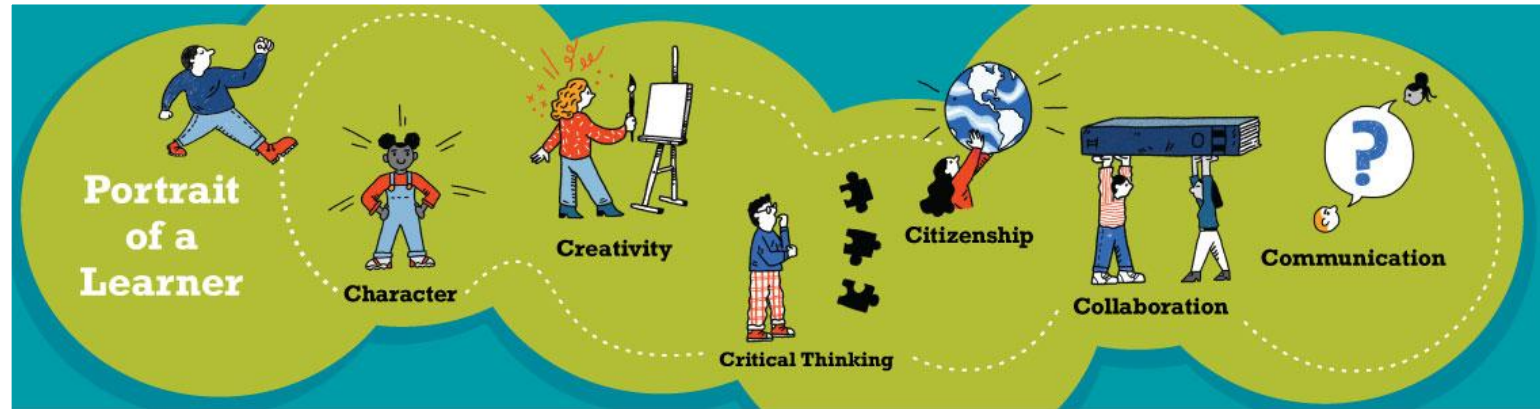


# Understanding Student Academic Progress During the Pandemic

# The vision for students in LASD

The LASD **Portrait of a Learner** highlights the six skills students need to learn, lead, and innovate in high school and beyond.



# Challenges of teaching and learning during the pandemic

## Technology

While we have overcome many access and device challenges, there continues to be ongoing device, user, and tech tool fails.



## Mental health/stress

Many students and staff members are struggling right now.



## Engagement/attendance

Remaining engaged during distance learning, especially asynchronous learning time, is a challenge. Age of the student is sometimes a factor but there are challenges at all grade levels.



## Lack of data

Traditional data points, including CAASPP and F&P, have not been given in more than a year.



## Assessment validity

Teachers have noted that the level of parent support during assessments make it difficult to understand the independent ability of some students.



## Feedback

Giving quality feedback virtually, through Google Classroom, is time consuming. Students (and parents) do not always read the feedback.



# Ways we have adapted to teach students

## CURRICULUM UPDATES

- ❑ LASD is providing a very comprehensive curriculum for our students.
- ❑ Curriculum is aligned across all schools and grade levels through comprehensive learning plans.
- ❑ Grade levels agree on aligned pacing and review this each month.
- ❑ Teachers have flexibility within aligned units to meet the needs of students.

## COMMON ASSESSMENTS

- ❑ Units of instruction in ELA, math, and science include common assessments.
- ❑ Teachers use PLC time on Wednesdays to discuss assessment results and respond to student needs.

# Blended Program & Virtual Program

# Welcome to Unit 5!



5

The Power of the LASD Learning Plan

## Academic supports in place



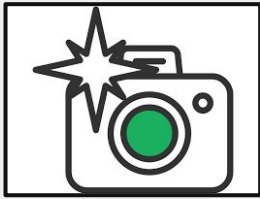
- ☐ LASD+
- ☐ Virtual and in-person ELD
- ☐ Reading Fellows
- ☐ LLI Reading intervention
- ☐ Spring Math
- ☐ CARE teams
- ☐ Small groups
- ☐ IST coaching



*Are LASD students  
experiencing **learning loss** as  
a result of the pandemic?*



## An update on progress monitoring



1. Report card scores for Trimester 1
  - a. ELA & math
2. F&P/Literably reading levels against established benchmark
  - a. F&P is our typical benchmark assessment and it must be given in person
  - b. Literably is a third party online reading assessment that uses F&P aligned texts and the same benchmarks
3. Teacher feedback



