i-Ready Assessment

A Longitudinal Examination of Student Academic Performance and Growth During COVID

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Research Questions/Method

- Main Research Question: How did student growth during COVID differ from student growth prior to COVID?
- Quick Methodological Notes:
  - Following students longitudinally (over 6 testing occasions)
  - Controlling for race/ethnicity, poverty, locale, weeks between each assessment, and initial placement
  - 3 level piecewise linear growth model
  - Looking at overall change and rate of change in scale scores, not differences in scale scores or relative grade-level placements
  - In-school vs remote testing

Who is in the sample?

1.9m+
students who took the
i-Ready Diagnostic for **Reading**
included in this analysis

2.3m+
students who took the
i-Ready Diagnostic for **Mathematics**
included in this analysis

Group	Fall 1	Winter 1	Spring 1	Fall 2	Winter 2	Spring 2	Fall 3
Pre-COVID	Fall 2016	Winter 2017	Spring 2017	Fall 2017	Winter 2018	Spring 2018	Fall 2018
	Fall 2017	Winter 2018	Spring 2018	Fall 2018	Winter 2019	Spring 2019	Fall2019
COVID	Fall 2019	Winter 2020	(Spring 2021)	Fall 2020	Winter 2021	Spring 2021	Fall 2021*

Student Growth Key Findings

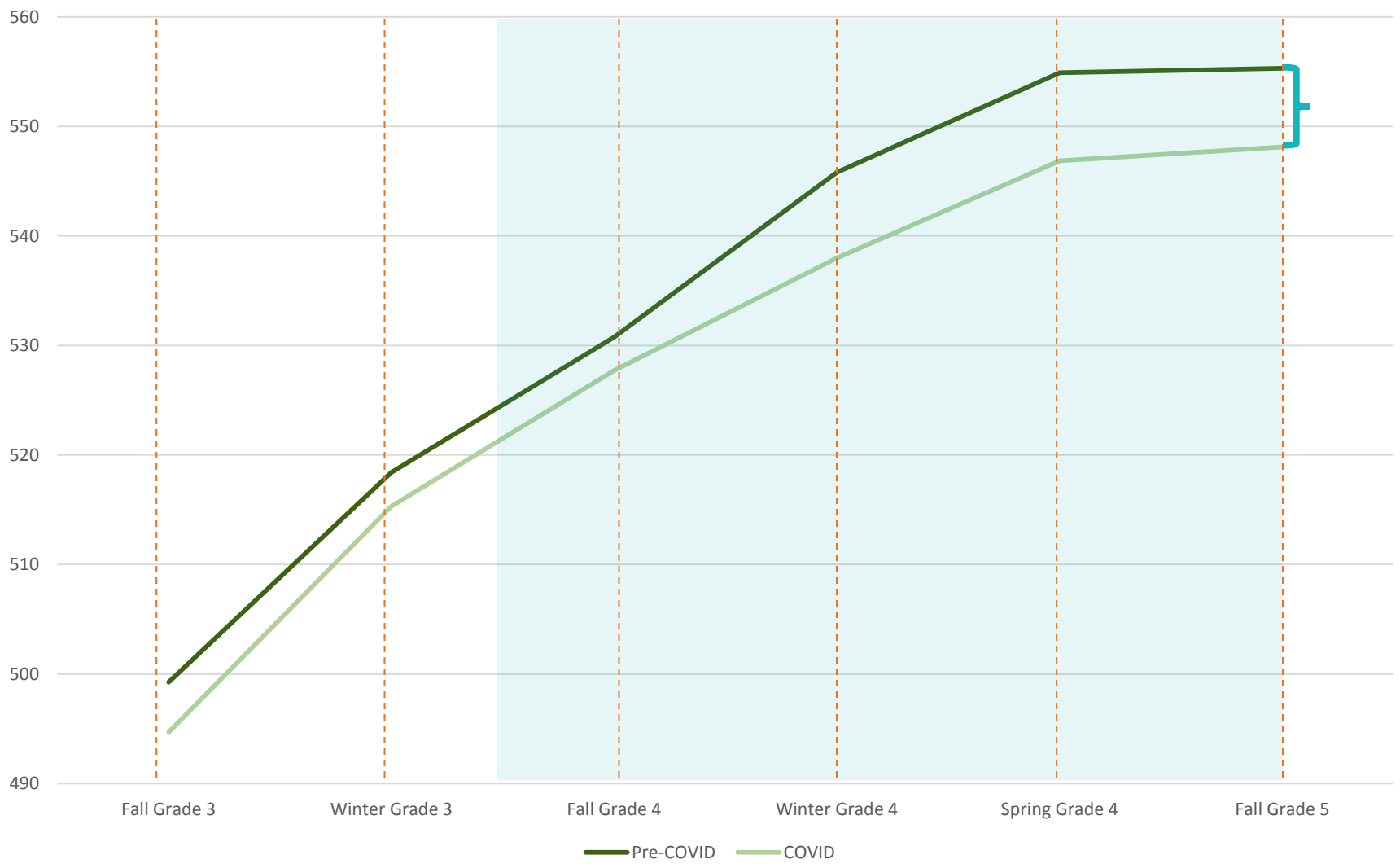
1. While most students experienced some academic setbacks, the pandemic has not impacted all students in the same way or to the same degree.

