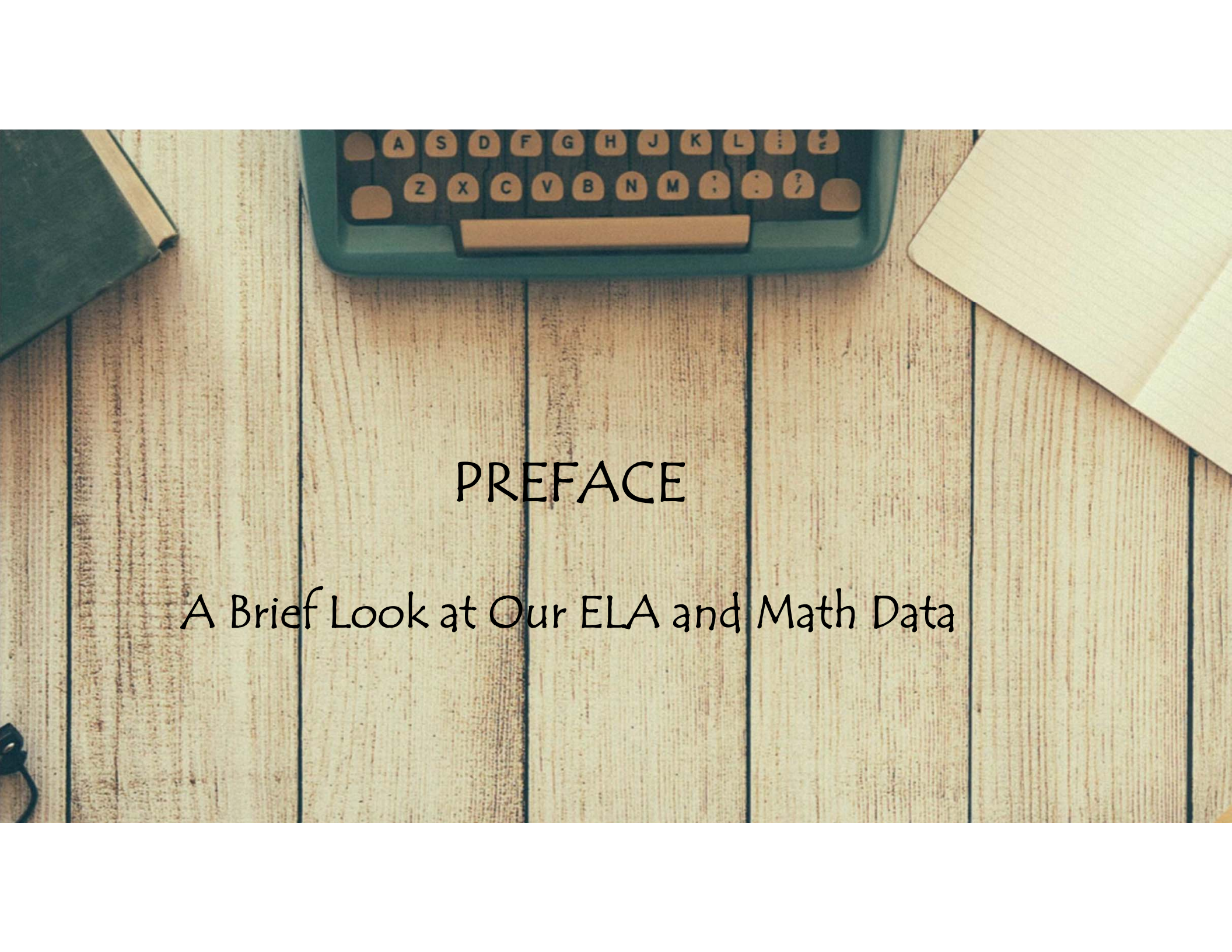


A top-down view of a wooden desk. In the upper center is a green keyboard with light-colored keys. To the right is a yellow notebook with lined pages. To the left is a dark green notebook. The desk surface is made of light-colored wood planks.

THE TALE OF TWO TEACHERS

WHAT BEGAN AS THE WORST OF TIMES...CONFUSION...
BROUGHT FORTH THE BEST OF TIMES...CLARITY.

