

# **Gary Community School Corporation**

## ***Academic Update***

February 23, 2023



**Gary Community School Corporation**  
*Strong. Resilient. Built for Education.*

# Academic Goals

## Long-Term

**Ambitious long-term targets for equitable opportunity in Gary:**

Recover from COVID *and* work to close gaps with the state in reading, math, and high school graduation

## 2022-23 School Year

**Annual goals that align to long-term ambition:**

Accelerate student growth and proficiency on path to meet long-term goals

## Quarter 2

**Quarterly progress indicators to meet annual goals:**

Implementation and student growth necessary to meet annual goals

## Academic Implementation Plan

Specific milestones, action steps, owners and deadlines to meet goals

# How We Use Assessment Data

Throughout the year, the District uses two main types of assessments: **i-Ready & Common Formative Assessments (CFA)**. The two assessments give us different information and are used in different ways.



**i-Ready**

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Tells us **growth**, how much students have **progressed**

**Taken three times a year**  
**Fall, Winter, Spring**



**Common Formative Assessments (CFA)**

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Tells us **proficiency** based on **grade level standards**

**Taken at the end of each curriculum unit**

# Headlines from i-Ready and CFAs Mid-Year

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## i-Ready: Growth

- **Students are growing in their learning through the year similar to typical students across the country.** Some students have already met their growth goals for the year.
- District proficiency averages are roughly the same as they were at this point last year.



## Common Formative Assessments: Proficiency

- CFAs align with other assessment data to tell us that the **majority of students are not yet proficient in grade level standards.**
- This emphasizes the importance of academic growth, and strategies to close student gaps.



## Takeaways & Next Steps

- While students are learning and not falling further behind, we are not yet seeing the accelerated districtwide progress we need to close gaps to proficiency over time.
- Bright spots at certain schools indicate that when the Academic Plan is implemented with fidelity we see results.
- Academic work is long, starts with growth and eventually leads to proficiency over several years. We need to double down on support and implementation at all schools to see accelerated growth and proficiency for all students.

# Deeper Dive: i-Ready Diagnostic Assessments

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In January, **students K-8 completed their middle of year Diagnostic Assessment** in Reading and Math.



The iReady diagnostic is an **adaptive online assessment** that provides data on a student's current level, including specific data on the skills that a student has mastered, has not yet mastered, and is ready to learn.

