# Agenda

- Review Professional Development Story

- Analyze District-Level Data

- Collaborate on Driving Success for Remainder of School Year

Professional Development

2020-2021 Delivered PD		
September 21st	Getting good Data	K-8, Sped, Building Leadership
November 16th	Using Data to Plan Instruction/ TSS	SPED teachers
January 4th	Understanding and Responding to Student Growth Data	K-8, SPED, Building Leadership
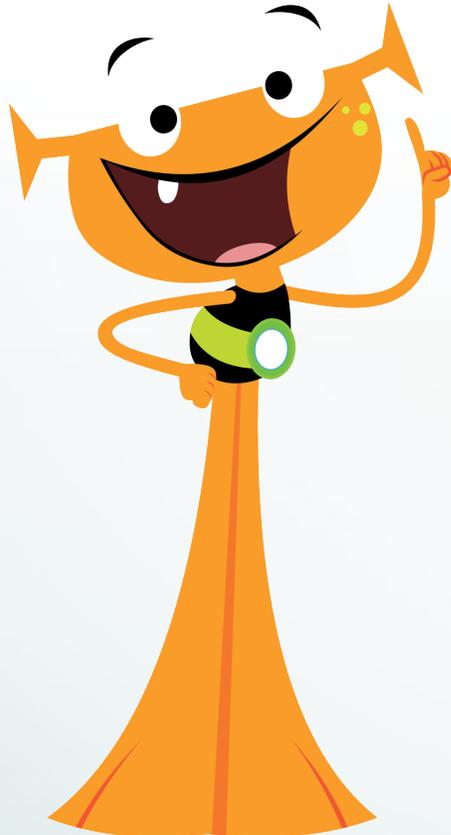
70% of teachers agree or strongly agree that more PD is needed

Some Feedback from our PD sessions…

- *…very informative. Now I can access more data and break it down…*

- *The info was very helpful. The smaller group was a much better setting for learning and getting additional help. I have a much better understanding of how to use the data and tools.*

Professional Development

Number of PD Days left for 2020-2021: 1

Next Step for Leaders:

- **Data-Driven Leadership**
  Leaders use effective data practices to take a deep dive into their own data. Sessions are recommended after each diagnostic assessment. Building leaders will receive resources during each session they can take back to their buildings to lead data team meetings utilizing their i-Ready data to drive instruction.

Next Steps for Teachers/ Coaches:

- Intervening when students struggle with instruction
- Strategically using teacher assigned lessons
- Plan instruction to address standards and skills
- Using data to create small group instruction

(This can be done in small groups throughout the day in grade level PLC meetings.)

Math Performance Review

Who Is Included in the Analysis?
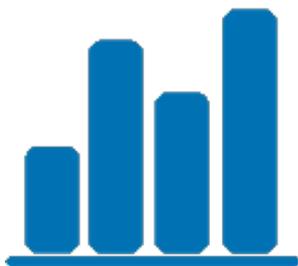
Fall Performance   3,140 students

Winter Performance   3,102 students

**Students Included in Fall
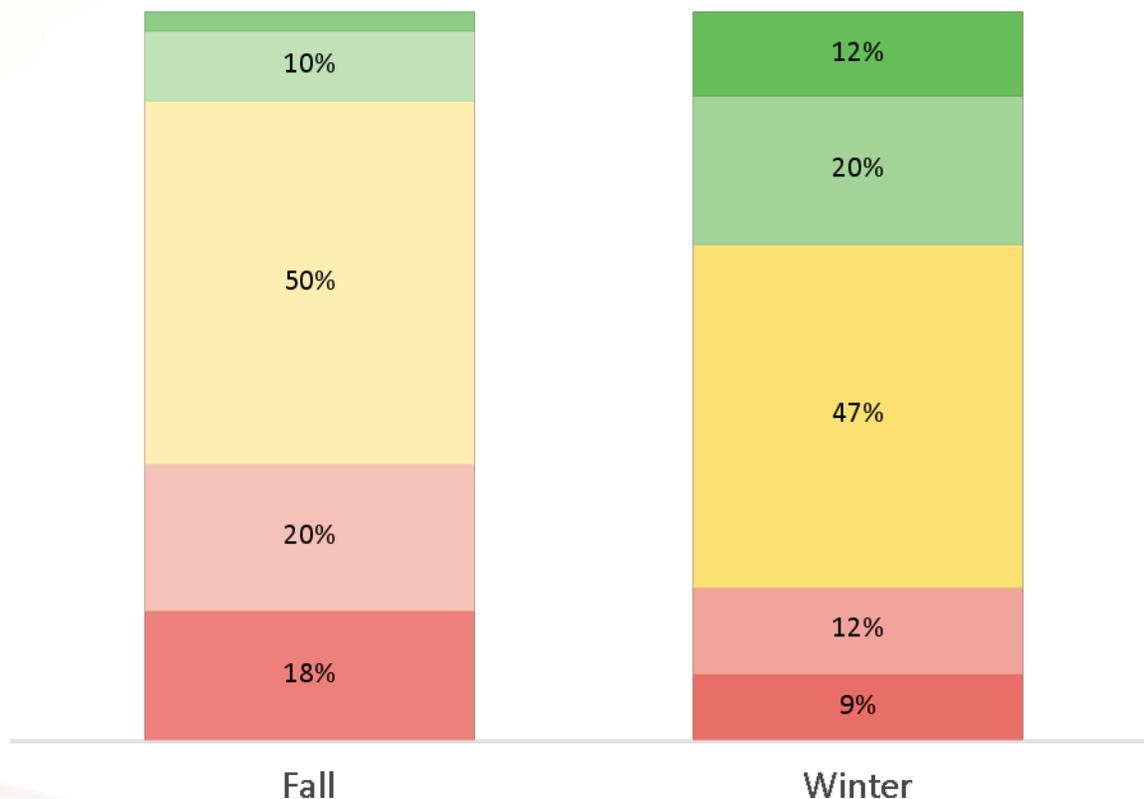and Winter Comparisons**   2,777 students

Personalized Instruction   2,742 students

How Have Relative Placements Changed From Fall to Winter?

Placement Distribution, Fall 20-21 to Winter 20-21

N = 2,777

Mid On-Grade or Above
Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.

Early On-Grade
Students who have only partially met these grade-level expectations.

1 Grade Below
Students placed one year below grade level.

2 Grades Below
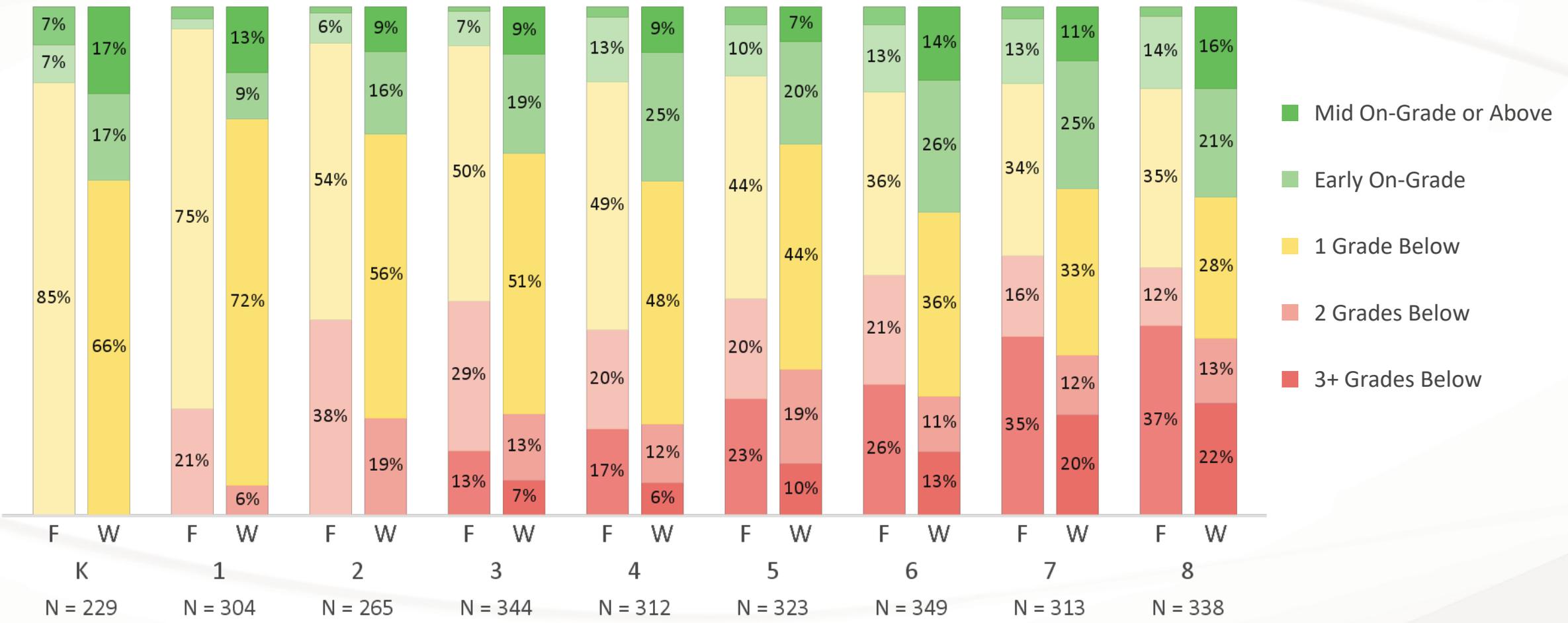Students placed two years below grade level.

3+ Grades Below
Students placed three or more years below grade level.

i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade.

This is a longitudinal analysis.

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Who is Included in the National Benchmark Data?

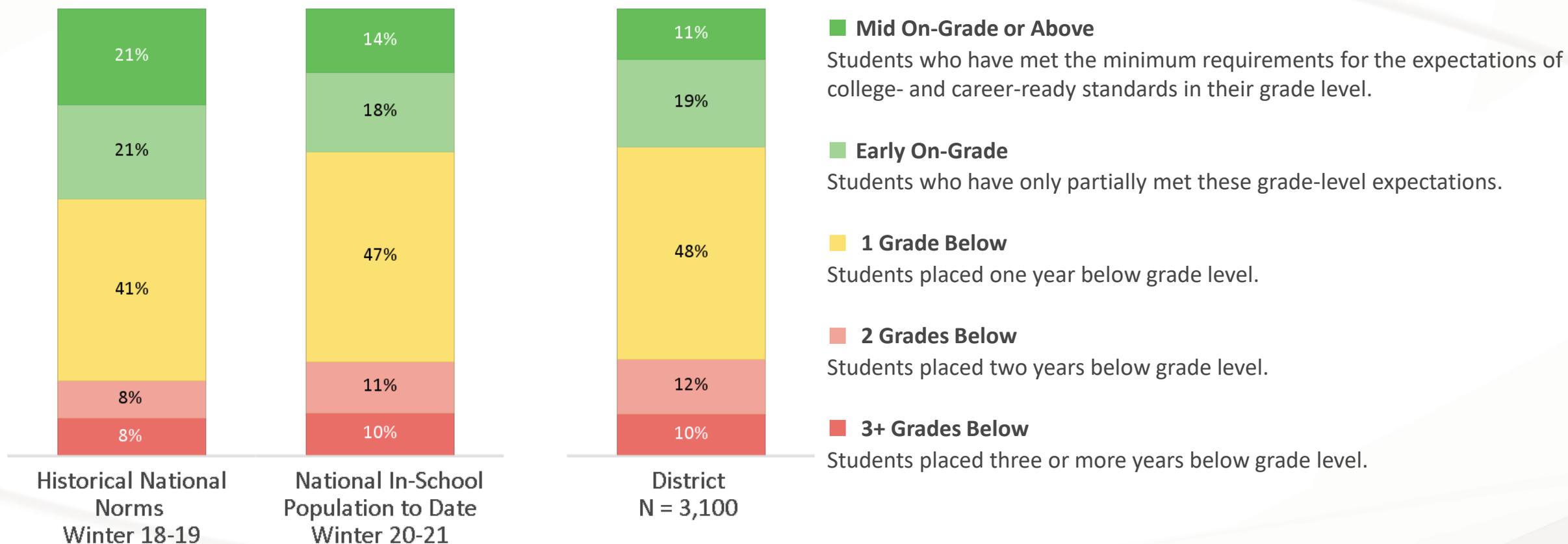**Historical National Norms Winter 18-19**

The i-Ready national norms are based on nationally representative samples that reflect the makeup of the US student population along key demographic characteristics.

National In-School Population to Date Winter 20-21

This population includes all students who completed an in-school i-Ready Diagnostic in Winter 20-21 across the nation. This information is not representative of the national population but reflects the performance of all students who completed an i-Ready Diagnostic from November 16 to February 13 and indicated that their Diagnostic was taken in school.

How Do the District's Placements Compare to the Benchmarks?

Winter Placement Distribution for District and Benchmarks

Historical National Norms Winter 18-19
- 21% Mid On-Grade or Above
- 21% Early On-Grade
- 41% 1 Grade Below
- 8% 2 Grades Below
- 8% 3+ Grades Below

National In-School Population to Date Winter 20-21
- 14%
- 18%
- 47%
- 11%
- 10%

District N = 3,100
- 11%
- 19%
- 48%
- 12%
- 10%

■ **Mid On-Grade or Above**
Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.

■ **Early On-Grade**
Students who have only partially met these grade-level expectations.

■ **1 Grade Below**
Students placed one year below grade level.

■ **2 Grades Below**
Students placed two years below grade level.

