Liverpool Central School District
Board of Education Presentation
of Achieve 3000 and iReady Programs

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Liverpool Central School District
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The purpose of this presentation is to provide an overview to the Board of Education on two district programs: Achieve 3000 (literacy) and iReady (math).

This presentation is organized to highlight the journey or process in adopting the Achieve 3000 and iReady programs.
Data Play
In October and November 2017, district administrators, principals, teachers and school staff engaged in several data review activities in order to learn about the performance of students in the district, in their schools, in their grade levels. They also worked on gap analysis activities in order to determine what students were able to do and what was challenging for them.
## NYS Assessments 3-8

<table>
<thead>
<tr>
<th>Subject</th>
<th>ELA 3</th>
<th>ELA 4</th>
<th>ELA 5</th>
<th>ELA 6</th>
<th>ELA 7</th>
<th>ELA 8</th>
<th>ELA refusals:</th>
<th>Math 3</th>
<th>Math 4</th>
<th>Math 5</th>
<th>Math 6</th>
<th>Math 7</th>
<th>Math 8</th>
<th>Math refusals:</th>
<th>Science 4</th>
<th>Science 8</th>
<th>Science refusals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students at proficiency (Level 3 and 4)</td>
<td>34.07%</td>
<td>29.67%</td>
<td>29.05%</td>
<td>27.63%</td>
<td>33.06%</td>
<td>41.38%</td>
<td>23%</td>
<td>36.57%</td>
<td>38.06%</td>
<td>34.81%</td>
<td>41.56%</td>
<td>38.25%</td>
<td>5.62%</td>
<td>25%</td>
<td>85.22%</td>
<td>73%</td>
<td>22%</td>
</tr>
</tbody>
</table>
## NYS Assessments 3-8
### % of students at proficiency (Level 1 and 2)

<table>
<thead>
<tr>
<th>Subject</th>
<th>ELA 3</th>
<th>Math 3</th>
<th>ELA 4</th>
<th>Math 4</th>
<th>ELA 5</th>
<th>Math 5</th>
<th>ELA 6</th>
<th>Math 6</th>
<th>ELA 7</th>
<th>Math 7</th>
<th>ELA 8</th>
<th>Math 8</th>
<th>ELA refusal</th>
<th>Math refusal</th>
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<tbody>
<tr>
<td></td>
<td>65.93%</td>
<td></td>
<td>70.33%</td>
<td></td>
<td>70.95%</td>
<td></td>
<td>72.37%</td>
<td></td>
<td>66.94%</td>
<td></td>
<td>58.62%</td>
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<td>63.43%</td>
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<td>61.94%</td>
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<td></td>
<td></td>
<td>94.38%</td>
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<tr>
<td>Science 4</td>
<td>14.78%</td>
<td>Science 8</td>
<td>27%</td>
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<tr>
<td>Science refusal</td>
<td>22%</td>
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</table>
Why Change? Why Now?

Before these programs, across the district, each school was using several different interventions in order to meet the Response to Intervention requirements, in which it was difficult to measure the exact impact of these multiple interventions with regard to individual students meeting grade level expectations which was set by the State.

Furthermore, our students were in these programs for many years where they were meeting progress measures within these programs, however, our students were underperforming to meet grade level expectations as required by the New York State Standards.

Most importantly, we need to address the individual student learning gaps now rather than to keep waiting; our students deserve that.

If we continue to wait then the student individual learning gaps will continue to get bigger and bigger grade after grade.
One of the main reasons the district has adopted these programs is to close the wide individual student learning gaps in grades 3 to 8 as well as to support each student to meet grade level expectations within these grades.

Both programs are aligned to the current New York State Standards.

Both programs have an individual student learning component as well as a teacher instructional component. This is why they are called blended learning adaptive programs.

Both programs have timely student learning progress data for each individual student for teachers and school leaders to review in order to make more effective instructional decisions.

Another major reason is that as a district we need to align our curricular work to the Liverpool Central School District Strategic Plan key priorities which are focused on Academics and Student Achievement, Communication, Future Ready Skills; the one to one Technology Initiative and our District Mission Statement which is to Prepare Our Students for Tomorrow Today.

An additional reason is that our curriculum, instruction and assessments materials or resources need to be aligned to the current New York State Standards which is not addressed in every intervention previously used.
The District Theory of Action is to close the individual student learning gaps while supporting each student to meet grade level expectations. These two research based programs can close the individual student learning gaps with consistent applications.

The Big Idea is that when these two programs are used daily they can support students so they can make academic progress in Literacy and Math.
Introduction of Programs:
At the October 2017 Administrative Meeting and a few subsequent meetings both programs were introduced to principals.

Training Plan:
Each program has three on-going training sessions throughout the academic year.
In November 2017, teachers, school staff, principals, coaches and district administrators were trained on both programs.
In December 2017, students took their first diagnostic assessment to determine what their current level of individual performance was within each of these programs.

