Mountain View Whisman School District

Learning Recovery Plan

July 2021

Alignment to the Strategic Plan

Strategic Plan 2027

Goal Area #1: Effective and consistent instructional practices that meet the needs of all students

Background

Background - Unfinished Learning

As we analyze the cost of the pandemic, we use the term "unfinished learning" to capture the reality that students were not given the opportunity this year to complete all the learning they would have completed in a typical year. Some students who have disengaged from school altogether may have slipped backward, losing knowledge or skills they once had. The majority simply learned less than they would have in a typical year, but this is nonetheless important. Students who move on to the next grade unprepared are missing key building blocks of knowledge that are necessary for success, while students who repeat a year are much less likely to complete high school and move on to college."

-McKinsey and Company, *Covid-19 and education: The lingering effects of unfinished learning.*

Background - Unfinished Learning

- On July 27, 2021 McKinsey and Company released the following report: *Covid-19 and education: The lingering effects of unfinished learning*
- Their analysis shows that the impact of the pandemic on K–12 student learning was significant.
- To assess student learning through the pandemic, they analyzed Curriculum Associates' i-Ready in-school assessment results of more than 1.6 million elementary school students across more than 40 states.
- They compared students' performance in the spring of 2021 with the performance of similar students prior to the pandemic.
  - Students testing in 2021 were about ten points behind in math and nine points behind in reading, compared with matched students in previous years.
- To get a sense of the magnitude of these gaps, they translated these differences in scores to a more intuitive measure—months of learning
  - They found that this cohort of students is five months behind in math and four months behind in reading, compared with where we would expect them to be based on historical data.
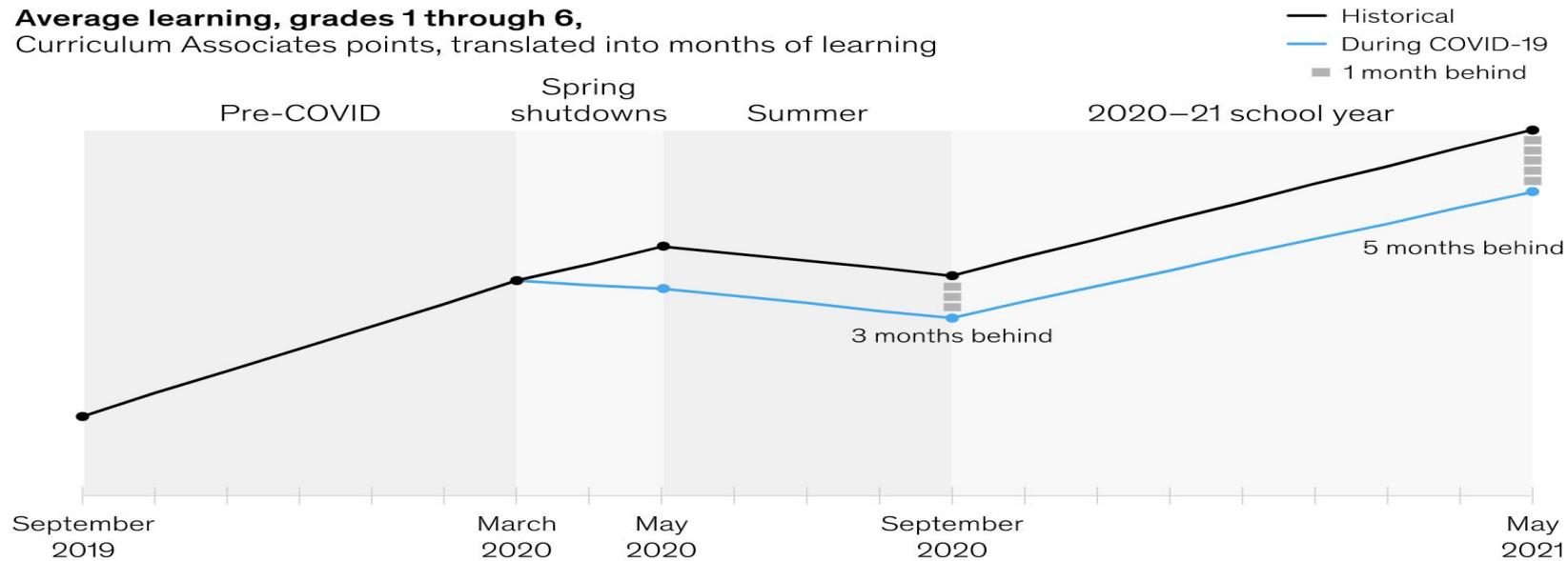
iReady Math Nationwide Pandemic effects

McKinsey & Company, Covid-19 and education: The lingering effects of unfinished learning. July 27, 2021

The initial shock was especially severe in math, with students learning little, if anything, during the initial spring shutdowns.

Average learning, grades 1 through 6,
Curriculum Associates points, translated into months of learning

Legend:
— Historical
— During COVID-19
■ 1 month behind

Pre-COVID | Spring shutdowns | Summer | 2020–21 school year

3 months behind

5 months behind

September 2019 | March 2020 | May 2020 | September 2020 | May 2021

Source: Curriculum Associates i-Ready assessment data

The nationwide trends described here are similar to the unfinished learning trends that we are seeing in MVWSD in Math, with some subgroups showing less growth. Not all students students met their yearly growth targets
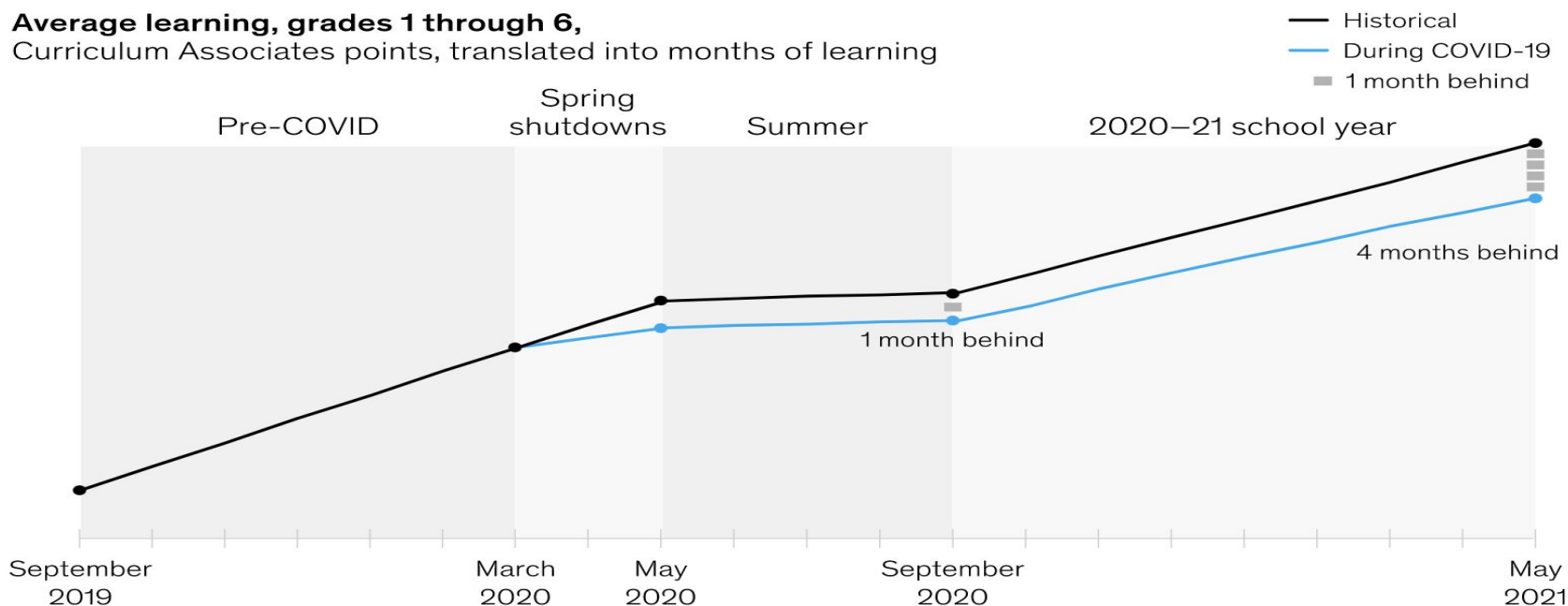
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iReady Reading Nationwide
Pandemic effects

McKinsey & Company, Covid-19 and education: The lingering effects of unfinished learning. July 27, 2021

The initial shock was less severe in reading, but losses continued to build up over the 2020–21 school year.

Average learning, grades 1 through 6,
Curriculum Associates points, translated into months of learning

Legend:
— Historical
— During COVID-19
▪ 1 month behind

Pre-COVID | Spring shutdowns | Summer | 2020–21 school year

4 months behind

1 month behind

September 2019 | March 2020 | May 2020 | September 2020 | May 2021

Source: Curriculum Associates i-Ready assessment data

The nationwide trends described here are similar to the unfinished learning trends that we are seeing in MVWSD in Reading with some subgroups showing less growth. Not all students students met their yearly growth targets

Learning Recovery in MVWSD

- Identify how students may been impacted by the pandemic in terms of learning progress.
- Develop a plan supporting academic recovery for all students - At, Above, Below Grade Level. Academic Recovery will be a multi-year process for many students.
- Staff professional development provided to support academic recovery for all students
- Education Trust research recommends 3 strategies to address "unfinished learning".
  - Expanded Learning Time
  - Targeted Intensive Tutoring
  - Importance of Strong Relationships

Expanded Learning Time

ELT encompasses programs or strategies implemented to **increase the amount of instruction and learning students experience**. ELT strategies include **after school, summer, and in-school programs**.

Additional time can be beneficial to students, but only if that time is spent in ways that maximize teaching and learning.

Education Trust research: *Strategies to Solve Unfinished Learning - Expanded Learning Time*

Targeted Intensive Tutoring

Targeted intensive tutoring, often referred to as **high-dosage tutoring**, consists of having the same tutor to work over an extended period of time (e.g., all year, every school day) on academic skills, such as **math or reading**. In the most effective versions, an **individual tutor works with one or two students at a time**, using a skill-building curriculum closely aligned with the math or reading curriculum used throughout the school and targeted to the student's academic needs.

