

Multicultural Learning Center
Data Analysis by Grade Level and Language Designation
October 2011

The following pages provide data from the California Standards Test (CST) in English Language Arts (ELA) and Math for Grades 2-7 at the Multicultural Learning Center. Brief commentary for each grade level reflects the analysis of data informing progress in a dual language program and action items the school is taking to improve student achievement. In addition to the specifics by grade level, the following provides an overview of our 2011-2012 School-Wide Action Plan for Improving Student Achievement:

- Vertical Meetings: Teachers shared details of 5 students with new teachers.
- RSP Grade Level Meetings: MLC's RSP met with each grade level to discuss students' goals with IEP's.
- Data Grade Level Meetings: MLC's Director of Assessment met with each grade level team to analyze group and individual test scores using ZOOM (an online assessment and data management system) focusing on our largest group of students needing intervention: those scoring in Basic and identifying specific needs of those students in reading, writing, and math.
- Master Schedule: Third, fourth, and fifth grade aligned schedules for teaching math and language arts to accommodate small group intervention.
- Staff received training in Differentiated Instruction Strategies and students are being grouped in classrooms to meet learning goals and needs.
- Staff received training from Pearson Learning to use the Online DRA assessment tool to differentiate and plan instruction in reading.
- After-School Intervention Courses: MLC credentialed teachers are teaching classes in reading, writing and math for identified students in 4th – 8th grade and are monitored by MLC's Intervention Specialist.
- Teachers have identified:
 - Students requiring additional support outside of the classroom and in which specific areas of math, reading and writing they need help in.
 - Students who need SST referral.
- Benchmark testing in ELA and Math October, January and March.
- Teachers use ZOOM to access question banks as standards-based assessment tools for students and to analyze standards needing attention based on results of Benchmark Tests.
- Staff has received training in Response to Intervention and has met with consultants to implement a plan for Tiered Intervention.

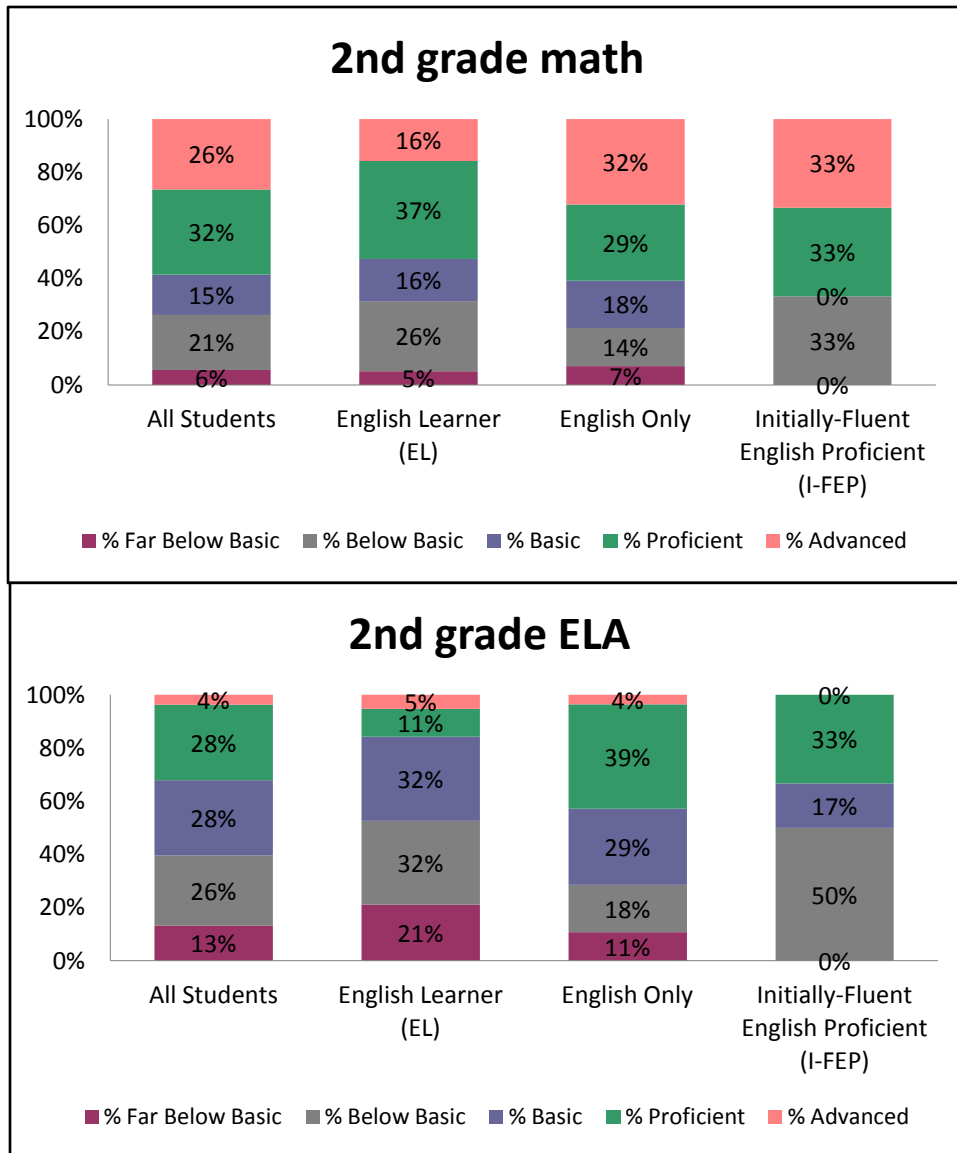
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All Students = 53

