Growth and Performance Data Guidance

Use the guidance and considerations that follow to analyze your *i-Ready* reports* to determine students' strengths and areas for improvement and possible action steps.

Higher Growth and Higher Performance

These students are showing better than expected growth and are currently performing on or above grade level. Continue to find opportunities to enrich and provide teacher-led instruction to support your students.

Ask and Observe:

- What are areas in which I can enrich and challenge this student's learning? *(Diagnostic Results [Student] and Instructional Groupings reports)*
- Within a domain, are there prerequisite skills, concepts, or supports that will help to promote access to grade-level or advanced content for this student? *(Diagnostic Results [Class], Prerequisites, and Grade-Level Scaffolding reports)*
- How is this student progressing in Personalized Instruction in each domain? *(Personalized Instruction Summary [Student] report)*
- What strategies have been effective in engaging this student to deepen their learning, growth, and progress?

Take Action—Consider These Steps:

- Provide independent or collaborative opportunities for enrichment.
- Provide teacher-led small group instruction to students with similar areas for enrichment using next steps and instructional resources recommended by *i-Ready* or other targeted resources.
- Consider how you will adjust Personalized Instruction and Learning Games** scheduling and pacing to balance time in online lessons with other forms of enrichment and challenge.
- Engage students in data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals.

Lower Growth and Higher Performance

These students are currently performing on or above grade level. Use the questions and data sources below to determine next steps for continued teacher-led support to promote growth.

Ask and Observe:

- What are the strengths and areas for improvement for this student? *(Diagnostic Results [Student] report)*
- Within a domain, are there prerequisite skills, concepts, or supports that will help to promote access to grade-level or advanced content for this student? *(Diagnostic Results [Class], Prerequisites, and Grade-Level Scaffolding reports)*
- What are areas in which I can enrich and challenge this student's learning? *(Diagnostic Results [Student] and Instructional Groupings reports)*
- How can differentiation or enrichment be adjusted to continue this student's progress toward advanced proficiency levels?
- How is this student progressing in Personalized Instruction in each domain? *(Personalized Instruction Summary [Student] report)*
- In what ways is this student engaged in learning, growth, and progress?

Take Action—Consider These Steps:

- Target instruction and enrichment to promote student growth using next steps and instructional resources recommended by *i-Ready* or other resources.
- Provide teacher-led small group instruction to students with similar areas for enrichment.
- Continue to use Personalized Instruction and Learning Games** to address priority domain(s) and provide instruction and practice at advanced levels (as available).
- Engage students in data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.

Higher Growth and Lower Performance

These students receive instructional support and are showing better than expected growth. Continue to provide teacher-led support to keep students progressing toward proficiency.

Ask and Observe:

- What strategies have been effective in engaging this student in learning, growth, and progress?
- What are the strengths and areas for improvement for this student? *(Diagnostic Results [Student] report)*
- What prerequisite skills, concepts, or supports will help this student access grade-level instruction in upcoming lessons? *(Diagnostic Results [Class], Prerequisites, and Grade-Level Scaffolding reports)*
- What individualized instruction, supplemental support, or interventions are currently in place for this student? *(Information gathered during learning)*
- Which other students have similar instructional priorities that could be addressed through teacher-led small groups? *(Prerequisites, Grade-Level Scaffolding, and Instructional Groupings reports)*
- How is this student progressing in Personalized Instruction in each domain? *(Personalized Instruction Summary [Student] report)*

Take Action—Consider These Steps:

- Continue the individualized instruction, interventions, and/or additional instructional supports that have been effective in promoting growth for this student.
- Provide teacher-led small group instruction to students with similar areas for growth.
- Continue to prioritize Personalized Instruction time to address a student's instructional priorities.
- As this student works through increasingly difficult levels of Personalized Instruction, continue to monitor progress and respond by providing the student with additional support with the lessons.
- Continue to use engagement strategies you've found successful, including students leading data chats to celebrate success, discuss growth, and set goals for the rest of the year.

Lower Growth and Lower Performance

There is opportunity to further support these students' learning priorities by providing them with teacher-led instructional support. Use the questions and data sources to determine steps for supporting these students.

