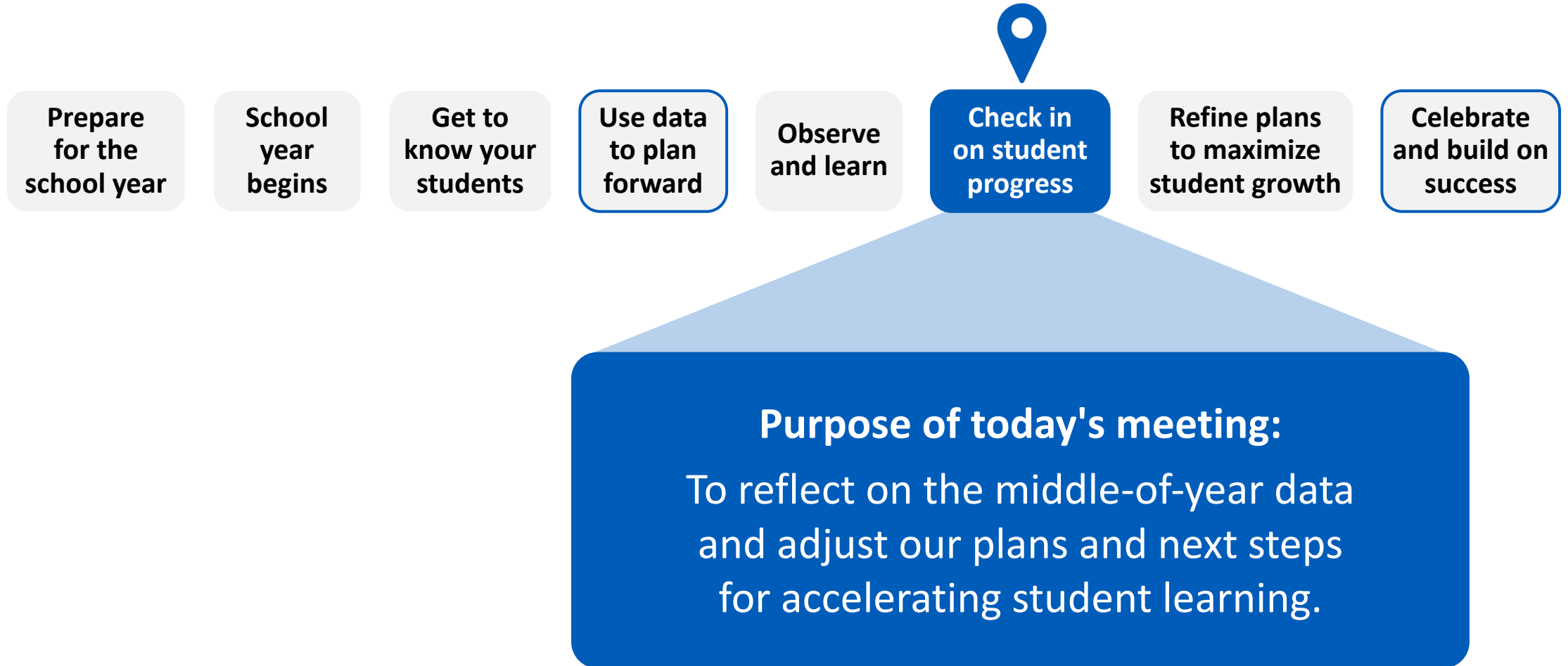


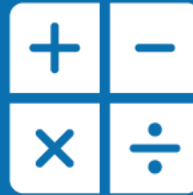


Middle of Year Data and Implementation Review

*Contra Costa School of Performing Arts
23/24*

Year At a Glance





Mathematics Performance Review

Middle School (Grades 6 -8)

Who is Included in the Analysis?

Middle School (Grades 6-8)



Fall Performance

189 students

Winter Performance

180 students



Growth

154 students








Personalized Instruction

0 students

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.
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 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 Benchmark Data?

***i-Ready* National Norms Winter 18-19 (Natl. Norm)**

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.

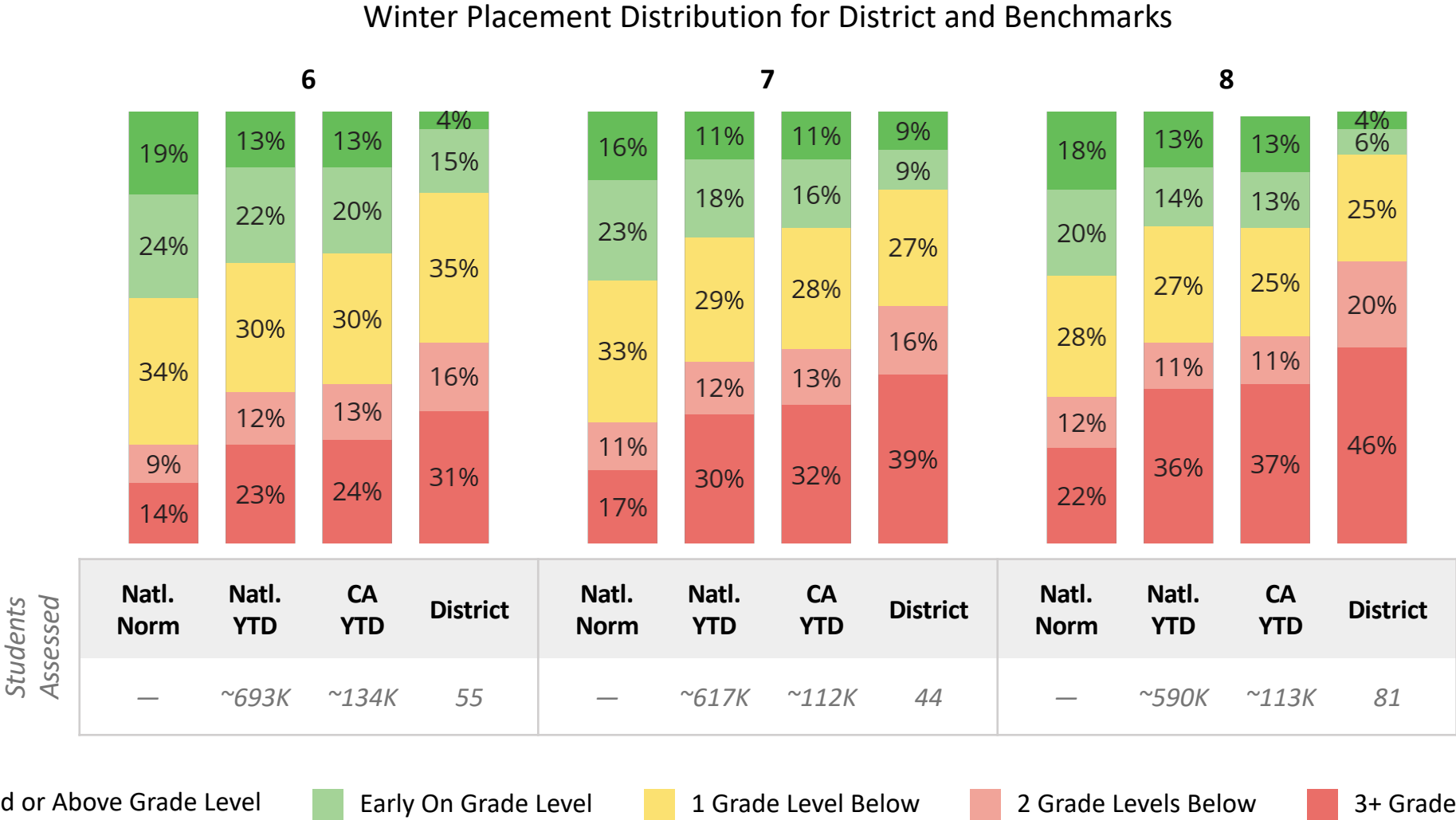
National Year-to-Date Winter 23-24 (Natl. YTD)

This population includes all students who completed a Diagnostic from November 16 to January 17. This data may not be representative of the student population.

California Year-to-Date Winter 23-24 (CA YTD)

This population includes all students who completed a Diagnostic from November 16 to January 17. This data may not be representative of the student population.

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



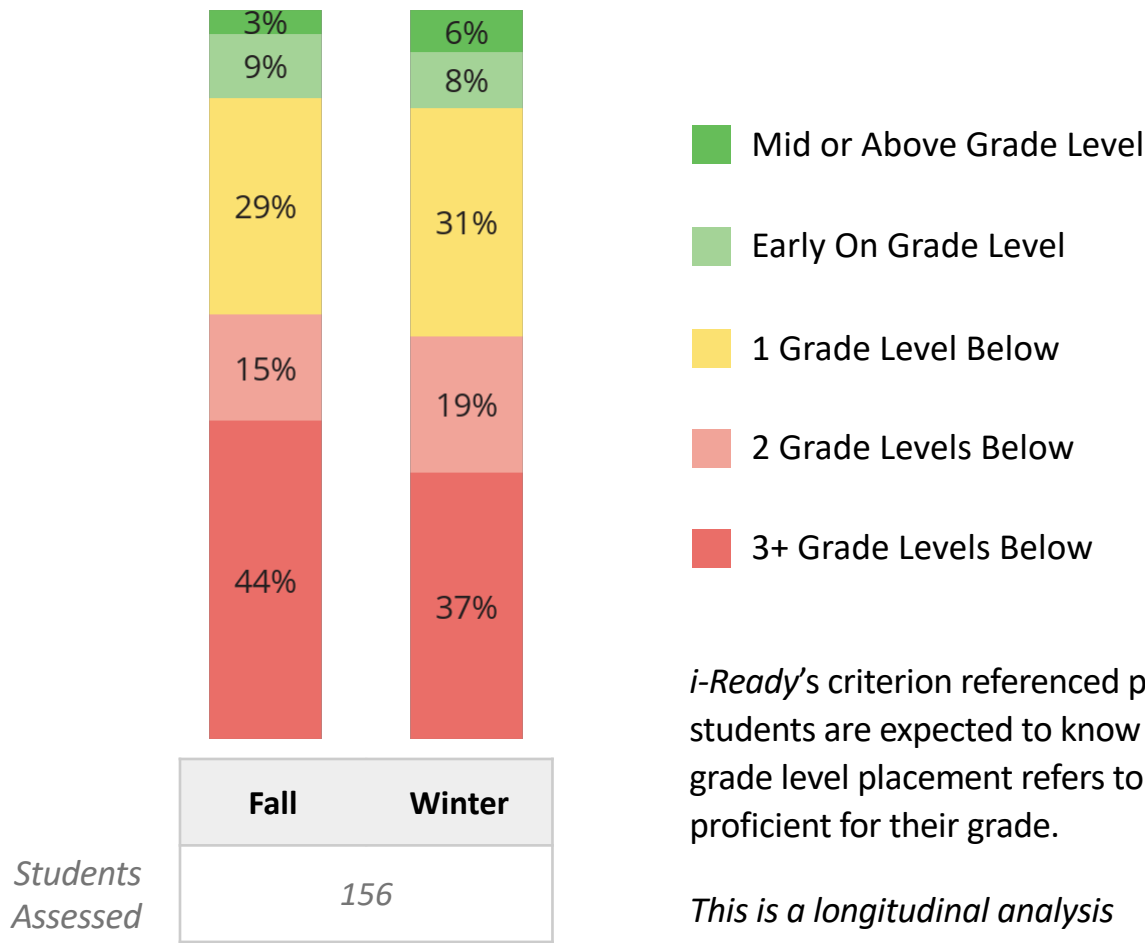
Natl. Norm: *i-Ready* National Norms Winter 18-19

Natl. YTD: National Year-to-Date Winter 23-24

CA YTD: CA Year-to-Date Winter 23-24

How Have Relative Placements Changed From Fall to Winter?

