Curriculum Associates Contract: *Expanding iReady Instructional Supports for Students*

Mt. Diablo Unified School District
Board Meeting
February 22, 2022

Our Why?

LCAP Goal #1:

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.

    Action 1.1:   Standards based instruction

    Action 1.2:   Targeting of acceleration and interventions

    Action 1.3:   Multi-Tiered Systems of Support (MTSS)

    Action 1.5:   Extended Learning Programs

Mt. Diablo Unified School District

High Quality & Culturally Responsive Instruction
Learning Acceleration

Parent, Family & Community Partnerships
Social Emotional Wellbeing & Engagement

Equity Unity

Opportunity

Educational Equity
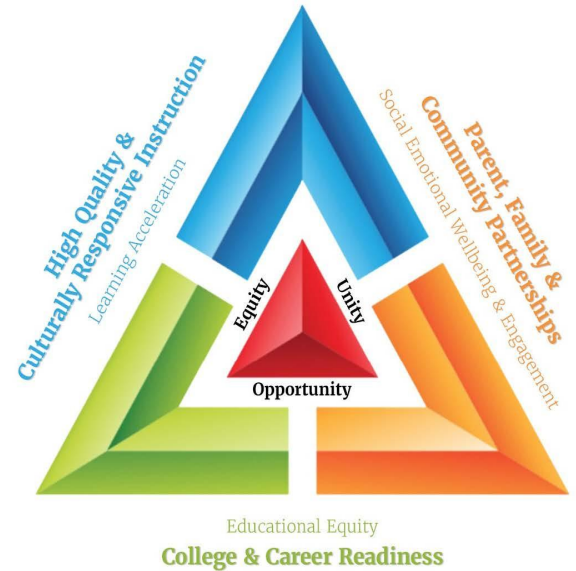College & Career Readiness

Our Why?

LCAP Goal # 4:

Focal scholars will experience an educational environment that builds trust between the adults and students and a sense of inclusiveness and belonging. Students will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, and their families will be engaged and empowered in authentic and collaborative partnerships.

Action 4.1: Student Support Programs for African American, Foster Youth, and Students Experiencing Homelessness

Action 4.3: Specialized Supports for Families

**Mt. Diablo
Unified School District**

Why do we need a consistent diagnostic in reading and math?

- Variance in the use of assessments and the resultant student data. (SIR Report March 2021)

- Consistent data practices vary school to school, which impacts the level of educators' data literacy and shared meaning-making. (SIR Report March 2021)

- Lack of systemic assessment and data review practices to evaluate teaching and learning, e.g., using PDSA short cycles of improvement. (SIR Report March 2021)

- Consistent diagnostic allows for data analysis across the grade levels with no bias in both major content areas.

- Creates opportunities to compare data for all Focal Scholars and other student groups.

- Reclassification for Emerging Bilingual Students depends upon the iReady system

- Current IABs & FIABs being used in upper grade focus on specific standards/targets rather than the totality of the standards

Is there interest in bringing back iReady?

- 21 out of 30 elementary School Site Councils (or PTAs) have votes to use site funds to purchase diagnostic and learning modules for their sites

- When surveyed, 30 out of 30 elementary sites responded **"Yes"** when asked the question, "If the District provided full or partial funding for iReady K-5 (diagnostics and lessons) for all students would your school be interested?"

- *Teacher testimonies: "I was so disappointed to not have iReady lessons this year. They are such a valuable tool in my teacher toolbox. IReady diagnostic gives me an accurate snapshot of where my students are overall as well as within each individual strand. This is so useful in guiding my instruction and it saves me hours of administering and correcting pen and paper assessments. Once I have the data, iReady provides me with next steps in instruction. In addition, I can quickly and easily make differentiated groups for reading and math lessons."*

Why are site leaders and their staff asking to bring back the Instructional Modules?

- Impact of school closure has significantly impacted learning gaps for student groups

- Accelerated Learning and targeted instruction for learning gaps

- Focus on extended learning, leveled homework, during intersession, afterschool programs

- Dyslexia screener, 1-to-1, focus on students with unfinished learning, targeted scaffolds

- Easily use information to identify scaffolds to address learning gaps

- Students are able to easily access leveled work from home during summer, intersession, and in the event they are sick or unable to attend school.
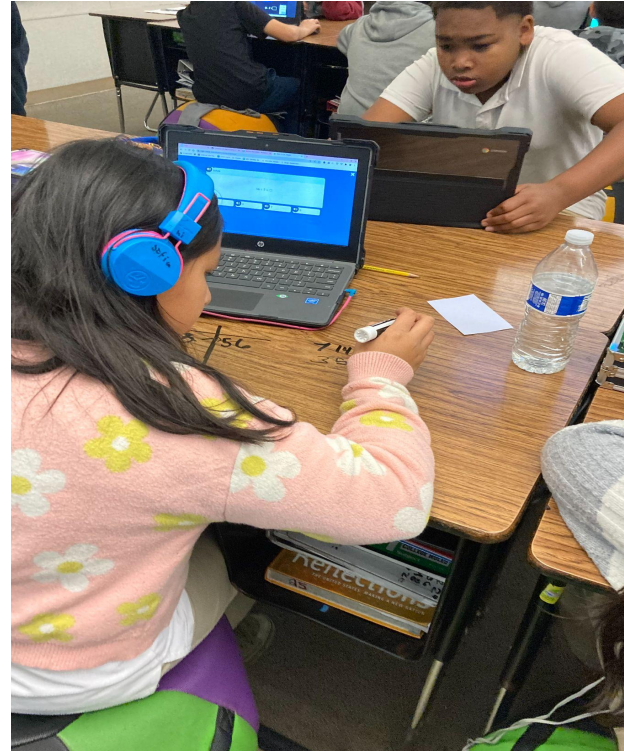
Ms. VanOutrive - Mt. Diablo Elementary

