The 5-Level Placements in *i-Ready Diagnostic*

Overview

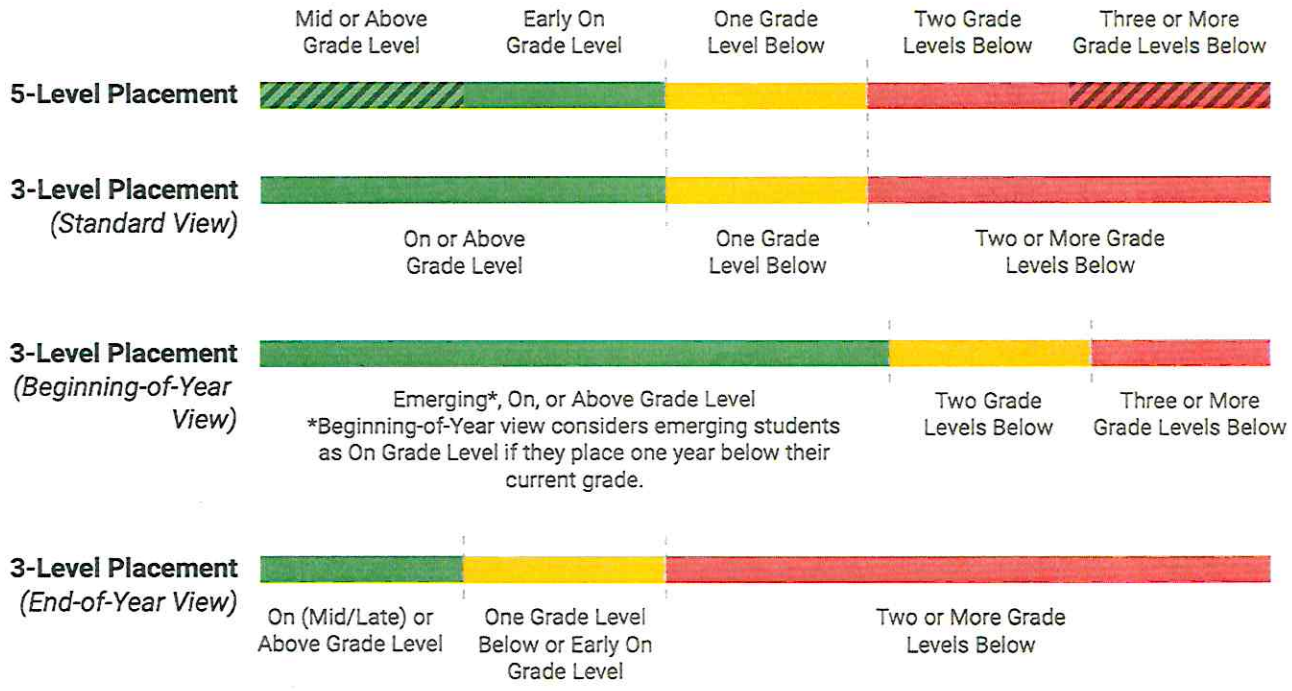
The 5-Level Placements in *i-Ready Diagnostic* reports allow educators to further differentiate student knowledge and skill to provide better insight into student performance relative to grade-level proficiency and can help educators address students' instructional needs.

How are the 5-Level and 3-Level Placements different?

The **5-Level Placements** were developed to provide greater insight into student performance. They display performance using the same five placements that are used to calculate student growth in the *i-Ready* growth model and allow for more differentiation than the 3-Level Placements. Unlike the 3-Level Placements, the 5-Level Placements do not change based on the time of year.

The **3-Level Placements** can still help educators understand student performance using the Standard view, Beginning-of-Year view, and End-of-Year view of students' *i-Ready* placements. More information on the 3-Level Placements are available in the FAQ: Which Placement Definition should I select?.

The Mapping between 5-Level and 3-Level Placements



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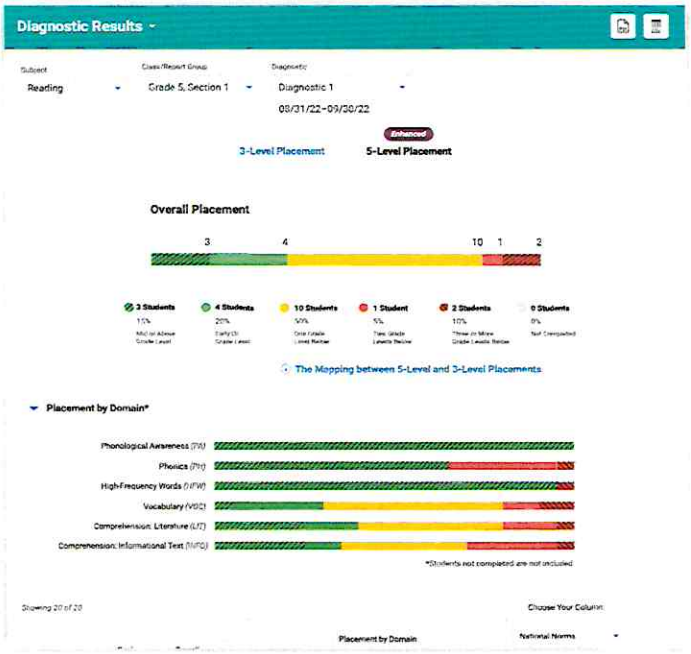
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Which reports include the 5-Level Placements?

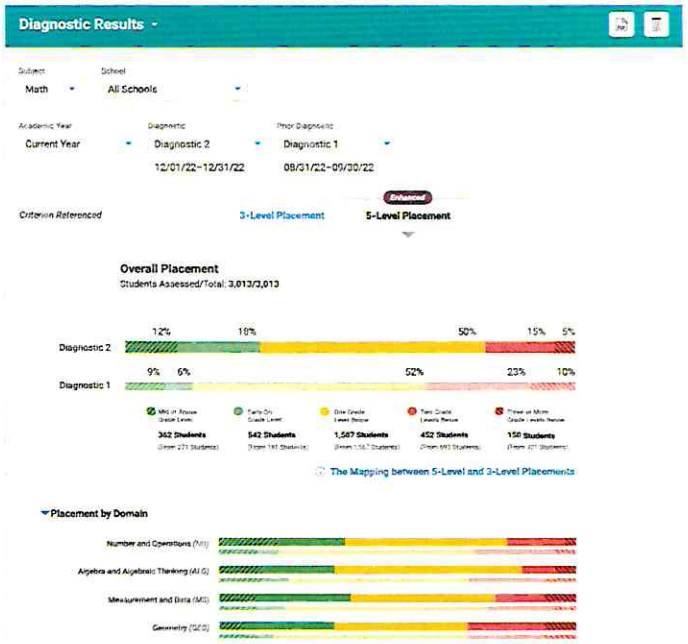
Educators can view the 5-Level Placements on all relevant reports, which include:

- Diagnostic Status (Class)
- Diagnostic Results (District/School), (Class), and (Student)
- Diagnostic Growth (District/School), (Class), and (Student)
- Instructional Groupings (District/School) and (Class)
- Prerequisites (Class)
- Historical Results (Class) and (Student)
- Diagnostic Results (District/School) export

5-Level Placements are available for all grade levels. However, students in Grades K–1 will not place into all five levels as it is not possible for students in the lowest grades to be two or three grade levels below.



Class Level



District/School Level

Example of the 5-Level Placements from the Diagnostic Results (District/School) and (Class) reports

Are the 5-Level Placements available at the domain level?

The 5-Level Placements are available at both the overall and domain level for all reports and exports listed above. The teacher dashboard only features the 5-Level Placements for overall scores, but teachers can navigate to any of the reports listed above to view the 5-Level Placements at the domain level.

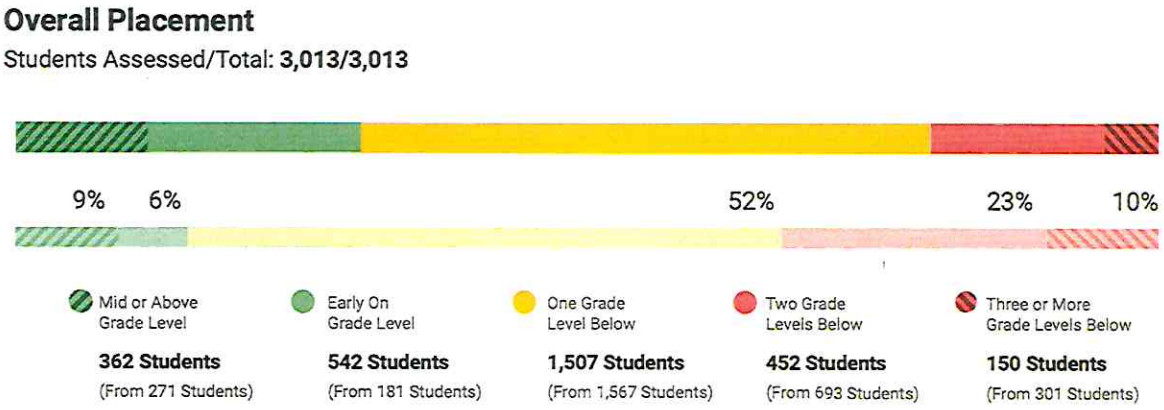
Do demographic filters work with the 5-Level Placements?

Yes, the 5-Level Placements are available with demographic filters for accounts with these filters enabled.

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What are the definitions of each of the five levels?



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.

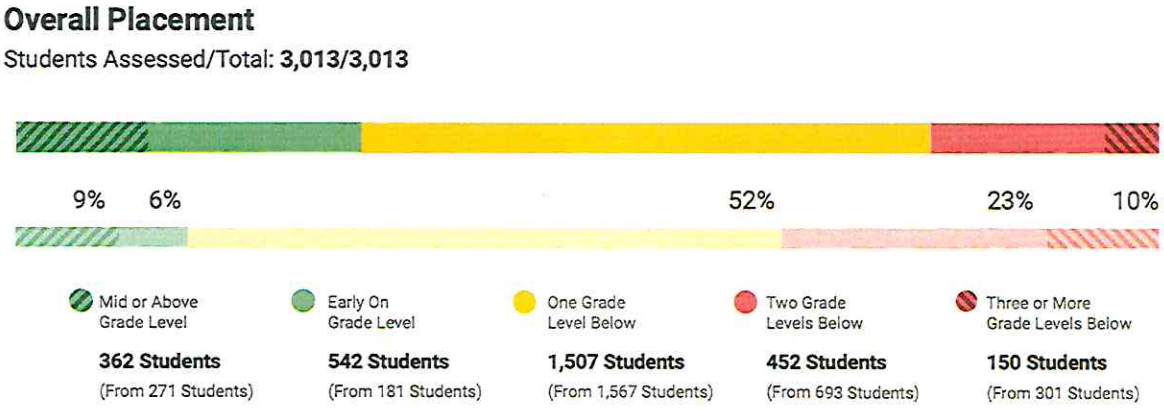
One Grade Level Below

- **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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What are the definitions of each of the five levels? Cont'd.



level below.

Two Grade Levels Below

- **Definition:** Students at this level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.
- **Implications for Instruction:** These students may need intensive intervention.
- **Implications for Intervention:** Remediation focused on material that is two grade levels below is recommended to help fill in gaps in students' foundational knowledge.

Three or More Grade Levels Below

- **Definition:** Students at this level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.
- **Implications for Instruction:** These students likely need intensive intervention.
- **Implications for Intervention:** Intensive intervention of foundational concepts is recommended.

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FAQ

Using Growth and Proficiency Data

Overview

When using Diagnostic data, look at growth and proficiency together. Use placement and growth data for your class and individual students side by side to make informed instructional decisions to help all students move toward proficiency. Ultimately, grade-level proficiency or higher is the goal for every student.

What is a student growth measure?

A student growth measure tells you how much a student has progressed and helps you determine if a student is on track to meet growth goals.

How can I use *i-Ready* as a student growth measure?

After students complete their baseline Diagnostic, *i-Ready* generates two growth measures for every student:

Typical Growth: The average growth of students at each grade and placement level. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level.

Stretch Growth: The growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to help them catch up, and it will take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency.

How should I use Typical Growth and Stretch Growth to set goals?

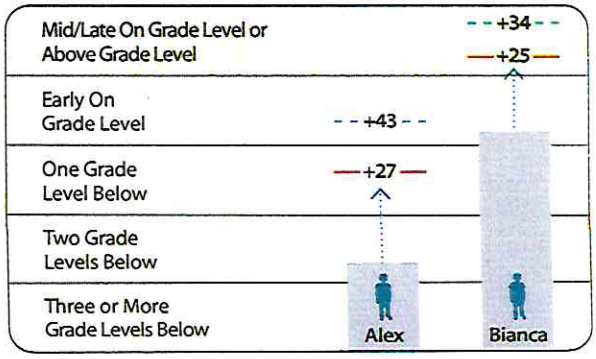
While the specific goals you set for student growth should be based on your school's and district's objectives and informed by your deep understanding of your students, the following guidance can help guide goal setting. **We recommend that by the end of the academic year:**

	Individual Students	Groups of Students
Typical Growth	**Aim to exceed 100%* of their Typical Growth measure**	**Aim to exceed 100% median progress toward Typical Growth**
Stretch Growth	**Aim to meet their Stretch Growth measure.** Nationally, between 25%–35%* of students achieve these aspirational measures.	**Aim for as many students as possible reaching Stretch Growth.** *Note: Because Stretch Growth measures differ significantly from student to student, we do not recommend setting uniform Stretch Growth goals for aggregate groups of students.*

Growth Model Example

Two Grade 3 Students. Alex placed Two Grade Levels Below on his baseline Diagnostic. Bianca placed Early On Grade Level on her baseline Diagnostic.