# Report Card Scores - T1

3-Approaching 35%	4-Mastery 49%
2-Developing 13%	1-Beginning 3%

*Reading*

3-Approaching 51%	4-Mastery 29%
2-Developing 18%	1-Beginning 2%

*Writing*

# 1. T1 Report Card Scores - all K-5 students

*T1 ended November 6th*

Reading  
Writing

Approaching 26% 45%	Mastery 56% 33%
Developing 15% 19%	Beginning 3% 3%

Kinder

Approaching 16% 42%	Mastery 64% 36%
Developing 10% 18%	Beginning 9% 4%

1st Grade

Approaching 27% 58%	Mastery 65% 33%
Developing 7% 8%	Beginning 1% 1%

2nd Grade

## 1. T1 Report Card Scores - by grade level

*T1 ended November 6th*

Reading  
Writing

Approaching 46% 52%	Mastery 36% 24%
Developing 15% 21%	Beginning 2% 3%

3rd Grade

Approaching 47% 49%	Mastery 34% 28%
Developing 16% 21%	Beginning 3% 1%

4th Grade

Approaching 40% 54%	Mastery 44% 26%
Developing 15% 18%	Beginning 1% 2%

5th Grade

## 1. T1 Report Card Scores - by grade level

*T1 ended November 6th*

**All students**  
**SED**  
**SPED/504**  
**EL**

3-Approaching 35% 21% 38% 29%	4-Mastery 49% 16% 27% 26%
2-Developing 13% 40% 24% 30%	1-Beginning 3% 22% 11% 15%

*Reading*

3-Approaching 51% 29% 28% 38%	4-Mastery 29% 7% 9% 14%
2-Developing 18% 46% 43% 37%	1-Beginning 2% 18% 20% 14%

*Writing*

## 1. T1 Report Card Scores - all K-5 students

*Special Population Comparison*

**2020-21**  
**2019-20**

3-Approaching 16% 41%	4-Mastery 64% 43%
2-Developing 10% 13%	1-Beginning 9% 3%

*Reading*

3-Approaching 51% 42%	4-Mastery 29% 36%
2-Developing 18% 18%	1-Beginning 2% 4%

*Writing*

## **1.** T1 Report Card Scores - 1st Grade

*2019-2020 Comparison*

**2020-21**  
**2019-20**

3-Approaching 47% 40%	4-Mastery 34% 48%
2-Developing 16% 8%	1-Beginning 3% 4%

*Reading*

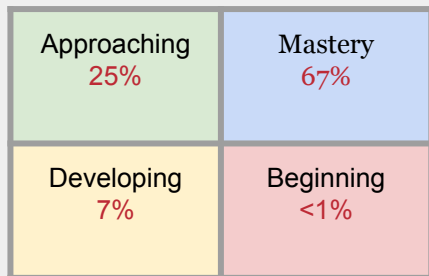
3-Approaching 49% 60%	4-Mastery 28% 22%
2-Developing 21% 14%	1-Beginning 1% 4%

*Writing*

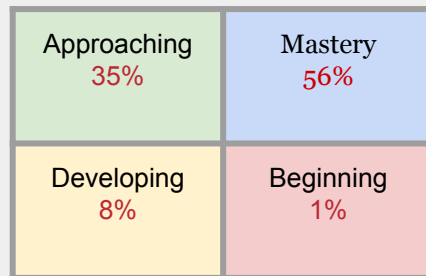
## 1. T1 Report Card Scores - 4th Grade

*2019-2020 Comparison*

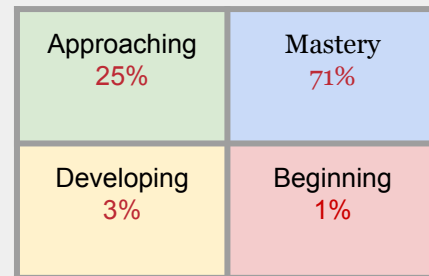
**Math -  
Foundational  
Grade Level  
Unit**



**Kinder**  
**Writing &  
Counting to 20**



**1st Grade**  
**+/- within 20**



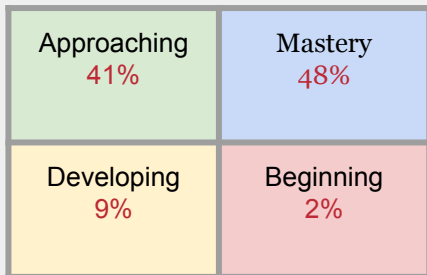
**2nd Grade**  
**Foundations for  
multiplication**

