

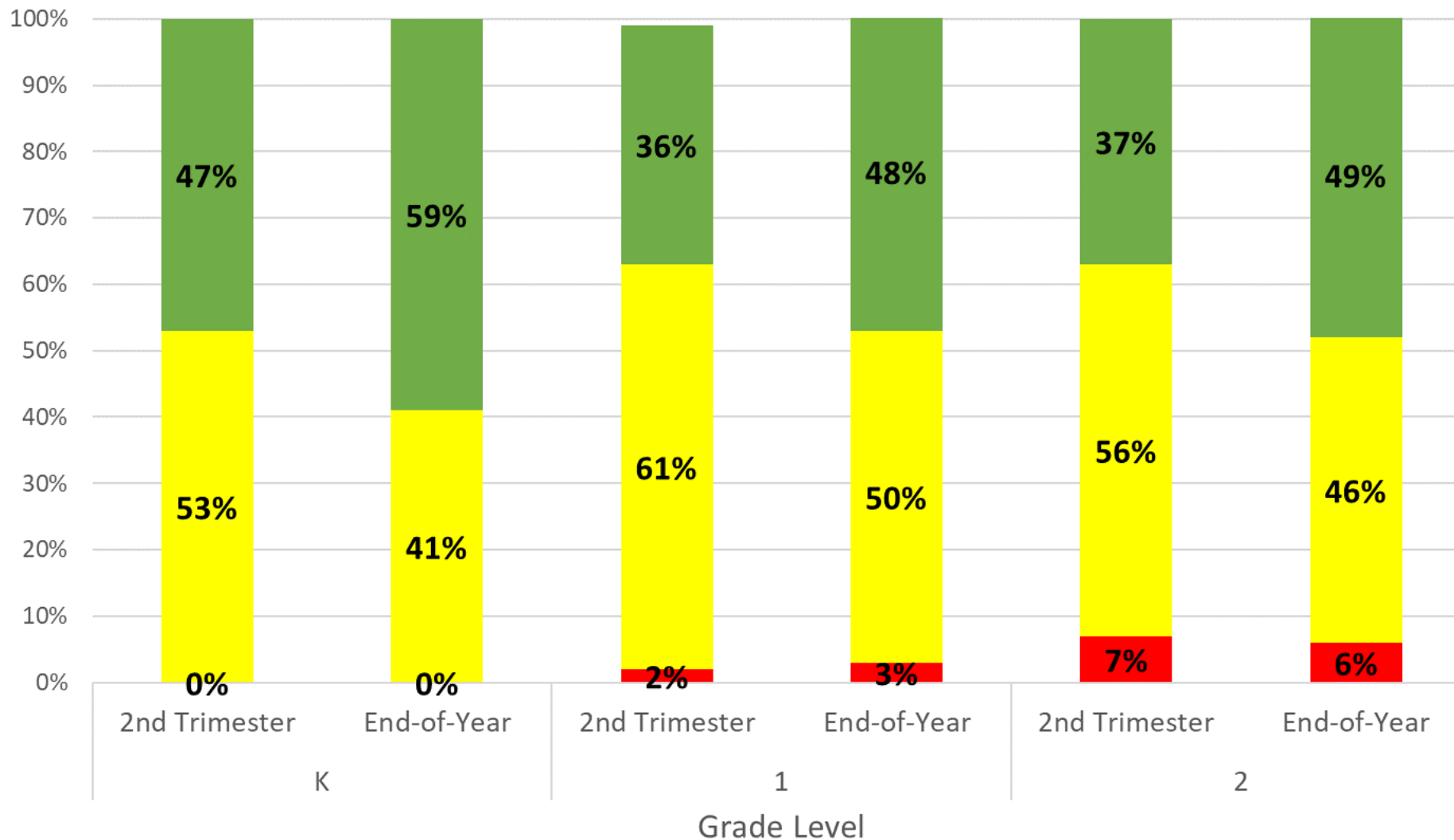


# Santee School District

End of Year Assessment Results

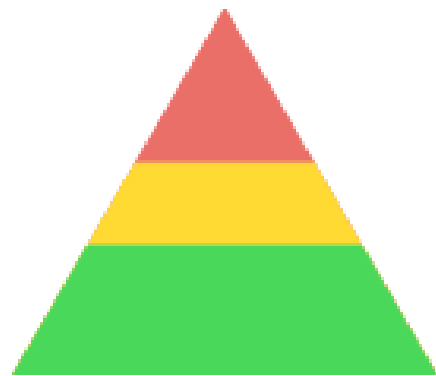
# Santee School District iReading Reading Diagnostic Results Comparison Between 2nd Trimester & End of Year

■ Two or More Below Grade-Level    ■ One Below Overall Grade-Level    ■ On or Above Overall Grade-Level



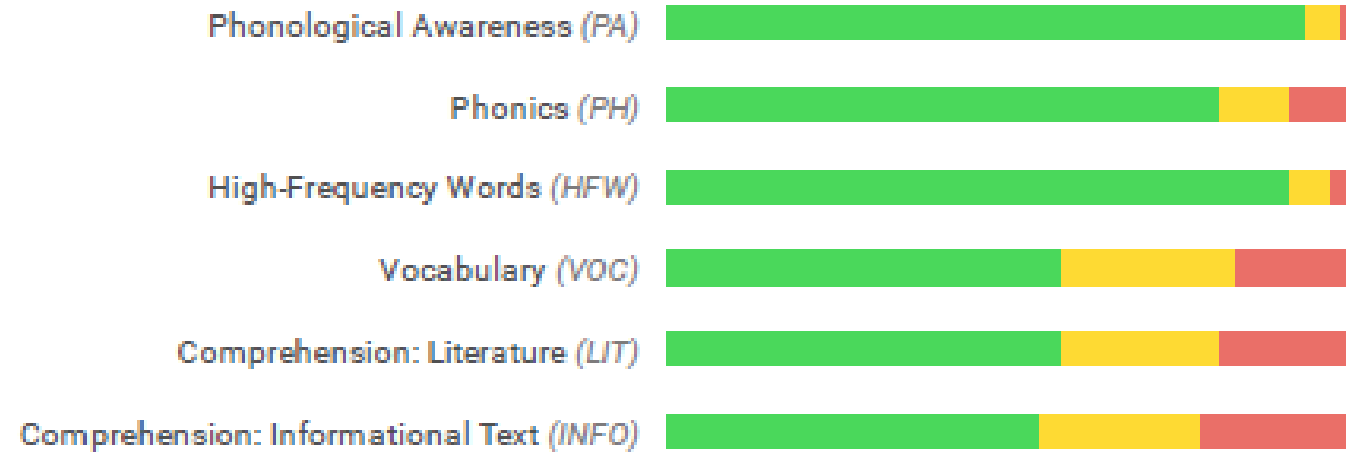
# End-of-Year iReady Reading Diagnostic Results by Domain

