Douglas County School District
Learn Today, Lead Tomorrow

Superintendent Report

Academic Excellence Update

Literacy-Reading

11.09.2021

Academic Excellence Update: Literacy-Reading

- Review of i-Ready Beginning of the Year Data
  - Mathematics
  - Reading
  - Historical Placements
  - Grade-Level Placements
  - Comparative Placements
  - Subgroup Placements

- Core Reading Program Pilot Update
  - School Leader Perspectives
  - Next Steps

Beginning of Year
Data and Implementation Review

Douglas Co SD

Overview of Analyses

The analyses presented in this report use the following key features of the Diagnostic:

Criterion-referenced placements

- Understand performance against grade level standards
- Compare beginning-of-year performance and academic needs of this year's population with prior year cohorts
- Understand performance at the domain level

Vertically-aligned scale scores

- Examine average scores over time for the same cohort of students
- Compare Spring 20-21 and Fall 21-22 performance to understand impact of summer

Norm-referenced performance

- Understand student performance relative to a nationally representative group
- Compare performance of the same cohort of students over time, benchmarked against the national group

Math Performance Review

Who Is Included in the Analysis?

CROSS-SECTIONAL ANALYSIS

Students who completed a Diagnostic in any of the testing windows examined.

Students are included in the 3-year cross-sectional analysis if they completed a Diagnostic in Fall 19-20 **or** Fall 20-21 **or** Fall 21-22.

	K	1	2	3	4	5	6	7	8
Fall 21-22	3,430	3,546	3,679	3,747	3,849	3,854	3,963	4,112	4,230
Fall 20-21 In School*	2,655	2,695	2,732	2,976	2,965	3,071	2,700	1,413	1,498
Fall 20-21 Other	682	959	998	1,009	1,006	1,040	1,477	2,551	2,678
Fall 19-20	3,576	3,707	3,953	3,903	4,156	4,413	4,432	4,617	4,819

LONGITUDINAL COHORT ANALYSIS

Students who completed a Diagnostic in all of the testing windows examined across years. Counts by grade are provided in the corresponding analyses.

** These data include only students who indicated they completed their Fall 20-21 Diagnostic in school.*

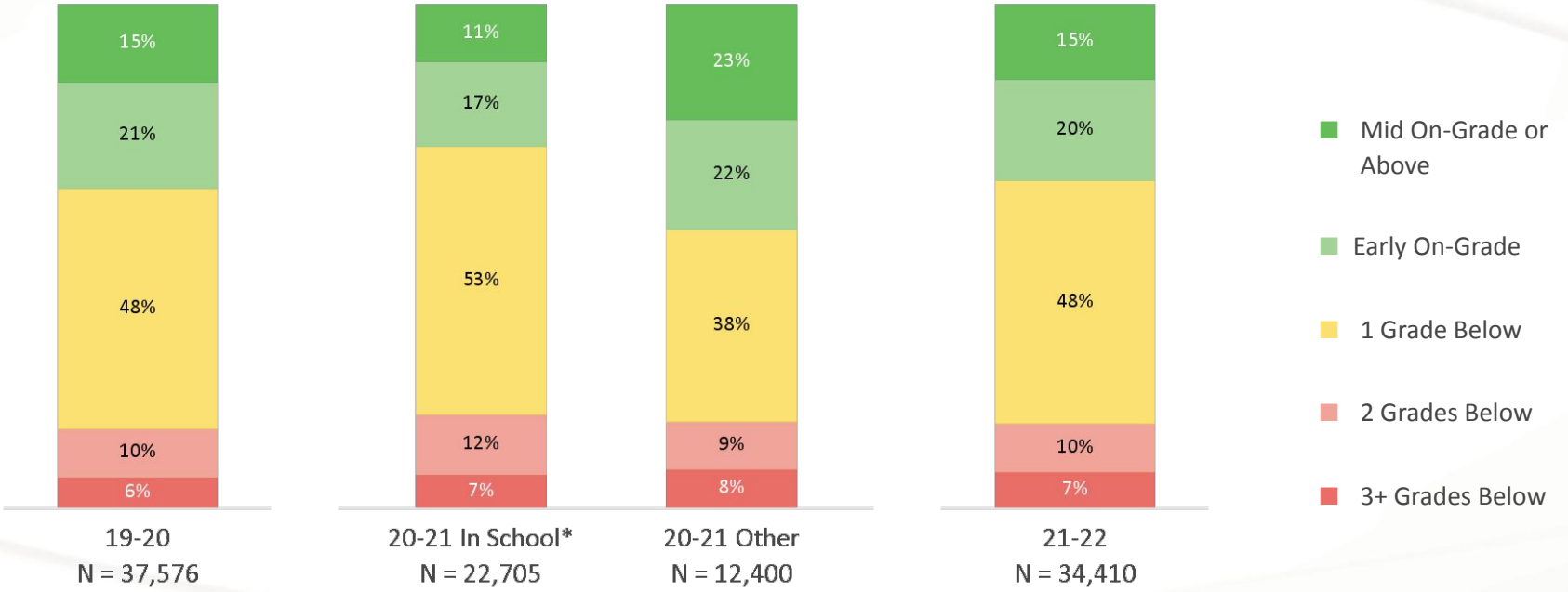
Understanding i-Ready's Relative Placement Levels

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 On-Grade or Above	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	Students at this level have only partially met grade-level expectations. They will benefit from on-grade level instruction.
1 Grade Below **2 Grades Below** **3+ Grades Below**	For students who are placed below level, remediation focused on below-grade level material is recommended to fill in gaps in students' foundational knowledge. These students are placed into one of these three levels.

How Have Relative Placements Changed From Fall to Fall?

Fall 19-20 to Fall 21-22 Placement Distribution



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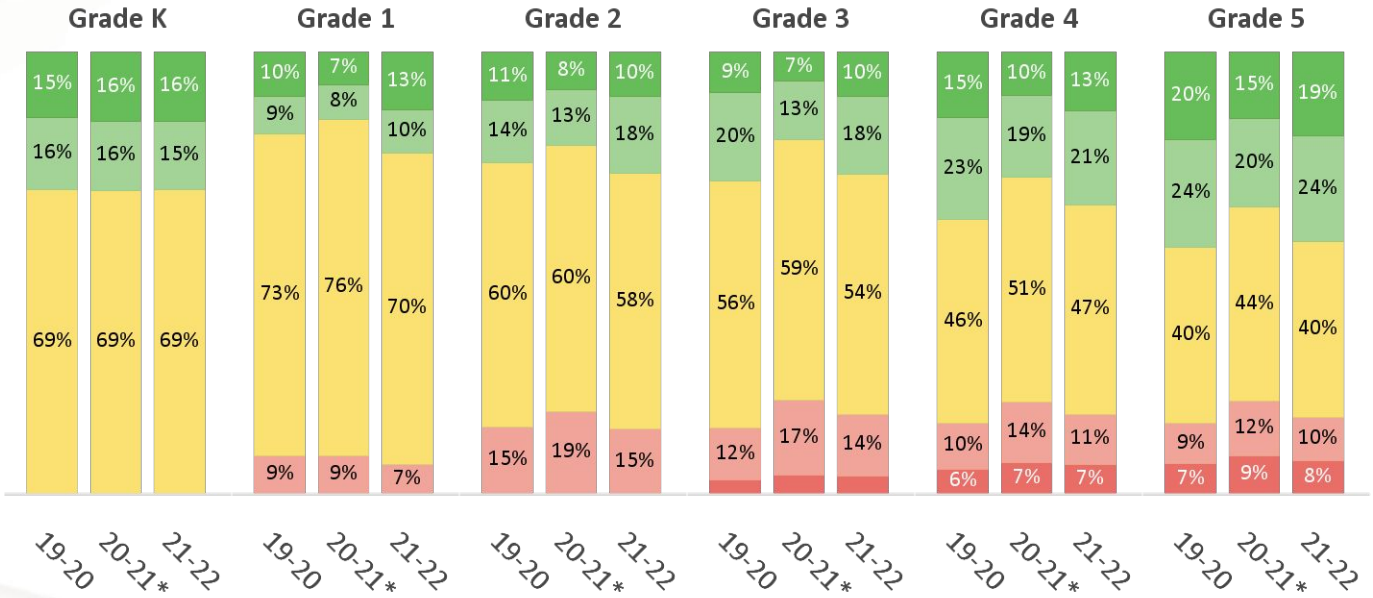

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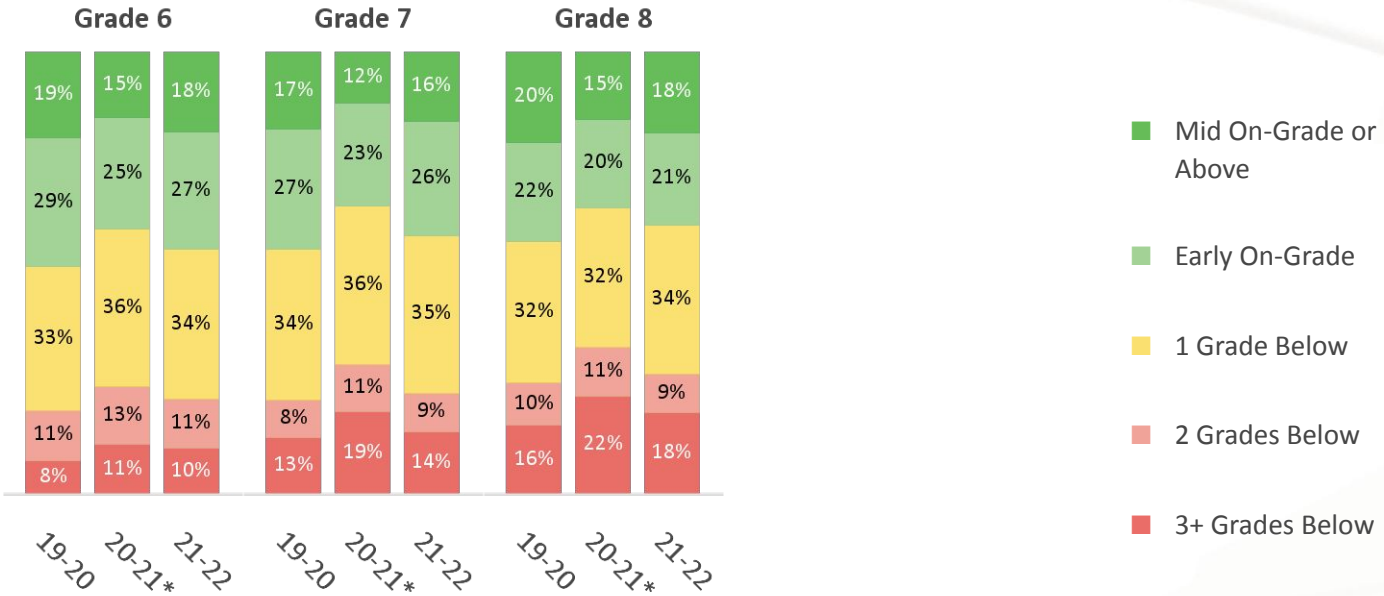

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Who Is Included in the National Benchmark Data?

