2017-18
Mid-Year

ACADEMIC PERFORMANCE REVIEW

LASD

FALL DATA

iReady Reading — ALL STUDENTS

Level	Count	Percent
1 Level Below	529	15.13%
On Level	2064	59.02%
Above Level	521	14.90%

iReady Reading — STUDENTS WITH ECONOMIC DISADVANTAGE

Level	Count	Percent
2 or More Levels Below	84	50.60%

iReady Reading — ENGLISH LEARNERS

Level	Count	Percent
2 or More Levels Below	145	43.67%

iReady Reading — HISPANIC STUDENTS

Level	Count	Percent
2 or More Levels Below	74	28.03%

ALL STUDENTS

iReady Reading

Level	Count	Percent
2 or More Levels Below		21%
1 Level Below	529	15.13%
On Level	2064	59.02%
Above Level	521	14.90%
No Data	61	1.74%

iReady Math (3497)

Level	Count	Percent
2 or More Levels Below	205	5.86%
1 Level Below	732	20.93%
On Level	2356	67.37%
Above Level	155	4.43%
No Data		40%

STUDENTS WITH ECONOMIC DISADVANTAGE

iReady Reading

Level	Count	Percent
2 or More Levels Below	84	50.60%
1 Level Below	45	27.11%
On Level	30	18.07%
Above Level	0	0.00%
No Data	7	4.22%

iReady Math (166)

Level	Count	Percent
2 or More Levels Below	69	41.57%
Above Level		%
No Data		1%

STUDENTS WITH DISABILITIES

iReady Reading (338)

Level	Count	Percent
2 or More Levels Below	112	33.14%
1 Level Below	73	21.60%
On Level	112	33.14%
Above Level	19	5.62%
No Data	22	6.51%

iReady Math

Level	Count	Percent
2 or More Levels Below	113	33.43%
1 Level Below	84	24.85%
On Level	118	34.91%
Above Level	3	0.89%
No Data	20	5.92%

ENGLISH LEARNERS

iReady Reading (332)

Level	Count	Percent
2 or More Levels Below	145	43.67%
1 Level Below	96	28.92%
On Level	76	22.89%
Above Level	1	0.30%
No Data	14	4.22%

iReady Math

Level	Count	Percent
2 or More Levels Below	86	25.90%
Above Level		0.90%
No Data		3.61%

HISPANIC STUDENTS

iReady Reading (264)

Level	Count	Percent
2 or More Levels Below	74	28.03%
1 Level Below	59	22.35%
On Level	109	41.29%
Above Level	15	5.68%
No Data	7	2.65%

iReady Math

Level	Count	Percent
2 or More Levels Below	74	28.03%
1 Level Below		1%
On Level		.61%
Above Level		.52%
No Data		1.14%

HISPANIC STUDENTS WITH ECONOMIC DISADVANTAGE

iReady Reading (110)

Level	Count	Percent
2 or More Levels Below	59	53.64%
1 Level Below	30	27.27%
On Level	16	14.55%
Above Level	0	0.00%
No Data	5	4.55%

iReady Math

Level	Count	Percent
2 or More Levels Below	57	51.82%
1 Level Below	38	34.55%
On Level	14	12.73%
Above Level	1	0.91%
No Data	0	0.00%

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iReady Math — ALL STUDENTS

Level	Count	Percent
1 Level Below	732	20.93%
On Level	2356	67.37%
Above Level	155	4.43%

iReady Math — STUDENTS WITH ECONOMIC DISADVANTAGE

Level	Count	Percent
2 or More Levels Below	69	41.57%

iReady Math — ENGLISH LEARNERS

Level	Count	Percent
2 or More Levels Below	86	25.90%

iReady Math — HISPANIC STUDENTS

Level	Count	Percent
2 or More Levels Below	74	28.03%

What are examples of programs and practices that support up-and-coming learners in LASD?

Egan Jr. High School

Literacy Workshop

Grade-level English PLUS Targeted Intervention

Key Features: Literacy Workshop

Grade Level Plus Intervention

We maintain high expectations for all students and give them access to grade-level content with support.

Daily, Small Group

Small adult-student ratio gives students personalized attention.

Assessment

Frequent, embedded assessments guide teacher moves.

Developmentally Appropriate Text

Students are matched with text that is high interest, but readable.

Systematic, Research-based Approach

Leveled Literacy Intervention gives research-based structure for daily intervention.

