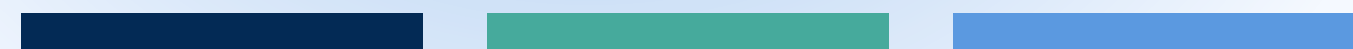


i-Ready Mid-Atlantic Symposium

# PUTNAM COUNTY SCHOOLS



John Hudson, Putnam County Schools Superintendent

Elizabeth Hoh, Director of Elementary Education, Federal Programs, PreK

PE McClanahan, Director of Curriculum, Professional Learning & Accountability

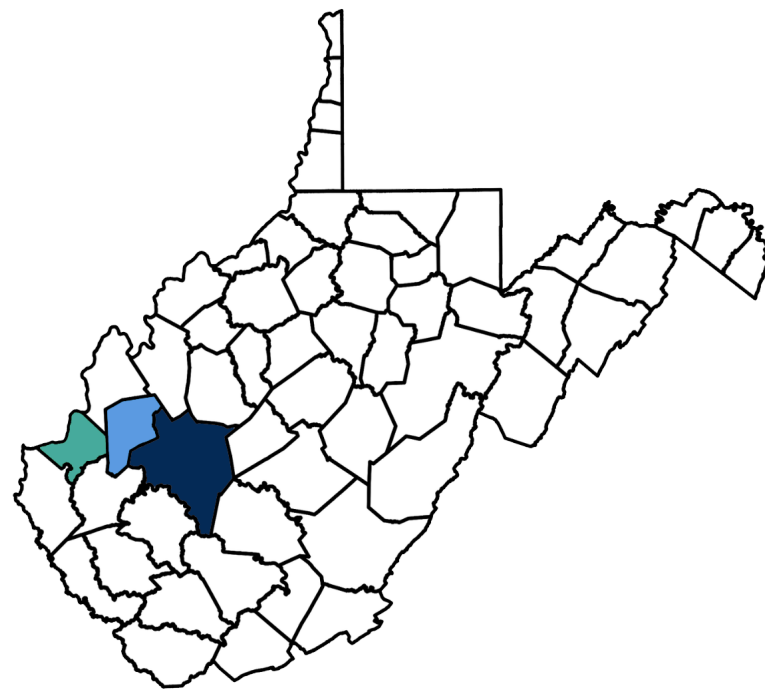
Lynda Rumbaugh, Instructional Support Specialist

Thursday, October 19, 2023

Philadelphia, PA



## METRO VALLEY WEST VIRGINIA



PUTNAM COUNTY

CABELL COUNTY

KANAWHA COUNTY

## PUTNAM COUNTY SCHOOLS AT A GLANCE

Located in a suburban-rural county situated between the two largest cities in West Virginia - Huntington and the capital city of Charleston.

<b>Schools:</b>	14 Elementary Schools, 4 Middle Schools, 4 High Schools, and a Premier Career & Technical Center (23 Schools Total)
<b>Students:</b>	8,978 Students, PreK through 12
<b>Graduates:</b>	98.26% Graduation Rate
<b>Poverty:</b>	38%



