# DEEP DIVE: Using *i-Ready* as a Student Growth Measure

## *i-Ready*'s Approach to Measuring Student Growth in Grades K–8

The *i-Ready* growth model is based on what teachers have long observed in the classroom: Students at different starting points often grow at different rates, and students who are behind need to grow more to reach proficiency.

*i-Ready* has designed a growth model that allows you to see how much each student needs to grow to reach their proficiency goals and track their learning progress along the way.

- **Differentiation:** For each subject, Reading and Mathematics, *i-Ready* provides growth measures that are differentiated based on each student's grade and baseline placement on the *i-Ready Diagnostic*.

- **An attainable path to proficiency:** Because the *i-Ready Diagnostic* is criterion referenced, placements provide specific growth targets that students can work toward to achieve grade-level proficiency.

- **Two perspectives on success:** The model offers two complementary growth measures for every student that show how much growth is typical as well as how much students should grow to help put them on a path toward achieving their proficiency goals.

Students' proficiency goals will vary based on their baseline performance each year. Students who are below grade level are working toward grade-level proficiency. Students who are on grade level are working to maintain proficiency or improve proficiency levels.

The *i-Ready* growth model is based on longitudinal research into the growth of millions of *i-Ready* students, including a large and diverse national sample, using data from tests completed during the 2016–2017 school year.

Grades 9–12 do not follow this growth model. This is due, in part, to limited data available from high school students taking the *i-Ready Diagnostic* to complete the analysis used to develop growth measures for Grades K–8. For information about measuring growth in Grades 9–12, contact your administrator or *i-Ready Partners*.

**For more resources and tips to help you make the most of *i-Ready*'s approach to measuring student growth, click here.**

# Understanding *i-Ready*'s Student Growth Measures

**Typical Growth and Stretch Growth**

The *i-Ready* growth model offers two benchmarks for every student in Grades K–8: Typical Growth and Stretch Growth. These growth measures tell you how much a student has progressed and help you determine if a student is on track to meet growth goals. They can be used to set goals, see how much your students have progressed, and make informed instructional decisions.

- **Typical Growth:** the average annual growth of students at each grade and placement level. Typical Growth allows you to see how a student is ***growing compared to average student growth*** at the same grade and baseline placement level.

- **Stretch Growth:** the growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels. ***Stretch Growth benchmarks are designed to be ambitious, yet attainable, for all students.*** Students who are further behind have larger growth benchmarks to help them catch up, and it will take many of these students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency.

While achieving Stretch Growth does not guarantee a student will reach proficiency in a single year, this target can help educators understand the growth path of similar students who reached proficiency over time. For example, a Grade 3 student placing Two Grade Levels Below in Reading will likely need to meet Stretch Growth for multiple years before reaching proficiency.

> **👀 Deeper Insight**
>
> **Typical Growth** values were derived using the median, or 50th percentile, of student growth at each grade and placement level on the *i-Ready Diagnostic*. Stretch Growth measures were derived by reviewing the growth of students who started at a given placement category and either attained a placement of Mid On Grade Level within one, two, or more years, or attained or maintained a placement of Late On Grade Level or above in one, two, or more years. **Stretch Growth** is based on the median growth in the first year of these students' path toward their proficiency goals and marks the growth we recommend each student strives for in a single year. To ensure Stretch Growth is ambitious, yet attainable, these measures are bounded by the 80th percentile of growth for students in a given placement on the baseline Diagnostic.

**How Students' Growth Measures Are Set**

Along with their grade level and subject, *i-Ready* uses each student's placement category (e.g., Early On Grade Level, One Grade Level Below) on their baseline Diagnostic to differentiate their Typical Growth and Stretch Growth measures each school year. *i-Ready* uses these rules to determine which Diagnostic serves as the baseline assessment for a student's growth measures:

- The assessment used will be the first Diagnostic taken, but if additional Diagnostics are started within 21 days of completing the first, the most recent of those will be used instead.

- This is ***regardless of rushing***.

- This also applies if students take the Diagnostic for Mathematics in English and in Spanish.

