



Discussion with SAU 33

Agenda

- Overview of the Diagnostic
- National Trends
- SAU 33 Fall Diagnostic Data
- Resources to Align Instruction
- Looking Ahead

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Content

- Reading
 - Phonological Awareness
 - Phonics
 - High-Frequency Words
 - Vocabulary
 - Comprehension: Literature
 - Comprehension: Informational Text
- Math
 - Number and Operations
 - Algebra and Algebraic Thinking
 - Measurement and Data
 - Geometry

Design

- Computer-adaptive
 - As a student answers questions correctly, they are presented with questions of increasing difficulty
 - As questions are answered incorrectly, the assessment adjusts by decreasing the difficulty level of the questions presented
- Designed for students to answer roughly 50% of the questions correctly and 50% incorrectly

Frequency

- Administered three times per year
 - Beginning of year
 - Middle of year
 - End of year

Placement Levels

- Each time a student completes a Diagnostic, they receive a “placement level” reflecting their estimated ability
 - Criterion-referenced, reflecting what students are expected to know at each grade level and in each content area
 - Developed via i-Ready’s standard setting process
 - Critical in contextualizing student performance and aligning instruction with individual needs

Relative Placement Levels

- **Mid or Above Grade Level**

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.

- **Early On Grade Level**

Students at this level have only partially met grade-level expectations. They will benefit from continued grade-level instruction.

- **1 Grade Level Below**

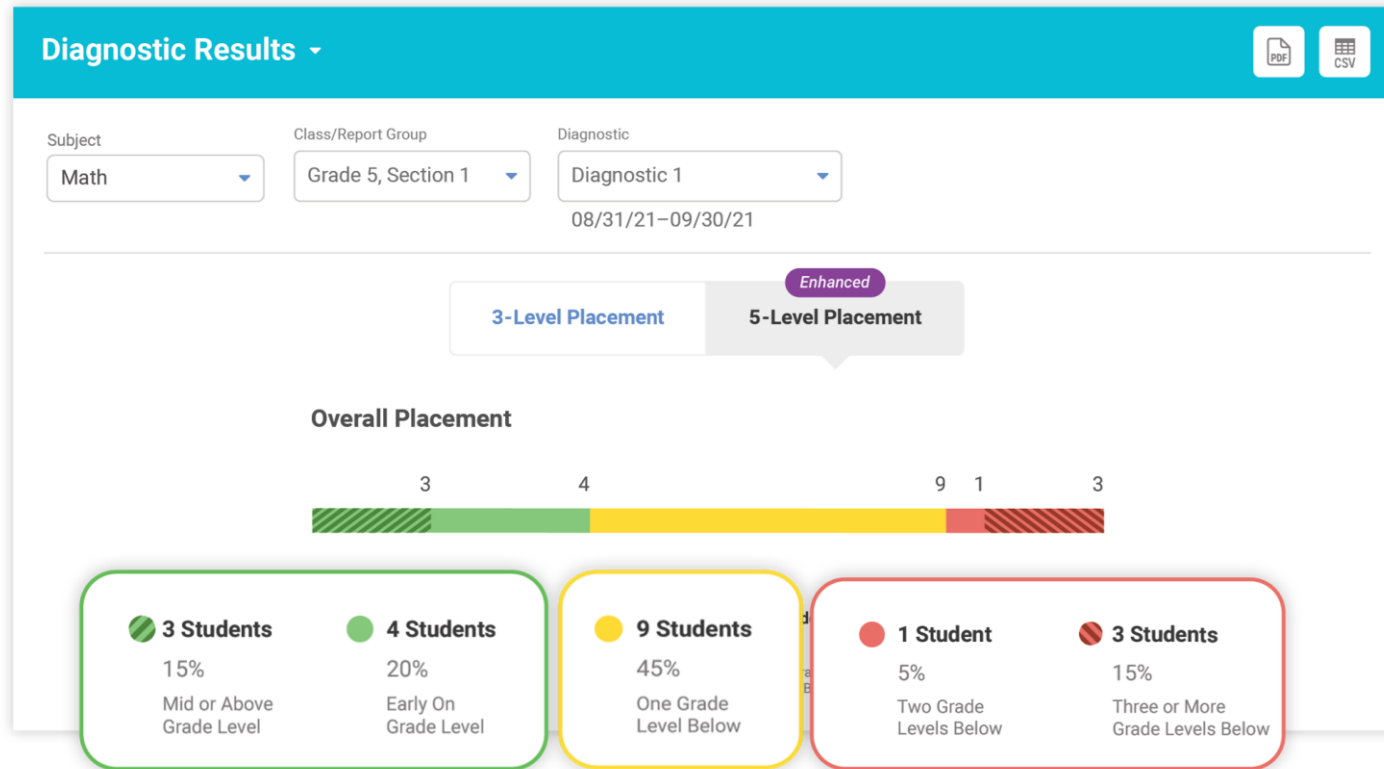
Students placing one level below are approaching grade level expectations and can be ready for grade-level instruction with targeted support.

- **2 Grade Levels Below**

- **3+ Grade Levels Below**

Students placing two or more grades below level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.

Relative Placement Levels



↑ On-Grade Level Data

Students who are Early On Grade Level or Mid or Above Grade Level are ready for grade-level instruction.

↓ Below-Grade Level Data

Students who are Two or More Grade Levels Below likely need additional support to be ready for grade-level instruction.

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The State of Student Learning Spring 2022

- New analysis of student learning during and after the pandemic

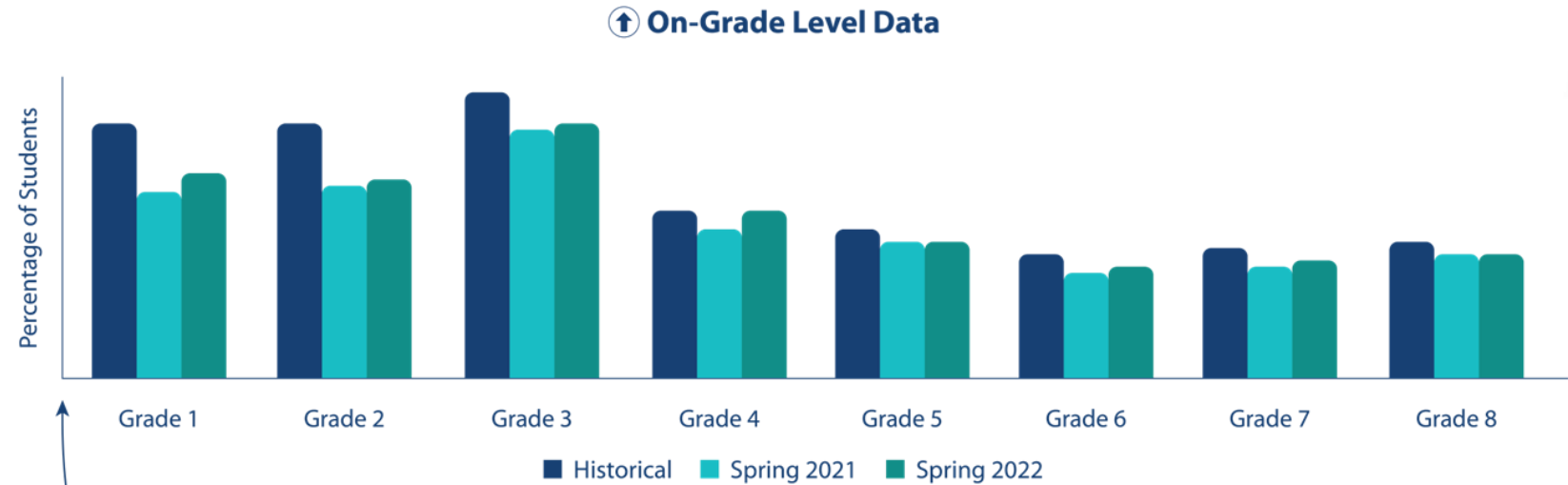
1,619,810
students who took the Diagnostic for **Reading** are included in these analyses.