# **1. T1 Report Card Scores - by grade level**

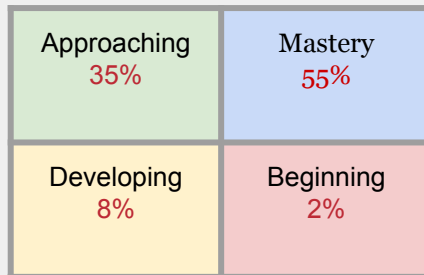
*T1 ended November 6th*



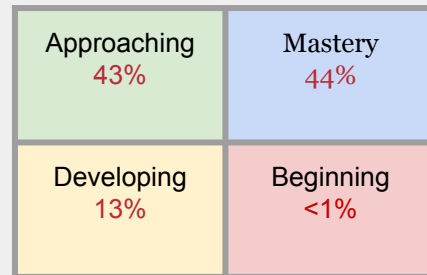
**Math -  
Foundational  
Grade Level  
Unit**



**3rd Grade**  
**Foundations for**  
**x/÷**



**4th Grade**  
**Multiplication**



**5th Grade**  
**Operations with**  
**whole numbers**

# **1. T1 Report Card Scores - by grade level**

*T1 ended November 6th*

F&P/  
Literably  
Data

F&P -Blended  
Literably - Virtual

Meets Benchmark 9% 12%	Exceeds Benchmark 75% 76%
Approaching Benchmark 4% 7%	Does Not Meet Benchmark 7% 5%

5% not collected in blended model

## 2. F&P/Literably Data - all K-5 students

*F&P assessment administered in-person  
Literably assessment administered online*

F&P -Blended  
Literably - Virtual  
Spring 2018 F&P

Meets Benchmark 9% 12% 10%	Exceeds Benchmark 75% 76% 68%
Approaching Benchmark 4% 7% 6%	Does Not Meet Benchmark 7% 5% 10%

## 2. F&P/Literably Data - all K-5 students

*Spring 2018 F&P score comparison*

**F&P -Blended**  
**Literably -**  
**Virtual**

Meets Benchmark 19% 16%	Exceeds Benchmark 61% 56%
Approaching Benchmark 5% 16%	Does Not Meet Benchmark 6% 11%

8% not collected in blended model

**Kinder**

Meets Benchmark 6% 10%	Exceeds Benchmark 76% 75%
Approaching Benchmark 3% 9%	Does Not Meet Benchmark 9% 6%

6% not collected in blended model

**1st Grade**

Meets Benchmark 6% 5%	Exceeds Benchmark 76% 85%
Approaching Benchmark 3% 1%	Does Not Meet Benchmark 9% 9%

5% not collected in blended model

**2nd Grade**

## 2. F&P/Literably Data - by grade level

**F&P -Blended**  
**Literably -**  
**Virtual**

Meets Benchmark 7% 10%	Exceeds Benchmark 82% 86%
Approaching Benchmark 2% 3%	Does Not Meet Benchmark 5% 1%

4% not collected in blended model

**3rd Grade**

Meets Benchmark 8% 13%	Exceeds Benchmark 77% 84%
Approaching Benchmark 3% 3%	Does Not Meet Benchmark 8% 1%

4% not collected in blended model

**4th Grade**

Meets Benchmark 11% 11%	Exceeds Benchmark 69% 75%
Approaching Benchmark 8% 7%	Does Not Meet Benchmark 7% 7%

5% not collected in blended model

**5th Grade**

## **2.** F&P/Literably Data - by grade level

# A Summary Look at the Data - Reading

Meets Benchmark 9% 12% 10%	Exceeds Benchmark 75% 76% 68%
Approaching Benchmark 4% 7% 6%	Does Not Meet Benchmark 7% 5% 10%

F&P -Blended  
Literably - Virtual  
Spring 2018 F&P

3-Approaching 16% 41%	4-Mastery 64% 43%
2-Developing 10% 13%	1-Beginning 9% 3%

Reading T1 Scores  
**2020-21**  
**2019-20**

3-Approaching 35% 21% 38% 29%	4-Mastery 49% 16% 27% 26%
2-Developing 13% 40% 24% 30%	1-Beginning 3% 22% 11% 15%

Reading T1 Scores 20/21  
**All students**  
**SED**  
**SPED/504**  
**EL**

3-Approaching 29% 26%	4-Mastery 29% 13%
2-Developing 30% 39%	1-Beginning 12% 22%

**SED Reading T1 Scores 19/20**  
**1st Grade n=17 students**  
**4th Grade n=23 students**



# Teacher Feedback

## From our Teachers

*“The biggest successes we have had at SR is through our **LASD+ classes**. I know that without these additional services some of our most vulnerable students would have fallen even more behind this year. I am certain that these programs are worth any cost. Giving these students the additional support and one-on-one grouping has helped all of those involved.”*