**PUTNAM COUNTY SCHOOLS**

*Achieving Excellence*

# NUMBER ONE IN READING & MATH

2022 WV STATE ASSESSMENT AND  
2023 WV STATE ASSESSMENT

#PUTNAMPROUD





US NEWS & WORLD REPORT

**BEST HIGH  
SCHOOLS**



US DEPT. OF EDUCATION

**FIVE NATIONAL  
BLUE RIBBON  
SCHOOLS**



NICHE

**TOP SCHOOL  
DISTRICT**



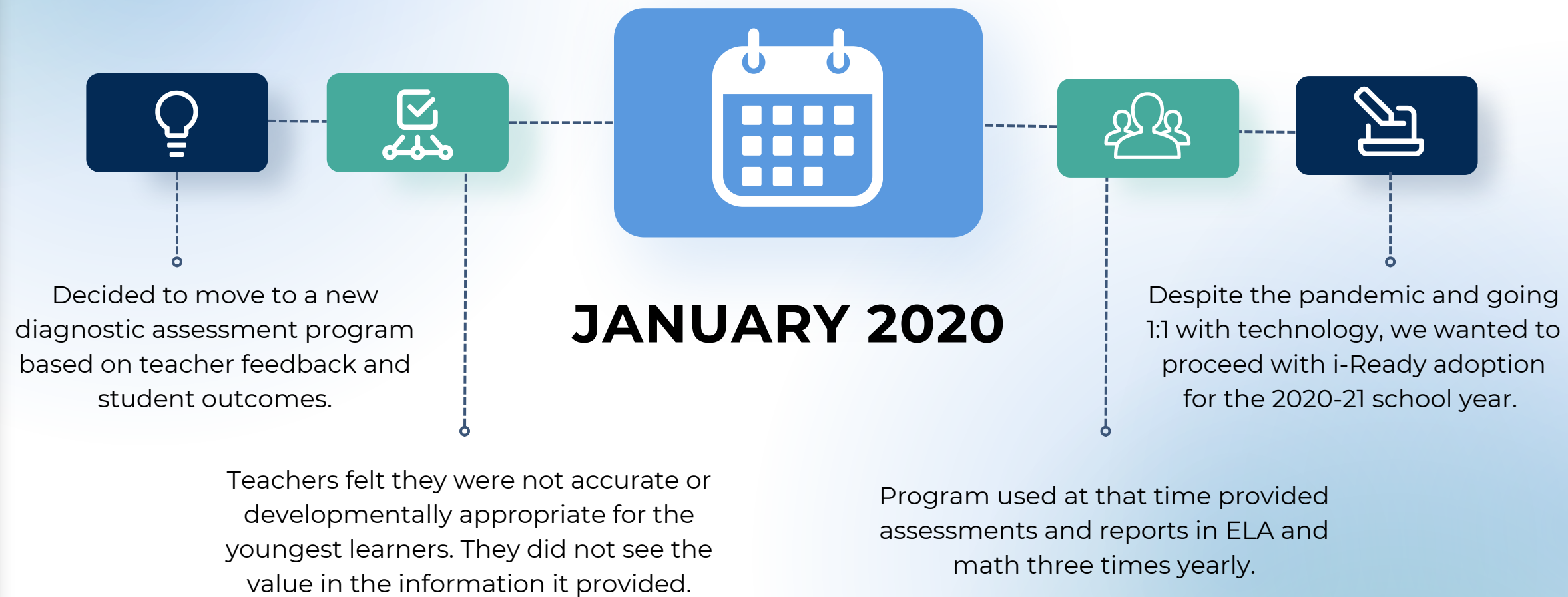
NATIONAL TITLE I ASSOCIATION

**NATIONAL TITLE I  
DISTINGUISHED  
SCHOOL**



# HOW WE STARTED

## PUTNAM COUNTY SCHOOLS NEEDS ASSESSMENT



# HOW WE STARTED

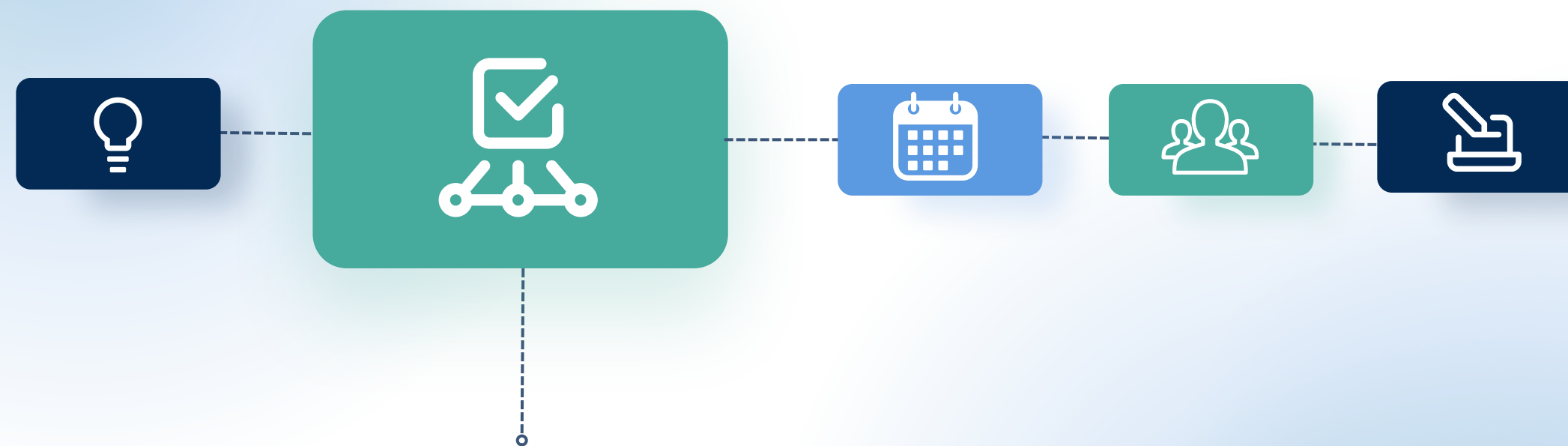
JANUARY 2020



Decided to move to a new diagnostic assessment program based on teacher feedback and student outcomes.

# HOW WE STARTED

JANUARY 2020



Teachers felt they were not accurate or developmentally appropriate for the youngest learners. They did not see the value in the information it provided.



