Beginning of Year
Data and Implementation Review

Voorhees Township Public Schools

Inspire, Engage, Innovate

Determining Key Actions

These actions should be repeated throughout the school year.

Build Community & Culture

Generate and sustain **excitement** for the program amongst educators, students, and families.

Establish and maintain a shared **vision and clear priorities** for the program(s).

Set goals and regularly **celebrate** individual and collective progress toward those goals with educators, students, and families.

Develop and prioritize **shared values** that reflect an **equitable** and **inclusive** learning community.

Create Structures & Schedules

Create, communicate, and consistently revisit **expectations** for the program(s).

Develop and adjust an effective **schedule** that reflects all instructional priorities.

Allocate **resources** appropriately to serve all students.

Designate and **empower program champions** that lead fellow educators to successfully use the program(s).

Use Assessment & Data

Prepare for and monitor high-quality administration of program assessments to **ensure reliable data**.

Leverage up-to-date data as the basis for **strategic decision making**.

Regularly engage educators in **data analysis** that drives their instructional priorities and data-based conversations.

Share data with your community and ensure **goal setting** and **progress monitoring** are happening.

Support Teaching & Learning

Reserve time for educators to **plan** and **collaborate**.

Provide guidance to ensure **planning** and **instruction** reflect **best practices** and insights from relevant data.

Enable educators to **use the program(s)** to achieve goals and drive student achievement.

Regularly **monitor instruction** and progress to ensure educators are facilitating grade-level learning for all students.

Promote Professional Growth

Schedule, provide, and participate in targeted **professional learning** experiences.

Prioritize time for frequent classroom **visits** and **feedback**.

Cultivate a **climate** of **ongoing professional growth**, collaboration, and reflection for all educators.

Help educators identify and pursue **growth opportunities** relevant to their needs and interests.

Priorities for the 2023–2024 School Year

Voorhees Township Public Schools
Inspire, Engage, Innovate

- Building Community and Culture: Academic Excellence Committee, Parent Workshop (Nov), Monthly Leadership meetings

- Use Assessment and Data

Today's Agenda

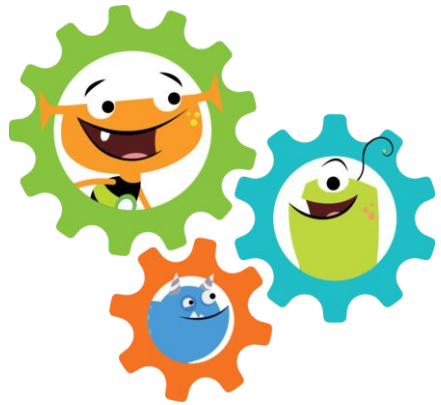
1. **Review Diagnostic data** to understand your students and inform instructional priorities.

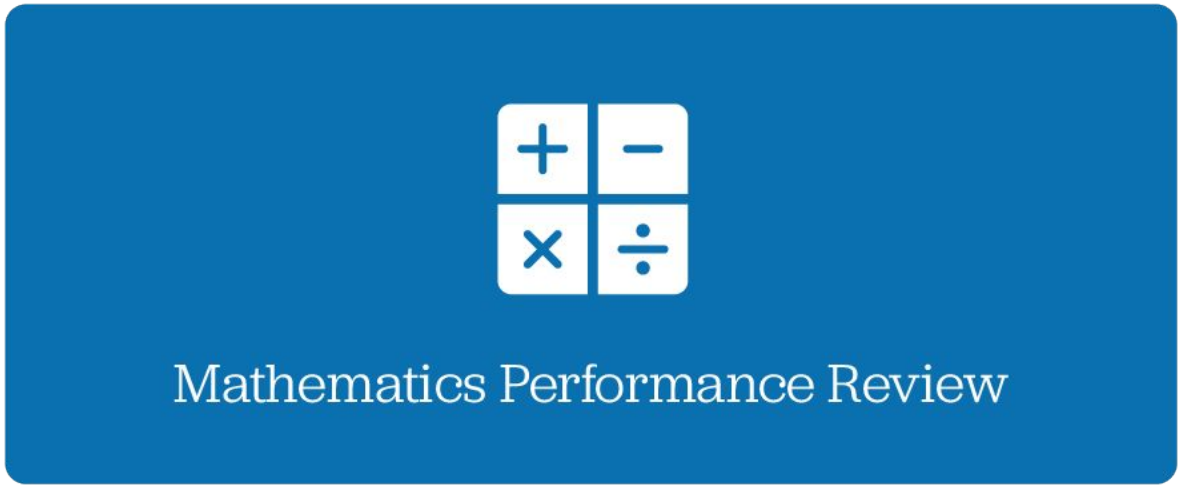
2. **Determine the action steps for school leaders and teachers** that will ensure high-quality instruction and drive student growth.

3. **Discuss resources, features, and tools** that support your instructional priorities.

Diagnostic Results

i-Ready®



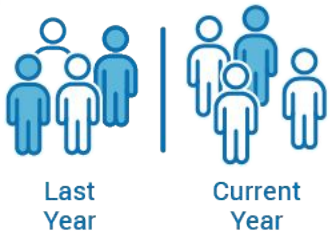

Mathematics Performance Review

Understanding i-Ready's Criterion Referenced Relative Placement Levels

i-Ready's placement levels are criterion-referenced, reflecting what students are expected to know at each grade level and in each content area. In the following analyses, student performance is described using the following five 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.

Who is Included in the Analysis?



Cross-Sectional Analysis

A comparison of different students across years. For example, current Grade 3 students compared to last year's Grade 3 students. Students are included if they completed a Diagnostic in ***any*** of the testing windows examined.

How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 21-22 to Fall 23-24

	21-22	22-23	23-24
Students Assessed	*2,451*	*2,479*	*2,813*

Mid or Above Grade Level
Early On Grade Level

1 Grade Level Below

2 Grade Levels Below

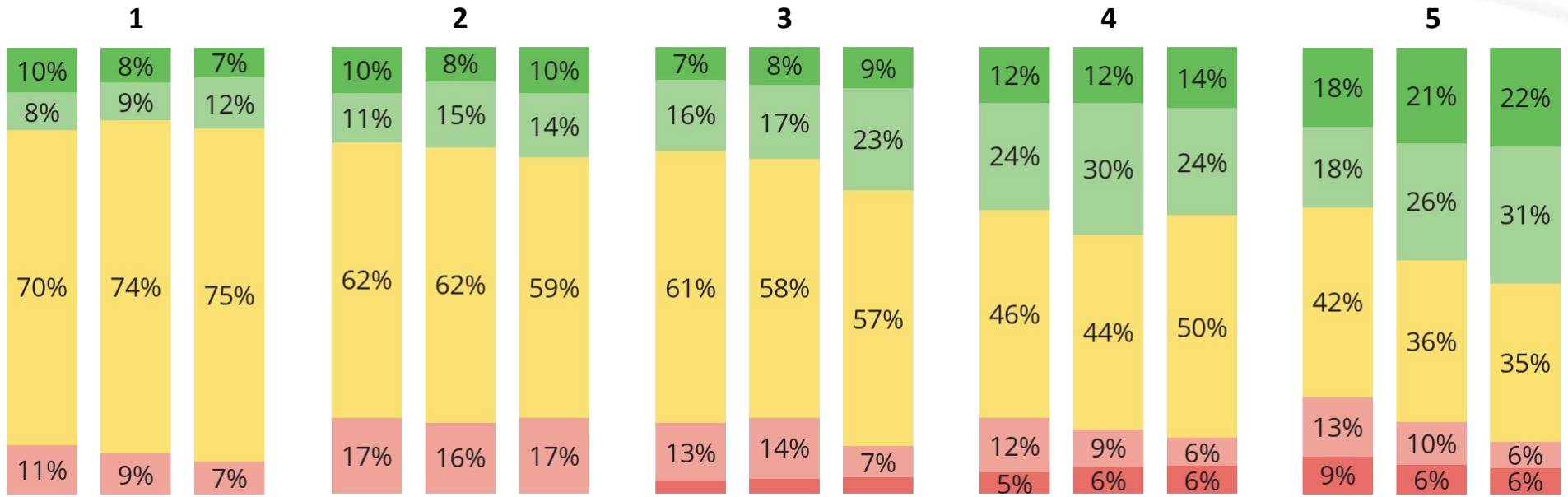
3+ Grade Levels Below

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

This is a cross-sectional analysis.

How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 21-22 to Fall 23-24



Students Assessed	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
	287	317	303	296	299	345	304	309	301	314	305	328	325	324	317

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

This is a cross-sectional analysis.