1,829,247
students who took the Diagnostic for **Mathematics** are included in these analyses.

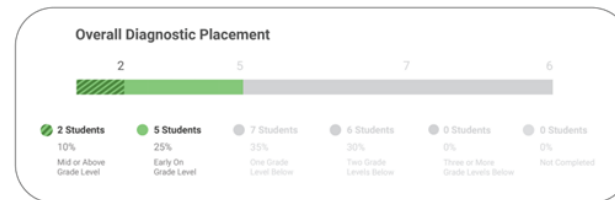
Reading	6,423,557 students took the Diagnostic for Reading between March 2, 2022 and June 15, 2022.	Mathematics	7,244,212 students took the Diagnostic for Mathematics between March 2, 2022 and June 15, 2022.
	2,423,537 students met historical comparison sample inclusion criteria.		2,788,849 students met historical comparison sample inclusion criteria.
	2,412,451 students took the Diagnostic in school.		2,777,935 students took the Diagnostic in school.
	1,619,810 students were in schools with demographic data and completed the Diagnostic in school in spring 2021.		1,829,247 students were in schools with demographic data and completed the Diagnostic in school in spring 2021.

A Few Key Findings

Interpreting the following graphs



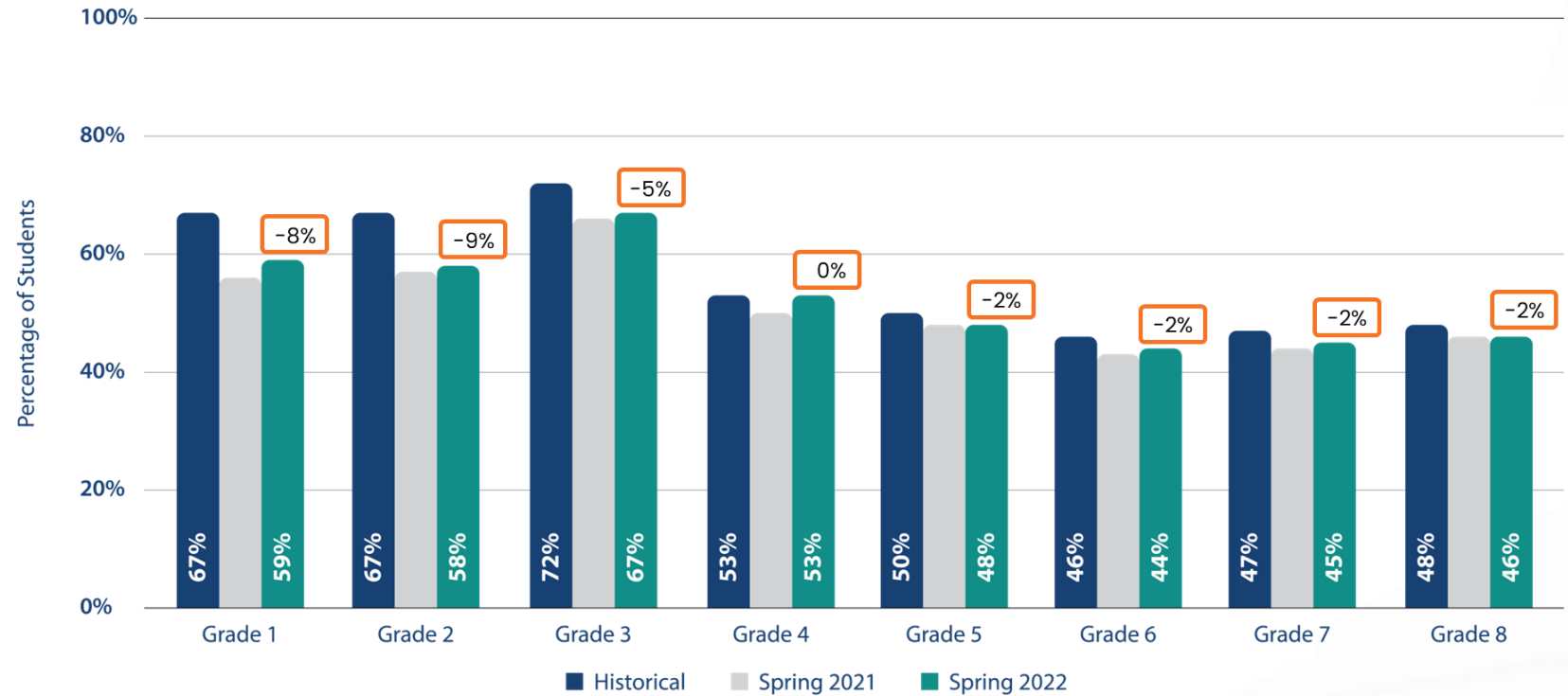
The traditional vertical axis means this graph is showing **on-grade level data**.



A Few Key Findings

Reading

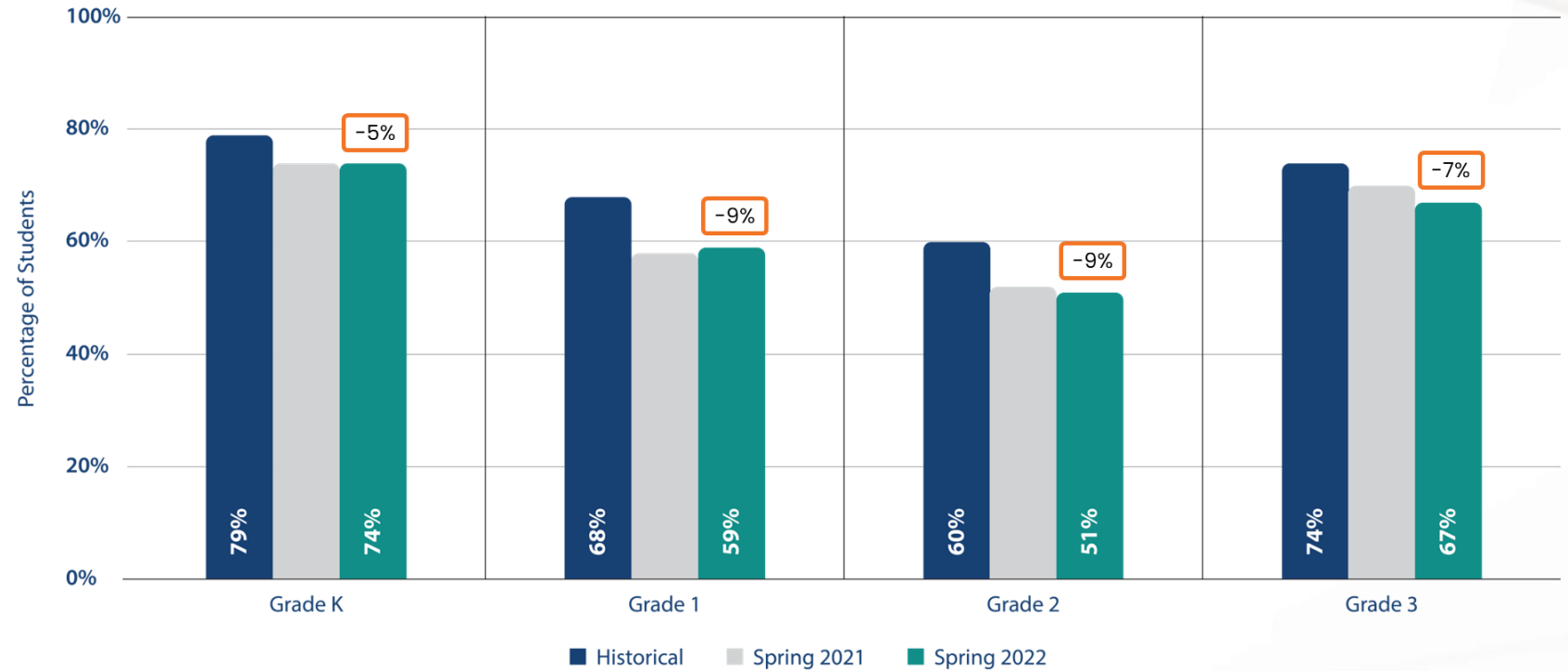
Upper-elementary and middle school students are close to pre-pandemic levels of reading achievement. Even so, less than half of all Grades 6–8 students were on grade level