# HOW WE STARTED

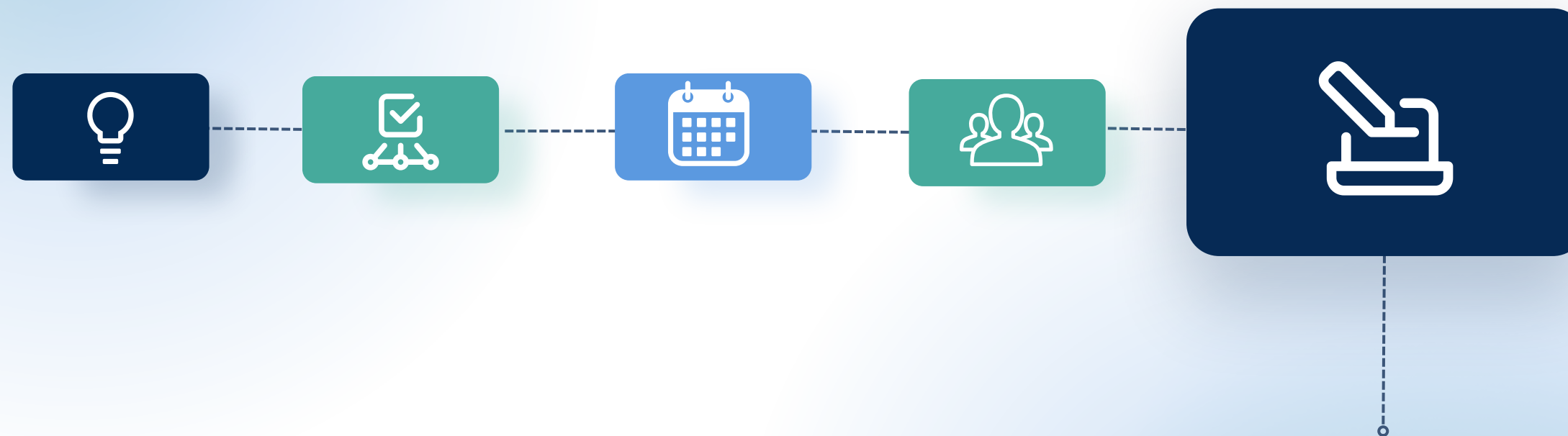
JANUARY 2020



Program used at that time provided assessments and reports in ELA and math three times yearly.

# HOW WE STARTED

JANUARY 2020



Despite the pandemic and going 1:1 with technology, we wanted to proceed with i-Ready adoption for the 2020-21 school year.

- 
- A black smartphone frame is shown on the left side of the image, containing a list of four items. The background of the phone screen is white with a light blue dotted pattern at the top.
- 1** **2020-2021**  
YEAR ONE • K-2
  - 2** **2021-2022**  
YEAR TWO • K-2
  - 3** **2022-2023**  
YEAR THREE • 3-8
  - 4** **2023-2024**  
YEAR FOUR • K-8

# THE FIRST FOUR YEARS

Putnam County Schools & i-Ready





**1**

## YEAR ONE **2020-2021**

**2**

- K-2 reading and math
- Professional development for administration and teachers
- Usage reports monitored
- Diagnostics accurate
- Professional Learning Communities
- Used for summer learning



2

## YEAR TWO **2021-2022**



3

- Continue using in K-2
- Teachers increased knowledge of reports and data usage
- Continued monitoring usage
- Required growth monitoring twice
- Continued professional development at the school level
- Monthly check-in calls with Curriculum and Instruction Team
- Targeted schools and trained new teachers
- Added i-Ready data to strategic planning



3

## YEAR THREE **2022-2023**



4

- 
- Expanded to grades 3-8 and one high school
  - Professional development customized to need
  - K-2 continued to grow in knowledge of data and reports
  - 3-8 received onboarding and first-year training
  - Curriculum and Instruction Team continues with monthly check-ins
  - Secondary challenges
  - Proficiency projections to WVGSA-MOY
  - WV standards alignments
  - Strategic planning-typical and stretch growth
  - Professional Learning Communities
  - Targeted phonics instruction for grades 3-8 using domain report