2. Those that came into the pandemic most vulnerable to educational and resource inequities are at the greatest risk of not catching up to the unfinished learning experienced during the pandemic.

3. Some students were more impacted than others:
   - Students who are still learning to read
   - Students moving from procedural to conceptual math problems
   - Students in schools serving a higher proportion of Black and Latino students
   - Students in schools in lower-income neighborhoods
   - Students who were already two or more grade levels behind.

4. Inequities in learning that have existed for students of color and students in lower-income communities long before the pandemic were maintained, if not exacerbated, by the condition of education during the pandemic.

Reading from Start of Grade 3 to Start of Grade 5



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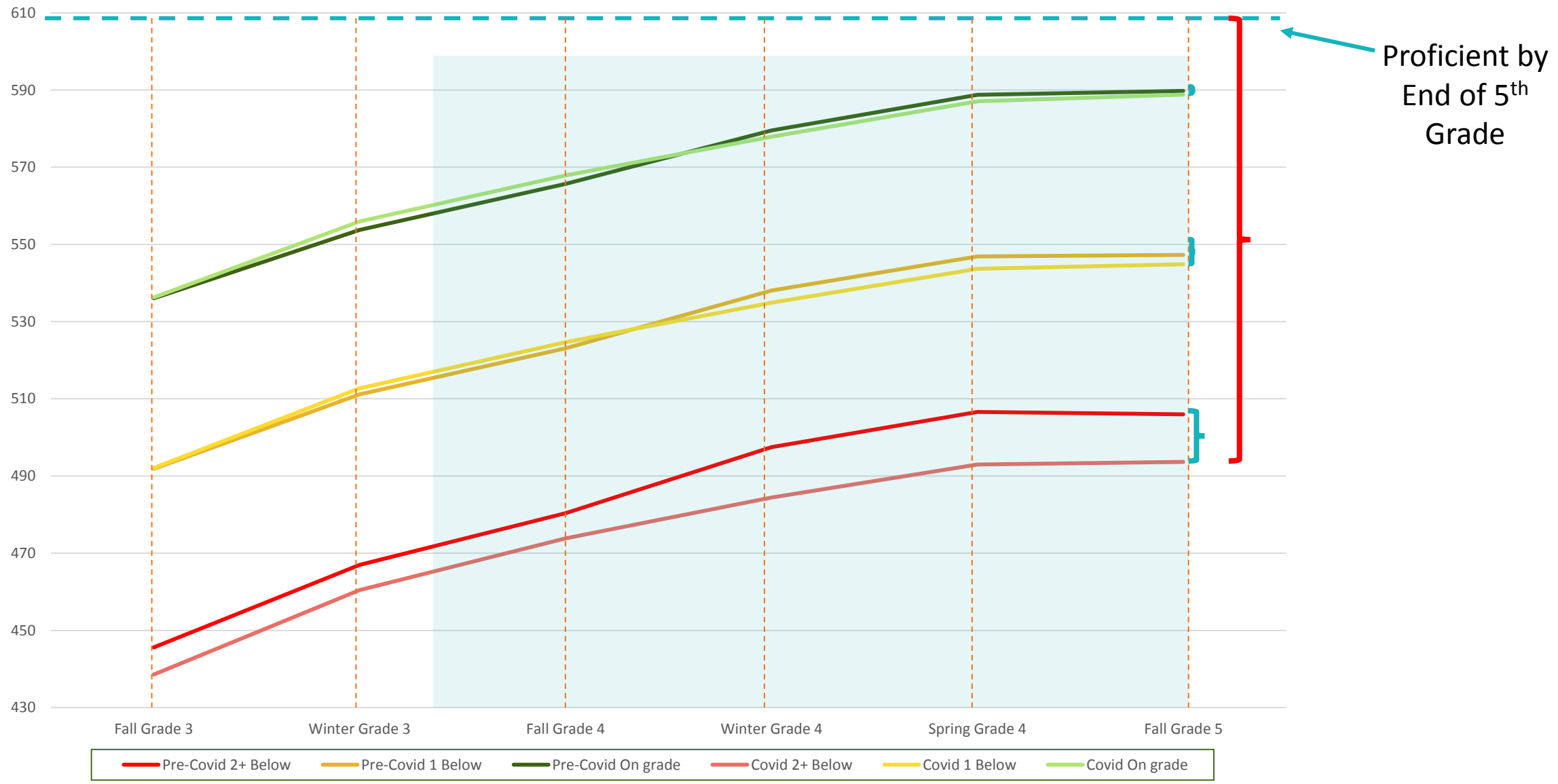
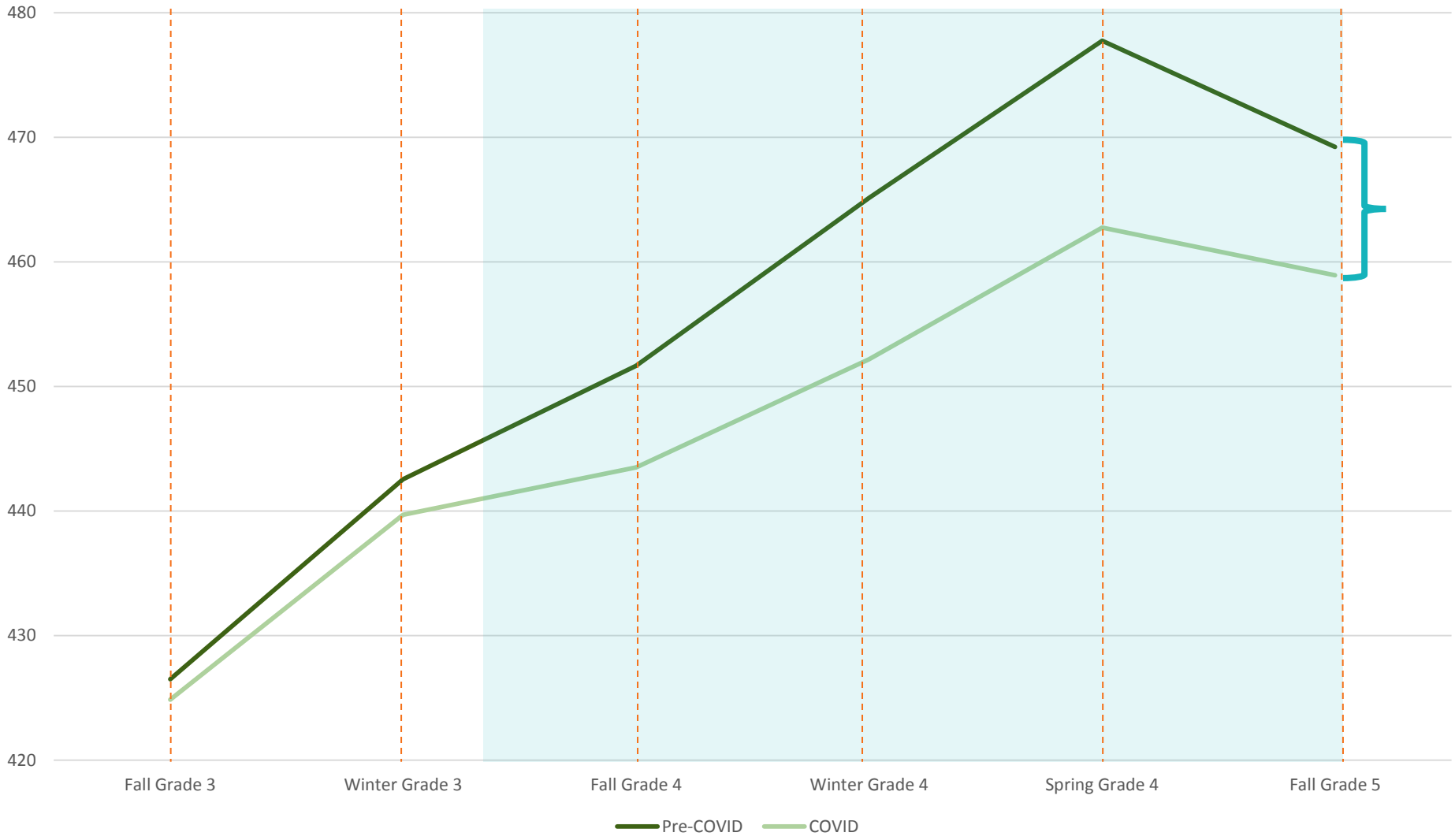


