



Data Presentation

21-22 School Year

Agenda

- Elementary SBAC Data
 - Last year
 - Two year comparison
- Student Growth Throughout the Year
 - iReady Growth
 - Typical and Stretch Growth
- Fall Data and Goals

- Middle School SBAC Data
 - Last year
 - Two year comparison
- Fall Data and Goals

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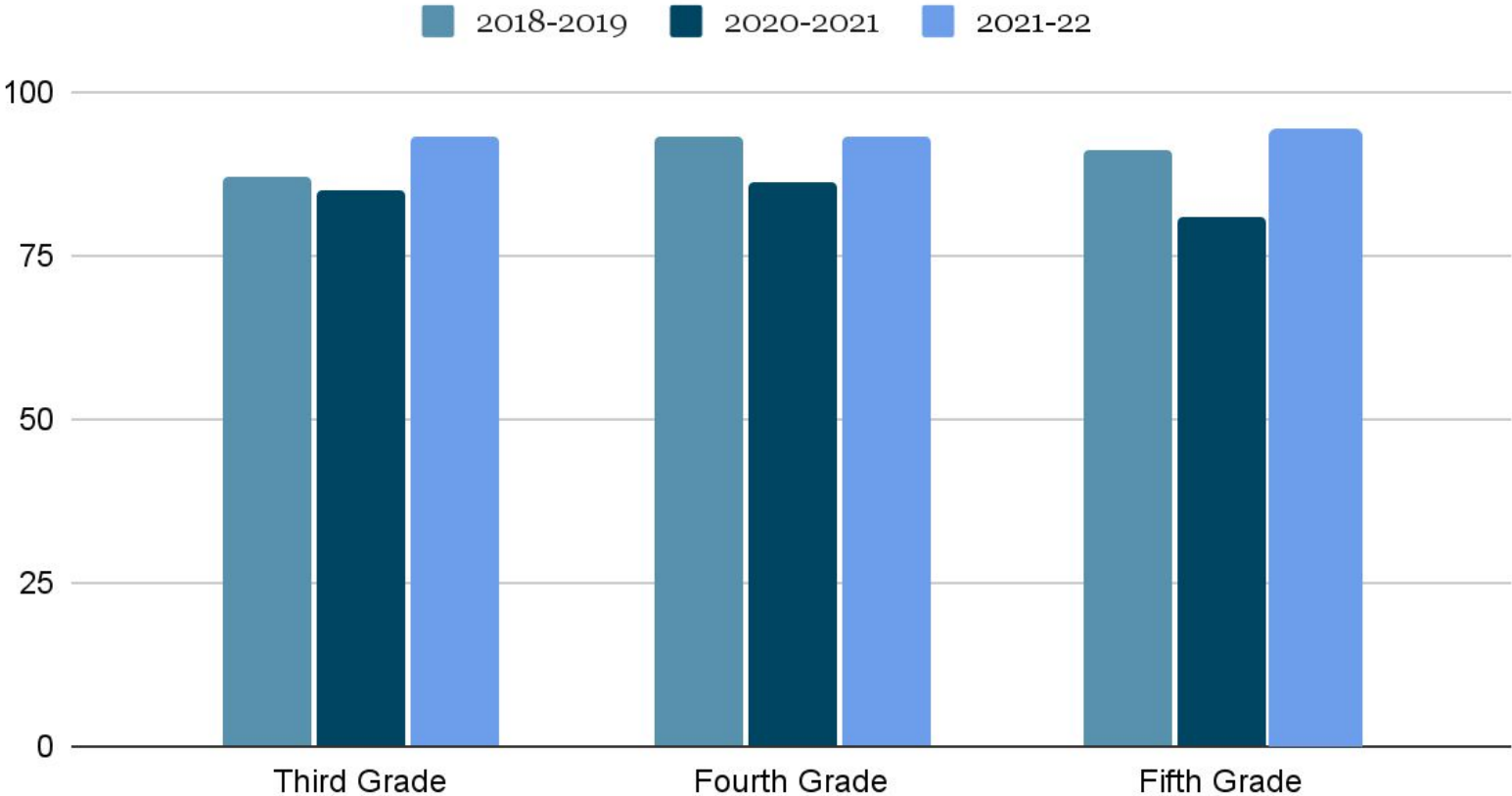
Elementary SBAC Scores