EL = 19

EO = 28

IFEP = 6



Analysis of Data: This baseline data shows us where kids are prior to receiving formal instruction in English reading and writing. The majority of students are scoring Proficient or Advanced in Math (which is taught in Spanish) in each language sub-group. In ELA we expect the English Only students to outperform the English Learners as they make the transfer from reading in Spanish to English sooner than ELs. The fact that nearly half of the English Learners are scoring at Basic and above in ELA shows us that some of the transferable skills are already in place and can be built upon in third grade.

Actions: In Second Grade, teachers use the ELD time to reinforce phonemic awareness and teach the nontransferable English language skills. They do this through word study and content learning in Science and Social Studies. Formal reading and writing is taught in Spanish at this grade level per the model. Our goal is for every second grader to be reading at grade level in Spanish by the end of the year prior to formal instruction of English reading and writing in third grade.

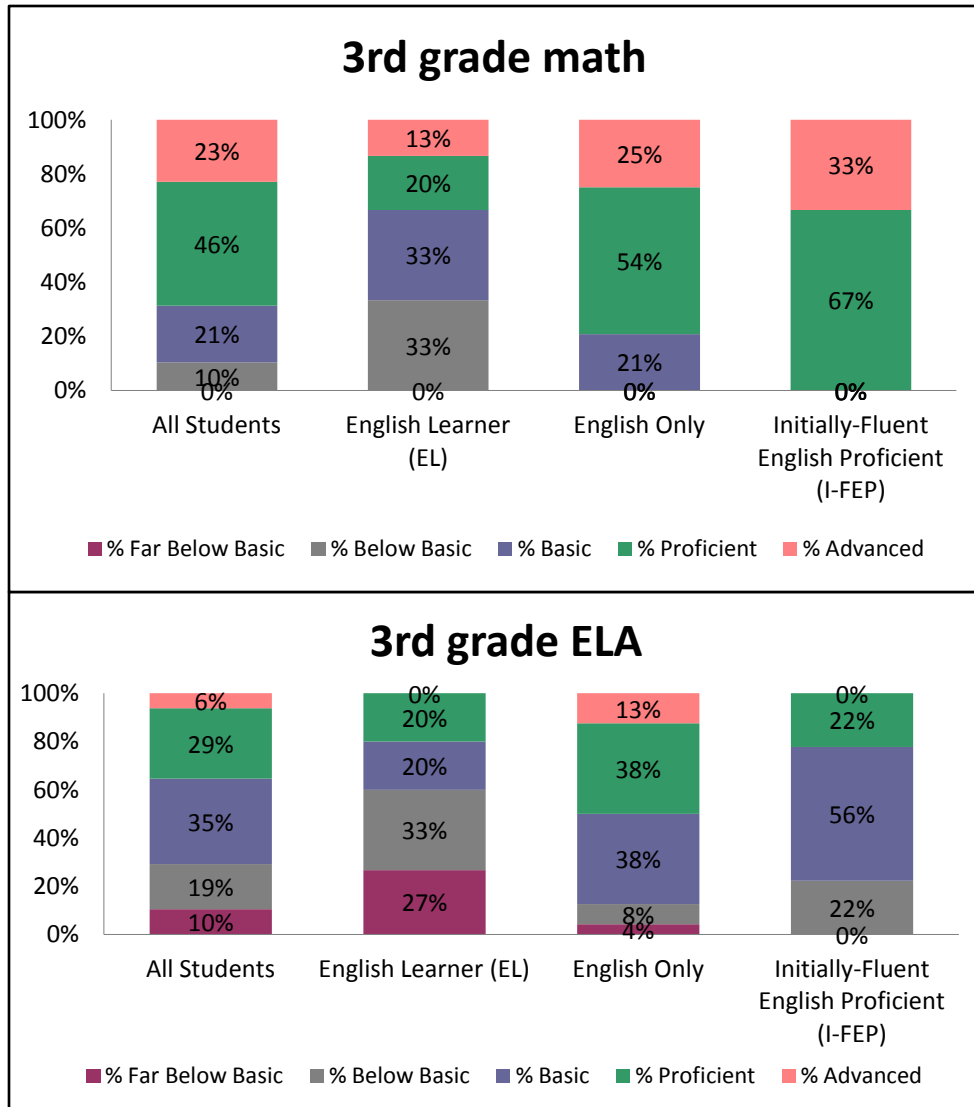
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All Students = 48