★ *Each student's differentiated Typical Growth and Stretch Growth measures RESET EACH YEAR when the student takes a new baseline Diagnostic, even for those on multiyear paths to proficiency.*

*The Diagnostic used for growth measures will be clearly indicated on each student's Diagnostic Results and Diagnostic Growth reports.*



This Diagnostic is considered the baseline and is used to establish growth measures for this student.

**🔍 For more information about baseline Diagnostic rules, including considerations for students taking the Diagnostic for Mathematics in English and in Spanish, refer to this FAQ.**

# Understanding *i-Ready*'s Student Growth Measures, Cont'd.

**Growth Measures by Subject, Grade, and Baseline Diagnostic Placement**

These specific growth measures are set based on the subject, the student's grade level, and their baseline Diagnostic placement.

- **Typical Growth** marks the median annual *i-Ready Diagnostic* scale score growth for each grade and placement category.

- **Stretch Growth** is the academic year growth that a student should target to put them on a path toward attaining or maintaining grade-level proficiency.

### Mathematics Growth Measures by Grade and Beginning Placement Level

| Typical Growth | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Fall Diagnostic Placement Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| On Grade Level, Mid, Late, or Above | 21 | 21 | 18 | 21 | 19 | 14 | 13 | 11 | 9 |
| On Grade Level, Early | 24 | 26 | 22 | 25 | 23 | 18 | 13 | 12 | 9 |
| One Grade Level Below | 32 | 29 | 26 | 26 | 23 | 18 | 14 | 12 | 9 |
| Two Grade Levels Below | – | 36 | 29 | 27 | 23 | 18 | 14 | 13 | 10 |
| Three or More Grade Levels Below | – | – | – | 30 | 24 | 20 | 15 | 13 | 12 |
| **Stretch Growth** | | | | | | | | | |
| Fall Diagnostic Placement Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| On Grade Level, Mid, Late, or Above | 35 | 32 | 31 | 30 | 24 | 20 | 20 | 20 | 19 |
| On Grade Level, Early | 38 | 36 | 35 | 34 | 33 | 29 | 25 | 22 | 21 |
| One Grade Level Below | 39 | 37 | 36 | 35 | 34 | 31 | 26 | 23 | 22 |
| Two Grade Levels Below | – | 57 | 48 | 43 | 41 | 35 | 30 | 25 | 23 |
| Three or More Grade Levels Below | – | – | – | 55 | 47 | 41 | 35 | 33 | 31 |

### Reading Growth Measures by Grade and Beginning Placement Level

| Typical Growth | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Fall Diagnostic Placement Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| On Grade Level, Mid, Late, or Above | 43 | 37 | 22 | 17 | 12 | 7 | 4 | 4 | 4 |
| On Grade Level, Early | 44 | 47 | 29 | 22 | 17 | 13 | 9 | 6 | 4 |
| One Grade Level Below | 49 | 49 | 39 | 26 | 20 | 16 | 12 | 10 | 9 |
| Two Grade Levels Below | – | 54 | 44 | 33 | 23 | 20 | 14 | 12 | 12 |
| Three or More Grade Levels Below | – | – | – | 36 | 28 | 26 | 19 | 17 | 18 |
| **Stretch Growth** | | | | | | | | | |
| Fall Diagnostic Placement Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| On Grade Level, Mid, Late, or Above | 54 | 44 | 27 | 21 | 20 | 18 | 15 | 14 | 13 |
| On Grade Level, Early | 65 | 56 | 43 | 39 | 27 | 25 | 25 | 23 | 22 |
| One Grade Level Below | 67 | 67 | 53 | 40 | 36 | 30 | 26 | 25 | 25 |
| Two Grade Levels Below | – | 96 | 81 | 63 | 50 | 47 | 38 | 37 | 36 |
| Three or More Grade Levels Below | – | – | – | 79 | 62 | 61 | 51 | 50 | 50 |