Leveled Literacy Intervention

Fountas & Pinnell
Leveled Literacy Intervention K–12

LLI **Orange** System
Levels A–E
Grade K

LLI **Green** System
Levels A–K
Grade 1

LLI **Blue** System
Levels C–N
Grade 2

LLI **Red** System
Levels L–Q
Grade 3

LLI **Gold** System
Levels O–T
Grade 4

LLI **Purple** System
Levels R–W
Grade 5

LLI **Teal** System
Levels U–Z
Grade 6–12+

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

LLI Lesson Structure

Orange-Blue Systems	5 Minutes	5 Minutes	15 Minutes	5 Minutes	If Time Allows
Odd-Numbered Lessons	Rereading Books	Phonic/Word Work	New Book (Instructional Level)	Letter/Word Work	
Even-Numbered Lessons	Rereading Books and Assessment	Phonic/Word Work	Writing About Reading	New Book (Independent Level)	Optional Word Work

Egan Jr. High School

Designated ELD

Key Features: ELD at Egan

Grade Level Plus Intervention

We maintain high expectations for all students and give them access to grade-level content with support.

Reading, Writing, Speaking, and Listening

A balanced approach gives students multiple opportunities for authentic practice.

Research-based Teaching Strategies

ELD strategies are good for all students, but imperative for success of ELs.

Developmentally Appropriate Text

Students are matched with text that is high interest, but readable.

ELD Outcomes

Lessons focus on specific English Language Outcomes

ELD MATRIX OF GRAMMATICAL FORMS

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
DESCRIBING ACTIONS & STATES OF BEING: VERBS				
Understand and begin to produce the following verbs for observable actions and descriptions: **Present tense** • *be* • *have* • *like* • *need* • *want* **Respond** to routine *can* and *do* questions with an action or orally (yes/no, single word) *Can I help you? Do you need a ___? Can a bird fly? Does a square have three sides?* **Present progressive-statements** *Ex: walking, Is reading, She is running.*	Learn to understand and produce for observable actions and descriptions: **Present tense** *Including: be, do, have, need, see, know run, draw, make (I like my dog, She likes cats. He is a boy. I have two sisters.)* **Present progressive statements & questions** *Ex: play, read, work, eat, drink (She is laughing. Is she reading?)* **Past progressive statements & questions** *was, were (Ex: was walking, were walking)* **Routine statements & questions** using *who, what, where, when and how. (What is your name? What can a dog do? A dog can bark. How old are you? How are you? Where is ___? I like baseball. She is my sister.)* **Statements and questions** with *there is and there are* **Future tense statements and questions** *going to, will*	Learn to understand and produce regular & irregular past tense verbs in: ▪ **Positive/negative statements** *Ex: lived, walked, went, did not live, did not go (He talked on the phone. She saw her friend yesterday.)* ▪ **Positive/negative question** *Ex: were/weren't, did/didn't, could/couldn't, was/wasn't* **Negative present and past progressive** *Ex: was/were not, were not walking* **Contractions** *Ex: I'm, she's, I'll, we'll, can't, wasn't, weren't, isn't* **Present perfect tense** with routine statements and questions *have/ has + past participle: (She has been in my group since November.)* **Formulating Questions** (past, present, future) with *who, what, where, when, how many, how much, why (How much is it?)* Formulating above questions with *do* and *does (How much does it cost?)* **Statements and questions** with *there was and there were*	Learn to understand and produce verb tenses appropriate to the situation: **Present & past perfect** have/has/had + past participle **Positive/negative statements:** *I have studied ballet since I was six. Kennedy hadn't been president long.* **Questions** *How long have you ___?* **Phrasal verbs** *Turn on the light. Turn the light on. Clear your desks off. Clear off your desks.* **Statements and questions** with *there will be/there has been* **Conditional statements and questions** using *if* and **auxiliary** verbs *would, will, may, might, must, can could, should (If we see a brown bear, we will not feed him. We can make it to the show if we leave now. If we left now, we would be on time. If you don't...)*	Learn to understand and produce verb tenses appropriate to the situation: **Progressive, future and conditional perfect tenses** *She has been studying. She will have been studying. If she had studied, she would have done better.* **Phrasal verbs with multiple meanings** (often idiomatic) *Ex: make up (your mind, a story, the class, your face, with a friend).* **Passive voice** *It was written by..., This picture of a grizzly bear was taken by my grandfather.* **Conditional statements** using *unless: Unless I turn in my essay, I won't be able to go to recess.*

September

Journal #22: What are some tools that could help put out a fire? Explain how they work.

| smoke alarm | fire extinguisher | fire hydrant | water hose |

water hose is lats warts

Journal #25: List and describe the different parts of a pumpkin.

