

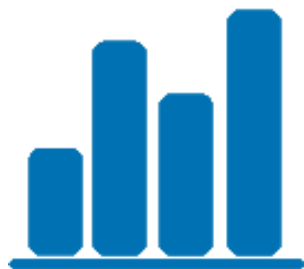


K – 8 Diagnostic Data Review



Math Performance Review

Who Is Included in the Analysis?



Fall Performance 3,198 students

Spring Performance 2,836 students



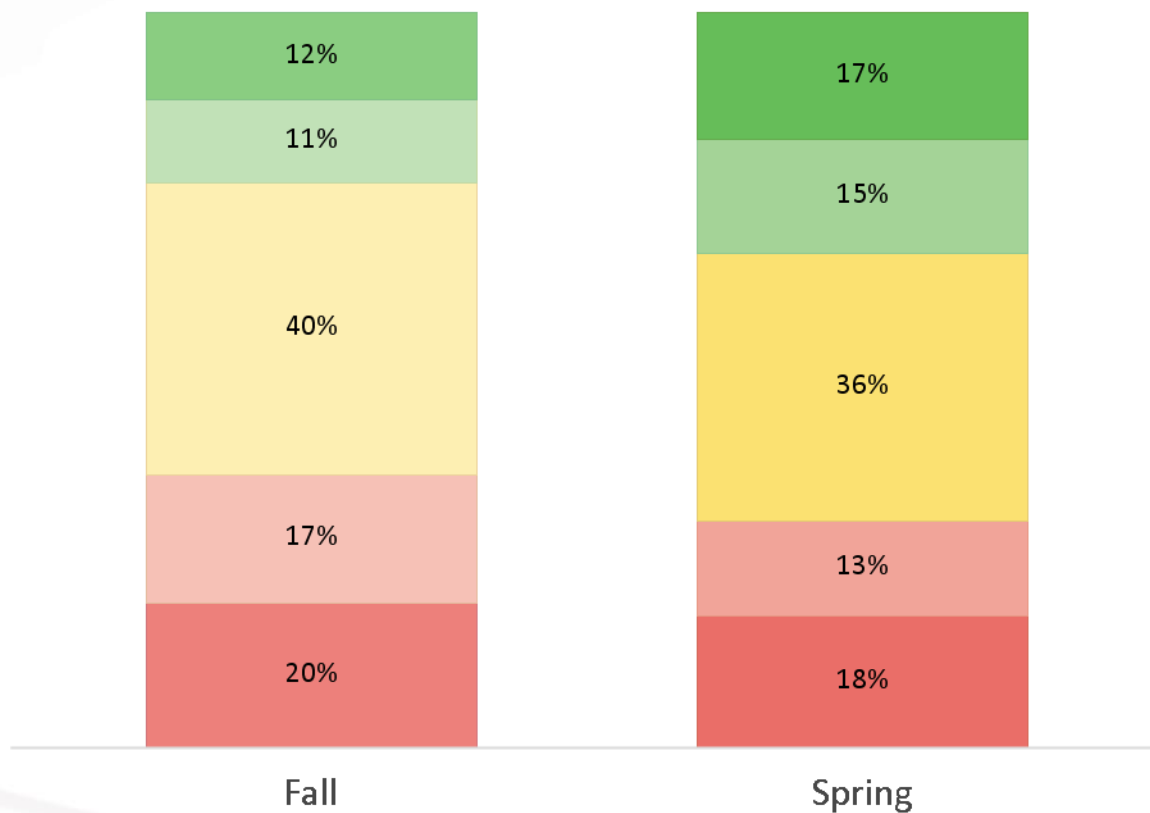
**Students Included in Fall
and Spring Comparisons** 2,682 students



Personalized Instruction 2,680 students

How Have Relative Placements Changed From Fall to Spring?

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



N = 2,682

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

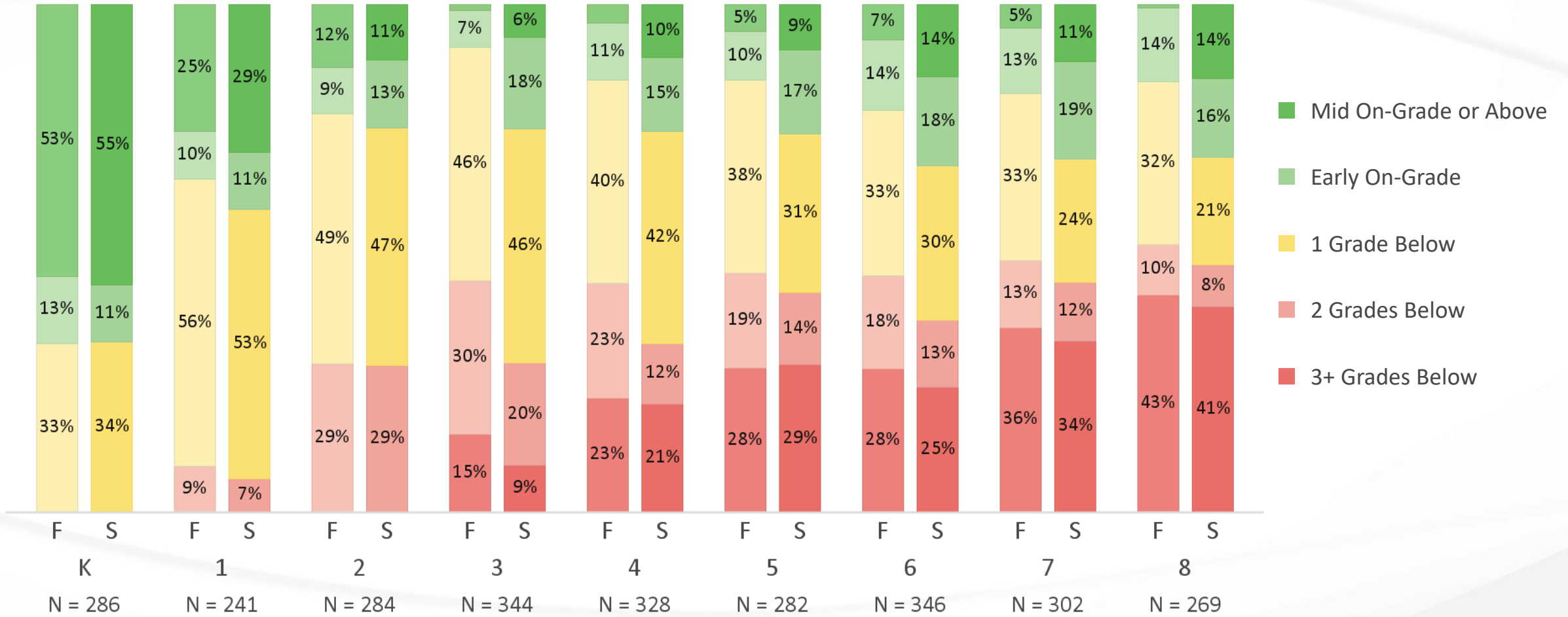
Students placed three or more years below grade level.

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.

How Have Relative Placements Changed From Fall to Spring?