## Overall Placement



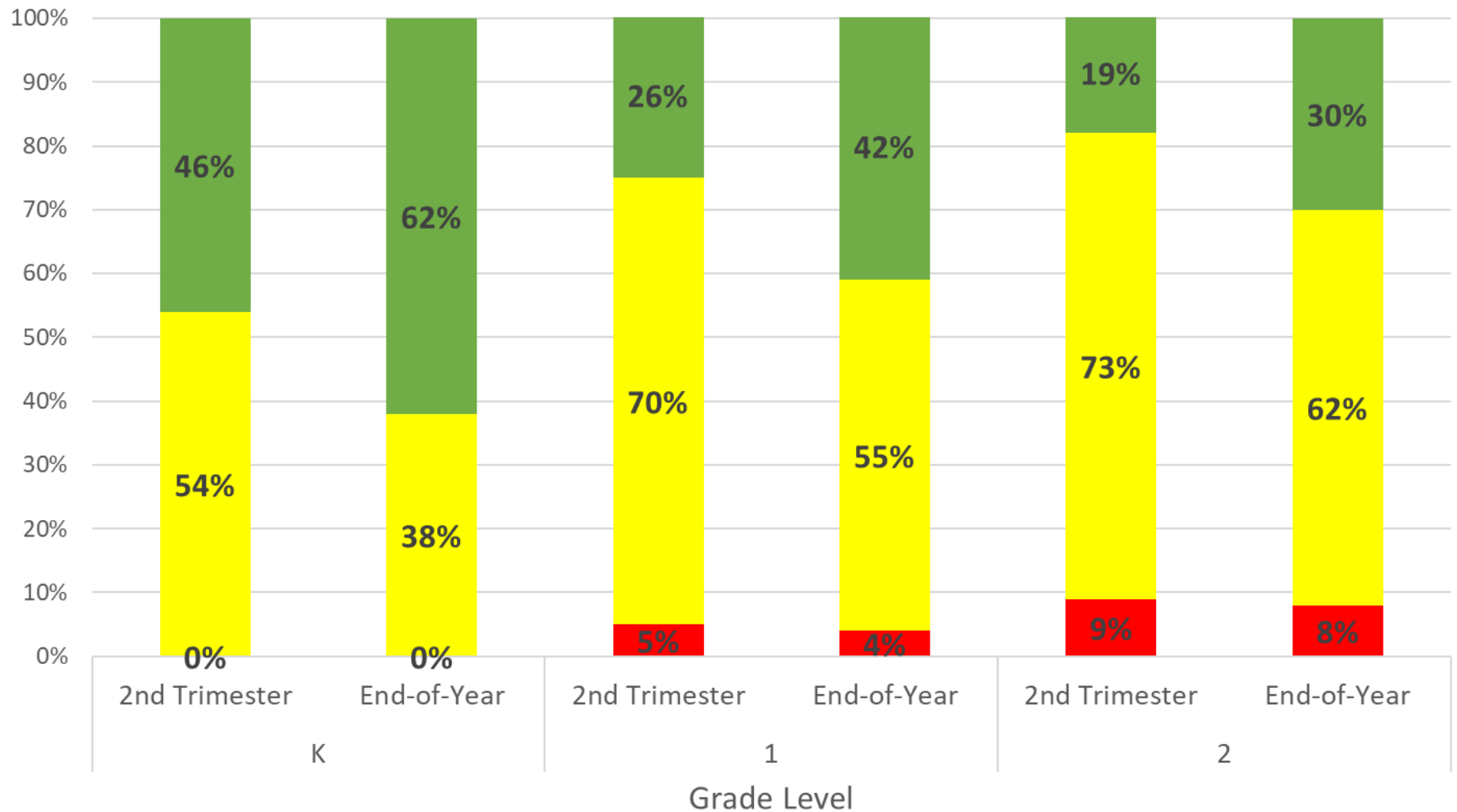
- At Risk for Tier 3  
18%
- Tier 2  
24%
- Tier 1  
58%

## Placement By Domain



# Santee School District iReading Mathematics Diagnostic Results Comparison Between 2nd Trimester & End of Year

■ Two or More Below Overall Grade-Level   ■ One Below Overall Grade   ■ On or Above Overall Grade-Level



# End-of-Year iReady Mathematics Diagnostic Results by Domain

## Overall Placement



- At Risk for Tier 3  
15%
- Tier 2  
33%
- Tier 1  
51%

## Placement By Domain

Number and Operations (NO)



Algebra and Algebraic Thinking (ALG)



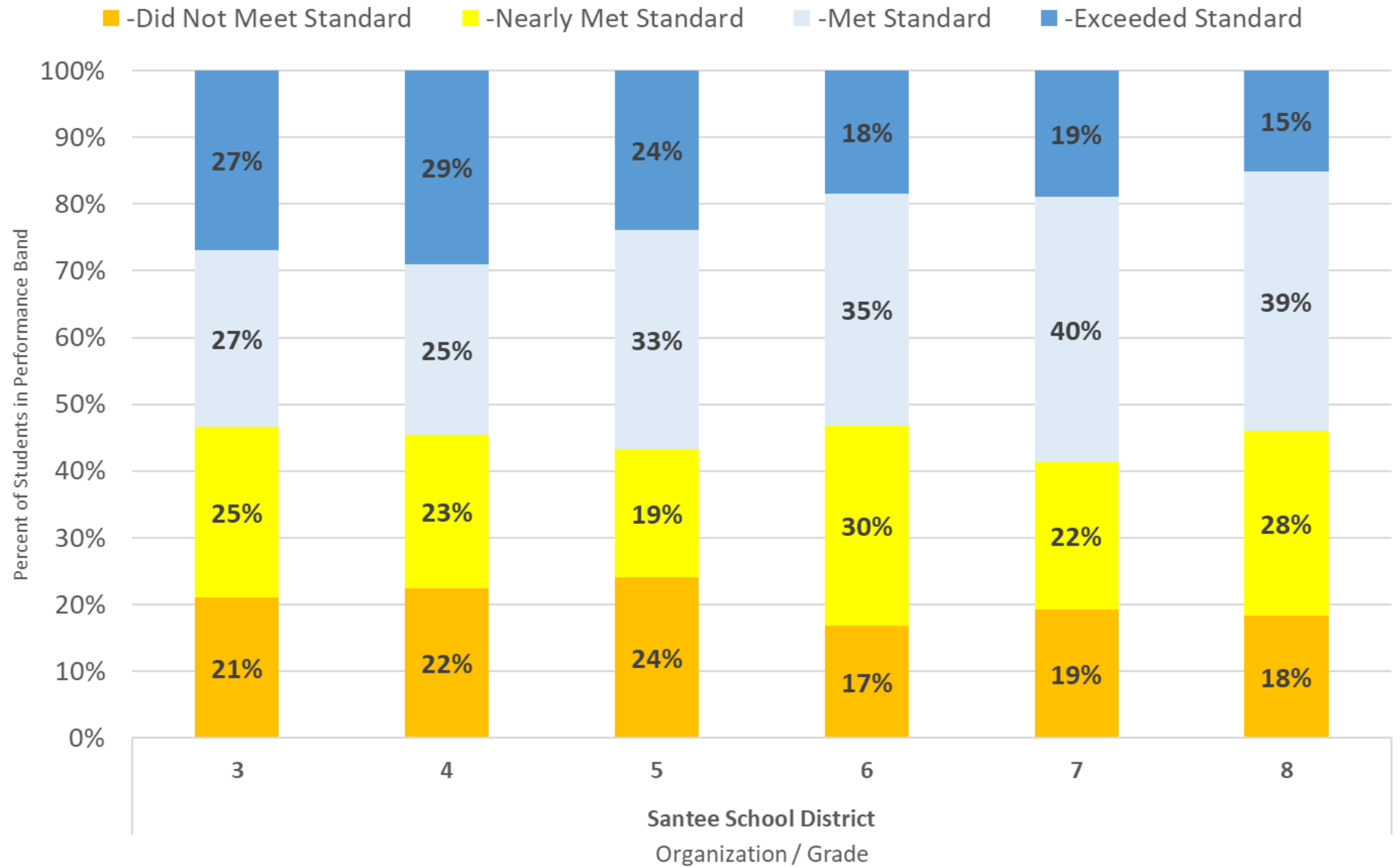
Measurement and Data (MS)