Third Grade	Below Standard	Near/At Standard	Proficient	Advanced	Percent Proficient and Advanced
ELA	3% (2)	4% (2)	39% (23)	54% (32)	93%
Math	4% (2)	5% (3)	41% (24)	50% (29)	91%

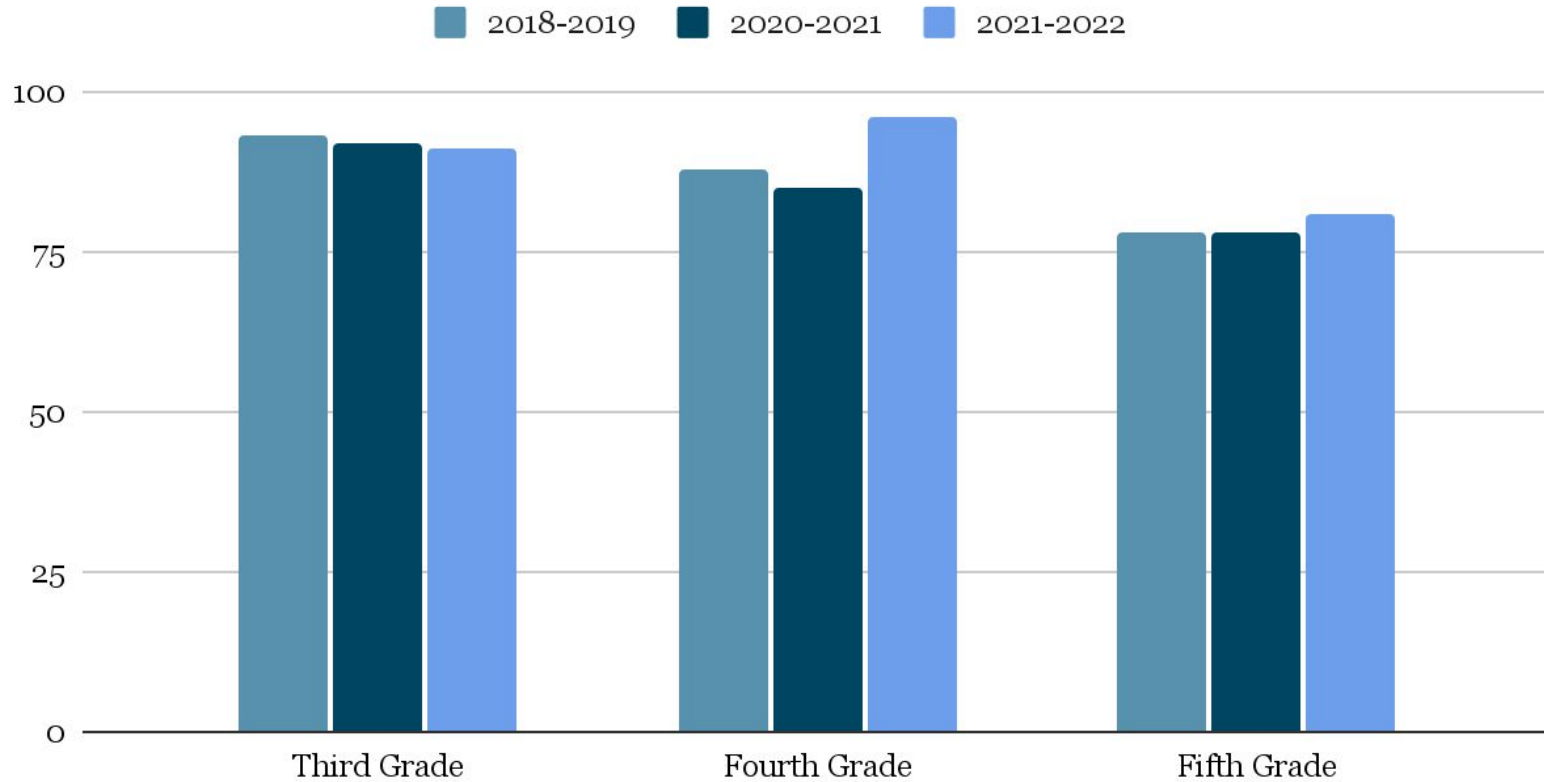
Fourth Grade	Below Standard	Near/At Standard	Proficient	Advanced	Percent Proficient and Advanced
ELA	3% (2)	4% (3)	25% (18)	68% (49)	93%
Math	0% (0)	4% (3)	31% (23)	65% (49)	96%

