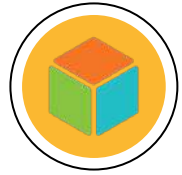




Logan's Fall i-Ready and Start Strong Analysis

1/19/22

Agenda



i-Ready
Background



i-Ready's
Unfinished
Learning
Research



Our i-Ready
Data



i-Ready
Analysis



Start Strong
Background



Start Strong
Data

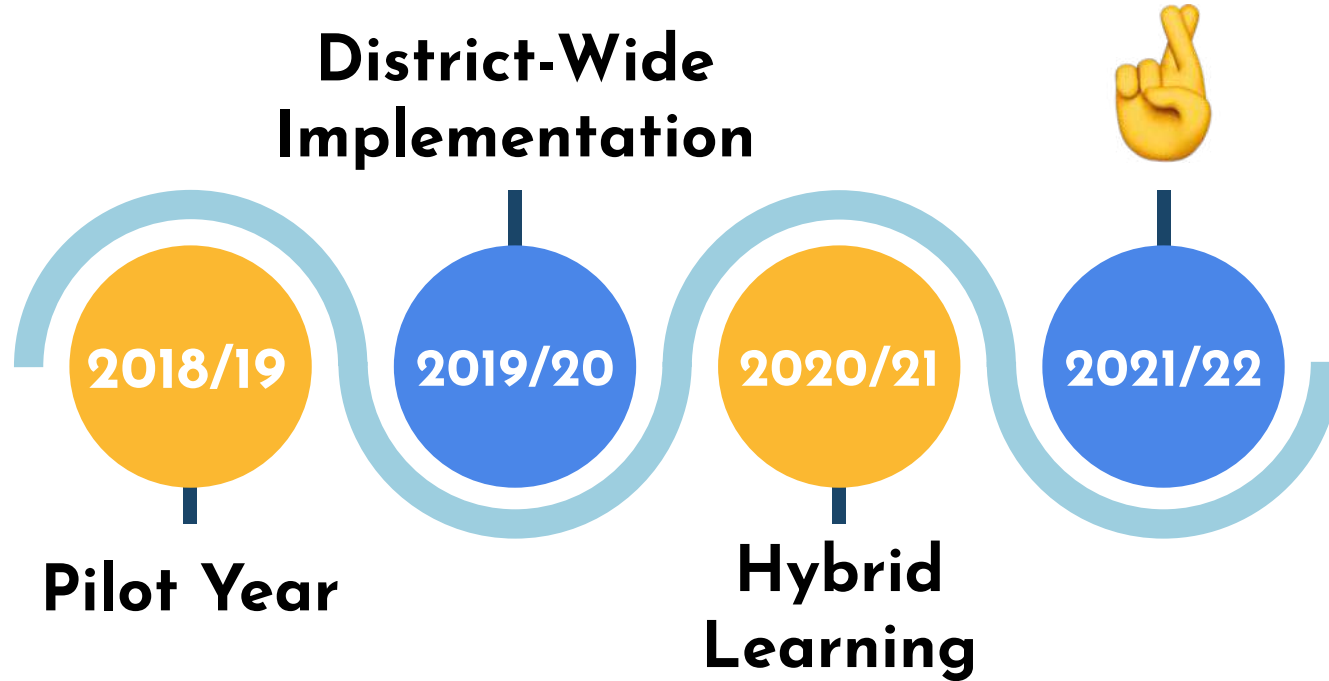


Key
Takeaways
and
Instruction
Actions

i-Ready in Our District



Our i-Ready Timeline





How do we use i-Ready?

Diagnostic

Lily

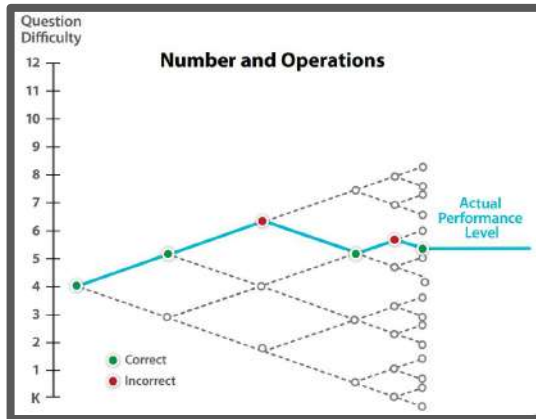
Ric measures the length of his shoe with paper clips. He needs 6 small paper clips to measure his shoe. How many big paper clips does he need to measure the same shoe?

☐ less than 6 ☐ more than 7

☐ exactly 6 ☐ exactly 7

Done →



Instructional Path



i-Ready's Unfinished Learning Research

- ➡ In reading, the percentage of students who are on grade level in the upper-elementary/middle school grades is close to pre-pandemic levels, whereas in the early grades the percentage of students who are on grade level is lower than before the pandemic.
- ➡ In mathematics, the percentage of students who are on grade level is lower in nearly all grades than what we saw prior to the pandemic.
- ➡ Demographic data results show that some of the historical inequities pre-dating the pandemic persist today
- ➡ More students are two or more grade levels behind than before the pandemic began

i-Ready District Analysis (Grades 1-8)



Students placing on or above grade level in Reading Fall 2021

Grade	i-Ready's Historical Fall Norm (Pre-COVID)	i-Ready's Fall 2021 Norm	Logan Fall 2021 (on or above grade level)	Early Winter Results (Still testing subject to change)
1	19%	16%	25%	48%
2	30%	24%	19%	33%
3	45%	40%	38%	47%
4	31%	30%	40%	56%
5	30%	29%	39%	51%
6	31%	30%	40%	43%
7	35%	33%	44%	53%
8	36%	35%	54%	59%

Cohort Data ELA

Current Grade	Same Cohort Fall 2019 Pre-COVID (on or above grade level)	Logan Fall 2021 (on or above grade level)
1	N/A	25%
2	51% (K)	19%
3	28% (1)	38%
4	29% (2)	40%
5	58% (3)	39%
6	47% (4)	40%
7	49% (5)	44%
8	41% (6)	54%

Students placing on or above grade level in Math Fall 2021

Grade	i-Ready's Historical Fall Norm (Pre-COVID)	i-Ready's Fall 2021 Norm	Logan Fall 2021	Early Winter Results (Still testing subject to change)
1	12%	10%	19%	49%
2	15%	13%	8%	24%
3	18%	13%	9%	42%
4	29%	20%	23%	53%
5	34%	24%	24%	48%
6	33%	25%	38%	55%
7	27%	21%	38%	55%
8	25%	20%	45%	64%

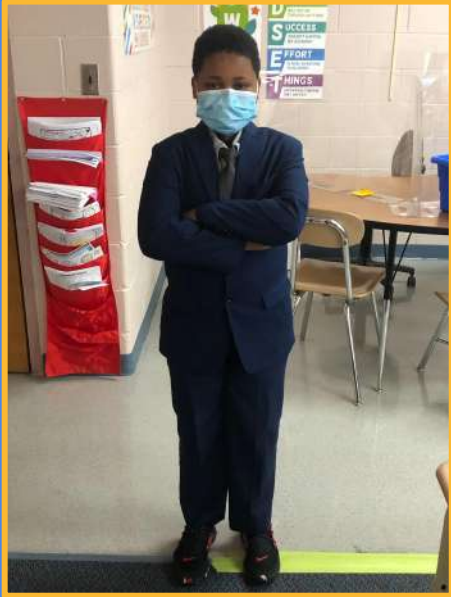
Cohort Data Math

Current Grade	Same Cohort Fall 2019 Pre-COVID (on or above grade level)	Logan Fall 2021 (on or above grade level)
1	N/A	19%
2	27% (K)	8%
3	20% (1)	9%
4	20% (2)	23%
5	17% (3)	24%
6	48% (4)	38%
7	68% (5)	38%
8	71% (6)	45%