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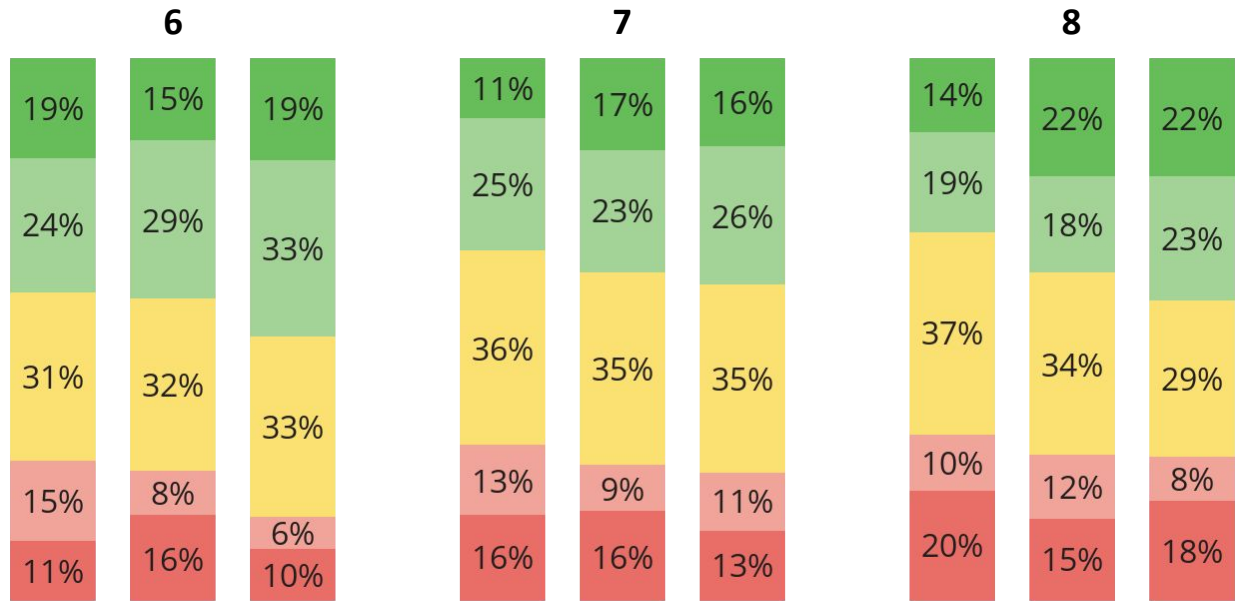


Students Assessed	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
	286	318	326	321	291	321	318	316	293

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

This is a cross-sectional analysis.

Who is Included in the Benchmark Data?

i-Ready Fall 18-19 National Norms

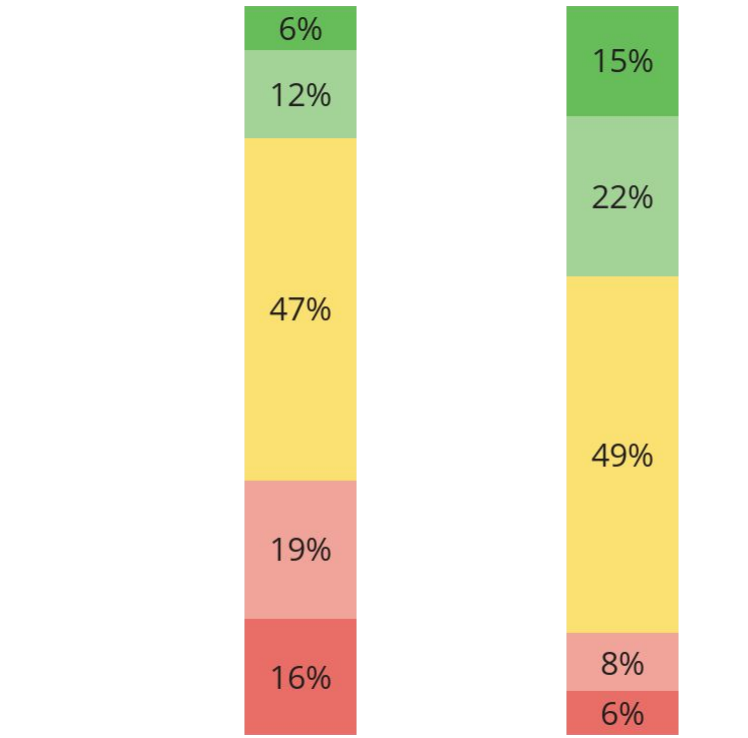
The i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

New Jersey Fall 23-24 Year-to-Date

This population includes all students who completed a Diagnostic from August 1 to October 9. 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



Mid or Above Grade Level

Early On Grade Level

1 Grade Level Below

2 Grade Levels Below

3+ Grade Levels Below

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 NJ Fall 23-24 year-to-date population includes 215,897 students who completed a Diagnostic from August 1 to October 9. This data may not be representative of the student population.

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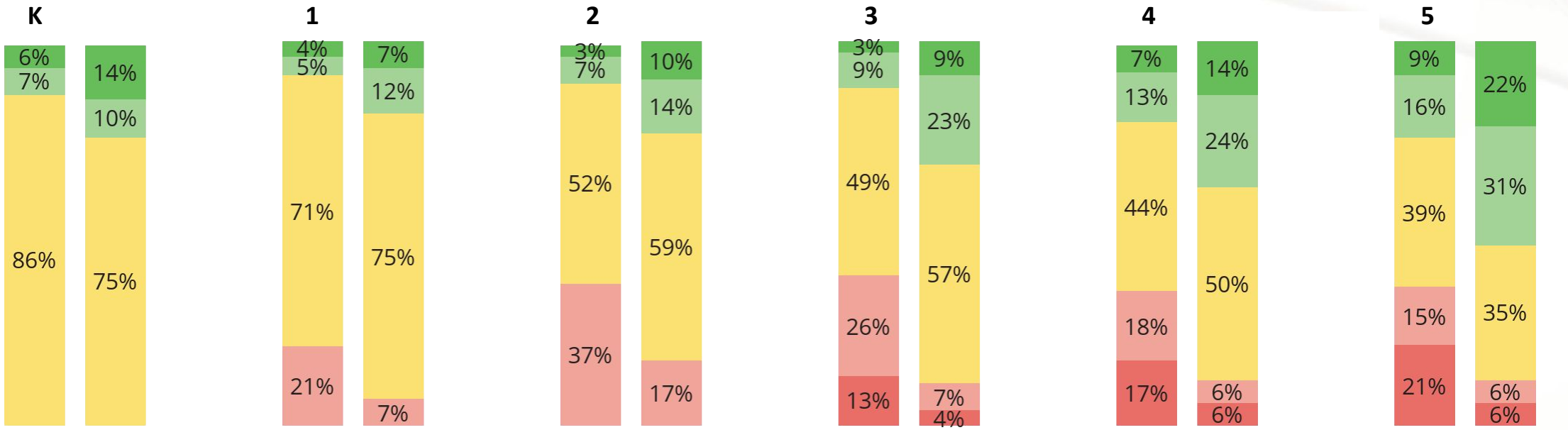


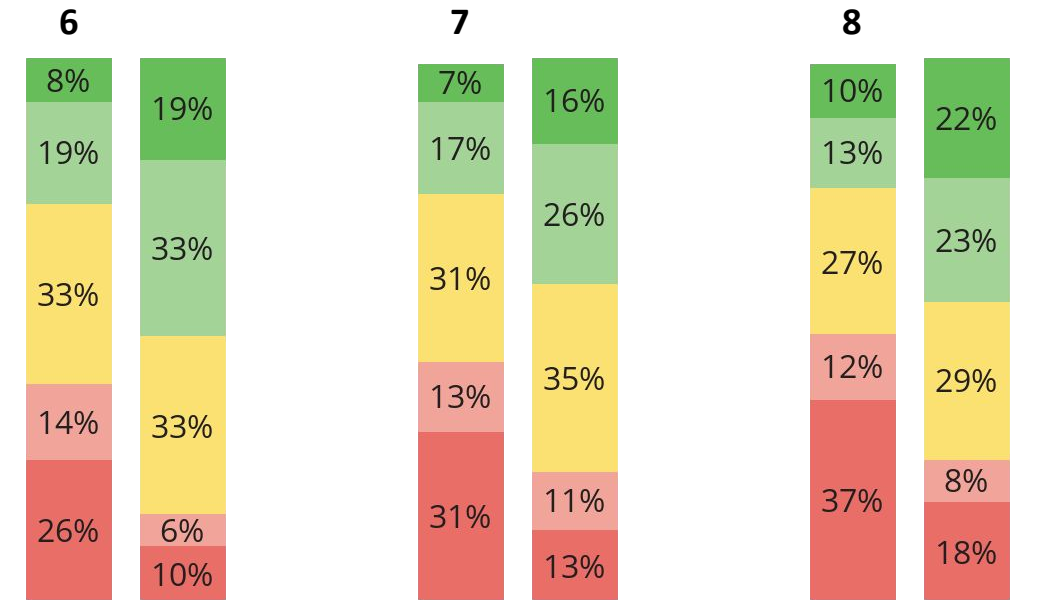
	NJ YTD	District
K	~14K	279
1	~26K	303
2	~28K	345
3	~28K	301
4	~28K	328
5	~28K	317

Mid or Above Grad | Early On Grade L | 1 Grade Level Belo | e Levels Below | 3+ Grad | Below

Norm: i-Ready N | National Norms | **D:** NJ Fall 23-24 pe | year-to-date

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

Fall Placement Distribution for District and Benchmarks



Natl. Norm: i-Ready Fall 18-19 National Norms **NJ YTD:** NJ Fall 23-24 population year-to-date

Reading Performance Review

Understanding i-Ready's Criterion Referenced Relative Placement Levels

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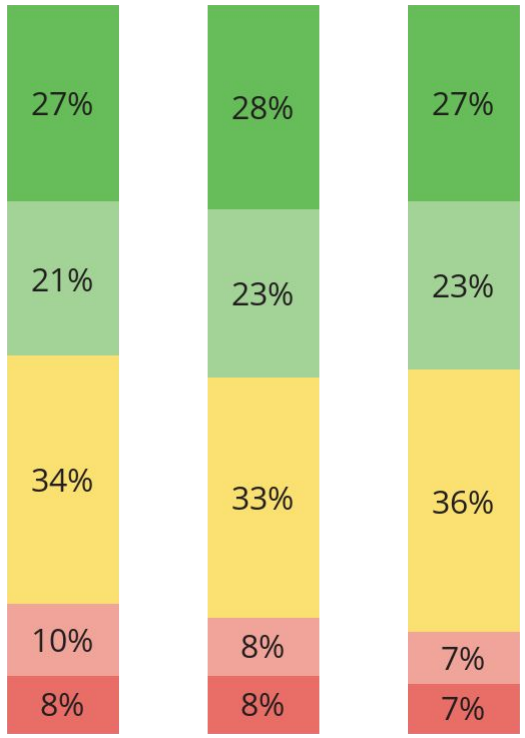