Pake

Rosen seeds kbt
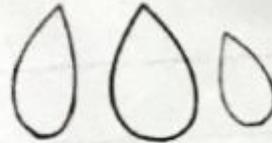
February

At the Library by keith and samh
You can do so many things at the Library.

- reat book
- nake art
- listen to stories
- Play games
- wnle stories
- nake friends

2/8/18

Ans, Ants, and More Ant, D'Lanoran Roberts

Ants

Color	where aiting
• black	• top the ground
• brown	• under the ground
• green	
• yellow	

Job
- ants get food
- some worker ant take care of the eggs
- soldier ant guard the nest

Santa Rita Elementary

Inclusive Teaching Strategies

Ms. Day-Bobb's Fifth Grade Class

Key Features: Santa Rita 5th

Explicit Instruction

Teacher models and guides practice with much support before students try on their own.

Collaborative Work

Discussion for problem solving and creating new meaning.

Academic Conversation

Beyond providing structured opportunities to talk, Kathy teachers students how to restate, build on ideas of others, and, agree and disagree, and synthesize.

High Expectations

High quality, grade level work is expected of all students. The amount of support varies by need.

Supporting Student Efficacy

Employing teacher moves that build independence.

How many beads are hidden under the cloud?

leading to next black bead = 1

1	2	3	4	5	6	7
2	4	8	16	32	64	128

Before the cloud

under the cloud but not full 16 (now 14) and not full 64 (now 54)
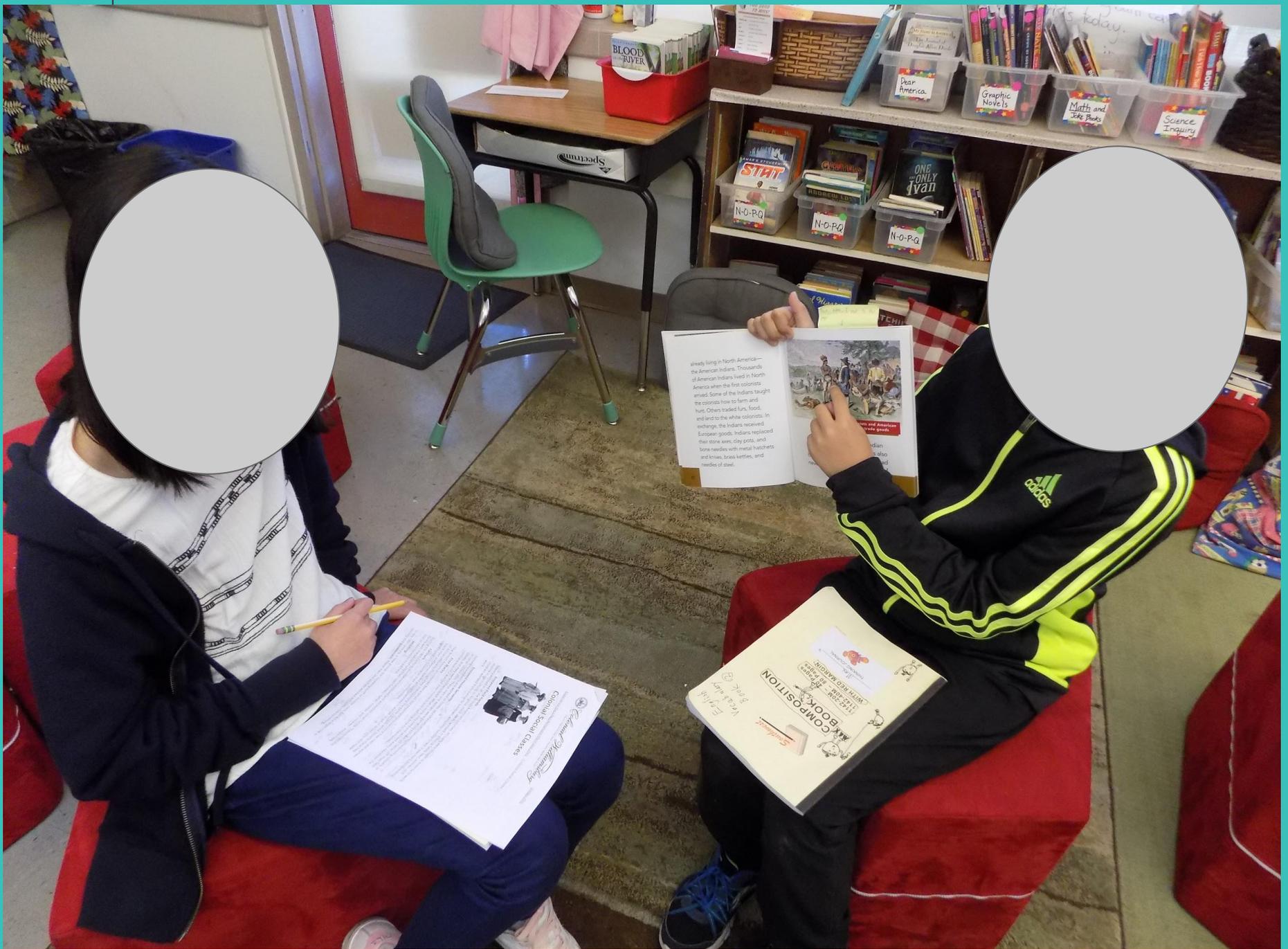
Almond Elementary

