

BCCS Executive Administrator Report

May 2021

The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post-secondary education; prepare students to be responsible and active participants in their community; and enable students to become life-long learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

Enrollment and Attendance:

21-22 Enrollment:

New Student	Returning Student	Retained	Total	Class Size	Retention #	Retention Rate
6			6	6		
58	10		68	17	-1	90.91%
5	105		110	27.5	0	100.00%
	121		121	30.25	0	100.00%
69	236	0	305		-1	
		Growth	-46			
		Date Updated	5/14/2021			

Our 5th and 6th grade classes remain under-enrolled. We have increased the size of our graduating class of 2023, and the class of 2022 is strong, but we are working to enroll more students in our lower grade levels.

ELPAC Testing

This is our last week of ELPAC testing! Our academic team, including teachers, tutors, and Mr. Rios (who led the effort) have been working hard the last two months to ensure all students are tested. There have been testing sessions during the day, in the evening, and on the weekends to ensure we can meet the needs of every family and to ensure each student has a testing environment that is conducive to success. We are looking forward to seeing the student results, and excited about how many students will be reclassified, especially in light of our lack of testing data from the spring of 2020.

Teacher/Staff Retention and Evaluation:

Time to celebrate! As of right now, we have 100% of our teachers returning for the 2021-22 school year! Since this year was a crazy year, my goal for teacher and staff evaluations is going to be two-fold:

- The primary reason will be to review data, reflect, and set goals for the upcoming school year. We will review grades and iReady diagnostic scores, as well as ELPAC scores if we have received them in time. Teachers will identify areas of strength and weakness, and will work with administrators to set goals for improvement for both themselves and their students in the upcoming. We will identify personal and professional growth goals, and discuss how these goals will be accomplished.
- If there are any issues or concerns about an employee’s performance, it is likely that we have

already addressed that issue. However, the evaluation meeting and discussion will be an opportunity for us to readdress any concerns and identify a growth path and expectations for the staff member. This will include supports that will be offered to help the employee address any concerns.

COVID Testing:

We continue to test our students and staff each week. Most weeks we test approximately 130 people including the following groups:

- Students with special needs who are working on campus with their resource teacher for support
- Students who are ELs or struggling academically, working with their teacher on campus
- General Ed 5th and 6th graders who come to campus regularly (2 days per week)
- Teachers and staff

iReady Diagnostic Results (May 2021):

Typical Growth vs. Stretch Growth:

The iReady diagnostic represents and measures growth using two data points. The first, *typical growth*, is determined based on their initial diagnostic score. iReady gathers normative data from all iReady users from diagnostics taken across the country. Typical growth is based on all students with the same score from across the country. For example, students scoring one grade level below may be expected to grow 20 points over the course of the year. Students two grade levels below may be expected to grow 25. It is all based on the growth of similar students across the country. *Stretch growth* is the growth students need to achieve to be on grade level by the end of the year, or as soon as possible. At BCCS, we are working with our teachers to aim for stretch growth for each student with the hope that we achieve at least our typical growth.

(Data on next page)

Schoolwide Data

Fall 2020: December (Mid-Year Diagnostic) Reading Data:

Subject: Reading | School: Bert Corona Charter Middl...

Academic Year: Current Year | Comparison Diagnostic: D 2: MS: | Placement Definition: End-of-Year View

11/30/20 - 12/18/20

Students Assessed/Total: 304/349

Progress to Annual Typical Growth (Median) [Learn more about growth](#)



Spring 2021: May (End of Year) Reading Data

Subject: Reading | School: Bert Corona Charter Middl...

Academic Year: Current Year | Comparison Diagnostic: Bert Corona D 3 | Placement Definition: End-of-Year View

05/10/21 - 05/21/21

Students Assessed/Total: 285/349

Progress to Annual Typical Growth (Median) [Learn more about growth](#)



Overall typical growth for the year was met at 139% in reading. This means that our students far exceeded expectations based on national normative data. This result is especially exciting because we had only achieved 42% of our typical growth half way through the year, in December. This means we grew almost 100% in one semester!

When broken down by grade level, we can see where some of our strengths lie instructionally:

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	69%	45%	30%	9%	45%	11/11
Grade 6	136%	54%	50%	37%	50%	76/103
Grade 7	153%	56%	54%	27%	58%	105/121
Grade 8	139%	53%	50%	32%	57%	93/114

Additionally, when broken down by teacher, we gain even more insight into classrooms where we need to capitalize on the strengths being used and where more support needs to be given.

