

# iReady - Elementary Reading Resource

## Program Review

May 1, 2015

## A. Executive Summary

The challenges facing Collier County Public Schools are significant. Administrators must find a way to do more with less, while fostering staff and community buy-in for each new solution. Educators are feeling the pressure of a growing focus on accountability and transitioning to the new standards, while still meeting the instructional needs of students performing above, on, and below grade level. As the disparity of educational needs in each classroom grows, how do teachers most effectively meet students where they are academically? How can the District minimize testing and increase instructional time while meeting the rigor of the new standards? How can we instantaneously access the right data to guide and differentiate instruction? How can we actively engage today's digital natives in their own education?

*i-Ready Diagnostic & Instruction* for reading addresses these challenges head-on by combining an adaptive diagnostic assessment with individualized instruction, reliable interim and embedded progress monitoring, and comprehensive reporting for teachers and administrators.

*i-Ready Diagnostic* provides intuitive reports that track student progress toward mastery of the new standards and that explicitly inform instructional decision-making. *i-Ready Instruction* is aligned to the Language Arts Florida Standards (LAFS) and embeds differentiated, engaging instruction and progress monitoring into every online lesson.

All *i-Ready* components are based on the latest research in computer adaptive technologies, innovative techniques, and proven methodologies. *i-Ready's* ability to adapt across grade levels means that students experience both success and challenge, thereby maximizing their engagement, encouraging their best effort on the test, and yielding the most targeted prescription for instruction for all students. A continuum of scale scores from kindergarten through high school offers educators access to powerful longitudinal data by showing student progress within and across years—essential to evaluating program efficacy, differentiating instruction, and supporting every learner in reaching his or her potential.

Curriculum Associates released *i-Ready* in the summer of 2011. Since then, the states of New York, Ohio, and Virginia have approved the program as a valid and reliable student growth measure. Additionally, *i-Ready* has been reviewed and approved as an assessment, instructional resource, or intervention at the state level in Colorado, Georgia, Oklahoma, Utah, Tennessee, and Massachusetts. More than two million students across all 50 states and the District of Columbia are now using *i-Ready*.

*i-Ready Diagnostic & Instruction* embodies the philosophy that learning is a continuous cycle of assessment linked to instruction. As a fully web-based, vendor-hosted diagnostic and instructional resource, the program supports ongoing student achievement by:

- Pinpointing Specific Student Needs with an Adaptive Diagnostic—*i-Ready Diagnostic* automatically and accurately identifies each student's sub-skill needs by domain in reading.
- Providing Immediate, Prescriptive Reports that Inform Data-Driven Instructional Decisions—from offering insight as to if—and why—students are struggling, to tracking their response to instruction and

progress toward mastery of the standards, *i-Ready* presents all data in actionable, easy-to-read reports available as soon as students complete an assessment

- Monitoring Progress between Administrations of the Full Diagnostic to Inform Instructional Refinement and Remediation. Regular adaptive progress monitoring assessments inform ongoing refinement of individual instructional paths.
- Connecting Valid and Reliable Data to Differentiated Instruction—with options combining teacher-led, online, mobile, and print-based instruction:
  - Teacher-led instruction is expertly and explicitly guided by *i-Ready Diagnostic* reports and downloadable, point-of-use *Tools for Instruction* lesson plans.
  - Differentiated and interactive online instruction with *i-Ready Instruction* reinforces in-class learning.
  - Mobile apps for the iPad® provide purposeful practice and challenge.
  - *i-Ready Diagnostic* reports also point to specific lessons within other Curriculum Associates' print products—such as *Ready® Common Core*—that provide additional support for students in bridging their identified skill gaps and boosting performance on the new standards.

In designing and developing *i-Ready*, Curriculum Associates followed guidelines outlined by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education for best practices in assessment development. Development efforts are led by expert advisors, including renowned authorities in psychometrics, reading, mathematics, Special Education, English language learner education, and teacher preparation.

