Use Data to Plan Instruction

> *I really like all of the data that* i-Ready *provides. It tells me how the students score, if they rush, and where I need to work with them to get them where they need to be.*
>
> —**Elementary School Teacher**

Using data to inform instruction supports high expectations for all students and drives student achievement. Throughout the year, use data regularly to recognize class and student growth, progress toward goals, and identify areas for improvement. Knowing the questions to ask and how to find the answers in data and reports allows you to make instructional decisions and informs your own goals and goals you set with students.

When using data:

1 **Ask:** Identify the right questions to focus your data analysis.

2 **Observe and Reflect:** Analyze data and reflect on previous grade-level instruction and how students performed.

3 **Take Action:** Plan instruction, share results, and celebrate student growth and progress.

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Tips and Tools:
Using Data to Plan Instruction

Reviewing data after each Diagnostic will help inform your instructional decisions. Reviewing data from interim assessments and formative assessment processes can also help you prioritize and adjust instruction.

Start with a Question

When analyzing data, the first step is to identify the question you are trying to answer. Approaching your data with a specific question provides a clear starting point and focus of your analysis, helps you stay objective, saves time, and allows you to create an immediate action plan.

Class Data Questions:	Report to Use:
How is my class **performing**, and what are my students' **domain-specific instructional priorities**?	Diagnostic Results
What are the suggested **growth measures** for each of my students?	Diagnostic Results
What **skills** have my students likely acquired, and how can I support them in upcoming **grade-level mathematics instruction**?	Prerequisites
What does the data indicate about my students' **readiness for upcoming grade-level reading instruction** focused on comprehension skills?	Grade-Level Scaffolding
How can I **group** my students and plan to address their instructional priorities?	Instructional Groupings
Which students could benefit from **additional support** between now and the end of the year?	Diagnostic Growth
Student Data Questions:	**Report to Use:**
What are the **strengths** and **areas for improvement** for an individual student? How do I **plan my differentiated instruction** and **identify the right resources** to best support my students?	Diagnostic Results
How is an individual student **progressing toward their growth measures and grade-level proficiency**?	Diagnostic Growth

Tips for Data Analysis

- Keep an open mind and maintain objectivity.

- Write your observations and note any additional questions or inferences. Consider using the *Data Reflection Worksheet*.

- Consider other data sources to help you answer additional questions.

- Create your action plan, revisit it, and continue to routinely analyze data and reflect on instruction.

- Collaborate with fellow teachers.

For step-by-step instructions on using data to answer your class- and student-level data questions, visit i-ReadyCentral.com/DataAnalysisGuide to download the full *Data Analysis Guide*. **For guidance on which reports to use and an overview of data provided in each**, visit i-ReadyCentral.com/ReportSelector to download the full *Report Selector Tool*.

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Overview

When using Diagnostic data, look at growth and proficiency together. Use placement and growth data for your class and individual students side by side to make informed instructional decisions to help all students move toward proficiency. Ultimately, grade-level proficiency or higher is the goal for every student.

What is a student growth measure?

A student growth measure tells you how much a student has progressed and helps you determine if a student is on track to meet growth goals.

How can I use *i-Ready* as a student growth measure?

After students complete their baseline Diagnostic, *i-Ready* generates two growth measures for every student:

Typical Growth: The average growth of students at each grade and placement level. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level.

Stretch Growth®: The growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to help them catch up, and it will take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency.

How should I use Typical Growth and Stretch Growth to set goals?

While the specific goals you set for student growth should be based on your school's and district's objectives and informed by your deep understanding of your students, the following guidance can help guide goal setting. **We recommend that by the end of the academic year:**
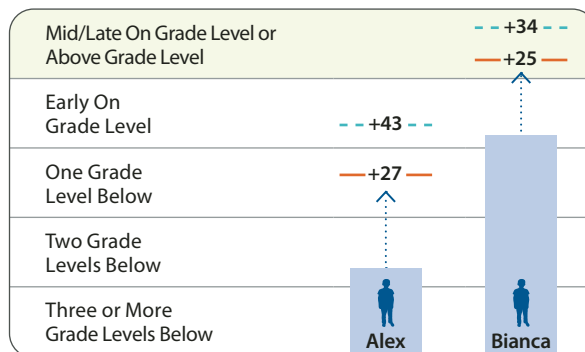
	Individual Students	**Groups of Students**
Typical Growth	**Aim to exceed 100%* of their Typical Growth measure**	**Aim to exceed 100% median progress toward Typical Growth**
Stretch Growth	**Aim to meet their Stretch Growth measure.** Nationally, between 25%–35%* of students achieve these aspirational measures.	**Aim for as many students as possible reaching Stretch Growth.** *Note: Because Stretch Growth measures differ significantly from student to student, we do not recommend setting uniform Stretch Growth goals for aggregate groups of students.*

Growth Model Example

Two Grade 3 Students. Alex placed Two Grade Levels Below on his baseline Diagnostic. Bianca placed Early On Grade Level on her baseline Diagnostic.

— Typical Growth   - - Stretch Growth

*i-Ready growth measures assume 30 weeks of instruction between a student's first and last Diagnostic. Progress to growth measures may vary if actual weeks of instruction differ.

Mid/Late On Grade Level or Above Grade Level	- - +34 - - / —+25—
Early On Grade Level	- - +43 - -
One Grade Level Below	—+27—
Two Grade Levels Below	
Three or More Grade Levels Below	Alex Bianca

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Data Reflection Worksheet

Use this worksheet to analyze your *i-Ready* data.

School, Grade Level, and/or Class: _____   **Date:** _____

Upcoming Instruction Topic: _____   ☐ **Mathematics**   ☐ **Reading**

Ask *(Select or create your question.)*	

	Bright Spots *(e.g., success with a specific domain, more than expected progress toward growth measures)*	**Areas for Improvement** *(e.g., support with a specific domain, less than expected progress toward growth measures)*
Observe *(List the grade level[s], class[es], and/or student[s].)*		
Reflect *(List the instructional strategies or plans you've tried and their effects.)*		
Take Action *(Indicate your plan for what you will do and when.)*		

🔍 **To access this worksheet**, download the *Kit: Use Data to Plan Instruction* on i-ReadyCentral.com/DiagnosticData.