

Curriculum Associates®

Mid-Year Implementation and Data Review 2017-2018

Montgomery County School District



Your i-Ready Implementation Team 2017-2018

Account
Management



Educational
Consulting



Professional
Development



Agenda

Where we're headed:

- **Review goals and implementation focus for this year.**
- **Analysis of district performance:**
 - **Mathematics**
 - **Reading**
- **Opportunities for greater impact by end of year.**

Where We've Been, Where We're Headed

| Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 | Month 7 | Month 8 | Month 9 | Month 10 |
|----------------------------------|---------|---------------------|---------|---------|---------------------------------|---------------------|---------|---------|-----------------------------------|
| Diagnostic 1 9/5/17 – 9/29/17 | | i-Ready Instruction | | | Diagnostic 2 1/3/18 – 2/2/18 | i-Ready Instruction | | | Diagnostic 3 4/23/18 – 5/25/18 |

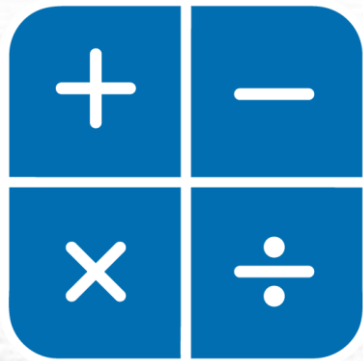
We are here:

- Finished the second diagnostic
- Diving into midyear results
- Putting plans in place to finish the year strong and drive student success

Questions to Consider

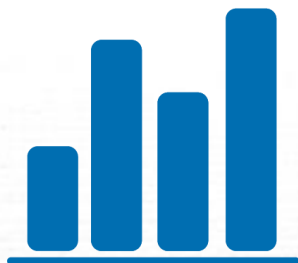
Questions to consider as we review mid-year data:

- **Where are students exceeding expectations or doing especially well?**
- **What areas are in need of a midyear correction?**
- **What specific areas of our performance do we want to improve by end of the year?**
- **Where do you need more support?**



Math Performance Review

Who is Included in the Math Analysis?



Fall Performance: 2,540 students

Winter Performance: 2,593 students



Student Growth: 2,480 students



i-Ready Instruction: 2,349 students

Note: Performance data include any student with a fall or winter Diagnostic completed within the testing windows: Fall - Beginning of Academic Year to November 30, Winter - December 1 to March 15. Growth data include any student with two Diagnostics taken between 12 and 22 weeks apart, regardless of testing windows. Both growth and performance data exclude tests with red rush flags. The instruction data include those students who completed at least one i-Ready lesson in three different calendar months.

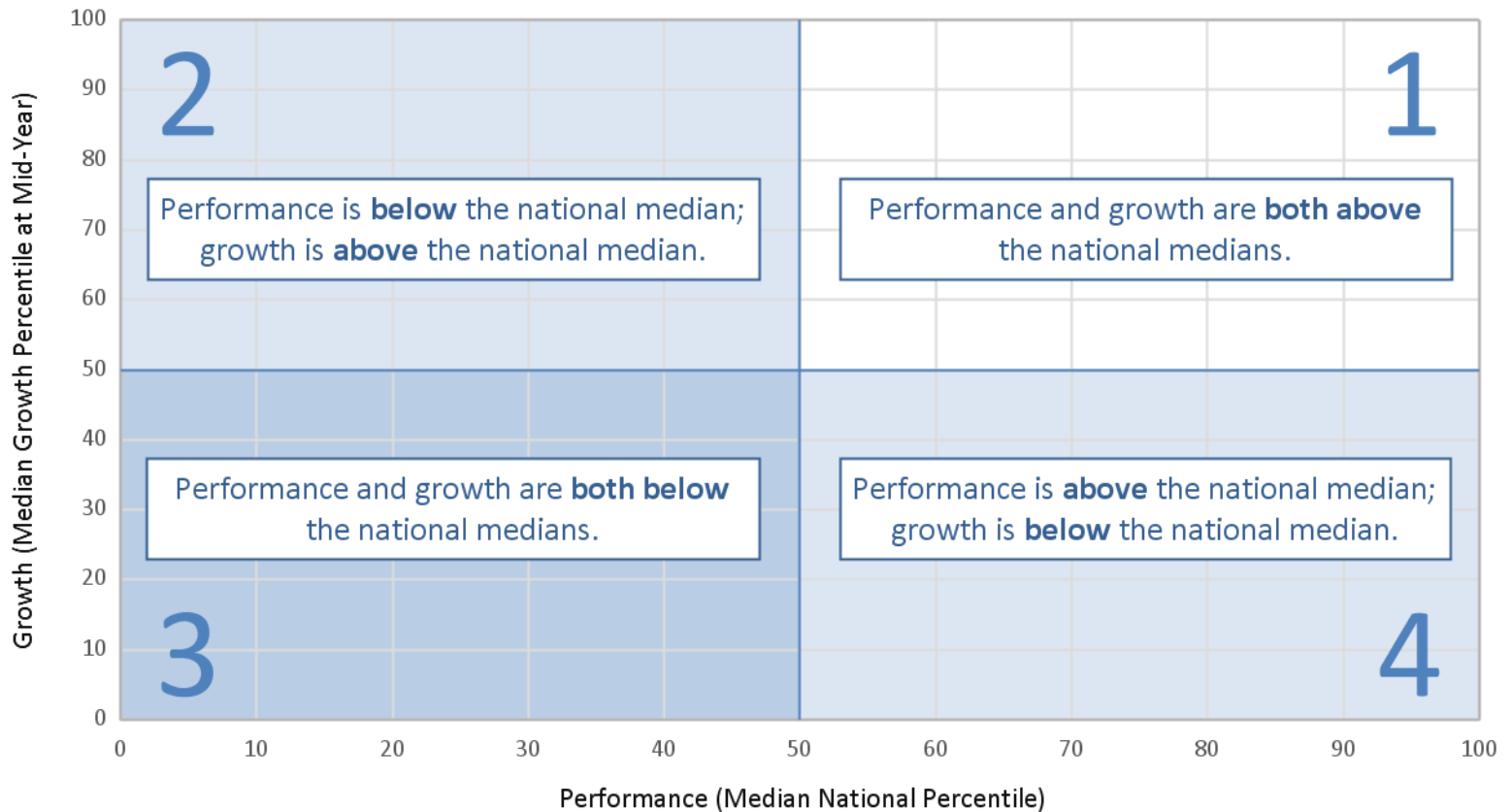
Performance and Growth

The comparisons shared over the next two slides are designed to help you evaluate growth and performance across groups of students and relative to their peers across the nation.

Mid-Year Performance and Growth Comparison

Performance: median student performance relative to the National Norm, where the 50th percentile equals the national median.*

Growth: median student growth, relative to national growth medians from fall to winter.**



***Median Performance:** This measure of performance is a relative measure and provides an indication of how well students in a district are performing compared to their peers across the country, based on a nationally representative population and Diagnostics taken during winter of 2016. Refer to the earlier charts to determine the percentage of students who met grade-level proficiency.