	21-22	22-23	23-24
Students Assessed	*2,447*	*2,478*	*2,816*

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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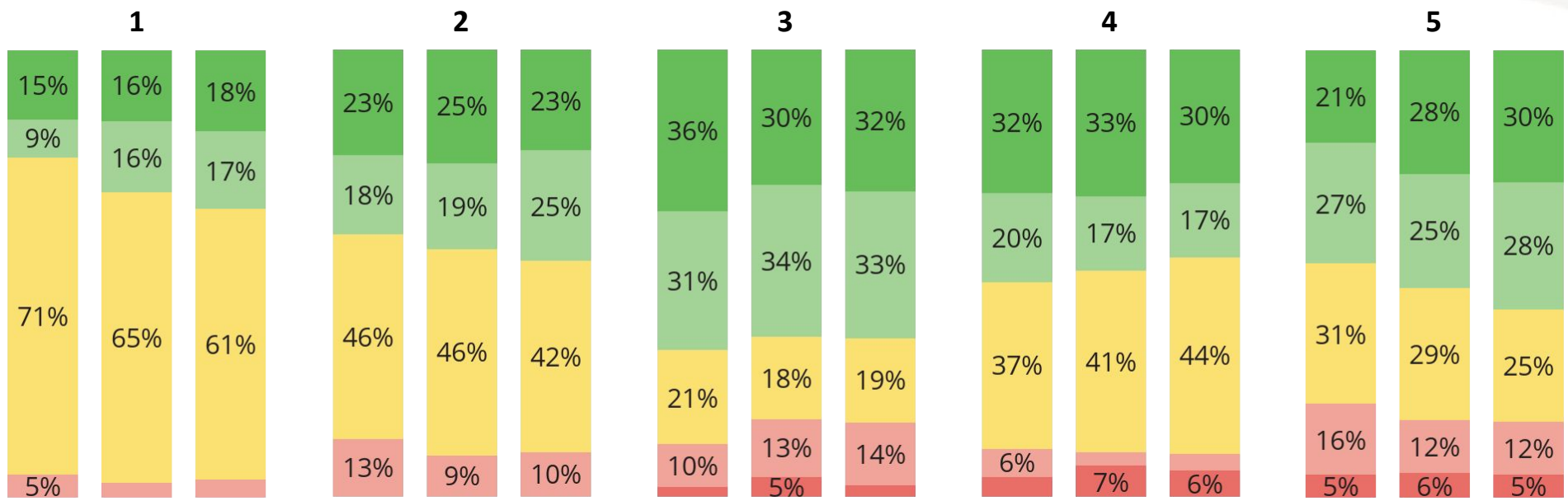

Students Assessed	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
	287	317	304	298	299	346	303	309	301	314	306	330	325	326	318

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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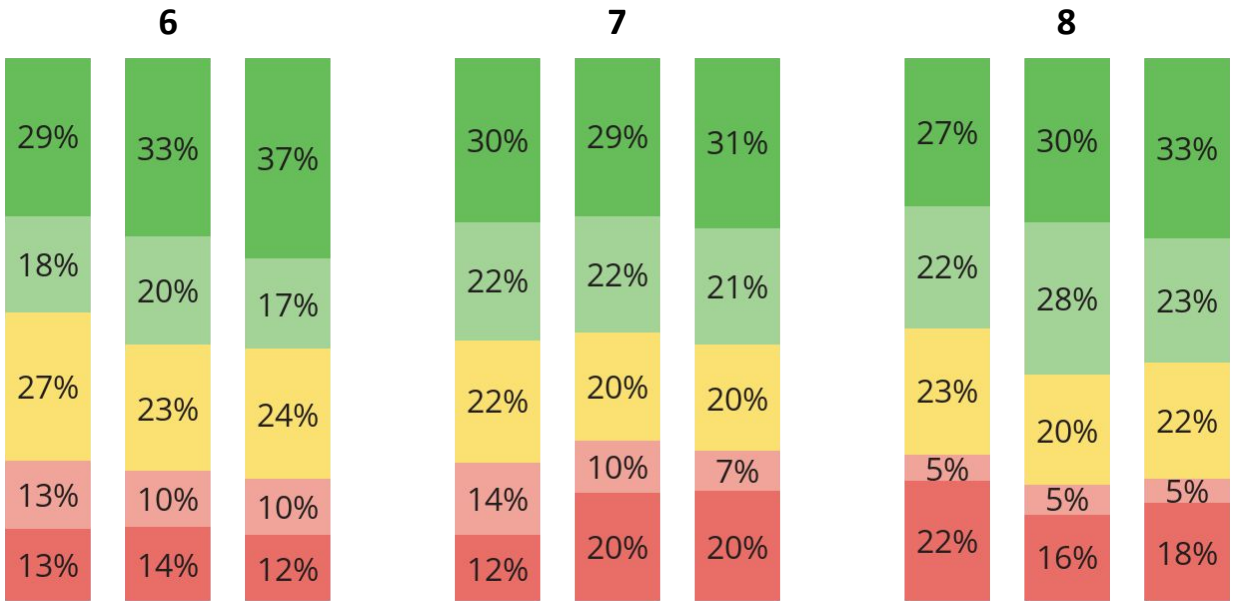

Students Assessed	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
	286	309	325	316	293	323	318	319	288

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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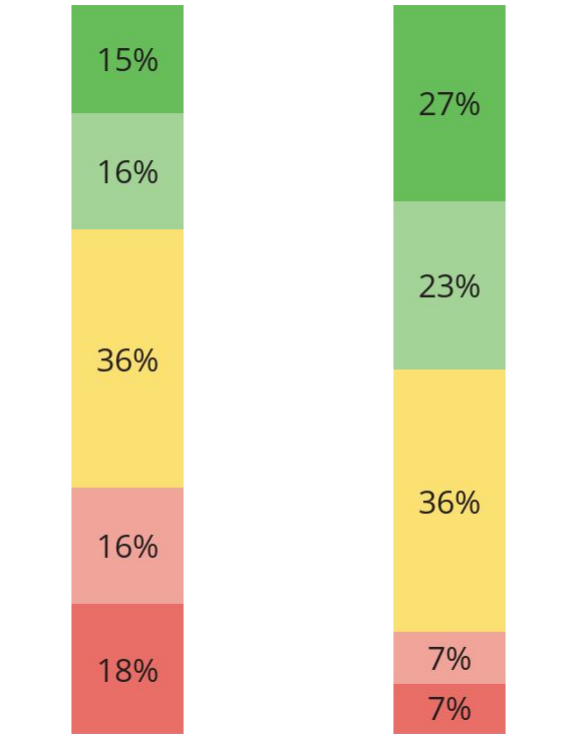

	NJ YTD	District
Students Assessed	*Fall 23-24*	*2,816*

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 NJ Fall 23-24 year-to-date population includes 188,172 students who completed a Diagnostic from August 1 to October 9. This data may not be representative of the student population.

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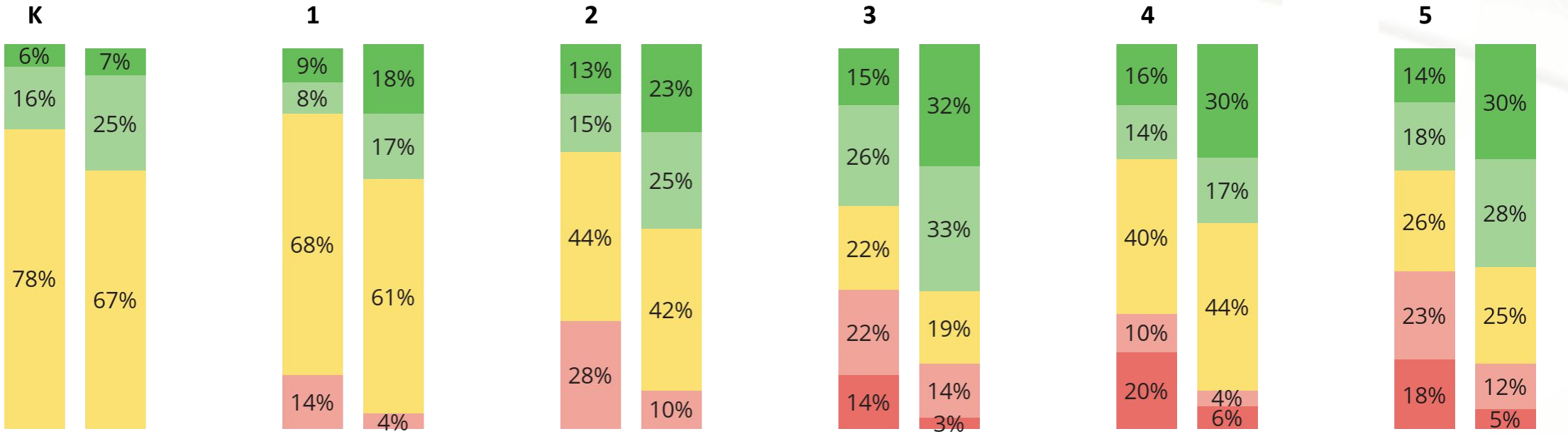
Fall Placement Distribution for District and Benchmarks



