

We Can Do Better



Welcome to Randolph Central School District

Kimberly Moritz is in her sixth year as the superintendent of Randolph Central School District. Prior to leading the 977 K–12 students in this rural community, Ms. Moritz worked as a teacher for ten years in a neighboring rural school district and as a principal in two other school districts in Western NY. Ms. Moritz joined Randolph with the goal of raising the district’s historically average performance ratings. For over a decade, Randolph was seeing mediocre results on state assessments. Ms. Moritz knew improvement was needed, and from the beginning she was optimistic.

Kimberly Moritz,
Superintendent of Randolph
Central School District

About Randolph

- 977 Students
- 138 SpEd Students
- 48% Free/Reduced Lunch

i-Ready® Implementation

- For i-Ready®: 90 minutes per week in the online instructional modules
- For Ready® Common Core : Used daily in grades 4–6 during regular instruction in addition to supplement instruction and to review/prepare for testing in other grade levels

Where is Randolph?



Randolph Central School District is located in Western New York

“My role was to set the vision and say we are going to improve academically . . . As a system, I knew we needed to focus more consistently on our math and ELA curriculum. Our teachers and students were better than our results.”

Time for a New System

In 2010, the New York State Board of Education adopted a new teacher evaluation law that required districts to create an Annual Professional Performance Review Plan (APPR). As part of the new APPR, Randolph Central needed to make decisions about its teacher evaluation plan, principal evaluation format, and local assessment. These state requirements made Randolph teachers and administrators collaborate and plan together more than they had in the past. Ms. Moritz explains, “The APPR requirements helped us to get the change we needed anyway” by prioritizing formative assessment and data-driven instruction.

Upon reading the new state mandates, Ms. Moritz worked with the administrative and BOE team to quickly begin developing a strategy for the district. “For better or worse, I am usually quick to implement,” Ms. Moritz admits. She knew she wanted one program for both reading and mathematics across grades K–8 because of ease-of-use in implementation and training. Ms. Moritz also knew she was looking for a diagnostic assessment that would give her teachers the data and resources to intervene and drive student achievement. “I believe in formative assessments, but haven’t seen people employ them well in small districts,” says Ms. Moritz. She also wanted a program that would provide all children with a rigorous academic experience independent of what teacher they had. Ms. Moritz knew that a program that met these requirements would help boost performance ratings.



“We talk about differentiation in education all the time but differentiating instruction is extremely difficult for many teachers.”

Why i-Ready®?

Ms. Moritz began using i-Ready in September of 2011, a year before the state required APPR implementation. The decision was unanimous with the teachers and administrators on the committee: “It seemed like the best bet to help drive school improvement in grades K–8, given that it provided our district with a continual look at the data throughout the school year,” explains Ms. Moritz. i-Ready supported her teachers and administrators by providing assessment data. This data links to instruction that changed the dynamic in the classroom. “We also like that i-Ready could be part of our Academic Integration Services program, or AIS as it is often called,” explains Ms. Moritz.

Ms. Moritz believed differentiated instruction was the answer and i-Ready was going to be part of that solution. However, she explains that, “we talk about differentiation in education all the time but differentiating instruction is extremely difficult for many teachers.” The detailed individual student data in i-Ready allowed teachers to quickly and easily identify areas for improvement and plot a course of action. Then, i-Ready provided further support for differentiated instruction and blended learning with ready-made, teacher-led lessons to target students’ skill gaps. i-Ready also gave teachers the opportunity to get students on a computer to remediate the skills they needed at their own pace. And finally, i-Ready allowed teachers and administrators to track students’ growth and monitor progress toward end-of-year goals. When asked why they chose i-Ready, Ms. Moritz said, “You [i-Ready] provide the materials to differentiate instruction based on our individual students’ progress.”



Randolph 7–12 School Building

Tips for Successful Implementation of i-Ready®

“It was great that the teachers were able to see how to use formative data a year before it really counted for teacher evaluations.”

“There were obvious challenges to implementing i-Ready our first year,” Ms. Moritz explains. Initially, some of our youngest students did not have much experience with computers and hadn’t developed the basic computer skills necessary to use i-Ready. In addition, Randolph struggled with an incompatibility issue because of the version of Microsoft® desktop in the computer labs which initially made using i-Ready frustrating for students and teachers. However, students quickly learned the skills, and Chief Information Officer Mike Frame worked to grow Randolph’s technology infrastructure to better support i-Ready. Ms. Moritz understood the importance of staying with the program and presenting a consistent message. She explains that “the administrative team said we’re not going to cave to the resistance. This isn’t going away. We need to show the teachers that they’re accountable for their data and data will be a key factor in our educational decisions.”

