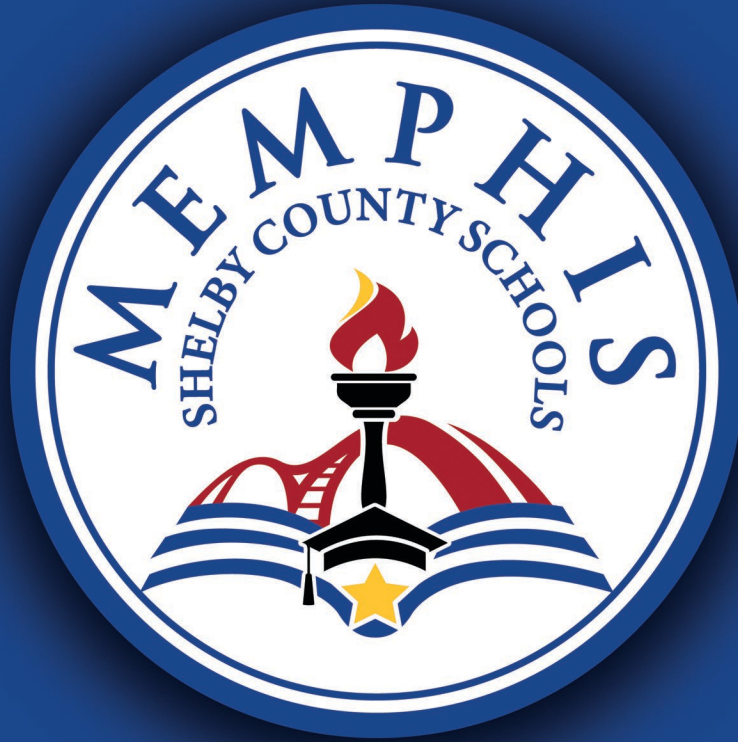




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i-Ready Placement Movement Analyses

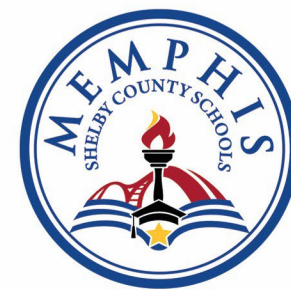
By Hannah Pallotta

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The Research Question

As a District, we have been interested in **how we engage or reengage our students who are in that bottom quartile at the start of school.** What characteristics do these students have? How do they move throughout the year, and **what are the characteristics of those who are able to get on grade level by spring and those who stayed well below grade level?**

Using i-Ready data, we will look into some of this today!



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i-Ready Placement Movement Analyses



What subset are we looking at:

Year: 2024-25

Assessment: i-Ready test scores for both ELA and Math

Student subset: students who started the school year at the lowest i-Ready placement

1st & 2nd graders– 2 grade levels below

2nd, 3rd, 4th, and 5th graders– 3 grade levels below

Only students who had a valid test score within all three windows were included
(Fall, Winter, Spring)

Subjects: ELA & Math

We will be looking at four subsets:

2nd through 5th graders– 3 grade levels below in ELA

2nd through 5th graders– 3 grade levels below in Math

1st & 2nd graders– 2 grade levels below in ELA

1st & 2nd graders– 2 grade levels below in Math



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Where did students move throughout the year? By spring, were they able to move up to being on grade level?

What are the **characteristics** of the group that **stayed 3 grade levels below**? And what are the **characteristics** of the group that were **on grade level by spring**?

What characteristics were looked at?

- Attendance Rate*
- Disciplinary Incidents
- Yearlong school enrollment
- ELA/Math Intervention Tier

Demographics

- Grade level
- Sex
- Race/Ethnicity
- Priority groups (SWD, ED, EL)*
- Chronically absent (CA) status*

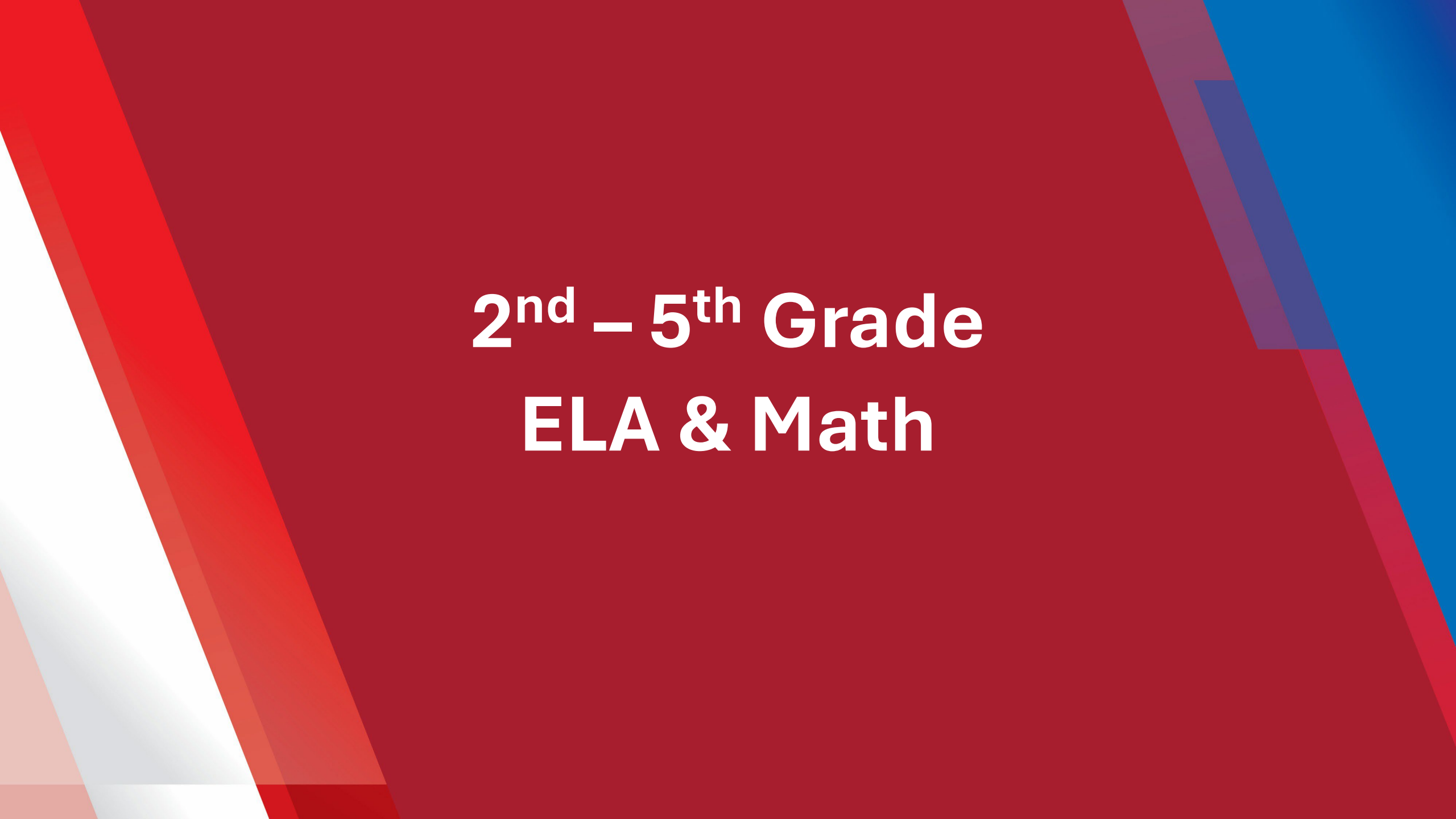
Outcomes

- ELA/Math i-Ready stretch growth*
- ELA/Math TCAP Performance Levels*
- ELA/Math letter grades*

*will be included in the main body of the presentation; all others are included in the appendix



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2nd – 5th Grade

ELA & Math

ELA 2nd through 5th graders who tested three grade levels below

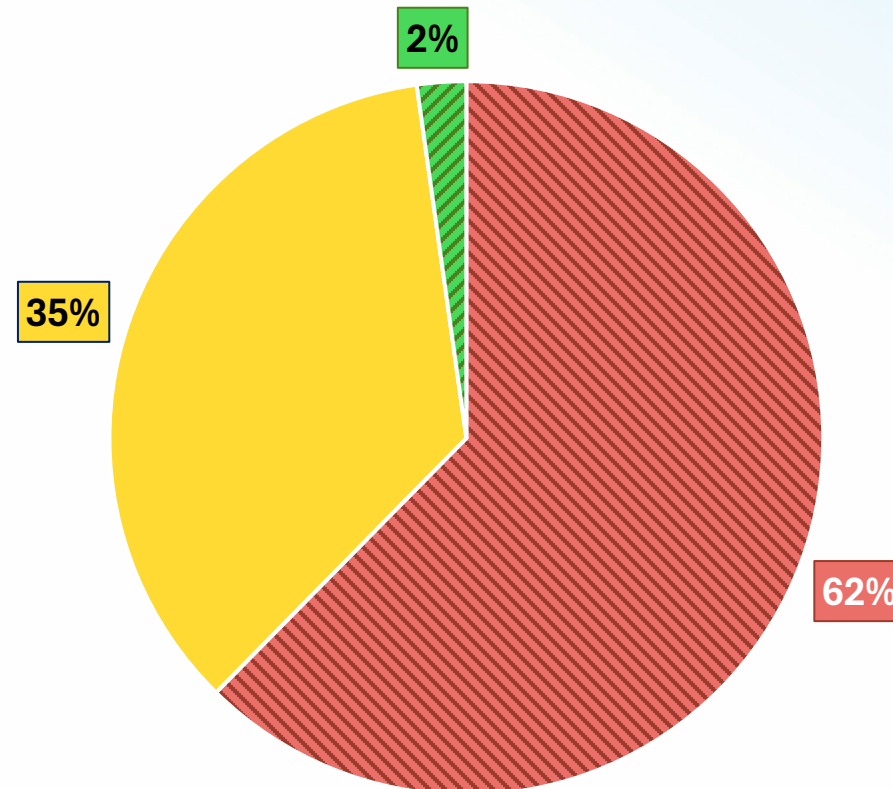
How did students move throughout the year? Where did they end up at the end of the year?



Fall 24-25		Winter 24-25			Spring 24-25			
Relative Placement	#	Relative Placement	#	Percent of Fall	Relative Placement	#	Percent of Winter	Percent of Fall
Students who tested 3 grade levels below	5,621	On grade level	42	0.7%	On grade level	11	26.2%	0.2%
		1 or 2 grade levels below			25	59.5%	0.4%	
		3 grade levels below			6	14.3%	0.1%	
		1 or 2 grade levels below (Moved up but not on grade level)	1,816	32.3%	On grade level	89	4.9%	1.6%
		1 or 2 grade levels below			1,283	70.6%	22.8%	
		3 grade levels below			444	24.4%	7.9%	
		3 grade levels below	3,763	66.9%	On grade level	25	0.7%	0.4%
		1 or 2 grade levels below			682	18.1%	12.1%	
		3 grade levels below			3,056	81.2%	54.4%	

Where did these students end up by spring?

Fall 24-25		By Spring 24-25		
Students who tested 3 grade levels below	5,621	On grade level	125	2.2%
		Below 1 or 2	1,990	35.4%
		Below 3 or more	3,506	62.4%



ELA 2nd through 5th graders who tested three grade levels below

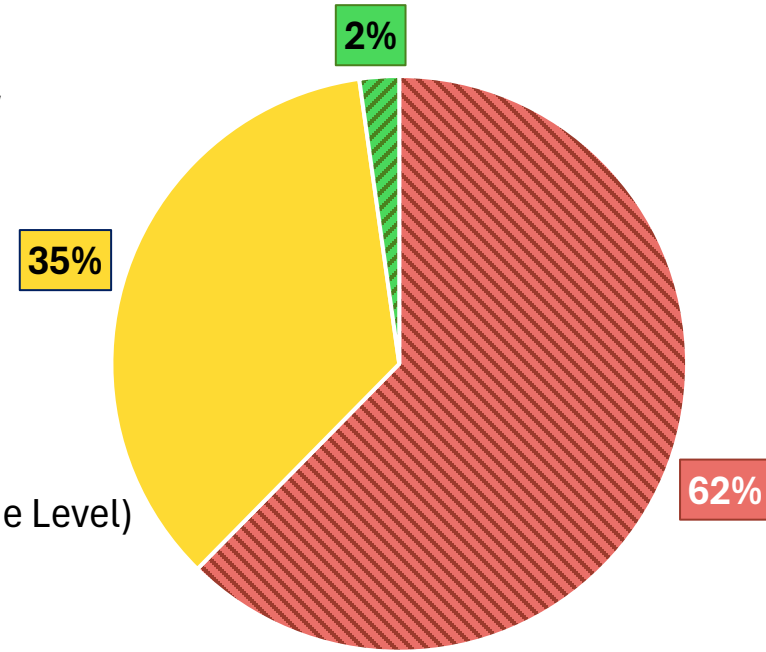
What characteristics were looked at?*

- Attendance Rate / Number of Days Present*
- ELA Intervention Tier
- Disciplinary Incidents
- Yearlong school enrollment
- **Demographics:**
 - Chronically absent (CA) status*
 - Priority groups (SWD, ED, EL)*
 - Grade level
 - Sex
 - Race/Ethnicity
- Outcomes (listed later)

■ Still 3 Grade Levels Below
(N = 3,506)

■ 1 or 2 Grade Level Below
(N = 1,990)

■ On Grade Level by Spring
(Early, Mid, or Above Grade Level)
(N = 125)



Groups we will be focusing on:		
Still 3 Grade Levels Below	On Grade Level by Spring (Early, Mid, or Above Grade Level)	Entire Group for reference (Scored 3 GL Below in Fall)
62% 3,506	2% 125	100% 5,621



*Will be included in the main body of the presentation; the rest of these charts are shown in the Appendix.

Math 2nd through 5th graders who tested three grade levels below

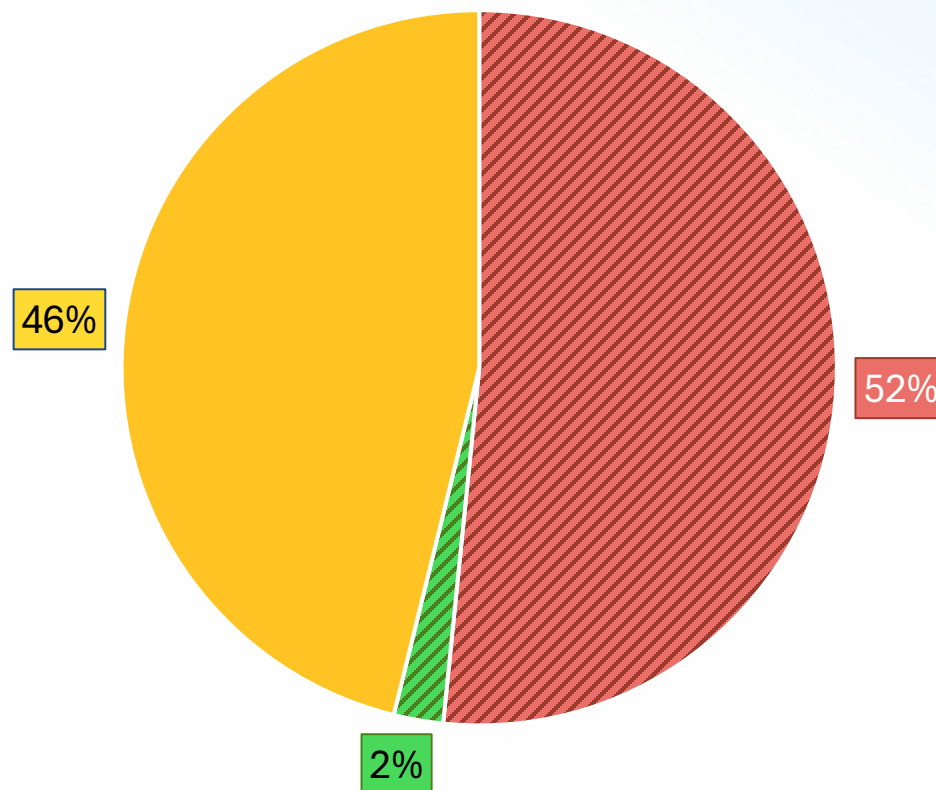
How did students move throughout the year? Where did they end up at the end of the year?



Fall 24-25		Winter 24-25			Spring 24-25			
Relative Placement	#	Relative Placement	#	Percent of Fall	Relative Placement	#	Percent of Winter	Percent of Fall
Students who tested 3 grade levels below	5,460	On grade level	33	0.6%	On grade level	16	48.5%	0.3%
		1 or 2 grade levels below			12	36.4%	0.2%	
		3 grade levels below			5	15.2%	0.1%	
		1 or 2 grade levels below (Moved up but not on grade level)	2,141	39.2%	On grade level	89	4.2%	1.6%
		1 or 2 grade levels below			1,672	78.1%	30.6%	
		3 grade levels below			380	17.7%	7.0%	
		3 grade levels below	3,268	59.9%	On grade level	17	0.5%	0.3%
		1 or 2 grade levels below			836	25.6%	15.3%	
		3 grade levels below			2,433	74.4%	44.6%	

Where did these students end up by spring?

Fall 24-25		By Spring 24-25			
Students who tested 3 grade levels below	5,460	On grade level	122	2.2%	
		Below 1 or 2	2,520	46.2%	
		Below 3 or more	2,818	51.6%	

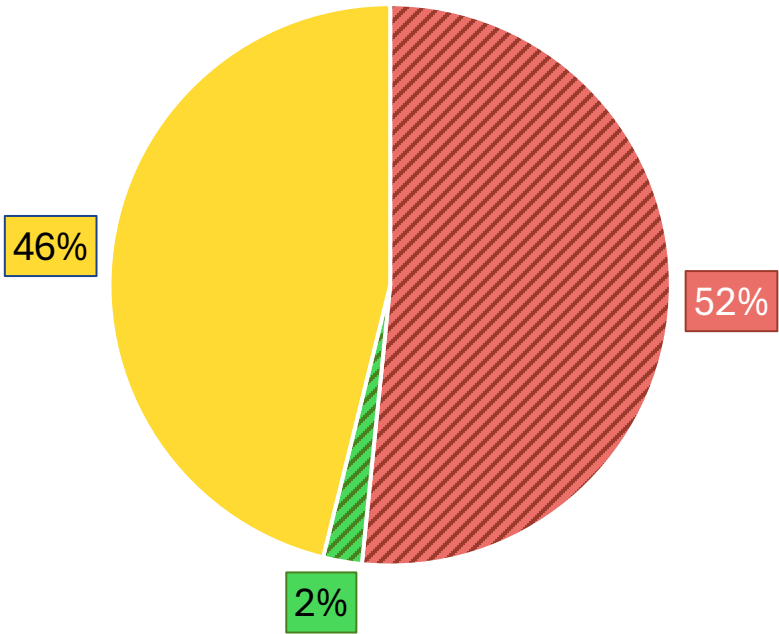


Math 2nd through 5th graders who tested three grade levels below

What characteristics were looked at?*

- Attendance Rate / Number of Days Present*
- Math Intervention Tier
- Disciplinary Incidents
- Yearlong school enrollment
- **Demographics:**
 - Chronically absent (CA) status*
 - Priority groups (SWD, ED, EL)*
 - Grade level
 - Sex
 - Race/Ethnicity
- Outcomes (listed later)

- Still 3 Grade Levels Below (N = 2,818)
- On Grade Level by Spring (Early, Mid, or Above Grade Level) (N = 122)
- 1 or 2 Grade Level Below (N = 2,520)



Groups we will be focusing on:		
Still 3 Grade Levels Below	On Grade Level by Spring (Early, Mid, or Above Grade Level)	Entire Group for reference (Scored 3 GL Below in Fall)
52% 2,818	2% 122	100% 5,460



*Will be included in the main body of the presentation; the rest of these charts are shown in the Appendix.

ELA: Average attendance was a few percentage points higher for those **on grade level** than those **3 grade levels below**. Similarly, those **on grade level** had an average of 6 more days present at school than those who were **still 3 grade levels below**.

Math: Average attendance was a few percentage points higher for those **on grade level** than those **3 grade levels below**. Similarly, those **on grade level** had an average of 4 more days present at school than those who were **still 3 grade levels below**.

Subject	Metric	Still 3 Grade Levels Below	On Grade Level by Spring (Early, Mid, or Above Grade Level)	Entire Group for reference (Scored 3 GL Below in Fall)
ELA	Average Attendance Rate	92%	95%	93%
Math	Average Attendance Rate	91%	95%	91%
ELA	Average # of Days Present*	159	165	160
Math	Average # of Days Present*	162	166	164

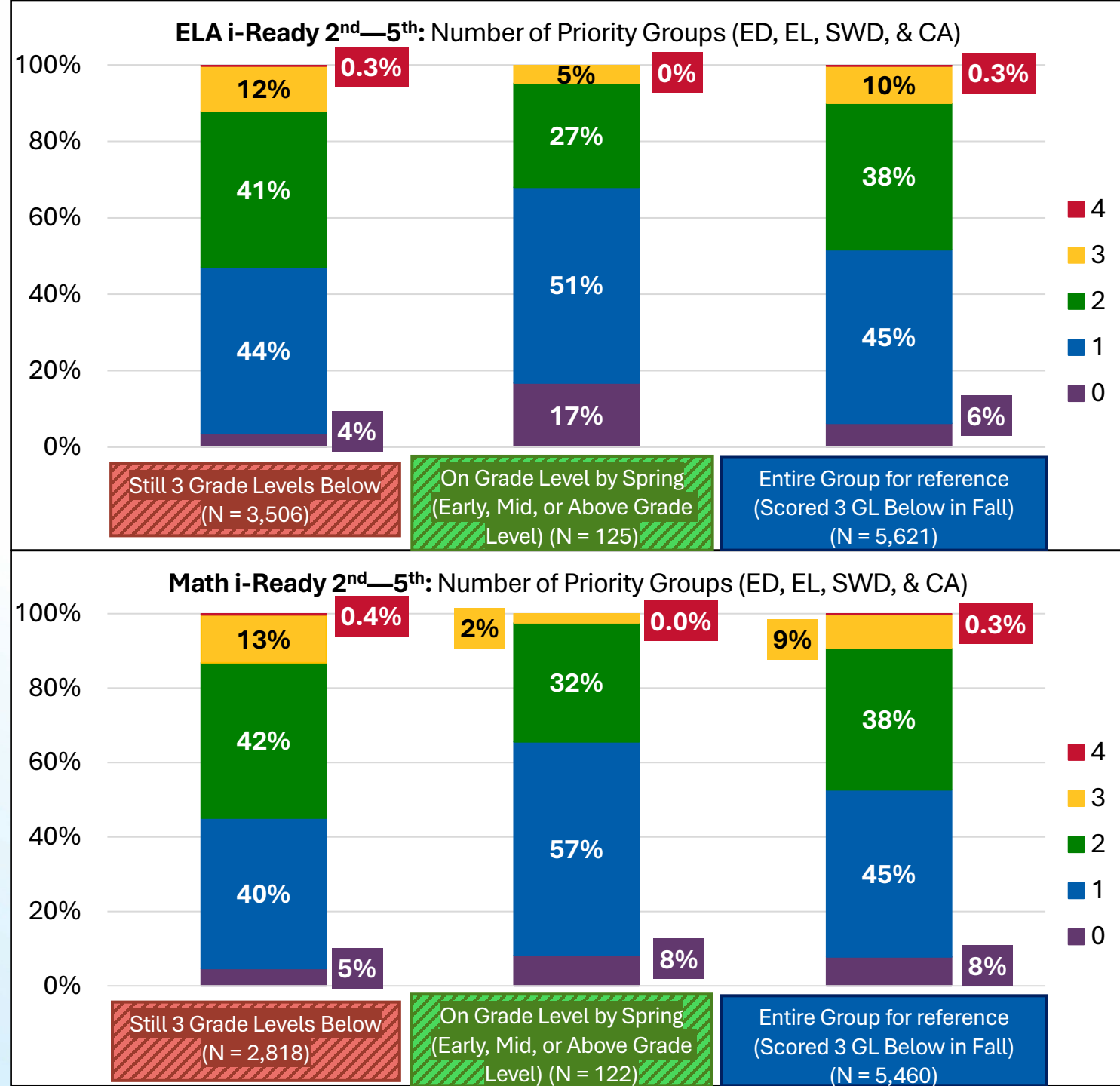
*176 is the max number of days that students could be present.



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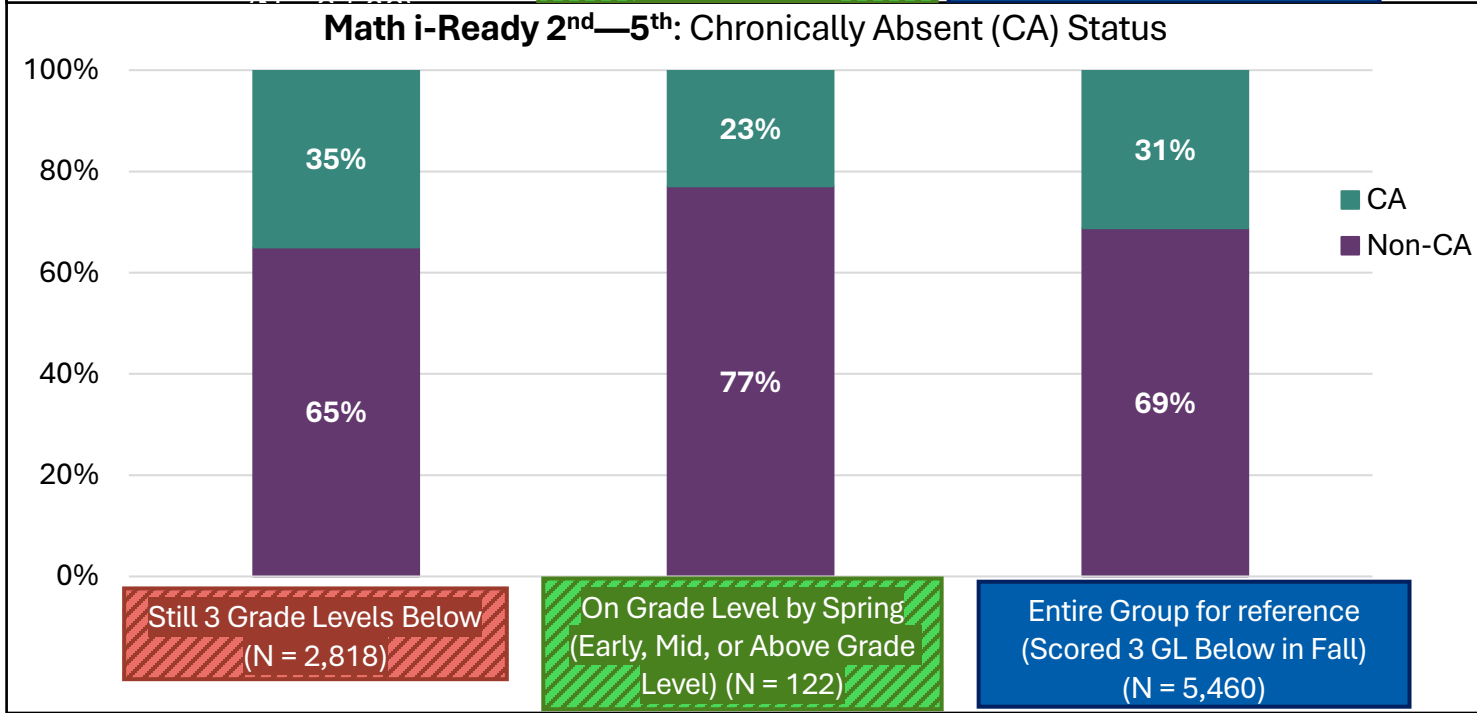
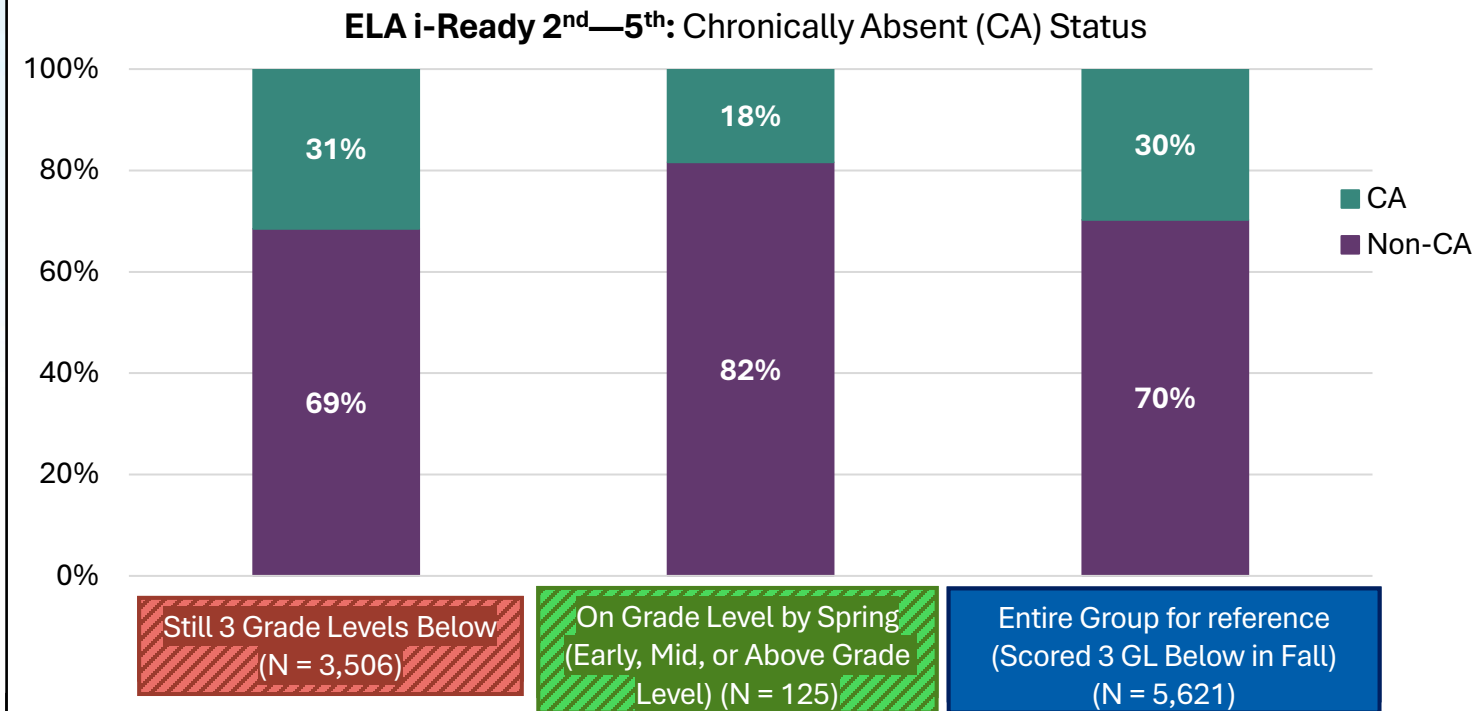
ELA: 17% of students **on grade level** in ELA by spring were in NONE of the shown priority groups, compared to only 4% of those **still 3 grade levels below**. Inversely, 12% of those **still below** were in three priority groups, compared to only 5% of those **on grade level**.

Math: 65% of the **on grade level** group were in only one priority group or less, compared to 45% of those **still 3 grade levels below**. Only 2% of the **on grade level** group were in three priority groups, compared to 13% of those **still 3 grade levels below**.



ELA: 82% of students **on grade level** in ELA by spring were NOT chronically absent, compared to only 69% of those **still 3 grade levels below**. 31% of those **still well below** by spring were chronically absent.

Math: 23% of those who were **on grade level** by spring were chronically absent, compared to 35% of those **still 3 grade levels below** in math by spring were chronically absent.



What are the **outcomes** of the group that **stayed 3 grade levels below**? And what are the **outcomes** of the group that were **on grade level by spring**?