Historical National Norms Fall 18-19

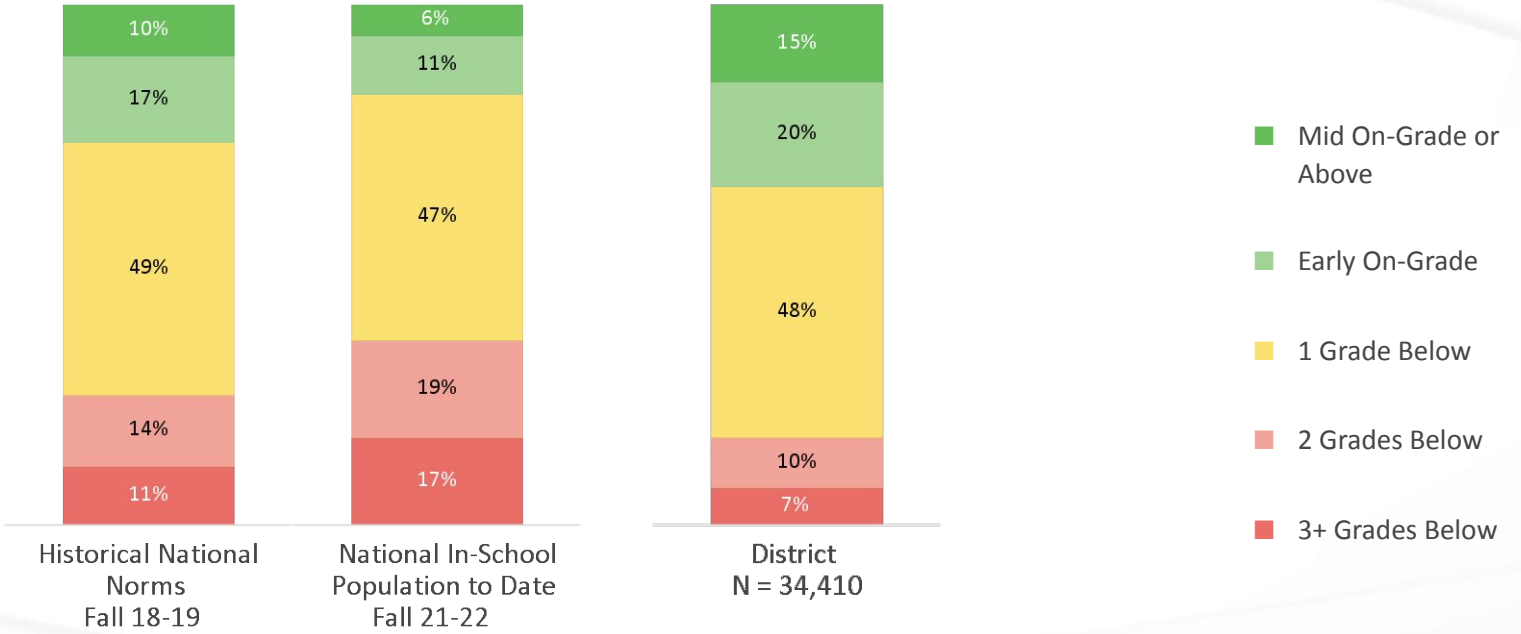
The i-Ready national norms are based on nationally representative samples that reflect the makeup of the US student population along key demographic characteristics.

National In-School Population to Date Fall 21-22

This population includes all students who completed an in-school i-Ready Diagnostic in Fall 21-22 across the nation. This information is not representative of the national population, but reflects the performance of all students who completed an i-Ready Diagnostic from August 1 to October 2 and indicated that their Diagnostic was taken in school.

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

Fall Placement Distribution for District and Benchmarks



The National Tested Population represents all Diagnostics taken in school across the nation from August 1, 2021 - October 2, 2021. This includes data from 6,892,950 Diagnostics.

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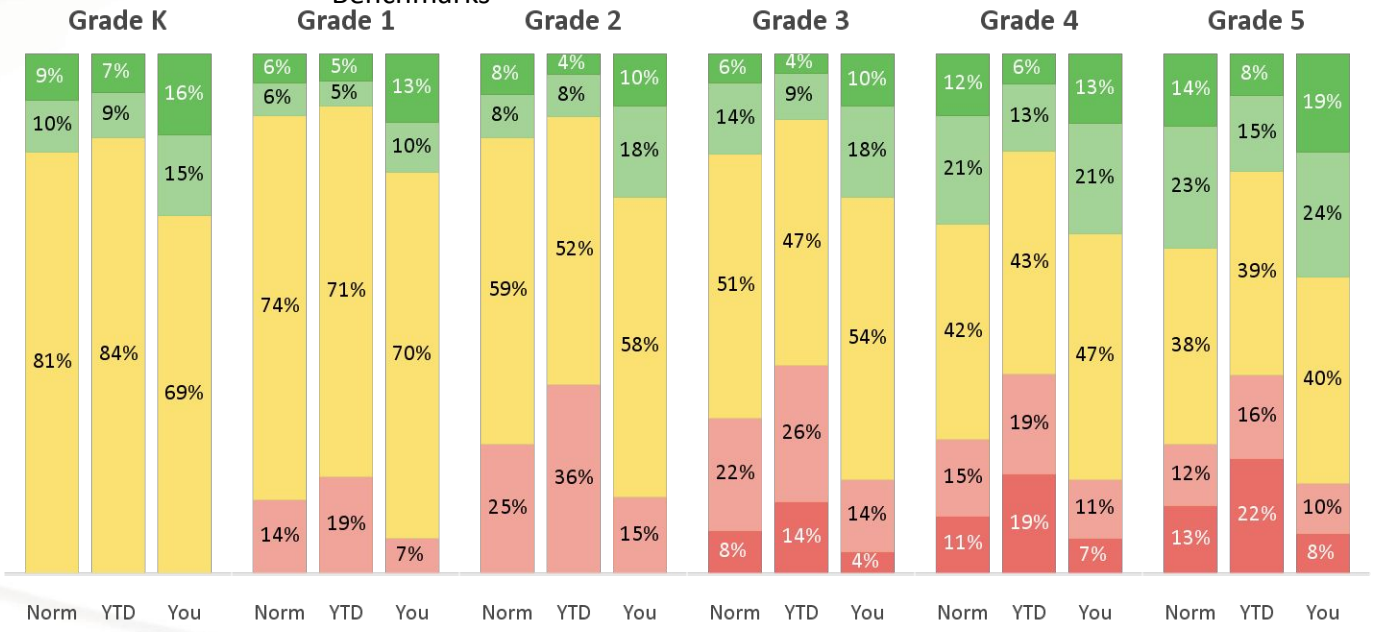

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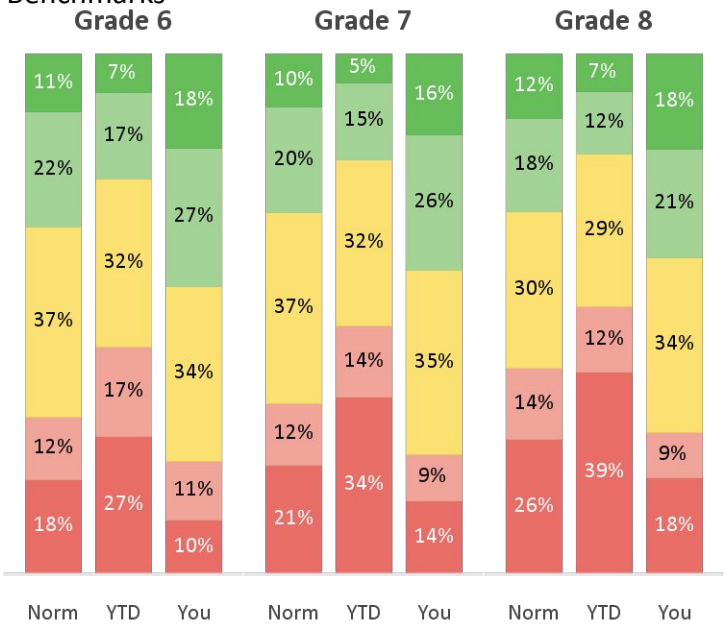

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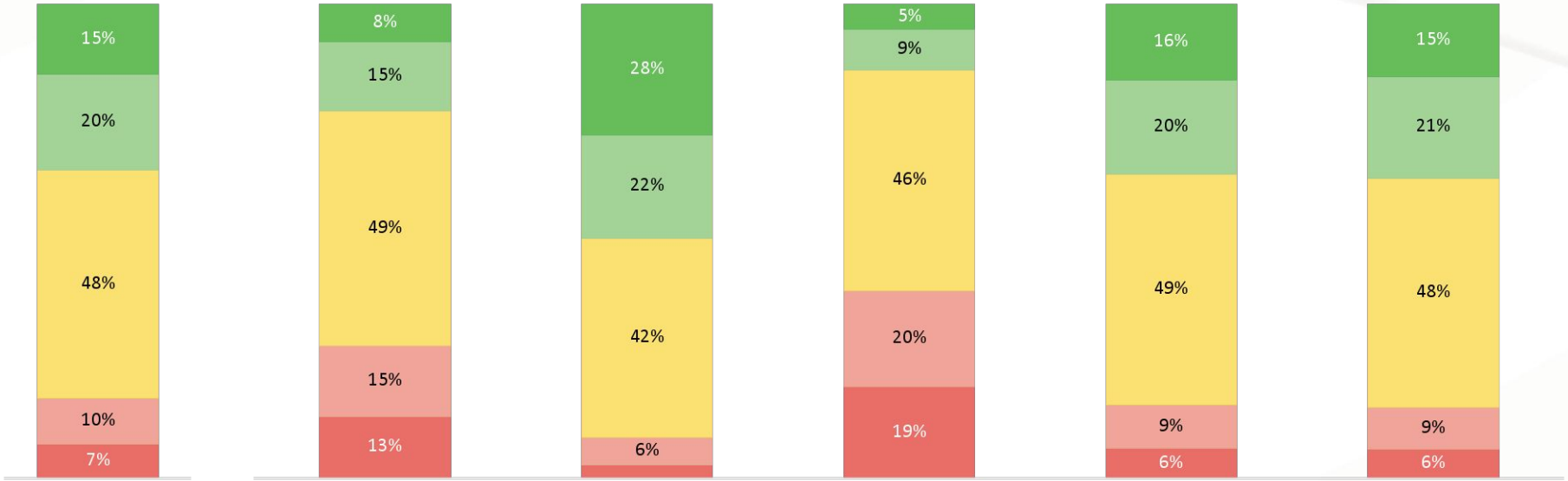
How Does Domain-Level Performance Compare to Two Years Ago?