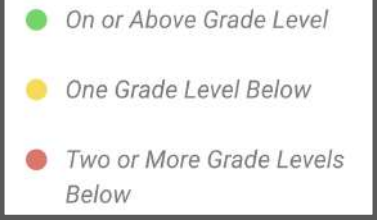
How does i-Ready's Unfinished Learning report compare to what we are seeing in our district?

i-Ready Research Findings	Logan's Findings
<ul style="list-style-type: none">Students in the early elementary grades who are typically still learning to read have not yet caught up to pre-pandemic on-grade level performance.	<ul style="list-style-type: none">Primarily evident in Logan's 2nd and 3rd grade scores in ELA.
<ul style="list-style-type: none">More students are two or more grade levels behind this fall than before the pandemic began.	<ul style="list-style-type: none">True for Logan students<ul style="list-style-type: none">LES: 17%→18% (Reading), 11%→23% (Math)LMS: 21%→32% (Reading), 10%→21% (Math)
<ul style="list-style-type: none">Teachers will not only have fewer students beginning the year on grade level but they will also have more students in need of intensive intervention and support.	<ul style="list-style-type: none">True for Logan students, reinforcing the need for Interventionists and WIN blocks for instruction

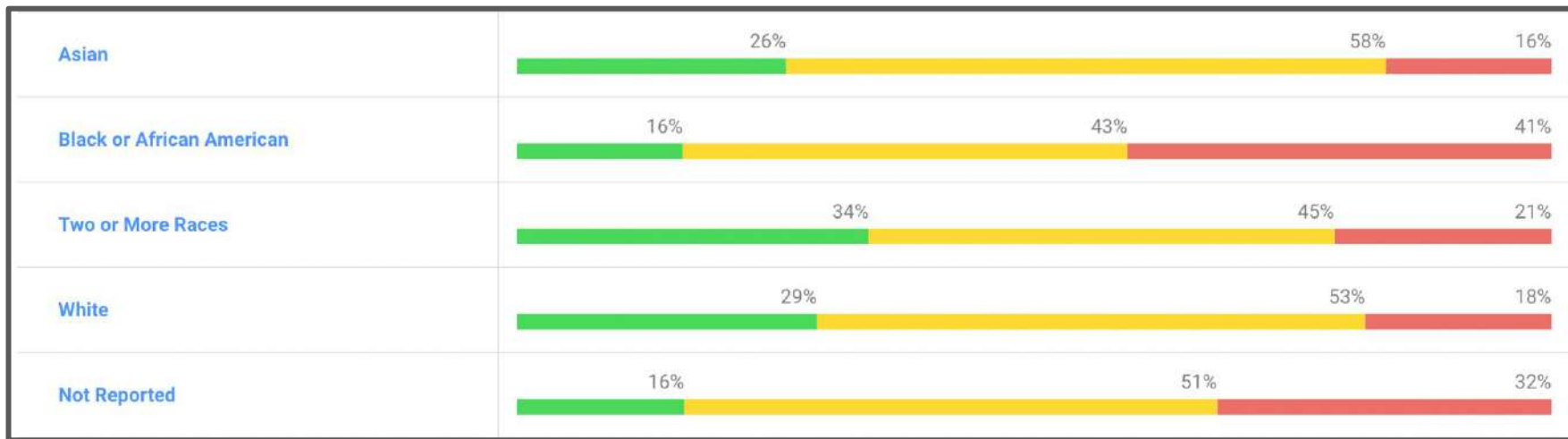
i-Ready Demographic Analysis (Grades 1-8)



District Overall Reading Grade Level Placement by Demographic Race

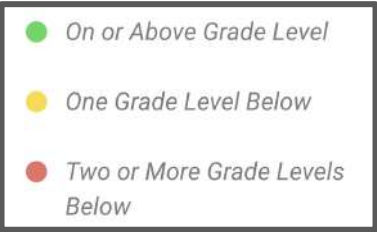
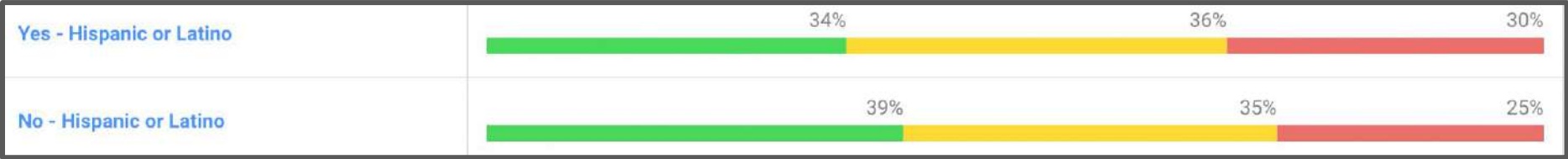


District Overall **Math** Grade Level Placement by Demographic **Race**

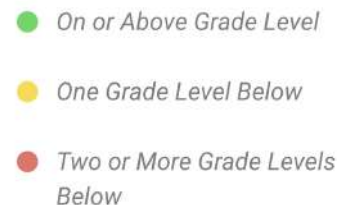
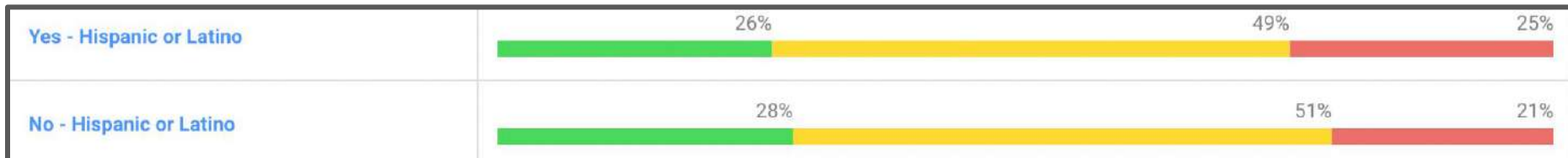


- On or Above Grade Level
- One Grade Level Below
- Two or More Grade Levels Below