Inclusive Teaching Strategies in Mathematics

Second Grade

Key Features: Almond 2nd

Assessment

Frequent, embedded assessments guide teacher moves.

Concrete-Abstract

Understanding abstract ideas begins with making sense of concrete objects.

Math Talks

Structured opportunities for talk about mathematical ideas.

Writing in Math

Moving from worksheets to math journals has changed the cognitive demand for students.

Frontloading

Giving struggling students tools to engage in a forthcoming lesson.
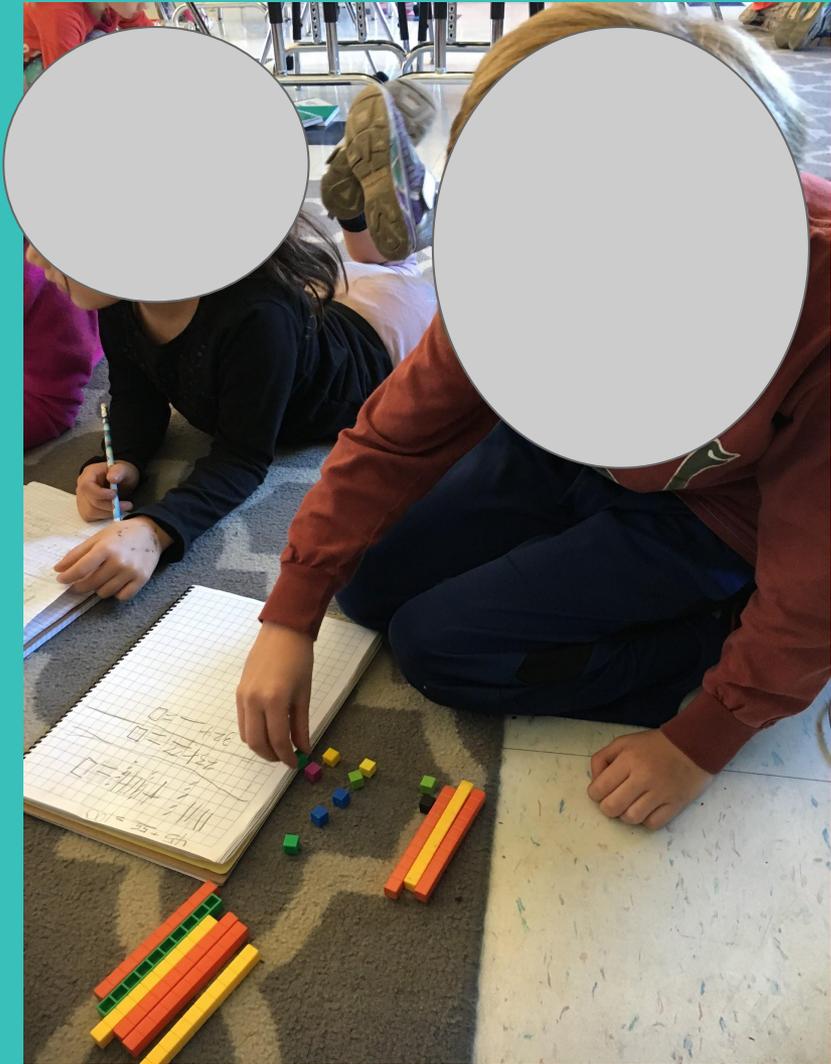
all counting by 2s