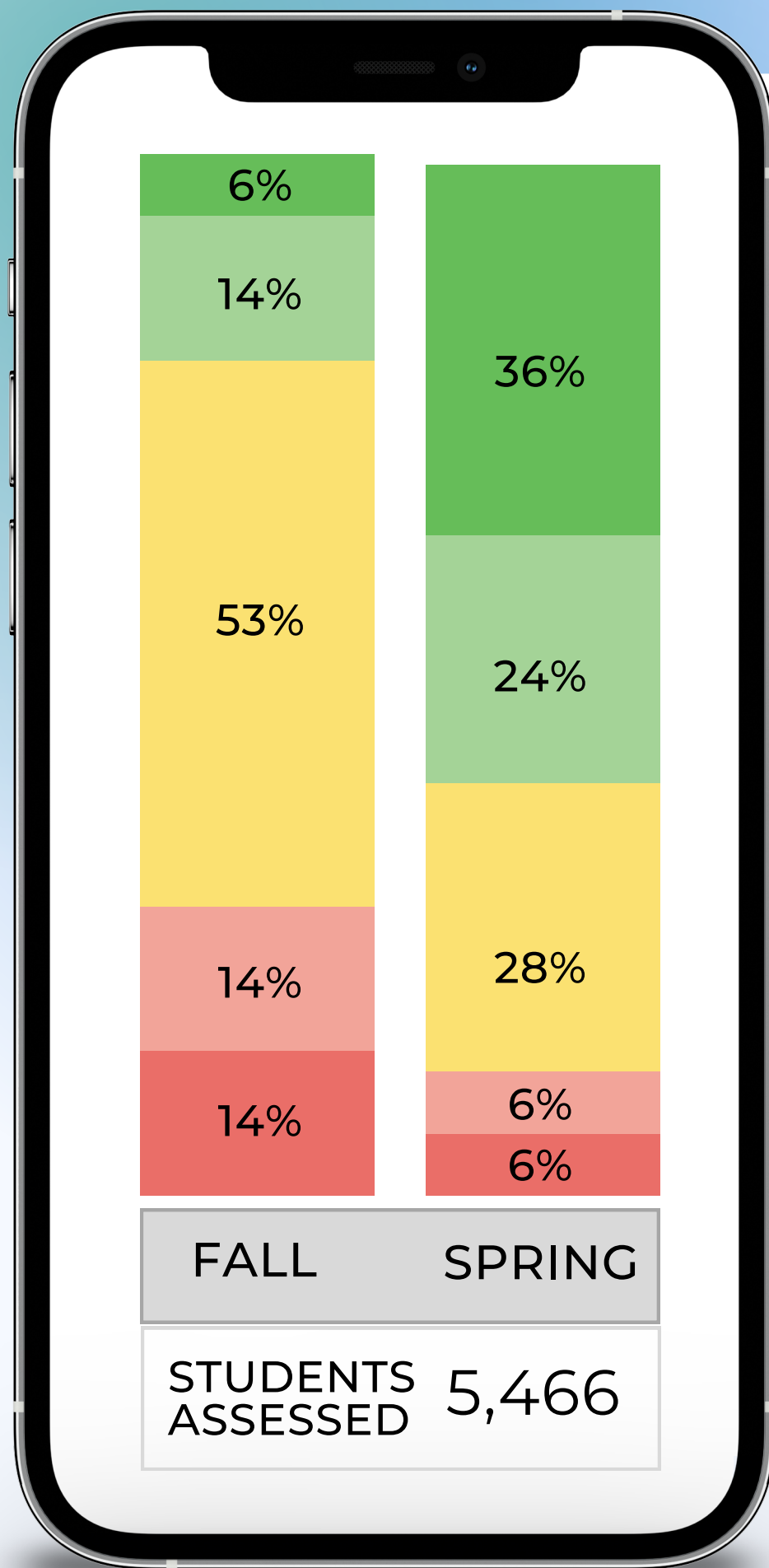




4

## YEAR FOUR **2023-2024**

- Strategic planning
- Third Grade Success Act in WV (House Bill 3035)
- Embedded professional development
- Curriculum and Instruction Team monthly check-ins
- Phonics for reading, grades 3-8
- Professional Learning Communities
- Dyslexia screeners



How Have Relative Placements Changed From Fall to Spring?

## Placement Distribution, Fall 22-23 to Spring 22-23

Mid or Above Grade Level

Early On Grade Level

1 Grade Level Below

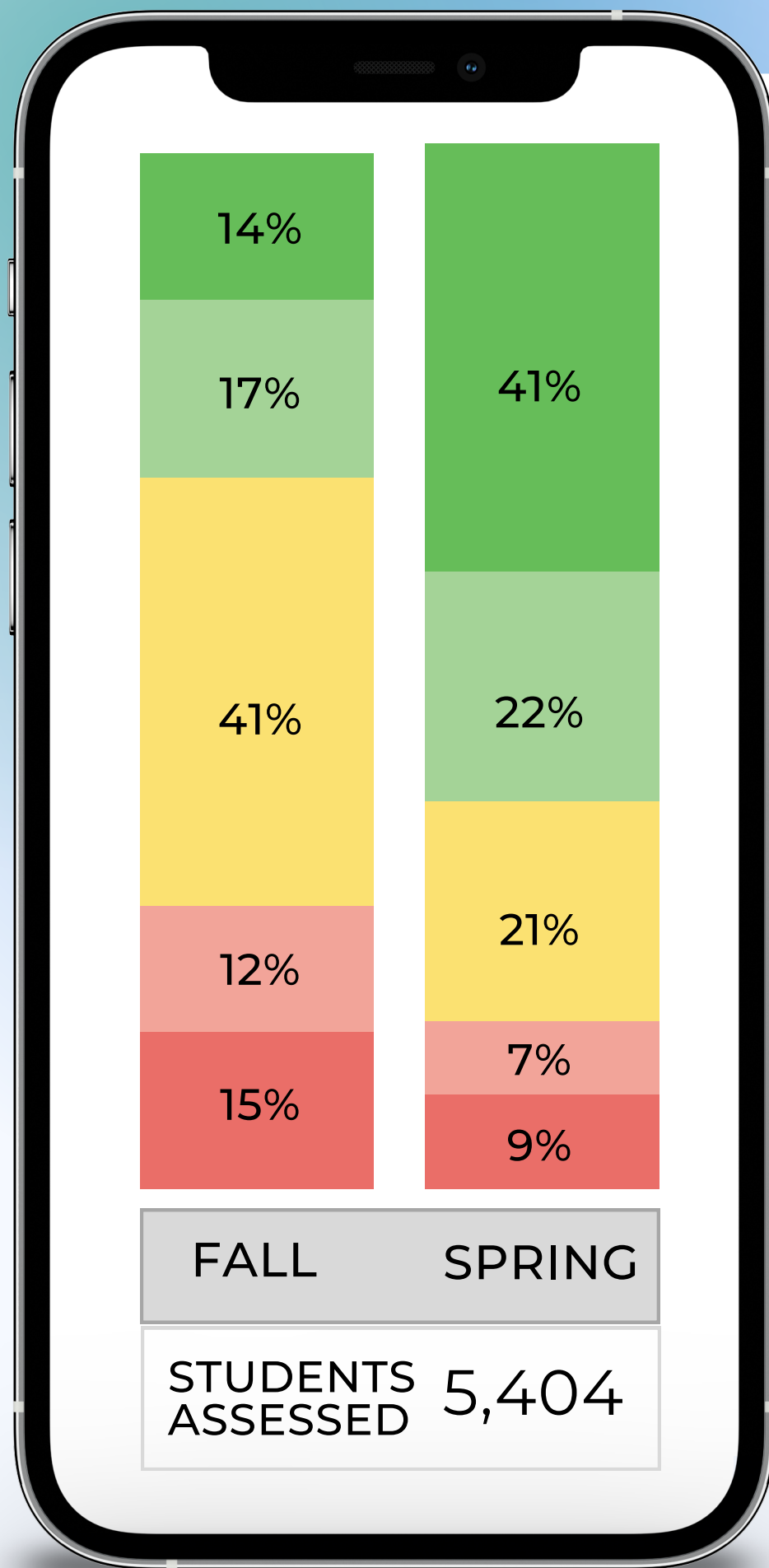
2 Grade Levels Below

3+ Grade Levels Below

i-Ready's placements are an indication of what students are expected to know at each grade level.