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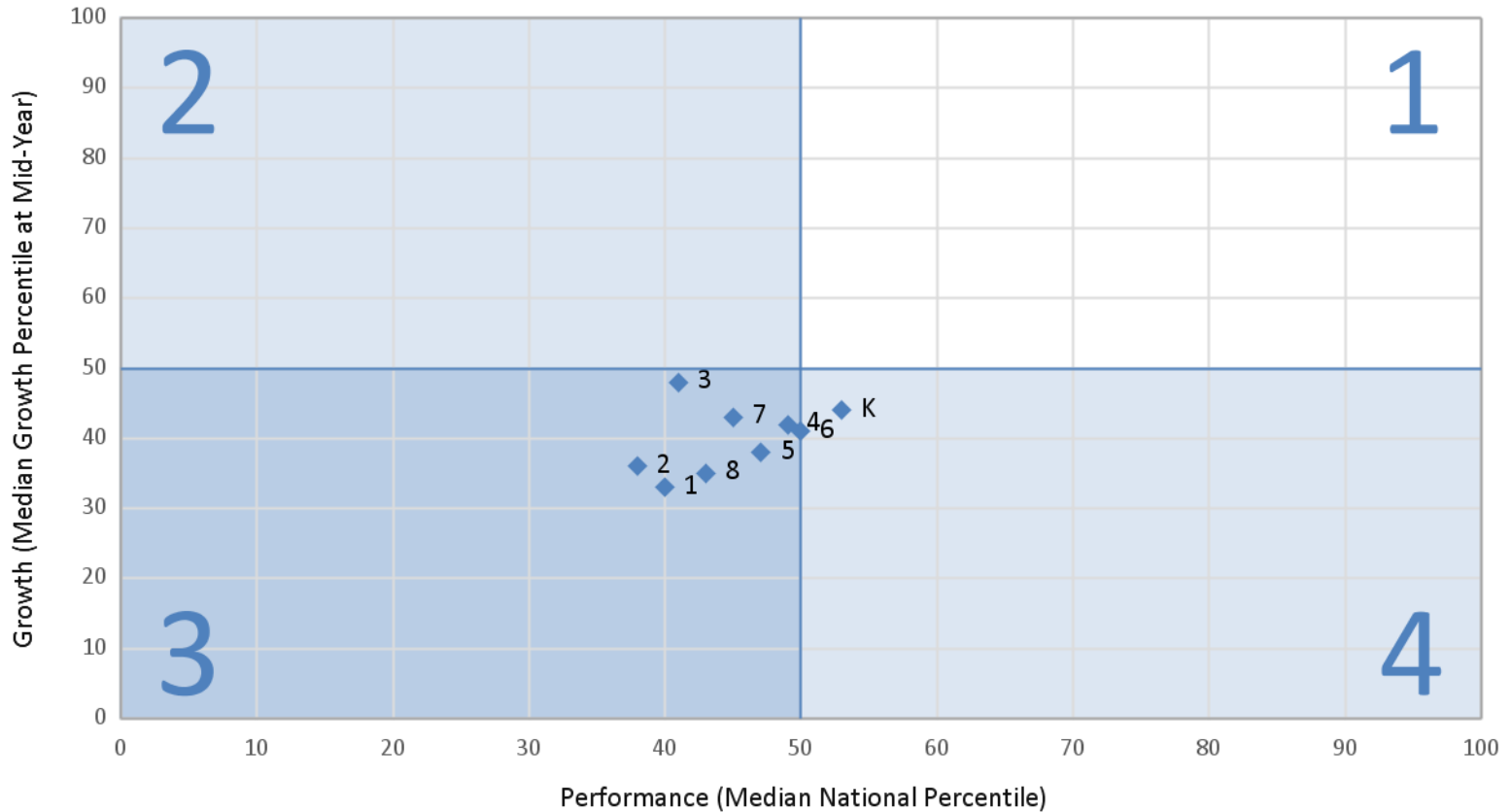
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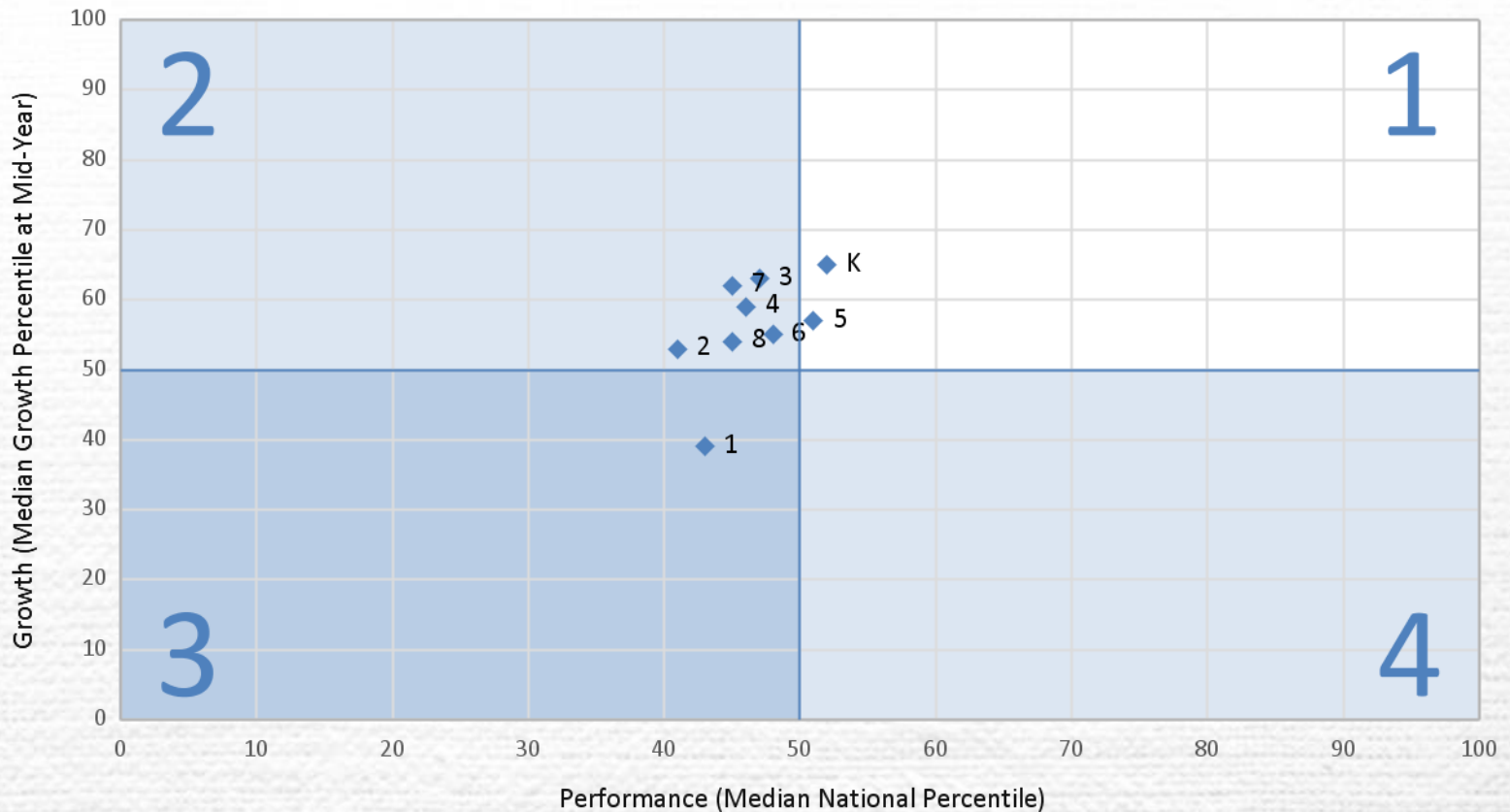
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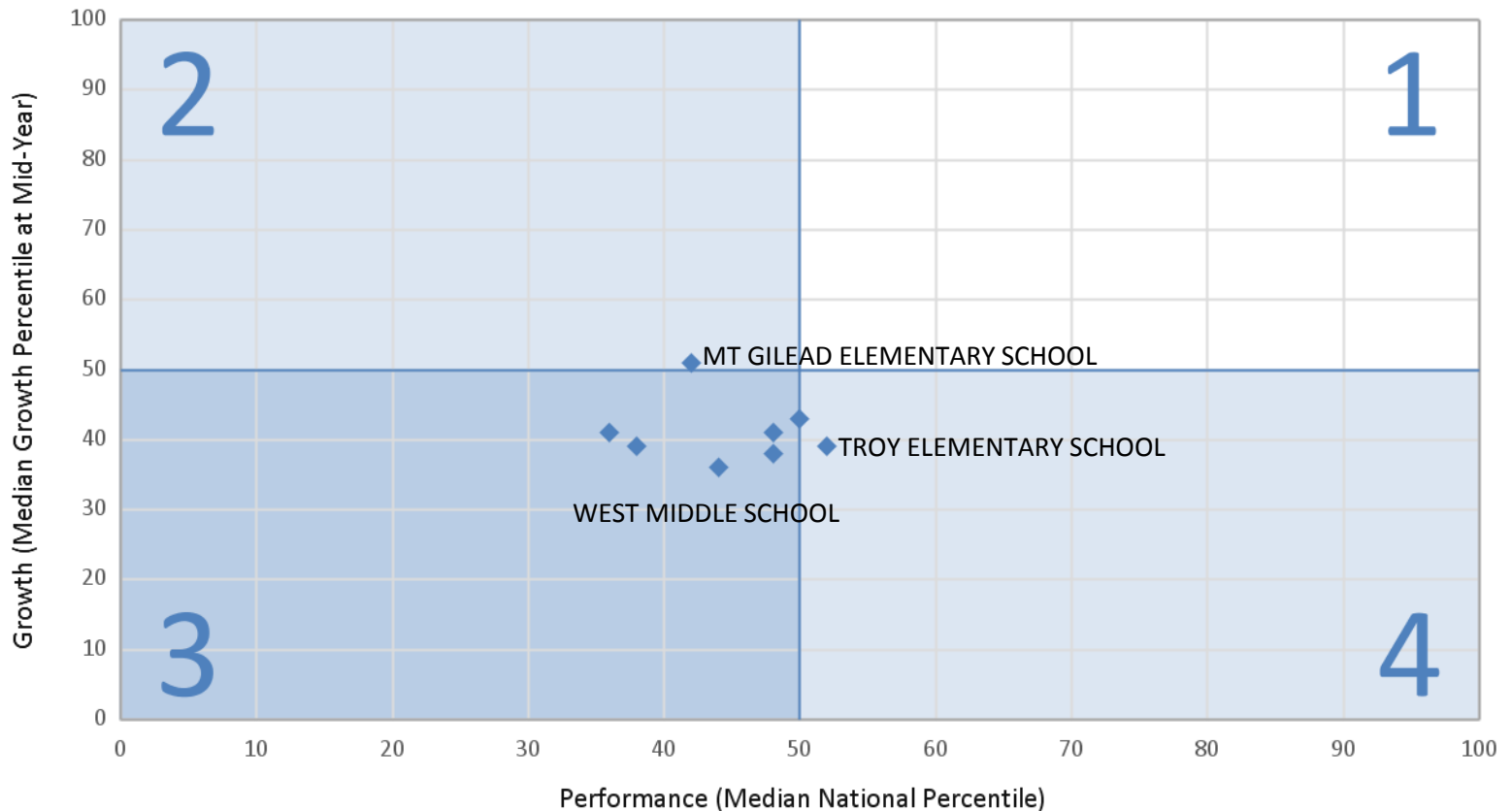
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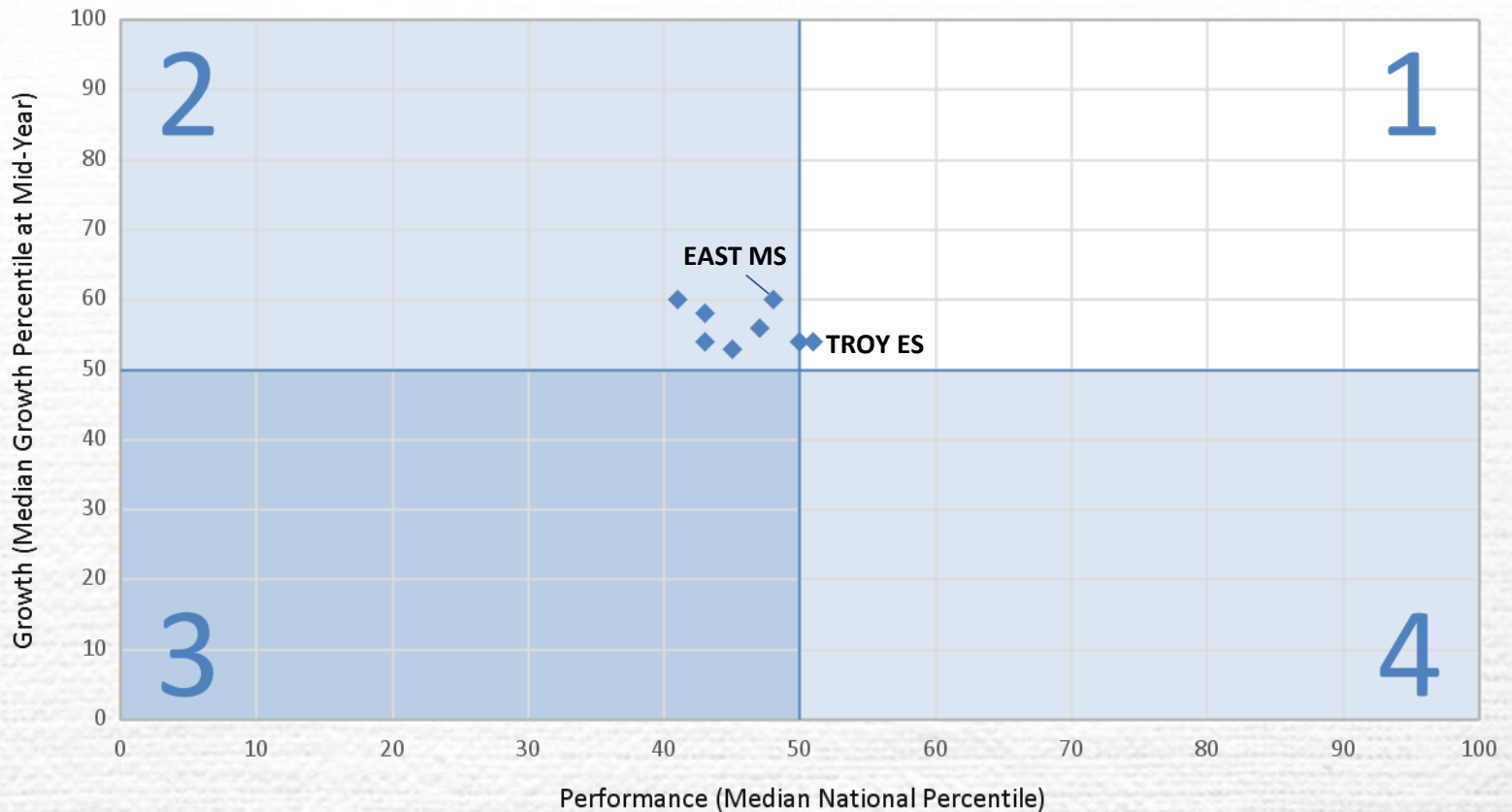
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How to think about performance

When you define “on-level” performance in i-Ready, this is what you see:

The screenshot shows the i-Ready Reports interface. At the top, there are navigation tabs: Home, Roster, Settings, Assignments, Reports (highlighted), and Resources. Below these are sub-tabs: District Reports, School Reports, Class Reports, Student Reports, and Export Queue. The main content area is divided into two sections: '1. Choose a Report' and '2. Choose Report Criteria'. In the '1. Choose a Report' section, there is a list of report types: Diagnostic, Student Growth by Grade and School, Performance by School and Grade (highlighted), Needs Analysis by Grade, Export - Diagnostic Completion, Instruction, Instructional Usage, Export - Instructional Usage, Diagnostic & Instruction, Export - Diagnostic & Instruction, and Export - License Usage. In the '2. Choose Report Criteria' section, there are dropdown menus for Academic year (Current (2016-2017)), Subject (Math), and Define "On Level" (Standard View: Performing at early, mid or late in their current grade level). There is also a 'Show:' dropdown menu with options: Standard View: Performing at early, mid or late in their current grade level (highlighted), Beginning of Year View: Performing <1 level below through end of current grade level, and End of Year View: Performing at mid or late in their current grade level. A 'Create Report' button is located at the bottom right of the '2. Choose Report Criteria' section.