Mathematics from Start of Grade 3 to Start of Grade 5



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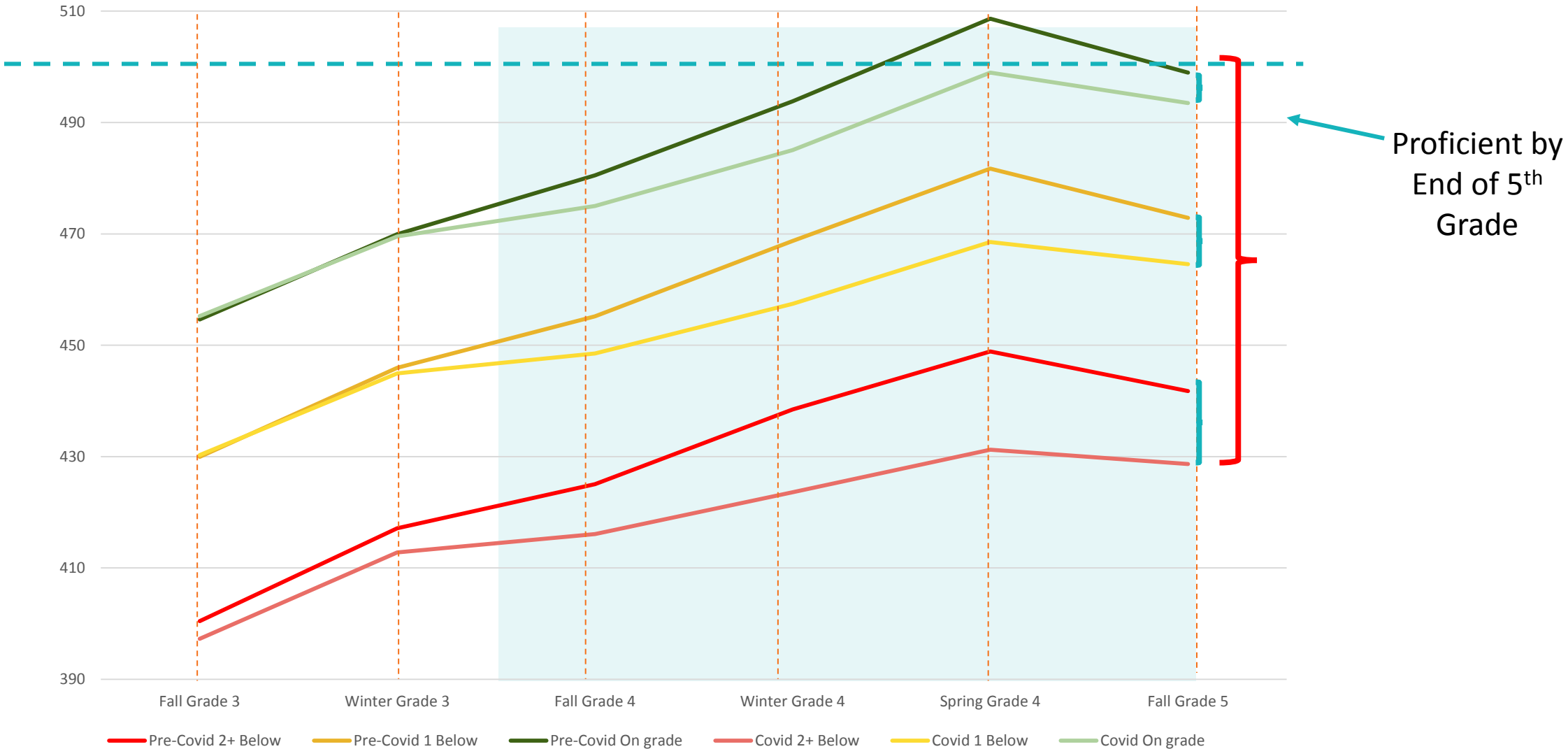
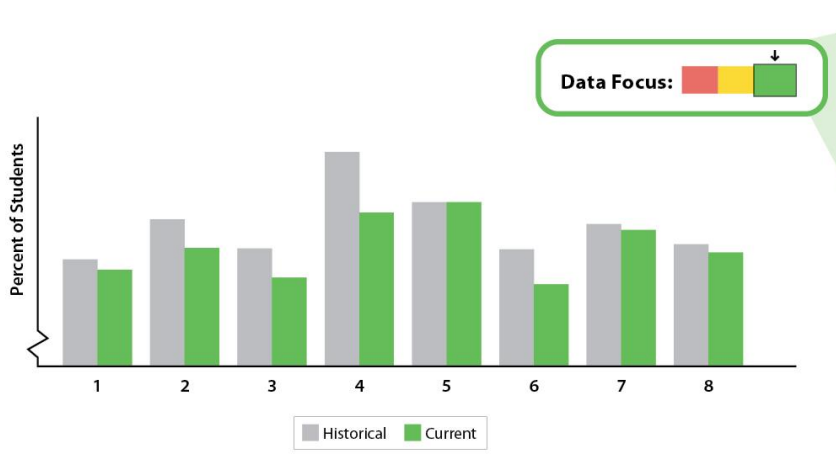
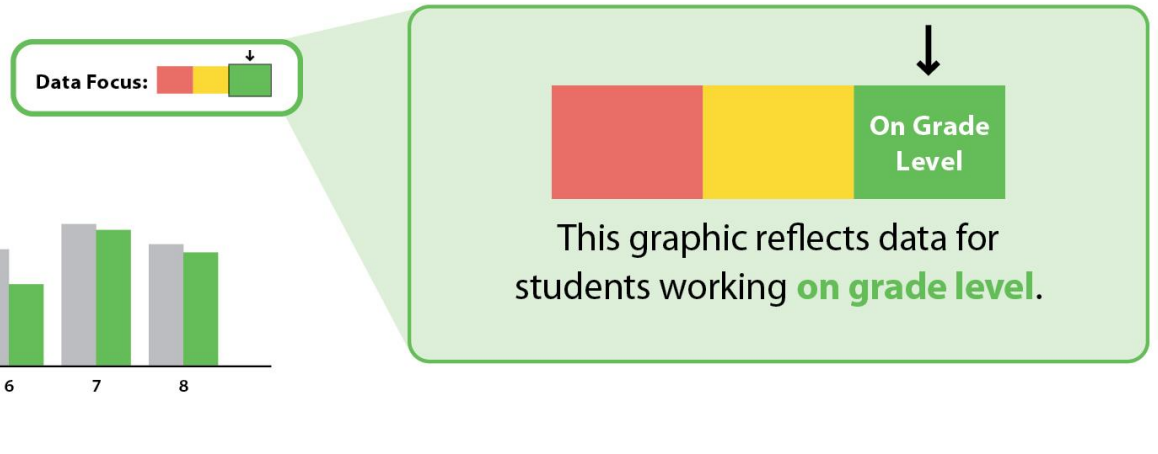