District Overall Reading Grade Level Placement by Demographic Hispanic

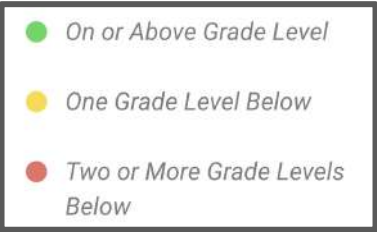
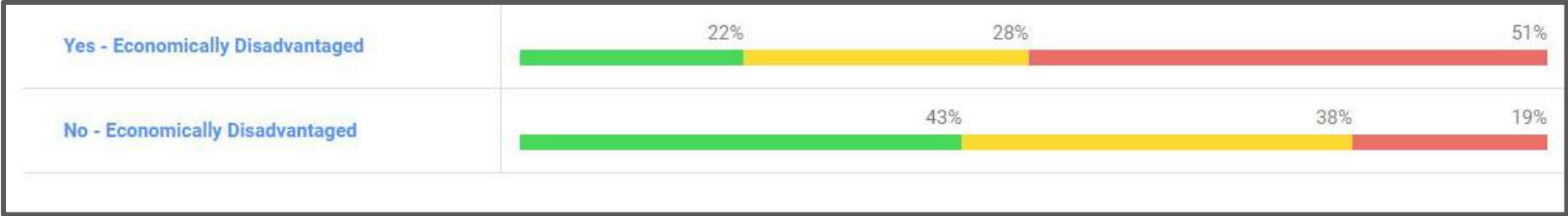


District Overall **Math** Grade Level Placement by Demographic **Hispanic**

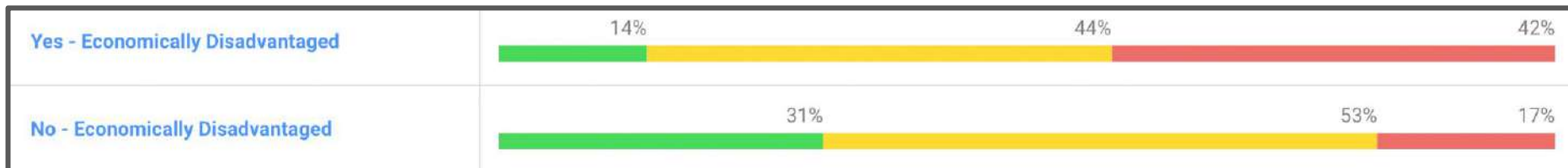


District Overall Reading Grade Level Placement by Demographic

Socioeconomic Status

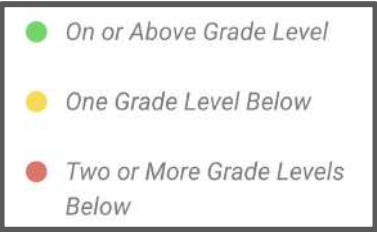
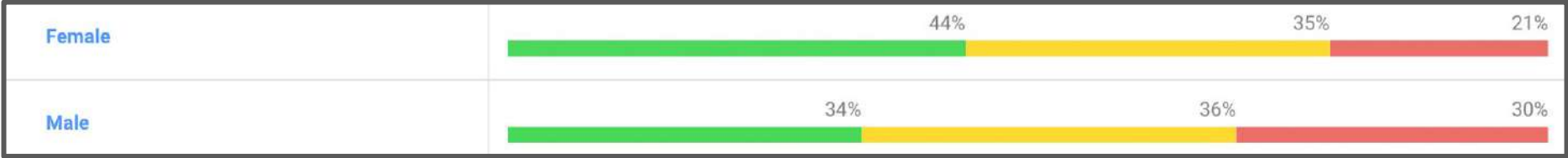


District Overall **Math** Grade Level Placement by Demographic **Socioeconomic Status**

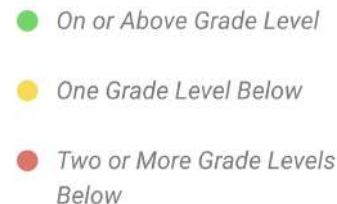
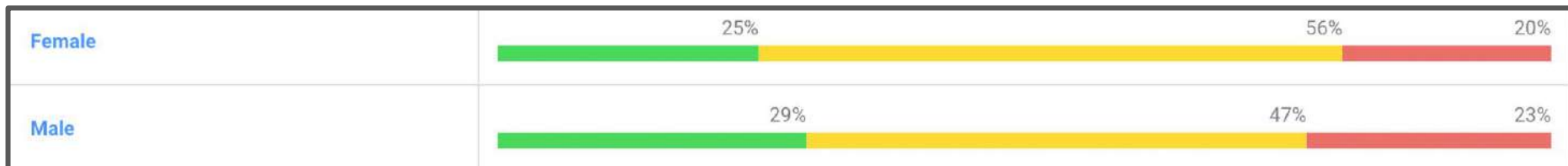


- On or Above Grade Level
- One Grade Level Below
- Two or More Grade Levels Below

District Overall Reading Grade Level Placement by Demographic Gender



District Overall **Math** Grade Level Placement by Demographic **Gender**



Start Strong Assessment Results Fall of 2021





About Start Strong

- Assessed 4th-8th grade students on standards aligned to their previous year's grade level
- Assessment administered in one 45-60 minute session per subject area
 - Science assessed in 6th grade only
- Did not assess student writing
- Provided initial information about the levels of support that students may need
- **Should** be used in connection with other indicators of student knowledge, skills, and abilities to evaluate performance.
- Is **not** intended to predict student performance on future summative assessments.

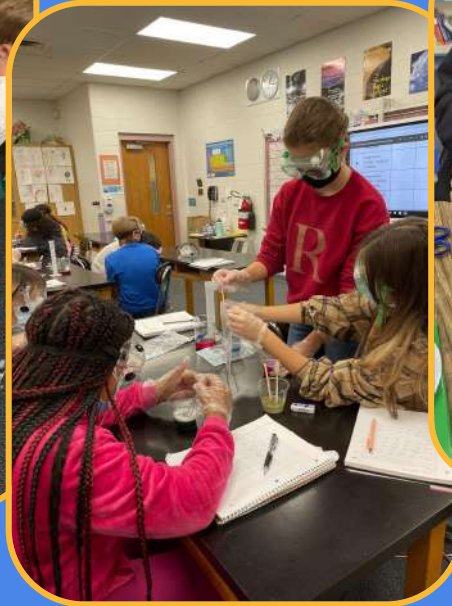
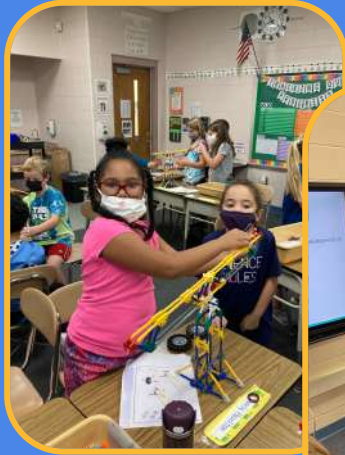
Description of Start Strong's Reporting Levels

Table 3. Start Strong Support Levels and NJSLA Performance Levels

Start Strong Support Levels	NJSLA-ELA Performance Level	NJSLA-Math Performance Level	NJSLA-Science Performance Level
Strong Support May Be Needed	<ul style="list-style-type: none">• Did Not Yet Meet Expectations• Partially Met Expectations	<ul style="list-style-type: none">• Did Not Yet Meet Expectations• Partially Met Expectations	<ul style="list-style-type: none">• Below Proficient
Some Support May Be Needed	<ul style="list-style-type: none">• Approached Expectations	<ul style="list-style-type: none">• Approached Expectations	<ul style="list-style-type: none">• Near Proficiency
Less Support May Be Needed	<ul style="list-style-type: none">• Met expectations• Exceeded expectations	<ul style="list-style-type: none">• Met Expectations• Exceeded Expectations	<ul style="list-style-type: none">• Proficient• Advanced Proficiency

Start Strong Assessment was not designed to predict future student performance on the NJSLA, nor was it designed to estimate what score a student would have gotten if they had taken the NJSLA in spring 2021.