The mid or above-grade level placement refers to students who may be considered proficient for their grade.

*This is a longitudinal analysis*



How Have Relative Placements Changed From Fall to Spring?

## Placement Distribution, Fall 22-23 to Spring 22-23

Mid or Above Grade Level

Early On Grade Level

1 Grade Level Below

2 Grade Levels Below

3+ Grade Levels Below

i-Ready's placements are an indication of what students are expected to know at each grade level.

The mid or above-grade level placement refers to students who may be considered proficient for their grade.

*This is a longitudinal analysis*



## Elementary

### i-Ready Projected Proficiency in Comparison to 2022 and 2023 WVGSA assessment scores

2022 WVGSA scores reflect scores for this group of students from the previous grade level.

Reading					Math				
School	i-Ready Projected Proficiency	Grade Level	2022 WVGSA Proficiency	2023 WVGSA Proficiency	School	i-Ready Projected Proficiency	Grade Level	2022 WVGSA Proficiency	2023 WVGSA Proficiency
<b>BES</b>	71%	4	44%	<b>50%</b>	<b>BES</b>	50%	4	60%	<b>62%</b>
	53%	5	56%	<b>59%</b>		41%	5	26%	<b>53%</b>
Low SES 47.8%									
<b>LES</b>	70%	4	43%	<b>70%</b>	<b>LES</b>	65%	4	57%	<b>60%</b>
	70%	5	46%	<b>65%</b>		65%	5	65%	<b>65%</b>
Low SES 53.6%									
<b>RBES</b>	65%	4	39%	<b>87%</b>	<b>RBES</b>	77%	4	70%	<b>81%</b>
	69%	5	58%	<b>67%</b>		64%	5	69%	<b>69%</b>
Low SES 56.9%									
<b>WTES</b>	74%	4	60%	<b>72%</b>	<b>WTES</b>	73%	4	71%	<b>81%</b>
	68%	5	71%	<b>78%</b>		63%	5	66%	<b>76%</b>
Low SES 16.3%									

Projected Proficiency Comparison  
Elementary-Level

	READING/ELA		MATH	
	WV	PCS District	WV	PCS District
3	39%	<b>49%</b>	51%	<b>67%</b>
4	44%	<b>61%</b>	45%	<b>68%</b>
5	44%	<b>61%</b>	38%	<b>54%</b>

## Middle School – Grades 6-8

### i-Ready Projected Proficiency in Comparison to 2022 and 2023 WVGSA assessment scores

2022 WVGSA scores reflect scores for this group of students from the previous grade level.

Reading/ELA					Math				
School	i-Ready Projected Proficiency	Grade Level	2022 WVGSA Proficiency	2023 WVGSA Proficiency	School	i-Ready Projected Proficiency	Grade Level	2022 WVGSA Proficiency	2023 WVGSA Proficiency
<b>HMS</b>  Low SES 34.8%	56%	<b>6</b>	57%	<b>59%</b>	<b>HMS</b>	45%	<b>6</b>	47%	<b>50%</b>
	54%	<b>7</b>	53%	<b>51%</b>		51%	<b>7</b>	44%	<b>52%</b>
	58%	<b>8</b>	58%	<b>61%</b>		54%	<b>8</b>	46%	<b>61%</b>
<b>PMS</b>  Low SES 52%	56%	<b>6</b>	43%	<b>67%</b>	<b>PMS</b>	42%	<b>6</b>	47%	<b>47%</b>
	59%	<b>7</b>	61%	<b>59%</b>		42%	<b>7</b>	38%	<b>48%</b>
	62%	<b>8</b>	61%	<b>61%</b>		44%	<b>8</b>	49%	<b>33%</b>

	READING/ELA		MATH	
	WV	PCS District	WV	PCS District
6	45%	<b>59%</b>	30%	<b>45%</b>
7	38%	<b>51%</b>	30%	<b>48%</b>
8	42%	<b>60%</b>	28%	<b>53%</b>

Projected Proficiency Comparison  
Middle-Level

How Did Students in Schools Across the District Grow from Fall to Spring?