Based on these guidelines, *i-Ready* assessment items have been field tested for validity and reliability with more than two million students across representative socioeconomic, geographic, and ethnic strata. *i-Ready* demonstrates an exemplary standard of validity and reliability—at the item level, not just the test as a whole. To continually enhance and evaluate the program, Curriculum Associates is committed to ongoing research and exploration of new content, technology, methodologies, and reporting.

As evidenced by research, *i-Ready* is an effective solution for the full range of learning abilities—from gifted and talented students, to English language learners, to those who are struggling. Independently validated case studies are available online at [www.i-ready.com/casestudies](http://www.i-ready.com/casestudies), and customers are so excited about the program that they have filmed testimonials, viewable at [www.i-ready.com/empower](http://www.i-ready.com/empower).

### **Software Purpose**

The *i-Ready Diagnostic* tests are computer adaptive, meaning the items presented to each student vary depending upon how the student responds to the previous items. The test addresses several domains in reading, including Phonological Awareness, Phonics, High-Frequency Words, Reading Comprehension: Literature, Reading Comprehension: Informational Text, and Vocabulary.

This assessment was developed to serve several purposes:

- Establish a metric that will allow for an accurate assessment of student knowledge which can be monitored over a period of time to gauge student improvement.
- Accurately assess student knowledge for different strands within the subject.
- Provide information on what skills students are likely to have mastered and likely need to work on next.
- Link the assessment results to instructional advice and student placement decisions into Curriculum Associates' i-Ready Instruction curricula and print products.

Various features are incorporated to make the items more appropriate for the target populations, and to ensure that the items address the intended constructs. For example, for items addressing pre-reading skills, audio cues are provided to assist pre-reading youngsters with item response selection.

### **Content focus**

Reading

#### **Student performance Measures**

- District Formative Assessments grades K-5
- District Benchmark Assessments – grades 3-5
- District End of Year Assessments – grades K-2
- Florida Standards Assessments – grades 3-5

#### **Interventions supported - Reading Domains:**

- Phonemic Awareness
- Phonics
- High-Frequency Words
- Vocabulary
- Comprehension: Literature
- Comprehension: Informational Text

#### **Connection to Strategic Plan**

Key Performance Indicator 5.2 - Baseline year for new state accountability system

- Utilize a district-wide protocol for data/accountability interpretation three times a year that incorporates timelines and guided questions tailored to monitor student achievement

- Monitor the Multi-tiered System of Supports (MTSS) process, as delineated in the MTSS Manual, for fidelity of implementation
- Provide schools with resources and professional learning to support acceleration of targeted subgroups and expand test taking strategies and test preparation into intensive courses

**Connection to CCPS Instructional Model elements** (based on Marzano’s research high yield strategies for effective instruction)

DQ1 – Communicating Learning Goals and Feedback

- Providing Rigorous Learning Goals
- Tracking Student Progress

DQ3 – Helping Students Practice and Deepen New Knowledge

- Helping Students Practice Skills, Strategies and Processes

Domain 2 – Planning and Preparing

- Effective Scaffolding of Information within Lessons
- Attention to Established Content Standards

**Alternative programs considered**

- Currently Using: Grades 3-5 FAIR-FS (Grades K-2 **Unavailable**)
- Currently purchased by individual Schools - Voyager Sopris Learning - *Ticket to Read*  
Ticket to Read is a self-paced, student-centered online Reading program. As students complete tasks in the areas of foundational skills, fluency, vocabulary, and comprehension, they earn points that can be used to decorate their personal clubhouse or stock their toy store.

