

Understanding *i-Ready* Data and Proficiency on the New York State Testing Program

Educator Guide

Overview

This document explains the connections between *i-Ready*'s Grade-Level Placements, instructional resources, and student performance on your state test. Because *i-Ready*'s Grade-Level Placements are directly connected to the instructional recommendations, they are ideally suited to help educators prepare students to reach proficiency on the New York State Testing Program (NYSTP).

What can the *i-Ready Diagnostic* tell me about student performance on the NYSTP?

For educators interested in using *i-Ready Diagnostic* data to understand how students are likely to perform on the NYSTP, we recommend using *i-Ready*'s Grade-Level Placements. Our recommendation is grounded in extensive research: there is a strong relationship between the *i-Ready Diagnostic* and the NYSTP in both the mathematics and ELA subject areas. Results from a large scale study conducted in 2017–2018 showed that, across all grades and in both subject areas, there is a statistical correlation between *i-Ready Diagnostic* and NYSTP scale scores as well as a clear correspondence between *i-Ready* Grade-Level Placements and NYSTP performance levels. For the purposes of this document, we will refer to NYSTP Level 3 as proficient.

How do *i-Ready*'s Grade-Level Placements help me understand how my students are likely to perform on the NYSTP?

Our research shows that for most grades and subjects, students who place into either Early On Grade Level or Mid On Grade Level or above after the fall or winter *i-Ready Diagnostic* are highly likely to achieve proficiency on the NYSTP. While most students who achieve an Early On Grade Level or Mid On Grade Level or above placement are highly likely to reach proficiency, a considerable number of students performing below level in the fall or winter can and will reach proficiency as well. For each grade level and subject area, there is a spectrum of likelihood of reaching proficiency based on their *i-Ready* placements (see example on next page)—students who are performing below grade level have a lower likelihood of reaching proficiency than students who are performing on grade level. Using *i-Ready*'s placements, you can identify where students who are performing below grade level need the most instructional support.



Table 1: Example of i-Ready Fall Placement Level and Probability of NYSTP Proficiency (Sixth Grade Reading)

Three or More Grade Levels Below	Two Grade Levels Below	One Grade Level Below	Early On Grade Level	Mid On Grade Level or Above
≤21%	22%–43%	44%–75%	75%–86%	≥87%

Note: i-Ready’s research base (available upon request) provides the probability ranges for all grades, subjects, and seasons.

As mentioned above, students reaching grade level on the *i-Ready Diagnostic* are highly likely to attain proficiency on the NYSTP, but with appropriate intervention and support, many students placing below grade level can also reach NYSTP proficiency.

What is the recommended *i-Ready* Grade-Level Placement that my students should target to be on track for proficiency on the NYSTP?

The table below provides the recommended *i-Ready* placement level to target to feel confident that a student will reach proficiency. “Highly likely” to achieve proficiency is defined as having a probability of 70% or higher. It is important to look at each grade and subject separately due to varying probabilities. For example, a seventh grader who scores Mid On Grade Level or above on the fall *i-Ready Diagnostic* for Reading has a 75% or higher probability of being proficient, while a seventh grader who scores Mid On Grade Level or above on the fall *i-Ready Diagnostic* for Mathematics has a 90% or higher probability of being proficient.

Table 2: i-Ready Grade-Level Placements to Target for Proficiency on the NYSTP (Fall and Winter)

Student’s Actual Grade Level	Recommended Grade-Level Placements to Be Highly Likely to Reach Proficiency		Probability Range (% or Higher)	
	Fall	Winter	Fall	Winter
Reading				
3	Mid On Grade Level or above	Mid On Grade Level or above	85%+	75%+
4	Early On Grade Level or above	Mid On Grade Level or above	70%+	80%+
5	Mid On Grade Level or above	Mid On Grade Level or above	80%+	75%+
6	Early On Grade Level or above	Mid On Grade Level or above	75%+	80%+
7	Mid On Grade Level or above	Mid On Grade Level or above	75%+	70%+
8	Mid On Grade Level or above	Mid On Grade Level or above	80%+	75%+
Mathematics				
3	Early On Grade Level or above	Early On Grade Level or above	90%+	75%+
4	Early On Grade Level or above	Mid On Grade Level or above	80%+	85%+
5	Mid On Grade Level or above	Mid On Grade Level or above	90%+	80%+
6	Mid On Grade Level or above	Mid On Grade Level or above	90%+	85%+
7	Mid On Grade Level or above	Mid On Grade Level or above	90%+	85%+
8	Mid On Grade Level or above	Mid On Grade Level or above	85%+	80%+

Note: All probabilities have been rounded down to the nearest 5% or 10% in order to provide a more conservative estimate.