■ **3+ Grades Below**
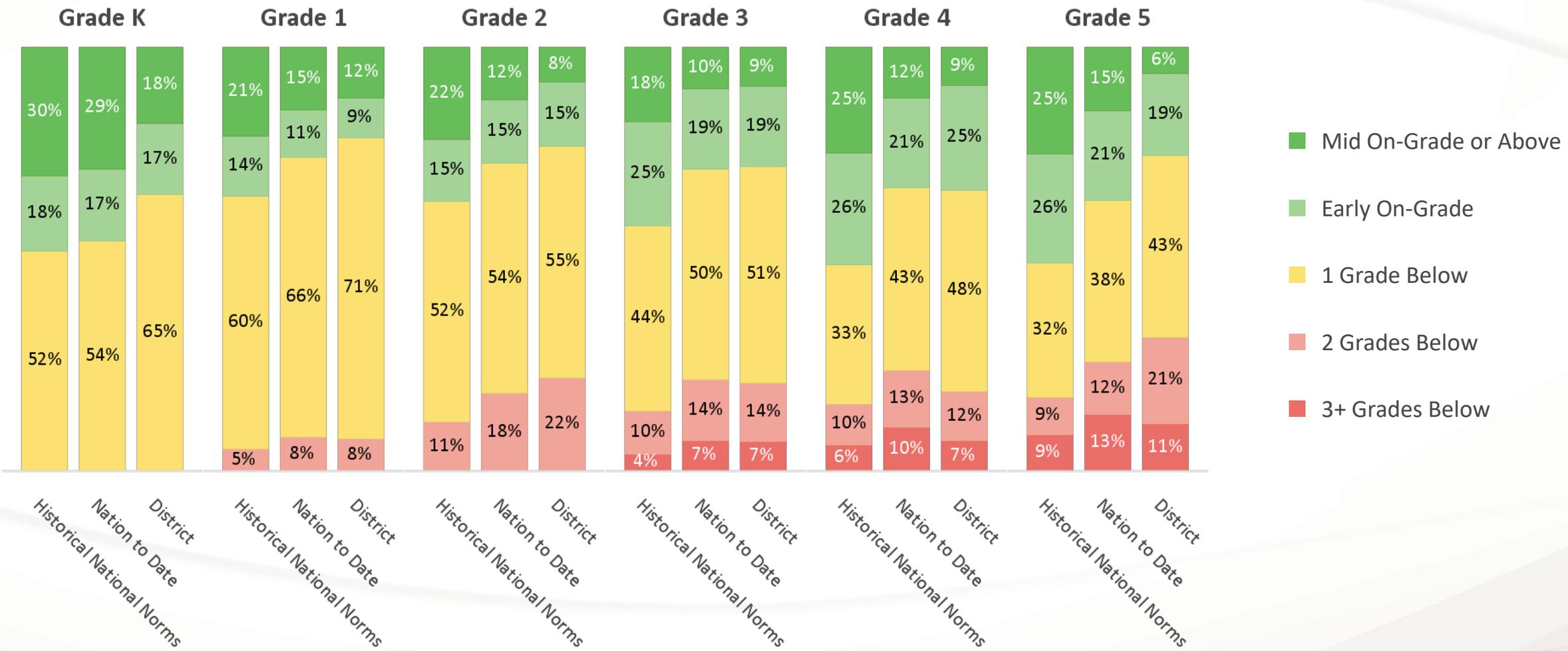Students placed three or more years below grade level.

The National Tested Population represents all Diagnostics taken in school across the nation from 11/16/2020 - 02/13/2021. This includes data from 2,811,681 Diagnostics.

i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade.
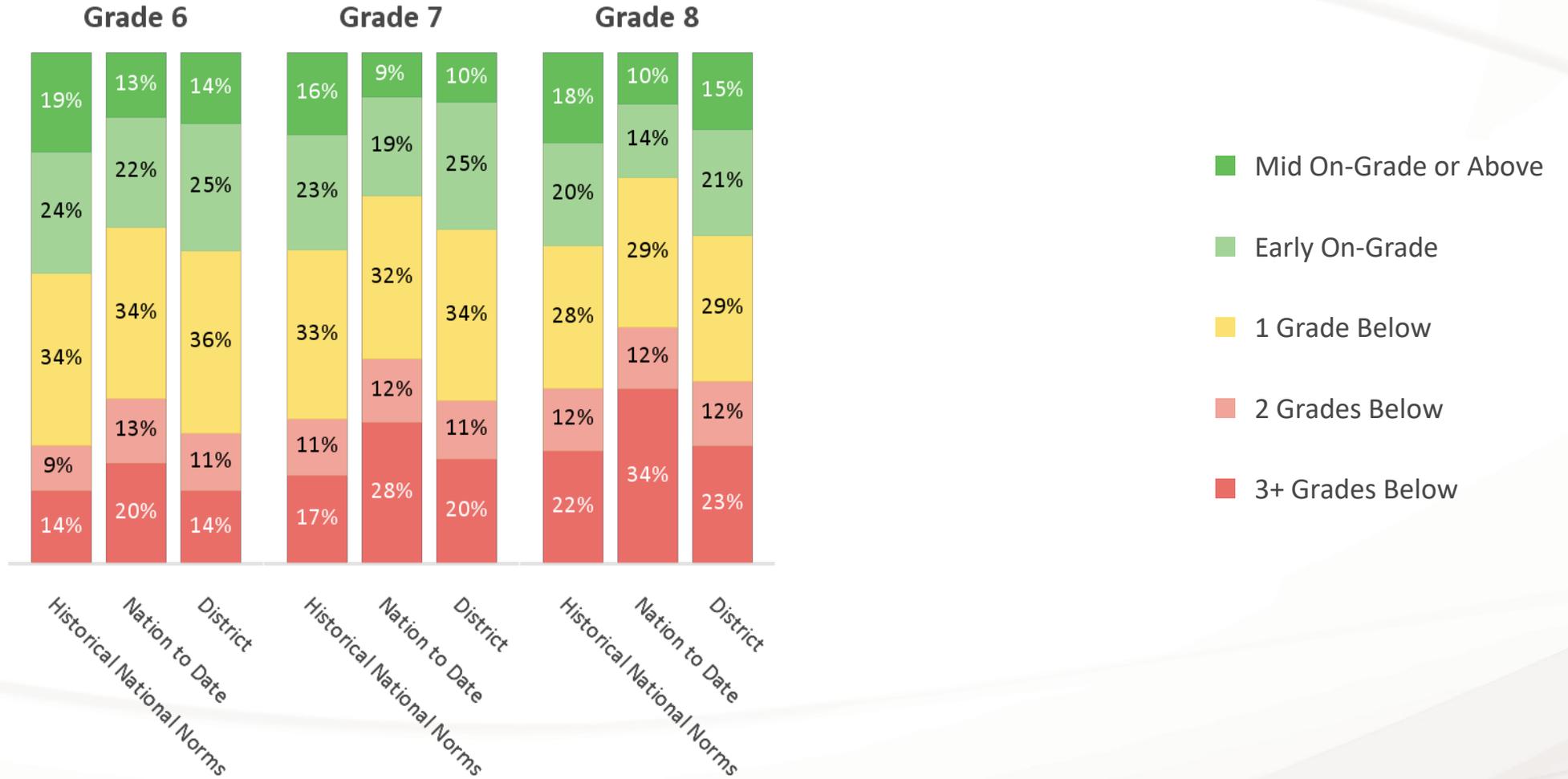
How Do the District's Placements Compare to the Benchmarks?

Winter Placement Distribution for District and Benchmarks

How Do the District's Placements Compare to the Benchmarks?

Winter Placement Distribution for District and Benchmarks

Legend:
- Mid On-Grade or Above
- Early On-Grade
- 1 Grade Below
- 2 Grades Below
- 3+ Grades Below

Grade 6

	Historical National Norms	Nation to Date	District
Mid On-Grade or Above	19%	13%	14%
Early On-Grade	24%	22%	25%
1 Grade Below	34%	34%	36%
2 Grades Below	9%	13%	11%
3+ Grades Below	14%	20%	14%

Grade 7

	Historical National Norms	Nation to Date	District
Mid On-Grade or Above	16%	9%	10%
Early On-Grade	23%	19%	25%
1 Grade Below	33%	32%	34%
2 Grades Below	11%	12%	11%
3+ Grades Below	17%	28%	20%

Grade 8

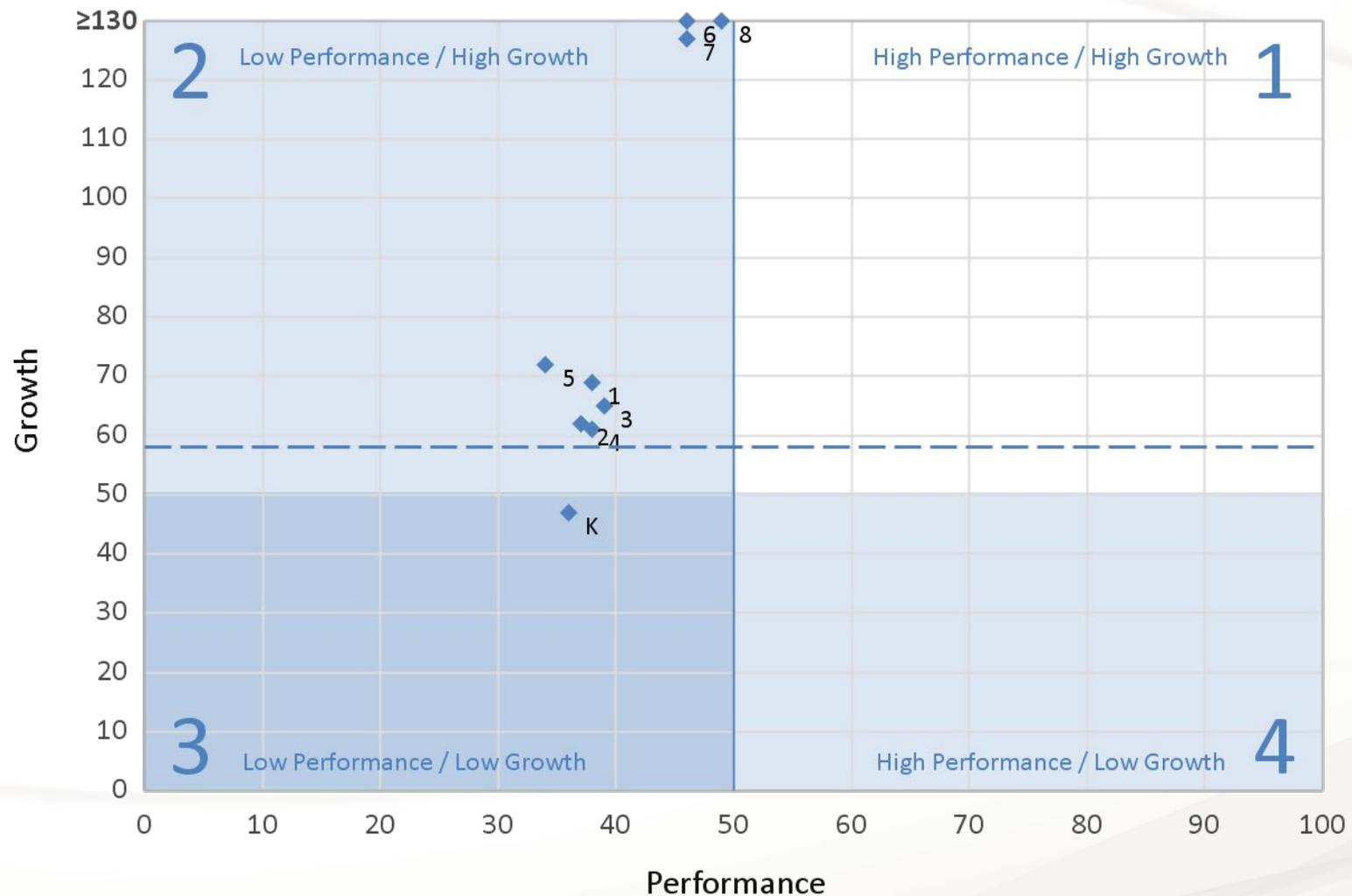|	Historical National Norms	Nation to Date	District
Mid On-Grade or Above	18%	10%	15%
Early On-Grade	20%	14%	21%
1 Grade Below	28%	29%	29%
2 Grades Below	12%	12%	12%
3+ Grades Below	22%	34%	23%

How Did Students Across the District Grow From Fall to Winter?

Comparison of Median Student Performance and Median Percent of Typical Growth at 14-15 Weeks

Performance — Median student performance relative to historical 18-19 norms
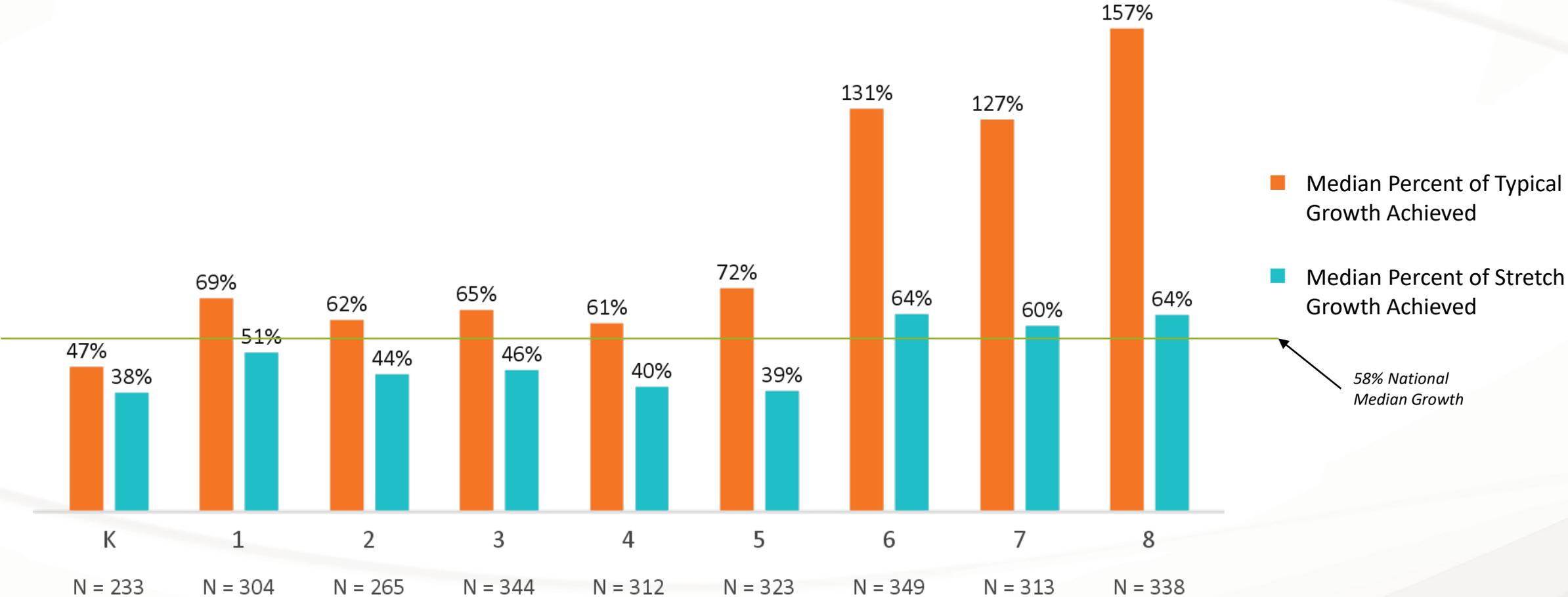
(50th percentile is the national median)

Growth — Median percent of typical growth achieved, differentiated by fall placement levels

——— National median percent of typical growth at 14-15 weeks

(Grades K-8 as observed in 17-18)

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How Much Did Growth Vary Across Fall Placement Levels?