Placement Distribution, Fall 23-24 to Winter 23-24

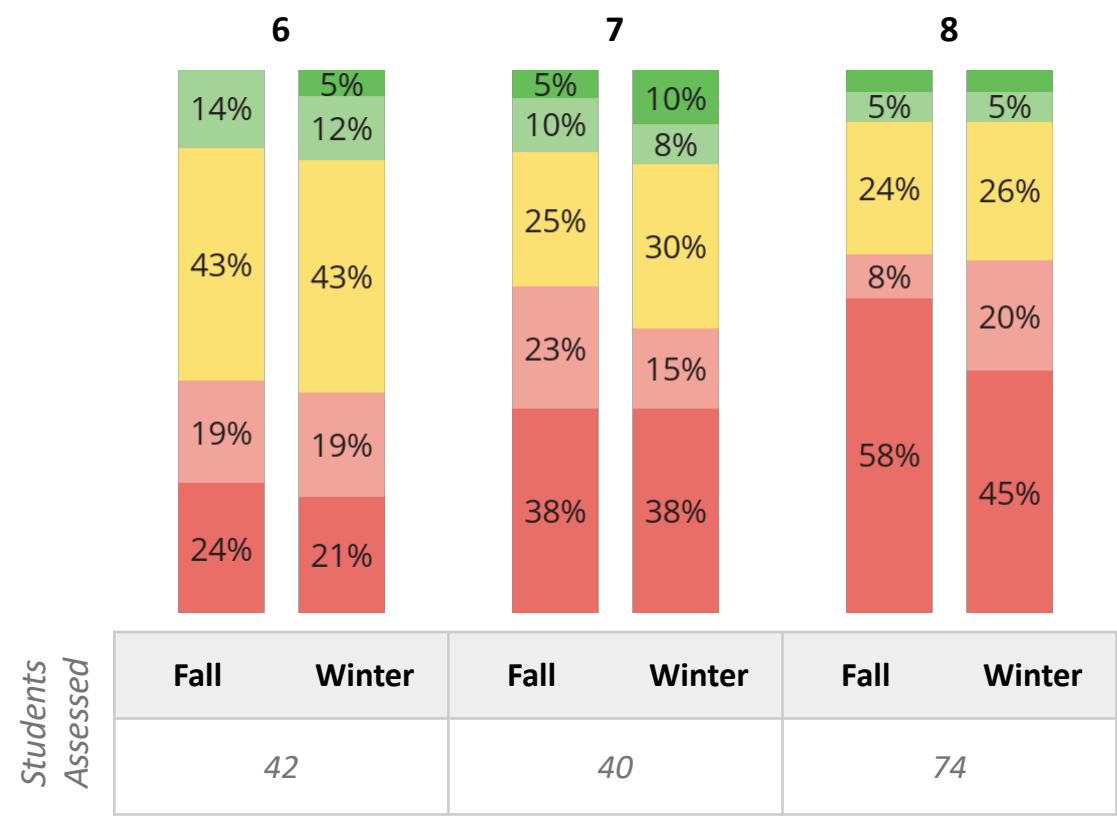


i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a longitudinal analysis

How Have Relative Placements Changed From Fall to Winter?

Placement Distribution, Fall 23-24 to Winter 23-24

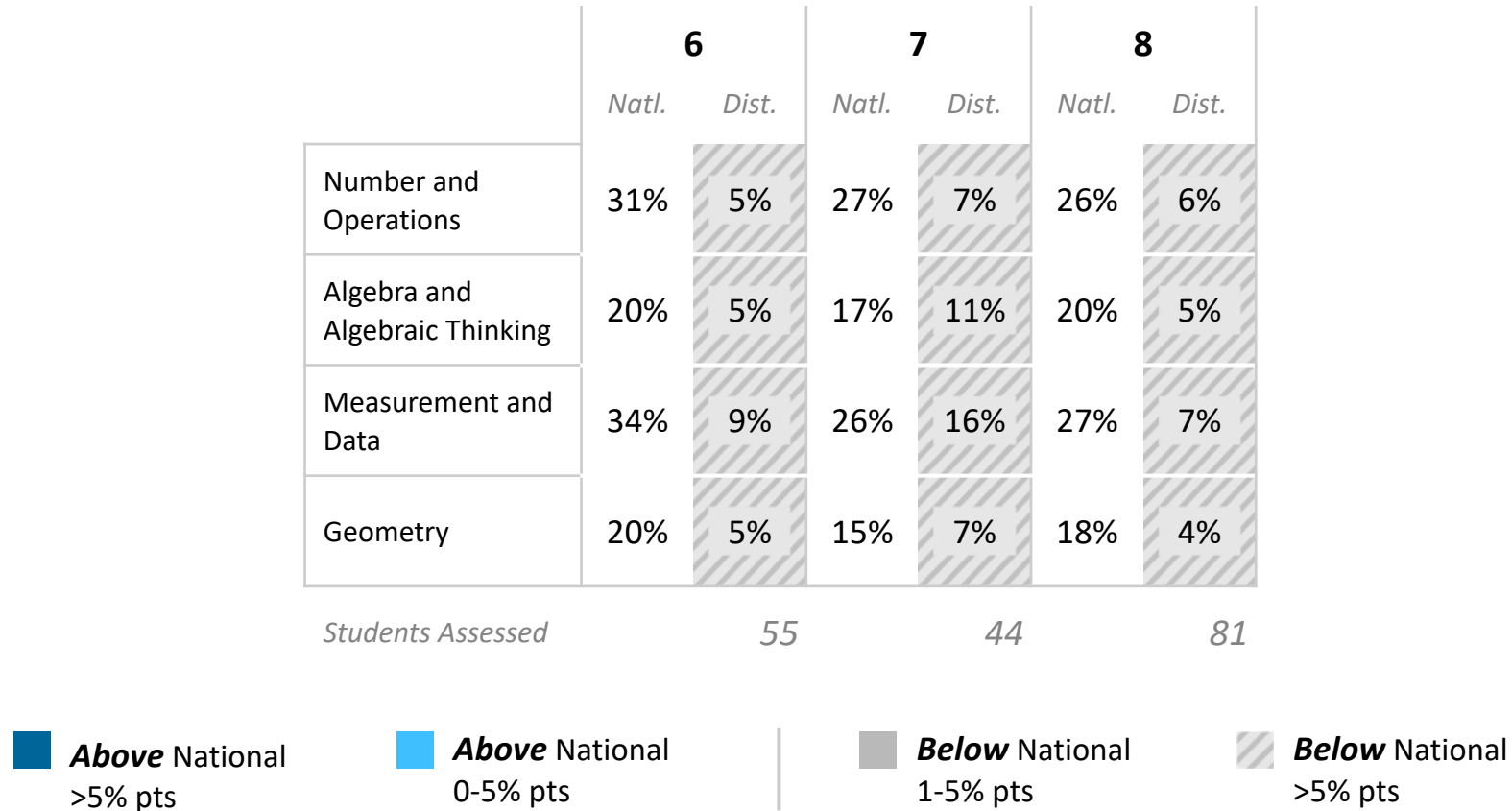


Mid or Above Grade Level Early On Grade Level 1 Grade Level Below 2 Grade Levels Below 3+ Grade Levels Below

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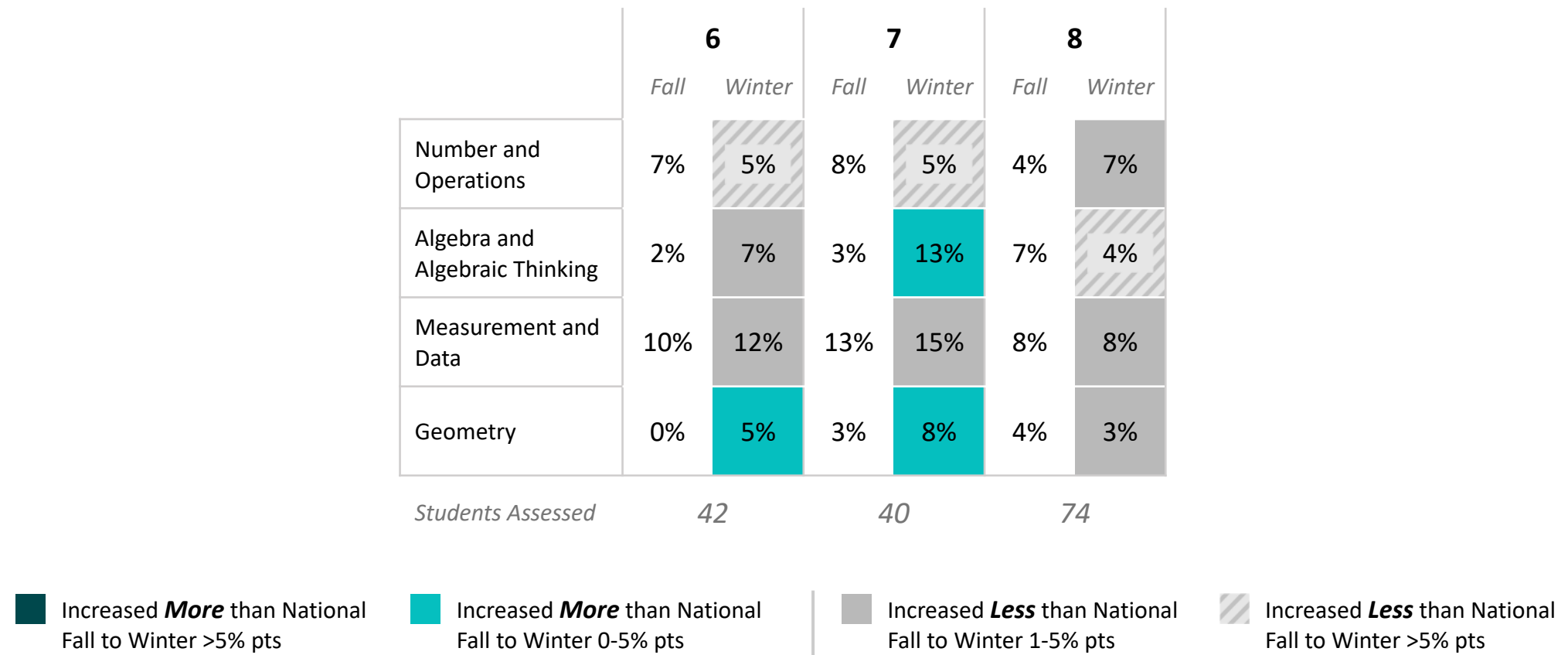
How Does Domain-Level Performance Compare to National?

