

- **Phase 1: Predictions**
 - Surfacing perspectives, beliefs, assumptions, predictions, possibilities, questions and expectations Group Input
- **Phase 2: Observations**
 - Analyzing the data for patterns, trends, surprises, and questions

Committee Table Work Input

ELPA - High School

- Assume
 - It's easier to move to "progressing" than to "proficient"
- Predictions
 - Oral scores on ELPA are due to the testing method (i.e. computer-based with everyone speaking at the same time)
 - Assume that elementary scores are higher than secondary
 - Oral scores on ELPA are due to testing method
 - ELPA is content based rather than real-life/practice language skills
- I wonder
 - Why is the progressing category so much higher than proficient and emerging
- Observations
 - Elementary has a higher proficiency level than middle and then drops again in high school
 - BSD and state on average were aligned in terms of ELPA, with the exception of 11th and 12th grades
 - We were surprised to see the dip between 6th and 7th grades is consistent. And increases in 9th and 10th grades between hitting an all time low in 12th grade
 - Elementary is more on-track than secondary
- Trends/Patterns
 - BSD seems relatively aligned with state ELPA scores (with the exception of grades 11/12)
- Synthesis
 - High school needs more support (paras, SW's PD, materials) Need 2&3 interventions/services now! We are tired!
- I'm surprised that I see
 - Surprising to see a drop of OTP between 6th and 7th, 7th-8th, then increases between 9th-10th and drops again 10th-11th
- Inferences
 - High school needs much more support (paras, PD, materials)
 - We need tier 2 and tier 3 now, not next year
 - ES/MS have reading specialists and academic support coaches
- Additional data would help me verify
 - Help me understand the 31% "blank" - are these all kinder and newcomers??

ELPS - Middle School

- Predictions/Observations

- Students in Elementary are on track possibly because the rest of the students also learn reading and writing
- Higher academic expectations in middle school
- Academic language increases
- More responsibility in Middle School (lockers, homework, schedules, etc.)
- Inferences
 - Need for sheltered instruction to extend beyond first year
 - Resources to support EL's who are progressing
 - Sheltered ELA classes - homogenous grade/heterogeneous skill
 - Additional data to better understand who lands in the "progressing" category

OSAS - High School

- I assume
 - Low writing scores reflect lack of interest in long-form writing tasks
 - So many are on track or meeting at ES because the need for academic language goes up at MS. Everyone is learning to read at ES
- Predictions
 - Students will not take a test seriously that isn't graded
 - There is a scary drop between 5th and 6th because of the responsibilities now placed on students going into middle school
 - Low writing scores...lack of interest in long-form writing?
 - Students at high end exceeded state average, low end percentage is about the same
 - Are students taking the test seriously?
- I wonder
 - Students at the high end exceed state average, low end of percentage is about the same (high school)
 - If most students are taking taking the test seriously
 - Is language acquisition easier when they are younger
 - If we see higher proficiency at grade 11 because of the decision to drop out or stay in school
 - Does the data indicate where they were, when they took the ELPA, OR is it raw data?
 - If the higher MS expectations impact the drop between MS and HS
- My questions/expectations are influenced by
 - Why are BSD ELPA scores below state average?
 - Are more ELA OSAS scores between 5&6 following the same drop pattern as ELPA?OTELP between 5&6?
- Some trends/patterns that I noticed
 - Levels are the same - high get higher, low get lower
 - Grade 11 did best with reading scores
 - Listening falls after elementary
 - Getting from progressing to proficient seems to be the biggest challenge
- I can count
 - Targets above, at, below proficiency
- I'm surprised that I see
 - Writing target 6, 6th graders did the best (average writing)
- I believe the the data suggests...because
 - Students are struggling

- Lack of interest
 - Lack of skills
 - Lack of language acquisition
 - Apathy towards standardized tests
 - Interest
 - Cultural (graded vs. ungraded)
 - EL students are on track sooner because the other students are also learning how to read, write, speak English properly?
- Additional data would help me verify
 - If the reason 11th graders are below proficiency on writing = too much emphasis on other areas or lack of interest
 - Data from tasks that involve genuine interest and effort
 - How long have students been receiving EL services?
- Additional data would guide Implementation of the solutions and determining if working
 - Is this data consistent across content areas?
 - STAR data?
- Observations
 - Writing scores are low, reading low, particularly literary text
 - Reading 12 in reading correlates to target 4 in research
 - Majority of recent arrivals on track to ELP
 - Reading and writing scores are low (literacy text)
 - Majority of recent arrivals on track to ELP
 - Grade 11 did best on reading (growth)
 - Analysis within texts was a bright spot
- Inferences
 - We need more resources to support on track to proficiency and EL students in the classroom
 - Students are struggling and/or
 - Students are apathetic, lack of emphasis on reading/writing skills
 - How do standardized test scores stack up to high-interest genuine assessments?