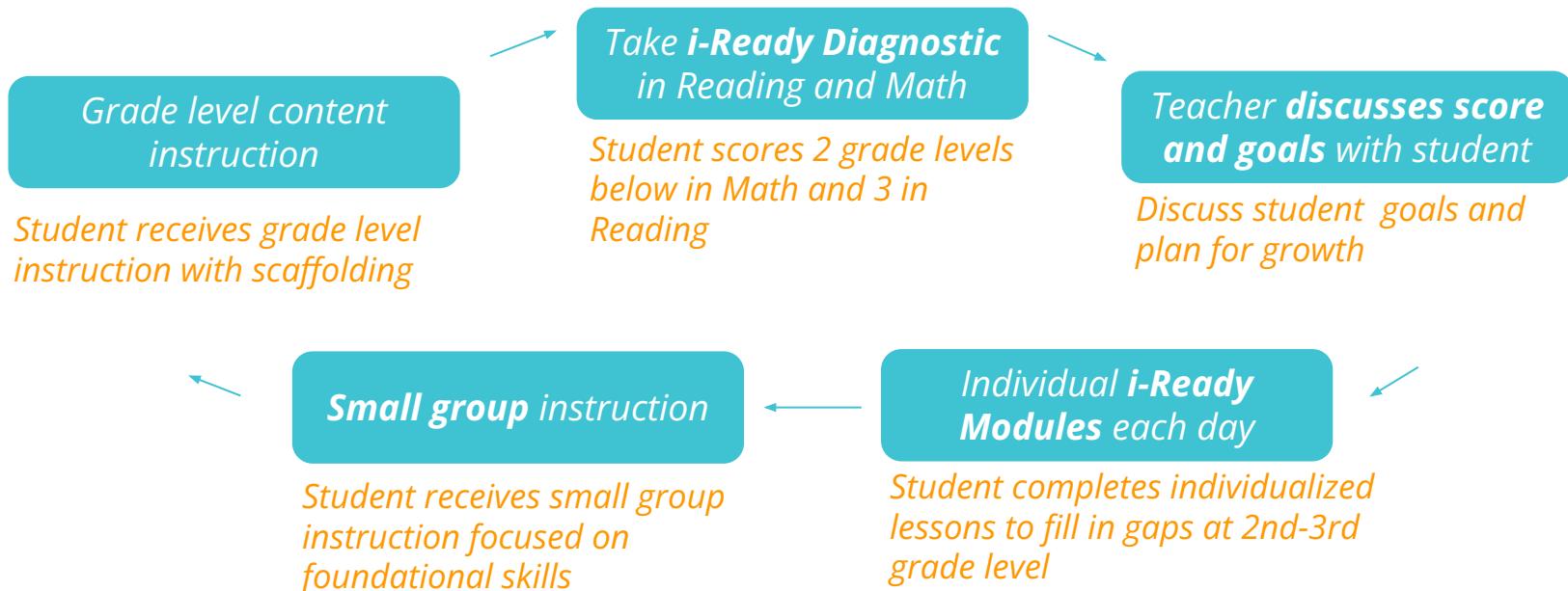


From the beginning of year diagnostic, each student has a **typical growth goal and stretch goal** to work towards by the end of the year.

- The **typical growth** goal is the national average growth for students at that placement and grade level.
- The **stretch growth** goal is an ambitious but attainable goal that puts below grade level students on the path to proficiency, *though it may take multiple years to reach grade-level proficiency.*

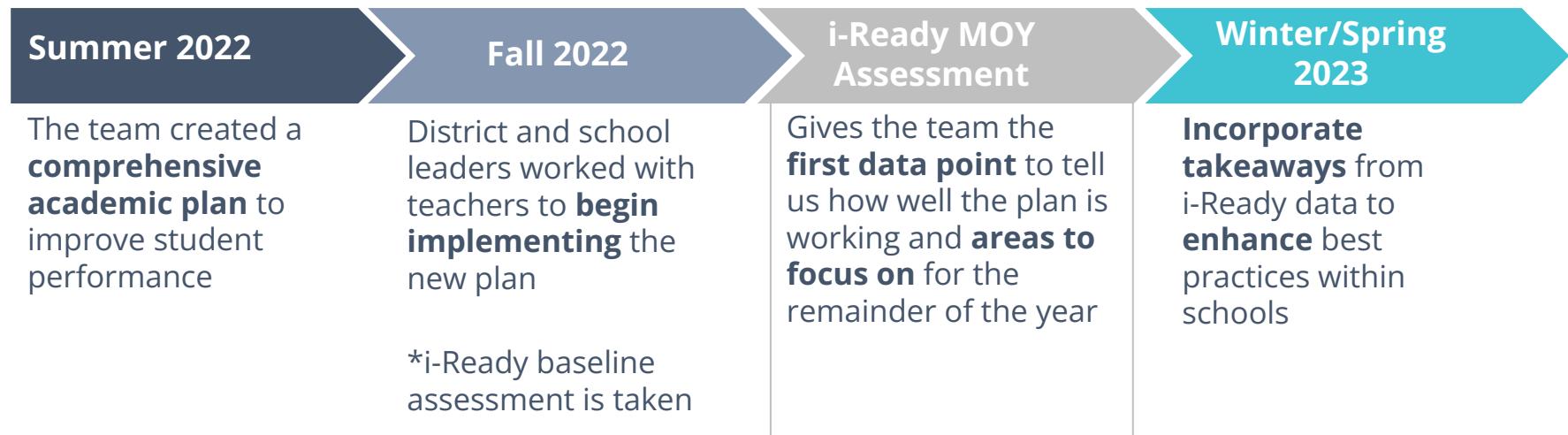
# i-Ready in the Classroom

The **primary purpose** of the i-Ready tool is to be used at the **classroom level**. Teachers use the data to help them **differentiate learning** and **make small groups** based on areas of growth.