How Our Middle Schools are using i-Ready to Improve Student Achievement

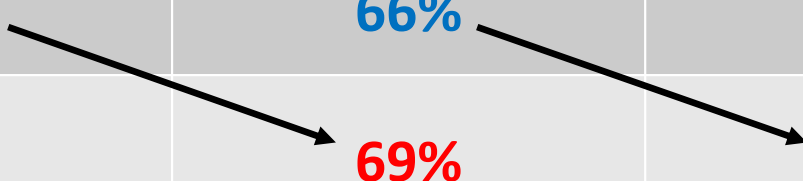
A vintage green typewriter with wooden keys is positioned at the top center of the image. To its left is a dark green book, and to its right is an open notebook with lined pages. The entire scene is set on a light-colored wooden desk with vertical planks. The text 'PREFACE' is centered on the desk surface.

PREFACE

A Brief Look at Our ELA and Math Data

i-Ready Predicted Proficiency District and School-Based Level Data

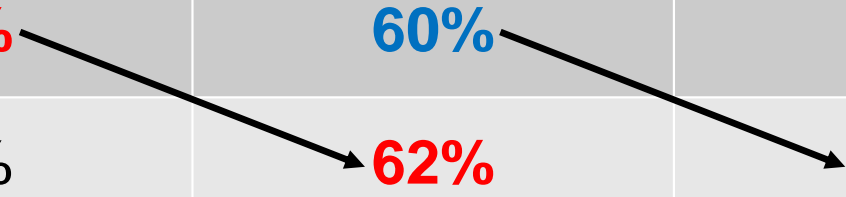
DISTRICT MATH	Grade 6	Grade 7	Grade 8
Mid-Year 16-17 (AP2)	63%	62%	58%
End of Year 16-17 (AP3)	65%	66%	60%
FSA RESULTS 17	65%	66%	72%
FALL 17-18	63%	69%	69%



Standard Error of Measure +/- 3%

i-Ready Predicted Proficiency District & School-Based Level Data

DISTRICT ELA	Grade 6	Grade 7	Grade 8
Mid-Year 16-17	59%	59%	65%
End of Year 16-17	61%	60%	64%
FSA RESULTS 17	64%	60%	68%
FALL 17-18	63%	62%	68%



Standard Error of Measure +/- 3%

The Middle School Master Plan Building Our Success

- **Master Schedule – Driven by Teachers’ Feedback from Year One**
 - 25 minute period
 - Two days – i-Ready ELA
 - Two days – i-Ready Math
 - GOAL = 45 minutes per week of online computer assisted instruction
 - Individualized to students
 - Includes teachers of all content areas with a specific group of students
- **Comprehensive PD Plan**
- **Standards’ Mastery Formative and Summative Assessments**
 - Aligned to Instructional Focus Guides and Grade Level Standards
 - FSA like questions

Get AMMMMPed! :

Class Response to Instruction

Motivation

Effect size 0.48

Feedback

Effect size 0.70



Look for any alerts!



Monitor the Minutes: "Time on Task"



Use this opportunity to check in with the students and MOTIVATE



Pass rate



Standards' Mastery in Grade 8 Intensive Language Arts

Meet Teacher One
Ms. Daniels

"A good physician has a myriad of diagnostic tools to use to help determine the cause of his/her patient's problem(s) in order to provide accurate treatment for patient.

Likewise, i-Ready provides me with a precise and accurate diagnostic report that pinpoints strengths and any deficient students have and this enables me to plan the BEST course or path of instruction for my students. Additionally, i-Ready also allows the flexibility to "change my course of treatment" by setting rigorous lessons that students may need additional support on and providing extra lessons needed for mastery."

Standards Mastery Results by Test Report

Academic year: Current (2017-2018)

Class: M/J INTENSIVE LANG ARTS
(MC) SEC. 11 P. 2 (Reading)

Select Students by: Class
School: BOOKER MIDDLE SCHOOL

Assessment: 8RI.1.3 Form A

● > 66% (Proficient) ● 33% - 66% (Progressing) ● < 33% (Beginning)

Analyze Connections: Grade 8
LAFS.8.RI.1.3

Student	Date	Time on Task (min)	Assessment Score	Score
Class Overview			40%	40%
	9/27/17	19	83%	83%
	10/5/17	6	58%	58%
	9/19/17	17	58%	58%
	9/27/17	33	58%	58%
	9/25/17	9	42%	42%
	9/25/17	4	42%	42%
	9/27/17	20	42%	42%
	9/18/17	6	33%	33%
	9/27/17	41	25%	25%
	9/18/17	3	25%	25%
	9/19/17	6	8%	8%
	9/18/17	8	8%	8%
			N/A	

