

For the state approved list of Verified Data on Academic Indicators (Assessments) and Postsecondary Indicators, please see the following CDE website: <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>

Also:

[Verified Data FAQ's](#)

Note: High Schools can opt to complete the Verified Data (Assessments) Section and/or Postsecondary Outcomes Section

Verified Data (Assessments)

1. Please complete the table below including each state-approved verified data assessment the school is using, include the academic area (English Language Arts and Math), grade level assessed, participation rate and the frequency of administration of each assessment.

Verified Data (Assessments)

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. iReady Reading Diagnostic	5-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Administered 3 times per year
2. iReady Math Diagnostic	5-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Administered 3 times per year

Diagnostic Status ▾



Subject: **Math** ▾ School: **Bert Corona Charter Middl...** ▾

Diagnostic: **D3 MS:** ▾
04/26/22 - 05/11/22

Current Diagnostic Window: **D3 MS:: 04/26/22 - 06/10/22**

Students Assigned/Total: **340/340**

2%
Not Started

2%
In Progress

96%
Completed

Diagnostic Status ▾



Subject: **Reading** ▾ School: **Bert Corona Charter Middl...** ▾

Diagnostic: **D3 MS:** ▾
04/26/22 - 05/11/22

Current Diagnostic Window: **D3 MS:: 04/26/22 - 06/10/22**

Students Assigned/Total: **340/340**

1%
Not Started

4%
In Progress

95%
Completed
5 Rushed 10 Rushed

- If a 95% participation rate was not achieved on any assessment, please provide a plan of action to meet the 95% participation rate.

95% completion rate was met for the final assessment (taken in early May 2022). To hit this threshold, we simply discussed the importance of hitting 95% with the instructional team and asked teachers/proctors to follow up with their students to finish in the days following our iReady diagnostic. Teachers provided a quiet space during advisory classes to allow students to finish and our admin team supported by continually checking our completion rates and updating the entire team on our status as a school and by grade level.

- Please provide the publisher’s growth report (e.g., iReady provide iReady’s Typical Growth Measure; NWEA provide Measures of Academic Progress; etc). For a complete list of growth reports, please review the following CDE document: [November 2020 SBE Agenda Item 14](#) (pages 23-29). Based on the report(s), please provide the following:

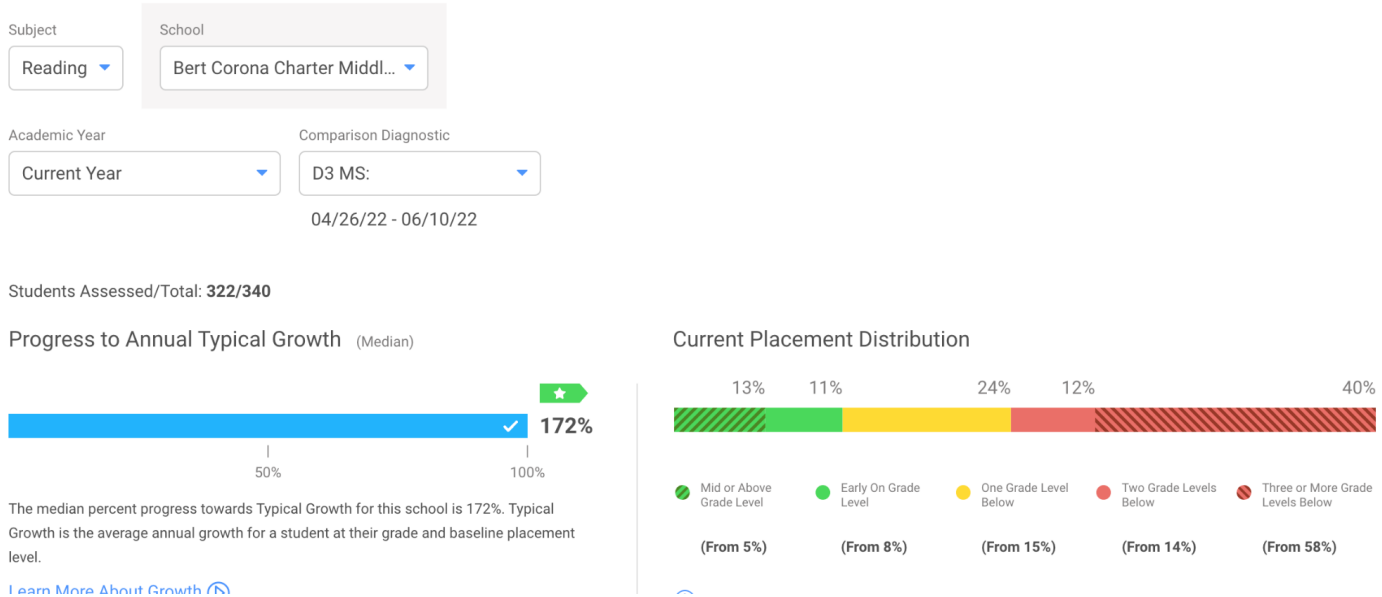
[This document provides a summary of the growth expected on the iReady diagnostics.](#) A more detailed and in-depth explanation of this information is provided below.