- Overall snapshot and strand information
- Differentiated Groups
- Accelerate Learning
- Provide intervention
- Leveled for each student
- Children love them
- Respond to needs
- Improve knowledge base
- Proven Instruction
- Meet the needs of all learners

Mr. Moses - Rio Vista Elementary

- Leveled for each student
- Diagnostic provides easy to understand look into student need
- Allows teacher to see a big picture
- Easy for parents to understand the information
- Differentiated instruction
- Flexibility for small group work
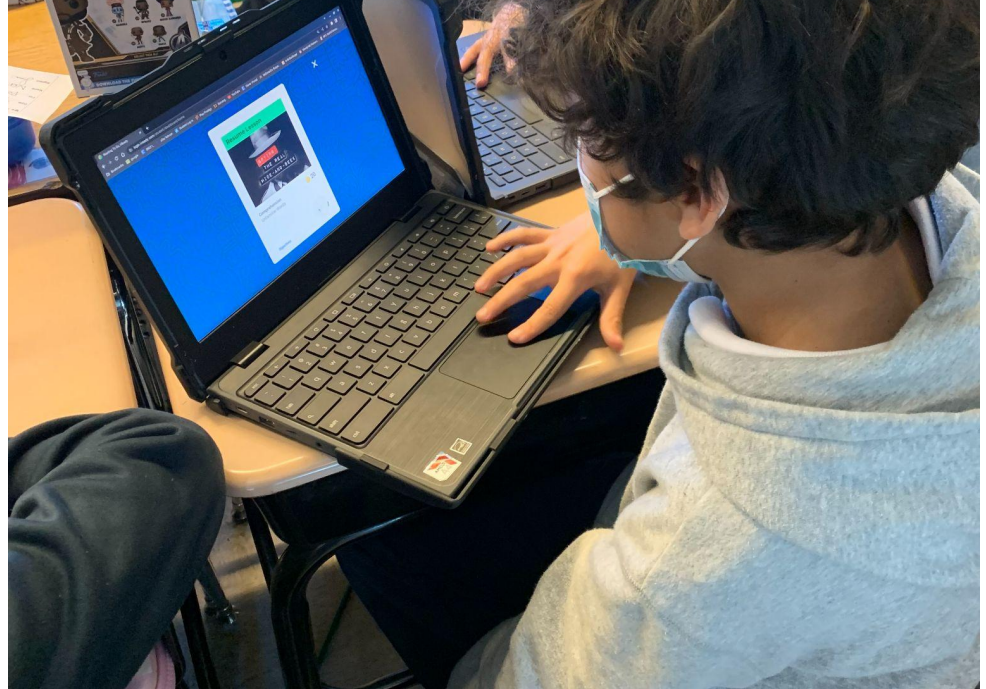- Children love the lessons
- iReady work is not busy work.

Ms. Austin - Valhalla Elementary

- Individualized program
- Builds confidence
- Challenges students
- Streamlined chromebook program
- Grade level gains can be made quickly
- Helps planning small group instruction
- Full program would provide even greater teaching tools
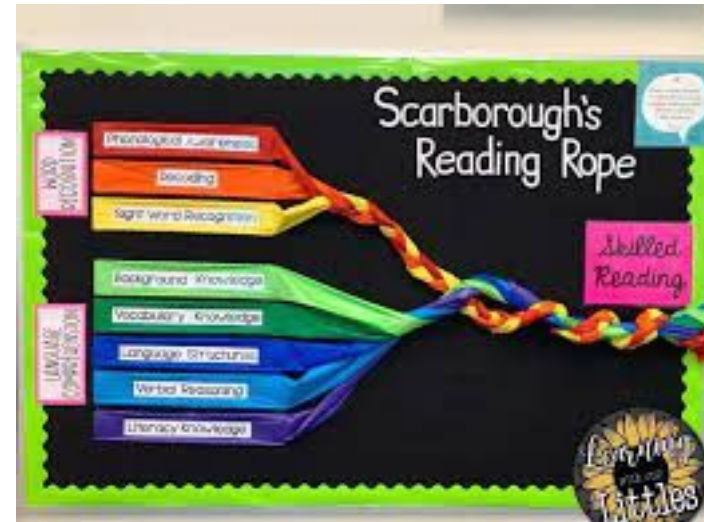
Mrs. Rojas - Ygnacio Valley Elementary

- Carefully designed for each student
- Accessible at student pace
- Allows students to track their own progress
- iReady Diagnostics in both English and Spanish
- Teacher can identify needs in both languages

Are there other free or lower cost options out there?

Yes! However, the iReady platform is *comprehensive* in supporting the needs of elementary students in a Post-Pandemic environment.

- Explicitly identifies gaps in learning

- Ability to group students based on common learning goals

- Accelerated learning and targeted instruction for ELA and math

- Accessible in English and Spanish

- Easily incorporated into afterschool, extended learning programs, and can be used during Independent Study and school breaks

- Incorporates targeted scaffolds

- "One Stop Shop" that integrates with your Clever Platform and other information systems

Next Steps to Fidelity and Access

- New reality: 1:1 Makes this program more accessible 24:7- even for our youngest scholars!

- Data analysis will target iReady data rather than be inconsistent across grade levels

- User reports will be shared with Director of Elementary and Director of English Language Learners to help monitor student group progress

- Begin limiting the supplemental programs being used to address the areas built into iReady

- Differentiated professional development for sites

- Incorporate the program/ lessons into the extended learning program and during intersession including our outside partners (i.e. Diane Adair)