Education Trust research: [Strategies to Solve Unfinished Learning - Targeted Intensive Tutoring](#)

Two-Pronged Approach

District-wide Strategies

- Strategies in place at all school sites through district funding

Site-Based Grants

- Allocations to sites to implement prioritized strategies in the site-developed plan

What Does the Data Tell Us?

iReady Districtwide: Reading

Overall Placement
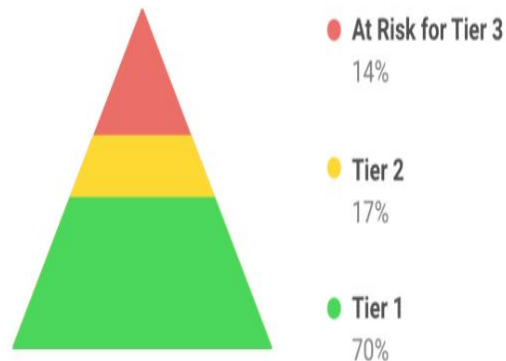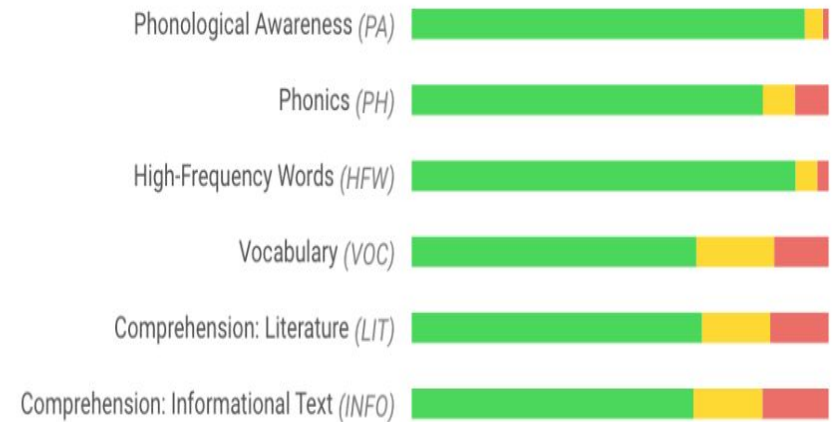
- At Risk for Tier 3
  14%
- Tier 2
  17%
- Tier 1
  70%

Placement By Domain

Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Literature (LIT)
Comprehension: Informational Text (INFO)

Tier 1: On or above grade level
Tier 2: One grade level below
Tier 3: Two or more grade levels below

iReady: Reading Tiers - By School

School			
BENJAMIN BUBB ELEM SCHOOL	81%	13%	6%
CRITTENDEN MIDDLE SCHOOL	62%	16%	22%
EDITH LANDELS ELEM SCHOOL	77%	15%	8%
FRANK L HUFF ELEMENTARY SCHOOL	88%	10%	2%
GABRIELA MISTRAL ELEM SCHOOL	64%	28%	8%
GRAHAM MIDDLE SCHOOL	62%	13%	25%
JOSE ANTONIO VARGAS ELEMENTARY	79%	15%	6%

iReady: Reading Tiers - By School

MARIANO CASTRO ELEM SCHOOL — 29% | 33% | 38%

MONTA LOMA ELEMENTARY SCHOOL — 69% | 24% | 7%

STEVENSON ELEM SCHOOL — 89% | 9% | 2%

THEUERKAUF ELEMENTARY SCHOOL — 67% | 25% | 8%

iReady Districtwide: Math

Overall Placement
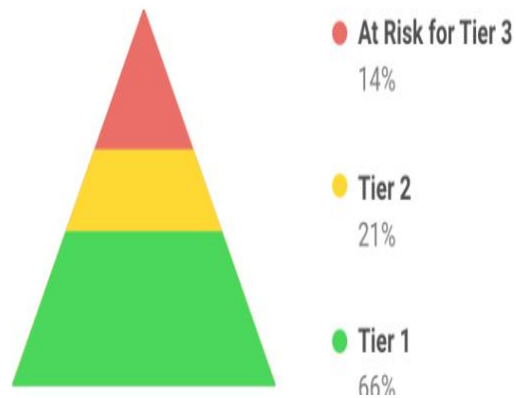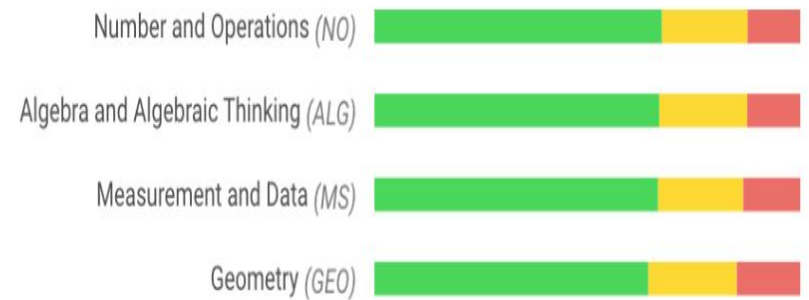
- **At Risk for Tier 3**
  14%
- **Tier 2**
  21%
- **Tier 1**
  66%

Placement By Domain

- Number and Operations *(NO)*
- Algebra and Algebraic Thinking *(ALG)*
- Measurement and Data *(MS)*
- Geometry *(GEO)*
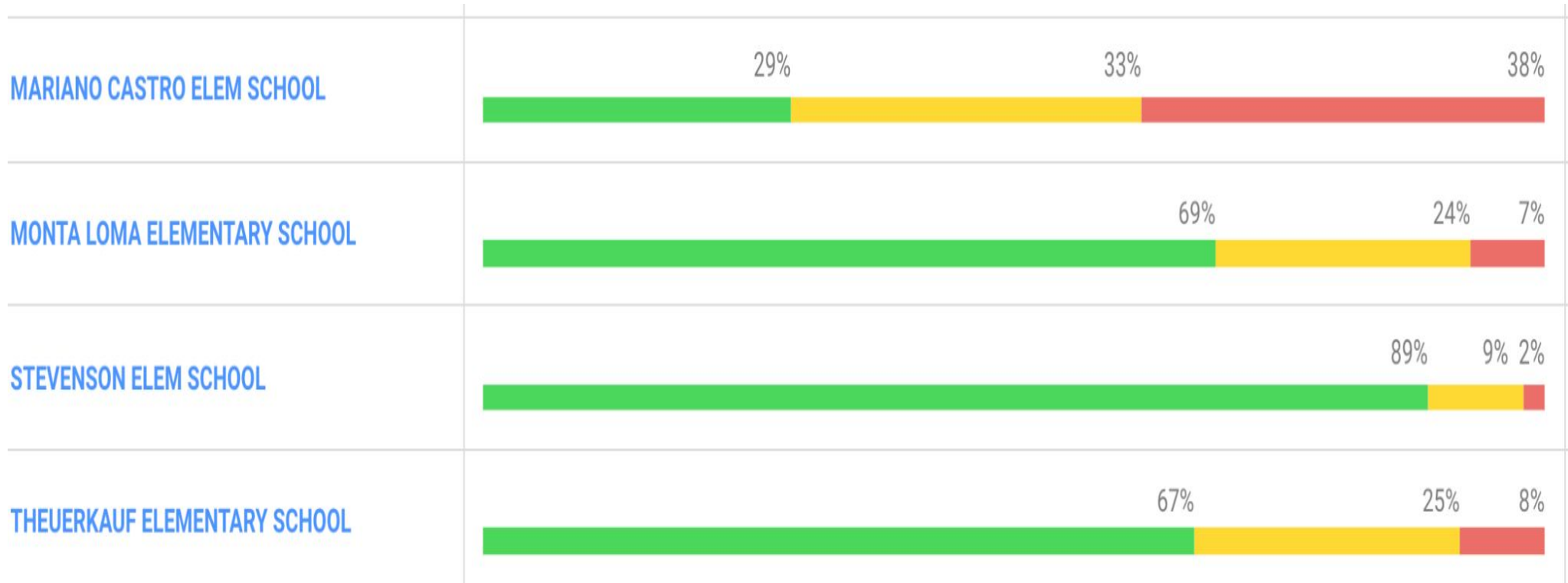
Tier 1: On or above grade level
Tier 2: One grade level below
Tier 3: Two or more grade levels below

iReady: Math Tiers - By School
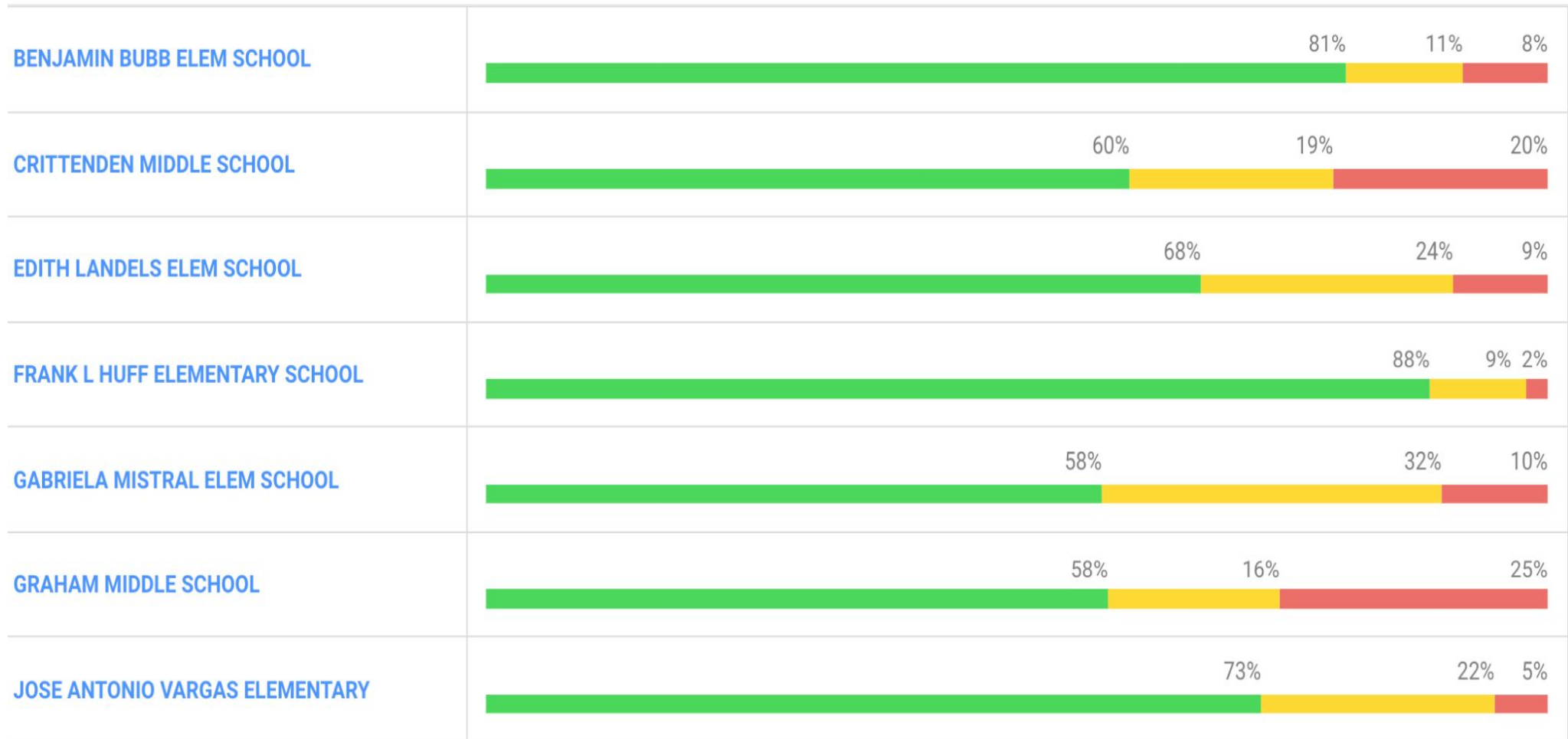
School	Green	Yellow	Red
BENJAMIN BUBB ELEM SCHOOL	81%	11%	8%
CRITTENDEN MIDDLE SCHOOL	60%	19%	20%
EDITH LANDELS ELEM SCHOOL	68%	24%	9%
FRANK L HUFF ELEMENTARY SCHOOL	88%	9%	2%
GABRIELA MISTRAL ELEM SCHOOL	58%	32%	10%
GRAHAM MIDDLE SCHOOL	58%	16%	25%
JOSE ANTONIO VARGAS ELEMENTARY	73%	22%	5%