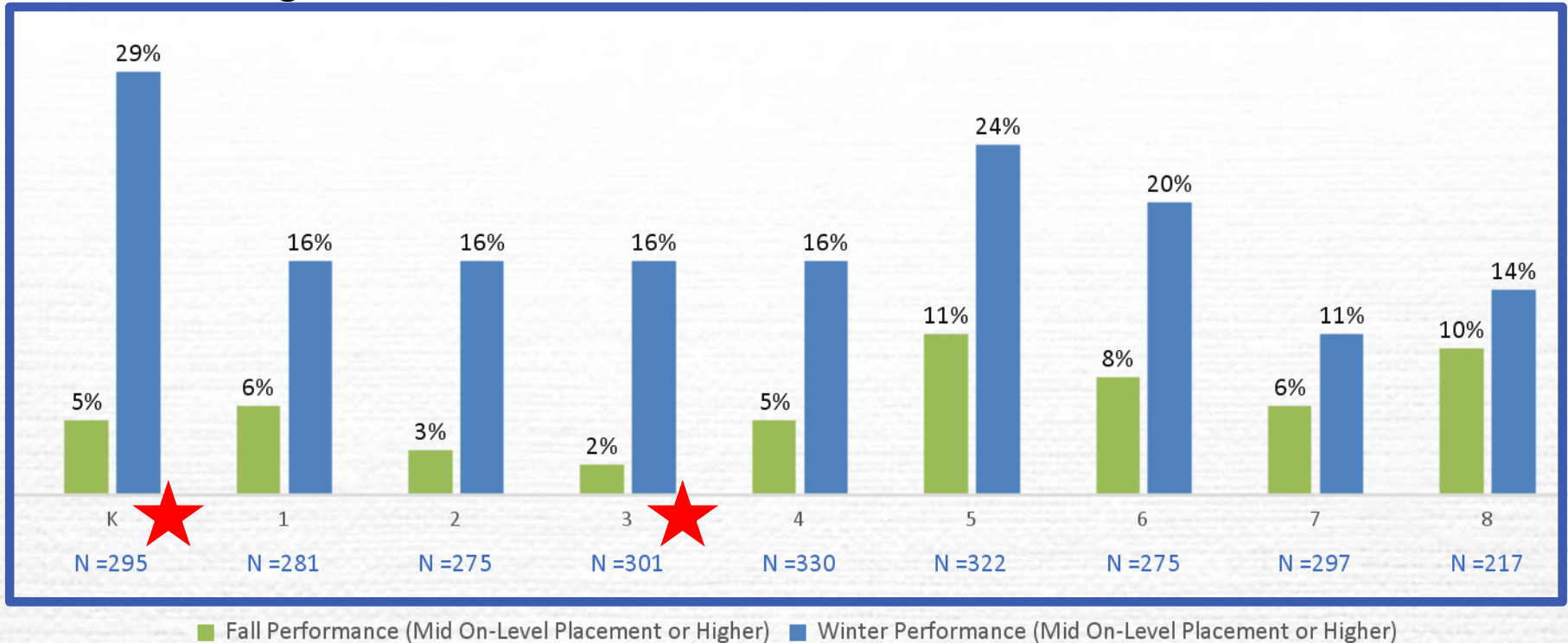
In this report, we look at performance in:

“Mid” On-Level Placement or Higher

Indicates that a student has met the minimum requirements to be considered proficient on grade level material. These students will most likely benefit from instruction in some of the more advanced on-grade level topics.

Fall and Winter Performance

Percentage of students reaching proficiency (mid on-level placement or higher) on the fall and winter Diagnostic assessments.

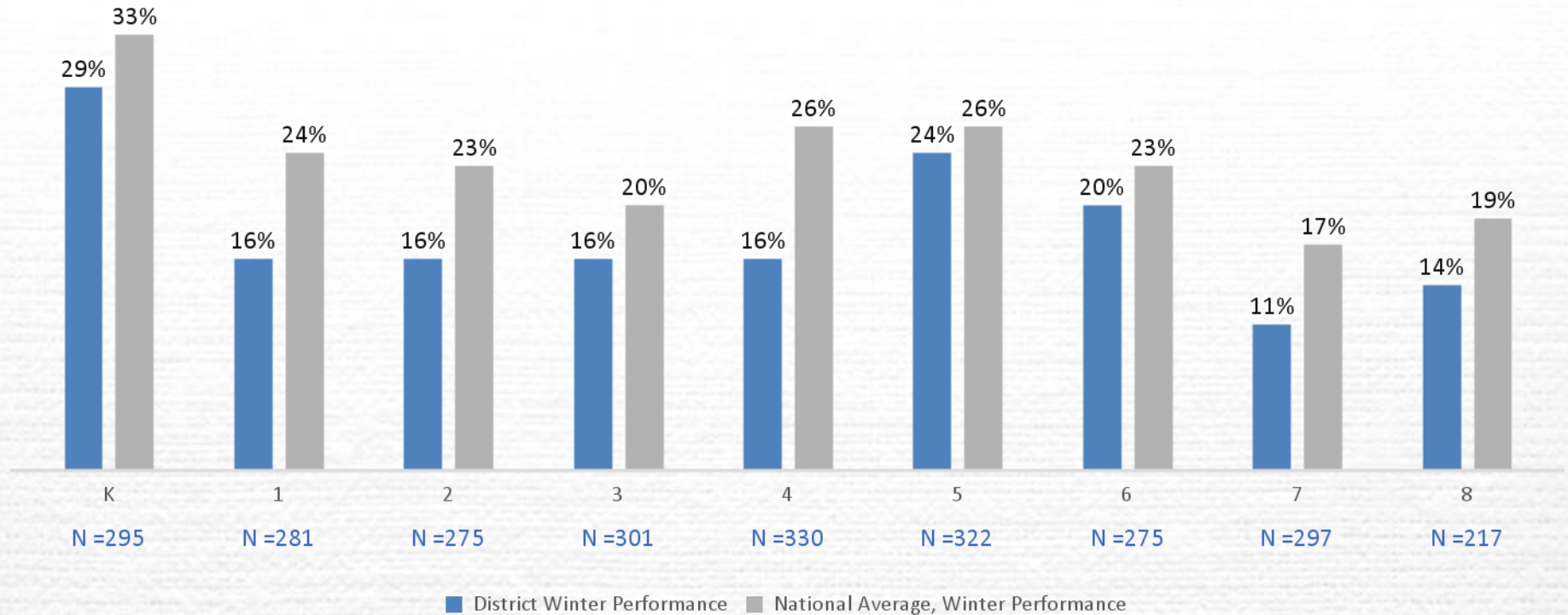


| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Fall Performance, Early On-Level Placement | 7% | 5% | 5% | 12% | 16% | 23% | 28% | 16% | 16% |
| Winter Performance, Early On-Level Placement | 22% | 14% | 10% | 28% | 29% | 27% | 27% | 25% | 23% |

Note: Performance data are based on Diagnostic assessments taken in the fall (Beginning of Academic Year to November 30) and winter (December 1 to March 15) windows, respectively. Tests with red rush flags are excluded. Mid on-level placement indicates that a student has met the minimum requirements to be considered proficient on grade-level material. These students will most likely benefit from instruction in some of the more advanced on-grade-level topics. Early on-level placement indicates that a student has only partially met expectations for their grade level and would benefit mostly from on-grade-level instruction.

Winter Performance, National Comparison

Percentage of students reaching proficiency (mid on-level placement or higher) on the winter Diagnostic assessment, with national comparison.

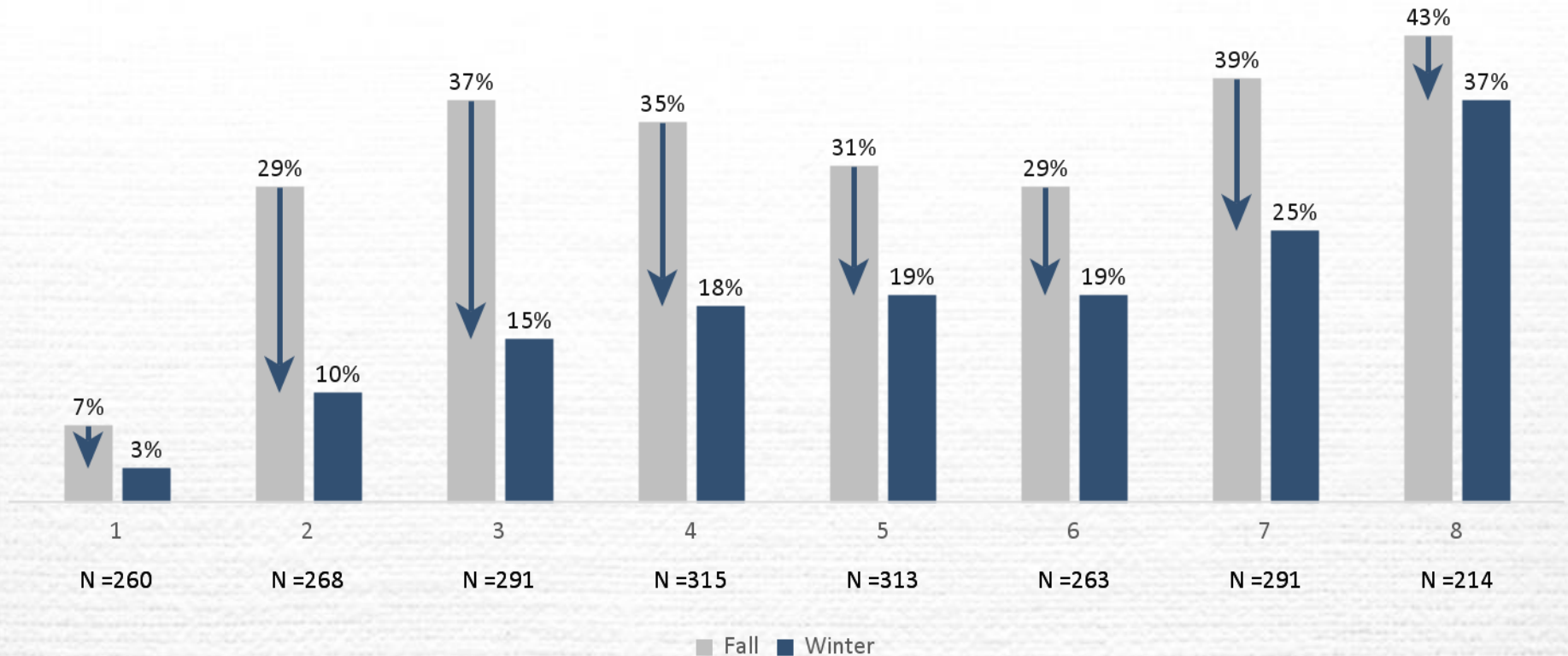


| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| District Winter Performance, Early On-Level Placement | 22% | 14% | 10% | 28% | 29% | 27% | 27% | 25% | 23% |
| National Winter Performance, Early On-Level Placement | 17% | 17% | 16% | 25% | 24% | 24% | 25% | 23% | 21% |

Note: District performance data and national averages are based on Diagnostic assessments taken in the winter window (December 1 to March 15). Tests with red rush flags are excluded. Mid on-level placement indicates that a student has met the minimum requirements to be considered proficient on grade-level material. These students will most likely benefit from instruction in some of the more advanced on-grade-level topics. Early on-level placement indicates that a student has only partially met expectations for their grade level and would benefit mostly from on-grade-level instruction. National averages are based on a nationally representative sample ranging from 32,000 to 112,000 students per grade.

Fall and Winter Distribution of Tier 3 Students

Percent of students in Tier 3 (> 1 Level Below) on the fall and winter Diagnostic assessments.