① commas   equal space

30   28   24 22 20 18 16   14 10 8 6 4 2   backward

5 ↑ 8
bolded - why?
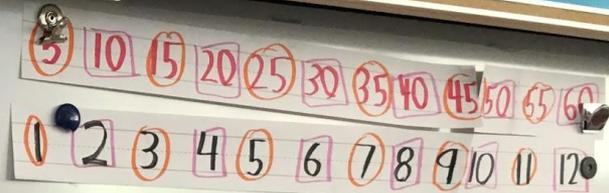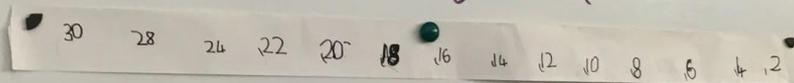
② lines mostly equal spacing

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40

③ 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40
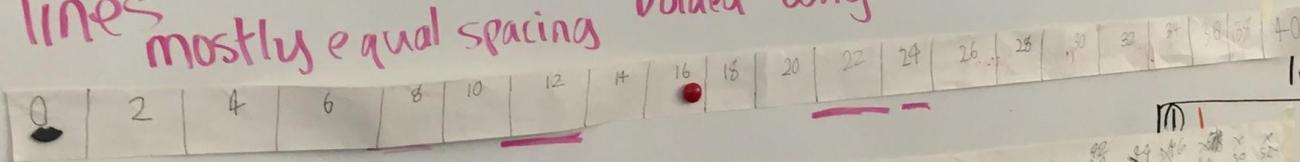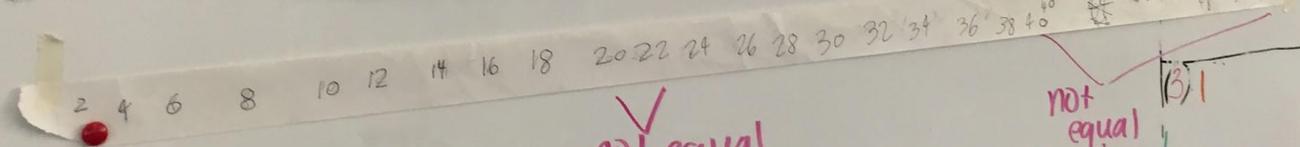
not equal

not equal spacing

Team Points

① ②

③ ④

⑤ ⑥

7 - 8 = □
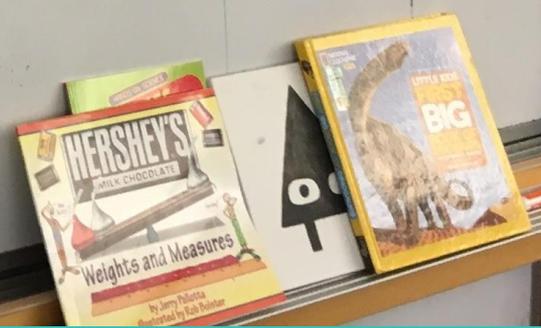
RECURRING IDEAS

- High Expectations
- Explicit Instruction
- Academic Conversation
- Efficacy
- Targeted-Focused-Systematic
- Research-based Strategies

iREADY
Grades 2-8 Winter

ALL STUDENTS

iReady Reading

	Fall	Winter
Below Level	877	598
On or Above Level	2610	2834

iReady Math

	Fall	Winter
Below Level	937	607
On or Above Level	2511	2845

STUDENTS WITH ECONOMIC DISADVANTAGE

iReady Reading

	Fall	Winter
Below Level	129	108
On or Above Level	30	54

iReady Math

	Fall	Winter
Below Level	127	107
On or Above Level	36	53

STUDENTS WITH DISABILITIES

iReady Reading

	Fall	Winter
Below Level	185	163
On or Above Level	121	155

iReady Math

	Fall	Winter
Below Level	197	180
On or Above Level	121	142

ENGLISH LEARNERS

iReady Reading

	Fall	Winter
Below Level	239	193
On or Above Level	77	86

iReady Math

	Fall	Winter
Below Level	220	150
On or Above Level	100	132

HISPANIC STUDENTS

iReady Reading

	Fall	Winter
Below Level	133	115
On or Above Level	124	148

iReady Math

	Fall	Winter
Below Level	163	133
On or Above Level	98	128

HISPANIC STUDENTS WITH ECONOMIC DISADVANTAGE

iReady Reading

	Fall	Winter
Below Level	89	75
On or Above Level	16	34

iReady Math

	Fall	Winter
Below Level	95	84
On or Above Level	15	22

SDC PLACEMENT WITH ECONOMIC DISADVANTAGE

iReady Reading

	Fall	Winter
Below Level	17	17
On or Above Level	0	0

iReady Math

	Fall	Winter
Below Level	16	16
On or Above Level	0	0
	0	0

iREADY Grades 2-8 Fall to Winter

Grades 2-8 Fall to Winter

Progress 2 or More Below Level

ALL STUDENTS

iReady Reading	Fall
2 or More Levels Below	320
Fall to Winter	
2 or More Levels Below	171
1 Level Below	100
On Level	42
Above Level	0