Outcomes looked at:

- If a student met their i-Ready stretch growth
- Percent to i-Ready stretch growth
- TCAP Performance Levels
- Letter Grades

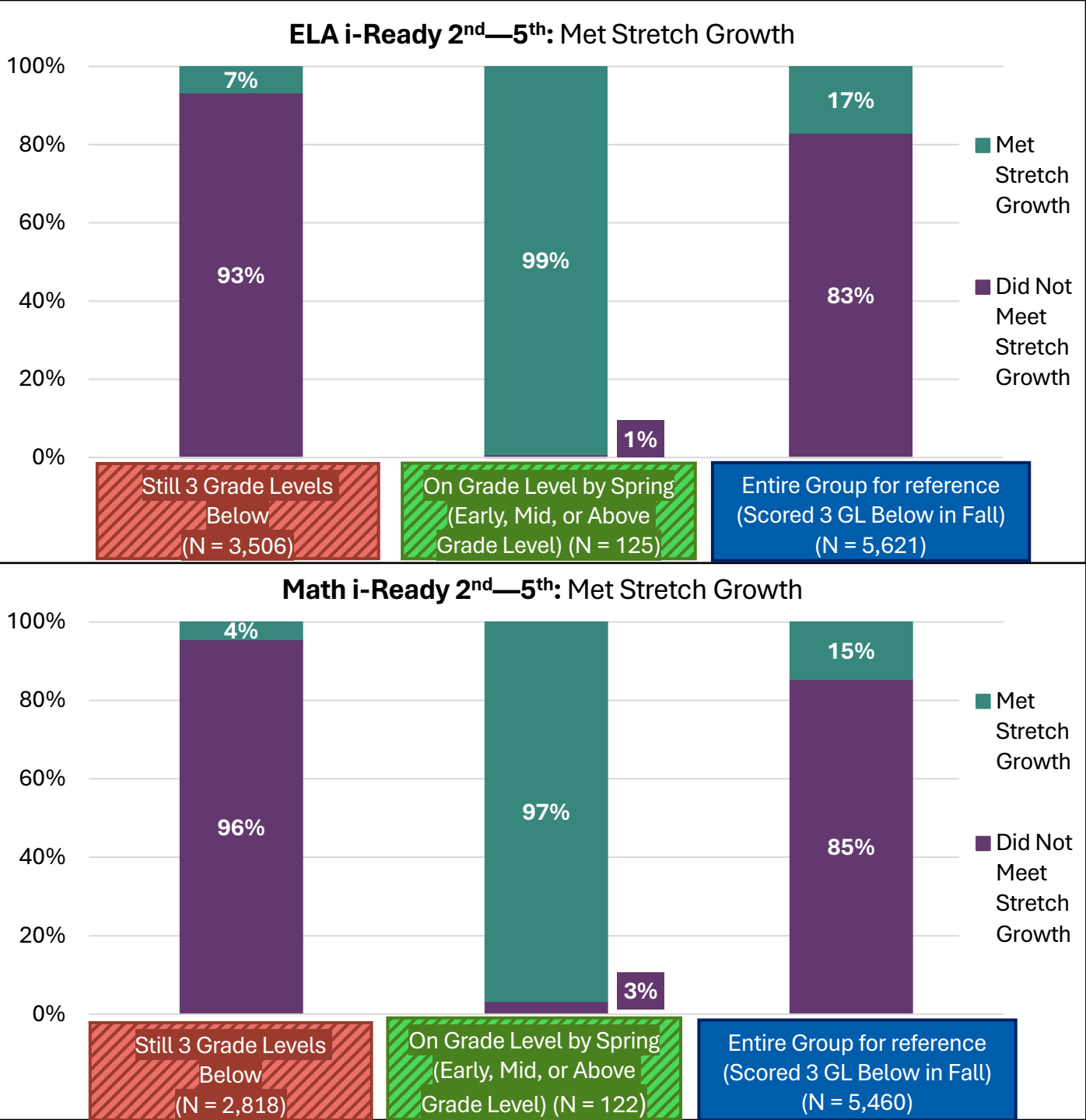


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Outcomes

ELA: Only 7% of those **3 grade levels below** met their stretch growth, while 99% of those **on grade level** met theirs.

Math: Similarly, only 4% of those **3 grade levels below** met their stretch growth, while 97% of those **on grade level** met theirs.

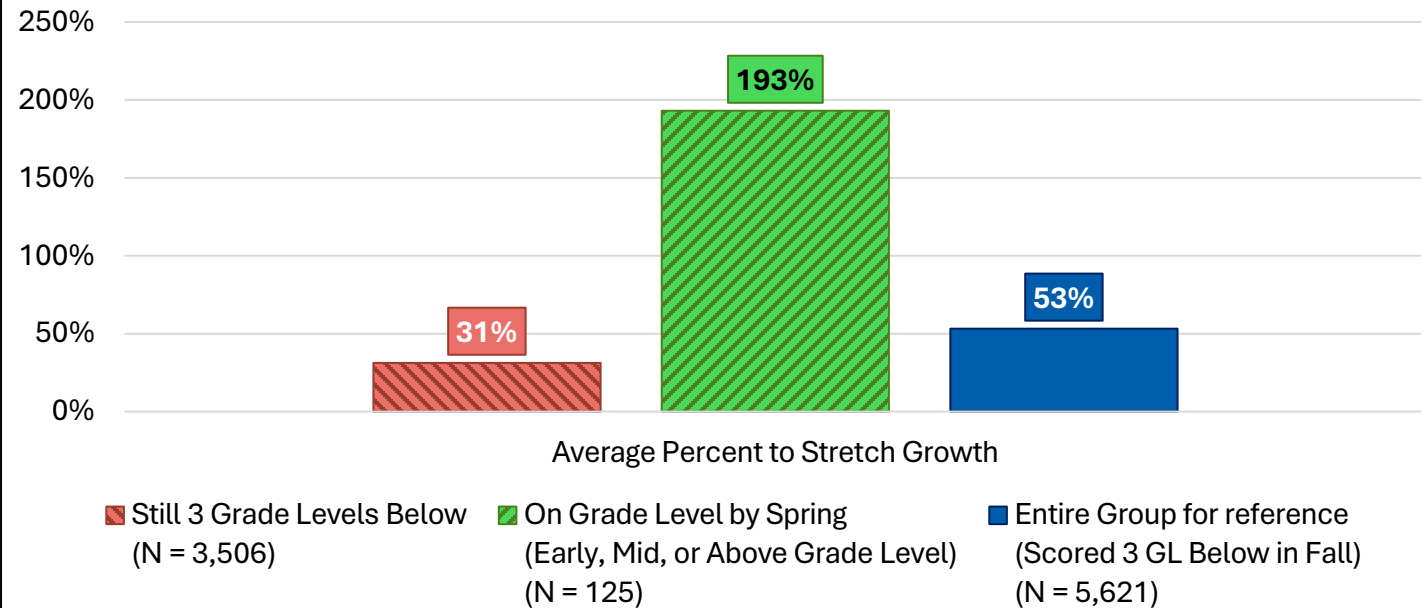


Outcomes

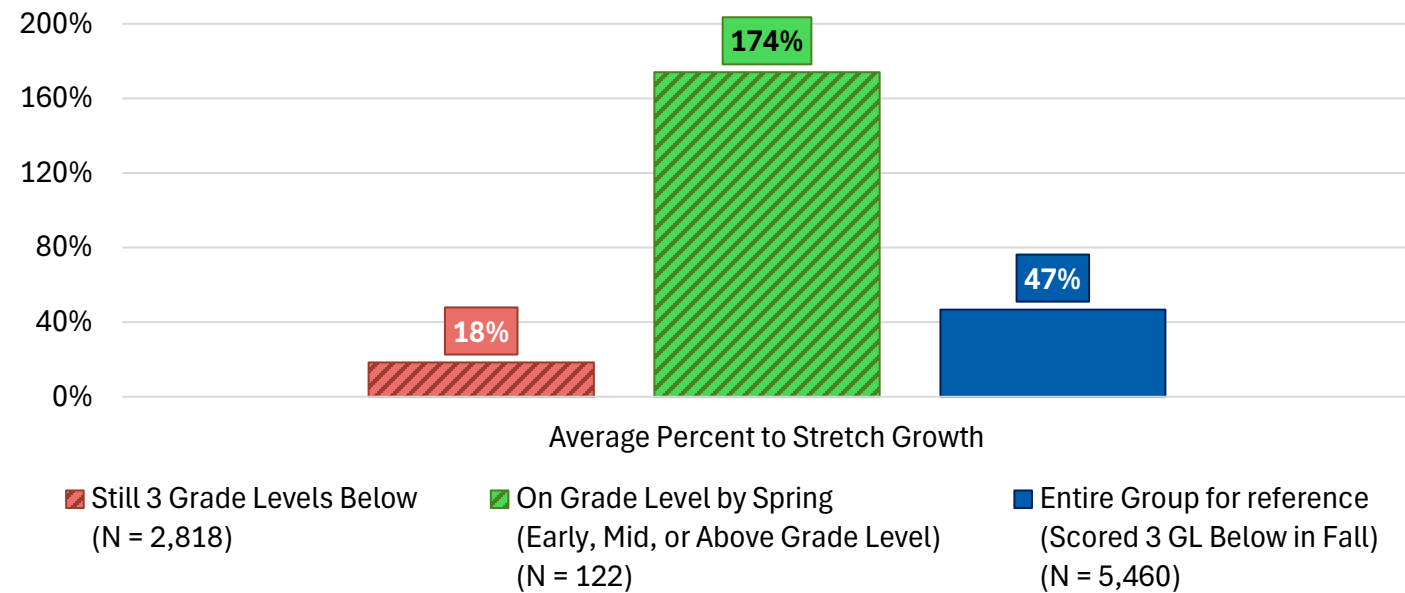
ELA: Those **on grade level** were hitting their stretch growth (100%) and often far exceeding it, while those **still 3 grade levels below** were only hitting about a third of that goal.

Math: Those **on grade level** were more than meeting their stretch growth, compared to the average percent to stretch growth for students who were **still 3 grade levels below** was 18%.

ELA i-Ready 2nd—5th: Average Percent to Stretch Growth



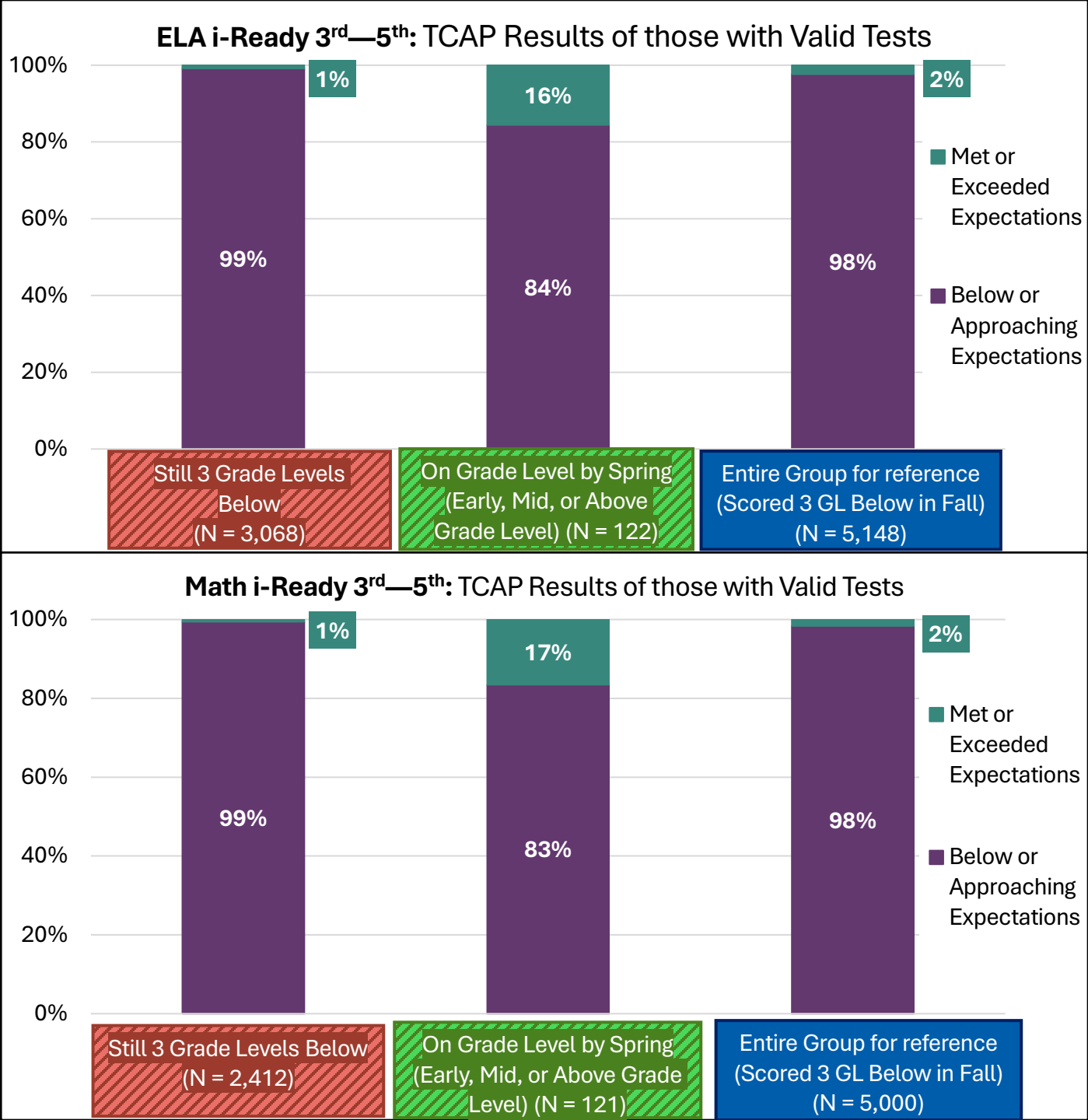
Math i-Ready 2nd—5th: Average Percent to Stretch Growth



Outcomes

ELA: 16% of those **on grade level** met or exceeded expectations on the TCAP, compared to only 1% of those **still 3 grade levels below**.

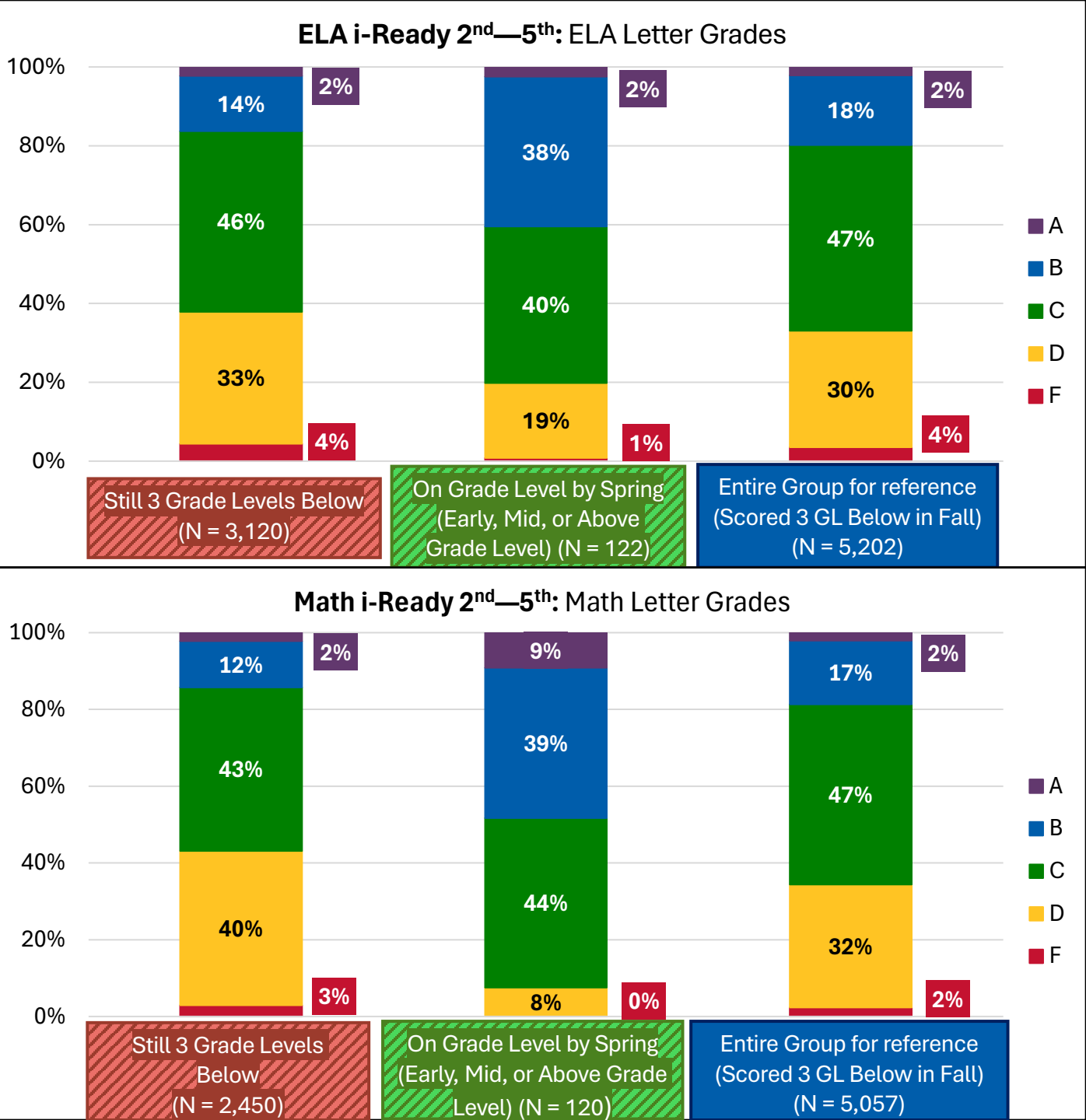
Math: 17% of those **on grade level** met or exceeded expectations on the TCAP, compared to only 1% of those **still 3 grade levels below**.

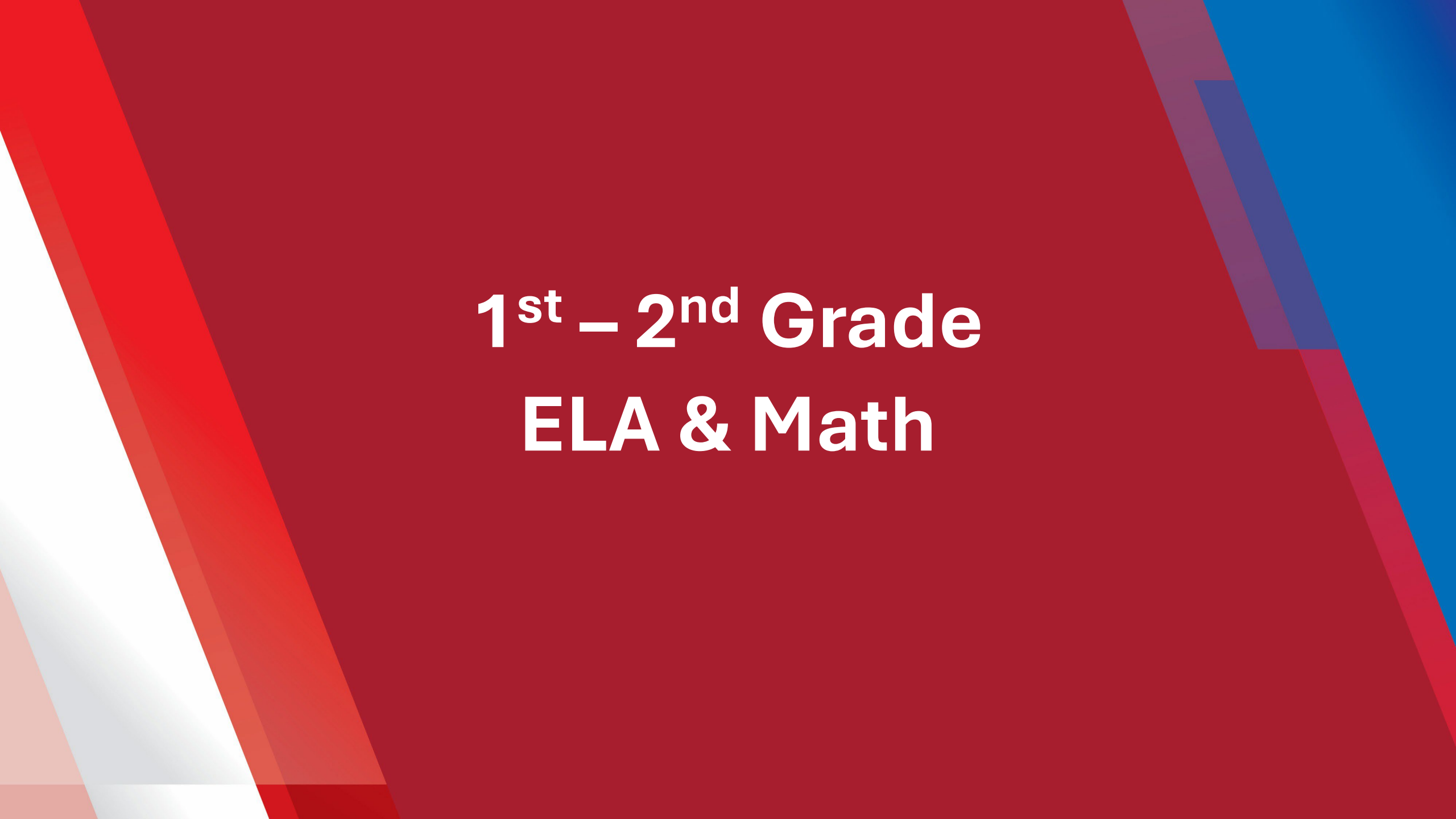


Outcomes

ELA: 80% of students **on grade level** received a C or above, while only 62% of the **still 3 grade levels below group** received a C or above.

Math: 92% of **on grade level** students received a grade of C or higher (even 9% received an A), while only 57% of those **still 3 grade levels below** received a C or higher.





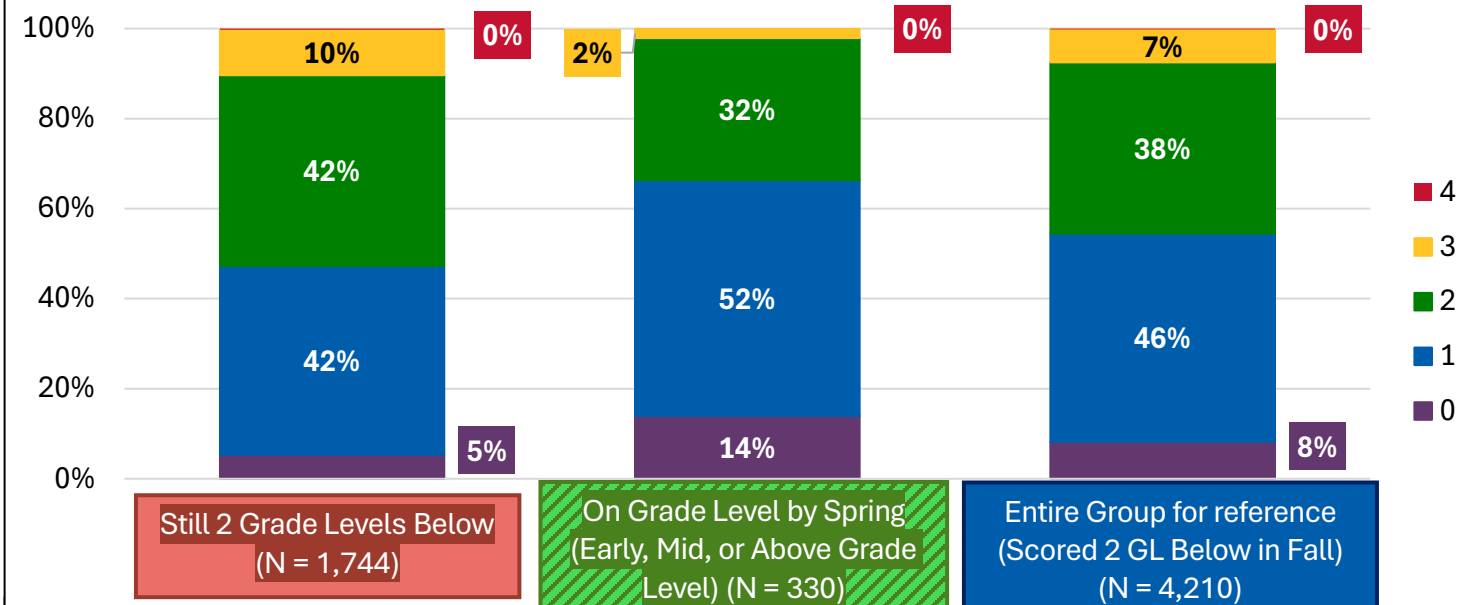
1st – 2nd Grade

ELA & Math

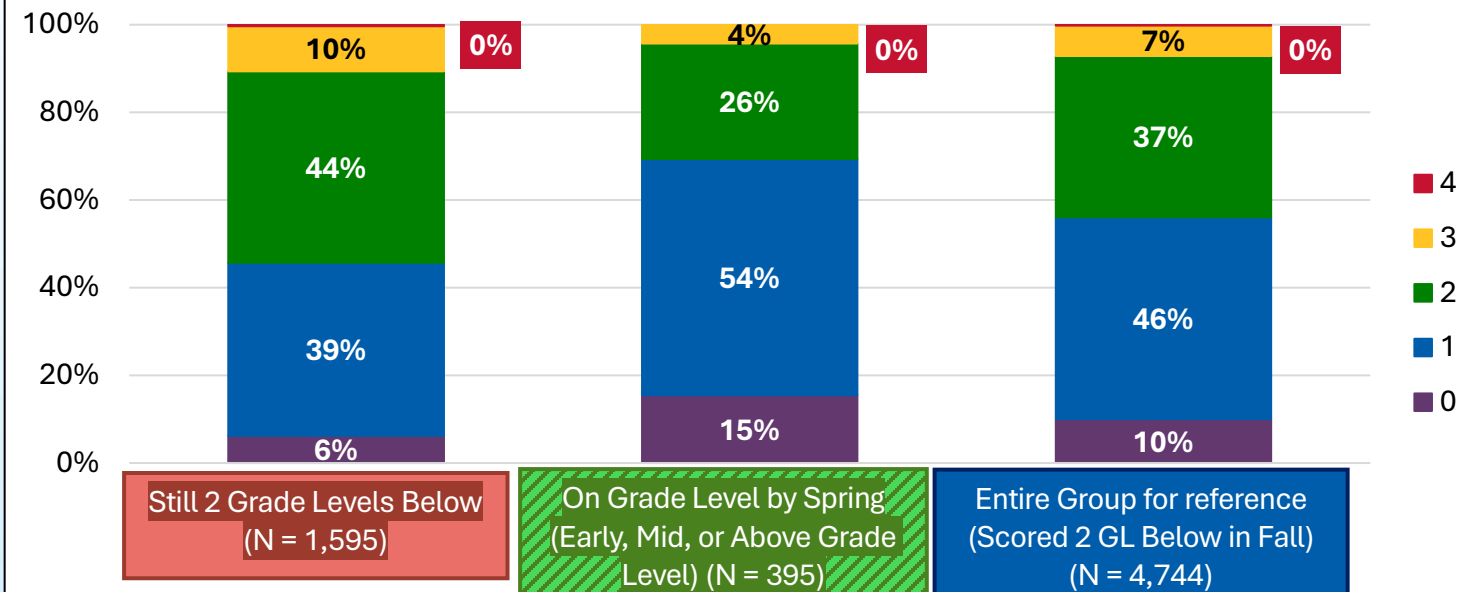
ELA: 66% of those **on grade level** by spring were in at most one priority group, compared 52% of the **still 2 grade levels below** group were in two or more priority groups.

Math: This was even more prevalent in math. Nearly 70% of **on grade level** students were in either one or no priority groups, while only 45% of the group that was **still 2 grade levels below** had the same.

ELA i-Ready 1st & 2nd: Number of Priority Groups (Including ED, EL, SWD, & CA statuses)



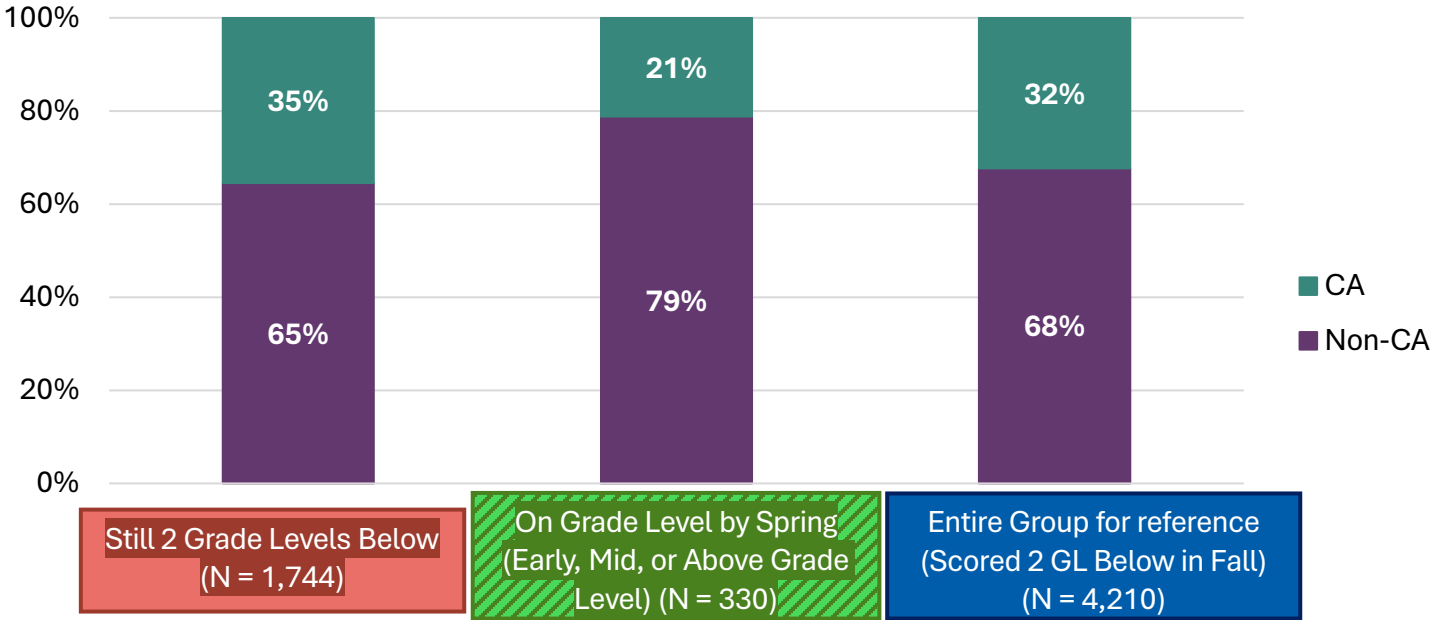
Math i-Ready 1st—2nd: Number of Priority Groups (Including ED, EL, SWD, & CA statuses)



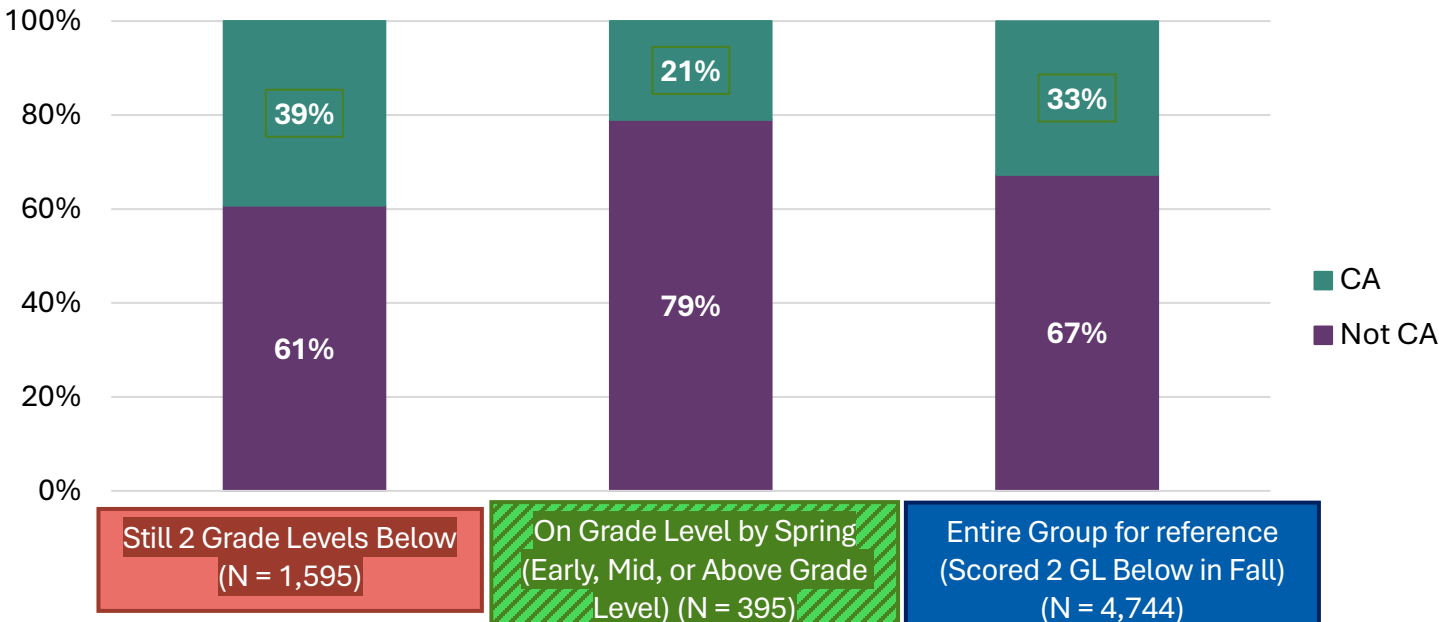
ELA: 21% of those who were **on grade level** by spring compared to, 35% of students **still 2 grade levels below** are chronically absent.

Math: This contrast is even higher for math. 21% of those **on grade level** were chronically absent while nearly 40% of those **still 2 grade levels below** are chronically absent.