	NJ YTD	District
K	~12K	281
1	~22K	304
2	~24K	346
3	~24K	301
4	~25K	330
5	~25K	318

Mid or Above Grad | Early On Grade Le | 1 Grade Level Belc | e Levels Below

Norm: i-Ready F | National Norms | **D:** NJ Fall 23-24 p | year-to-date

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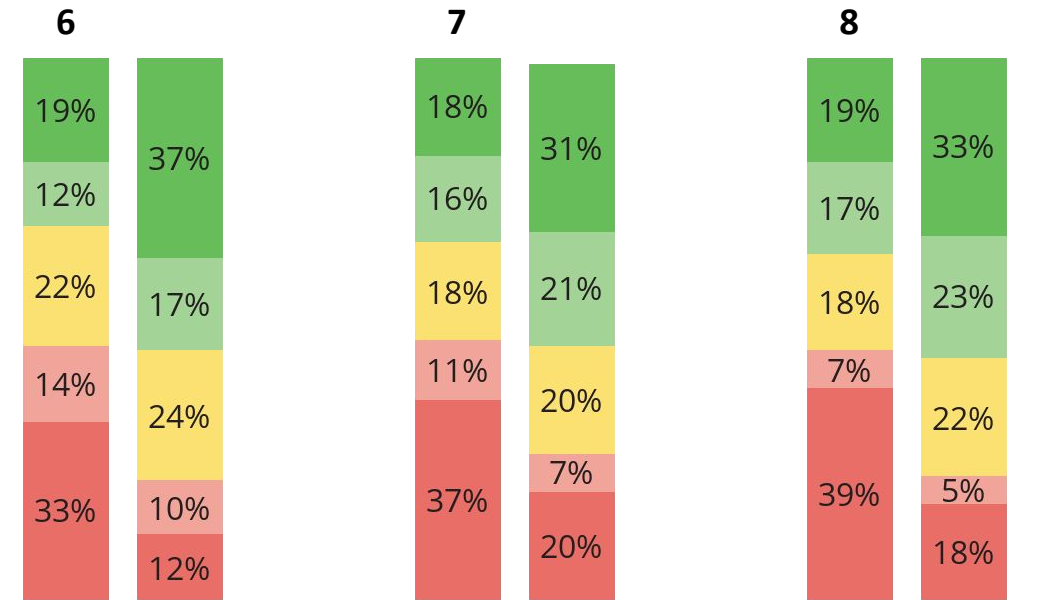


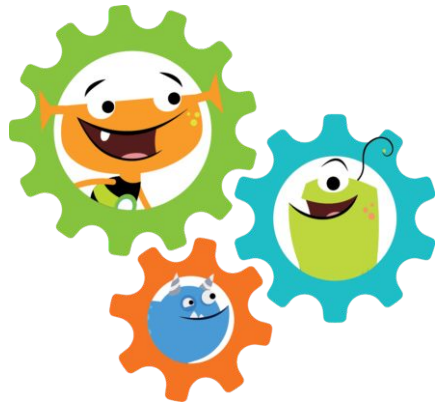
	NJ YTD	District	NJ YTD	District	NJ YTD	District
Students Assessed	~21K	325	~18K	323	~18K	288

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

Natl. Norm: i-Ready Fall 18-19 National Norms **NJ YTD:** NJ Fall 23-24 population year-to-date

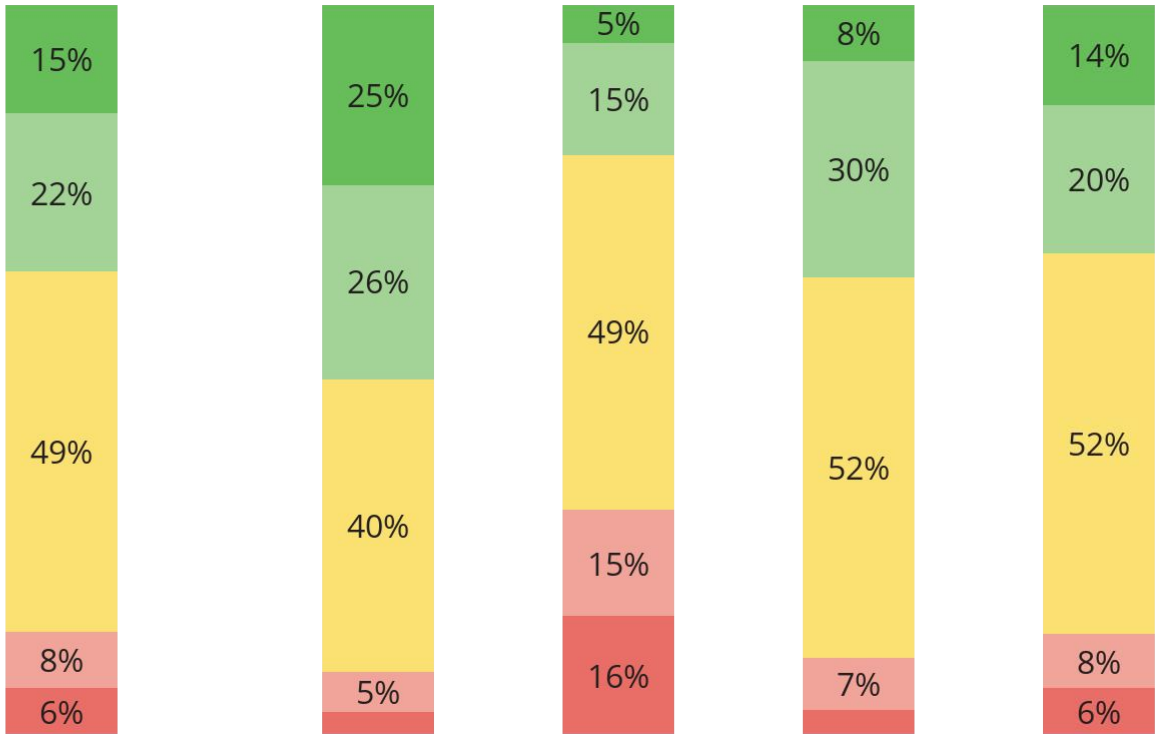
Demographic Results

i-Ready



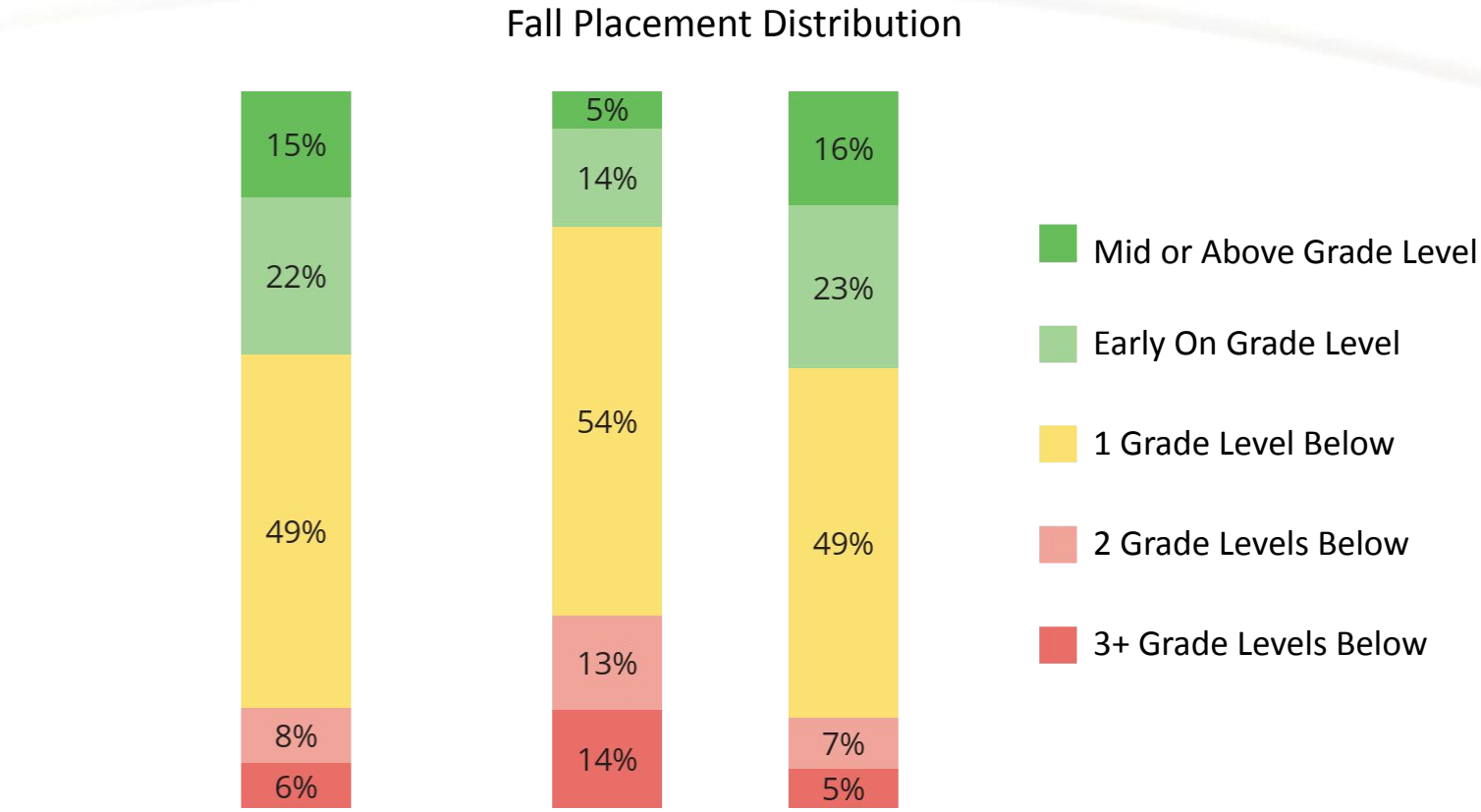
What Are the Relative Placements by Race?