With the help of the Randolph leadership team, Ms. Moritz created a plan to ensure frequent i-Ready use for all K–8

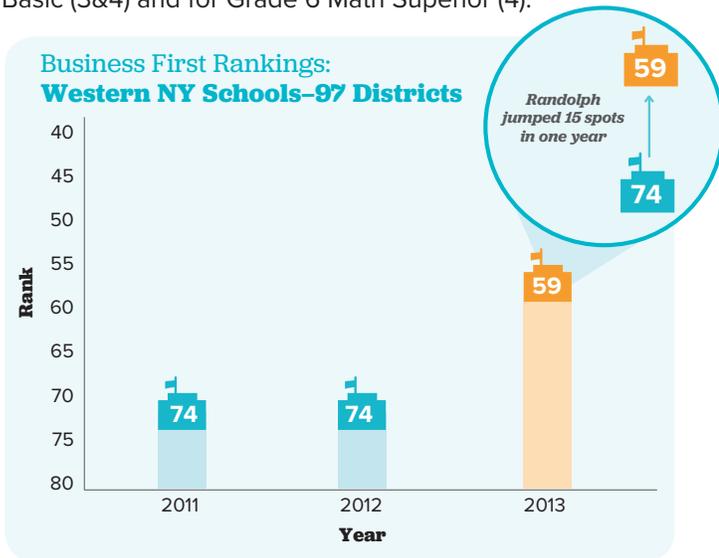
teachers and students in the district. Students were placed into three groups based on state test results. Each group received ninety minutes of targeted instruction based on below, on or above grade level results in i-Ready per week. In each class, the eight students with the lowest reading and math scores on i-Ready Diagnostic received additional AIS support from a Reading or Math specialist. Teachers also found it helpful to use i-Ready to group students with similar needs for small-group instruction.

It was important to Ms. Moritz that her teachers felt comfortable using data from a formative assessment to remediate instruction before using the data to evaluate teacher effectiveness. “It was great that the teachers were able to see how to use formative data a year before it really counted for teacher evaluations,” says Ms. Moritz. Though at first some teachers were skeptical of i-Ready, Ms. Moritz encouraged teacher “buy-in” after i-Ready was implemented by listening to teacher concerns. She also visited classrooms and left feedback for teachers targeted toward changes. “I left a half-sheet of paper with two sections: ‘I noticed’ and ‘I wonder,’” says Ms. Moritz. In addition, the building level administrators and curriculum coordinator attended regularly scheduled data team meetings. In making this commitment to faculty, administrators showed by example that they were invested in how teachers were using the data from i-Ready in the classroom. ■



Seeing the Results

Based on data published by Business First, which rates the academic performance of 97 Western New York State school districts in August 2013, Randolph Central School District placed in the top ten for Grade 5 Math Superior (4) and Grade 5 Math Basic (3&4) and for Grade 6 Math Superior (4).

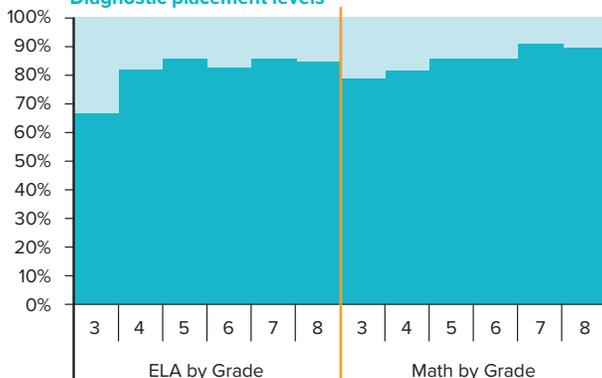


Teachers Succeeded with i-Ready®

Ms. Moritz also had proof that the more teachers used i-Ready, the more their students improved on the end-of-year tests. “The elementary teachers who ignored i-Ready (didn’t use the reports), had the worst results on the state growth measure.” i-Ready helped Randolph improve test scores by targeting each student individually. Without i-Ready, Ms. Moritz feels that instruction would be based on teachers’ judgements, and could be influenced by students’ behaviors over their proficiency. “We showed great improvement in Business First Rankings and we improved test scores... I can’t wait to see what we get from year two because I know it will be even better.”

How Well Did i-Ready® Predict Performance on the NY State Test?

Exhibit 1: % of students whose performance on the 2013 NY State test was correctly predicted by i-Ready Diagnostic placement levels

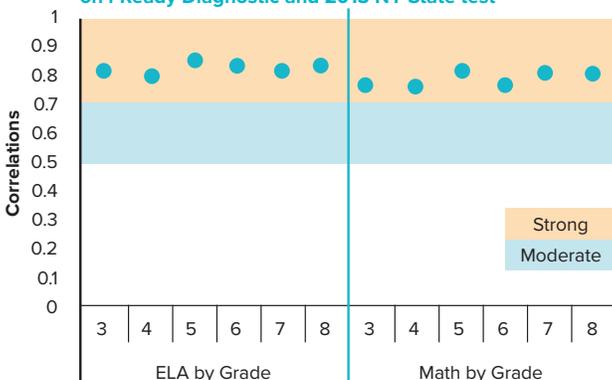


Graph includes data from Randolph Central School District.

Performance on the i-Ready Diagnostic assessment was a strong predictor of low performance (i.e., Level 1 or Level 2) and high performance/meeting or exceeding proficiency (i.e., Level 3 or Level 4) on the NY State test. As demonstrated in Exhibit 1, across ELA and math, on average i-Ready placement levels predicted 83% low/high performance on the state test. In many grades performance was predicted for 80-90% of students.

i-Ready Diagnostic Results Demonstrate Strong Correlation to New York State Test Results. Request the i-Ready New York State Validity Study to learn more.

Exhibit 2: Correlations between student performance on i-Ready Diagnostic and 2013 NY State test



Graph includes data from Randolph Central School District.

Built on the Common Core, i-Ready measures students’ mastery of critical skills also covered in the NY State test. Analysis demonstrates the strong correlation of i-Ready results and student performance on the new state test.

In the majority of grades, the correlation between the i-Ready and New York State assessment was above .80.