# Understanding *i-Ready*'s Student Growth Measures, Cont'd.

Because Typical Growth and Stretch Growth are differentiated for students based on their baseline Diagnostic placements, you can expect to see a range of Typical Growth and Stretch Growth targets within a single classroom.
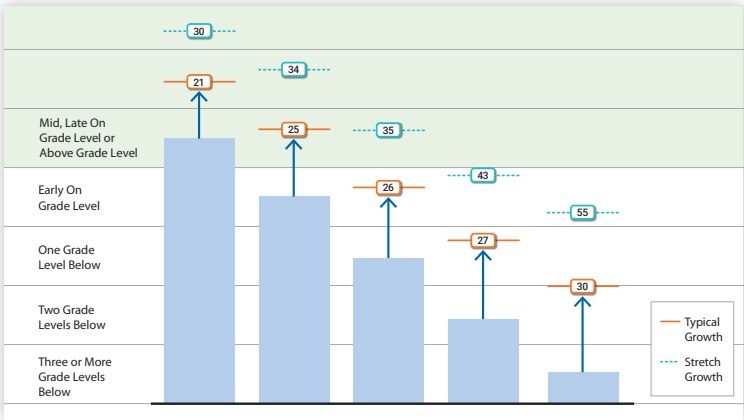
Here's what that might look like for a sampling of students in a Grade 3 classroom.



# Using Typical Growth and Stretch Growth

## Locating Your Students' Growth Measures

As soon as your students complete their first Diagnostic of a new school year, their Typical Growth and Stretch Growth measures are easily accessible in *i-Ready*. For Grades K–8, the Diagnostic Results (Class) report shows Typical Growth and Stretch Growth measures for each student in your class or report group in one place.

Growth measures are also available in each individual student's Diagnostic Results report, and educators with district or school administrator access can include this data when generating the Diagnostic Results export.



🔭 **Deeper Insight** | Although score and placement data on the Diagnostic Results report change with each subsequent Diagnostic, students' annual growth measures will stay the same, with an exception being when the new test has become the baseline Diagnostic. See for details.

## Setting Goals Based on Growth Measures

Typical Growth and Stretch Growth offer benchmarks for understanding how your students are growing compared to students with similar baseline performance as them and the recommended growth to be on a path toward their proficiency goals. We recommend the following by the end of the academic year.

| Individual students: | Groups of students (e.g., districts, schools, classes): |
|---|---|
| • Aim to exceed 100% of their Typical Growth measure<br><br>• Aim to meet their Stretch Growth measure | • Aim to exceed 100% median progress to Typical Growth<br><br>• Aim for as many students as possible to reach Stretch Growth |

🔭 **Deeper Insight** | Nationally, between 20%–30% of students reach their aspirational Stretch Growth measures. Because Stretch Growth measures differ significantly from student to student, we do not recommend setting uniform Stretch Growth goals for aggregate groups of students.

# Using Typical Growth and Stretch Growth, Cont'd.

Consider these recommendations, along with district and school objectives and your deep understanding of your students, to set specific goals. A strong goal-setting process recognizes that each student is different—as do *i-Ready's* Typical Growth and Stretch Growth measures—and engages them in deciding what they want to achieve. *See page 7 for more about setting goals and engaging students in growth.*