EL = 15

EO = 24

IFEP = 9



Analysis of Data: In Math, EO and IFEP students score very high – demonstrating full transfer of English Math vocabulary and comprehension of math concepts taught in Spanish. The majority of English learners have made, or are in the process of making that transfer of knowledge as well – with 1/3 struggling with concepts and language and demonstrating need for intervention. In ELA, we are inspired with 2/3 of all students scoring in Basic and above after only 1 year of formal instruction in English reading and writing. We see a large number of EO/IFEP students in Basic and a large number of EL’s below basic which is a concern for this cohort.

Actions: Test results for English Learners scoring below basic in Math and ELA are analyzed to determine the specific strands and concepts with which they struggle. In addition to small group instruction in-class, these students receive small group interventions to address those specific needs. The large numbers of students hovering in Basic also receive differentiated instruction inside the classroom combined with small-group pull-out to address their specific needs so they can achieve proficiency. We have created a master schedule for grades 3-5 to address common needs, monitor progress and adjust interventions that aren’t working via Benchmark tests in October, January, and March. A part-time intervention specialist has been hired.

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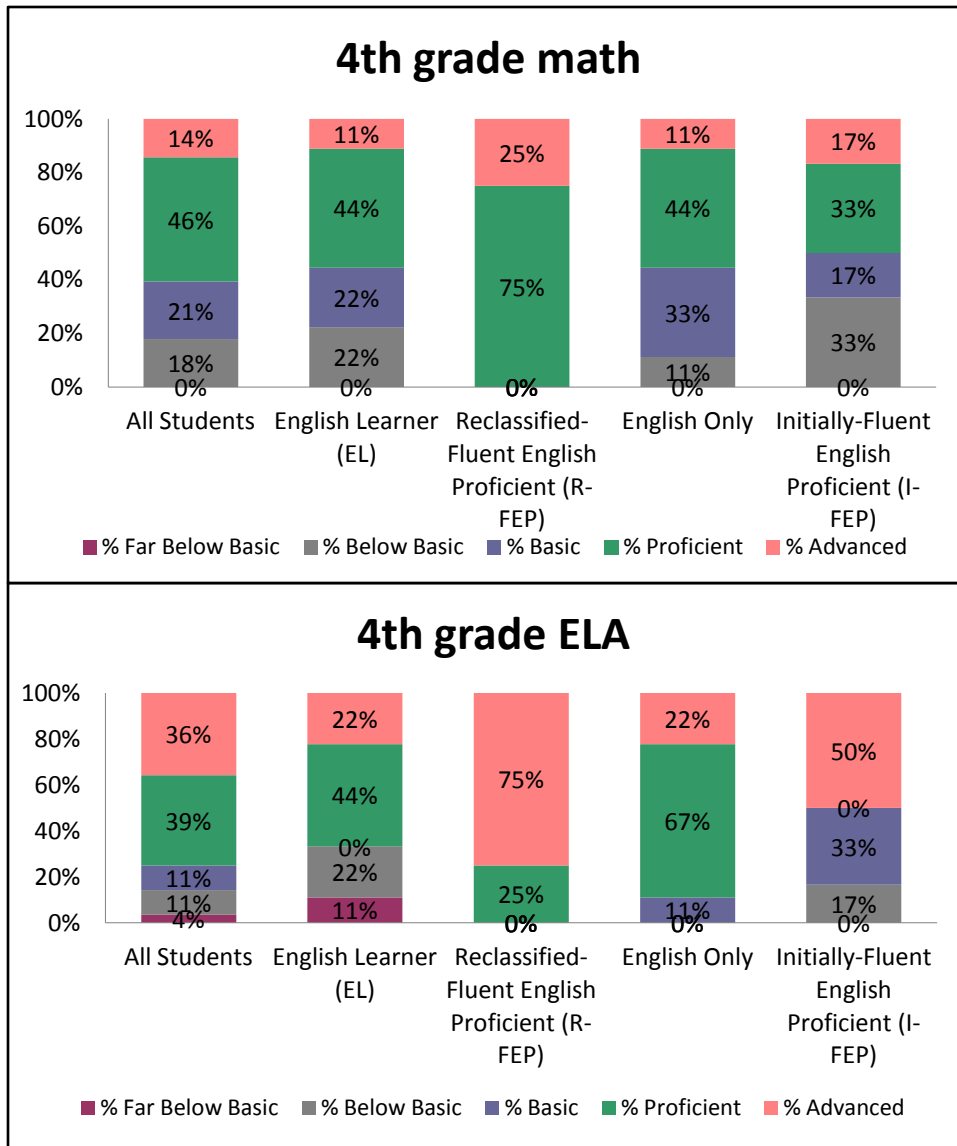
All Students = 28

EL = 9

RFEP = 4

EO = 9

IFEP = 6



Analysis of Data: In math, we see the closing of the achievement gap with English Learners scoring the same as English Only Students as more than half the students score at Proficient and Advanced and very few students score below basic. We see the success of RFEPs with 100% scoring Proficient and Advanced showing that transferability of language has coincided with learning of mathematic skills for these students who continue to receive math instruction in Spanish. In ELA we see the progress of our RFEPs and IFEPs with large percentages of students in Advanced and are pleased to see such low percentages of students falling below basic across all categories.

Actions: The majority of students in this cohort need intervention to push them from Basic to Proficient and continued differentiation to maintain their levels of proficient and advanced. The 3 English Learners and the 1 IFEP falling below basic in ELA are receiving reading and writing tutoring and intervention following deeper analysis of a recent benchmark test given the first week of October which will help teachers identify the exact standards with which they struggle. In Math, the 2 EL's and 2 IFEP's falling Below Basic also receive interventions in the specific math standards with which they struggle. The students at Basic in both content areas receive similar interventions to achieve proficiency levels monitored by achievement on Benchmark Tests. In addition to small group support during school hours, fourth graders scoring Basic and below are attending after-school intervention courses taught by our credentialed teachers.