What are we seeing in the 2021-2022 data so far?

Understanding the Data in This Presentation





This graphic reflects data for students working **on grade level**.

This graphic reflects data for students working **below grade level**.

Subject

- Winter 2022
- Winter 2021
- Historical Comparison

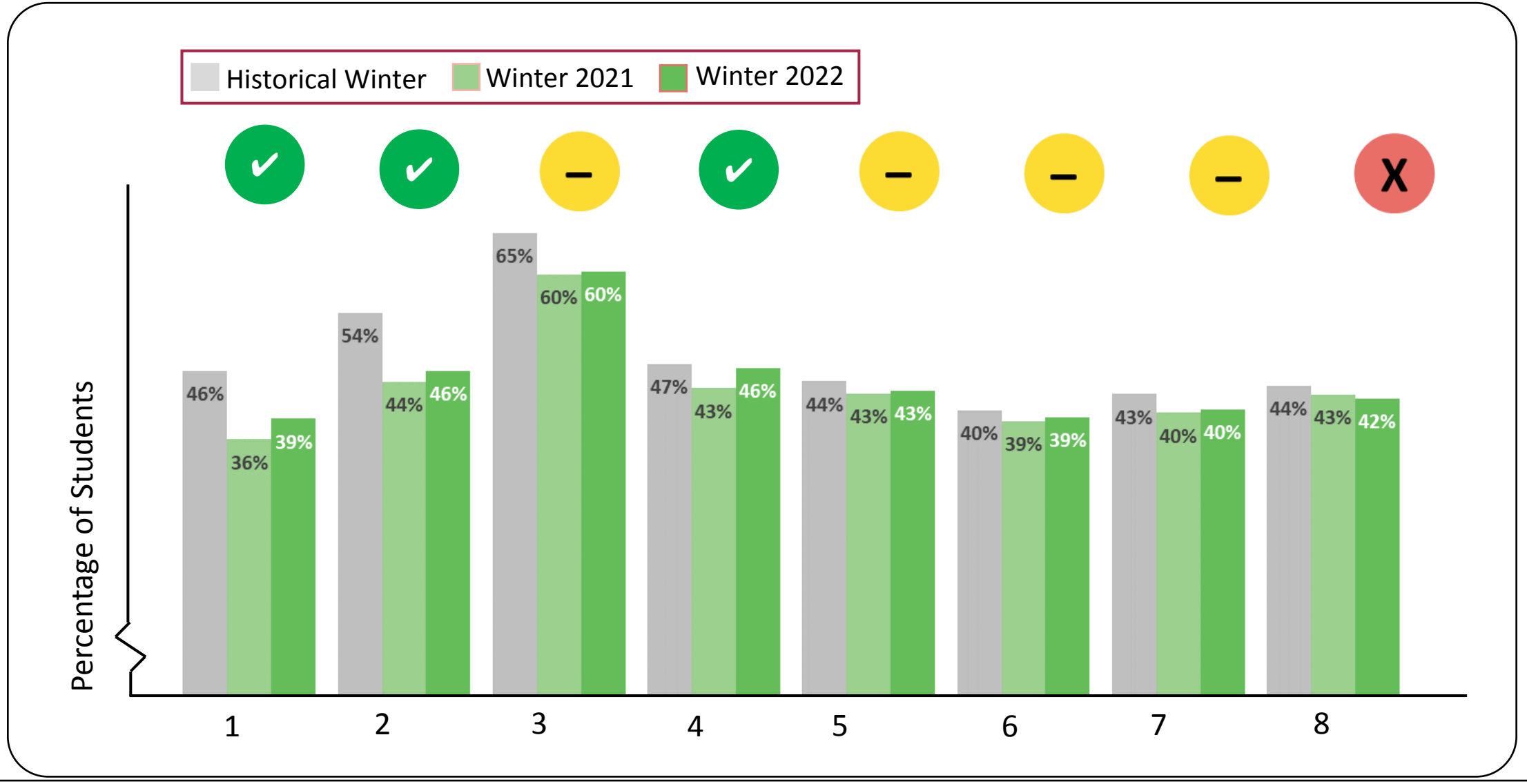
Location

- In School
- National Results

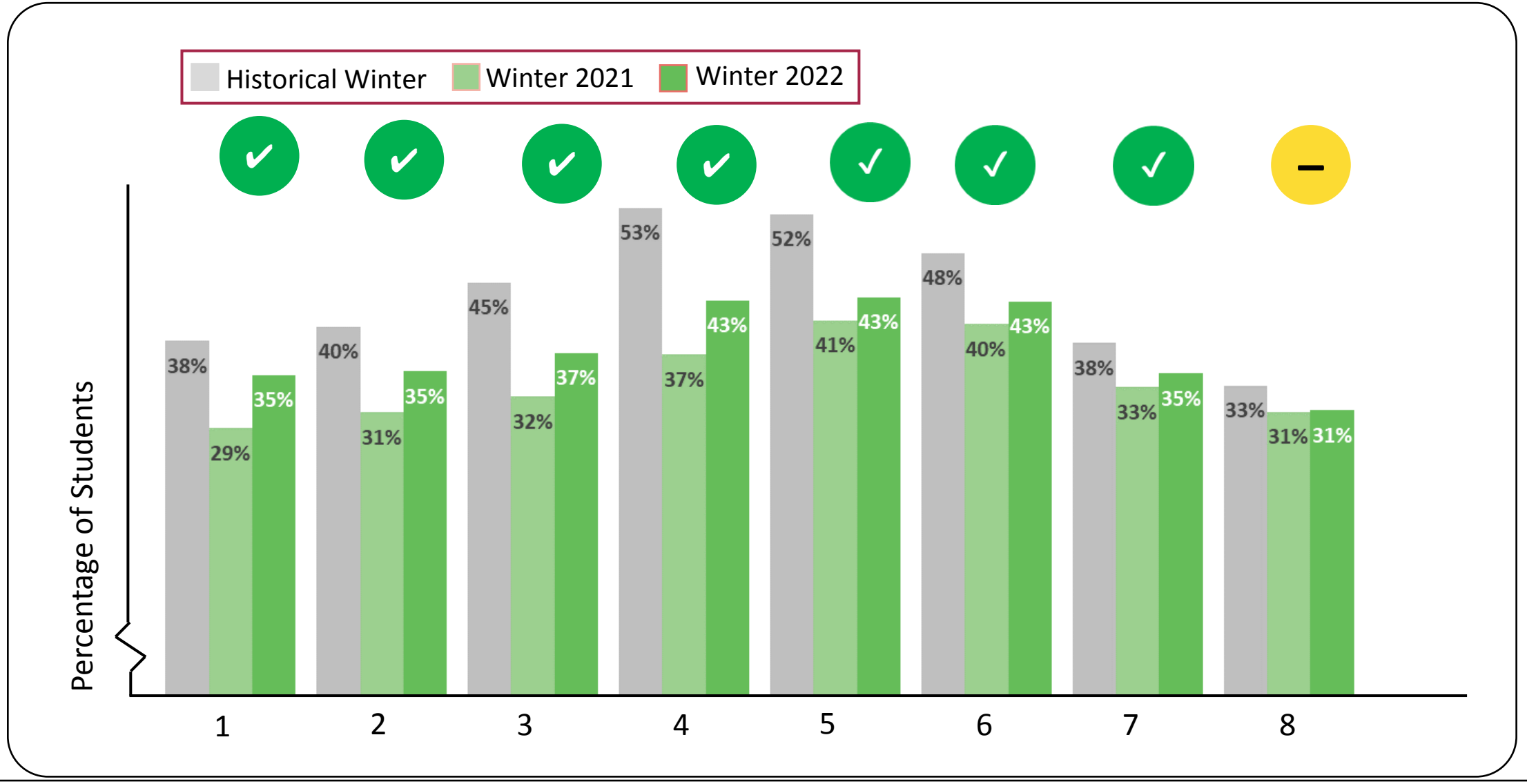
Student Grade Level Performance Key Findings