A Few Key Findings

Reading - Phonics

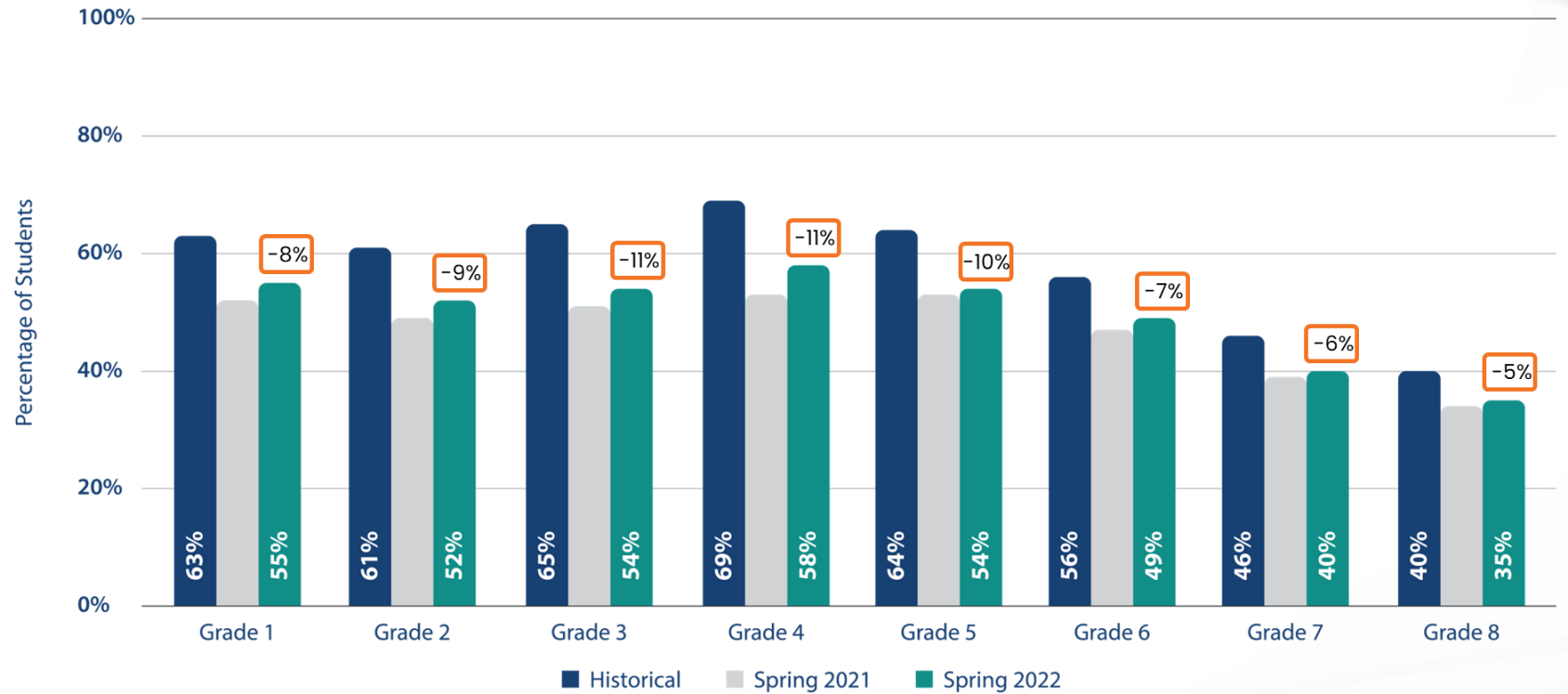
Among elementary school students, those in early grades (i.e., Grades K–3) continue to experience the largest setbacks in reading—especially in foundational reading



A Few Key Findings

Mathematics

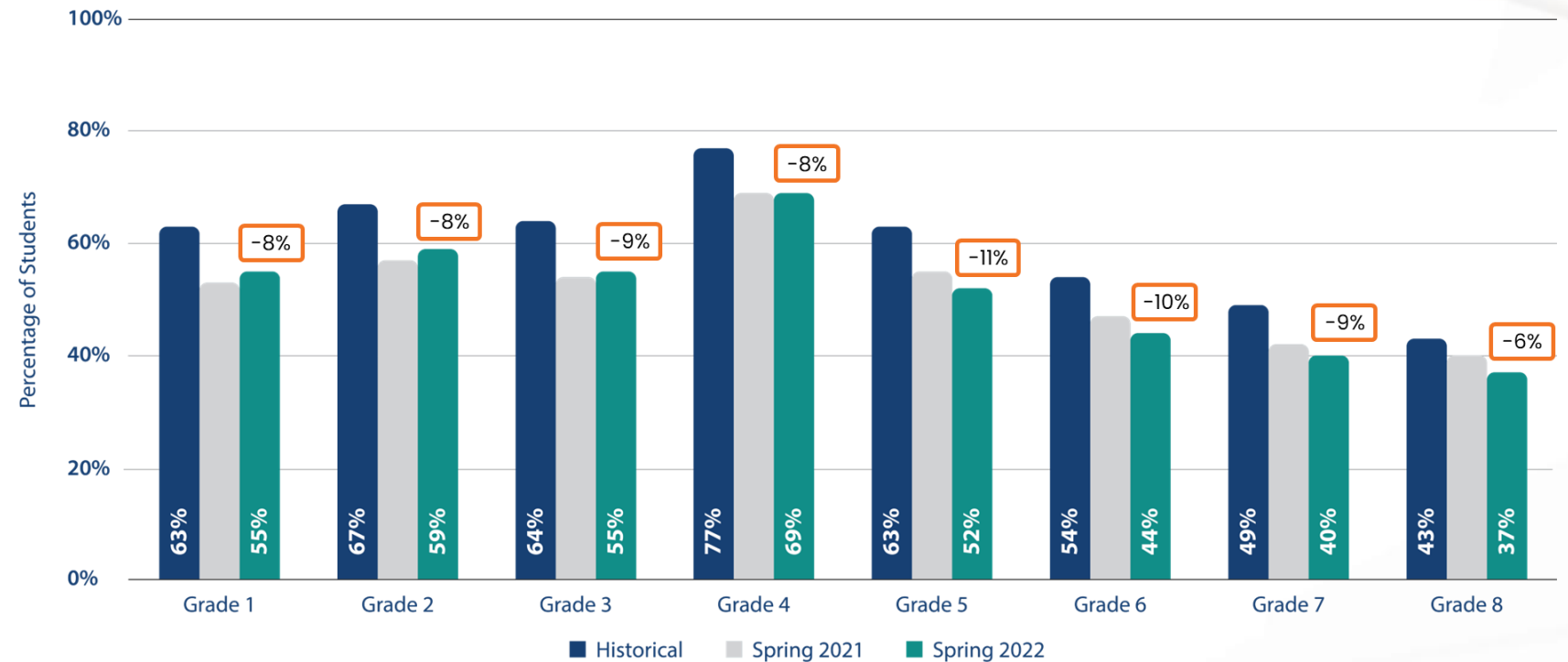
Upper-elementary and early middle school students are furthest behind the pre-pandemic averages



