

# District Updates

April 15, 2021

# Timeline for Summer School

## ➤ **K-8 Online Skill Reinforcement & Practice**

- i-Ready platform open & with mypath individualized practice platform
- Coaching drop in hours as needed

## ➤ **K-8 In Person Supportive Summer School**

- Approx 300 students
- June 21-July 16 (no school July 5) 8:30-11:45 am
- 19 days of targeted instruction
- Invitation to students who are below grade level based on data (i-Ready, F & P, and teacher recommendation) or in RAMP
- Reading, writing and math instruction
- 2 classes per grade level
- **Attendance required for entire session**
- **Invitations will be sent out mid-May**

## ➤ **Early Intervention-8 ESY (Extended School Year)**

- Students who have ESY as a related service in their Individualized Education Plan to maintain current levels of progress toward IEP goals
- IEP determined attendance, small class sizes with designated instructional support and services as outline in each IEP
- Students with IEPs who do not meet the criteria for ESY may be invited to participate in the Supportive Summer School program

# K-5 Schoolwide Schedule

A	B	C	D	E	F	G
	Kindergarten	1st	2nd	3rd	4th	5th
8:10-8:15		Arrival				
8:15-8:30	MORNING MEETINGS	MORNING MEETINGS	MORNING MEETINGS	MORNING MEETINGS	MORNING MEETINGS	MORNING MEETINGS
8:30-9:30				Enrichment 8:20-9:00		
9:30-9:40		Recess	Recess			
	9:20-10:00 Enrichment		Enrichment 9:40-10:20			Intervention 9:15- 9:55
				Recess 9:55-10:05	Recess 9:55-10:05	Recess 9:55-10:05
9:40-10:40					Intervention 10:05- 10:45	
10:40-11:20		Enrichment				
	11:00-11:40 Intervention			Intervention 11:20- 12:00		
11:20-11:50		Lunch	Lunch			
11:50-12:30		Intervention		Lunch 12:00-12:30	Lunch 12:00-12:30	Lunch 12:00-12:30
12:30-1:20			Intervention 12:40-1:20		Enrichment 12:30-1:10	
1:20-1:30		Recess	Recess			
1:30-1:40						
1:40 - 1:50				Recess	Recess	Recess
1:50-2:30						Enrichment

# Standardized Testing- CAASPP or i-Ready

- On March 16th, the State Board of Education voted to give California school districts the opportunity to use either state tests or other standards-aligned assessments to gauge student learning this spring.
- Diagnostic and interim/benchmark assessments help teachers identify student learning gaps and progress and adjust instruction throughout the year.
- As a condition of funding this year, districts were required to use such assessments and identify them in their learning continuity plans filed last fall. Our LeCAP identified the i-Ready platform as our benchmark assessment system.
- Giving districts the opportunity to use local diagnostic or interim tests to meet state and federal expectations for assessment and reporting purposes will help lessen concerns about students participating in extensive testing before they have a chance to re-adjust to full in-person learning.

# i-Ready - Reading

Students Assessed/Total: 2,123/2,601

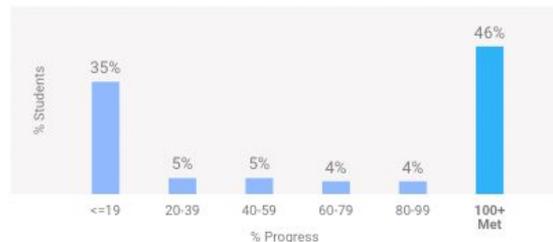
Progress to Annual Typical Growth (Median)

[Learn more about growth](#) 

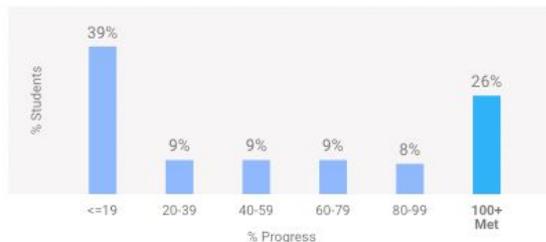


The median percent progress towards Typical Growth for this school is 81%. Typical growth is the average annual growth for a student at their grade and placement level.