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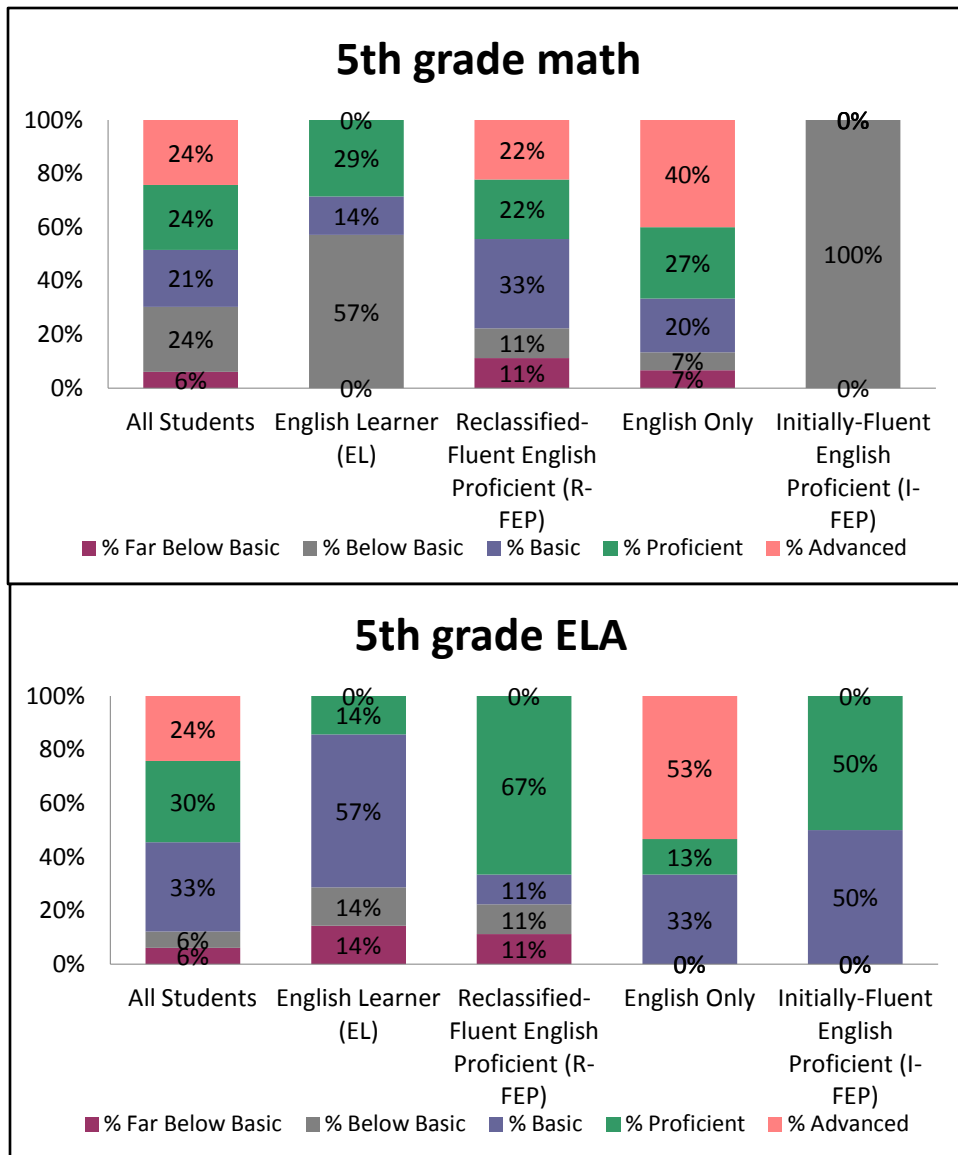
All Students = 33

EL = 7

RFEP = 9

EO = 15

IFEP = 2



Analysis of Data: We are researching why students drop in fifth grade after doing well in fourth and improving again in sixth as you will see on the next page. This has been a trend for a couple of years and it's something for which we have sought the help of outside consultants. We see that English Learners are falling behind in math after showing progress and yet 4 students are falling below basic. At this point in the program we expect EO's and IFEP's to be scoring above Basic in ELA and we identify some students who are not meeting the same levels attained in fourth grade.

Actions: Using Benchmark Tests, we are analyzing the specific needs for these students currently in sixth grade to create small group and after-school interventions in ELA and Math standards. The students who scored Advanced in Math are being accelerated in a 7th grade math class. Our middle school math teacher is working directly with struggling students in small groups after-school. In ELA, students are receiving differentiated instruction/assignments/homework based on individual needs identified on CST's and current Benchmark tests in addition to small group intervention, tutoring, and after-school classes.