Start Strong District Analysis (Grades 4-8)

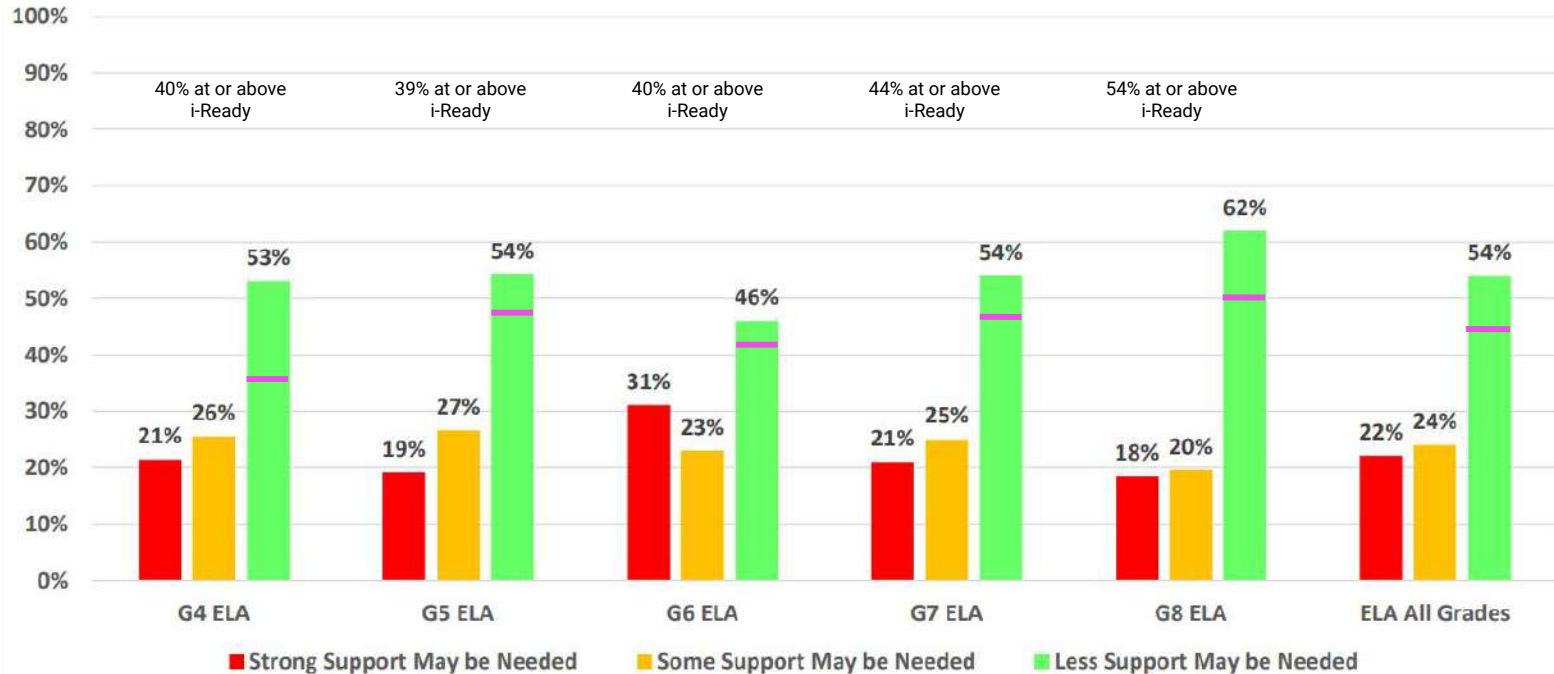


LOGAN TWP

2021-22 Fall Start Strong

ELA/Language Arts

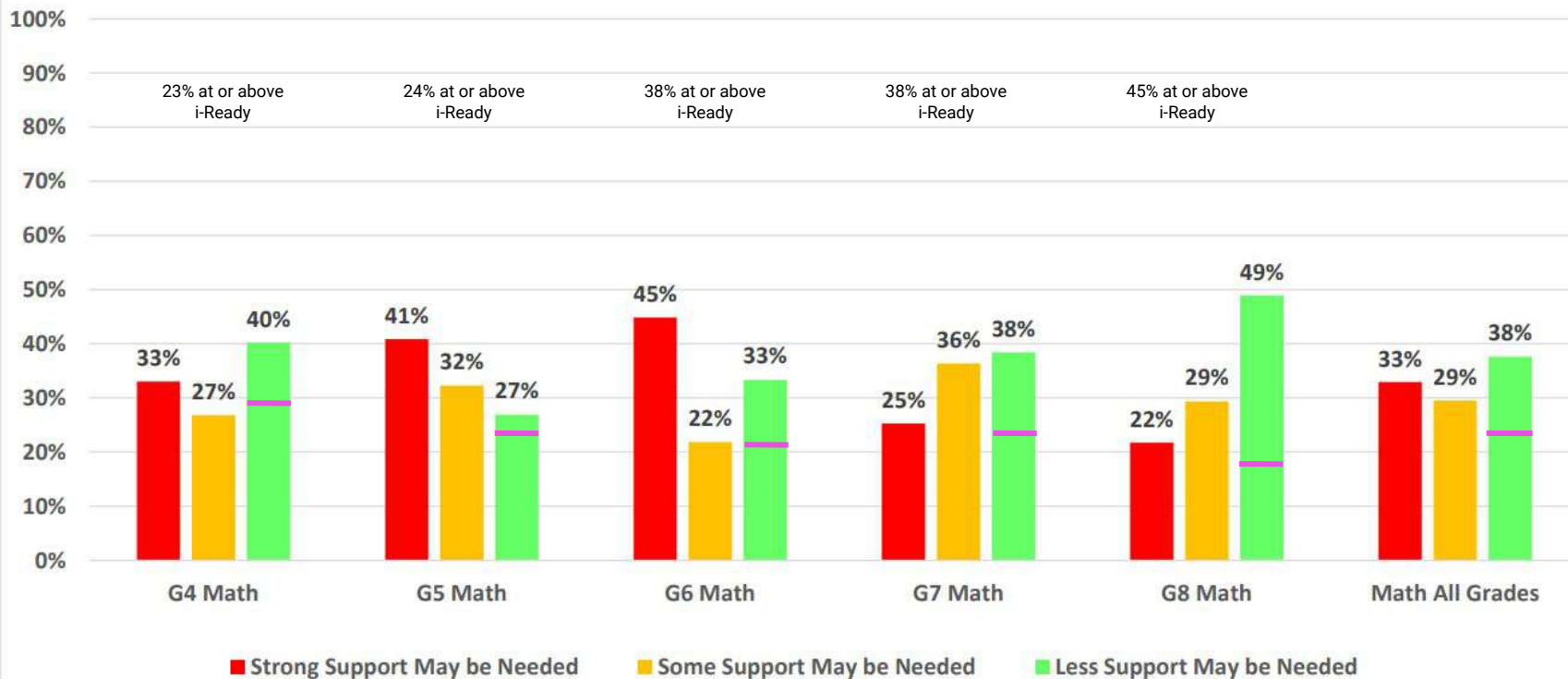
Distribution by Achievement Level



— State Comparison