Fifth Grade	Below Standard	Near/At Standard	Proficient	Advanced	Percent Proficient and Advanced
ELA	0% (0)	6% (4)	32% (21)	62% (41)	94%
Math	7% (5)	12% (9)	33% (24)	48% (35)	81%

Percentage of Students Proficient/Advanced in ELA



Percentage of Elementary Students Proficient/Advanced in Math



Elementary iReady Data

Math Diagnostic Growth 21-22	Fall	Winter	Spring
Tier 1 (0n or Above)	51%	49%	89%
Tier 2 (1 Level Below)	45%	47%	11%
Tier 3 (2 Levels Below)	4%	5%	0%

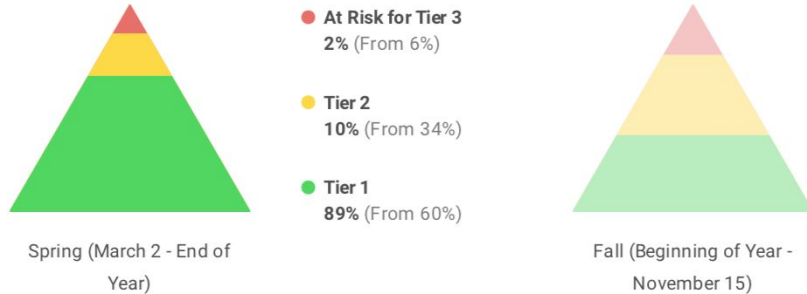
ELA Diagnostic Growth 21-22	Fall	Winter	Spring
Tier 1 (0n or Above)	60%	80%	89%
Tier 2 (1 Level Below)	34%	16%	10%
Tier 3 (2 Levels Below)	6%	2%	2%

Reading Overall Growth 21-22

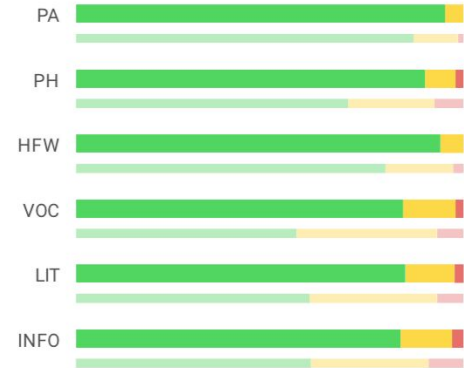
School	RANCHO SANTA FE SCHOOL
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Spring (March 2 - End of Year)
Prior Diagnostic	Fall (Beginning of Year - November 15)
Placement Definition	Standard View

Students Assessed/Total: 332/626

Overall Placement



Placement By Domain

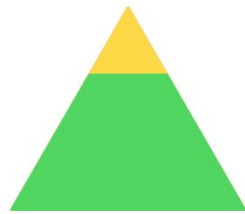


Math Overall Growth 21-22

School	RANCHO SANTA FE SCHOOL
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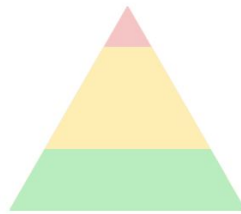
Students Assessed/Total: **349/626**

Overall Placement



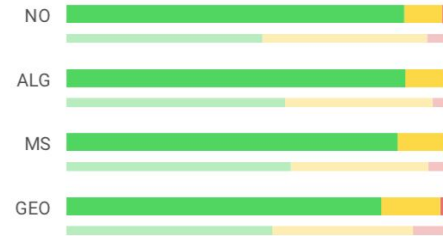
Spring (March 2 - End of
Year)

- **At Risk for Tier 3**
0% (From 4%)
- **Tier 2**
11% (From 45%)
- **Tier 1**
89% (From 51%)



Fall (Beginning of Year -
November 15)