Percent of Students Placing Early On-Grade or Above and Historical National Norms, Fall 19-20 and Fall 21-22

			Numbers & Operations		Algebra & Algebraic Thinking		Measurement & Data		Geometry	
Grade	Year	Count	District	National	District	National	District	National	District	National
K	19-20	3,579	24%	15%	24%	17%	36%	27%	52%	35%
	21-22	3,430	24%		24%		36%		53%	
1	19-20	3,707	19%	14%	31%	23%	35%	22%	38%	28%
	21-22	3,546	24%		38%		36%		44%	
2	19-20	3,953	27%	20%	35%	26%	36%	24%	41%	27%
	21-22	3,679	28%		38%		36%		41%	
3	19-20	3,903	28%	21%	37%	28%	47%	35%	36%	19%
	21-22	3,747	27%		37%		45%		32%	
4	19-20	4,156	46%	42%	49%	43%	53%	45%	41%	32%
	21-22	3,849	46%		47%		48%		36%	
5	19-20	4,413	43%	38%	48%	36%	55%	49%	42%	36%
	21-22	3,854	44%		46%		53%		38%	
6	19-20	4,432	47%	37%	46%	30%	57%	46%	46%	33%
	21-22	3,963	45%		42%		54%		42%	
7	19-20	4,617	47%	37%	46%	32%	56%	43%	43%	29%
	21-22	4,112	45%		42%		52%		40%	
8	19-20	4,819	49%	36%	45%	32%	55%	41%	43%	31%
	21-22	4,230	44%		40%		53%		38%	

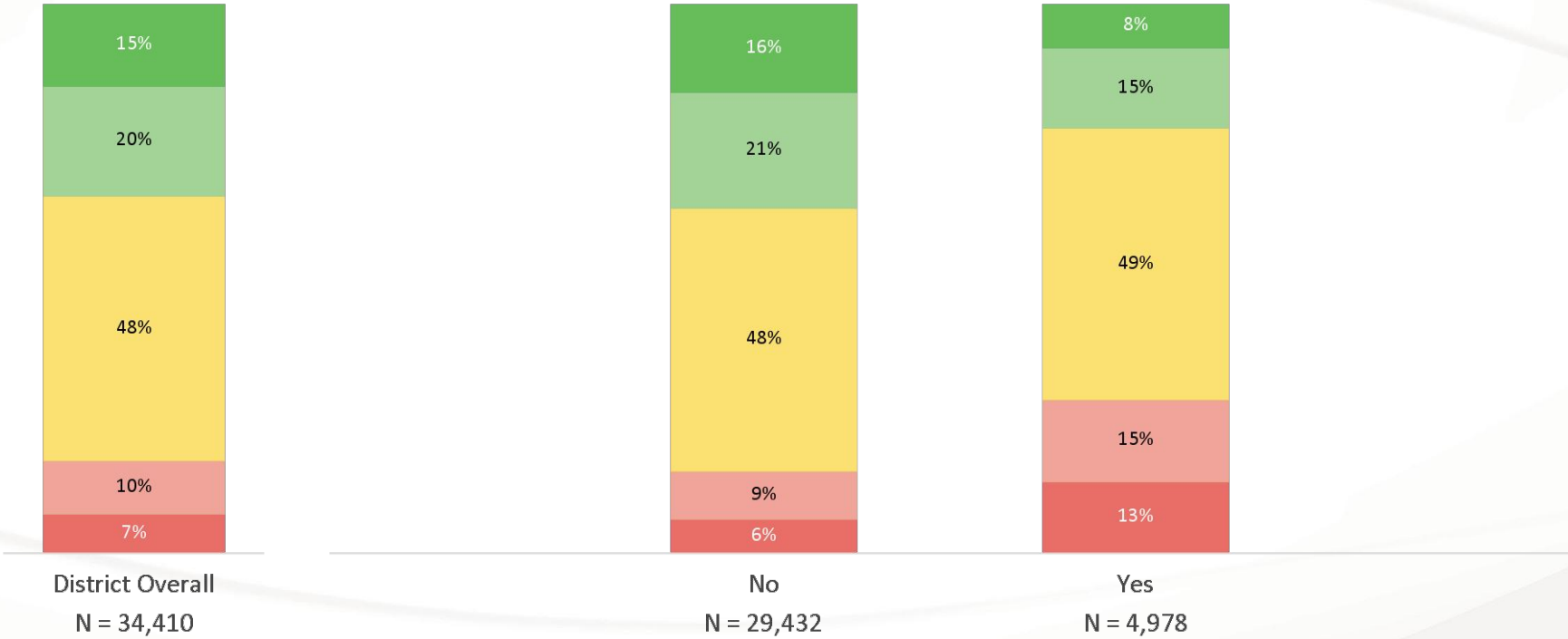
What Are the Relative Placements for Different Student Groups?

Fall Placement Distribution by Race



What Are the Relative Placements for Different Student Groups?