1. In reading, fewer students are on grade level in early grades compared to historical averages; students in upper-elementary and middle school grades are close to pre-pandemic levels.
2. In mathematics, fewer students are on grade level compared to historical winter averages in nearly all grades.
3. Fewer students in schools serving mostly Black and Latino students are on grade level compared to schools serving mostly White students, and these inequities pre-date the pandemic.
4. Fewer students in schools in lower-income zip codes are on grade level compared to students in schools in higher-income zip codes, and these inequities also pre-date the pandemic.
5. Compared to last winter, the percentage of students who are on grade level or below grade level varies; students have made improvements in mathematics and there are mixed results in reading.

How does academic achievement in winter 2022 compare to winter 2021 in reading?



How does academic achievement in winter 2022 compare to winter 2021 in mathematics?



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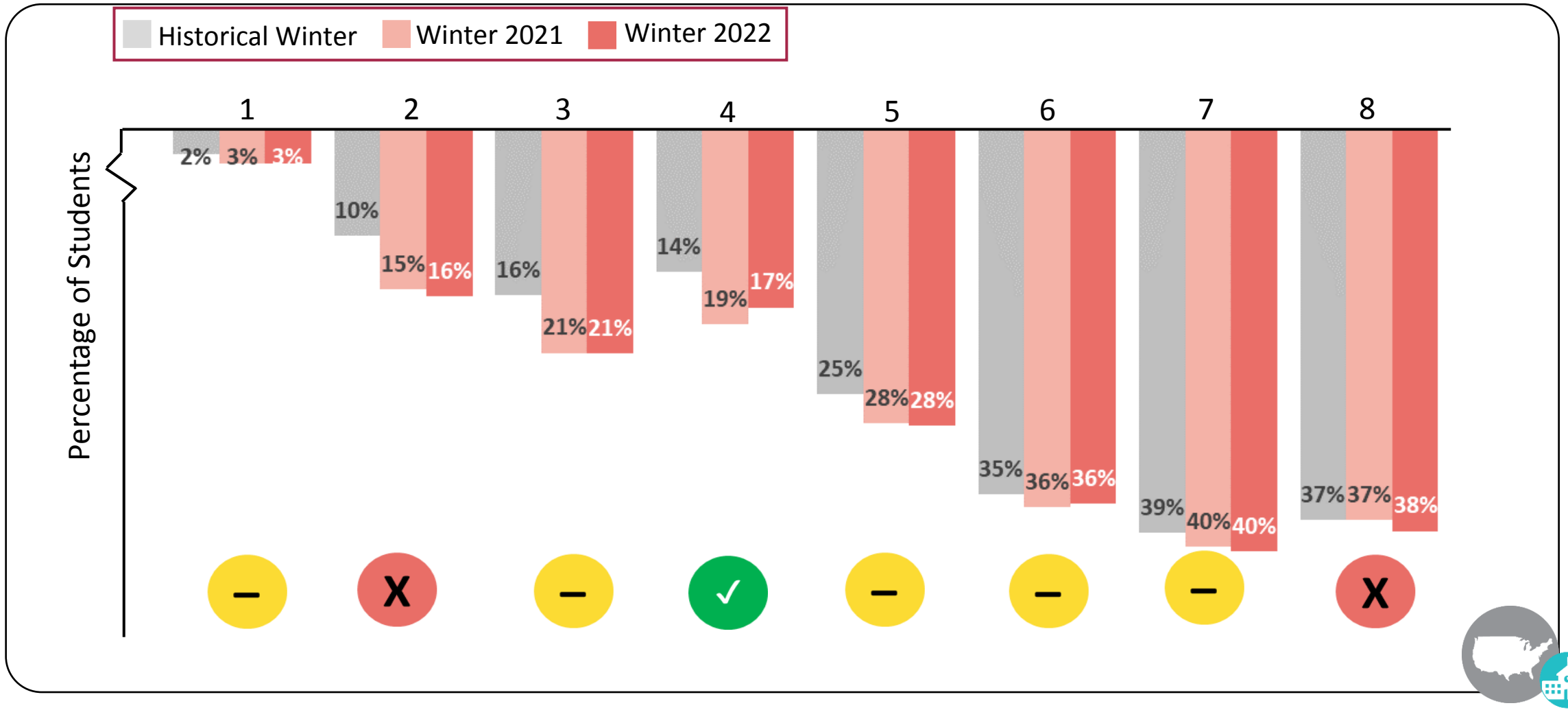