Cost

- The annual cost for K-5 district-wide *Diagnostic* only is \$130,206.00. With a 1-Year K-5 district purchase the district would be given a 10% discount, bringing the cost to \$117,185.00. If the district purchases for multiple years, additional discounts are provided; 2-Year = \$199,215.00 and 3-Year = \$281,245.00. Multi-year discounts require a P.O. and payment for full value of sale upfront. The purchase of the diagnostic includes PDF domain specific lessons for use during teacher directed instruction.
- The annual cost for K-5 district-wide *i-Ready Diagnostic & Instruction* (web-based) is \$331,800.00. With a 1-Year K-5 district-wide purchase the district would be given a 10% discount, bringing the cost to \$298,620.00
- The initial cost of training per school site was \$3,000.00. (For 2015-2016, school-based trainers will provide this training at no cost.)  
Training for Administrators and teachers includes:  
*Getting Started*  
*Understanding the Data* -1<sup>st</sup> diagnostic  
*Understanding the Data* – 2<sup>nd</sup> diagnostic

Planning for next year –EOY diagnostic  
Coaching Support, and  
Standards Mastery training

- FAIR-FS - Provided by the Florida Department of Education (FLDOE): FAIR is provided at no charge; however, the cost of excessive instructional time lost without return is an expense the district cannot afford. The excessive instructional time lost is due to the time it takes for K-2 teachers to individually assess students during the instructional day (minimum of 45 minutes per student, three times per year). Additional instructional time lost is due to the multitude of technical problems with the online testing platform and untimely data reporting K-5. Also FAIR primarily focuses on low performing students and has never been an efficient tool to monitor progress and increase the achievement of on-grade level and high performing students.
- Ticket to Read's annual site license is \$3500.00. The program does not provide an effective system to screen, diagnose, prescribe instruction or monitor the achievement and progress of all students. Ticket to Read is an alternative online reading program some schools have purchased to increase student engagement in reading activities.

**Statement of Recommendation:**

Staff recommend the purchase of i-Ready's adaptive diagnostic and Web-based instruction to accelerate every student's achievement in reading. The combination of the i-Ready diagnostics and instruction engages students in a variety of domain specific reading lessons that match individual learning needs, while also familiarizing the students with a testing platform that includes multiple technology enhanced items and are aligned with the types of items on district benchmark tests and the Florida Standards Assessments. The online Teacher-Toolkit is included with the purchase. The toolkit provides downloadable lessons to support teacher directed instruction for students in need of additional support. A New Standards Mastery component and training will also be included beginning with 2015-16 purchases.

Multiple reports are available following each diagnostic test and throughout implementation of the instruction to assist administrators and teachers in targeting the domain specific, individual instruction needed to accelerate every student's achievement in reading and to monitor the progress of each student. Based on feedback from principals in Collier schools who implemented the i-Ready adaptive diagnostic and web-based instruction during the 2014-15 school year, the reports contribute to the instructional decision making process during Multi-tiered System of Support (MTSS) meetings. Reports are generated to monitor progress and inform next step interventions for targeted subgroups. Great gains have been reported for these subgroups. Principals also reported that i-Ready training and coaching has been outstanding.

Comments regarding student use indicate that students connect to the virtual buddies built into the program to provide coaching and support. The virtual buddies keep students engaged, coaching them through each lesson.

Also recommended is the professional development package available and necessary to implement the diagnostic and web-based instruction with fidelity. Curriculum Associates' professional developers are knowledgeable, extremely supportive and respond to district and site-based needs promptly and thoroughly.

The recommendation is supported because the school district does not currently have an un-subjective and prescriptive system in place to accurately and adequately assess, diagnose, and progress monitor student achievement in the area of elementary Reading. Thus, individual schools within the district are purchasing inferior supplemental resources to compensate for the deficit.

Curriculum Associates' web-based assessments and instruction are cutting edge. Other companies have not yet reached the level of performance and data reporting that exists within i-Ready systems.

## A. Company Review

Founded in 1969, Curriculum Associates, LLC is a privately owned educational publishing company headquartered in Massachusetts, with satellite offices in Florida, Iowa, and Arizona and local sales representation across the nation. They publish reading, language arts, and mathematics assessments; state standards preparation programs; early childhood and Special Education assessments; and supplemental instruction and intervention for students in grades preK–12. They also provide targeted, classroom-proven professional development.