Fall Placement Distribution by Hispanic or Latino



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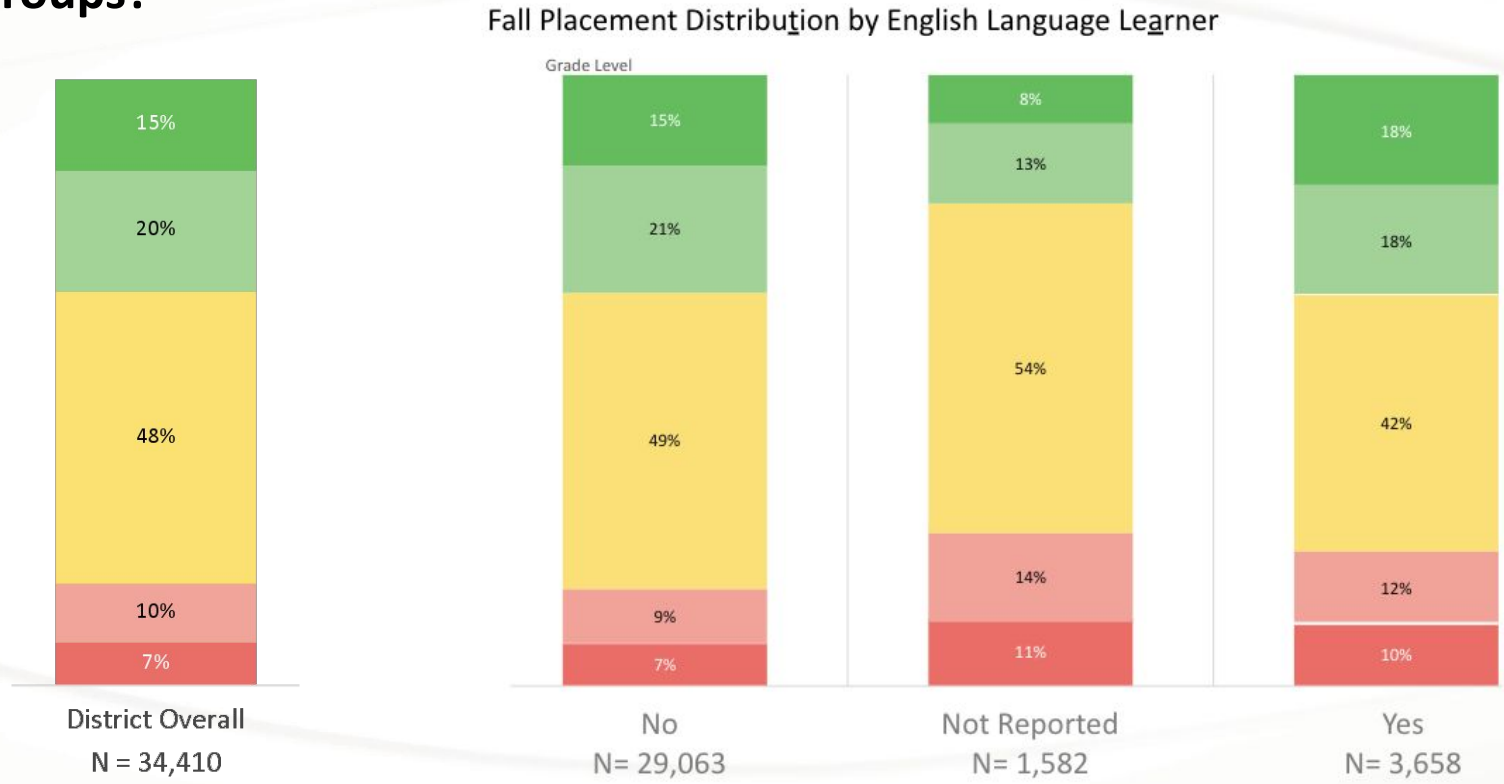
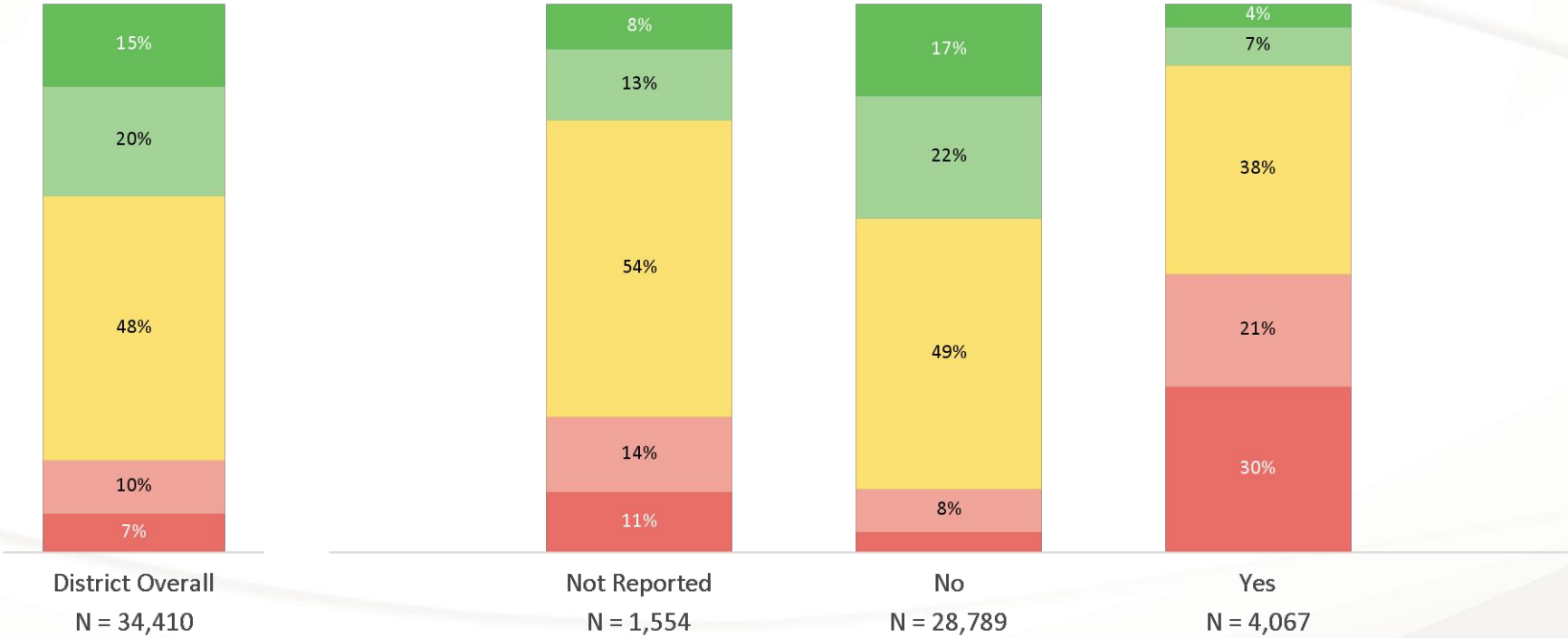
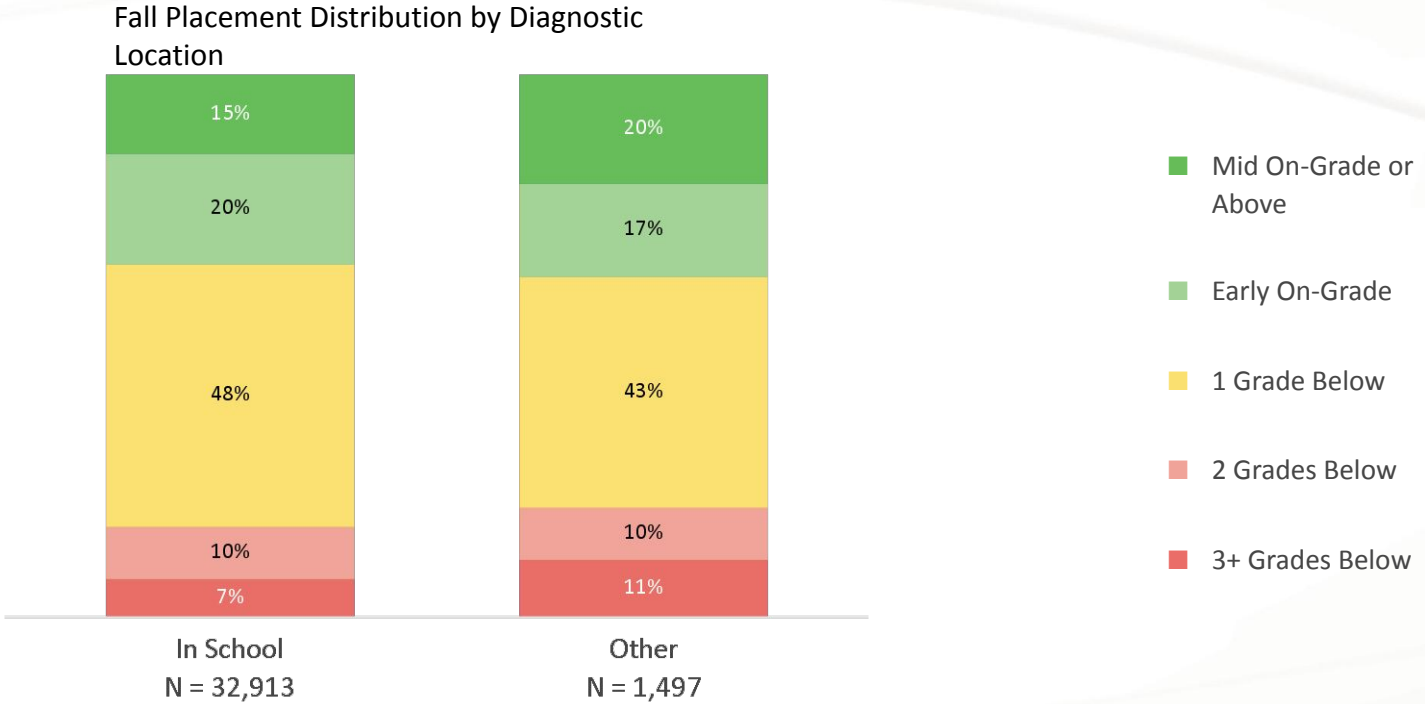


What Are the Relative Placements for Different Student Groups?

Fall Placement Distribution by Special Education



How Do Relative Placements Compare by Location?



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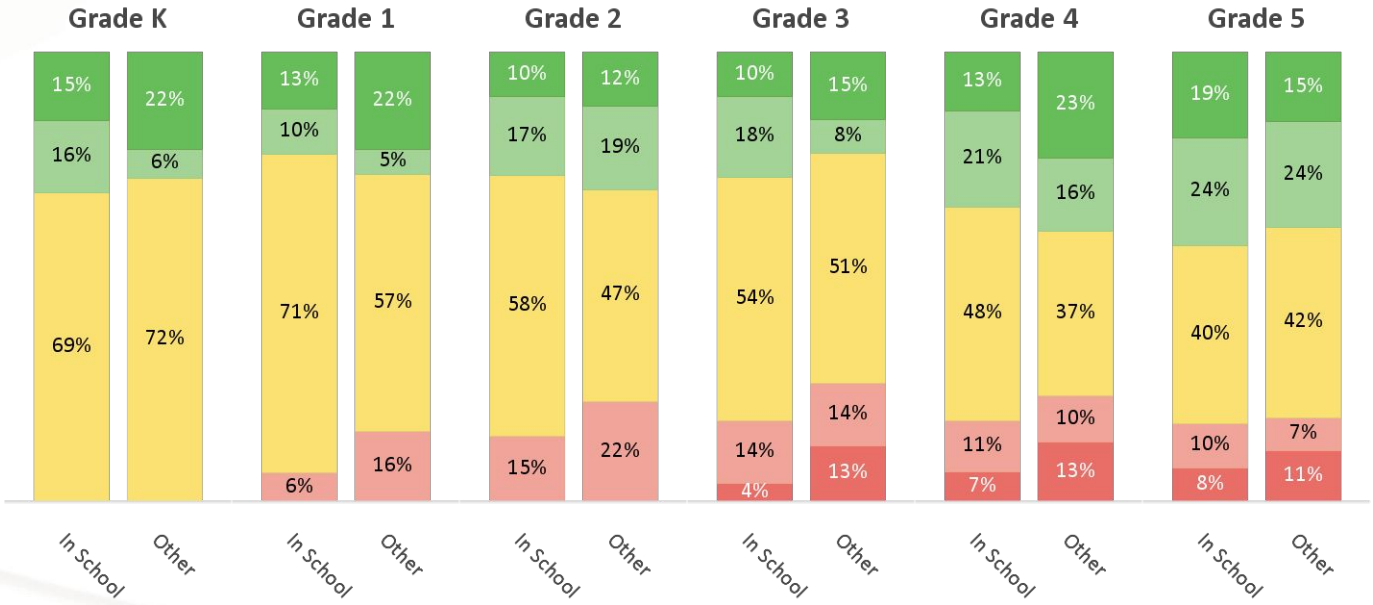

	K	1	2	3	4	5
In School	3,212	3,380	3,571	3,667	3,751	3,731
Other	218	166	108	80	98	123

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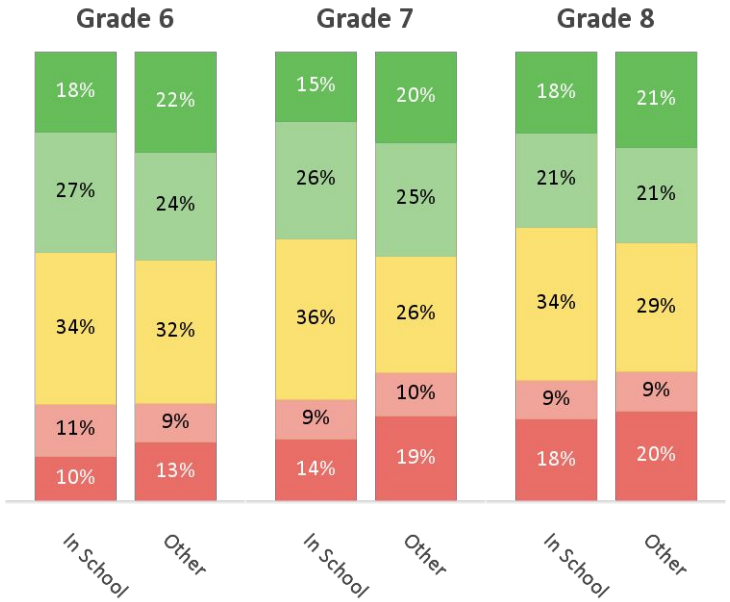

	6	7	8
In School	3,706	3,938	3,957
Other	257	174	273

Reading Performance Review

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Fall 21-22	3,584	3,632	3,768	3,756	3,866	3,944	3,975	4,141	4,280
Fall 20-21 In School*	2,706	2,879	2,965	3,155	3,084	3,181	2,698	1,635	1,953
Fall 20-21 Other	691	822	820	844	902	938	1,471	2,452	2,496
Fall 19-20	3,805	3,842	4,051	4,012	4,155	4,350	4,455	4,639	4,846