Median Percent of Typical Growth Achieved by Fall Placement Level

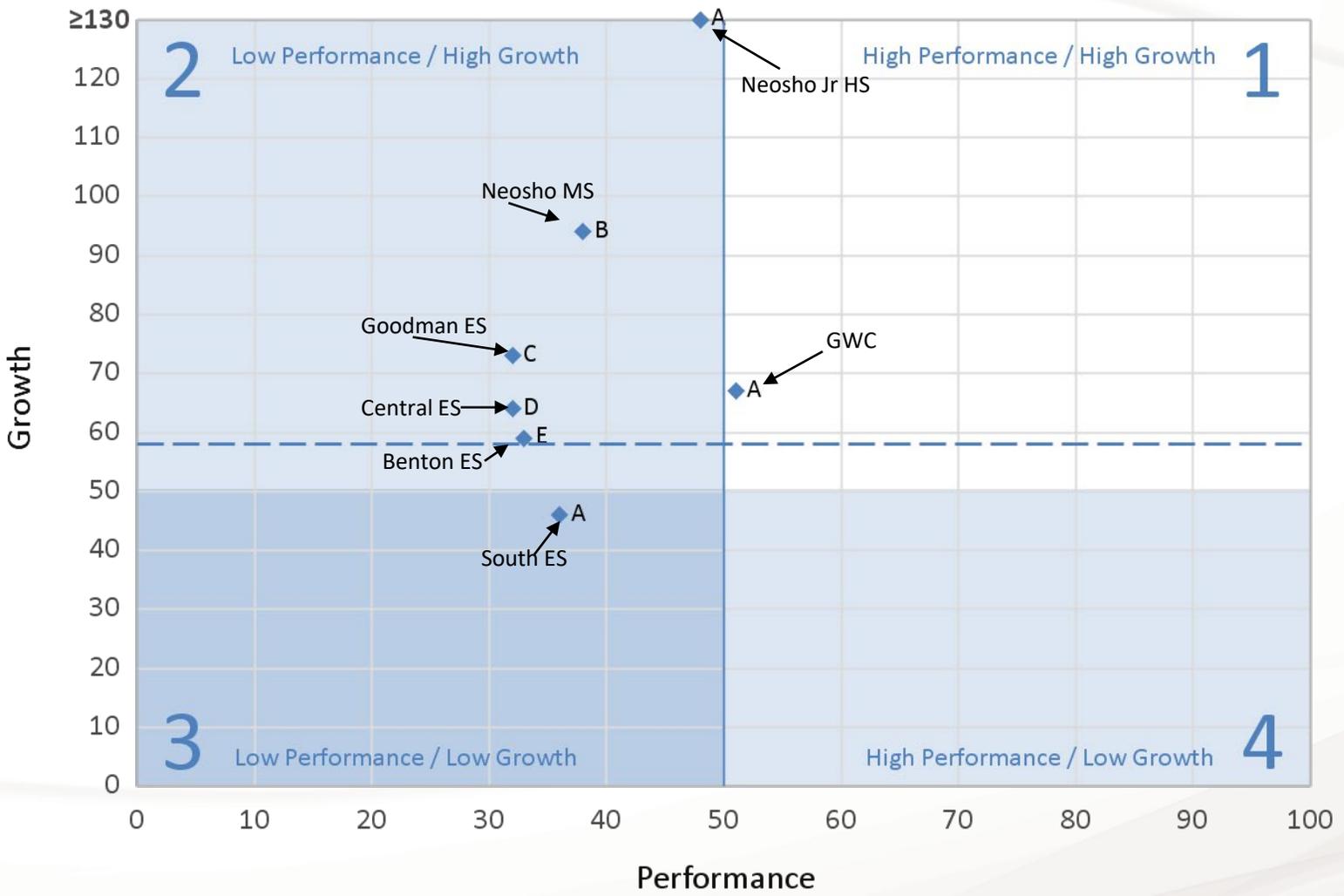| Fall Placement Level	Statistic	K	1	2	3	4	5	6	7	8
Mid On-Grade or Above	Median % Typical Growth	10%	-	-	-	-	0%	65%	-	-
	Count	17	-	-	-	-	11	12	-	-
	Typical Growth	21	21	18	21	19	14	13	11	9
Early On-Grade	Median % Typical Growth	33%	-	39%	40%	26%	44%	88%	75%	239%
	Count	17	-	16	23	40	33	46	40	48
	Typical Growth	24	26	22	25	23	18	13	12	9
1 Grade Below	Median % Typical Growth	50%	66%	69%	62%	63%	67%	136%	108%	167%
	Count	195	227	144	173	152	141	126	106	119
	Typical Growth	32	29	26	26	23	18	14	12	9
2 Grades Below	Median % Typical Growth		85%	62%	78%	83%	89%	136%	119%	110%
	Count		64	102	101	61	64	75	50	39
	Typical Growth		36	29	27	23	18	14	13	10
3+ Grades Below	Median % Typical Growth				65%	92%	85%	153%	165%	150%
	Count				44	53	74	90	110	126
	Typical Growth				30	24	20	15	13	12

How Did Students in Schools Across the District Grow From Fall to Winter?

Comparison of Median Student Performance and Median Percent of Typical Growth at 14-15 Weeks

Performance Median student performance relative to historical 18-19 norms

(50th percentile is the national median)

Growth Median percent of typical growth achieved, differentiated by fall placement levels

——— National median percent of typical growth at 14-15 weeks

(Grades K-8 as observed in 17-18)

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How Does Domain-Level Performance Compare to Fall?

Percent of Students Placing Mid On-Grade or Above and Historical National Norms, Fall 20-21 to Winter 20-21

Grade	Count	Window	Numbers & Operations		Algebra & Algebraic Thinking		Measurement & Data		Geometry	
			District	National	District	National	District	National	District	National
K	233	Fall	5%	6%	5%	6%	16%	19%	22%	26%
		Winter	11%	22%	12%	20%	30%	41%	42%	49%
1	304	Fall	3%	7%	7%	14%	10%	14%	11%	19%
		Winter	16%	23%	35%	42%	19%	26%	20%	31%
2	265	Fall	3%	7%	5%	11%	6%	14%	9%	18%
		Winter	14%	25%	14%	25%	15%	29%	18%	32%
3	344	Fall	2%	9%	9%	12%	8%	23%	7%	10%
		Winter	13%	21%	26%	35%	26%	37%	11%	19%
4	312	Fall	6%	17%	9%	19%	14%	29%	3%	13%
		Winter	19%	32%	30%	40%	24%	40%	4%	22%
5	323	Fall	5%	19%	6%	14%	9%	32%	5%	18%
		Winter	16%	35%	12%	22%	16%	43%	7%	25%
6	349	Fall	9%	19%	5%	12%	14%	29%	4%	15%
		Winter	34%	31%	14%	20%	26%	34%	10%	20%
7	313	Fall	5%	18%	4%	11%	10%	22%	4%	11%
		Winter	27%	27%	12%	17%	20%	26%	10%	15%
8	338	Fall	5%	20%	5%	11%	11%	23%	5%	14%
		Winter	28%	26%	19%	20%	27%	27%	11%	18%

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How Long Are Students Spending on Personalized Instruction Overall?

Average Weekly Usage of Personalized Instruction

Legend:
- Recommended Range of Weekly Instruction Usage (30–49 min)
- Average Weekly Usage (min)

Bar values by grade:
- K: 23
- 1: 27
- 2: 25
- 3: 28
- 4: 28
- 5: 34
- 6: 31
- 7: 25
- 8: 23

	K	1	2	3	4	5	6	7	8
Average Lesson Pass Rate	82%	94%	95%	92%	86%	80%	74%	68%	66%
Number of Students	314	325	279	349	311	332	354	263	215

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What Types of Lessons Are Students Completing?

Proportion of Lessons Completed by Instruction Type

Legend: Teacher Assigned Lessons, My Path Assigned Lessons

Bar chart values:
- K (N = 314): 100%
- 1 (N = 325): 100%
- 2 (N = 279): 99%
- 3 (N = 349): 97%
- 4 (N = 311): 100%
- 5 (N = 332): 98%
- 6 (N = 354): 100%
- 7 (N = 263): 100%
- 8 (N = 215): 100%

		K	1	2	3	4	5	6	7	8
Teacher Assigned	Average Lesson Pass Rate	-	91%	86%	74%	-	56%	-	-	-
	Number of Students	-	15	64	73	-	86	-	-	-
My Path Assigned	Average Lesson Pass Rate	82%	94%	95%	92%	86%	81%	74%	68%	66%
	Number of Students	314	325	279	349	311	332	354	263	215

What Types of Lessons Are Students Completing?

Proportion of Lessons Completed by Lesson Level
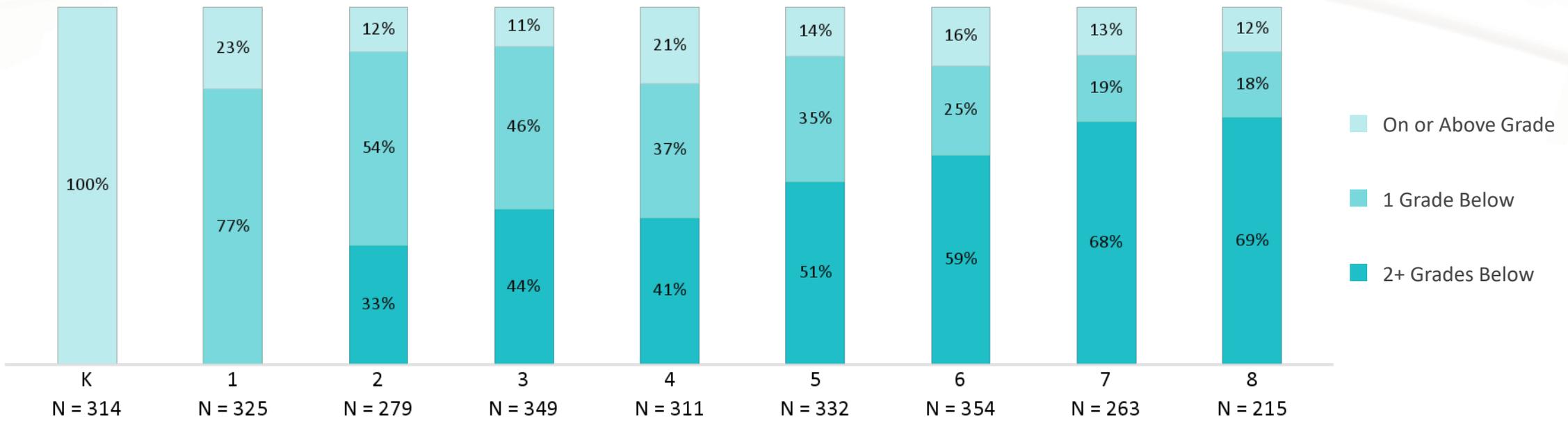
		K	1	2	3	4	5	6	7	8
On or Above Grade	Average Lesson Pass Rate	82%	95%	93%	78%	90%	69%	64%	85%	52%
	Number of Students	314	184	121	124	118	148	125	63	57
One Grade Below	Average Lesson Pass Rate	-	95%	95%	88%	82%	77%	74%	54%	75%
	Number of Students	-	320	246	278	230	215	209	126	90
Two or More Grades Below	Average Lesson Pass Rate	-	-	97%	96%	87%	80%	76%	70%	67%
	Number of Students	-	-	165	207	211	230	249	185	148

Prerequisites Report for Mathematics

Supports unfinished learning and helps teachers make every minute of instruction count

- See which **prerequisite skills** to focus on when preparing students for upcoming topics in core instruction.

- Identify **important concepts** within those skills.

- Get **on-the-spot teaching tips** for the whole class.

- Use **Recommended Resources** with small groups to help students with similar learning needs get ready for grade-level work.

Prerequisites ▾

Subject	Class/Report Group	Grade	Topic
Math	Grade 4, Section 2	Grade 4	Number and Operati...

Overview

Topic: Number and Operations in Base Ten
Students build on their understanding of place value, rounding, and addition and subtraction of three-digit numbers. They explore place value to the hundred-thousands place, rounding, comparing, adding, and subtracting multi-digit numbers.

Learning Progression

Whole Class

After familiarizing yourself with the needs of the students based on the data below, you may decide to address these prerequisite skills during whole class instruction.