Target Placements and Students Performing Below Grade Level:

While Early On Grade Level and Mid On Grade Level or above placements are appropriate targets for attaining proficiency on the NYSTP, many students performing below grade level can and will reach NYSTP proficiency as well. For more information on using *i-Ready* placements to help students build the necessary skills to reach proficiency, please see *How do i-Ready’s Grade-Level Placements connect to instruction?* on the next page.

How do *i-Ready's* Grade-Level Placements connect to instruction?

The *i-Ready Diagnostic* is designed to create a complete picture of student skills and to provide targeted instructional support, including both online instruction and teacher-delivered, small group instruction. *i-Ready Diagnostic* results also provide information for leaders on how to allocate resources to support students.

Teachers

Within the Diagnostic Results report, teachers can use *i-Ready's* placements, particularly at the domain level, to determine where students need additional support and where they are already on track for proficiency. In Figure 1, you can see that Student C and Student D received the same scale score (481) and Overall Grade-Level Placement (One Grade Level Below). However, it is important to note that these two students need very different targeted support. Student C would benefit the most from more instruction in Vocabulary, while Student D would benefit the most from instruction in Phonics along with more exposure to literary and informational texts.

Using the Can Dos and Next Steps (see Figure 2) you can see the instructional recommendations and resources that are tied to a student's specific strengths and challenges. By targeting the appropriate instruction based on these students' individual domain-level needs, you can help increase a student's chance of reaching proficiency on the NYSTP.

Figure 1: Using the *i-Ready* Diagnostic Results Report for Teachers: Overall Placement and Placement by Domain (Third Grade Reading Example)

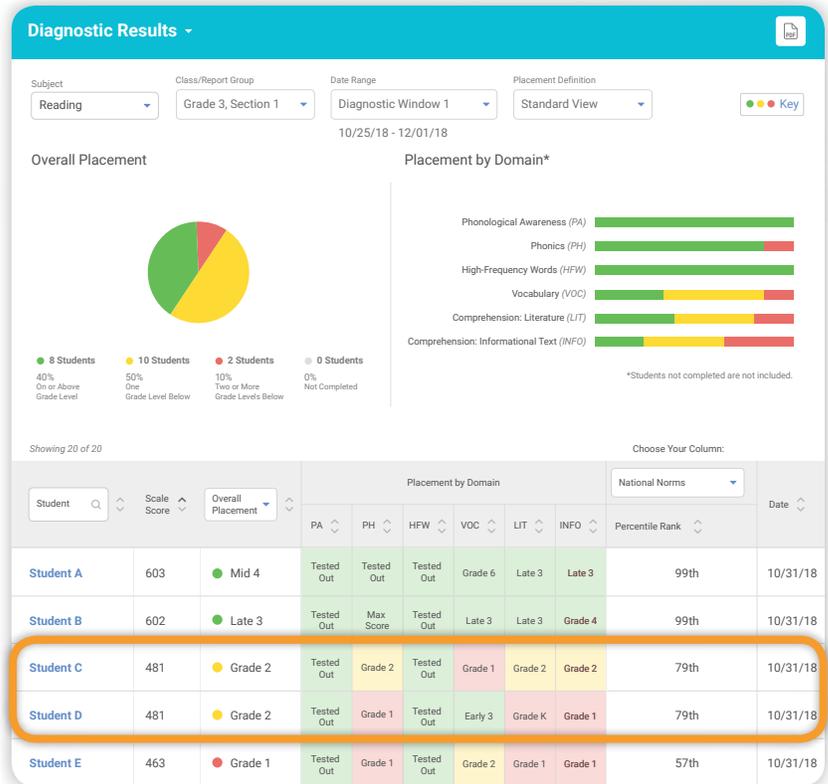
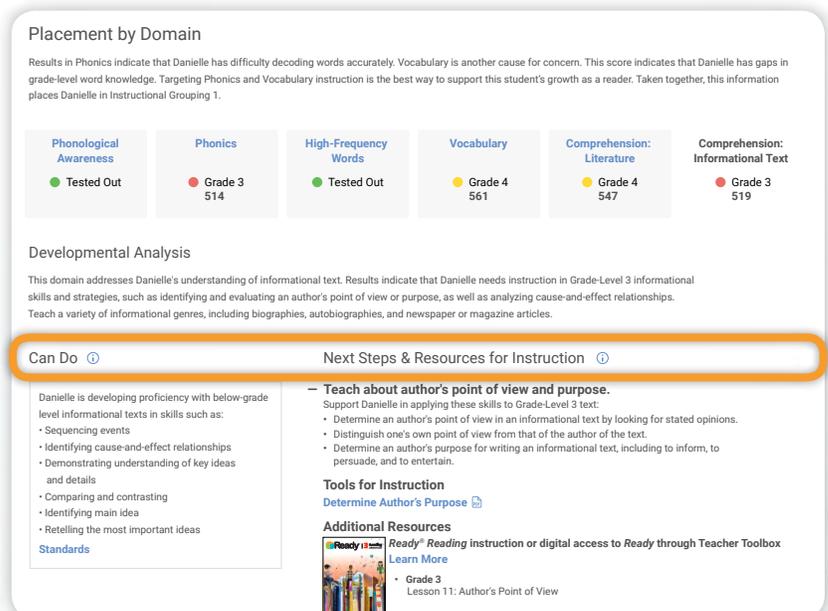