ELA i-Ready 1st & 2nd: Chronically Absent (CA) Status

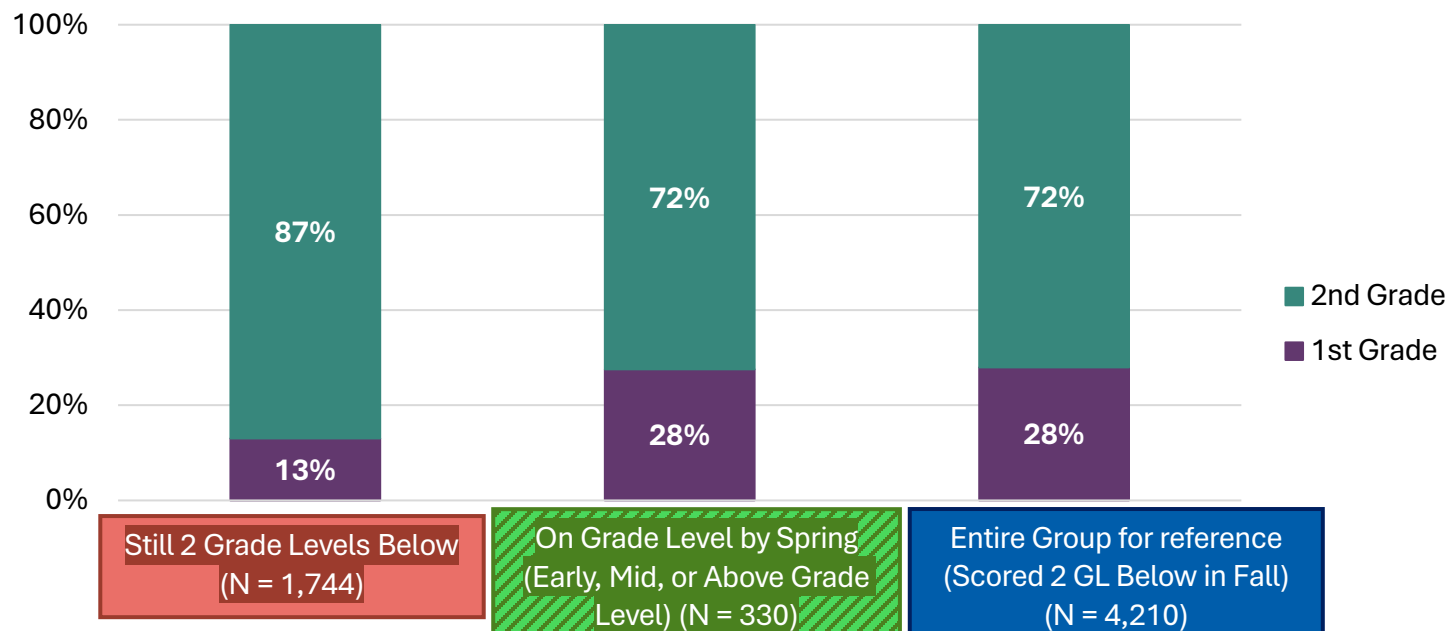


Math i-Ready 1st & 2nd: Chronically Absent (CA) Status

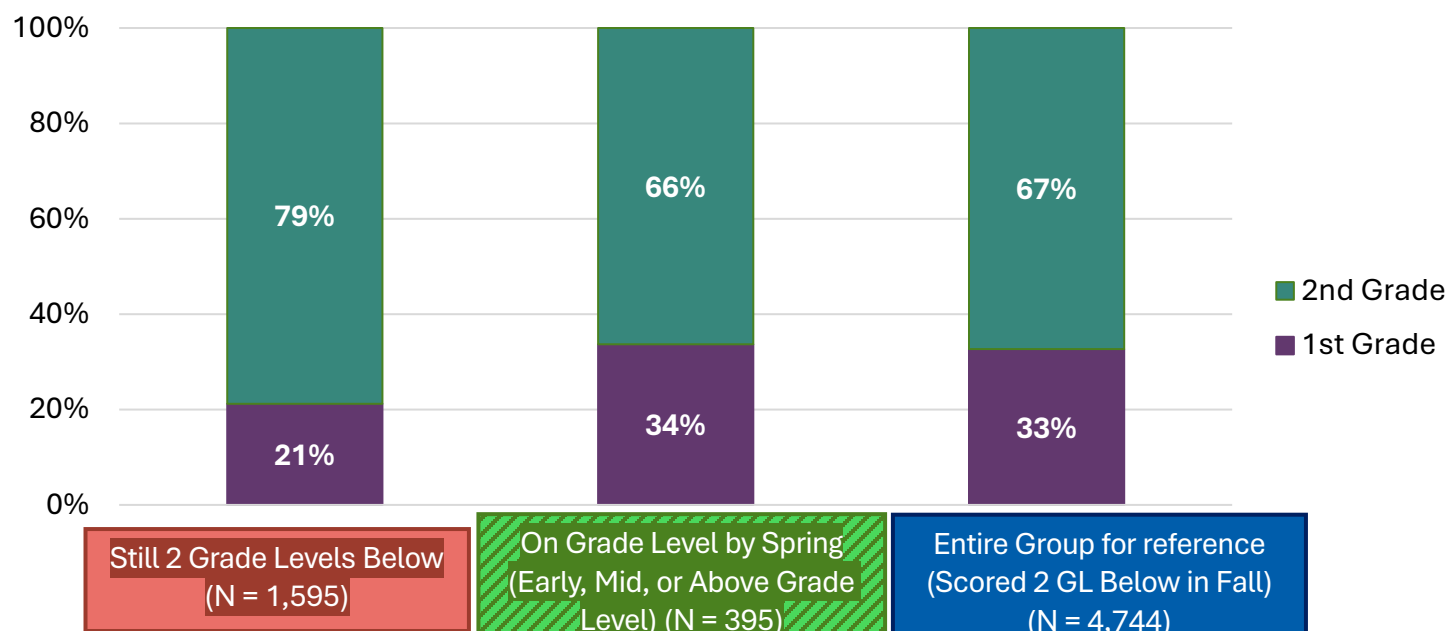


ELA & Math: 2nd graders make up a higher proportion of the placement group **still 2 grade levels below**. This indicates that **1st graders** who started in the placement group 2 grade levels below are more likely than **2nd graders** to move up to the **1 grade level below** placement group (not shown). Further breakdown in the next slide.

ELA i-Ready 1st & 2nd: Grade Level



Math i-Ready 1st & 2nd: Grade Level



ELA

ELA: 73% of **first graders** who tested 2 grade levels below in the fall move up to the **one grade level below** placement group, compared to **only 42%** of **second graders** move up to one grade level below. With **50%** of **second graders** remaining **two grade levels below**.

Fall 24-25		By Spring 24-25 Placement		
Tested 2 Grade Levels Below				
All Students (1 st & 2 nd Graders)	4,210	On grade level	330	7.8%
		Below 1	2,136	50.7%
		Below 2 or more	1,744	41.4%
1 st Graders	1,177	On grade level	91	7.7%
		Below 1	859	73.0%
		Below 2 or more	227	19.3%
2 nd Graders	3,033	On grade level	239	7.9%
		Below 1	1,277	42.1%
		Below 2 or more	1,517	50.0%

Math

Math: Nearly 70% of **first graders** who tested 2 grade levels below in the fall move up to the **one grade level below** placement group, compared to **52%** of **second graders** move up to one grade level below.

Fall 24-25		By Spring 24-25 Placement		
Tested 2 Grade Levels Below				
All Students (1 st & 2 nd Graders)	4,744	On grade level	395	8.3%
		Below 1	2,754	58.1%
		Below 2 or more	1,595	33.6%
1 st Graders	1,550	On grade level	133	8.6%
		Below 1	1,079	69.6%
		Below 2 or more	338	21.8%
2 nd Graders	3,194	On grade level	262	8.2%
		Below 1	1,675	52.4%
		Below 2 or more	1,257	39.4%

Takeaways & Recommendations

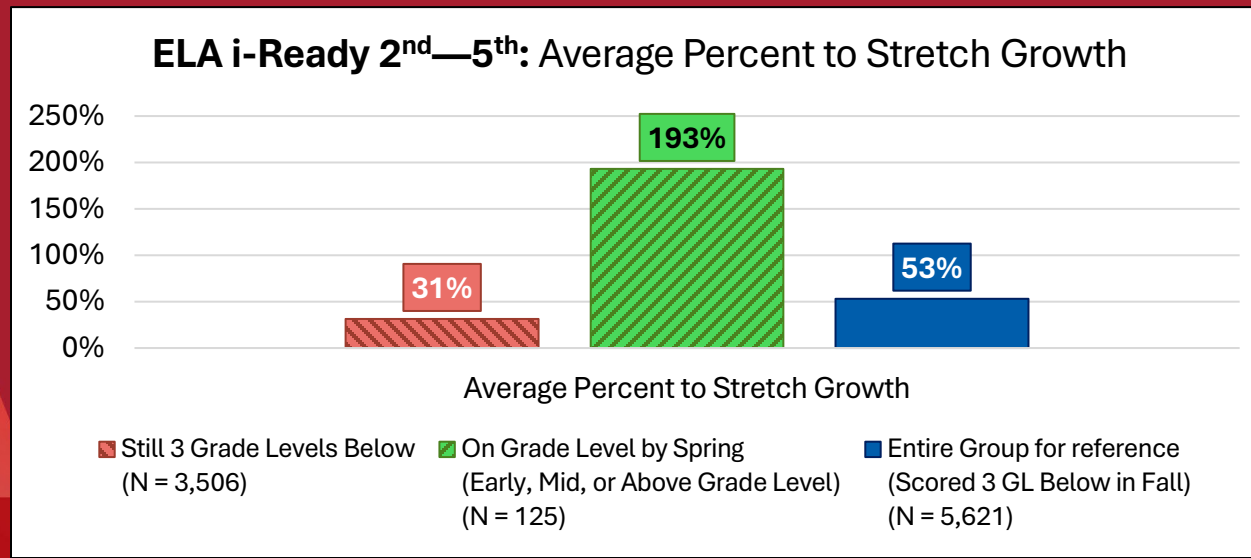
Takeaways:

- i-Ready is one tool that teachers have at their disposal. It does not tell the whole story. It can be helpful, but it is possible for a student to do well in i-Ready but not do well on the TCAP or in the classroom and vice versa.
- Being in two or more priority groups (ED, EL, SWD, or CA) is particularly challenging for students (as the groups still well below grade level often were in at least two priority groups).
- Being chronically absent is associated with students remaining below grade level. Students who were on grade level had more days present than those who were still grade levels below (typically 4-7 more days, depending on subject/grade level group).

Takeaways & Recommendations

Recommendations:

- Review i-Ready data divergences & see if there are opportunities for growth to focus on & strategies for moving those students throughout the year (For example, percent to stretch growth [see chart below from previous slide]. Teachers could look at this metric after the winter test window & see which students have very low percents to stretch growth. Those students likely need more practice in certain domains. They could use the i-Ready toolkits that are provided on the platform based on student grouping for the certain domains they need help with.).
- Schedule EL and SWD services outside of tier 1 instruction time.
- Start to think about Chronically Absent (CA) as a priority group; how can we ensure students do not fall into this priority group? We can accommodate the other priority groups, but this is one that we could help to ensure students are not in. Find creative solutions to help students get to school.



Appendix

Appendix

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ELA 2nd – 5th i-Ready slides...30-40

Math 2nd – 5th i-Ready slides..41-51

ELA 1st – 2nd i-Ready slides...52-69

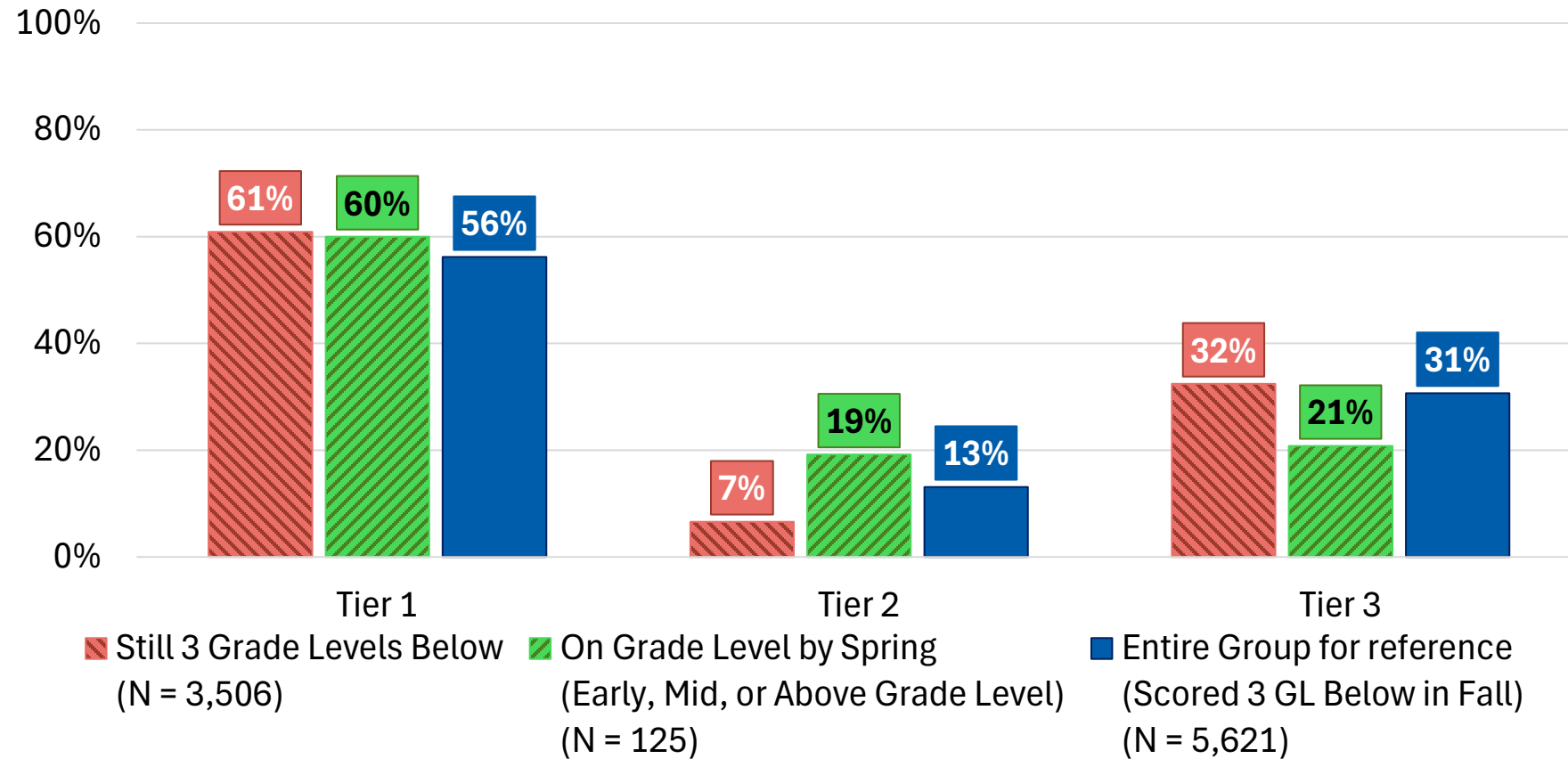
Math 1st – 2nd i-Ready slides...70-87



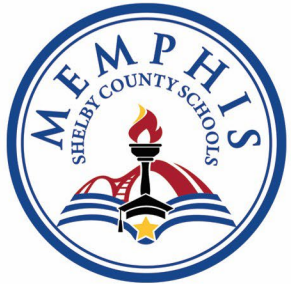
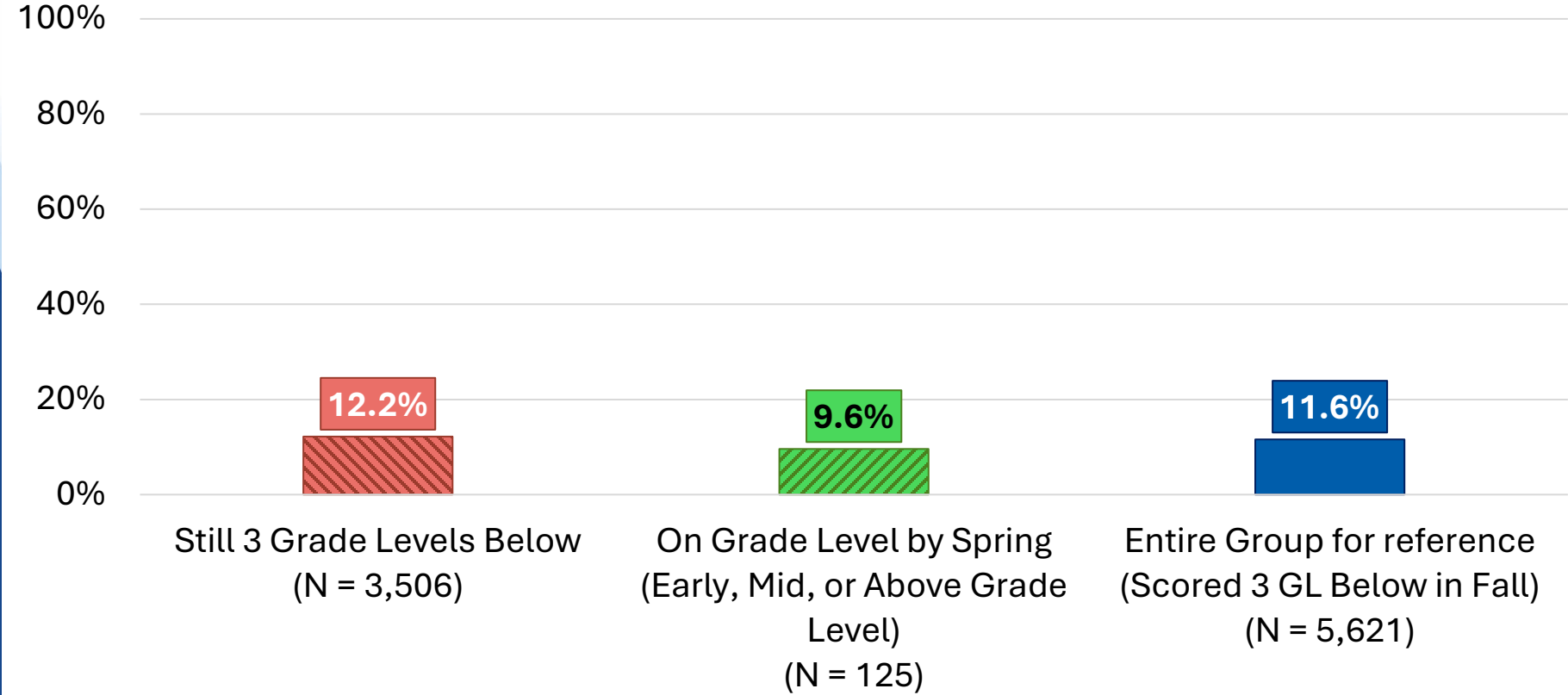
2nd – 5th Grade

ELA

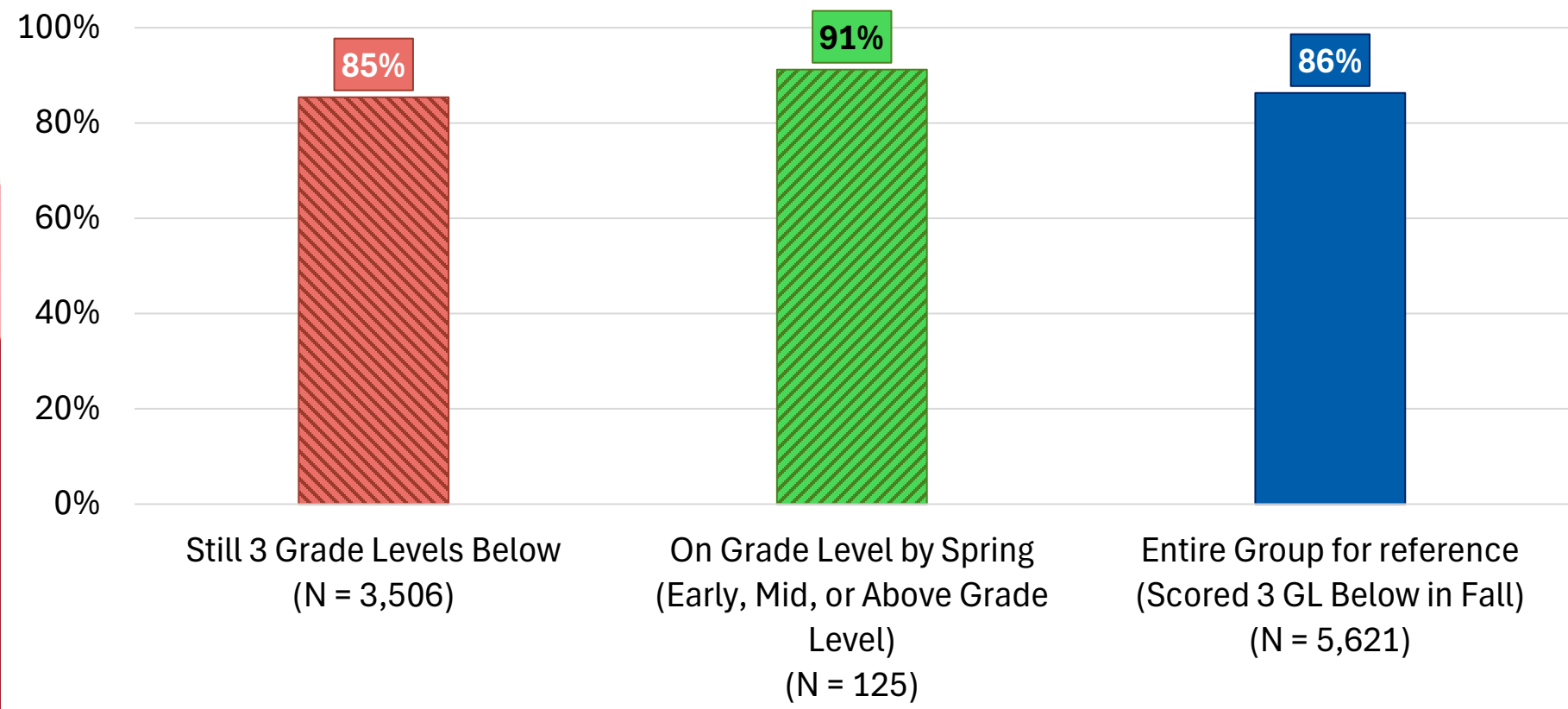
ELA i-Ready 2nd—5th: Comparing groups by ELA Tier Level



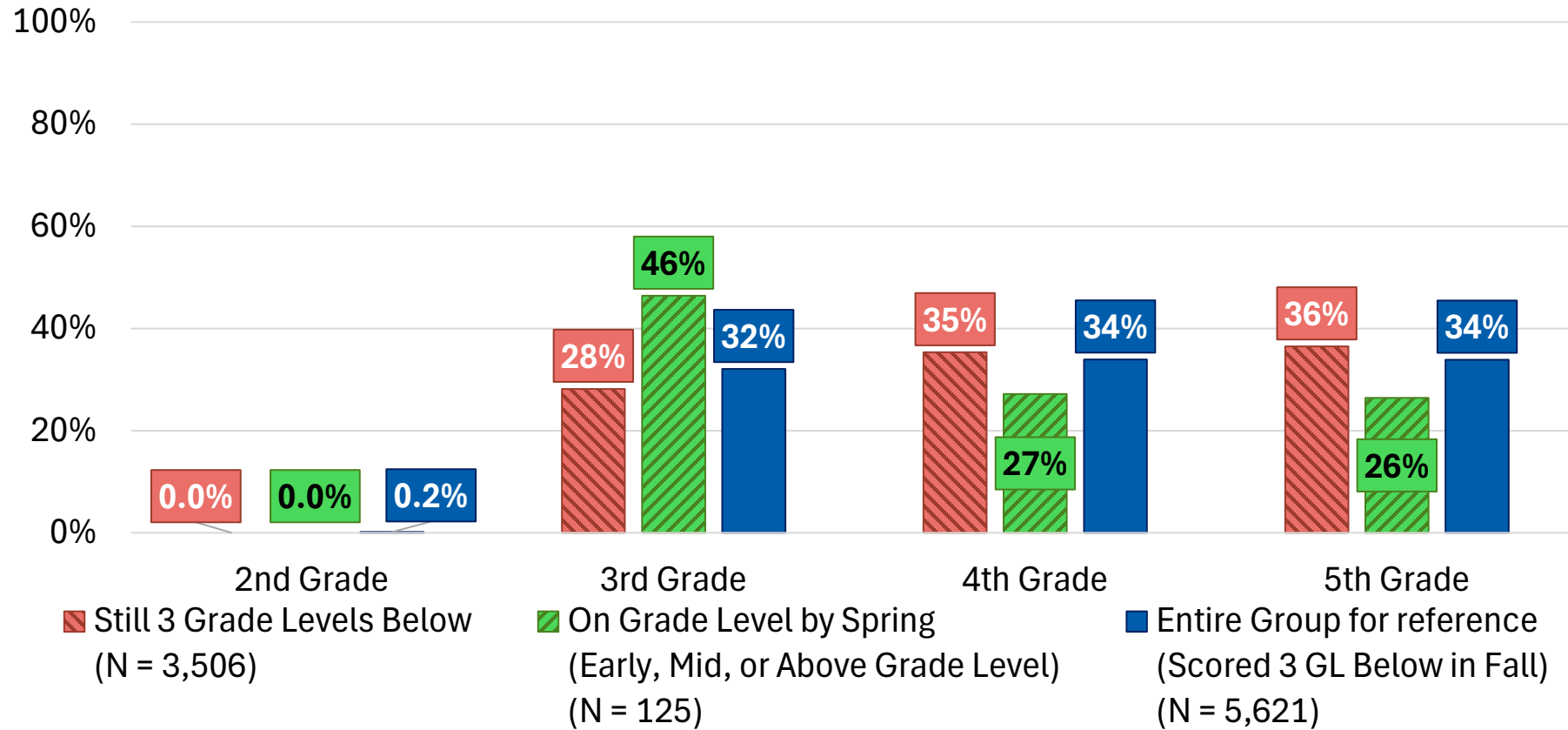
ELA i-Ready 2nd—5th: Percent of each group who had at least one Disciplinary Incident



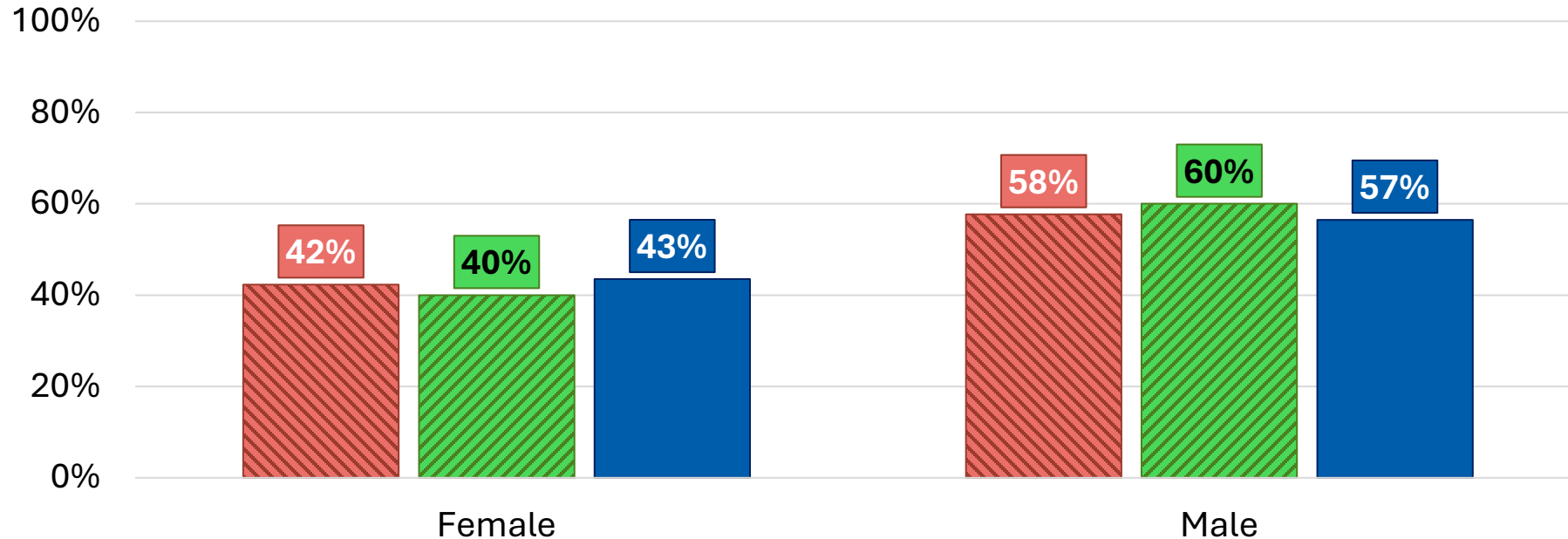
ELA i-Ready 2nd—5th: Percent who Stayed at the Same School throughout the Entire School Year



ELA i-Ready 2nd—5th: Grade Level



ELA i-Ready 2nd—5th: Group Broken Down by Sex



Still 3 Grade Levels Below
(N = 3,506)

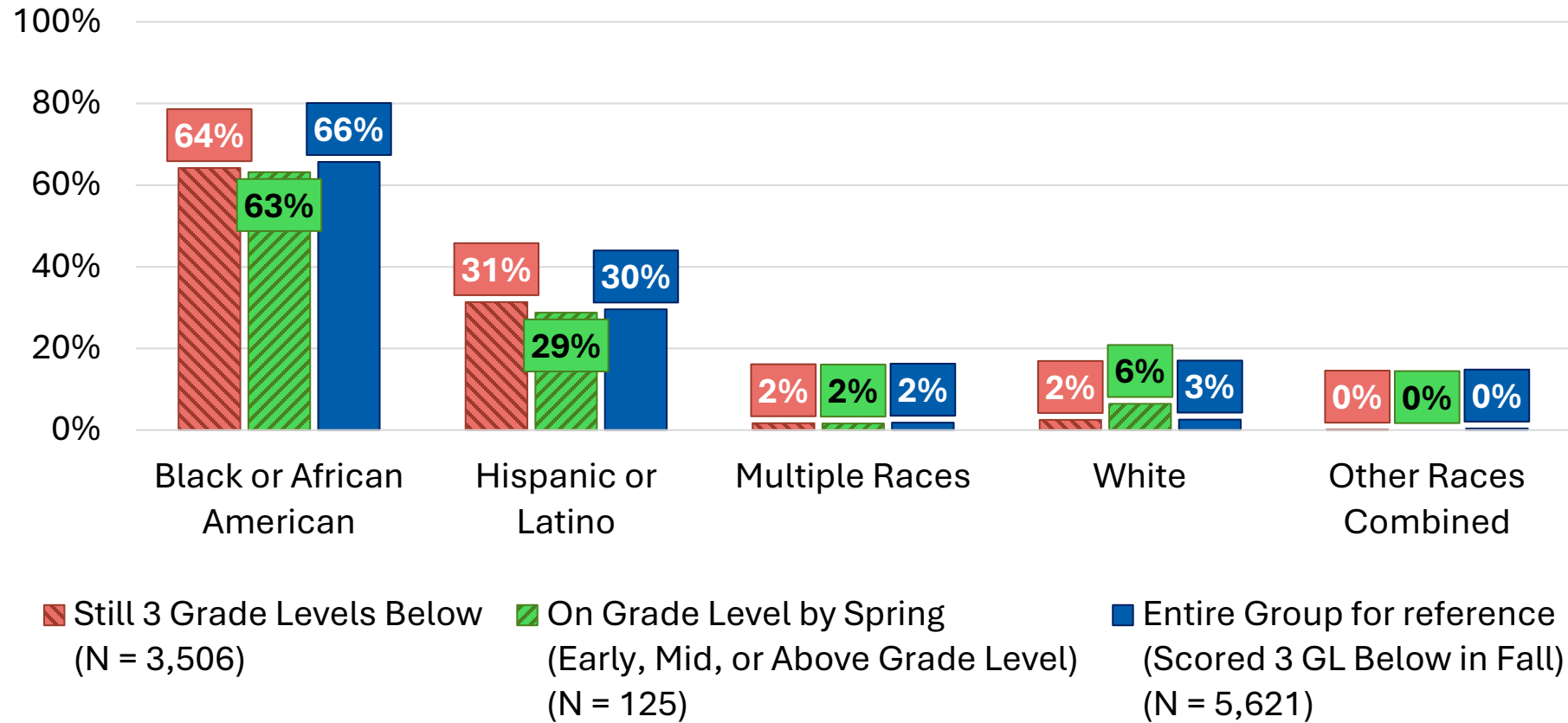
On Grade Level by Spring
(Early, Mid, or Above Grade Level)
(N = 125)

Entire Group for reference
(Scored 3 GL Below in Fall)
(N = 5,621)

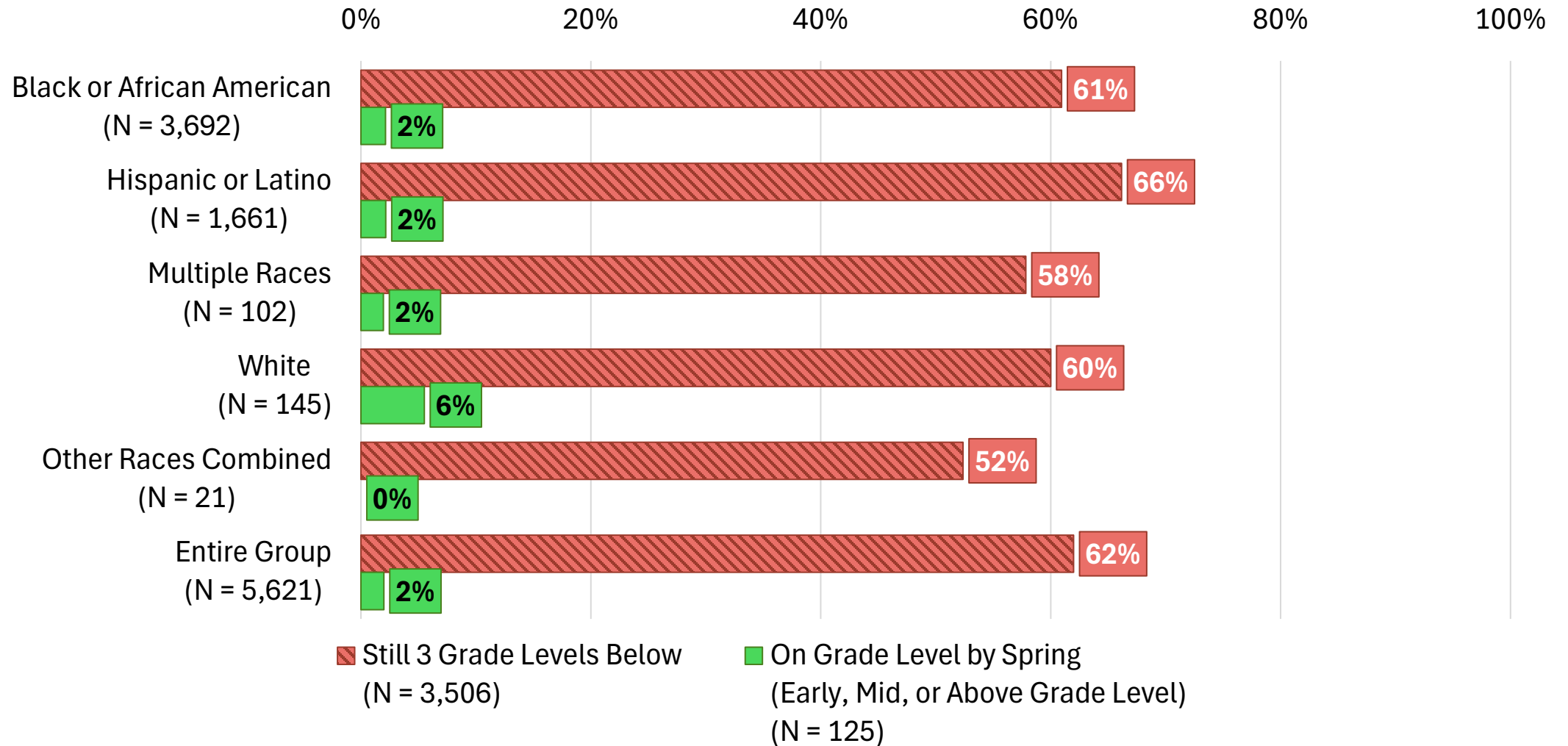


Greatness Grows Here!