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Current Placement Distribution



# i-Ready - Math

Students Assessed/Total: **2,005/2,600**

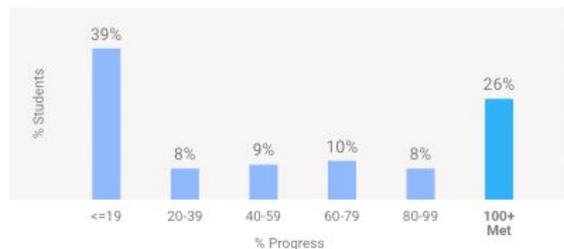
Progress to Annual Typical Growth (Median)

[Learn more about growth](#) 

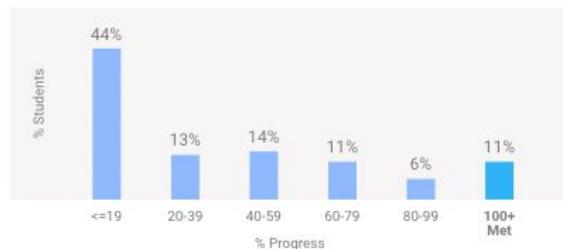


The median percent progress towards Typical Growth for this school is 46%. Typical growth is the average annual growth for a student at their grade and placement level.

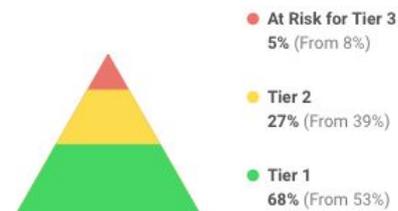
Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Current Placement Distribution



# i-Ready - Student Growth Report

Subject: **Math** Placement Definition: **Standard View**

## Year-to-Date Growth

### Progress to Annual Typical Growth

Scale Points: 20/26



This student has made 77% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and initial placement level.

### Progress to Annual Stretch Growth

Scale Points: 20/36

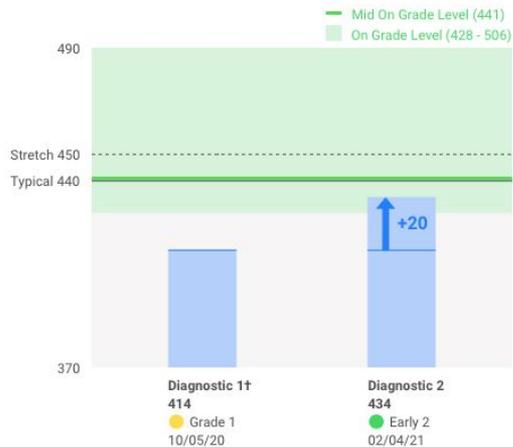


This student has made 56% progress toward Stretch Growth. For students who are below grade level on their initial Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path to proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 1 year to be proficient if the student is not proficient already. This is based on students with the same initial placement who eventually achieved proficiency. Proficient for Grade 2 is a Mid On-Grade Level scale score of 441.

[Learn More About Growth](#)

## Overall Diagnostic Growth



†This Diagnostic used to establish Growth Measures.

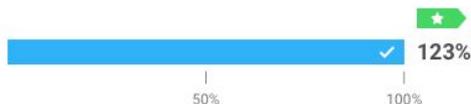
# i-Ready - Student Growth Report

Subject: Reading Placement Definition: Standard View

## Year-to-Date Growth

### Progress to Annual Typical Growth

Scale Points: 27/22



This student has made 123% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and initial placement level.

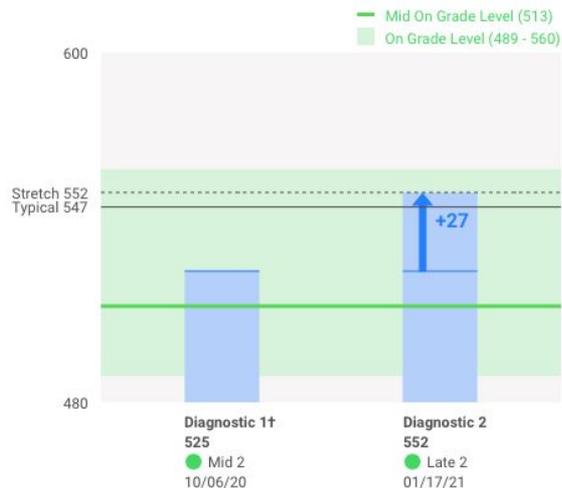
### Progress to Annual Stretch Growth

Scale Points: 27/27



This student has made 100% progress toward Stretch Growth. Stretch Growth is an ambitious, but attainable, level of annual growth that puts students who are not yet proficient (Mid On Grade Level or above) on their initial Diagnostic on a path to proficiency and helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels.