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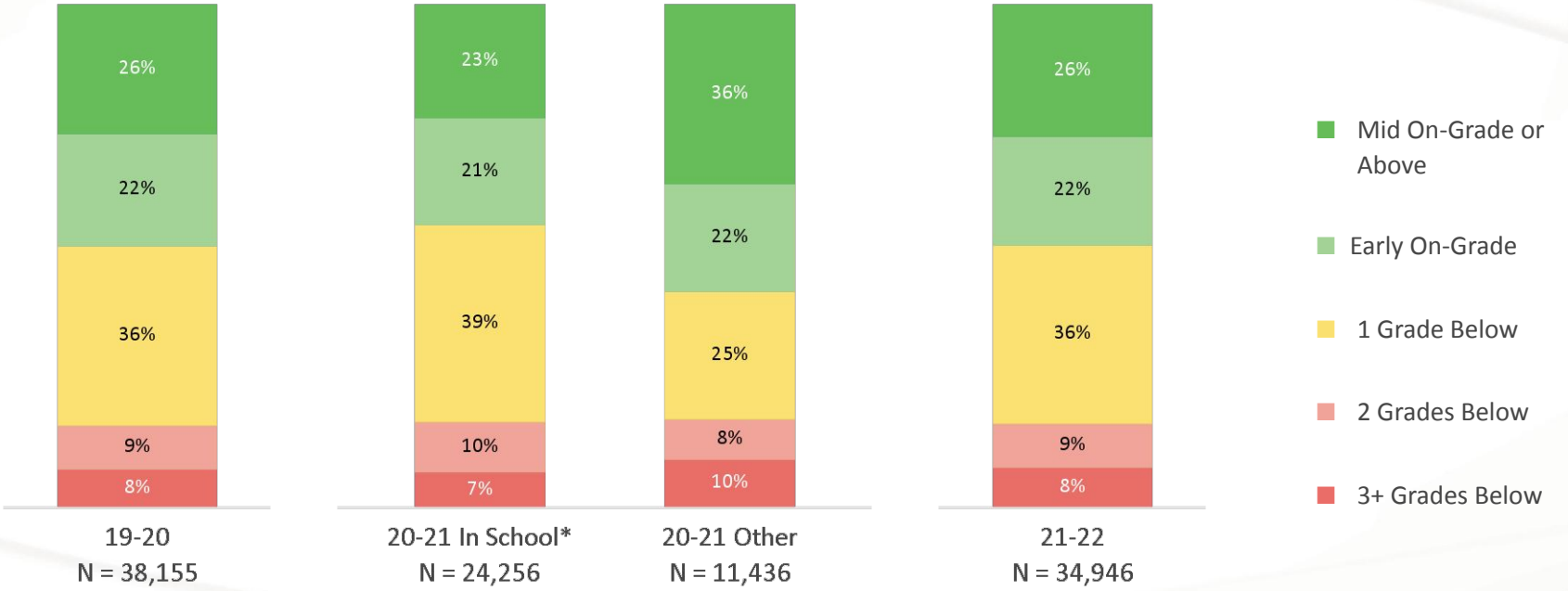

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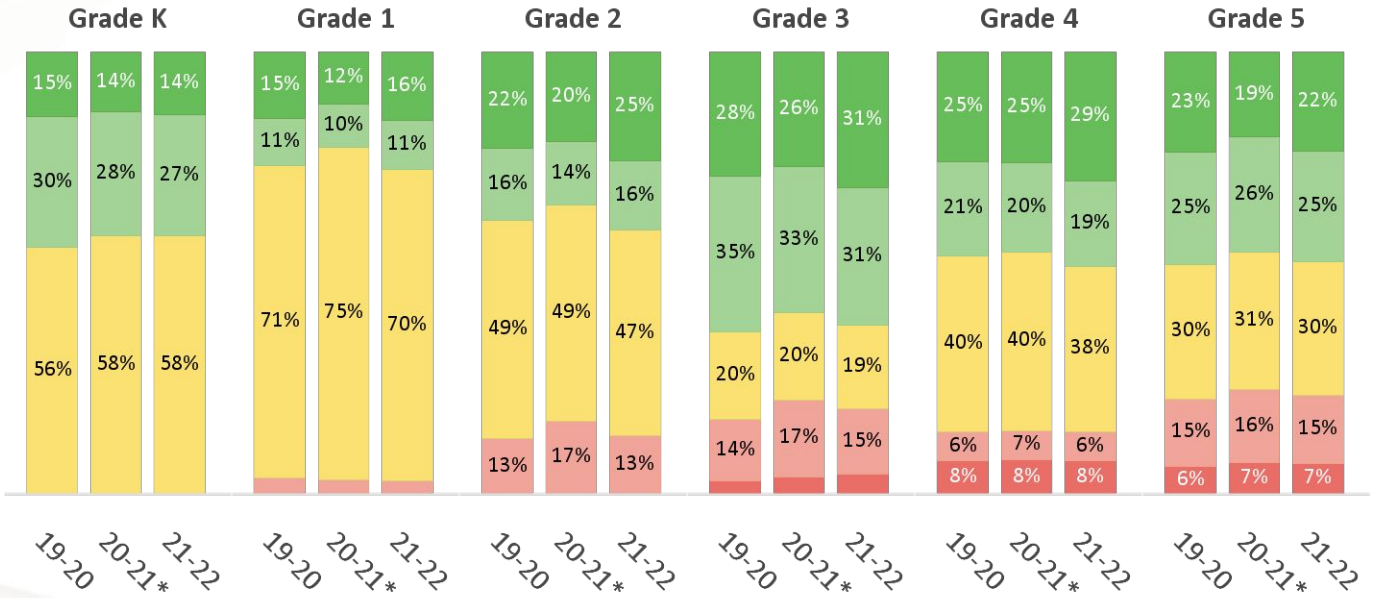

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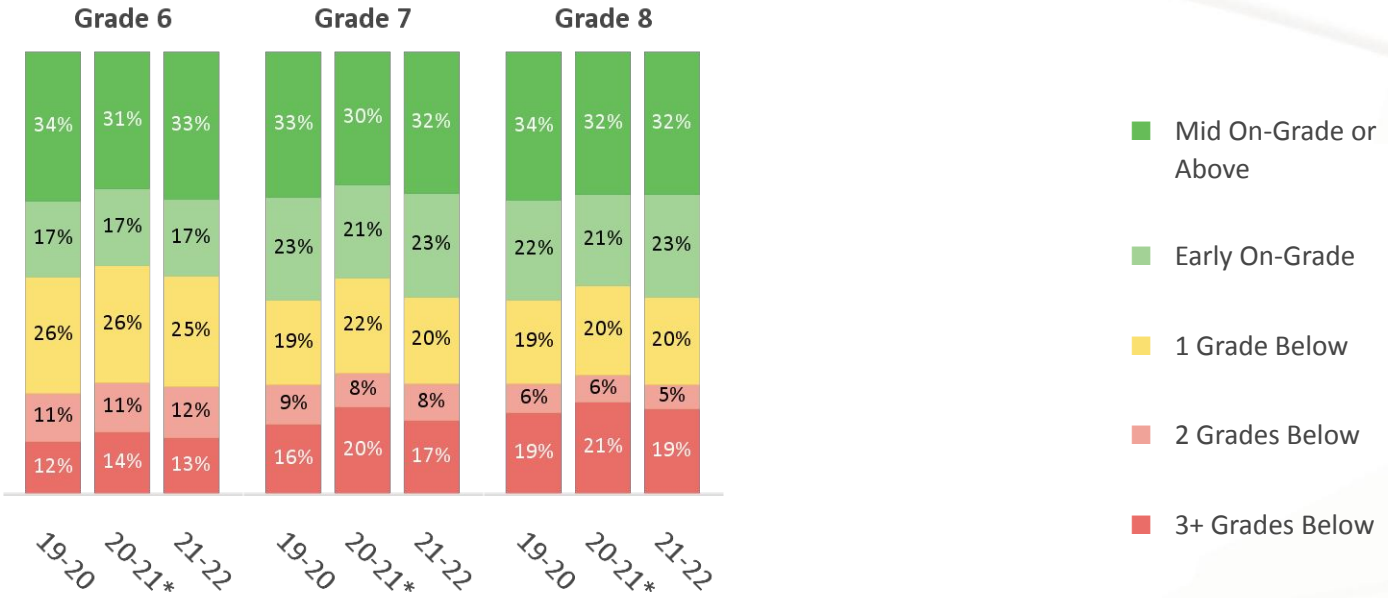

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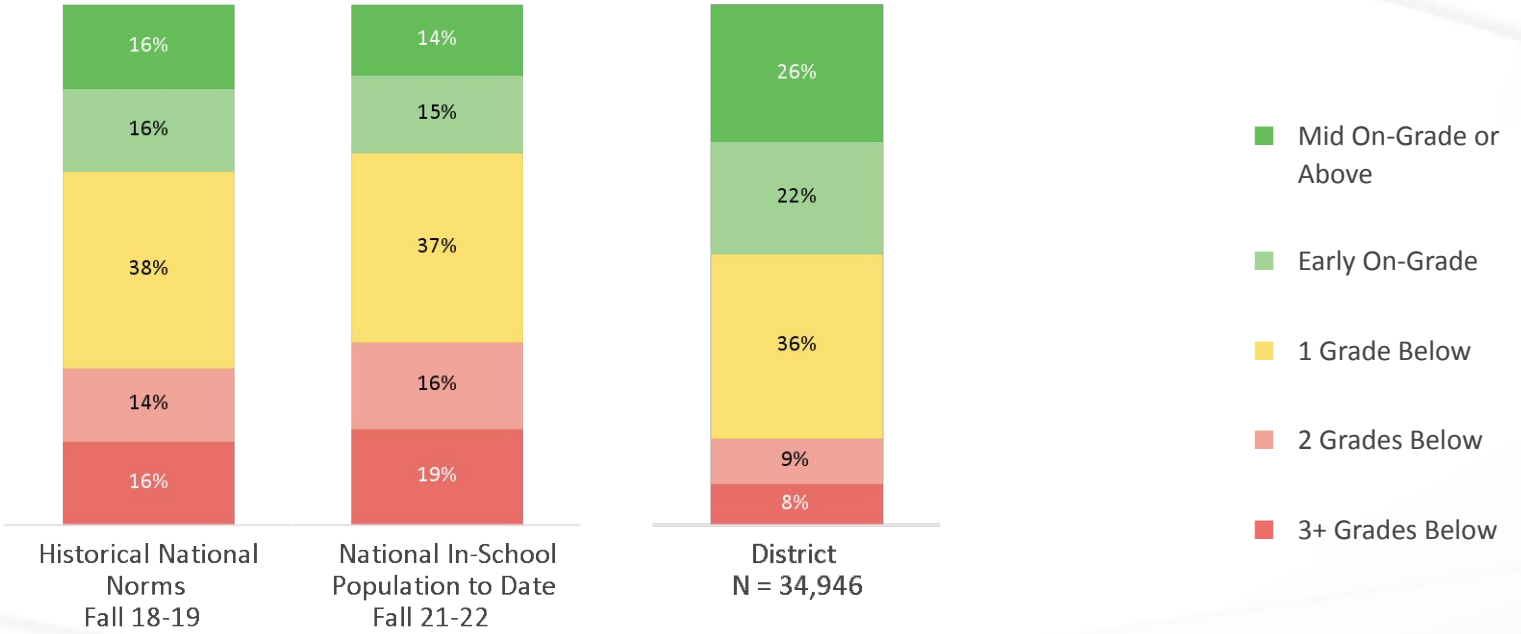