Fall Placement Distribution



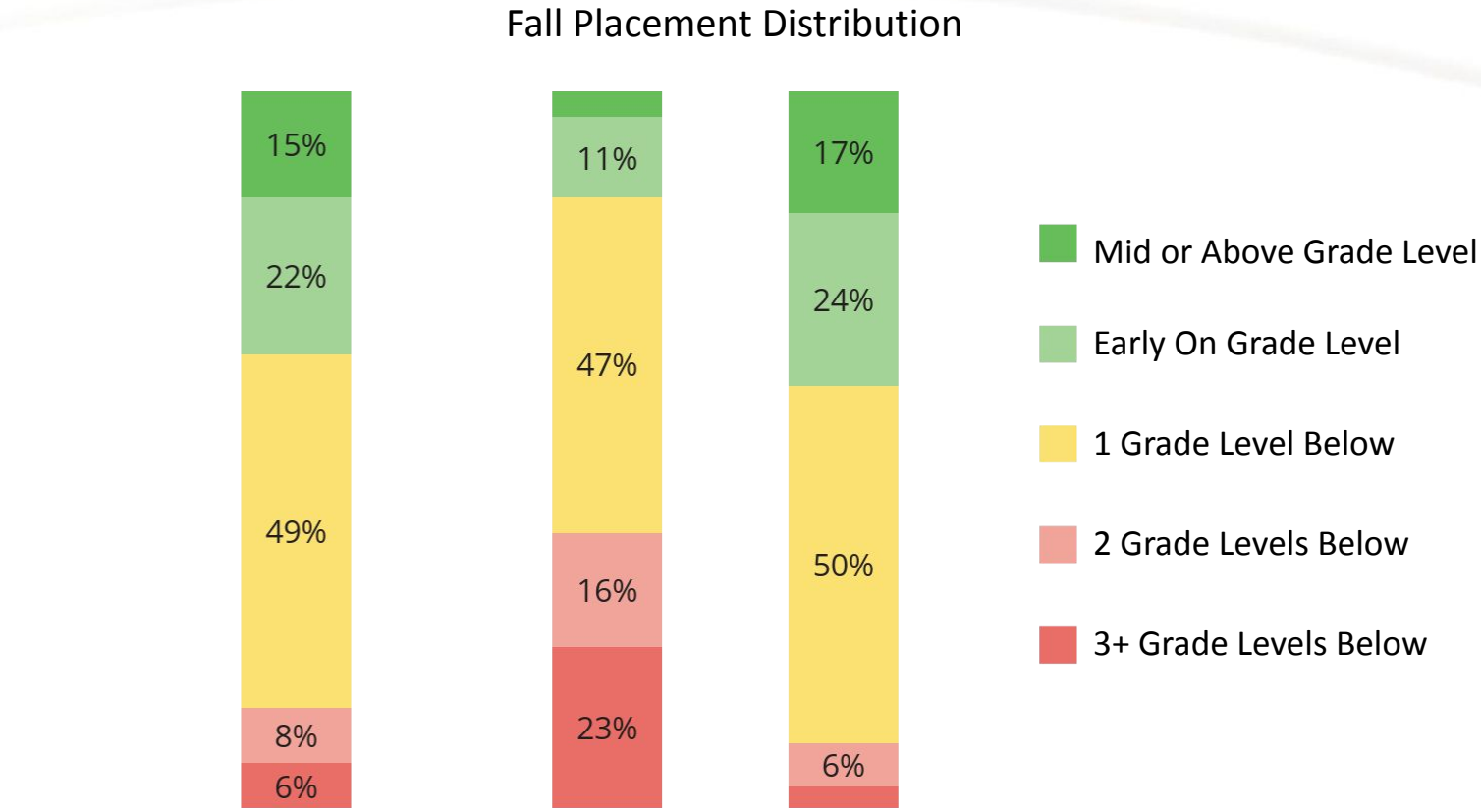
	Overall	Asian	Black or African American	Two or More Races	White
Students Assessed	*2,813*	*585*	*273*	*211*	*1,736*

What Are the Relative Placements by Hispanic or Latino?



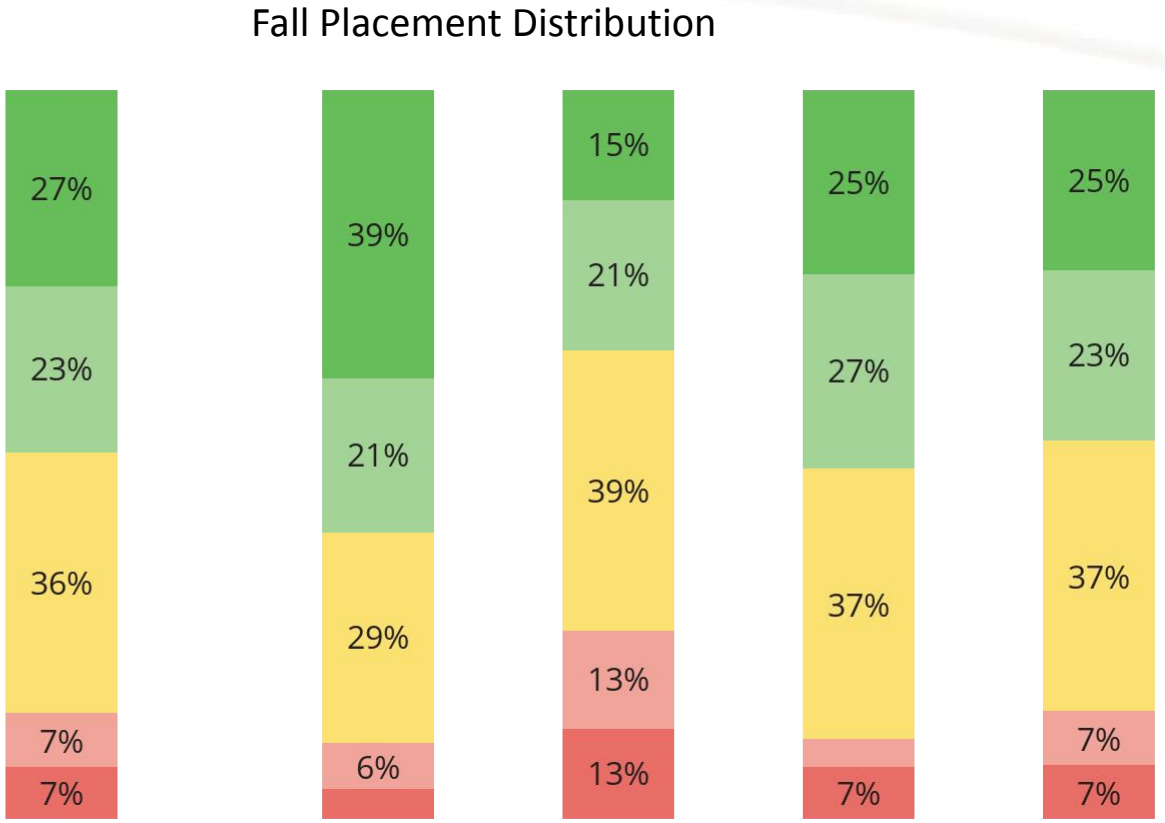
	Overall	Yes	No
Students Assessed	*2,813*	*293*	*2,520*

What Are the Relative Placements for Special Education?