— Typical Growth - - Stretch Growth



*i-Ready *growth measures assume 30 weeks of instruction between a student's first and last Diagnostic. Progress to growth measures may vary if actual weeks of instruction differ.*

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Diagnostic Results

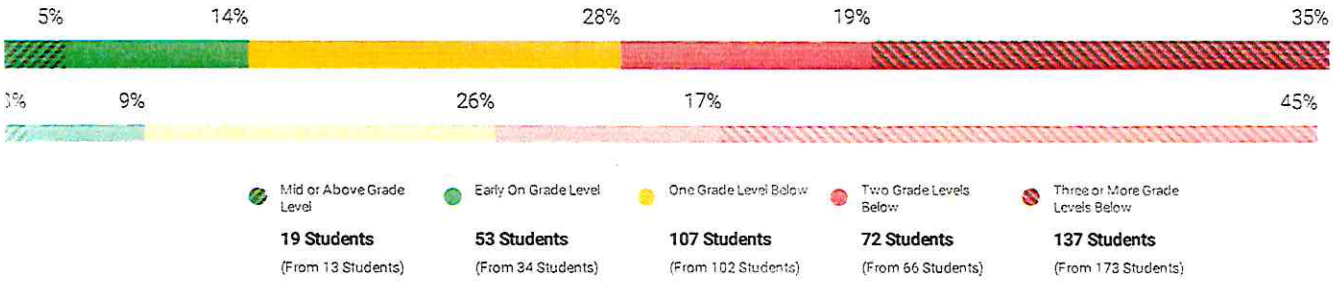
i-Ready

School	AGNES STEWART MIDDLE SCHOOL
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	Fall 1st-8th

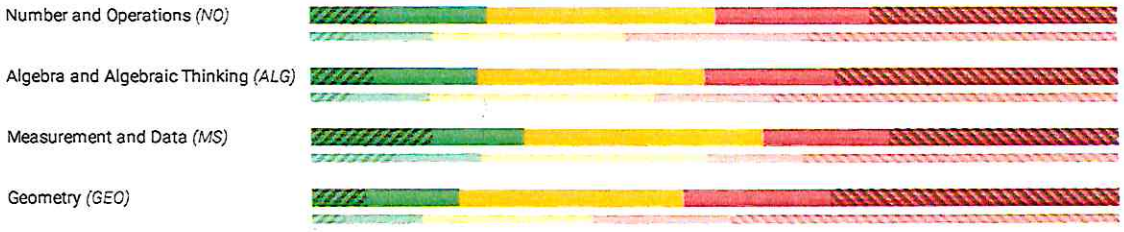
Criterion Referenced

Overall Placement

Students Assessed/Total: **388/450**



Placement by Domain



Switch Table View | Choose to Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 6	Most Recent		7%	15%	35%	15%	29%	153/163
	Fall 1st-8th		5%	14%	32%	16%	33%	
Grade 7	Most Recent		7%	13%	25%	19%	36%	125/135
	Fall 1st-8th		4%	8%	22%	20%	46%	

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Diagnostic Results

i-Ready

School	AGNES STEWART MIDDLE SCHOOL
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	Fall 1st-8th

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 8	Most Recent		0%	13%	21%	23%	44%	110/152
	Fall 1st-8th		1%	3%	24%	15%	58%	

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Diagnostic Growth

i-Ready

School	AGNES STEWART MIDDLE SCHOOL
Subject	Math
Academic Year	2024 - 2025
Comparison Diagnostic	Most Recent

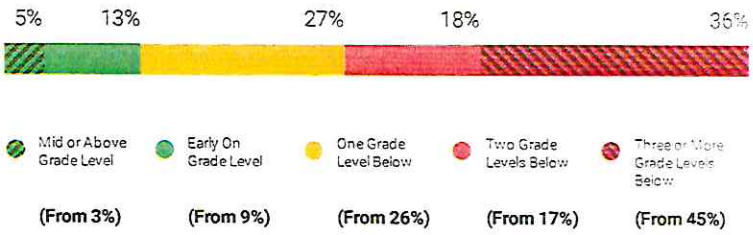
Students Assessed/Total: **395/450**

Progress to Annual Typical Growth (Median)



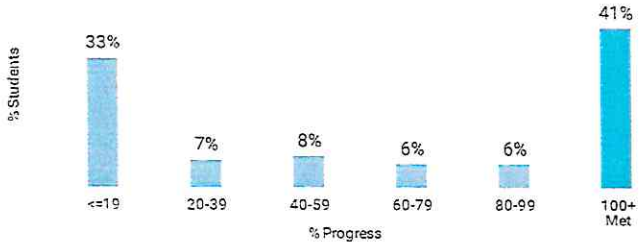
The median percent progress towards Typical Growth for this school is 69%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



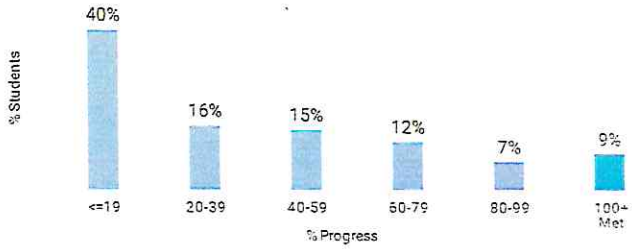
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	47%	30%	23%	6%	32%	154/163
Grade 7	75%	38%	36%	9%	54%	128/135
Grade 8	120%	58%	48%	14%	56%	113/152

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Diagnostic Results

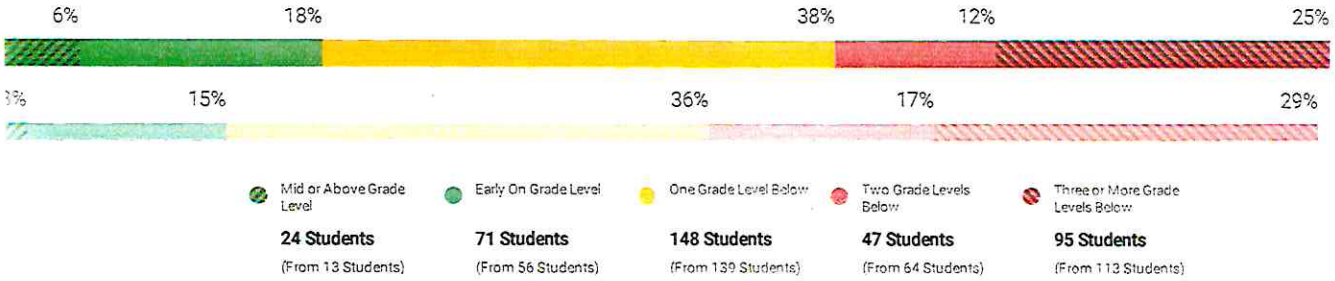
i-Ready

School	BRIGGS MIDDLE SCHOOL
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	Fall 1st-8th

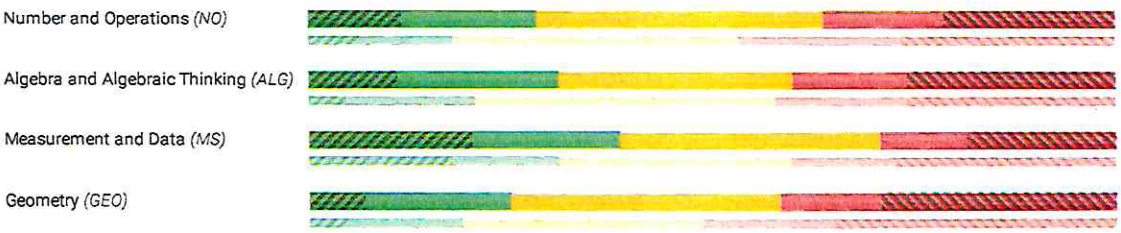
Criterion Referenced

Overall Placement

Students Assessed/Total: **385/405**



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 6	Most Recent		6%	21%	44%	14%	15%	162/170
	Fall 1st-8th		4%	14%	42%	17%	23%	
Grade 7	Most Recent		5%	13%	39%	15%	28%	115/119
	Fall 1st-8th		1%	15%	37%	16%	32%	

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Diagnostic Results

i-Ready

School	BRIGGS MIDDLE SCHOOL
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	Fall 1st-8th

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 8	Most Recent		7%	20%	29%	7%	36%	108/116
	Fall 1st-8th		6%	15%	27%	17%	36%	

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Diagnostic Growth

i-Ready

School	BRIGGS MIDDLE SCHOOL
Subject	Math
Academic Year	2024 - 2025
Comparison Diagnostic	Most Recent

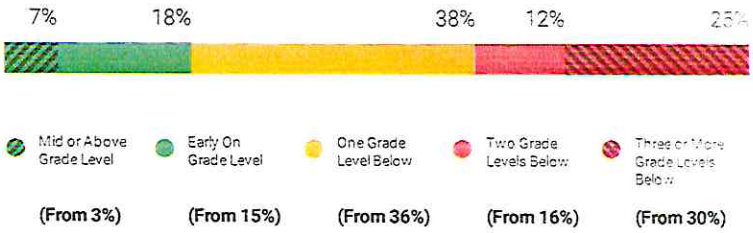
Students Assessed/Total: **393/405**

Progress to Annual Typical Growth (Median)



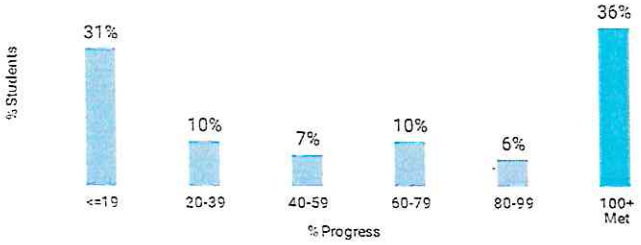
The median percent progress towards Typical Growth for this school is 64%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



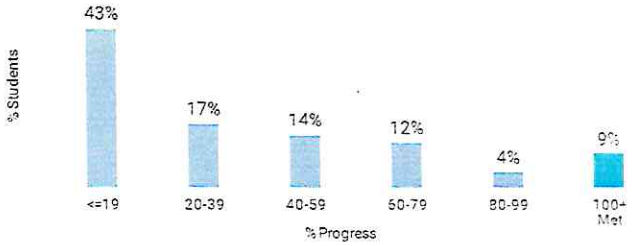
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	69%	33%	34%	6%	42%	163/170
Grade 7	33%	26%	16%	10%	35%	117/119
Grade 8	89%	49%	36%	13%	42%	113/116

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Diagnostic Results

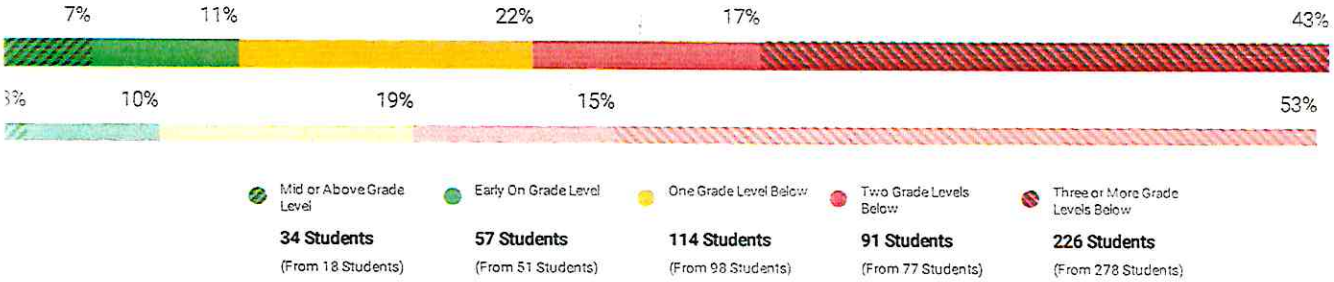
i-Ready

School	HAMLIN MIDDLE SCHOOL
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	Fall 1st-8th

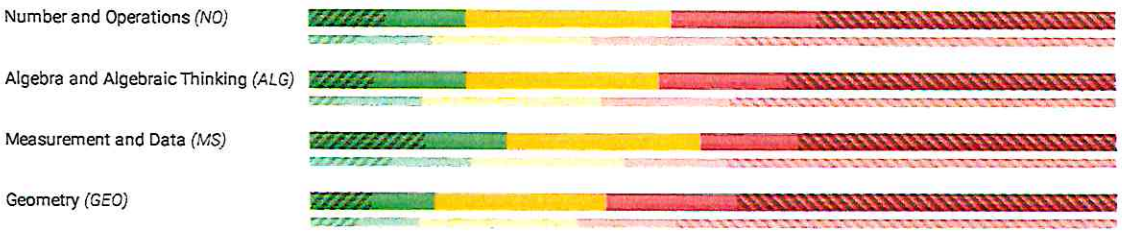
Criterion Referenced

Overall Placement

Students Assessed/Total: **522/573**



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 6	Most Recent		6%	10%	23%	21%	40%	174/187
	Fall 1st-8th		3%	9%	22%	18%	48%	
Grade 7	Most Recent		4%	11%	23%	18%	45%	161/185
	Fall 1st-8th		3%	6%	18%	17%	56%	

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Diagnostic Results

i-Ready

School	HAMLIN MIDDLE SCHOOL
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	Fall 1st-8th

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 8	Most Recent		9%	12%	20%	14%	45%	187/201
	Fall 1st-8th		4%	13%	17%	10%	56%	

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Diagnostic Growth

i-Ready

School	HAMLIN MIDDLE SCHOOL
Subject	Math
Academic Year	2024 - 2025
Comparison Diagnostic	Most Recent

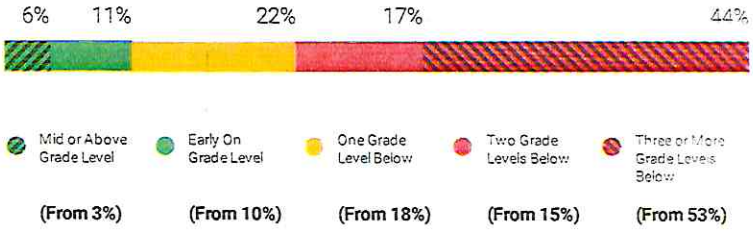
Students Assessed/Total: **530/573**

Progress to Annual Typical Growth (Median)



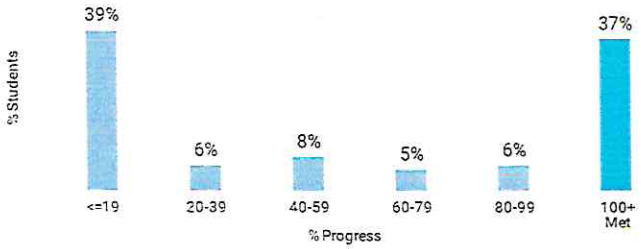
The median percent progress towards Typical Growth for this school is 50%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



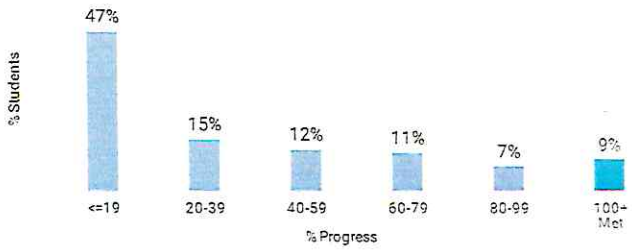
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	43%	30%	20%	6%	39%	175/187
Grade 7	54%	37%	25%	9%	43%	164/185
Grade 8	58%	43%	24%	12%	43%	191/201

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Diagnostic Results

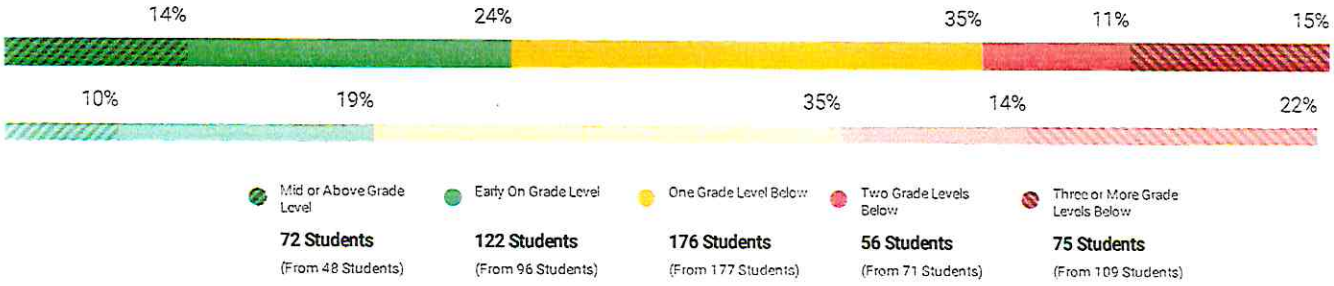
i-Ready

School	THURSTON MIDDLE SCHOOL
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	Fall 1st-8th

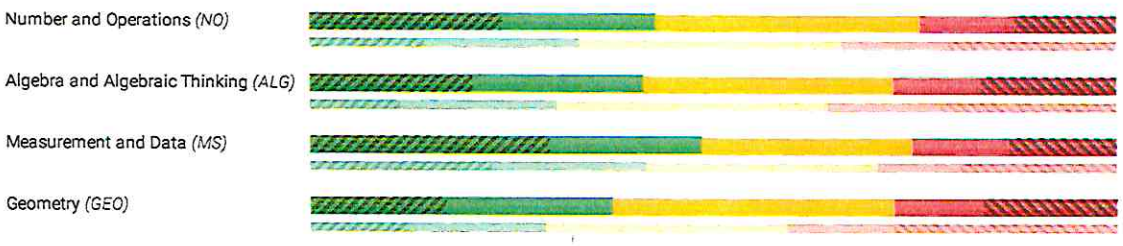
Criterion Referenced

Overall Placement

Students Assessed/Total: **501/513**



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 6	Most Recent		18%	28%	31%	9%	14%	169/171
	Fall 1st-8th		12%	20%	36%	11%	21%	
Grade 7	Most Recent		13%	25%	40%	12%	10%	173/175
	Fall 1st-8th		10%	20%	36%	17%	17%	