iReady: Math Tiers - By School

School			
MARIANO CASTRO ELEM SCHOOL	21%	45%	34%
MONTA LOMA ELEMENTARY SCHOOL	63%	27%	9%
STEVENSON ELEM SCHOOL	87%	11%	2%
THEUERKAUF ELEMENTARY SCHOOL	56%	32%	11%
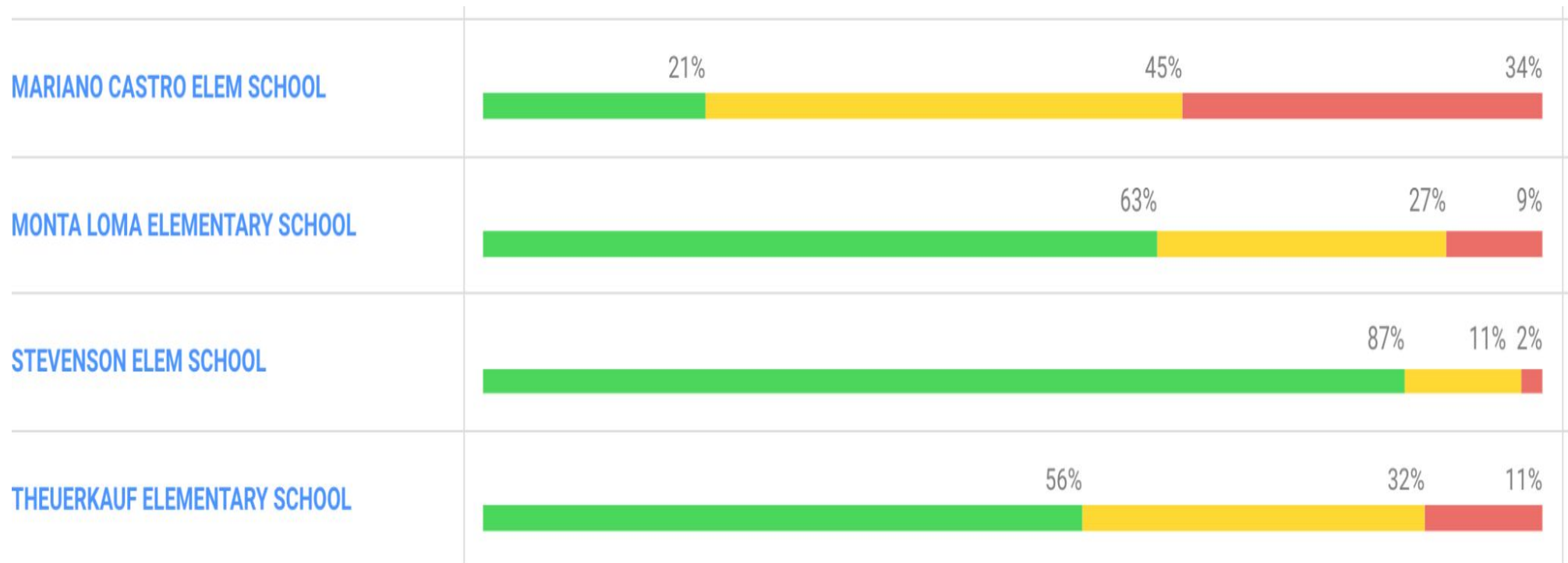
Attendance and Engagement Data

Attendance and Engagement Data

- Does not include Asynchronous Wednesdays
- Includes instructional days until in-person Hybrid Instruction
- DL codes were used by teachers at the end of the instructional day to indicate a student's level of engagement.
  - DL 3 Code = Full Participation

Attendance >=20% Absent by School

	Absent < 20%		Absent >= 20%	
SCHOOLS	**#**	**%**	**#**	**%**
BU	407	98.31%	7	1.69%
CA	325	97.31%	9	2.69%
IM	507	99.41%	3	0.59%
LA	454	97.84%	10	2.16%
MI	373	99.47%	2	0.53%
ML	290	95.71%	13	4.29%
ST	460	98.29%	8	1.71%
TH	325	95.31%	16	4.69%
VA	340	98.27%	6	1.73%
CR	611	98.07%	12	1.93%
GR	874	99.32%	6	0.68%

Attendance Rate by Subgroup: SED, EL Status, SWD

SCHOOLS	EL	EO	RFEP	SED	SWD	Schoolwide
BU	95.31	98.35	98.49	95.64	95.17	**98.11**
CA	95	95.82	97.69	95.36	93.03	**95.75**
IM	97.18	98.64	99.16	96.84	97.8	**98.65**
LA	94.97	97.65	98.69	94.67	96.25	**97.03**
MI	98.01	98.37	98.67	98.18	97.6	**98.31**
ML	93.51	96.91	99.1	93.87	93.21	**96.58**
ST	98.73	97.92	99.64	99.26	94	**98.25**
TH	95.63	96.66	97.27	95.06	96.23	**96.34**
VA	95.6	97.72	98.84	95.96	93.97	**97.69**
CR	96.75	98.41	98.29	96.62	95.29	**98.25**
GR	97.25	99.4	98.91	98.03	98.02	**99.01**

Attendance by Subgroup: Ethnicity

SCHOOLS	Asian	Hispanic	White	Schoolwide
BU	99.35	96.18	98.34	**98.11**
CA	98.57	95.4	97.97	**95.75**
IM	99.19	96.78	98.67	**98.65**
LA	97.89	95.66	97.06	**97.03**
MI	99.07	98.13	98.46	**98.31**
ML	99.19	94.96	97.12	**96.58**
ST	98.97	98.8	97	**98.25**
TH	97.94	95	96.61	**96.34**
VA	99.37	96.67	97.78	**97.69**
CR	98.99	97.72	98.55	**98.25**
GR	99.8	98.24	99.44	**99.01**

Student Engagement- By EL Status

	EL		EO		RFEP		Total #	Schoolwide
	#	DL3 %	#	DL3 %	#	DL3 %		DL3 %
BB	49	**81.83%**	250	89.11%	48	92.92%	395	89.12%
CA	210	**65.79%**	37	77.89%	51	80.41%	322	71.23%
IM	62	**82.72%**	259	90.76%	75	90.08%	498	90.35%
LN	81	**59.18%**	247	80.03%	52	86.19%	441	77.46%
MI	131	**83.05%**	159	87.39%	25	85.63%	362	85.98%
ML	59	**62.44%**	173	75.23%	35	83.49%	292	74.46%
ST	26	**87.02%**	287	88.99%	46	89.93%	452	89.43%
TH	85	**86.22%**	177	86.17%	27	92.21%	324	86.78%
VA	57	**70.91%**	157	82.08%	47	81.39%	326	81.25%
CR	50	**76.99%**	313	91.53%	193	88.77%	613	89.63%
GR	98	**72.56%**	407	92.41%	282	85.55%	872	88.05%
Total	908	73.68%	2466	87.30%	881	86.92%	4897	85.14%

Student Engagement: By SED

	Not SED		SED		Total Enrolled	Schoolwide
	#	DL3 %	#	DL3 %	#	DL3 %
BB	332	90.76%	63	**80.43%**	395	89.12%
CA	44	84.29%	278	**69.16%**	322	71.23%
IM	468	91.37%	30	**74.43%**	498	90.35%
LN	322	82.63%	119	**63.47%**	441	77.46%
MI	195	86.90%	167	**84.90%**	362	85.98%
ML	202	80.09%	90	**61.81%**	292	74.46%
ST	426	89.42%	26	**89.58%**	452	89.43%
TH	210	89.00%	114	**82.70%**	324	86.78%
VA	237	85.78%	89	**69.19%**	326	81.25%
CR	411	93.31%	202	**82.15%**	613	89.63%
GR	587	92.75%	285	**78.38%**	872	88.05%
Total	**3434**	**89.18%**	**1463**	**75.65%**	**4897**	**85.14%**

Student Engagement - By SWD

	Non SWD		SWD		Total Enrollment	Schoolwide
	#	DL3 %	#	DL3 %		DL3 %
BB	350	89.56%	45	**85.67%**	395	89.12%
CA	276	73.12%	46	**59.91%**	322	71.23%
IM	463	91.15%	35	**79.75%**	498	90.35%
LN	387	78.54%	54	**69.69%**	441	77.46%
MI	336	85.93%	26	**86.53%**	362	85.98%
ML	244	76.84%	48	**62.35%**	292	74.46%
ST	428	89.61%	24	**86.08%**	452	89.43%
TH	290	87.19%	34	**83.26%**	324	86.78%
VA	300	82.59%	26	**65.83%**	326	81.25%
CR	531	91.19%	82	**79.54%**	613	89.63%
GR	779	88.78%	93	**81.91%**	872	88.05%
Total	4384	86.17%	513	76.33%	4897	85.14%

Subgroup Data Summary - Student Engagement

- Chronic Absenteeism: All sites have > 95% of students who were absent < 20% of the days.
  - Two sites, ML and TH, have a significantly higher percentage of students that were absent more than 20% of the time.
  - Two sites, IM and GR, have a significantly lower percentage of students who were absent more than 20% of the time.
- Significant Subgroups have lower engagement and lower attendance rates.
- Schoolwide Engagement and Attendance Rates are lower at sites with a higher count of students with duplicated status (students falling in more than one subgroup) - CA, ML, TH, MI
- Landels also has a lower schoolwide Engagement Rate although their duplicated student count is lower

Subgroup Data Summary - Student Engagement Cont'd

- RFEP students have higher engagement rates than EL students at all school sites.