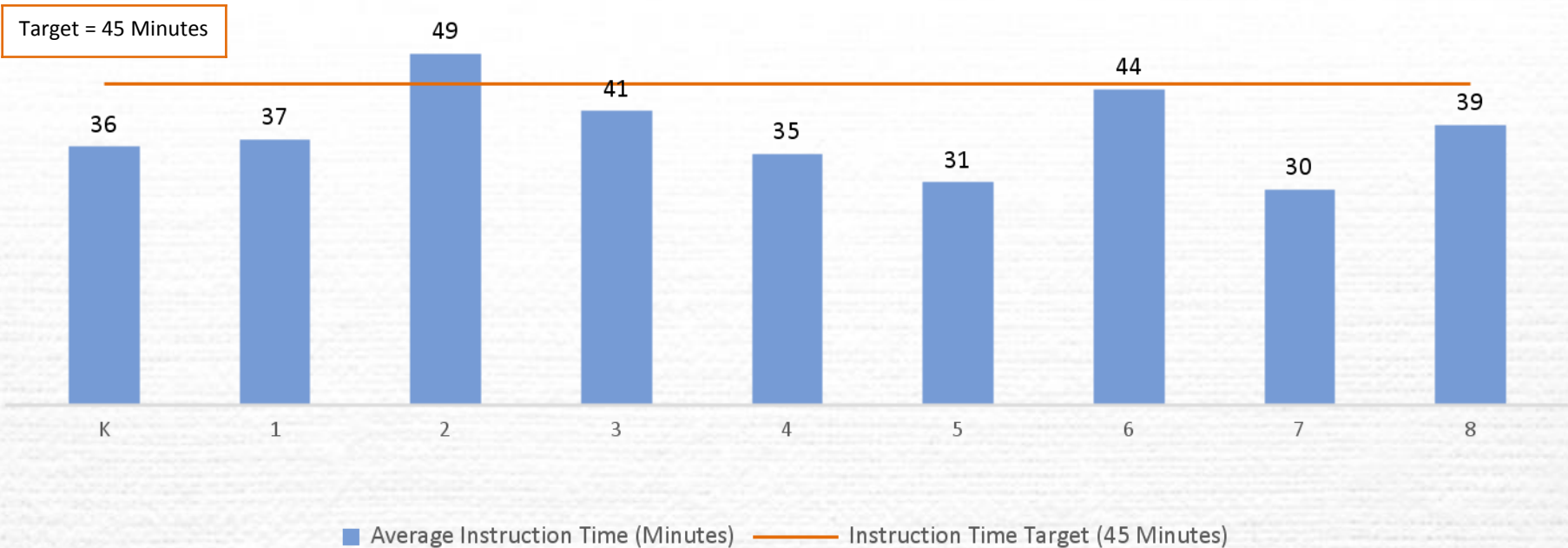


These percentages show the reduction, by grade, in the district's Tier 3 population over the course of the academic year.

i-Ready RTI tiers used here correspond to the end-of-year view, and are defined as the following: Tier 1: On Level (Mid/Late) or Above; Tier 2: 1 Level Below and On Level (Early); Tier 3: > 1 Level Below. Students are included if they completed two assessments between 12 and 22 weeks apart and did not receive a red rush flag on either assessment. Kindergarten students will not appear on this slide because they cannot receive a placement of > 1 Level Below.

i-Ready Instruction Usage

Average weekly usage of i-Ready Instruction, by grade.



Average Instruction Pass Rates, by Grade:

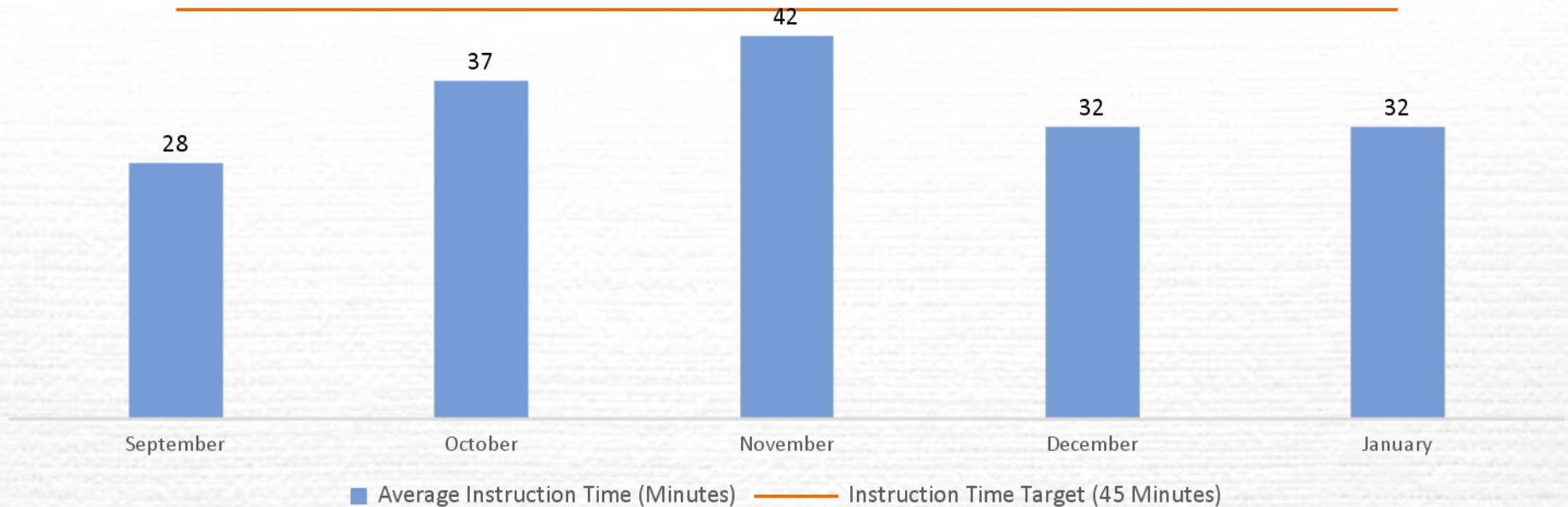
| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Average Pass Rate | 55% | 82% | 78% | 76% | 66% | 59% | 57% | 56% | 52% |
| Number of Students Included | 305 | 281 | 273 | 278 | 305 | 288 | 256 | 198 | 165 |

Note: Instructional time is the cumulative time a student spent completing the lesson. Additional online activities, such as Diagnostic time and time spent on other i-Ready instructional tools, are not captured in this calculation. Only students who completed an online lesson in at least three calendar months are included in this analysis. A lesson score of 70 is a passing score.

i-Ready Instruction Usage

Average weekly usage of i-Ready Instruction, by month.

Target = 45 Minutes



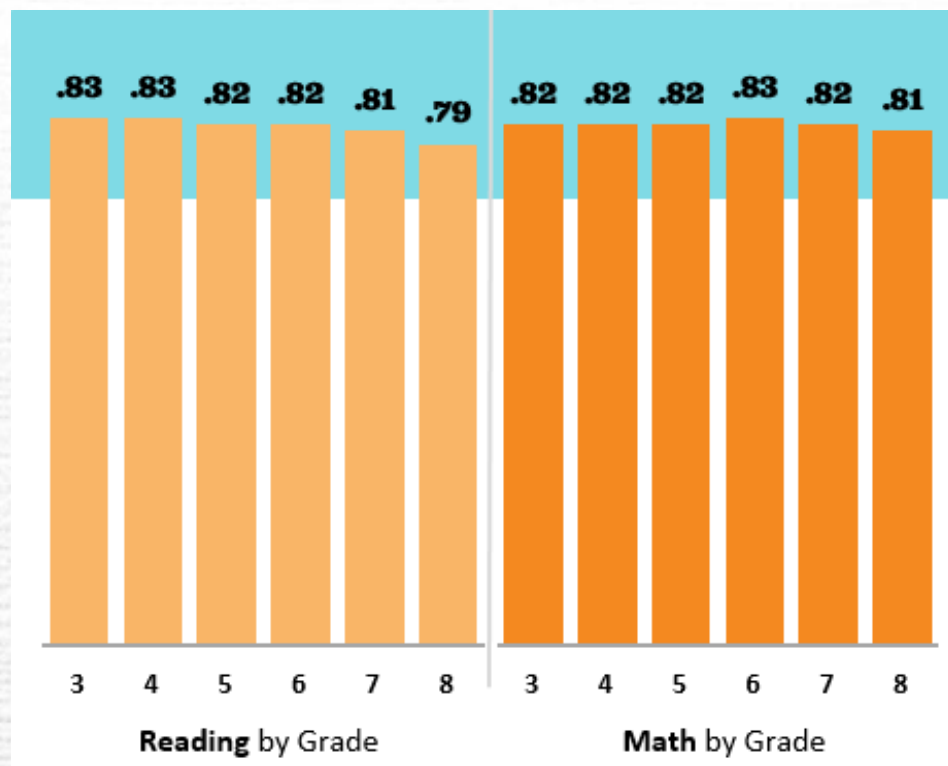
Average Weekly Usage by Month, Active Users:

| Month | September | October | November | December | January |
|-----------------------------|-----------|---------|----------|----------|---------|
| Number of Active Students | 2,079 | 2,316 | 2,274 | 2,121 | 2,036 |
| Percent Averaging ≥ 45 | 17% | 30% | 42% | 19% | 21% |
| Percent of Students Active | 78% | 87% | 86% | 80% | 77% |

Note: Instructional time is the cumulative time a student spent completing the lesson. Additional online activities, such as Diagnostic time and time spent on other i-Ready instructional tools, are not captured in this calculation. Data include any student completing at least one lesson in a given month. Percent Averaging ≥ 45 is a percentage of active students for that month. Percent of Students Active is a percentage of all students who used instruction in any month.

i-Ready and NC EOG Assessments

Research conducted in fall of 2017 by the Educational Research Institute of America showed i-Ready Diagnostic to be highly correlated with NC EOG assessment scores and predictive of NC EOG results.

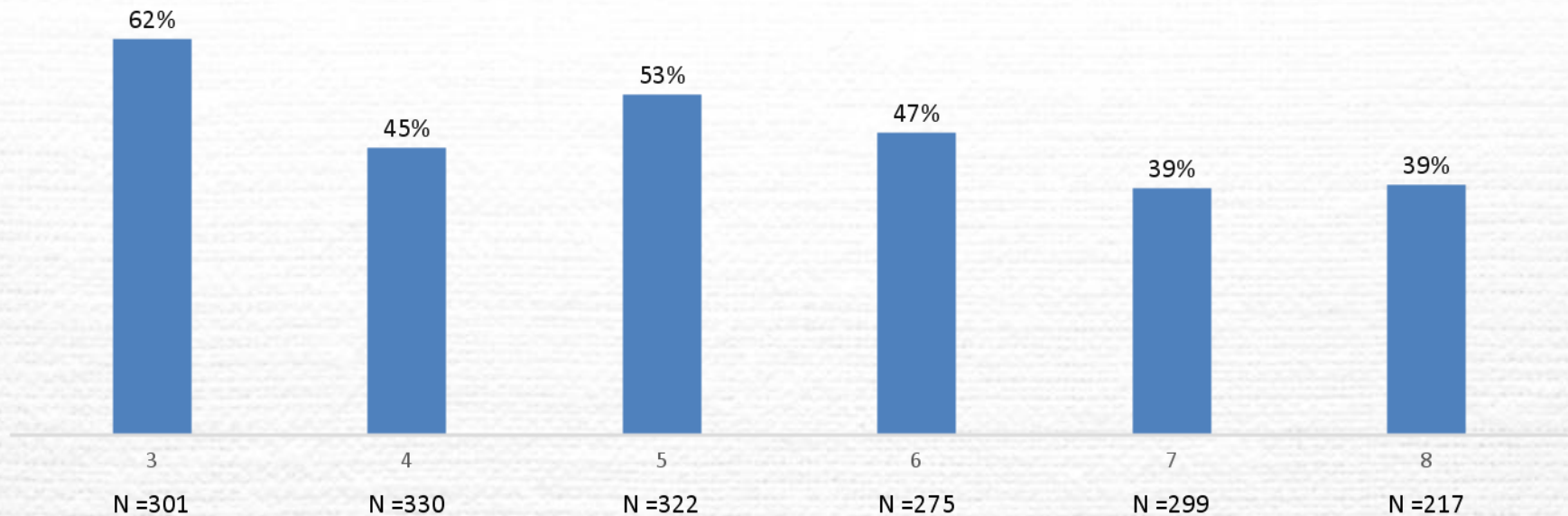


Key findings include:

- i-Ready is highly correlated with NC EOG assessment results.
- i-Ready is highly predictive of NC EOG assessment results.