Each of these programs will administer to students two additional diagnostic assessments (winter and spring) in order to measure student progress.

The district instructional and technology coaches in December 2017 started working with schools to support teachers in implementing these programs.

In December 2017, the district coaches developed a Google Forum for each school to provide additional support in answering questions on these programs.
Leadership Training
Starting December 2017, then in February 2018, and an additional Spring 2018 leadership training for principals, district administrators and district instructional coaches is focused around implementation, data and best practices within these programs.

Ongoing School Based Training:
From February 2018, and an additional training in Spring 2018 for teachers and staff using the program is focused on data, best instructional practices and implementation.

Alignment to the Core Instructional Programs
Each of these programs provided an alignment to the core instructional programs.
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How are these programs used in the schools?

The Elementary and Middle Schools have a 45 minutes time daily to address the individual learning gaps and grade level learning gaps in Literacy and Mathematics.

One component of each of these programs is to have students individually work daily at their own ability level in order to bridge their learning gaps and then work up to meet the grade level expectations. This time is online for approximately 15 to 20 minutes.

The second component involves the teacher to work with the either the whole class or in small groups in a particular learning strand or domain.

In each program, the lessons are planned for intervention lessons.

In each program, there is also an enrichment component where students can go beyond grade level expectations.

Therefore, we built some additional time upon what schools were previously using to meet the Response to Intervention requirements while addressing the individual student learning gaps.
Both programs provide a wide range of data reports on individual students, classes, grade levels and school level progress.

These data reports are available for viewing on demand. These reports can show student progress by the week or by the month or over any established period of time.

These data reports are available to teachers and school leaders who are using these programs.
December 2017 BOE Placemat Presentation of District and School Goals show the incorporation of Achieve 3000.

2017-2018 Goal #1 Literacy:

Using the 2016-17 grades 3-8 NYS English Language Arts (ELA) test as a baseline, the percentage of students achieving proficiency will increase by 15% by June 2018. Using the Fall Aimsweb Plus and STAR Reading as a baseline, the percentage of students achieving proficiency will increase by 15% by June 2018. Using the June 2017 Regents CC English test as a baseline, the percentage of students achieving proficiency will increase by 5%.

Rationale:
Aligned to Strategic Plan #1 & #3; Analysis of Performance Data; NYS Grades 3-8 English Language Arts (ELA); Regents CC English; Aimsweb Plus Grades K-6; STAR Reading Grades 7 & 8; Achieve 3000

Action Plan:
Data analysis of each 2017 NYS English Language Arts (ELA)-Grades 3-8 NYS ELA & Regents CC English; Data analysis of benchmark assessments from Aimsweb Plus & STAR Reading; Implementation of Achieve 3000 in grades 3-8 and specific classes at the high school

Measurement
Data analysis of each 2017 NYS English Language Arts (ELA)-Grades 3-8 NYS ELA & Regents CC English; Data analysis of benchmark assessments from Aimsweb Plus & STAR Reading; Implementation of Achieve 3000 in grades 3-8 and specific classes at the high school.
December 2017 BOE Placemat Presentation of District and School Goals show the incorporation of iReady.

2017-2018 Goal #2 Math:
Using the 2016-17 grades 3-8 NYS Mathematics test as a baseline, the percentage of students achieving proficiency will increase by 15% by June 2018. Using the Fall Aimsweb Plus and STAR Mathematics as a baseline, the percentage of students achieving proficiency will increase by 15% by June 2018. Using the June 2017 Regents CC Mathematics tests (Algebra 1, Algebra 2, & Geometry) as a baseline, the percentage of students achieving proficiency will increase by 5%.

Rationale:
Aligned to Strategic Plan #1 & #3; Analysis of Performance Data; NYS Grades 3-8 Mathematics; Regents CC Algebra 1, Algebra 2, & Geometry; Aimsweb Plus Grades K-6; STAR Mathematics Grades 7 & 8; I-Ready Mathematics.

Action Plan:
Data analysis of each 2017 NYS Mathematics-Grades 3-8 NYS Mathematics & Regents CC Algebra 1, Algebra 2, & Geometry; Data analysis of benchmark assessments from Aimsweb Plus & STAR Mathematics; Implementation of I-Ready Math in grades 3-8 and specific classes at the high school

Measurement
Performance Data; NYS Grades 3-8 Mathematics; Aimsweb Plus Grades K-6; STAR Mathematics; I-Ready Mathematics; Regents CC Algebra 1, Algebra 2, Geometry.
Achieve 3000 and iReady programs are the levers of change for the district to address the curricular and student performance gaps.

The Liverpool Central School District aims to truly enact our Mission Statement *Preparing Our Students for Tomorrow Today*, therefore, the implementation of these programs are essential for the district to close the individual student learning gaps, while supporting student achievement, academic excellence, future ready skills and post secondary success.