iReady Math	Fall
2 or More Levels Below	209
Fall to Winter	
2 or More Levels Below	95
1 Level Below	90
On Level	14
Above Level	0

STUDENTS WITH ECONOMIC DISADVANTAGE

iReady Reading	Fall
2 or More Levels Below	83
Fall to Winter	
2 or More Levels Below	62
1 Level Below	14
On Level	5
Above Level	0

iReady Math	Fall
2 or More Levels Below	70
Fall to Winter	
2 or More Levels Below	37
1 Level Below	24
On Level	2
Above Level	0

STUDENTS WITH DISABILITIES

iReady Reading	Fall
2 or More Levels Below	117
Fall to Winter	
2 or More Levels Below	76
1 Level Below	29
On Level	7
Above Level	0

iReady Math	Fall
2 or More Levels Below	120
Fall to Winter	
2 or More Levels Below	73
1 Level Below	39
On Level	3
Above Level	0

ENGLISH LEARNERS

iReady Reading	Fall
2 or More Levels Below	142
Fall to Winter	
2 or More Levels Below	91
1 Level Below	37
On Level	11
Above Level	0

iReady Math	Fall
2 or More Levels Below	84
Fall to Winter	
2 or More Levels Below	36
1 Level Below	36
On Level	6
Above Level	0

HISPANIC STUDENTS

iReady Reading	Fall
2 or More Levels Below	75
Fall to Winter	
2 or More Levels Below	56
1 Level Below	11
On Level	7
Above Level	0

iReady Math	Fall
2 or More Levels Below	75
Fall to Winter	
2 or More Levels Below	35
1 Level Below	33
On Level	0
Above Level	0

HISPANIC STUDENTS WITH ECONOMIC DISADVANTAGE

iReady Reading	Fall
2 or More Levels Below	60
Fall to Winter	
2 or More Levels Below	47
1 Level Below	8
On Level	8
Above Level	0

iReady Math	Fall
2 or More Levels Below	58
Fall to Winter	
2 or More Levels Below	28
1 Level Below	23
On Level	0
Above Level	0

F and P: Fall to Winter Change

Fall to Winter Change

	WINTER Below Level	WINTER On or Above Level
FALL Below Level	301	136

Fall Below Level-Winter Growth Analysis

	Fall Below Level	No Growth	1	2	3	4+
All Students	462	43	104	111	72	107
Students with Economic Disadvantage	91	11	27	25	14	14
Students with Disabilities	122	17	42	31	15	17
English Learners	178	16	42	42	30	48
Hispanic Students	85	11	27	27	10	10
Hispanic Students with Economic Disadvantage	61	11	21	18	5	6

Early Literacy Assessments

Uppercase Letters

	Winter Below Level	Winter On or Above Level
Fall Below Level	1	5
Fall On or Above Level	0	352

Lowercase Letters

	Winter Below Level	Winter On or Above Level
Fall Below Level	1	12
Fall On or Above Level	1	329

Early Literacy Behaviors

	Winter Below Level	Winter On or Above Level
Fall Below Level	16	81
Fall On or Above Level	31	261

High Frequency Words

	Winter Below Level	Winter On or Above Level
Fall Below Level	n/a	n/a
Fall On or Above Level	59	353

Initial Sounds

	Winter Below Level	Winter On or Above Level
Fall Below Level	n/a	n/a
Fall On or Above Level	27	377

Blending Words

	Winter Below Level	Winter On or Above Level
Fall Below Level	n/a	n/a
Fall On or Above Level	72	338

Segmenting Words

	Winter Below Level	Winter On or Above Level
Fall Below Level	n/a	n/a
Fall On or Above Level	89	315

Rhyming

	Winter Below Level	Winter On or Above Level
Fall Below Level	n/a	n/a
Fall On or Above Level	56	348

NEXT STEPS

- Data Review with Staff
- Principals Exchange Visit
- Systematic Intervention
- Summer Session
- Professional Learning