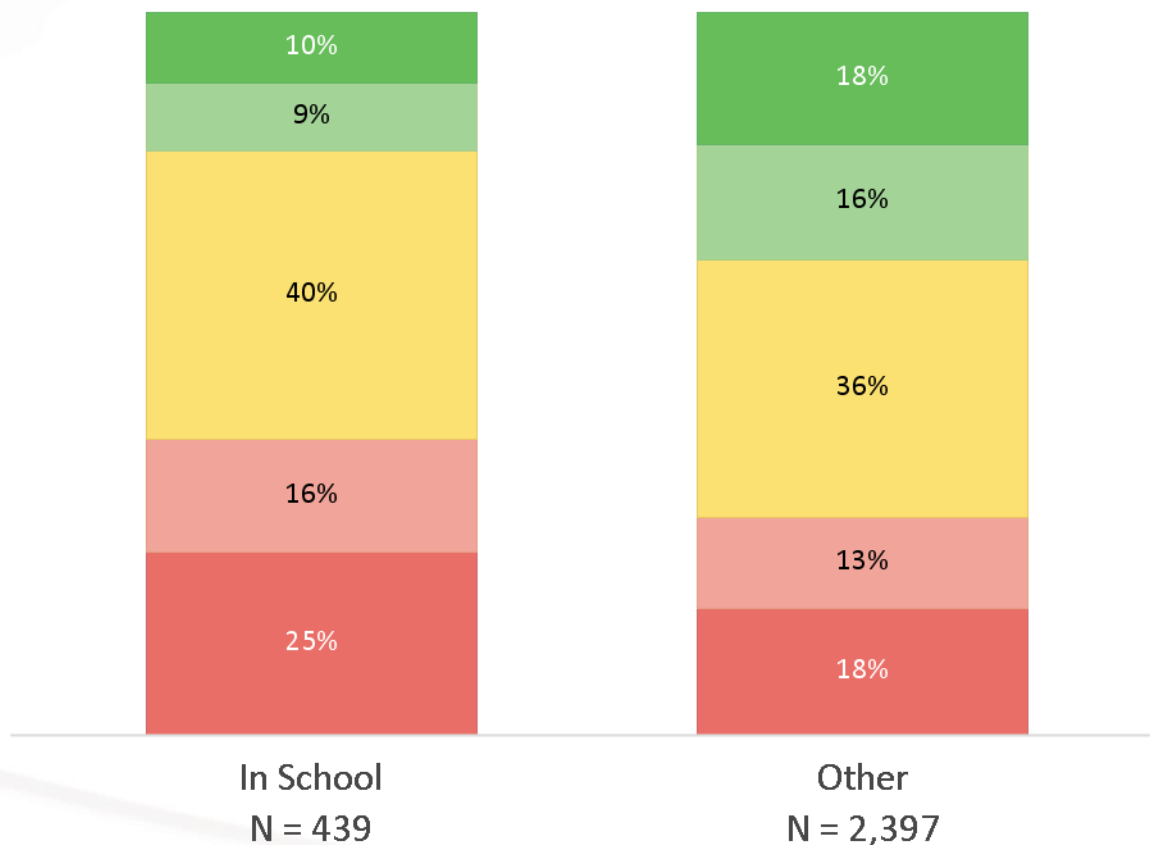
Placement Distribution, Fall 20-21 to Spring 20-21



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 Student Relative Placements Compare by Location?

Spring Placement Distribution by Diagnostic Location



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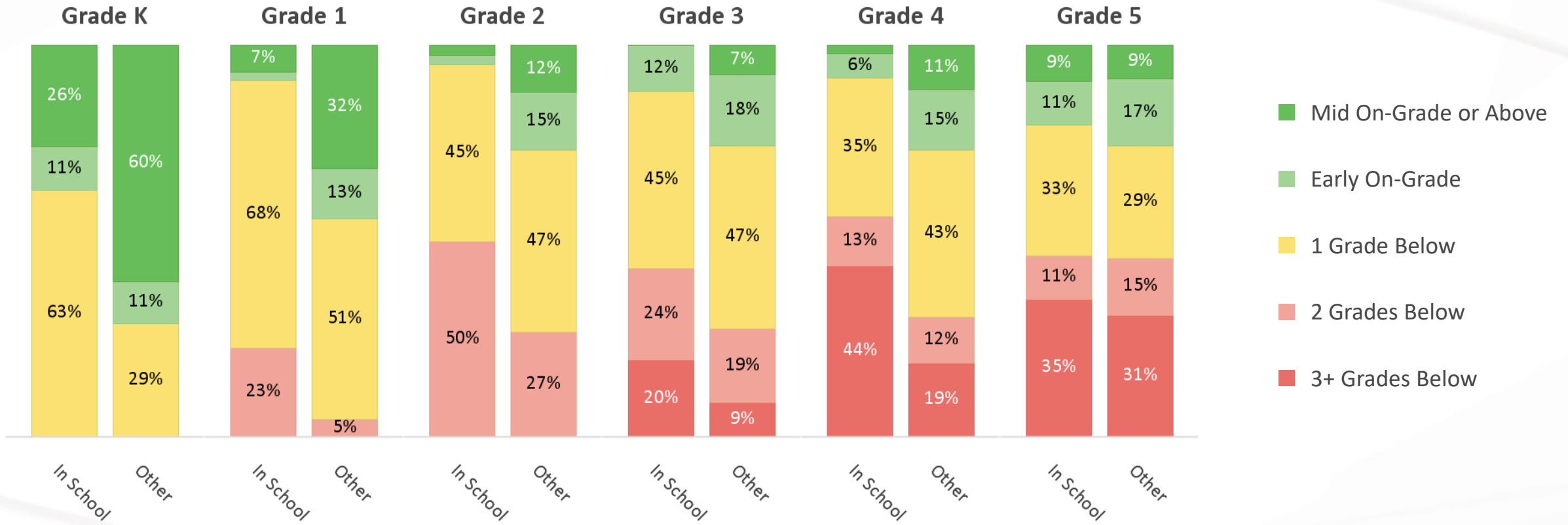
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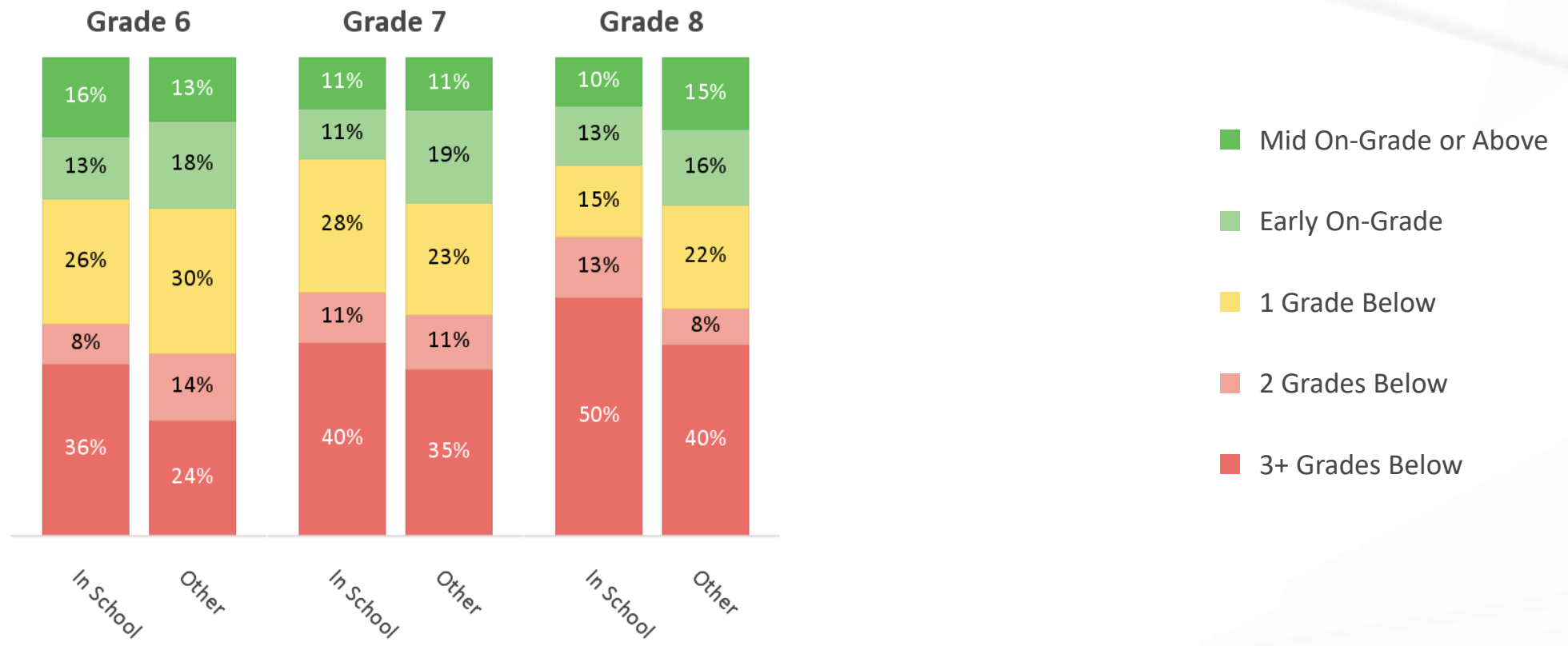
Spring Placement Distribution by Diagnostic Location



	K	1	2	3	4	5
In School	54	44	40	51	48	54
Other	252	219	266	311	291	245

How Do Student Relative Placements Compare by Location?