# i-Ready at the District Level

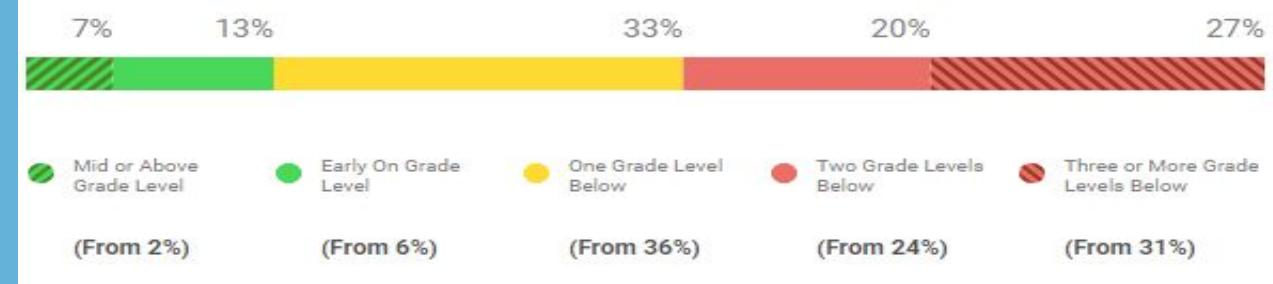
The i-Ready middle of year (MOY) assessment data also gives us a good **checkpoint** to consider which **aspects of the academic plan** should be focused on more within classrooms



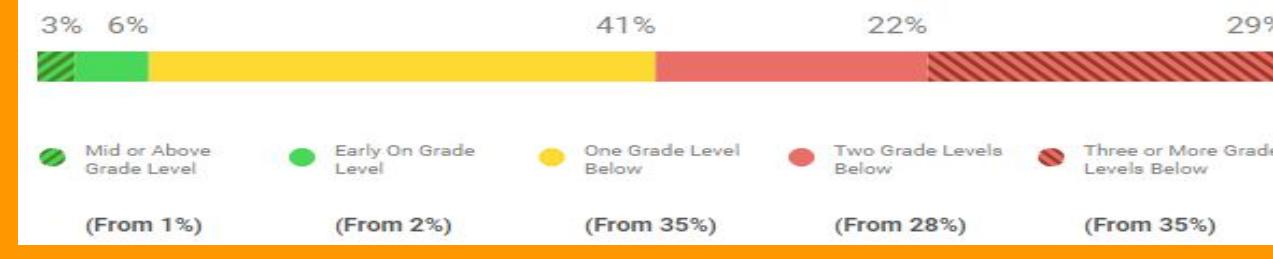
# i-Ready Proficiency

District proficiency averages are **roughly the same** as they were at this point last year. While students are learning and not falling further behind, we are not yet seeing the districtwide progress we need to close gaps over time.

## Reading



## Math

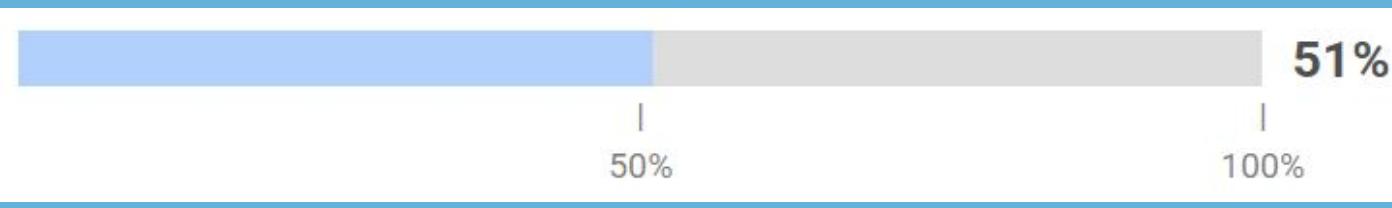


**NOTE: i-Ready mid/above or early on grade level (green bars) do not directly translate to proficiency on ILEARN, because students could be working on grade level content but not yet proficient in it. For example, last year at this time green bars in Reading added to 20%, while 8% of students were proficient on ILEARN at the end of the year.**