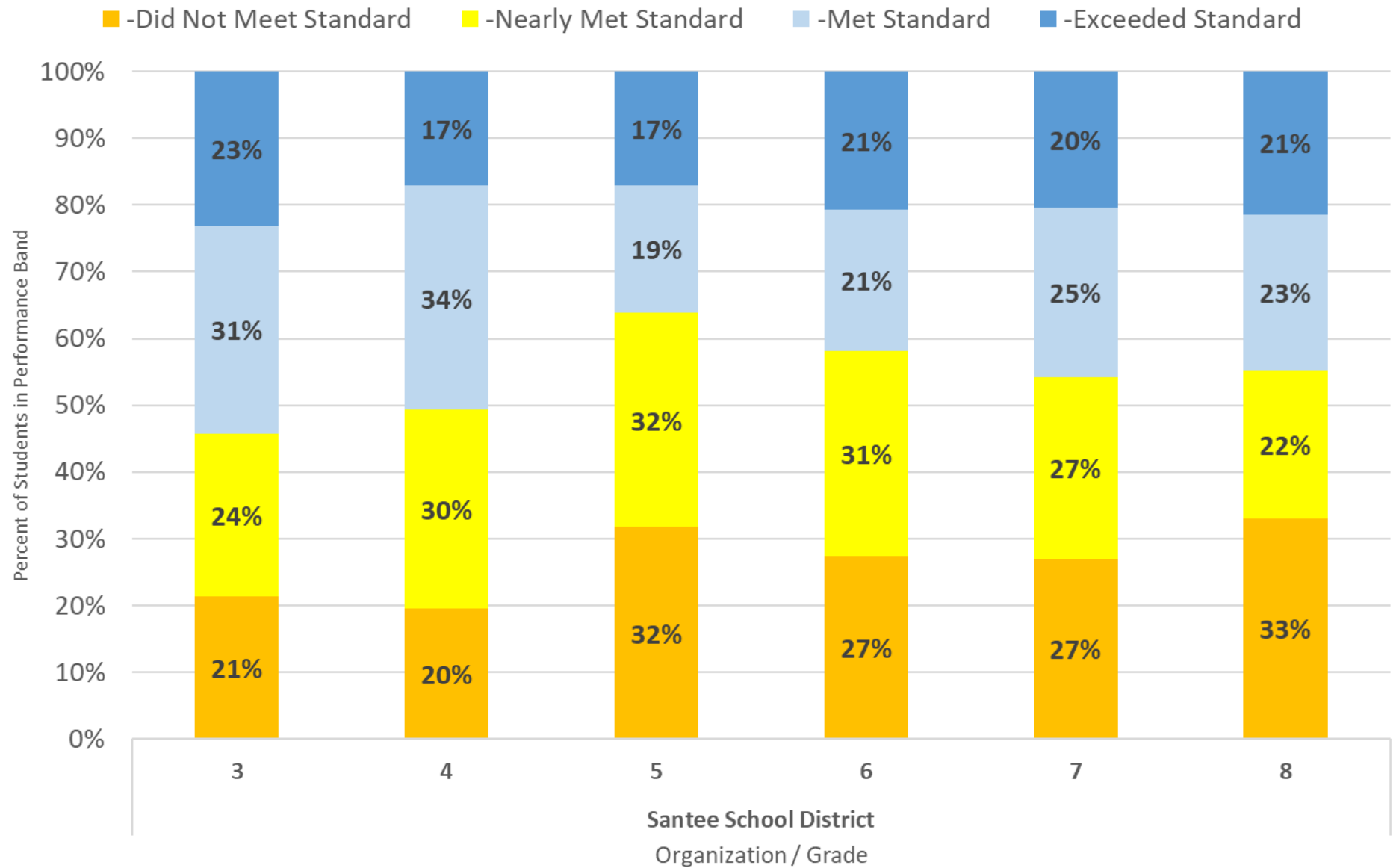
Geometry (GEO)



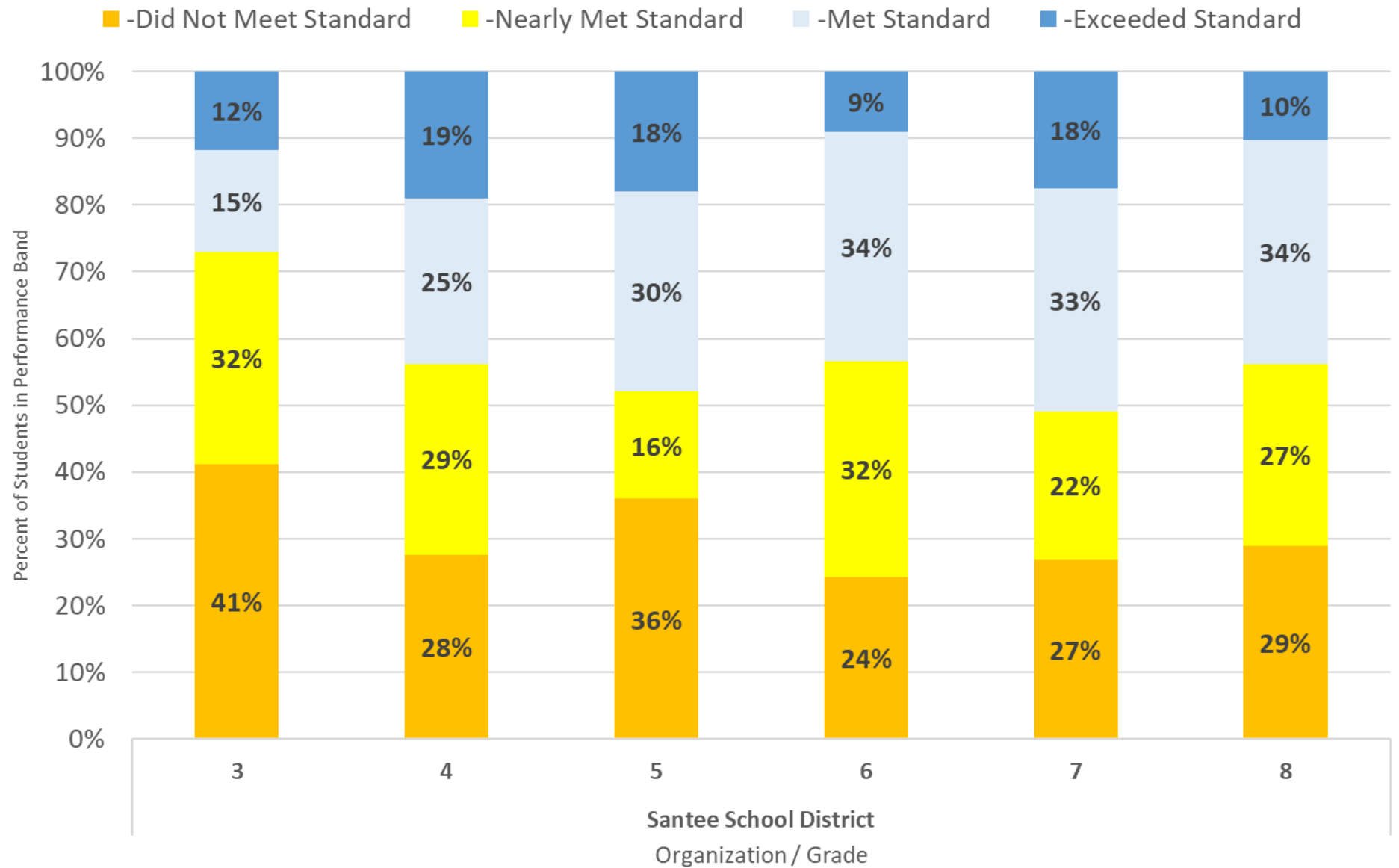
Santee School District  
2021 CAASPP English Language Arts  
All Students