Ask and Observe:

- What are the strengths and areas for improvement for this student? *(Diagnostic Results [Student] report)*
- What prerequisite skills, concepts, or supports will help this student access grade-level instruction in upcoming lessons? *(Diagnostic Results [Class], Prerequisites, and Grade-Level Scaffolding reports)*
- How can differentiation or individualized instruction be adjusted to further prioritize this student's specific learning priorities? How might this student, or other students with similar areas for growth, benefit from additional targeted instruction? *(Instructional Groupings and Personalized Instruction by Lesson reports)*
- Is this student getting enough time in *i-Ready* lessons? How is this student progressing in Personalized Instruction in each domain? *(Personalized Instruction Summary [Student] report)*
- In what ways is this student engaged in learning, growth, and progress?

Take Action—Consider These Steps:

- Individualize instruction targeted to this student's areas for improvement using next steps and instructional resources recommended by *i-Ready* or other targeted resources.
- Provide teacher-led small group instruction to students with similar areas for improvement.
- Adjust scheduling to prioritize Personalized Instruction time to address this student's priority domain(s).
- Closely monitor this student's progress in Personalized Instruction and Learning Games,** and respond quickly to provide the student with additional support with the lessons.
- Engage students in data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.

*The Prerequisites report is available for Grades 1–8, and the Grade-Level Scaffolding report is available for Grades 3–8.
**Learning Games are available with i-Ready Personalized Instruction *for Grades K–8 Mathematics (English and Spanish) at district discretion.*

Responding to Midyear Diagnostic Growth Worksheet

Analyze your Diagnostic Growth report and additional data to determine action steps for your students.

Date: _____

School, Grade Level, and/or Class: _____

☐ Mathematics   ☐ Reading

Review	Observe and Reflect	Take Action
*Analyze student data by growth and performance.**	*List the students who placed in each category and think about the possible causes. Review individual student data as needed.*	*Consider these action steps:*

Higher Growth and Higher Performance

Growth: Achieved **at least 50% progress** to Typical Growth

Performance:
🟢🟢 Early On or Mid On or Above Grade Level

How can I continue to provide enrichment and challenge for these students?
- ☐ Provide independent or collaborative opportunities for enrichment.
- ☐ Provide teacher-led small group instruction to students with similar areas for enrichment using next steps and instructional resources.
- ☐ Consider how to balance time in online lessons and Learning Games** with other forms of enrichment and challenge.
- ☐ Have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.

☐ Other:

Higher Growth and Lower Performance

Growth: Achieved **at least 50% progress** to Typical Growth

Performance:
🟡 One Grade Level Below
🔴🔴 Two or Three or More Grade Levels Below

How can I continue to provide instructional support to promote growth?
- ☐ Continue individualized instruction, interventions, and/or additional supports that have been effective in promoting growth for these students.
- ☐ Provide teacher-led small group instruction to students with similar areas for improvement.
- ☐ Continue to monitor and respond to students' priority domain(s) as they work through Personalized Instruction.
- ☐ Continue to use engagement strategies you've found to be successful, including opportunities for students to lead their data chats.

☐ Other:

Lower Growth and Higher Performance

Growth: Achieved **less than 50% progress** to Typical Growth

Performance:
🟢🟢 Early On or Mid On or Above Grade Level

How can I promote growth for these students?
- ☐ Target instruction and enrichment to students' priorities to help promote growth using next steps and instructional resources.
- ☐ Provide teacher-led small group instruction to students with similar areas for enrichment.
- ☐ Continue to use Personalized Instruction and Learning Games** to address priority domain(s) and provide instruction and practice at advanced levels (as available).
- ☐ Have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.

☐ Other:

Lower Growth and Lower Performance

Growth: Achieved **less than 50% progress** to Typical Growth

Performance:
🟡 One Grade Level Below
🔴🔴 Two or Three or More Grade Levels Below

How will I support these students' instructional priorities to promote growth?
- ☐ Adjust scheduling to prioritize Personalized Instruction to students' domain(s) of need.
- ☐ Provide teacher-led small group instruction to students with similar instructional priorities using next steps and instructional resources.
- ☐ Monitor students' progress in Personalized Instruction and Learning Games,** and respond quickly to provide additional support.
- ☐ Have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.

☐ Other:

Please note: These recommendations are based on a midyear Diagnostic that is completed about halfway between the baseline and end-of-year Diagnostics, with equal periods of instruction between each assessment. When the midyear Diagnostic is scheduled earlier or later in the year, look for progress to Typical Growth to vary accordingly.

**Learning Games are available with i-Ready Personalized Instruction for Grades K–8 Mathematics (English and Spanish) at district discretion.*