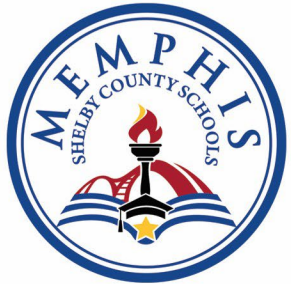
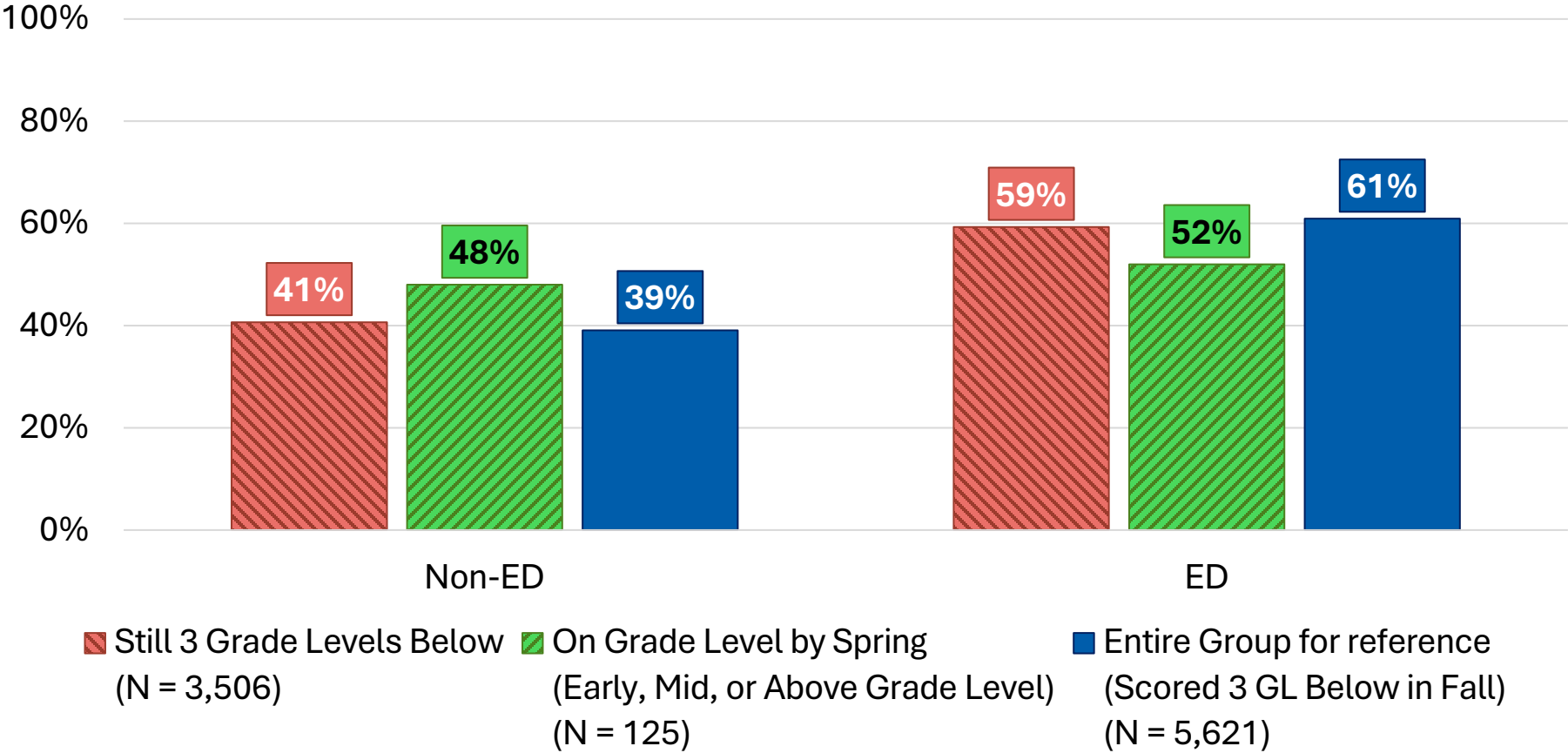
ELA i-Ready 2nd—5th: Race/Ethnicity



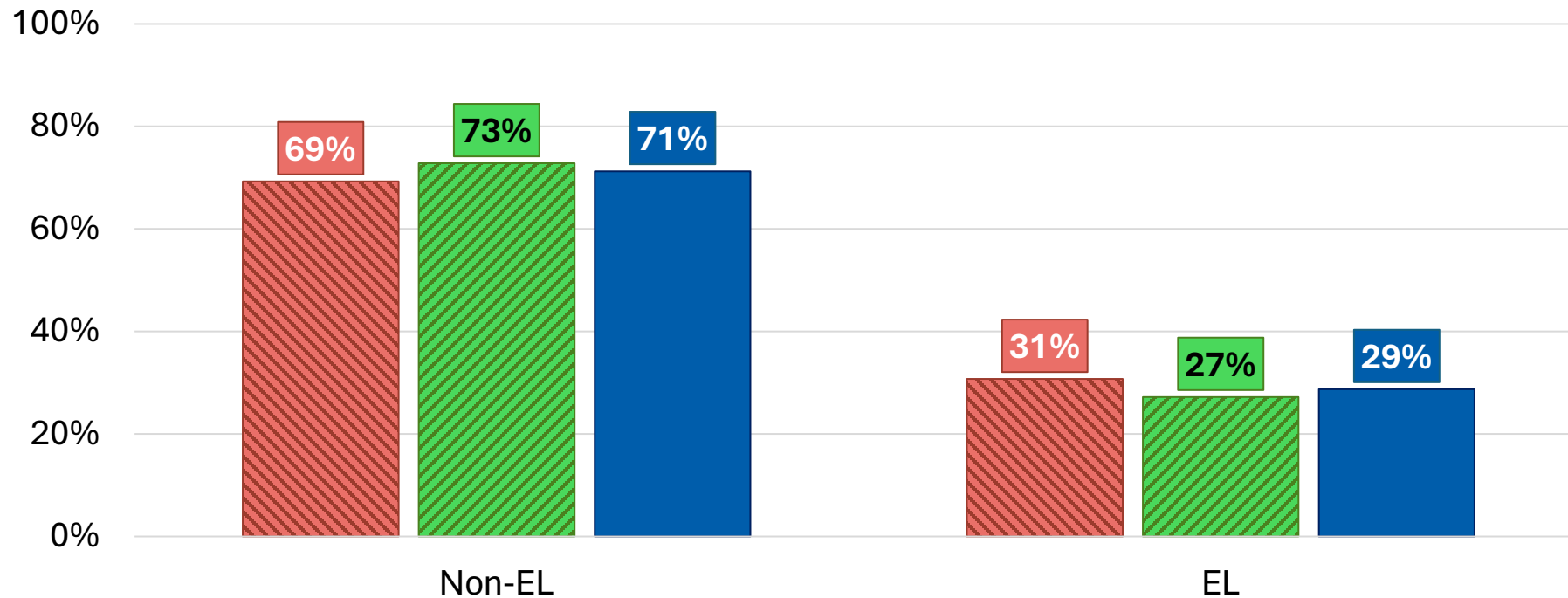
ELA i-Ready 2nd—5th: Race/Ethnicity Broken Down by Percent Within Each Performance Level



ELA i-Ready 2nd—5th: Economic Disadvantaged (ED) Status



ELA i-Ready 2nd—5th: English Language Learner (EL) Status



Still 3 Grade Levels Below
(N = 3,506)

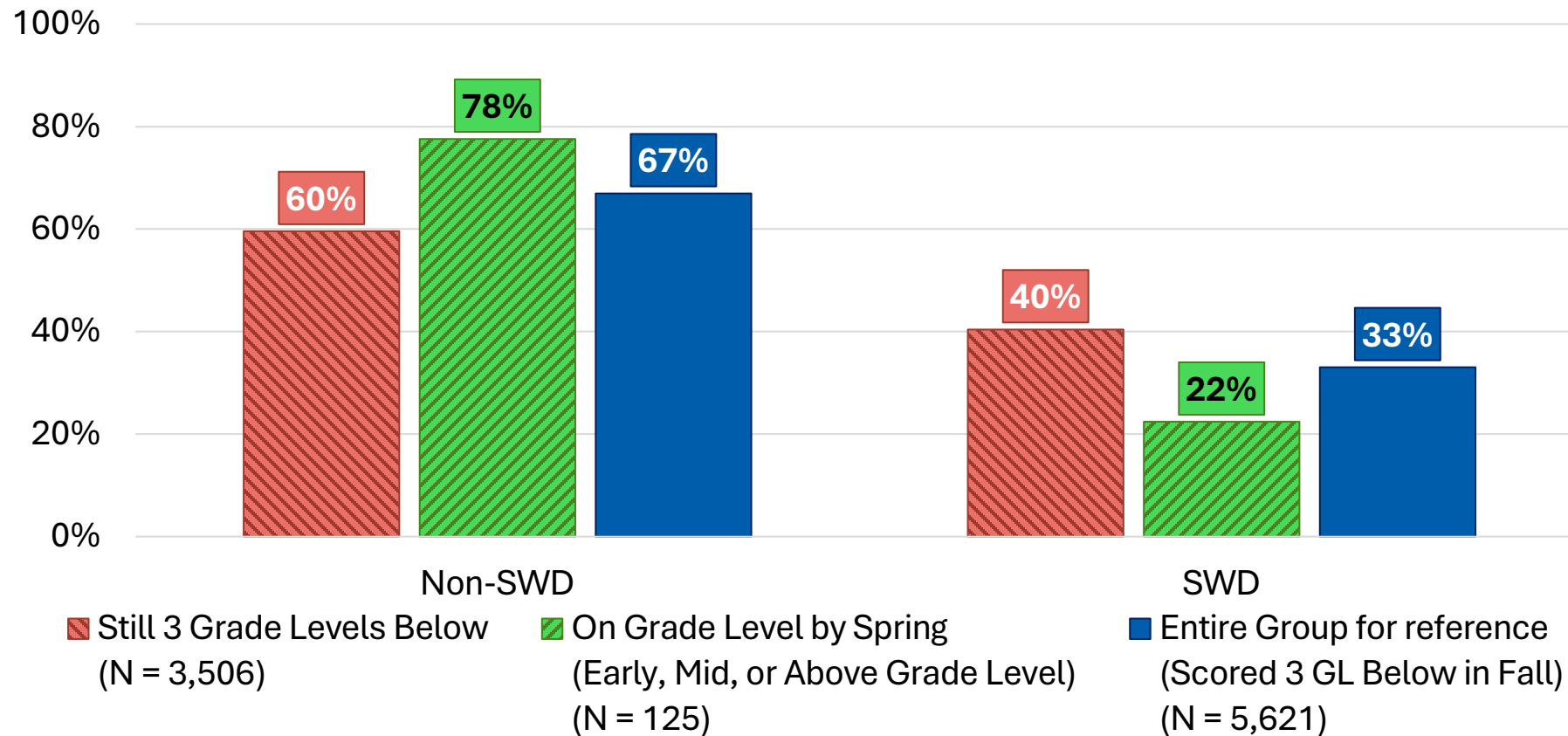
On Grade Level by Spring
(Early, Mid, or Above Grade Level)
(N = 125)

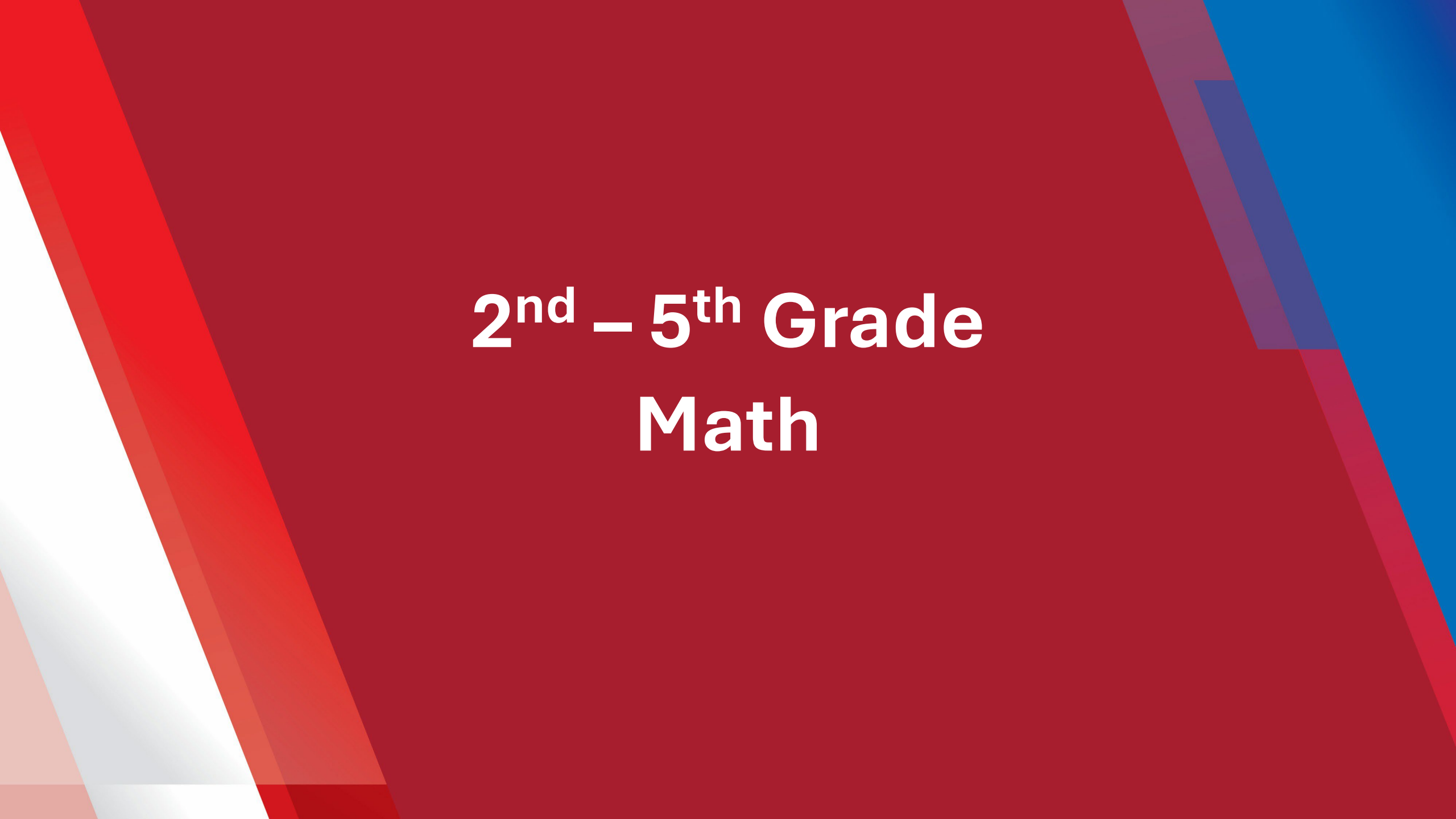
Entire Group for reference
(Scored 3 GL Below in Fall)
(N = 5,621)



Greatness Grows Here!

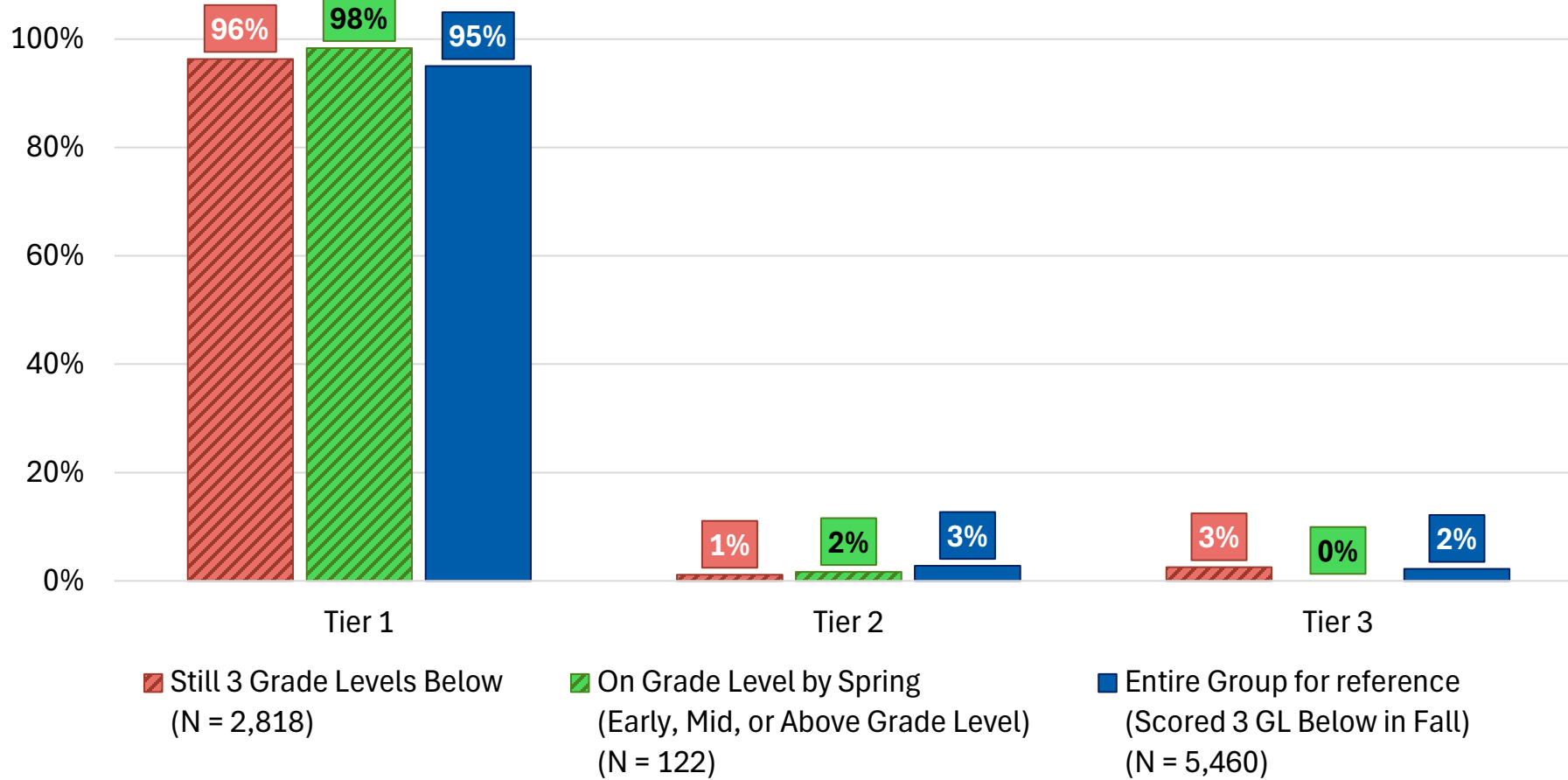
ELA i-Ready 2nd—5th: Student with Disabilities (SWD) Status



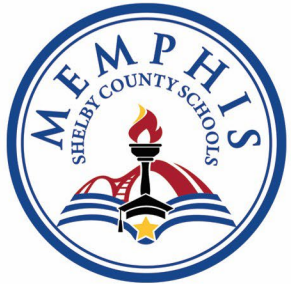
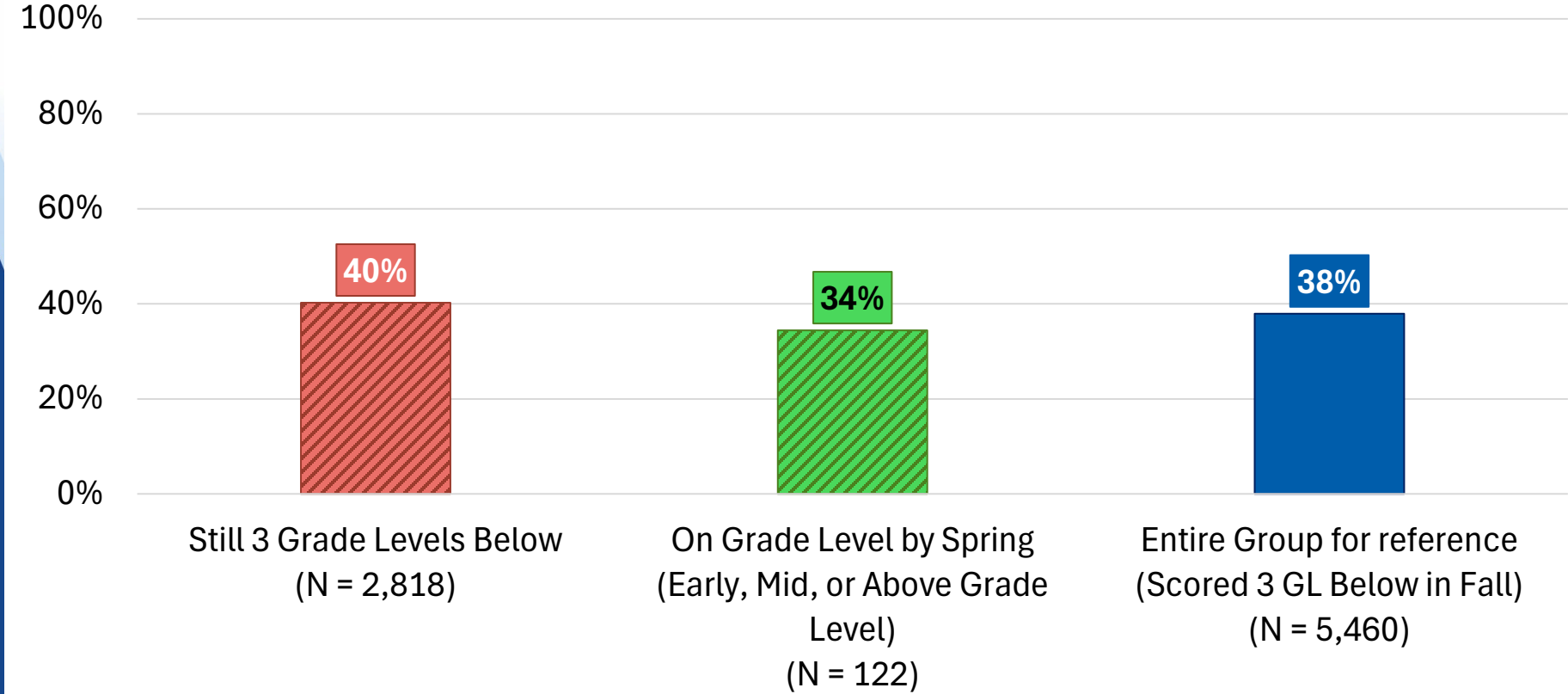


2nd – 5th Grade Math

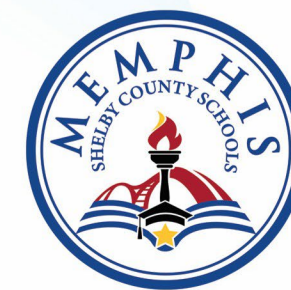
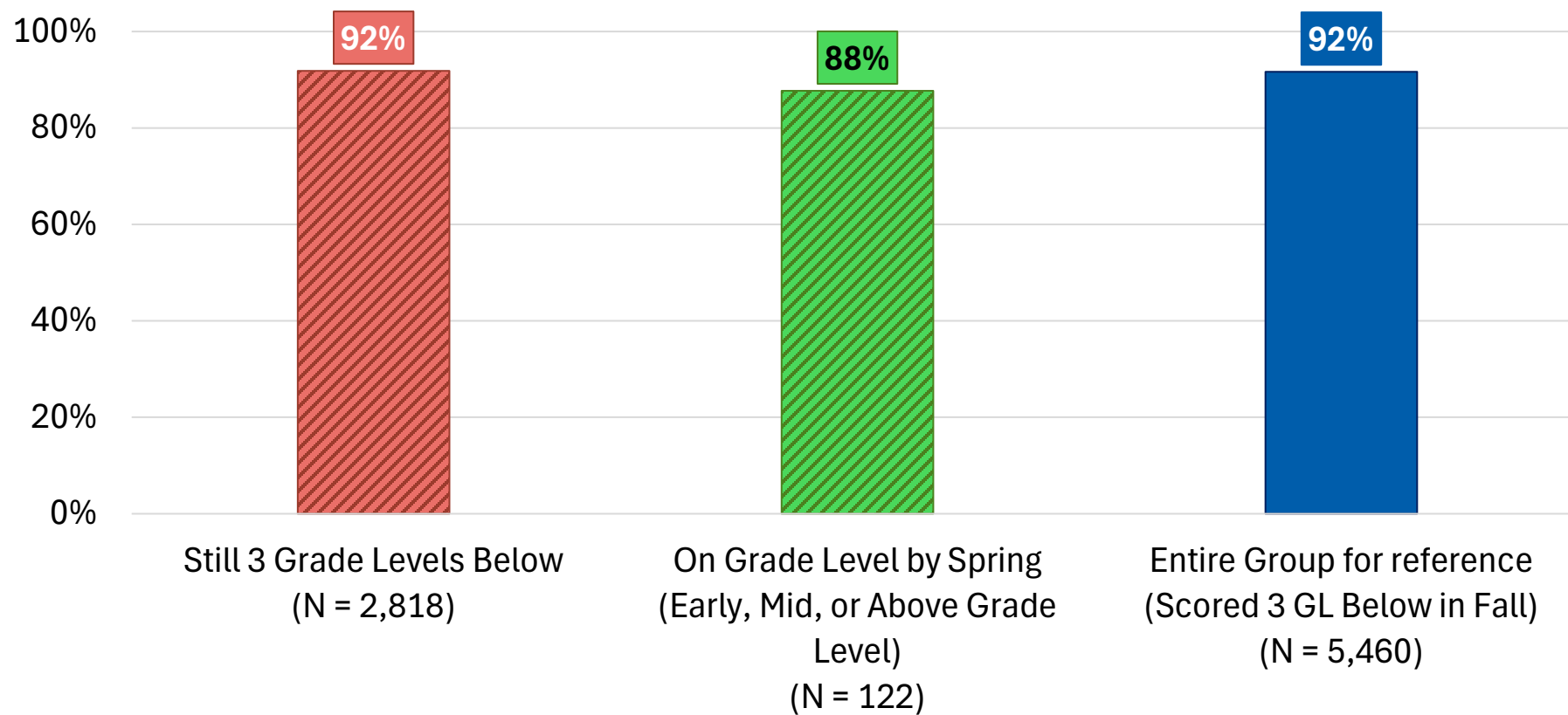
Math i-Ready 2nd—5th: Math Tier Level



Math i-Ready 2nd—5th: Percent of each group who had at least one Disciplinary Incident

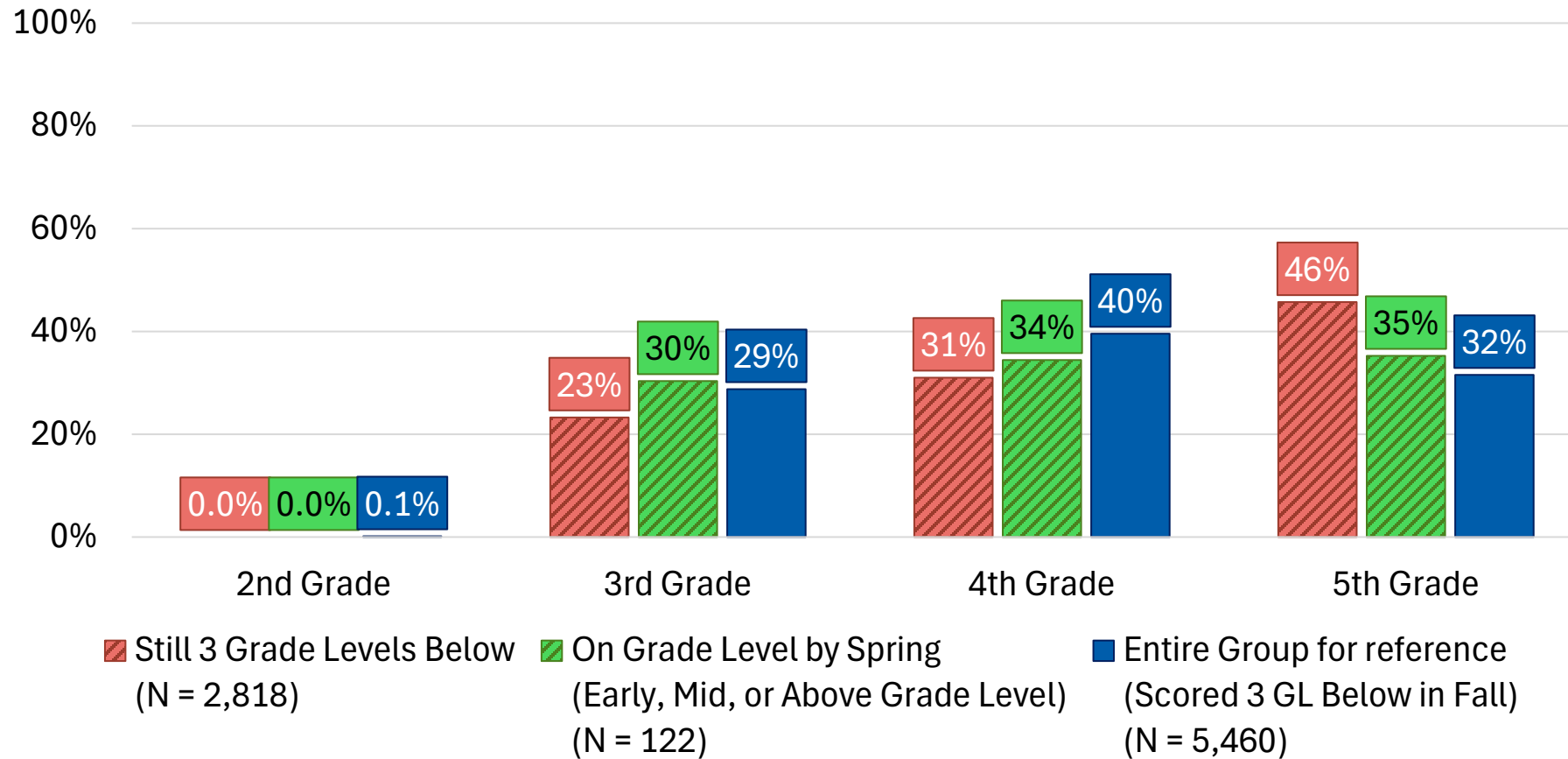


Math i-Ready 2nd—5th: Percent who Stayed at the Same School throughout the Entire School Year

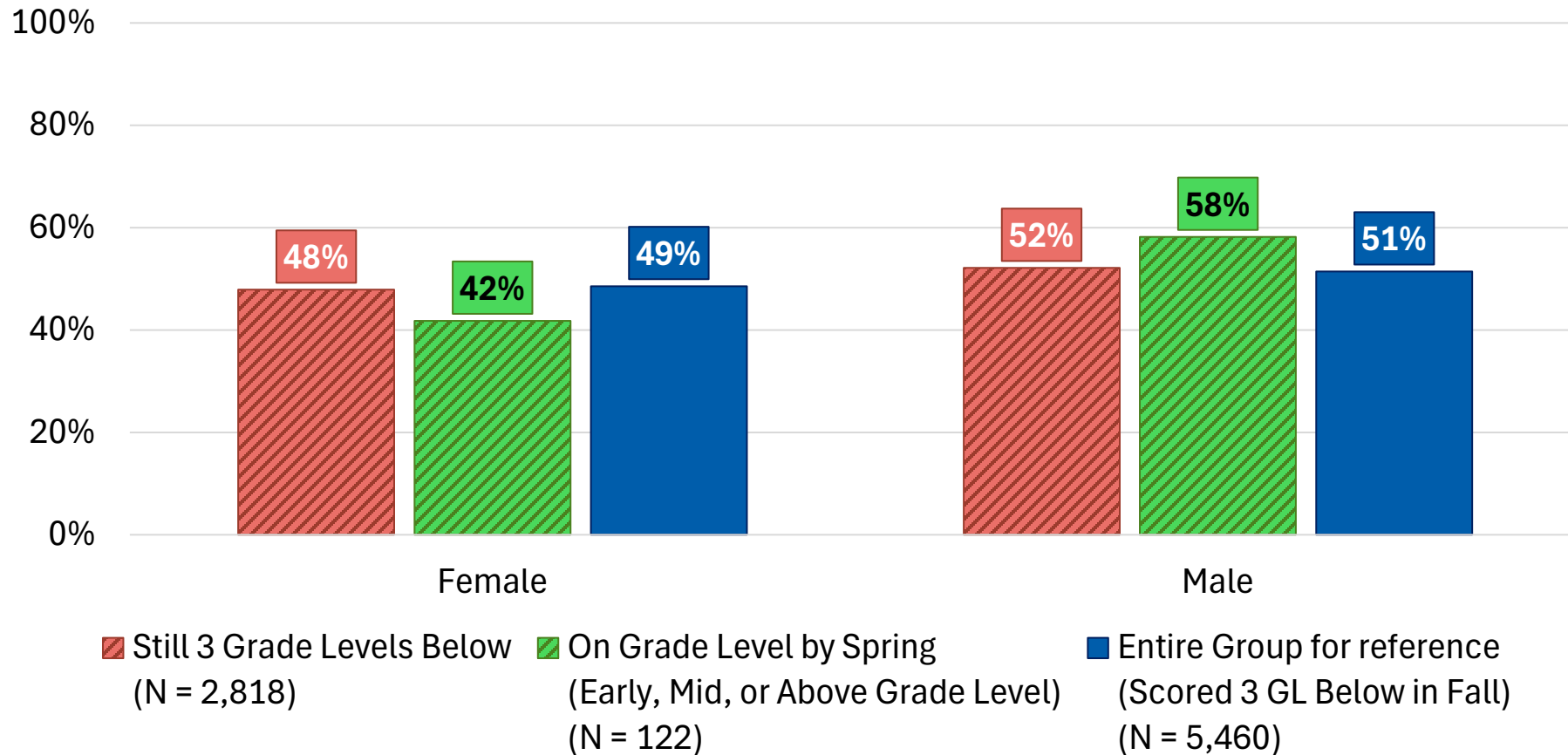


Greatness Grows Here!