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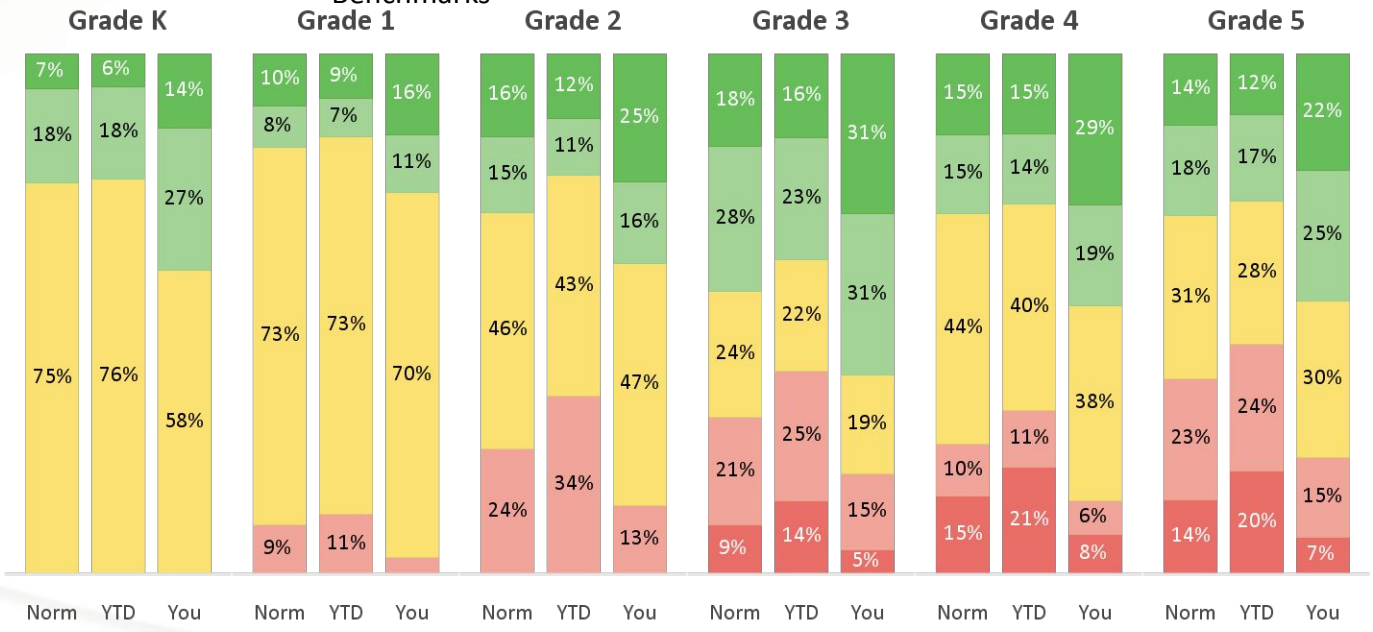

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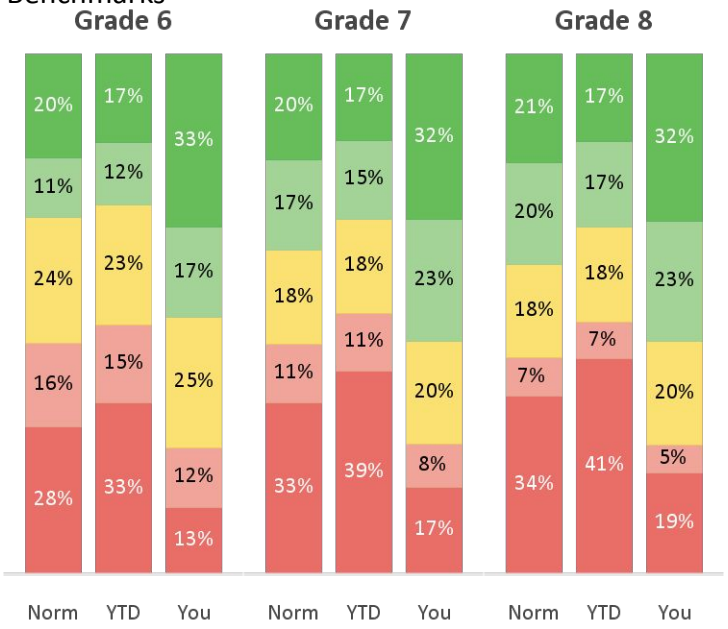

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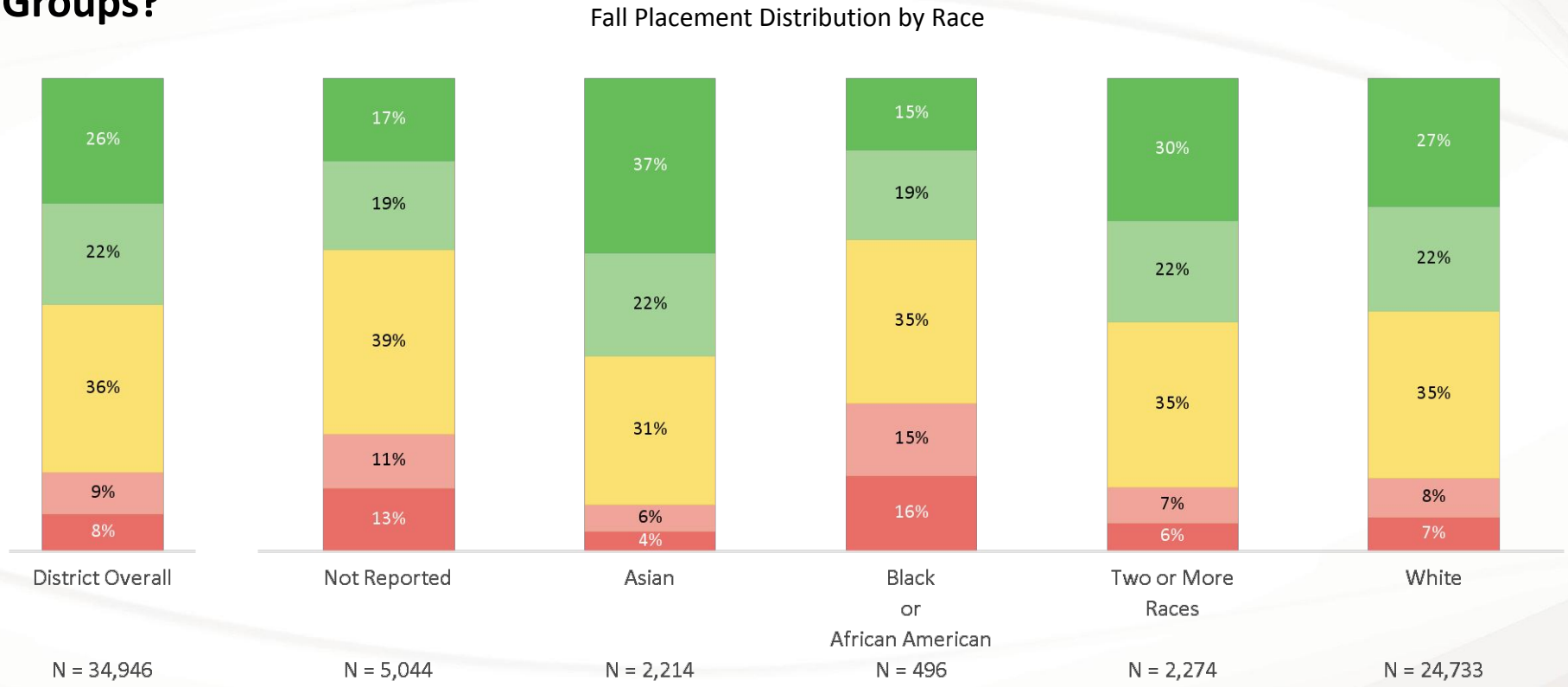
How Does Domain-Level Performance Compare to Two Years Ago?

Percent of Students Placing Early On-Grade or Above and Historical National Norms, Fall 19-20 and Fall 21-22

			Phonological Awareness		High-Frequency Words		Phonics		Vocabulary		Comprehension: Literature		Comprehension: Informational Text	
Grade	Year	Count	District	National	District	National	District	National	District	National	District	National	District	National
K	19-20	3,806	51%	34%	30%	21%	34%	23%	46%	36%	63%	40%	59%	41%
	21-22	3,584	54%		29%		35%		44%		57%		56%	
1	19-20	3,842	56%	37%	38%	32%	35%	24%	29%	21%	34%	23%	34%	25%
	21-22	3,632	59%		38%		33%		32%		34%		38%	
2	19-20	4,051	88%		72%	64%	40%	30%	34%	26%	38%	31%	36%	32%
	21-22	3,768	87%		72%		40%		37%		40%		39%	
3	19-20	4,012			96%		69%		57%	39%	58%	44%	56%	43%
	21-22	3,756			95%		67%		57%		57%		55%	
4	19-20	4,155					82%		45%	28%	52%	39%	44%	34%
	21-22	3,866					83%		49%		54%		47%	
5	19-20	4,350					92%		45%	27%	57%	40%	47%	34%
	21-22	3,944					92%		45%		55%		45%	
6	19-20	4,455					96%		48%	29%	54%	35%	49%	33%
	21-22	3,975					95%		48%		53%		49%	
7	19-20	4,639					97%		53%	37%	57%	39%	52%	37%
	21-22	4,141					96%		55%		56%		51%	
8	19-20	4,846					98%		56%	40%	55%	41%	52%	39%
	21-22	4,280					97%		56%		54%		52%	

What Are the Relative Placements for Different Student Groups?