2021-22 Fall Start Strong Mathematics

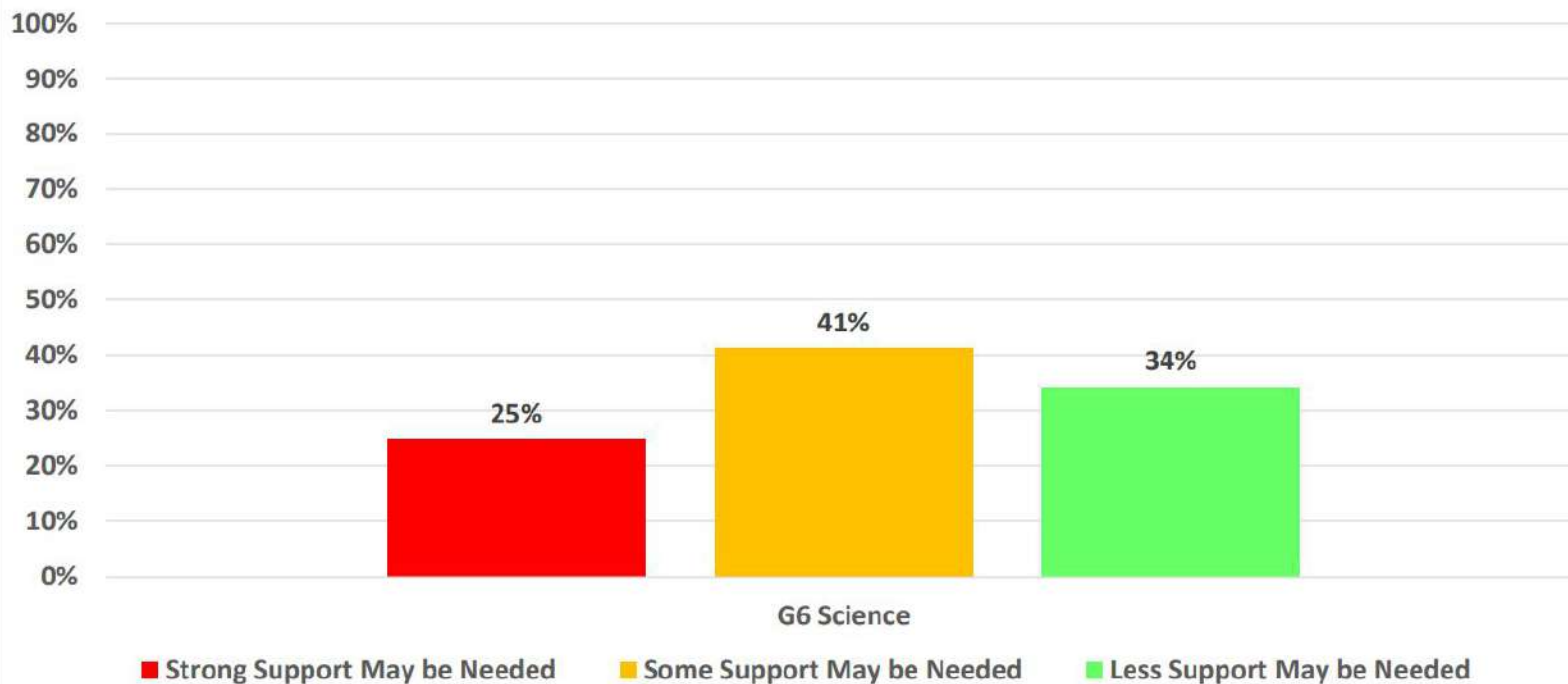
Distribution by Achievement Level



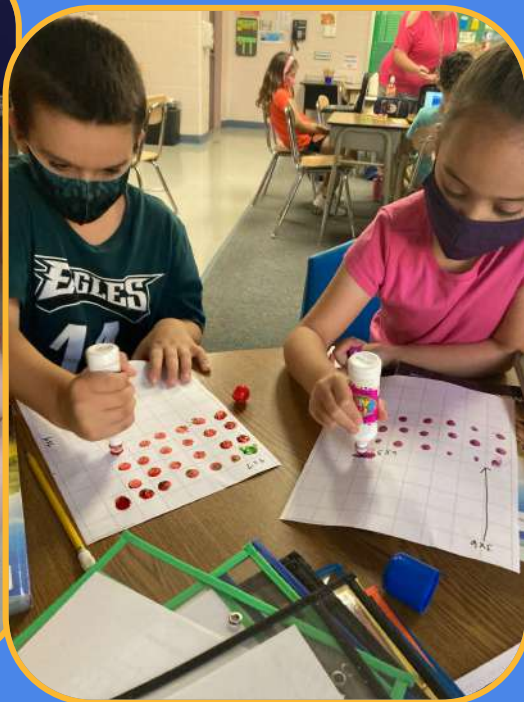
LOGAN TWP

2021-22 Fall Start Strong Science

Distribution by Achievement Level

