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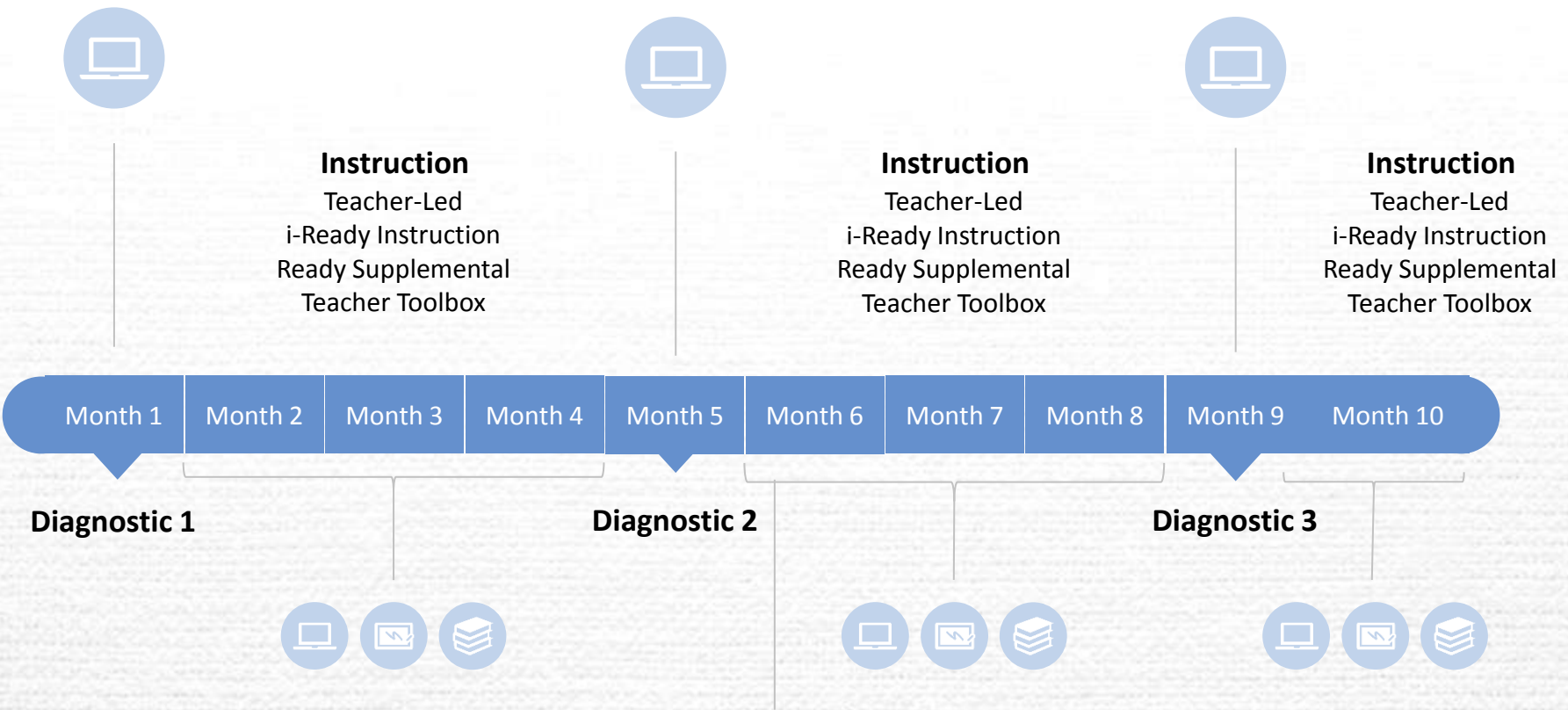## Orange Public Schools

Mid-Year Implementation and Data Review
2018-2019

Agenda

- **Review goals and implementation focus for this year.**

- **Analysis of district performance**

- **Opportunities for greater impact by end of year.**

Where We've Been, Where We're Headed

Instruction
Teacher-Led
i-Ready Instruction
Ready Supplemental
Teacher Toolbox

Instruction
Teacher-Led
i-Ready Instruction
Ready Supplemental
Teacher Toolbox

Instruction
Teacher-Led
i-Ready Instruction
Ready Supplemental
Teacher Toolbox

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10

Diagnostic 1

Diagnostic 2

Diagnostic 3

We are here: Planning for the year ahead

- Finished the second diagnostic

- Diving into mid-year results

- Putting plans in place to finish the year strong and drive student success

Ready i-Ready BRIGANCE

i-Ready **Must-Haves for Successful Implementations**

Assessment	**Online Instruction**	**Teacher-Led Instruction**
Goals Minimize student assessment time while delivering high-impact data.	Provide all students with personalized digital learning support.	Enable teachers to efficiently and effectively differentiate instruction in their classrooms.
Must-Haves • Leaders establish a comprehensive assessment calendar that eliminates any redundant tests. • Leaders and teachers actively monitor assessment administration and test all students in 2–4 week testing windows. • Leaders and teachers use consistent measures of success at the district, school, and class levels; start with growth and proficiency.	• Leaders set clear, reachable targets for growth, usage, and lesson pass rates, and monitor regularly. • Leaders and teachers establish instructional schedules that allow for 45 minutes of *i-Ready Instruction* per subject per week. • Teachers set clear goals for students and celebrate growth and progress, leveraging visible metrics in the classroom. • Teachers actively monitor Online Instruction weekly and intervene when students fail lessons and domains are turned off.	• Teachers review reports after each Diagnostic. • Teachers do weekly data checks to monitor *i-Ready Instruction* and Standards Mastery. • Teachers do weekly differentiation and remediation in the classroom using recommended resources (Tools for Instruction, Online Teacher Toolbox).

Foundation
A few underlying conditions are critical to have in place:

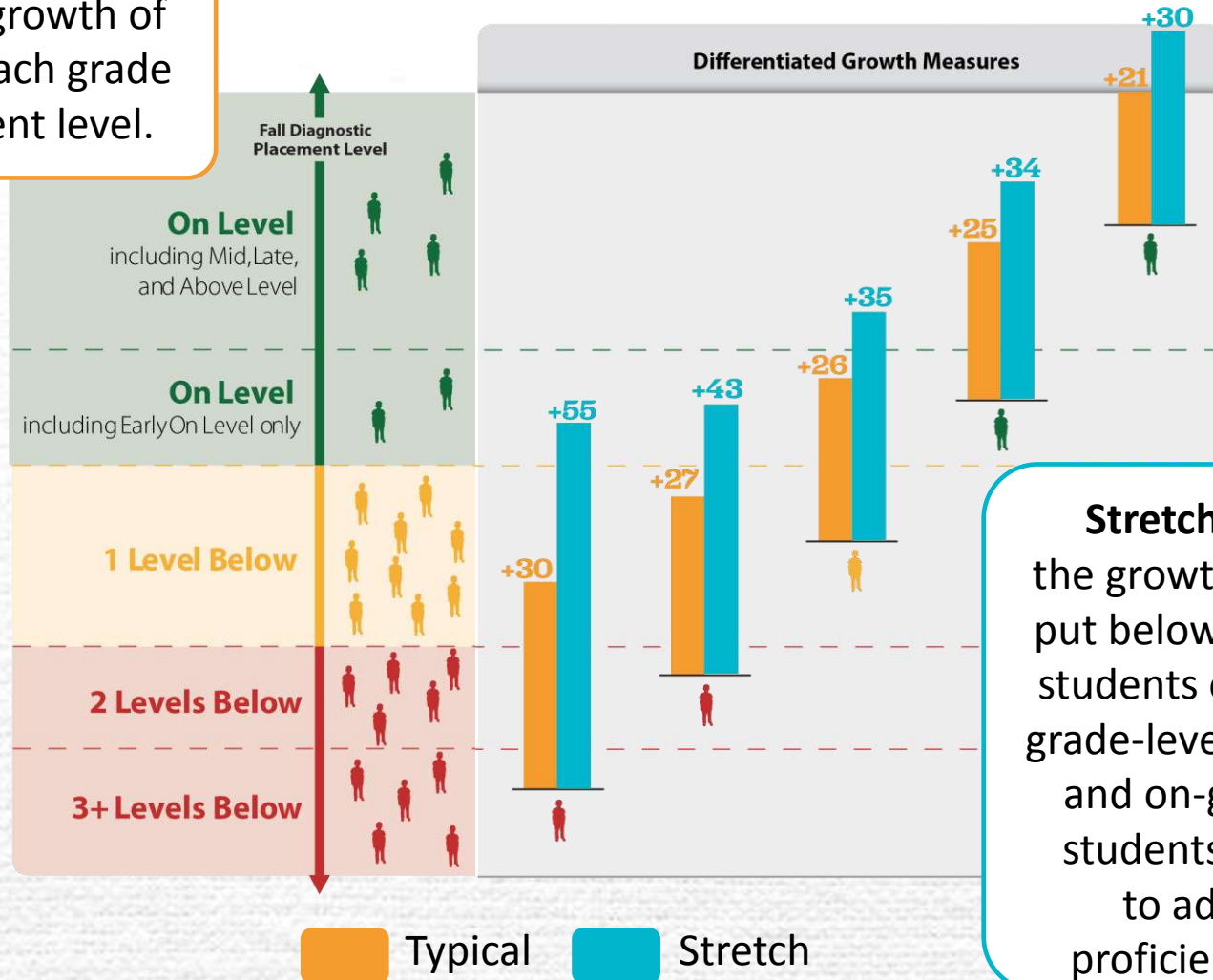|			
Ongoing communication with all key stakeholders to ensure shared responsibility.	**Professional Development** that provides educators with the right knowledge and support.	**Technology infrastructure** and account setup that adequately supports the program.	**Clear owners and ongoing monitoring** of implementation health.

Student Engagement
Invest students in their own learning and growth at every stage.

Two Measures of Growth

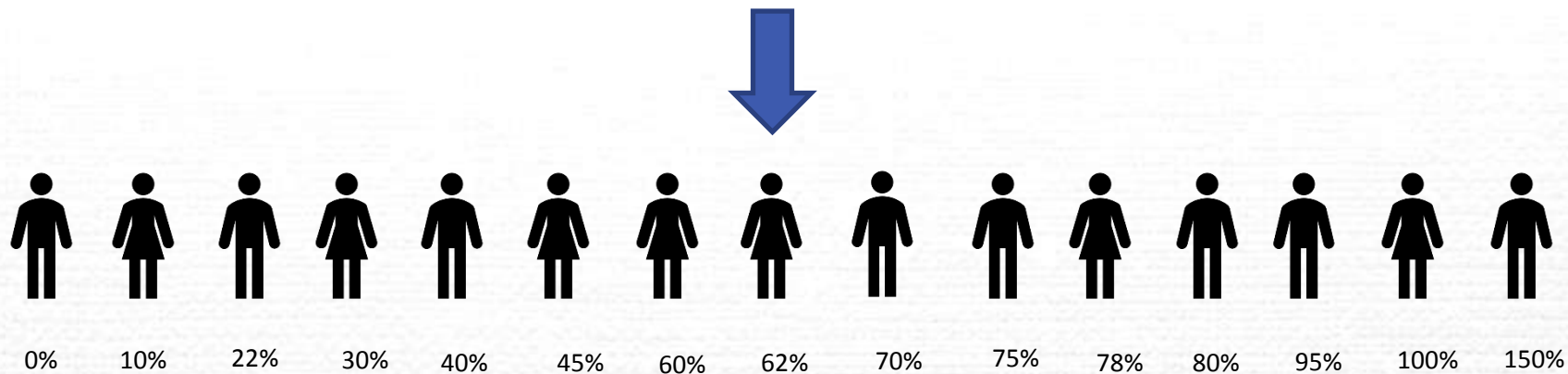**Typical Growth:** the average growth of students at each grade and placement level.

Differentiated Growth Measures

Fall Diagnostic Placement Level

On Level including Mid, Late, and Above Level

On Level including Early On Level only

1 Level Below

2 Levels Below

3+ Levels Below

+30

+21

+34

+25

+35

+26

+43

+27

+55

+30

Typical   Stretch

Stretch Growth: the growth needed to put below-grade level students on a path to grade-level proficiency and on-grade level students on a path to advanced proficiency levels.

Diagnostic Growth
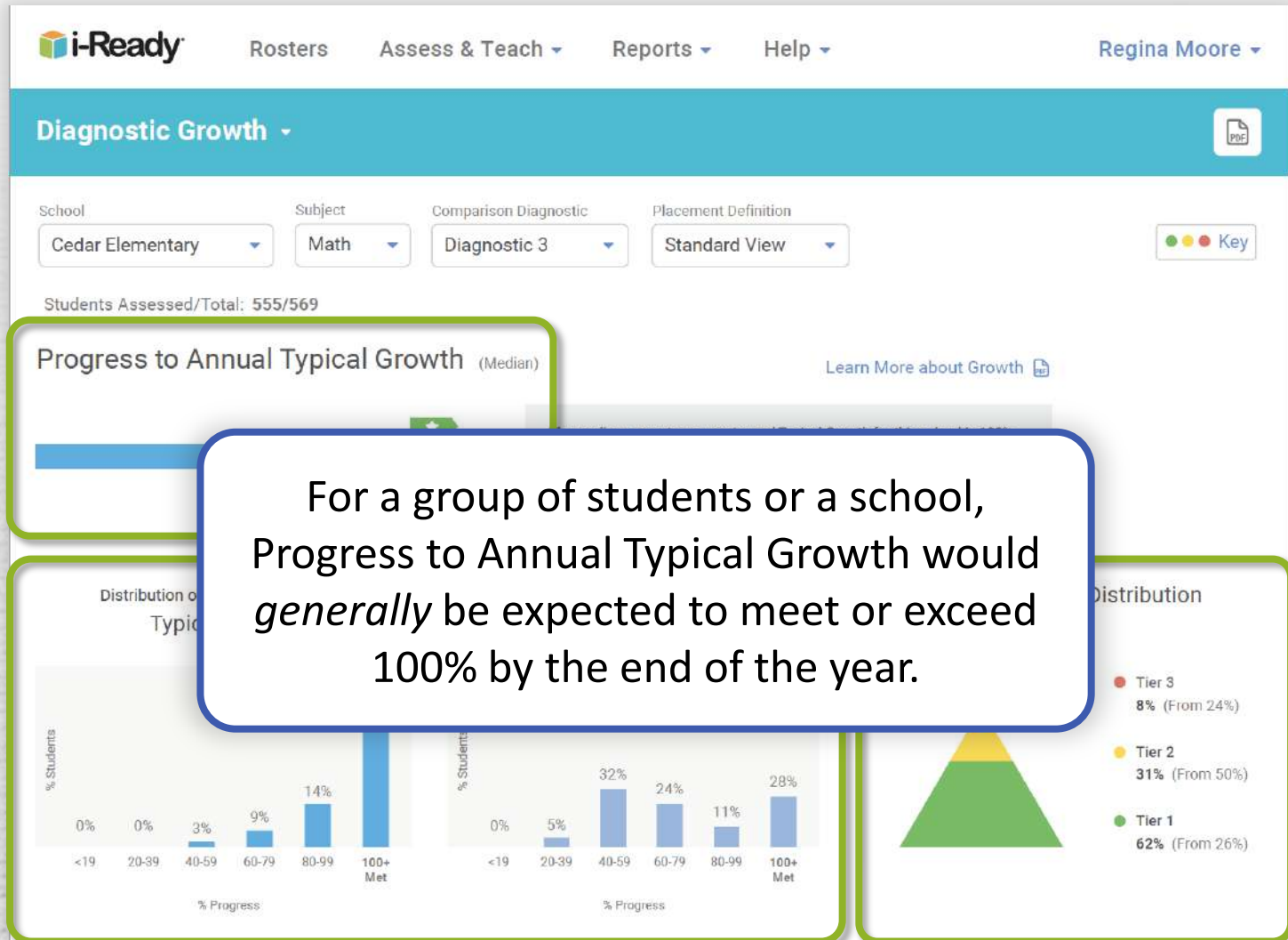
For a group of students or a school, Progress to Annual Typical Growth would *generally* be expected to meet or exceed 100% by the end of the year.