🔍 **Get more goal-setting guidance, ideas, and resources here.**

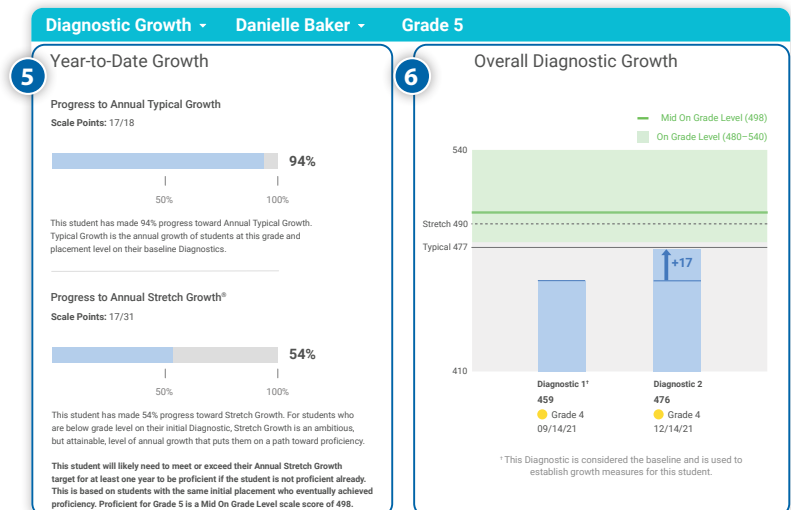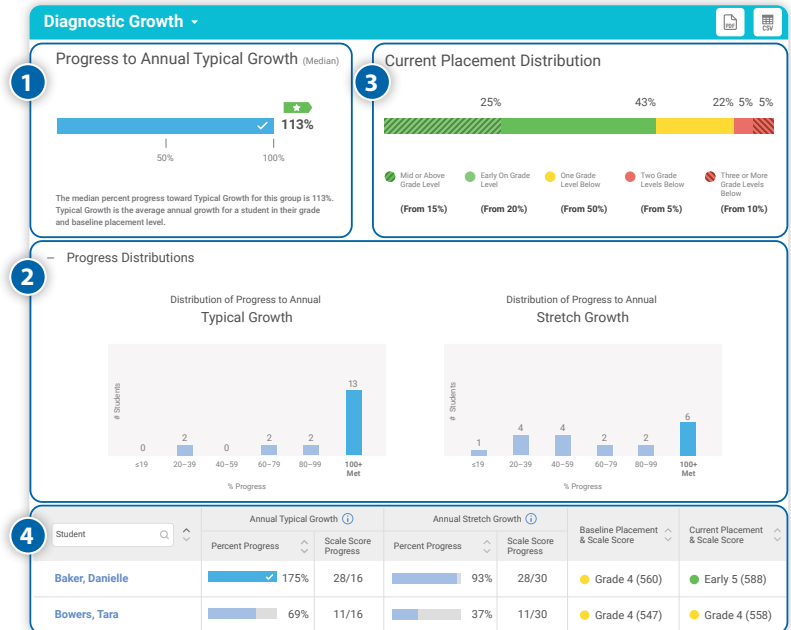## Understanding Your Students' Progress

Reviewing progress to Typical Growth and Stretch Growth after each subsequent Diagnostic allows you to see which students are making greater gains toward their proficiency goals and which students will likely need additional support and time.

After the second Diagnostic, **Diagnostic Growth (Class) and (District/School) reports** will show the ❶ median progress to Typical Growth and the ❷ distribution of progress toward Typical Growth and Stretch Growth for your district, school, class, or Report Group. This data is positioned alongside ❸ Current Placement Distribution information to help you put your students' growth in context of their current proficiency. ❹ Table views below this summary will also allow you to drill down for a closer look at specific schools, grades, classes, or students. The table also provides a summary of progress to growth measures and changes in overall placement for each student.

The **Diagnostic Growth (Student) report** also shows each student's ❺ progress toward their Typical Growth and Stretch Growth measures alongside their ❻ overall and domain-level performance on the most recent Diagnostic.

On the **Diagnostic Growth (District/School) report**, district and school leaders can ❼ select Baseline Placement in the Show Results By dropdown to see student progress to Typical Growth and Stretch Growth targets by initial placement levels. This allows leaders to monitor that all students are making progress toward their growth targets, particularly those who need to grow the most to reach grade-level placement.

🔍 **Review our Reference Sheets for more information about the Diagnostic Growth (Student), (Class), and (District/School) reports.**

---

### Diagnostic Growth ▾

**Progress to Annual Typical Growth** (Median)

❶ ⭐ 113% ✓

50% — 100%

The median percent progress toward Typical Growth for this group is 113%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

❸ **Current Placement Distribution**

25%   43%   22% 5% 5%

- 🟢 Mid or Above Grade Level (From 15%)
- 🟢 Early On Grade Level (From 20%)
- 🟡 One Grade Level Below (From 50%)
- 🔴 Two Grade Levels Below (From 5%)
- 🔴 Three or More Grade Levels Below (From 10%)