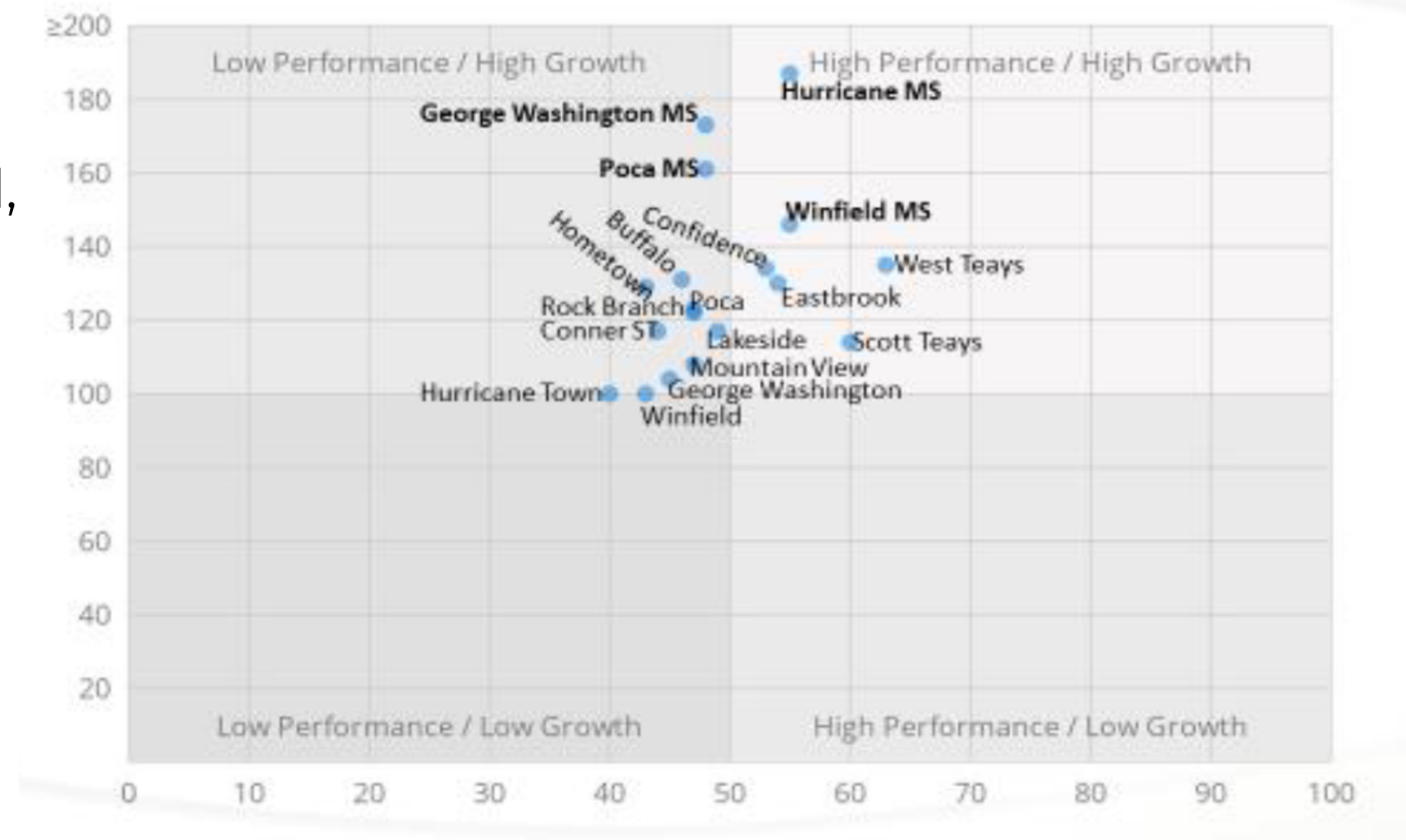
## Comparison of Median Student Performance and Median Percent of Typical Growth

### GROWTH

Median percent of typical growth achieved, differentiated by fall placement levels

### PERFORMANCE

Median student performance relative to historical 18-19 norms (50th percentile is the national median)



How Did Students in Schools Across the District Grow from Fall to Spring?