0%   10%   22%   30%   40%   45%   60%   62%   70%   75%   78%   80%   95%   100%   150%

Progress to Annual Typical Growth   (Median)

62%

50%   100%

The median percent progress towards Typical Growth for this group is 62%. Typical growth is the average annual growth for a student in their grade and placement level.

Questions to Consider

Questions to consider as we review mid-year data:

- **Where are students exceeding expectations or doing especially well?**

- **Are ALL students on track to meet growth goals?**

- **What areas are in need of a midyear correction?**
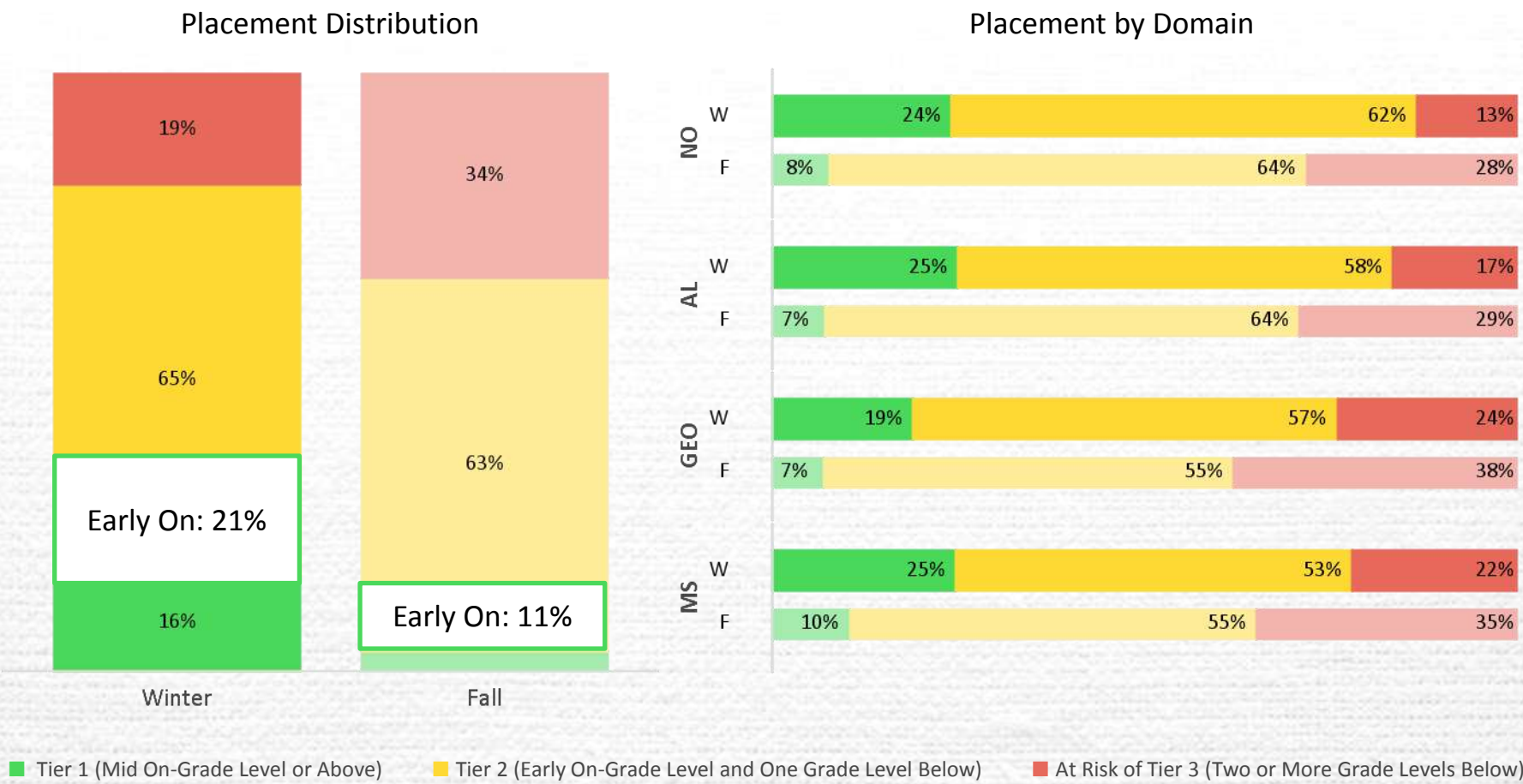
- **Where do you need more support?**
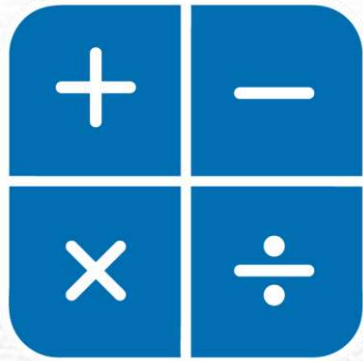
Math
Performance Review
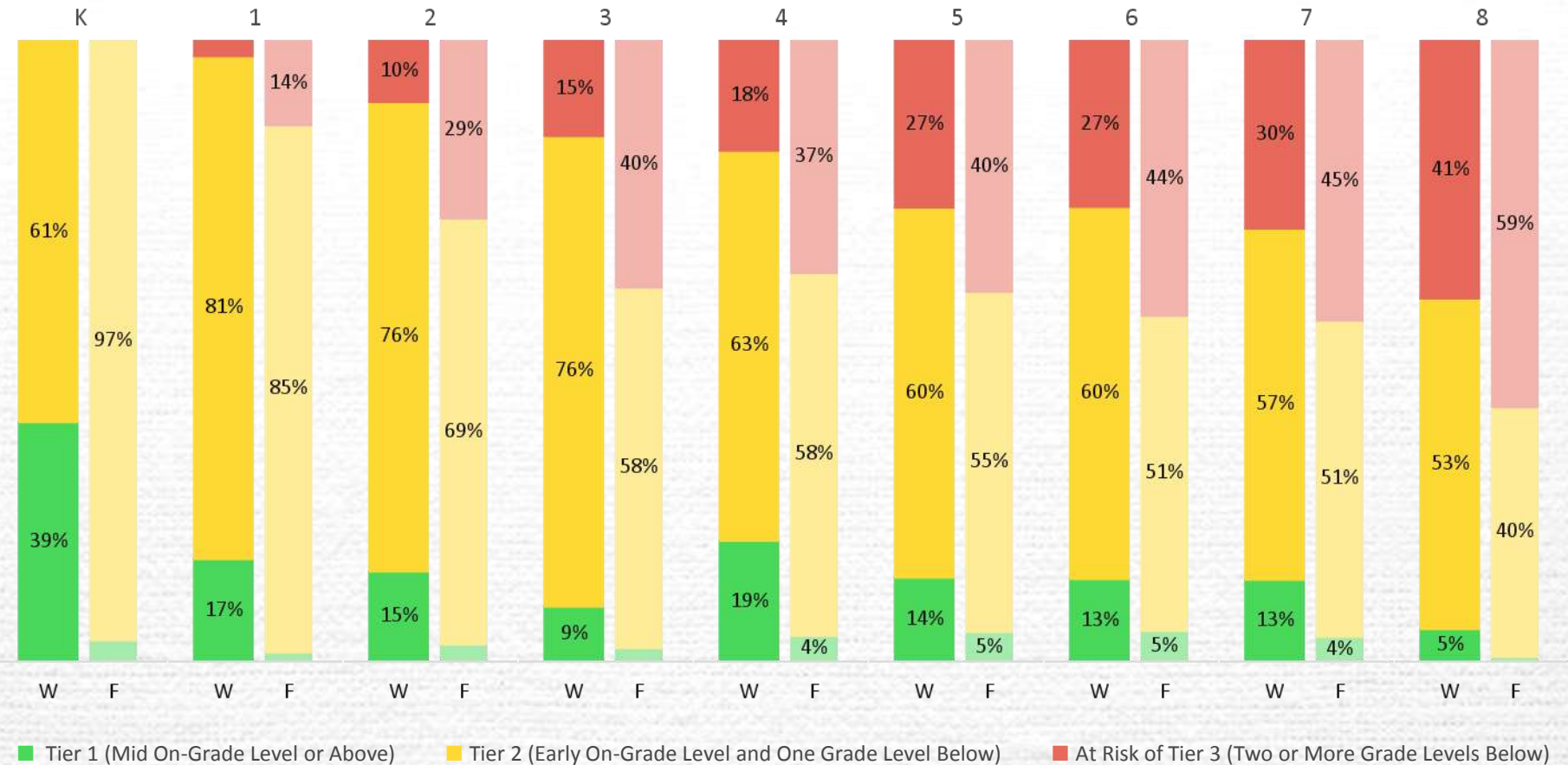
Diagnostic Results, Fall and Winter Comparison