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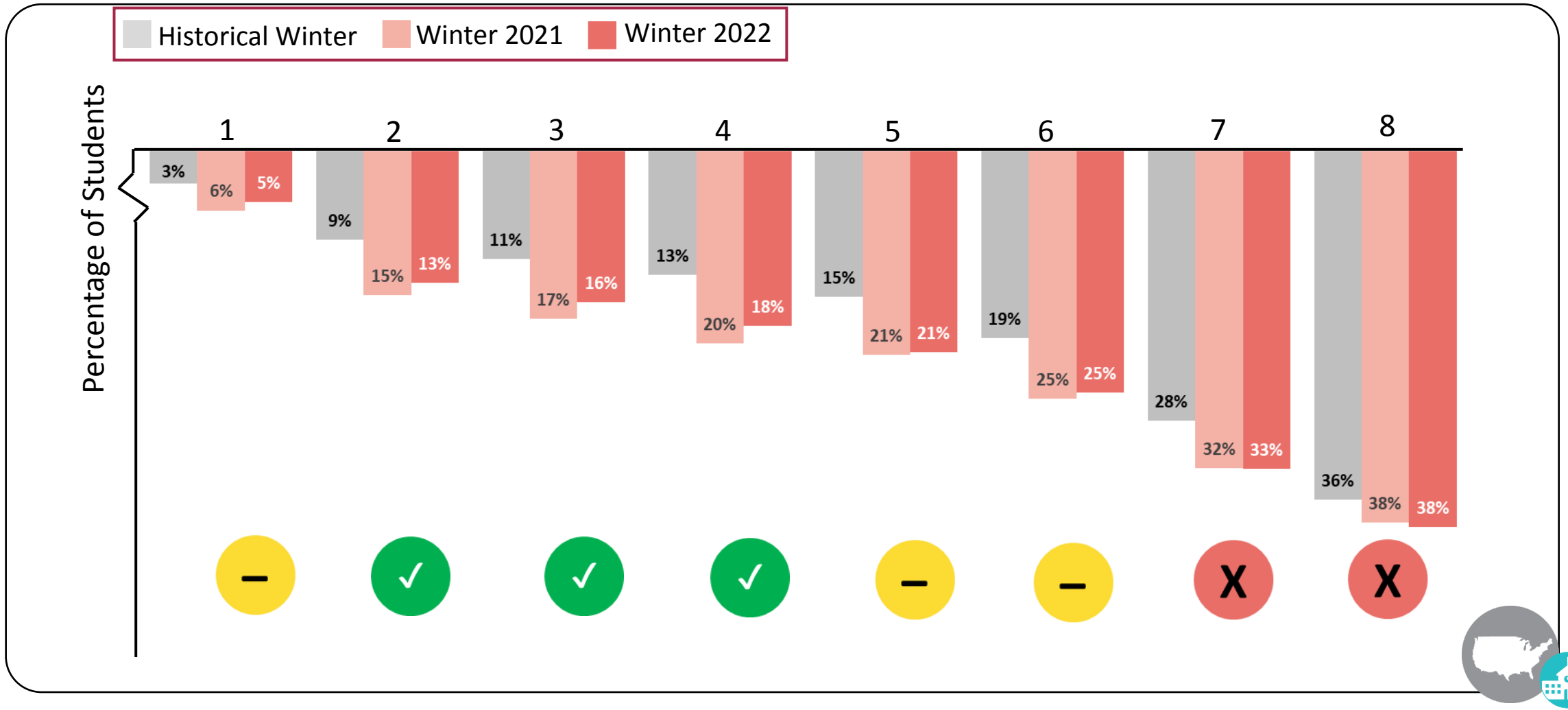

Final Thoughts

- Getting back to normal isn't good enough – we need to accelerate student learning
- The impact was not the same for all students – while almost all students struggled, those furthest behind and those with the strongest headwinds consistently lost the most ground
- A long-term view is critical – getting kids who are performing 2 or more grades below grade level to on grade level proficiency does not happen in one year
- One-size does not fit all – there are no silver bullets

Read the Research on Unfinished Learning

Research on Academic Achievement This Year

- **Understanding Student Learning**
- **Student Growth During COVID-19: Grade Level Readiness Matters**
- **Revisiting the Digital Divide: Digital Learning During the Pandemic**
- **The Impact of COVID-19 on Student Academic Growth**
- **Factors Related to Testing Location during the 2020-2021 School Year**

https://www.curriculumassociates.com/research-and-efficacy/unfinished-learning-research