PDF Topic Support

Prerequisite Groups	Topic Group A 4 Students	Topic Group B 5 Students	Topic Group C 6 Students	Topic Group D 4 Students
Prerequisites	Recommendations	Recommendations	Recommendations	Recommendations
Understand hundreds, tens, and ones	✓	✓	✓	Additional Support
Essential Skill Add and subtract within 1,000	✓	Additional Support	In-depth Review	In-depth Review
Round to the nearest ten or hundred	✓	Additional Support	In-depth Review	In-depth Review
	Madera, Isabella Marcus, Joseph Nguyen, Eric Rodriguez, Jeremy	Foster, Claire López, Madeline Nasuti, Kevin O'Connor, Liam Petrov, Mariana	Chen, Nadia Dorsey, Justin Flores, Shandra Jones, Aisha Medeiros, Nick Nelson, Sean	Charnas, Brendan Drew, William Kovac, Valarie Williams, Gerald

Personalized Instruction by Lesson Report

Provides new ways to monitor performance in online instruction, including Teacher-Assigned Lessons

- Helps teachers **monitor Personalized Instruction** to identify if students need more support in specific skills

- Shows performance on **Teacher-Assigned Lessons**, which can now be assigned to all students across a school or grade

- Allows educators to gain insights from **last year's lessons**
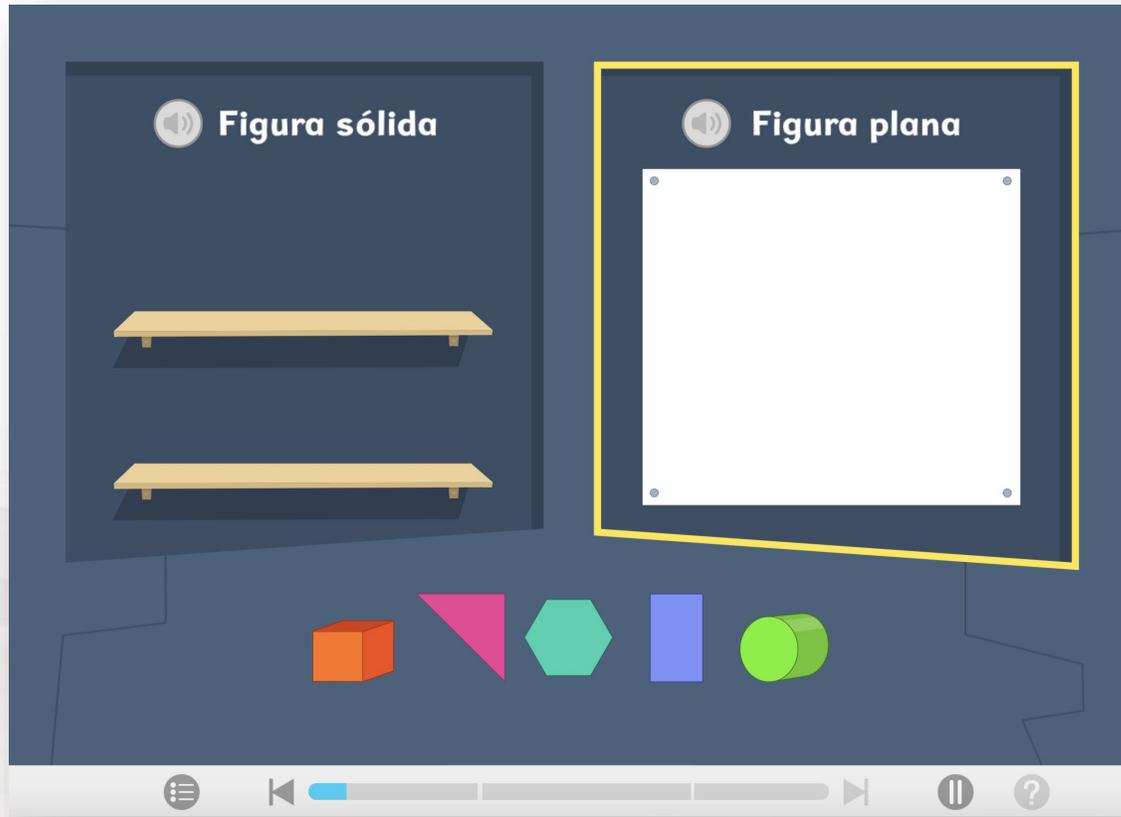
Learning Games for Mathematics
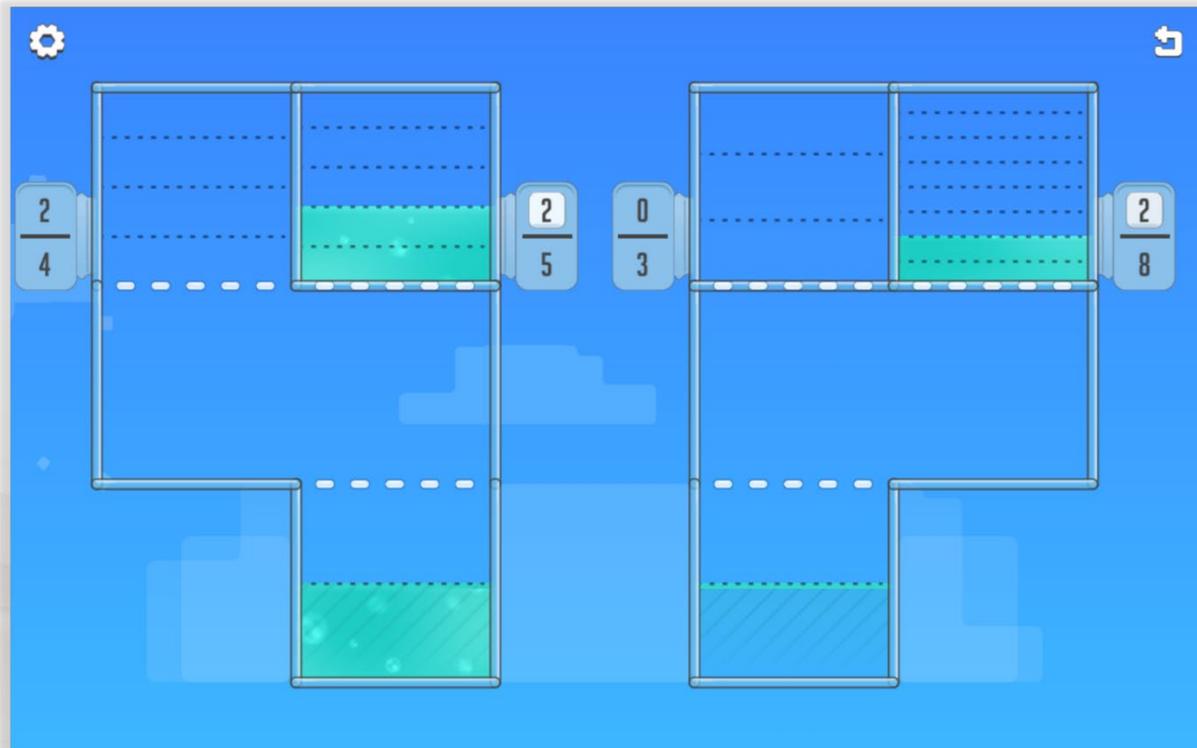
Strengthen understanding of challenging math concepts, improve fluency, and encourage productive struggle through play

- Fun, engaging math practice

- Give teachers insight into Time-on-Task, skills progress, internal motivation, and persistence

- Now available for students in Grades 6–8

New Spanish Mathematics Lessons

Provide access to Spanish-speaking learners and students in dual-language or transitional bilingual programs

- All **Grades K–1 Mathematics lessons** available in Spanish

- Parallel instructional design provides **one-to-one correspondence** between English and Spanish lessons.

Closed Captioning in Personalized Instruction
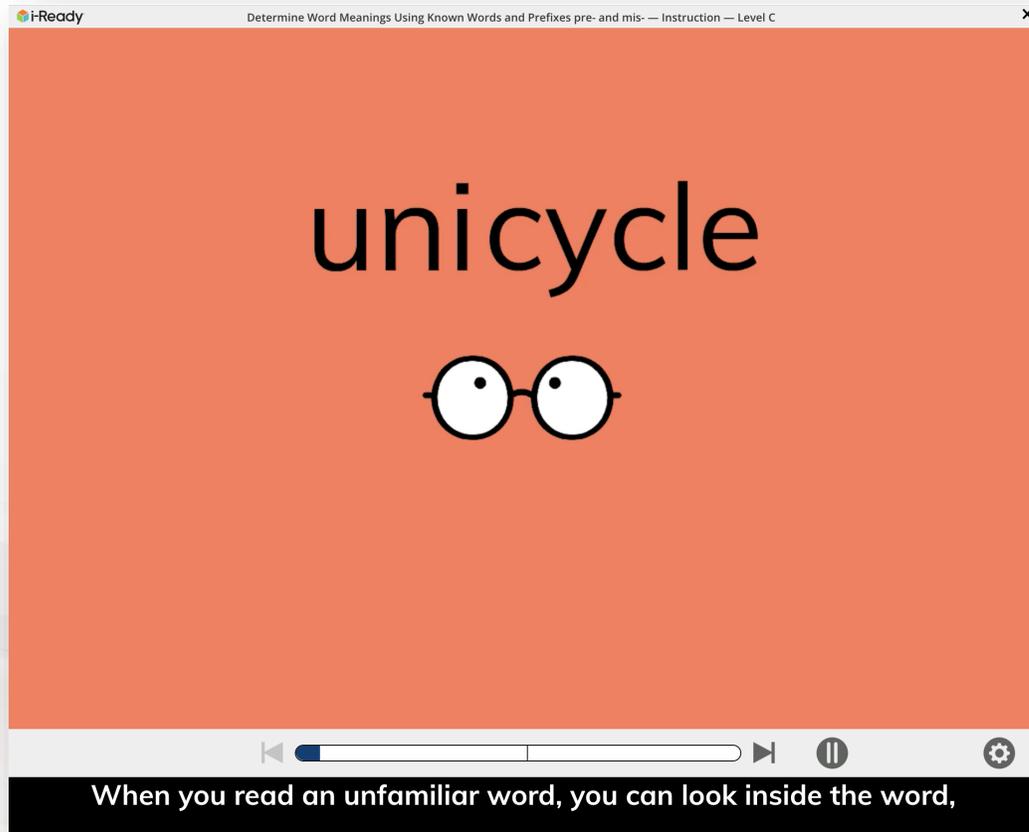
As part of our ongoing commitment to making *i-Ready* more accessible, closed captioning is now available in most **Reading and Mathematics** lessons.

- **Students turn on closed captioning** through their settings.

- The feature is available to **support all learners**, including English Learners.

- **Spanish captions** are available in all Spanish lessons.

Reading Performance Review

Who Is Included in the Analysis?

Fall Performance	3,128 students	
Winter Performance	3,102 students	
Students Included in Fall and Winter Comparisons	2,771 students	
Personalized Instruction	2,724 students	
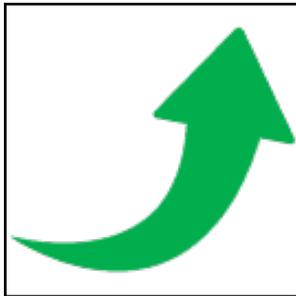
How Have Relative Placements Changed From Fall to Winter?

Placement Distribution, Fall 20-21 to Winter 20-21

■ Mid On-Grade or Above
Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.

■ Early On-Grade
Students who have only partially met these grade-level expectations.

■ 1 Grade Below
Students placed one year below grade level.

■ 2 Grades Below
Students placed two years below grade level.

■ 3+ Grades Below
Students placed three or more years below grade level.

N = 2,771

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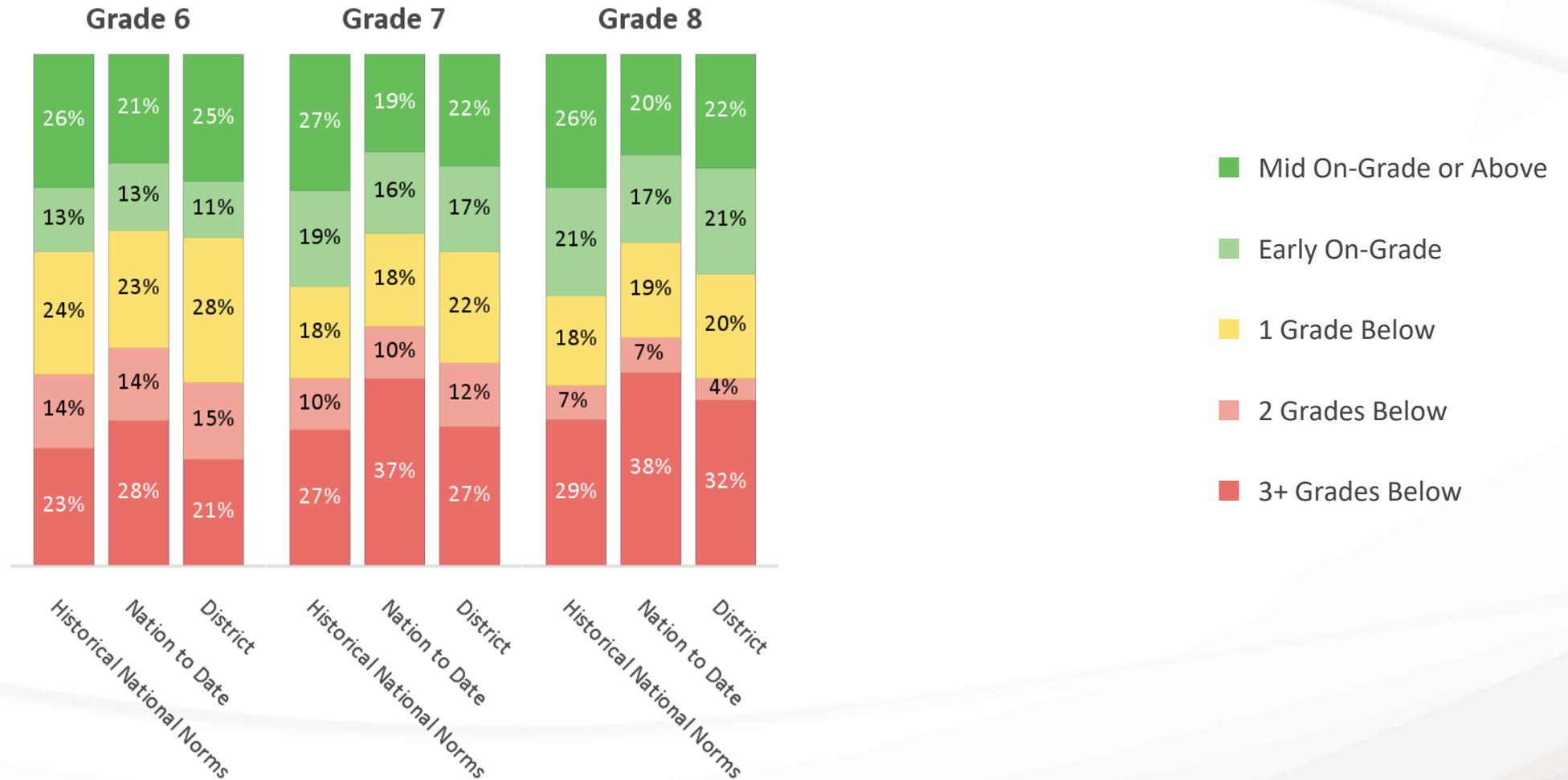
This is a longitudinal analysis.

How Have Relative Placements Changed From Fall to Winter?

Placement Distribution, Fall 20-21 to Winter 20-21

Legend:
- Mid On-Grade or Above
- Early On-Grade
- 1 Grade Below
- 2 Grades Below
- 3+ Grades Below

K (N = 236)
- F: 6%, 11%, 83%
- W: 18%, 36%, 46%

1 (N = 314)
- F: 6%, 74%, 16%
- W: 13%, 12%, 69%, 5%

2 (N = 267)
- F: 10%, 9%, 41%, 40%
- W: 22%, 13%, 43%, 22%

3 (N = 347)
- F: 13%, 27%, 22%, 23%, 14%
- W: 28%, 31%, 20%, 14%, 8%

4 (N = 311)
- F: 13%, 18%, 40%, 11%, 19%
- W: 25%, 19%, 42%, 7%, 7%

5 (N = 318)
- F: 8%, 19%, 31%, 26%, 16%
- W: 14%, 21%, 30%, 24%, 12%

6 (N = 344)
- F: 15%, 14%, 28%, 15%, 28%
- W: 26%, 11%, 29%, 15%, 19%

7 (N = 307)
- F: 13%, 12%, 18%, 14%, 43%
- W: 21%, 18%, 22%, 12%, 27%

8 (N = 327)
- F: 16%, 18%, 24%, 7%, 35%
- W: 23%, 21%, 20%, 4%, 31%

i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade.