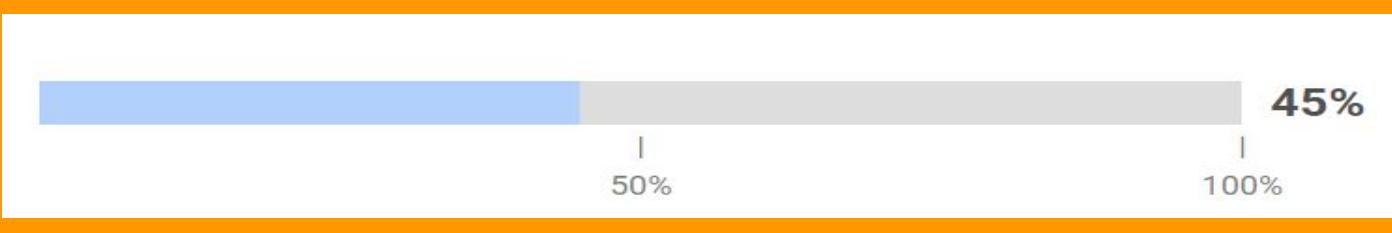
# Typical Growth Progress

The **typical growth** goal is the national average growth for students at that placement and grade level. Students are **on track** to match the median progress goal in reading, and are **slightly below, but generally on track** in math.

## Reading



## Math



According to i-Ready, most schools should expect to see **at least 50% median progress** at midyear.

# Stretch Growth Progress

**10% of students have already met their stretch growth goals for the year in reading, and 6% of students have met their stretch goals in math.** This is an ambitious goal that puts students below grade level on the path to proficiency. This is the type of growth we will need to see over 3-4 years for students to close gaps to grade level content. Nationally, about 20% of students meet their stretch goals at the end of the year.

| % Met Stretch Goal in Reading <i>mid-year</i> | % Met Stretch Goal in Math <i>mid-year</i> | % Met nationally by <i>end of year</i> |
|---|--|--|
| 10%   | 6%   | 20%                                    |

# Growth Since Beginning of Year

Breaking down growth by baseline placement at the beginning of the year shows the **importance of differentiation** to individualize instruction for each student's needs. Students who are the most behind are making the **most progress** but in order to see **more overall growth and proficiency**, we need to see **growth across all groups**.

## Reading

| Baseline Placement               | Annual Typical Growth    |   | Annual Stretch Growth®   |   |
|----------------------------------|---|---|---|---|
|                                  | Progress (Median)    | % Met  | Progress (Median)    | % Met  |
| Mid or Above Grade Level         |  0%  | 18%   |  0%  | 16%   |
| Early On Grade Level             |  43%   | 26%   |   25% | 8%  |
| One Grade Level Below            |   50% | 27%   |   36% | 12%   |
| Two Grade Levels Below           |   48% | 28%   |   25% | 4%  |
| Three or More Grade Levels Below |   68% | 40%   |   28% | 12%   |

## Math

| Baseline Placement               | Annual Typical Growth    |   | Annual Stretch Growth®   |   |
|----------------------------------|---|---|---|---|
|                                  | Progress (Median)    | % Met  | Progress (Median)    | % Met  |
| Mid or Above Grade Level         |  0%  | 0%  |  0%  | 0%  |
| Early On Grade Level             |   33% | 22%   |   21% | 8%  |
| One Grade Level Below            |   39% | 16%   |   30% | 6%  |
| Two Grade Levels Below           |   44% | 21%   |   27% | 3%  |
| Three or More Grade Levels Below |   57% | 32%   |   27% | 7%  |

# Bright Spot: Bailly Middle School

Bailly Middle School's students are **outpacing their peers** in typical growth progress. Bailly's median growth progress is **77%**, compared to GCSC's 51% in reading and **69%**, compared to GCSC's 45% in math.