A Few Key Findings

Mathematics – Number and Operations

Fewer students are on grade level in Number and Operations and in Algebra and Algebraic Thinking than prior to the pandemic



A Few Key Findings

- Visit the URL below for more information, as well as lessons from schools that are outperforming expectations

<https://stateoflearning.curriculumassociates.com/>

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Who is Included in the Benchmark Data?

i-Ready Fall 18-19 National Norms

The i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

National Fall 22-23 Year-to-Date

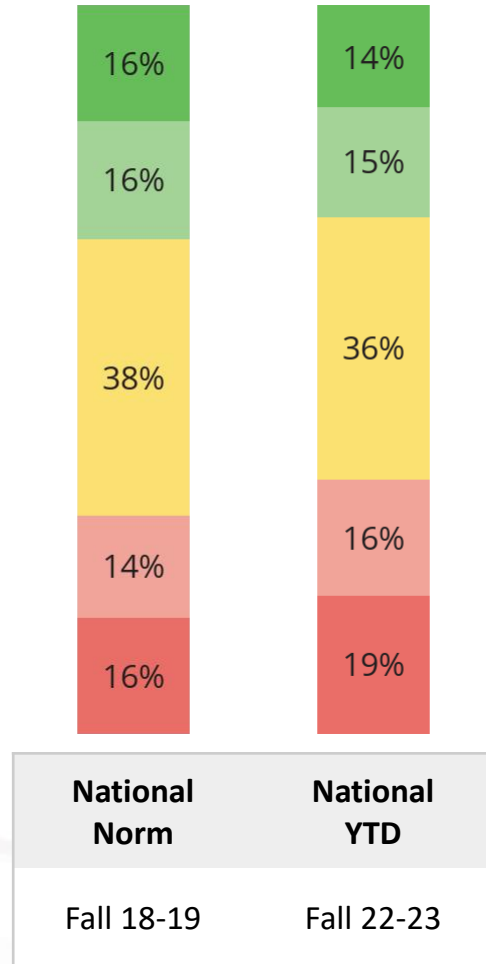
This population includes all students who completed a Diagnostic from August 1 to October 12. This data may not be representative of the student population.



Reading Performance Review

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

Fall Placement Distribution for District and Benchmarks



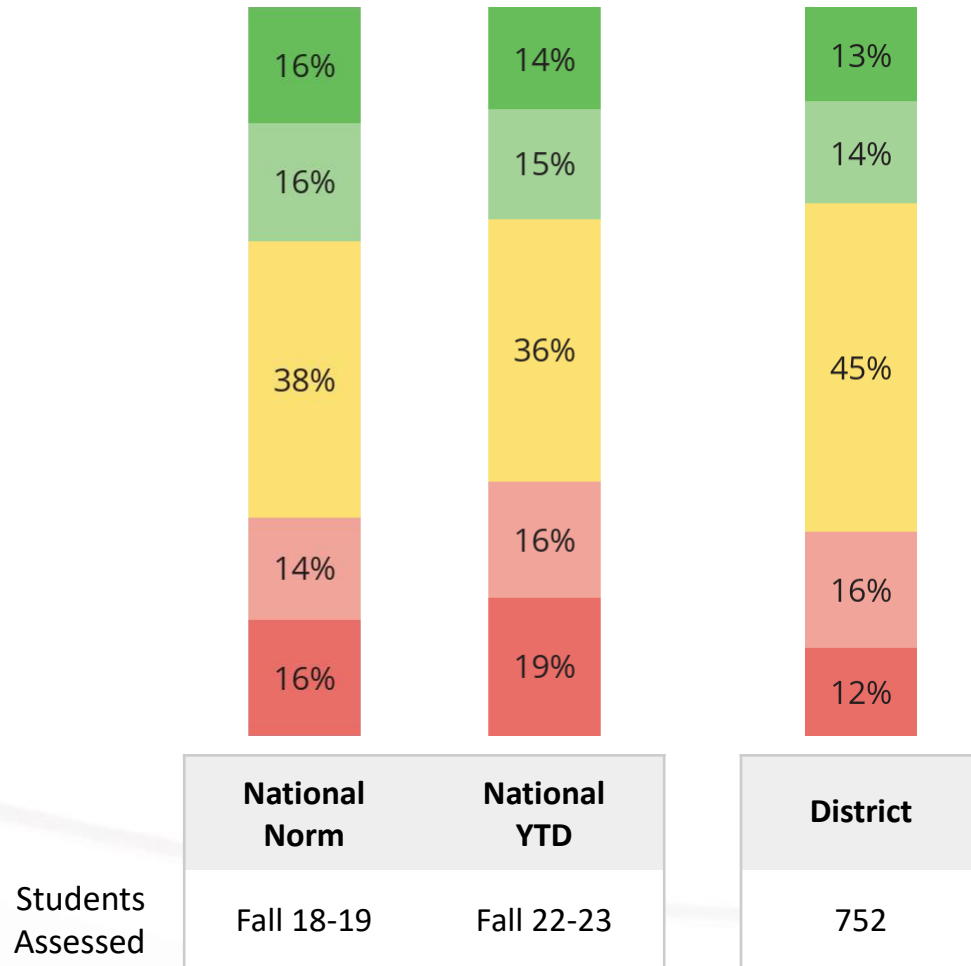
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i-Ready Fall 18-19 National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The National Fall 22-23 year-to-date population includes 7,728,390 students who completed a Diagnostic from August 1 to October 12. This data may not be representative of the student population.