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Diagnostic Results

i-Ready

School	THURSTON MIDDLE SCHOOL
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	Fall 1st-8th

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 8	Most Recent		13%	19%	35%	13%	21%	159/167
	Fall 1st-8th		7%	17%	33%	15%	28%	

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Diagnostic Growth

i-Ready

School	THURSTON MIDDLE SCHOOL
Subject	Math
Academic Year	2024 - 2025
Comparison Diagnostic	Most Recent

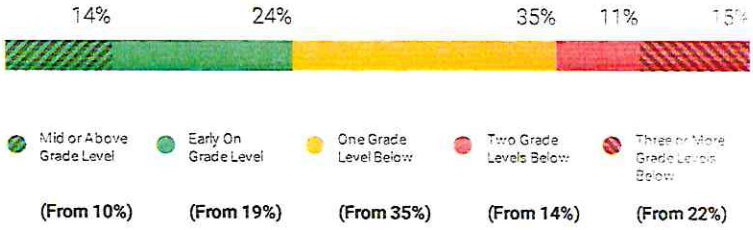
Students Assessed/Total: **502/513**

Progress to Annual Typical Growth (Median)



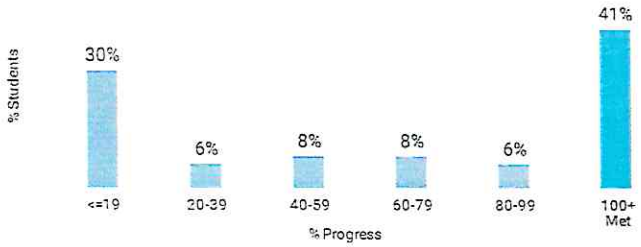
The median percent progress towards Typical Growth for this school is 75%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



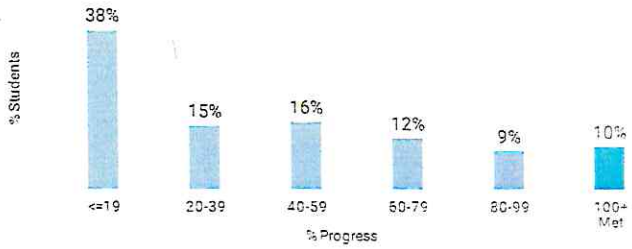
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	71%	38%	36%	9%	43%	169/171
Grade 7	69%	39%	36%	6%	40%	173/175
Grade 8	89%	48%	36%	15%	44%	160/167

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Instructional Groupings

i-Ready

School	BRIGGS MIDDLE SCHOOL
Subject	Math
Grade	8
Diagnostic	Winter

Key

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

Grouping 4

5 Students

Students

Showing 5 of 5

Student	Diagnostic Language	Overall Placement & Scale Score	NO	ALG	MS	GEO
_____		Early 8 (522)	Early 8	Early 8	Grade 7	Early 8
_____		Early 8 (525)	Early 8	Mid 8	Early 8	Grade 7
		Early 8 (521)	Early 8	Early 8	Grade 7	Grade 7
		Early 8 (531)	Mid 8	Early 8	Mid 8	Grade 7
		Grade 7 (516)	Early 8	Early 8	Grade 7	Grade 7

Students in this Grouping are on or above grade level in Number and Operations and Algebra and Algebraic Thinking and are one grade level below in Geometry or Measurement and Data.

Instructional Priorities

Test results indicate that students in this profile group are working at or above grade level in both the Number and Operations and Algebra and Algebraic Thinking domains. However, they seem to be struggling to apply these skills in the areas of Geometry and Statistics. For example, they may have difficulty determining the measure of an unknown angle or the probability of events. They may simply lack experience with the skills and related vocabulary, or they may struggle with analyzing visual representations. For these students, frequent hands-on practice connecting number and algebra skills with geometry and statistics topics is recommended.

Recommendations for Teacher-Led Instruction

Geometry

- Apply the formulas for the area and circumference of a circle.
- Use the laws of angles to find the measure of an unknown angle.
- Solve problems using scale drawings.
- Solve problems involving area, volume, and surface area of composite two- and three- dimensional figures.

Students will benefit from hands-on activities that build on ratio and proportion concepts in order to understand the formulas for area and perimeter of a circle. Give students opportunities to write and solve equations that help them find missing angle measures using facts about supplementary, complementary, and vertical angles. For students who have trouble visualizing three-dimensional figures, guide them to use connecting cubes, grid paper, isometric dot paper, and colored markers to help them interpret diagrams.

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nstructional Groupings

i-Ready

School	BRIGGS MIDDLE SCHOOL
Subject	Math
Grade	8
Diagnostic	Winter

Key

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

Statistics and Probability

- Use random sampling to draw generalizations about a population.
- Make comparative inferences about two populations.
- Determine the probability of events.

Students may not understand the reason or the method for taking a random sample. Discuss with students why and how random samples are taken, and consequences of drawing inferences from non-random samples. Allow students to take a random sample (polls are interesting but time-consuming and not necessary), have them plot the data, and guide them through the inferences that can be made, including an informal assessment of data overlap and limitations to inferences. Give students multiple opportunities to do probability experiments to provide a concrete background understanding of probability concepts.

Essential Vocabulary

- Math terms related to essential concepts at this level include *circumference, area, scale, complementary, supplementary, vertical, adjacent,* and *random sample*.

Fluency with selected math vocabulary terms enables students to understand instruction, follow directions, process and discuss mathematical ideas, and work more confidently. Help students build essential math vocabulary, especially by encouraging them to use the words in discussions.

Resources

Tools for Instruction

English (20) Spanish (20)

Measurement and Data

Random Sampling
Compare Data Sets
Construct and Use Scatter Plots
Understand Probability
Probability Models
Compound Events
Probability Experiment
Compare Theoretical and Experimental Probabilities
Make Inferences from a Random Sample
Use a Line of Fit to Make Predictions

Geometry

Relate Pi and the Diameter of a Circle
Find Missing Angle Measures in Triangles

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School	BRIGGS MIDDLE SCHOOL
Subject	Math
Grade	8
Diagnostic	Winter

Key

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

Triangle Side Lengths

Scale Drawings

Volume of Prisms

Volume of a Cone

Plane Sections of Solids

180 Degree Rotations of Polygons

Transformations and Congruence

Dilation and Similar Figures

Additional Resources

Ready® Common Core Math Instruction
Or
Digital access to Ready® through Teacher Toolbox



Grade 7

Lesson 19: Construct Triangles

Lesson 20: Areas of Composed Figures

Lesson 21: Area and Circumference of a Circle

Lesson 22: Scale Drawings

Lesson 23: Volumes of Solids

Lesson 24: Surface Areas of Solids

Lesson 25: Understand Plane Sections of Prisms and Pyramids

Lesson 26: Understand Random Samples

Lesson 27: Make Statistical Inferences

Lesson 28: Use Mean and Mean Absolute Deviation to Compare Data

Lesson 29: Use Measures of Center and Variability to Compare Data

Lesson 30: Understand Probability Concepts

Lesson 31: Experimental Probability

Lesson 32: Probability Models

Lesson 33: Probability of Compound Events

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nstructional Groupings

i-Ready

School	BRIGGS MIDDLE SCHOOL
Subject	Math
Grade	8
Diagnostic	Winter

Key

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

Grade 7

Lesson 1: Solve problems Involving Scale

Lesson 6: Solve Area and Circumference Problems Involving Circles

Lesson 22: Understand Random Sampling

Lesson 23: Reason About Random Samples

Lesson 24: Compare Populations

Lesson 25: Solve Problems Involving Area and Surface Area

Lesson 26: Solve Problems Involving Volume

Lesson 27: Describe Plane Sections of Three-Dimensional Figures

Lesson 28: Find Unknown Angle Measures

Lesson 29: Draw Plane Figures with Given Conditions

Lesson 30: Understand Probability

Lesson 31: Solve Problems Involving Experimental Probability

Lesson 32: Solve Problems Involving Probability Models

Lesson 33: Solve Problems Involving Compound Events

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Grade 7

Lesson 1: Solve problems Involving Scale

Lesson 6: Solve Area and Circumference Problems Involving Circles

Lesson 22: Undestand Random Sampling

Lesson 23: Reason About Random Samples

Lesson 24: Compare Populations

Lesson 25: Solve Problems Involving Area and Surface Area

Lesson 26: Solve Problems Involving Volume

Lesson 27: Describe Plane Sections of Three-Dimensional Figures

Lesson 28: Find Unknown Angle Measures

Lesson 29: Draw Plane Figures with Given Conditions

Lesson 30: Understand Probability

Lesson 31: Solve Problems Involving Experimental Probability

Lesson 32: Solve Problems Involving Probability Models

Lesson 33: Solve Problems Involving Compound Events

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Graduation Rates and On-Track Data

Springfield School District Board Work Session
February 24, 2025

Mindy LeRoux, D.Ed. and Brian Megert, D.Ed.

Graduation Requirements

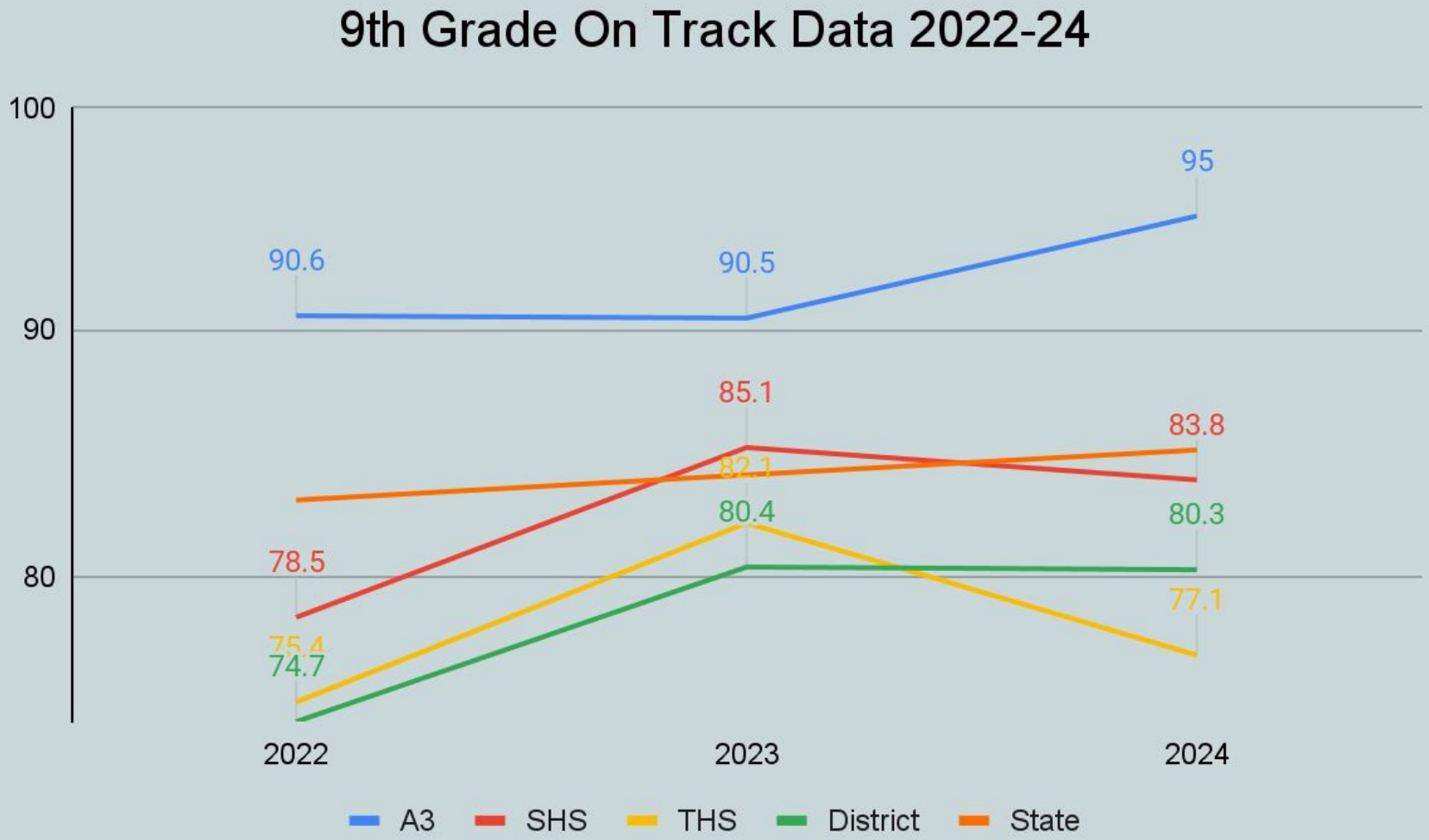
Subject Area	Credits
Language Arts	4
Math	3
Science	3
Social Science	3
Health	1
PE	1
CTE/Arts/World Language	6



9th Grade On-Track

State Definition	6 credits
SPS Definition	7 credits + 1.0 credit in each Language Arts and Math

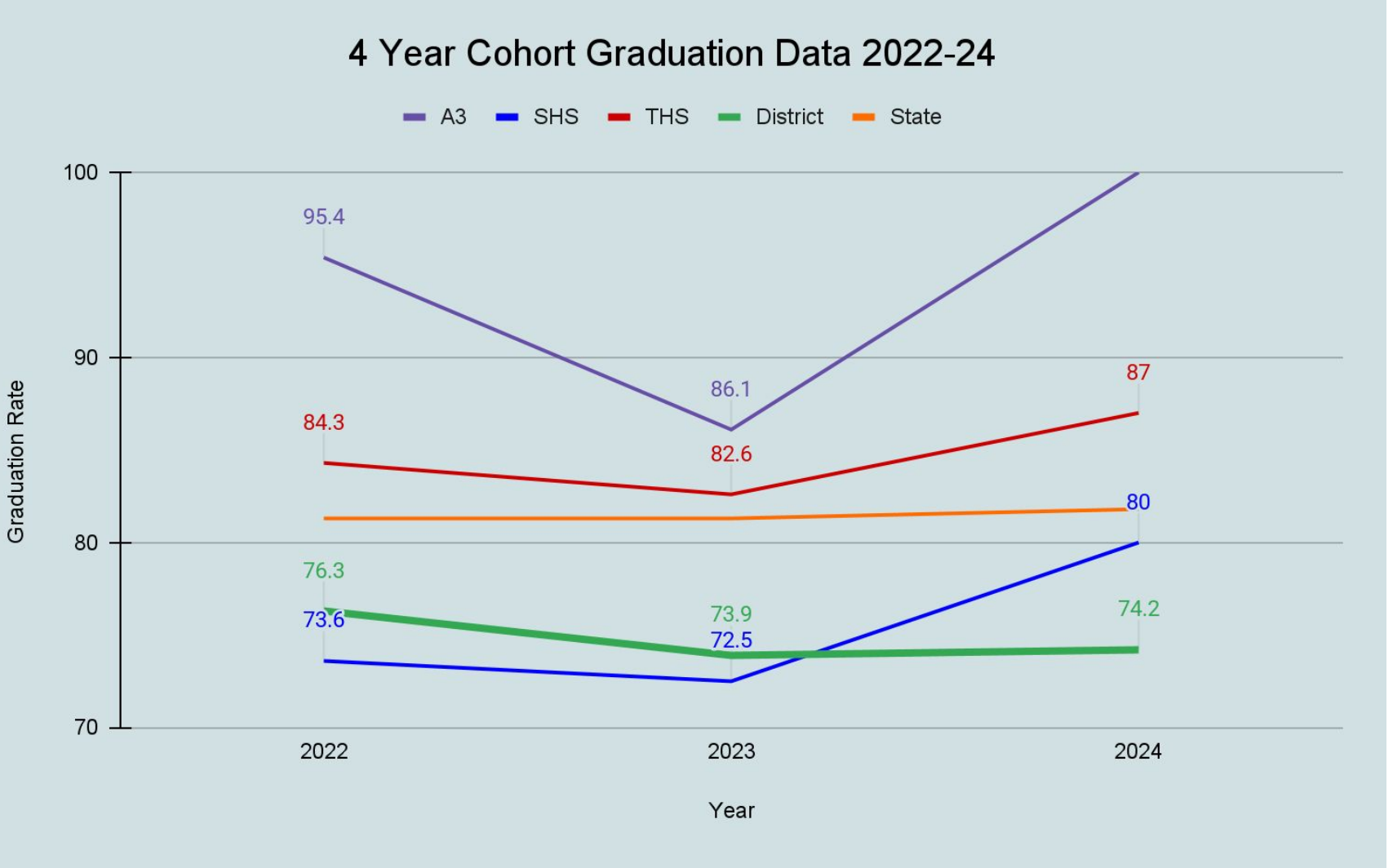



9th Grade On Track Data 2022-24
100
90
80
90.6
90.5
95
85.1
83.8
82.1
80.4
80.3
78.5
77.1
75.4
74.7
2022
2023
2024
A3
SHS
THS
District
State