5th Grade:

Results for 5th grade can be seen above, as there is only one group of 11 students. My goal for next year is to increase the time departments can work together so teachers, like our 5th grade teacher, can learn engagement strategies from the rest of the team. This teacher is very engaging in science and history, but needs to collaborate to learn some more strategies in ELA and math.

6th Grade:

Class	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
English-6th - Nevins - 6-8 Period 3 T/TH-949... Nevins, T.	221%	58%	82%	47%	58%	19/25
English-6th - Nevins - Sem2 Period 4 T/TH-9... Nevins, T.	136%	53%	50%	29%	47%	17/26
English-6th - Spoden - 6-8 Period 3 T/TH-948... Spoden, E.	200%	67%	75%	43%	57%	21/26
English-6th - Spoden - Sem2 Period 4 T/TH-9... Spoden, E.	42%	37%	16%	26%	37%	19/26

Interestingly for 6th grade, we saw over 100% growth, even 200+ in some classes, but one class only grew 42% of their typical growth.

7th Grade:

English-7th - Pistilli - 6-8 Period 3 T/TH-9500... Pistilli, K.	165%	59%	56%	26%	63%	27/30
English-7th - Pistilli - Sem2 Period 4 T/TH-97... Pistilli, K.	100%	52%	34%	20%	52%	25/30
English-7th - Walter - 6-8 Period 3 T/TH-9497... Walter, B.	11%	42%	4%	23%	42%	26/30
English-7th - Walter - Sem2 Period 4 T/TH-97... Walter, B.	212%	70%	80%	37%	74%	27/31

Similar to our results in 6th grade reading, one class was significantly less successful than the other three. In speaking with the team, both the math/science and English/SS teachers agree that this group, which only grew 11%, is a very unmotivated and difficult-to-engage class. Through observation of the teachers working with all four groups, I have concluded that the teacher, Mr. Walter, does a great job when his class is engaged (see the period 4 group that grew 212%). However, we need to support him to push the rigor, depth of thought, and engagement in his classes.

8th Grade:

English-8th - Josselyn - 6-8 Period 3 T/TH-95... Josselyn, J.	70%	38%	25%	23%	58%	26/29
English-8th - Josselyn - 6-8 Period 3 T/TH-96... Josselyn, J.	263%	67%	87%	46%	67%	24/30
English-8th - Josselyn - Sem2 Period 3 W/F-9... Josselyn, J.	78%	48%	28%	33%	52%	21/27
English-8th - Josselyn - Sem2 Period 4 W/F-9... Josselyn, J.	164%	59%	59%	27%	50%	22/28

In 8th grade, we only have one teacher who teaches four cohorts of students. The results vary depending on the group, so my approach will be to meet with the teacher to discuss the differences in the cohort and what strategies she could use to differentiate to meet the needs of the students in all classes. That is, the strategies that work in one group may not hold for the others. The ability for small group instruction in person will aid in this teacher's success, as she has strong relationships with students and works well in small group instruction scenarios.

Fall 2020: December (Mid-Year Diagnostic) Math Data:

Subject: Math | School: Bert Corona Charter Middl...
Academic Year: Current Year | Comparison Diagnostic: D 2: MS: | Placement Definition: End-of-Year View
11/30/20 - 12/18/20

Students Assessed/Total: 285/349

Progress to Annual Typical Growth (Median) [Learn more about growth](#)



Spring 2021: May (End of Year) Math Data

Subject: Math | School: Bert Corona Charter Middl...
Academic Year: Current Year | Comparison Diagnostic: Bert Corona D 3 | Placement Definition: End-of-Year View
05/10/21 - 05/21/21

Students Assessed/Total: 253/349









Progress to Annual Typical Growth (Median) [Learn more about growth](#)



Similar to our reading data, we were behind in growth in December 2020. In math, we had only achieved 33% of our typical growth for the year, leaving a mountainous 67% we still needed to accomplish. When we tested in May, our students achieved 100% typical growth, meaning our school met expected growth for the year based on normative data.









When broken down into grade level, a divide between our lower grades and upper grade levels is apparent. This divide can be attributed to two reasons, and we can further see evidence of this when we look at individual student scores and cohorts scores.

1. Students typically enter our school scoring low on standardized tests, then grow during their three to four years with BCCS. This leads to stronger outcomes in the latter years of middle school.
2. Our most experienced teacher is in 7th grade, where we saw the most growth. Mr. Mir, our 8th grade math teacher is a new teacher this year, so I would attribute his success to a herculean effort, the level of achievement students reaching during their first three years at BCCS, and the support of our most experienced resource teacher and tutoring team.