Class Item Analysis Report

Select Students by: Class

School: BOOKER MIDDLE SCHOOL

Class: M/J INTENSIVE LANG ARTS
(MC) SEC. 11 P. 2 (Reading)

Assessment: 8RI.1.3 Form A

Class Response to Instruction
Effect Size 1.29

● Correct
 ● Partially Correct
 ○ Incorrect

Analyze Connections: Grade 8
LAFS.8.RI.1.3

Student	Date	Score	1A	1B	2	3	4A	4B
Class Overview		40%	25%	0%	58%	8%	58%	50%
	9/27/17	83%	●	○	●	●	●	●
	10/5/17	58%	○	○	●	●	●	●
	9/27/17	58%	●	○	○	●	●	●
	9/19/17	58%	○	○	●	●	●	●
	9/25/17	42%	○	○	●	●	○	●
	9/25/17	42%	○	○	●	●	●	○
	9/27/17	42%	●	○	●	●	○	○
	9/18/17	33%	○	○	○	○	●	●
	9/27/17	25%	○	○	○	●	●	○
	9/18/17	25%	○	○	●	●	○	○
	9/19/17	8%	○	○	○	●	○	○
	9/18/17	8%	○	○	○	●	○	○
		N/A						

Class Item Analysis Report

Select Students by: Class

School: BOOKER MIDDLE SCHOOL

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In a washing machine, how is water on its own different from water that has been mixed with detergent?

- Unlike water with detergent, water by itself breaks up surface tension.
- Unlike water with detergent, water by itself attaches itself to rinse water.
- Unlike water by itself, water with detergent will be attracted to dirt.
- Unlike water by itself, water with detergent will eventually drain away.

Part B

Click **one** statement in paragraph 4 below that **best** supports the answer to Part A.

4 Surfactants also have another key property for cleaning. Each surfactant molecule has two ends. One end is “water loving” and tends to attach itself to water. The other end is “water hating.” It tends to attach itself to other substances, including dirt and grease. The water-hating end of the molecule is significant because water is not naturally attracted to dirt. But water that has been mixed with a surfactant goes to work on dirt and grease. As the machine turns or circulates the water, the surfactant attaches to the dirt and grease and pulls it out. Then, when the rinse water pours into the dishwasher or clothes washer, the other end of the surfactant molecule, the water-loving part, attaches itself to the rinse water. This pulls the dirt and grease away from the dishes or clothes and into the rinse water, which eventually drains and leaves behind the clean items.

Drag to the boxes **two** sentences that tell how French and Indonesian pancakes are similar. Drag **one** sentence to **each** box.

Two Ways French and Indonesian Pancakes Are Similar

☒ Both are thin.

☒ Both can be sweet.

☒ Both are hearty.

☒ Both contain coconut.

☒ Both have a filling inside.

☒ Both include mushrooms.

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[District Reports](#) | [School Reports](#) | **Class Reports** | [Student Reports](#) | [Export Queue](#)


Standards Mastery Results by Test

Academic year: Current (2017-2018) Class: M/J INTENSIVE LANG ARTS (MC) SEC. 11 P. 2
 Select Students by: Class (Reading)
 School: BOOKER MIDDLE SCHOOL Assessment: 8RI.1.3 Form A

[Back](#) [Print/Save](#)

Standards	Average Score	% of Students Proficient	% of Students Progressing	% of Students Beginning	Resources	
M/J INTENSIVE LANG ARTS (MC) SEC. 11 P. 2	40%	8%	58%	33%	13	92%

Standards Summary

Standards	Skills	Average Score	% of Students Proficient	% of Students Progressing	% of Students Beginning	Resources
LAFS.8.RI.1.3	Analyze Connections: Grade 8	40%	8%	58%	33%	

Student Detail

Analyze Connections: Grade 8
LAFS.8.RI.1.3

Analyze Connections

Standard

LAFS.8.RI.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Prerequisite Standard

LAFS.7.RI.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Overview of Tested Skills

On this assessment form, students read informational passages and demonstrate knowledge of the ways authors show the relationships between people, events, and ideas. Students must be able to identify similarities and differences, recognize analogies, and describe categories.