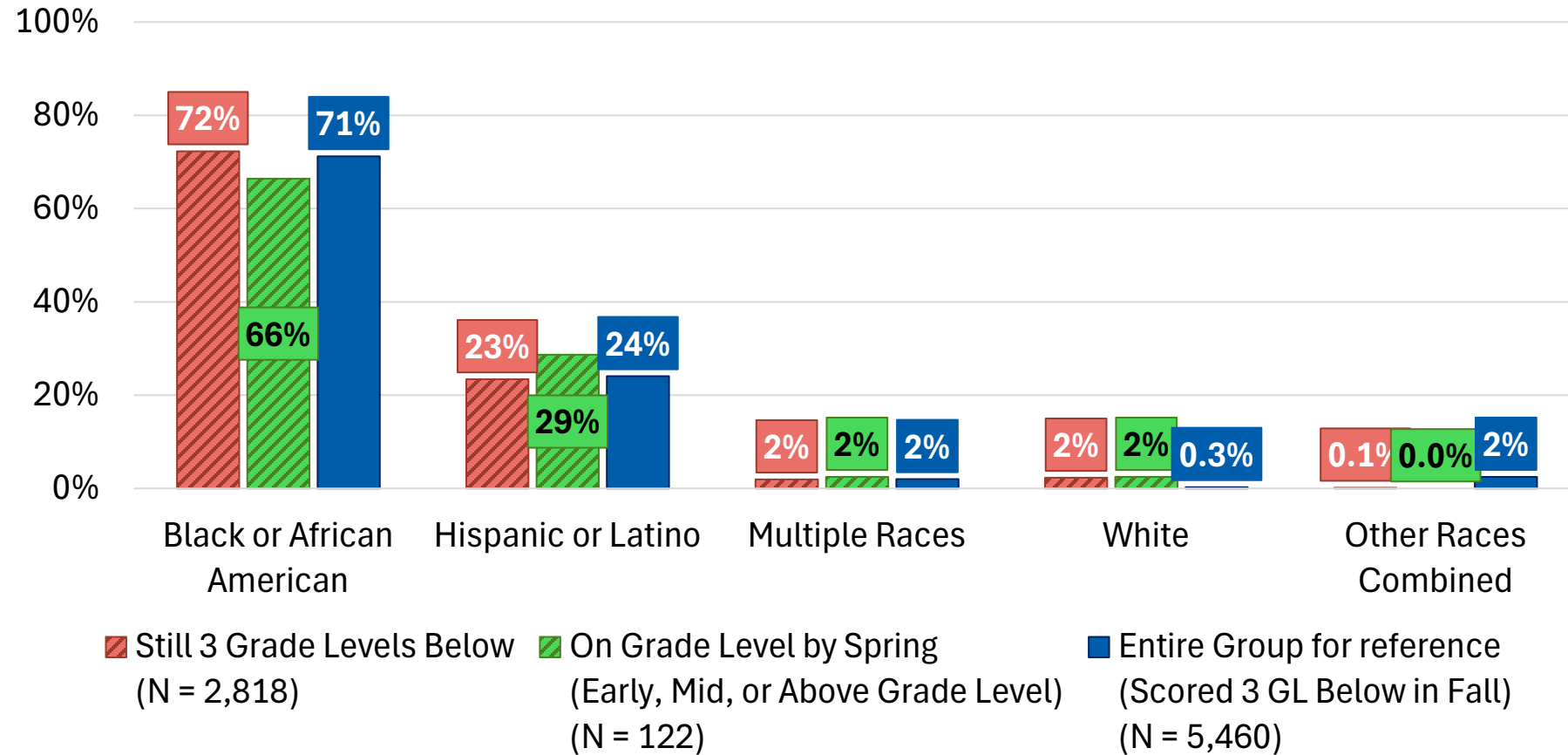
Math i-Ready 2nd—5th: Grade Level



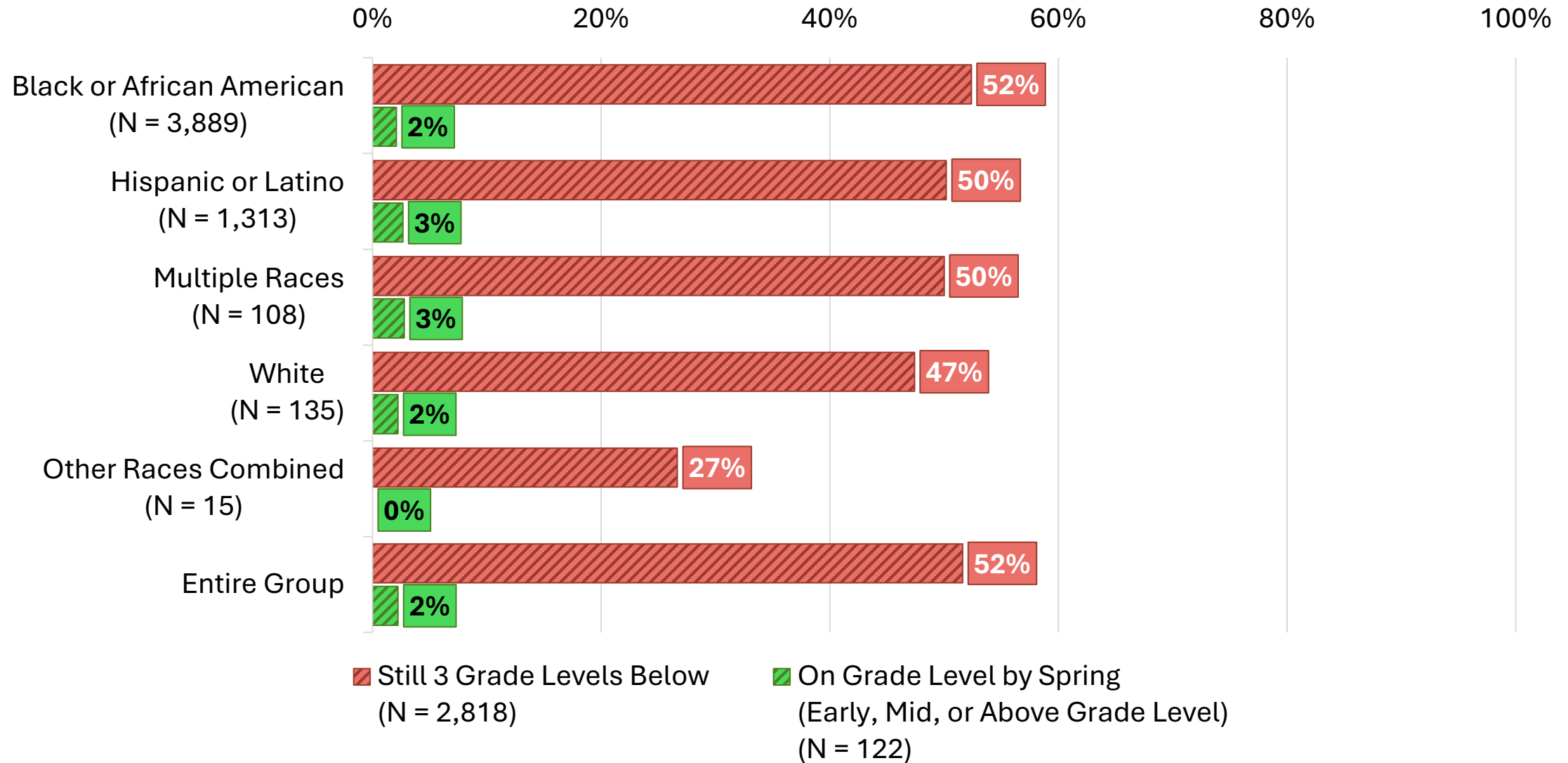
Math i-Ready 2nd—5th: Groups Broken Down by Sex



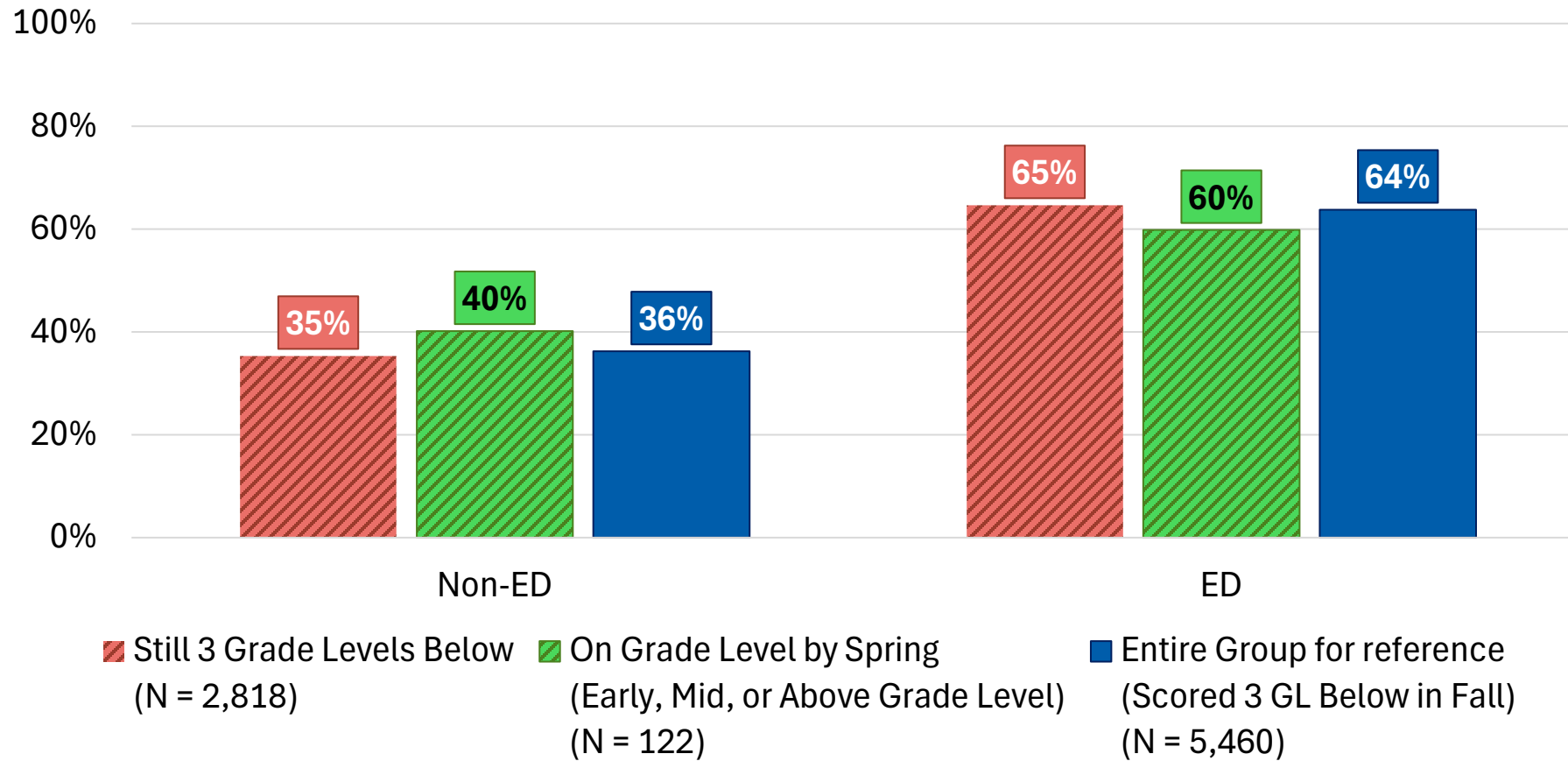
Math i-Ready 2nd—5th: Race/Ethnicity



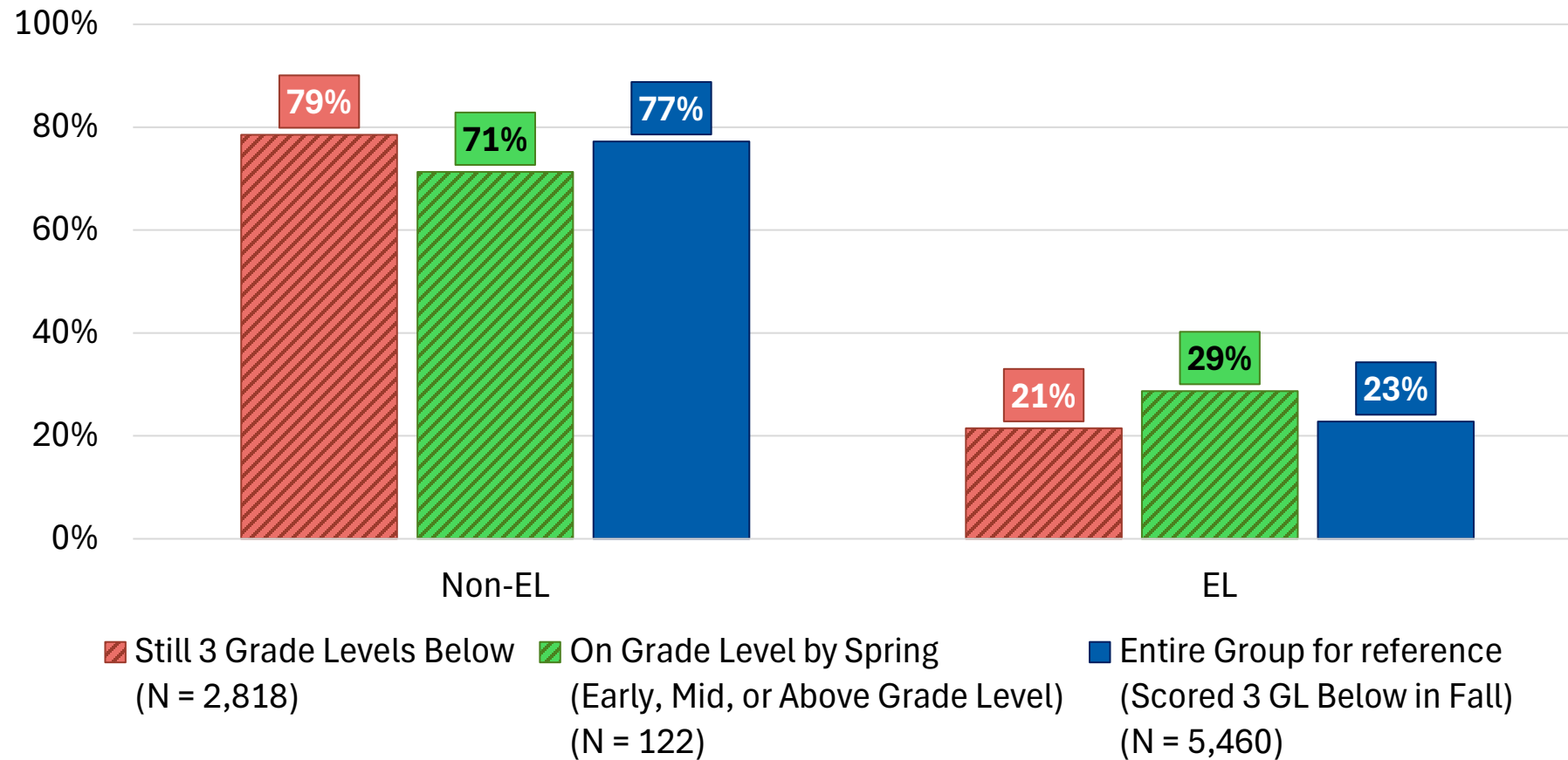
Math i-Ready 2nd—5th: Race/Ethnicity Broken Down by Percent Within Each Performance Level



Math i-Ready 2nd—5th: Economic Disadvantaged (ED) Status

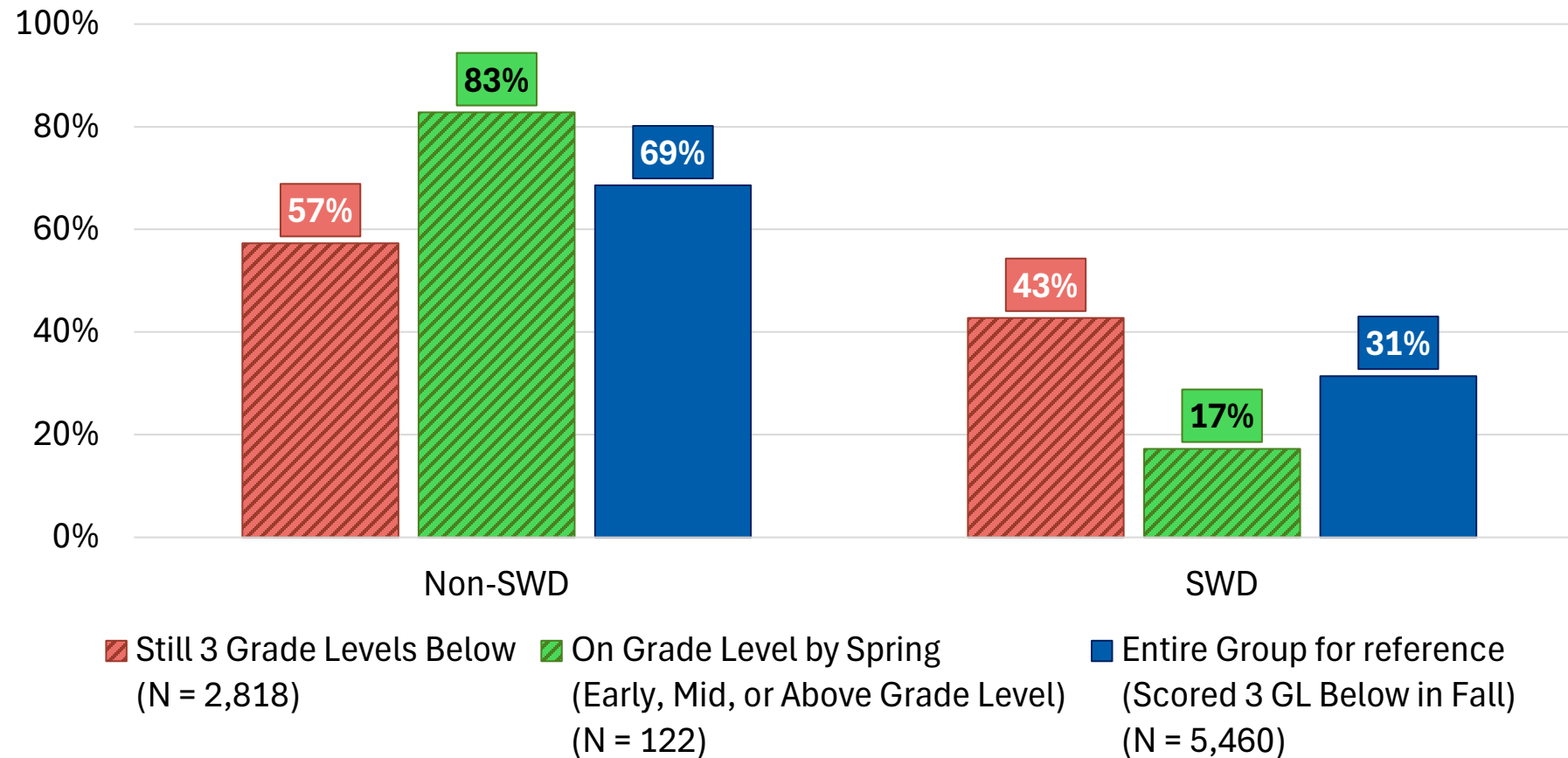


Math i-Ready 2nd—5th: English Language Learner (EL) Status



Greatness Grows Here!

Math i-Ready 2nd—5th: Student with Disabilities (SWD) Status





1st – 2nd Grade

ELA

ELA 1st-2nd graders who tested two grade levels below

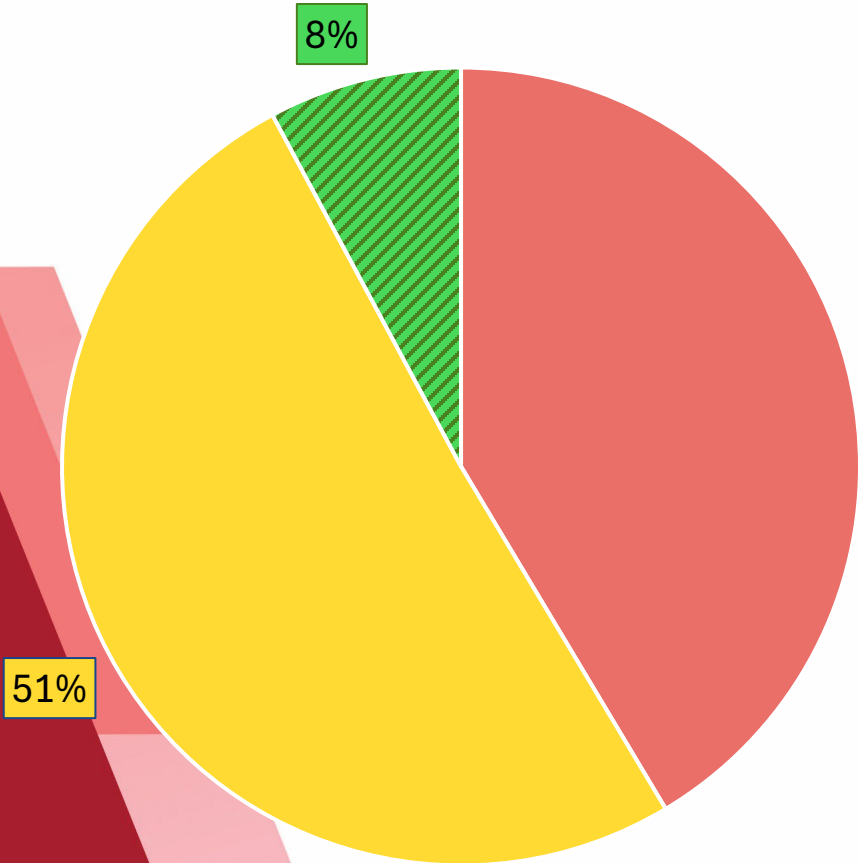
How did students move throughout the year? Where did they end up at the end of the year?



Fall 24-25		Winter 24-25			Spring 24-25			
Relative Placement	#	Relative Placement	#	Percent of Fall	Relative Placement	#	Percent of Winter	Percent of Fall
Students who tested 2 grade levels below	4,210	On grade level	119	3%	On grade level	70	59%	1.7%
		1 grade level below			41	34%	1.0%	
		2 grade levels below			8	7%	0.2%	
		1 grade level below (Moved up but not on grade level)	1,936	46%	On grade level	228	12%	5.4%
		1 grade level below			1,483	77%	35.2%	
		2 grade levels below			225	12%	5.3%	
		2 grade levels below	2,155	51%	On grade level	32	1%	0.8%
		1 grade level below			612	28%	14.5%	
		2 grade levels below			1,511	70%	35.9%	

Where did these students end up by spring?

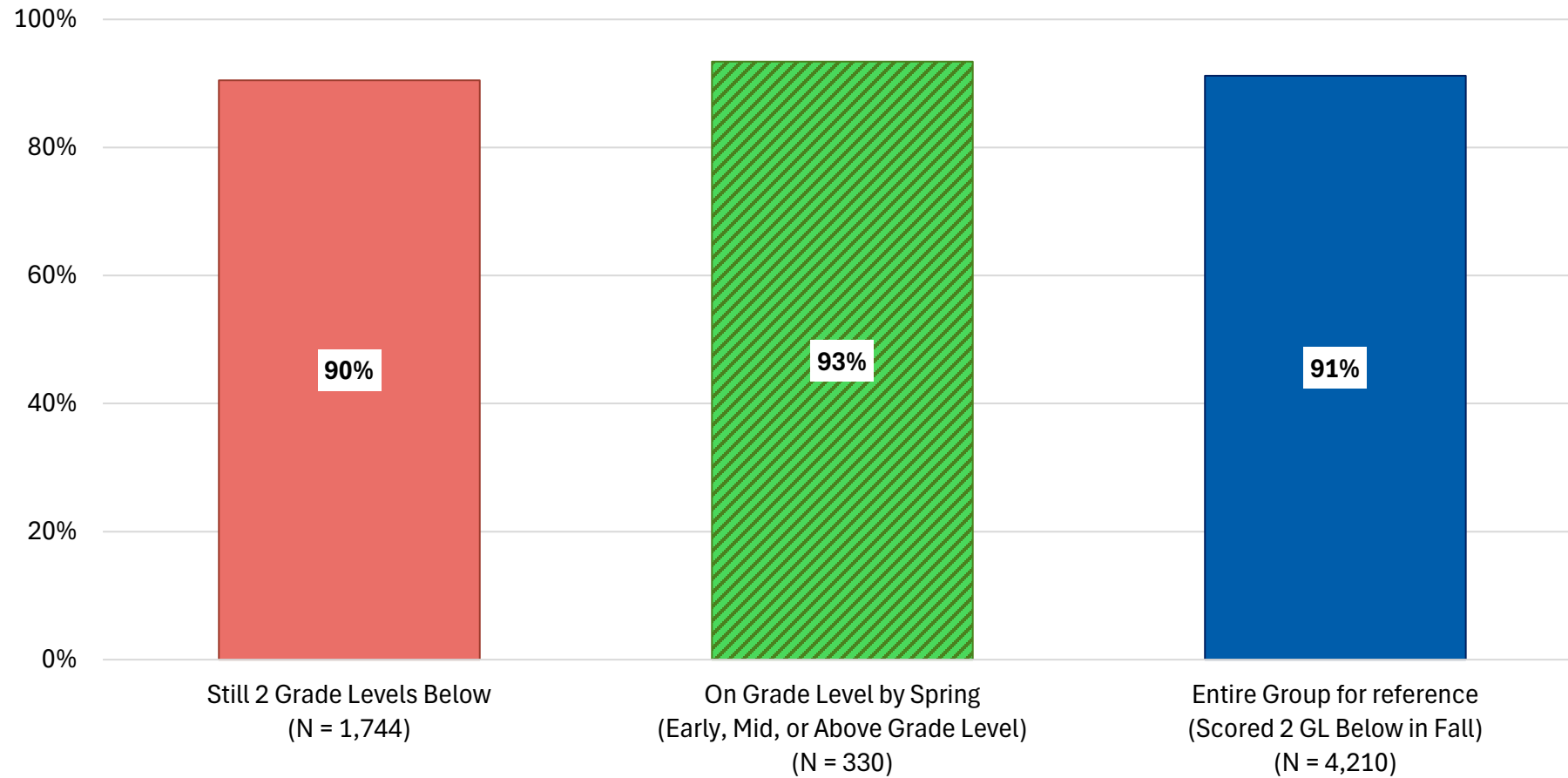
Fall 24-25		By Spring 24-25			
Students who tested 2 grade levels below	4,210	On grade level	330	7.8%	
		Below 1	2,136	50.7%	
		Below 3 or more	1,744	41.4%	



Groups we will be focusing on:		
Still 2 Grade Levels Below	On Grade Level by Spring (Early, Mid, or Above Grade Level)	Entire Group for reference (Scored 2 GL Below in Fall)
41% 1,744	8% 330	100% 4,210

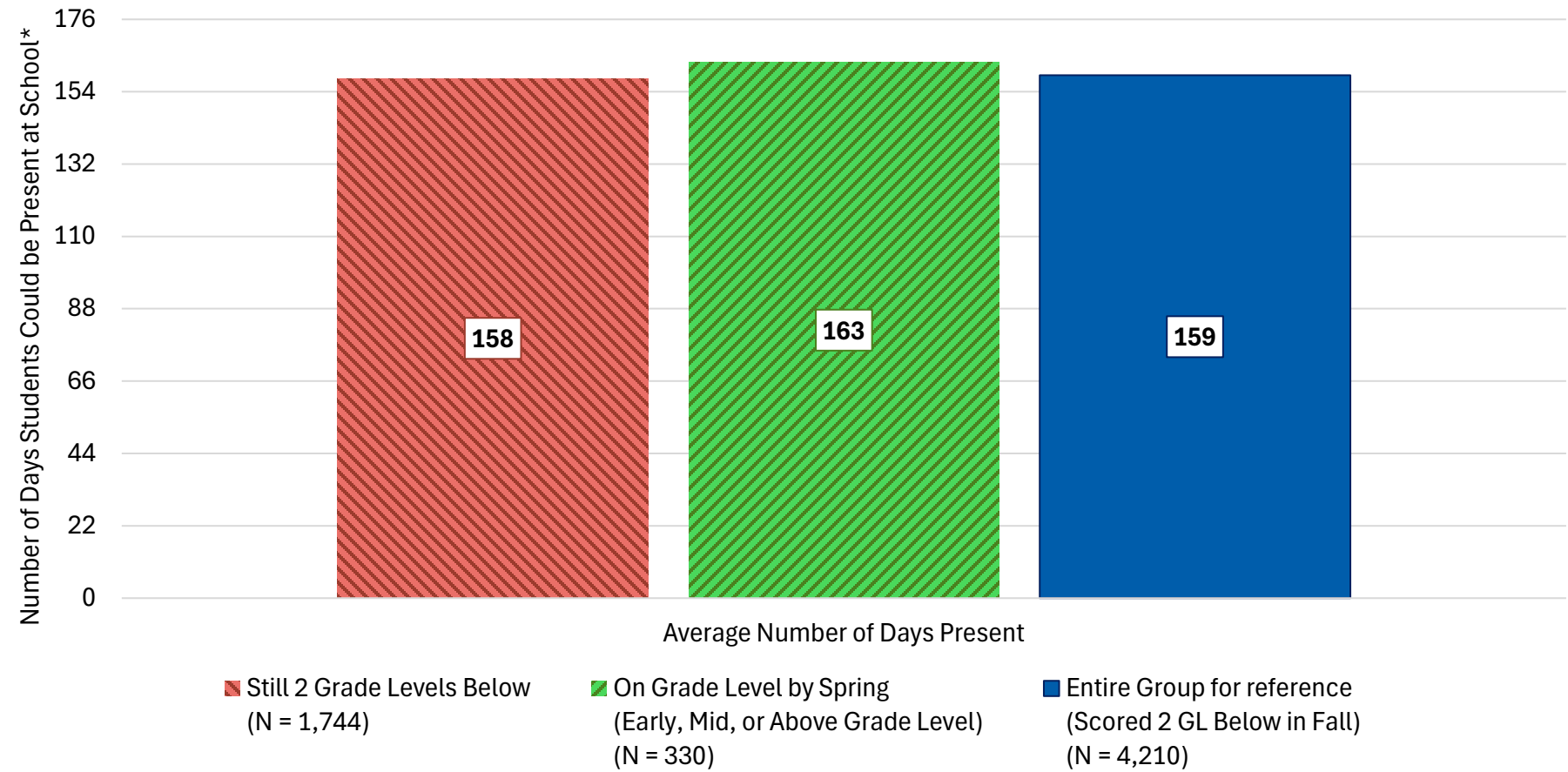


ELA i-Ready 1st—2nd: Average Attendance Rate



Greatness Grows Here!