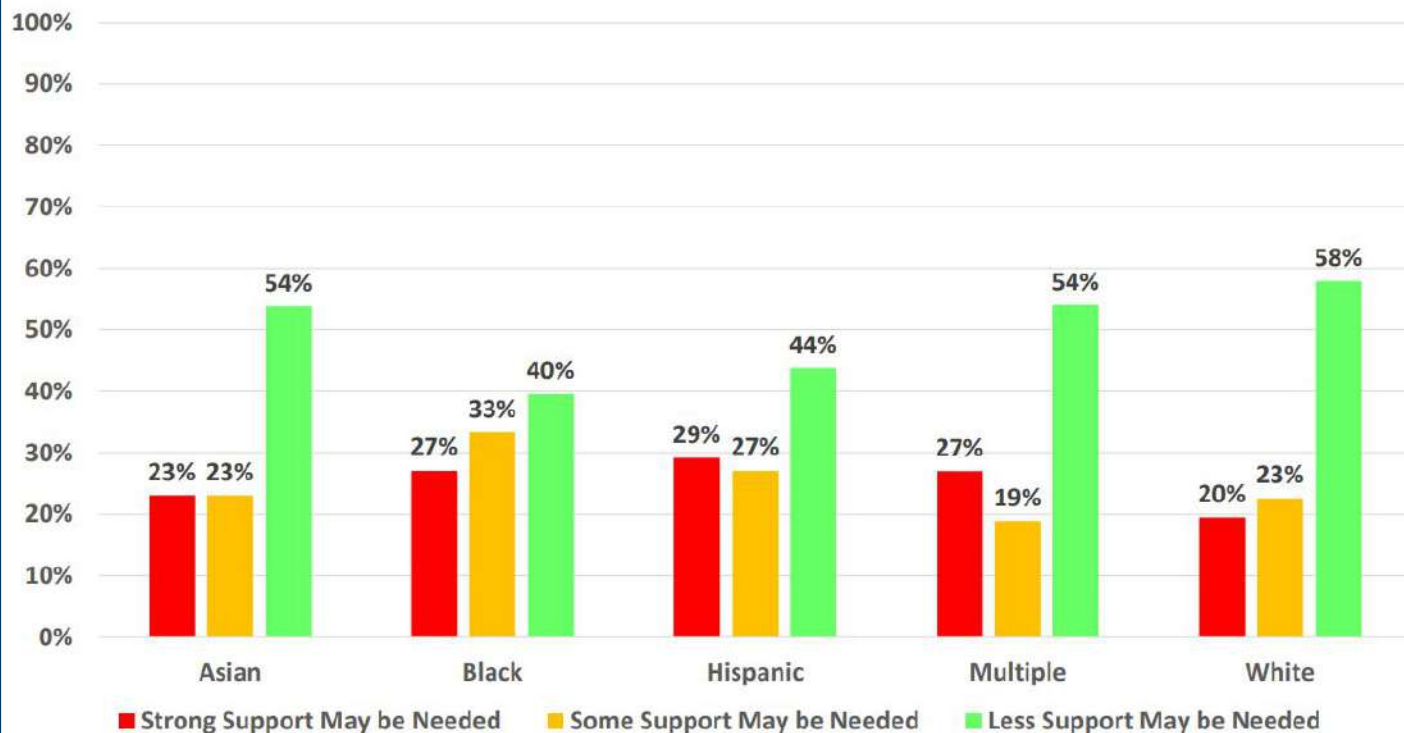


Start Strong Demographic Analysis (Grades 4-8)



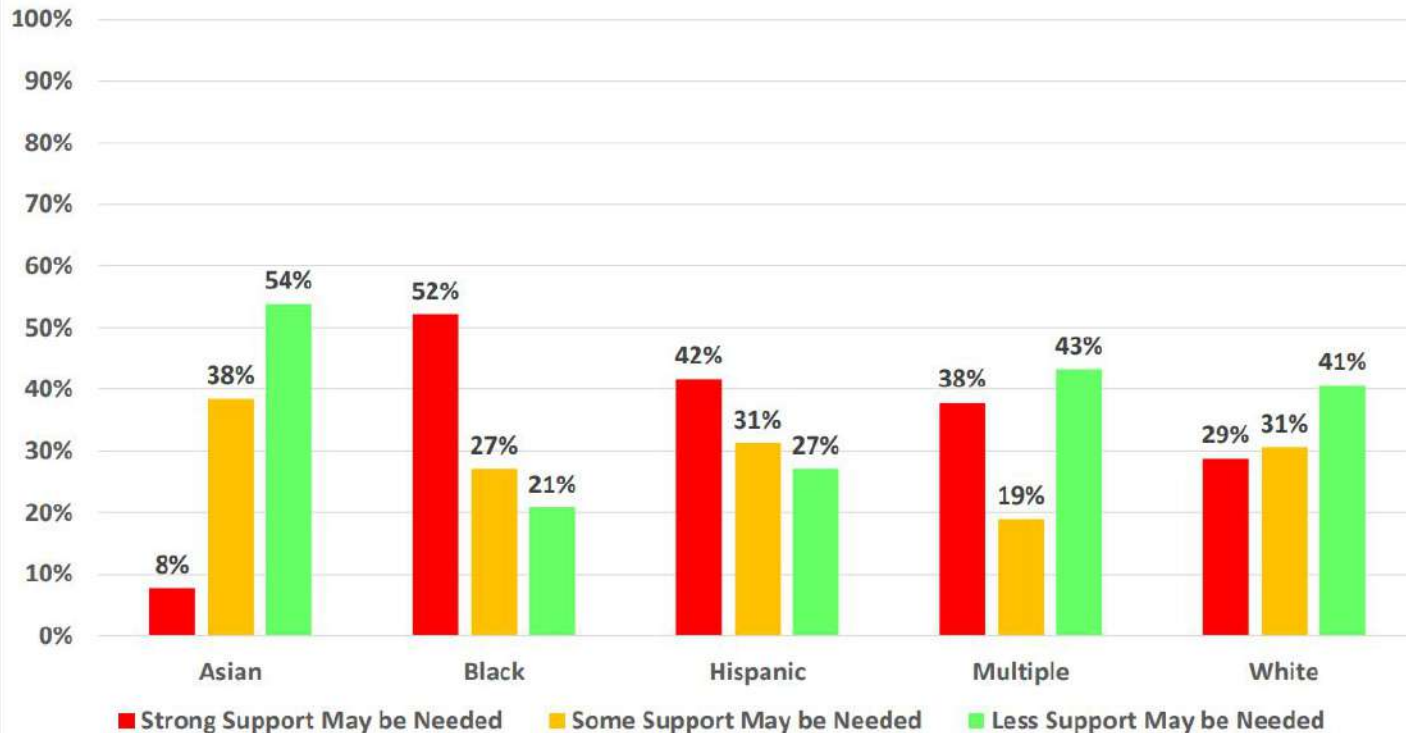
LOGAN TWP
2021-22 Fall Start Strong Performance by Subgroup **Race**
ELA/Language Arts

Distribution by Achievement Level (All Grades)