Santee School District  
2021 CAASPP Mathematics  
All Students

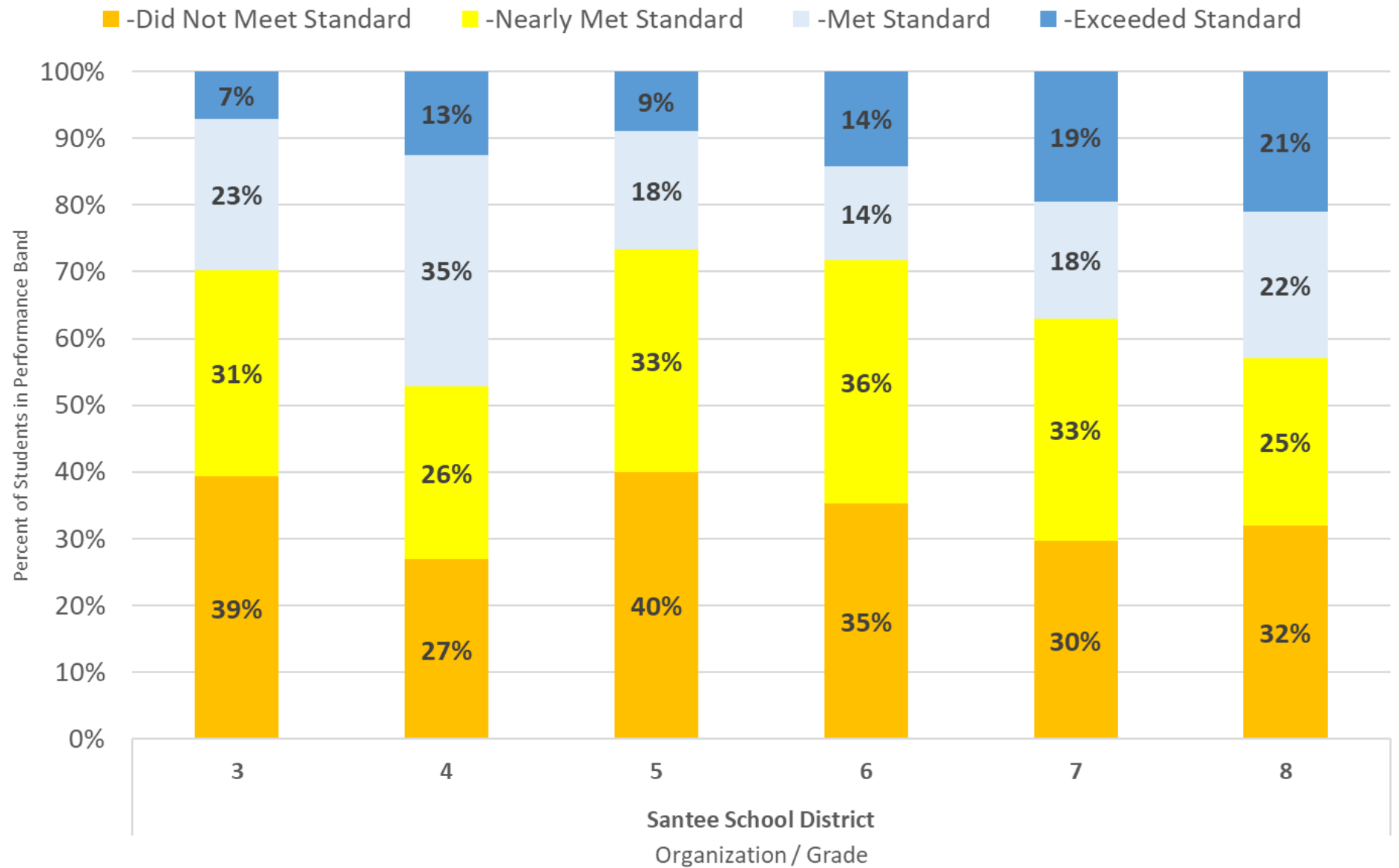


Santee School District  
2021 CAASPP English Language Arts  
Ever-English Learners