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⚙	% Met ⚙	Progress (Median) ⚙	% Met ⚙		
Grade 5	 70%	40%	 38%	10%	50%	10/11
Grade 6	 80%	40%	 38%	17%	48%	75/103
Grade 7	 123%	57%	 56%	21%	61%	89/121
Grade 8	 120%	54%	 48%	25%	54%	79/114









5th Grade math scores (see above)

6th Grade math scores:

Math-6th - Contreras - 6-8 Period 3 W/F-9493... Contreras, M.	 93%	47%	 50%	16%	63%	19/26
Math-6th - Contreras - Sem2 Period 4 T/TH-9... Contreras, M.	 86%	42%	 43%	32%	42%	19/25
Math-6th - Duenas - 6-8 Period 3 W/F-9496_2... Duenas, N.	 50%	38%	 22%	13%	50%	16/26
Math-6th - Duenas - Sem2 Period 4 T/TH-973... Duenas, N.	 71%	33%	 33%	10%	38%	21/26





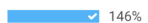



In 6th grade, we have two of our least experienced math teachers, which, combined with lower scores for incoming students, led to overall lower scores in this grade level. However, a great majority of students in two of our cohorts were able to achieve their typical growth. Moreover, approximately 50% of those students were able to meet their stretch growth, which is on par with our more experienced teacher in 7th grade. For next year, I will encourage more collaborative planning between our more experienced, stronger teacher, and with the BCCS math team as a whole, allowing all teachers to learn from each other and to utilize the most effective strategies.

7th Grade math scores:

Math-7th - Arreola - 6-8 Period 3 W/F-9501_2... Arreola, J.	 92%	50%	 47%	20%	50%	20/30
Math-7th - Arreola - Sem2 Period 4 T/TH-974... Arreola, J.	 113%	55%	 59%	5%	55%	20/30
Math-7th - Myers - 6-8 Period 3 W/F-9503_20... Myers, M.	 142%	69%	 67%	19%	73%	26/31
Math-7th - Myers - Sem2 Period 4 T/TH-9750... Myers, M.	 100%	52%	 52%	39%	61%	23/30

Our 7th grade team saw very strong results, both in typical and in stretch growth. Our most experienced teacher was able to achieve 142% typical growth with one of her classes and 67% stretch growth in the same cohort, meaning a majority of our students are on track to hit grade level equivalency in the next year or so.







8th Grade math scores:

Class	Progress (Median)	% Met	Progress (Median)	% Met	% Students with Improved Placement	Students Assessed/Total
Pre-Algebra - Mir - 6-8 Period 3 W/F-9508_20... Mir, A.	 11%	41%	 5%	12%	29%	17/27
Pre-Algebra - Mir - 6-8 Period 3 W/F-9626_20... Mir, A.	 83%	42%	 32%	16%	47%	19/28
Pre-Algebra - Mir - Sem2 Period 3 W/F-9756_... Mir, A.	 146%	63%	 57%	38%	63%	24/29
Pre-Algebra - Mir - Sem2 Period 4 W/F-9757_... Mir, A.	 158%	68%	 65%	32%	74%	19/30









8th grade math classes are taught by one teacher. There is a large gap between the success rates on the classes, so my strategy will be to down with this teacher to assist him on zeroing in on what strategies were successful and how he can replicate his success in all classes.

Subgroup Data: English Learners

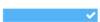
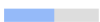






EL Reading Results:

English Learner	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Yes - English Learner	 76%	48%	 28%	24%	45%	86/106
No - English Learner	 160%	57%	 56%	33%	60%	181/222
Not Reported	 84%	50%	 28%	39%	56%	18/21









EL Reading Results by Grade Level:

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 5	 55%	50%	 24%	0%	50%	4/4
Grade 6	 66%	46%	 25%	25%	38%	24/32
Grade 7	 141%	55%	 48%	24%	48%	33/40
Grade 8	 50%	40%	 18%	28%	48%	25/30

6th Grade:

English-6th - Nevins - 6-8 Period 3 T/TH-949... Nevins, T.	 142%	50%	 53%	50%	50%	6/8
English-6th - Nevins - Sem2 Period 4 T/TH-9... Nevins, T.	 0%	20%	 0%	0%	0%	5/6
English-6th - Spoden - 6-8 Period 3 T/TH-948... Spoden, E.	 105%	57%	 39%	29%	57%	7/9
English-6th - Spoden - Sem2 Period 4 T/TH-9... Spoden, E.	 95%	50%	 36%	17%	33%	6/9

7th Grade:

Class	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
English-7th - Pistilli - 6-8 Period 3 T/TH-9500... Pistilli, K.	 126%	50%	 43%	25%	50%	8/9
English-7th - Pistilli - Sem2 Period 4 T/TH-97... Pistilli, K.	 80%	50%	 27%	25%	38%	8/10
English-7th - Walter - 6-8 Period 3 T/TH-9497... Walter, B.	 47%	44%	 16%	33%	44%	9/12
English-7th - Walter - Sem2 Period 4 T/TH-97... Walter, B.	 206%	75%	 76%	13%	63%	8/9

8th Grade:

Class	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
English-8th - Josselyn - 6-8 Period 3 T/TH-95... Josselyn, J.	0%	29%	0%	29%	43%	7/8
English-8th - Josselyn - 6-8 Period 3 T/TH-96... Josselyn, J.	89%	40%	32%	40%	60%	5/7
English-8th - Josselyn - Sem2 Period 3 W/F-9... Josselyn, J.	0%	17%	0%	17%	17%	6/7
English-8th - Josselyn - Sem2 Period 4 W/F-9... Josselyn, J.	150%	71%	54%	29%	71%	7/8

EL Math Results (overall):

English Learner	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Yes - English Learner	97%	50%	42%	21%	54%	84/106
No - English Learner	108%	54%	52%	22%	56%	153/222
Not Reported	57%	25%	30%	13%	50%	16/21

EL Math Results by Grade Level:









Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 5	33%	33%	19%	0%	67%	3/4
Grade 6	36%	32%	19%	16%	40%	25/32
Grade 7	135%	56%	56%	24%	59%	34/40
Grade 8	150%	64%	58%	27%	59%	22/30

EL Math Results by GL Teacher:









6th Grade EL:

Class	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Math-6th - Contreras - 6-8 Period 3 W/F-9493... Contreras, M.	47%	25%	20%	0%	50%	4/6
Math-6th - Contreras - Sem2 Period 4 T/TH-9... Contreras, M.	0%	43%	0%	29%	29%	7/8
Math-6th - Duenas - 6-8 Period 3 W/F-9496_2... Duenas, N.	50%	17%	22%	17%	50%	6/9
Math-6th - Duenas - Sem2 Period 4 T/TH-973... Duenas, N.	18%	38%	10%	13%	38%	8/9

7th Grade EL:

Class	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Math-7th - Arreola - 6-8 Period 3 W/F-9501_2... Arreola, J.	 54%	43%	 21%	29%	57%	7/10
Math-7th - Arreola - Sem2 Period 4 T/TH-974... Arreola, J.	 127%	63%	 63%	0%	63%	8/9
Math-7th - Myers - 6-8 Period 3 W/F-9503_20... Myers, M.	 142%	78%	 67%	22%	67%	9/9
Math-7th - Myers - Sem2 Period 4 T/TH-9750... Myers, M.	 85%	40%	 33%	40%	50%	10/12

8th Grade EL:

Class	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Pre-Algebra - Mir - 6-8 Period 3 W/F-9508_20... Mir, A.	 296%	75%	 115%	50%	75%	4/7
Pre-Algebra - Mir - 6-8 Period 3 W/F-9626_20... Mir, A.	 89%	43%	 36%	29%	43%	7/8
Pre-Algebra - Mir - Sem2 Period 3 W/F-9756.... Mir, A.	 117%	63%	 45%	25%	50%	8/8
Pre-Algebra - Mir - Sem2 Period 4 W/F-9757.... Mir, A.	 217%	100%	 84%	0%	100%	3/7

Subgroup Data: Special Education

SPED Reading Results:

Special Education	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Yes - Special Education	136%	51%	48%	27%	55%	51/67
No - Special Education	140%	55%	51%	31%	55%	234/282

SPED Reading Results by Grade Level:

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 6	147%	65%	55%	29%	59%	17/22
Grade 7	141%	54%	48%	23%	46%	13/17
Grade 8	83%	38%	30%	29%	57%	21/28

6th Grade SPED:

English-6th - Nevins - 6-8 Period 3 T/TH-949... Nevins, T.	221%	60%	82%	40%	60%	5/6
English-6th - Nevins - Sem2 Period 4 T/TH-9... Nevins, T.	63%	40%	24%	0%	20%	5/5
English-6th - Spoden - 6-8 Period 3 T/TH-948... Spoden, E.	221%	100%	82%	33%	100%	3/4
English-6th - Spoden - Sem2 Period 4 T/TH-9... Spoden, E.	224%	75%	84%	50%	75%	4/7

7th Grade SPED:

Class	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
English-7th - Pistilli - 6-8 Period 3 T/TH-9500... Pistilli, K.	203%	75%	69%	25%	75%	4/6
English-7th - Pistilli - Sem2 Period 4 T/TH-97... Pistilli, K.	35%	0%	12%	0%	0%	3/3
English-7th - Walter - 6-8 Period 3 T/TH-9497... Walter, B.	206%	50%	70%	50%	50%	2/4
English-7th - Walter - Sem2 Period 4 T/TH-97... Walter, B.	236%	75%	86%	25%	50%	4/4

8th Grade:

English-8th - Josselyn - 6-8 Period 3 T/TH-95... Josselyn, J.	145%	50%	52%	33%	83%	6/7
English-8th - Josselyn - 6-8 Period 3 T/TH-96... Josselyn, J.	89%	40%	32%	40%	60%	5/7
English-8th - Josselyn - Sem2 Period 3 W/F-9... Josselyn, J.	17%	25%	6%	25%	50%	4/7
English-8th - Josselyn - Sem2 Period 4 W/F-9... Josselyn, J.	0%	33%	0%	17%	33%	6/7

SPED Math Results:

Special Education	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Yes - Special Education	141%	54%	57%	24%	63%	46/67
No - Special Education	93%	50%	46%	20%	53%	207/282

SPED Math Results by Grade Level:

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 6	93%	47%	40%	24%	59%	17/22
Grade 7	23%	36%	12%	9%	64%	11/17
Grade 8	158%	72%	61%	33%	67%	18/28

6th Grade SPED:

Class	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Math-6th - Contreras - 6-8 Period 3 W/F-9493... Contreras, M.	93%	40%	40%	0%	60%	5/5
Math-6th - Contreras - Sem2 Period 4 T/TH-9... Contreras, M.	373%	60%	160%	60%	60%	5/6
Math-6th - Duenas - 6-8 Period 3 W/F-9496_2... Duenas, N.	27%	25%	12%	0%	25%	4/7
Math-6th - Duenas - Sem2 Period 4 T/TH-973... Duenas, N.	160%	67%	69%	33%	100%	3/4

7th Grade SPED:

Math-7th - Arreola - 6-8 Period 3 W/F-9501_2... Arreola, J.	27%	0%	11%	0%	50%	2/3
Math-7th - Arreola - Sem2 Period 4 T/TH-974... Arreola, J.	146%	67%	76%	0%	67%	3/6
Math-7th - Myers - 6-8 Period 3 W/F-9503_20... Myers, M.	12%	25%	6%	0%	50%	4/4
Math-7th - Myers - Sem2 Period 4 T/TH-9750... Myers, M.	285%	50%	112%	50%	100%	2/4

8th Grade SPED:

Class	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⚙	% Met ⚙	Progress (Median) ⚙	% Met ⚙		
Pre-Algebra - Mir - 6-8 Period 3 W/F-9508_20... Mir, A.	0%	33%	0%	33%	33%	3/7
Pre-Algebra - Mir - 6-8 Period 3 W/F-9626_20... Mir, A.	214%	75%	86%	50%	75%	4/7
Pre-Algebra - Mir - Sem2 Period 3 W/F-9756_... Mir, A.	146%	83%	57%	33%	67%	6/7
Pre-Algebra - Mir - Sem2 Period 4 W/F-9757_... Mir, A.	217%	80%	84%	20%	80%	5/7

Subgroup Data: Discussion

There are some significant highlights from our subgroup data:

- Math results for ELs were strong, with 97% of our ELs hitting their typical growth targets. We will need to zero in on the strategies used by our math teachers to ensure this growth is replicated and strengthened throughout the school.
- Students with special needs exceeded expected group in both math and ELA:
 - ELA: 136% of typical growth
 - Math: 141% of typical growth
- Ms. Contreras’ math classes saw the most consistent growth for students with special needs, with one of her classes hitting 93% of typical growth and one hitting and astounding 373% of their expected growth!
- Students in 8th grade math exceeded growth in 3 out of 4 cohorts.

Overall, issues with our subgroup data is consistent with the general education data. We have areas of strength on which we need to capitalize, and areas of inconsistency and deficit that we need to address. In general, our goal is to have more data conversations regularly next year, and we will monitor subgroup performance consistently. Specifically, we need to ensure that everyone is focused on using strategies that support the needs of our ELs, as they are our lowest performing group of students according to typical growth data.

Knights by the Screen:

As we slowly open the doors to our campus, we are focused on rebuilding our school culture. Our school has historically been known for engaging all stakeholders and having frequent events on campus. This past Friday, we hosted our 8th graders for a movie night for no reason other than fun and rebuilding relationships. It was so much fun to have the kids on campus, even though we had to follow stricter safety guidelines than with a typical event. Here are some photos from our first big event on campus since the pandemic started:

