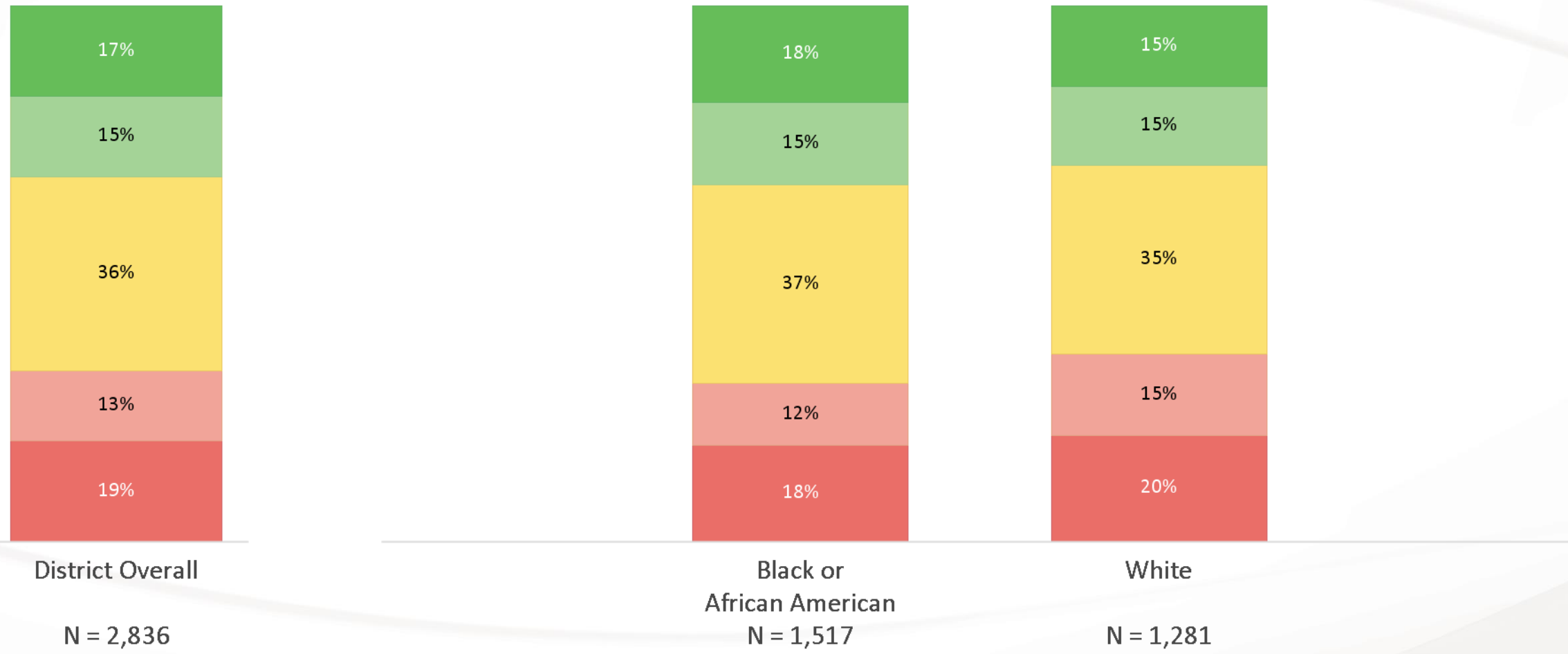
Spring Placement Distribution by Diagnostic Location



	6	7	8
In School	61	47	40
Other	301	272	240

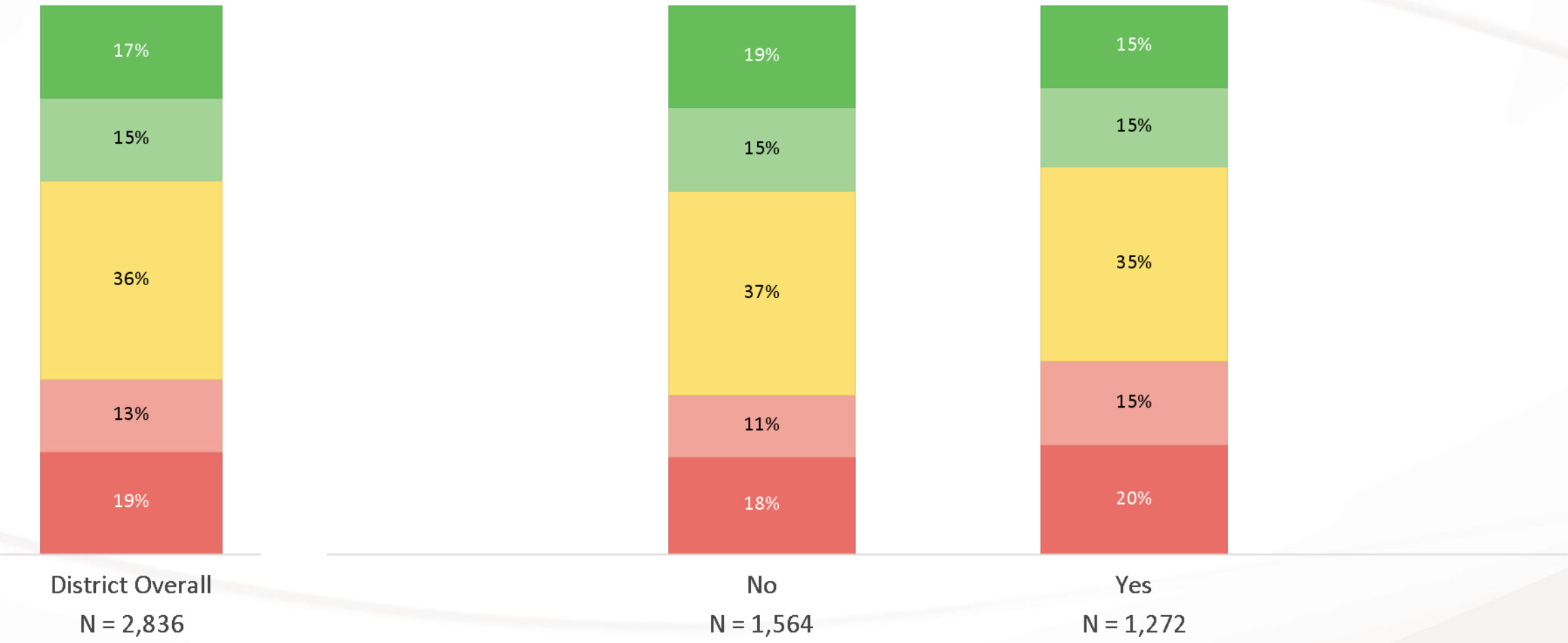
What Are the Relative Placements for Different Student Groups?

Spring Placement Distribution by Race



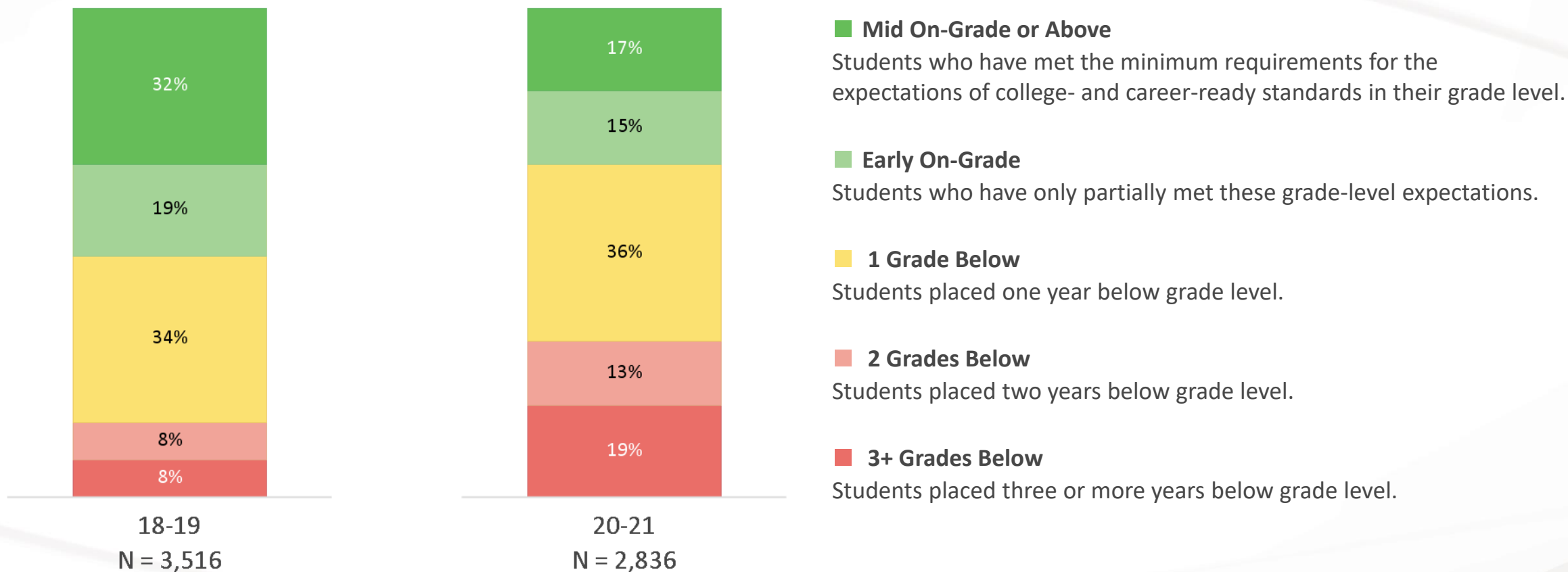
What Are the Relative Placements for Different Student Groups?

