



For more information,
visit [i-ReadyCentral.com/
DiagnosticData](https://i-ReadyCentral.com/DiagnosticData).

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 drive instruction closes gaps and increases student achievement. Throughout the year, use data regularly to recognize class and individual 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.
- 2 Observe and Reflect:** Analyze data and reflect on strategies you've already tried.
- 3 Take Action:** Plan instruction, share results, and celebrate student growth.

**Analyze data and plan
instruction with the tips
and tools that follow!**





Tips and Tools for Using Data to Plan Instruction

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



For step-by-step instructions for using data to answer your class-level data questions, visit i-ReadyCentral.com/DataAnalysisGuide.

For guidance on which reports to use and an overview of data provided in each, visit i-ReadyCentral.com/ReportSelector.

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 gives you a clear starting point and focus of your analysis, helps you stay objective, saves time, and allows you to create a plan for immediate action in your classroom.

Class Data Questions:



How are my students **performing** as an entire class and what are their **domain-specific instructional needs**?

Report to Use: Diagnostic Results



What are the suggested **growth measures** for each of my students?

Report to Use: Diagnostic Results



How can I **group my students** according to instructional needs?

Report to Use: Instructional Groupings



How is my class **progressing toward Annual Typical Growth and grade-level proficiency**?

Report to Use: Diagnostic Growth



Which students could benefit from **additional support** between now and the end of the year?

Report to Use: Diagnostic Growth

Student Data Questions:



What are the **strengths and areas of need** for an individual student?

Report to Use: Diagnostic Results



How can I **tailor instruction and identify the right resources** to best support an individual student's needs?

Report to Use: Diagnostic Results



How is a student **progressing toward their growth measures**?

Report to Use: 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 worksheet on the last page.
- 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.



Using Growth and Proficiency Data

To learn more about *i-Ready's* growth model and how to use it, visit i-ReadyCentral.com/GrowthGoals.

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 first Diagnostic, *i-Ready* generates two growth measures for every student:

- Typical Growth:** the average annual 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 placement level.
- Stretch Growth:** the growth recommended to put below-grade level students on a path to proficiency and on-grade level students on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to catch them up, and it will likely take many students more than one year to achieve 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:

Individual students:

- Aim to exceed 100% of their Typical Growth measure** by the end of the academic year.
- Aim to meet their Stretch Growth measure** by the end of the academic year. In typical districts, we've seen that roughly 25%–35% of students will reach these aspirational targets.

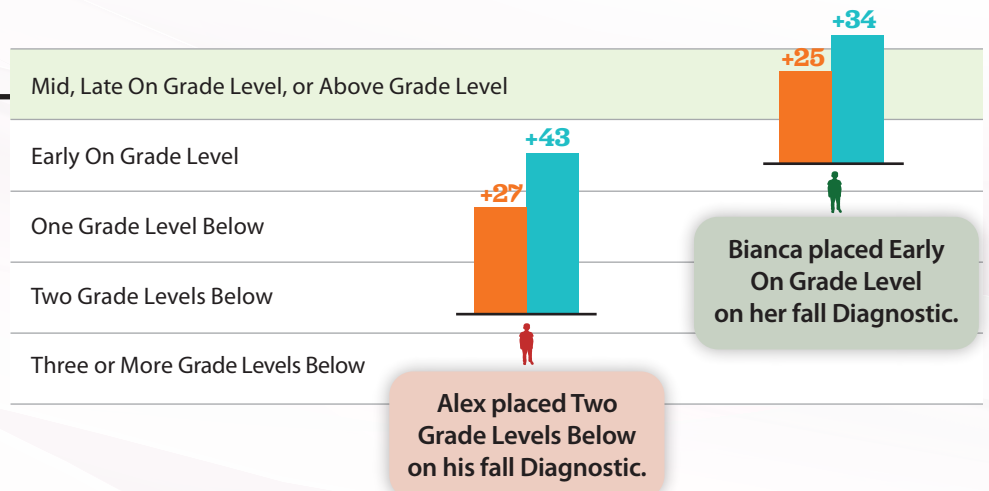
Groups of students:

- Aim to exceed 100% median progress toward Typical Growth** by the end of the academic year.
- 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.*

Example

Growth Model Examples for Two Third Grade Students

- Typical Growth
- Stretch Growth





Data Reflection Worksheet

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

Date: _____

School, Grade Level, and/or Class: _____

Mathematics Reading

Ask

(Select or create your question.)

Bright Spots

(e.g., higher placement levels, success with a specific domain, more than expected progress toward growth measures)

Areas for Improvement

(e.g., lower placement levels, struggle 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.)