Placement By Domain



IREADY GROWTH: K-5 OVERALL READING

	Tier 1 (0n or Above Grade Level)	Tier 2 (1 Level Below)	Tier 3 (Two or more level below)
iReady Fall 19-20 (336 students)	66% (224 students)	29% (97 students)	4% (15 students)
iReady Winter 19-20 (346 students)	82% (283 students)	14% (48 students)	5% (15 students)
iReady Spring 19-20	No data due to closure	No data due to closure	No data due to closure
iReady Fall 20-21 (324 students)	57% (186 students)	37% (121 students)	6% (19 students)
iReady Winter 20-21 (328 students)	79% (258 students)	17% (57 students)	4% (13 students)
iReady Spring 20-21 (312 students)	90% (281 students)	8% (25 students)	2% (6 students)
iReady Fall 21-22 (362 students)	59% (215 students)	34% (123 students)	6% (24 students)
iReady Winter 21-22 (362 students)	80% (291 students)	16% (58 students)	2% (9 students)
iReady Spring 21-22 (353 students)	89% (314 students)	10% (35 students)	2% (7 students)
iReady Fall 22-23 (343 students)	54% (185 students)	39% (134 students)	7% (25 students)

iREADY GROWTH: K-5 OVERALL MATH

	Tier 1 (0n or Above Level)	Tier 2 (1 Level Below)	At Risk for Tier 3 (2 or more levels below)
iReady Fall 19-20 (335 students)	55% (185 students)	41% (139 students)	3% (11 students)
iReady Winter 19-20 (335 students)	78% (347 students)	20% (68 students)	3% (10 students)
iReady Spring	No data due to closure	No data due to closure	No data due to closure
iReady Fall 20-21 (330 students)	45% (148 students)	48% (159 students)	9% (29 students)
iReady Winter 20-21 (330 students)	72 % (238 students)	27% (89 students)	1% (4 students)
iReady Spring 20-21 (338 students)	87% (293 students)	12% (40 students)	1% (5 students)
iReady Fall 21-22 (359 students)	51% (183 students)	45% (162 students)	4% (14 students)
iReady Winter 21-22 (361 students)	72% (261 students)	26% (93 students)	2% (7 students)
iReady Spring 21-22 (367 students)	89% (327 students)	11% (40 students)	0%
iReady Fall 22-23 (338 students)	46% (156 students)	49% (164 students)	6% (20 students)

Data Considerations for iReady Growth over the last few years

- End of year scores correlate to how our students perform on SBAC
- Fall Scores are low year to year because they are measuring students against mixed grade level standards (many of which haven't been introduced yet)
- Students who begin the year at/above grade level should be grouped within the classroom because they are already showing mastery of some grade level standards
- Students who begin the year below grade level standards are considered for intervention
- Students in Kindergarten and first grade are coming in significantly lower than before Covid (2019)

Student Growth Throughout the Year

Information regarding iReady

- Students take the diagnostic test three times a year (Fall, Winter, Spring)
- After the first diagnostic test, students are given an overall placement in relation to their grade level standards
- It also calculates “typical growth” and “stretch growth” goals for each student

Typical Growth

The average 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.











According to iReady:

- While individual students aim to reach 100% of their typical growth measure by the end of the academic year, only about 50% nationally reach their typical growth goals, and between 20%–30% of students achieve their stretch growth goals.
- When looking at a whole school, the goal is that the median point in progress toward Typical Growth is 100% by the end of the academic year

Elementary School iReady Typical and Stretch Growth: Reading

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	 132%	58%	 86%	48%	62%	118/233
Early On Grade Level	 127%	69%	 77%	33%	72%	89/150
One Grade Level Below	 129%	68%	 92%	38%	81%	118/170
Two Grade Levels Below	 131%	60%	 70%	40%	85%	20/41
Three or More Grade Levels Below	 156%	100%	 67%	0%	100%	2/20

Elementary School iReady Typical and Stretch Goal: Math

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	152%	73%	110%	59%	63%	96/189
Early On Grade Level	125%	64%	82%	34%	86%	88/150
One Grade Level Below	122%	68%	88%	42%	83%	167/240
Two Grade Levels Below	122%	69%	77%	15%	92%	13/20
Three or More Grade Levels Below	167%	80%	65%	40%	100%	5/13

Goals for the Year

- By the end of 2022-2023 school year, our goal is to maintain 94% of students scoring proficient or advanced in ELA.
- By the end of 2022-2023 school year, our goal is to have 92% of students scoring proficient or advanced in math.
- By the end of 2022-2023, our goal is to have 90% of students scoring at Tier 1 by the spring assessment.
- By the end of 2022-2023, 90% of all elementary students will meet their typical growth and 40%-50% of students meet their stretch growth according to iReady.