	Sem 1 On-Track	Number of 9th Graders Not On-Track	
	% of 9th Graders	State Criteria	SPS Criteria
SHS	71%	81	141
THS	81%	64	110
A3	91%	4	0

Strategies Teams Utilize when Students Not On-Track

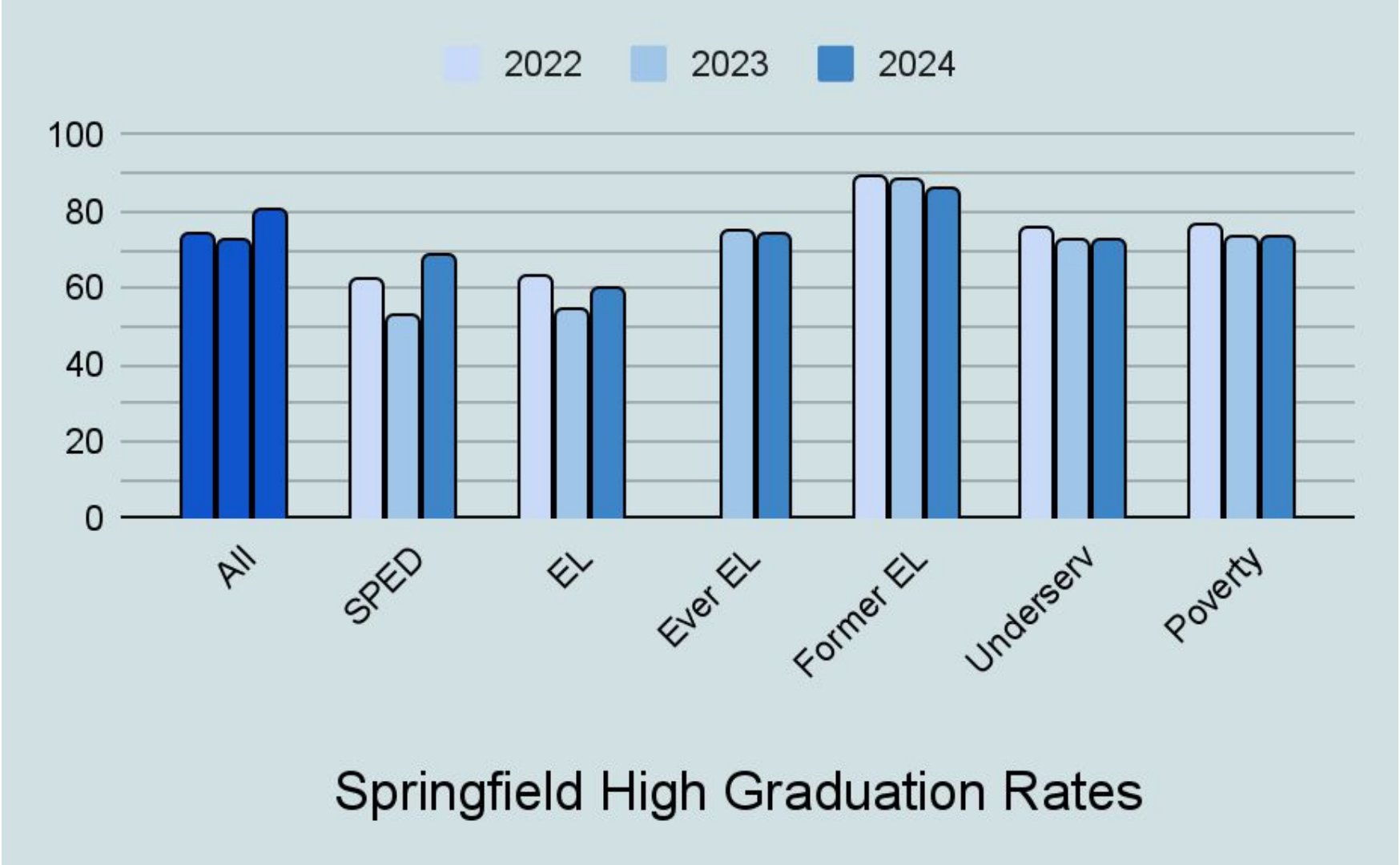
- Advisory academic support time
- After school study support
- Night School
- Summer School
- Online Credit Recovery
- GED for Credit
- Proficiency Credit

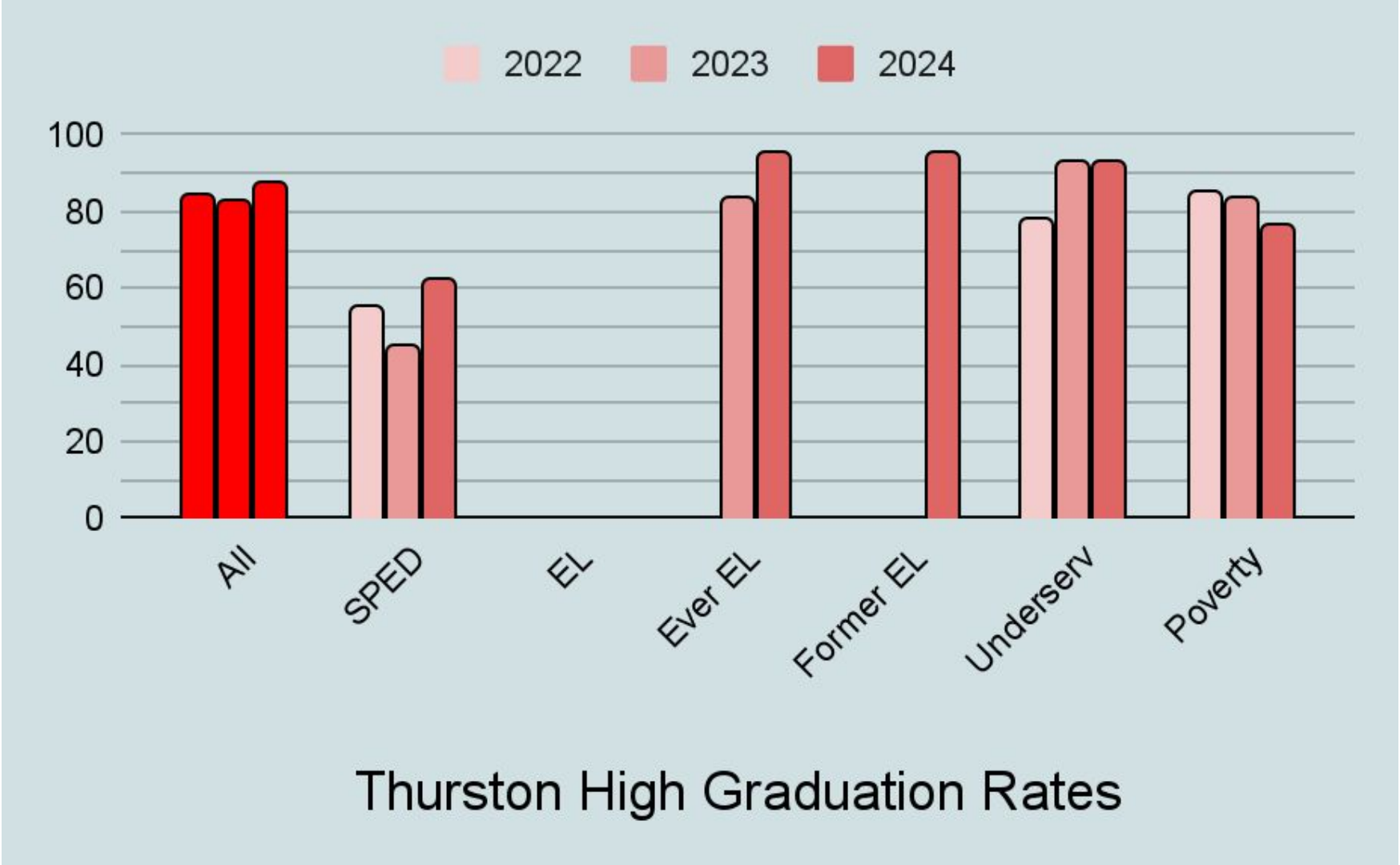

4 Year Cohort Graduation Data 2022-24
A3
SHS
THS
District
State
100
90
80
70
Graduation Rate
95.4
86.1
84.3
82.6
87
80
76.3
73.6
73.9
72.5
74.2
2022
2023
2024
Year

Subject Area PLCs and Grade Level Teams

Who: All high school teachers
When: August 2024- present
How: 2x month
What: Reviewing current student learning data (e.g. grades and submitted work)

The 4 Questions:
Q1. What do we want all students to know and be able to do?
Q2. How will we know if they learn it?
Q3. How will we respond when some students do not learn?
Q4. How will we extend the learning for students who are already proficient?


2022
2023
2024
100
80
60
40
20
0
All
SPED
EL
Ever EL
Former EL
Underserv
Poverty
Springfield High Graduation Rates


2022
2023
2024
100
80
60
40
20
0
All
SPED
EL
Ever EL
Former EL
Underserv
Poverty
Thurston High Graduation Rates



Springfield District Graduation Rates

Graduates from the Special Education Program

- Diploma Types
  - Modified
  - Regular/Traditional
- Student Supports
  - Co-Teaching – Special Education Teacher and Content Teacher
  - Educational Assistants
  - Accommodations and Modifications
- Transition Services
  - 18-21 Year olds

English Language Development Program (ELD)

- ELs, Ever ELs, Former ELs
- Recent Arrived English Learners (RAELs)
  - Has not attended school in the the U.S. in the last three years
- Emerging Bilingual Students
  - Honoring our students who are developing bilingual and biliteracy skills
  - Seal of Biliteracy (STAMP Test – Reading, Writing, Listening, Speaking)

Supports for Students Experiencing Poverty

- Identification of Low SES
  - Free and Reduced Lunch Collection
  - Community Eligibility Program
- Confidentiality
- Second Breakfast Offered
  - Middle and High
  - Between 1st and 2nd Periods
- Importance of Family Resource Coordination
- Community Partnerships
  - Mental Health
  - McKinney-Vento
  - 15th Night Partnership
  - Plaza de Nuestra Comunidad (f.k.a.Centro Latino)

Graduates from the Special Education Program



- Diploma Types
  - Modified
  - Regular
- Student Supports
  - Co-Teaching – Special Education Teacher and Content Teacher
  - Educational Assistants
  - Accommodations and Modifications
- Transition Services

English Language Development Program (ELD)



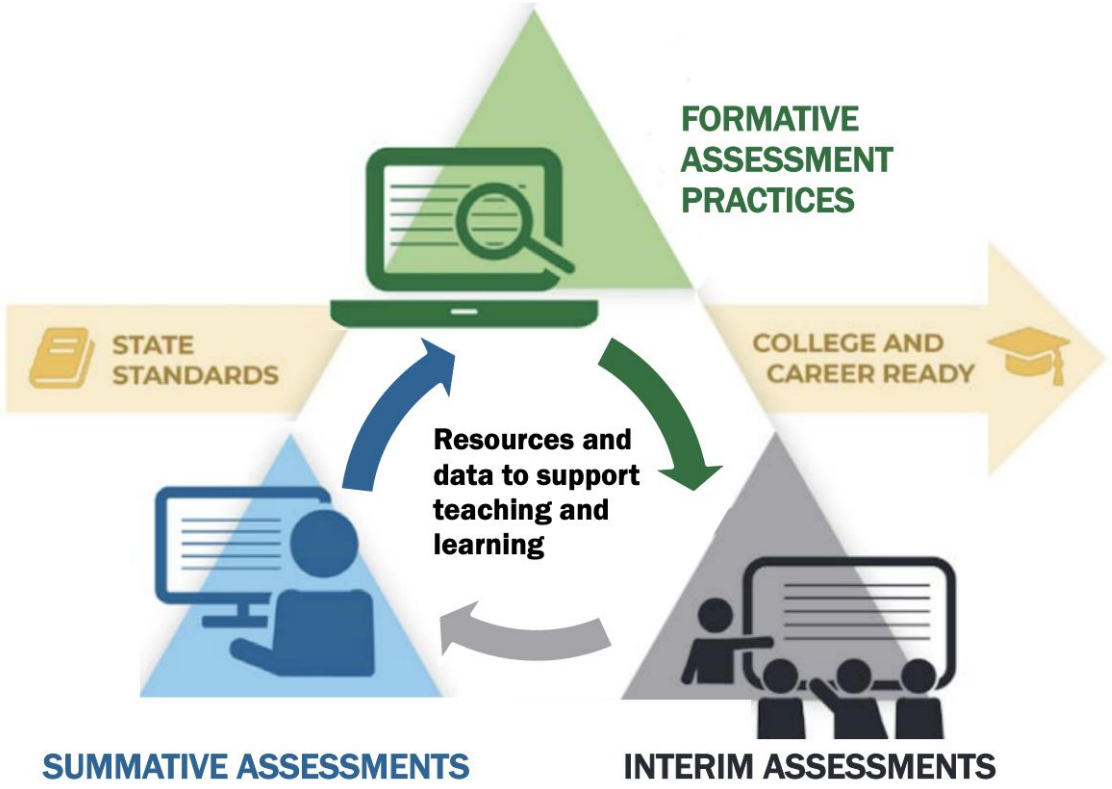
- Recent Arrived English Learners (RAELs)
  - Has not attended school in the the U.S. in the last three years
- Emerging Bilingual Students
  - Honoring our students who are developing bilingual and biliteracy skills
- ELs, Ever ELs, Former ELs

INFORMING STUDENT GROWTH

SPRINGFIELD PUBLIC SCHOOL BOARD –
WORK SESSION

MONDAY, February 24, 2025

Balanced Assessment System



The Right Assessment for the Right Purpose

Formative

Student level information, in the moment.