Spring Placement Distribution by Hispanic or Latino



How Do Relative Placements Compare to Two Years Ago?

Placement Distribution, Spring 18-19 to Spring 20-21

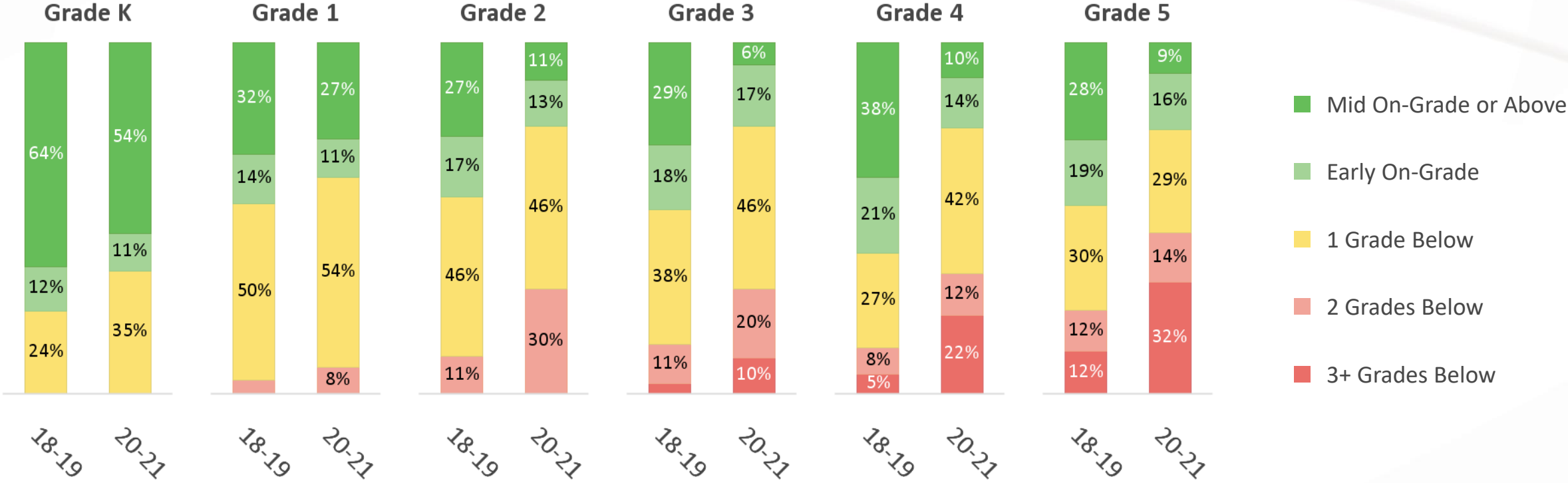


i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade.

This is a cross-sectional analysis.

How Do Relative Placements Compare to Two Years Ago?

Placement Distribution, Spring 18-19 and Spring 20-21

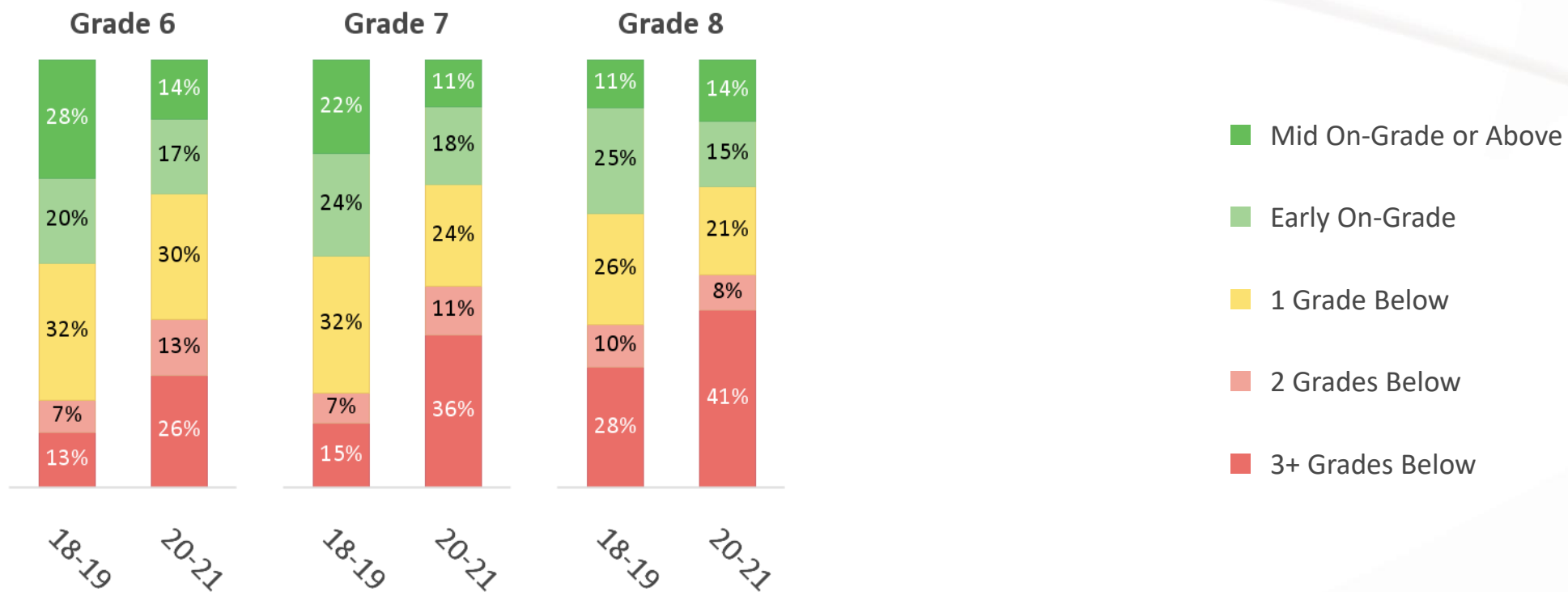


	K	1	2	3	4	5
Spring 18-19	410	413	413	391	456	373
Spring 20-21	306	263	306	362	339	299

This is a cross-sectional analysis.

How Do Relative Placements Compare to Two Years Ago?