How we will achieve and support progress towards these goals?

- Teachers looked at SBAC data at the beginning of the year for individual classes
 - Teachers spent time highlighting students who were below benchmark and who were on the cusp of the next level
- Our focus for this year is that teachers will continue to focus on small group instruction (guided reading groups, math groups, etc.) to target specific needs and specific domains both for students who need advanced instruction and remedial support.
- All K-5 teachers will work with Michelle Nieto on critical literacy to promote comprehension, vocabulary development, and conversation around books.
- All K-5 teachers will work with Teachers Development group to work on differentiation within math standards through a “math studio” platform.
- Teachers will utilize the iReady platform (both assigned lessons and individual pathways) within the classroom and home to promote student success
- Student progress will be clearly communicated to parents throughout the year.

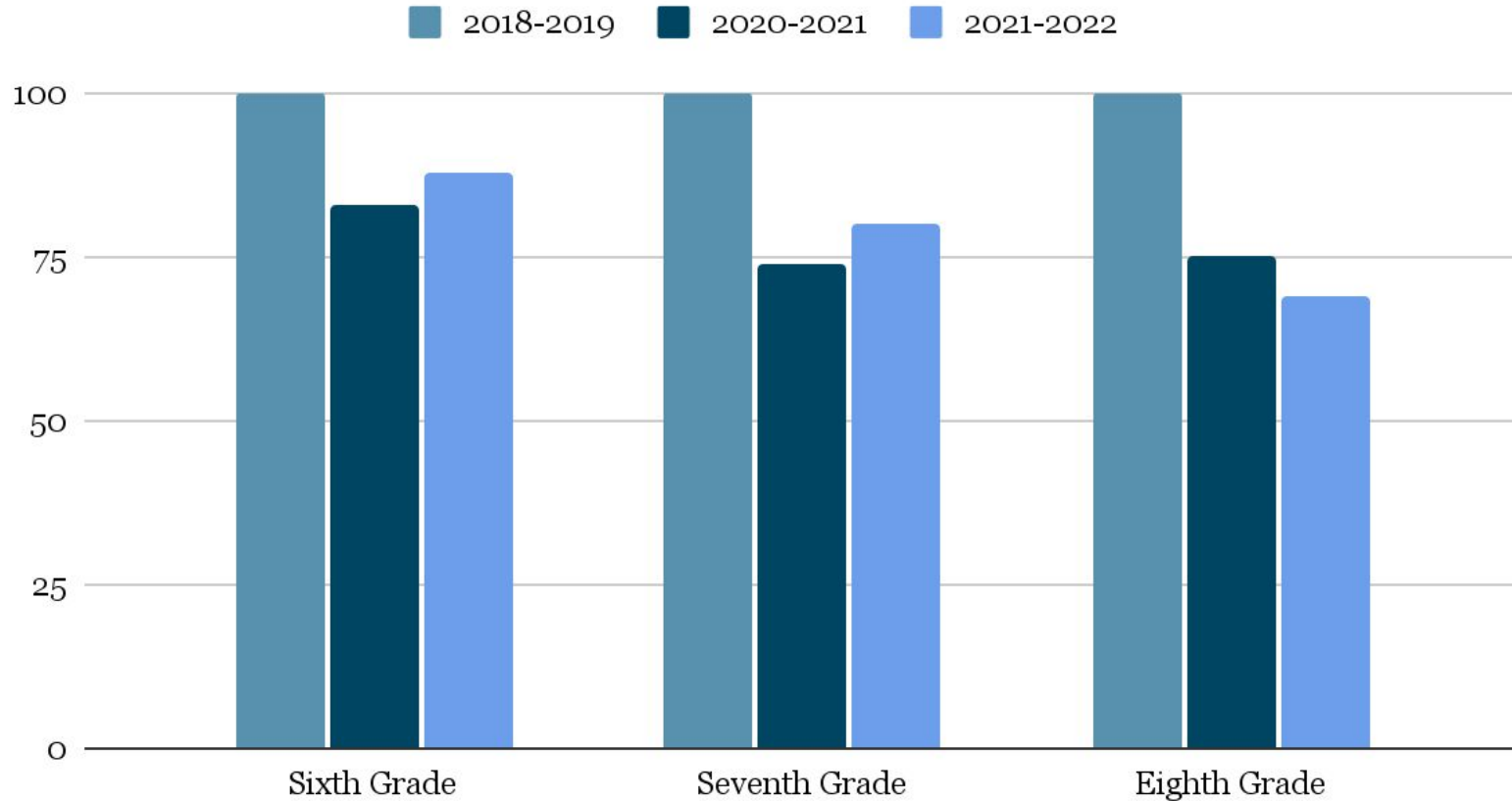
Middle School SBAC Scores

Sixth Grade	Below Standard	Near/At Standard	Proficient	Advanced	Percent Proficient and Advanced
ELA	1%	8%	39%	52%	91%
Math	3%	9%	24%	64%	88%

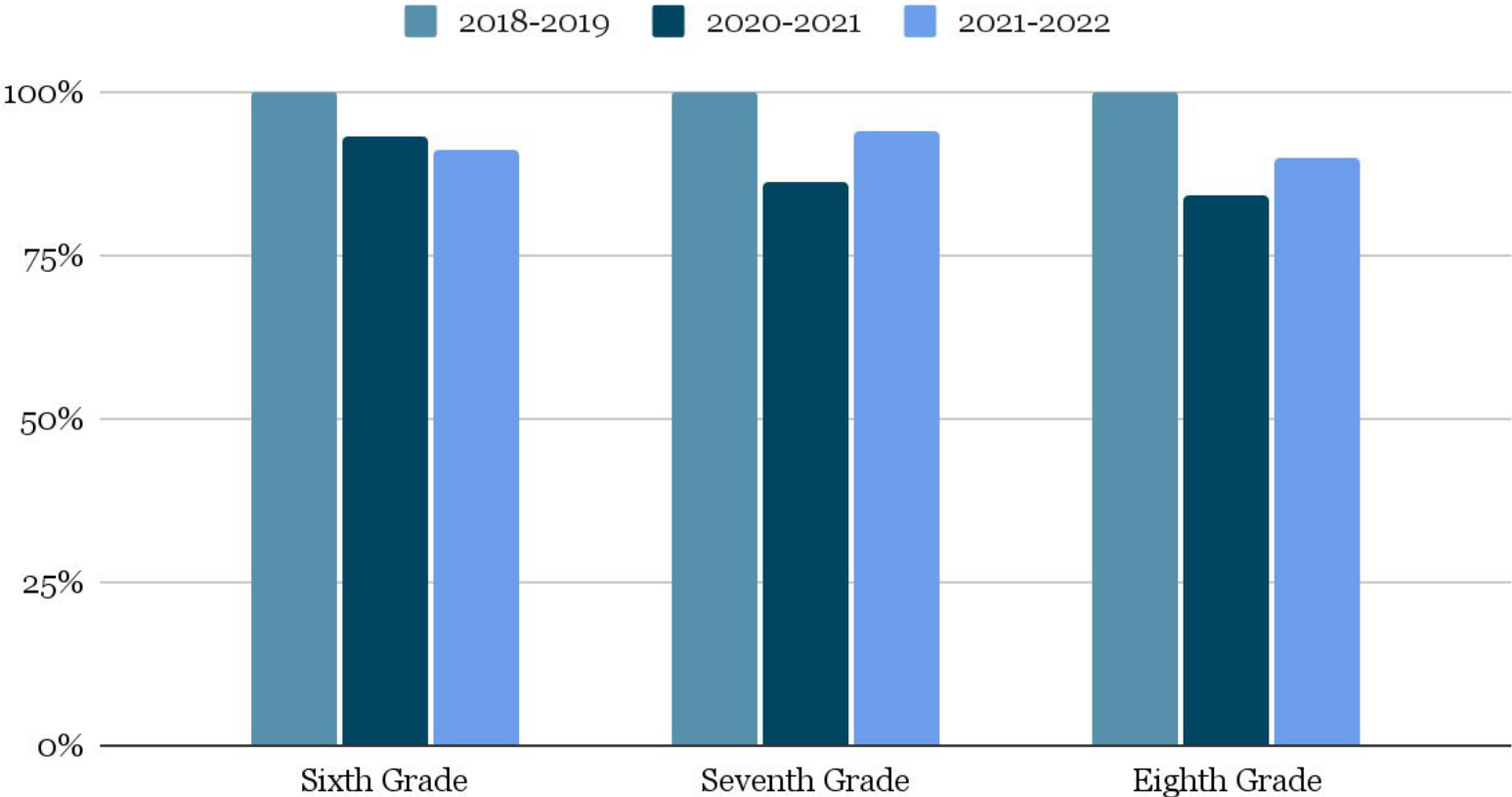
Seventh Grade	Below Standard	Near/At Standard	Proficient	Advanced	Percent Proficient and Advanced
ELA	0%	5%	28%	66%	94%
Math	4%	16%	29%	51%	80%