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

Fall Placement Distribution for District and Benchmarks



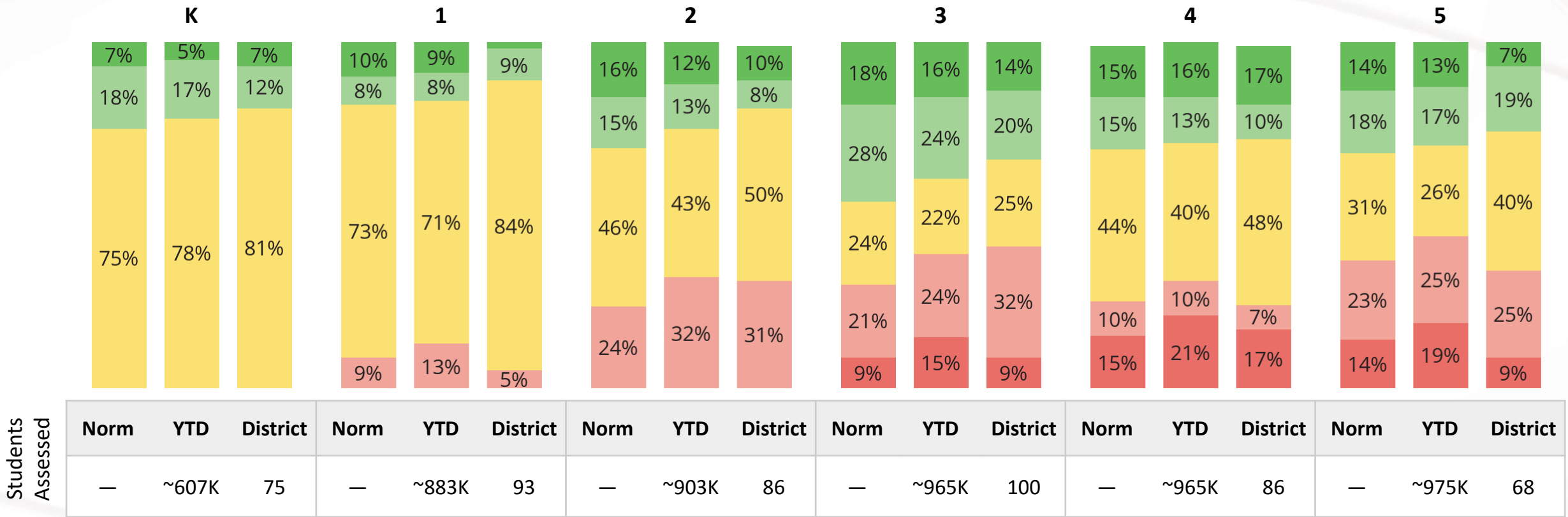
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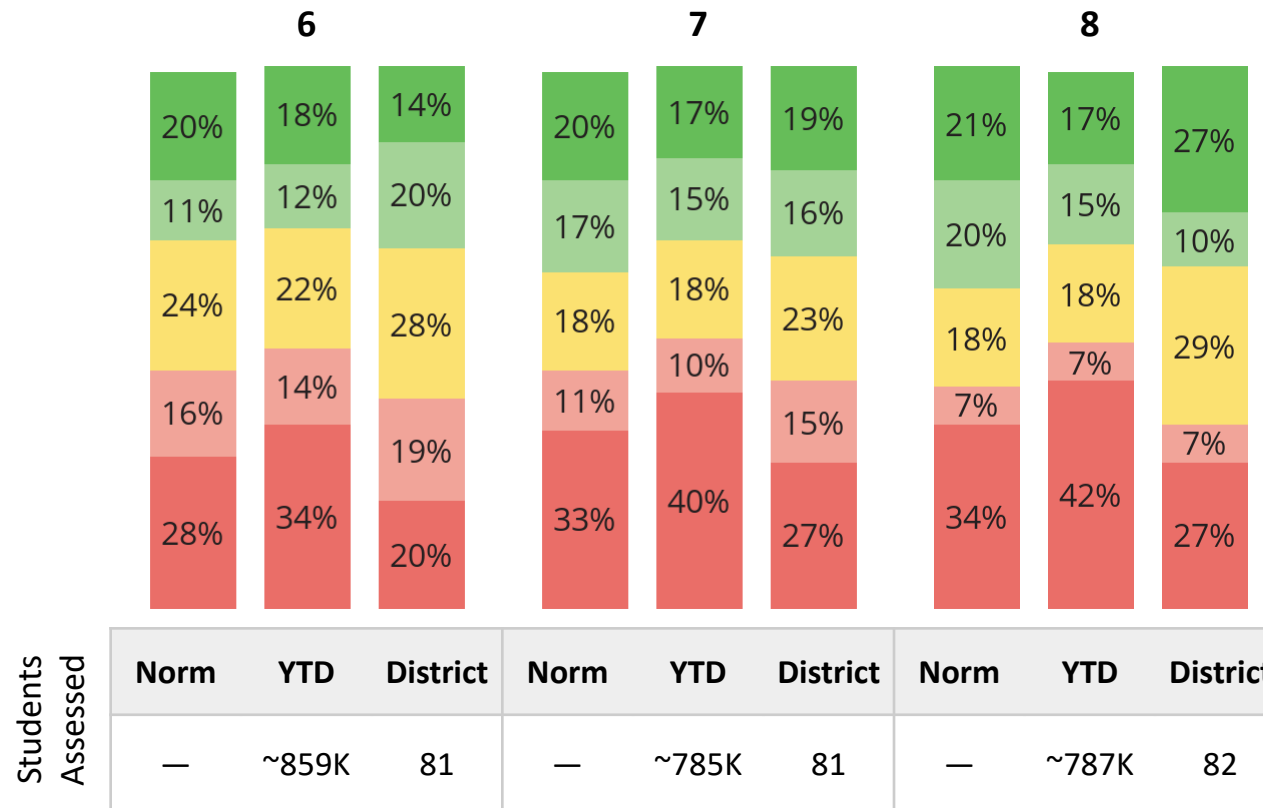
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Norm: i-Ready Fall 18-19 National Norms

YTD: National Fall 22-23 population year-to-date

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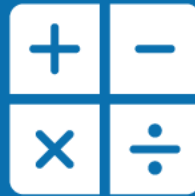
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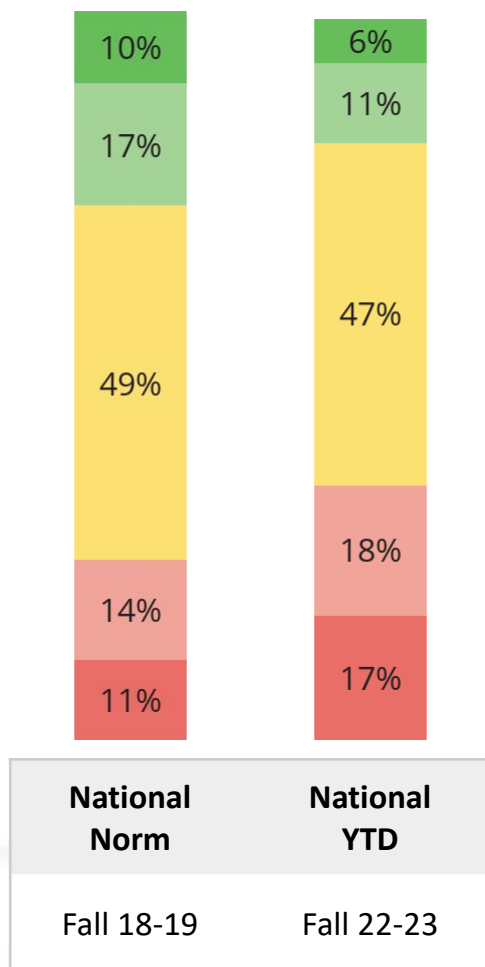
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Mathematics Performance Review