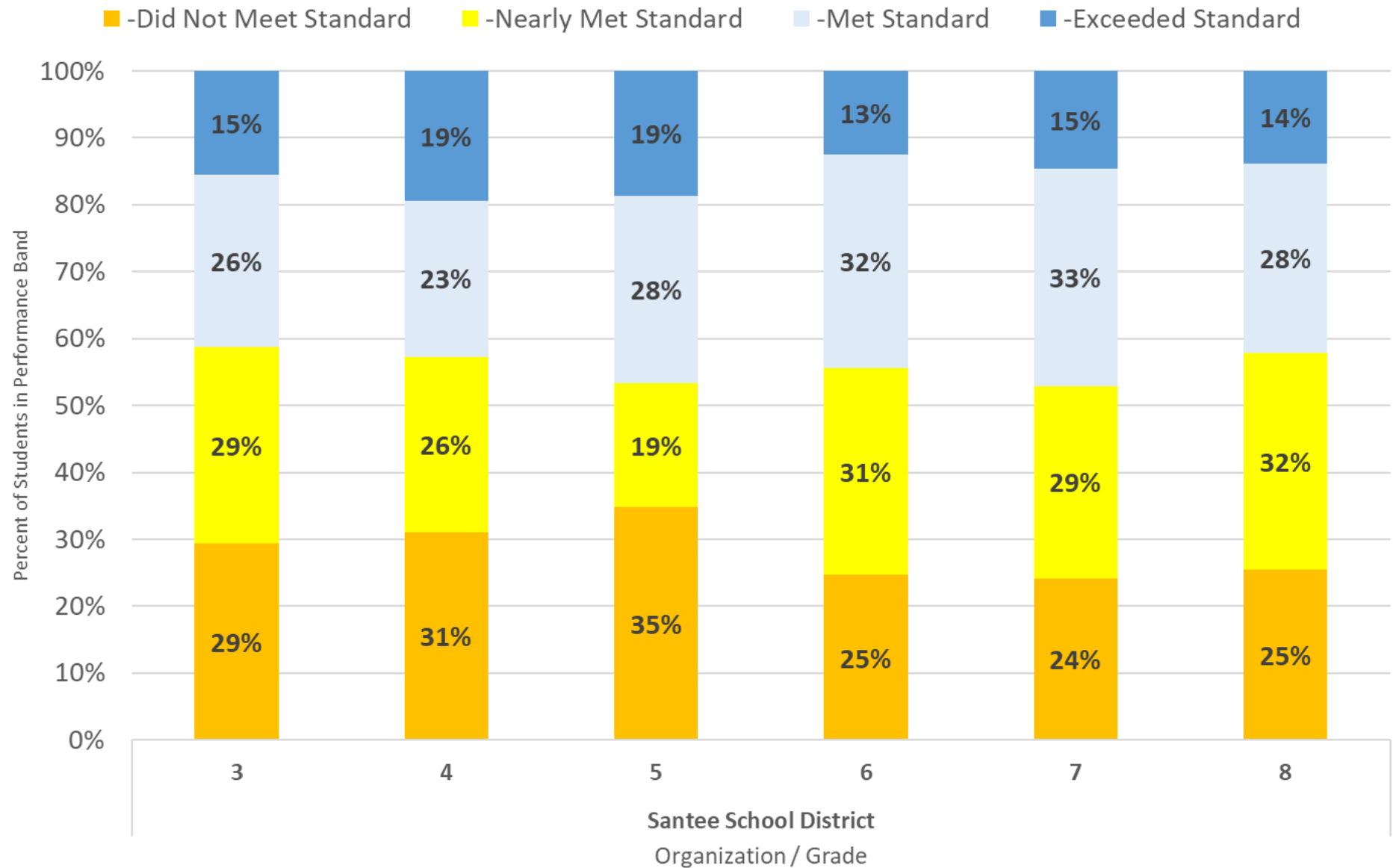




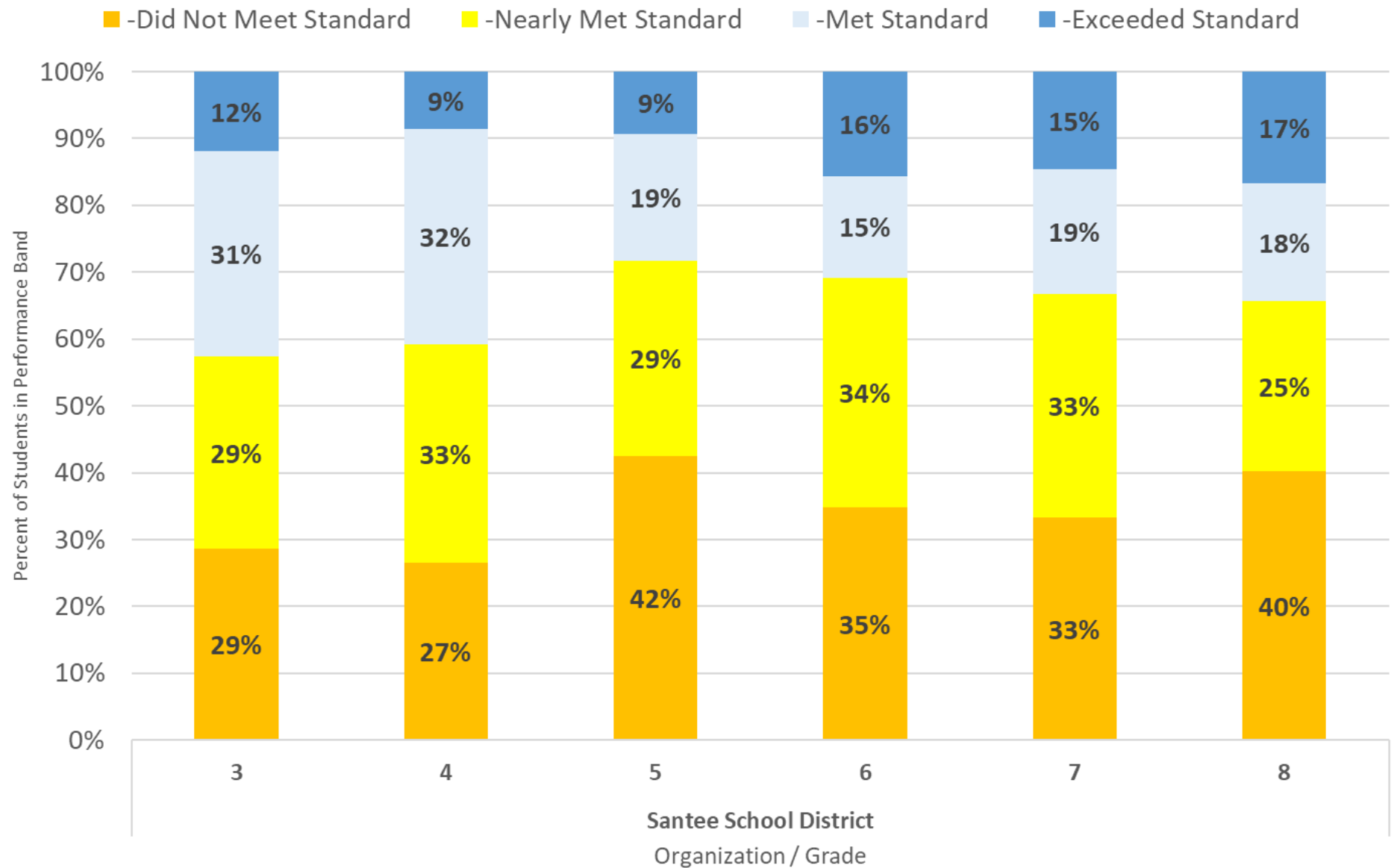
Santee School District  
2021 CAASPP Mathematics  
Ever-English Learners