Predicted NC EOG Proficiency for Spring 2018

Percentage of students likely to be proficient (students at Level 3 and above) by the end of the year.

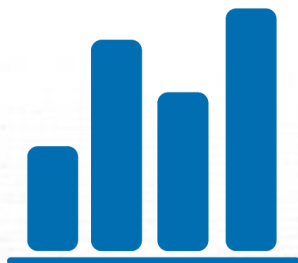


Note: The predictions presented here are based on an analysis of the end-of-year performance of students who tested during the winter window (December 1 to March 15). The actual percentage of students will vary within a range of the predicted value. The range is sensitive to the number of students included. For the numbers of students included above, the range is plus or minus 4% of the predicted value.



Reading Performance Review

Who is Included in the Reading Analysis?



Fall Performance: 2,543 students

Winter Performance: 2,602 students



Student Growth: 2,483 students



i-Ready Instruction: 2,183 students

Note: Performance data include any student with a fall or winter Diagnostic completed within the testing windows: Fall - Beginning of Academic Year to November 30, Winter - December 1 to March 15. Growth data include any student with two Diagnostics taken between 12 and 22 weeks apart, regardless of testing windows. Both growth and performance data exclude tests with red rush flags. The instruction data include those students who completed at least one i-Ready lesson in three different calendar months.