Interim

Classroom information at the end of a unit.



Summative

State, district, and school information at the end of the year.



World Cafe Protocol

- 3 Data stations
  - Graduation Rates/9th Grade On Track,
  - Elementary Literacy
  - Middle School Mathematics
- 20 minutes approximately, each station
- (Heather/Nicole), (Ken, Jonathan)
- Deeper dive into current data sets, trends, & responses



Board Rotation

Joyce Johnson
Nicole Nakayama

- Elementary Reading

Whitney McKinley
Jeff Fuller

- Middle School Mathematics

Mindy LeRoux
Brian Megert

- Graduation
- 9th Grade on Track

EasyCBM Reading Proficiency

	Fall 22-23	Winter 22-23	Fall 23-24	Winter 23-24	Fall 24-25	Winter 24-25
Kindergarten	34.6	43.8	**35.7**	47.5	34	**56.4**
1st Grade	41.9	36.5	47.5	**41.7**	**50.5**	**41.7**
2nd Grade	31.1	35.3	41.1	43.5	**48.8**	**50.5**
3rd Grade	**43.3**	44.6	37.9	40.9	39.5	**45.7**
4th Grade	46.8	52.9	**43.8**	48.2	41.2	**48.8**
5th Grade	**56.3**	52.5	54.5	**53.2**	46.3	43.7

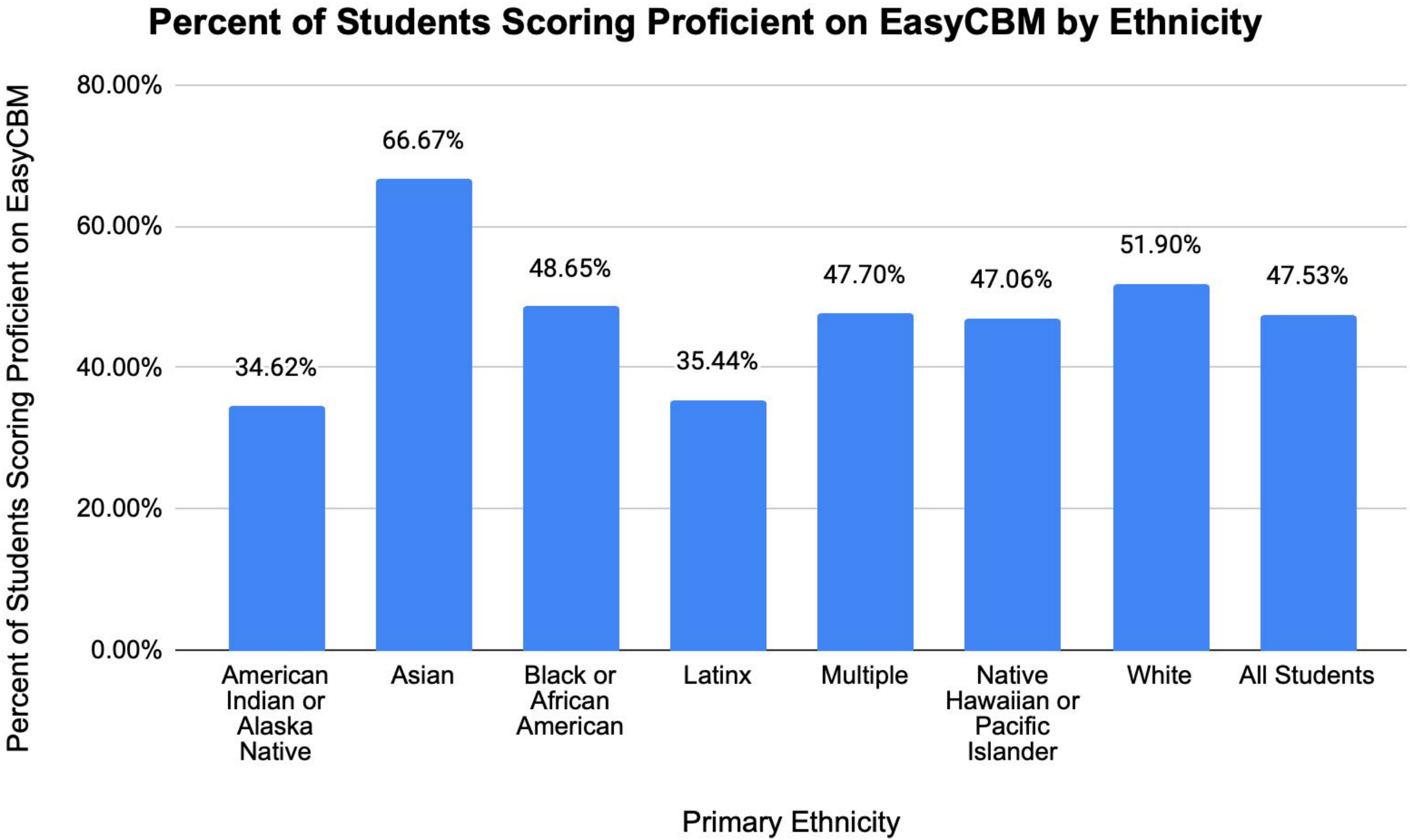
easyCBM®
Response to Intervention made easy

Douglas Gardens EasyCBM Subtest Averages

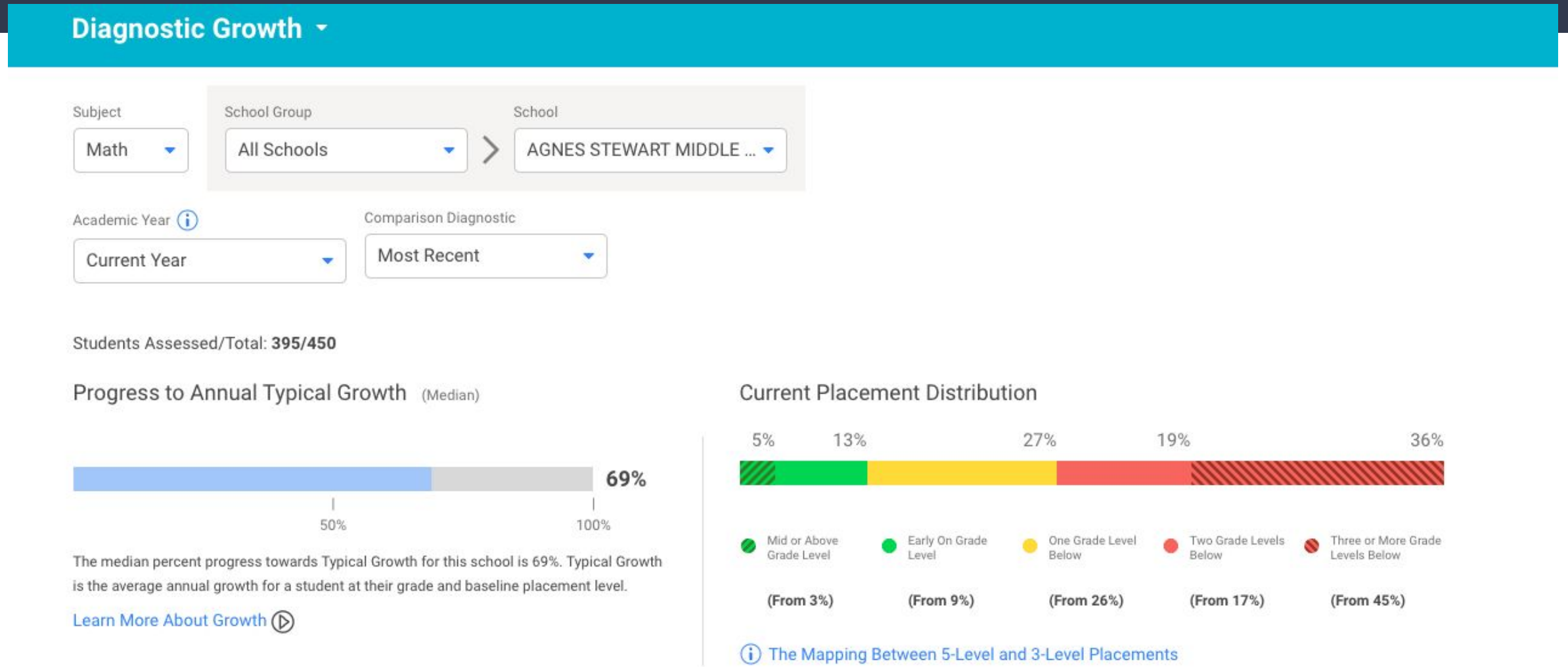
	Fall LS	Winter LS	Fall LN	Winter LN	Fall PS	Winter PS	Fall WRF	Winter WRF	Fall PRF	Winter PRF	Fall Prof RDG	Winter Prof RDG	Fall VOCAB	Winter VOCAB
K	5	30	17	-	5	38	-	12	-	-	-	-	-	-
1	32	53	-	-	43	-	18	32	-	37	-	-	-	-
2	-	-	-	-	-	-	-	-	66	82	7	9	9	11

Magnetic Reading Foundations Formative Assessments

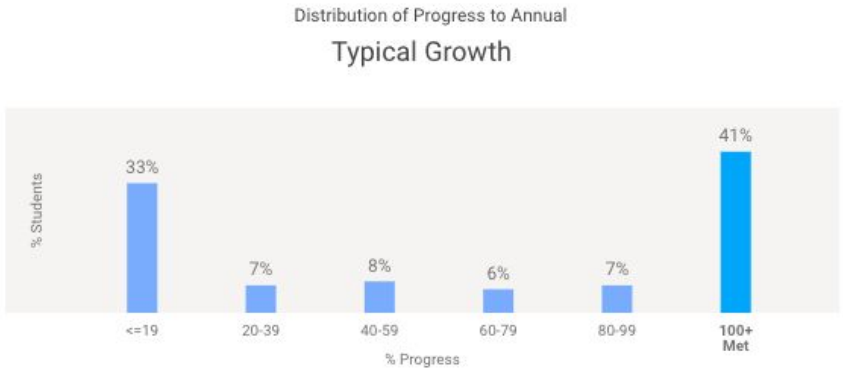
WEEKLY WHOLE-CLASS ASSESSMENT					WEEKLY INDIVIDUAL ASSESSMENT				WEEKLY TOTAL		
Week: 18		PART 1: Target Sound-Spellings	PART 2: Target Words	PART 3: High Frequency Words	PART 4a: Identify Phonemes	PART 4b: Blend Phonemes	PART 4c: Segment Phonemes	PART 5: Read Words	Calculate Total Score		
Date: 2/14/25		4	2	2	1	1	1	2	correct	possible	% accurate
1	Student 1								0	13	0.00%
2	Student 2								0	13	0.00%
3	Student 3	4	2	2	1	1	1	2	13	13	100.00%
4	Student 4	4	2	1	1	1	1	2	12	13	92.31%
5	Student 5								0	13	0.00%
6	Student 6								0	13	0.00%
7	Student 7	2	0	1	0	1	1	1	6	13	46.15%
8	Student 8	1	1	1	1	1	0	2	7	13	53.85%
9	Student 9								0	13	0.00%
10	Student 10	4	2	1	1	1	1	2	12	13	92.31%
11	Student 11	4	2	2	1	1	1	2	13	13	100.00%
12	Student 12	4	0	2	1	1	1	1	10	13	76.92%
13	Student 13	4	2	0	0	1	1	2	10	13	76.92%
14	Student 14	3	1	1	0	1	1	2	9	13	69.23%
15	Student 15	4	2	2	1	1	1	2	13	13	100.00%
16	Student 16	3	2	0	1	1	1	2	10	13	76.92%
17	Student 17	3	1	1	0	1	1	2	9	13	69.23%
18	Student 18	3	2	2	1	1	1	2	12	13	92.31%
19	Student 19	4	1	1	0	1	1	2	10	13	76.92%
Got it:		8	8	5	9	14	13	12			
Total Assessed:		14	14	14	14	14	14	14			
% Got it:		57.14285714	57.14285714	35.71428571	64.28571429	100	92.85714286	85.71428571			

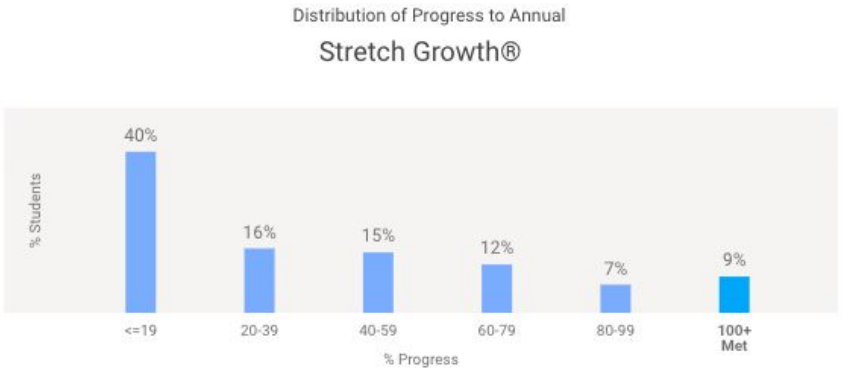

Percent of Students Scoring Proficient on EasyCBM by Ethnicity
Percent of Students Scoring Proficient on EasyCBM
80.00%
60.00%
40.00%
20.00%
0.00%
34.62%
66.67%
48.65%
35.44%
47.70%
47.06%
51.90%
47.53%
American Indian or Alaska Native
Asian
Black or African American
Latinx
Multiple
Native Hawaiian or Pacific Islander
White
All Students
Primary Ethnicity