Curriculum Associates' corporate focus on customer service requires deep understanding of the needs of the educators and students they serve. This focus, combined with independent ownership, allows the company to invest heavily in product development and to respond rapidly to changes in education. In addition to the award-winning *i-Ready Diagnostic & Instruction*, Curriculum Associates is a sole source provider of other programs widely used in Florida (a full list is available on their website at [www.curriculumassociates.com](http://www.curriculumassociates.com)):

Financially sound and more than 350 personnel strong, Curriculum Associates is an ally committed to the actualization of an ideal that is well-aligned with the District's own mission: all students should have an equal opportunity to succeed in school, while actually engaging in their own achievement and enjoying the learning process. They believe so strongly in this ideal that they guarantee results: if the District is not fully satisfied with i-Ready, Curriculum Associates will promptly issue a pro-rata refund for the remaining license term.

Based on experience gained across more than 2,000 i-Ready implementations, Curriculum Associates employs a proven implementation model that encompasses:

- **Ease of Delivering Data-Driven Instruction:** *i-Ready* provides in-depth skill and sub-skill level analyses based on the foundational concepts in the state standards. This depth informs instantaneous reports and recommendations for teacher-directed instruction, and drives automatic delivery of differentiated instruction. This support, combined with its intuitive interface, makes *i-Ready* effective and easy to use.
- **Engagement of Learners at All Levels:** *i-Ready Diagnostic & Instruction* is designed to engage learners at all levels—whether above, at, or below the student's assigned grade. Several components—most notably the adaptive nature of the assessments—serve the needs of struggling students particularly well. For each domain, *i-Ready* questions automatically adapt based on the student's answer to the previous question. The results automatically prescribe online instruction at the appropriate grade level for each domain, providing a personalized digital learning experience.
- **Superior Customer Service:** Over the course of our more than 40 years in business, Curriculum Associates has built a reputation for outstanding post-sale service and support. This contract will be supported by their local Educational Sales Representative and a dedicated Account Manager based in their Massachusetts headquarters. Throughout the year, the District will have access to unlimited support and service by toll-free telephone, email, and online chat: Monday through Thursday, 8:30 am–7:00 pm Eastern and Friday, 8:30 am–5:00 pm Eastern



(excluding holidays). All program maintenance, updates, and enhancements are included in the license fee for the active term.

- **Comprehensive Professional Development:** i-Ready is designed to be intuitive with minimal time to “ramp up” for use in the classroom. The program provides instructional support and professional development tips at point-of-use, in the online teacher dashboard. Fee-based professional development is focused on helping teachers and administrators effectively implement the program and use the results to inform instruction and increase student achievement. In addition to customized professional development, *i-Ready* provides integrated opportunities for training; including 24/7 access to user guides, video tutorials, and recorded webinars.

### National presence

More than 70 percent of school districts in the U.S. have purchased a product or service from Curriculum Associates in the past five years. i-Ready is currently in use by more two million students nationwide.

### State presence

~600,000 K-8 Students in Florida are using i-Ready.

Relevant districts listed below:				
Broward	Glades	Lake	Nassau	Putnam
Charlotte	Hardee	Madison	Okaloosa	Santa Rosa
Desoto	Hendry	Manatee	Okeechobee	Sarasota
Duval	Highlands	Martin	Orange	Seminole
Gadsden	Hillsborough	Miami Dade	Pasco	Volusia

### Years in business

Curriculum Associates was founded in 1969.

### Student success documentation

For case studies, please go to [www.i-ready.com/empower](http://www.i-ready.com/empower). Research studies are attached.

### Research base

Curriculum Associates contracted with Educational Research Institute of America (ERIA) to conduct a five-state study to evaluate the effectiveness of the i-Ready/Ready blended program for mathematics and reading. The study compared i-Ready Diagnostic tests administered to student during the 2013-2014 academic year. In addition, schools recruited for the study agreed to provide state assessment scores for 2013 and 2014 for the participating students, to reflect on whether the i-Ready/Ready blended program significantly increases students’ scores on the state English language arts and mathematics assessment.