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How Do the District's Placements Compare to the Benchmarks?

Winter Placement Distribution for District and Benchmarks

Historical National Norms Winter 18-19
- 27%
- 20%
- 31%
- 11%
- 12%

National In-School Population to Date Winter 20-21
- 23%
- 20%
- 34%
- 11%
- 12%

District N = 3,101
- 20%
- 20%
- 35%
- 12%
- 12%

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■ **Early On-Grade**
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Students placed two years below grade level.

■ **3+ Grades Below**
Students placed three or more years below grade level.

The National Tested Population represents all Diagnostics taken in school across the nation from 11/16/2020 - 02/13/2021. This includes data from 2,555,887 Diagnostics.

i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade.

How Do the District's Placements Compare to the Benchmarks?
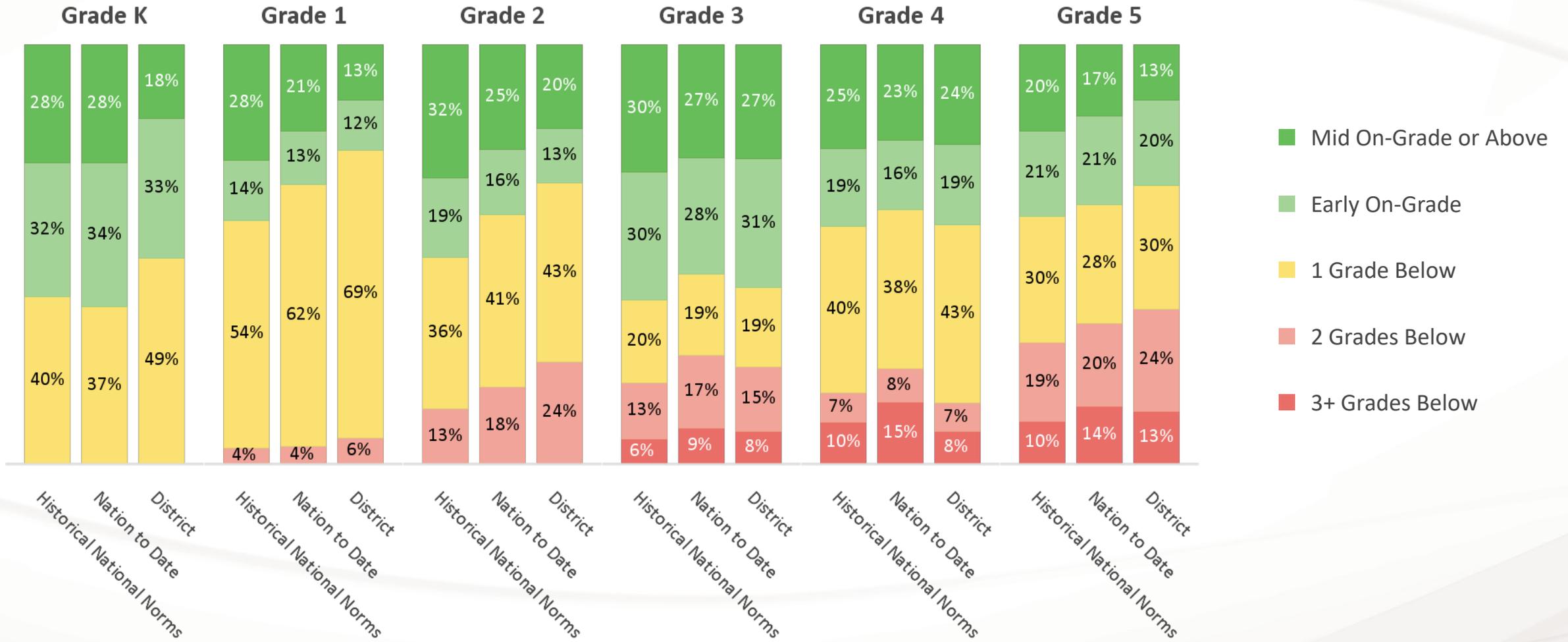
Winter Placement Distribution for District and Benchmarks
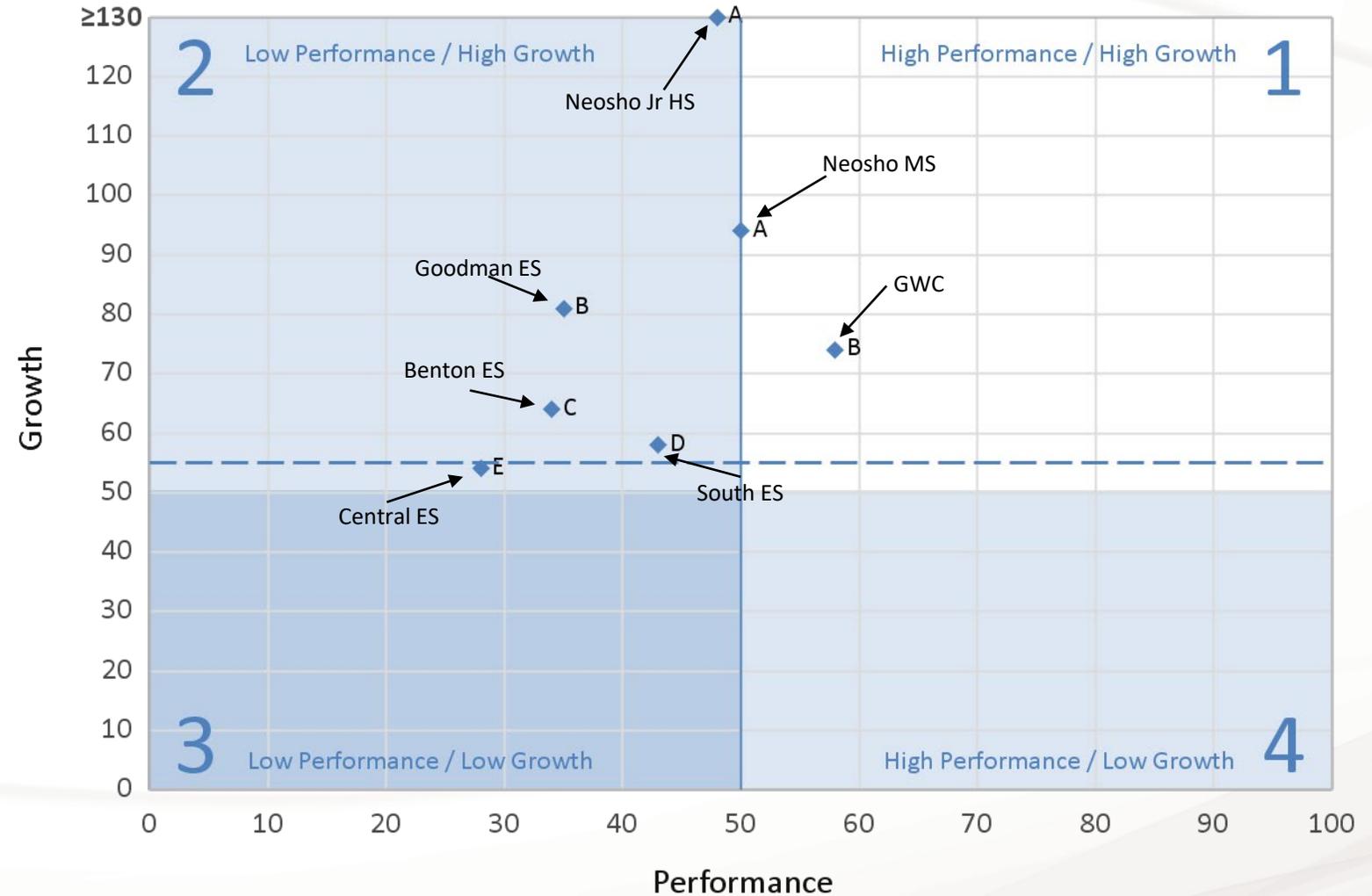
How Do the District's Placements Compare to the Benchmarks?

How Did Students Across the District Grow From Fall to Winter?

Comparison of Median Student Performance and Median Percent of Typical Growth at 12-13 Weeks

Performance Median student performance relative to historical 18-19 norms

(50th percentile is the national median)

Growth Median percent of typical growth achieved, differentiated by fall placement levels

——— National median percent of typical growth at 12-13 weeks

(Grades K-8 as observed in 17-18)

How Much Did Growth Vary Across Fall Placement Levels?
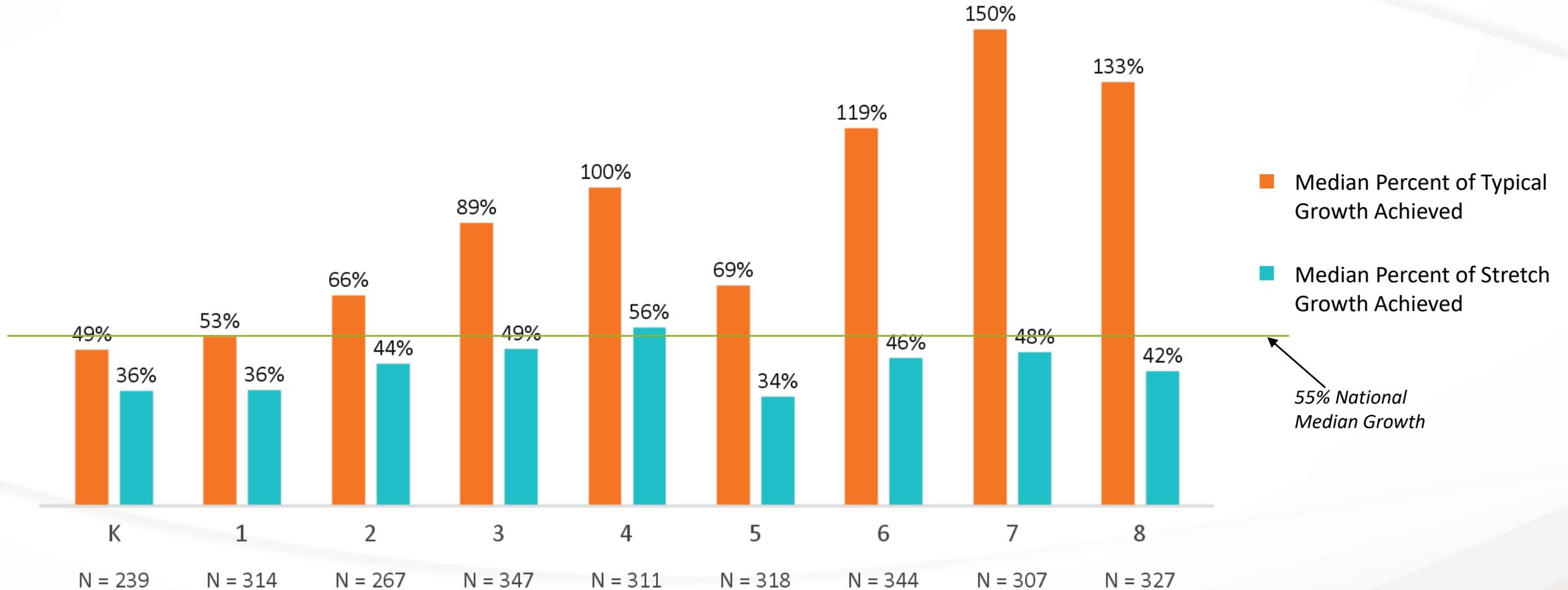
Median Percent of Typical Growth Achieved by Fall Placement Level

Fall Placement Level	Statistic	K	1	2	3	4	5	6	7	8
Mid On-Grade or Above	Median % Typical Growth	20%	62%	66%	47%	108%	50%	175%	63%	0%
	Count	14	20	28	45	39	24	50	40	51
	Typical Growth	43	37	22	17	12	7	4	4	4
Early On-Grade	Median % Typical Growth	40%	56%	86%	82%	88%	27%	189%	158%	288%
	Count	26	10	23	94	56	60	47	38	58
	Typical Growth	44	47	29	22	17	13	9	6	4
1 Grade Below	Median % Typical Growth	51%	49%	82%	110%	80%	81%	83%	100%	133%
	Count	196	233	109	78	123	99	98	55	80
	Typical Growth	49	49	39	26	20	16	12	10	9
2 Grades Below	Median % Typical Growth		63%	48%	95%	157%	65%	111%	192%	71%
	Count		51	107	80	35	83	52	42	22
	Typical Growth		54	44	33	23	20	14	12	12
3+ Grades Below	Median % Typical Growth				86%	130%	94%	142%	174%	139%
	Count				50	58	52	97	132	116
	Typical Growth				36	28	26	19	17	18

How Did Students in Schools Across the District Grow From Fall to Winter?

Comparison of Median Student Performance and Median Percent of Typical Growth at 12-13 Weeks

Performance Median student performance relative to historical 18-19 norms

(50th percentile is the national median)

Growth Median percent of typical growth achieved, differentiated by fall placement levels

─── National median percent of typical growth at 12-13 weeks

(Grades K-8 as observed in 17-18)

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How Does Domain-Level Performance Compare to Fall?

Percent of Students Placing Mid On-Grade or Above and Historical National Norms, Fall 20-21 to Winter 20-21

Grade	Count	Window	Phonological Awareness		High-Frequency Words		Phonics		Vocabulary		Comprehension: Literature		Comprehension: Informational Text	
			District	National	District	National	District	National	District	National	District	National	District	National
K	239	Fall	5%	6%	7%	14%	6%	9%	9%	12%	14%	19%	15%	19%
		Winter	20%	24%	28%	39%	19%	25%	18%	26%	28%	41%	29%	39%
1	314	Fall	16%	29%	12%	25%	8%	15%	9%	10%	9%	12%	10%	13%
		Winter	43%	50%	27%	50%	22%	34%	15%	23%	16%	28%	17%	28%
2	267	Fall	64%		27%	52%	12%	20%	11%	13%	13%	19%	12%	19%
		Winter	78%		46%	67%	25%	36%	21%	24%	24%	34%	22%	33%
3	347	Fall			82%		42%		14%	14%	20%	25%	15%	20%
		Winter			90%		61%		26%	23%	35%	38%	29%	33%
4	311	Fall					65%		14%	13%	22%	25%	16%	19%
		Winter					81%		23%	20%	35%	35%	27%	29%
5	318	Fall					81%		6%	12%	17%	21%	12%	16%
		Winter					85%		10%	18%	24%	28%	17%	24%
6	344	Fall					87%		11%	19%	23%	23%	18%	22%
		Winter					93%		20%	25%	31%	28%	25%	27%
7	307	Fall					89%		9%	22%	19%	23%	17%	22%
		Winter					94%		16%	29%	24%	28%	25%	28%
8	327	Fall					91%		15%	24%	20%	25%	17%	24%
		Winter					94%		23%	31%	28%	29%	28%	28%

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How Long Are Students Spending on Personalized Instruction Overall?