Percent of Students Placing **Mid or Above Grade Level**, and Historical National Norms, Winter 23-24



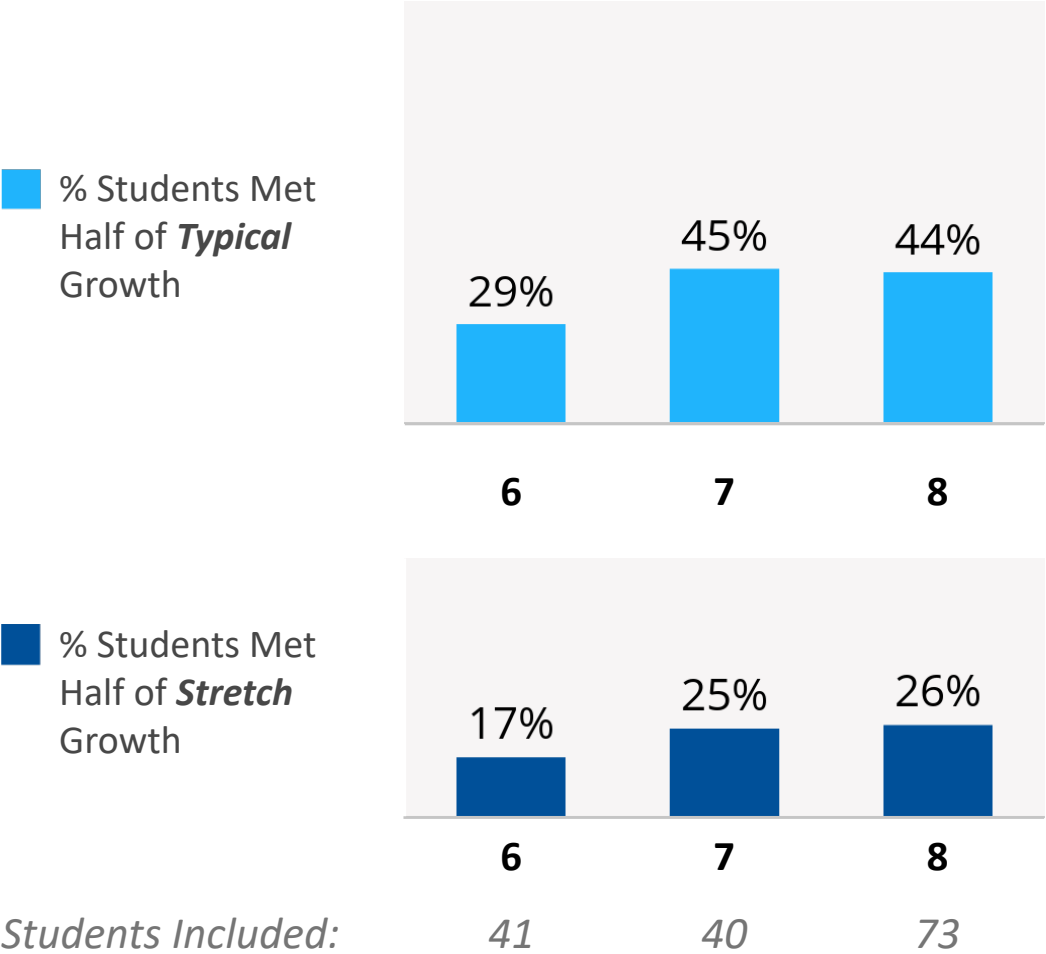
How Does Domain-Level Performance Compare to Fall?

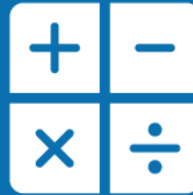
Percent of Students Placing **Mid or Above Grade Level**, from Fall 23-24 to Winter 23-24



How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Half of Typical and Stretch Growth





Mathematics Performance Review

High School (Grades 9 -12)

Who is Included in the Analysis?

High School (Grades 9-12)



Fall Performance

90 students

Winter Performance

77 students







Overall Math – Changes in Proficiency

Grade		Overall Grade-Level Placement							Students Assessed/Total
Grade 9	Winter (November 16 - March 1)		12%	15%	19%	0%	54%	26/41	
	Diagnostic 1		4%	23%	8%	12%	54%		
Grade 10	Winter (November 16 - March 1)		0%	15%	26%	19%	41%	27/43	
	Diagnostic 1		0%	15%	11%	22%	52%		
Grade 11	Winter (November 16 - March 1)		0%	12%	18%	12%	59%	17/27	
	Diagnostic 1		0%	12%	12%	12%	65%		
Grade 12	Winter (November 16 - March 1)	–	–	–	–	–	–	0/1	
	Diagnostic 1	–	–	–	–	–	–		






Number/Operations – Changes in Proficiency

<div>Grade</div> <div> <div></div> <div></div> </div>		Number and Operations Grade-Level Placement					Students Assessed/Total
		<div></div> <div>Mid or Above Grade Level</div>	<div></div> <div>Early On Grade Level</div>	<div></div> <div>One Grade Level Below</div>	<div></div> <div>Two Grade Levels Below</div>	<div></div> <div>Three or More Grade Levels Below</div>	
Grade 9	Winter (November 16 - March 1)	46%	0%	0%	4%	50%	26/41
	Diagnostic 1	65%	0%	0%	0%	35%	
Grade 10	Winter (November 16 - March 1)	74%	0%	0%	0%	26%	27/43
	Diagnostic 1	67%	0%	0%	4%	30%	
Grade 11	Winter (November 16 - March 1)	71%	0%	0%	0%	29%	17/27
	Diagnostic 1	88%	0%	0%	0%	12%	
Grade 12	Winter (November 16 - March 1)	–	–	–	–	–	0/1
	Diagnostic 1	–	–	–	–	–	






Algebra- Changes in Proficiency

<div>Grade </div> <div> </div>		Number and Operations Grade-Level Placement					Students Assessed/Total
		 Mid or Above Grade Level	 Early On Grade Level	 One Grade Level Below	 Two Grade Levels Below	 Three or More Grade Levels Below	
Grade 9	Winter (November 16 - March 1)	12%	19%	15%	0%	54%	26/41
	Diagnostic 1	4%	15%	23%	12%	46%	
Grade 10	Winter (November 16 - March 1)	11%	30%	11%	11%	37%	27/43
	Diagnostic 1	7%	30%	11%	15%	37%	
Grade 11	Winter (November 16 - March 1)	0%	12%	29%	18%	41%	17/27
	Diagnostic 1	0%	6%	35%	24%	35%	
Grade 12	Winter (November 16 - March 1)	–	–	–	–	–	0/1
	Diagnostic 1	–	–	–	–	–	

Measurement/Data- Changes in Proficiency

Grade ▼		Number and Operations Grade-Level Placement					Students Assessed/Total
		 Mid or Above Grade Level	 Early On Grade Level	 One Grade Level Below	 Two Grade Levels Below	 Three or More Grade Levels Below	
Grade 9	Winter (November 16 - March 1)	46%	0%	4%	0%	50%	26/41
	Diagnostic 1	65%	0%	0%	4%	31%	
Grade 10	Winter (November 16 - March 1)	74%	0%	0%	7%	19%	27/43
	Diagnostic 1	67%	0%	0%	4%	30%	
Grade 11	Winter (November 16 - March 1)	71%	0%	0%	0%	29%	17/27
	Diagnostic 1	88%	0%	0%	0%	12%	
Grade 12	Winter (November 16 - March 1)	—	—	—	—	—	0/1
	Diagnostic 1	—	—	—	—	—	

Geometry – Changes in Proficiency

Grade ⌵ ⌶		Number and Operations Grade-Level Placement					Students Assessed/Total
		 Mid or Above Grade Level	 Early On Grade Level	 One Grade Level Below	 Two Grade Levels Below	 Three or More Grade Levels Below	
Grade 9	Winter (November 16 - March 1)	27%	0%	19%	12%	42%	26/41
	Diagnostic 1	27%	0%	15%	15%	42%	
Grade 10	Winter (November 16 - March 1)	0%	52%	4%	7%	37%	27/43
	Diagnostic 1	7%	19%	30%	15%	30%	
Grade 11	Winter (November 16 - March 1)	0%	12%	35%	6%	47%	17/27
	Diagnostic 1	0%	12%	24%	12%	53%	
Grade 12	Winter (November 16 - March 1)	–	–	–	–	–	0/1
	Diagnostic 1	–	–	–	–	–	






Reading Performance Review

Middle School (Grades 6 -8)






Who is Included in the Analysis?

Middle School (Grades 6-8)

	Fall Performance	155 students
	Winter Performance	188 students
	Growth	125 students
	Personalized Instruction	0 students

Understanding *i-Ready*'s Criterion Referenced Relative Placement Levels

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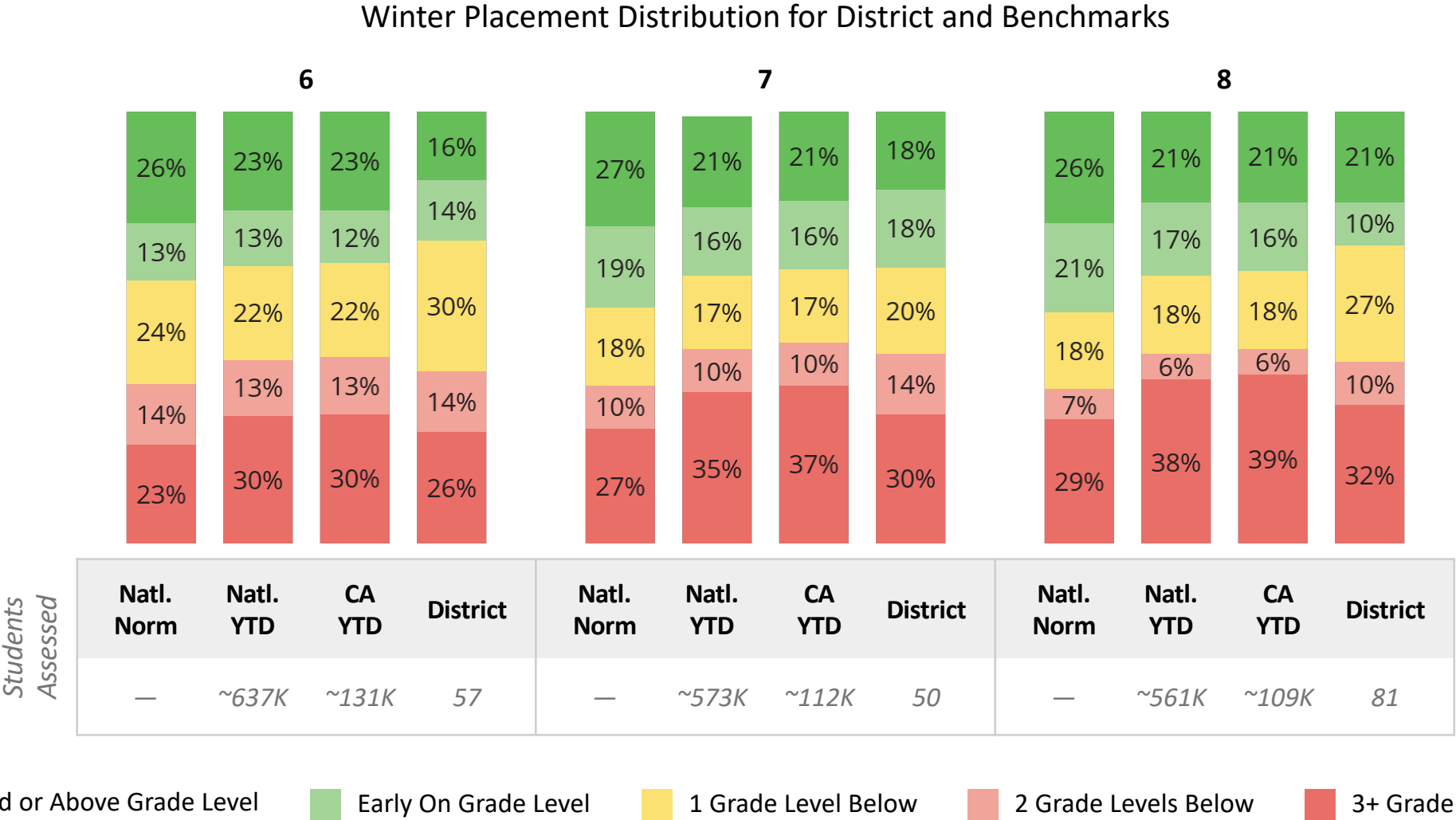
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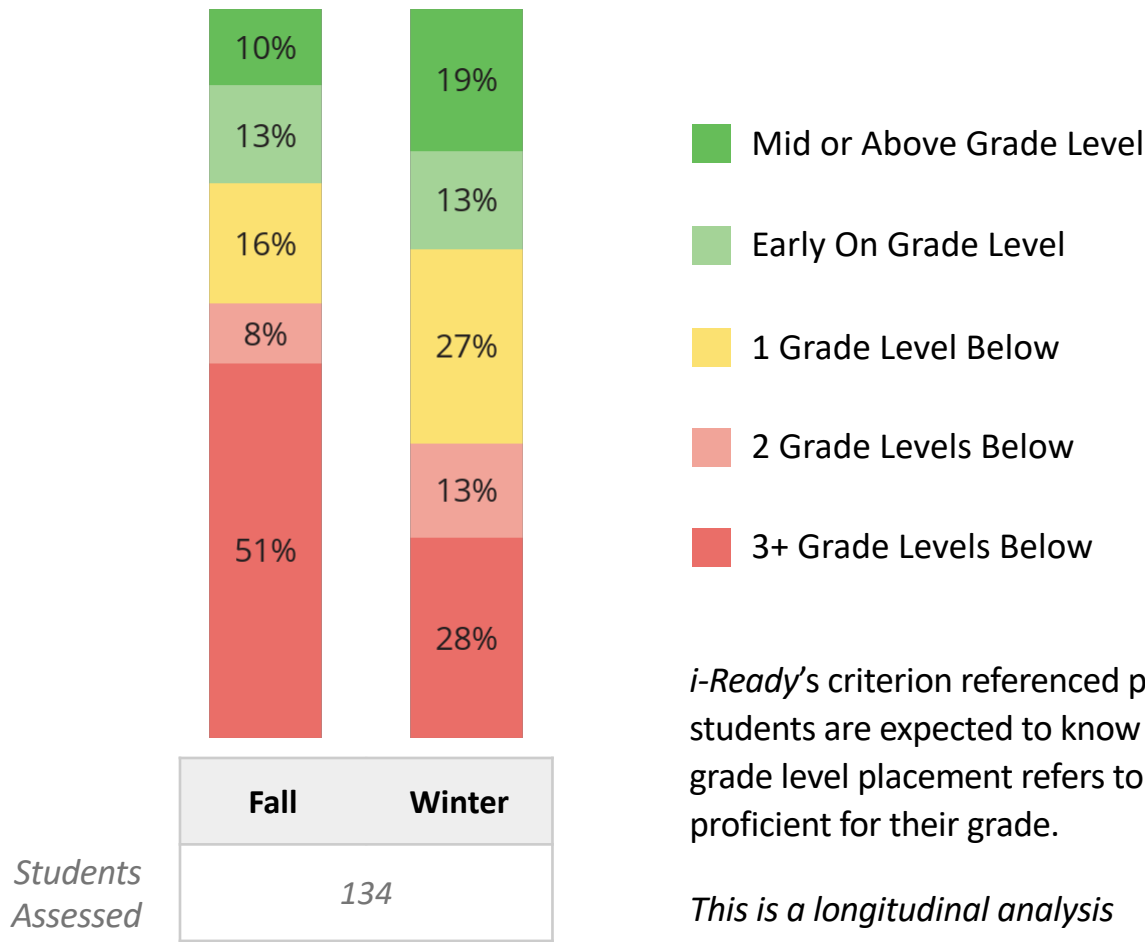
Natl. Norm: *i-Ready* National Norms Winter 18-19