## Overall Diagnostic Growth



†This Diagnostic used to establish Growth Measures.

# i-Ready - Parent Reports

## Logan's Overall Math Performance



Domain	Test (10/05/20)	Test (02/04/21)
<b>Overall</b>	<b>Approaching Grade 2</b>	<b>At Grade 2</b>
Number and Operations	Approaching Grade 2	Approaching Grade 2
Algebra and Algebraic Thinking	Approaching Grade 2	At Grade 2
Measurement and Data	Needs Improvement	At Grade 2
Geometry	At Grade 2	At Grade 2

## Additional Suggestions

### ✓ Discuss these results with your child

Celebrate their strengths and progress and collaborate with them on planning how they will reach their goals.

### ✓ Reach out to the teacher

Ask your student's teacher for additional insight into Logan's progress and to get ideas and resources to support your student's learning at home.

## Understanding Key Terms

**Placement Levels** are used to guide instruction in the classroom.

Placement levels are based on Logan's level of performance overall and on each subtest, and they describe the optimum instruction level.

The four possible placement levels are:

- Above Grade Level
- At Grade Level
- Approaching Grade Level
- Needs Improvement

**Scale Scores** provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of the *i-Ready Diagnostic*.

**National Norms** are percentiles, comparing each student's performance with that of a nationally representative sample of students in the same grade level who took the test at the same time of year. For example, a student who has a Norm of 60% on the test scored better than 60% of a nationally representative group of students who took the test.

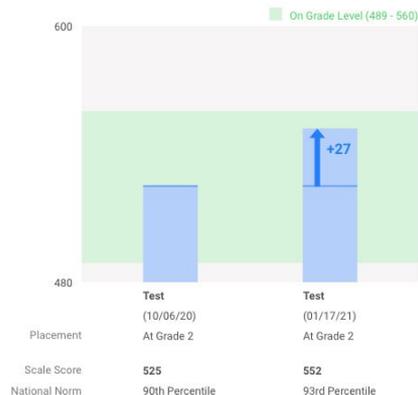
## Skill Progress and More Information

↑ Placement Improved from Initial

Domain	Test (10/05/20)	Test (02/04/21)	More Information
Number and Operations	Approaching Grade 2	Approaching Grade 2	At placement levels K-2 this domain addresses counting, the base-ten number system, and the operations of addition and subtraction. Test results indicate that Logan could benefit from gaining fluency with addition and subtraction concepts, using numbers with different numbers of digits and regrouping.
Algebra and Algebraic Thinking ↑	Approaching Grade 2	At Grade 2	At placement levels K-2 this domain addresses skip-counting, fact families, and using equations to solve addition and subtraction problems. Logan's score indicates an appropriate understanding of addition and subtraction concepts applied to solving problems. Logan may be ready to develop basic multiplication and division concepts and learn to apply these concepts in choosing the proper operation to solve word problems.
Measurement and Data ↑	Needs Improvement	At Grade 2	At placement levels K-2 this domain addresses the concept of measurement units, especially for length and time. It also includes showing data on simple graphs. Logan's score indicates an understanding of measuring length in inches and solving problems involving money in dollars and coins. Test results indicate Logan may be ready to develop concepts and skills related to measuring length in different units and creating and interpreting bar graphs and line plots.
Geometry	At Grade 2	At Grade 2	At placement levels K-2 this domain addresses attributes of basic two- and three-dimensional shapes, relationships between shapes, and simple geometric terms. Logan's score indicates an understanding of halves, thirds, and fourths in circles and rectangles. Logan may be ready to compare and contrast attributes of solid figures.