## Reading Typical Growth



## Math Typical Growth



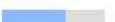
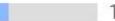
What is Bailly Middle School doing **particularly well**?

- **Changed schedule** to allow more instructional time
- 10 periods to 6 periods → more time with content teacher and **longer periods to focus**
- Coaches working well in **PLCs** on assessment data
- **STEM focus**

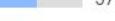
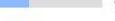
# Bailey Middle School Growth Since Beginning of Year

Bailey Middle School has **higher and more widely distributed** growth measures across baseline groups. This contributed to higher typical growth progress there.

## Reading

| Baseline Placement               | Annual Typical Growth <small>i</small>   |                        | Annual Stretch Growth® <small>i</small>   |                        |
|----------------------------------|--|------------------------|---|------------------------|
|                                  | Progress (Median) <small>▼</small>   | % Met <small>▼</small> | Progress (Median) <small>▼</small>  | % Met <small>▼</small> |
| Mid or Above Grade Level         |  213% | 50%                    |  62% | 50%                    |
| Early On Grade Level             |  13%  | 35%                    |  3%  | 15%                    |
| One Grade Level Below            |  92%  | 48%                    |  39% | 33%                    |
| Two Grade Levels Below           |  50%  | 46%                    |  18% | 25%                    |
| Three or More Grade Levels Below |  88%  | 49%                    |  31% | 14%                    |

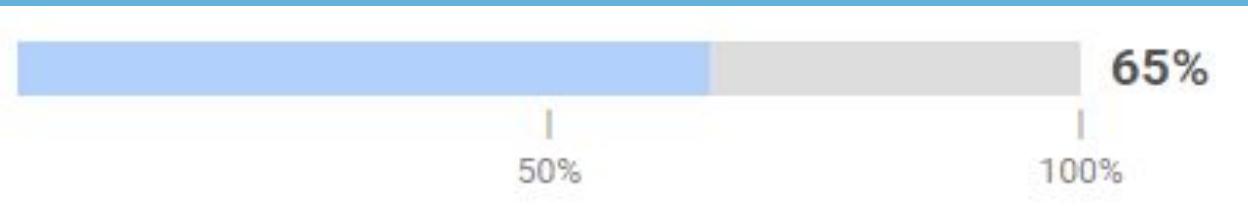
## Math

| Baseline Placement               | Annual Typical Growth <small>i</small>   |                        | Annual Stretch Growth® <small>i</small>  |                        |
|----------------------------------|--|------------------------|--|------------------------|
|                                  | Progress (Median) <small>▼</small>   | % Met <small>▼</small> | Progress (Median) <small>▼</small>   | % Met <small>▼</small> |
| Mid or Above Grade Level         |  0%   | 0%                     |  0%   | 0%                     |
| Early On Grade Level             |  242% | 80%                    |  132% | 60%                    |
| One Grade Level Below            |  57%  | 37%                    |  31%  | 14%                    |
| Two Grade Levels Below           |  71%  | 43%                    |  33%  | 12%                    |
| Three or More Grade Levels Below |  73%  | 42%                    |  30%  | 12%                    |

# Bright Spots: Banneker at Marquette Elementary

Banneker's **reading program** has led to notable improvements. Banneker's median growth progress is **65%**, compared to GCSC's 51% in reading.

## Reading Typical Growth



What is Banneker doing particularly well?