Placement Distribution, Spring 18-19 and Spring 20-21

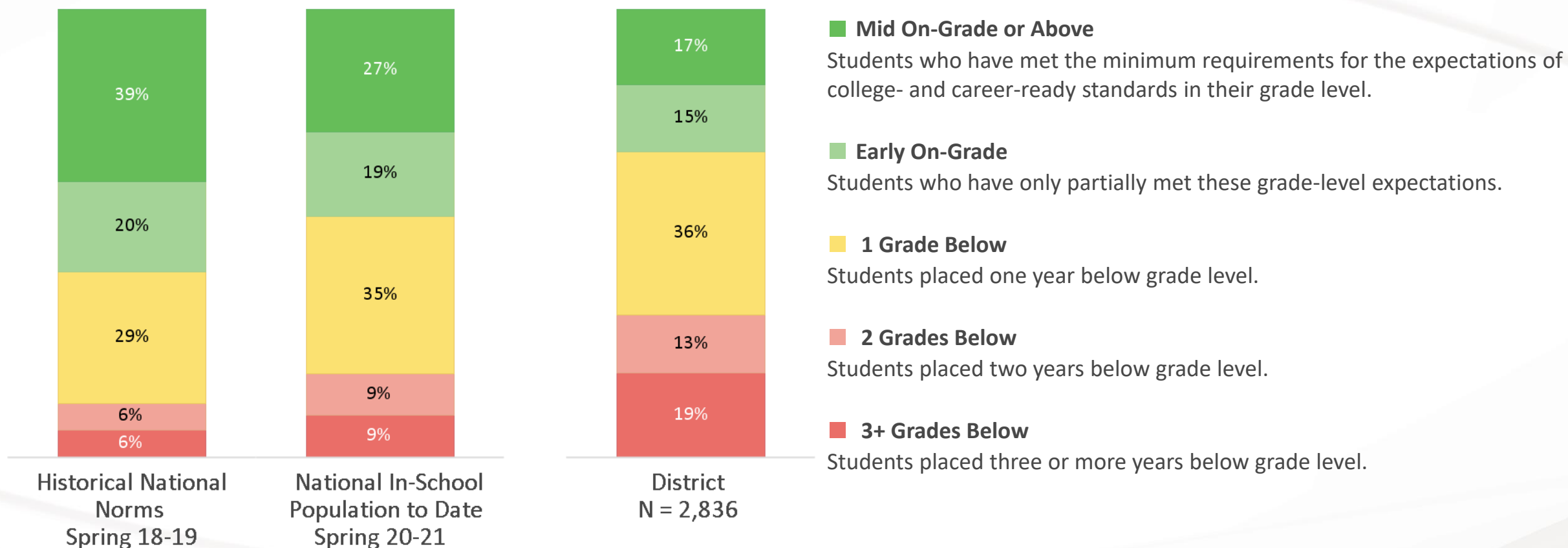


	6	7	8
Spring 18-19	402	388	270
Spring 20-21	362	319	280

This is a cross-sectional analysis.

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

Spring Placement Distribution for District and Benchmarks

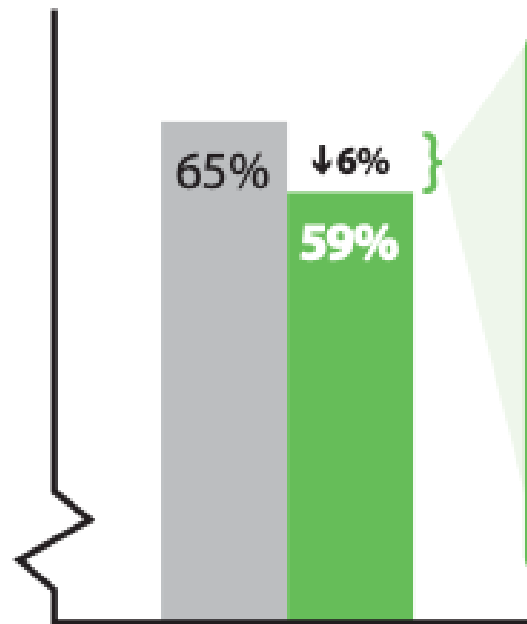


The National Tested Population represents all Diagnostics taken in school across the nation from March 2, 2021 - June 30, 2021. This includes data from 4,441,025 Diagnostics.

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.

Understanding Grade-Level Placements in This Paper

Data Focus:  ← This graph is showing **on grade level** data.

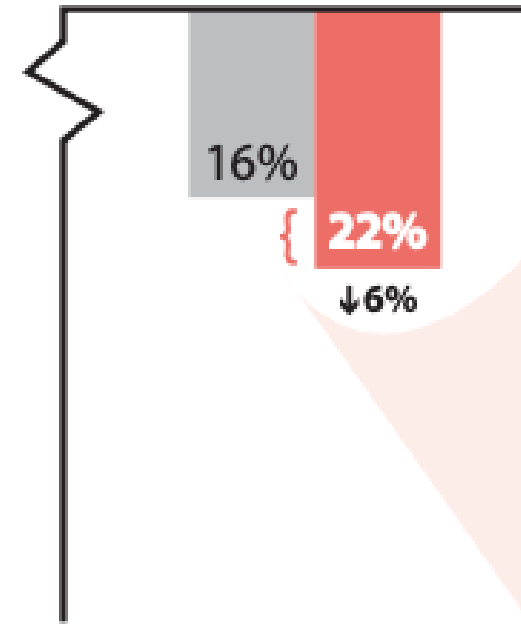


When the on grade level bar is taller for historical data, and shorter for current year data, it means there are **fewer students ready for grade-level work this year relative to past years.**

Grade 3

 Historical  Current

Data Focus:  ← This graph is showing **below grade level** data.

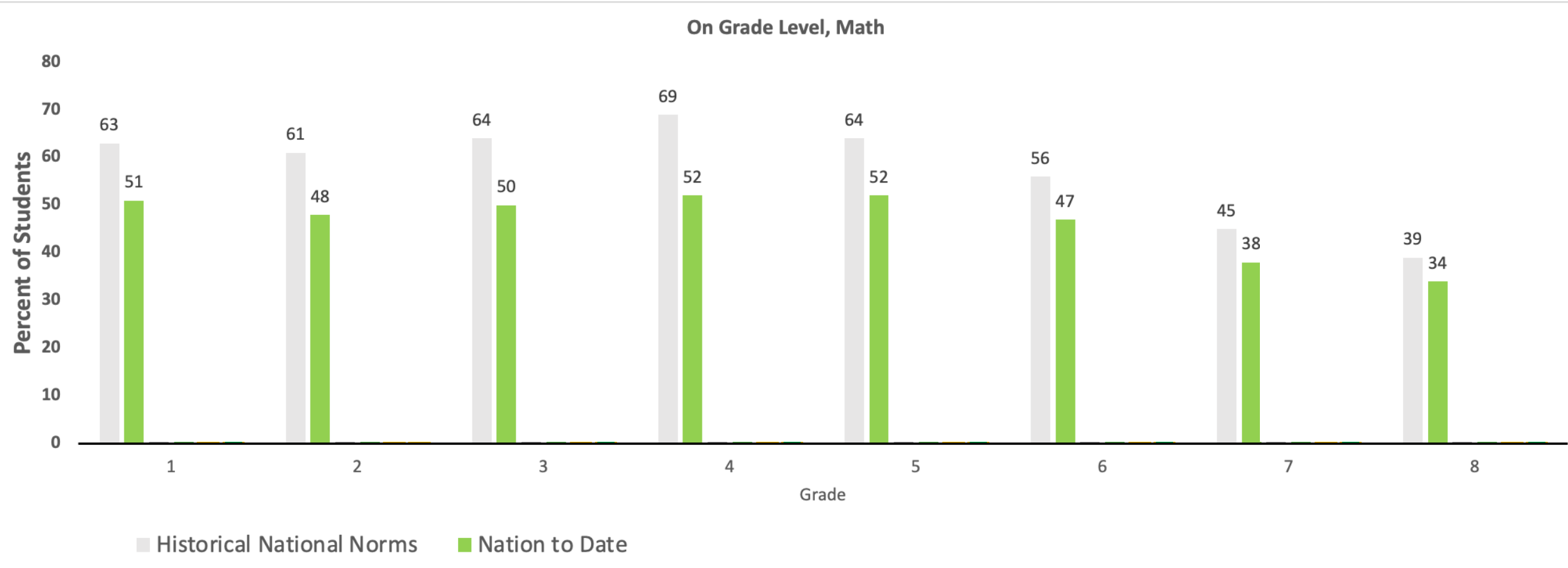


When the below grade level bar is shorter for historical data, and taller for current year data, it means there are **more students underprepared for grade-level work this year.**