- Engagement data at Stevenson is similar across EL, EO, and RFEP. All other sites have a large difference between EL and RFEP engagement.

- All sites except Mistral have a large difference in engagement rate between SED and Non-SED students.

- All sites except Bubb, Mistral,and Stevenson have a large difference in engagement between SWD and Non-SWD groups.

iReady Diagnostic 3 Subgroup Data

Subgroup Data Reading - Gap in Percent of Students in Tier 1 - Subgroup vs All Students

Percentage points difference (All vs. EL Students)			
BU	-57	ST	-19
CA	-15	TH	-28
IM	-35	VA	-33
LA	-44	CR	-58
MI	-22	GR	-58
ML	-40	District	- 44

Percentage points difference (All vs EO Students)			
BU	-1	ST	0
CA	+28	TH	+5
IM	+8	VA	+3
LA	+7	CR	+19
MI	+36	GR	+17
ML	+11	District	+13

Percentage points difference (All vs RFEP Students)			
BU	+10	ST	-2
CA	+23	TH	+16
IM	+2	VA	+15
LA	-1	CR	-15
MI	+21	GR	-10
ML	+18	District	-5

Percentage points difference (All vs SED Students)			
BU	-33	ST	-25
CA	-5	TH	-16
IM	-26	VA	-32
LA	-30	CR	-27
MI	-16	GR	-33
ML	-20	District	-33

Percentage points difference (SWDs vs. All Students)			
BU	-58	ST	-32
CA	-16	TH	-22
IM	-15	VA	-36
LA	-40	CR	-33
MI	-31	GR	-49
ML	-22	District	-39

Subgroup Data: Math - Gap in Percent of Students in Tier 1 - Subgroup vs All Students

Percentage points difference (EL vs ALL Students)			
BU	-47	ST	-23
CA	-12	TH	-21
IM	-31	VA	-31
LA	-43	CR	-51
MI	-34	GR	-53
ML	-27	District	-43

Percentage points difference (EO vs ALL Students)			
BU	+5	ST	-1
CA	+20	TH	+3
IM	+4	VA	+6
LA	+8	CR	+12
MI	+30	GR	+17
ML	+12	District	+13

Percentage points difference (RFEP vs ALL Students)			
BU	+8	ST	+1
CA	+23	TH	+19
IM	+3	VA	+11
LA	-7	CR	- 9
MI	+30	GR	-12
ML	+8	District	-5

Percentage points difference (SED vs ALL Students)			
BU	-43	ST	-29
CA	-5	TH	-19
IM	-44	VA	-27
LA	-36	CR	-23
MI	-30	GR	-34
ML	-26	District	-36

Percentage points difference (SWD vs ALL Students)			
BU	-58	ST	-22
CA	-21	TH	-15
IM	-19	VA	-37
LA	-32	CR	-32
MI	-27	GR	-47
ML	-18	District	-37

Ethnicity Data - Reading and Math

Reading Percentage Point Difference Hispanic/Latino Students vs All Students			
BU	-36%	ST	-20%
CA	-6%	TH	-13%
IM	-46%	VA	-32%
LA	-24%	CR	-20%
MI	-5%	GR	-30%
ML	-15%	District	-29%

Math Percentage Point Difference Hispanic/Latino Students vs All Students			
BU	-48	ST	-25
CA	-6	TH	-15
IM	-70	VA	-32
LA	-31	CR	-21
MI	-16	GR	-31
ML	-23	District	-33

- At all school sites, students in the Hispanic subgroup are achieving at a lower level than students in other subgroups.
- In Reading, the achievement gap between Hispanic/ Latino subgroup and all students in Tier I ranges from 6 to 46 percentage points. In Math, the achievement gap ranges from 6 to 70 percentage points.
- At all sites Asian and EO students are performing higher than all other significant subgroups in Tier 1

Subgroup Data Summary - Reading and Math

- After more than a year of distance learning, the achievement gap for significant subgroups (Hispanic, SED, EL, and SWD) persists. There is no iReady Diagnostic 3 data from 2019-20 to delve deeper into comparative data.

- At elementary schools RFEP students are performing higher or similar to the All Students percent in Tier 1.

- By middle school there is a gap of 10-15 percentage points between the RFEP group and all students in both subject areas.

- At all sites, students in the Asian subgroup are performing the highest and students in the Hispanic/Latino subgroup are performing at a lower level.

- The EL students and Students with Disabilities have the largest achievement gaps at all sites.

Standards Mastery by School and Grade

Priority Standards Focus

For Elementary Schools:

- In 2019-2020 our district identified the priority standards for instruction at each grade for both Reading and Math K-5.
- As we conducted the priority standards analysis, it was observed that there are similar areas of need within a grade level at different schools.
- It was also observed that the proficiency level varies by site but the standards that need most support are the same at all elementary sites.
- Our assessment reporting platforms do not support Standards Mastery reports disaggregated by subgroup at this time.

For Middle School Math:

- iReady reports student performance on grade level standards only. Therefore, for Middle School math pathways, the domain analysis was conducted to see proficiency across grade level domains.

Bubb Elementary

ELA Priority Standards Mastery by School and Grade - Bubb

	Kinder (52 students)		1st (49 students		2nd (73 students)		3rd (66 students)		4th Gr (72 total students)		5th (59 students)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
RL.1 Key Details	3	6%	17	35%	18	25%	17	26%	23	32%	11	19%
RL.2 Main Idea or Theme	9	17%	23	47%	18	25%	19	29%	20	28%	7	12%
RL.3 Text/Story Elements	9	17%	23	47%	19	26%	17	26%				
RI.4 Word Meaning									15	21%	6	10%
RI.9 Integrate two texts			26	53%	24	33%	23	35%	20	28%	13	22%
RF2 Phonemic Awareness	13	25%										
RF.3 Word Analysis	3	6%	13	27%	15	21%	13	20%	7	10%	0	0%
L4. Meaning of unknown and multiple meaning words through context	9	17%	12	24%	11	15%	13	20%	15	21%	6	10%
L6 Vocab - domain specific and general academic	7	13%	12	24%	12	16%	13	20%	15	21%	6	10

Math Standards Mastery by School and Grade - Bubb K-2nd

	Kinder (52 tested)		1st (49 tested)		2nd (73 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
CC1 Counting	12	23%				
CC5 How Many	3	6%				
CC7 Comparing Numbers	14	27%				
OA1 Add and Subtract within 20, Products	19	37%	11	22%	6	8%
OA2 Mental Strategies					12	16%
OA3 Decompose,	24	46%	11	22%		
NBT1 Place Value, Counting	23	44%	15	31%	15	21%
NBT2 Counting			15	31%	10	14%
NBT4 Add within 100, Compare			16	33%	10	14%
MD3 Sort into Categories	4	8%				
MD 4 Interpret Data			33	67%		
MD10 Represent and Use Data					22	30%

Math Standards Mastery by School and Grade - Bubb 3rd-5th

	3rd (66 tested)		4th Gr (72 tested)		5th (64 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
OA1 Products	12	18%				
OA2 Mathematical Expressions			15	21%	12	18%
OA3 Operations, Numerical Patterns (5th Gr)	21	32%	24	33%	24	37%
OA8 Determine unknown number	23	35%				
NBT1 Place Value	15	23%	50	69%	51	78%
NBT2 Add/Subt to 1000	24	36%				
NBT3 Decimals					16	25%
NF1 Understanding Fractions	14	21%	28	39%	29	45%
NF3 Equivalent Fractions (3rd), Decomposing Fractions (4th)	33	50%	23	32%		
NF5 Mult. Fractions					11	17%
NF7 Comparing decimals			17	24%		
NF7 Div. Fractions					31	48%

Castro Elementary

ELA Standards Mastery by School and Grade - Castro

	Kinder (52 students)		1st (46 students)		2nd (50 students)		3rd (49 students)		4th Gr (61 students)		5th (61 students)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
RL1 Key Details	17	33%	38	83%	40	80%	43	88%	54	89%	47	77%
RL2 Main Idea or Theme	33	63%	41	89%	42	84%	45	92%	59	97%	40	66%
RL3 Text/Story Elements	33	63%	41	89%	40	80%	43	88%				
RI4 Word Meaning									50	82%	42	69%
RI9 Integrate two texts			39	85%	45	90%	45	92%	53	87%	51	84%
RF2 Phonemic Awareness	32	62%										
RF3 Word Analysis	16	31%	36	78%	43	86%	33	67%	32	52%	21	34%
L4. Meaning of unknown and multiple meaning words through context	30	58%	34	74%	40	80%	33	67%	50	82%	42	69%
L6 Vocab - domain specific and general academic	27	52%	34	74%	43	86%	33	67%	50	82%	42	69%

Math Standards Mastery by School and Grade - Castro K-2nd

	Kinder (47 tested)		1st (48 tested)		2nd (50 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
CC1 Counting	33	70%				
CC5 How Many	23	49%				
CC7 Comparing Numbers	33	70%				
OA1 Add and Subtract within 20	31	66%	22	46%	20	40%
OA2 Add/Subt Fluently using Mental Strategies					41	82%
OA3 Decompose,	37	79%	36	75%		
NBT1 Counting, Place Value	37	79%	7	15%	41	82%
NBT2 Counting, Place Value			38	79%	37	74%
NBT4 Add within 100, Compare			32	67%	37	74%
MD3 Sort into Categories	27	57%				
MD 4 Interpret Data			44	92%		
MD10 Represent and Use Data					41	82%

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Math Standards Mastery by School and Grade - Castro 3rd-5th