Diagnostic Growth ASMS



Diagnostic Growth ASMS





Choose to Show Results By

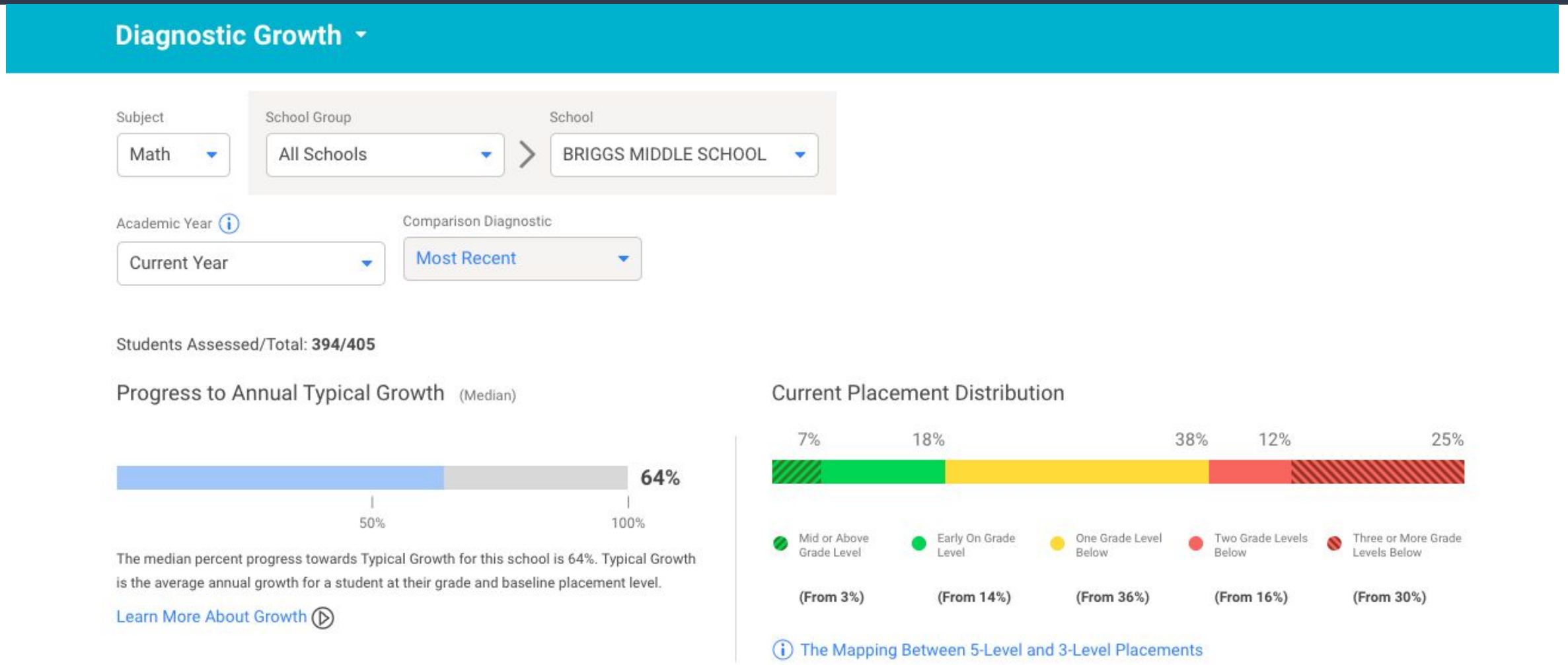
Grade

+ Add secondary demographic to show results by

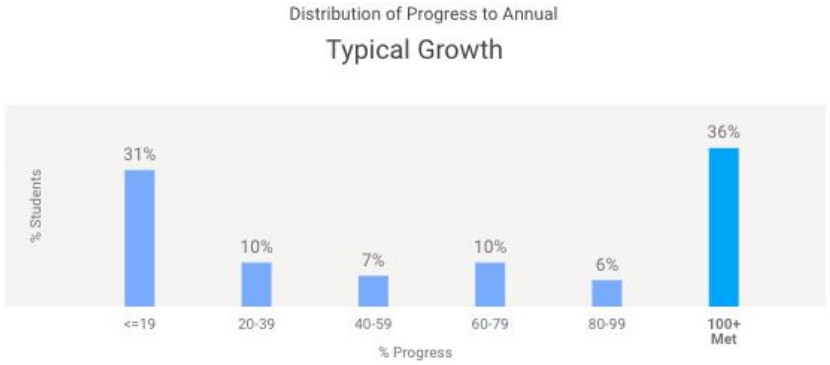
Showing 3 of 3

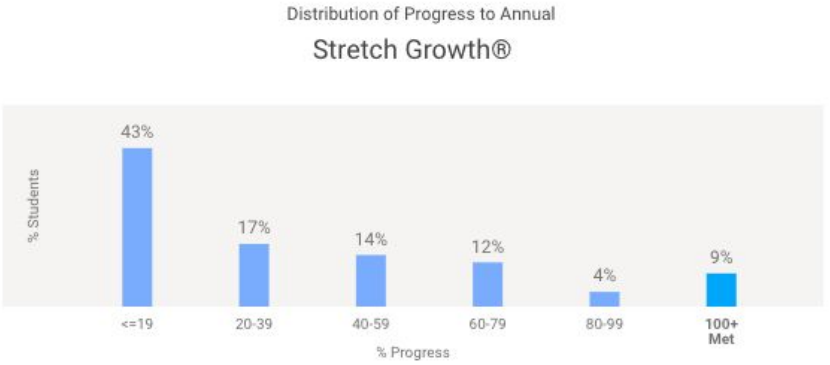
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	47%	30%	23%	6%	32%	154/163
Grade 7	75%	38%	36%	9%	54%	129/136
Grade 8	121%	58%	48%	14%	56%	112/151

Diagnostic Growth BMS



Diagnostic Growth BMS





Choose to Show Results By

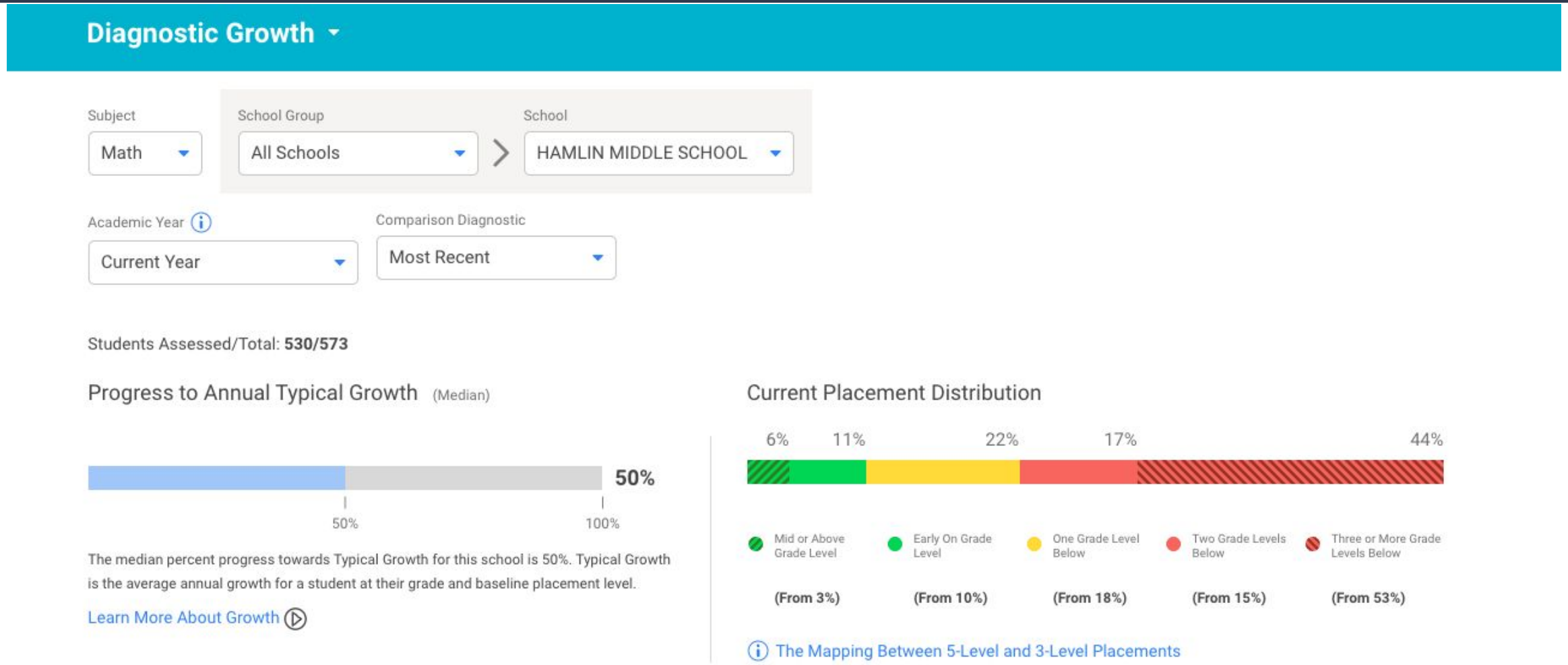
Grade

+ Add secondary demographic to show results by

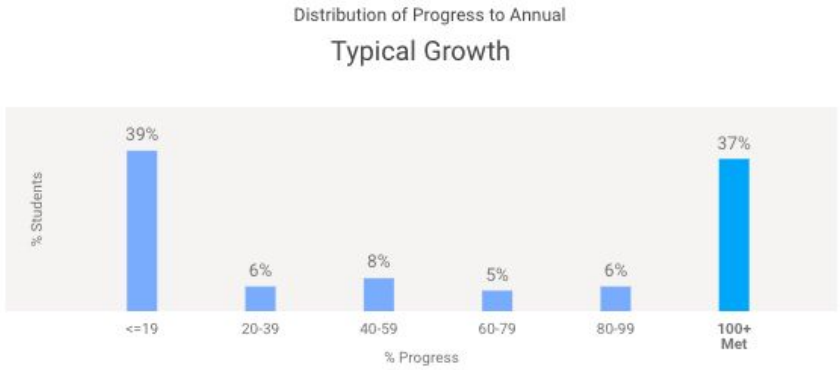
Showing 3 of 3

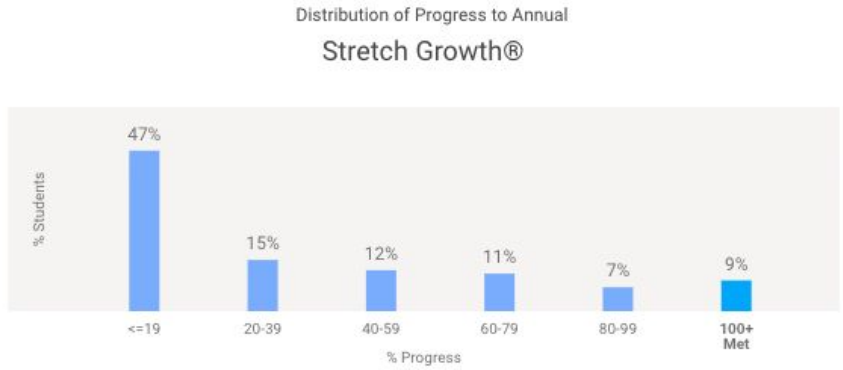
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	68%	33%	34%	6%	41%	164/170
Grade 7	33%	26%	16%	10%	35%	117/119
Grade 8	89%	49%	36%	13%	42%	113/116

Diagnostic Growth HMS



Diagnostic Growth HMS





Choose to Show Results By

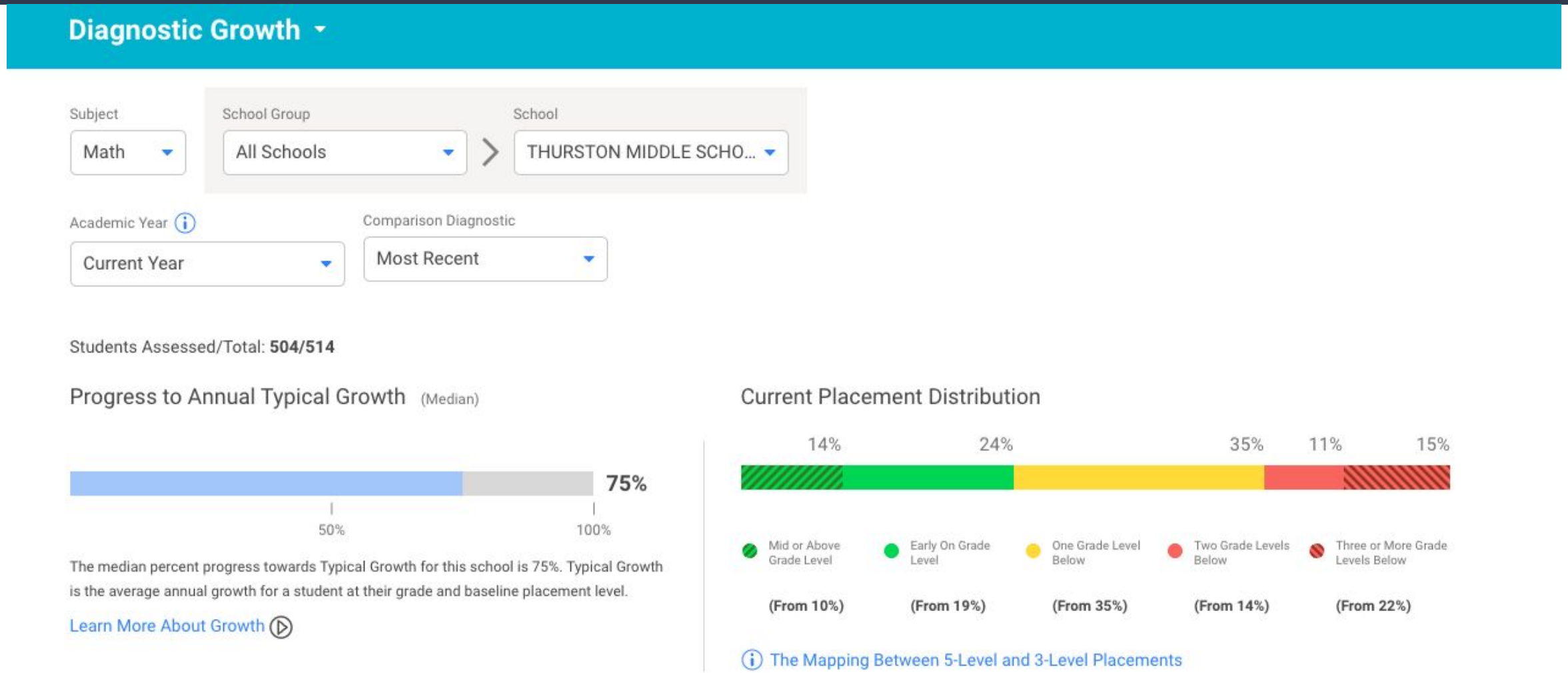
Grade

+ Add secondary demographic to show results by

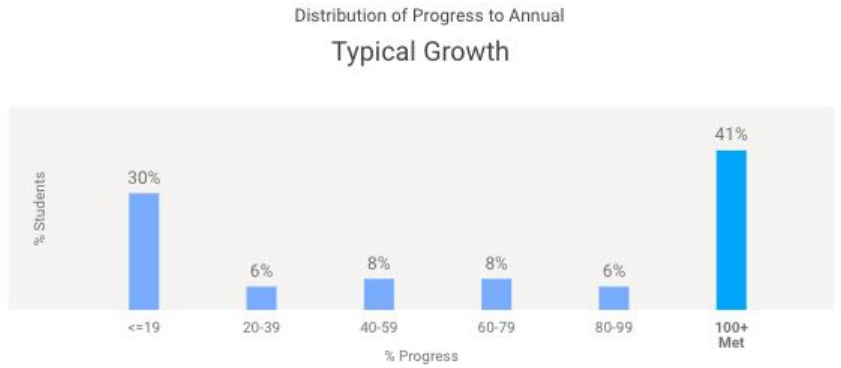
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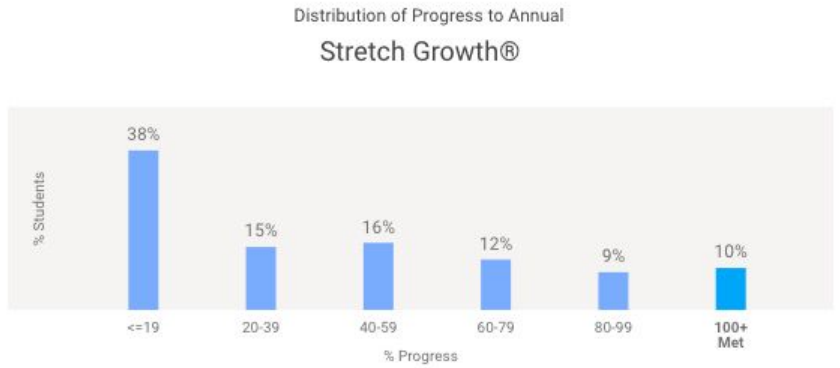
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	43%	30%	20%	6%	40%	174/186
Grade 7	54%	37%	25%	9%	43%	164/184
Grade 8	57%	43%	24%	12%	43%	192/203