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CA YTD: CA Year-to-Date Winter 23-24

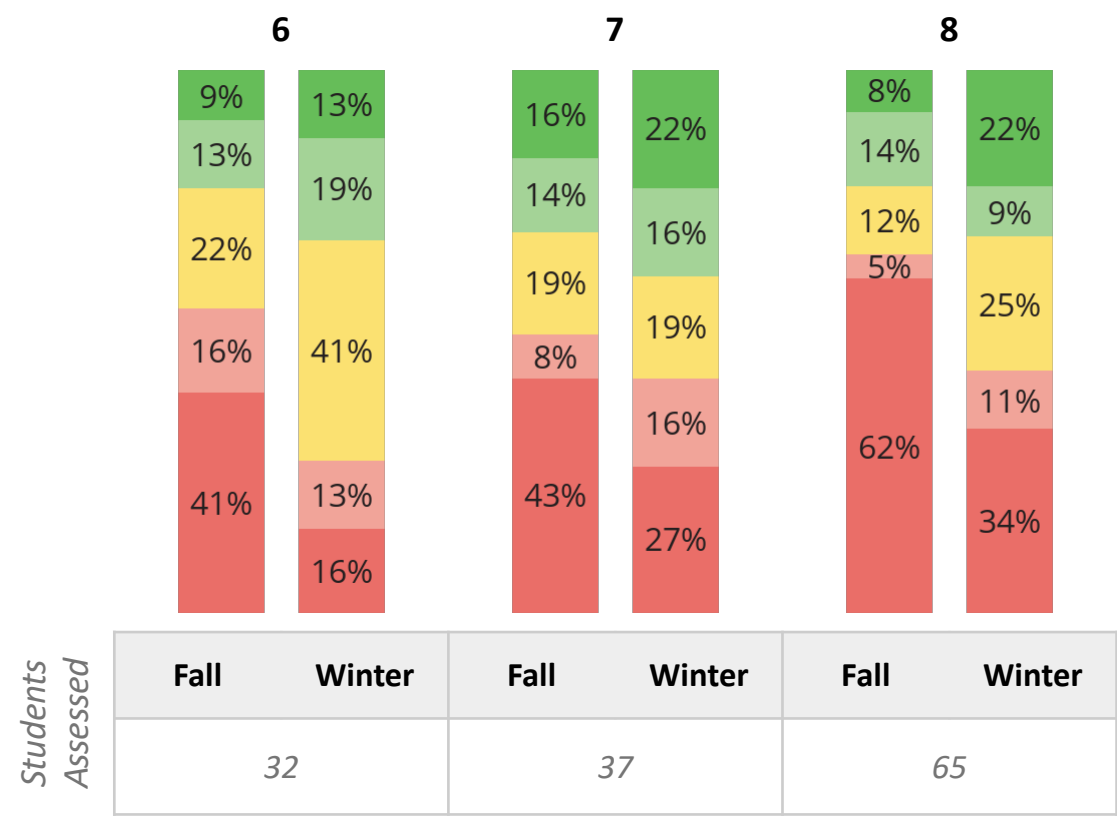
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Placement Distribution, Fall 23-24 to Winter 23-24

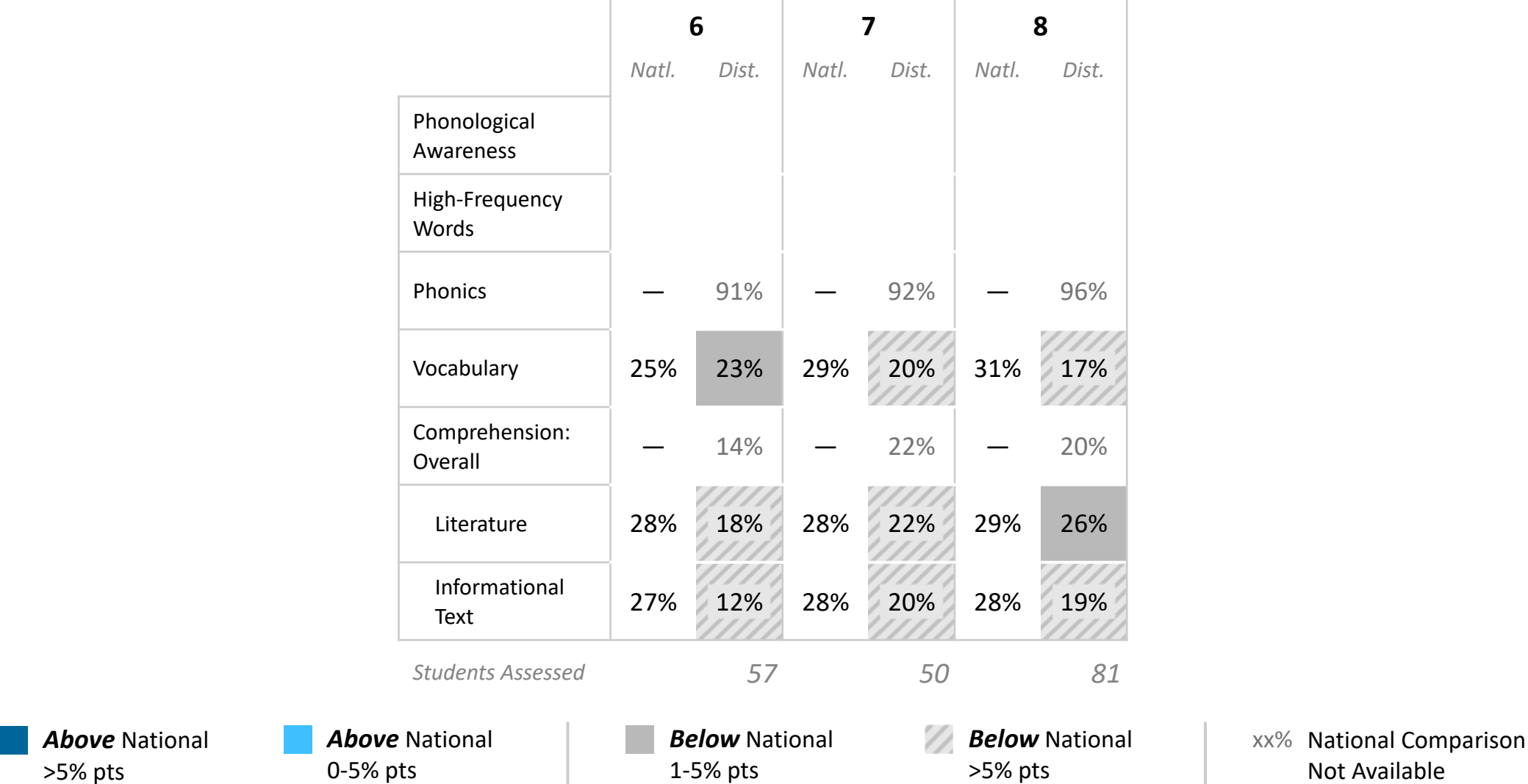


Mid or Above Grade Level Early On Grade Level 1 Grade Level Below 2 Grade Levels Below 3+ Grade Levels Below