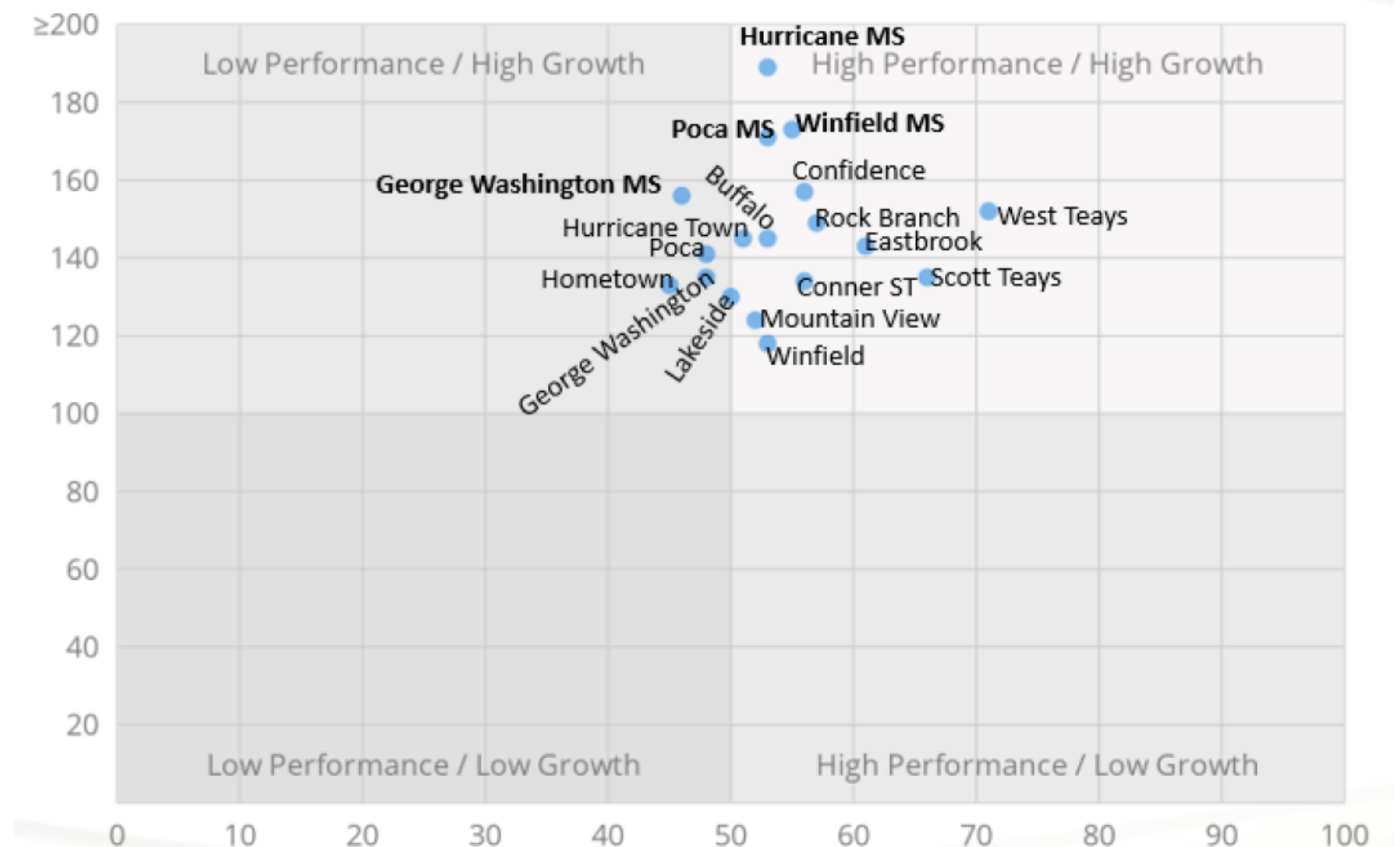
## Comparison of Median Student Performance and Median Percent of Typical Growth

### GROWTH

Median percent of typical growth achieved, differentiated by fall placement levels

### PERFORMANCE

Median student performance relative to historical 18-19 norms (50th percentile is the national median)





# PROFESSIONAL LEARNING COMMUNITIES AND STUDENT DATA TALKS

## During PLCs

1. i-Ready reports/data are shared and compared to WVGSA data, classroom assessments, and observation.
2. Teachers use the prerequisite report, scaffolding report, and WV Standards report to group/regroup students for skill-level development and intervention.
3. Discuss next steps



# PROFESSIONAL LEARNING COMMUNITIES AND STUDENT DATA TALKS

## Student Data Talks

4. Allowing students to see and learn about their progress
5. Goal setting with teacher input
6. Students develop their next steps



# NEXT STEPS: PROFESSIONAL DEVELOPMENT 2023-2024

## AUGUST

- Principals' Meeting
- Yearly focus
- Middle school training

## SEPTEMBER

- Embedded training elementary focus on writing toolbox
- Second and third-grade focus based on EOY data

# NEXT STEPS: PROFESSIONAL DEVELOPMENT 2023-2024

## OCTOBER

- Embedded training middle and high school
- BOY review and using i-Ready data within PLCs

## NOVEMBER

- Embedded elementary training to support fourth and fifth grade teachers



# NEXT STEPS: PROFESSIONAL DEVELOPMENT 2023-2024

## JANUARY

- Elementary MOY diagnostic follow-up data examination
- Central Office i-Ready visit
- Principals' Meeting overview of outcomes

## FEBRUARY

- Middle and high school data review and resources training

# CURRICULUM AND INSTRUCTION TEAM

## MONTHLY CHECK-INS

- Analysis of data from diagnostics, domains, and personalized instruction
- Helps to identify important data points and provide appropriate interventions to ensure students achieve growth





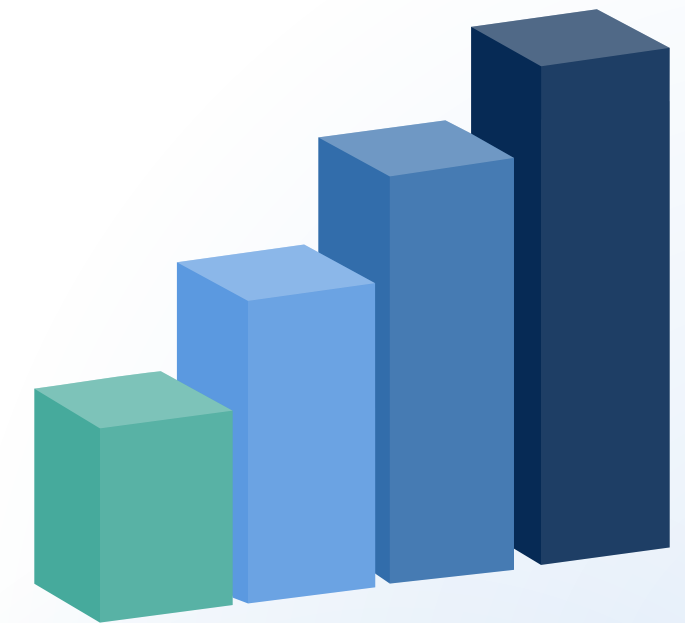
- October meeting discussed importance of domain warnings and shut-offs. How do principals and district staff utilize this information and provide appropriate interventions?
- Previous meetings have identified concerns in phonics and phonological domains, which led to targeted interventions.
- i-Ready meeting allows new data and tools to be shared with C&I Team so that we have a good understanding of student learning needs.