Distribution of students by tier in fall and winter, and domain-level performance.

Placement Distribution

Winter	Fall
19%	34%
65%	63%
Early On: 21%	
16%	Early On: 11%

Placement by Domain

NO	W	24%	62%	13%
	F	8%	64%	28%
AL	W	25%	58%	17%
	F	7%	64%	29%
GEO	W	19%	57%	24%
	F	7%	55%	38%
MS	W	25%	53%	22%
	F	10%	55%	35%

■ Tier 1 (Mid On-Grade Level or Above) ■ Tier 2 (Early On-Grade Level and One Grade Level Below) ■ At Risk of Tier 3 (Two or More Grade Levels Below)

Note: A total of 3,149 students are included in this analysis, which uses the Growth Inclusion, Fall Inclusion, and Winter Inclusion business rules.

Diagnostic Results, Fall and Winter Comparison

Distribution of students by grade and tier in fall and winter.

Grade	K	1	2	3	4	5	6	7	8
Number of Students Included	316	332	357	360	431	354	382	371	246

Legend:
- Tier 1 (Mid On-Grade Level or Above)
- Tier 2 (Early On-Grade Level and One Grade Level Below)
- At Risk of Tier 3 (Two or More Grade Levels Below)

Note: This analysis uses the Growth Inclusion, Fall Inclusion, and Winter Inclusion business rules.

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Typical Growth by Grade

Median percent of typical growth achieved.
Growth measures are specific to grade *and* fall placement level.