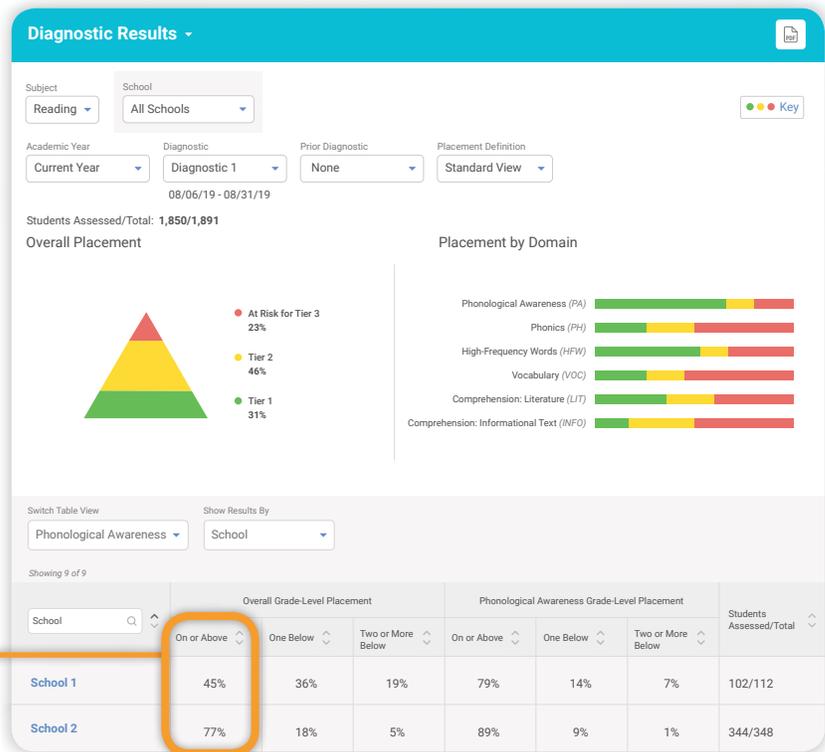
Figure 2: Using Can Dos and Next Steps in the Classroom (Fifth Grade Reading Example)



Leaders

Within the Diagnostic Results report, leaders can use *i-Ready's* placements to help guide allocation of scarce resources. Leaders can also look at the domain-level placements within a school to identify areas where students are struggling and target additional training or intervention. For example, in Figure 3, which has the Standard View selected, you can see that less than half of the students (45%) in School 1 are On Grade Level (green) whereas the majority of students (77%) in School 2 are On Grade Level (green). As we evaluate these two schools using the Standard View (see Figure 3), the majority of students in School 2 are meeting the recommended target for proficiency whereas less than half of the students in School 1 are meeting the recommended target for proficiency. Leaders can then toggle between the placement domains to identify the domain-specific areas where students in School 1 need more support.

Figure 3: Using the *i-Ready* Diagnostic Results Report for Leaders: Overall Placement and Placement by Domain (District-Level Reading Example)



How has *i-Ready's* approach to reporting predicted proficiency changed?

Our current approach is designed to make a more explicit connection between the specific instructional actions educators can take to help students reach proficiency on the NYSTP based on their *i-Ready* placement level instead of focusing on point estimates alone. The *i-Ready* program, its reporting features, and its prediction model are fundamentally unchanged, but now rely on probability-based targets that are tied to *i-Ready* Grade-Level Placements. The new approach is generally more conservative, but no less accurate.

Can any educational test perfectly predict performance on another?

There are many reasons why educational test predictions can never be 100% accurate: measurement error on any given test, the conditions under which a test is administered (e.g., low stakes vs. high stakes), the degree to which the student is motivated to take the test, and even whether or not a student had breakfast on test day. Given these known limitations and based on our research, our current approach focuses on the *i-Ready* Grade-Level Placements each student should target to reach proficiency. When thinking about how a student is likely to perform on a state summative test, we recommend using multiple data points and additional information about the student and the nature of the test you are trying to predict.

For More Information

Please contact your Curriculum Associates representative for more information or to request a copy of the research base behind the proficiency probabilities at info@cainc.com.