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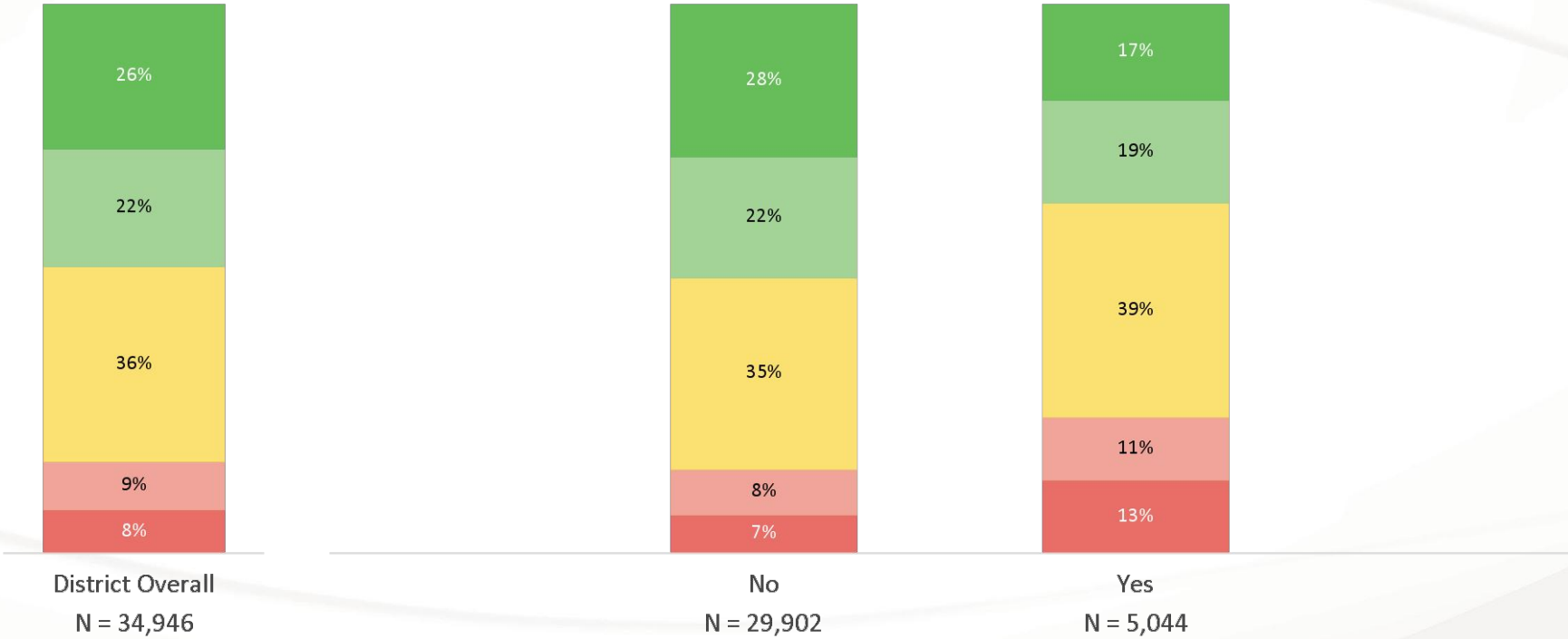

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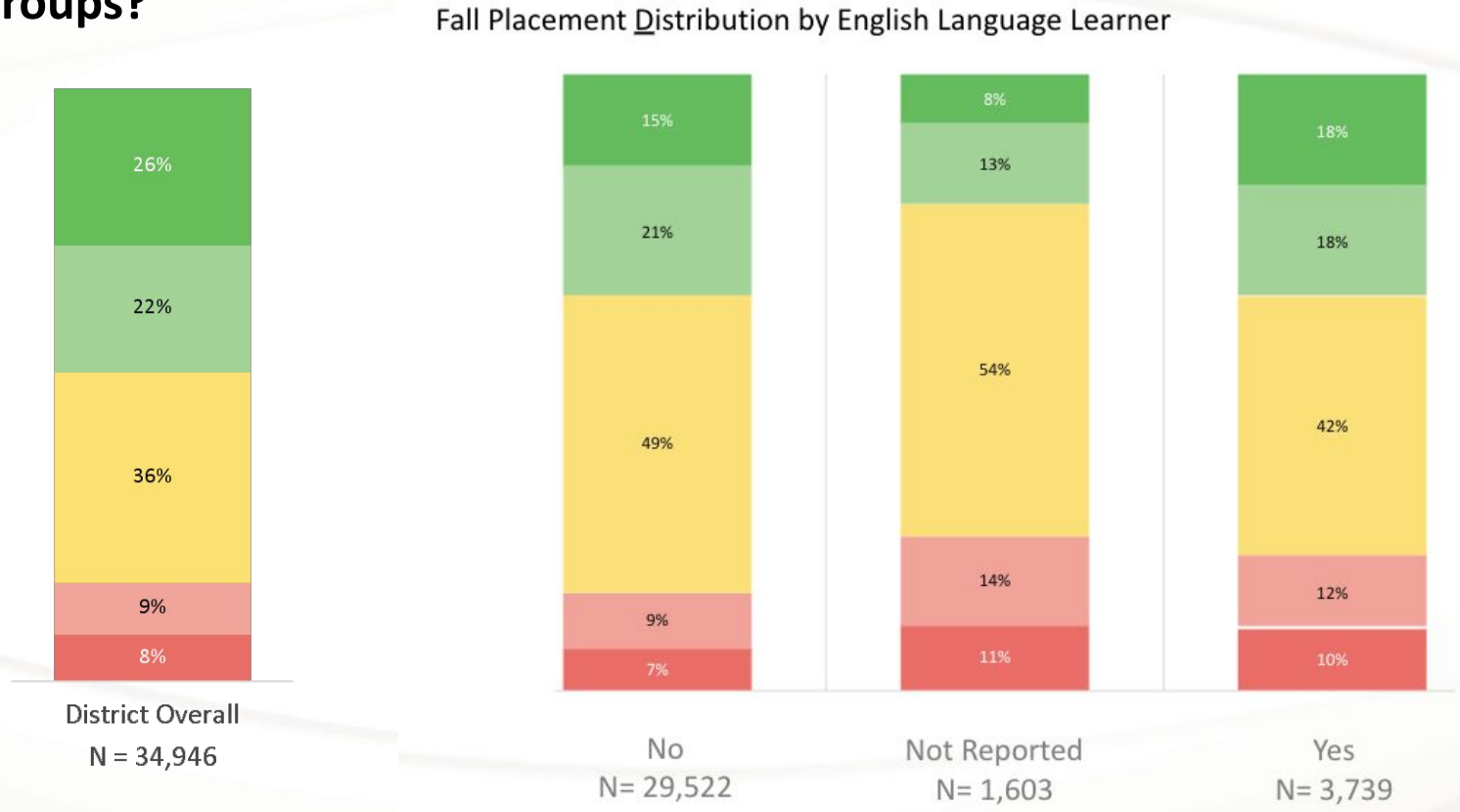

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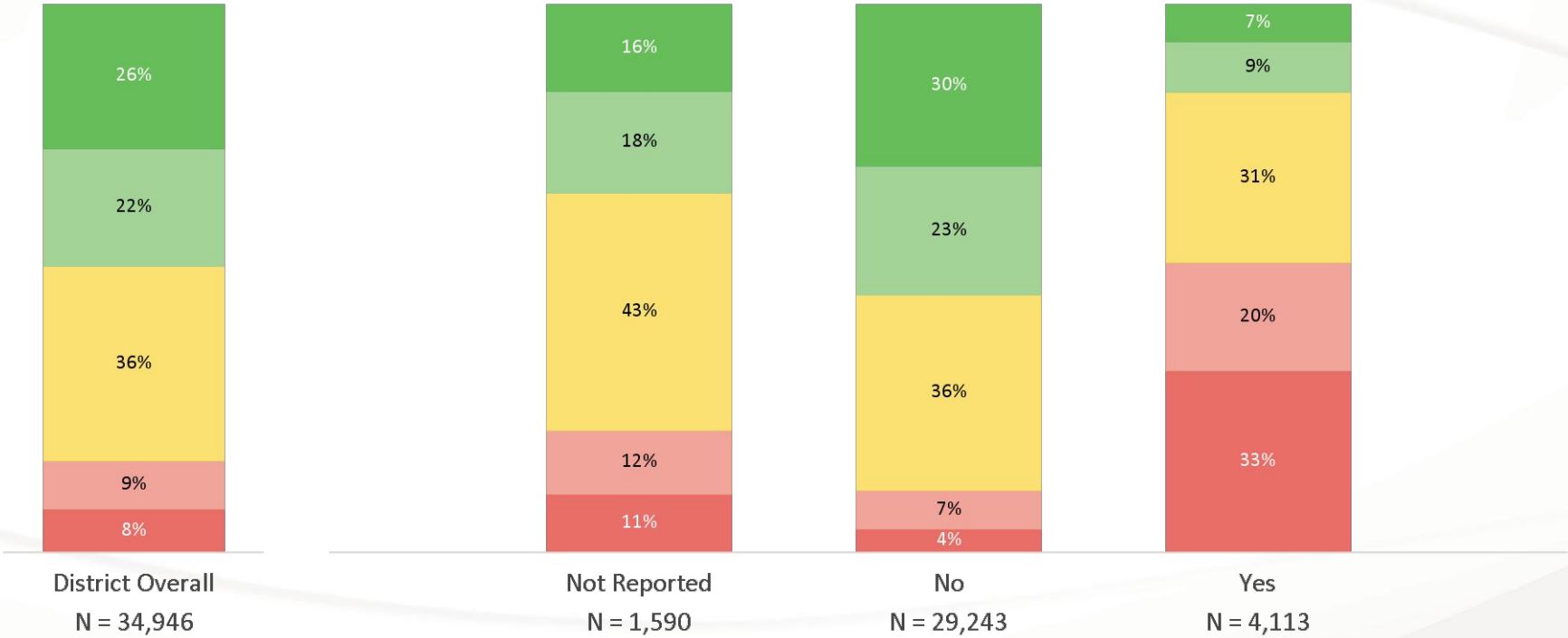