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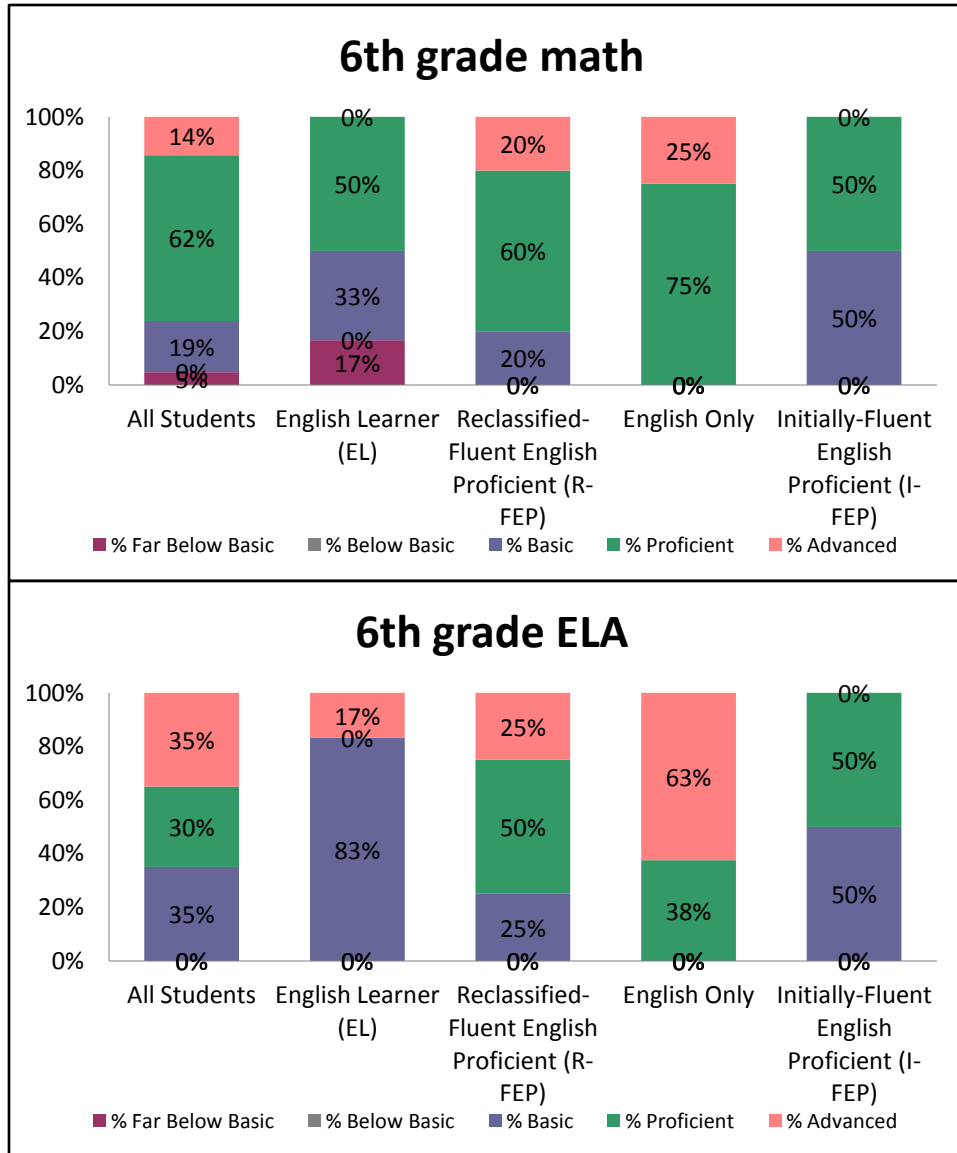
All Students = 21

EL = 6

RFEP = 5

EO = 8

IFEP = 2



Analysis of Data: In Math, we see a few students scored below Basic and a number of students at Basic need attention. In ELA, we are pleased that all students are scoring Basic and higher – which is most remarkable for our EL’s learning in their second language and an indicator that they will graduate 8th grade at grade level in English and Spanish. The success of RFEPs shows us that our efforts are moving toward narrowing of the achievement gap.

Actions: In Math, there is one English Learner in the sixth grade scoring below Basic and that student is receiving intervention support. In addition the 2 English Learners scoring in Basic are continuing to receive support that has helped them show progress year after year. We are zeroing in on the specific math standards students scoring at Basic are struggling with to provide appropriate small group and individual intervention for those students to move to Proficient. In ELA, students are receiving differentiated instruction/assignments/homework based on individual needs identified on CST’s and current Benchmark tests in addition to small group intervention, tutoring, and after-school classes as needed.