- a. School wide (if available) **and** disaggregated subgroup data.
 1. Describe how the data submitted shows growth in student achievement. What do you attribute that led to that growth?
 2. For data that did not demonstrate growth, please provide a root cause analysis and plans for improvement.

Our students demonstrated growth across the board this year. Each subgroup and grade level demonstrated growth on their diagnostic, and we are excited about the level of growth we are seeing from our students.

Reading:

Diagnostic Growth



As an entire school, our students’ median typical growth (the metric recommended by iReady for tracking group progress) was 172% of their annual typical growth expectations. Our students excelled at all grade levels, demonstrating growth from 165% to 200% growth. Moreover, our students moved up in their performance bands. We grew from 13% of students being on grade level to 24%, 15% of students one level below to 24%, and in the lowest performance bands, we dropped from 72% performing 2 or more levels below to only 52%. In the breakdown below, it is clear that all of our students surpassed our expectations and grew significantly.

Show Results By
Grade

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Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵	
Grade 5	175%	82%	77%	24%	82%
Grade 6	200%	72%	71%	39%	66%
Grade 7	165%	63%	55%	28%	55%
Grade 8	167%	66%	59%	31%	63%

Our goal for iReady when we started the year was 100% typical growth and 50% stretch growth. Again, we surpassed this in all grade levels.

In addition to analyzing our schoolwide, it is also important to ensure we analyze how individual students and subgroups are performing. After each diagnostic, we break down how everyone is performing and meet with each teacher to discuss performance. As part of the subgroup analysis, we look at how our ELs and our Students with Special needs are performing in comparison with the general population. Schoolwide, our English Learners grew an average of 31 points on their diagnostic over the course of the year compared to 25 points of growth on average for our general population. Students with special needs increased 36 points on average compared to 25 points for the general population. This shows that although our student subgroups start at a lower scale score, our team and our students are making up the academic gap over the time they are with us at our school.

D3 MATH SCALE SCORE ANALYSIS												
AVERAGE SCALE SCORE BY GL		AVERAGE SCALE SCORE FOR ELs BY GL				AVERAGE SCALE SCORE FOR SPED BY GL						
Grade	AVERAGE of D3 Scale Score May 2022	EL Status			SPED							
Grade		EL	Non-EL	Grand Total	Grade	N	Y	Grand Total				
5	546	5	511	565	546	5	543	566	546			
6	559	6	527	574	559	6	572	521	559			
7	565	7	508	593	565	7	578	520	565			
8	591	8	567	603	591	8	593	581	591			
Grand Total	571	Grand Total	534	589	571	Grand Total	580	538	571			

D3 MATH SCALE SCORE GROWTH ANALYSIS (Diagnostic 1 to Diagnostic 3)												
AVERAGE GROWTH BY GL		AVERAGE GROWTH FOR ELs BY GL				AVERAGE GROWTH FOR SPED BY GL						
Grade	Average Growth	EL Status			SPED							
Grade		EL	Non-EL	Grand Total	Grade	N	Y	Grand Total				
5	29	5	17	35	29	5	28	34	29			
6	34	6	39	32	34	6	32	39	34			
7	21	7	22	21	21	7	21	24	21			
8	26	8	34	22	26	8	21	49	26			
Grand Total	27	Grand Total	31	25	27	Grand Total	25	36	27			

The image above represents performance on our final diagnostic using two metrics. First (in the boxes with the green title banners), we can see overall scale scores for groups of students by grade level. Scale scores are generated based on the correct and incorrect responses on the test. In the table below, you can see the breakdown of scale scores for each grade level. For a 6th grade student to score at the sixth grade level, they must have a scale score of 495 to 564.