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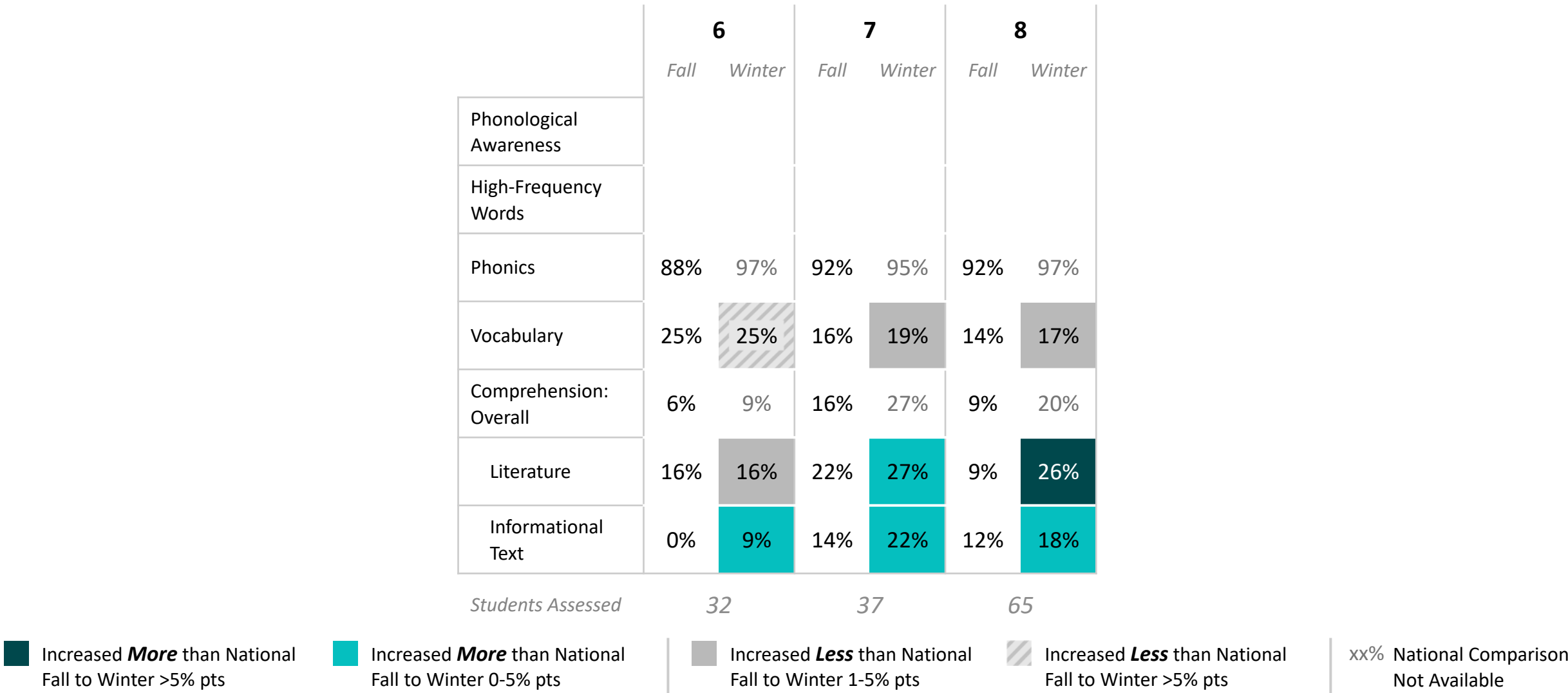
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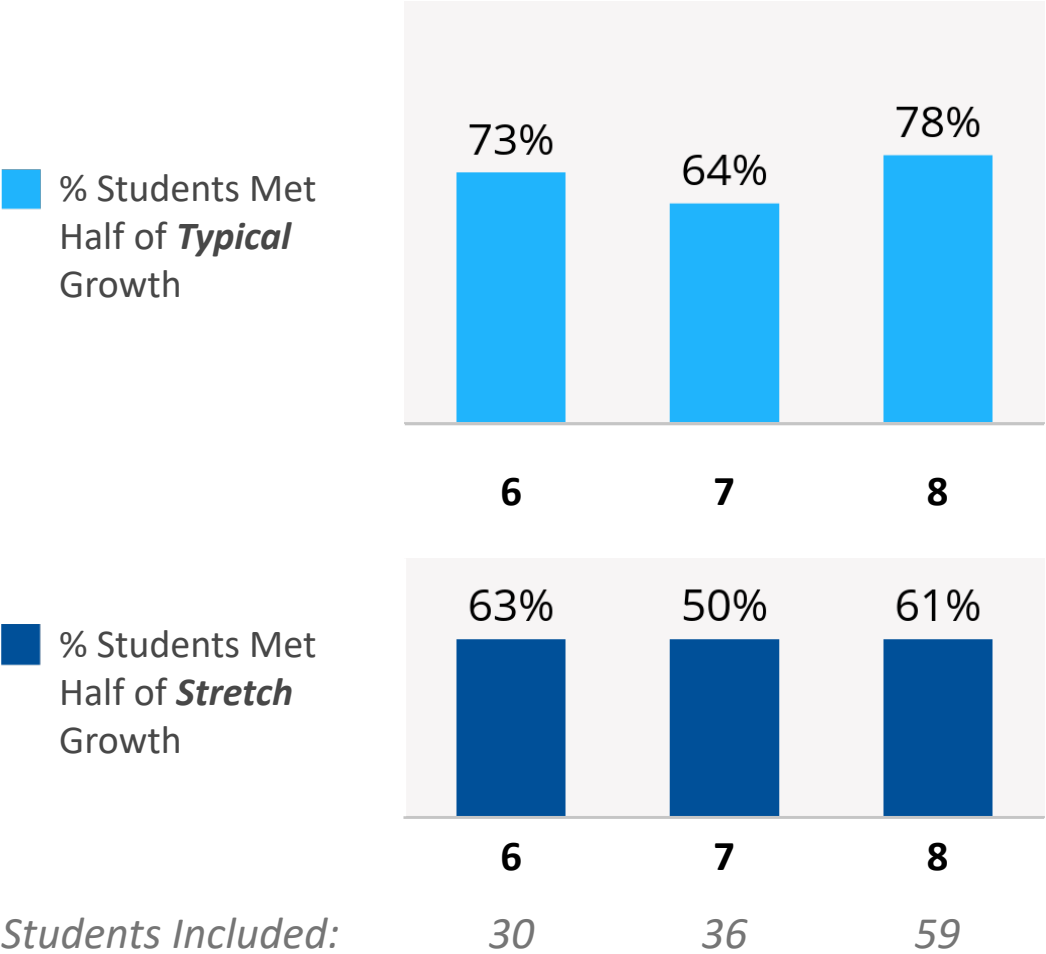
How Does Domain-Level Performance Compare to Fall?

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



How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Half of Typical and Stretch Growth





Reading Performance Review

High School (Grades 9 -12)

Who is Included in the Analysis?

High School (Grades 9-12)



Fall Performance

122 students

Winter Performance

121 students

Overall Reading – Changes in Proficiency

Grade		Overall Grade-Level Placement					Students Assessed/Total	
Grade 9	Winter (November 16 - March 1)	<div><div></div><div></div><div></div><div></div><div></div></div>	20%	8%	36%	8%	28%	25/41
	Fall (Beginning of Year - November 15)	<div><div></div><div></div><div></div><div></div><div></div></div>	16%	16%	12%	0%	56%	
Grade 10	Winter (November 16 - March 1)	<div><div></div><div></div><div></div><div></div><div></div></div>	27%	19%	19%	8%	27%	26/43
	Fall (Beginning of Year - November 15)	<div><div></div><div></div><div></div><div></div><div></div></div>	23%	4%	35%	15%	23%	
Grade 11	Winter (November 16 - March 1)	<div><div></div><div></div><div></div><div></div><div></div></div>	5%	26%	37%	5%	26%	19/29
	Fall (Beginning of Year - November 15)	<div><div></div><div></div><div></div><div></div><div></div></div>	11%	16%	32%	11%	32%	
Grade 12	Winter (November 16 - March 1)	<div><div></div><div></div><div></div><div></div><div></div></div>	9%	26%	14%	11%	40%	35/44
	Fall (Beginning of Year - November 15)	<div><div></div><div></div><div></div><div></div><div></div></div>	6%	20%	20%	11%	43%	

PHONICS – Changes in Proficiency

<div>Grade</div> <div>⌵</div> <div>⌶</div>		Phonics Grade-Level Placement					Students Assessed/Total
		<div>●</div> Mid or Above Grade Level	<div>●</div> Early On Grade Level	<div>●</div> One Grade Level Below	<div>●</div> Two Grade Levels Below	<div>●</div> Three or More Grade Levels Below	
Grade 9	Winter (November 16 - March 1)	92%	0%	0%	0%	8%	25/41
	Fall (Beginning of Year - November 15)	88%	0%	0%	0%	12%	
Grade 10	Winter (November 16 - March 1)	96%	0%	0%	0%	4%	26/43
	Fall (Beginning of Year - November 15)	92%	0%	0%	0%	8%	
Grade 11	Winter (November 16 - March 1)	100%	0%	0%	0%	0%	19/29
	Fall (Beginning of Year - November 15)	95%	0%	0%	0%	5%	
Grade 12	Winter (November 16 - March 1)	100%	0%	0%	0%	0%	35/44
	Fall (Beginning of Year - November 15)	97%	0%	0%	0%	3%	

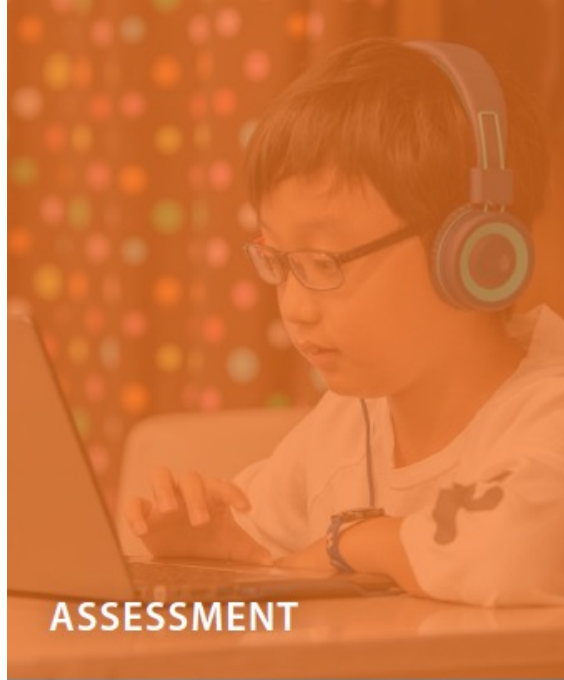
Vocabulary – Changes in Proficiency

<div>Grade</div> <div></div>		Vocabulary Grade-Level Placement					Students Assessed/Total
		<div></div> Mid or Above Grade Level	<div></div> Early On Grade Level	<div></div> One Grade Level Below	<div></div> Two Grade Levels Below	<div></div> Three or More Grade Levels Below	
Grade 9	Winter (November 16 - March 1)	20%	4%	40%	12%	24%	25/41
	Fall (Beginning of Year - November 15)	24%	8%	12%	16%	40%	
Grade 10	Winter (November 16 - March 1)	38%	19%	4%	12%	27%	26/43
	Fall (Beginning of Year - November 15)	31%	4%	15%	23%	27%	
Grade 11	Winter (November 16 - March 1)	21%	37%	11%	11%	21%	19/29
	Fall (Beginning of Year - November 15)	5%	32%	16%	11%	37%	
Grade 12	Winter (November 16 - March 1)	9%	29%	26%	3%	34%	35/44
	Fall (Beginning of Year - November 15)	9%	23%	26%	3%	40%	

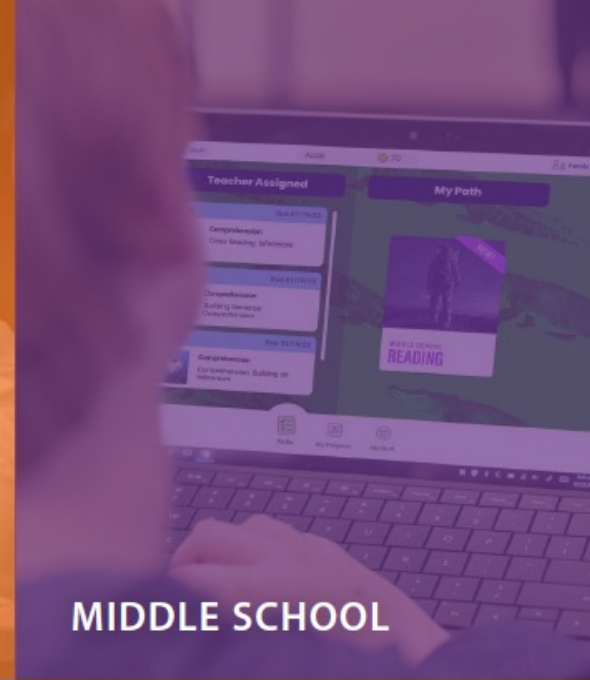
Comprehension – Changes in Proficiency

<div> <div>Grade</div> <div></div> </div>		Comprehension: Overall Grade-Level Placement 					Students Assessed/Total
		 Mid or Above Grade Level	 Early On Grade Level	 One Grade Level Below	 Two Grade Levels Below	 Three or More Grade Levels Below	
Grade 9	Winter (November 16 - March 1)	12%	24%	24%	8%	32%	25/41
	Fall (Beginning of Year - November 15)	8%	16%	16%	4%	56%	
Grade 10	Winter (November 16 - March 1)	23%	19%	23%	8%	27%	26/43
	Fall (Beginning of Year - November 15)	15%	15%	31%	12%	27%	
Grade 11	Winter (November 16 - March 1)	11%	26%	16%	0%	47%	19/29
	Fall (Beginning of Year - November 15)	5%	37%	16%	11%	32%	
Grade 12	Winter (November 16 - March 1)	9%	26%	11%	9%	46%	35/44
	Fall (Beginning of Year - November 15)	6%	17%	14%	9%	54%	