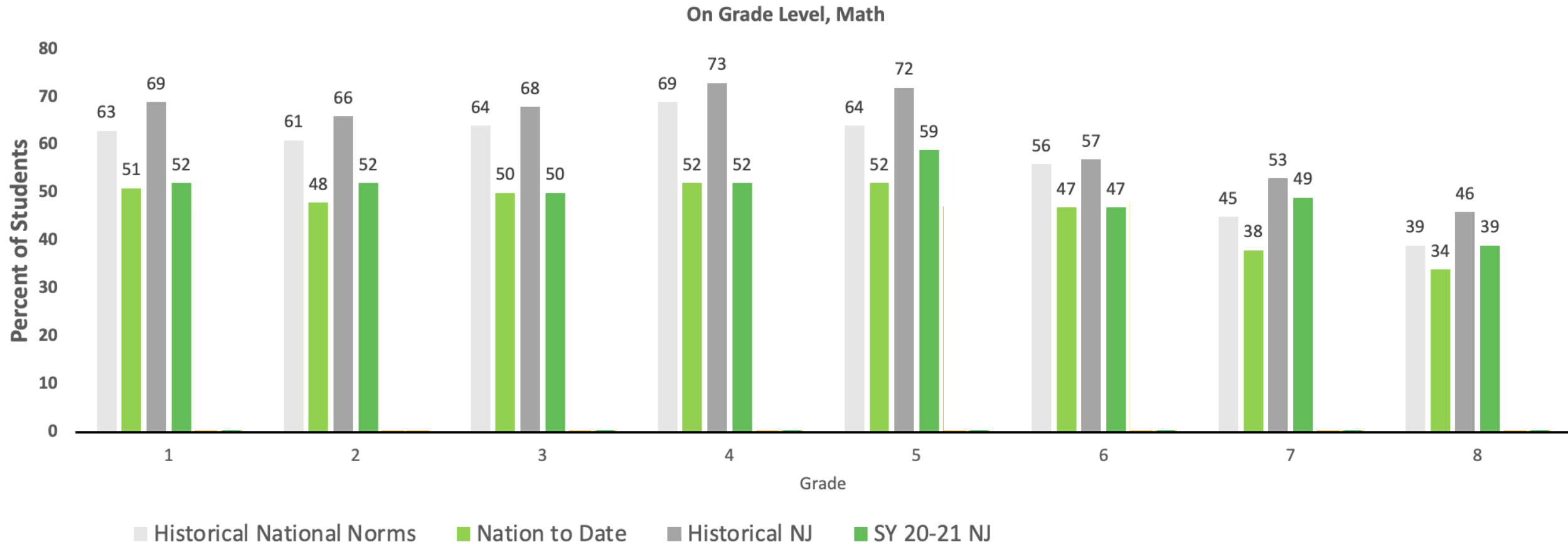
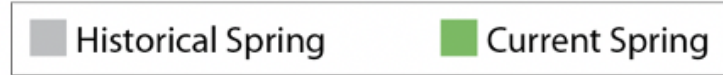
Grade 3

 Historical  Current

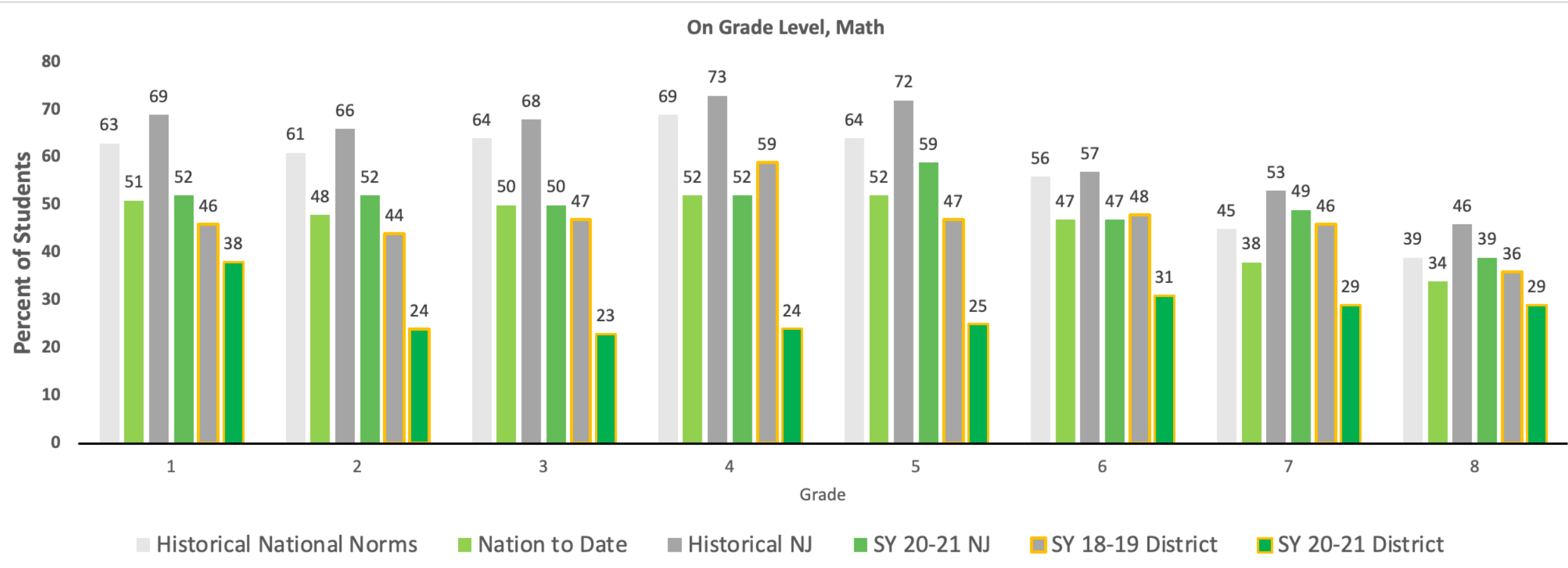
Unfinished learning in Mathematics is greater this spring compared to prior school years, particularly in elementary grades.



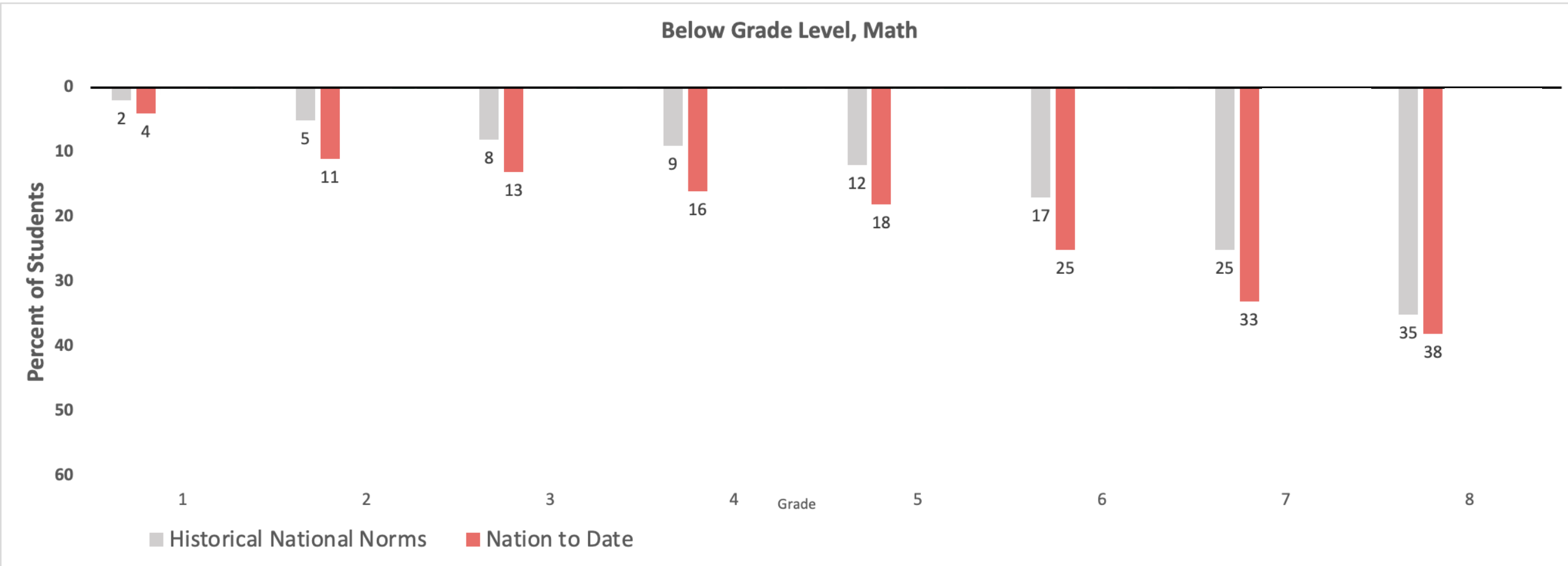
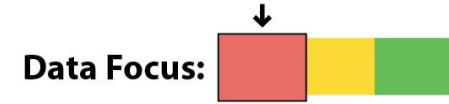
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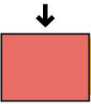