Common Misconceptions and Errors

Errors may result from misunderstandings or if students:

- have difficulty interpreting analogies regarding individuals, ideas, or events.
- do not recognize the purpose of a comparison, an analogy, or a categorization.
- do not understand academic language, including *distinct*, *distinction*, *category*, *comparison*, or *perspective*.
- cannot link supporting ideas to their respective individuals, ideas, or events.

Ready & i-Ready Recommended Resources

Consider using the following as additional instructional resources for students who have placed on or above level in *Comprehension: Informational Text*. See additional recommendations on page 2 for students performing below grade level.

Beginning

Focus: Developing Underlying Concepts

Help students understand how to analyze ways authors use categories and comparisons to make connections and distinctions. Tell students to imagine two famous people: a professional athlete and a politician. Using a Venn diagram with Pro Athlete and Politician headings, ask students to discuss what terms might describe each category and what terms describe both categories.

Teacher-led Small Group

Toolbox: Ready Instruction

Grade 8, Lessons 4 and 5

- Analyzing Comparisons and Analogies
- Analyzing Categories

Toolbox: Interactive Tutorial

Grade 8, Lesson 4

- Analyzing Individuals, Ideas, or Events in Informational Texts

i-Ready: Tools for Instruction

Comprehension, Level 8

- Analyze Text Structure

Progressing

Focus: Practicing and Building Confidence

Provide students with a strategy for analyzing connections among and distinctions between two or more things, such as using a Venn diagram. Discuss how students can record connections in the overlapping area and distinctions in the rest of the diagram.

Teacher-led Small Group

Toolbox: Ready Instruction

Grade 8, Lessons 4 and 5

- Analyzing Comparisons and Analogies
- Analyzing Categories

Independent

i-Ready: Instruction

Level H

- Analyzing Individuals, Ideas, or Events in Informational Texts

Proficient

Independent

Focus: Deepening Understanding

Provide students with a Venn diagram and have them choose an informational text to read from your classroom or school library. As students read, have them use the Venn diagram to capture their thoughts and evidence regarding any connections among and distinctions between individuals, ideas, or events described in the text. Have students write a short paragraph describing one major connection and distinction they noticed.

Ready & i-Ready Instructional Resources (continued)

i-Ready Diagnostic

If any of your students are placing one or two grade levels below, please first consider using recommendations in the i-Ready Diagnostic Student Profile Report and the Instructional Grouping Profile Report. The instructional resources below can then be used to provide additional small group and individualized support for students performing at these levels. Have students practice with texts that are beyond their instructional level.

One Grade Level Below

Students performing one grade level below may have difficulty analyzing how a text describes the interactions between two or more individuals, events, or ideas. Explain to students that authors help readers understand individuals, events, and ideas by describing their interactions with each other. Choose an important event from a familiar history text. Then work with students to identify instances in which the text describes how that event influenced both individuals and ideas.

Teacher-led Small Group

Toolbox: Ready Instruction

Grade 7, Lesson 4

- Analyzing Interactions in a Text

Independent

i-Ready: Instruction

Level G

- Analyzing Individuals, Ideas, or Events in Informational Texts

← Resources

Two Grade Levels Below

Students performing two grade levels below may need practice with fluency and vocabulary. Fluency includes both automaticity and prosody and is critical to making meaning and text comprehension. To develop fluency, provide opportunities for students to practice reading challenging texts beyond their instructional levels. Students performing at this level also need to be familiar with academic language, since this is the language of instruction and assessment

Teacher-led Small Group

Toolbox: Ready Instruction

Grade 6, Lesson 4

- Analyzing Key Ideas in a Text

Independent

i-Ready: Instruction

Level F

- Analyzing How a Key Individual, Event, or Idea Is Developed in Informational Text

← Resources



Standards' Mastery in Grade 6
Course 1 Advanced Math

Meet Teacher Two
Ms. Colon

"i-Ready data is useful because it allows me to see what areas of focus I may need to review and/or reteach depending on the overall scores for the specific domains that are being focused on with the results of the Standards' Mastery."

Standards Mastery Results by Test Report

Academic year: Current (2017-2018)

Class: M/J MATH 1 ADV SEC.