In the study of the effectiveness of the *i-Ready/Ready blended* program for reading published by Curriculum Associates, Students from twenty four (24) schools across ten (10) districts in five (5) states were included. The overall demographics of the study sample are representative of the demographics of students enrolled in public schools in the United States.

Effectiveness was assessed by comparing the *i-Ready Diagnostic* administered in the Fall (pretest) and *i-Ready Diagnostic* administered in the Spring (post-test), for reading, as well as the state assessment results from the 2013 and 2014 academic years.

The gain scores from the i-Ready Diagnostic Fall (pretest) and i-Ready Diagnostic Spring (post-test) were statistically significant, with effect sizes for all grades above a substantively important level. More importantly, the average scale gains exceed the average gains from students at similar ability levels on the Fall Diagnostic. The average state scores increased statistically significantly at every grade in every state, with effect sizes higher than the level needed to determine a substantively important level.

## Cost Benefit Analysis

Evaluation Criteria	iReady	FAIR-FS/Ticket to Read
<b>Cost for district wide license – <i>iReady Adaptive Diagnostic</i> for elementary schools</b>	\$117,185 unlimited students, K-5 individual logins, 1 year contract (*See Appendix – Multi-year discounts)	Provided by FLDOE unlimited students, Grades 3-5 only K-2 platform collapsed 2014-15 school year (Most FL districts have already replaced FAIR with alternate assessments.)
<b>Cost for district-wide license of <i>iReady Diagnostic AND web-based instruction</i></b>	\$298,620 unlimited students, K-5 individual logins, 1 year contract for both <i>i-Ready Diagnostic</i> and <i>Web-based, Differentiated Instruction</i>	\$3500.00 – Site license – Ticket to Read one login per student enrolled at the school site.
<b>Professional Development Package</b>	<p>\$3,000 per school includes: Training for administrators and teachers:</p> <ul style="list-style-type: none"> <li>• <i>Getting Started</i></li> <li>• <i>Understanding the Data -1<sup>st</sup> diagnostic</i></li> <li>• <i>Understanding the Data – 2<sup>nd</sup> diagnostic</i></li> <li>• Planning for next year –EOY diagnostic</li> <li>• Coaching Support</li> <li>• New – <u><i>Standards Mastery Training</i></u></li> </ul> <p>Training for MTSS specialists/school psychologists:</p> <ul style="list-style-type: none"> <li>• <i>Understanding the Data</i></li> </ul>	<p>½ day training provided by the FLDOE for district administrators</p> <p>Train-the-Trainer training for Reading Coaches</p> <p>Teacher training provided by the Reading Coach</p>
<b>Cost per pupil</b>	<p>\$6.00 per elementary student – <i>i-Ready Diagnostic</i></p> <p>\$30.00 per student – i-Ready Diagnostic + Web-based instruction</p>	<p>\$0.00 per student – Florida Assessments for Instruction in Reading (FAIR)</p> <p><i>Ticket to Read</i></p> <p>No per student price</p> <p>Site license \$3,500.00</p>

