# **Using Local Assessment Data: iReady**

**Improvement Planning & Supports Unit**

**Colorado Department of Education**

### Overview

### *The purpose of this document is to support local education agencies with use of local assessments for the improvement planning process. The shift in the UIP timeline, beginning in the 2021-22 school year, has made the use of local assessment data especially relevant for improvement planning, monitoring progress and determining student growth.*

**Additional Impact of COVID-related Disruptions in Data**

COVID-19 has significantly disrupted state summative assessment testing and reporting in Colorado. During the Spring of 2021, this resulted in only a single CMAS test administration in each content area at the elementary, middle, and high school levels. Because multiple years of data are required for determining individual student growth, these disruptions have limited the availability of Colorado growth model data and reports.

#### State Summative Data in Improvement Planning

Beginning in 2021-22, all Unified Improvement Plans required for the year must be submitted for public posting by October 15th. This new timeline means that schools and districts have a fairly short window for reviewing and analyzing their state assessment data before the UIP public posting deadline.

Because schools have access to Local Assessment Data throughout the school year, on the other hand, they can use it to begin the planning process before state-level data is available. Once state-level data is released, it can be used to check and adjust the plans already in development.

#### Using Local Assessment Data for Improvement Planning

Because local assessments are under the control of the school and can be administered many times throughout the year, they play a crucial role in nimble and responsive school improvement efforts. They can be used to set and track progress towards meaningful interim student performance targets, which will in turn give schools an early indication of whether students are on track to meet the annual performance targets identified in the school’s improvement plan. Where these interim targets are met, this is a good indication that improvement strategies are positively affecting student outcomes. When targets are missed, schools have an opportunity to make mid-course adjustments to respond to student needs.

In order to better understand the scope of assessments being used by districts throughout the state of Colorado, the Colorado Department of Education conducted an analysis of Unified Improvement Plans to identify the key assessment systems utilized in recent academic years. The analysis indicated that iReady was one of the most frequently utilized local data assessments.

This resource provides guidance on how schools and districts can use iReady’s native data reports to answer the following questions:

* Which students are on grade level? How far from grade level are others? *(Student Proficiency)*
* How much / how quickly are students growing? *(Student growth)*
* How can I view disaggregated data for these metrics? What levels of disaggregation are offered?
* How can I use iReady reports to set meaningful targets for student performance annually (and/or interim targets throughout the year)?

### iReady (Reading & Math)

#### Student Proficiency: How can I see if students are on grade level?

##### Diagnostic Results Report

This report shows information on student performance with respect to a grade level standard. Student performance is grouped into either 3-level or 5-level placement categories.

|  |  |
| --- | --- |
| *3-level placement categories*: | *5-level placement categories*: |
| * On or above grade level * 1 year below grade level * 2+ years below grade level | * Above grade level * At grade level * 1 grade level below (this is the typical starting point for students at the beginning of the school year) * 2 years below grade level * 3+ years below grade level |

This report includes “typical growth” and “stretch growth” targets for each student. These targets are set automatically, based on the student’s performance on the first diagnostic test. “Typical growth” generally correlates to one year of growth, while “stretch growth” is a level of growth that will cause students to gain ground (with respect to grade level) from year to year.

**How to find it:** From your home screen, click on “Diagnostic Results”, or select “Diagnostic Results” from the Report tab at the top of the page. Use the dropdown menus to select the subject area (Reading or Math) you want to view.

#### Student Growth: How much or how quickly are students growing?

There are two options for gauging student growth in IReady: the Diagnostic Growth report and the Growth Monitoring report.

##### Diagnostic Growth Report

After the second diagnostic is administered, you will have access to a Diagnostic Growth report showing how much progress students are making towards the typical growth and stretch growth targets. Progress displays as a percentage (indicating student performance with respect to their baseline diagnostic score and their target scores).

##### Growth Monitoring Report

After students have taken their *third* assessment in iReady, the Growth Monitoring report will be available. (Note: this report will only populate once there are three data points in the platform.) This report will show:

* students’ likelihood of meeting their “typical growth” targets
* students’ likelihood of meeting their “stretch growth” targets
* students’ likelihood of reaching or exceeding grade level performance by the end of the year.

#### Disaggregation: How can I view disaggregated results from these assessments?

School and district admin can view disaggregated results for almost all exams. (Not all disaggregation categories are available at the teacher level.) The following categories of disaggregation are available (if this information has been shared with iReady):

* district
* school
* teacher
* student

**Note:** Disaggregating data may result in n-counts below 16 or 20. Refer to CDE’s [Data Analysis for Small Student Populations](https://www.cde.state.co.us/uip/dataanalysisforsmallstudentpopulations2021) for guidance on protecting student information when reporting results in a public document (e.g., the UIP).

#### Target Setting: How can I use iReady results to set meaningful performance targets?

While there is not a single report dedicated to setting student performance (annual targets or Interim Measures), the reports listed above can be used to guide the formulation of different types of targets. For example, targets may be set with respect to student performance (also called “status” or “proficiency”), typical student growth, or “stretch” growth. The table below lists sample interim measures for each type of target and the iReady report that can be consulted in setting these targets.

**Examples:**

|  |  |  |
| --- | --- | --- |
| ***Sample target type*** | **Sample Interim Measure** | **Report used** |
| *Measure is set using student performance with respect to grade-level.* | By the end of the second quarter, 30% of students previously categorized as “two years below grade level” will have made up one year of growth (i.e., will have moved up to “one year below grade level”). | Diagnostic Results |
| *Measure is set using “typical growth” target.* | By the end of the first quarter, 60% of students are on track to meet their “typical growth” targets. | Growth Monitoring |
| *Measure is set using “stretch growth” target.* | By the end of the third quarter, 15% of students have met their “stretch growth” target. | Diagnostic Results |
| ***Sample target type*** | **Sample Annual Target** | **Report used** |
| *Target set using “typical growth” target.* | By the end of the year, 95% of students have met their “typical growth” targets. | Growth Monitoring |
| *Measure set using “stretch growth” target.* | By the end of the year, 65% of students have met their “stretch growth” target. | Diagnostic Results |

### Additional Resources from iReady:

|  |  |
| --- | --- |
| Understand Student Performance | [Math Performance Report Guide](https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-understanding-student-performance-math-2019.pdf) |
| [Reading Performance Report Guide](https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-understanding-student-performance-reading-2019.pdf) |
| Measure and Monitor Growth | [Math Growth Report Guide](https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-measuring-and-monitoring-growth-math-2019.pdf) |
| [Reading Growth Report Guide](https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-measuring-and-monitoring-growth-reading-2019.pdf) |

**WHERE CAN I LEARN MORE OR GET ADDITIONAL SUPPORT?**

**The School Improvement & Planning team is available to provide professional development and technical assistance related to data use, state accountability, and improvement planning both remotely and in‐person. For more information, visit:** http://www.cde.state.co.us/uip/uip\_training **or contact Erin Loften (loften\_e@cde.state.co.us), Supervisor.**

**For questions about this resource, contact Dan Jorgensen, PhD (Jorgensen\_d@cde.state.co.us) or Lauren Hesse (hesse\_l@cde.state.co.us).**