Diagnostic Growth TMS



Diagnostic Growth TMS





Choose to Show Results By

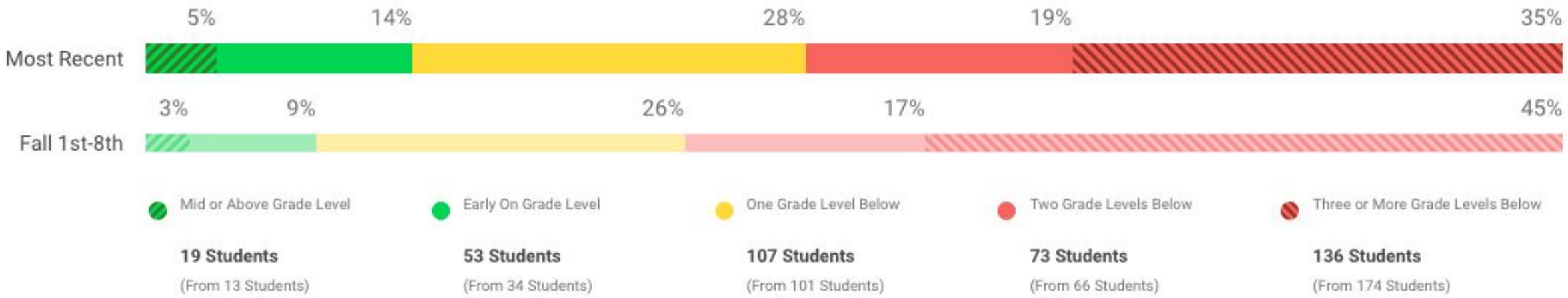
Grade

+ Add secondary demographic to show results by

Showing 3 of 3

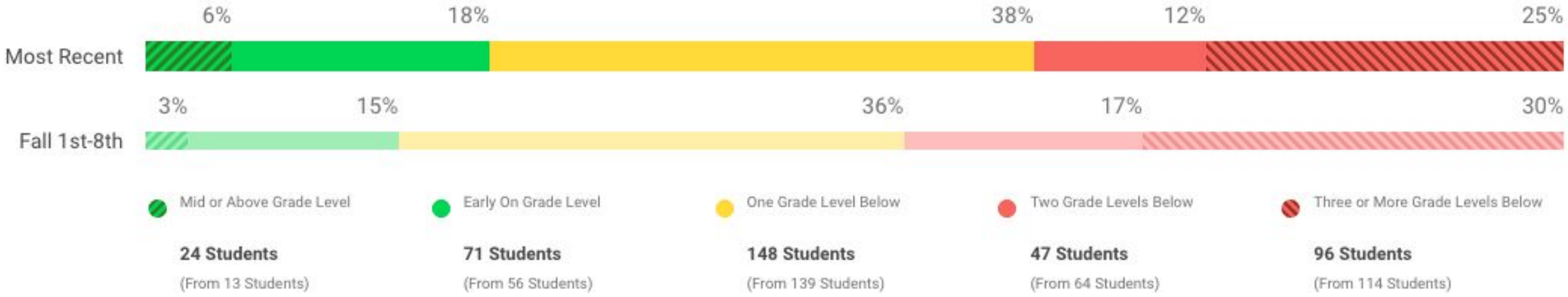
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	71%	38%	36%	9%	43%	169/170
Grade 7	69%	39%	36%	6%	40%	173/175
Grade 8	86%	48%	36%	15%	44%	162/169

Diagnostic Results ASMS



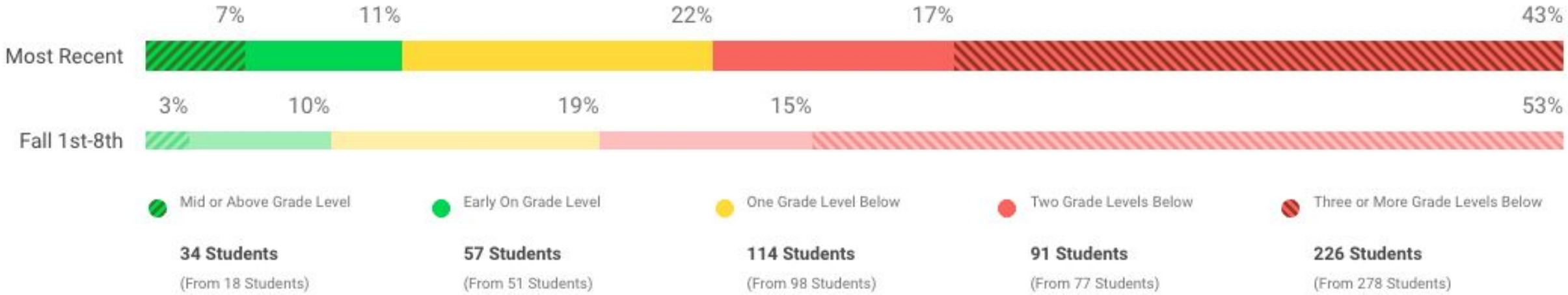
Grade		Overall Grade-Level Placement					
Grade 6	Most Recent		7%	15%	35%	15%	29%
	Fall 1st-8th		5%	14%	32%	16%	33%
Grade 7	Most Recent		7%	13%	25%	20%	36%
	Fall 1st-8th		4%	8%	21%	20%	47%
Grade 8	Most Recent		0%	13%	21%	23%	43%
	Fall 1st-8th		1%	3%	23%	15%	59%

Diagnostic Results BMS



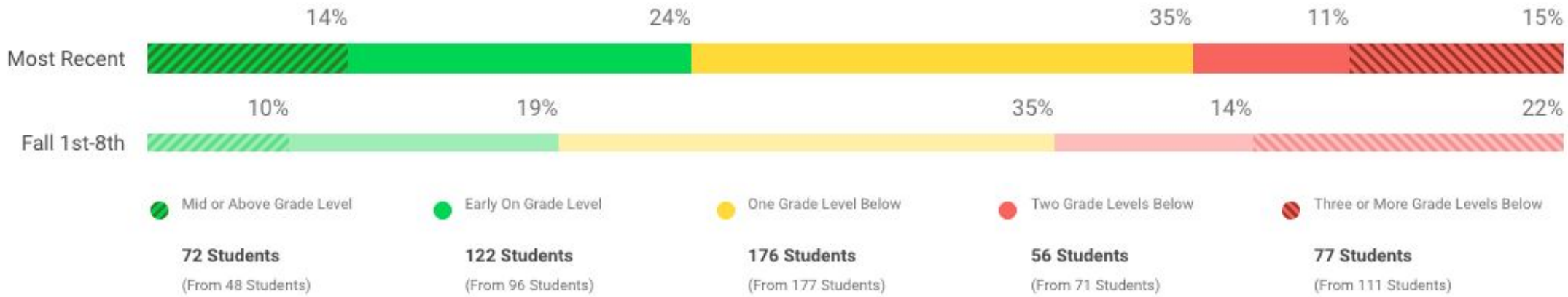
Grade		Overall Grade-Level Placement					
Grade 6	Most Recent		6%	21%	44%	13%	15%
	Fall 1st-8th		4%	14%	42%	17%	23%
Grade 7	Most Recent		5%	13%	39%	15%	28%
	Fall 1st-8th		1%	15%	37%	16%	32%
Grade 8	Most Recent		7%	20%	29%	7%	36%
	Fall 1st-8th		6%	15%	27%	17%	36%

Diagnostic Results HMS



Grade		Overall Grade-Level Placement					
Grade 6	Most Recent		6%	10%	23%	21%	39%
	Fall 1st-8th		3%	9%	22%	18%	47%
Grade 7	Most Recent		4%	11%	23%	18%	45%
	Fall 1st-8th		3%	6%	18%	17%	56%
Grade 8	Most Recent		9%	12%	20%	14%	46%
	Fall 1st-8th		4%	13%	16%	10%	56%

Diagnostic Results TMS



Grade		Overall Grade-Level Placement					
Grade 6	Most Recent		18%	28%	31%	9%	14%
	Fall 1st-8th		12%	20%	36%	11%	21%
Grade 7	Most Recent		13%	25%	40%	12%	10%
	Fall 1st-8th		10%	20%	36%	17%	17%
Grade 8	Most Recent		12%	19%	34%	12%	22%
	Fall 1st-8th		7%	17%	33%	15%	29%

Instructional Groupings Example

Subject: Math | School: THURSTON MIDDLE SCHOOL | Diagnostic: Most Recent | Grade: 8 | Key

View All Groupings | Grouping 1 (74 Students) | Grouping 2 (46 Students) | Grouping 3 (2 Students) | Grouping 4 (9 Students) | Grouping 5 (36 Students)

Students in this Grouping are on or above grade level in Number and Operations and Algebra and Algebraic Thinking and are one grade level below in Geometry or Measurement and Data.

Instructional Priorities

Test results indicate that students in this profile group are working at or above grade level in both the Number and Operations and Algebra and Algebraic Thinking domains. However, they seem to be struggling to apply these skills in the areas of Geometry and Statistics. For example, they may have difficulty determining the measure of an unknown angle or the probability of events. They may simply lack experience with the skills and related vocabulary, or they may struggle with analyzing visual representations. For these students, frequent hands-on practice connecting number and algebra skills with geometry and statistics topics is recommended.

Recommendations for Teacher-Led Instruction

Geometry

- Apply the formulas for the area and circumference of a circle.
- Use the laws of angles to find the measure of an unknown angle.
- Solve problems using scale drawings.
- Solve problems involving area, volume, and surface area of composite two- and three- dimensional figures.

Students will benefit from hands-on activities that build on ratio and proportion concepts in order to understand the formulas for area and perimeter of a circle. Give students opportunities to write and solve equations that help them find missing angle measures using facts about supplementary, complementary, and vertical angles. For students who have trouble visualizing three-dimensional figures, guide them to use connecting cubes, grid paper, isometric dot paper, and colored markers to help them interpret diagrams.

Resources

Tools for Instruction

English (20) | Spanish (20)

Measurement and Data

- Random Sampling
- Compare Data Sets
- Construct and Use Scatter Plots
- Understand Probability
- Probability Models

Graduation Rates and On-Track Data

Springfield School District Board Work Session
February 24, 2025

Mindy LeRoux, D.Ed. and Brian Megert, D.Ed.

Graduation Requirements

Subject Area	Credits
Language Arts	4
Math	3
Science	3
Social Science	3
Health	1
PE	1
CTE/Arts/World Language	6

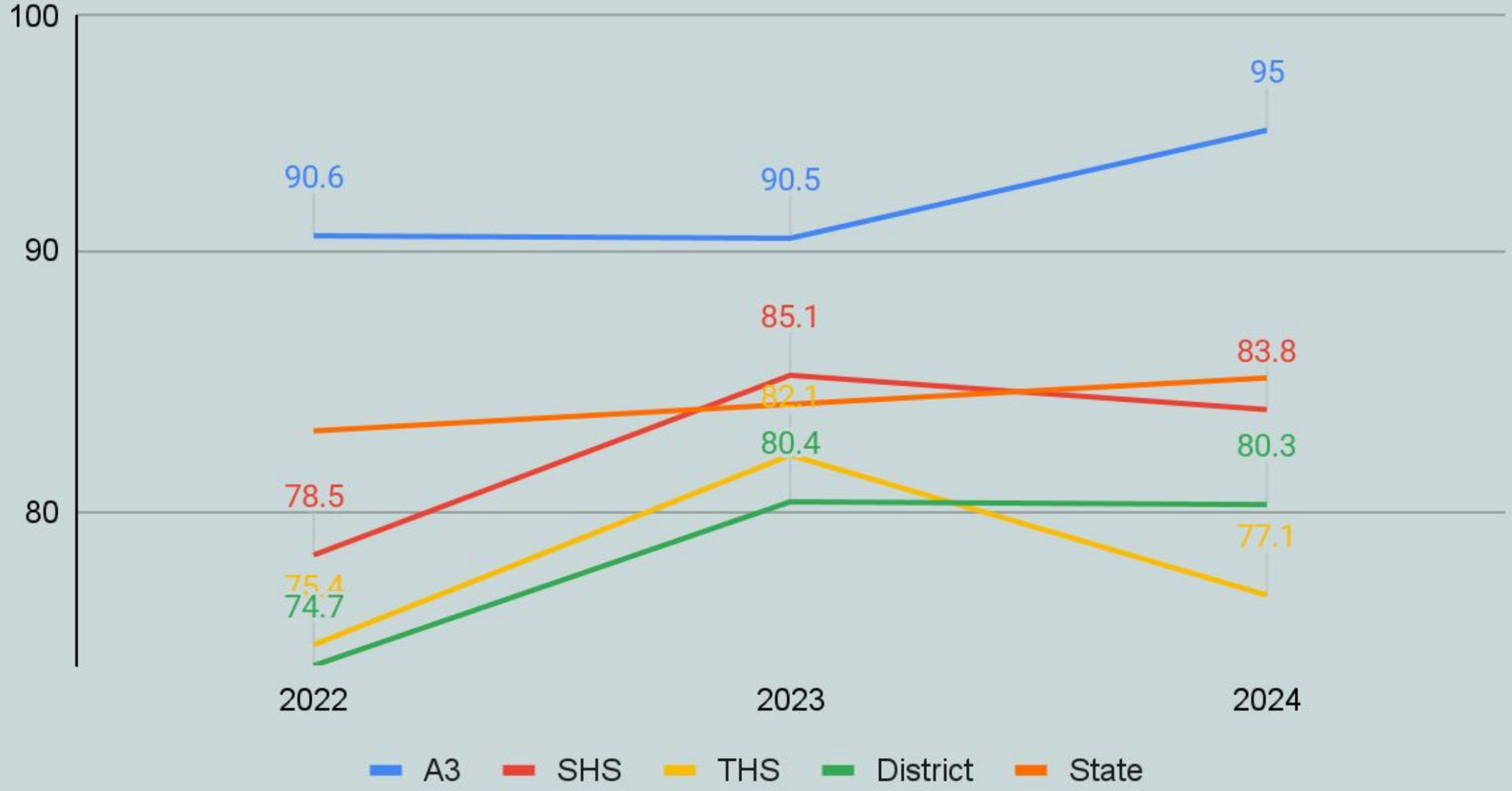


9th Grade On-Track

State Definition	6 credits
SPS Definition	7 credits + 1.0 credit in each Language Arts and Math