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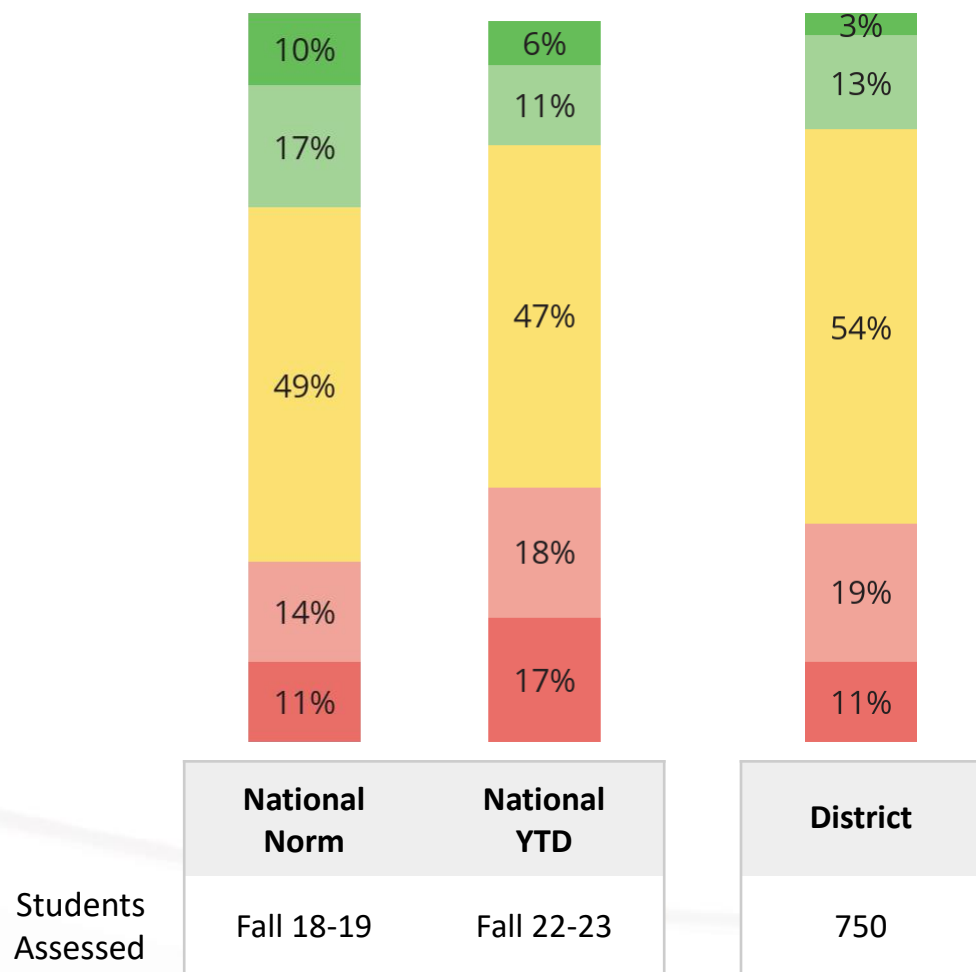
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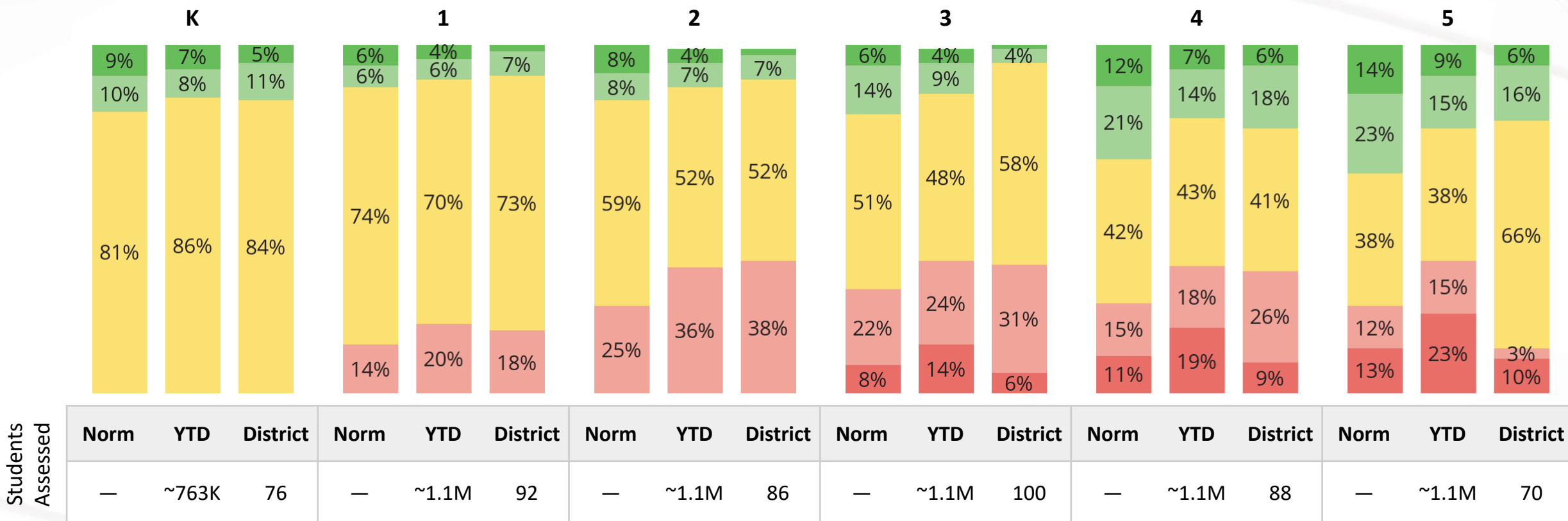
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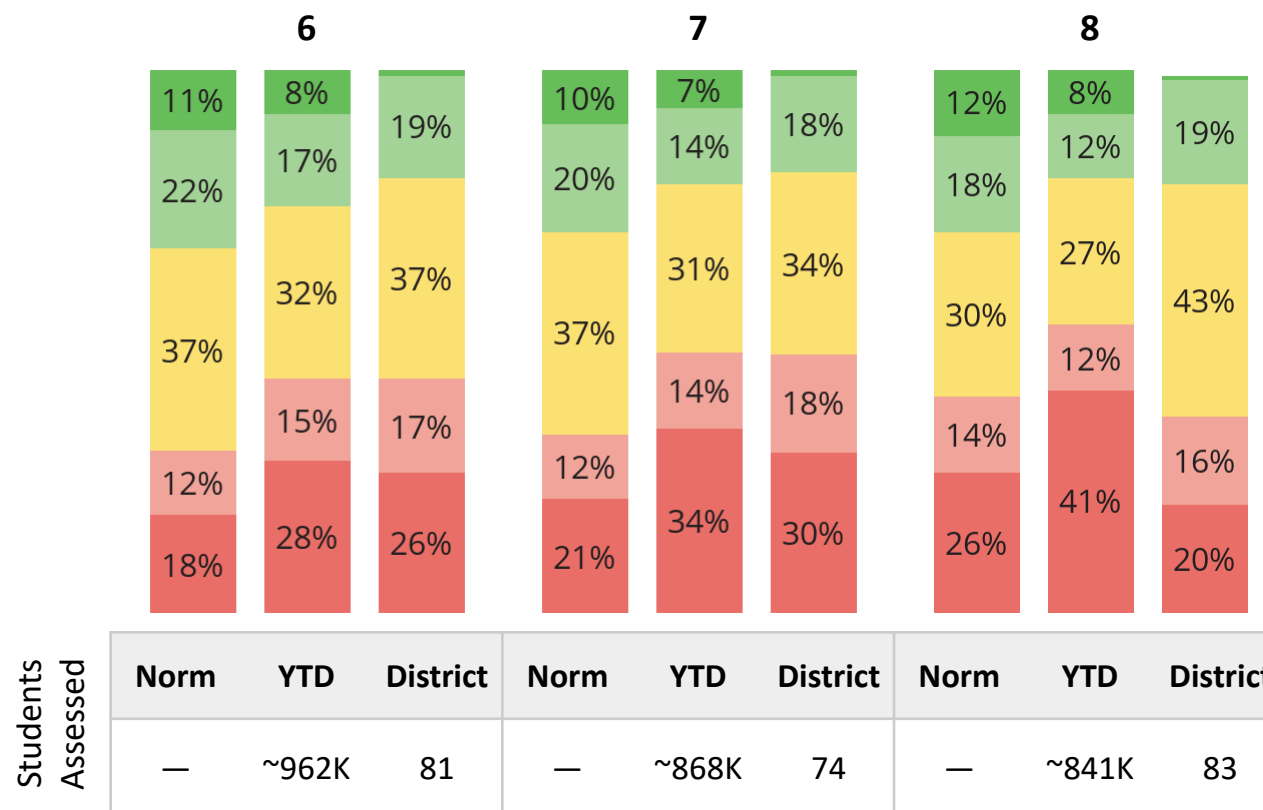
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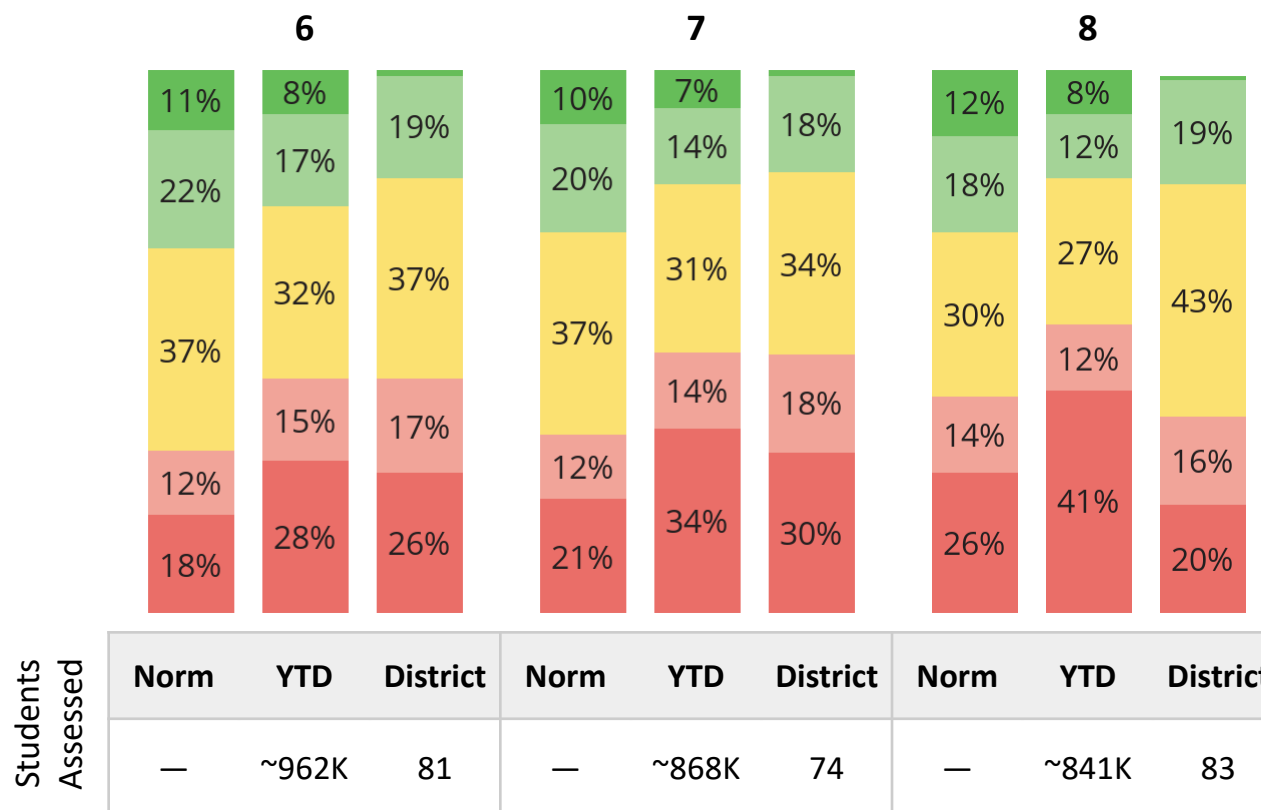
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Instructional Groupings Based on Domain Placements