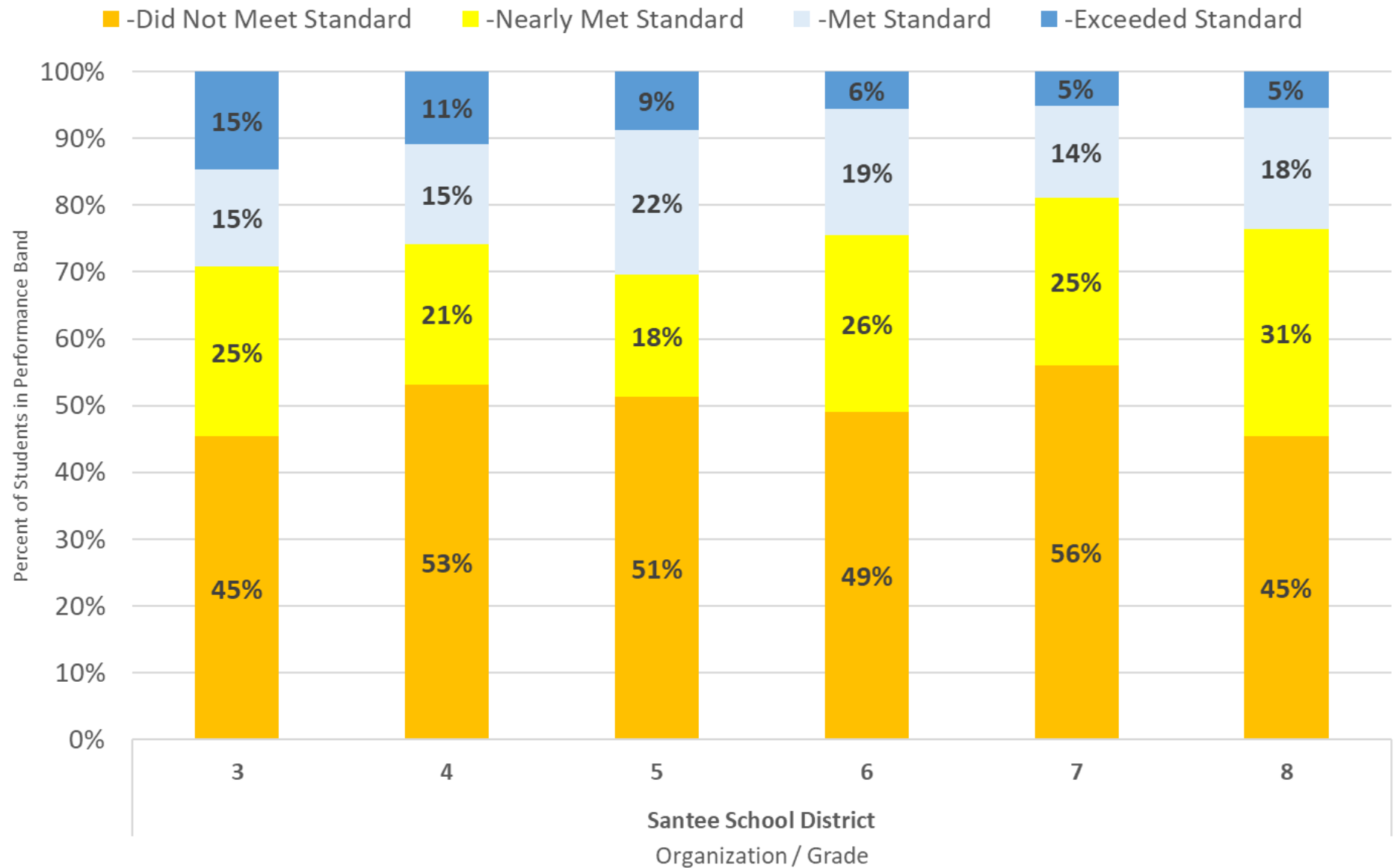
Santee School District  
2021 CAASPP English Language Arts  
Socioeconomically Disadvantaged



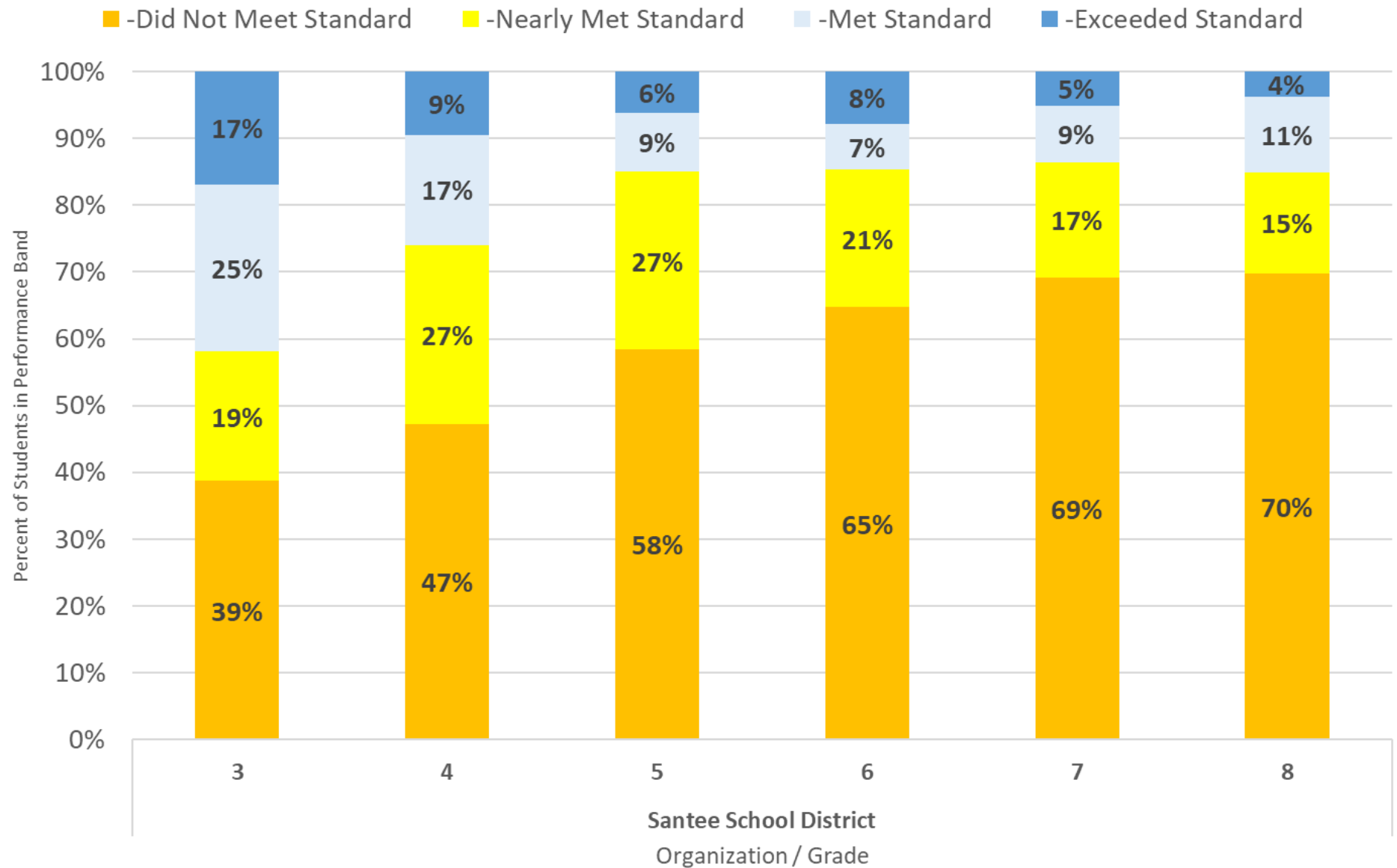
Santee School District  
2021 CAASPP Mathematics  
Socioeconomically Disadvantaged



Santee School District  
2021 CAASPP English Language Arts  
Students with Disabilities