Average Weekly Usage of Personalized Instruction

Recommended Range of Weekly Instruction Usage (30–49 min)

Average Weekly Usage (min)
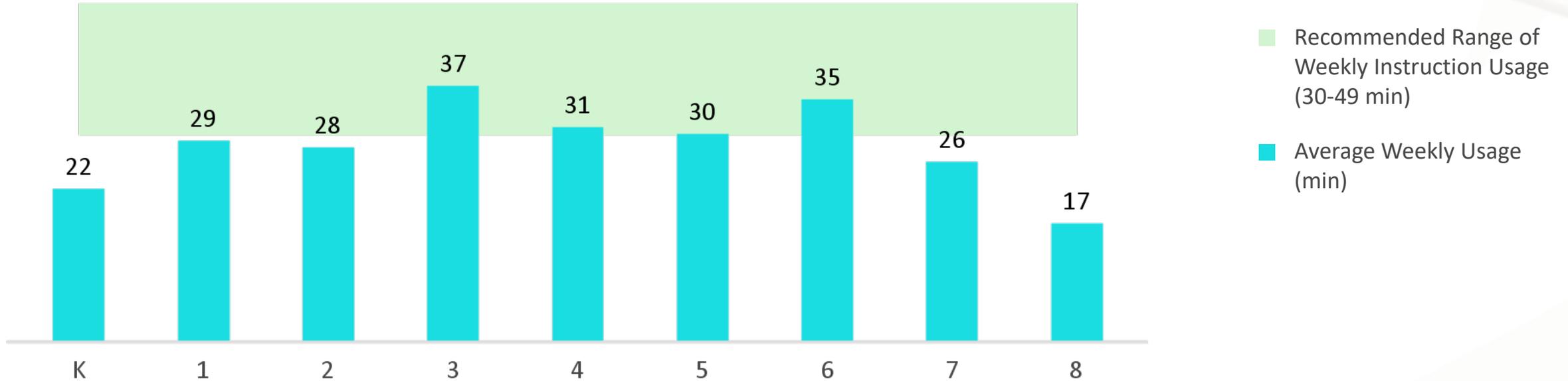
	K	1	2	3	4	5	6	7	8
Average Lesson Pass Rate	75%	85%	85%	76%	72%	68%	64%	64%	68%
Number of Students	313	329	273	354	310	329	346	298	172

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What Types of Lessons Are Students Completing?

Proportion of Lessons Completed by Instruction Type

Legend:
- Teacher Assigned Lessons
- My Path Assigned Lessons

Bar chart values by grade:
- K (N = 313): 100%
- 1 (N = 329): 99%
- 2 (N = 273): 99%
- 3 (N = 354): 98%
- 4 (N = 310): 99%
- 5 (N = 329): 99%
- 6 (N = 346): 89% My Path, 11% Teacher
- 7 (N = 298): 100%
- 8 (N = 172): 100%

		K	1	2	3	4	5	6	7	8
Teacher Assigned	Average Lesson Pass Rate	63%	66%	73%	54%	44%	57%	56%	85%	-
	Number of Students	11	39	67	88	30	24	189	13	-
My Path Assigned	Average Lesson Pass Rate	76%	85%	85%	77%	72%	68%	66%	64%	68%
	Number of Students	313	329	273	354	310	329	338	298	172

What Types of Lessons Are Students Completing?

Proportion of Lessons Completed by Lesson Level

Legend:
- On or Above Grade
- 1 Grade Below
- 2+ Grades Below

K	1	2	3	4	5	6	7	8
N = 313	N = 329	N = 273	N = 354	N = 310	N = 329	N = 346	N = 298	N = 172

Bar chart values:
- K: 67% On or Above, 33% 1 Grade Below
- 1: 11% On or Above, 81% 1 Grade Below, 8% 2+ Below
- 2: 14% On or Above, 33% 1 Grade Below, 52% 2+ Below
- 3: 30% On or Above, 18% 1 Grade Below, 52% 2+ Below
- 4: 32% On or Above, 32% 1 Grade Below, 37% 2+ Below
- 5: 29% On or Above, 25% 1 Grade Below, 46% 2+ Below
- 6: 27% On or Above, 26% 1 Grade Below, 47% 2+ Below
- 7: 21% On or Above, 14% 1 Grade Below, 64% 2+ Below
- 8: 19% On or Above, 12% 1 Grade Below, 68% 2+ Below
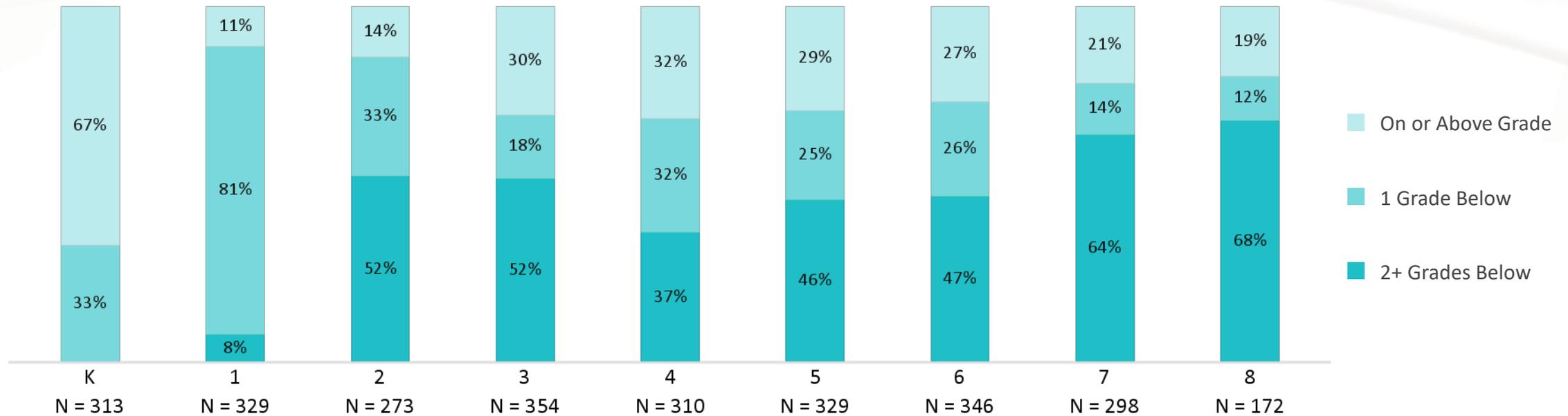
		K	1	2	3	4	5	6	7	8
On or Above Grade	Average Lesson Pass Rate	75%	85%	76%	59%	67%	69%	57%	59%	69%
	Number of Students	301	94	93	209	161	159	203	111	55
One Grade Below	Average Lesson Pass Rate	79%	84%	85%	83%	58%	62%	60%	61%	52%
	Number of Students	281	316	190	171	196	161	217	106	68
Two or More Grades Below	Average Lesson Pass Rate	-	90%	84%	83%	83%	67%	62%	63%	70%
	Number of Students	-	108	188	223	139	189	238	207	115

Tools for Scaffolding Comprehension

Tools for Scaffolding Comprehension

Subject
Reading

Grade
4

Comprehension Progression 📄
Determine which skills best support students as they work toward grade-level comprehension outcomes. Each skill has corresponding Tools for Scaffolding Comprehension resources, all available on this page.

Guide for Scaffolding Comprehension 📄
Get recommendations for addressing unfinished learning. Learn how to use data to plan scaffolded comprehension instruction and differentiate with Tools for Scaffolding Comprehension.

Showing 6 of 6

Standard	Grade Level Outcome	Title	Teacher	Student
RI.4.1	*Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	**Make Inferences in Informational Texts**	📄	📄
RI.4.2	*Determine the main idea of a text and explain how it is supported by key details.*	**Connect Important Ideas in a Text**	📄	📄
RI.4.2	*Summarize the text.*	**Sequence Ideas to Summarize**	📄	📄
RI.4.3	*Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.*	**Describe What Happened and Why**	📄	📄
RI.4.5	*Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.*	**Describe Text Structures**	📄	📄
RI.4.6	*Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.*	**Understand How Point of View Impacts Meaning**	📄	📄

Help teachers scaffold comprehension and prepare all learners to access grade-level texts

- Use *i-Ready* data to scaffold on-level comprehension work for students in Grades 3–8.

- See **priority skills** that will prepare students for upcoming instruction.

- Teachers receive **lesson plans** that will help students develop each priority skill.

- Students receive **developmentally appropriate texts** that are differentiated for students one or two or more grade levels below.

Instructional Resources for Reading Fluency

Empower teachers to develop, improve, and deepen students' reading fluency

- Provide **targeted instructional recommendations** based on Oral Reading Fluency and Diagnostic data

- **Save teachers time** by suggesting the best Tools for Instruction to use with students based on their performance

- Help ensure students are getting the **most appropriate fluency instruction**

- Available for students in **Grades 1–4**

Responsive Phonics Lessons for Grades K–2

Responsive Lesson			
Quick Check	Instruction	Practice	Quiz

Provide instruction and practice when students need it, while letting students move on quickly when they show they know a skill.

- **Nearly 70 new Grades K–2 lessons** are now available to help students build their foundational skills.

- **Adaptivity** lets students proceed straight to their next lesson when they show mastery of a skill in a "quick check."

- Allow students to **maximize their time** and focus on the skills they most need to build

New Spanish Reading Lessons

Provide access to Spanish-speaking learners and students in dual language or transitional bilingual programs
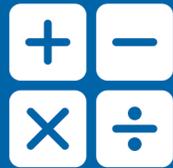
- **Authentic Grade K Spanish Phonics** lessons are available.

- First release of **authentic Grade 1 Spanish Phonics** are now available.

- **More lessons in Grades 1–2** to come later this school year.
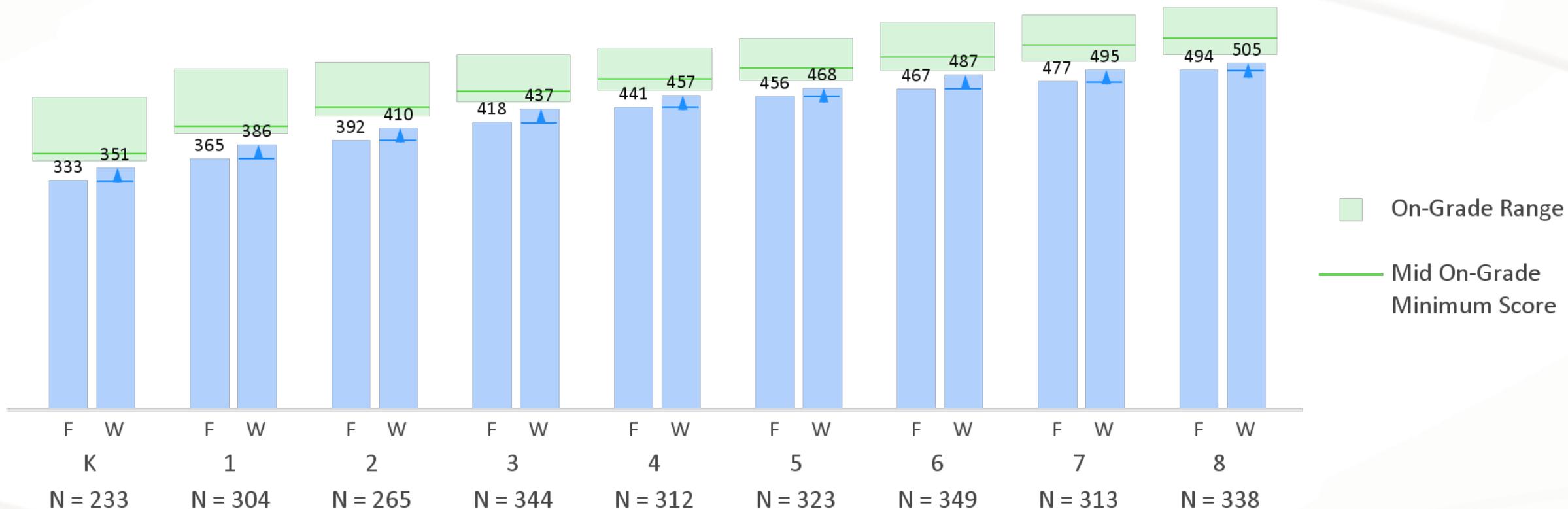
Thank you.

Appendix Section

This section contains optional slides

Math Performance Review

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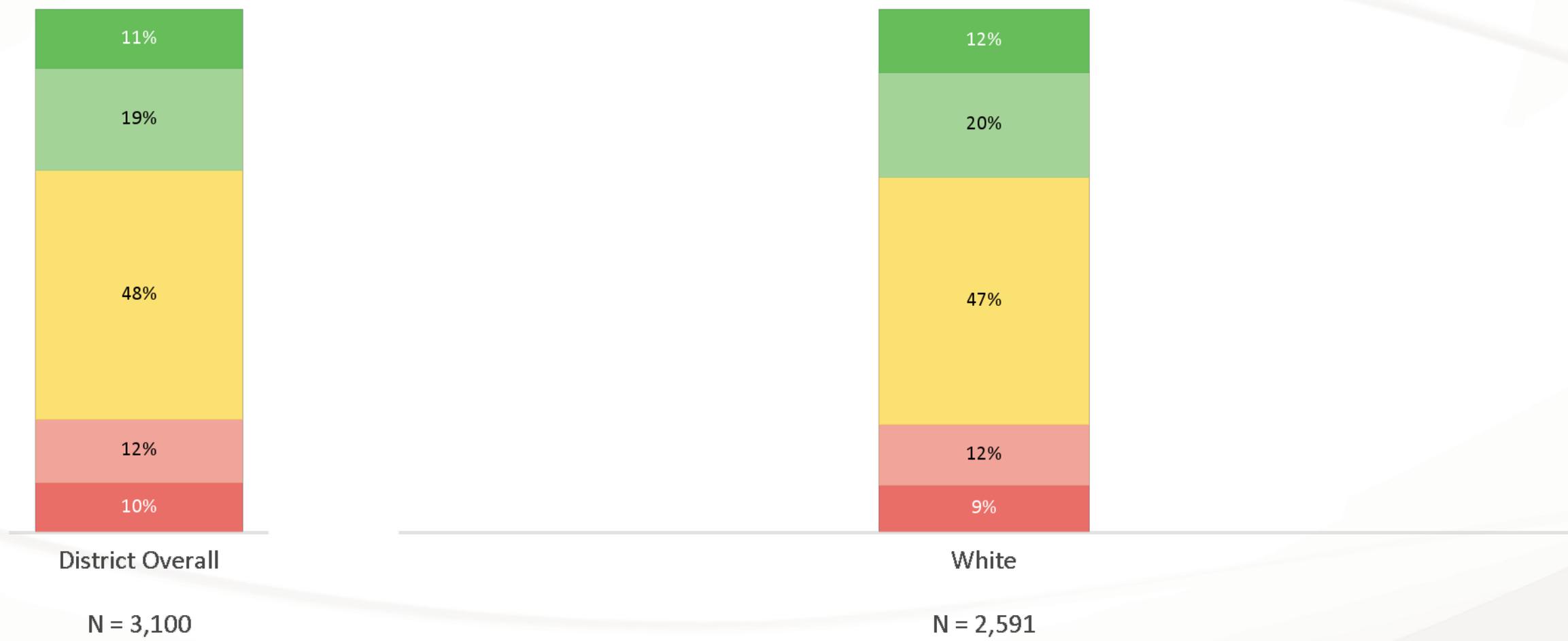# How Have Median Scale Scores Changed From Fall to Winter?