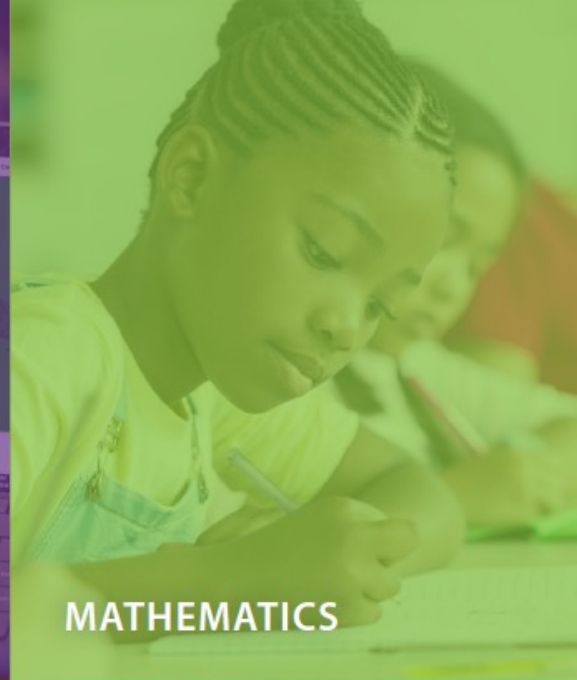
With best-in class
assessment,
instruction, and
professional learning,
we're committed to
helping every
student—and every
educator—***grow
without limits.***



ASSESSMENT



MIDDLE SCHOOL



MATHEMATICS



LITERACY

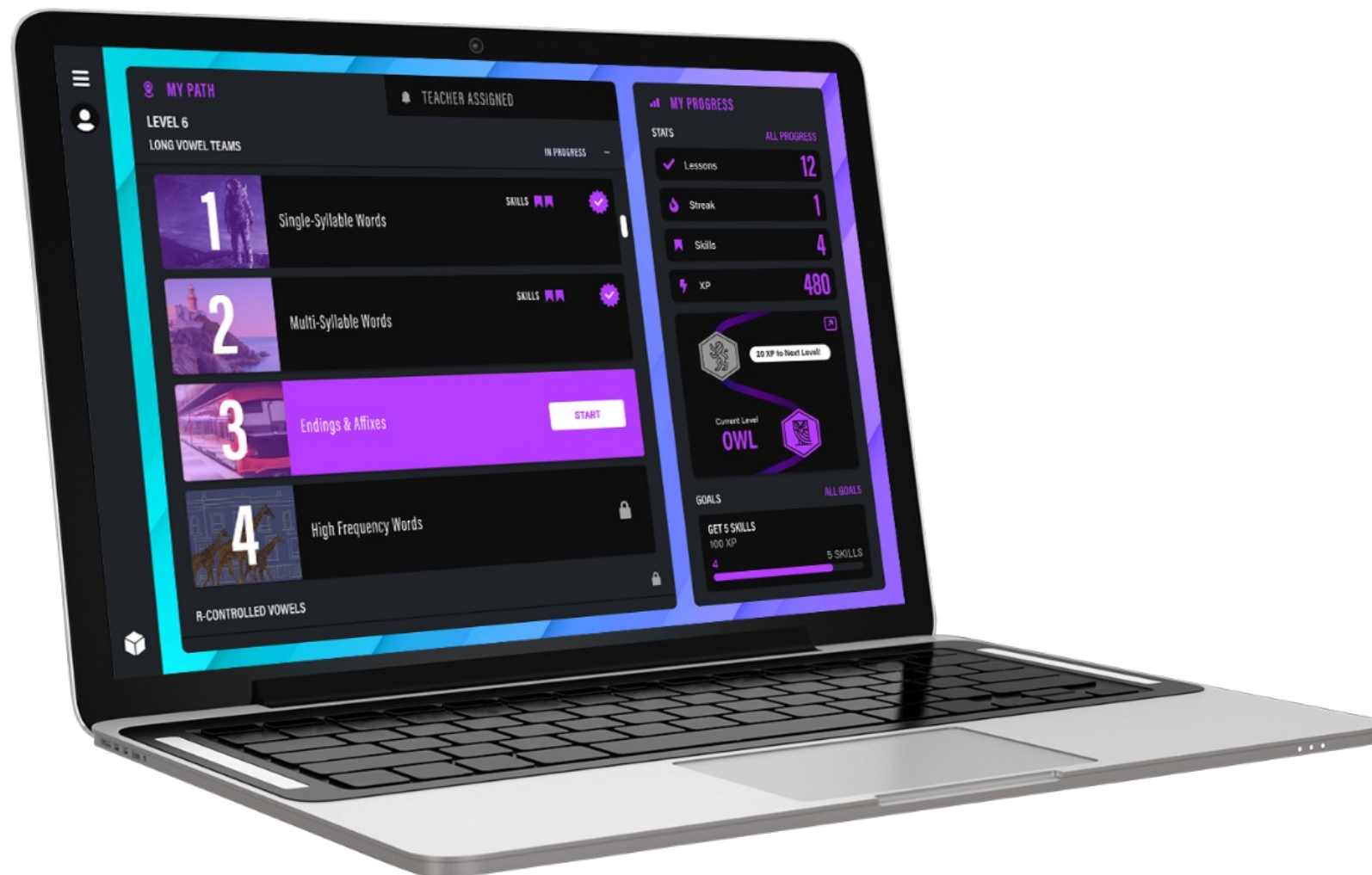


SPANISH



ACCESSIBILITY

INTRODUCING *i-Ready Pro* for Middle School



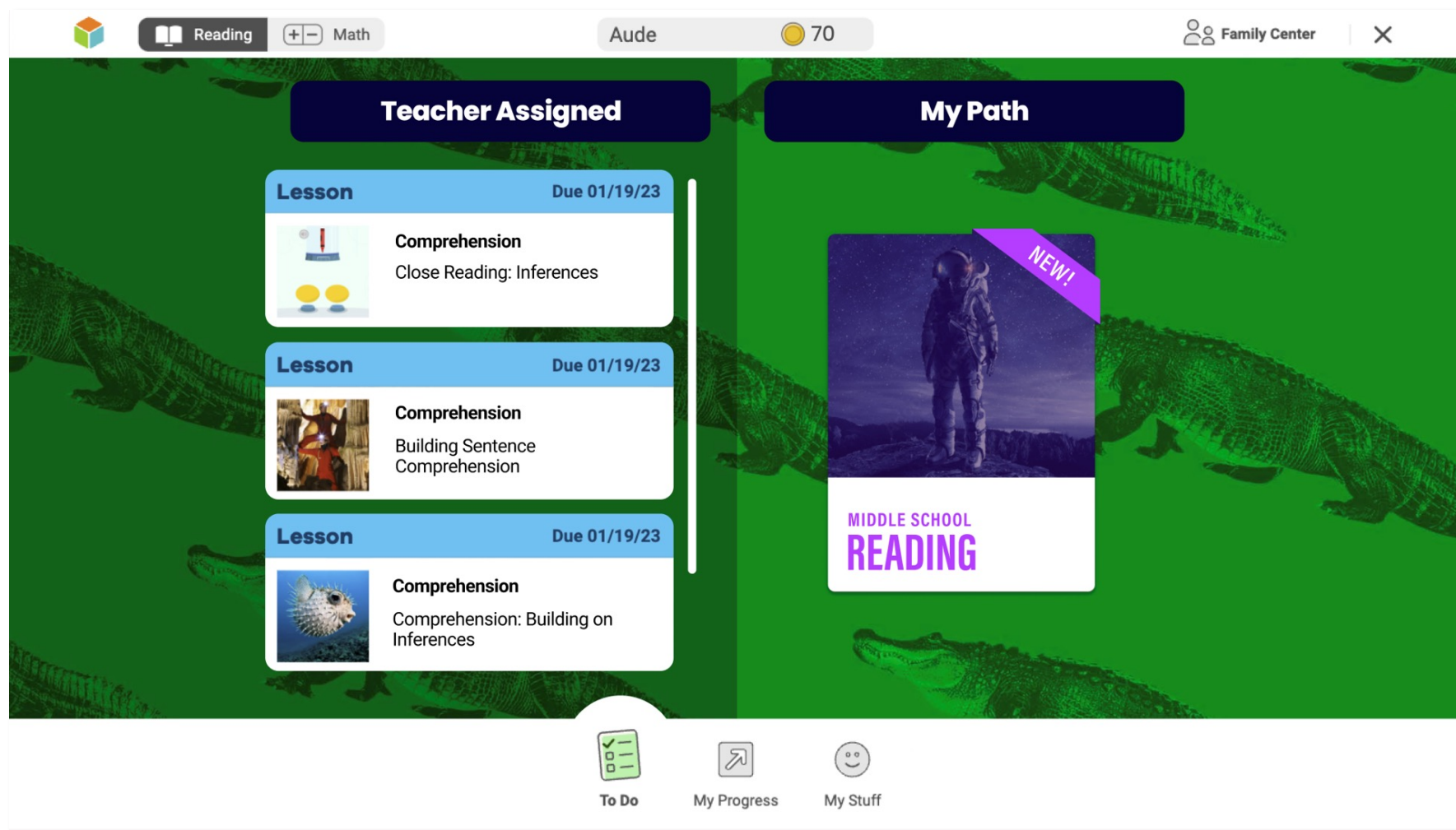
Learn about the evolution and
explore key resources

Prototype only

INTRODUCING

Early Access to *i-Ready Pro*

Give striving learners access to new lessons in **foundational reading skills** and **core numeracy skills** in math with skill-level reporting for educators