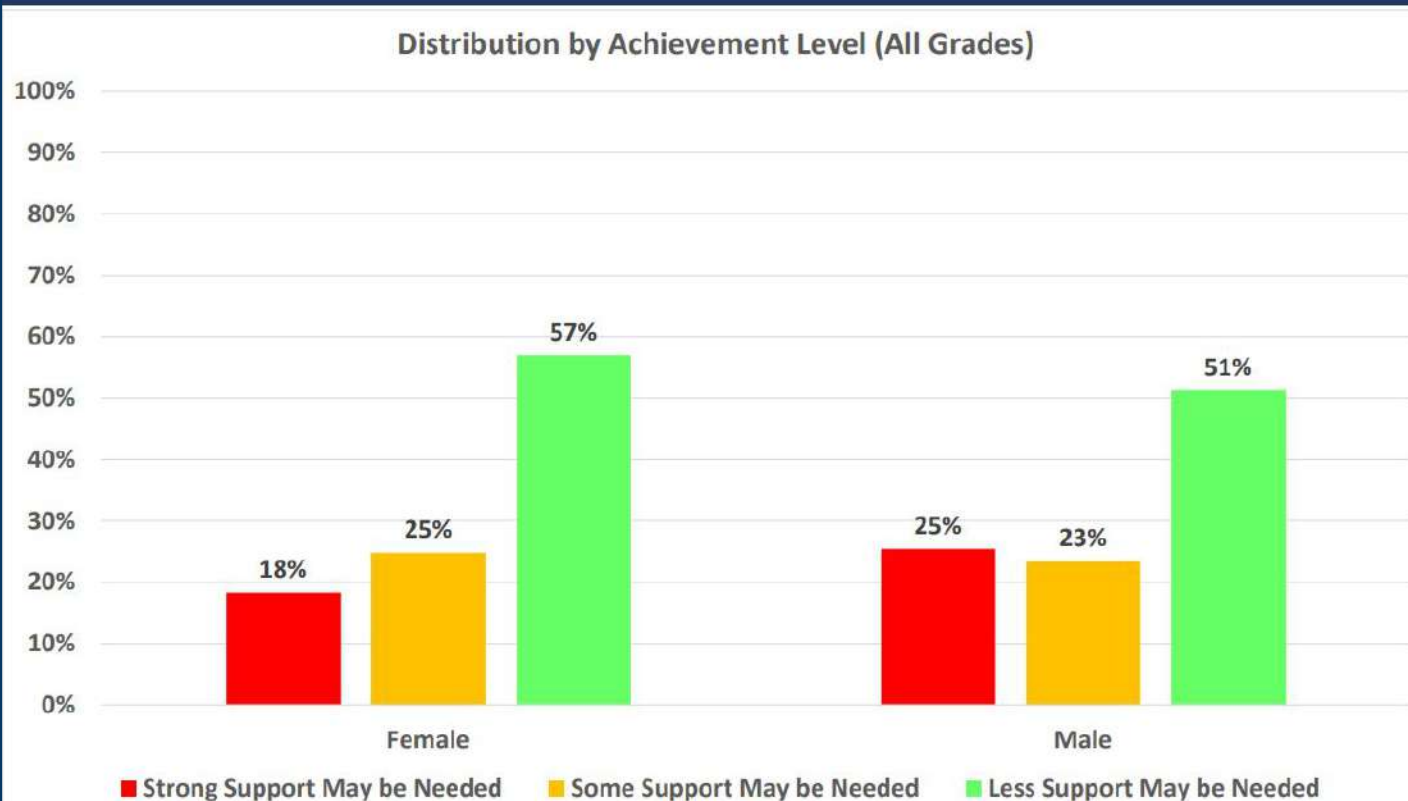


LOGAN TWP
2021-22 Fall Start Strong Performance by Subgroup Race
Mathematics

Distribution by Achievement Level (All Grades)



LOGAN TWP
2021-22 Fall Start Strong Performance by Subgroup Gender
ELA/Language Arts

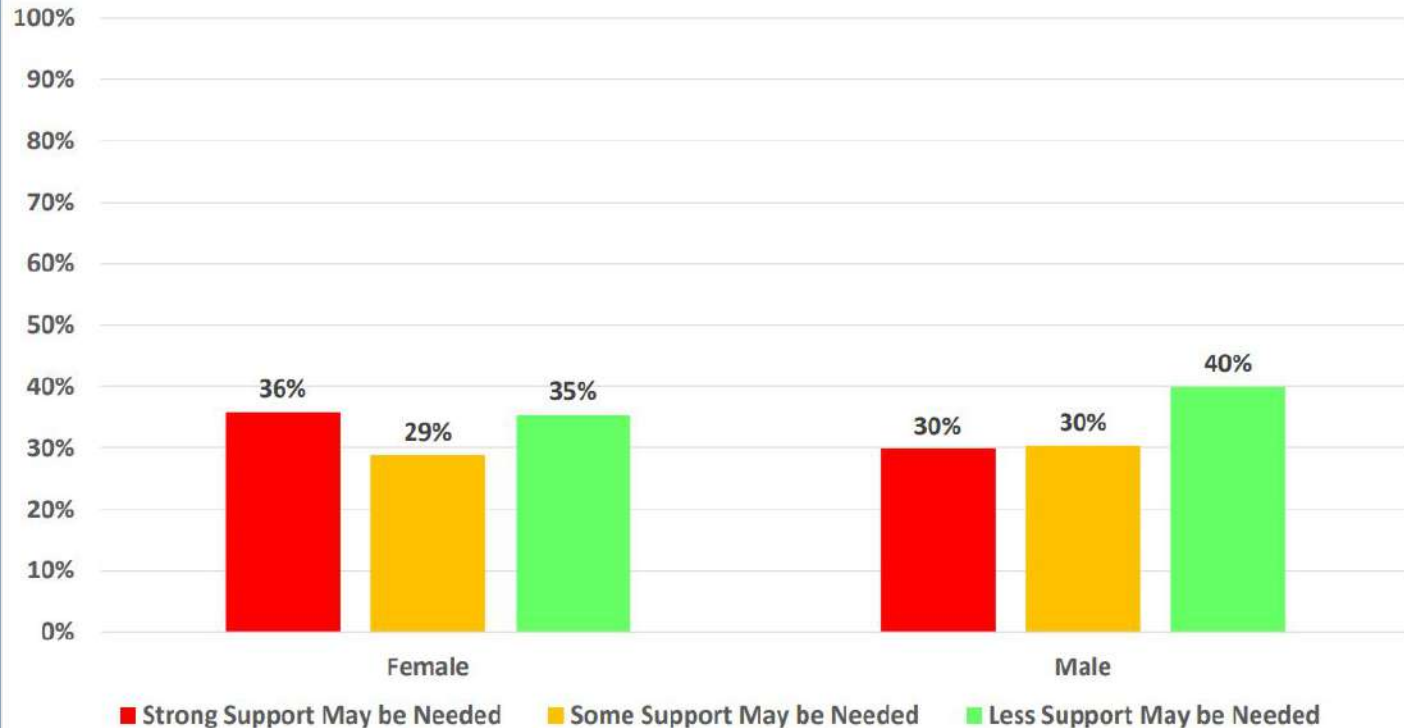


LOGAN TWP

2021-22 Fall Start Strong Performance by Subgroup Gender

Mathematics

Distribution by Achievement Level (All Grades)

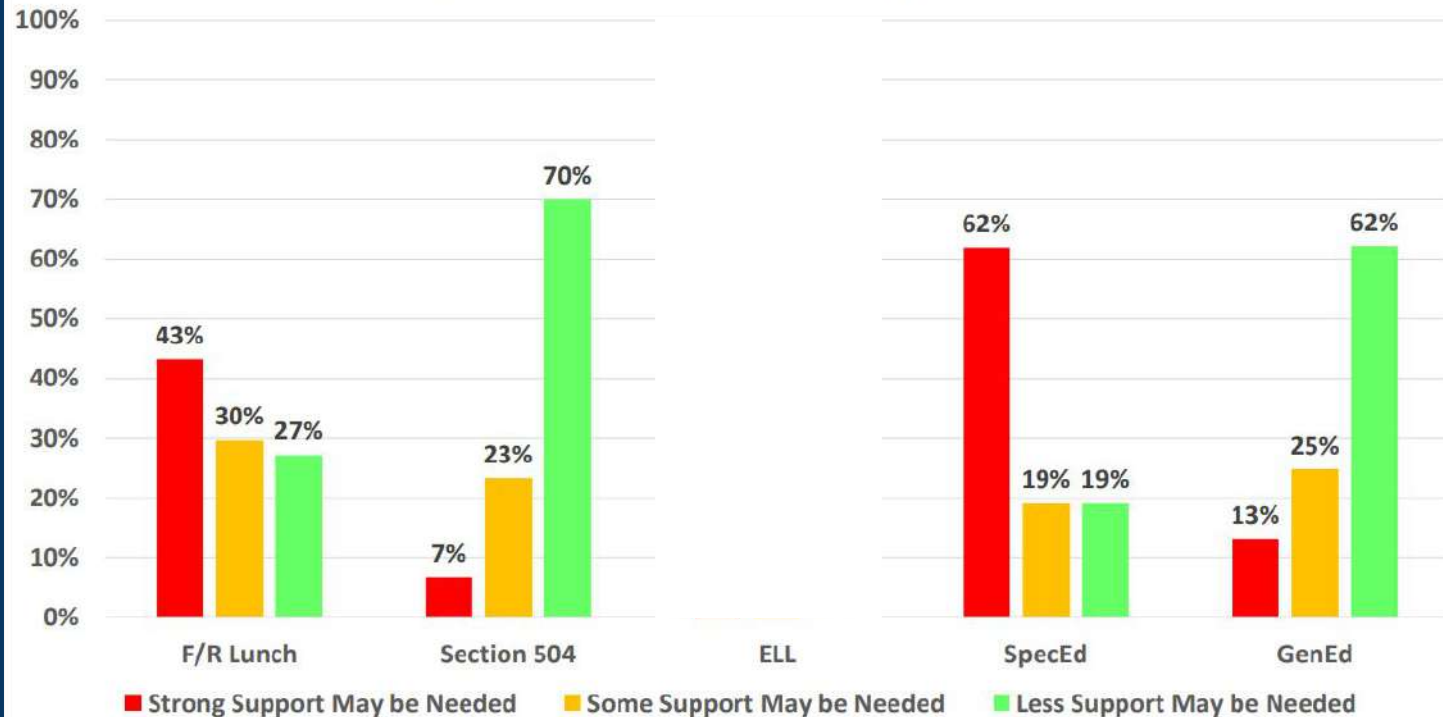


LOGAN TWP

2021-22 Fall Start Strong Performance by Subgroup Program

ELA/Language Arts

Distribution by Achievement Level (All Grades)