	Kinder (47 tested)		1st (48 tested)		2nd (50 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
CC1 Counting	33	70%				
CC5 How Many	23	49%				
CC7 Comparing Numbers	33	70%				
OA1 Add and Subtract with objects, within 20, within 100	31	66%	22	46%	20	40%
OA2 Add and Subt using Mental Strategies					41	82%
OA3 Decompose, apply properties of operations	37	79%	36	75%		
NBT1 Place Value, (Represent numbers to 120 - 1st Gr)	37	79%	7	15%	41	82%
NBT2 Place Value 1st Gr, Counting within 1000 2nd Gr			38	79%	37	74%
NBT4 Add to 100 1st Gr., Compare 3 digit 2nd Gr			32	67%	37	74%
MD3 Sort into Categories	27	57%				
MD 4 Interpret Data			44	92%		
MD10 Represent and Use Data					41	82%

Imai Elementary

ELA Standards Mastery by School and Grade - Imai

	Kinder (55 Students)		1st (76 students)		2nd (77 students)		3rd (84 students)		4th Gr (76 students)		5th (83 students)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
RL.1 Key Details	2	4%	5	7%	20	26%	16	19%	18	24%	21	25%
RL.2 Main Idea or Theme	14	25%	15	20%	20	26%	18	21%	12	16%	13	16%
RL. 3 Text/Story Elements	14	25%	14	18%	20	26%	16	19%				
RI.4 Word Meaning									8	11%	12	14%
RI.9 Integrate two texts			19	25%	23	30%	19	23%	17	22%	24	29%
RF2 Phonemic Awareness	16	29%										
RF3 Word Analysis	1	2%	3	4%	25	32%	8	10%	0	0%	3	4%
L4. Meaning of unknown and multiple meaning words through context	10	18%	4	5%	9	12%	8	10%	8	11%	12	14%
L6 Vocab - domain specific and general academic	8	15%	4	5%	10	13%	8	10%	8	11%	12	14%

Math Standards Mastery by School and Grade - Imai K-2nd

	Kinder (55 tested)		1st (76 tested)		2nd (77 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
CC1 Counting	8	15%				
CC5 How Many	3	5%				
CC7 Comparing Numbers	8	15%				
OA1 Add and Subtract with objects, within 20, within 100	8	20%	1	1%	4	5%
OA2 Add and Subt using Mental Strategies					15	19%
OA3 Decompose, apply properties of operations	34	83%				
NBT1 Place Value, (Represent numbers to 120 - 1st Gr)	11	27%	7	9%	14	18%
NBT2 Place Value 1st Gr, Counting within 1000 2nd Gr					9	12%
NBT4 Add to 100 1st Gr., Compare 3 digit 2nd Gr			10	13%	11	14%
MD3 Sort into Categories	27	66%				
MD 4 Interpret Data			44	58%		
MD10 Represent and Use Data					12	16%

Math Standards Mastery by School and Grade - Imai 3rd-5th

	3rd (84 tested)		4th Gr (76 tested)		5th (83 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
OA1 Products	10	12%				
OA2 Mathematical Expressions		0%	6	8%	19	23%
OA3 Operations, Numerical Patterns (5th Gr)	15	18%	12	16%	34	41%
OA8 Determine unknown number	22	26%				
NBT1 Place Value	22	26%	46	61%	65	78%
NBT2 Add/Subt to 1000	30	36%	5	7%		
NBT3 Decimals		0%			3	4%
NF1 Understanding Fractions	17	20%	21	28%	36	43%
NF3 Equivalent Fractions (3rd), Decomposing Fractions (4th)	49	58%	17	22%		
NF5 Mult. Fractions			25	33%	12	14%
NF7 Comparing decimals			6	8%		
NF7 Div. Fractions					39	47%

Landels Elementary

ELA Standards Mastery by School and Grade - Landels

	Kinder (64 Students)		1st (60 students)		2nd (62 students)		3rd (65 students)		4th Gr (81 students)		5th (56 students)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
RL.1 Key Details	3	5%	13	22%	17	27%	15	23%	35	43%	24	43%
RL.2 Main Idea or Theme	17	27%	23	38%	18	29%	19	29%	28	35%	19	34%
RL. 3 Text/Story Elements	17	27%	21	35%	17	27%	15	23%				
RI.4 Word Meaning									28	35%	19	34%
RI.9 Integrate two texts			20	33%	21	34%	23	35%	35	43%	27	48%
RF2 Phonemic Awareness	23	36%										
RF.3 Word Analysis	4	6%	2	3%	31	50%	9	14%	13	16%	2	4%
L4. Meaning of unknown and multiple meaning words through context	17	27%	12	20%	12	19%	11	17%	28	35%	19	34%
L6 Vocab - domain specific and general academic	14	22%	12	20%	13	21%	11	17%	28	35%	19	34%

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Math Standards Mastery by School and Grade - Landels K-2nd

	Kinder (66 tested)		1st (59 tested)		2nd (62 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
CC1 Counting	21	32%				
CC5 How Many	8	12%				
CC7 Comparing Numbers	23	35%				
OA1 Add and Subtract with objects, within 20, within 100	18	27%	4	6%	2	3%
OA2 Add and Subt using Mental Strategies					16	26%
OA3 Decompose, apply properties of operations	32	48%	13	20%		
NBT1 Place Value, (Represent numbers to 120 - 1st Gr)	31	47%	1	2%	22	35%
NBT2 Place Value 1st Gr, Counting within 1000 2nd Gr			14	21%	13	21%
NBT4 Add to 100 1st Gr., Compare 3 digit 2nd Gr			8	12%	16	26%
MD3 Sort into Categories	12	18%				
MD 4 Interpret Data			32	48%		
MD10 Represent and Use Data					21	34%

Math Standards Mastery by School and Grade - Landels 3rd-5th

	3rd (65 tested)		4th Gr (83 tested)		5th (56 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
OA1 Products	15	23%				
OA2 Mathematical Expressions			29	35%	29	52%
OA3 Operations, Numerical Patterns (5th Gr)	27	42%	50	60%	40	71%
OA8 Determine unknown number	33	51%				
NBT1 Place Value	27	42%	67	81%	51	91%
NBT2 Add/Subt to 1000	36	55%				
NBT3 Decimals					12	21%
NF1 Understanding Fractions	21	32%	54	65%	42	75%
NF3 Equivalent Fractions (3rd), Decomposing Fractions (4th)	46	71%	37	45%		
NF5 Mult. Fractions					21	38%
NF7 Comparing decimals			25	30%		
NF7 Div. Fractions			25	30%	44	79%

Mistral Elementary

ELA Standards Mastery by School and Grade -Mistral

	Kinder (63 Students)		1st (56 students)		2nd (62 students)		3rd (55 students)		4th Gr (55 students)		5th (53 students)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
RL.1 Key Details	16	25%	24	43%	31	50%	24	44%	28	51%	22	42%
RL.2 Main Idea or Theme	33	52%	28	50%	33	53%	28	51%	21	38%	19	36%
RL. 3 Text/Story Elements	33	52%	31	55%	32	52%	24	44%				
RI.4 Word Meaning									23	42%	18	34%
RI.9 Integrate two texts			31	55%	35	56%	33	60%	24	44%	26	49%
RF.2 Phonemic Awareness	32	51%										
RF.3 Word Analysis	14	22%	9	16%	47	76%	13	24%	14	25%	1	2%
L4. Meaning of unknown and multiple meaning words through context	30	48%	23	41%	20	32%	15	27%	23	42%	18	34%
L6 Vocab - domain specific and general academic	28	44%	23	41%	23	37%	15	27%	23	42%	18	34%

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Math Standards Mastery by School and Grade - Mistral K-2nd

	Kinder (63 tested)		1st (56 tested)		2nd (62 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
CC1 Counting	26	41%				
CC5 How Many	14	22%				
CC7 Comparing Numbers	32	51%				
OA1 Add and Subtract with objects, within 20, within 100	30	48%	14	22%	7	11%
OA2 Add and Subt using Mental Strategies					25	40%
OA3 Decompose, apply properties of operations	40	63%	23	37%		
NBT1 Place Value, (Represent numbers to 120 - 1st Gr)	39	62%	3	5%	30	48%
NBT2 Place Value 1st Gr, Counting within 1000 2nd Gr					27	44%
NBT4 Add to 100 1st Gr., Compare 3 digit 2nd Gr			18	29%	28	45%
MD3 Sort into Categories	48	76%				
MD 4 Interpret Data			38	60%		
MD10 Represent and Use Data					32	52%

Math Standards Mastery by School and Grade - Mistral 3rd-5th

	3rd (55 tested)		4th Gr (55 tested)		5th (53 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
OA1 Products	25	45%				
OA2 Mathematical Expressions			24	44%	32	60%
OA3 Operations, Numerical Patterns (5th Gr)	31	56%	31	56%	37	70%
OA8 Determine unknown number	34	62%				
NBT1 Place Value	30	55%	46	84%	52	98%
NBT2 Add/Subt to 1000	35	64%				
NBT3 Decimals					9	17%
NF1 Understanding Fractions	24	44%	36	65%	38	72%
NF3 Equivalent Fractions (3rd), Decomposing Fractions (4th)	42	76%	30	55%		
NF5 Mult. Fractions			38	69%	15	28%
NF7 Comparing decimals			22	40%		
NF7 Div. Fractions					40	75%

Monta Loma Elementary

ELA Standards Mastery by School and Grade - Monta Loma

	Kinder (41 Students)		1st (45 students)		2nd (44 students)		3rd (45 students)		4th Gr (38 students)		5th (43 students)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
RL.1 Key Details	3	7%	15	33%	19	43%	12	27%	16	42%	15	35%
RL.2 Main Idea or Theme	15	37%	23	51%	19	43%	15	33%	13	34%	12	28%
RL. 3 Text/Story Elements	15	37%	21	47%	19	43%	12	27%				
RI.4 Word Meaning									11	29%	11	26%
RI.9 Integrate two texts			25	56%	28	64%	20	44%	19	50%	18	42%
RF2 Phonemic Awareness	22	54%										
RF.3 Word Analysis	4	10%	5	11%	28	64%	5	11%	5	13%	4	9%
L4. Meaning of unknown and multiple meaning words through context	12	29%	16	36%	19	43%	9	20%	11	29%	11	26%
L6 Vocab - domain specific and general academic	10	24%	16	36%	22	50%	9	20%	11	29%	11	26%