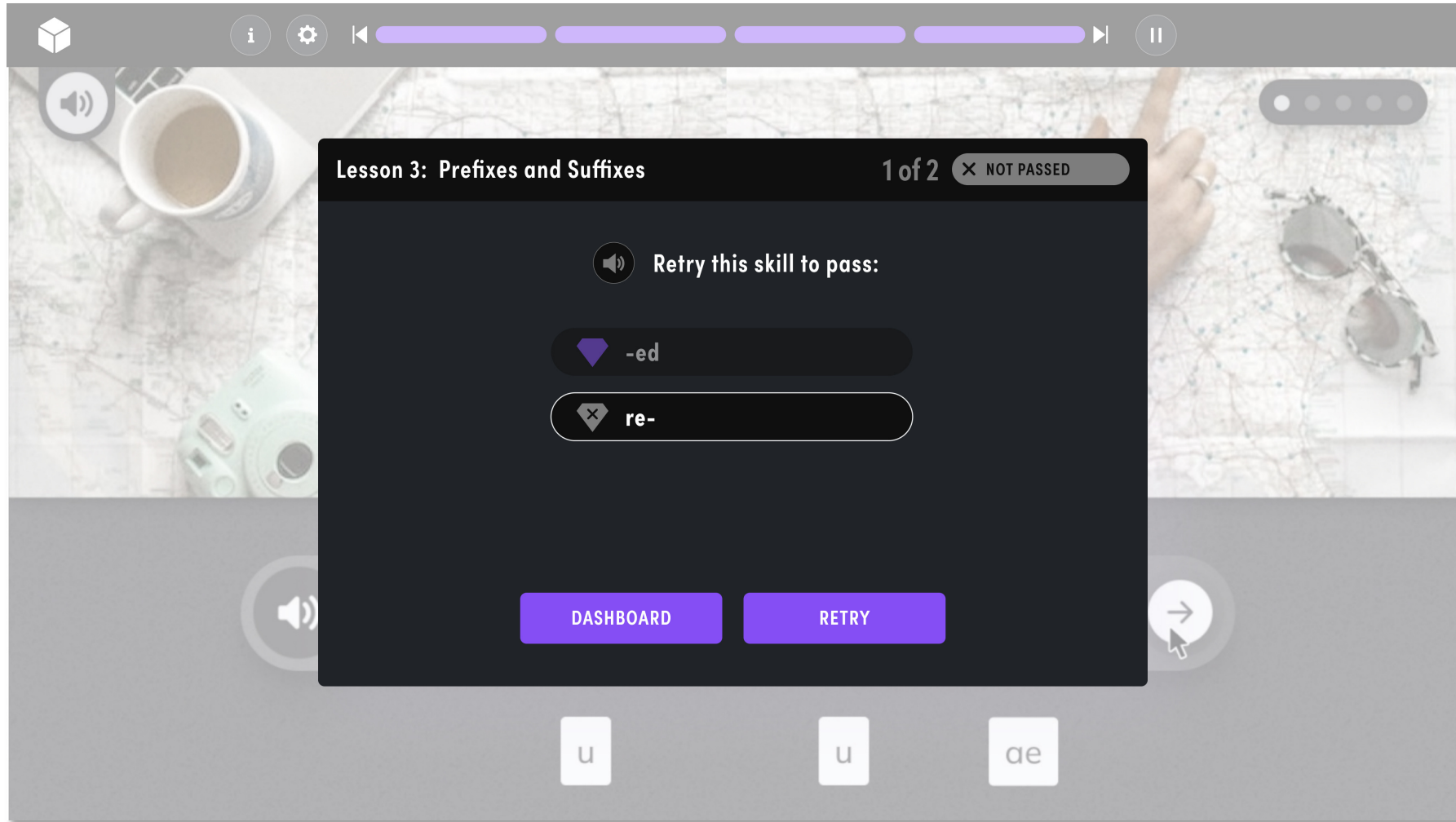


Prototype only

INTRODUCING

Early Access to *i-Ready Pro*

Students will be offered a second opportunity to engage in the content offering **more autonomy** for striving learners.



Prototype only

INTRODUCING

Early Access to *i-Ready Pro*



Screen reader support now available

lighthouse is above sea level.

First, break apart 227 into hundreds, tens, and ones.

200 + 20 + 7

Now, start at 315 and add the hundreds, tens, and ones in 227. How many feet above sea level is the top of the lighthouse?

$315 + 227 = 542$ ✓

+200

+20

+7

315 515 535 ?

315 ft

227 ft

Adaptive feedback and scaffolding will allow students to progress to more advanced content quicker, while students who need additional support get the practice they need.

Prototype only

INTRODUCING

Early Access to *i-Ready Pro*

New lesson reporting
will provide **deeper**
insights into skill
development and
acquisition

My Path Progress

Mike is currently working on **Level 6, Topic 2 Vowel Teams, Lesson 1**

6 Topics Complete of 16 to advance to Comprehension Lessons **38%**

Skills Successful by Strand 24 / 36 *Limited Release*

4/8

Phonics
Single-Syllable

8/10

Phonics
Multi-Syllable

6/10

Phonics
Endings & Affixes

6/8

High-Frequency
Words

Skill Results

- Successful Skill Check (4)
- Successful Practice (2)
- Needs Practice (4)

Time on Task this week 38 Min *Limited Release & Teacher Assigned*

Week	Time on Task (Min)
week of July 24	47
week of July 31	49
last week	20
this week	38

Topic	Lesson	Lesson Result	Skill	Skill Result	Time on Task	Date Finished
Level 6: Vowel Team oo	Lesson 3: Prefixes and Suffixes	✗ 2 / 4 Skills	Inflectional Ending -ed Inflectional Ending -ing Prefixes pre- Prefixes re-	4/6 (67%) 6/8 (75%) 3/7 (43%) 2/6 (33%)	12 min	7/11/23
Level 6: Vowel Team oo	Lesson 2: Multi-Syllable Words	✓ 2 / 2 Skills	Vowel Team Syllables aw /aw/ Vowel Team Syllables au /aw/	8/8 (100%) 6/8 (75%)	11 min	7/10/23
Level 6: Vowel Team oo	Lesson 1: Single-Syllable Words	✓ 2 / 2 Skills	Vowel Teams aw /aw/ Vowel Teams au /aw/	8/8 (100%) 6/8 (75%)	12 min	7/9/23

Prototype only

ENHANCED Prerequisites Report

Direct access to key resources in the Prerequisites Report for easier selection and use of resources that align to and advance grade-level instruction

i-Ready Management Assess & Teach Reports Help Don Addison

Prerequisites

Subject: Math School: Cyprus K-8 Teacher: All Teachers Class/Report Group: I. Graves - Grade 4 Section 2 Grade: 4 Unit: Unit 3 (Lesson 14-16)

Know the Math: i-Ready Classroom Mathematics Unit Overview Major themes of unit

Unit 3: Multi-Digit Operations and Measurement: Multiplication, Division, Perimeter and Area

In Lessons 14-16 of this unit, students use what they know about place value, multiplication, and division to divide three- and four-digit numbers by one-digit divisors. They will also build on their prior knowledge of area and perimeter by using models to develop an understanding of the are...

[Show More](#)

Prioritize Prerequisite Instruction for your Next Lesson

☒ All Lessons
 ☐ Lesson 14 & 15
 ☐ Lesson 16

What lesson are you teaching next?	Prerequisite skills for your next lesson	Provide the right level of support for each student
Lesson 14 & 15	Essential Skill Understand the relationship between multiplication and division	Unit Group A: Good Unit Group B: Good Unit Group C: Additional Support Unit Group D: In-Depth Review (Schmidt, Eva; Simpson, Carla; Skinner, Dash)
Lesson 14 & 15	Fluently subtract three-digit numbers	Unit Group A: Good Unit Group B: Good Unit Group C: Additional Support Unit Group D: In-Depth Review
Lesson 14 & 15	Multiply one-digit numbers by up to four-digit numbers	Unit Group A: Good Unit Group B: Good Unit Group C: Additional Support Unit Group D: In-Depth Review
Lesson 16	Understand area and perimeter	Unit Group A: Good Unit Group B: Good Unit Group C: Additional Support Unit Group D: In-Depth Review

Maximize your Time

Whole Class: Use On-the-Spot Teaching Tips in the Unit and Lesson Support PDF to support all students.

Small Group: Prioritize small groups as time permits for students who need In-Depth Review (red) or Additional Support (yellow).

If Time is Limited: Prioritize the **Essential Prerequisite Skill** of Understand the relationship between multiplication and division for the unit. Followed by the prerequisite skills where more students need In-Depth Review (red).

[Unit and Lesson Support](#) [Weekly Pacing for Prerequisites](#)

Grade 3 Lesson 11

Understand How Multiplication and Division Are Connected

- Groups A and B Good to Go
- Group C needs Additional Support
- Group D need In-Depth Review

Recommended Resources

Teacher-led Small Groups

- Tools for Instruction:
 - Relate Multiplication and Division

Student-led Small Groups

- Center Activity:
 - Use a Related Fact
 - Find the Missing Number
 - Use Multiplication to Solve Division

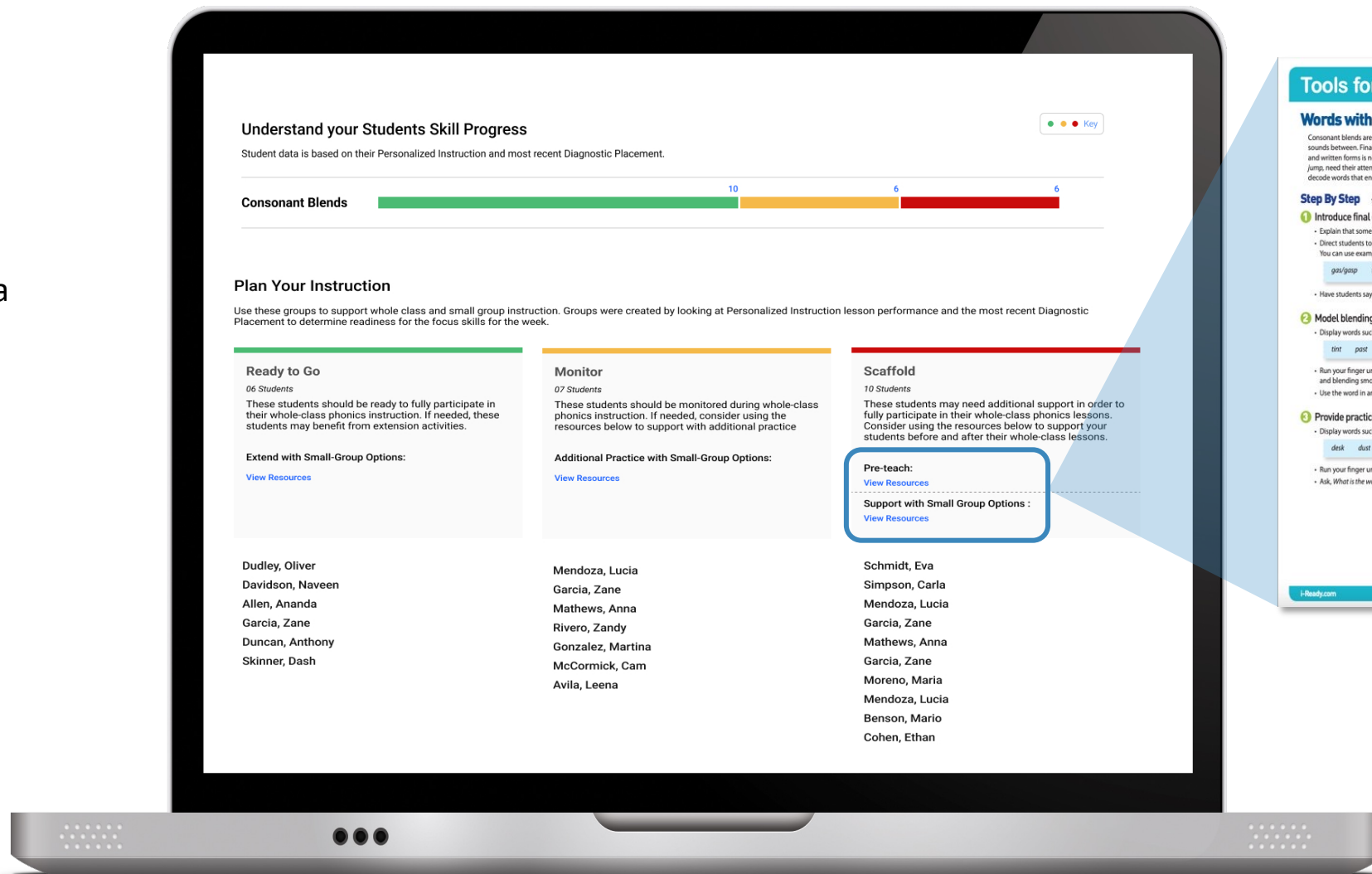
Independent Reinforcement

- Enrichment Activity:
 - Arranging Desks
- Instruction and Practice:
 - Fluency and Skills Practice
- Learning Games:
 - Hungry Fish
 - Cupcake
 - Pizza