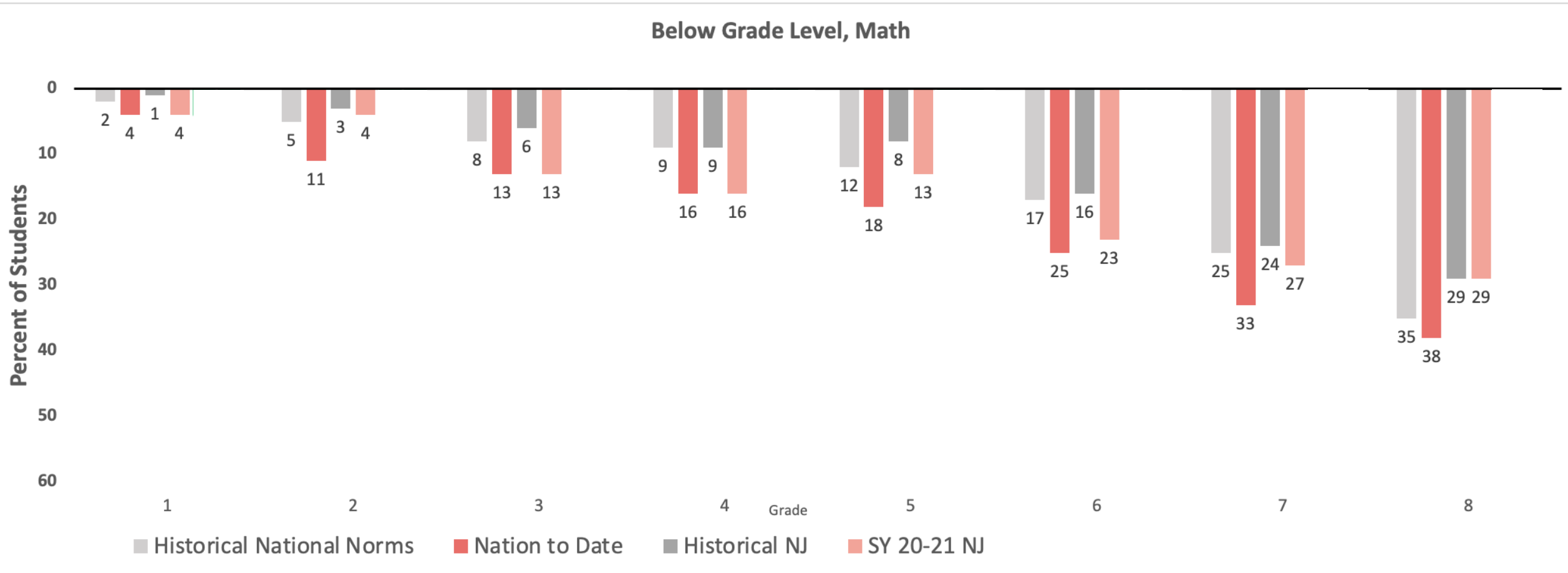
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Historical Spring Current Spring

Data Focus:   

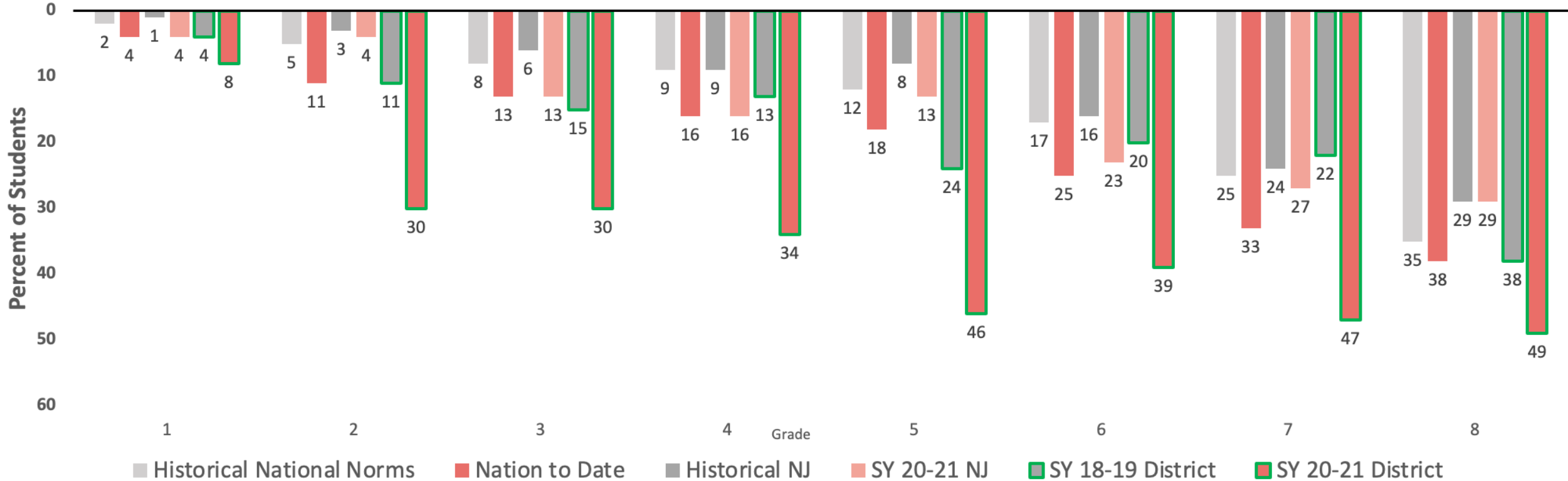


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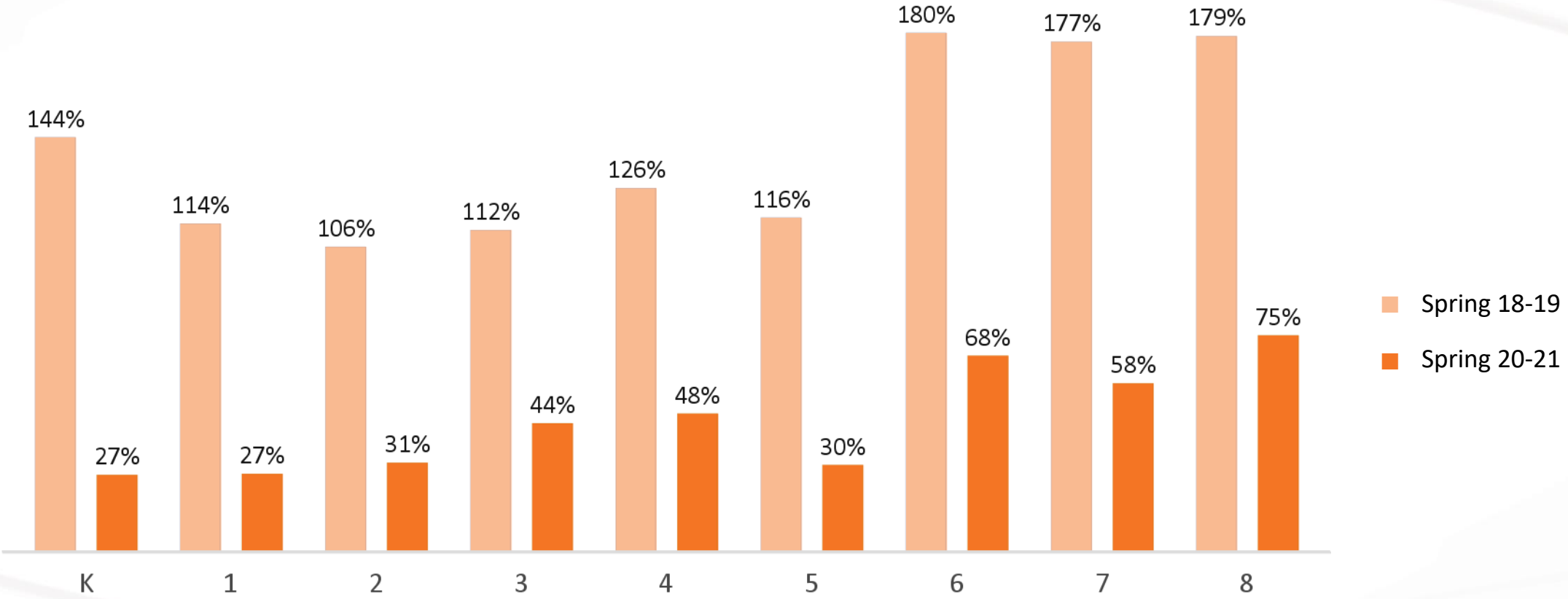
Data Focus: █ █ █

Below Grade Level, Math



How Does Growth Compare to Two Years Ago?