ELA i-Ready 1st—2nd: Number of Days Present



*176 is the max number of days that students could be present.



What are the **outcomes** of the group that **stayed 2 grade levels below**? And what are the **outcomes** of the group that were **on grade level by spring**?

Outcomes looked at:

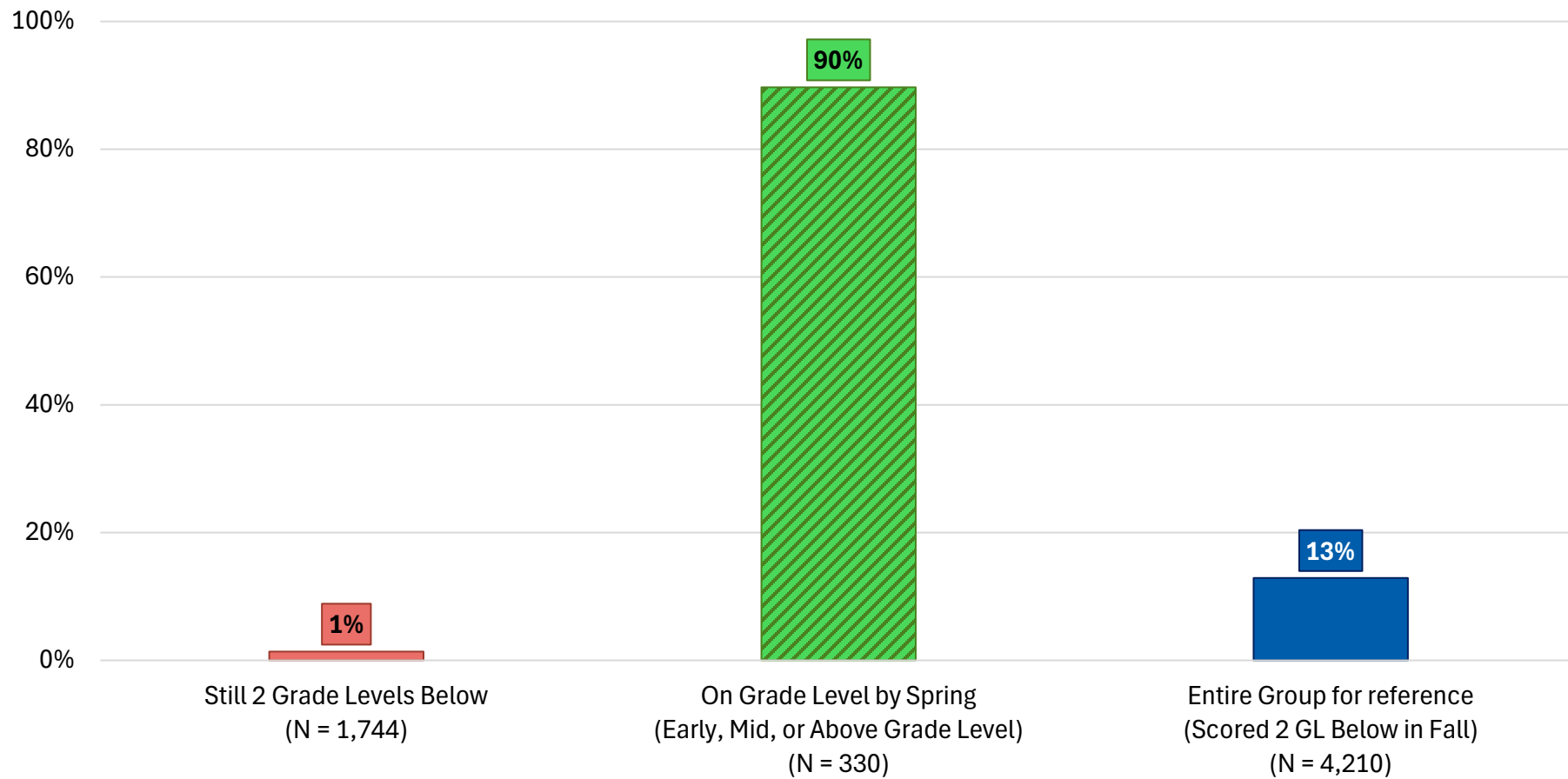
- If a student met their i-Ready stretch growth
- Percent to i-Ready stretch growth
- ELA Grades



Greatness Grows Here!

Outcomes

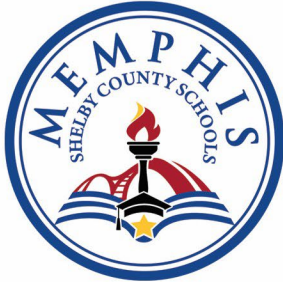
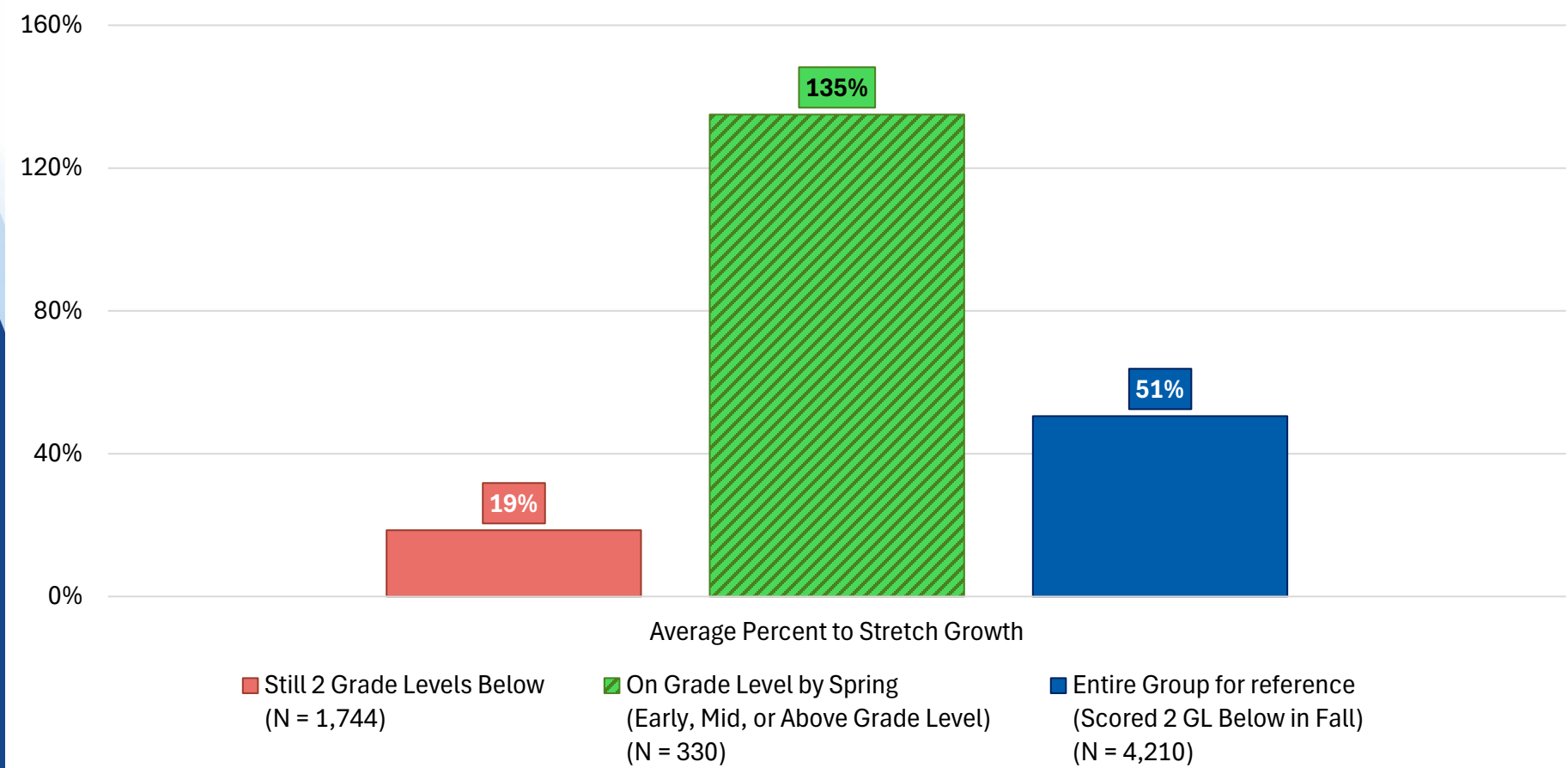
ELA i-Ready 1st—2nd: Met Stretch Growth



Greatness Grows Here!

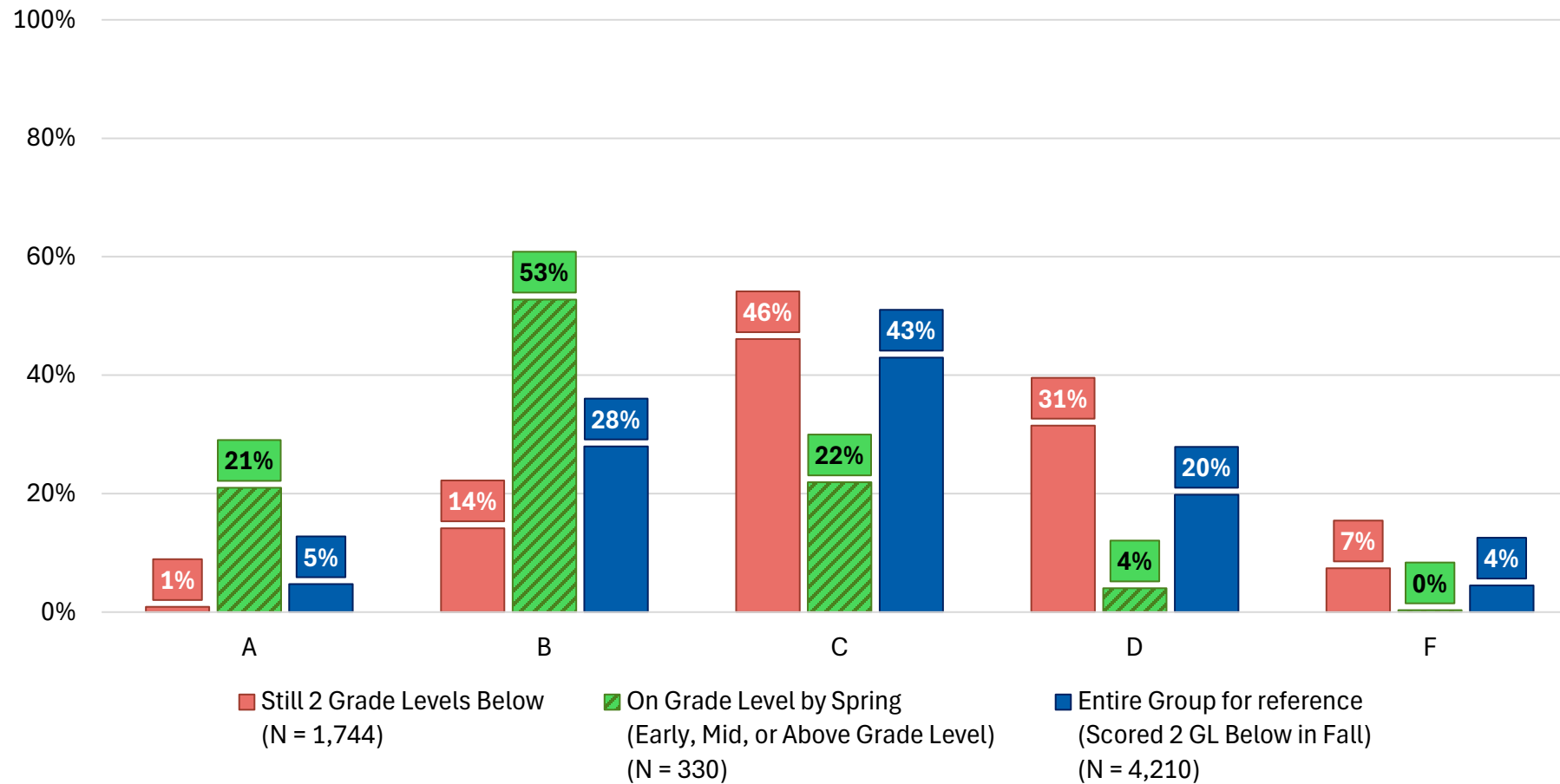
Outcomes

ELA i-Ready 1st—2nd: Average Percent to Stretch Growth

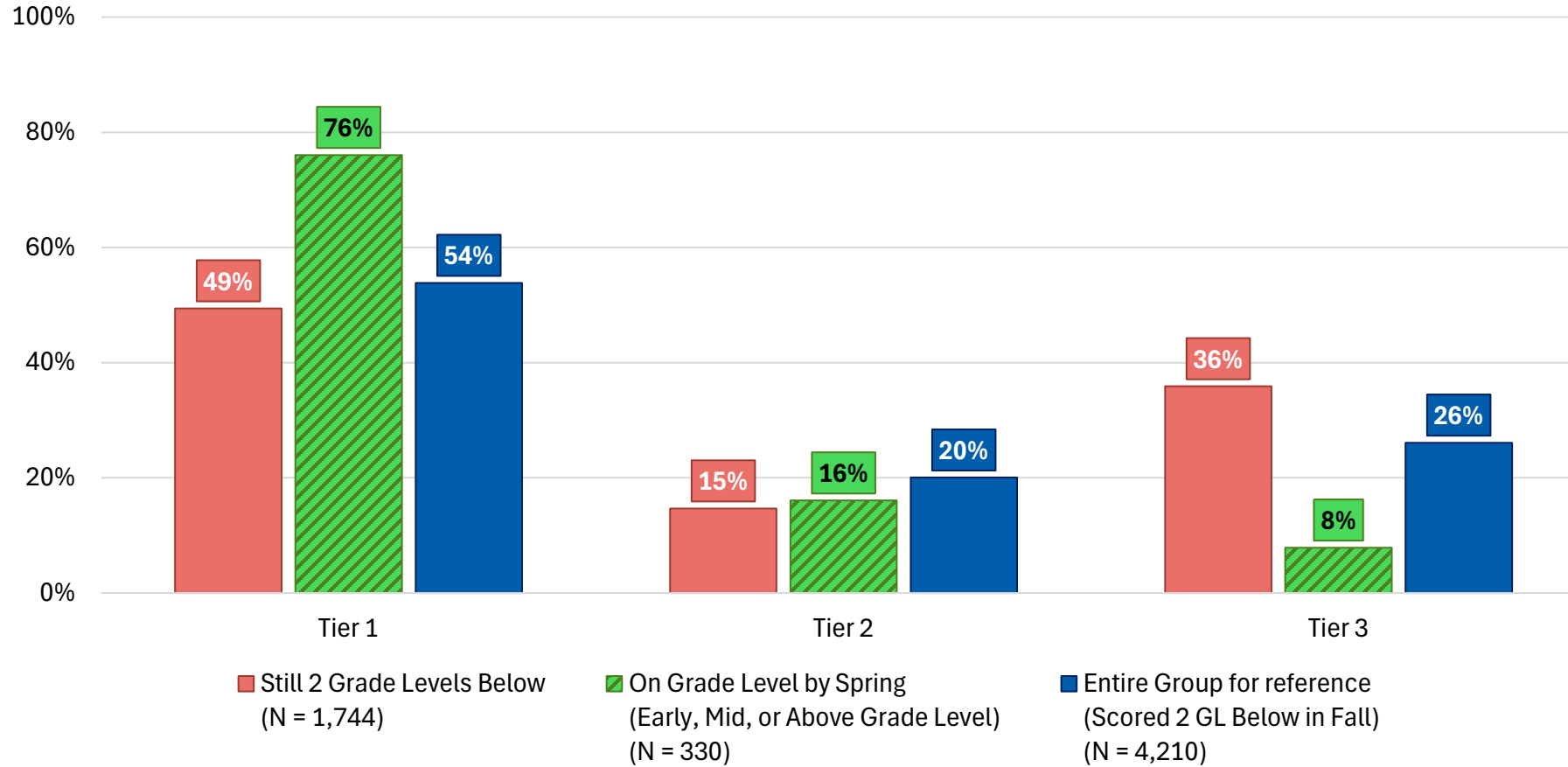


Outcomes

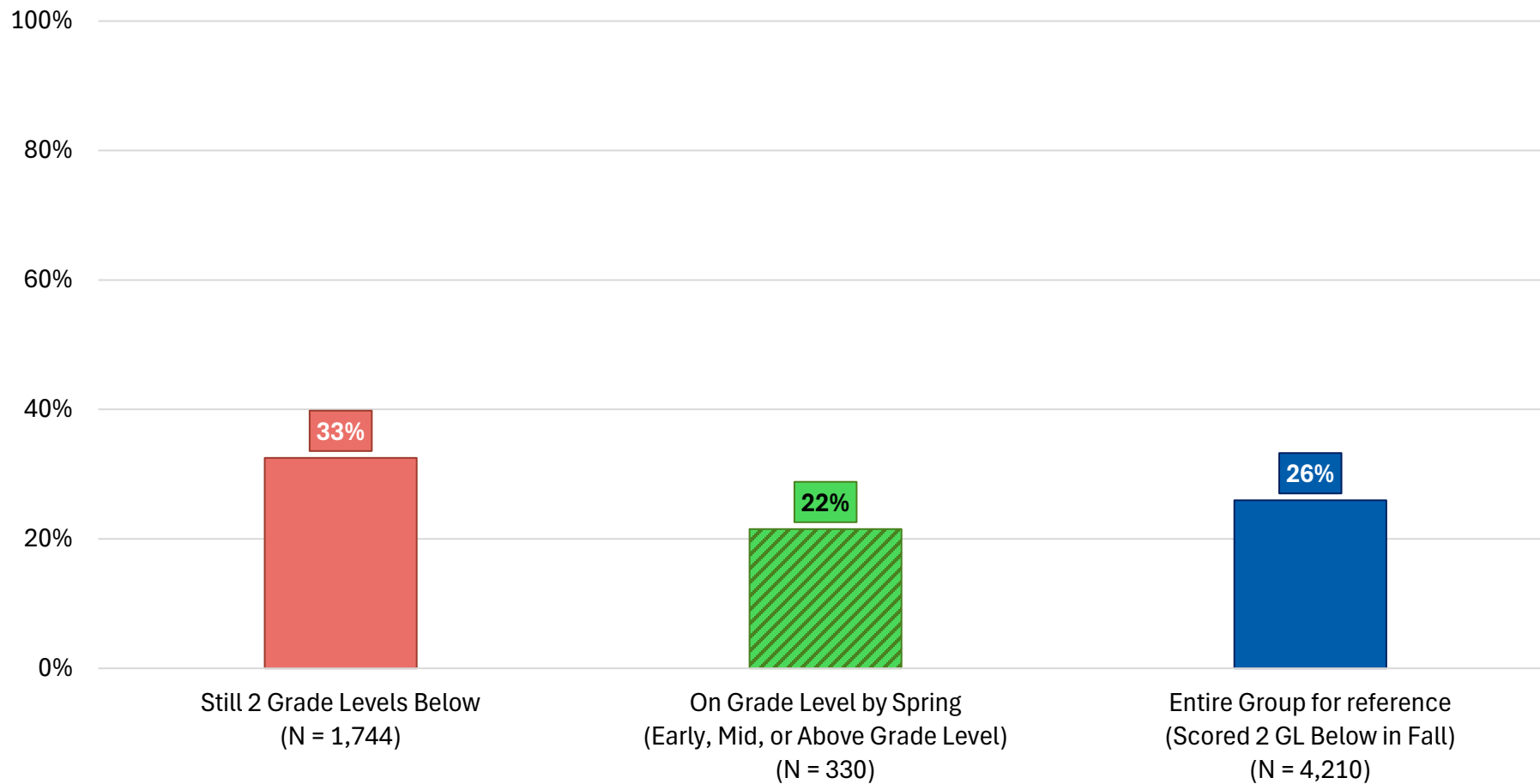
ELA i-Ready 1st—2nd: Grade Letter in Core ELA Course



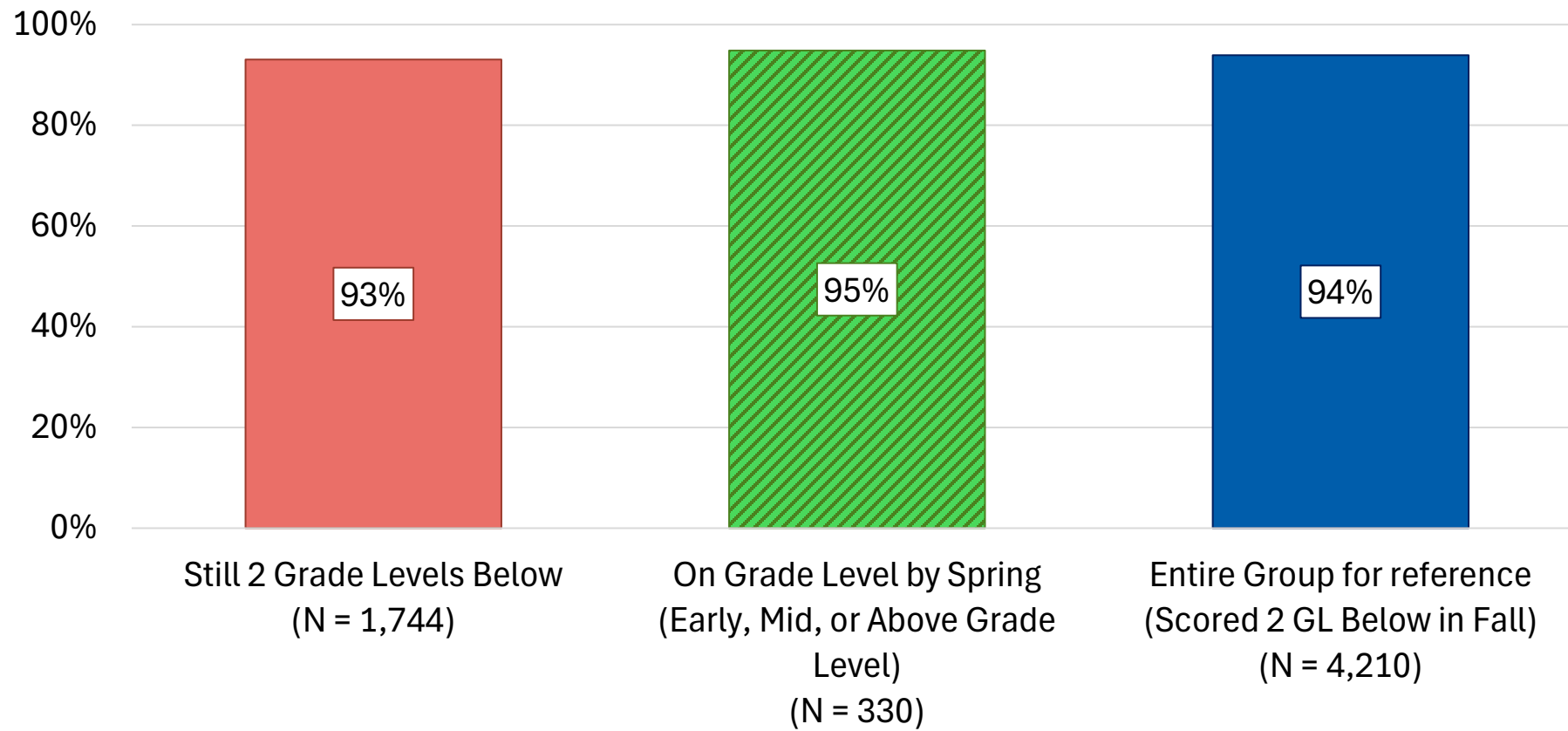
ELA i-Ready 1st—2nd: ELA Tier Level



ELA i-Ready 1st—2nd: Percent of each group who had at least one Disciplinary Incident

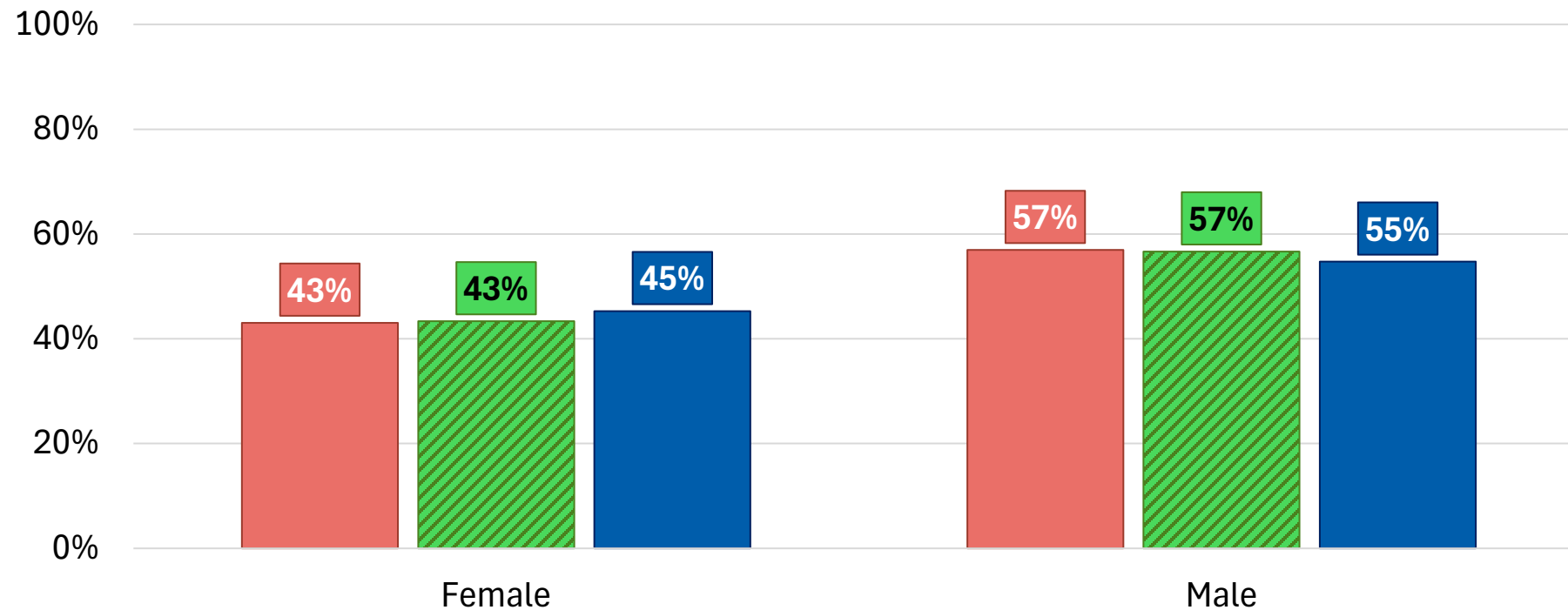


ELA i-Ready 1st—2nd: Percent who Stayed at the Same School throughout the Entire School Year



Greatness Grows Here!

ELA i-Ready 1st—2nd: Group Broken Down by Sex



Still 2 Grade Levels Below
(N = 1,744)

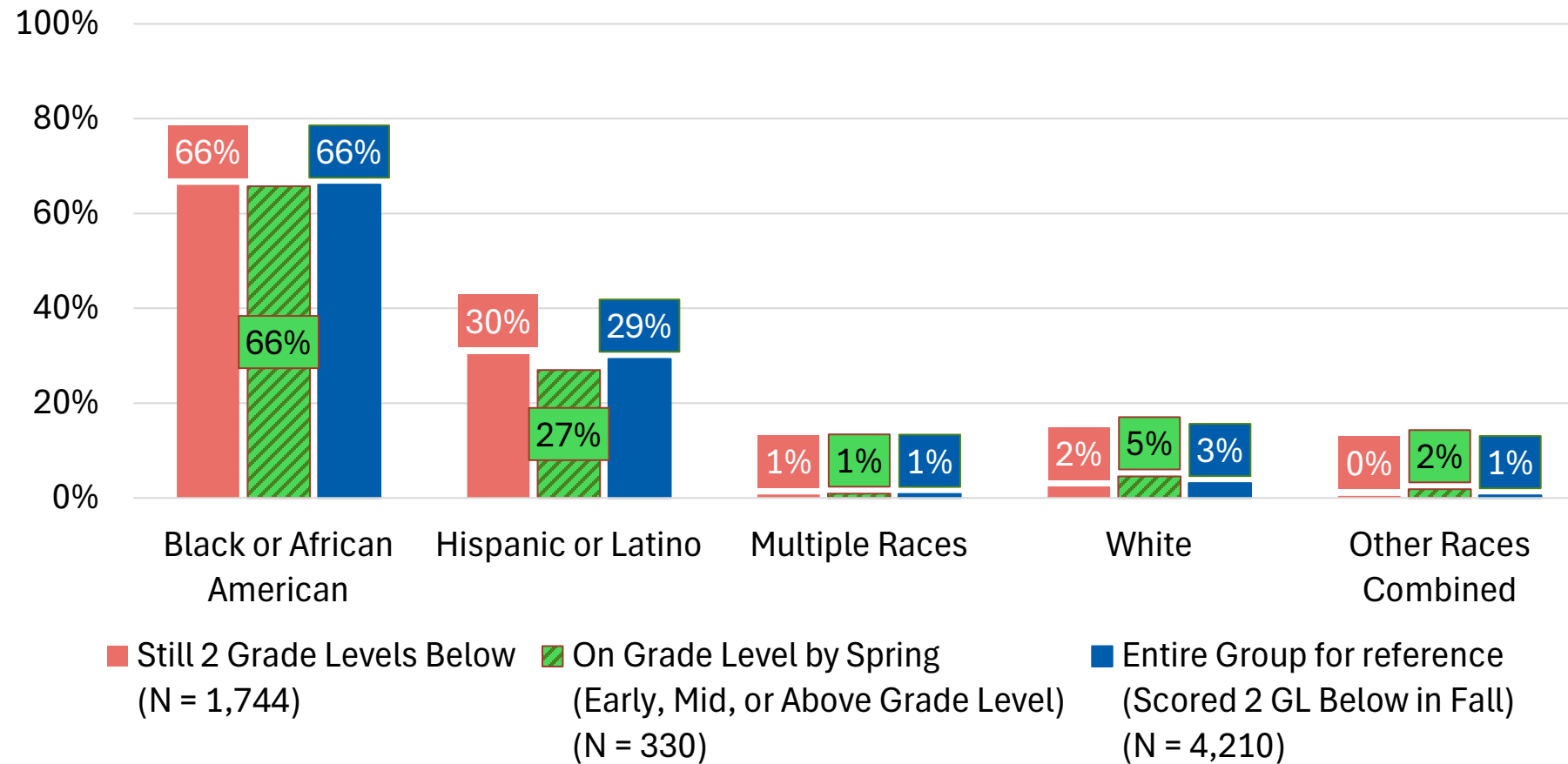
On Grade Level by Spring
(Early, Mid, or Above Grade Level)
(N = 330)

Entire Group for reference
(Scored 2 GL Below in Fall)
(N = 4,210)

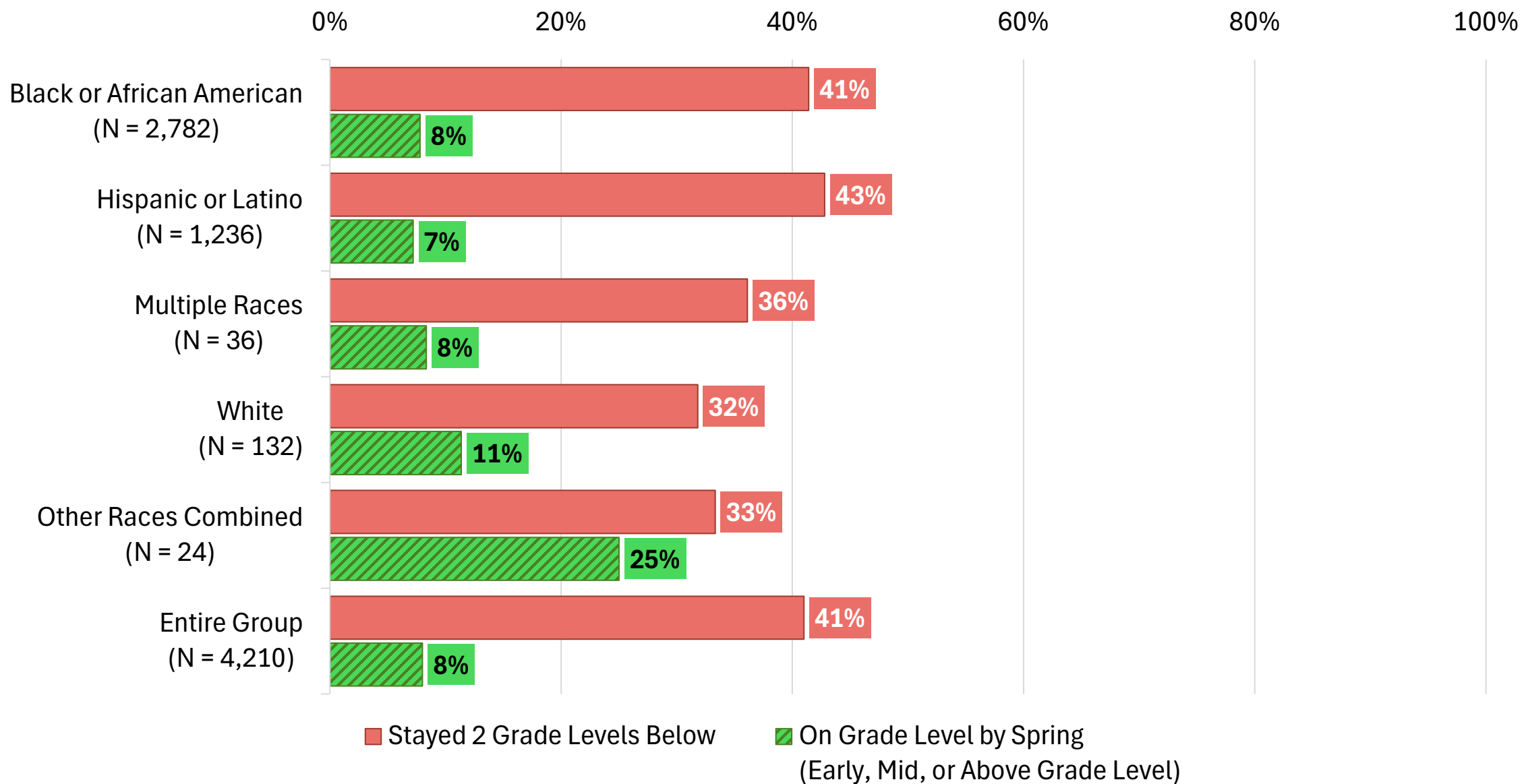


Greatness Grows Here!