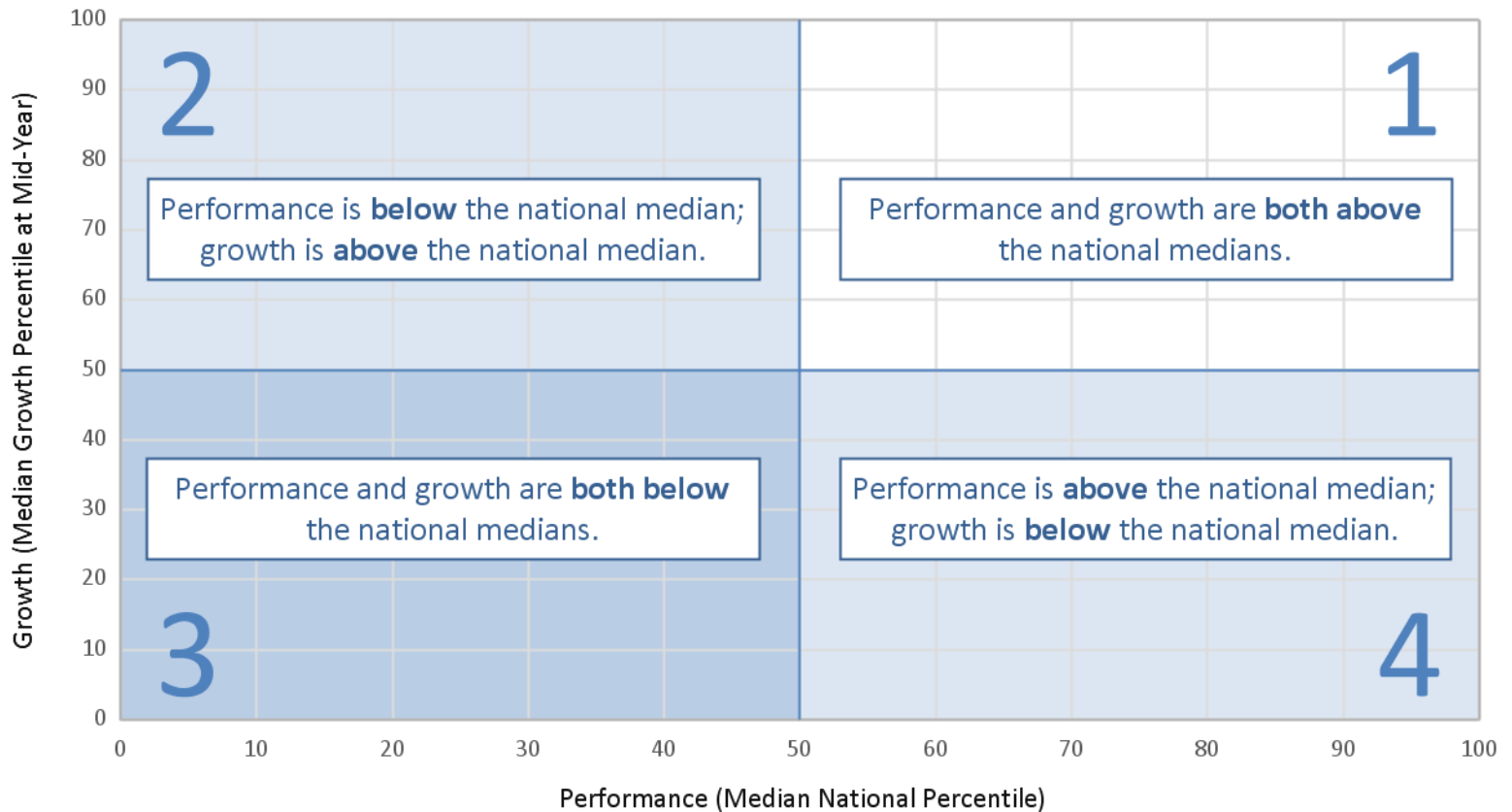
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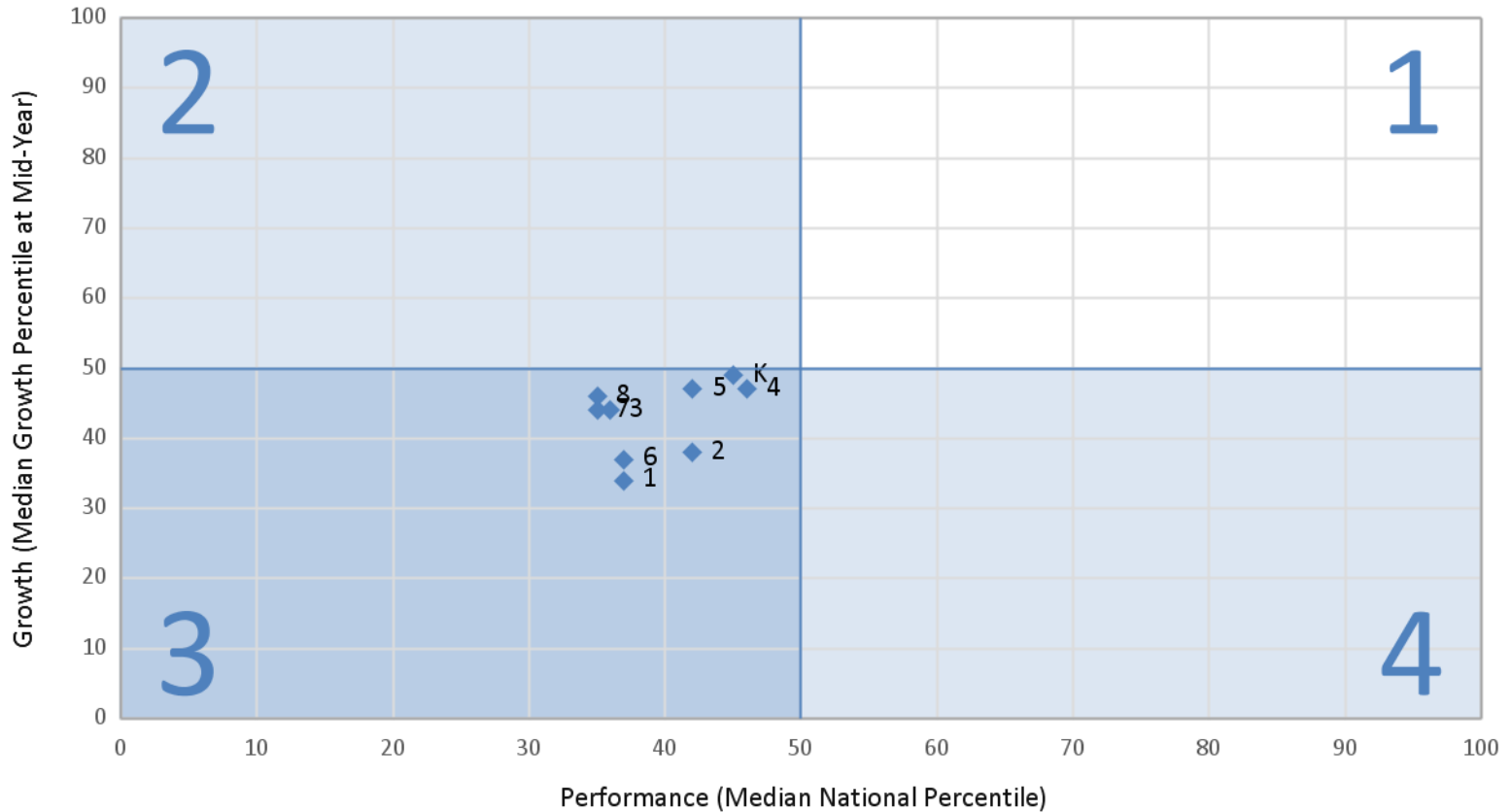
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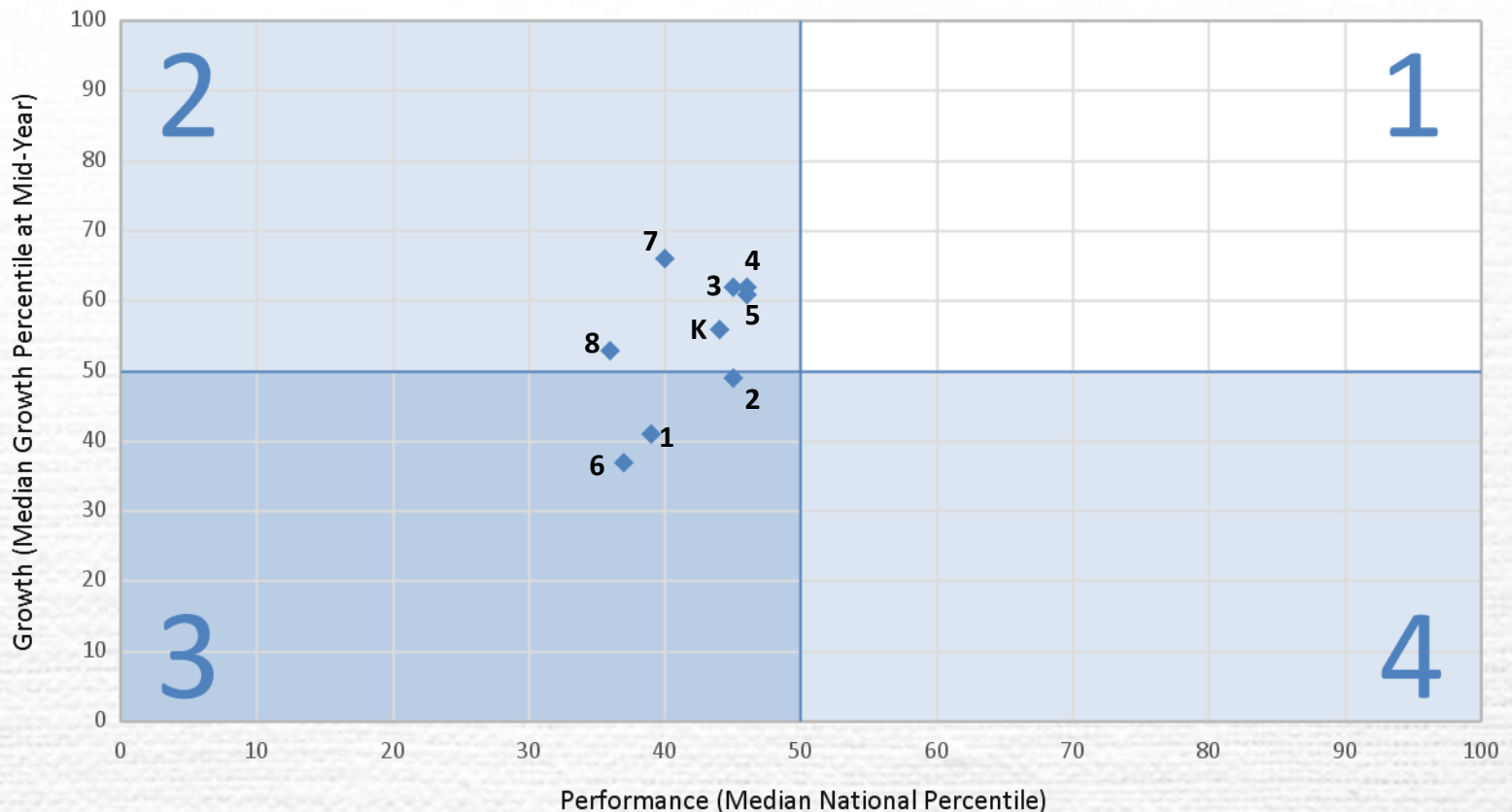
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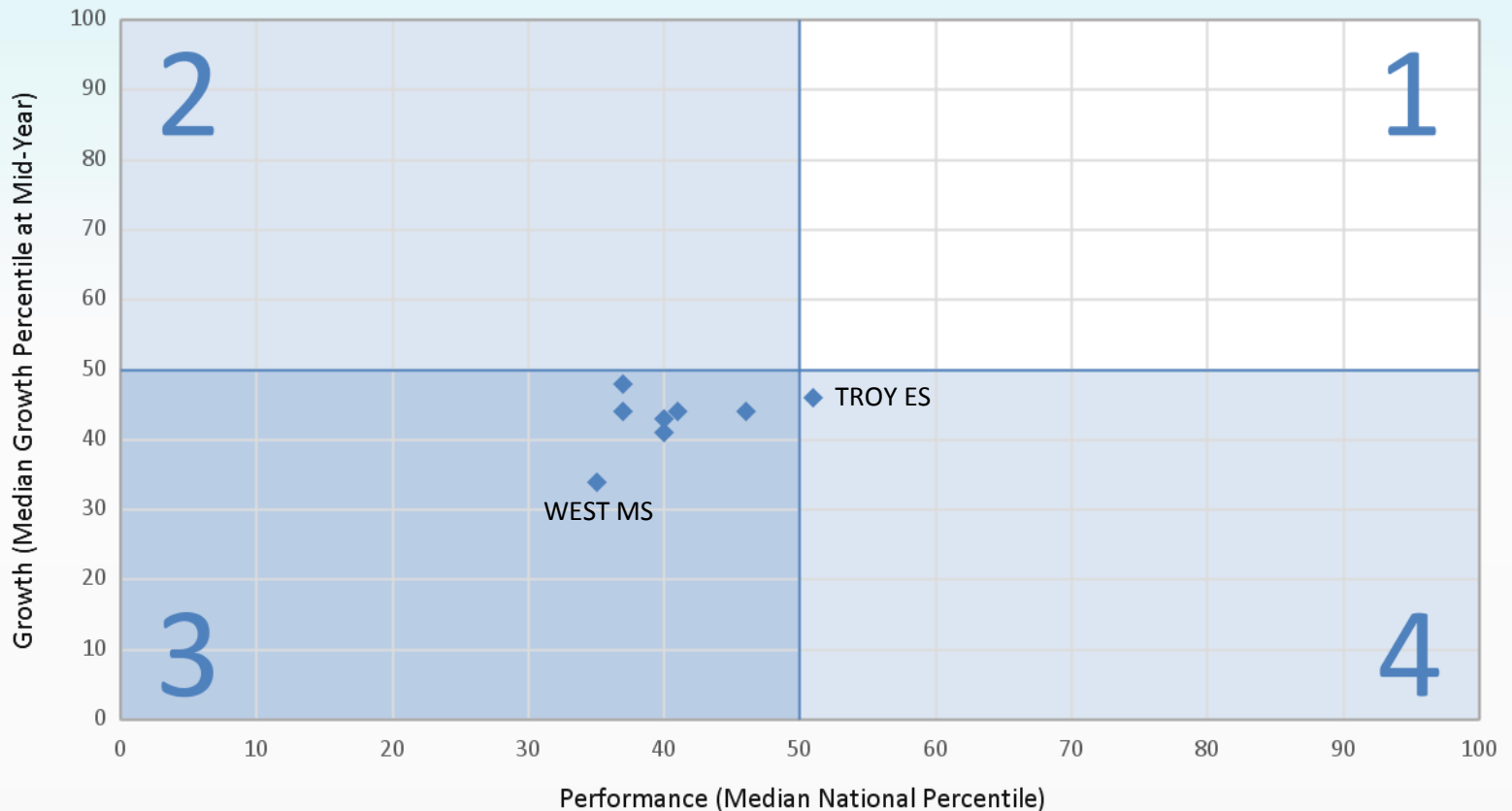
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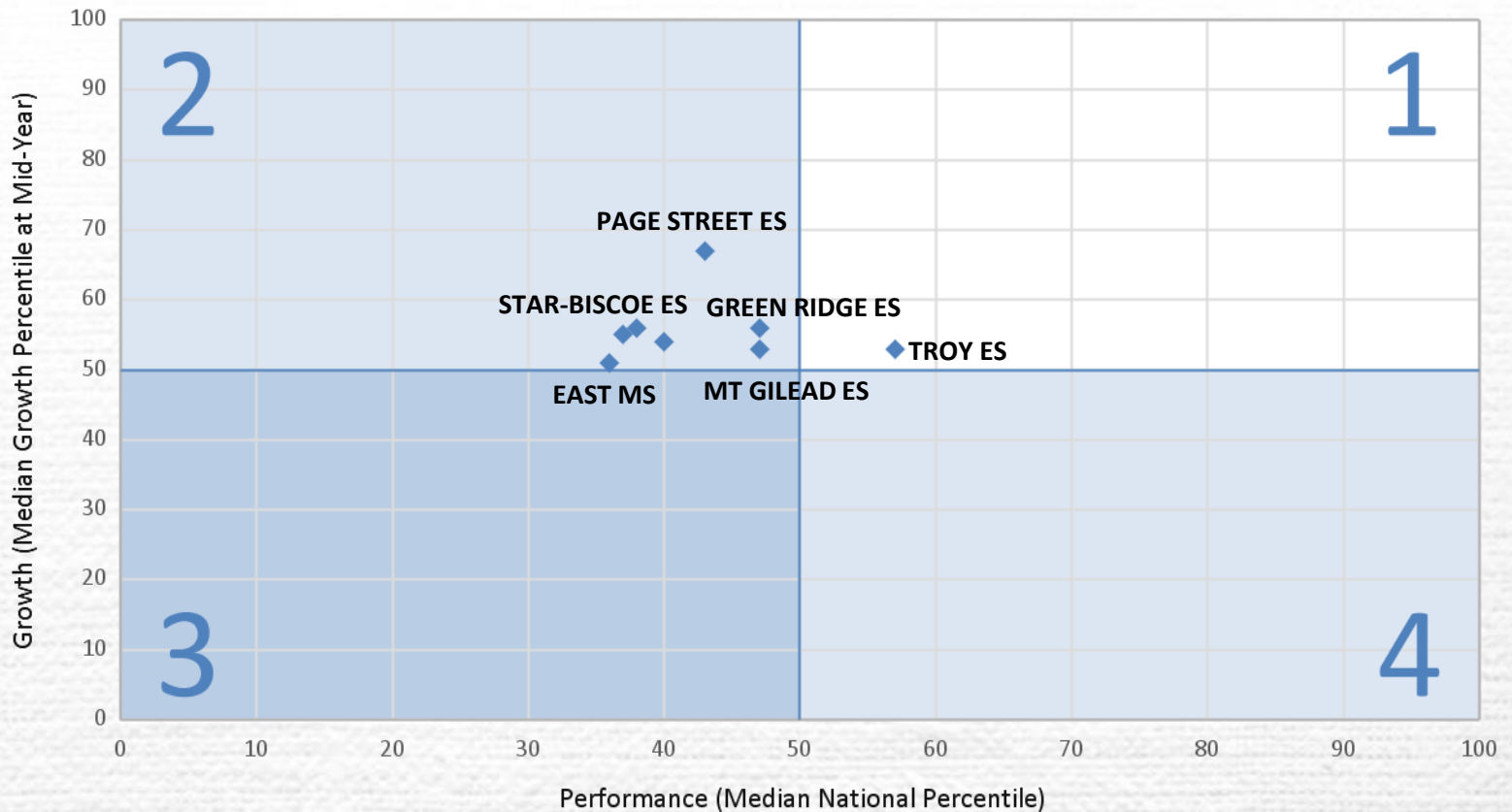
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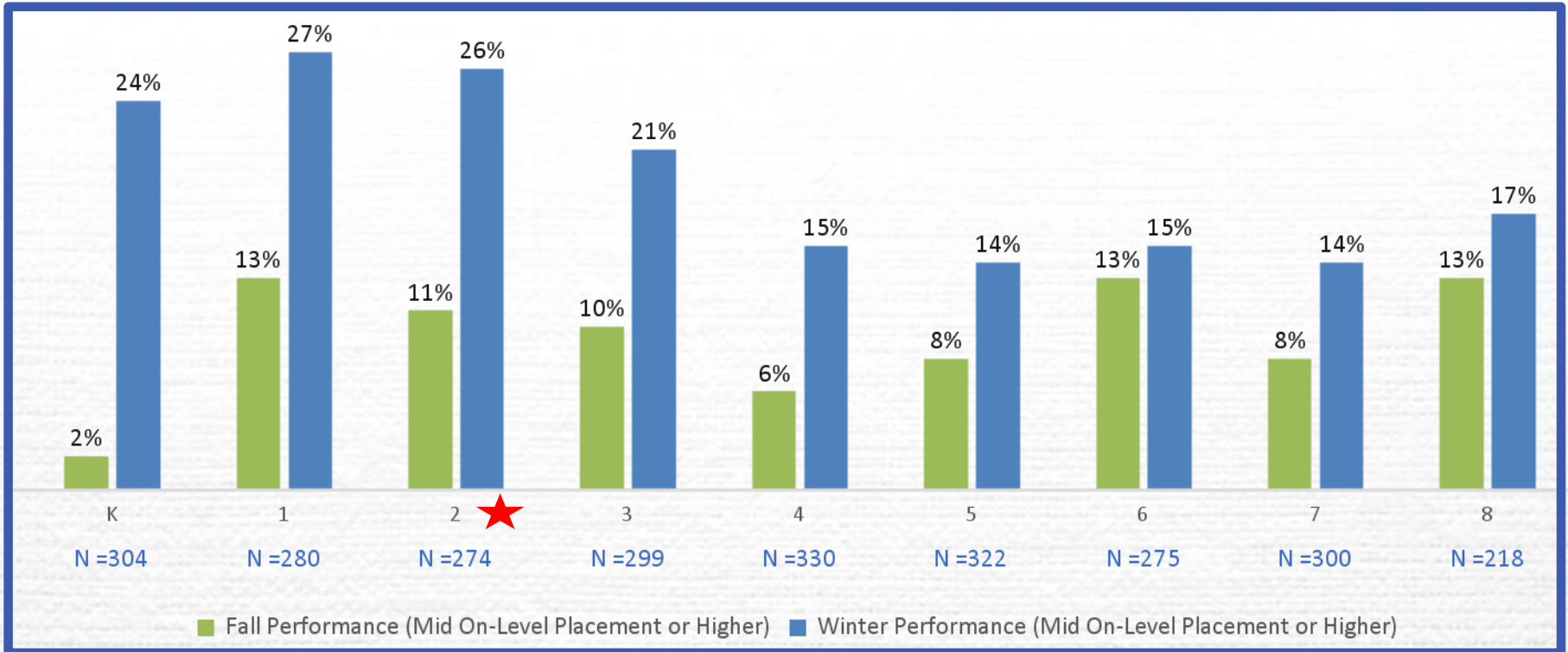


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Fall and Winter Performance

Percentage of students reaching proficiency (mid on-level placement or higher) on the fall and winter Diagnostic assessments.

