Distance Learning Update
Board Meeting
December 15, 2020

Alison Yoshimoto-Towery, Chief Academic Officer
Veronica Arreguín, Chief Strategy Officer
Updates

Assessment Data
- Elementary Math
- Secondary Literacy and Math
- Student Groups

Early Education
Distance Learning Updates
<table>
<thead>
<tr>
<th></th>
<th>Total K-12 Schools</th>
<th>Schools with Tutoring</th>
<th>Students Receiving In-Person Tutoring</th>
<th>Students Receiving Virtual Tutoring</th>
<th>Teachers Providing Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tutoring Overall</strong></td>
<td>825</td>
<td>207</td>
<td>2,478</td>
<td>6,375</td>
<td>1,002</td>
</tr>
<tr>
<td><strong>English Learners</strong></td>
<td>825</td>
<td>185</td>
<td>900</td>
<td>2,237</td>
<td>721</td>
</tr>
<tr>
<td><strong>Students with Disabilities</strong></td>
<td>825</td>
<td>169</td>
<td>404</td>
<td>1,010</td>
<td>549</td>
</tr>
</tbody>
</table>

*cumulative single count as reported in MiSiS
# ASSESSMENT UPDATE

<table>
<thead>
<tr>
<th></th>
<th># of schools conducting in-person assessments</th>
<th># In-person (standardized) Assessments</th>
<th># Remote Assessments</th>
<th>Total Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Assessments</td>
<td>83</td>
<td>359</td>
<td>271</td>
<td>630</td>
</tr>
<tr>
<td>English Learner ELPAC Assessments - Initial*</td>
<td>0</td>
<td>0</td>
<td>11,143</td>
<td>11,143 (82%)</td>
</tr>
<tr>
<td>English Learner ELPAC Assessments - Summative*</td>
<td>0</td>
<td>0</td>
<td>10,007</td>
<td>10,007 (38.7%)</td>
</tr>
<tr>
<td>Gifted Assessments</td>
<td>4</td>
<td>58</td>
<td>0</td>
<td>58</td>
</tr>
</tbody>
</table>

*based on available information
## Childcare Update

<table>
<thead>
<tr>
<th>Local District</th>
<th>Student Enrollment</th>
<th>Student Attending</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1,306</td>
<td>655</td>
<td>50%</td>
</tr>
</tbody>
</table>

[Image of children in a classroom, engaged in activities]

[Image of a classroom setting with students and staff]
<table>
<thead>
<tr>
<th>Week Of</th>
<th>Total Schools</th>
<th># of Students</th>
<th>Total Schools</th>
<th># of Students</th>
<th>Total Schools</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-Nov</td>
<td>14</td>
<td>363</td>
<td>40</td>
<td>1,481</td>
<td>50</td>
<td>1744</td>
</tr>
<tr>
<td>16-Nov</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23-Nov</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ATHLETIC CONDITIONING UPDATE
Dr. Adaina Brown
LD West Superintendent
Local District West Tutoring Highlights

• Fairfax CoS: John Burroughs has 25 teachers tutoring 276 students
• SMC CoS: 61st Street (Principal Bayardo). They have 11 teachers and students on a regular basis on 1:1 in person tutoring.

• Westchester CoS Tutoring Highlights (voices from the field)
  • Students and teachers feel students' voices are being heard and that they feel more engaged with learning.
  • Students and teachers believe they have independency and accountability.
  • Students feel there is individualized support, self-esteem has increased.
  • There is personalized, targeted instruction, student goal setting with real-life application. Students' state: "You really care about me"
  • Relationships are being built between the teachers and students.
  • Based on progress monitoring/assessment tools, students are having gains.
Local District West Tutoring Highlights

Venice CoS Tutoring Highlights (voices from the field):

• Ethan – “I feel way better about multiplication because you taught me lattice.”

• Bella – “Multiplication is a little bit easier using the decomposing strategy compared to the what I used to do (the boring old algorithm).”

• Abigail – “I think I'm a lot better at it because I never really understood the other methods my teachers taught me but the strategies I have learned during tutoring is a lot easier. Decomposing was way easier and really effective for multiplying.”

• Ellis – “I think lattice is a quick and simple way to multiply.”

• Claire – “Lattice made multiplication easier.”

- Mar Vista Elementary
Grades 1 and 2 were engaged in shared reading.

We are getting a new cat. The cat is white. He has black paws. He is just two weeks old. He will be my first pet. I will name him Jack. Jack will sleep in my room. We will play games. I think he will like his new home. I know I will like having him here.

Our students with resource support were working on sight words.

Grade 4 was solving a story problem.

11/17 Math Story Problem

Daphne went to the grocery store to buy some fruits. She decides to buy 18 plums that will be shared equally amongst her family. The plums are packed into 3 bags. How many plums will be in each bag?

Our students with resource support were working on sight words.

Students in grade 4 were sharing strategies for finding the common denominator.
Assessment Data
SECONDARY READING AND MATH ASSESSMENT
PREDICTIVE RESULTS

34%  
STAR Reading
148,335 tested

33%  
STAR Math
130,209 tested
SECONDARY READING AND MATH ASSESSMENT
PREDICTIVE RESULTS

**STAR Reading**

- **Foster**: 22%
- **Homeless**: 19%
- **SWD**: 9%
- **ELs**: 2%

Number tested: 2,008

**STAR Math**

- **Foster**: 16%
- **Homeless**: 16%
- **SWD**: 7%
- **ELs**: 6%

Number tested: 1,651
Early Education
Early Childhood Education Data - 2019

DRDP Fall 2019 Kindergarten Readiness Percentages

- **Math**
  - % of students NOT READY: 43
  - % of students READY: 57

- **Language and Literacy Development**
  - % of students NOT READY: 36
  - % of students READY: 64

- **Social Emotional Development**
  - % of students NOT READY: 37
  - % of students READY: 63

Legend:
- Red: % of students NOT READY for kindergarten
- Green: % of students READY for kindergarten
Early Childhood Education Data - 2020

DRDP Fall 2020 Kindergarten Readiness Percentages

- **Math**
  - % of students NOT READY: 29%
  - % of students READY: 71%

- **Language and Literacy Development**
  - % of students NOT READY: 24%
  - % of students READY: 76%

- **Social Emotional Development**
  - % of students NOT READY: 29%
  - % of students READY: 72%

Legend:
- Red bar: % of students NOT READY for kindergarten
- Green bar: % of students READY for kindergarten
Ani Nicholas, Principal
Pinewood Early Education Center
Local District Northeast
In Summary & Looking Forward

Children that attend a high-quality preschool program have a greater chance of an equitable academic playing field at the beginning of kindergarten, which will assist in closing the achievement gap in the elementary years and beyond.

Ani Nicholas, Principal
Pinewood Early Education Center