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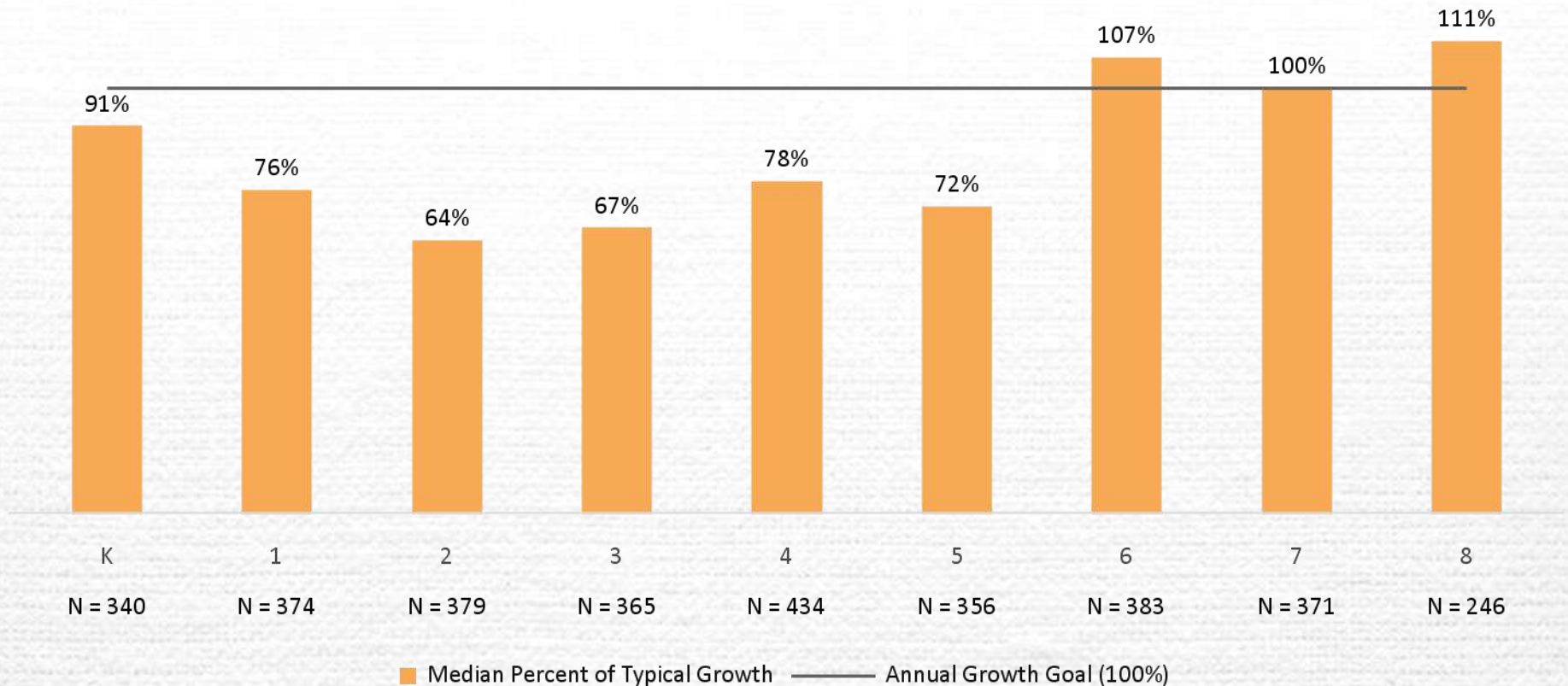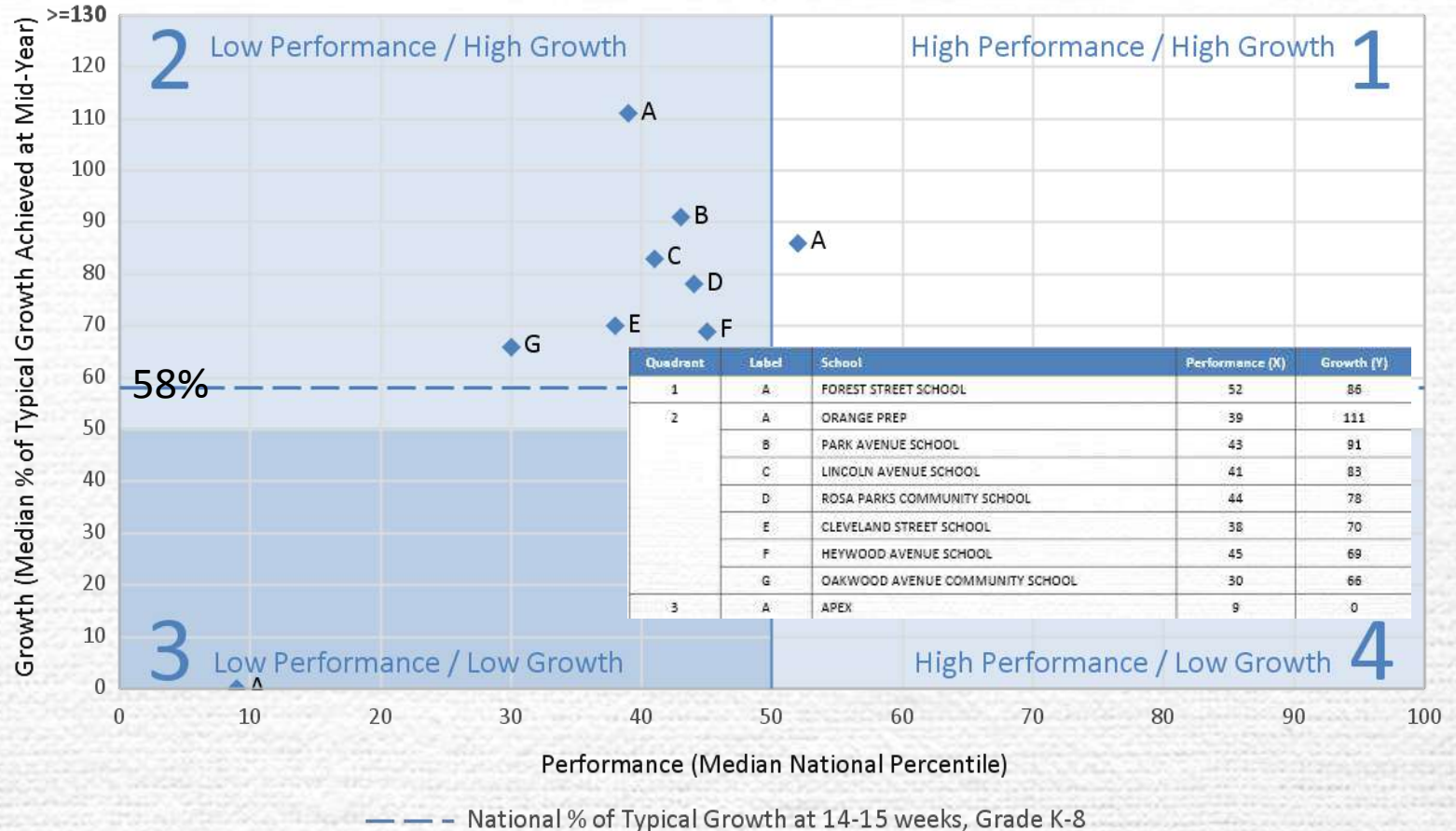
Note: This analysis uses the Growth Inclusion business rules.

Performance and Growth by Grade

Comparison of median student performance and median percent of typical growth at 14-15 weeks, by grade.

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

Growth: median percent of typical growth, differentiated by fall placement levels.

Mid-Year Performance and Growth Comparison

Growth (Median % of Typical Growth Achieved at Mid-Year)