## From our Teachers

*“Hard to imagine any teachers other than TK/K who would be more apprehensive about meeting the needs of a new group of students. Still, despite the pandemic, whether it was virtual-2 day in person-or async learning, I am blown away by how much my students have learned and grown. The bedrock of this learning has, of course, been ongoing **relationship-building with students and families**. I am so proud of my students' hard work and their parents' commitment to make this year count.”*

## From our Teachers

*“The silver lining to all of this: **small class sizes!** It has been so nice to really have the time to work 1:1 with students this year! Thank you for all C&I has done to support us...especially the **AMAZING learning plans!!!**”*

## From our Teachers

*“My EL student came in August not reading or writing in English. He is now able to read on a first grade level. One of my Resource students was below grade level in reading and writing in August and is now on grade level for reading and improving her writing daily. Thanks to the **team work** with the **Resource program staff** and **English Learner program staff** my students are making steady progress. Way to go team Oak!”*

## From our Teachers

*“It's insightful and interesting to note that while Virtual School is very challenging for students, there are a number of students who are thriving in my class. I find it is due to their commitment to their education and **work ethic along with parent support**. A few students who temporarily dipped in participation and work completion have rallied and come back stronger.”*

## From our Teachers

*“By my observation, **we have never before provided so many outstanding learning opportunities to our students.** When we are teaching and learning in person, many ancillary programs and activities (inarguably worthwhile, but still ancillary to our core subject areas) get in the way of providing 5 reading, 5 writing, and 5 math lessons along with exemplary content area learning (Social Studies and Science), engaging art, intriguing garden lessons, STEM challenges, Comp Sci..... but now, it's all there for the taking! Students who have the capacity to organize and do it all are receiving a top notch learning program, superior to any program we've been able to provide in the past. The challenge is that not all students have the drive, support and encouragement required to engage with all the learning that is being presented to them. In regular times, I would push students a bit more to access and accomplish everything, but I find we have to be exceptionally forgiving about areas outside of key assignments because of the challenges of the pandemic. For instructors, having **a day dedicated to planning excellent lessons** in all areas for the following week is an unprecedented opportunity. This uninterrupted time allows me to plan the best lessons I have ever planned in all my years of teaching.”*

## From our Teachers

*“1. I think the most difficult thing to determine about student learning is their independent level due to the number of days they are at home learning. A **level of dependency on parental assistance** has been developed as a pattern and this is difficult to undo at school during the short period of time.*

*2. My students enjoy playing with each other on the playground and have **bonded much more than in previous years** because of the structure of the current system.”*





Some  
takeaways...



- ❑ Our teachers are doing a tremendous job teaching students!
- ❑ There is no indication of “learning loss”
- ❑ We continue to have subgroups who are underachieving
- ❑ Writing is an area to explore - is there a lack of progress or lack of volume for some?
- ❑ We will continue to prioritize students who are SED for summer school
- ❑ Primary grade teachers will have additional training in supporting struggling readers
- ❑ A study of 6-8 learning progress is needed



# Summer Programs for Students

## ESY - Extended School Year

For students who require ESY as indicated by their IEP.

Typical attendee is in an SDC class or Preschool program.

Instruction is individualized based on IEP goals.

4 week program: June 14-July 9

In-person at Covington School

8:30-12:30



## LASD Summer Academy

Instruction in reading, writing, academic vocabulary, and math + STEM project.

Looking at data to determine grade levels and in-person/virtual programming

4 week program: July 6-30

8:30-2:00 daily (in person)

### **Teachers College Reading and Writing Project Summer School Curriculum:**

*“These units are designed to help teachers learn the newest researched-based methods of teaching phonemic awareness, assessment-based decoding, vocabulary, knowledge generation, argument, and the like.”*

- ☐ Read aloud
- ☐ Skills review
- ☐ Targeted workshops

**\*Special Grade 4-6 Intensive Phonemic Awareness and Phonics Summer Instruction** (select students)

# Summer Professional Development for Teachers

## TK-5 Math (adoption pending)

To support teachers in the implementation of the SFUSD math curriculum.

- ❑ Progression of mathematical ideas
- ❑ Instructional strategies
- ❑ Assessment
- ❑ Routines

## K-2 Small Group Reading

A home grown institute with Teachers College Reading and Writing Project:

“Equipping ourselves to teach assessment-based small groups to support all readers”

- ❑ Assessment
- ❑ Intervention
- ❑ Engagement