Overall—Mathematics (K–8 All and Integrated)

Overall Placements

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–361	100–346	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	362–454	347–401	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386
Grade 1	455–496	402–496	387–427	387–412	387–412	387–412	387–412	387–412	387–412	387–412	387–412	387–412	387–412
Grade 2	497–506	497–506	428–506	413–448	413–433	413–433	413–433	413–433	413–433	413–433	413–433	413–433	413–433
Grade 3	507–800	507–516	507–516	449–516	434–464	434–449	434–449	434–449	434–449	434–449	434–449	434–449	434–449
Grade 4	N/A	517–800	517–526	517–526	465–526	450–479	450–464	450–464	450–464	450–464	450–464	450–464	450–464
Grade 5	N/A	N/A	527–800	527–540	527–540	480–540	465–494	465–479	465–479	465–479	465–479	465–479	465–479
Grade 6	N/A	N/A	N/A	541–800	541–564	541–564	495–564	480–507	480–492	480–492	480–492	480–492	480–492
Grade 7	N/A	N/A	N/A	N/A	565–800	565–574	565–574	508–574	493–517	493–502	493–502	493–502	493–502
Grade 8	N/A	N/A	N/A	N/A	N/A	575–800	575–585	575–585	518–585	503–514	503–514	503–514	503–514
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	586–800	586–598	586–598	515–598	515–555	515–540	515–540
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	599–800	599–610	599–610	556–610	541–563	541–548
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	611–800	611–629	611–629	564–629	549–571
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	630–800	630–800	630–800	572–800

Reading Placements—Overall

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–361	100–346	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	362–479	347–433	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418
Grade 1	480–536	434–536	419–488	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473
Grade 2	537–560	537–560	489–560	474–510	474–495	474–495	474–495	474–495	474–495	474–495	474–495	474–495	474–495
Grade 3	561–800	561–602	561–602	511–602	496–556	496–541	496–541	496–541	496–541	496–541	496–541	496–541	496–541
Grade 4	N/A	603–800	603–629	603–629	557–629	542–580	542–565	542–565	542–565	542–565	542–565	542–565	542–565
Grade 5	N/A	N/A	630–800	630–640	630–640	581–640	566–597	566–582	566–582	566–582	566–582	566–582	566–582
Grade 6	N/A	N/A	N/A	641–800	641–653	641–653	598–653	583–608	583–593	583–593	583–593	583–593	583–593
Grade 7	N/A	N/A	N/A	N/A	654–800	654–669	654–669	609–669	594–619	594–604	594–604	594–604	594–604
Grade 8	N/A	N/A	N/A	N/A	N/A	670–800	670–684	670–684	620–684	605–639	605–624	605–624	605–624
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	685–800	685–703	685–703	640–703	625–651	625–636	625–636
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	704–800	704–723	704–723	652–723	637–659	637–644
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	724–800	724–735	724–735	660–735	645–667
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	736–800	736–800	736–800	668–800

The average scale score schoowide was 571. As expected, our English learners and students with special needs did not score as high on their average scale score as the general education students. However, the exciting part of this data is the second section (under the orange title banners). This data shows average growth by subgroup and grade level. The numbers represent the total number of points students increased their scale scores over the course of the year. On this table we can see that EL student growth and growth for students with special needs exceeded that of our general population. This indicates that our students in special populations are not being left behind and they are making up the difference in their learning gap so they can catch up to their general population peers.

Math:

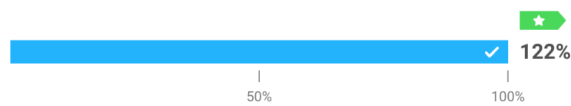
Diagnostic Growth

Subject: **Math** | School: **Bert Corona Charter Middl...**

Academic Year: **Current Year** | Comparison Diagnostic: **D3 MS:**
 04/26/22 - 06/10/22

Students Assessed/Total: **325/340**

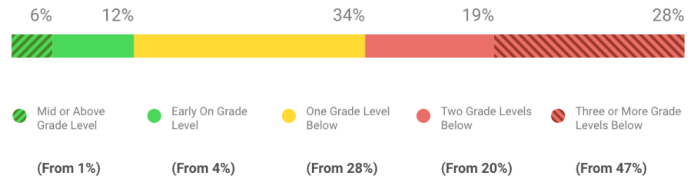
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 122%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

Just as they did in reading, our student exceeded expectations in math. Schoolwide, our students hit 122% of their annual typical growth, and every grade level contributed that that overall success:

Show Results By: **Grade**

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Grade	Annual Typical Growth ⁱ		Annual Stretch Growth® ⁱ		% Students with Improved Placement [^]
	Progress (Median) [^]	% Met [^]	Progress (Median) [^]	% Met [^]	
Grade 5	115%	65%	58%	12%	82%
Grade 6	121%	60%	58%	22%	66%
Grade 7	150%	66%	73%	37%	64%
Grade 8	108%	52%	42%	17%	51%

Again, our goal was to hit 100% typical growth and 50% stretch growth. Our students surpassed the typical growth goal and all grade levels but one passed the goal for stretch growth as well (8th grade was close with 42% stretch growth).