Math Standards Mastery by School and Grade - Monta Loma K-2nd

	Kinder (41 tested)		1st (45 tested)		2nd (44 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
CC1 Counting	19	46%				
CC5 How Many	10	24%				
CC7 Comparing Numbers	20	49%				
OA1 Add and Subtract with objects, within 20, within 100	14	34%	9	20%	4	9%
OA2 Add and Subt using Mental Strategies					19	43%
OA3 Decompose, apply properties of operations	35	85%	15	33%		
NBT1 Place Value, (Represent numbers to 120 - 1st Gr)	23	56%	3	7%	15	34%
NBT2 Place Value 1st Gr, Counting within 1000 2nd Gr					13	30%
NBT4 Add to 100 1st Gr., Compare 3 digit 2nd Gr			10	22%	13	30%
MD3 Sort into Categories	30	73%				
MD 4 Interpret Data			33	73%		
MD10 Represent and Use Data					18	41%

Math Standards Mastery by School and Grade - Monta Loma 3rd-5th

	3rd (45 tested)		4th Gr (44 tested)		5th (43 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
OA1 Products	12	27%				
OA2 Mathematical Expressions			13	30%	25	58%
OA3 Operations, Numerical Patterns (5th Gr)	19	42%	22	50%	31	72%
OA8 Determine unknown number	25	56%				
NBT1 Place Value	24	53%	39	89%	43	100%
NBT2 Add/Subt to 1000	26	58%				
NBT3 Decimals					6	14%
NF1 Understanding Fractions	17	38%	21	48%	32	74%
NF3 Equivalent Fractions (3rd), Decomposing Fractions (4th)	40	89%	17	39%		
NF5 Mult. Fractions			25	57%	16	37%
NF7 Comparing decimals			13	30%		
NF7 Div. Fractions					33	77%

Stevenson Elementary

ELA Standards Mastery by School and Grade - Stevenson

	Kinder (71 Students)		1st (66 students)		2nd (94 students)		3rd (70 students)		4th Gr (43 total students)		5th (66 students)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
RL.1 Key Details	5	7%	10	15%	17	18%	13	19%	18	42%	17	26%
RL.2 Main Idea or Theme	21	30%	20	30%	17	18%	17	24%	15	35%	8	12%
RL. 3 Text/Story Elements	21	30%	12	18%	17	18%	13	19%				
RI.4 Word Meaning									13	30%	12	18%
RI.9 Integrate two texts			25	38%	23	24%	14	20%	23	53%	23	35%
RF2 Phonemic Awareness	16	23%										
RF.3 Word Analysis	4	6%	0	0%	25	27%	5	7%	6	14%	1	2%
L4. Meaning of unknown and multiple meaning words through context	14	20%	10	15%	10	11%	7	10%	13	30%	12	18%
L6 Vocab - domain specific and general academic	10	14%	10	15%	12	13%	7	10%	13	30%	12	18%

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Math Standards Mastery by School and Grade - Stevenson K-2nd

	Kinder (71 tested)		1st (66 tested)		2nd (94 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
CC1 Counting	24	34%				
CC5 How Many	7	10%				
CC7 Comparing Numbers	28	39%				
OA1 Add and Subtract with objects, within 20, within 100	15	21%	2	3%	1	1%
OA2 Add and Subt using Mental Strategies					11	12%
OA3 Decompose, apply properties of operations	24	34%	4	6%		
NBT1 Place Value, (Represent numbers to 120 - 1st Gr)	36	51%	1	1%	11	12%
NBT2 Place Value 1st Gr, Counting within 1000 2nd Gr					9	10%
NBT4 Add to 100 1st Gr., Compare 3 digit 2nd Gr			4	6%	10	11%
MD3 Sort into Categories	38	54%				
MD 4 Interpret Data			40	56%		
MD10 Represent and Use Data					10	11%

Math Standards Mastery by School and Grade - Stevenson 3ʳᵈ-5ᵗʰ

	3rd (70 tested)		4th Gr (65 tested)		5th (66 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
OA1 Products	6	9%				
OA2 Mathematical Expressions			8	12%	12	18%
OA3 Operations, Numerical Patterns (5th Gr)	10	14%	35	54%	27	41%
OA8 Determine unknown number	15	21%				
NBT1 Place Value	13	19%	49	75%	52	79%
NBT2 Add/Subt to 1000	20	29%				
NBT3 Decimals					6	9%
NF1 Understanding Fractions	8	11%	31	48%	31	47%
NF3 Equivalent Fractions (3rd), Decomposing Fractions (4th)	42	60%	19	29%		
NF5 Mult. Fractions			32	49%	11	17%
NF7 Comparing decimals			5	8%		
NF7 Div. Fractions					32	48%

Theuerkauf Elementary

ELA Standards Mastery by School and Grade - Theuerkauf

	Kinder (58 Students)		1st (42 students)		2nd (40 students)		3rd (29 students)		4th Gr (65 students)		5th (34 students)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
RL.1 Key Details	9	16%	19	45%	19	48%	11	38%	14	22%	19	56%
RL.2 Main Idea or Theme	20	34%	25	60%	19	48%	12	41%	10	15%	15	44%
RL. 3 Text/Story Elements	20	34%	24	57%	19	48%	11	38%				
RI.4 Word Meaning									10	15%	14	41%
RI.9 Integrate two texts			26	62%	24	60%	14	48%	19	29%	23	68%
RF2 Phonemic Awareness	25	43%										
RF.3 Word Analysis	8	14%	6	14%	25	63%	8	28%	3	5%	2	6%
L4. Meaning of unknown and multiple meaning words through context	26	45%	17	40%	10	25%	7	24%	10	15%	14	41%
L6 Vocab - domain specific and general academic	20	34%	17	40%	13	33%	7	24%	10	15%	14	41%

Math Standards Mastery by School and Grade - Theuerkauf K-2nd

	Kinder (58 tested)		1st (42 tested)		2nd (41 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
CC1 Counting	23	40%				
CC5 How Many	11	19%				
CC7 Comparing Numbers	24	41%				
OA1 Add and Subtract with objects, within 20, within 100	22	38%	4	10%	7	17%
OA2 Add and Subt using Mental Strategies					20	49%
OA3 Decompose, apply properties of operations	43	74%	15	36%		
NBT1 Place Value, (Represent numbers to 120 - 1st Gr)	32	55%	19	45%	17	41%
NBT2 Place Value 1st Gr, Counting within 1000 2nd Gr			19	45%	16	39%
NBT4 Add to 100 1st Gr., Compare 3 digit 2nd Gr			9	21%	16	39%
MD3 Sort into Categories	14	24%				
MD 4 Interpret Data			37	88%		
MD10 Represent and Use Data					15	37%

Math Standards Mastery by School and Grade - Theuerkauf 3rd-5th

	3rd (29 tested)		4th Gr (41 tested)		5th (34 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
OA1 Products	12	41%				
OA2 Mathematical Expressions			22	54%	23	68%
OA3 Operations, Numerical Patterns (5th Gr)	15	52%	31	76%	28	82%
OA8 Determine unknown number	16	55%				
NBT1 Place Value	14	48%	36	76%	31	91%
NBT2 Add/Subt to 1000	17	59%				
NBT3 Decimals					4	12%
NF1 Understanding Fractions	13	45%	34	83%	29	85%
NF3 Equivalent Fractions (3rd), Decomposing Fractions (4th)	22	76%	29	71%		0%
NF5 Mult. Fractions			35	85%	10	29%
NF7 Comparing decimals			39	95%		
NF7 Div. Fractions					29	85%

Vargas Elementary

ELA Standards Mastery by School and Grade - Vargas

	Kinder (52 Students)		1st (58 students)		2nd (47 students)		3rd (49 students)		4th Gr (41 students)		5th (67 students)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
RL.1 Key Details	2	4%	20	34%	16	34%	12	24%	24	59%	17	25%
RL.2 Main Idea or Theme	6	12%	28	48%	16	34%	17	35%	15	37%	10	15%
RL. 3 Text/Story Elements	6	12%	31	53%	16	34%	12	24%				
RI.4 Word Meaning									17	41%	12	18%
RI.9 Integrate two texts			33	57%	24	51%	16	33%	6	15%	22	33%
RF2 Phonemic Awareness	10	19%										
RF.3 Word Analysis	2	4%	5	9%	27	57%	7	14%	17	41%	4	6%
L4. Meaning of unknown and multiple meaning words through context	5	10%	13	22%	12	26%	9	18%	6	15%	12	18%
L6 Vocab - domain specific and general academic	3	6%	13	22%	15	32%	9	18%	6	15%	12	18%

Math Standards Mastery by School and Grade - Vargas K-2nd

	Kinder (52 tested)		1st (58 tested)		2nd (47 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
CC1 Counting	14	27%				
CC5 How Many	4	8%				
CC7 Comparing Numbers	15	29%				
OA1 Add and Subtract with objects, within 20, within 100	6	12%	3	5%	5	11%
OA2 Add and Subt using Mental Strategies					10	21%
OA3 Decompose, apply properties of operations	14	27%	15	26%		
NBT1 Place Value, (Represent numbers to 120 - 1st Gr)	16	31%	18	31%	15	32%
NBT2 Place Value 1st Gr, Counting within 1000 2nd Gr			18	31%	12	26%
NBT4 Add to 100 1st Gr., Compare 3 digit 2nd Gr			8	14%	12	26%
MD3 Sort into Categories	3	6%				
MD 4 Interpret Data			42	72%		
MD10 Represent and Use Data					14	30%

Math Standards Mastery by School and Grade - Vargas 3rd-5th

	3rd (49 tested)		4th Gr (38 tested)		5th (57 tested)	
	# not mastered	% not mastered	# not mastered	% not mastered	# not mastered	% not mastered
OA1 Products	7	14%				
OA2 Mathematical Expressions			13	34%	33	58%
OA3 Operations, Numerical Patterns (5th Gr)	13	27%	21	55%	38	67%
OA8 Determine unknown number	31	63%				
NBT1 Place Value	16	33%	27	71%	48	84%
NBT2 Add/Subt to 1000	24	49%				
NBT3 Decimals					28	49%
NF1 Understanding Fractions	11	22%	20	53%	38	67%
NF3 Equivalent Fractions (3rd), Decomposing Fractions (4th)	32	65%	14	37%		
NF5 Mult. Fractions					20	35%
NF7 Comparing decimals			14	37%		
NF7 Div. Fractions					43	75%

Standards Data Summary - Reading

The pattern of priority standards in Reading that need more support this year is similar across all school sites, with the exception of Castro. Castro has high numbers of students who will need support in all priority standards.

At the remaining sites the priority standards that need the most focus are listed below.