- **Teachers implementing small groups** with more fidelity than other schools

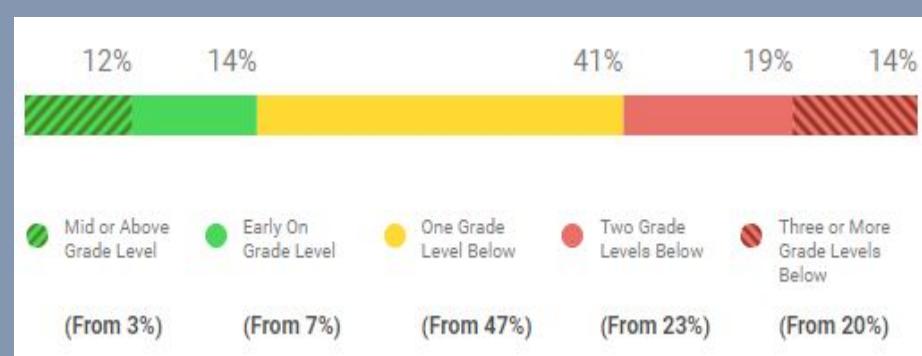
# Banneker Growth Since Beginning of Year

Banneker's growth closely resembles the kind of **even distribution** the district is aiming for. This can be attributed to the school's **focus on implementing the district priority of small group differentiation**. In Banneker, these efforts have led to improved results in reading proficiency, with **26%** of students scoring at grade level, compared to GCSC's **20%**.

## Baseline Placement Growth

| Baseline Placement ^             | Annual Typical Growth ⓘ   |         | Annual Stretch Growth® ⓘ  |         |
|----------------------------------|---|---------|---|---------|
|                                  | Progress (Median) ^   | % Met ^ | Progress (Median) ^   | % Met ^ |
| Mid or Above Grade Level         |  59% | 33%     |  48% | 33%     |
| Early On Grade Level             |  77% | 42%     |  61% | 16%     |
| One Grade Level Below            |  66% | 29%     |  48% | 13%     |
| Two Grade Levels Below           |  67% | 36%     |  33% | 6%      |
| Three or More Grade Levels Below |  47% | 33%     |  22% | 6%      |

## Reading Proficiency



# Plan Moving Forward (1 of 2)

While it will take multiple years to build instructional best practices across all classrooms, we need to see more growth each year in order to close gaps with students. The district “**bright spots**” have given us more information on which parts of the **plan to double down (in bold below)**.

## *District leaders will...*

- Train teachers and school leaders in effective small group instruction**
- Provide teacher feedback and accountability through rubric
- Support and hold school leaders accountable to analyze and act on data creating “What I Need (WIN)” plans for students

## *School leaders will...*

- Support teachers with the implementation of small group instruction and data plans**
- Analyze data (i-Ready and iLEARN) and create WIN plans for students
- Conduct walkthroughs and coach teachers on small group instruction**

## *Teachers will...*

- Analyze class WIN data to group students and adjust instruction
- Complete data intervention plan from i-Ready diagnostic
- Prepare and implement targeted small group instruction focused on foundational skills**

# Plan Moving Forward (2 of 2)

In addition, the district is implementing **new efforts** to further improve teacher instruction and student performance.



## Differentiation Rubric & Incentive

In December, the new teacher contract included a rubric and **incentives for teachers to incorporate more differentiation**

While it will take multiple years, we need and expect to see **more growth each year** in order to close gaps with students



## Instructional Coaching

Ed Direction recently began working to coach **instructional coaches** on improving practices and supporting teachers



## CFA Data

Teachers began using CFAs this year and will be working with school leaders on ways to **use the data to inform best practices** (see next slides)

# Deeper Dive: Common Formative Assessments (CFAs)

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CFAs are taken **throughout the year**: students take the assessments at the **end of each curriculum unit**. CFAs are **new this year**, so the district is learning and adjusting to ensure rigor is consistent across subjects and grade levels, and implementation is aligned. After administering the CFAs this year, **the district will improve the assessments** to improve reliability in years 2 and beyond.