OSAS - Middle School

- I assume
 - Why ELPs are above 6th is because of total count
 - BSD is doing pretty well compared to state averages
 - State/National problem meeting proficiency
- Observations
 - Core instruction not working
 - Media Literacy
 - Vocabulary and word meaning
 - Listening and comprehension
 - Editing and writing
- I Wonder
 - Why ELP students in 6th on track 44% but 7th and 8th are below 25%
 - Wonder if it's specific to this class
 - What goal for proficiency is, over 50% not proficient
 - The impact of short and quick texts

- My questions/expectations are influenced by
 - Influenced by being close to state average
- Possibilities for learnings
 - Core instruction, rigor, texts, matters greatly
 - More emphasis on reading and writing - less on speaking/listening and research & inquiry
 - Evaluate information sources/media literacy
- I observe that
 - Writing below in almost everything
 - Vocabulary huge struggle
 - Need more practice listening comprehension
 - Word meanings low
 - Low in editing
- I believe the data suggest...because
 - That an emphasis on reading and writing targets need to be emphasized because low across all grade levels
 - Informational texts need to be valued in cross curricular, but also LA per the data
 - Vocabulary is of grave concern
- Additional data would help me verify
 - Cross curricular is impacting scores - ex. - CER in Science and Social Science
 - Vocabulary practices in elementary to see alignment in elementary to middle
- Additional data would guide implementation of the solutions and determine if working
 - Impact of elementary texts and curriculum (ex. informational)
- Some trends/patterns that I noticed
 - Writing/Reading low compared to others, throughout all grade levels
 - Seems synthesis pieces need to be valued
 - Some patterns of needing good grammar and vocabulary
- I'm surprised that I see
 - Research and inquiry ar so high
 - Scoring low in media literacy
 - Use of evidence above all 3
 - Listen and interpret is low
- Curriculum Look Fors
 - Strong writing curriculum with emphasis on diverse text and informational text

P-ACT 10 / STAR / Lexia - High School

- I assume
 - 23-24 ACT scores decreased because those kids were 8th grade during the pandemic
- Predictions
 - We will need additional PD on literacy strategies across the curriculum
 - Our graduation rates are going to decline
 - Students are going to be less successful across the curriculum
 - We will need additional PD on literacy strategies across the curriculum with everyone on board
 - Students will be less successful across the curriculum and graduation rates
- I wonder
 - How are we going to get other content areas to take some ownership of literacy

- Some trends and patterns that I noticed
 - Across the ACT the 23-24 dropped 10-15% or more over all skill areas
- Observations
 - STAR gives better data than Lexia, STAR data is more specific and useful for teachers
 - There is no attendance here
 - STAR data is more descriptive and detailed than Lexia
 - Attendance data is missing
- I believe the data suggests...because
 - The dip in ACT scores for 23-24 is (at least) partially attributable to the missed in-person instruction due to COVID closure during their 8th grade year
- Additional data would help me verify
 - Attendance data would help me verify that students are present and receiving the instruction provided on a regular basis
- Inferences
 - Across the ACT, 23-24 year dropped 10-15 % or more in all skill areas
 - We need a reading intervention program at the high school level!
 - We need reading specialists!

P-ACT 8 / STAR / Lexia - Middle School

- Predictions
 - Since returning from COVID, we predicted an increase in literacy
 - Beginning and Early intermediate scores would be down
- Observations
 - Most students (50%) are intermediate levels - 3rd to 5th
 - There seem to be more advanced than we were seeing last year
 - Lexia - most students are at Intermediate Level and more Advanced Level students than previous year
 - P-ACT - lowest scores in the 2023-24 school year
 - STAR - 7th most above benchmark, but also lowest benchmark but also lowest minimum score
- Some trends/patterns that I noticed
 - These are all post COVID and with the schedule where students had 35 minute classes - the final year of this schedule had the lowest scores
- I'm surprised that I see
 - STAR - 7th grade most above benchmark but also the lowest minimum score
 - Why can't we see numbers who took STAR students?
 - What are students' ELPA scores versus STAR scores?
 - Are the majority of our ELD students really below benchmarks?
- I believe the data suggests...because
 - Shorter LA classes had an impact on student learning based on ACT data
 - ELD students need more language supports and differentiation
- Additional data would help me verify
 - Correlation between STAR and EL level would be helpful to disaggregate how their reading levels are versus language skills
- Additional data would guide implementation of solutions and determine if working
 - The LA scores along side the math/science scores on the ACT so we could really see if class length was the factor since math and science were ½ time the LA lengths

- Inferences
 - Shorter classes - Impacted student learning based on P-ACt data
 - ELD students need more language supports and differentiation

Data Driven Dialogue Group Input

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Next Steps and Meeting

- December 4
 - HQIM
 - IMET
 - BSD Priorities
 - Book Study