Instructional Groupings ▾

Subject: Reading ▾ School: Lamprey River Elementar... ▾ Diagnostic: Most Recent ▾ Grade: 3 ▾



[View All Groupings](#)

- Grouping 1**
50 Students
- Grouping 2**
5 Students
- Grouping 3**
18 Students
- Grouping 4**
8 Students
- Grouping 5**
19 Students

Student A
Student B
Student C

Student D
Student E
Student F

Student G
Student H
Student I

Student J
Student K

Student L

Can Dos and Next Steps for Each Student

Developmental Analysis

At placement levels K-2 this domain addresses counting, the base-ten number system, and the operations of addition and subtraction. Test results indicate that _____ would likely benefit from practice ordering, adding, and subtracting numbers having up to three digits.

Can Do ⓘ

Base Ten

Count, read, write, and represent numbers from 1 to 120.

[Standards](#)

Add a two-digit number and a one-digit number.

[Standards](#)

Subtract two-digit numbers without regrouping.

[Standards](#)

Next Steps & Resources for Instruction ⓘ

Base Ten


- + [Identify the value of the digits in three-digit numbers.](#)
- + [Compare and order three-digit numbers.](#)
- + [Identify a number that is greater than or less than a given number.](#)
- + [Add two-digit numbers with regrouping using models.](#)
- + [Add two-digit numbers with regrouping.](#)

Grade-Level Scaffolding Report

- Reading
- Used for:
 - Understanding students' learning needs around grade level skills and identifying resources to prepare them for grade-level Reading Comprehension instruction
 - Supporting students in accessing grade-level texts by identifying recommended reading pairs

Grade-Level Scaffolding Report


Select a Class/Report Group and Grade of Content

Grade-Level Scaffolding 

Subject: Reading School: Lamprey River Elementar... Teacher: All Teachers Class/Report Group: Attendance - Elliott - 1(A)-3... Grade of Content: Grade 3



When you're teaching a new skill...
Select a skill to see readiness data, groupings, and instructional recommendations.

Understand How a Text is Organized (Info)



Support Level	Count
Ready to Go	1
Additional Support	14
In-Depth Support	0
Needs Support Decoding	4
No Diagnostic	0

When your class is reading a text...
Select All Reading Buddies to see research-based, mixed level pairings that will provide just the right level of support when reading a text.