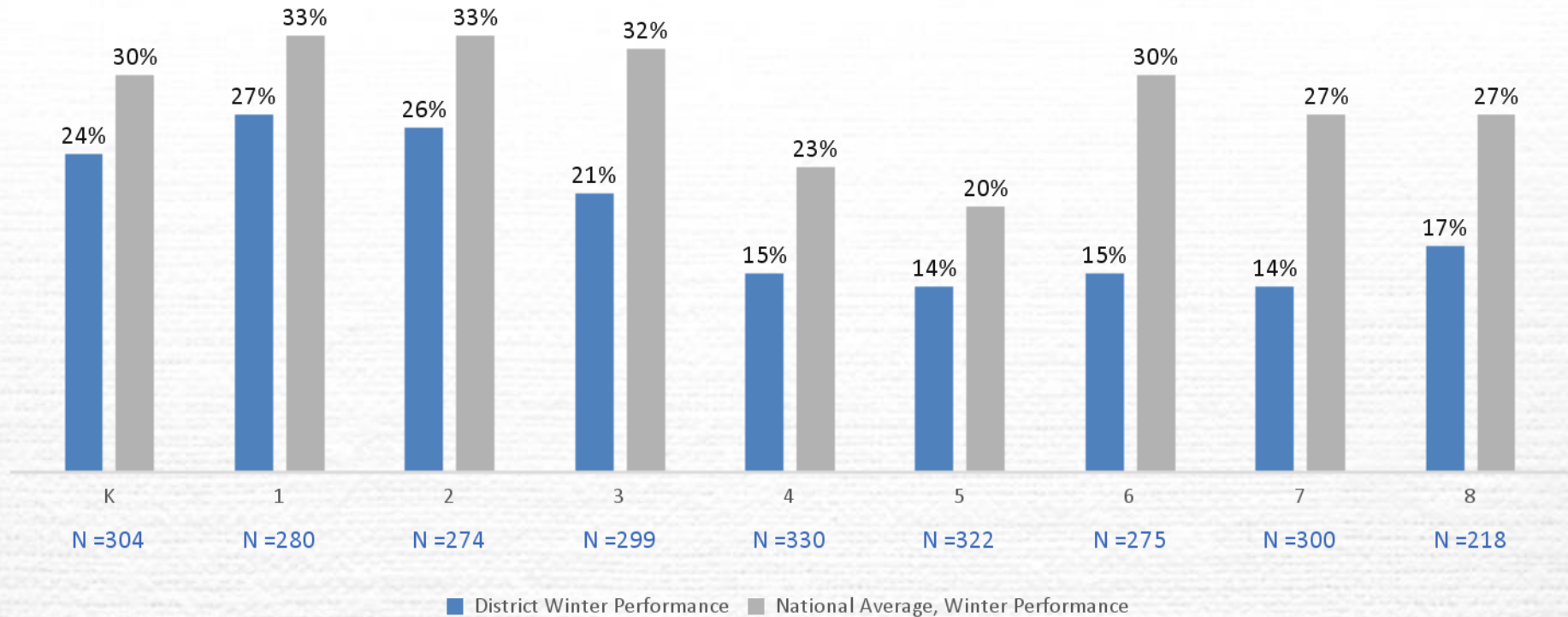


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|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Fall Performance, Early On-Level Placement | 13% | 7% | 16% | 25% | 11% | 11% | 11% | 12% | 15% |
| Winter Performance, Early On-Level Placement | 35% | 12% | 21% | 38% | 17% | 18% | 9% | 20% | 16% |

Note: Performance data are based on Diagnostic assessments taken in the fall (Beginning of Academic Year to November 30) and winter (December 1 to March 15) windows, respectively. Tests with red rush flags are excluded. Mid on-level placement indicates that a student has met the minimum requirements to be considered proficient on grade-level material. These students will most likely benefit from instruction in some of the more advanced on-grade-level topics. Early on-level placement indicates that a student has only partially met expectations for their grade level and would benefit mostly from on-grade-level instruction.

Winter Performance, National Comparison

Percentage of students reaching proficiency (mid on-level placement or higher) on the winter Diagnostic assessment, with national comparison.

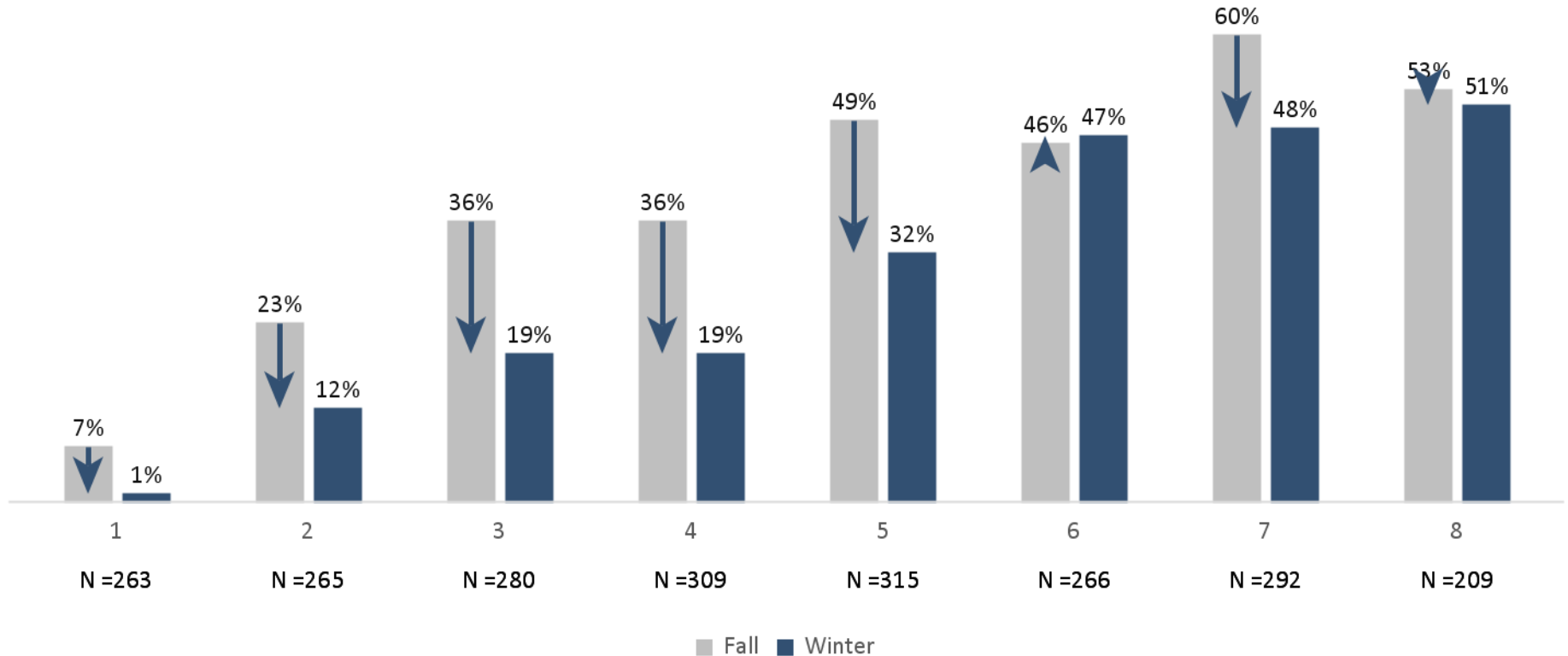


| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| District Winter Performance, Early On-Level Placement | 35% | 12% | 21% | 38% | 17% | 18% | 9% | 20% | 16% |
| National Winter Performance, Early On-Level Placement | 35% | 18% | 20% | 28% | 17% | 20% | 13% | 16% | 18% |

Note: District performance data and national averages are based on Diagnostic assessments taken in the winter window (December 1 to March 15). Tests with red rush flags are excluded. Mid on-level placement indicates that a student has met the minimum requirements to be considered proficient on grade-level material. These students will most likely benefit from instruction in some of the more advanced on-grade-level topics. Early on-level placement indicates that a student has only partially met expectations for their grade level and would benefit mostly from on-grade-level instruction. National averages are based on a nationally representative sample ranging from 32,000 to 112,000 students per grade.

Fall and Winter Distribution of Tier 3 Students

Percent of students in Tier 3 (> 1 Level Below) on the fall and winter Diagnostic assessments.



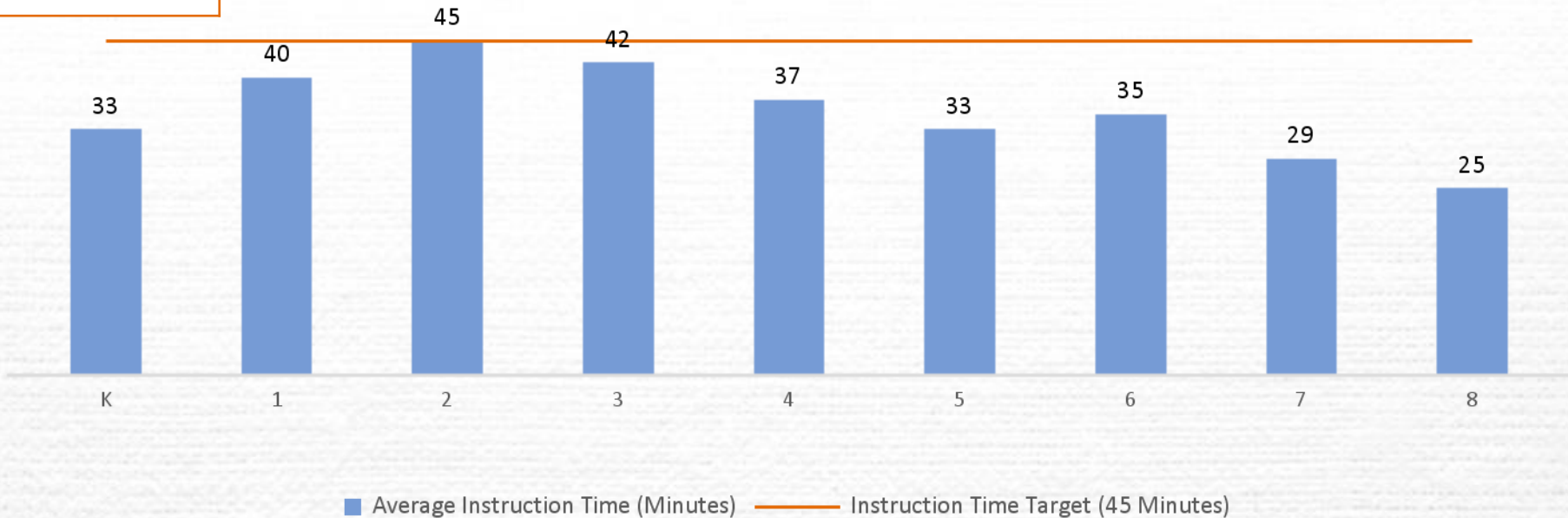
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i-Ready Instruction Usage

Average weekly usage of i-Ready Instruction, by grade.