The CFAs assess student understanding of standards taught in each unit. The data tells teachers how many students have reached **proficiency** in the standards, which areas still need to be strengthened and how. **While i-Ready looks at what level students are currently at (which may be several grade levels behind), CFAs only assess standards at the student's current grade level (e.g. 3rd grade).**

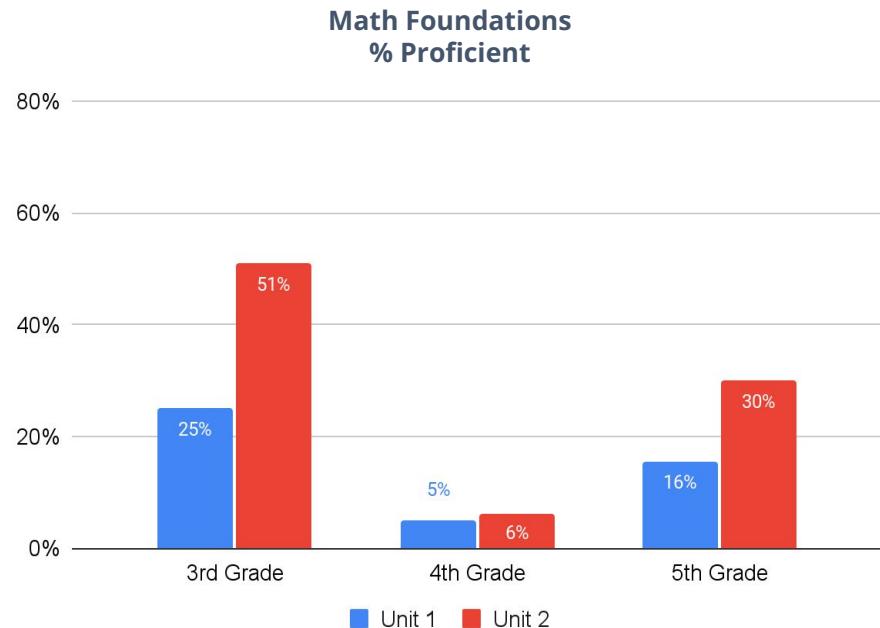
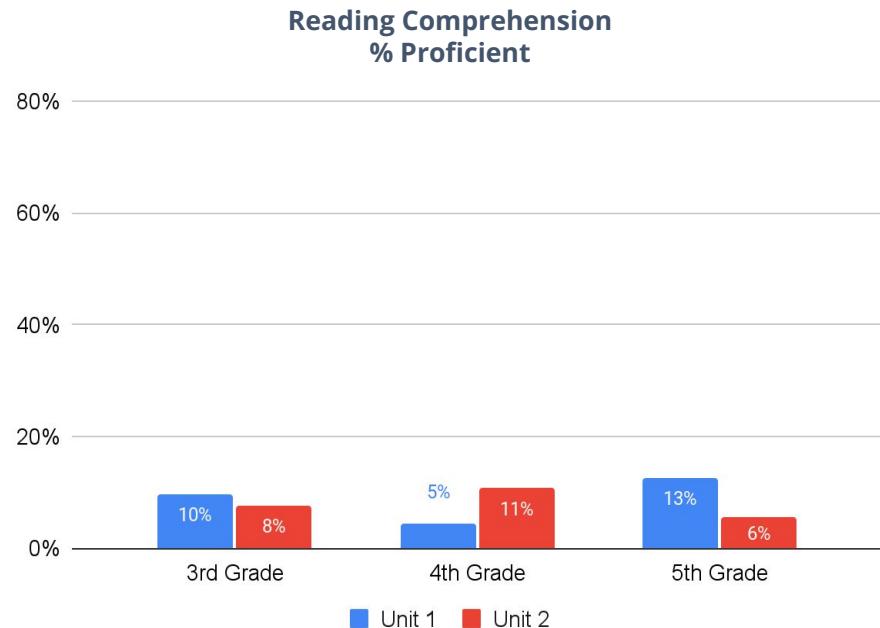


**CFA reports target key standards that are articulated vertically grades K-8:**

- Math Foundations - number sense and computation
- Reading Comprehension - literacy and non-fiction

# CFA data: Elementary School

Overall, CFAs align with other assessment data to tell us that the **majority of students are not yet proficient in grade level standards**. This emphasizes the **importance of academic growth, and doubling down on strategies to close student gaps** to proficiency over several years.



# CFA data: Middle School