Grouping	Icon	Count
Paired Reading		15 Students
Teacher Support		4 Students

[All Reading Buddies](#)

Then select an associated skill

Scaffolding Groups

Students are divided into groups according to how prepared they are to tackle the selected skill, based on data from the Diagnostic

Paired Reading

Students are strategically placed in well-matched, mixed-level pairs

Grade-Level Scaffolding Report

Recommended Resources

Access recommended instructional resources for each group of students

Students Grouped/Total: 19/19 (No Diagnostic: 0)


<p style="text-align: center;">Ready to Go 1 Student</p> <p style="text-align: center;">Students are ready to describe steps in a process and connect events.</p>	<p style="text-align: center;">Additional Support 14 Students</p> <p style="text-align: center;">Students may need support ordering events or steps in a sequence when referring to a text.</p>	<p style="text-align: center;">Needs Support Decoding 4 Students</p> <p style="text-align: center;">Students need explicit instruction on decoding in addition to their comprehension instruction.</p>
<p style="text-align: center;">✓ Ready to Go</p>	<p>Tools for Scaffolding Comprehension: Understand How a Text is Organized</p> <p>PDF Teacher - Use Scaffold B</p> <p>PDF Student - Use Scaffold B</p>	<p>PDF Words with Long Vowel Digraphs</p> <p>Consider using a phonics intervention program such as <i>PHONICS for Reading</i>.</p>
<p style="text-align: center;">Student A</p>	<p style="text-align: center;">Student B Student C Student D</p>	<p style="text-align: center;">Student E Student F Student G</p>

Prerequisites Report

- Mathematics
- Used for:
 - Understanding students' learning needs in relation to upcoming grade-level mathematics content
 - Informing unit/lesson planning by identifying essential prerequisite skills, potential student groupings, and recommended resources to be used during classroom instruction

Prerequisites Report

Select a Class/Report Group, Grade, Unit, and/or group of lessons

Prerequisites ▾ 

Subject: **Math** School: **Lamprey River Elementar...** ▾ Teacher: **All Teachers** ▾ Class/Report Group: **Attendance - Elsemore - 1(...)** ▾ Grade: **3**


Unit: **Unit 1 (Lessons 4-7)** ▾

Ready Math Unit Overview

Unit 1: Operations and Algebraic Thinking, Part 1

Students build on their understanding of multiplication as they begin to explore division concepts. They learn to conceptualize division as separating a number of items into equal-sized groups. Next, students extend their understanding of both multiplication and division as they de...

[Show More](#)



Learning Progression







Learning Progression

Illustrates the path of mathematical skills acquisition across the grades, going back as many as two years. It ties previous concepts directly to the new lessons they support and points to places where useful resources can be found

Prerequisites Report

Whole Class Instruction

When most students have similar learning needs, the Yearly Pacing for Prerequisites and the Unit and Lesson Support can be used to adjust lesson plans and address prerequisites during whole class instruction

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.				
	 Unit and Lesson Support	 Yearly Pacing for Prerequisites		
Prerequisite Groups	Unit Group A 4 Students	Unit Group B 12 Students	Unit Group C 2 Students	Unit Group D 2 Students
Prerequisites	Recommendations 	Recommendations 	Recommendations 	Recommendations 
Essential Skill Relate equal groups and repeated addition to multiplication	✓	Additional Support	Additional Support	In-depth Review
Understand skip counting and even and odd numbers	✓	Additional Support	In-depth Review	In-depth Review
	Student A Student B Student C	Student D Student E Student F	Student G Student H	Student I







Prerequisite Skills Overview

Students are separated into groups based on their most recent Diagnostic results. Within each group, the data indicates which students have likely acquired each skill, may need to brush up on a skill, or may benefit from more significant work on a skill. **Essential skills** are identified to help teachers focus for students struggling with multiple prerequisite skills

Prerequisites Report

Recommended Resources

Can be used for small groups of students needing Additional Support or In-Depth Review.

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.				
	 Unit and Lesson Support	 Yearly Pacing for Prerequisites		
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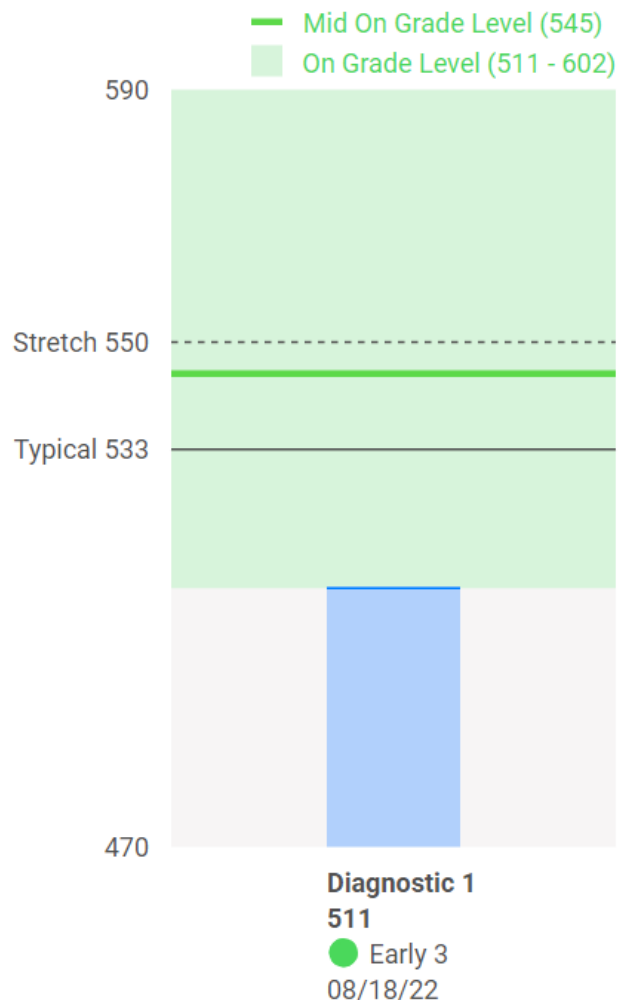
Measuring Growth: Student Level

Typical Growth

Typical Growth: The average annual growth for a student at this grade and placement level on their baseline Diagnostic. ⓘ

Stretch Growth®

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are not yet proficient (Mid On Grade Level or above) on a path toward proficiency and helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels. ⓘ



Calculating Growth: For Groups of Students






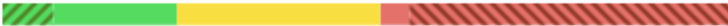


Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade K	80%	36%	57%	16%	56%	4,506/6,198
Grade 1	86%	41%	59%	19%	52%	4,781/5,319
Grade 2	95%	49%	60%	22%	55%	5,211/5,515
Grade 3	103%	52%	56%	22%	59%	5,417/5,584
Grade 4	111%	54%	56%	26%	51%	5,274/5,454
Grade 5	104%	52%	47%	21%	50%	5,447/5,630



Questions?

Appendix

High School, Grades 9 through 11

Fall Placement Distribution for District

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 9		7%	17%	28%	4%	44%	94/125
Grade 10		11%	11%	22%	16%	41%	64/77
Grade 11		3%	13%	18%	13%	53%	62/82

 Mid or Above Grade Level
  Early On Grade Level
  1 Grade Level Below
  2 Grade Levels Below
  3+ Grade Levels Below

Data from i-Ready platform. Grade 12 excluded due to small number of tested students

High School, Grades 9 through 11

Fall Placement Distribution for District

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 9		0%	20%	10%	14%	55%	69/125
Grade 10		0%	15%	15%	13%	56%	52/77
Grade 11		2%	0%	0%	16%	82%	49/82

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

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