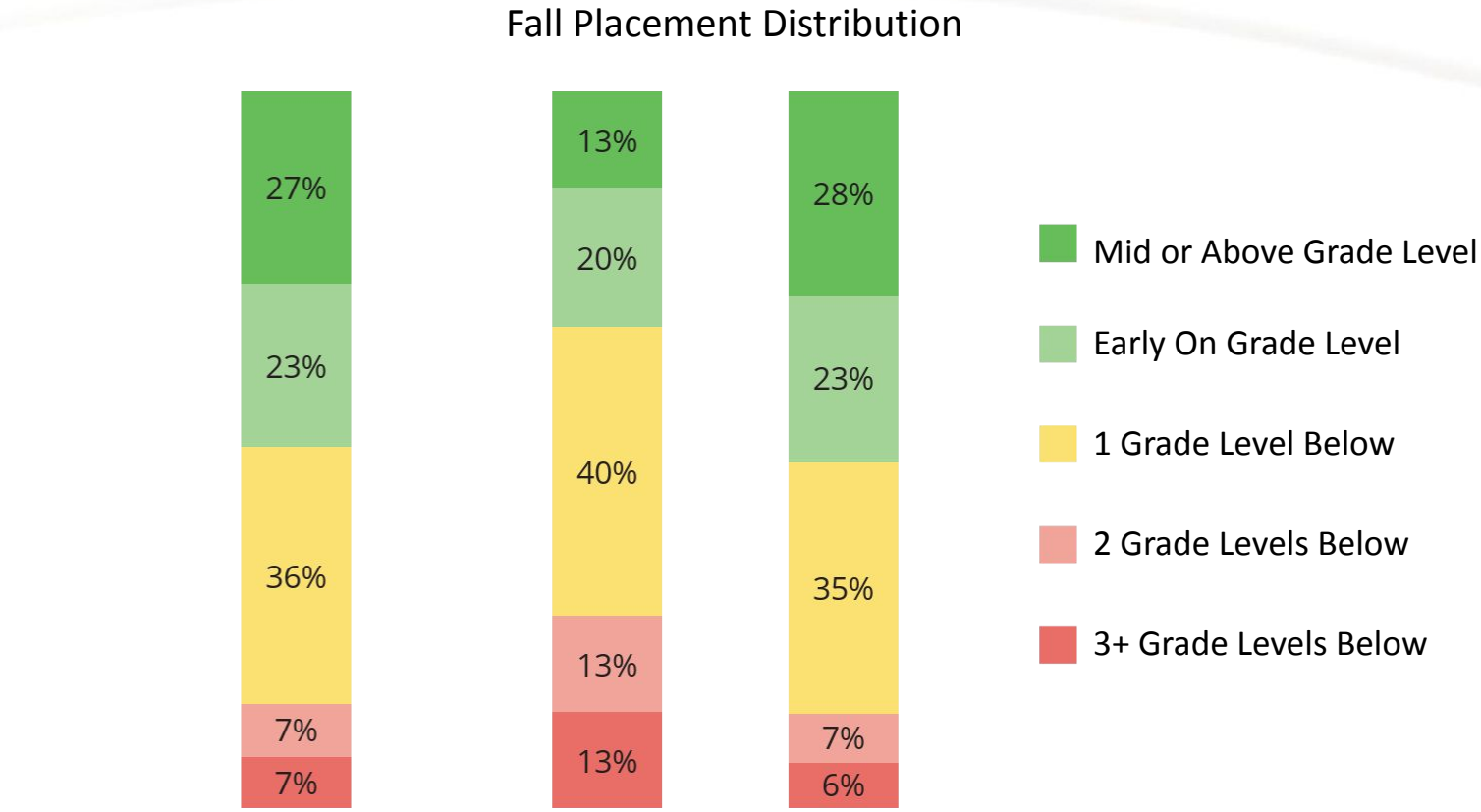
	Overall	Yes	No
Students Assessed	*2,813*	*469*	*2,344*

What Are the Relative Placements by Race?



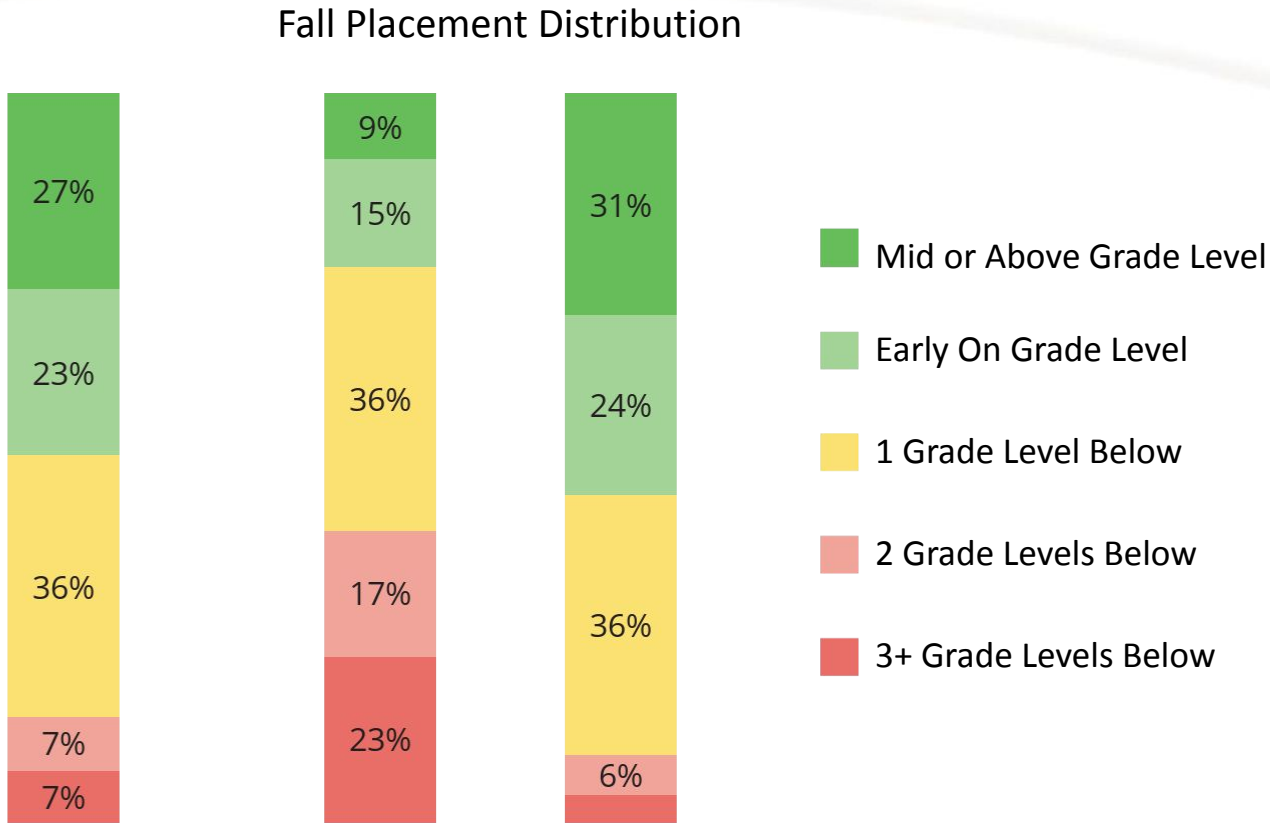
	Overall	Asian	Black or African American	Two or More Races	White
Students Assessed	*2,816*	*585*	*272*	*210*	*1,741*

What Are the Relative Placements by Hispanic or Latino?



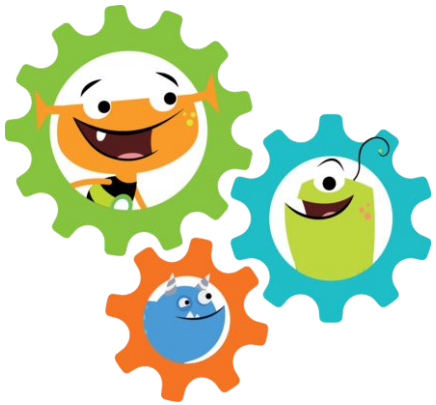
	Overall	Yes	No
Students Assessed	*2,816*	*291*	*2,525*

What Are the Relative Placements for Special Education?



	Overall	Yes	No
Students Assessed	*2,816*	*473*	*2,343*

Domain Results



How Does Fall Domain-Level Performance Compare Year over Year?

Percent of Students Placing **Early, Mid, or Above Grade Level**, Fall 22-23 to Fall 23-24

	1		2		3		4		5		6		7		8	
	Prior	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*
Number and Operations	24%	21%	30%	35%	29%	34%	54%	50%	48%	53%	45%	47%	46%	46%	49%	50%
Algebra and Algebraic Thinking	33%	32%	37%	34%	37%	43%	56%	48%	51%	54%	40%	51%	43%	45%	47%	50%
Measurement and Data	26%	24%	26%	29%	47%	52%	55%	53%	53%	63%	51%	58%	51%	53%	53%	54%
Geometry	29%	31%	32%	37%	25%	32%	31%	37%	46%	50%	43%	47%	34%	34%	35%	43%
Students Assessed	*317*	*303*	*299*	*345*	*309*	*301*	*305*	*328*	*324*	*317*	*318*	*326*	*291*	*321*	*316*	*293*

Increased >5% pts Year over Year | ***Increased*** 0-5% pts Year over Year | ***Decreased*** 1-5% pts Year over Year | ***Decreased*** >5% pts Year over Year

How Does Fall Domain-Level Performance Compare Year over Year?

Percent of Students Placing **Early, Mid, or Above Grade Level**, Fall 22-23 to Fall 23-24

	1		2		3		4		5		6		7		8	
	Prior	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*
Phonological Awareness	40%	39%	86%	88%												
High-Frequency Words	48%	51%	75%	83%	94%	98%										
Phonics	33%	40%	45%	46%	74%	76%	89%	85%	92%	94%	95%	96%	95%	96%	99%	98%
Vocabulary	29%	33%	46%	40%	61%	62%	54%	50%	49%	51%	52%	49%	51%	55%	57%	58%
Comprehension: Literature	35%	34%	45%	40%	60%	58%	55%	52%	62%	61%	54%	57%	51%	57%	58%	58%
Comprehension: Informational Text	33%	33%	39%	35%	57%	52%	51%	43%	49%	57%	49%	51%	44%	47%	53%	49%
Students Assessed	*317*	*304*	*299*	*346*	*309*	*301*	*306*	*330*	*326*	*318*	*309*	*325*	*293*	*323*	*319*	*288*