## ELEMENTARY AND MIDDLE

# **BREAKOUT SESSIONS**

---

- Elementary school breakout meetings every other month
- Middle school breakout meetings once a month
- Track several data pieces and share with all principals
- Walkthrough data (higher order and engagement)
- i-Ready data (personalized instruction & diagnostic growth)





## **BREAKOUT SESSIONS**



**ELEMENTARY  
AND MIDDLE**

- Personalized instruction tracks the percentage of students who have passed between 70%-100% of lessons.
- Personalized instruction also tracks the lesson time on task spent per week (or customized period).
- Track percent of passed lessons at monthly meetings all year and monitor the lesson time on task spent for the previous week.
- Diagnostic growth is shared with the group and analyzed after each diagnostic.

## i-Ready Data

### Reading 70-100% Passed YTD

	10.27.22	11.10.22	12.15.22	January	2.21.23	3.20.23	4.25.23
GWMS	79%	80%	78%	Diagnostic	78%	76%	75%
HMS	69%	75%	71%	Diagnostic	72%	73%	76%
PMS	75%	75%	80%	Diagnostic	78%	80%	82%
WMS	77%	75%	76%	Diagnostic	78%	77%	79%

### Math 70-100% Passed YTD

	10.27.22	11.10.22	12.15.22	January	2.21.23	3.20.23	4.25.23
GWMS	78%	80%	80%	Diagnostic	84%	83%	84%
HMS	77%	76%	76%	Diagnostic	81%	85%	87%
PMS	69%	69%	75%	Diagnostic	79%	78%	80%
WMS	77%	79%	82%	Diagnostic	83%	84%	84%

MONTHLY TRACKING PERCENTAGE OF PERSONALIZED INSTRUCTION LESSONS PASSED

## i-Ready 3rd Diagnostic Report Overall

	On or Above Grade Level	Two or More Grade Levels Behind			On or Above Grade Level	Two or More Grade Levels Behind
<b>Reading</b>				<b>Math</b>		
GWMS				GWMS		
2nd Diagnostic	30%	35%		2nd Diagnostic	39%	41%
3rd Diagnostic	40%	27%		3rd Diagnostic	42%	38%
Difference	10%	-8%		Difference	3%	-3%
HMS				HMS		
2nd Diagnostic	41%	39%		2nd Diagnostic	37%	31%
3rd Diagnostic	52%	26%		3rd Diagnostic	54%	19%
Difference	11%	-13%		Difference	17%	-12%
PMS				PMS		
2nd Diagnostic	44%	28%		2nd Diagnostic	32%	32%
3rd Diagnostic	50%	25%		3rd Diagnostic	45%	24%
Difference	6%	-3%		Difference	13%	-8%
WMS				WMS		
2nd Diagnostic	42%	36%		2nd Diagnostic	42%	26%
3rd Diagnostic	52%	28%		3rd Diagnostic	52%	23%
Difference	10%	-8%		Difference	10%	-3%
PCS Average of Averages	9.25%	-8%		PCS Average of Averages	10.75%	-6.50%

TRACKING DIAGNOSTIC GROWTH FROM AND TO 3RD DIAGNOSTIC



# I-READY AND PUTNAM COUNTY SCHOOLS **STRATEGIC PLAN CORRELATION**





# I-READY AND PUTNAM COUNTY SCHOOLS **STRATEGIC PLAN CORRELATION**

## ANNUAL GROWTH

The PCS Strategic Plan focuses on each school meeting the annual growth target in ELA and math.



## STRATEGIC PLAN CORRELATION

### DATA SETS

Several data sets are used to identify student strengths, and those data sets are tracked as interventions are implemented to close learning gaps.



# I-READY AND PUTNAM COUNTY SCHOOLS **STRATEGIC PLAN CORRELATION**

## THE PLC PROCESS

PCS is highly invested in the PLC process, MTSS, GSA data analysis, grouping students to provide targeted instructional support, and the i-Ready program. We believe these interventions are essential to improving student outcomes and helping schools reach their annual growth targets.





## STRATEGIC PLAN CORRELATION



### CONSISTENT MONITORING

Consistent monitoring at the school and district level and data analysis in PLC meetings are important in maintaining fidelity to i-Ready.

# I-READY AND PUTNAM COUNTY SCHOOLS **STRATEGIC PLAN CORRELATION**

## CONTINUAL TRAINING

PCS continues to fund training for new and experienced teachers in the i-Ready program to ensure teachers are fluent in i-Ready supports.



# KEYS TO SUCCESS

Staying focused on the fidelity of implementation & use will continue to provide growth for our students.

- Monitoring and sharing data closely and regularly with all stakeholders
- Continuing to stay focused on our goals and student growth
- Continuing to expand knowledge through specific, embedded PD.