❷ **− Progress Distributions**

**Distribution of Progress to Annual Typical Growth**

# Students: 0 (≤19), 2 (20–39), 0 (40–59), 2 (60–79), 2 (80–99), 13 (100+ Met)

% Progress

**Distribution of Progress to Annual Stretch Growth**

# Students: 1 (≤19), 4 (20–39), 4 (40–59), 2 (60–79), 2 (80–99), 6 (100+ Met)

% Progress

❹

| Student 🔍 | Annual Typical Growth ⓘ | | Annual Stretch Growth ⓘ | | Baseline Placement & Scale Score | Current Placement & Scale Score |
|---|---|---|---|---|---|---|
| | Percent Progress | Scale Score Progress | Percent Progress | Scale Score Progress | | |
| **Baker, Danielle** | ✓ 175% | 28/16 | 93% | 28/30 | 🟡 Grade 4 (560) | 🟢 Early 5 (588) |
| **Bowers, Tara** | 69% | 11/16 | 37% | 11/30 | 🟡 Grade 4 (547) | 🟡 Grade 4 (558) |

---

### Diagnostic Growth ▾   Danielle Baker ▾   Grade 5

❺ **Year-to-Date Growth**

**Progress to Annual Typical Growth**
Scale Points: 17/18

**94%**

50% — 100%

This student has made 94% progress toward Annual Typical Growth. Typical Growth is the annual growth of students at this grade and placement level on their baseline Diagnostics.

**Progress to Annual Stretch Growth®**
Scale Points: 17/31

**54%**

50% — 100%

This student has made 54% progress toward Stretch Growth. For students who are below grade level on their initial Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.

**This student will likely need to meet or exceed their Annual Stretch Growth target for at least one year to be proficient if the student is not proficient already. This is based on students with the same initial placement who eventually achieved proficiency. Proficient for Grade 5 is a Mid On Grade Level scale score of 498.**

❻ **Overall Diagnostic Growth**

— Mid On Grade Level (498)
▨ On Grade Level (480–540)

540
Stretch 490
Typical 477
410

+17

| Diagnostic 1† 459 | Diagnostic 2 476 |
| 🟡 Grade 4 09/14/21 | 🟡 Grade 4 12/14/21 |

† This Diagnostic is considered the baseline and is used to establish growth measures for this student.

---

### Diagnostic Growth ▾

❼ **Show Results By**
Baseline Placement ▾

| Baseline Placement | Annual Typical Growth ⓘ | | Annual Stretch Growth® ⓘ | | % Students with Improved Placement | Students Assessed/Total |
|---|---|---|---|---|---|---|
| | Progress (Median) | % Met | Progress (Median) | % Met | | |
| **Mid or Above Grade Level** | 12% | 24% | 8% | 12% | 24% | 66/66 |
| **Early On Grade Level** | 42% | 26% | 16% | 13% | 36% | 62/62 |
| **One Grade Level Below** | 61% | 31% | 24% | 15% | 28% | 63/63 |
| **Two Grade Levels Below** | 64% | 37% | 28% | 10% | 48% | 62/62 |
| **Three or More Grade Levels Below** | 71% | 42% | 31% | 14% | 42% | 64/64 |

---

# Using Typical Growth and Stretch Growth, Cont'd.

After the winter or midyear Diagnostic, use Diagnostic Growth reports to evaluate student progress to growth measures and make instructional decisions accordingly.

| Individual students: | Groups of students (e.g., districts, schools, classes): |
|---|---|
| **Look for 50%+ progress to Typical Growth.**<br><br>• Because we know growth is not linear, we want students to achieve as much growth as possible in the first half of the year, taking them closer to their end-of-year goal of exceeding 100% Typical Growth.<br><br>• Individual students making less than 50% progress to Typical Growth—especially those with lower Diagnostic placements—may need additional instructional support.<br><br>**Use progress to Stretch Growth to determine if students are growing fast enough to be on a path toward proficiency or advanced placements.** Students achieving close to 50% of Stretch Growth at midyear are making the growth recommended to remain on a path toward meeting their proficiency goals. | **Look for 50%+ median progress to Typical Growth.**<br><br>• The median metric is based on the "middle student," meaning that about half of all students in the group achieved more progress and about half achieved less progress than the median.<br><br>• At midyear, 50% median progress to Typical Growth means that about half of students in the group are halfway to their Typical Growth target for the year, and the rest have not made it halfway yet. They will need to make more than 50% progress between midyear and end-of-year Diagnostics in order to achieve 100% of annual Typical Growth.<br><br>• Student groups showing less than 50% median progress to Typical Growth may need additional instructional support. |

Note that performance on the midyear Diagnostic will be affected by the number of weeks students have spent in instruction. The midpoint in a school year typically falls between 14 and 16 weeks after completion of the first Diagnostic. However, some districts administer a midyear Diagnostic slightly earlier or later. When this is the case, you might expect students to make somewhat more or less than 50% progress toward their annual growth measures.