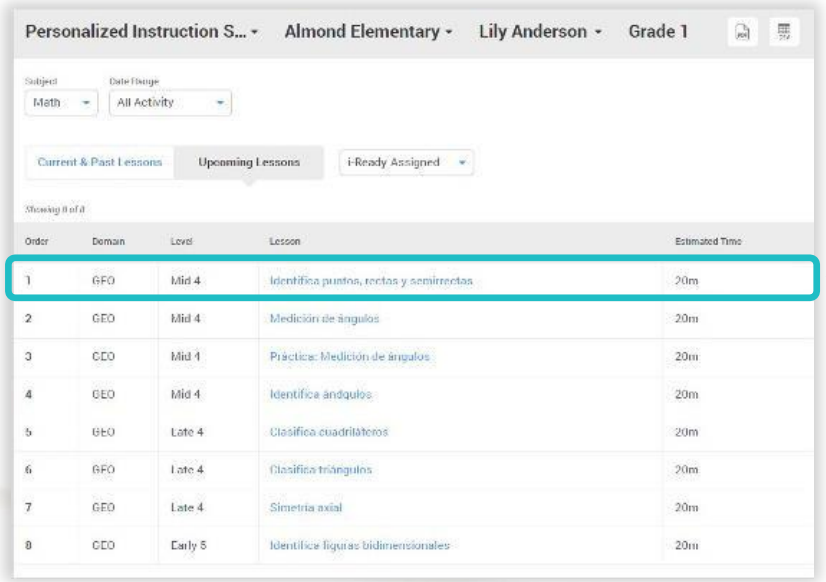
Increased >5% pts Year over Year | ***Increased*** 0-5% pts Year over Year | ***Decreased*** 1-5% pts Year over Year | ***Decreased*** >5% pts Year over Year

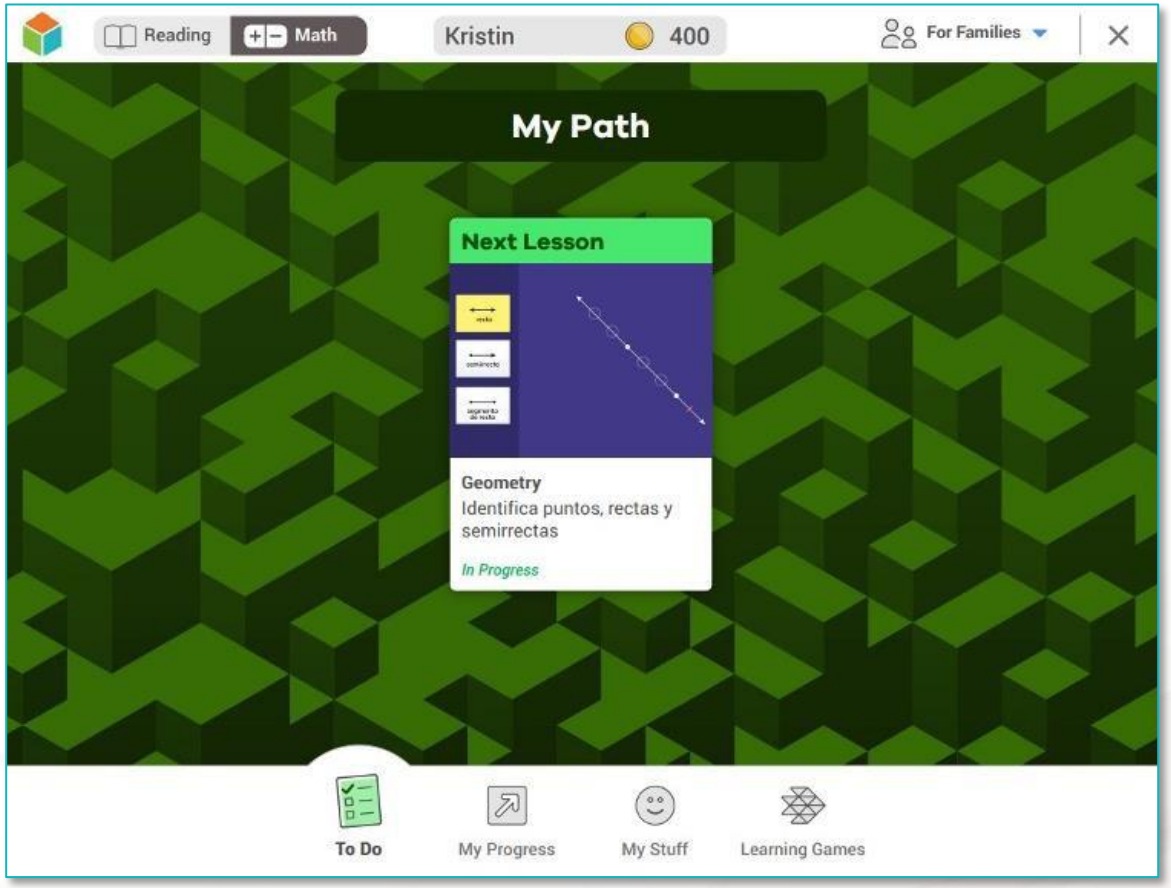
Appendix

ENHANCED!

My Path for Mathematics in Spanish

Provide students in Grades K–8 Spanish dual-language and immersion classrooms with personalized Mathematics lessons driven by Diagnostic results.

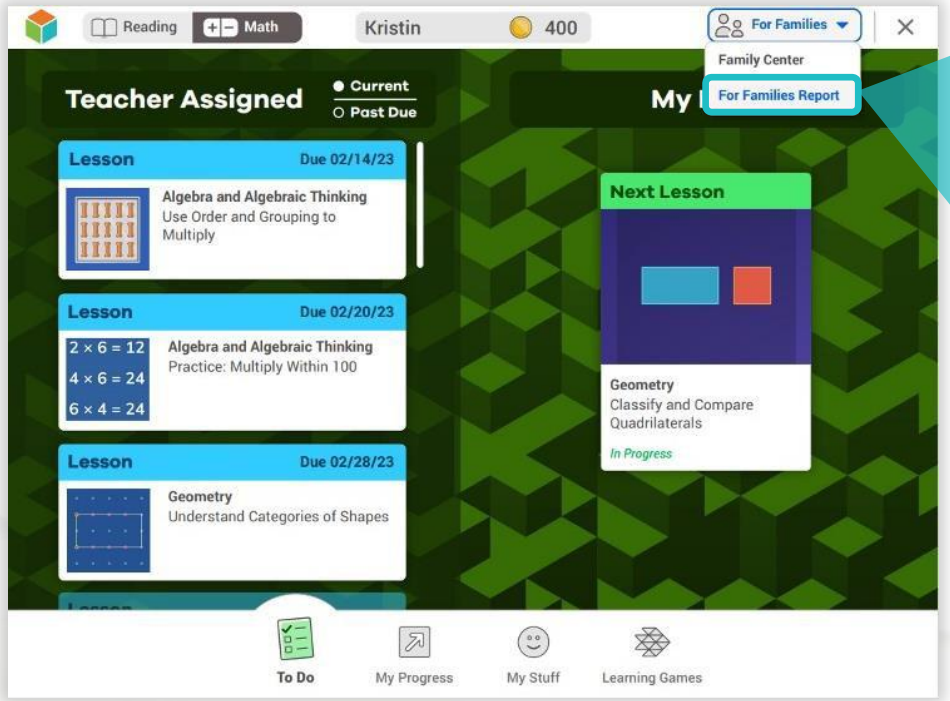


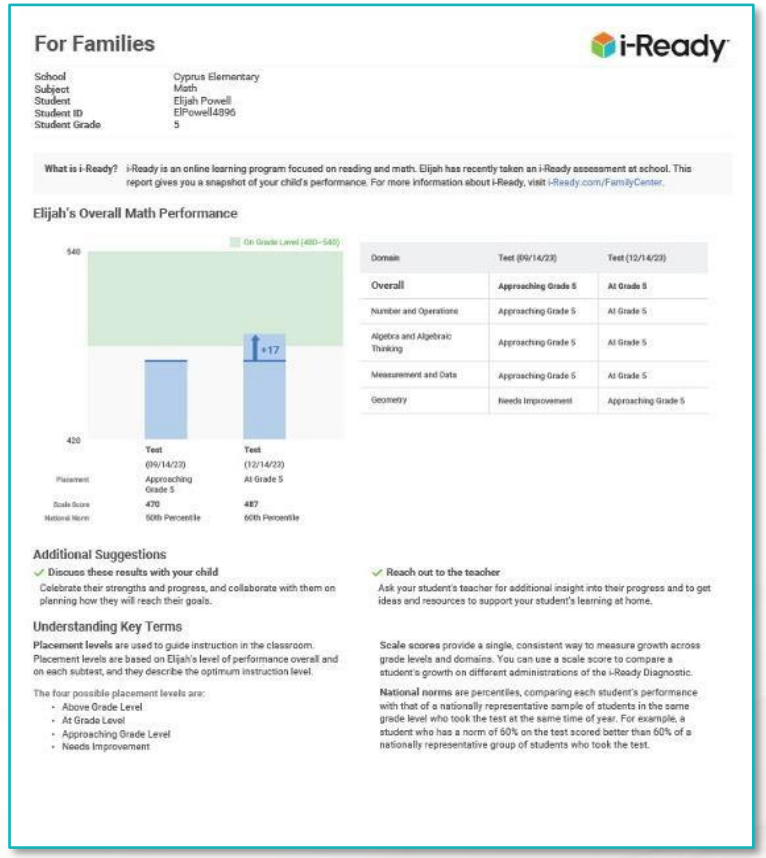


NEW!

For Families Report through Student Dashboard

Share the For Families report in a scalable, timely way and build stronger home-to-school connections with access for parents and caregivers through the student dashboard.