2 Low Performance / High Growth

High Performance / High Growth **1**

58%

3 Low Performance / Low Growth

High Performance / Low Growth **4**

Performance (Median National Percentile)
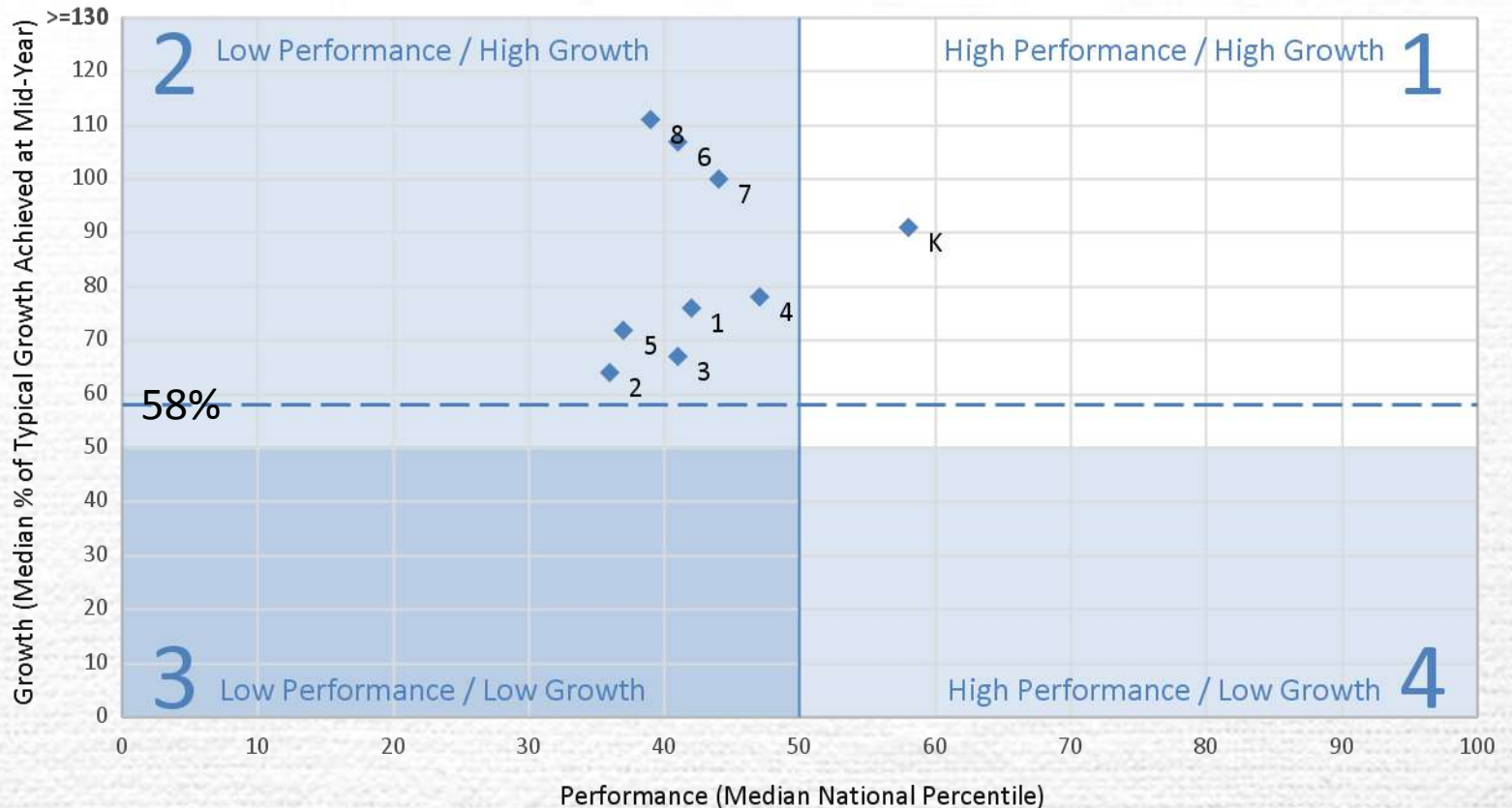
— — — National % of Typical Growth at 14-15 weeks, Grade K-8

Note: This analysis uses the Growth Inclusion and Winter Inclusion business rules.

Typical Growth by Placement

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	Percent	52%	-	19%	-	79%	0%	31%	127%	-
	Count	11	-	10	-	18	17	19	15	-
	Typical Growth	21	21	18	21	19	14	13	11	9
Early On-Grade	Percent	96%	69%	68%	46%	65%	36%	62%	58%	78%
	Count	16	12	18	30	60	54	57	65	31
	Typical Growth	24	26	22	25	23	18	13	12	9
1 Grade Below	Percent	91%	72%	58%	65%	78%	78%	93%	92%	117%
	Count	313	288	228	179	192	140	137	124	68
	Typical Growth	32	29	26	26	23	18	14	12	9
2 Grades Below	Percent		97%	76%	78%	89%	89%	121%	108%	100%
	Count		69	123	111	106	68	65	76	57
	Typical Growth		36	29	27	23	18	14	13	10
3+ Grades Below	Percent				67%	100%	90%	133%	138%	125%
	Count				37	58	77	105	91	88
	Typical Growth				30	24	20	15	13	12

Note: This analysis uses the Growth Inclusion business rules.

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Performance and Growth by School

Comparison of median student performance and median percent of typical growth at 14-15 weeks, by school.

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

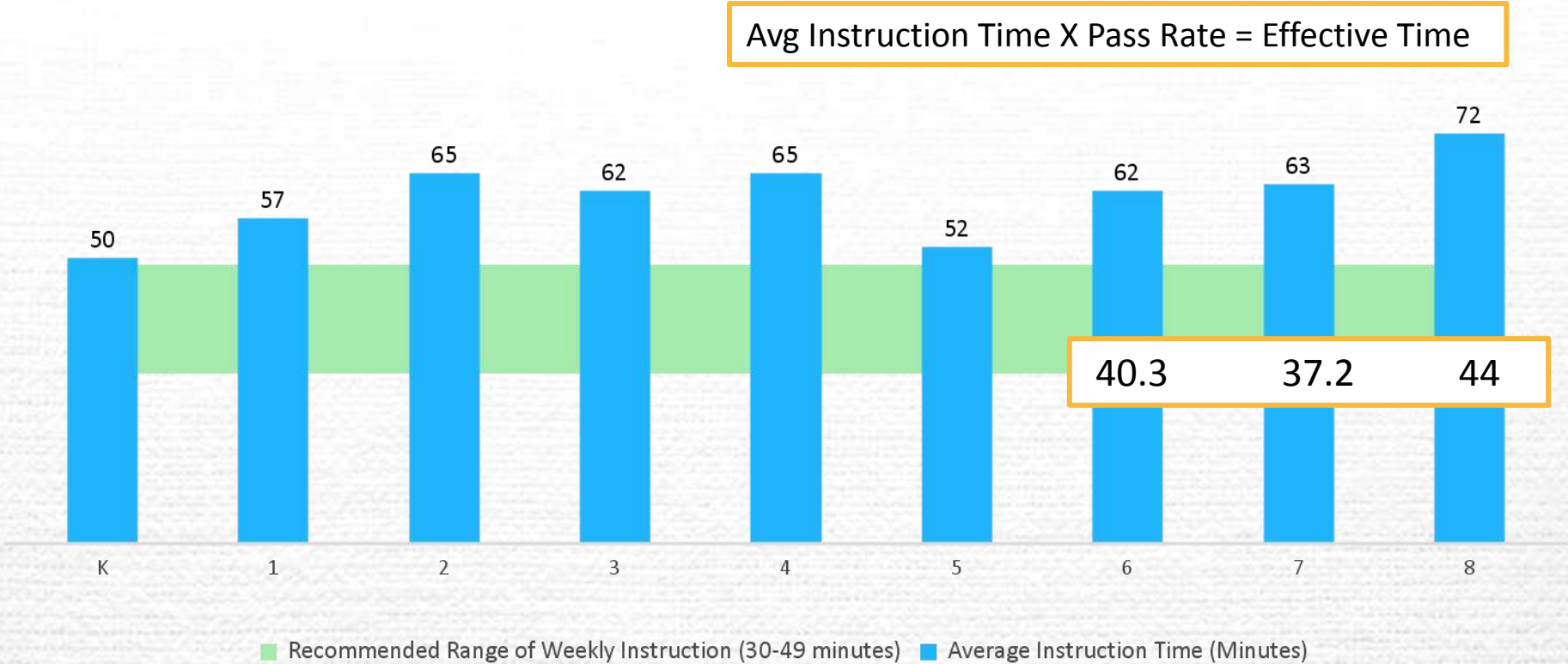**Growth:** median percent of typical growth, differentiated by fall placement levels.