<b>Number of courses offered</b>	6 Grade Level Courses in 30 schools	6 Grade Level Courses in 30 schools
<b>Elementary course list</b>	Language Arts Kindergarten (#5010041) Grade One (#5010042) Grade Two (#5010043) Grade Three (#5010044) Grade Four(#5010045) Grade Five (#5010046)	Language Arts <u>(K-2 FAIR Not Available)</u> Kindergarten (#5010041) Grade One (#5010042) Grade Two (#5010043) Grade Three (#5010044) Grade Four(#5010045) Grade Five (#5010046)
<b>Alternate pricing structure</b>	Low enrollment schools – pricing is lower (See Appendix)	NA
<b>Discounted multiyear cost (Diagnostic)</b>	\$117,185 per year (our cost) 3-year \$281,245 paid upfront (See Appendix)	Provided by FLDOE Grades 3-5 only
<b>Annual Maintenance costs</b>	None	None
<b>Professional Development cost per year, per school</b>	\$3,000 per school, per year	Training provided by reading coaches, following a Train-the-Trainer model
<b>Professional development cost Teacher per teacher (2014-2105)</b>	NA	NA
<b>Content vetted by subject coordinator</b>	<p><b>Preferred Content</b> by 2014 and 2015 C &amp; I Coordinator</p> <p><b>Content</b> - Closely aligned to Language Arts Florida Standards (LAFS) , Collier County’s curriculum maps, district benchmark assessments</p> <p><b>Assessments</b> – Closely aligned to FSA ELA assessments, including Technology Enhanced Items</p> <p><b>Online Lessons</b> – Adaptive to meet the individual needs of <u>every</u> student</p> <p><b>Reports</b> – Provide explicit information by domain - about what the student is able to do as well as most needed next steps instructionally</p>	<p>Collapse of K-2 assessments left districts with no screening, diagnostic or progress monitoring plan in place.</p> <p>Several other FL districts purchased iReady when FAIR-FS collapsed.</p> <p>Students in grades 3-5 continue to experience daily technical difficulties, such as lock-outs and shutdowns in the middle of testing.</p> <p>Data reports have been delayed, therefore, not useful for targeting student needs or providing appropriate instruction.</p>

	<p><b>Additional Lessons</b> – Can be assigned or downloaded to address each student’s instructional needs</p> <p>Web-based platform is <b>dependable</b>, few technical issues.</p>	
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	<b>iReady</b>	<b>FAIR-FS/Ticket to Read</b>
<b>Content vetted by: L300 school administrators</b>	<p>Preferred iReady content over FAIR-FS, after use of the software for one semester</p> <p>Provides a systematic structure for required additional reading time</p> <p>Administrators can monitor usage and achievement.</p>	<p>L300 school administrators have not had access to FAIR reports in a timely manner to target needs and inform instruction and interventions.</p> <p>Due to excessive technical problems and delayed data reports, administrators and teachers do not rely on FAIR-FS data.</p>
<b>Student Experience</b>	<p>Web-based platform is dependable. Schools using iReady have experienced few technical issues.</p> <p>Engaging for students – students put forth their best effort to complete assessments and lessons.</p> <p>Virtual Buddies – coach students through lessons. Students can individually select and change their buddies. The virtual buddies add to student engagement.</p> <p>Adaptive, rigorous, appropriate level instruction to stretch, but not frustrate students.</p>	<p>Students are able to complete the FAIR assessment independently, but become frustrated, due to inability to access and shutdowns.</p> <p>Students do not always put forth their best effort because they are frustrated over the technical difficulties.</p>
<b>Teacher Experience</b>	<p>Face-to-face training for ease in getting started</p> <p>Additional training provided in small groups to analyze data and discuss next steps</p> <p>Teachers provided additional coaching upon request</p>	<p>PD was provided by the reading coaches.</p> <p>K-2 teachers are relieved that they have not had to individually assess each student for a minimum of 45 minutes per student.</p> <p>Teachers fear: FAIR data is not accurate, due to the number of shutdowns.</p>
<b>Technical support</b>	<p>Extremely prompt, supportive, accurate, personal, accommodating</p> <p>Excellent response to requests for support</p>	<p>PMRN Helpdesk - Slow, poor service</p> <p>Ticket numbers administered for problems reported</p> <p>Hours spent on the phone to resolve problems, with no follow-up</p>

