LCS
November Mid Year Achievement Data
Brief Analysis

K-5

Assessments
- Teachers used the same system in reporting data here as they did with report cards: Based on a child's mastery of state standards taught to date, they determined whether a child was "above," "on," or "below" grade level for this point in the year
- At the school leader level, there needs to be more clarity on what teachers are using to make these determinations, whether those tools are the best they can be, and whether we are consistent across each grade level (and throughout the school). This will be done by the next round of student achievement data.

Student Outcomes
- Overall, we see our students aggregating around the middle, more students are performing on or above grade level (combined) but fewer are performing above grade level. In the upper grades ELA, this is driven by the incorporation of high level writing standards for responses to literature, therefore a smaller number of students are performing above grade level in this writing component.
- In English Language Arts (ELA), we see a widening gap by socio-economic status and between our Latino and white students from the beginning of the year
- In ELA, a higher percentage of our 2nd graders are reading below grade level than in any other grade
- In Math, we are seeing a narrowing of the achievement gap by race/ethnicity, but a slight increase in the socio-economic achievement gap.

Teacher & School Leader Practice
- We are still not sure our math assessments are giving us the most accurate picture of how many of our students are performing above grade level (only 19% of our students are "above" grade level according to our November assessments, but over 50% of last year's students are "Advanced" on the CST). Dolores is going to work with teachers to try to get a better picture in math
- In 4th and 5th ELA, the teachers are giving students greater opportunities to practice writing, enhancing the quality and frequency feedback they are giving to students, and teaching them writing strategies in a more scaffolded manner.
- In 2/3 ELA, the 2/3 teachers are using a more rigorous and more current version of the DRA than K/1 teachers used last year. Dolores will work with the teachers to greater align the DRA across all grades.

- For our achievement gaps, Dolores and Myra are going to work to find out at what grade levels the achievement gaps are most pronounced and work collaboratively with teachers.

6-7

Assessments
- Teachers design benchmark assessments that align with their year long plan using a variety of question bank tools
- Teachers vet the assessments with Rick to strengthen them and ensure they are the best tools we can use.

Student Outcomes
- We are seeing vast improvements in math, which is probably indicative of student learning and the fact that our math diagnostic was not very informative.
- In ELA, we are seeing a clumping around the middle. More of our students are scoring on or above grade level (when combined), but not as many of our students are scoring above grade level as in the beginning of the year.
- We are not making as much of an impact on our achievement gap in 6th grade as we need to; we are not seeing our achievement gap in 7th grade play out the same way.

Teacher & School Leader Practice
- The Reading Olympics program has had a dramatic and immediate impact on our below grade level readers; We are continuing to focus on our Reading Olympics.
- Rick is working with teachers to better maximize Learning Lab and our core ELA classes and teaching more focused reading strategies in their language block to push our on-grade level readers.
- Teachers are working with the school leader to enhance lesson plans that will give students differentiated practice and assessment that enable students, no matter where they are, to better meet the learning objectives. This should enable our more advanced students to push even further, while enabling our students who need more support to get the support they need.