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To: Christopher Papst <CPapst@sbgstv.com>; Chambers, Gwendolyn A; Media

Greetings Chris! It's a great day in City Schools.

The following is our response:

As we previously stated to WBFF-TV, i-Ready scores do not provide a complete or final picture of student performance. City Schools uses i-Ready to provide checkpoints on student progress during the school year. **This was the first in-person checkpoint for students at Patterson High School after 18 months of disruption caused by the pandemic. For some students, their last in-person experience was in middle school during their seventh-grade year.**

Not all students at Patterson High participated in the i-Ready diagnostic on September 9-10, 2021 - as many as 616 of the school's 1,045 students took either the math or reading assessment. The diagnostic was given 6.5 days of school after the school year started on 8/31/2021.

Over 40% of participating students were classified as English language learners and did not receive the accommodations they would receive on state-required assessments such as the Maryland Comprehensive Assessment Program (MCAP). This means they took the test in English despite not having a full command of the language.

- o Note: English Learners are exempt from the ELA state assessment during their first year in the country. Students are assessed on i-Ready without accommodations to provide teachers with a complete understanding of their students' strengths and areas where additional supports are needed. This means they took the English diagnostic without additional support to aid them in their limited language proficiency.

**The Patterson High leadership team uses diagnostic data like this to address the student performance captured in the checkpoint, including:**

- Allocating \$70,000 to purchase READ 180, a research-based reading intervention program targeting 9th-grade students reading at a 6th-grade level or below.
- Creating 11 sections of Strategic Reading classes.
- Using the Achieve 3000 intervention tool three times weekly to target reading fluency and reading stamina for the first 15 minutes of class. The frequency of this intervention will increase to five times a week in the second semester.
- Providing students with software that allows them to work on their proficiency at home.

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