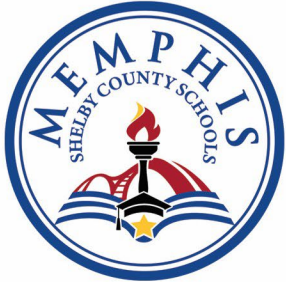
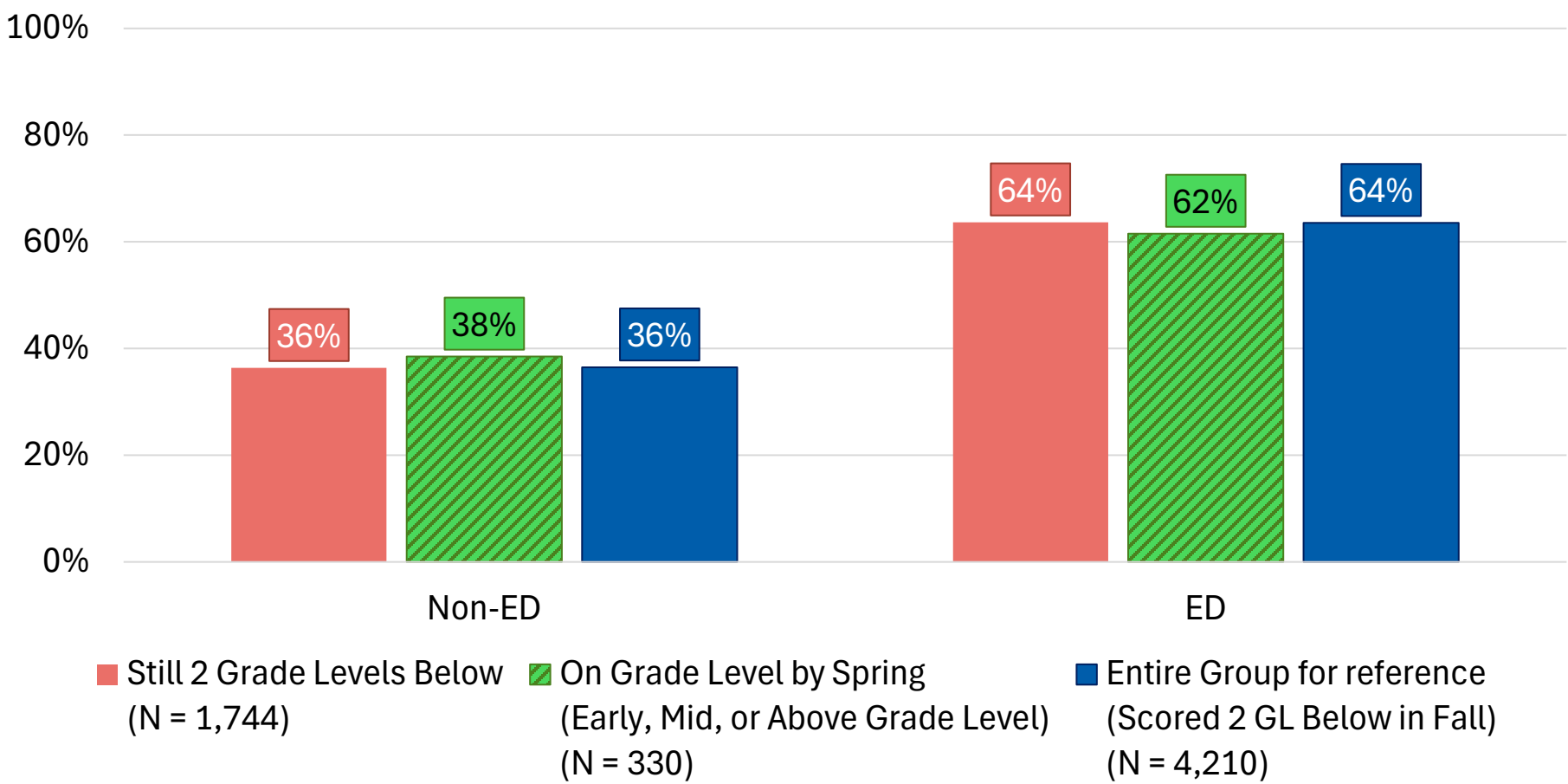
ELA i-Ready 1st—2nd: Group Broken Down by Race/Ethnicity



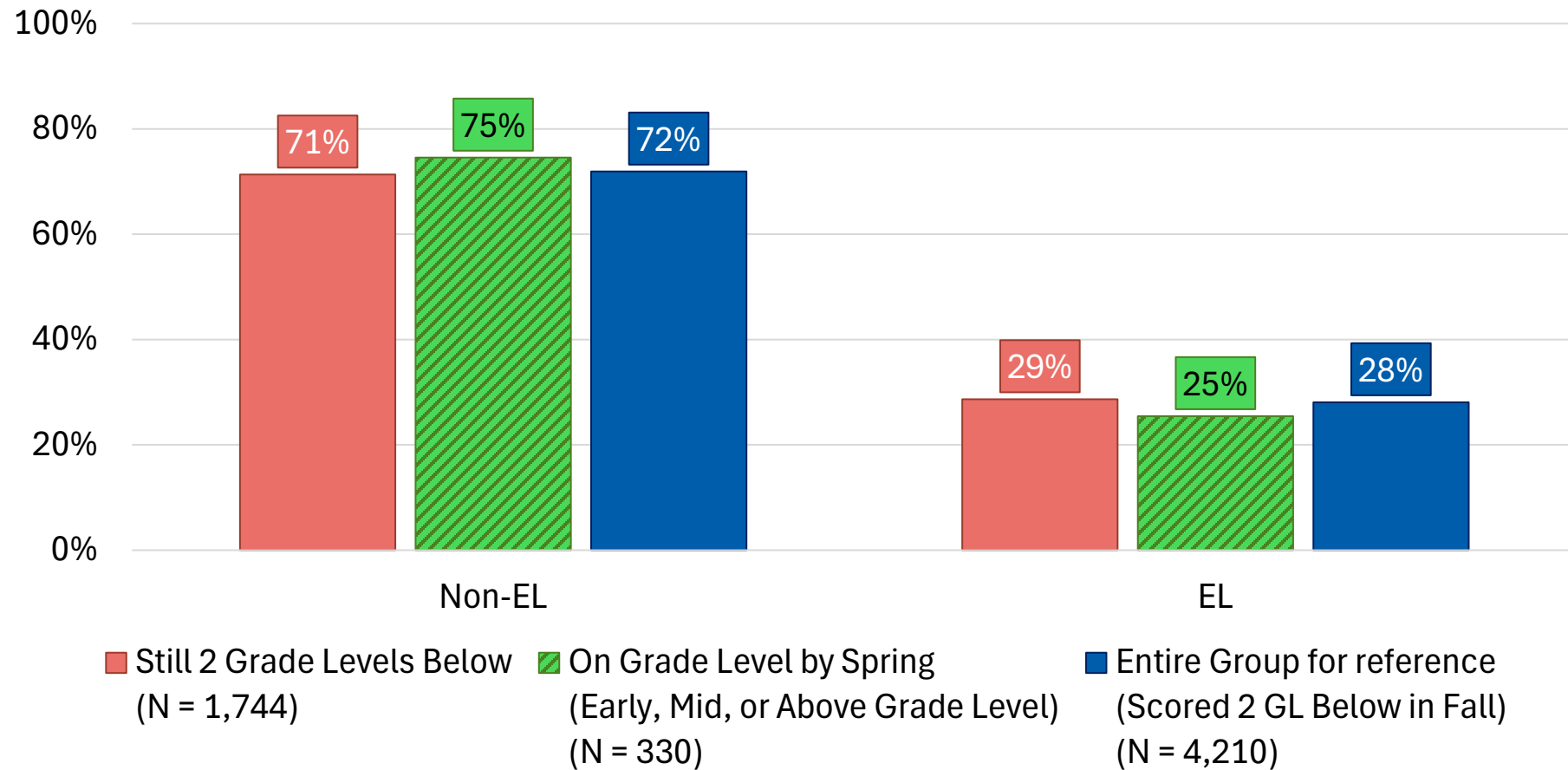
ELA i-Ready 1st—2nd: Race/Ethnicity Broken Down by Percent Within Each Performance Level



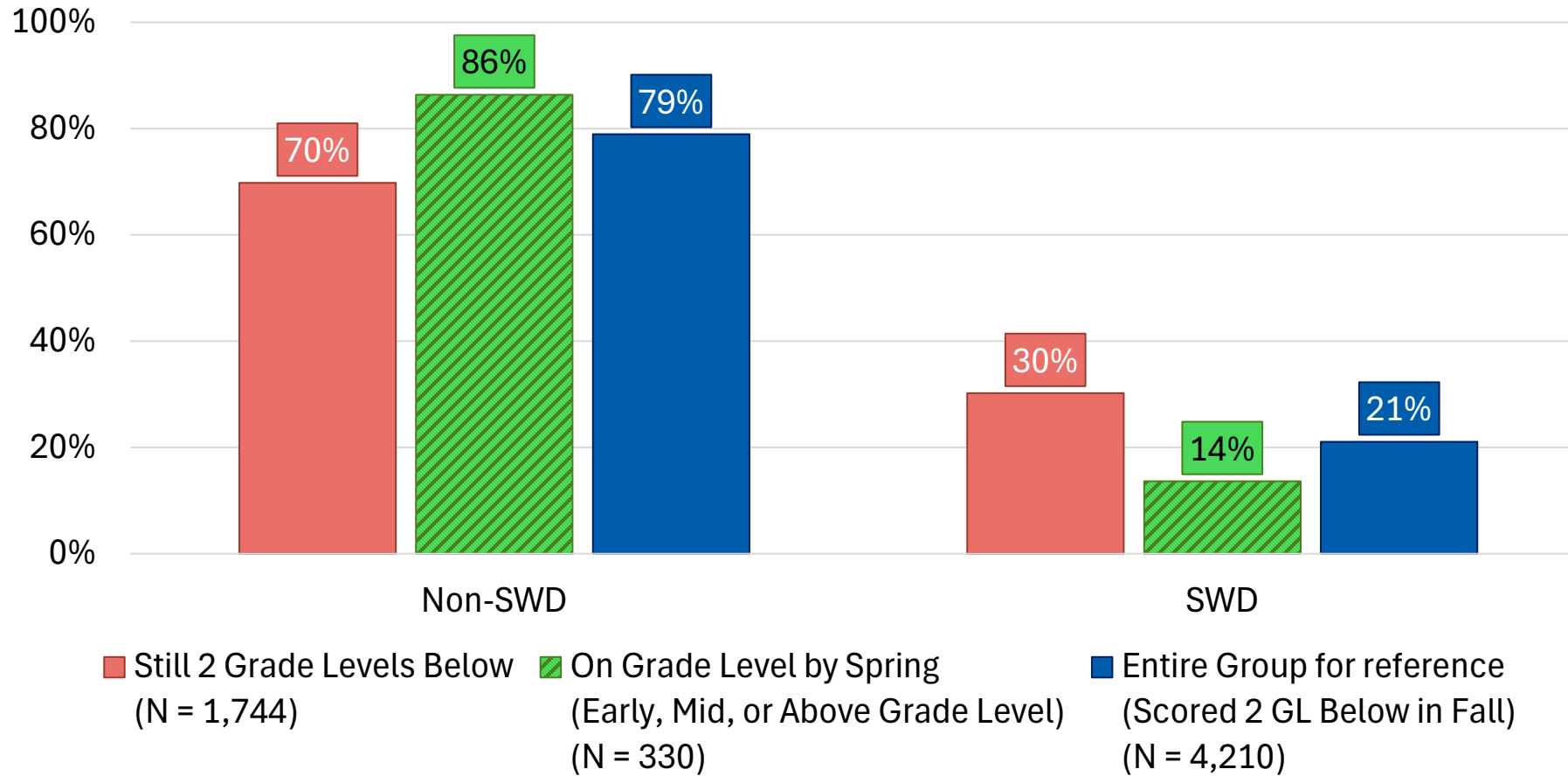
ELA i-Ready 1st—2nd: Economic Disadvantaged Status



ELA i-Ready 1st—2nd: English Language Learner Status



ELA i-Ready 1st—2nd: Student with Disabilities Status



1st – 2nd Grade Math

Math 1st-2nd graders who tested two grade levels below

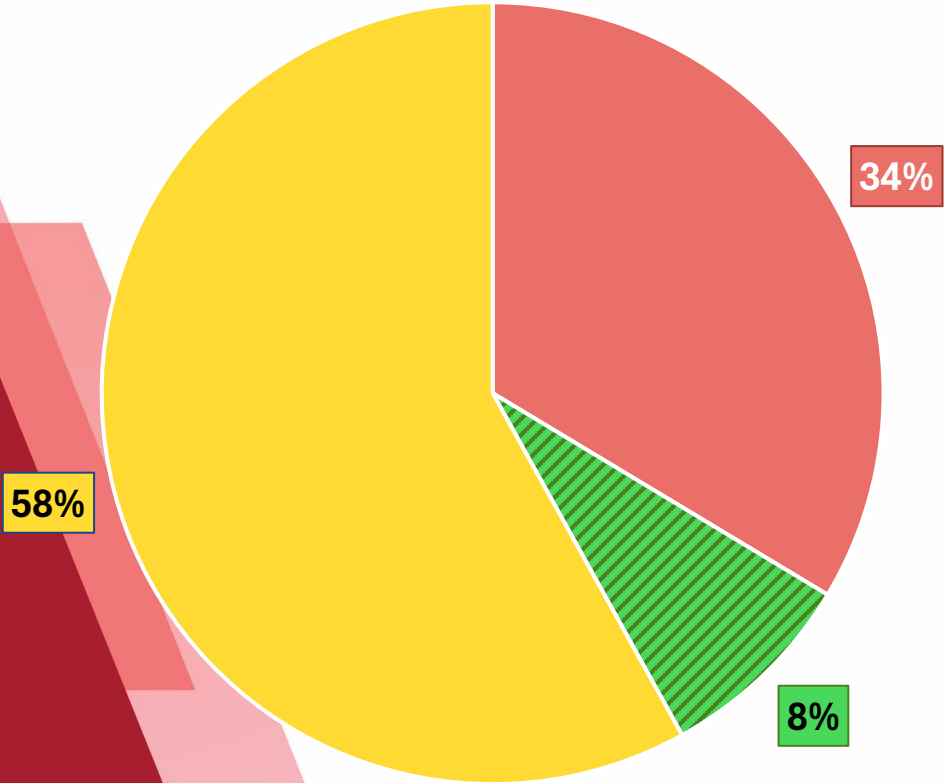
How did students move throughout the year? Where did they end up at the end of the year?



Fall 24-25		Winter 24-25			Spring 24-25			
Relative Placement	#	Relative Placement	#	Percent of Fall	Relative Placement	#	Percent of Winter	Percent of Fall
Students who tested 2 grade levels below	4,744	On grade level	93	2%	On grade level	49	53%	1.0%
		1 grade level below			38	41%	0.8%	
		2 grade levels below			6	6%	0.1%	
		1 grade level below (Moved up but not on grade level)	2,545	54%	On grade level	306	12%	6.5%
		1 grade level below			1,930	76%	40.7%	
		2 grade levels below			309	12%	6.5%	
		2 grade levels below	2,106	44%	On grade level	40	2%	0.8%
		1 grade level below			786	37%	16.6%	
		2 grade levels below			1,280	61%	27.0%	

Where did these students end up by spring?

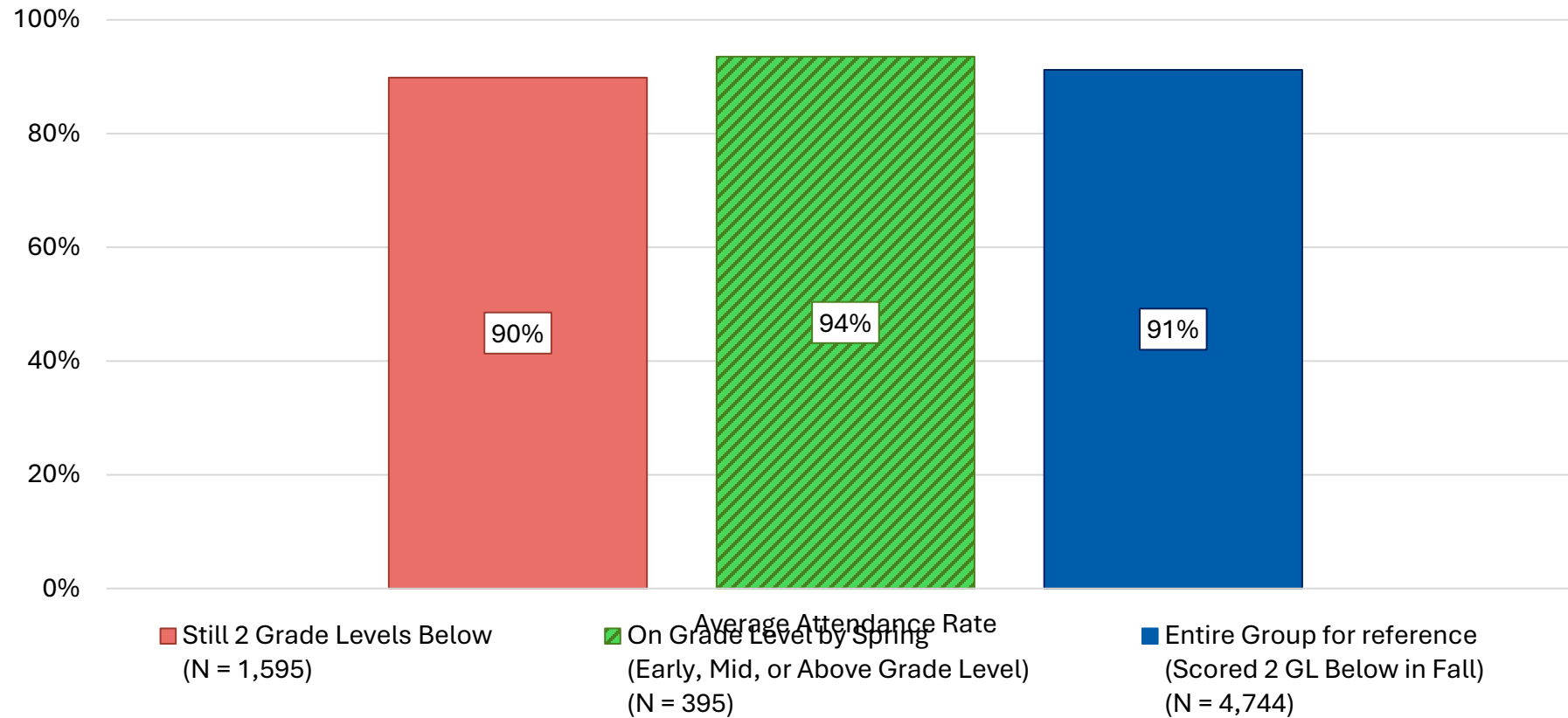
Fall 24-25		By Spring 24-25			
Students who tested 2 grade levels below	4,744	On grade level	395	8.3%	
		Below 1	2,754	58.1%	
		Below 3 or more	1,595	33.6%	



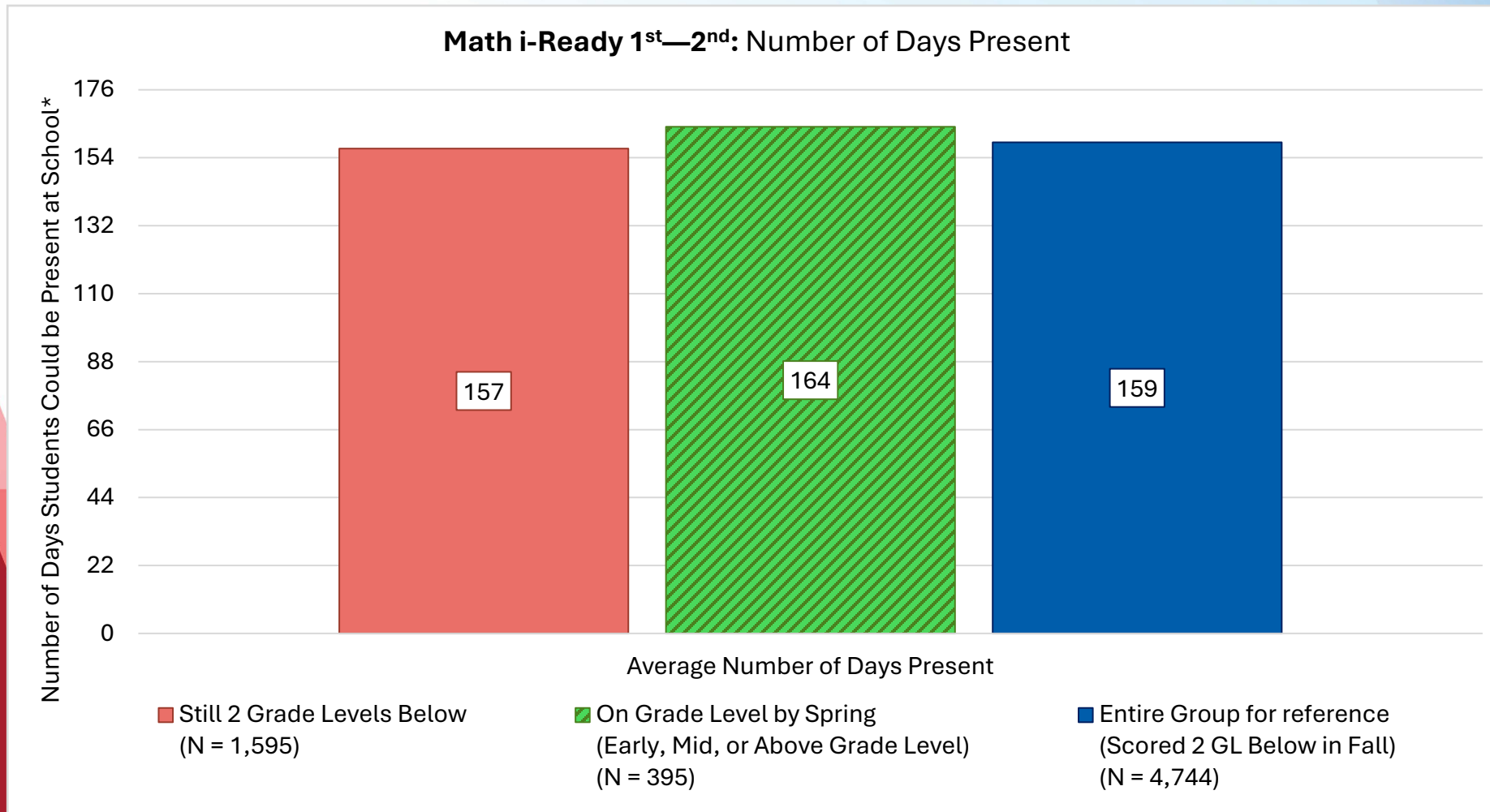
Groups we will be focusing on:		
Still 2 Grade Levels Below	On Grade Level by Spring (Early, Mid, or Above Grade Level)	Entire Group for reference (Scored 2 GL Below in Fall)
34% 1,595	8% 395	100% 4,744



Math i-Ready 1st & 2nd: Average Attendance Rate



Greatness Grows Here!



*176 is the max number of days that students could be present.



What are the **outcomes** of the group that **stayed 2 grade levels below**? And what are the **outcomes** of the group that were **on grade level by spring**?

Outcomes looked at:

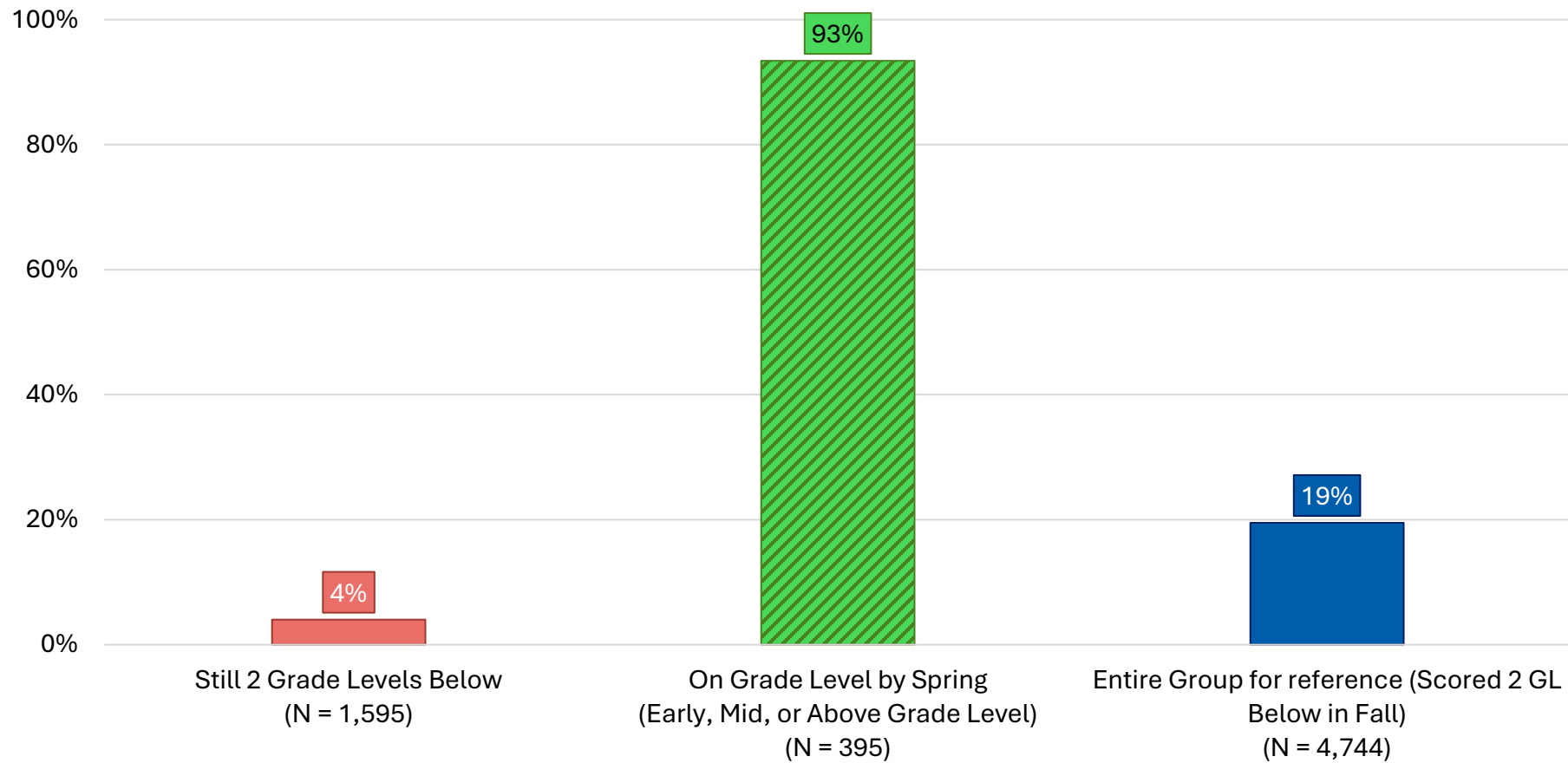
- If a student met their i-Ready stretch growth
- Percent to i-Ready stretch growth
- Math Grades



Greatness Grows Here!