Eighth Grade	Below Standard	Near/At Standard	Proficient	Advanced	Percent Proficient and Advanced
ELA	6%	4%	43%	47%	90%
Math	10%	20%	24%	46%	70%

Percentage of Students Proficient/Advanced in Math



Percentage of Students Proficient/Advanced in ELA



How will we use the data?

- All grade levels have access to SBAC scores
 - Teachers spent time highlighting students who were below standards, and who were on the cusp of the next level
 - Teachers are doing a deeper dive; looking at individual students who are not yet meeting standards to identify supports
- Department teams have Progress Monitoring meetings to look at Fall iReady data, and analyze student work to calibrate with state standards and use in conjunction with iReady data.
 - These meetings help form groups for differentiation
 - Students who need more of an advanced pace/challenge
 - Students who need Tier 2 support within the classroom
 - Teachers who may require Tier 3 Intervention services
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iREADY GROWTH: 6th-8th OVERALL READING

	Tier 1 (On or Above Level)	Tier 2 (1 Level Below)	At Risk for Tier 3 (2 or more levels below)
iReady Fall 19-20 (214 students)	69% (147 Students)	18% (38 Students)	13% (29 Students)
iReady Winter 19-20 (219 students)	76% (167 Students)	14% (30 Students)	10% (22 Students)
iReady Fall 20-21 (212 students)	62% (131 Students)	23% (49 Students)	15% (32 Students)
iReady Winter 20-21 (208 students)	75% (157 Students)	17% (35 Students)	8% (16 Students)
iReady Fall 21-22 (224 students)	68% (152 Students)	17% (39 Students)	15% (33 Students)
iReady Winter 21-22 (221 students)	77% (170 Students)	15% (33 Students)	8% (18 Students)
iReady Fall 22-23 (201 students)	69% (139 Students)	19% (37 Students)	12% (25 Students)

IREADY GROWTH: 6th-8th OVERALL MATH

	Tier 1 (On or Above Level)	Tier 2 (1 Level Below)	Tier 3 (2 or more levels below)
iReady Fall 19-20 (217 students)	69 % (149 Students)	25% (54 Students)	6% (14 Students)
iReady Winter 19-20 (220 students)	77% (170 Students)	17% (38 Students)	6% (12 Students)
iReady Fall 20-21 (214 students)	64% (136 Students)	28% (61 Students)	8% (17 Students)
iReady Winter 20-21 (199 students)	75% (149 Students)	22% (43 Students)	3% (7 students)
iReady Fall 21-22 (228 students)	67% (153 Students)	26% (60 Students)	7% (15 Students)
iReady Winter 21-22 (221 students)	82% (181 students)	22% (48 students)	6% (13 students)
iReady Fall 22-23 (203 students)	62% (126 Students)	29% (58 students)	9% (19 students)

Take-Aways

- All students need continued differentiation to accelerate their learning
- Students who begin the year at grade level will benefit from differentiation aimed at accelerating their learning
- Our SBAC data shows a decline in grade level proficiency as cohorts progress through the grades.
- Our data sets are so small that the addition of one or two new students can have a noticeable effect in the cohort data.

Goals for the Year

- Analyze individual student data to identify differentiation that will accelerate learning and provide supports in any areas of need for each student.
- Analyze student work to calibrate proficiency with state standards and use in conjunction with iReady data to differentiate instruction.
- Identify small groups with similar strengths or needs in order to accelerate learning
- Aggregate and analyze all forms of data, formal and informal, throughout the school year, to use in conjunction with data from recent years in evaluating the effectiveness of our content programs.