Median Percent of Typical Growth Achieved in Spring 18-19 and Spring 20-21



	K	1	2	3	4	5	6	7	8
Spring 18-19	384	394	382	365	429	352	375	363	250
Spring 20-21	286	241	284	344	328	282	346	302	269

A Linking Study shows the relationship between *i-Ready* scores and NJSLA

Table 1. Spring *i-Ready Diagnostic* to NJSLA Performance Level Crosswalk

Use this table to understand the relationship between spring *i-Ready Diagnostic* scores and the NJSLA performance levels. For guidance on using this table for fall, winter, and spring *i-Ready Diagnostic* administrations, see above.

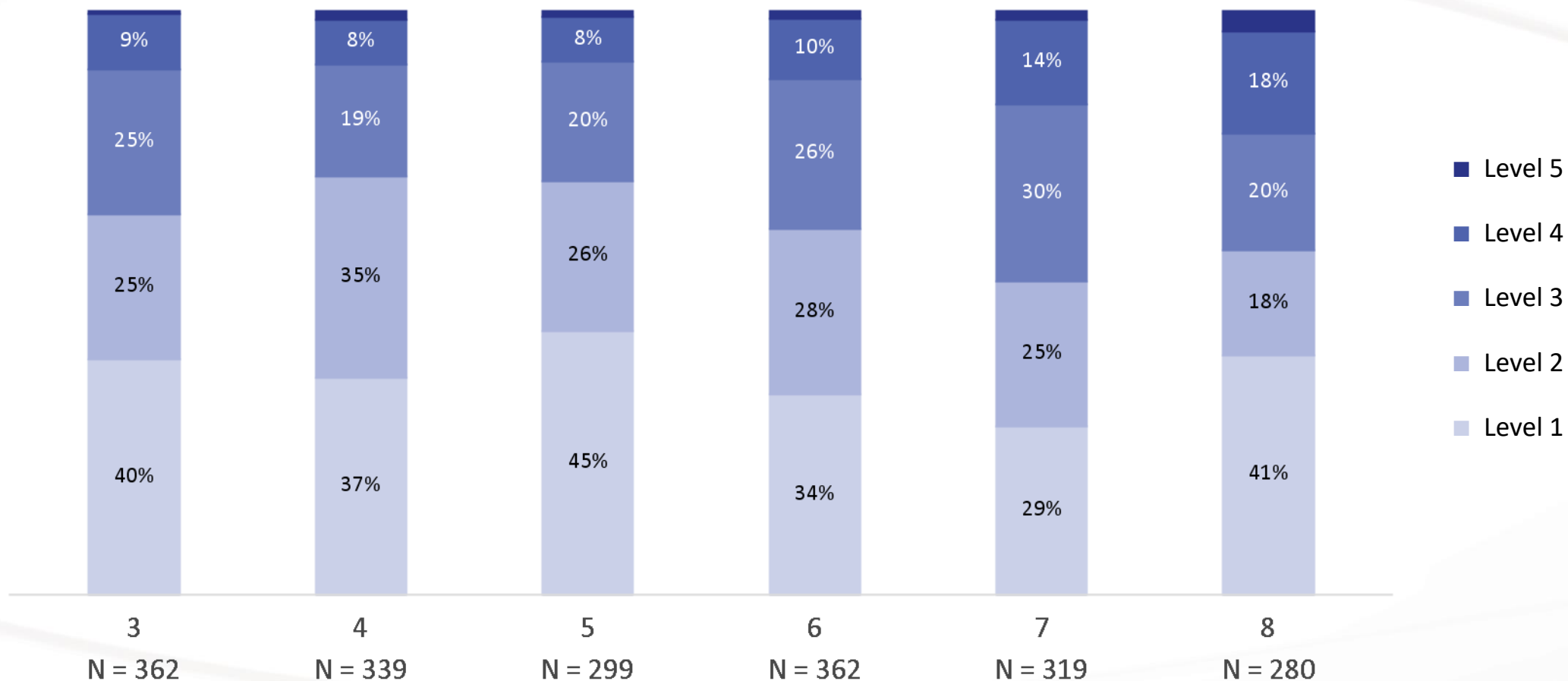
These state assessment levels are in the Proficient Range

Subject	Grade Level	NJSLA Performance Levels				
		Level 1 "Did Not Yet Meet Expectations"	Level 2 "Partially Met Expectations"	Level 3 "Approached Expectations"	Level 4 "Met Expectations"	Level 5 "Exceeded Expectations"
Reading	Grade 3	100-489	490-517	518-543	544-602	603-800
	Grade 4	100-494	495-527	528-558	559-604	605-800
	Grade 5	100-505	506-545	546-579	580-634	635-800
	Grade 6	100-512	513-559	560-595	596-643	644-800
	Grade 7	100-533	534-574	575-604	605-638	639-800
	Grade 8	100-541	542-581	582-612	613-653	654-800
Mathematics	Grade 3	100-420	421-440	441-459	460-488	489-800
	Grade 4	100-436	437-462	463-483	484-515	516-800
	Grade 5	100-448	449-474	475-497	498-528	529-800
	Grade 6	100-460	461-490	491-515	516-547	548-800
	Grade 7	100-457	458-489	490-519	520-559	560-800
	Grade 8	100-478	479-504	505-527	528-566	567-800

Scores from a spring diagnostic are related to state assessment levels

Spring 20-21 Projected Proficiency on the NJSLA Assessment

Spring 20-21 NJSLA Projected Proficiency Based on Spring 20-21 i-Ready Diagnostic Data



The graph above shows the approximate percentage of students who would place in each state test level if they had taken the state assessment at the same time as the Diagnostic. In other words, this shows the projected state test performance if Diagnostic results show no additional growth before the state test.

How Does Spring Domain-Level Performance Compare to Two Years Ago?

Percent of Students Placing Mid On-Grade or Above and Historical National Norms, Spring 18-19 to Spring 20-21

			Numbers & Operations		Algebra & Algebraic Thinking		Measurement & Data		Geometry	
Grade	Year	Count	District	National	District	National	District	National	District	National
K	18-19	410	57%	45%	59%	46%	54%	61%	69%	69%
	20-21	306	46%		57%		55%		62%	
1	18-19	413	43%	43%	53%	58%	27%	47%	36%	51%
	20-21	263	32%		37%		24%		31%	
2	18-19	413	38%	44%	29%	39%	31%	48%	34%	51%
	20-21	306	23%		18%		14%		15%	
3	18-19	391	42%	50%	40%	50%	35%	54%	26%	40%
	20-21	362	11%		19%		16%		10%	
4	18-19	456	53%	58%	45%	51%	45%	54%	30%	42%
	20-21	339	20%		18%		16%		7%	
5	18-19	373	41%	48%	21%	30%	42%	56%	26%	40%
	20-21	299	17%		11%		18%		8%	
6	18-19	402	39%	38%	29%	32%	33%	43%	24%	29%
	20-21	362	23%		15%		21%		13%	
7	18-19	388	34%	32%	27%	24%	29%	34%	21%	23%
	20-21	319	20%		13%		18%		9%	
8	18-19	270	22%	31%	18%	25%	17%	32%	14%	23%
	20-21	280	21%		15%		18%		14%	



9 – 12 Diagnostic Data Review

Fall to Spring Comparison

	Not Meeting Expectations	Partially Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Fall 2020 N = 887/960	34.7%	15.5%	16.4%	17.0%	16.4%
Spring 2021 N = 182/960	33.5%	13.5%	17.6%	12.1%	23%

Ready for Algebra I/II Mathematics

	RIT: 235 +
Fall 2020	34.7%
Spring 2021	42.0%