By the end of the year, look for individual students and groups to exceed 100% of Typical Growth. *See for more about end-of-year goals using Typical Growth and Stretch Growth.*

# Engaging Students and Their Families in Growth

Engaging students and their families is essential to nurturing a growth mindset and supporting students to succeed, but the way *i-Ready* measures student growth and what they can do with that information may require explanation. Use these tips to help explain Typical Growth and Stretch Growth and making important next steps tangible for students and their families.

| Tips | Details |
|---|---|
| **Describe Typical Growth as "the average annual growth for students whose Diagnostic performance was similar at the beginning of the year" or "the average growth of students who started with the same performance on the Diagnostic made in one school year."** | Explain to families:<br>• Typical Growth will help us understand how your student is growing compared to students like them, so we can decide if they need more support. We want them to make it more than halfway to this target by midyear and to beat the target by the end of the school year.<br>• Even with this goal in mind, Typical Growth is not a recommendation for how much your student should grow this year. They may need to make more growth to reach grade-level proficiency. |
| **Describe Stretch Growth as "an ambitious but attainable target that all students should strive for."** | Explain to families:<br>• Meeting Stretch Growth will help put your student on a path toward their proficiency goals, either getting to grade level or reaching advanced levels. Meeting Stretch Growth this year puts them on the path—it may take more than one year to get to grade level.<br>• Stretch Growth is truly a stretch. Not all students are expected to meet Stretch Growth this year, but we want them to try so they can move as close to proficiency as possible.<br>• If your student doesn't meet Stretch Growth, it does not mean they didn't work hard or that they did not learn. There are many other reasons why students may not meet this target, and any progress they've made brings them that much closer to grade level. |
| **Let families know what steps they can take to help their students work toward their growth targets.** | • Use our tips for engaging families, the *i-Ready* Family Center, and the Understanding Your Student's Diagnostic Data resource (available in multiple languages).<br>• Use Diagnostic Results and your observations to highlight students' accomplishments in addition to their progress to growth measures.<br>• Let families know your plans, their students' goals, and what they can do to help their students move forward. |

# Engaging Students and Their Families in Growth, Cont'd.

| Tips | Details |
|---|---|
| **Make Typical Growth and Stretch Growth part of your regular goal-setting and student engagement practice.** | • Use our tips and resources for engaging students and setting and tracking growth goals, including Student Data Chats that specifically reference Typical Growth and Stretch Growth.<br>• Use your in-depth knowledge of your students to help set goals that will work for them. You may notice that some students will be motivated by their ambitious Stretch Growth target, while others may feel more comfortable with a starting goal that falls between their Typical Growth and Stretch Growth targets.<br>• Involve students in goal setting, including outlining measurable actions (e.g., passing *i-Ready Personalized Instruction* lessons, practicing specific skills) and habits (e.g., taking notes, asking for help) that support progress toward Typical Growth and Stretch Growth over time. |

**Always follow district and school guidance for sharing student Diagnostic results and growth data with families.**

*Example communication:*

**Teacher**

*Tyran finished his second Diagnostic and made 45% of his Typical Growth target. We'd like him to be at least halfway to Typical Growth at this point, so his growth would be closer to what we'd expect for the average student who started the year where he did on the Diagnostic. Ideally, I'd like him to beat Typical Growth and get closer to his Stretch Growth target to end the year closer to grade level.*

**Family**

*But we worked so hard and read together every day! What else can we do to help?*

**Teacher**

*I appreciate all you did to help Tyran with his reading. From his Diagnostic results and class participation, I know that he made important progress in phonics and built on his base of sight words, and he was very close to moving up one placement level. I'd like him to keep working on vocabulary and comprehension. Can I show you some things you can do at home that may help him meet that Typical Growth target and move closer to his Stretch Growth goal?*

**Family**

*Absolutely. We may not make it all the way this year, but we want him to get as close to grade level as possible.*