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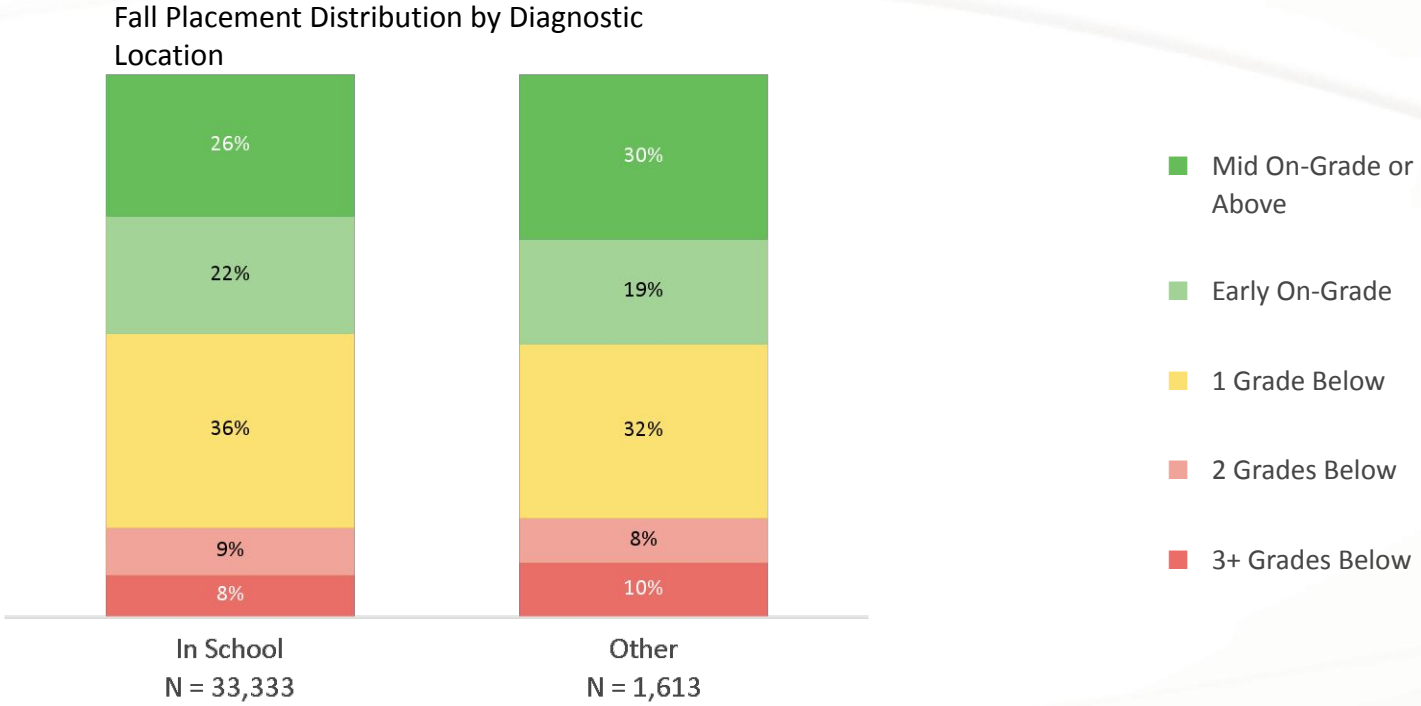

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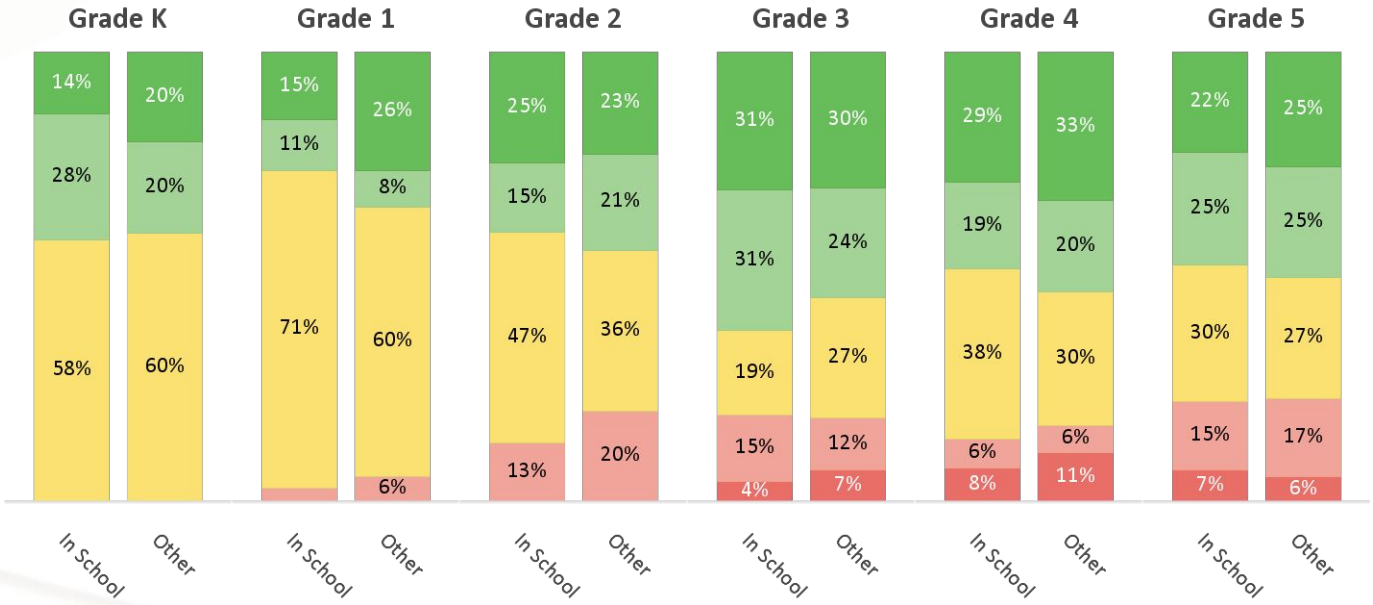

	K	1	2	3	4	5
In School	3,348	3,472	3,684	3,670	3,748	3,818
Other	236	160	84	86	118	126

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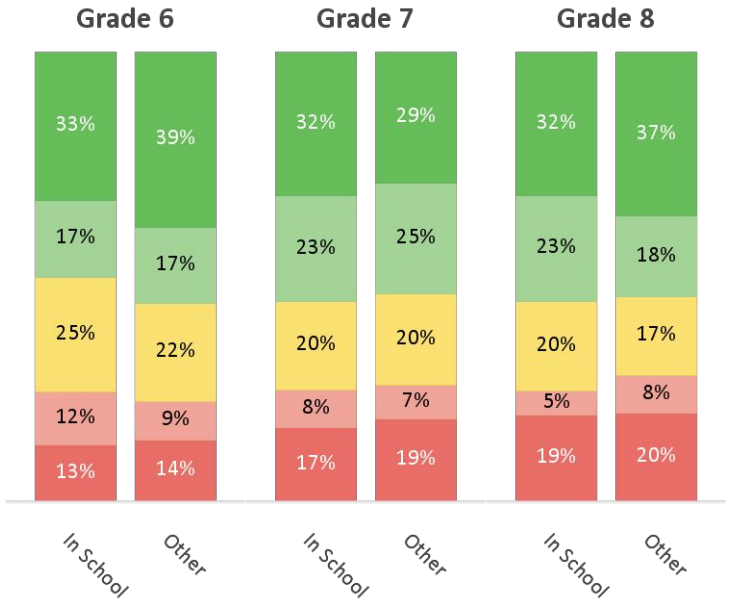

	6	7	8
In School	3,662	3,914	4,017
Other	313	227	263

Core Reading Program Pilot Update

Perspectives from Schools

Michelle Franci - Stone Mountain Elementary
Jeff Johnson - Sedalia Elementary

	Wonders	Benchmark Workshop	Benchmark Advance
Program Website	Wonders Website	Benchmark Website	Benchmark Website
EdReports	Wonders EdReport	No EdReport for Benchmark Workshop, only Benchmark Advance	Benchmark Advance EdReport
CDE Review	Wonders CDE Review	Benchmark Workshop CDE Review	Benchmark Advance CDE Review
Literacy Block Components	Workshop Model: foundational skills/word work, interactive read aloud, independent choice, small group guided reading, shared and close reading, writing workshop	Workshop Model: Reader's Workshop, Writer's Workshop, Phonics & Word Study Workshop	Whole group instruction, small group instruction, all texts are connected to the unit topic. Every topic is a unit and there are 10 three week units.
Possible need for supplementation	CDE notes supplementation may be needed for text reading and fluency for gr. K-2. This need to supplement should be based on student need according to data.	Due to gaps in text reading and fluency in grade 1, additional fluency instruction may be needed based on student performance	CDE notes supplementation may be needed for text reading and fluency for gr. K-2. This need to supplement should be based on student need according to data.
Phonics	Included in the Wonders program	Included in the Benchmark program	Included in the Benchmark program
Other	Wonderworks is a Tier 3, CDE-approved intervention for all components and complements this program.	Benchmark Intervention is a Tier 3 program awaiting CDE approval.	Benchmark Intervention is a Tier 3 program awaiting CDE approval.

Participating Schools

Wonders

- Stone Mountain
- Northridge
- Heritage
- Eldorado
- Wildcat Mountain
- Pine Grove

Benchmark Workshop

- RXP
- RXI
- Sedalia
- Redstone
- Sage Canyon
- Soaring Hawk (3rd)

Benchmark Advance

- Cherokee Trail
- Mammoth Heights (K-3)
- Sedalia (6th)
- RXI (6th)

Engagement and Feedback Opportunities

Pilot Schools

Monthly visits to each school that include:

- Teacher interviews
- Principal interviews
- Classroom visits
- BLT Feedback Session

Monthly surveys to implementing teachers

Community

- Evening presentations provided by vendors
- Recordings of both presentations were available to the community
- Program materials on display at Cantril (through December 12) and Highlands Ranch Library.
- District website with community information

Non-Pilot Schools

- Participate in presentations at level meetings
- Engage staff (BLT, small team, etc)
- Arrange pilot school visits and/or connect with principals of pilot schools
- Ensure staff can view materials
  - Utilize logins for access to digital materials
  - Order samples (optional)
- Engage SAC and PTO
- Include information about community opportunities in school newsletter--District website with community information

Next Steps

Level meetings to discuss feeder alignment and decision-making factors	October-December 2021
Review teacher survey data	October-December 2021
Select a program and provide order details	January 2022
Order and receive materials	Spring 2022
Deliver initial professional development	Spring 2022

Questions?