Standards of highest need by grade level:

- *Kindergarten* - Phonemic Awareness, Main Idea, Story Elements, Word Meaning

- *1st Grade* - Comprehension standards - Key details, Main Idea, Story Elements, Integrating Two Texts

- *2nd Grade* - Word Analysis, Key Details, Main Idea, Story Elements, Integrating Two Texts

- *3rd Grade*: Key Details, Main Idea, Text Elements, Integrating Two Texts

- *4th - 5th Grade*: Key Details, Theme, Integrating Two Texts

Standards Data Summary - Districtwide: Reading

	Key Details	Main Idea	Story Elements	Word Meaning	Integrate Two Texts	Phonemic Awareness	Word Analysis	Meaning through Context	Vocab
K	X	X	X			X	x	x	x
1st	X	X	X		X		x	x	x
2nd	X	X	X		X		X	x	x
3rd	X	X	X		X		x	x	x
4th	X	X		x X	X		x	x	x
5th	X	X		x X	X		x	x	x

x - a few schools need to focus on this standard

X - Majority of school need to focus on this standard

xX- Need by standard varies across schools and across grades

Data Summary: Math by Grade Level

The pattern of priority standards in Math that need more support this year is similar across all school sites, with the exception of Castro. Castro has high numbers of students who will need support in all priority standards.

At the remaining sites the priority standards that need the most focus are listed below.

Standards of highest need by grade level:

- *Kindergarten* - Place Value, Decomposing, Sorting into categories 1st Grade - Interpreting Data, Adding and Subtracting, Comparing Numbers

- *2nd Grade* - Place Value, Adding and Subtracting Fluency, Counting within 1000, Comparing Numbers

- *3rd Grade* - Add and Subtract to 1000, Equivalent Fractions, Expressions with unknown numbers, Properties of operations

- *4th Grade*- Properties of operations, Place Value, Understanding Fractions, Decomposing Fractions

- *5th Grade* - Numerical Patterns, Place Value, Understanding Fractions, Dividing Fractions

Standards Data Summary - Districtwide: Math K-2nd Grade

	Counting	How Many	Comparing Numbers	Add and Subtract	Add and Subtract Using Mental Strategies	Decompose	Place Value	Numbers to 120	Place Value, Counting	Add, Compare	Sort	Interpret Data	Represent Data
K	xX	x	xX	X		X	X				xX		
1st				x		x	x	xX	X	X		X	
2nd				x	X		X	x	X	X			X

x - a few schools need to focus on this standard

X - Majority of school need to focus on this standard

xX- Need by standard varies across schools and across grades

Standards Data Summary - Districtwide: Math 3rd - 5th Grade

	3rd	4th	5th
Products	xX		
Mathematical Expressions		xX	X
Operations, Numerical Patterns	xX	X	X
Unknown Number	X		
Place Value	x	X	X
Add and Subtract to 1000	X		
Decimals			X
Understanding Fractions	x	X	X
Equivalent, Decompose Fractions	X	X	
Multiplying Fractions		X	x
Comparing Decimals		xX	
Dividing Fractions			X

Middle Schools

ELA Standards Mastery by School and Grade - Graham

	6th (307 students)		7th (264 students)		8th (281 students)	
	# not mastered	**%** not mastered	**#** not mastered	**%** not mastered	# not mastered	% not mastered
RL.1 Key Details	151	49%	125	47%	165	59%
RL.2 Main Idea or Theme	117	38%	139	53%	133	47%
Rl. 3 Text/Story Elements Analysis	175	57%	147	56%	137	49%
RI.4 Word Meaning	113	37%	96	36%	98	35%
RI.8 Evaluate claims	155	50%	157	59%	174	62%
RI.9 Integrate two texts	168	55%	174	66%	189	67%
L4. Meaning of unknown and multiple meaning words through context	113	37%	98	37%	88	31%
L6 Vocab - domain specific and general academic	113	37%	91	34%	88	31%

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Middle School Priority Standards Focus: Reading

Standards of highest need by grade level:

6th Grade: Key Details, Text Analysis, Evaluate Claims, and Integrate Two Texts

7th and 8th Grade: Main Idea and Theme, Key Details, Text Analysis, Evaluate Claims, and Integrate Two Texts

ELA Standards Mastery by School and Grade - Crittenden

	6th (173 students)		7th (177 students)		8th (227 students)	
	# not mastered	**%** not mastered	**#** not mastered	**%** not mastered	# not mastered	% not mastered
RL.1 Key Details	84	49%	81	46%	145	64%
RL.2 Main Idea or Theme	63	36%	99	56%	121	53%
RI. 3 Text/Story Elements Analysis	96	55%	106	60%	121	53%
RI.4 Word Meaning	55	32%	67	38%	88	39%
RI.8 Evaluate claims	81	47%	120	68%	158	70%
RI.9 Integrate two texts	86	50%	131	74%	170	75%
L4. Meaning of unknown and multiple meaning words through context	55	32%	65	37%	84	37%
L6 Vocab - domain specific and general academic	55	32%	65	37%	84	37%

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.1 Math Pathway: By Domain

.1 Pathway	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
6.1	52% (Tier 1)	53% (Tier 1)	59% (Tier 1)	50% (Tier 1)
	28% (Tier 2)	29% (Tier 2)	24% (Tier 2)	26% (Tier 2)
	20% (Tier 3)	18% (Tier 3)	17% (Tier 3)	24% (Tier 3)
7.1	85% (Tier 1)	78% (Tier 1)	88% (Tier 1)	78% (Tier 1)
	13% (Tier 2)	20% (Tier 2)	10% (Tier 2)	18% (Tier 2)
	2% (Tier 3)	2% (Tier 3)	2% (Tier 3)	4% (Tier 3)
8.1	69% (Tier 1)	68% (Tier 1)	70% (Tier 1)	61% (Tier 1)
	23% (Tier 2)	23% (Tier 2)	21% (Tier 2)	24% (Tier 2)
	8% (Tier 3)	9% (Tier 3)	9% (Tier 3)	15% (Tier 3)

Math Pathways: Subgroup- ELs by Student Numbers

School	Pathway	Tier 1	Tier 2	Tier 3
Crittenden	Math 6.1	3	14	36
	Math 7	1	2	12
	Math 7.1	1	0	0
	Math 7.2	1	0	0
	Math 8	1	1	13
Graham	Math 6.1	3	10	29
	Math 7	1	1	17
	Math 7.2	1	0	0
	Math 8	1	1	18

Math Pathways - Subgroups - Hispanic/Latino

Current Site	YR2021COURSE_NAME	Tier 1	Tier 2	Tier 3
Crittenden		**39%**	**29%**	**32%**
	Math 6.1	35%	40%	25%
	Math 6.2	100%	0%	0%
	Math 7	26%	26%	49%
	Math 7.1	87%	9%	4%
	Math 7.2	100%	0%	0%
	Math 8	11%	30%	58%
	Math 8.1	53%	34%	13%
	Math 8.2	75%	25%	0%
Graham		**29%**	**26%**	**46%**
	Math 6.1	29%	28%	42%
	Math 6.2	100%	0%	0%
	Math 7	7%	33%	59%
	Math 7.1	69%	25%	6%
	Math 7.2	100%	0%	0%
	Math 8	7%	16%	77%
	Math 8.1	58%	35%	8%
	Math 8.2	100%	0%	0%
Grand Total		**33%**	**27%**	**40%**

Math Pathways - Subgroup - SED

Current Site	YR2021COURSE_NAME	Tier 1	Tier 2	Tier 3
Crittenden		**38%**	**24%**	**38%**
	Math 6.1	35%	35%	30%
	Math 7	35%	28%	38%
	Math 7.1	88%	6%	6%
	Math 7.2	100%	0%	0%
	Math 8	8%	18%	75%
	Math 8.1	71%	24%	5%
	Math 8.2	67%	33%	0%
Graham		**25%**	**27%**	**48%**
	Math 6.1	29%	29%	43%
	Math 6.2	100%	0%	0%
	Math 7	9%	34%	57%
	Math 7.1	73%	27%	0%
	Math 7.2	100%	0%	0%
	Math 8	8%	16%	75%
	Math 8.1	45%	40%	15%
	Math 8.2	100%	0%	0%
Grand Total		**31%**	**25%**	**44%**

Grade Level Math Pathway: By Tiers and By Domain

Grade Level Pathway	Tier 1	Tier 2	Tier 3
Math 7	19.3%	32.4%	48.3%
Math 8	10.5%	24.6%	64.9%

Grade Level Pathway	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Math 7	44% (Tier 3)	50% (Tier 3)	42% (Tier 3)	51% (Tier 3)
Math 8	63% (Tier 3)	60% (Tier 3)	56% (Tier 3)	63% (Tier 3)

Priority Math Skills in Middle School

Focus on these priority math skills will support progression to the next grade level and success on the CAASPP assessment.

<u>6th grade</u>: algebraic expressions - solve one variable equations

      ratio concepts

      multiplication and division of fractions

     understanding rational numbers

     independent and dependent variables

<u>7th grade</u>: proportional relationships

     solving real world problems using algebraic expressions

     use properties of operations with fractions to compute with rational numbers

     properties of operations to generate equivalent fractions

<u>8th grade</u>: radical and integer exponents

     proportional relationships, lines, and linear equations

     solve linear equations

     evaluate and compare functions

     use functions to model relationships between quantities

Data Summary: By Math Pathways

- Even though almost all students in the .2 pathways are in Tier 1 (on or above grade level), cross-referencing domain level data shows that students need additional practice in the domains of Algebra across grade levels in both schools
- Majority of EL and SED students in .1 and grade level pathways are in Tier 2 or Tier 3 across both schools and need additional instructional support in all math domains. Support focus will begin in the domains of Number and Operations and Algebra.
- Districtwide Math 8 has 77% of EL students ~ 27 out of 35 students are in Tier 3
- Math 7 and Math 8 has most Hispanic/Latino students in Tier 3
- Domain level analysis for Math 7 students reflects that students need additional practice in all four math domains to be ready for high school math courses

Data Summary: By Math Pathways

- 6.1 math pathway tier data cross-referenced with domain data shows that most students across Tier 2 and Tier 3 need additional instruction/practice in Algebra and Number Operations
- Domain level data by grade level and tiers at each site will help design focused RTI, additional instructional support student groups, providing appropriate curriculum and instructional materials.
  - Differentiation of instruction will support varied student needs within math pathways
    - Differentiation training will be provided to all teachers TK-8th starting August 2021
- Frequent assessment between i-Ready diagnostics will be essential for student progress monitoring
    - Teachers will use mid-module, end of module curriculum assessments as well as teacher-created Schoolcity Assessments