Mid-Year Performance and Growth Comparison

Growth (Median % of Typical Growth Achieved at Mid-Year)

Performance (Median National Percentile)

2 — Low Performance / High Growth
1 — High Performance / High Growth
3 — Low Performance / Low Growth
4 — High Performance / Low Growth

58%

Quadrant	Label	School	Performance (X)	Growth (Y)
1	A	FOREST STREET SCHOOL	52	86
2	A	ORANGE PREP	39	111
	B	PARK AVENUE SCHOOL	43	91
	C	LINCOLN AVENUE SCHOOL	41	83
	D	ROSA PARKS COMMUNITY SCHOOL	44	78
	E	CLEVELAND STREET SCHOOL	38	70
	F	HEYWOOD AVENUE SCHOOL	45	69
	G	OAKWOOD AVENUE COMMUNITY SCHOOL	30	66
3	A	APEX	9	0

– – – National % of Typical Growth at 14-15 weeks, Grade K-8

Note: This analysis uses the Growth Inclusion and Winter Inclusion business rules.

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i-Ready Instruction Usage

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

Avg Instruction Time X Pass Rate = Effective Time

Chart values by grade: K=50, 1=57, 2=65, 3=62, 4=65, 5=52, 6=62, 7=63, 8=72

40.3   37.2   44

Grade axis: K, 1, 2, 3, 4, 5, 6, 7, 8

■ Recommended Range of Weekly Instruction (30-49 minutes)   ■ Average Instruction Time (Minutes)

Average Instruction Pass Rates, by Grade:

Grade	K	1	2	3	4	5	6	7	8
Average Pass Rate	73%	89%	89%	85%	77%	71%	64%	58%	61%
Number of Students Included	383	395	397	375	440	355	379	350	247

Note: This analysis uses the Instruction Inclusion business rules.

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i-Ready Instruction Usage

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

Legend: ■ Recommended Range of Weekly Instruction (30-49 minutes) ■ Average Instruction Time (Minutes)
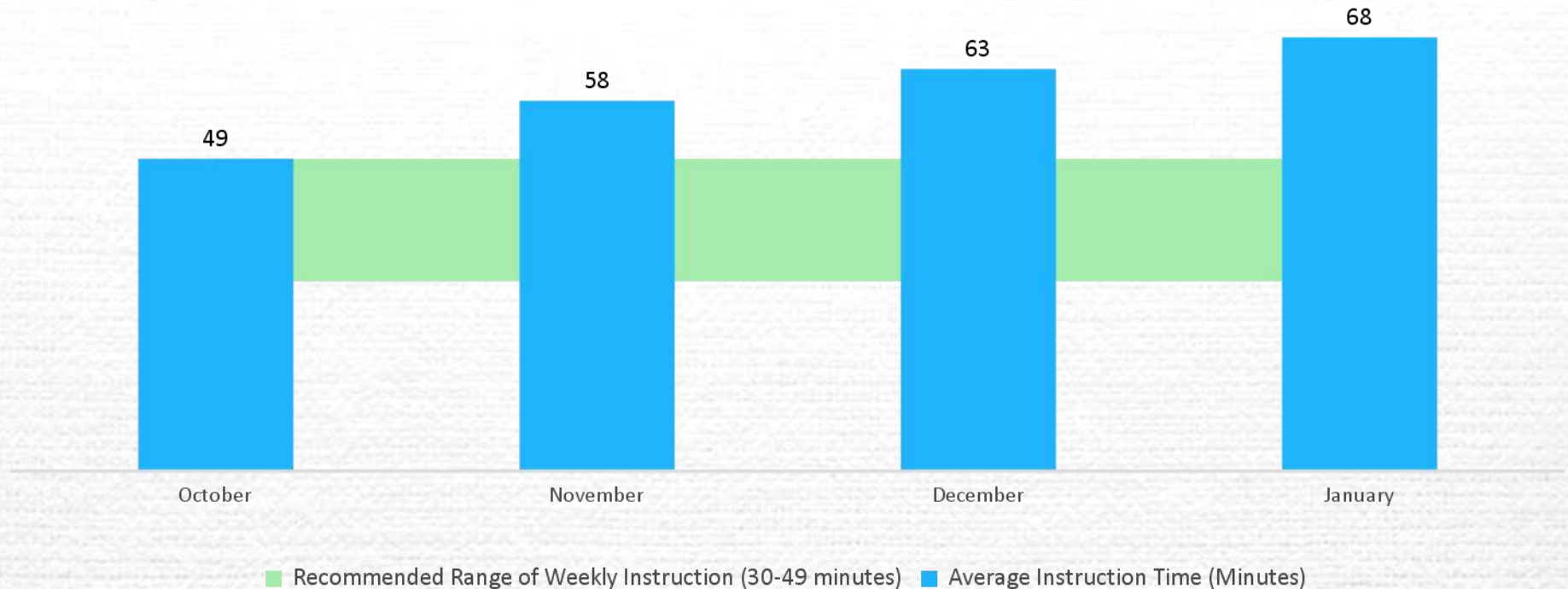
Average Weekly Usage by Month, Active Users:

Month	October	November	December	January
Number of Active Students	3,192	3,268	3,270	3,281
Percent Averaging 30-49	30%	28%	27%	22%
Percent of Students Active	90%	93%	93%	93%

Note: This analysis uses the Instruction Usage by Month business rules.

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Available Now: New Online Instruction Report
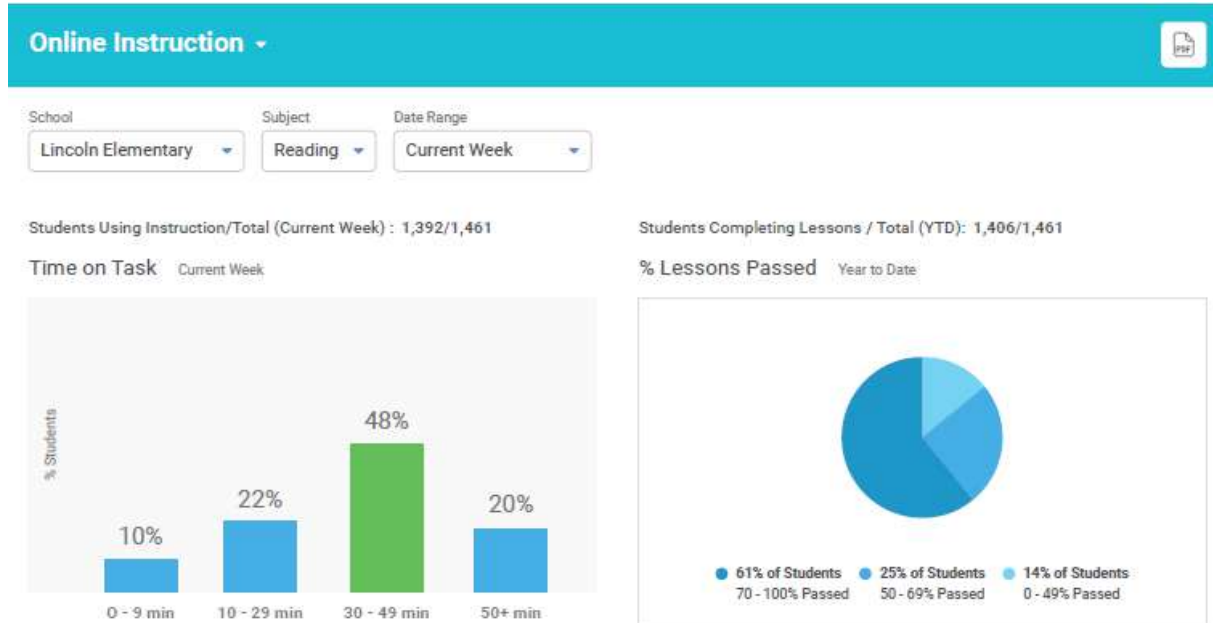
Our research indicates:
Maintaining a **percent of lessons passed at or above 70% AND receiving 30 to 49 minutes of Online Instruction per week** is related to greater learning gains.