Just as was discussed for reading, we also take careful steps to analyze performance across all student groups for our mathematics diagnostic. Our initial assessment indicated that a large percentage of students were performing below grade level. The great thing about the iReady assessment is the focus on growth rather than reaching for a specific score. A grade level scale score is between 580 and 680, so we will continue to strive for a higher average scale score for each grade level. However, we are very proud of the growth our students have demonstrated and that our students exceeded typical growth expectations across the board. Schoolwide, our English Learners grew an average of 17 points on their diagnostic over the course of the year compared to 28 points of growth on average for our general population. Students with special needs increased 33 points on average compared to 22 points for the general population. In ELA, both of our these student subgroups out-performed their general education peers in terms of growth. In math, our students with special needs outgrew the general population, but our English Learners did not. This will be an area of growth for next year so our ELs grow as much in math as they do in ELA.

D3 MATH SCALE SCORE ANALYSIS											
AVERAGE SCALE SCORE BY GL			AVERAGE SCALE SCORE FOR ELs BY GL				AVERAGE SCALE SCORE FOR SPED BY GL				
Grade	Average Growth		Grade	EL Status			Grade	SPED			
				EL	Non-EL	Grand Total		N	Y	Grand Total	
5		457	5	447	463	457	5	455	471	457	
6		469	6	451	477	469	6	474	452	469	
7		483	7	458	495	483	7	490	455	483	
8		488	8	477	493	488	8	490	481	488	
Grand Total		479	Grand Total	461	487	479	Grand Total	483	461	479	

D3 MATH SCALE SCORE GROWTH ANALYSIS (Diagnostic 1 to Diagnostic 3)											
AVERAGE GROWTH BY GL			AVERAGE GROWTH FOR ELs BY GL				AVERAGE GROWTH FOR SPED BY GL				
Grade	Average Growth		Grade	EL Status			Grade	SPED			
				EL	Non-EL	Grand Total		N	Y	Grand Total	
5		23	5	27	21	23	5	23	24	23	
6		23	6	16	26	23	6	18	38	23	
7		24	7	18	27	24	7	27	14	24	
8		26	8	15	31	26	8	22	52	26	
Grand Total		24	Grand Total	17	28	24	Grand Total	22	33	24	

Here, you can see again that our English learners and students with special needs do not have quite as high scale scores as the general population, but they are demonstrating growth across the board. Our students with special needs are exceeding the growth of the general population in most grade levels. Our English learners are growing in solid margins, but they are not quite keeping up with their peers. This year, we worked with our teachers to integrate ELD strategies and standards into their classrooms, and it worked very well for our reading results (this will be discussed more in depth in subsequent paragraphs). While we are proud of the growth our ELs demonstrated across the board, we will continue to work on integrating and implementing these strategies more effectively in our math classes.

- Were the assessments administered as intended, consistent with the test publishers' administration and test security procedures? Please describe the protocols used to ensure that the assessments were administered as intended.

Our assessments were all administered as intended. We run a testing schedule so students have ample time to complete their assessments. Prior to diagnostic testing, our teachers review student data and goals that were discussed after the previous diagnostic. All students are assigned their reading and math assessments through their advisory teacher and teachers monitor testing to ensure students are focused on their task. At our school, our teachers actively monitor by walking around, but they also use a program called Go Guardian that allows them to monitor student activity from their teacher computer. Any student who is flagged by the system as rushing will be pulled and talked to, and perhaps given a break so they can come back to the test when they are ready to focus. Once testing is completed, teachers provide a quiet activity so students can work quietly without distracting those who are still taking their test.

If the assessments were not administered as intended, please share the facts and how they will be addressed moving forward. (N/A)

5. If verified data is not submitted, please explain why. In addition, please provide a summary of student academic performance in ELA and/or Math if not included in your verified data responses. Provide school wide (if available) **and** disaggregated subgroup data.
 - a. Describe how the data submitted shows growth in student achievement.
 - b. What do you attribute that led to that growth?
 - c. For data that did not demonstrate growth, please provide a root cause analysis, and plans for improvement.

Verified data was submitted, so this question is not applicable.