ELPAC Levels
Percentage of Students at each level

	1- Minimally Developed	2- Somewhat Developed	3- Moderately Developed	4- Well Developed
Amy Imai Elementary	9.62%	30.77%	23.08%	36.54%
Benjamin Bubb Elementary	20.41%	34.69%	32.65%	12.24%
Edith Landels Elementary	10.39%	20.78%	38.96%	29.87%
Gabriela Mistral Elementary	10.61%	42.42%	35.61%	11.36%
Jose Antonio Vargas Elementary	11.11%	20.37%	50.00%	18.52%
Mariano Castro Elementary	37.02%	36.06%	22.60%	4.33%
Monta Loma Elementary	24.14%	25.86%	34.48%	15.52%
Stevenson Elementary	12.50%	8.33%	41.67%	37.50%
Theuerkauf Elementary	14.63%	39.02%	31.71%	14.63%
Crittenden Middle	8.00%	30.00%	44.00%	18.00%
Graham Middle	26.26%	24.24%	33.33%	16.16%

Reclassification/Newcomer Data

Reclassified Students:

2018-19 : 150 students

2019-20: 219 students

2020-21: 98 students

Newcomer ELPAC Levels:

Level 1- 22 students

Level 2- 13 students

Level 3- 13 students

Level 4 - 6 students

Data Summary: ELPAC and Reclassification

Districtwide data shows

- Most ELs are in either Level 2 (Somewhat Developed) or Level 3(Moderately Developed)
- Majority of Newcomer students are at Level 1 (Minimally Developed)
- Reclassification rate declined significantly in 20-21.
- Digging deeper into student level EL and Newcomer data at each site will inform additional instructional support groupings.
  - For example, at all ELPAC levels, reading domain is an area of focus
- Focus on foundational reading skills in K-2 will help support reading achievement on ELPAC as well.

How do we help the identified students?

Identifying Levels of Support

- There are students in every tier that did not meet their yearly growth targets

- Further analysis of Tier data provides additional information on extent of services needed for Targeted Tutoring.

- The Standards Mastery analysis informs us of the standards and skills focus in the support services provided.

Supporting the Identified Need

In order to support all students to make up for unfinished learning the District recommends the following:

- Strategy 1: Making core instructional changes
- Strategy 2: Expanding Learning Time though the hiring of additional RTI Teachers and Instructional Assistants
- Strategy 3: Providing Targeted Intensive Tutoring through contracting with external organizations and current partners.

Recommendation - Strategy 1

Strategy 1: Core Instruction Changes

- **Priority Standards Reteaching**
  - Support grade level teams in using data to identify the priority standards for reteaching during small group instruction
  - Support teachers to create formative assessments (on Schoolcity) to assess student progress on identified priority standards.
  - Learning Recovery Coordinator will have regular meetings with Site Principals and Instructional Coach to monitor student progress and make adjustments as needed
- **Differentiation Professional Development**
  - All teachers will be provided ongoing professional development (August, October and January) on supporting varied student needs through Differentiation strategies including
    - Deconstructing priority standards, using data to identify student needs, targeting student groups for small group instruction
    - Coaches will support teachers with implementation of strategies between Professional Development sessions

Strategy 1: Core Instruction Changes

- **Instructional Coaches**
  - Coaches main focus will be on supporting teachers with Differentiation and Language Development strategies.
  - Coaches will be provided with professional development in Differentiation and in SIOP and will support teachers with data analysis, lesson planning, providing demonstration lessons and real time coaching sessions.
- **Adjust RTI**
  - RTI will focus on reteaching priority standards from students' current and previous grade.
- **Language Development**
  - Focus on frequent language practice opportunities using identified SIOP strategies throughout the day, in all subjects. The focus components for SIOP this year are Lesson Preparation and Building Background

Recommendation - Strategy 2

Strategy 2: Expanded Learning Time

Hire Additional Instruction Assistants to support RTI during the school day - 5hr per day - 5 days per week

- Hire additional Instructional Assistants for all sites.

- Allocation based on numbers of students below grade level on iReady Reading D3:

  > Graham and Crittenden -4,

  > Monta Loma, Mistral, Castro - 3,

  > Landels, Theuerkauf - 2, Bubb, Imai, Stevenson - 1

Parameters

- – Instructional Assistants must be used during RTI or small group during core instruction

- – Instructional Assistants must be used for direct instruction to students not simply monitoring students or preparing materials

- Meets the requirement of the Expanded Learning Opportunity funds to hire Instructional Assistants

- Learning Recovery Coordinator will provide training, and support unique to the needs of each of these sites.

Strategy 2: Expanded Learning Time

Partner with BTB, the YMCA, and Right at School (RAS)

- Provide structured tutoring time within their program and train their staff to be tutors.
- Training provided by Learning Recovery Coordinator, materials purchased by MVWSD
- Cost: Approximately $40,000 for materials and training
  - RAS = 200 students
  - YMCA = 380 students
  - BTB = 290 students
- Total = approximately **870** students that already stay after school and could receive tutoring at varying levels of intensity to focus on their identified needs.

Strategy 2: Expanded Learning Time

Partner with BTB, the YMCA, and Right at School (RAS)

- We have existing relationships and close communication with each of these partner organizations.

- Each partner has agreed to collaborate with us to provide targeted intensive tutoring during their established academic time.

- BTB, RAS, and the YMCA serve a significant amount of students (870) and since they are already staying after school, providing tutoring to them is logistically simplified.

- Cost is low

- If a student withdraws from one of these programs we would need to make sure to transfer their academic support to a different strategy.

- Students in afterschool programs will all have different needs. A variety of curriculum may be needed.

Site Example - Landels

Expanded Learning Time

- Hire 3 regular education Instructional Aides will support the RTI program in all grades to create smaller, targeted literacy groups in each grade.
  - With three 4th grade teachers + Three IAs, divide grade level students into 6 groups - small group focused instruction
  - Students in the lower achievement levels having a smaller group size than the students in the higher achievement levels.

- The 60 students at Landels in BTB and RAS will have structured tutoring during the academic segment each day. Program leaders will work with students on target skills in small groups using materials provided by our district.

Recommendations - Strategy 3

Strategy 3: Targeted Intensive Tutoring

- The standards mastery analysis indicated the need for intensive targeted tutoring to address skill gaps and unfinished learning.
- Targeted Tutoring will be done individually and/or in small groups and will focus on reteaching the priority standards not mastered from the previous and current grade
- Data analysis plays a key role in identifying, remediating student gaps
  - Tutors in partnership with the District's Learning Recovery Coordinator will use student data from Diagnostic 3 in May 2021 as a baseline for identifying students
  - Data from Diagnostic 1 and 2 will be used to make instructional adjustments

Strategy 3: Targeted Intensive Tutoring

Staff recommends providing weekly tutoring sessions to students based on their iReady results. Student sessions will be adjusted based after each Diagnostic assessment

Tier	Level	Intensity Level - Frequency of Tutoring
Tier 1	Mid or Above Grade Level	1 x Weekly (K-2) or On-Demand Tutoring (3-8)
Tier 1	Early On Grade Level	
Tier 2	One Grade Level Below	2x Weekly
Tier 3	Two Grade Levels Below	
Tier 3	Three or More Grade Levels Below	3x Weekly

Strategy 3: Targeted Intensive Tutoring

In order to provide Targeted Tutoring the District explored partnering with outside organizations including:

- CityYear
- Americorps
- FEV Tutor Inc.
- Venture Educational
- Kelly Education Solutions
- AirTutors
- Reading Partners
- Paper
- Booknook Learning

Strategy 3: Targeted Intensive Tutoring

Contract with outside tutoring agencies

- FEV Tutor Inc. and Air Tutor were chosen as the best match to our needs at this time.
- FEV Tutor Inc (Grades 3-8)
    - Provide one on one tutoring online using teachers, college students, college grads
    - Use our district assessment platform - iReady - to develop individual learning plans from the iReady diagnostic results and conduct regular progress monitoring
    - Parent engagement and communication component is included
    - Charged only for minutes used, absences and partial sessions are not deducted from our bank of hours.
    - Provide curriculum, training, tutors. The lessons are created by their staff, aligned to our curriculum and have Academic Success Coaches to oversee the program and act as liaison with the Learning Recovery Coordinator and school sites
- AirTutor (Grades K-2)
    - uses iReady results and Curriculum Associates materials
    - parent engagement and communication component
    - train their own tutors
    - 1:1 or small group
    - strict minimum qualifications for tutors
    - progress monitoring, administrator accounts to monitor usage

Site Example - Mistral

Targeted Intensive Tutoring

- With their allocation of tutoring sessions per week, students in Tiers 2 and 3 will receive online tutoring in math after school, targeted to their gaps in the priority standards.
  - Students in Tier 3 (3x weekly) 28 students
  - Students in Tier 2 (2x weekly) 98 students
- Students in Tier 1 (118)   will have daily access to the online, on-demand homework help service grades 3-5. Grades K-2 Tier 1 students (104) will have online tutoring 1x weekly.
- Students enrolled in BTB, YMCA, and Right at School will have their own in-person targeted tutoring support

Budget and Cost of Recommended Strategies

Extended Learning Opportunities Grant - $3,180,000

Targeted Intensive Tutoring	$ 1,205,200
Hiring of certificated and classified personnel	$ 1,204,800
Additional Coaches	$ 250,000
Coordinator Salary and Benefits	$ 220,000
CRBS	$ 300,000
Total	$ **3,180,000**

Summary

The 21-22 Learning Recovery Plan will include:

- Core Instruction Changes at all sites

  - Reteaching of priority standards

  - Differentiation Professional Development

- Expanded Learning Time for students at all sites

  - Hire additional instructional aides

  - Partner with BTB, RAS, YMCA, or The BEAT

- Targeted Intensive Tutoring

  - Contracting with outside agencies

Next Steps

Next Steps

- Implement Learning Recovery Plan
  - Interview and hire instructional assistants.
  - Learning Recovery Coordinator will work with sites to further analyze their site-level disaggregated data in order to:
    - Integrate priority standards not mastered or to be retaught from previous grade.
    - Adjust RTI at each site, as needed
    - Develop action steps for this school year to meet the identified needs at their specific site
- Explore additional ways to Expand Learning Time further such as Saturday School, Intersession and after school learning pods
- Discuss calendaring state testing later in the year to allow as much time as possible for review.
- After Diagnostic 1 data analysis, we will determine if further support is needed in RTI- hiring 3 additional RTI teachers at the highest need schools.

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Questions