To get the most from *i-Ready* Online Instruction, we recommend that *individual students* aim for:
- 45 minutes of Online Instruction per subject per week
- High percent of lessons passed

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
	2					
	3	359	7.7	1.9	4.0	70 min.
	4	420	7.8	2.0	4.0	93 min.
Math	5	332	7.8	1.9	4.0	84 min.
	6	357	7.3	1.9	3.8	92 min.
	7	359	6.6	1.9	3.4	106 min.
	8	236	7.7	1.9	4.0	83 min.

- *How is Standards Mastery data being used? At the district level? At the class level?*

- *Were assessment forms aligned to your scope and sequence?*

- *When are Standards Mastery assessments administered?*

Note: This analysis uses the Standards Mastery Inclusion business rules.

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Professional Development Progress and Planning

> **Professional Development 2018-2019**
>
> Purchased three professional development sessions (up to) six-hour sessions each:
> - One session Getting Started – 9/6/18
> - One session Data-Driven Instructional Planning – 9/6/18
> - One session – focused on small group instruction 2/27/19

Suggestions for remainder of the year:
- Review growth model with school leaders and teachers: http://i-readycentral.com/videos/i-ready-growth-model-overview/?pt=teacher
- School leaders and coaches work with teachers to take action steps after the second Diagnostic: http://i-readycentral.com/pdfs/leader-reflection-and-planning-template/?pt=teacher
- Use Data Analysis Guide to drive instructional decisions: http://i-readycentral.com/pdfs/data-analysis-guide/?pt=teacher
- Use additional resources from i-Ready Central to support teaching and learning; i.e. Data Chats,

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Professional Development Progress and Planning

Initial thoughts for next school year:

- Focus professional development on K -4 teachers in math and reading:
    - ❖ Use i-Ready strategically to support on-grade level instructional rigor

- Support teachers providing intervention to continue to move students out of tier 3 categories in math and reading

- Continue to deepen i-Ready implementation across schools, using growth data to support teaching and learning

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Planning for What's Ahead

How do we drive success for the remainder of the school year?

➡ *Focus area 1:*

-
-

➡ *Focus area 2*

-
-

➡ *Focus area 3*

-
-

Keep the Momentum Going!

Review your district/school's Diagnostic data: Uncover trends, identify areas of strength and support areas, and inform priorities and decisions
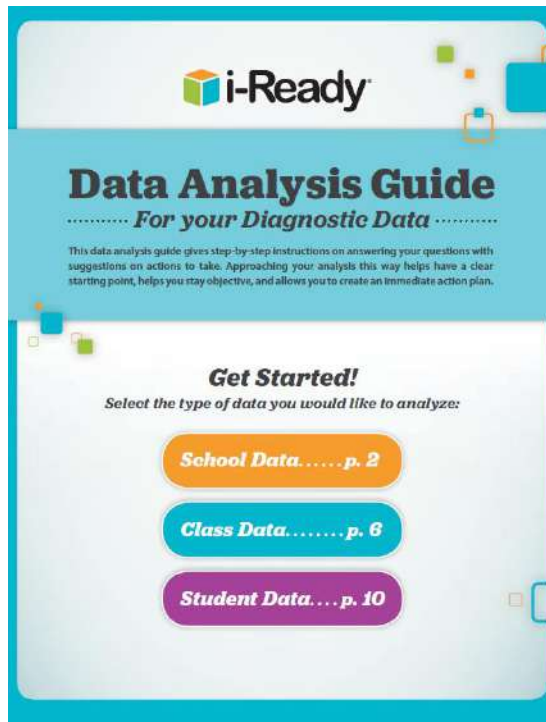
Resources Available:
- Data Analysis Guide
- Data Chats
- Checklists for Leaders & Teachers

For Resources: i-ReadyCentral.com/DiagnosticData or Search i-Ready Central for "Data Analysis Guide"

A New K-5 Math Core Program

Ready Classroom Mathematics

A highly differentiated, discourse-based instructional program that embeds the mathematical practices.

Ready Classroom Mathematics ensures students gain conceptual understanding and a high degree of procedural skills and fluency and seamlessly integrates i-Ready data.
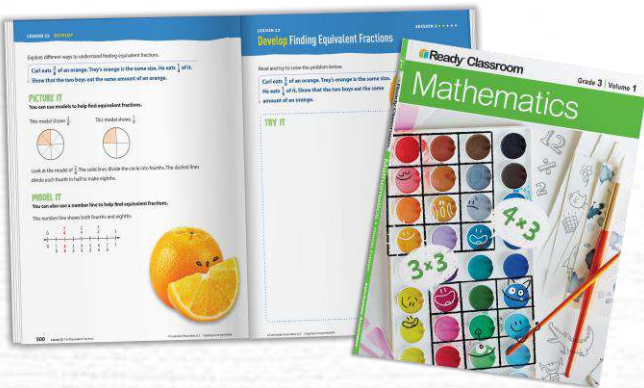
i-Ready Prerequisite Report

Specific to this program, this report identifies learning gaps and connects small group support to the grade level content from Ready Classroom Mathematics.

Differentiated Activities and Language Supports

Language specific suggestions integrated with mathematics instruction that address the development of proficiency in all language domains – listening, speaking, reading and writing.

A New K-5 Math Core Program
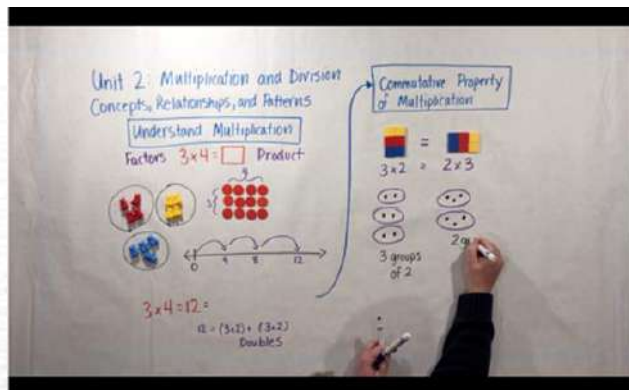
Teacher Support and Professional Learning

Unit Flow and Progression Videos show the flow and progression of math concepts in each unit.

Digital Comprehension Checks

Customizable assessments that give teachers additional opportunities to assess grade level content at the unit and lesson level.