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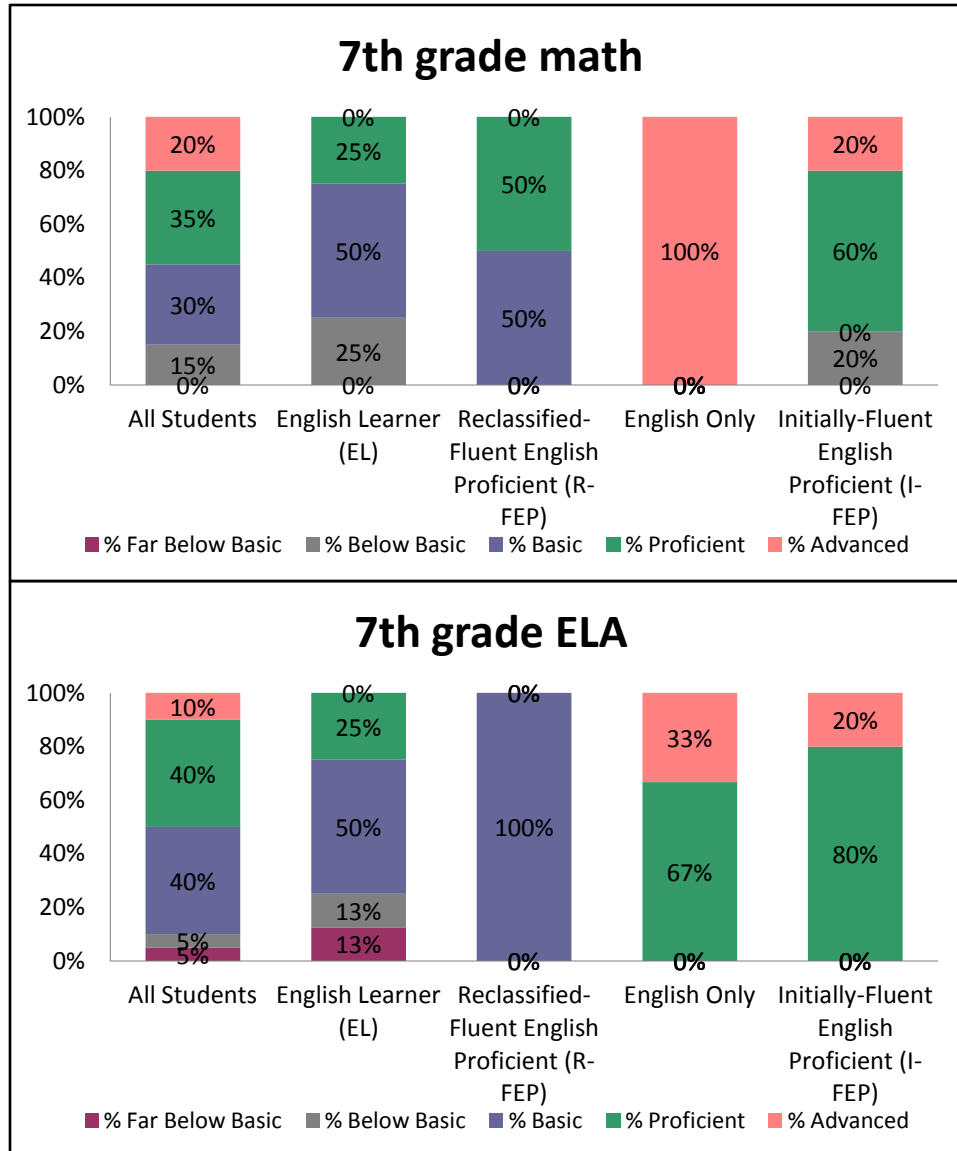
All Students = 20

EL = 8

RFEP = 4

EO = 3

IFEP = 5



Analysis of Data: In math we see EO's and IFEP's are on target and we have 2 English Learners and 1 IFEP scoring below basic and a good percentage of EL and RFEP students at Basic. In ELA we see a similar picture with a large percentage of EL's and all RFEP's scoring at the Basic Level. We also know that the large majority of our current 8th graders are reading at or above grade level in both languages as assessed by teachers through Diagnostic Reading Assessment (DRA).

Actions: We have a small class size of 17 receiving language arts and history instruction from a teacher with 20 years of experience in teaching and administration. The same class receives math and science instruction from an experienced National Board Certified teacher who is also teaching Math Intervention courses after-school. All students scoring Basic or below are receiving classroom differentiation and after-school intervention courses to support their needs with specific standards.