## D. Student/Teacher usage/results

School Name	# of Students who have Completed a Reading Diagnostic	# of Students who have completed at least 1 Reading Lesson	Overall # of Reading Lessons Passed	Overall # of Reading Lessons Failed	Overall Reading Lesson Pass Rate (%)	Overall Reading Lessons Time on Task (minutes)	Overall Reading Lessons Time on Task (hours)	Average Lesson Time on Task (hours per student)
AVALON ELEMENTARY	501	501	17,727	3,635	79.5	342,630	5,711	11.4
CORKSCREW ELEMENTARY	42	42	1,264	393	74.2	29,271	488	11.6
EDEN PARK ELEMENTARY	674	664	8,570	1,557	78.7	162,195	2,703	4.1
EVERGLADE CITY	96	90	2,219	456	81.0	44,738	746	8.3
GOLDEN GATE ELEMENTARY	901	899	35,201	7,877	79.2	683,273	11,388	12.7
HIGHLANDS ELEMENTARY	686	677	14,425	2,869	79.1	265,423	4,424	6.5
LAKE TRAFFORD ELEMENTARY	693	686	15,534	3,131	77.2	312,901	5,215	7.6
MANATEE ELEMENTARY	746	724	13,175	2,842	78.5	259,010	4,317	6.0
MIKE DAVIS ELEMENTARY	835	825	26,442	5,089	80.2	511,157	8,519	10.3
PARKSIDE ELEMENTARY	703	700	18,635	4,896	76.6	395,714	6,595	9.4
PINECREST ELEMENTARY	753	739	23,339	4,663	78.2	430,278	7,171	9.7
VILLAGE OAKS ELEMENTARY	427	419	10,435	2,010	80.1	185,548	3,092	7.4
<b>Grand Total</b>	<b>7,057</b>	<b>6,966</b>	<b>186,966</b>	<b>39,418</b>	<b>78.7</b>	<b>3,622,138</b>	<b>60,369</b>	<b>8.7</b>

## STUDENT GROWTH CHART

4,690 students who took their Initial Reading Diagnostic in the Fall (August-December) have also taken a Mid-Year Diagnostic since January 1, 2015. The growth below shows the percentage of growth to-date, against the Scale Score Target, for students to demonstrate a full year's gain by the end of the school year. To date, students have realized 95% of their Scale Score Target Gain (the target being 100% by the end of the school year).

### District Summary

District	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary
	Target 100%					
COLLIER COUNTY SCHOOL DISTRICT	95%	+30	33	40%	17%	4,690

Scale Score Growth *to-date* breaks down for each grade below as well. To-date, Grades 4 and 5 have already surpassed their end of year growth targets.

### District Detail by Grade

Grade	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary
	Target 100%					
Grade K	70%	+32	46	28%	19%	489
Grade 1	84%	+39	46	37%	22%	808
Grade 2	82%	+32	39	36%	22%	930
Grade 3	93%	+30	32	39%	16%	936
Grade 4	113%	+21	19	47%	12%	801
Grade 5	123%	+23	19	48%	10%	726

\*Data reflect progress toward goal based on mid-year diagnostic

## District Detail by School

School	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in School
	Target 100%						
AVALAON ELEMENTARY SCHOOL	106%	+31	30	49%	23%	329	513
CORKSCREW ELEMENTARY SCHOOL	--	--	--	--	--	0	40
EDEN PARK ELEMENTARY SCHOOL	82%	+31	38	32%	19%	37	716
EVERGLADE CITY SCHOOL	146%	+34	26	51%	31%	49	100
GOLDEN GATE ELEMENTARY SCHOOL	112%	+36	35	48%	19%	758	895
HIGHLANDS ELEMENTARY SCHOOL	81%	+22	30	32%	11%	369	695
LAKE TRAFFORD ELEMENTARY SCHOOL	100%	+30	31	43%	12%	414	713
MANATEE ELEMENTARY SCHOOL	98%	+32	34	43%	26%	616	766
MIKE DAVIS ELEMENTARY SCHOOL	92%	+29	34	36%	15%	702	831
PARKSIDE ELEMENTARY SCHOOL	79%	+25	34	31%	15%	649	717
PINECREST ELEMENTARY SCHOOL	83%	+27	33	36%	11%	559	752
VILLAGE OAKS ELEMENTARY SCHOOL	106%	+32	31	42%	15%	208	484



## E. Survey/Focus Group Information

### i-Ready Diagnostic & Web-based Instruction