Santee School District  
2021 CAASPP Mathematics  
Students with Disabilities





## Next Steps in Accelerating Learning

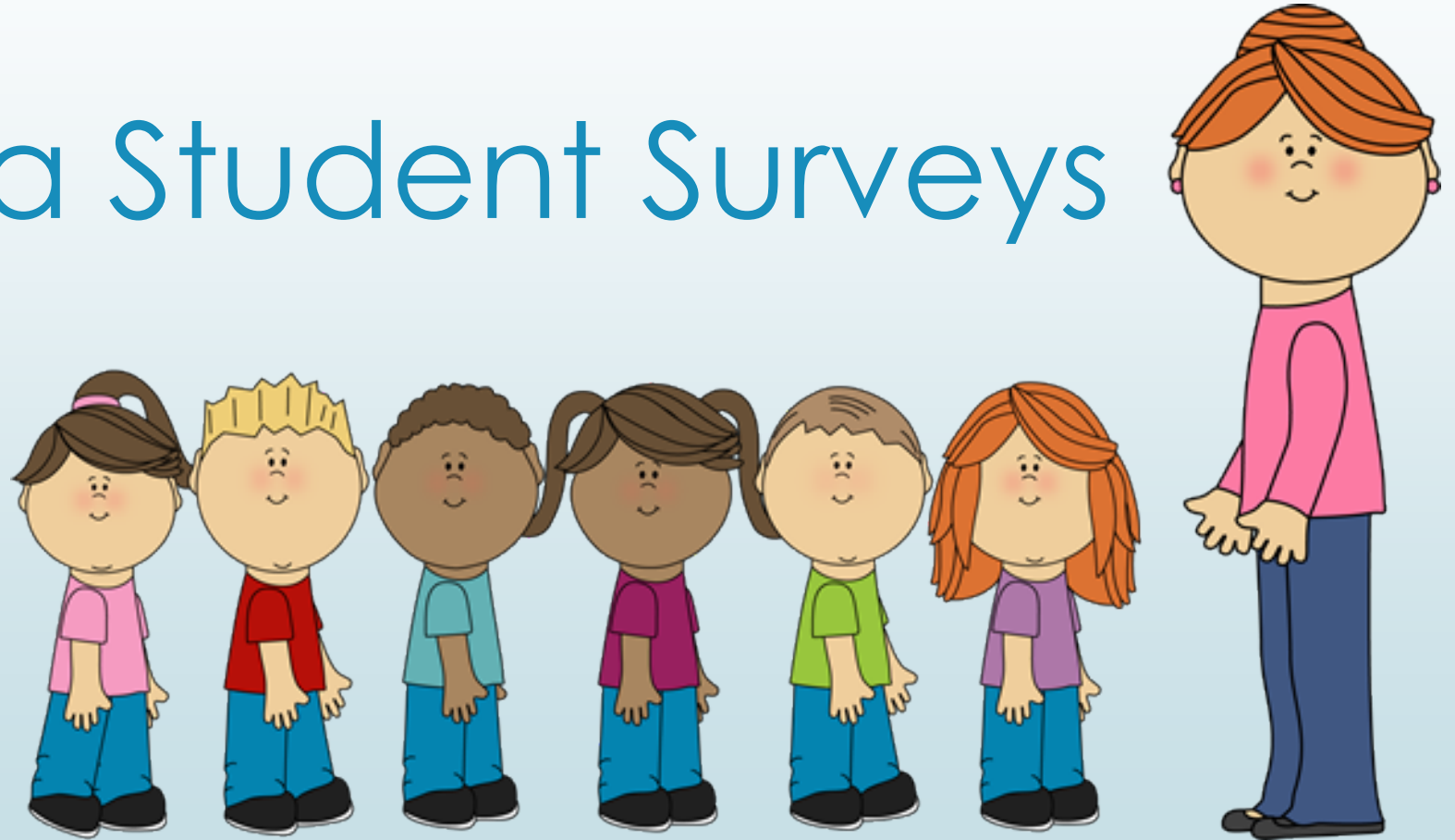
- Continuing to learn from the data, apply learning to curriculum and instructional planning
- Designing intervention systems to improve student learning in literacy and mathematics
- Providing supplemental materials for accelerating learning
- Implementing iReady Reading and Math Instruction



# Next Steps in Accelerating Learning

- Professional learning
  - Collaborating with consultants in both ELA and Mathematics to determine focus standards and curricular alignment
  - Developing a coherent assessment system based on standards
    - Self-assessment
    - Peer-assessment
    - Teacher feedback
  - Continuing Cognitive Guided Instruction (CGI)
  - Piloting Next Generation Science Standards (NGSS) for grades 6 – 8
  - Supporting instructional assistants and other classified staff around accelerating learning