Median Scale Scores by Grade in Fall and Winter Compared to On-Grade Ranges

Legend:
- On-Grade Range
- Mid On-Grade Minimum Score

	K	1	2	3	4	5	6	7	8
Mid On-Grade Minimum Score	373	413	441	464	482	498	514	531	541
Winter Distance to Mid On-Grade	(22)	(27)	(31)	(27)	(25)	(30)	(27)	(36)	(36)

Fall / Winter values by grade:
- K (N = 233): F 333, W 351
- 1 (N = 304): F 365, W 386
- 2 (N = 265): F 392, W 410
- 3 (N = 344): F 418, W 437
- 4 (N = 312): F 441, W 457
- 5 (N = 323): F 456, W 468
- 6 (N = 349): F 467, W 487
- 7 (N = 313): F 477, W 495
- 8 (N = 338): F 494, W 505

What Are the Relative Placements for Different Student Groups?

Winter Placement Distribution by Race

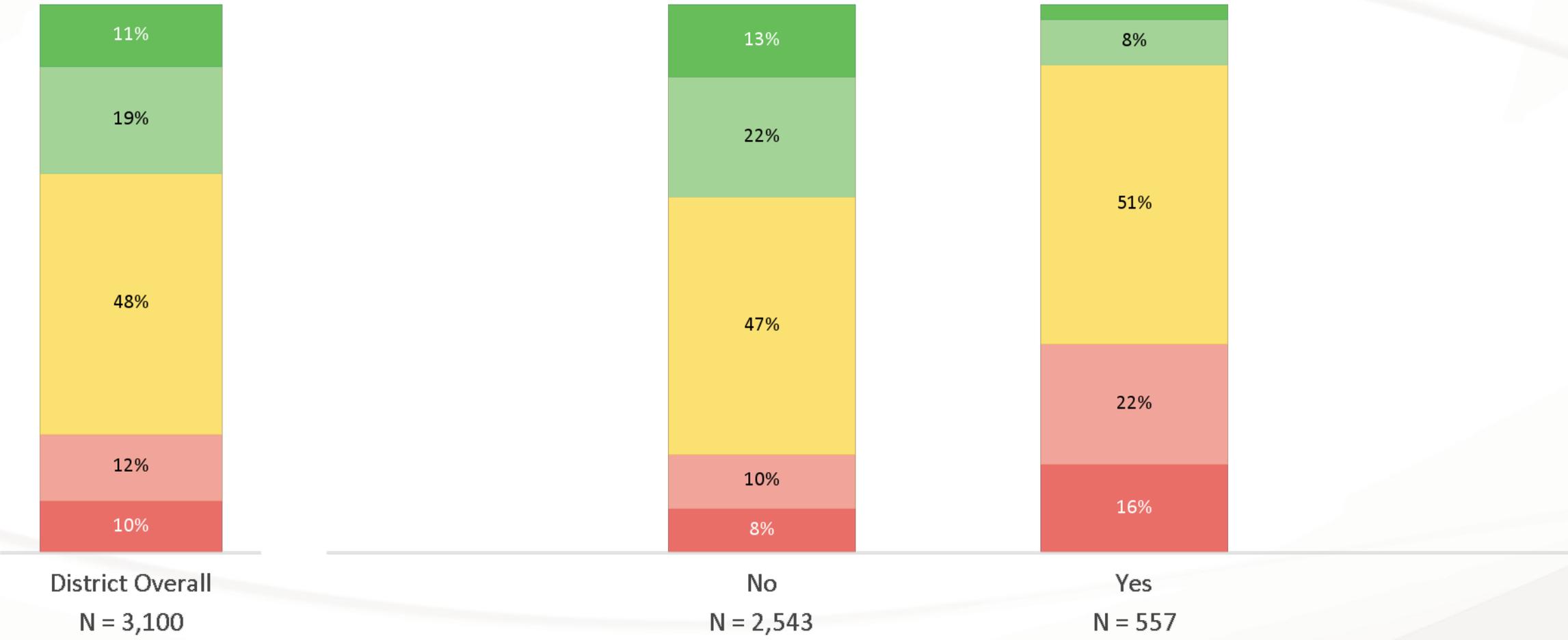District Overall

N = 3,100

White

N = 2,591

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What Are the Relative Placements for Different Student Groups?

Winter Placement Distribution by Economically Disadvantaged

District Overall
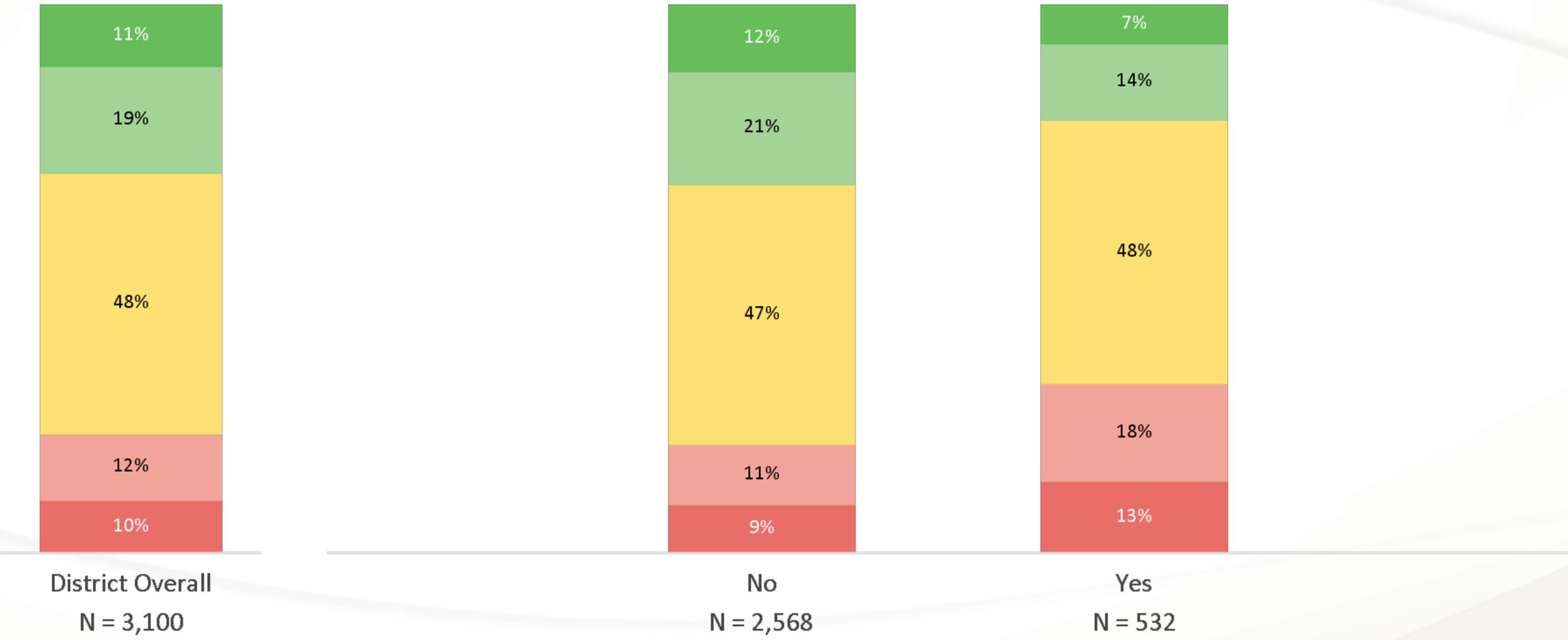N = 3,100

No
N = 1,169

Yes
N = 1,931

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What Are the Relative Placements for Different Student Groups?

Winter Placement Distribution by Special Education

District Overall
N = 3,100

11% | 19% | 48% | 12% | 10%

No
N = 2,640

12% | 21% | 48% | 11% | 7%

Yes
N = 456

5% | 9% | 43% | 16% | 25%

Reading Performance Review

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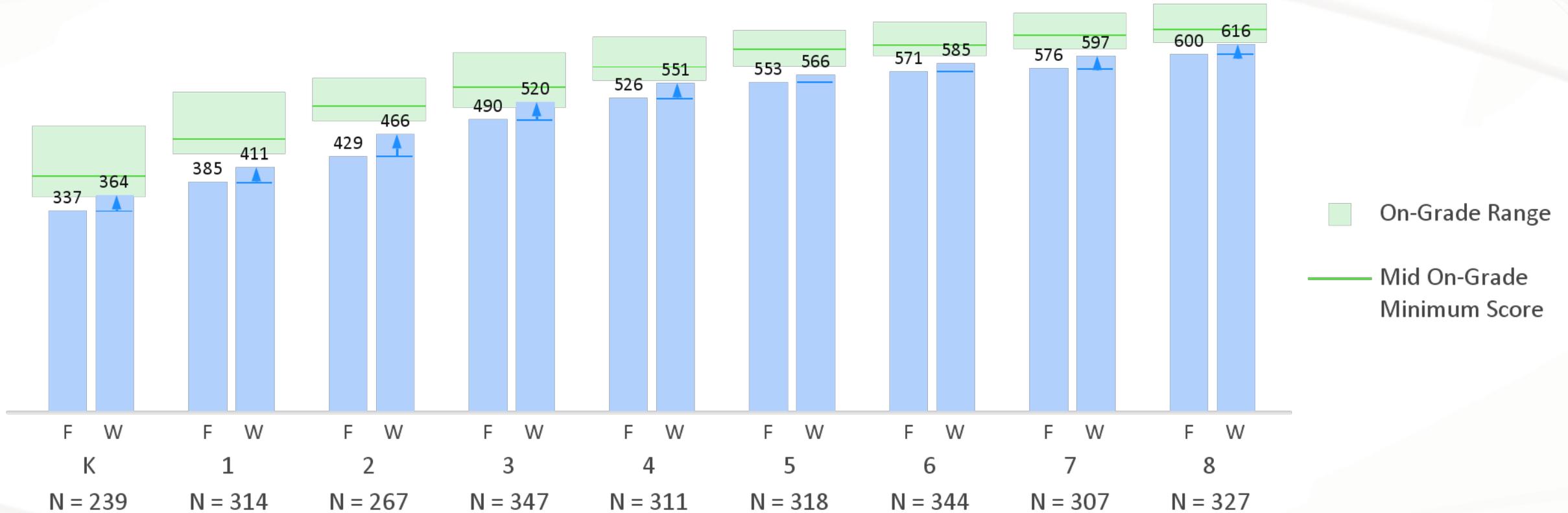
How Have Median Scale Scores Changed From Fall to Winter?

Median Scale Scores by Grade in Fall and Winter Compared to On-Grade Ranges

On-Grade Range

Mid On-Grade Minimum Score

	K	1	2	3	4	5	6	7	8
Mid On-Grade Minimum Score	396	458	513	545	579	609	616	632	642
Winter Distance to Mid On-Grade	(32)	(47)	(47)	(25)	(28)	(43)	(31)	(35)	(26)

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Winter Placement Distribution by Race

What Are the Relative Placements for Different Student Groups?