9th Grade On Track Data 2022-24

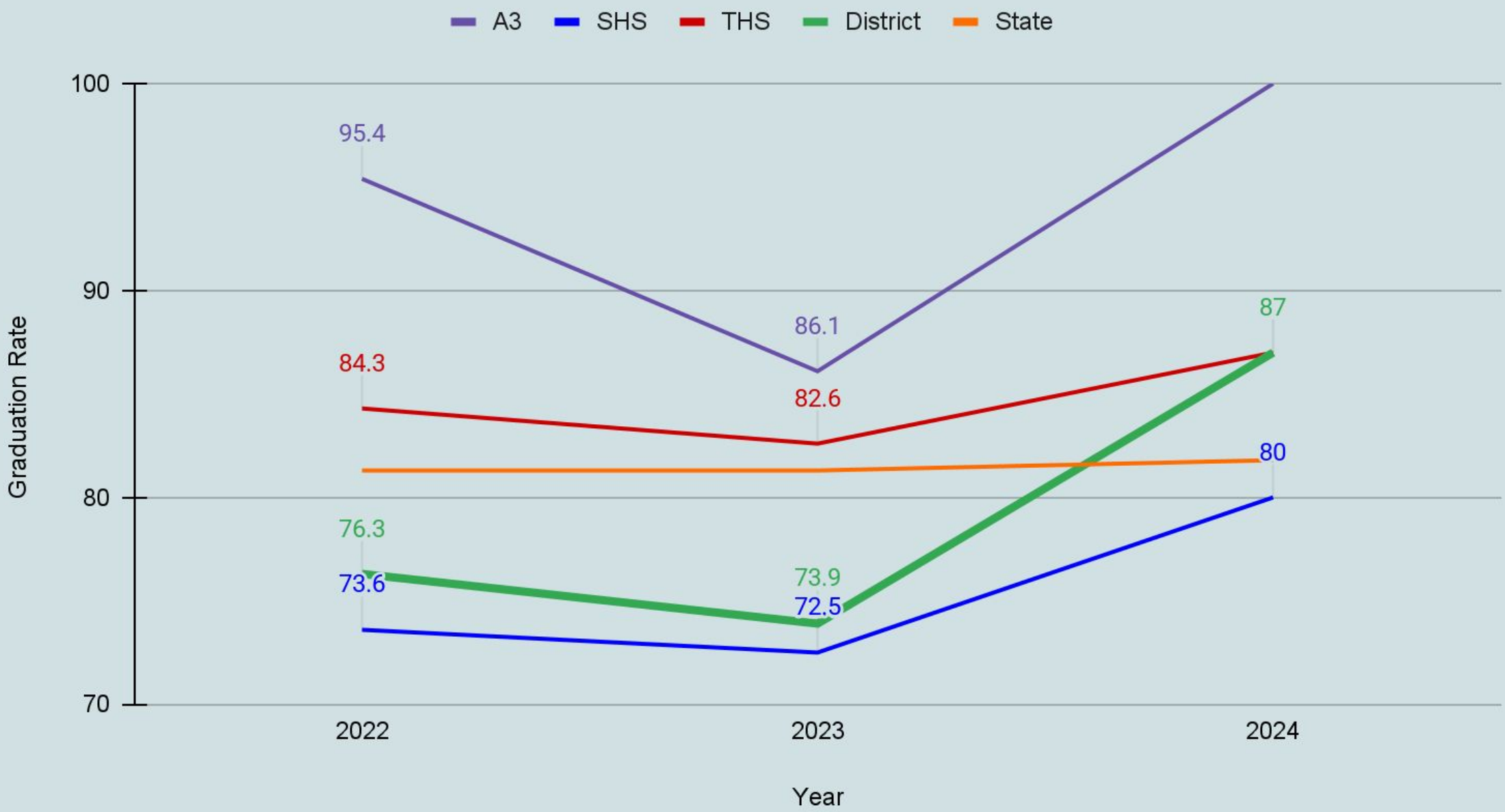


	Sem 1 On-Track	Number of 9th Graders Not On-Track	
	% of 9th Graders	State Criteria	SPS Criteria
SHS	71%	81	141
THS	81%	64	110
A3	91%	4	0

Strategies Teams Utilize when Students Not On-Track

- Advisory academic support time
- After school study support
- Night School
- Summer School
- Online Credit Recovery
- GED for Credit
- Proficiency Credit

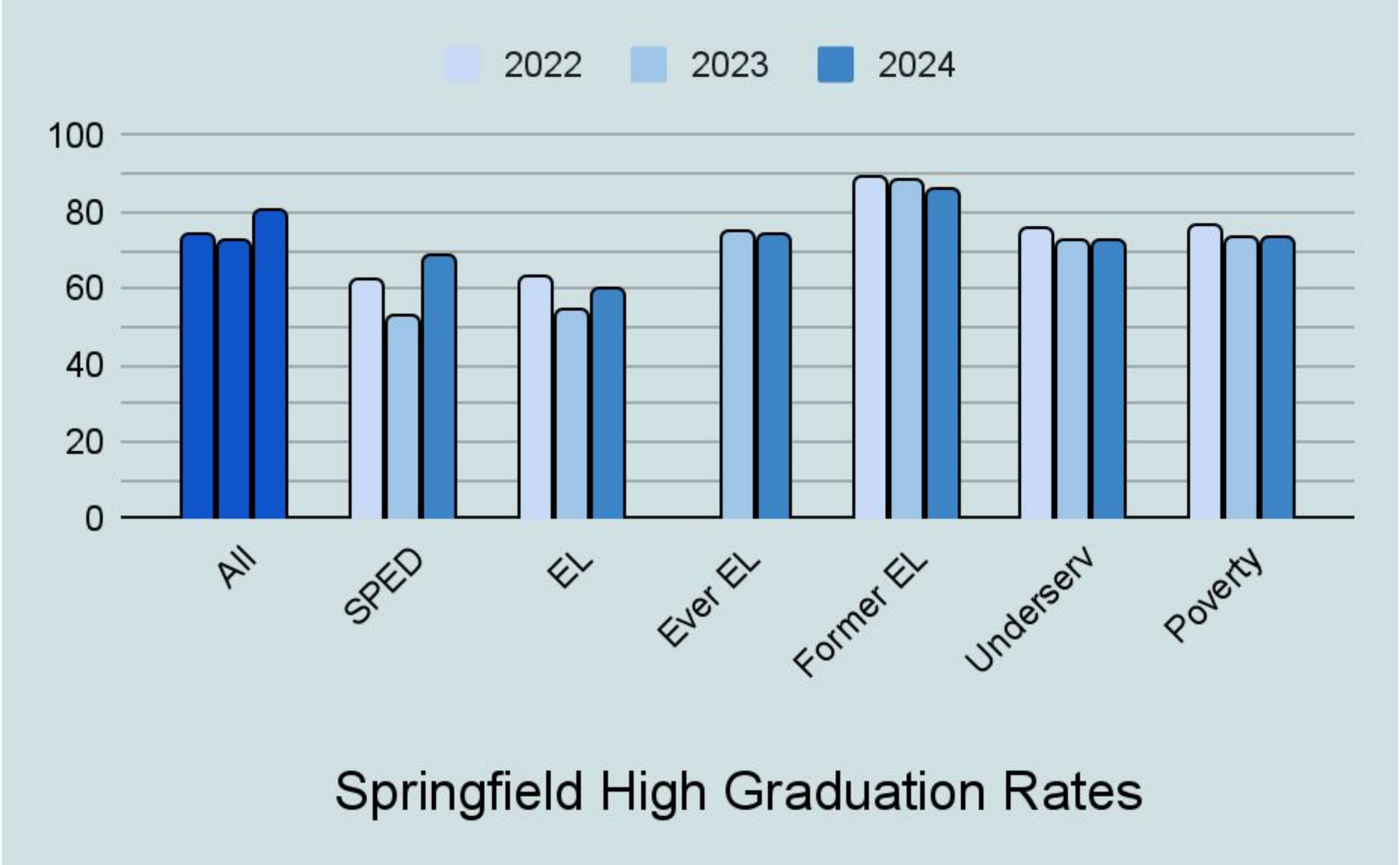
4 Year Cohort Graduation Data 2022-24



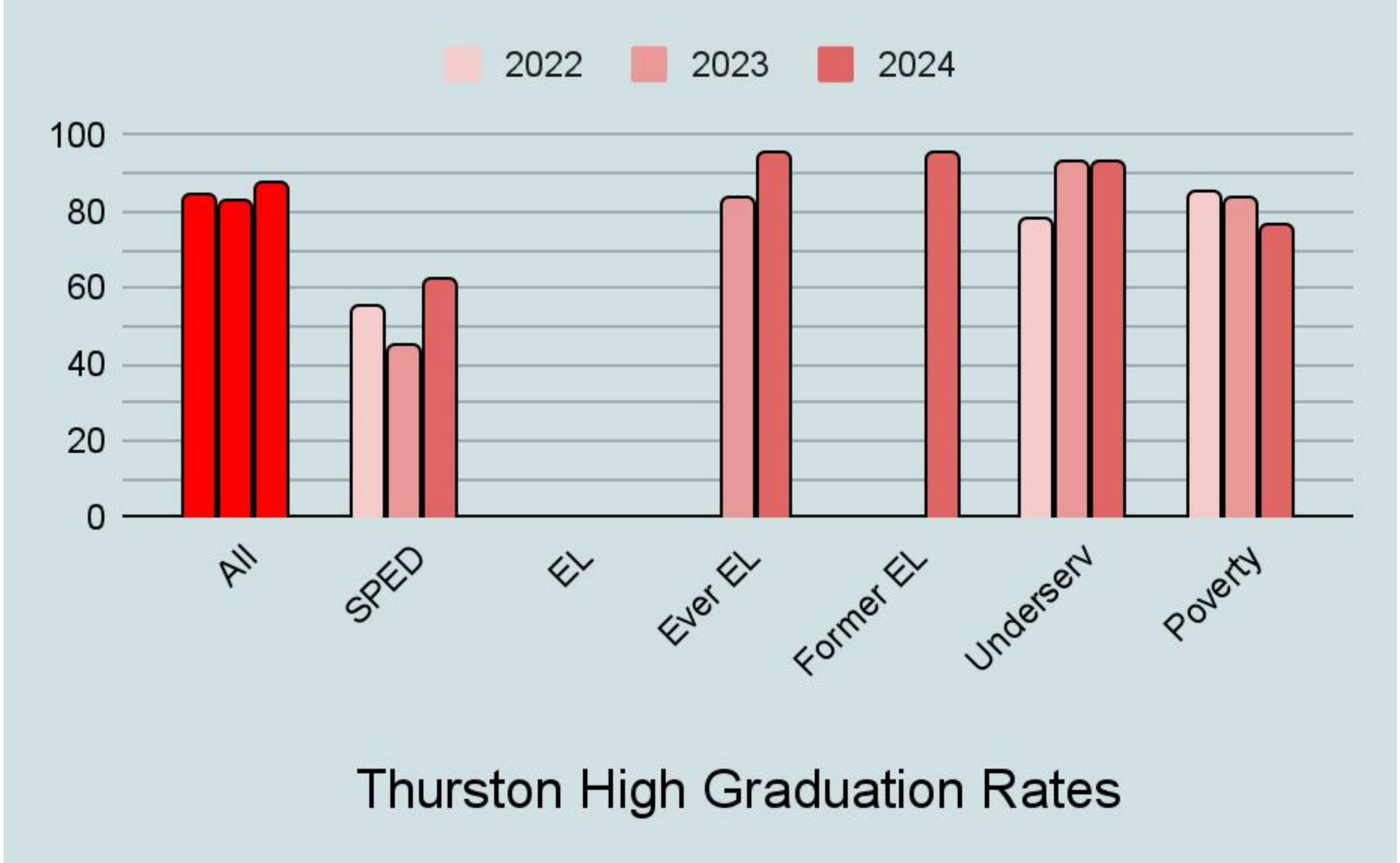
Subject Area PLCs and Grade Level Teams

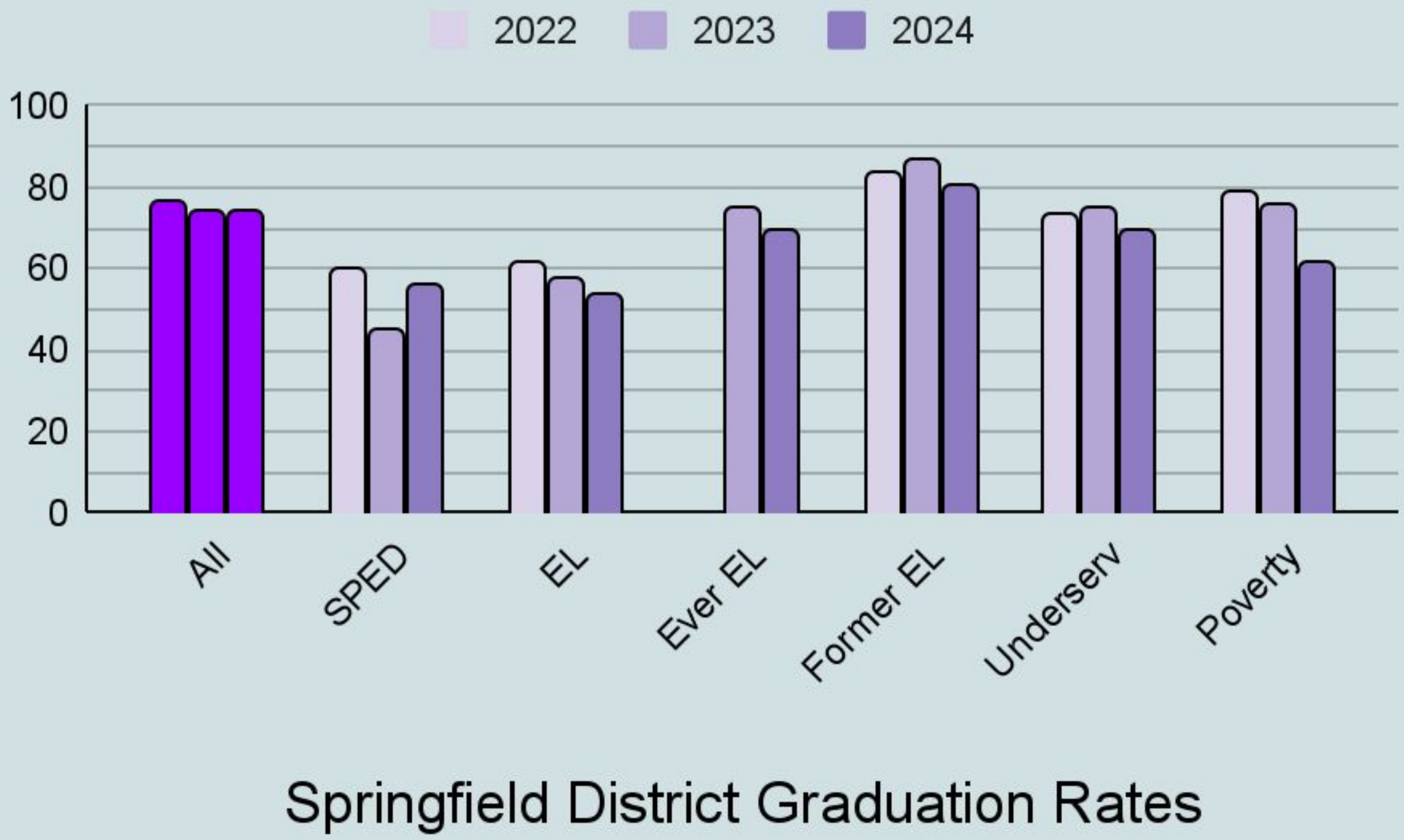
Who: All high school teachers
When: August 2024- present
How: 2x month
What: Reviewing current student learning data (e.g. grades and submitted work)

The 4 Questions:
Q1. What do we want all students to know and be able to do?
Q2. How will we know if they learn it?
Q3. How will we respond when some students do not learn?
Q4. How will we extend the learning for students who are already proficient?



Springfield High Graduation Rates


2022
2023
2024
100
80
60
40
20
0
All
SPED
EL
Ever EL
Former EL
Underserv
Poverty
Thurston High Graduation Rates



Springfield District Graduation Rates

Graduates from the Special Education Program

- Diploma Types
  - Modified
  - Regular/Traditional
- Student Supports
  - Co-Teaching – Special Education Teacher and Content Teacher
  - Educational Assistants
  - Accommodations and Modifications
- Transition Services
  - 18-21 Year olds

English Language Development Program (ELD)

- ELs, Ever ELs, Former ELs
- Recent Arrived English Learners (RAELs)
  - Has not attended school in the the U.S. in the last three years
- Emerging Bilingual Students
  - Honoring our students who are developing bilingual and biliteracy skills
  - Seal of Biliteracy (STAMP Test – Reading, Writing, Listening, Speaking)

Supports for Students Experiencing Poverty

- Identification of Low SES
  - Free and Reduced Lunch Collection
  - Community Eligibility Program
- Confidentiality
- Second Breakfast Offered
  - Middle and High
  - Between 1st and 2nd Periods
- Importance of Family Resource Coordination
- Community Partnerships
  - Mental Health
  - McKinney-Vento
  - 15th Night Partnership
  - Plaza de Nuestra Comunidad (f.k.a.Centro Latino)