# i-Ready - Parent Report

## Logan's Overall Reading Performance



\* Foundational Domains

Domain	Test (10/06/20)	Test (01/17/21)
<b>Overall</b>	<b>At Grade 2</b>	<b>At Grade 2</b>
Phonological Awareness*	Tested Out	Tested Out
Phonics*	At Grade 2	Max Score
High-Frequency Words*	Max Score	Max Score
Vocabulary	At Grade 2	At Grade 2
Comprehension: Literature	At Grade 2	Above Grade 2
Comprehension: Informational Text	At Grade 2	At Grade 2

Lexile ® Reading Measure	Lexile Reading Range	Find A Book
795L	695L-845L	Pick a book based on your student's Lexile measure and personal interests. Search for books at <a href="https://hub.lexile.com/find-a-book">https://hub.lexile.com/find-a-book</a> .

## Skill Progress and More Information

\* Foundational Domains    ↑ Placement Improved from Initial

Domain	Test (10/06/20)	Test (01/17/21)	More Information
Phonological Awareness*	Tested Out	Tested Out	This domain is focused on how children distinguish the sounds (or phonemes) in spoken words. Based on testing results, Logan has demonstrated the ability to distinguish individual sounds in spoken words and is exempt from taking the Phonological Awareness subtest.
Phonics* ↑	At Grade 2	Max Score	This domain focuses on how accurately children decode written words. Results indicate that Logan is achieving accuracy in recognizing spelling patterns, but this child may still need additional practice to decode fluently.
High-Frequency Words*	Max Score	Max Score	This domain addresses how well children recognize frequently occurring words. Results indicate that Logan is achieving accuracy in recognizing high-frequency words, although the child may still need additional practice to recognize them more fluently.
Vocabulary ↑	At Grade 2	At Grade 2	Both word knowledge and word-learning strategies are addressed in this domain. Logan should receive further instruction or review in prefixes <i>un-</i> , <i>re-</i> ; suffixes <i>-tion</i> , <i>-sion</i> , <i>-ion</i> , <i>-or</i> ; <i>-ful</i> , <i>-less</i> ; and compound words. This child is ready to learn more synonyms and antonyms as well as receive additional practice with literary devices such as rhyme.
Comprehension: Literature ↑	At Grade 2	Above Grade 2	This domain addresses Logan's understanding of literary text. Logan shows good progress and could be ready for instruction in Grade 4 literary skills and strategies such as analyzing story elements and determining theme. Teach these skills in a variety of literary genres, including fantasy and realistic fiction. In addition, prompt Logan to retell stories read independently.
Comprehension: Informational Text ↑	At Grade 2	At Grade 2	This domain addresses Logan's understanding of informational text. Results indicate that Logan is ready for instruction in Grade 2 informational skills and strategies such as connecting text and visuals. This student may also be ready for instruction in Grade 3 skills and strategies such as understanding key ideas and details. Teach a variety of informational genres, including how-to pieces and newspaper or magazine articles.

# Testing Schedule

## 2021 MAY

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3 i-Ready Reading	4 i-Ready Reading	5 i-Ready Reading	6 i-Ready Reading	7 i-Ready Reading	8
9	10 i-Ready Math	11 i-Ready Math	12 i-Ready Math	13 i-Ready Math	14 i-Ready Math	15
16	17	18	19	20	21	22
23	24 CAASPP ELA-CAT	25 CAASPP ELA-PT	26 CAASPP Math-CAT	27 CAASPP Math-PT	28 CAASPP Xtra Time	29
30	31	CAASPP Makeups	CAASPP Makeups	CAASPP Makeups	CAASPP Makeups	

Test	Duration
i-Ready Reading*	2 hours total
i-Ready Math*	2 hours total
CAASPP ELA CAT	1.5 hours total
CAASPP ELA PT	2.5 hours total
CAASPP Math CAT	1.5 hours total
CAASPP Math PT	1.5 hours total
<b>Total Test Time:</b>	<b>11 Hours Testing Time</b>

\*\* i-Ready Window is a week long; test can be administered anytime during the week.

# Recommendation

It is our recommendation that we utilize the data from the i-Ready assessments for our end of year assessment.