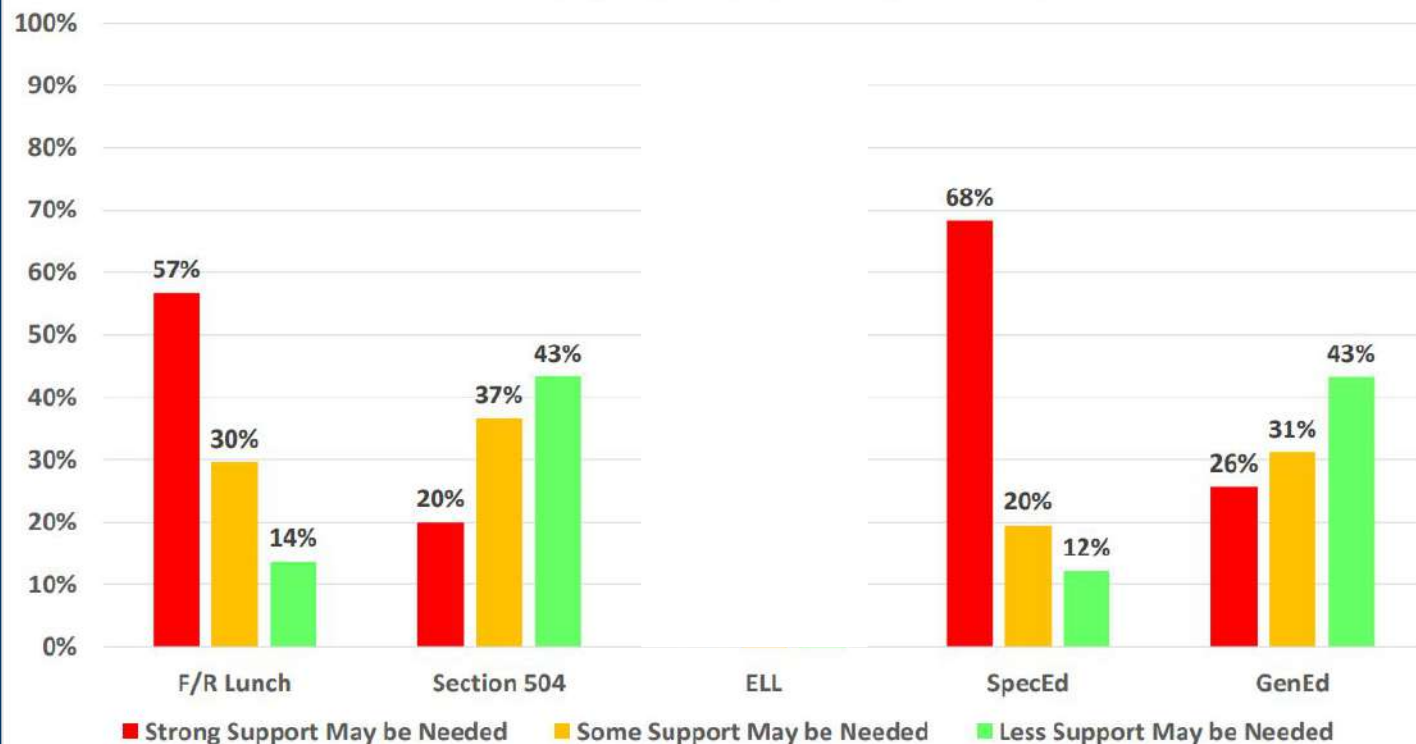


LOGAN TWP

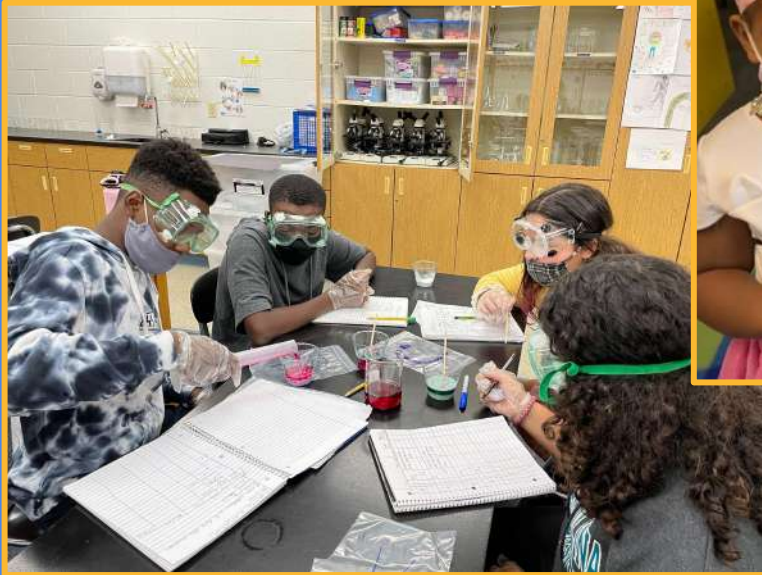
2021-22 Fall Start Strong Performance by Subgroup Program

Mathematics

Distribution by Achievement Level (All Grades)



Key Takeaways & Instructional Actions



Takeaway	Logan's Actions
<ul style="list-style-type: none"> ● Outperforming i-Ready ELA and Math norms in 12 out of 16 grade levels ● More students fall in the “Less Support May Be Needed” category in every grade level (ELA & Math) on NJ Start Strong assessment when compared to the state average 	<ul style="list-style-type: none"> ● We attribute this success to our emphasis on live, daily core content instruction during the 2021-22 school year.
<ul style="list-style-type: none"> ● Students who are Black and Hispanic are underperforming our students who are White and Two or More Races 	<ul style="list-style-type: none"> ● Tracking Student Discipline Referrals ● Ensuring equity in our curriculum ● Student Voice Clubs, After School Clubs ● Culturally Relevant Assemblies ● CRPBIS ● Culturally Relevant SEL Programs PreK through 8 ● Training for staff through the Equity Grant ● G&T Selection Process
<ul style="list-style-type: none"> ● Higher SES students outperforming lower SES students. 	<ul style="list-style-type: none"> ● Ensuring access to resources (Internet, Chromebooks, ELL Services, Books) ● Training for staff through the Equity Grant

Thank you for your time!