Winter Placement Distribution by Economically Disadvantaged

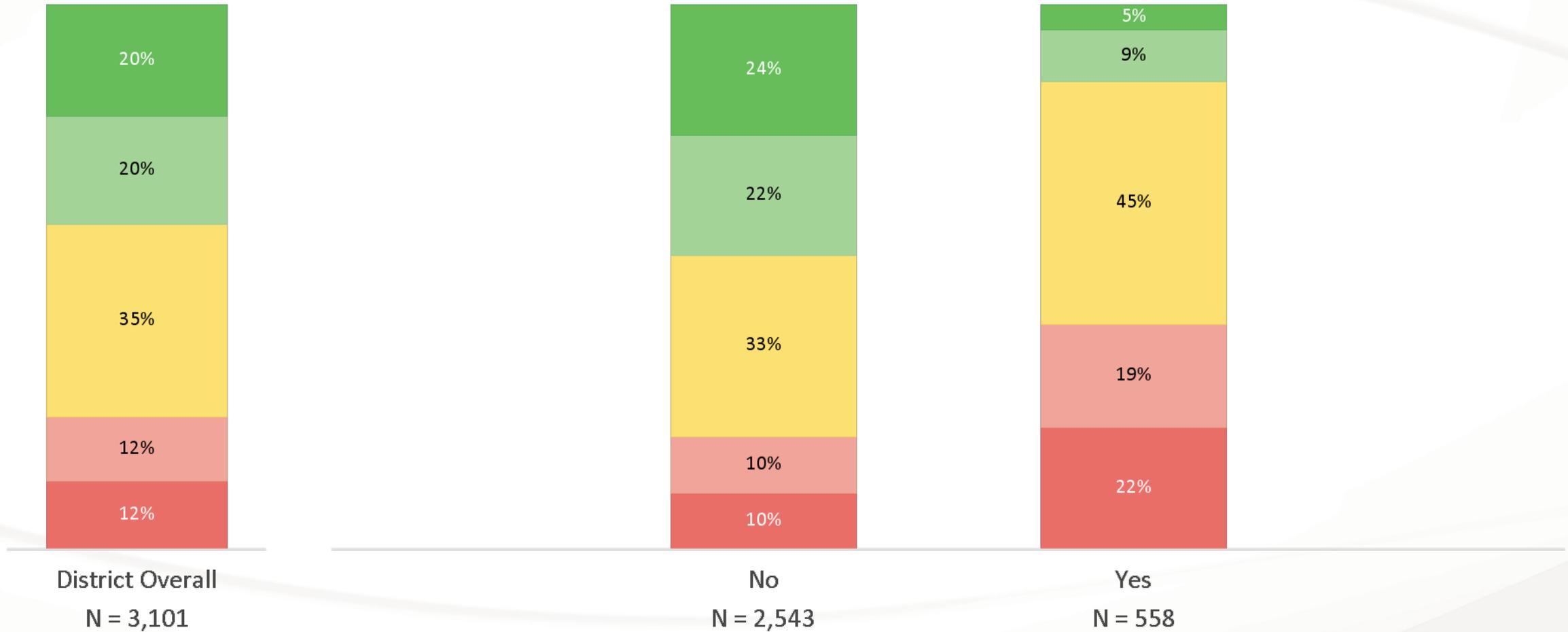| District Overall	No	Yes
N = 3,101	N = 1,164	N = 1,937

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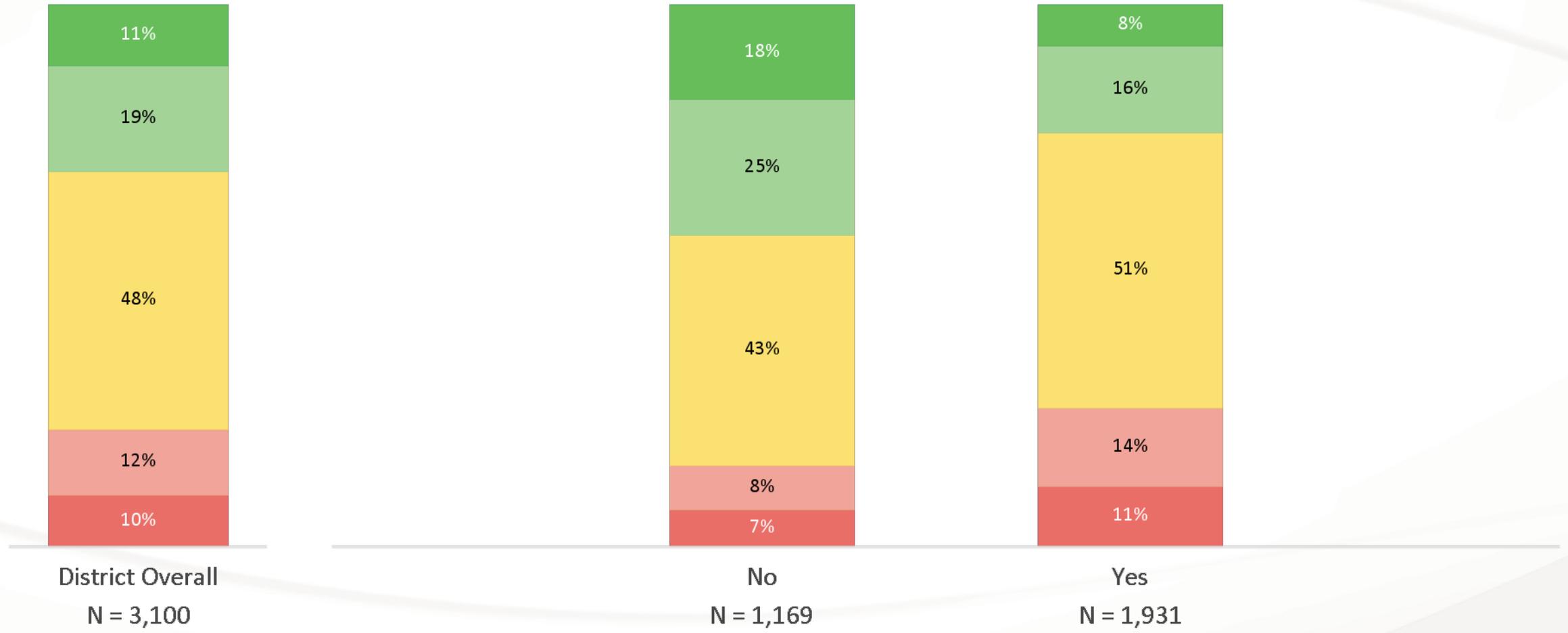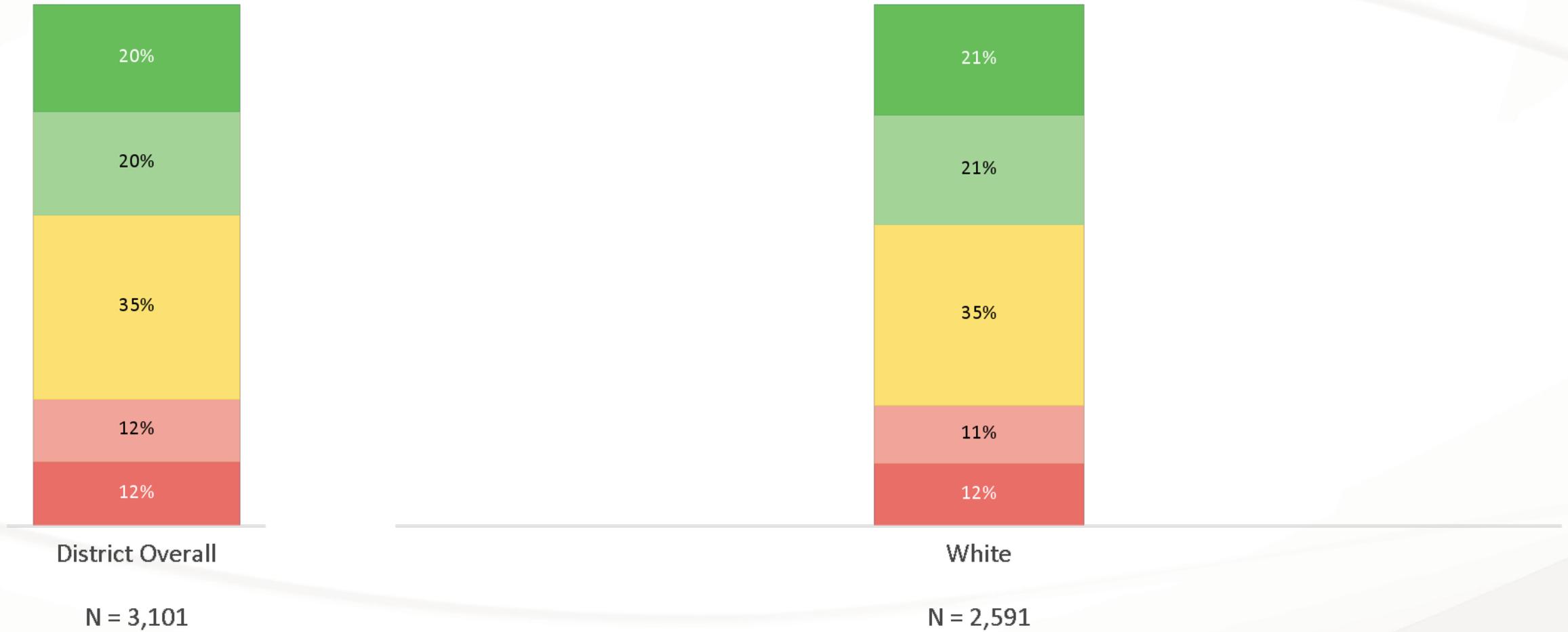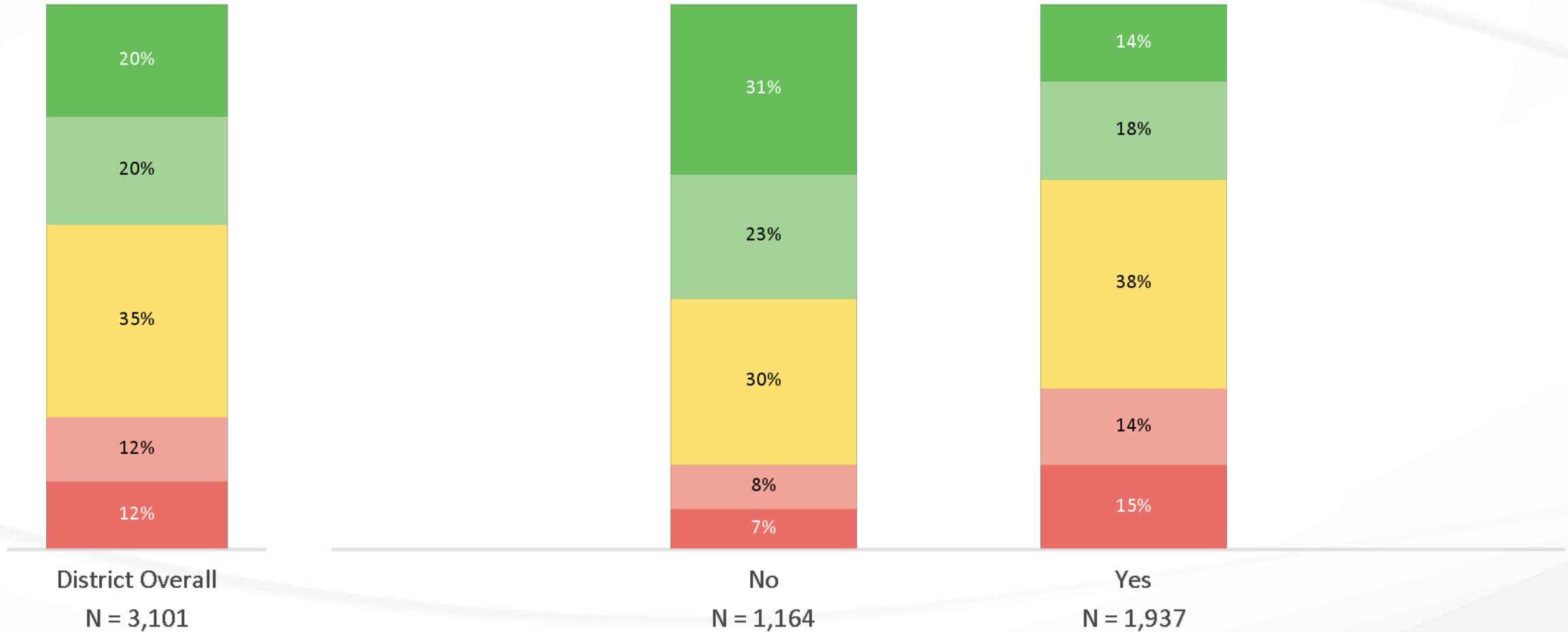
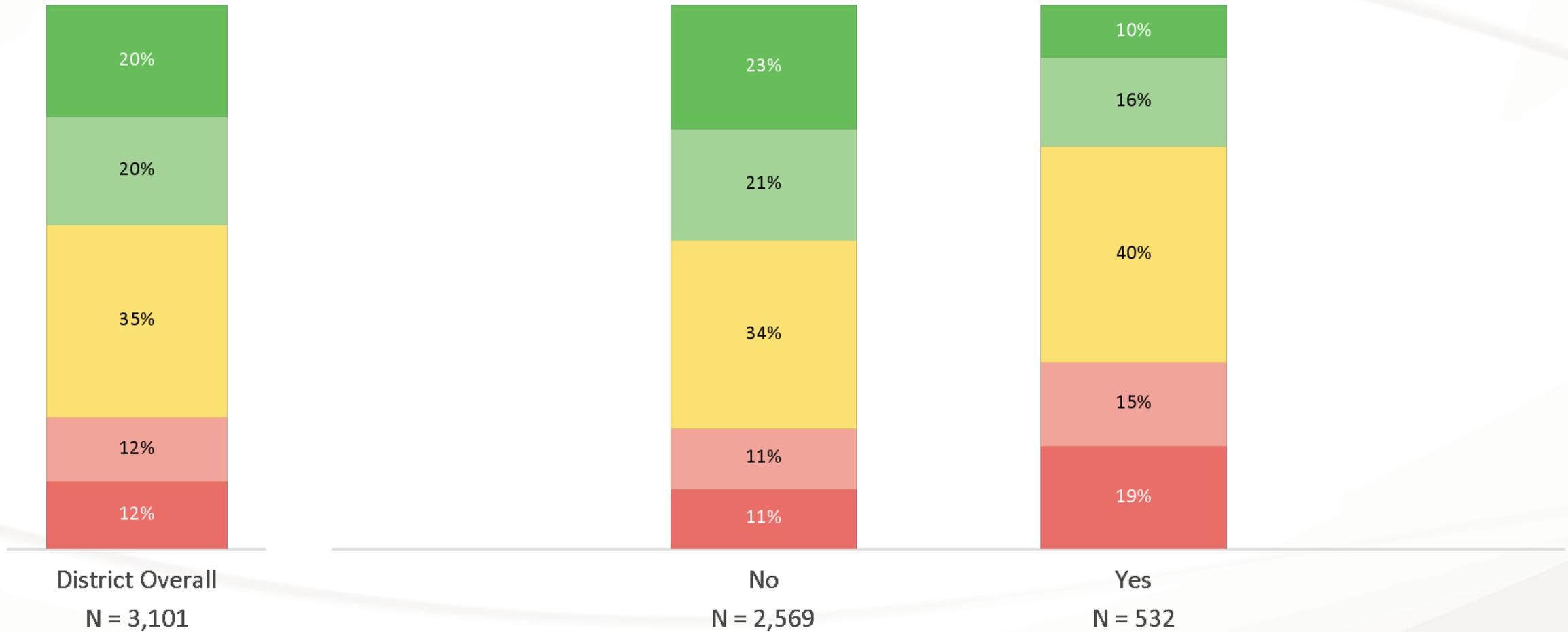# What Are the Relative Placements for Different Student Groups?

Winter Placement Distribution by English Learner

District Overall	No	Yes
N = 3,101	N = 2,543	N = 558

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What Are the Relative Placements for Different Student Groups?

Winter Placement Distribution by Hispanic or Latino

	District Overall	No	Yes
	20%	23%	10%
	20%	21%	16%
	35%	34%	40%
	12%	11%	15%
	12%	11%	19%
	N = 3,101	N = 2,569	N = 532

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What Are the Relative Placements for Different Student Groups?

Winter Placement Distribution by Special Education

District Overall	No	Yes
N = 3,101	N = 2,643	N = 454

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