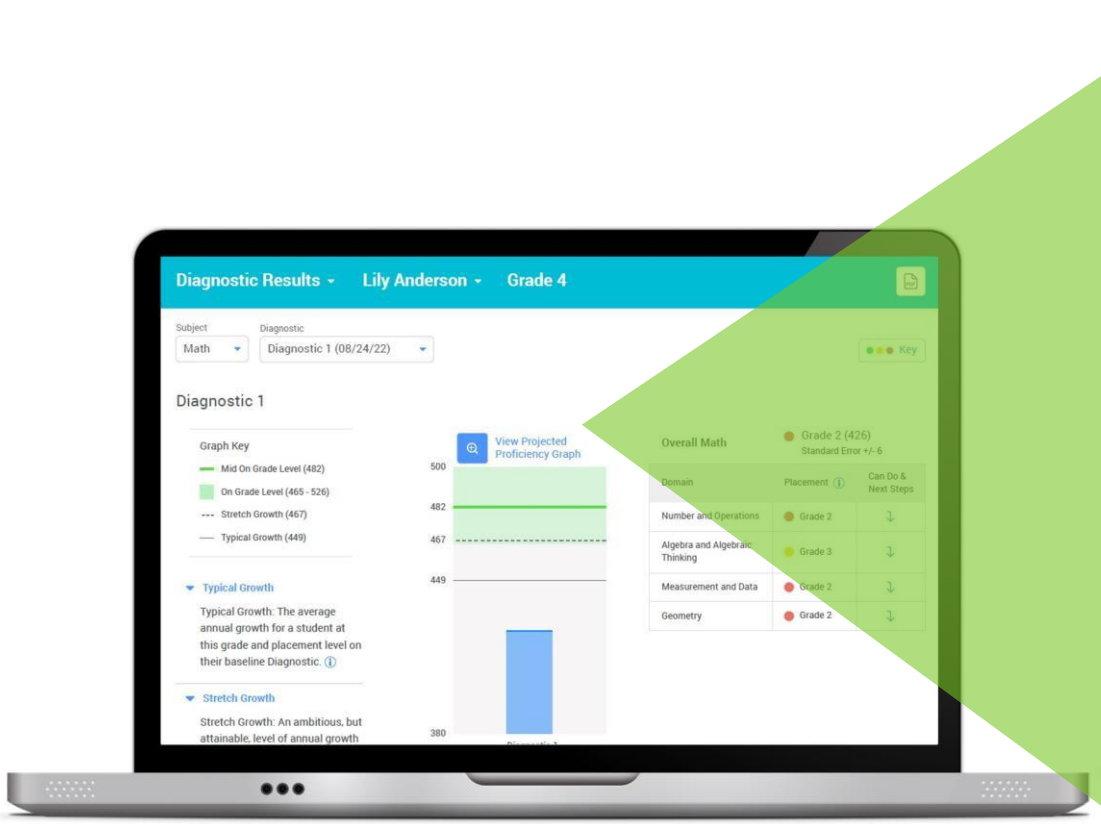


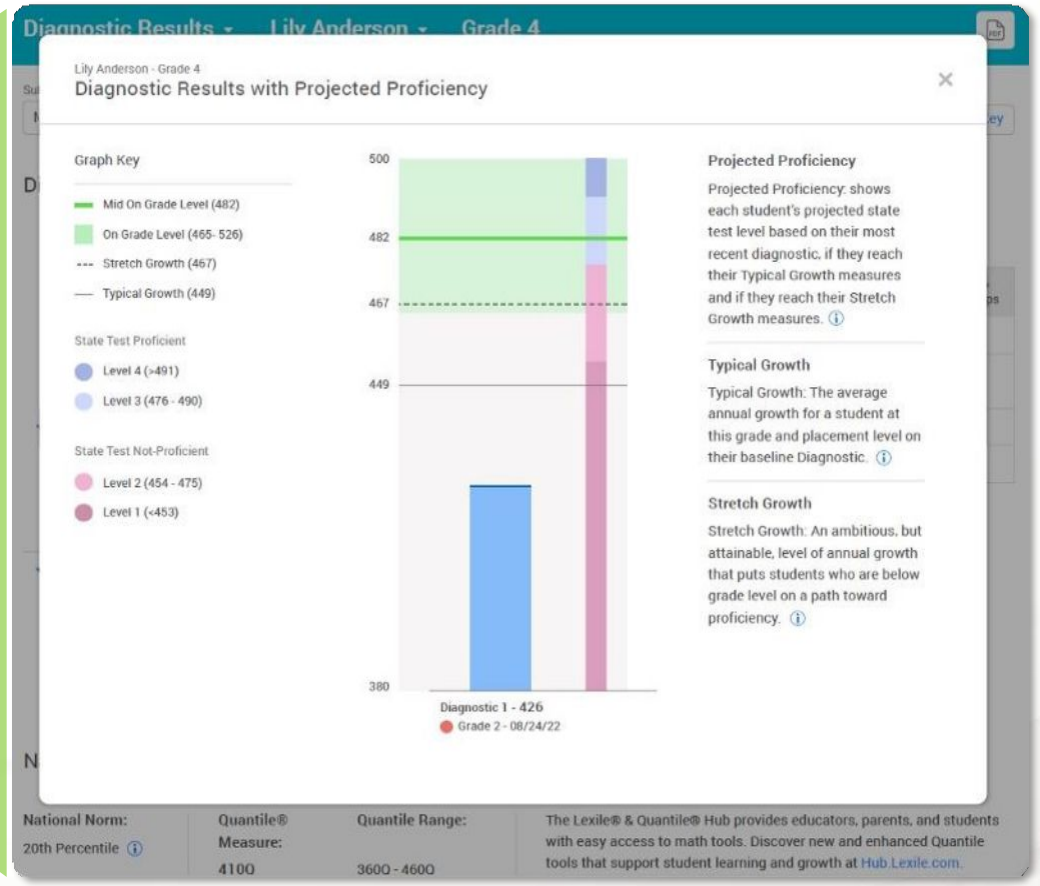


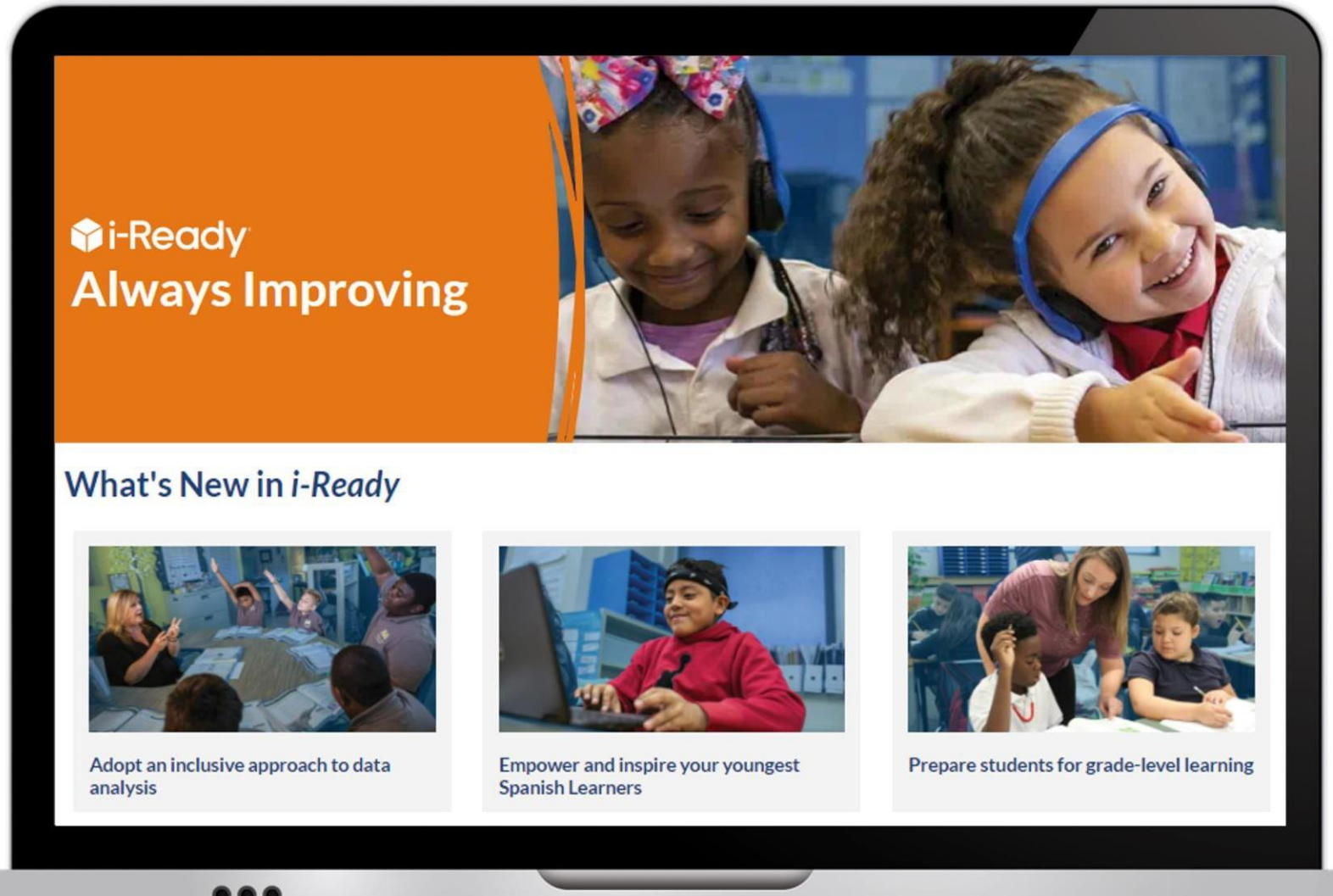
NEW!

Projected Proficiency (Student) Report

Understand the impact of achieving Typical Growth and Stretch Growth on state test performance with **Projected Proficiency on student-level Diagnostic reports**.







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