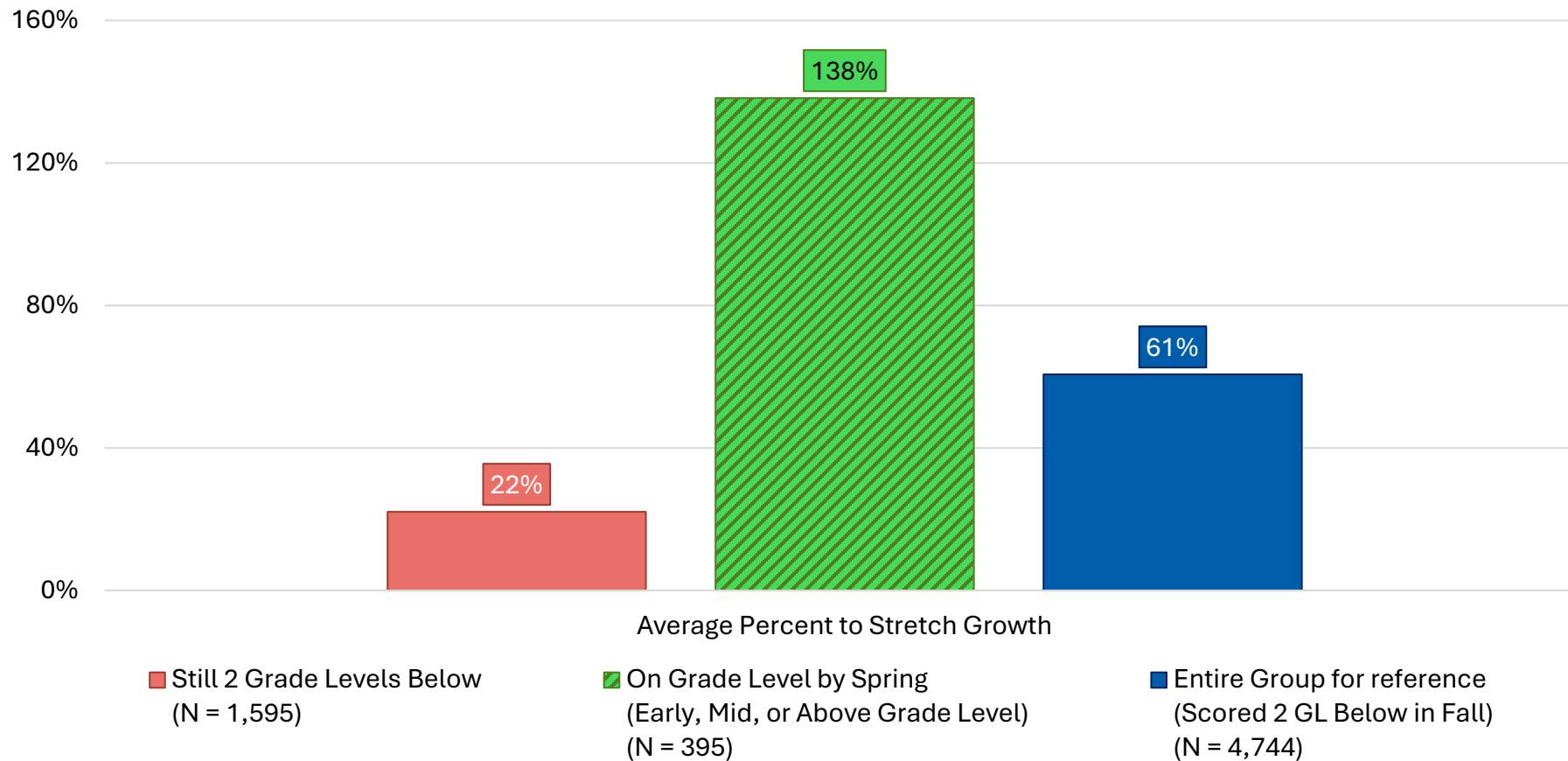
Outcomes

Math i-Ready 1st—2nd: Met Stretch Growth



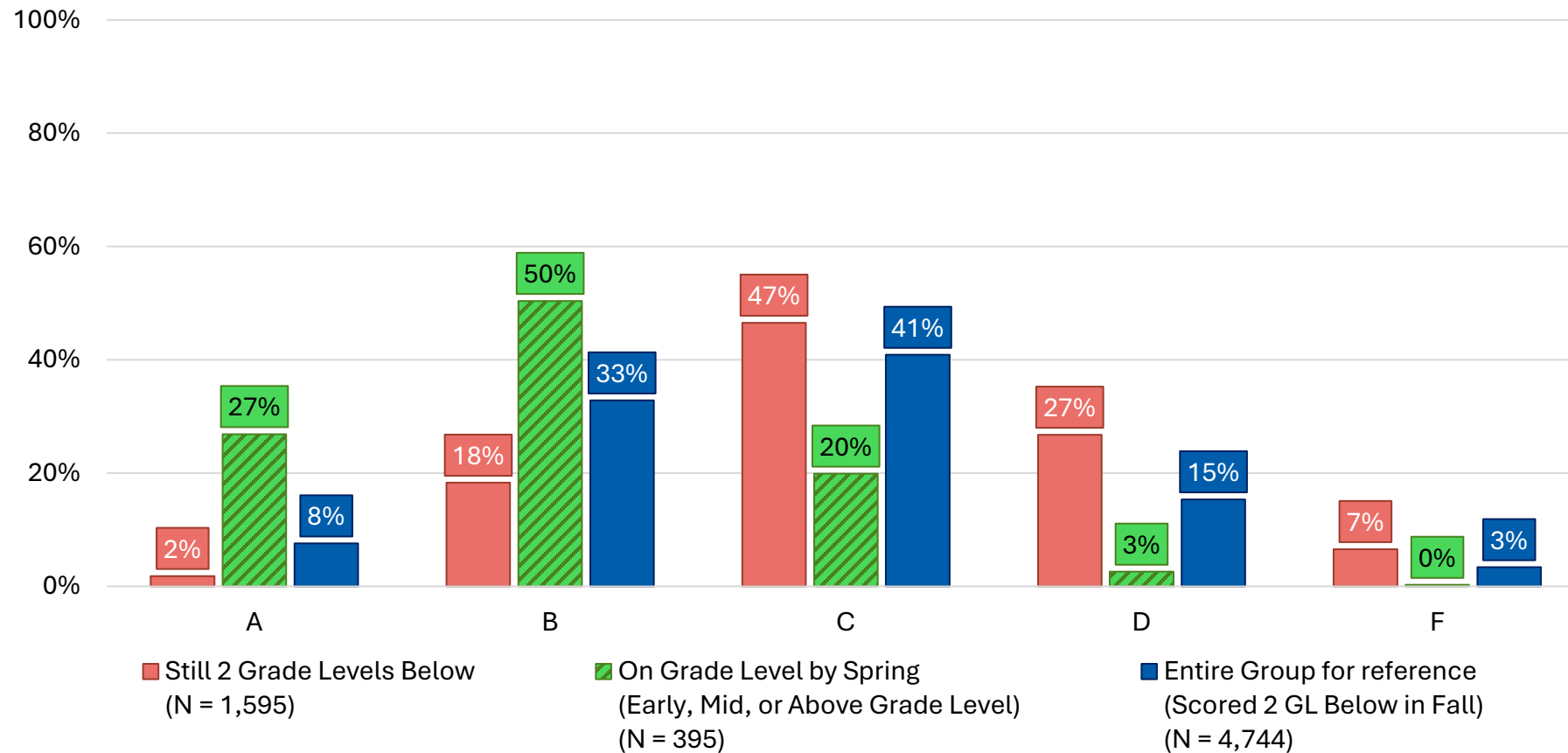
Outcomes

Math i-Ready 1st—2nd: Average Percent to Stretch Growth

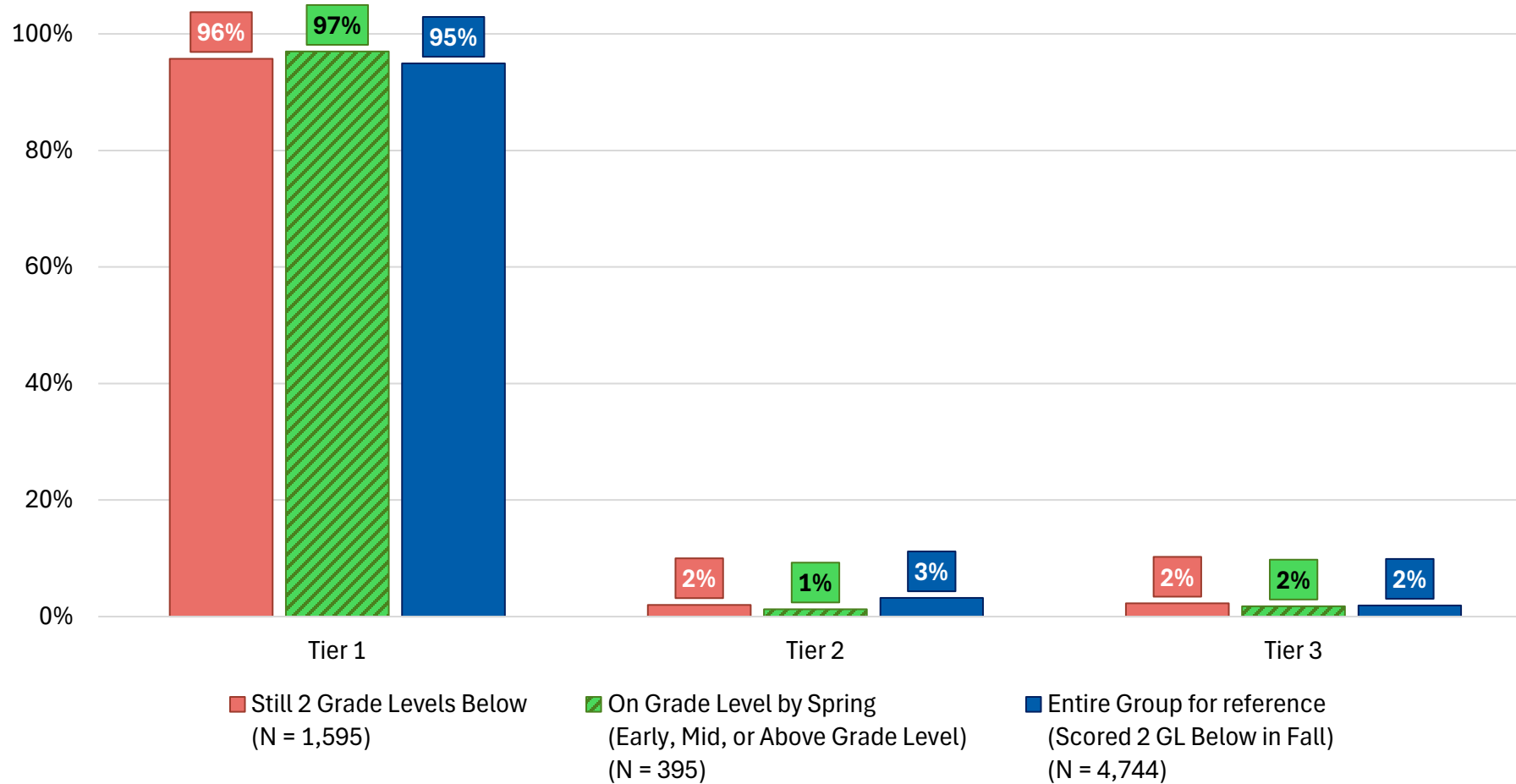


Outcomes

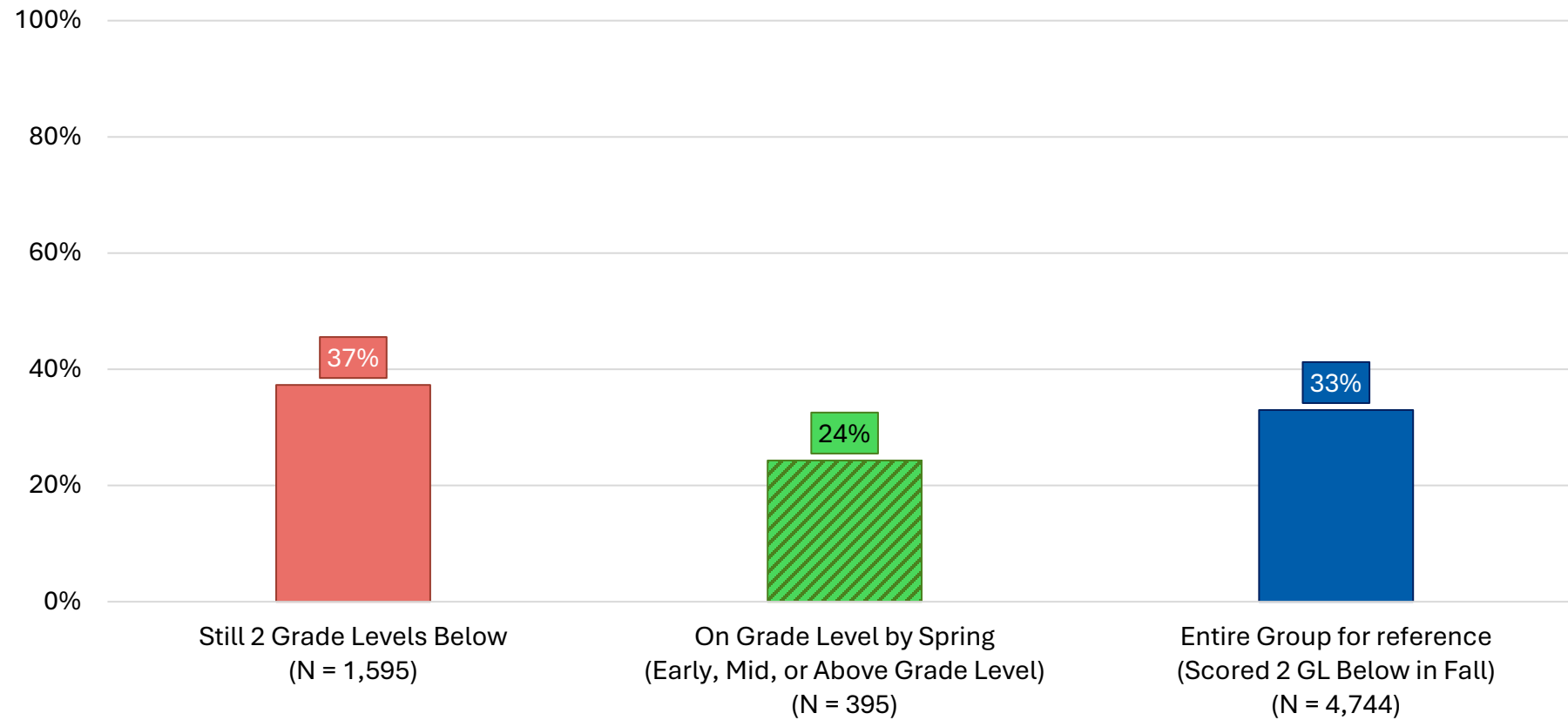
Math i-Ready 1st—2nd: Grade Letter in Core Math Course



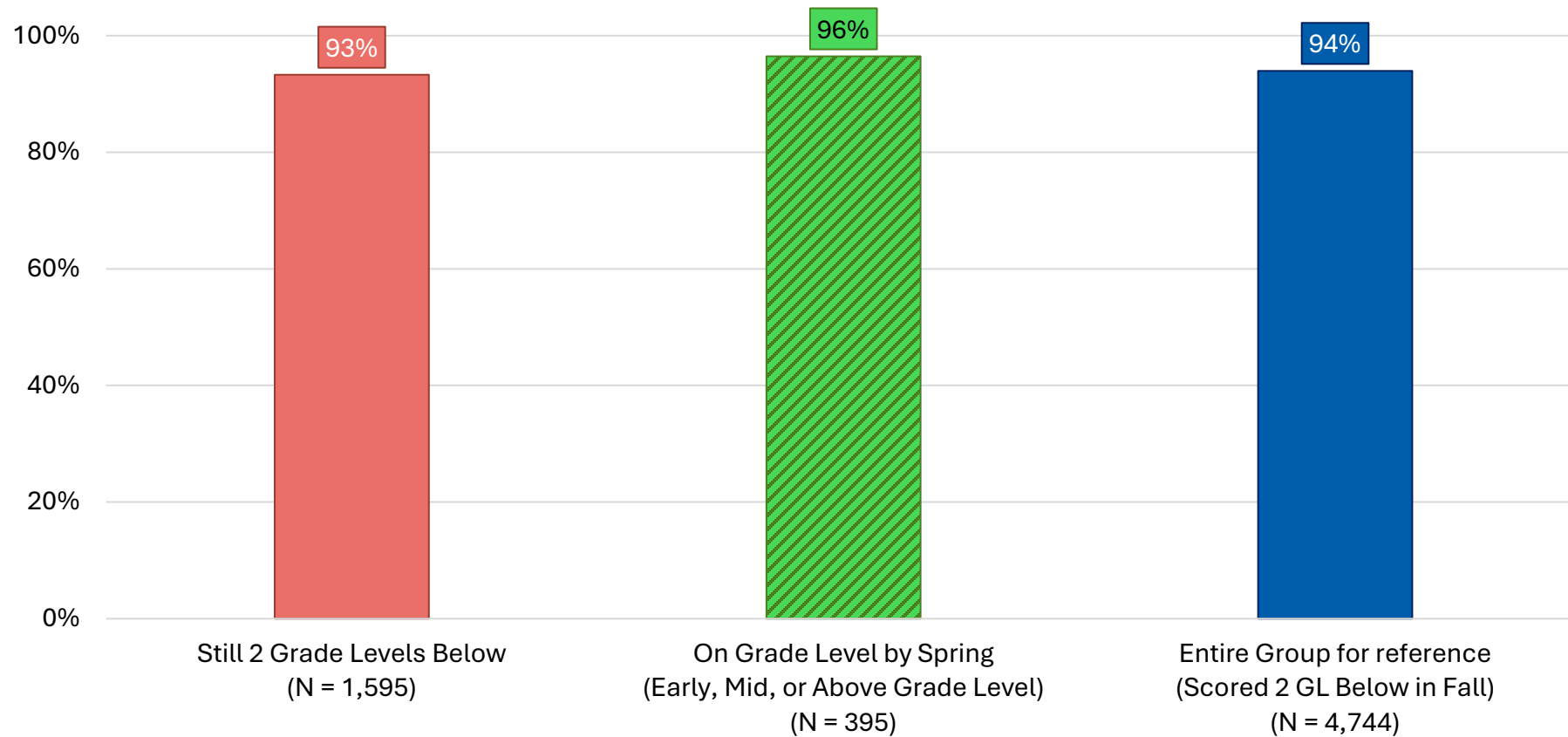
Math i-Ready 1st—2nd: Math Intervention Tier Level



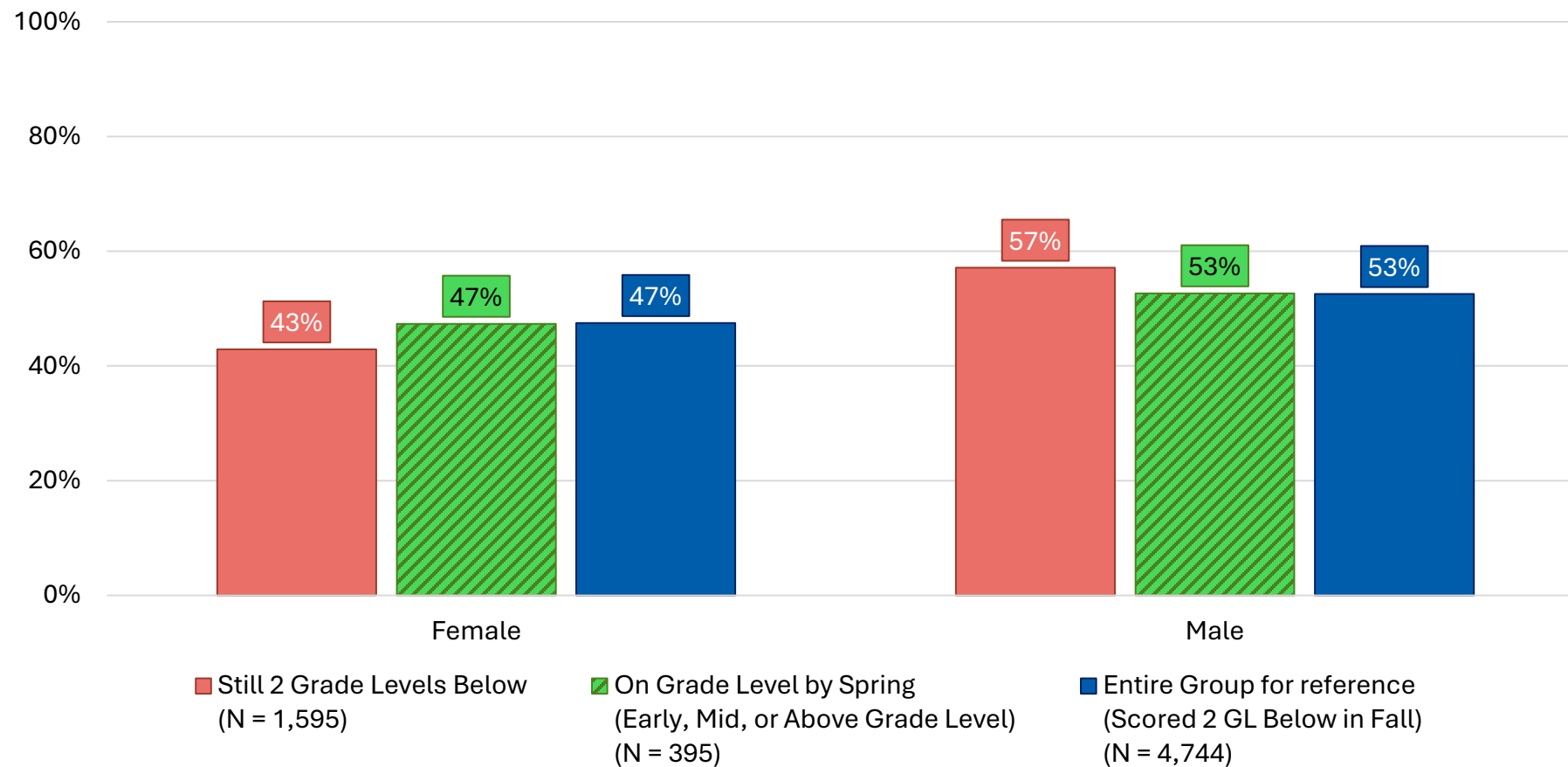
Math i-Ready 1st—2nd: Percent of each group who had at least one Disciplinary Incident



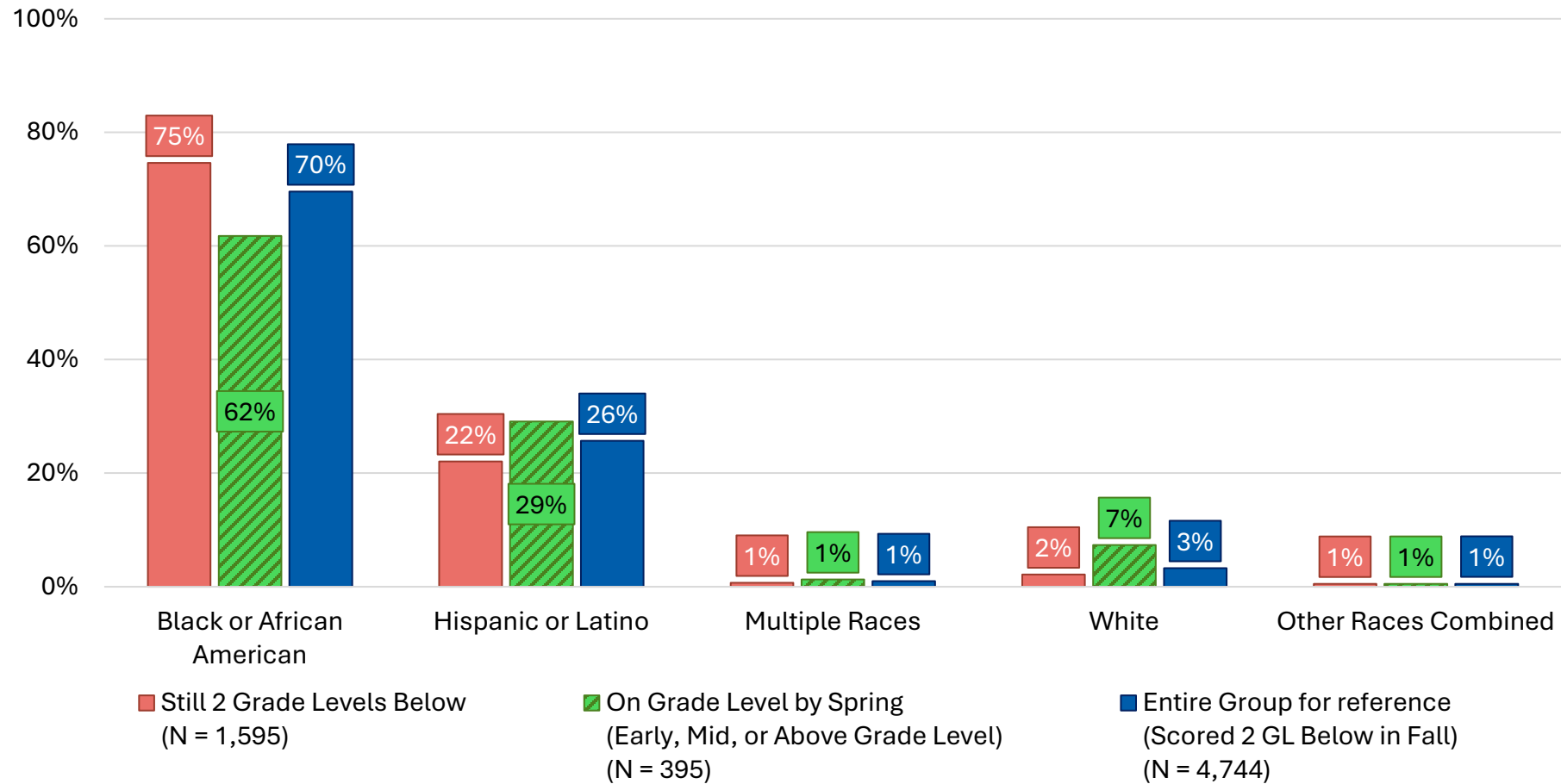
Math i-Ready 1st—2nd: Percent who Stayed at the Same School throughout the Entire School Year



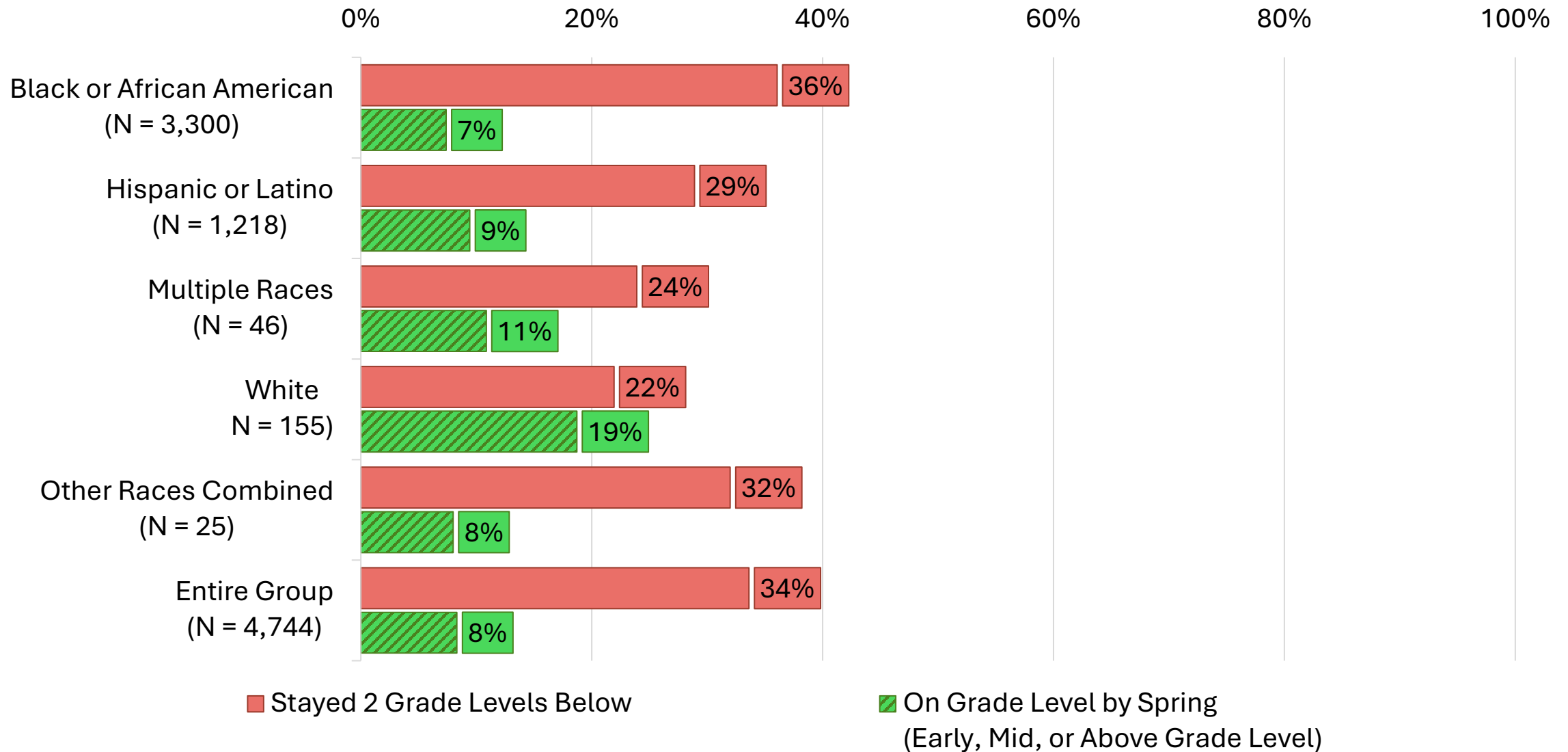
Math i-Ready 1st—2nd: Groups Broken Down by Sex



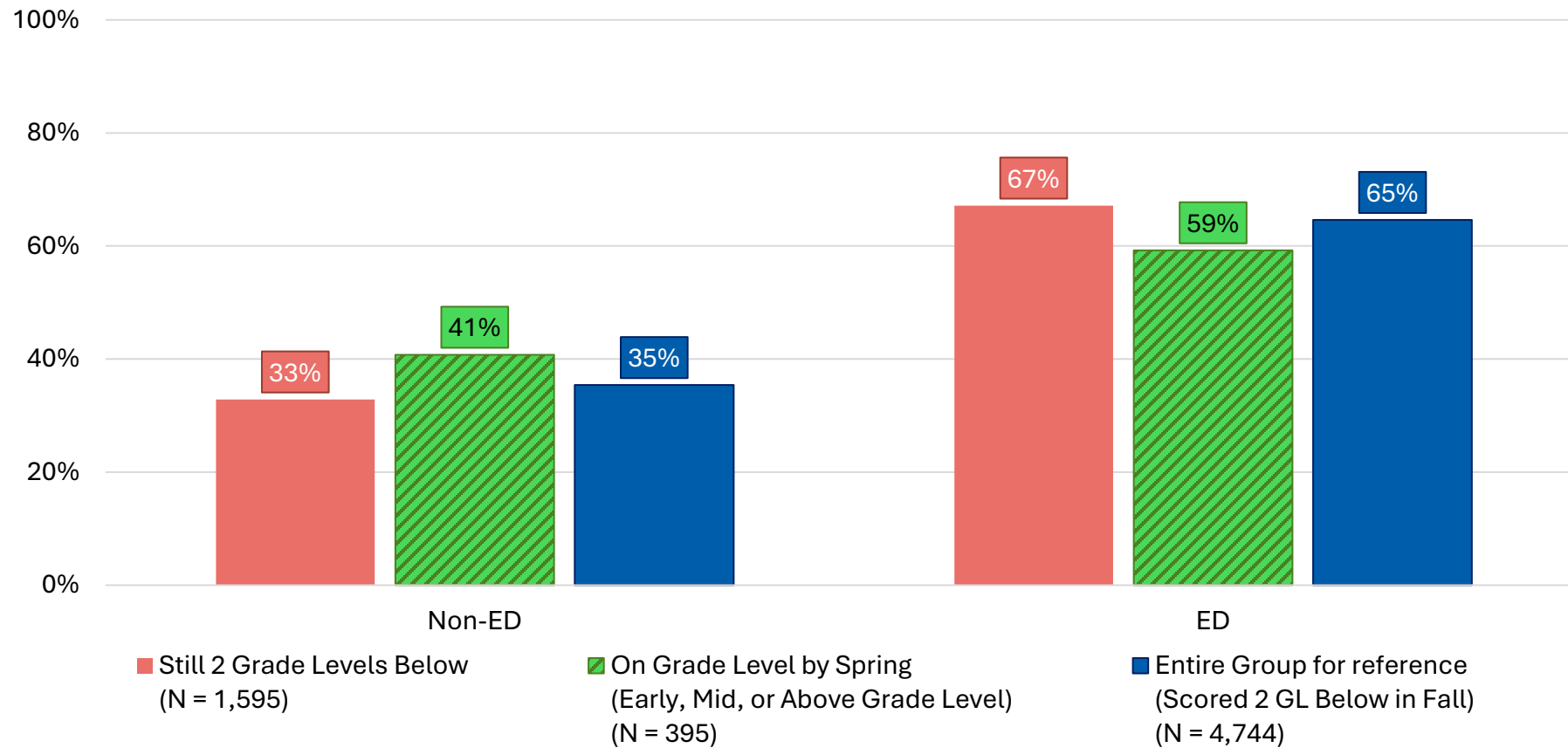
Math i-Ready 1st—2nd: Race/Ethnicity



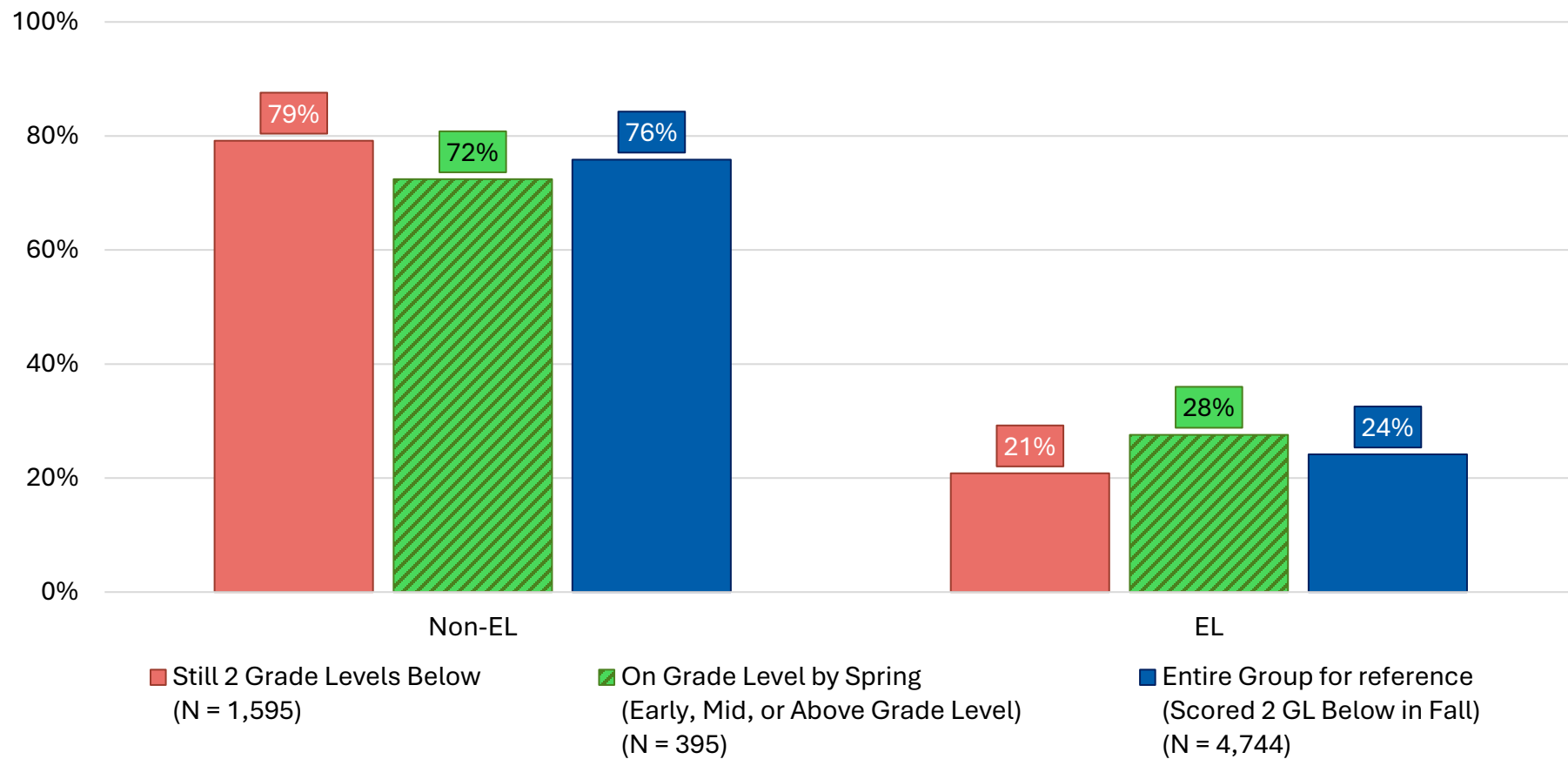
Math i-Ready 1st—2nd: Race/Ethnicity Broken Down by Percent Within Each Performance Level



Math i-Ready 1st—2nd: Economic Disadvantaged (ED) Status



Math i-Ready 1st—2nd: English Language Learner (EL) Status



Math i-Ready 1st—2nd: Student with Disabilities (SWD) Status

