for our work?