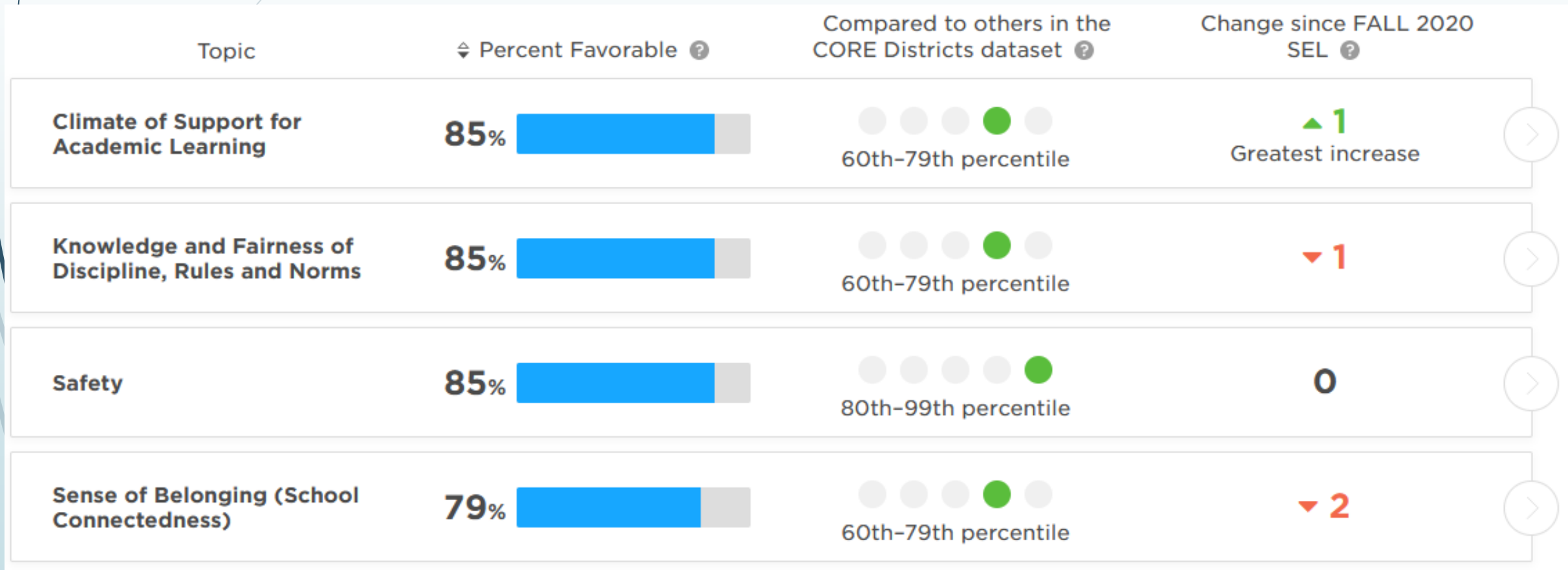
# Panorama Student Surveys

















# Panorama Spring Survey

## 4<sup>th</sup> & 5<sup>th</sup> – Climate and Culture



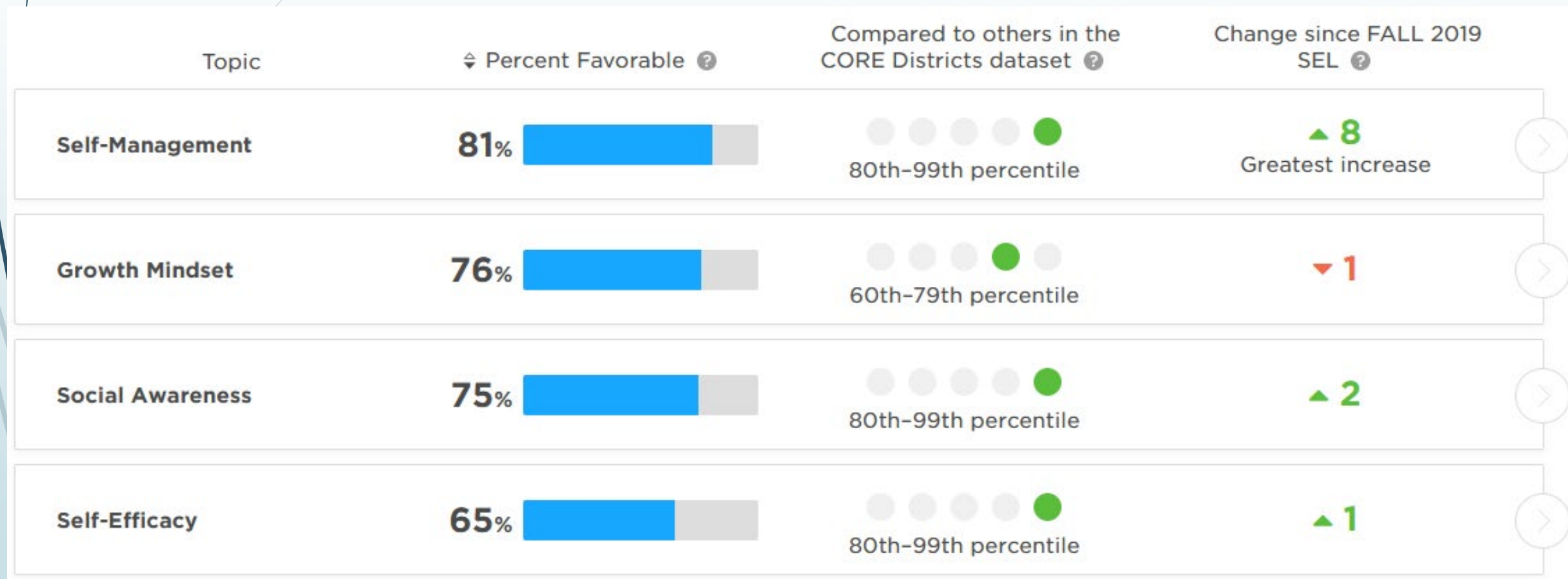
# Panorama Spring Survey

## 6<sup>th</sup> – 8<sup>th</sup> Grade: Climate and Culture

Topic	Percent Favorable ?	Compared to others in the CORE Districts dataset ?	Change since FALL 2020 SEL ?	
Climate of Support for Academic Learning	83% 	 60th-79th percentile	▼ 3	
Knowledge and Fairness of Discipline, Rules and Norms	78% 	 60th-79th percentile	▼ 3	
Safety	73% 	 60th-79th percentile	0	
Sense of Belonging (School Connectedness)	65% 	 60th-79th percentile	▼ 5	

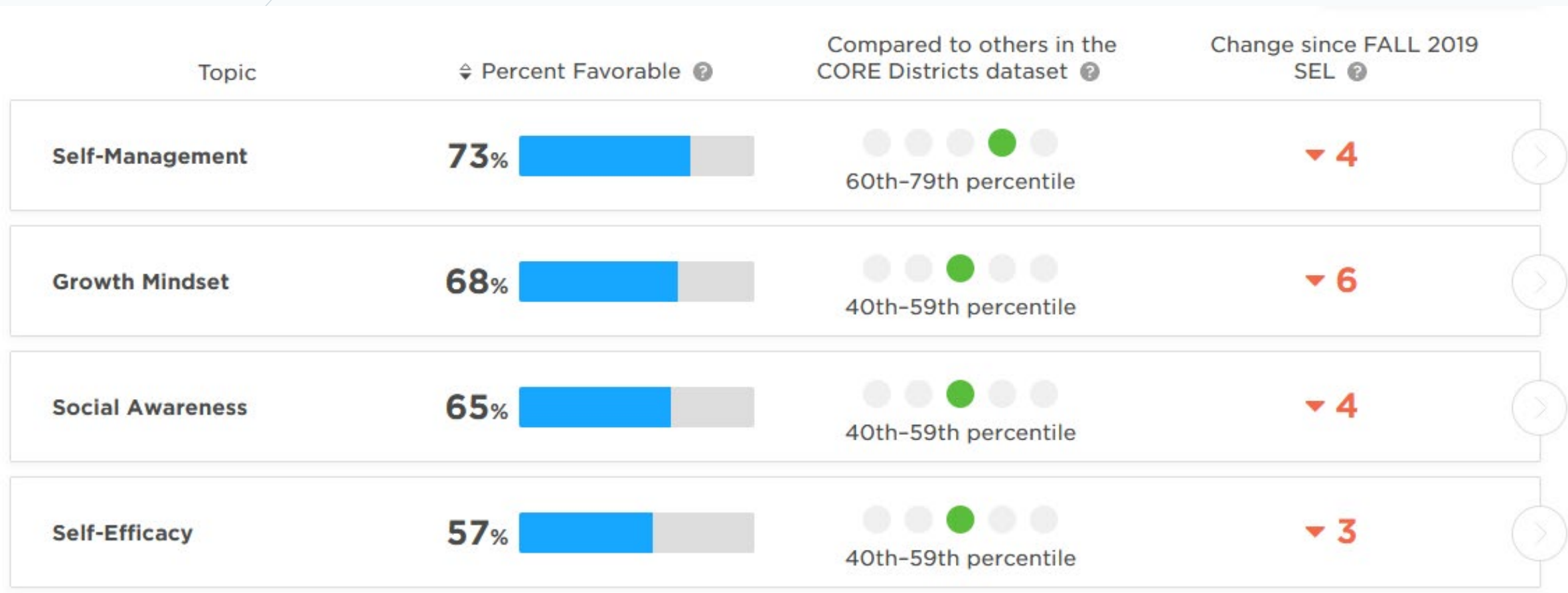
# Panorama Spring Survey

## 4<sup>th</sup> & 5<sup>th</sup> Grade: Social Emotional Learning



# Panorama Spring Survey

## 6<sup>th</sup> – 8<sup>th</sup> Grade: Social Emotional Learning





# Next Steps

## Tier I Support

- Implementation of Second Step curriculum
- Implementation of a school-wide PBIS system
- Implementation of Thrively (6<sup>th</sup> – 8<sup>th</sup> grade)

## Beyond Tier I Support

- Counselors use this data to identify individual student needs:
  - Individualized support
  - Group support
- Additional assessments to determine more intensive supports



## **Panorama Definitions for the Four Topics of Social Emotional Learning**

### **Growth Mindset**

The Panorama Student Survey and Panorama's SEL Measures ask students to answer questions about the extent to which they believe they have the potential to change the factors that are central to their performance in the classroom and school. Research indicates that students who self-report higher levels of growth mindset tend to do better academically and a greater sense of confidence when confronting new challenges.

### **Self-Efficacy**

Panorama's SEL Measures ask students to answer questions related to how much they believe they can succeed in achieving academic outcomes. Research indicates that students who self-report higher levels of self-efficacy tend to do better in school, career, and life.

### **Self-Management**

Panorama's SEL Measures ask students to answer questions about how well they feel they manage their emotions, thoughts, and behaviors in different situations. Research indicates that students who self-report stronger senses of self-management tend to do better school, life, and career.

### **Social Awareness**

Panorama's SEL Measures ask students to answer questions about how often they consider the perspectives of other people and empathize with them. Research indicates that students who self-report higher levels of social awareness tend to do better school, life, and career.