Select Students by: Class

3 P. 7 (Math)

School: BROOKSIDE MIDDLE SCHOOL

Assessment: MAFS.6.NS.1.1-2

● > 66% (Proficient)
 ● 33% - 66% (Progressing)
 ● < 33% (Beginning)

Divide With Fractions
MAFS.6.NS.1.1-2

Student	Date	Time on Task (min)	Assessment Score	Score
Class Overview			48%	48%
	9/20/17	18	83%	83%
	9/19/17	13	72%	72%
	9/28/17	20	67%	67%
	9/20/17	6	67%	67%
	9/21/17	17	67%	67%
	9/20/17	9	56%	56%
	9/26/17	14	56%	56%
	9/26/17	10	56%	56%
	9/26/17	9	56%	56%
	9/22/17	27	39%	39%
	9/22/17	25	39%	39%
	9/21/17	25	39%	39%
	9/21/17	23	39%	39%
	9/20/17	16	33%	33%
	9/20/17	8	22%	22%
	9/20/17	17	22%	22%
	9/21/17	12	6%	6%

Class Item Analysis Report

Select Students by: Class

School: BROOKSIDE MIDDLE SCHOOL

Class: M/J MATH 1 ADV SEC.
 3 P. 7 (Math)
 Assessment: MAFS.6.NS.1.1-2

Class Response to Instruction
 Effect Size 1.29

			Divide With Fractions MAFS.6.NS.1.1-2						
			1	2	3	4	5A	5B	
Class Overview			48%	76%	53%	41%	18%	18%	59%
	9/20/17	83%	●	●	●	○	●	●	
	9/19/17	72%	●	●	●	●	○	●	
	9/21/17	67%	●	●	●	●	○	○	
	9/28/17	67%	●	●	○	●	○	●	
	9/20/17	67%	●	●	●	●	○	○	
	9/26/17	56%	●	●	●	●	○	○	
	9/26/17	56%	●	●	○	●	○	●	
	9/26/17	56%	●	○	○	●	●	●	
	9/20/17	56%	●	●	○	●	○	●	
	9/22/17	39%	●	○	○	●	○	●	
	9/22/17	39%	●	●	○	●	○	○	
	9/21/17	39%	●	○	●	●	○	○	
	9/21/17	39%	○	○	●	●	○	●	
	9/20/17	33%	●	○	○	○	○	●	
	9/20/17	22%	○	○	○	●	●	○	
	9/20/17	22%	○	○	○	●	○	●	
	9/21/17	6%	○	○	○	●	○	○	

● Correct ● Partially Correct ○ Incorrect

Student Item Analysis

Academic Year: Current (2017-2018)

Select Students by: Class

School: BROOKSIDE MIDDLE SCHOOL

Class/Group:

M/J MATH 1 ADV SEC. 3 P. 7 (Math)

Student:

Item 4

Brooklyn has $4\frac{3}{4}$ cups of oatmeal. She is dividing the oatmeal into $\frac{1}{3}$ -cup servings.

Part A

Which expression can be used to find the number of servings Brooklyn can make?

$\frac{1}{3} \times \frac{4}{19}$

$\frac{1}{3} \div 4\frac{3}{4}$

$\frac{19}{4} \times \frac{1}{3}$ ✘

$4\frac{3}{4} \div \frac{1}{3}$ ✔

A. Incorrect: Students may have chosen this response because they thought they needed to find $\frac{1}{3}$ of $4\frac{3}{4}$. They may not have recognized that the problem is asking for the number of thirds in $4\frac{3}{4}$.

Cognitive Task Analysis
Effect Size 1.29

Feedback
Effect Size 0.70

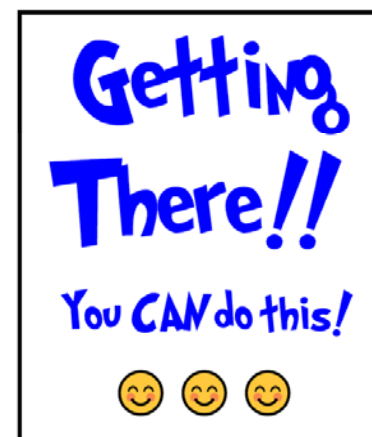
Self-Reported Grades
Effect Size 1.44

Self-Efficacy
Effect Size 0.92

Motivation
Effect Size 0.48

“These stamps and nickel have made a HUGE difference in how our inclusion students feel about math but, more importantly, how they feel about themselves and their mathematical ability.”

Jennifer Weinberger
6th Grade Math Teacher



CHAPTER 2

a tale of
TWO
students

COMING FEBRUARY 2018

10.60
6 11.60

24