Target = 45 Minutes



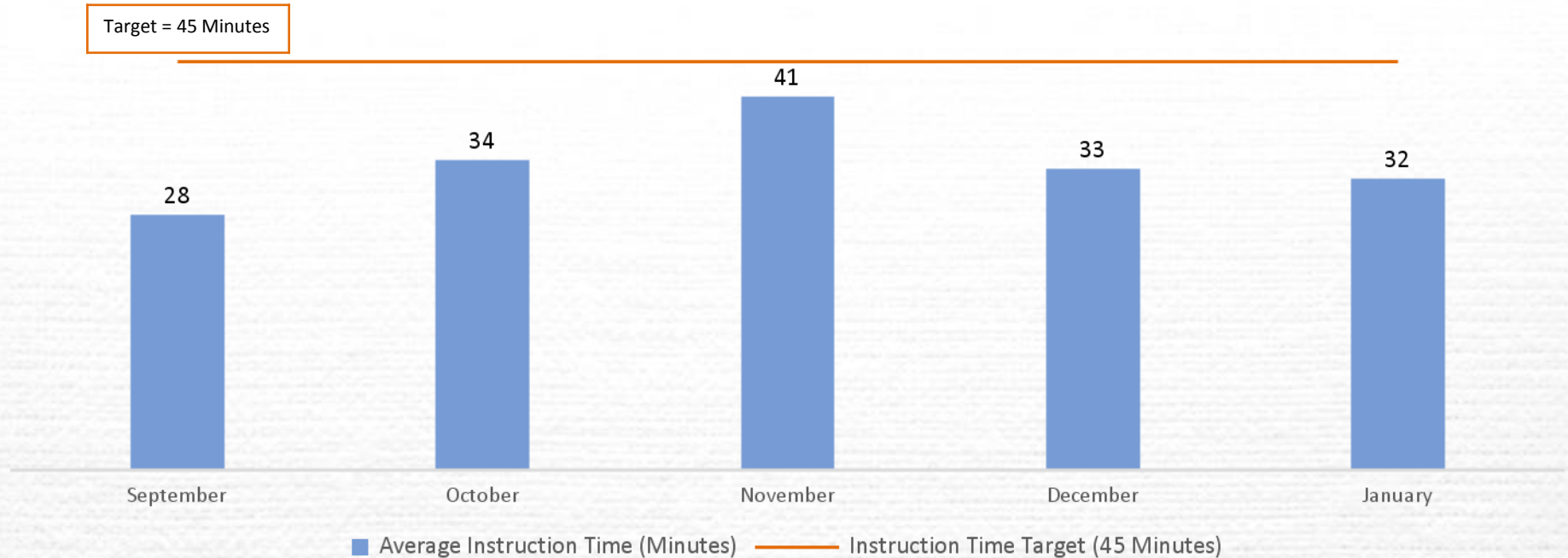
Average Instruction Pass Rates, by Grade:

| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Average Pass Rate | 57% | 80% | 79% | 76% | 71% | 68% | 67% | 71% | 59% |
| Number of Students Included | 310 | 281 | 272 | 281 | 288 | 271 | 238 | 159 | 83 |

Note: Instructional time is the cumulative time a student spent completing the lesson. Additional online activities, such as Diagnostic time and time spent on other i-Ready instructional tools, are not captured in this calculation. Only students who completed an online lesson in at least three calendar months are included in this analysis. A lesson score of 70 is a passing score.

i-Ready Instruction Usage

Average weekly usage of i-Ready Instruction, by month.



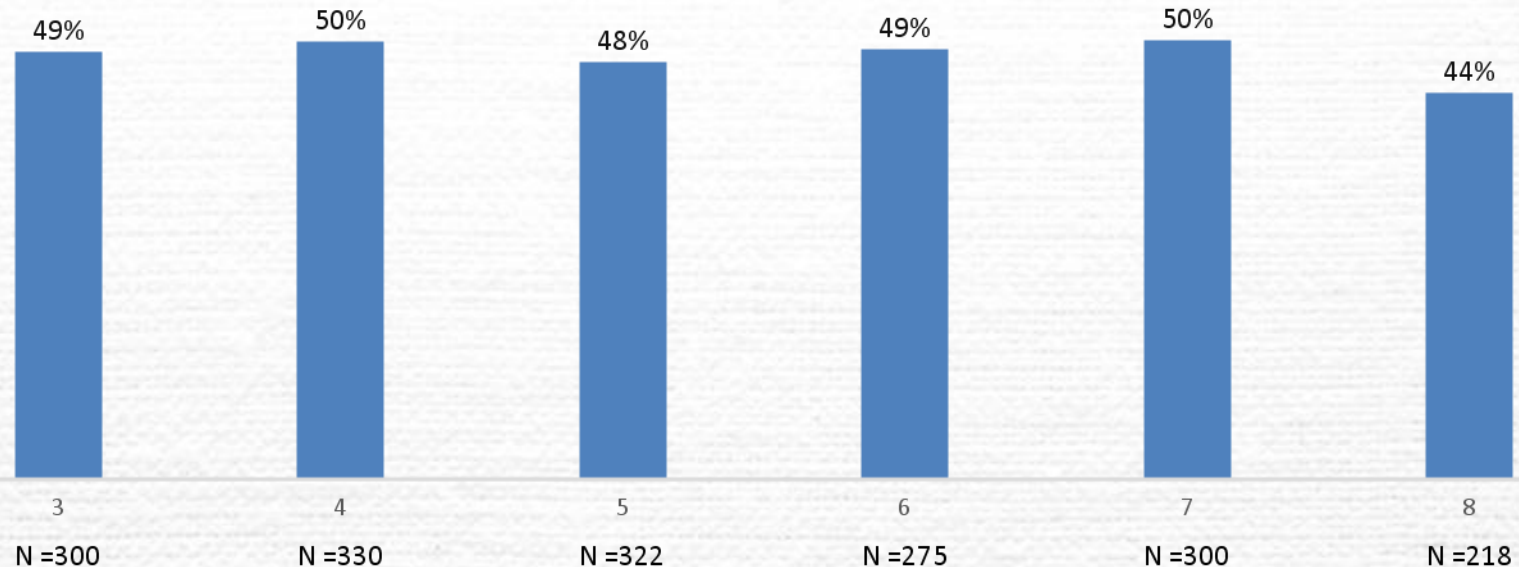
Average Weekly Usage by Month, Active Users:

| Month | September | October | November | December | January |
|-----------------------------|-----------|---------|----------|----------|---------|
| Number of Active Students | 1,977 | 2,251 | 2,070 | 1,950 | 1,932 |
| Percent Averaging ≥ 45 | 18% | 27% | 40% | 19% | 21% |
| Percent of Students Active | 75% | 85% | 78% | 74% | 73% |

Note: Instructional time is the cumulative time a student spent completing the lesson. Additional online activities, such as Diagnostic time and time spent on other i-Ready instructional tools, are not captured in this calculation. Data include any student completing at least one lesson in a given month. Percent Averaging ≥ 45 is a percentage of active students for that month. Percent of Students Active is a percentage of all students who used instruction in any month.

Predicted NC EOG Proficiency for Spring 2018

Percentage of students likely to be proficient (students at Level 3 and above) by the end of the year.



Note: The predictions presented here are based on an analysis of the end-of-year performance of students who tested during the winter window (December 1 to March 15). The actual percentage of students will vary within a range of the predicted value. The range is sensitive to the number of students included. For the numbers of students included above, the range is plus or minus 4% of the predicted value.

Professional Development Progress and Planning

Montgomery County Year to Date:

| Sessions Scheduled for X Site Packages (Y ES & Z MS) | |
|---|--------------------|
| Course | Sessions Completed |
| Leadership Best Practices I | 2 (1*) |
| Adv User – Investing Students in Goals | 8 (6/2) |
| Adv User – Collaborative Planning | 3 (3/0) |
| Total Sessions for the Academic Year | 18 |
| Sessions Remaining to be Scheduled | 5 |

*unpaid

Approximately **100%** of users trained
in one or more PD sessions.

Plan for remainder of the year:

- *Follow up with schools on implementation of provided PD, and determine opportunities for review*
- *Schedule and provide remaining unscheduled sessions*
- *Touchpoints with schools, as requested/accepted*

Initial thoughts for next school year:

- *Survey district leadership on customized requests for next year*
- *Must deliver sessions on new teacher interface and growth model*
- *Consider opportunities for any centralized training to ensure standardized scheduling and delivery*

Review of Standards Mastery Implementation

Standards Mastery usage summary by grade and subject.

| | Grade | Students Using Standards Mastery | Average Number of Unique Standards Assessed YTD | Average Number of Assessments Completed YTD | Average Number of Standards per Assessment | Average Time Spent per Assessment |
|---------|-------|----------------------------------|---|---|--|-----------------------------------|
| Math | 2 | | | | | |
| | 3 | 86 | 5.1 | 9.3 | 1.0 | 13 min. |
| | 4 | 68 | 2.8 | 2.8 | 1.0 | 15 min. |
| | 5 | 81 | 1.0 | 2.0 | 1.0 | 8 min. |
| | 6 | 34 | 1.0 | 1.0 | 1.0 | 22 min. |
| | 7 | 129 | 2.2 | 3.8 | 1.1 | 27 min. |
| | 8 | 105 | 1.9 | 1.9 | 1.0 | 19 min. |
| Reading | 2 | | | | | |
| | 3 | 68 | 1.5 | 1.7 | 1.0 | 14 min. |
| | 4 | 170 | 3.7 | 8.5 | 1.0 | 17 min. |
| | 5 | 82 | 2.5 | 2.5 | 1.0 | 20 min. |
| | 6 | 120 | 3.9 | 4.9 | 1.4 | 22 min. |
| | 7 | 124 | 1.0 | 1.6 | 1.0 | 18 min. |
| | 8 | 103 | 2.0 | 1.0 | 2.0 | 42 min. |

Students Using Standards Mastery: this is the number of unique students in the district who completed at least one Standards Mastery assessment.

Average Number of Unique Standards Assessed YTD: this is the average number of unique standards assigned per student on Standards Mastery assessments year to date.

Average Number of Assessments Completed YTD: this is the average number of Standards Mastery assessments completed per student, year to date.

Average Number of Standards per Assessment: this is the average number of standards or substandards included per assessment.

Average Time Spent per Assessment: this is the average number of minutes spent per Standards Mastery assessment.

Review of Standards Mastery Implementation

Recapping our Standards Mastery approach:

What's working well? Any adjustments needed?

Reflecting on Goals and Progress

Recapping our goals:

Goal 1: Consider other opportunities to foster student ownership

Goal 2: Better implementation of Teacher Toolbox

Goal 3: Teachers increase their use of i-Ready data to drive instruction

Progress and Successes:

A: Year over year data shows that grades and schools show increase in growth.

B: All teachers participated in Professional Development this year.

C: Lower elementary grades are closer to target with 75% pass rate.

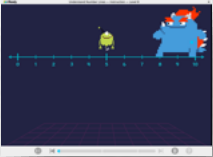
New for Back to School 2018

i-Ready will be simpler, faster, and even more impactful in the classroom for educators and their students.



New Experience for Teachers

A redesigned i-Ready will give more insight with fewer clicks and show teachers the actions that will help drive the greatest gains.



The Best Instruction is Getting Better

Students will have even more new cutting-edge digital instruction and practice, with new K–5 Reading lessons and a major expansion of K–5 Math.



All in HTML5

i-Ready will be completely in HTML5 and fully available to students on supported iPads.*



New Growth Targets, Differentiated for Every Student

Every student will have growth targets based on their performance on the fall Diagnostic, providing a more personalized expectation of growth.

* HTML5 versions of lessons in Grade 3 Phonics and portions of Grades 3–5 Vocabulary are planned for release in late 2018.

A New Growth Model

Every student will have differentiated targets based on their performance on the fall Diagnostic, providing a more personalized expectation of growth.

- Our model for student growth will be changing for back to school 2018 to reflect our research into the growth of millions of students.
- Our new growth model uses two new measures to evaluate student growth:
 - **Typical Growth:** the amount we *expect* students to grow across an academic year.
 - **Stretch Growth:** a more ambitious goal, i.e., how much we want each student to grow to put him or her on a path towards proficiency.
- Both of these measures are informed by the students' grade level and placement on the fall i-Ready Diagnostic.