Prototype only

Report to Inform Phonics Instruction

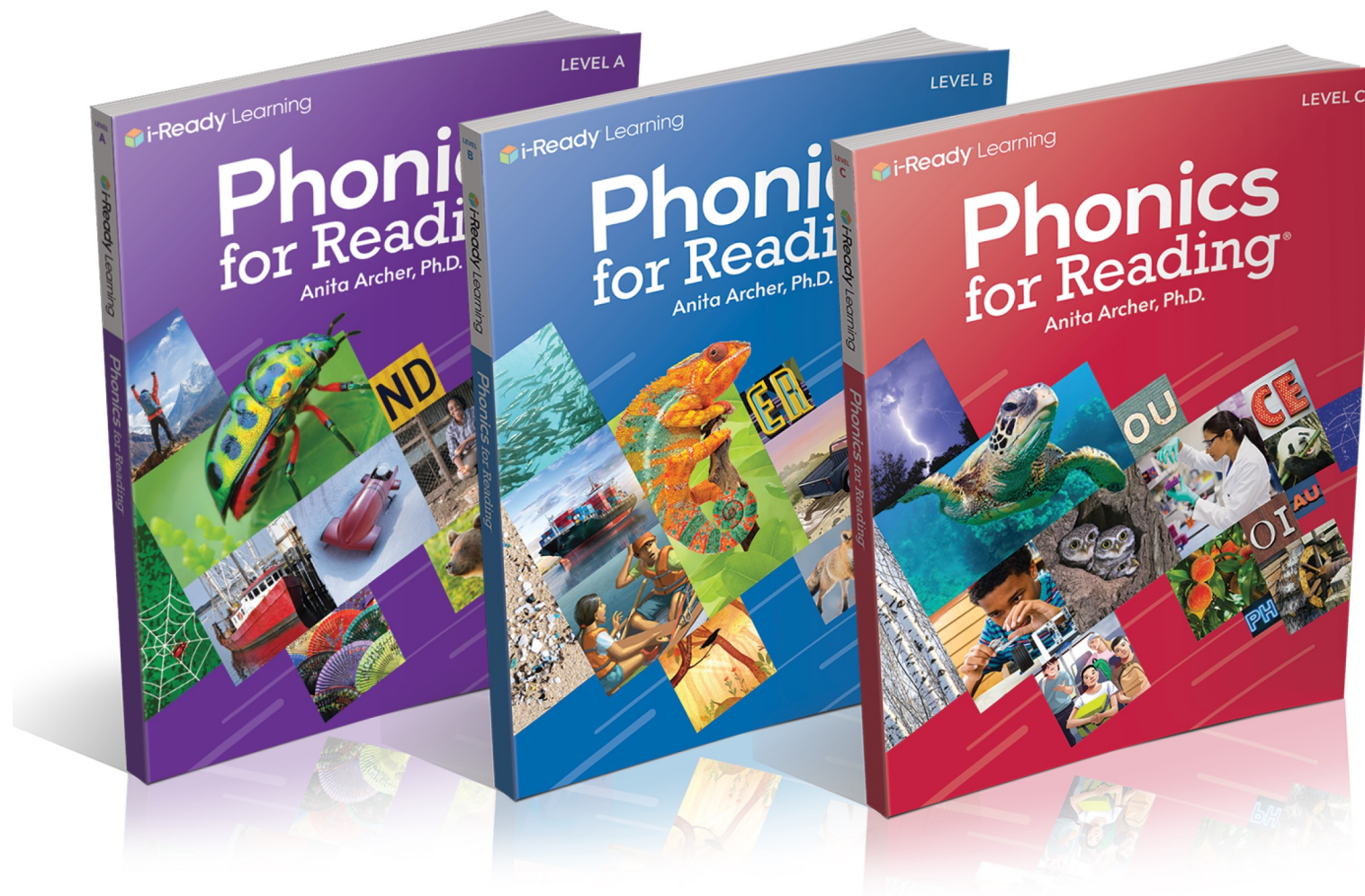
Use ongoing student performance insights with a new report to inform Phonics instruction in Grades K-3 for both whole class and small group instruction



Prototype only

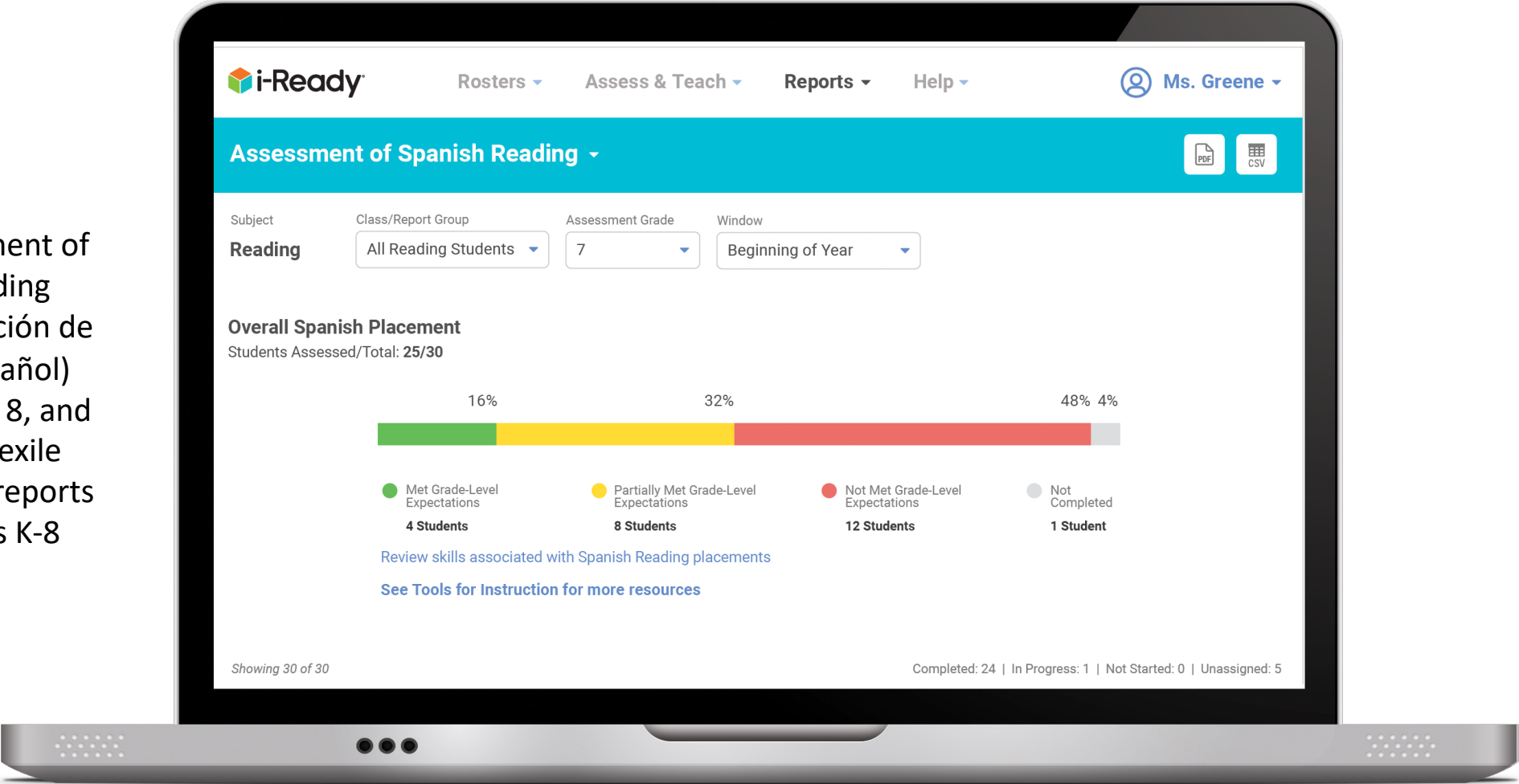
Phonics for Reading ©2025

Provide systematic, explicit instruction with a new edition of Phonics for Reading, Authored by Dr. Anita Archer, a research-based intervention to help students in Grades 3-12 become fluent, independent readers



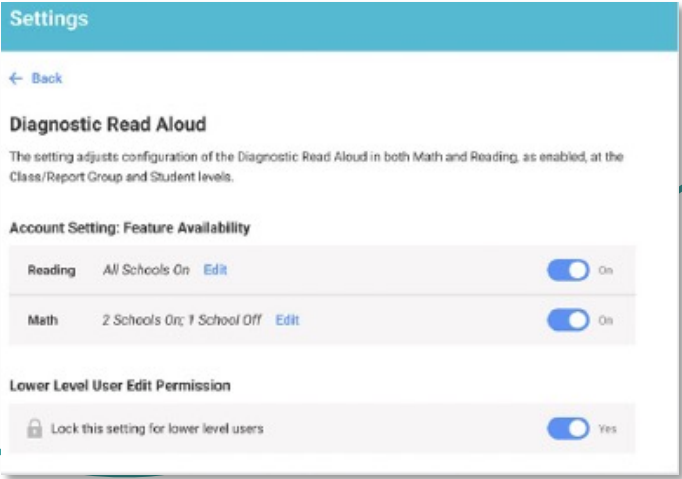
Assessment of Spanish Reading

Extend Assessment of Spanish Reading (i-Ready Evaluación de lectura en español) to grades 7 and 8, and incorporate Lexile Measures™ on reports across Grades K-8

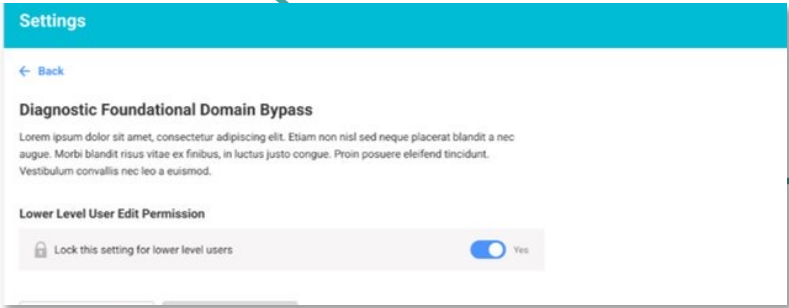


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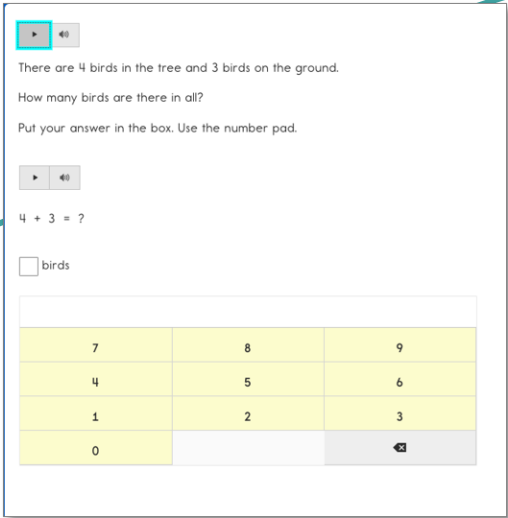
Accessibility Supports in *i-Ready*



Read aloud support or accommodation in reading domains in *i-Ready Diagnostic*



Bypass audio-dependent Foundational Skills domains in the *i-Ready Diagnostic for Reading*



Screen reader support has been expanded in *i-Ready Personalized Instruction for Reading*

Prototypes only